



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2014)

May 2015

Contents

Introduction	3	Course Endorsement	42
Purpose of this Report	4	<i>Students with One or More Endorsable Courses</i>	43
<i>Attainment statistics are reported for four types of student cohorts</i>	4	<i>Average Number of Endorsable Courses per Student</i>	47
Achievement in NCEA and University Entrance	6	<i>Percentage of Students with Endorsable Courses Gaining Endorsement</i>	51
<i>Introduction</i>	6	<i>Percentage of Merit and Excellence Endorsements</i>	55
<i>Roll-based cohort statistics</i>	6	NCEA Retentions 2008-2014	60
<i>Participating Cohort Statistics</i>	7	<i>Introduction</i>	60
Statistics by Gender	9	<i>Overall Retention Rates</i>	61
Statistics by Ethnicity	12	Retention Rates by Gender	62
Statistics by School Decile Band	15	Retention Rates by Ethnicity	63
<i>Tracked Year 11 Cohort Statistics</i>	18	Retention Rates by School Decile Band	64
Statistics by Gender	20	New Zealand Scholarship	66
Statistics by Ethnicity	22	<i>Scholarship Monetary Awards</i>	66
Statistics by School Decile Band	24	<i>Scholarship Statistics for 2014</i>	67
Literacy and Numeracy	26	<i>Scholarships Awarded in 2014 by Subject</i>	68
Literacy requirement	26	<i>Premier Awards and Outstanding Scholar Awards</i>	71
Numeracy requirement	26	<i>Scholarship Awards, Single Subject Awards and Top Subject Awards in 2014</i>	72
<i>Alignment of Standards with the New Zealand Curriculum Project</i>	26	Results of Directory of Assessment Standards (DAS)	74
<i>Literacy</i>	27	School Related Qualifications	90
Statistics by Gender	28	NCEA Administrative processes and data	92
Statistics by Ethnicity	29	<i>The Role of NZQA in the Examination Process</i>	92
Statistics by School Decile Band	30	<i>External Assessment</i>	92
<i>Numeracy</i>	31	<i>Reviews and Reconsiderations</i>	93
Statistics by Gender	32	<i>External Moderation of Internal Assessment</i>	95
Statistics by Ethnicity	33	Moderators	95
Statistics by School Decile Band	34	Moderation	95
NCEA Certificate Endorsement	36	National Moderation Agreement Rate	96
Statistics by Gender	38	<i>Breach of Examination Rules</i>	97
Statistics by Ethnicity	39	Appendices	100
Statistics by School Decile Band	40	<i>Appendix 1. Cohorts</i>	100
		<i>Appendix 2. School Related Qualifications</i>	101
		<i>Appendix 3. Glossary</i>	103



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>

Introduction

The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2014) summarises the results of New Zealand's senior secondary students achieving the National Certificate of Educational Achievement (NCEA) and New Zealand Scholarship in 2014.

The introduction of standards-based assessment in New Zealand secondary schools has delivered an assessment system that is rigorous, flexible and fit for purpose. Students receive grades and attain qualifications dependent on how well they meet the standards, instead of how well they achieve relative to other students.

The NCEA system of qualifications completed its eleventh year of full implementation in 2014. This has allowed a large body of data to be collected and analysed. This report is the culmination of the collection and analysis of the 2014 achievement data.

The statistics in this report continued the upward trend in the attainment rates for NCEA Levels 1, 2 and 3. On the other hand the 2014 attainment rates for the University Entrance Award showed a reduction due to the change in University Entrance requirements that came into effect on 1 March 2014. This reduction was expected and it is anticipated that the attainment rates will recover in future years.

Certificate Endorsements (Levels 1-3 with Merit or Excellence) and Course Endorsements continue to show increasing attainment rates. Student retention rates also continued to increase.

The New Zealand Scholarship Examination remains a vehicle for the most able students to demonstrate their high-level critical thinking skills and rewards their efforts with a monetary payment to assist them with their tertiary studies.

National moderation agreement rates continued to remain high, both at the level of credit and the level of grade. These rates show a high level of agreement between the credits and grades given by teachers and those checked by New Zealand Qualifications Authority moderators.

The New Zealand Qualifications Authority is committed to delivering changes that meet the needs of 21st century learners. Part of that commitment involves changing the Annual Report so that in its future state it will continue to report statistics that meet the needs of its users.

The New Zealand Qualifications Authority is pleased to present the statistics contained in this report.



Richard Thornton
Deputy Chief Executive
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New Zealand Qualifications Authority



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Purpose of this Report

This report provides information about secondary-school qualifications administered by 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 or International Baccalaureate). These non-NCEA qualifications are not included in this report.

The report also provides information and statistics related to the processes used to administer NCEA. These include:

- Processing requests for a review or a reconsideration of examination results
- Moderating internally-assessed standards, and
- Investigating examination rule breaches

Attainment statistics are reported for four types of student cohorts

Attainment statistics are used for varying purposes, including the monitoring of standards, student achievement, and 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 percentages. The denominators used are based on cohorts.

The four types of cohorts are:

- Roll-based cohort
- Participating cohort
- Tracked Year 11 cohort
- Enrolled Student 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 a 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 secondary school roll is separated 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.

Purpose of this Report

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 required 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 candidates for the NCEA qualifications, or UE. Therefore Participating cohorts are formed from the Enrolled Student cohort.¹

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 from the beginning of that earlier year through their senior years of schooling for attainment of NCEA qualifications. For this report the Tracked Year 11 cohort is made up of the Year 11 students from the Enrolled Student cohort of 2012. The Tracked Year 11 cohort's attainment rates of NCEA qualifications are reported as at the end of 2014.

Enrolled Student cohort

The Enrolled Student cohort consists of students in Years 11-13 with one or more entries in either a Unit Standard or an Achievement Standard. 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 are in the Roll-based cohort but not the Enrolled Student cohort.

Summary

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

¹ Students engaged in smaller programmes of assessment are unable to accumulate the number of credits by the end of year for a NCEA qualification and are excluded from the Participating cohort.



Achievement in NCEA and University Entrance

Introduction

This section reports NCEA qualification and UE attainment statistics. It utilises three types of attainment statistics:

- Roll-based cohort statistics
- Participating cohort statistics
- Tracked Year 11 cohort statistics.

The Roll-based cohort statistics show attainment as a percentage of the number of students reported to the Ministry of Education in the July school roll. The Participating cohort shows attainment as a percentage of those who are candidates for NCEA qualifications and UE. The Tracked Year 11 cohort statistics quantify attainment over the three years of senior secondary schooling.

Roll-based cohort statistics

The statistics are presented as a percentage 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.

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

Participating Cohort Statistics

Senior students generally strive for attainment of each level of NCEA qualification, and 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 also aim for UE. Some students, however, do not follow this typical pattern. For example, a Year 12 student may aim for NCEA Level 3, or a Year 13 student may aim 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, makes it possible 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 reported statistics are the percentage of the Participating cohort for each qualification, attaining the qualification by the end of the typical year of doing so.

Statistics related to UE

New UE requirements came into effect in 1 March 2014. From that date, UE is awarded to students who:

- Attain NCEA Level 3
- Achieve 14 credits at Level 3 in each of three subjects from the list of approved subjects consisting of subjects derived from the New Zealand Curriculum with achievement standards at Level 3
- Achieve UE numeracy – 10 credits at Level 1 and above from specific achievement standards, or three specific numeracy unit standards
- Achieve UE literacy – 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.

The impact of the change is a reduction in the 2014 UE attainment rates from those in 2013. The reduction is an expected outcome from the change in UE requirements.

Presentation of Roll-based and Participation-based statistics

The Roll-based cohort statistics are paired with the Participating cohort statistics for presentation purposes. For ease of differentiation the Participating cohort statistics are referred to as Participation-based statistics.



Achievement in NCEA and University Entrance

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

Roll- and Participation-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

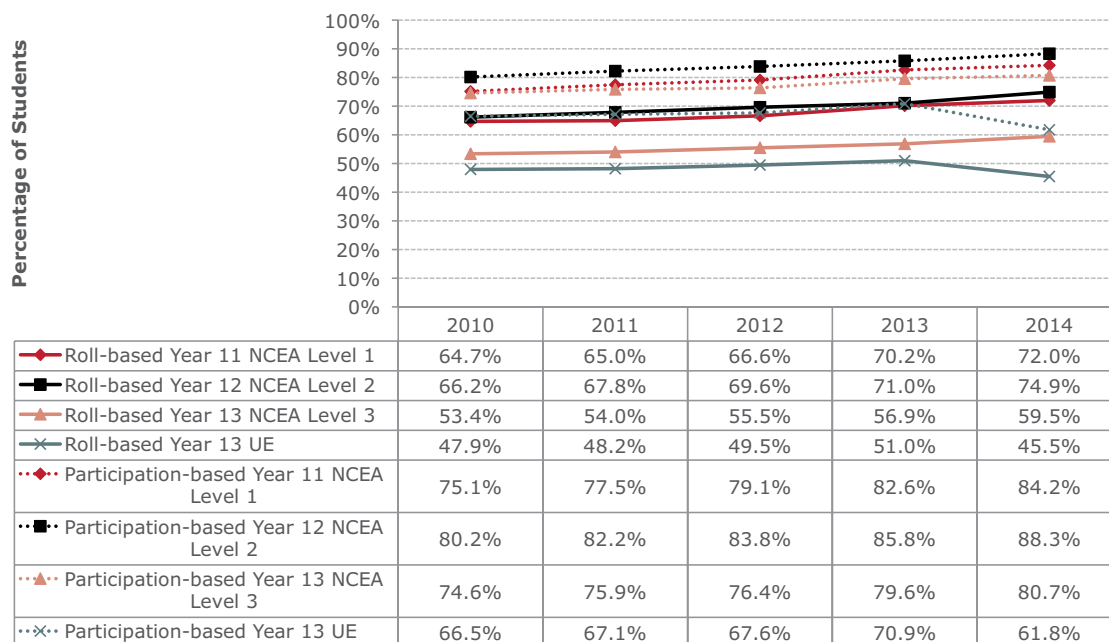


Figure 1. Roll- and Participation-based attainment rates of Year 11-13 students attaining NCEA Levels 1-3 and UE.

Achievement in NCEA and University Entrance

Statistics by Gender

Figures 2-5 show Roll-based and Participation-based attainment rates of male and female students.

The attainment rates for both genders have consistently increased through the time period from 2010 to 2014 across all three NCEA levels. Males and females attainment rates for UE shown in Figure 5 have declined in 2014 from 2013 due to the policy change in UE requirements.

Achievement in NCEA and University Entrance

Roll- and Participation-based Year 11 Students Attaining NCEA Level 1 by Gender

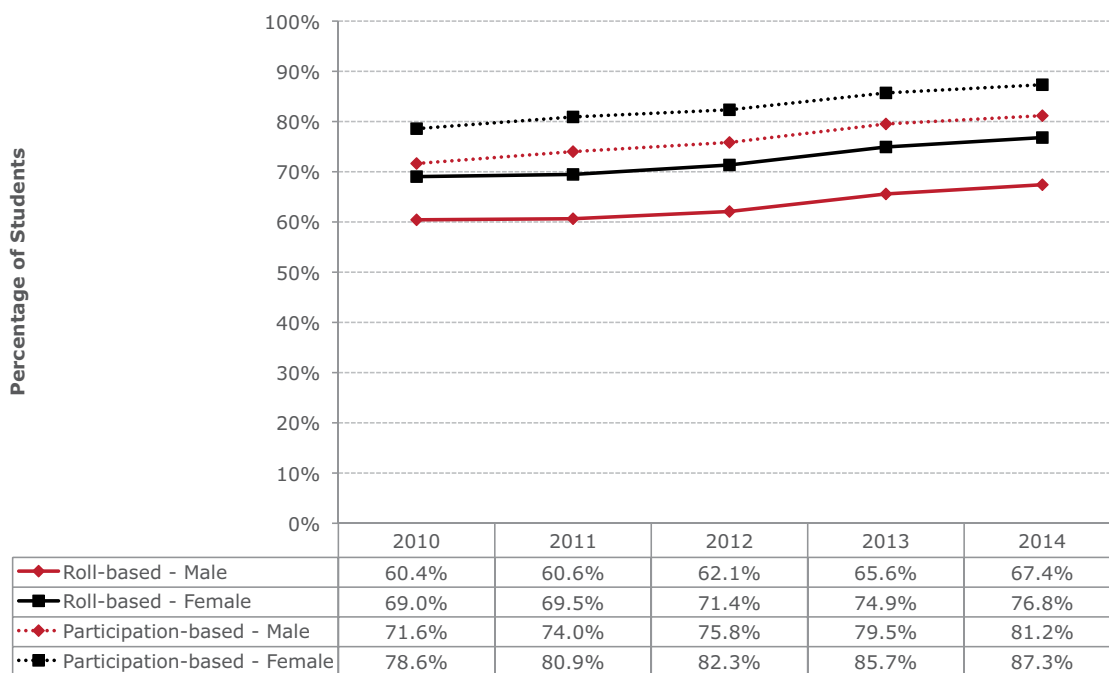


Figure 2. Roll- and Participation-based attainment rates of NCEA Level 1 by gender.

Roll- and Participation-based Year 12 Students Attaining NCEA Level 2 by Gender

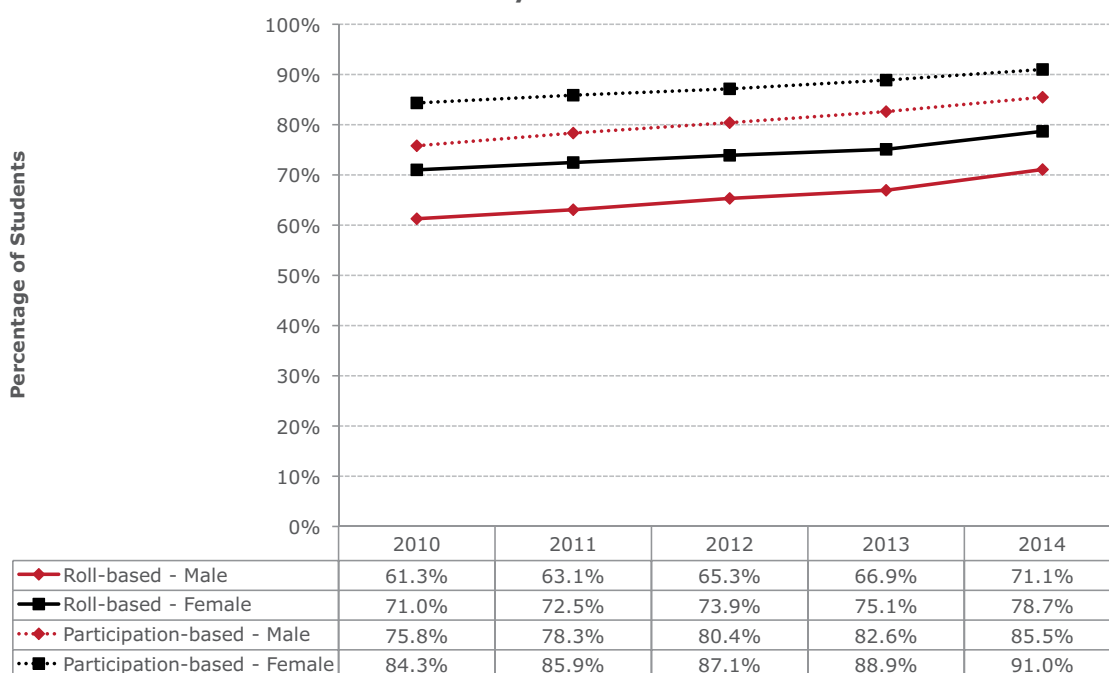


Figure 3. Roll- and Participation-based attainment rates of NCEA Level 2 by gender.

Achievement in NCEA and University Entrance

Roll- and Participation-based Year 13 Students Attaining NCEA Level 3 by Gender

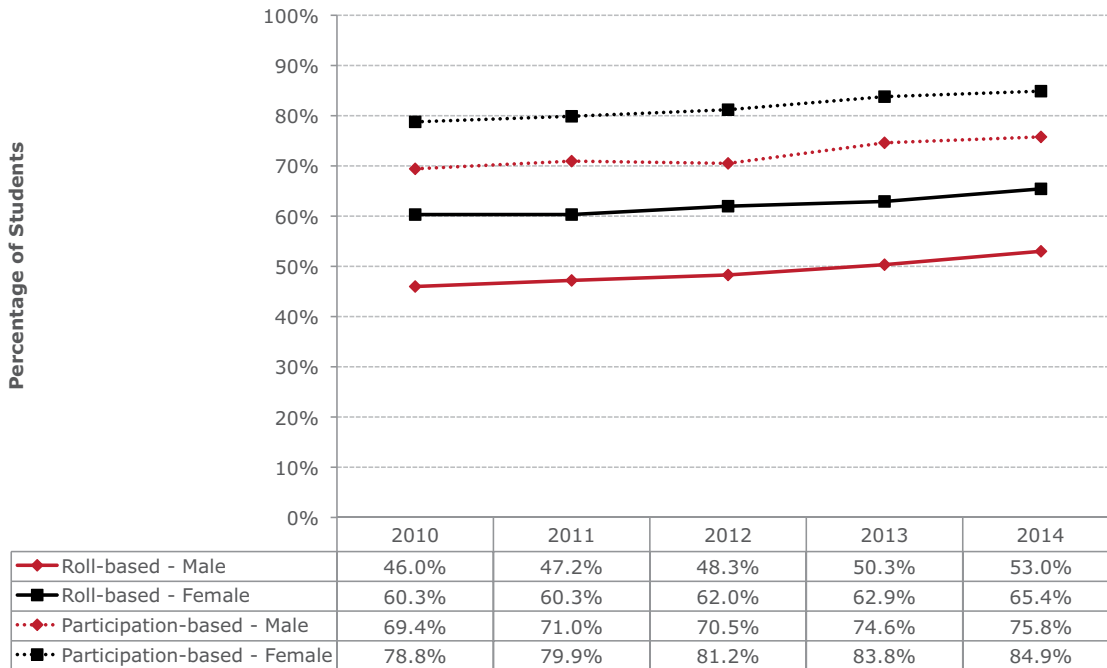


Figure 4. Roll- and Participation-based attainment rates of NCEA Level 3 by gender.

Roll- and Participation-based Year 13 Students Attaining UE by Gender

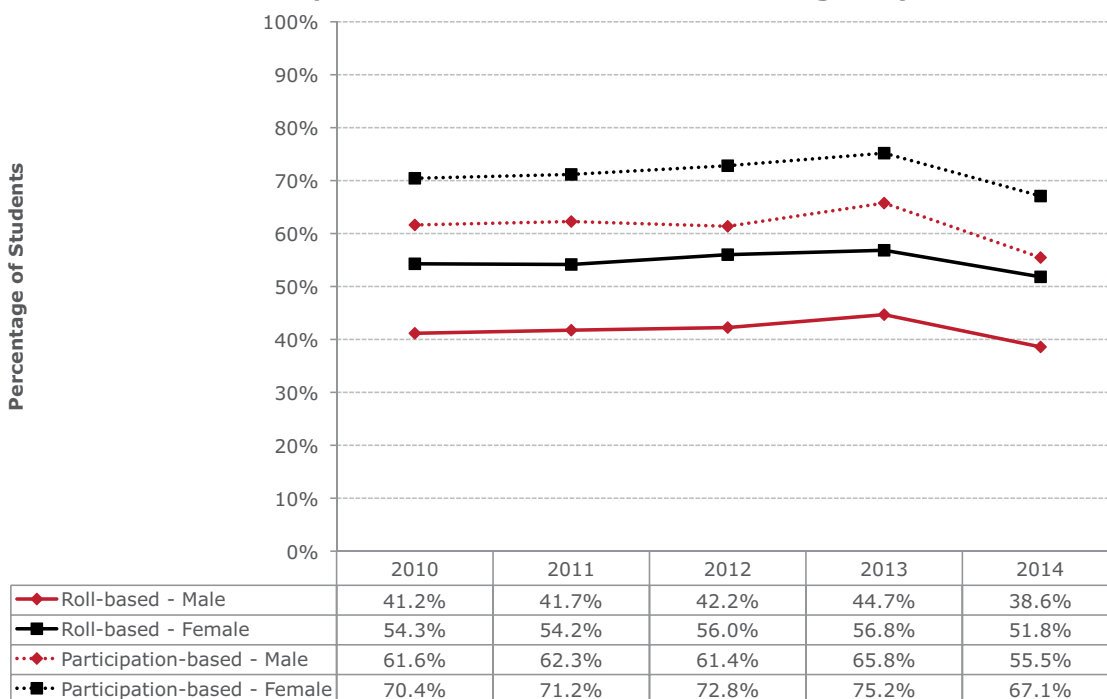


Figure 5. Roll- and Participation-based attainment rates of UE by gender.



Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 6-9 show Roll-based and Participation-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 2010 to 2014, there was an upward trend in attainment rates at NCEA Level 1 and NCEA Level 2 for all four ethnicities.

Achievement in NCEA and University Entrance

Roll- and Participation-based Year 11 Students Attaining NCEA Level 1 by Ethnicity

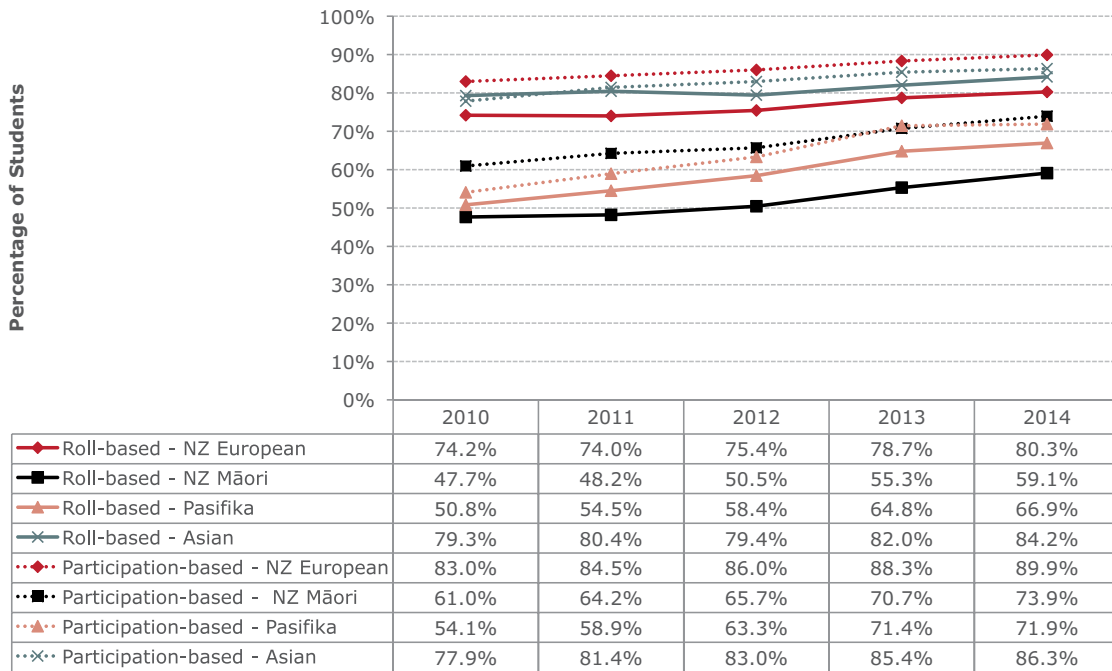


Figure 6. Roll- and Participation-based attainment rates of NCEA Level 1 by ethnicity.

Roll- and Participation-based Year 12 Students Attaining NCEA Level 2 by Ethnicity

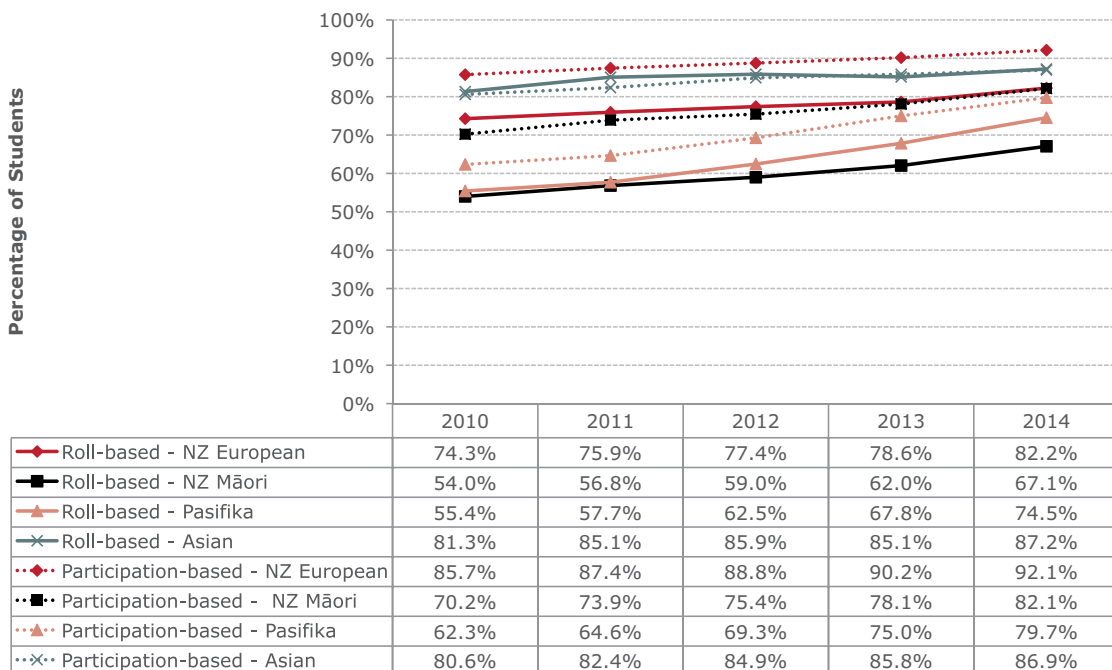


Figure 7. Roll- and Participation-based attainment rates of NCEA Level 2 by ethnicity.



Achievement in NCEA and University Entrance

Roll- and Participation-based Year 13 Students Attaining NCEA Level 3 by Ethnicity

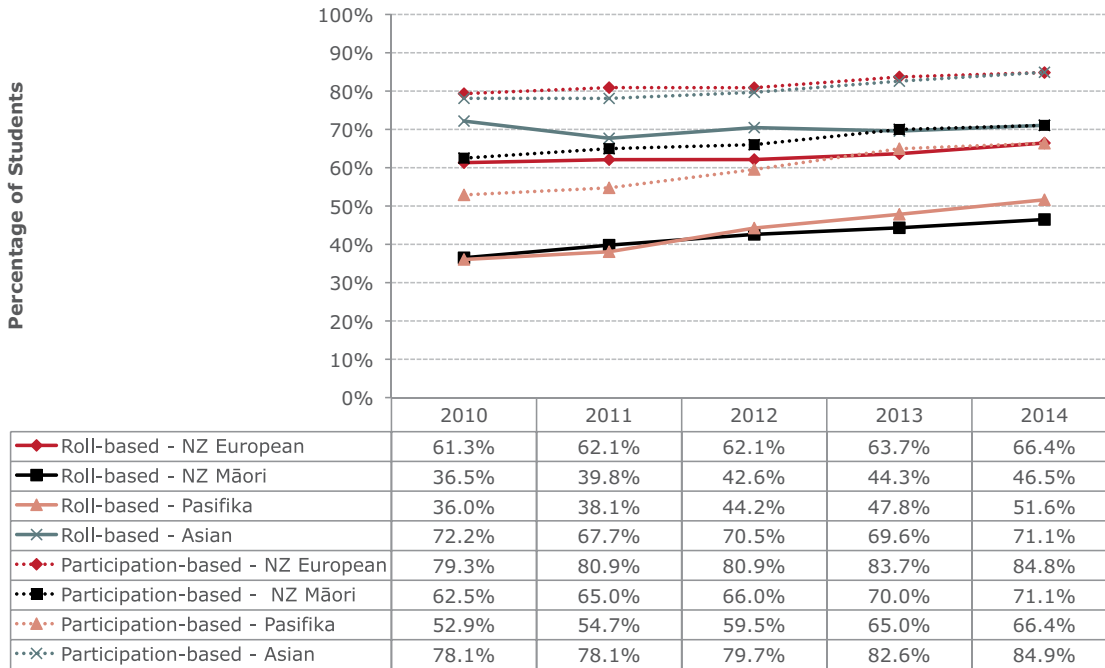


Figure 8. Roll- and Participation-based attainment rates of NCEA Level 3 by ethnicity.

Roll- and Participation-based Year 13 Students Attaining UE by Ethnicity

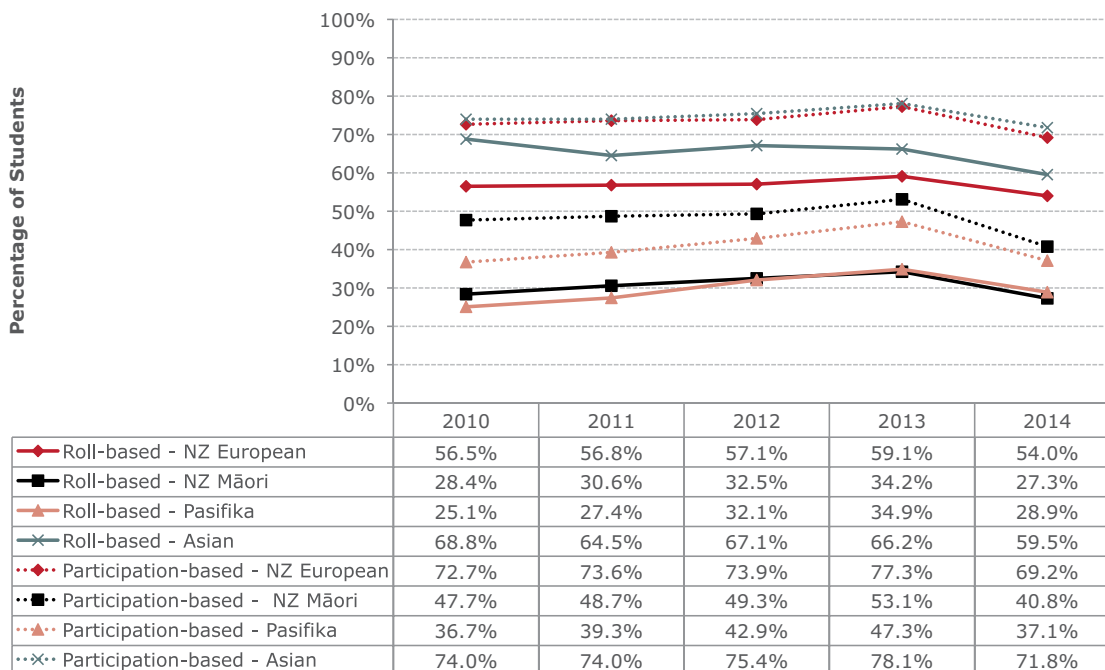


Figure 9. Roll- and Participation-based attainment rates of UE by ethnicity.

Achievement in NCEA and University Entrance

Statistics by School Decile Band

Figures 10-13 show Roll-based and Participation-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 rate statistics.

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

For Figures 10-12 there has been an overall upward trend in attainment rates for each of the three school decile bands across all NCEA levels. For Figure 13 there has been a downward trend for UE in each of the three school decile bands.



Achievement in NCEA and University Entrance

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

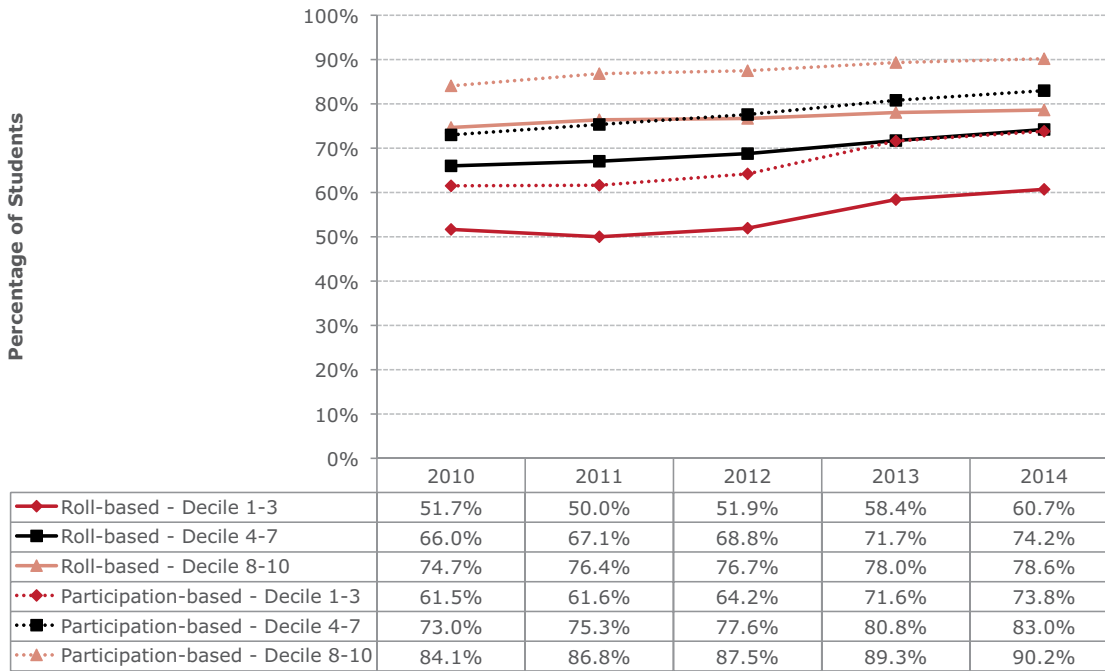


Figure 10. Roll- and Participation-based attainment rates of NCEA Level 1 by school decile band.

