

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 27 303 Queensland students² who received an OP in 2001 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: 2001 OP distribution

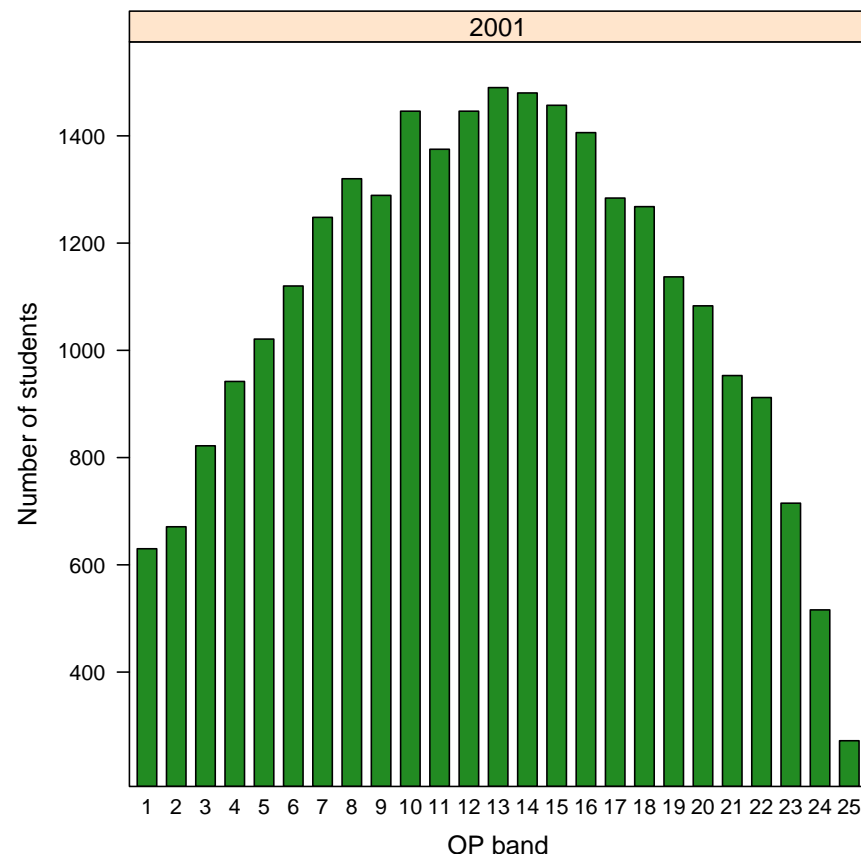


Table 1: 2001 OP distribution

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	630	671	822	942	1021	1120	1248	1320	1289	1446	1375	1446	1490	1480	1457	1406	1284	1268	1137	1083	953	912	715	516	272
Cumulative	630	1301	2123	3065	4086	5206	6454	7774	9063	10509	11884	13330	14820	16300	17757	19163	20447	21715	22852	23935	24888	25800	26515	27031	27303
Per cent	2.31	2.46	3.01	3.45	3.74	4.10	4.57	4.83	4.72	5.30	5.04	5.30	5.46	5.42	5.34	5.15	4.70	4.64	4.16	3.97	3.49	3.34	2.62	1.89	1.00
Cumulative	2.31	4.77	7.78	11.23	14.97	19.07	23.64	28.47	33.19	38.49	43.53	48.82	54.28	59.70	65.04	70.19	74.89	79.53	83.70	87.66	91.15	94.50	97.11	99.00	100.00

Figure 2: 2001 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.

³ Report submitted to the Minister for Education by the Tertiary Entrance Reviewer Professor Nancy Viviani.

⁴ In 2006 less than one per cent of OP-eligible students received an OP 25 — this is less than half of the percentage of students receiving an OP 25 in 1992. In the same period, the percentage of OP-eligible students receiving an OP 1 has increased from 2.0 to 2.46 per cent.

