

2019 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 17638 Queensland students who received an OP in 2019. 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: 2019 OP distribution

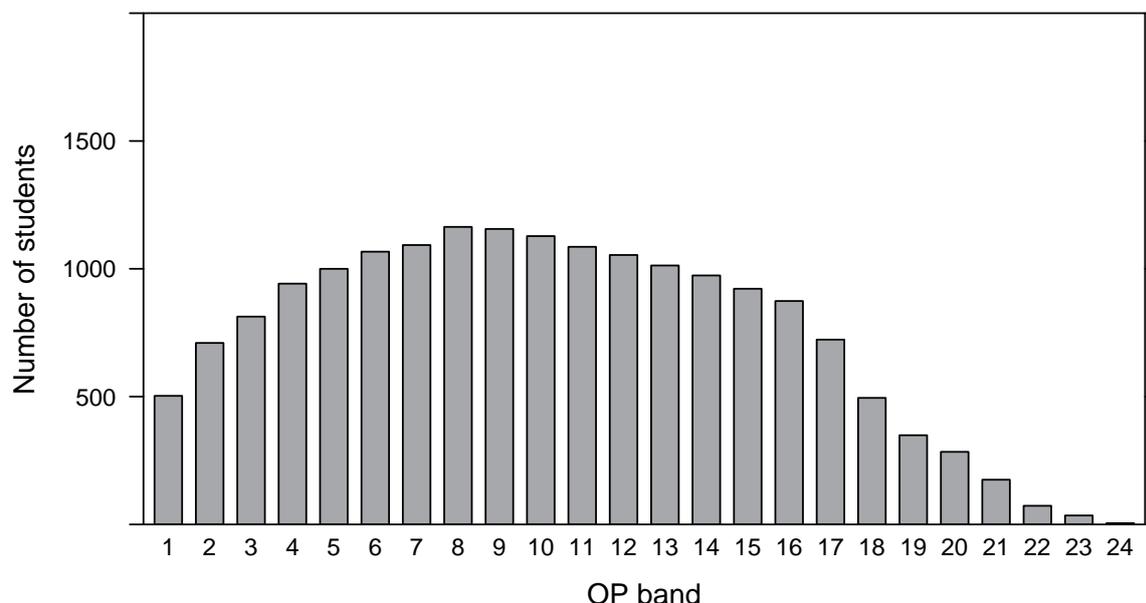


Table 1: 2019 OP distribution, cumulative percentages

OP Band	All students	%	Cumulative	Cumulative %
1	503	2.85	503	2.85
2	710	4.03	1213	6.88
3	813	4.61	2026	11.49
4	942	5.34	2968	16.83
5	1000	5.67	3968	22.50
6	1067	6.05	5035	28.55
7	1093	6.20	6128	34.74
8	1164	6.60	7292	41.34
9	1156	6.55	8448	47.90
10	1128	6.40	9576	54.29
11	1086	6.16	10662	60.45
12	1054	5.98	11716	66.42
13	1013	5.74	12729	72.17
14	974	5.52	13703	77.69
15	922	5.23	14625	82.92
16	874	4.96	15499	87.87
17	723	4.10	16222	91.97
18	495	2.81	16717	94.78
19	349	1.98	17066	96.76
20	284	1.61	17350	98.37
21	175	0.99	17525	99.36
22	73	0.41	17598	99.77
23	35	0.20	17633	99.97
24	5	0.03	17638	100.00
Total	17638			

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.

