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| Sport & Recreation 2024 v1.0  [#]: Performance 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.

|  |  |
| --- | --- |
| **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 A1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes in aquatic recreation | * comprehensive planning of activities and strategies to enhance outcomes in aquatic recreation | * proficient performance of activities and strategies to enhance outcomes in aquatic recreation | * perceptive and coherent evaluation of activities and strategies to enhance outcomes in aquatic recreation | **A** |
| * structured investigation of activities and strategies to enhance outcomes in aquatic recreation | * structured planning of activities and strategies to enhance outcomes in aquatic recreation | * competent performance of activities and strategies to enhance outcomes in aquatic recreation | * valid evaluation of activities and strategies to enhance outcomes in aquatic recreation | **B** |
| * investigation of activities and strategies to enhance outcomes in aquatic recreation | * planning of activities and strategies to enhance outcomes in aquatic recreation | * performance of activities and strategies to enhance outcomes in aquatic recreation | * evaluation of activities and strategies to enhance outcomes in aquatic recreation | **C** |
| * superficial investigation of activities and strategies to enhance outcomes in aquatic recreation | * superficial planning of activities and strategies to enhance outcomes in aquatic recreation | * rudimentary performance of activities and strategies to enhance outcomes in aquatic recreation | * superficial evaluation of activities and strategies to enhance outcomes in aquatic recreation | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes in aquatic recreation. | * incomplete planning of activities and strategies to enhance outcomes in aquatic recreation. | * variable performance of activities and strategies to enhance outcomes in aquatic recreation. | * insufficient evaluation of activities and strategies to enhance outcomes in aquatic recreation. | **E** |

## Instrument-specific standards B1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance athlete development and wellbeing | * comprehensive planning of activities and strategies to enhance athlete development and wellbeing | * proficient performance of activities and strategies to enhance athlete development and wellbeing | * perceptive and coherent evaluation of activities and strategies to enhance athlete development and wellbeing | **A** |
| * structured investigation of activities and strategies to enhance athlete development and wellbeing | * structured planning of activities and strategies to enhance athlete development and wellbeing | * competent performance of activities and strategies to enhance athlete development and wellbeing | * valid evaluation of activities and strategies to enhance athlete development and wellbeing | **B** |
| * investigation of activities and strategies to enhance athlete development and wellbeing | * planning of activities and strategies to enhance athlete development and wellbeing | * performance of activities and strategies to enhance athlete development and wellbeing | * evaluation of activities and strategies to enhance athlete development and wellbeing | **C** |
| * superficial investigation of activities and strategies to enhance athlete development and wellbeing | * superficial planning of activities and strategies to enhance athlete development and wellbeing | * rudimentary performance of activities and strategies to enhance athlete development and wellbeing | * superficial evaluation of activities and strategies to enhance athlete development and wellbeing | **D** |
| * incomplete investigation of activities and strategies to enhance athlete development and wellbeing. | * incomplete planning of activities and strategies to enhance athlete development and wellbeing. | * variable performance of activities and strategies to enhance athlete development and wellbeing. | * insufficient evaluation of activities and strategies to enhance athlete development and wellbeing. | **E** |

## Instrument-specific standards C1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes in outdoor environments | * comprehensive planning of activities and strategies to enhance outcomes in outdoor environments | * proficient performance of activities and strategies to enhance outcomes in outdoor environments | * perceptive and coherent evaluation of activities and strategies to enhance outcomes in outdoor environments | **A** |
| * structured investigation of activities and strategies to enhance outcomes in outdoor environments | * structured planning of activities and strategies to enhance outcomes in outdoor environments | * competent performance of activities and strategies to enhance outcomes in outdoor environments | * valid evaluation of activities and strategies to enhance outcomes in outdoor environments | **B** |
| * investigation of activities and strategies to enhance outcomes in outdoor environments | * planning of activities and strategies to enhance outcomes in outdoor environments | * performance of activities and strategies to enhance outcomes in outdoor environments | * evaluation of activities and strategies to enhance outcomes in outdoor environments | **C** |
| * superficial investigation of activities and strategies to enhance outcomes in outdoor environments | * superficial planning of activities and strategies to enhance outcomes in outdoor environments | * rudimentary performance of activities and strategies to enhance outcomes in outdoor environments | * superficial evaluation of activities and strategies to enhance outcomes in outdoor environments | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes in outdoor environments. | * incomplete planning of activities and strategies to enhance outcomes in outdoor environments. | * variable performance of activities and strategies to enhance outcomes in outdoor environments. | * insufficient evaluation of activities and strategies to enhance outcomes in outdoor environments. | **E** |

