

2009 Data summary

State Distribution of Overall Positions and Field Positions

Background

Overall Positions (OPs)¹ 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.

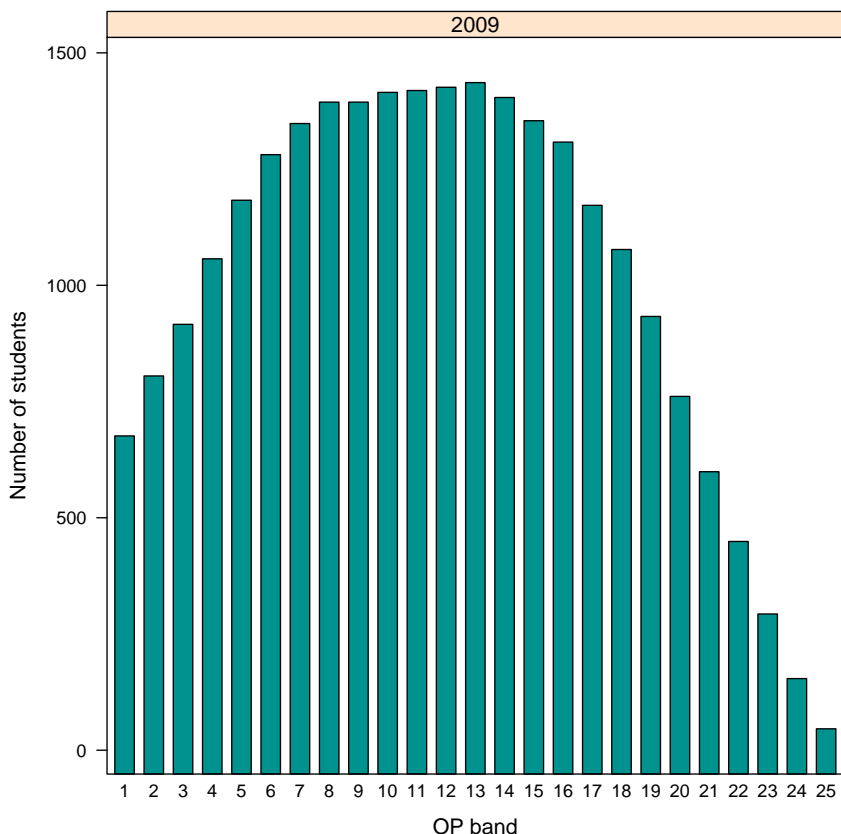
Students are eligible for an OP at the end of Year 12 provided they have completed a minimum of 20 semester units of Authority subjects, including at least three subjects for all four semesters, and sat for the QCS Test in that year.

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 25 305 Queensland students² who received an OP in 2009 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.

Figure 1: 2009 OP distribution



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

² 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.

