



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2011)

*April 2012*



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# Introduction

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## *NCEA assessments are robust and credible*

NCEA examinations have acquired a high level of credibility among students, teachers and parents thanks to a rigorous monitoring of all the steps involved in the examination, and because of the high validity and reliability of the results.



**Source:**

OECD (2012), "Student assessment", in D. Nusche, D. Laveault, J. MacBeath & P. Santiago, *OECD Reviews of Evaluation and Assessment in Education: New Zealand: Main Conclusions*, OECD Publishing, p. 49.



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This document, the Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2011), has been prepared by the New Zealand Qualifications Authority (NZQA). It summarises the attainments of New Zealand's National Certificate of Educational Achievement (NCEA) and New Zealand Scholarship candidates in 2011 with reference to prior year achievement.

Under any standards-based assessment system learners are assessed against established standards. They receive grades and attain qualifications in accordance with how well they meet those standards, rather than on the basis of how well they perform relative to others. The introduction of standards-based assessment in New Zealand secondary schools has delivered an assessment system that compares favourably with equivalent systems in other countries and NCEA and New Zealand Scholarship are recognised internationally.

The NCEA system of qualifications had its eighth year of full implementation in 2011. The large volume of achievement data accumulated since its inception enables detailed analysis of trends in candidates' engagement, attainments of qualifications, and achievement of standards, as well as achievement of NCEA certificate endorsement.

In 2011 there were encouraging improvements in attainment of NCEA qualifications and New Zealand Scholarship over those of 2010, at all levels. The attainment gaps between New Zealand Māori and Pasifika candidates, and candidates of other ethnicities, are now significantly smaller than they were in 2004, the first year of full implementation of NCEA. At NCEA Level 2, the attainment gap between males and females continued to reduce, and at Levels 2 and 3 the gaps between schools across the decile range also diminished. This is a trend that has been particularly evident over the last 3 years.

In this report you will find a detailed analysis of the performance of enrolled candidates who were in Year 11 in 2009. This analysis reports on these original candidates



Richard Thornton  
Deputy Chief Executive  
Qualifications Division  
New Zealand Qualifications Authority

through 2009, 2010 and 2011 as they progressed through Year 11, 12 and 13 respectively. This analysis includes all the original candidates, even though they may have left school prior to completing Year 13. This form of tracked analysis provides an interesting perspective on the attainment of candidates, because unlike other analyses, which are based only on those candidates still attending school, the tracked candidate base is, to some extent, insulated from the impacts of retention influences. The data in this analysis are compared across genders, ethnicities and school deciles.

Last year brought significant improvement in attainment of NCEA Certificate Endorsement with Merit for New Zealand Māori and Pasifika at Level 1. In addition, candidates of each gender and decile band attained qualifications with Merit and Excellence endorsements at higher rates than in any previous year, particularly at Levels 1 and 2.

In 2011 New Zealand Scholarship attracted a greater number of candidates than in any previous year. For the first time there were just over 10,000 candidates participating across 35 subjects, totalling slightly fewer than 20,000 individual subject entries.

This report also discusses various administrative processes, including Breaches of the Rules for external assessments, Reviews and Reconsiderations of examination results, and aspects of internal assessment in schools. During 2011 we saw a continuation of the improvement in the level of agreement between the grades awarded by teachers in internal assessments and those checked by NZQA Moderators. The overall moderator-to-teacher agreement rates for candidates' work at both the level of credit and at the level of the grade continue to improve.

The New Zealand Qualifications Authority is very pleased about the significant improvement in performance of candidates. Their successes reflect very positively, both on them, their teachers, their whanau and on the schools they attend.



Karen Poutasi  
Chief Executive  
New Zealand Qualifications Authority



# Background

This report provides information about the secondary school qualifications administered by NZQA. Its primary focus is the main New Zealand secondary qualification, the National Certificate of Educational Achievement. It also reports on other NZQF qualifications gained by secondary students, and the New Zealand Scholarship awards. Because NCEA is a New Zealand secondary school qualification, the statistics focus on New Zealand resident school students.

## Explanation of the Cohorts for which achievement statistics are reported

Statistics are used for varying purposes, including monitoring of standards, student achievement and the quality of assessments. The base cohort analysed will not be the same for each purpose; it may be the national population, or a sub-set such as school roll, participating candidates, or some form of cohort that is tracked as it moves through the school, year by year.

The base cohort has a marked effect on the calculated statistics. For instance, the percentage of 17-year-olds who achieved NCEA Level 3 when compared to the number of all 17-year-olds in the country will be lower than it would be if the comparison was only with those 17-year-olds who, due to the number of credits for which they were entered, could be considered actively participating in the qualification. If we think about 17-year-olds as an example we can see that there are 4 basic categories which form the basis for 4 different cohorts. These are 17-year-olds alive and in New Zealand (sourced from Statistics New Zealand as census data), 17-year-olds attending school (sources from the Ministry of Education

as Roll data), 17-year-olds that NZQA are aware of via an active enrolment (Enrolled candidates) and 17-year-olds entered for sufficient credits to be considered attempting to achieve a qualification (Participating candidates).

NZQA does, from time-to-time, use the census data, for example, 17-year-olds alive and in New Zealand, as a cohort but in this report none of the data is presented in this form. Although the School Roll based cohort is used in the early part of this report as the basis for the retention analysis the data presented will primarily be based on either the Participating Cohort, the Enrolled Cohort, or a Tracked Cohort, which is a variation of the Enrolled Cohort.

The effect of using different cohorts to analyse attainment rates is illustrated in the following table which presents the percentages of candidates gaining an NCEA qualification at successive year levels, for three different kinds of cohort. The importance of specifying the cohort is highlighted by the significant difference in the calculated percentages for attainment of qualifications.

% based on	Roll-based Cohort	Tracked Cohort	Participating Cohort
NCEA Level 1 [Year 11]	65%	65%	77%
NCEA Level 2 [Year 12]	68%	60%	82%
NCEA Level 3 [Year 13]	55%	41%	76%

Table 1. NCEA attainment rates in 2011 by schooling year and cohort type.

### School Roll Cohort

Each year schools are required to complete a roll return stating their school roll as at 1 July. This roll return is a requirement of the Ministry of Education. This data is subsequently supplied to NZQA for statistical reporting purposes.

The original Secondary School Statistics published by NZQA in January each year up until 2008 were solely

based on Roll Data. Reporting NCEA attainment rates using the Roll Data is particularly useful when reporting school-level statistics as it provides a common basis for comparison. However, the school roll data does not necessarily include all students of secondary school age, nor does it consider the differing participation behaviours of students. This means that statistics based on the roll data can provide achievement rates that appear artificially



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# Background

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low because students not attempting a qualification are still counted within the denominator. The impact on achievement rates of not including students who were not counted on any secondary school roll can be the reverse, driving achievement rates up when considered in relation to students of secondary school age, as these students are missing from the denominator. From 2009 onwards NZQA extended the range of statistical reports available and added choices as to which cohorts could be used.

## Enrolled Candidate Cohort

Ideally the achievement rate for qualifications would be reported against candidates seeking to achieve the qualification. However, as there is no formal process for students to enter an NCEA qualification two proxies are used.

The first proxy for entry into a qualification and the second cohort used in this report is defined as being any student with one or more entries in either a Unit Standard or Achievement Standard for the academic year being reported.

The term enrolled candidate refers to a student who has had an enrolment created within the NZQA database. This occurs when a school reports the candidate's details to NZQA and indicates the standards that will be used to assess this student and/or any results. This cohort is effectively the students that NZQA knows. This cohort is utilised in a number of the data analysed in this report.

## Participating Cohort

The second proxy for entry into a qualification and the third cohort used in this report is Participating Cohort. A candidate is considered to be participating and therefore in the Participating Cohort for a given NCEA qualification if they have a reasonable opportunity to achieve that qualification. A reasonable opportunity, in this context, exists if the candidate has sufficient credits to be able to achieve the qualification by the end of that year, if they were to achieve all of the credits for which they are entered when added to any credits previously attained.

If a candidate is not entered for sufficient credits to be able to attain a given qualification, it is presumed that they have no intention of doing so in that year. 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.

This cohort overcomes some of the issues of the roll based cohort by focusing on a subset of students whose entry behaviour suggests that they are likely to be attempting the qualification. Students engaged in smaller programmes of assessment or having alternative educational needs and objectives are likely to be left out of this cohort.

## Tracked Cohort

The third cohort used in this report is the Tracked Cohort which is a special form of the Enrolled Candidate Cohort. This cohort is defined by using the enrolled candidates at a specific year level in an earlier year and then tracking their attainment through to the current year. For example Year 11 students in 2009 are tracked successively to Year 12 in 2010 and Year 13 in 2011.

Calculating percentages of students attaining qualifications using a Tracked Cohort takes account of 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 students as a basis for calculating percentages right through to Year 13 avoids this problem, because all students are counted in denominators for the percentages, whether or not they have left school.

In this report the Participating Cohort and Tracked Cohort are the main cohorts used for analysis. These cohorts are partitioned by Gender, Ethnicity, and School Decile Band and form a subset of the statistics available on the NZQA website, along with Roll Based statistics, which are only lightly touched on in this report.

[www.nzqa.govt.nz/statistics](http://www.nzqa.govt.nz/statistics)



# NCEA Retentions 2004 – 2011

Increasing retention across all demographic subgroups provides a context for the attainment statistics reported in this section. The following data (Table 2) show how retention has changed in recent years.

For instance, in 2006 a total of 60,132 Year 11 students attempted one or more standards. Of those 60,132 students, 82% continued to be enrolled in Year 12 in 2007, and 59% were still enrolled in Year 13 in 2008. Those retentions were relatively stable for the 2004, 2005 and 2006 Year 11 cohorts, but rose thereafter. The trends are noteworthy: over the period reported, Year 12 retention rose from 80% to 86%, while Year 13 retention rose proportionally more, from 58% to 67%. The different retentions will have produced a somewhat different cohort in Years 12 and 13 compared with that of six years ago.

Tracked cohorts make it possible to analyse these trends without the confusion caused by students entering the senior school, such as new students joining from overseas, but also recognising that some students leave prior to Year 13. This is achieved in the analysis by identifying the specific students in Year 11 and then tracking only those students through to Year 13. If a student leaves prior to Year 13 their achievements are still counted and they remain within the cohort.

	Year 11					
	2004	2005	2006	2007	2008	2009
Year 11 enrolment	55,300	56,791	60,132	59,897	59,790	59,855
Year 12 retention	80%	82%	82%	82%	85%	86%
Year 13 retention	58%	59%	59%	62%	67%	67%

Table 2. Proportions of students who engaged in NCEA in Year 11, and continued to be enrolled in Year 12 and in Year 13.





# NCEA Retentions 2004 – 2011

Both genders have followed the same upward trend over the period, although in 2011 the proportion of females retained to Year 13 continued to rise, while the proportion of males stabilised, as shown in Figure 1. A sharp rise in Year 13 retention in 2009 and 2010 is noticeable within the graph.

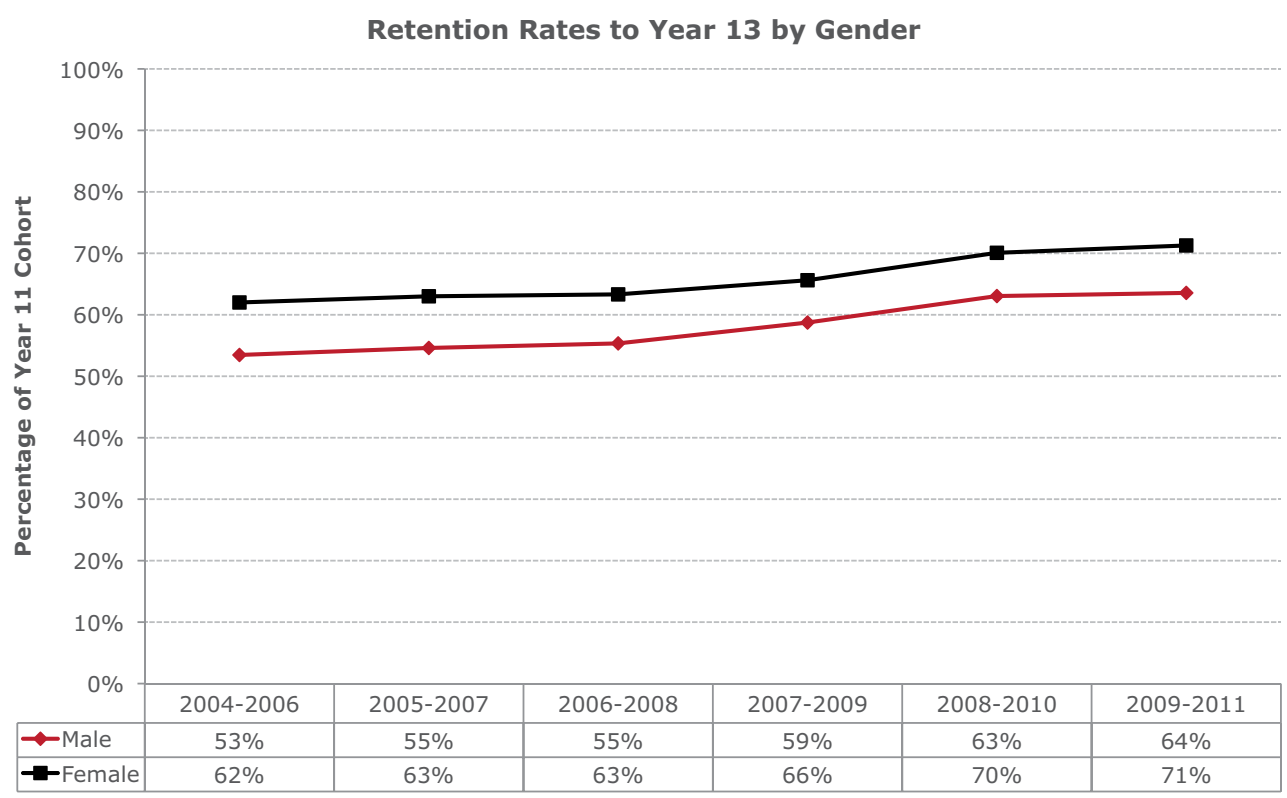


Figure 1. Retention rates to Year 13 by gender for 2006 to 2011.

# NCEA Retentions 2004 – 2011

Figure 2 shows that retention of Asian students remained relatively stable. New Zealand Māori and Pasifika retentions to Year 13 began to rise in 2008, in parallel with that of New Zealand Europeans and have continued to rise. New Zealand Māori had the largest proportional rise, from 42% in 2006 to 54% in 2011. It is notable that Pasifika retention is slightly higher than that of New Zealand Europeans

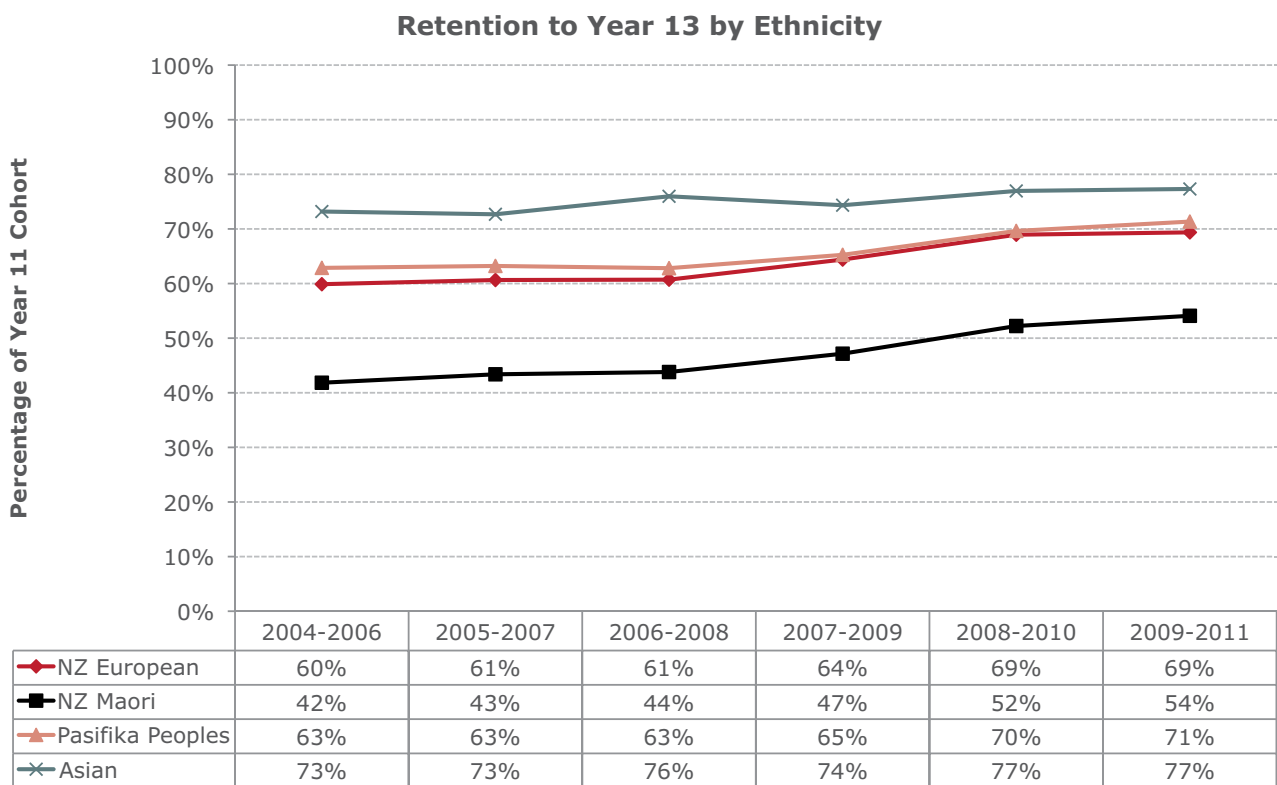


Figure 2. Retention rates to Year 13 by ethnicity for 2006 to 2011.



# NCEA Retentions 2004 – 2011

Retentions of all decile bands have increased in recent years although the rate of increase has slowed slightly. However, while the middle and upper decile retentions rose across the entire period, the low-decile band remained steady for the first three years, then rose more quickly than other decile bands until 2010. The inter-decile gap in retention to Year 13 is much larger for the middle and upper deciles than between the middle and lower decile bands.

These trends in retention must be borne in mind when interpreting the attainment statistics reported in the next section. Increased retention normally brings a greater influx of lower achieving students. In a standards-based assessment system, one might expect this to result in lower attainment rates. If attainment rates are maintained, then either the influx is on a par with the previous cohort, or attainments have improved. A third alternative, a lowering in standards is unlikely given the care taken to maintain them.

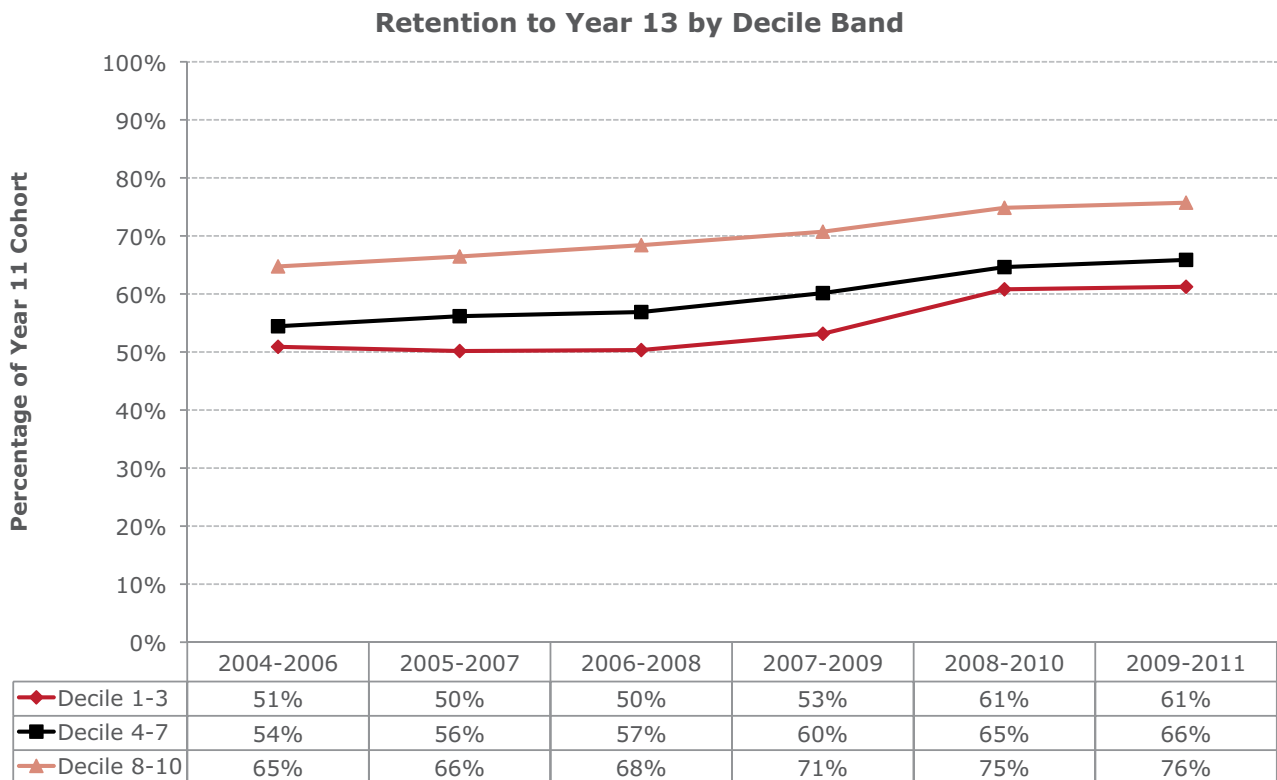


Figure 3. Retention rates to Year 13 by decile band for 2006 to 2011.



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# NCEA Retentions 2004 – 2011

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## *Roll Data and Retention*

This section begins with a review of trends in senior secondary school rolls since the full implementation of the NCEA in 2004, in order to provide a context for the qualifications and attainment data that follow. In this report all roll data and attainment data were correct as at 1 April 2012.

In the eight-year period from 2004 to 2011, roll numbers in the senior secondary school (Years 11–13) increased by some 14%, from around 145,000 to 166,000. In 2011 this total included 6,582 foreign fee-paying students. Figure 4 shows that the increase varied across the years of secondary schooling, being greatest at Year 13, with a 35% increase since 2004, and least at Year 11, with a 4% increase since 2004. Year 12 numbers rose by 13% during this period.

As nearly 80% of Year 11 students have yet to reach the age of compulsory schooling 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. 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 2009 Year 11 cohort to Year 13 in 2011 had risen to 73%.



# NCEA Retentions 2004 – 2011

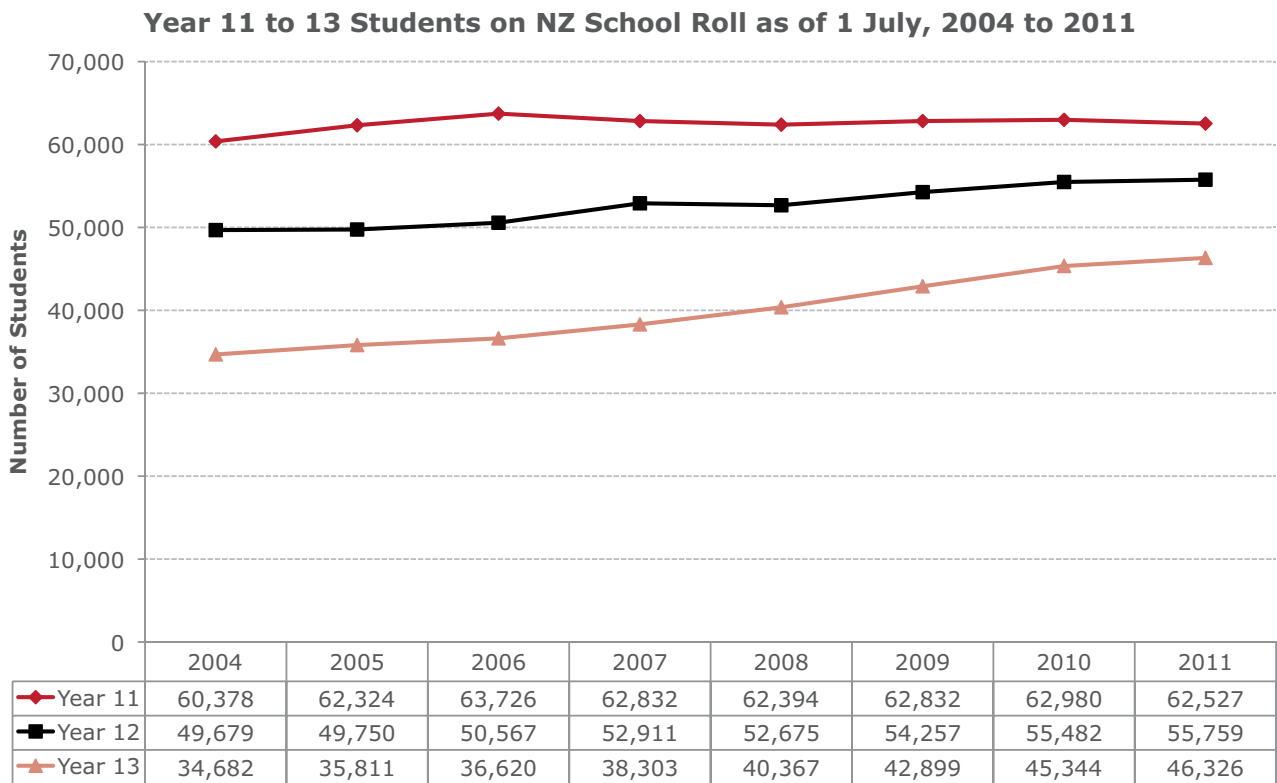


Figure 4. Numbers of students in Years 11–13 on the New Zealand School roll as of July 1, from 2004 to 2011. Foreign fee paying students are included.



# Achievement in NCEA and University Entrance

## Performance of participating cohorts in NCEA and University Entrance

This section discusses the performance of participating cohorts in attaining NCEA and University Entrance. Attainment of NCEA qualifications is measured in terms of the percentage of the participating cohort for each qualification attaining the qualifications during the typical year for doing so.

Table 3, and the following graphs (Figures 5 -16), 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.

A candidate is in the participating cohort for a given NCEA level in a given year if, on the basis of any credits already acquired and credits entered for, it is possible 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. Therefore, the Level 3 participating cohort has been taken as an approximation for the UE cohort.

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 the 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 may 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 graphs can therefore be treated as an approximation to the percentage of candidates intending to attain that qualification, who did in fact attain it.

	2004	2005	2006	2007	2008	2009	2010	2011
NCEA Level 1 (Year 11)	66%	66%	69%	73%	71%	72%	75%	77%
NCEA Level 2 (Year 12)	73%	73%	75%	77%	76%	76%	80%	82%
NCEA Level 3 (Year 13)	68%	68%	71%	72%	70%	69%	74%	75%
University Entrance (Year 13)	64%	64%	67%	68%	66%	64%	66%	67%

Table 3. 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.



# Achievement in NCEA and University Entrance

## Analyses by Gender

Figures 5 to 8 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, between 2004 and 2011.

From 2006 to 2011 a difference of seven to nine percentage points in favour of female candidates is evident in each year as shown in Figure 5. The increase

in attainment between 2006 and 2007, evident in Table 3, is also evident here for both genders. Between 2007 and 2009 the percentages remained roughly stable for both males and females. However, in 2011 the percentage of both males and females attaining NCEA Level 1 increased by about three percentage points.