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

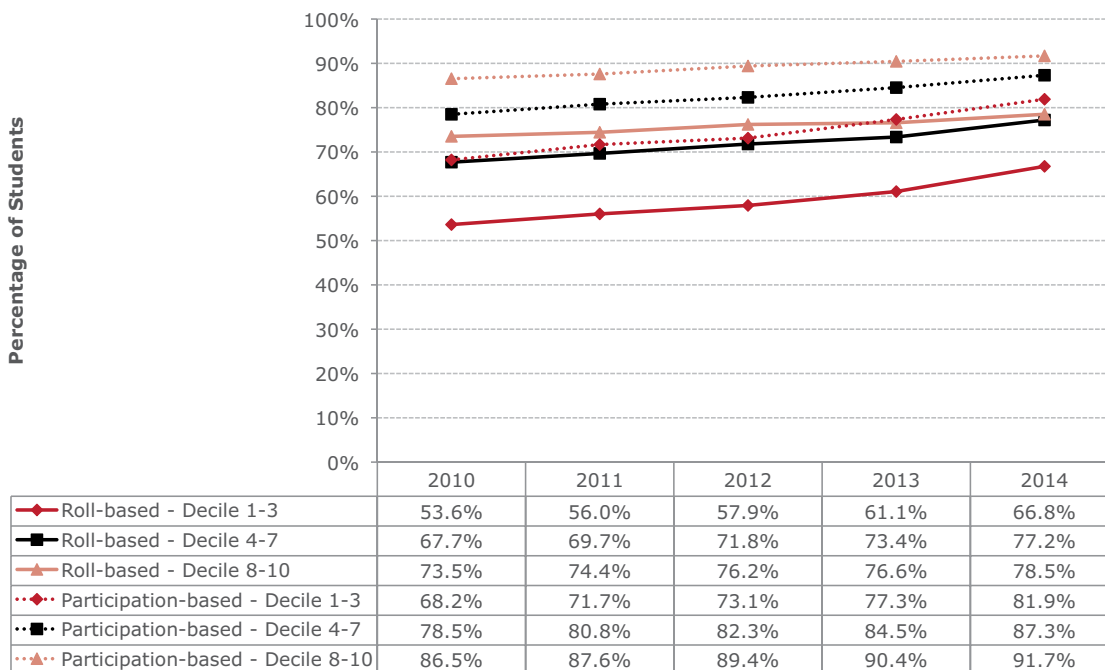


Figure 11. Roll- and Participation-based attainment rates of NCEA Level 2 by school decile band.

Achievement in NCEA and University Entrance

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

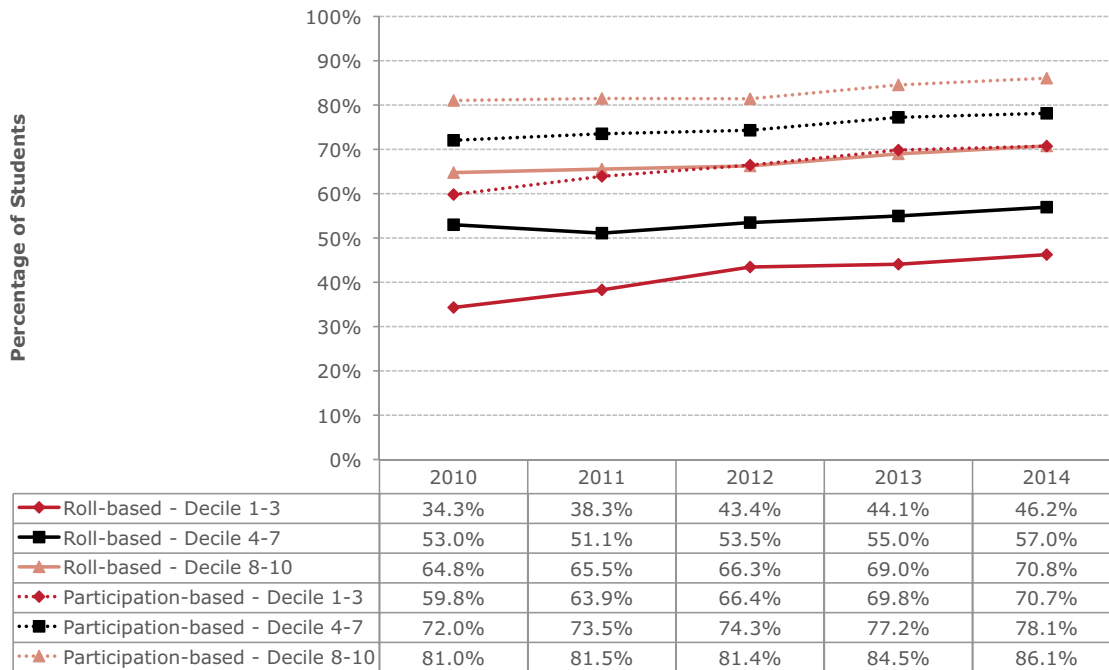


Figure 12. Roll- and Participation-based attainment rates of NCEA Level 3 by school decile band.

Roll- and Participation-based Year 13 Students Attaining UE by School Decile Band

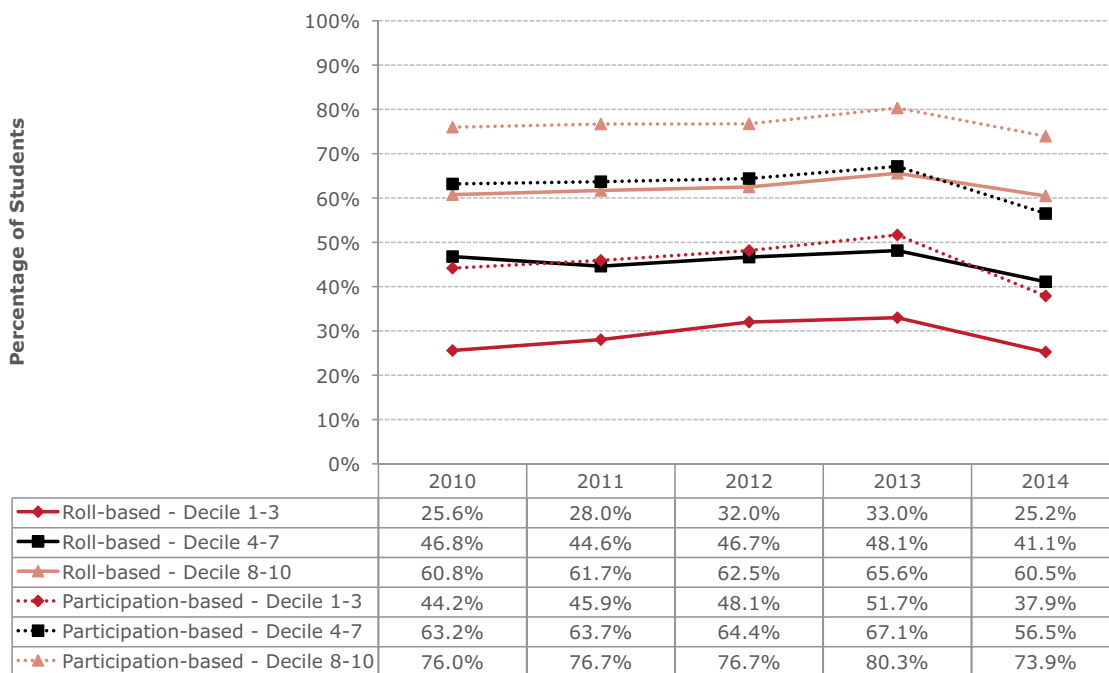


Figure 13. Roll- and Participation-based attainment rates of UE by school decile band.



Achievement in NCEA and University Entrance

Tracked Year 11 Cohort Statistics

Figures 14-16 show the attainment rates as percentages of the Tracked 2012 Year 11 cohort. The Tracked 2012 Year 11 cohort is formed from the students in the 2012 Enrolled Students cohort who are Year 11 students. Students who leave school before the end of 2014 remain a part of the cohort, and their attainments up to their departure from schools are still counted. A detailed definition of the Tracked 2012 Year 11 cohort is found in Appendix 1.

Figures 14-16 show the attainment percentages of NCEA Level 1, NCEA Level 2, and NCEA Level 3 of the Tracked 2012 Year 11 cohort for the years 2012-2014.

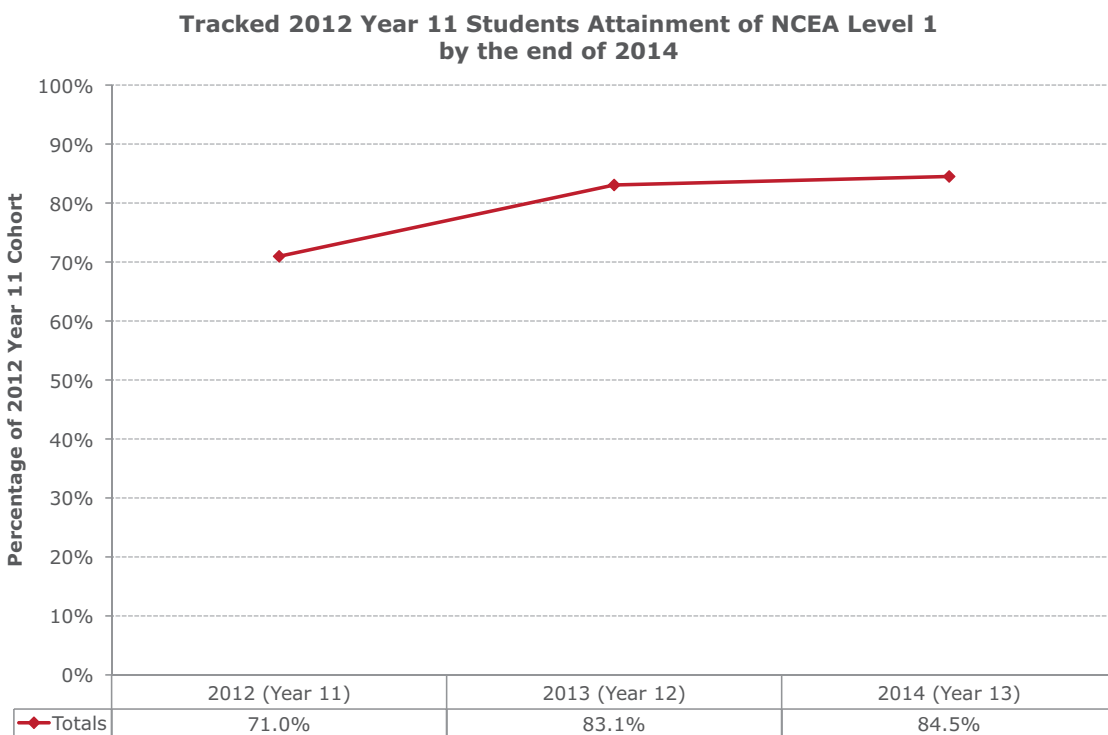


Figure 14. Attainment percentages of NCEA Level 1 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

Achievement in NCEA and University Entrance

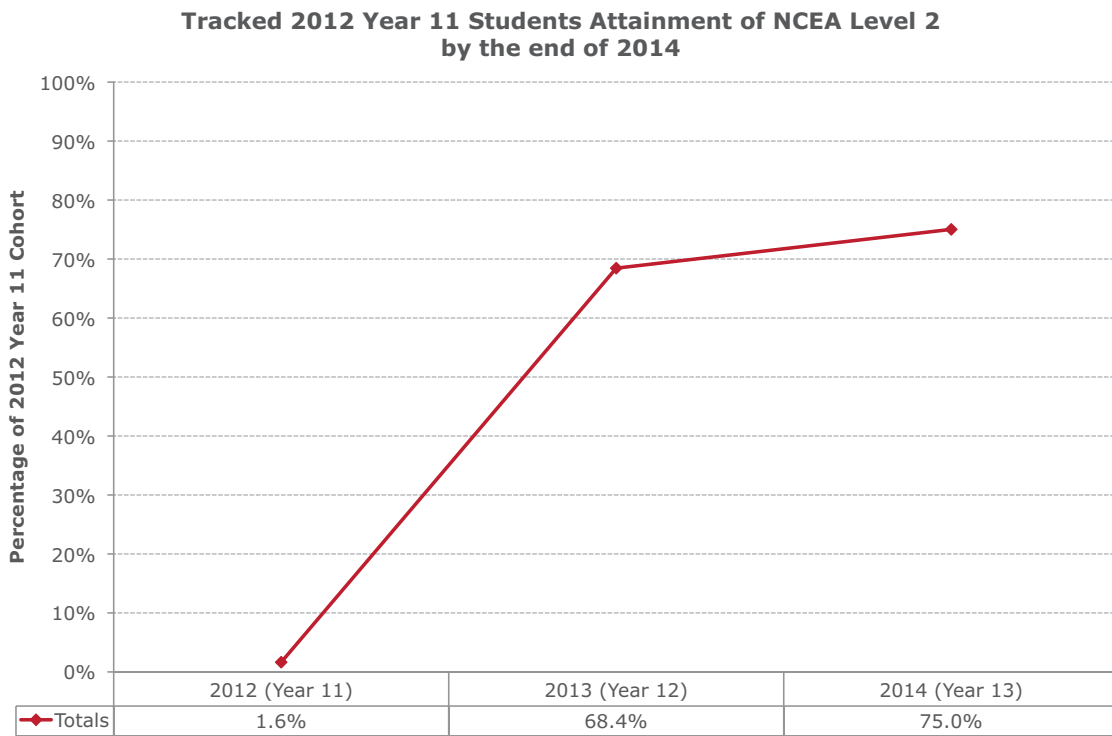


Figure 15. Attainment percentages of NCEA Level 2 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

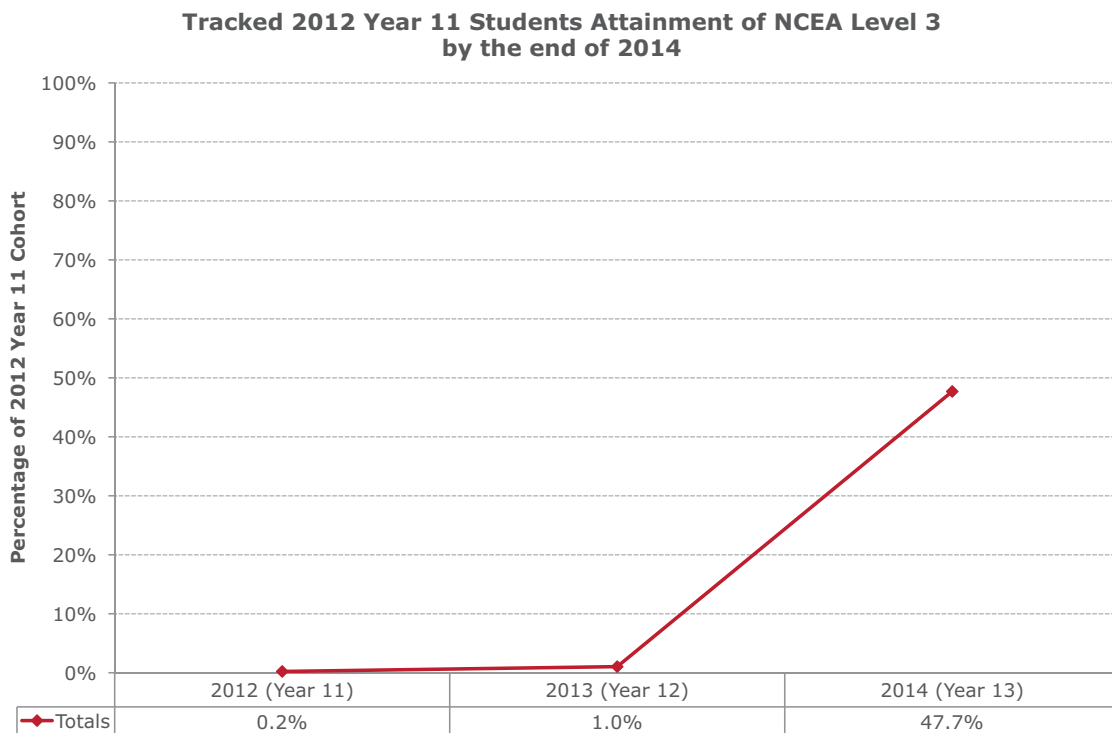


Figure 16. Attainment percentages of NCEA Level 3 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.



Achievement in NCEA and University Entrance

Statistics by Gender

Figures 17-19 show the male and female attainment rates of NCEA Level 1, NCEA Level 2, and NCEA Level 3 by the end of 2012, 2013, and 2014 of the Tracked 2012 Year 11 cohort.

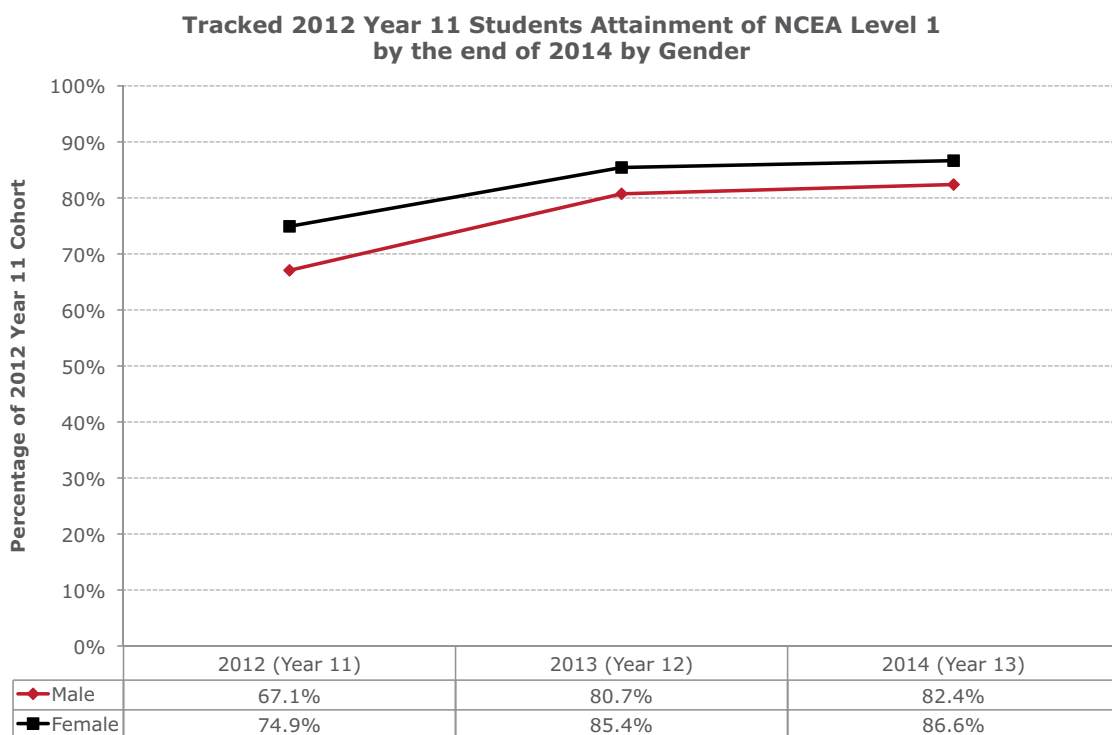


Figure 17. Attainment percentages by gender of NCEA Level 1 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

Achievement in NCEA and University Entrance

Tracked 2012 Year 11 Students Attainment of NCEA Level 2 by the end of 2014 by Gender

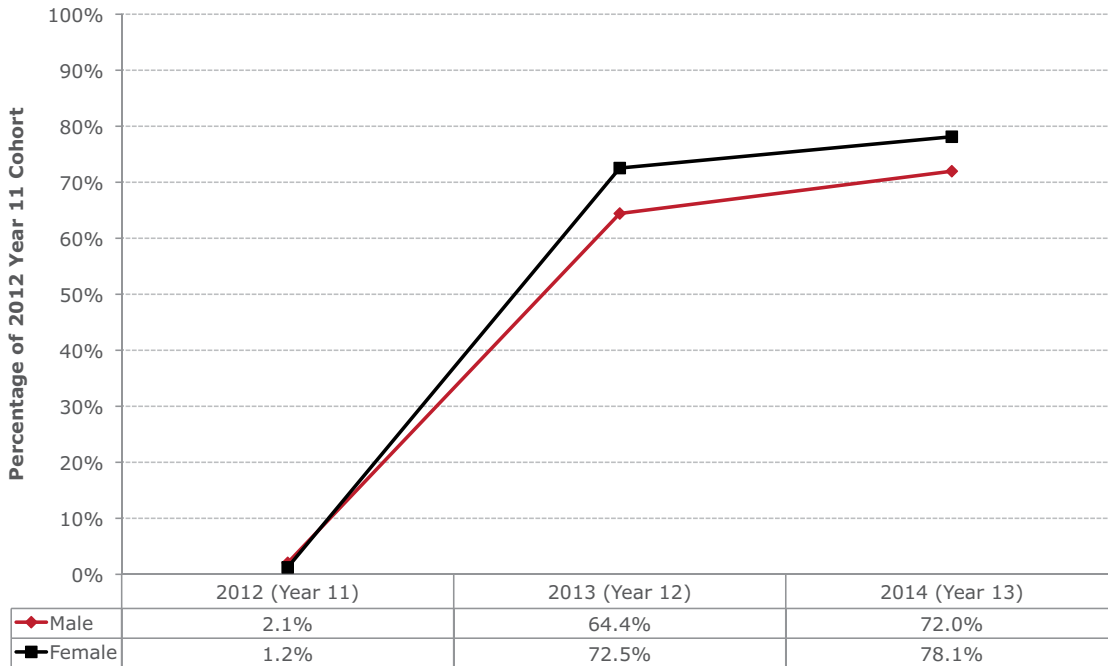


Figure 18. Attainment percentages by gender of NCEA Level 2 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

Tracked 2012 Year 11 Students Attainment of NCEA Level 3 by the end of 2014 by Gender

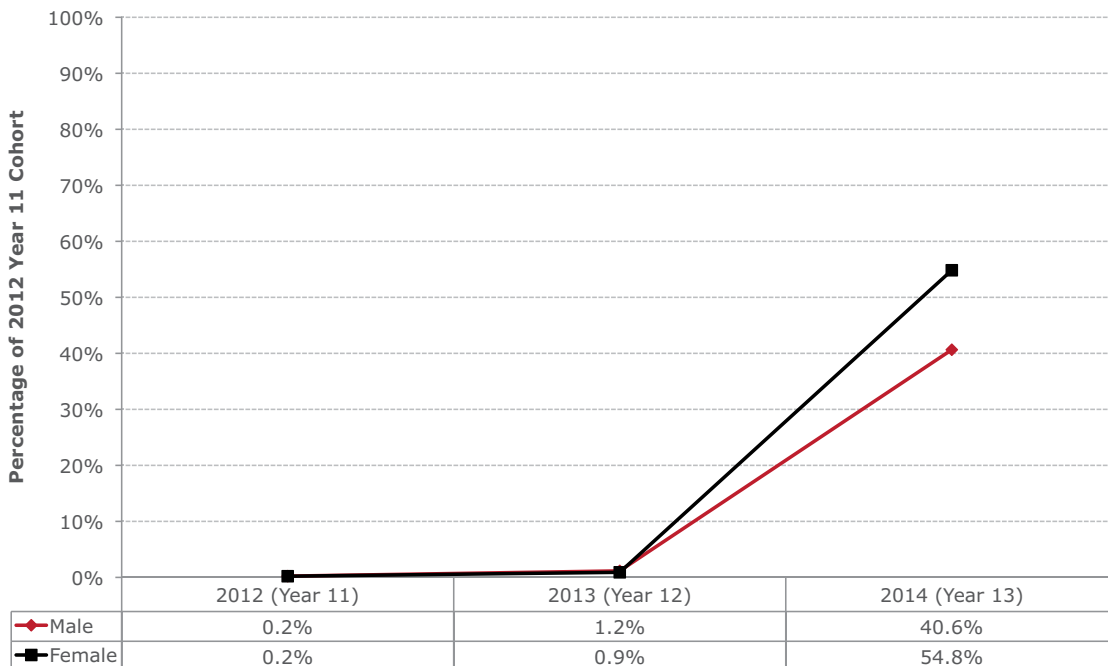


Figure 19. Attainment percentages by gender of NCEA Level 3 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 20-22 show the attainment rates of NCEA Levels 1-3 qualifications of the Tracked 2012 Year 11 cohort by ethnicity. The ethnicity stated in 2012 when the student became a member of the cohort is maintained throughout 2013 and 2014 even though the student may alter their ethnicity in 2013 or 2014.

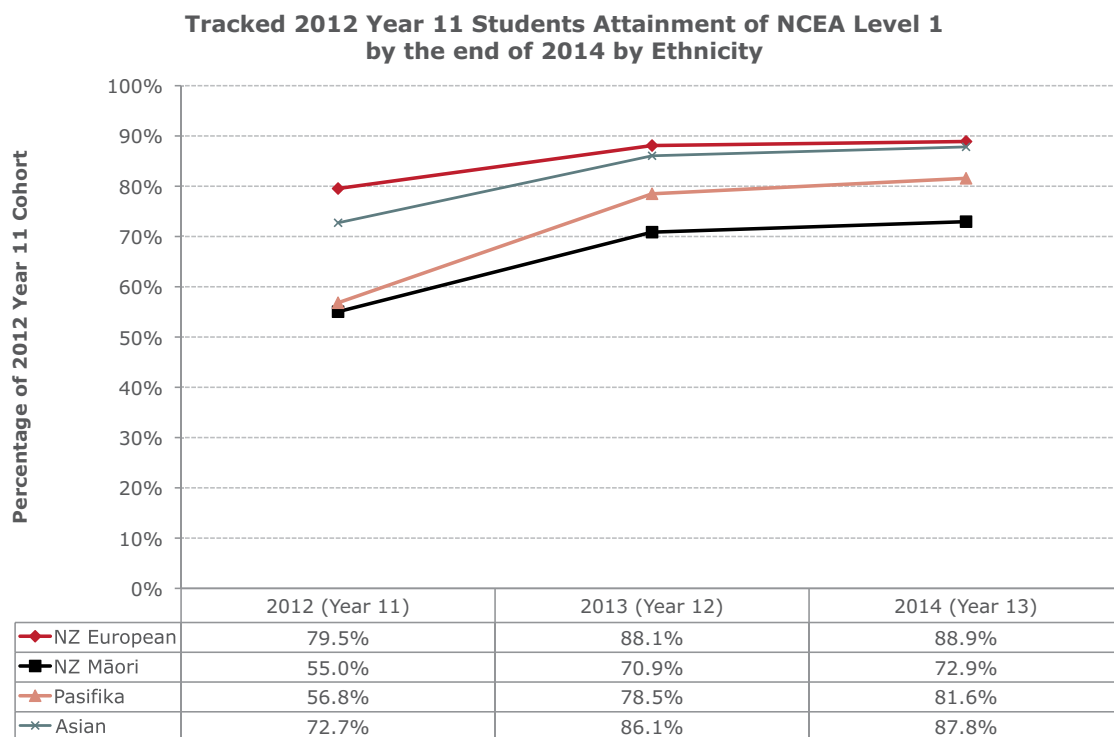


Figure 20. Attainment percentages by ethnicity of NCEA Level 1 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

Achievement in NCEA and University Entrance

Tracked 2012 Year 11 Students Attainment of NCEA Level 2 by the end of 2014 by Ethnicity

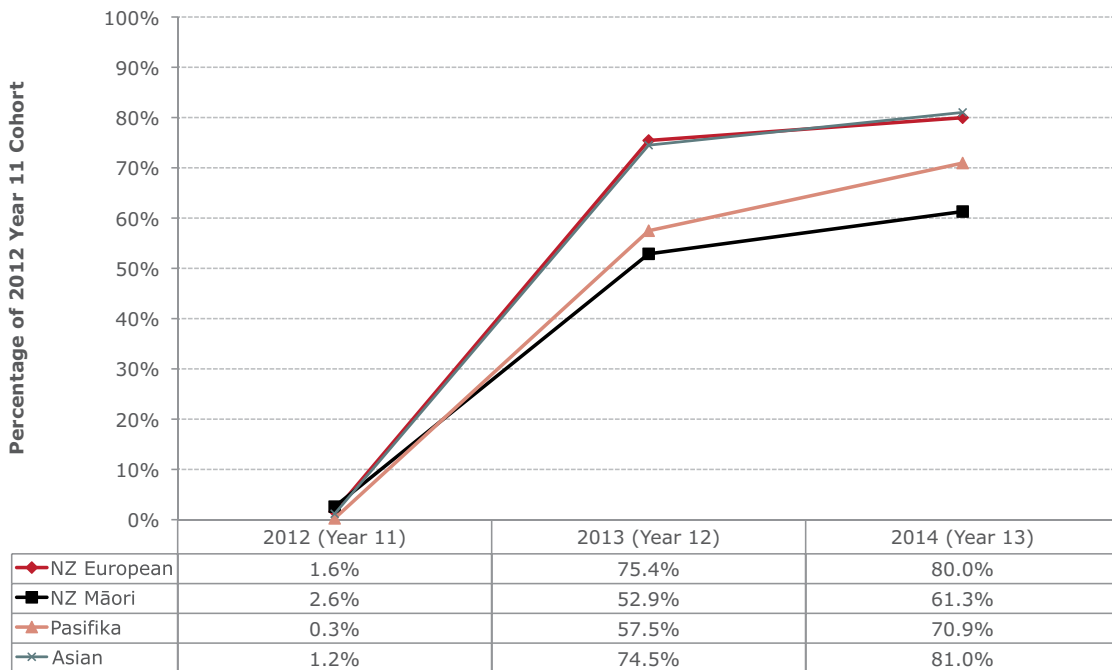


Figure 21. Attainment percentages by ethnicity of NCEA Level 2 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

Tracked 2012 Year 11 Students Attainment of NCEA Level 3 by the end of 2014 by Ethnicity

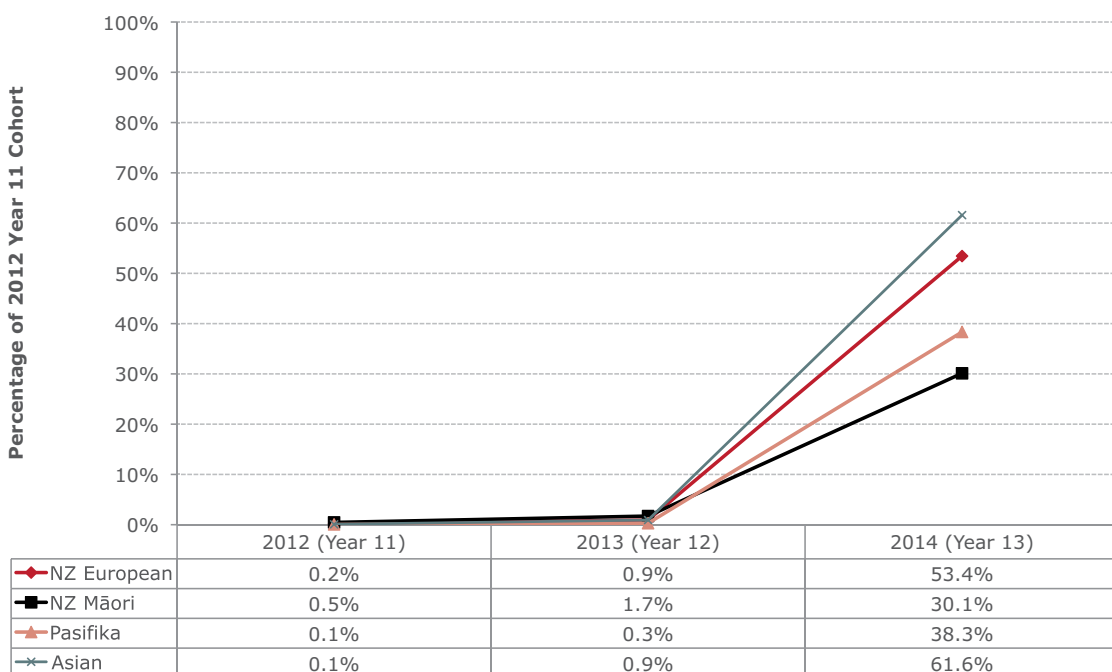


Figure 22. Attainment percentages by ethnicity of NCEA Level 3 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.



Achievement in NCEA and University Entrance

Statistics by School Decile Band

Figures 23-25 show the attainment rates of NCEA Levels 1-3 qualifications of the Tracked 2012 Year 11 cohort by School Decile Bands 1-3, 4-7, and 8-10.