Comparing OPs across years

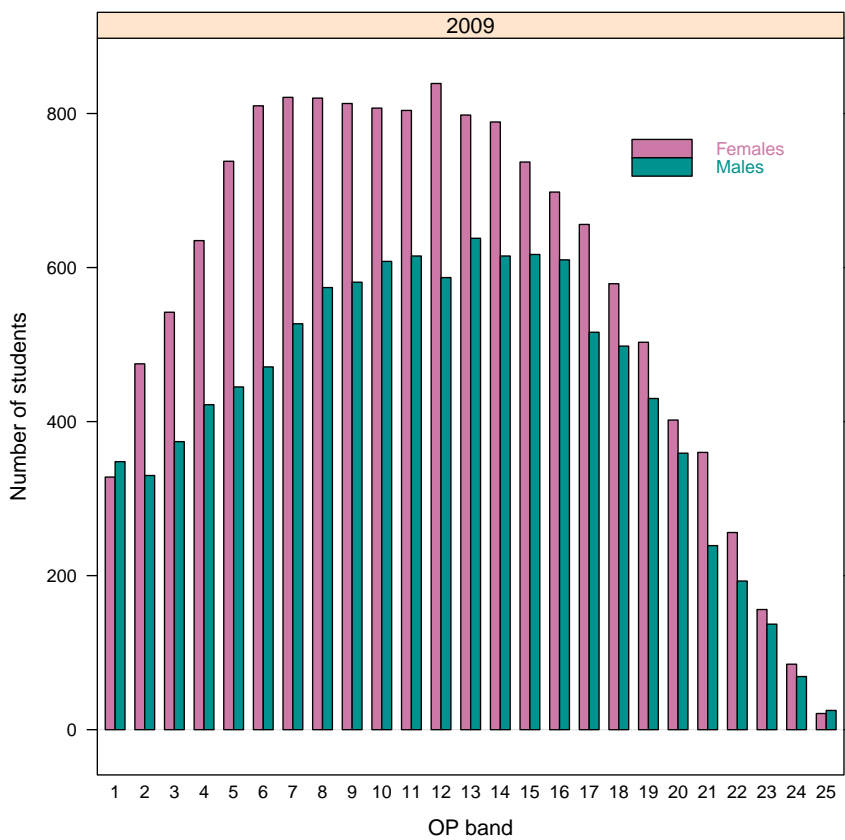
The *Review of Tertiary Entrance in Queensland 1990*³ recommended “basic year-to-year comparability” of OPs. Consequently, a numerical process is used to equate students’ performances across years. This means that there is no fixed quota of students in each band and that year-to-year differences in the OP-eligible cohort may produce variations in the proportions of students in each band.⁴

OP distribution by gender

Figure 2 and Table 1 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 23 and 24.

Figure 2: 2009 OP distribution by gender



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 per cent. 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.

Calculation of OPs

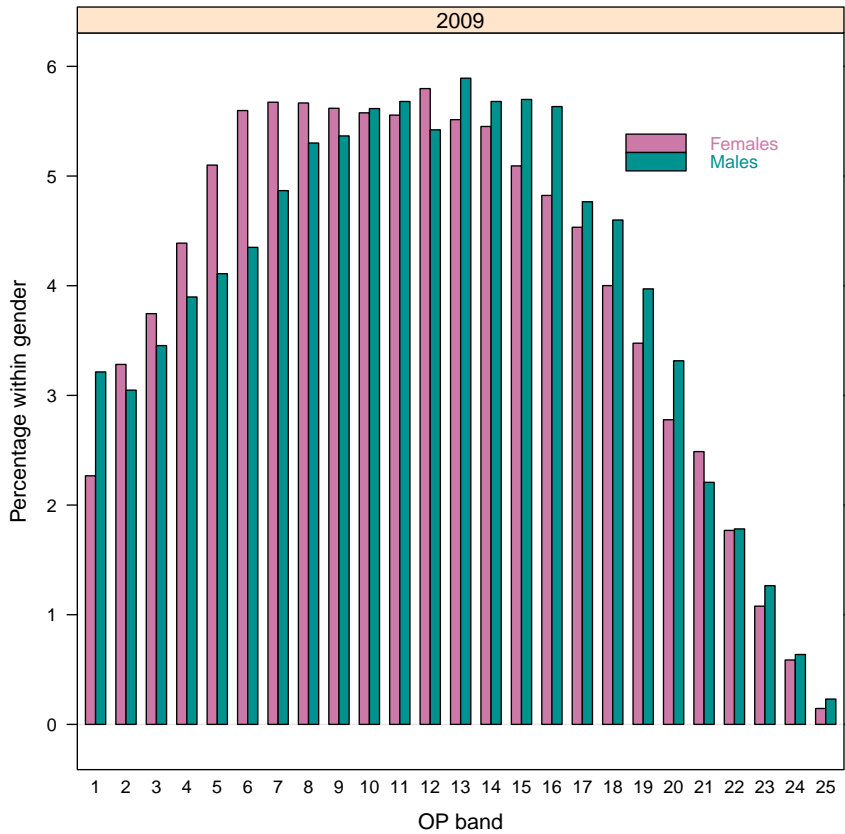
OPs are calculated each year by the Queensland Studies Authority using student assessment information from Queensland schools. The process for determining OPs is explained further in *Calculating OPs: The Basic Principles*, available at http://www.qsa.qld.edu.au/downloads/10-12/te_op_basics.pdf.

