

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 25 597 Queensland students² who received an OP in 1994 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.

¹In 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 an equivalent-OP/FP.

Figure 1: 1994 OP distribution

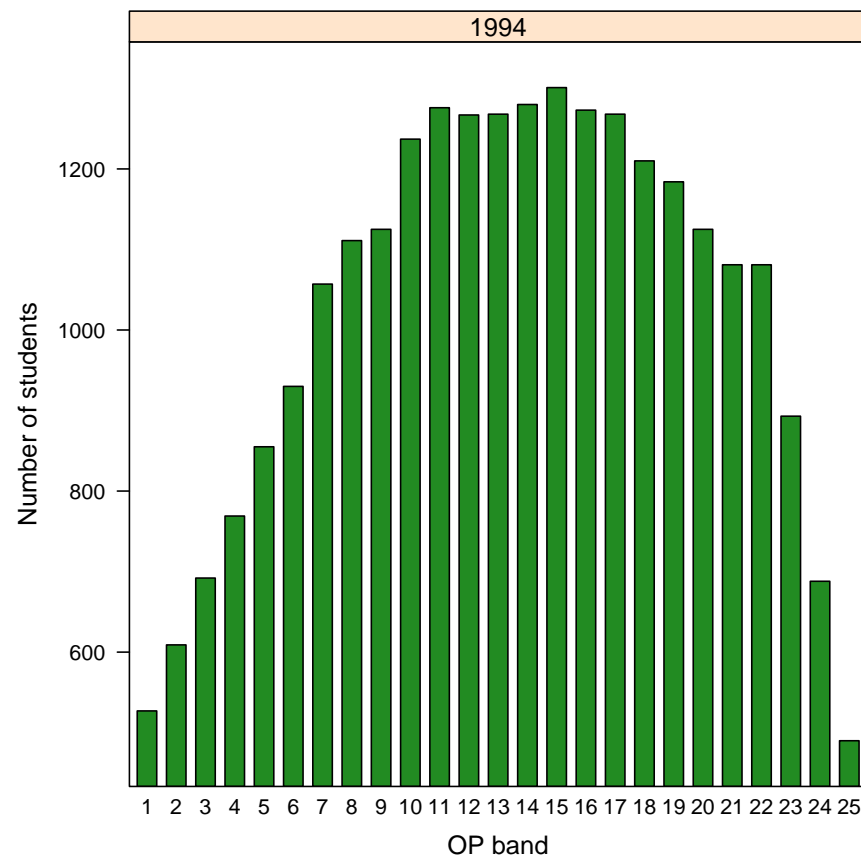


Table 1: 1994 OP distribution

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	527	609	692	769	855	930	1057	1111	1125	1237	1276	1267	1268	1280	1301	1273	1268	1210	1184	1125	1081	1081	893	688	490
Cumulative	527	1136	1828	2597	3452	4382	5439	6550	7675	8912	10188	11455	12723	14003	15304	16577	17845	19055	20239	21364	22445	23526	24419	25107	25597
Per cent	2.06	2.38	2.70	3.00	3.34	3.63	4.13	4.34	4.40	4.83	4.98	4.95	4.95	5.00	5.08	4.97	4.95	4.73	4.63	4.40	4.22	4.22	3.49	2.69	1.91
Cumulative	2.06	4.44	7.14	10.15	13.49	17.12	21.25	25.59	29.98	34.82	39.80	44.75	49.71	54.71	59.79	64.76	69.72	74.44	79.07	83.46	87.69	91.91	95.40	98.09	100.00

Figure 2: 1994 OP distribution by gender

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 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.

