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| Information & Communication Technology 2024 v1.0  [#]2: Project Workshop sample assessment template This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.  Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the syllabus.  To use this template, teachers should:   * customise the school information section and subject details, delete the QCAA logo, and replace ‘Queensland Curriculum and Assessment Authority’ with the school name in all footers * complete the unit and module section using information from the syllabus * consider the conditions prescribed in the syllabus when completing the conditions section * construct assessment items in the provided fields. Refer to the guidance provided in yellow in the template. This guidance refers to content to be entered * include stimulus items within the template or attached separately, as appropriate * refer to the Assessment techniques section of the syllabus for further information about subject-specific specifications for a Project, e.g. whether all objectives need to be assessed * remove the text in blue from the assessment instrument when it is completed. The text in blue provides formatting tips and instructions to writers.  |  |  | | --- | --- | | **Student name** |  | | **Student number** |  | | **Teacher** |  | | **Issued** |  | | **Due date** |  |   **Overall result**   | Result | | | | | Comment | | --- | --- | --- | --- | --- | --- | | **A** | **B** | **C** | **D** | **E** |  | |

## Conditions

Copy and paste the technique, unit, duration and response requirements directly from your syllabus. Identify if it will be a group or individual task. Add other resource information as needed or delete these fields as needed.

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| --- | --- |
| **Technique** | [Insert collection of work, investigation, performance, practical demonstration, product, project] |
| **Unit** | [Insert the unit number and name, i.e. Unit 2: Domestic building] |
| **Response requirements** | [Specify whether the response is written, spoken and/or multimodal and/or the number of words, minutes, pages and/or slides.] |
| **Individual/group** | [Specify whether individual or group work is required.] |
| **Other** | [Identify here if there is stimulus to be used, access to technology, use of notes, audience, genre, word length etc. Add a row for each instruction.] |
| **Resources** | [Specify access to resources.] |

## Context

Suggested items to include are:

* + purpose of the task
  + information about the audience
  + relevance of the instrument to the unit of work
  + description of the problem or scenario that students will address when completing the task
  + delete if the context is not needed in your subject.

## Task

Add task, i.e. copy and paste the task information from the relevant unit and then contextualise it to align to your school and student needs.

## Specifications

Copy and paste the specifications directly from the syllabus. You can then contextualise this further to align to the specific task you have developed.

This task requires students to:

## Stimulus

Add further stimulus information here as required. Use appropriate titles and sub-titles as necessary.

If it is impractical to include the actual stimulus material, describe what stimulus or type of stimulus is required to complete this task.

## Checkpoints

Insert or delete due dates and sign-off as required. Insert a maximum of five checkpoints.

[Term [X] Week [x]/Date]: Identify checkpoint action.]

[Term [X] Week [x]/Date]: Identify checkpoint action.]

[Term [X] Week [x]/Date]: Identify checkpoint action.]

## Authentication strategies

Select at least one strategy from the following list. Delete strategies not required.

* The teacher will provide class time for task completion.
* Students will produce sections of the final response under supervised conditions.
* Students will each produce a unique response by … [Identify how this is achieved, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports … ]
* Students will provide documentation of their progress [at indicated checkpoints, if checkpoints are provided].
* The teacher will collect copies of the student response and monitor at key junctures.
* The teacher will collect and annotate drafts.
* The teacher will conduct interviews or consultations with each student as they develop the response.
* Students will use plagiarism-detection software at submission of the response.
* Students must acknowledge all sources.
* Students must submit a declaration of authenticity.
* Students will produce summaries during the response preparation.
* The teacher will conduct interviews after submission to clarify or explore aspects of the response.
* The teacher will compare the responses of students who have worked together in groups.
* The teacher will ensure class cross-marking occurs.

## Scaffolding

* + Delete this heading and section if no scaffolding will be used.

[Scaffolding should describe specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the report format to be used, expected referencing or citation conventions, or the inquiry or problem-solving model that must be used.]