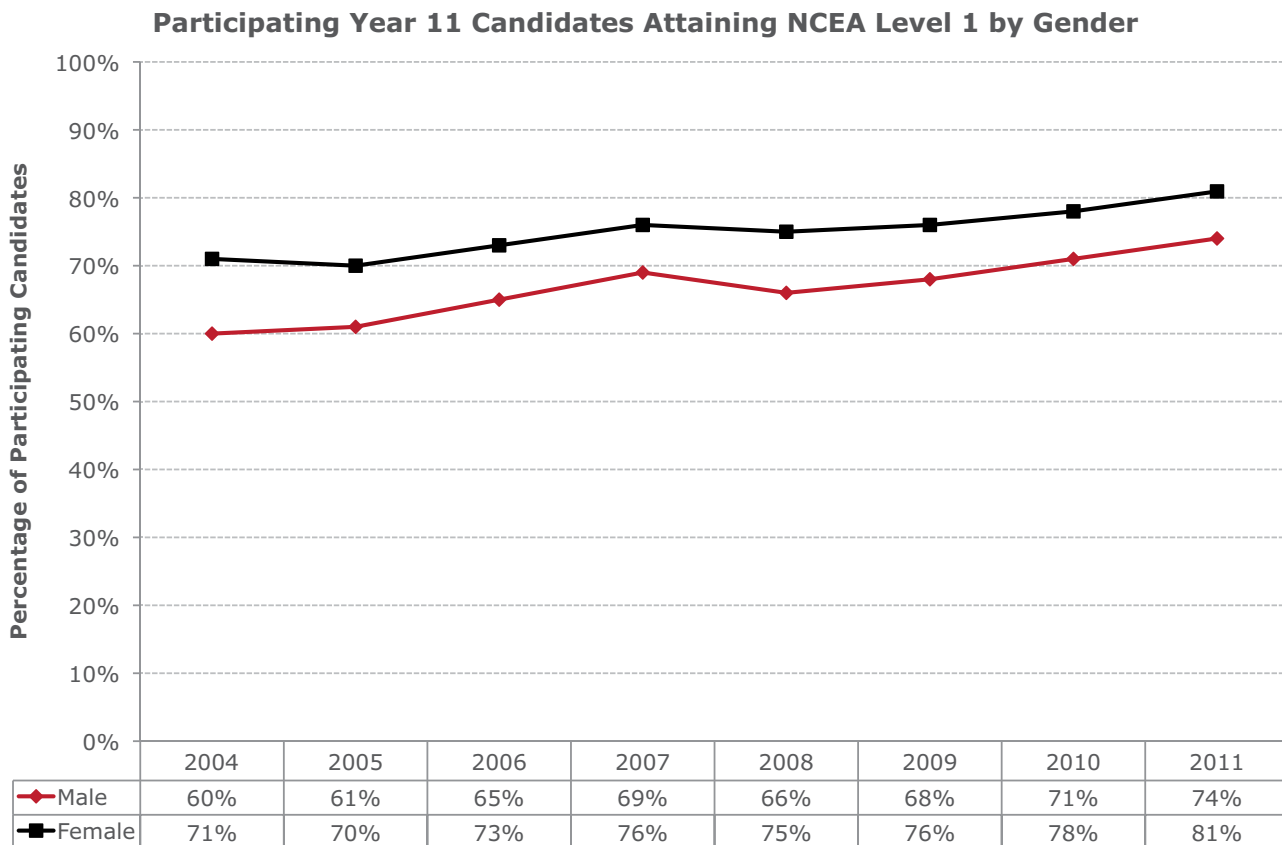


Figure 5. Percentages of Year 11 male and female participating candidates attaining NCEA Level 1 between 2004 and 2011.



# Achievement in NCEA and University Entrance

Figure 6 shows that between 2006 and 2011 there is a consistent difference in favour of female candidates of between eight 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 3. There was an increase in the percentages of candidates attaining the qualification from 2006 to 2007. Success rates stabilised 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 slightly lower than they were in 2007. However, in 2011 attainment of NCEA Level 2 in Year 12, for both males and females, increased over that of 2010 by three and two percentage points respectively. For both genders, these data represent the highest percentages of Year 12 male and female candidates attaining the qualification to date.

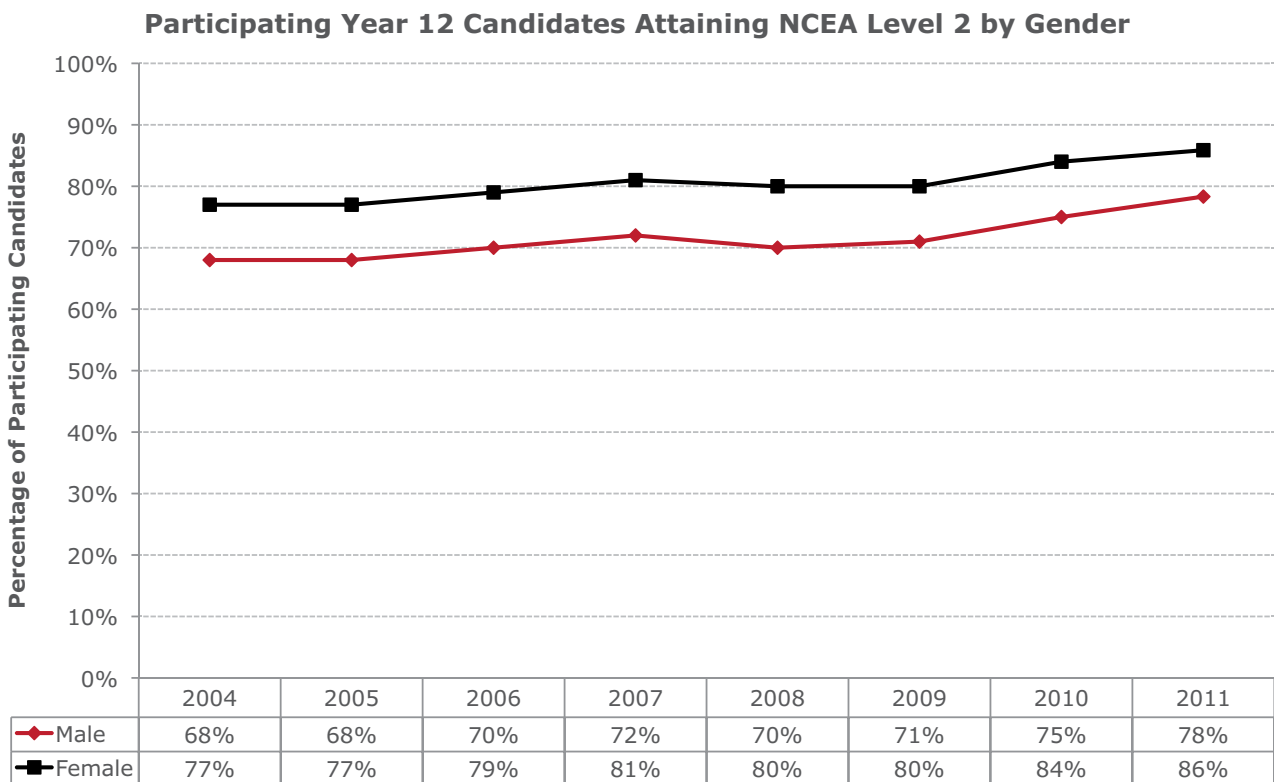


Figure 6. Percentages of Year 12 male and female participating candidates attaining NCEA Level 2 between 2004 and 2011.





# Achievement in NCEA and University Entrance

Between 2006 and 2011, as shown in figure 7, the difference between nine and twelve percentage points. During this period, as for NCEA Levels 1 and 2, attainment of both genders increased between 2006 and 2007. Between 2007 and 2009, however, a slight decline in attainment of 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 2011. In 2011 the percentage of Year 13 male candidates attaining NCEA Level 3 (Figure 7) increased by two percentage points over that of 2010, while the percentage of Year 13 female candidates increased by two percentage points.

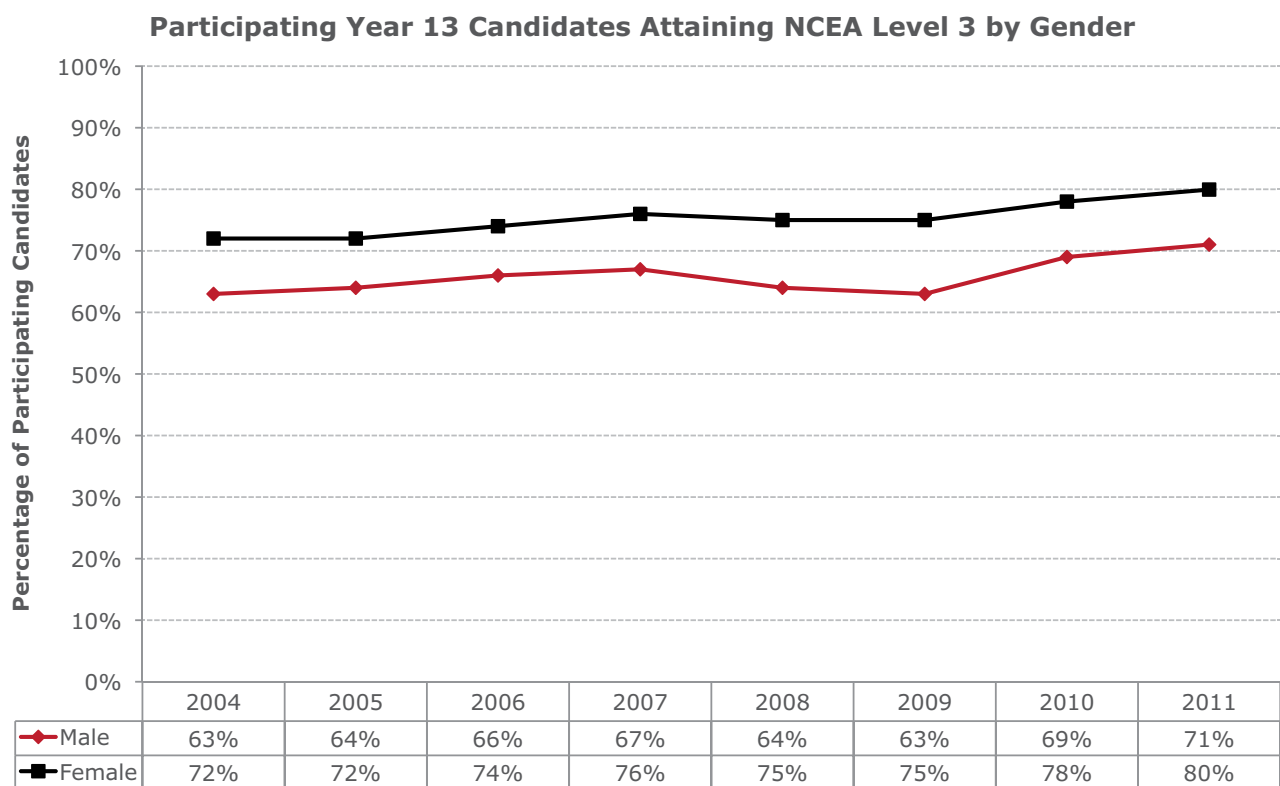


Figure 7. Percentages of Year 13 male and female participating candidates attaining NCEA Level 3 between 2004 and 2011.



# Achievement in NCEA and University Entrance

The pattern of UE attainment evident in Figure 8 is similar to that for NCEA Level 3. Between 2006 and 2011 the differences in favour of female candidates of between six and ten percentage points are evident. Like the data for NCEA Level 3, the success rate for University Entrance increased between 2006 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 Table 3). In 2011 the percentage of both males and females attaining UE increased by one percentage point.

**Participating Year 13 Candidates Attaining University Entrance by Gender**

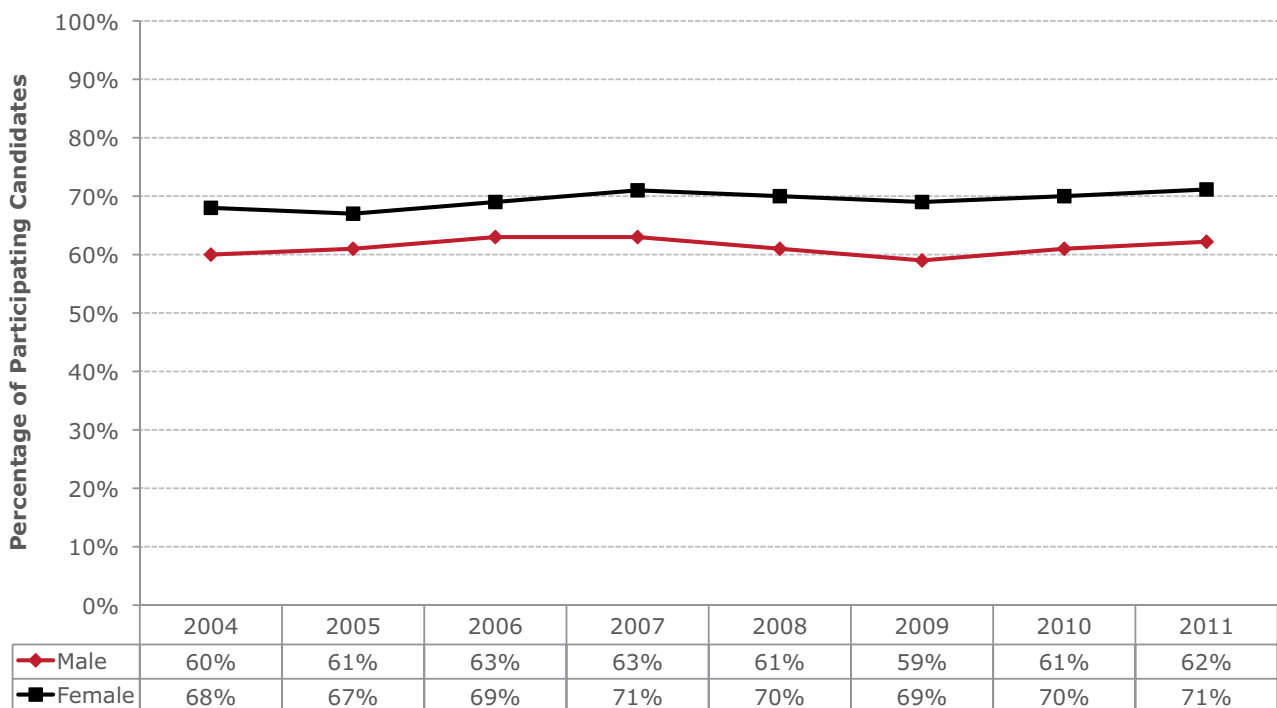


Figure 8. Percentages of Year 13 male and female participants in NCEA Level 3 who attained University Entrance in each year from 2004 to 2011.



# Achievement in NCEA and University Entrance

## Analyses by Ethnicity

Figures 9 to 12 compare the performance of New Zealand Māori, New Zealand European, Pasifika and Asian participating candidates in attaining NCEA Levels 1–3 and University Entrance, respectively. These represent the four largest ethnicities. 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 13 to 16, 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 heavily represented in low-decile schools. Therefore, some of what appears to be an effect of ethnicity could be an effect of socio-economic level.

In 2011, Figure 9 shows that for all ethnicities attainment of Level 1 increased over that of 2010 with the increase for Pasifika being the greatest at 5 percentage points. The increase for New Zealand Māori was 4 percentage points, for Asians it was three percentage points, while for New Zealand Europeans it was one percentage point.

There is a small difference of two to five percentage points in favour of New Zealand European candidates relative to Asian candidates, and a larger difference of five to 12 percentage points in favour of New Zealand 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.

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, especially for New Zealand Māori and Pasifika. From 2007 to 2011, however, differences in 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 New Zealand Māori and Pasifika than for New Zealand European and Asian candidates

**Participating Year 11 Candidates Attaining NCEA Level 1 by Ethnicity**

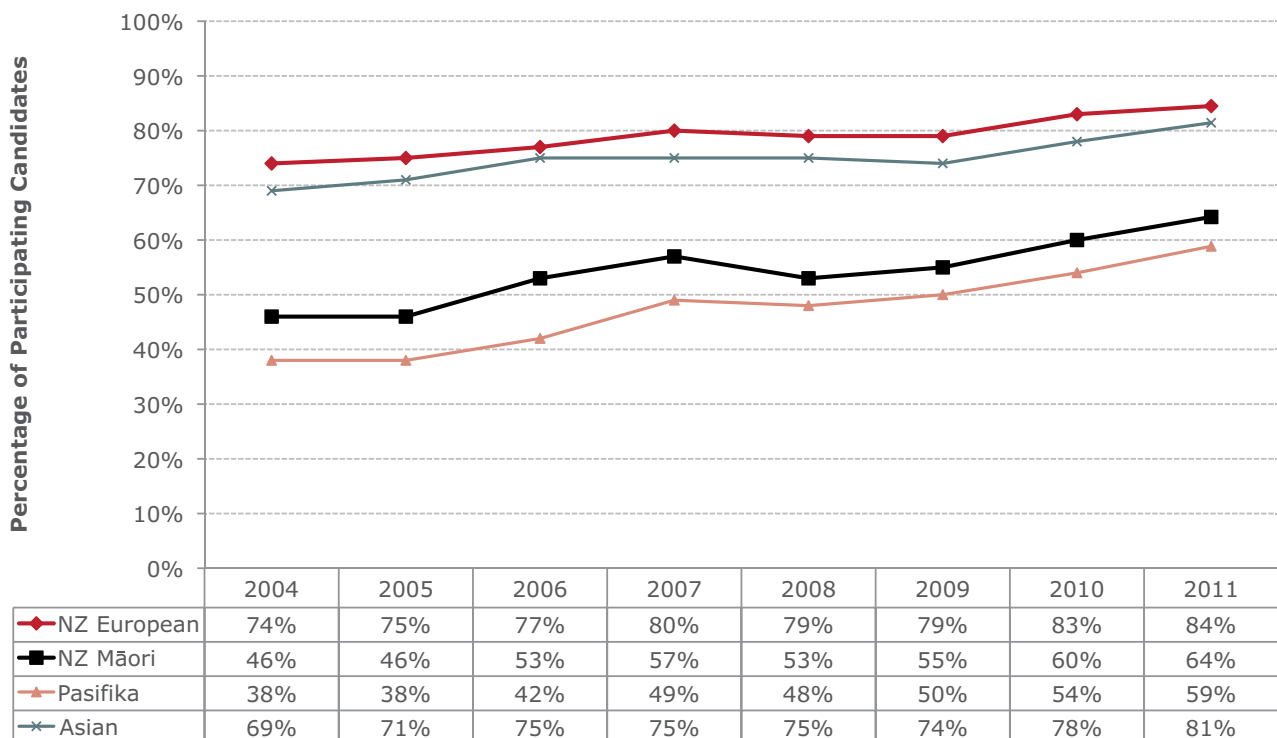


Figure 9. Percentages of participating candidates in Year 11, attaining NCEA Level 1 across ethnic groups.



# Achievement in NCEA and University Entrance

Figure 10 shows that attainment in NCEA Level 2 increased in 2011 over that of 2010 for all ethnic groups, with the greatest increase for New Zealand Māori - a four percentage point increase. The increase in attainment for each of New Zealand European, Pasifika and Asian candidates was two percentage points.

The participating Level 2 cohort is a more restrictive grouping than the original Year 11 enrolled cohort, 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 New Zealand Māori candidates, so that a higher percentage of all Pasifika candidates attain Level 2. However, the success rate for participating Year 12 New Zealand Māori candidates is nonetheless higher than that of participating Pasifika candidates.

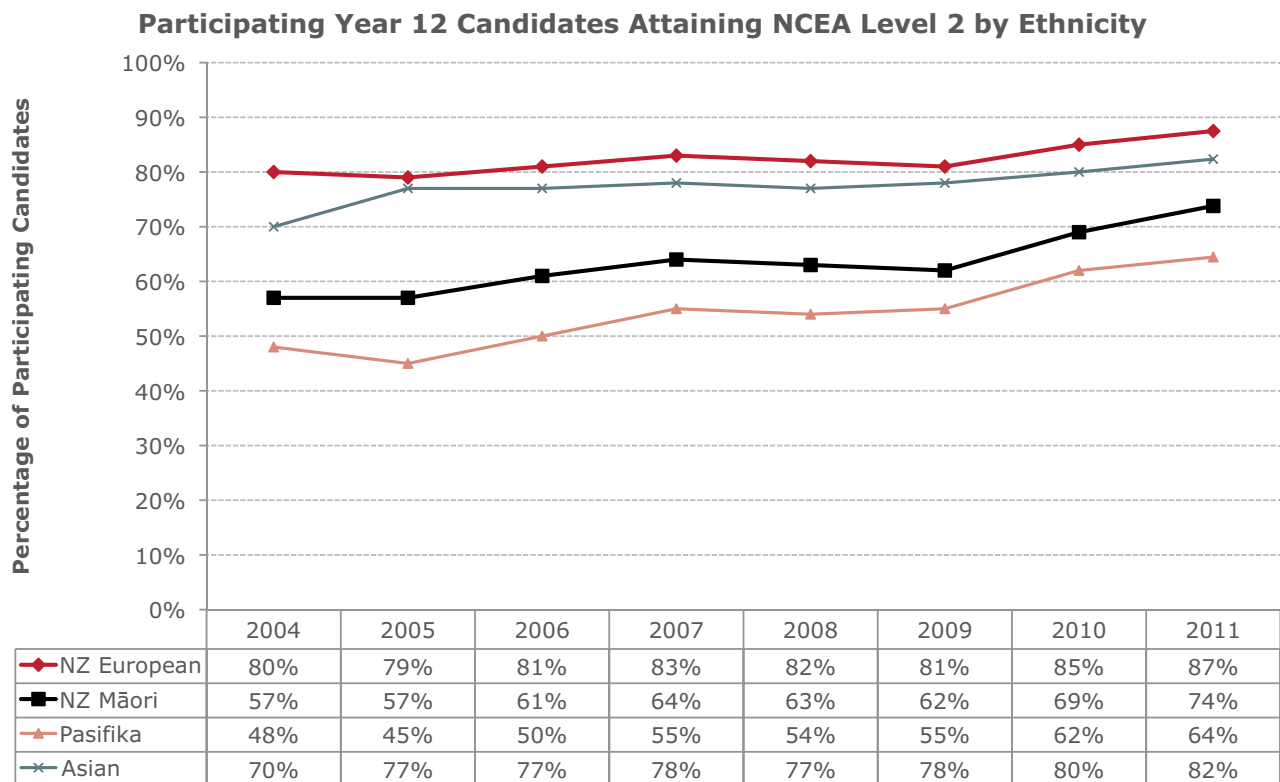


Figure 10. Percentages of participating Year 12 candidates attaining NCEA Level 2 across the four ethnic groups.



# Achievement in NCEA and University Entrance

As is the case for NCEA Level 1 data shown in Figure 9, 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 and 2011, when New Zealand Māori and Pasifika attainment increased significantly. In 2010 and 2011, the differences in the NCEA Level 2 attainment rates for New Zealand Māori and Pasifika candidates, and those for New Zealand European candidates, were less than in any prior year.

Attainment increased in 2011 over that of 2010 for all ethnic groups except Asians. For New Zealand Māori and Pasifika it was three percentage points and two percentage points for New Zealand Europeans (Figure 11).

The difference in favour of New Zealand Māori candidates relative to Pasifika candidates is consistent with the differences observed for NCEA Levels 1 and 2.

The overall success rate of participating candidates increased between 2006 and 2007, and then fell away somewhat for all ethnicities until 2010. Pasifika attainment fluctuated downwards in 2008 before rising again in 2009, 2010 and 2011. As is the case for NCEA Level 2, as shown in Figure 10, the gap between NCEA Level 3 attainment rates for New Zealand Māori and Pasifika candidates, and those for New Zealand European and Asian candidates, was less in 2011 than in any prior year.

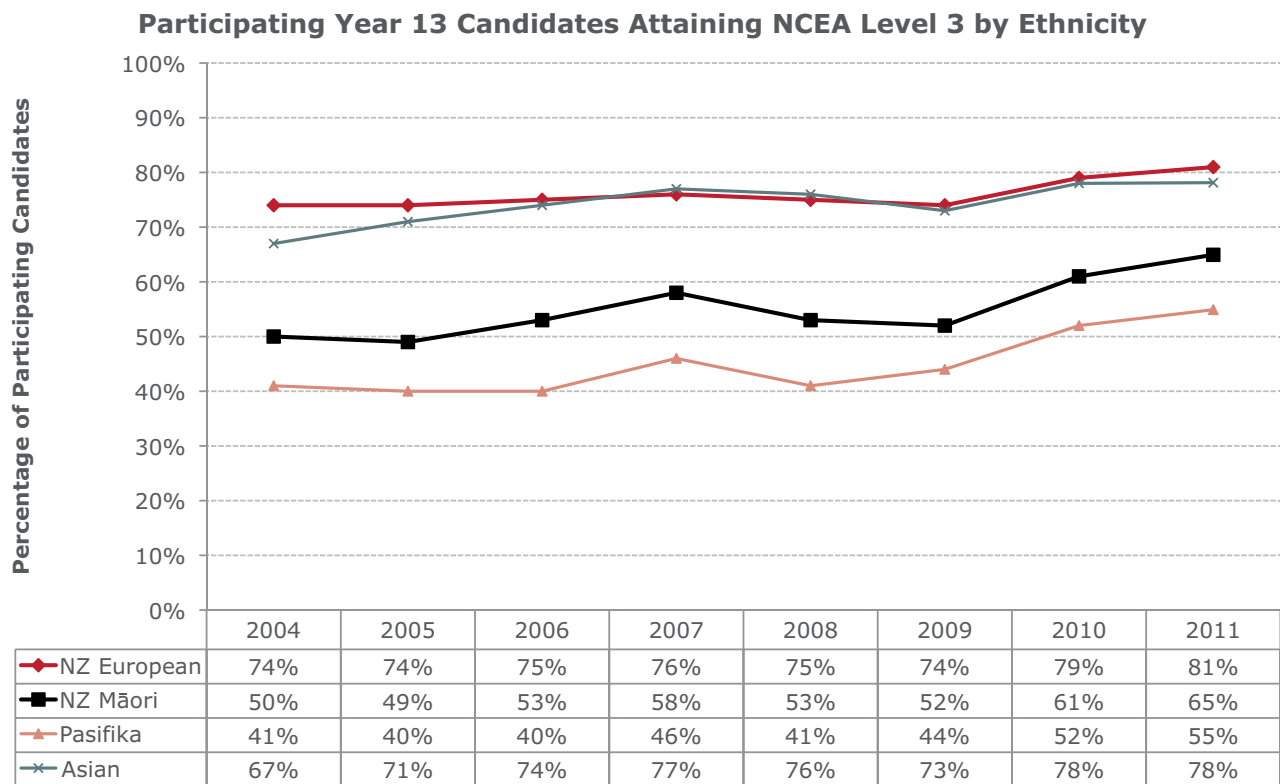


Figure 11. Percentages of candidates in Year 13 attaining NCEA Level 3 across the four ethnic groups of interest.



# Achievement in NCEA and University Entrance

Attainment of UE increased in 2011 over that of 2010 for all ethnic groups, except Asians, but the increase was greatest for Pasifika at three percentage points (Figure 12). The increase in attainment for both New Zealand European and New Zealand Māori candidates was about one percentage point.

Attainment of University Entrance has been relatively stable for New Zealand European candidates, at just over 70% of Level 3 participants. Generally, the data for New Zealand European and Asian candidates are within two percentage points of each other. Attainment of University Entrance for New Zealand Māori and Pasifika candidates for NCEA Level 3 have fluctuated, but are currently at their highest rate.

