

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 26 182 Queensland students² who received an OP in 2007 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: 2007 OP distribution

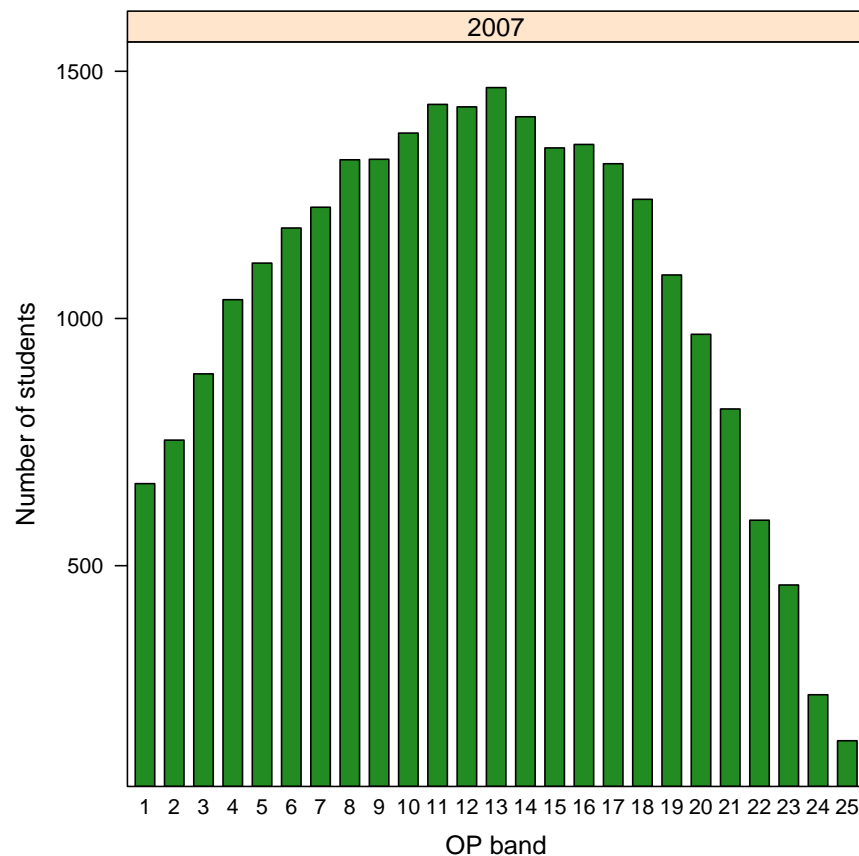


Table 1: 2007 OP distribution

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	666	754	888	1038	1112	1183	1225	1321	1322	1375	1433	1428	1467	1408	1345	1352	1313	1241	1088	968	817	592	461	239	146
Cumulative	666	1420	2308	3346	4458	5641	6866	8187	9509	10884	12317	13745	15212	16620	17965	19317	20630	21871	22959	23927	24744	25336	25797	26036	26182
Per cent	2.54	2.88	3.39	3.96	4.25	4.52	4.68	5.05	5.05	5.25	5.47	5.45	5.60	5.38	5.14	5.16	5.01	4.74	4.16	3.70	3.12	2.26	1.76	0.91	0.56
Cumulative	2.54	5.42	8.82	12.78	17.03	21.55	26.22	31.27	36.32	41.57	47.04	52.50	58.10	63.48	68.62	73.78	78.79	83.53	87.69	91.39	94.51	96.77	98.53	99.44	100.00

Figure 2: 2007 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.

