

2014 Data summary

State distribution of Overall Positions and Field Positions

Background

Overall Positions (OPs) provide a statewide rank order of students from 1 (highest) to 25 (lowest) based on students' achievement in Authority subjects. A student's OP shows how well that student has performed in their senior studies when compared with the performances of all other OP-eligible students in Queensland.

OPs are used in the selection of students for tertiary education courses. They are used by tertiary institutions as one basis for selecting applicants for a course when there are more eligible applicants than quota places for that course.

Students are eligible for an OP at the end of Year 12 provided they have completed a minimum of 20 semester units of Authority subjects, including at least three subjects for all four semesters, and sat for the Queensland Core Skills Test in that year.

Field Positions (FPs) are calculated only for OP-eligible students. A field is an area of study that emphasises particular knowledge and skills. An FP is a rank order from 1 (highest) to 10 (lowest) in that area of study. There are five fields with about 20% of students qualifying for all five FPs and most students qualifying for three or four fields.

Data for visa students are not included in this report unless indicated. A visa student is a student who is not a citizen or permanent resident of Australia. Visa students are not regarded as OP-eligible. They may qualify for an equivalent-OP.

OP distribution

Figure 1 represents the distribution of the 26123 Queensland students who received an OP in 2014. Table 1 includes for each band: the number, the cumulative number (from 1 up to that band), the percentage and the cumulative percentage of students.

