

**corrections victoria**

**language, literacy and numeracy toolkit**

**DEPARTMENT  
OF JUSTICE**

**Victoria**  
The Place To Be

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## From the Commissioner...

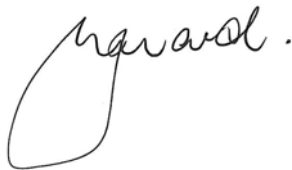
I am pleased to introduce the Corrections Victoria Language, Literacy and Numeracy Assessment Toolkit.

Research highlights the strong links between employment and reduced re-offending, but many prisoners and offenders lack the basic language, literacy and numeracy skills they need to compete in the employment market. This toolkit will enable corrections educators to gauge the ability of offenders and prisoners in these core areas and develop appropriate employment-focused learning programs. It represents our commitment to identifying and addressing the barriers that exist in reintegrating offenders into the community and work.

The toolkit has been developed by prominent experts in the field, in consultation with practitioners from TAFE service providers delivering education and training in prisons around Victoria. It builds on the expertise of our service providers and will complement their efforts towards improving reintegration outcomes for offenders.

The resource is the first developed in Australia based upon the new national reporting system for language, literacy and numeracy, (the Australian Core Skills Framework). It will facilitate a uniform approach to assessment across the prison system that is consistent with best practice approaches in the community.

Corrections Victoria acknowledges the support provided by the Australian Government Department of Education, Employment and Workplace Relations in the development of the toolkit. I commend its role in our continuing efforts to reduce recidivism.



**JAN SHUARD**

Acting Commissioner

Corrections Victoria

July 2008

# Introduction

This adult English language, literacy and numeracy (LLN) assessment resource, which has been developed for use within Victorian adult prisons, aims to:

- ensure a consistent approach to LLN assessment of all sentenced adult prisoners
- facilitate a common language about LLN skill levels among practitioners.

This resource enables, for the first time, the reporting of prisoner skill levels against national<sup>1</sup> and international benchmarks<sup>2</sup> and will contribute to improving the planning, monitoring and evaluation of training design and delivery by all corrections education stakeholders. The kit has been developed by prominent LLN experts in consultation with practitioners from correctional settings around Victoria.

In developing the kit, the project team has consulted and incorporated advice on the cultural and social experiences of the prison population including youth, women, those of non-English speaking background and those prisoners identifying as Aboriginal or Torres Strait Islander.

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<sup>1</sup> The resource aligns to the Australian Core Skills Framework (ACSF), a nationally endorsed framework mechanism for reporting outcomes of adult English language, literacy and numeracy provision.

<sup>2</sup> The international Adult Literacy and Lifeskills survey (ALLS) was conducted in Australia in 2006 and established benchmarks for adults' performance in literacy and numeracy.

## **The Australian Core Skills Framework**

This LLN assessment tool is aligned to the Australian Core Skills Framework (ACSF), which describes levels of performance in the five core skills of:

- learning
- reading
- writing
- oral communication
- numeracy.

These skills are essential for people to participate in our society. People need to communicate effectively in many different ways, for diverse purposes, in a variety of contexts and to think critically about information and ideas.

The ACSF provides:

- a consistent national approach to the identification of the core skills requirements in diverse personal, community, work and training contexts
- a common reference point for describing and discussing performance in the five core skill areas.

This tool addresses all levels of the ACSF, with particular emphasis on levels 1, 2 and 3.

## The core skills

The following summary descriptions of the core skills have been taken from the ACSF (refer to the ACSF for further details).

### Learning

The rapid rate of change affecting all aspects of contemporary life has implications for participation in community, social, training and work spheres. Crucial to adapting to rapidly evolving environments is an individual's orientation towards learning, and the range of strategies that person can draw on to assist with learning.

The learning core skill describes an adult learner's performance against two indicators:

- the active awareness of self as a learner, learning orientations and approaches to the management of learning
- the acquisition and application of practical strategies that facilitate learning.

The two indicators are described for each of the five levels of learning in the following table.

LEVEL	READING INDICATOR	
1	1.01	Demonstrates some awareness of self as a learner
	1.02	Takes first steps towards developing explicit learning strategies
2	2.01	Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process
	2.02	Applies a limited range of learning strategies in structured and familiar contexts
3	3.01	Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges
	3.02	Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts
4	4.01	Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process
	4.02	Adapts a range of familiar strategies to new contexts and experiments with new approaches
5	5.01	Self directs learning, actively designing and managing learning processes appropriate to the context
	5.02	Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning

## Reading

An individual's performance in the ACSF core skill of reading takes into account performance in deriving meaning from different text types, including developing a critical awareness of the purpose of these texts. To actively engage with texts, readers also need to develop and manage the conventions of reading.

The reading core skill describes an adult learner's performance against two indicators:

- audience, purpose and meaning-making strategies
- text structure and features, grammatical expression of ideas, word identification strategies and vocabulary.

These indicators are described at each of the five levels in the following table.

LEVEL	READING INDICATOR	
1	1.03	Identifies personally relevant information and ideas within highly familiar contexts
	1.04	Uses a limited range of decoding strategies to identify specific information in explicit and highly familiar texts
2	2.03	Identifies and interprets relevant information and ideas within familiar contexts
	2.04	Uses a number of reading strategies to identify and interpret relevant information within familiar text types
3	3.03	Evaluates and integrates facts and ideas to construct meaning from a range of text types
	3.04	Selects and applies a range of reading strategies as appropriate to purpose and text type
4	4.03	Interprets and critically analyses structurally complex texts containing some ambiguity
	4.04	Applies appropriate strategies to support understanding of a range of complex texts
5	5.03	Critically organises, evaluates and applies content from a range of structurally complex texts
	5.04	Draws on a repertoire of strategies to maintain understanding throughout complex texts

## Writing

The writing core skill identifies a set of skills, knowledge and strategies concerned with the ability to shape written language according to purpose, audience and context.

While concentrating on traditional pen and paper modes of writing, it can also include other forms of writing such as computer literacy (eg. word processing or emailing), and mobile phone SMS in different contexts.

The writing core skill describes an adult learner's performance against two indicators. The first writing indicator addresses audience, purpose and meaning-making strategies. The second indicator addresses vocabulary, grammatical structure and the conventions of writing. Refer to the following table for descriptions of each indicator at each of the five levels of the ACSF.

LEVEL	READING INDICATOR	
1	1.05	Conveys a simple idea, opinion, factual information or message in writing
	1.06	Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text
2	2.05	Conveys intended meaning on familiar topics for a limited range of purposes and audiences
	2.06	Produces familiar text types using simple vocabulary, grammatical structures and conventions
3	3.05	Communicates relationships between ideas and information in a style appropriate to audience and purpose
	3.06	Selects vocabulary, grammatical structures and conventions appropriate to the text
4	4.05	Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
	4.06	Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions accurate to text
5	5.05	Generates complex written texts, demonstrating control over a broad range of writing styles and purposes
	5.06	Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning



## Oral communication

Oral communication, like other skill areas in the ACSF, is based on the view that language is a social event, the purpose and context of which shape the construction of the oral text.

It has been divided into two areas – speaking and listening.

Oral communication involves both transactional and interpersonal exchanges. Transactional exchanges are primarily practical in purpose, designed to achieve a specific outcome such as providing or obtaining information, or purchasing goods and services. Exchanges may tend to be more formulaic and structured often involving situations where speakers have no prior knowledge of each other.

The oral communication core skill describes an adult learner’s performance against two indicators:

- speaking
- listening.

The indicators are described for each level of the ACSF in the following table.

LEVEL	READING INDICATOR	
1	1.07	Gives or elicits basic information in a short, simple spoken context
	1.08	Listens for basic information in short, simple oral texts
2	2.07	Uses everyday language to provide information or maintain a conversation in familiar spoken contexts
	2.08	Listens for relevant information in oral texts across familiar contexts
3	3.07	Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts
	3.08	Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts
4	4.07	Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts
	4.08	Applies appropriate strategies to extract main ideas from oral texts across a range of contexts
5	5.07	Establishes and maintains complex and effective spoken communication in a broad range of contexts
	5.08	Displays depth of understanding of complex oral texts which include multiple and unstated meanings

## Numeracy

Numeracy in the ACSF is about using mathematics to make sense of the world. Numeracy assists in dealing with situations that involve the use and application of a range of mathematical skills and knowledge in workplace, personal, training and community settings.

The numeracy core skill describes an adult learner's performance against three indicators:

- identification of the mathematical information and meaning in activities and texts
- the problem solving and mathematical processes
- the way informal and formal language, symbolic and diagrammatic representations and conventions of mathematics are used to communicate.

Each of the three indicators is described in the following table.

LEVEL	NUMERACY INDICATOR	
1	1.09	Locates and recognises key mathematical information in simple activities or texts
	1.10	Uses simple mathematical and personal problem solving strategies in highly familiar contexts
	1.11	Uses everyday informal oral language or highly familiar written representation to communicate simple mathematical information
2	2.09	Identifies and comprehends relevant mathematical information in familiar activities or texts
	2.10	Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts
	2.11	Uses informal and some formal oral and written mathematical language and representation to communicate mathematically
3	3.09	Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts
	3.10	Selects from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts
	3.11	Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically
4	4.09	Extracts and evaluates the mathematical information embedded in a range of tasks and texts
	4.10	Selects from and applies an expanding range of mathematical and problem solving strategies in a range of contexts
	4.11	Uses a range of informal and formal oral and written mathematical language and representation to communicate mathematically
5	5.09	Analyses and synthesises highly embedded mathematical information in a broad range of tasks and texts
	5.10	Selects from and flexibly applies a wide range of highly developed mathematical and problem solving strategies and techniques in a broad range of contexts
	5.11	Uses a wide range of mainly formal, and some informal, oral and written mathematical language and representation to communicate mathematically

## **Assessing performance levels**

When assessing performance levels against the ACSF, it is important to consider the following factors.

### **Degree and nature of support available**

When people learn something new, they normally require some level of support, such as demonstration, teacher advice, peer/colleague support, technical manual or help desk. At the lower levels of the ACSF, a high level of support is appropriate. The type and degree of support changes as individuals develop skills and confidence in becoming more independent learners.

### **Familiarity with context**

The prior knowledge or experience a person brings to a situation, including familiarity with text, task and content, can make a significant difference to performance. This is reflected across the five levels of performance as an individual applies knowledge and skills with increasing confidence and competence within familiar contexts and learns how to transfer and adapt them to a broader range of less familiar or unfamiliar contexts.

