

2019 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 Certificated ²	Eligible	Sat QCS	QCS Exempt Eligible	QCS Exempt Ineligible	Ineligible who sat	Otherwise eligible but did not sit ³
2019	36584	17638	17810	437	8	609	1340
2018	50613	24935	25352	574	16	991	1699
2017	51929	26067	26603	731	19	1267	1638
2016	50627	25612	26277	663	9	1328	1544
2015	50020	25769	26850	591	6	1672	1354

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

Year	Students Certificated	Eligible	Sat QCS	QCS Exempt Eligible	QCS Exempt Ineligible	Ineligible who sat	Otherwise eligible but did not sit
2019	1154	791	789	12	0	10	49
2018	1254	834	841	9	0	16	69
2017	1176	797	799	16	1	18	64
2016	978	690	692	13	0	15	58
2015	971	674	695	10	1	31	43

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

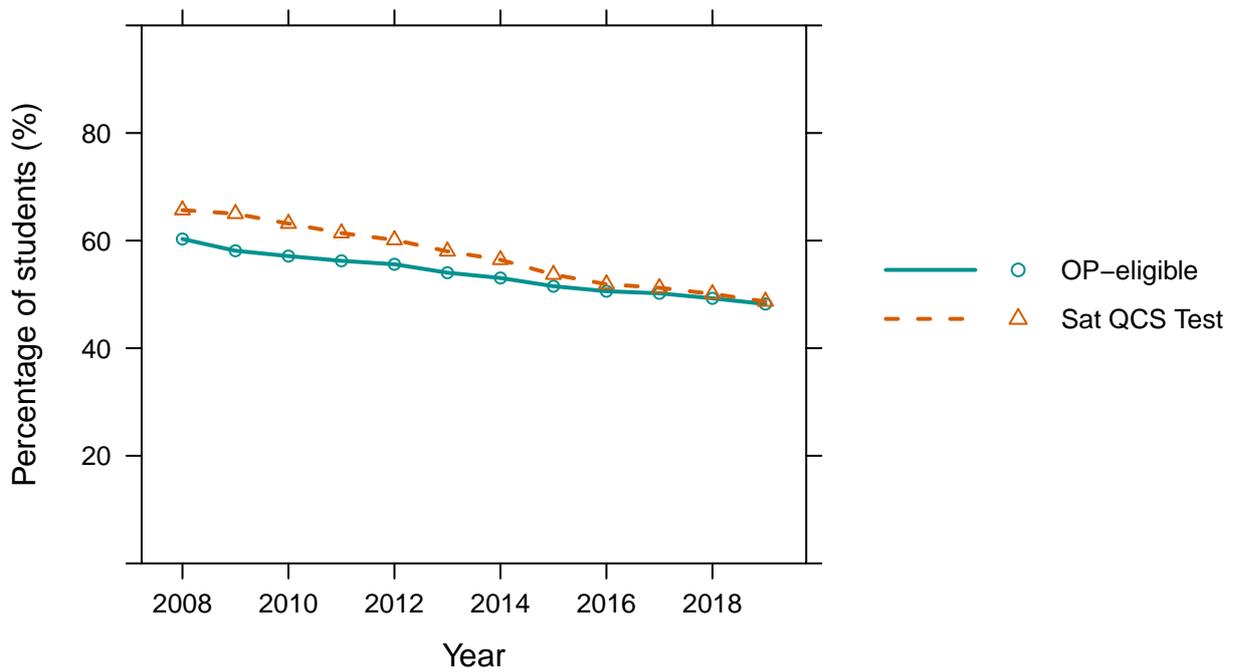
² The cohort of students considered includes any student who received an SEP at the end of that year.

