

2014 Data summary

QCS attendance and grades

Background

Year 12 students in approved secondary schools and non-school-based applicants who have previously completed Year 12 or who are at least 18 years of age (through private entry) are given the opportunity to sit for the Queensland Core Skills (QCS) Test. The QCS Test is:

- a common statewide test for Queensland Year 12 students
- an achievement test, not an intelligence test or an aptitude test
- grounded in the Queensland senior curriculum
- accessible to all Year 12 students regardless of individual differences in subject patterns
- a standardised test requiring reading and writing in Australian English.

The Queensland Core Skills Test

The QCS Test is dual-purpose: it produces a result for each candidate, and it provides information for the calculation of Overall Positions (OPs). However, individual results in the test are not used directly in the calculation of a student's OP.

It tests the 49 assessable common elements that are the threads of the Queensland senior curriculum. These elements are called Common Curriculum Elements (CCEs), see www.qcaa.qld.edu.au/downloads/senior/qcs_elements.pdf. The test consists of four papers — Writing Task (WT), Short Response (SR), and two Multiple Choice (MC) papers. Candidates are expected to respond to a variety of stimulus materials such as prose passages, poetry, graphs, tables, maps, mathematical and scientific data, cartoons and reproductions of works of art.

While the level of sophistication demanded by the test is appropriate to Year 12 students, particular knowledge of specific Year 12 subjects is not tested. However, the test assumes basic levels of general knowledge and vocabulary and a Year 10 knowledge of mathematical operations. The test, being cross-curriculum, provides useful supplementary information to the subject results and is an important component of the senior education profile (SEP).

The **WT paper** tests candidates' command of the written English language. It requires the composition of an extended piece (about 600 words) of continuous prose, which allows students to demonstrate their expressive and productive skills. Each WT script is marked in six aspects, with each aspect marked twice. At least three markers assess each script, each in four of the six aspects, and they work independently. The trained and registered markers mark according to predetermined standards developed for a set of criteria. There is a process for monitoring marker consistency.

The **SR paper** requires candidates to respond to a command or to answer a question, e.g. by writing a sentence or paragraph, drawing a diagram or performing a calculation. The responses are marked by trained and registered markers who are given detailed instructions and a specific marking scheme for each test item. Each candidate response is marked at least twice by different markers working independently. A referee marking occurs when markers disagree. There is a process for monitoring marker consistency.

For each item on the **MC papers** there are four options (A, B, C, D). Candidates are asked to select the best option, given the context set by the stimulus material and the conditions specified in the item. The response sheets are marked electronically. Each correct answer scores one mark, each incorrect answer scores zero, each unattempted item scores zero and an item that has more than one response scores zero.

Test items are grouped under different criteria according to how they test a student's ability to:

- comprehend and collect
- structure and sequence
- analyse, assess and conclude
- create and present
- apply techniques and procedures.

Attendance

Students who are eligible for an Overall Position (OP) or equivalent-OP are required to sit for the QCS Test. Students who are ineligible for an OP or equivalent-OP are not required to sit for the test but may elect to do so.

Table 1: QCS attendance for OP-eligible¹/ineligible students

Year	Students		Sat QCS	QCS Exempt		Ineligible who sat	Otherwise eligible but did not sit ³
	Certificated ²	Eligible		Eligible	Ineligible		
2014	49248	26123	27790	500	8	2167	1246
2013	47910	25884	27793	437	15	2346	1013
2012	47181	26233	28365	474	11	2606	900
2011	46136	25947	28326	503	37	2882	990
2010	44998	25703	28420	453	36	3170	745

Table 2: QCS attendance for visa students⁴ (Equivalent OP-eligible/ineligible)

Year	Students		Sat QCS	QCS Exempt		Ineligible who sat	Otherwise eligible but did not sit
	Certificated	Eligible		Eligible	Ineligible		
2014	821	605	617	11	0	23	27
2013	963	728	736	27	2	35	32
2012	1022	790	819	6	0	35	31
2011	1073	868	892	9	0	33	30
2010	1082	862	892	17	0	47	28

¹ 'OP-eligible' refers to the status of the student at the end of the year when SEPs are issued.

