

# 2016 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.

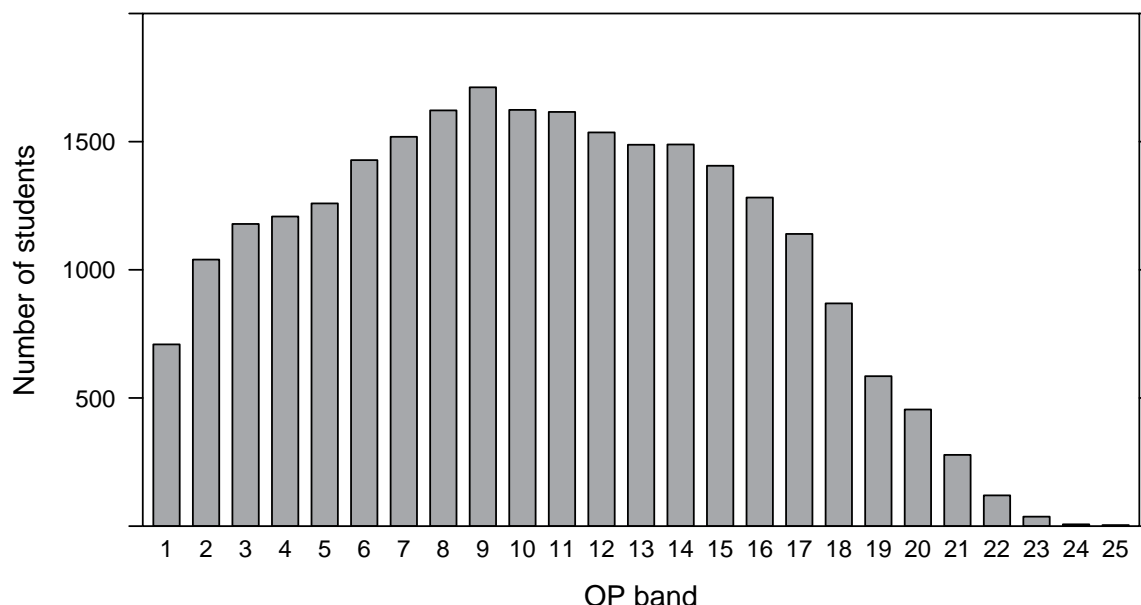
Field Positions (FPs) are calculated only for OP-eligible students. A field is an area of study that emphasises particular knowledge and skills. An FP is a rank order from 1 (highest) to 10 (lowest) in that area of study. There are five fields with about 20% of students qualifying for all five FPs and 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 25612 Queensland students who received an OP in 2016. 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: 2016 OP distribution



**Table 1: 2016 OP distribution, cumulative percentages**

OP Band	All students	%	Cumulative	Cumulative %
1	709	2.77	709	2.77
2	1040	4.06	1749	6.83
3	1179	4.60	2928	11.43
4	1208	4.72	4136	16.15
5	1259	4.92	5395	21.06
6	1428	5.58	6823	26.64
7	1519	5.93	8342	32.57
8	1622	6.33	9964	38.90
9	1712	6.68	11676	45.59
10	1624	6.34	13300	51.93
11	1616	6.31	14916	58.24
12	1536	6.00	16452	64.24
13	1488	5.81	17940	70.05
14	1489	5.81	19429	75.86
15	1406	5.49	20835	81.35
16	1282	5.01	22117	86.35
17	1140	4.45	23257	90.81
18	869	3.39	24126	94.20
19	585	2.28	24711	96.48
20	455	1.78	25166	98.26
21	278	1.09	25444	99.34
22	120	0.47	25564	99.81
23	37	0.14	25601	99.96
24	7	0.03	25608	99.98
25	4	0.02	25612	100.00
<b>Total</b>	25612			

## 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](http://www.qcaa.qld.edu.au/637.html).

## Comparing OPs across years

*The Review of Tertiary Entrance in Queensland 1990*<sup>1</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>2</sup>