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, 2008–2019

(a) By year as a percentage of cohort



(b) By year as number of students

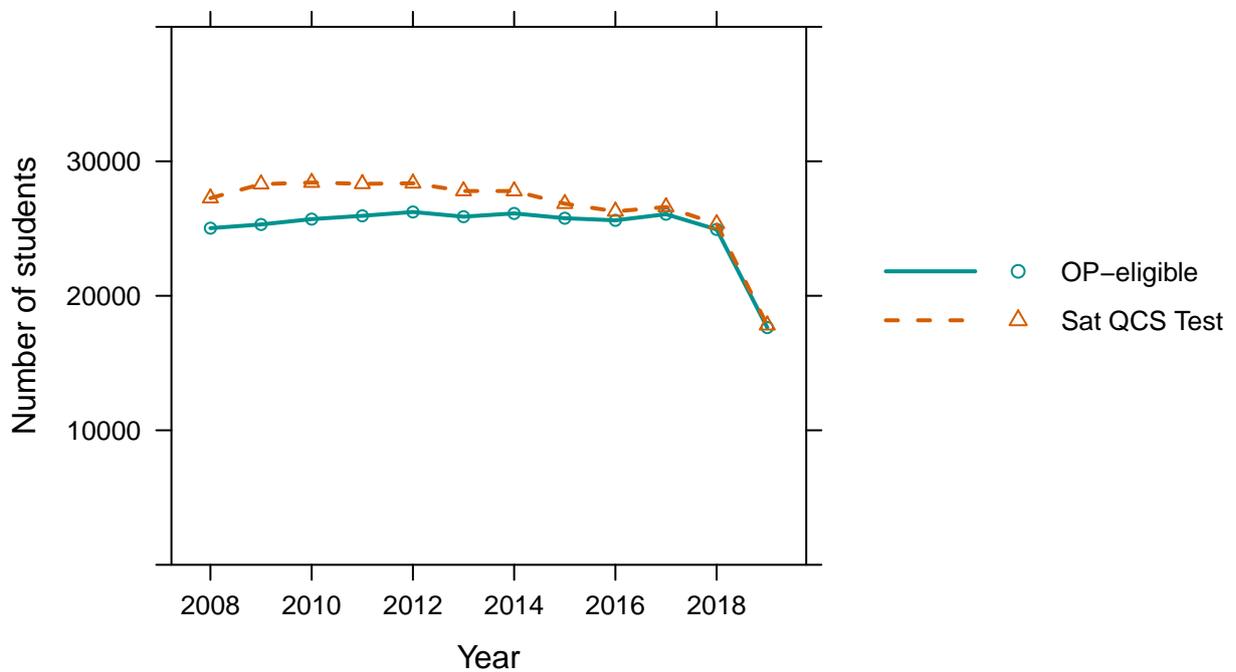
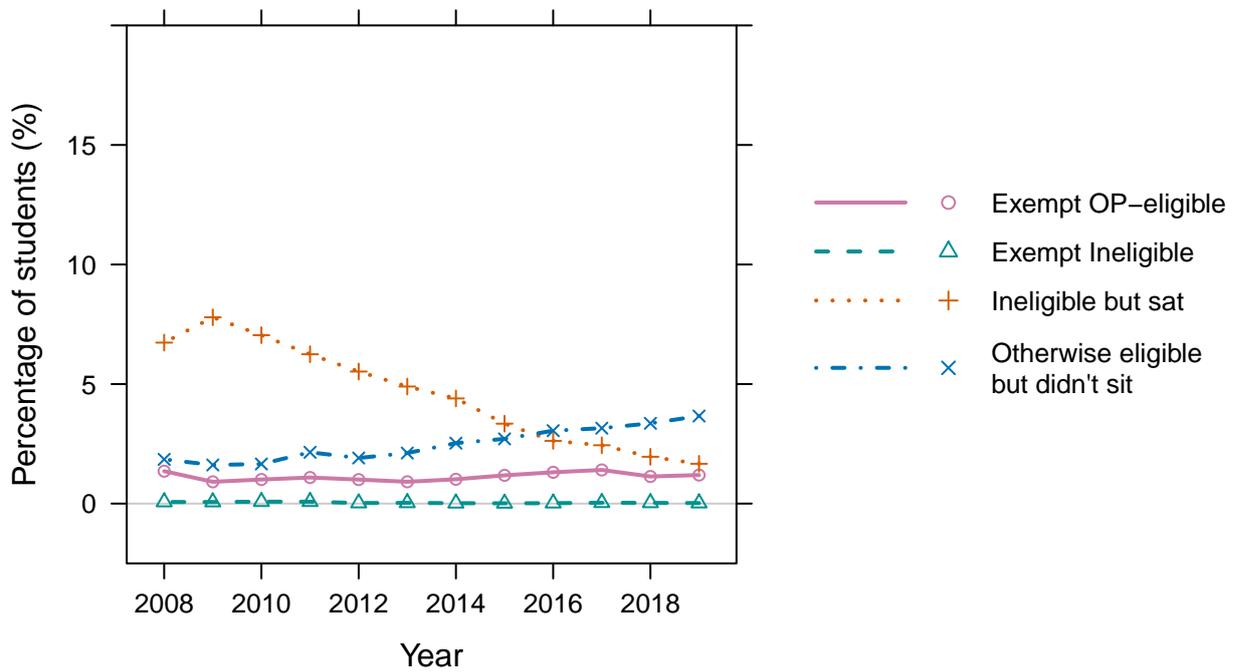
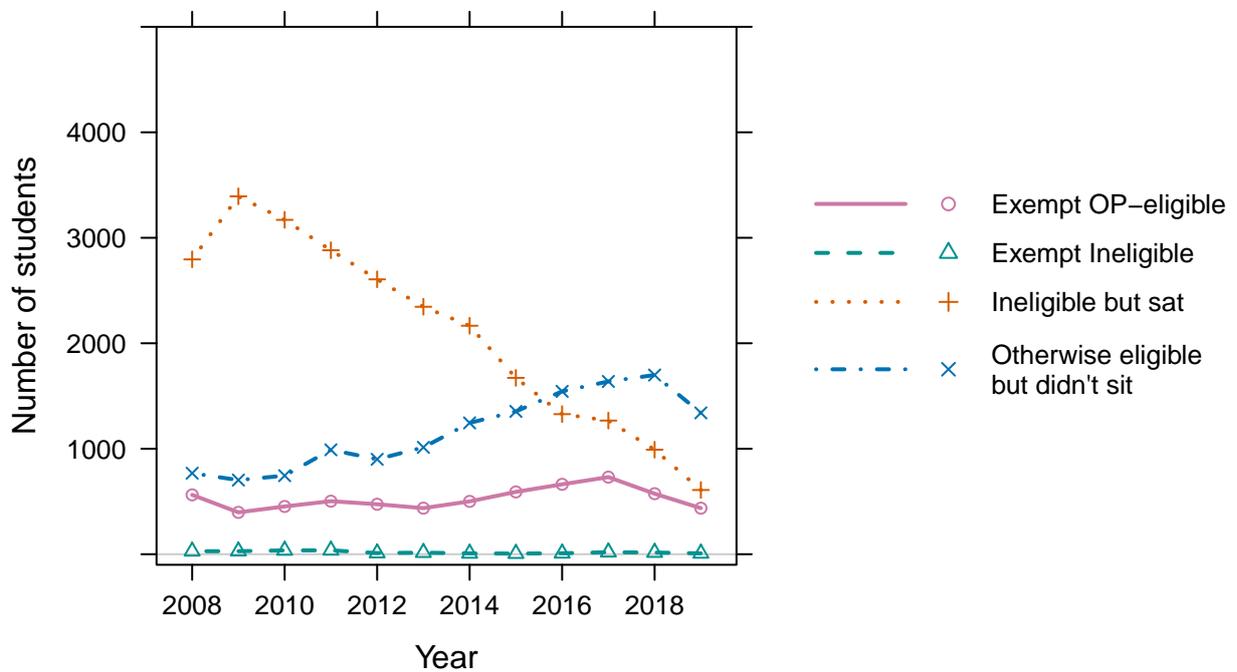


