



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2013)

May 2014

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Introduction



There are several distinctive characteristics that make the NCEA assessments in upper secondary education particularly well-suited to the New Zealand context and coherent with its major assessment policies: (1) They allow for flexible and personalised assessment of individual students; (2) They have acquired a high level of reliability and credibility across the system; and (3) They foster the professionalism of teachers and school leaders.



Source:

Nusche, D., et al. (2012), *OECD Reviews of Evaluation and Assessment in Education: New Zealand 2011*, OECD Publishing, page 48.
<http://dx.doi.org/10.1787/9789264116917-en>



This document, the Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2013), has been prepared by the New Zealand Qualifications Authority.

It summarises the attainments of New Zealand's students studying the National Certificate of Educational Achievement (NCEA) and the New Zealand Scholarship in 2013, with reference to achievement in previous years.

The data continues to be analysed by Gender, Ethnicity and School Decile band as well as Certificate and Course Endorsements and the impact of student retention.

The introduction of standards-based assessment in New Zealand secondary schools has delivered an assessment system that is rigorous, flexible and fit for purpose across all forms of assessment and learner outcomes. Students receive grades: Excellence, Merit, Achieved and Not Achieved in accordance with how well they meet established standards. Each standard has an associated credit value. Qualifications, such as the National Certificate of Educational Achievement (NCEA), require students to accumulate credits and NCEA is awarded to students who have met the accumulated credit total threshold requirement as well as any other requirement of the qualification such as proficiency in Literacy and Numeracy.

The National Certificate of Educational Achievement completed its tenth year of full implementation in 2013. During this time a number of enhancements have been added to the Qualification criteria including the introduction of Certificate Endorsement in 2007, Course Endorsement in 2011, and the Vocational Pathway Award in 2013-2014. These enhancements have encouraged students to strive for excellence, to achieve their full potential, and to ensure that they are well prepared for further study.

The Annual Report this year has introduced an opening chapter using "Roll-based" data that includes all students at the school rather than being limited to the number of students that "participate" in NCEA.

The statistics presented in this report show there has been a consistent increase in the attainment rates of NCEA Levels 1, 2 and 3 by Year 11, 12 and 13 students respectively – irrespective of whether it has been analysed by Roll-based or Participating cohort.

The attainment rate of the University Entrance Award has been less consistent but has also trended upward. Attainment rates for Literacy show an upward trend and the Numeracy results have shown a change in the downward trend to an increase from 2012 to 2013.

Certificate Endorsements (Levels 1-3 with Merit or Excellence) show an upward trend in the attainment rates. Course Endorsements, in the third year of implementation, also show an upward trend. The retention statistics provide a meaningful context for understanding the attainments rates.

The New Zealand Scholarship Examination provides the most able students with the opportunity to demonstrate their abilities with high-level critical thinking that is then rewarded with the incentive of a monetary reward to help support their continued education study. In 2013 the number of students attempting the New Zealand Scholarship Examination continued to rise, with 10,965 entered in one or more subjects.

As part of the Alignment of Standards with the New Zealand Curriculum project, changes to Level 3 standards were delivered in 2013 following on from the changes to Level 2 standards that were delivered in 2012, and changes to Level 1 standards delivered in 2011. As anticipated, there was a marked increase in the use of Level 3 Achievement Standards within schools in 2013.

The overall moderator-to-teacher agreement rate for internally assessed student work, both at the level of grade and the level of credit, continues to show a high level of agreement between the grades awarded by teachers and those checked by New Zealand Qualifications Authority moderators. This Agreement Rate alignment is a significant measure of the systems rigour and credibility.

The increase in the Retention Rate Data through to Year 13 and the growth of meaningful learning pathways is enabling schools to better meet the learning needs of their students.

The New Zealand Qualifications Authority is pleased to report statistics that show the continuing improvement in the performance of candidates entered for NCEA qualifications and New Zealand Scholarship.



Richard Thornton
Deputy Chief Executive
Qualifications Division
New Zealand Qualifications Authority



Karen Poutasi
Chief Executive
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Purpose of this Report

This report provides information about secondary school qualifications administered by the New Zealand Qualifications Authority (NZQA). Its primary focus is the main New Zealand secondary school suite of qualifications, the National Certificate of Educational Achievement (NCEA) at Levels 1, 2, and 3. It also reports on the achievement of Literacy and Numeracy, Certificate Endorsement, Course Endorsement, University Entrance (UE), and New Zealand Scholarship.

Some students pursue non-NCEA qualifications (e.g. Cambridge, International Baccalaureate). These other qualifications have not been included in this report.

The report also provides information and statistics related to the processes used to administer NCEA. These include the processing of requests for a review or a reconsideration of examination results, moderation of internally-assessed standards, and investigating breaches of examination rules.

Explanation of the Cohorts for which attainment statistics are reported

Attainment statistics are used for varying purposes, including monitoring of standards, student achievement, and the quality of assessments. This diversity of purposes requires different types of statistics. There are four types of percentage statistics presented in this report. Each type is distinguished by the underlying denominator that is used to compute the statistics. The denominators used are based on cohorts. The four types of cohorts are:

- Roll-based cohort
- Participating cohort.
- Enrolled Student cohort
- Tracked Year 11 cohort

Each cohort is explained in this section. Further information about cohorts is found in Appendix 1.

Roll-based cohort

Secondary schools are required to report their school rolls four times per year to the Ministry of Education.

For the purposes of this report the school roll as at 1 July is used for forming the Roll-based cohort.

The school roll is divided into two groups: one group consists of students in Years 9-10, and the second group consists of students in Years 11-13. The Roll-based cohort is formed from the second group of students. That is, the Roll-based cohort is students in Years 11-13 on the school roll as at 1 July, summed over all the secondary schools.

Participating cohorts

Participating cohorts refer to four categories:

- NCEA Level 1 certificate candidates in Year 11 cohort, i.e. 'participating' in NCEA Level 1
- NCEA Level 2 certificate candidates in Year 12 cohort, i.e. 'participating' in NCEA Level 2
- NCEA Level 3 certificate candidates in Year 13 cohort, i.e. 'participating' in NCEA Level 3
- UE candidates in Year 13 cohort, i.e. 'participating' in UE.

The NCEA Level 1 certificate candidates in Year 11 cohort consists of Year 11 students who could accumulate by the end of Year 11 the number of credits for the NCEA Level 1 certificate.

Definitions for the other three categories of Participating cohorts follow in a similar manner.

The Participating cohorts focus on students whose behaviours signal that they are likely to be candidates for the NCEA qualifications, or for University Entrance. Therefore Participating cohorts are formed from the Enrolled Student cohort.¹

¹ Students engaged in smaller programmes of assessment are not able to accumulate the number of credits by the end of year and are excluded from the Participating cohort.

Purpose of this Report

Enrolled Student cohort

The Enrolled Students Cohort consists of students in Years 11-13 with one or more entries in either a Unit Standard or an Achievement Standard for the academic year being reported. That is, students in the Enrolled Student cohort are those who have had an enrolment created within the NZQA database.

Each year there are students at secondary school who undertake courses which are not assessed using standards administered by NZQA. Such students may be part of the Roll-based cohort but are not part of the Enrolled Student cohort.

Tracked Year 11 cohort

The Tracked Year 11 cohort is formed from the Enrolled Student cohort. More formally, it is Year 11 students from the Enrolled Student cohort of an earlier year. Students in a Tracked Year 11 cohort are monitored for attainment of NCEA qualifications from that earlier year through to Year 13, even if they leave school prior to Year 13. For this report, the Tracked Year 11 cohort is made up of the Year 11 students from the Enrolled Student cohort of 2011. The cohort's attainment rates of NCEA qualifications are reported as at the end of 2013.

Summary

The Roll-based cohort consists of all Year 11-13 students on school rolls as at 1 July. The Enrolled Student cohort consists of students with one or more entries in either a Unit Standard or Achievement Standard for the year being reported. The Tracked Year cohort consists of Year 11 students from the Enrolled Student cohort, and tracks their NCEA Level achievements from Year 11 through to 13.

Some students in the Enrolled Student and Tracked Year 11 cohorts do not seek NCEA qualifications.

The Participating cohort consists of students from the Enrolled Student cohort who do seek NCEA qualifications.



Achievement in NCEA and University Entrance

Introduction

This section reports NCEA qualification and UE attainment statistics. Three types of attainment statistics are reported. The first type uses a Roll-based cohort, and shows attainment as a percentage of the number of students reported to the Ministry of Education as being in the July school roll. The second type of statistic uses Participating cohorts, and shows attainment as a percentage of those who are candidates for NCEA qualifications and UE. The third type of statistic uses the Tracked Year 11 cohort, in order to quantify attainment over the three years of senior secondary schooling.

A number of attainment statistics have been revised from those previously published. For an explanation of revisions of data for previous years, refer to Appendix 3.

Roll-based Cohort statistics

The attainment statistics presented in this section of the report are the percentages of the number of students who attain NCEA qualifications out of the total number of students on school rolls.

A brief description of the data used in producing the statistics in this section follows. After this, the attainment statistics are presented.

Number of students who achieve NCEA qualifications or UE

The number of students who attain NCEA qualifications is defined as the number of students who attain NCEA Levels 1, 2, or 3, in Year 11, Year 12, and Year 13 respectively. That is, the number of students who attain:

- NCEA Level 1 in Year 11
- NCEA Level 2 in Year 12
- NCEA Level 3 in Year 13.

As an example, students in Year 10 who achieve NCEA Level 1 are excluded.²

For the UE award it is the number of students awarded UE in Year 13.

Total number of students from the Roll-based cohort

The total number of students in the Roll-based cohort refers to students in Years 11-13. The number is found by summing the count of students in Years 11-13 from school rolls as at 1 July in a particular year.

² In this example, excluding students in these other years results in an undercount of the number of students who achieve the NCEA Level 1 qualification. That is, it does not include the students who achieve the Level 1 qualification in Years 9, 10, 12, or 13.

Achievement in NCEA and University Entrance

Figures 1-13 compare Roll-based attainment rates, between genders, ethnicities, and school decile bands for the three levels of NCEA qualification and UE.

The main feature of Figure 1 is the overall upward trend in the attainment rates from 2009 to 2013.

Roll-based Year 11 Students Attaining NCEA Level 1, Year 12 Students Attaining NCEA Level 2, Year 13 Students Attaining NCEA Level 3 and University Entrance

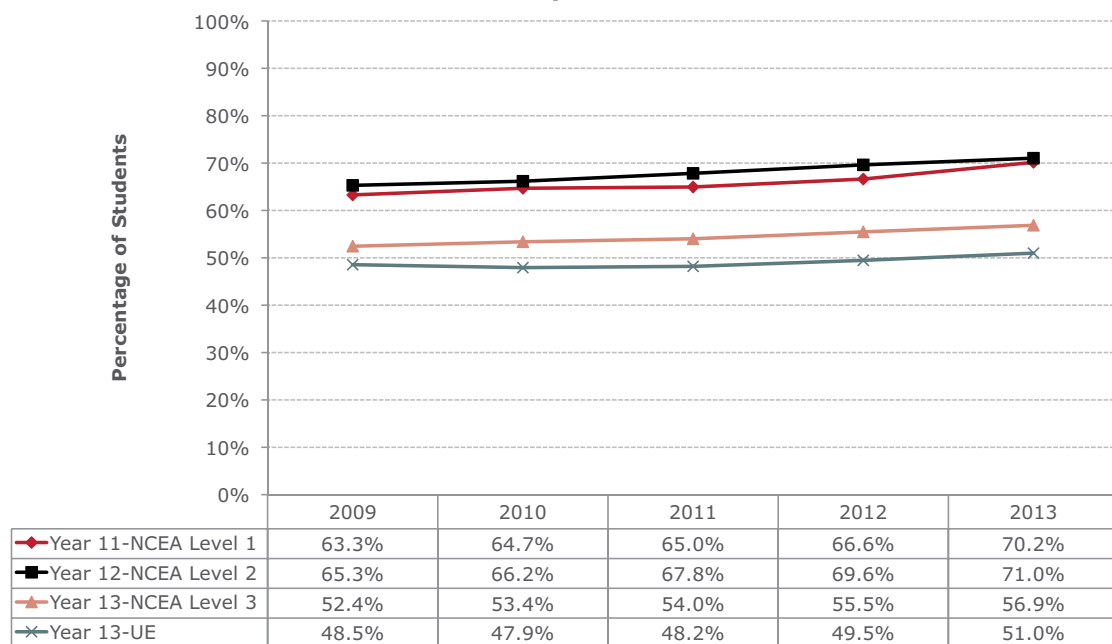


Figure 1. Roll-based attainment rates of Year 11-13 students attaining NCEA Levels 1-3 and UE.

Achievement in NCEA and University Entrance

Statistics by Gender

Figures 2-5 compare the Roll-based attainment rates between male and female students.

The attainment rates for both genders have consistently increased through the time period from 2009 to 2013 across all three NCEA levels. Males and females attainment rates for UE were less consistent, with a small decrease from 2009 to 2010, followed by a year-by-year increase since then (Figure 5).

Achievement in NCEA and University Entrance

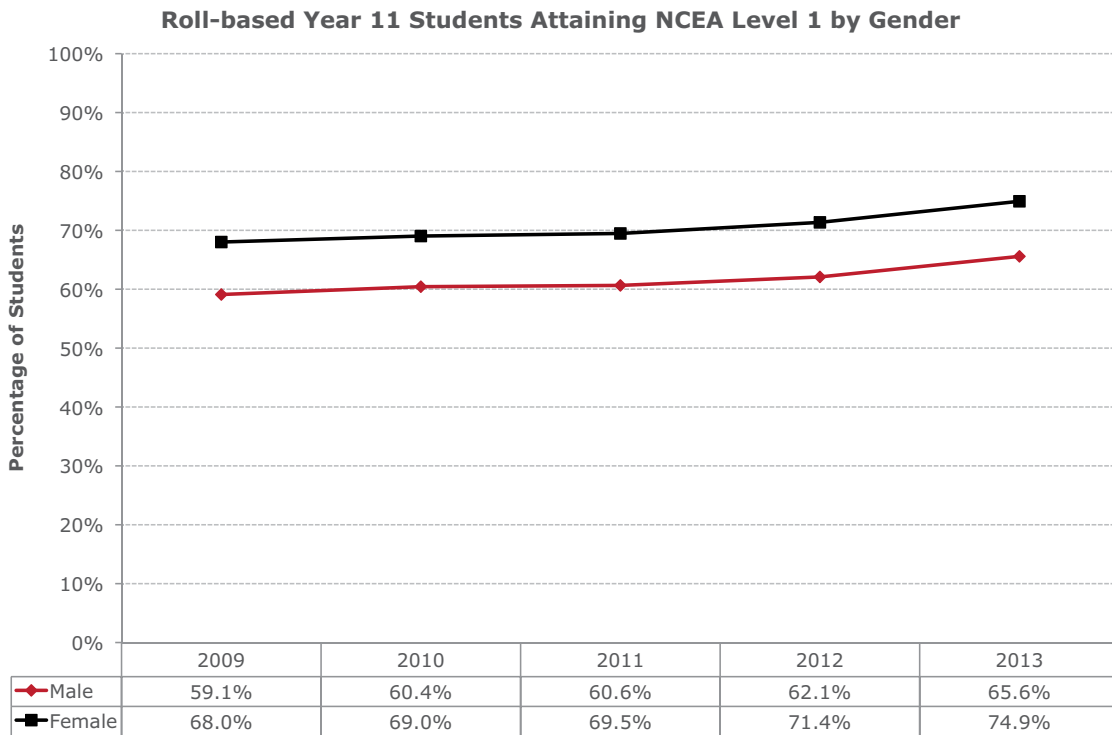


Figure 2: Roll-based attainment rates of NCEA Level 1 by gender.

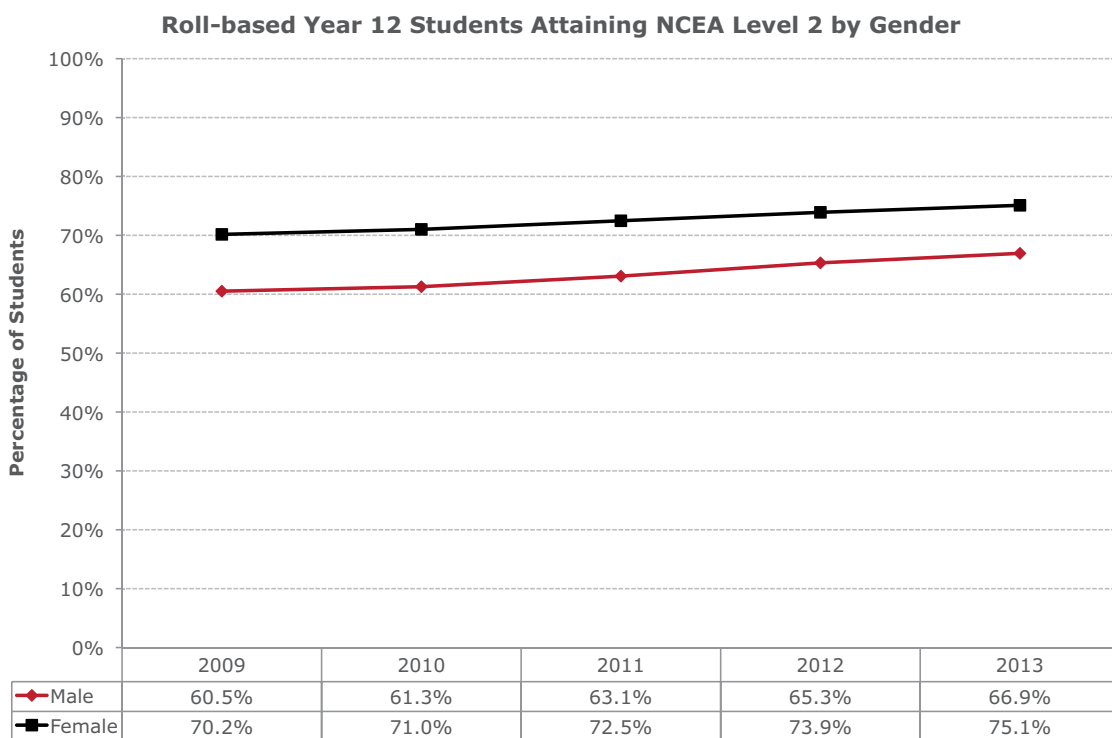


Figure 3: Roll-based attainment rates of NCEA Level 2 by gender.

Achievement in NCEA and University Entrance

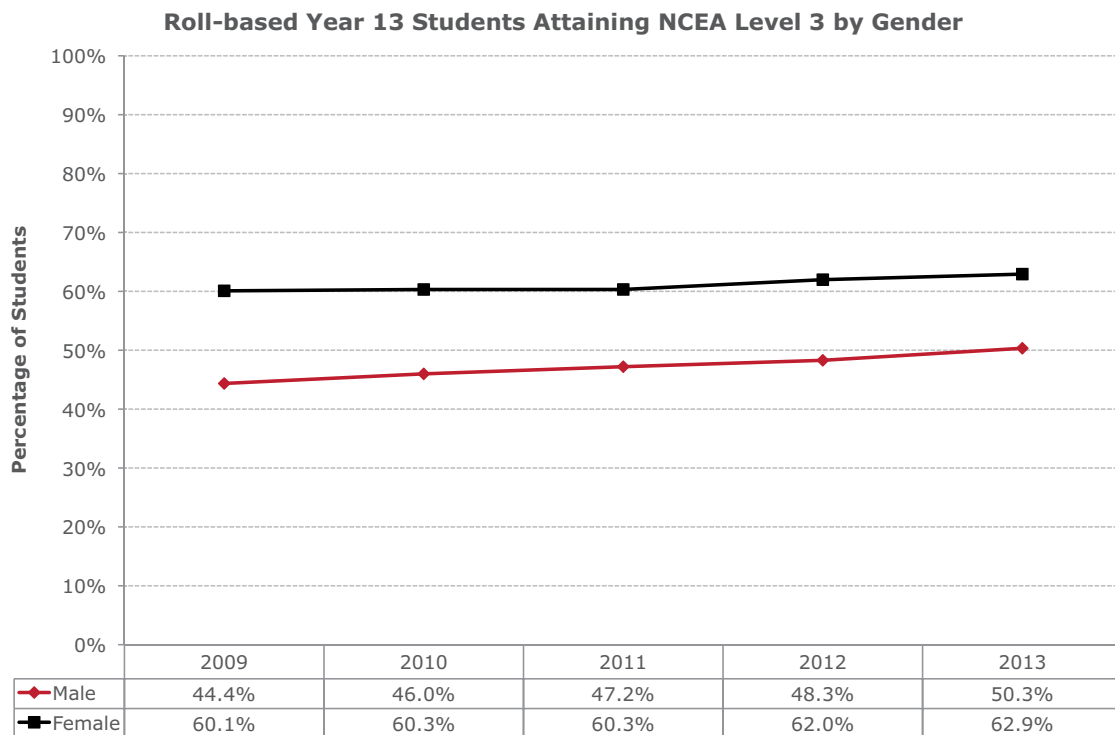


Figure 4. Roll-based attainment rates of NCEA Level 3 by gender.

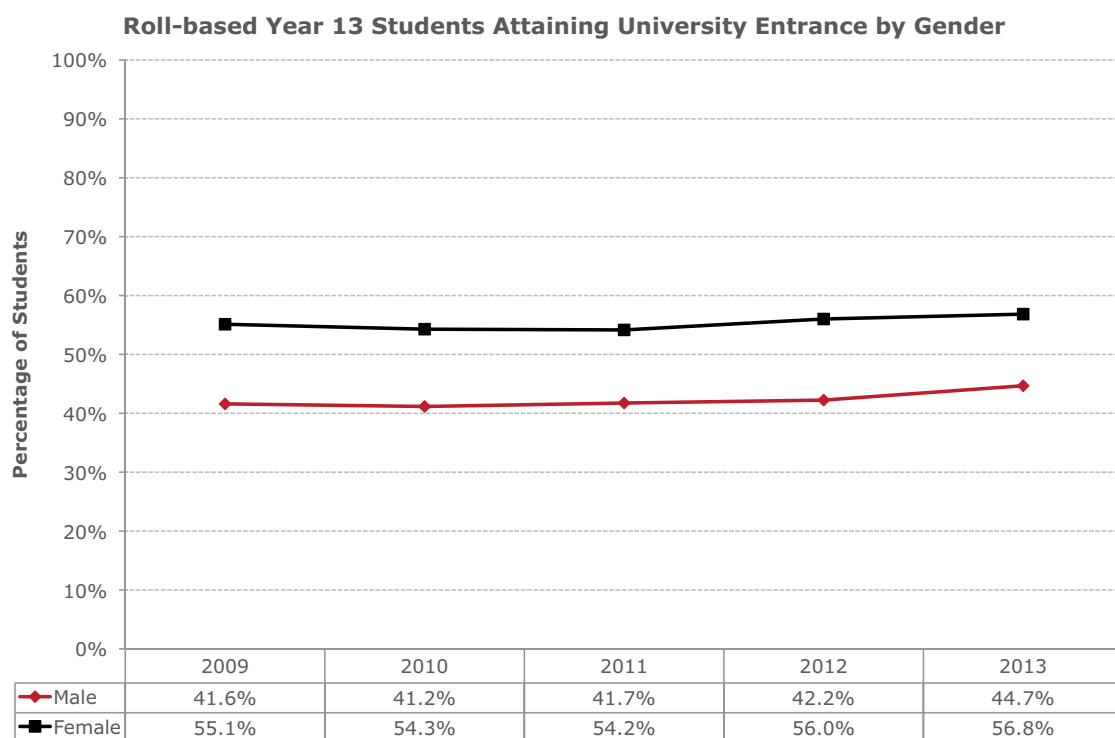


Figure 5. Roll-based attainment rates of UE by gender.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 6-9 compare Roll-based attainment rates between New Zealand European, New Zealand Māori, Pasifika and Asian students.

Students not identifying with any of these ethnicities are omitted from the data.

From 2009 to 2013, there was an overall upward trend in attainment rates of NCEA Level 1, NCEA Level 2, NCEA Level 3 and UE across all four ethnicities. Asian students, however, show a small decrease of 0.3 percentage points for UE attainment rate during the same period (Figure 9).



Achievement in NCEA and University Entrance

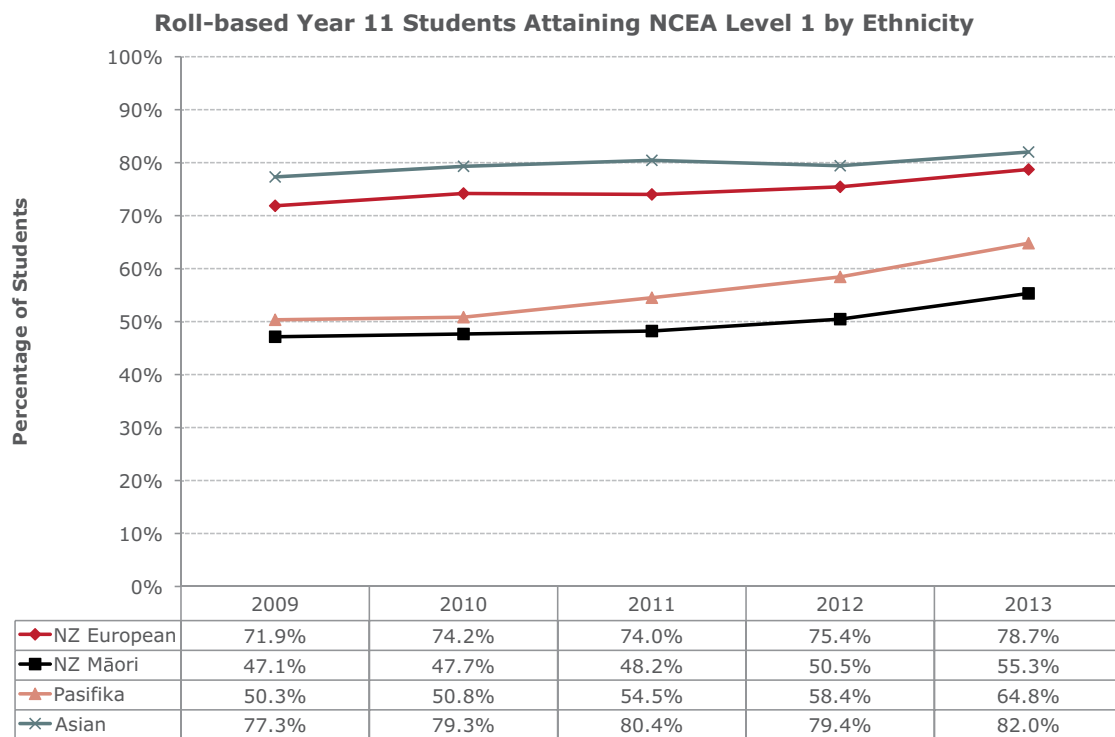


Figure 6: Roll-based attainment rates of NCEA Level 1 by ethnicity.

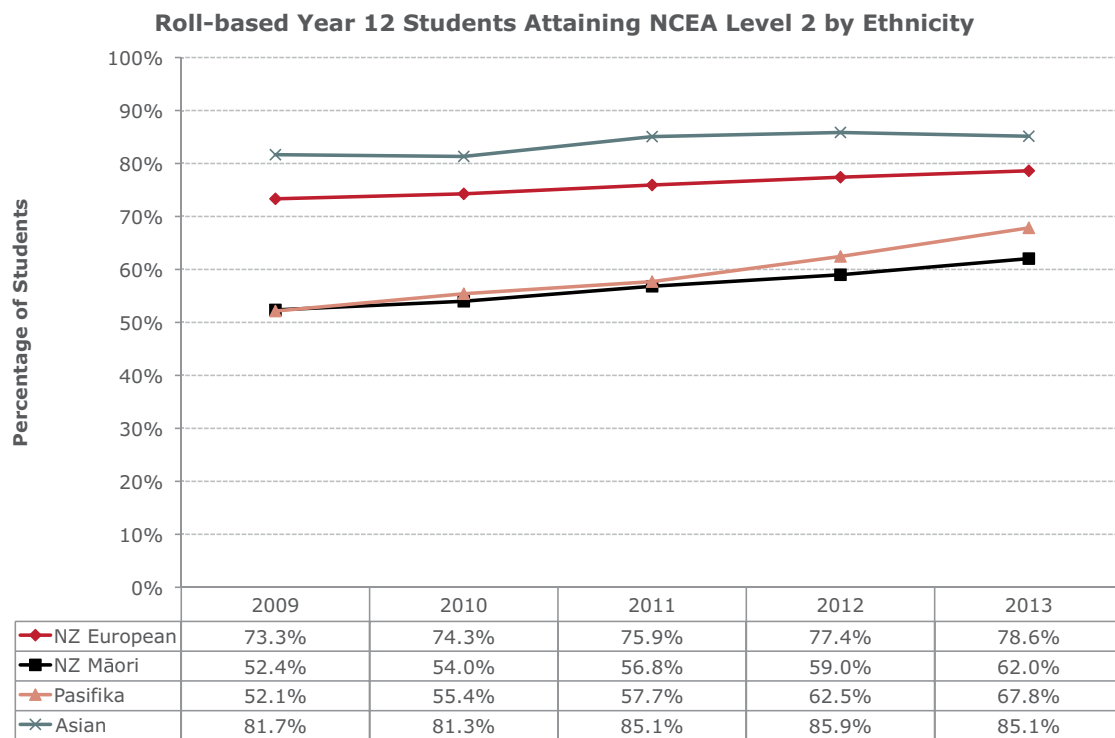


Figure 7: Roll-based attainment rates of NCEA Level 2 by ethnicity.

Achievement in NCEA and University Entrance

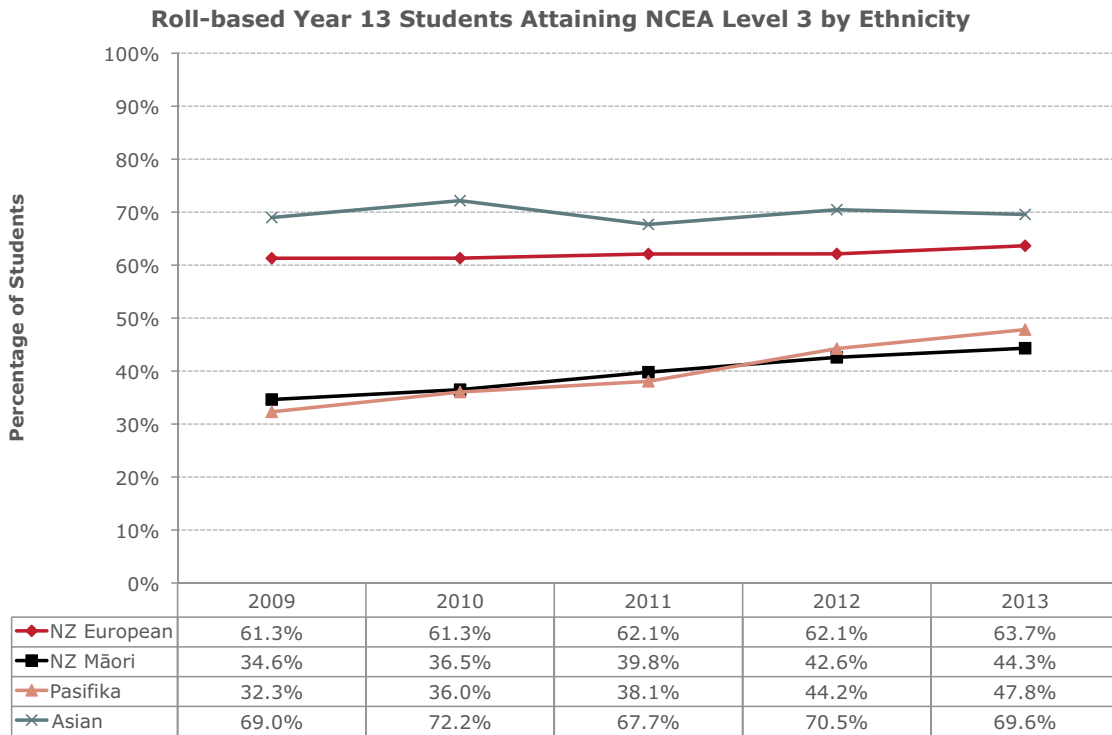


Figure 8. Roll-based attainment rates of NCEA Level 3 by ethnicity.

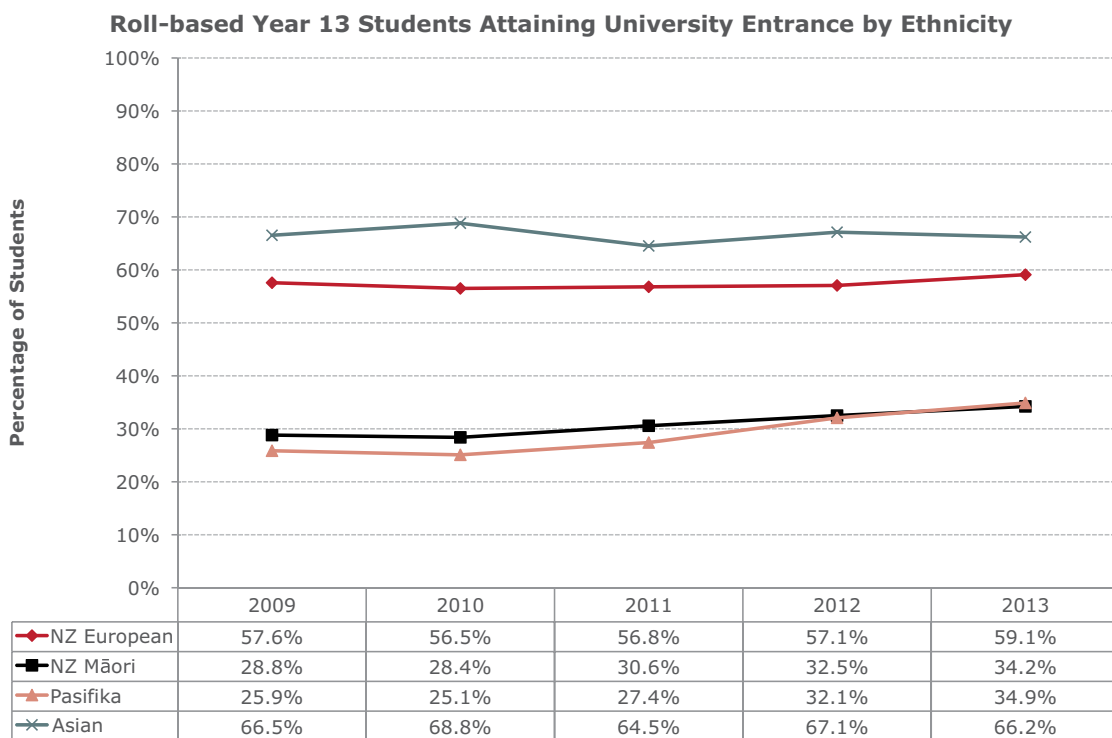


Figure 9. Roll-based attainment rates of UE by ethnicity.



Achievement in NCEA and University Entrance

Statistics by School Decile Band

Figures 10-13 compare Roll-based attainment rates between School Decile Bands 1-3, 4-7, and 8-10.

There are a few schools with no specified decile bands and they have been omitted from these attainment rate statistics.

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

There has been an overall upward trend in attainment rates for each of the three decile bands across all NCEA levels and UE, particularly since 2011.

Achievement in NCEA and University Entrance

Roll-based Year 11 Students Attaining NCEA Level 1 by School Decile Band

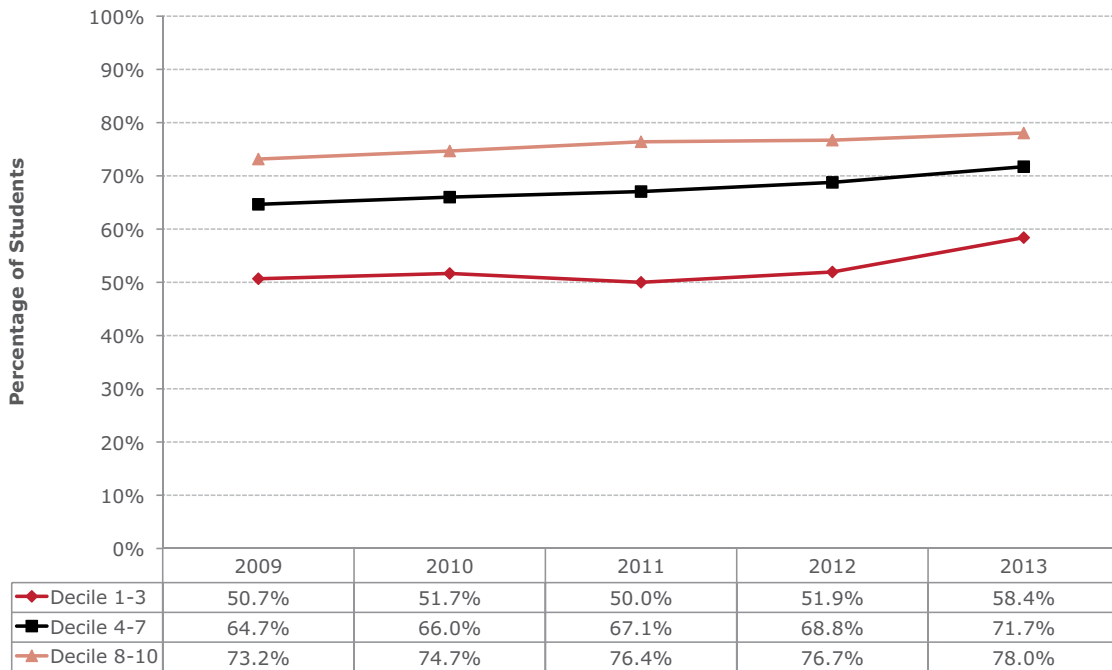


Figure 10. Roll-based attainment rates of NCEA Level 1 by school decile band.

Roll-based Year 12 Students Attaining NCEA Level 2 by School Decile Band

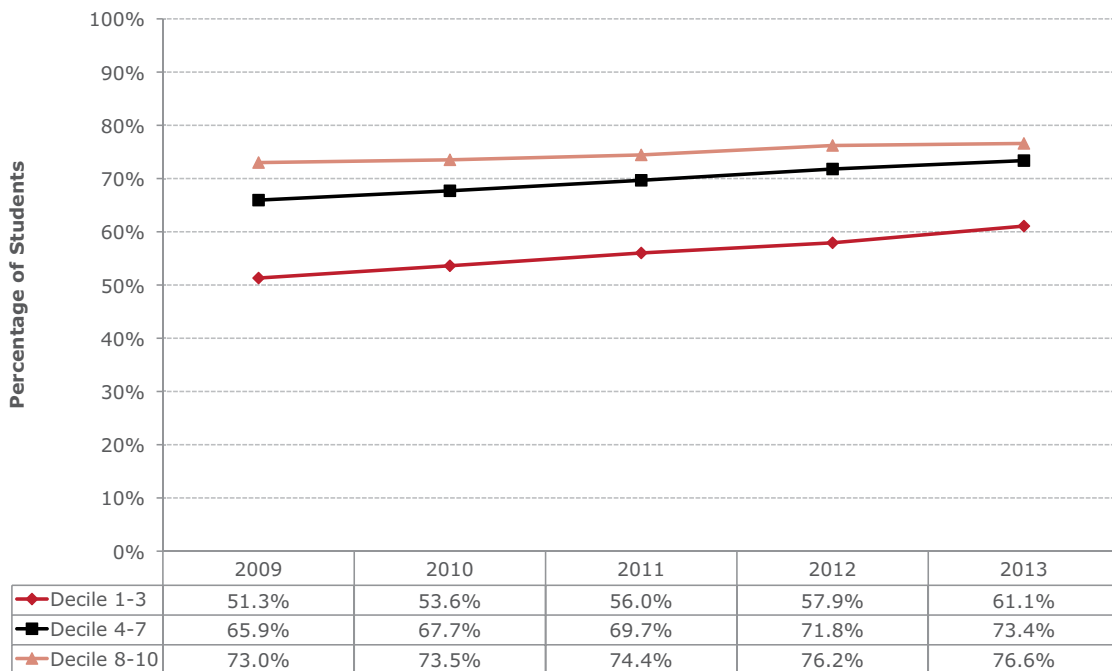


Figure 11. Roll-based attainment rates of NCEA Level 2 by school decile band.