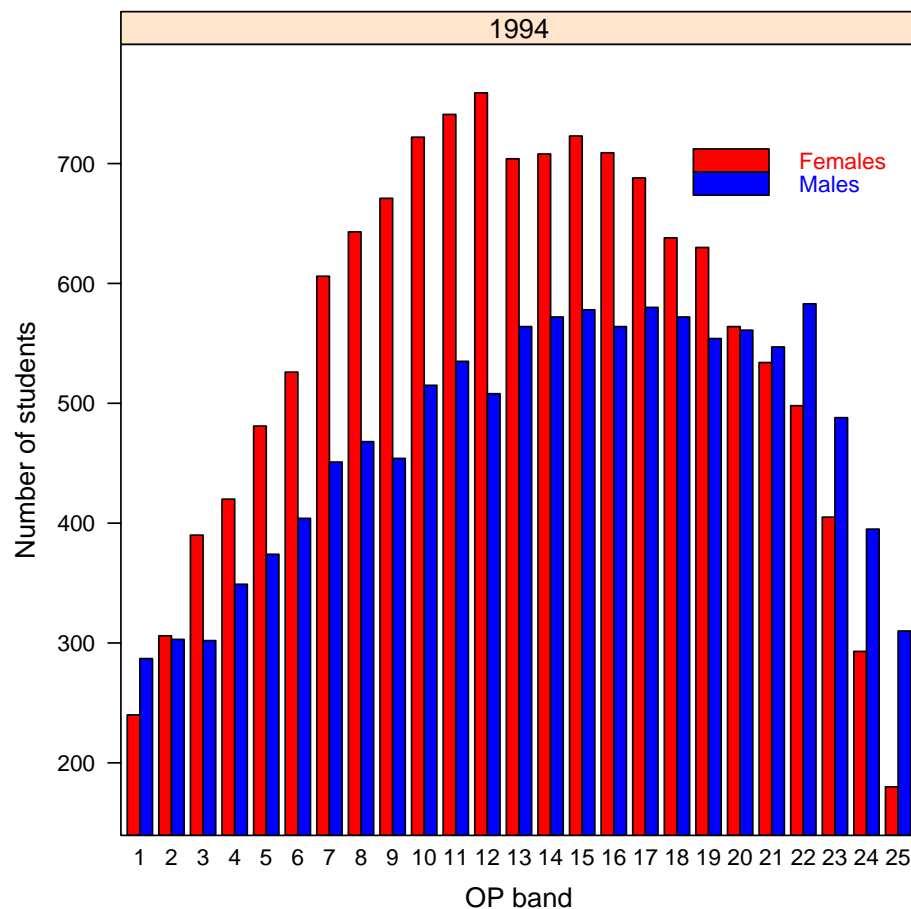


Table 2: 1994 OP distribution

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	527	609	692	769	855	930	1057	1111	1125	1237	1276	1267	1268	1280	1301	1273	1268	1210	1184	1125	1081	1081	893	688	490	25597
Females	240	306	390	420	481	526	606	643	671	722	741	759	704	708	723	709	688	638	630	564	534	498	405	293	180	13779
Males	287	303	302	349	374	404	451	468	454	515	535	508	564	572	578	564	580	572	554	561	547	583	488	395	310	11818

Figure 3: 1994 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.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.

