

2013 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.

OP distribution

Figure 1 represents the distribution of the 25 883 Queensland students¹ who received an OP in 2013. 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.

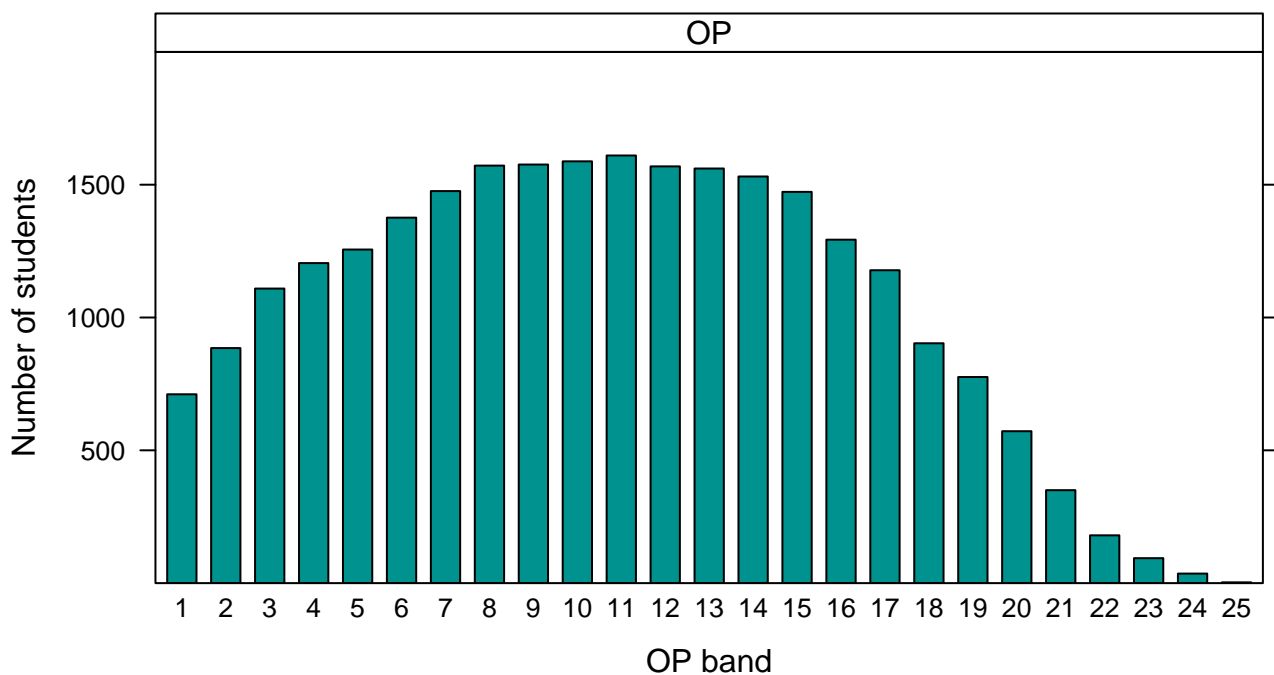


Figure 1: 2013 OP distribution

¹ Visa students are not included unless indicated. A visa student is a student who is not a citizen or permanent resident of Australia. Visa students are not generally regarded as OP/FP-eligible. They may qualify for equivalent-OPs/FPs.

Table 1: 2013 OP distribution, cumulative percentages

OP band	All students	%	Cumulative	Cumulative %
1	711	2.75	711	2.75
2	885	3.42	1596	6.17
3	1109	4.28	2705	10.45
4	1205	4.66	3910	15.11
5	1256	4.85	5166	19.96
6	1376	5.32	6542	25.28
7	1476	5.70	8018	30.98
8	1572	6.07	9590	37.05
9	1576	6.09	11166	43.14
10	1588	6.14	12754	49.28
11	1610	6.22	14364	55.50
12	1569	6.06	15933	61.56
13	1561	6.03	17494	67.59
14	1531	5.92	19025	73.50
15	1473	5.69	20498	79.19
16	1293	5.00	21791	84.19
17	1178	4.55	22969	88.74
18	903	3.49	23872	92.23
19	776	3.00	24648	95.23
20	572	2.21	25220	97.44
21	350	1.35	25570	98.79
22	180	0.70	25750	99.49
23	94	0.36	25844	99.85
24	36	0.14	25880	99.99
25	3	0.01	25883	100.00
Total	25883			

Calculation of OPs

OPs are calculated each year by the Queensland Studies 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.qsa.qld.edu.au/downloads/senior/te_op_basics.pdf.

