



ATAR course sample examination two Question/Answer booklet

C	O	M	P	U	T	E	R
S	CI	E	N	C	E		

MPUTER ENCE		Please place your student identification label in this box
WA student number:	In figures	

Time allowed for this paper

Reading time before commencing work: ten minutes Working time: three hours

Materials required/recommended for this paper To be provided by the supervisor

This Question/Answer booklet Source booklet

	dditional 🗀
answer booklets used	ets used
(if applicable):):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,

correction fluid/tape, eraser, ruler, highlighters

Special items: up to three calculators, which do not have the capacity to create or store

> programmes or text, are permitted in this ATAR course examination, Mathomat and/or Mathaid and/or any system flowchart template

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Short answer	20	20	70	90	40
Section Two Extended answer	5	5	110	104	60
				Total	100

Instructions to candidates

- 1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.
- 2. Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens. Wherever appropriate, fully labelled diagrams, tables and examples should be used to illustrate and support your answers.
- You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question. Where no specific instructions are given, you should feel free to use a range of formats to express your knowledge and understandings.
- 4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.
- 5. The Source booklet is not to be handed in with your Question/Answer booklet.

Section One: Short answer 40% (90 Marks)

This section contains **20** questions. You must answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 70 minutes.

Question 1 (4 marks)

Penny has written a program that will convert values between different currencies. The program allows the user to enter an amount (*amt*), select the current currency (*current*) and select a new currency (*new*). The program contains a function Calculate_Answer(amt, current, new) that is called from the main module that returns the equivalent amount in the new currency. As part of this function, the program retrieves the current exchange rates from the Internet.

When Penny compiles and attempts to execute her program, it runs most of the way through, but stops before it outputs the correct answer.

Identify a type of error that has occurred.	(1 mark)
Justify your choice of error in part (a).	(3 marks)

Question 2	(3 marks)				
List three ways that IPv6 offers improved network services over IPv4.					
One:					
Two:					
Three:					
Question 3	(3 marks)				
Explain the term 'version control' as it applies to computer programming, including refe	,				

why it is useful in a large project.

Question 4 (1 mark)

Identify **one** reason why the table below is not normalised.

PatientID	Name	Date-of-Birth	Height (cm)	Weight (kg)	Blood type
21AXC	Adam Lee	21/06/2000	170	60	А
53AGS	Kim Jones	25/09/2001	165	62	APos
21AXC	Adam Lee	21/06/2000	170	55	А

Question 5 (7 marks)

Examine the following algorithm that accepts a number of sales amounts and calculates the total sales amount.

```
numSales = 0
totalSales = 0
INPUT(salesAmount)
WHILE salesAmount > 0
    numSales = numSales + 1
    totalSales = totalSales + salesAmount
    INPUT(salesAmount)
END WHILE
```

(a) Complete the desk checking (trace table) for the algorithm using the following test data: 25, 10, 5, 0. (4 marks)

numSales	totalSales	salesAmount	salesAmount > 0

Rewrite the algorithm so that it uses a post-test loop.	(3 mark

Question 6 (9 marks)

Afua has written a special file sharing application that allows her to send files around her office using file transfer protocol (FTP) across a wired transmission control protocol/internet protocol (TCP/IP) connection. The application has been set up to use port 1200 within the confines of the office network.

Coming into work on a Monday after a relaxing weekend, she wants to send a movie of her dog chasing birds in the park to one of her colleagues, Tāwhiri. Both their computers are connected to the network using a wired connection and have the following address details.

Computer	IP address	MAC address	
Afua's	10.45.190.145	66:66:66:77:77:77	
Tāwhiri's	10.45.190.156	22:22:22:33:33:33	

Complete the table below that shows the address and the most likely protocol or communications standard that will be used at each layer of the Department of Defence (DoD) transmission control protocol/internet protocol (TCP/IP) model as the data is sent from Afua's computer to Tāwhiri's computer.

Lover	Dook at turns	Add	Protocol/		
Layer	Packet type	Source	Destination	Standard	
Application	Data	N/A	N/A		
Transport		1200			
Internet			10.45.190.156		
Network		66:66:66:77:77:77		Ethernet 802.3	

Question /	(3 marks)
Explain the term 'back door' as an external network threat.	
Question 8	(2 marks)
Describe the term 'IP spoofing'.	