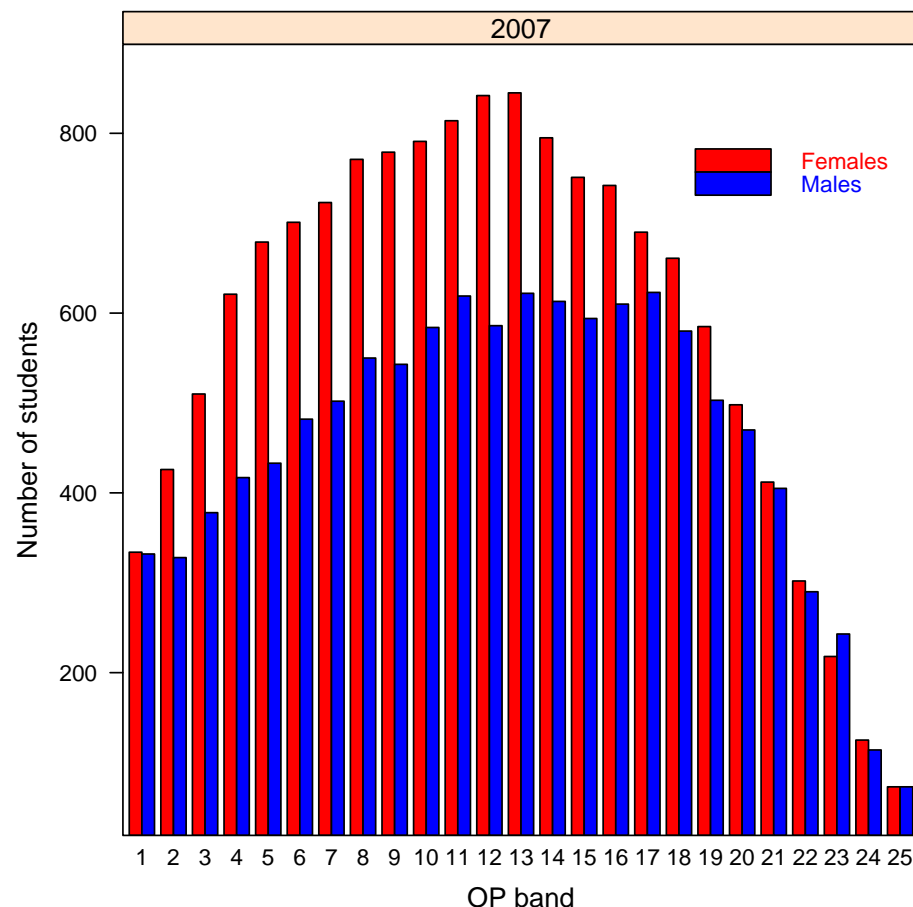


Table 2: 2007 OP distribution

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	666	754	888	1038	1112	1183	1225	1321	1322	1375	1433	1428	1467	1408	1345	1352	1313	1241	1088	968	817	592	461	239	146	26182
Females	334	426	510	621	679	701	723	771	779	791	814	842	845	795	751	742	690	661	585	498	412	302	218	125	73	14688
Males	332	328	378	417	433	482	502	550	543	584	619	586	622	613	594	610	623	580	503	470	405	290	243	114	73	11494

Figure 3: 2007 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.