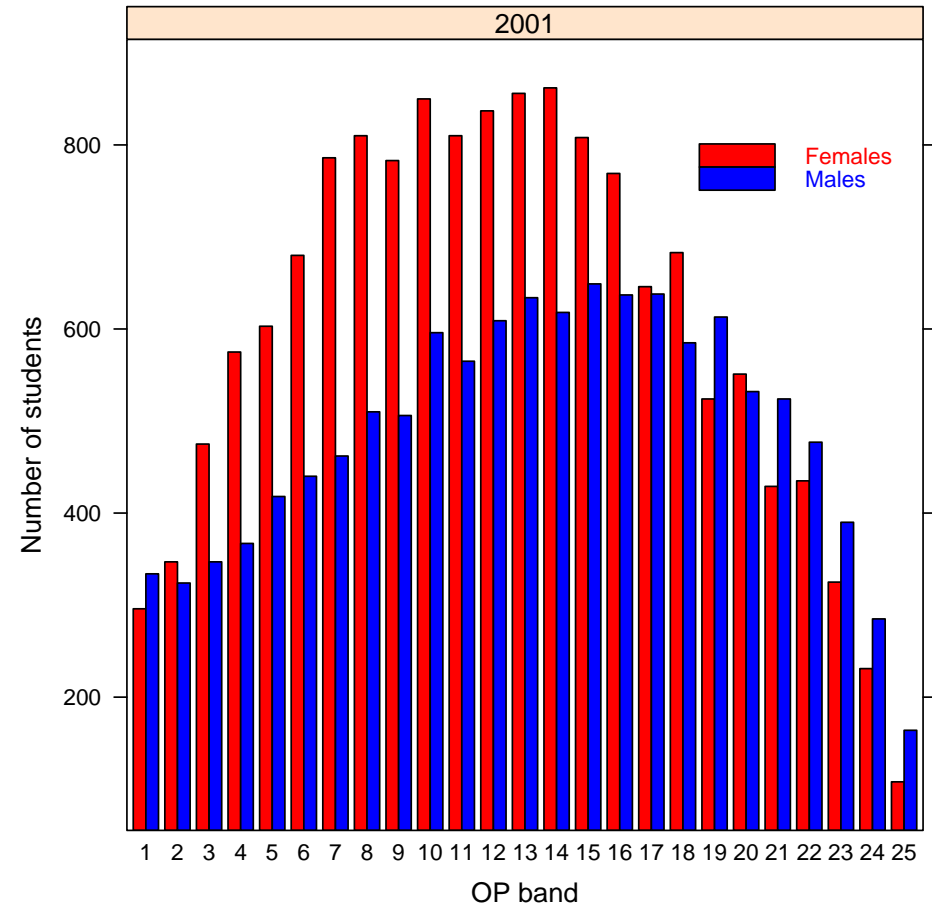


Table 2: 2001 OP distribution

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	630	671	822	942	1021	1120	1248	1320	1289	1446	1375	1446	1490	1480	1457	1406	1284	1268	1137	1083	953	912	715	516	272	27303
Females	296	347	475	575	603	680	786	810	783	850	810	837	856	862	808	769	646	683	524	551	429	435	325	231	108	15079
Males	334	324	347	367	418	440	462	510	506	596	565	609	634	618	649	637	638	585	613	532	524	477	390	285	164	12224

Figure 3: 2001 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.