Question 9 (5 marks)

Tadashi is writing a grid-based board game similar to chess and has decided to use a two-dimensional array to store the state of the game. In his game, the size of the board will vary based on the difficulty level selected by the player. Tadashi would like a module to set the initial state of his board by populating all the cells with a plus sign (+). For example, for a board that is 5 columns and 3 rows, the initial state will be:

+ + + + + + + + + + + + + + +

Complete the module *PopulateBoard* which takes in the number of rows and columns as parameters, and places a plus sign in each cell of the global array board.

| MODULE PopulateBoard(rows, column | s) | | |
|-----------------------------------|----|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

END PopulateBoard

Question 10 (3 marks)

Examine the following entity relationship (ER) diagram that was designed to record who attends each performance of plays put on by the Joondalup City Theatre Company. Many patrons can attend many performances once and each play can be performed a number of times.

| | Patron | > | F | Performance | | | Play |
|--------|---------------------------|-------------|----|---|--|----|-----------|
| PK | patronID | | | date | | PK | playID |
| | firstName | | | time | | | name |
| | lastName | | PK | venue | | | genre |
| | age | | FK | patronID | | | writer |
| | rowNumber | | FK | playID | | | |
| | seatNumber | | | | | | |
| | ticketPrice | | | | | | |
| | e three errors tha | | | R diagram above. | | | |
| Two: _ | | | | | | | |
| Three | : | | | | | | |
| Quest | tion 11 | | | | | | (2 marks) |
| severa | | | | age with multiple
of error detection | | | |
| One: _ | | | | | | | |
| Two: _ | | | | | | | |

Question 12 (6 marks)

Elizabeth would like to send a private message via e-mail to her friend Michael.

| Explain how the use of asymmetric encryption can be used to ensure that no | |
|--|--------|
| can read the message with the use of public/private keys. | (3 n |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Explain why symmetric encryption is less secure than asymmetric encryption | . (3 r |
| Explain why symmetric encryption is less secure than asymmetric encryption | . (3 r |
| Explain why symmetric encryption is less secure than asymmetric encryption | . (3 r |
| Explain why symmetric encryption is less secure than asymmetric encryption | . (3 n |
| Explain why symmetric encryption is less secure than asymmetric encryption | . (3 r |
| Explain why symmetric encryption is less secure than asymmetric encryption | . (3 r |
| Explain why symmetric encryption is less secure than asymmetric encryption | . (3 r |
| Explain why symmetric encryption is less secure than asymmetric encryption | . (3 r |

Question 13 (9 marks)

| Most game deve | elopers use | object-oriented | programming. |
|----------------|-------------|-----------------|--------------|
|----------------|-------------|-----------------|--------------|

| Using an example, describe the term 'encapsulation' as it applies to object-orier programming. | (3 marks) |
|---|-------------------|
| | |
| | |
| | |
| Using an example, describe the term 'inheritance' as it applies to object-oriented programming. | d
(3 marks) |
| | |
| | |
| | |
| Using an example, describe the term 'polymorphism' as it applies to object-orier programming. | nted
(3 marks) |
| | |
| | |
| | |

Question 14 (5 marks)

Kalina is developing a new online accounting package and has been advised that it would be a good idea to thoroughly test her software before it is released.

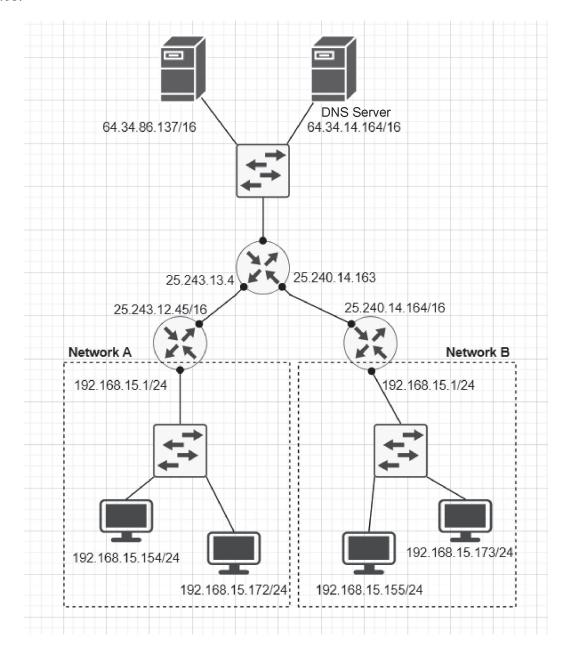
While writing her code, she has decided to use unit tests to ensure that her code performs correctly.