Figure 2: Exempt and OP-ineligible students, 2008–2019

(a) By year as percentage of cohort



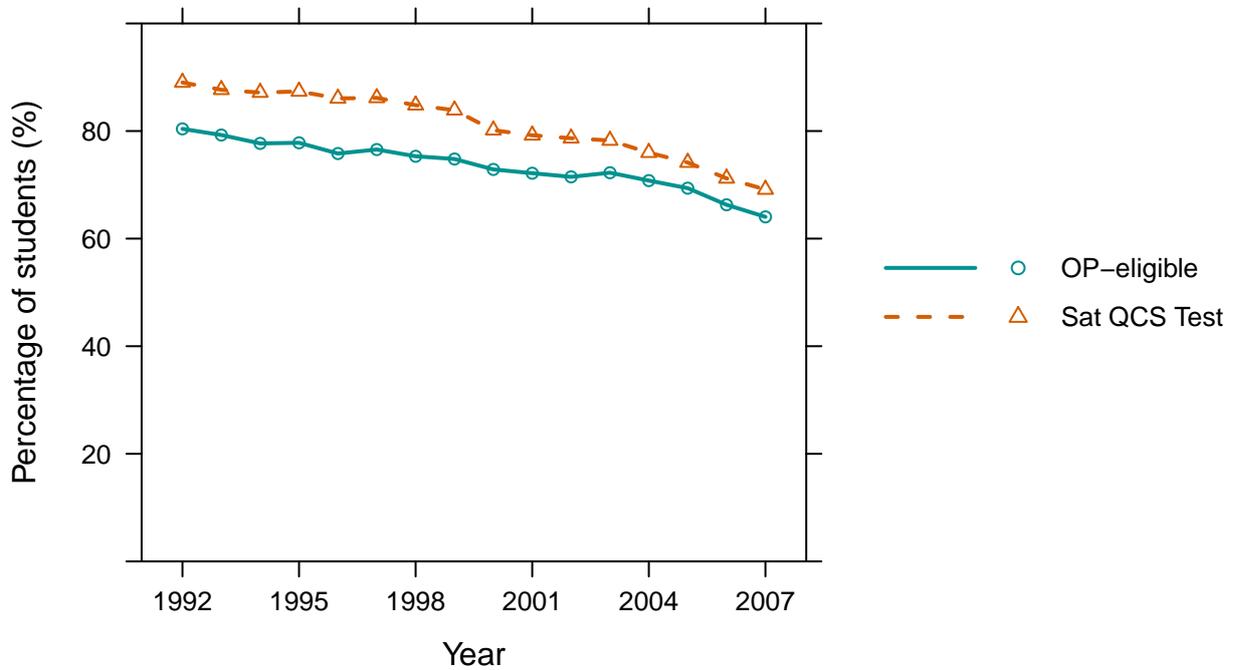
(b) By year as number of students



