Guide and Mapping
Language, Literacy and Numeracy (LLN) Test

Introduction
This test includes a range of tasks designed to be used to identify an individual’s level in the core language, literacy and numeracy (LLN) skills of Learning, Reading, Writing, Oral Communication and Numeracy. The tasks in this test are adapted from tasks bank developed by Precision Group in collaboration with Commonwealth of Australia.

The assessment tasks align with the Australian Core Skills Framework (ACSF). The ACSF is a national framework that provides:

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

Why assess core LLN skill levels?
Assessment of core LLN skill levels identifies an individual’s skill levels. This individual assessment can then be compared with the LLN levels required of a training program (or unit or qualification), or workplace tasks. The person may be a new entrant to the training sector, or may be following a training pathway to a new course or qualification.

The purpose of the assessment should be to determine whether the person:

- should complete an LLN bridging program before commencing the training, or
- requires LLN support throughout the training program (or unit or qualification) or workplace tasks.

Identified gaps can be addressed in various ways, for example bridging courses, specialist LLN practitioner support, or activities provided by a vocational trainer with knowledge of developing LLN skills.

The assessment tasks
This test includes tasks that focus on ACSF Level 3. The following table notes information about each assessment task.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>ACSF skill and level coverage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>Learning 1-3, Oral communication 1-3</td>
<td>Reflective question and answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Particularly useful for new workers</td>
</tr>
<tr>
<td>Task 1: Reading and Writing</td>
<td>Reading 3, Writing 2-3 Writing 3-4</td>
<td>Read and interpret a poster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write or deliver an opinion piece</td>
</tr>
<tr>
<td>Task 2: Numeracy</td>
<td>Numeracy 2-3</td>
<td>Complete various numeracy tasks</td>
</tr>
</tbody>
</table>

Note: Levels of tasks can be influenced by the amount of support provided to the candidate throughout the test.
Guide and Mapping
Language, Literacy and Numeracy (LLN) Test

Coverage of tasks
The following table maps the assessment tasks to ACSF skills and levels. Note that most tasks cover more than one skill, and more than one level – often depending on the response from the candidate. The tasks noted in black were developed in 2010 and revised in 2013, and the tasks noted in red were added in 2013.

ACSF skills and levels covered by assessment tasks

<table>
<thead>
<tr>
<th>ACSF Level</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral communication</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Part B - Task 1: Q.3</td>
<td>Part B - Task 1: Q.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Part A</td>
<td>Part B - Task 1: Q.1, Q.2</td>
<td>Part B - Task 1: Q.1, Q.2, Q.3</td>
<td>Part A</td>
<td>Part B – Task 2</td>
</tr>
<tr>
<td>2</td>
<td>Part A</td>
<td></td>
<td></td>
<td>Part B - Task 1: Q.3</td>
<td>Part B – Task 2</td>
</tr>
<tr>
<td>1</td>
<td>Part A</td>
<td></td>
<td></td>
<td>Part A</td>
<td></td>
</tr>
<tr>
<td>Pre-level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mapping of levels and indicators
Each of the tasks included is mapped as given above. Each task is mapped to one or more skill level indicators, and the aspects of communication have also been identified.

ACSF levels refer to exit levels; that is, the person is able to demonstrate what is required at that level. Users should always remember the factors that may influence a person’s performance at each level (in each core skill). These are:

- the degree and nature of support available
- the familiarity with the context
- the complexity of text
- the complexity of the task.

The level of skill demonstrated by a candidate can be changed by the factors, for example, if significant support is given to a candidate completing a level 3 task, the outcome of the assessment could be that the candidate is at exit level 2.