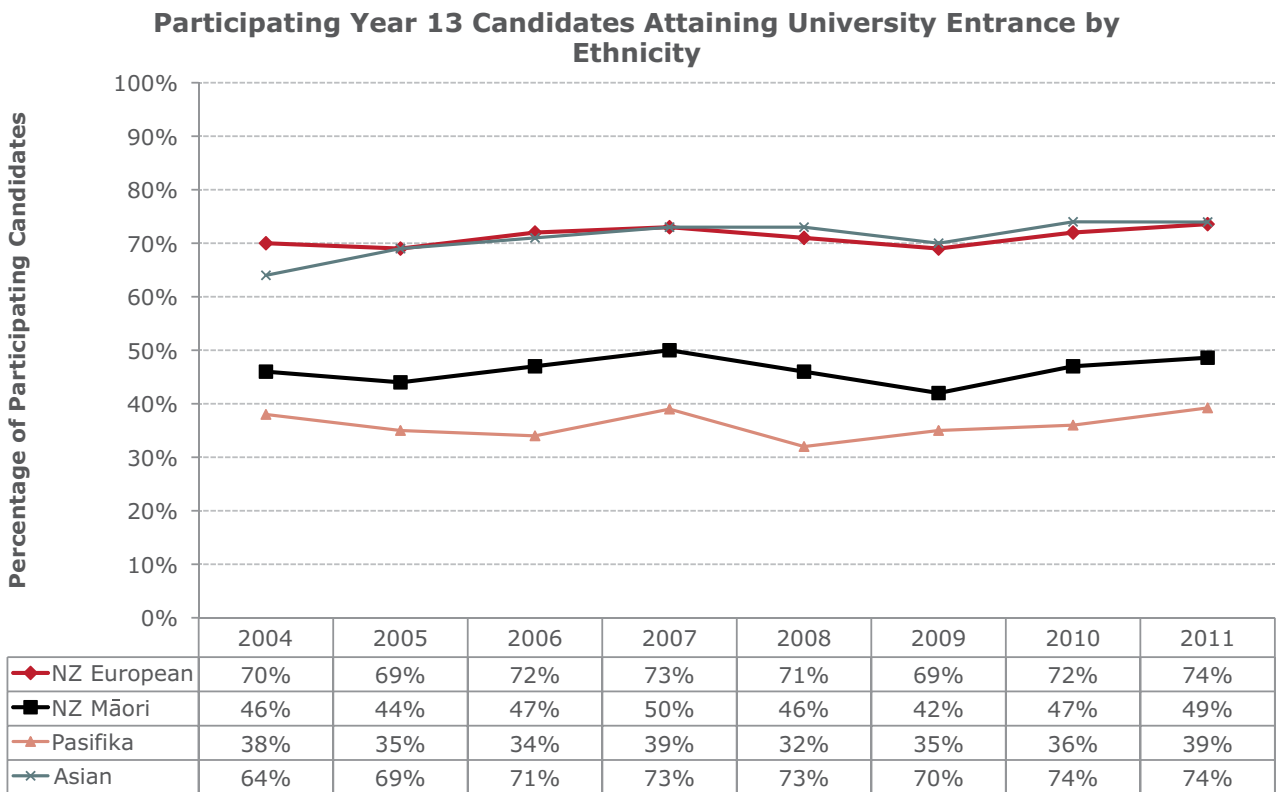


Figure 12. Percentages of Year 13 candidates, participating in NCEA Level 3, who also attained University Entrance, across the four ethnic groups.

# Achievement in NCEA and University Entrance

## Analyses by School Decile

Figures 13 to 16 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 13 shows that there are consistent differences in favour of high-decile schools relative to medium-decile schools, of between 10 and 13 percentage points, and in favour of medium-decile schools relative to low-decile schools of between 12 and 15 percentage points, across the period covered by the data.

For all three decile bands, attainment increased between 2005 and 2007. Attainment of high-decile band candidates remained steady until 2009. However, candidates at low- and medium-decile schools showed a slight decrease in achievement during this period. Attainment for the medium- and high-decile bands increased in 2011 over that of 2010. The increase was greatest for the high-decile band (three percentage points), while for the medium-decile band the increase was about two percentage points. Attainment for the low-deciles remained about the same as in 2010.

**Participating Year 11 Candidates Attaining NCEA Level 1 by Decile Band**

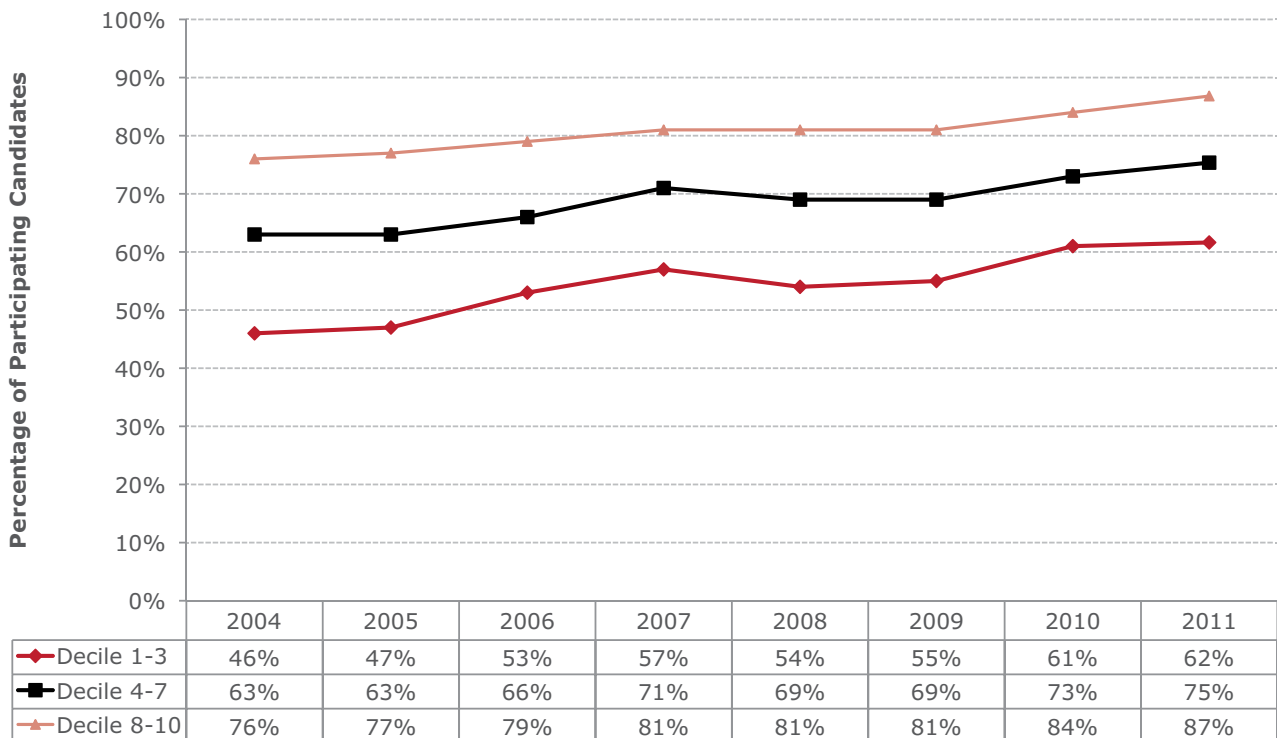


Figure 13. Percentages of participating Year 11 candidates attaining NCEA Level 1, across low-, medium- and high-decile bands.



# Achievement in NCEA and University Entrance

Attainment for all decile bands increased in 2011 over that of 2010. The increase was greatest for deciles 1-3, four percentage points, while for deciles 4-7 the increase was about three percentage points, and for deciles 8-10 it was about one percentage point (Figure 14).

The attainment of the low- and medium-decile bands increased from 2006 to 2007 and remained quite stable until 2009. In 2010 and 2011 sharp increases in attainment are evident for low- and medium-decile candidates. 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 six and 11 percentage points for the former; and between 10 and 14 percentage points for the latter.

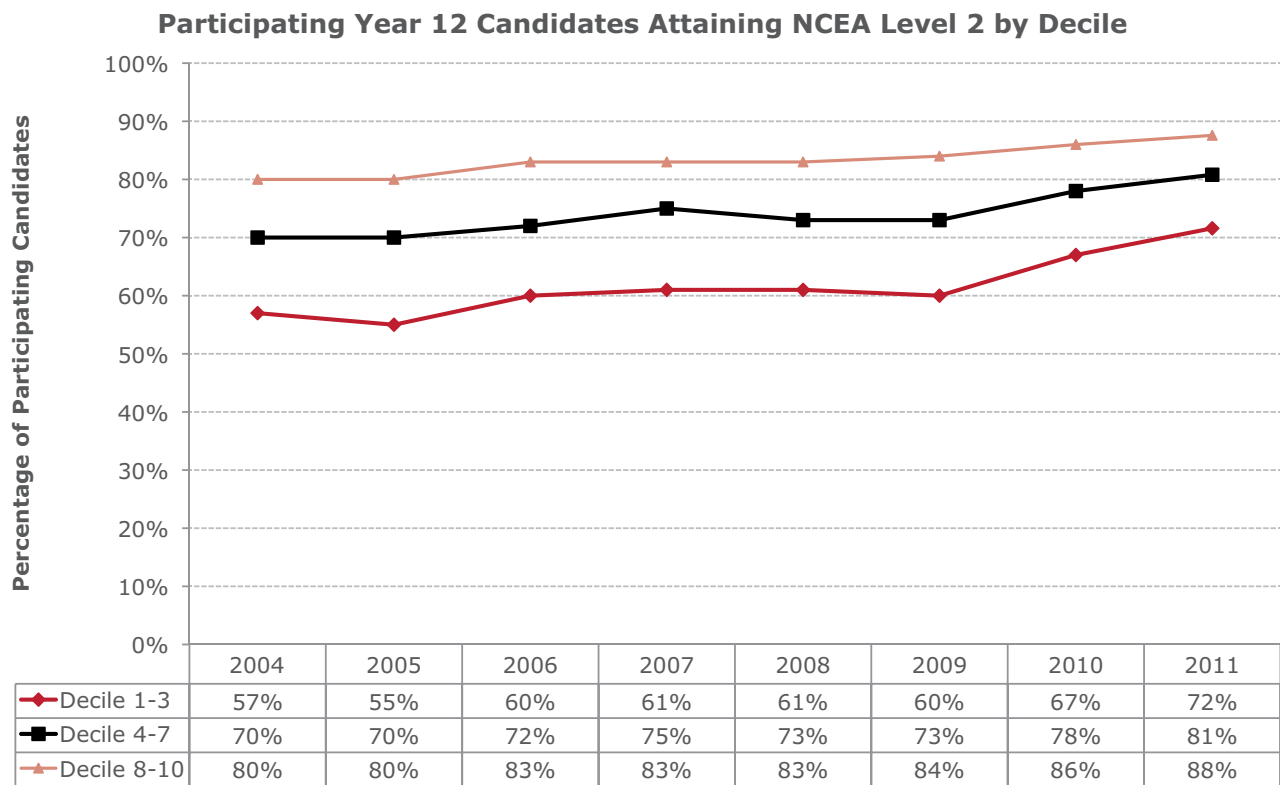


Figure 14. Percentages of participating Year 12 candidates attaining NCEA Level 2, across low-, medium- and high-decile bands.





# Achievement in NCEA and University Entrance

Like the data for NCEA levels 1 and 2, shown in Figures 13 and 14, Figure 15 shows that performance in NCEA Level 3 increased for all three decile bands from 2006 to 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 decile bands 1-3 and 4-7 increased in 2011 over that of 2010, bringing the success rate to a level significantly higher than that observed in 2007, which was previously the year with the highest rate of success. The increase in 2011 was greater for deciles 1-3, four percentage points, while for deciles 4-7 it was about two percentage points.

Between 2006 and 2011 differences in favour of high-decile schools relative to medium-decile schools range between eight and 11 percentage points, while differences in favour of medium-decile schools relative to low-decile schools range between 10 and 14 percentage points.

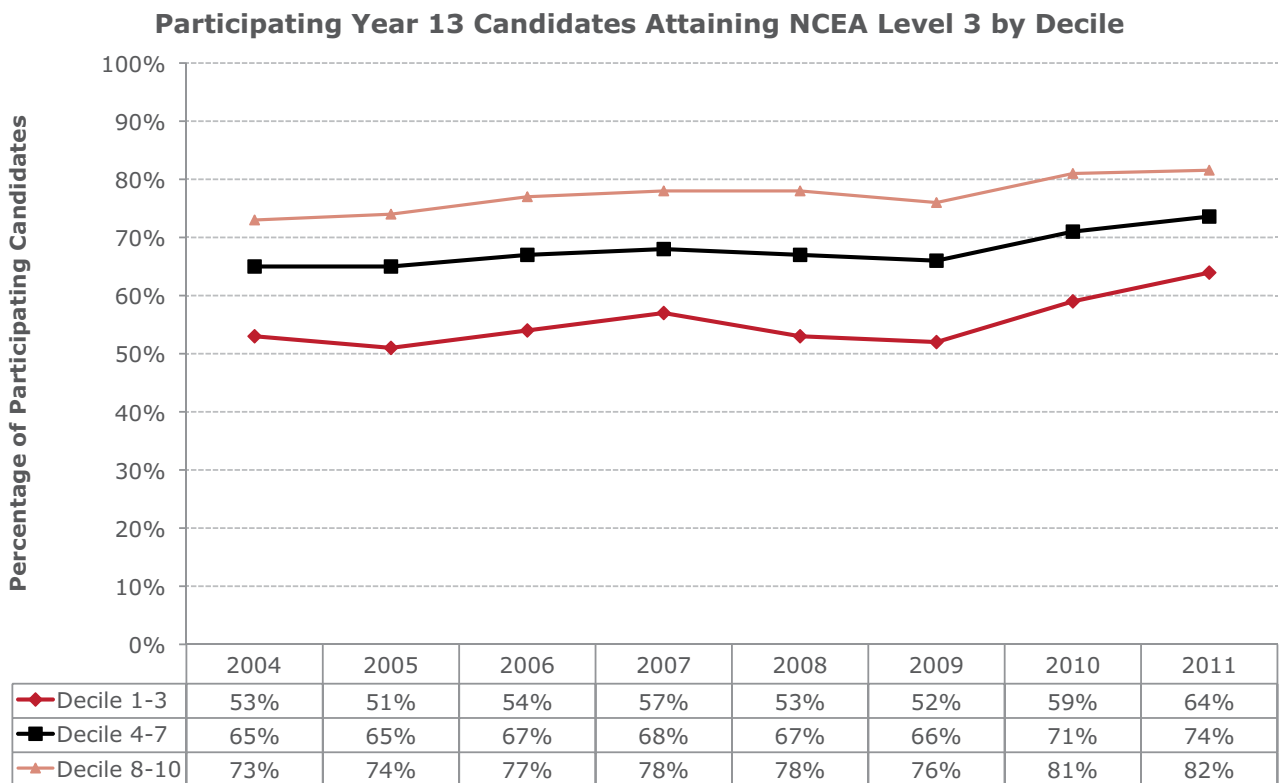


Figure 15. Percentages of participating candidates in Year 13 attaining NCEA Level 3, across low-, medium- and high-decile bands.



# Achievement in NCEA and University Entrance

Figure 16 shows that University Entrance attainment for decile band 1-3 was two percentage point higher in 2011 than in 2010, while that for each of decile bands 4-7 and 8-10 were one and two percentage points higher respectively (Figure 16).

The attainment of candidates in the medium- and high-decile bands increased between 2005 and 2007, declined until 2009, and increased until 2011. For high-decile schools, the 2011 attainment rates were three percentage points higher than in 2006. The attainment of medium-decile candidates was two percentage points higher in 2011 than in 2006, and that for low-decile candidates was one percentage point lower in 2011 than in 2006.

The gains for low-decile candidates from 2009 to 2010 have taken place in spite of increased retention into Year 13. However, the gain for low-decile candidates is smaller than that for low-decile candidates at NCEA Level 3, and factors other than socio-economic level are likely to be involved. This is especially so in light of the substantial increase in NCEA Level 3 attainment for Year 13 candidates in low-decile schools as shown in Figure 15. For the same cohort of candidates, University Entrance attainment increased very slightly in 2011. This fact 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.

**Participating Year 13 Candidates Attaining University Entrance by Decile**

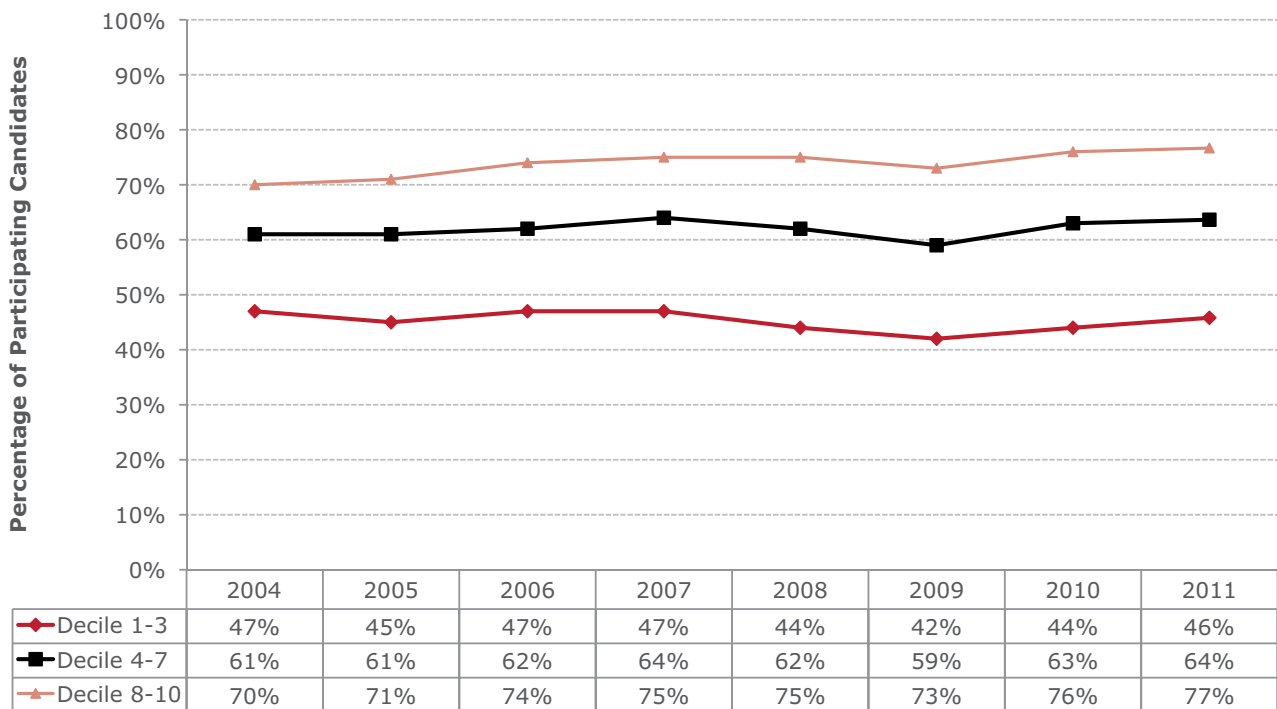


Figure 16. Percentages of Year 13 participants in NCEA Level 3 attaining University Entrance across low-, medium- and high-decile bands.



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# Achievement in NCEA and University Entrance

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## *Performance of 2009 Year 11 Cohort Tracked to 2011*

The following graphs, Figures 17 to 25 compare the percentages of various demographic categories of student from the cohort of senior secondary school candidates, commencing Year 11 at the beginning of 2009, through to the end of 2011.

This type of tracked analysis follows only the original Year 11 candidates in order to quantify their attainments over the three years of senior secondary schooling. Candidates leaving school prior to completing all three years are considered part of the original cohort, and their attainment is counted. Similarly, new candidates entering at Year 12 and 13 do not feature in the original Year 11 cohort, and consequently their attainment is not considered.

Calculating percentages of candidates attaining qualifications on the basis of the original Year 11 enrolments has a number of benefits. First, this approach takes account of differences in retention between the demographic groups of interest. For example, in each year, a greater proportion of male candidates than female candidates leave school without NCEA Level 1 during Years 11 and 12. Comparing the percentages of male and female candidates who have attained NCEA Level 1 by the end of Year 12, for only those candidates who were still at school, would therefore underestimate the Level 1 performance gap between male candidates and female candidates.

Second, this approach provides a better understanding of the real level of attainment because the denominator used in the calculation does not change. For example, the cumulative attainment of NCEA Level 1 by Year 13 candidates in 2011 was over 95%. This statistic suggests that the level of attainment of NCEA Level 1 is extremely high and, when considering those candidates who have continued on to Year 13, this is the case. However, the tracked Year 11 cohort analysis shows that by the end of 2011 only 81.1% of the original Year 11 cohort had achieved NCEA Level 1.

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 17 to 25 to some extent underestimate overall attainment rates in secondary schools because they include only NCEA qualifications.



# Achievement in NCEA and University Entrance

## Analyses by Student Gender

Figures 17-19 compare attainment of NCEA Level 1–3 qualifications across Years 11–13 for enrolled male and female candidates, and show the approximate percentages of candidates of each gender leaving school with each level of NCEA. For all three levels, these percentages are higher for female candidates than for male candidates.

The majority of enrolled candidates who attained NCEA Level 1 did so in Year 11: approximately 63% of Year 11 male candidates and 71% of Year 11 female candidates (Figure 17). Approximately a further 14% of the original enrolled male Year 11 cohort, and 12% of the original enrolled female cohort had attained Level 1 by the end of Year 12, with only a further one percent (approximately) of the male and female cohorts attaining this qualification by the end of Year 13. The slightly higher attainment of Level 1 male candidates in Year 12 reduced the difference in the cumulative attainment rate in favour of females, from around eight percentage points at the end of Year 11, to around five percentage points at the end of Year 13.

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 1 by the end of 2011 by Gender**

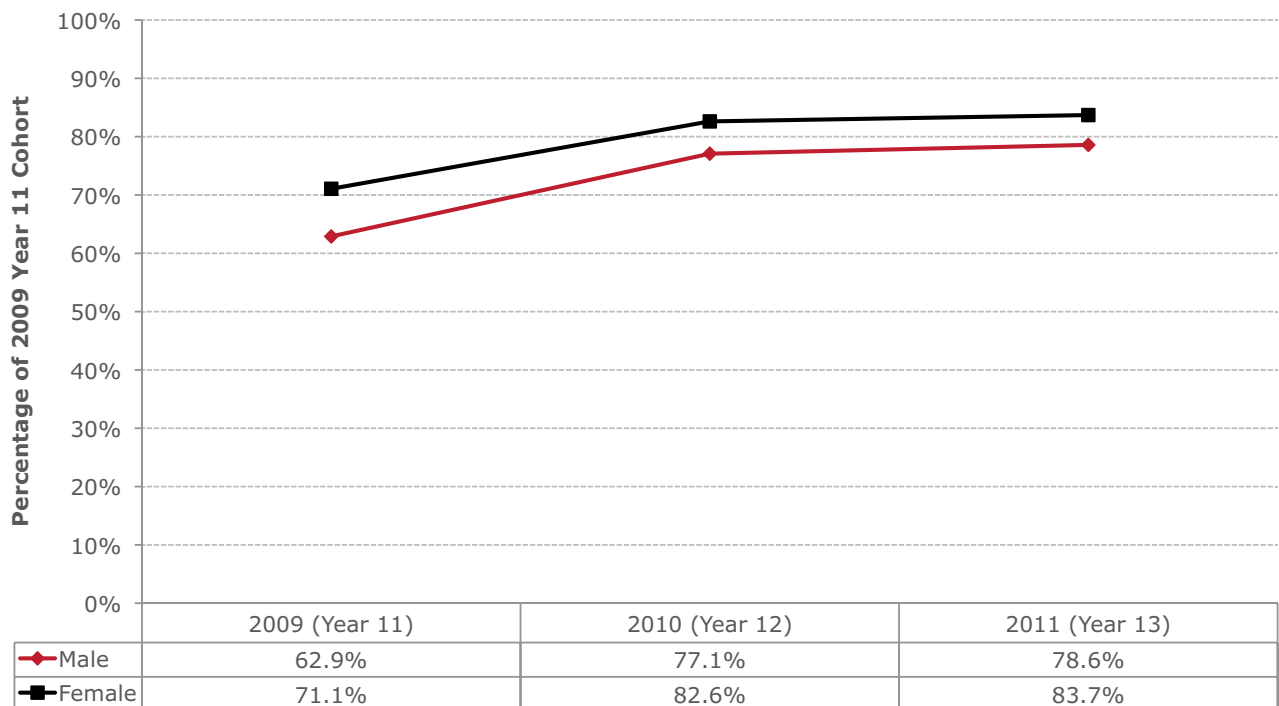


Figure 17. Percentages of enrolled male and female candidates commencing Year 11 in 2009, who had attained NCEA Level 1 by the end of 2009, 2010 and 2011.



# Achievement in NCEA and University Entrance

In Figure 18 we see that around two percent of enrolled male candidates and one percent of female candidates attained NCEA Level 2 prior to Year 12, with 57% of male candidates and 67% of female candidates attaining this qualification by the end of Year 12. This 10 percentage

point difference in favour of female candidates closed somewhat by the end of the following year, with a further eight and seven percent of the original Year 11 cohort of enrolled male and female candidates, respectively, attaining NCEA Level 2 during Year 13.

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 2 by the end of 2011 by Gender**

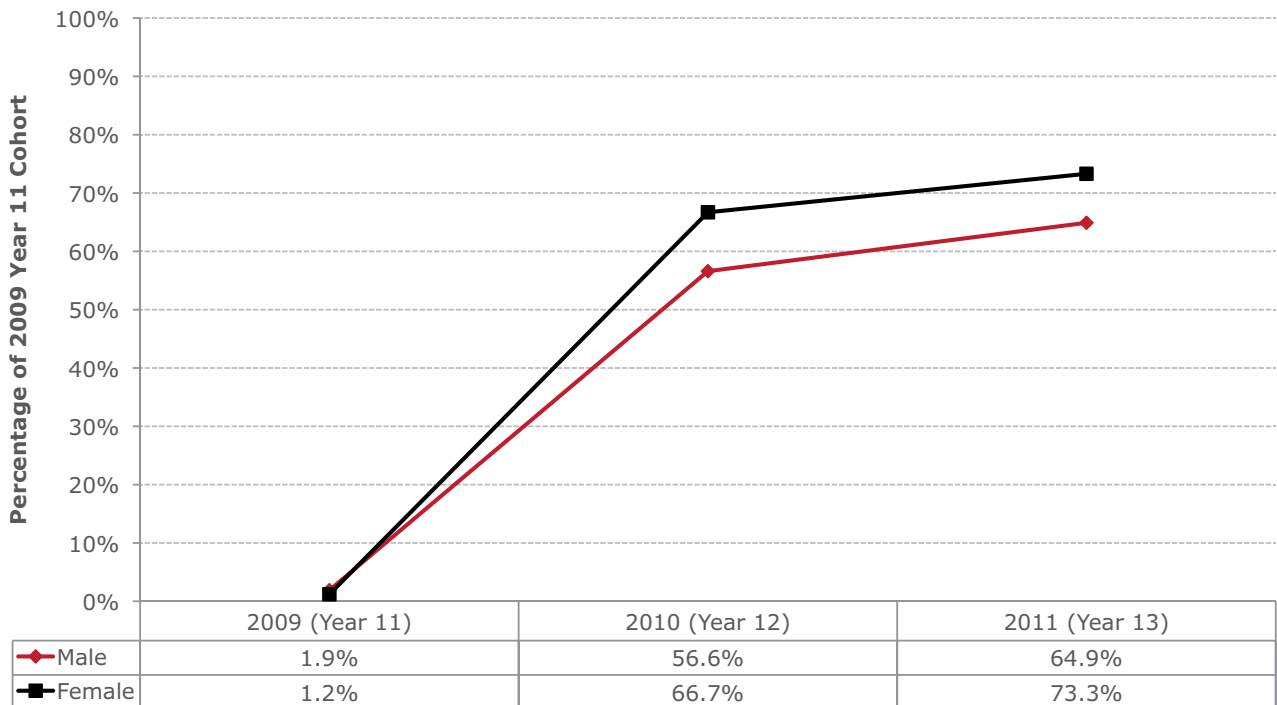


Figure 18. Percentages of enrolled male and female candidates commencing Year 11 in 2009, who had attained NCEA Level 2 by the end of 2009, 2010 and 2011.