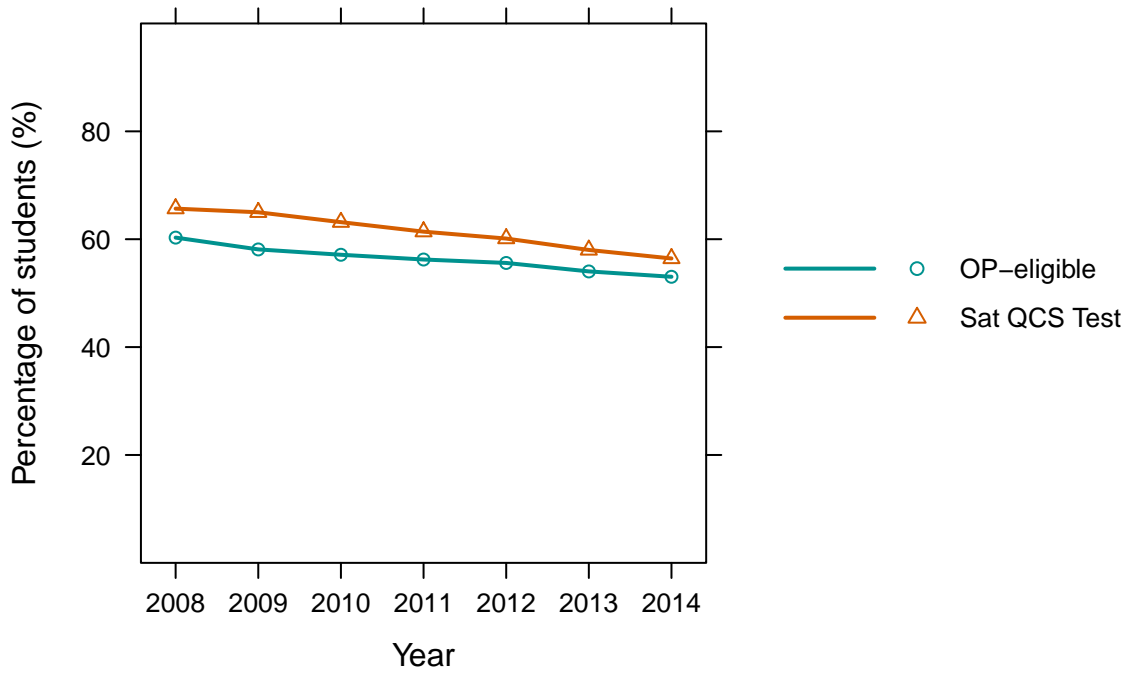
² The cohort of students considered includes any student who received an SEP at the end of that year.

³ Students who, by consideration of subjects studied, would have been OP-eligible but did not sit the QCS Test.

⁴ A visa student is a student who is not a citizen or permanent resident of Australia. They may qualify for an equivalent-OP. Visa students are not included unless indicated.