The ACSF recognises that not all adult learners are familiar with the instructional or socio-cultural context of texts and tasks. Some may have little experience of formal learning or may have participated in contexts with varying orientations to learning. In these situations, adult learners can derive valuable contextual support for core skills development from their immediate learning, working and social environment.

### **Complexity of text and task**

In the ACSF, 'text' includes written, diagrammatic, visual and oral texts and real life objects and materials.

The components of task and text complexity are derived from the work of Kirsch and Mosenthal (1990) and Kirsch (2001) who argue that a number of variables interact to determine the level of difficulty of information processing tasks.

In their construct, task difficulty increases as:

- the length and complexity of the text increases
- the type of process required to respond to a question about a text increases in complexity, for example straight location compared with integration
- the kind of information required to respond to a question about a text increases in complexity, for example concrete compared to abstract
- the lack of correspondence between the information in the text and in a question about that text increases
- the degree of inference the reader is required to make increases.

		Support	Context	Text	Task complexity
<b>FIVE LEVELS OF PERFORMANCE</b>	1	Full support Works alongside expert/mentor Prompting and modelling provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of one or two processes, eg. locating, recognising
	2	High level support May work with expert/mentor Modelling available and accessible if requested	Familiar and predictable contexts Limited range of contexts	Simple, familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar processes, eg. identifying, interpreting
	3	Moderate support Advice and modelling available	Range of familiar contexts Some less familiar/routine contexts Some specialisation in routine contexts	Routine tasks May include some unfamiliar elements and embedded information Includes some specialised vocabulary	Tasks include a number of steps within the one task, eg. sequencing, basic inferencing, extrapolation and integration
	4	Minimal support, as requested Establishes own support resources	Range of contexts including some that are familiar and/or unpredictable Some specialisation in non-routine contexts	Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism	Complex task analysis involving application of a number of processes, eg. extracting, comparing and interpreting information
	5	Little or no support Initiates support from own established resources	Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts	Highly complex texts Highly embedded information Includes highly specialised language	Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation

## **Who should conduct LLN assessments?**

This resource is designed to be implemented by LLN specialists:

- on entry to the candidate's sentenced location
- prior to the candidate's exit from the prison.

Practitioners will need to have a working knowledge of the ACSF. To ensure that assessments made using this resource are fair, valid, flexible and reliable, it is important that practitioners regularly participate in moderation sessions.

## **Using the resource for assessment only**

To retain the integrity of this LLN assessment tool, it is important that the tasks are not removed and used for learning tasks. Candidates may need to be assessed more than once and the tasks will not be valid for assessment if they have been used in a learning context.

## HOW TO USE THIS KIT (THE CHEAT SHEET)

In summary, to carry out an LLN assessment using this resource you need to:

1. Familiarise yourself with the ACSF pages 2 – 10
2. Collect information about the candidate's LLN needs from the Assessment section of the candidate's Individual Management Plan (IMP) file, before you conduct the assessment interview
3. Use the assessment interview form to begin to gather information about the candidate's LLN skill level pages 16 – 21
4. Select appropriate assessment tasks and ask the candidate to complete pages 22 – 86
5. Use the information gathered through the interview and the completed tasks to complete the LLN assessment summary report pages 91 – 93
6. Keep a copy of the report on the candidate's education centre file.

### **Please note:**

1. The integrity of the assessment tasks is important.  
**DO NOT** use assessment tasks as learning activities.
2. Remember to report at the exit skill level. That is, a candidate to be enrolled in level 3 would have a current skill level of 2.

## **The assessment interview**

In preparation for the interview, assessors should ensure that they have indicative information about the candidate's LLN needs from the Assessment section of the candidate's IMP file. LLN screening is conducted as part of the Victorian Intervention Screening Assessment (VISAT) after a prisoner is sentenced. All sentenced prisoners receive a VISAT assessment. Candidates requiring thorough LLN assessment are those identified as having a medium to high need on Module 6 of the VISAT Assessment and Tier 1 report.

Assessors should put the candidate at ease and explain that the purpose of the LLN assessment interview is to gather information about the candidate's educational background, and LLN skill level to help determine future training needs. Also explain that the assessment will include a one-to-one chat and then some time will be given for the candidate to complete two or three activities. Encourage the candidate to feel comfortable and ask questions at any time.

The interview is an opportunity for the assessor to gather information about the candidate's oral communication and learning skills.

## The assessment interview form

The assessment interview form is a tool to guide the interview and should be completed by the assessor in conversation with the candidate. Not all questions will be relevant. The form includes prompts for the assessor to flesh out questions where appropriate, but assessors could also use their own prompts.

Ideally, an assessment interview would be conducted in a quiet place on a one-to-one basis. Practically, this is not always possible.

### CASE STUDY: Managing multiple LLN assessments

*Jana was timetabled to conduct a number of LLN assessments on Tuesday afternoons between 2 pm and 4 pm. She asked three prisoners to attend the education centre at 2 pm. As the prisoners arrived, Jana asked them to take a seat in an area around a coffee table and make themselves comfortable. She explained that she would have a chat to each of them individually to talk about their training needs.*

*Jana spoke to the first candidate and used the interview form to take down some notes about the candidate's background. After about 10 minutes, Jana selected two assessment tasks from the kit, photocopied them and asked the candidate to complete them in a space at the other end of the room. She reassured the candidate that she would be close by if assistance was required. Then Jana invited the second candidate to join her for a one-to-one chat.*

*In this way of staggering interviews, Jana managed to complete five assessments over two hours. The process didn't always work so well. Sometimes she recognised that some candidates couldn't wait, so she would either see them immediately or make a specific time for them to return.*

### CASE STUDY: A need for more time

*Fatima interviewed an older woman with very limited oral communication skills. It became obvious that the candidate would need a lot of one-on-one support to complete the assessment. Even with extra time and support it became obvious that it was very tiring and stressful for the candidate, so Fatima scheduled a follow-up session to complete the assessment.*

## The self-assessment

The self-assessment is also designed to be completed through interview. It is a tool to encourage candidates to talk about the skills they have and the skills they would like to develop.

Because they are conducted orally, the assessment interview and the self-assessment are ways of specifically collecting information about the candidate's oral communication skills.



## Assessment in different contexts

The LLN assessment will be conducted differently in different contexts.

### CASE STUDY: Group assessment

*Gulcan was asked to assess the LLN levels of a group of prisoners working in an industry area. Gulcan agreed but said that, before she conducted a group assessment, she needed to briefly meet and have a short conversation with each of the candidates. In this way, Gulcan could determine whether or not the candidates could be assessed as part of a group. She didn't want to put anyone who had very low LLN skills through the possible stress of being faced with reading and writing activities that they couldn't begin to understand or complete. And through having a short conversation with each candidate, Gulcan could also start to make an assessment of the candidates' oral communication skills.*

*From the LLN Assessment Toolkit, Gulcan chose Task 6: Pizza menu, Task 8: Write, write, write, and Task 22: Mobile phones, and made 10 copies of each. She arranged for the 10 candidates to come to a room at the Education Centre an hour before they had their lunch break.*

*Gulcan explained to the group that the assessment wasn't a test, just a way of working out each candidate's LLN needs. Education programs would be organised for candidates who showed a need. Gulcan also explained that if candidates needed assistance during the assessment to understand the meaning of words or the meaning of questions, they could ask.*

*Gulcan handed out a copy of the Pizza menu and a copy of Task 6 to each candidate. She asked the group to complete the task and to let her know when it was finished.*

*When Gulcan saw the completed Task 6, she could make a quick assessment about what to give the candidate next. If Task 6 was completed with some accuracy and confidence, Gulcan gave the candidate Task 22 – a higher level task. If not, Gulcan gave the candidate Task 8 – an open-ended, writing for self-expression task that could be answered with a few words or a few paragraphs. Candidates who completed Task 22 were also asked to complete Task 8.*

*Some candidates finished earlier than others, but prison officers had asked that all candidates stay until the end of the session and leave together.*

*At the end of an hour, Gulcan had tasks completed by all candidates that she could take away to write up records of assessment.*

Assessors will also need to be sensitive to anxieties or stresses that may affect the assessment, for example if a candidate is obviously affected by drugs or emotionally upset, the assessment should be postponed. There could also be cultural issues that may affect the interview process.

**CASE STUDY: Working with different cultures**

*Steve interviewed a young Indigenous man about his educational background. He knew that many Indigenous people were uncomfortable with direct eye contact and with direct questioning. So Steve sat beside the candidate for an informal chat.*

*Steve was also aware of Indigenous kinship relationships, so he started off the interview by encouraging the young man to talk about his family – about his mother, father, sisters and brothers, and also about his aunts, uncles and cousins. This conversation was a good way to put the young man at ease, and show him some respect, before getting onto the topic of his educational background.*

Where appropriate, assessors could contextualise the assessment tasks to be suitable for different candidates.

**CASE STUDY: Contextualising tasks for different cultures**

*Rowena chose Task 7: Opening hours to give to a candidate who came from a Vietnamese background. On the second page of the task, Rowena crossed out the word 'omelette' and wrote 'noodles' underneath. She also crossed out the first dot point. In this way, Rowena appropriately contextualised the task for the candidate.*

## Assessment interview form

### Educational goals

Can you tell me about something that you learnt recently?

**PROMPT**

*How did you learn it? People learn new skills every day, such as how to use the internet, how to record TV shows or how to drive a car.*

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What do you like about learning?

**PROMPT**

*What helps you to learn? People learn in different ways. Some learn best by listening and writing, some from visual aids such as the whiteboard or the TV, some learn by watching and doing. Others like to learn in a group, while some people prefer to learn one-on-one with a support person.*

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What are you good at?

**PROMPT**

*This may include reading (newspapers, emails, websites, notice boards, manuals); writing (letters, emails, forms, lists, messages, reports); numeracy (calculations, times tables, 24 hour clock, measurement, money and finance); speaking and listening (talking on the phone, asking for information, giving instructions).*

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What would you like to learn?

**PROMPT**

*This might include reading school newsletters, novels or TV guides, writing letters, reading maps, using a calculator, or reading the types of programs listed on the education centre timetable.*

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## What helps you to learn?

**PROMPT**

*You could ask if there are barriers, for example the need for glasses; medication or family issues; unsuccessful previous schooling; English is second language.*

*Some may be able to identify a preference for small groups, extra time, one-on-one support, a mentor, tape recorder, computer, dictionary, calculator etc.*

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## Educational background

When did you leave school? For example, 1991 \_\_\_\_\_

Have you been enrolled in training (vocational training or tertiary studies) since you left school? If yes, which courses?

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## Employment

In what sort of jobs have you worked?

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Did you receive on the job training?

