

2018 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 24935 Queensland students who received an OP in 2018. 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: 2018 OP distribution

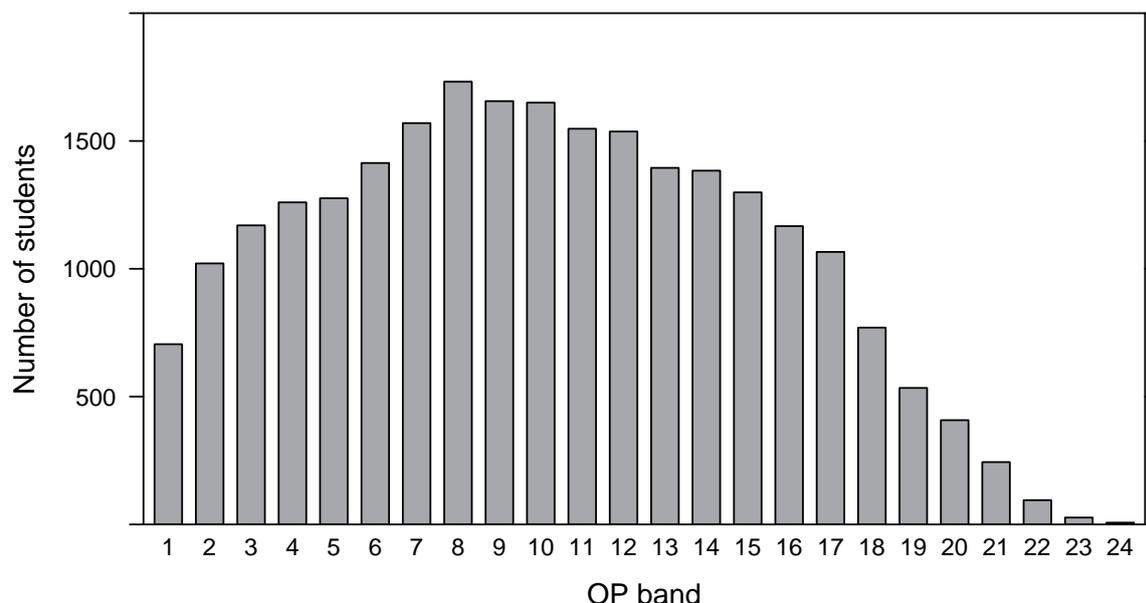


Table 1: 2018 OP distribution, cumulative percentages

OP Band	All students	%	Cumulative	Cumulative %
1	705	2.83	705	2.83
2	1021	4.09	1726	6.92
3	1170	4.69	2896	11.61
4	1260	5.05	4156	16.67
5	1276	5.12	5432	21.78
6	1414	5.67	6846	27.46
7	1570	6.30	8416	33.75
8	1732	6.95	10148	40.70
9	1656	6.64	11804	47.34
10	1650	6.62	13454	53.96
11	1548	6.21	15002	60.16
12	1537	6.16	16539	66.33
13	1395	5.59	17934	71.92
14	1384	5.55	19318	77.47
15	1299	5.21	20617	82.68
16	1167	4.68	21784	87.36
17	1066	4.28	22850	91.64
18	770	3.09	23620	94.73
19	534	2.14	24154	96.87
20	408	1.64	24562	98.50
21	244	0.98	24806	99.48
22	95	0.38	24901	99.86
23	27	0.11	24928	99.97
24	7	0.03	24935	100.00
Total	24935			

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.