Figure 1: OP-eligible students and students who sat the QCS Test, 2008–2014

(a) By year as a percentage of cohort



(b) By year as number of students

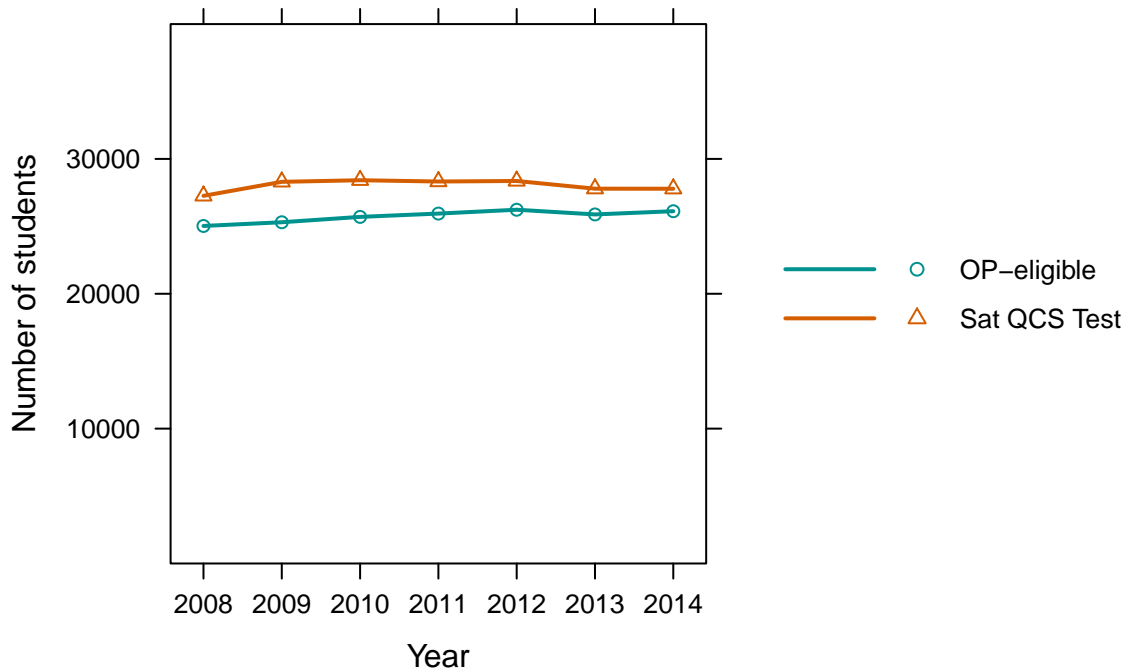
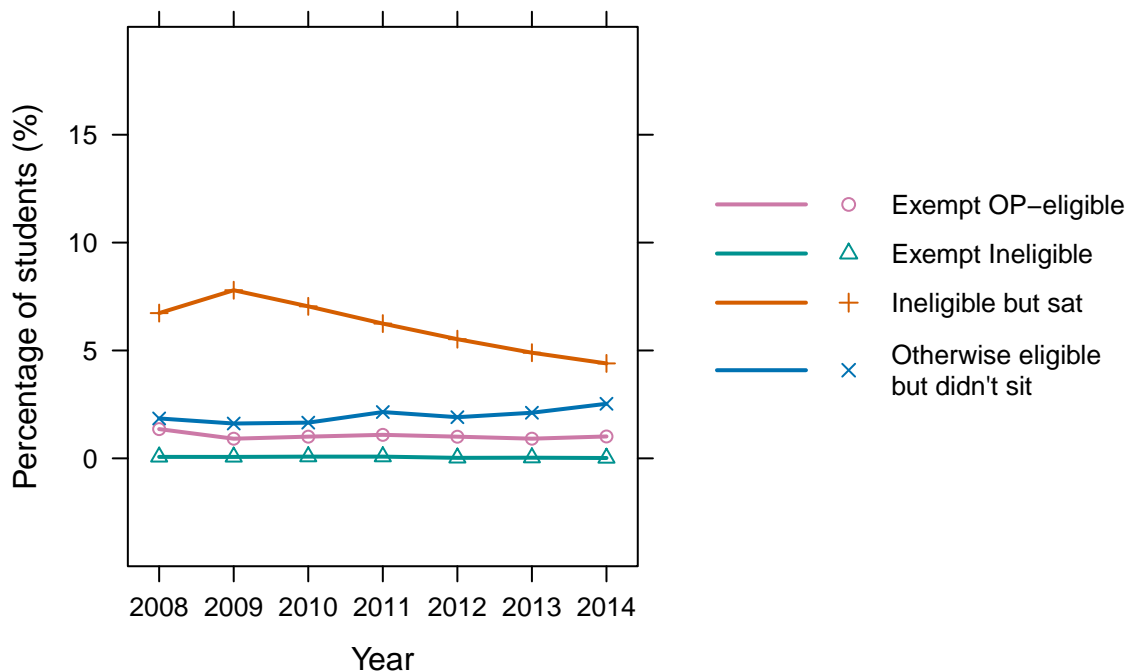
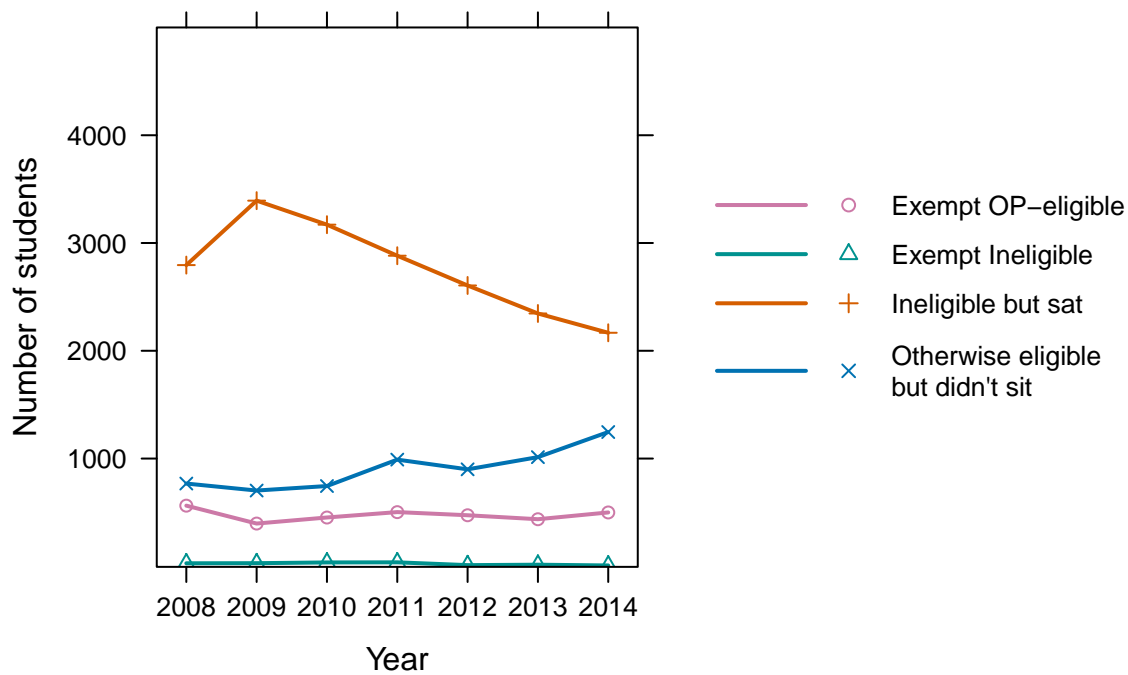


