

2015 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 25764 Queensland students who received an OP in 2015. 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: 2015 OP distribution

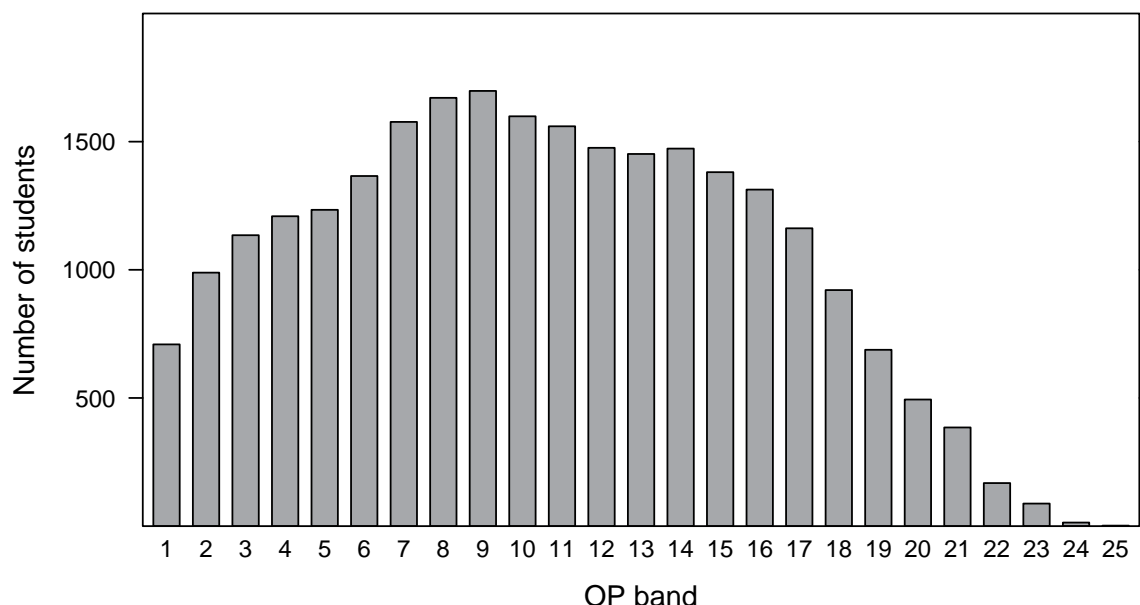


Table 1: 2015 OP distribution, cumulative percentages

OP Band	All students	%	Cumulative	Cumulative %
1	709	2.75	709	2.75
2	989	3.84	1698	6.59
3	1135	4.41	2833	11.00
4	1209	4.69	4042	15.69
5	1234	4.79	5276	20.48
6	1366	5.30	6642	25.78
7	1577	6.12	8219	31.90
8	1671	6.49	9890	38.39
9	1698	6.59	11588	44.98
10	1599	6.21	13187	51.18
11	1560	6.05	14747	57.24
12	1476	5.73	16223	62.97
13	1452	5.64	17675	68.60
14	1473	5.72	19148	74.32
15	1381	5.36	20529	79.68
16	1313	5.10	21842	84.78
17	1162	4.51	23004	89.29
18	921	3.57	23925	92.86
19	688	2.67	24613	95.53
20	494	1.92	25107	97.45
21	385	1.49	25492	98.94
22	168	0.65	25660	99.60
23	88	0.34	25748	99.94
24	14	0.05	25762	99.99
25	2	0.01	25764	100.00
Total	25764			

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

Table 2 and Figure 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.