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

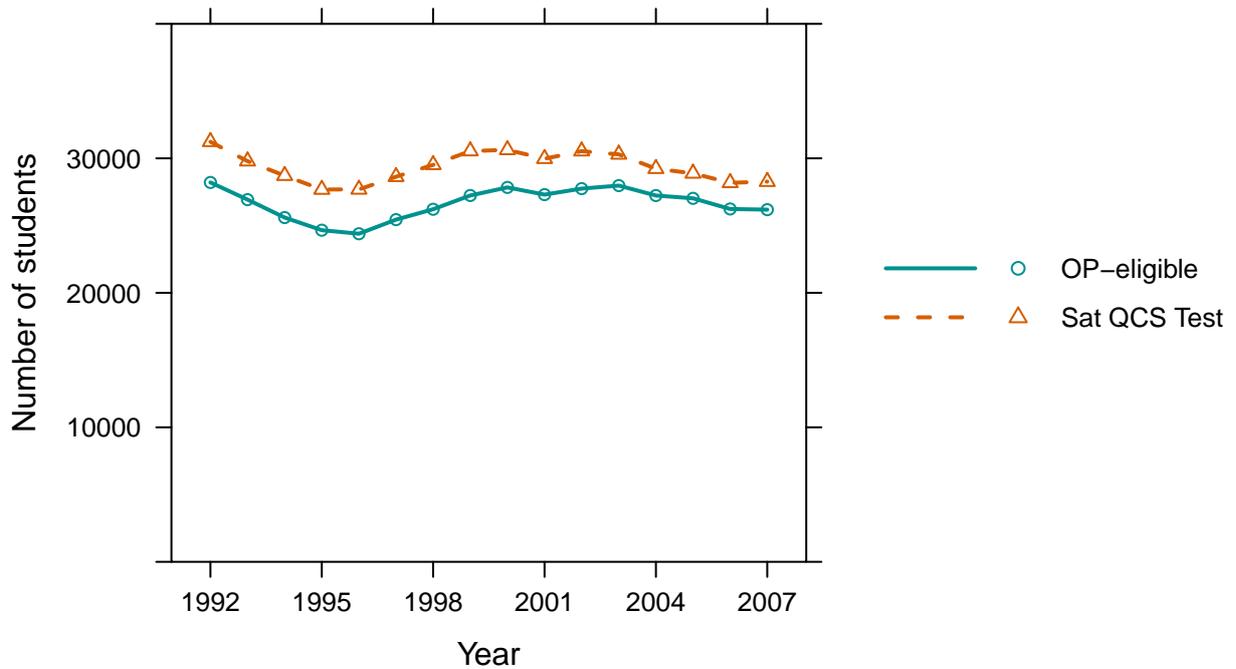
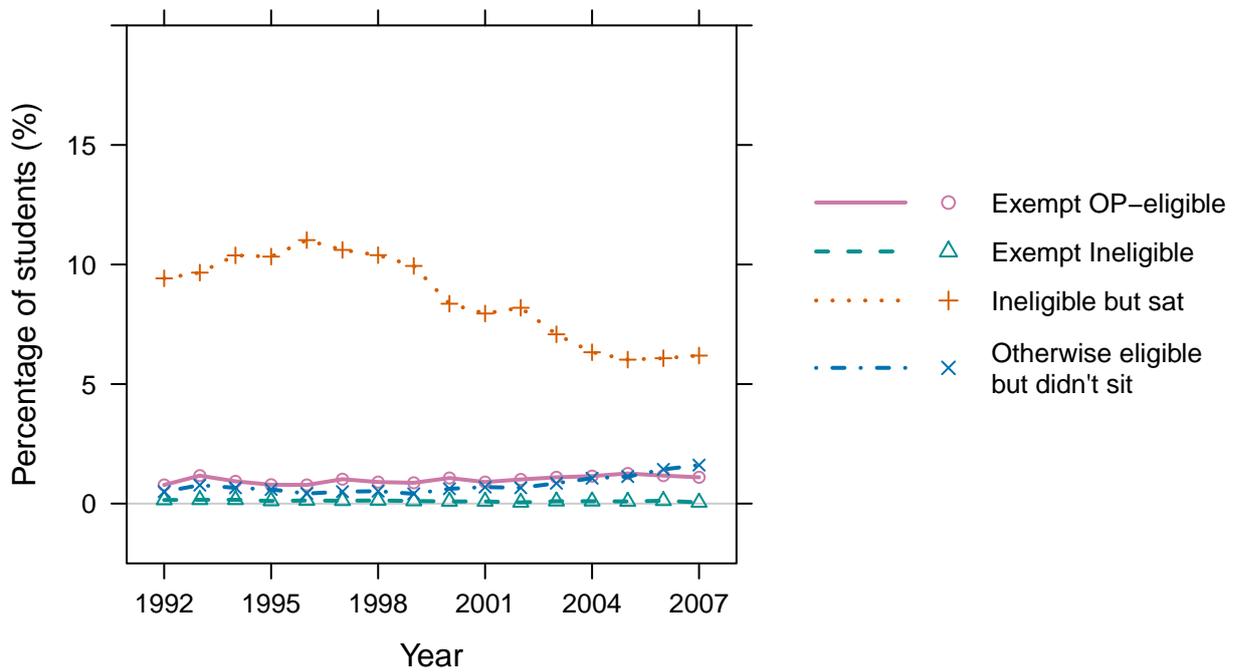
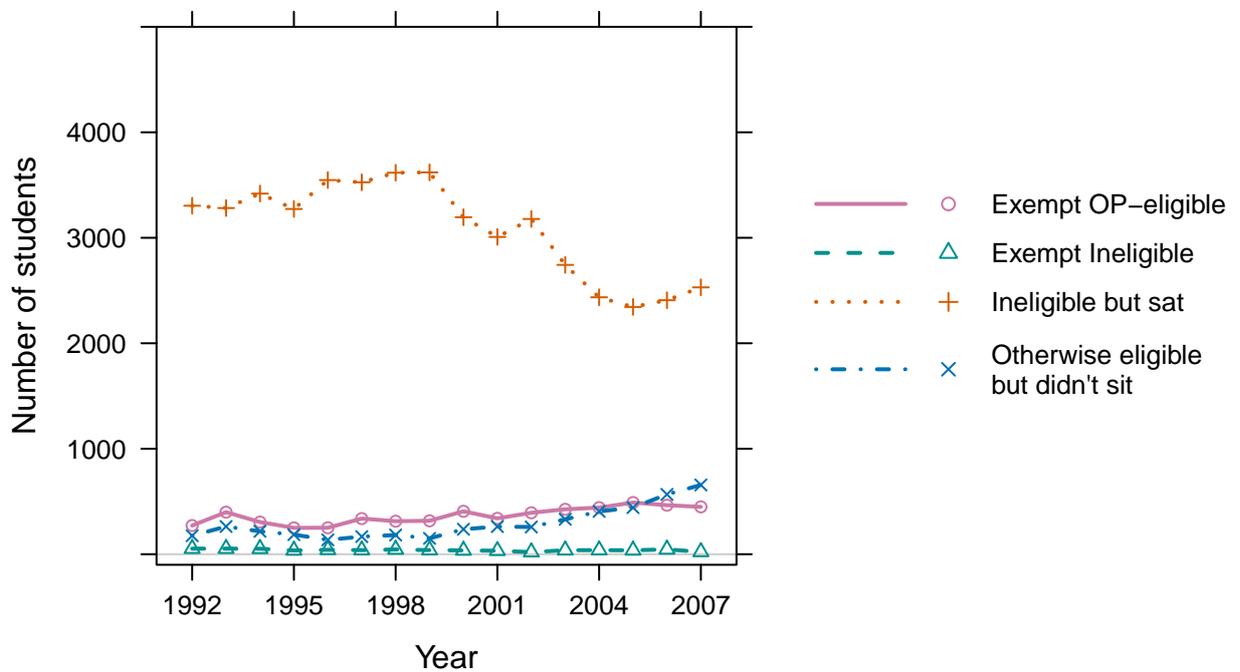