| (a) | Describe how the use of unit tests will ensure the code performs correctly. | (2 marks) |
|-----|--|-------------------|
| | | |
| | | |
| | | |
| | g development Kalina has tested her software using a small sample of custome ifident that her software will meet the functional requirements of her users. | r data and |
| (b) | Explain whether this is sufficient testing to ensure that her software will operat expected when deployed in the real world. | e as
(3 marks) |
| | | |
| | | |
| | | |
| | | |

This page has been left blank intentionally

Use the following diagram to answer Questions 15 to 17.

The following diagram shows two home networks that are connected to the same internet service provider (ISP). Both networks rely on the ISP for their domain name system (DNS) service.



| Question 15 (3 mark | ks) |
|---|------------|
| Mario would like to connect a new device to Network A and has been told that the subnet mast is 255.255.255.0. Complete the following details for him to connect his device to the network. | K |
| IP address: | |
| Gateway: | |
| DNS server: | |
| Question 16 (3 mark | ks) |
| With reference to Network A and Network B in the diagram on page 14, explain the difference between a public and private IP address. | |
| | |
| | |
| | |
| | _ |
| Overtion 47 | I \ |
| Question 17 (2 mar) | KS) |
| Mario is trying to test his network performance. Describe the difference between 'ping' and 'traceroute' when evaluating network performance. | |
| | |

Use the following information to answer Questions 18 and 19.

A local school is designing a database to store the results from their annual swimming carnival. They have started normalising the data and currently have the following tables.

Event

| <u>Event</u>
<u>Number</u> | Distance | Style |
|-------------------------------|----------|--------------|
| 1 | 50m | Freestyle |
| 41 | 50m | Breaststroke |
| 53 | 50m | Backstroke |
| 60 | 50m | Butterfly |
| 15 | 100m | Freestyle |
| 31 | 200m | Freestyle |
| 47 | 100m | Breaststroke |

Competitor

| Competitor
Number | First
Name | Last
Name | Group | Colour |
|----------------------|---------------|--------------|----------|--------|
| 10065 | Luke | Schneider | Kangaroo | Red |
| 10098 | Louis | Sampson | Koala | Green |
| 20547 | Travis | Fry | Wombat | Brown |
| 10159 | Jordan | Buckley | Dingo | Yellow |
| 18664 | Luke | Fry | Wombat | Brown |
| 10258 | Patrick | Nichols | Dingo | Yellow |
| 20086 | Dennis | Harper | Kangaroo | Red |
| 19831 | Robert | Sawyer | Dingo | Yellow |

CompetitorEvent

| EventNumber | Competitor
Number | Place | Time |
|-------------|----------------------|-------|---------|
| 1 | 10065 | 1 | 00:37.5 |
| 1 | 10098 | 2 | 00:38.2 |
| 41 | 10098 | 1 | 00:46.5 |
| 41 | 10065 | 2 | 00:47.6 |
| 53 | 10065 | 5 | 00:42.3 |
| 53 | 10098 | 6 | 00:42.8 |
| 53 | 20547 | 7 | 00:46.4 |
| 53 | 10159 | 8 | 00:51.7 |
| 60 | 10065 | 1 | 00:34.9 |
| 60 | 20457 | 2 | 00:37.9 |
| 15 | 18664 | 2 | 00:58.7 |
| 15 | 10258 | 3 | 00:59.0 |
| 15 | 20086 | 4 | 00:59.1 |
| 15 | 19831 | 5 | 00:59.4 |
| 31 | 18664 | 7 | 02:34.9 |
| 31 | 10258 | 8 | 02:48.3 |
| 47 | 18664 | 1 | 00:40.4 |
| 47 | 20086 | 2 | 00:41.5 |

| Question 18 | (9 marks |
|-------------|----------|
| Question to | (9 11 |

| Using an example from the data on page 16, explain the following terms. | |
|---|--|
| Referential integrity: | |
| | |
| | |
| | |
| | |
| | |
| Domain integrity: | |
| Domain integrity. | |
| | |
| | |
| | |
| | |
| Entity intogrity: | |
| Entity integrity: | |
| | |
| | |
| | |
| | |
| | |
| | |

