



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

**Annual Report on NCEA  
& New Zealand Scholarship  
Data & Statistics (2010)**

*May 2011*



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## Introduction

New Zealand's national system of assessment and qualifications for secondary school students produces a great deal of information that can be used to monitor the performance of the school system itself, and of the diverse range of students who are engaged in senior secondary education. This document, the *Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2010)*, summarises the activity and achievement of New Zealand's secondary school NCEA candidates since the full implementation of the National Certificates of Educational Achievement (NCEAs) in 2004.

One of the benefits of New Zealand's standards-based NCEA system of qualifications is that it allows for an analysis of the performance of students over time. In most assessments under the previous normative system, a candidate's final grade for an assessment was determined by the performance of that candidate relative to other candidates. In other words, normative scaling was used to ensure that the distributions of results were very similar from year to year. This scaling effectively masked any overall changes in the performance of successive cohorts.

Under the NCEA system, candidates' performances are measured relative to standards, not relative to one another. For example, if all candidates for a standard were to meet the criteria for gaining *Excellence* in that standard, then all would receive that grade. This means that any genuine change in performance over time appears as a change in the achievement rate and is no longer hidden by scaling.

In 2010, the NCEA system of school qualifications saw its seventh year of full implementation. The achievement data from these seven years provide an opportunity, unprecedented in the history

of secondary education in New Zealand, to analyse trends in candidates' attainment of qualifications since implementation.

Section 1 of this report provides a series of graphs and tables showing comparisons of candidates' attainment of NCEA and Scholarship qualifications over time. Also presented in the first section is a detailed analysis of the performance of the cohort of students that commenced Year 11 in 2008. The data in this section allow for comparison of the performance of students grouped by gender, ethnicity and, as a proxy for their socio-economic level, the decile ratings of the schools they attend.

In 2010 there were encouraging increases in attainment of NCEA qualifications over 2009 across all NCEA levels. In particular, the attainment gaps between Māori and Pasifika candidates on one hand, and European and Asian candidates on the other hand, reduced at all NCEA levels. The attainment gaps between Māori and Pasifika students and students of other ethnicities are now significantly smaller than they were in 2004, the first year of full implementation of NCEA.

Additionally, at all NCEA levels, the attainment gap between boys and girls reduced slightly, and at NCEA Levels 1 and

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2, the gaps in performance between schools across the decile range was also reduced. Finally, candidates of each gender, ethnicity and decile attained qualifications with Merit and Excellence endorsements at higher rates than in any previous year.

Section 1 also provides data on New Zealand Scholarship, a system of assessment designed to recognise top-level performance. New Zealand Scholarship attracts increasing numbers of entries each year.

According to Professor Gary Hawke<sup>1</sup>, the results of the Scholarships examination are impressive, and so are the processes it uses. Professor Hawke congratulated NZQA 'for running an examination which withstands comparison with any examination known to TOGA'.

In 2010 the performance gap between males and females in New Zealand Scholarship closed. Male and female candidates gained similar numbers of Scholarships, but males earned the majority of Outstanding Scholarships.

Section 2 provides information on various aspects of internal and external assessment in schools. During 2010 we saw substantial improvements in levels of agreement

between the grades awarded by NZQA moderators and the grades awarded by teachers in internal assessments. The overall moderator-to-teacher agreement rate for candidates' work was 90.5% at the level of credit and 83.9% at the level of the grade. These figures represent substantial improvements over previous years.

Also presented in this section are various administrative data; for example, on breaches of rules for external assessments and on reviews and reconsiderations of examination results.



Bali Haque  
Deputy Chief Executive  
(Qualifications Division)



Dr Michael Johnston  
Senior Statistician

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1. Professor Hawke is Chair of the Technical Overview Group Assessment (TOGA) – the committee that advises on assessment in secondary education.

# Section 1

## Achievement in NCEA and Scholarship<sup>2</sup>

### Roll Data

This report begins with a review of trends in senior secondary rolls since the full implementation of the NCEA in 2004 to provide a context for the qualifications and achievement data that follow.

In the seven-year period from 2004 to 2010, roll numbers in the senior secondary school (Years 11–13) increased by some 13%, from around 145,000 to 165,000. In 2010, this figure included some 6,000 foreign fee-paying students. Figure 1 shows that the increase

varied across the years of secondary schooling, being greatest at Year 13, with a 31% increase since 2004, and least at Year 11<sup>3</sup>, with a 4% increase since 2004. Year 12 numbers rose 12% during this period. In this report, all roll data and attainment data were correct as at 1 March 2011.

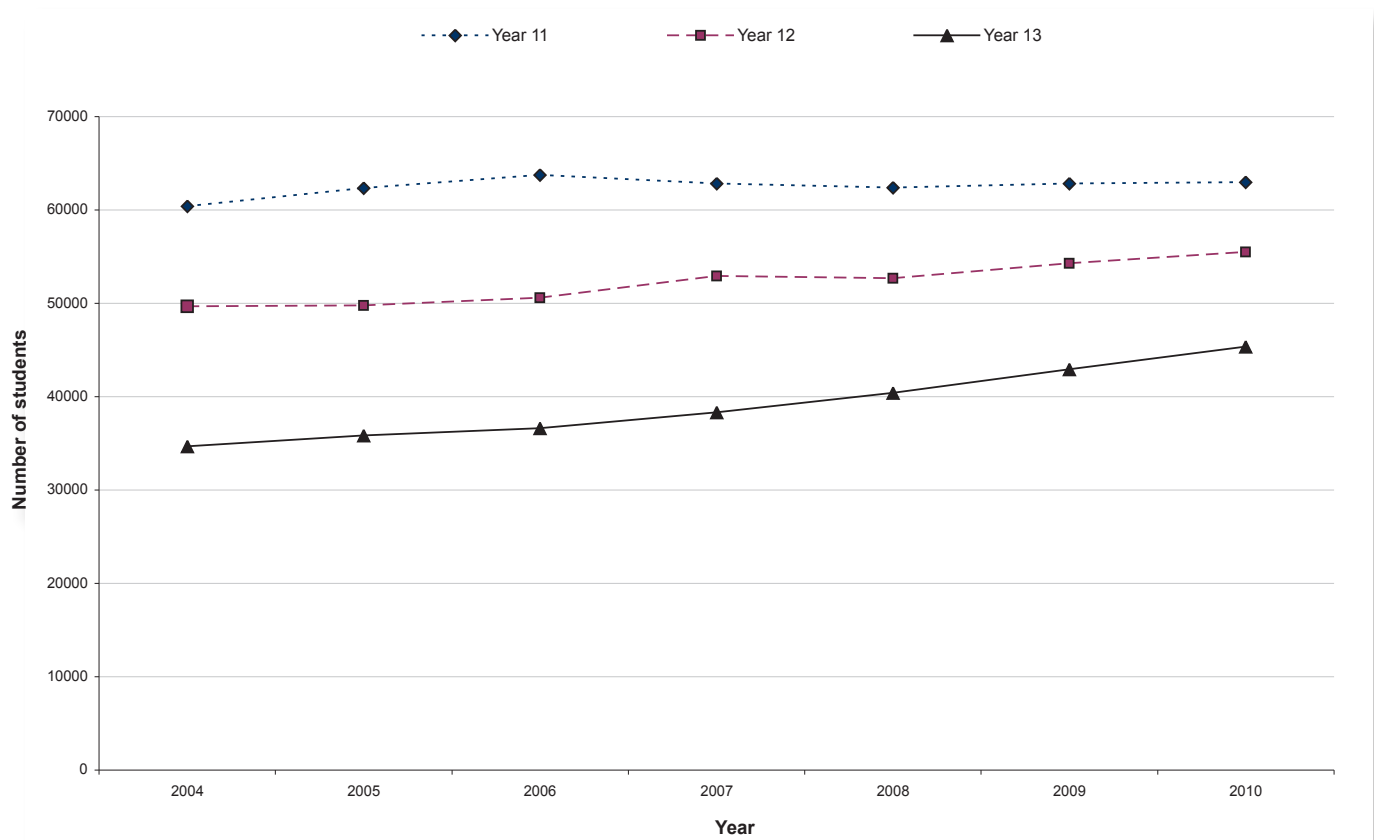


Figure 1. Numbers of students in Years 11–13 on the NZ school roll as of July 1, from 2004 to 2010. Foreign fee paying students are included.

2. The focus of this report is on student attainment. Qualifications are therefore counted as attained provided that the requisite credit requirements have been met. This is true even if qualifications have not been formally awarded because the student has not fulfilled all administrative requirements; for example, payment of fees. This contrasts with data on the NZQA website prior to 2008, which exclude candidates who have not met the administrative requirements.

3. This is expected: nearly 80% of Year 11 students have yet to reach the age of compulsory schooling, so there is less capacity for increased retention than in Years 12 and 13.

Some of the Year 13 increase over the 2004 numbers is accounted for by a rise in the New Zealand age cohort working through the system, following comparatively high birth numbers in the early 1990s, an effect that peaked in 2008. However, the main effect in recent years has been an increase in retention from Year 11

to Year 13, especially noticeable in the relatively weak economic environment of 2009–2010. The number of domestic New Zealand students retained to Year 13 in 2006 was about 59% of the Year 11 cohort in 2004, whereas the retention of the 2008 Year 11 cohort to Year 13 in 2010 had risen to 71%.

Because Year 13 numbers have risen faster than Year 11 numbers, Year 13 formed a larger proportion of the senior secondary school roll in 2010 than in previous years, as shown in Table 1.

	2004	2007	2010
Total Year 11– 13 Roll	136,969	148,569	157,679
Year 11	43%	41%	39%
Year 12	34%	34%	34%
Year 13	23%	25%	27%

Table 1. Senior secondary (Years 11–13) roll numbers, and Year 11, Year 12 and Year 13 rolls as percentages of the total senior school roll: 2004–2010. These include domestic New Zealand students only and foreign fee-paying students are excluded.

Figure 2 shows trends in roll numbers from 2004 to 2010, partitioned by gender. Retention to Year 13 rose between 2004 and 2010 for both males and females. About 56% of Year 13 domestic New Zealand male students were retained in 2006 from the Year 11 cohort of two years earlier, compared to 63% of females.

In 2009, retention of males rose to 62%, compared to 70% for females, while in 2010 the respective figures are 67% and 75%. Since 2005, males have outnumbered females in Year 11, but the reverse has long been the case at Year 13 because of the higher female retention rate.

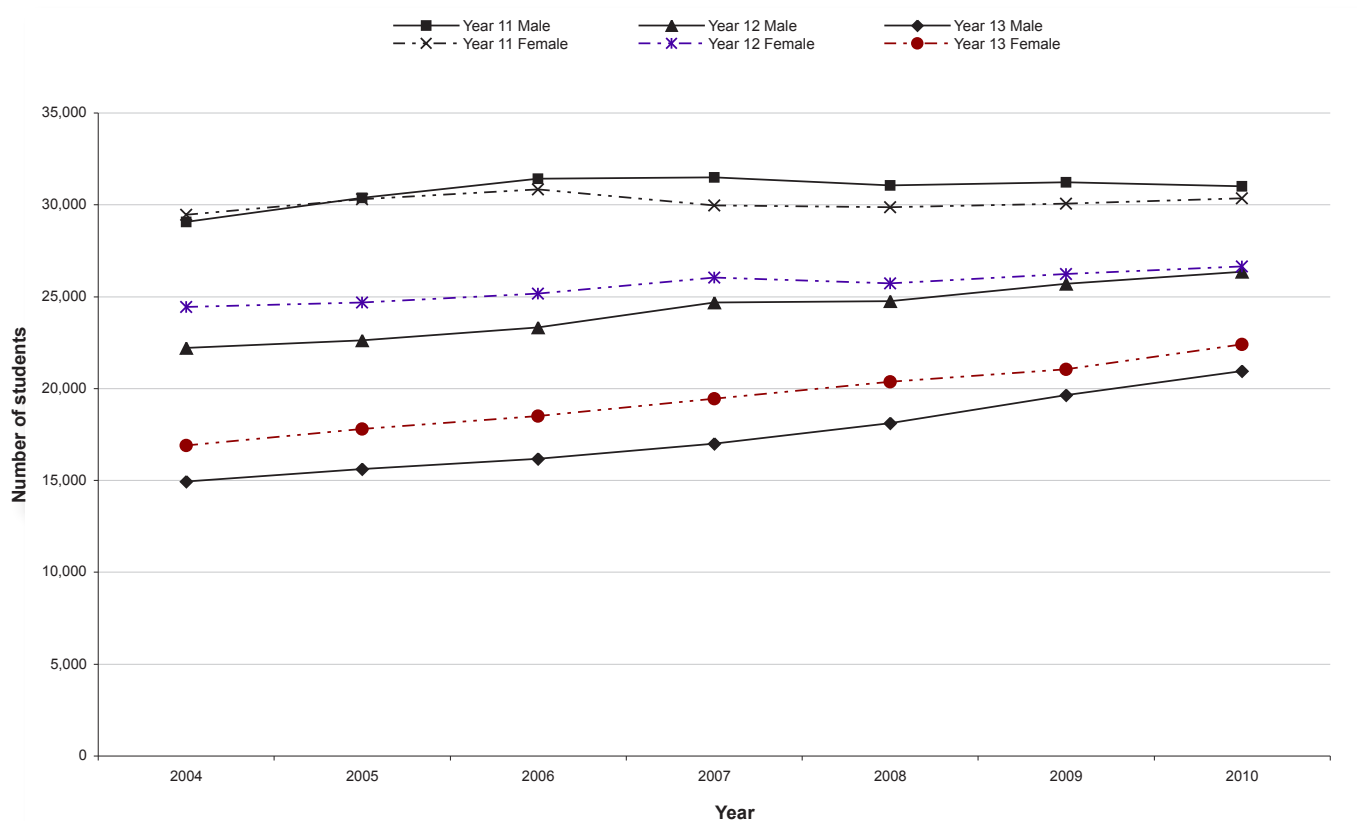


Figure 2. Numbers of domestic New Zealand male and female students in Years 11–13 on the NZ school roll as at July 1 from 2004 to 2010.

Figures 3–5 show trends in roll numbers from 2004 to 2010, partitioned by ethnicity. Between 2004 and 2010, the number of Year 11 New Zealand Māori domestic students rose by some 23%, and the number of domestic Pasifika students, by 26%, while New Zealand European numbers fell by 5%.<sup>4</sup> At Year 13, the cohorts increased for all ethnicities: up 26% for European, 67% for Māori and 70% for Pasifika<sup>5</sup>. Year 11 to Year 13 retention rates rose between 2006 and 2010: from 59% to 72% for European, 40%

to 52% for Māori, and 67% to 77% for Pasifika. Māori now comprise 19% of senior secondary school students, up from 16% in 2004, while Pasifika numbers rose from 8% to 9% of the senior secondary school student roll over the same period.

4. The gradual NZ European decline evident after the peak in 2006 is a population effect, rather than a retention effect: census data indicate that the national age 15 population fell by a comparable amount over the period 2006–2010.

5. A small proportion of these Māori and Pasifika rises is attributable to increases in the national populations of the relative age groups, but the bulk of the change is due to increased retention.



Figure 3

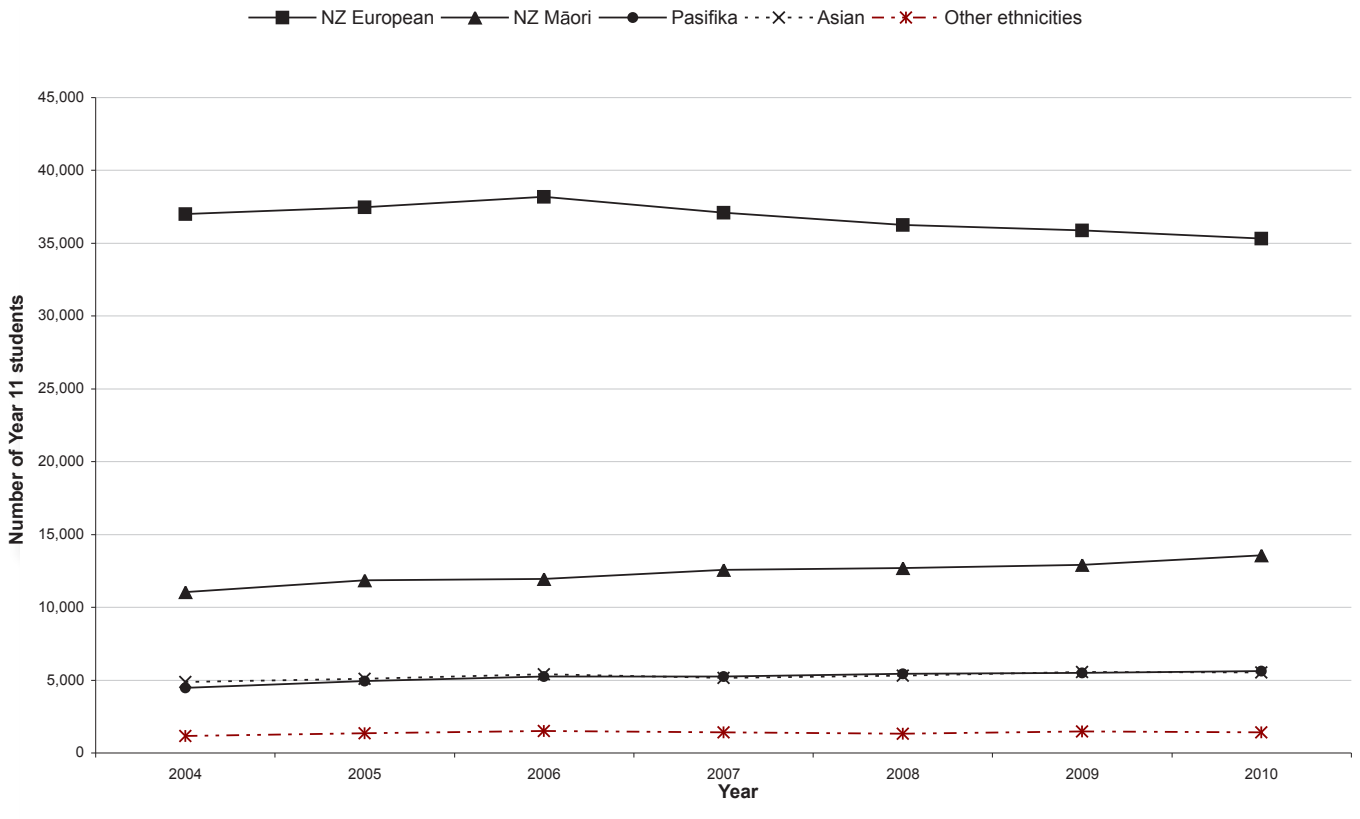


Figure 4

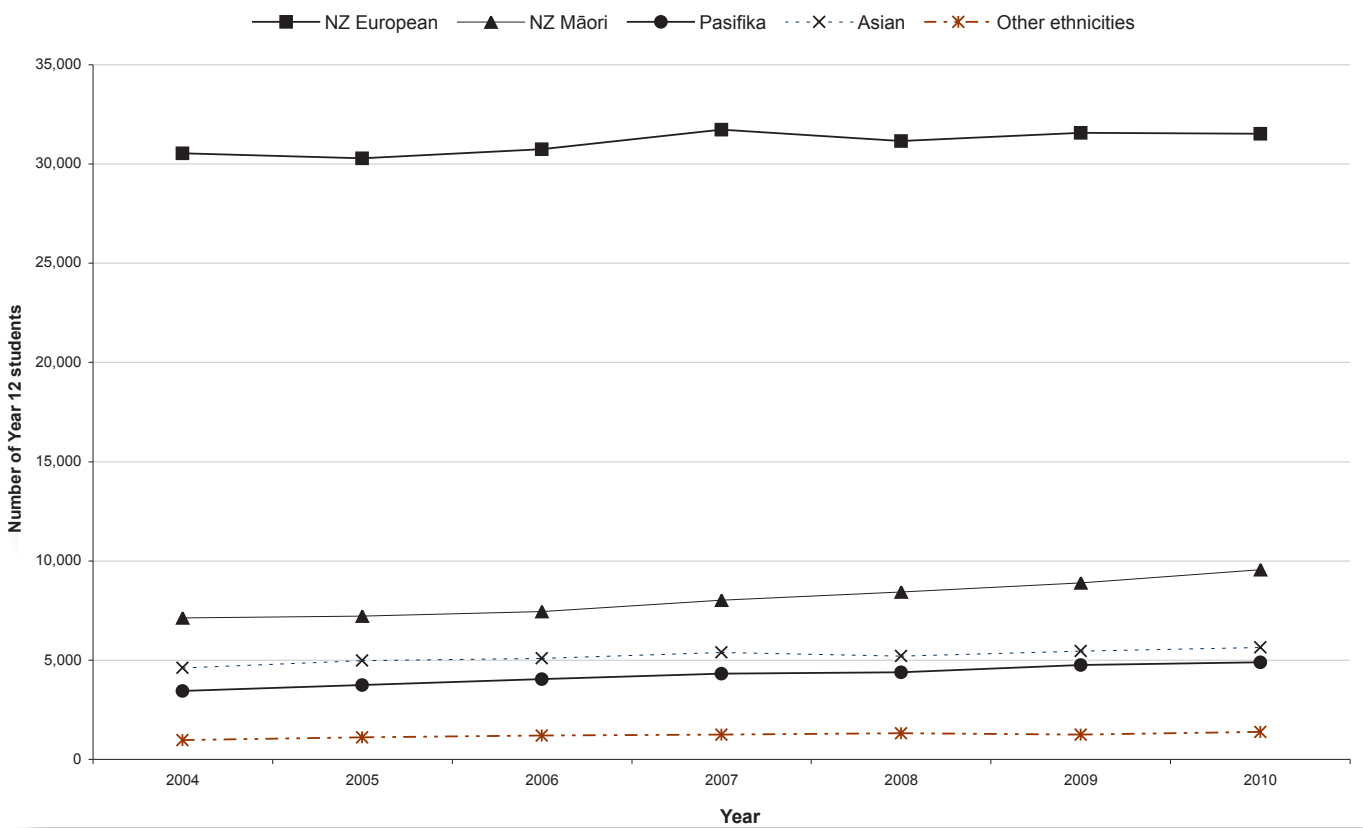
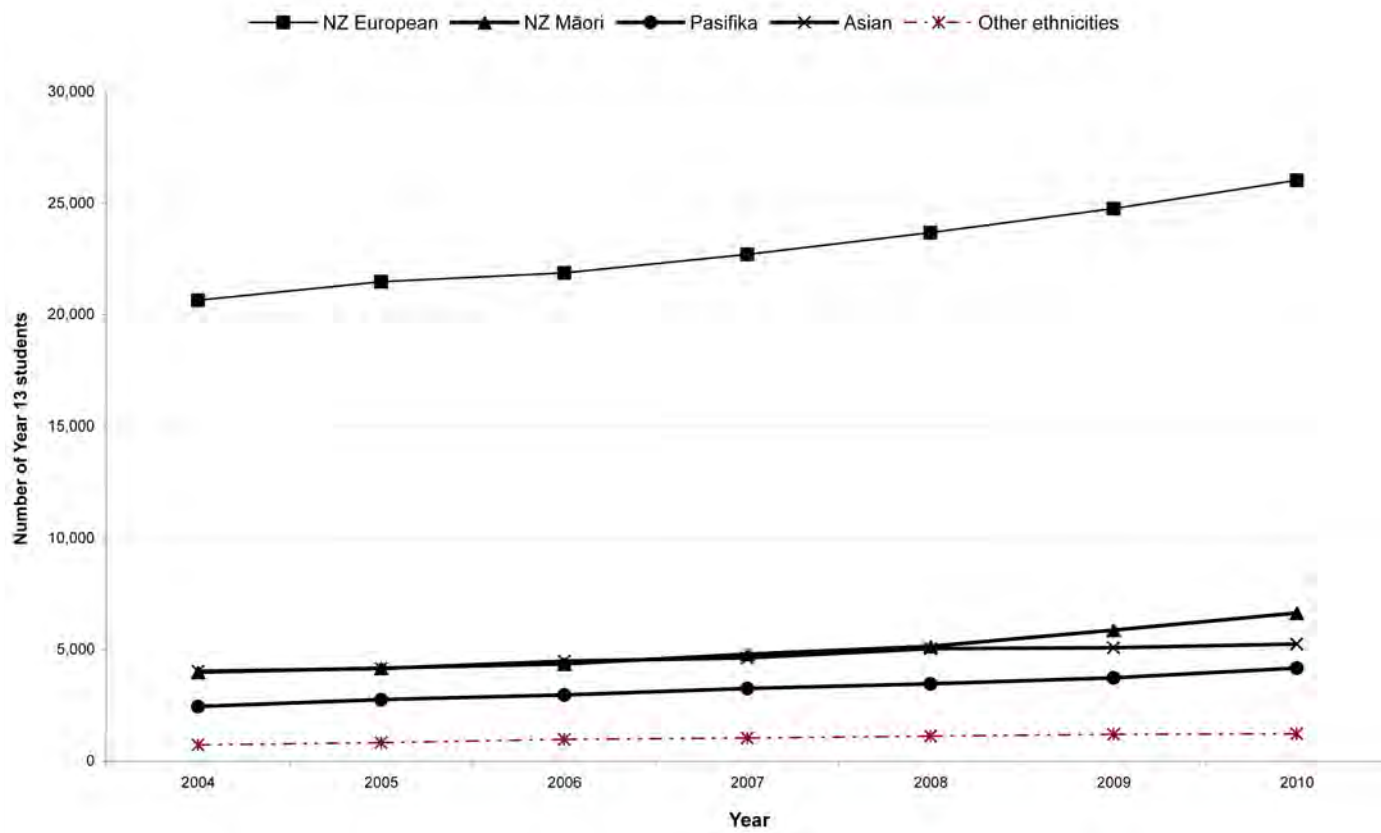


Figure 5



Figures 3 – 5. Numbers of New Zealand European, New Zealand Māori, Pasifika, Asian and other-ethnicity domestic students in Years 11–13 on the NZ school roll as at July 1 from 2004 to 2010<sup>6</sup>.

6. Note that numbers of Asian students are very similar to numbers of Māori students and Pasifika students, and these ethnicities therefore do not distinguish clearly in Figures 3–5.

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## Performance of the 2008 Year 11 cohort in NCEA

The following graphs (Figures 6–14) compare the percentages of various demographic categories of students from the cohort of students commencing Year 11 at the beginning of 2008, attaining NCEA Levels 1, 2 and 3. These are the students who, if they remained at school, completed Year 13 at the end of 2010, and the relevant percentages are calculated on the basis of the school roll.

The demographic categories presented here are gender, ethnicity and school decile, the latter serving as a proxy for students' socio-economic level. Comparisons between these groups of students are made for qualifications attained by the end of 2008 (Year 11), by the end of 2009 (Year 12), and by the end of 2010 (Year 13).

Calculating percentages of students attaining qualifications on the basis of the original Year 11 cohort largely corrects for differences in retention between the demographic groups of interest. For example, in each year, a greater proportion of male students than female students leave school without NCEA Level 1 during Years 11 and 12.

Comparing the percentages of male and female students who have attained NCEA Level 1 by the end of Year 12, over just those students who were still at school, would therefore underestimate the Level 1 performance gap between male students and female students.

Using the original Year 11 roll numbers as a basis for calculating all percentages avoids this problem because all students are counted in denominators for the percentages, whether or not they have left school. While a small number of students remain at school beyond Year 13, the percentage of the original Year 11 roll attaining a qualification by the end of Year 13 therefore provides a close approximation to the proportion of school leavers with that qualification.

The figures tracking the 2008 Year 11 cohort as they attained NCEA qualifications during 2008, 2009 and 2010 compare the performance of male and female students (Figures 6–8), New Zealand European, Māori, Pasifika and Asian students (Figures 9–11) and students in low-decile (1–3), medium-decile (4–7) and high-decile (8–10) schools (Figures 12–14).

Many students in New Zealand secondary schools pursue qualifications in addition to, or in lieu of, NCEA qualifications. Some of these qualifications are registered on the New Zealand Qualifications Framework (for example, the National Certificate in Computing), whereas others are not.

Thus the data presented in Figures 6–14 to some extent underestimate overall qualifications achievement rates in secondary schools because they include only NCEA qualifications. The data presented in Figures 6–14 include students resident in New Zealand only; they exclude the small number of students in the Cook Islands and Niue who attain NCEA qualifications.

## Analyses by student gender

Figures 6–8 compare attainment of NCEA Level 1–3 qualifications across school Years 11–13 for male and female students, and show the approximate percentages of each gender leaving school with each level of NCEA. For all three levels, these percentages are higher for female students than for male students.

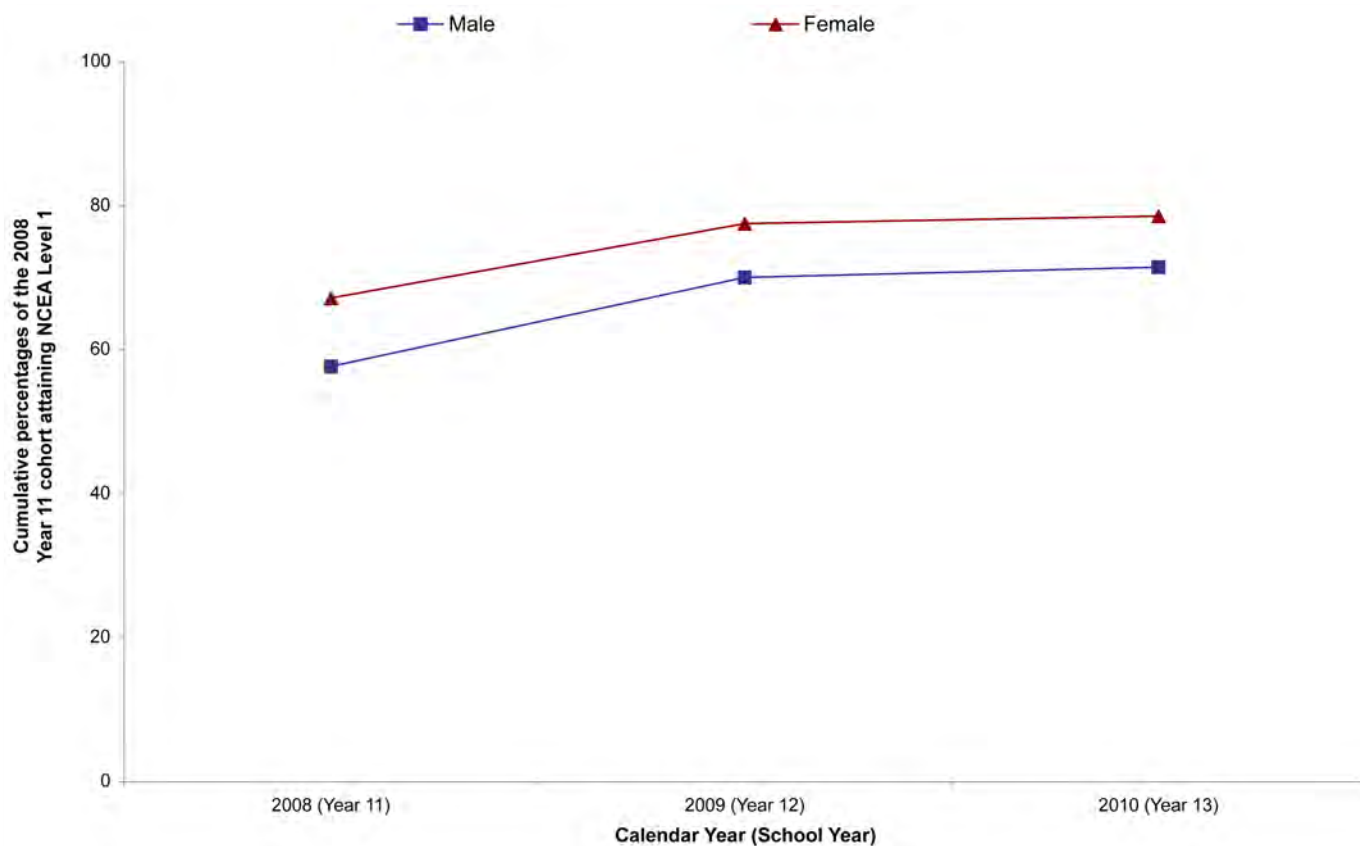


Figure 6. Percentages of male and female students in Year 11 in 2008, attaining NCEA Level 1 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.

Figure 6 shows the percentages of male and female students commencing Year 11 in 2008, who had attained NCEA Level 1 by the end of 2008, 2009 and 2010. The majority of students who attained NCEA Level 1 did so in Year 11: approximately 58% of Year 11 male students and 67% of Year 11 female students. Approximately a further 12% of the original male Year 11 cohort, and 10% of the original female cohort had attained Level 1 by the end of Year 12, with only a further one percent of the male and female cohorts attaining this qualification by the end of Year 13.

The slightly higher attainment of Level 1 by male students in Year 12 reduced the difference in the cumulative attainment rate in favour of girls, from around 10 percentage points at the end of Year 11, to around seven percentage points at the end of Year 13.

Figure 7 shows the percentages of male and female students commencing Year 11 in 2008, who had attained NCEA Level 2 by the end of 2008, 2009 and 2010. Only around one percent of male and female students attained NCEA Level 2 prior

to Year 12, with 60% of female students and 50% of male students attaining this qualification by the end of Year 12. This 10 percentage point difference in favour of female students closed somewhat by the end of the following year, with a further eight and six percent of the original Year 11 cohort of male and female students respectively attaining NCEA Level 2 during Year 13.