Achievement in NCEA and University Entrance

Roll-based Year 13 Students Attaining NCEA Level 3 by School Decile Band

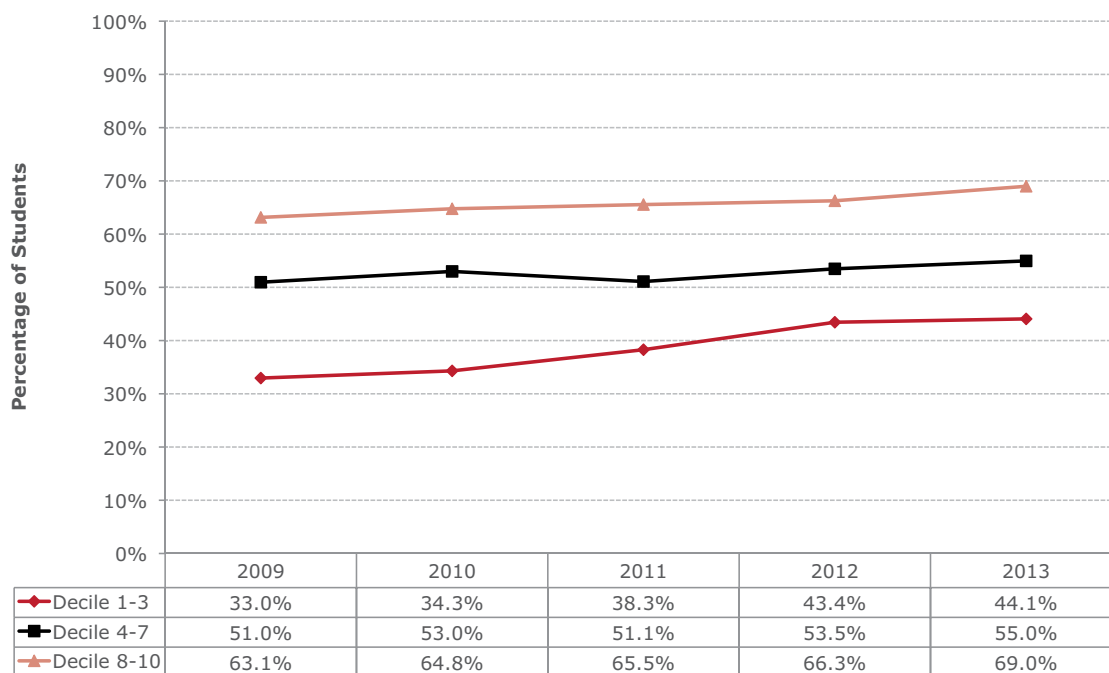


Figure 12. Roll-based attainment rates of NCEA Level 3 by school decile band.

Roll-based Year 13 Students Attaining University Entrance by School Decile Band

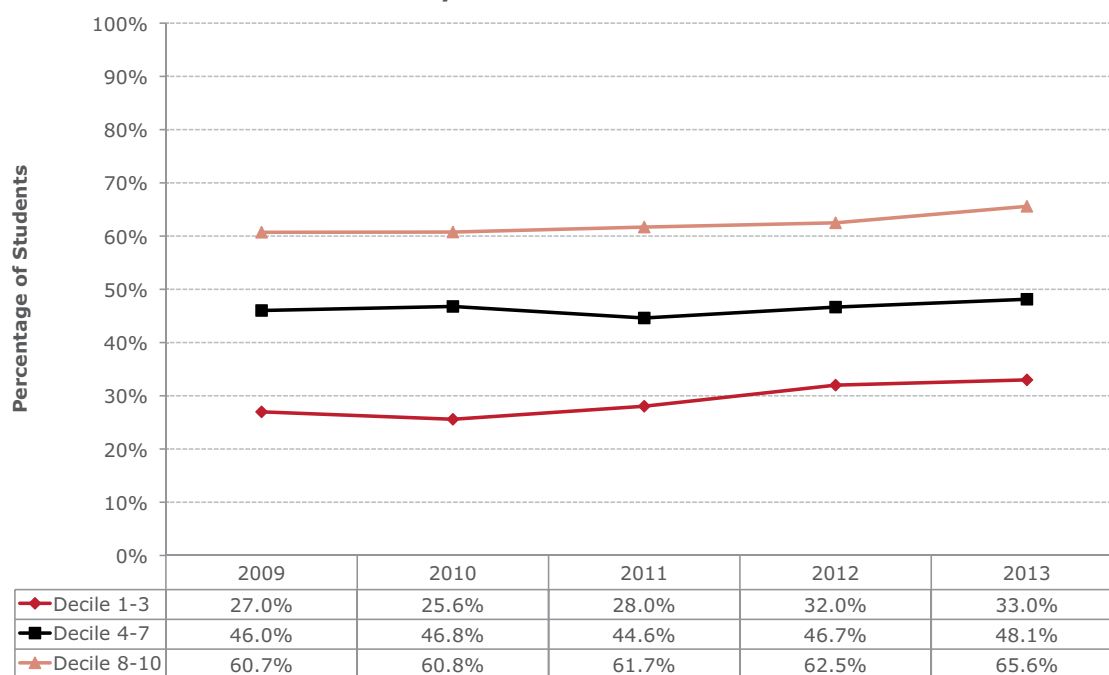


Figure 13. Roll-based attainment rates of UE by school decile band.

Achievement in NCEA and University Entrance

Participating Cohort Statistics

Senior students generally strive for attainment of each level of NCEA qualification, and aim to meet the UE requirement. Years 11, 12, and 13 students typically aim for NCEA Level 1, 2, and 3 respectively, and in Year 13 will also be seeking to achieve UE. Some students, however, do not follow this typical pattern. For example, a Year 12 student might be aiming for NCEA Level 3, or a Year 13 student might be aiming for NCEA Level 2.

A student is in the Participating cohort if, on the basis of any credits already attained and credits currently entered for, it is possible for them to attain NCEA Level 1 in Year 11, Level 2 in Year 12, Level 3 and UE in Year 13, by the end of the year.

The attainment statistics presented in this section of the report are the percentage of the participating cohort for each qualification, attaining the qualification by the end of the typical year of doing so.

Figures 14-26 compare Participating cohort attainment rates over time, between genders, ethnicities and school decile bands for the NCEA qualifications and UE.

Figure 14 shows an upward trend for all Participating cohorts from 2009 to 2013.

Participating NCEA Level 1 Certificate Candidates in Year 11, NCEA Level 2 Certificate Candidates in Year 12, NCEA Level 3 and University Entrance Certificate in Year 13 Attaining Certificate

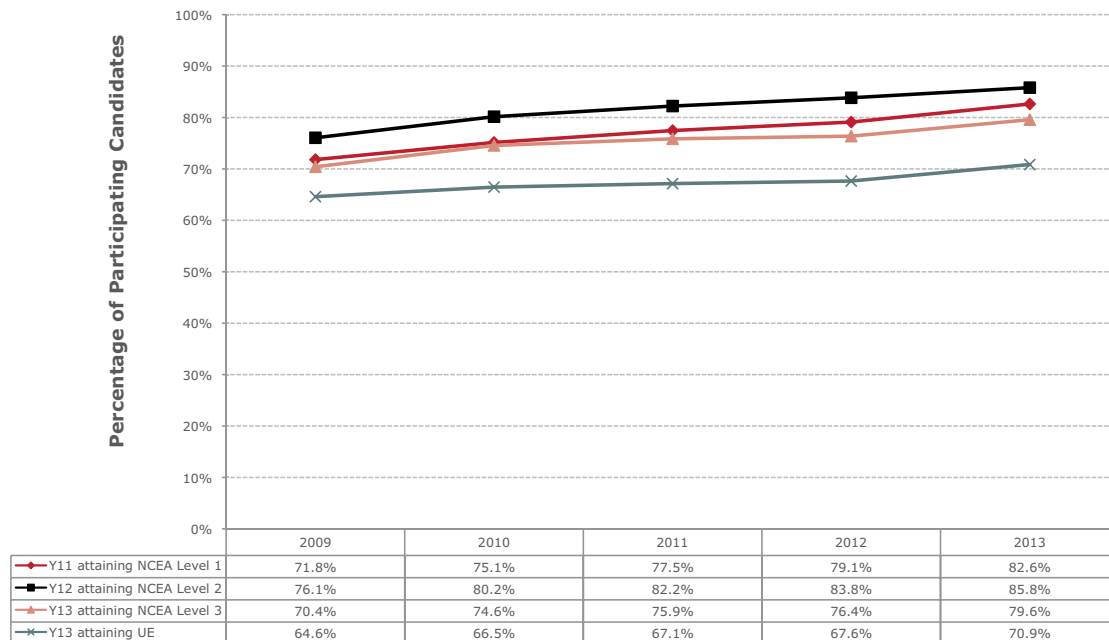


Figure 14. Overall percentage of NCEA Level 1 candidates in Year 11 attaining Level 1, NCEA Level 2 candidates in Year 12 attaining Level 2, NCEA Level 3 candidates in Year 13 attaining Level 3, and UE candidates in Year 13 attaining UE.



Achievement in NCEA and University Entrance

Statistics by Gender

Figures 15-18 compare the males and females of the appropriate Participating cohorts from 2009 to 2013.

The attainment rates of males and females for the NCEA Level 1 by Year 11 candidates, NCEA Level 2 by Year 12 candidates, and NCEA Level 3 and UE by Year 13 candidates have been increasing overall through the time period from 2009 to 2013.

Achievement in NCEA and University Entrance

Participating NCEA Level 1 Certificate Candidates in Year 11 Attaining Certificate by Gender

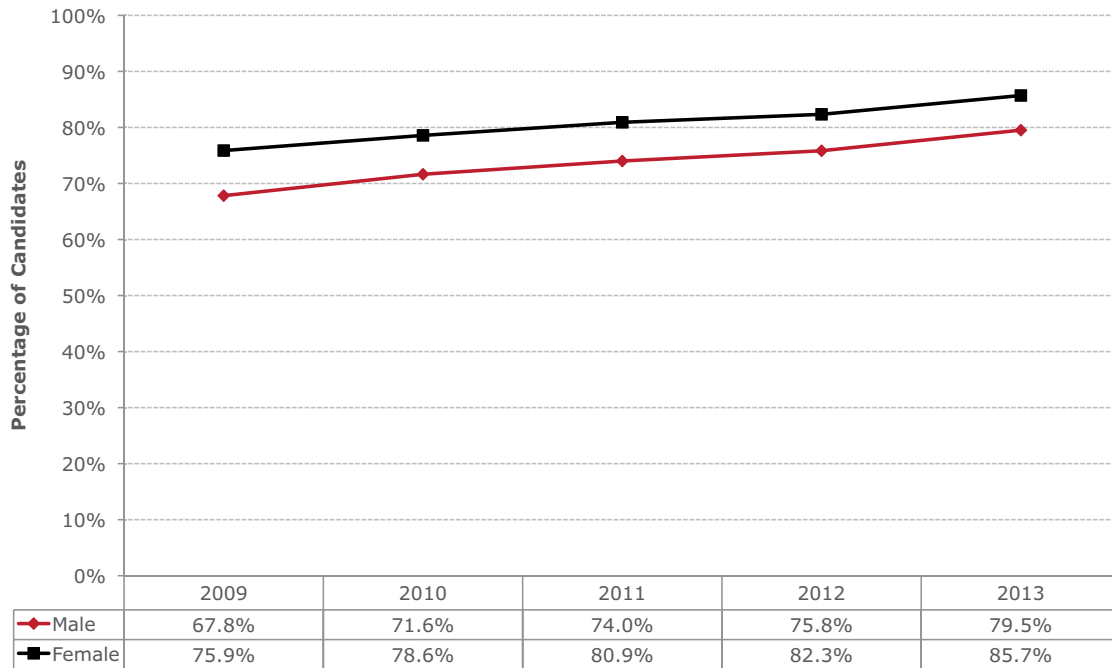


Figure 15. Percentage of male and female NCEA Level 1 Candidates in Year 11 attaining the Certificate from 2009 to 2013.

Participating NCEA Level 2 Certificate Candidates in Year 12 Attaining Certificate by Gender

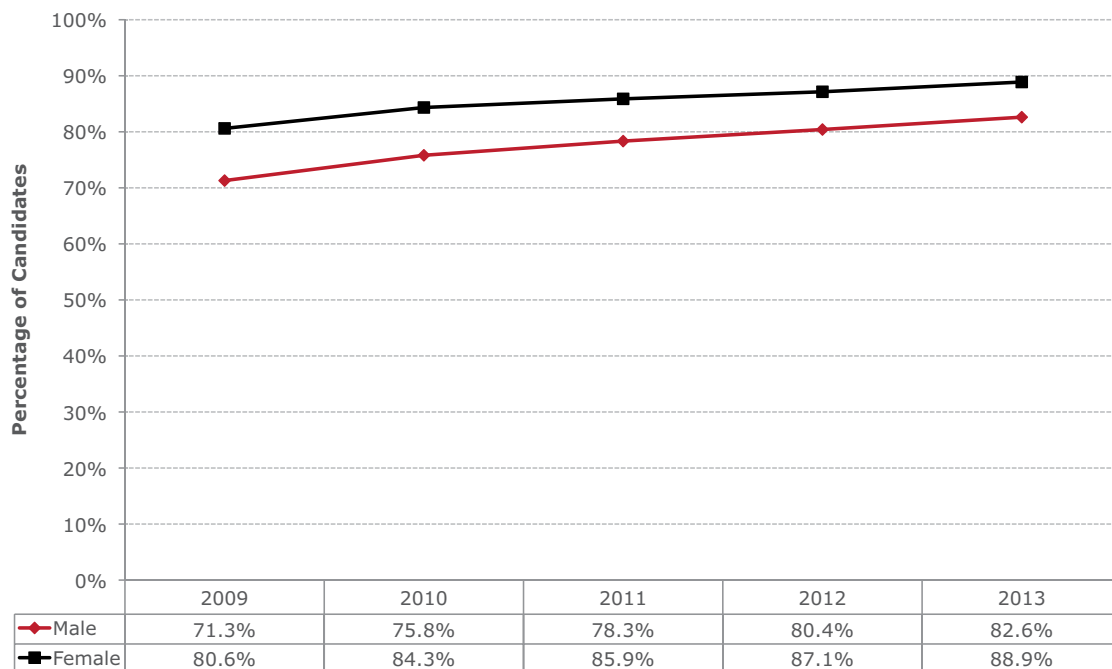


Figure 16. Percentage of male and female NCEA Level 2 Candidates in Year 12 attaining the Certificate from 2009 to 2013.



Achievement in NCEA and University Entrance

Participating NCEA Level 3 Certificate Candidates in Year 13 Attaining Certificate by Gender

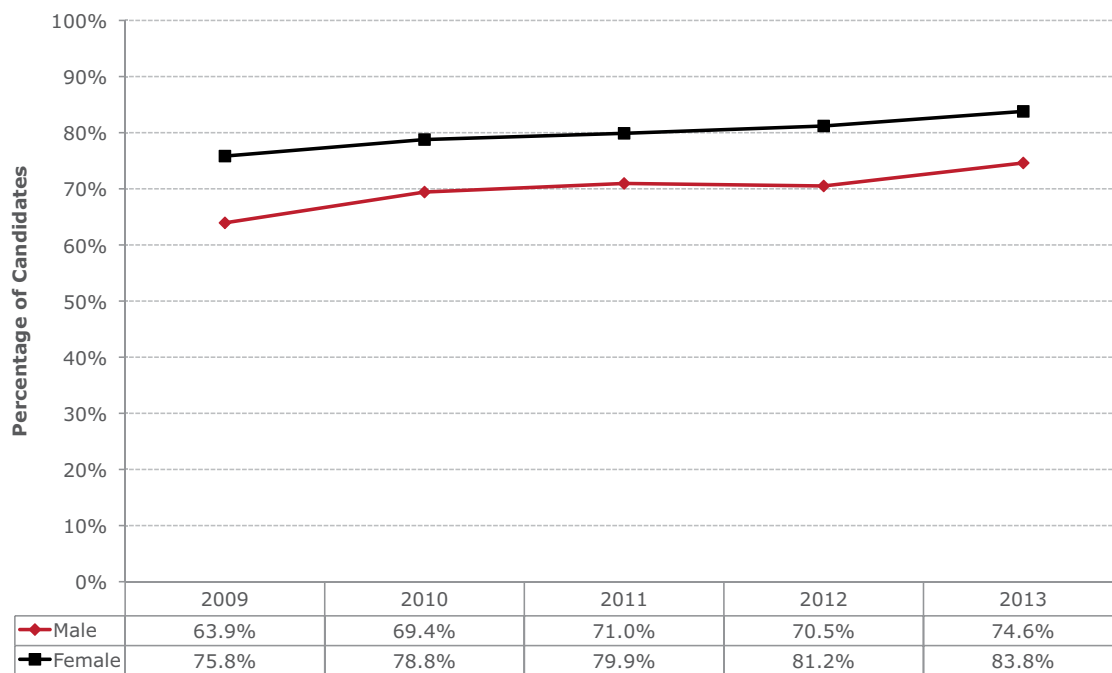


Figure 17. Percentage of male and female NCEA Level 3 Candidates in Year 13 attaining the Certificate from 2009 to 2013.

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

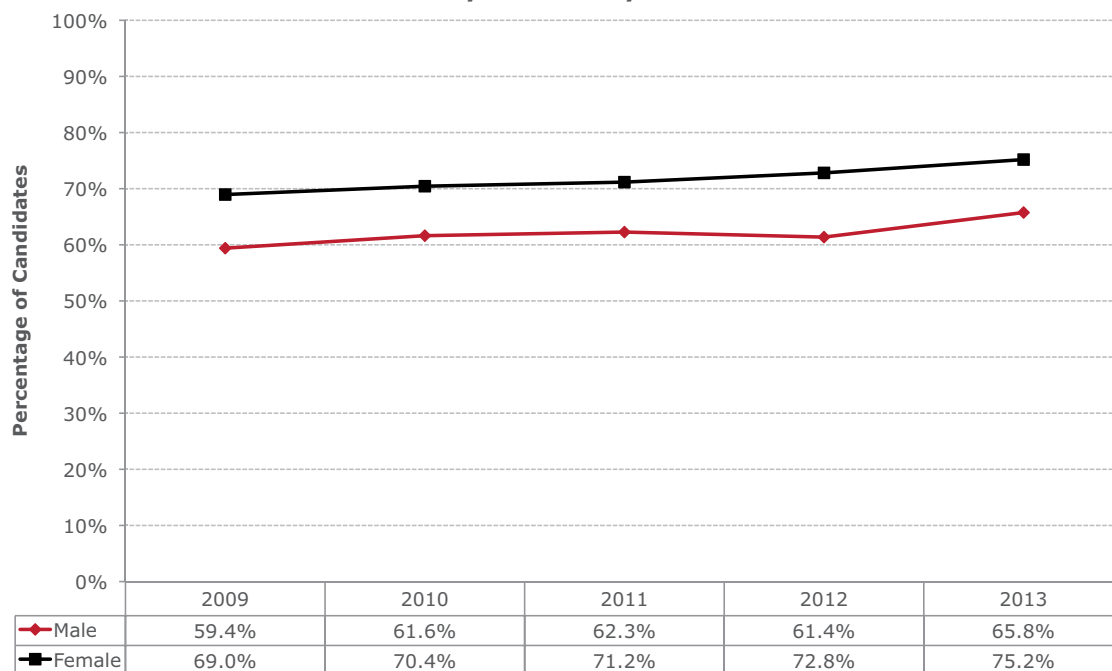


Figure 18. Percentage of male and female University Entrance Candidates in Year 13 attaining University Entrance from 2009 to 2013.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 19-22 compare the attainment rates of the appropriate Participating cohorts of New Zealand European, New Zealand Māori, Pasifika and Asian students from 2009 to 2013.

There has been a steady increase in attainment rates across all four ethnic groups at each NCEA level and UE.



Achievement in NCEA and University Entrance

Participating NCEA Level 1 Certificate Candidates in Year 11 Attaining Certificate by Ethnicity

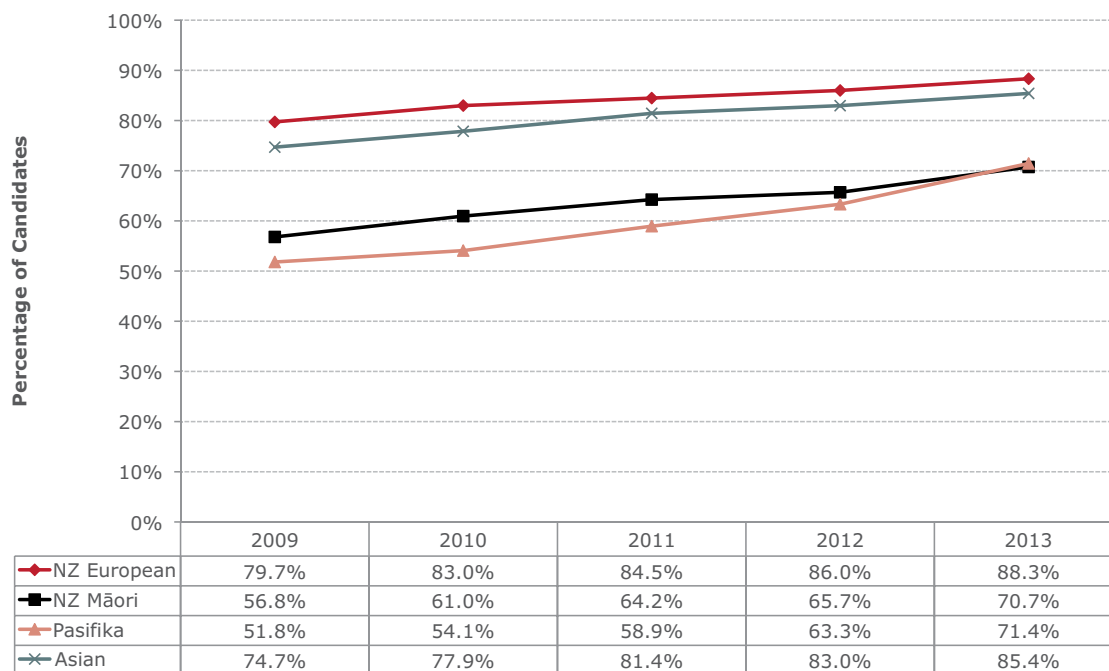


Figure 19. Percentage of NCEA Level 1 Candidates in Year 11 attaining the Certificate by ethnicity from 2009 to 2013.

Participating NCEA Level 2 Certificate Candidates in Year 12 Attaining Certificate by Ethnicity

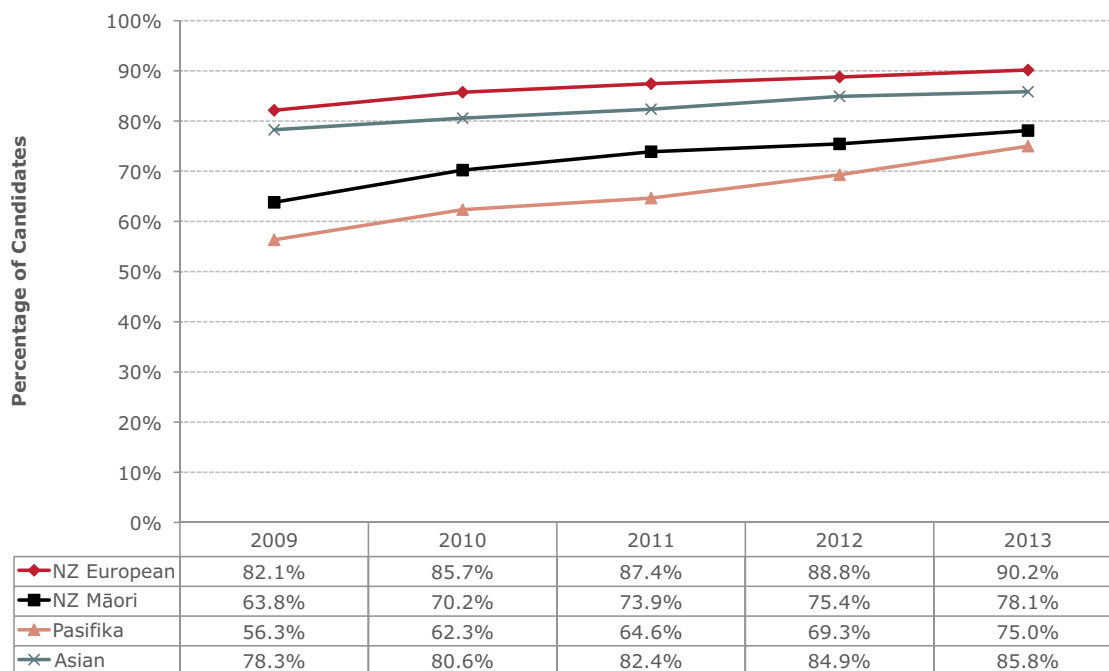


Figure 20. Percentage of NCEA Level 2 Candidates in Year 12 attaining the Certificate by ethnicity from 2009 to 2013.

Achievement in NCEA and University Entrance

Participating NCEA Level 3 Certificate Candidates in Year 13 Attaining Certificate by Ethnicity

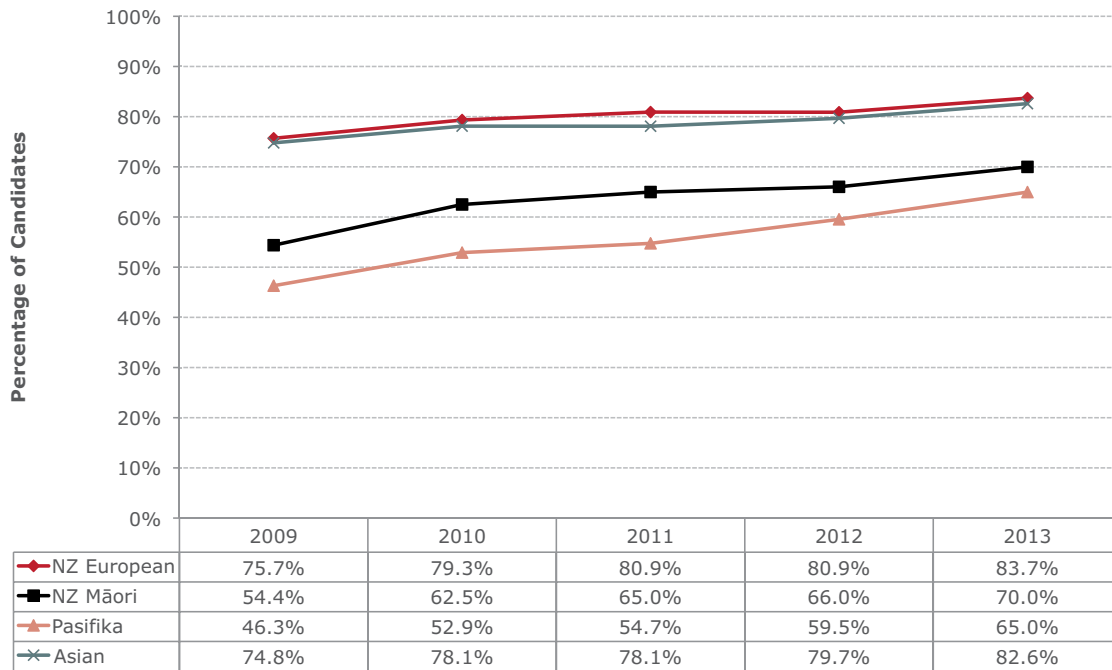


Figure 21. Percentage of NCEA Level 3 Candidates in Year 13 attaining the Certificate by ethnicity from 2009 to 2013.

Participating University Entrance Candidates in Year 13 Attaining University Entrance by Ethnicity

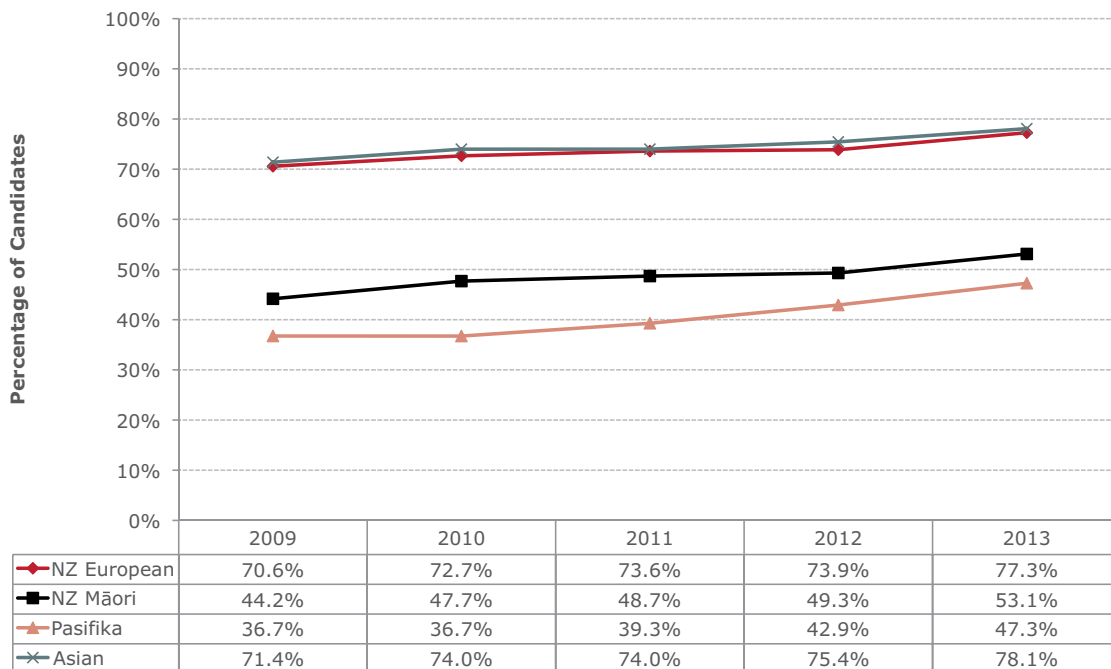


Figure 22. Percentage of UE Candidates in Year 13 attaining UE by ethnicity from 2009 to 2013.



Achievement in NCEA and University Entrance

Statistics by School Decile Band

Figures 23-26 compare the attainment rates of the appropriate Participating cohorts by school decile bands from 2009 to 2013.

There has been a steady increase in attainment rates across all three School Decile Bands 1-3, 4-7, and 8-10 at each NCEA level and UE.

Achievement in NCEA and University Entrance

Participating NCEA Level 1 Certificate Candidates in Year 11 Attaining Certificate by School Decile Band

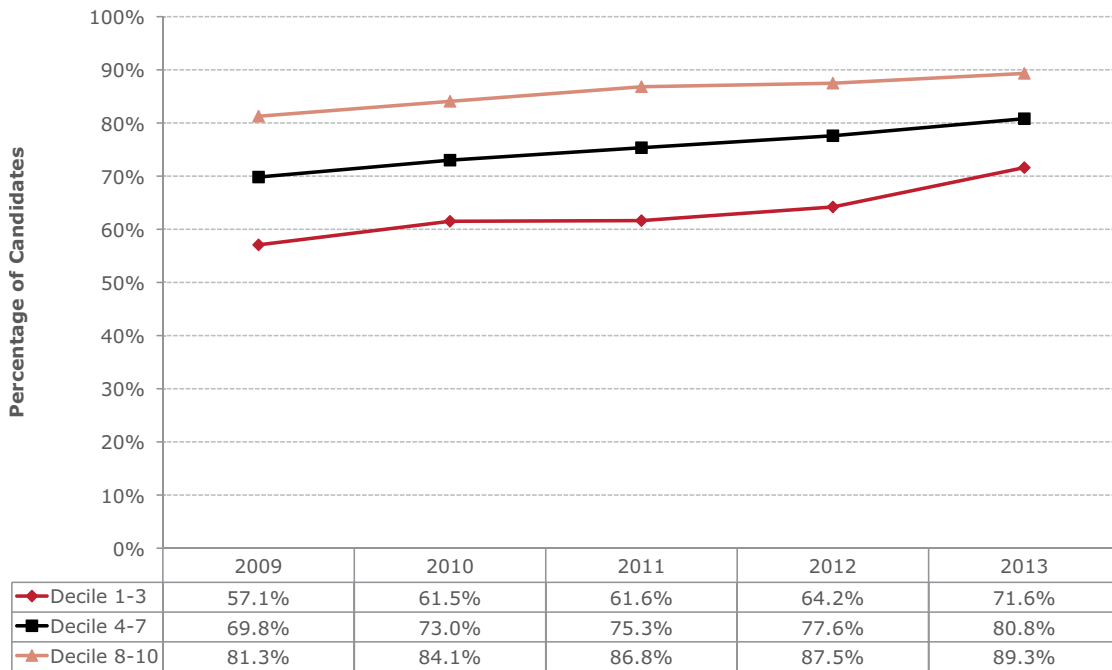


Figure 23. Percentage of NCEA Level 1 Candidates in Year 11 attaining the Certificate by school decile band.

Participating NCEA Level 2 Certificate Candidates in Year 12 Attaining Certificate by School Decile Band

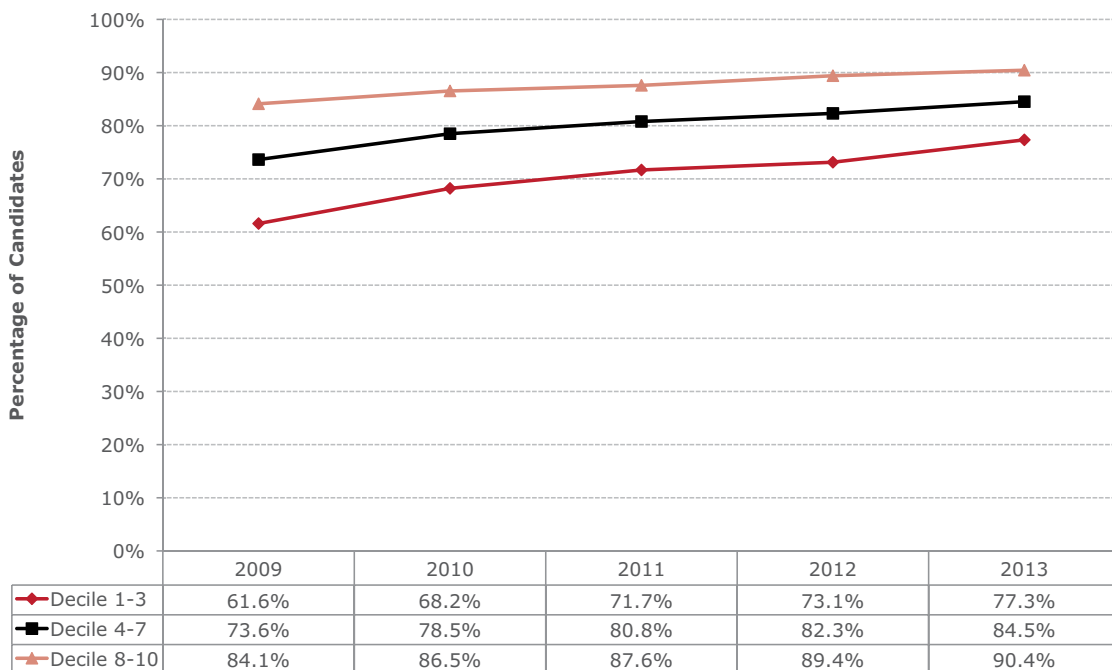


Figure 24. Percentage of NCEA Level 2 Candidates in Year 12 attaining the Certificate by school decile band.



Achievement in NCEA and University Entrance

Participating NCEA Level 3 Certificate Candidates in Year 13 Attaining Certificate by School Decile Band

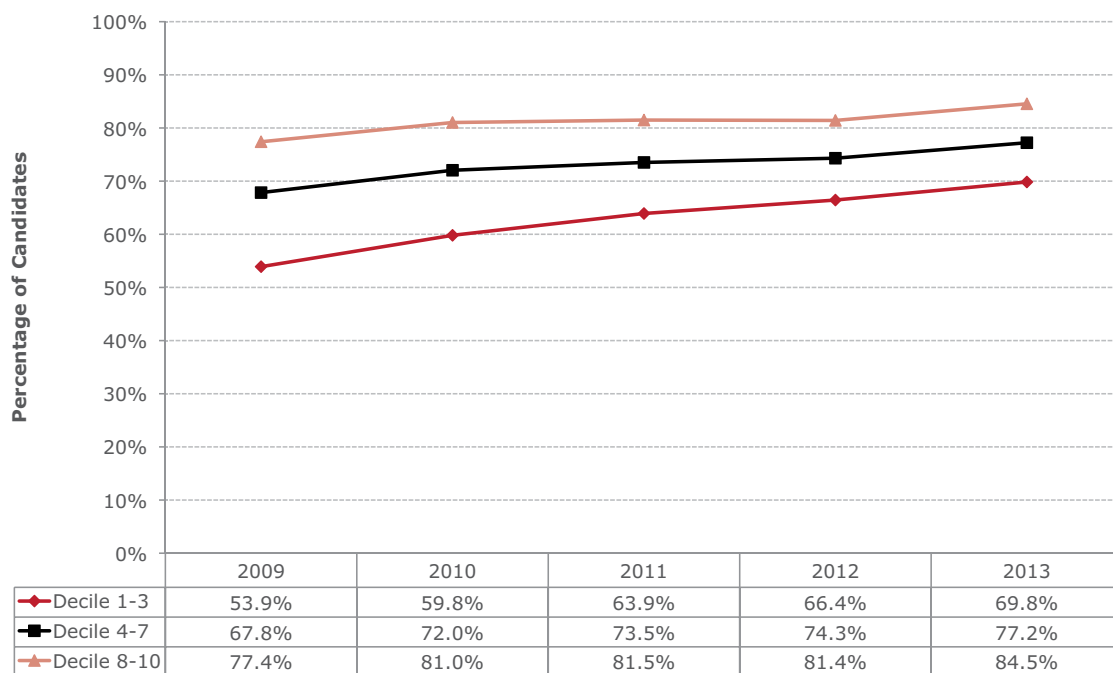


Figure 25. Percentage of NCEA Level 3 Certificate Candidates in Year 13 attaining the Certificate by school decile band.

Participating University Entrance Candidates in Year 13 Attaining University Entrance by School Decile Band

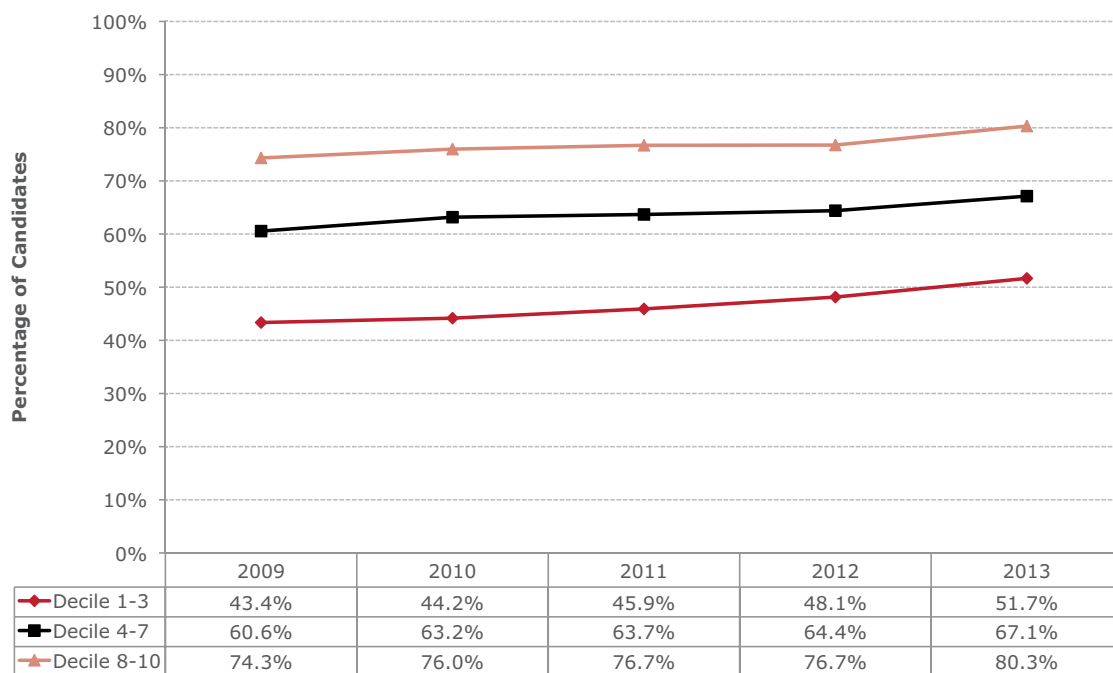


Figure 26. Percentage of UE Candidates in Year 13 attaining UE by school decile band.