The table on the following page is from page 7 of the ACSF document, and shows how the levels of support, context, text and task complexity vary across the five levels of performance of the ACSF. It is critical that an assessor take in account this table when undertaking test and interpreting assessment results.
Guide and Mapping

Language, Literacy and Numeracy (LLN) Test

Support, context, text complexity, task complexity

<table>
<thead>
<tr>
<th>FIVE LEVELS OF PERFORMANCE</th>
<th>ACSF Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUPPORT</td>
</tr>
<tr>
<td>1</td>
<td>Works alongside an expert/ mentor where prompting and advice can be provided</td>
</tr>
<tr>
<td>2</td>
<td>May work with an expert/ mentor where support is available if requested</td>
</tr>
<tr>
<td>3</td>
<td>Works independently and uses own familiar support resources</td>
</tr>
<tr>
<td>4</td>
<td>Works independently and initiates and uses support from a range of established resources</td>
</tr>
<tr>
<td>5</td>
<td>Autonomous learner who accesses and evaluates support from a broad range of sources</td>
</tr>
</tbody>
</table>

Steps in the assessment process

Step 1: The assessment interview

The assessment process should begin with an interview with the candidate. Use the PART A of test to guide the interview.

The assessor should put the candidate at ease and explain that the purpose of the LLN test interview is to gather information about their educational background and LLN skill level to help determine future training support needs. They should also explain that the assessment will include a one-to-one chat and then some time will be given for the candidate to complete tasks of PART B. Assessors should encourage candidates to feel comfortable and ask questions at any time.
Guide and Mapping
Language, Literacy and Numeracy (LLN) Test

The interview is an opportunity for the assessor to gather information about the candidate’s oral communication and learning skills. Assessors can also start thinking about which tasks may be appropriate, depending on the candidate’s background, interest areas and future training goals.

**PART A** 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 they could also use their own prompts.

The self-reflection (included in **PART A**) is also designed to be completed through interview. It is a task 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.

Ideally, an assessment interview would be conducted in a quiet place on a one-to-one basis.

**Step 2: PART B Assessment tasks**

There are two assessment tasks in **PART B**. These are useful to get an idea of the candidate’s skill level. The tasks can provide valuable information about the candidate’s ability to cope with specific skills and language relevant to particular training.

Remember to consider the support, context, text and task complexity factors when selecting the tasks. For example, a level 3 task given with a high level of support will deem the task level 2 in many cases.

**Step 3: Test by candidate**

Ask the candidate to complete the first task and offer support if required. Remember that the level of support provided can change the level of skill noted in the task mapping. Ask the candidate to complete the tasks.

Thank the candidate for completing the test and inform them about the process that will follow, which should include letting them know about any recommendations.

**Step 4: Make the assessment judgement**

Based on your knowledge of the ACSF skill levels, make a judgement about the candidate’s skill level. When making the judgement, remember to consider the support provided, the context, the task and the task complexity. For example, the candidate may have completed an ACSF level 3 task, but was only able to do it with support. The assessor will need to make a decision about whether this candidate is perhaps only performing at ACSF level 2 or lower. If the candidate’s performance indicates that they are not operating at the required ACSF level to complete the training successfully it might be necessary to recommend LLN support prior to, or during the training.

**Step 5: Communicate the assessment decision to the candidate**

It is good practice to ensure that candidates understand more about their LLN skill levels, having undertaken the assessment. Explain the results of the assessment to the candidate, what the levels
mean, and how they may impact on and training that the candidate may undertake. Answer any questions that candidates may have.

**Step 6: Complete the report**

Fill out the ACSF assessment record with details of the assessment.
Getting Started
Language, Literacy and Numeracy (LLN) Test

Getting Started
Please read this information carefully before commencing the LLN Test.

1.0 WELCOME
Welcome to the Elite Training Institute (ETI).

Before you are able to commence your course, you must successfully complete the LLN Test. Please note that if you are enrolled in more than one course with ETI, you will only need to complete the LLN Test once.

2.0 ENTRY REQUIREMENTS
All students are required to undertake a Language Literacy and Numeracy (LLN) test prior to commencement of training. Outcomes from this test will be used by ETI to develop support strategies for students’ enrolment. It will also help ETI to decide whether or not it is able to provide required support services or referral to external agencies is required.