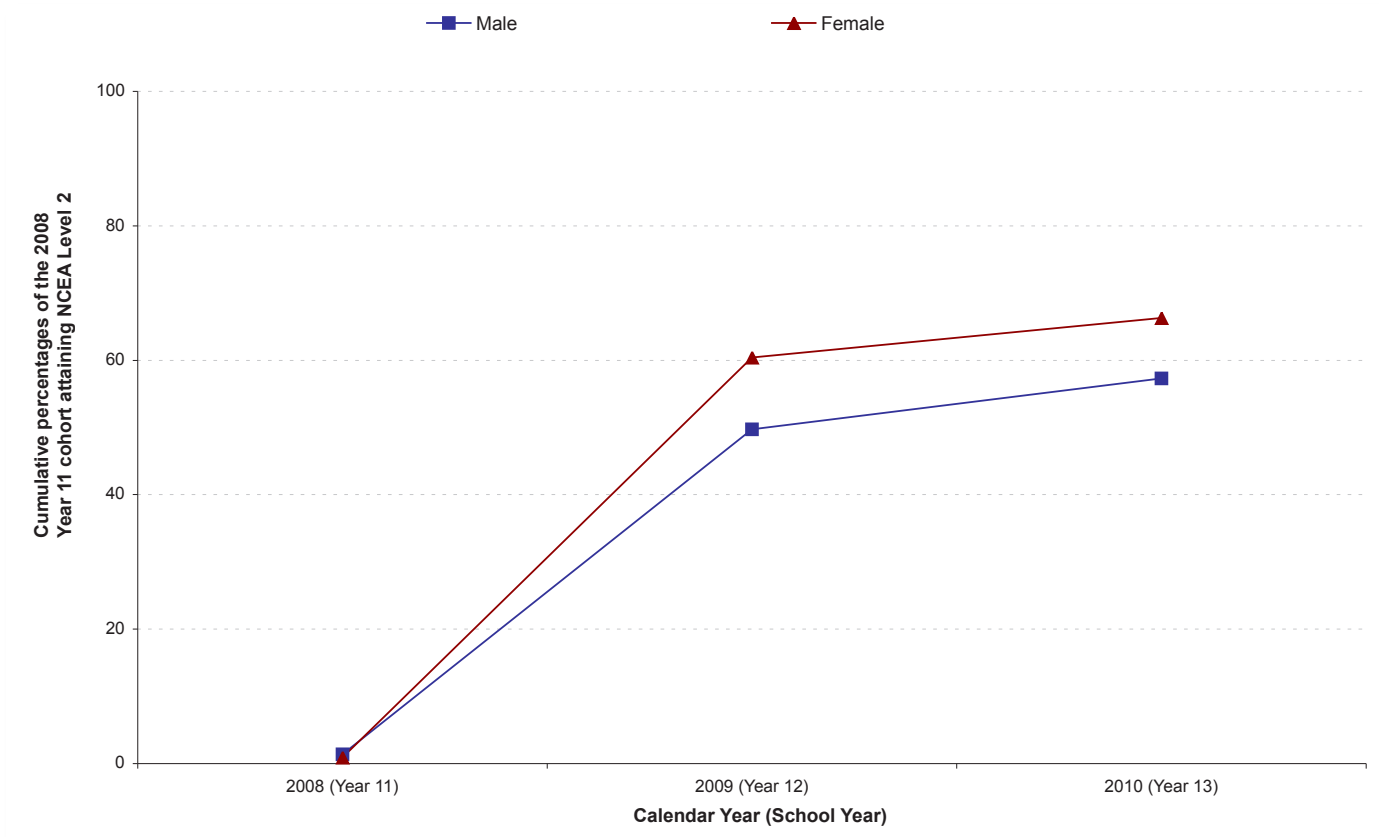


Figure 7. Percentages of male and female students in Year 11 in 2008, attaining NCEA Level 2 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.

Figure 8 shows the percentages of male and female students commencing Year 11 in 2008, who had attained NCEA Level 3 by the end of 2008, 2009 and 2010. A negligible percentage of students of either gender attained this qualification during Year 11, and less than one percent of male students and less than 0.5% of female students attained it during Year 12. By the end of

Year 13, 29% of the original Year 11 male cohort, and 42% of the female cohort had attained NCEA Level 3, a difference of 13 percentage points in favour of female students.

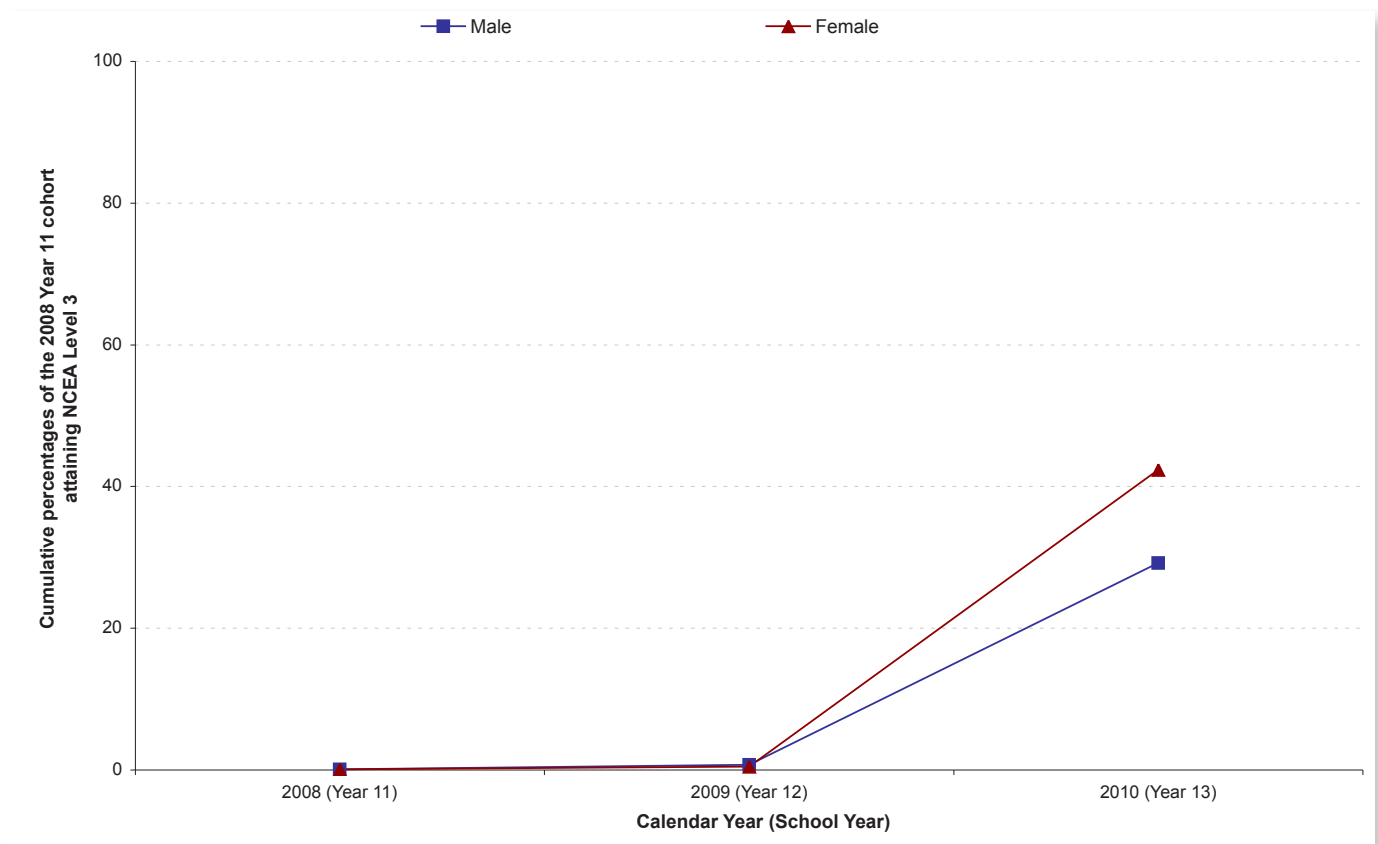


Figure 8. Percentages of male and female students in Year 11 in 2008, attaining NCEA Level 3 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.

## Analyses by student ethnicity

Figures 9–11 compare attainment of NCEA Levels 1–3 across school Years 11–13 for students who self-identify as New Zealand European, New Zealand Māori, Pasifika or Asian,

and show the approximate percentages of each ethnic group leaving school with each level of NCEA. Students not identifying with any of these ethnicities are omitted from these data. Foreign fee-paying students are also excluded because ethnicity data are unavailable for these students.

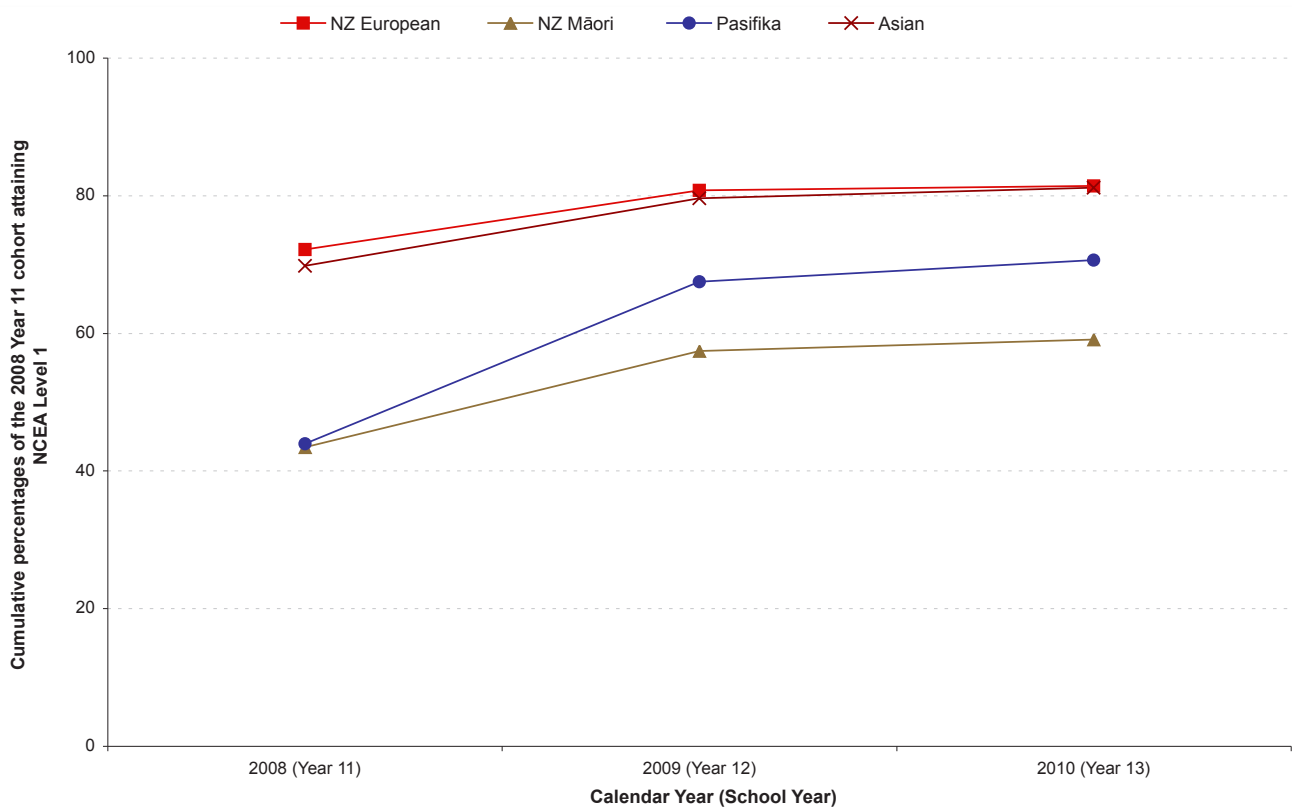


Figure 9. Percentages of New Zealand European, Māori, Pasifika and Asian students in Year 11 in 2008, attaining NCEA Level 1 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.

Figure 9 shows the percentages of New Zealand European, Māori, Pasifika and Asian students commencing Year 11 in 2008, who had attained NCEA Level 1 by the end of 2008, 2009 and 2010.

By the end of Year 11 in 2008, 72% of European students, 70% of Asian students 44% of both Māori students and Pasifika students had attained this qualification. Thus, considerably greater percentages of European and Asian than Māori or Pasifika students had attained NCEA Level 1 by the end of Year 11. By the end of Year 12

the gaps, while still significant, had closed somewhat, with 57% of Māori, 68% of Pasifika, 80% of Asian and 81% of European students having attained Level 1. Pasifika students, roughly equal to Māori students after Year 11, were eleven percentage points ahead after Year 12.

The Pasifika cohort continued to make gains in attaining NCEA Level 1 during Year 13, with a further three percent of the original Year 11 cohort attaining the qualification. In comparison, only one percent of the Asian cohort, two percent of the Māori cohort, and less than one percent of the European cohort attained NCEA Level 1 during Year 13.

In summary, these data show that approximately 81% of Asian and European, 71% of Pasifika, and 59% of Māori students from the 2008 Year 11 cohort, left secondary school with at least NCEA Level 1.

Figure 10 shows the percentages of New Zealand European, Māori, Pasifika and Asian students commencing Year 11 in 2008, who had attained NCEA Level 2 by the end of 2008, 2009 and 2010.

No more than two percent of any ethnic cohort attained NCEA Level 2 prior to Year 12. By the end of Year 12, a large performance difference in favour of New Zealand European (63%), and Asian (67%) students relative to Māori (36%) and Pasifika (41%) students is evident. During Year 13 this difference diminished, especially for Pasifika students with a further 17% of the original Year 11 Pasifika cohort attaining Level 2 during Year 13, compared with

seven percent of the Māori and Asian cohorts, and five percent of the European cohort.

The NCEA Level 1 data of Figure 9, and those for Level 2 of Figure 10, show different comparative attainment of these qualifications by European and Asian students. Specifically, the difference in attainment between European and Asian students is considerably higher for Level 2 than for Level 1.

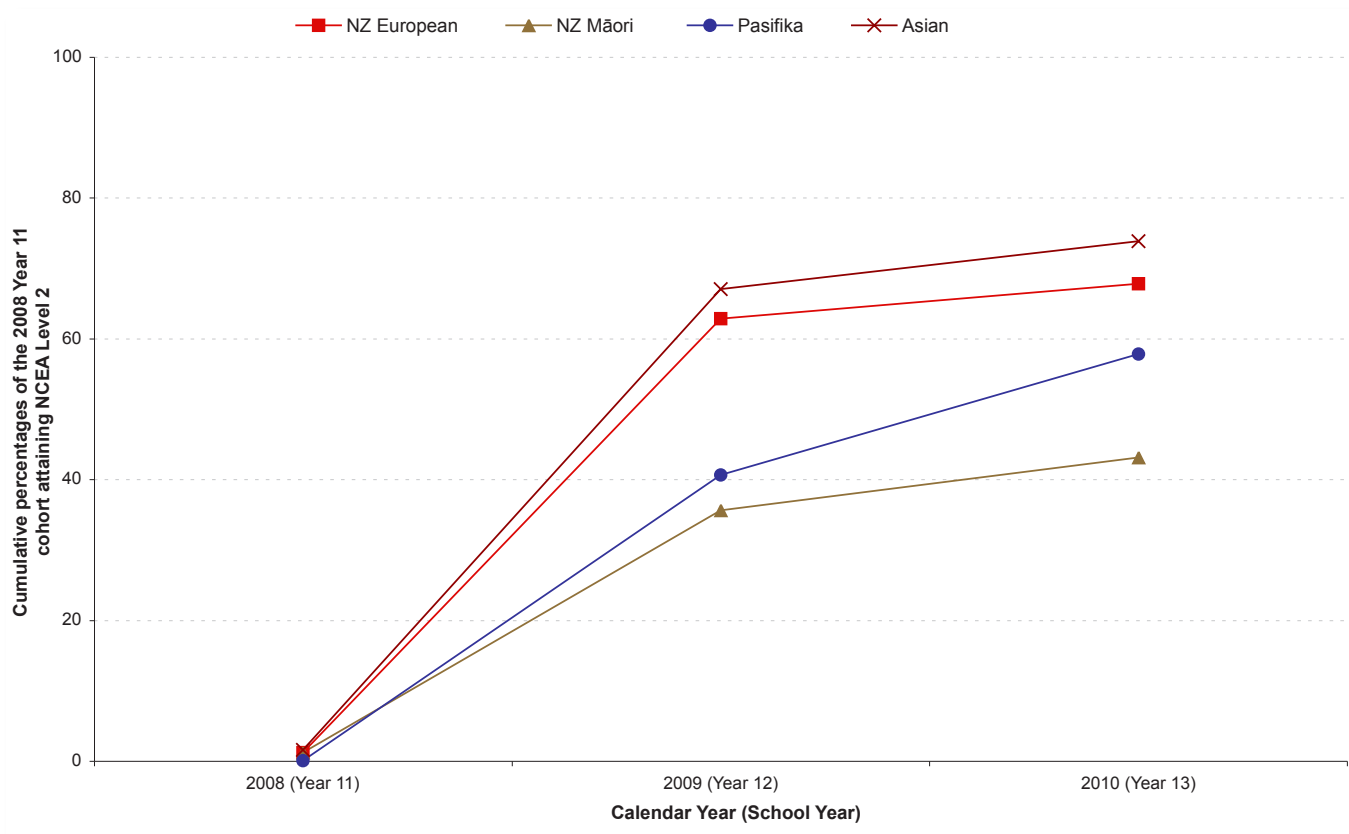


Figure 10. Percentages of New Zealand European, Māori, Pasifika and Asian students in Year 11 in 2008, attaining NCEA Level 2 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.



Figure 11 shows the percentages of New Zealand European, Māori, Pasifika and Asian students commencing Year 11 in 2008, who had attained NCEA Level 3 by the end of 2008, 2009 and 2010. Less than one percent of any ethnic group attained NCEA Level 3 prior to Year 13.

Very substantial differences between the percentages of the various ethnic groups that have attained NCEA Level 3 by the end of Year 13 are evident. The percentage of Asian students attaining Level 3 by this stage was 54%, compared with 42% of European students, 17% of Māori students and 24% of Pasifika students (up from 20% of the 2007 Year 11 cohort).

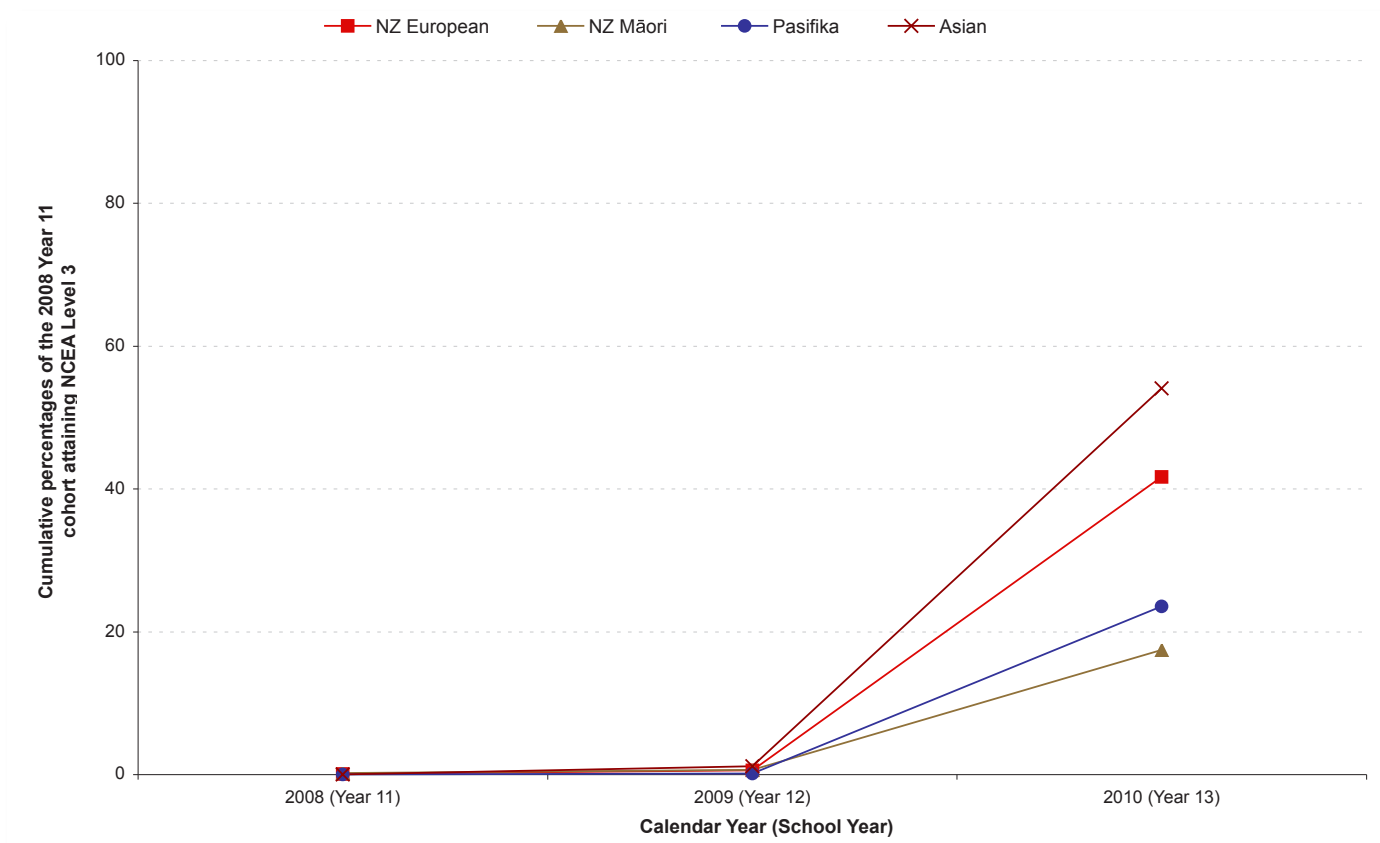


Figure 11. Percentages of New Zealand European, Māori, Pasifika and Asian students in Year 11 in 2008 attaining NCEA Level 3 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.

## Analyses by school decile

Figures 12–14 explore attainment of NCEA for students at various socio-economic levels, approximated using their schools' decile ratings. An important consideration in respect of comparisons across school deciles is that this variable is confounded with ethnicity; greater proportions of students at low-decile schools than at high-decile schools identify as Māori or Pasifika. Thus it is probable that the lower average socio-economic level of Māori and Pasifika students is a factor that influences the lower qualifications attainment rates for students of these ethnicities. Another important

consideration, is that a school's decile gives some indication of the *average* socio-economic level of students at the school, but does not necessarily reflect the circumstances of particular students.

Data for schools without decile ratings are excluded from Figures 12–14.

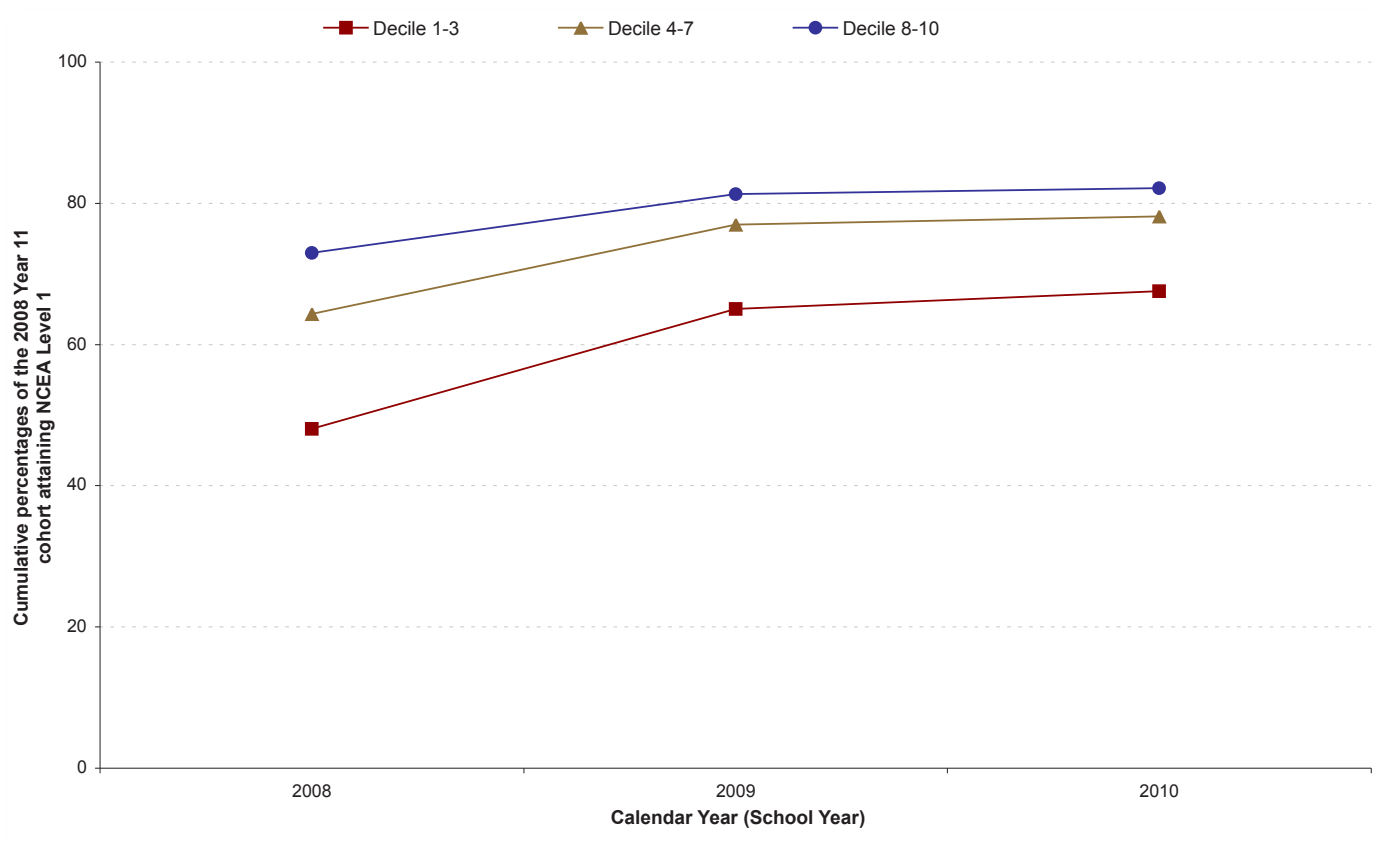


Figure 12. Percentages of students in Decile 1–3, Decile 4–7 and Decile 8–10 schools, in Year 11 in 2008, attaining NCEA Level 1 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.

Figure 12 shows the percentages of students at low-, medium- and high-decile schools, commencing Year 11 in 2008, who had attained NCEA Level 1 by the end of 2008, 2009 and 2010.

Decile-related attainment differences are evident across all year levels, with 48% of students at low-decile schools, 64% of students at medium-decile schools and 73% of students at high-decile

schools having attained NCEA Level 1 by the end of Year 11. The differences diminished by the end of Year 13, by which time the percentages were 68%, 78% and 82% respectively.

Figure 13 shows the percentages of students at low-, medium- and high-decile schools, commencing Year 11 in 2008, who had attained NCEA Level 2 by the end of 2008, 2009 and 2010.

Just one percent of students at schools in each decile band attained NCEA Level 2 prior to Year 12. The decile-

related differences in attainment of this qualification at the end of Years 12 and 13 are greater than for NCEA Level 1. At the end of Year 12, the percentage of students attaining NCEA Level 2 at high-decile schools (67%) was close to 30 percentage points higher than the percentage at low-decile schools (40%). The percentage for students at medium-decile schools was 55%. The differences in attainment rates across the decile bands reduced slightly by the end of Year 13, being 71% for high-decile schools, 63% for medium-decile schools, and 51% for low-decile schools.

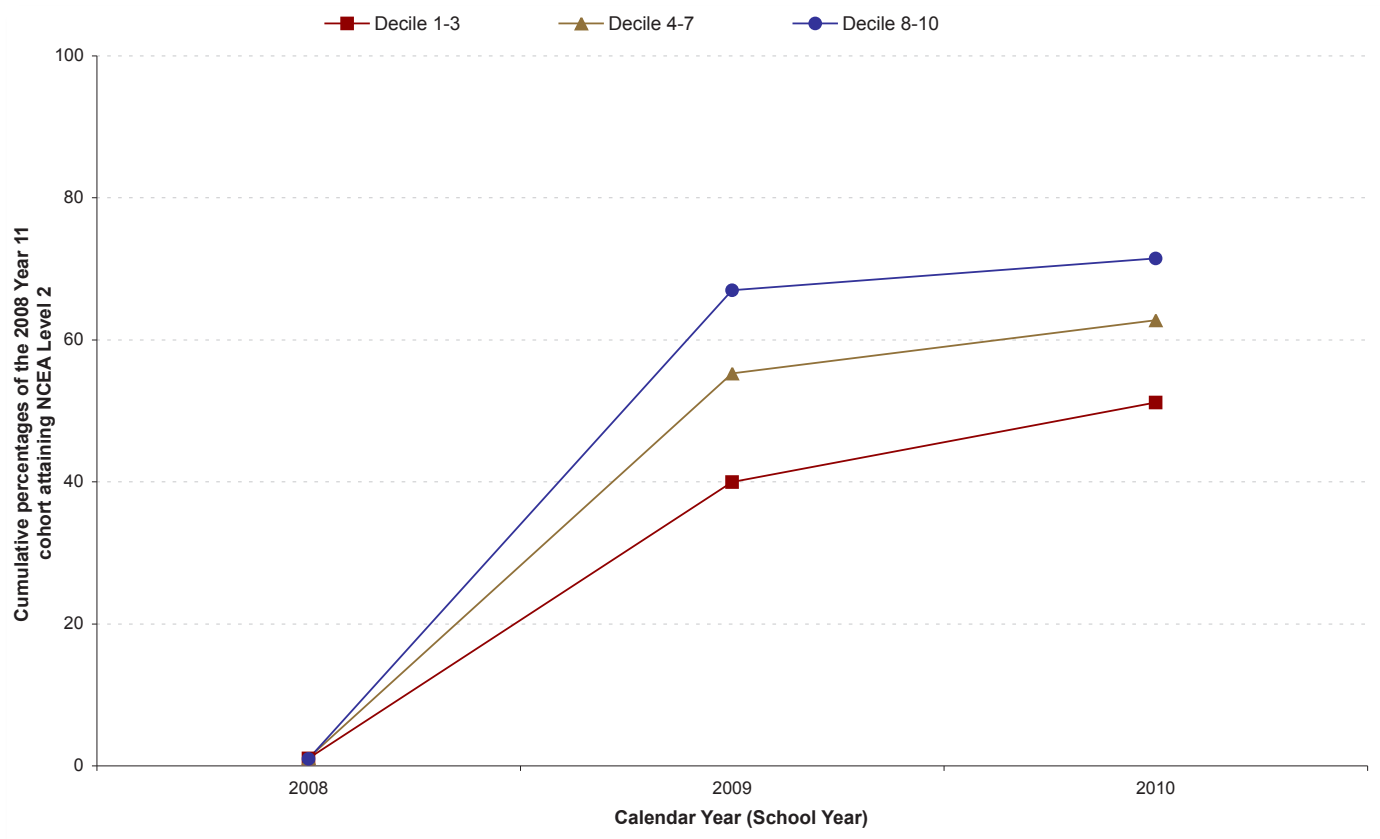


Figure 13. Percentages of students in Decile 1–3, Decile 4–7 and Decile 8–10 schools, in Year 11 in 2008, attaining NCEA Level 2 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.

Figure 14 shows the percentages of students at low-, medium- and high-decile schools, commencing Year 11 in 2008, who had attained NCEA Level 3 by the end of 2008, 2009 and 2010. Less than one percent of students at schools in any decile band attained NCEA Level 3 prior to Year 13. By the end of Year 13, large differences in rates of attainment of NCEA Level 3 were evident;

at high-decile schools 48% of the original Year 11 cohort attained the qualification compared with 34% at medium-decile schools and 21% at low-decile schools.

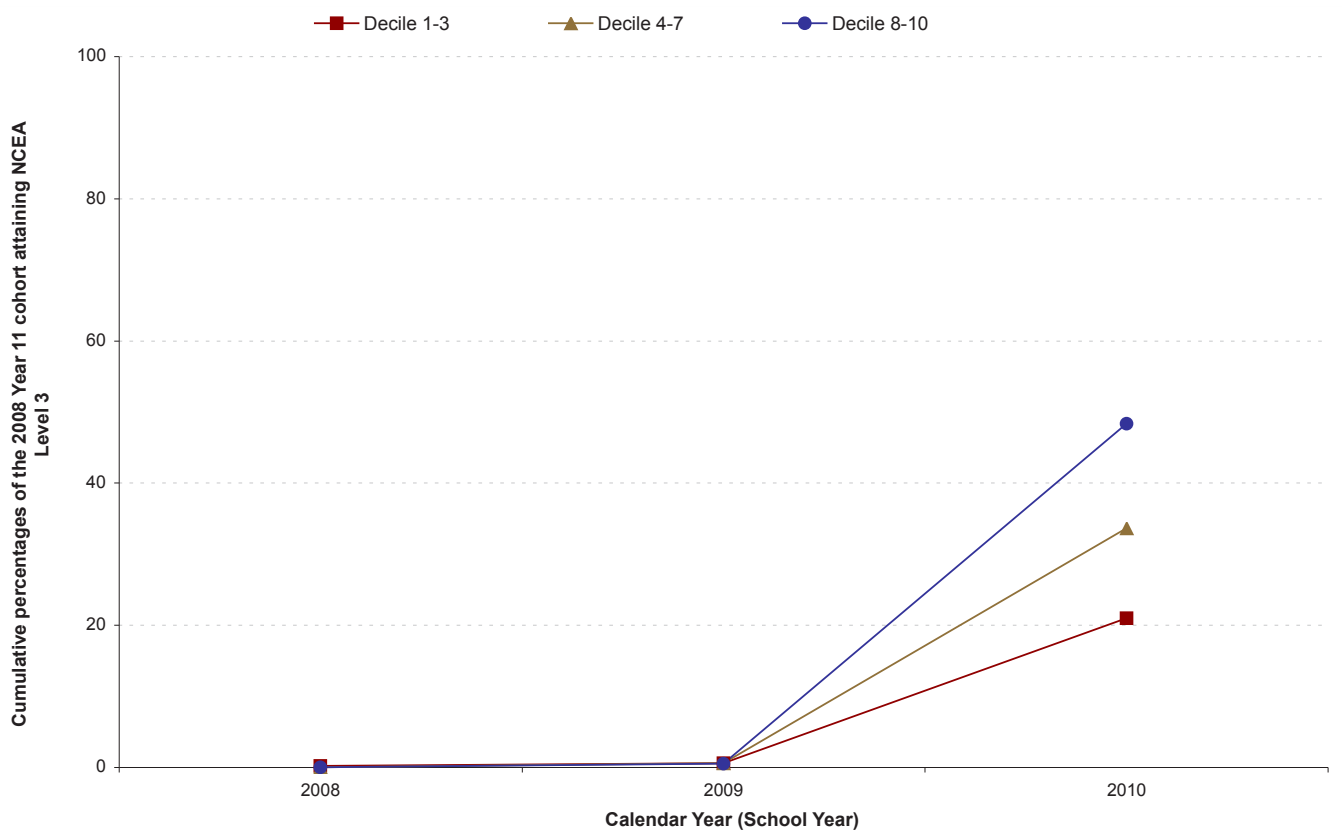


Figure 14. Percentages of students in Decile 1–3, Decile 4–7 and Decile 8–10 schools, in Year 11 in 2008, attaining NCEA Level 3 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13). All standard errors are less than one percentage point.

## Performance of participating cohorts in NCEA and University Entrance (2004–2010)

Table 2 below, and the following graphs (Figures 15–38), compare attainment rates over time, between genders, ethnicities and decile bands, of NCEA qualifications and University Entrance (UE) in the year most typical for attaining each: Year 11 for NCEA Level 1, Year 12 for NCEA Level 2, and Year 13 for NCEA Level 3 and UE. Attainment is measured in terms of the percentage of the participating cohort for each qualification that attained that qualification during the typical year for doing so.

A candidate is in the participating cohort for a given NCEA level in a given year if, on the basis of any credits they have already acquired and credits that they are entered for, it is possible for them to acquire that qualification by the end of that year. The UE cohort is difficult to identify because UE requires credits to be gained in specific subject configurations. Not all candidates with sufficient entries to gain NCEA Level 3 have a

configuration of credits that would allow them to attain University Entrance, and some candidates entered for sufficient credits to attain University Entrance are not entered for sufficient credits to gain NCEA Level 3. Therefore, while Level 3 participating cohort is an approximation for the UE cohort, it does not match the UE cohort exactly, and therefore these data should be interpreted with some caution.