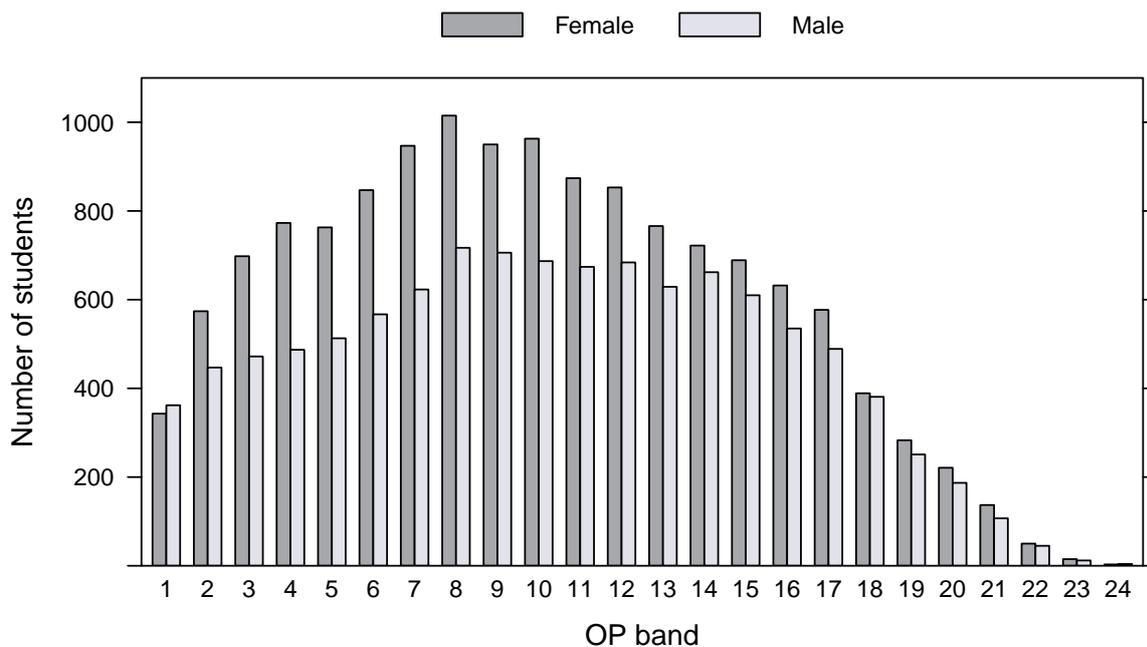
¹ Report submitted to the Minister for Education by the Tertiary Entrance Reviewer, Professor Nancy Viviani.

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: 2018 OP distribution within gender

OP Band	Female	Female %	Male	Male %
1	343	2.44	362	3.34
2	574	4.08	447	4.12
3	698	4.96	472	4.35
4	773	5.49	487	4.49
5	763	5.42	513	4.73
6	847	6.01	567	5.23
7	947	6.72	623	5.74
8	1015	7.21	717	6.61
9	950	6.75	706	6.51
10	963	6.84	687	6.33
11	874	6.21	674	6.21
12	853	6.06	684	6.30
13	766	5.44	629	5.80
14	722	5.13	662	6.10
15	689	4.89	610	5.62
16	632	4.49	535	4.93
17	577	4.10	489	4.51
18	389	2.76	381	3.51
19	283	2.01	251	2.31
20	221	1.57	187	1.72
21	137	0.97	107	0.99
22	50	0.36	45	0.41
23	15	0.11	12	0.11
24	3	0.02	4	0.04
Total	14084		10851	