Figure 5: Exempt and OP-ineligible students, 1992–2007

(a) By year as percentage of cohort



(b) By year as number of students



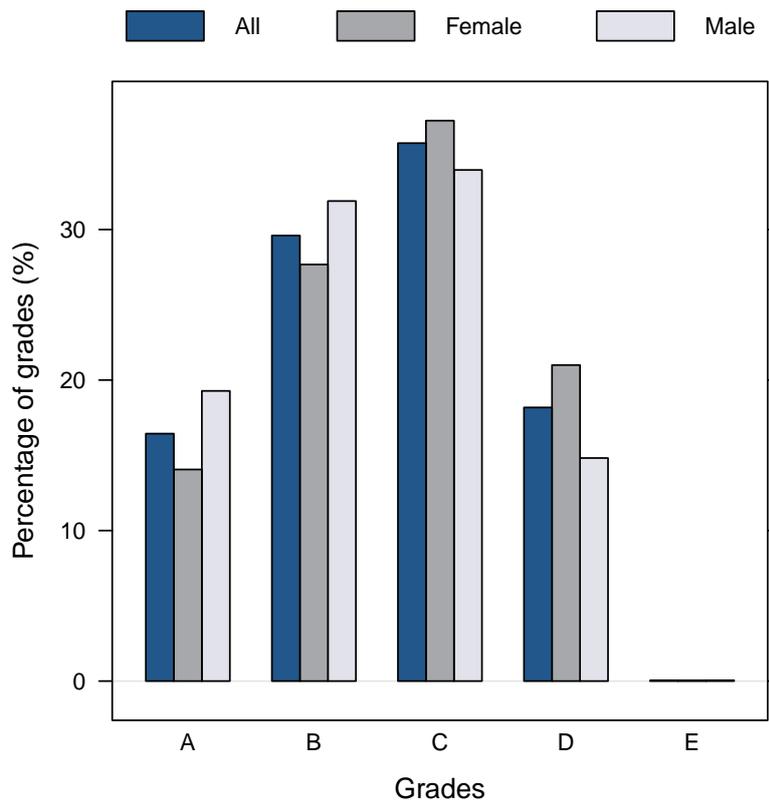
Grades awarded

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	1314	2590	3483	1964	3	9354	54.4
	Male	1513	2503	2665	1163	4	7848	45.6
	All	2827	5093	6148	3127	7	17202	
OP-inelig	Female	7	39	107	196	3	352	57.9
	Male	3	30	93	125	5	256	42.1
	All	10	69	200	321	8	608	
Equiv OP-elig	Female	13	54	118	266	11	462	53
	Male	11	50	111	226	12	410	47
	All	24	104	229	492	23	872	
Equiv Inelig	Female	0	0	1	3	1	5	50
	Male	0	1	1	3	0	5	50
	All	0	1	2	6	1	10	
All	Female	1334	2683	3709	2429	18	10173	54.4
	Male	1527	2584	2870	1517	21	8519	45.6
	All	2861	5267	6579	3946	39	18692	

