

## Background

Overall Positions (OPs)<sup>1</sup> provide a statewide rank order of students from 1 (highest) to 25 (lowest) based on students' achievement in Authority subjects studied for the Queensland Senior Certificate. 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 QCS 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 5 FPs and most students qualifying for 3 or 4 fields.

## OP distribution

Figure 1 represents the distribution of the 28 202 Queensland students<sup>2</sup> who received an OP in 1992 and 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.

<sup>1</sup>In 1992 OPs and FPs replaced the Tertiary Entrance (TE) Score. All data in this document relate to OPs and FPs.

<sup>2</sup>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 an equivalent-OP/FP.

Figure 1: 1992 OP distribution

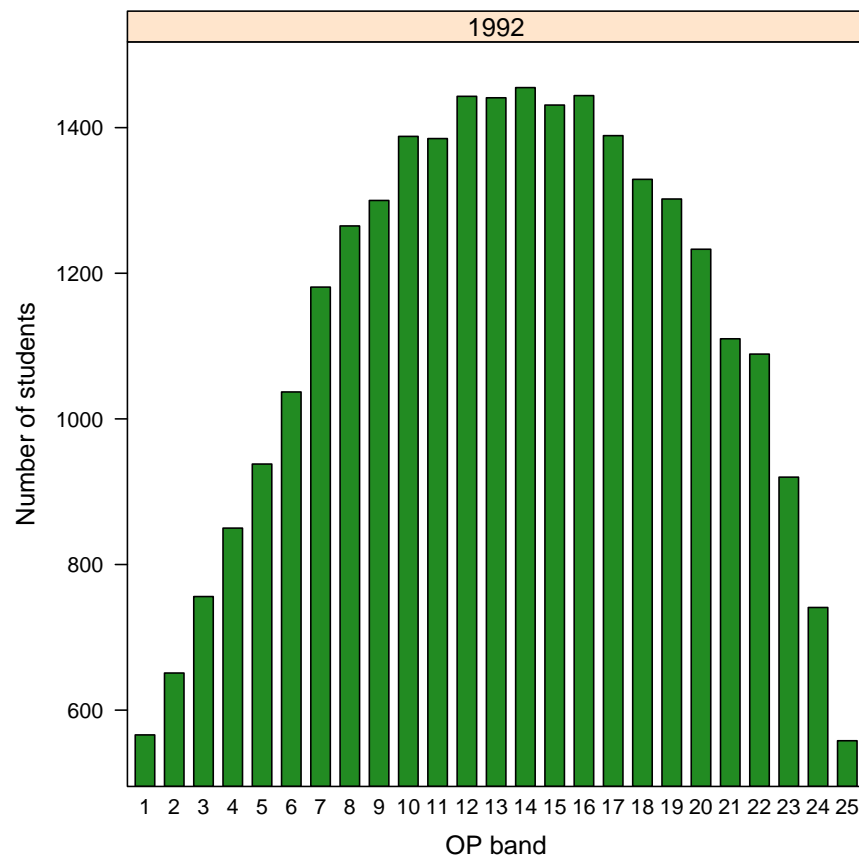


Table 1: 1992 OP distribution

OP band	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Number	566	651	756	850	938	1037	1181	1265	1300	1388	1385	1443	1441	1455	1431	1444	1389	1329	1302	1233	1110	1089	920	741	558
Cumulative	566	1217	1973	2823	3761	4798	5979	7244	8544	9932	11317	12760	14201	15656	17087	18531	19920	21249	22551	23784	24894	25983	26903	27644	28202
Per cent	2.01	2.31	2.68	3.01	3.33	3.68	4.19	4.49	4.61	4.92	4.91	5.12	5.11	5.16	5.07	5.12	4.93	4.71	4.62	4.37	3.94	3.86	3.26	2.63	1.98
Cumulative	2.01	4.32	7.00	10.01	13.34	17.01	21.20	25.69	30.30	35.22	40.13	45.25	50.35	55.51	60.59	65.71	70.63	75.35	79.96	84.33	88.27	92.13	95.39	98.02	100.00

Figure 2: 1992 OP distribution by gender

## Comparing OPs across years

*The Review of Tertiary Entrance in Queensland 1990*<sup>3</sup> 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.<sup>4</sup>

## OP distribution by gender

Figure 2 and Table 2 show the distribution of OPs by 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 each OP band except 1 and 25. In the higher OP bands, there are many more females than males whilst the differences are quite small in bands 19–24.