Figure 2: 2018 OP distribution within gender

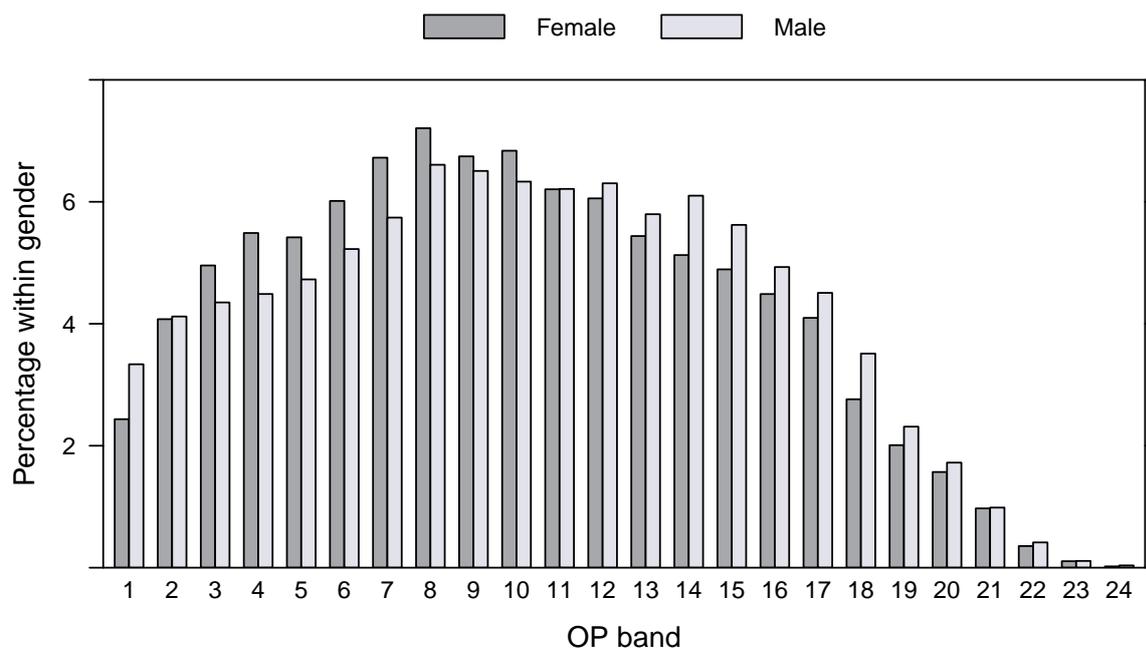


OP percentage distribution within gender

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: 2018 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 2018. Table 4 shows the combinations of fields for which students were eligible in 2018. 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: 2018 FP distribution

Field	1	2	3	4	5	6	7	8	9	10	Total
A	967	1488	2146	2795	3120	3276	3310	3120	2398	1348	23968
B	849	1310	1866	2443	2699	2900	2867	2782	2120	1224	21060
C	850	1318	1889	2524	2778	2993	3054	2788	2187	1300	21681
D	376	584	850	1131	1221	1246	1332	1261	956	580	9537
E	259	393	567	762	805	889	892	824	633	377	6401

Figure 4: 2018 FP distribution

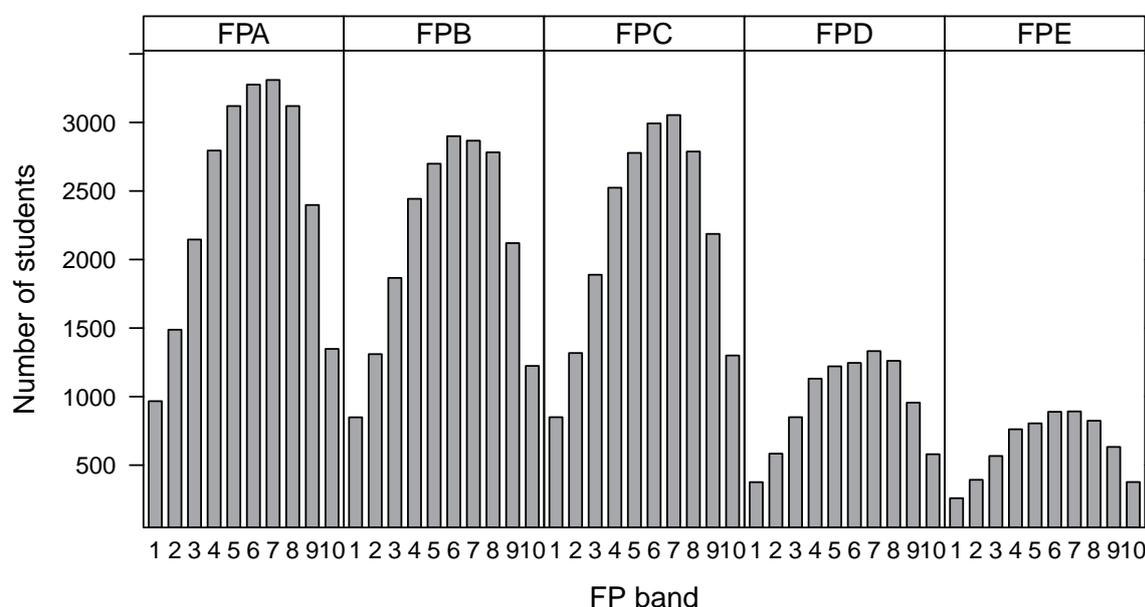


Table 4: 2018 Numbers of students per FP combination

Sets of FPs	Students		Total	%
ABCDE	882	5 FPs	882	3.54
ABCD	7489			
ABCE	3136			
ACDE	108			
BCDE	2	4 FPs	10735	43.05
ABC	7114			
ABE	661			
ACD	614			
ACE	498			
BCD	161			
BCE	33			
CDE	8	3 FPs	9089	36.45
AB	1370			
AC	1049			
BC	115			
CD	273			
CE	107	2 FPs	3809	15.28
A	183			
B	66			
C	92			
E	71	1 FP	412	1.65

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 2018 and the weights for each field position.