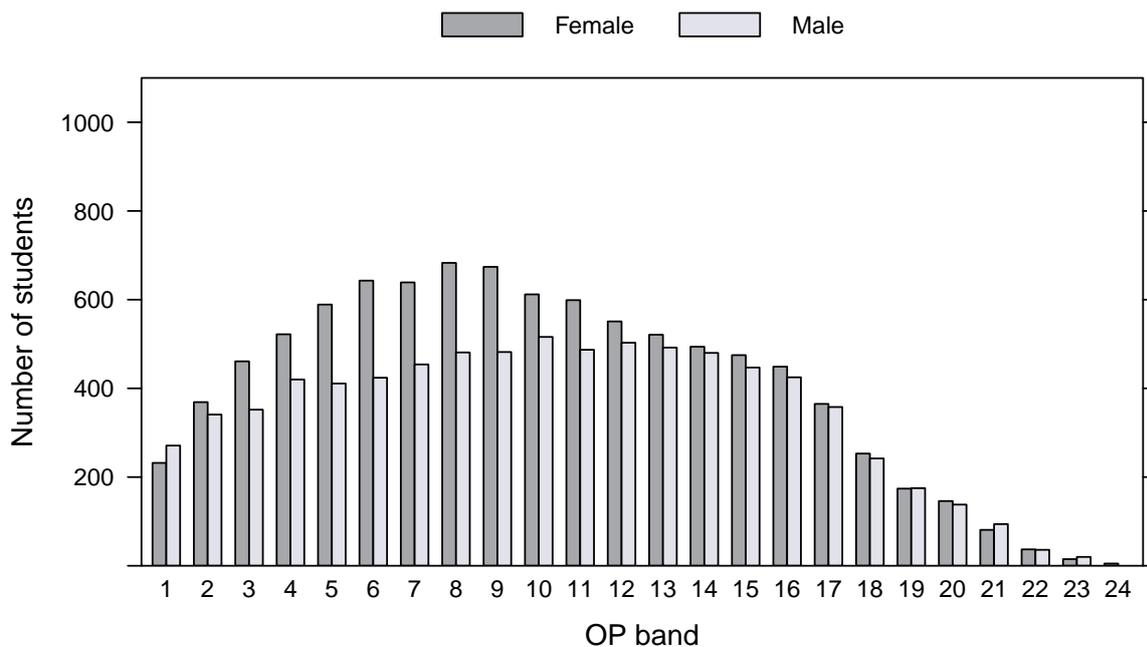
¹ Report submitted to the Minister for Education by the Tertiary Entrance Reviewer, Professor Nancy Viviani.

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: 2019 OP distribution within gender

OP Band	Female	Female %	Male	Male %
1	232	2.42	271	3.37
2	369	3.85	341	4.24
3	461	4.81	352	4.37
4	522	5.44	420	5.22
5	589	6.14	411	5.11
6	643	6.71	424	5.27
7	639	6.66	454	5.64
8	683	7.12	481	5.98
9	674	7.03	482	5.99
10	612	6.38	516	6.41
11	599	6.25	487	6.05
12	551	5.75	503	6.25
13	521	5.43	492	6.11
14	494	5.15	480	5.96
15	475	4.95	447	5.55
16	449	4.68	425	5.28
17	365	3.81	358	4.45
18	253	2.64	242	3.01
19	174	1.81	175	2.17
20	146	1.52	138	1.71
21	81	0.84	94	1.17
22	37	0.39	36	0.45
23	15	0.16	20	0.25
24	5	0.05	0	0.00
Total	9589		8049	