Question 19 (6 marks)

Complete the table below by identifying and describing the level of normal form for each table.

| Table | Normal form | Description |
|-----------------|-------------|-------------|
| Competitor | | |
| CompetitorEvent | | |

Question 20 (5 marks)

Complete the data dictionary below.

| Element name | Data
type | Size/
Format | Description | Constraint |
|----------------|--------------|-----------------|------------------------------------|--|
| StudentID | | 6 | Unique identifier for each student | Required. Unique automatically created when record added |
| FirstName | Text | 25 | First name of student | |
| LastName | Text | 25 | Last name of student | Required |
| YearLevel | Integer | | The year level | Required |
| Email | Text | 255 | | Required |
| AccountBalance | | 6 | The student's cash balance | Required |

End of Section One

Section Two: Extended answer 60% (104 Marks)

This section has **five** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 110 minutes.

Refer to the Source booklet to answer Questions 21 to 24.

Question 21 (14 marks)

| Refer to the information on page 2 of the Source booklet to answer the following question. Rottnest Boat Charters would like to store this data in a more efficient manner. To help them with this, they have asked you to convert the data using the sample table on page 2 of the Source booklet, to third normal form (3NF). | | | |
|--|--|--|--|
| Source booklet, to third normal form (SIVI). | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Question 22 (22 marks)

Refer to the information on page 3 of the Source booklet to answer the following questions.

Using the sample data provided, identify what values would be returned by the following SQL queries.

| (a) | (i) | SELECT Boat.name, Boat.capacity FROM Boat, Operator WHERE Boat.operatorID = Operator.operatorID AND Operator.name = "Sunny Dive Charters" | (1 mark) |
|-----|------|--|-----------------------|
| | | | |
| | (ii) | William has attempted to run the following SQL query that is supposed to the names and locations of all the dive sites but did not get the expected Identify and outline the problem with his query. | |
| | | SELECT Site.name, Site.maxDepth, Site.waterType, Location.name, Location.state, Location.country | |
| | | FROM Site, Location WHERE Site.locationID = Location.locationID | (2 marks) |
| | | | |
| | | | |
| | | | |
| | | mple data on page 3 of the Source booklet from William's database create
L queries. | the |
| (b) | | e an SQL query that lists the name and waterType of all the dive sites that
I5 metres deep. | are less
(3 marks) |
| | | | |
| | | | |
| | | | |
| | | | |

Question 22 (continued)

| | ame of the site. Crea
for each dive in desc | | pest dive first) | (4 r |
|--|--|---------------------------------|--------------------|----------------------|
| maximam dopan | or each arre in acce | orraining or a or (a o o | poor arro mor). | (|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Create an SQL quantity Australia where h | uery that will find the
ne went deeper than | number of dives t
20 metres. | that William has c | |
| Create an SQL que Australia where h | uery that will find the
ne went deeper than | number of dives t
20 metres. | that William has c | |
| Create an SQL que Australia where h | uery that will find the
ne went deeper than | number of dives t
20 metres. | that William has c | completed in
(6 n |
| Create an SQL que Australia where h | uery that will find the | number of dives t
20 metres. | that William has c | |
| Create an SQL q | uery that will find the | number of dives t
20 metres. | that William has c | |
| Create an SQL que Australia where h | uery that will find the | number of dives t
20 metres. | that William has c | |
| Create an SQL que Australia where h | uery that will find the | number of dives t
20 metres. | that William has c | |
| Create an SQL que Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL quantity Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL que Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL que Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL que Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL quantity Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL que Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL quantum Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL quantum Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL quantum Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL quantum Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL quantum Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |
| Create an SQL quantum Australia where h | uery that will find the | number of dives t
20 metres. | that William has o | |

