

2017 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 fewer than 5% 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 26067 Queensland students who received an OP in 2017. 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: 2017 OP distribution

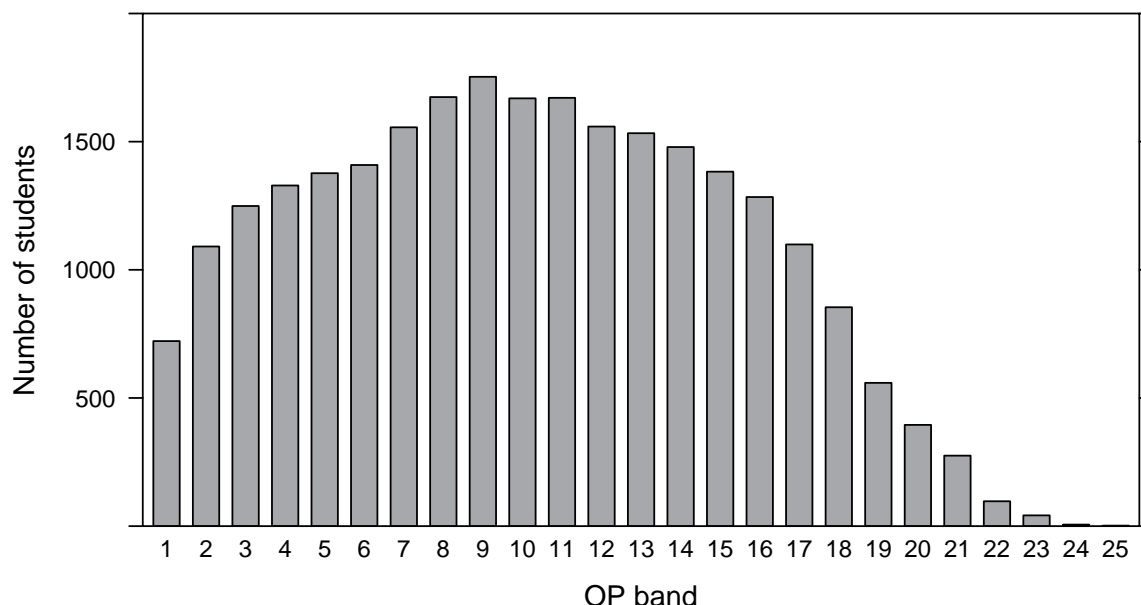


Table 1: 2017 OP distribution, cumulative percentages

OP Band	All students	%	Cumulative	Cumulative %
1	722	2.77	722	2.77
2	1091	4.19	1813	6.96
3	1249	4.79	3062	11.75
4	1329	5.10	4391	16.85
5	1377	5.28	5768	22.13
6	1409	5.41	7177	27.53
7	1556	5.97	8733	33.50
8	1674	6.42	10407	39.92
9	1753	6.72	12160	46.65
10	1669	6.40	13829	53.05
11	1671	6.41	15500	59.46
12	1559	5.98	17059	65.44
13	1533	5.88	18592	71.32
14	1479	5.67	20071	77.00
15	1383	5.31	21454	82.30
16	1284	4.93	22738	87.23
17	1099	4.22	23837	91.45
18	854	3.28	24691	94.72
19	559	2.14	25250	96.87
20	395	1.52	25645	98.38
21	275	1.05	25920	99.44
22	97	0.37	26017	99.81
23	42	0.16	26059	99.97
24	6	0.02	26065	99.99
25	2	0.01	26067	100.00
Total	26067			

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.