ETI requires ACSF level 3 in all areas for enrolment into:

- CHC30113 - Certificate III Early Childhood Education and Care
- CHC50113 - Diploma of Early Childhood Education and Care

3.0 LLN TEST

Meeting Clause 1.7 of the Standards for RTOs 2015
The Standards for Registered Training Organisations (SRTOs) 2015 requires all RTOs to determine the support services necessary for individuals to meet the requirements of their desired training product, as outline in clause 1.7 (see clause below). As part of meeting this standard, we require that all prospective learners complete the LLN Test.

Clause 1.7 from the Standards for Registered Training Organisations 2015:
The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

Format of LLN Test
The LLN Test covers the five foundation skills (i.e. numeracy, learning, writing, reading and oral component). Please ensure you allocate time to complete the LLN Test in full.
4.0 STARTING THE LLN TEST
Be honest and complete this test without any external help although you can ask your trainer/assessor/staff for any questions about the requirements of this test and follow the instructions.

5.0 COMMENCEMENT OF TRAINING
Once you have successfully completed the LLN Test, the outcome will be communicated to you and training will be commenced accordingly.

6.0 SUPPORT SERVICES
ETI recognises the importance of adequate skills in English. LLN improving literacy skills will assist in ensuring education is available to all. LLN test has been designed to describe variations in arrangements for our clients who have specific language, literacy and numeracy needs and the support services available to these persons. Students with special needs in the areas of Language, Literacy and Numeracy will have access to assistance and support to fulfil their training needs.

ETI endeavours to equip the participant to undertake the tasks of the profession. The Training Department will consult with the Trainers and Assessors to analyse necessary requirements to meet the participant’s individual needs. Where these needs cannot be met, a refund will be given to the participant.

Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, ETI will direct participants to an external literacy specialist.
You are now ready to commence the LLN Test. We wish you all the best with your new studies.
Purpose of the documents:
The purpose of this test is to ensure you have the language, literacy and numeracy skills needed to undertake your course of training. It will also show how we can assist you in any areas where you may need help to ensure your success to gain the qualification.

Personal details: Please provide the information required in the form below.

ETI respects your privacy and will not pass on your personal details to other organisations except as required by law.

Candidate name: ................................................................. Signature and date: .............................

Course name: .................................................................................................................................

Address: ........................................................................................................................................

......................................................................................................................................................

Phone No: .................................................................

DoB: ........../........../ .................

Languages you speak: .................................................................
Part A
Language, Literacy and Numeracy (LLN) Test

Assessor Instructions:

- This task covers ACSF Learning and Oral communication at Levels 1, 2 or 3
- This part (Part A) has to be completed by Assessor
- This task requires the candidate to:
  o listen and respond to oral questions
  o reflect on his/her learning
- Put the candidate at ease and explain that the purpose of the LLN test interview is to gather information about the candidate’s LLN skill level to help determine if they have the skills for a particular course of training, or if support is required. It includes a series of questions followed by a self-reflection task.
- Ask the questions orally and note the candidate’s answers in the space provided.
- Encourage the candidate to feel comfortable and ask questions at any time.

Training goals

Can you tell me about something that you learned 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. (NOTE: This question is to gather information about HOW the learning occurred, rather than WHAT the learning was about.)

What do you like about learning? Can you talk about how you think you like to learn?

**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.

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 or presentations).
Part A
Language, Literacy and Numeracy (LLN) Test

What would you like to learn?

This might include specific vocational tasks, or it may be more general, such as reading novels or TV guides, writing letters, reading maps, using a calculator or reading a bus timetable.

What helps you to learn?

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.

Educational background
When did you leave school? For example, 1992 __________________________

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

Employment
Give a brief of your background.
(Note: Your answer may include, but not limited to roles you have worked at, duties, skills implemented/gained during employment etc)
What work skills do you already have?

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

What skills would you like to develop from this course?