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

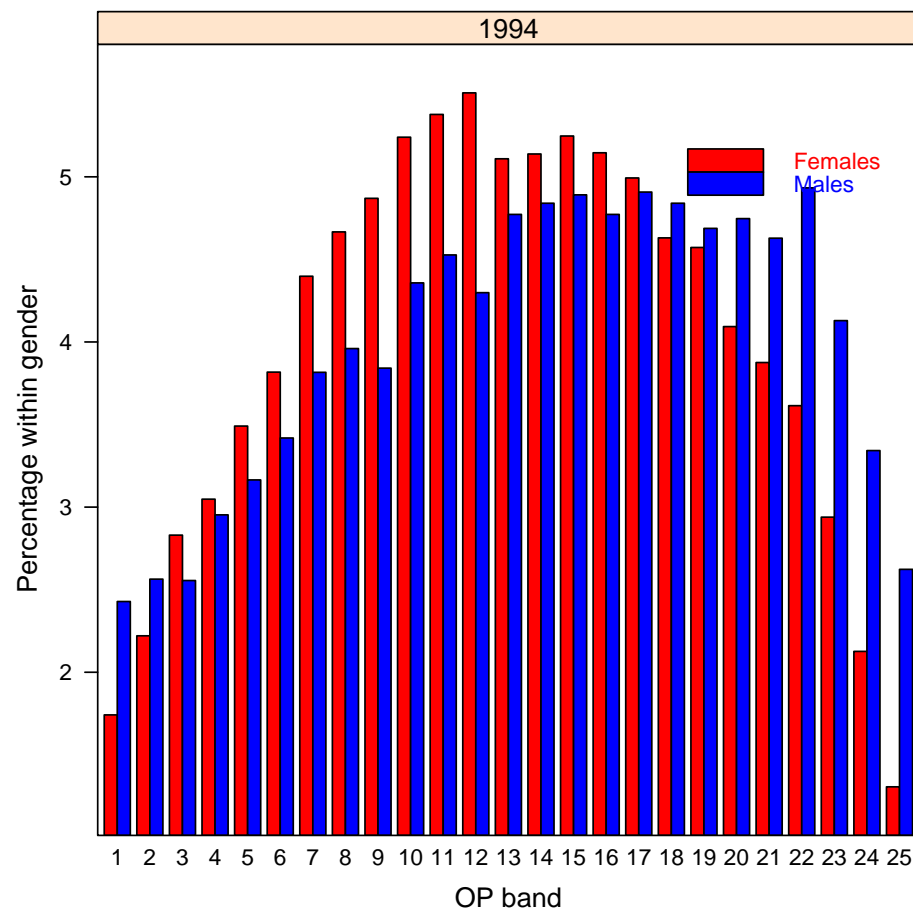


Table 3: 1994 OP percentage distribution within gender

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 %	2.06	2.38	2.70	3.00	3.34	3.63	4.13	4.34	4.40	4.83	4.98	4.95	4.95	5.00	5.08	4.97	4.95	4.73	4.63	4.40	4.22	4.22	3.49	2.69	1.91
Female %	1.74	2.22	2.83	3.05	3.49	3.82	4.40	4.67	4.87	5.24	5.38	5.51	5.11	5.14	5.25	5.15	4.99	4.63	4.57	4.09	3.88	3.61	2.94	2.13	1.31
Male %	2.43	2.56	2.56	2.95	3.16	3.42	3.82	3.96	3.84	4.36	4.53	4.30	4.77	4.84	4.89	4.77	4.91	4.84	4.69	4.75	4.63	4.93	4.13	3.34	2.62

FP distributions

Figure 4 shows the FP distributions for 1994. 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

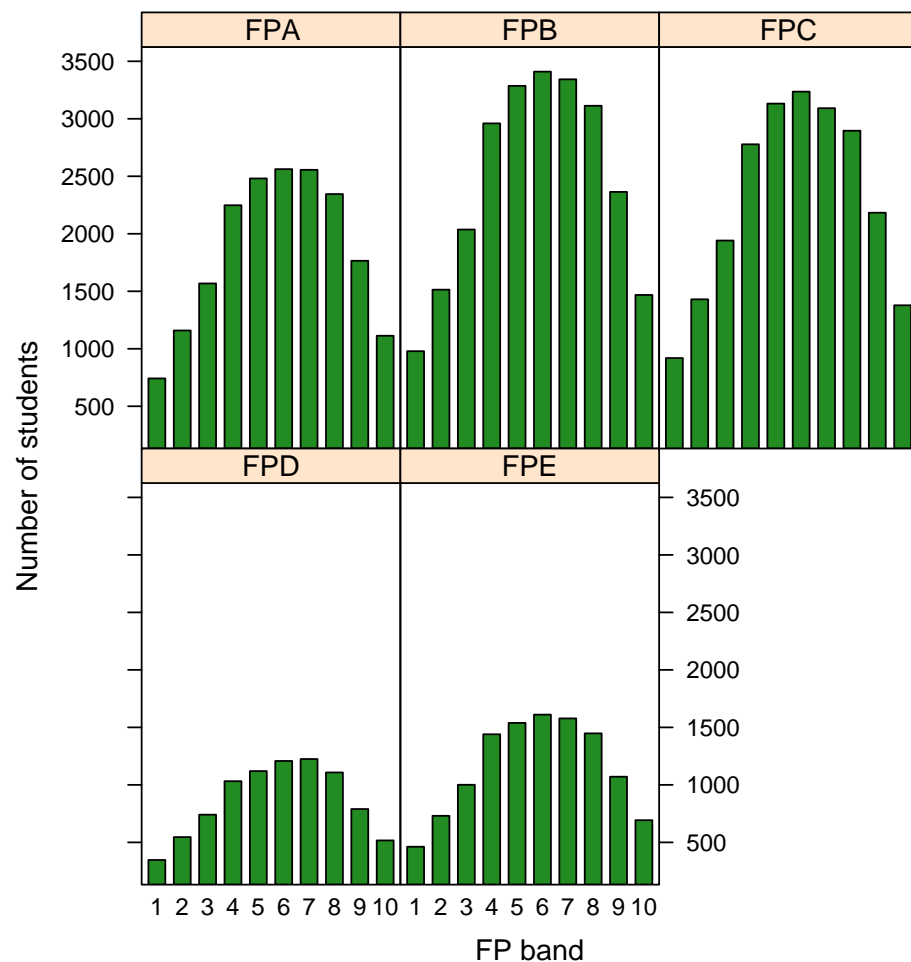
Field	1	2	3	4	5	6	7	8	9	10	Total
A	742	1159	1568	2248	2481	2562	2556	2345	1765	1113	18539
B	979	1514	2037	2960	3286	3410	3343	3113	2364	1468	24474
C	919	1430	1941	2778	3132	3236	3092	2896	2183	1378	22985
D	347	546	741	1032	1120	1208	1225	1108	790	517	8634
E	462	731	1001	1440	1539	1611	1578	1448	1071	693	11574