Figure 2: Exempt and OP-ineligible students, 2008–2014

(a) By year as percentage of cohort



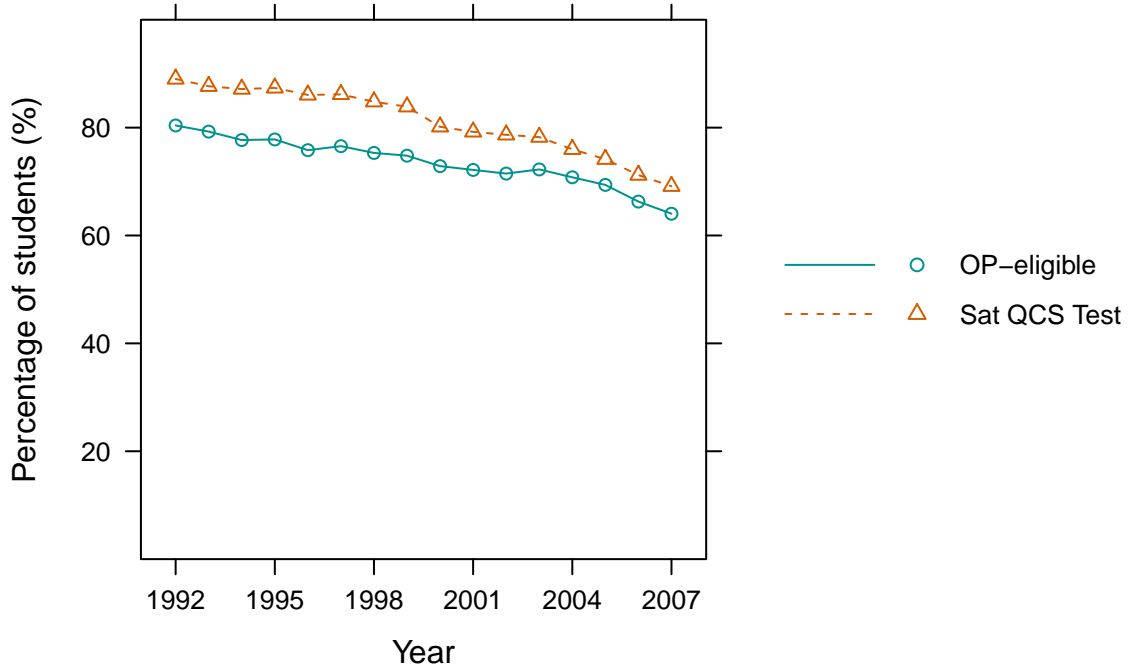
(b) By year as number of students



In the following graphs showing QCS attendance trends for 1992–2007, the cohort includes students eligible for a Queensland Senior Certificate.