Comparing OPs across years

*The Review of Tertiary Entrance in Queensland 1990*³ 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.⁴

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.

³ Report submitted to the Minister for Education by the Tertiary Entrance Reviewer, Professor Nancy Viviani.

⁴ 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.

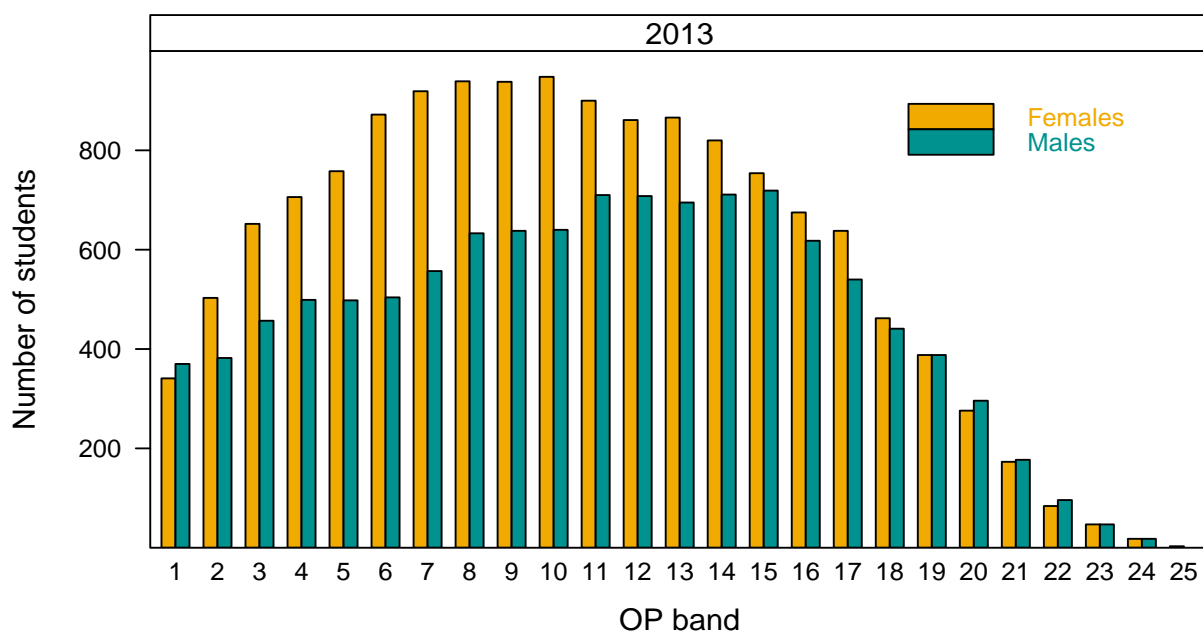


Figure 2: 2013 OP distribution within gender

Table 2: 2013 OP distribution, within gender

OP band	Females	Females %	Males	Males %
1	341	2.35	370	3.26
2	503	3.46	382	3.37
3	652	4.48	457	4.03
4	706	4.86	499	4.40
5	758	5.21	498	4.39
6	872	6.00	504	4.44
7	919	6.32	557	4.91
8	939	6.46	633	5.58
9	938	6.45	638	5.63
10	948	6.52	640	5.64
11	900	6.19	710	6.26
12	861	5.92	708	6.24
13	866	5.96	695	6.13
14	820	5.64	711	6.27
15	754	5.19	719	6.34
16	675	4.64	618	5.45
17	638	4.39	540	4.76
18	462	3.18	441	3.89
19	388	2.67	388	3.42
20	276	1.90	296	2.61
21	173	1.19	177	1.56
22	84	0.58	96	0.85
23	47	0.32	47	0.41
24	18	0.12	18	0.16
25	3	0.02	0	0.00
Total	14541		11342	

OP percentage distribution within gender

Figure 3 and Table 2 show the percentage distribution of OPs within each gender.⁵ 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.