The participating cohort for each qualification is a proxy for candidates intending to attain each, there being no formal entry process for NCEA qualifications or University Entrance. If a candidate is not entered for sufficient credits to attain a given qualification, it is presumed that they have no intention of doing so in that year. Some students pursue qualifications other than NCEA, including others registered on the New Zealand Qualifications Framework (NZQF) as well as non-NZQF qualifications. The percentages of candidates attaining a given qualification in the following figures can therefore be treated as an approximation of the percentage of candidates intending to attain that qualification, who did in fact attain it.

Table 2 shows the percentages of participating cohorts attaining NCEA Levels 1–3 and University Entrance from 2004 to 2010. At NCEA Levels 1 and 2 there is a trend towards greater percentages of participating candidates attaining the qualification between 2004 and 2007. From 2007 on, these percentages varied between 71% and 75% for Level 1 and between 76% and 80% for Level 2.

	2004	2005	2006	2007	2008	2009	2010
NCEA Level 1 (Year 11)	65.6	66.0	69.3	72.5	70.6	71.6	74.7
NCEA Level 2 (Year 12)	72.7	72.8	74.9	76.9	75.5	75.7	79.8
NCEA Level 3 (Year 13)	68.0	68.4	70.5	72.0	70.2	69.4	73.9
University Entrance (Year 13)	64.3	64.4	66.5	67.7	65.6	64.3	66.0

Table 2. Percentages of participating cohorts attaining NCEA Level 1 in Year 11, NCEA Level 2 in Year 12, and NCEA Level 3 and University Entrance in Year 13. Note that the participating cohort for University Entrance is defined to be the same as that for NCEA Level 3. All standard errors are less than one percentage point.

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The percentages of participating candidates attaining NCEA Level 3 and University Entrance similarly increased between 2004 and 2007. For all three levels of NCEA the percentages of participating cohorts attaining the qualifications during the typical year-level for each was greater in 2010 than it was in any previous year.

However, the percentage of Level 3 participants attaining University Entrance during Year 13, while higher than in 2009, was lower than the peak of 68% in 2007.

A comparison between the Level 2 and Level 3 attainment rates from Table 2 with the data for these qualifications in Figures 7, 8, 10, 11, 13 and 14, makes clear the limitations of using roll data to estimate NCEA attainment rates: the participating cohort for each NCEA level is considerably smaller than roll numbers in the typical year for attaining each level.

Therefore, the percentage of the participating cohort attaining qualifications at each level is commensurately higher than the percentage of the typical-year roll attaining each level. In addition to school leaving behaviours, attainment of qualifications other than NCEA is an important factor in explaining the discrepancy between roll numbers and participating cohorts.

### Analyses by candidate gender

Figures 15–18 compare the performance of male and female participating cohorts in attaining NCEA Levels 1–3 and University Entrance in the typical year for doing so, in each year since the full implementation of NCEA in 2004.

Figure 15 compares the percentages of Year 11 male and female participating

candidates attaining NCEA Level 1 between 2004 and 2010. A difference of seven to ten percentage points in favour of female candidates is evident in each year. The trend towards increasing attainment rates evident in Table 2 is also evident here for both genders between 2004 and 2007. Between 2007 and 2009 the percentages stabilised at around 67% for males and 75% for females. However, in 2010 the percentage of boys attaining NCEA Level 1 increased from 68% to over 70%, while that for girls increased from 76% to over 78%.

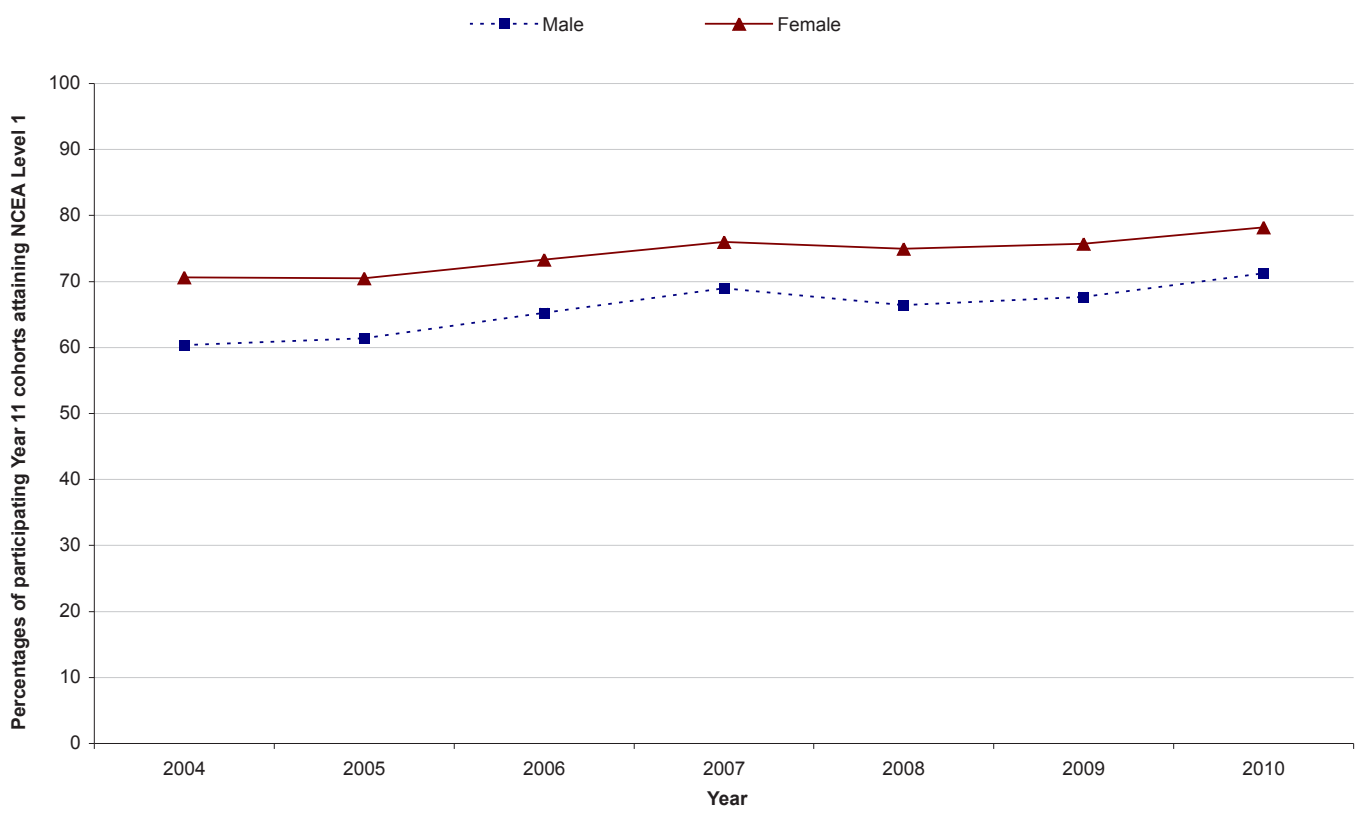


Figure 15. Percentages of participating Year 11 male and female candidates attaining NCEA Level 1 from 2004 to 2010. All standard errors are less than one percentage point.

Figure 16 compares the percentages of Year 12 male and female participating candidates attaining NCEA Level 2 between 2004 and 2010. There is a consistent difference in favour of female candidates of between nine and ten percentage points in each of these years. Again, the trend for both genders closely resembles that of the overall data shown in Table 2. There was a gradual increase in the percentages of candidates attaining the qualification between 2004 and 2007, and success rates stabilising at around 80% for female candidates and 70% for male candidates from 2007 to 2009, although attainment rates for male candidates in 2008 and 2009 were about two percentage points lower than they were in

2007. However, in 2010 attainment of NCEA Level 2 in Year 12, for both males and females, increased by about four percentage points above the percentage for 2009, from 71% to 75% for males and from 80% to 84% for females. For both genders, this represents the highest percentage of Year 12 candidates attaining the qualification to date.

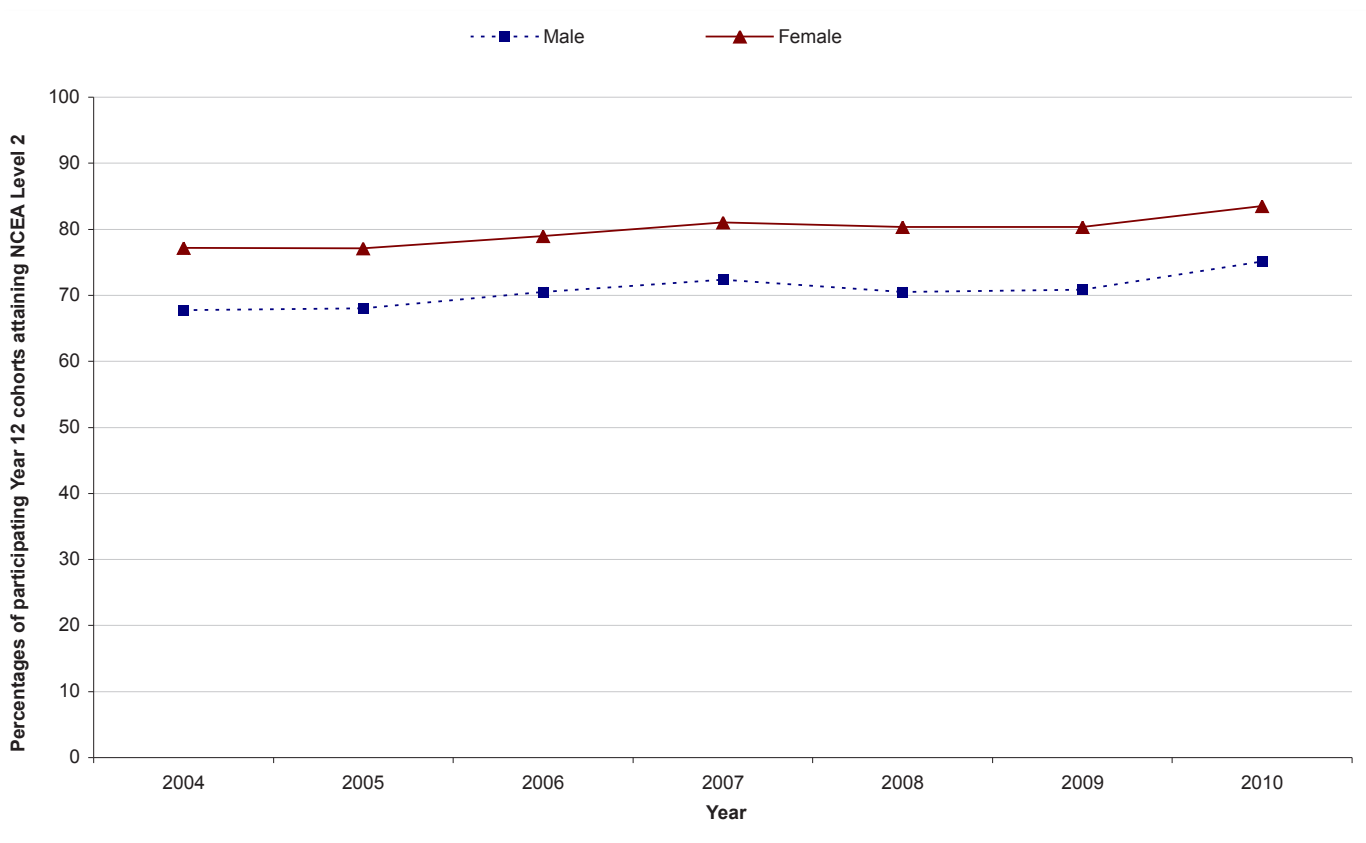


Figure 16. Percentages of participating Year 12 male and female candidates attaining NCEA Level 2 from 2004 to 2010. All standard errors are less than one percentage point.



Figure 17 compares the percentages of Year 13 male and female participating candidates attaining NCEA Level 3 between 2004 and 2010. Differences in favour of female candidates range between eight and ten percentage points between 2004 and 2007, but range between eight and twelve percentage points after 2007. During this period, as for

NCEA Levels 1 and 2, an increasing attainment rate is evident for both genders between 2004 and 2007. Between 2007 and 2009, however, a slight decline in the rate of success for female candidates is evident, with a more substantial decline for male candidates. These declines resulted in a widening of the gender difference to over 12 percentage points in 2009, reducing to ten percentage points in 2010. The percentage of Year 13 male candidates attaining NCEA Level 3 increased from 63% in 2009 to 69% in 2010, while the percentage of Year 13 female candidates increased from 75% in 2009 to 78% in 2010.

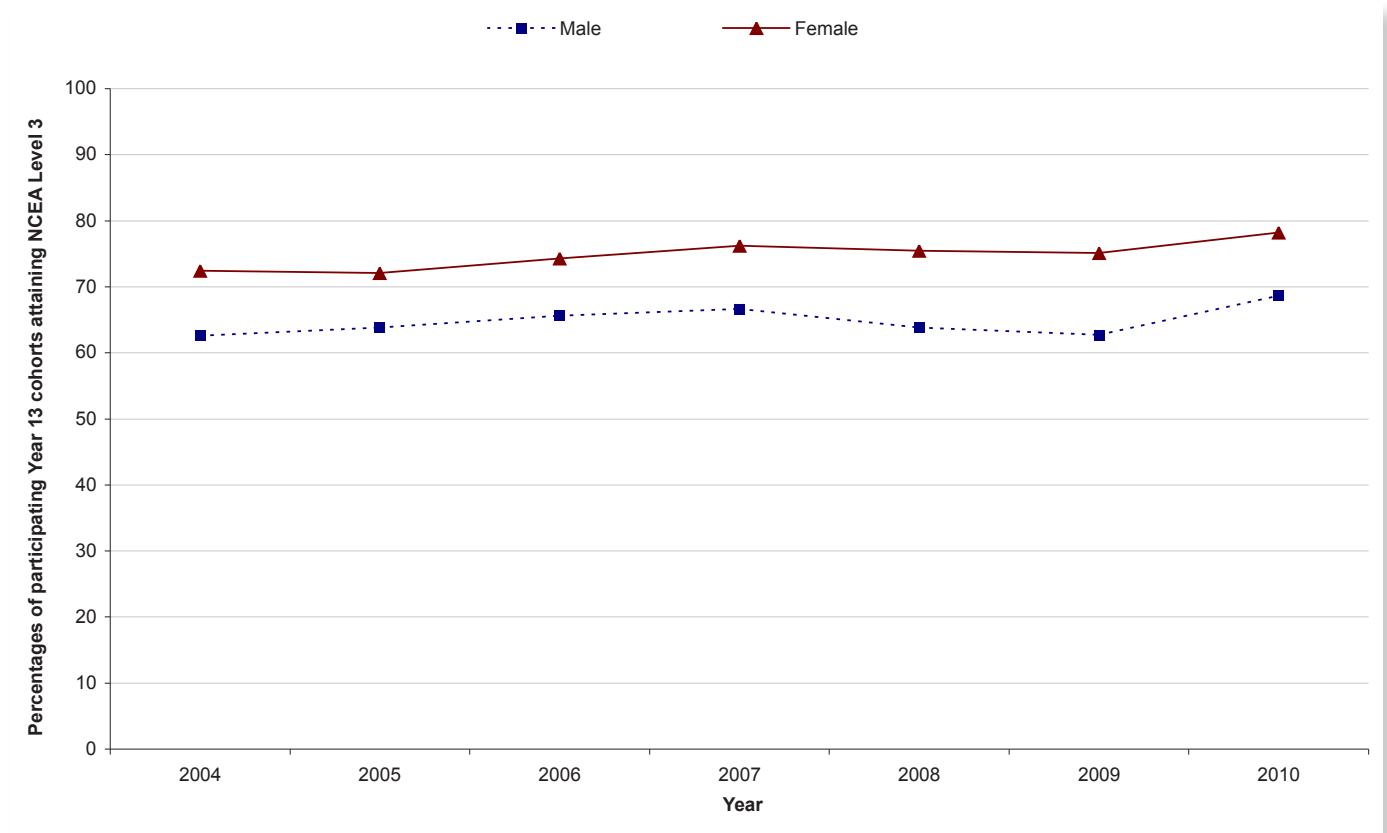


Figure 17. Percentages of participating Year 13 male and female candidates attaining NCEA Level 3 from 2004 to 2010. All standard errors are less than one percentage point.

Figure 18 compares the percentages of Year 13 male and female participants in NCEA Level 3 who attained University Entrance in each year from 2004 to 2010. The pattern of attainment evident in Figure 18 is similar to that for NCEA Level 3, with differences in favour of female candidates of between six and ten percentage points. Like the data for NCEA Level 3, the success rate for University Entrance increased between 2004 and 2007. Between 2007 and 2009 attainment of UE declined somewhat for both genders and for male candidates especially. Again, this decline is likely to be influenced by increased retention into Year 13 (see Figure 2). In 2010 the percentage of boys attaining UE increased from 59% to 61%, while that for girls increased from 69% to 70%.

An issue of interest in regard to the relative attainment of qualifications by male and female candidates, is whether there is any advantage to either gender, or both, from attending either co-educational or single-sex schools. A very important consideration here is the decile of schools; single-sex schools are more strongly represented amongst high-decile schools than are co-educational schools, and high-decile schools also tend to have better qualifications outcomes than low-decile schools. Thus, any comparison of single-sex and

co-educational schools that did not take decile into account would show an advantage in qualifications achievement to single-sex schools on the basis of their higher socio-economic status alone.

Figures 19–21 compare the performance during 2010, of male and female participating candidates, in attaining NCEA Levels 1, 2 and 3, and University Entrance, respectively, during the typical secondary-school year for each level. The data are also partitioned by school gender (co-educational or single-sex) and by decile band. Data for candidates at schools without decile ratings are omitted from these comparisons.

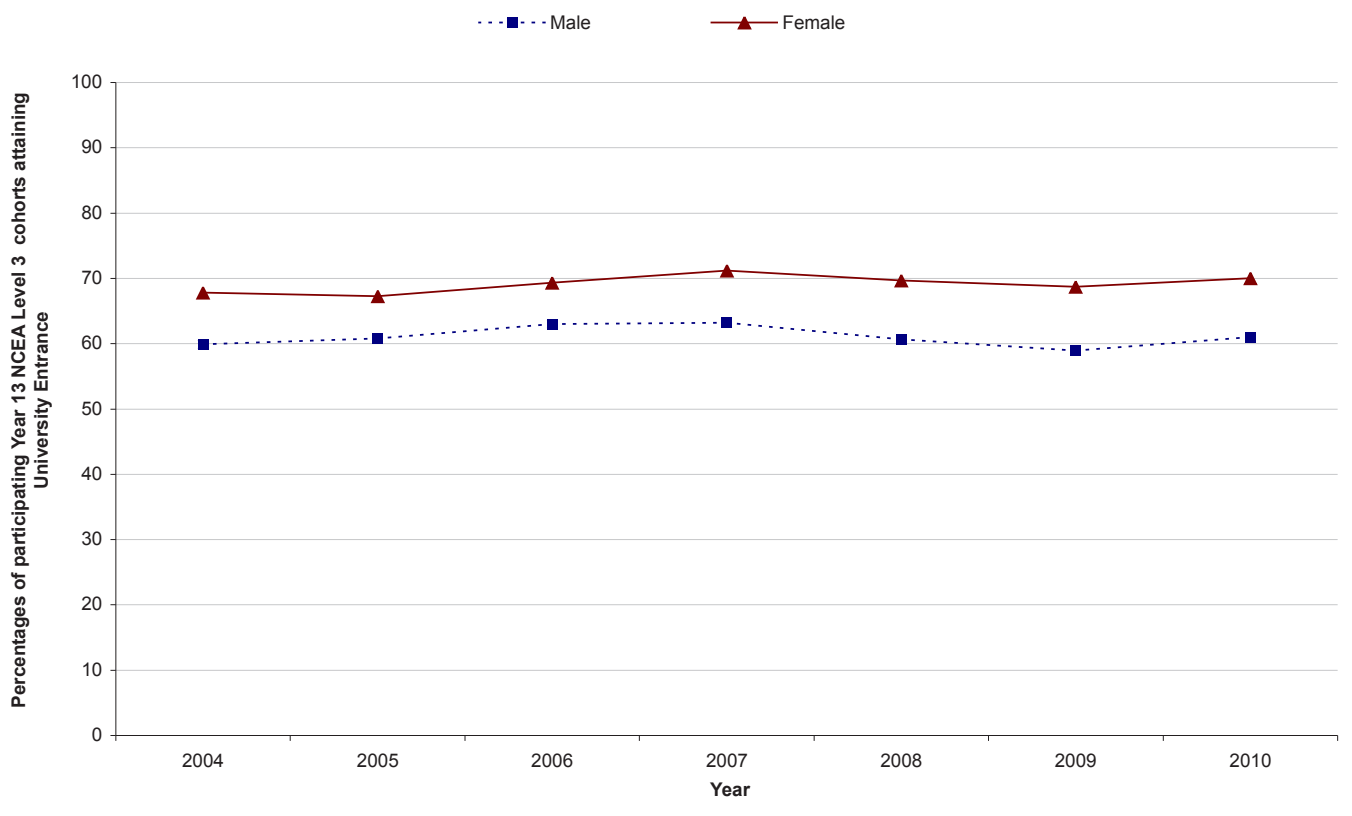


Figure 18. Percentages of Year 13 male and female NCEA Level 3 candidates attaining University Entrance from 2004 to 2010. All standard errors are less than one percentage point.

Figure 19 shows the percentages of male and female participating Year 11 candidates attaining NCEA Level 1 during 2010 at both single-sex and co-educational schools, for low, medium and high deciles respectively. In decile bands 4–7 and 8–10, there is a clear difference in favour of female candidates, although in the low-decile band (deciles 1–3), boys at single-sex schools had a higher rate of success

than girls at both girls’ schools and co-educational schools, and also a higher rate of success than boys at decile 4–7 boys’ and co-educational schools,

There is a difference in favour of single-sex schools for both genders in all decile bands. The effect is most pronounced in the low-decile bands, with differences of between 15 and 17 percentage points for female and male candidates respectively. The differences between attainment of males and females in single-sex and co-educational schools are comparable for decile bands 4–7 and 8–10.

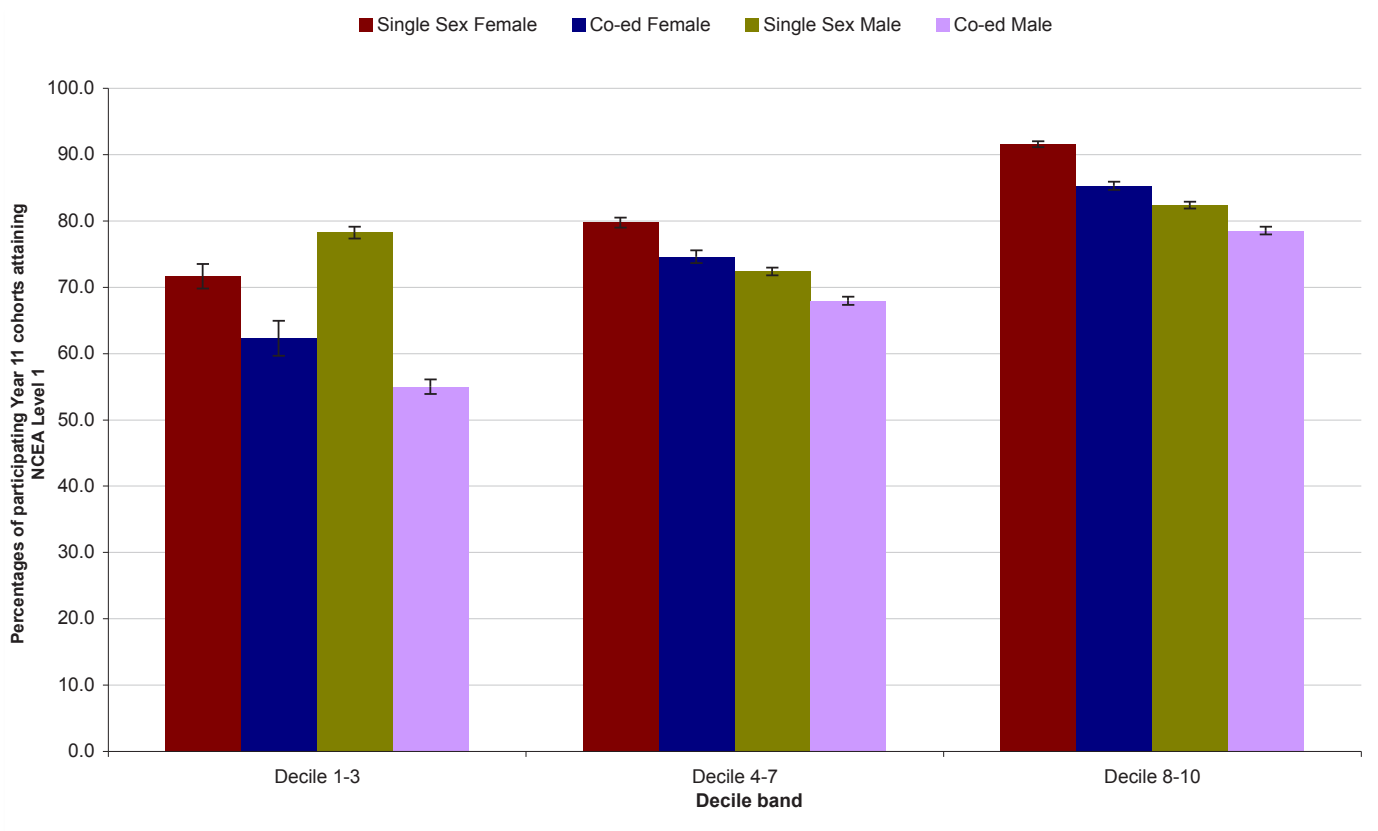


Figure 19. Percentages of participating Year 11 male and female candidates in single-sex and co-educational schools, attaining NCEA Level 1 in 2010, partitioned by decile band. Error bars denote the standard errors of the proportions.

Figure 20 shows the percentages of male and female participating Year 12 candidates attaining NCEA Level 2 during 2010, at low-, medium- and high-decile single-sex and co-educational schools.

The pattern of data is very similar to that for NCEA Level 1 presented in Figure 19, except that boys at low-decile single-sex schools do not outperform girls at low-decile single-sex schools or boys at mid-decile schools.

A difference in favour of female candidates is evident in the medium- and high-decile bands, and again a difference in favour of single-sex schools is evident for both genders in all decile bands, with the differences particularly pronounced in the low-decile band.

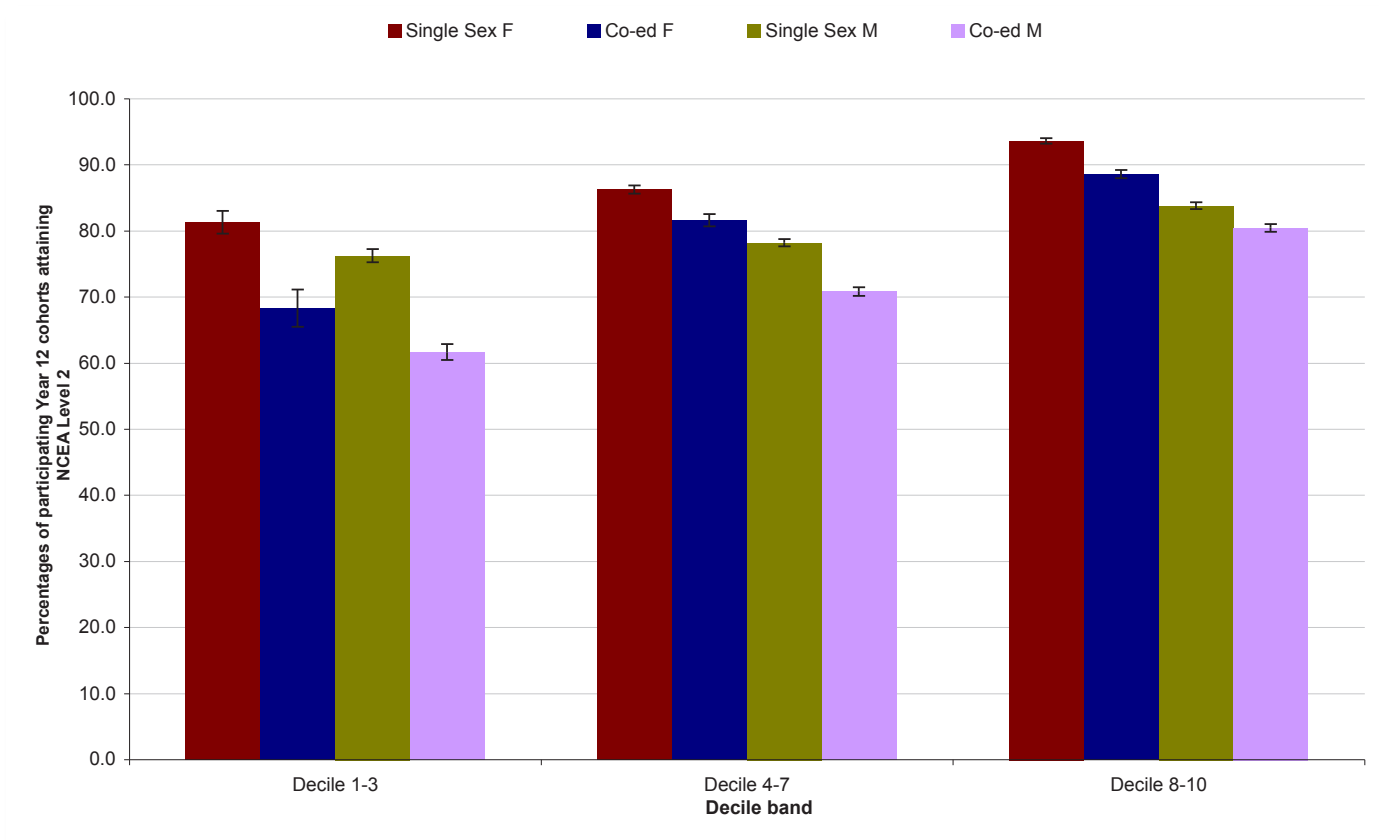


Figure 20. Percentages of participating Year 12 male and female candidates in single-sex and co-educational schools, attaining NCEA Level 2 in 2010, partitioned by decile band. Error bars denote the standard errors of the proportions.

Figure 21 shows the percentages of male and female candidates attaining NCEA Level 3 in Year 13 during 2010, at low-, medium- and high-decile single-sex and co-educational schools. Again, the pattern of data is very similar to the data pertaining to NCEA Levels 1 and 2 presented in Figures 19 and

20 above. There is a difference in favour of female candidates in all decile bands, with the exception that, in the low-decile band only, male candidates at single-sex schools had a higher rate of success than female candidates at both co-educational and girls' schools. There is a difference in favour of single-sex schools for all decile bands, though at deciles 1–3 the difference between single sex female and coeducational female schools is negligible, and at deciles 4–7 this difference is marginal.

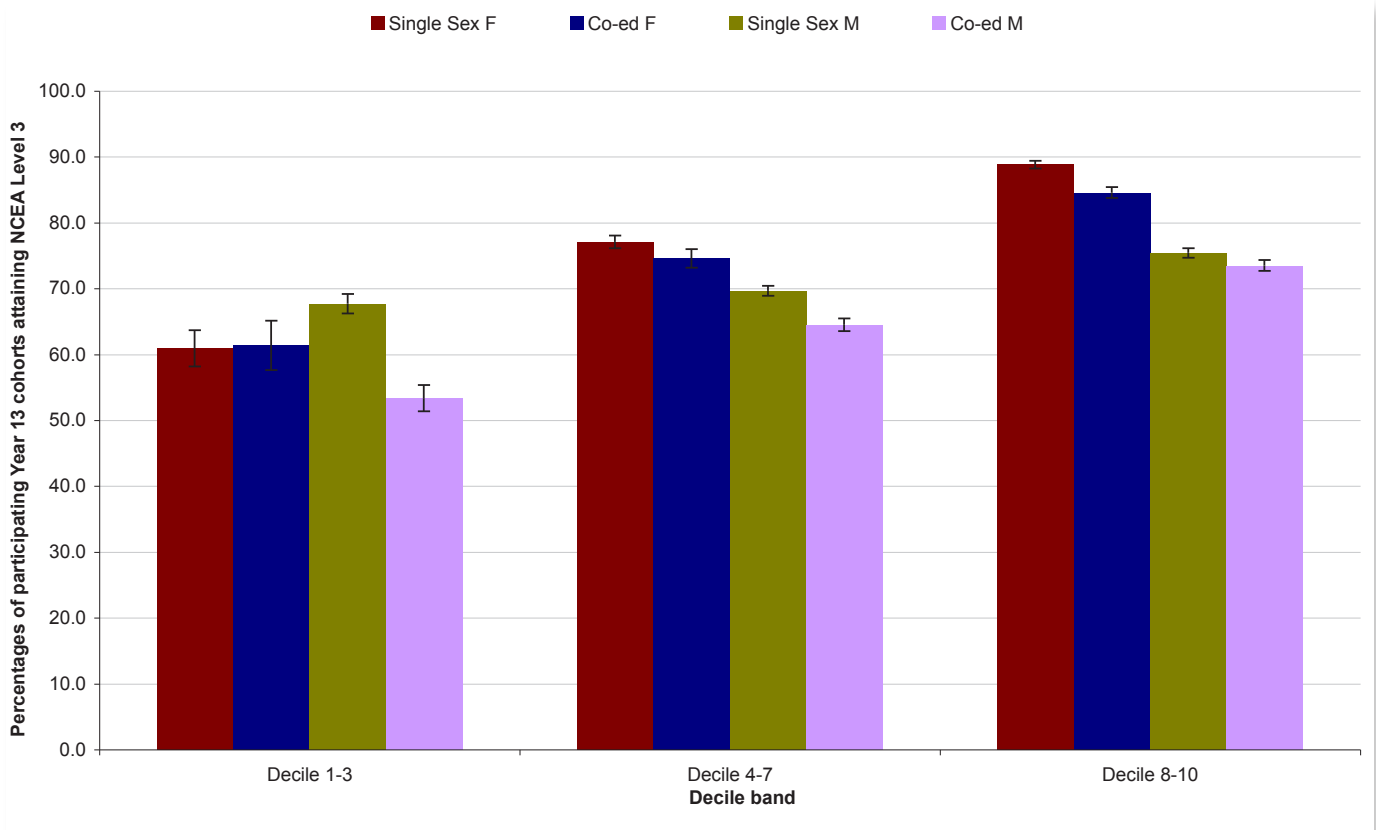


Figure 21. Percentages of participating Year 13 male and female candidates in single-sex and co-educational schools attaining NCEA Level 3 in 2010, partitioned by decile band. Error bars denote the standard errors of the proportions.

Figure 22 shows the percentages of male and female Level 3 candidates, attaining University Entrance in Year 13 during 2010, at low-, medium- and high-decile single-sex and co-educational schools.

The pattern of performance is similar to that for the NCEA data presented in Figures 19–21. There is a difference in favour of female candidates in all decile bands. The difference in the low-decile band in favour of male candidates at single-sex schools in comparison with female candidates at co-educational schools,

evident for all three levels of NCEA, is not statistically significant here, and neither is the difference between female candidates at single-sex and co-educational schools in this decile band. However, there is a difference in favour of single-sex schools for boys in all decile bands, and for girls in mid- and high-decile bands.