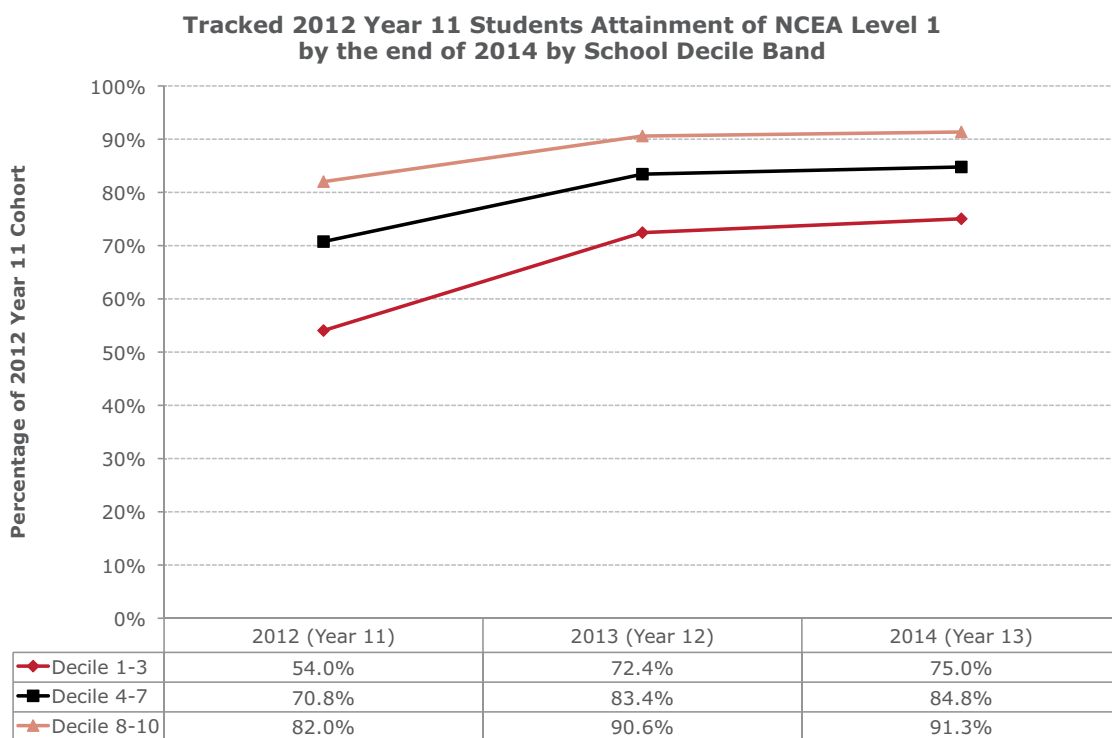


Figure 23. Attainment percentages by school decile band of NCEA Level 1 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

Achievement in NCEA and University Entrance

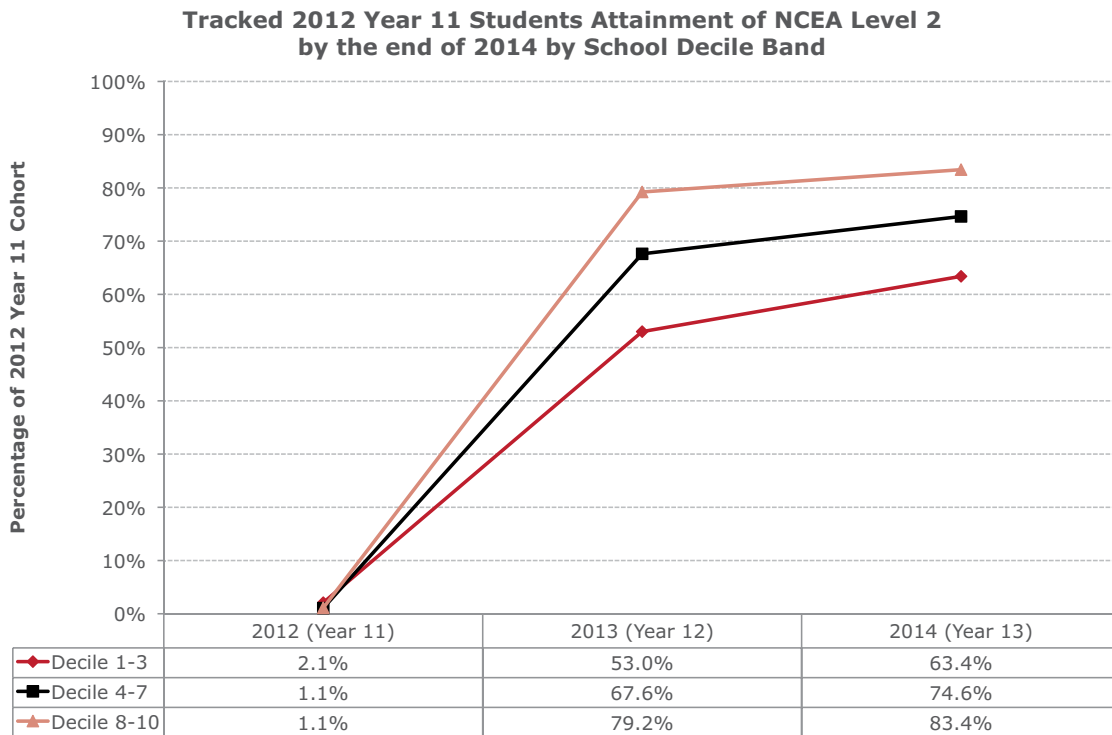


Figure 24. Attainment percentages by school decile band of NCEA Level 2 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

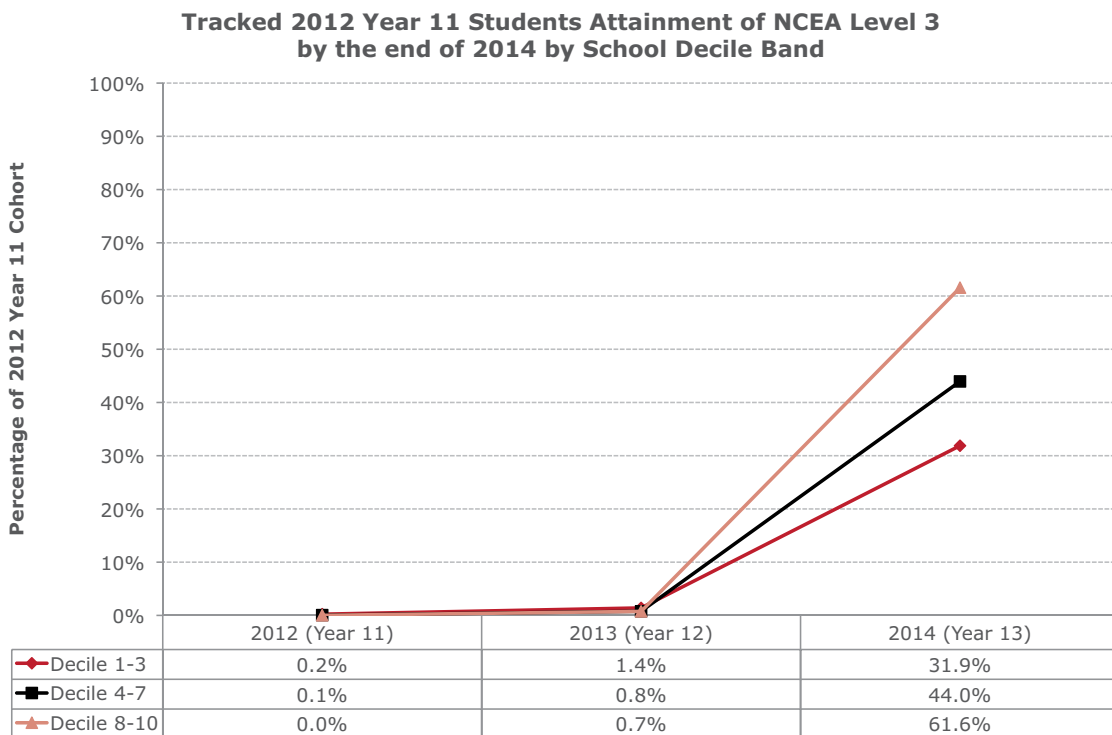


Figure 25. Attainment percentages by school decile band of NCEA Level 3 of the Tracked 2012 Year 11 cohort by the end of 2012, 2013 and 2014.

Literacy and Numeracy

The literacy and numeracy requirements for NCEA Level 1 are:

Literacy requirement

A minimum of 10 credits through either:

- Specified achievement standards available through a range of subjects and English for Academic Purposes unit standards, or
- Unit standards – package of three literacy unit standards.

Numeracy requirement

A minimum of 10 credits through either:

- Achievement standards available through a range of subjects, or
- Unit standards – package of three numeracy unit standards.

The Level 1 literacy and numeracy requirements must be met to achieve NCEA Level 1, NCEA Level 2 from 2013, and NCEA Level 3 from 2014.

The statistics reported in this section of the report are based on the Enrolled Student cohort. That is, the statistics are based on students in Years 11-13 with one or more entries in either a Unit Standard or an Achievement Standard.

Alignment of Standards with the New Zealand Curriculum Project

During 2011-2013, NZQA and the Ministry of Education reviewed all the standards to ensure they aligned with New Zealand Curriculum 2007. This review commenced with NCEA Level 1 in 2011, flowed through to NCEA Level 2 in 2012, and concluded with NCEA Level 3 in 2013.

The review involved removing, replacing, and modifying standards to ensure that:

- All NCEA Level 1 standards were aligned to Curriculum Level 6
- All NCEA Level 2 standards were aligned to Curriculum Level 7
- All NCEA Level 3 standards were aligned to Curriculum Level 8.

As a result of the review there was:

- A decrease in the number of Unit Standards
- An increase in the number of Achievement Standards
- An increase in the range of standards that could be used to assess the literacy and numeracy requirements.

For further information on literacy and numeracy requirements, please refer to the NZQA website: <http://www.nzqa.govt.nz/literacy-requirements>

Literacy and Numeracy

Literacy

Figure 26 shows the percentage of Year 11 students attaining Literacy by the end of the year. The main feature of this figure is the upward trend in the attainments rates.

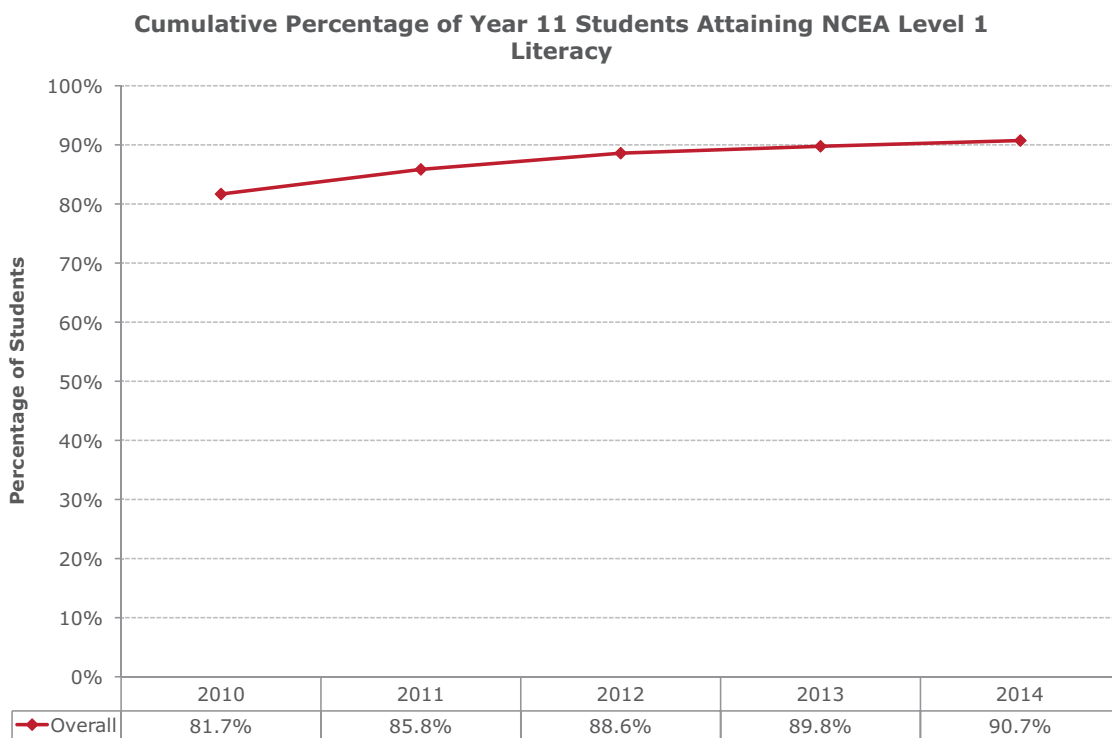


Figure 26. Overall cumulative percentage of Year 11 students attaining Literacy from 2010 to 2014.



Literacy and Numeracy

Figures 27-29 compare the percentage of Year 11 students attaining Literacy, between genders, ethnicities and school decile bands, in each year from 2010 to 2014.

Statistics by Gender

Figure 27 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 2010-2014.

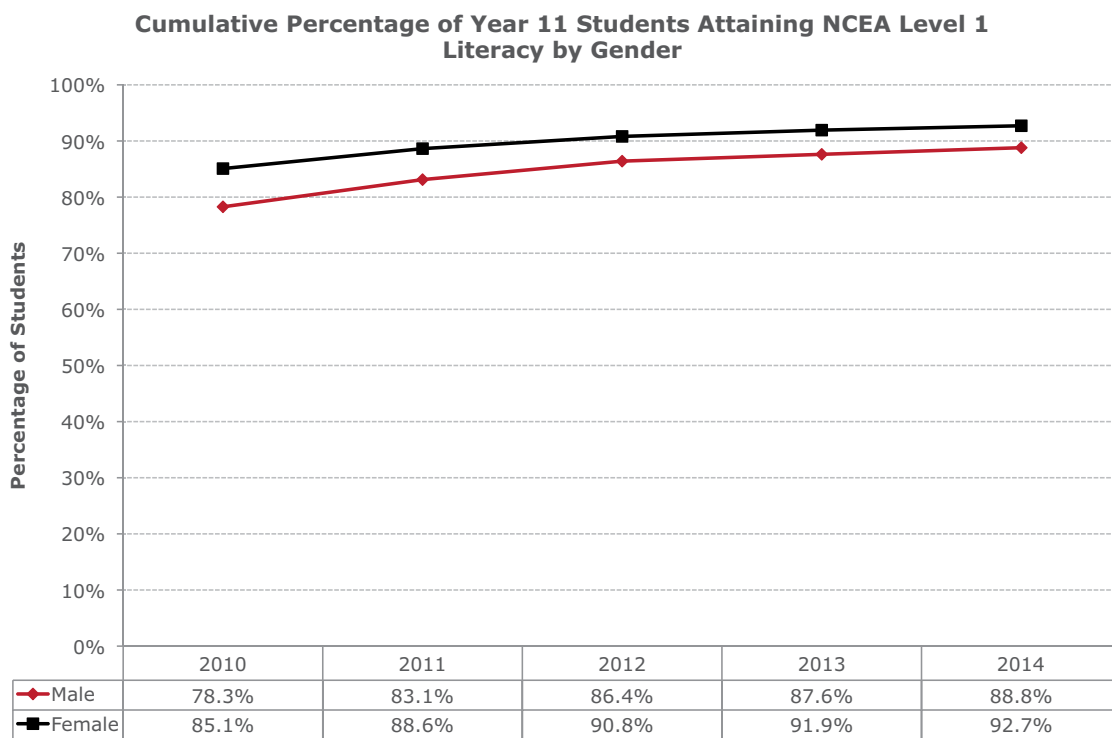


Figure 27. Cumulative percentage of Year 11 students attaining Literacy by gender from 2010 to 2014.

Literacy and Numeracy

Statistics by Ethnicity

Figure 28 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 2010 to 2014.

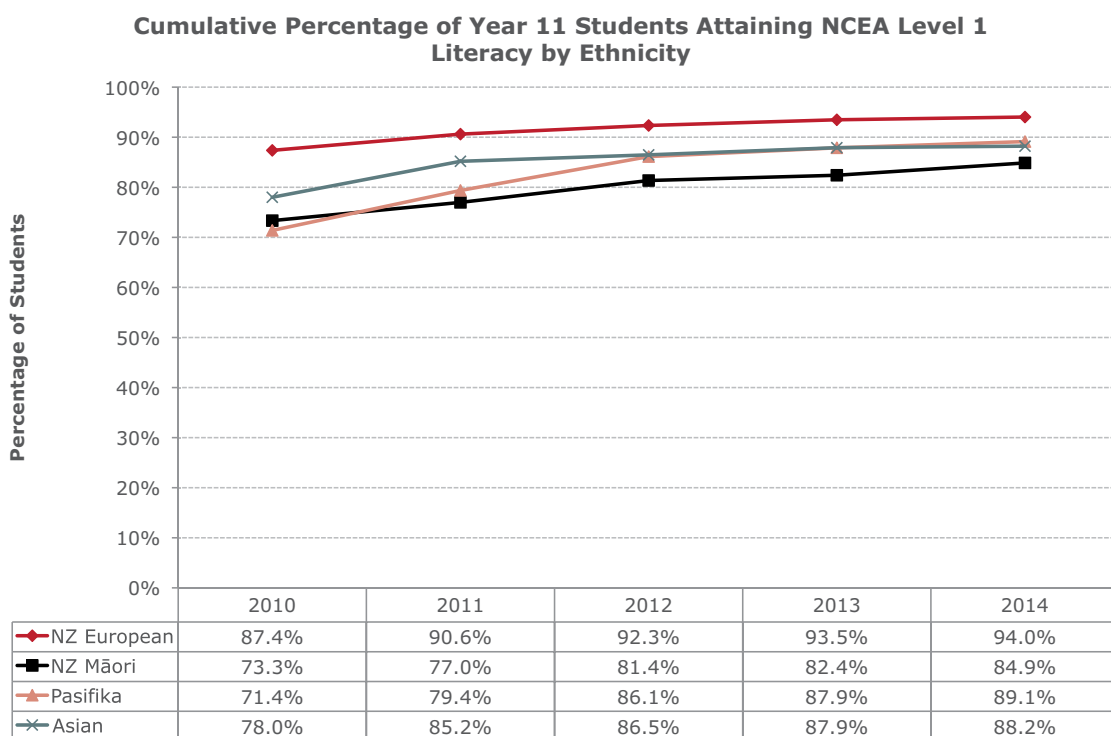


Figure 28. Cumulative percentage of Year 11 students attaining Literacy by ethnicity from 2010 to 2014.



Literacy and Numeracy

Statistics by School Decile Band

Figure 29 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 2010 to 2014.

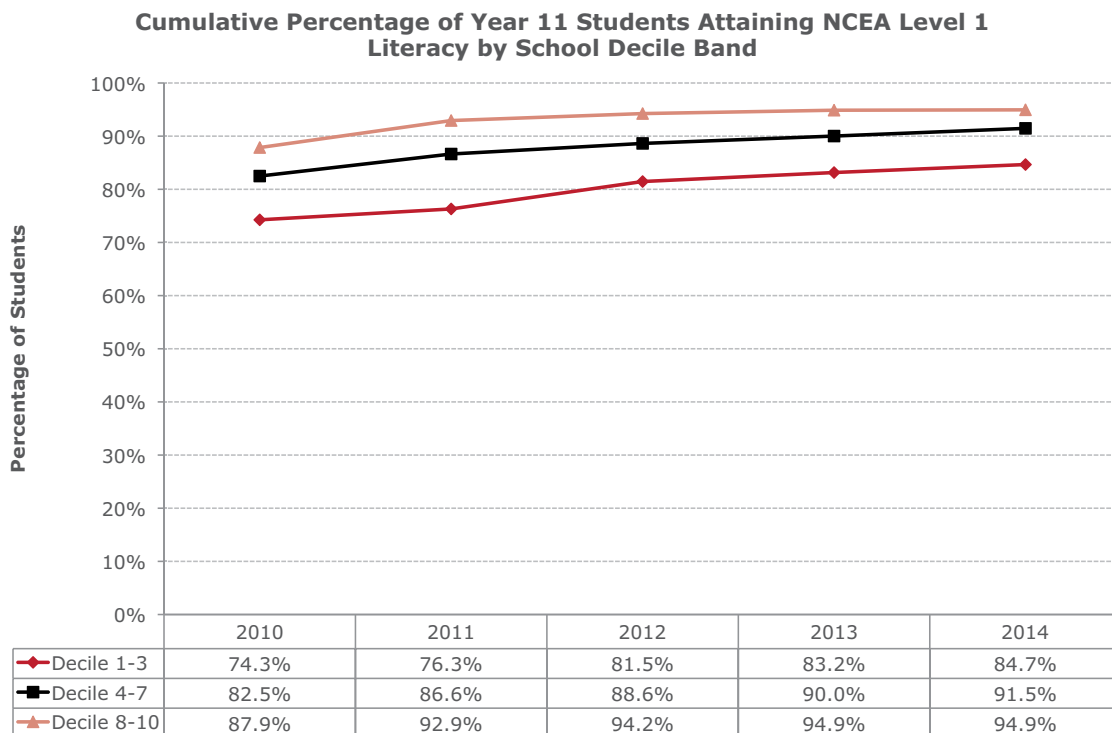


Figure 29. Cumulative percentage of Year 11 students attaining Literacy by school decile band from 2010 to 2014.

Literacy and Numeracy

Numeracy

Figure 30 shows the percentage of Year 11 students attaining Numeracy by the end of the year. Following a downward tendency from 2010 to 2012, there has been an increase in the attainment rate from 2012 to 2014.

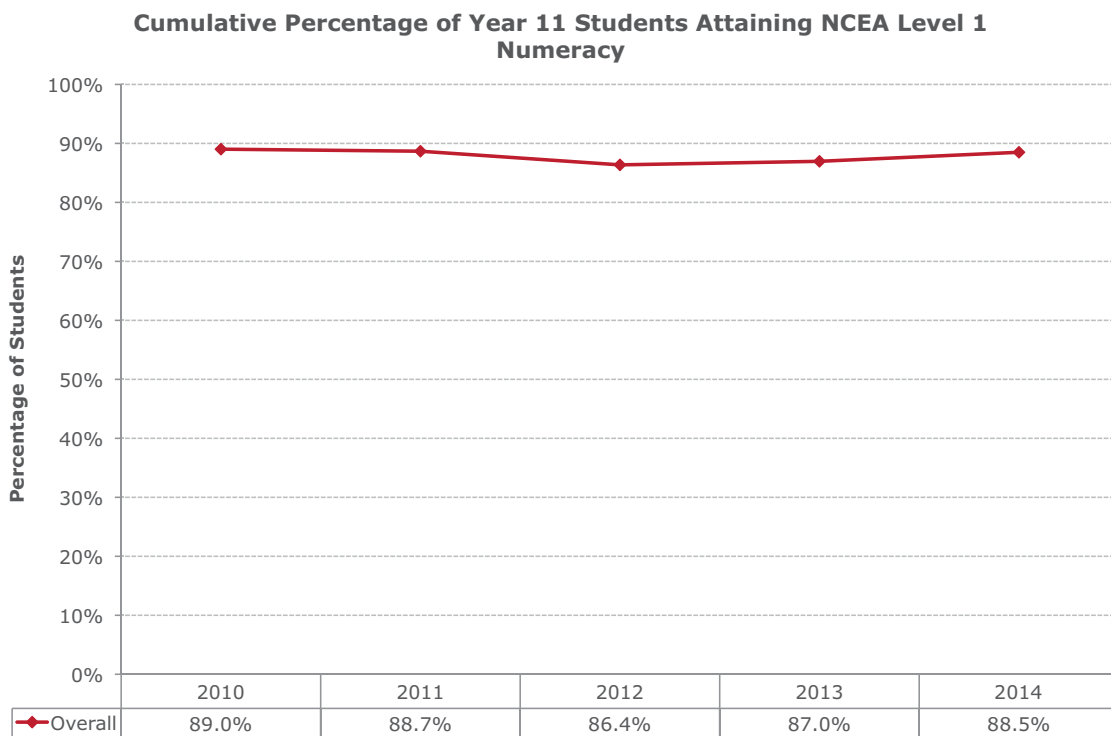


Figure 30. Overall cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy from 2010 to 2014.



Literacy and Numeracy

Figures 31-33 compare the percentages of Year 11 students attaining Numeracy by the end of the year, between genders, ethnicities and school decile bands, by the end of the year from 2010 to 2014.

Statistics by Gender

Figure 31 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 2014 after the downward trend from 2010 to 2012.

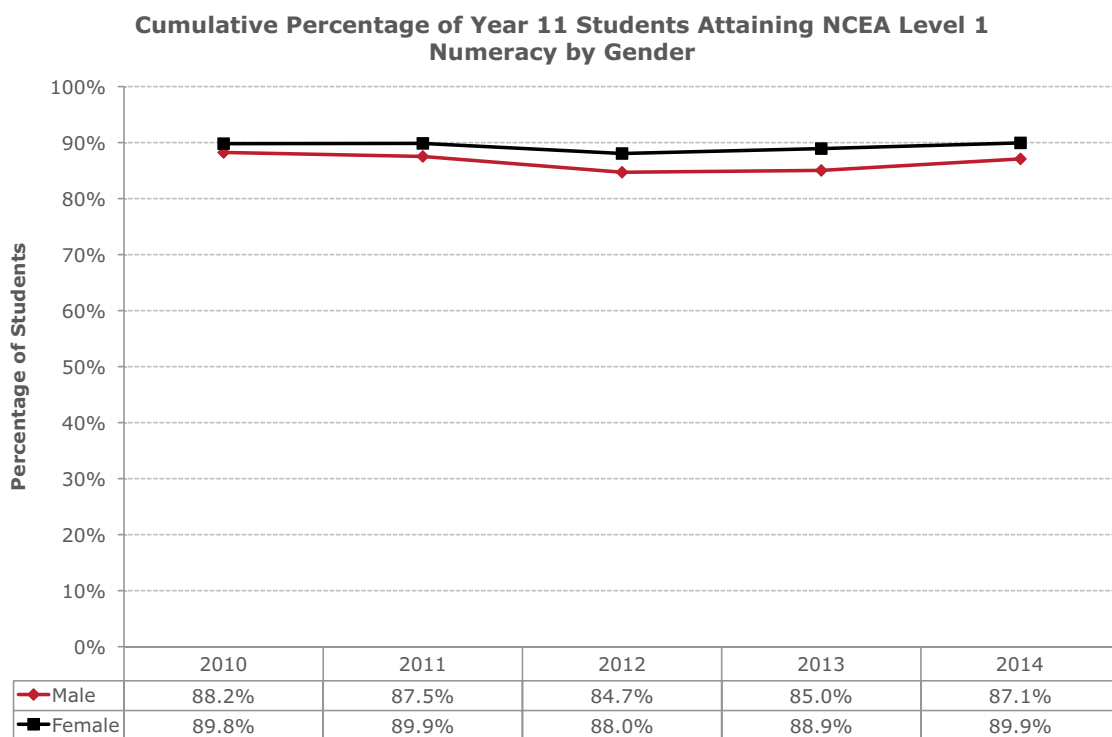


Figure 31. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by gender from 2010 to 2014.

Literacy and Numeracy

Statistics by Ethnicity

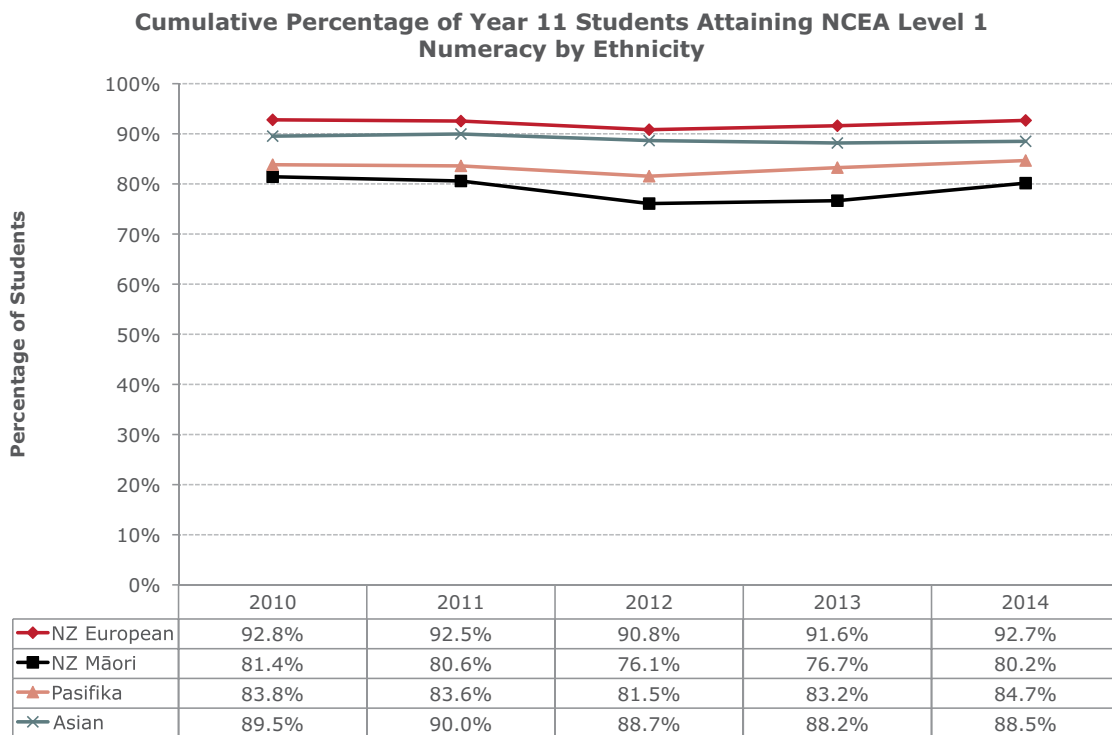


Figure 32. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by ethnicity from 2010 to 2014.



Literacy and Numeracy

Statistics by School Decile Band

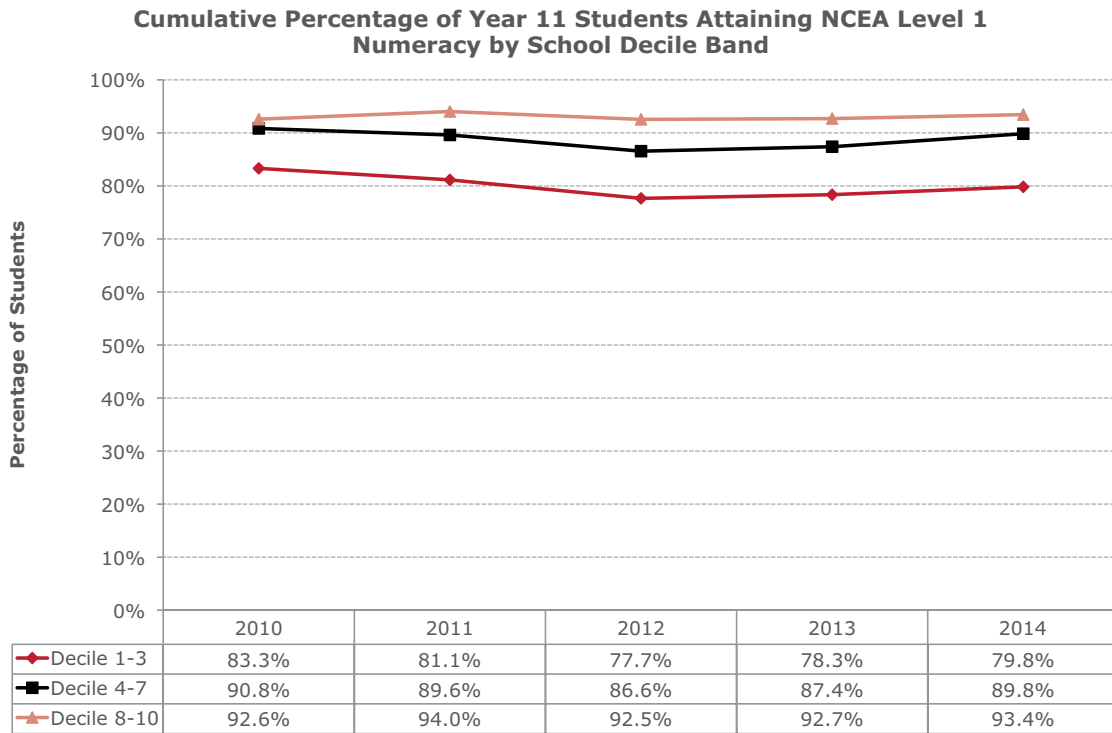
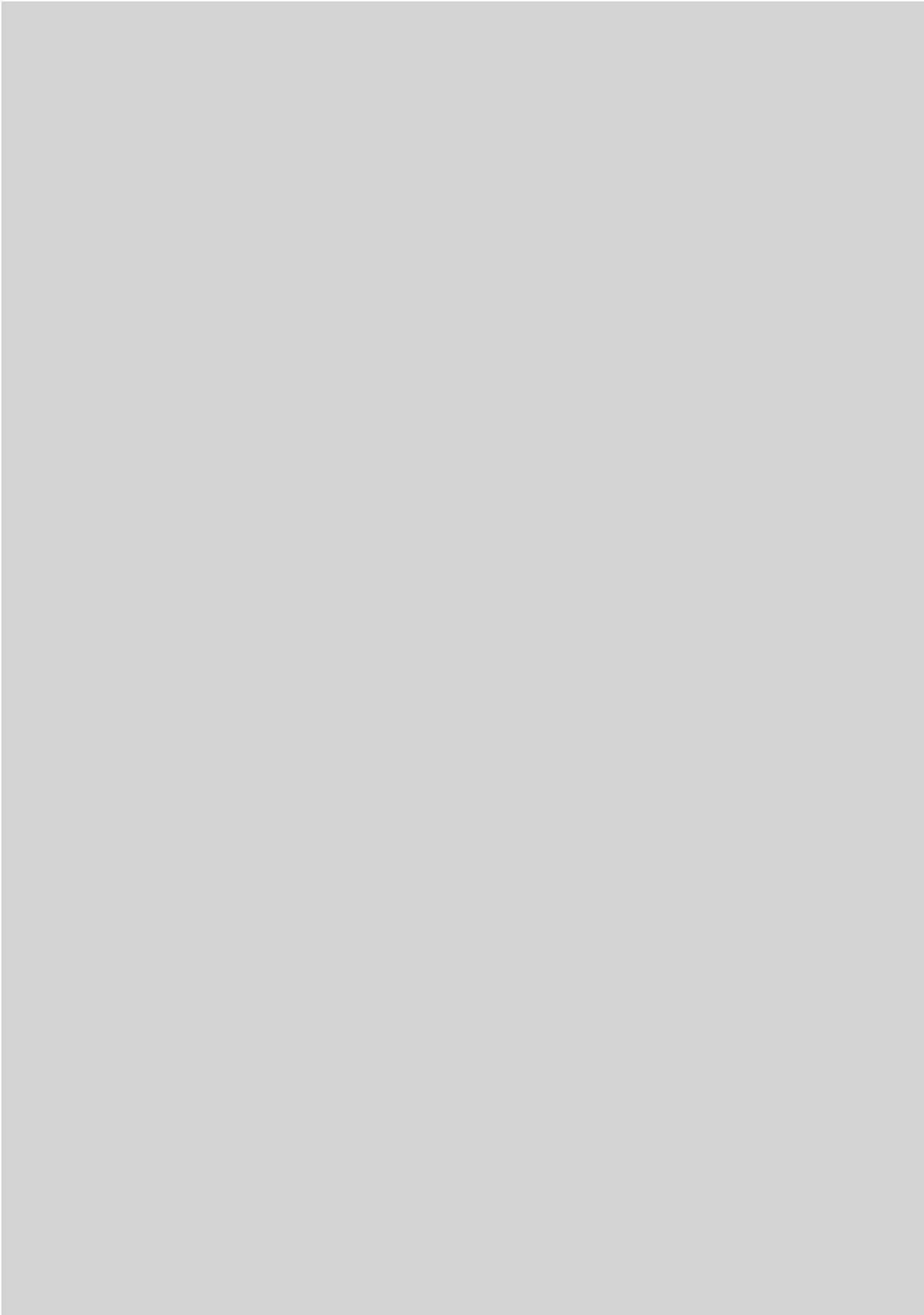


Figure 33. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by school decile band from 2010 to 2014.