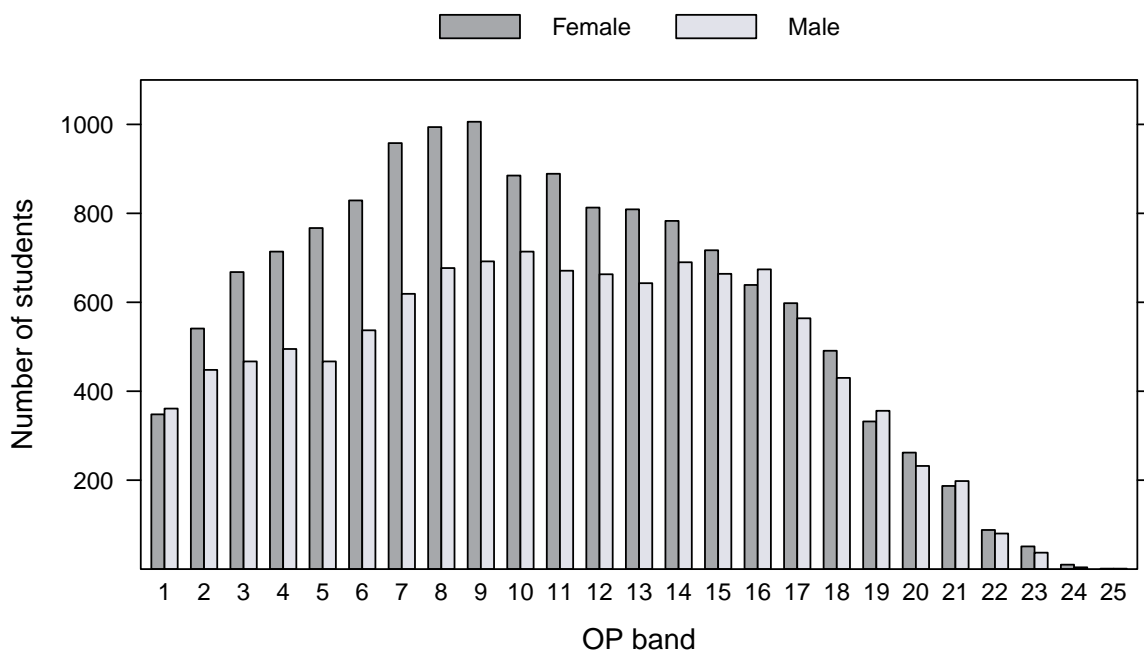
¹ Report submitted to the Minister for Education by the Tertiary Entrance Reviewer, Professor Nancy Viviani.

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.

Table 2: 2015 OP distribution within gender

OP Band	Female	Female %	Male	Male %
1	348	2.42	361	3.17
2	541	3.76	448	3.94
3	668	4.65	467	4.10
4	714	4.97	495	4.35
5	767	5.33	467	4.10
6	829	5.76	537	4.72
7	958	6.66	619	5.44
8	994	6.91	677	5.95
9	1006	7.00	692	6.08
10	885	6.15	714	6.27
11	889	6.18	671	5.89
12	813	5.65	663	5.82
13	809	5.63	643	5.65
14	783	5.45	690	6.06
15	717	4.99	664	5.83
16	639	4.44	674	5.92
17	598	4.16	564	4.95
18	491	3.41	430	3.78
19	332	2.31	356	3.13
20	262	1.82	232	2.04
21	187	1.30	198	1.74
22	88	0.61	80	0.70
23	51	0.35	37	0.33
24	10	0.07	4	0.04
25	1	0.01	1	0.01
Total	14380		11384	