Figure 2: 2019 OP distribution within gender

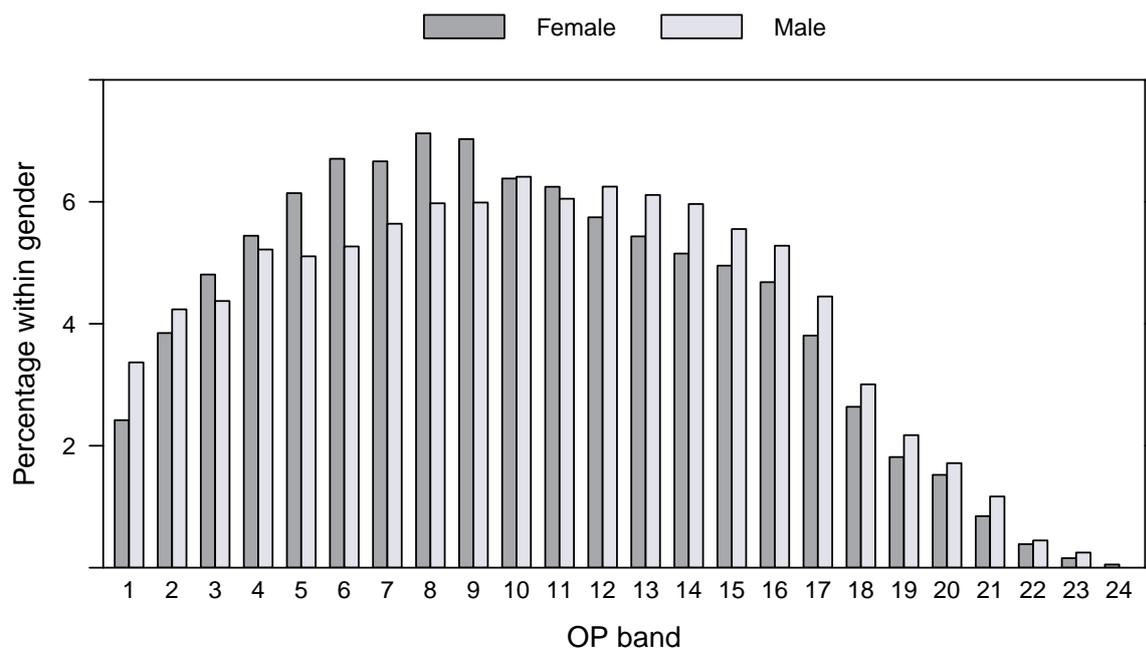


OP percentage distribution within gender

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: 2019 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 2019. Table 4 shows the combinations of fields for which students were eligible in 2019. 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: 2019 FP distribution

Field	1	2	3	4	5	6	7	8	9	10	Total
A	688	1062	1514	2025	2191	2276	2379	2204	1670	933	16942
B	601	909	1318	1785	1901	2001	2017	1963	1466	840	14801
C	615	922	1349	1815	2012	2089	2104	1968	1524	926	15324
D	279	418	593	811	870	926	919	891	679	406	6792
E	175	273	387	517	546	580	602	562	434	255	4331

Figure 4: 2019 FP distribution

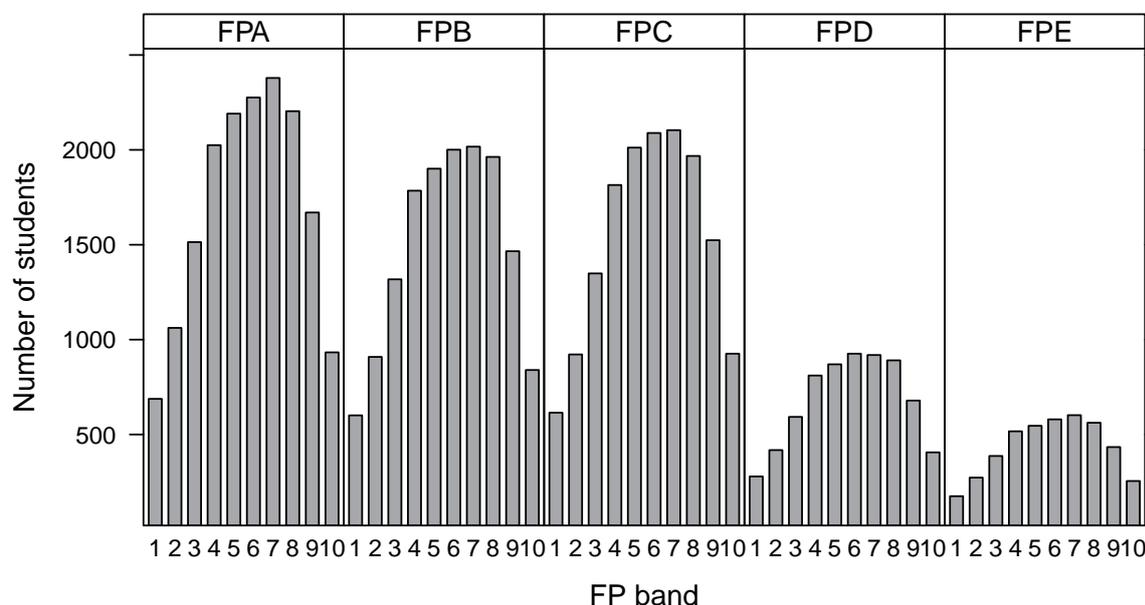


Table 4: 2019 Numbers of students per FP combination

Sets of FPs	Students		Total	%
ABCDE	583	5 FPs	583	3.31
ABCD	5325			
ABCE	2061			
ACDE	76			
BCDE	2	4 FPs	7464	42.32
ABC	5076			
ABE	490			
ACD	495			
ACE	328			
BCD	120			
BCE	28			
CDE	5	3 FPs	6542	37.09
AB	983			
AC	794			
BC	83			
CD	186			
CE	85	2 FPs	2752	15.6
A	128			
B	32			
C	77			
E	52	1 FP	289	1.64

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 2019 and the weights for each field position.