## Instrument-specific standards D2: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes in coaching and/or officiating | * comprehensive planning of activities and strategies to enhance outcomes in coaching and/or officiating | * proficient performance of activities and strategies to enhance outcomes in coaching and/or officiating | * perceptive and coherent evaluation of activities and strategies to enhance outcomes in coaching and/or officiating | **A** |
| * structured investigation of activities and strategies to enhance outcomes in coaching and/or officiating | * structured planning of activities and strategies to enhance outcomes in coaching and/or officiating | * competent performance of activities and strategies to enhance outcomes in coaching and/or officiating | * valid evaluation of activities and strategies to enhance outcomes in coaching and/or officiating | **B** |
| * investigation of activities and strategies to enhance outcomes in coaching and/or officiating | * planning of activities and strategies to enhance outcomes in coaching and/or officiating | * performance of activities and strategies to enhance outcomes in coaching and/or officiating | * evaluation of activities and strategies to enhance outcomes in coaching and/or officiating | **C** |
| * superficial investigation of activities and strategies to enhance outcomes in coaching and/or officiating | * superficial planning of activities and strategies to enhance outcomes in coaching and/or officiating | * rudimentary performance of activities and strategies to enhance outcomes in coaching and/or officiating | * superficial evaluation of activities and strategies to enhance outcomes in coaching and/or officiating | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes in coaching and/or officiating. | * incomplete planning of activities and strategies to enhance outcomes in coaching and/or officiating. | * variable performance of activities and strategies to enhance outcomes in coaching and/or officiating. | * insufficient evaluation of activities and strategies to enhance outcomes in coaching and/or officiating. | **E** |

## Instrument-specific standards E1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes in community recreation | * comprehensive planning of activities and strategies to enhance outcomes in community recreation | * proficient performance of activities and strategies to enhance outcomes in community recreation | * perceptive and coherent evaluation of activities and strategies to enhance outcomes in community recreation | **A** |
| * structured investigation of activities and strategies to enhance outcomes in community recreation | * structured planning of activities and strategies to enhance outcomes in community recreation | * competent performance of activities and strategies to enhance outcomes in community recreation | * valid evaluation of activities and strategies to enhance outcomes in community recreation | **B** |
| * investigation of activities and strategies to enhance outcomes in community recreation | * planning of activities and strategies to enhance outcomes in community recreation | * performance of activities and strategies to enhance outcomes in community recreation | * evaluation of activities and strategies to enhance outcomes in community recreation | **C** |
| * superficial investigation of activities and strategies to enhance outcomes in community recreation | * superficial planning of activities and strategies to enhance outcomes in community recreation | * rudimentary performance of activities and strategies to enhance outcomes in community recreation | * superficial evaluation of activities and strategies to enhance outcomes in community recreation | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes in community recreation. | * incomplete planning of activities and strategies to enhance outcomes in community recreation. | * variable performance of activities and strategies to enhance outcomes in community recreation. | * insufficient evaluation of activities and strategies to enhance outcomes in community recreation. | **E** |

## Instrument-specific standards F1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * comprehensive planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * proficient performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * perceptive and coherent evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | **A** |
| * structured investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * structured planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * competent performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * valid evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | **B** |
| * investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | **C** |
| * superficial investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * superficial planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * rudimentary performance of aspects of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | * superficial evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. | * incomplete planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. | * variable performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. | * insufficient evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. | **E** |