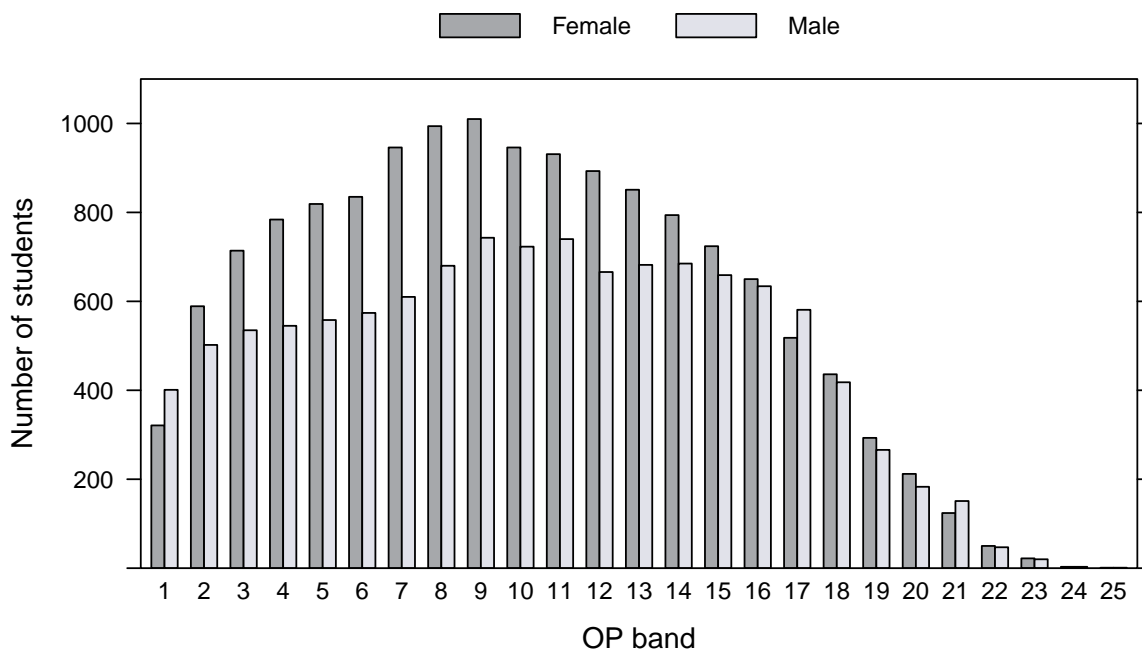
¹ Report submitted to the Minister for Education by the Tertiary Entrance Reviewer, Professor Nancy Viviani.

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: 2017 OP distribution within gender

OP Band	Female	Female %	Male	Male %
1	321	2.22	401	3.45
2	589	4.07	502	4.32
3	714	4.94	535	4.61
4	784	5.42	545	4.70
5	819	5.66	558	4.81
6	835	5.77	574	4.95
7	946	6.54	610	5.26
8	994	6.87	680	5.86
9	1010	6.98	743	6.40
10	946	6.54	723	6.23
11	931	6.44	740	6.38
12	893	6.18	666	5.74
13	851	5.89	682	5.88
14	794	5.49	685	5.90
15	724	5.01	659	5.68
16	650	4.50	634	5.46
17	518	3.58	581	5.01
18	436	3.02	418	3.60
19	293	2.03	266	2.29
20	212	1.47	183	1.58
21	124	0.86	151	1.30
22	50	0.35	47	0.40
23	22	0.15	20	0.17
24	3	0.02	3	0.03
25	1	0.01	1	0.01
Total	14460		11607	