Figure 1: 2014 OP distribution

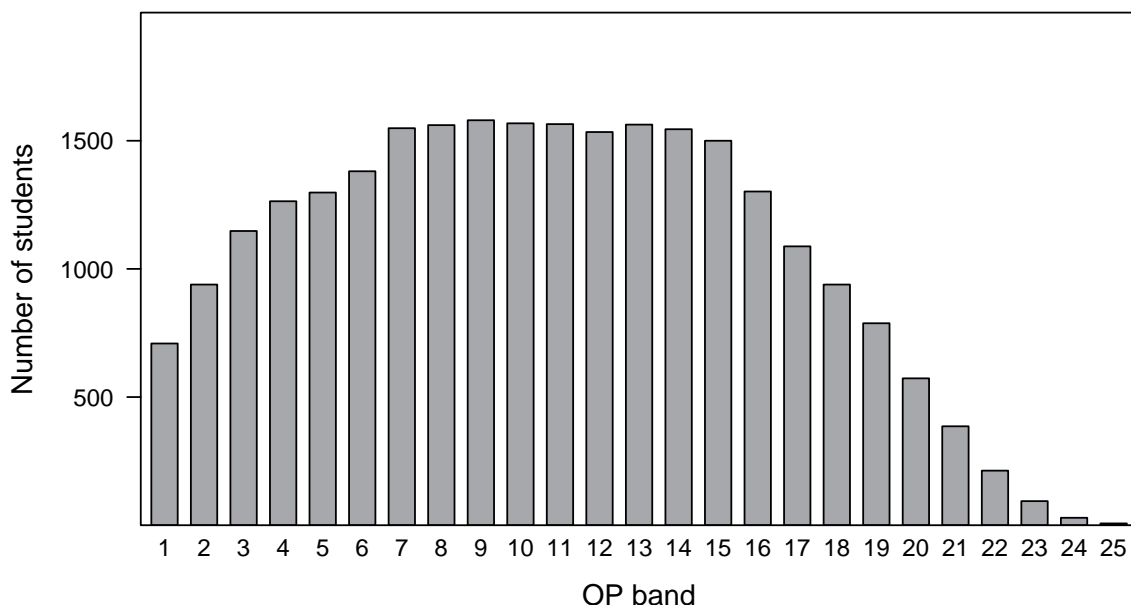


Table 1: 2014 OP distribution, cumulative percentages

OP Band	All students	%	Cumulative	Cumulative %
1	709	2.71	709	2.71
2	939	3.59	1648	6.31
3	1148	4.39	2796	10.70
4	1264	4.84	4060	15.54
5	1298	4.97	5358	20.51
6	1381	5.29	6739	25.80
7	1549	5.93	8288	31.73
8	1561	5.98	9849	37.70
9	1580	6.05	11429	43.75
10	1568	6.00	12997	49.75
11	1565	5.99	14562	55.74
12	1534	5.87	16096	61.62
13	1563	5.98	17659	67.60
14	1545	5.91	19204	73.51
15	1500	5.74	20704	79.26
16	1302	4.98	22006	84.24
17	1088	4.16	23094	88.40
18	939	3.59	24033	92.00
19	788	3.02	24821	95.02
20	573	2.19	25394	97.21
21	386	1.48	25780	98.69
22	213	0.82	25993	99.50
23	94	0.36	26087	99.86
24	29	0.11	26116	99.97
25	7	0.03	26123	100.00
Total	26123			

Calculation of OPs

OPs are calculated each year by the Queensland Curriculum and Assessment Authority using student assessment information from Queensland schools. The process for determining OPs is explained further in *Calculating Overall Positions (OPs): The basic principles*, available at www.qcaa.qld.edu.au/637.html.

Comparing OPs across years

*The Review of Tertiary Entrance in Queensland 1990*¹ recommended 'basic year-to-year comparability' of OPs. Consequently, a numerical process is used to equate students' performances across years. This means that there is no fixed quota of students in each band and that year-to-year differences in the OP-eligible cohort may produce variations in the proportions of students in each band.²

OP distribution within gender

Figure 2 and Table 2 show the distribution of OPs within gender. Care is needed when making comparisons between the numbers of females and males in each band. The participation rates are different between the genders as are the proportions of males and females choosing to be OP-eligible — Figure 3 shows a percentage distribution within each gender.

There are more females in OP bands from 2 and 18. In the higher OP bands, there are many more females than males while the differences are quite small in bands 18 to 24.

¹ Report submitted to the Minister for Education by the Tertiary Entrance Reviewer, Professor Nancy Viviani.

² Since 2005 the corresponding percentage of OP-eligible students receiving an OP 1 has increased from 2%. Both the increase in the percentage of OP 1 students and decrease in OP 25 students is because the standard for each OP is held constant from year to year and there has been a decrease in the proportion of the population that is OP-eligible in this period, with a greater number of the lower achieving students choosing pathways that do not lead to OP-eligibility.