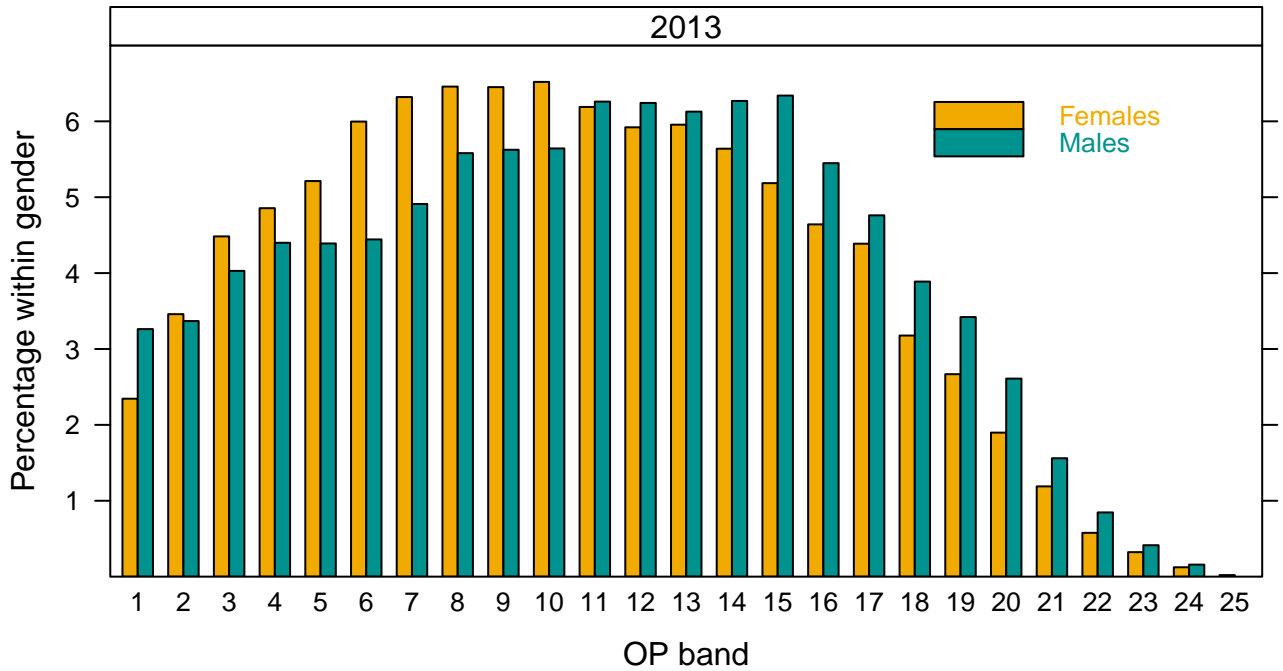


Figure 3: 2013 OP percentage distribution within gender

⁵ 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 2013. Table 4 shows the combinations of fields for which students were eligible in 2013. 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: 2013 FP distributions

Field	1	2	3	4	5	6	7	8	9	10	Total
A	989	1508	2178	2865	3121	3329	3419	3245	2434	1442	24530
B	842	1289	1858	2499	2699	2822	2890	2729	2084	1180	20892
C	860	1330	1925	2500	2835	3001	3038	2873	2205	1303	21870
D	371	568	813	1115	1157	1267	1291	1202	915	550	9249
E	354	554	788	1051	1147	1224	1215	1151	875	528	8887