Figure 6: Distribution of QCS grades by gender

(a) By gender as percentage, 2019



(b) By gender as number of students, 2019

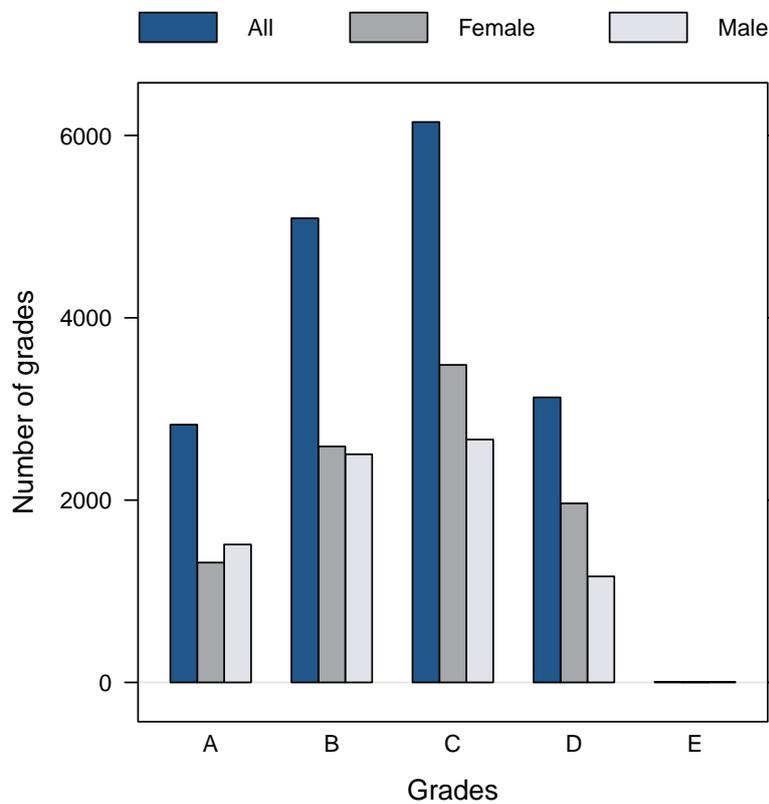
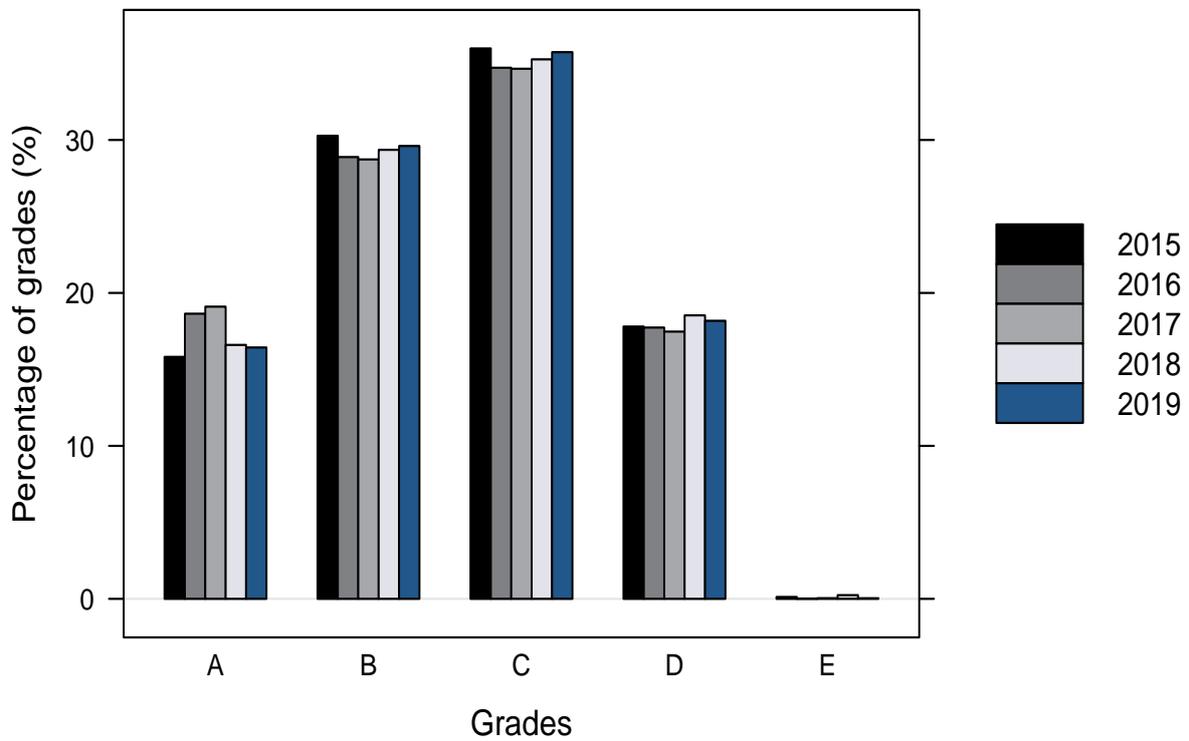