**Self-reflection**

Tell us about your reading, writing and numeracy skills.

<table>
<thead>
<tr>
<th>You can ...</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand signs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fill in a time sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>count and check change when shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send a text message</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part A

#### Language, Literacy and Numeracy (LLN) Test

<table>
<thead>
<tr>
<th>Task</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>use the internet to get information like telephone numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fill in a leave form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a staff memo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a computer to email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a calculator for $+ - \times \div$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a work roster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>follow instructions for mixing a solution or to follow a recipe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a Google map or street directory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read and understand an MSDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use an equipment manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>complete a log book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write an incident report</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part A
Language, Literacy and Numeracy (LLN) Test

Assessor notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Student Instructions:

- This part (Part B) has to be completed by prospective student (Tasks 1 – 2)
- Provide answers to the following questions
- Print Clearly
- Answer all questions
- Use a pen or type the answers in a word document. Answers written in pencil will not be accepted
- Do not cheat.
- Your text may be in full sentences and may also include dot points. Use paragraphs and correct spelling and grammar. Check with your assessor if you need clarification. You may use the computer if you need to. Remember to plan your work before you start and to check your work before you finish.

Task 1: Reading and Writing

This task covers:
- ACSF Reading Level 3
- ACSF Writing Levels 2 and 3 (Q.1 and Q.2)
- ACSF Writing Levels 3 or 4, depending on response (Q.3)

Q.1 Given below is a poster by WorkSafe at [www.worksafe.vic.gov.au/forklift](http://www.worksafe.vic.gov.au/forklift). In your own words explain what you think is meant by the following words that appear on poster – *Forklifts and people don’t mix*.
Q.2 Using the poster given below write a text that includes:

- an introduction
- what is similar in this poster and poster in Q.1.
- a description about what is different about the two posters
- an opinion with supporting reasons about which poster is more effective in communicating its message.
Q.3 Choose one of the following topics and write as much as you can. Add extra sheet if you need.

- Smoking should be banned outside workplaces as well as inside
- CEOs are overpaid
- Two weeks paternity leave should be a right for all male workers
- Women make better managers

Use paragraphs and correct spelling and grammar. Check with your assessor if you need clarification. You may use the computer if you need to, but cannot copy. Remember to plan your work before you start and to check your work before you finish.
Task 2: Numeracy

This task covers ACSF Numeracy Levels 2 and 3

Q.1 A box holds 15 lettuces. At the end of the day the farm crew had filled 86 boxes. How many lettuces is that in total? Show how you worked this out.

Q.2 Diesel costs $1.86 per litre. The tractor’s fuel tank is empty. When full it holds 1200 litres. How much money would it cost to fill up the tractor with fuel? Show how you worked this out.

Q.3 The table below shows the average price of petrol per litre for the period July 2009 to June 2010. Read the information and then answer the questions that follow.

<table>
<thead>
<tr>
<th>Month</th>
<th>Average price/litre</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2009</td>
<td>$1.14</td>
</tr>
<tr>
<td>August 2009</td>
<td>$1.15</td>
</tr>
<tr>
<td>September 2009</td>
<td>$1.13</td>
</tr>
<tr>
<td>October 2009</td>
<td>$1.18</td>
</tr>
<tr>
<td>November 2009</td>
<td>$1.20</td>
</tr>
<tr>
<td>December 2009</td>
<td>$1.22</td>
</tr>
<tr>
<td>January 2010</td>
<td>$1.26</td>
</tr>
<tr>
<td>February 2010</td>
<td>$1.23</td>
</tr>
<tr>
<td>March 2010</td>
<td>$1.24</td>
</tr>
<tr>
<td>April 2010</td>
<td>$1.23</td>
</tr>
<tr>
<td>May 2010</td>
<td>$1.27</td>
</tr>
<tr>
<td>June 2010</td>
<td>$1.30</td>
</tr>
</tbody>
</table>

a) In which month was the petrol price the lowest?