Achievement in NCEA and University Entrance

Tracked Year 11 Cohort Statistics

Figures 27-29 show the attainment rates as percentages of the Tracked 2011 Year 11 cohort. The Tracked 2011 Year 11 cohort is formed from the students in the 2011 Enrolled Students cohort who are Year 11 students. Students in the Tracked 2011 Year 11 who leave school before the end of 2013 remain a part of the cohort, and their attainments up to their departure from schools are still counted. A detailed definition of the Tracked 2011 Year 11 cohort is found in Appendix 1.

Figures 27-29 show the attainment percentages of NCEA Level 1, NCEA Level 2, and NCEA Level 3 of the Tracked 2011 Year 11 cohort for the years 2011-2013.

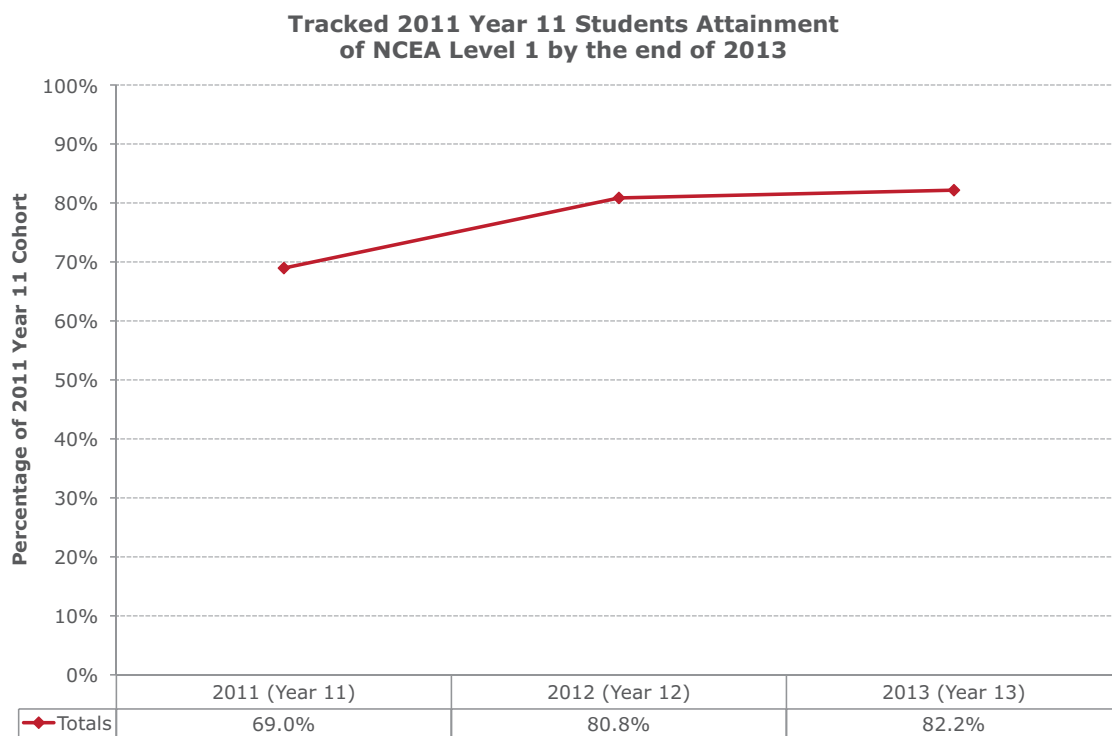


Figure 27. Attainment percentages of NCEA Level 1 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.

Achievement in NCEA and University Entrance

Tracked 2011 Year 11 Students Attainment of NCEA Level 2 by the end of 2013

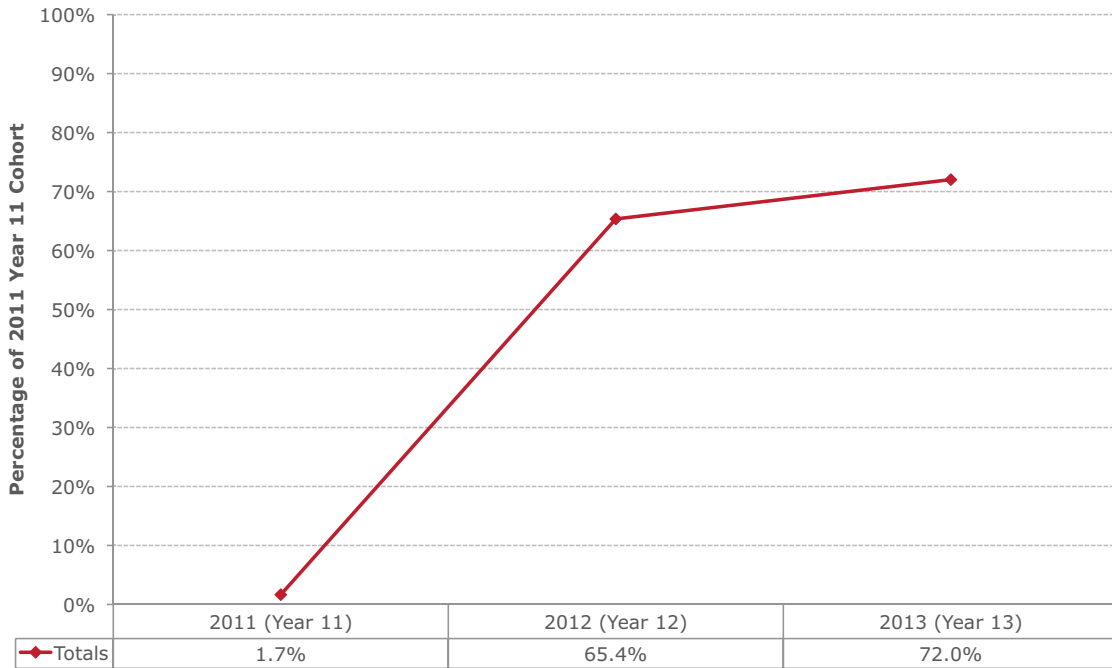


Figure 28. Attainment percentages of NCEA Level 2 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.

Tracked 2011 Year 11 Students Attainment of NCEA Level 3 by the end of 2013

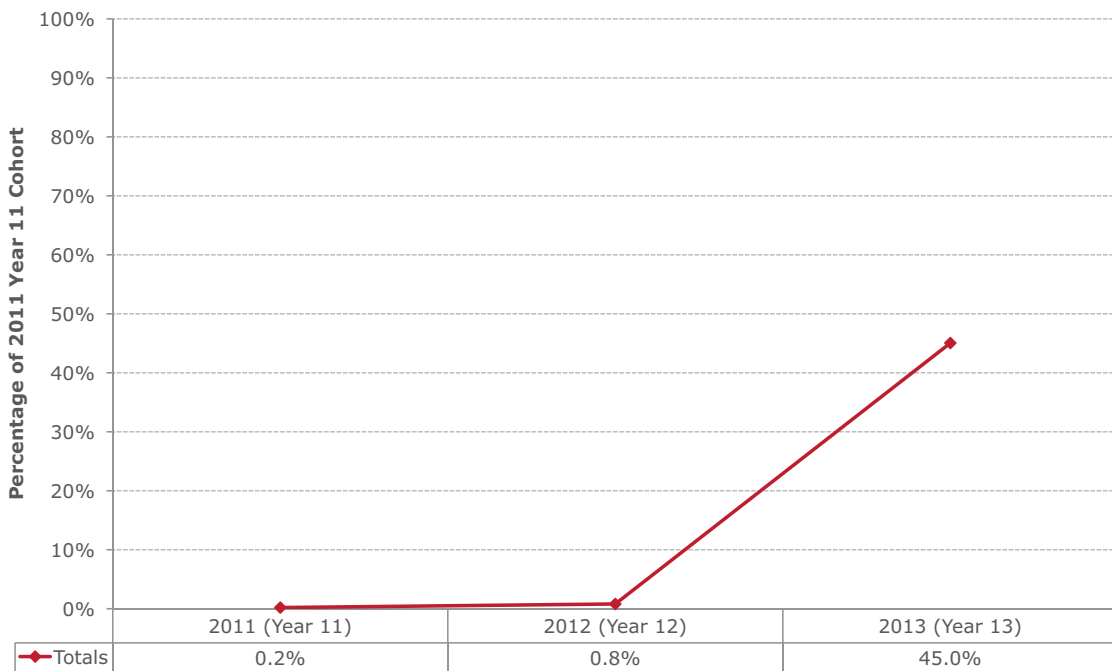


Figure 29. Attainment percentages of NCEA Level 3 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.

Achievement in NCEA and University Entrance

Statistics by Gender

Figures 30-32 show the male and female attainment rates of NCEA Level 1, NCEA Level 2, and NCEA Level 3 by the end of 2011, 2012, and 2013 of the Tracked 2011 Year 11 cohort.

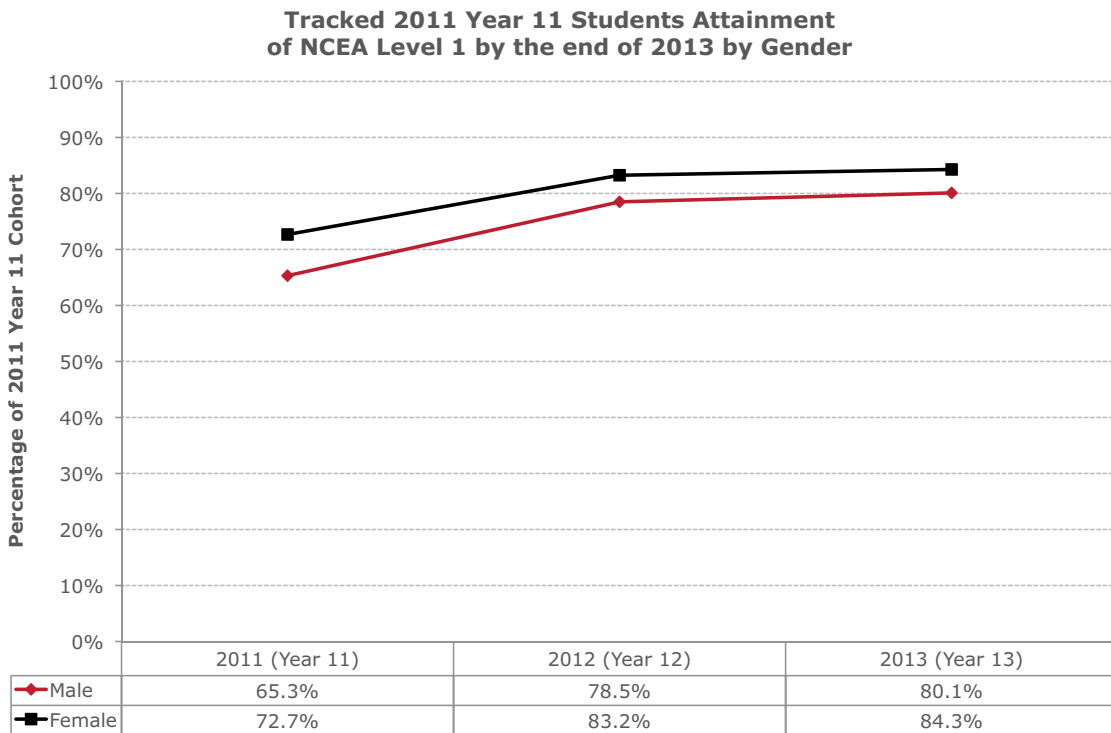


Figure 30. Attainment percentages by gender of NCEA Level 1 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.



Achievement in NCEA and University Entrance

Tracked 2011 Year 11 Students Attainment of NCEA Level 2 by the end of 2013 by Gender

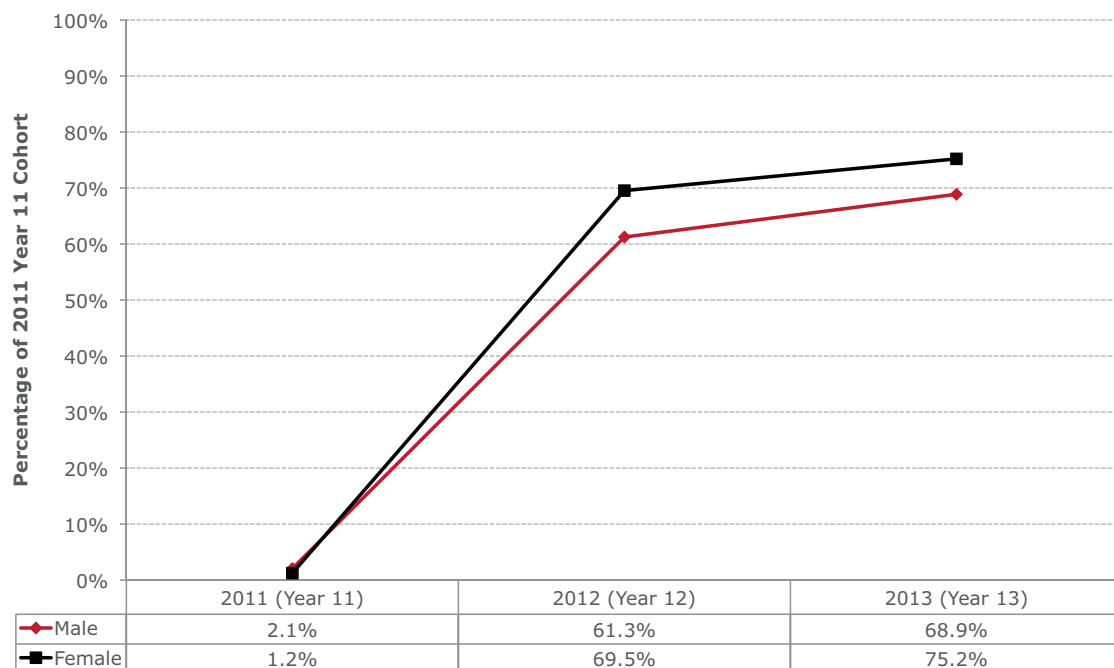


Figure 31. Attainment percentages by gender of NCEA Level 2 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.

Tracked 2011 Year 11 Students Attainment of NCEA Level 3 by the end of 2013 by Gender

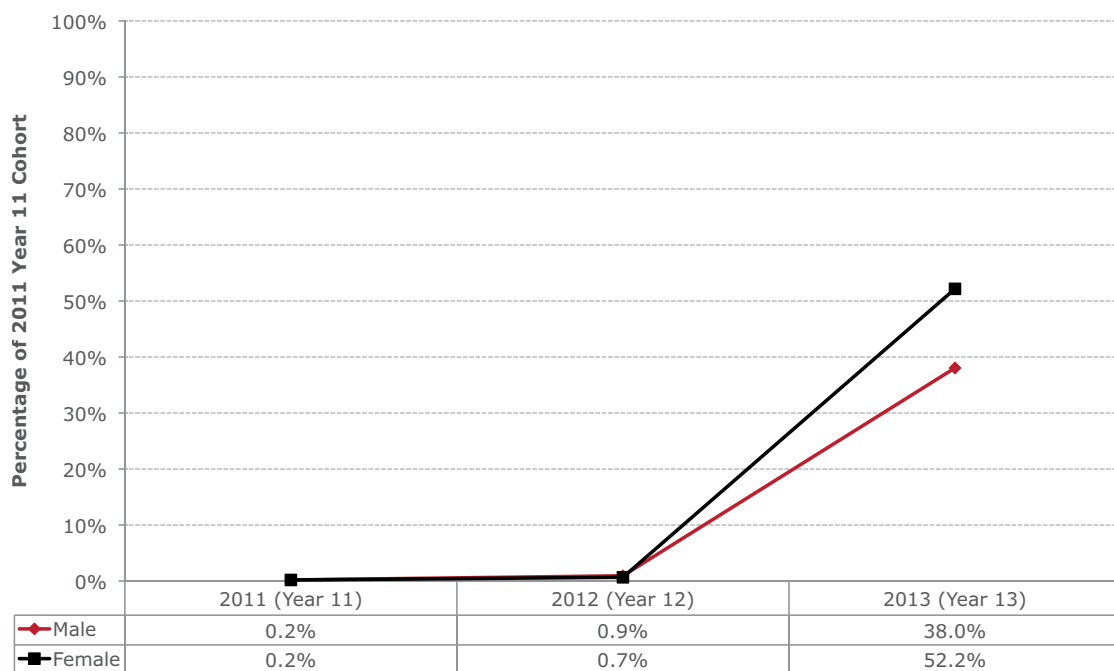


Figure 32. Attainment percentages by gender of NCEA Level 3 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 33-35 show the attainment rates of NCEA Levels 1-3 qualifications of the Tracked 2011 Year 11 cohort by ethnicity. The ethnicity stated in 2011 when the student became a member of the cohort is maintained throughout 2012 and 2013 even though the student may alter their ethnicity in 2012 or 2013.

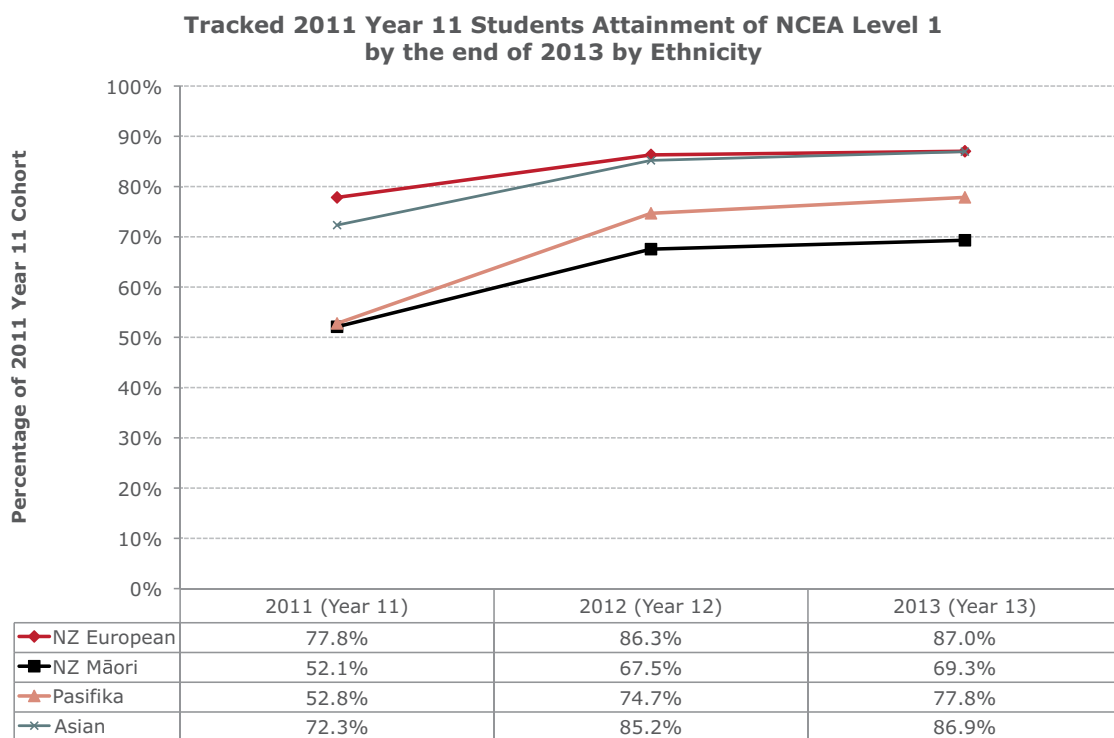


Figure 33. Attainment percentages by ethnicity of NCEA Level 1 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.



Achievement in NCEA and University Entrance

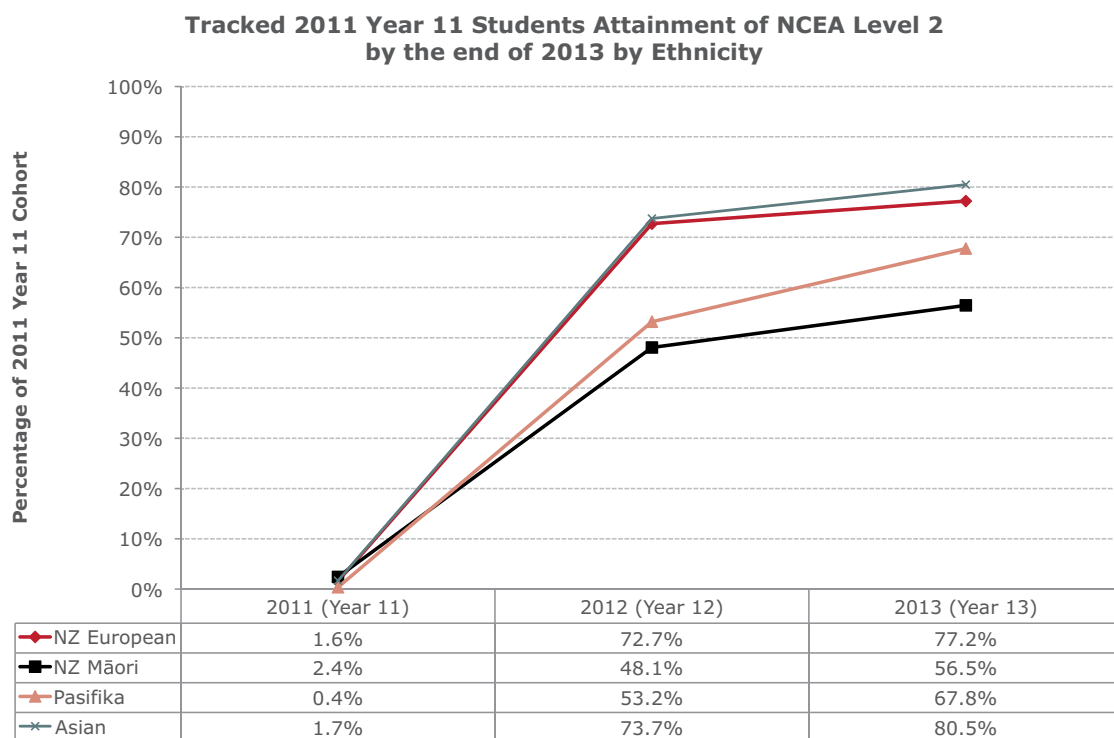


Figure 34. Attainment percentages by ethnicity of NCEA Level 2 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.

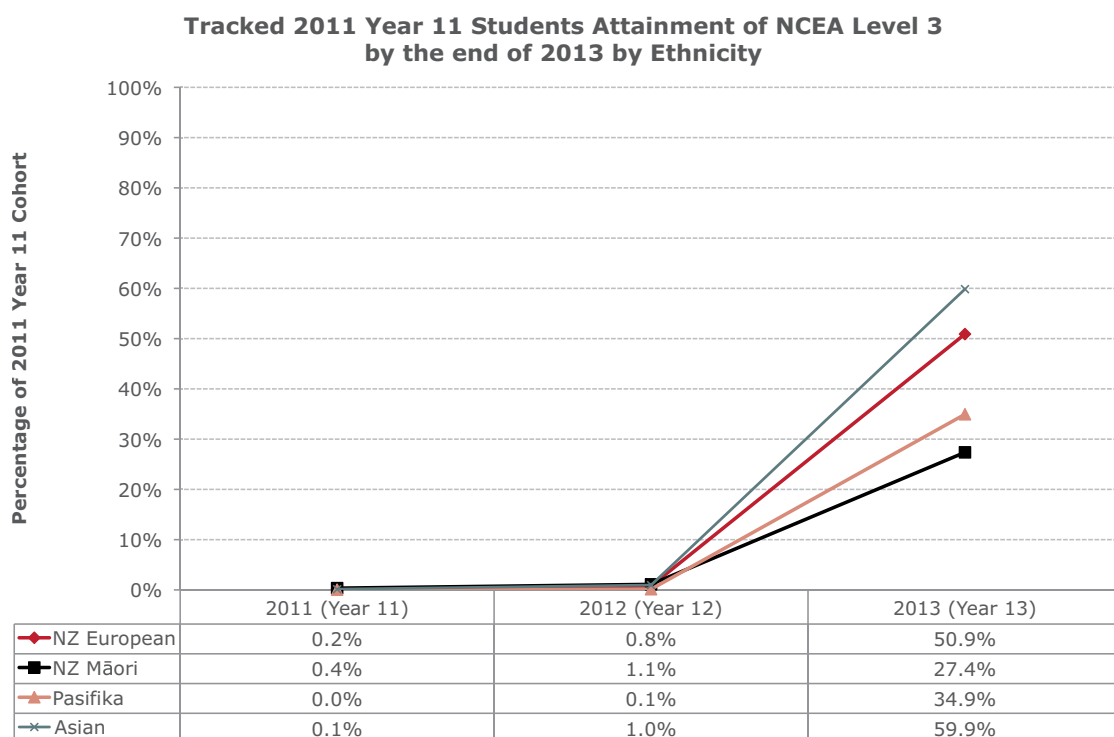


Figure 35. Attainment percentages by ethnicity of NCEA Level 3 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.

Achievement in NCEA and University Entrance

Statistics by School Decile Band

Figures 36-38 show the attainment rates of NCEA Levels 1-3 qualifications of the Tracked 2011 Year 11 cohort by School Decile Bands 1-3, 4-7, and 8-10.

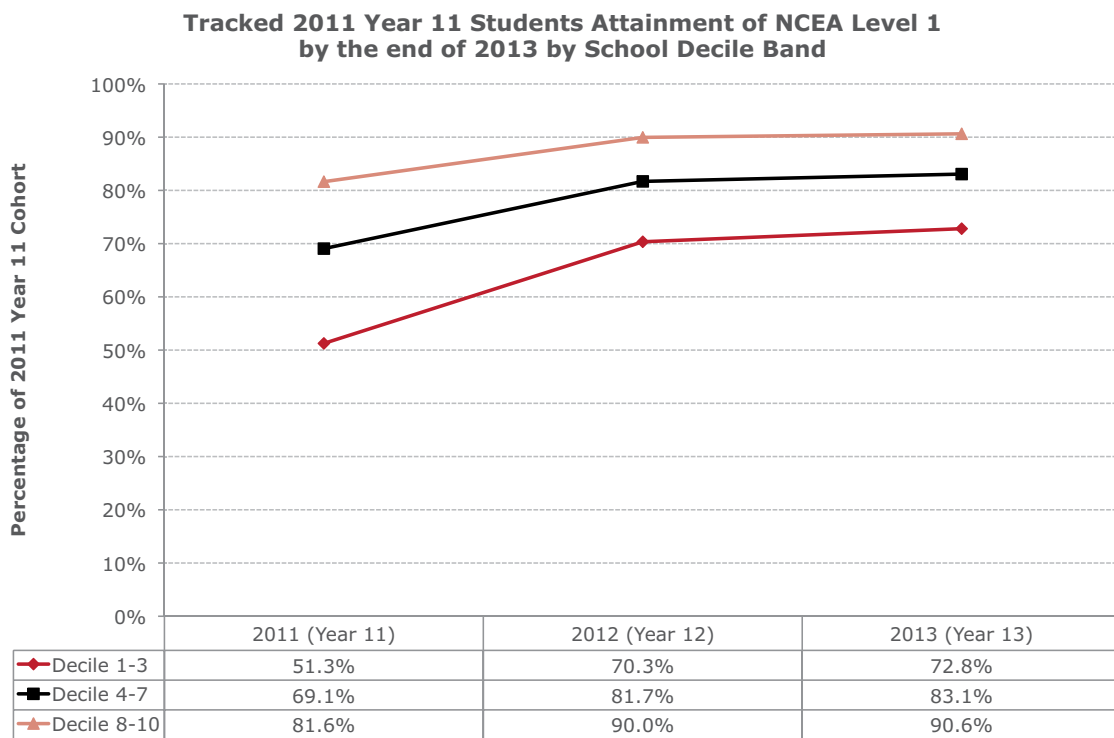


Figure 36. Attainment percentages by school decile band of NCEA Level 1 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.



Achievement in NCEA and University Entrance

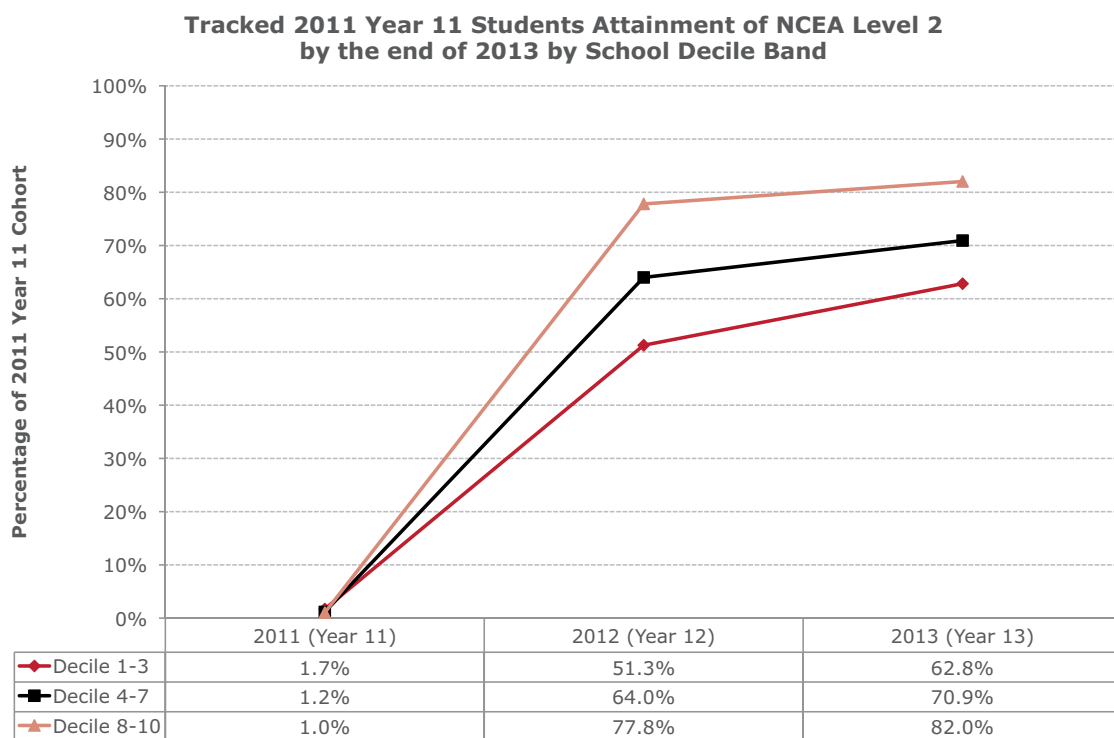


Figure 37. Attainment percentages by school decile band of NCEA Level 2 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.

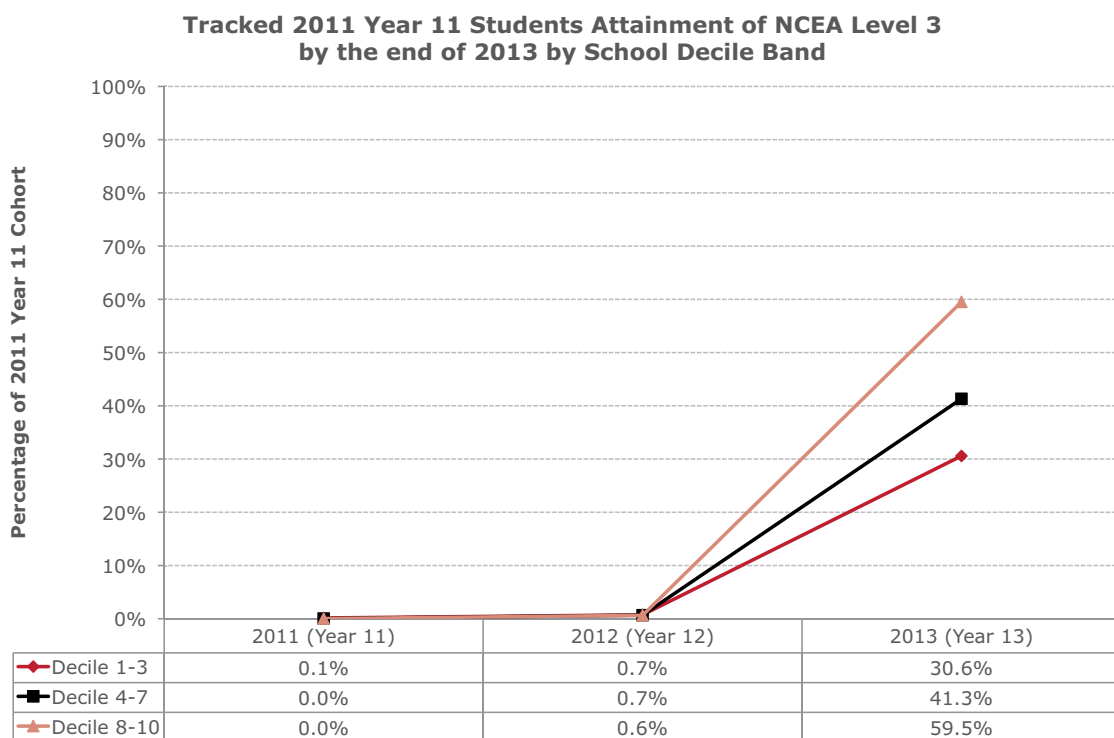
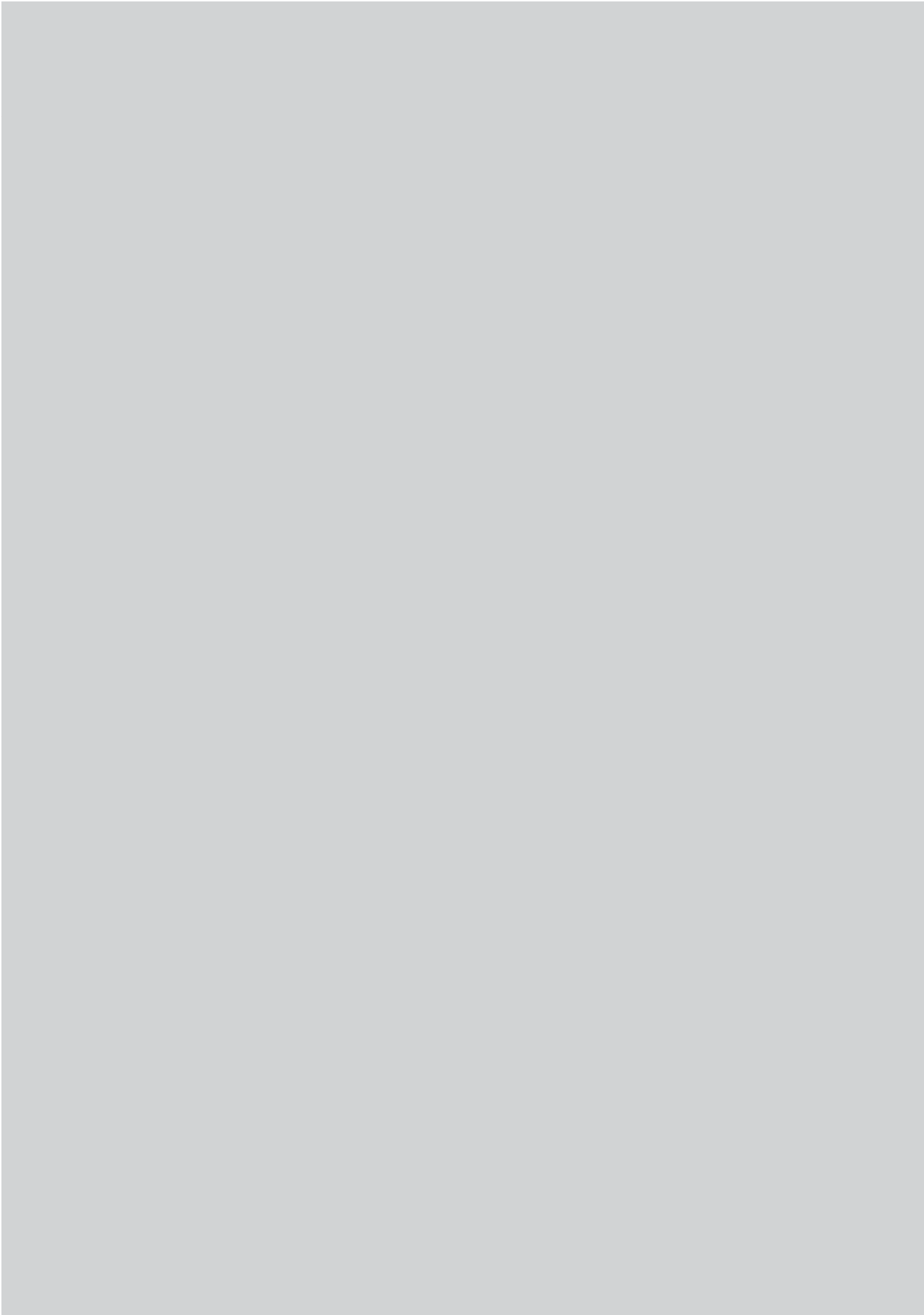


Figure 38. Attainment percentages by school decile band of NCEA Level 3 of the Tracked 2011 Year 11 cohort by the end of 2011, 2012 and 2013.



Literacy and Numeracy

To achieve NCEA Level 1, and NCEA Level 2 from 2013 candidates were required to meet the Level 1 Literacy and Numeracy requirements. For this reason, the Year 11 Enrolled Student cohort was chosen to derive the following attainment rates. The attainment rates are cumulative because we included students who successfully attained Literacy and Numeracy prior to their Year 11. The Level 1 Literacy and Numeracy requirements are also needed for achieving NCEA Level 3 from 2014.

From 2013, the new Literacy and Numeracy requirements are fully implemented as part of the Alignment of Standards with the New Zealand Curriculum project.

Alignment of Standards with the New Zealand Curriculum Project

During 2011-2013, NZQA and the Ministry of Education have reviewed all standards used by schools to ensure that they align correctly with the current New Zealand Curriculum. This project, commonly referred to as the Standards Review, started with Level 1 in 2011, followed by Level 2 in 2012 and concluded with Level 3 in 2013.

The Standards Review process involved reviewing all standards in relation to the New Zealand Curriculum. The process included removing, replacing, or modifying the standards used by schools, to ensure that all Level 1 standards are aligned to Curriculum Level 6, the Level 2 standards are aligned to Curriculum Level 7, and the Level 3 standards are aligned to Curriculum Level 8.

Two of the outcomes of this process were: a reduction in the number of Unit Standards, and an increase in the number of Achievement Standards.

For Literacy and Numeracy, the Standards Review process has increased the range of standards that can be used to assess the requirements, by including standards that are outside of the traditional subject areas of English and Mathematics, and by adding a new set of Unit Standards.

For more information about Literacy and Numeracy requirements refer to the NZQA website:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/level-1-requirements/>



Literacy and Numeracy

Literacy

Figure 39 shows the percentage of Year 11 students attaining Literacy by the end of the year. The main feature of this figure is an upward trend, showing an increase in attainment rate from 2009 to 2013.