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

Table 5: 2018 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

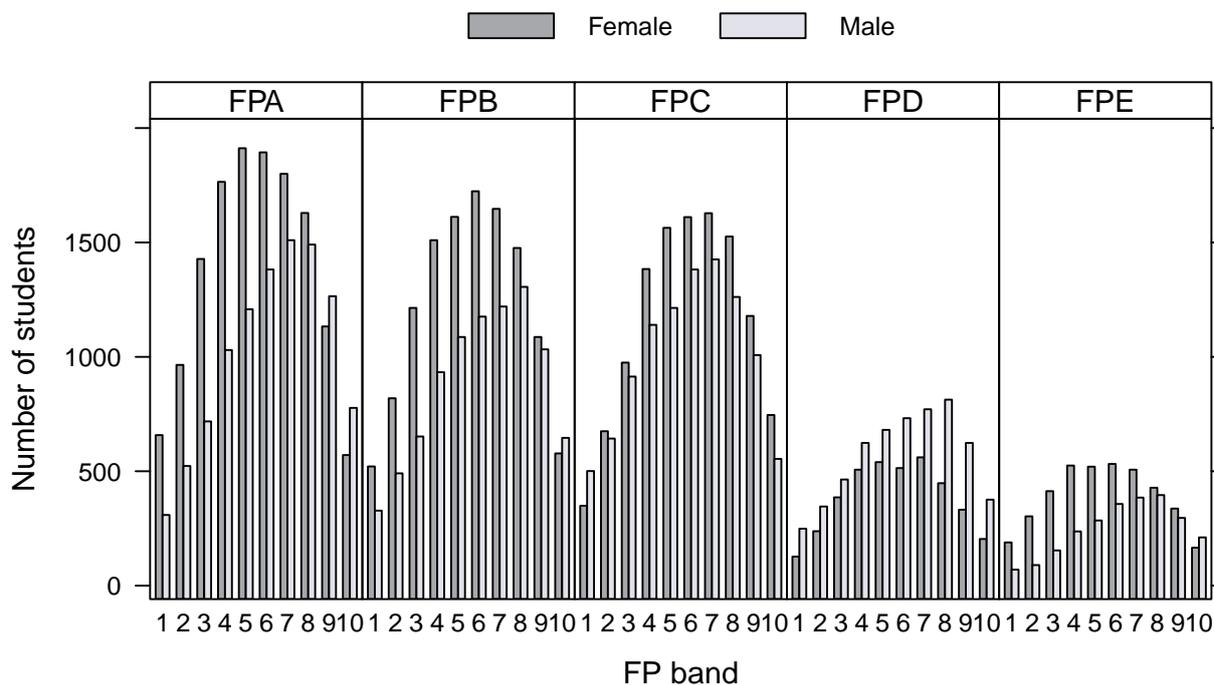
FP distribution within gender

Figure 5 and Table 6 show the FPs and their distributions in the State for 2018 within gender.

Table 6: Numbers of students eligible for each FP within gender, 2018

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	967	1488	2146	2795	3120	3276	3310	3120	2398	1348
	Female	658	965	1428	1765	1912	1894	1800	1629	1133	571
	Male	309	523	718	1030	1208	1382	1510	1491	1265	777
B	All students	849	1310	1866	2443	2699	2900	2867	2782	2120	1224
	Female	521	819	1214	1510	1612	1724	1647	1476	1087	578
	Male	328	491	652	933	1087	1176	1220	1306	1033	646
C	All students	850	1318	1889	2524	2778	2993	3054	2788	2187	1300
	Female	349	675	975	1384	1564	1611	1628	1526	1179	746
	Male	501	643	914	1140	1214	1382	1426	1262	1008	554
D	All students	376	584	850	1131	1221	1246	1332	1261	956	580
	Female	127	238	386	507	540	514	561	448	332	204
	Male	249	346	464	624	681	732	771	813	624	376
E	All students	259	393	567	762	805	889	892	824	633	377
	Female	189	303	413	525	520	532	507	428	337	166
	Male	70	90	154	237	285	357	385	396	296	211