Figure 3: OP-eligible students and students who sat the QCS Test, 1992–2007

(a) OP-eligible and students who sat the QCS Test



(b) OP-eligible and students who sat the QCS Test

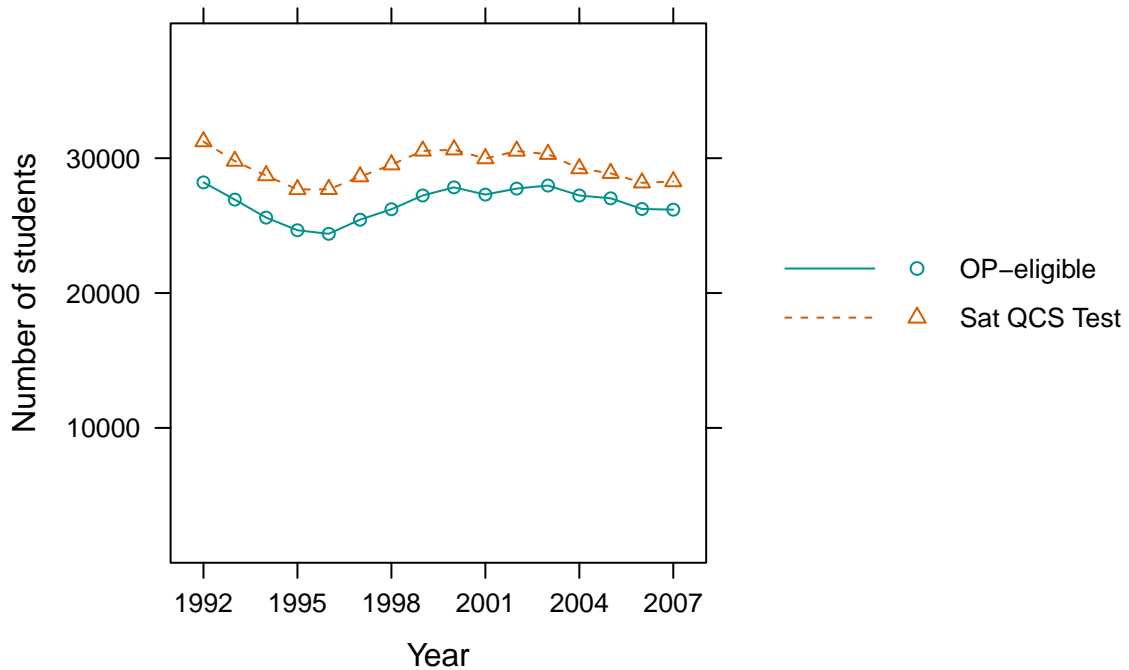
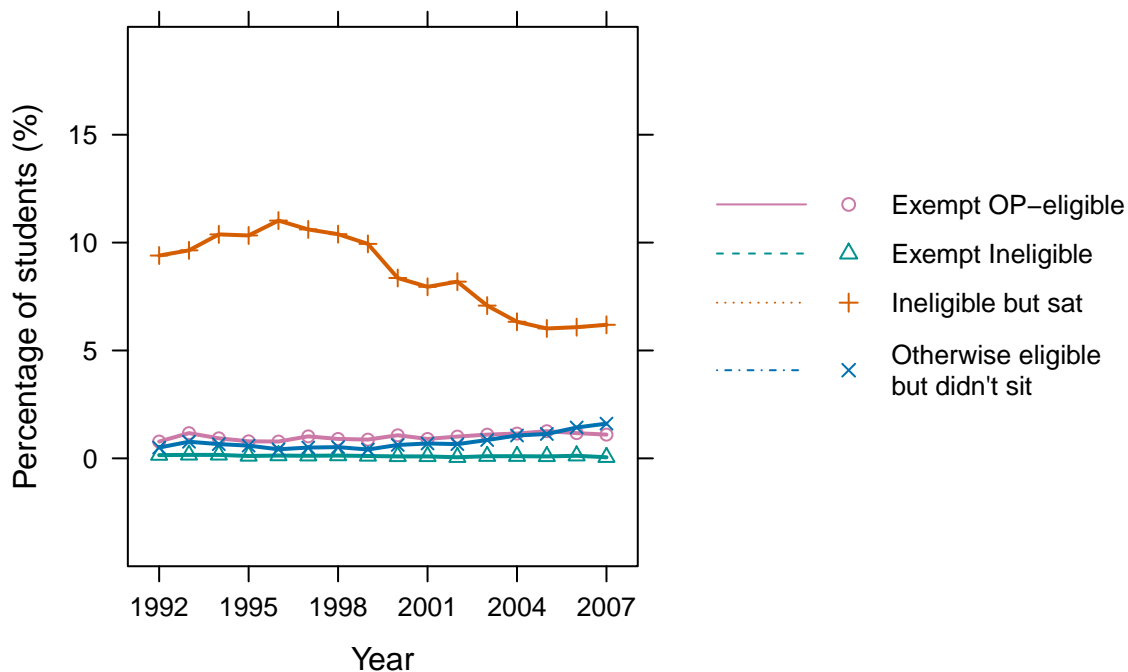
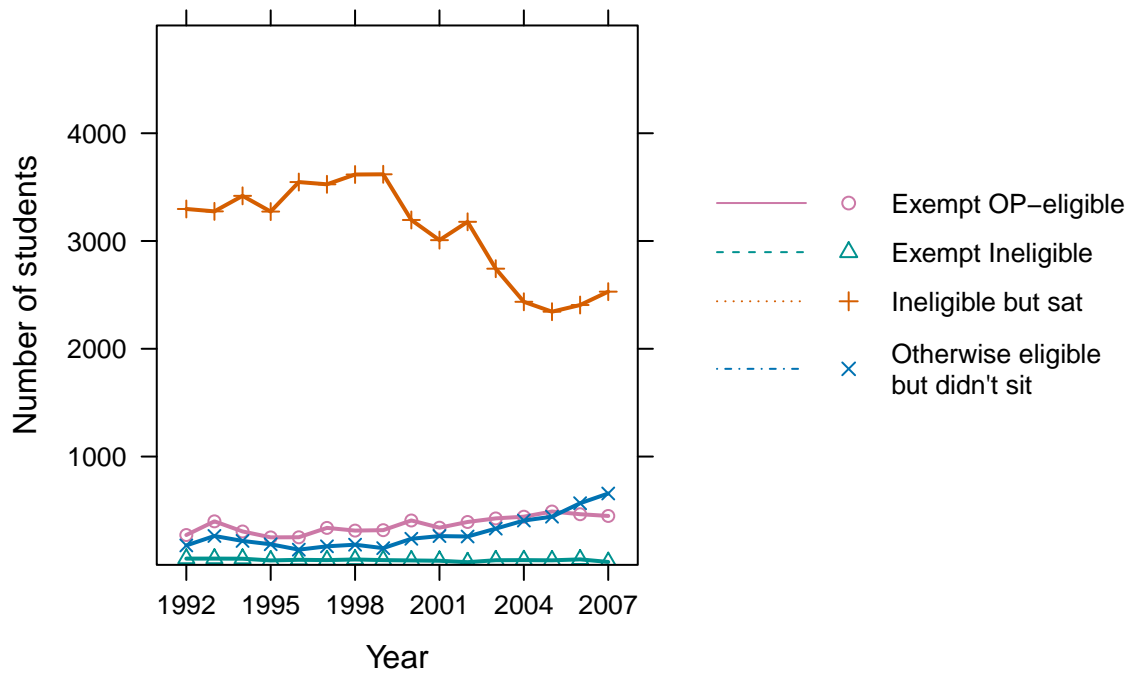