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 1994 and the weights for each field position.

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

Figure 4: 1994 FP distribution



1994 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		4
5	French	5	2	5	1		4
6	German	5	2	5	1		4
7	Indonesian	5	2	5	1		4
8	Italian	5	2	5	1		4
9	Japanese	5	2	5	1		4
10	Russian	5	2	5	1		4
11	Chinese	5	2	5	1		4
12	Vietnamese	5	2	5	1		4
14	Modern Greek	5	2	5	1		4
17	Latin	5	2	5	1		2
18	Spanish	5	2	5	1		4
20	Ancient History	5	5	5	2		
21	Modern History	5	5	5	2		
24	Geography	5	4	5	4	2	2
25	Political Studies	5	5	5	3	1	1
27	Economics	5	4	5	5	2	
28	Study of Society	5	4	5	3	1	2
29	Legal Studies	5	4	5	3	1	3
30	Logic	5	4	4	3	4	
31	Mathematics I	5		1	5	5	
32	Mathematics II	5		1	5	5	
35	Mathematics in Society	5	1	3	5	4	
36	Mathematics A	5	1	2	5	5	
37	Mathematics B	5	1	2	5	5	
38	Mathematics C	5	1	2	5	5	
40	Chemistry	5	2	3	5	5	3

Id	Syllabus	OP	A	B	C	D	E
41	Physics	5	1	2	5	5	1
42	Biology	5	3	3	5	3	3
43	Earth Science	5	3	3	5	3	3
44	Multi-Strand Science	5	3	3	5	3	3
45	Marine Studies	5	3	3	4	2	4
51	Agricultural Science	5	4	3	5	2	3
60	Accounting	5	3	3	5	4	2
61	Secretarial Studies	5	2	3	3	1	4
62	Business Organisation & Management	5	4	3	4	2	3
67	Health Education	5	4	3	3	1	3
68	Physical Education	5	3	3	3	1	5
71	Home Economics	5	4	3	3	1	4
74	Engineering Technology	5	3	3	5	4	3
76	Graphics	5	1	2	5	3	4
78	Technology Studies	5	3	3	5	3	4
80	Visual Art	5	3	3	1		5
81	Music	5	2	2	2	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	3	3	1		5
86	Study of Religion	5	4	5	1		1
87	Information Processing & Technology	5	3	3	4	4	3
88	Drama	5	3	3	1		5
90	Health & Physical Education	5	3	3	3	1	5
91	Music	5	3	3	2	2	5
92	Music Extension (Performance)	5	2	2	2	1	5

FP distributions by gender

Figure 5 shows the FPs and their distributions in the state for 1994 by gender.