Figure 2: 2015 OP distribution within gender

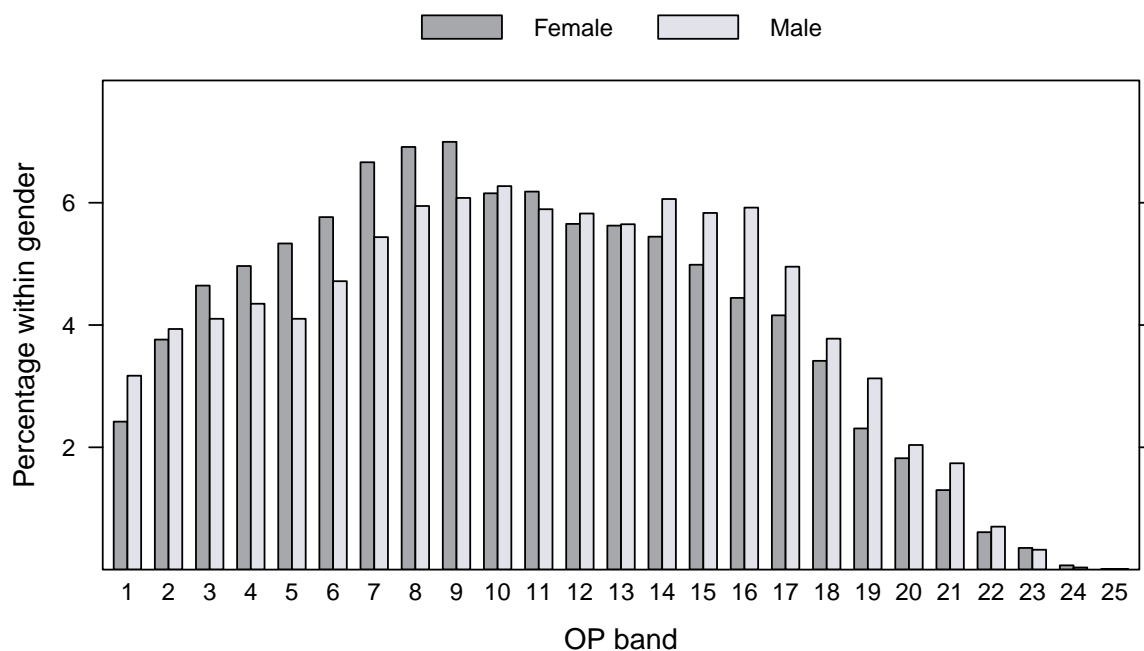


OP percentage distribution within gender

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: 2015 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 2015. Table 4 shows the combinations of fields for which students were eligible in 2015. 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: 2015 FP distribution

Field	1	2	3	4	5	6	7	8	9	10	Total
A	1003	1536	2199	2975	3147	3267	3464	3249	2464	1437	24741
B	878	1338	1931	2593	2776	2936	2994	2809	2160	1247	21662
C	874	1338	1968	2584	2856	3008	3100	2871	2215	1315	22129
D	383	571	835	1142	1233	1297	1299	1225	948	576	9509
E	321	493	712	935	1045	1079	1087	1046	786	474	7978

Figure 4: 2015 FP distribution

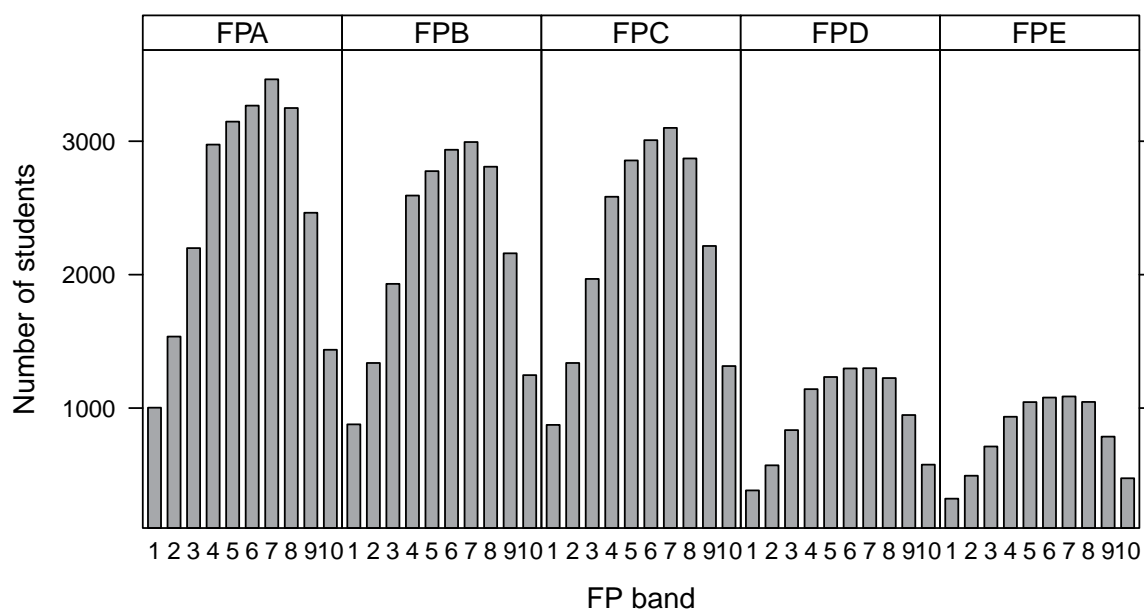


Table 4: 2015 Numbers of students per FP combination

Sets of FPs	Students		Total	%
ABCDE	1141	5 FPs	1141	4.43
ABCD	7224			
ABCE	3857			
ACDE	136			
BCDE	11	4 FPs	11228	43.58
ABC	6828			
ABE	926			
ACD	588			
ACE	561			
BCD	170			
BCE	24			
CDE	11	3 FPs	9108	35.35
AB	1301			
AC	956			
BC	106			
CD	228			
CE	172	2 FPs	3807	14.78
A	200			
B	53			
C	116			
E	95	1 FP	464	1.8

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 2015 and the weights for each field position.