## 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.

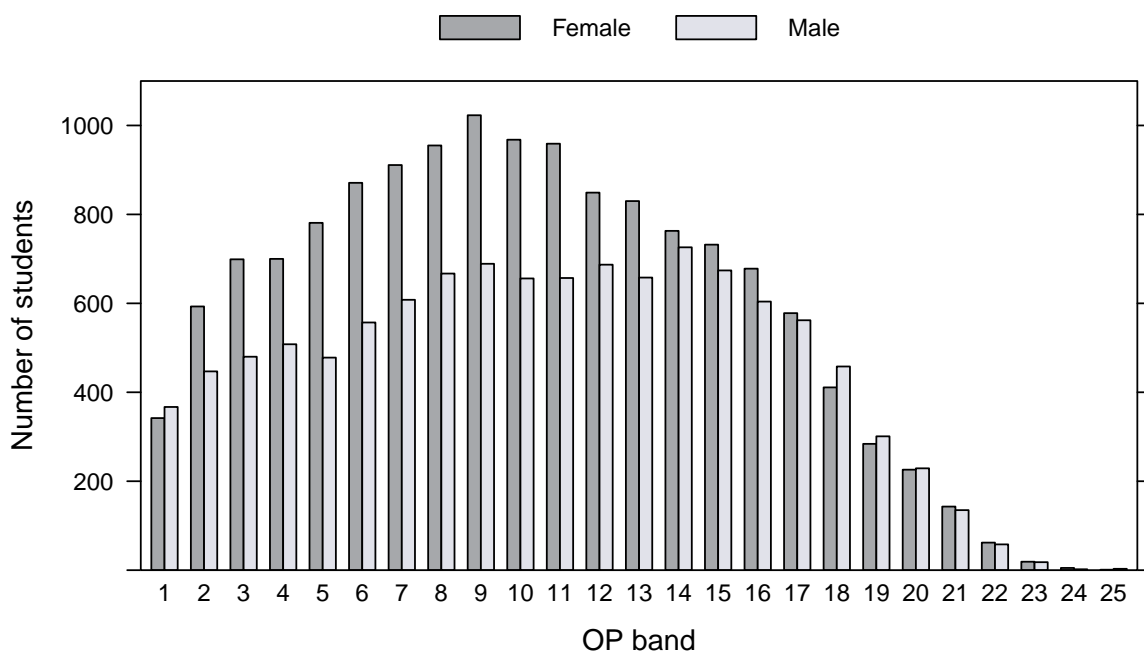
<sup>1</sup> Report submitted to the Minister for Education by the Tertiary Entrance Reviewer, Professor Nancy Viviani.

<sup>2</sup> 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: 2016 OP distribution within gender

OP Band	Female	Female %	Male	Male %
1	342	2.38	367	3.27
2	593	4.12	447	3.98
3	699	4.86	480	4.27
4	700	4.87	508	4.52
5	781	5.43	478	4.26
6	871	6.06	557	4.96
7	911	6.33	608	5.41
8	955	6.64	667	5.94
9	1023	7.11	689	6.14
10	968	6.73	656	5.84
11	959	6.67	657	5.85
12	849	5.90	687	6.12
13	830	5.77	658	5.86
14	763	5.30	726	6.47
15	732	5.09	674	6.00
16	678	4.71	604	5.38
17	578	4.02	562	5.00
18	411	2.86	458	4.08
19	284	1.97	301	2.68
20	226	1.57	229	2.04
21	143	0.99	135	1.20
22	62	0.43	58	0.52
23	19	0.13	18	0.16
24	5	0.03	2	0.02
25	1	0.01	3	0.03
<b>Total</b>	<b>14383</b>		<b>11229</b>	