<sup>3</sup> Report submitted to the Minister for Education by the Tertiary Entrance Reviewer Professor Nancy Viviani.

<sup>4</sup> In 2006 less than one per cent of OP-eligible students received an OP 25 — this is less than half of the percentage of students receiving an OP 25 in 1992. In the same period, the percentage of OP-eligible students receiving an OP 1 has increased from 2.0 to 2.46 per cent.

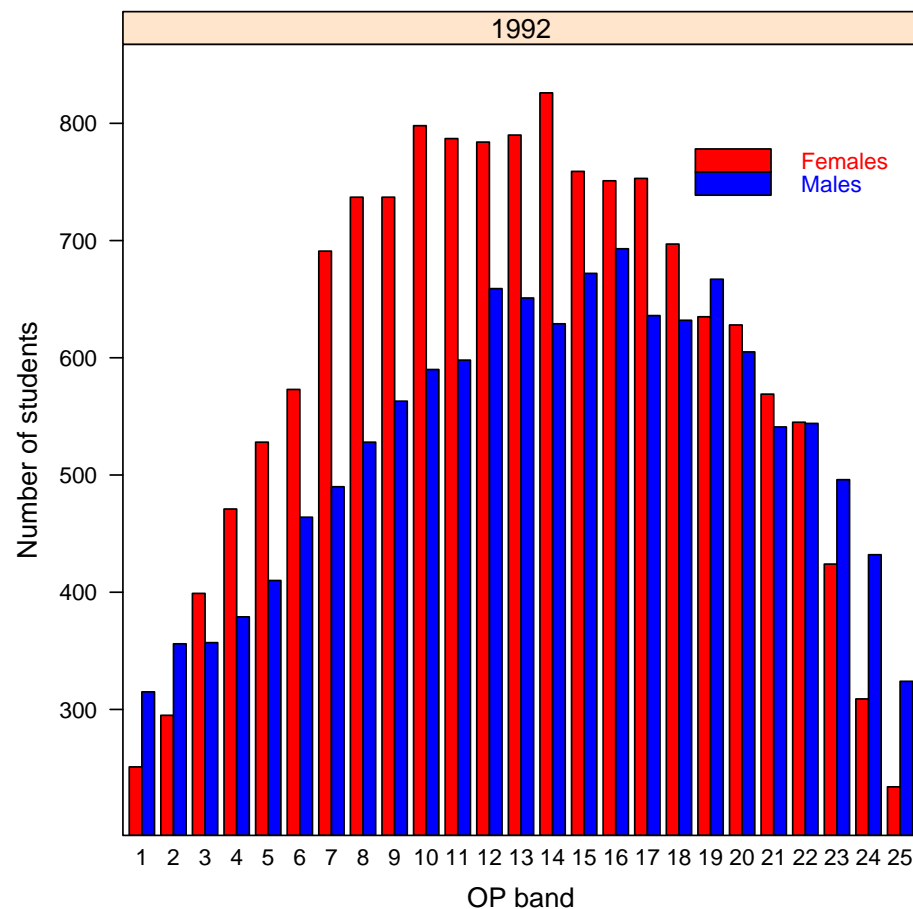


Table 2: 1992 OP distribution

OP band	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
All students	566	651	756	850	938	1037	1181	1265	1300	1388	1385	1443	1441	1455	1431	1444	1389	1329	1302	1233	1110	1089	920	741	558	28202
Females	251	295	399	471	528	573	691	737	737	798	787	784	790	826	759	751	753	697	635	628	569	545	424	309	234	14971
Males	315	356	357	379	410	464	490	528	563	590	598	659	651	629	672	693	636	632	667	605	541	544	496	432	324	13231

Figure 3: 1992 OP percentage distribution within gender

## 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 OPs: The Basic Principles*, available at <http://www.qsa.qld.edu.au/publications/te/opsbasics.pdf>.