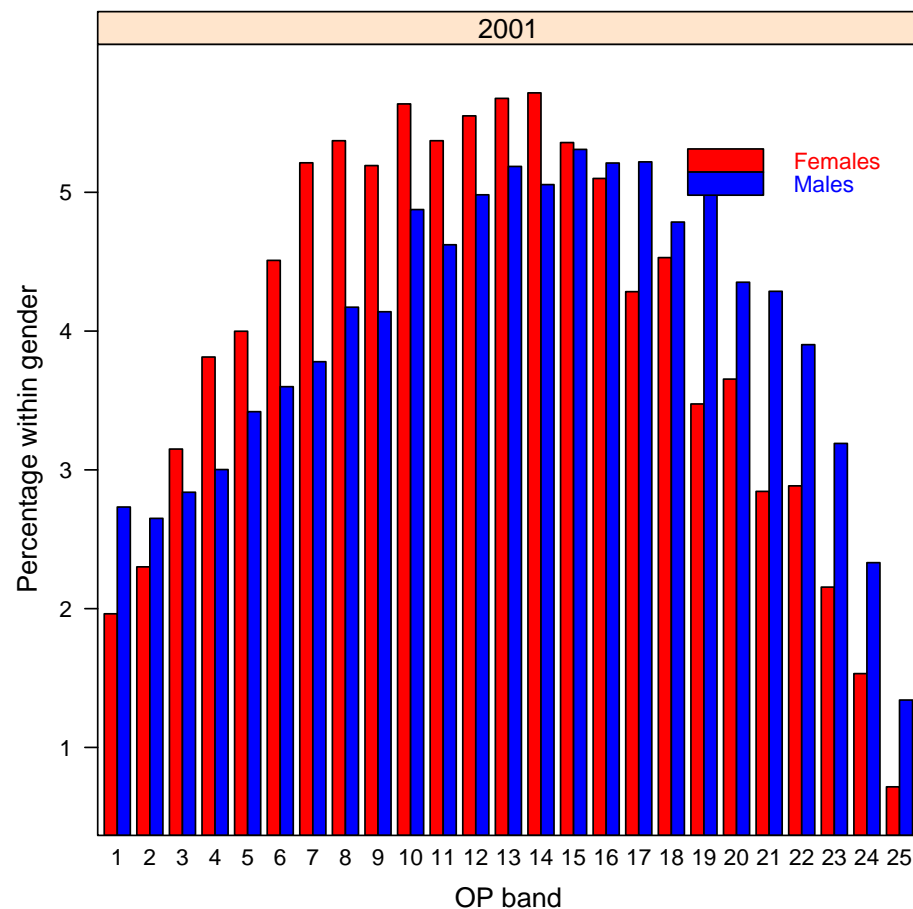


Table 3: 2001 OP percentage distribution within gender

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 %	2.31	2.46	3.01	3.45	3.74	4.10	4.57	4.83	4.72	5.30	5.04	5.30	5.46	5.42	5.34	5.15	4.70	4.64	4.16	3.97	3.49	3.34	2.62	1.89	1.00
Female %	1.96	2.30	3.15	3.81	4.00	4.51	5.21	5.37	5.19	5.64	5.37	5.55	5.68	5.72	5.36	5.10	4.28	4.53	3.48	3.65	2.85	2.88	2.16	1.53	0.72
Male %	2.73	2.65	2.84	3.00	3.42	3.60	3.78	4.17	4.14	4.88	4.62	4.98	5.19	5.06	5.31	5.21	5.22	4.79	5.01	4.35	4.29	3.90	3.19	2.33	1.34

FP distributions

Figure 4 shows the FP distributions for 2001. 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

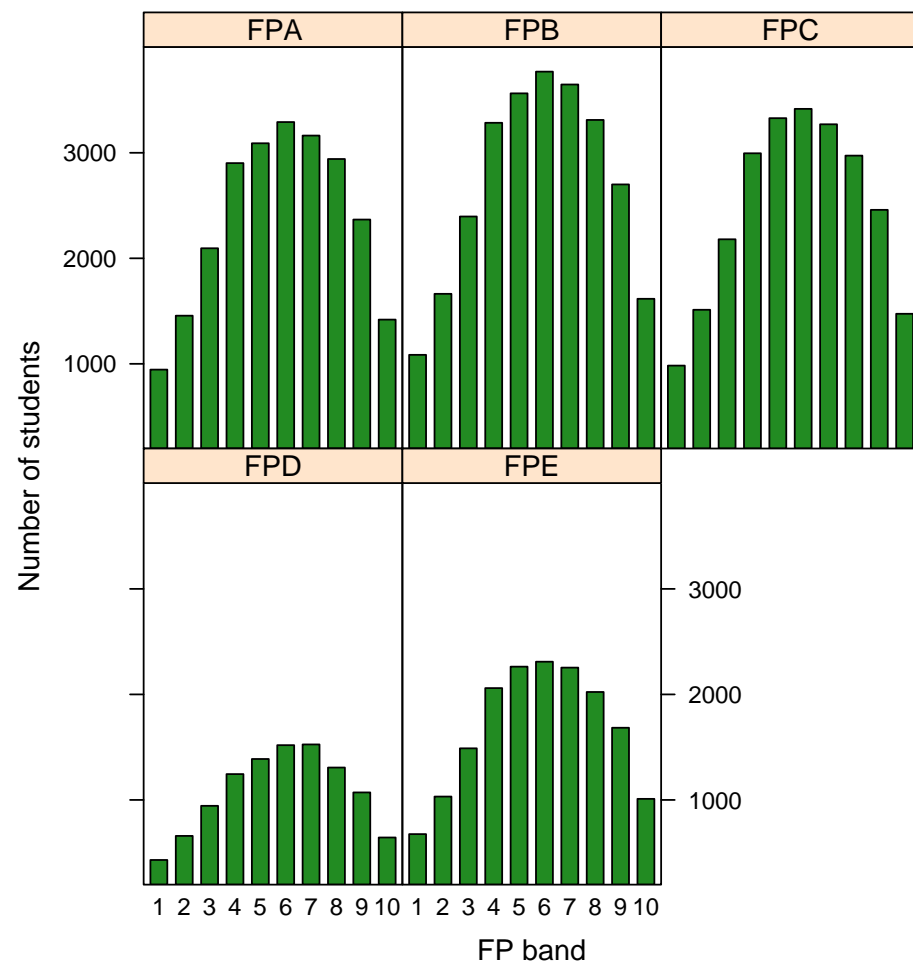
Field	1	2	3	4	5	6	7	8	9	10	Total
A	945	1456	2095	2902	3090	3291	3163	2941	2367	1419	23669
B	1085	1663	2396	3284	3563	3769	3647	3311	2700	1616	27034
C	983	1512	2180	2995	3328	3416	3270	2973	2459	1474	24591
D	431	659	944	1245	1388	1519	1526	1307	1071	644	10734
E	676	1032	1489	2060	2263	2310	2254	2023	1684	1010	16801