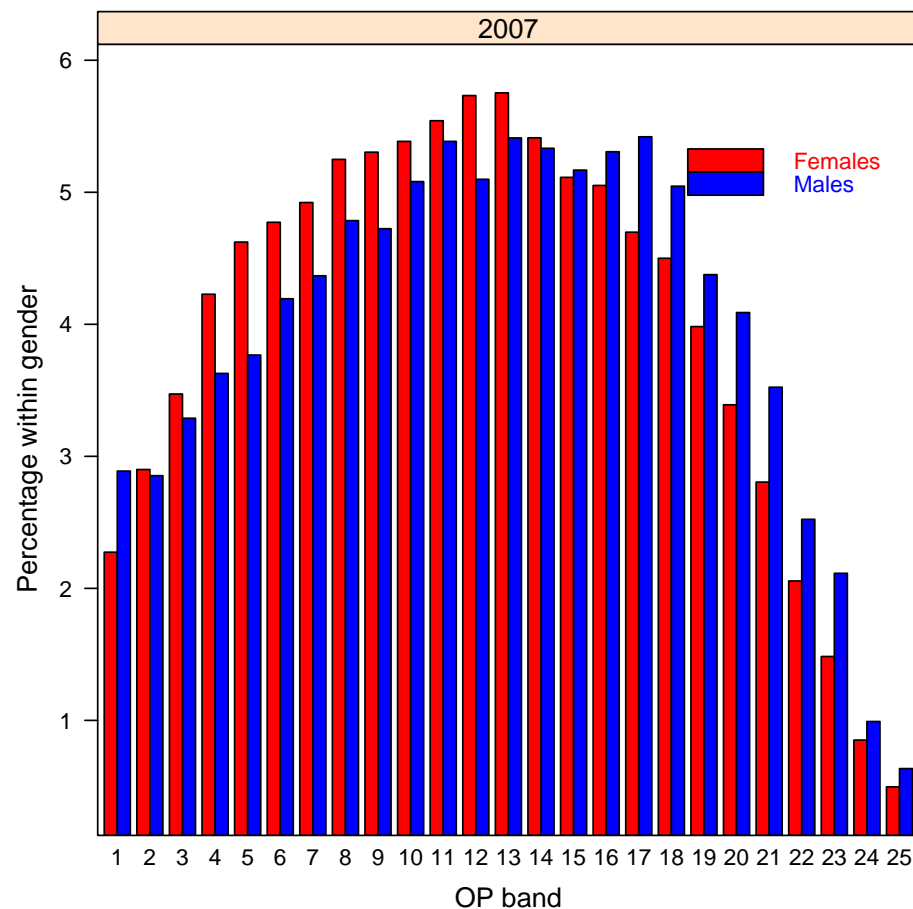


Table 3: 2007 OP percentage distribution within gender

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 %	2.54	2.88	3.39	3.96	4.25	4.52	4.68	5.05	5.05	5.25	5.47	5.45	5.60	5.38	5.14	5.16	5.01	4.74	4.16	3.70	3.12	2.26	1.76	0.91	0.56
Female %	2.27	2.90	3.47	4.23	4.62	4.77	4.92	5.25	5.30	5.39	5.54	5.73	5.75	5.41	5.11	5.05	4.70	4.50	3.98	3.39	2.81	2.06	1.48	0.85	0.50
Male %	2.89	2.85	3.29	3.63	3.77	4.19	4.37	4.79	4.72	5.08	5.39	5.10	5.41	5.33	5.17	5.31	5.42	5.05	4.38	4.09	3.52	2.52	2.11	0.99	0.64

FP distributions

Figure 4 shows the FP distributions for 2007. 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

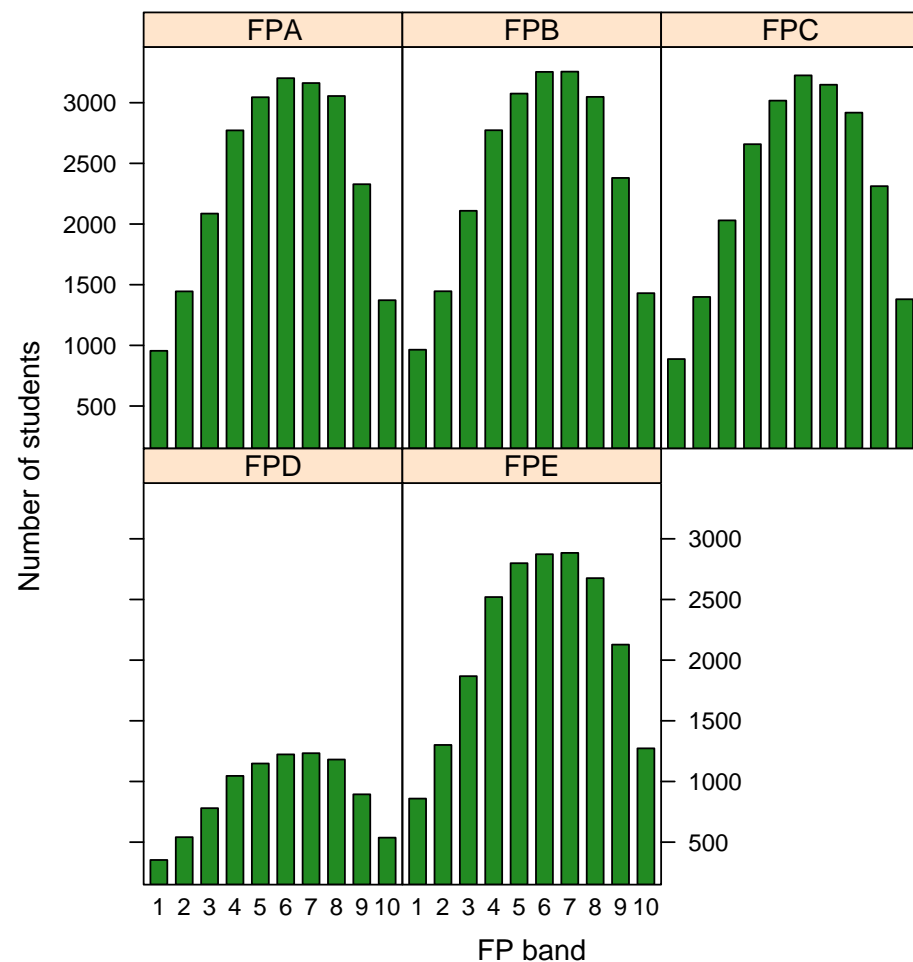
Field	1	2	3	4	5	6	7	8	9	10	Total
A	955	1445	2086	2772	3045	3202	3162	3055	2328	1372	23422
B	964	1446	2109	2773	3075	3254	3256	3048	2380	1430	23735
C	887	1399	2030	2658	3017	3225	3148	2918	2312	1380	22974
D	353	541	780	1046	1148	1223	1233	1181	894	537	8936
E	859	1301	1868	2520	2799	2873	2884	2676	2128	1273	21181