## OP percentage distribution within gender

Figure 3 and Table 3 show the percentage distribution of OPs within each gender.<sup>5</sup> 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.

<sup>5</sup> The proportion of females in each OP band expressed as a percentage of the total number of females, and the same for males.

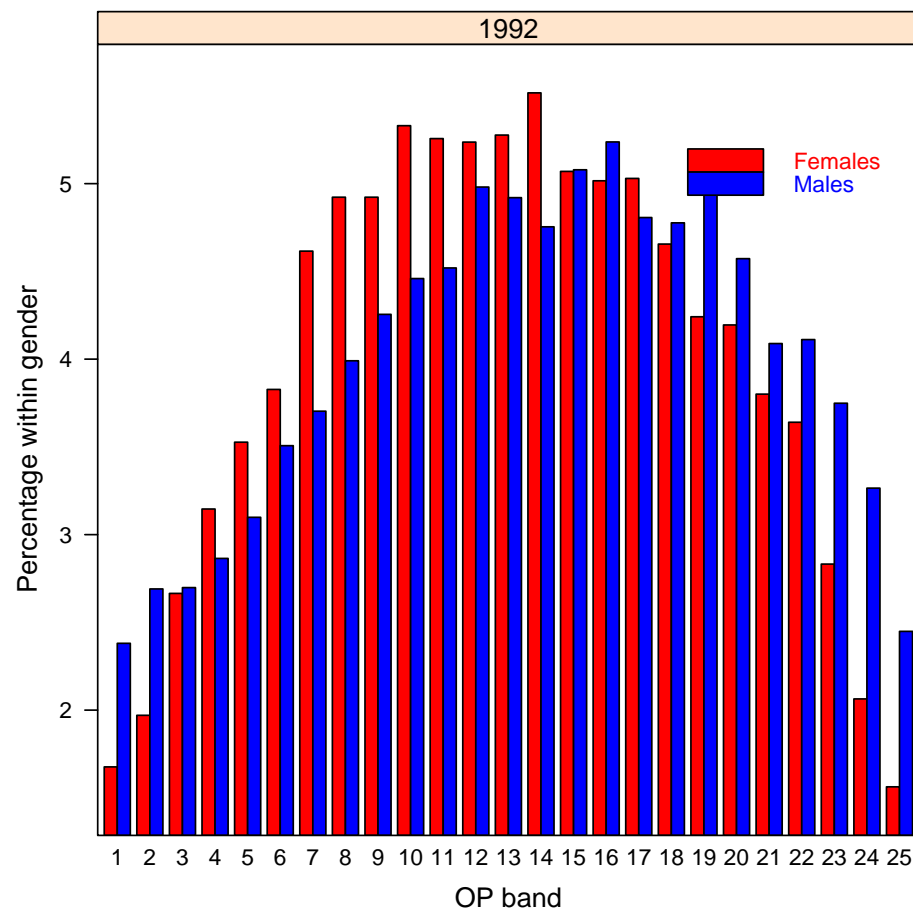


Table 3: 1992 OP percentage distribution within gender

OP band	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
All students %	2.01	2.31	2.68	3.01	3.33	3.68	4.19	4.49	4.61	4.92	4.91	5.12	5.11	5.16	5.07	5.12	4.93	4.71	4.62	4.37	3.94	3.86	3.26	2.63	1.98
Female %	1.68	1.97	2.67	3.15	3.53	3.83	4.62	4.92	4.92	5.33	5.26	5.24	5.28	5.52	5.07	5.02	5.03	4.66	4.24	4.19	3.80	3.64	2.83	2.06	1.56
Male %	2.38	2.69	2.70	2.86	3.10	3.51	3.70	3.99	4.26	4.46	4.52	4.98	4.92	4.75	5.08	5.24	4.81	4.78	5.04	4.57	4.09	4.11	3.75	3.27	2.45