Figure 2: 2014 OP distribution within gender

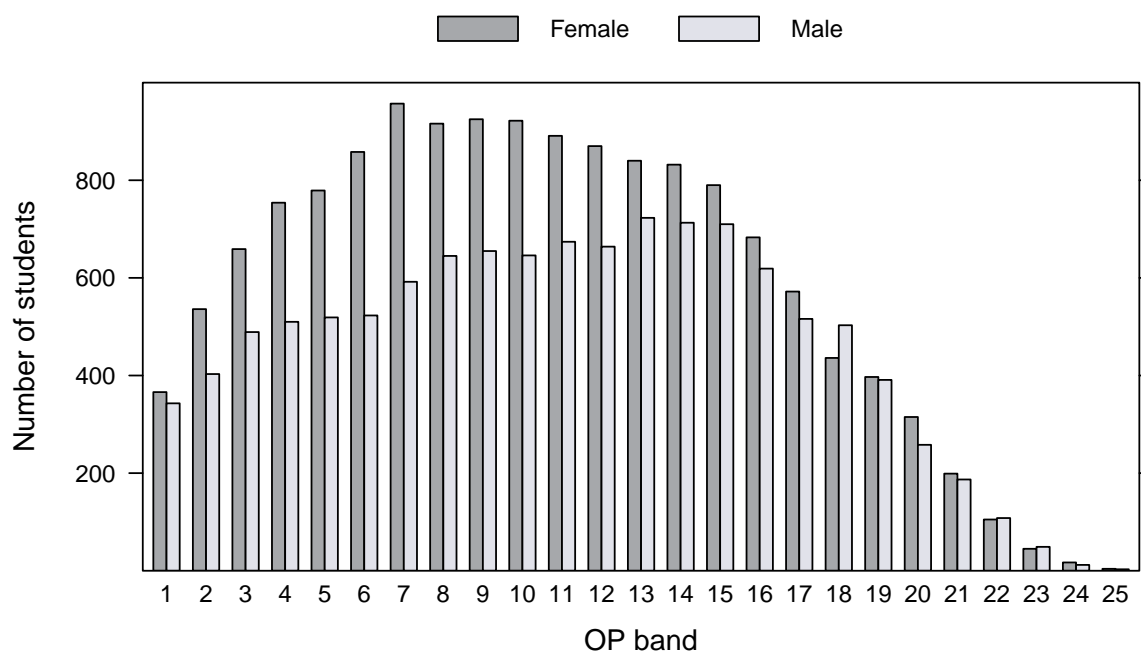


Table 2: 2014 OP distribution, within gender

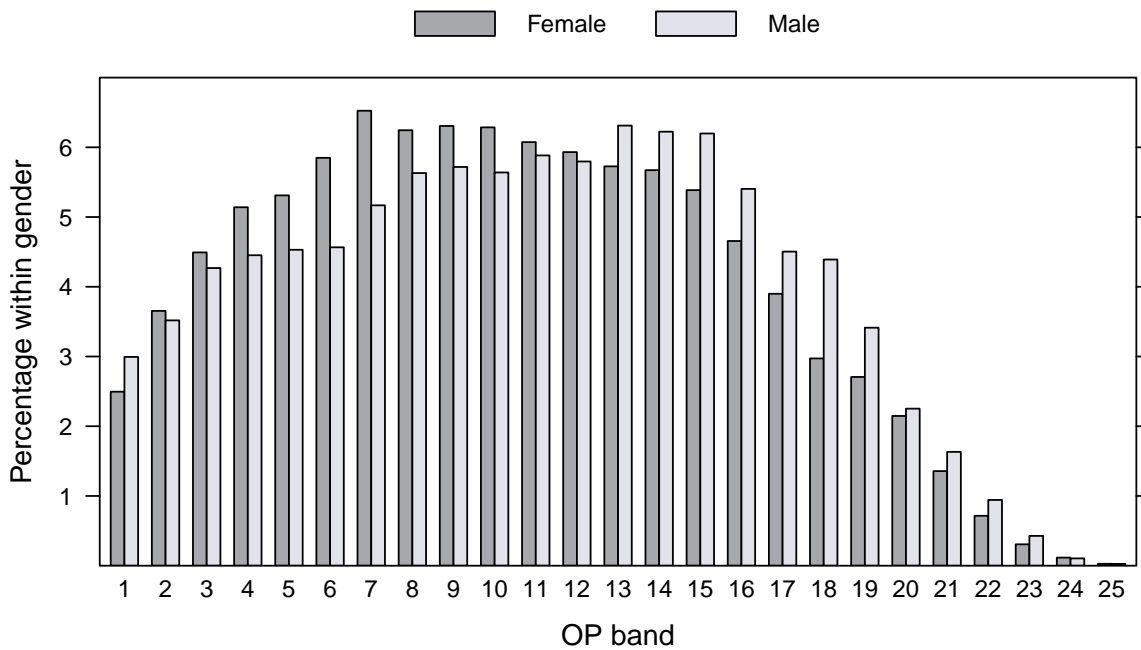
OP Band	Female	Female %	Male	Male %
1	366	2.50	343	2.99
2	536	3.65	403	3.52
3	659	4.49	489	4.27
4	754	5.14	510	4.45
5	779	5.31	519	4.53
6	858	5.85	523	4.57
7	957	6.52	592	5.17
8	916	6.24	645	5.63
9	925	6.31	655	5.72
10	922	6.29	646	5.64
11	891	6.07	674	5.88
12	870	5.93	664	5.80
13	840	5.73	723	6.31
14	832	5.67	713	6.22
15	790	5.39	710	6.20
16	683	4.66	619	5.40
17	572	3.90	516	4.50
18	436	2.97	503	4.39
19	397	2.71	391	3.41
20	315	2.15	258	2.25
21	199	1.36	187	1.63
22	105	0.72	108	0.94
23	45	0.31	49	0.43
24	17	0.12	12	0.10
25	4	0.03	3	0.03
Total	14668		11455	

OP percentage distribution within gender

Figure 3 and Table 2 show the percentage distribution of OPs within each gender.³ Since more females than males are eligible for an OP, it is useful to express the figures as percentages of the total number of females or males.