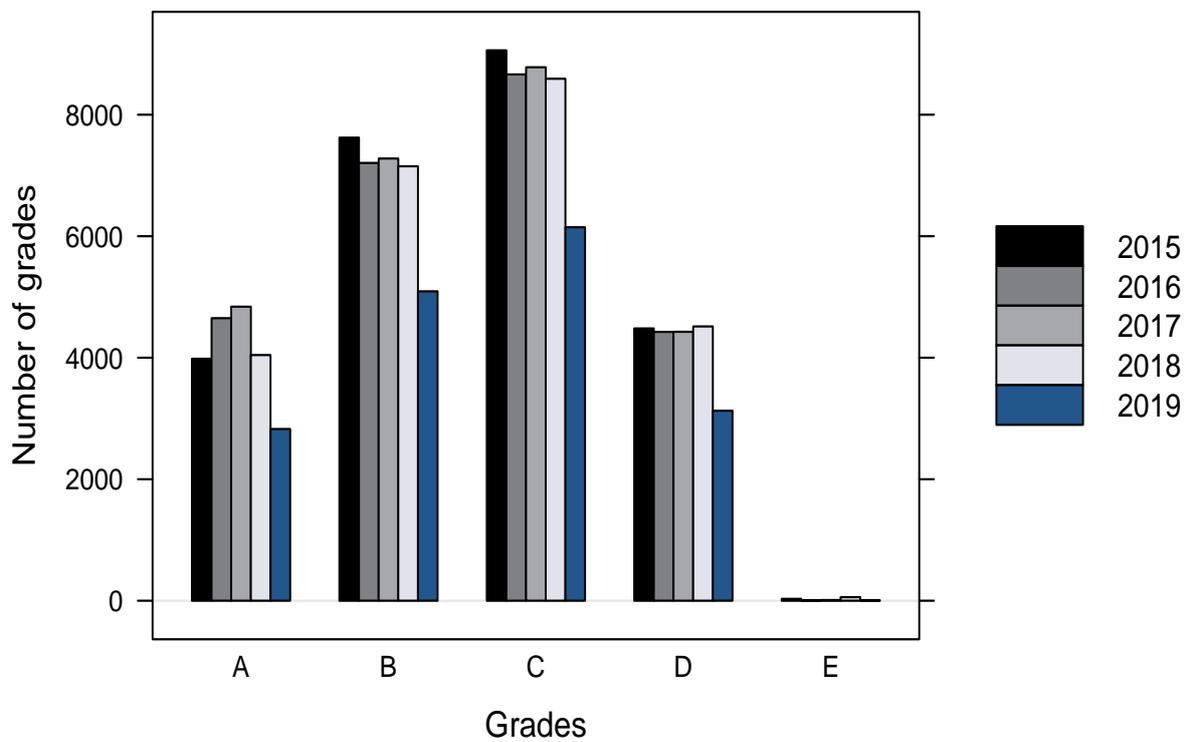


Figure 7: Distribution of QCS grades by year

(a) By year as percentage, 2015–2019



(b) By year as number of students, 2015–2019



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.