Figure 5: 2018 FP distribution by gender



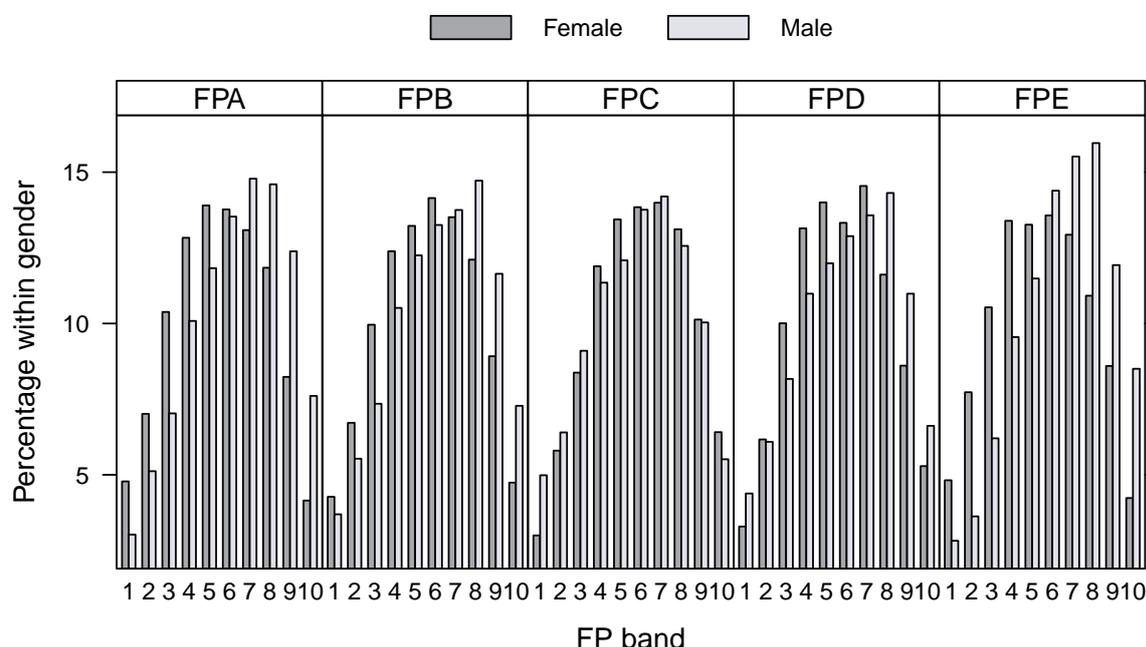
FP percentage distribution within gender

Figure 6 and Table 7 show FPs and their distributions in the State for 2018 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, 2018

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	4.0	6.2	9.0	11.7	13.0	13.7	13.8	13.0	10.0	5.6
	Female	4.8	7.0	10.4	12.8	13.9	13.8	13.1	11.8	8.2	4.2
	Male	3.0	5.1	7.0	10.1	11.8	13.5	14.8	14.6	14.6	12.4
B	All students	4.0	6.2	8.9	11.6	12.8	13.8	13.6	13.2	10.1	5.8
	Female	4.3	6.7	10.0	12.4	13.2	14.2	13.5	12.1	8.9	4.7
	Male	3.7	5.5	7.4	10.5	12.3	13.3	13.8	14.7	11.6	7.3
C	All students	3.9	6.1	8.7	11.6	12.8	13.8	14.1	12.9	10.1	6.0
	Female	3.0	5.8	8.4	11.9	13.4	13.8	14.0	13.1	10.1	6.4
	Male	5.0	6.4	9.1	11.4	12.1	13.8	14.2	12.6	10.0	5.5
D	All students	3.9	6.1	8.9	11.9	12.8	13.1	14.0	13.2	10.0	6.1
	Female	3.3	6.2	10.0	13.1	14.0	13.3	14.5	11.6	8.6	5.3
	Male	4.4	6.1	8.2	11.0	12.0	12.9	13.6	14.3	11.0	6.6
E	All students	4.1	6.1	8.9	11.9	12.6	13.9	13.9	12.9	9.9	5.9
	Female	4.8	7.7	10.5	13.4	13.3	13.6	12.9	10.9	8.6	4.2
	Male	2.8	3.6	6.2	9.6	11.5	14.4	15.5	16.0	11.9	8.5

Figure 6: 2018 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.