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Did you do any writing at work? If so, what sort? What types of tasks involved writing?

For example, taking telephone messages or filling in forms.

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Did you use a computer at work? If yes, for what types of tasks?

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What sorts of maths did you use at work?

**PROMPT**

*Did you use a calculator, count stock and materials, or measure? Did you use calculations? Give directions? Read maps?*

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What work skills do you already have?



*Team work, using technology, communication, self-management, problem-solving, learning, initiative, planning.*

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What skills would you like to develop?

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Assessor notes:

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### A self-assessment...

Tell us about your reading, writing and numeracy skills.

I can ...	Yes	Sometimes	No
understand signs			
write a shopping list			
count and check change when shopping			
text a message			
use the internet to get information like telephone numbers			
read the TV Guide			
read the prompts at an ATM			
read a bill			
use a computer to email			
use a calculator			
understand a train timetable			
read a map or street directory			
read and understand the newspaper			
use a dictionary			
write a job application			
read books I am interested in			
calculate fractions, decimals and percentages			
keep a journal for study purposes			
write a work report			





## The LLN assessment tasks

The tasks included in this section focus on assessing the following LLN skills:

- learning
- reading
- writing
- oral communication
- numeracy.

The interview and the self-assessment will give the assessor an indication about the skill level of the candidate. Building on the information gathered through this process, the assessor and candidate can choose from the range of assessment tasks included in this section.

All tasks included in this resource have been mapped against the ACSF levels and are included in the table at the end of this section. Each task has been given a skill level range. The skill level number relates to levels defined by the ASCF. Note that the skill level performed on any given task will vary depending on the context, support, text and task (see previous section).

A broad mapping of how the Certificates in General Education for Adults (CGEA) levels match the ACSF levels is included in the table at the end of this section.

### CASE STUDY: Varying levels of support

*Pham gives two candidates the same assessment task. One candidate asks lots of questions to clarify the meaning of certain words and to help him understand what the task is about. The other candidate requires no support.*

*Both candidates complete the task. Pham takes into account the levels of support given and assesses the first as having reading skills at level 2, and the other at level 3.*

Assessors will usually be trying to make a judgement between two levels, so it is important to choose a range of tasks and vary the level of support. Also be aware that candidates may have varying LLN levels across the skills, for example, a candidate may be at level 2 for numeracy and level 2 for reading, level 3 for oral communication and level 1 for writing. This is referred to as a spiky profile.

Remember, some candidates will require varying levels of support, depending on their skill level.

**CASE STUDY: Support for low level candidates**

*Karen interviewed a woman that she believed had low level literacy skills. Karen liked to use Task 8: Write, write, write because it is open-ended and allowed candidates to complete some self-expressive writing. Karen gave the candidate the task, and gave her some sentence introductions as well – these helped the candidate to choose a topic and make a start. The sentence introductions were:*

*The clouds are dark and it looks like...*

*The woman is sitting and waiting for...*

*The old tree finally died...*

*Karen often used model writing texts to support candidates with low level skills, as outlined in the ACSF.*

A candidate's skill should be assessed to exit levels of competence. That is, a candidate who would be enrolled into a level 3 would have competence at level 2.

## Task mapping

ACSF LEVEL	READING	WRITING	ORAL COMMUNICATION	NUMERACY	LEARNING	CGEA LEVEL
5						Cert III & above
4	<ul style="list-style-type: none"> <li>22: Mobile phones</li> <li>23: Water fluoridation</li> </ul>	<ul style="list-style-type: none"> <li>8: Write, write, write!</li> <li>22: Mobile phones</li> <li>10: Write on!</li> <li>23: Water fluoridation</li> </ul>		<ul style="list-style-type: none"> <li>24: AFL ladder</li> </ul>		Cert II
3	<ul style="list-style-type: none"> <li>22: Mobile phones</li> <li>9: Saving water</li> <li>11: The water cycle</li> <li>12: Round 9 AFL</li> <li>16: Car comparisons</li> <li>18: Dial and Dob</li> <li>19: Letters to editor</li> </ul>	<ul style="list-style-type: none"> <li>8: Write, write, write!</li> <li>10: Write on!</li> <li>7: Opening hours</li> <li>14: The daily taste</li> <li>9: Saving water</li> <li>10: Write on!</li> <li>16: Car comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Assessment interview</li> <li>12: Round 9 AFL</li> </ul>	<ul style="list-style-type: none"> <li>21: Household bleach</li> <li>22: Mobile phones</li> <li>16: Car comparisons</li> <li>17: Readers' poll</li> <li>24: AFL ladder</li> <li>20: Car costs</li> </ul>	<ul style="list-style-type: none"> <li>Assessment interview</li> </ul>	Cert I
2	<ul style="list-style-type: none"> <li>Self assessment</li> <li>5: Hear the weather</li> <li>14: The daily taste</li> <li>15: Star signs</li> <li>20: Car costs</li> </ul>	<ul style="list-style-type: none"> <li>15: Star signs</li> </ul>	<ul style="list-style-type: none"> <li>5: Hear the weather</li> </ul>	<ul style="list-style-type: none"> <li>14: The daily taste</li> <li>9: Saving water</li> <li>12: Round 9 AFL</li> </ul>		Intro
1	<ul style="list-style-type: none"> <li>7: Opening hours</li> <li>13: Weather map</li> <li>6: Pizza menu</li> <li>1: Student details</li> <li>2: Reading signs</li> <li>3: Distances</li> <li>4: Weather map</li> </ul>	<ul style="list-style-type: none"> <li>8: Write, write, write!</li> <li>1: Student details</li> </ul>	<ul style="list-style-type: none"> <li>4: A conversation...</li> <li>Assessment interview</li> </ul>	<ul style="list-style-type: none"> <li>7: Opening hours</li> <li>13: Weather map</li> <li>6: Pizza menu</li> <li>3: Distances</li> <li>24: AFL ladder</li> </ul>		Initial

Reading level 1 / Writing level 1

## Task 1: Student details

Complete the following details.

Family name: \_\_\_\_\_

Given name: \_\_\_\_\_

Date: \_\_\_\_\_

Nationality/  
Family group: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Reading level 1

## Task 2: Reading signs

Cut up the information below into cards and ask the candidate to match the card with the meaning.

	Airport
	No parking
	Telephone
	No smoking
	Toilets
	No dogs
	Stop

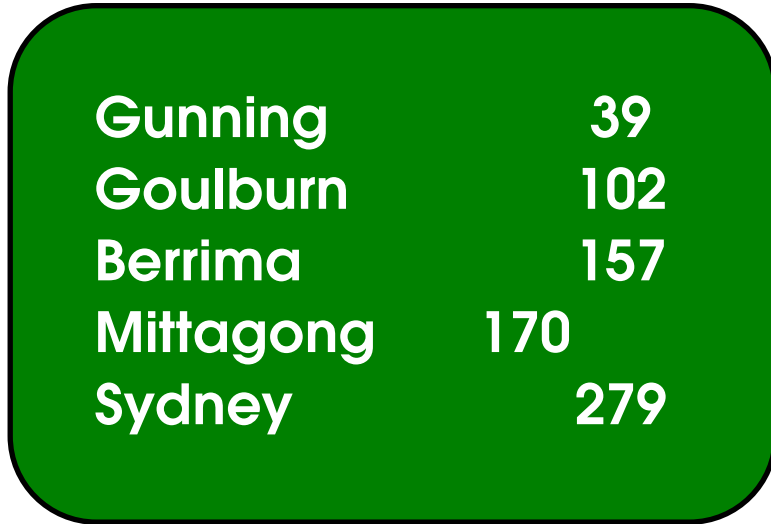
Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Reading level 1 / Numeracy level 1

**Task 3: Distances**

You are driving to Sydney and you see this road sign:



Gunning	39
Goulburn	102
Berrima	157
Mittagong	170
Sydney	279

Use the road sign above to answer the following questions.

a. What are the numbers on the sign measurements of?

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b. How far is it to Berrima?

---

c. How far is it from Goulburn to Sydney?

---

d. How far is it from Gunning to Mittagong?

---

e. Which town is closest to half way to Sydney?

---

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Oral communication level 1 or 2

## Task 4: A conversation...

### Instructions for the assessor

Having talked to the candidate, you will get an idea of the types of topics that may be of interest. The topics may include:

- a sporting event
- cars
- family
- where I'm from.

Instigate a short conversation about the chosen topic. You might ask questions like:

- Do you follow a football team? How are they going this season?
- Have you always lived in the city? Tell me what you like (or don't like) about where you live...
- Do you have children? Tell me about your family...
- Do you drive a car? Tell me what you like (or don't like) about driving...
- Do you play a sport? Do you play competition? What do you like about it?
- What sort of work would you like to do if you had the opportunity?

Carry on the conversation for a couple of minutes. What you're trying to ascertain is whether the candidate is competent at talking about a familiar topic.

How would you rate the candidate's ability to be able to do this?

### Assessor notes:

Refer to the oral communication indicator tables in the ACSF to help begin to identify oral communication levels.

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Oral communication level 3 / Reading level 2

## Task 5: Hear the weather

### Instructions for the assessor

Give the candidate a copy of the questions on the following page.

Read the following information about Victoria's weather to the candidate.

Allow the candidate to read through the questions and clarify if necessary (read out if required).

Read the information on Victoria's weather a second time.

Ask the candidate the questions and note the answers.

### Victoria's weather

Today Victoria will be mainly fine, partly cloudy with moderating west to southwesterly winds. There's the possibility of thunderstorms near the coast, late in the evening.

Mildura will have a maximum temperature of 24 degrees, Shepparton 21, Warrnambool 16, and in the east, Orbost will have a top of 18 degrees.

Melbourne will have a maximum of 20 and a minimum of 8.

There's a strong wind warning for coastal areas between Cape Otway and Wilsons Promontory, and a gale wind warning for the areas east of Wilsons Promontory.

Tomorrow will be a fine, sunny day with some high cloud developing later in the afternoon. There will be light winds tending north to northwesterly.

Longer term, the state will be mainly dry for the rest of the month.

### Assessor notes:

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_



Victoria's weather questions

- a. What is the maximum (or highest) temperature today in Melbourne?
- b. Name one area where there is a wind warning.
- c. When might there be thunderstorms?
- d. In which direction will the wind blow tomorrow?
- e. What is the forecast for the rest of the month?
- f. What will be the minimum (or lowest) temperature in Melbourne overnight?

Reading level 1 or 2 / Writing level 1 or 2 / Numeracy level 1 or 2

This task could also be used to gather information about the candidate's oral communication skills at levels 1 or 2. Give the candidate the Pizza menu and use the questions as a guide to discussions.