In most years, except for OPs 1 and 2, the higher OP bands contain a greater percentage of the female OP-eligible students. The lower bands have a greater percentage of males.

Figure 3: 2014 OP percentage distribution within gender



³ The proportion of females in each OP band is expressed as a percentage of the total number of females, and the same for males.

FP distributions

Figure 4 and Table 3 show the FP distributions for 2014. Table 4 shows the combinations of fields for which students were eligible in 2014. In up to five fields, FPs show a student's rank on a 1 to 10 scale (with 1 being the highest) based on their achievement in Authority subjects. These fields identify areas of study that emphasise particular knowledge and skills. FPs are determined only for OP-eligible students and students only receive FPs in the fields for which they are eligible, according to the Authority subjects they studied.

The five fields are:

- Field A** — extended written expression involving complex analysis and synthesis of ideas
- Field B** — short written communication involving reading, comprehension and expression in English or a foreign language
- Field C** — basic numeracy involving simple calculations, and graphical and tabular interpretation
- Field D** — solving complex problems involving mathematical symbols and abstractions
- Field E** — substantial practical performance involving physical or creative arts or expressive skills.

Table 3: 2014 FP distribution

Field	1	2	3	4	5	6	7	8	9	10	Total
A	998	1531	2197	2906	3189	3383	3440	3239	2473	1454	24810
B	873	1339	1932	2561	2815	2968	2987	2847	2166	1207	21695
C	878	1355	1979	2627	2883	3045	3094	2845	2219	1313	22238
D	372	570	835	1107	1214	1287	1305	1231	944	562	9427
E	356	536	781	1039	1103	1225	1205	1149	870	512	8776

Figure 4: 2014 FP distribution

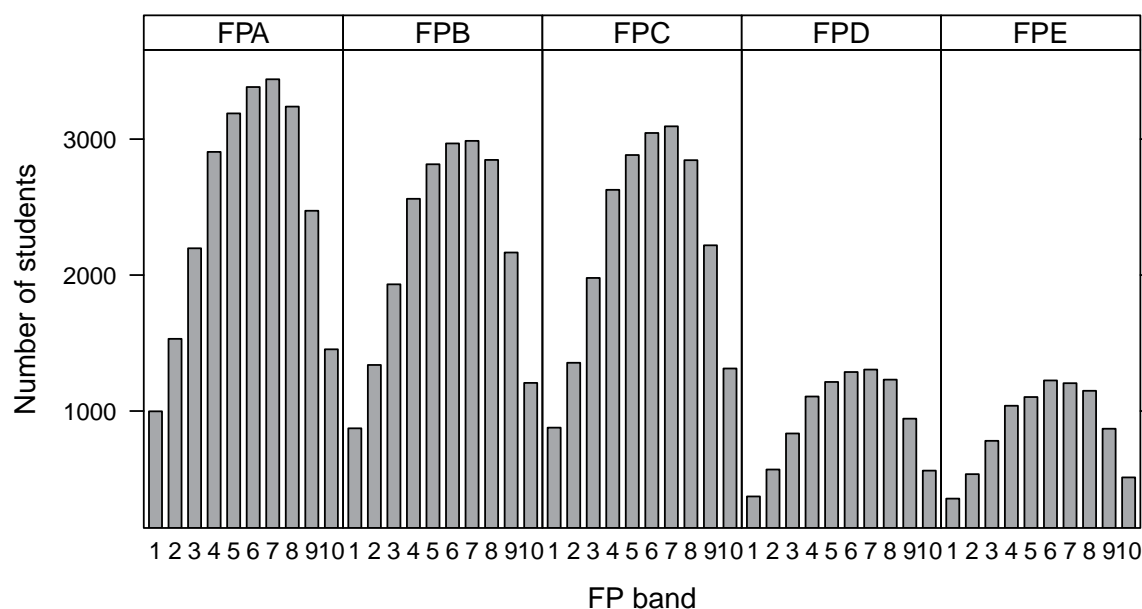


Table 4: 2014 Numbers of students per FP combination

Sets of FPs	Students		Total	%
ABCDE	1124	5 FPs	1124	4.3
ABCD	7085			
ABCE	4252			
ACDE	185			
BCDE	8	4 FPs	11530	44.14
ABC	6495			
ABE	1045			
ACD	543			
ACE	637			
BCD	147			
BCE	37			
CDE	12	3 FPs	8916	34.13
AB	1306			
AC	893			
BC	107			
CD	323			
CE	220	2 FPs	3914	14.98
A	209			
B	60			
C	170			
E	191	1 FP	630	2.41