NCEA Certificate Endorsement

Certificate Endorsement with Merit or Excellence for NCEA Levels 1, 2 and 3 was introduced in 2007 to motivate students toward higher 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 achievement rate of certificate endorsement is the percentage of candidates who achieved an NCEA certificate with an endorsement in the same year.³

Figures 34-36 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 2010 to 2014 across all three NCEA levels.

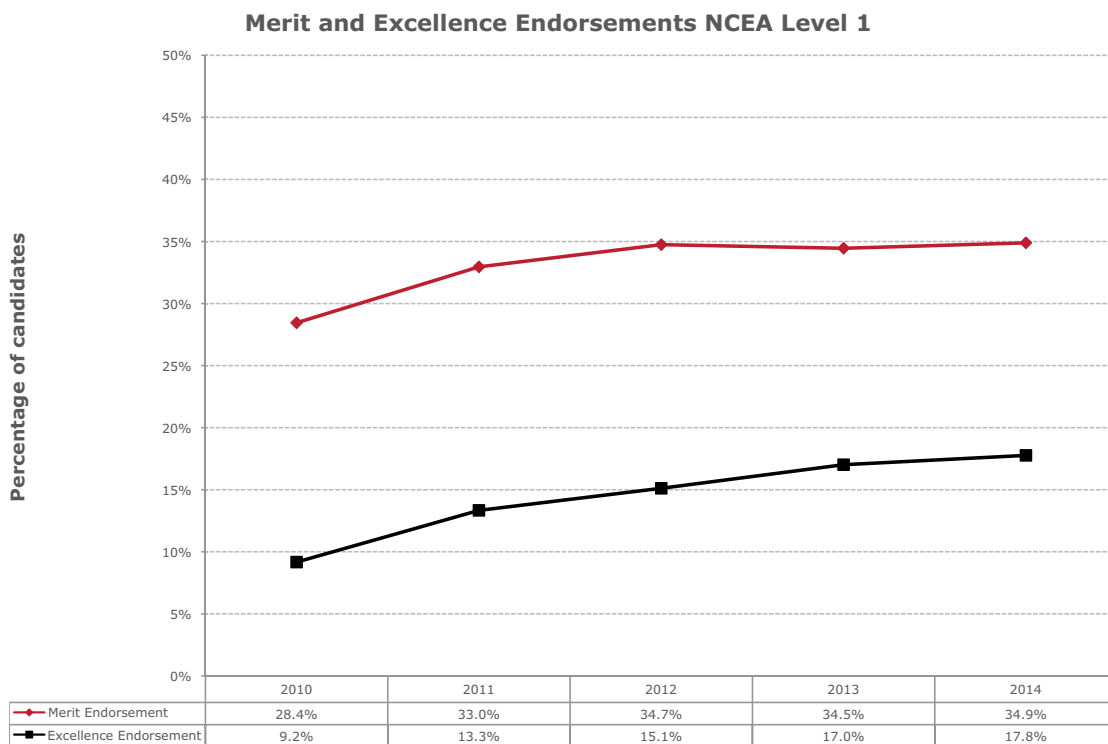


Figure 34. NCEA Level I Endorsement achieved by Year 11 candidates from 2010 to 2014.

³ The number of credits required to gain an endorsement may be accumulated over a number of years. This makes it possible for candidates to add an endorsement to an NCEA Certificate that was achieved in a prior year(s).

NCEA Certificate Endorsement

Merit and Excellence Endorsements NCEA Level 2

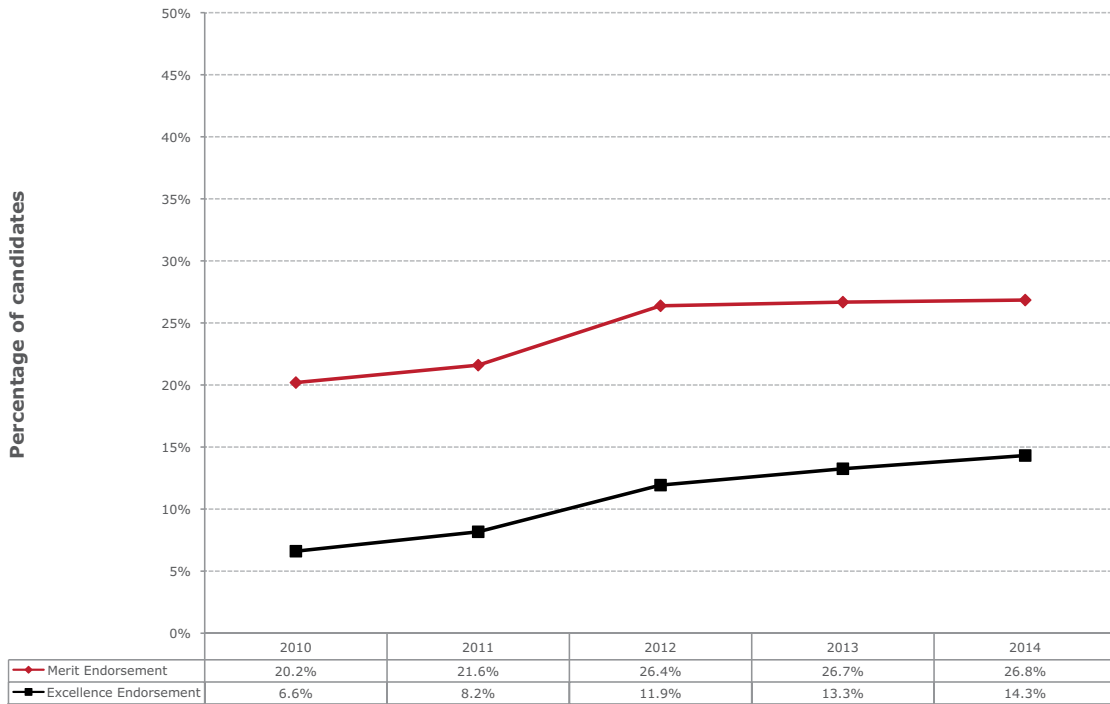


Figure 35. NCEA Level 2 Endorsement achieved by Year 12 candidates from 2010 to 2014.

Merit and Excellence Endorsements NCEA Level 3

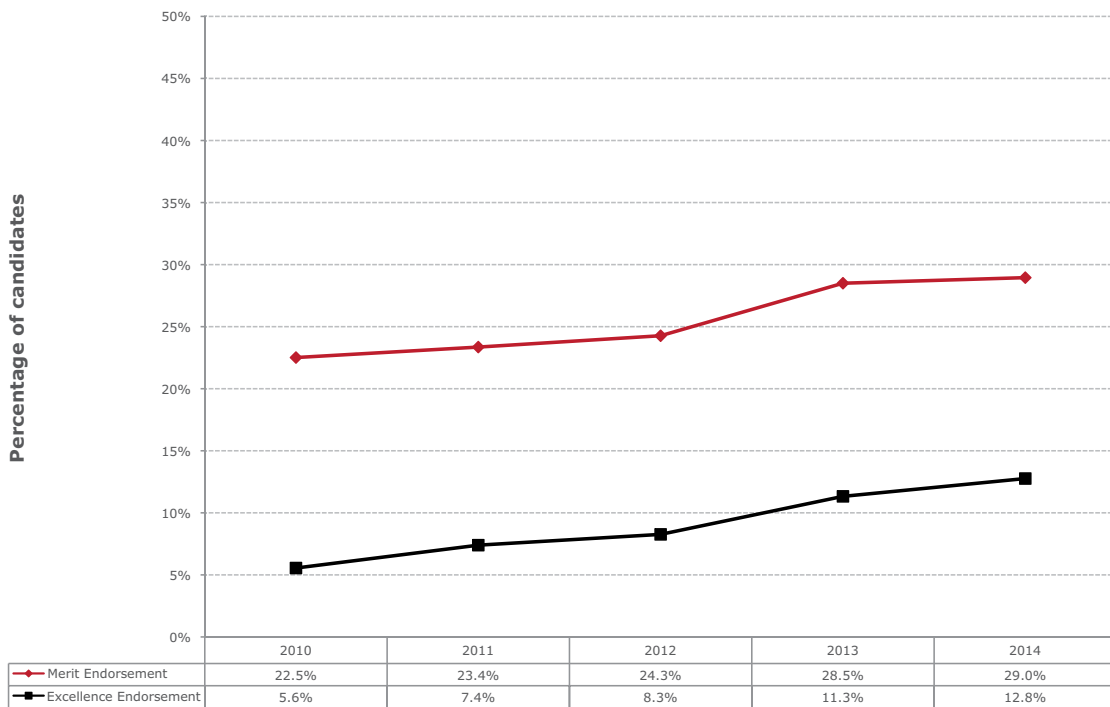


Figure 36. NCEA Level 3 Endorsement achieved by Year 13 candidates from 2010 to 2014.

NCEA Certificate Endorsement

Statistics by Gender

Figures 37-39 show the percentages of male and female candidates who achieved either Merit or Excellence Endorsement at each NCEA level from 2010 to 2014.

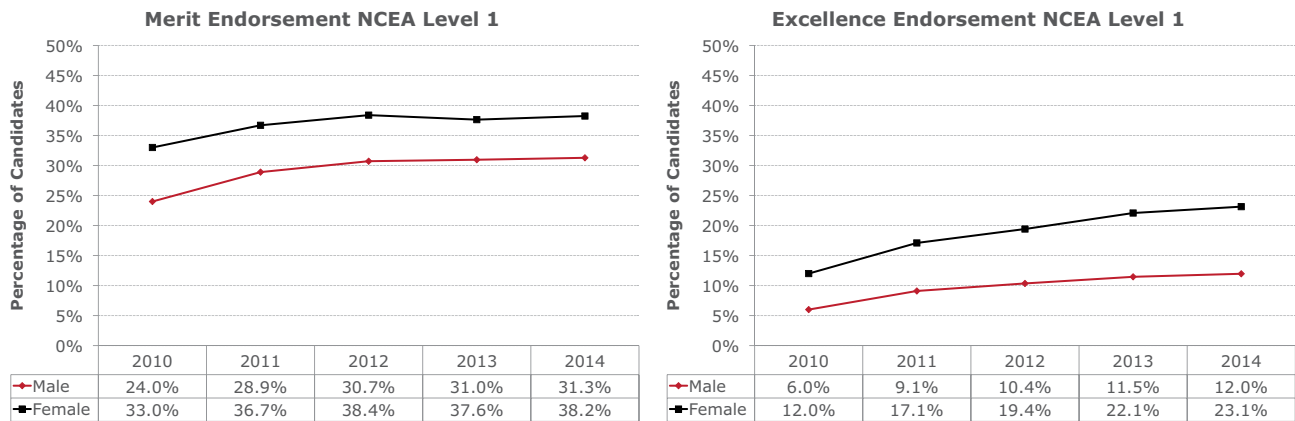


Figure 37. NCEA Level 1 Merit and Excellence Endorsement achieved by Year 11 candidates by gender from 2010 to 2014.

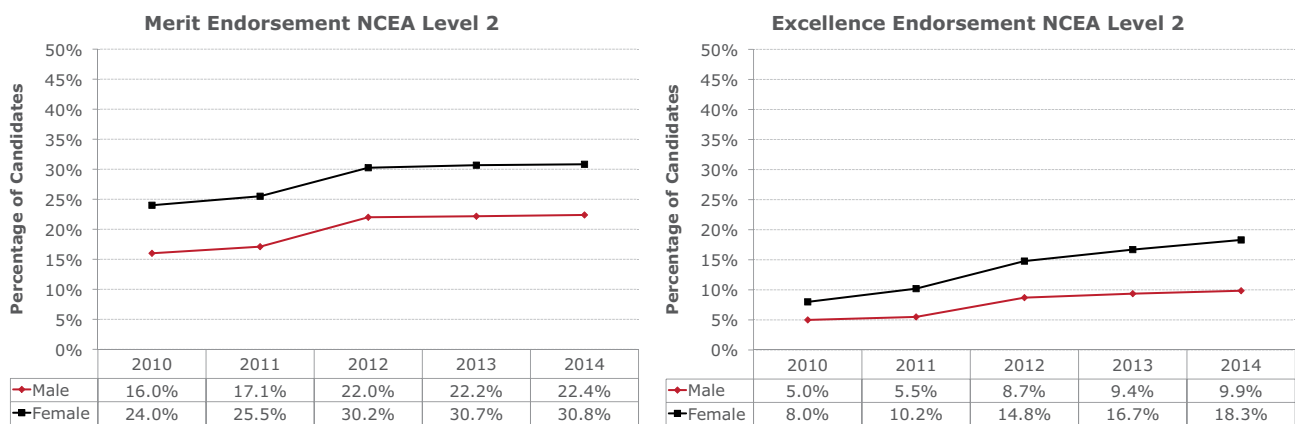


Figure 38. NCEA Level 2 Merit and Excellence Endorsement achieved by Year 12 candidates by gender from 2010 to 2014.

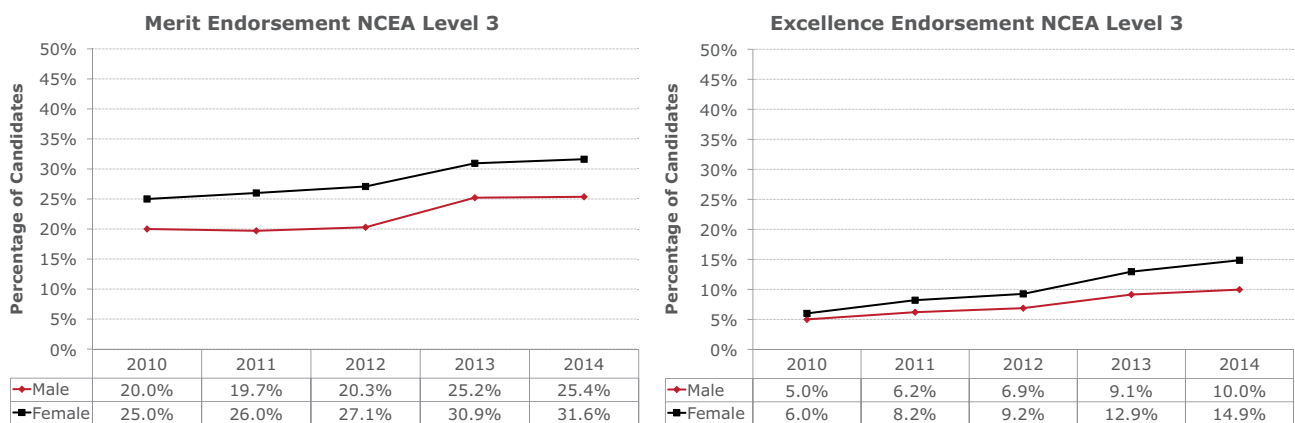


Figure 39. NCEA Level 3 Merit and Excellence Endorsement achieved by Year 13 candidates by gender from 2010 to 2014.

NCEA Certificate Endorsement

Statistics by Ethnicity

Figures 40-42 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.

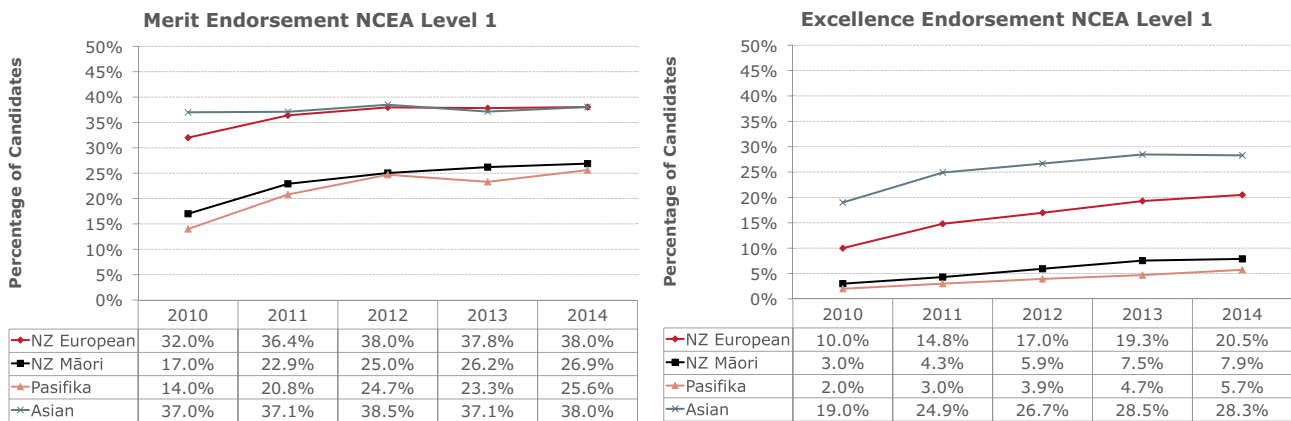


Figure 40. NCEA Level 1 Endorsement achieved by Year 11 candidates by ethnicity from 2010 to 2014.

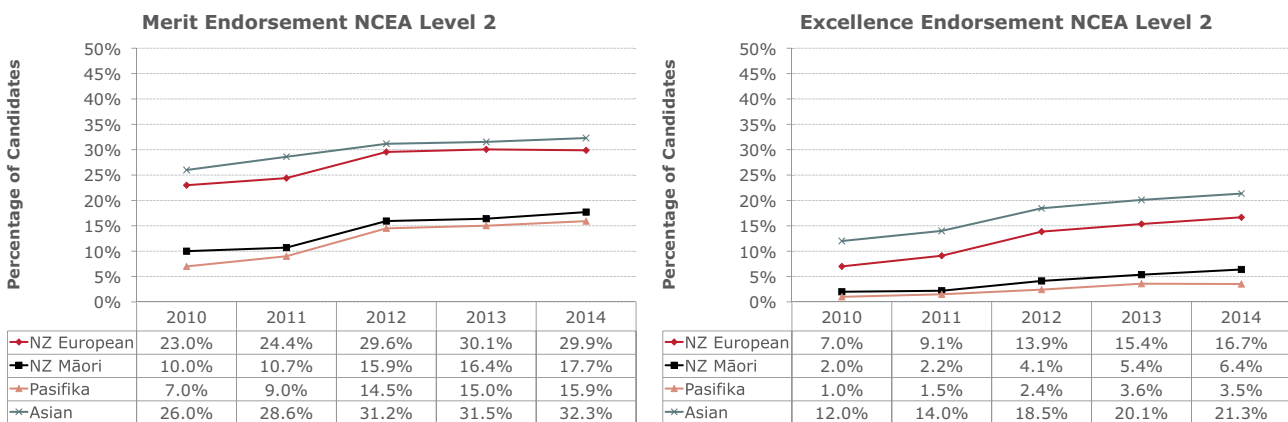


Figure 41. NCEA Level 2 Endorsement achieved by Year 12 candidates by ethnicity from 2010 to 2014.

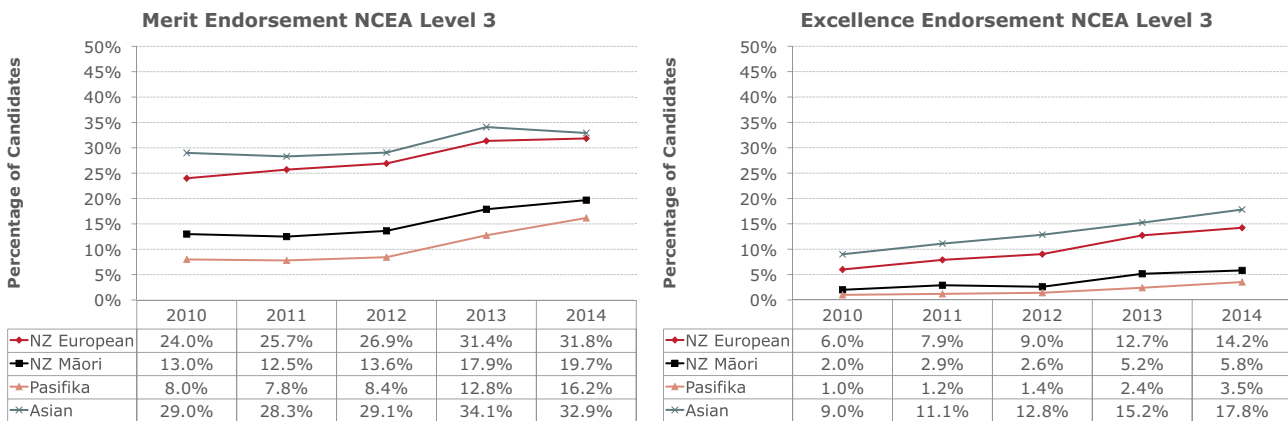


Figure 42. NCEA Level 3 Endorsements achieved by Year 13 candidates by ethnicity from 2010 to 2014.



NCEA Certificate Endorsement

Statistics by School Decile Band

Figures 43-45 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.

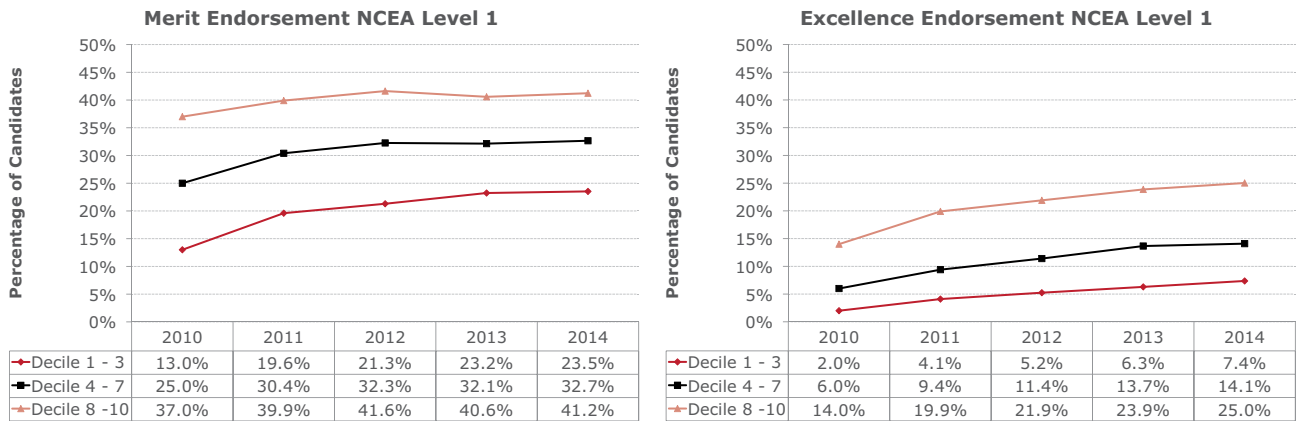


Figure 43. NCEA Level 1 Endorsement achieved by Year 11 candidates by school decile band from 2010 to 2014.

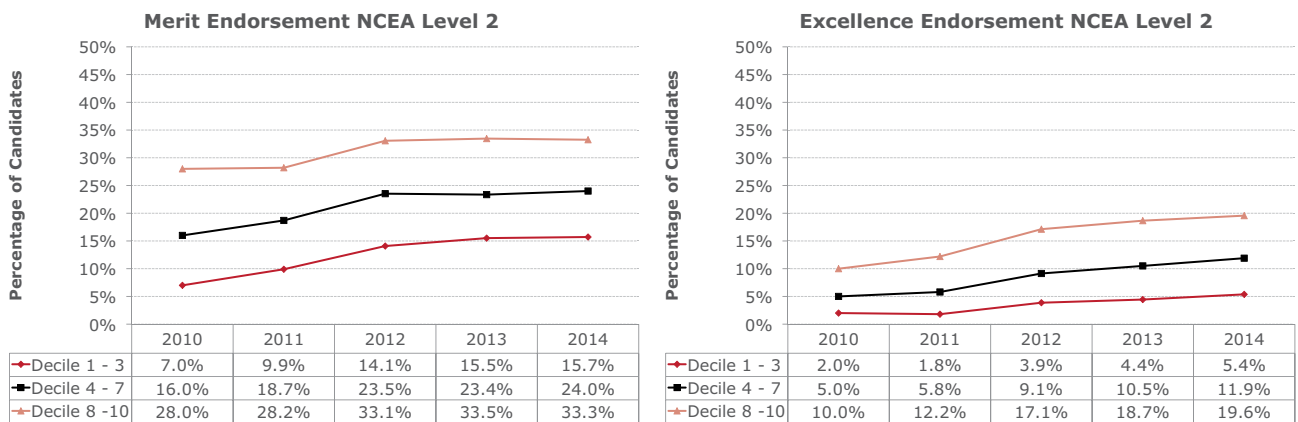


Figure 44. NCEA Level 2 Endorsement achieved by Year 12 candidates by school decile band from 2010 to 2014.

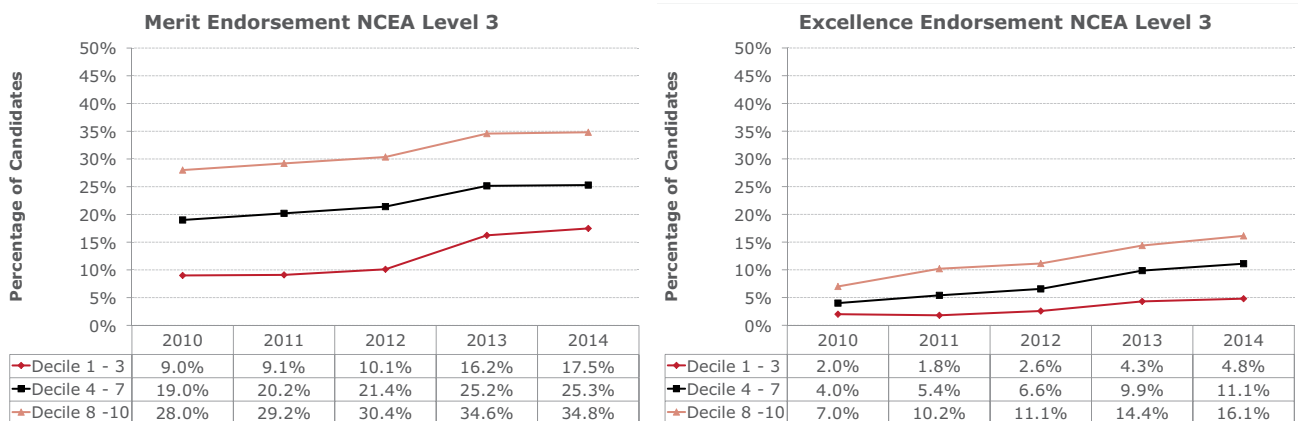
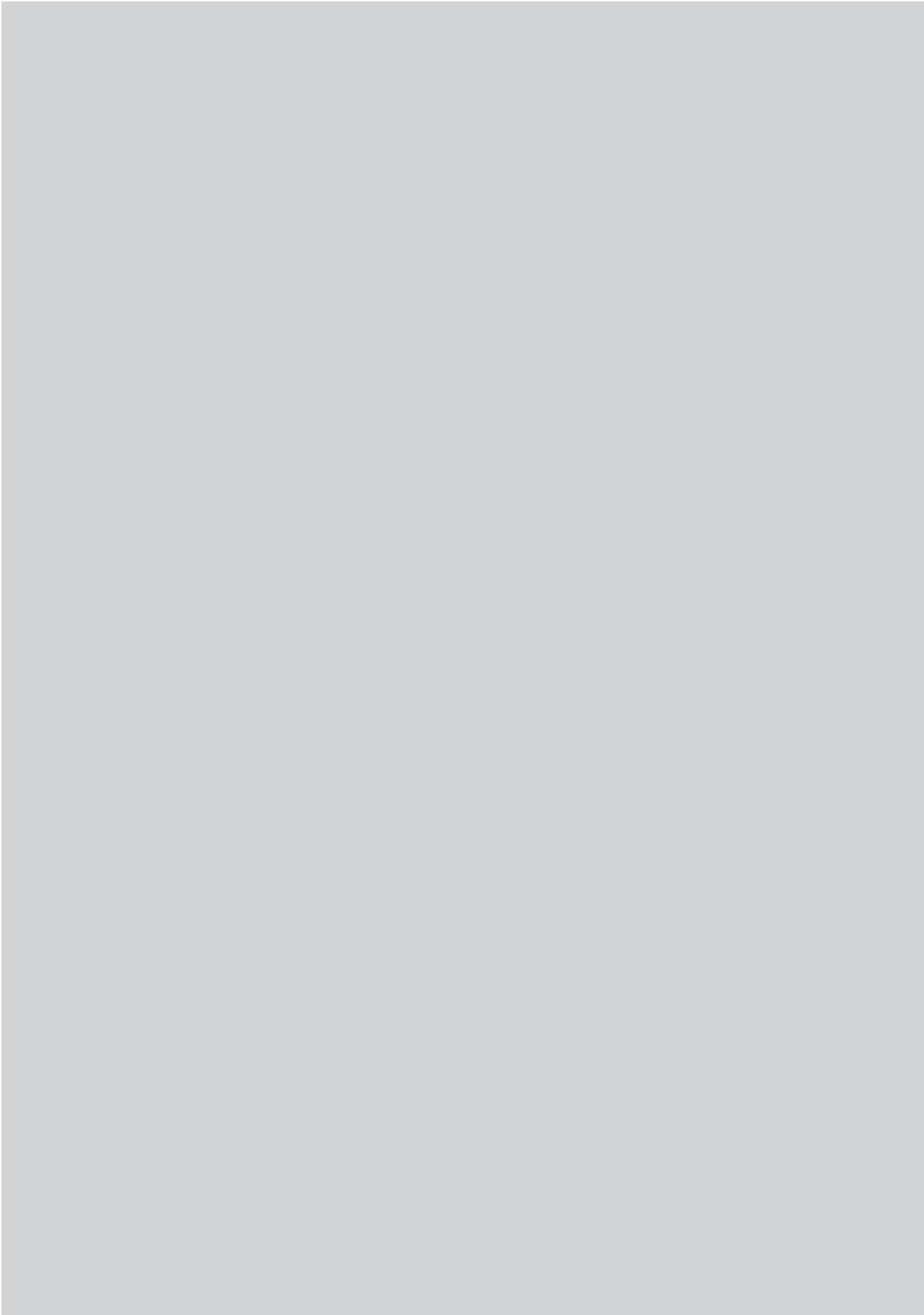


Figure 45. NCEA Level 3 Endorsement achieved by Year 13 candidates by school decile band from 2010 to 2014.





Course Endorsement

Schools create courses based on the New Zealand Curriculum. The courses in turn, are constructed from a series of standards.

Course Endorsement recognises a student's academic strength in an individual course.

There are two types of Course Endorsements:

- Endorsement with Excellence
- Endorsement with Merit.

To receive a Course Endorsement, a student must gain 14 credits or more at Excellence or Merit 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.⁴

A Course Endorsement with Excellence is gained when at least 14 credits have a result of Excellence, including the required credits for externally- and internally-assessed standards.

A Course Endorsement with Merit is gained when at least 14 credits have a result of Merit, or a mix of Merit and Excellence results, including the required credits for externally- and internally-assessed standards.

A course may be assessed using a series of standards at different levels. The level at which a course is endorsed is determined by the lowest level standard included in the course. For example, for a student who takes a course assessed by a mix of Level 1 and Level 2 standards and receives Excellences in all the standards, will gain a Course Endorsement with Excellence at Level 1 rather than at Level 2.

A course offered at one school may differ from that offered at another. For example two schools may offer Year 11 Physical Education. One school may assess the course using standards from the traditional subject area of Physical Education. The other may prepare its students for Sports Medicine, so includes standards from Health and Biology which are from the Science subject area. Although both courses are Year 11 Physical Education, they differ in content. 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 46 - 61) are based on the number of students in the Enrolled Student Cohort.

⁴ Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

Course Endorsement

Figures 46-49 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

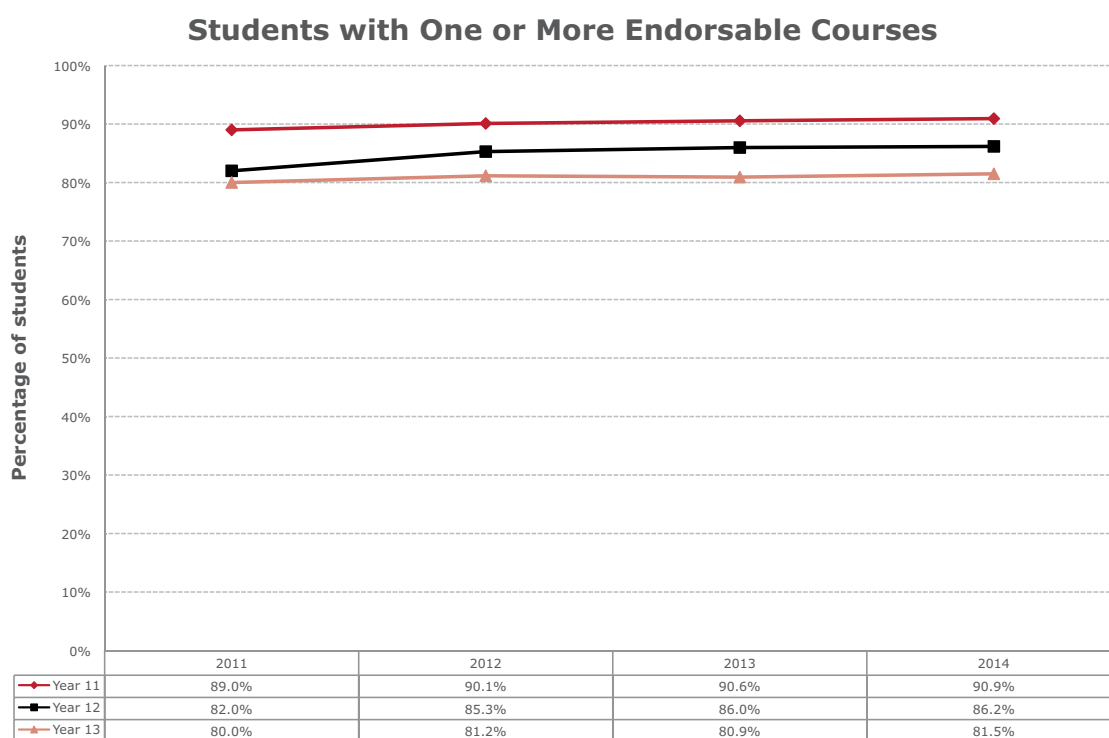


Figure 46. Percentage of students with one or more endorsable courses in Year 11, Year 12, and Year 13 from 2011 to 2014.



