2002 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 Test (QCS) Test. The QCS Test is:

- a common statewide test for Queensland Year 12 students
- an achievement test, not an intelligence test, nor 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.

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

Year	Senior Certificates	OP-eligible	Sat QCS	QCS Exempt Eligible	QCS Exempt Ineligible	OP-ineligible who sat	Otherwise eligible but did not sit
2002	38820	27749	30534	393	20	3178	257
2001	37837	27303	29976	340	33	3008	260
2000	38211	27839	30632	407	36	3195	237
1999	36413	27237	30542	317	39	3620	150
1998	34808	26214	29519	313	45	3617	181

Table 2: QCS Attendance For Visa Students[1]

Year	Senior Certificates	OP-eligible	Sat QCS	QCS Exempt Eligible	QCS Exempt Ineligible	OP-ineligible who sat	Otherwise eligible but did not sit
2002	510	423	464	3	0	44	6
2001	604	509	548	1	0	40	13
2000	518	454	472	6	0	24	9
1999	619	513	545	2	0	34	22
1998	586	522	542	5	2	25	12

[1] 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.

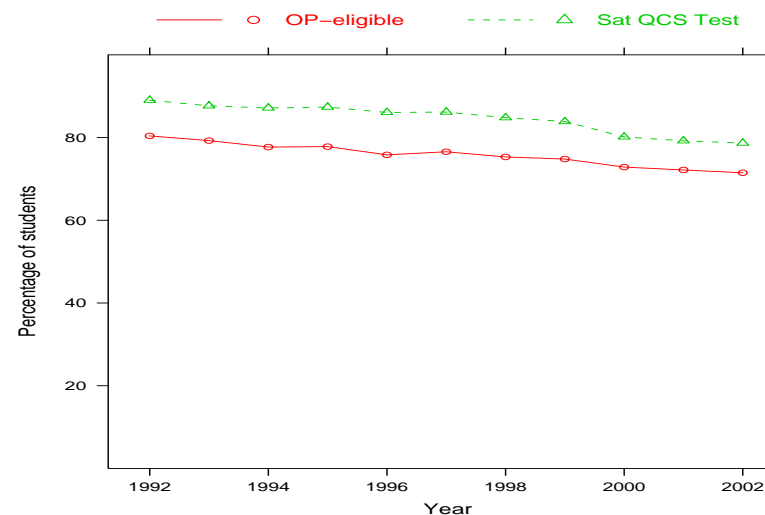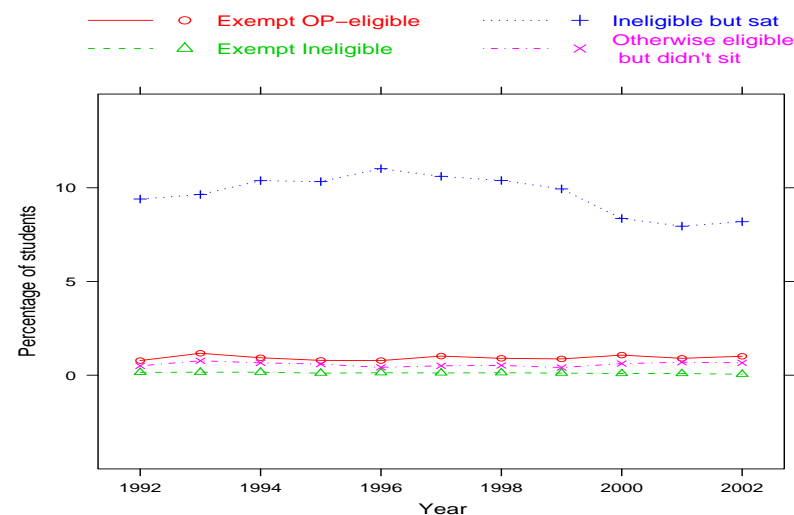Figure 1: OP-eligibility and QCS Attendance