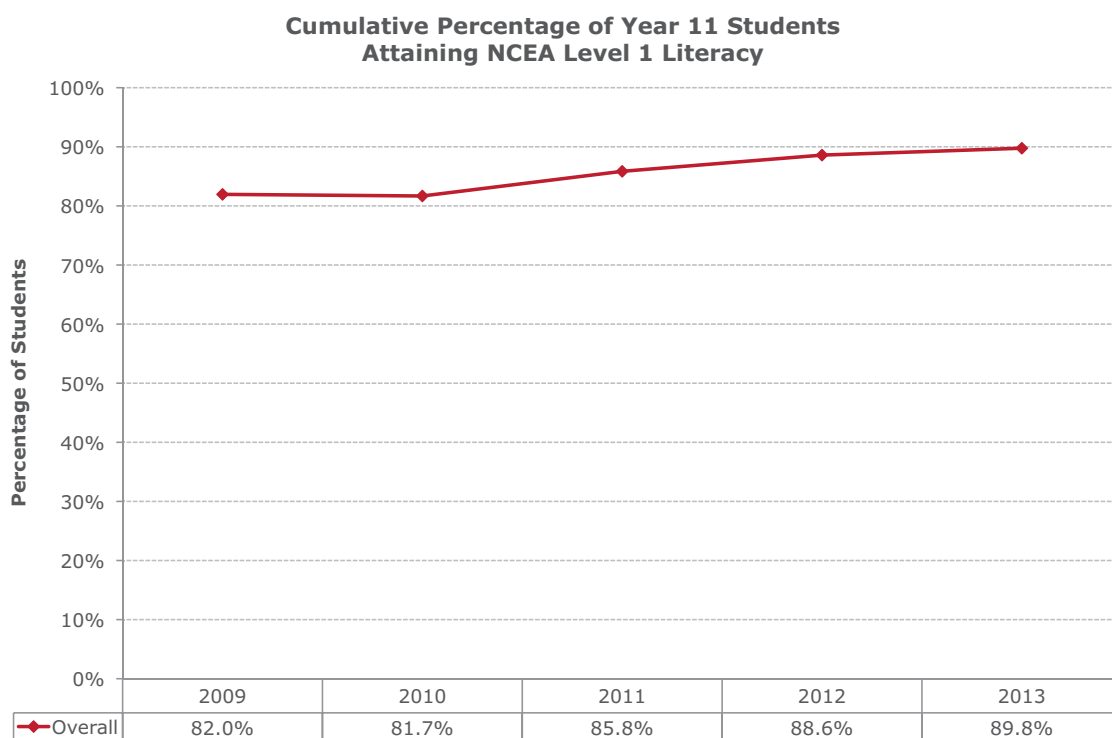


Figure 39. Overall cumulative percentage of Year 11 students attaining Literacy from 2009 to 2013.



Literacy and Numeracy

Figures 40-42 compare the percentage of Year 11 students attaining Literacy, between genders, ethnicities and school decile bands, in each year from 2009 to 2013.

Statistics by Gender

Figure 40 compares the percentage of male and female Year 11 students attaining Literacy by the end of the year. The attainment rates for both genders have increased during the reported period of 2009-2013.

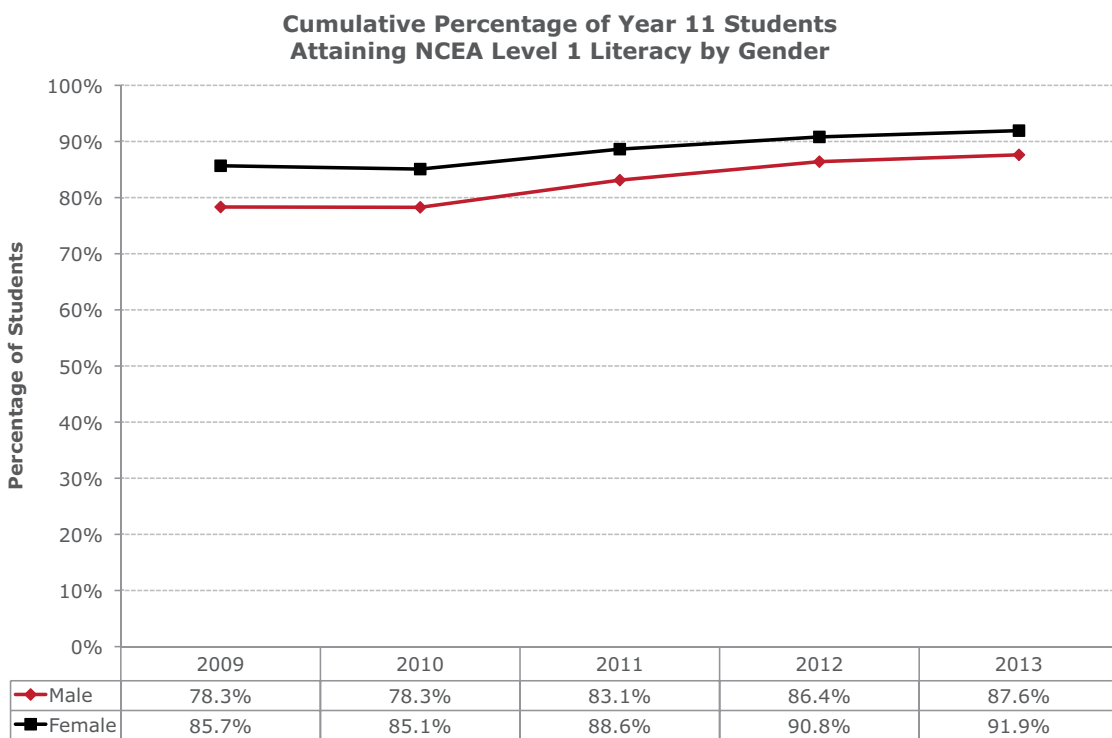


Figure 40. Cumulative percentage of Year 11 students attaining Literacy by gender from 2009 to 2013.

Literacy and Numeracy

Statistics by Ethnicity

Figure 41 shows the percentage of New Zealand European, New Zealand Māori, Pasifika and Asian Year 11 students attaining Literacy by the end of the year. The attainment rates have increased for all ethnicities from 2009 to 2013.

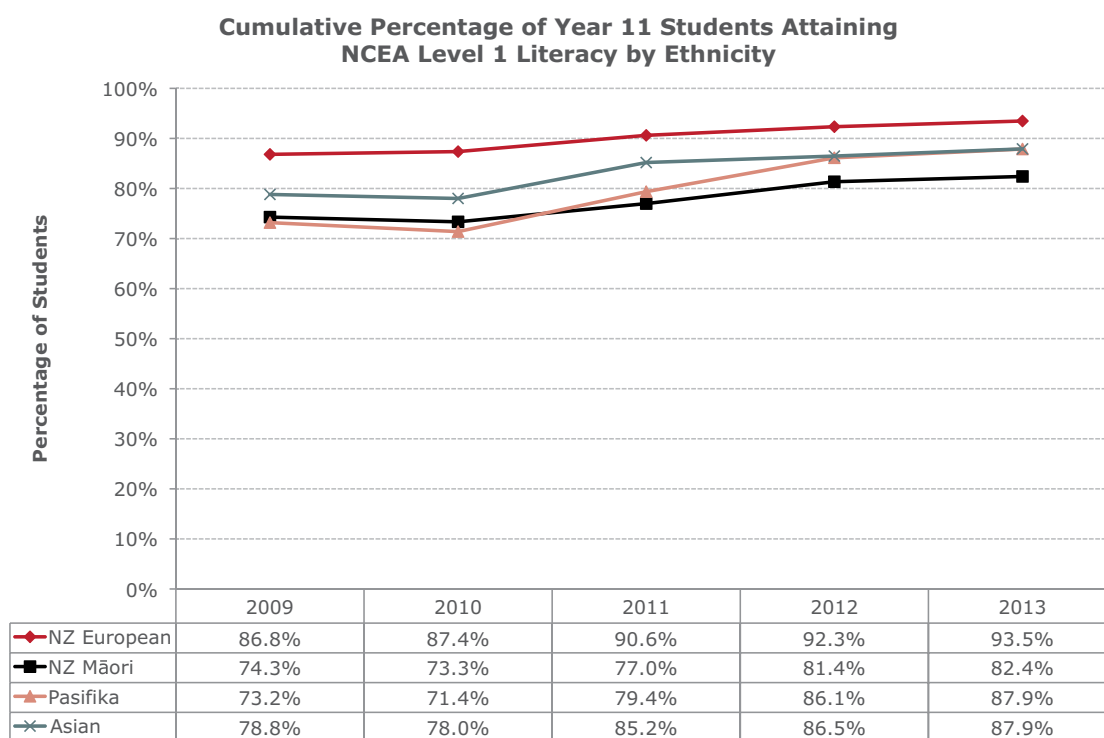


Figure 41. Cumulative percentage of Year 11 students attaining Literacy by ethnicity from 2009 to 2013.



Literacy and Numeracy

Statistics by School Decile Band

Figure 42 shows the percentage of Year 11 students in School Decile Bands 1-3, 4-7 and 8-10 attaining Level 1 Literacy by the end of the year. Similar to the pattern shown in Figures 40-41, the attainment rates have increased across all three school decile bands from 2009 to 2013.

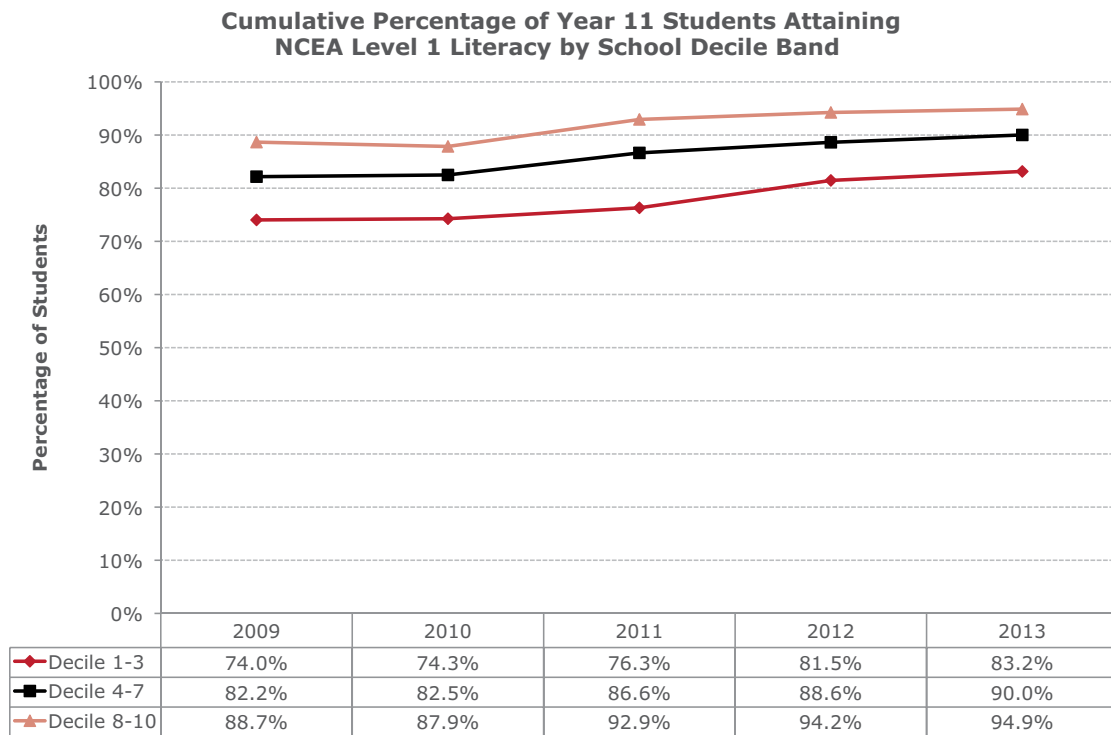


Figure 42. Cumulative percentage of Year 11 students attaining Literacy by school decile band from 2009 to 2013.

Literacy and Numeracy

Numeracy

Figure 43 shows the percentage of Year 11 students attaining Numeracy by the end of the year. Following a downward tendency from 2009 to 2012, there has been an increase in the attainment rate from 2012 to 2013.

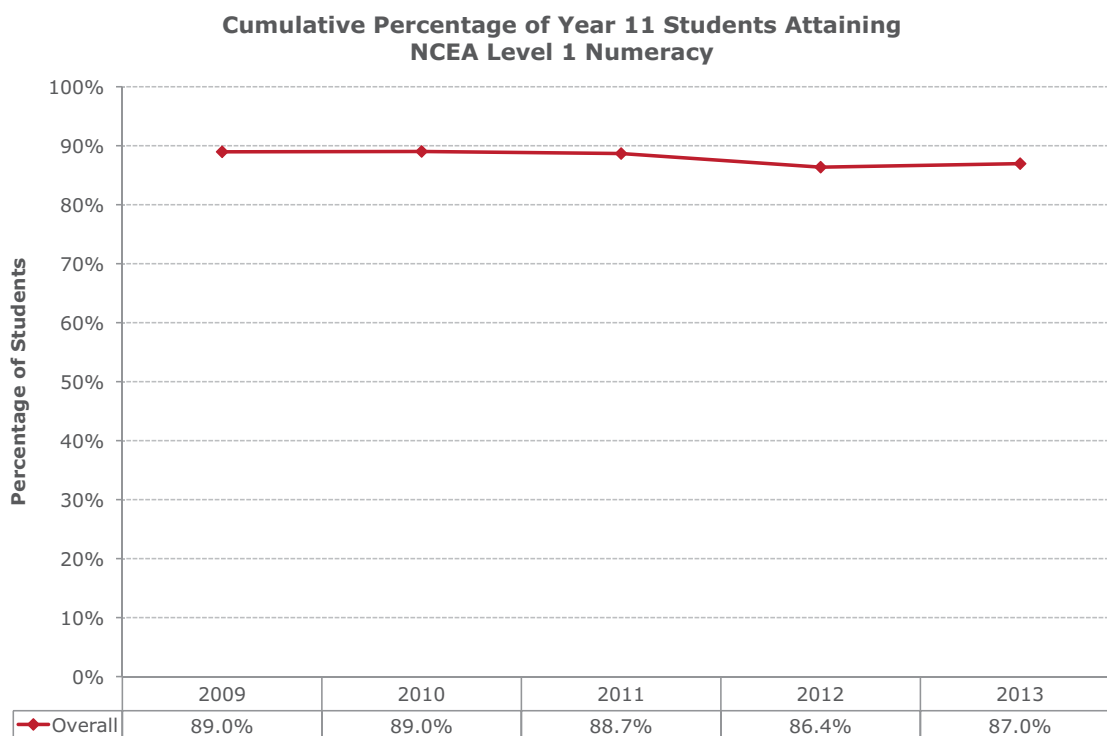


Figure 43. Overall cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy from 2009 to 2013.



Literacy and Numeracy

Figures 44-46 compare the percentages of Year 11 students attaining Numeracy, between genders, ethnicities and school decile bands, by the end of the year from 2009 to 2013.

Statistics by Gender

Figure 44 shows the percentage of male and female Year 11 students attaining Numeracy by the end of the year. Both genders resemble the pattern in Figure 43 with an increase from 2012 to 2013 after the downward trend from 2009 to 2012.

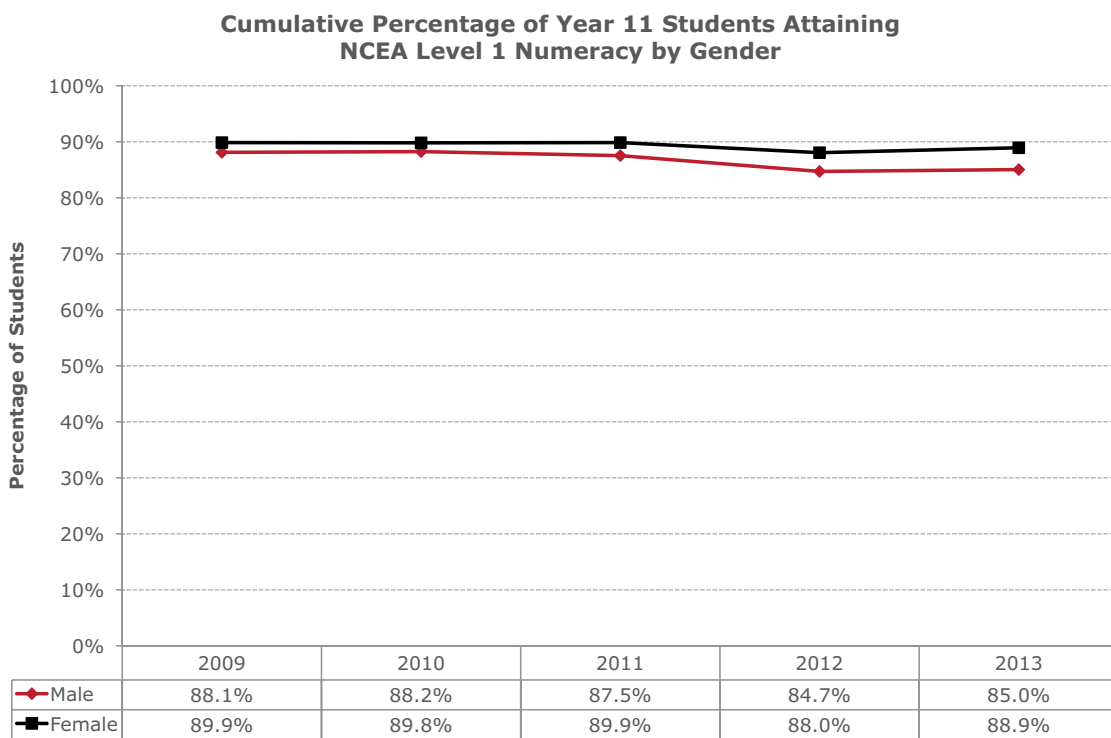


Figure 44. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by gender from 2009 to 2013.

Literacy and Numeracy

Statistics by Ethnicity

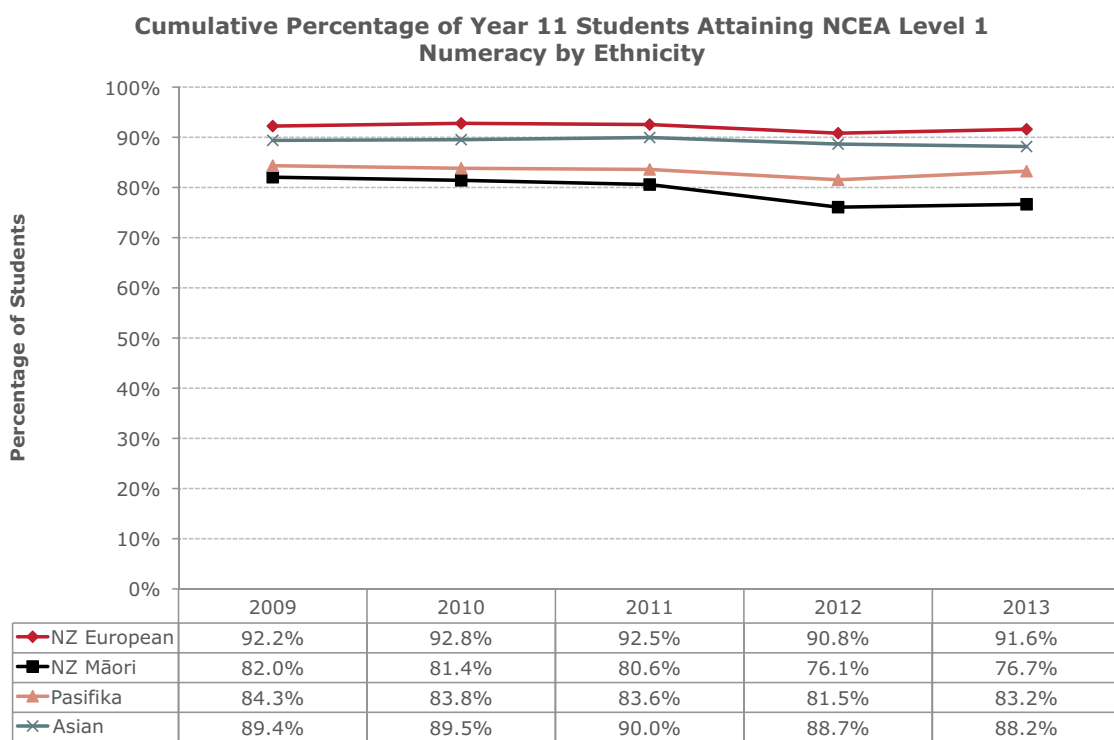


Figure 45. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by ethnicity from 2009 to 2013.



Literacy and Numeracy

Statistics by School Decile Band

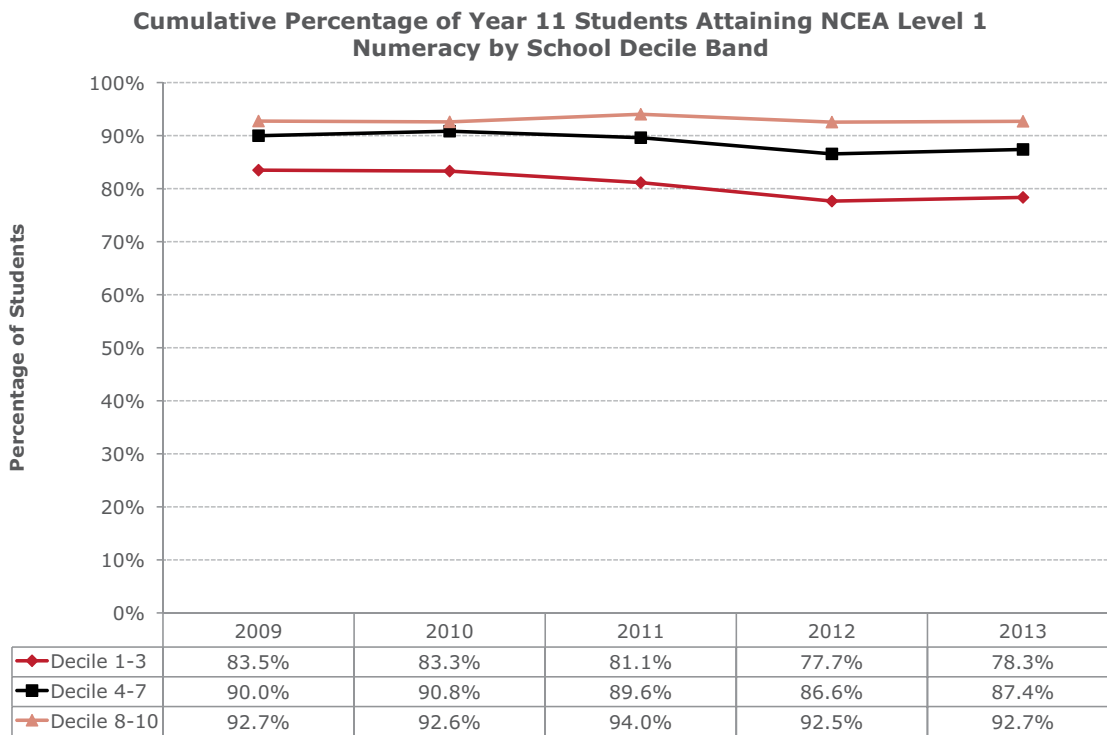
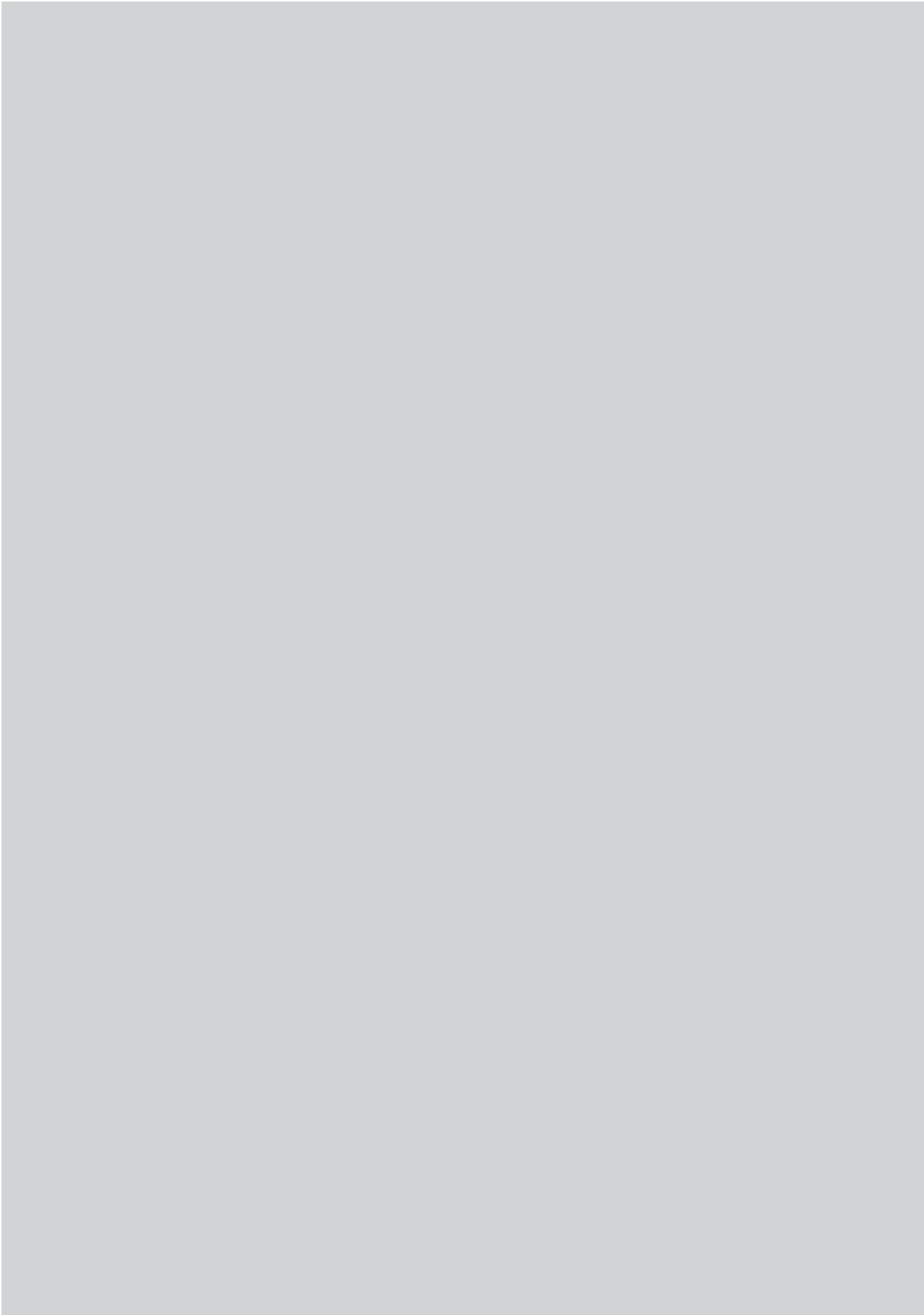


Figure 46. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by school decile band from 2009 to 2013.



NCEA Certificate Endorsement

Certificate Endorsement with Merit or Excellence for NCEA Levels 1, 2 and 3 was introduced in 2007. It is intended to motivate students to develop their full potential, and recognises their high achievement. To be awarded an Excellence endorsement, candidates must achieve 50 or more credits at Excellence. To be awarded a Merit endorsement, candidates must achieve 50 or more credits at Merit, or a combination of Merit and Excellence.

The number of credits required to support Certificate Endorsement can be accumulated over multiple years. This makes it possible for candidates to either achieve a NCEA Certificate with Endorsement in a single year, or add an endorsement to a NCEA Certificate achieved in a prior year.

The achievement rate of certificate endorsement is the percentage of candidates who achieved a NCEA certificate and an endorsement in the same year.

Figures 47-49 show the percentages of candidates who achieved NCEA Levels 1, 2, or 3 with Merit or Excellence endorsement. There has been a general upward trend in achievement rates during the reported period from 2009 to 2013 across all three NCEA levels. A small decrease of 0.2 percentage points from 2012 to 2013 for NCEA Level 1 Merit Endorsement is shown in Figure 47, however, the achievement rate in 2013 is still higher than any year prior to 2012.

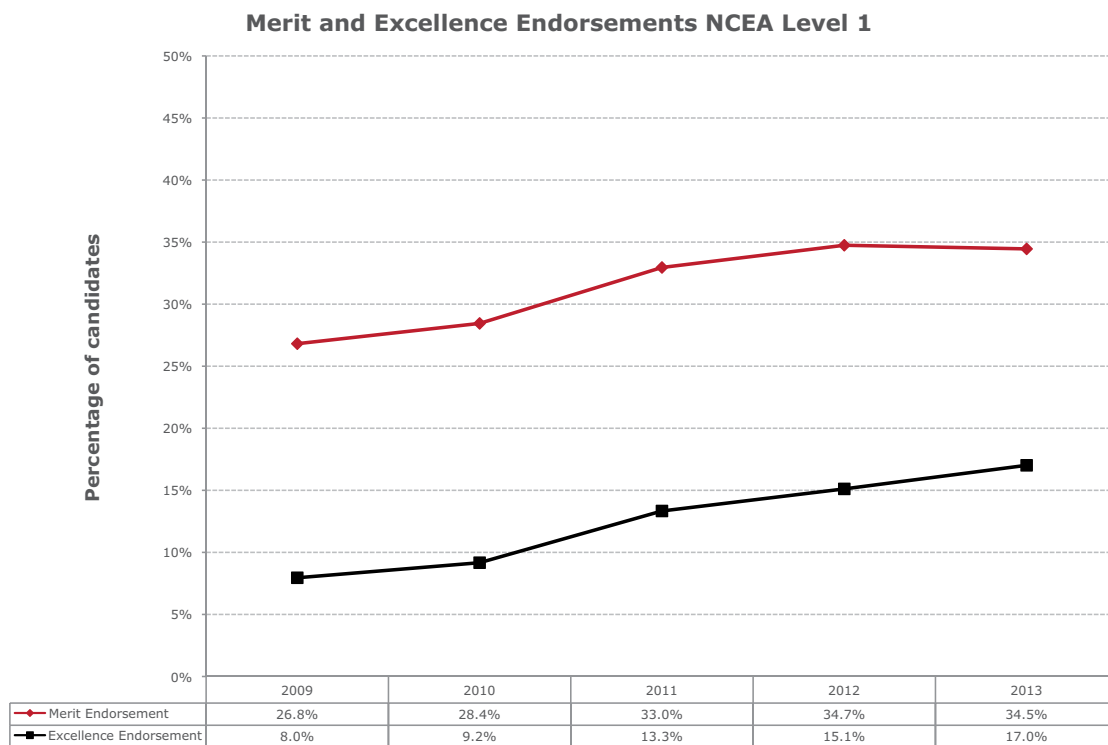


Figure 47. NCEA Level 1 Endorsement achieved by Year 11 candidates from 2009 to 2013.

NCEA Certificate Endorsement

Merit and Excellence Endorsements NCEA Level 2

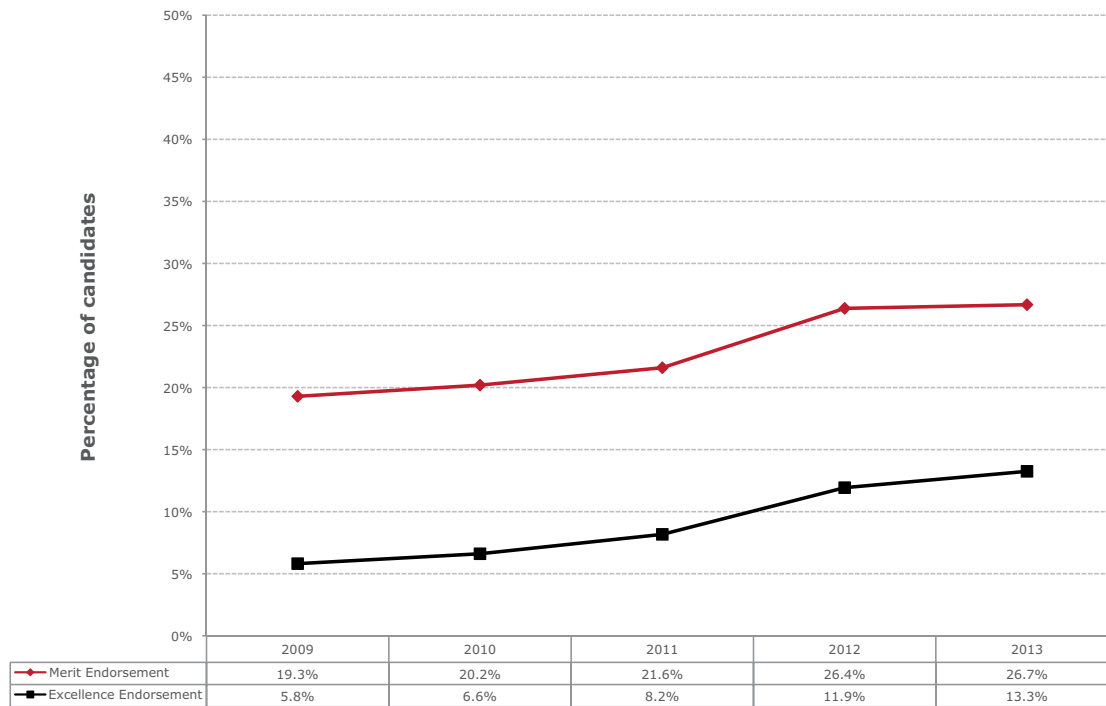


Figure 48. NCEA Level 2 Endorsement achieved by Year 12 candidates from 2009 to 2013.

Merit and Excellence Endorsements NCEA Level 3

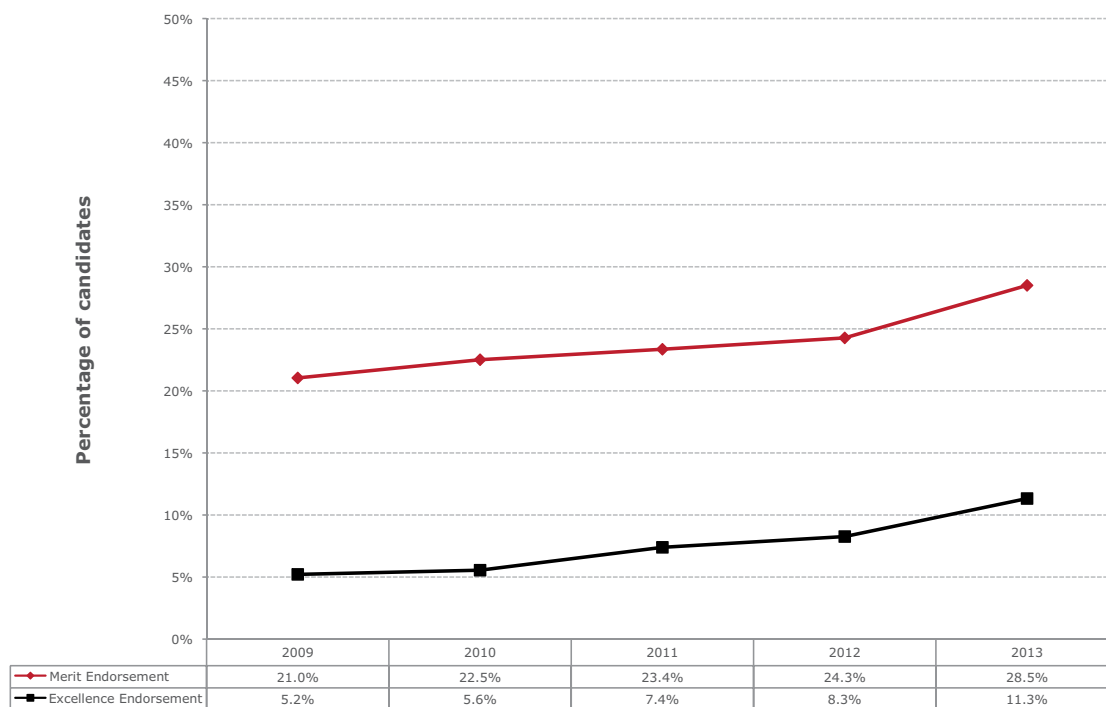


Figure 49. NCEA Level 3 Endorsement achieved by Year 13 candidates from 2009-2013.



NCEA Certificate Endorsement

Statistics by Gender

Figures 50-52 show the percentages of male and female candidates who achieved either Merit or Excellence Endorsement at each NCEA level from 2009 to 2013.

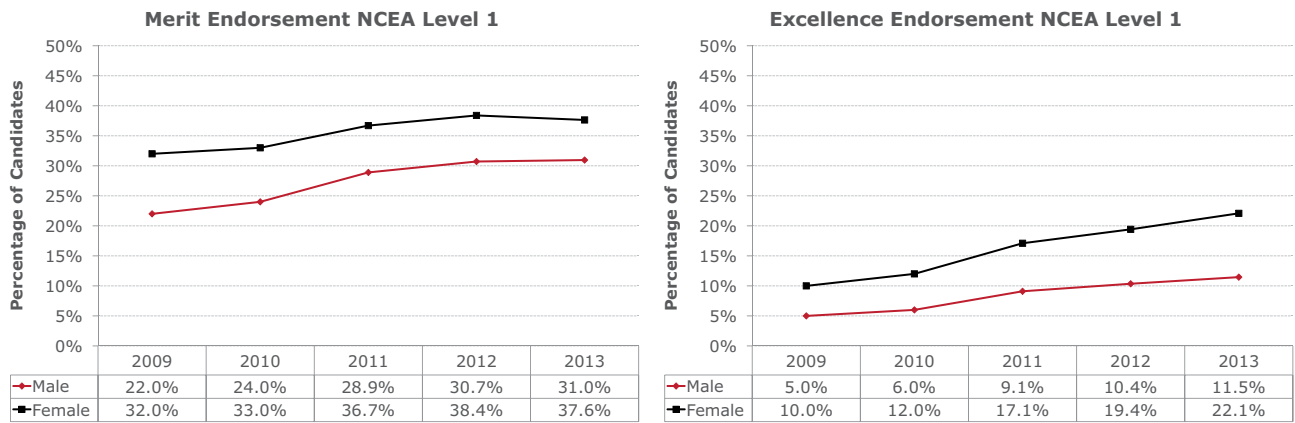


Figure 50. NCEA Level 1 Merit and Excellence Endorsement achieved by Year 11 candidates by gender from 2009 to 2013.

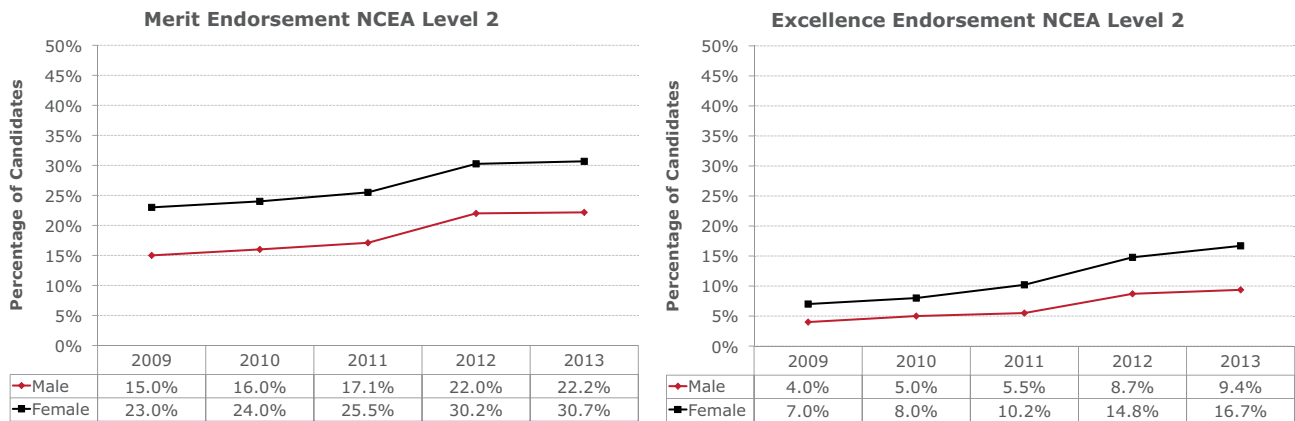


Figure 51. NCEA Level 2 Merit and Excellence Endorsement achieved by Year 12 candidates by gender from 2009 to 2013.