Course Endorsement

Statistics by Gender

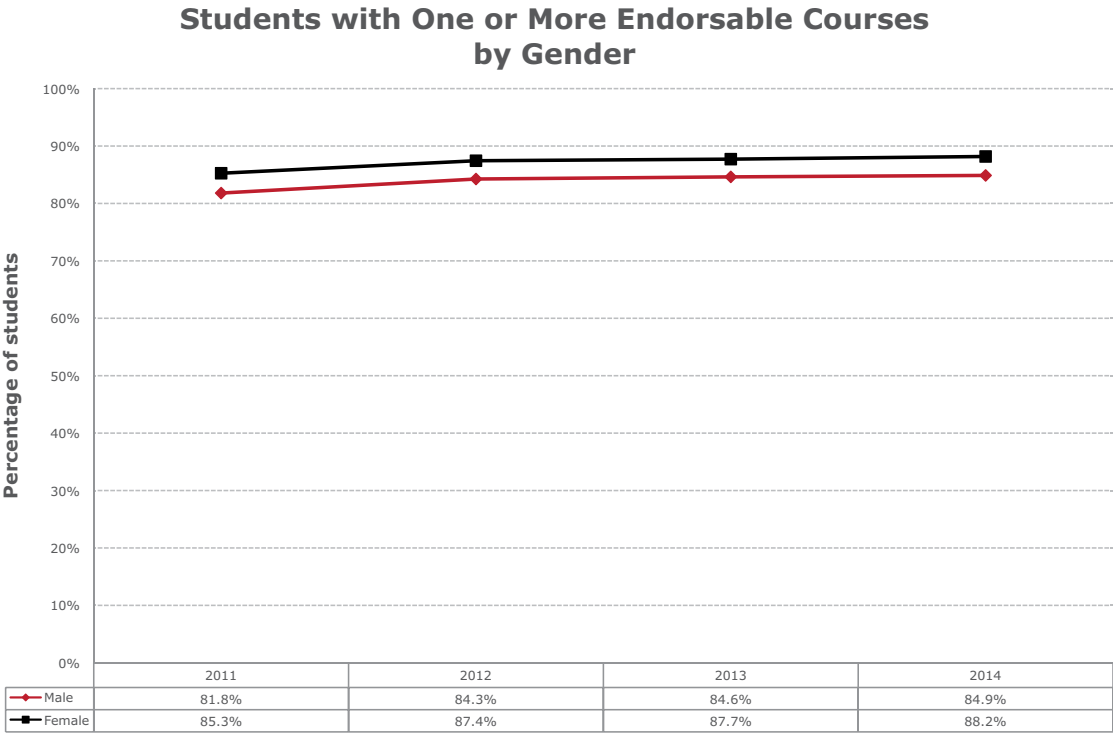


Figure 47. Percentage of students with one or more endorsable courses by gender from 2011 to 2014.

Course Endorsement

Statistics by Ethnicity

Students with One or More Endorsable Courses by Ethnicity

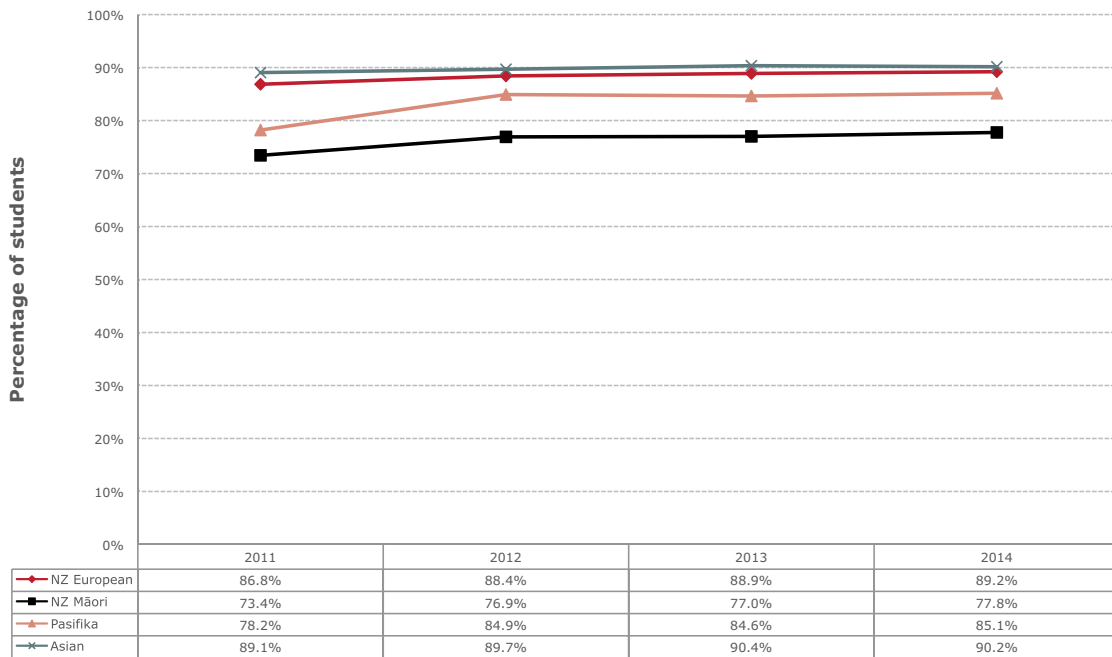


Figure 48. Percentage of students with one or more endorsable courses by ethnicity from 2011 to 2014.



Course Endorsement

Statistics by School Decile Band

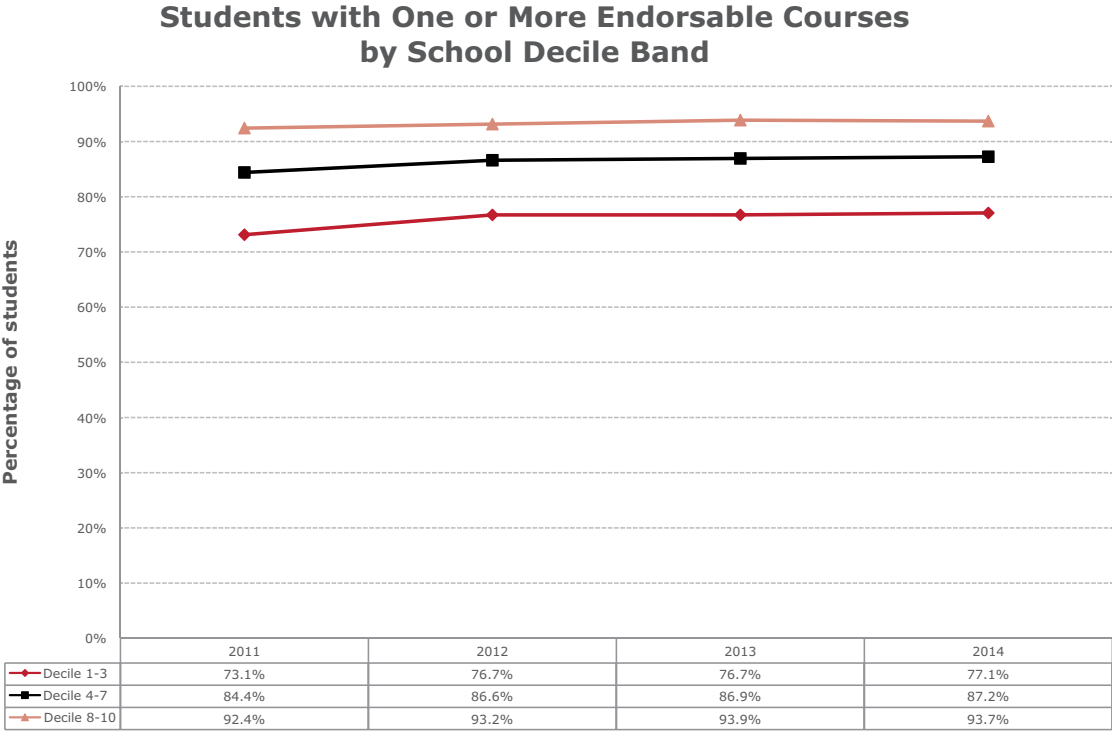


Figure 49. Percentage of students with one or more endorsable courses by school decile band from 2011 to 2014.

Course Endorsement

Average Number of Endorsable Courses per Student

This section shows statistics on the average number of endorsable courses per student. These statistics are constructed from the data of students who take at least one endorsable course.

Figure 50 shows the average number of endorsable courses per student by year level.

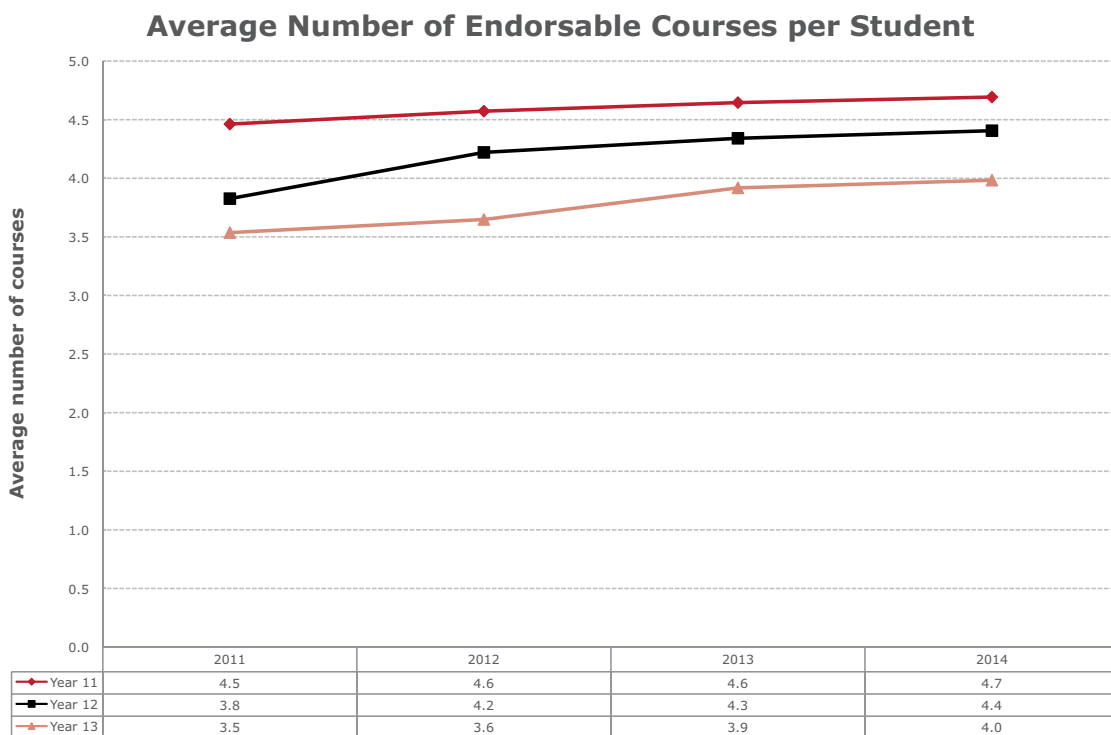


Figure 50. Average number of endorsable courses per student in Year 11, Year 12, and Year 13 from 2011 to 2014.



Course Endorsement

Figures 51-53 show the average number of endorsable courses per student by gender, by ethnicity, and by school decile bands. A consistent increase is evident for both genders, the four ethnicities, and the three school decile bands.

Statistics by Gender

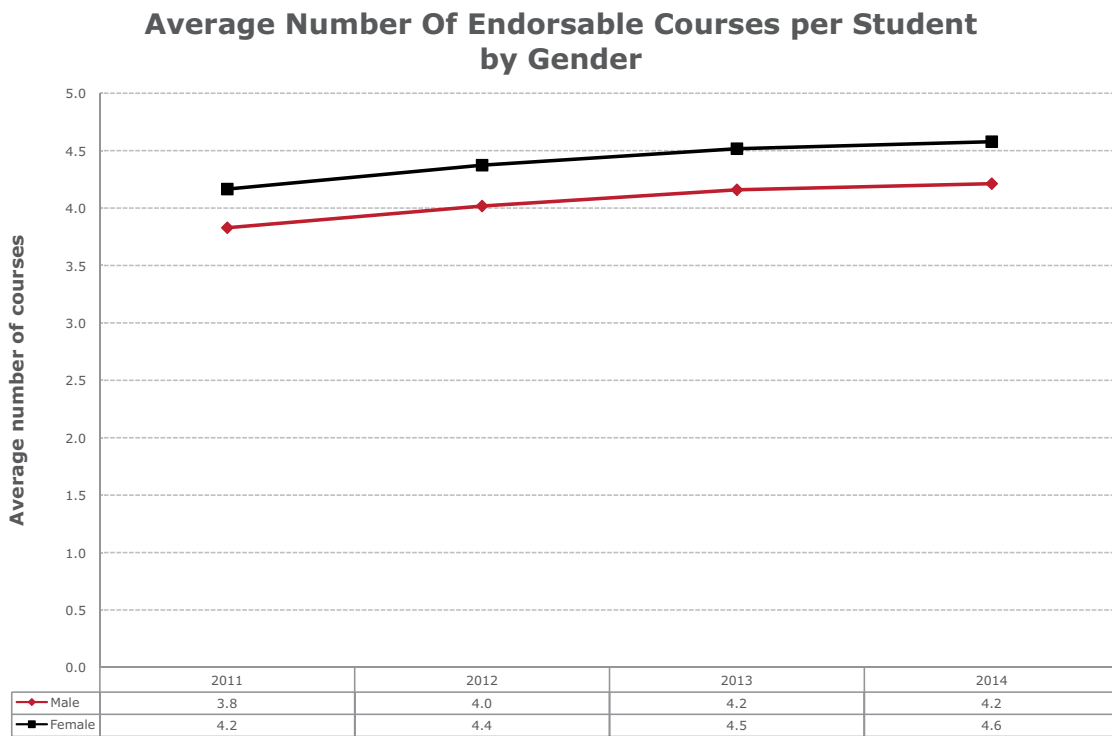


Figure 51. Average number of endorsable courses per student by gender from 2011 to 2014.

Course Endorsement

Statistics by Ethnicity

Average Number of Endorsable Courses per Student by Ethnicity

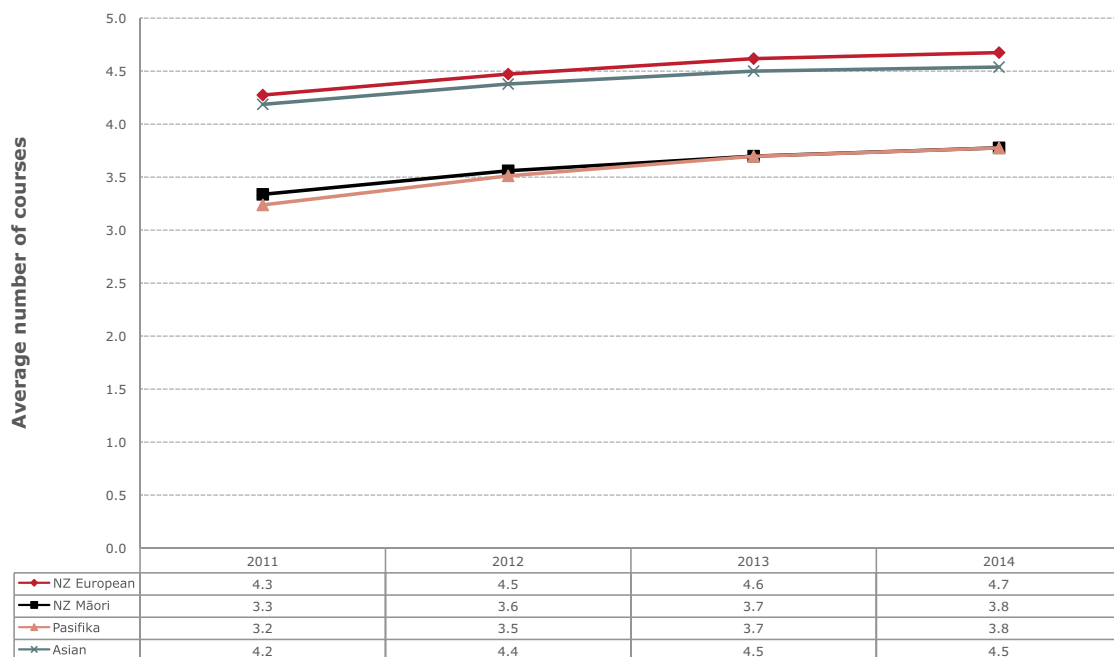


Figure 52. Average number of endorsable courses per student by ethnicity from 2011 to 2014.



Course Endorsement

Statistics by School Decile Band

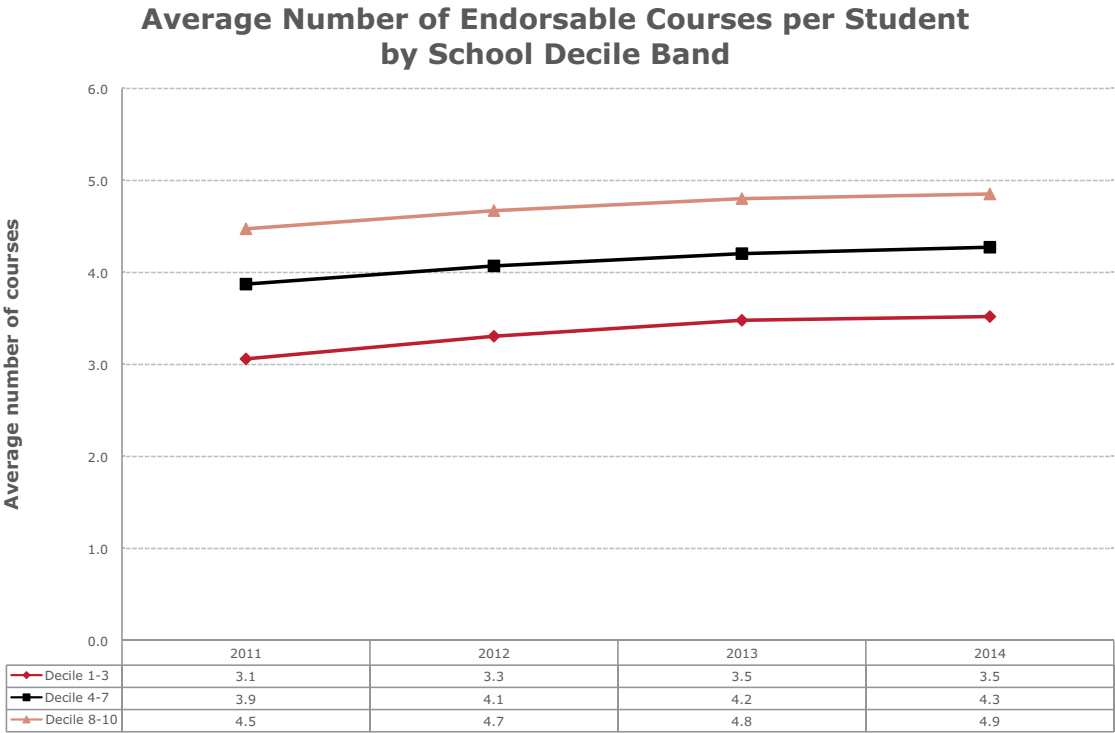


Figure 53. Average number of endorsable courses per student by school decile band from 2011 to 2014.

Course Endorsement

Percentage of Students with Endorsable Courses Gaining Endorsement

Figures 54-57 show the percentage of students who attain one or more course endorsements regardless of type of endorsement (i.e. Merit or Excellence). The percentage of students is shown by Year level, by gender, by ethnicity, and by school decile bands.

There is an upward trend in the percentages from 2011 to 2014 in all groups.

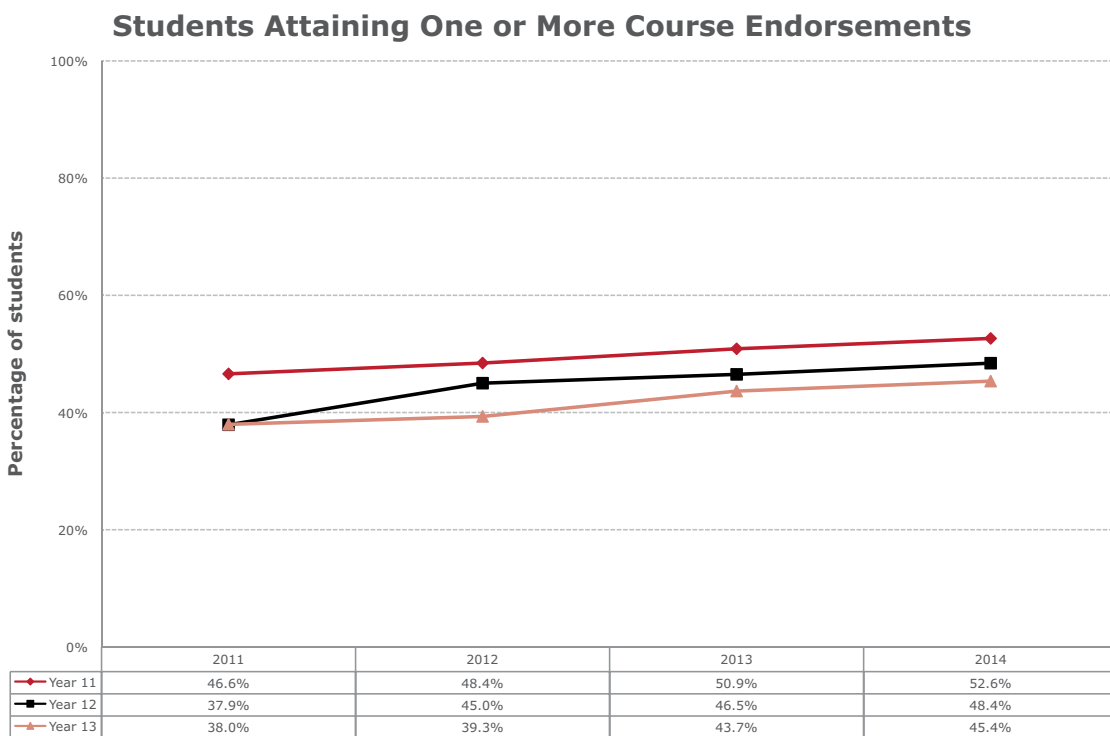


Figure 54. Percentage of students attaining one or more course endorsements in Year 11, Year 12, and Year 13 from 2011 to 2014.



Course Endorsement

Statistics by Gender

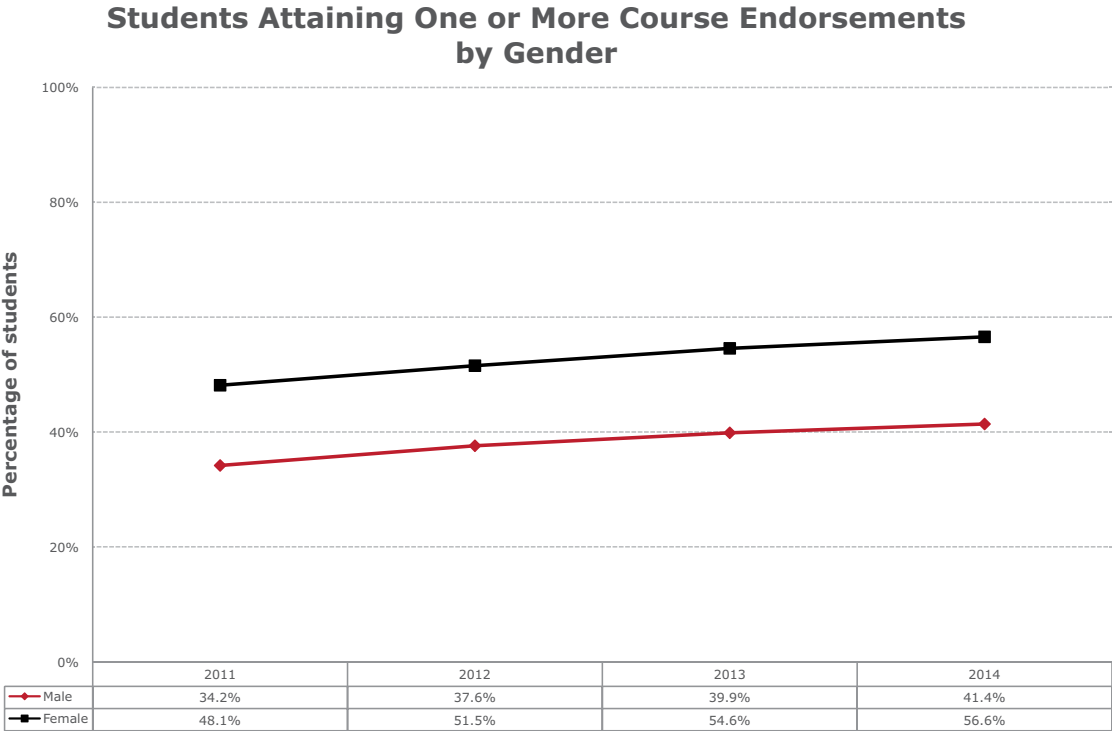


Figure 55. Percentage of students attaining one or more course endorsements by gender from 2011 to 2014.

Course Endorsement

Statistics by Ethnicity

Students Attaining One or More Course Endorsements by Ethnicity

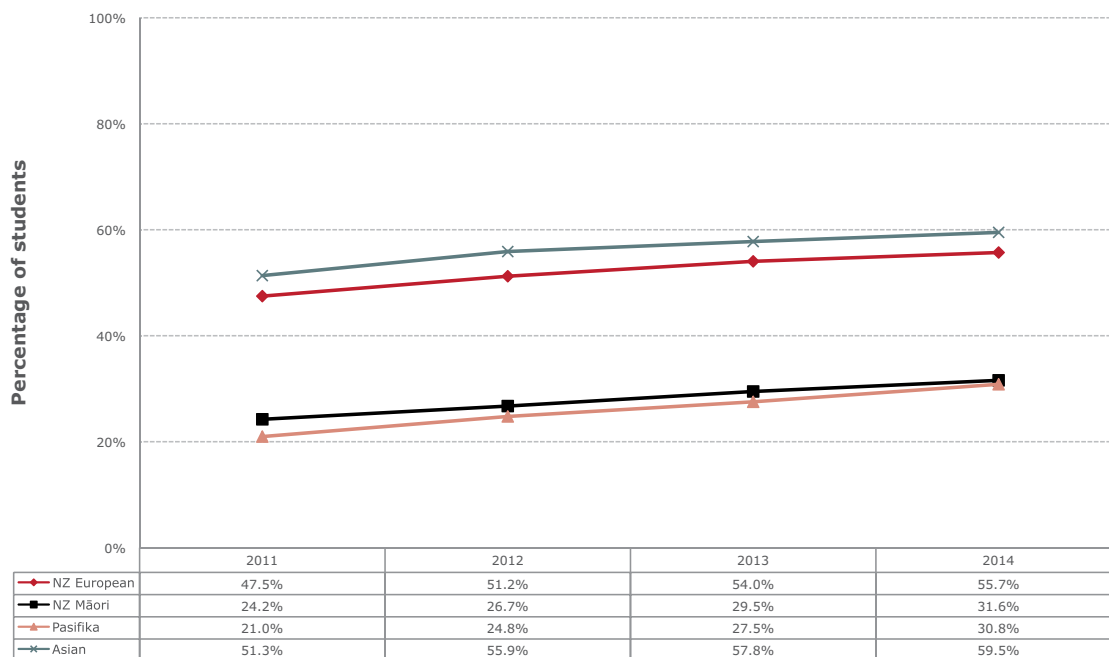


Figure 56. Percentage of students attaining one or more course endorsements by ethnicity from 2011 to 2014.



Course Endorsement

Statistics by School Decile Band

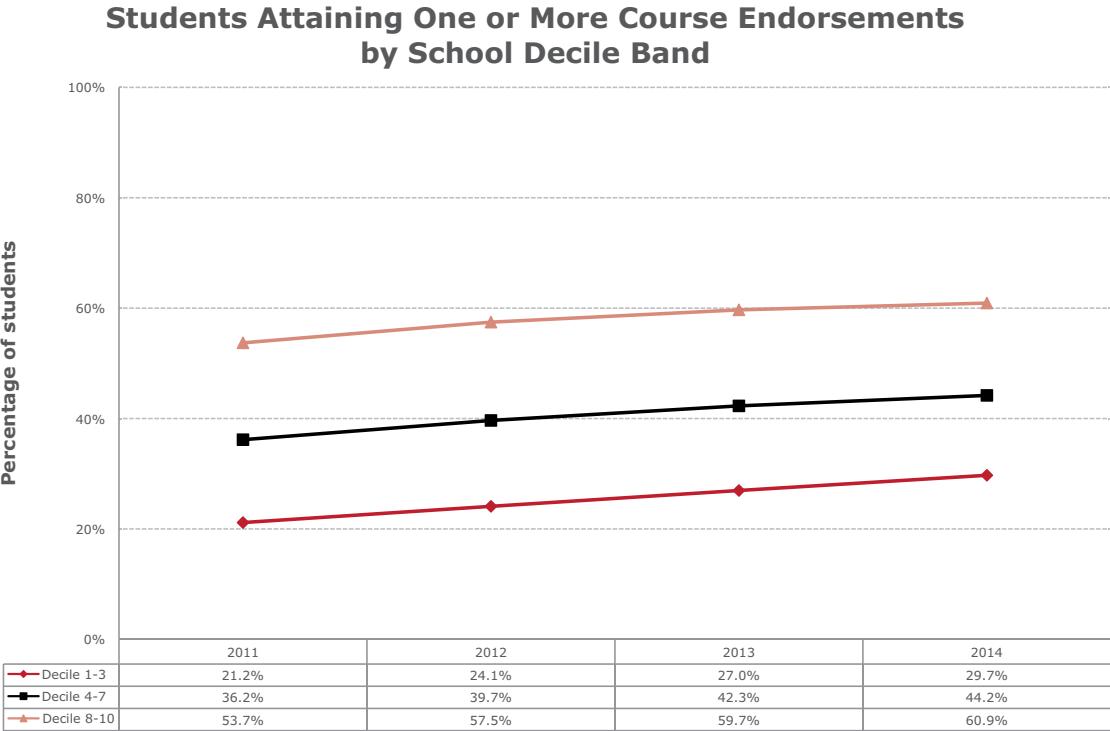


Figure 57. Percentage of students attaining one or more course endorsements by school decile band from 2011 to 2014.

Course Endorsement

Percentage of Merit and Excellence Endorsements

Figures 58-61 show the number of Merit and Excellence Endorsements expressed as a percentage of the total number of endorsable courses. 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 58 shows the percentage of Merit and Excellence course endorsements attained by Year 11, Year 12, and Year 13 from 2011 to 2014.

Adding together, the 2014 Merit and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 31.8%, Year 12 of 29.0%, and Year 13 of 25.5%.

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

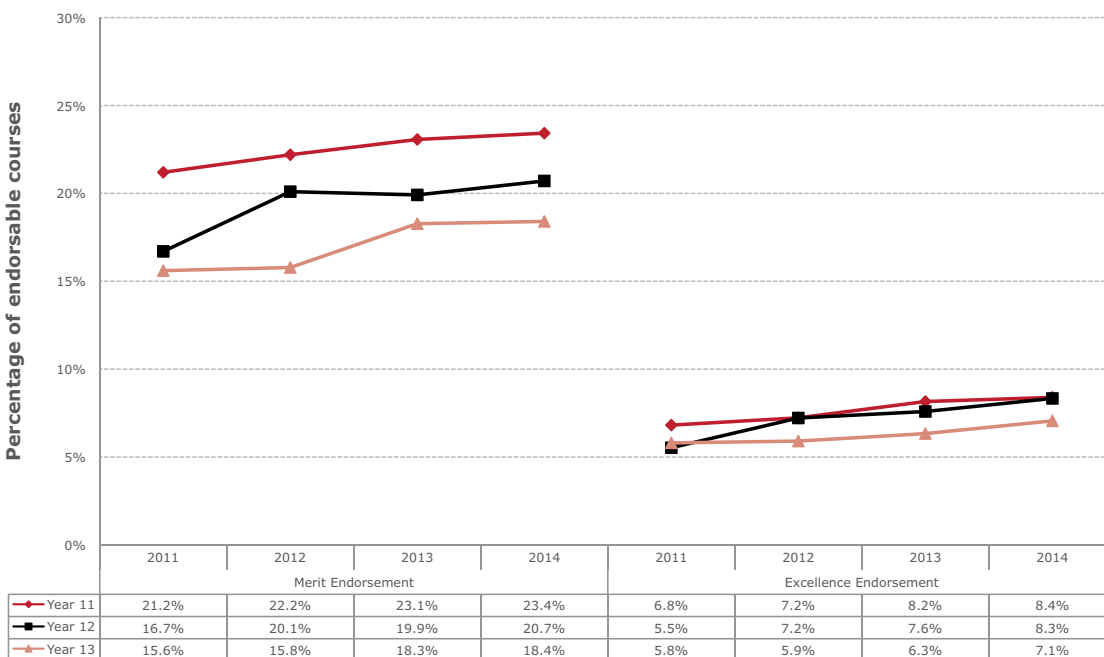


Figure 58. Percentage of course endorsements attained by Year 11, Year 12, and Year 13 students from 2011 to 2014.



Course Endorsement

Figure 59-61 show the percentages of Merit and Excellence course endorsements by gender, by ethnicity, and by school decide bands. There has been an upward trend from 2011 to 2014 for both Merit and Excellence Endorsements across all types.