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 2007 and the weights for each field position.

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

Figure 4: 2007 FP distribution



2007 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	4	1	0	4
2	English Extension (Literature)	5	5	4	1	0	3
4	Indonesian Extension	5	3	5	1	0	4
5	French	5	2	5	1	0	4
6	German	5	2	5	1	0	4
7	Indonesian	5	2	5	1	0	4
8	Italian	5	2	5	1	0	4
9	Japanese	5	2	5	1	0	4
10	Russian	5	2	5	1	0	4
11	Chinese	5	2	5	1	0	4
12	Vietnamese	5	2	5	1	0	4
13	Korean	5	2	5	1	0	4
14	Modern Greek	5	2	5	1	0	4
15	French Extension	5	3	5	1	0	4
16	German Extension	5	3	5	1	0	4
17	Latin	5	3	5	1	0	2
18	Spanish	5	2	5	1	0	4
19	Polish	5	2	5	1	0	4
20	Ancient History	5	5	5	2	0	2
21	Modern History	5	5	5	2	0	2
22	Futures	5	5	5	3	1	3
23	Aboriginal & Torres Strait Islander Studies	5	5	5	2	0	3
24	Geography	5	5	5	4	2	3
25	Political Studies	5	5	5	2	0	2
27	Economics	5	5	5	4	2	2
28	Study of Society	5	5	5	3	0	2
29	Legal Studies	5	5	5	2	0	2
33	Philosophy & Reason	5	5	5	3	2	2
36	Mathematics A	5	1	2	5	5	1
37	Mathematics B	5	1	1	5	5	1
38	Mathematics C	5	1	1	5	5	1
40	Chemistry (1995)	5	2	3	5	5	3
40	Chemistry (2004 Extended Trial-Pilot)	5	3	3	5	5	3

Id	Syllabus	OP	A	B	C	D	E
41	Physics (1995)	5	1	2	5	5	2
41	Physics (2004 Extended Trial-Pilot)	5	3	3	5	5	3
42	Biology	5	3	3	5	3	3
43	Earth Science	5	3	3	5	3	3
44	Multi-Strand Science	5	2	3	5	3	3
45	Marine Studies	5	3	3	5	3	4
46	Science21	5	4	3	5	3	3
51	Agricultural Science	5	3	3	5	3	3
55	Aerospace Studies	5	4	3	5	4	2
59	Tourism	5	3	4	3	2	3
60	Accounting	5	3	3	5	4	2
62	Business Organisation & Management	5	4	4	4	2	3
63	Business Communication & Technologies	5	3	3	5	2	3
65	Information Technology Systems	5	3	3	5	4	3
67	Health Education	5	5	4	3	2	2
68	Physical Education	5	3	3	3	2	5
71	Home Economics	5	3	3	3	2	4
72	Hospitality Studies	5	3	3	3	2	4
74	Engineering Technology	5	3	3	5	4	3
76	Graphics	5	2	3	5	4	4
78	Technology Studies	5	3	3	5	3	4
80	Visual Art	5	4	3	2	0	5
85	Dance	5	3	3	2	0	5
86	Study of Religion	5	5	4	2	0	2
87	Information Processing & Technology	5	3	3	4	4	3
88	Drama	5	4	3	1	0	5
91	Music	5	3	3	2	0	5
92	Music Extension (Performance)	5	2	2	2	2	5
93	Film, Television and New Media	5	4	3	2	0	5
94	Music Extension	5	3	2	2	1	5

2007 State Distribution of Overall Positions (OPs) and Field Positions (FPs)

FP distributions by gender

Figure 5 shows the FPs and their distributions in the state for 2007 by gender.