## Task 6: Pizza menu

Read the Pizza menu and answer the following questions.

a. What is the address of Dan's Pizza Restaurant?

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b. What time does Dan's Pizza Restaurant open on Friday?

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c. What time does Dan's Pizza Restaurant close on Tuesday?

---

d. Is Dan's Pizza Restaurant open on Monday?

---

e. How many hours is Dan's Pizza Restaurant open on Friday?

---

f. How much is a medium sized Mexicana pizza?

---

g. How much is a family sized Margherita pizza and a small Italian salad?

---

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

h. What direction is Dan's Pizza Restaurant from St John's Hospital?

N

S

E

W

i. Can you give directions for getting from St John's Hospital to Dan's Pizza Restaurant?

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j. About how far is Dan's Pizza Restaurant from the corner of Black Street?

---

k. Now complete the written competition on the menu.

Reading level 1 or 2 / Writing level 2 or 3 / Numeracy level 1 or 2

**Task 7: Opening hours**

	CAFÉ ONE
Days Open	Monday – Friday
Days Closed	Saturday – Sunday
Hours Open	8 am – 4 pm

	CAFÉ TWO
Days Open	Tuesday – Sunday
Days Closed	Monday
Hours Open	Tuesday – Thursday 11 am – 8 pm Friday – Sunday 11 am – 11 pm

Use the information in the table above to answer the following questions:

a. What time does Café One open on Friday?

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b. What time does Café One close on Wednesday?

---

c. What time does Café Two close on Saturday?

---

d. Which café is open for more hours in one week?

---

e. How much longer is this café open?

---

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

One café is located in a popular holiday spot and the other café is located in an industrial estate.

f. Which café do you think is in the holiday resort? What are your reasons for giving this answer?

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g. Which café do you think is in the industrial estate? What are your reasons for giving this answer?

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Writing level 1 or 2 or 3

Candidates may respond in different ways to this task, for example, prose, a poem, or lyrics to a song. Remember that candidates with low level skills may require support – using model texts may be appropriate.

### Task 8: Write, write, write!

Choose one of the pictures below and write as much as you can.  
Use capital letters, full stops and any other appropriate punctuation.



Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_



Reading level 2 or 3 / Writing level 2 or 3 / Numeracy level 2 or 3

If the candidate is focussing on the numeracy tasks, you may want to cover the text or point to the numeracy information on the left side of the brochure.

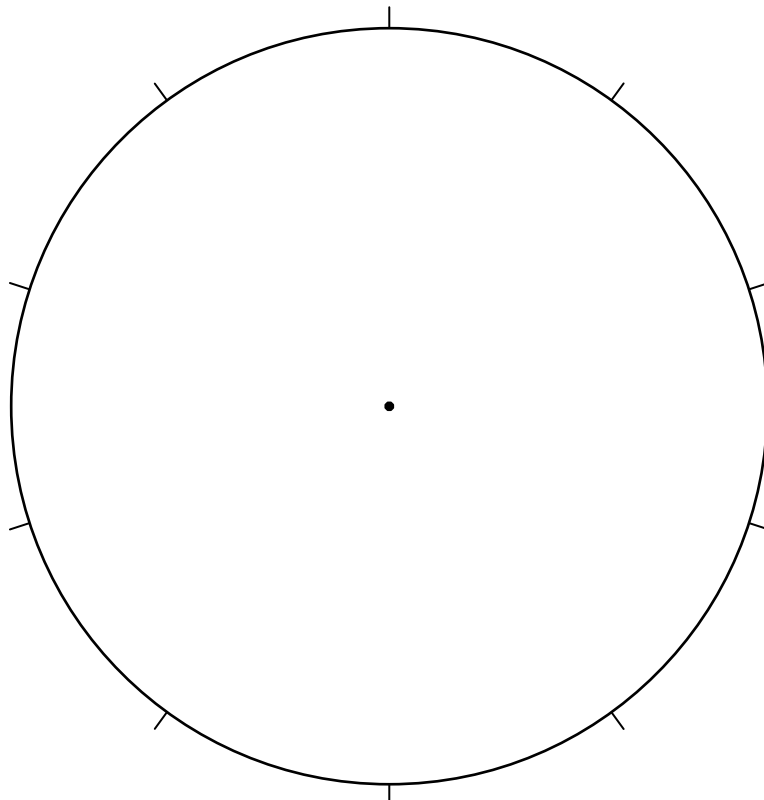
## Task 9: Saving water in the home

Use the information in the brochure titled 'Great ways to save water in the home' to answer these questions.

a. The purpose of this brochure is to:

- persuade     instruct     express an opinion     inform  
(you may tick more than one box)

b. Use the circle below to sketch a pie chart that represents water usage in a typical home.



Intervals are every 10%

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_



c. What fraction is kitchen use of water compared with toilet use?

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d. How can you save water when cleaning your teeth?

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e. If you follow this advice when cleaning your teeth, how many litres of water can a four person household save in a year?

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f. What type of washing machine is the most efficient?

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g. How many litres of water can a person save annually by reducing showers by one minute per shower and showering four times per week? Base your calculation on using an old fashioned showerhead. Show your working out.

h. If you wanted to greatly reduce water usage in the home, what area would you target and why? Base your answer on the information in the brochure.

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i. Which organisation has put out this brochure? Why would they publish this information?

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j. What is one way that you could save water while you are in prison?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Writing level 2, 3 or 4

## Task 10: Write on!

Choose one of the following topics and write as much as you can in the space provided. Use capital letters, full stops and any other appropriate punctuation.

- a. The person I'd most like to meet.

*Why would you like to meet that person? What would you talk about?*

- b. The place I would most like to visit.

*Why would you like to go there?*

- c. What I'd like to have done by the time I'm old.

*What are the things you'd really like to do if you have the chance?*

- d. My favourite memory is ...

*What do you like to remember? How does it make you feel?*

- e. Who inspires you?

- f. Which three people would you invite around a camp fire?

*Who would you really like to have a conversation with?*

- g. My first job.

*What did your job involve? Or what would you like your first job to involve?*

- h. My kind of music.

*What type of music do you enjoy the most? Why? What is your favourite song?*

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_



Reading level 2 or 3 or Oral communication (Listening) level 3

Candidates may require explanation of terms like 'evaporation' or 'vapour'. Remember that it's OK to give this type of support, but take it into consideration when assessing ACSF levels.

## Task 11: The water cycle

The earth has a limited amount of water that remains fairly constant over time. This water is always moving around in a cycle, on, above or below the surface of the earth. This is called the water cycle.

The sun drives the water cycle. It heats water in the oceans. Some of it evaporates as vapour into the air. Plants also lose water out of their leaves and this adds to evaporation. Rising air currents take all this vapour up into the air, where cooler temperatures cause it to form into clouds. Air currents move clouds around the earth. The clouds get heavy and water falls back to the earth in the form of rain, hail, sleet or snow. Most of this falls back into the oceans or onto land, where it flows over the ground as surface runoff. Some of this soaks into the ground and is used by plants and animals. The rest collects in lakes and rivers and flows into the oceans, where the cycle continues.

Based on the information in the passage above, sketch and label a drawing of the water cycle.

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Reading level 2 or 3 / Oral communication level 2 or 3 / Numeracy level 2

## Task 12 (newspaper): Round 9 AFL

Instructions to assessor

Ask the candidate to read the article titled 'Round 9 AFL Footy is Indigenous Round' on page 4 of the newspaper and ask the following questions. Questions may be answered orally or on paper.

- a. Who plays in Dreamtime at the G?
- b. Why were these two clubs chosen?
- c. Where does The Long Walk start and finish?
- d. What does the phrase 'building of bridges' mean?
- e. Do you agree that football can 'encourage the building of bridges between ... cultures and communities'?
- f. Do you think the AFL Grand Final should always be held on a Saturday afternoon at the MCG? Why? Why not?  
Note: Use this question to stimulate a discussion.
- g. Who was the first Indigenous player to reach 300 career games?
- h. Approximately how many listed players are there in the AFL if Indigenous players made up nearly 10% of all players?
- i. About how many Indigenous children participated in the AFL Kickstart clinics in 2002?

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Reading level 1/ Numeracy level 1

### Task 13 (newspaper): Weather map

Take a look at the weather map on page 3 of the newspaper and answer the following questions.

a. Which city had the highest temperature yesterday?

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b. Which city had the lowest maximum temperature yesterday?

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c. What is the forecast temperature range for Darwin today?

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d. What direction is Adelaide from Darwin?

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e. What direction is Brisbane from Adelaide?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Reading level 2 / Writing 2 or 3 / Numeracy level 2

### Task 14 (newspaper): The daily taste

Read through the recipes on page 3 of the newspaper and answer the following questions.

#### Pasta sauce

a. Other than pasta, what might you serve the sauce with?

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b. How long could you keep this sauce in the refrigerator (not the freezer)?

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c. Do you add the garlic before or after the pepper?

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#### Chocolate cup cakes

d. You want to make 40 cup cakes. What amount of each ingredient would you need?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_



- e. Think about your favourite food. In the following space, either write a recipe for your favourite food, or explain what the food is and why you like it. Use appropriate punctuation.

**Ingredients:**

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**Method:**

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OR

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f. A new staff member has just started in the kitchen of Café One. Can you write out a set of instructions for this staff member for making an omelette? The first one has been done for you.

- Break two eggs into a bowl.
- 
- 
- 
- 
- 
- 

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Reading level 2 / Writing level 2 or 3

### Task 15 (newspaper): Star signs

- a. Read your star sign on page 3 of the newspaper. Does it sound like you this week?

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- b. Add a final sentence to your star sign reading that talks about your health and money this week.

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- c. Do you usually read the star signs section? Why? Why not?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_





d. What is this difference in price as a percentage of the cheapest car price? Show how you worked it out.

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e. By working out the average price for the spare parts listed, which car do you think costs the least for repairs and replacement parts?

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f. What is the GST component on the Audi Q7?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Numeracy level 3

### Task 17 (newspaper): Readers' poll

Read the information on the readers' poll on the front page of the newspaper, then answer the following questions.

a. How many people voted 'yes' in the water restrictions poll?

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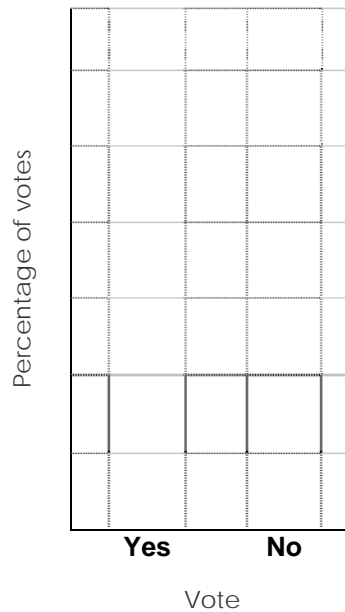
b. How many more people voted 'no', than voted 'yes'?