Figure 2: 2017 OP distribution within gender

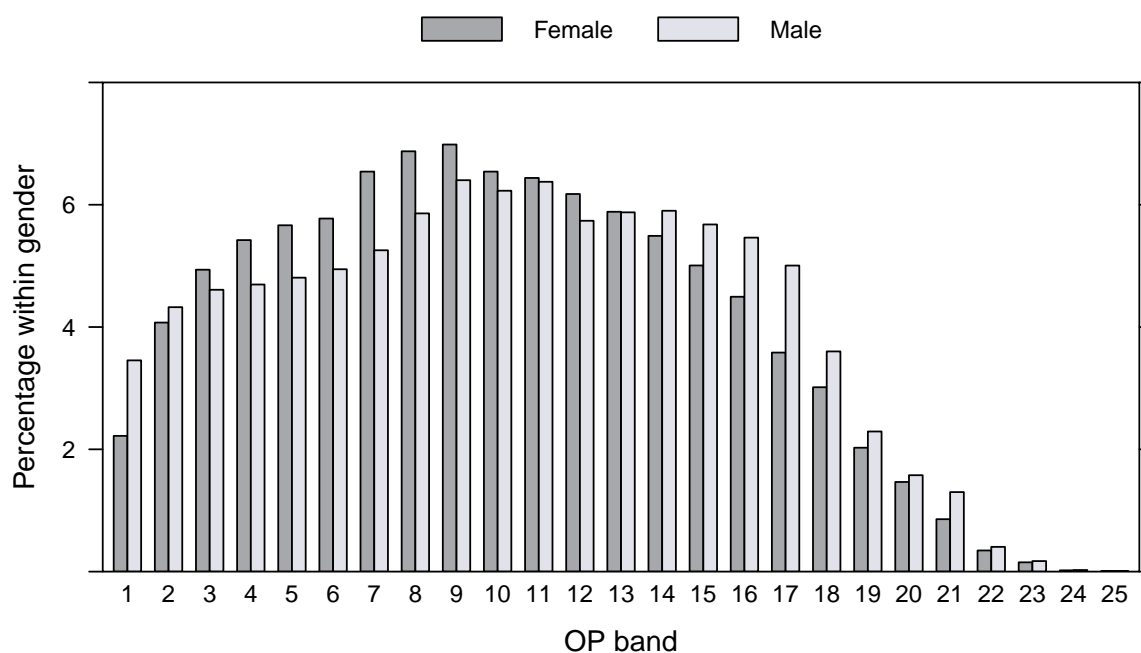


OP percentage distribution within gender

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: 2017 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 2017. Table 4 shows the combinations of fields for which students were eligible in 2017. 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: 2017 FP distribution

Field	1	2	3	4	5	6	7	8	9	10	Total
A	1003	1535	2213	2949	3155	3363	3454	3292	2487	1468	24919
B	883	1356	1948	2611	2876	3022	3032	2865	2214	1164	21971
C	888	1370	1987	2586	2885	3106	3166	2978	2268	1330	22564
D	389	609	866	1183	1289	1310	1381	1304	1009	602	9942
E	288	442	638	838	920	992	959	919	712	407	7115

Figure 4: 2017 FP distribution

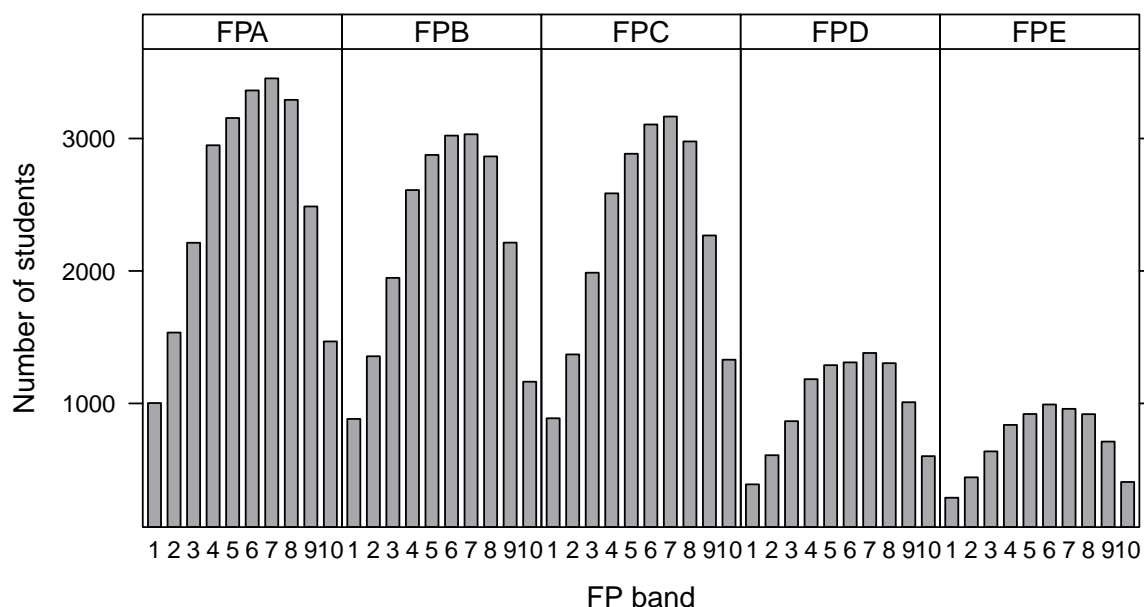


Table 4: 2017 Numbers of students per FP combination

Sets of FPs	Students		Total	%
ABCDE	1032	5 FPs	1032	3.96
ABCD	7671			
ABCE	3383			
ACDE	121			
BCDE	7	4 FPs	11182	42.9
ABC	7235			
ABE	817			
ACD	615			
ACE	514			
BCD	198			
BCE	37			
CDE	10	3 FPs	9426	36.16
AB	1379			
AC	1028			
BC	137			
CD	288			
CE	154	2 FPs	3925	15.06
A	210			
B	50			
C	134			
E	101	1 FP	495	1.9

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 2017 and the weights for each field position.