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 2001 and the weights for each field position.

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

Figure 4: 2001 FP distribution



2001 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	Id	Syllabus	OP	A	B	C	D	E
1	English (1987)	5	5	5	1		4	40	Chemistry	5	2	3	5	5	3
1	English (1999 Trial-Pilot)	5	5	5	1		4	41	Physics	5	1	3	5	5	2
2	English Extension (Literature)	5	5	5	1		3	42	Biology	5	3	3	5	4	3
5	French	5	2	5	1		4	43	Earth Science	5	3	3	5	3	3
6	German	5	2	5	1		4	44	Multi-Strand Science	5	2	3	5	3	4
7	Indonesian	5	2	5	1		4	45	Marine Studies	5	3	3	5	3	4
8	Italian	5	2	5	1		4	51	Agricultural Science (1992)	5	3	3	5	3	4
9	Japanese	5	2	5	1		4	51	Agricultural Science (1999)	5	4	3	4	3	4
10	Russian	5	2	5	1		4	60	Accounting	5	3	3	5	4	2
11	Chinese	5	2	5	1		4	61	Secretarial Studies	5	1	3	3	1	4
12	Vietnamese	5	2	5	1		4	62	Business Organisation & Management	5	4	3	5	2	3
13	Korean	5	2	5	1		3	63	Business Communication & Technologies	5	3	3	5	2	4
14	Modern Greek	5	2	5	1		4	65	Information Technology Systems	5	3	3	5	3	4
15	French Extension	5	3	5	1		4	67	Health Education	5	4	4	3	1	2
16	German Extension	5	3	5	1		4	68	Physical Education	5	3	3	3	2	5
17	Latin	5	3	5	1		1	71	Home Economics (1992)	5	4	3	3	1	4
18	Spanish	5	2	5	1		4	71	Home Economics (1998 Trial-Pilot)	5	4	3	3	1	4
20	Ancient History	5	5	5	2		1	72	Hospitality Studies	5	3	3	3	1	4
21	Modern History	5	5	5	2		1	74	Engineering Technology	5	4	3	5	4	3
22	Futures	5	5	5	3	1	2	76	Graphics	5	2	3	5	4	4
23	Aboriginal & Torres Strait Islander Studies	5	4	4	2		2	78	Technology Studies (1991)	5	3	3	5	3	4
24	Geography (1992)	5	4	4	4	2	2	78	Technology Studies (1999)	5	3	3	5	3	4
24	Geography (1999)	5	4	4	4	2	2	80	Visual Art	5	4	3	2		5
25	Political Studies	5	5	5	3		1	85	Dance	5	3	3	1		5
27	Economics (1992)	5	5	5	5	2		86	Study of Religion	5	4	4	2		2
27	Economics (1998)	5	5	5	5	3	2	87	Information Processing & Technology	5	4	3	5	4	3
28	Study of Society	5	5	5	3	1		88	Drama	5	4	3	1		5
29	Legal Studies	5	5	5	2		2	89	Film & Television	5	4	3	2	1	5
30	Logic	5	4	4	5	4	1	90	Health & Physical Education	5	3	3	3	1	5
36	Mathematics A	5	1	2	5	5		91	Music	5	3	3	3	1	5
37	Mathematics B	5	1	1	5	5		92	Music Extension (Performance)	5	2	2	2	1	5
38	Mathematics C	5	1	1	5	5		99	A Short Course in the Australian Constitution	5	3	3	1	0	0

FP distributions by gender

Figure 5 shows the FPs and their distributions in the state for 2001 by gender.