## FP distributions

Figure 4 shows the FP distributions for 1992. 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 4: FP distributions

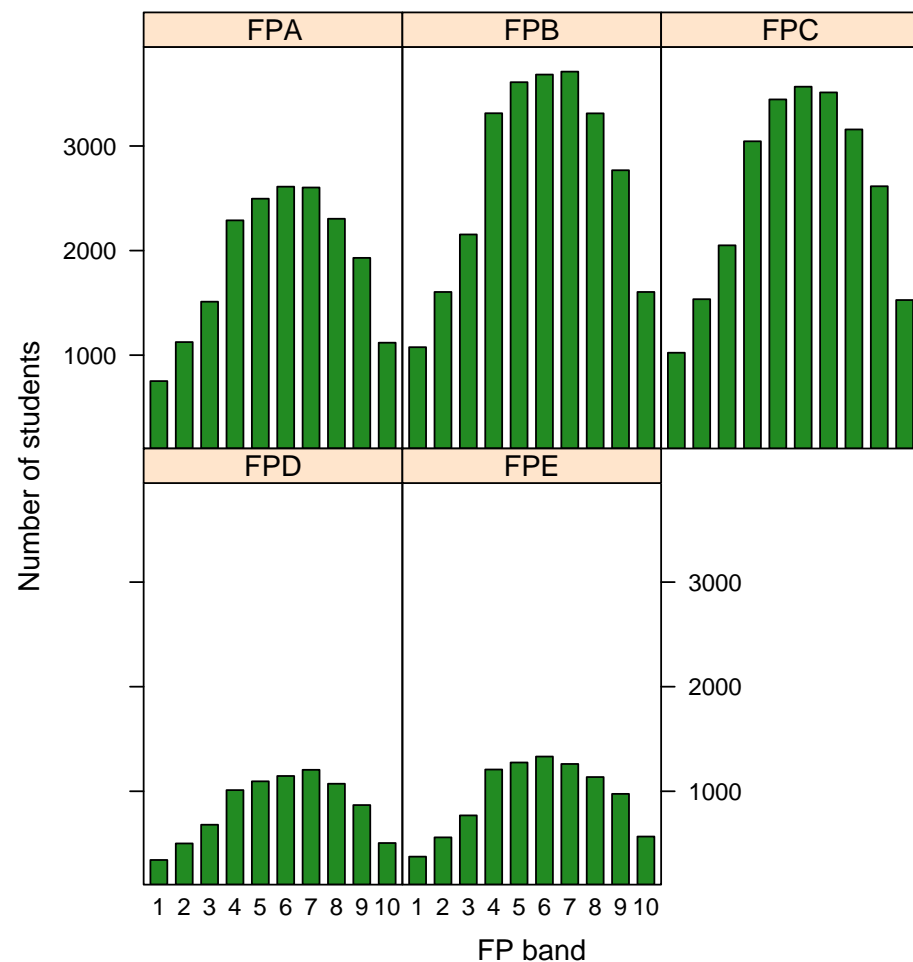
Field	1	2	3	4	5	6	7	8	9	10	Total
A	752	1125	1511	2289	2496	2611	2603	2304	1930	1119	18740
B	1076	1604	2154	3313	3610	3683	3711	3312	2768	1604	26835
C	1023	1535	2050	3045	3445	3567	3512	3158	2615	1527	25477
D	343	501	680	1011	1095	1146	1205	1072	868	505	8426
E	375	559	769	1208	1275	1332	1261	1136	975	567	9457

## 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 field<sup>6</sup>. 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 1992 and the weights for each field position.