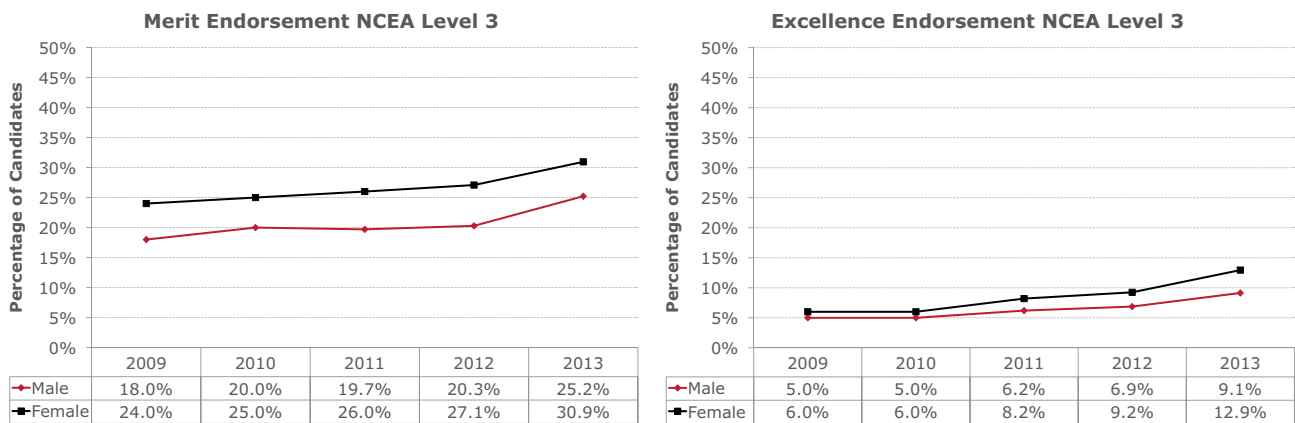


Figure 52. NCEA Level 3 Merit and Excellence Endorsement achieved by Year 13 candidates by gender from 2009 to 2013.

NCEA Certificate Endorsement

Statistics by Ethnicity

Figures 53-55 show the percentage of New Zealand European, New Zealand Māori, Pasifika and Asian candidates who achieved Merit or Excellence Endorsement at each level of NCEA.

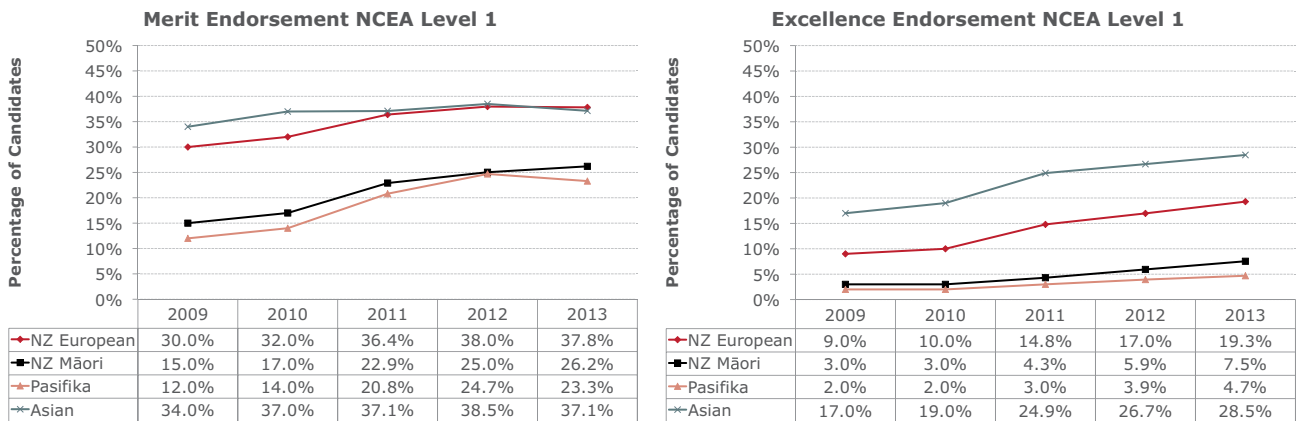


Figure 53. NCEA Level 1 Endorsement achieved by Year 11 candidates by ethnicity from 2009 to 2013.

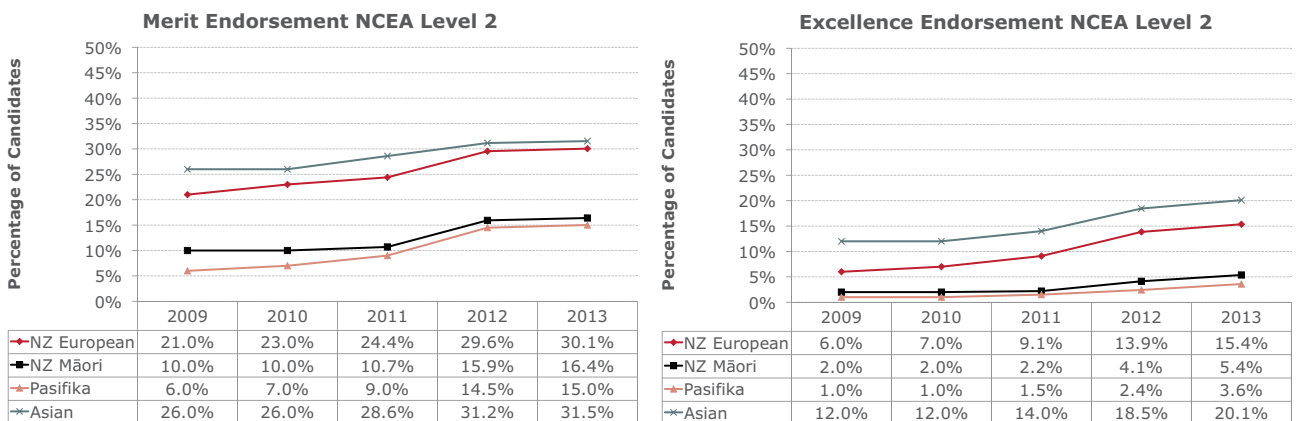


Figure 54. NCEA Level 2 Endorsement achieved by Year 12 candidates by ethnicity from 2009 to 2013.

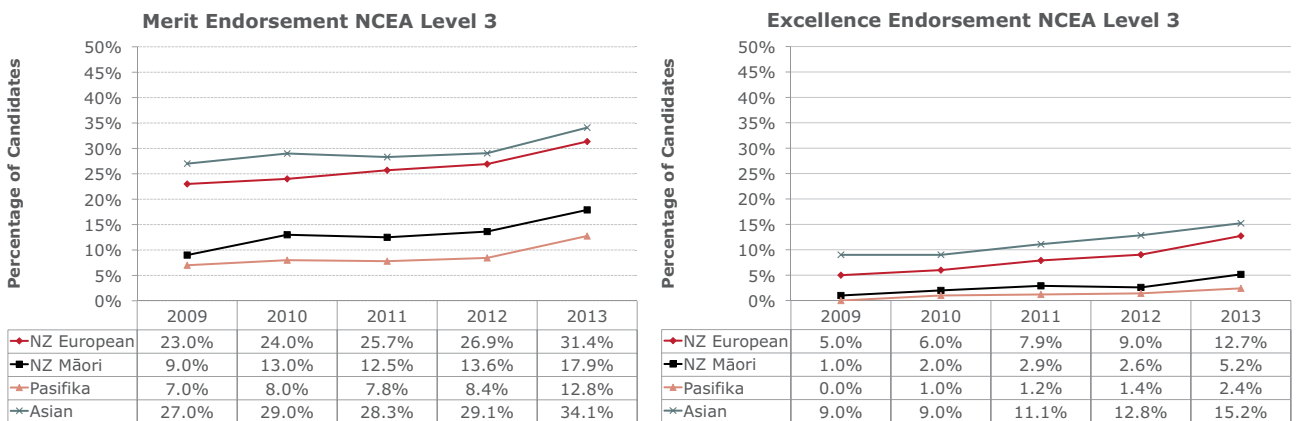


Figure 55. NCEA Level 3 Endorsements achieved by Year 13 candidates by ethnicity from 2009 to 2013.

NCEA Certificate Endorsement

Statistics by School Decile Band

Figures 56-58 show the percentages of candidates in School Decile Bands 1-3, 4-7 and 8-10 who achieved Merit or Excellence Endorsement at each NCEA level.

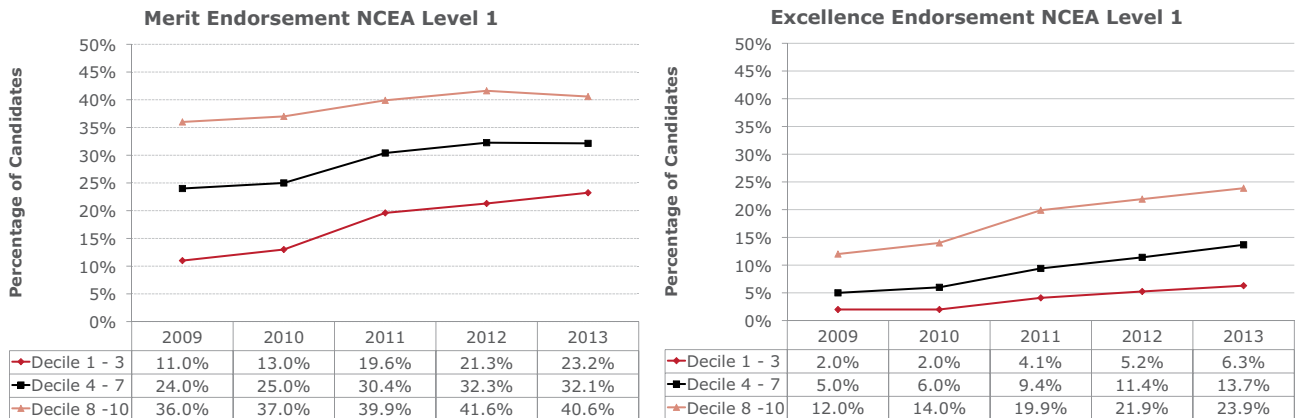


Figure 56. NCEA Level 1 Endorsement achieved by Year 11 candidates by school decile band from 2009 to 2013.

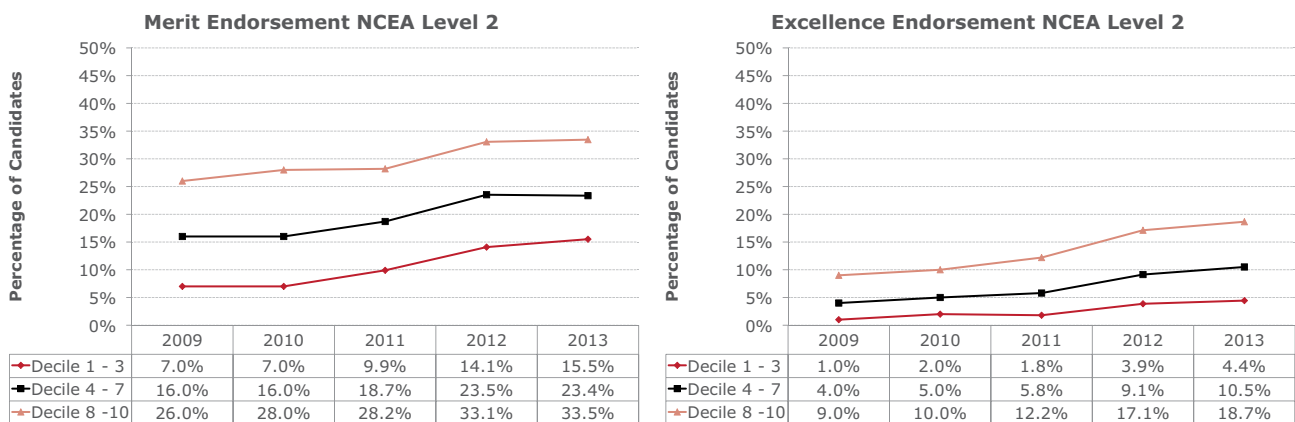


Figure 57. NCEA Level 2 Endorsement achieved by Year 12 candidates by school decile band from 2009 to 2013.

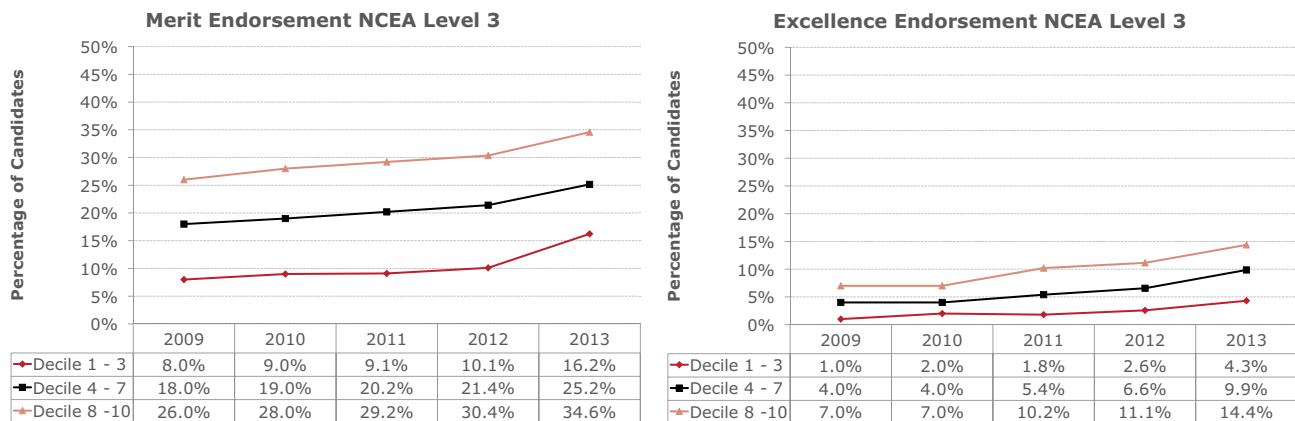
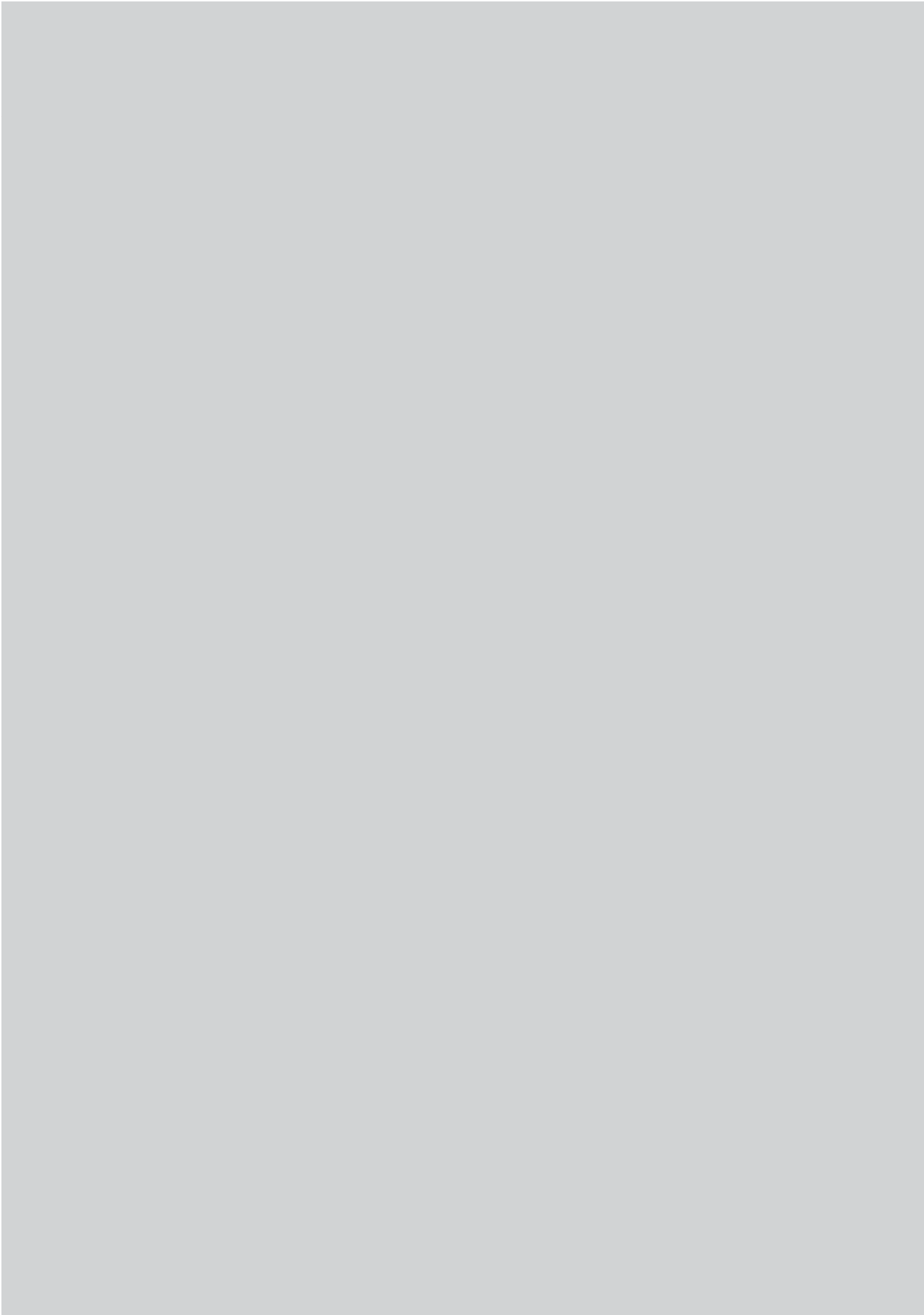


Figure 58. NCEA Level 3 Endorsement achieved by Year 13 candidates by school decile band from 2009 to 2013.



Course Endorsement

Course Endorsement was introduced in 2011 as part of the NCEA improvements package, and is intended to recognise a student's academic strength in an individual course.

To gain Course Endorsement, a student must gain 14 or more credits at Merit or Excellence in standards linked to that course. For most courses there is a further requirement that at least 3 of these credits must be gained from externally-assessed standards and 3 credits from internally-assessed standards.³

If a student's results comply with the requirements of endorsement, then the course can be endorsed with a grade of Merit or Excellence. To be endorsed with Excellence at least 14 credits, including the required credits from internally-assessed and externally-assessed standards, must have a result of Excellence. For Merit, the 14 credits can come from standards with either Merit or Excellence results; including the internally- and externally-assessed standards requirement. The level at which a course is endorsed will be determined by the lowest level of standards whose credits contributed to the endorsement.

The typical pattern is for Year 11 students to be working on standards at Level 1, Year 12 students at Level 2, and Year 13 students at Level 3. However, a small percentage of students do not follow this typical pattern. For example, a Year 12 student might be working on standards at Level 3, or a Year 13 student might be working on standards at Level 2.

Schools develop courses based on the New Zealand Curriculum and choose appropriate standards for assessment of these courses. The standards used to construct the same course might be different between different schools. For example two schools may offer Year 11 Physical Education. One school may construct the course using standards from the traditional subject area of Physical Education. The other may intend to prepare students for Sports Medicine, so includes standards from Health and Biology which are from the Science subject area. Although both courses are called Year 11 Physical Education the content is different. For this reason NZQA does not provide any statistics based on course comparisons between schools.

Because students can achieve more than one endorsement in a year, and these can be at different levels and grades, the majority of the statistics given in this section are based on counts of students having achieved at least one endorsement regardless of level.

The statistics presented in this section are divided into two parts. The first part contains statistics related to students with endorsable courses. The second part provides statistics related to the achievement of Course Endorsements. All percentages of students shown in this section (Figures 59 to 74) are based on the number of students in the Enrolled Student Cohort.

³ Note, this does not apply to Physical Education, Religious Studies and level 3 Visual Arts.

Course Endorsement

Figures 59-62 show the percentage of students with one or more endorsable courses by year level, gender, ethnicity, and school decile band.

Students with One or More Endorsable Courses

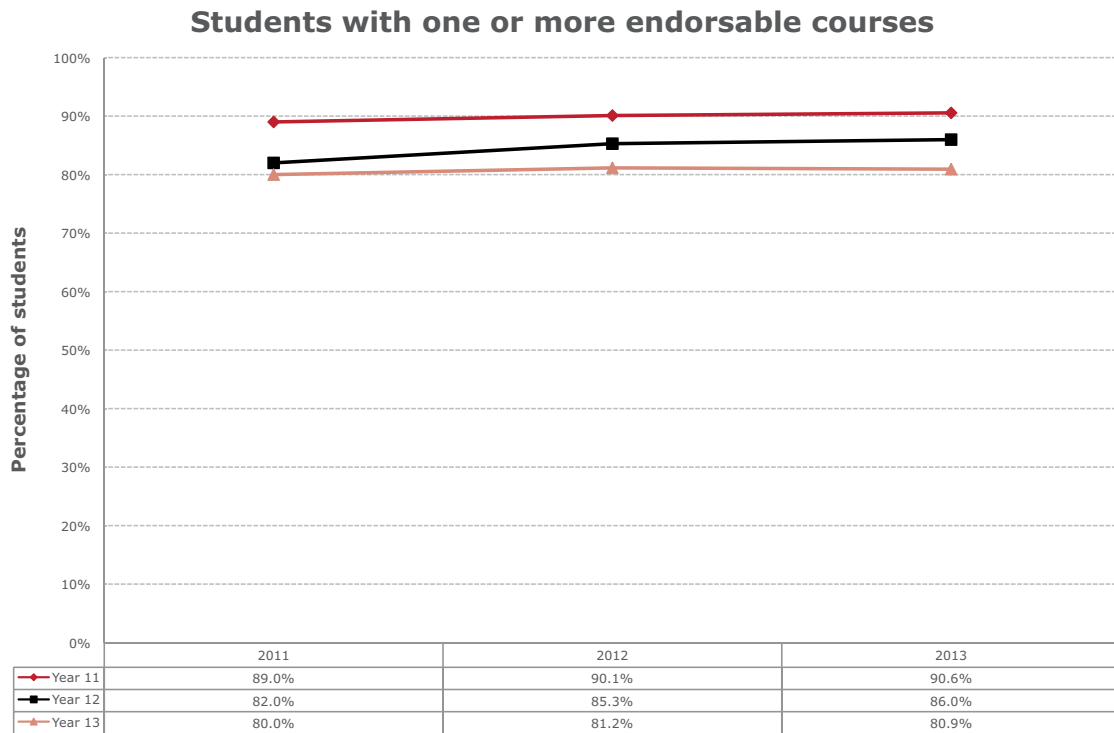


Figure 59. Percentage of students with one or more endorsable courses in Year 11, Year 12, and Year 13 from 2011 to 2013.



Course Endorsement

Statistics by Gender

Students with one or more endorsable courses by Gender

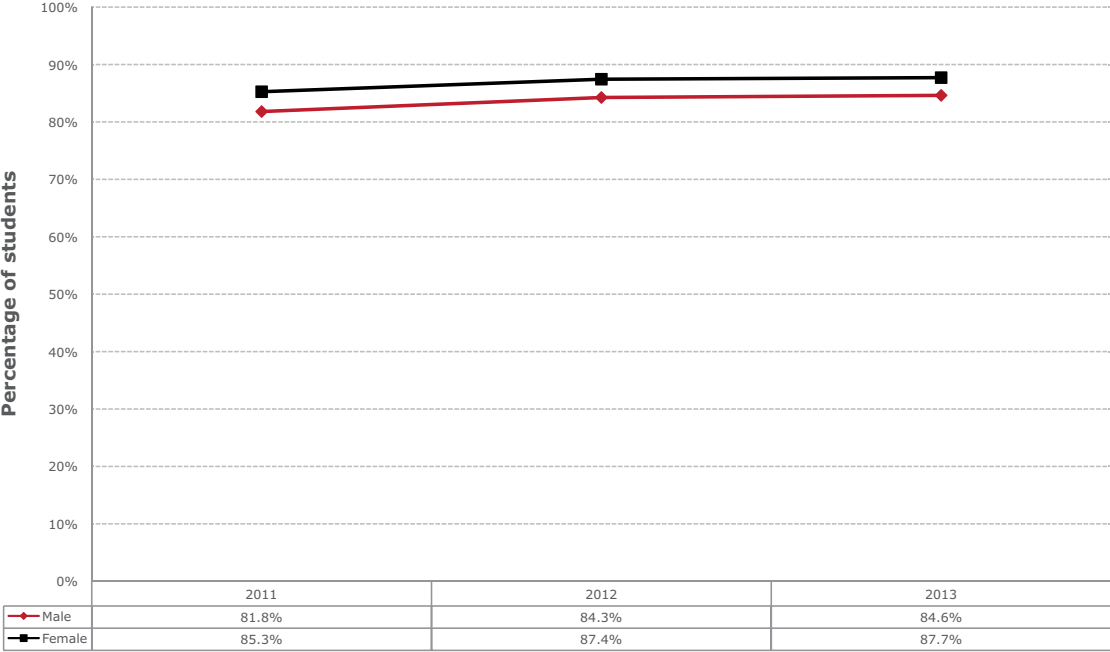


Figure 60. Percentage of students with one or more endorsable courses by gender from 2011 to 2013.

Course Endorsement

Statistics by Ethnicity

Students with one or more endorsable courses by Ethnicity

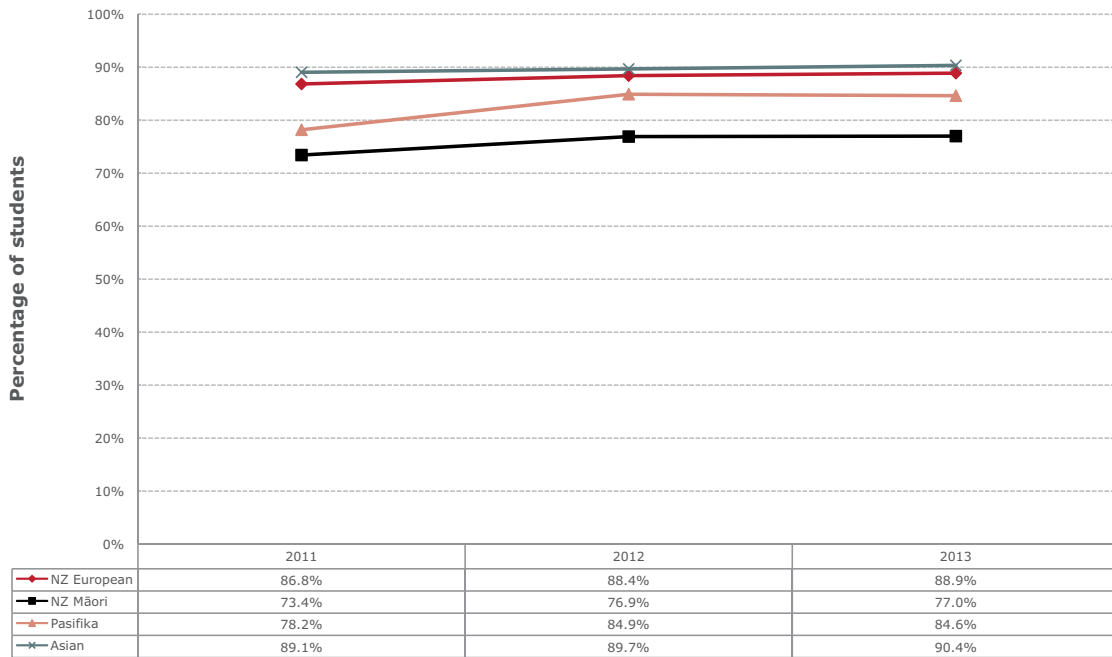


Figure 61. Percentage of students with one or more endorsable courses by ethnicity from 2011 to 2013.



Course Endorsement

Statistics by School Decile Band

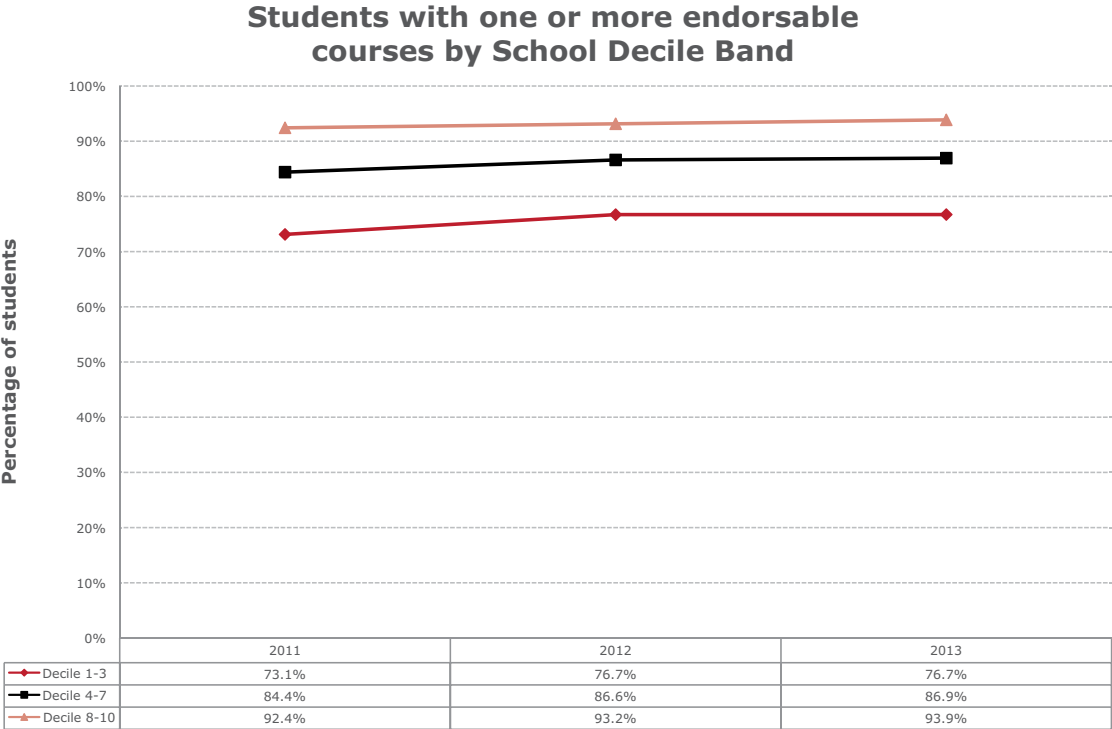


Figure 62. Percentage of students with one or more endorsable courses by school decile band from 2011 to 2013.

Course Endorsement

Average Number of Endorsable Courses per Student

The percentage of students with one or more courses that are able to be endorsed provides an understanding of how widely Course Endorsement is available to students. The statistics on the average number of endorsable courses per student, as detailed in this following section, provide information about how many endorsable courses each student is undertaking. For this reason the statistics are derived from using only students with one or more endorsable courses.

Figure 63 shows the average number of endorsable courses per student by year level.

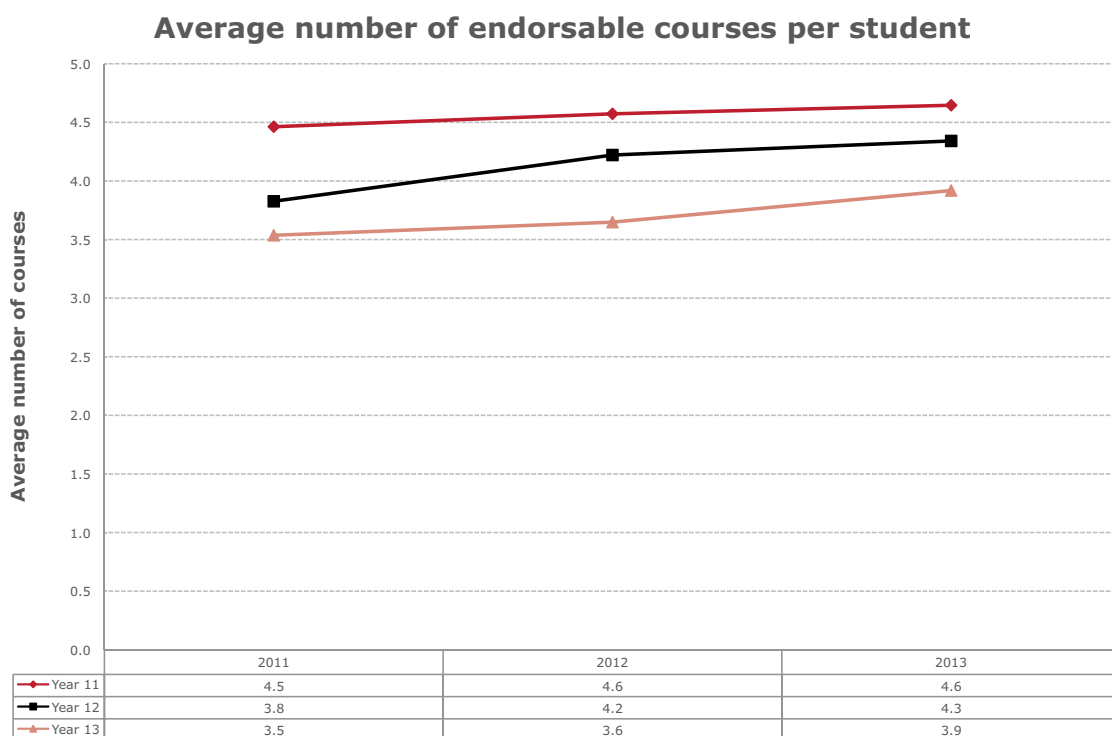


Figure 63. Average number of endorsable courses per student in Year 11, Year 12, and Year 13 from 2011 to 2013.



Course Endorsement

Figures 64-66 compare the average number of endorsable courses per student between genders, ethnicities and school decile bands. A consistent increase is evident for both genders, and across all four ethnicities and three school decile bands.

Statistics by Gender

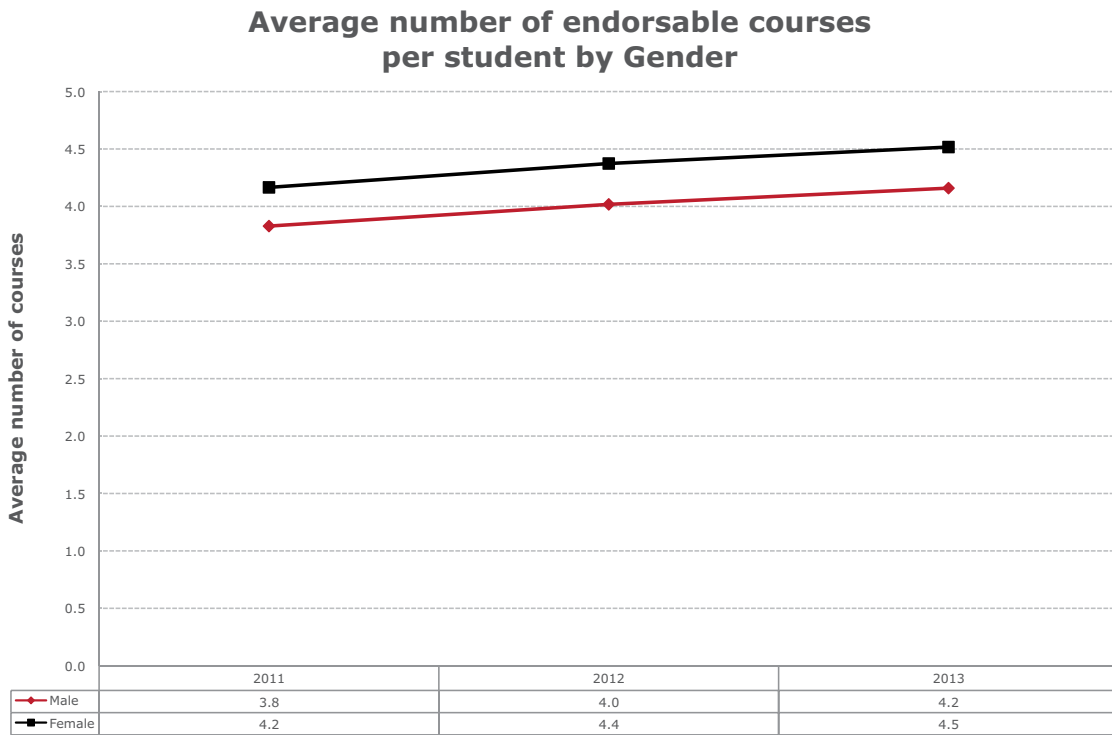


Figure 64. Average number of endorsable courses per student by gender from 2011 to 2013.

Course Endorsement

Statistics by Ethnicity

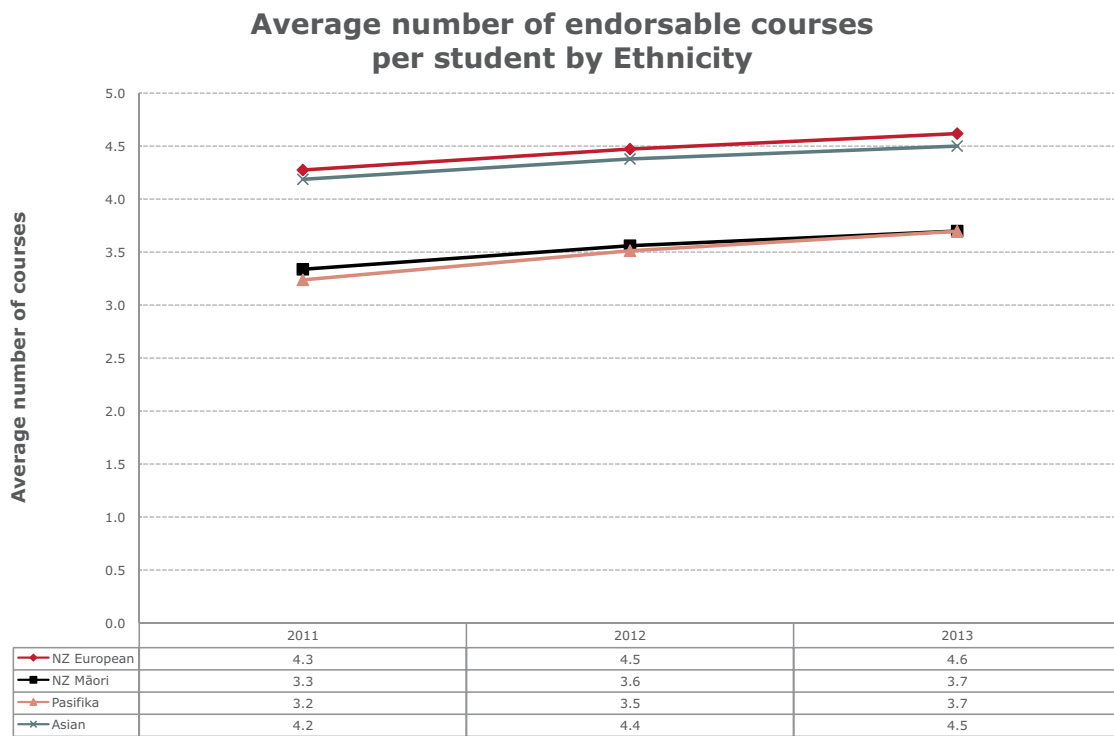


Figure 65. Average number of endorsable courses per student by ethnicity from 2011 to 2013.