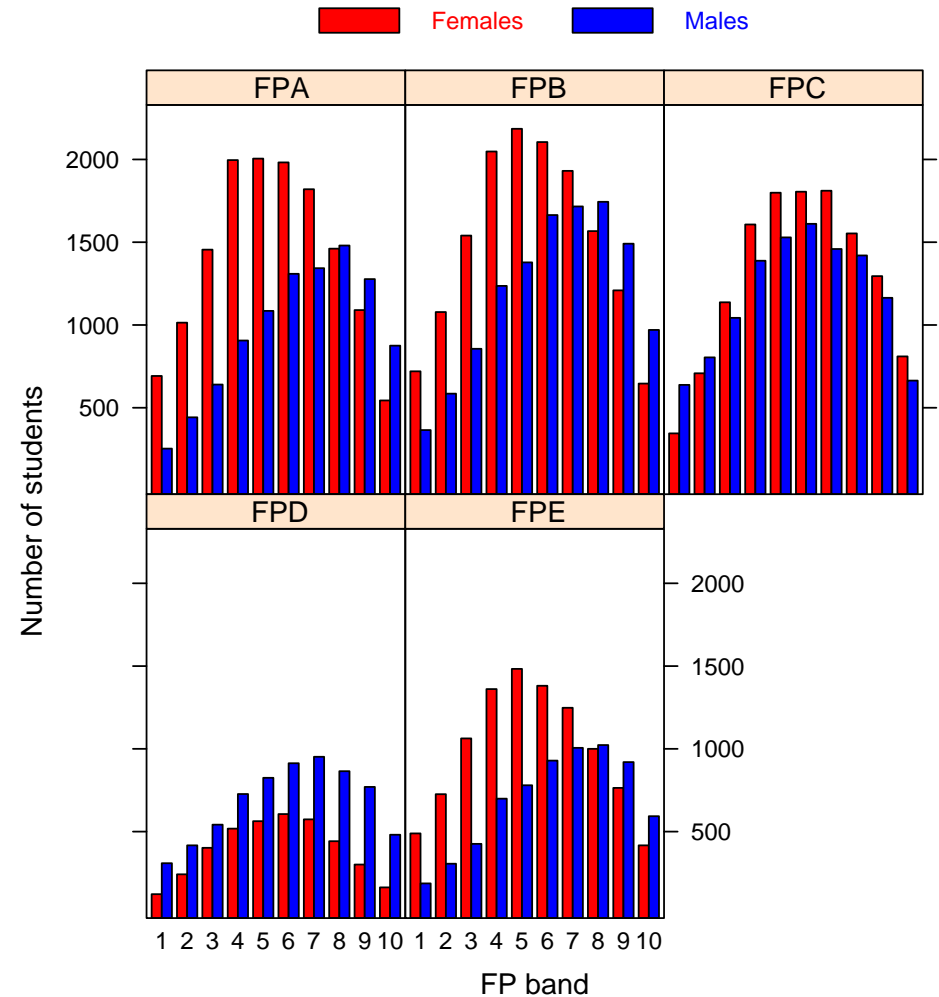
Table 6: Numbers of students eligible for each FP by gender

Gender	Field A	Field B	Field C	Field D	Field E
Female	14059	15029	12871	3933	9932
Male	9610	12005	11720	6801	6869

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	6.2	8.9	12.3	13.1	13.9	13.4	12.4	10.0	6.0
	Female	4.9	7.2	10.4	14.2	14.3	14.1	13.0	10.4	7.8	3.9
	Male	2.6	4.6	6.7	9.4	11.3	13.6	14.0	15.4	13.3	9.1
B	All students	4.0	6.2	8.9	12.2	13.2	13.9	13.5	12.3	10.0	6.0
	Female	4.8	7.2	10.3	13.6	14.5	14.0	12.9	10.4	8.0	4.3
	Male	3.0	4.9	7.1	10.3	11.5	13.9	14.3	14.5	12.4	8.1
C	All students	4.0	6.2	8.9	12.2	13.5	13.9	13.3	12.1	10.0	6.0
	Female	2.7	5.5	8.8	12.5	14.0	14.0	14.1	12.1	10.1	6.3
	Male	5.4	6.9	8.9	11.8	13.1	13.8	12.5	12.1	9.9	5.7
D	All students	4.0	6.1	8.8	11.6	12.9	14.2	14.2	12.2	10.0	6.0
	Female	3.1	6.2	10.2	13.2	14.3	15.4	14.6	11.2	7.7	4.1
	Male	4.5	6.1	8.0	10.7	12.1	13.4	14.0	12.7	11.3	7.1
E	All students	4.0	6.1	8.9	12.3	13.5	13.8	13.4	12.0	10.0	6.0
	Female	4.9	7.3	10.7	13.7	14.9	13.9	12.6	10.1	7.7	4.2
	Male	2.7	4.5	6.2	10.2	11.4	13.5	14.7	14.9	13.4	8.6