Statistics by Gender

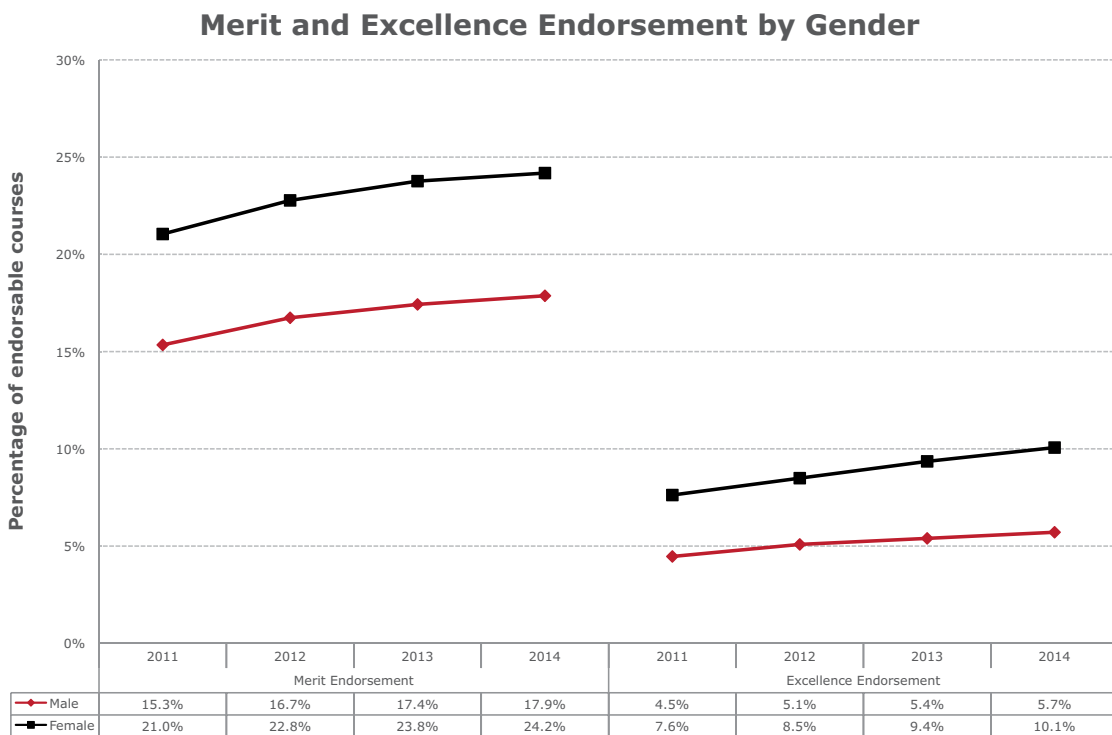


Figure 59. Percentage of course endorsements attained by gender from 2011 to 2014.

Course Endorsement

Statistics by Ethnicity

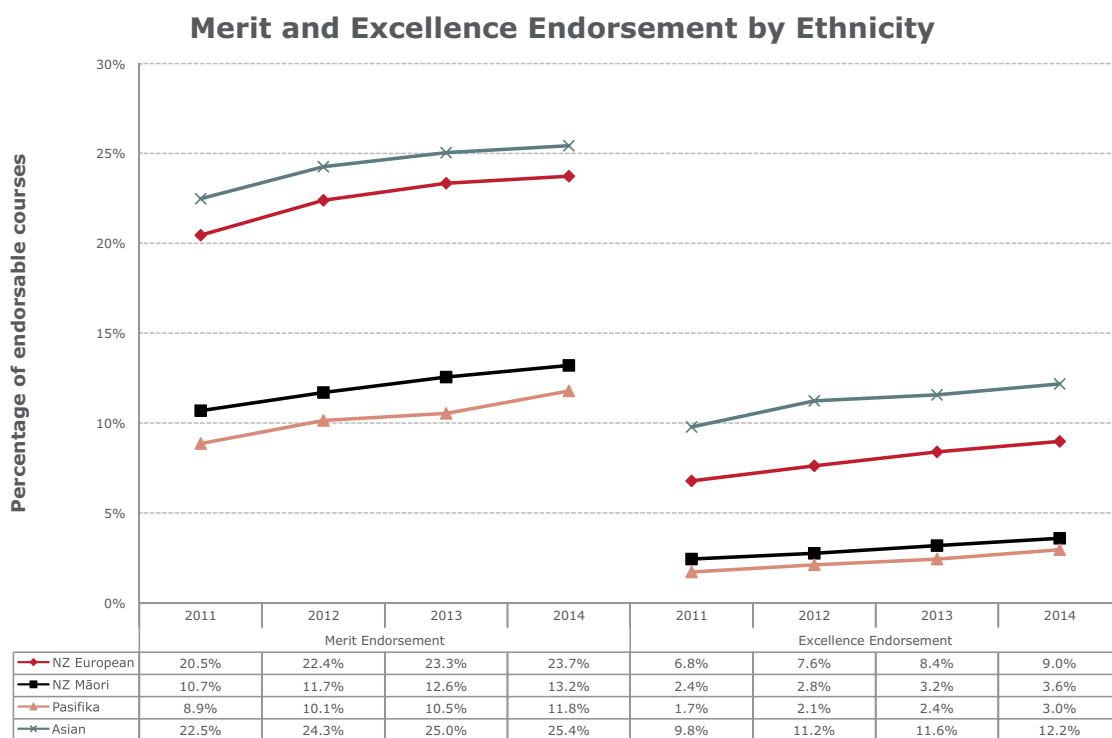


Figure 60. Percentage of course endorsements attained by ethnicity from 2011 to 2014.



Course Endorsement

Statistics by School Decile Band

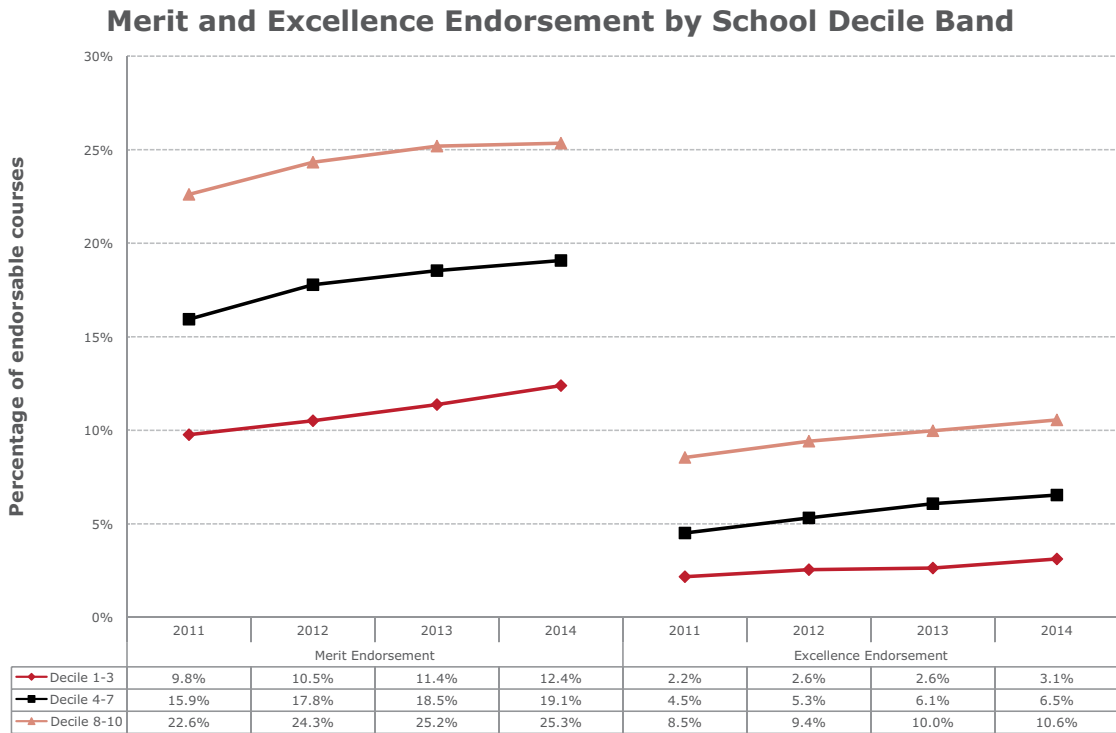
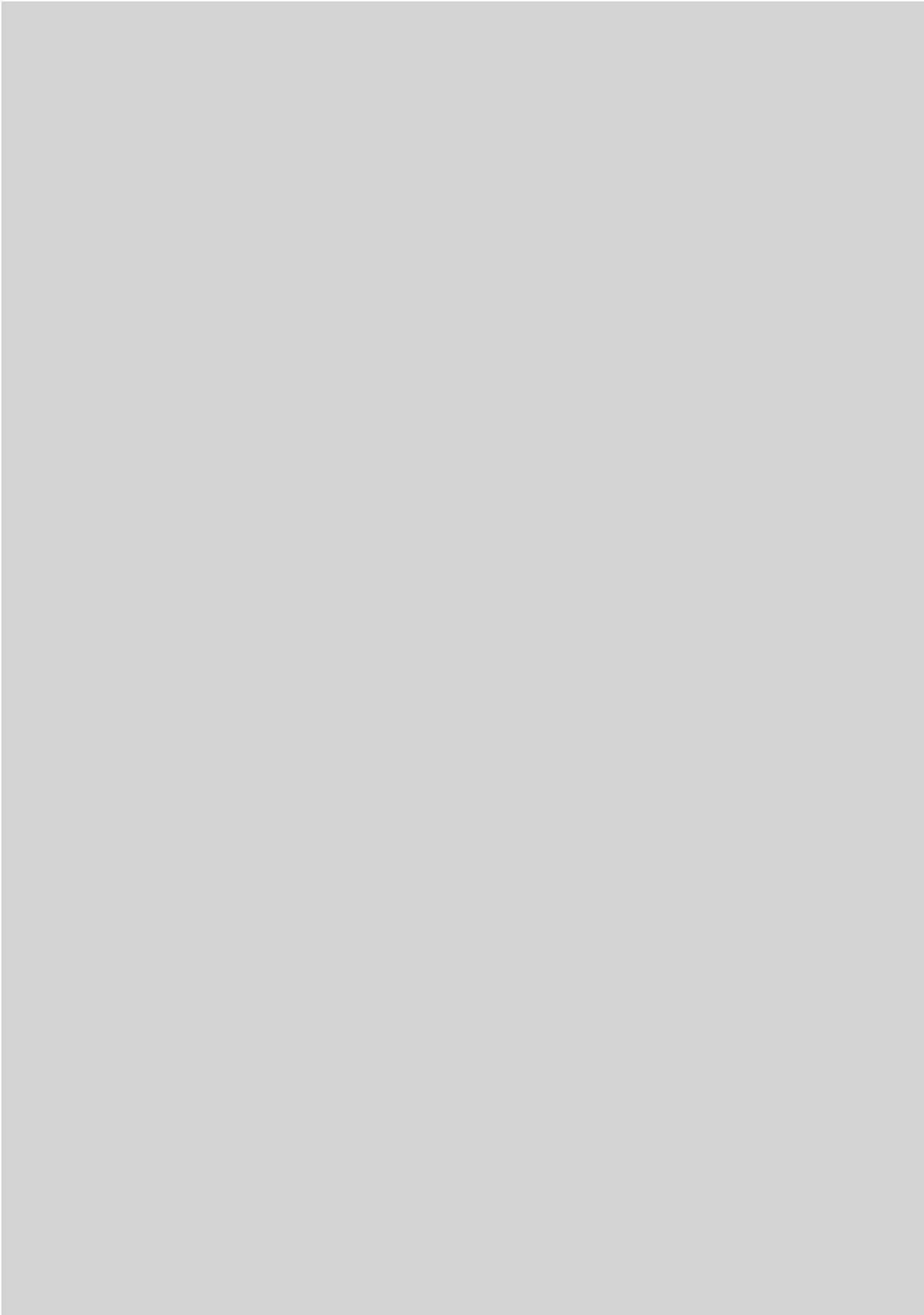


Figure 61. Percentage of course endorsements attained by school decile band from 2011 to 2014.



NCEA Retentions 2008-2014

Introduction

This section shows retention statistics of senior students in secondary school education. Retention refers to the number of students from a previous year who are continuing in secondary school education in the current year.

The statistics reported with Figures 62-65 uses the Tracked Year 11 cohorts. Retention rate statistics of five Tracked Year 11 cohorts are presented: 2008-2010, 2009-2011, 2010-2012, 2011-2013, and 2012-2014 cohorts.

NCEA Retentions 2008-2014

Overall Retention Rates

Figure 62 shows the retention rates of five Tracked Year 11 cohorts through to Year 12 and Year 13.

The Year 12 and Year 13 retention rates are trending upwards.

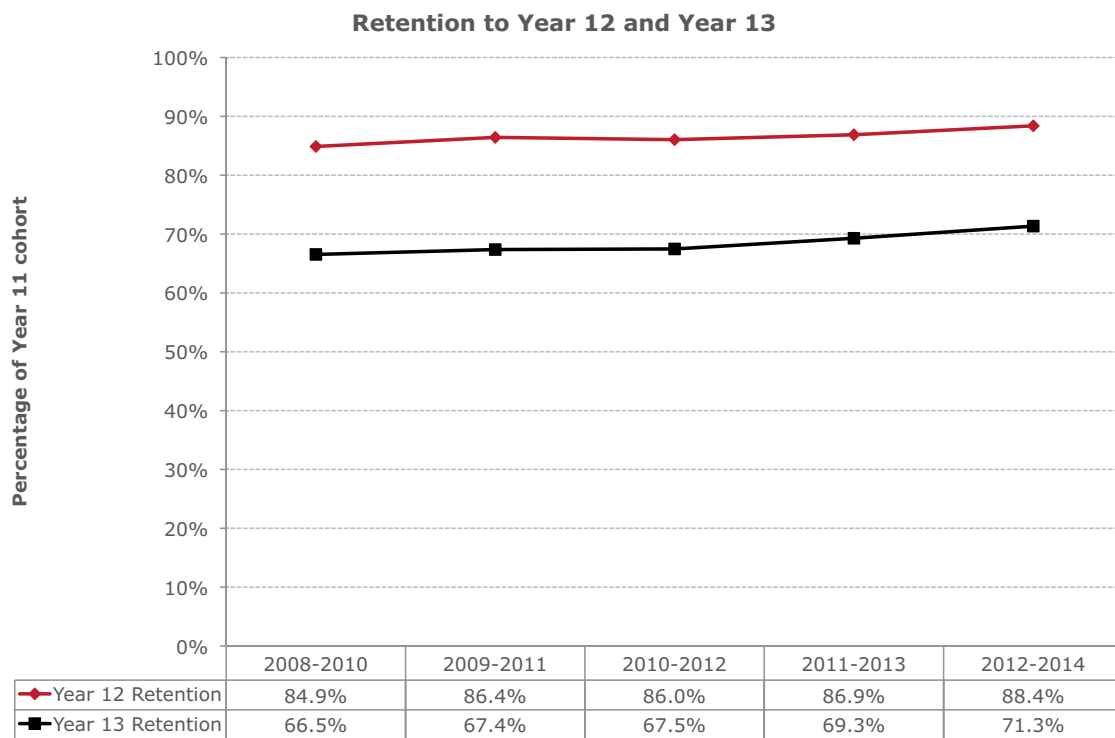


Figure 62. Retention rates to Year 12 and Year 13 of the 2008 to 2010, 2009 to 2011, 2010 to 2012, 2011 to 2013, and 2012 to 2014 Tracked Year 11 cohorts.



NCEA Retentions 2008-2014

Retention Rates by Gender

Figure 63 shows the retention rates to Year 13 of the five Tracked Year 11 cohorts by gender. The retention rates have trended upwards across the Tracked Year 11 cohorts.

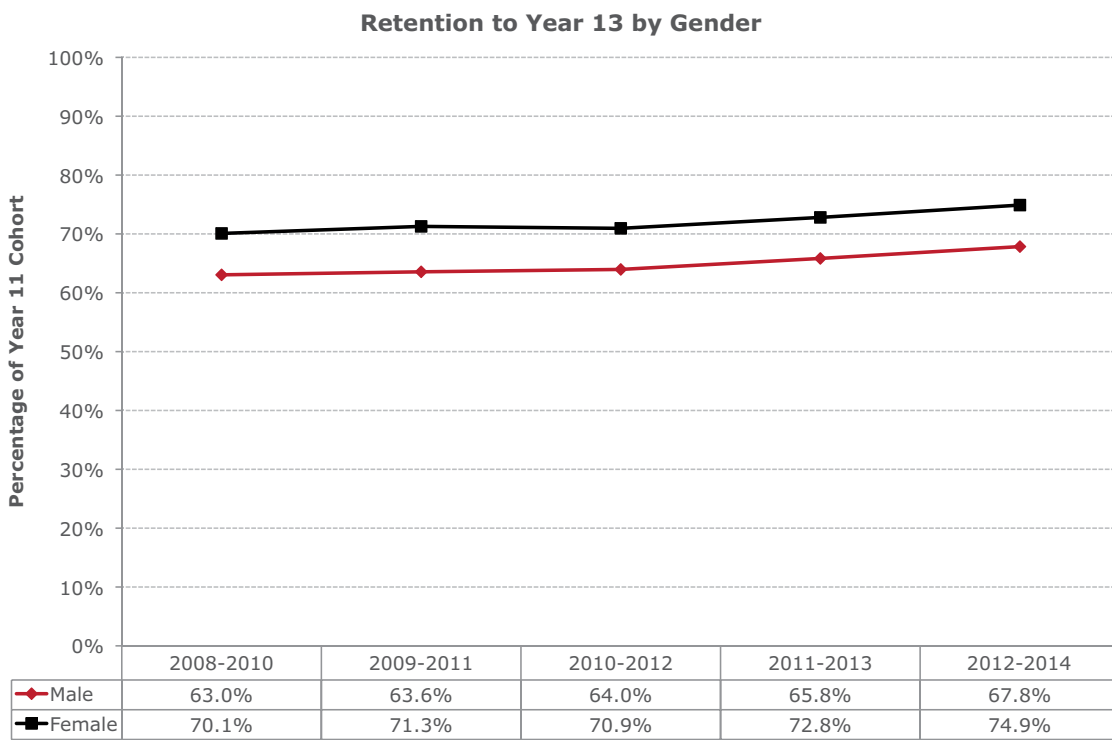


Figure 63. Retention rates to Year 13 by gender for the 2008 to 2010, 2009 to 2011, 2010 to 2012, 2011 to 2013, and 2012 to 2014 Tracked Year 11 cohorts.

NCEA Retentions 2008-2014

Retention Rates by Ethnicity

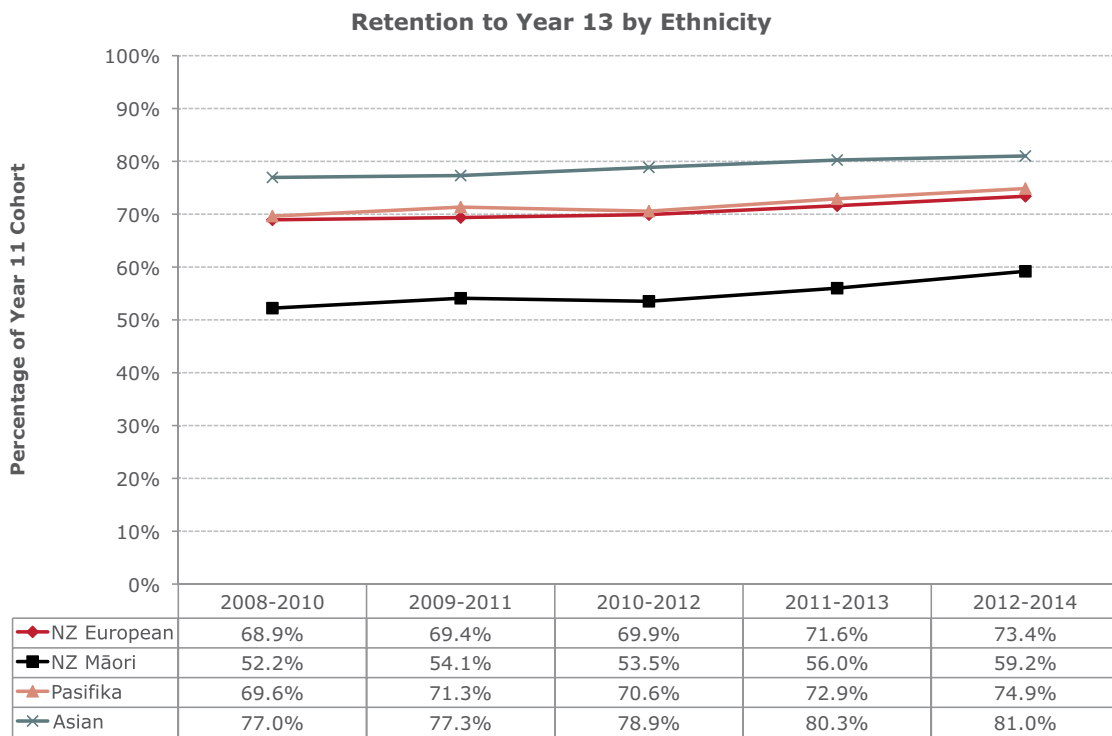


Figure 64. Retention rates to Year 13 by ethnicity for the 2008 to 2010, 2009 to 2011, 2010 to 2012, 2011 to 2013, and 2012 to 2014 Tracked Year 11 cohorts.



NCEA Retentions 2008-2014

Retention Rates by School Decile Band

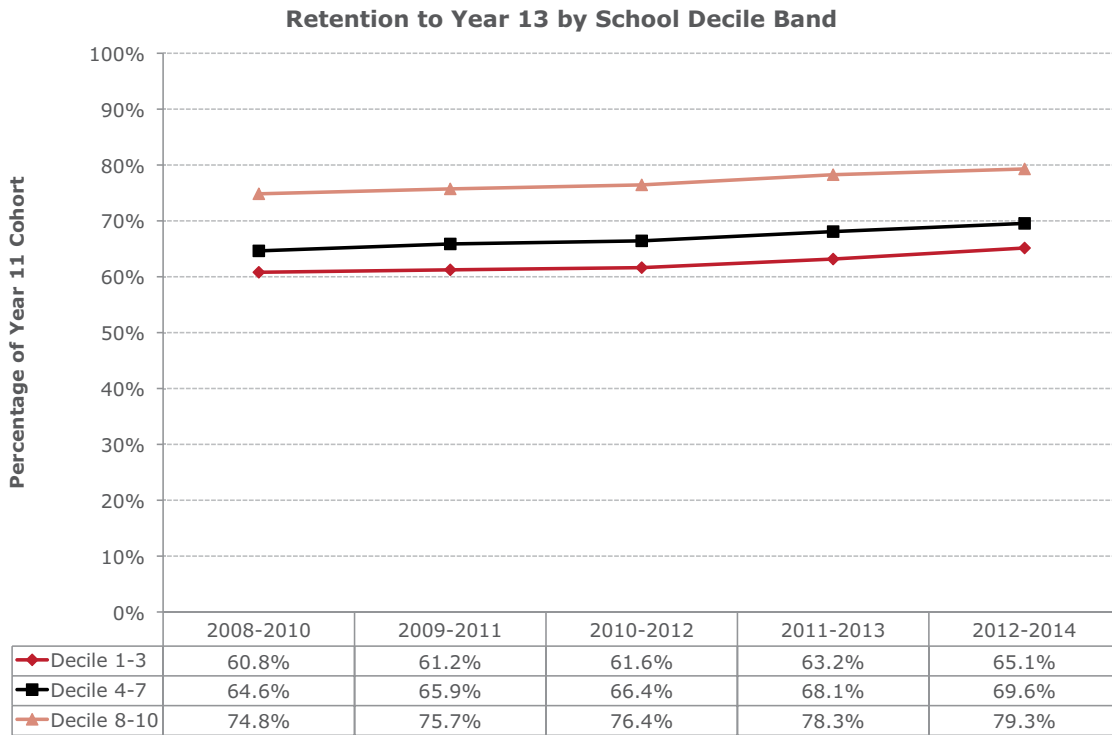
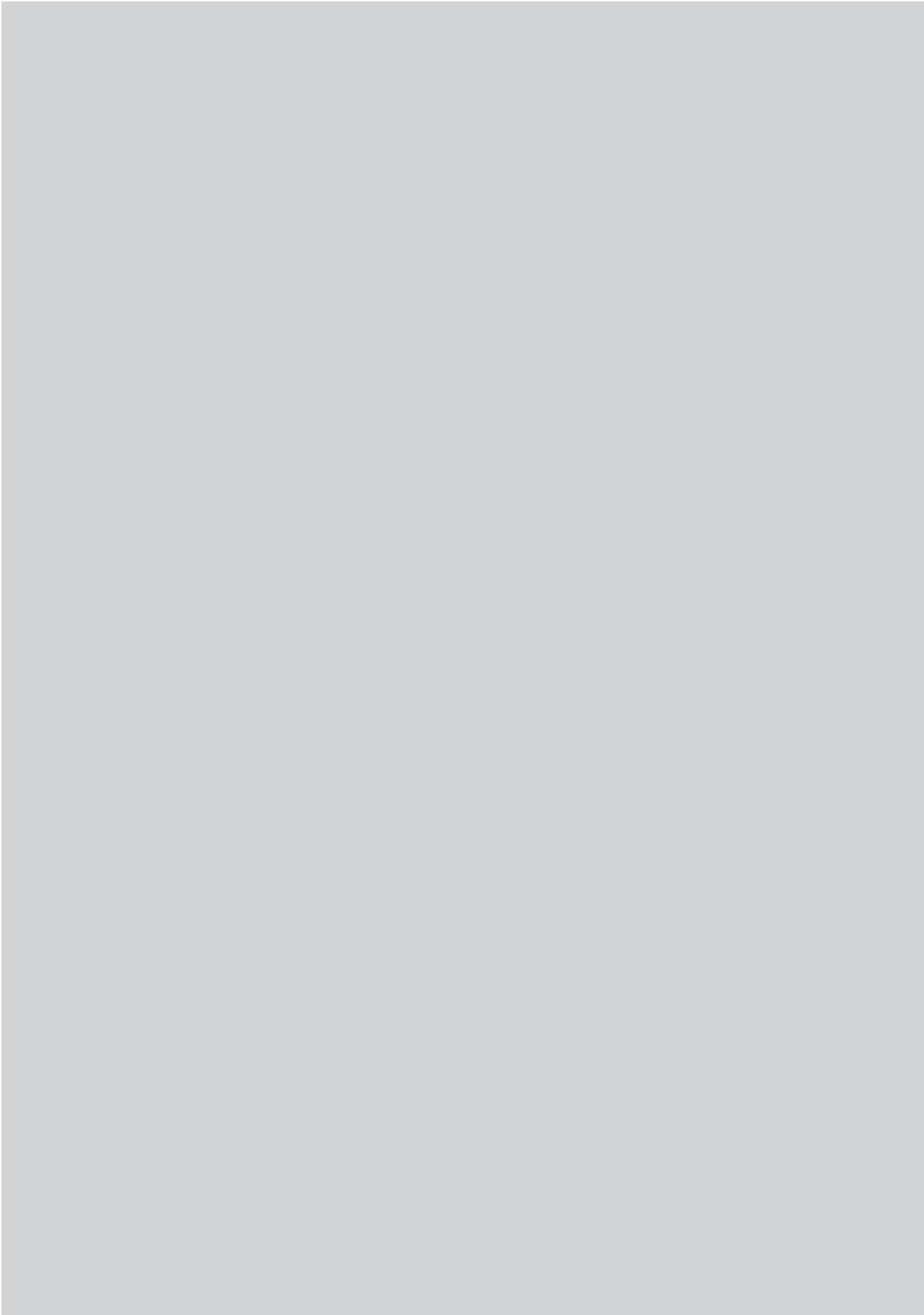


Figure 65. Retention rates to Year 13 by school decile band for the 2008 to 2010, 2009 to 2011, 2010 to 2012, 2011 to 2013, and 2012 to 2014 Tracked Year 11 cohorts.



New Zealand Scholarship

New Zealand Scholarship is intended to challenge New Zealand's most able secondary school students. The assessments (usually 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.

Scholarship candidates are generally Year 13 students studying for NCEA Level 3. However, some Year 12 and even Year 11 students undertake Scholarship assessments.

Each Scholarship subject has two types of passing grade – Scholarship (S), and Outstanding Scholarship (O). These are not to be confused with the Scholarship Award and the Outstanding Scholar Award, which are monetary awards given to candidates with passing grades in several Scholarship subjects.

The number of students achieving a passing grade in each Scholarship subject is set at 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 will vary from 3%.

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:

- Prime Minister's Award
- Premier Award
- Outstanding Scholar Award
- Scholarship Award
- Top Subject Scholar Award
- Single Subject Award.

The Prime Minister's Award is awarded to the student with the highest overall level of academic excellence of the Premier Award winners.

Apart from the Prime Minister's Award, the other five awards 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 students who undertake tertiary study in New Zealand, and are intended to provide financial assistance to support this study.

In 2014, a total of 2,276 students achieved one or more scholarship subject awards; of which 10 students achieved a Premier Award, 56 students achieved an Outstanding Scholar Award, 243 students achieved a Scholarship Award, 33 students achieved a Top Subject Scholarship Award, and 1,947 students achieved a Single Subject Award.

Generally students meeting the criteria for more than one award receive the award with the highest monetary value. However, students receiving a Top Subject Scholar Award, who also achieve Scholarship in another subject, also receive a Single Subject Award. The monetary payment to 2014 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 2014

In 2014, 10,523 students entered New Zealand Scholarship assessments in one or more subjects. Some students entered Scholarship subjects and chose not to submit assessments. Of the total of 19,671 subject entries there was 14,142 assessments that were marked and graded.

Table 1 shows that in 2014, more female than male students entered for a Scholarship, but the numbers of assessed results are similar. For males, of those with assessed results 22.7% attained a Scholarship grade and 3.0% attained an Outstanding Scholarship grade. For females, the equivalent percentages were 22.0% and 2.3% respectively.

	Candidates	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Male	4,635	9,464	7,081	1,607	211
Female	5,888	10,207	7,061	1,552	161

Table 1. Candidates, entries, results, and outcomes for Scholarship in 2014.



New Zealand Scholarship

Scholarships Awarded in 2014 by Subject

Table 2 shows a breakdown of Scholarship results for 2014 across all 35 subjects. The Level 3 cohort size for each subject is used for determining the number of students obtaining passing grades.

Subject	Level 3 Cohort	Scholarship	Outstanding	Total	%
Accounting	2,594	67	9	76	2.9%
Agricultural & Horticultural Science	507	11	1	12	2.4%
Art History	1,369	38	4	42	3.1%
Biology	9,470	261	28	289	3.1%
Calculus	8,021	228	27	255	3.2%
Chemistry	8,237	212	24	236	2.9%
Chinese	345	11	1	12	3.5%
Classical Studies	4,562	123	15	138	3.0%
Dance	722	20	3	23	3.2%
Design	2,665	74	8	82	3.1%
Design & Visual Communication	1,462	41	3	44	3.0%
Drama	2,288	62	7	69	3.0%
Earth & Space Science	726	10	2	12	1.7%
Economics	3,491	89	10	99	2.8%
English	16,843	454	50	504	3.0%
French	631	16	3	19	3.0%
Geography	6,885	182	23	205	3.0%
German	235	6	1	7	3.0%
History	6,763	182	20	202	3.0%
Japanese	487	13	2	15	3.1%
Latin	23	4	1	5	21.7%
Media Studies	3,155	84	11	95	3.0%
Music	1,550	41	5	46	3.0%
Painting	2,994	80	9	89	3.0%
Photography	3,007	82	9	91	3.0%
Physical Education	4,807	126	15	141	2.9%
Physics	7,935	216	28	244	3.1%
Printmaking	272	9	1	10	3.7%
Samoan	283	8	1	9	3.2%
Sculpture	186	5	1	6	3.2%
Spanish	281	8	1	9	3.2%
Statistics	11,859	328	38	366	3.1%
Te Reo Māori	541	14	2	16	3.0%
Te Reo Rangatira	115	5	1	6	5.2%
Technology	3,650	49	8	57	1.6%

Table 2. Cohort size and results for Scholarship in 2014.

New Zealand Scholarship

Table 3 shows the Scholarship results across the 35 subjects by assessed results. For each subject, Table 3 shows the number of entries, absences, and assessed results. The assessed results are categorised by their 3 grades:

- Not Achieved
- Scholarship
- Outstanding Scholarship

and are shown both as numbers and as percentages.



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	398	152	246	170	69.1%	67	27.2%	9	3.7%
Agricultural & Horticultural Science	72	16	56	44	78.6%	11	19.6%	1	1.8%
Art History	277	80	197	155	78.7%	38	19.3%	4	2.0%
Biology	1,660	374	1,286	997	77.5%	261	20.3%	28	2.2%
Calculus	1,485	287	1,198	943	78.7%	228	19.0%	27	2.3%
Chemistry	1,522	320	1,202	966	80.4%	212	17.6%	24	2.0%
Chinese	133	23	110	98	89.1%	11	10.0%	1	0.9%
Classical Studies	738	249	489	351	71.8%	123	25.2%	15	3.1%
Dance	115	64	51	28	54.9%	20	39.2%	3	5.9%
Design	593	315	278	196	70.5%	74	26.6%	8	2.9%
Design & Visual Communication	382	33	349	305	87.4%	41	11.7%	3	0.9%
Drama	439	202	237	168	70.9%	62	26.2%	7	3.0%
Earth & Space Science	106	32	74	62	83.8%	10	13.5%	2	2.7%
Economics	630	168	462	363	78.6%	89	19.3%	10	2.2%
English	2,080	603	1,477	973	65.9%	454	30.7%	50	3.4%
French	149	24	125	106	84.8%	16	12.8%	3	2.4%
Geography	1,197	261	936	731	78.1%	182	19.4%	23	2.5%
German	55	4	51	44	86.3%	6	11.8%	1	2.0%
History	1,138	283	855	653	76.4%	182	21.3%	20	2.3%
Japanese	104	21	83	68	81.9%	13	15.7%	2	2.4%
Latin	29	3	26	21	80.8%	4	15.4%	1	3.8%
Media Studies	675	260	415	320	77.1%	84	20.2%	11	2.7%
Music	220	78	142	96	67.6%	41	28.9%	5	3.5%
Painting	663	300	363	274	75.5%	80	22.0%	9	2.5%
Photography	540	280	260	169	65.0%	82	31.5%	9	3.5%
Physical Education	714	248	466	325	69.7%	126	27.0%	15	3.2%
Physics	1,361	241	1,120	876	78.2%	216	19.3%	28	2.5%
Printmaking	78	30	48	38	79.2%	9	18.8%	1	2.1%
Samoan	98	16	82	73	89.0%	8	9.8%	1	1.2%
Sculpture	57	26	31	25	80.6%	5	16.1%	1	3.2%
Spanish	71	12	59	50	84.7%	8	13.6%	1	1.7%
Statistics	1,437	349	1,088	722	66.4%	328	30.1%	38	3.5%
Te Reo Māori	131	29	102	86	84.3%	14	13.7%	2	2.0%
Te Reo Rangatira	67	25	42	36	85.7%	5	11.9%	1	2.4%
Technology	257	121	136	79	58.1%	49	36.0%	8	5.9%

Table 3. Entries and results for Scholarship in 2014.