Figure 2: 2016 OP distribution within gender

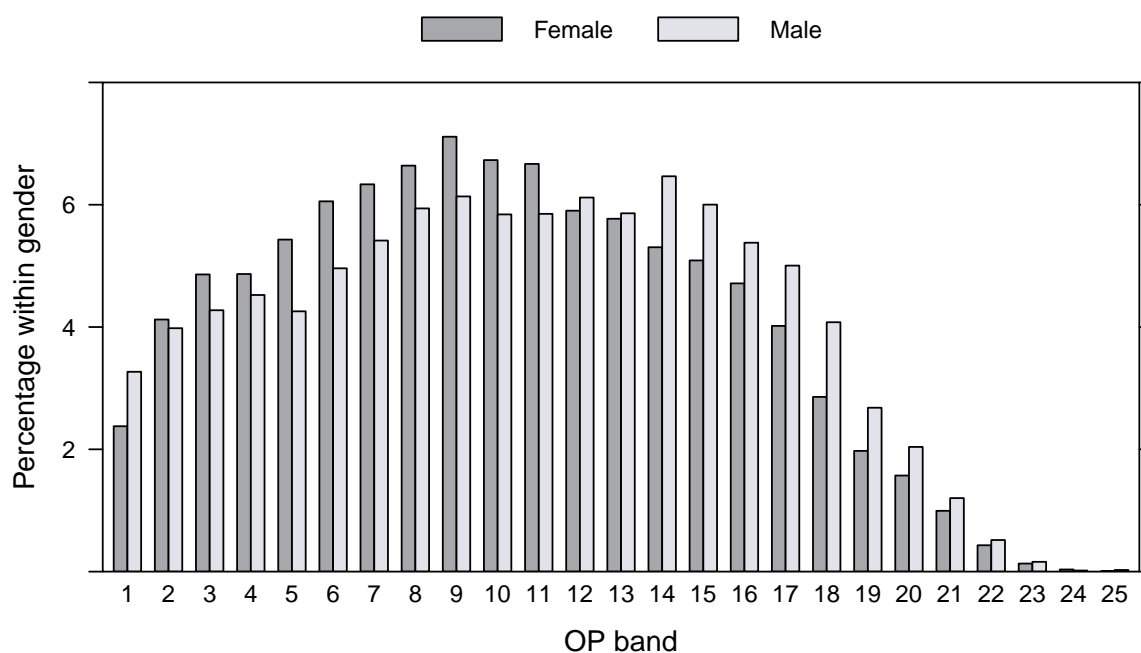


## OP percentage distribution within gender

Figure 3 and Table 2 show the percentage distribution of OPs within each gender.<sup>3</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.

Figure 3: 2016 OP percentage distribution within gender



<sup>3</sup> 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 2016. Table 4 shows the combinations of fields for which students were eligible in 2016. 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.

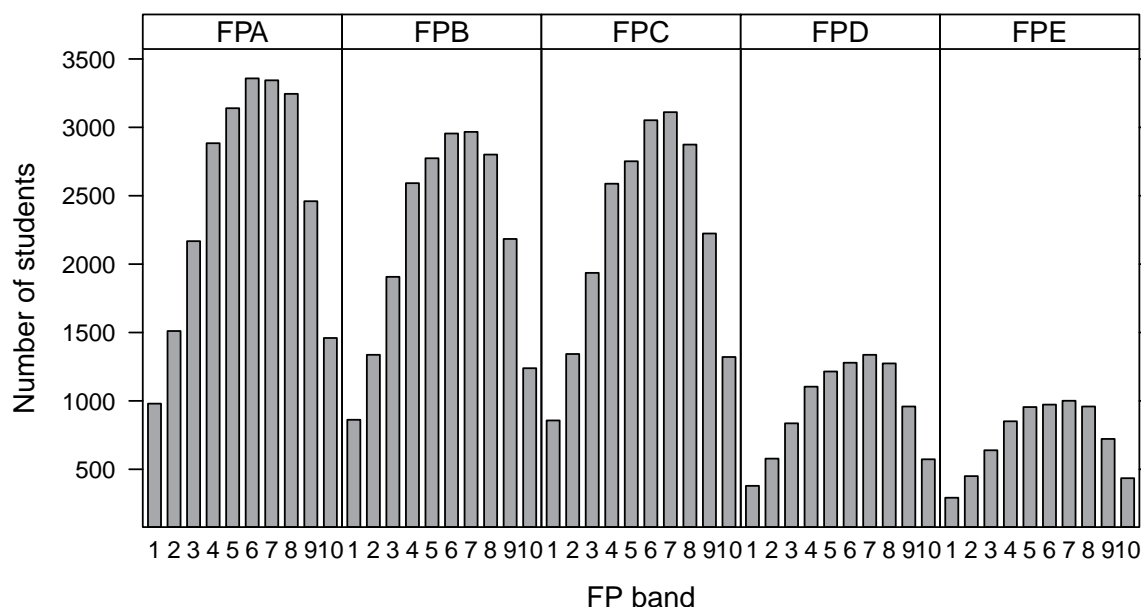
The five fields are:

- 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: 2016 FP distribution**

Field	1	2	3	4	5	6	7	8	9	10	Total
A	980	1511	2168	2884	3140	3358	3344	3245	2460	1460	24550
B	862	1337	1907	2592	2774	2955	2967	2801	2184	1239	21618
C	857	1343	1936	2588	2752	3052	3111	2874	2224	1321	22058
D	379	578	836	1104	1215	1279	1337	1274	959	573	9534
E	292	450	639	851	955	973	1001	959	722	435	7277

**Figure 4: 2016 FP distribution**



**Table 4: 2016 Numbers of students per FP combination**

Sets of FPs	Students		Total	%
ABCDE	960	5 FPs	960	3.75
ABCD	7413			
ABCE	3524			
ACDE	97			
BCDE	8	4 FPs	11042	43.11
ABC	7081			
ABE	855			
ACD	599			
ACE	550			
BCD	185			
BCE	38			
CDE	12	3 FPs	9320	36.39
AB	1346			
AC	954			
BC	132			
CD	260			
CE	141	2 FPs	3820	14.91
A	213			
B	47			
C	104			
E	105	1 FP	469	1.83

## 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>4</sup>. 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 2016 and the weights for each field position.