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c. Plot a bar graph on the grid below to illustrate the poll results.



Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Reading level 2 or 3 / Writing level 2 or 3

### Task 18 (newspaper): Dial and Dob

Read through the front page article on the newspaper and answer the following questions.

a. Who wrote the Dial and Dob article?

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b. How many years of drought has Melbourne had?

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c. The family in the article had their water supply reduced. Where did that family live?

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d. Jenny Hawker is the managing director of which company?

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e. For how long have water restrictions been in place?

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f. How did Jenny Hawker defend the position taken by North South Water?

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g. Do you think the Dial and Dob hotline will result in residents using less water? Give reasons for your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_





Numeracy level 2 or 3 / Reading level 2

### Task 20 (newspaper): Car costs

Refer to the car sales advertisement on page 2 of the newspaper. Have a look at the information in this advertisement and answer the questions that follow.

Remember to set your work out clearly and show how you worked out your answers.

- a. A business wants to buy both the Holden Astra TS Classic and the Holden Astra AH CDX. Approximately how much will this cost in total? **Just estimate.**

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- b. Now work it out exactly.

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- c. If the car dealer offered you \$7,500 trade in for your old car, how much would it cost you to buy the New Holden Astra AH CDX?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

d. A company needs to buy a new fleet of cars. How much would it cost to buy five new Holden Astra TS Classics?

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e. How much would a deposit of  $\frac{1}{3}$  be on an Astra TS Classic Equipe?

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f. How much would a deposit of 12.5% be on a Holden Astra AH CDX?

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g. If the car dealer gives you a flat \$1,000 discount on the Holden Astra TS Classic Equipe, what is this discount as a percentage of the advertised selling price?

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Numeracy level 3 or 4

### Task 21: Household bleach

DIRECTIONS FOR USE	BLEACH	WATER	DILUTION
<b>HAND WASHING/PRE-TREATING STAINS</b> Whitens and removes stains. Add to half a bucket of water. Wash normally, rinse well.	1/4 CUP 	5 LITRES 	<b>1:80</b>
<b>STUBBORN STAINS</b> Removes difficult stains such as food, grass, ink, milk, coffee, wine, chocolate, blood, etc. Wash item in cold water. Soak in mixture for 5 minutes, rinse well. Wash normally.	1/2 CUP 	2.5 LITRES 	
<b>KITCHENS</b> Cleans and disinfects. Use to clean benchtops, stainless steel sinks, stoves, fridges, floors, dishwashers, dishcloths and mops. Apply mixture and rinse thoroughly.	1/2 CUP 		
<b>OUTDOORS</b> Removes moss, grime and stains on drives, pathways, paving, marble, concrete and plastic furniture. Rinse surface. Scrub with mixture. Leave for 10-15 minutes. Rinse thoroughly.			

The label for using household bleach has been torn. Use the information and your own knowledge to answer the following questions.

- a. For HAND WASHING/PRE-TREATING STAINS: if you need to mix up a smaller amount of bleach and use 2.5 litres of water, how much bleach would you need to add?

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- b. For STUBBORN STAINS: what is the ratio of bleach to water?

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- c. For KITCHEN use: if the ratio of bleach to water is meant to be 1:8, how much water do you need to add to the 1/2 cup bleach?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Reading level 3 or 4 / Writing level 4 or 5/ Numeracy level 3 or 4

## Task 22: Mobile phones

Read over the phone bill and answer the following questions.

- a. What is the approximate percentage (%) difference between this November 2007 bill with that for November 2006?

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- b. What has been the approximate average monthly bill for J. E. Howard for the three months of September, October and November 2007?

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- c. Do you think that September 2007 was a normal month of phone use for J. E. Howard? Why? Why not?

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- d. What is the amount of GST in the bill's total of \$75.46?  
(The GST rate is 10%.)

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_



**NEWSPAPER: Lock it in**

*With all the bells and whistles of cameras, wireless internet and MP3 music players in a phone these days, more and more people are finding themselves locked into contract periods with phone companies, just so they can have the newest model right now. While contracts do offer some security, (insurance policies guarding against lost or stolen phones are pretty standard these days) they can also mean you're stuck with what could be a bad deal, so it's important you do the research to find out the details before you sign up for that snazzy phone.*

*Cap plans offer the best value for money if you use your phone frequently. You pay a set access fee each month and you get a large amount of credit to use. For example, a \$79 cap can get you \$500 worth of credit. Lower and higher caps are also available. If you tend to use your phone less frequently, a pay as you use plan would probably be best. Network access can start as low as \$5 a month and the standard call rate is 30 cents per 30 seconds. With these plans, it's really important to find out everything there is about their call rates, SMS rates, how much it costs to listen to voicemail and so on, and compare it with other plans from other providers to make sure you're getting the best deal.*

*Once you've weighed up these options and decided on a phone, make sure to check how much the monthly payments are for the phone and the overall cost. The important thing to remember is that no matter how cool the phone is and how great the deal is, there are always hidden costs that you may regret later. Take time to study the facts and shop around. The chances are you'll always find the same phone with a better deal somewhere else.*

Using the information in the article above, answer the following questions.

e. List some of the features of current mobile phones.

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f. What plan does the writer recommend if you are a frequent mobile phone user?

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g. What are the advantages of this plan?

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h. What are some of the aspects of a pay as you use plan?

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i. The writer suggests that mobile phone buyers check other options of the pay as you use plan. What are some of these options and why is it important to check them?

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j. What is the writer's key message?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

k. Write a set of instructions to advise someone who is about to purchase a new mobile phone. Use appropriate grammar, punctuation and ordering (sequencing) in your instructions.

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**OR**

Many people today have mobile phones. Discuss the advantages and disadvantages of mobile phones. Try to write about four paragraphs on this topic. Your paragraphs should include:

- introduction
- advantages
- disadvantages
- conclusion.

Include your opinion in your final paragraph.

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Reading level 4 or 5, Writing 4 or 5

**Task 23: Water fluoridation****TV: Fluoride**

*Fluoride is a mineral found in food, water, plants and toothpaste. Brushing with fluoride toothpaste and drinking fluoridated water helps to protect teeth against decay. Fluoride is important for strong teeth and is considered safe when consumed at recommended levels in drinking water. Water fluoridation is recommended by leading national and international health organisations.*

*Fluoride is not a medication, it is a natural mineral found in rock, air, soil and plants. Many foods and drinks naturally contain fluoride.*

*Young children, aged 0 to six years, should not use full strength fluoride toothpaste and should only take fluoride tablets if prescribed by a dentist. Too much fluoride at this age may cause their adult teeth (which are forming underneath) to stain. This is called dental fluorosis.*

*Water fluoridation helps protect teeth against decay. Tooth decay occurs when acid attacks the surface of the tooth. Fluoride can limit the amounts of acid produced in the mouth and help repair any damage before it becomes serious. A constant low level supply of fluoride is best for this. Fluoride in your water is like a constant 'repair kit' for your teeth. It is helpful because it helps protect against decay, reduces the amount of money people need to spend on dental treatment; reduces discomfort and pain caused by tooth decay.*

*Adding fluoride to the water does not change the taste or smell of your drinking water. Boiling the water does not change the levels of fluoride added.*

*Water fluoridation is supported by leading Australian and worldwide health, medical and dental organisations.*

*Governments and health professionals have a responsibility to make decisions which balance the best possible community health outcomes with individual choices. Examples include the mandatory wearing of seat belts, the banning of smoking in work and public places and the immunisation of children.*

*Adapted from Better Health Channel sourced 11 Oct 07*

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_



## WWW: Fluoridation

*Fluoridation involves increasing the levels of fluoride in drinking water to a level of about one part per million, which is five to ten times typical natural fluoride levels in most Australian towns and cities. It is not a minor 'adjustment'.*

*It is unethical to add anything to community water supplies. It is an invasion of our rights.*

*Fluoridation is a violation of medical ethics, since it is mass medication with an uncontrolled dose. Fluoridation is a medication because it is used to treat people, not to make the water safer to drink, and because it is not an essential nutrient. Only parents or individuals have the right to decide if they or their children should take drugs.*

*Among experts the controversy rages over fluoridation. The fact that fluoride is a natural substance does not change the situation. Penicillin, aspirin and many other medications were originally natural substances.*

*Medications should be prescribed individually with a daily dose that takes account of your age, gender, exposure to other sources etc. However, with fluoridation, the dose each person receives depends upon how much tap water they drink.*

*There are negligible effects in swallowing fluoride. It needs to be applied to teeth and this can be more effectively done by using a toothpaste with high fluoride concentration. Fluoride toothpaste should not be given to children under the age of five and older children should always be supervised when using fluoride toothpaste.*

*Water fluoridation is unsafe. There is evidence that water fluoridation causes serious problems such as allergy, birth defects and cancer. A build up of fluoride can increase bone density, structural damage to bones and calcification of joints and ligaments. It can cause the development of brittle bones that will break more easily, particularly in older people.*

*Adapted from [www.fluoridefreebluelake.org](http://www.fluoridefreebluelake.org) viewed 11 Oct 07*



Numeracy level 1, 2, 3, 4 or 5

**Task 24: Australian Football League (AFL) ladder**

	TEAM	P	W	L	D	%	Pts
1	Geelong	22	18	4	0	152.76	72
2	Port Adelaide	22	15	7	0	113.54	60
3	West Coast Eagles	22	15	7	0	111.73	60
4	Kangaroos	22	14	8	0	109.26	56
5	Hawthorn	22	13	9	0	113.05	52
6	Collingwood	22	13	9	0	100.95	52
7	Sydney Swans	22	12	9	1	119.61	50
8	Adelaide	22	12	10	0	109.87	48
9	St Kilda	22	11	10	1	96.55	46
10	Brisbane Lions	22	9	11	2	105.35	40
11	Fremantle	22	10	12	0	102.54	40
12	Essendon	22	10	12	0	91.23	40
13	Western Bulldogs	22	9	12	1	85.50	38
14	Melbourne	22	5	17	0	78.16	20
15	Carlton	22	4	18	0	74.44	16
16	Richmond	22	3	18	1	77.18	14

**KEY:** P = Played      W = Won      L = Lost      D = Drawn  
 % = Percentage of score kicked for the team compared to points kicked against the team.  
 Pts = Points (4 points for a win, 2 points for a draw and 0 points for a loss.)