New Zealand Scholarship

Premier Awards and Outstanding Scholar Awards

After the Prime Minister's Award, the Premier Awards are the next prestigious of all the Scholarship awards. Following the Premier Awards in prestige are the Outstanding Scholar Awards. Table 4 gives the total number of Premier and Outstanding Scholar Award winners by gender from 2010 to 2014.

Year	Premier Awards		Outstanding Scholar Awards	
	Female	Male	Female	Male
2010	1	8	16	27
2011	3	7	14	37
2012	1	9	21	33
2013	1	9	11	49
2014	1	9	17	39

Table 4. Number of Premier and Outstanding Scholar Award winners from 2010 to 2014.

The total number of Premier and Outstanding Scholar Award winners by school decile band from 2010 to 2014 are shown in Table 5.

Year	Premier Awards		Outstanding Scholar Awards	
	Decile 8-10	Other Deciles	Decile 8-10	Other Deciles
2010	6	3	30	13
2011	9	1	38	13
2012	9	1	42	12
2013	9	1	48	12
2014	8	2	38	18

Table 5. Number of Premier and Outstanding Scholar Award winners by school decile band from 2010 to 2014.



New Zealand Scholarship

The successful Scholarship subjects of the Premier Award winners are listed in Table 6.

Subject	2010	2011	2012	2013	2014
Accounting	1		3	1	2
Agricultural & Horticultural Science			1		1
Art History			1		3
Biology	4	6	2	4	2
Calculus	7	7	5	8	5
Chemistry	8	8	6	8	6
Classical Studies	1		3	1	2
Design			1		
Earth & Space Science	3	5	2	1	
Economics	1	2	5	1	3
English	3	4	4	4	6
French		2		1	1
Geography	3	4	4	5	4
History	2	1	3	3	3
Japanese					1
Latin					1
Media Studies			3		3
Music	2				
Painting		1			
Physical Education			1		3
Physics	8	9	6	8	6
Spanish	1	1		1	
Statistics	7	9	5	9	4
Technology	1				

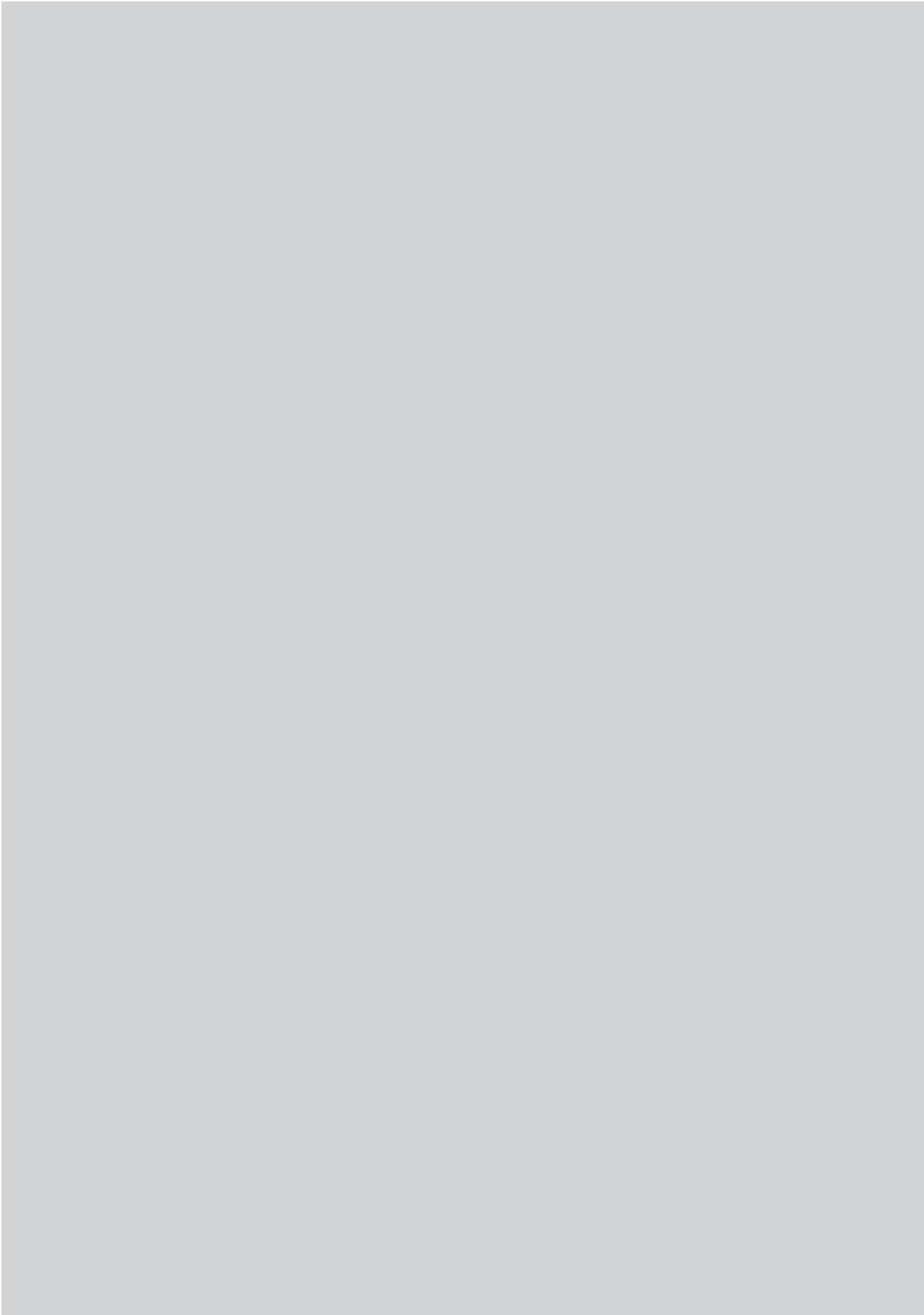
Table 6. Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2010 to 2014. Note that prior to 2013, Calculus was Mathematics with Calculus, Earth & Space Science was Science, and Statistics was Statistics and Modelling.

Details about the Premier Award winners may be found on the NZQA website:

<http://www.nzqa.govt.nz/top-scholars>

Scholarship Awards, Single Subject Awards and Top Subject Awards in 2014

In 2014, 243 students received Scholarship Awards having earned three or more Scholarships. There were 1,947 students who received a Single Subject Award. Top Subject Awards were received by 33 students across the 35 subjects. The reason for the difference of 2 was that 2 of the 33 students were the top student in two Scholarship subjects.



Results of Directory of Assessment Standards (DAS)

This section reports the results of DAS and shows the effects of changes due to the Alignment of Standards with the New Zealand Curriculum project.

DAS fall into three categories:

- Unit Standards: these are internally-assessed and carry grades of Not Achieved and Achieved, although a few also have a grade of Achieved with Merit or Achieved with Excellence
- Internally-assessed Achievement Standards: these carry grades of Not Achieved, Achieved, Achieved with Merit, and Achieved with Excellence
- Externally-assessed Achievement Standards: these carry grades of Not Achieved, Achieved, Achieved with Merit, and Achieved with Excellence.

Students accumulate standards as they 'pass' standards, i.e. as they receive grades of either Achieved, Achieved with Merit, or Achieved with Excellence for those standards.

Each standard is worth a certain number of credits.

Generally one credit represents ten hours of learning.

It follows that students also accumulate credits as they 'pass' standards, i.e. as they receive grades of either Achieved, Achieved with Merit, or Achieved with Excellence for those standards.

Schools submit students grades from Unit Standards and Internally-assessed Achievement Standards.

NZQA examines, marks, and grades Externally-assessed Achievement Standards. Some students do not receive a grade for standards they entered. Reasons they do not receive a grade include:

- Absence from examinations of Externally-assessed Achievement Standards
- Non-attempt when at examinations of Externally-assessed Achievement Standards
- Non-submission of work for Internally-assessed Achievement Standards
- Non-assessment of Unit Standards or Internally-Assessed Achievement Standards.

For these reasons the number of entries exceed the number who receive grades, i.e. the number who receive assessed results.

Tables 7-10 and Figures 80-91 show the statistics for the three types of standards in 2014, based on the number of assessed results and the number of credits.

When considering the distribution of the percentage of grades by standard type and assessment in Tables 7-10 and Figures 80-85, bear in mind that Achievement Standards carry grades of Not Achieved, Achieved, Achieved with Merit, and Achieved with Excellence; while most Unit Standards only carry grades of Not Achieved and Achieved.

Results of Directory of Assessment Standards (DAS)

Table 7 shows entries and assessed results for each type of standard, along with grade percentages computed using assessed results instead of entries.

	Entries	Number of Assessed Results	Not Achieved	Achieved	Merit	Excellence
Externally-assessed Achievement Standards	1,305,336	1,089,356	23.5%	38.9%	26.6%	11.0%
Internally-Assessed Achievement Standards	2,317,938	2,285,393	17.2%	36.3%	25.3%	21.2%
Unit Standards	818,150	798,374	11.0%	88.0%	0.5%	0.5%

Table 7. Percentages of assessed results by grade category and by standard category, for 2014.

Table 8 shows the number of credits for each type of standard along with grade percentages.

	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally-assessed Achievement Standards	4,839,000	22.8%	38.6%	26.8%	11.8%
Internally-assessed Achievement Standards	8,883,944	17.2%	35.8%	25.2%	21.8%
Unit Standards	2,666,335	11.7%	86.7%	0.8%	0.8%

Table 8. Percentages of credits by grade category and by standard category, for 2014.



Results of Directory of Assessment Standards (DAS)

Tables 9-10 show that the percentages of assessed results and 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 Standards	17.1%	26.0%	34.2%
Internally-assessed Achievement Standards	61.0%	59.1%	58.5%
Unit Standards	21.9%	14.9%	7.2%
Total Results	280,860	758,456	720,418
LEVEL 2			
Externally-assessed Achievement Standards	13.8%	21.3%	29.5%
Internally-assessed Achievement Standards	45.4%	48.6%	53.2%
Unit Standards	40.8%	30.1%	17.3%
Total Results	233,827	639,282	634,632
LEVEL 3			
Externally-assessed Achievement Standards	18.0%	25.7%	32.4%
Internally-assessed Achievement Standards	52.5%	54.4%	56.5%
Unit Standards	29.5%	19.9%	11.0%
Total Results	117,570	338,563	394,654

Table 9. Percentages and total numbers of assessed results by NCEA level and school decile band.

Results of Directory of Assessment Standards (DAS)

	Decile 1-3	Decile 4-7	Decile 8-10
LEVEL 1			
Externally-assessed Achievement Standards	19.9%	28.7%	36.5%
Internally-assessed Achievement Standards	62.5%	59.5%	58.1%
Unit Standards	17.6%	11.7%	5.5%
Total Results	1,041,443	2,858,413	2,791,463
LEVEL 2			
Externally-assessed Achievement Standards	17.8%	25.6%	33.8%
Internally-assessed Achievement Standards	46.5%	49.1%	52.5%
Unit Standards	35.7%	25.3%	13.7%
Total Results	858,028	2,422,092	2,485,393
LEVEL 3			
Externally-assessed Achievement Standards	20.8%	28.7%	35.9%
Internally-assessed Achievement Standards	49.2%	51.3%	53.2%
Unit Standards	30.1%	20.0%	10.9%
Total Results	518,484	1,484,809	1,728,081

Table 10. Percentage and total numbers of assessed credits by NCEA level and school decile band.



Results of Directory of Assessment Standards (DAS)

Figures 66-67 compare the distributions of results and credits for Externally-assessed Achievement Standards between School Decile Bands 1-3, 4-7, and 8-10 in 2014.

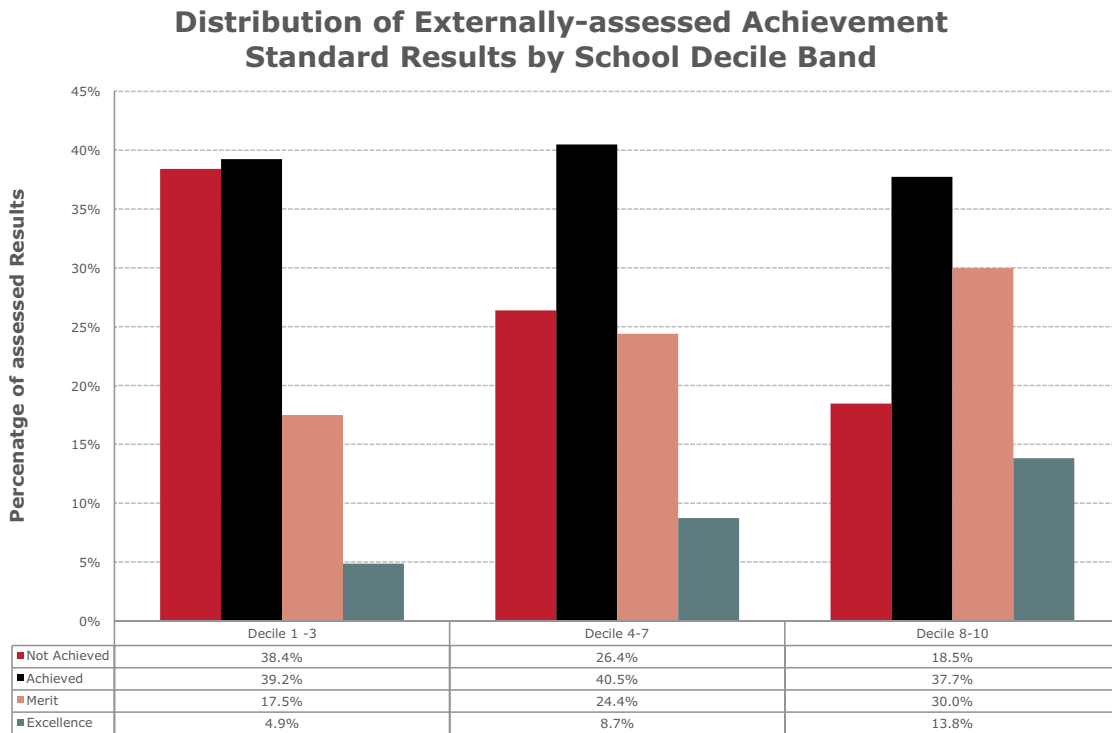


Figure 66. Percentage distributions of results for Externally-assessed Achievement Standards in 2014, by school decile band.

Results of Directory of Assessment Standards (DAS)

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

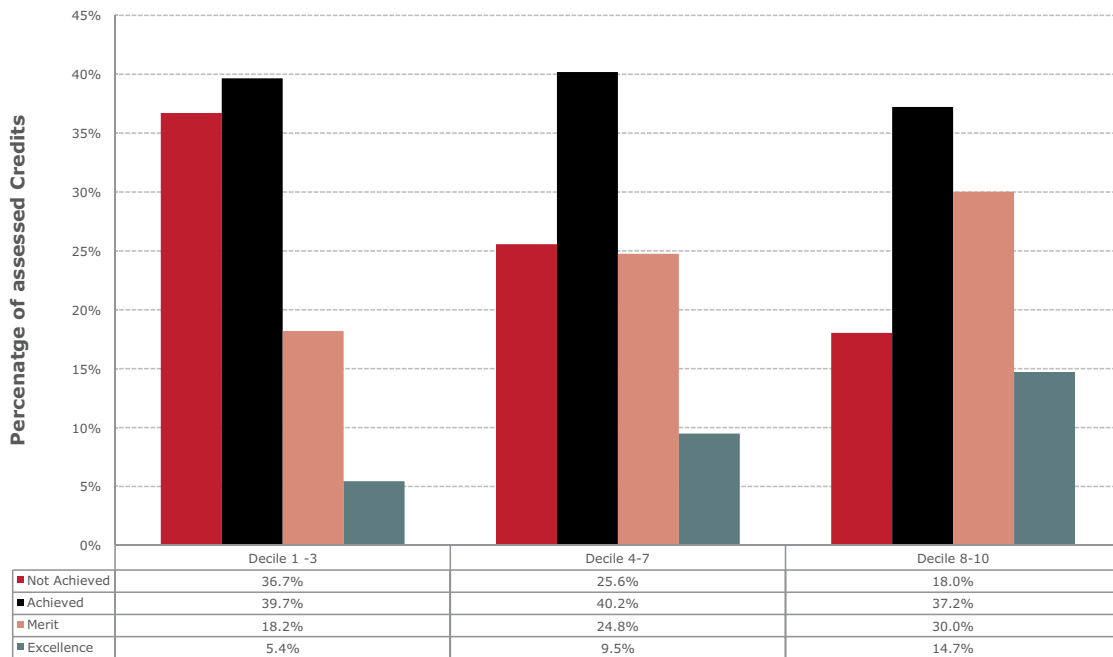


Figure 67. Distributions of credits for Externally-assessed Achievement Standards in 2014, by school decile band.

Results of Directory of Assessment Standards (DAS)

Figures 68-69 show the distributions of results and credits for Internally-assessed Achievement standards by School Decile Bands 1-3, 4-7, and 8-10 in 2014.

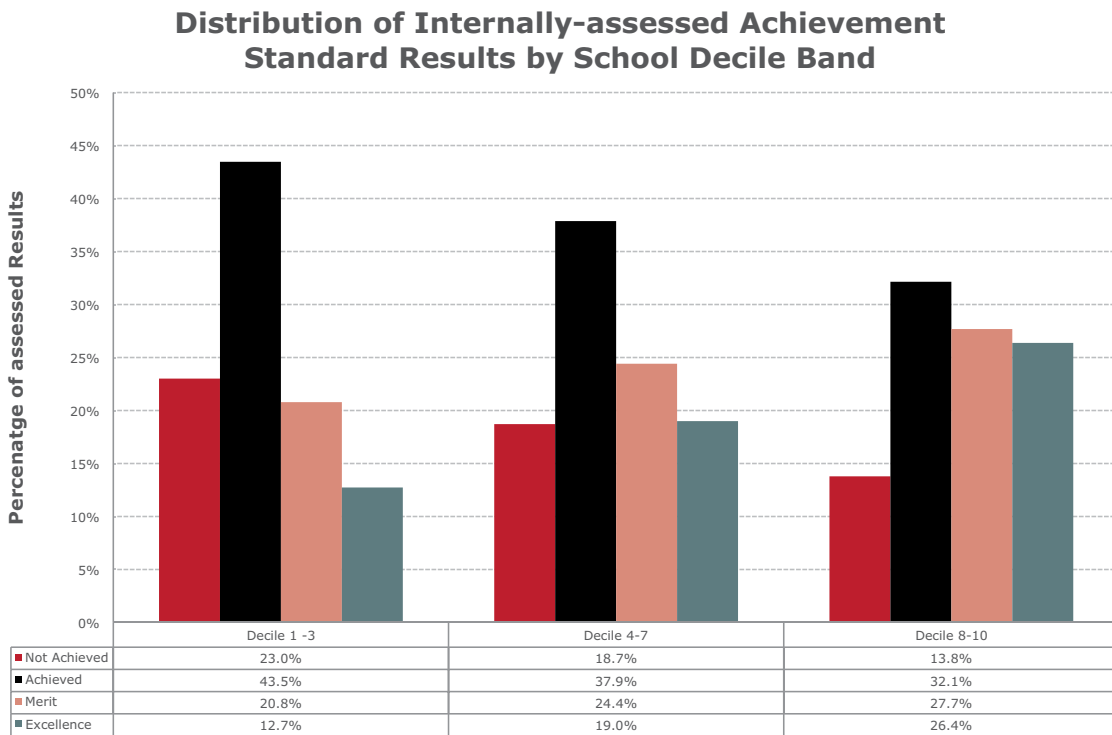


Figure 68. Percentage distributions of assessed results for Internally-assessed Achievement Standards in 2014, by school decile band.

Results of Directory of Assessment Standards (DAS)

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

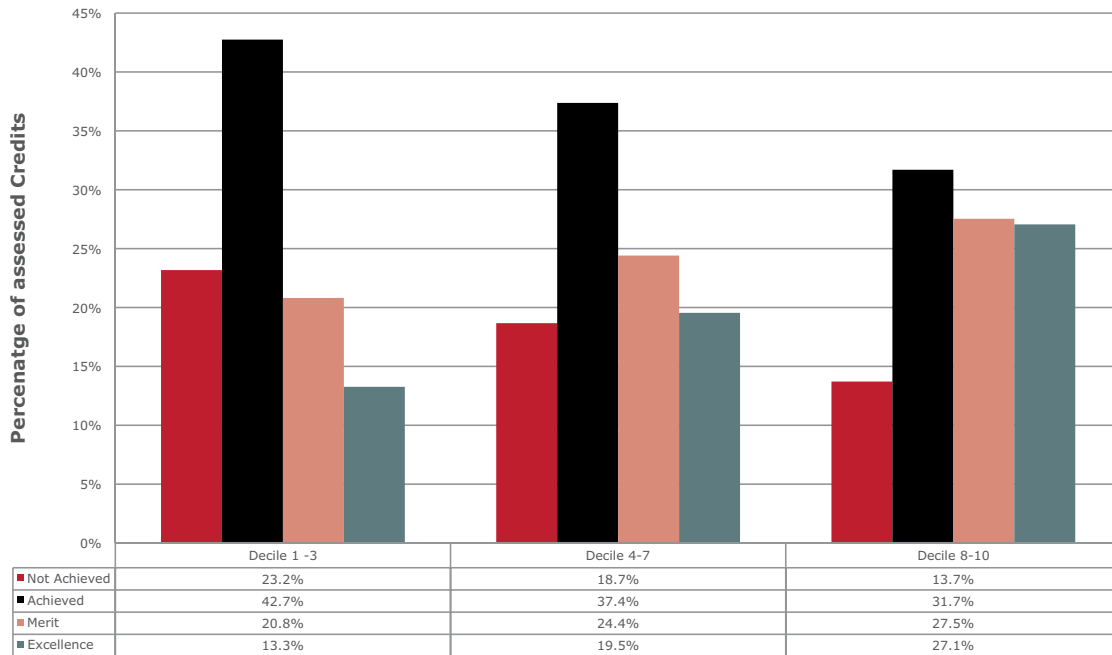


Figure 69. Percentage distributions of assessed credits for Internally-assessed Achievement Standards in 2014, by school decile band.



Results of Directory of Assessment Standards (DAS)

Figures 70-71 show the percentage distributions of results and credits for Unit Standards by school decile bands for 2014. More than 85% of results and 85% of credits for Unit Standards received an Achieved grade across all three school decile bands.

Distribution of Unit Standard Results by School Decile Band

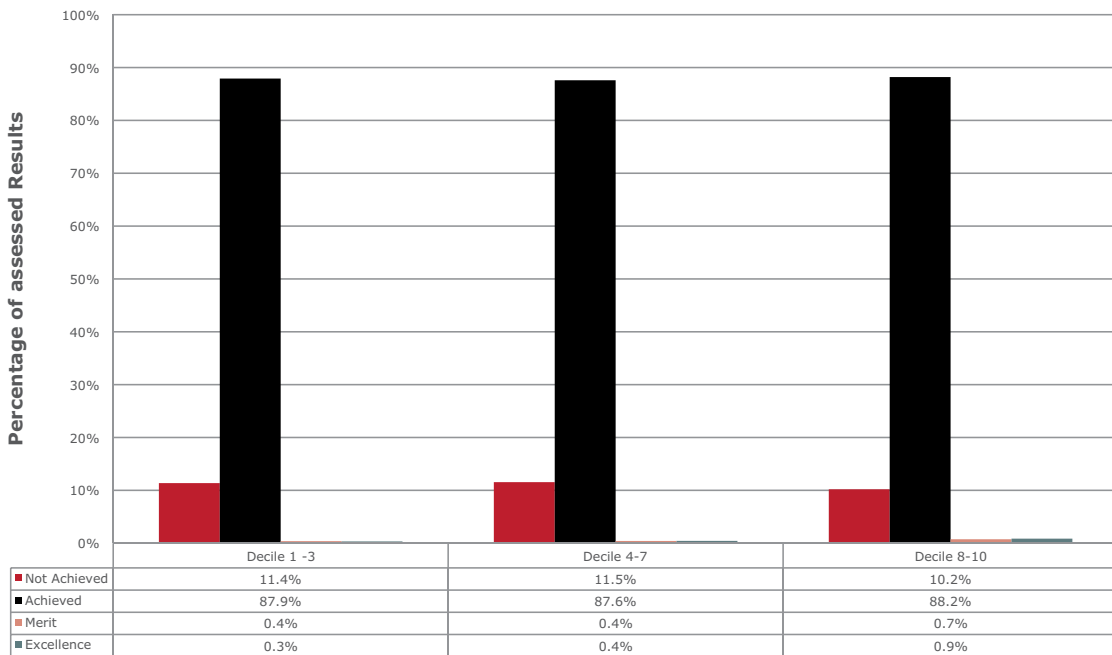


Figure 70. Percentage distributions of assessed credits for Unit Standards in 2014, by school decile band.

Results of Directory of Assessment Standards (DAS)

Distribution of Unit Standard Credits by School Decile Band

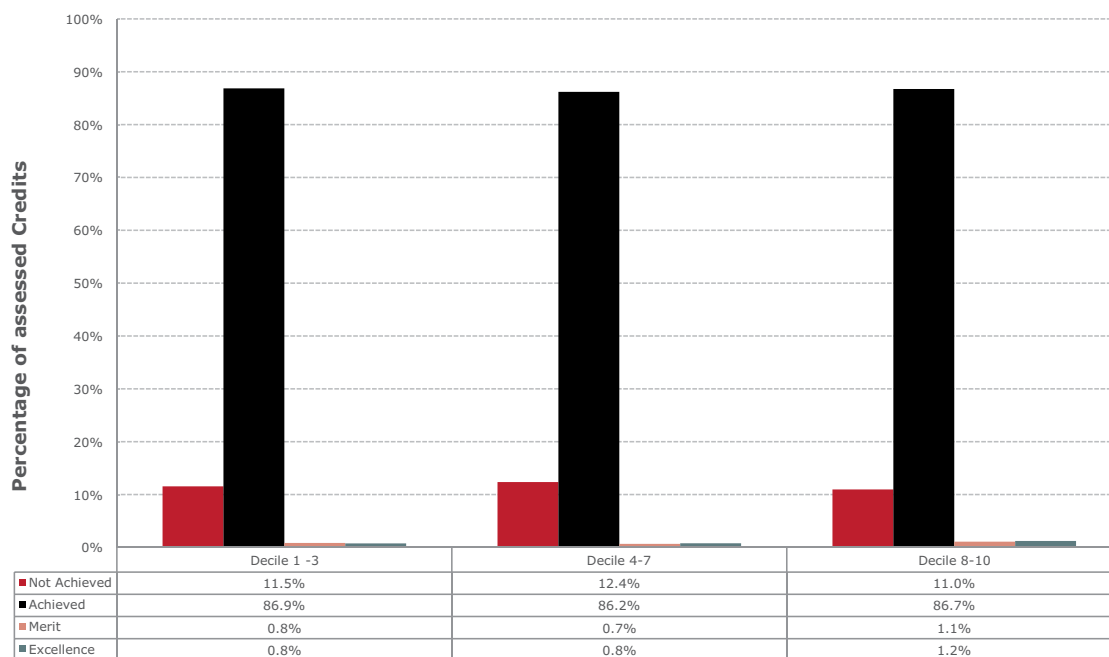


Figure 71. Percentage distributions of assessed credits for Unit Standards in 2014, by school decile band.

Figures 72-77 show the number of results and the number of credits for Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards at each NCEA level from 2010 to 2014.

The unusual pattern in these figures stem from the Alignment of Standards project. The project aligned all NCEA standards with New Zealand Curriculum 2007. Implementation of the standard alignments was staggered in stages over two years:

- The first stage implemented NCEA Level 1 standard alignments in 2011
- The second stage implemented NCEA Level 2 standard alignments in 2012
- The third and final stage implemented NCEA Level 3 standard alignments in 2013.

An anticipated outcome of the project was a change in the usage of Externally- and Internally-assessed Standards, and Unit Standards. That is, it was anticipated that the use of Externally-assessed Standards and Unit Standards would decrease and be offset with a corresponding increase in the use of Internally-assessed Standards, in the years following the project's implementation. Viewing Figures 72-77, it can be seen that this pattern is clearly visible.

Figures 72-77 also show a change in the number of credits of Externally- and Internally-assessed Standards, and Unit Standards. The reason for this was because the project also changed the amount of credits allocated to Standards. Hence a similar pattern to that of the use of Externally- and Internally- assessed Standards, and Unit Standards is evident.



Results of Directory of Assessment Standards (DAS)

Figure 72 shows a significant reduction in number of results from the use of Unit Standards in 2011 and 2012. A decrease in the number of results from the use of Externally-assessed Achievement Standards and an increase in the number of results from the use of Internally-assessed Achievement Standards were evident in 2011.

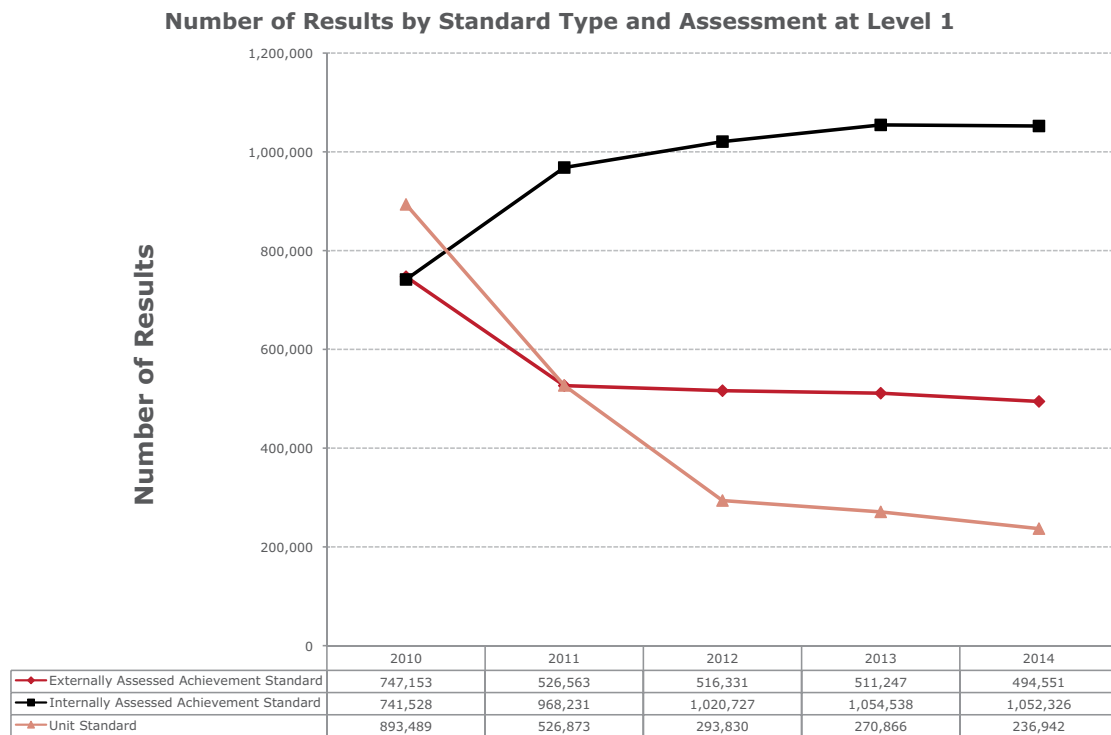


Figure 72. Number of results by standard type and assessment method at Level 1 from 2010 to 2014.

Results of Directory of Assessment Standards (DAS)

Figure 73 shows the same pattern in Figure 72 for the number of credits for each standard type and assessment from 2010 to 2014.

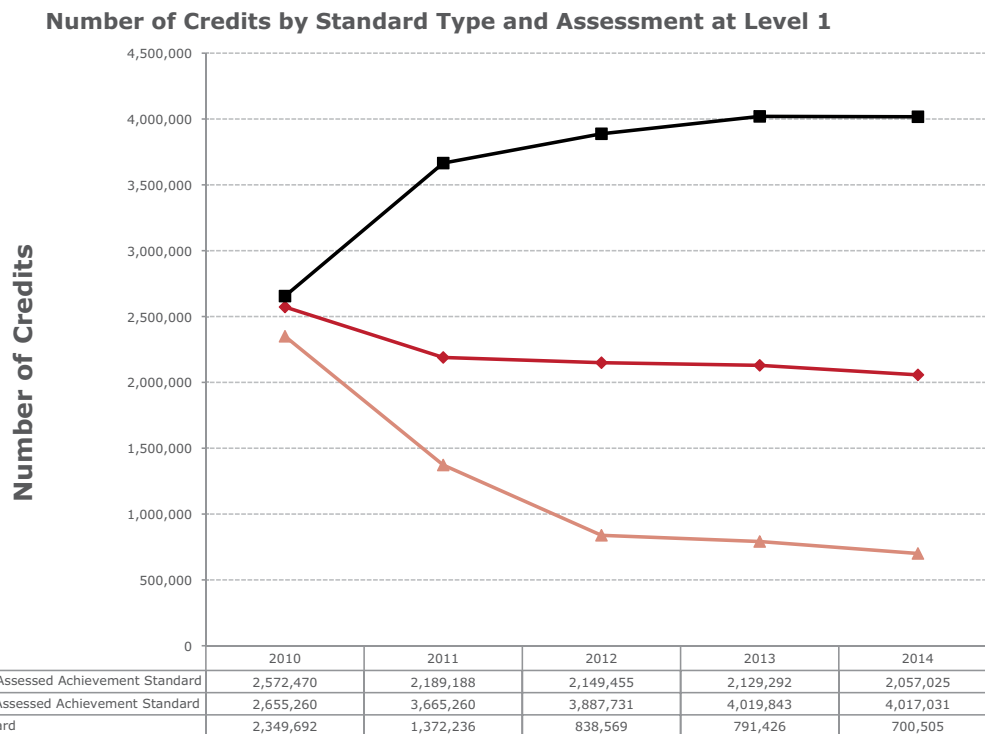


Figure 73. Number of credits by standard type and assessment method at Level I from 2010 to 2014.