# Achievement in NCEA and University Entrance

A negligible percentage of candidates of either gender attained NCEA Level 3 during Year 11, and less than one percent of both male and female candidates attained it during Year 12 (Figure 19). By the end of Year 13, 34%

of the original enrolled Year 11 male cohort, and 48% of the original enrolled female cohort had attained NCEA Level 3, a difference of 14 percentage points in favour of female candidates.

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 3 by the end of 2011 by Gender**

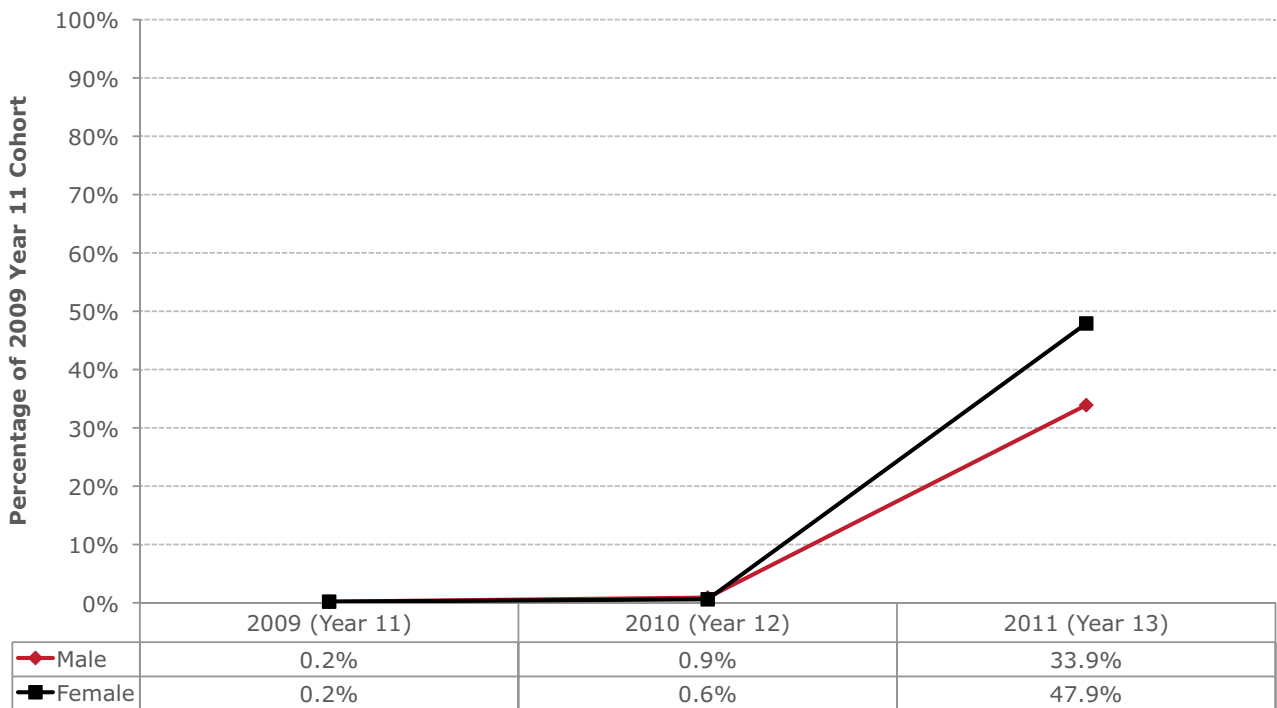


Figure 19. Percentages of enrolled male and female candidates commencing Year 11 in 2009, who had attained NCEA Level 3 by the end of 2009, 2010 and 2011.



# Achievement in NCEA and University Entrance

## Analyses by Student Ethnicity

Figures 20-22 compare attainment of NCEA Levels 1–3 across Years 11–13 for New Zealand European, New Zealand Māori, Pasifika or Asian candidates, and show the approximate percentages of the original enrolled cohort for each ethnic group leaving school with each level of NCEA. Candidates not identifying with any of these ethnicities are omitted from these data.

By the end of Year 11 in 2009, 76% of enrolled New Zealand European candidates, 69% of Asian candidates, 69% of Asian candidates, 50% of New Zealand Māori and 49% of Pasifika candidates had attained NCEA Level 1 (Figure 20).

By the end of Year 12 the gaps, while still significant, had closed somewhat, with 85% of New Zealand European, 82% of Asian, 67% of New Zealand Māori, and 72% of Pasifika candidates having attained NCEA Level 1. Pasifika candidates, similar to New Zealand Māori candidates after Year 11, were five 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 enrolled Year 11 cohort attaining the qualification. In comparison, two percent of the Asian cohort, two percent of the New Zealand Māori cohort, and less than one percent of the New Zealand European cohort attained NCEA Level 1 during Year 13.

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 1 by the end of 2011 by Ethnicity**

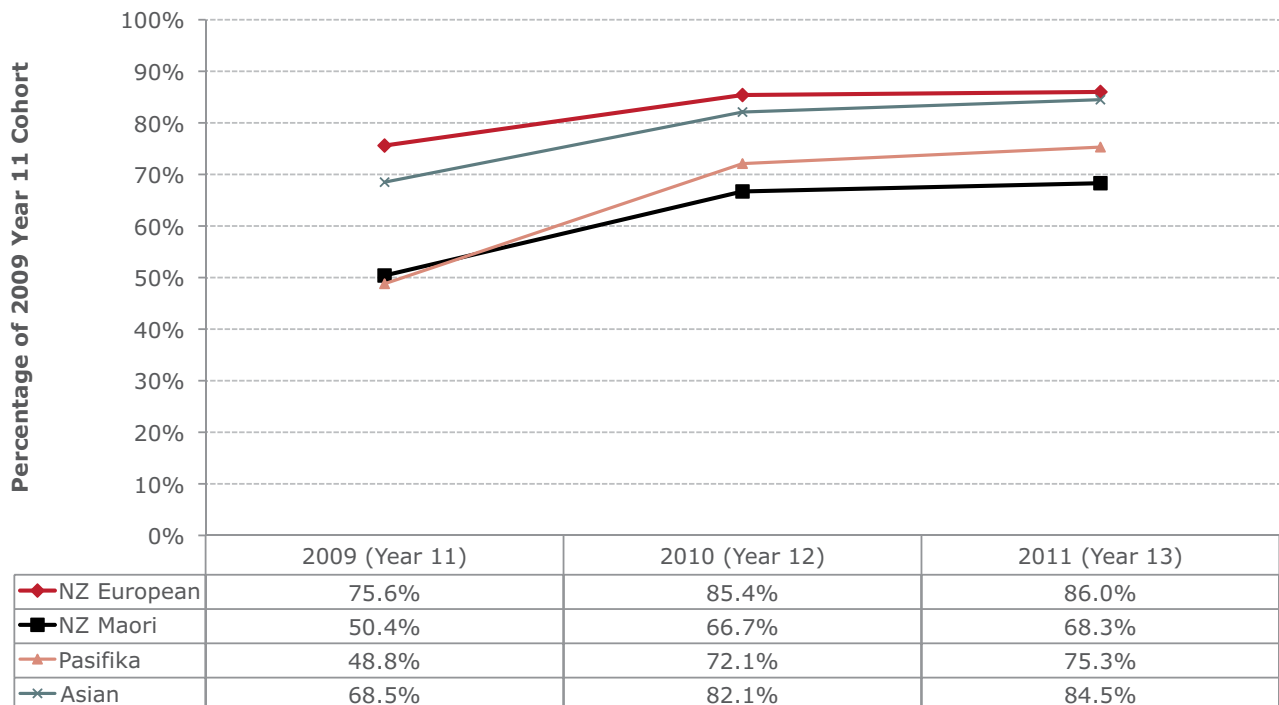


Figure 20. Percentages of enrolled New Zealand European, New Zealand Māori, Pasifika and Asian candidates commencing Year 11 in 2009, who had attained NCEA Level 1 by the end of 2009, 2010 and 2011.



# Achievement in NCEA and University Entrance

Figure 21 shows that two percent or less 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 (69%), and Asian (70%) candidates relative to New Zealand Māori (44%) and Pasifika (47%) candidates is evident. During Year 13 this difference diminished, especially for Pasifika candidates, with a further 17% of the original Year 11 Pasifika cohort attaining Level 2 during Year 13, compared with nine percent of the New Zealand Māori eight percent of the Asian cohort, and five percent of the New Zealand European cohort.

The NCEA Level 1 data in Figure 20 and those for Level 2 in Figure 21 show different comparative attainment of these qualifications by New Zealand European and Asian candidates. Specifically, the difference in attainment between New Zealand European and Asian candidates is somewhat greater for Level 2 than for Level 1.

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 2 by the end of 2011 by Ethnicity**

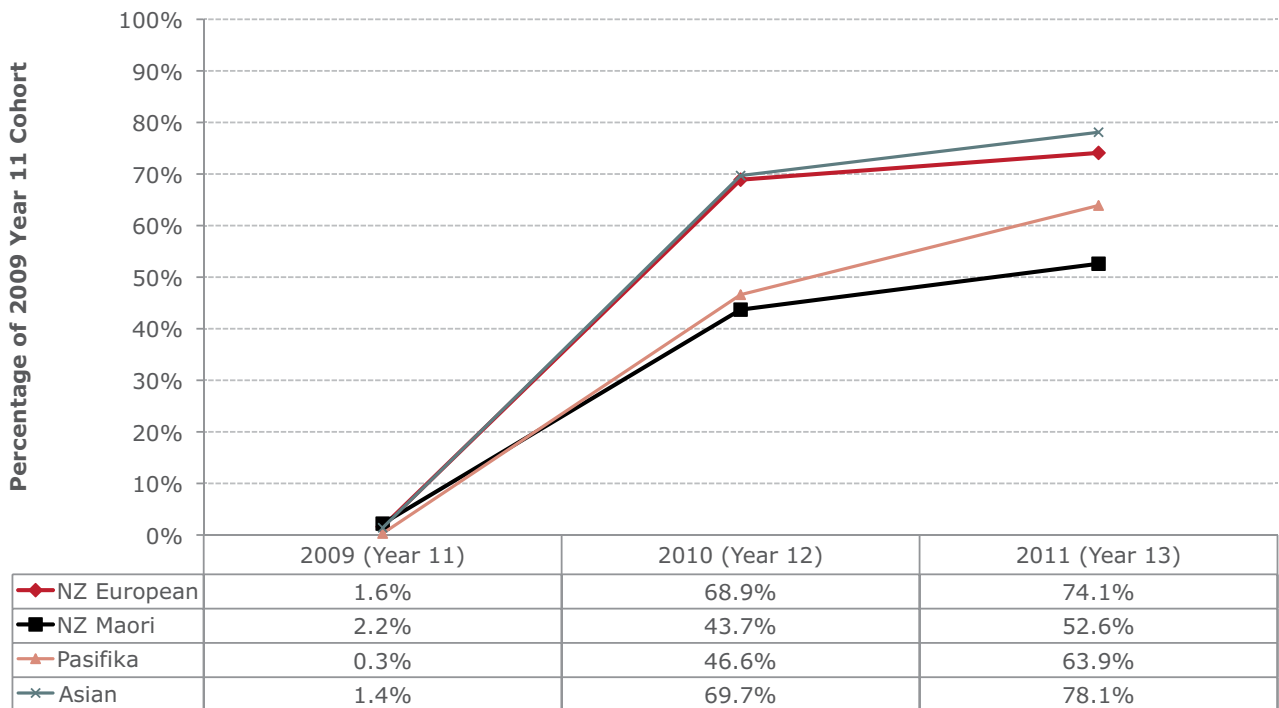


Figure 21. Percentages of New Zealand European, New Zealand Māori, Pasifika and Asian candidates commencing Year 11 in 2009, who had attained NCEA Level 2 by the end of 2009, 2010 and 2011.



# Achievement in NCEA and University Entrance

Differences between the percentages of the various ethnic groups that have attained NCEA Level 3 by the end of Year 13 are evident. About 54% of Asian candidates

attained Level 3 by this stage, compared with 47% of New Zealand European candidates, 23% of New Zealand Māori candidates and 27% of Pasifika candidates (Figure 22).

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 3 by the end of 2011 by Ethnicity**

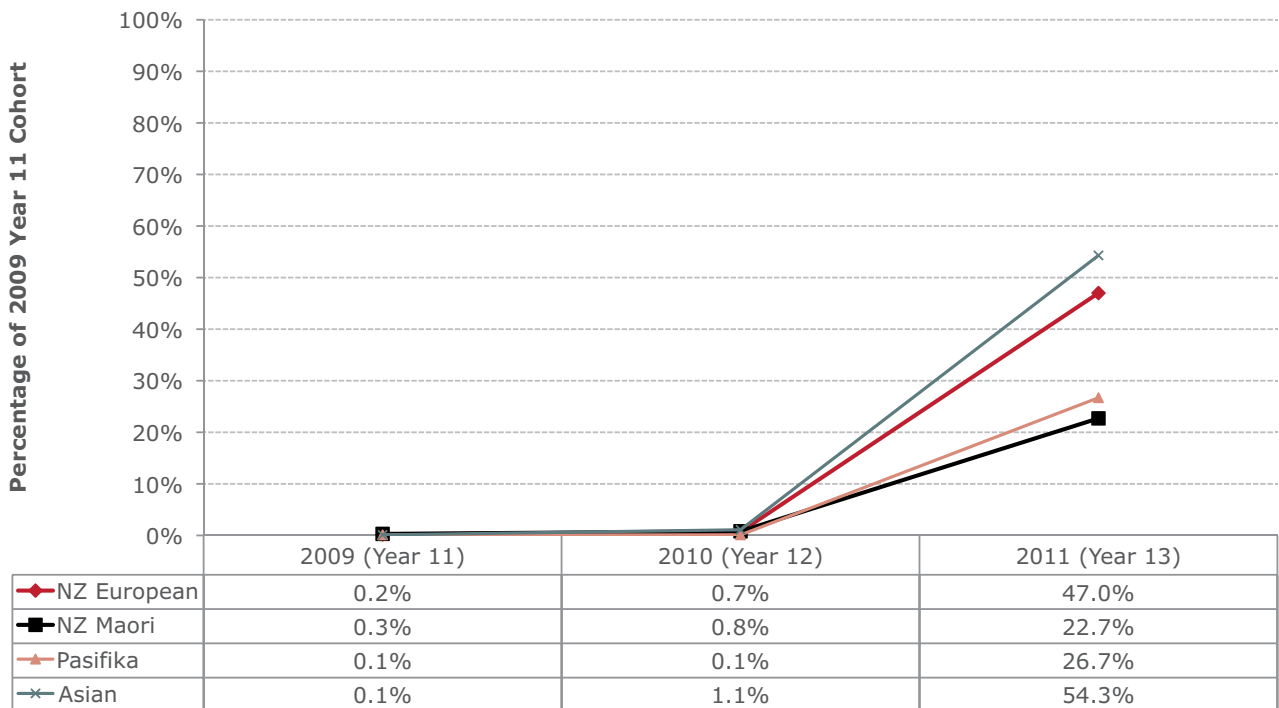


Figure 22. Percentages of New Zealand European, New Zealand Māori, Pasifika and Asian candidates commencing Year 11 in 2009, who had attained NCEA Level 3 by the end of 2009, 2010 and 2011.



# Achievement in NCEA and University Entrance

## Analyses by School Decile

Figures 23-25 explore attainment of NCEA for candidates at various decile bands. It is important to realise 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 23 to 25.

Decile-related attainment differences are evident across all year levels in Figure 23, with 52% of candidates at low-decile schools, 67% of candidates at medium-decile schools and 78% of candidates 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 72%, 82% and 89% respectively.

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 1 by the end of 2011 by Decile Band**

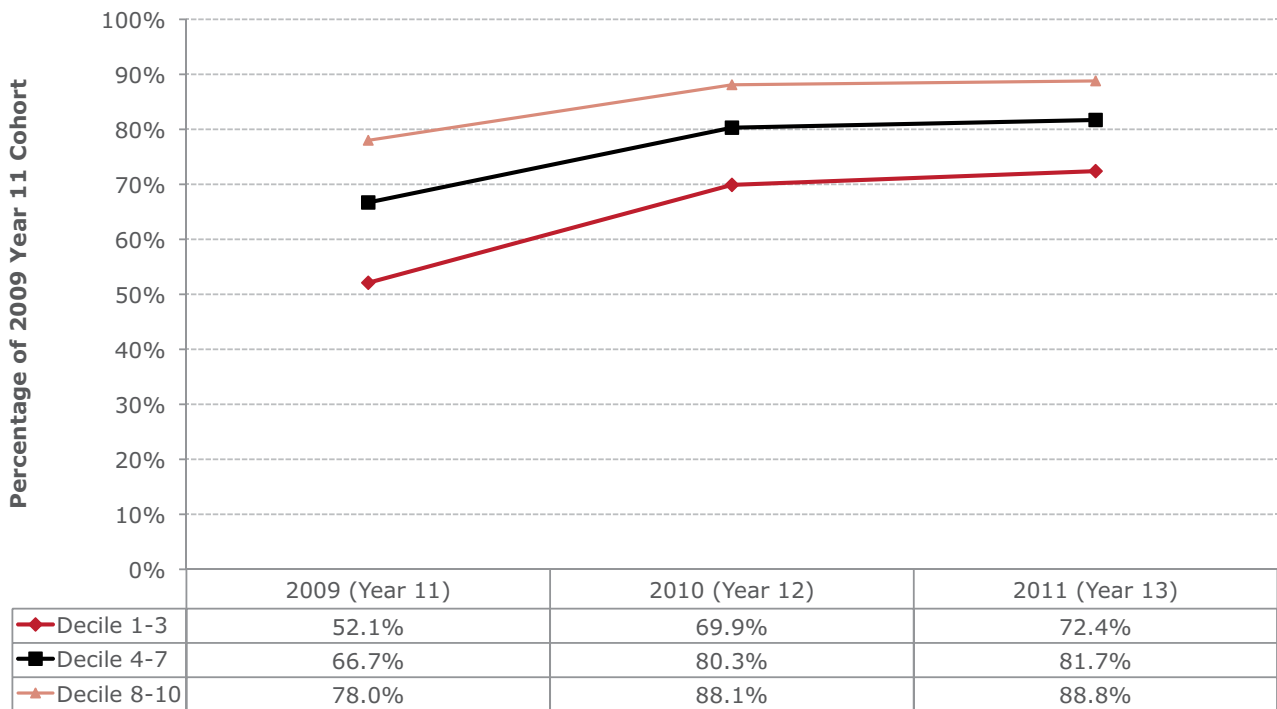


Figure 23. Percentages of candidates at low-, medium- and high-decile schools, commencing Year 11 in 2009, who had attained NCEA Level 1 by the end of 2009, 2010 and 2011.



# Achievement in NCEA and University Entrance

Just one percent of candidates at medium and high-decile band schools attained NCEA Level 2 prior to Year 12, compared with nearly two percent of candidates attending low-decile band schools (Figure 24). 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 candidates attaining

NCEA Level 2 at high-decile schools (73%) was close to 30 percentage points higher than the percentage at low-decile schools (45%). The percentage for candidates at medium-decile schools was 61%. The differences in attainment across the decile bands reduced slightly by the end of Year 13, being 78% for high-decile schools, 69% for medium-decile schools, and 57% for low-decile schools.

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 2 by the end of 2011 by Decile Band**

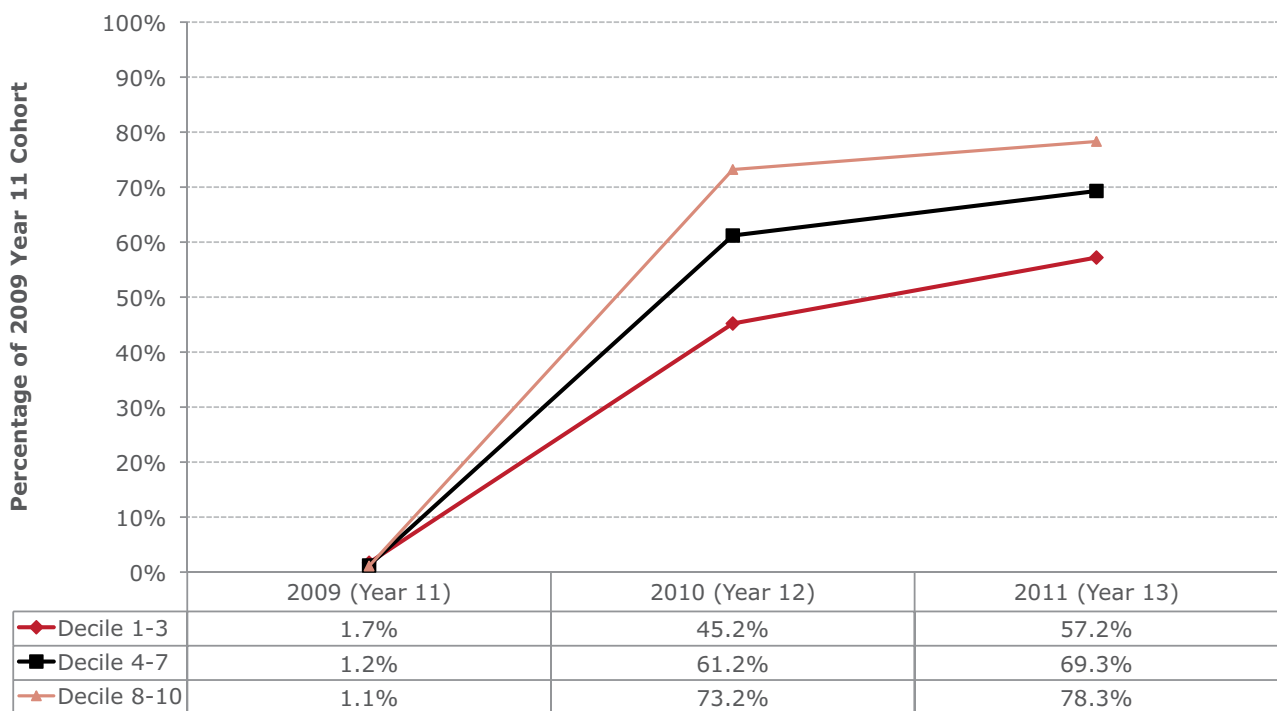


Figure 24. Percentages of candidates at low-, medium- and high-decile schools, commencing Year 11 in 2009, who had attained NCEA Level 2 by the end of 2009, 2010 and 2011.



# Achievement in NCEA and University Entrance

Less than one percent of candidates at schools in any decile band attained NCEA Level 3 prior to Year 13 (Figure 25). By the end of Year 13, large differences in rates of attainment of NCEA Level 3 were evident. At high-

decile schools 55% of the original enrolled Year 11 cohort attained the qualification, compared with 38% at medium-decile schools and 25% at low-decile schools.

**Tracked 2009 Year 11 Candidates Attainment of NCEA Level 3 by the end of 2011 by Decile Band**

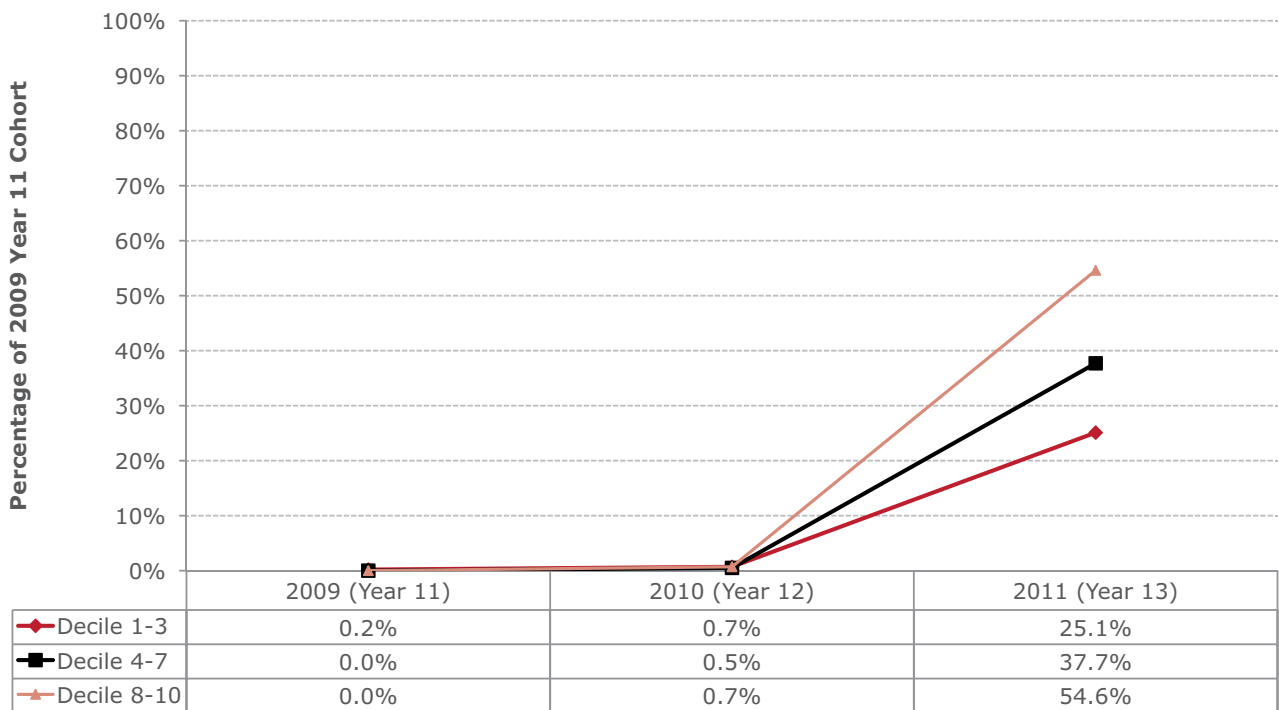


Figure 25. Percentages of candidates at low-, medium- and high-decile schools, commencing Year 11 in 2009, and who had attained NCEA Level 3 by the end of 2009, 2010 and 2011.



# Endorsements

## Certificate Endorsement

### Percentages of Candidates attaining Certificate Endorsements

Certificate Endorsement for NCEA Levels 1, 2 and 3 was introduced in 2007 to motivate candidates to develop their potential. To qualify for an endorsement with *Excellence*, candidates require 50 credits or more at *Excellence*. An endorsement with *Merit* requires 50 or more credits at *Merit* (or *Merit* and *Excellence*).

It should be noted that credits to support Certificate Endorsements can be accumulated over more than one year just as a candidate can take more than a single year to meet the requirements of an NCEA qualification. Therefore in any given year some candidates will achieve both an NCEA qualification and a Certificate Endorsement concurrently, whilst other candidates may add more credits towards a Certificate Endorsement on an NCEA qualification achieved in a prior year regardless of whether or not they achieve an additional NCEA qualification.

In the Secondary School Statistics published on the NZQA website, only concurrently achieved Certificate Endorsement are reported at present. For clarity this report follows that convention.

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 in 2010 and again in 2011, and there are variations between genders, between ethnicities and between candidates attending schools of different deciles. These variations are illustrated in Figures 26 to 34.