Question 23 (21 marks)

| Refer to | the information | on nage 4 | of the Source | booklet to | o answer the | following a | uestion |
|----------|------------------|-------------------------|----------------|-------------|--------------|-------------|----------|
| Velel to | uic iiiioiiiauoi | I UII Dauc I | OI LINE SOUNCE | DOUNIEL. II | o answer the | | เนษอแบบ. |

| (a) | Compl | lete the partial pseudocode below as one function. | (10 marks) |
|-----|--------|--|------------|
| | def ma | ain():
itemsToHire = [] | |
| | | | |
| | | | |
| | | | |
| | | costOfGear = { | |
| | | "wetsuit", 5.00; "BCD", 5.00; "fins", 2.00; "tank", 5.00 | |
| | | totalCost = 0 | |
| | | | |
| | | | |
| | | discountRate = 0
memberLevel = input("Enter your membership level (Gold/Silver/Bronze |): ") |
| | | | |
| | | | |
| | | | |
| | | discount = | |
| | | print(finalCost) | |
| | main() |) | |

| | ain how a modular approach could be used to improve the structure of the code in (3 marks) |
|------|---|
| | |
| | |
| | |
| | |
| (i) | Using a dictionary, create a Python function to calculate totalCost and returns itemsToHire to the main module. (4 marks) |
| | def calculateTotalCost(itemsToHire) |
| | |
| | |
| | |
| | |
| | |
| (ii) | Create a Python function to calculate the discount based on the appropriate member level. (4 marks) |
| | def getDiscountRate(memberLevel) |
| | |
| | |
| | |
| | |
| | |

Question 24 (38 marks)

Refer to the information on page 5 of the Source booklet, to answer the following question.

(a) Using appropriate Cisco conventions, draw a network diagram to show the logical layout of the dive centre network. You should clearly indicate the different subnets of the network and the components within each subnet. (17 marks)

Rottnest Dive Centre has hired a security consultant to evaluate the potential threats to their new network.

| For each of the following network threats, explain the threat and its relevance to the Rottnest Dive Centre's network drawn on page 27. (9 ma | | | | |
|---|--|--|--|--|
| Social engineering (phishing): | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Man-in-the-middle: | | | | |
| | | | | |
| | | | | |
| | | | | |
| Cross-site scripting: | | | | |
| Cross-site scripting. | | | | |
| | | | | |
| | | | | |
| | | | | |

Question 24 (continued)

| (c) | For each of the following security solutions, explain how the solution could be u protect the Rottnest Dive Centre network. | | | | |
|-----|---|--|--|--|--|
| | Anti-malware: | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | Access control lists: | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | Physical security: | | | | |
| | Triyologi ocounty. | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

The security consultant has told Rottnest Dive Centre that he knows some hackers that could help to improve the security of the network. When the owner hears the word hacker, he immediately thinks of criminals breaking into a network to steal customer data.

| 3 marks) |
|----------|
| |
| |
| |
| |
| |
| |
| |
| |
| |

Question 25 (9 marks)

William is a keen programmer as well as a diver and has decided to develop some software to help him record his dives.

He has decided to use the following pseudocode class structure to store information about his dives in an array.

CLASS Dive

dive_num: int

date: string

site: string

depth: float

rating: int

dives = Dive[]

For the purpose of this question, assume that the array *dives* has been populated with the data for 800 individual dives, with at most one dive entered per day. Initially, the dives have been entered in order based on the date of the dive.

William would like to find the deepest dive that he has completed.

| the array of that d | gorithm should return the first div
(6 m |
|---------------------|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

William would like to perform a search for a specific dive based on the date of the dive. He has heard about two types of searches – a linear search and a binary search.

| (b) | Justify which search algorithm would be the most appropriate to use in this situ | ation.
(3 marks) |
|-----|--|---------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

| Supplementary page |
|--------------------|
| Question number: |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

| Supplementary page |
|--------------------|
| Question number: |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

| Supplementary page | |
|--------------------|--|
| Question number: | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

35

| Supplementary page | |
|--------------------|--|
| Question number: | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| Supplementary page |
|--------------------|
| Question number: |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

37

| Supplementary page | |
|--------------------|--|
| Question number: | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| Supplementary page |
|--------------------|
| Question number: |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

| Supplementary page | | |
|--------------------|--|--|
| Question number: | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| - | | |
| | | |
| | | |
| | | |
| | | |

| This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed. |
|--|
| Copying or communication for any other purpose can be done only within the terms of the <i>Copyright Act 1968</i> or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the <i>Copyright Act 1968</i> or with permission of the copyright owners. |
| Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution 4.0 International (CC BY) licence. |
| An Acknowledgements variation document is available on the Authority website. |

Published by the School Curriculum and Standards Authority of Western Australia 303 Sevenoaks Street CANNINGTON WA 6107