The ladder in the table above gives the results of the 16 teams in the AFL competition after 22 games in 2007. A team gets 4 points for a win, 2 points for a draw and 0 points for a loss.

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

For example:

	TEAM	P	W	L	D	%	Pts
9	St Kilda	22	11	10	1	96.55	46

This example shows you that St Kilda:

- finished in ninth place
- won 11 games, lost 10 games and had one draw
- ended up with 46 points [11 wins =  $11 \times 4 = 44$  points, and  $1 \times 2 = 2$  points for their one drawn game, this gave a total of  $44 + 2 = 46$  points].

Their percentage is calculated by dividing the score kicked for the team (PF) by the number of points kicked against the team (PA) and making that into a percentage.

Read the information about the AFL ladder on the previous page and answer the following questions.

a. Which team finished five places behind Geelong?

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b. Which team had the lowest percentage?

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c. How many more points did Geelong end up with compared to the next team, Port Adelaide?

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d. Write down how you can work out that Geelong ended up with 72 points.

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e. Which team had the sixth highest percentage?

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f. What was the difference in percentage between Hawthorn and the Kangaroos?

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g. Fremantle and Essendon won 10 games and had 40 points each. However, the Brisbane Lions only won nine games but also had 40 points. Explain how this happened.

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h. By looking at each team's percentages, how many teams kicked more points for themselves (PF) than were kicked against them (PA)?

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i. Calculate the average number of points for the top eight teams and the bottom eight teams. What is the difference?

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Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

- j. Collingwood kicked the following scores scored in points for them (PF) and points scored against (PA) them, which gave them their percentage of 100.95%.

	PF	PA	%
Collingwood	2011	1992	100.95

Imagine that Collingwood plays one more game and ends up with a percentage of 100%.

What is a possible combination of points scored by Collingwood (PF) and points scored against Collingwood (PA) in this game so that their percentage equals 100%?

Show why this would make their percentage 100%.

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- k. If Geelong kicked a total score of 2,542 points for the year (PF), how many points were kicked against them (PA) for them to end up with their percentage of 152.76?

	PF	PA	%
Geelong	2542	?	152.76

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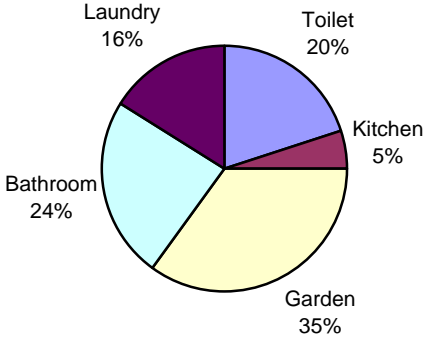
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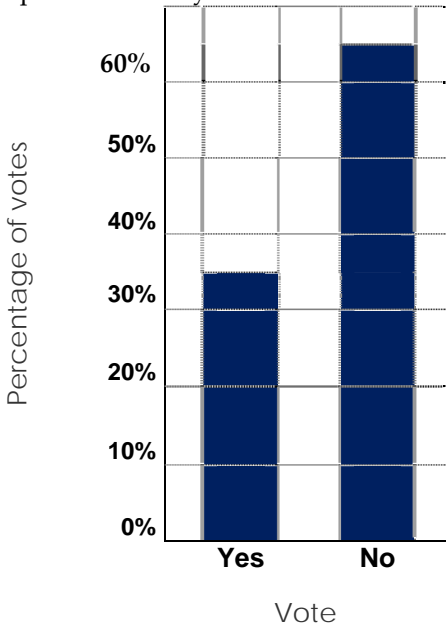


## Answers to numeracy assessment tasks

Task	Answer	ACSF level 3
<b>Task 3: Distances</b>	a. Distances in kilometres b. 157 km c. 177 km d. 131 km e. Berrima	a. 1 b. 1 c. 1 d. 1 e. 1/2
<b>Task 6: Pizza menu</b>	a. N/A b. 11.00 am c. 9.30 pm d. Yes e. 12 hours f. \$7.70 g. \$13.20 h. East (E) i. Sample only: Head east down William Street and turn right at Black Street. Soon after, turn left into Smith Street. Dan's Pizza Restaurant is about half way down (a bit over a kilometre) on the right or south side of the road. j. About or approximately 1,250 metres (m) or 1.25 km	a. N/A b. 1 c. 1 d. 1 e. 1 f. 1 g. 1 h. 1 i. 2 if it is written, 1 if done orally j. 3
<b>Task 7: Opening hours</b>	a. 8 am b. 4 pm c. 11 pm d. Café Two e. 23 hours	a. 1 b. 1 c. 1 d. 1 e. 1

<sup>3</sup> All tasks included in this resource have been mapped against the ACSF levels of 1 through to 5. The levels provided here are an indication of the level only, as the skill level performed by the candidate on any given task can vary depending on the context and on the level of support given by the assessor.

Task	Answer	ACSF level 3
<b>Task 9:</b> <b>Saving water in the home</b>	a. N/A b. Sample answer only  <p style="text-align: center;"><b>Water usage</b></p>  <p style="text-align: center;">             Laundry 16%              Toilet 20%              Kitchen 5%              Bathroom 24%              Garden 35%           </p> c. $\frac{1}{4}$ d. N/A e. N/A f. N/A g. 4 minutes per week x 22 litres x 52 weeks = 4,576 litres	a. N/A b. 2/3      c. 2 d. N/A e. N/A f. N/A g. 3
<b>Task 12 (newspaper):</b> <b>Round 9 AFL</b>	a. N/A b. N/A c. N/A d. N/A e. N/A f. Gavin Wanganeen g. About 700 or 710 or 720 h. 2,000	a. N/A b. N/A c. N/A d. N/A e. N/A f. 1 g. 2 h. 3
<b>Task 13 (newspaper):</b> <b>Weather map</b>	a. Darwin, 31°C b. Hobart, 21°C c. 25-34°C d. South (S) e. North East (NE)	a. 1 b. 1 c. 1 d. 1 e. 1
<b>Task 14 (newspaper):</b> <b>The daily taste</b>	a. N/A b. N/A c. N/A d. 300 g butter; $1\frac{1}{2}$ or 1.5 cups cocoa; 1 cup castor sugar; 4 eggs; 2 cups self-raising flour. e. N/A	a. N/A b. N/A c. N/A d. 2 e. N/A

Task	Answer	ACSF level 3
<b>Task 16 (newspaper): Car comparisons</b>	a. N/A b. N/A c. \$8,974 d. $\$8,974 \div \$79,900 \times 100 = 11\%$ (or 11.23%) e. BMW: ave price = \$540.60 Mercedes ave price = \$450.00 Audi: ave price = \$525.40. Therefore the Audi looks like it might have the cheapest repairs and spare parts. f. $\text{GST} = \$88,874 \div 1.1 = \$80,794.55$	a. N/A b. N/A c. 2 d. 3 e. 4 f. 4
<b>Task 17 (newspaper): Readers' poll</b>	a. 333 b. 286 c. Sample answer only:  <p>The bar chart displays the percentage of votes for two categories: 'Yes' and 'No'. The vertical axis is labeled 'Percentage of votes' and ranges from 0% to 60% in 10% increments. The horizontal axis is labeled 'Vote' and has two categories: 'Yes' and 'No'. The 'Yes' bar reaches approximately 33%, and the 'No' bar reaches approximately 67%.</p>	a. 2/3 b. 2/3 c. 3
<b>Task 20 (newspaper): Car costs</b>	a. Approx \$48,000 or \$48,500 b. \$48,480 c. \$19,990 d. \$104,950 e. \$7,496.67 or \$7,496.65 or \$7,496.70 f. \$3,436.25 g. 4.4% or 4.45%	a. 2 b. 2 c. 2 d. 2 e. 2/3 f. 3 g. 3
<b>Task 21: Household bleach</b>	a. $\frac{1}{8}$ cup (or 31.25 ml) b. 1:20 c. 1 litre (1000 ml)	a. 3/4 b. 4 c. 4
<b>Task 22: Mobile phones</b>	a. 25% b. Approx \$145 to \$150 c. Sample answer only: <i>No, as all the other months were between \$75 and \$100, so a bill of over \$200 seems unusual.</i> d. $\text{GST} = \$75.46 \div 11 = \$6.86$ Or: $\$75.46 \div 1.1 = \$68.60$ without GST, so $\text{GST} = 10\%$ of $\$68.60 = \$6.86$	a. 3 b. 3 c. 3/4 d. 4

Task	Answer	ACSF level 3
<b>Task 24:</b> <b>Australian Football League (AFL) ladder</b>	<p>a. Collingwood</p> <p>b. Carlton</p> <p>c. 12 points</p> <p>d. 18 wins worth 4 points each = <math>18 \times 4 = 72</math> points</p> <p>e. Adelaide</p> <p>f. 3.79%</p> <p>g. <i>Sample answer only: Both Essendon and Fremantle won 10 games each worth 4 points, so their points were <math>10 \times 4 = 40</math> points. However, Brisbane Lions won nine games and also had two draws. Therefore they ended up with 40 points too [9 wins = <math>9 \times 4 = 36</math> points; and <math>2 \times 2 = 4</math> points for their two drawn games; this gave Brisbane Lions a total of <math>36 + 4 = 40</math> points].</i></p> <p>h. <i>Sample answer only: Teams with a percentage above 100% kicked more points for themselves (PF) than were kicked against them (PA). So 10 teams kicked more points for themselves than were kicked against them</i></p> <p>i. Average for top eight teams = <math>450 \div 8 = 56.25</math> points. Average for bottom eight teams = <math>254 \div 8 = 31.75</math> points. So the difference was 24.5 points.</p> <p>j. To get a percentage of 100% they must end up with the same number of points kicked for them as against them. Their difference before the game started is <math>2011 - 1992 = 19</math> points. So any score where Collingwood lose by 19 points would be correct. Any score given must make the final total points scored for and against them be the same.</p> <p>k. Their percentage is found by working out <math>PF \div PA \times 100</math>. Here this becomes <math>2542 \div PA \times 100 = 152.76</math>. So transposing this equation you will get:  <math>2,542 \div PA \times 100 = 152.76</math>  <math>2,542 = 152.76 \times PA \div 100</math>                      So <math>PA = 2,542 \div 152.76 \times 100 = 1,664</math> points.</p>	<p>a. 1</p> <p>b. 1</p> <p>c. 1</p> <p>d. 1/2</p> <p>e. 2/3</p> <p>f. 2/3</p> <p>g. 3</p> <p>h. 3</p> <p>i. 4</p> <p>j. 4/5</p> <p>k. 4/5 Depending on how they work it out</p>

## **Recording the assessment**

Use the following form to record information about the LLN assessment and your judgement of the candidate's skills levels. Include any notes that may be useful.