	NCEA Level 1 Year 11 Candidates	NCEA Level 2 Year 12 Candidates	NCEA Level 3 Year 13 Candidates
No Endorsement	53.7	70.3	69.3
Merit Endorsement	33.0	21.6	23.4
Excellence Endorsement	13.3	8.1	7.3

Table 4. Percentages of Level 1, 2 and 3 NCEA qualifications attained in the typical year for each with endorsements of Merit and Excellence in 2011.



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# Endorsements

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## Analysis by Gender

Figures 26 to 28 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 differences are only one or two percentage points. Between 2007 and 2009 there was some fluctuation in percentages gaining endorsements and a slight overall upward year-on-year trend, particularly for

endorsements with *Merit*. In 2011 there were increases in the percentages of qualifications endorsed with *Merit* at Levels 1 and 2, and in the percentages of qualifications endorsed with *Excellence* at all levels. The increases were particularly large at Level 1, where rates of *Merit* endorsements increased by five percentage points for males and by four percentage points for females, and where rates of *Excellence* endorsement increased by three percentage points for males and by five percentage points for females.



# Endorsements



Figure 26. NCEA Level 1 Endorsements achieved by Year 11 Candidates by gender for 2007 to 2011.

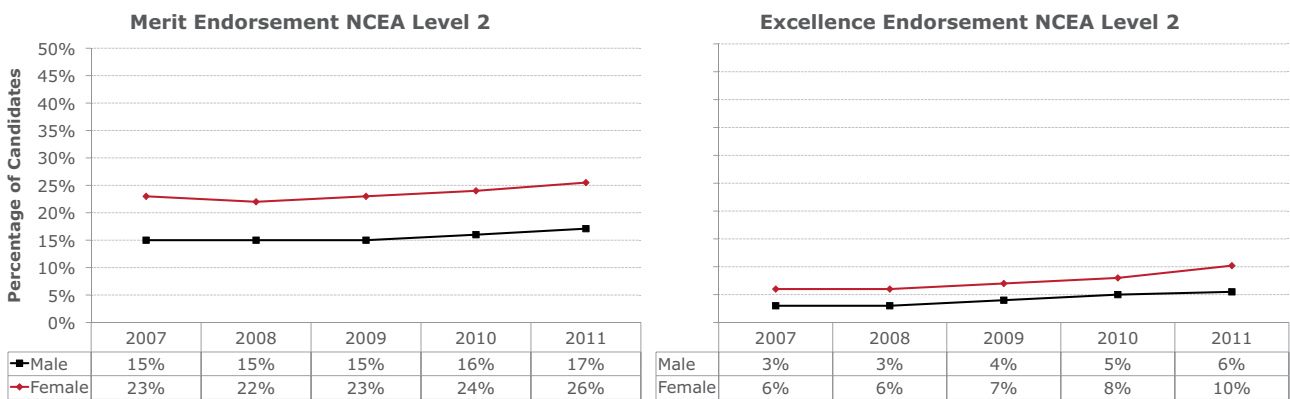


Figure 27. NCEA Level 2 Endorsements achieved by Year 12 Candidates by gender for 2007 to 2011.



Figure 28. NCEA Level 3 Endorsements achieved by Year 13 Candidates by gender 2007 to 2011.

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# Endorsements

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## Analyses by Ethnicity

Figures 29 to 31 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*.

In 2011, both *Merit* and *Excellence* endorsement rates were as high or higher than they were in 2010 for all ethnicities, at all three levels of NCEA. The increases were largest for *Merit* endorsement at Level 1, which increased by seven percentage points for Pasifika, six percentage points for New Zealand Māori and by four percentage points for New Zealand Europeans. Rates of *Excellence* endorsement at Level 1 increased by six percentage points for Asians, five percentage points for New Zealand Europeans, and one percentage point for both New Zealand Māori and Pasifika.





# Endorsements

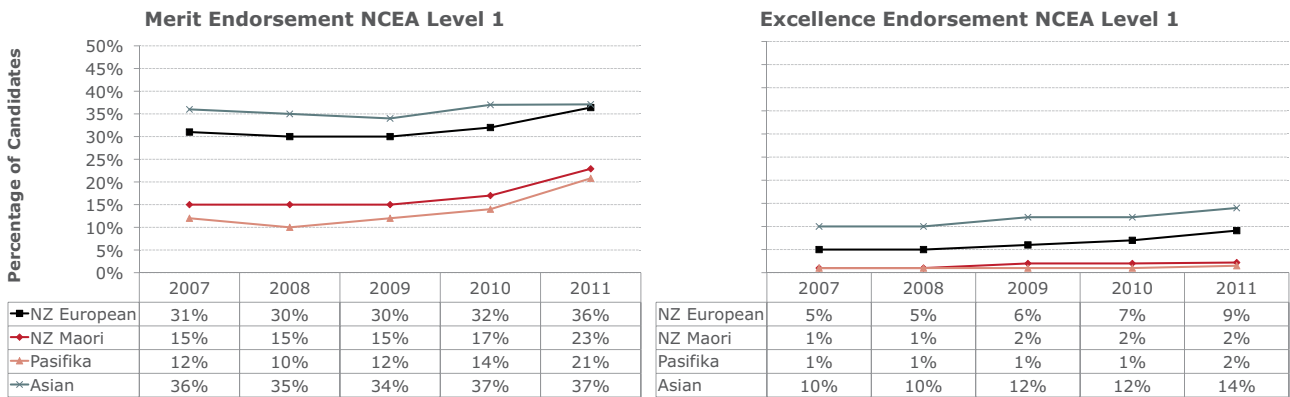


Figure 29. NCEA Level 1 Endorsements achieved by Year 11 Candidates by ethnicity for 2007 to 2011.

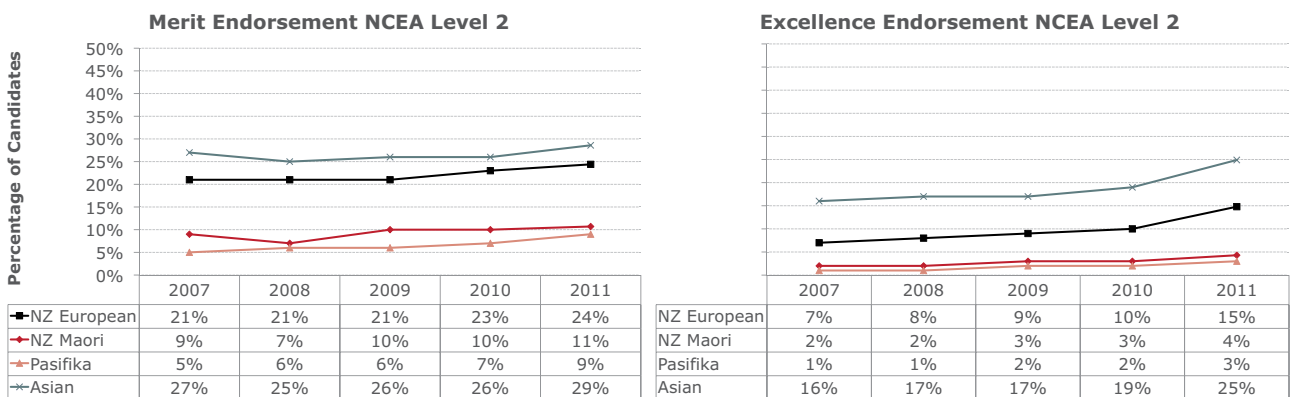


Figure 30. NCEA Level 2 Endorsements achieved by Year 12 Candidates by ethnicity for 2007 to 2011.

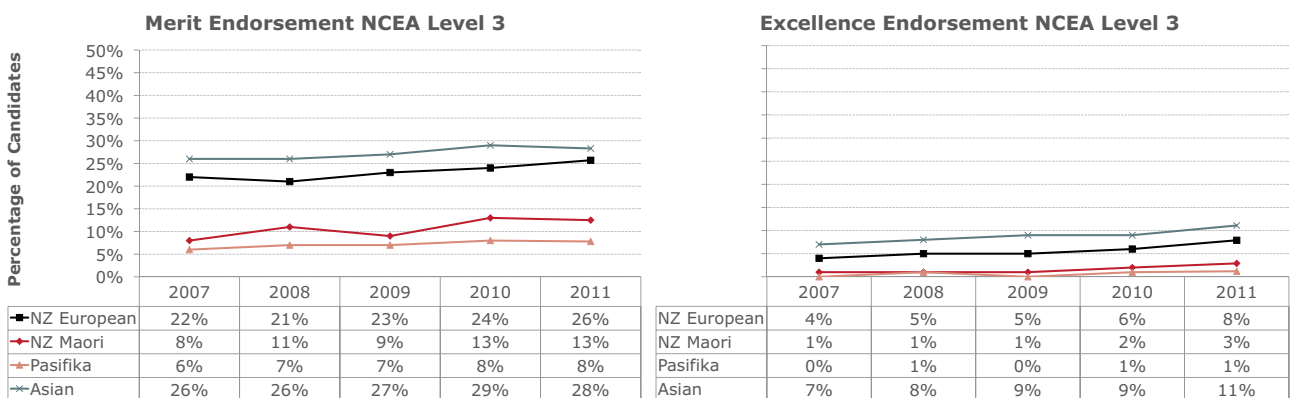


Figure 31. NCEA Level 3 Endorsements achieved by Year 13 Candidates by ethnicity for 2007 to 2011.

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# Endorsements

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## Analyses by Decile

Figures 32 to 34 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 32 to 34 largely reflect the patterns of overall attainment shown in Figures 13 to 16 (pages 23 to 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, and then decile 1–3 schools.

In 2011, both *Merit* and *Excellence* endorsement rates were as high or higher than they were in any year since 2007 for all decile bands, at all three levels of NCEA. Again, the increases were largest for *Merit* endorsement at Level 1, which increased by seven percentage points for deciles 1–3, by five percentage points for deciles 4–7, and by three percentage points for deciles 8–10.

Rates of *Excellence* endorsement at Level 1 increased by six percentage points for deciles 8–10, three percentage points for deciles 4–7, and by two percentage points for deciles 1–3.



# Endorsements

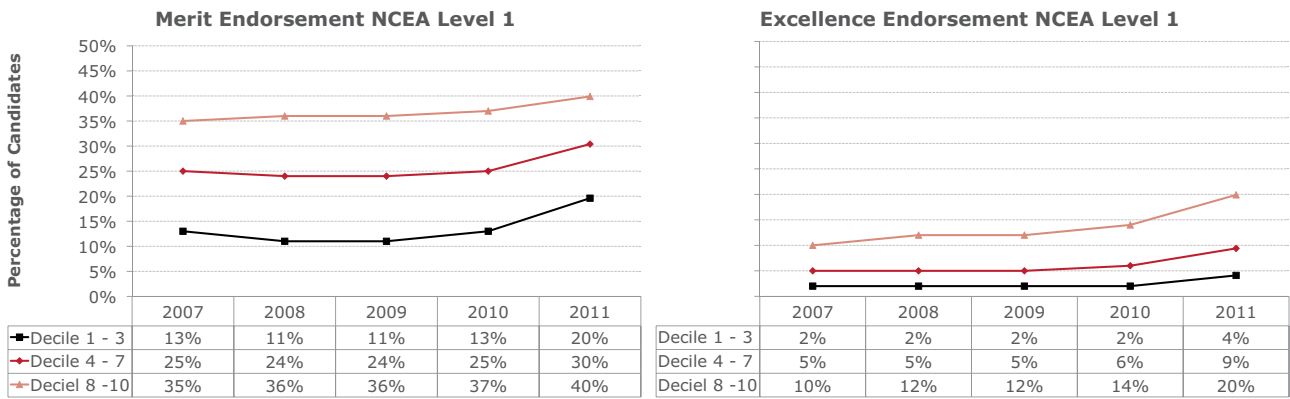


Figure 32. NCEA Level 1 Endorsements achieved by Year 11 Candidates by decile band for 2007 to 2011.

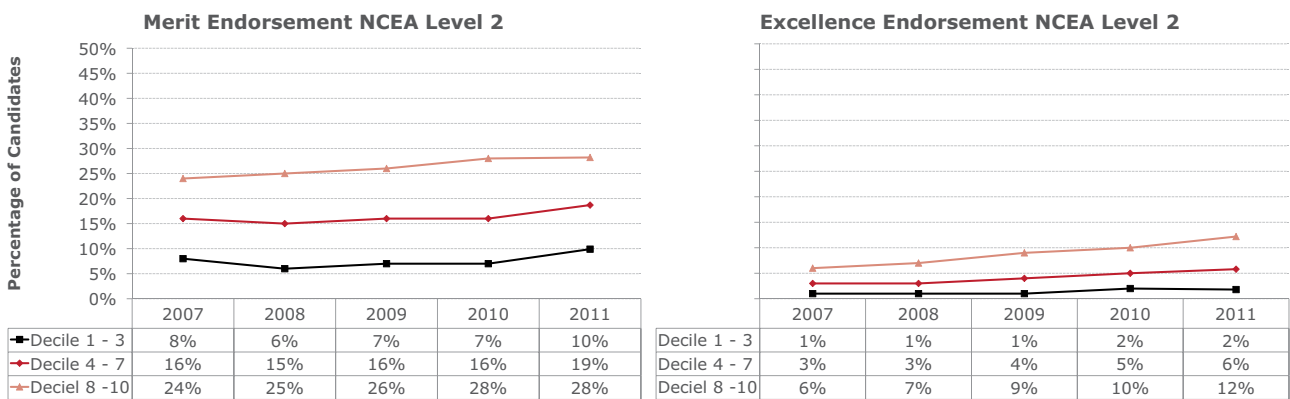


Figure 33. NCEA Level 2 Endorsements achieved by Year 12 Candidates by decile band for 2007 to 2011.

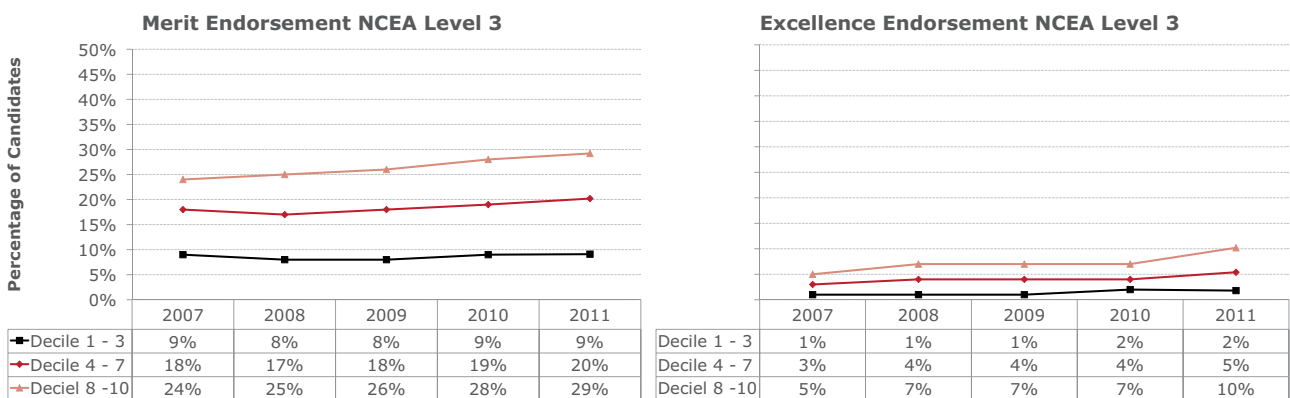


Figure 34. NCEA Level 3 Endorsements achieved by Year 13 Candidates by decile band for 2007 to 2011.

# Endorsements

## Course Endorsement

Course Endorsement is an integral part of the NCEA improvements package and was introduced in 2011 as a way to recognise a candidate's strength in an individual course.

To gain Course Endorsement, candidates must gain a specific number of credits, including both internal and external credits in a set of standards defined by their school as a course.

A course is assessed using a set of standards intended to reflect a coherent programme of learning within a single year. Courses may have names that are similar to traditional subjects, but because they can be assessed using different collections of standards it is not possible to compare specific courses between schools or nationally.

Courses can be endorsed at either Merit or Excellence at Levels 1, 2 and 3. For more information about how courses are defined and the criteria for achieving Merit or Excellence endorsement refer to the NZQA website.

<http://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/secqual/course-endorsement>

## Course Endorsement Achievement Rates

As 2011 is the foundation year for this new feature of NCEA not all schools will have fully implemented Course Endorsement. Of the nearly 160,000 enrolled candidates in Year 11, 12 and 13, over 130,000 had one or more courses that met the criteria for being able to be endorsed.

Table 5 below shows the percentage of candidates by year level with one or more courses that could be endorsed and the percentage of these candidates who achieved at least one endorsement.

2011	Year 11	Year 12	Year 13
Courses able to be endorsed	89%	82%	80%
Achieved one or more endorsements	41.2%	31.1%	30.0%
<b>Total Candidates</b>	<b>59,875</b>	<b>54,485</b>	<b>44,635</b>

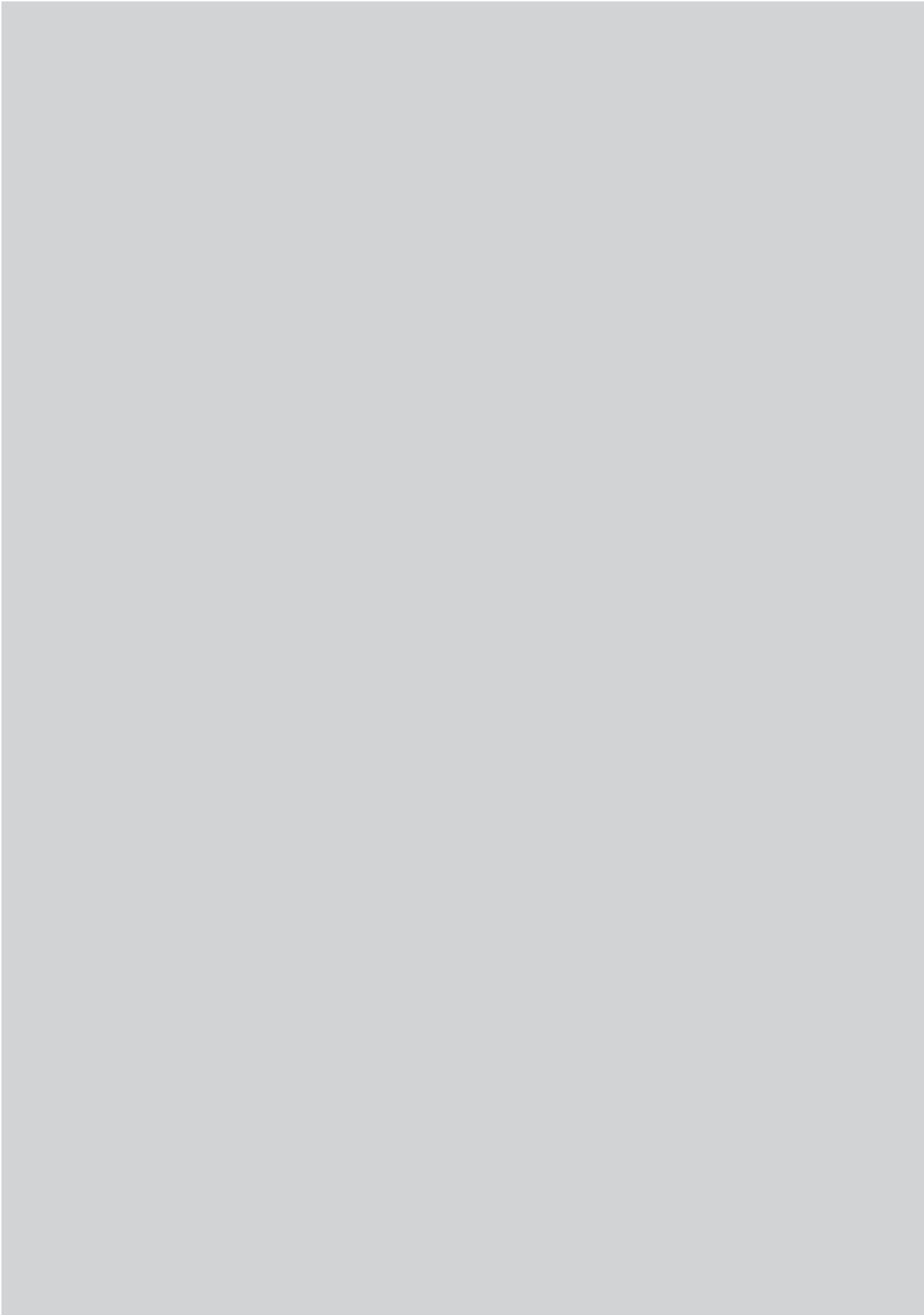
Table 5. Percentages and number of all enrolled candidates achieving at least one endorsement in 2011.

The following table (Table 6) shows the best endorsement achieved by candidates as a percentage of the enrolled candidates in each year level. A candidate may achieve more than one Course Endorsement but in this data they will only be counted once based on the best endorsement.

2011	Year 11	Year 12	Year 13
Excellence at Level 3	<0.1%	0.1%	3.0%
Merit at Level 3	0.1%	0.3%	26.5%
Excellence at Level 2	<0.1%	2.4%	<0.1%
Merit at Level 2	0.2%	27.9%	0.3%
Excellence at Level 1	2.2%	0.1%	<0.1%
Merit at Level 1	38.6%	0.4%	0.1%
No endorsement	58.8%	68.9%	70.0%
<b>Total Candidates</b>	<b>59,875</b>	<b>54,485</b>	<b>44,635</b>

Table 6. Best endorsement achieved by candidates as a percentage of the candidates in each year level in 2011.





# Literacy and Numeracy

Literacy and Numeracy are key achievements in Year 11, both as prerequisites for the NCEA Level 1 qualification, and in their own right. The standards that can contribute evidence for Literacy and Numeracy changed in 2011, so that caution is needed when comparing the 2011 statistics with those of previous years.

Achieving Literacy and Numeracy is a requirement for achieving NCEA Level 1. However, achieving NCEA Level 1 is not a requirement of achieving either Literacy or Numeracy. Consequently a candidate may not be classified as a participant in respect to NCEA Level 1 but will still be considered in the reporting of achievement rates for Literacy and Numeracy. Therefore the denominator for Literacy and Numeracy achievement rates is the enrolment cohort.

## Literacy

Figures 35 to 37 compare the percentages of the enrolment cohort who achieved Literacy by the end of Year 11, in each year from 2008 to 2011. Data are reported by gender, by ethnicity and by school decile.

All three figures show relatively stable percentages attaining Literacy from 2008 to 2010, and a significant rise in 2011. This rise is likely to be linked to the changes in 2011, where the sources of evidence for Literacy were broadened to include standards outside the English learning area.

## Analyses by Gender

Figure 35 shows stable Literacy attainment for males and females from 2008 to 2010, consistently favouring females by about seven percentage points. In 2011, Literacy attainment rose by 3.5 percentage points for females and five percentage points for males. As a result, the seven percentage point difference in favour of females from 2008 to 2010 narrowed to 5.5 points in 2011. Possibly this narrowing is due to the use of Literacy evidence from standards outside the English learning area being more significant for males than for females.

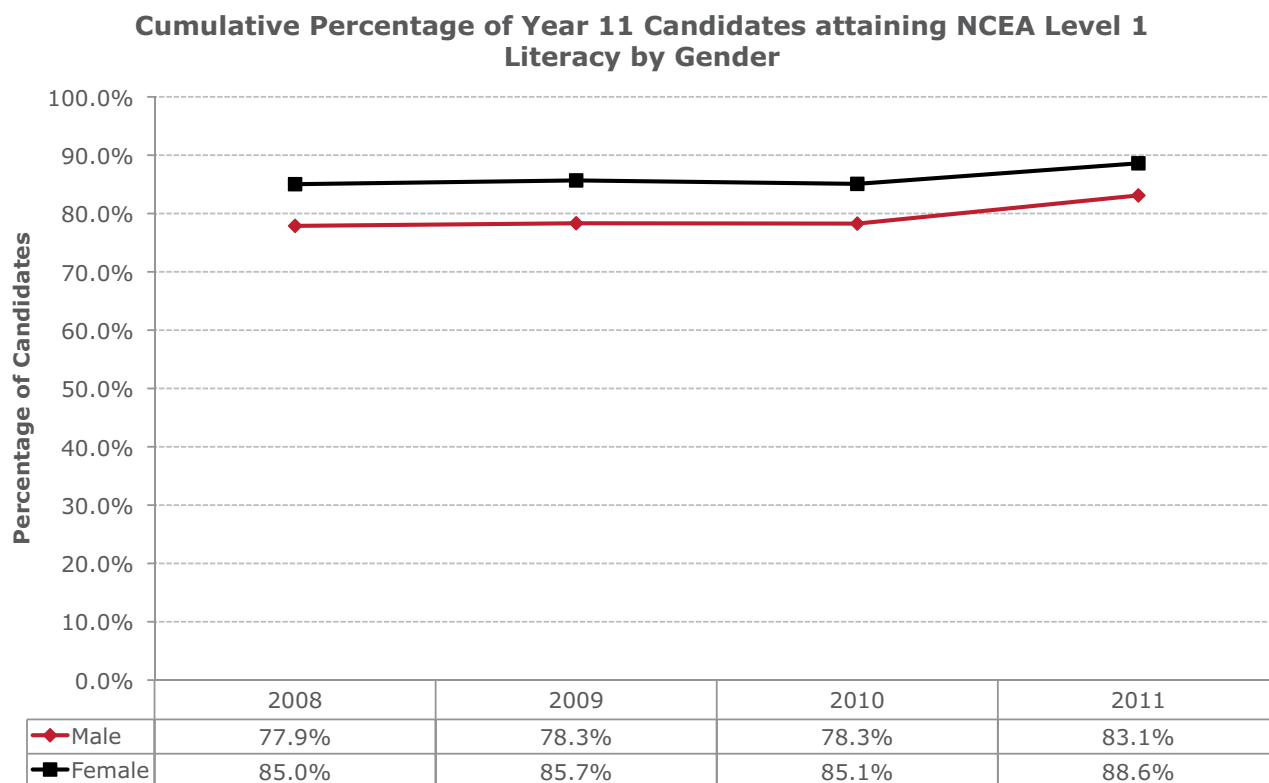


Figure 35. Percentage of candidates who attained Literacy by gender for 2008 to 2011.



# Literacy and Numeracy

## Analyses by Ethnicity

Figure 36 shows that all ethnicities attained higher Literacy rates in 2011 than in previous years. New Zealand European candidates achieved the highest Literacy rates in all four years, rising in 2011 to over 90% of the enrolment cohort. Approximately 85% of the Asian cohort, 79% of

the Pasifika cohort and 77% of the New Zealand Māori cohort met the Literacy requirement. The rises in Literacy attainment were greater for Pasifika and Asians than for others.