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

Table 5: 2017 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
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

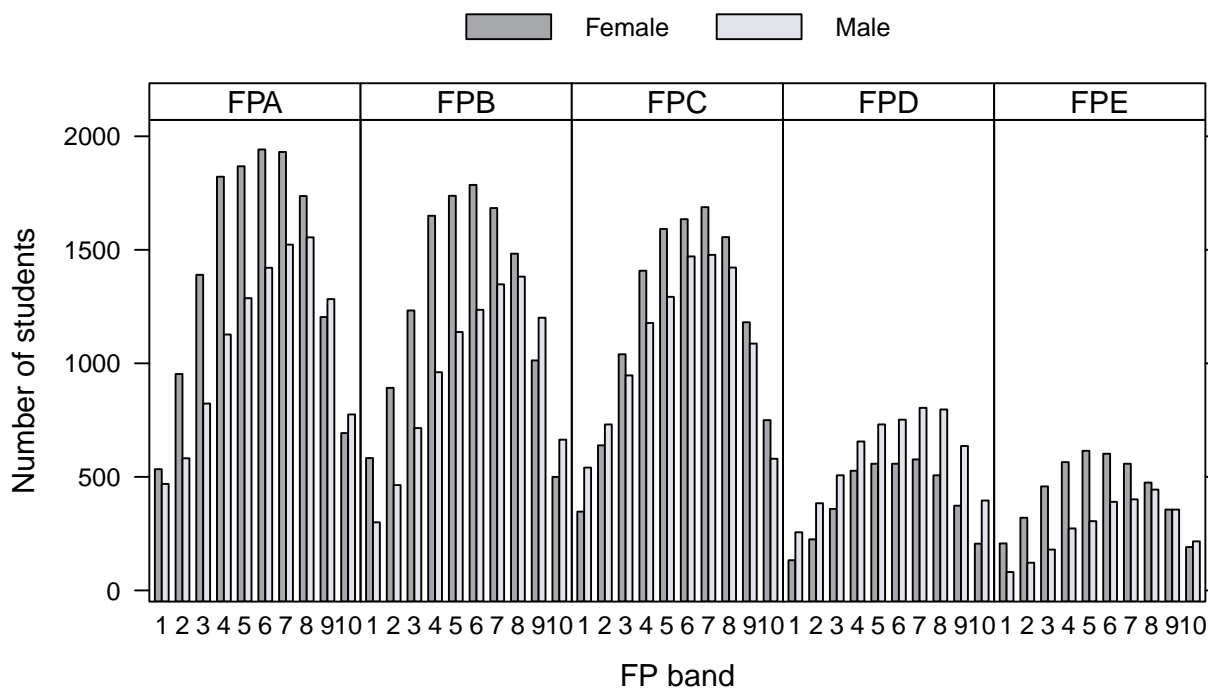
FP distribution within gender

Figure 5 and Table 6 show the FPs and their distributions in the State for 2017 within gender.

Table 6: Numbers of students eligible for each FP within gender, 2017

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	1003	1535	2213	2949	3155	3363	3454	3292	2487	1468
	Female	534	953	1390	1822	1868	1942	1931	1737	1204	693
	Male	469	582	823	1127	1287	1421	1523	1555	1283	775
B	All students	883	1356	1948	2611	2876	3022	3032	2865	2214	1164
	Female	583	892	1233	1650	1738	1786	1684	1483	1013	500
	Male	300	464	715	961	1138	1236	1348	1382	1201	664
C	All students	888	1370	1987	2586	2885	3106	3166	2978	2268	1330
	Female	347	639	1040	1408	1592	1635	1688	1556	1181	750
	Male	541	731	947	1178	1293	1471	1478	1422	1087	580
D	All students	389	609	866	1183	1289	1310	1381	1304	1009	602
	Female	133	225	359	527	558	558	577	507	373	206
	Male	256	384	507	656	731	752	804	797	636	396
E	All students	288	442	638	838	920	992	959	919	712	407
	Female	207	320	458	565	615	602	558	475	356	191
	Male	81	122	180	273	305	390	401	444	356	216