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

Table 5: 2015 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
47 Marine Science	5	3	3	4	3	3
51 Agricultural Science	5	3	3	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
64 Business Management	5	4	3	4	3	2
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	3	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	3	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

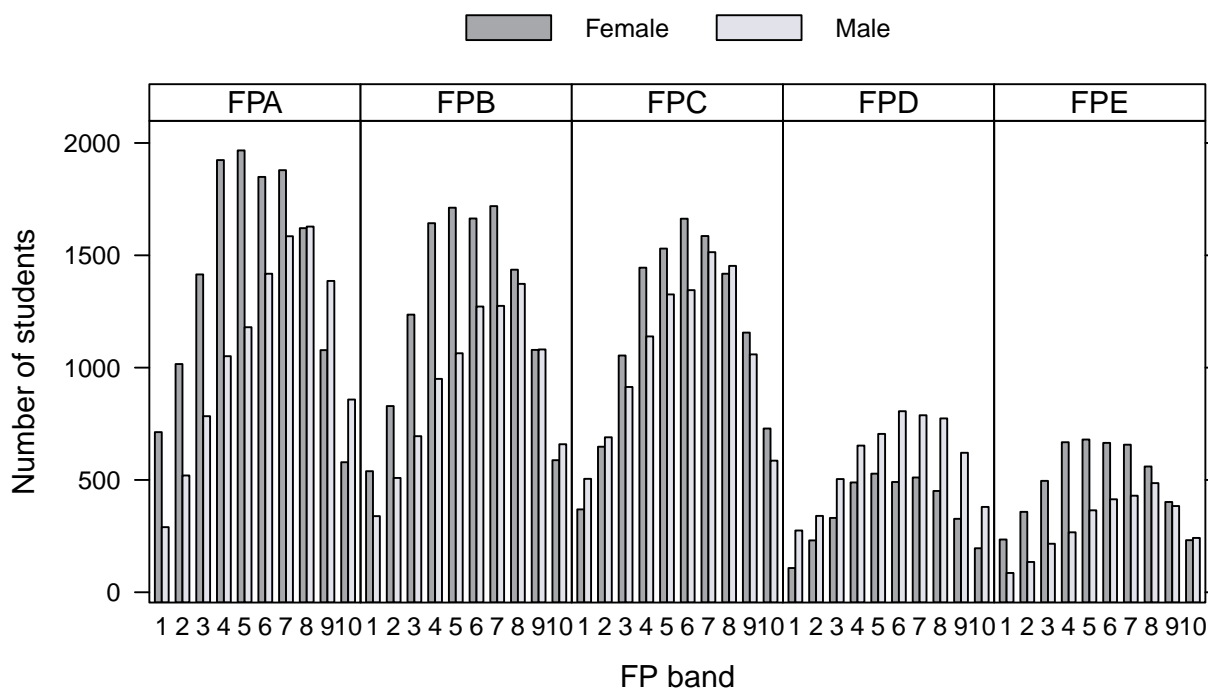
FP distribution within gender

Figure 5 and Table 6 show the FPs and their distributions in the State for 2015 within gender.

Table 6: Numbers of students eligible for each FP within gender, 2015

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	1003	1536	2199	2975	3147	3267	3464	3249	2464	1437
	Female	713	1016	1415	1924	1967	1849	1879	1621	1078	579
	Male	290	520	784	1051	1180	1418	1585	1628	1386	858
B	All students	878	1338	1931	2593	2776	2936	2994	2809	2160	1247
	Female	539	829	1236	1643	1712	1664	1719	1436	1079	588
	Male	339	509	695	950	1064	1272	1275	1373	1081	659
C	All students	874	1338	1968	2584	2856	3008	3100	2871	2215	1315
	Female	369	648	1054	1445	1530	1663	1586	1418	1156	729
	Male	505	690	914	1139	1326	1345	1514	1453	1059	586
D	All students	383	571	835	1142	1233	1297	1299	1225	948	576
	Female	108	231	331	489	528	491	511	451	327	196
	Male	275	340	504	653	705	806	788	774	621	380
E	All students	321	493	712	935	1045	1079	1087	1046	786	474
	Female	235	358	496	668	680	665	657	560	402	232
	Male	86	135	216	267	365	414	430	486	384	242