## Instrument-specific standards (A2): Project

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | | | |
| * comprehensive demonstration of robotics industry practices, robotics skills and processes when developing a high-fidelity robot or drone product prototype | * insightful and justified interpretation of client briefs and technical information when developing a high-fidelity robot or drone product prototype | * strategic selection of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype | * strategic sequencing of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype | * insightful and justified evaluation of processes and products when developing a high-fidelity robot or drone product prototype | * insightful and justified adaptation of processes and products when developing a high-fidelity robot or drone product prototype | **A** |
| * consistent demonstration of robotics industry practices, robotics skills and processes when developing a high-fidelity robot or drone product prototype | * detailed and supported interpretation of client briefs and technical information when developing a high-fidelity robot or drone product prototype | * consistent selection of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype | * consistent sequencing of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype | * detailed and supported evaluation of processes and products when developing a high-fidelity robot or drone product prototype | * detailed and supported adaptation of processes and products when developing a high-fidelity robot or drone product prototype | **B** |
| * demonstration of robotics industry practices, robotics skills and processes when developing a high-fidelity robot or drone product prototype | * interpretation of client briefs and technical information when developing a high-fidelity robot or drone product prototype | * selection of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype | * sequencing of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype | * evaluation of processes and products when developing a high-fidelity robot or drone product prototype | * adaptation of processes and products when developing a high-fidelity robot or drone product prototype | **C** |
| * inconsistent demonstration of robotics industry practices, robotics skills and processes when developing a high-fidelity robot or drone product prototype | * narrow and unsupported interpretation of client briefs and technical information when developing a high-fidelity robot or drone product prototype | * inconsistent selection of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype | * inconsistent sequencing of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype | * narrow and unsupported evaluation of processes and products when developing a high-fidelity robot or drone product prototype | * narrow and unsupported adaptation of processes and products when developing a high-fidelity robot or drone product prototype | **D** |
| * incorrect demonstration of robotics industry practices, robotics skills and processes when developing a high-fidelity robot or drone product prototype. | * superficial and unsubstantiated interpretation of client briefs and technical information when developing a high-fidelity robot or drone product prototype. | * incorrect selection of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype. | * incorrect sequencing of robotics industry practices, skills and processes when developing a high-fidelity robot or drone product prototype. | * superficial and unsubstantiated evaluation of processes and products when developing a high-fidelity robot or drone product prototype. | * superficial and unsubstantiated adaptation of processes and products when developing a high-fidelity robot or drone product prototype. | **E** |

## Instrument-specific standards (B2): Project

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | | | |
| * comprehensive demonstration of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * insightful and justified interpretation of client briefs and technical information when developing a high-fidelity native app prototype | * strategic selection of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * strategic sequencing of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * insightful and justified evaluation of processes and products when developing a high-fidelity native app prototype | * insightful and justified adaptation of processes and products when developing a high-fidelity native app prototype | **A** |
| * consistent demonstration of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * detailed and supported interpretation of client briefs and technical information when developing a high-fidelity native app prototype | * consistent selection of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * consistent sequencing of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * detailed and supported evaluation of processes and products when developing a high-fidelity native app prototype | * detailed and supported adaptation processes and products when developing a high-fidelity native app prototype | **B** |
| * demonstration of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * interpretation of client briefs and technical information when developing a high-fidelity native app prototype | * selection of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * sequencing of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * evaluation of processes and products when developing a high-fidelity native app prototype | * adaptation of processes and products when developing a high-fidelity native app prototype | **C** |
| * inconsistent demonstration of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * narrow and unsupported interpretation of client briefs and technical information when developing a high-fidelity native app prototype | * inconsistent selection of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * inconsistent sequencing of app development industry practices, skills and processes when developing a high-fidelity native app prototype | * narrow and unsupported evaluation of processes and products when developing a high-fidelity native app prototype | * narrow and unsupported adaptation of processes and products when developing a high-fidelity native app prototype | **D** |
| * incorrect demonstration of app development industry practices, skills and processes when developing a high-fidelity native app prototype. | * superficial and unsubstantiated interpretation of client briefs and technical information when developing a high-fidelity native app prototype. | * incorrect selection of app development industry practices, skills and processes when developing a high-fidelity native app prototype. | * incorrect sequencing of app development industry practices, skills and processes when developing a high-fidelity native app prototype. | * superficial and unsubstantiated evaluation of processes and products when developing a high-fidelity native app prototype. | * superficial and unsubstantiated adaptation of processes and products when developing a high-fidelity native app prototype. | **E** |

## Instrument-specific standards (C2): Project

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | | | |
| * comprehensive demonstration of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * insightful and justified interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype | * strategic selection of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * strategic sequencing of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * insightful and justified evaluation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype | * insightful and justified adaptation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype | **A** |
| * consistent demonstration of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * detailed and supported interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype | * consistent selection of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * consistent sequencing of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * detailed and supported evaluation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype | * detailed and supported adaptation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype | **B** |
| * demonstration of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype | * selection of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * sequencing of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * evaluation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype | * adaptation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype | **C** |
| * inconsistent demonstration of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * narrow and unsupported interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype | * inconsistent selection of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * inconsistent sequencing of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype | * narrow and unsupported evaluation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype | * narrow and unsupported adaptation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype | **D** |
| * incorrect demonstration of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype. | * superficial and unsubstantiated interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype. | * incorrect selection of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype. | * incorrect sequencing of audio and video production industry practices, skills and processes when developing a high-fidelity audiovisual product prototype. | * superficial and unsubstantiated evaluation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype. | * superficial and unsubstantiated adaptation of audio and video production processes and products when developing a high-fidelity audiovisual product prototype. | **E** |