Figure 5: Exempt and OP-ineligible students, 1992–2007

(a) By year as percentage of cohort



(b) By year as number of students



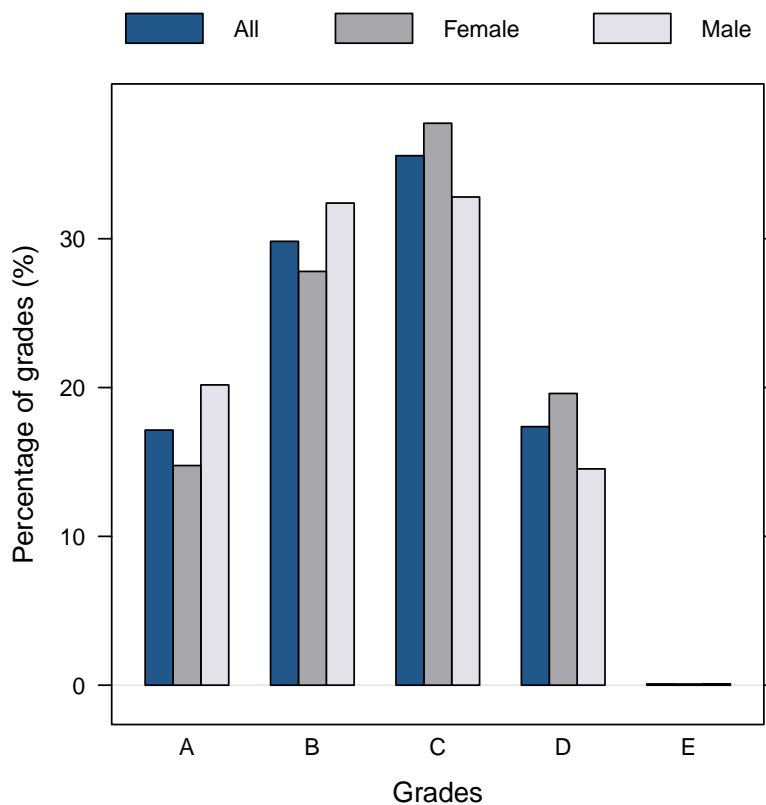
Grades awarded

A student's individual QCS Test result is expressed as a grade from A (highest) to E.