## LLN assessment summary

Candidate's name: \_\_\_\_\_ Date assessed: \_\_\_\_\_ Assessed by: \_\_\_\_\_

Summary of LLN skills (refer to the ACSF for details of what defines the levels of performance within each skill).

Skill	Support Note the level of support given, if any, during assessment	Notes	ACSF level of performance
Learning			
Reading			
Writing			
Oral communication			
Numeracy			

Assessment tasks completed:

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Notes about educational background:

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Strengths and weaknesses:

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Time taken for assessment:

Completed one-to-one  Small group

Other comments:

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Recommendation for training (note course and units):

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# ◆ The Community Times ◆

SINCE 1932

MONDAY, 1 OCTOBER

\$1.00

## State Government introduces Dial and Dob Water Restriction hotline

### ENVIRONMENT

By Eva Carmella

Melbourne is in its tenth consecutive year of drought and is currently under Stage 3a water restrictions. A family in Flemingo had its water supply cut to a dribble yesterday as a result of neighbours who used the government’s Dial and Dob Water Restriction hotline to report the breaching of stage 3a water restrictions.

The family’s water flow was reduced to two litres a minute, which North South Water said was enough to maintain basic hygiene. A low flow shower in a household on unrestricted water supply would use eight litres a minute and a garden hose would use 22 litres a minute.

The family had been warned in writing by North South Water following an earlier call from neighbours. However, further water violations occurred and were reported resulting in surveillance of the customer by water patrol officers. During this time the family was seen hosing the gutters of their house.

“We warned the customer on many occasions,” said North South Water managing director Jenny Hawker. “Unfortunately, our warnings did not result in the customer adjusting their water usage. We’re grateful to the public for using the Dial and Dob Water Restriction hotline” she said.

In the past water pressure has been cut to penalise people for not paying bills. However, water retailer figures released last year reveal that more than 14,000 Victorians have abused water restrictions since Stage 1 bans began in November 2002. Only three had their supply restricted however this figure is expected to rise dramatically with the introduction of the Dial and Dob Water Restriction hotline.



*Local resident hoses spouts and uses excessive water!*

### READERS’ POLL

*Yesterday’s question:*

**Water Restrictions**

Should people over the age of 80 years old be able to water their gardens on any day at any time?

**Results**

**YES 35%      NO 65%**

*Total Votes: 952*

*Today’s question:*

**Voting**

Should prisoners be allowed to vote in elections?

**Vote Today**

**Text YES or NO to: 0123 456 789**

**Vote online at: [www.communitytimes.com](http://www.communitytimes.com)**



# Letters to the Editor

## Climate change and community

Climate change will reduce rainfall over southern Australia. We all need to Dial and Dob. As a community we must be careful with our use of water. We should all have our water pressure cut to two litres of water a minute and work together to save water. People need to appreciate the value of water and learn to use less.

*Lyn Li  
Springhurst*

If climate change is expected to reduce rainfall over southern Australia then we all need to Dial and Dob. As a community we need to be careful with our use of water. We should all have our water pressure cut to two litres of water a minute and work together to save water. The more

people who appreciate the value of water the more likely they are to conserve it.

*Fleur Martin  
Flemingo*

## Water management

I am writing on behalf of my 83 year old mother who has experienced the trauma of the Dial and Dob Restriction hotline. In adherence to stage 3a water restrictions my mother watered her garden between 6.00am and 8.00am, unaware that it was not the allocated day for her house number. When the water patrol officers arrived as a result of a neighbour using the Dial and Dob hotline my aged mother was understandably shaken. In the 83 years of her live she had never so much as incurred a traffic infringement. Is this how the western world treats

its ageing population, with officers patrolling the streets? Jenny Hawker needs to manage water restrictions not resident restrictions.

*Maxine Mathews  
Mulholand*

## Big neighbour watching

I am appalled and embarrassed for the lot of us if Dial and Dob Water Restriction hotline results in a family having less water pressure. This is not the 'Aussie' way! I, like everyone else in the country is aware of water restrictions but to punish a family like that is un Australian. There's got to be another way.

*Bruno Camileri  
Ashgrove*

## Holden Astra Hatchbacks

**\$20,990\***

**\$22,490\***

**\$27,490\***



### Holden Astra TS Classic

- 4 door Hatchback
- 5 speed manual

### Holden Astra TS Classic Equipe

- 2 door Hatchback
- 5 speed manual

### Holden Astra AH CDX

- 4 door Hatchback
- 4 speed automatic

*\* Including all on road and delivery charges*

**RUN OUT**

**SALE**

**ON NOW**

**TOMORROW**

**LIFESTYLE & TRAVEL MAGAZINE**

# The daily taste

## Pasta sauce

This simple, tasty tomato sauce can be used for lots of different purposes. Try it on your favourite pasta, or served as an accompaniment to steak or chicken. This sauce can be frozen, or kept in the refrigerator for up to 4 days. Serves 6.

### Ingredients

12 tomatoes, chopped	1 cup water
1 tablespoon cooking oil	2 tablespoons chopped herbs (oregano, basil, parsley or marjoram)
2 cloves garlic, crushed	Salt and pepper to taste
2 onions, finely chopped	

### Method

Heat oil in saucepan over medium heat. Fry onions and garlic for five minutes, until soft. Add the tomatoes, water and salt and pepper to taste. Bring to the boil, then turn down to simmer. Cook until volume has reduced to one third. Stir through fresh herbs.

## Chocolate cup cakes

These delicious cup cakes are a great addition to a lunch box, or a special treat for friends when they come to visit. Makes 20.

### Ingredients

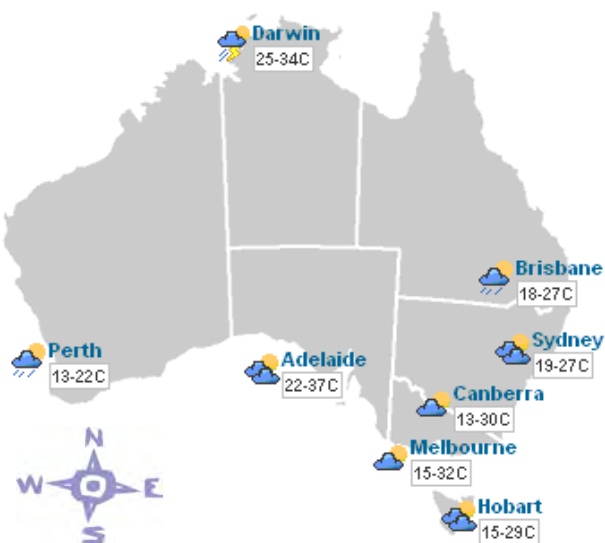
150g butter
$\frac{3}{4}$ cup cocoa
$\frac{1}{2}$ cup castor sugar
2 eggs
1 cup self-raising flour

### Method

Preheat oven to 180°C. Lay out 20 patty papers on a baking tray. Place butter and sugar in mixing bowl and beat until light and fluffy. Add eggs and cocoa and beat. Add sifted flour and mix until combined. Spoon mixture into patty papers. Bake for 10-12 minutes.

# Weather

## Today's forecast for Australia



## Yesterday's maximum temperatures:

Adelaide	30°	Canberra	26°	Hobart	21°	Perth	24°
Brisbane	23°	Darwin	31°	Melbourne	20°	Sydney	23°

# Star Signs



Jan 21 - Feb 19

This week you'll be less likely to be worried about your work and your career, and more in the mood to party! Remember to be sensitive to the moods of those around you.



Feb 20 - Mar 20

You will have more energy today than you have had for a long time. Use it to move your life in a different direction and leave the past behind. Start afresh.



Mar 21 - Apr 20

The position of the planets this week puts you in an ideal space for making some changes. Cleaning and painting may be on the agenda as you notice how grotty your home has become.



Apr 21 - May 21

This week isn't the time to start a new relationship. Your energy is low, and you may be tempted to start new friendships for the wrong reasons. Stand back and observe, and take your time to make the right choices.



May 22 - Jun 21

This week you will find it difficult to avoid the harsh realities of life. You need to stay strong and face up to what comes your way – it will be a relief to get it over with.



Jun 22 - Jul 22

You must be careful not to judge yourself too hard this week. True, you don't have the life of a Hollywood star, but you have a lot of things to be thankful for! Try to stay positive.



Jul 23 - Aug 23

A person close to you will turn out to be 'all talk' this week. It's disappointing, but don't worry. Remember that you have other friends who mean what they say and who are there when you need them.



Aug 24 - Sep 23

The planets are all lined up for a good week. Make the most of it! Write those letters, make those phone calls, and have those conversations that you've been putting off for too long.



Sep 24 - Oct 23

A full moon will bring a few difficult days, but you'll get through them and move onto having better energy. Hang in there – it'll be worth it.



Oct 24 - Nov 22

You've put in some long hours taking care of someone close to you. Now it's your turn for some care. Be sure to make the most of it.



Nov 23 - Dec 22

Strong emotions can be dangerous. Now is the time to think them through and deal with them. It's not easy, but it's important.



Dec 23 - Jan 20

Love is in the air! This week you'll find that person you've been waiting for. You may not recognise this person immediately, but they will be there, so keep your eyes open.




# Motoring

With Phil

Our Car writer, Phil has put together this summary of her recommendations and costs for some all wheel drive luxury cars by BMW, Mercedes and Audi. They may have little off-road ability but can be big on luxuries.

Got a favorite car you think we should know about? Or a new one we can review? Email Phil at: phil@communitytimes.com

Table One: Phil's ratings

Phil's Star Ratings		Space	Noise	Performance	Economy	Handling & Braking	Table Two: Costs					
BMW X5		★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	BMW X5 \$85,000 RRP*	Front break pads (full set)	Radiator hoses (top & bottom)	Headlight assembly	Windscreen	Original wheel rim
Mercedes ML350		★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	Mercedes ML350 \$79,900 RRP*	308	222	645	864	664
Audi Q7		★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	Audi Q7 \$88,874 RRP*	313	111	544	732	550
		★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★	★ ★ ★		363	186	672	605	801

\*Includes GST but not on-road and delivery charges

## SPORT

### Round 9 AFL Footy is Indigenous Round

The AFL Indigenous round celebrates the contribution of current as well as past Indigenous players to Australian Rules football over the history of the game. Indigenous players are respected for the extra excitement that they bring to the game.