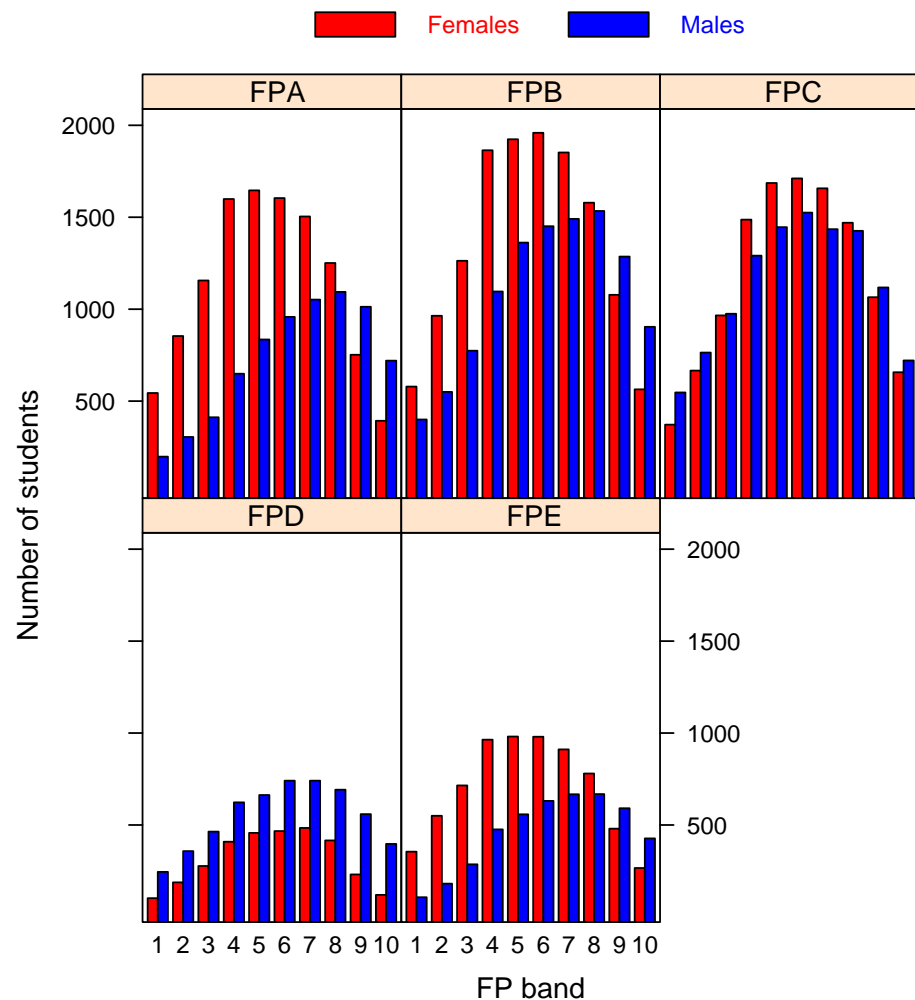
Table 6: Numbers of students eligible for each FP by gender

Gender	Field A	Field B	Field C	Field D	Field E
Female	11303	13626	11737	3151	6982
Male	7236	10848	11248	5483	4592

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	6.3	8.5	12.1	13.4	13.8	13.8	12.7	9.5	6.0
	Female	4.8	7.6	10.2	14.2	14.6	14.2	13.3	11.1	6.7	3.5
	Male	2.7	4.2	5.7	9.0	11.5	13.2	14.5	15.1	14.0	10.0
B	All students	4.0	6.2	8.3	12.1	13.4	13.9	13.7	12.7	9.7	6.0
	Female	4.3	7.1	9.3	13.7	14.1	14.4	13.6	11.6	7.9	4.1
	Male	3.7	5.1	7.1	10.1	12.6	13.4	13.7	14.1	11.9	8.3
C	All students	4.0	6.2	8.4	12.1	13.6	14.1	13.5	12.6	9.5	6.0
	Female	3.2	5.7	8.2	12.7	14.4	14.6	14.1	12.5	9.1	5.6
	Male	4.9	6.8	8.7	11.5	12.9	13.6	12.8	12.7	9.9	6.4
D	All students	4.0	6.3	8.6	12.0	13.0	14.0	14.2	12.8	9.2	6.0
	Female	3.2	6.0	8.8	13.0	14.5	14.8	15.4	13.2	7.3	3.8
	Male	4.5	6.5	8.5	11.4	12.1	13.5	13.5	12.6	10.2	7.2
E	All students	4.0	6.3	8.7	12.4	13.3	13.9	13.6	12.5	9.3	6.0
	Female	5.1	7.9	10.2	13.8	14.1	14.0	13.1	11.2	6.9	3.8
	Male	2.3	3.9	6.2	10.4	12.2	13.7	14.5	14.6	12.9	9.3