**Cumulative Percentage of Year 11 Candidates attaining NCEA Level 1 Literacy by Ethnicity**

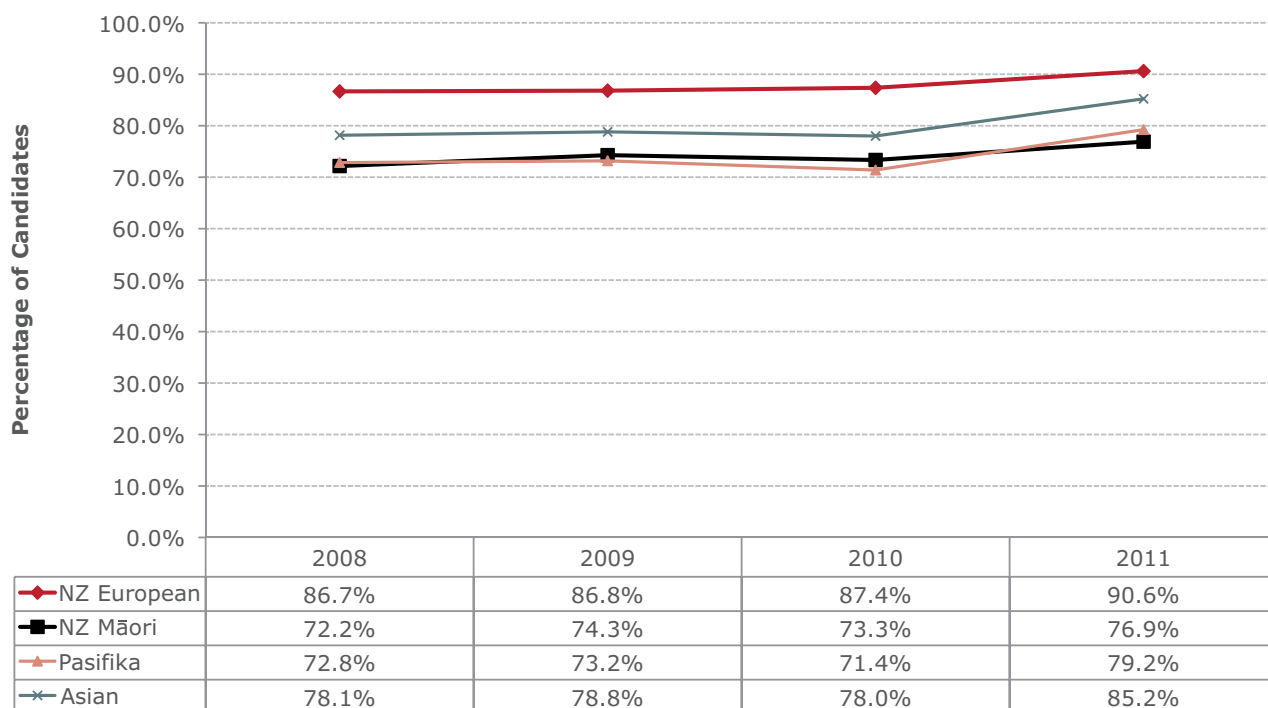


Figure 36. Percentage of candidates who attained Literacy by ethnicity for 2008 to 2011.



# Literacy and Numeracy

## Analyses by Decile Band

Figure 37 shows a consistent picture of higher Literacy attainment in higher decile bands and increased Literacy rates in 2011. While the high- and medium-decile bands

maintained a separation of 5 – 6 percentage points, both rising around 4 - 5%, the low-decile band showed a two percentage point rise.

**Cumulative Percentage of Year 11 Candidates attaining NCEA Level 1 Literacy by Decile**

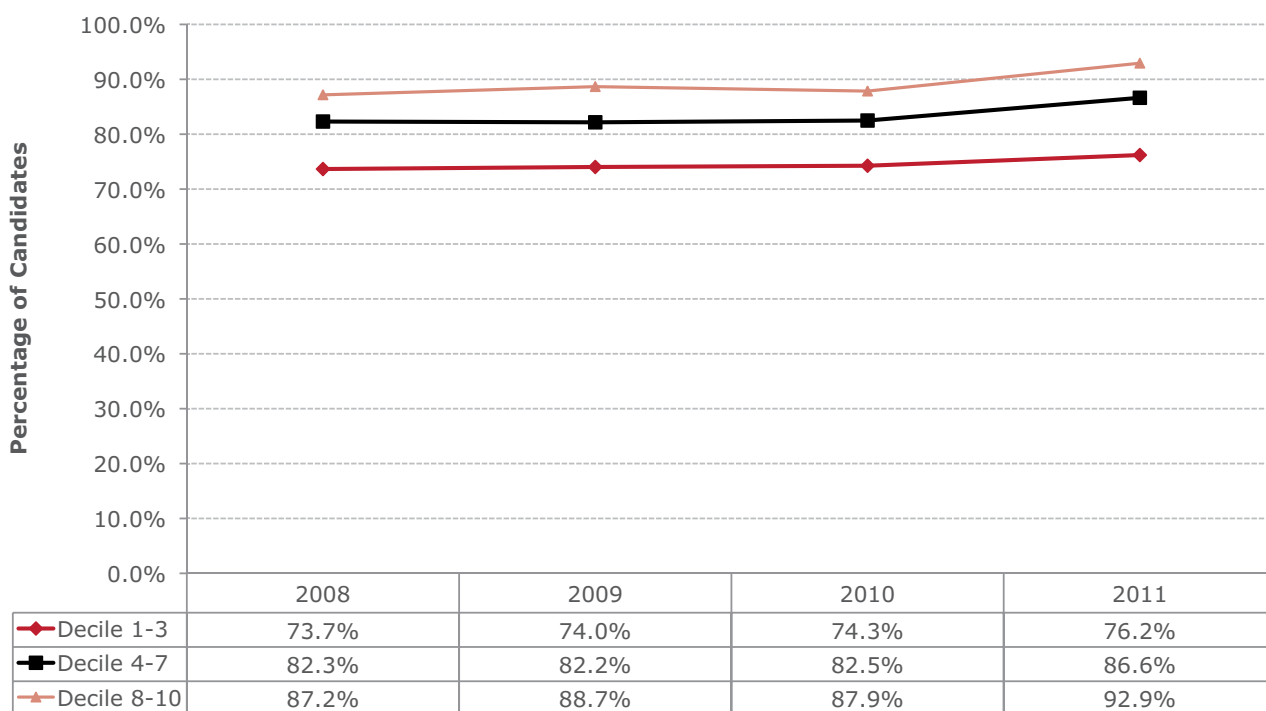


Figure 37. Percentage of candidates who attained Literacy by decile band for 2008 to 2011.





# Literacy and Numeracy

## Numeracy

Figures 38 to 40 compare the percentages of the enrolment cohort who attained Numeracy by the end of Year 11, in each year from 2008 to 2011. As for Literacy, Numeracy attainments are reported by gender, by ethnicity and by decile band.

## Analyses by Gender

Figure 38 shows a largely stable pattern of Numeracy attainment over recent years. Females outperformed males by 1-2 percentage points over the period. A slight decrease in performance among males in 2011 may be attributed to the reduced range of standards allowed to contribute Numeracy evidence in 2011.

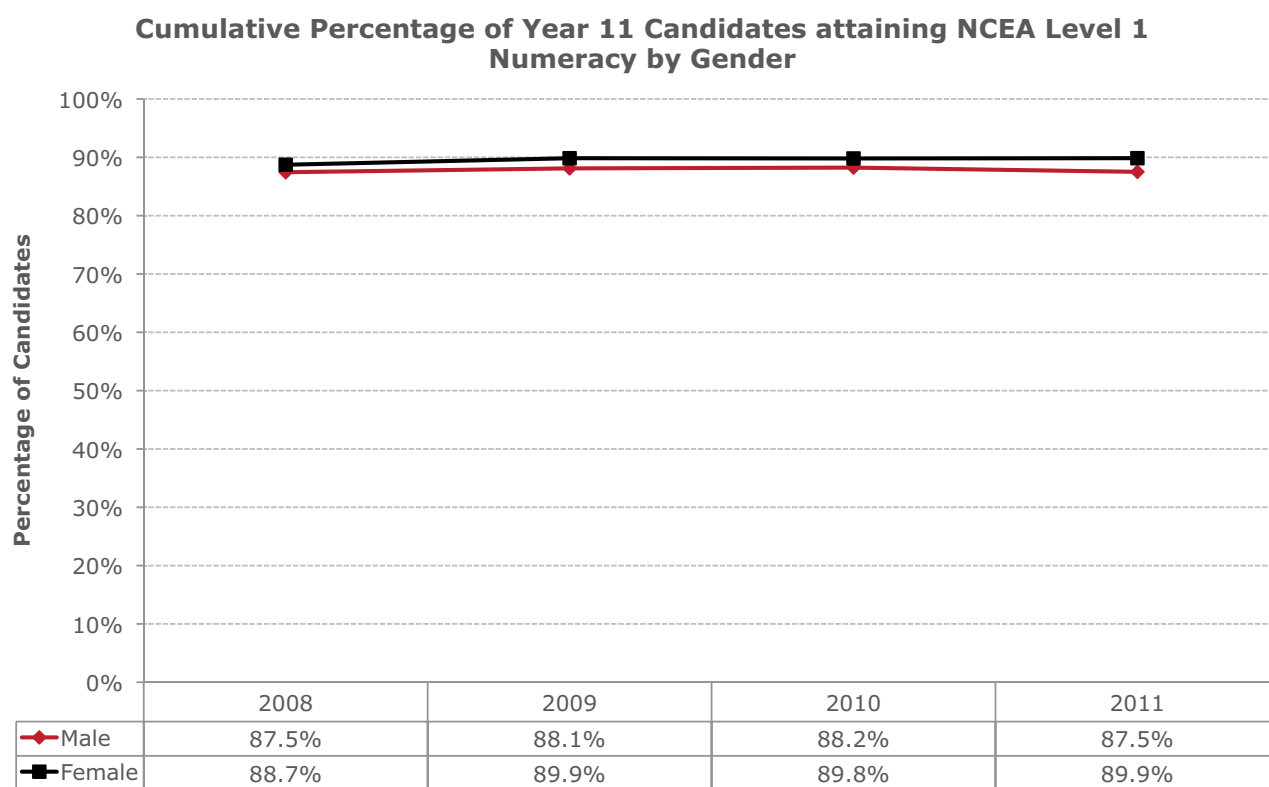


Figure 38. Percentage of candidates who attained Numeracy by gender for 2008 to 2011.



# Literacy and Numeracy

## Analyses by Ethnicity

Figure 39 shows that the rank order of Literacy attainment (New Zealand European, Asian, Pasifika and New Zealand Māori) is also evident for Numeracy. The reduced range of standards that contribute to Numeracy has had no significant effect.

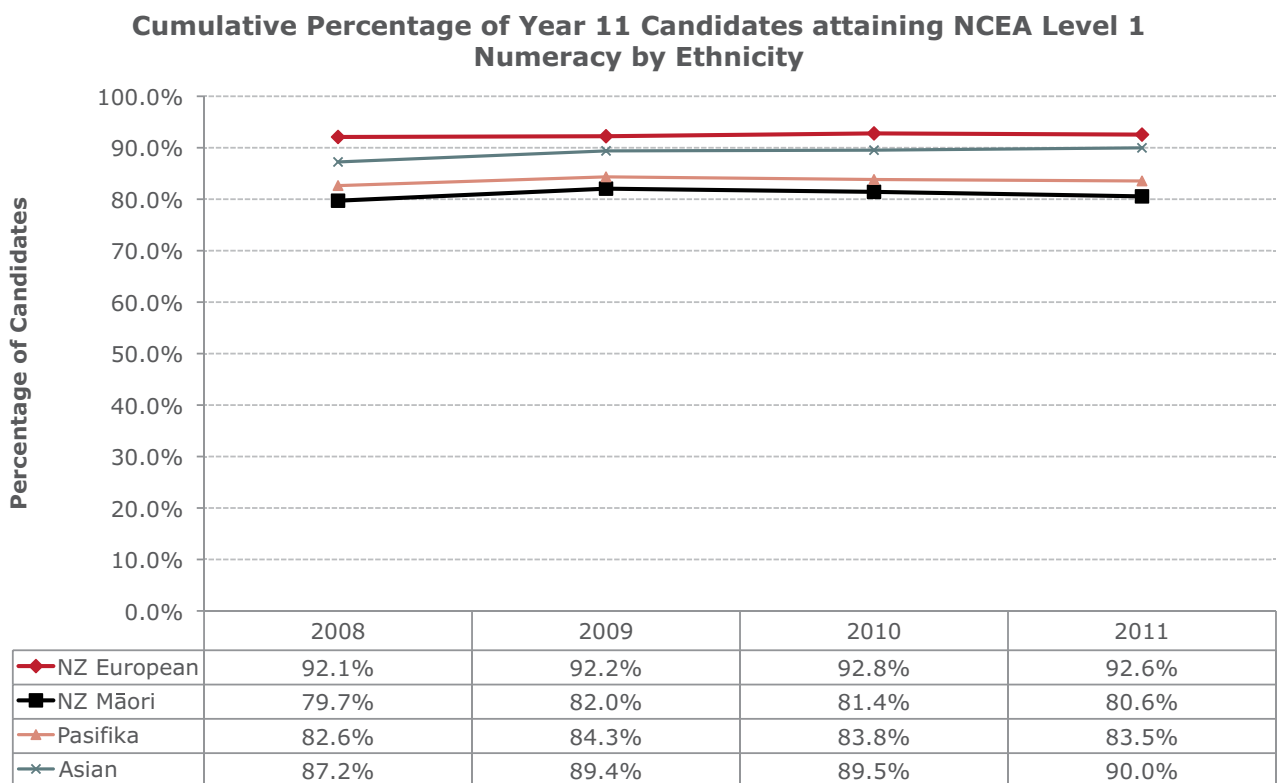


Figure 39. Percentage of candidates who attained Numeracy by ethnicity for 2008 to 2011.



# Literacy and Numeracy

## Analyses by Decile Band

Figure 40 shows that the apparent stability in Numeracy attainments, observed in the previous figures, is not quite matched for decile band attainments. While the medium-decile band has seen little change in Numeracy rates, the attainment of the high-decile band has risen slightly, and

that of the low-decile band fell slightly to the level of three years ago. Possibly, the loss of some sources of evidence, used in the past to assess Numeracy for students at low-decile schools, has affected that attainment rate.

**Cumulative Percentage of Year 11 Candidates attaining NCEA Level 1 Numeracy by Decile**

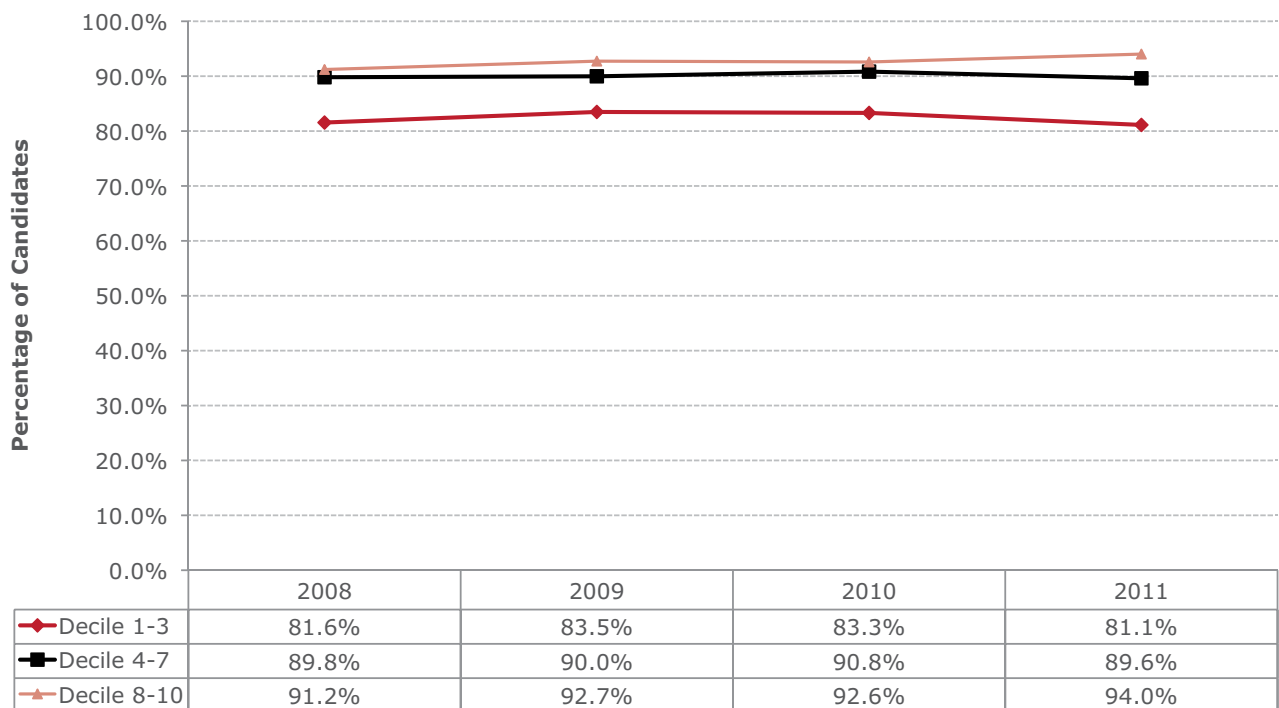


Figure 40. Percentage of candidates who attained Numeracy by decile for 2008 to 2011.



# Analysis of School Related Qualifications (SRQ)

While the qualifications gained by school students in 2011 were mainly NCEA qualifications, more than 121,000 other National Certificates were awarded. Over half of these qualifications were awarded to students in Year 13.

Approximately 88% of all non-NCEA National Certificates were awarded in science and mathematics, which accounted for nearly two-thirds of the total (Figure 41). More than 1000 qualifications were awarded in each of mechanical engineering, computing (including business administration), building, construction and allied trades, drama, and tourism. In addition, over 250 qualifications were awarded in each of electronics technology, performing arts, and music. Some eight percent of non-NCEA qualifications were trade-oriented.

The balance between genders was nearly even, males gaining 51% and females 49% of the 121,000 qualifications. Partitioned by ethnicity, the percentages received were as follows: New Zealand European (64%), New Zealand Māori (11%), Pasifika (6%) and Asian (17%).

Students at decile band 8-10 schools received 48% of the non-NCEA qualifications; those from decile band 4-7 received another 40%; while those from decile band 1-3 received 10%. The lower percentage for the low-decile band suggests less emphasis on non-NCEA qualifications than might have been expected.

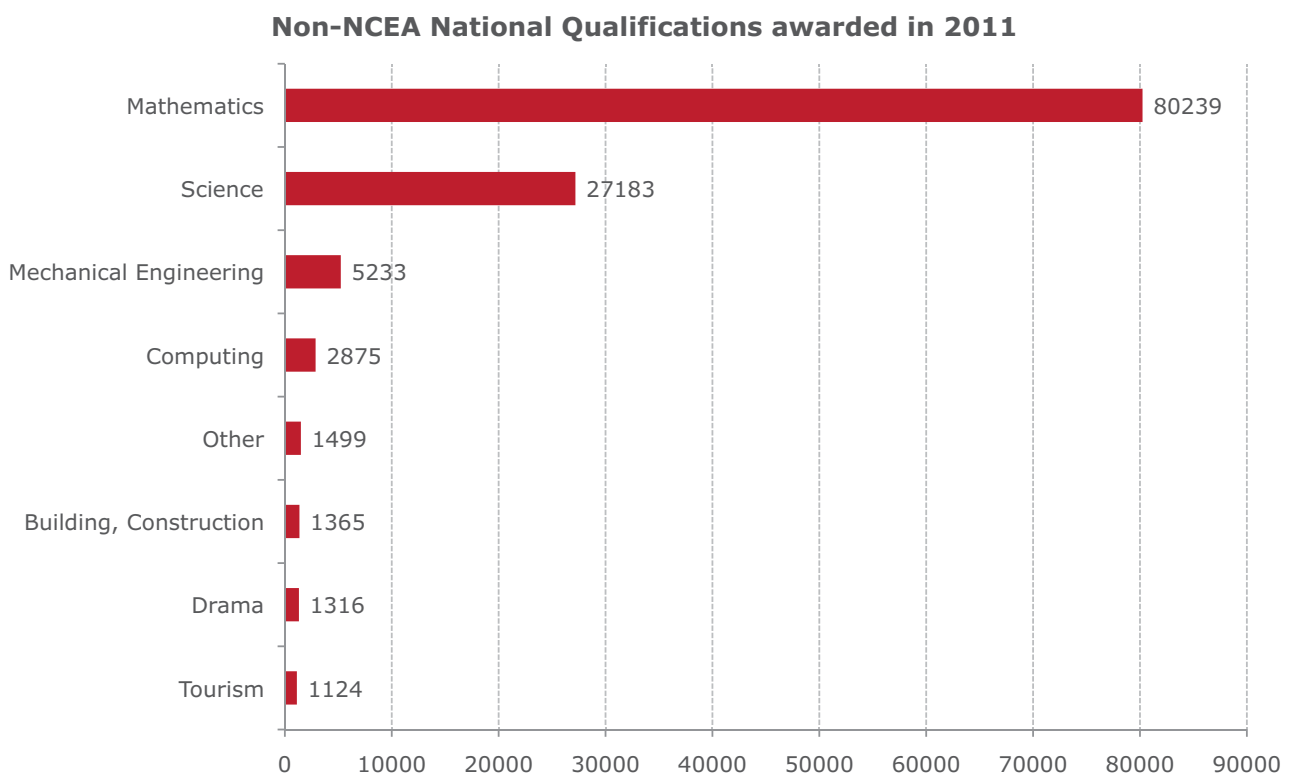
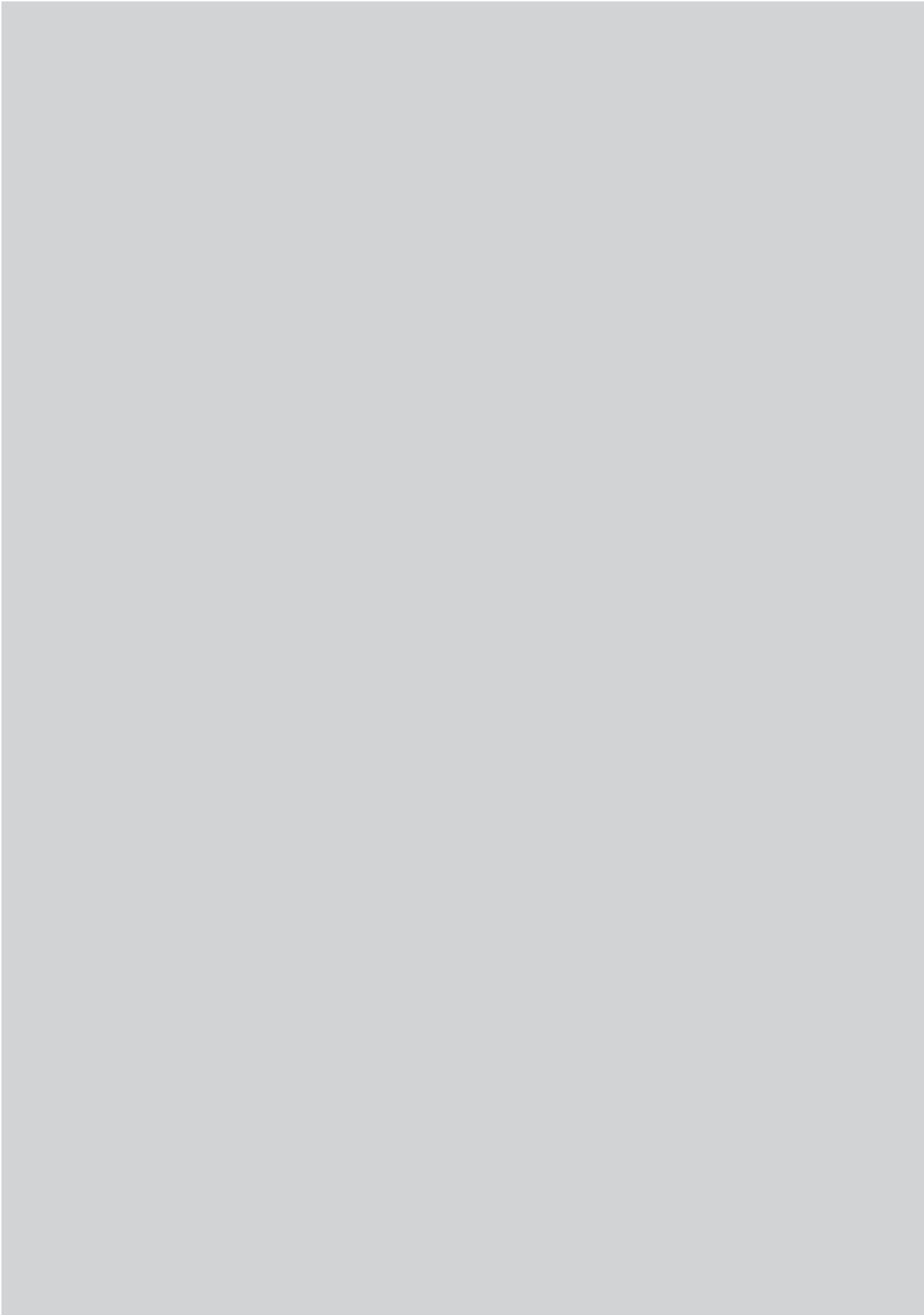


Figure 41. Number of non-NCEA National Qualifications awarded in 2011.





## Results distributions for NZQF standards

The NZQF standards used in secondary schools fall into three categories:

- Unit standards, which are internally-assessed and typically carry grades of *Not Achieved* and *Achieved*, although a few also carry grades of *Merit*.
- Internally-assessed Achievement Standards, which carry grades of *Not Achieved*, *Achieved*, *Merit* and *Excellence*.
- Externally-assessed Achievement Standards, which carry grades of *Not Achieved*, *Achieved*, *Merit* and *Excellence*.

Externally-assessed Achievement Standards are assessed by examination or portfolio in an annual examination round, late in the academic year.

Tables 7 and 8 and Figures 42 and 43 show data on the relative use of, and results distributions for, the three types of standard in 2011.

Table 7 shows the number of entries and assessed results for each type of standard with the overall results distribution of the assessed results in 2011. Collectively, the three types of standard generated nearly 4.6 million results in 2011.

An assessed result is defined as any entry where a result of assessment has been reported. There are a number of reasons why an entry may not have an assessed result. For externally-assessed Achievement Standards these include the candidate being absent from the examination session or not submitting work for assessment (absent), or having attended the examination but not attempting the standard (void). For internally-assessed standards the school may not have reported a result because no assessment has occurred.

	Entries	Number of Assessed Results	Percentage Not Achieved	Percentage Achieved	Percentage Merit	Percentage Excellence
Externally-assessed Achievement Standard	1,562,986	1,297,519	26.5	39.9	23.5	10.1
Internally-assessed Achievement Standard	1,914,621	1,846,630	19.6	37.5	24.8	18.0
Unit Standard	1,520,738	1,425,894	19.1	80.8	0.1	0.0

Table 7. Percentage distributions of results for secondary school candidates in externally-assessed Achievement Standards, internally-assessed Achievement Standards and Unit Standards, in 2011.



## Results distributions for NZQF standards

Table 8 shows that the proportion of assessed results for Unit Standards, and Achievement Standards varies at different levels, as does the proportion of internally- and externally-assessed results.

	Decile 1–3	Decile 4–7	Decile 8–10
<b>Level 1</b>			
Externally-assessed Achievement Standard	16.2%	24.6%	32.4%
Internally-assessed Achievement Standard	44.8%	47.6%	50.2%
Unit Standard	39.0%	27.8%	17.4%
Total Results	326,156	884,836	782,853
<b>Level 2</b>			
Externally-assessed Achievement Standard	16.8%	25.2%	35.1%
Internally-assessed Achievement Standard	28.0%	31.7%	36.3%
Unit Standard	55.3%	43.1%	28.6%
Total Results	247,502	723,035	691,517
<b>Level 3</b>			
Externally-assessed Achievement Standard	22.9%	32.1%	41.0%
Internally-assessed Achievement Standard	33.7%	36.5%	40.1%
Unit Standard	43.4%	31.4%	18.8%
Total Results	111,198	353,448	390,684

Table 8. Percentages and total numbers of assessed results by level at Deciles 1–3, 4–7 and 8–10 schools by standard type: externally-assessed Achievement Standards, internally-assessed Achievement Standards and Unit Standards.



# Results distributions for NZQF standards

Figure 42 compares the results distributions for externally-assessed Achievement Standards across the three decile bands.