Figure 5: 2001 FP distribution by gender



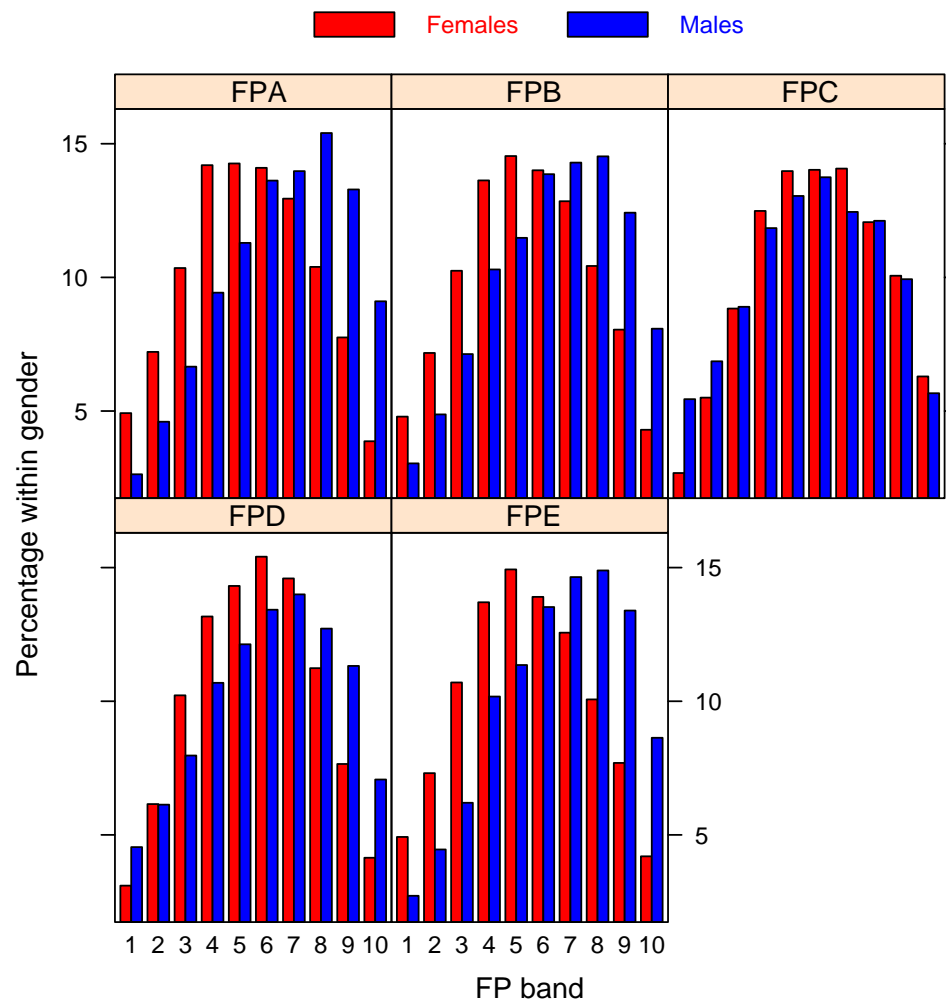
FPs percentage distribution within gender

Figure 6 shows FPs and their distributions in the state for 2001 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 2001.

Table 8: Numbers of students per FP combination

Sets of FPs	Students	Total	Per cent	
ABCDE	5133	5 FPs	5133	18.8
ABCD	2647			
ABCE	8632			
BCDE	562	4 FPs	11841	43.37
ABC	4577			
ABE	1958			
ACD	5			
ACE	2			
BCD	2145			
BCE	465			
CDE	6	3 FPs	9158	33.54
AB	712			
AC	2			
AE	1			
BC	162			
BE	35			
CD	236			
CE	7	2 FPs	1155	4.23
B	6			
C	10	1 FP	16	0.06

Figure 6: 2001 FP distribution within gender



Contact Us

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