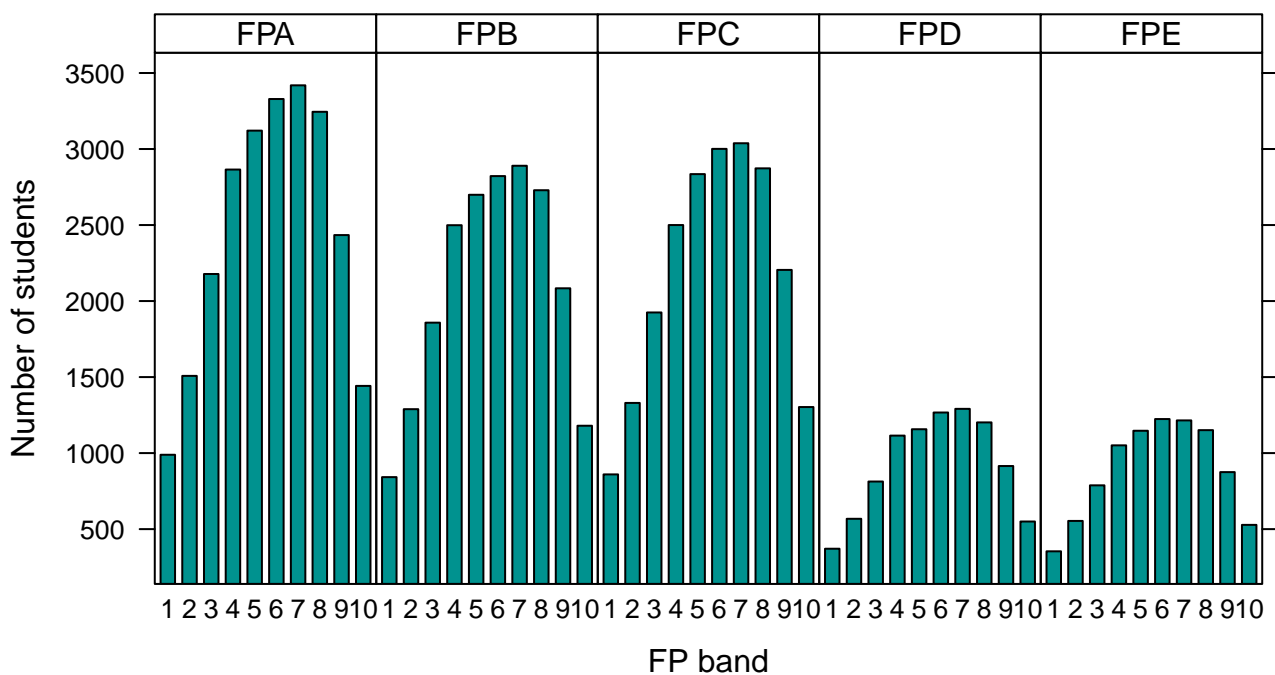


Figure 4: 2013 FP distribution

Table 4: Numbers of students per FP combination, 2013

Sets of FPs	Students		Total	%
ABCDE	1106	5 FPs	1106	4.27
ABCD	6827			
ABCE	4057			
ACDE	260			
BCDE	12	4 FPs	11156	43.1
ABC	6232			
ABE	1092			
ACD	568			
ACE	721			
BCD	115			
BCE	28			
CDE	20	3 FPs	8776	33.91
AB	1231			
AC	1076			
BC	109			
CD	341			
CE	216	2 FPs	4113	15.89
A	252			
B	51			
C	182			
E	235	1 FP	720	2.78

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 field⁶. For example, English (5) is more heavily weighted than Maths B (1) when calculating its contribution to FP A. Table 5 lists all Authority subjects offered in 2013 and the weights for each field position.