Figure 5: 2015 FP distribution by gender



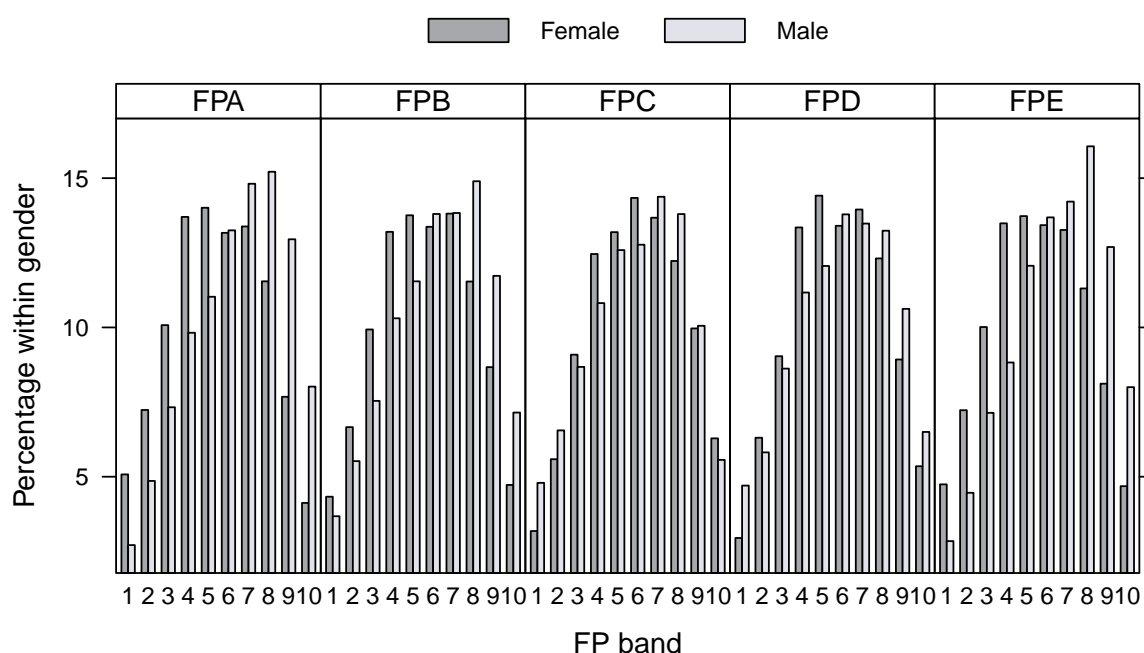
FP percentage distribution within gender

Figure 6 and Table 7 show FPs and their distributions in the State for 2015 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, 2015

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	4.1	6.2	8.9	12.0	12.7	13.2	14.0	13.1	10.0	5.8
	Female	5.1	7.2	10.1	13.7	14.0	13.2	13.4	11.5	7.7	4.1
	Male	2.7	4.9	7.3	9.8	11.0	13.3	14.8	15.2	13.0	8.0
B	All students	4.1	6.2	8.9	12.0	12.8	13.6	13.8	13.0	10.0	5.8
	Female	4.3	6.7	9.9	13.2	13.8	13.4	13.8	11.5	8.7	4.7
	Male	3.7	5.5	7.5	10.3	11.5	13.8	13.8	14.9	11.7	7.2
C	All students	4.0	6.1	8.9	11.7	12.9	13.6	14.0	13.0	10.0	5.9
	Female	3.2	5.6	9.1	12.5	13.2	14.3	13.7	12.2	10.0	6.3
	Male	4.8	6.6	8.7	10.8	12.6	12.8	14.4	13.8	10.1	5.6
D	All students	4.0	6.0	8.8	12.0	13.0	13.6	13.7	12.9	10.0	6.1
	Female	3.0	6.3	9.0	13.4	14.4	13.4	14.0	12.3	8.9	5.4
	Male	4.7	5.8	8.6	11.2	12.1	13.8	13.5	13.2	10.6	6.5
E	All students	4.0	6.2	8.9	11.7	13.1	13.5	13.6	13.1	9.9	5.9
	Female	4.7	7.2	10.0	13.5	13.7	13.4	13.3	11.3	8.1	4.7
	Male	2.8	4.5	7.1	8.8	12.1	13.7	14.2	16.1	12.7	8.0

Figure 6: 2015 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.