Figure 5: 2017 FP distribution by gender



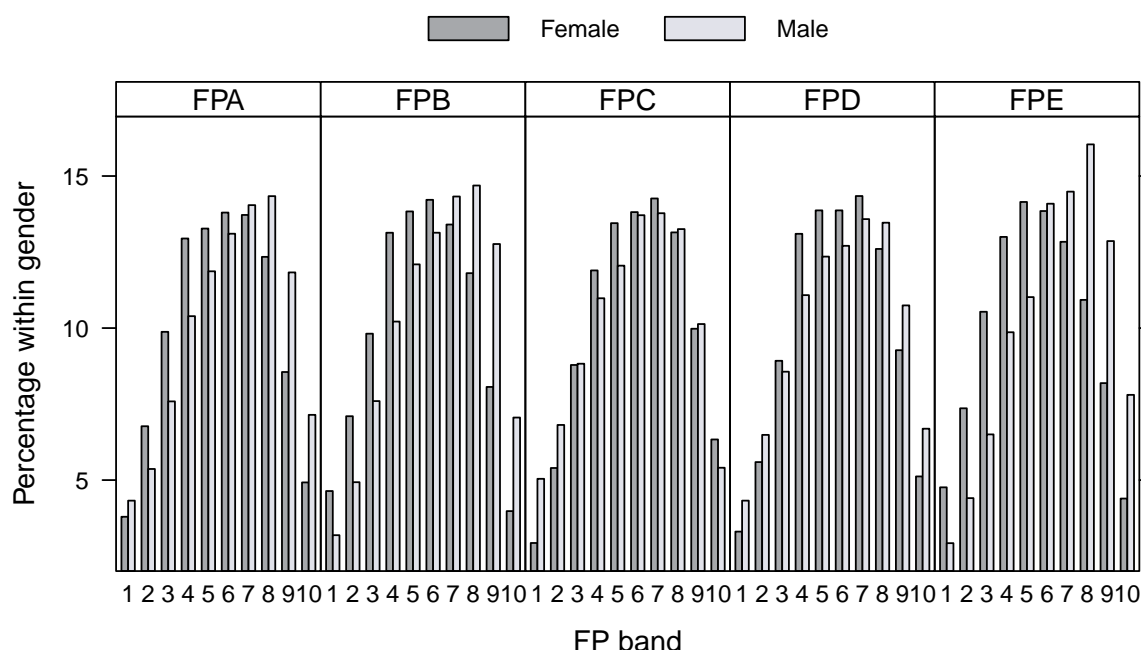
FP percentage distribution within gender

Figure 6 and Table 7 show FPs and their distributions in the State for 2017 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, 2017

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	4.0	6.2	8.9	11.8	12.7	13.5	13.9	13.2	10.0	5.9
	Female	3.8	6.8	9.9	13.0	13.3	13.8	13.7	12.3	8.6	4.9
	Male	4.3	5.4	7.6	10.4	11.9	13.1	14.0	14.3	11.8	7.2
B	All students	4.0	6.2	8.9	11.9	13.1	13.8	13.8	13.0	10.1	5.3
	Female	4.6	7.1	9.8	13.1	13.8	14.2	13.4	11.8	8.1	4.0
	Male	3.2	4.9	7.6	10.2	12.1	13.1	14.3	14.7	12.8	7.1
C	All students	3.9	6.1	8.8	11.5	12.8	13.8	14.0	13.2	10.1	5.9
	Female	2.9	5.4	8.8	11.9	13.5	13.8	14.3	13.2	10.0	6.3
	Male	5.0	6.8	8.8	11.0	12.1	13.7	13.8	13.3	10.1	5.4
D	All students	3.9	6.1	8.7	11.9	13.0	13.2	13.9	13.1	10.2	6.1
	Female	3.3	5.6	8.9	13.1	13.9	13.9	14.3	12.6	9.3	5.1
	Male	4.3	6.5	8.6	11.1	12.4	12.7	13.6	13.5	10.8	6.7
E	All students	4.1	6.2	9.0	11.8	12.9	13.9	13.5	12.9	10.0	5.7
	Female	4.8	7.4	10.5	13.0	14.2	13.9	12.8	10.9	8.2	4.4
	Male	2.9	4.4	6.5	9.9	11.0	14.1	14.5	16.0	12.9	7.8

Figure 6: 2017 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.