## Instrument-specific standards G1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes in event management | * comprehensive planning of activities and strategies to enhance outcomes in event management | * proficient performance of activities and strategies to enhance outcomes in event management | * perceptive and coherent evaluation of activities and strategies to enhance outcomes in event management | **A** |
| * structured investigation of activities and strategies to enhance outcomes in event management | * structured planning of activities and strategies to enhance outcomes in event management | * competent performance of activities and strategies to enhance outcomes in event management | * valid evaluation of activities and strategies to enhance outcomes in event management | **B** |
| * investigation of activities and strategies to enhance outcomes in event management | * planning of activities and strategies to enhance outcomes in event management | * performance of activities and strategies to enhance outcomes in event management | * evaluation of activities and strategies to enhance outcomes in event management | **C** |
| * superficial investigation of activities and strategies to enhance outcomes in event management | * superficial planning of activities and strategies to enhance outcomes in event management | * rudimentary performance of activities and strategies to enhance outcomes in event management | * superficial evaluation of activities and strategies to enhance outcomes in event management | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes in event management. | * incomplete planning of activities and strategies to enhance outcomes in event management | * variable performance of activities and strategies to enhance outcomes in event management. | * insufficient evaluation of activities and strategies to enhance outcomes in event management. | **E** |

## Instrument-specific standards H2: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of fitness activities and strategies to enhance outcomes | * comprehensive planning of fitness activities and strategies to enhance outcomes | * proficient performance of fitness activities and strategies to enhance outcomes | * perceptive and coherent evaluation of fitness activities and strategies to enhance outcomes | **A** |
| * structured investigation of fitness activities and strategies to enhance outcomes | * structured planning of fitness activities and strategies to enhance outcomes | * competent performance of fitness activities and strategies to enhance outcomes | * valid evaluation of fitness activities and strategies to enhance outcomes | **B** |
| * investigation of fitness activities and strategies to enhance outcomes | * planning of fitness activities and strategies to training outcomes | * performance of fitness activities and strategies to enhance outcomes | * evaluation of fitness activities and strategies to enhance outcomes | **C** |
| * superficial investigation of fitness activities and strategies to enhance outcomes | * superficial planning of fitness activities and strategies to enhance outcomes | * rudimentary performance of fitness activities and strategies to enhance outcomes | * superficial evaluation of fitness activities and strategies to enhance outcomes | **D** |
| * incomplete investigation of fitness activities and strategies to enhance outcomes. | * incomplete planning of fitness activities and strategies to enhance outcomes. | * variable performance of fitness activities and strategies to enhance outcomes. | * insufficient evaluation of fitness activities and strategies to enhance outcomes. | **E** |

## Instrument-specific standards I1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of marketing and communication activities and strategies to enhance outcomes | * comprehensive planning of marketing and communication activities and strategies to enhance outcomes | * proficient performance of marketing and communication activities and strategies to enhance outcomes | * perceptive and coherent evaluation of marketing and communication activities and strategies to enhance outcomes | **A** |
| * structured investigation of marketing and communication activities and strategies to enhance outcomes | * structured planning of marketing and communication activities and strategies to enhance outcomes | * competent performance of marketing and communication activities and strategies to enhance outcomes | * valid evaluation of marketing and communication activities and strategies to enhance outcomes | **B** |
| * investigation of marketing and communication activities and strategies to enhance outcomes | * planning of marketing and communication activities and strategies to enhance outcomes | * performance of marketing and communication activities and strategies to enhance outcomes | * evaluation of marketing and communication activities and strategies to enhance outcomes | **C** |
| * superficial investigation of marketing and communication activities and strategies to enhance outcomes | * superficial planning of marketing and communication activities and strategies to enhance outcomes | * rudimentary performance of marketing and communication activities and strategies to enhance outcomes | * superficial evaluation of marketing and communication activities and strategies to enhance outcomes | **D** |
| * incomplete investigation of marketing and communication activities and strategies to enhance outcomes. | * incomplete planning of marketing and communication activities and strategies to enhance outcomes. | * variable performance of marketing and communication activities and strategies to enhance outcomes. | * insufficient evaluation of marketing and communication activities and strategies to enhance outcomes. | **E** |