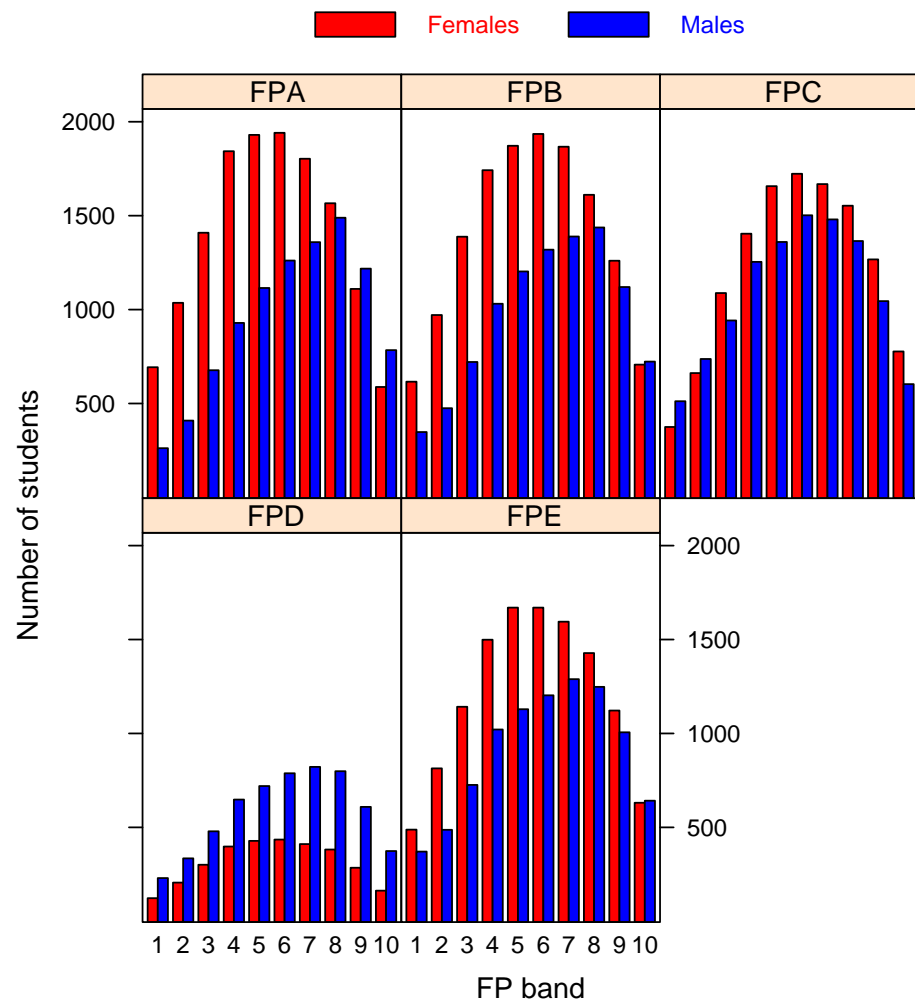
Table 6: Numbers of students eligible for each FP by gender

Gender	Field A	Field B	Field C	Field D	Field E
Female	13919	13969	12174	3132	12059
Male	9503	9766	10800	5804	9122

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	4.1	6.2	8.9	11.8	13.0	13.7	13.5	13.0	9.9	5.9
	Female	5.0	7.4	10.1	13.2	13.9	13.9	13.0	11.3	8.0	4.2
	Male	2.8	4.3	7.1	9.8	11.7	13.3	14.3	15.7	12.8	8.3
B	All students	4.1	6.1	8.9	11.7	13.0	13.7	13.7	12.8	10.0	6.0
	Female	4.4	7.0	9.9	12.5	13.4	13.9	13.4	11.5	9.0	5.1
	Male	3.6	4.9	7.4	10.6	12.3	13.5	14.2	14.7	11.5	7.4
C	All students	3.9	6.1	8.8	11.6	13.1	14.0	13.7	12.7	10.1	6.0
	Female	3.1	5.4	8.9	11.5	13.6	14.2	13.7	12.8	10.4	6.4
	Male	4.7	6.8	8.7	11.6	12.6	13.9	13.7	12.6	9.7	5.6
D	All students	4.0	6.1	8.7	11.7	12.9	13.7	13.8	13.2	10.0	6.0
	Female	3.9	6.6	9.6	12.7	13.7	13.9	13.1	12.2	9.1	5.2
	Male	4.0	5.8	8.3	11.2	12.4	13.6	14.2	13.8	10.5	6.4
E	All students	4.1	6.1	8.8	11.9	13.2	13.6	13.6	12.6	10.1	6.0
	Female	4.1	6.8	9.5	12.4	13.9	13.9	13.2	11.8	9.3	5.2
	Male	4.1	5.3	8.0	11.2	12.4	13.2	14.1	13.7	11.0	7.0