Course Endorsement

Statistics by School Decile Band

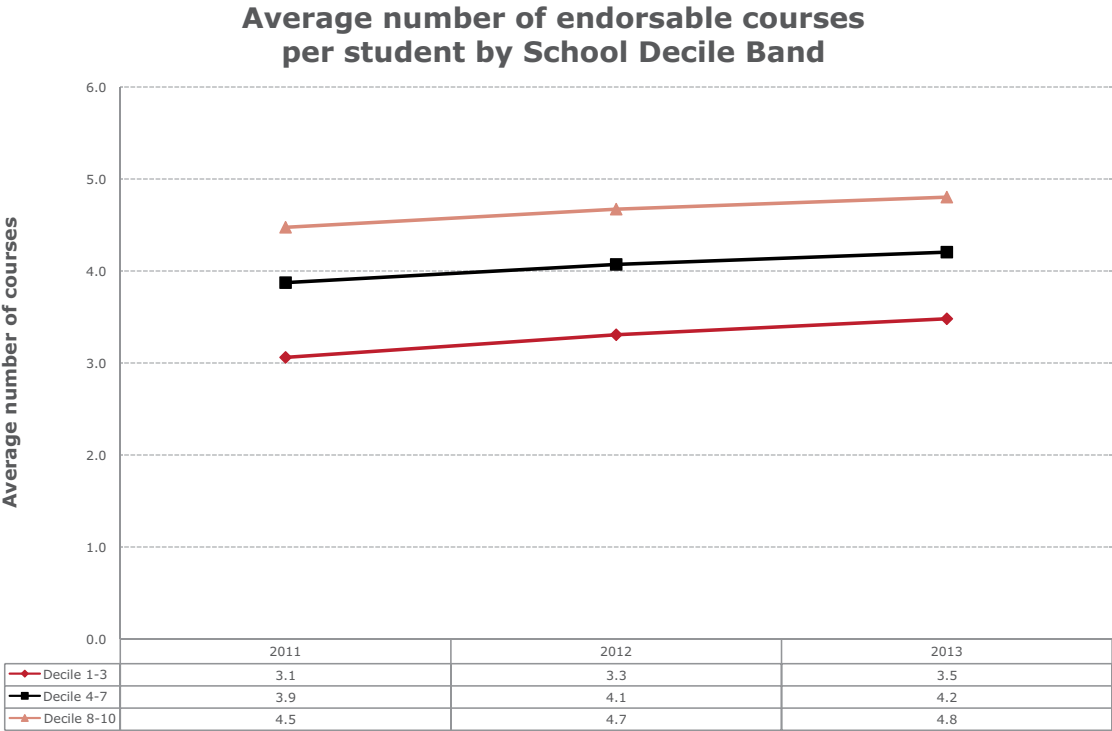


Figure 66. Average number of endorsable courses per student by school decile band from 2011 to 2013.

Course Endorsement

Percentage of Students with Endorsable Courses Gaining Endorsement

Figures 67-70 show the percentage of students with one or more endorsable courses, who attain one or more course endorsements regardless of type of endorsement (i.e. Merit or Excellence) between Year levels, genders, ethnicities, and school decile bands.

There has been an upward trend in percentage from 2011 to 2013 across all groups.

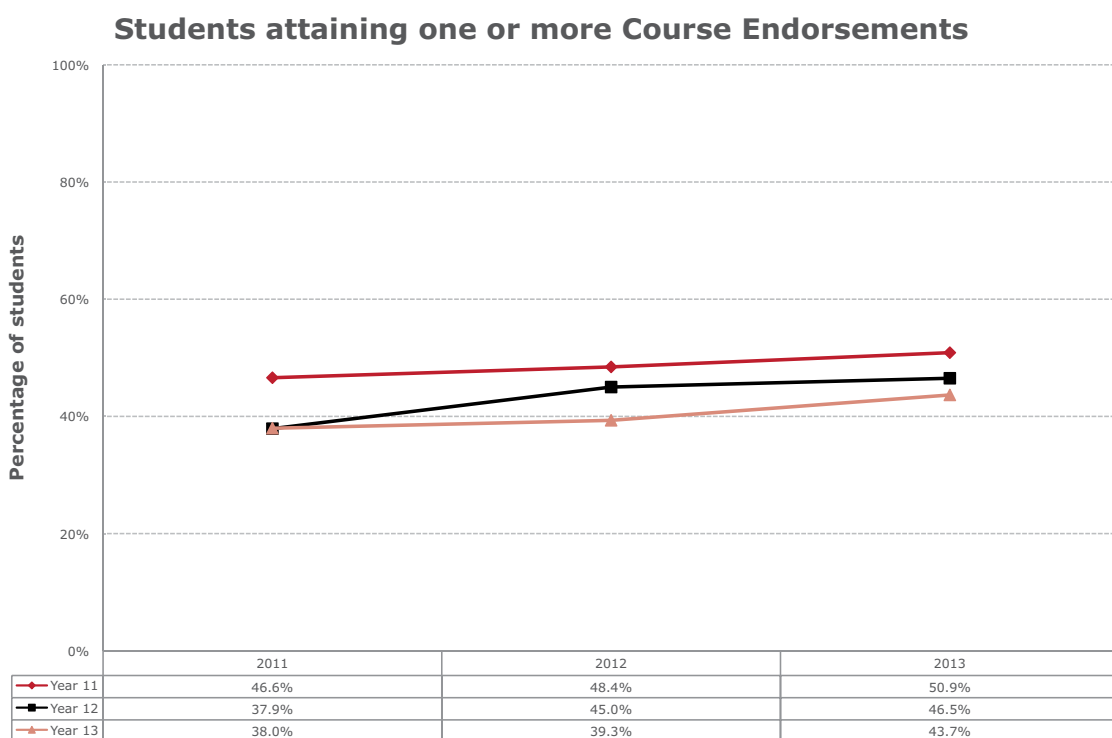


Figure 67. Percentage of students attaining one or more course endorsements in Year 11, Year 12, and Year 13 from 2011 to 2013.



Course Endorsement

Statistics by Gender

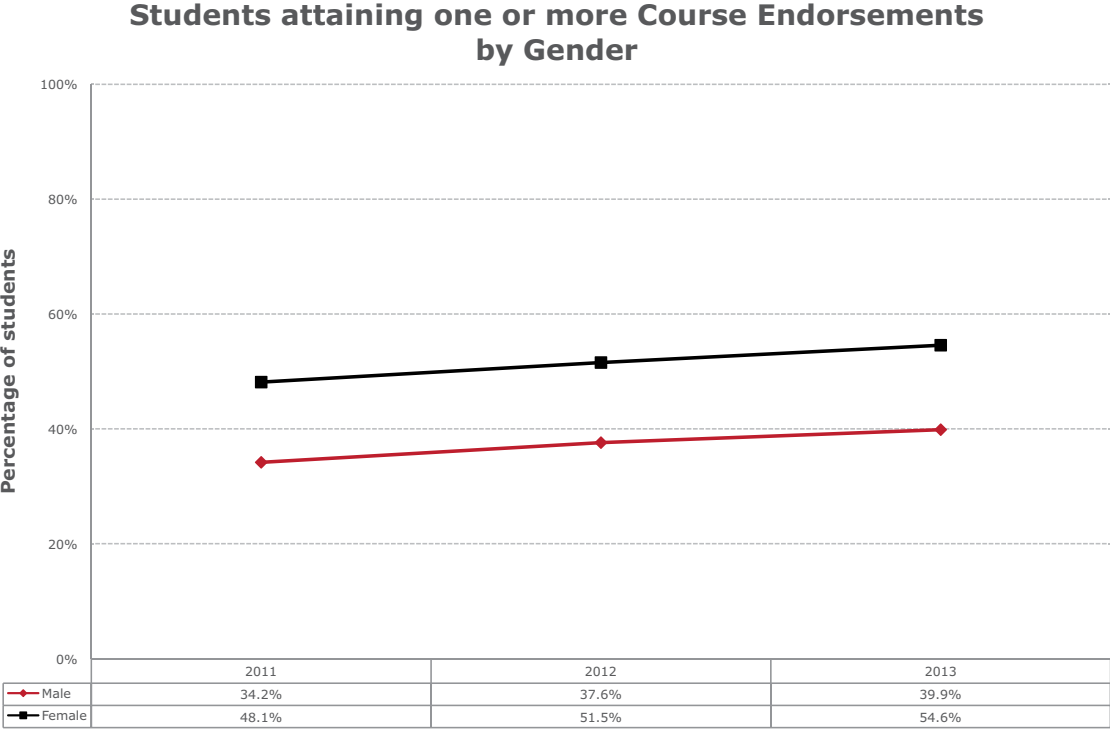


Figure 68. Percentage of students attaining one or more course endorsements by gender from 2011 to 2013.

Course Endorsement

Statistics by Ethnicity

Students attaining one or more Course Endorsements by Ethnicity

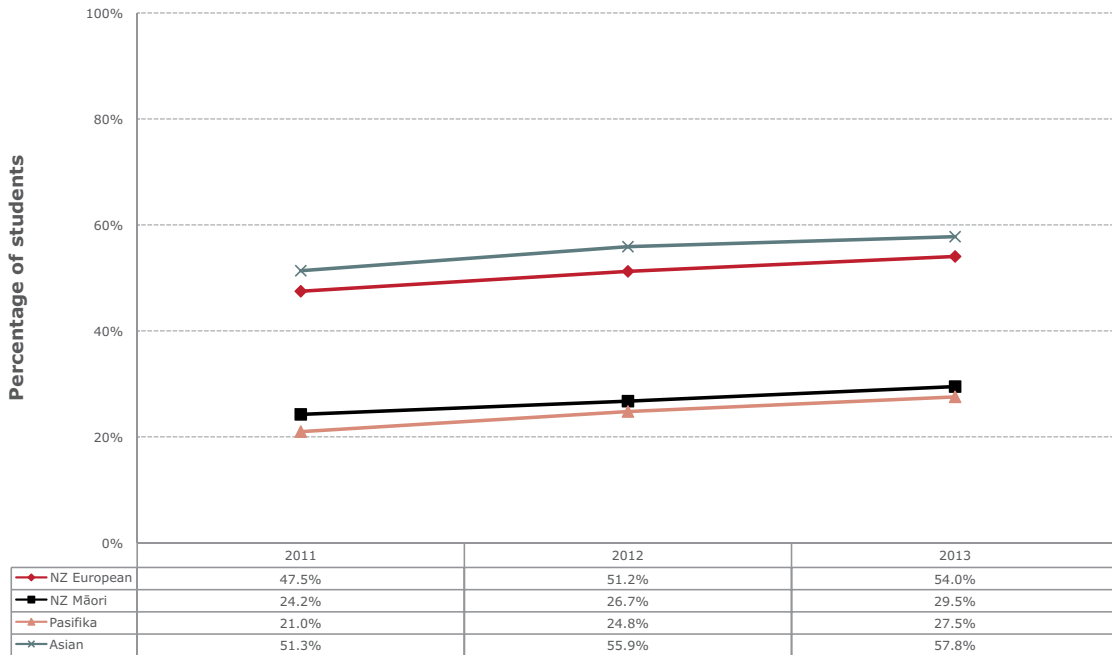


Figure 69. Percentage of students attaining one or more course endorsements by ethnicity from 2011 to 2013.



Course Endorsement

Statistics by School Decile Band

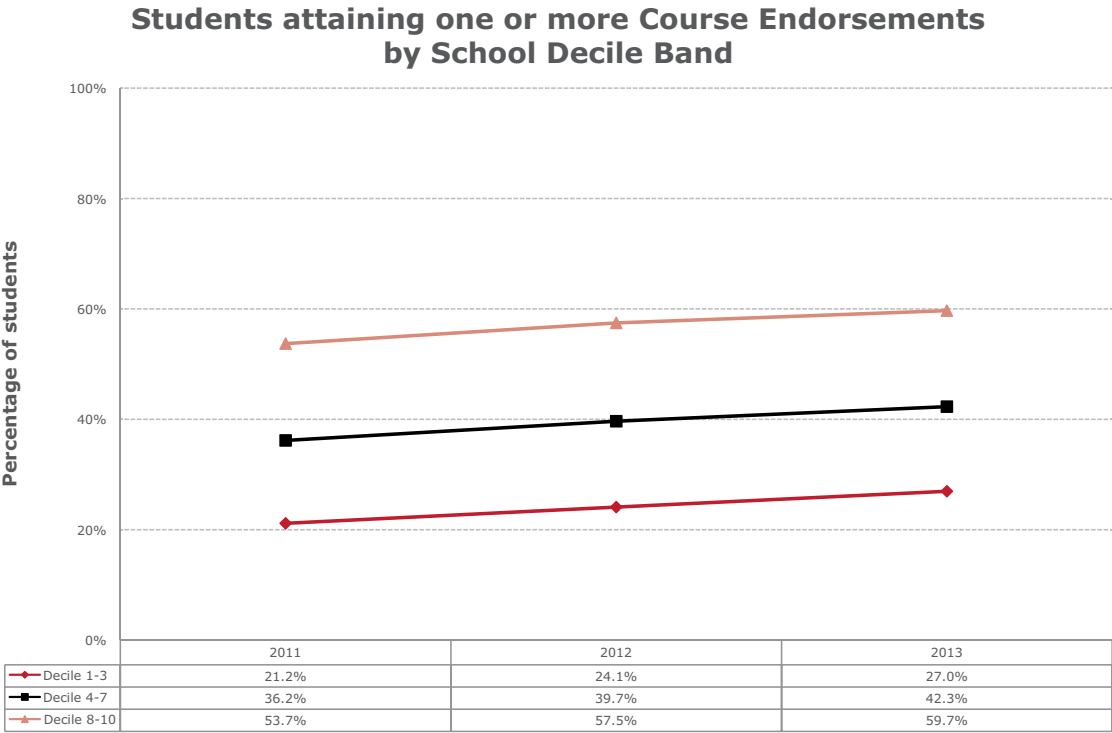


Figure 70. Percentage of students attaining one or more course endorsements by school decile band from 2011 to 2013.

Course Endorsement

Percentage of Merit and Excellence Endorsements

Figures 71-74 show the percentages of Merit and Excellence Endorsements, i.e. the number of Merit and Excellence Endorsements expressed as a percentage of the total number of endorsable courses. It is important to note that these percentages are based on the total count of endorsable courses and not the count of students. For example, if a student has 5 endorsable courses and attains a Merit for 2 courses and an Excellence for 1 course, then 5 is included in the total count of endorsable courses, 2 is included in the count

of Merit endorsements, and 1 is included in the count of Excellence endorsements.

Figure 71 shows the percentage of Merit and Excellence course endorsements attained by Year 11, Year 12, and Year 13 from 2011 to 2013.

Adding together, the 2013 Merit and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 31.3%, Year 12 of 27.5%, and Year 13 of 24.6%.

Merit and Excellence Endorsement by Year 11, Year 12, and Year 13 students

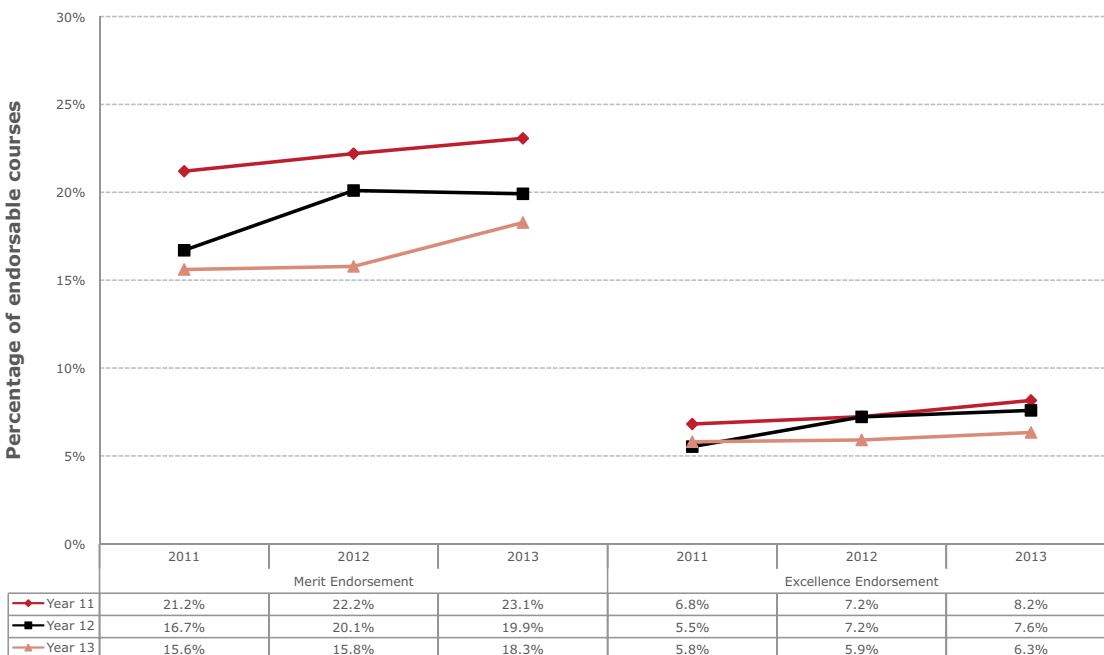


Figure 71. Percentage of course endorsements attained by Year 11, Year 12, and Year 13 students from 2011 to 2013.



Course Endorsement

Figure 72-74 compare the percentages of Merit and Excellence course endorsement attainments between genders, ethnicities and school decide bands. There has been an upward trend from 2011 to 2013 for both Merit and Excellence Endorsement attainment rates across all groups.

Statistics by Gender

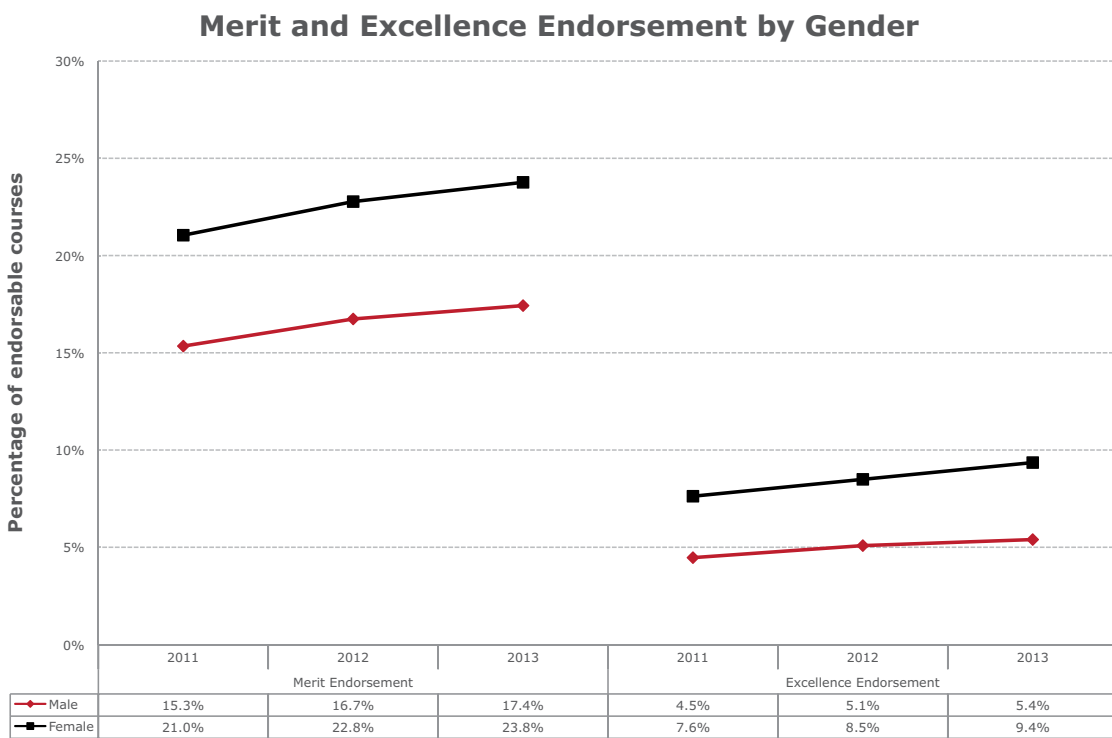


Figure 72. Percentage of course endorsements attained by gender from 2011 to 2013.

Course Endorsement

Statistics by Ethnicity

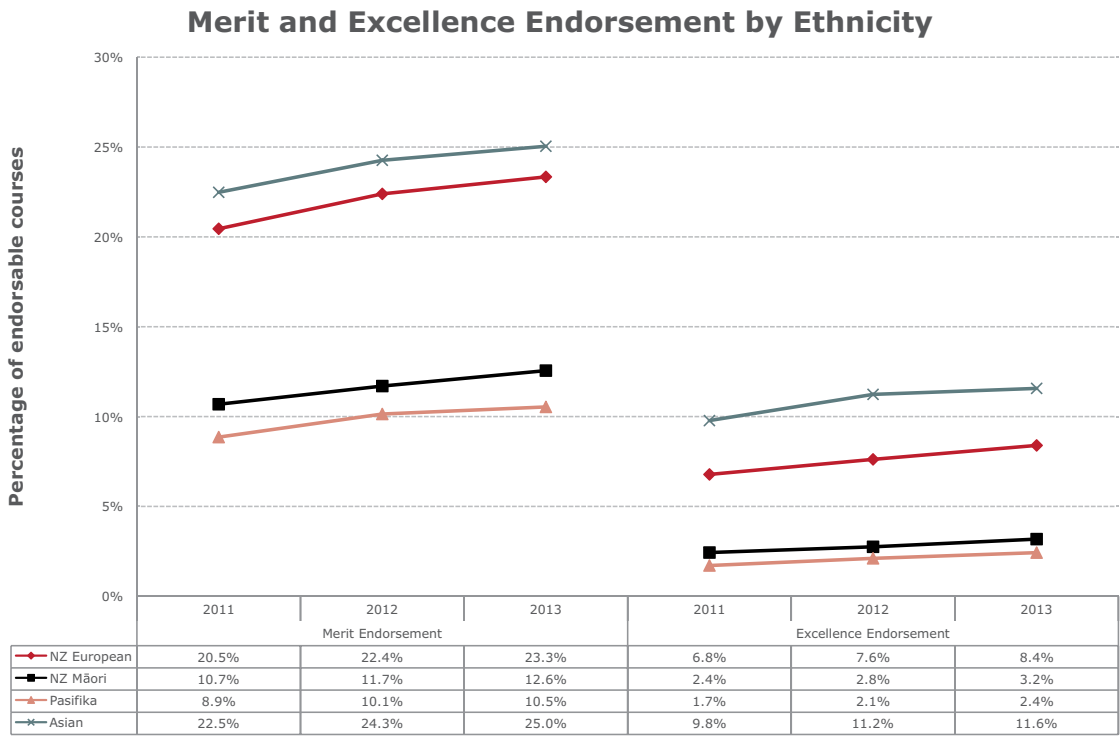


Figure 73. Percentage of course endorsements attained by ethnicity from 2011 to 2013.

Course Endorsement

Statistics by School Decile Band

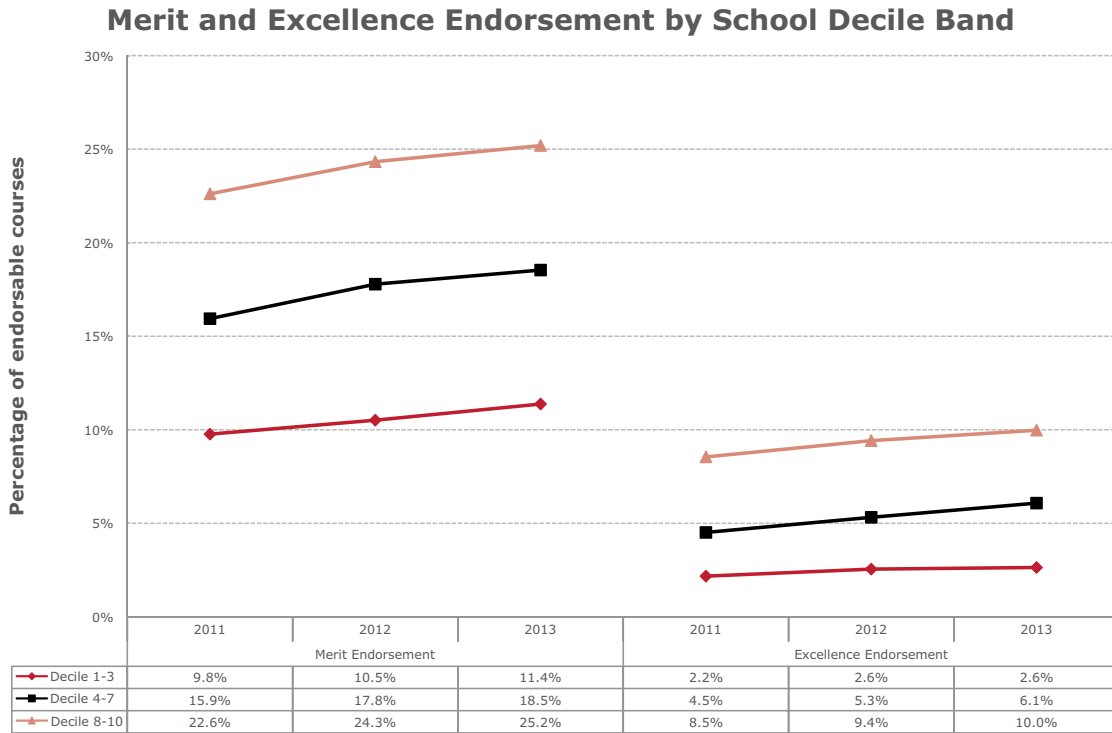
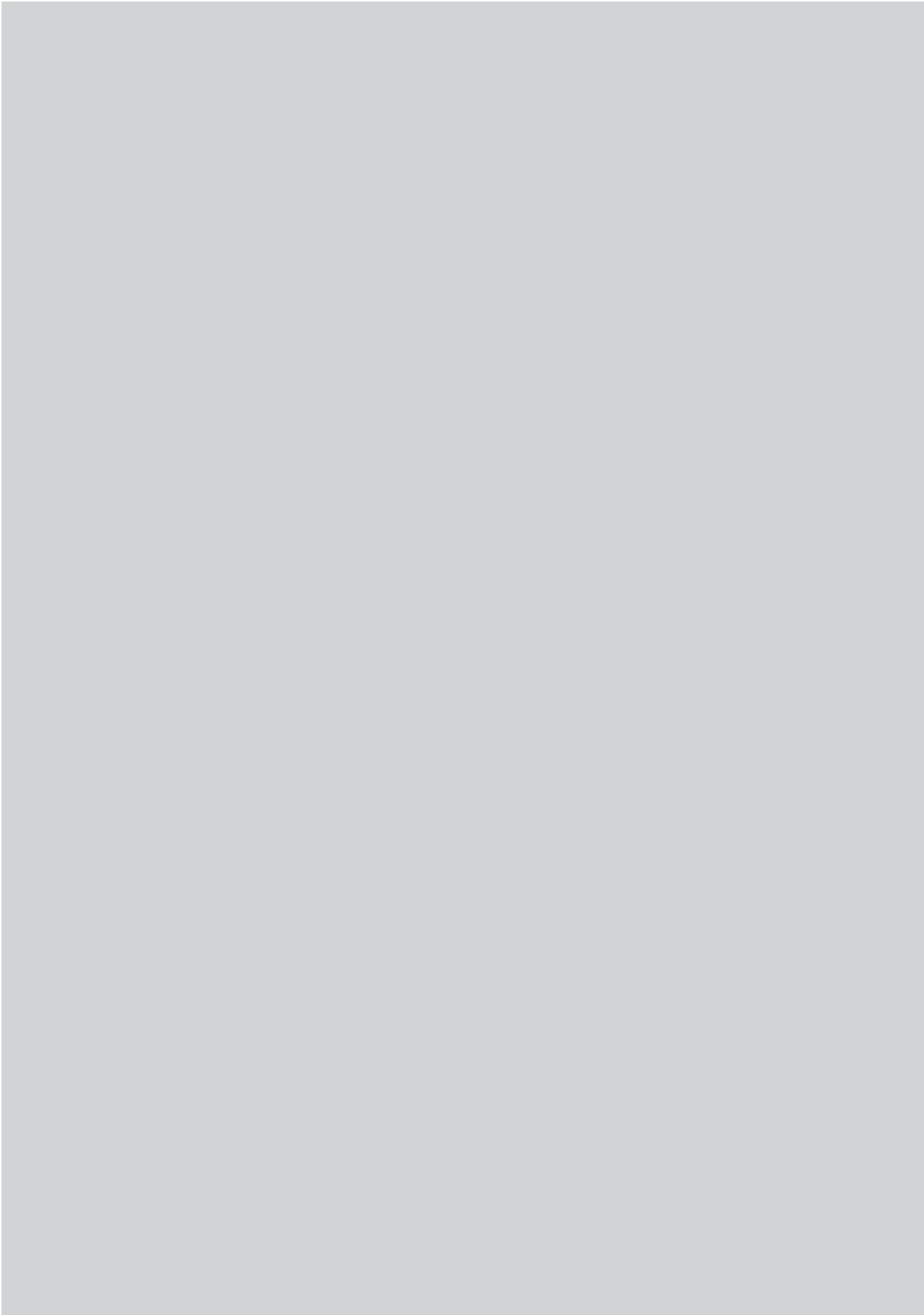


Figure 74. Percentage of course endorsements attained by school decile band from 2011 to 2013.



NCEA Retentions 2008-2013

Introduction

This section of the report provides retention statistics for senior students in secondary school education. The retention statistics provide a context for understanding the achievement statistics presented in earlier sections of this report.

Most of this section reports retention rate statistics using Tracked Year 11 cohorts. As such, retention rate statistics of four Tracked Year 11 cohorts are presented: 2008-2010, 2009-2011, 2010-2012, and 2011-2013 cohorts.

The last part of this section (Figure 79) shows the Roll-based cohorts of Year 11, Year 12 and Year 13 students, for the past few years. Students entering secondary education at Year 12 or Year 13 due to recent immigration or as foreign-fee paying students are captured in the Roll-based cohort but not the Tracked Year 11 cohort.

NCEA Retentions 2008-2013

Overall Retention Rates

Figure 75 shows the retention rates of four Tracked Year 11 cohorts through to Year 12 and Year 13.

The Year 12 and Year 13 retention rates have overall been trending upwards.

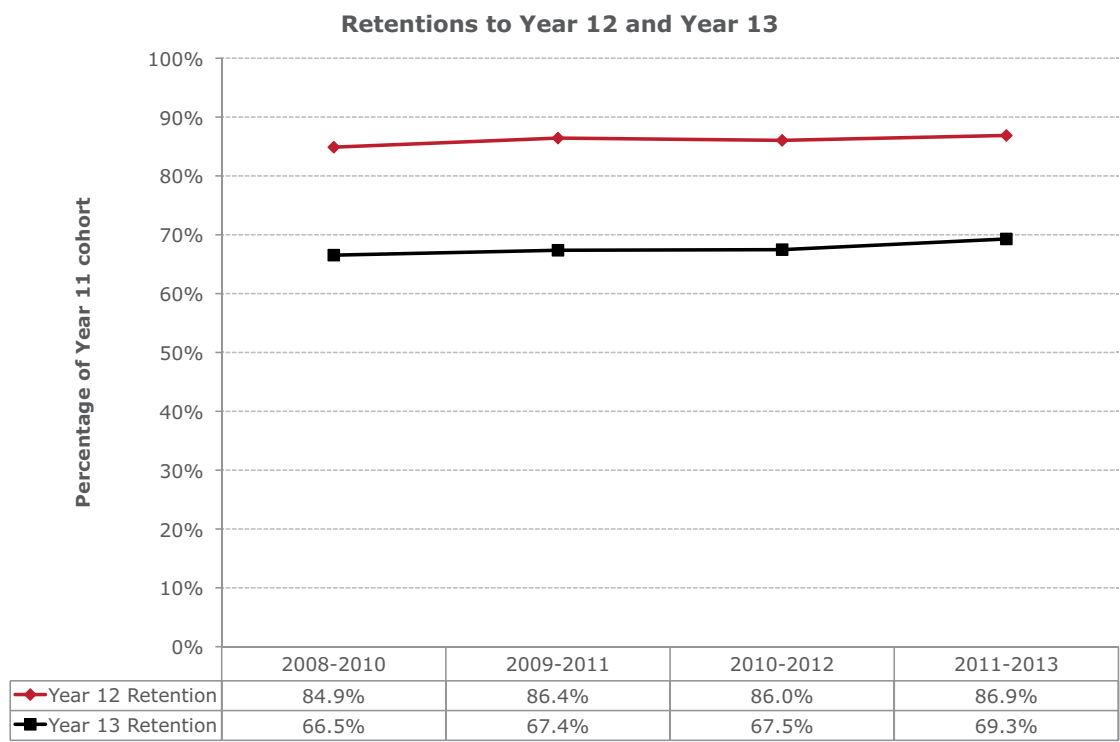


Figure 75. Retention rates to Year 12 and Year 13 of the 2008 to 2010, 2009 to 2011, 2010 to 2012, and 2011 to 2013 Tracked Year 11 cohorts.

NCEA Retentions 2008-2013

Retention Rates by Gender

Figure 76 shows the retention rates to Year 13 of the four Tracked Year 11 cohorts by gender. The retention rates have been almost flat across the Tracked Year 11 cohorts.



Figure 76. Retention rates to Year 13 by gender for the 2008 to 2010, 2009 to 2011, 2010 to 2012, and 2011 to 2013 Tracked Year 11 cohorts.

NCEA Retentions 2008-2013

Retention Rates by Ethnicity

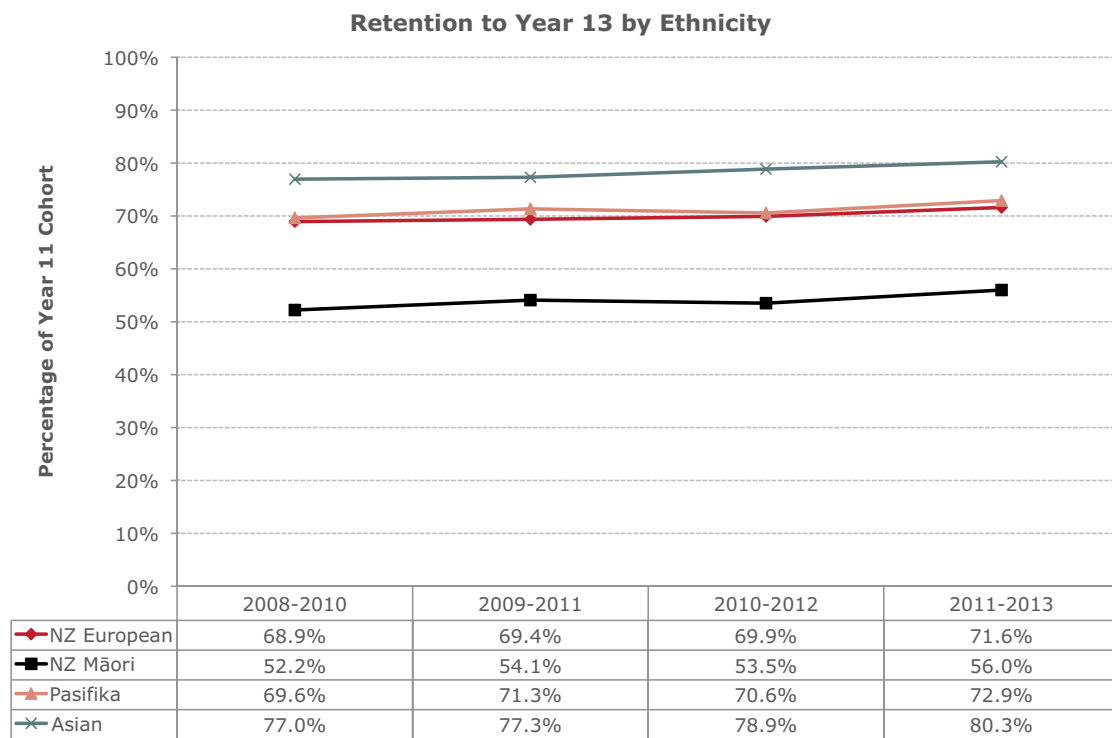


Figure 77. Retention rates to Year 13 by ethnicity for the 2008 to 2010, 2009 to 2011, 2010 to 2012, and 2011 to 2013 Tracked Year 11 cohorts.

NCEA Retentions 2008-2013

Retention Rates by School Decile Band

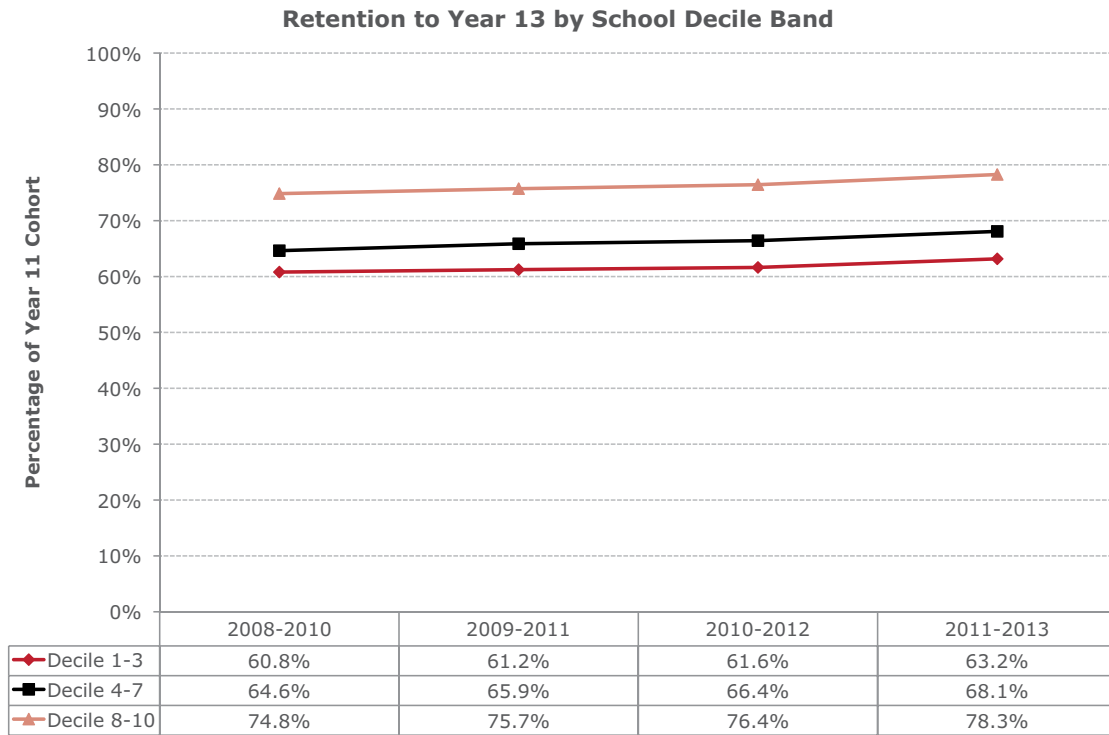


Figure 78. Retention rates to Year 13 by school decile band for the 2008 to 2010, 2009 to 2011, 2010 to 2012, and 2011 to 2013 Tracked Year 11 cohorts.

NCEA Retentions 2008-2013

Retention using Roll-based Cohort

Figure 79 shows the number of Year 11-13 students that form the Roll-based cohort.

An indicator of retention rates is seen in the way the numbers of students from each level, become lower for the next level, in each successive year. For example, the 2010 Year 11 roll of 62,980 students, has shrunk, in the 2011 Year 12 roll, to 55,759 students. Because this figure includes new entrants, the true retention rate is actually lower.

In 2012 there was a reduction in the number of Year 11 students from 62,527 down to 60,444. Population dips, such as this, are not uncommon. This reduced population has affected Year 12 in 2013 and will affect Year 13 in 2014.