OP percentage distribution within gender

Figure 3 and Table 3 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: 2009 OP percentage distribution within gender



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

Table 1: 2009 OP distributions

OP band	All students	Per cent	Cumulative	Cumulative %	Females	Females %	Males	Males %
1	676	2.67	676	2.67	328	2.27	348	3.21
2	805	3.18	1481	5.85	475	3.28	330	3.05
3	916	3.62	2397	9.47	542	3.75	374	3.45
4	1057	4.18	3454	13.65	635	4.39	422	3.90
5	1183	4.68	4637	18.33	738	5.10	445	4.11
6	1281	5.06	5918	23.39	810	5.60	471	4.35
7	1348	5.33	7266	28.72	821	5.67	527	4.87
8	1394	5.51	8660	34.23	820	5.67	574	5.30
9	1394	5.51	10054	39.74	813	5.62	581	5.37
10	1415	5.59	11469	45.33	807	5.58	608	5.62
11	1419	5.61	12888	50.94	804	5.56	615	5.68
12	1426	5.64	14314	56.58	839	5.80	587	5.42
13	1436	5.68	15750	62.25	798	5.51	638	5.89
14	1404	5.55	17154	67.80	789	5.45	615	5.68
15	1354	5.35	18508	73.15	737	5.09	617	5.70
16	1308	5.17	19816	78.32	698	4.82	610	5.63
17	1172	4.63	20988	82.96	656	4.53	516	4.77
18	1077	4.26	22065	87.21	579	4.00	498	4.60
19	933	3.69	22998	90.90	503	3.48	430	3.97
20	761	3.01	23759	93.91	402	2.78	359	3.32
21	599	2.37	24358	96.28	360	2.49	239	2.21
22	449	1.77	24807	98.05	256	1.77	193	1.78
23	293	1.16	25100	99.21	156	1.08	137	1.27
24	154	0.61	25254	99.82	85	0.59	69	0.64
25	46	0.18	25300	100.00	21	0.15	25	0.23
Total	25300				14472		10828	

FP distributions

Figure 4 shows the FP distributions for 2009. 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.

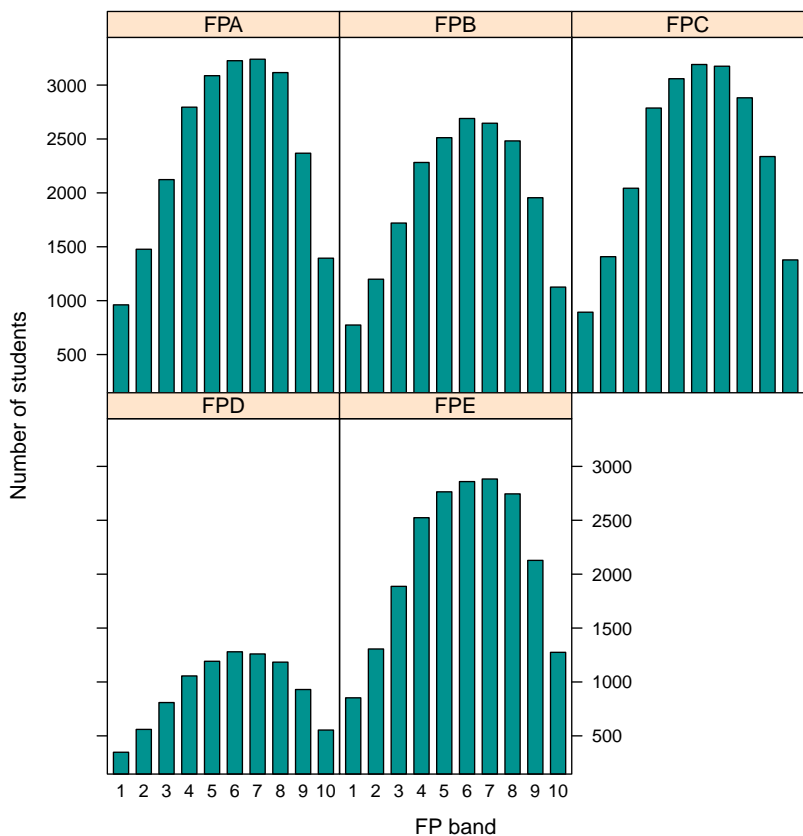
The five fields are:

- 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 2: FP distributions

Field	1	2	3	4	5	6	7	8	9	10	Total
A	961	1477	2123	2795	3087	3226	3240	3116	2368	1394	23787
B	774	1199	1720	2282	2512	2690	2646	2482	1955	1126	19386
C	893	1408	2043	2787	3059	3191	3175	2882	2337	1378	23153
D	348	560	809	1056	1192	1280	1260	1184	930	554	9173
E	853	1306	1887	2524	2764	2859	2883	2745	2128	1275	21224

Figure 4: 2009 FP distribution



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 2009 and the weights for each field position.

Table 3: Subject weights for calculating OPs and FPs

Id	Syllabus	OP	A	B	C	D	E	Id	Syllabus	OP	A	B	C	D	E
1	English	5	5	3	1	0	4	40	Chemistry (2007)	5	4	3	5	5	3
2	English Extension (Literature)	5	5	3	1	0	3	40	Chemistry (1995)	5	2	3	5	5	3
3	English for ESL Learners	5	5	4	1	0	3	41	Physics (1995)	5	1	2	5	5	2
4	Indonesian Extension	5	2	5	1	0	4	41	Physics (2007)	5	4	3	5	5	3
5	French	5	1	5	1	0	4	42	Biology	5	4	3	5	3	3
6	German	5	1	5	1	0	4	43	Earth Science	5	3	4	5	3	3
7	Indonesian	5	1	5	1	0	4	44	Multi-Strand Science	5	2	3	5	3	3
8	Italian	5	1	5	1	0	4	45	Marine Studies	5	3	3	5	3	4
9	Japanese	5	1	5	1	0	4	46	Science21	5	3	3	5	3	3
10	Russian	5	1	5	1	0	4	51	Agricultural Science	5	3	3	5	3	4
11	Chinese	5	1	5	1	0	4	55	Aerospace Studies	5	4	4	5	4	2
12	Vietnamese	5	1	5	1	0	4	59	Tourism	5	3	4	3	1	3
13	Korean	5	1	5	1	0	4	60	Accounting	5	3	3	5	4	2
14	Modern Greek	5	1	5	1	0	4	62	Business Organisation & Management	5	4	3	4	2	3
15	French Extension	5	2	5	1	0	4	63	Business Communication & Technologies	5	3	4	4	2	3
16	German Extension	5	2	5	1	0	4	65	Information Technology Systems	5	4	3	5	3	4
17	Latin	5	3	5	1	0	2	67	Health Education	5	5	3	3	2	2
18	Spanish	5	1	5	1	0	4	68	Physical Education	5	4	3	3	2	5
19	Polish	5	1	5	1	0	4	71	Home Economics	5	3	3	3	2	4
20	Ancient History	5	5	4	2	0	2	72	Hospitality Studies	5	3	3	3	1	4
21	Modern History	5	5	4	2	0	2	74	Engineering Technology	5	3	3	5	4	3
22	Futures	5	5	4	3	1	3	76	Graphics	5	2	3	5	4	4
23	Aboriginal & Torres Strait Islander Studies	5	4	4	2	0	3	78	Technology Studies	5	4	3	4	3	4
24	Geography	5	5	5	4	2	3	80	Visual Art	5	3	2	2	0	5
25	Political Studies	5	5	5	3	0	2	85	Dance	5	3	3	2	0	5
27	Economics	5	5	5	5	3	2	86	Study of Religion	5	5	4	2	0	3
28	Study of Society	5	5	5	3	0	2	87	Information Processing & Technology	5	3	3	4	4	3
29	Legal Studies	5	5	5	3	0	2	88	Drama	5	4	3	2	0	5
33	Philosophy & Reason	5	5	4	3	3	2	91	Music	5	3	2	2	2	5
36	Mathematics A	5	1	2	5	5	1	93	Film, Television and New Media	5	4	3	2	0	5
37	Mathematics B	5	1	1	5	5	1	94	Music Extension (2006 Trial-Pilot)	5	3	2	2	2	5
38	Mathematics C	5	1	1	5	5	1	94	Music Extension (2008)	5	3	2	2	2	5