	Gender	A	B	C	D	E	Total	%
OP-elig	Female	2118	3990	5419	2813	11	14351	56
	Male	2274	3651	3699	1638	10	11272	44
	All	4392	7641	9118	4451	21	25623	
OP-inelig	Female	59	115	350	621	28	1173	54.1
	Male	84	121	266	511	12	994	45.9
	All	143	236	616	1132	40	2167	
EquivOPelig	Female	14	34	96	160	8	312	47.5
	Male	17	36	82	183	27	345	52.5
	All	31	70	178	343	35	657	
EquivInelig	Female	0	1	1	7	1	10	43.5
	Male	1	0	3	8	1	13	56.5
	All	1	1	4	15	2	23	
All	Female	2191	4140	5866	3601	48	15846	55.7
	Male	2376	3808	4050	2340	50	12624	44.3
	All	4567	7948	9916	5941	98	28470	

Figure 6: Distribution of QCS grades by gender

(a) By gender as percentage, 2014



(b) By gender as number of students, 2014

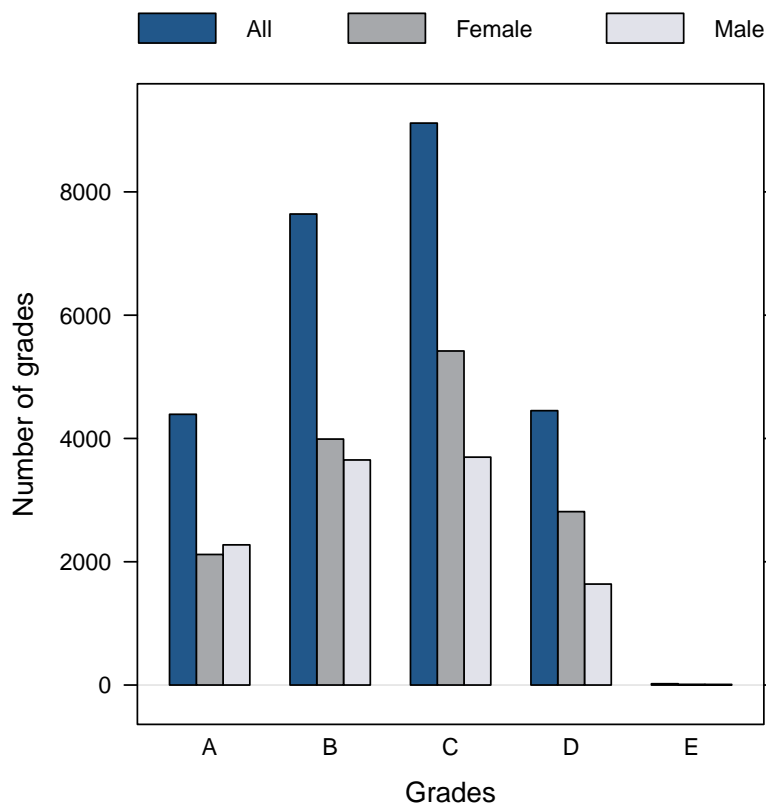
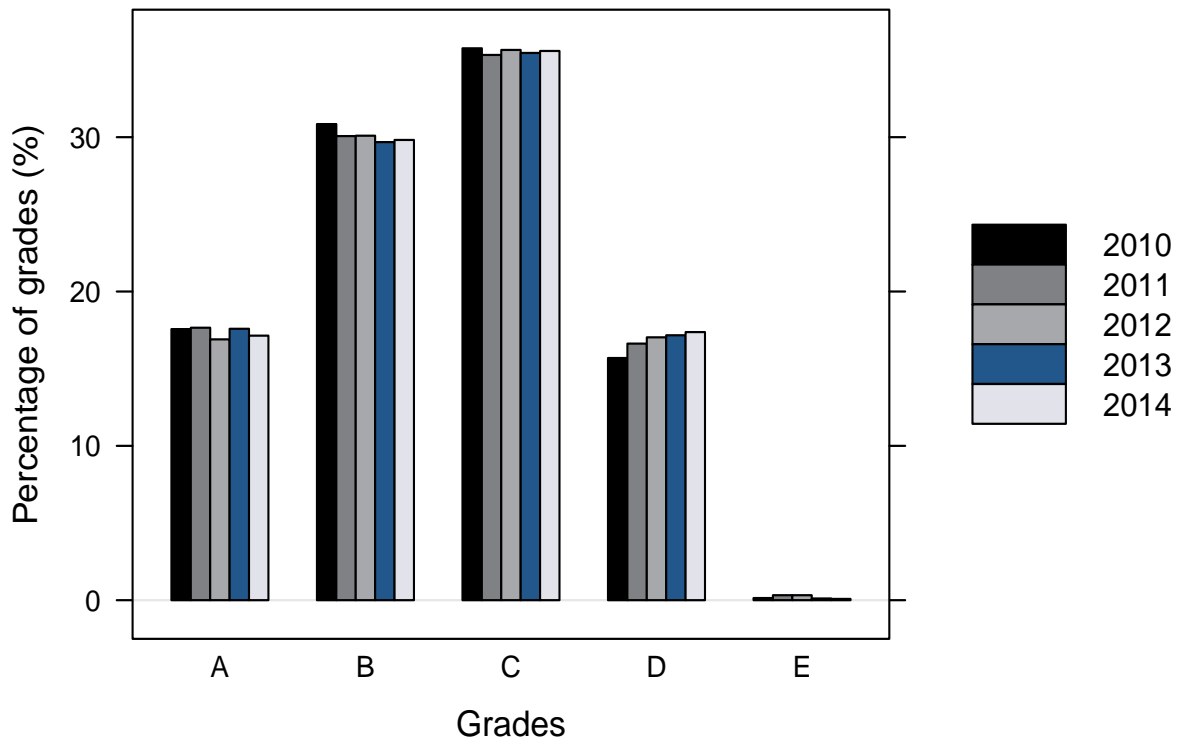
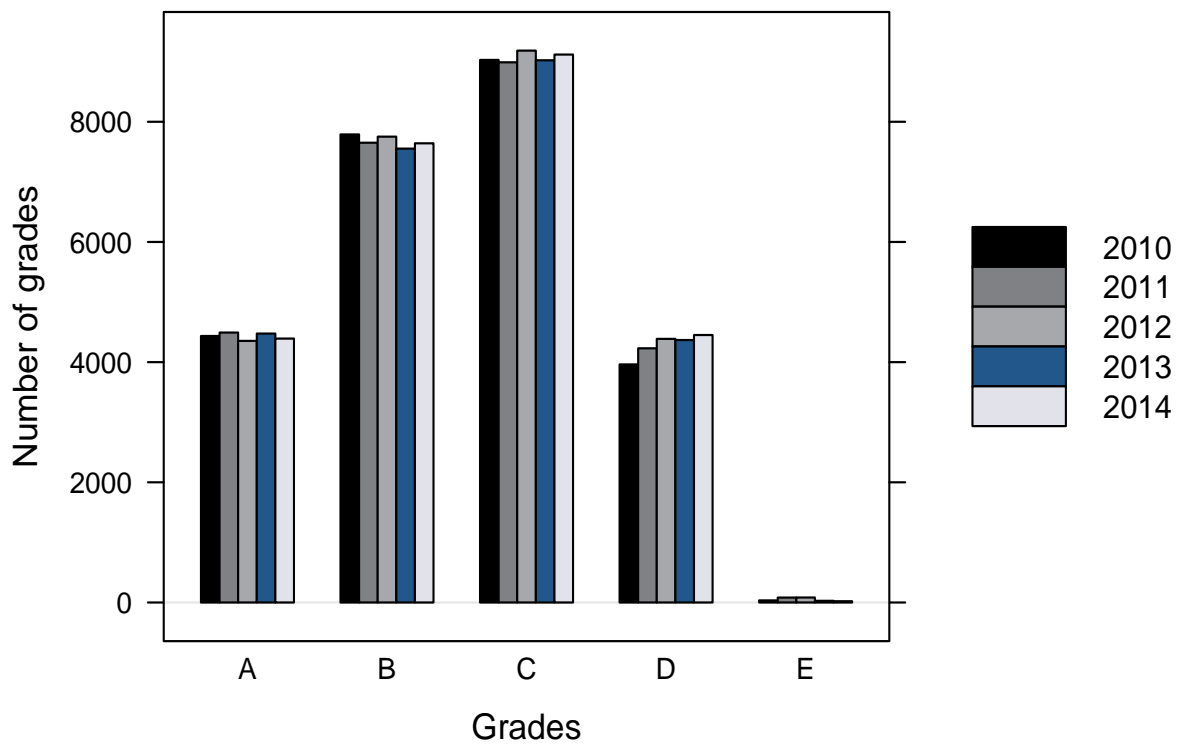


Figure 7: Distribution of QCS grades by year

(a) By year as percentage, 2010–2014



(b) By year as number of students, 2010–2014



More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'statistics'. Alternatively, phone 3864 0299 or email the Analysis and Reporting Branch at analysis.reporting@qcaa.qld.edu.au.