Figure 5: 1994 FP distribution by gender



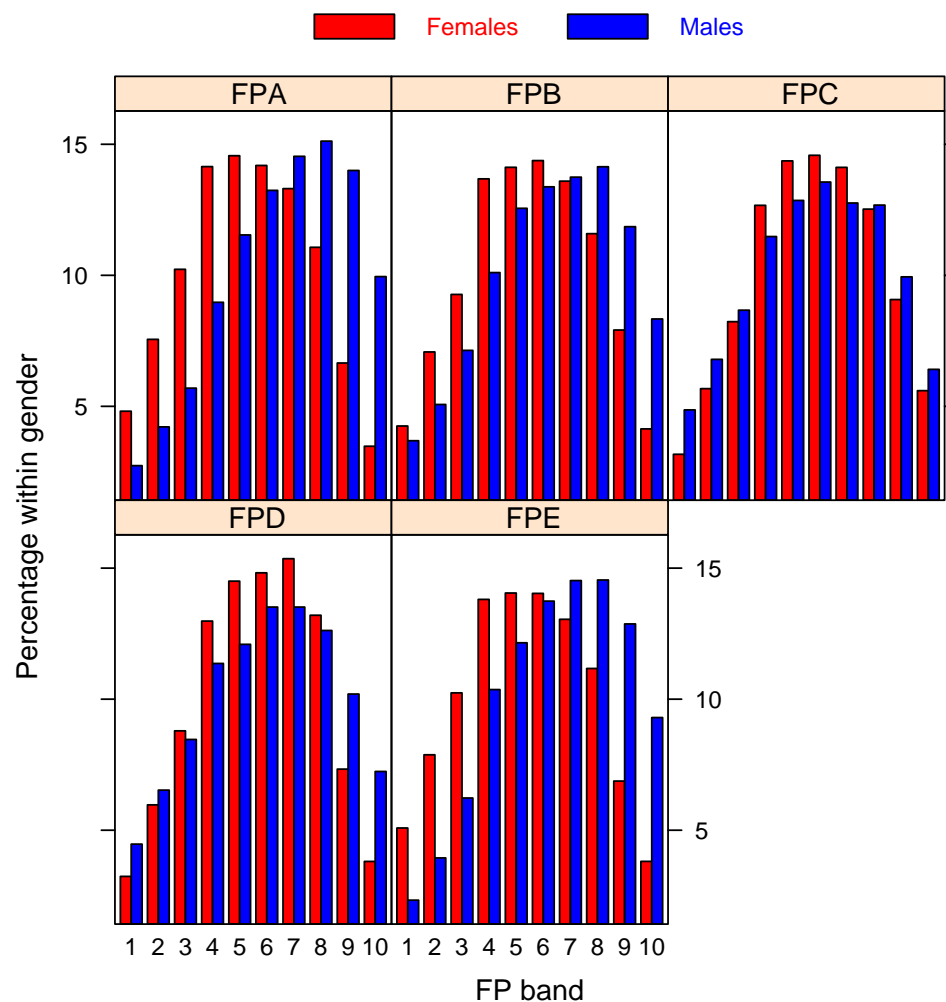
FPs percentage distribution within gender

Figure 6 shows FPs and their distributions in the state for 1994 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 1994.

Table 8: Numbers of students per FP combination

Sets of FPs	Students	Total	Per cent	
ABCDE	1493	5 FPs	1493	5.83
ABCD	2126			
ABCE	6362			
BCDE	876	4 FPs	9364	36.58
ABC	6292			
ABE	1488			
BCD	3166			
BCE	942			
CDE	8	3 FPs	11896	46.47
AB	778			
BC	613			
BE	318			
CD	965			
CE	79	2 FPs	2753	10.76
B	20			
C	63			
E	8	1 FP	91	0.36

Figure 6: 1994 FP distribution within gender



Contact Us

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