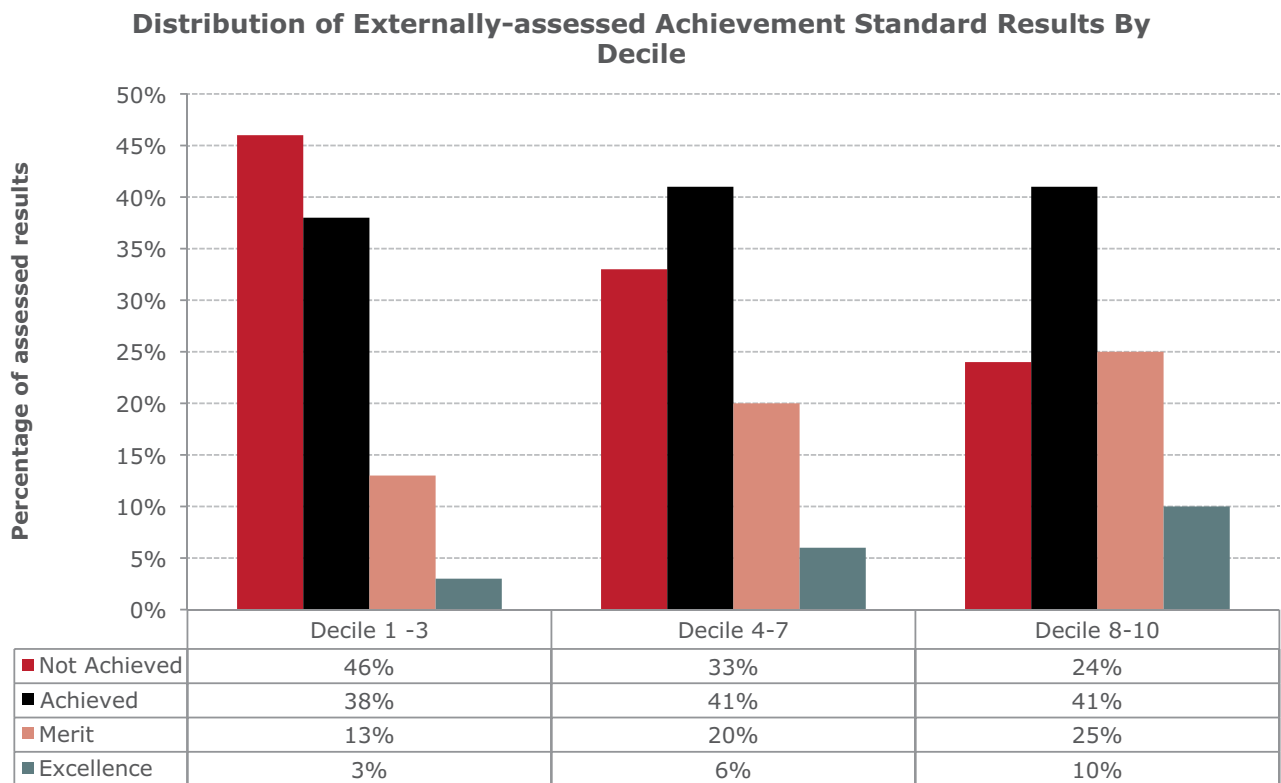


Figure 42. Percentage distributions of results for externally-assessed Achievement Standards in 2011, by school decile band.





## Results distributions for NZQF standards

Figure 43 compares the results distributions for internally-assessed Achievement Standards across the three decile bands.

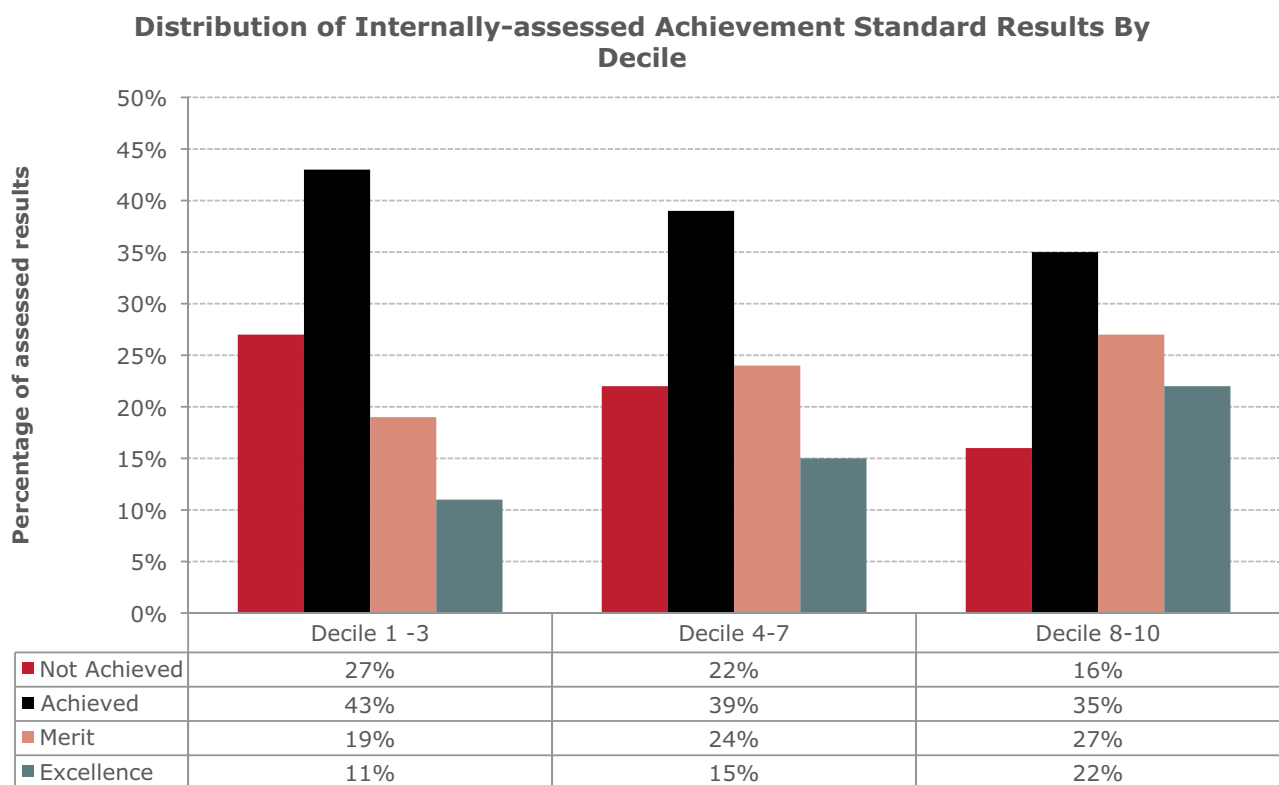


Figure 43. Percentage distributions of assessed results for internally-assessed Achievement Standards in 2011, by school decile band.



# Results distributions for NZQF standards

Figure 44 shows an abrupt change to the pattern of use for Level 1 standard and assessment types in 2011. This change is a direct consequence of the changes implemented at Level 1 as a result of the *Alignment of Standards with the New Zealand Curriculum (NZC) review project*. This project, commonly referred to as *Standards Review*, is progressively reviewing all standards in relation to the New Zealand Curriculum starting with Level 1 in 2011 and completing Level 2 and 3 in 2012 and 2013 respectively.

In 2011 the general effect was to reduce the number of Unit Standards used in schools and to reduce and rationalise the number of externally-assessed Achievement Standards. For more details about this project refer to the NZQA website.

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/tertiary-moderation/manual-for-teo/general-information-alignment-of-standards/>

The reduction in the use of Unit Standards at Level 2 over the last two years may be attributable to schools preparing for the changes to standards at this level that will be implemented in 2012 as part of the Standards Review.

**Number of results by Standard Type and Assessment at Level 1**

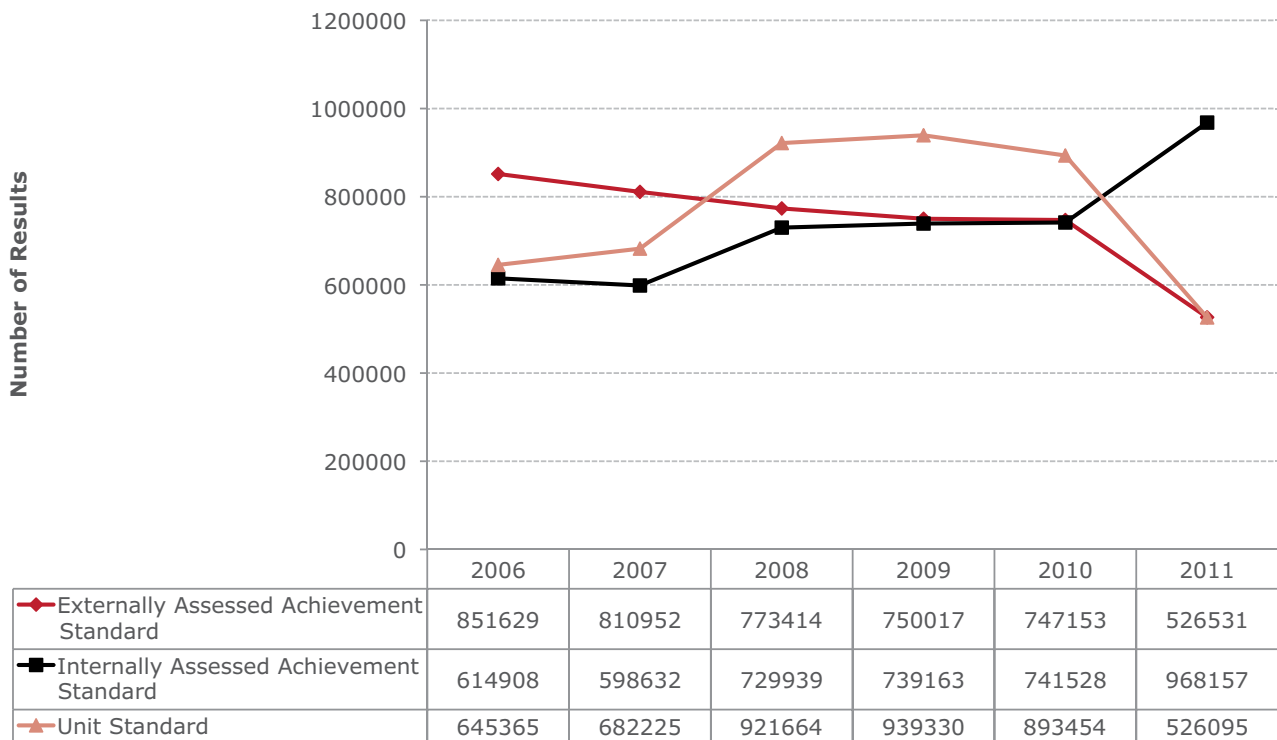


Figure 44. Number of results by standard type and assessment method at Level 1 from 2006 to 2011.



# Results distributions for NZQF standards

**Number of results by Standard Type and Assessment at Level 2**

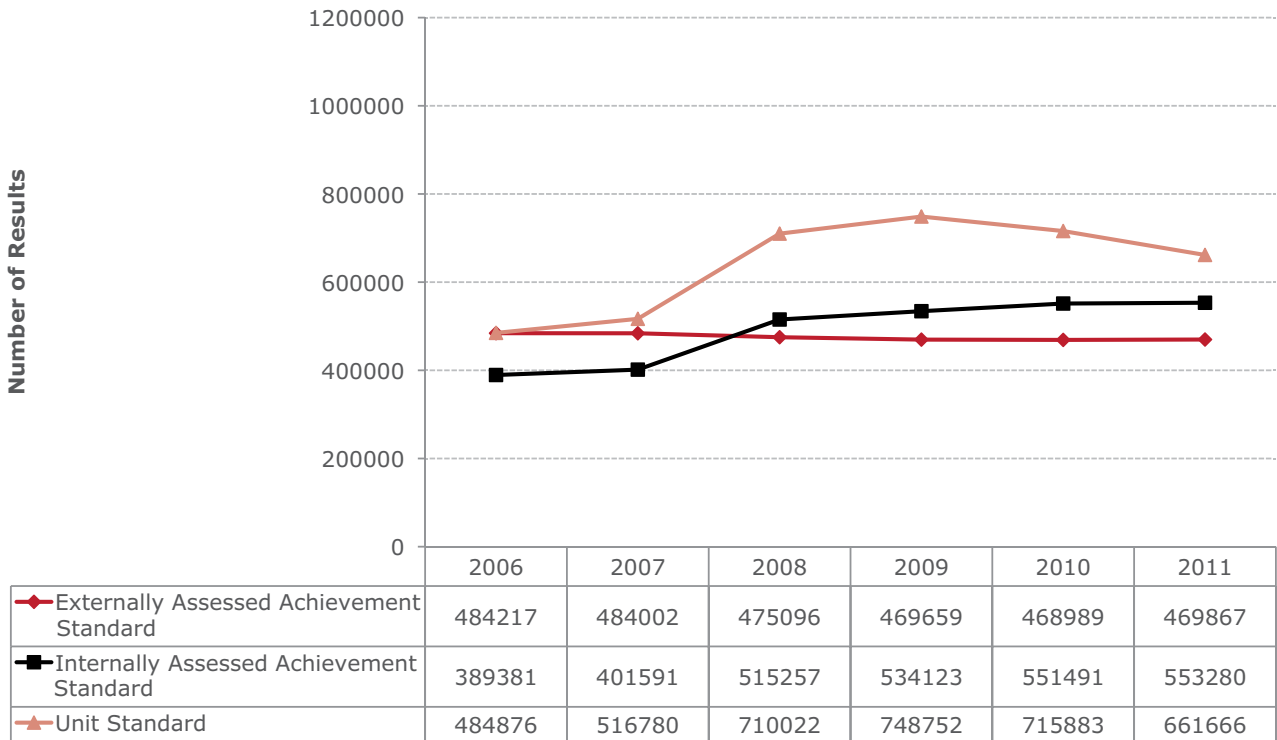


Figure 45. Number of results by standard type and assessment method at Level 2 from 2006 to 2011.

**Number of results by Standard Type and Assessment at Level 3**

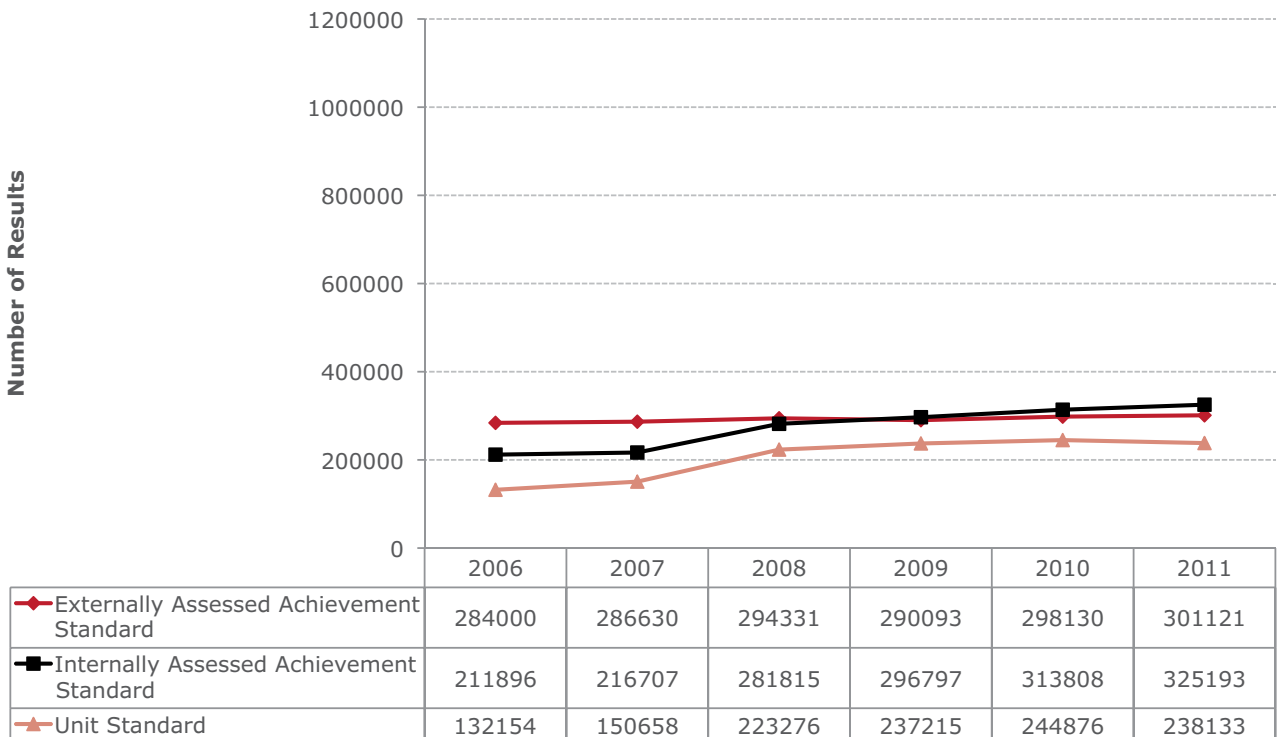


Figure 46. Number of results by standard type and assessment method at Level 3 from 2006 to 2011.

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# New Zealand Scholarship

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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. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Generally, Scholarship candidates are Year 13 students, most of whom are also studying towards NCEA Level 3. Each Scholarship subject assessment carries two passing grades – *Scholarship (S)* and *Outstanding Scholarship (O)*, not to be confused with the Scholarship Award and the Outstanding Scholar Award which are monetary awards given to high achieving candidates based on overall performance in the Scholarship examinations.

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.

Assessment for Scholarship is held at the end of each school year. For most subjects, assessment involves a three-hour written examination. However, Dance, Drama and Music also involve assessment by recorded performance, and Visual Arts, Technology and Graphics are assessed entirely through portfolios of work.

## **Scholarship Monetary Awards**

There are six classes of award for Scholarship, including five that carry monetary awards ranging in value from a single \$500 payment through to \$10,000 per annum for three years.

Premier Awards reward the top 5 to 10 candidates each year. The Outstanding Scholar Awards are given to the next top 40 to 60 candidates. In 2011 ten students received Premier Awards and 51 students received Outstanding Scholar Awards.

In 2011 a total of 34 Top Subject Scholar Awards were given. This is the only award that can be achieved more than once or can be given in addition to another award. In 2011 one candidate was awarded two Top Subject Scholar Awards. There were seven candidates who were awarded a Top Subject Scholar Award in addition to another award.

A total of approximately \$3.7 million will be paid over a period of three years to the 2,304 candidates who achieved one or more scholarship subject or awards in 2011. These payments are made to those candidates who are going on to tertiary study and are intended to provide some assistance to support this study.

For details about scholarship and the awards see the NZQA website.

<http://www.nzqa.govt.nz/qualifications-standards/awards/scholarship/>



# New Zealand Scholarship

## Scholarships Awarded in 2011

In 2011 some 10,271 candidates were entered in the New Zealand Scholarship examinations. These candidates made 19,780 scholarship subject entries from which 3,449 subject scholarships were achieved at either Scholarship grade (3,050) or Outstanding Scholarship grade (399).

The total number of candidates entering for one or more Scholarship subject examinations has risen since 2006 from 7,850 to 10,271 in 2011. There is a corresponding increase of subject entries from 15,900 in 2006 to 19,780 in 2011. Across the same period the number of subjects achieved at either Scholarship or Outstanding Scholarship grade has increased from 2,950 to 3,449. The observed rise in numbers of scholarship participants, entries and achievements parallels the increases in the Level 3 subject cohorts, from which the numbers of Scholarships to be awarded in each subject are calculated.

Table 9 shows that there were more female candidates than males, and females entered more Scholarship subjects; however, they produced fewer assessed results (those who actually attempted the examination), and received fewer Scholarship and Outstanding grades than males.

For each gender, 21% of the assessed results produced Scholarship grades. However, the relationship differs at Outstanding grade. At this grade, 3.1% of assessed male results were graded Outstanding, compared with 2.3% of female results. The male/female difference of 63 Outstanding grades in 2011 is similar to 2010, but differs from previous years, where the difference favoured males by only 10 - 20 grades. The difference favouring females in NCEA achievement is not reflected in the Scholarship examinations.

	Number of				
	Candidates	Entries	Assessed results	Scholarship grades	Outstanding grades
Male	4,620	9,580	7,359	1,540	231
Female	5,649	10,199	7,211	1,508	168

Table 9. Candidates, entries results and outcomes for Scholarship in 2011. Three candidates with "unknown gender" have been omitted from this table.



# New Zealand Scholarship

## Scholarships Awarded in 2011 by Subject

Table 10 below gives a breakdown of Scholarship entries and results for 2011 across all 35 subjects. The Level 3 cohort, from which the numbers of Scholarships to be

awarded in each subject are calculated, varied from 26 for Latin and 58 for Te Reo Rangatira, to 15,230 for Statistics and Modelling and 14,030 for English.

Subject	Level 3 Cohort	Scholarship	Outstanding	Total	%
Accounting	2606	71	9	80	3.1%
Agriculture & Horticulture	423	8	1	9	2.1%
Art History	1897	49	6	55	2.9%
Biology	8505	230	34	264	3.1%
Chemistry	7421	202	25	227	3.1%
Chinese	280	7	1	8	2.9%
Classical Studies	5220	141	21	162	3.1%
Dance	470	13	2	15	3.2%
Design	3093	80	12	92	3.0%
Drama	1903	54	6	60	3.2%
Economics	4147	117	16	133	3.2%
English	14030	380	46	426	3.0%
French	826	22	3	25	3.0%
Geography	6546	184	20	204	3.1%
German	328	9	1	10	3.0%
Graphics	1481	43	5	48	3.2%
History	5910	165	21	186	3.1%
Japanese	645	17	2	19	2.9%
Latin	26	3	2	5	19.2%
Mathematics with Calculus	7504	186	27	213	2.8%
Media Studies	3012	85	10	95	3.2%
Music Studies	1112	30	4	34	3.1%
Painting	3249	87	12	99	3.0%
Photography	3004	79	11	90	3.0%
Physical Education	4057	79	4	83	2.0%
Physics	7008	183	25	208	3.0%
Printmaking	265	8	2	10	3.8%
Samoan	296	9	1	10	3.4%
Science	1017	25	4	29	2.9%
Sculpture	202	6	1	7	3.5%
Spanish	377	11	1	12	3.2%
Statistics and Modelling	15230	412	56	468	3.1%
Te Reo Māori	557	17	2	19	3.4%
Te Reo Rangatira	58	3	1	4	6.9%
Technology	1771	35	5	40	2.3%

Table 10. Cohort size and results for Scholarship in 2011.



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# New Zealand Scholarship

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The number of subject entries (19,782 across all subjects) varied from 26 for Te Reo Rangitira, to 1,886 for English and 1,747 for Statistics and Modelling.

Many of the Level 3 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 net effect of these two factors is that the number of entries can exceed the size of the cohort as was the case for Latin in 2011.

Other than for very small subjects, or subjects where student achievements fall short of scholarship standard, the number of scholarships awarded in a subject is expected to be close to 3% of the Level 3 cohort. Therefore, the calculated percentage of the Level 3 cohort achieving a Scholarship or Outstanding Scholarship grade in a subject with a very small number of entries (such as Latin and Te Reo Rangitira) can be higher than 3%. In general, some flexibility is allowed in deciding the number of scholarships to be awarded in very small subjects. Table 10 shows that most subjects are close to the expected 3% figure; exceptions are explained by subject size or few achievements reaching scholarship requirements. Within this figure of 3%, Outstanding grades are normally awarded to 0.30 - 0.35% of the Level 3 cohort.

Whereas Table 10 shows the Scholarship and Outstanding Scholarship achievement in relation to the Level 3 cohort, the next table uses assessed results as its reference point.

The difference between entries and assessed results arises because not all students who are entered for a Scholarship assessment actually sit the examination; either because they do not attend (absent) or because having attended they choose not to attempt the examination (void). This means that the final number of assessed results is lower than the number of entries. In 2011 there were 14,570 assessed results, varying from 20 in each of Sculpture and Te Reo Rangitira, to 1,441 in English and 1,411 in Statistics and Modelling.

For each subject, Table 11 shows the number of entries, absences, and assessed results. These assessed results are partitioned into their 3 grades: Not Achieved, Scholarship, and Outstanding Scholarship, shown both as a number and as a percentage.

Thirty percent or more of the entries were not assessed in nearly one-third of the subjects. These high absent and void rates were most often found in subjects classified in the learning area 'The Arts'.



# New Zealand Scholarship

Subject	Entries	Void or Absent	Assessed Results	Not Achieved		Scholarship		Outstanding Scholarship	
				Qty	% of Assessed Results	Qty	% of Assessed Results	Qty	% of Assessed Results
Accounting	524	159	365	285	78.1%	71	19.5%	9	2.5%
Agriculture & Horticulture	45	12	33	24	72.7%	8	24.2%	1	3.0%
Art History	330	84	246	191	77.6%	49	19.9%	6	2.4%
Biology	1492	352	1140	876	76.8%	230	20.2%	34	3.0%
Chemistry	1525	320	1205	978	81.2%	202	16.8%	25	2.1%
Chinese	115	14	101	93	92.1%	7	6.9%	1	1.0%
Classical Studies	790	200	590	428	72.5%	141	23.9%	21	3.6%
Dance	123	53	70	55	78.6%	13	18.6%	2	2.9%
Design	684	373	311	219	70.4%	80	25.7%	12	3.9%
Drama	401	182	219	159	72.6%	54	24.7%	6	2.7%
Economics	764	161	603	470	77.9%	117	19.4%	16	2.7%
English	1886	445	1441	1015	70.4%	380	26.4%	46	3.2%
French	220	33	187	162	86.6%	22	11.8%	3	1.6%
Geography	1111	242	869	665	76.5%	184	21.2%	20	2.3%
German	86	9	77	67	87.0%	9	11.7%	1	1.3%
Graphics	342	37	305	258	84.6%	43	14.1%	5	1.6%
History	932	244	688	502	73.0%	165	24.0%	21	3.1%
Japanese	159	29	130	111	85.4%	17	13.1%	2	1.5%
Latin	29	3	26	21	80.8%	3	11.5%	2	7.7%
Mathematics with Calculus	1491	279	1212	999	82.4%	186	15.3%	27	2.2%
Media Studies	503	185	318	223	70.1%	85	26.7%	10	3.1%
Music Studies	166	40	126	92	73.0%	30	23.8%	4	3.2%
Painting	667	301	366	267	73.0%	87	23.8%	12	3.3%
Photography	637	304	333	243	73.0%	79	23.7%	11	3.3%
Physical Education	630	236	394	311	78.9%	79	20.1%	4	1.0%
Physics	1316	244	1072	864	80.6%	183	17.1%	25	2.3%
Printmaking	59	27	32	22	68.8%	8	25.0%	2	6.3%
Samoan	86	17	69	59	85.5%	9	13.0%	1	1.4%
Science	272	51	221	192	86.9%	25	11.3%	4	1.8%
Sculpture	39	19	20	13	65.0%	6	30.0%	1	5.0%
Spanish	96	16	80	68	85.0%	11	13.8%	1	1.3%
Statistics and Modelling	1747	336	1411	943	66.8%	412	29.2%	56	4.0%
Te Reo Māori	153	24	129	110	85.3%	17	13.2%	2	1.6%
Te Reo Rangatira	26	6	20	16	80.0%	3	15.0%	1	5.0%
Technology	336	175	161	122	75.8%	35	21.7%	5	3.1%

Table 11. Entries and results for Scholarship in 2011.





# New Zealand Scholarship

## *Premier Awards and Outstanding Scholar Awards*

Other than the Prime Minister's Award for Academic Excellence the Premier Awards are the most prestigious of all of the Scholarship awards and carry the greatest monetary award of \$10,000 per annum for three years. Table 12 below gives the total numbers of Premier Award winners by gender from 2006 to 2011.