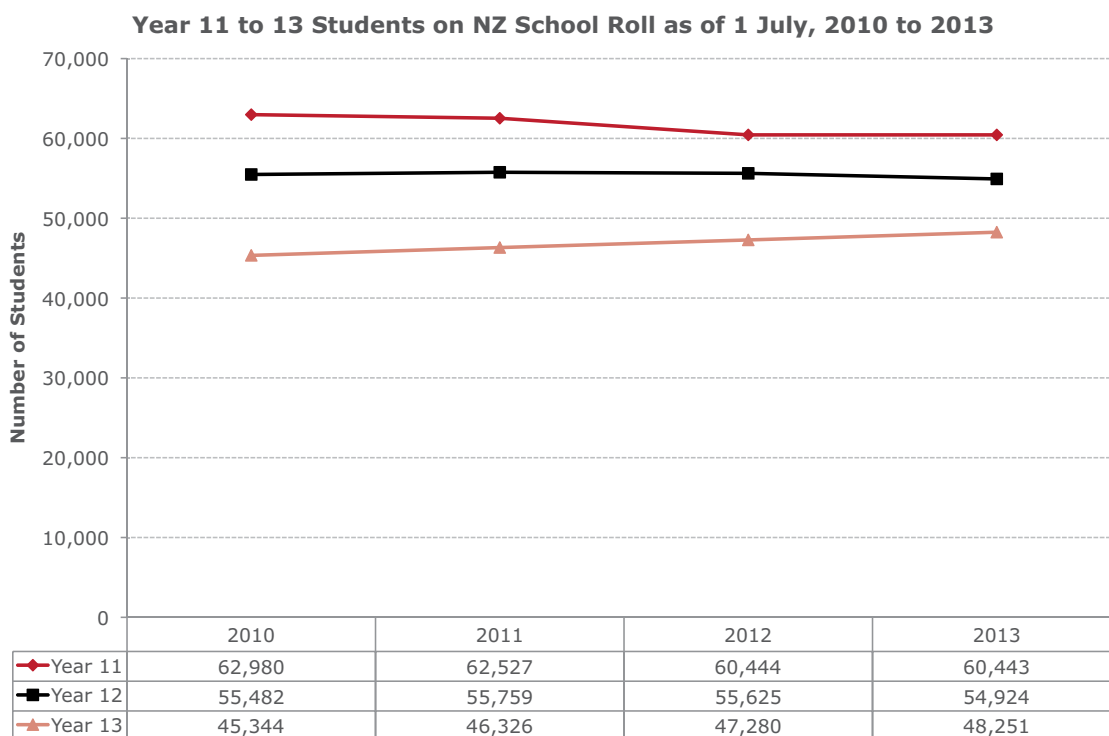


Figure 79. Number of students in senior secondary school, Years 11-13, in the Roll-based cohort from 2010 to 2013. The Roll-based cohort includes recent immigration students as well as foreign fee-paying students.



New Zealand Scholarship

The New Zealand Scholarship awards were introduced in 2004, and the present system for marking the Scholarship examination began 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, and will usually be studying towards NCEA Level 3 and University Entrance. However, some Year 12 and even Year 11 students attempt Scholarship subjects and are successful.

Each Scholarship subject assessment carries two passing grades – Scholarship and Outstanding Scholarship. These are 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.

The number of students achieving either Scholarship or Outstanding Scholarship in each subject is intended to be approximately 3% of the number of Year 13 students studying that subject at Level 3. That is, 3% of Year 13 students who are entered for at least 14 credits in that subject at Level 3. In cases where either the number of Year 13 students in the Level 3 subject or the number of students entered for that Scholarship subject is small, the percentage may vary from this 3% target.

Scholarship grades in each subject are assessed against published performance standards at the end of each year. For most subjects, assessment involves a three-hour written examination. However, Dance, Drama, and Music also involve assessment by recorded performance. In contrast, Design, Design and Visual Communication, Painting, Photography, Printmaking, Sculpture, and Technology are assessed entirely through portfolios of work.

Scholarship Monetary Awards

There are six classes of award for Scholarship. Apart from the Prime Minister's Award, the other five (Premier Award, Outstanding Scholar Award, Scholarship Award, Top Subject Scholar Award, and Single Subject Award) carry a monetary value ranging from a single \$500 payment through to \$10,000 per annum for up to three years. Scholarship monetary awards are made to those candidates who are going on to tertiary study in New Zealand, and are intended to provide some assistance to support this study.

In 2013, a total of 2,387 students achieved one or more scholarship subject awards; of which 10 students achieved Premier Award, 60 students achieved Outstanding Scholar Award, 200 students achieved Scholarship Award, 35 students achieved Top Subject Scholarship Award, and 2,095 students achieved Single Subject Award.

Scholarship awarded to students meeting the criteria for more than one award received only the award of the highest monetary value in most circumstances, however, students receiving a Top Subject Scholar Award, who also achieve Scholarship in another subject in addition, also receive a Single Subject Award. The monetary payment to 2013 Scholarship winners is estimated at approximately \$3.7 million over a period of three years.

For details about Scholarship and the Awards, see the NZQA website: <http://www.nzqa.govt.nz/scholarship>

New Zealand Scholarship

Scholarship Statistics for 2013

In 2013, 10,965 (10,497 in 2012) students entered for the New Zealand Scholarship examinations in one or more subjects. There were 20,538 (20,103 in 2012) subject entries meaning that the average number of subjects entered per student was 1.9. These 20,538 subject entries resulted in a total of 3,538 Scholarship or Outstanding Scholarship grades.

Since 2006 there has been a 39.7% increase in the number of students attempting at least one subject in New Zealand Scholarship, and an increase of 29.2% in the number of subjects being attempted.

There is a difference between entries and assessed results. The difference arises because not all students entered for a Scholarship assessment actually sit the examination; either because they do not attend, or they attend but do not attempt the examination. Hence the relatively high absentee rate for Scholarship examinations. However this is expected, as schools are required to enter students before September to ensure that there is time for the printing of scripts and answer books.

Table 1 shows that in 2013, as in prior years, more female than male students entered for Scholarship, but the numbers of assessed results are similar. For males, of those with assessed results 22.0% attained a Scholarship grade and 3.3% attained an Outstanding Scholarship grade. For females, the equivalent proportions were 20.8% and 2.1% respectively.

	Candidates	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Male	4,963	9,958	7,291	1,607	240
Female	6,000	10,578	7,356	1,533	158

Table 1. Candidates, entries results and outcomes for Scholarship in 2013. Candidates with “unknown gender” have been omitted from this table.



New Zealand Scholarship

Scholarships Awarded in 2013 by Subject

Table 2 provides a breakdown of Scholarship results for 2013 across all 35 subjects. The size of the Level 3 cohorts, from which the number of Scholarships to be awarded in each subject are calculated, varies from 22 for Latin to 16,445 for English.

Subject	Level 3 Cohort	Scholarship	Outstanding	Total	%
Accounting	2774	75	10	85	3.1%
Agricultural & Horticultural Science	414	8	1	9	2.2%
Art History	1431	38	5	43	3.0%
Biology	9038	257	31	288	3.2%
Calculus	8392	212	31	243	2.9%
Chemistry	8183	215	27	242	3.0%
Chinese	239	7	1	8	3.3%
Classical Studies	4607	124	16	140	3.0%
Dance	661	17	3	20	3.0%
Design	2728	72	10	82	3.0%
Design and Visual Communication	1390	37	5	42	3.0%
Drama	2181	55	7	62	2.8%
Earth and Space Science	639	13	2	15	2.3%
Economics	3764	103	13	116	3.1%
English	16445	432	57	489	3.0%
French	710	19	3	22	3.1%
Geography	7248	192	25	217	3.0%
German	247	7	1	8	3.2%
History	6456	169	25	194	3.0%
Japanese	490	12	2	14	2.9%
Latin	22	5	1	6	27.3%
Media Studies	3324	95	12	107	3.2%
Music	1486	43	5	48	3.2%
Painting	2845	79	10	89	3.1%
Photography	3020	81	10	91	3.0%
Physical Education	4704	121	11	132	2.8%
Physics	7533	191	26	217	2.9%
Printmaking	251	7	1	8	3.2%
Samoan	264	6	1	7	2.7%
Sculpture	187	6	1	7	3.7%
Spanish	312	9	1	10	3.2%
Statistics	12606	370	36	406	3.2%
Te Reo Māori	588	17	2	19	3.2%
Te Reo Rangatira	106	6	1	7	6.6%
Technology	1502	40	5	45	3.0%

Table 2. Cohort size and results for Scholarship in 2013.

New Zealand Scholarship

Whereas Table 2 shows the Scholarship and Outstanding Scholarship results in relation to the Level 3 cohort, Table 3 uses assessed results as its reference point.

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

The number of assessed results is lower than the number of entries as explained earlier. For example, the total number of assessed results at 14,649 is lower than the total number of entries at 20,538. As it pertains to subjects, the number of assessed results and entries for English is 1,583 and 2,085 respectively.



New Zealand Scholarship

Subject	Entries	Void or Absent	Assessed Results	Not Achieved		Scholarship		Outstanding Scholarship	
				Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed Results
Accounting	509	182	318	233	73.3%	75	23.6%	10	3.1%
Agricultural & Horticultural Science	65	18	47	38	80.9%	8	17.0%	1	2.1%
Art History	300	72	226	183	81.0%	38	16.8%	5	2.2%
Biology	1675	427	1235	947	76.7%	257	20.8%	31	2.5%
Calculus	1421	324	1086	843	77.6%	212	19.5%	31	2.9%
Chemistry	1646	398	1232	990	80.4%	215	17.5%	27	2.2%
Chinese	136	26	110	102	92.7%	7	6.4%	1	0.9%
Classical Studies	705	193	496	356	71.8%	124	25.0%	16	3.2%
Dance	118	51	67	47	70.1%	17	25.4%	3	4.5%
Design	641	362	279	197	70.6%	72	25.8%	10	3.6%
Design and Visual Communication	352	35	317	275	86.8%	37	11.7%	5	1.6%
Drama	419	174	245	183	74.7%	55	22.4%	7	2.9%
Earth and Space Science	117	36	80	65	81.2%	13	16.2%	2	2.5%
Economics	732	164	545	429	78.7%	103	18.9%	13	2.4%
English	2085	495	1583	1094	69.1%	432	27.3%	57	3.6%
French	183	41	142	120	84.5%	19	13.4%	3	2.1%
Geography	1298	247	1047	830	79.3%	192	18.3%	25	2.4%
German	65	13	52	44	84.6%	7	13.5%	1	1.9%
History	1310	253	1037	843	81.3%	169	16.3%	25	2.4%
Japanese	118	22	94	80	85.1%	12	12.8%	2	2.1%
Latin	28	1	27	21	77.8%	5	18.5%	1	3.7%
Media Studies	629	242	378	271	71.7%	95	25.1%	12	3.2%
Music	197	66	131	83	63.4%	43	32.8%	5	3.8%
Painting	628	295	333	244	73.3%	79	23.7%	10	3.0%
Photography	597	302	295	204	69.2%	81	27.5%	10	3.4%
Physical Education	756	260	493	361	73.2%	121	24.5%	11	2.2%
Physics	1455	316	1131	914	80.8%	191	16.9%	26	2.3%
Printmaking	67	28	39	31	79.5%	7	17.9%	1	2.6%
Samoan	96	20	76	69	90.8%	6	7.9%	1	1.3%
Sculpture	63	20	43	36	83.7%	6	14.0%	1	2.3%
Spanish	90	28	62	52	83.9%	9	14.5%	1	1.6%
Statistics	1462	397	1065	659	61.9%	370	34.7%	36	3.4%
Te Reo Māori	176	44	130	111	85.4%	17	13.1%	2	1.5%
Te Reo Rangatira	36	5	31	24	77.4%	6	19.4%	1	3.2%
Technology	363	178	177	132	74.6%	40	22.6%	5	2.8%

Table 3. Entries and results for Scholarship in 2013.

New Zealand Scholarship

Premier Awards and Outstanding Scholar Awards

After the Prime Minister's Award for Academic excellence, the Premier Awards are the most prestigious of all the Scholarship awards and carry the greatest monetary award of \$10,000 per annum for up to three years.

Table 4 gives the total number of Premier Award winners by gender from 2009 to 2013.

Year	Females	Males
2009	1	7
2010	1	8
2011	3	7
2012	1	9
2013	1	9
Total	7	40

Table 4. Number of Premier Award winners by gender from 2009 to 2013.

Over the five years from 2009 to 2013, 85.1% of all the Premier awards were achieved by males and 14.9% were achieved by females.

Premier Awards are restricted to the top 5-10 students across the country. In 2013, 10 students have received Premier Awards.

A total of 60 have received Outstanding Scholar Awards.

Scholarship Awards, Single Subject Awards and Top Subject Awards in 2013

In 2013, 200 students received Scholarship Awards having earned three or more Scholarships. In comparison, 224 students received Scholarship Awards in 2012.

There were 2,095 students who received a Single Subject Award. This compares with 2,038 students who received Single Subject Awards in 2012.

Top Subject Awards were received by 35 students, consisting of the top student for each of the 35 subjects. In 2012, 33 students received Top Subject Awards. The reason for the difference in 2012 was that 2 of the 33 students were the top student in two Scholarship subjects.

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

<http://www.nzqa.govt.nz/about-us/news/new-zealand-scholarship-award-winners/>



Results Distributions for New Zealand Qualifications Framework (NZQF) standards

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

- Unit Standards, which are internally-assessed and carry grades of Not Achieved and Achieved, although a few also have a grade of Merit or Excellence
- 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.

All externally-assessed Achievement Standards are assessed at the end of the academic year by examination or portfolio.

This year NZQA is reporting the Results Distribution for NZQF standards based on:

- the number of assessed results, and
- the number of assessed credits.

This is to account for the effect from the Alignment of Standards with the New Zealand Curriculum project, of changes in the Standards (by category).

An entry is recorded for a specific student in a specific standard. An assessed result is defined as an entry where a grade for a standard has been reported. There are a number of reasons why an entry might not have an assessed result. For externally-assessed Achievement

Standards by examination, this means the student was absent from the examination session. For externally-assessed Achievement Standards by other methods, this means the student does not submit any work. Results in these instances are reported as Absent. Students may attend the examination session, but choose not to attempt the standard. This would be reported as Void. For internally-assessed Standards, the school may not have reported a result because no assessment has occurred.

Each Achievement Standard and Unit Standard is worth a certain number of credits. When a student achieves a standard, they earn the credits the standard is worth. Merit or Excellence grades do not gain any additional credits.

Assessed results are converted to assessed credits through the number of credits by standard.

Tables 5-8 and Figures 80-91 show the statistics for the three types of standards in 2013, based on the number of assessed results and the number of assessed credits.

When considering the distribution of the percentage of grades by standard type and assessment in Tables 5-6 and Figures 80-85, keep in mind that Achievement Standards carry grades of Not Achieved, Achieved, Merit, and Excellence; while most Unit Standards only carry grades of Not Achieved and Achieved.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Table 5 shows the entries and assessed results for each type of standard, along with the overall results distribution of the assessed results. The Not Achieved, Achieved, Merit, and Excellence percentages are calculated based on the assessed results and not on the number of entries.

	Entries	Number of Assessed Results	Not Achieved	Achieved	Merit	Excellence
Externally-assessed Achievement Standard	1,324,979	1,116,881	24.6%	39.0%	26.1%	10.3%
Internally-assessed Achievement Standard	2,277,011	2,237,953	18.2%	36.7%	24.8%	20.3%
Unit Standard	879,733	852,297	12.2%	87.0%	0.4%†	0.4%†

Table 5. Percentage distributions of results for secondary school candidates in externally- assessed Achievement Standards, internally-Assessed Achievement Standards, and Unit Standards, in 2013.

Table 6 shows the number of assessed credits for each type of standard, along with the overall results distributions of the assessed credits. The Not Achieved, Achieved, Merit, and Excellence percentages are similar to those in Table 5.

	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally-assessed Achievement Standard	4,956,383	23.9%	38.8%	26.3%	11.0%
Internally-assessed Achievement Standard	8,700,877	18.1%	36.2%	24.8%	20.9%
Unit Standard	2,853,685	12.9%	85.7%	0.6%†	0.8%†

Table 6. Percentage Distributions of credits for externally-assessed Achievement Standards, internally-assessed Achievement Standards and Unit Standards, in 2013.

† Note that only 2.4% of assessed Unit Standards in 2013 carry grades of Merit and Excellence.



Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Tables 7-8 show that the proportion of assessed results and assessed credits for Unit Standards and Achievement Standards, both internally- and externally-assessed, varies by NCEA level and school decile band.

	Decile 1–3	Decile 4–7	Decile 8–10
LEVEL 1			
Externally-assessed Achievement Standard	17.4%	26.3%	34.1%
Internally-assessed Achievement Standard	57.3%	57.3%	57.9%
Unit Standard	25.3%	16.4%	8.0%
Total Results	293,442	779,729	740,876
LEVEL 2			
Externally-assessed Achievement Standard	14.2%	21.9%	30.1%
Internally-assessed Achievement Standard	44.6%	47.7%	52.2%
Unit Standard	41.2%	30.3%	17.7%
Total Results	233,627	627,789	621,609
LEVEL 3			
Externally-assessed Achievement Standard	18.6%	26.4%	33.1%
Internally-assessed Achievement Standard	47.5%	51.2%	54.1%
Unit Standard	33.9%	22.4%	12.7%
Total Results	118,459	344,890	394,755

Table 7. Percentages and total numbers of assessed results by level and decile band.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

	Decile 1–3	Decile 4–7	Decile 8–10
LEVEL 1			
Externally-assessed Achievement Standard	20.4%	29.2%	36.5%
Internally-assessed Achievement Standard	59.2%	58.0%	57.5%
Unit Standard	20.3%	12.8%	6.0%
Total Results	1,078,817	2,924,558	2,859,601
LEVEL 2			
Externally-assessed Achievement Standard	18.1%	26.2%	34.4%
Internally-assessed Achievement Standard	45.7%	48.2%	51.6%
Unit Standard	36.2%	25.5%	14.0%
Total Results	864,434	2,385,702	2,437,696
LEVEL 3			
Externally-assessed Achievement Standard	21.1%	29.5%	36.5%
Internally-assessed Achievement Standard	44.2%	48.2%	51.0%
Unit Standard	34.7%	22.3%	12.5%
Total Results	523,036	1,515,752	1,731,922

Table 8. Percentage and total numbers of assessed credits by NCEA level and school decile band.



Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Figures 80-81 compare the distributions of results and credits for externally-assessed Achievement Standards between School Decile Bands 1-3, 4-7, and 8-10 in 2013.

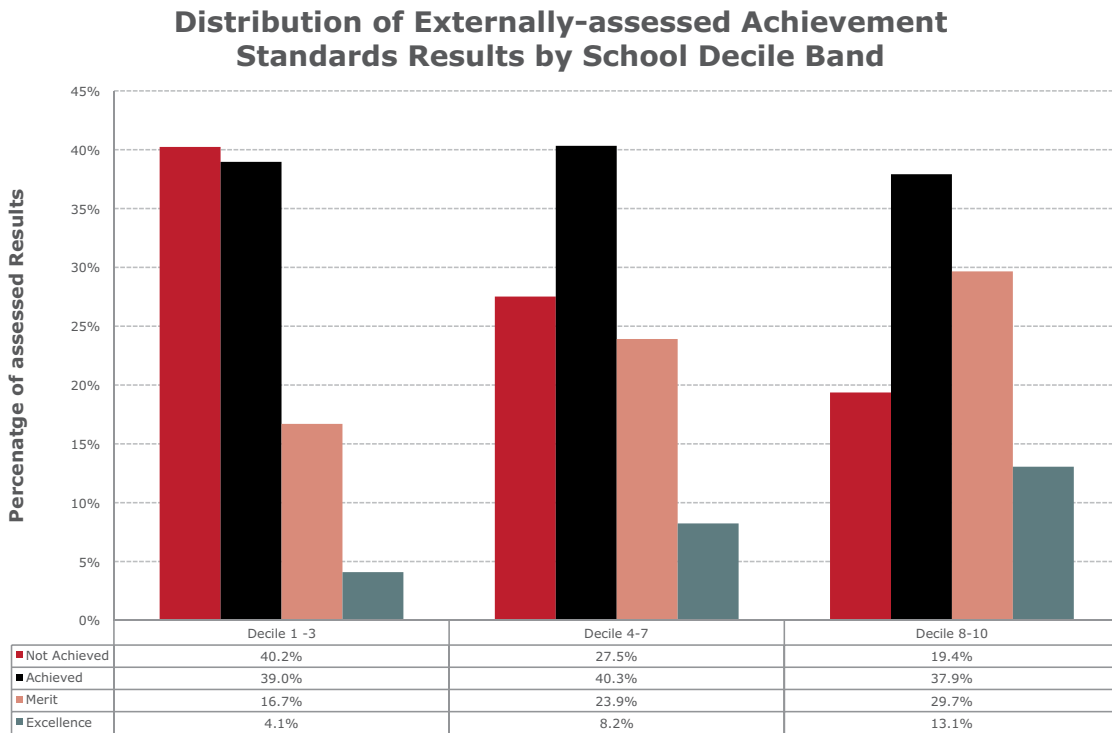


Figure 80. Percentage distributions of results for externally-assessed Achievement Standards in 2013, by school decile band.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Distribution of Externally-assessed Achievement Standards Credits by School Decile Band

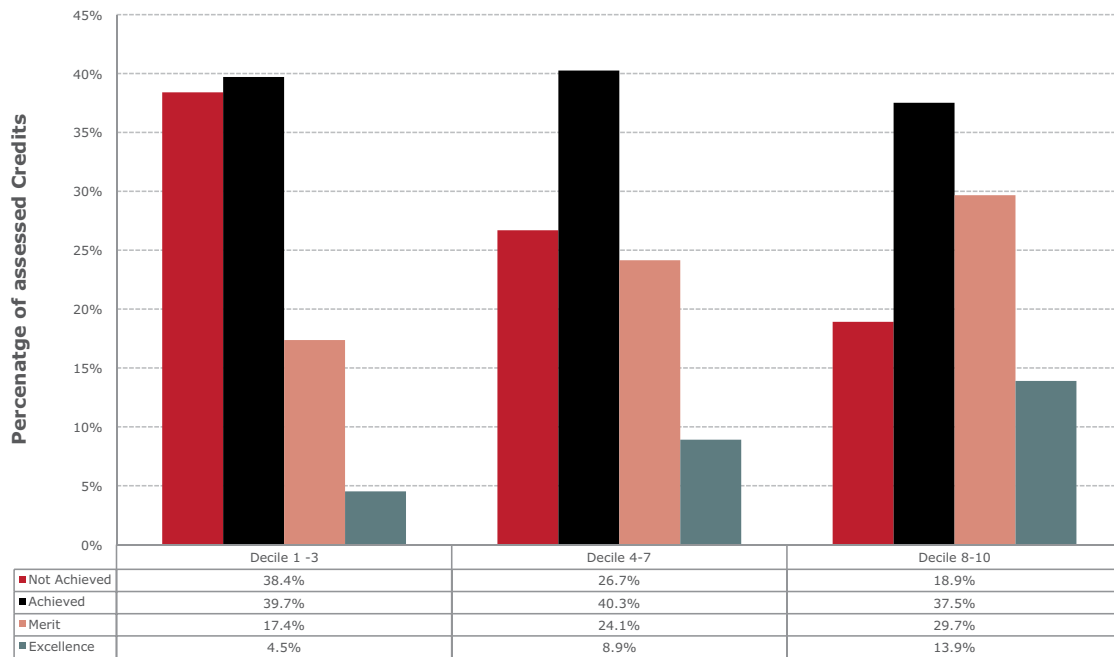


Figure 81. Distributions of credits for externally-assessed Achievement Standards in 2013, by school decile band.



Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Figures 82-83 show the distributions of results and credits for internally-assessed Achievement standards by School Decile Bands 1-3, 4-7, and 8-10 in 2013.

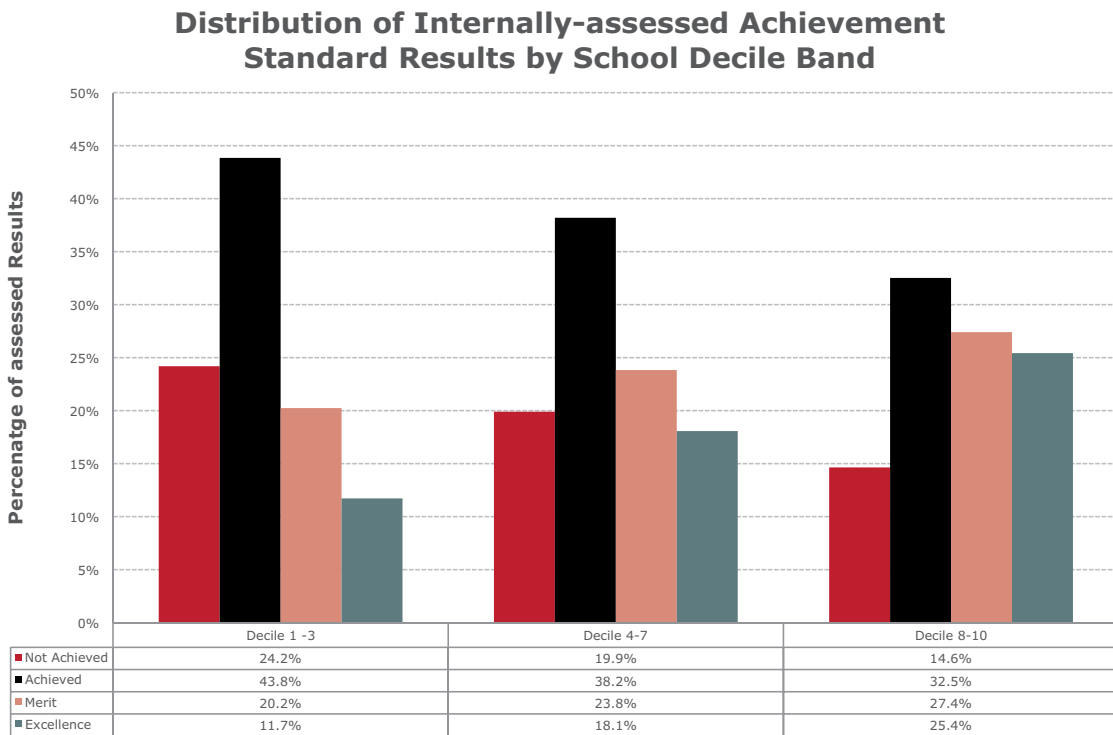


Figure 82. Percentage distributions of assessed results for internally-assessed Achievement Standards in 2013, by school decile band.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Distribution of Internally-assessed Achievement Standard Credits by School Decile Band

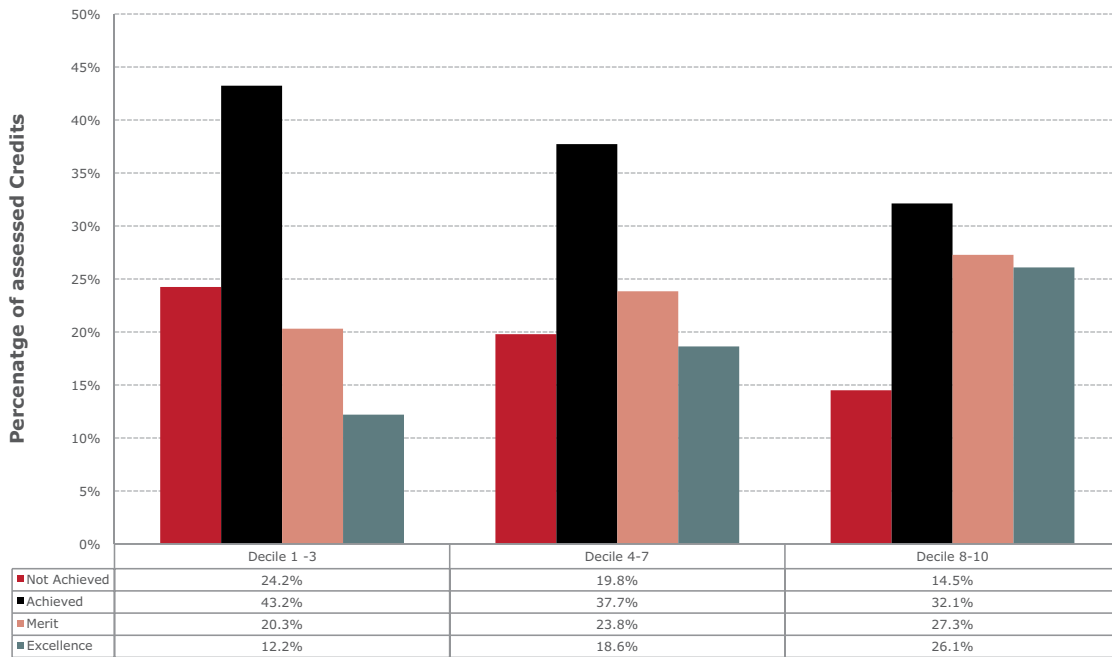


Figure 83. Percentage distributions of assessed credits for internally-assessed Achievement Standards in 2013, by school decile band.



Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Figures 84-85 show distributions of results and credits for Unit Standards by School Decile Bands 1-3, 4-7, and 8-10 in 2013. More than 85% of results and 80% of credits for Unit Standards were Achieved grade across all three school decile bands

Distribution of Unit Standard Results by School Decile Band

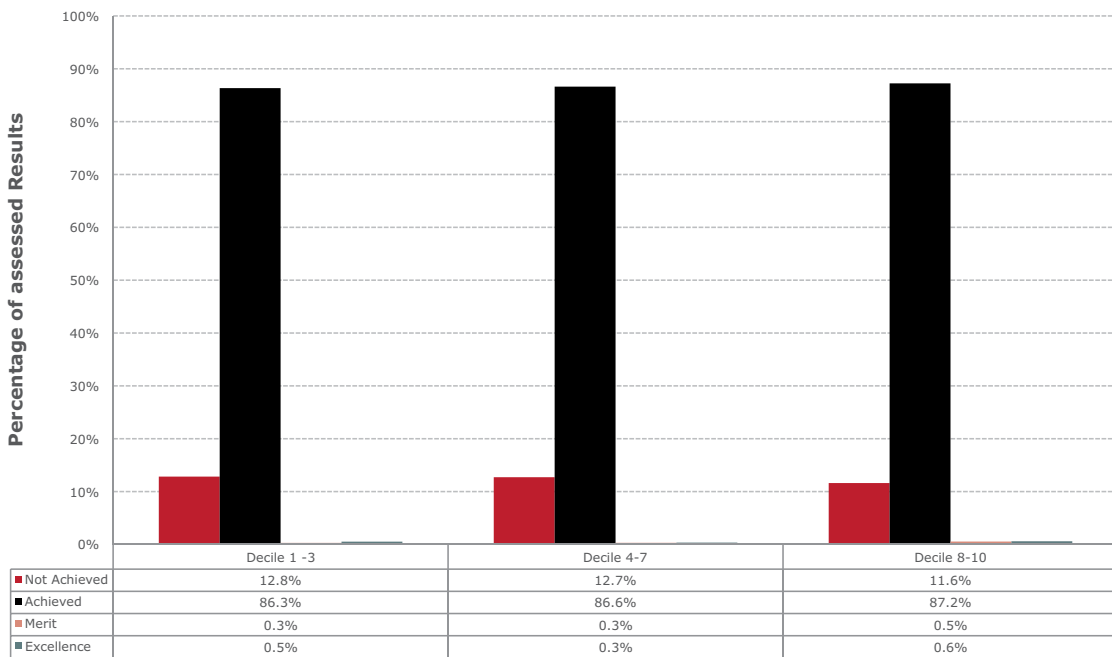


Figure 84. Percentage distributions of assessed credits for Unit Standards in 2013, by school decile band.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Distribution of Unit Standard Credits by School Decile Band

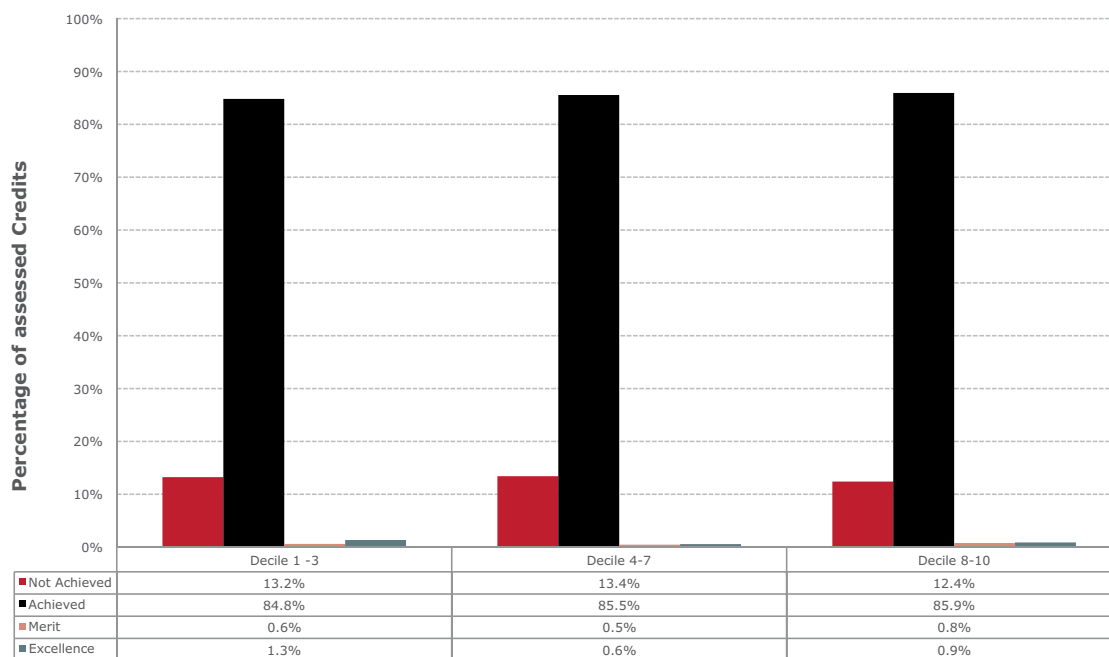


Figure 85. Percentage distributions of assessed credits for Unit Standards in 2013, by school decile band.

Figures 86-91 show the number of assessed results and credits for externally-assessed Achievement Standards, internally-assessed Achievement Standards, and Unit Standards at each NCEA level from 2009 to 2013.

The pattern in these figures results from the Alignment of Standards with the New Zealand Curriculum project over the last three years. The changes to standards made by this project were implemented to Level 1, Level 2, and Level 3 in 2011, 2012, and 2013 respectively.

One of the anticipated outcomes of the project was a rationalisation of the number of externally-assessed Achievement Standards in each subject. This also altered the number of credits available from those standards. The change in the number of standards was, however, more pronounced than the impact on the number of credits from these standards.

To highlight these differences, two figures are presented for each Level: The number of results, followed by the number of Credits by standard type and assessment from 2009 to 2013. While the former shows the relative use of each standard type and assessment, the latter reports the number of assessed credits for each standard type and assessment. The two figures, in combination, provide a clearer picture of the distribution for NZQF standards.

Also note that the number of externally-assessed Achievement Standards were limited to 3 per subject as part of the alignment of Standards Review which is reflected in the data.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Figure 86 shows a significant reduction in the use of Unit Standards in 2011 and 2012. A decrease in the use of externally-assessed Achievement Standards and an increase in the use of internally-assessed Achievement Standards were evident in 2011. The same trend for each standard type and assessment continued in 2012 and 2013 but with a slower rate.

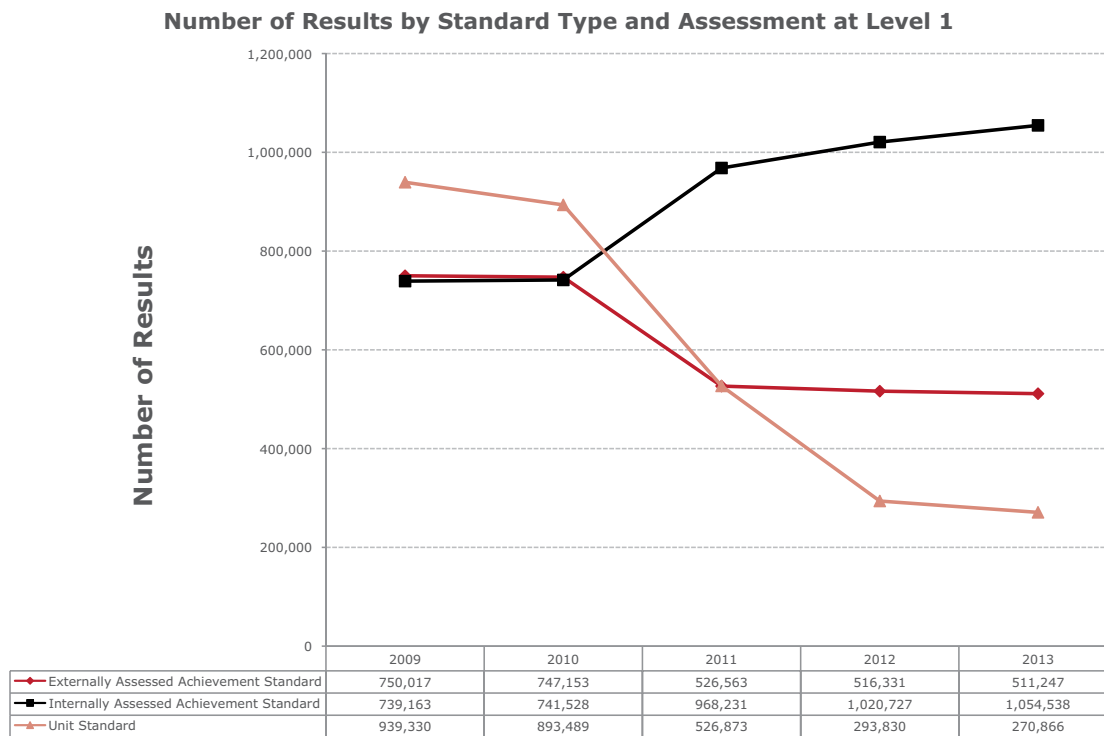


Figure 86. Number of assessed results by Standard type and assessment method at Level 1 from 2009 to 2013.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Figure 87 shows the same pattern as in Figure 86 for the number credits for each standard type and assessment from 2009 to 2013. Despite the largest number of results being reported for Unit Standards in 2009-2010 (Figure 86), this category has the lowest number of credits.

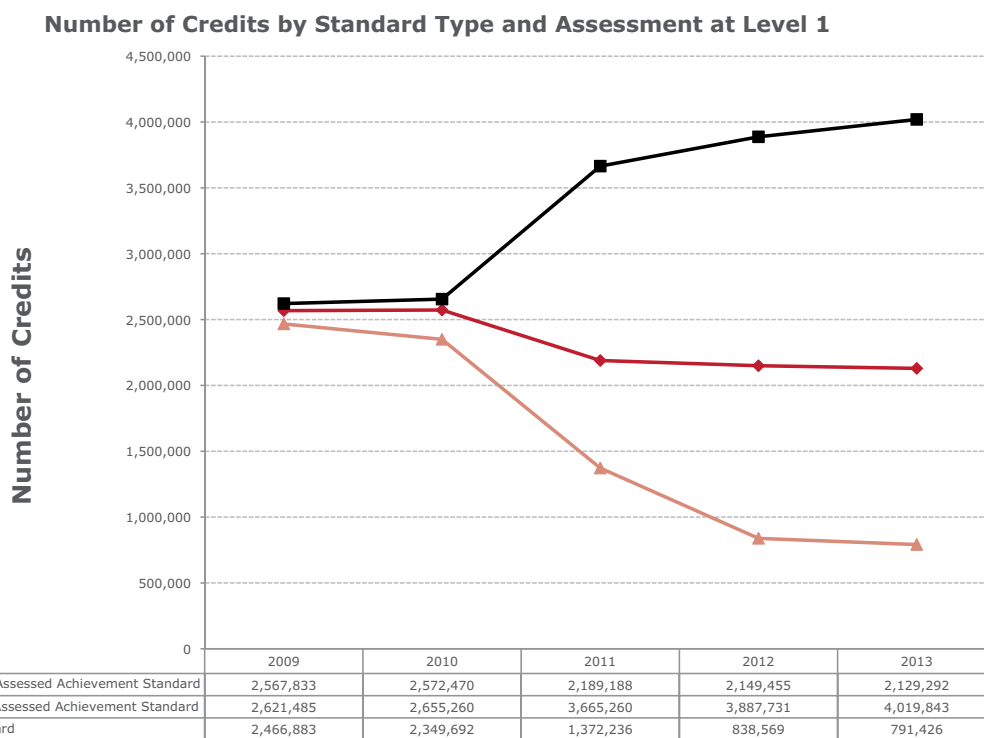


Figure 87. Number of assessed credits by Standard type and assessment method at Level I from 2009 to 2013.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Figure 88 shows that the Unit Standards category has seen a reduction in the number of results in 2012, with a further reduction in 2013. Externally-assessed Achievement Standards has also decreased, while the numbers for internally-assessed Achievement Standards have increased in 2012. The same trend has continued for both types of Achievement Standards in 2013 but at a much lower rate.