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

Table 5: 2019 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

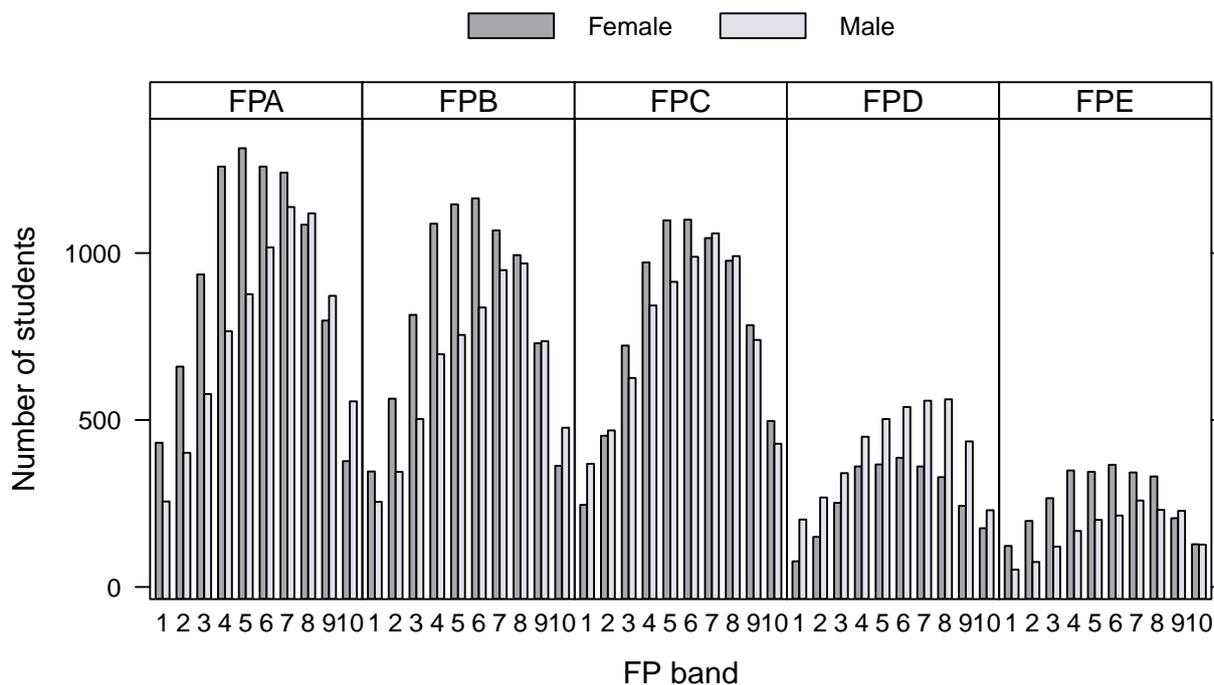
FP distribution within gender

Figure 5 and Table 6 show the FPs and their distributions in the State for 2019 within gender.

Table 6: Numbers of students eligible for each FP within gender, 2019

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	688	1062	1514	2025	2191	2276	2379	2204	1670	933
	Female	432	660	936	1259	1314	1259	1241	1085	798	377
	Male	256	402	578	766	877	1017	1138	1119	872	556
B	All students	601	909	1318	1785	1901	2001	2017	1963	1466	840
	Female	346	564	815	1088	1146	1164	1068	994	730	363
	Male	255	345	503	697	755	837	949	969	736	477
C	All students	615	922	1349	1815	2012	2089	2104	1968	1524	926
	Female	246	453	723	972	1098	1100	1045	977	784	497
	Male	369	469	626	843	914	989	1059	991	740	429
D	All students	279	418	593	811	870	926	919	891	679	406
	Female	77	150	252	361	367	387	361	329	243	176
	Male	202	268	341	450	503	539	558	562	436	230
E	All students	175	273	387	517	546	580	602	562	434	255
	Female	123	198	266	349	345	366	343	331	206	128
	Male	52	75	121	168	201	214	259	231	228	127

