



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 (2015)

June 2016

Contents

Introduction	3	Course Endorsement	52
Purpose of this Report	4	<i>Students with One or More Endorsable Courses</i>	53
<i>Attainment statistics are reported for four types of student cohorts</i>	4	<i>Average Number of Endorsable Courses per Student</i>	57
Achievement in NCEA and University Entrance	6	<i>Percentage of Students with Endorsable Courses Gaining Endorsement</i>	61
<i>Introduction</i>	6	<i>Percentage of Merit and Excellence Endorsements</i>	65
<i>Roll-based Cohort Statistics</i>	6	New Zealand Scholarship	70
Statistics by Gender	8	<i>Scholarship Monetary Awards</i>	70
Statistics by Ethnicity	11	<i>Scholarship Statistics for 2015</i>	71
Statistics by School Decile Band	14	<i>Scholarships Awarded in 2015 by Subject</i>	72
<i>Participating Cohort Statistics</i>	17	<i>Premier Awards and Outstanding Scholar Awards</i>	75
Statistics by Gender	18	<i>Scholarship Awards, Single Subject Awards and Top Subject Awards in 2015</i>	77
Statistics by Ethnicity	21	Results of Directory of Assessment Standards (DAS)	78
Statistics by School Decile Band	24	School Related Qualifications	94
<i>Tracked Year 11 Cohort Statistics</i>	27	NCEA Administrative processes and data	96
Statistics by Gender	29	<i>The Role of NZQA in the Examination Process</i>	96
Statistics by Ethnicity	31	<i>External Assessment</i>	96
Statistics by School Decile Band	33	<i>Reviews and Reconsiderations</i>	96
Literacy and Numeracy	36	<i>External Moderation of Internal Assessment</i>	98
Literacy requirements	36	<i>Breach of Examination Rules</i>	99
Numeracy requirements	36	<i>Special Assessment Conditions (SAC)</i>	102
Alignment of Standards	36	Appendices	104
<i>Literacy for NCEA Level 1</i>	37	<i>Appendix 1. Cohorts</i>	104
Statistics by Gender	38	<i>Appendix 2. School Related Qualifications</i>	105
Statistics by Ethnicity	39	<i>Appendix 3. Glossary</i>	107
Statistics by School Decile Band	40		
<i>Numeracy for NCEA Level 1</i>	41		
Statistics by Gender	42		
Statistics by Ethnicity	43		
Statistics by School Decile Band	44		
<i>Literacy and Numeracy for UE</i>	45		
NCEA Certificate Endorsement	46		
Statistics by Gender	48		
Statistics by Ethnicity	49		
Statistics by School Decile Band	50		



Introduction

The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2015) summarises the results of New Zealand's senior secondary students achieving the National Certificate of Educational Achievement (NCEA) and New Zealand Scholarship in 2015.

Graphs of the statistics include information from previous years to show trends, generally covering the five years 2011-2015.

The NCEA system of qualifications completed its twelfth year of full implementation in 2015. This report is a culmination of the collection and analysis of the 2015 achievement data.

The statistics in this report continued the upward trend in the attainment rates for NCEA Levels 1, 2 and 3. After the decrease in 2014 of the attainment rates for University Entrance due to the policy change in University Entrance requirements, the 2015 attainment rates have generally increased from their 2014 attainment rates. The expectation for next year is for the University Entrance attainment rates to continue to improve.

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.

The coverage of this Annual Report has a few changes from the previous report. One section has been expanded, one new section added, and one section retired. The Literacy and Numeracy section has been expanded, and now includes literacy and numeracy statistics related to University Entrance. The new section is Special Assessment Conditions, and gives the number of students who applied, and the number who were approved for, Special Assessment Conditions. The retired section relates to NCEA retentions. It is hoped that these changes provide a richer picture of NCEA.

The statistics in this Annual Report were produced from data that was finalised on 28 April 2016.

In summary, the Annual Report shows pleasing results, with enhancements to reporting the successes of students.

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



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Deputy Chief Executive
Assessment Division
New Zealand Qualifications Authority



Karen Poutasi
Chief Executive
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Purpose of this Report

This report provides information about secondary-school qualifications administered by 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
- Investigating examination rule breaches, and
- Special Assessment Conditions.

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 I**.

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 2015 report the Tracked Year 11 cohort is made up of the Year 11 students from the Enrolled Student cohort of 2013. The Tracked Year 11 cohort's attainment rates of NCEA qualifications are reported as at the end of 2015.

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 an 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.

Statistics related to UE

New UE requirements came into effect from 1 March 2014. The impact of the change was a reduction in the 2014 UE attainment rates from those in 2013. The reduction was an expected outcome from the change in UE requirements.

It was anticipated that the UE attainment rates in 2015 would increase from their 2014 values. As seen in the following sections, the UE attainment rates for 2015 have increased for the most part from 2014.