## Instrument-specific standards J2: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes | * comprehensive planning of activities and strategies to enhance outcomes | * proficient performance of activities and strategies to enhance outcomes | * perceptive and coherent evaluation of activities and strategies to enhance outcomes | **A** |
| * structured investigation of activities and strategies to enhance outcomes | * structured planning of activities and strategies to enhance outcomes | * competent performance of activities and strategies to enhance outcomes | * valid evaluation of activities and strategies to enhance outcomes | **B** |
| * investigation of activities and strategies to enhance outcomes | * planning of activities and strategies to enhance outcomes | * performance of activities and strategies to enhance outcomes | * evaluation of activities and strategies to enhance outcomes | **C** |
| * superficial investigation of activities and strategies to enhance outcomes | * superficial planning of activities and strategies to enhance outcomes | * rudimentary performance of activities and strategies to enhance outcomes | * superficial evaluation of activities and strategies to enhance outcomes | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes. | * incomplete planning of activities and strategies to enhance outcomes. | * variable performance of activities and strategies to enhance outcomes. | * insufficient evaluation of activities and strategies to enhance outcomes. | **E** |

## Instrument-specific standards K1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes in outdoor leadership | * comprehensive planning of activities and strategies to enhance outcomes in outdoor leadership | * proficient performance of activities and strategies to enhance outcomes in outdoor leadership | * perceptive and coherent evaluation of activities and strategies to enhance outcomes in outdoor leadership | **A** |
| * structured investigation of activities and strategies to enhance outcomes in outdoor leadership | * structured planning of activities and strategies to enhance outcomes in outdoor leadership | * competent performance of activities and strategies to enhance outcomes in outdoor leadership | * valid evaluation of activities and strategies to enhance outcomes in outdoor leadership | **B** |
| * investigation of activities and strategies to enhance outcomes in outdoor leadership | * planning of activities and strategies to enhance outcomes in outdoor leadership | * performance of activities and strategies to enhance outcomes in outdoor leadership | * evaluation of activities and strategies to enhance outcomes in outdoor leadership | **C** |
| * superficial investigation of activities and strategies to enhance outcomes in outdoor leadership | * superficial planning of activities and strategies to enhance outcomes in outdoor leadership | * rudimentary performance of activities and strategies to enhance outcomes in outdoor leadership | * superficial evaluation of activities and strategies to enhance outcomes in outdoor leadership | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes in outdoor leadership. | * incomplete planning of activities and strategies to enhance outcomes in outdoor leadership. | * variable performance of activities and strategies to enhance outcomes in outdoor leadership. | * insufficient evaluation of activities and strategies to enhance outcomes in outdoor leadership. | **E** |

## Instrument-specific standards L1: Performance

| Investigate | Plan | Perform | Evaluate | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * comprehensive investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation | * comprehensive planning of activities and strategies to enhance outcomes in sustainable outdoor recreation | * proficient performance of activities and strategies to enhance outcomes in sustainable outdoor recreation | * perceptive and coherent evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation | **A** |
| * structured investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation | * structured planning of activities and strategies to enhance outcomes in sustainable outdoor recreation | * competent performance of activities and strategies to enhance outcomes in sustainable outdoor recreation | * valid evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation | **B** |
| * investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation | * planning of activities and strategies to enhance outcomes in sustainable outdoor recreation | * performance of activities and strategies to enhance outcomes in sustainable outdoor recreation | * evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation | **C** |
| * superficial investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation | * superficial planning of activities and strategies to enhance outcomes in sustainable outdoor recreation | * rudimentary performance of activities and strategies to enhance outcomes in sustainable outdoor recreation | * superficial evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation | **D** |
| * incomplete investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation. | * incomplete planning of activities and strategies to enhance outcomes in sustainable outdoor recreation. | * variable performance of activities and strategies to enhance outcomes in sustainable outdoor recreation. | * insufficient evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation. | **E** |

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