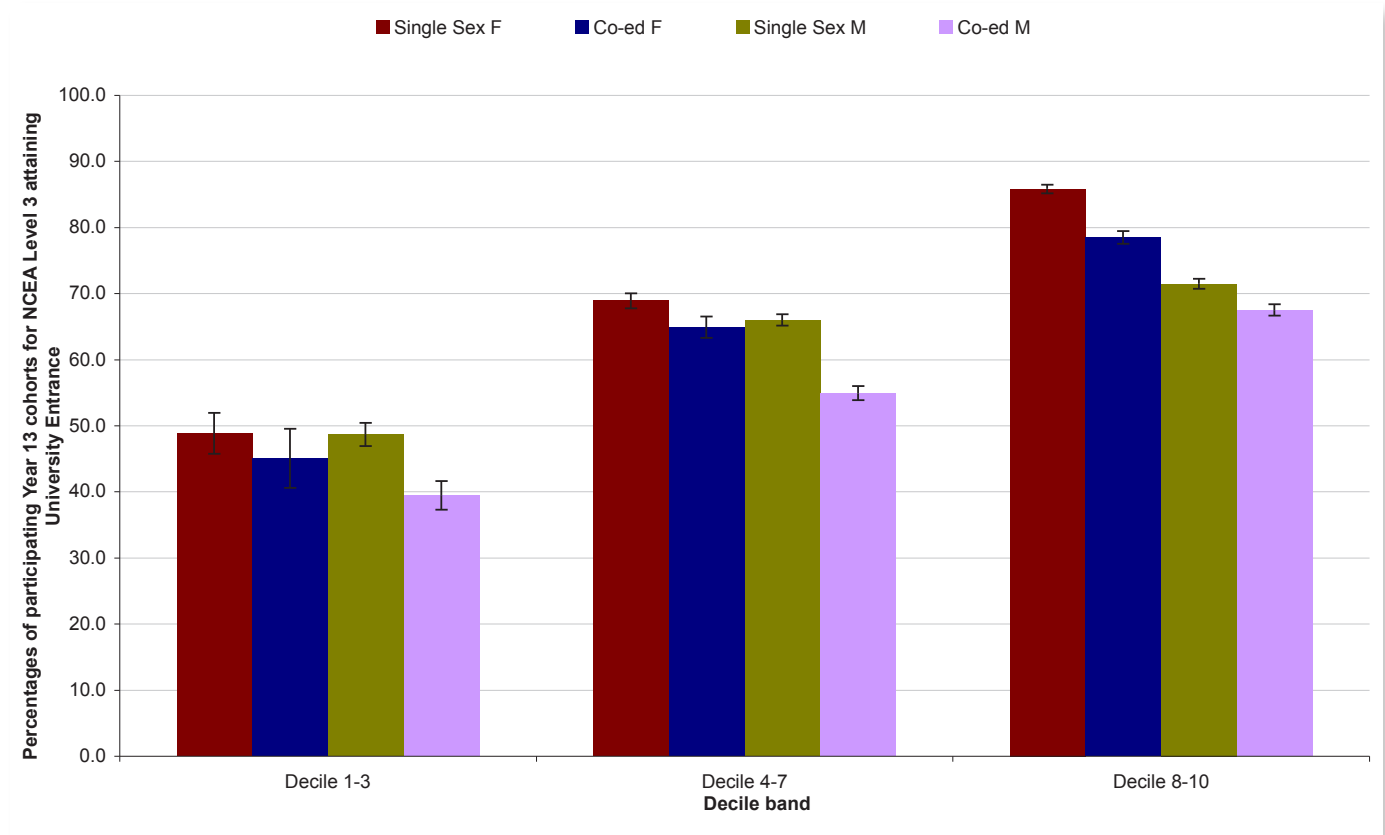


Figure 22. Percentages of Year 13 male and female candidates participating in NCEA Level 3 in single-sex and co-educational schools attaining University Entrance in 2010, partitioned by decile band. Error bars denote the standard errors of the proportions.

## Analyses by ethnicity

Figures 23–26 compare the performance of Asian, New Zealand European, New Zealand Māori and Pasifika participating candidates (the four most numerous ethnic groups) in attaining NCEA Levels 1–3 and University Entrance, respectively. Students not identifying with any of these ethnicities are omitted from these data.

The data in these figures should be

interpreted in conjunction with those shown in Figures 27–31, which show similar comparisons across decile bands. This is because ethnic identity is correlated with socio-economic status, such that New Zealand Māori and Pasifika candidates are over-represented in low-decile schools.

Therefore, some of what appears to be an effect of ethnicity in fact could be an effect of socio-economic level. Even so, a comparison of the two sets of data elucidates some effects that appear to be specifically ethnic. Between 2005 and 2007 the performance of both Māori, and especially Pasifika candidates, improved more than overall performance at low-decile schools.

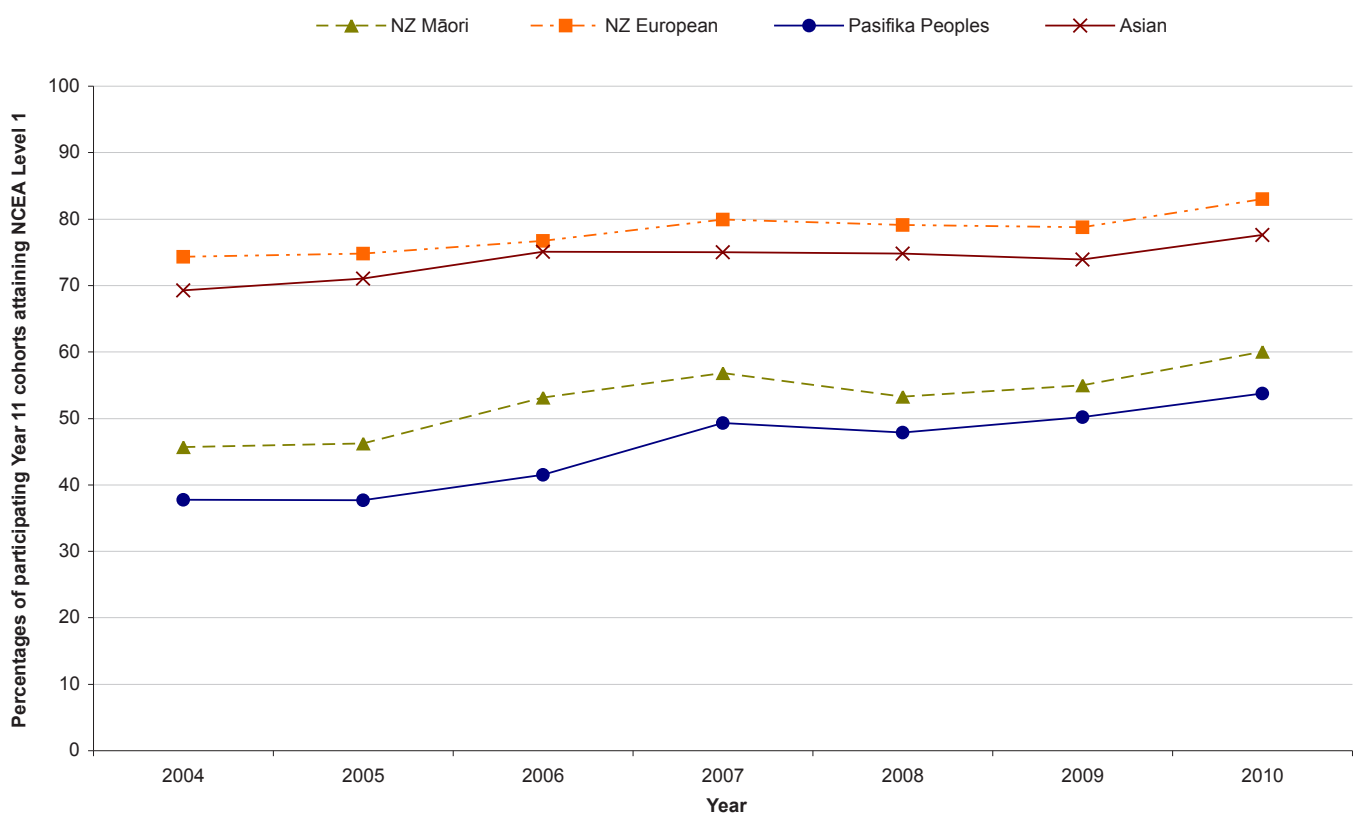


Figure 23. Percentages of participating Year 11 Asian, New Zealand European, New Zealand Māori and Pasifika candidates attaining NCEA Level 1 from 2004 to 2010. All standard errors are less than one percentage point.

Figure 23 compares the percentages of participating candidates in Year 11, attaining NCEA Level 1 across ethnic groups. New Zealand European and Asian candidates have substantially higher rates of success in attaining NCEA Level 1 during Year 11 than New Zealand Māori or Pasifika candidates; differences of 19–37 percentage points in favour of the former two ethnicities are evident across the period covered by the data.

However, in 2010 for all ethnicities attainment of Level 1 increased by between four and five percentage points over that of 2009. The increase was greatest for Māori (five percentage points), while the increase for each of Pasifika, Europeans and Asians was about four percentage points.

There is a small difference of two to five percentage points in favour of European candidates relative to Asian candidates, and a larger difference of five to 12 percentage points in favour of Māori candidates relative to Pasifika candidates. However, these data pertain to Year 11 candidates only, and Pasifika candidates attain

NCEA Level 1 in Years 12 and 13 at a relatively high rate, such that by the end of Year 13 a higher proportion of the original Year 11 Pasifika cohort had acquired NCEA Level 1 than the original Year 11 Māori cohort (see Figure 9).

There is some evidence that the large difference between New Zealand European and Asian candidates on one hand, and New Zealand Māori and Pasifika candidates on the other, diminished between 2004 and 2007. During this period, rates of success for Year 11 candidates in attaining NCEA Level 1 improved for all ethnicities, but especially for Māori and Pasifika. From 2007 to 2010, however, differences in

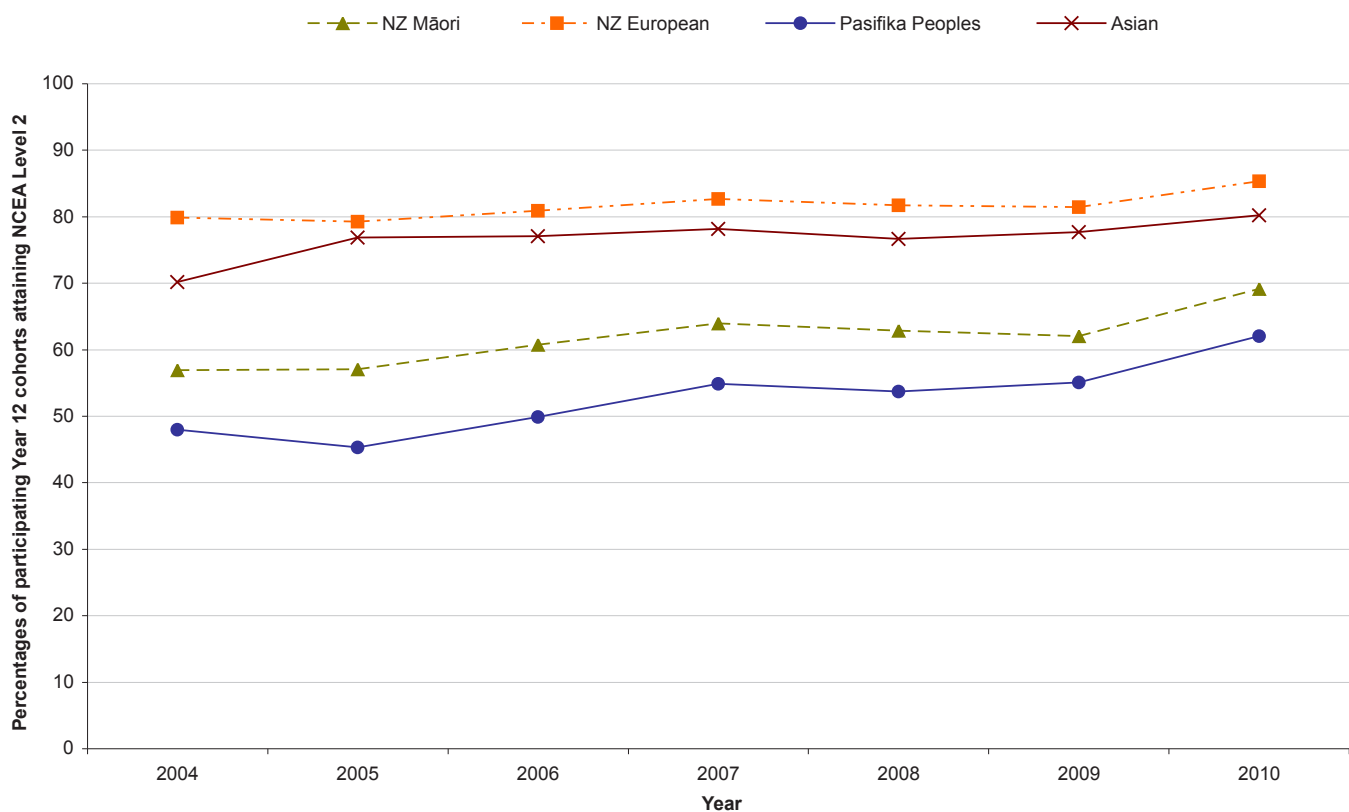


Figure 24. Percentages of participating Year 12 Asian, New Zealand European, New Zealand Māori and Pasifika candidates attaining NCEA Level 2 from 2004 to 2010. All standard errors are less than one percentage point



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attainment rates between ethnicities have largely stabilised. The diminution of the ethnicity-linked differences in attainment of NCEA Level 1 is therefore attributable to the sharper increase in attainment for Māori and Pasifika than for European and Asian candidates between 2005 and 2007.

Figure 24 compares the percentages of participating Year 12 candidates attaining NCEA Level 2 across the four ethnic groups. Attainment increased in 2010 over that of 2009 for all ethnic groups, with the greatest increase for Māori and Pasifika – both percentages increased by seven points.

The increase in attainment for European and Asian candidates was four and two percentage points respectively. New Zealand European and Asian candidates have substantially higher rates of success in attaining NCEA Level 2 during Year 12 than New Zealand Māori or Pasifika candidates; the differences are quite similar to those evident for NCEA Level 1 presented in Figure 23 above, varying between 13 and 34 percentage points in favour of the former two ethnicities.

Smaller differences in favour of New Zealand European candidates relative to Asian candidates, and to New

Zealand Māori candidates relative to Pasifika candidates, are also evident. The latter difference appears to contradict Figure 10, which shows a slight difference in favour of Pasifika relative to Māori candidates in attaining NCEA Level 2 by the end of Year 12.

However, this apparent reversal is explained by differences in participation rates. Specifically, Figure 10 shows that a higher proportion of the original Pasifika Year 11 cohort than of the original Year 11 Māori cohort attained NCEA Level 2 by the end of Year 12. Figure 24 shows that a higher proportion of the Māori participating cohort than of the Pasifika participating cohort attained NCEA Level 2 during Year 12.

The participating Level 2 cohort is a more restrictive grouping than the original Year 11 roll, because it includes only those candidates with sufficient entries to attain Level 2 in a given year. The participation rate in NCEA Level 2 for Year 12 Pasifika candidates is higher than it is for Year 12 Māori candidates, so that a higher percentage of all Pasifika candidates attain Level 2.

However, the success rate for participating Year 12 Māori candidates is nonetheless higher than that of participating Pasifika candidates.

As is the case for NCEA Level 1 data shown in Figure 23, there is evidence that the large difference between New Zealand European and Asian candidates on one hand, and New Zealand Māori and Pasifika candidates on the other, diminished between 2005 and 2007.

The rate of success for the former two groups has been quite stable over time whereas the success rate for the latter two increased markedly between 2005 and 2007, and was relatively stable until 2010 when Māori and Pasifika attainment increased significantly. In 2010, the difference in the NCEA Level 2 attainment rates for Māori and Pasifika candidates, and those for New Zealand European candidates, was less than it was in any prior year.

Figure 25 compares the percentages of candidates in Year 13 attaining NCEA Level 3 across the four ethnic groups of interest. Attainment increased in 2010 over that of 2009 for all ethnic groups, but the increase was greatest for Māori (nine percentage points) and Pasifika (eight percentage points). The increase in attainment for both European and Asian candidates was about five percentage points.

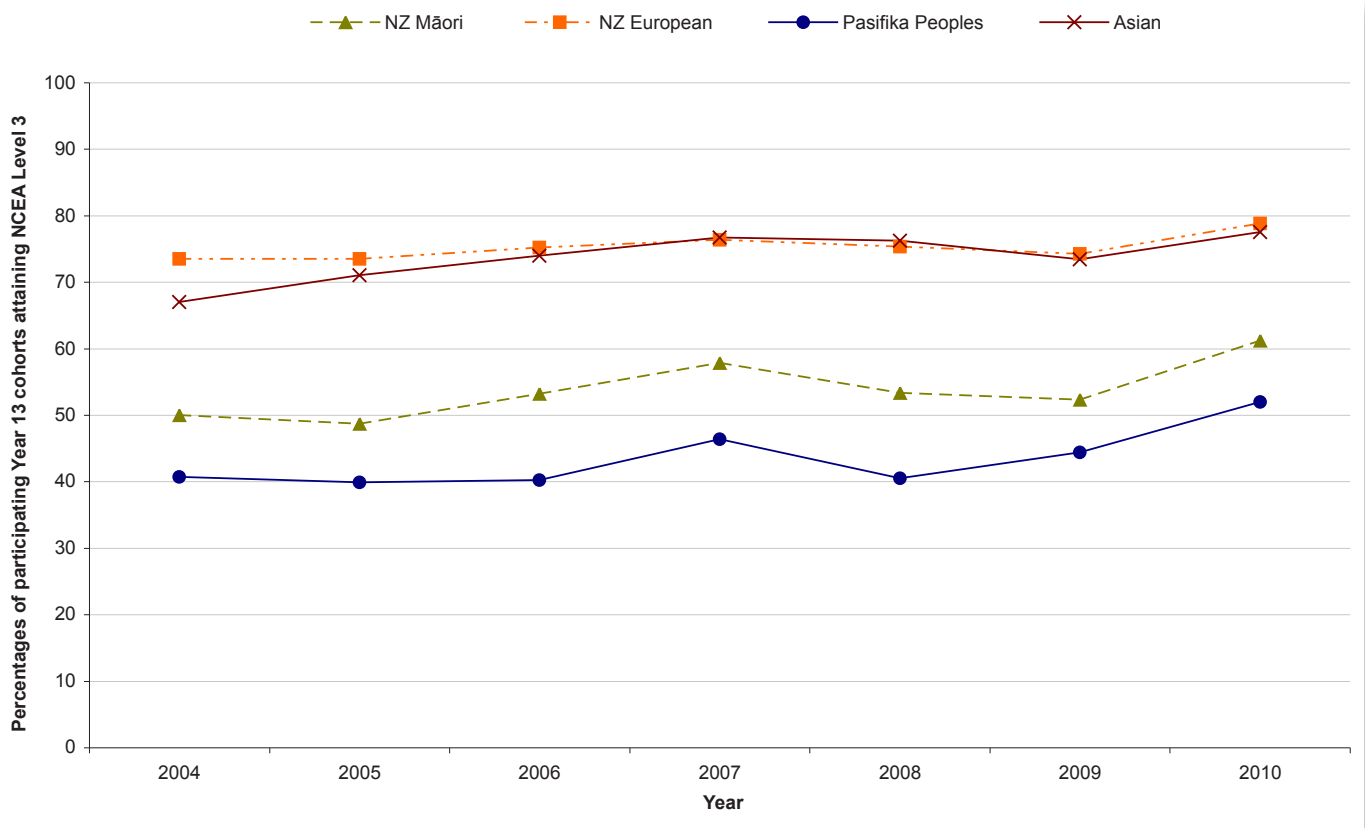


Figure 25. Percentages of participating Year 13 Asian, New Zealand European, New Zealand Māori and Pasifika candidates attaining NCEA Level 3 from 2004 to 2010. All standard errors are less than one percentage point.

New Zealand European and Asian candidates have substantially higher rates of success in attaining NCEA Level 3 during Year 13 than New Zealand Māori or Pasifika candidates. There was a small difference in favour of European relative to Asian candidates in 2004, but in subsequent years the success rates for these groups have been very similar.

The difference in favour of Māori candidates relative to Pasifika candidates is consistent with the differences observed for NCEA Levels 1 and 2. As was the case for NCEA Level 2, there is an apparent discrepancy with Figure 11, which shows a slightly higher proportion of the original Year 11 Pasifika cohort than of the Māori cohort attaining NCEA Level 3 by the end of Year 13. The explanation for this is the same as that for the Level 2 data in that

a higher proportion of all Pasifika than Māori candidates attain Level 3. The overall participation rate was higher for Pasifika candidates than for Māori candidates. However, the success rate for participating Year 13 Māori candidates was higher than that of participating Year 13 Pasifika candidates.

The overall success rate of participating candidates increased between 2004 and 2007, and then fell away somewhat for all ethnicities

except Pasifika, whose attainment fluctuated downwards in 2008 before rising again in 2009 and 2010. As is the case for NCEA Level 2 (Figure 24) the gap between NCEA Level 3 attainment rates for Māori and Pasifika candidates, and those for New Zealand European and Asian candidates, was less in 2010 than it was in any prior year.

Attainment of UE increased in 2010 over that of 2009 for all ethnic groups, but was greatest for Māori (five percentage points). The increase in attainment for both European and Asian candidates was about four percentage points, while that for Pasifika was about one percentage point.

Attainment of University Entrance has been relatively stable for European candidates, at around 70% of Level 3 participants. The data for European and Asian candidates are similar, with the exception of 2004, when attainment for Asians was about six percentage points lower than that for Europeans. Attainment of University Entrance for Māori and Pasifika candidates for NCEA Level 3 have fluctuated considerably, both peaking in 2007, and both with roughly similar rates of attainment in 2010 to those of 2004.

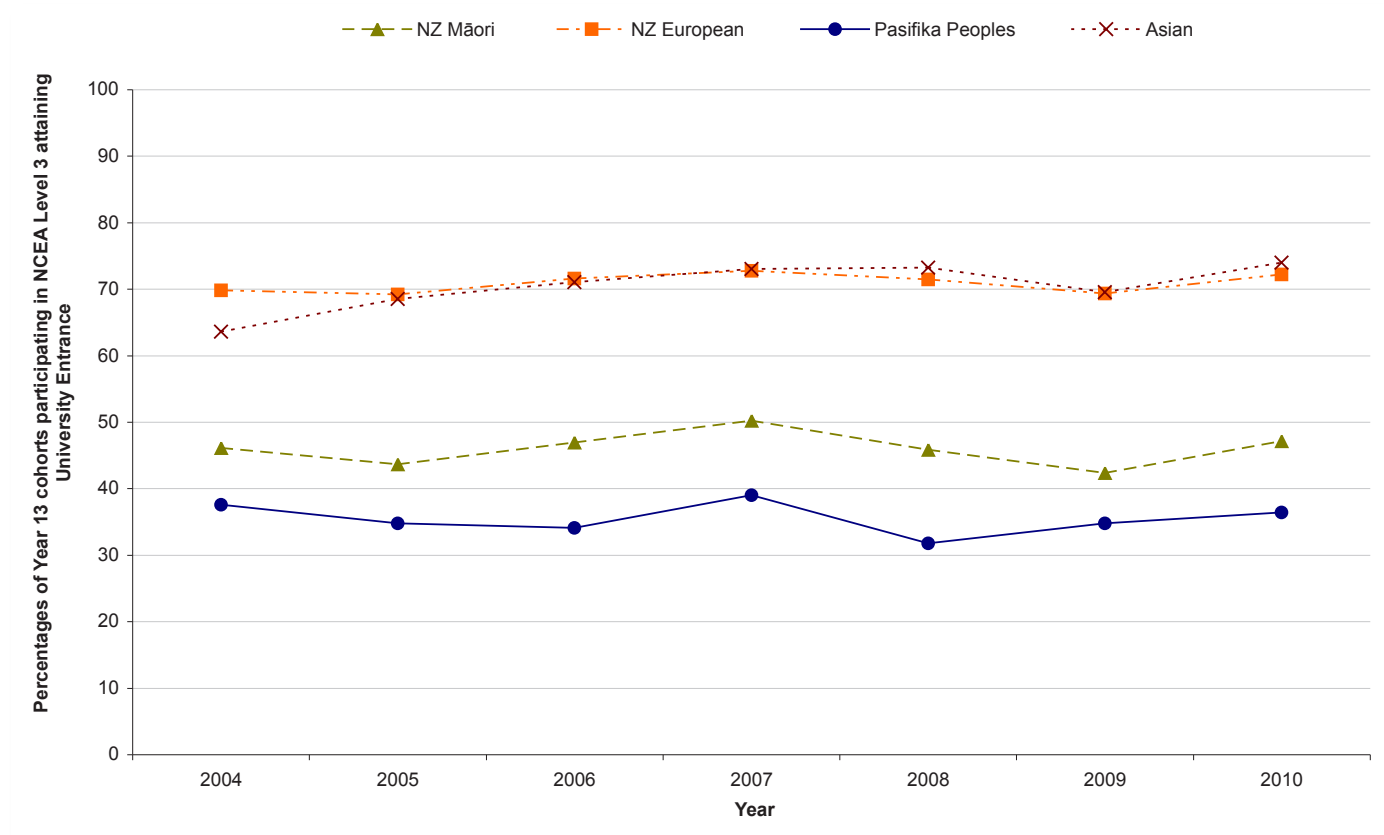


Figure 26. Percentages of Year 13 Asian, New Zealand European, New Zealand Māori and Pasifika candidates participating in NCEA Level 3 and attaining University Entrance from 2004 to 2010. All standard errors are less than one percentage point.

## Analyses by school decile

Figures 27–32 compare the rates of success for participating candidates at schools in low-, medium- and high-decile bands in attaining NCEA Levels 1–3 and University Entrance in the typical

year for each. Data for schools without decile ratings are omitted from these analyses.

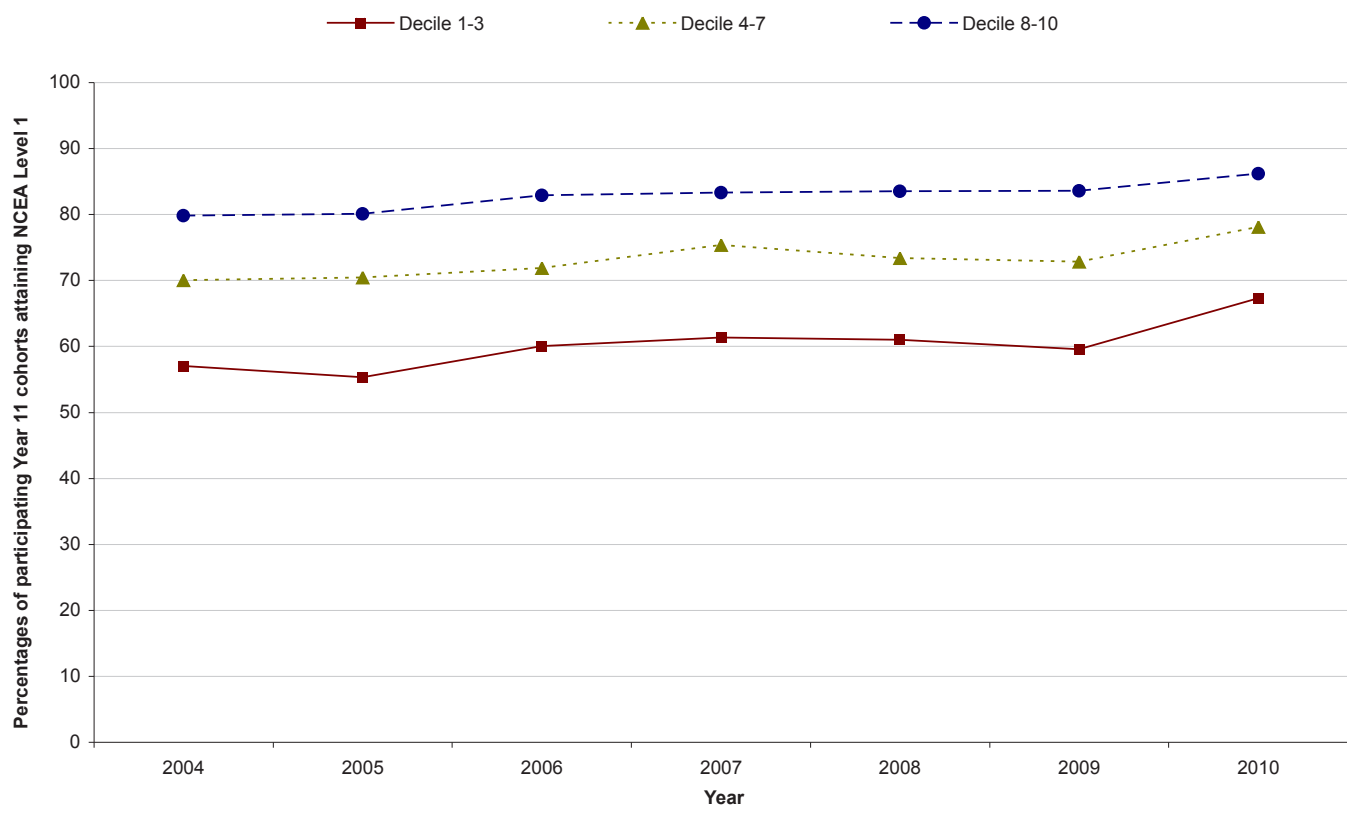


Figure 27. Percentages of participating Year 11 candidates from schools in decile bands 1–3, 4–7 and 8–10 attaining NCEA Level 1 from 2004 to 2010. All standard errors are less than one percentage point.

Figure 27 compares the percentages of participating Year 11 candidates attaining NCEA Level 1, across low-, medium- and high-decile bands. There are consistent differences in favour of high-decile schools relative to medium-decile schools, of between 10 and 15 percentage points, and in favour of medium-decile schools relative to low-decile schools of between 13 and 17 percentage points, across the period covered by the data.

For all three decile bands, attainment increased between 2004 and 2007 and then remained relatively stable until 2009, with the exception of candidates at low-decile schools, who showed a

slight decrease in achievement during this period. Attainment for all decile bands increased in 2010 over that of 2009. The increase was greatest for deciles 1–3 (five percentage points), while for deciles 4–7 the increase was about four percentage points, and for deciles 8–10 it was about three percentage points.

NCEA Level 1 includes minimum requirements for both literacy and numeracy. Figures 28 and 29 present comparisons of the rates at

which candidates at schools in the high-, medium- and low-decile bands attained each of these requirements, independent of whether they attained Level 1.

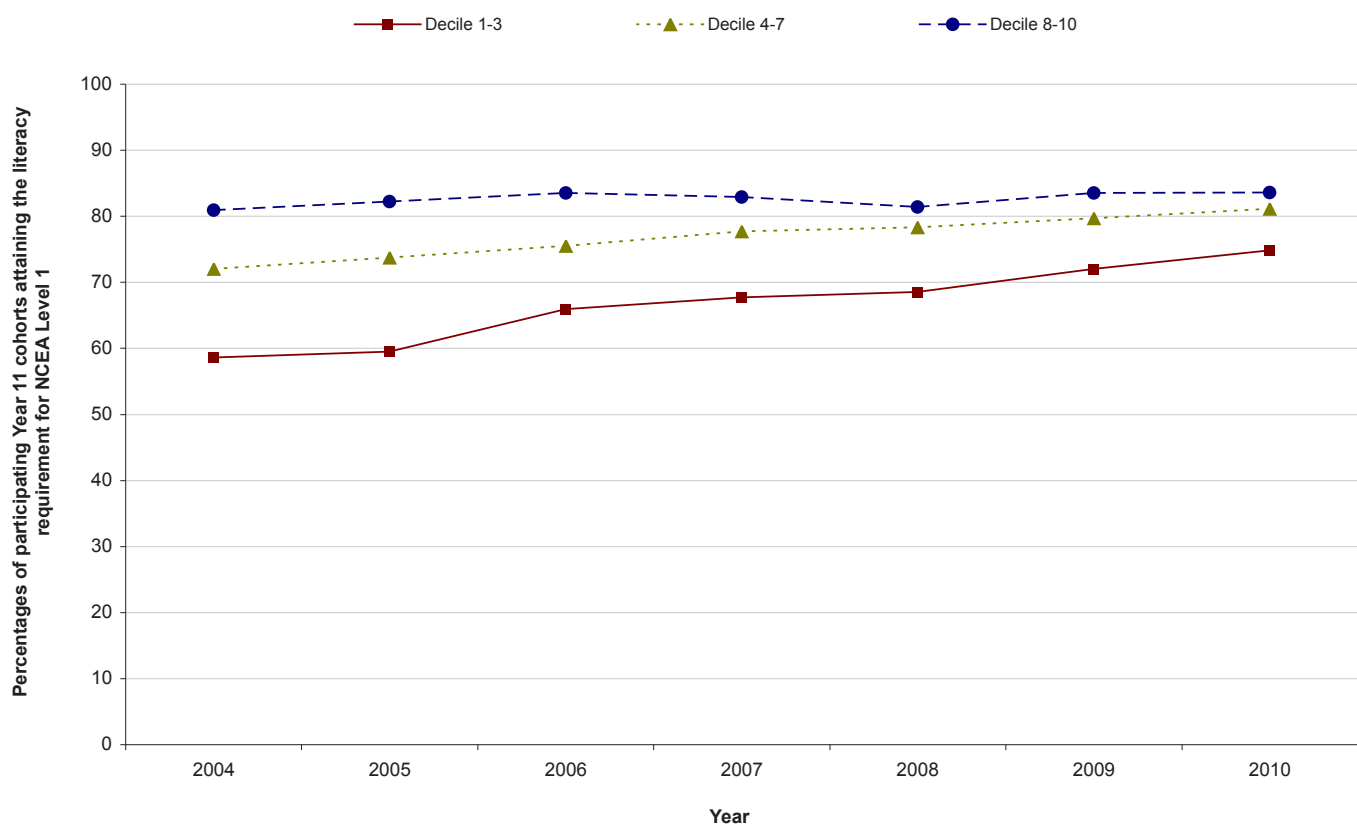


Figure 28. Percentages of Year 11 candidates from schools in decile bands 1–3, 4–7 and 8–10 attaining the literacy requirement for NCEA Level 1 from 2004 to 2010. All standard errors are less than one percentage point.

Figure 28 compares the percentages of Year 11 candidates attaining the NCEA Level 1 literacy requirement across low-, medium- and high-decile bands. The rate at which candidates at high-decile schools have met the literacy requirement remained quite stable between 2004 and 2010, at

just over 80%. The rate for candidates in medium-decile schools increased from just over 70% in 2004 to around 81% in 2010. The rate for candidates in low-decile schools has increased more markedly, from just under 60% in 2004 to 75% in 2010. Thus, while socio-economically-based differences in the attainment of the Level 1 literacy requirement remain, they have diminished substantially since the implementation of NCEA.