Table 5: 2013 subject weights for calculating OPs and FPs

Syllabus	OP	A	B	C	D	E	Syllabus	OP	A	B	C	D	E
1 English	5	5	4	1	0	3	42 Biology	5	5	4	4	3	2
3 English for ESL Learners	5	3	4	1	0	3	43 Earth Science	5	3	3	4	3	2
4 Indonesian Extension	5	2	5	1	0	4	45 Marine Studies	5	2	3	4	3	3
5 French	5	1	5	1	0	3	46 Science21	5	4	4	5	4	2
6 German	5	1	5	1	0	3	51 Agricultural Science	5	3	2	4	3	3
7 Indonesian	5	1	5	1	0	3	55 Aerospace Studies	5	3	4	4	4	2
8 Italian	5	1	5	1	0	3	56 Chinese Extension (2010 Trial)	5	2	5	1	0	4
9 Japanese	5	1	5	1	0	3	56 Chinese Extension (2011)	5	2	5	1	0	4
10 Russian	5	1	5	1	0	3	57 Aboriginal and Torres Strait Islander Languages	5	2	5	1	0	4
11 Chinese	5	1	5	1	0	3	60 Accounting	5	3	3	5	3	1
12 Vietnamese	5	1	5	1	0	3	62 Business Organisation & Management	5	3	3	4	3	3
13 Korean	5	1	5	1	0	3	63 Business Communication & Technologies	5	3	3	4	3	3
14 Modern Greek	5	1	5	1	0	3	65 Information Technology Systems	5	3	2	3	3	3
15 French Extension	5	2	5	1	0	4	67 Health Education	5	5	2	3	2	2
16 German Extension	5	2	5	1	0	4	68 Physical Education	5	3	1	3	2	5
17 Latin	5	2	5	1	0	2	71 Home Economics	5	3	4	3	2	4
18 Spanish	5	1	5	1	0	3	72 Hospitality Studies	5	2	3	3	2	4
19 Polish	5	1	5	1	0	3	74 Engineering Technology	5	3	2	5	5	3
20 Ancient History	5	5	4	2	0	3	76 Graphics	5	1	2	5	3	4
21 Modern History	5	5	4	2	0	3	78 Technology Studies	5	2	1	4	3	4
23 Aboriginal & Torres Strait Islander Studies	5	2	3	1	0	3	80 Visual Art	5	4	2	2	0	5
24 Geography	5	4	5	4	3	2	85 Dance	5	2	1	1	0	5
27 Economics	5	5	5	4	3	1	86 Study of Religion	5	5	4	2	0	2
28 Study of Society	5	5	4	3	2	2	87 Information Processing & Technology	5	3	2	4	4	3
29 Legal Studies	5	5	4	2	1	2	88 Drama	5	3	2	1	0	5
33 Philosophy & Reason	5	5	4	3	3	1	91 Music	5	2	1	2	1	5
36 Mathematics A	5	1	2	5	4	0	93 Film, Television and New Media	5	3	2	2	0	5
37 Mathematics B	5	1	2	5	5	0	94 Music Extension	5	3	1	2	2	5
38 Mathematics C	5	1	2	5	5	0	95 English Extension (2010 Trial)	5	5	2	1	0	2
40 Chemistry	5	4	3	5	5	2	95 English Extension (2011)	5	5	2	1	0	2
41 Physics	5	4	3	5	5	2							

⁶ For the calculation of OPs, all subjects are weighted equally.

FP distributions within gender

Figure 5 and Table 6 show the FPs and their distributions in the State for 2013 within gender.

Table 6: Numbers of students eligible for each FP within gender, 2013

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	989	1508	2178	2865	3121	3329	3419	3245	2434	1442
	Female	655	996	1451	1867	1934	1965	1843	1657	1119	561
	Male	334	512	727	998	1187	1364	1576	1588	1315	881
B	All students	842	1289	1858	2499	2699	2822	2890	2729	2084	1180
	Female	534	847	1196	1637	1709	1718	1616	1445	1043	563
	Male	308	442	662	862	990	1104	1274	1284	1041	617
C	All students	860	1330	1925	2500	2835	3001	3038	2873	2205	1303
	Female	355	669	1020	1417	1578	1628	1567	1440	1145	675
	Male	505	661	905	1083	1257	1373	1471	1433	1060	628
D	All students	371	568	813	1115	1157	1267	1291	1202	915	550
	Female	116	227	349	478	475	553	498	444	293	166
	Male	255	341	464	637	682	714	793	758	622	384
E	All students	354	554	788	1051	1147	1224	1215	1151	875	528
	Female	245	401	554	750	755	699	697	648	472	249
	Male	109	153	234	301	392	525	518	503	403	279