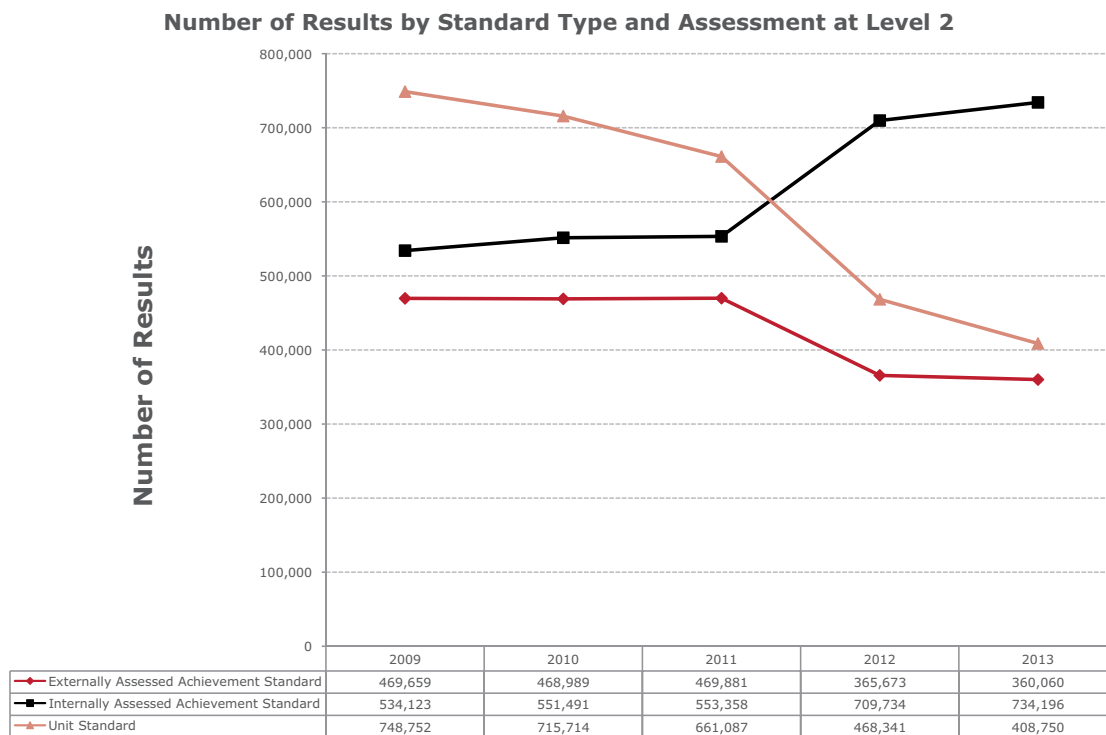


Figure 88. Number of assessed results by Standard type and assessment at Level 2 from 2009 to 2013.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Figure 89 shows a similar pattern shown in Figure 88 for the standard type and assessment. Even though a significant reduction of externally-assessed Achievement Standards was seen in 2012, the number of credits decreased by only 4.1%. The number of credits awarded through Unit Standards has been less than the number of credits for Achievement standards since 2012.

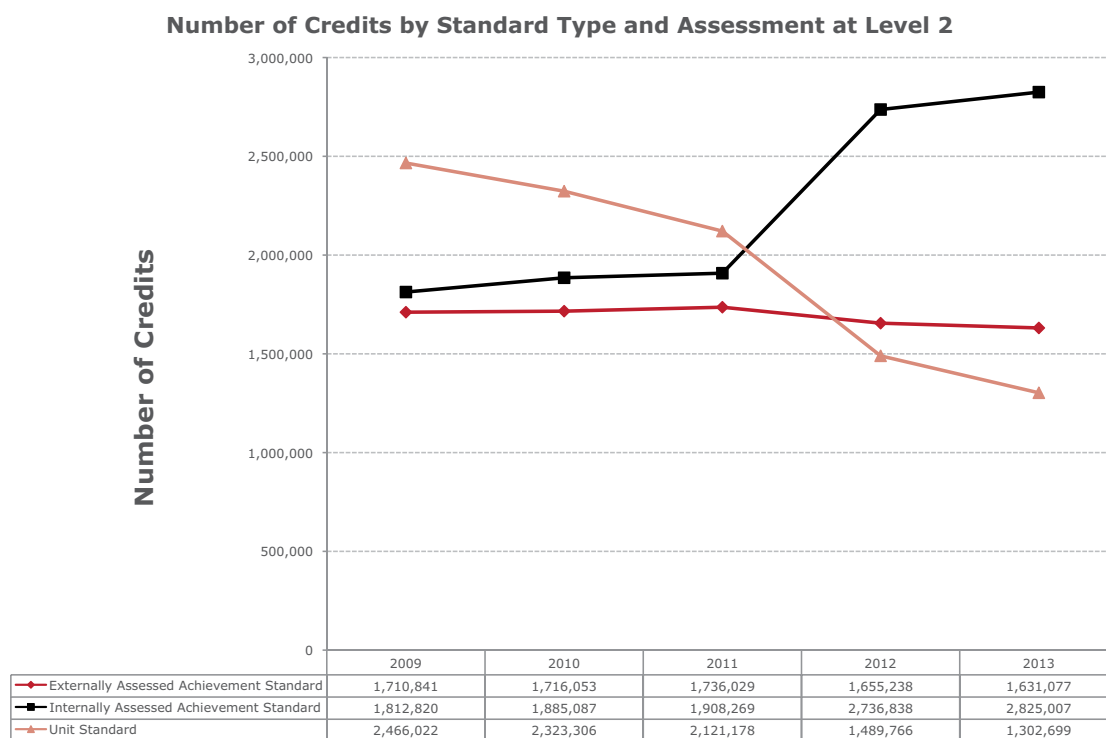


Figure 89. Number of assessed credits by Standard type and assessment at Level 2 from 2009 to 2013.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

Figures 90-91 show that from 2012 to 2013, there was a reduction in the number of results and credits for externally-assessed Achievement Standards and Unit Standards, and an increase in the number of results and credits for internally-assessed Achievement Standards. For externally-assessed Achievement Standards, the reduction was 18.9% in the number of results and 11.0% in the number of credits. For Unit Standards, the reduction was of 26.5% in the number of results and 24.1% in the number of credits. For the internally-assessed Achievement Standards, the increase was 29.6% in the number of results and 31.9% in the number of credits.

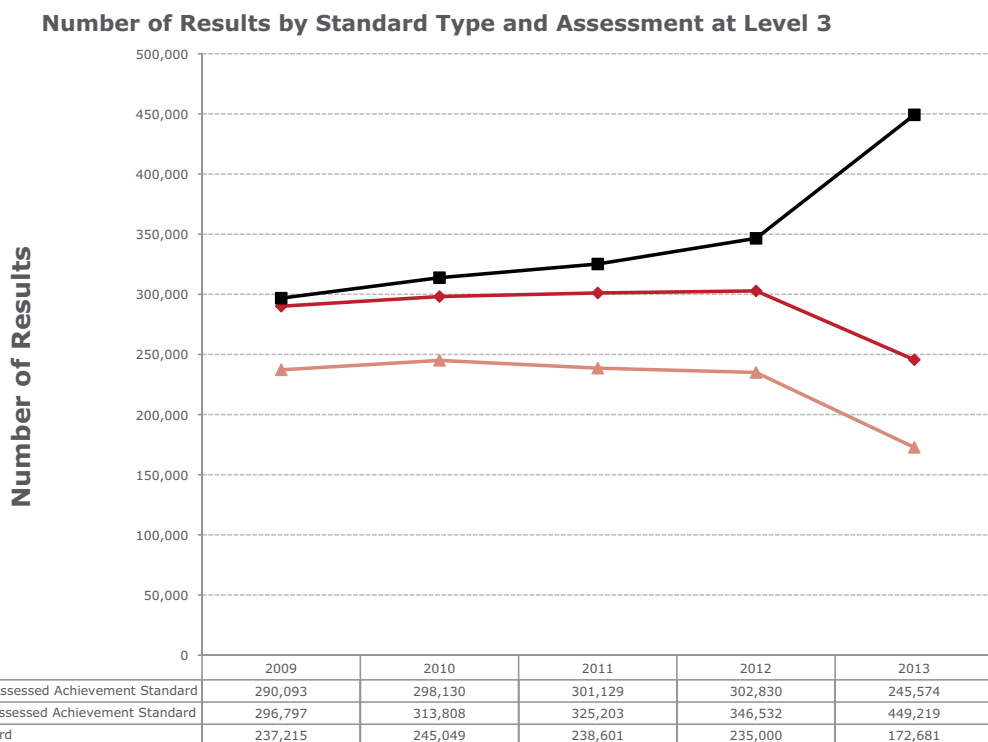


Figure 90. Number of assessed results by Standard type and assessment at Level 3 from 2009 to 2013.

Results Distributions for New Zealand Qualifications Framework (NZQF) standards

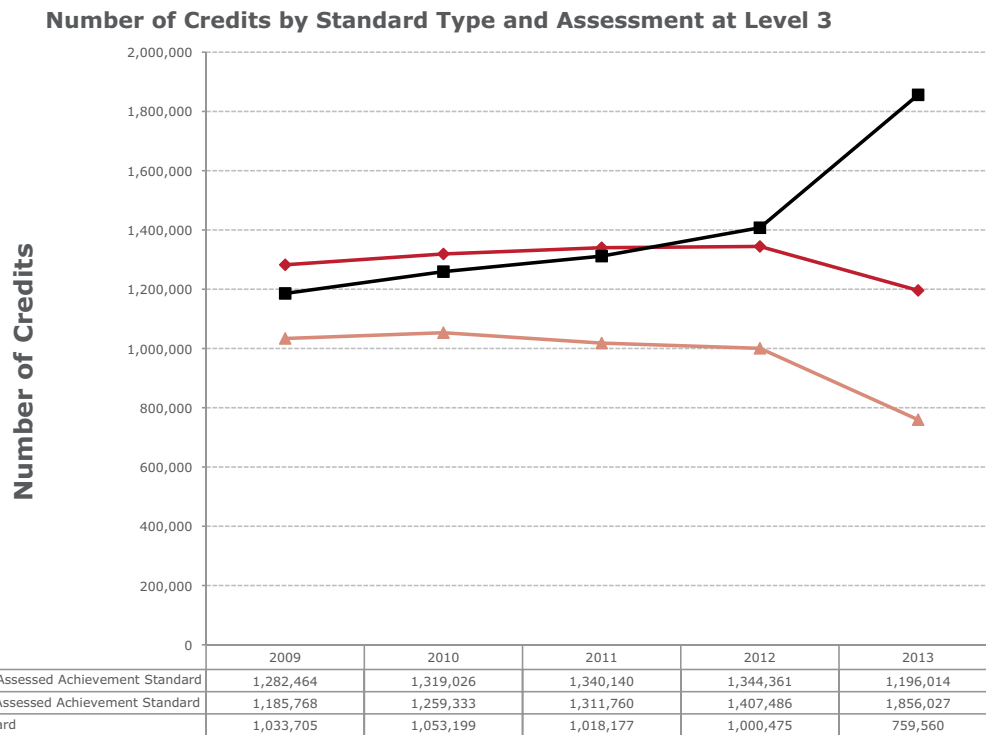


Figure 91. Number of assessed credits by Standard type and assessment at Level 3 from 2009 to 2013.

School Related Qualifications

The term School Related Qualification refers to National Certificates, other than NCEA, which are often achieved by secondary students, typically in Years 11, 12 and 13, whilst undertaking study towards NCEA and University Entrance. Of all the School Related Qualifications awarded in 2013, 11.4% went to Year 11 students, 45.4% went to Year 12 students, and 43.2% went to Year 13 students.

Prior to 2011, NZQA manually checked for School Related Qualification achievements only if the student requested it. However from 2011 onwards School Related Qualifications were routinely checked for all secondary students. In 2011, 121,000 qualifications were awarded which included the current achieved qualifications as well as outstanding achieved qualifications by the same students in prior years. In 2012 the total number of qualifications was 71,330 and only included the number of qualifications achieved in the current year. In 2013

the number of awarded School Related Qualifications decreased to 57,055, mainly due to the expiration of National Certificate in Science (Level 2).

For the purpose of this report the School Related Qualifications are grouped into seven categories. They are: Academic related; five industry sector Vocational Pathways, defined as part of the Youth Guarantee⁴ initiative; and All, which covers qualifications that have applicability to all five vocational pathways. For the list of grouped School Related Qualifications with associated levels refer to Appendix 2.

The five Vocational Pathways are Service Industries Sector; Manufacturing and Technology Sector; Construction and Infrastructure Sector; Primary Industries Sector; and Social and Community Sector.

⁴ For more information on Vocational Pathways, refer to the Youth Guarantee website: <http://youthguarantee.net.nz/vocational-pathways/>

School Related Qualifications

In 2013, the gender balance was almost even, males gaining 49.8% and females gaining 50.2% of the qualifications awarded. Partitioned by ethnicity, the percentages received were as follows: New Zealand European (62.0%), New Zealand Māori (14.6%), Pasifika (7.0%) and Asian (16.3%).

Students in School Decile Band 8-10 received 49.3% of the qualifications; those from Decile Band 4-7 received 38.8% while those from Decile Band 1-3 received 11.9%.

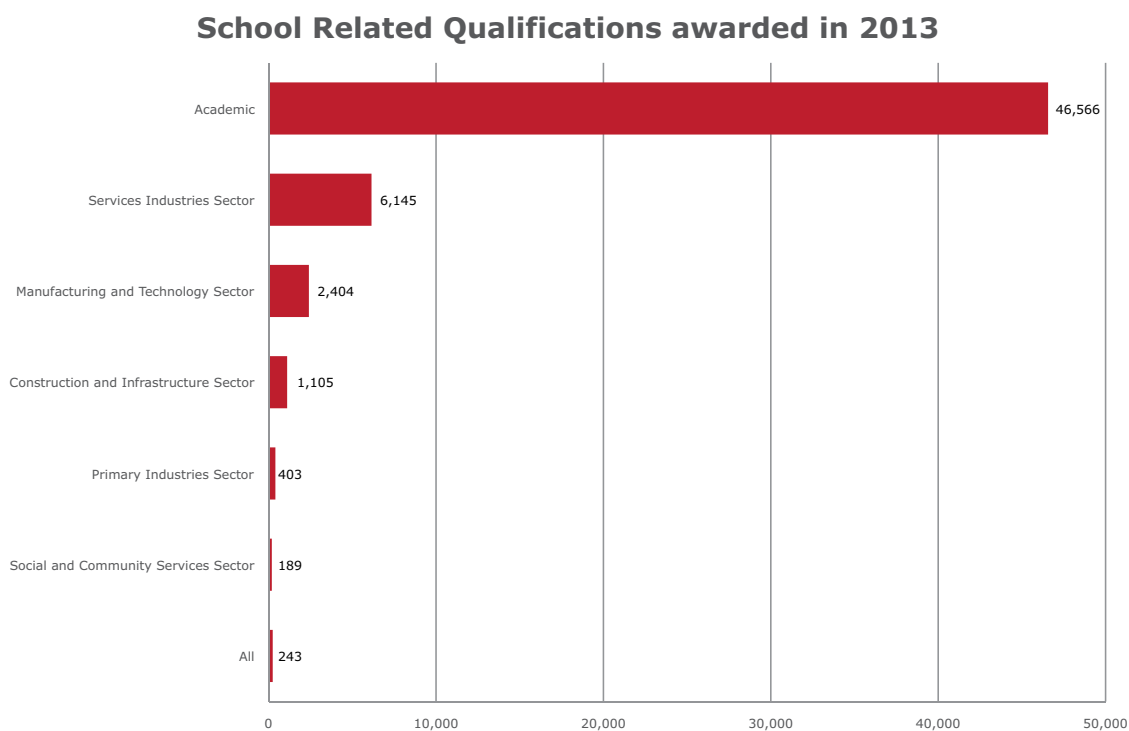


Figure 92. Number of School Related Qualifications awarded in 2013.

NCEA Administrative process and data

The Role of NZQA in the Examination Process

Each year NZQA manages national examinations and assessment of portfolios for relevant externally-assessed standards (a total of 313 standards in 2013). NZQA coordinates and administers exam paper production, exam timetable setting, 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.

During the examination season, NZQA receives special reports relating to examination irregularities, ensures that relevant reports are sent to markers, and ensures 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. It also includes portfolios of candidates' work, submitted for assessment or verification by a panel of experts appointed by NZQA. External Assessment includes both NCEA and New Zealand Scholarship examinations.

The annual end-of-year examination process involves a large number of people administering and marking assessments for over 143,000 candidates across all levels of NCEA and New Zealand Scholarship. The following are some facts and figures for the 2013 examinations. There were:

- 143,619 candidates with a total of 1,345,517 entries in NCEA and New Zealand Scholarship examinations
- 63,627 candidates with entries at Level 1, 55,901 candidates with entries at Level 2, 39,832 candidates with entries at Level 3
- 10,965 candidates entered for New Zealand Scholarship, providing 20,538 subject entries
- 125 examination sessions held at approximately 393 examination centres throughout New Zealand, with a further 7 in Cook Islands and 1 in Niue
- approximately 1,675 markers and 4,760 examination supervisors and examination centre managers.

In 2013, there was an increase in the total number of candidates for external assessment. The rise was mainly due to a higher number of Scholarship candidates, 498 candidates more than in 2012.

As a result of the Alignment of Standards project, the total number of NCEA externally-assessed standards decreased consistently in the last three years, and so did the total number of entries to NCEA external assessment.

NCEA Administrative process and data

Reviews and Reconsiderations

All answer booklets for externally-assessed standards are returned to candidates starting in late January. 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 either a Review or a Reconsideration of their results.

If a candidate thinks there has been a processing error, they 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 answer booklet.

If a candidate thinks that their answer booklet or portfolio has not been assessed correctly, they can apply for Reconsideration. This involves reassessing the answer booklet or portfolio using the original assessment schedule; in other words, re-marking it. Reconsideration also includes a Review to ensure that all mechanical processes such as the transfer of results have been completed correctly.

To apply for a Review or a Reconsideration, candidates are required to complete a form which can be downloaded from the NZQA website. The completed form and their answer booklet(s) must reach NZQA by a specified date. For the 2013 examination round, this was Friday 28 February 2014 for NCEA, and Friday 7 March 2014 for Scholarship.

Tables 9 and 10 show the number of applications and success rates for Reconsideration and Review of NCEA and Scholarship results from the 2009 to 2013 examination rounds.

Table 9 shows that the numbers of applications for NCEA Reconsideration of results had a significant drop of 22.9% in 2011, which brought the number down to just over 7,000 applications. In 2012, the number of applications increased again by 18.8% to 8,356. A small increase of 2.4% was observed in 2013.

The applications for Scholarship Reconsiderations decreased by 42.9% in 2011 compared to 2009. In 2012, there was an increase of 29.1% compared to 2011. The number of applications decreased again by 9.6% in 2013.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% successful
2009	7,970	1,602	20.1%	482	51	10.6%
2010	9,121	1,777	19.5%	401	47	11.7%
2011	7,033	1,391	19.8%	275	49	17.8%
2012	8,356	1,531	18.3%	355	29	8.2%
2013	8,558	1,563	18.3%	321	18	5.6%

Table 9. Total numbers and success rates for Reconsiderations for NCEA and Scholarship from 2009 to 2013.



NCEA Administrative process and data

Table 10 shows the number of applications for Review of NCEA and Scholarship results from the 2009 to 2013 examination rounds. The number of applications for NCEA Review was consistently decreasing over the reported period. The number of applications for Scholarship Review has varied across the years.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% successful
2009	832	563	67.7%	9	5	55.6%
2010	679	482	71.0%	16	15	93.8%
2011	594	371	62.5%	6	3	50.0%
2012	410	257	62.7%	10	5	50.0%
2013	393	258	65.6%	6	1	16.7%

Table 10. Total numbers and success rates for Reviews for NCEA and Scholarship for 2009 to 2013

Given a relatively small number of applications for Reviews and Reconsiderations for both NCEA and Scholarship, when compared with the number of externally-assessed results, the numbers are likely to be fairly volatile from year-to-year.

More information on the Reviews and Reconsiderations can be found on the NZQA website:

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

NCEA Administrative process and data

External Moderation of Internal Assessment

Each year, NZQA moderates approximately 100,000 individual pieces of students' internal assessment work and associated assessment materials (tasks, activities or tests). This is to ensure that assessment judgements and assessment materials are at the national standard.

Moderators

In order to moderate the large sample of students' internal assessment work, NZQA employs 32 full-time equivalent moderators and over 200 part-time moderators. Each moderator has specific experience in one or more subjects, and most are current or recent teachers with expertise in standards-based assessment. Moderators also have a range of other duties, including: development of annotated exemplars of student work for teachers; preparation of newsletters and clarification documents that are found on the subject specific pages on the NZQA website; and delivering Best Practice Workshops for secondary moderation.

The purpose of the Best Practice Workshops is to raise teacher expertise and confidence in making assessment judgements at the national standard. They are aimed at beginning teachers, at teachers new to standards-based assessment and NCEA, and at teachers seeking to improve their moderator/teacher agreement rate. The workshops are not intended to be repeated by teachers each year.

These workshops have been highly successful and very popular; more information can be found on the NZQA website:

<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

Moderation

The overall moderation target of 100,000 pieces of work is made up of two separate samples using different selection methods and having different objectives.

The first sample, the School Check, is a purposive selection of 90,000-95,000 pieces of student work. The focus is on improving the quality of assessments by providing feedback to schools and teachers about the assessment decisions they have made. The School Check is not used to determine moderation agreement rates.

For each standard being moderated in the School Check, a moderator determines whether each assessment judgement is appropriate for the achievement criteria at each level of the standard. Assessment materials such as tasks, activities or tests are only moderated if there are issues with the assessment judgements. The moderator will then prepare a formal moderation report for the subject area they have moderated for a school. This report may also provide advice on what improvement should be made to the assessment materials before they are used again.

If the school or teacher disagrees with aspects of moderation reports they can either ask for clarification or appeal the decision. Formal appeals are reviewed by a second NZQA moderator.

The second sample, the National System Check, is a selection of 5,000-10,000 pieces of student work and is used to calculate the national moderation agreement rates shown in tables 11 and 12. There are no comments written in moderation reports for the National Systems Check.



NCEA Administrative process and data

National Agreement Rate

In 2013, to gather the 5,000-10,000 pieces of internally-assessed work, NZQA randomly selected standards based on all internal achievement standards entries. Each randomly selected standard entry is associated with a school. That school was then required to send eight pieces of student work on the selected standard to NZQA for moderation. In 2013, 2,000 internally-assessed standards were selected across 356 schools with an average of 5.6 standards per school. No school had more than 15 selected standards.

Data on the agreement rate between teachers and moderators are considered in two ways: Agreement at the level of Credit, and Agreement at the level of Grade.

When a moderator reviews the assessment decision made with respect to a piece of student's work, they will firstly consider if the assessor has correctly judged whether the work has met the standard. If the moderator and

the assessor agree that the piece of work demonstrated a result of either Not Achieved or Achieved, regardless of whether it was an Achieved, Achieved with Merit or Achieved with Excellence result, then the judgement is said to be an Agreement at the level of Credit. This term refers to the credits that a student does or does not receive depending on whether they have achieved the standard.

If the judgement of the assessor and the moderator is that the work demonstrates achievement of the standard, the moderator will then consider the awarded grade of Achieved, Achieved with Merit or Achieved with Excellence. If, in the opinion of the moderator the correct level of grade has been awarded, then the judgement is said to be an Agreement at the level of Grade.

Table 11 shows that in the 2013 moderation round, the National Agreement rate at the level of Credit was 88.0%, and Agreement at the level of Grade was 75.9%.

	2009	2010	2011	2012	2013
Credit	82.9%	90.5%	92.1%	89.3%	88.0%
Grade	75.8%	83.9%	86.0%	79.6%	75.9%

Table 11. Overall moderation rates, both at the level of credits and at the level of grade, from 2009 to 2013. The separations between 2011-2012, and between 2012-2013 mark the changes in the selection methodology for the sample used to calculate the National Agreement rate. Therefore direct comparisons between those years are invalid.

NCEA Administrative process and data

Table 12 shows that in the 2013 examination round, the agreement rate at both Credit and Grade were similar across all three NCEA levels. The agreement rates between NCEA Level 1, 2 and 3:

- at Credit had a relatively narrow spread (1.0 percentage point difference)
- at Grade had a relatively wider spread (up to 2.4 percentage points difference).

Level	At Credit	At Grade	Sample Size
1	88.2%	76.7%	7638
2	88.2%	75.5%	5093
3	87.2%	74.3%	3095

Table 12. Moderation rates, both at the level of credit and at the level of grade, by level in 2013.

In 2013, 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 2013 involved 2,927 teachers in 134 workshops throughout the country
- subject-specific web pages - hosting information and links to assessment resources
- annotated exemplars of student work exemplifying grade boundaries for internally-assessed standards for teachers
- greater clarity and balanced feedback in moderation reports
- the opportunities for teachers to request clarifications of standards
- regular, subject-specific newsletters for teachers
- clarification documents to guide teachers in their interpretation of standards.

Moderator's newsletters, clarification documents and annotated exemplars can be found on subject-specific pages on the NZQA website:

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

Breaches of Rules

Each year NZQA investigates reports of possible breaches of rules and procedures of external assessments. Actions which are in breach of rules include:

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

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 a written comment to NZQA. Investigation may include consultation with the school or other agencies, and/or face-to-face meeting with the person(s) concerned. NZQA uses an independent contractor to recommend the decisions and advise on progress.

It should be noted that since 2012, the reporting of certain classes of breaches has changed from that of previous years, where communicating with other candidates is now reported under two classes: Following Instructions and Influencing/Assisting/Hindering. Breaches relating to candidates possessing prepared notes during examination sessions are also reported under two classes: Dishonest Practices, and Following Instructions, depending on the nature of the breach.



NCEA Administrative process and data

Table 13 summarises the breaches of examination rules data for 2013. A total of 298 situations (425 in 2012) were reported in which a possible breach of examination rules occurred, of which 236 were reported by Examination Centre Managers (274 in 2012), 49 by markers (122 in 2012), 13 by others (29 in 2012). In 25 cases no actual breach of the rules was found to have occurred.

Number of candidates for whom a breach was substantiated	273
Number of reports where no breach occurred	25
TOTAL reports investigated	298

Table 13. Status of breaches-of-rules procedures for 2013.

Table 14 provides information in regard to the type of breaches reported. Consistent with the previous years, Failure to follow Instructions was the most common type of breach reported.

	Nature of Breaches	Number of cases
Dishonest Practice (24)	Cell phone use	12
	Using notes	8
	Altering/access to answer booklet	4
	Communicating with another candidate	0
	Other	0
Failure to Follow Instructions (215)	Having a cell phone	75
	Inappropriate or offensive material/language	26
	Having Notes	33
	Unauthorised material	55
	Unauthorised absence from exam room	11
	Other	15
Authenticity/Impersonation (29)	Similar answers to another candidate	8
	Authenticity	21
	Multiple Handwriting	0
	Other	0
Influencing/Assisting/Hindering (30)	Disturbance	7
	Communicating with another candidate	23
	Other	0

Table 14. Numbers of candidates with reported breaches of examination rules in 2013 by type of breaches.

NCEA Administrative process and data

Table 15 shows the total number of reported breaches by NCEA Level.

Region	Number of Breaches
Auckland	128
Bay of Plenty	19
Canterbury	25
Central Plateau	0
East Coast	2
Hawkes Bay	10
Manawatu	6
Nelson/Marlborough	18
Northland	23
Otago	9
Southland	3
Taranaki	2
Waikato	21
Wairarapa	0
Wanganui	0
Wellington	32
West Coast	0
Cook Islands	0

Table 15. Numbers of candidates with reported breaches of the examination rules in each geographic region.

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

<http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/expired-rules/assessment-and-examination-rules-for-schools-2013/7/1/3/>



Appendices

Appendix I. Cohorts

This report uses four types of cohorts as a basis for the percentage statistics that have been presented. They are the Roll-based cohort, the Enrolled Student cohort, the Tracked Year 11 cohort, and the Participating cohort.

The Roll-based cohort includes both students who are, and students who are not, participating in any of the NCEA qualifications or University Entrance.

The Enrolled Student cohort is used to report Literacy and Numeracy attainment percentages.

The Tracked cohort corrects for differences in retention between genders. For example, in each year a greater proportion of male students than female students leave school without NCEA Level 1. The attainment percentages using the Tracked cohort accounts for the lower proportion of male students participating in NCEA.

The Participating cohort focuses on students whose behaviours suggest they are likely to be candidates for the NCEA qualification or University Entrance in the year a particular level is typically attempted. The Participating cohort refers to four categories of Participating cohort:

- NCEA Level 1 certificate candidates in Year 11 cohort, i.e. 'participating' in NCEA Level 1
- NCEA Level 2 certificate candidates in Year 12 cohort, i.e. 'participating' in NCEA Level 2
- NCEA Level 3 certificate candidates in Year 13 cohort, i.e. 'participating' in NCEA Level 3
- UE candidates in Year 13 cohort, i.e. 'participating' in UE.

The impact on attainment rates from using different types of cohorts is illustrated in the following table:

% based on	Roll-based Cohort	Tracked Cohort	Participating Cohort
NCEA Level 1 [Year 11]	70.2%	73.7%	82.6%
NCEA Level 2 [Year 12]	71.0%	66.7%	85.8%
NCEA Level 3 [Year 13]	56.9%	44.2%	79.6%

Table 16. NCEA attainment rates in 2013 by schooling year and cohort type

Appendices

The percentages in the first row of Table 16 are comparable as each uses the number of Year 11 students that attain NCEA Level 1. The first value of 70.2% is the number of Year 11 students that attain NCEA Level 1 out of the number of Year 11 students on the school roll. Note the number of Year 11 students on the school roll includes those that do not take courses administered by NZQA. The effect of including students that do not take NZQA courses is a downward bias of the attainment rate, i.e. it underestimates the true attainment rate. The second value of 73.7% is the number of Year 11 students that attain NCEA Level 1 out of the number of Year 11 students with one or more entries to either a Unit Standard or Achievement Standard for NCEA Level 1. Using the Tracked cohort reduces the downward bias of the Roll-based cohort. The third value of 82.6% is the number of Year 11 students that attain NCEA Level 1 out of the number of Year 11 students that could accumulate a sufficient amount of credits for NCEA Level 1.

Of the percentages in the second row of Table 16, the first and third values are comparable. The first value of 71.0% is the number of Year 12 students that attain Level 2 out of the number of Year 12 students on the school roll. Note the number of Year 12 students on the school roll includes those that do not take NZQA courses. The third value of 85.8% is the number of Year 12 students that attain Level 2 out of the number of Year 12 students that could accumulate a sufficient amount of credits for Level 2.

The second value of 66.7% requires careful interpreting. It is the number of Year 11 students with one or more entries to either a Unit Standard or Achievement Standard for Level 1 from 2012 that attain Level 2 in 2013, out of the number of Year 11 students with one or more entries to either a Unit Standard or Achievement Standard for Level 1 from 2012.

The attainment rates in the third row of Table 16 have a similar interpretation to the percentages in the second row.

Each cohort can be further divided by gender and ethnicity, and this report also includes breakdowns related to schools such as school decile band.

When deciding which attainment statistics to use, it is important to choose the appropriate cohort that fits the intended purpose.



Appendices

Appendix 2. School Related Qualifications

Qualification names grouped in category

Qualification name	Number of students awarded
ACADEMIC	
National Certificate in Computing (Level 2)	198
National Certificate in Computing (Level 3)	124
National Certificate in Māori (Te Waharoa) (Level 2)	1179
National Certificate in Mathematics (Level 1)	27071
National Certificate in Mathematics (Level 2)	17994
ALL	
National Certificate in Business Administration and Computing (Level 2)	74
National Certificate in Business Administration and Computing (Level 3)	43
National Certificate in Employment Skills (Level 1)	126
Construction and Infrastructure Sector	
National Certificate in Building, Construction, and Allied Trades Skills (Level 1)	752
National Certificate in Building, Construction, and Allied Trades Skills (Level 2)	349
National Certificate in Civil Infrastructure (General Introductory Skills) (Level 2)	4
MANUFACTURING AND TECHNOLOGY SECTOR	
National Certificate in Aviation (Introductory) (Level 2)	1
National Certificate in Clothing Manufacture (Elementary Sewing Skills) (Level 2)	8
National Certificate in Design (Introductory Skills) (Level 2)	8
National Certificate in Design (Level 3)	4
National Certificate in Electronics Technology (Level 2)	152
National Certificate in Electronics Technology (Level 3)	12
National Certificate in Mechanical Engineering (Level 2)	91
National Certificate in Mechanical Engineering Technology (Level 1)	2033
National Certificate in Motor Industry (Foundation Skills) (Level 1)	40
National Certificate in Motor Industry (Entry Skills) (Level 2)	55

Appendices

PRIMARY INDUSTRIES SECTOR	
National Certificate in Agriculture (Introductory Skills) (Level 2)	103
National Certificate in Agriculture (Level 2)	25
National Certificate in Equine (Level 4)	5
National Certificate in Horticulture (Introductory) (Level 2)	93
National Certificate in Primary Sector (Level 1)	177
SERVICES	
National Certificate in Business (Level 3)	3
National Certificate in Dance (Level 2)	637
National Certificate in Dance (Level 3)	114
National Certificate in Drama (Level 2)	1285
National Certificate in Drama (Level 3)	11
National Certificate in Hairdressing (Salon Support) (Level 3)	22
National Certificate in Hospitality (Foundation Skills) (Level 1)	271
National Certificate in Hospitality (Entry Skills) (Level 2)	178
National Certificate in Hospitality (Introductory Cookery) (Level 2)	56
National Certificate in Marae Catering (Level 2)	1
National Certificate in Music (Level 2)	1546
National Certificate in Music (Level 3)	234
National Certificate in Performing Arts General (Level 1)	101
National Certificate in Performing Arts General (Level 2)	73
National Certificate in Performing Arts General (Level 3)	17
National Certificate in Retail (Level 2)	547
National Certificate in Tourism (Introductory Skills) (Level 2)	975
National Certificate in Tourism (Core Skills) (Level 3)	74
SOCIAL AND COMMUNITY SECTOR	
National Certificate in Early Childhood Education and Care (Level 3)	98
National Certificate in Health, Disability, and Aged Support (Foundation Skills) (Level 2)	28
National Certificate in Work and Community Skills (Supported Learning) (Level 1)	63



Appendices

Appendix 3. Revisions

This report differs from previous years in its treatment of attainment statistics. In this report all attainment statistics have been reported to one decimal place. In previous years the reported attainment statistics consisted of a mix of statistics rounded-off and statistics rounded to one decimal place. This consistent treatment required a revision of the data source and caused a number of revisions to the previously published attainment statistics.

The revised statistics are found in the section titled "Achievement in NCEA and University Entrance." 28.8% of the 2009-2012 statistics in this section have been revised. In all cases the revisions have been upward, i.e. the revised percentages are higher than those published previously. The revisions have ranged from 0.6 to 2.4 percentage point increases. The impact of the revisions has been negligible and the trends have remained unaffected.

Appendices

Appendix 4. Glossary

Achieved

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

Within this report these grades are referred to as Not Achieved, Achieved, Merit, and Excellence.

Achievement

Within this report the term achievement refers specifically to 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.

Alignment of Standards (Standards Review)

The project carried out by NZQA to align all standards with the New Zealand Curriculum 2007 and including addressing duplication. Reviewed Level 1 standards were implemented in 2011, Level 2 in 2012 and Level 3 in 2013.

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.

Attainment

The term attainment refers to the more generic sense of having achieved some outcomes, 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.

Candidate

A student who made enough entries to be in the participating cohort for NCEA qualification or New Zealand Scholarship assessment.

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 must gain 50 or more credits at Excellence. An endorsement with Merit requires 50 or more credits at Merit (or at Merit and Excellence).

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. To qualify for a course endorsement, a student must gain 14 or more credits at Merit or Excellence in standards linked to that course. For most courses there is a further requirement that at least 3 of these credits must be gained from externally-assessed standards and 3 credits from internally-assessed standards.⁵

Decile

A rating that is allocated to schools for funding purposes, based on a range of social and economic factors that include household crowding, household income and highest education attainment. Decile ratings are also grouped into bands: School Decile Band 1-3, School Decile Band 4-7, and School Decile band 8-10.

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

⁵ Note, this does not apply to Physical Education, Religious Studies and level 3 Visual Arts.



Appendices

Denominator

The number below in the line in any fraction or percentage.

Entry/Entries

Enrolment/s of candidates into individual standards and submitted to NZQA by schools. A candidate can enrol in multiple standards in an academic year; in other words, a candidate can have more than one entry.

Enrolment-based Data

Data on candidates' attainment of qualifications based on the enrolled students' cohort. Enrolment-based percentages include all enrolled students gaining a NCEA certificate by the end of a given year. A student is counted as enrolled in a particular year when a secondary school reports the student as enrolled at that school, and s/he made at least one entry into NCEA standards. NZQA enrolment data includes only candidates in Years 11, 12 and 13.

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.

Internal Assessment

Assessment conducted by a school during the school year.

Literacy

Literacy is a measure of the written and oral language skills that people use in their everyday life and work. It includes reading, writing, speaking and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

Merit

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

Moderation

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

NCEA (National Certificate of Educational Achievement)

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

New Zealand Curriculum

The New Zealand Curriculum includes a clear set of principles on which to base curriculum decision making. It sets out values that are being encouraged, modelled and explored. It defines five key competencies that are critical to sustained learning and effective participation in society, and that underline the emphasis on lifelong learning.

Not Achieved

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

Numeracy

Numeracy is a bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, learning, work and community tasks, social and leisure activities.

Numerator

The number above the line in any fraction or percentage.

NZQA

New Zealand Qualifications Authority is the New Zealand government crown entity tasked with providing leadership in assessment and qualifications.

NZQF

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



Appendices

Participation-based Data

Data on candidate's achievement of qualifications, based on the numbers participating, rather than on school rolls. A participant for a given level of NCEA is a 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 a better representation of the performance of schools in which many students do not pursue NCEA.

Plagiarism

Students submitted material for assessment that is not their own, whether dishonestly, fraudulently or unwittingly.

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 of an externally-assessed standard. Reviews are conducted in response to applications from candidates.

Roll

The School Roll is a count of the number of students attending at schools as at 1 July each year.

Roll-based Data

Data on candidates' achievement of qualifications, based on the number of Year 11-13 students on school rolls, rather than on the number of students participating in NCEA.

Scholarship

External assessments for the highest-performing secondary students, requiring students to demonstrate high-level critical thinking. Scholarships carry monetary awards to support successful candidates in their tertiary study in New Zealand.

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, Design and Visual Communications are assessed entirely by portfolio.

Senior students

Students in the three years of senior secondary schooling (Year 11, 12, and 13), during which it is customary to enter for NCEA qualification and Scholarship.

Unit standard

As of 2010, a Unit Standard is any standard that is not 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 such in this report.





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