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<sup>4</sup> For the calculation of OPs, all subjects are weighted equally.

**Table 5: 2016 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	3	3	3	0
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
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
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

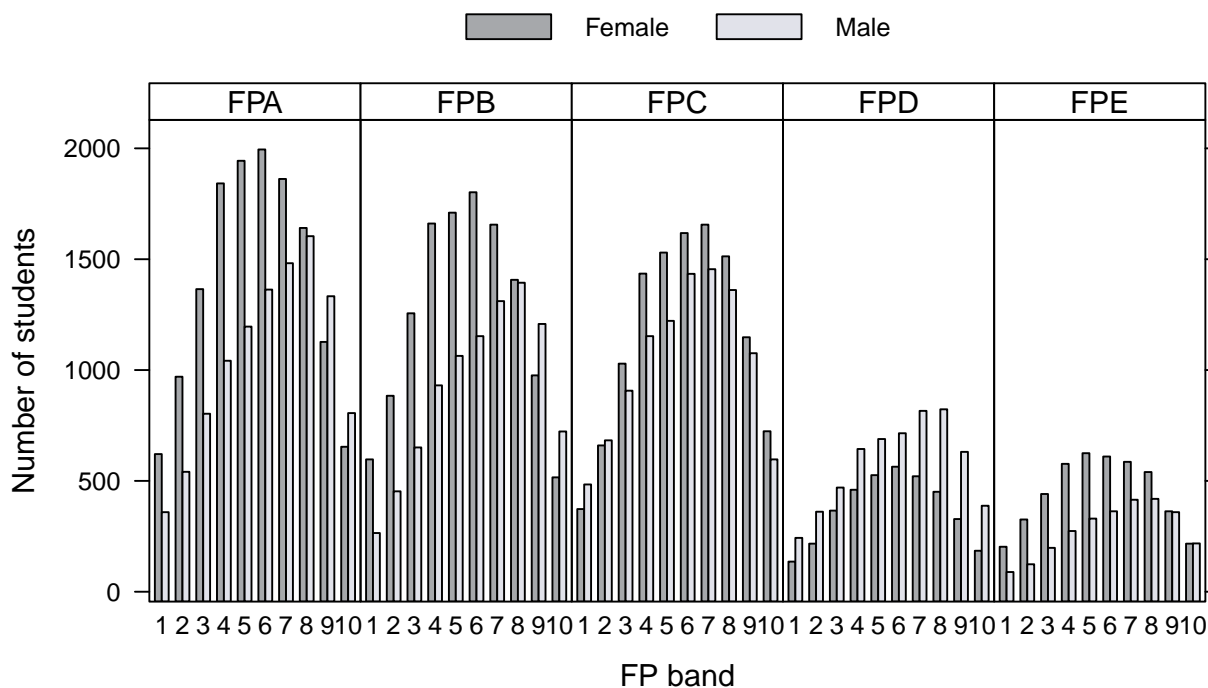
## FP distribution within gender

Figure 5 and Table 6 show the FPs and their distributions in the State for 2016 within gender.

**Table 6: Numbers of students eligible for each FP within gender, 2016**

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	980	1511	2168	2884	3140	3358	3344	3245	2460	1460
	Female	621	970	1365	1842	1944	1995	1862	1641	1127	654
	Male	359	541	803	1042	1196	1363	1482	1604	1333	806
B	All students	862	1337	1907	2592	2774	2955	2967	2801	2184	1239
	Female	597	884	1256	1661	1710	1802	1656	1407	976	516
	Male	265	453	651	931	1064	1153	1311	1394	1208	723
C	All students	857	1343	1936	2588	2752	3052	3111	2874	2224	1321
	Female	373	660	1029	1435	1530	1618	1656	1513	1148	724
	Male	484	683	907	1153	1222	1434	1455	1361	1076	597
D	All students	379	578	836	1104	1215	1279	1337	1274	959	573
	Female	136	217	366	460	526	564	521	451	328	185
	Male	243	361	470	644	689	715	816	823	631	388
E	All students	292	450	639	851	955	973	1001	959	722	435
	Female	203	326	441	577	625	610	586	540	363	217
	Male	89	124	198	274	330	363	415	419	359	218