Figure 29 compares the percentages of Year 11 candidates attaining the NCEA Level 1 numeracy requirement, across low-, medium- and high-decile bands. However, the data show an increase for all three decile bands between 2004 and 2009, with a larger increase for medium-decile schools than for high-decile schools, and an even larger increase for low-decile schools. For all decile bands there was no change in attainment between 2009 and 2010. The overall effect has been to reduce the differences in favour of candidates at higher decile schools markedly, such that by 2009

the difference between high- and medium-decile schools was negligible, and the difference between medium- and low-decile schools reduced from eight percentage points in 2004 to around five percentage points in 2009 and 2010.

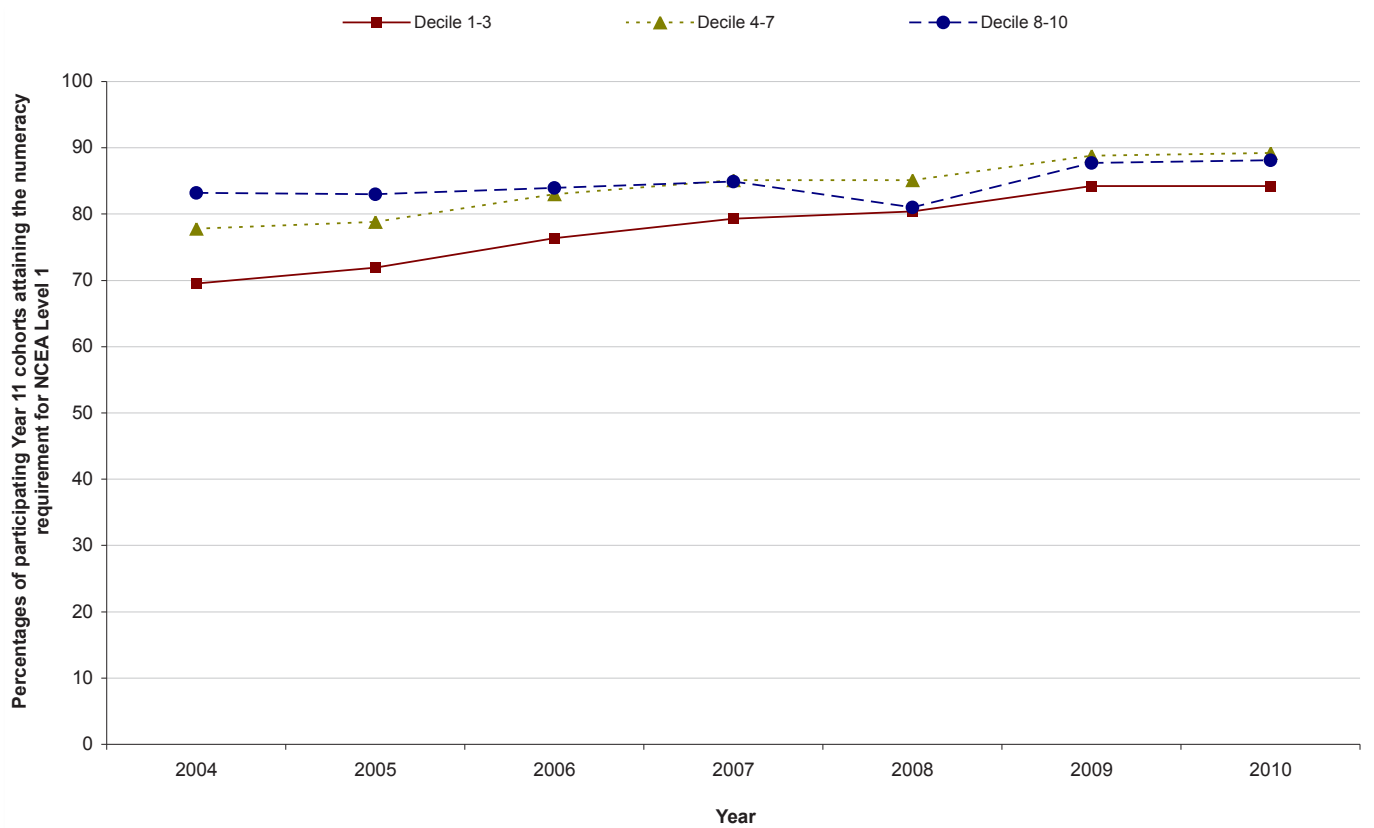


Figure 29. Percentages of Year 11 candidates from schools in decile bands 1–3, 4–7 and 8–10 attaining the numeracy requirement for NCEA Level 1 from 2004 to 2010. All standard errors are less than one percentage point.

Figure 30 compares the percentages of participating Year 12 candidates attaining NCEA Level 2, across low-, medium- and high-decile bands. Attainment for all decile bands increased in 2010 over that of 2009. The increase was greatest for deciles 1–3 (seven percentage points), while for deciles 4–7 the increase was about five percentage points and for deciles

8–10 it was about two percentage points.

Like the data for NCEA Level 1 shown in Figure 29, performance for all three decile bands increased between 2005 and 2007 and remained quite stable until 2009. In 2010 a sharp increase in performance is evident, especially for low- and medium-decile schools. Again, there are differences in favour of high-decile schools relative to medium-decile schools, and medium-decile schools relative to low-decile schools, ranging between eight and 11 percentage points for the former, and between 12 and 15 percentage points for the latter.

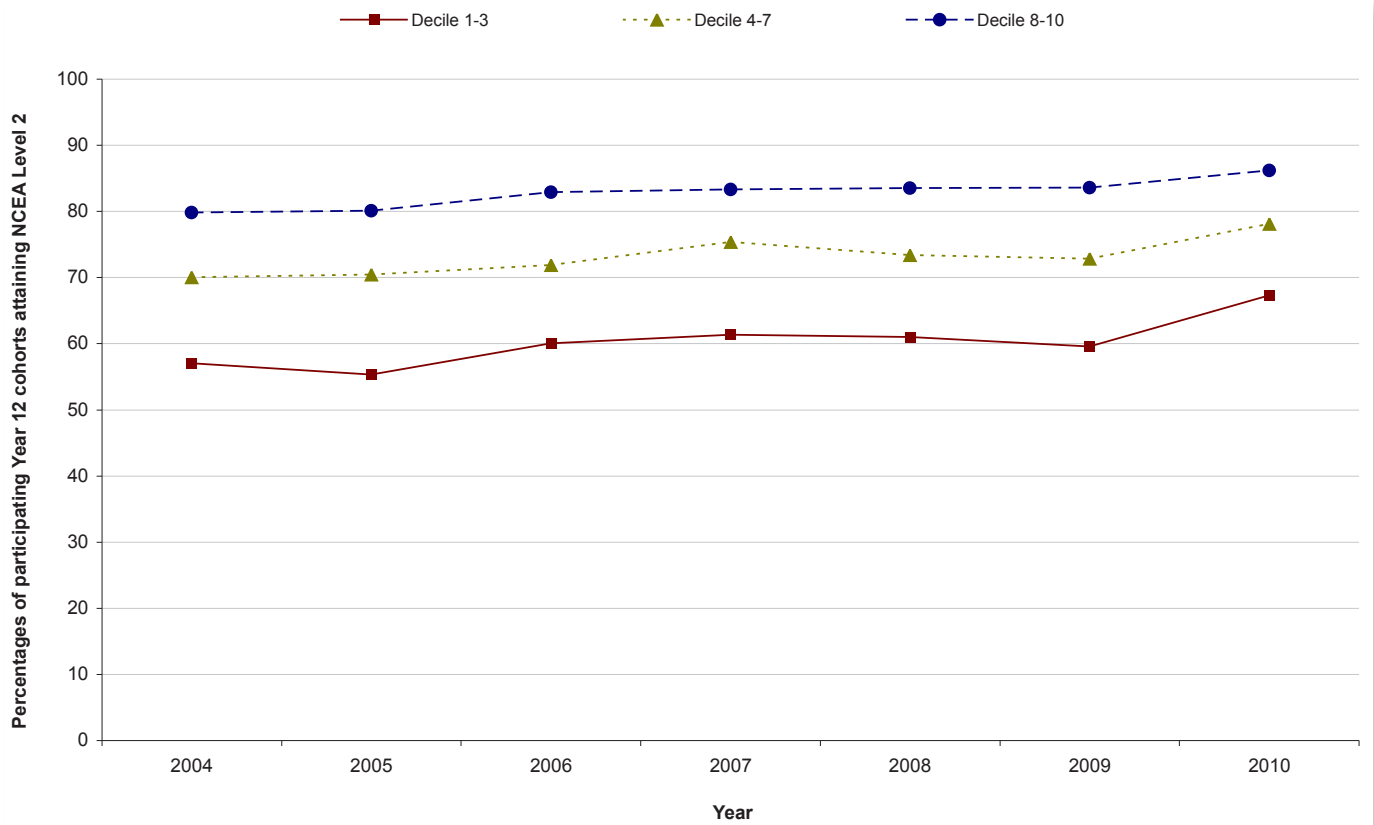


Figure 30. Percentages of participating Year 12 candidates from schools in decile bands 1–3, 4–7 and 8–10 attaining NCEA Level 2 from 2004 to 2010. All standard errors are less than one percentage point.

Figure 31 compares the percentages of participating candidates in Year 13 attaining NCEA Level 3, across low-, medium- and high-decile bands.

Like the data for the other NCEA levels shown in Figures 29 and 30, performance for all three decile bands increased between 2005 and 2007. However, success rates for Level 3 declined somewhat for all decile bands between 2007 and 2009, but especially for low-decile schools. As noted previously, this might reflect increased retention into Year 13. Attainment for all decile bands increased in 2010 over that of 2009, bringing the success rate to a level slightly higher than that observed in 2007, which was previously the year with the highest rate of success. The increase in 2010 was greatest for

deciles 1–3 (seven percentage points), while for deciles 4–7 and deciles 8–10 it was about five percentage points.

Between 2004 and 2010 differences in favour of high-decile schools relative to medium-decile schools range between eight and ten percentage points, while differences in favour of medium-decile schools relative to low-decile schools range between 11 and 15 percentage points.

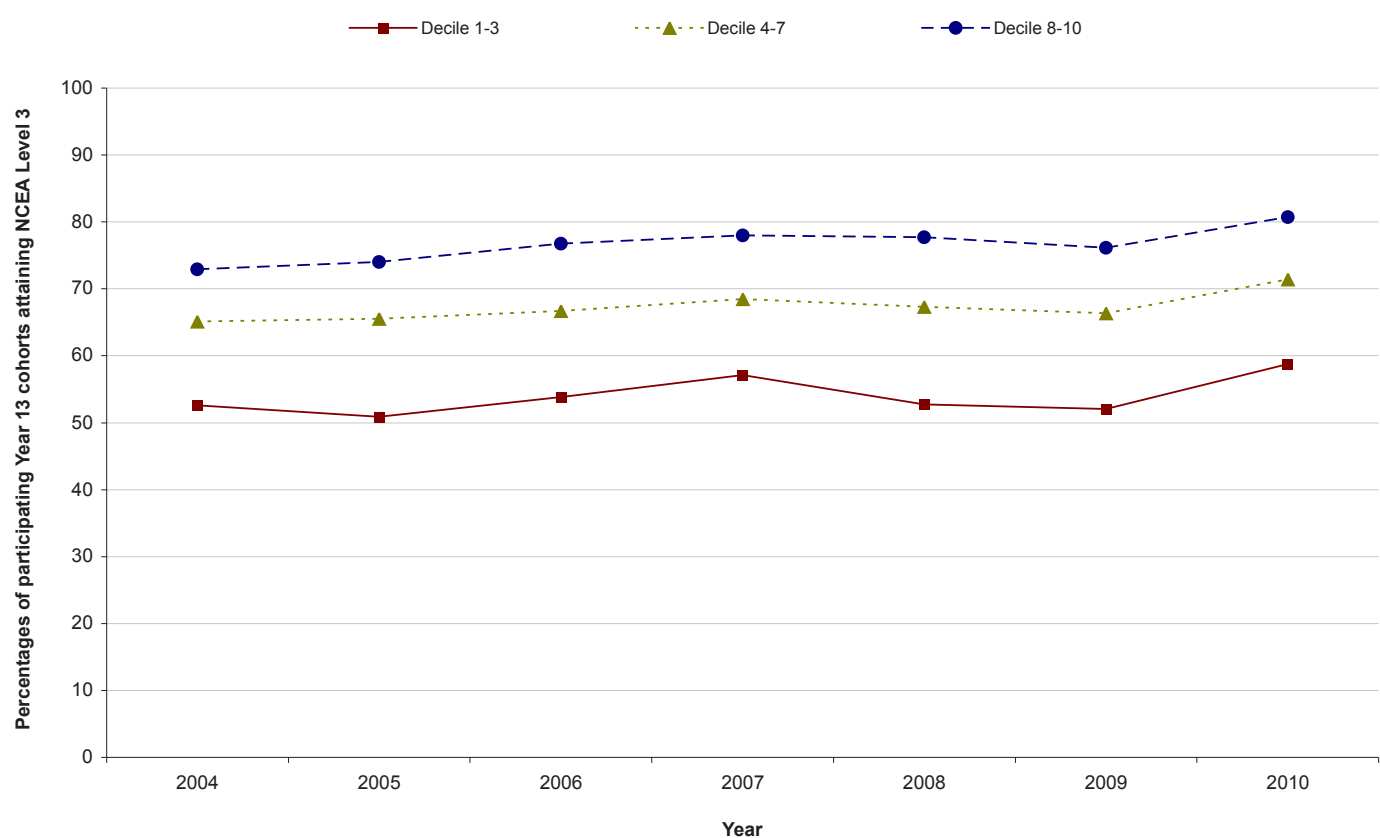


Figure 31. Percentages of participating Year 13 candidates from schools in decile bands 1–3, 4–7 and 8–10 attaining NCEA Level 3 from 2004 to 2010. All standard errors are less than one percentage point.



Figure 32 compares the percentages of Year 13 participants in NCEA Level 3 attaining University Entrance across low-, medium- and high-decile bands. Attainment for all decile bands was higher in 2010 than in 2009. The increase was greatest for deciles 4–7 (four percentage points), while for deciles 8–10 the increase was about three percentage points and for deciles 1–3 it was approximately two percentage points.

Success rates for candidates in high- and medium-decile schools increased between 2004 and 2007, and declined thereafter, such that success rates for medium-decile schools in 2004 and 2009 were similar. For high-decile schools, 2010 success rates were higher than they were in 2004. Success rates for low-decile schools fluctuated somewhat

between 2004 and 2007, before declining to levels in 2008-2010 below that of 2004.

The gains for high- and medium-decile schools have taken place in spite of increased retention into Year 13. The gain for low-decile schools is much smaller than that for low-decile schools at NCEA Level 3, and factors other than socioeconomic level are likely to be involved. This is especially so in light of the substantial increase in NCEA Level 3 achievement for Year 13 candidates in low-decile schools (Figure 31). For the same cohort of candidates, University Entrance attainment increased only very slightly in 2010. This suggests that while the attainment of candidates at low-decile schools has improved at Level 3, the improvement has been in combinations of standards that do not result in attainment of University Entrance.

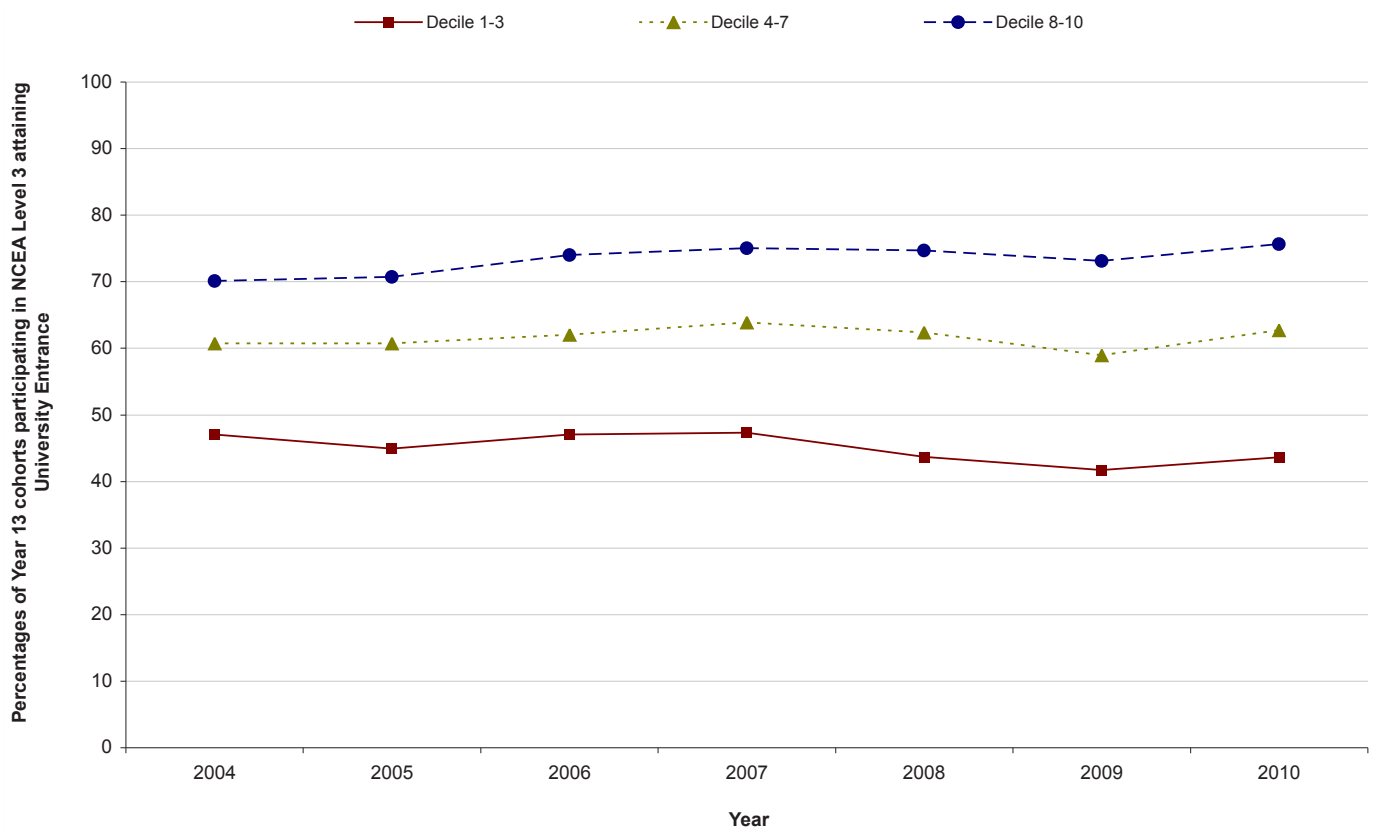


Figure 32. Percentages of Year 13 candidates from schools in decile bands 1–3, 4–7 and 8–10, participating in NCEA Level 3 and attaining University Entrance from 2004 to 2010. All standard errors are less than one percentage point.

## Certificate endorsement rates (2007-2010)

Certificate endorsement for NCEA Levels 1, 2 and 3 was introduced in 2007 to motivate candidates to develop their potential. The percentages of candidates attaining qualifications in 2010 at their typical level who received endorsements are shown in Table 3.

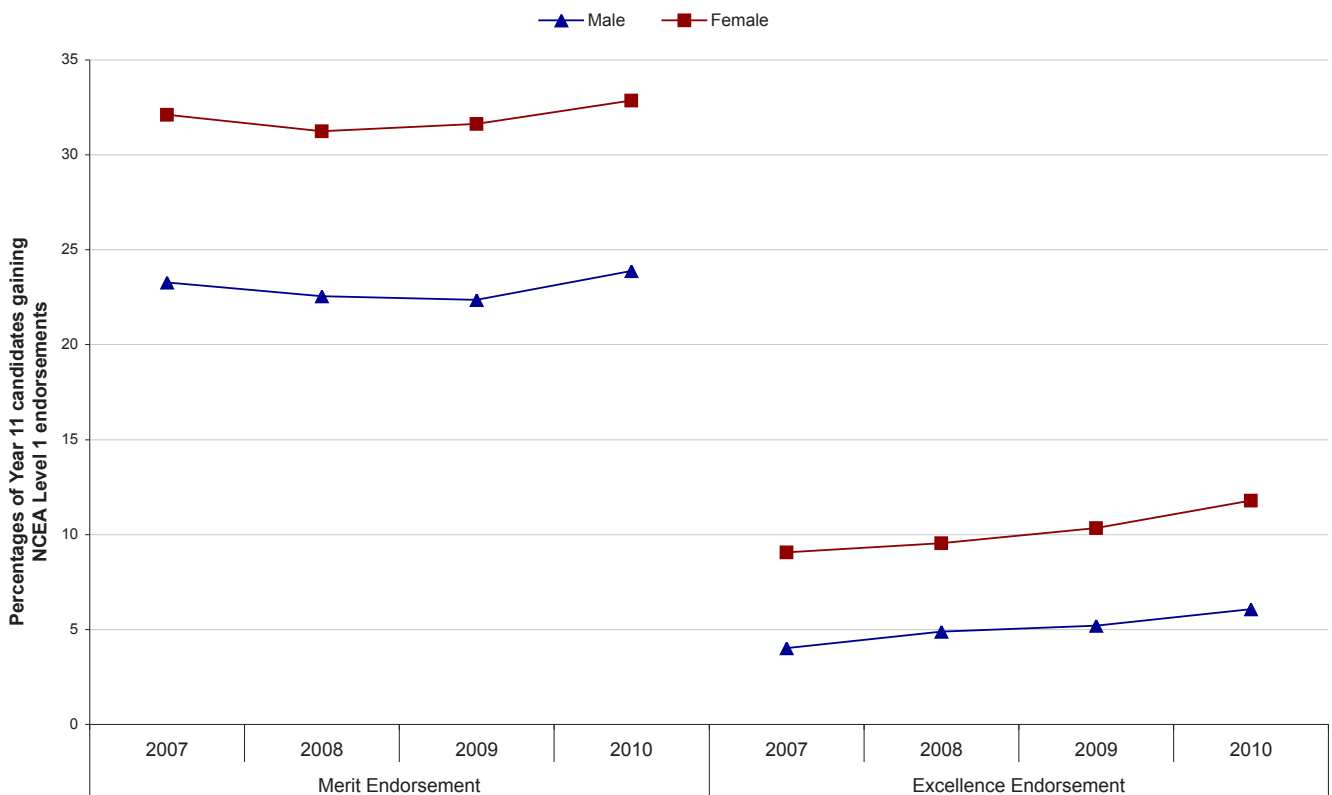
	NCEA Level 1 Year 11 candidates	NCEA Level 2 Year 12 candidates	NCEA Level 3 Year 13 candidates
No endorsement	62.3%	73.2%	71.9%
Merit endorsement	28.6%	20.2%	22.6%
Excellence endorsement	9.1%	6.5%	5.5%

Table 3. Percentages of Level 1, 2 and 3 NCEA qualifications attained in the typical year for each with endorsements of Merit and Excellence in 2010.

The percentages of NCEA qualifications at each level awarded with endorsements of *Merit* or *Excellence* were roughly stable over the period from 2007 to 2009. However, the percentages awarded with endorsements at Levels 1 and 2

increased slightly in 2010, and there are some variations between genders, between ethnicities and between candidates attending schools of different deciles. These variations are illustrated in Figures 33–35.

Figure 33



Figures 33–35 compare the percentages of male and female candidates at each level of NCEA who attained those qualifications with endorsements of *Merit* or *Excellence*. Differences in favour of female candidates are evident for both *Merit* and *Excellence* endorsements at all three levels, with the exception

of Level 3 *Excellence* for which the difference is only about one percentage point. Between 2007 and 2009 there was a slight upward year-on-year trend in percentages gaining endorsements, except for male candidates at Level 1. However, in 2010 there were increases in the percentages of qualifications endorsed with *Merit* at all levels, and in the percentages of qualifications endorsed with *Excellence* at Levels 1 and 2.

Figure 34

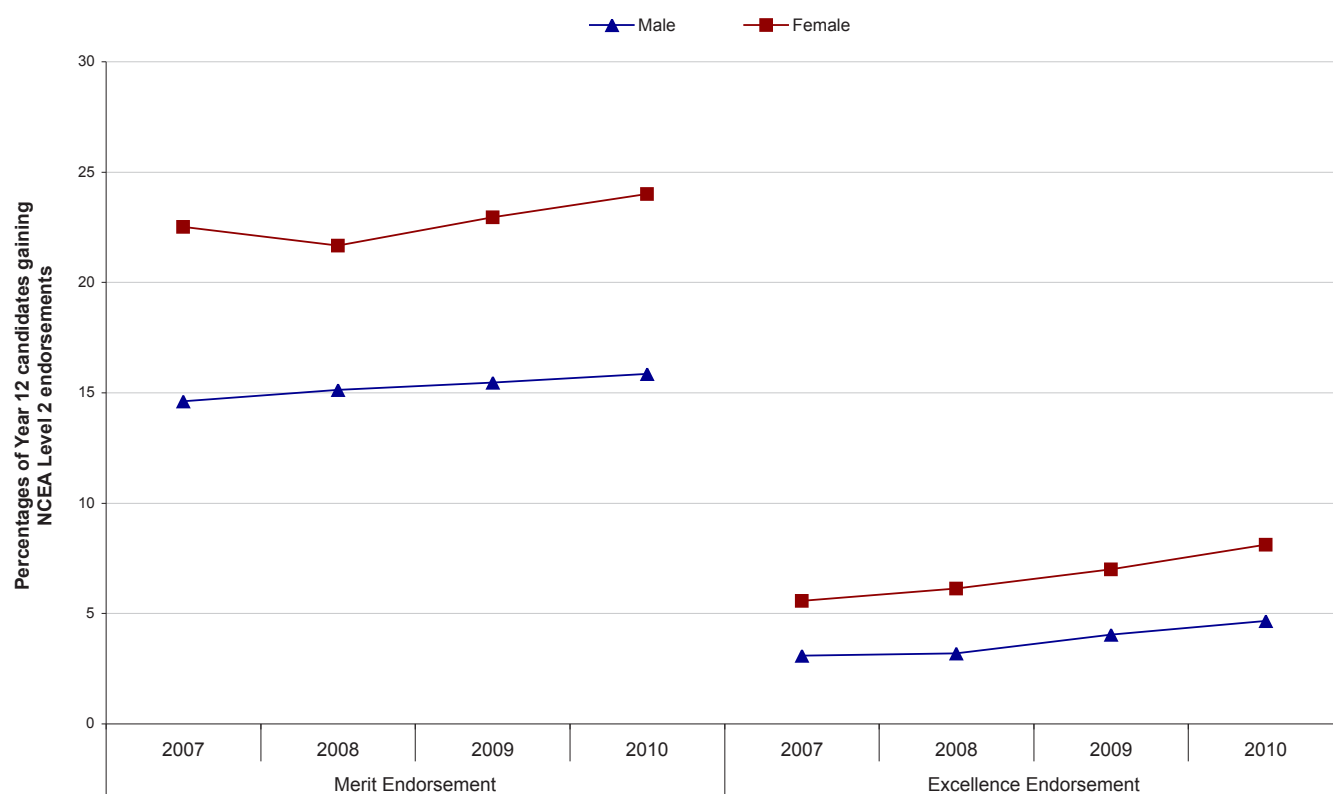
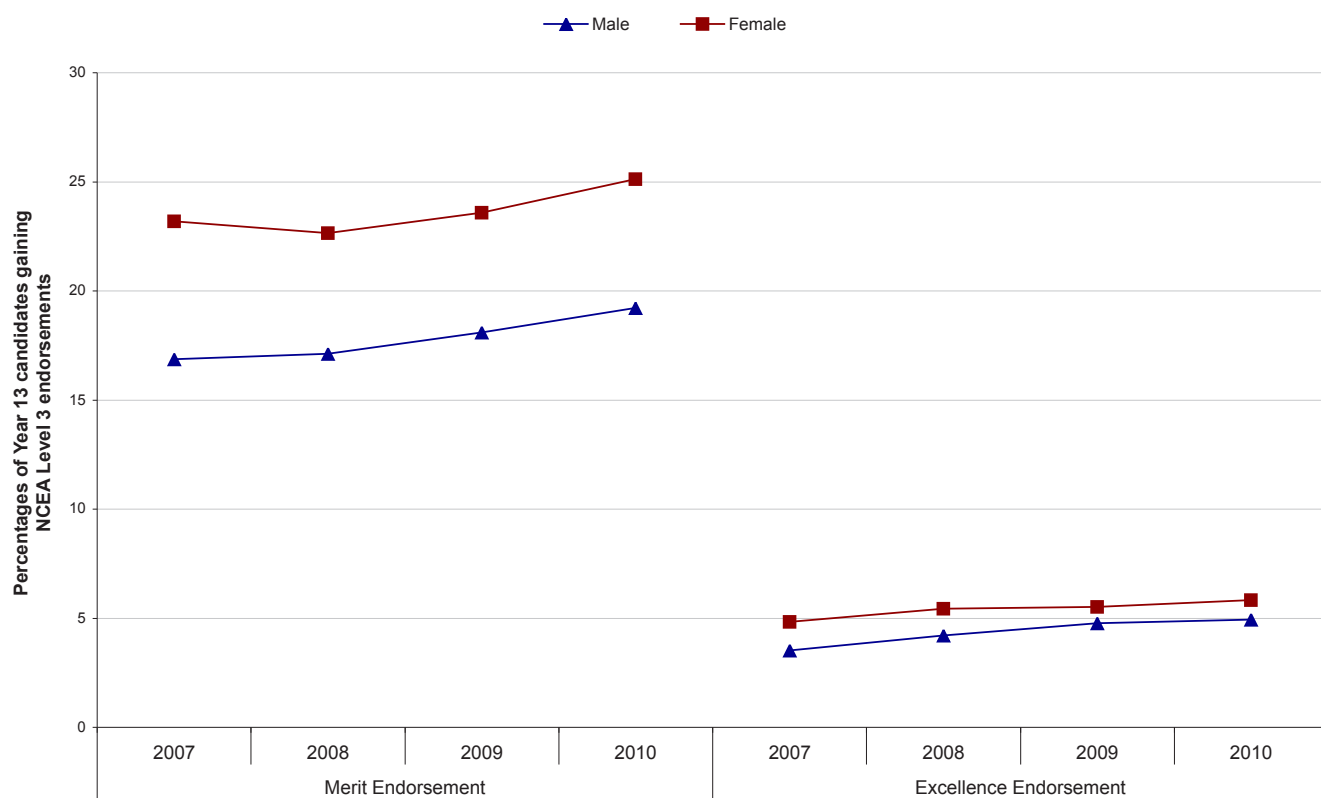


Figure 35



Figures 33–35. Percentages of NCEA qualifications attained with Merit or Excellence endorsements by male and female candidates, from 2007 to 2010, in the typical school year for each level. All standard errors are less than one percentage point.

Figures 36–38 show the percentages of candidates of Asian, New Zealand European, New Zealand Māori and Pasifika ethnicities at each level of NCEA, who attained those qualifications with endorsements of *Merit* or *Excellence*. Asian candidates have the greatest rates of both *Merit* and *Excellence* endorsement, followed

by European candidates, with Māori and Pasifika candidates attaining endorsements at considerably lower rates.

In 2010, both *Merit* and *Excellence* endorsement rates were higher than they were in 2009 for all ethnicities, at all three levels of NCEA. The exception was for *Merit* endorsements for Asian candidates at Level 2 which, while higher than for other ethnicities, was slightly lower than in 2009.