Subject weights

While FPs are calculated using a similar process to OPs, Authority subjects are not weighted equally for the calculations of FPs. Field weights mean that different subjects contribute differently to the calculations for each field⁴. For example, English (5) is more heavily weighted than Maths B (1) when calculating its contribution to FPA. Table 5 lists all Authority subjects offered in 2014 and the weights for each field position.

⁴ For the calculation of OPs, all subjects are weighted equally.

Table 5: 2014 subject weights for calculating OPs and FPs

Syllabus	OP	A	B	C	D	E
1 English	5	5	4	1	0	3
3 English for ESL Learners	5	3	4	1	0	3
4 Indonesian Extension	5	2	5	1	0	4
5 French	5	1	5	1	0	3
6 German	5	1	5	1	0	3
7 Indonesian	5	1	5	1	0	3
8 Italian	5	1	5	1	0	3
9 Japanese	5	1	5	1	0	3
10 Russian	5	1	5	1	0	3
11 Chinese	5	1	5	1	0	3
12 Vietnamese	5	1	5	1	0	3
13 Korean	5	1	5	1	0	3
14 Modern Greek	5	1	5	1	0	3
15 French Extension	5	2	5	1	0	4
16 German Extension	5	2	5	1	0	4
17 Latin	5	2	5	1	0	2
18 Spanish	5	1	5	1	0	3
19 Polish	5	1	5	1	0	3
20 Ancient History	5	5	4	2	0	3
21 Modern History	5	5	4	2	0	3
23 Aboriginal & Torres Strait Islander Studies	5	2	3	1	0	3
24 Geography	5	4	5	4	3	2
27 Economics	5	5	5	4	3	1
28 Study of Society	5	5	4	3	2	2
29 Legal Studies	5	5	4	2	1	2
33 Philosophy & Reason	5	5	4	3	3	1
36 Mathematics A	5	1	2	5	4	0
37 Mathematics B	5	1	2	5	5	0
38 Mathematics C	5	1	2	5	5	0
40 Chemistry	5	4	3	5	5	2
41 Physics	5	4	3	5	5	2
42 Biology	5	5	4	4	3	2
43 Earth Science	5	3	3	4	3	2
45 Marine Studies	5	2	3	4	3	3
46 Science21	5	4	4	5	4	2
51 Agricultural Science	5	3	2	4	3	3
55 Aerospace Studies	5	3	4	4	4	2
56 Chinese Extension	5	2	5	1	0	4
57 Aboriginal and Torres Strait Islander Languages	5	2	5	1	0	4
60 Accounting	5	3	3	5	3	1
62 Business Organisation & Management	5	3	3	4	3	3
63 Business Communication & Technologies	5	3	4	4	3	3
65 Information Technology Systems	5	3	3	3	3	3
67 Health Education	5	5	2	3	2	2
68 Physical Education	5	3	1	3	2	5
71 Home Economics	5	3	4	3	2	4
72 Hospitality Studies	5	2	3	3	2	4
74 Engineering Technology	5	3	2	5	5	3
76 Graphics	5	1	2	5	3	4
78 Technology Studies	5	2	1	4	3	4
80 Visual Art	5	4	2	2	0	5
85 Dance	5	2	1	1	0	5
86 Study of Religion	5	5	4	2	0	2
87 Information Processing & Technology	5	3	2	4	4	3
88 Drama	5	3	2	1	0	5
91 Music	5	2	1	2	1	5
93 Film Television and New Media	5	3	2	2	0	5
94 Music Extension	5	3	1	2	2	5
95 English Extension	5	5	2	1	0	2