________________________________________

b) In which two months was the price of petrol the same?

________________________________________
Part B

Language, Literacy and Numeracy (LLN) Test

c) In which month was the price of petrol the highest?

________________________________________

d) In which month did the price of petrol increase the most?

________________________________________

e) What was the general trend in the price of petrol over this 12 month period?

________________________________
________________________________
________________________________
________________________________

Q.4 HandyStores is having a sale. All items have been reduced by 30%. Complete the table to show the sale price of the items. Show how you worked out your answers.

<table>
<thead>
<tr>
<th>Item</th>
<th>Normal price</th>
<th>Sale price – 30% off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's woollen socks</td>
<td>2 pair pack for $20.00</td>
<td></td>
</tr>
<tr>
<td>Children's pyjamas</td>
<td>$18.00</td>
<td></td>
</tr>
<tr>
<td>Women's jumpers</td>
<td>$35.00</td>
<td></td>
</tr>
<tr>
<td>Sports shoes</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>Football scarves</td>
<td>$22.00</td>
<td></td>
</tr>
</tbody>
</table>

Q.5 A phone survey asked 300 people the following question:

*Should Australia export live cattle? Answer: Yes or No.*

The results of the survey were: Yes 45%  No 55%

a) How many people voted yes? Show how you worked this out.

b) How many people voted no? Show how you worked this out.
Q.6 Use the information from the signs below to answer the questions that follow. Show how you worked out all your answers.

<table>
<thead>
<tr>
<th>Days Open</th>
<th>CAFÉ RELAXO</th>
<th>CAFÉ CINO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days Closed</td>
<td>Monday – Friday</td>
<td>Tuesday – Sunday</td>
</tr>
<tr>
<td>Hours Open</td>
<td>Saturday – Sunday</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>8am – 5pm</td>
<td>Tuesday – Thursday 10am – 7pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday – Sunday 11am – 11pm</td>
</tr>
</tbody>
</table>

a) What are the total hours that Café Relaxo is open in one full week?

b) What are the total hours that Café Cino is open in one full week?
c) Tony works in Café Relaxo on the following days – Monday, Wednesday, Thursday, Friday. Ramos works in Café Cino on Wednesday, Saturday, Sunday. Who works more hours in a week, Tony or Ramos? Show how you worked this out. (Ignore break times)

d) Ramos is paid $18.00/hour. What is his total pay for one week (before tax)? Show how you worked this out.

e) Tony is paid 25%/hour more than Ramos. What is his total pay for one week (before tax)? Show how you worked this out.

Q.7 The perimeter of a rectangle is 64m. What are three possible measurements for the length and width? What is the area of these rectangles?

<table>
<thead>
<tr>
<th>Answer number</th>
<th>Length</th>
<th>Width</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q.8 Fill in the gaps in the following table. Simplify the fraction in column one. The first one has been done for you.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Decimal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td>0.1</td>
<td>10%</td>
</tr>
<tr>
<td>1/5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.7</td>
<td>65%</td>
</tr>
<tr>
<td>16/25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outcome Language, Literacy and Numeracy (LLN) Test

The use of this test does not remove the need to consult with a Language, Literacy and Numeracy (LLN) specialist or external networks and agencies if and when required. Fill out the table below based on your observations and the conversations held.

I have assessed the student’s performance of the test and based on the results obtained, the student:

- [ ] Has demonstrated they have the required level of ACSF (ACSF Level 3) to enable them to complete the course successfully with no support in this area required.

- [ ] Does not have a required level of ACSF and may require extensive additional support to complete this course successfully. I am referring this student for support that can be offered with possible referral to external agencies if and when required.

- [ ] Has demonstrated they may require additional support for required ACSF level and I am able to provide this. The student and I will develop an action plan to ensure they are given the opportunity to develop their language, literacy and/or numeracy skills to enable them to complete the course successfully.

* Please outline the arrangements made for supporting the student through the course.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Assessor Name

Assessor Signature

Date