The heart of Indigenous Round is Dreamtime at the G – the annual match between Essendon and Richmond at the MCG. Both these clubs have a history of successful Indigenous players and are committed to acknowledging their role in improving AFL footy.

A major part of Dreamtime at the G has been to encourage the building of bridges between Indigenous cultures and communities and the rest of Australia. Football clearly provides a way to further encourage the building of these links and an increased understanding of the importance of Indigenous culture to Australia's past and present.

Another key event of Indigenous Round is The Long Walk which starts in Federation Square at 4pm and continues through Birrarung Marr, across William Barak Bridge and into the MCG to be a part of the pre-match entertainment for the Richmond v Essendon clash beginning at 7.40pm.

Indigenous Australians have played a major role in the evolution of football. Here are some figures about the contribution of Indigenous players past and present:

- There are 87,000 Aboriginal and Torres Strait Islander people involved in Australian Football programs. This represents 12.4 per cent of the Aboriginal and Torres Strait Islander population.
- There are 71 Indigenous players listed with AFL clubs representing nearly 10 per cent of players, the most to be listed in a single season in VFL/AFL history.
- Indigenous players have won three Brownlow Medals; six Norm Smith Medals; three AFL/NAB Rising Star awards
- In 2006 Gavin Wanganeen became the first Indigenous player to reach 300 career games.
- 10 Indigenous players have played more than 200 games.
- Between 2002 and 2006 Indigenous children participating in AFL Kickstart clinics grew 300 per cent to 6000.
- More than 500 Indigenous coaches were accredited in 2006.

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Dave Tout and Philippa McLean, Centre for Adult Education

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- Marie Murfet, Manager, Indigenous Policy Unit, Corrections Victoria, for thoughtful feedback from an Indigenous perspective
- Yarra Valley Water for copyright permission to use the 'Compare your water usage' brochure
- Steph Tout for permission to reproduce the photos.



# COMPETITION



## WIN! WIN!

**Win a free meal for 4 people.**

In the space below explain why pizzas are your favourite food.

*Pizzas are my favourite food because...*

---



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Your name: \_\_\_\_\_

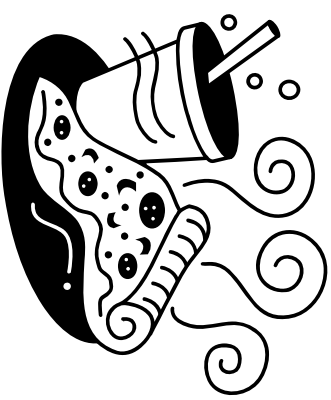
Your phone: \_\_\_\_\_

**Entries close:** 30<sup>th</sup> June

**Conditions:** Best winning entry to be decided by Dan's Pizza Restaurant.

# Dan's Pizza

## Best of the Best



### THE BEST PIZZAS IN TOWN

#### Open 7 days a Week

Sunday to Thursday: 11.00 am to 9.30 pm

Friday and Saturday: 11.00 am to 11.00 pm

#### FREE HOME DELIVERY

21 Smith Street, Diamond Hill

**Phone: 9123 4567**





# The best pizzas and great salads

## Children welcome

### Friday night is FAMILY night:



FREE drinks for children under 10 yo



10% off food for 2 adults & 2 or more children



## Menu



### PIZZAS

	Small	Medium	Family
<b>1. Margherita</b> Tomato, cheese and oregano	\$6.60	\$7.70	\$12.60
<b>2. Hawaiian</b> Tomato, cheese, ham and pineapple	\$7.30	\$9.30	\$14.30
<b>3. Vegetarian</b> Tomato, cheese, mushrooms, onions, capsicum & olives	\$7.70	\$9.70	\$15.20
<b>4. Mexicana</b> Tomato, cheese, salami, onions, capsicum, olives & oregano	\$7.90	\$9.90	\$15.70
<b>5. Dan's special</b> Tomato, cheese, ham, mushrooms, capsicum, anchovies, olives & oregano	\$8.30	\$10.40	\$16.40

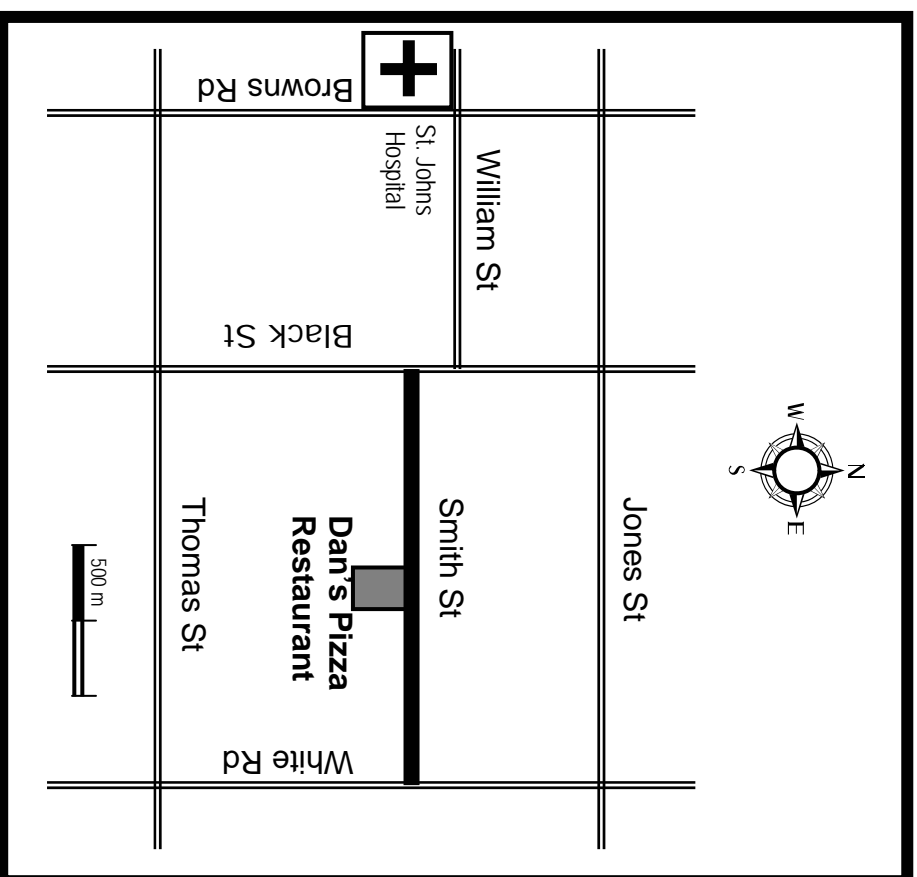
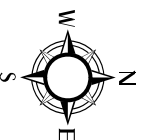
### SALADS

	Small	Family
<b>1. Italian</b> Lettuce, tomato, capsicum and cucumber	\$5.50	\$10.20
<b>2. Greek</b> Lettuce, tomato, capsicum, fetta, onion and cucumber	\$6.50	\$12.20
<b>3. Green</b> Dan's selection of green salad leaves and herbs	\$5.00	\$9.00

### DRINKS

<b>1. Soft drinks</b> Coke, Fanta, Lemonade, Mineral water (375 ml)	\$2.00
<b>2. Coffee</b> Cappuccino, café latte, flat white, short black, long black	\$3.00
<b>3. Milk shakes</b> Range of flavours	\$2.50

## How to find us





TELECOMMUNICATIONS

Bill enquiries  
11 22 33 44

J. E. Howard  
31 Bunyip Way  
Outback NSW

Your bill

Account number  
123 4567 890

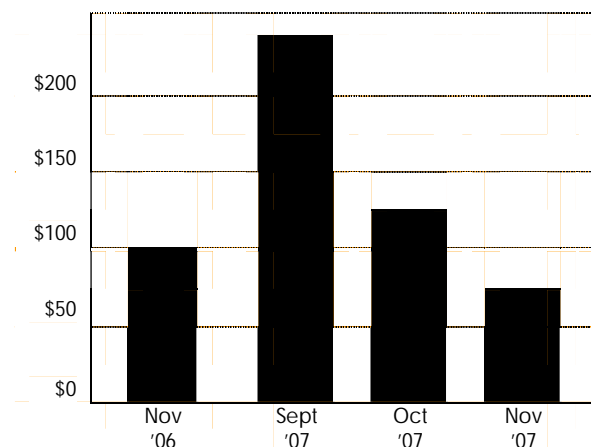
Phone number  
4123 456 789

Total \$75.46

Pay by:  
13 December '07

Account activity	
Previous balance	\$127.85
Received	\$127.85
Balance	\$0
New charges pay by 13 November	\$75.46
Total	\$75.46

Compare your bill totals



4 5 6 1 2 3 0 5 6 9 2 5 9 8 7 3 6

# Great ways to save water in your home

## Yearly water use in a typical home



Bathroom (24%)  
57,600 litres



Toilet (20%)  
48,000 litres



Kitchen (5%)  
12,000 litres



Laundry (16%)  
38,400 litres



Garden usage (35%)  
84,000 litres

## Showers

- Install a showerhead with a Triple A rating. The more water efficient showerheads use 9 litres of water a minute. The bonus with using less water is reducing your water heating costs, with energy savings of up to \$45 per person each year. For the average household, a Triple A showerhead can pay for itself in about six months.
- Try to limit your shower time to five minutes. Every minute you cut from your shower time saves 9 litres of water if you have a Triple A rated showerhead and up to 22 litres if you have an older style showerhead.

## Toilets

- Replace single flush toilets with a 6/3 litre dual flush toilet. A household with two adults and two children can save over 35,000 litres of water a year by installing a modern dual flush toilet.

## Cleaning your teeth

- Use a glass of water to rinse your mouth after you've finished brushing. By doing this instead of leaving the tap running, you could save over 9,000 litres of water per person per year.

## Use your dishwasher wisely

- Don't use the dishwasher until it's full.
- Instead of rinsing dishes under the tap before placing them in the dishwasher, use the rinse and hold setting on the dishwasher.
- When buying a dishwasher, make sure it's water efficient (has a Triple A rating). New dishwashers can use up to 50% less water than older models.

## Running taps

- Put the plug in the sink before washing your hands, vegetables or dishes and avoid running the tap continuously.

## Make the most out of your washing machine

- Wait until you have a full load before starting the machine.
- Before you do wash, adjust the water level to suit the size of the wash load.
- When buying a new machine, choose one that is water-efficient and has economy settings. Front loading machines are the most efficient and can cut your water use by up to 50%.

*Don't forget to pick up your free '10 great ways to save water' poster from your local library.*



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