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

FP distributions by gender

Figure 5 shows the FPs and their distributions in the state for 2009 by gender.

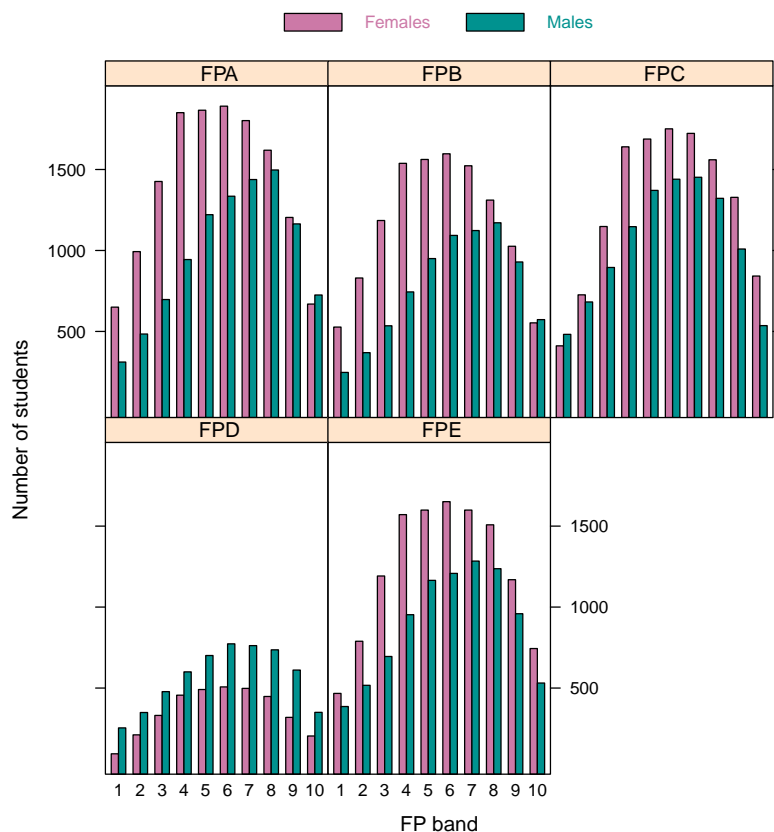
Table 4: Numbers of students eligible for each FP by gender

Gender	Field A	Field B	Field C	Field D	Field E
Female	13971	11652	12817	3559	12289
Male	9816	7734	10336	5614	8935