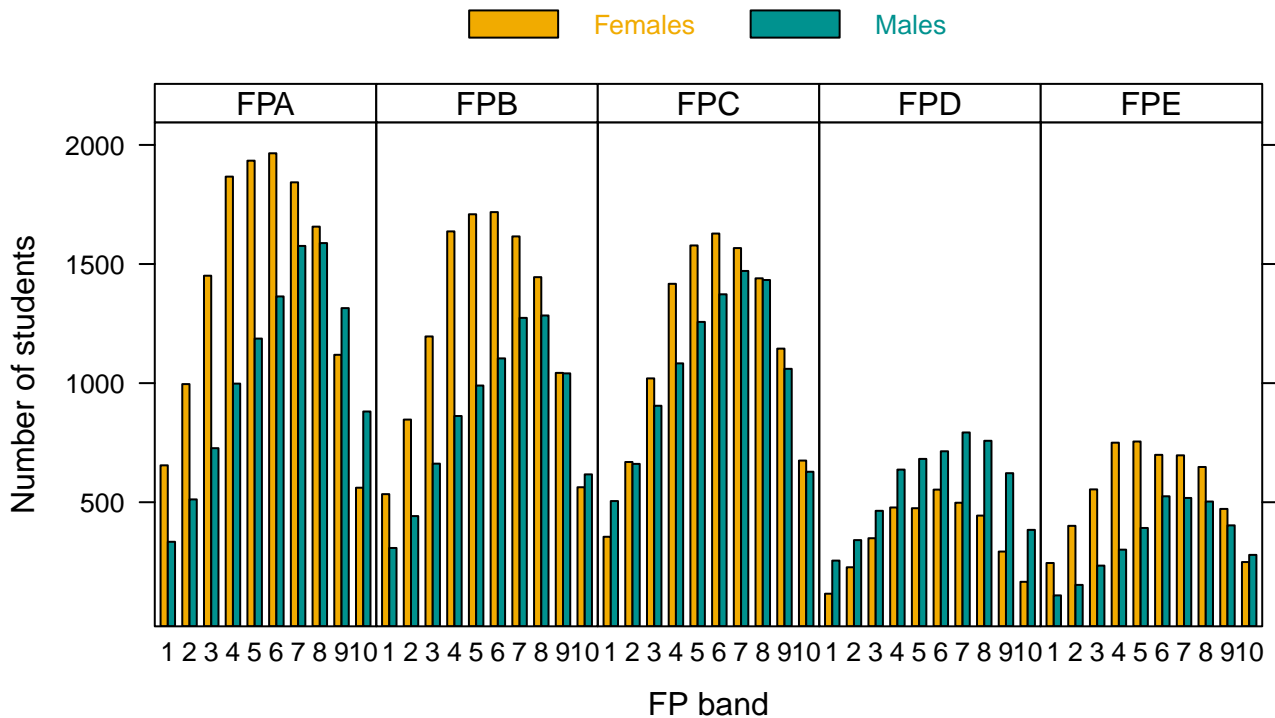


Figure 5: 2013 FP distribution by gender

FPs percentage distribution within gender

Figure 6 and Table 7 show FPs and their distributions in the State for 2013 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, 2013