Over the six year period from 2006 to 2011, a total of 55 Premier Awards were allocated, 41 to males and 14 to females.

Year	Females	Males
2006	3	7
2007	3	5
2008	3	7
2009	1	7
2010	1	8
2011	3	7
<b>Total</b>	<b>14</b>	<b>41</b>

Table 12. Number of Premier Award winners by gender from 2006 to 2011.

In 2011, a total of 17 candidates met the minimum requirements for consideration for a Premier Award (i.e. three or more Outstanding Scholarships), which is restricted to the top 5–10 candidates across the country. Ten of these 17 candidates received the Premier Award. The remaining seven were among the 51 who received an Outstanding Scholar Award. In addition, four Premier Awardees were among the 34 who received a Top Subject Scholar Award.

## *Scholarship Awards, Single Subject Awards and Top Subject Awards in 2011*

In total, 204 students received Scholarship awards, having earned three or more Scholarships, as compared with 195 in 2010. In addition, 2,023 received a Single Subject award and 34 candidates received a Top Subject award. In 2010 the Single Subject awards figure was 1,587 and 32 candidates received a Top Subject award.

More details about the Premier Awardees and Top Subject Scholars and their schools can be found on the NZQA website.

<http://www.nzqa.govt.nz/about-us/news/scholarship-premier-and-top-subject-award-winners-for-2011/>



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# NCEA administrative process and data

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## ***The role of NZQA in the examination process***

Each year NZQA designs and produces examination papers for the relevant standards (373 standards in 2011) and organises the examination timetable. NZQA coordinates and administers exam centre operation, marking, result publication, the return of all examination booklets to candidates, and the processing of requests for review and reconsideration of results.

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.

## ***External Assessment***

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 more than 143,000 candidates across all levels of NCEA and New Zealand Scholarship. The following are the key facts and figures for the 2011 examinations:

- 143,417 candidates made a total of 1,582,766 entries across 373 NCEA standards
- There were 64,636 candidates with entries at Level 1, and 56,169 with entries at Level 2, and 39,430 at Level 3
- A total of 10,271 candidates entered for New Zealand Scholarship, providing 19,780 entries
- The examination with the largest number of entries was in Level 1 English, with 43,342 entries
- There were 1,846 markers
- There were 405 examination centres.

In 2011 there was a slight decline in the total number of candidates for external NCEA assessments, but an increase in the number of candidates for New Zealand Scholarship. The marked reduction in numbers of NCEA entries over that of 2010 (1,837,032) reflects the reduced number of externally-assessed Level 1 standards in 2011, as a result of the recent standards review. The reduced number of NCEA standards and entries at Level 1 led to a reduction in the number of markers (1989 markers in 2010), but not to a significant reduction in the number of examination centres.



# NCEA administrative process and data

## 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 received their answer booklets, they can apply for a review or reconsideration of their results.

If the candidate thinks there has been a processing error he or she can request a review. Examples of processing errors include one or more unmarked sections in an answer booklet or portfolio, inaccurate calculation of final score, or incorrect transfer of grades. A review 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 2011 examination round this was Friday 17 February 2012 for NCEA and Friday 16 March 2012 for Scholarship. There is no charge for a review.

If the candidate thinks that their answer booklet has not been assessed correctly, they can apply for a 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.

Table 13 shows the numbers of applications for reconsiderations of results from the 2006–2010 examination rounds. At the time of publication the 2011 review and reconsideration process was not complete, so data for 2011 are not available here. Both the number of applications and number of applications upheld has increased steadily over this period for NCEA, but the percentage of successful reconsideration applications fell from 24% in 2006 to 19% in 2010. The number of applications for review of Scholarship results fell between 2006 and 2008, rising sharply in 2009 and declining again in 2010. Generally, the percentage upheld has remained at approximately 11%, except for 2008 when the percentage was 15%.

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
2010	9,121	1,777	19	401	47	12

Table 13. Total numbers and success rates for Reconsiderations for NCEA and Scholarship for 2006 to 2010.



## NCEA administrative process and data

Table 14 shows the numbers of applications for reviews of results from the 2006–2010 examination rounds. Higher percentages of applications for review are upheld than applications for reconsideration. Unlike reconsiderations, applications for review of NCEA results have tended to decrease in number, but the percentage upheld has fluctuated somewhat, dropping to 68% in 2009 and rising to 71% in 2010. The numbers of applications for review of Scholarship results are too small to indicate any reliable trends.

As of April 2012 NZQA had received a total of 7926 applications for reviews and reconsiderations of results arising from the 2011 examination round, including: 7027 applications for NCEA reconsiderations, 616 for NCEA reviews, 275 for Scholarship reconsiderations and eight (no change) for Scholarship reviews. As of April 2012, the 2011 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
2010	679	482	71	16	15	94

Table 14. Total numbers and success rates for Reviews for NCEA and Scholarship for 2006 to 2010.



# NCEA administrative process and data

## 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.

It should be noted that in 2012 the reporting of certain classes of breach changed from that of previous years. *Communicating with another candidate* is now reported under two classes, *Following Instructions and Influencing/Assisting/Hindering*. Breaches relating to candidates possessing pre-prepared notes during examination sessions are also now reported under two classes, *Dishonest Practice* and *Following Instructions* depending on the nature of the breach.

Table 15 summarises the breaches-of-examination-rules data for 2011. A total of 376 situations (the 2010 figure was 359) were reported in which a possible breach of examination rules occurred, of which 288 were reported by Examination Centre Managers (266 in 2010), 83 by markers (89 in 2010) and five by others (four in 2010). As of 1 March 2012, 340 reports had been resolved. In six cases, although a breach was known to have occurred, there was insufficient evidence to attribute the breach to any particular candidate. In 35 cases no actual breach of the rules was found to have occurred.

Number of candidates for whom a breach was established	299
Number of breaches not attributed to any candidate due lack of evidence	6
Number of reports for which no breach occurred	35
Decisions pending	36
<b>Total reported breaches</b>	<b>376</b>

Table 15. Status of breaches-of-rules procedures for 2011 as at 1 March 2012.



## NCEA administrative process and data

Table 16 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 (96)	Cell phone use	6
	Notes	59
	Altering/access to answer booklet	0
	Communicating with another candidate	6
	Other	25
Failure to Follow Instructions (186)	Cell phone in examination room	77
	Inappropriate or offensive material/language	36
	Having notes	16
	Unauthorised material	39
	Unauthorised absence from examination session	6
	Other	12
Authenticity or Impersonation (64)	Similar answers to another candidate	2
	Authenticity	58
	Multiple handwriting in an answer booklet	1
	Other	3
Influencing, Assisting or Hindering (30)	Disturbance	17
	Communicating with another candidate	13
	Other	0
	<b>Total</b>	<b>376</b>

Table 16. Numbers of candidates with reported breaches of examination rules in 2011 by type of breach.



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## NCEA administrative process and data

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Table 17 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	185
Bay of Plenty	27
Canterbury	37
Central Plateau	0
East Coast	0
Hawkes Bay	7
Manawatu	14
Nelson/Marlborough	19
Northland	16
Otago	9
Southland	3
Taranaki	4
Waikato	23
Wairarapa	2
Wanganui	1
Wellington	29
Cook Islands	0
<b>Total</b>	<b>376</b>

Table 17. Numbers of candidates with reported breaches of the examination rules in each geographic region.



## NCEA administrative process and data

Table 18 shows the numbers of reported breaches of the examination rules in 2011 for each subject and NZQF level and for each New Zealand Scholarship subject. In addition to the reported breaches by subject below, one reported breach was not associated with any particular subject.

Further detail on breaches of the rules can be found on the NZQA website.

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

Breaches by Subject and level	Level 1	Level 2	Level 3	Scholarship
Accounting	2	8	0	0
Agriculture & Horticulture	0	0	0	0
Art History	0	0	5	0
Biology	5	8	4	0
Calculus	0	0	2	0
Chemistry	4	6	2	0
Chinese	0	0	0	0
Classical Studies	0	8	7	0
Dance	4	0	0	0
Drama	1	3	0	0
Economics	3	2	5	3
English	35	38	6	0
French	0	0	0	0
Geography	5	6	8	1
German	0	0	0	0
Graphics & Design	2	3	0	0
Health Studies	3	2	3	0
History	6	1	1	0
Home and Life Sciences	2	1	0	0
Information Management	0	0	0	0
Japanese	0	0	0	0
Mathematics	30	18	1	1
Media Studies	1	3	3	0
Music	2	0	0	0
Physics	2	0	5	0
Samoan	1	0	2	0
Science	21	7	4	0
Social Studies	1	0	0	0
Spanish	0	0	0	0
Statistics and Modelling	1	0	7	0
Te Reo Maori	10	1	1	0
Te Reo Rangatira	2	1	0	0
Technology	23	0	12	0
Visual Arts	0	0	2	0
MCAT	9	0		
<b>Totals</b>	<b>175</b>	<b>116</b>	<b>80</b>	<b>5</b>
<b>Overall Total</b>				<b>376</b>

Table 18. Numbers of breaches of examination rules reported for each subject and NQF level.





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# NCEA administrative process and data

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## *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 students' work). There are 34 full-time equivalent moderators, supported by 207 contract-for-service moderators who work on a part-time basis. NZQA moderators are current or recent teachers with expertise in standards-based assessment.

NZQA offers regional workshops for secondary moderation, known as Best Practice Workshops. The purpose of these workshops is to raise teacher confidence and expertise in making assessment judgements at the national standard. They are not designed to be repeated by each teacher each year, and not all teachers need to go. They are aimed at beginning teachers, teachers new to the NCEA and teachers who need to improve their moderator/teacher agreement rates. These workshops have proved highly successful and very popular. Details about these workshops and what NZQA offers can be found at

<http://www.nzqa.govt.nz/bestpractice>

NZQA has the objective of externally moderating 10% of assessor judgements for internally-assessed standards. Christchurch schools were given the option of sending in additional materials for external moderation as a result of the earthquakes. Even so, in 2011 the total volume of work moderated was only slightly higher than 10%.

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 each assessment judgement is accurate overall with respect to the standard and whether the assessment materials used by a teacher are suitable for assessing 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 how many of the teachers' assessment judgements are accurate with respect to the standard, and provides advice with respect to those that are not. The report also indicates whether or not the assessment materials are suitable for assessing the standard, or whether modifications are required before those materials are used again.

If a teacher disagrees with aspects of the moderation report, he or she can either ask for clarification or else 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 2009, 2010 and 2011 fewer than one in 1,000 moderator judgements resulted in successful appeals.

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



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# NCEA administrative process and data

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## **Moderation agreement rates**

In 2011 some 97.5% 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 2010 this figure was 96.7% and in 2009 it was 92.6%.

Data on the rates of agreement between teachers and moderators are considered in two ways. The first is agreement at the level of credit, and the second is agreement at the level of the grade. Calculation of the first agreement rate (credit) treats a moderation outcome as agreement, provided that the teacher and moderator agreed on whether or not students' 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 been awarded.

Agreement at the level of the grade 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 19 shows the agreement rates between assessor and moderator judgements for students' work in each curriculum area for each NCEA level, both at the level of credit and at the level of the grade. Note that, for Unit Standards, the two types of agreement are the same because almost all Unit Standards embody only *Achieved* (credit gained) and *Not Achieved* (no credit gained) as possible outcomes.

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 moderation samples is likely to vary from the actual agreement rate across all internally-assessed work, the extent of the probable variation reflecting the size of each sample. For clarity, this year NZQA is reporting the actual agreement rates for the relevant samples, rather than the estimated confidence bands that were reported in previous years.



## NCEA administrative process and data

LEVEL 1	Unit Standards	Achievement Standards	
		At the level of Credit	At the Level of Grade
The Arts	85%	96%	88%
English	77%	98%	95%
Health and Physical Education	85%	92%	85%
Languages	94%	97%	89%
Mathematics	95%	92%	81%
Science	94%	95%	86%
Social Sciences	80%	94%	84%
Technology	95%	93%	89%
<b>Total:</b>	<b>87%</b>	<b>94%</b>	<b>87%</b>

LEVEL 2	Unit Standards	Achievement Standards	
		At the level of Credit	At the Level of Grade
The Arts	80%	97%	87%
English	80%	98%	96%
Health and Physical Education	80%	95%	89%
Languages	100%	98%	90%
Mathematics	81%	90%	80%
Science	90%	95%	85%
Social Sciences	80%	94%	88%
Technology	90%	92%	85%
<b>Total:</b>	<b>82%</b>	<b>93%</b>	<b>87%</b>

LEVEL 3	Unit Standards	Achievement Standards	
		At the level of Credit	At the Level of Grade
The Arts	87%	95%	85%
English	77%	98%	96%
Health and Physical Education	69%	88%	80%
Languages	100%	97%	90%
Mathematics	92%	89%	76%
Science	90%	93%	84%
Social Sciences	84%	94%	86%
Technology	85%	93%	86%
<b>Total:</b>	<b>81%</b>	<b>91%</b>	<b>85%</b>

Table 19. Teacher-moderator agreement rates at the level of credit and at the level of the grade in 2011, by curriculum area, standard type and level. Note that data for Achievement Standards in English, Mathematics and Statistics, are based on comparatively small numbers of standards.



## NCEA administrative process and data

Table 20 shows general improvement in overall agreement rates over the last three years, at both the level of credit and at the level of the grade. However, direct year-on-year comparisons must be interpreted cautiously.

	2009	2010	2011
Credit	82.9%	90.5%	92.1%
Grade	75.8%	83.9%	86.0%

Table 20. Overall moderation agreement rates, both at the level of credit and at the level of the grade, from 2009 to 2011.

In the 2011 moderation round much of the moderated work was actually assessed in 2010. In 2011 and 2010 there was a focus on selecting a more representative sample of standards across all levels, rather than focussing on any particular level. However, emphasis was still placed on selecting those standards for which assessors were having the most difficulty in making assessment decisions. This approach ensures that assessors get the most valuable feedback to support their future assessment.

In 2011 NZQA continued with the initiatives that were designed to provide an increased level of professional support for making assessment decisions. These initiatives included the following:

- Best Practice workshops, which in 2011 involved 3,762 teachers in 221 workshops throughout the country
- Subject-specific web-pages hosting information and links to assessment resources at:

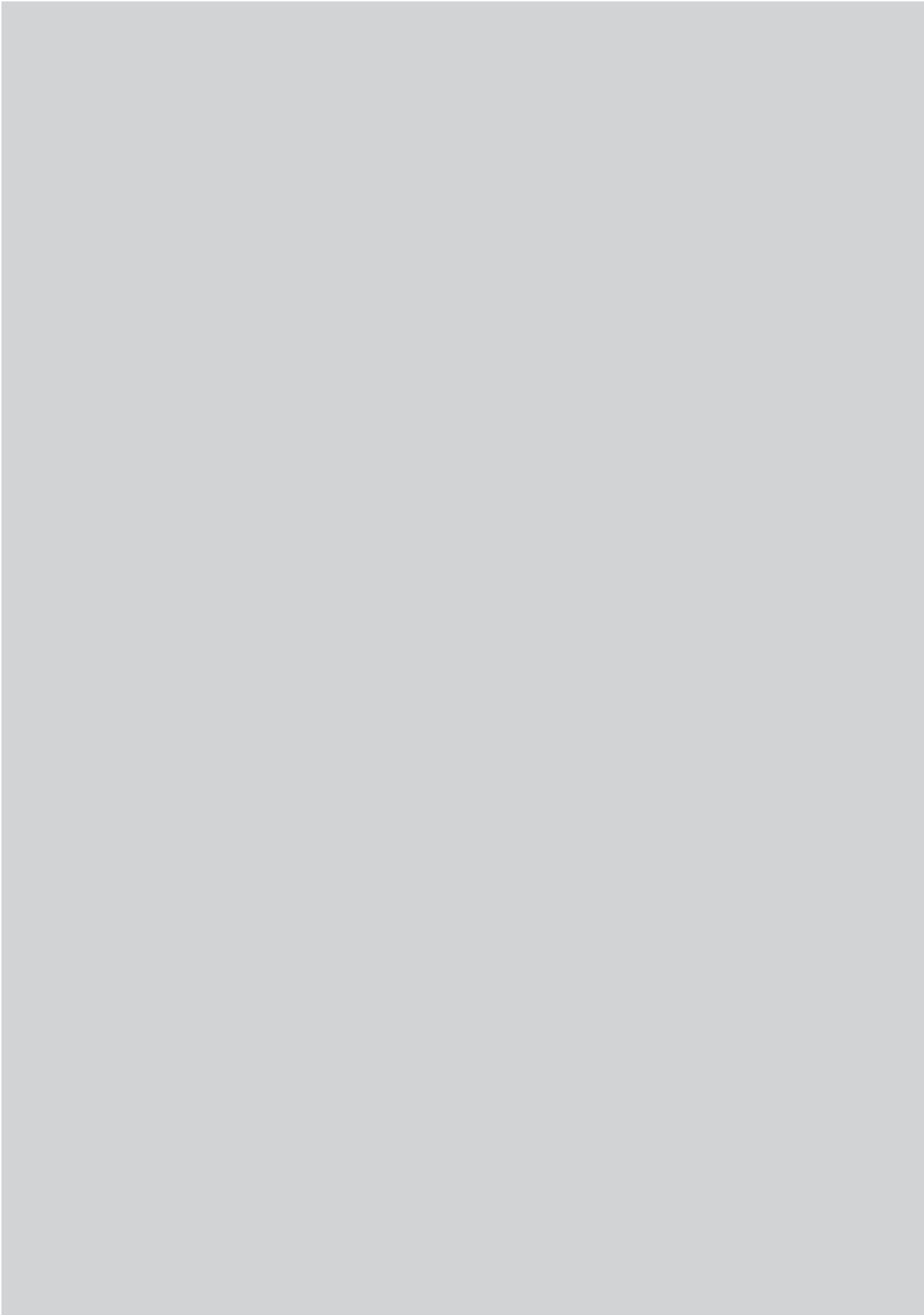
<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>

- Annotated students' 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, clarification documents and annotated exemplars can be found on the subject specific pages at:

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





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# Appendix A Glossary

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## **Achieved**

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

## **Achievement**

Within this report the term achievement refers to specifically gaining a qualification or achieving a grade of *Achieved*, *Merit* or *Excellence* in a standard.

The term can also be applied to having met the requirements of UE, Literacy or Numeracy.

## **Achievement Standard**

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

## **Answer Booklet**

A paper booklet provided to a candidate for external examinations, in which the candidate provides written responses to examination questions.

## **Assessed Results**

Results in internally or externally-assessed standards that are either: *Not Achieved*, *Achieved*, *Merit* or *Excellence*; that is, results in which assessment has occurred.

## **Assessment Reports**

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

## **Attainment**

The term attainment refers to the more generic sense of having achieved some outcome, such as achieving a standard, or qualification, or having been given an award.

## **Breaches of the Rules**

Any behaviour, in relation to the assessment of externally-assessed Achievement Standards, prohibited by the NZQA rules that govern these assessments.

## **Check Marking**

Check marking is the process by which all markers have the quality of their marking checked by a senior marker. The senior marker will check to see that the marker is marking to the national standard and following the assessment schedule appropriately. This quality assurance process is ongoing throughout the marking cycle and each marker will submit samples of their marking 4 or 5 times during marking constituting about 8-10% of their total marking allocation.

## **Cohort**

A group of learners, designated according to one or more criteria.

## **Course Endorsement**

Course Endorsement provides recognition for students who perform exceptionally well in individual courses. This endorsement is in the form of either *Merit* or *Excellence*.

## **Decile**

A rating that is allocated to schools for funding purposes, based on a range of socio-economic factors that include household crowding, household income, and highest educational attainment. Decile ratings are also grouped into bands.

*Low-decile* refers to deciles 1-3;

*medium-decile* refers to deciles 4-7;

*high-decile* refers to deciles 8-10.

This approach enables comparison of a school's performance with that of other schools of similar deciles.

## **Denominator**

The number below the line in any fraction or percentage.

## **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 or more at *Excellence*. An endorsement with *Merit* requires 50 or more credits at *Merit* (or *Merit* and *Excellence*).



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# Appendix A Glossary

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## **Enrolment Data**

Data on candidates' attainment of qualifications, based on the numbers enrolled at secondary schools. Enrolment-based percentages include all enrolled candidates gaining a NCEA certificate by the end of a given year. A candidate is counted as enrolled when a secondary school reports the candidate as enrolled at that school, and there is an expectation that the candidate intends to attempt NCEA or New Zealand Scholarship assessments. NZQA enrolment data includes only candidates in Year 11 and above. Since every participant must also be enrolled, the numerators for both enrolment-based and participation-based percentages are always identical.

## **Examination Centre**

A location, usually a secondary school, at which candidates can undertake external assessment, usually in the form of an examination.

## **Excellence**

The highest possible grade for an Achievement Standard.

## **External Assessment**

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

## **External Moderation**

National external moderation provides assurance that assessment decisions are made at the national standard.

## **Further Assessment Opportunities**

Opportunities 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.

## **Grade Score Marking (GSM)**

Grade Score Marking (GSM) is a system for marking NCEA external assessments, first introduced in 2011 for NCEA Level 1 and due to be rolled out to Levels 2 and 3.

The system involves allocating scores of between 0 and 8 to each assessment item, aggregating all item scores to produce a total score, and finally setting cut scores that define the total score ranges for the award of *Achieved*, *Merit* and *Excellence* for each script.

## **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.

## **Literacy**

A key achievement in Year 11, both as a prerequisite for the NCEA Level 1 qualification, and in its own right.

Reading literacy is defined in the Programme for International Student Assessment (PISA) as the ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society. (OECD).

## **Merit**

The grade awarded in recognition of achievement above the minimum required to achieve the standard.

## **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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# Appendix A Glossary

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## **Not Achieved**

The grade given to candidates whose assessment evidence is not sufficient to meet the requirements of a standard.

## **Numeracy**

A key achievement in Year 11, both as a prerequisite for the NCEA Level 1 qualification, and in its own right.

Mathematical literacy is defined in the Programme for International Student Assessment (PISA) as the capacity to identify, understand and engage in mathematics, and to make well-founded judgements about the role that mathematics plays in an individual's current and future private life, occupational life, social life with peers and relatives, and life as a constructive, concerned and reflective citizen. (OECD)

## **Numerator**

The number above the line in any fraction or percentage.

## **NZQF**

The New Zealand Qualifications Framework (NZQF), is a framework that contains the list of all quality assured qualifications in New Zealand.

## **Participation Data**

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

## **Profiles of Expected Performance (PEP)**

Tools that are used to assist in ensuring that externally-assessed standards are marked fairly from year to year.

## **Reconsideration**

Re-marking of a candidate's work for an externally-assessed standard 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**

A check for possible errors in processing of the results for an externally-assessed standard. Reviews are conducted in response to applications from candidates.

## **Roll**

The School Roll includes students attending (i.e. enrolled) at schools as at 1 July.

## **Roll-based data**

Data on candidates' achievement of qualifications, based on school rolls, rather than on numbers participating in NCEA. Roll-based data include the overall numbers and percentages of demographic subgroups (i.e. gender, ethnicity and decile-based subgroups) attaining NCEA qualifications. Roll-based data are not available in this report.

## **Scholarship**

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

The assessment for most subjects comprises a three-hour written examination, although Dance, Drama and Music also involve assessment by recorded performance, and Visual Arts, Technology and Graphics are assessed entirely by portfolio.

## **Socio-economic**

A term that means "relating to social and economic factors". Within this report the school decile band is used as a proxy for socio-economic status of candidates.

## **Unit Standard**

As of 2010, a Unit Standard is any standard that is *not* derived from the New Zealand Curriculum. However, until the present review of standards is complete there will still be some Unit Standards that are derived from the New Zealand Curriculum.

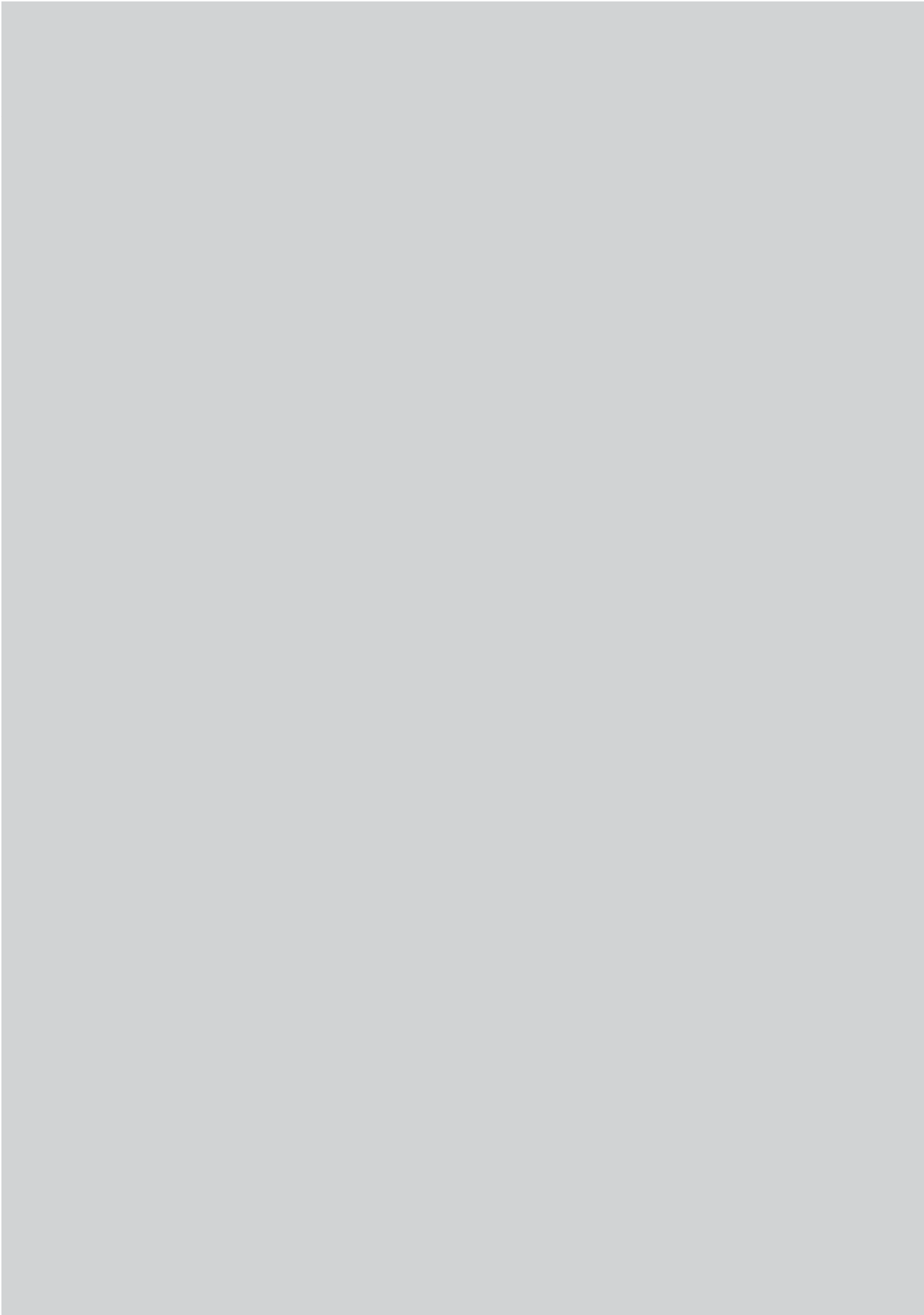
## **University Entrance (UE)**

University Entrance is the minimum requirement to be admitted for enrolment at a New Zealand university.

Although University Entrance is not a qualification it is treated as equivalent in a similar way in this report.













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