## Instrument-specific standards (D2): Project

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | | | |
| * comprehensive demonstration of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * insightful and justified interpretation of client briefs and technical information when developing a high-fidelity layout and publishing prototype | * strategic selection of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * strategic sequencing of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * insightful and justified evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * insightful and justified adaptation of layout and publishing industry practices and processes when developing a high-fidelity layout and publishing prototype | **A** |
| * consistent demonstration of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * detailed and supported interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype | * consistent selection of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * consistent sequencing of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * detailed and supported evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * detailed and supported adaptation of layout and publishing industry practices and processes when developing a high-fidelity layout and publishing prototype | **B** |
| * demonstration of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype | * selection of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * sequencing of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * adaptation of layout and publishing industry practices and processes when developing a high-fidelity layout and publishing prototype | **C** |
| * inconsistent demonstration of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * narrow and unsupported interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype | * inconsistent selection of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * inconsistent sequencing of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * narrow and unsupported evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * narrow and unsupported adaptation of layout and publishing industry practices and processes when developing a high-fidelity layout and publishing prototype | **D** |
| * incorrect demonstration of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype. | * superficial and unsubstantiated interpretation of client briefs and technical information when developing a high-fidelity audiovisual product prototype. | * incorrect selection of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype. | * incorrect sequencing of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype. | * superficial and unsubstantiated evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype. | * superficial and unsubstantiated adaptation of layout and publishing industry practices and processes when developing a high-fidelity layout and publishing prototype. | **E** |

## Instrument-specific standards (E2): Project

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | | | |
| * comprehensive demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * insightful and justified interpretation of client briefs and technical information when developing a high-fidelity digital imaging and modelling prototype | * strategic selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * strategic sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * insightful and justified evaluation of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * insightful and justified adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity digital imaging and modelling prototype | **A** |
| * consistent demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * detailed and supported interpretation of client briefs and technical information when developing a high-fidelity digital imaging and modelling prototype | * consistent selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * consistent sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * detailed and supported evaluation of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * detailed and supported adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity digital imaging and modelling prototype | **B** |
| * demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * interpretation of client briefs and technical information when developing a high-fidelity digital imaging and modelling prototype | * selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * evaluation of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity digital imaging and modelling prototype | **C** |
| * inconsistent demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * narrow and unsupported interpretation of client briefs and technical information when developing a high-fidelity digital imaging and modelling prototype | * inconsistent selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * inconsistent sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype | * narrow and unsupported evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype | * narrow and unsupported adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity digital imaging and modelling prototype | **D** |
| * incorrect demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype. | * superficial and unsubstantiated interpretation of client briefs and technical information when developing a high-fidelity digital imaging and modelling prototype. | * incorrect selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype. | * incorrect sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital imaging and modelling prototype. | * superficial and unsubstantiated evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity layout and publishing prototype. | * superficial and unsubstantiated adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity digital imaging and modelling prototype. | **E** |

## Instrument-specific standards (F2): Project

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | | | |
| * comprehensive demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * insightful and justified interpretation of client briefs and technical information when developing a high-fidelity web application prototype | * strategic selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * strategic sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * insightful and justified evaluation of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * insightful and justified adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity web application prototype | **A** |
| * consistent demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity digital web application prototype | * detailed and supported interpretation of client briefs and technical information when developing a high-fidelity web application prototype | * consistent selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * consistent sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * detailed and supported evaluation of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * detailed and supported adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity web application prototype | **B** |
| * demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * interpretation of client briefs and technical information when developing a high-fidelity web application prototype | * selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * evaluation of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity web application prototype | **C** |
| * inconsistent demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * narrow and unsupported interpretation of client briefs and technical information when developing a high-fidelity web application prototype | * inconsistent selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * inconsistent sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype | * narrow and unsupported evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity web application prototype | * narrow and unsupported adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity web application prototype | **D** |
| * incorrect demonstration of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype. | * superficial and unsubstantiated interpretation of client briefs and technical information when developing a high-fidelity web application prototype. | * incorrect selection of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype. | * incorrect sequencing of digital imaging and modelling industry practices, skills and processes when developing a high-fidelity web application prototype. | * superficial and unsubstantiated evaluation of layout and publishing industry practices, skills and processes when developing a high-fidelity web application prototype. | * superficial and unsubstantiated adaptation of digital imaging and modelling industry practices and processes when developing a high-fidelity web application prototype. | **E** |

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