Table 5: 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	6.2	8.9	11.8	13.0	13.6	13.6	13.1	10.0	5.9
	Female	4.7	7.1	10.2	13.3	13.4	13.5	12.9	11.6	8.6	4.8
	Male	3.2	4.9	7.1	9.6	12.4	13.6	14.7	15.3	11.9	7.4
B	All students	4.0	6.2	8.9	11.8	13.0	13.9	13.7	12.8	10.1	5.8
	Female	4.5	7.1	10.2	13.2	13.4	13.7	13.1	11.3	8.8	4.8
	Male	3.2	4.8	6.9	9.6	12.3	14.1	14.5	15.1	12.0	7.4
C	All students	3.9	6.1	8.8	12.0	13.2	13.8	13.7	12.5	10.1	6.0
	Female	3.2	5.7	9.0	12.8	13.2	13.7	13.4	12.2	10.4	6.6
	Male	4.7	6.6	8.7	11.1	13.3	13.9	14.1	12.8	9.8	5.2
D	All students	3.8	6.1	8.8	11.5	13.0	14.0	13.7	12.9	10.1	6.0
	Female	2.6	5.9	9.3	12.8	13.8	14.3	14.0	12.6	9.0	5.7
	Male	4.5	6.2	8.5	10.7	12.5	13.8	13.6	13.1	10.9	6.2
E	All students	4.0	6.2	8.9	11.9	13.0	13.5	13.6	12.9	10.0	6.0
	Female	3.8	6.4	9.7	12.8	13.0	13.4	13.0	12.3	9.5	6.1
	Male	4.3	5.8	7.8	10.7	13.0	13.5	14.4	13.8	10.7	5.9

Figure 5: 2009 FP distribution by gender



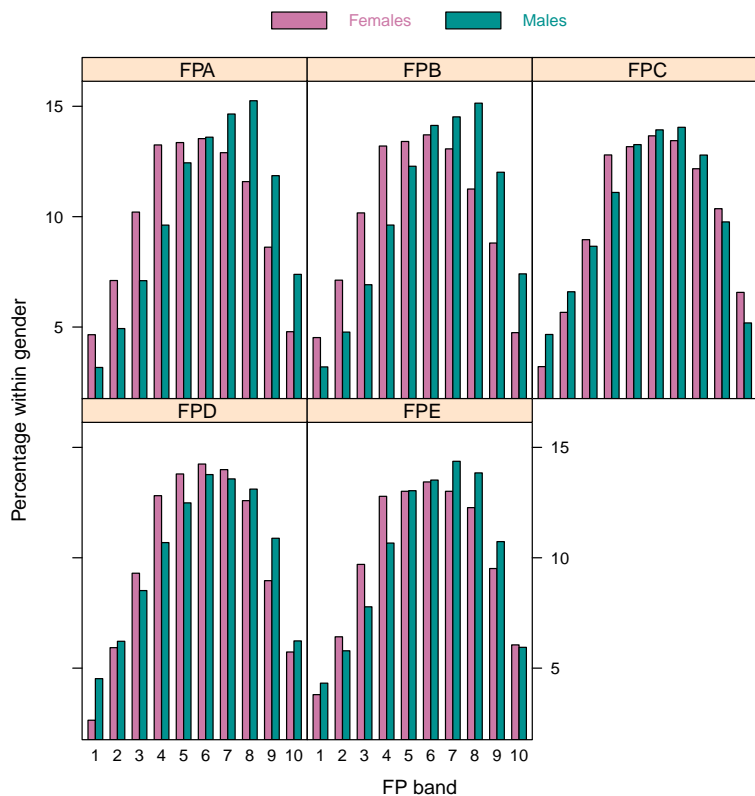
FPs percentage distribution within gender

Figure 6 shows FPs and their distributions in the state for 2009 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 2009.

Table 6: Numbers of students per FP combination

Sets of FPs	Students	Total	Per cent
ABCDE	5402	5402	21.35
ABCD	562		
ABCE	9837		
ACDE	1426		
BCDE	205	4 FPs	47.55
ABC	1801		
ABE	1127		
ACD	600		
ACE	1881		
BCD	23		
BCE	90		
CDE	392	3 FPs	23.38
AB	258		
AC	203		
AE	677		
BC	27		
BE	50		
CD	563		
CE	119	2 FPs	7.5
A	13		
B	4		
C	22		
E	18	1 FP	0.23

Figure 6: 2009 FP distribution within gender



Contact us

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