<sup>6</sup> For the calculation of OPs, all subjects are weighted equally.

Figure 4: 1992 FP distribution



# 1992 State Distribution of Overall Positions (OPs) and Field Positions (FPs)

Table 5: Subject weights for calculating OPs and FPs

Id	Syllabus	OP	A	B	C	D	E
1	English	5	5	5	1		3
5	French	5	3	5	1		3
6	German	5	3	5	1		3
7	Indonesian	5	3	5	1		3
8	Italian	5	3	5	1		3
9	Japanese	5	3	5	1		3
10	Russian	5	3	5	1		3
11	Chinese	5	3	5	1		3
14	Modern Greek	5	3	5	1		3
17	Latin	5	3	5	1		1
20	Ancient History	5	5	5	2		1
21	Modern History	5	5	5	2		1
24	Geography	5	4	5	4	2	2
27	Economics	5	4	5	5	2	
28	Study of Society	5	4	5	3	1	2
29	Legal Studies	5	4	5	2	1	2
30	Logic	5	4	4	3	3	
31	Mathematics I	5		1	5	5	
32	Mathematics II	5		1	5	5	
35	Mathematics in Society	5	1	2	5	4	
36	Mathematics A	5	2	3	5	4	
37	Mathematics B	5	2	2	5	5	
38	Mathematics C	5	2	2	5	5	

Id	Syllabus	OP	A	B	C	D	E
40	Chemistry	5	2	3	5	5	3
41	Physics	5	1	2	5	5	2
42	Biology	5	3	3	5	3	3
43	Earth Science	5	2	3	4	3	3
44	Multi-Strand Science	5	3	3	5	3	3
45	Marine Studies	5	2	3	4	2	4
50	Agriculture & Animal Production	5	2	3	4	2	3
60	Accounting	5	3	3	5	3	2
61	Secretarial Studies	5	2	3	3	1	4
71	Home Economics	5	3	3	3	1	4
76	Graphics	5	1	2	5	3	4
77	Technical Studies	5	1	3	4	2	4
80	Visual Art	5	3	3	1		5
81	Music	5	2	3	1	1	5
82	Speech & Drama	5	3	3	1		5
83	Theatre	5	3	3	1		5
84	Film & Television	5	3	3	1		5
85	Dance	5	2	3	1		5
86	Study of Religion	5	4	5	1		1
87	Information Processing & Technology	5	2	3	4	4	3
88	Drama	5	3	3	1		5
90	Health & Physical Education	5	2	3	3	1	5

# 1992 State Distribution of Overall Positions (OPs) and Field Positions (FPs)

## FP distributions by gender

Figure 5 shows the FPs and their distributions in the state for 1992 by gender.