Figure 36

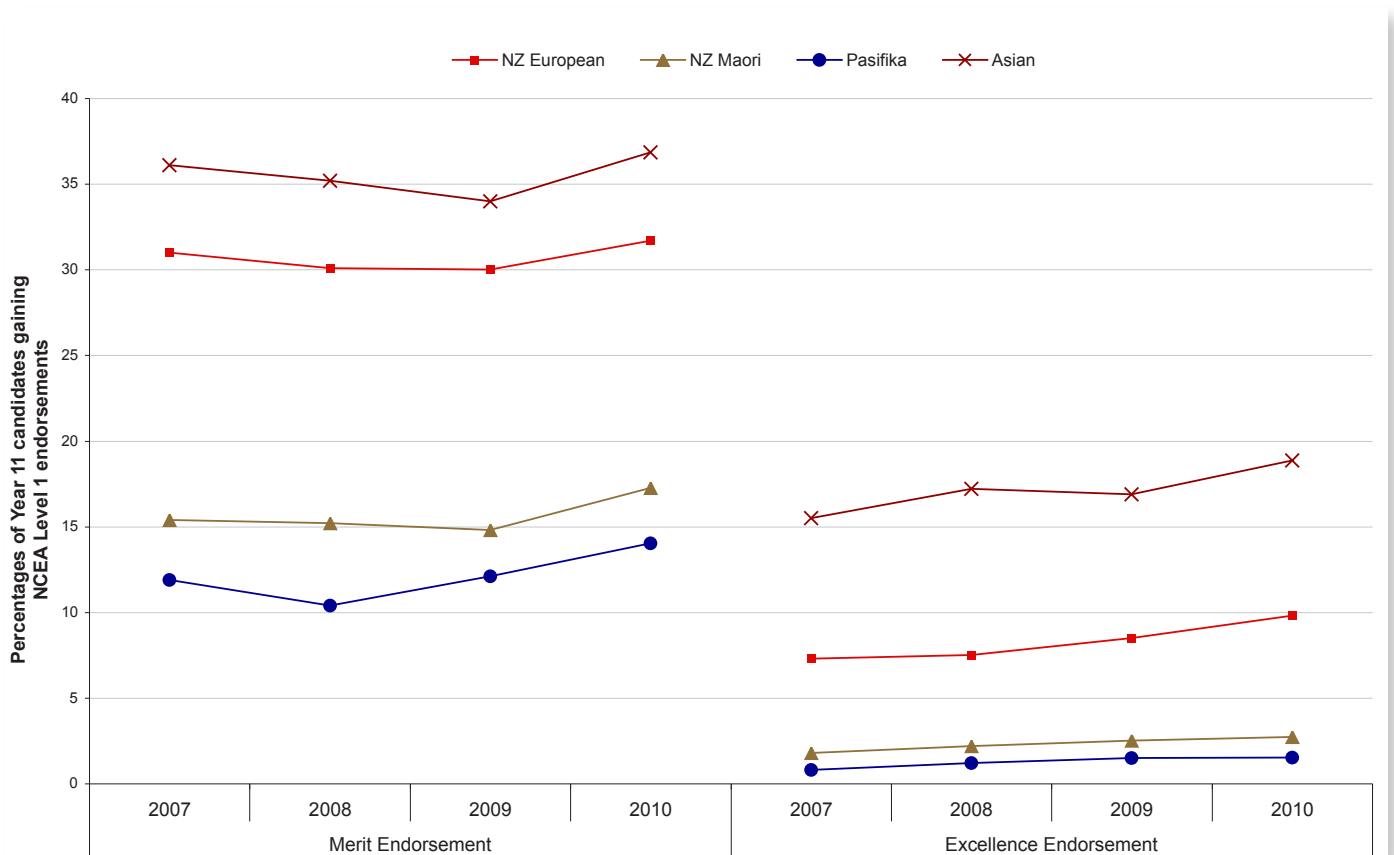


Figure 37

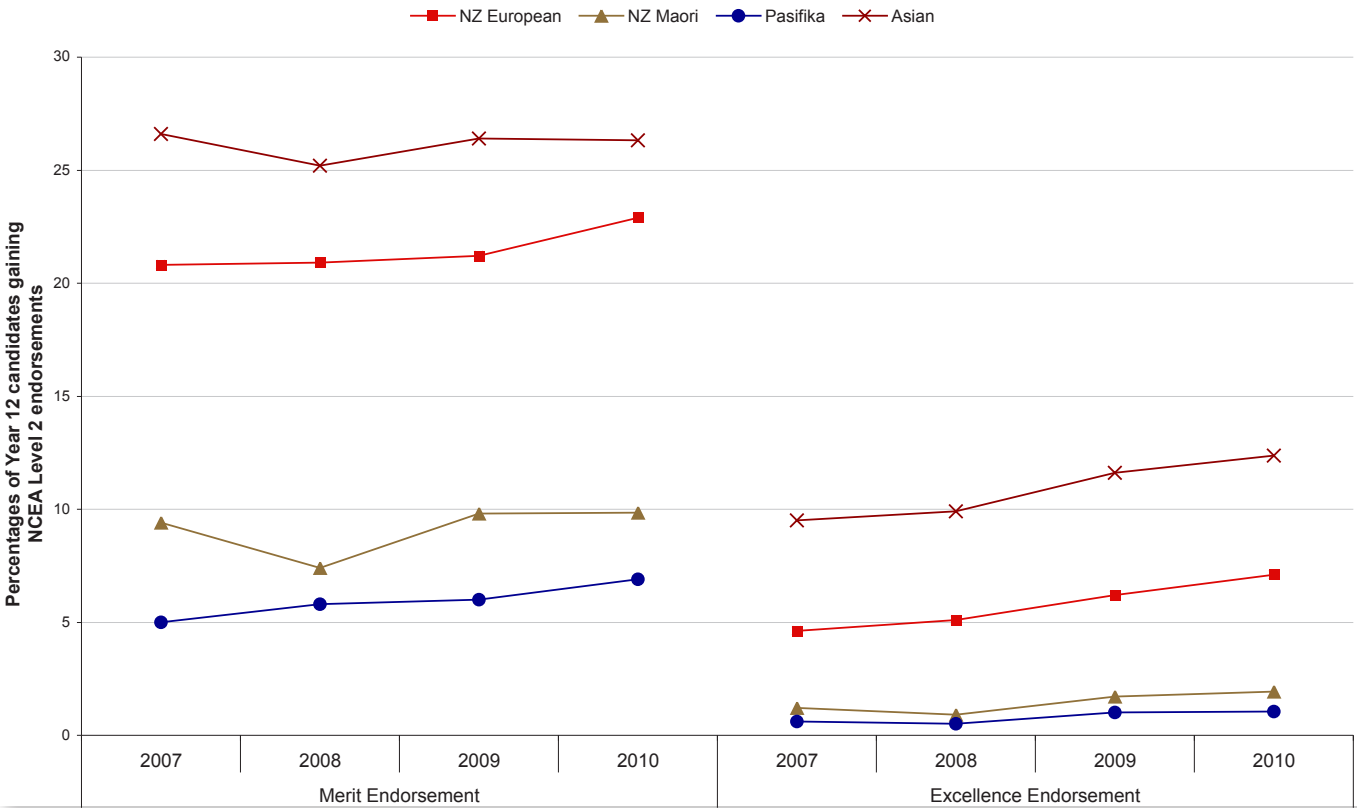
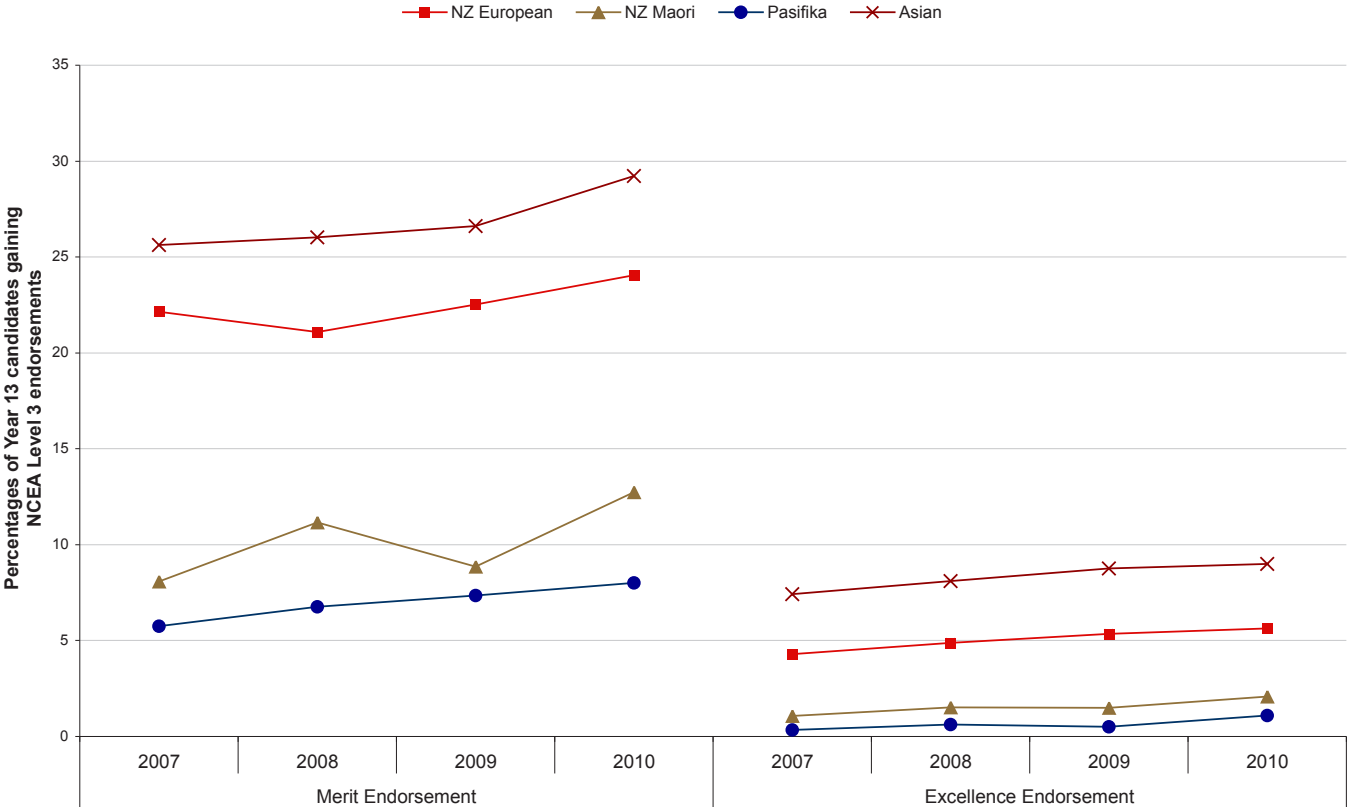


Figure 38



Figures 36–38. Percentages of NCEA qualifications attained with Merit or Excellence endorsements by candidate ethnicity from 2007 to 2010, in the typical school year for each level. All standard errors are less than one percentage point.

Figures 39–41 show the percentages of candidates in each decile band at each level of NCEA, who attained those qualifications with endorsements of *Merit or Excellence*.

The patterns of performance evident in figures 39–41 largely reflect the patterns of overall attainment shown in Figures 23–26 at all three levels

of NCEA. Candidates at decile 8–10 schools attain the greatest proportions of certificates endorsed with either *Merit or Excellence*, followed by candidates from decile 4–7 schools, with candidates at deciles 1–3 schools attaining endorsements at much lower rates.

In 2010, both *Merit* and *Excellence* endorsement rates were higher than they were in any year since they were introduced in 2007 for all decile bands, at all three levels of NCEA, with the exception of *Excellence* endorsements of NCEA Level 3 for candidates at decile 8–10 schools, which remained at 7.3%.

Figure 39

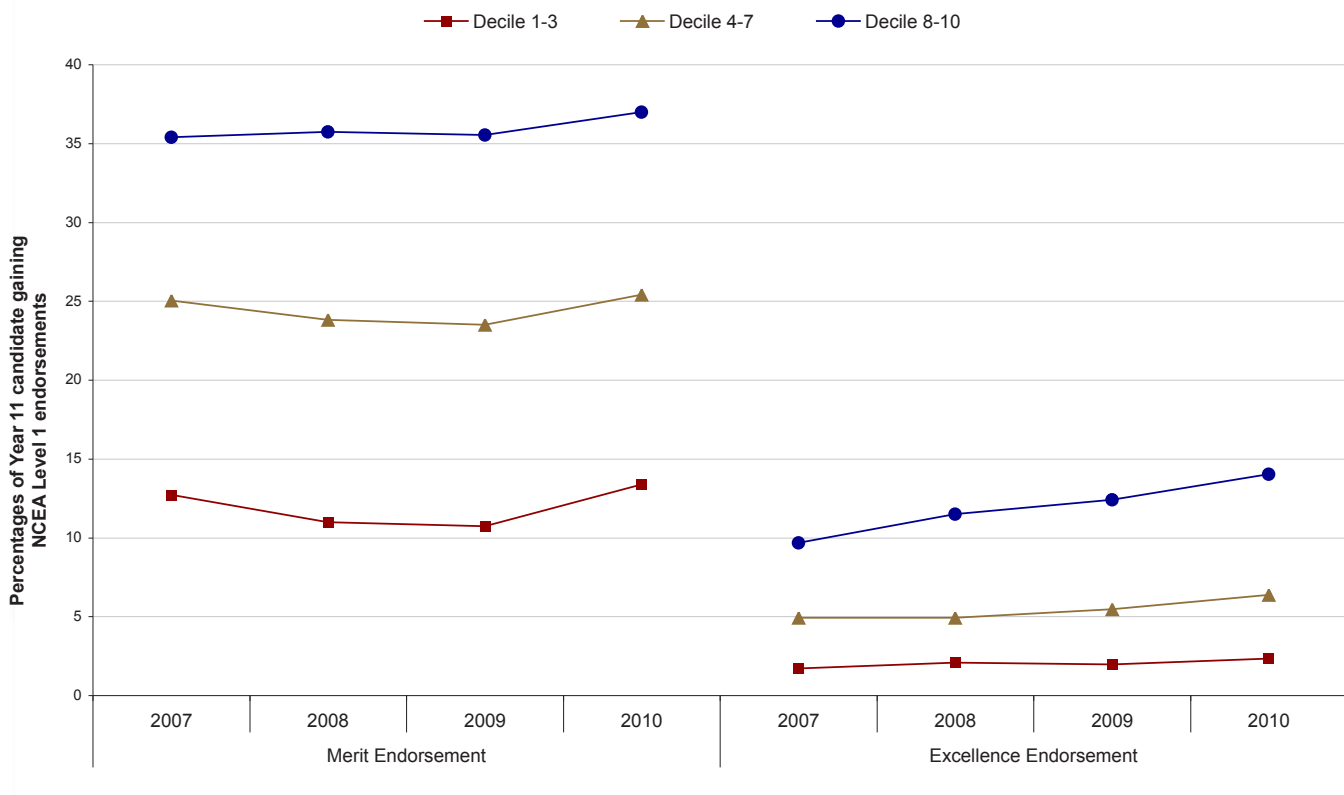


Figure 40

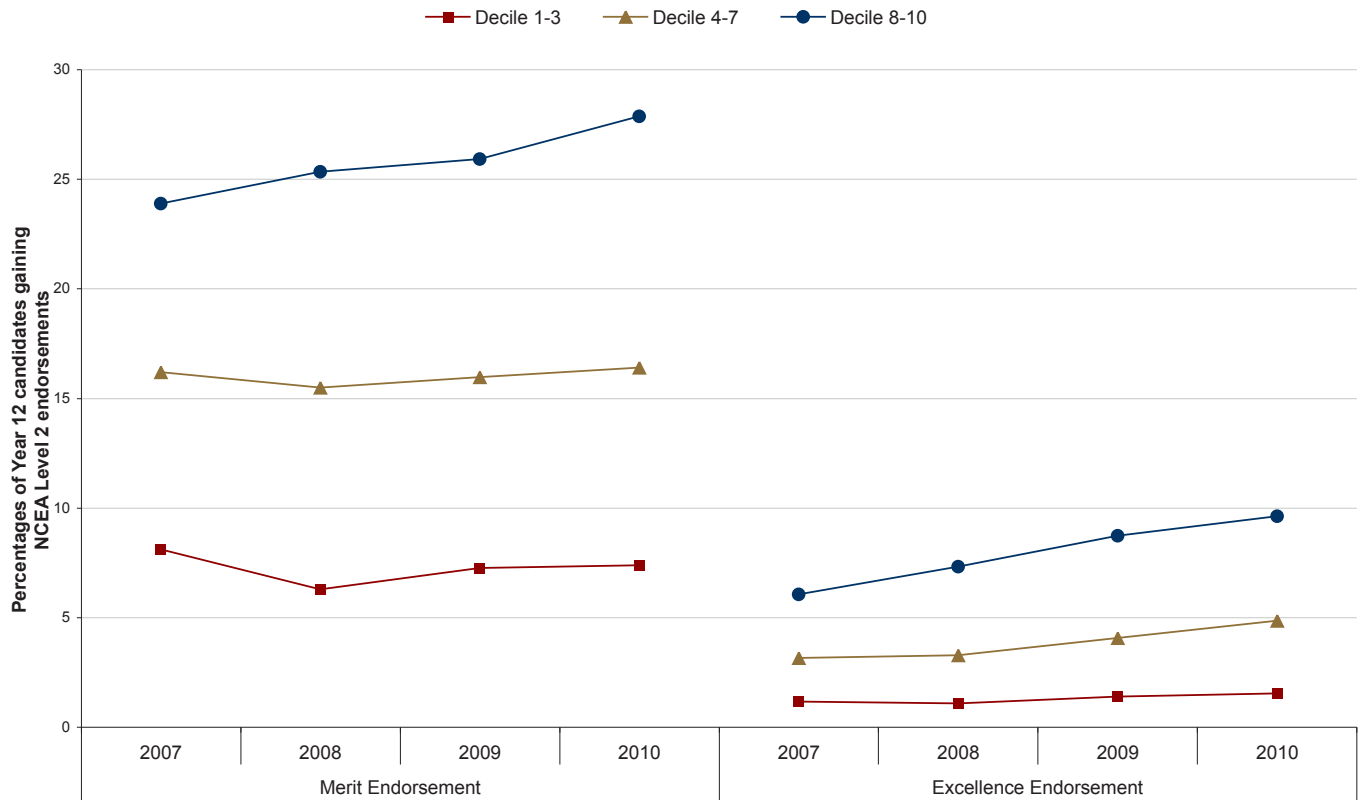
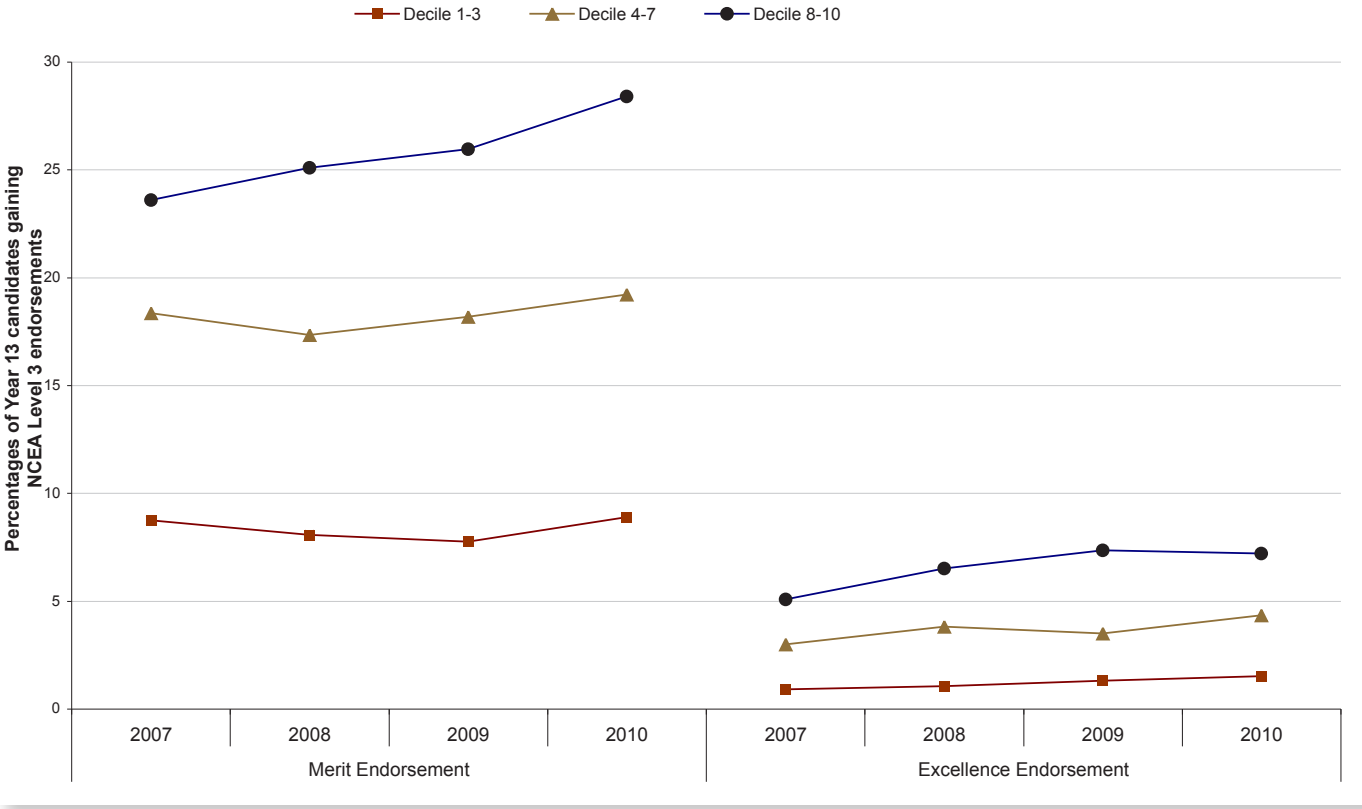


Figure 41



Figures 39–41. Percentages of NCEA qualifications attained with Merit or Excellence endorsements broken by school decile from 2007 to 2010, in the typical school year for each level. All standard errors are less than one percentage point.



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## Commentary on the attainments of Māori and Pasifika candidates in NCEA and University Entrance

The tracked Year 11 data (Figures 9–11) and the participation-based attainment data (Figures 23–26) show that Māori and Pasifika candidates have been consistently less successful over the seven year period from 2004 to 2010 than European and Asian candidates in attaining at all three levels of NCEA and UE. However, in 2010 Māori and Pasifika attainment is considerably higher than it was in 2004. Further, the attainment gap between candidates of these ethnicities and other candidates has reduced for NCEA Levels 1–3, although not for UE. These improvements have taken place in an environment in which increasing proportions of Māori and Pasifika candidates have been retained in school to Year 13 than was the case in 2004. This is particularly encouraging because previously greater retention has been associated with a fall in attainment when the additional candidates retained were not the strongest candidates for qualifications.

Improvements have also been greater at each level of NCEA than the corresponding improvements for low-decile schools relative to higher decile schools. Māori and Pasifika are over-represented in low-decile schools, and the average attainment rate in low-decile schools remains lower than at higher decile schools. Therefore, socio-economic level and ethnicity are confounded variables, and the extent to which the apparent

underperformance by Māori and Pasifika candidates may be a socioeconomic effect remains unclear.

For Māori NCEA candidates, the attainment gap with New Zealand European candidates has been largest for attainment of NCEA Level 1 in Year 11 (an average difference of 25 percentage points over the seven-year period) than for attainment of Level 2 in Year 12 (an average of 20 percentage points over the same time period) or attainment of Level 3 in Year 13 (an average difference of 21 percentage points).

For Pasifika candidates the attainment gap with European candidates has also tended to be larger at Level 1 in Year 11 (an average difference of 33 percentage points over the seven-year period) than for attainment of Level 2 in Year 12 (an average difference of 29 percentage points), but similar to that of attainment of Level 3 in Year 13 (an average difference of 32 percentage points). An important caveat here is that many candidates, particularly Pasifika, attain NCEA Level 1 in Years 12 and 13, and NCEA Level 2 in Year 13, which tends to close the initial performance gap somewhat (see Figures 9–11).

For both Māori and Pasifika, the attainment gap for UE has been as high as, or higher than, the gap at any level of NCEA, with an average difference of 25 percentage points between Year 13 Māori and European candidates in NCEA Level 3, and an average difference of 35 percentage points between Year 13 Pasifika and European Level 3 candidates.

In 2004 about 46% of Year 11 Māori candidates attained NCEA Level 1, compared with 74% of Year 11 European candidates. By 2010 some 60% of Māori candidates attained NCEA Level 1 compared with 83% of European candidates, indicating a reduction of the difference from 28 to 23 percentage points. Similarly, in 2004 about 38% of Year 11 Pasifika candidates attained NCEA Level 1, a difference of 36% with Europeans. By 2010, 54% of Pasifika candidates attained NCEA Level 1, reducing the gap to 29 percentage points, from 36 points in 2004. These reductions are as great as, or greater than, the corresponding reductions in the attainment gaps between the high- and medium-decile schools and between the medium- and low-decile schools.

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In 2004 about 57% of Year 12 Māori candidates attained NCEA Level 2 compared with 80% of Europeans, a difference of 23 percentage points. By 2010 the attainment rate of Māori had risen to 69%, compared with 85% of Europeans, so that the difference reduced to 16 percentage points. In 2004 about 48% of Year 12 Pasifika candidates attained NCEA Level 2, a difference of 37 percentage points with Europeans, whereas by 2010, 62% of Year 12 Pasifika candidates attained Level 2, marking a reduction of the difference to 23 percentage points. These reductions are much greater than the corresponding reductions in the attainment gaps between the high- and medium-decile schools and between the medium- and low-decile schools.

In 2004 about 50% of Year 13 Māori candidates attained NCEA Level 3, compared with 74% of European candidates, a difference of 24 percentage points, whereas by 2010 about 61% of Māori candidates attained Level 3 compared with 79% of European candidates, a reduction in the difference to 18 percentage points. In 2004 about 41% of Year 13 Pasifika candidates attained Level 3, a difference of 33 percentage points with Europeans, whereas by 2010 52% of Year 13 Pasifika candidates attained Level 3, a reduction to 17 percentage points. Again, these reductions are much greater than the corresponding changes in the attainment gaps between the high- and medium-decile schools (a reduction from ten to nine percentage points) and medium- and low-decile schools, where the gap reduced from 14 percentage points to about 13 percentage points.

Unlike the three levels of NCEA, the gap between Māori and Pasifika attainment of UE and that of European and Asian attainment has

risen over time. In 2004 about 46% of Year 13 Māori candidates in NCEA Level 3 attained UE, compared with 70% of Year 13 European candidates in NCEA Level 3. In 2010, 47% of Year 13 Māori candidates in NCEA Level 3 attained UE compared with 72% of Year 13 European candidates, marking an increase in the difference from 24 to 25 percentage points. Similarly, in 2004 about 38% of Year 13 NCEA Pasifika candidates attained UE, a difference of 32%. In 2010 some 36% of Year 13 Pasifika NCEA Level 3 candidates attained UE, compared with 72% of European candidates, thus increasing the gap from 32 to 36 percentage points.

The observed reductions in the attainment gaps for Māori and Pasifika candidates relative to others are generally greater than those for low-decile schools relative to medium- and high-decile schools. This finding suggests a direct effect of ethnicity, in addition to that of socio-economic level, in the relative underperformance of Māori and Pasifika candidates in NCEA.

## Participation data and results distributions for NZQF standards

The NZQF standards used in secondary schools – those contributing to NCEA and to other NZQF qualifications – fall into three major categories:

- Unit Standards which typically carry only grades of *Not Achieved* and *Achieved*, although a very few also carry grades of *Merit*. All Unit Standards are internally-assessed (i.e., assessed in schools or other education providers)
- Internally assessed Achievement Standards which carry grades of *Not Achieved*, *Achieved*, *Merit* and *Excellence* (also assessed in schools or other education providers)
- Externally-assessed Achievement Standards which carry grades of *Not Achieved*, *Achieved*, *Merit* and *Excellence*. These are assessed by examination or portfolio in an annual examination round

Tables 4 and 5, and Figures 42 and 43, show data on the relative use of, and results distributions for, the three types of standard in 2010.

Table 4 shows the number of results for each type of standard, and the overall results distributions for each in 2010. Collectively, the three types of standards generated nearly five million results for secondary school candidates in 2010. These data exclude entries in internally-assessed standards for which no result was reported by schools, and entries in externally-assessed standards for which candidates were either absent from examinations, or else submitted no work for assessment.

	Number of results	Percentage <i>Not Achieved</i>	Percentage <i>Achieved</i>	Percentage <i>Merit</i>	Percentage <i>Excellence</i>
Externally-Assessed Achievement Standard	1,514,355	29.4	40.7	21.8	8.1
Internally-Assessed Achievement Standard	1,606,804	20.2	37.9	24.6	17.3
Unit Standard	1,801,193	22.9	77	0.0	

Table 4. Percentage distributions of results for secondary school candidates in Unit Standards, internally-assessed Achievement Standards and externally-assessed Achievement Standards in 2010. All standard errors are less than one percentage point.

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Results for Unit Standards accounted for the greatest volume: 37% of all results in 2010. A further 33% of results were accounted for by internally-assessed Achievement Standards, giving a total of 70% of all results assessed internally. The remaining 30% of results were for externally-assessed Achievement Standards.

Percentages of results gaining credit – results of *Achieved* or better – were greatest for internally-assessed Achievement Standards, followed by Unit Standards. Rates of *Merit* and *Excellence* for internally-assessed Achievement Standards were also greater than for externally-assessed Achievement Standards.

Note that the zero percent rate of *Merit* for Unit Standards is a rounding feature. A very small proportion (less than 0.5%) of Unit Standard results were achieved with *Merit*.

The higher achievement rates for internally-assessed standards are attributable to the more flexible assessment conditions for these standards. Teachers can tailor assessment tasks and timing of assessment to their teaching programmes, whereas most externally-assessed standards are much less flexible, being assessed by written examination under time-limited conditions, and assessed during a fixed period at the end of each school year.

Table 5 shows the relative percentages of results for each type of standard at schools in low-, medium- and high-decile bands. Note that results for schools with no decile rating are omitted from this table.

Unit Standards account for a far greater proportion of all results for

low-decile schools than for medium-decile schools, which in turn have higher proportions of Unit Standard results than high-decile schools.

Conversely, candidates at high- and medium-decile schools earn higher proportions of their results through Achievement Standards than those at low-decile schools, with the greatest proportions of externally-assessed Achievement Standards results evident for high-decile schools.

	Decile 1–3	Decile 4–7	Decile 8–10
Externally Assessed Achievement Standard	19.0%	28.4%	38.4%
Internally Assessed Achievement Standard	28.1%	31.7%	35.9%
Unit Standard	52.9%	40.0%	25.6%
Total results	752,196	2,139,758	1,964,768

Table 5. Percentages, and total numbers of, assessment results at Deciles 1–3, 4–7 and 8–10 schools by standard type; Unit Standards, internally-assessed Achievement Standards and externally-assessed Achievement Standards. All standard errors are less than one percentage point.

Figure 42 compares the results distributions for externally-assessed Achievement Standards across decile bands. Candidates at schools in the medium- and high-decile bands had a much greater rate of success than those at schools in the low-decile band, as well as considerably higher rates of *Merit* and *Excellence*.

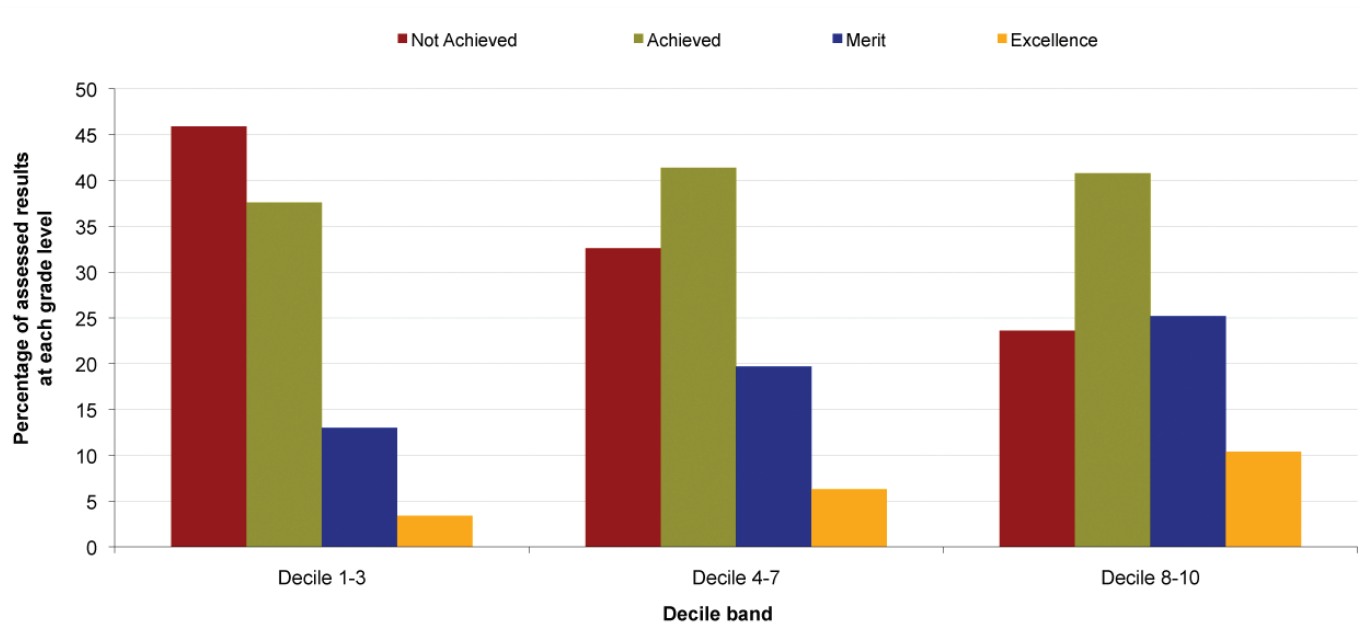


Figure 42. Percentage distributions of assessed results for externally-assessed Achievement Standards in 2010 by school decile band. All standard errors are less than one percentage point.

Figure 43 compares the results distributions for internally-assessed Achievement Standards across decile bands. Candidates at higher decile schools gained greater proportions of their results with *Merit* and *Excellence*, and gained credit at a higher rate than did candidates at medium-decile schools. Candidates at medium-decile schools showed similarly greater success than candidates at low-

decile schools. This pattern is quite similar to that for externally-assessed Achievement Standards shown in Figure 42, although the differences for internally-assessed Achievement Standards are less marked.

Rates of success in Unit Standards were also higher for candidates at higher-decile schools, although to a lesser extent than for both externally- and internally-assessed Achievement Standards. In 2010, 75.8% of assessments for Unit Standards at low-decile schools gained credit, compared with 76.1% and 79.1% at medium- and high-decile schools respectively.

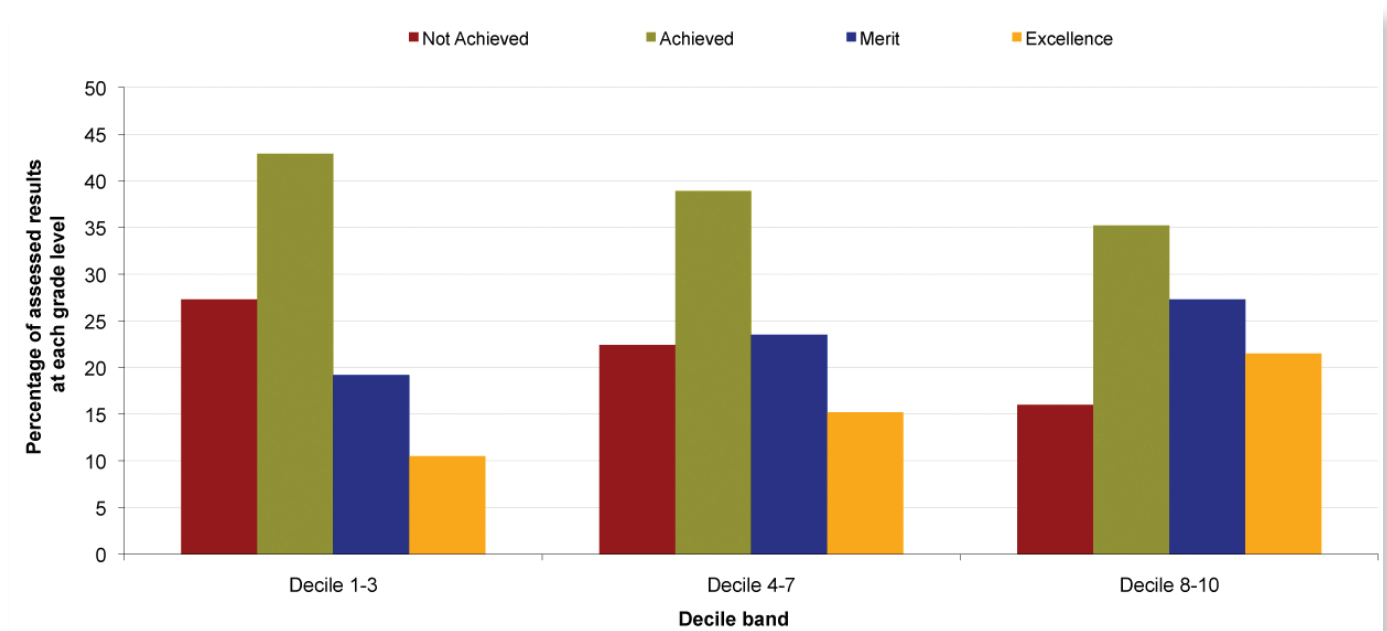


Figure 43. Percentage distributions of assessed results for internally-assessed Achievement Standards in 2010 by school decile band. All standard errors are less than one percentage point.

Figure 44 shows the number of *Not Achieved*, *Achieved*, *Merit* or *Excellence* results for Unit Standards, internally-assessed Achievement Standards and externally-assessed Achievement Standards in each year since 2007. Data from years prior to 2007 are not reliable because results not receiving credit (*Not Achieved*) were not recorded. The total number of results has risen during this period from just over four million in 2007, to nearly five million in 2010. The number of externally-assessed results has fallen slightly during this period, whereas the number of results for internally-

assessed Achievement Standards has risen.

The number of results for Unit Standards rose sharply in each year between 2007 and 2009, before falling substantially in 2010 although remaining well above the 2008 number.