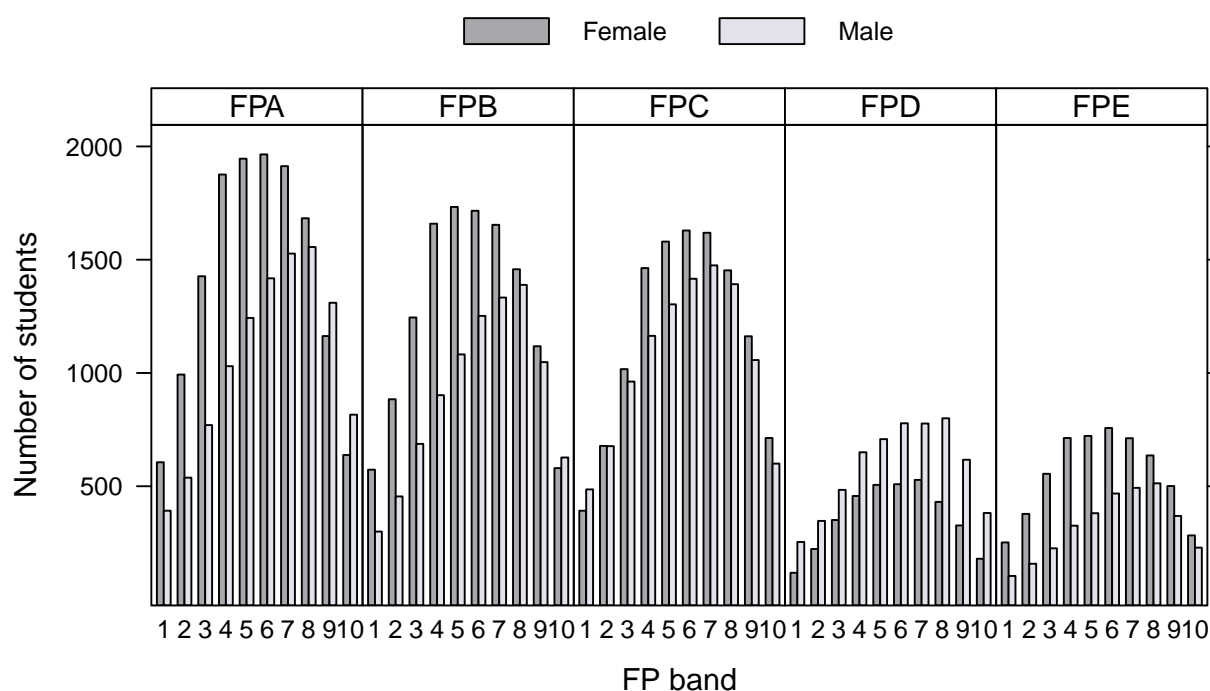
FP distributions within gender

Figure 5 and Table 6 show the FPs and their distributions in the State for 2014 within gender.

Table 6: Numbers of students eligible for each FP within gender, 2014

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	998	1531	2197	2906	3189	3383	3440	3239	2473	1454
	Female	606	993	1427	1876	1946	1965	1913	1683	1163	638
	Male	392	538	770	1030	1243	1418	1527	1556	1310	816
B	All students	873	1339	1932	2561	2815	2968	2987	2847	2166	1207
	Female	573	884	1245	1659	1733	1716	1654	1458	1118	580
	Male	300	455	687	902	1082	1252	1333	1389	1048	627
C	All students	878	1355	1979	2627	2883	3045	3094	2845	2219	1313
	Female	392	678	1017	1463	1580	1629	1619	1453	1162	713
	Male	486	677	962	1164	1303	1416	1475	1392	1057	600
D	All students	372	570	835	1107	1214	1287	1305	1231	944	562
	Female	118	223	351	457	506	509	528	431	327	180
	Male	254	347	484	650	708	778	777	800	617	382
E	All students	356	536	781	1039	1103	1225	1205	1149	870	512
	Female	252	378	555	713	722	757	712	636	501	283
	Male	104	158	226	326	381	468	493	513	369	229