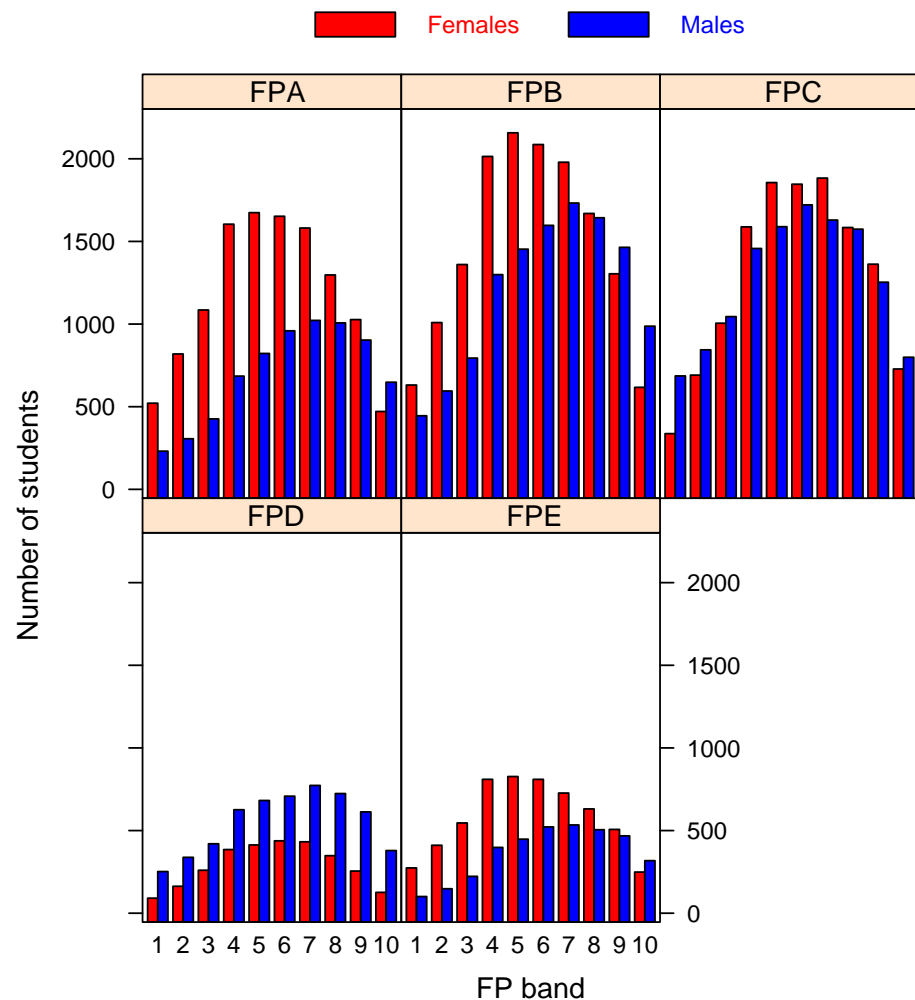
Table 6: Numbers of students eligible for each FP by gender

Gender	Field A	Field B	Field C	Field D	Field E
Female	11731	14826	12880	2911	5792
Male	7009	12009	12597	5515	3665

Table 7: Percentages of students per FP band, by gender

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	4.0	6.0	8.1	12.2	13.3	13.9	13.9	12.3	10.3	6.0
	Female	4.4	7.0	9.3	13.7	14.3	14.1	13.5	11.1	8.8	4.0
	Male	3.3	4.4	6.1	9.8	11.7	13.7	14.6	14.4	12.9	9.3
B	All students	4.0	6.0	8.0	12.4	13.5	13.7	13.8	12.3	10.3	6.0
	Female	4.3	6.8	9.2	13.6	14.6	14.1	13.4	11.3	8.8	4.2
	Male	3.7	5.0	6.6	10.8	12.1	13.3	14.4	13.7	12.2	8.2
C	All students	4.0	6.0	8.1	12.0	13.5	14.0	13.8	12.4	10.3	6.0
	Female	2.6	5.4	7.8	12.3	14.4	14.3	14.6	12.3	10.6	5.7
	Male	5.5	6.7	8.3	11.6	12.6	13.7	12.9	12.5	10.0	6.3
D	All students	4.1	6.0	8.1	12.0	13.0	13.6	14.3	12.7	10.3	6.0
	Female	3.1	5.6	8.9	13.2	14.2	15.1	14.8	12.0	8.8	4.3
	Male	4.6	6.1	7.6	11.4	12.4	12.8	14.0	13.1	11.1	6.9
E	All students	4.0	5.9	8.1	12.8	13.5	14.1	13.3	12.0	10.3	6.0
	Female	4.7	7.1	9.4	14.0	14.3	14.0	12.6	10.9	8.8	4.3
	Male	2.8	4.0	6.1	10.9	12.2	14.2	14.6	13.8	12.8	8.7