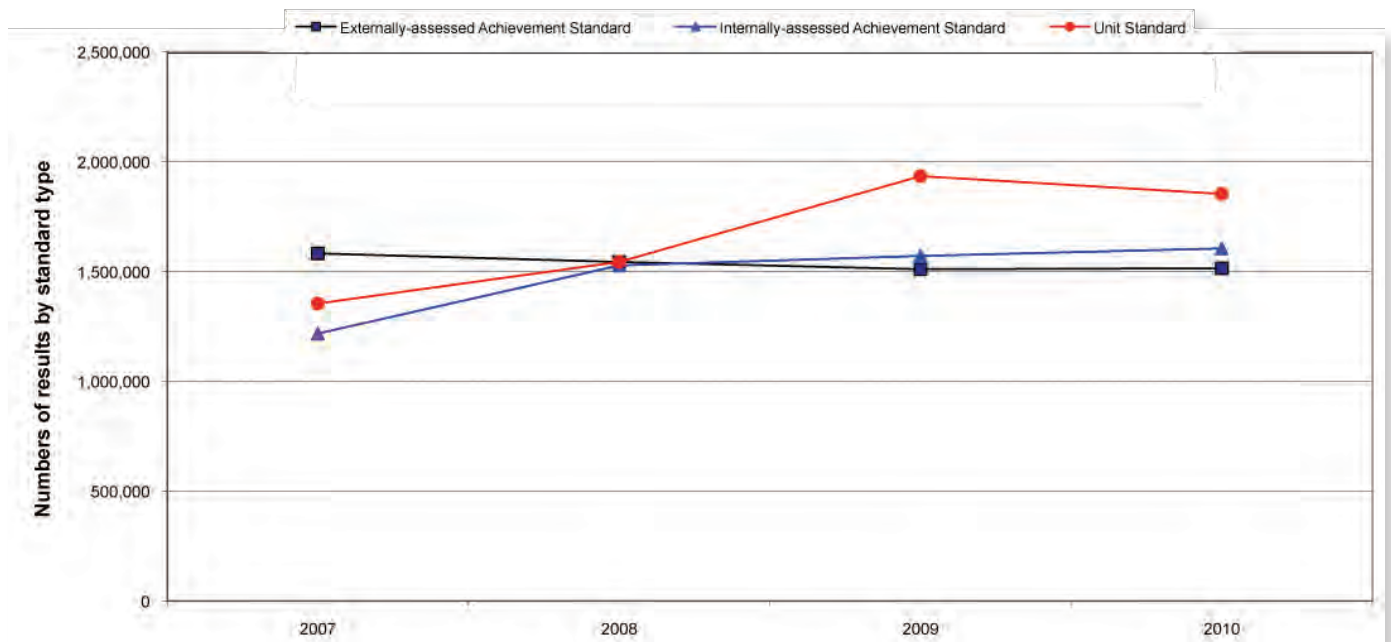


Figure 44. Numbers of results (Not Achieved, Achieved, Merit or Excellence) in Unit Standards, internally-assessed Achievement Standards and externally-assessed Achievement Standards in each year from 2007-2010. All standard errors are less than one percentage point.



Figure 45 shows the percentage of results falling into each grade category (*Not Achieved*, *Achieved*, *Merit* and *Excellence*) in each year since 2008. For both externally-assessed and internally-assessed

Achievement Standards, the proportions of *Not Achieved*, and *Achieved* results have fallen in each year, whereas the proportions of *Merit* and *Excellence* results have increased. For Unit Standards, the percentage of *Not Achieved* results has decreased, with the percentage of *Achieved* results increasing commensurately.

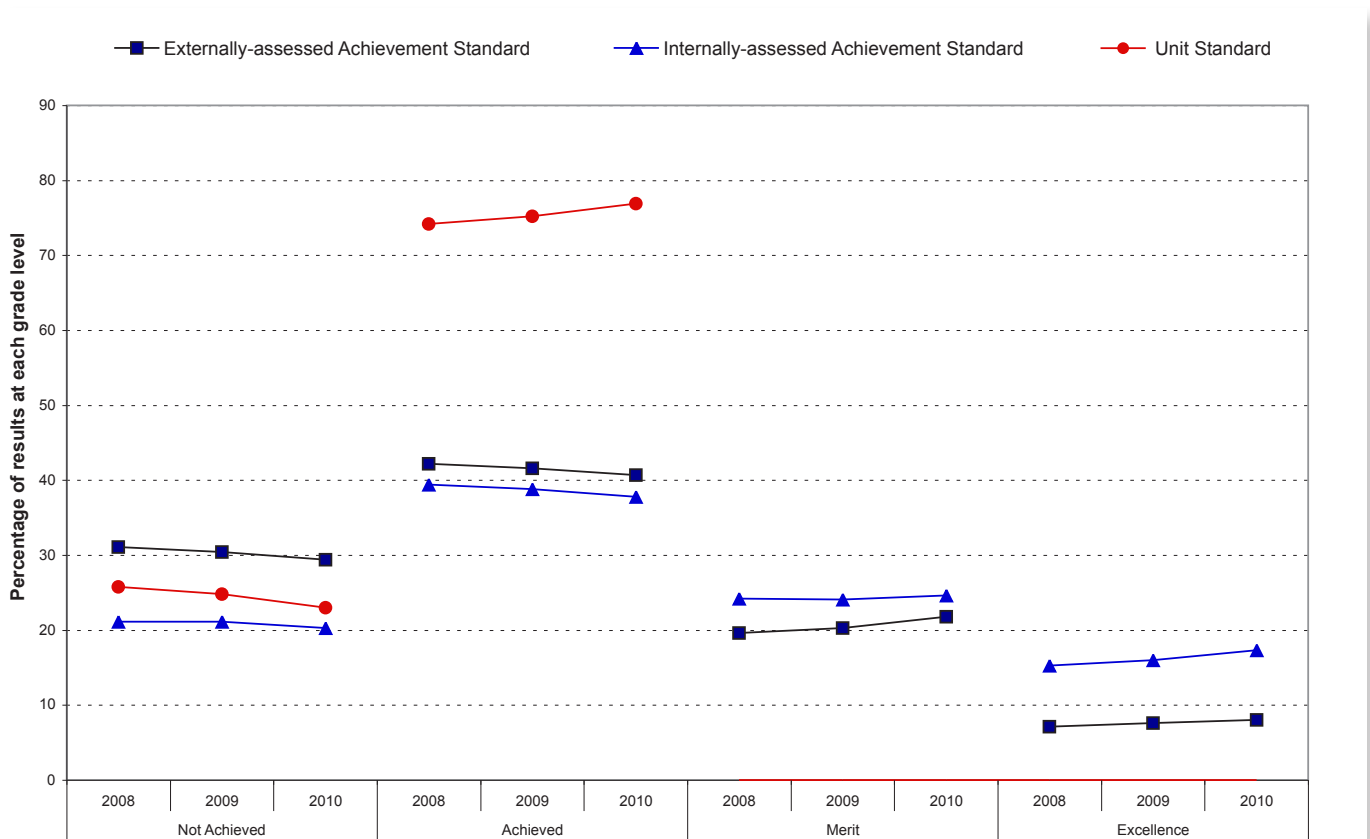


Figure 45. Percentages of results at each grade (Not Achieved, Achieved, Merit and Excellence) for Unit Standards, internally-assessed Achievement Standards and externally-assessed Achievement Standards in each year from 2008–2010.

## New Zealand Scholarship

The New Zealand Scholarship awards were introduced in 2004, and the present system for marking the Scholarship examinations in 2006. Scholarship is intended to challenge New Zealand's most able secondary school students. Therefore, the examinations are very demanding, even for the highest-performing students in each subject. Scholarship students are expected to demonstrate high-level critical thinking and the ability to generalise and to apply knowledge, skills and understanding in complex situations.

As a general rule, the number of Scholarships awarded in each subject represents about 3% of the national Level 3 cohort in that subject. The national cohort for each subject comprises the set of candidates who are entered for at least 14 credits in that subject at Level 3. Many of the cohort for each subject do not enter for Scholarship in that subject, and a number of students not included in a subject cohort nonetheless enter Scholarship in that subject. The number of entries is therefore different from the size of the cohort.

Assessment for Scholarship is held at the end of each school year. For most subjects, assessment involves a three-hour written examination. However, Music and Drama also involve assessment by

recorded performance, and Visual Arts, Technology and Graphics are assessed entirely through portfolios of work.

Generally, Scholarship candidates are Year 13 students, most of whom are also studying towards NCEA Level 3. Each Scholarship assessment carries two passing grades – Scholarship (S) and Outstanding Scholarship (O).

### Scholarship Monetary Awards

There are six classes of award for Scholarship, including five that carry monetary awards, ranging in value from \$500 for Single Subject Awards to \$10,000 per annum for three years for Premier Awards. Table 6 lists the six classes of Scholarship award and the monetary values in 2010.

Award	Criteria	Monetary value
Premier Award	Awarded to the very top 5 to 10 candidates. The minimum requirement to be considered for this award is at least three Scholarships at Outstanding level. The number of recipients of this award is restricted and achieving the minimum criterion does not guarantee an award.	\$10,000 each year for up to three years as long as candidates maintain at least a 'B' grade average in tertiary study.
Outstanding Scholar Award	Awarded to the next 40-60 top candidates. The minimum requirement for this award is three Scholarships with at least two at Outstanding level or more than three Scholarships with at least one at Outstanding. The number of recipients of this award is restricted and achieving the minimum criterion does not guarantee an award.	\$5,000 each year for three years, as long as candidates maintain a 'B' grade average in tertiary study.
Scholarship Award	Awarded to candidates who get Scholarship in three or more subjects.	\$2,000 each year for up to three years, as long as candidates maintain a 'B' grade average in tertiary study.
Top Subject Scholar Award	Awarded to the top candidate in each one of the 33 Scholarship subjects.	\$2,000 each year for up to three years, as long as candidates maintain a 'B' grade average in tertiary study.
Single Subject Awards	Awarded to candidates who get Scholarship in one or two subjects.	A 'one-off' award of \$500 per subject (maximum payment \$1000).

Table 6. Classes of New Zealand Scholarship Award and their monetary values

## Scholarships awarded in 2010

In 2010 some 9,670 candidates (about 55% of them female and about 45% male) participated in the New Zealand Scholarship exams, and 2,264 of them will receive a total of over \$3.4 million over a period of three years to support further study. A total of 3,345 subject scholarships were awarded, 384 at Outstanding Scholarship level and 2,961 at Scholarship level. In comparison, 3,148 subject Scholarships were awarded to 2,065 candidates in 2009 (370 Outstanding Scholarships and 2,778 Scholarships).

The total number of candidates entering for Scholarship examinations has risen since 2006, particularly over the last three years. In 2010 there were nearly 19,000 entries, compared to nearly 18,000 in 2009. Of the 18,956 entries for Scholarship examinations in 2010, about 17.6% gained an award. The observed rise in numbers of scholarships is consonant with increases in Level 3 cohorts, from which the numbers of Scholarships to be awarded in each subject are calculated.

While female students comprised about 55% of Scholarship candidates, on average they entered for fewer examinations than male candidates, so that only 51% of Scholarship entries in 2010 were for female students.

Until 2010 females outperformed males at Scholarship level. In 2010, the performance gap closed, with female candidates gaining 1,487 (50.2%) of Scholarships, while males gained 1,474 (49.8%). At the Outstanding Scholarship level, male candidates earned 223 awards and females earned 161. Thus, in 2010 males earned slightly more Scholarships and many more Outstanding Scholarships than expected on the basis of their contribution to the total numbers of candidates and entries. The relative achievements of males and females between 2006 and 2010 are shown in Figure 46.

Figure 46 shows that between 2006 and 2009 the numbers of Outstanding Scholarships awarded annually to both males and females remained roughly stable, at just under 200. The number of Scholarships awarded annually to males also remained roughly stable at around 1,300 per year, while the number of Scholarships awarded annually to females increased over that period. The greater percentages of Scholarships and Outstanding Scholarships awarded to males in 2010 represent a considerable departure from the trend of the previous four years. On average, Scholarship candidates entered for 1.9 assessments, male candidates averaging 2.1 entries and females averaging 1.8 entries. The higher average number of entries for males may partly account for their stronger performance in New Zealand Scholarship relative to females than is evident within NCEA.

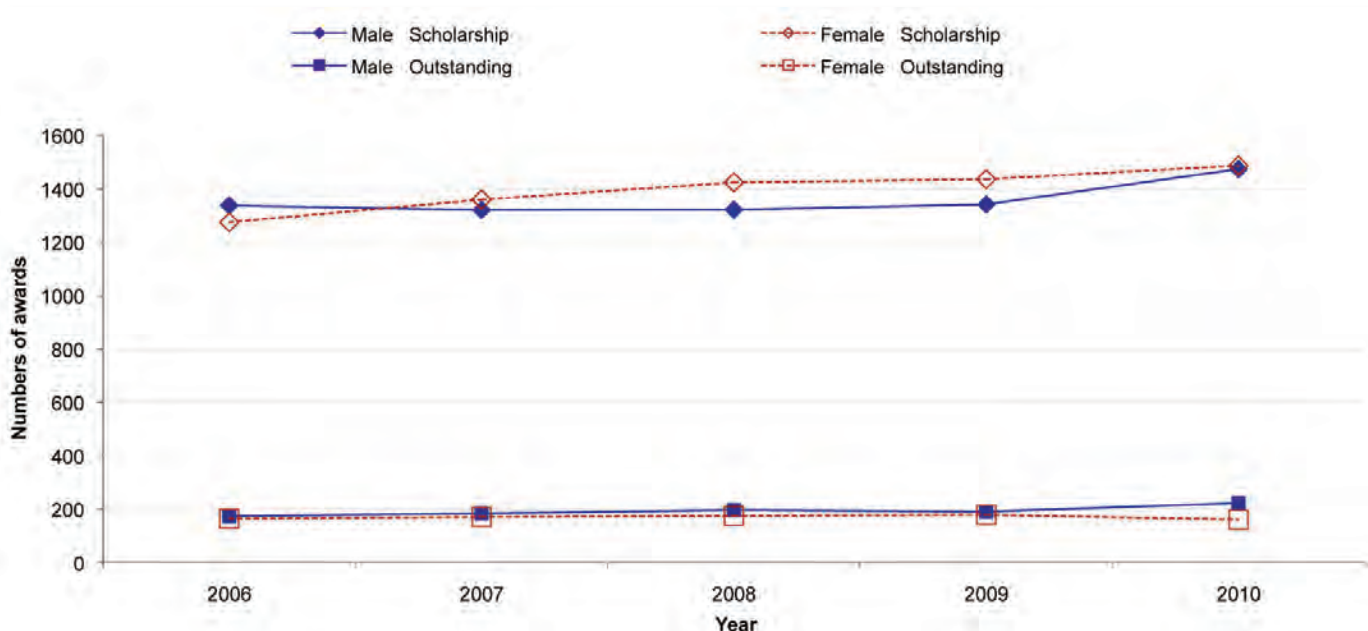


Figure 6. Numbers of Scholarship and Outstanding Scholarship awards gained by males and females from 2006 to 2010.

## Scholarships awarded in 2010 by subject

Table 7 below gives a breakdown of Scholarship entries and results for 2010 across all 33 subjects. The Year 13 cohort varied from 23 for Latin, and 42 for Te Reo Rangitira, to 14,466 for Statistics and Modelling and 13,561 for English.

Subject	Y13 Cohort	Entries	Entries (male)	Entries (female)	% Cohort entering Scholarship	% entries absent or void	Number of valid results	N	S	O	S (% of entries)	O (% of entries)
Accounting	2,534	493	307	186	19	21.3	388	79.6	18.3	2.1	14.4	0.8
Agriculture & Horticulture	454	43	31	12	9	16.3	36	80.6	19.4	0	16.3	0
Art History	1,821	332	52	280	18	26.8	243	79	18.1	2.9	13.3	0.3
Biology	8,393	1,417	590	827	17	18.3	1,165	77.4	19.3	2.7	15.9	0.8
Chemistry	7,323	1,612	962	650	22	17.4	1,331	84.1	14.1	1.8	11.7	1.4
Chinese	275	142	58	84	52	14.1	122	92.6	6.6	0.8	5.6	0
Classical Studies	4,979	783	298	485	16	25.9	585	73.5	22.2	3.4	16.6	1.1
Design	2,850	650	222	428	23	55.2	291	70.4	25.8	3.8	11.5	0.8
Drama	1,804	387	128	259	21	46.8	206	73.3	24.3	2.4	12.9	1
Economics	4,392	811	515	296	18	18.5	663	79.5	18.3	2	14.9	1.1
English	13,561	1,725	683	1,042	13	22.7	1,339	68.6	27	4	21	1.4
French	867	213	60	153	25	15.5	180	85	13.3	1.7	11.3	0.5
Geography	6,321	974	421	553	15	18.4	795	75.6	21.6	2.8	17.7	1.5
German	319	98	29	69	31	15.3	83	88	10.8	1.2	9.2	0
Graphics	1,348	324	163	161	24	20.4	258	86	12	1.9	9.6	1.2
History	5,706	868	322	546	15	24.4	674	71.2	23.4	2.7	18.2	0.9
Japanese	690	147	66	81	21	13.6	127	83.5	15	1.6	12.9	0.7
Latin	23	27	18	9	117	3.7	26	84.6	11.5	3.8	11.1	3.7
Mathematics with Calculus	7,511	1,535	1,100	435	20	18.1	1,263	81.2	15.9	2.4	13.1	1.6
Media Studies	3,031	509	189	320	17	40.1	306	69.3	27.1	3.3	16.3	0.6
Music Studies	1,012	156	79	77	15	23.7	119	74.8	21.8	3.4	16.7	1.9
Painting	2,995	616	145	471	21	45.6	335	71.3	25.4	3.3	13.8	0.3
Photography	2,678	555	130	425	21	44.5	308	73.1	23.7	3.2	13.2	0.4
Physical Education	3,998	556	236	320	14	29.5	396	67.9	29.5	1.5	21	0
Physics	6,938	1,284	961	323	19	17.4	1,066	80.5	16.7	2.3	13.9	1.7
Printmaking	268	83	16	67	31	41	49	81.6	14.3	4.1	8.4	0
Science	900	228	139	89	25	22.4	177	84.2	13.6	2.3	10.5	0.9
Sculpture	234	65	17	48	28	41.5	38	76.3	15.8	7.9	9.2	3.1
Spanish	370	101	42	59	27	14.9	86	86	12.8	1.2	10.9	1
Statistics and Modelling	14,466	1,747	1,128	619	12	19	1,418	68.8	27.9	3.2	22.6	2
Te Reo Māori	501	144	54	90	29	20.8	116	85.3	11.2	1.7	9	1.4
Te Reo Rangitira	42	56	21	35	133	14.3	52	80.8	9.6	1.9	8.9	1.8
Technology	1,538	275	98	177	18	41.1	162	71.6	24.7	3.7	14.5	1.1
<b>All Subjects</b>		<b>18,956</b>	<b>9,280</b>	<b>9,676</b>		<b>24.4</b>	<b>14,403</b>	<b>76.3</b>	<b>20.6</b>	<b>2.7</b>	<b>15.6</b>	<b>1.2</b>

Table 7. Scholarship cohort and entry data by subject, and percentages of the total numbers of valid results obtaining No Award (N), Scholarship (S) and Outstanding Scholarship (O).

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The total number of Scholarship entries across all subjects was 18,956, varying from 27 for Latin, to 1,747 for Statistics and Modelling. However, not all students who enter for a Scholarship assessment actually sit the examination, so that the final number of assessed results was 14,403, varying from 26 in Latin to 1,418 in Statistics and Modelling.

As noted previously, the number of scholarships awarded in each subject is calculated from a cohort that includes only students who have entered for at least 14 credits in that subject at

Level 3. However, a number of students not counted in the cohort for a particular subject nonetheless sit Scholarship in that subject. Therefore, the calculated percentage of the Level 3 cohort entering Scholarship in a subject with a very small number of entries (such as Latin and Te Reo Rangitira) can be above 100%.

In 2010 the total number of Scholarships, expressed as a percentage of the total number of entries (as opposed to the number of the Level 3 cohort), varied between 5.6% for Chinese to 22.6% for Statistics and Modelling. The percentage across all subjects was 15.6%. The percentages for Outstanding Scholarship varied from zero for Agricultural and Horticultural Science (because in that subject no candidates were identified as having performed at Outstanding level) to 3.7% for Latin. The percentage across all subjects was 1.2%.

## Scholarship Awards, Single Subject Awards and Top Subject Awards in 2010

In total, 195 candidates received Scholarship awards, having earned three or more Scholarships. In addition, 1,587 received a Single Subject award and 32 candidates received a Top Subject award.

### Premier Awards and Outstanding Scholar Awards

The Premier Award is the most prestigious of all of the Scholarship awards and carries the greatest monetary award (\$10,000 per annum for three years). Table 8 below gives the total numbers of Premier Award winners by gender from 2005 to 2010.

Over the six year period from 2005 to 2010, a total of 58 Premier Awards were awarded, 43 (74%) to males and 15 (26%) to females.

In 2010, a total of 15 candidates met the minimum requirements for consideration for a Premier Award, which is restricted to the top

5–10 candidates across the country. Nine of these 15 candidates received the Premier Award. The remaining six were among 44 who received an Outstanding Scholar Award. In addition, six Premier Awardees were among the 33 who received a Top Subject Scholar Award.

Four of the nine Premier Awardees were also Top Subject Scholars. The names of the Premier Awardees and Top Subject Scholars and their schools can be found at the following URL:

<http://www.nzqa.govt.nz/about-us/news/scholarship-premier-and-top-subject-award-winners-for-2010/>

Year	Females	Males
2005	4	9
2006	3	7
2007	3	5
2008	3	7
2009	1	7
2010	1	8
<b>Total</b>	<b>15</b>	<b>43</b>

Table 8. Counts by gender of Premier Award Winners from 2005 to 2010.

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## Section 2

# NCEA administrative process and data

### External Assessment and the examination process

The term External Assessment refers to assessment activities, typically time-limited examinations run by NZQA at the end of each year, but also including portfolios of candidates' work, submitted for assessment or verification by a panel of experts appointed by NZQA.

The annual examination process involves thousands of staff administering and marking assessments for nearly 144,000 candidates across all levels of NCEA and New Zealand Scholarship. The following is an overview of the process.

### Examination 2010 facts and figures:

- 143,948 candidates entered a total of 1,837,379 entries across 382 standards
- There were 67,761 candidates with entries at Level 1, 56,109 at Level 2 and 38,305 at Level 3. However, many candidates entered at more than one level
- The largest exam session was Level 1 English with 44,783 entries, followed by Level 1 Mathematics with 42,569
- There were 2,020 markers
- There were 402 exam centres, 402 Exam Centre Managers and 4078 supervisors
- There were 565 candidates in the Cook Islands and 61 in Niue

### The role of NZQA in the examination process

Each year NZQA designs and produces examination papers for the relevant standards (349 standards in 2010) and organises the examination timetable. NZQA also coordinates and administers marking and the attendant process for the review and reconsideration of results, and the return of all examination booklets to candidates – New Zealand being the only country in the world that does this.

Some 4,000 staff nationwide are employed in running the examination process. During the examination season, NZQA receives special reports relating to examination irregularities, ensuring that relevant reports are sent to markers and that potential breaches of examination rules are investigated.

NZQA accepts late entries until each examination is sat. In 2010 there were some 44,072 late entries from schools after the 1 September final entry date.

### Marking Panels

Markers, who are qualified teachers or other education professionals, are grouped into panels headed by Panel Leaders. Before the marking of each examination begins, the Panel Leader reviews the Assessment Schedule, which guides markers' determination of grades for each examination question. Panels meet to discuss each question and to establish grade boundaries. A sample of the first few scripts marked by each marker are check-marked for consistency. Three further samples are similarly check-marked at intervals during the marking process, so that 8–10% of scripts are check-marked by the end of marking.

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## Examination Papers

Examination papers are written by subject experts contracted by NZQA, and are critiqued by other education professionals. Each examination paper is formatted by NZQA editors, so as to be as clear as possible to candidates. The papers are then evaluated by independent experts, who work through each paper as if they were candidates. The content and questions are checked by NZQA staff to ensure that they are valid to the standard; for example, that a question in a history standard assesses understanding of historical events, issues and principles, rather than primarily assessing essay-writing ability.

Comments by critiquers and independent checkers are taken into account by NZQA staff who revise the papers as necessary. Papers are then submitted to editors for a final check before being approved for printing and distribution to the Examination Centres.

Examination papers for externally-assessed Achievement Standards are published on the web within 24 hours of each examination, with any third-party copyright material removed. Examinations that contain copyright material are also released in full on the NZQA secure website, to provide teachers with access to complete examination documents.

## Assessment Schedules and Judgement Statements

Assessment Schedules describe the performance required by the standard at Achieved, Merit and Excellence levels for each question or item in a paper. They are published on the NZQA website towards

the end of March, when all applications for reviews and reconsiderations have been resolved.

Judgement Statements define how the question-level information is to be aggregated to produce a final result for each candidate. The Judgement Statement documents appear on the NZQA website at the time the results are released in mid-January, to assist candidates in deciding whether they want to apply for any reviews or reconsiderations of their results.

Assessment Schedules and Judgement Statements for each externally-assessed standard can be found as part of the Reports and Schedules section of the NZQA website, or through the Subject Specific Resources pages at the following link:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>



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## Examination Centres and Managers

Examination Centres are the places at which candidates sit their examinations. They are typically, but not always, schools. Each Examination Centre is presided over by an NZQA-appointed Examination Centre Manager (ECM).

Each year, ECMs undergo training to bring them up to date with any changes to examination processes, and to re-acquaint them with the examination cycle. Each ECM prepares a plan for the Examination Centre, detailing how the Examination Centre will operate, and identifying the number of supervisors that will be required for each examination.

ECMs are responsible for the organisation of examination papers for each candidate and of the supervisors who assist in supervising the examinations. They also monitor late entries and revise examination plans accordingly.

## Examination Papers

Examination papers are personalised and sorted automatically, according to candidates' National Student Numbers (NSNs). Each personalised answer booklet contains a barcode with the candidate's NSN, which allows individual papers to be tracked. Answer booklets are arranged automatically into individualised packs for each candidate, containing booklets for all standards in each subject for which that candidate is entered. The collated packs are distributed to the Examination Centres.

Completed answer booklets are returned to a central location for sorting and distribution to markers. Results are entered on-line by markers, and the marked booklets are returned to candidates.

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## Profiles of expected performance

Profiles of Expected Performance (PEPs) are monitoring tools. They are developed annually for each externally-assessed standard with a cohort of more than 300 candidates. They are based on historical information, statistical analysis and the professional judgement of marking Panel Leaders and NZQA staff.

Panel leaders use PEPs to guide the benchmarking of Assessment Schedules and Judgement Statements. If, during marking, a schedule starts to produce results that are outside the expected bands, an explanation for the discrepancy is sought from the Panel Leader. If a valid reason is found, marking is allowed to continue. In other cases, the schedule might be altered in minor ways to bring the results into range. In the most serious cases, a re-mark may be required. In 2008 there were re-marks in two standards (one in Economics and one in Geography). In 2009 there were re-marks in three standards (one in Chemistry and two in Science). In each case, in 2009, only one question in each paper was re-marked. In 2010 there were six partial re-marks (three in Mathematics, two in Te Reo Māori and one in Health) and no full re-marks.

PEPs were originally developed to maintain consistency in results distributions from year to year. Nonetheless, they enable recognition of valid changes, for example in response to a professional development programme for teachers in a particular area. It is not considered essential for results to fall inside the PEP provided that there is a valid and satisfactory explanation for any deviation. The essential criterion for the acceptability of a distribution of results is that it reflects candidates' performance against the standard. PEPs are simply tools to assist marking panels to produce distributions that are consistent with standards.

Table 9 shows the numbers of standards with final distributions of results falling outside the PEP bands between 2007 and 2010. The maximum deviation from a PEP is the greatest discrepancy between the actual distribution of results and the PEP at any grade boundary. For example, if a distribution was three points above the PEP band for *Merit*,

and five points below the band for *Achieved*, with *Not Achieved* and *Excellence* results within PEP, the maximum deviation would be five percentage points.

More information on PEPs, including PEP ranges for specific standards can be found by entering a standard number into the search box at the following URL:

<http://www.nzqa.govt.nz/search/index.do>

Maximum deviation from PEP (percentage points)	2007	2008	2009	2010
0	120	110	114	122
1	28	44	34	42
2	19	28	40	34
3	18	18	18	23
4	17	23	13	17
5	15	12	12	10
6	9	10	8	7
7 or greater	29	15	19	15
Total	255	260	258	270

Table 9. Maximum deviations from Profiles of Expected Performance of standards with 300 or more candidates from 2007 to 2010.

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## Assessment Reports

Assessment Reports provide an overview of the performance of examination candidates in each standard, as well as a summary of performance for all standards in a subject at each level. They contain comments from the examiners and markers to candidates, teachers and other interested parties.

The Assessment Reports for 2010 will be accessible from early April 2011 at the following link:  
<http://www.nzqa.govt.nz/ncea/assessment/search.do>

## Reviews and Reconsiderations

All answer booklets for externally-assessed standards are returned to candidates. To help candidates understand their results, the Judgement Statements used by markers are made available on the NZQA website. After candidates have reviewed their answer booklets, they can apply for a review or reconsideration of their results.

If the candidate thinks there has been a processing error (such as one or more unmarked sections in an answer booklet or portfolio, or incorrect transfer of grades), he or she can request a review. This involves checking that all sections of the booklet or portfolio have been assessed and that the results have been recorded and transferred correctly. It does not involve re-marking the script.

Candidates can access the form to accompany the papers they wish to have reviewed from the NZQA website. The forms and

papers for review must reach NZQA by a specified date. For the 2010 examination round this was Friday 18 February 2011 for NCEA and 11 March 2011 for Scholarship. There is no charge for a review.

If the candidate thinks that his or her answer booklet has not been assessed correctly, he or she can apply for reconsideration. This involves reassessing the portfolio or all answers in the answer booklet using the original assessment schedule (in other words re-marking it) and also checking mechanical processes such as the transfer of results.

It costs \$20 for each standard to be reconsidered. Candidates can apply for a reconsideration using an application form included with their results notice. The fee is refunded if the reconsideration results in a change to the candidate's grade.

Table 10 shows the numbers of applications for reconsiderations of results from the 2006–2009 examination rounds. At the time of publication the 2010 review and reconsideration process was not complete, so data for 2010 are not available here. While both the number

of applications and number of applications upheld has increased steadily over this period, the percentage of successful reconsideration applications fell from 24% in 2006 to 20% in 2009. The number of applications for review of Scholarship results fell between 2006 and 2008, rising sharply in 2009. However, the percentage upheld increased from 11% in 2006 to 15% in 2008, but dropped back to 11% in 2009.

Year	NCEA			Scholarship		
	Number of applications	Number successful	Percentage successful	Number of applications	Number successful	Percentage successful
2006	4,559	1,082	24	429	47	11
2007	5,010	1,183	24	443	50	11
2008	6,501	1,296	20	336	52	15
2009	7,970	1,602	20	482	51	11

Table 10. Reconsiderations for NCEA and Scholarship: total numbers and success rates for 2006–2009.

Table 11 shows the numbers of applications for reviews of results from the 2006–2009 examination rounds. Much higher percentages of applications for review are upheld than applications for reconsideration. Unlike reconsiderations, applications for review of NCEA results decreased markedly between 2006 and 2008, and the percentage upheld has fluctuated somewhat, dropping to 68% in 2009. The numbers of applications for review of Scholarship results are too small to indicate any reliable trends.

NZQA received a total of 9,542 applications for reviews and reconsiderations of results arising from the 2010 examination round, including: 8,895 applications for NCEA reconsiderations, 647 for NCEA reviews, 153 for Scholarship reconsiderations and two for

Scholarship reviews. As of March 2011, the 2010 reviews and reconsiderations process was incomplete.

More information about reviews and reconsiderations can be found at the following URL:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-results/reviews-and-reconsiderations>

Year	NCEA			Scholarship		
	Number of applications	Number successful	Percentage successful	Number of applications	Number successful	Percentage successful
2006	1,276	1,033	81	11	9	82
2007	1,081	800	74	6	5	83
2008	755	609	81	13	3	23
2009	832	563	68	9	5	56

Table 11. Reviews for NCEA and Scholarship: total numbers and success rates for 2006–2009.

## Breaches of the Rules

Every year NZQA investigates reports of possible breaches of the rules and procedures of external assessment. Actions which are in breach of the rules include:

- Failure to follow instructions
- Influencing, assisting or hindering other candidates, or otherwise disrupting the conduct of the examination
- Dishonest practice, including altering external assessment materials prior to seeking a review or reconsideration
- Performance-based authenticity issues, including impersonation

When NZQA receives a report of a possible breach, an investigation is initiated. A letter is sent to the person or persons involved, accompanied by copies of any relevant information or reports about the possible breach. The person(s) is/are invited to make written comment to NZQA. Investigations may include consultation with the school or other agencies, and/or a face-to-face meeting with the person(s) concerned. NZQA uses an independent contractor to recommend decisions in face-to-face meetings and advise on process.

Further detail on breaches of the rules can be found at the following URL:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-exams-and-portfolios/external/breaches-of-examination-rules/>

Table 12 summarises the breaches-of-examination-rules data for 2010. A total of 359 situations were reported in which a possible breach of examination rules occurred, of which 266 were reported by Examination Centre Managers, 89 by markers and four by others. As of 1 March 2011, 350 reports had been resolved. In two cases, although a breach was known

to have occurred, there was insufficient evidence to attribute the breach to any particular candidate. In 42 cases no actual breach of the rules was found to have occurred.

Number of candidates for whom a breach was established	314
Number of breaches not attributed to any candidate due lack of evidence	2
Number of reports for which no breach occurred	42
Decisions pending	1
<b>Total reported breaches</b>	<b>359</b>

Table 12. Status of 2010 breaches-of-rules procedures as at 1 March 2011

Table 13 provides information in regard to the nature of the reported breaches. Consistent with previous years, failure to follow instructions is the most common type of breach reported.

	Nature of Breach	Number of cases
Dishonest Practice (138)	Cell phone use	9
	Notes	70
	Altering/access to answer booklet	3
	Communicating with another candidate	26
	Other	30
Following Instructions (172)	Cell phone in examination room	55
	Inappropriate or offensive material/language	61
	Unauthorised material	48
	Unauthorised absence from examination session	0
	Other	8
Authenticity or Impersonation (33)	Similar answers to another candidate	6
	Authenticity	19
	Multiple handwriting in an answer booklet	8
Influencing, Assisting or Hindering (16)	Disturbance	16
	Communicating with another candidate	0
	Other	0
	Total	359

Table 13. Numbers of candidates with reported breaches of examination rules in 2010 by type of breach



Table 14 shows the numbers of candidates for whom breaches of the examination rules were reported, for each geographic region of New Zealand.

Breaches by Region	Number of reported breaches
Auckland	162
Bay of Plenty	26
Canterbury	26
Central Plateau	2
East Coast	4
Hawkes Bay	9
Manawatu	13
Nelson/Marlborough	13
Northland	21
Otago	18
Southland	4
Taranaki	3
Waikato	22
Wairarapa	4
Wanganui	1
Wellington	29
Cook Islands	2
<b>Total</b>	<b>359</b>

Table 14. Numbers of candidates with reported breaches of the examination rules in each geographic region

Table 15 shows the numbers of reported breaches of the examination rules in 2010 for each subject and NQF level, as well as each New Zealand Scholarship subject. In addition to the reported breaches by subject below, one reported breach was not associated with any particular subject.