Figure 5: 2014 FP distribution by gender



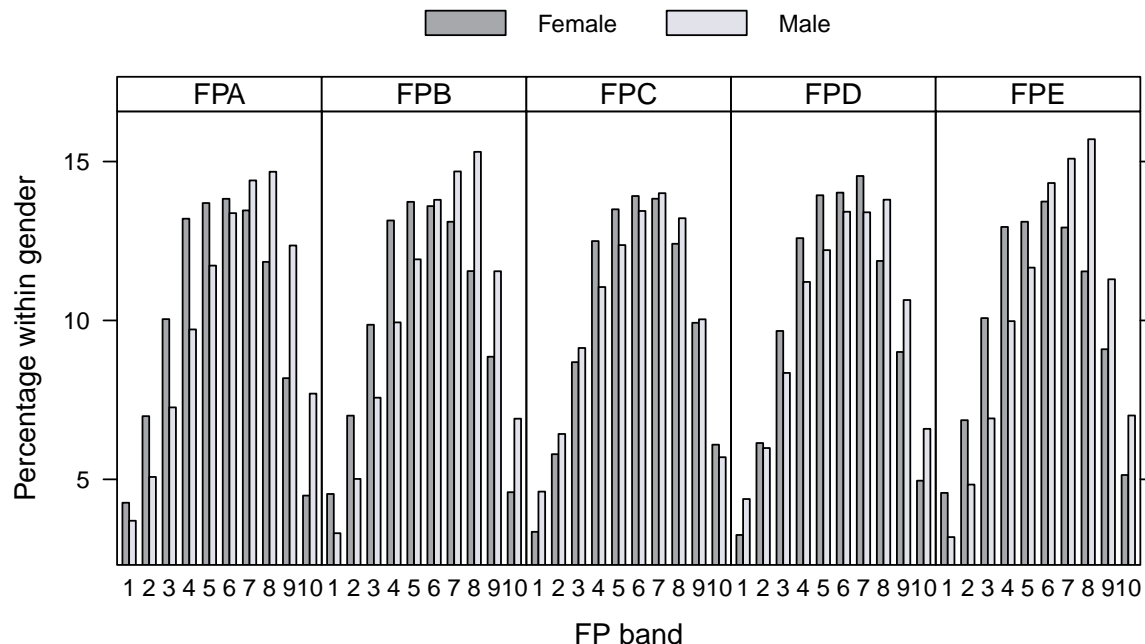
FPs percentage distribution within gender

Figure 6 and Table 7 show FPs and their distributions in the State for 2014 within gender. These show the number of boys that achieved each FP as a percentage of FP-eligible boys, and the same for girls.

Table 7: Percentages of students per FP band, within gender, 2014

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	4.0	6.2	8.9	11.7	12.9	13.6	13.9	13.1	10.0	5.9
	Female	4.3	7.0	10.0	13.2	13.7	13.8	13.5	11.8	8.2	4.5
	Male	3.7	5.1	7.3	9.7	11.7	13.4	14.4	14.7	14.7	12.4
B	All students	4.0	6.2	8.9	11.8	13.0	13.7	13.8	13.1	10.0	5.6
	Female	4.5	7.0	9.9	13.2	13.7	13.6	13.1	11.6	8.9	4.6
	Male	3.3	5.0	7.6	9.9	11.9	13.8	14.7	15.3	11.6	6.9
C	All students	4.0	6.1	8.9	11.8	13.0	13.7	13.9	12.8	10.0	5.9
	Female	3.4	5.8	8.7	12.5	13.5	13.9	13.8	12.4	9.9	6.1
	Male	4.6	6.4	9.1	11.1	12.4	13.4	14.0	13.2	10.0	5.7
D	All students	4.0	6.1	8.9	11.7	12.9	13.7	13.8	13.1	10.0	6.0
	Female	3.3	6.1	9.7	12.6	13.9	14.0	14.6	11.9	9.0	5.0
	Male	4.4	6.0	8.4	11.2	12.2	13.4	13.4	13.8	10.6	6.6
E	All students	4.1	6.1	8.9	11.8	12.6	14.0	13.7	13.1	9.9	5.8
	Female	4.6	6.9	10.1	12.9	13.1	13.7	12.9	11.5	9.1	5.1
	Male	3.2	4.8	6.9	10.0	11.7	14.3	15.1	15.7	11.3	7.0

Figure 6: 2014 FP percentage distribution by gender



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.