Results of Directory of Assessment Standards (DAS)

Figure 74 shows a significant reduction in the number of results from the use of Unit Standards in 2012. A decrease in the number of results from the use of Externally-assessed Achievement Standards and an increase in the number of results from the use of Internally-assessed Achievement Standards were evident in 2012.

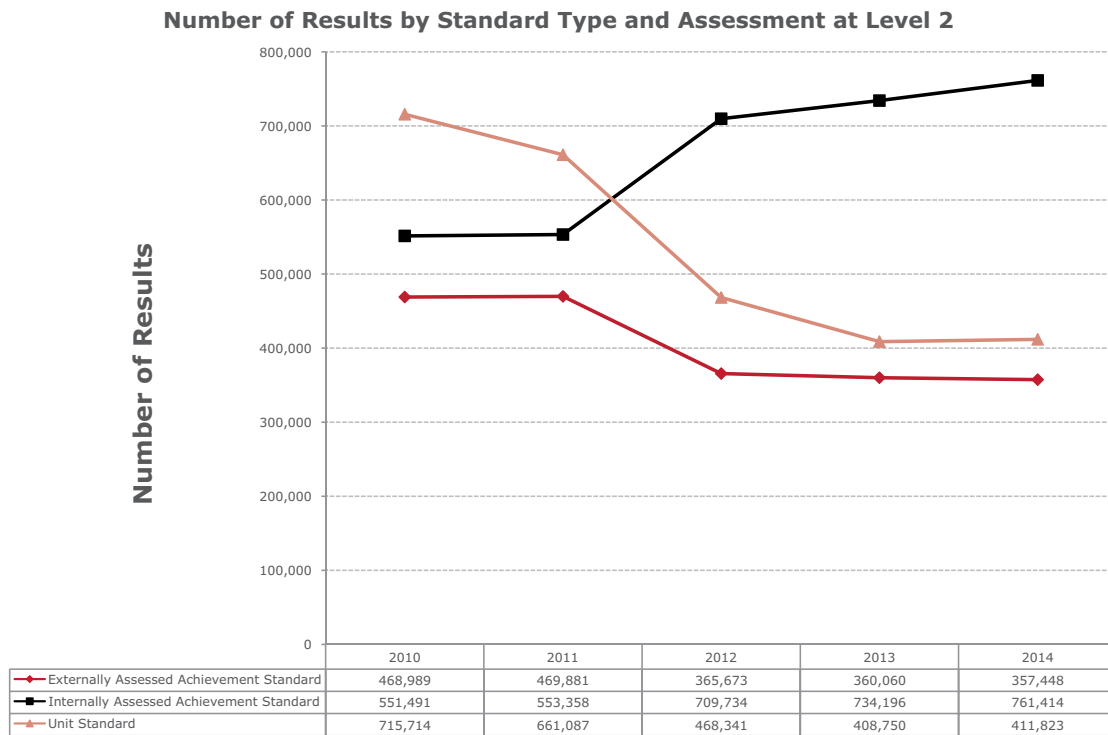


Figure 74. Number of results by standard type and assessment at Level 2 from 2010 to 2014.

Results of Directory of Assessment Standards (DAS)

Figure 75 shows the same pattern in Figure 74 for the number of credits, by standard type and assessment from 2010 to 2014.

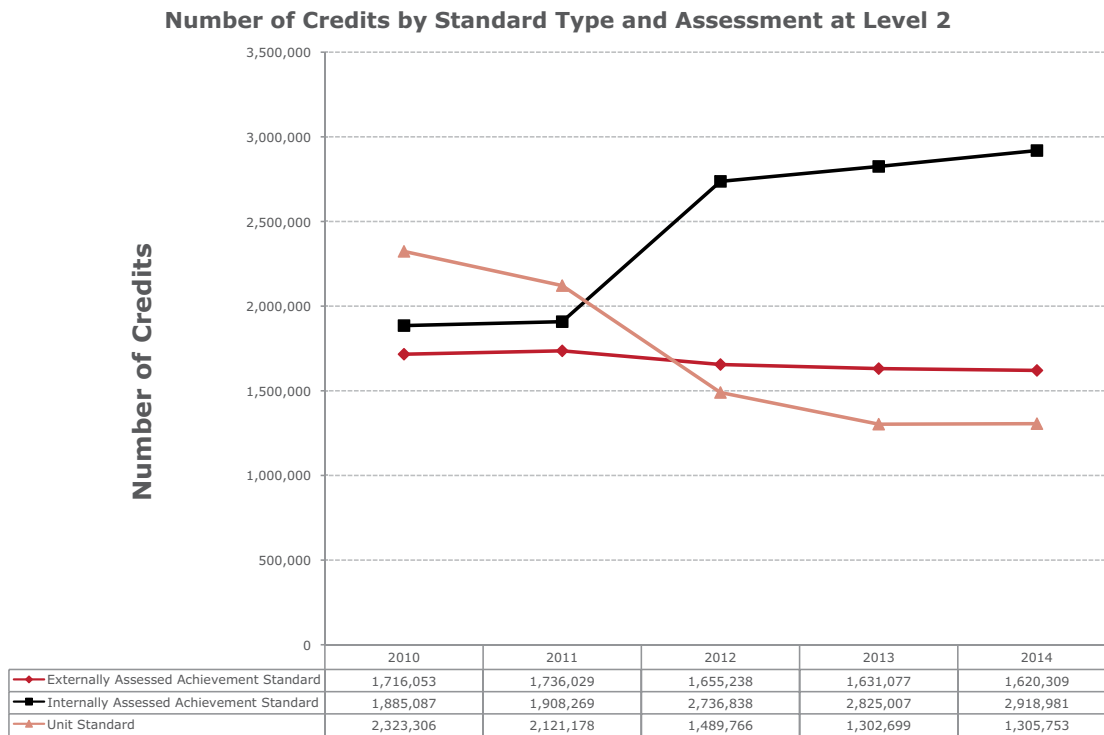


Figure 75. Number of credits by standard type and assessment at Level 2 from 2010 to 2014.



Results of Directory of Assessment Standards (DAS)

Figure 76 shows a significant reduction in the number of results from the use of Unit Standards in 2013. A decrease in the number of results from the use of Externally-assessed Achievement Standards and an increase in the number of results from the use of Internally-assessed Achievement Standards were evident in 2013.

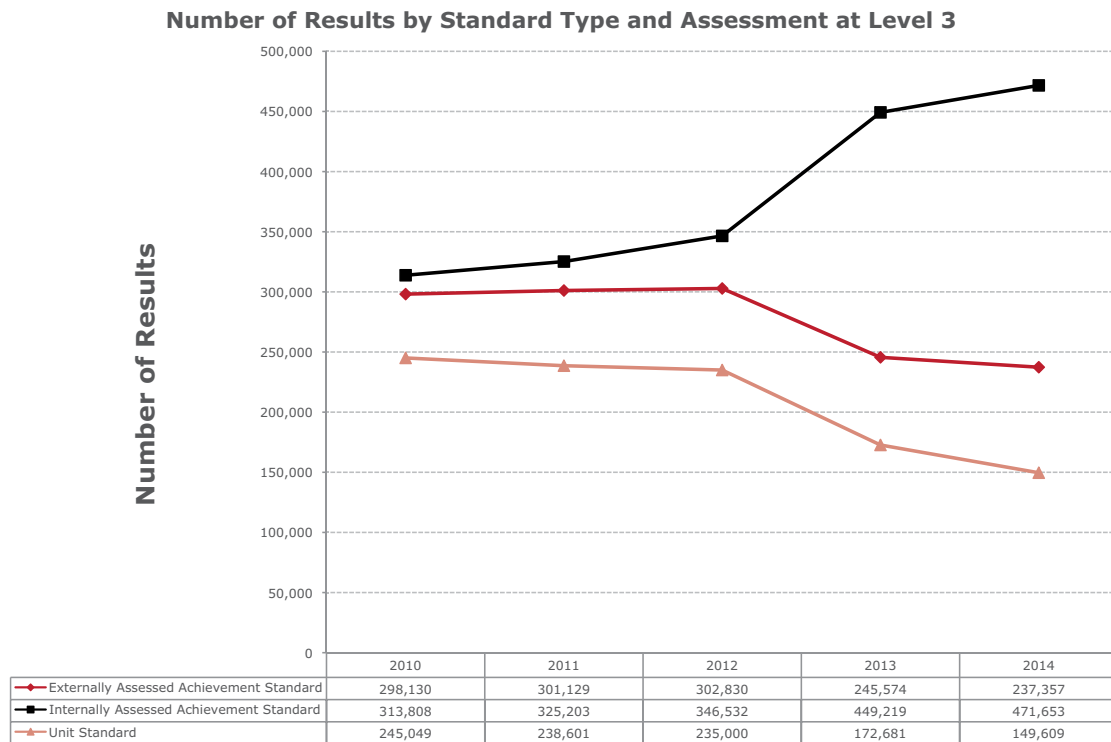


Figure 76. Number of results by standard type and assessment at Level 3 from 2010 to 2014.

Results of Directory of Assessment Standards (DAS)

Figure 77 shows the same pattern in Figure 76 for the number of credits for each standard type and assessment from 2010 to 2014.

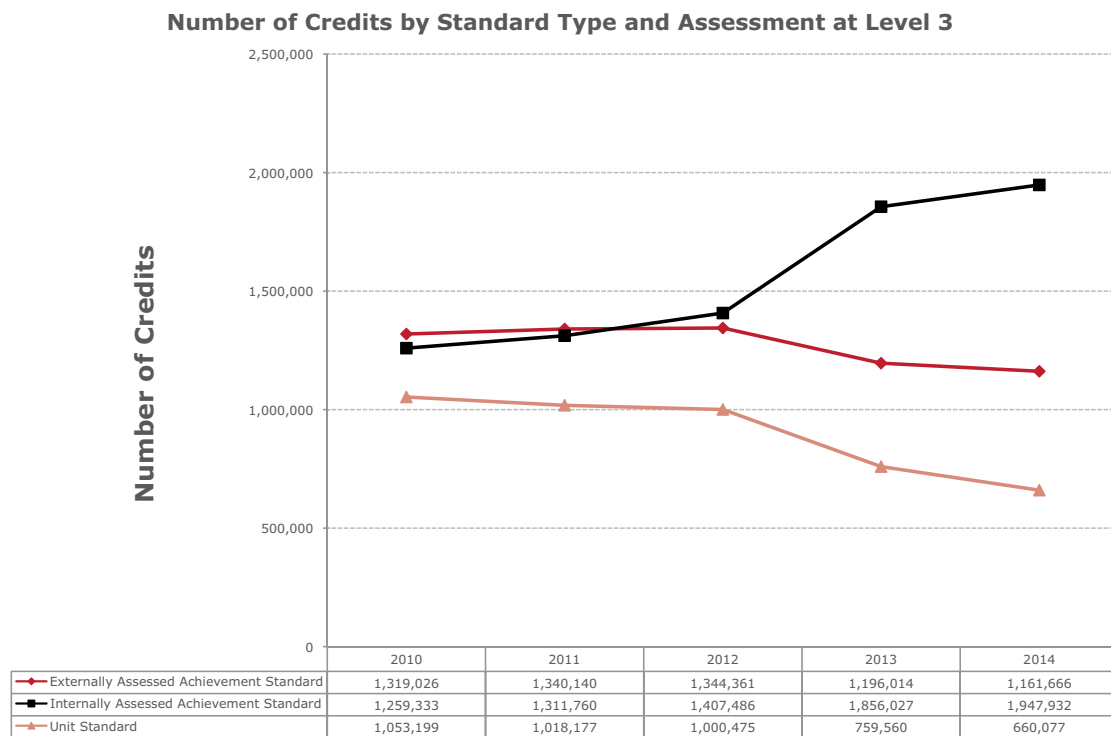


Figure 77. Number of credits by standard type and assessment at Level 3 from 2010 to 2014.



School Related Qualifications

School Related Qualifications refer to National Certificates other than NCEA achieved by senior students while studying towards achieving NCEA and University Entrance. For 2014, 10.1% of the School Related Qualifications were gained by Year 11 students, 47.1% by Year 12 students, and 42.8% by Year 13 students.

School Related Qualifications are grouped into eight categories:

- Academic
- Services Industries Sector

- Manufacturing and Technology Sector
- Construction and Infrastructure Sector
- Primary Industries Sector
- Social and Community Services Sector
- All, which covers qualifications applicable across all of the five sectors listed above
- Other.

The list of School Related Qualifications grouped by category is found in Appendix 2.

School Related Qualifications

For 2014, 49.2% of School Related Qualifications were gained by males and 50.8% by females. Categorised by ethnicity, 62.9% were gained by New Zealand European, 13.4% by New Zealand Māori, 6.9% by Pasifika, and 16.8% by Asian. Categorised by school decile band, 50.4% from School Decile Band 8-10, 38.5% from School Decile Band 4-7, and 11.1% from School Decile Band 1-3.

School Related Qualifications awarded in 2014

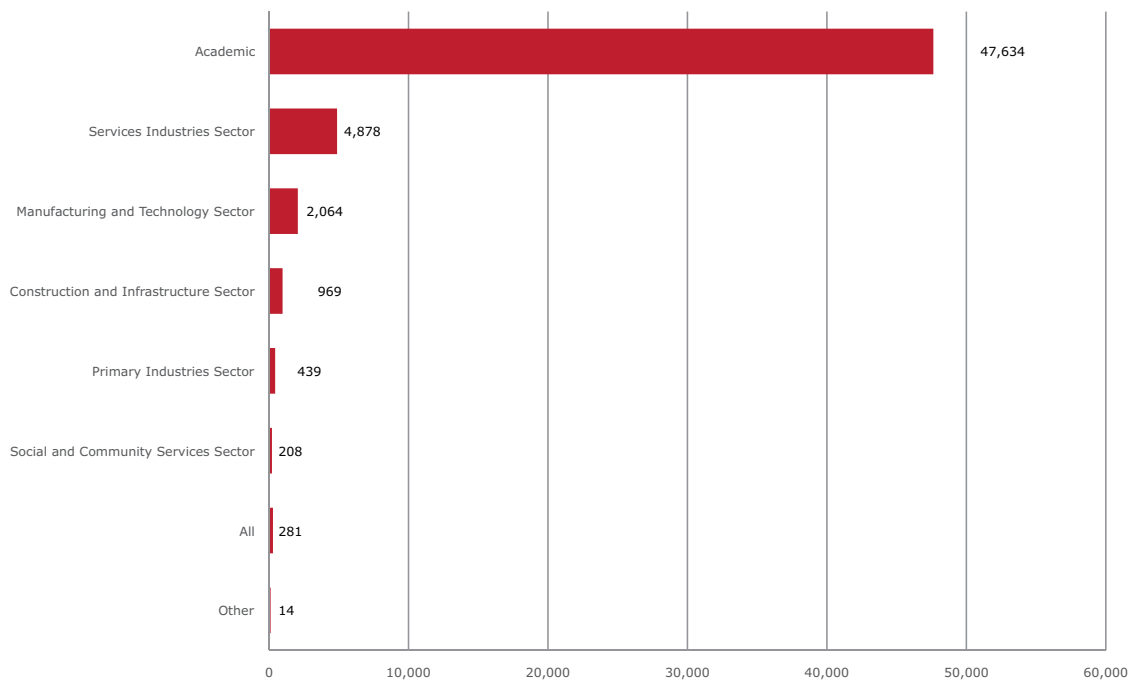


Figure 78. Number of School Related Qualifications awarded in 2014.



NCEA Administrative processes 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. NZQA coordinates and administers exam paper production, exam timetabling, exam centre operation, marking, result publication, the return of exam booklets to students, and the processing of requests for review and reconsideration of results.

During the examination season, NZQA receives reports related to exam irregularities, sends relevant reports to markers, and investigates breaches of examination rules.

External Assessment

External Assessment usually refers to 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.

End-of-year external assessments involves a large number of students. It also involves a large number of people administering the external assessments, including marking exams and portfolios. The following counts present some facts from the 2014 examinations.

- 143,271 students with a total of 1,325,007 entries in NCEA and New Zealand Scholarship examinations
- 62,013 students with entries at Level 1, 56,178 students with entries at Level 2, and 40,930 students with entries at Level 3
- 10,523 students entered for New Zealand Scholarship, providing 19,671 subject entries
- 124 examination sessions held at 395 examination centres throughout New Zealand, with a further 7 in Cook Islands and 1 in Niue
- 1,623 markers and 5,174 examination supervisors and examination centre managers.

NCEA Administrative processes and data

Reviews and Reconsiderations

Answer booklets for externally-assessed standards are returned to students near the end of January. After students have received their booklets they may apply for either a Review or a Reconsideration of their results.

A student applies for a Review if he or she believes there has been a processing error. Examples of a processing error include:

- One or more unmarked sections in an answer booklet
- Inaccurate calculation of final score
- Incorrect transfer of grades.

A Review involves checking:

- That all sections of the booklet have been marked
- The calculation of the final score is correct
- Grades have been transferred correctly.

Note that a Review does not involve remarking the answer booklet but a Reconsideration does. A student applies for a Reconsideration if she believes her answer booklet has not been assessed correctly. That is, a Reconsideration involves remarking the student's answer booklet. It follows that a Reconsideration also includes a Review.

To apply for a Review or a Reconsideration, students 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 2014 examination round, this was Friday 20 February 2015 for NCEA, and Friday 6 March 2015 for Scholarship.

Tables 11 and 12 show the number of applications and success rates for Reviews and Reconsiderations of NCEA and Scholarship results from the 2010 to 2014 examination rounds.

Table 11 shows that the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship from 2010 to 2014.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2014	369	244	66.1%	4	1	25.0%

Table 11. Numbers and percentage successful for Reviews of NCEA and Scholarship from 2010 to 2014.



NCEA Administrative processes and data

Table 12 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship from 2010 to 2014.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2014	8,960	1,650	18.4%	314	9	2.9%

Table 12. Numbers and percentage successful for Reconsiderations of NCEA and Scholarship from 2010 to 2014.

More information on Reviews and Reconsiderations can be found on the NZQA website:
<http://www.nzqa.govt.nz/reviews-and-recons>

NCEA Administrative processes 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 decisions, in relation to assessment standards, are consistent nationally.

Moderators

In order to moderate the large sample of students' internal assessment work, NZQA employs 26 full-time moderators and over 200 part-time moderators. Each moderator has experience in one or more subjects. Most are current or recent teachers with expertise in standards-based assessment. Moderators 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 of the NZQA website
- 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. The workshops are aimed at:

- Beginning teachers
- Teachers new to standards-based assessment and NCEA
- Teachers seeking to improve their moderator/teacher agreement rate.

The workshops have been highly successful and are very popular. More information can be found on the NZQA website: <http://www.nzqa.govt.nz/bestpractice>

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. It is used for improving the quality of assessments by providing feedback to schools and teachers about the assessment decisions they have made.

For each standard being moderated, a moderator determines whether each assessment judgement is nationally consistent for each level of the standard. Assessment materials such as tasks, activities or tests are moderated only if there are issues with the assessment judgements. The moderator prepares a moderation report of their subject area for each sampled school in the School Check. The report also contains advice concerning improvements to assessment material.

If the school or teacher disagrees with aspects of the report 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 13 and 14.



NCEA Administrative processes and data

National Moderation Agreement Rate

The National System Check is a random sample of students internally-assessed work. The random sample is taken from the population of student entries to internally-assessed standards. Entries are unique and are characterised by:

- A National Student Number that is linked to a school⁵
- An internally-assessed standard number.

A member of the random sample shows:

- A student linked to a school
- A specific internally-assessed standard entered by the student and taught at that school.

More generally a member of the random sample shows:

- A particular school
- A specific internally-assessed standard taught at the school.

The random sample gives a collection of schools with a selection of internally-assessed standards taught at those schools.

Using the random sample, NZQA focuses on selected internally-assessed standards taught at the collection of schools. NZQA requests students work related to the internally-assessed standards from those schools.

The schools hand-pick and submit the work of a number of students pertaining to each selected internally-assessed standard. That number of students is capped at 8. A school's maximum contribution to the National System Check is 15 internally-assessed standards.

The total number of students work received by NZQA using this methodology varies from year to year but ranges between 5,000 and 10,000. NZQA require the student work to monitor assessment results of internally-assessed standards. This is done by NZQA moderators who independently assess the student work and compare it with that given by the teacher.

There are two types of comparison outcomes:

- Whether the moderator's assessment that the student has achieved the internally-assessed standard agrees with the teacher's assessment
- Whether the moderator's grade of the student work agrees with the teacher's grade.

For the first type of comparison, a moderator's assessment and teacher's assessment agreeing is called agreement at the level of credit. For the second type of comparison, a moderator's grade and a teacher's grade agreeing is called agreement at the level of grade.

National moderation agreement rates are computed for:

- Agreement at the level of credit
- Agreement at the level of grade.

Table 13 shows the national moderation agreement rates from 2009 to 2014.

	2009	2010	2011	2012	2013	2014
Credit	82.9%	90.5%	92.1%	89.3%	88.0%	91.9%
Grade	75.8%	83.9%	86.0%	79.6%	75.9%	82.8%

Table 13. National moderation agreement rates, at the level of credit, and at the level of grade, from 2009 to 2014.

⁵ It is better to refer to it as a study provider rather than a school. For example, a student may take an internally-assessed standard at a nearby school if his or her main school does not teach it. In such a case the nearby school is the study provider for that standard, not his or her main school.

NCEA Administrative processes and data

Table 14 shows the national moderation rate for 2014 at credit and at grade, by NCEA Level.

Level	At Credit	At Grade	Sample Size
1	92.8%	84.0%	6,258
2	92.2%	83.3%	5,038
3	89.8%	79.8%	3,209

Table 14. Moderation rate, both at credit and at grade, by NCEA Level, in 2014.

In 2014, NZQA continued with initiatives that were designed to provide teacher support for making assessment decisions. These initiatives included the following:

- Best Practice Workshops
- 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
- 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/ncea-subjects>

Breach of Examination Rules

Each year NZQA investigates reports of a possible breach of examination rules. Actions which are in breach of the rules include:

- Dishonest practice, including altering external assessment materials prior to seeking a review or reconsideration
- Failure to follow instructions
- Authenticity issues, including plagiarism and impersonations
- Influencing, assisting or hindering other candidates, during the examination period.

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

Since 2012, the reporting of some breaches has changed from that of previous years. For example, communicating with other candidates is now reported under two classes:

- Following Instructions
- Influencing/Assisting/Hindering.

Breaches relating to candidates possessing prepared notes during examination sessions are reported in one of following two classes:

- Dishonest Practices
- Following Instructions.



NCEA Administrative processes and data

Table 15 summarises the investigations⁶ into breaches for 2014. A total of 299 reports were investigated, of which 263 were reported by examination centre managers, 30 by markers, and 6 by others.

Number of students for whom a breach was substantiated	280
Number of students where no breach occurred	18
Breach not attributed to any student due to lack of evidence	-
Decision pending	1
Total student investigations	299

Table 15. Status of investigations into breaches for 2014.

Table 16 provides the investigation information by type of breach by nature of breach.

Type of breach	Nature of breach	Number
Dishonest Practice (33)	Cell phone use	7
	Using notes	23
	Altering/access to answer booklet	-
	Communicating with another candidate	-
	Other	3
Following Instructions (212)	Having a cell phone	109
	Inappropriate or offensive material/language	16
	Having notes	35
	Unauthorised material	19
	Unauthorised absence from exam room	10
	Other	23
Authenticity/Impersonation (19)	Similar answers to another candidate	-
	Authenticity	19
	Multiple handwriting	-
	Other	-
Influencing/Assisting/Hindering (35)	Disturbance	12
	Communicating with another candidate	23
	Other	-

Table 16. Investigations by type of breach by nature of breach for 2014.

⁶ As at 29 April 2015.

NCEA Administrative processes and data

Table 17 shows investigations by region.

Region	Number
Auckland	124
Bay of Plenty	14
Canterbury	24
Central Plateau	-
East Coast	1
Hawkes Bay	16
Manawatu	3
Nelson/Marlborough	11
Northland	12
Otago	10
Southland	-
Taranaki	7
Waikato	31
Wairarapa	-
Wanganui	3
Wellington	41
West Coast	2
Cook Islands	-

Table 17. Investigations by region for 2014.



Appendices

Appendix 1. 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 Participating cohort, and Tracked Year 11 cohort.

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

The **Participating cohort** focuses on students whose behaviours suggest they are candidates for the NCEA qualification or UE. 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 **Tracked Year 11 cohort** accounts for differences in retention between genders. In each year a greater proportion of male students than female students leave school without a NCEA certificate. The attainment percentages using the Tracked Year 11 cohort accounts for the lower proportion of male students participating in NCEA.

The **Enrolled Student cohort** is used to report Literacy and Numeracy attainment percentages. 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]	72.0%	75.5%	84.2%
NCEA Level 2 [Year 12]	74.9%	70.5%	88.3%
NCEA Level 3 [Year 13]	59.5%	46.7%	80.7%

Table 18. NCEA attainment rates in 2014 by schooling year and cohort type.

The first value of 72.0% in the first row of Table 18 is the percentage of Year 11 students that attain NCEA Level 1 out of the number of Year 11 students on the school roll. Note that the number of Year 11 students on the school roll includes those that do not take courses administered by NZQA. The second value in the first row of 75.5% 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. The third value in the first row of 84.2% 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.

Each cohort in Table 18 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 by category

Qualification name	Number of students awarded
ACADEMIC	
National Certificate in Computing (Level 2)	137
National Certificate in Computing (Level 3)	57
National Certificate in Māori (Te Waharoa) (Level 2)	846
National Certificate in Mathematics (Level 1)	28,142
National Certificate in Mathematics (Level 2)	18,452
ALL	
National Certificate in Business Administration and Computing (Level 2)	71
National Certificate in Business Administration and Computing (Level 3)	43
National Certificate in Employment Skills (Level 1)	165
CONSTRUCTION AND INFRASTRUCTURE SECTOR	
National Certificate in Building Construction, and Allied Trade Skills (Level 1)	638
National Certificate in Building Construction, and Allied Trade Skills (Level 2)	328
MANUFACTURING AND TECHNOLOGY SECTOR	
National Certificate in Clothing Manufacture (Elementary Sewing Skills) (Level 2)	11
National Certificate in Design (Introductory Skills) (Level 2)	7
National Certificate in Design (Level 3)	5
National Certificate in Electronics Technology (Level 2)	139
National Certificate in Electronics Technology (Level 3)	9
National Certificate in Mechanical Engineering (Level 2)	77
National Certificate in Mechanical Engineering Technology (Level 1)	1,723
National Certificate in Motor Industry (Foundation Skills) (Level 1)	40
National Certificate in Motor Industry (Entry Skills) (Level 2)	51
PRIMARY INDUSTRIES SECTOR	
National Certificate in Agriculture (Introductory Skills) (Level 2)	92
National Certificate in Agriculture (Level 2)	31
National Certificate in Equine (Introductory Stable Skills) (Level 2)	1
National Certificate in Horticulture (Introductory) (Level 2)	101
National Certificate in Primary Sector (Level 1)	214



Appendices

SERVICES	
National Certificate in Business (Level 3)	4
National Certificate in Dance (Level 2)	531
National Certificate in Dance (Level 3)	97
National Certificate in Drama (Level 2)	1,276
National Certificate in Drama (Level 3)	10
National Certificate in Hairdressing (Salon Support) (Level 3)	22
National Certificate in Hospitality (Foundation Skills) (Level 1)	207
National Certificate in Hospitality (Entry Skills) (Level 2)	85
National Certificate in Hospitality (Introductory Cookery) (Level 2)	83
National Certificate in Marae Catering (Level 2)	1
National Certificate in Music (Level 2)	1,190
National Certificate in Music (Level 3)	194
National Certificate in Performing Arts General (Level 1)	233
National Certificate in Performing Arts General (Level 2)	69
National Certificate in Performing Arts General (Level 3)	13
National Certificate in Retail (Level 2)	138
National Certificate in Retail (Level 3)	3
National Certificate in Tourism (Introductory Skills) (Level 2)	687
National Certificate in Tourism (Core Skills) (Level 3)	31
SOCIAL AND COMMUNITY SECTOR	
National Certificate in Early Childhood Education and Care (Level 3)	110
National Certificate in Health, Disability, and Aged Support (Foundation Skills) (Level 2)	39
National Certificate in Work and Community Skills (Supported Learning) (Level 1)	59
OTHER	
National Certificate in Fitness (Foundation Skills) (Level 2)	12

Appendices

Appendix 3. Glossary

Achieved

The grade awarded in recognition of satisfying the Achievement Standard.

Achieved with Excellence

The highest possible grade for an Achievement Standard.

Achieved with Merit

The grade awarded in recognition of achieving beyond the minimum required to satisfy the Achievement Standard.

Achievement

Within this report the term achievement refers to:

- Gaining a qualification
- Achieving a grade of Achieved, Achieved with Merit, or Achieved with Excellence in a standard
- 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 and the Ministry of Education to align all standards with New Zealand Curriculum 2007

Answer Booklet

A paper booklet provided to a student for external examinations in which the student writes responses to examination questions.

Assessed Results

Results in Internally- or Externally-assessed Standards that are either: Not Achieved, Achieved, Achieved with Merit, or Achieved with Excellence.

Attainment

Refers to having achieved some outcomes, such as achieving a standard, or qualification, or having been given an award.

Breach of the Rules

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

Certificate Endorsement

Recognition for students who perform well for a particular level of NCEA. To qualify for a Certificate Endorsement with Excellence, students must gain 50 or more credits at Achieved with Excellence. A Certificate Endorsement with Merit requires 50 or more credits at Achieved with Merit or a mix of Achieved with Merit and Achieved with Excellence.

Cohort

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

Course Endorsement

Recognition for students who perform well in individual courses. It is in the form of either Achieved with Merit or Achieved with Excellence. To qualify for a course endorsement, a student must gain 14 or more credits at Achieved with Merit or Achieved with Excellence in standards incorporated in 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.⁷

Decile

A rating given to a school of the socioeconomic factors of the community from which its students are drawn from. Decile ratings are also grouped into bands:

- School Decile Band 1-3
- School Decile Band 4-7
- School Decile band 8-10.

This approach allows comparisons of achievements of schools of similar decile rating.

⁷ Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.



Appendices

Denominator

The number below the line in a fraction.

Entry/Entries

Enrolment/s of students into individual standards and reported by schools to NZQA. A student may enrol in multiple standards in an academic year, i.e. a student may have more than one entry.

Enrolment-based Data

Data of qualification achievements based on the Enrolled Student cohort. A student is counted as enrolled when a secondary school reports the student as enrolled and has at least one entry. Enrolment-based data covers students in Years 11, 12 and 13.

Ethnicity

Statistics by ethnicity as presented in the report uses a system of prioritisation order of New Zealand Māori, Pasifika, Asian and New Zealand European. An impact of the prioritisation is an over-count of students in the New Zealand Māori category and an associated under-count in the other ethnic categories.

Examination Centre

A place where students sit examinations.

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

The written and oral language 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.

Moderation

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

NCEA

National Certificate of Educational Achievement. It consists of national qualifications for senior students that can be attained at Level 1, 2 or 3.

New Zealand Curriculum

A statement of official policy related to teaching and learning in schools. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be 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.⁸

Not Achieved

The grade given to students whose assessment evidence does not meet the requirements of an Achievement Standard.

Numeracy

The 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 a fraction.

NZQA

New Zealand Qualifications Authority. It is the New Zealand government crown entity tasked with administering NCEA qualifications, UE, and Scholarship.

Participation-based Data

Data of qualification achievements based on the number of students participating in NCEA, rather than on School Rolls. A student is participating in NCEA for a given qualification level if a student may gain the required number of credits for that level in the given year.

8 Ministry of Education (2007), The New Zealand Curriculum for English-medium teaching and learning years 1-13, Learning Media Limited.



Appendices

Plagiarism

Material submitted by a student that is not their own is considered an act of plagiarism.

Reconsideration

A Reconsideration is conducted in response to an application from a student. A Reconsideration involves remarking a student's response to an Externally-assessed Standard where the student believes that his or her response may not have been assessed correctly.

Retention Rate

The percentage of students from a previous year who are continuing in secondary school education in the current year.

Review

A Review is conducted in response to an application from a student. A review involves checking for possible errors in the processing of the results of an Externally-assessed Standard.

Roll

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

Roll-based Data

Data of qualification achievements based on the number of Year 11-13 students on School Rolls, rather than the number of students participating in NCEA.

Scholarship

Scholarship is aimed at high-performing students and requires them to demonstrate high-level critical thinking. In general, Scholarship is tested by examination and is offered in 35 subjects. Successful students receive a monetary award that reduces their tuition costs at any New Zealand tertiary institutions.

Senior students

Students in Year 11, 12, or 13 of secondary school.

Unit Standard

As of 2010, a Unit Standard is any standard that is not derived from the New Zealand Curriculum.

University Entrance (UE)

The minimum academic requirement for admission to a New Zealand university. Although UE is not a qualification, it is treated as such in this report.





NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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