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	4.0	6.2	8.9	11.7	12.7	13.6	13.9	13.2	9.9	5.9
	Female	4.7	7.1	10.3	13.3	13.8	14.0	13.1	11.8	8.0	4.0
	Male	3.2	4.9	6.9	9.5	11.3	13.0	15.0	15.2	12.6	8.4
B	All students	4.0	6.2	8.9	12.0	12.9	13.5	13.8	13.1	10.0	5.7
	Female	4.3	6.9	9.7	13.3	13.9	14.0	13.1	11.7	8.5	4.6
	Male	3.6	5.2	7.7	10.0	11.5	12.9	14.8	15.0	12.1	7.2
C	All students	3.9	6.1	8.8	11.4	13.0	13.7	13.9	13.1	10.1	6.0
	Female	3.1	5.8	8.9	12.3	13.7	14.2	13.6	12.5	10.0	5.9
	Male	4.9	6.4	8.7	10.4	12.1	13.2	14.2	13.8	10.2	6.1
D	All students	4.0	6.1	8.8	12.1	12.5	13.7	14.0	13.0	9.9	6.0
	Female	3.2	6.3	9.7	13.3	13.2	15.4	13.8	12.3	8.1	4.6
	Male	4.5	6.0	8.2	11.3	12.1	12.6	14.0	13.4	11.0	6.8
E	All students	4.0	6.2	8.9	11.8	12.9	13.8	13.7	13.0	9.9	5.9
	Female	4.5	7.3	10.1	13.7	13.8	12.8	12.7	11.9	8.6	4.6
	Male	3.2	4.5	6.9	8.8	11.5	15.4	15.2	14.7	11.8	8.2

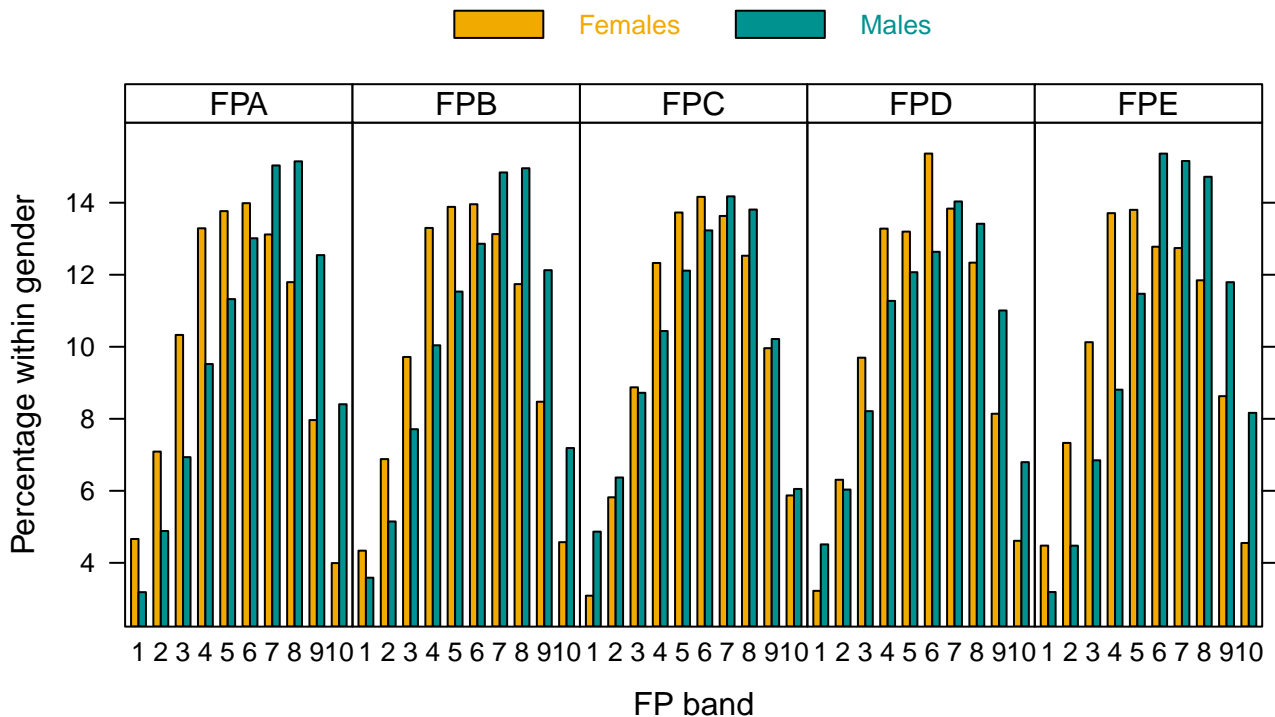


Figure 6: 2013 FP percentage distribution by gender

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