Figure 5: 2019 FP distribution by gender



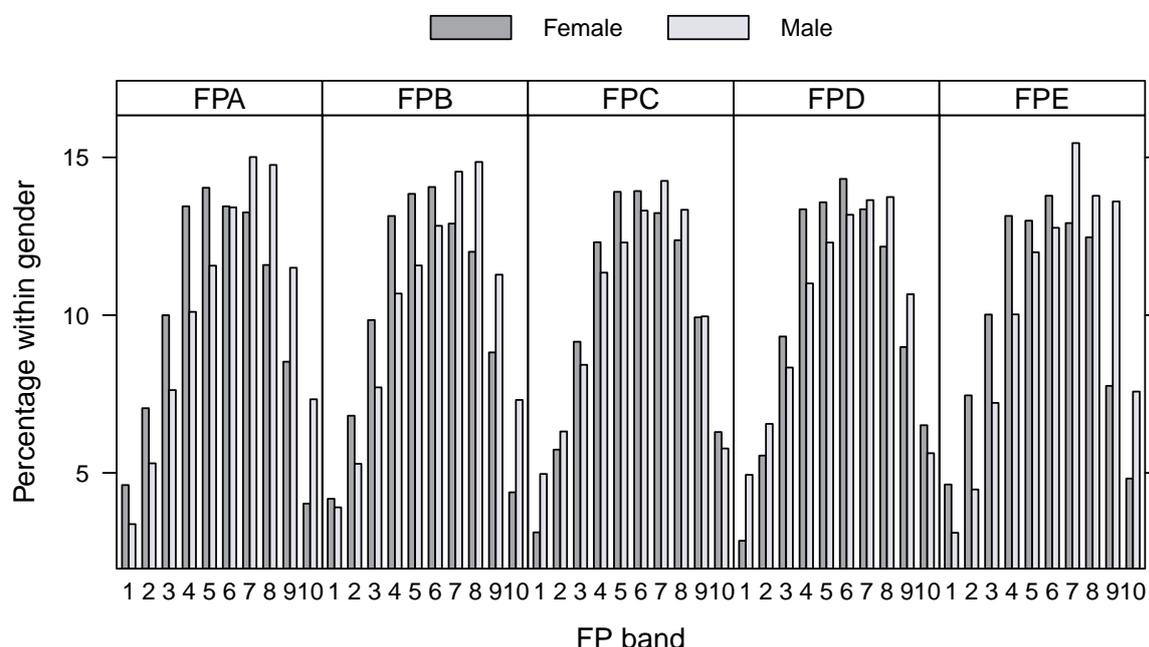
FP percentage distribution within gender

Figure 6 and Table 7 show FPs and their distributions in the State for 2019 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, 2019

Field	Gender	1	2	3	4	5	6	7	8	9	10
A	All students	4.1	6.3	8.9	12.0	12.9	13.4	14.0	13.0	9.9	5.5
	Female	4.6	7.1	10.0	13.5	14.0	13.5	13.3	11.6	8.5	4.0
	Male	3.4	5.3	7.6	10.1	11.6	13.4	15.0	14.8	11.5	7.3
B	All students	4.1	6.1	8.9	12.1	12.8	13.5	13.6	13.3	9.9	5.7
	Female	4.2	6.8	9.9	13.1	13.8	14.1	12.9	12.0	8.8	4.4
	Male	3.9	5.3	7.7	10.7	11.6	12.8	14.6	14.9	11.3	7.3
C	All students	4.0	6.0	8.8	11.8	13.1	13.6	13.7	12.8	10.0	6.0
	Female	3.1	5.7	9.2	12.3	13.9	13.9	13.2	12.4	9.9	6.3
	Male	5.0	6.3	8.4	11.4	12.3	13.3	14.3	13.3	10.0	5.8
D	All students	4.1	6.2	8.7	11.9	12.8	13.6	13.5	13.1	10.0	6.0
	Female	2.9	5.6	9.3	13.4	13.6	14.3	13.4	12.2	9.0	6.5
	Male	4.9	6.6	8.3	11.0	12.3	13.2	13.7	13.7	10.7	5.6
E	All students	4.0	6.3	8.9	11.9	12.6	13.4	13.9	13.0	10.0	5.9
	Female	4.6	7.5	10.0	13.2	13.0	13.8	12.9	12.5	7.8	4.8
	Male	3.1	4.5	7.2	10.0	12.0	12.8	15.5	13.8	13.6	7.6

Figure 6: 2019 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.