Figure 5: 1992 FP distribution by gender



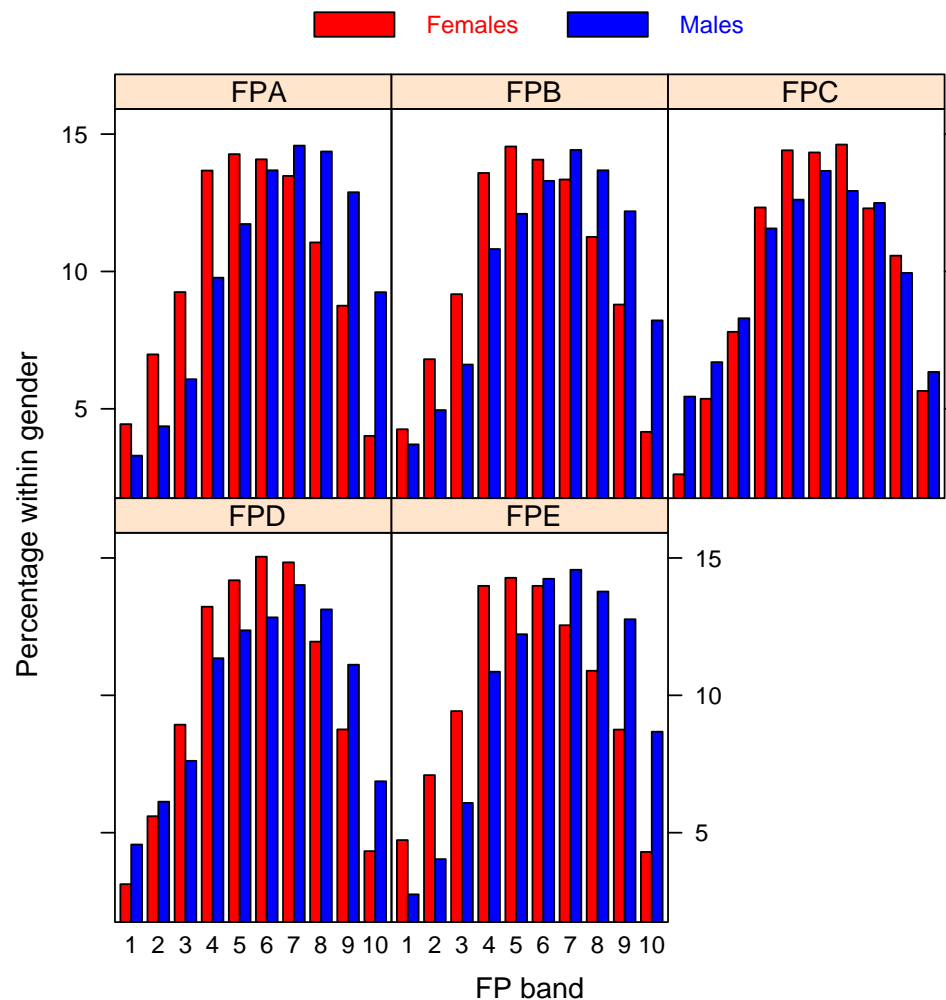
## FPs percentage distribution within gender

Figure 6 shows FPs and their distributions in the state for 1992 by gender. These show the number of boys that achieved each FP as a percentage of FP-eligible boys, and the same for girls. Table 8 shows the combinations of fields for which students were eligible in 1992.

Table 8: Numbers of students per FP combination

Sets of FPs	Students	Total	Per cent	
ABCDE	552	5 FPs	552	1.96
ABCD	2295			
ABCE	4843			
BCDE	933	4 FPs	8071	28.62
ABC	8920			
ABE	1108			
BCD	3477			
BCE	1403			
CDE	2	3 FPs	14910	52.87
AB	1022			
BC	1697			
BE	531			
CD	1167			
CE	76	2 FPs	4493	15.93
B	54			
C	112			
E	9	1 FP	175	0.62

Figure 6: 1992 FP distribution within gender



## Contact Us

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