**Figure 5: 2016 FP distribution by gender**





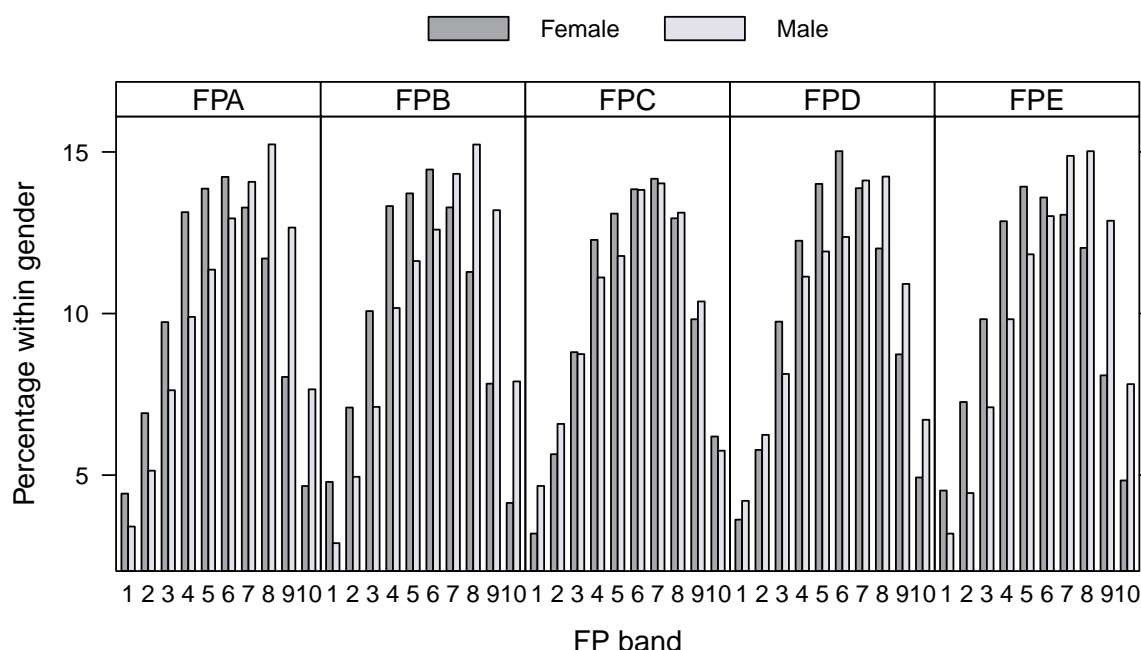
## FP percentage distribution within gender

Figure 6 and Table 7 show FPs and their distributions in the State for 2016 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, 2016**

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	4.0	6.2	8.8	11.8	12.8	13.7	13.6	13.2	10.0	6.0
	Female	4.4	6.9	9.7	13.1	13.9	14.2	13.3	11.7	8.0	4.7
	Male	3.4	5.1	7.6	9.9	11.4	13.0	14.1	15.2	12.7	7.7
B	All students	4.0	6.2	8.8	12.0	12.8	13.7	13.7	13.0	10.1	5.7
	Female	4.8	7.1	10.1	13.3	13.7	14.5	13.3	11.3	7.8	4.1
	Male	2.9	5.0	7.1	10.2	11.6	12.6	14.3	15.2	13.2	7.9
C	All students	3.9	6.1	8.8	11.7	12.5	13.8	14.1	13.0	10.1	6.0
	Female	3.2	5.7	8.8	12.3	13.1	13.9	14.2	13.0	9.8	6.2
	Male	4.7	6.6	8.7	11.1	11.8	13.8	14.0	13.1	10.4	5.8
D	All students	4.0	6.1	8.8	11.6	12.7	13.4	14.0	13.4	10.1	6.0
	Female	3.6	5.8	9.8	12.3	14.0	15.0	13.9	12.0	8.7	4.9
	Male	4.2	6.3	8.1	11.1	11.9	12.4	14.1	14.2	10.9	6.7
E	All students	4.0	6.2	8.8	11.7	13.1	13.4	13.8	13.2	9.9	6.0
	Female	4.5	7.3	9.8	12.9	13.9	13.6	13.1	12.0	8.1	4.8
	Male	3.2	4.5	7.1	9.8	11.8	13.0	14.9	15.0	12.9	7.8

**Figure 6: 2016 FP percentage distribution by gender**



## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://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](mailto:analysis.reporting@qcaa.qld.edu.au).