Figure 5: 2007 FP distribution by gender



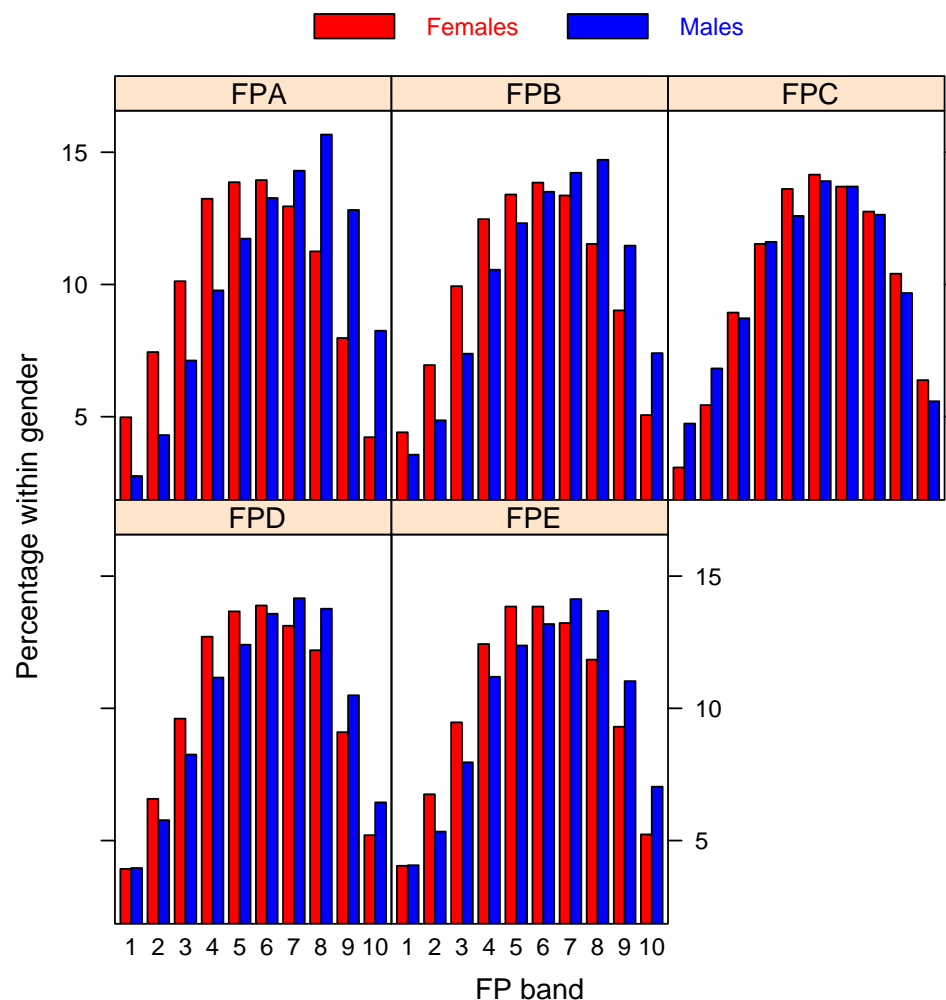
FPs percentage distribution within gender

Figure 6 shows FPs and their distributions in the state for 2007 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 2007.

Table 8: Numbers of students per FP combination

Sets of FPs	Students	Total	Per cent	
ABCDE	5726	5 FPs	5726	21.87
ABCD	842			
ABCE	10661			
ACDE	124			
BCDE	477	4 FPs	12104	46.23
ABC	2434			
ABE	2659			
ACD	98			
ACE	335			
BCD	82			
BCE	345			
CDE	596	3 FPs	6549	25.01
AB	426			
AC	36			
AE	80			
BC	45			
BE	34			
CD	991			
CE	140	2 FPs	1752	6.69
A	1			
B	4			
C	42			
E	4	1 FP	51	0.19

Figure 6: 2007 FP distribution within gender



Contact Us

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