Subject	Level 1	Level 2	Level 3	Scholarship
Accounting	3	3	2	0
Agriculture & Horticulture	2	2	0	0
Art History	0	0	2	0
Biology	10	8	6	1
Business Studies	1	0	0	0
Calculus	0	0	2	0
Chemistry	1	8	4	1
Chinese	0	0	0	1
Classical Studies	0	1	4	0
Dance	1	0	0	0
Drama	1	0	1	0
Economics	7	3	6	0
English	31	35	10	0
French	1	0	0	0
Geography	12	3	10	0
German	0	0	0	0
Graphics & Design	1	0	0	0
Health Studies	7	1	1	0
History	5	6	2	0
Home and Life Sciences	4	0	0	0
Information Management	10	0	0	0
Japanese	1	0	0	0
Mathematics	25	23	10	0
Media Studies	0	4	3	0
Music	5	1	1	0
Physics	1	7	3	0
Samoan	1	0	0	0
Science	18	1	1	0
Social Studies	0	0	1	0
Spanish	0	0	0	0
Statistics and Modelling	0	0	9	0
Te Reo Māori	3	5	3	0
Te Reo Rangatira	0	1	0	0
Technology	5	0	0	0
Visual Arts	0	1	5	0
<b>Total</b>	<b>156</b>	<b>113</b>	<b>86</b>	<b>3</b>

Table 15. Numbers of breaches of examination rules reported for each subject and NQF level.

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## Internal Assessment

Internal assessment refers to school-based assessment that can result in credits contributing to national qualifications. Schools carrying out internal assessment must have been granted consent to assess by NZQA, or else report results through a school with consent. This is done to ensure that the systems used to manage the assessment are robust and that schools have in place reliable quality assurance systems.

A key component of quality assurance is an internal (school-based) moderation procedure. Schools are also expected to have effective and documented processes to ensure that results reported to NZQA from internal assessments are reliable. In addition, NZQA conducts formal reviews of schools' assessment procedures every one to four years, and conducts an annual round of external moderation.

Each year NZQA makes statistical comparisons between internally-assessed and externally-assessed results for every standard within each subject. Schools whose internally-assessed results are greatly different from those expected on the basis of their externally-assessed results are identified and NZQA then works with those schools to improve their internal assessment processes.

## External Moderation of Internal Assessment

External moderation of a standard involves NZQA moderators, who are assessment experts in each subject, reviewing both assessment materials (assessment tasks and activities) and assessment judgements (marking of candidates' work). There are 34 full-time equivalent moderators, supported by 209 contract-for-service moderators who work on a part-time basis. Most NZQA moderators are current or recent teachers with expertise in standards-based assessment.

NZQA has the objective of externally moderating 10% of assessor judgements for internally-assessed standards. NZQA selects the standards to be moderated at each school. The sample of work to be moderated for each standard is selected randomly by each school using a sampling process approved by NZQA. For each standard to be moderated, a moderator determines whether the assessment materials used by a teacher are suitable for assessing the standard, and whether each assessment judgement is accurate with respect to the standard.

A formal moderation report is prepared by NZQA subject moderators for each standard selected for moderation at each school. Each moderation report indicates whether or not the assessment materials were suitable for assessing the standard, or whether modifications are required before those materials are used again. The report also indicates how many of the teachers' assessment judgements were accurate with respect to the standard, and provides advice with respect to those that were not.

If a teacher disagrees with aspects of the moderation report, he or she can either ask for clarification, or appeal the decision. Formal appeals are reviewed by another NZQA moderator to establish whether the report was accurate, or whether any changes are required. The number of formal appeals is very low. In both 2009 and 2010, fewer than one in 1,000 moderator judgements resulted in successful appeals.

In addition to reviewing assessment materials and judgements, moderators facilitate best-practice workshops for internal assessment and are often invited to speak to subject associations or at national conferences.

Moderators also develop resources that are hosted on the subject-specific web-pages of the NZQA website.

In 2010 some 97% of the materials used to assess candidates were deemed to be suitable for assessing the relevant standard, either unmodified or with only minor modification. In 2009, this figure was 93%. Any modification identified as necessary for assessment materials must be made before those materials are used again.

Data on the rates of agreement between teachers and moderators are considered in two ways. The first is agreement at the level of credit. Calculation of this agreement rate treats a moderation outcome as agreement provided that the teacher and moderator agreed on whether or not candidates' work was at the standard for gaining credit, even if they disagreed about the exact grade that ought to have been awarded.

For example, if a teacher had given a result of *Merit*, and the moderator had judged the work to be at the *Achieved* level, this would be treated as agreement, because both *Merit* and *Achieved*

grades result in credit. However, if the teacher had given a grade of *Achieved*, but the moderator had judged the work to be *Not Achieved*, this would be treated as disagreement because the teacher had awarded credit, whereas the moderator judged that credit ought not to have awarded. Table 16 shows the estimated agreement rates between assessor and moderator judgements for candidates' work in each curriculum area at the level of credit.

In some curriculum areas the confidence intervals for Unit Standards are large, because the sample sizes for these areas were small.

	Level 1		Level 2		Level 3	
	Unit Standards	Achievement Standards	Unit Standards	Achievement Standards	Unit Standards	Achievement Standards
The Arts	76 - 82	95 - 96	75 - 80	95 - 96	78 - 85	93 - 94
English	81 - 84	96 - 97	74 - 77	94 - 95	74 - 79	93 - 95
Health and Physical Education	83 - 87	90 - 92	78 - 82	92 - 94	64 - 70	83 - 85
Languages	76 - 87	96 - 97	90 - 100	93 - 95	71 - 100	93 - 95
Mathematics	91 - 92	93 - 94	80 - 84	89 - 91	88 - 91	87 - 88
Science	87 - 89	94 - 95	86 - 89	93 - 94	85 - 89	92 - 93
Social Sciences	84 - 87	93 - 94	81 - 84	93 - 94	86 - 89	91 - 92
Technology	88 - 90	91 - 93	85 - 86	88 - 89	78 - 80	87 - 90
<b>Total</b>	<b>86 - 87</b>	<b>94</b>	<b>82 - 83</b>	<b>93</b>	<b>80 - 82</b>	<b>90 - 91</b>

Table 16. 95% confidence ranges for teacher-moderator agreement rates at the level of credit in 2010, by curriculum area, standard type and level. Note that data for Achievement Standards in English and in Mathematics and Statistics are based on comparatively small numbers of standards.

The second type of agreement considered here is agreement at the level of the grade. In this case, agreement comprises cases in which the teacher and the moderator agreed on the exact grade. Cases in which they did not are treated as disagreement. Table 17 shows

the estimated agreement rates between assessor and moderator judgements for candidates' work in each curriculum area at the level of the grade. Note that, for Unit Standards, the two types of agreement are essentially the same because almost all Unit Standards have only *Achieved* (credit gained) and *Not Achieved* (no credit gained) as possible outcomes.

	Level 1		Level 2		Level 3	
	Unit Standards	Achievement Standards	Unit Standards	Achievement Standards	Unit Standards	Achievement Standards
The Arts	76 - 82	85 - 86	75 - 80	83 - 85	78 - 85	80 - 82
English	81 - 84	92 - 93	74 - 77	91 - 92	74 - 79	90 - 92
Health and Physical Education	83 - 87	82 - 84	78 - 82	86 - 87	64 - 70	75 - 77
Languages	76 - 87	85 - 88	90 - 100	85 - 88	71 - 100	86 - 89
Mathematics	91 - 92	81 - 83	80 - 84	77 - 80	88 - 91	71 - 73
Science	87 - 89	84 - 86	86 - 89	83 - 85	85 - 89	82 - 83
Social Sciences	84 - 87	85 - 86	81 - 84	85 - 87	86 - 89	83 - 84
Technology	88 - 90	85 - 87	85 - 86	82 - 84	78 - 80	80 - 83
<b>Total</b>	<b>86 - 87</b>	<b>85 - 86</b>	<b>82 - 83</b>	<b>85</b>	<b>80 - 82</b>	<b>81 - 82</b>

Table 17. 95% confidence ranges for teacher-moderator agreement rates at the level of the grade in 2010, by curriculum area, standard type and level. Note that data for English and in Mathematics and Statistics are based on comparatively small numbers of Achievement Standards.

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It is important to note that agreement rates are based on samples rather than on all available work. As is the case for any sample, the agreement rate for the sample is likely to vary from the actual agreement rate across all internally assessed work, with the extent of the probable variation being relative to the size of each sample. For this reason, the estimated agreement rates in Tables 16 and 17 are expressed as 95% confidence ranges; that is, the ranges within which we can be 95% confident that the actual agreement rates would be, if all work were moderated. Ranges are given separately for Achievement Standards and Unit Standards at Levels 1, 2 and 3.

In 2010 the overall moderator-to-teacher agreement rate for candidates' work was 90.5% at the level of credit, and 83.9% at the level of the grade. The figures for 2009 were 83% and 76% respectively. However, direct year-on-year comparisons must be interpreted cautiously.

In the 2010 moderation round much of the work moderated was actually assessed in 2009. In 2010 there was a focus on selecting a more representative sample of standards across all levels rather than focussing on a particular level. However, emphasis was still placed on selecting those standards for which assessors were having the most difficulty in making assessment decisions. This ensures they get the most valuable feedback to support their future assessment.

In 2010 NZQA continued with the 2009 initiatives which were designed to provide an increased level of professional support for making assessment decisions. These initiatives included the following:

- Best Practice workshops which in 2010 involved 2074 teachers in 173 workshops throughout the country
- Subject-specific web-pages hosting information and links to assessment resources at <http://www.nzqa.govt.nz/ncea/resources/index.html>
- Annotated candidates' work exemplifying grade boundaries for internally-assessed standards requiring clarification
- Greater clarity and balanced feedback in moderation reports
- The opportunity for teachers to send in additional candidate evidence and ask moderators specific questions about their assessment judgements
- Regular, subject-specific newsletters for teachers
- Documents to guide teachers in their interpretation of standards.

Moderators' annual reports, newsletters, clarifications documents and annotated exemplars can be found on the subject specific pages at: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>

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## Managing National Assessment Reports

Managing National Assessment Reports provide summaries of checks on schools' assessment systems, including internal moderation processes and external moderation outcomes. NZQA also evaluates the strategies used by senior staff to address issues identified in previous reports. Reports also record the extent to which specific NZQA requirements, such as the procedures for recording and reporting *Not Achieved* results and for random selection of candidates' work for external moderation, are being met.

Schools undergo a systems check approximately every three to four years; more often if significant issues

are identified in their previous report or by external moderation. NZQA interviews staff about the assessment systems used in their department or school to ensure that assessment is valid, reliable, and consistent with national standards. Action plans are put in place to address any concerns identified. These are recorded in the report.

Copies of the final report are sent to the Principal and Chair of the Board of Trustees and published on the NZQA website: <http://www.nzqa.govt.nz/search/index.do>

## Course Endorsement

Course Endorsement will be available in 2011 for candidates who achieve 14 or more credits at *Merit* and/or *Excellence* in a course. These 14 or more credits must include a minimum of three internally-assessed credits and three externally-assessed credits. Exempt from this rule are courses that include 14 or more credits in physical education or religious studies or Level 3 visual arts.

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## Appendix A – Glossary

### **Achieved**

A standard is achieved when a candidate has met all of the requirements of the standard. Candidates can receive *Not Achieved*, *Merit* and *Excellence* grades for Achievement Standards. They can receive either *Not Achieved* or *Achieved* grades for Unit Standards. Credit for a standard is awarded for a result of *Achieved* or higher.

### **Achievement Standard**

As of 2010, an Achievement Standard is any standard derived from the New Zealand Curriculum.

### **Assessment Reports**

Summary reports provided by examiners on the work of candidates in externally-assessed standards.

### **Breaches of the Rules**

Any behaviour in relation to assessment for externally-assessed Achievement Standards prohibited by the NZQA rules governing these assessments.

### **Endorsed Certificate (Certificate Endorsement)**

An endorsement on a NCEA certificate recognising that a candidate has gained sufficient credits at either *Merit* or *Excellence*. To qualify for an endorsement with *Excellence*, candidates require 50 credits at *Excellence*. An endorsement with *Merit* requires 50 credits at *Merit* (or *Merit* and *Excellence*).

### **Excellence**

The highest grade possible in an Achievement Standard.

### **External Assessment**

Assessment conducted by NZQA, including national examinations held at the end of the school year.

### **Further Assessment Opportunities**

An opportunity for candidates to be re-assessed in an internally-assessed standard. National guidelines state that candidates may be offered a maximum of one further assessment opportunity for a given standard per year. It is not compulsory for a school to offer more than one assessment opportunity for any given standard.

### **Internal Assessment**

Assessment conducted by schools during the school year.

### **Judgement Statements**

Statements from Panel Leaders specifying how item- or question-level information is to be aggregated across a paper to produce each available final grade.

### **Merit**

The medial grade gaining credit in Achievement Standards.

### **Managing National Assessment reports (MNA reports)**

Reports prepared by NZQA School Relationship Managers to evaluate a school's Quality Management Systems for managing all assessments that contribute towards national qualifications.

### **Moderation**

The NZQA process used to check and improve the quality of internal assessment materials and teachers' assessment decisions.

### **National Certificate of Educational Achievement (NCEA)**

National qualifications for senior secondary school candidates that can be attained at Level 1, 2 or 3.



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**Not Achieved**

The grade given to candidates who have submitted assessment evidence not meeting the requirements of a standard.

**Participation Data**

Data on candidates' achievement of qualifications, based on the numbers participating, rather than on school rolls. A participant for a level of NCEA is candidate who, on the basis of entries in a given year, can gain that level in that year, taking any credits gained in previous years into account. Participation-based data represent more accurately achievement in schools in which many students do not pursue NCEA.

**Profiles of Expected Performance (PEP)**

Tools used to assist in ensuring that externally-assessed standards are consistently applied from one year to the next. The PEP gives a percentage range into which each grade – *Not Achieved* (N), *Achieved* (A), *Merit* (M) and *Excellence* (E) – is expected to fall. For example, a particular standard may have an expected performance range of 32% to 40% for the *Achieved* grade.

**Reconsideration**

Re-marking of a candidate's work for externally-assessed standards where the candidate believes that his or her work may not have been assessed correctly. Reconsiderations are conducted in response to applications from candidates.

**Review**

Checking for possible errors in processing of the results for an externally assessed standard.

**Scholarship**

An external examination for the highest-performing secondary students, requiring students to demonstrate high-level critical thinking, and carrying monetary awards for successful candidates.

**Standard Error**

A measure of spread (or dispersion) of a data set. Generally, the larger the sample size, the smaller the standard error.

**Unit Standard**

As of 2010, a Unit Standard is any standard that is not derived from the New Zealand Curriculum<sup>7</sup>.

7. Until the present review of standards is complete in 2013, there will be some Unit Standards that are derived from the NZ curriculum.

# Appendix B – Numerical data presented in figures

## Appendix B

### School Roll Data

Secondary Year	2004	2005	2006	Year 2007	2008	2009	2010
Year 11	60,378	62,324	63,726	62,832	62,394	62,832	62,980
Year 12	49,679	49,750	50,567	52,911	52,675	54,257	55,482
Year 13	34,682	35,811	36,620	38,303	40,367	42,899	45,344

Figure 1. Numbers of students in Years 11–13 on the NZ school roll as of July 1, from 2004 to 2010. Foreign fee paying students are included.

Secondary Year and Student Gender	2004	2005	2006	Year 2007	2008	2009	2010
Year 11 Male	29,062	30,373	31,419	31,480	31,046	31,222	31,004
Year 12 Male	22,195	22,620	23,315	24,678	24,752	25,681	26,343
Year 13 Male	14,934	15,619	16,177	16,986	18,116	19,630	20,950
Year 11 Female	29,440	30,290	30,829	29,959	29,850	30,045	30,354
Year 12 Female	24,434	24,677	25,170	26,033	25,712	26,220	26,628
Year 13 Female	16,904	17,789	18,495	19,433	20,356	21,046	22,400

Figure 2. Numbers of domestic New Zealand male and female students in Years 11–13 on the NZ school roll as at July 1 from 2004 to 2010.

Student Ethnicity	2004	2005	2006	Year 2007	2008	2009	2010
NZ European	36,999	37,470	38,187	37,078	36,230	35,868	35,294
NZ Māori	11,029	11,842	11,931	12,574	12,669	12,910	13,551
Pasifika	4,462	4,928	5,248	5,242	5,410	5,477	5,607
Asian	4,873	5,085	5,380	5,152	5,293	5,552	5,505
Other ethnicities	1,139	1,338	1,502	1,393	1,294	1,460	1,401

Figure 3. Numbers of New Zealand European, New Zealand Māori, Pasifika, Asian and other-ethnicity domestic students in Year 11 on the school roll as at July 1 from 2004 to 2010.

Student Ethnicity	2004	2005	2006	Year 2007	2008	2009	2010
NZ European	30,523	30,277	30,729	31,731	31,140	31,572	31,509
NZ Māori	7,121	7,209	7,445	8,019	8,432	8,889	9,564
Pasifika	3,431	3,735	4,027	4,318	4,368	4,739	4,887
Asian	4,599	4,973	5,098	5,394	5,214	5,459	5,633
Other ethnicities	955	1,103	1,186	1,249	1,310	1,242	1,378

Figure 4. Numbers of New Zealand European, New Zealand Māori, Pasifika, Asian and other-ethnicity domestic students in Year 12 on the school roll as at July 1 from 2004 to 2010.

Student Ethnicity	2004	2005	2006	Year 2007	2008	2009	2010
NZ European	20,645	21,472	21,870	22,712	23,674	24,758	26,037
NZ Māori	3,988	4,183	4,366	4,794	5,145	5,876	6,648
Pasifika	2,453	2,759	2,978	3,253	3,479	3,748	4,178
Asian	4,025	4,162	4,480	4,623	5,044	5,088	5,254
Other ethnicities	727	832	978	1,037	1,130	1,206	1,233

Figure 5. Numbers of New Zealand European, New Zealand Māori, Pasifika, Asian and other-ethnicity domestic students in Year 13 on the school roll as at July 1 from 2004 to 2010.

## Tracked Cohort Analyses by Student Gender

Student Gender	Year 11 2008	Year 12 2009	Year 13 2010
Male	58	70	71
Female	67	78	79

Figure 6. Percentages of male and female students in Year 11 in 2008, attaining NCEA Level 1 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

Student Gender	Year 11 2008	Year 12 2009	Year 13 2010
Male	1	50	57
Female	1	60	66

Figure 7. Percentages of male and female students in Year 11 in 2008, attaining NCEA Level 2 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

Student Gender	Year 11 2008	Year 12 2009	Year 13 2010
Male	0	1	29
Female	0	0	42

Figure 8. Percentages of male and female students in Year 11 in 2008, attaining NCEA Level 3 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

## Tracked Cohort Analyses by Student Ethnicity

Student Ethnicity	Year 11 2008	Year 12 2009	Year 13 2010
NZ European	72	81	81
NZ Māori	43	57	59
Pasifika	44	68	71
Asian	70	80	81

Figure 9. Percentages of NZ European, NZ Māori, Pasifika and Asian students in Year 11 in 2008, attaining NCEA Level 1 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

Student Ethnicity	Year 11 2008	Year 12 2009	Year 13 2010
NZ European	1	63	68
NZ Māori	1	36	43
Pasifika	0	41	58
Asian	2	67	74

Figure 10. Percentages of NZ European, NZ Māori, Pasifika and Asian students in Year 11 in 2008, attaining NCEA Level 2 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

Student Ethnicity	Year 11 2008	Year 12 2009	Year 13 2010
NZ European	0	1	42
NZ Māori	0	1	17
Pasifika	0	0	24
Asian	0	1	54

Figure 11. Percentages of NZ European, NZ Māori, Pasifika and Asian students in Year 11 in 2008, attaining NCEA Level 3 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

## Tracked Cohort Analyses by School Decile

School Decile	Year		
	2008	2009	2010
Decile 1-3	48	65	68
Decile 4-7	64	77	78
Decile 8-10	73	81	82

Figure 12. Percentages of students in Decile 1-3, Decile 4-7 and Decile 8-10 schools in Year 11 in 2008, attaining NCEA Level 1 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

School Decile	Year		
	2008	2009	2010
Decile 1-3	1	40	51
Decile 4-7	1	55	63
Decile 8-10	1	67	71

Figure 13. Percentages of students in Decile 1-3, Decile 4-7 and Decile 8-10 schools in Year 11 in 2008, attaining NCEA Level 2 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

School Decile	Year		
	2008	2009	2010
Decile 1-3	0	1	21
Decile 4-7	0	1	34
Decile 8-10	0	1	48

Figure 14. Percentages of students in Decile 1-3, Decile 4-7 and Decile 8-10 schools in Year 11 in 2008, attaining NCEA Level 3 by the end of 2008 (Year 11), 2009 (Year 12) and 2010 (Year 13).

## Performance in NCEA and UE

Student Gender	Year						
	2004	2005	2006	2007	2008	2009	2010
Male	60	61	65	69	66	68	71
Female	71	70	73	76	75	76	78

Figure 15. Percentages of participating Year 11 male and female candidates attaining NCEA Level 1 from 2004 to 2010.

Student Gender	Year						
	2004	2005	2006	2007	2008	2009	2010
Male	68	68	70	72	70	71	75
Female	77	77	79	81	80	80	84

Figure 16. Percentages of participating Year 12 male and female candidates attaining NCEA Level 2 from 2004 to 2010.

Student Gender	Year						
	2004	2005	2006	2007	2008	2009	2010
Male	63	64	66	67	64	63	69
Female	72	72	74	76	75	75	78

Figure 17. Percentages of participating Year 13 male and female candidates attaining NCEA Level 3 from 2004 to 2010.

Student Gender	Year						
	2004	2005	2006	2007	2008	2009	2010
Male	60	61	63	63	61	59	61
Female	68	67	69	71	70	69	70

Figure 18. Percentages of participating Year 13 male and female candidates attaining University Entrance from 2004 to 2010.

School gender and candidate gender	Decile 1-3	Decile 4-7	Decile 8-10
Single Sex Female	72	80	92
Co-ed Female	62	75	85
Single Sex Male	78	72	82
Co-ed Male	55	68	79

Figure 19. Percentages of participating Year 11 male and female candidates in single-sex and co-educational schools attaining NCEA Level 1 in 2010.

School gender and candidate gender	Decile 1-3	Decile 4-7	Decile 8-10
Single Sex Female	81	86	94
Co-ed Female	68	82	89
Single Sex Male	76	78	84
Co-ed Male	62	71	80

Figure 20. Percentages of participating Year 12 male and female candidates in single-sex and co-educational schools attaining NCEA Level 2 in 2010.

School gender and candidate gender	Decile 1-3	Decile 4-7	Decile 8-10
Single Sex Female	61	77	89
Co-ed Female	61	75	85
Single Sex Male	68	70	75
Co-ed Male	53	65	74

Figure 21. Percentages of participating Year 13 male and female candidates in single-sex and co-educational schools attaining NCEA Level 3 in 2010.

School gender and candidate gender	Decile 1-3	Decile 4-7	Decile 8-10
Single Sex Female	49	69	86
Co-ed Female	45	65	78
Single Sex Male	49	66	71
Co-ed Male	39	55	67

Figure 22. Percentages of participating Year 13 male and female candidates participating in NCEA Level 3 in single-sex and co-educational schools attaining University Entrance in 2010 partitioned by decile band..

Student Ethnicity	Year						
	2004	2005	2006	2007	2008	2009	2010
NZ European	74	75	77	80	79	79	83
NZ Māori	46	46	53	57	53	55	60
Pasifika	38	38	42	49	48	50	54
Asian	69	71	75	75	75	74	78

Figure 23. Percentages of participating Year 11 New Zealand European, New Zealand Māori, Pasifika and Asian candidates attaining NCEA Level 1 from 2004 to 2010.

Student Ethnicity	Year						
	2004	2005	2006	2007	2008	2009	2010
NZ European	80	79	81	83	82	81	85
NZ Māori	57	57	61	64	63	62	69
Pasifika	48	45	50	55	54	55	62
Asian	70	77	77	78	77	78	80

Figure 24. Percentages of participating Year 12 New Zealand European, New Zealand Māori, Pasifika and Asian candidates attaining NCEA Level 2 from 2004 to 2010.

Student Ethnicity	Year						
	2004	2005	2006	2007	2008	2009	2010
NZ European	74	74	75	76	75	74	79
NZ Māori	50	49	53	58	53	52	61
Pasifika	41	40	40	46	41	44	52
Asian	67	71	74	77	76	73	78

Figure 25. Percentages of participating Year 13 New Zealand European, New Zealand Māori, Pasifika and Asian candidates attaining NCEA Level 3 from 2004 to 2010.

Student Ethnicity	Year						
	2004	2005	2006	2007	2008	2009	2010
NZ European	70	69	72	73	71	69	72
NZ Māori	46	44	47	50	46	42	47
Pasifika	38	35	34	39	32	35	36
Asian	64	69	71	73	73	70	74

Figure 26. Percentages of Year 13 New Zealand European, New Zealand Māori, Pasifika and Asian students participating in NCEA Level 3 and attaining University Entrance from 2004 to 2010.

School Decile Band	Year						
	2004	2005	2006	2007	2008	2009	2010
Decile 1-3	46	47	53	57	54	55	61
Decile 4-7	63	63	66	71	69	69	73
Decile 8-10	76	77	79	81	81	81	84

Figure 27. Percentages of participating Year 11 candidates from schools in decile bands 1-3, 4-7 and 8-10 attaining NCEA Level 1 from 2004 to 2010.

School Decile Band	Year						
	2004	2005	2006	2007	2008	2009	2010
Decile 1-3	59	60	66	68	69	72	75
Decile 4-7	72	74	76	78	78	80	81
Decile 8-10	81	82	84	83	81	84	84

Figure 28. Percentages of participating Year 11 candidates from schools in decile bands 1-3, 4-7 and 8-10 attaining the literacy requirement for NCEA Level 1 from 2004 to 2010.

School Decile Band	Year						
	2004	2005	2006	2007	2008	2009	2010
Decile 1-3	70	72	76	79	80	84	84
Decile 4-7	78	79	83	85	85	89	89
Decile 8-10	83	83	84	85	81	88	88

Figure 29. Percentages of participating Year 11 candidates from schools in decile bands 1-3, 4-7 and 8-10 attaining the numeracy requirement for NCEA Level 1 from 2004 to 2010.

School Decile Band	Year						
	2004	2005	2006	2007	2008	2009	2010
Decile 1-3	57	55	60	61	61	60	67
Decile 4-7	70	70	72	75	73	73	78
Decile 8-10	80	80	83	83	83	84	86

Figure 30. Percentages of participating Year 12 candidates from schools in decile bands 1-3, 4-7 and 8-10 attaining NCEA Level 2 from 2004 to 2010.

School Decile Band	Year						
	2004	2005	2006	2007	2008	2009	2010
Decile 1-3	53	51	54	57	53	52	59
Decile 4-7	65	65	67	68	67	66	71
Decile 8-10	73	74	77	78	78	76	81

Figure 31. Percentages of participating Year 13 candidates from schools in decile bands 1-3, 4-7 and 8-10 attaining NCEA Level 3 from 2004 to 2010.

School Decile Band	Year						
	2004	2005	2006	2007	2008	2009	2010
Decile 1-3	47	45	47	47	44	42	44
Decile 4-7	61	61	62	64	62	59	63
Decile 8-10	70	71	74	75	75	73	76

Figure 32. Percentages of participating Year 13 candidates from schools in decile bands 1-3, 4-7 and 8-10 participating in NCEA Level 3 and attaining University Entrance from 2004 to 2010.

Endorsement type and candidate gender	Year			
	2007	2008	2009	2010
Merit Endorsement Male	24	23	22	24
Merit Endorsement Female	32	31	32	33
Excellence Endorsement Male	4	5	5	6
Excellence Endorsement Female	9	10	10	12

Figure 33. Percentages of Level 1 NCEA qualifications attained with *Merit* or *Excellence* endorsements by male and female candidates from 2007 to 2010 in Year 11.

Endorsement type and candidate gender	Year			
	2007	2008	2009	2010
Merit Endorsement Male	15	15	15	16
Merit Endorsement Female	23	22	23	24
Excellence Endorsement Male	3	3	4	5
Excellence Endorsement Female	6	6	7	8

Figure 34. Percentages of Level 2 NCEA qualifications attained with *Merit* or *Excellence* endorsements by male and female candidates from 2007 to 2010 in Year 12.

Endorsement type and candidate gender	Year			
	2007	2008	2009	2010
Merit Endorsement Male	17	17	18	20
Merit Endorsement Female	23	23	24	25
Excellence Endorsement Male	4	4	5	5
Excellence Endorsement Female	5	5	6	6

Figure 35. Percentages of Level 3 NCEA qualifications attained with *Merit* or *Excellence* endorsements by male and female candidates from 2007 to 2010 in Year 13.



Endorsement type and candidate ethnicity	Year			
	2007	2008	2009	2010
Merit Endorsement NZ European	31	30	30	32
Merit Endorsement NZ Māori	15	15	15	17
Merit Endorsement Pasifika	12	10	12	14
Merit Endorsement Asian	36	35	34	37
Excellence Endorsement NZ European	7	8	9	10
Excellence Endorsement NZ Māori	2	2	3	3
Excellence Endorsement Pasifika	1	1	2	2
Excellence Endorsement Asian	16	17	17	19

Figure 36. Percentages of NCEA Level 1 qualifications attained with *Merit* or *Excellence* endorsements in Year 11 by candidate ethnicity from 2007 to 2010 .

Endorsement type and candidate ethnicity	Year			
	2007	2008	2009	2010
Merit Endorsement NZ European	21	21	21	23
Merit Endorsement NZ Māori	9	7	10	10
Merit Endorsement Pasifika	5	6	6	7
Merit Endorsement Asian	27	25	26	26
Excellence Endorsement NZ European	5	5	6	7
Excellence Endorsement NZ Māori	1	1	2	2
Excellence Endorsement Pasifika	1	1	1	1
Excellence Endorsement Asian	10	10	12	12

Figure 37. Percentages of NCEA Level 2 qualifications attained with *Merit* or *Excellence* endorsements in Year 12 by candidate ethnicity from 2007 to 2010 .

Endorsement type and candidate ethnicity	Year			
	2007	2008	2009	2010
Merit Endorsement NZ European	22	21	23	24
Merit Endorsement NZ Māori	8	11	9	13
Merit Endorsement Pasifika	6	7	7	8
Merit Endorsement Asian	26	26	27	29
Excellence Endorsement NZ European	4	5	5	6
Excellence Endorsement NZ Māori	1	1	1	2
Excellence Endorsement Pasifika	0	1	0	1
Excellence Endorsement Asian	7	8	9	9

Figure 38. Percentages of NCEA Level 3 qualifications attained with *Merit* or *Excellence* endorsements in Year 13 by candidate ethnicity from 2007 to 2010 .

Endorsement type and school decile band	Year			
	2007	2008	2009	2010
Merit Endorsement Decile 1-3	13	11	11	13
Merit Endorsement Decile 4-7	25	24	24	25
Merit Endorsement Decile 8-10	35	36	36	37
Excellence Endorsement Decile 1-3	2	2	2	2
Excellence Endorsement Decile 4-7	5	5	5	6
Excellence Endorsement Decile 8-10	10	12	12	14

Figure 39. Percentages of Level 1 NCEA qualifications attained with *Merit* or *Excellence* endorsements by Decile 1-3, Decile 4-7 and Decile 8-10 candidates from 2007 to 2010 in Year 11.

Endorsement type and school decile band	Year			
	2007	2008	2009	2010
Merit Endorsement Decile 1-3	8	6	7	7
Merit Endorsement Decile 4-7	16	15	16	16
Merit Endorsement Decile 8-10	24	25	26	28
Excellence Endorsement Decile 1-3	1	1	1	2
Excellence Endorsement Decile 4-7	3	3	4	5
Excellence Endorsement Decile 8-10	6	7	9	10

Figure 40. Percentages of Level 2 NCEA qualifications attained with *Merit* or *Excellence* endorsements by Decile 1-3, Decile 4-7 and Decile 8-10 candidates from 2007 to 2010 in Year 12.

Endorsement type and school decile band	Year			
	2007	2008	2009	2010
Merit Endorsement Decile 1-3	9	8	8	9
Merit Endorsement Decile 4-7	18	17	18	19
Merit Endorsement Decile 8-10	24	25	26	28
Excellence Endorsement Decile 1-3	1	1	1	2
Excellence Endorsement Decile 4-7	3	4	4	4
Excellence Endorsement Decile 8-10	5	7	7	7

Figure 41. Percentages of Level 3 NCEA qualifications attained with *Merit* or *Excellence* endorsements by Decile 1-3, Decile 4-7 and Decile 8-10 candidates from 2007 to 2010 in Year 13.

School Decile	Result			
	Not Achieved	Achieved	Merit	Excellence
Decile 1-3	46	38	13	3
Decile 4-7	33	41	20	6
Decile 8-10	24	41	25	10

Figure 42. Percentage distributions of assessed results for externally assessed achievement standards in 2010 by school decile band.

School Decile	Result			
	Not Achieved	Achieved	Merit	Excellence
Decile 1-3	27	43	19	11
Decile 4-7	22	39	24	15
Decile 8-10	16	35	27	22

Figure 43. Percentage distributions of assessed results for internally assessed achievement standards in 2010 by school decile band.

Standard	Year			
	2007	2008	2009	2010
Externally-assessed Achievement Standard	1581584	1542841	1509834	1514355
Internally-assessed Achievement Standard	1216929	1527011	1570210	1606804
Unit Standard	1353560	1542841	1933393	1801193

Figure 44. Numbers of results in unit standards, internally-assessed achievement standards and externally-assessed achievement standards in each year from 2007 to 2010.

Year and standard	Results			
	Not Achieved	Achieved	Merit	Excellence
2008 Externally-assessed Achievement Standard	31	42	20	7
2008 Internally-assessed Achievement Standard	21	39	24	15
2008 Unit Standard	26	74		
2009 Externally-assessed Achievement Standard	30	42	20	8
2009 Internally-assessed Achievement Standard	21	39	24	16
2009 Unit Standard	25	75		
2010 Externally-assessed Achievement Standard	29	41	22	8
2010 Internally-assessed Achievement Standard	20	38	25	17
2010 Unit Standard	23	77		

Figure 45. Percentages of results at each grade (Not Achieved, Achieved, Merit and Excellence) for unit standards, internally-assessed achievement standards and externally-assessed achievement standards in each year from 2008 to 2010.

## NZ Scholarship

Candidate gender and result type	Year				
	2006	2007	2008	2009	2010
Scholarship Male	1338	1321	1322	1342	1474
Scholarship Female	1275	1360	1424	1436	1487
Outstanding Male	174	184	197	191	223
Outstanding Female	164	171	175	179	161

Figure 46. Number of Outstanding Scholarship and Scholarship awards gained by males and females from 2006 to 2010.



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