Figure 2: QCS Attendance

Grades Awarded

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

Table 3: Numbers of students per QCS Grade awarded, by OP-eligibility and gender

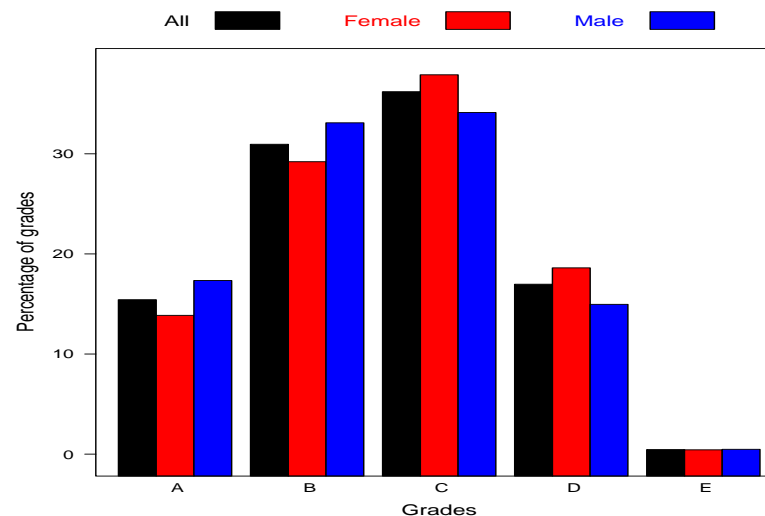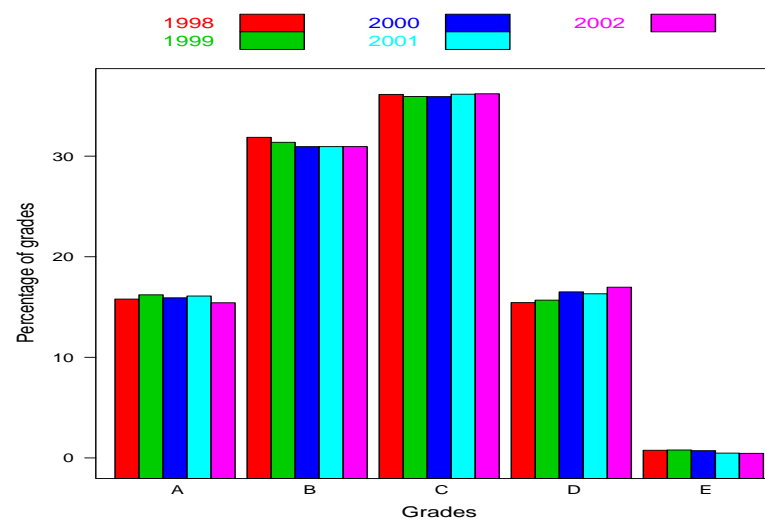|	Gender	A	B	C	D	E	Total	Per cent
OP-eligible								
	Female	2092	4408	5718	2808	65	15091	55.2
	Male	2127	4059	4185	1835	59	12265	44.8
	All	4219	8467	9903	4643	124	27356	
OP-ineligible								
	Female	9	94	422	966	141	1632	51.4
	Male	10	111	437	805	183	1546	48.6
	All	19	205	859	1771	324	3178	
Equivalent OP-eligible (Visa students)								
	Female	9	12	45	98	17	181	43.1
	Male	4	26	41	127	41	239	56.9
	All	13	38	86	225	58	420	
Equivalent OP-ineligible (Visa students)								
	Female	0	1	4	12	8	25	56.8
	Male	0	0	0	12	7	19	43.2
	All	0	1	4	24	15	44	
All students who sat								
	Female	2110	4515	6189	3884	231	16929	54.6
	Male	2141	4196	4663	2779	290	14069	45.4
	All	4251	8711	10852	6663	521	30998	

Figure 3: 2002 distribution of QCS Grades by gender

Figure 4: Distribution of QCS Grades by year

The QCS Test

The test is dual-purpose: it produces a result for each candidate, and it provides information for the calculation of 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 http://www.qsa.qld.edu.au/testing/cross-curric/cce.html. 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 Student Education Profile.

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 Writing Task 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 by writing a sentence or paragraph, drawing a diagram, performing a calculation, etc. 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.

Contact Us

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