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

Achievement in NCEA and University Entrance

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

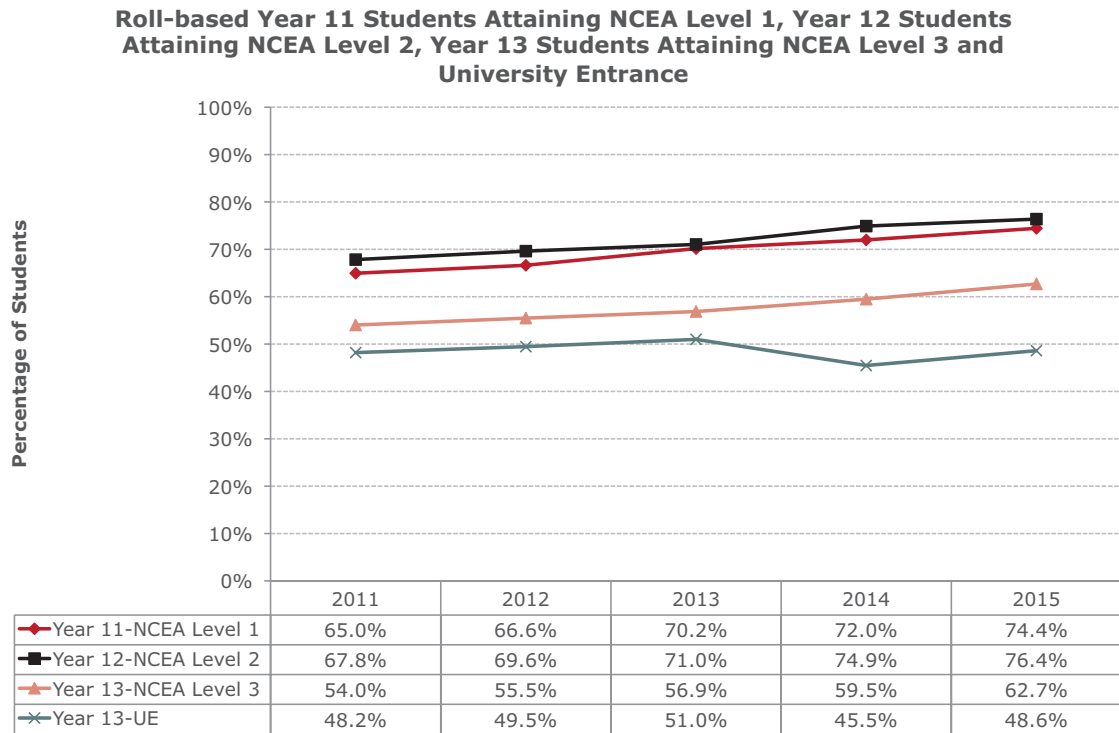


Figure 1. Roll-based attainment rates of Year 11-13 students attaining NCEA Levels 1-3 and UE.

Achievement in NCEA and University Entrance

Statistics by Gender

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

The attainment rates for both genders have consistently increased from 2011 to 2015 across all three NCEA levels. Male and female attainment rates for UE shown in Figure 5 declined in 2014 from 2013 due to a policy change in UE requirements. The male and female attainment rates for 2015 have increased from their 2014 percentages as expected.

Achievement in NCEA and University Entrance

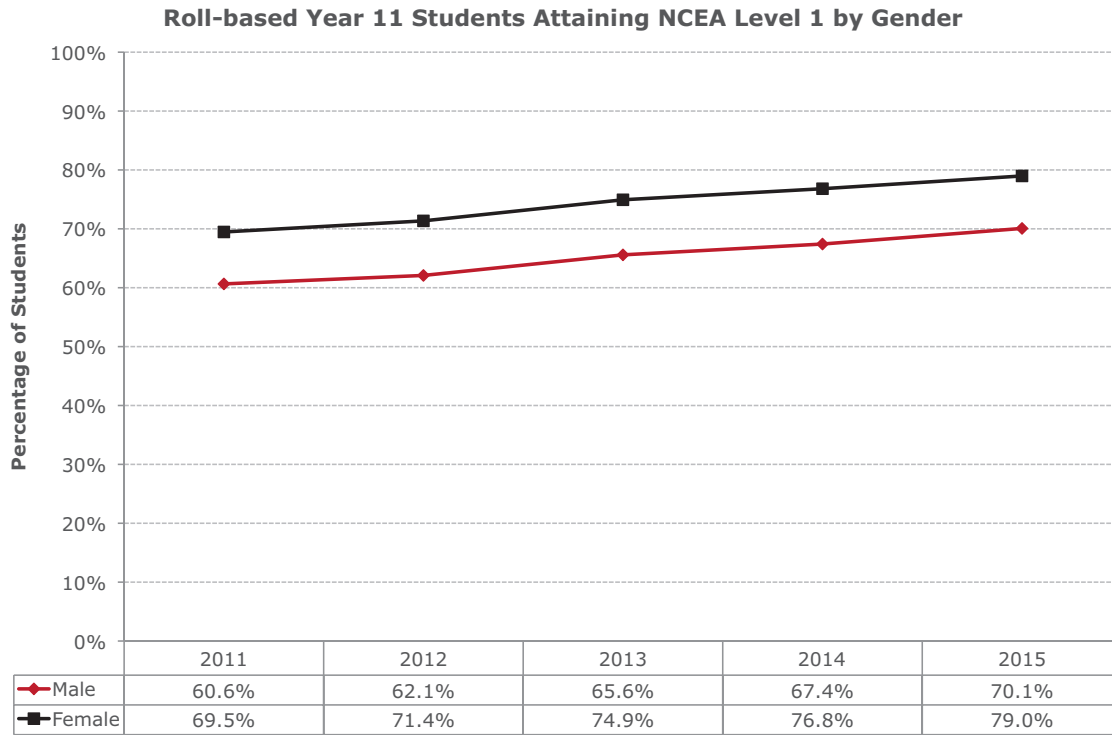


Figure 2. Roll-based attainment rates of NCEA Level 1 by gender.

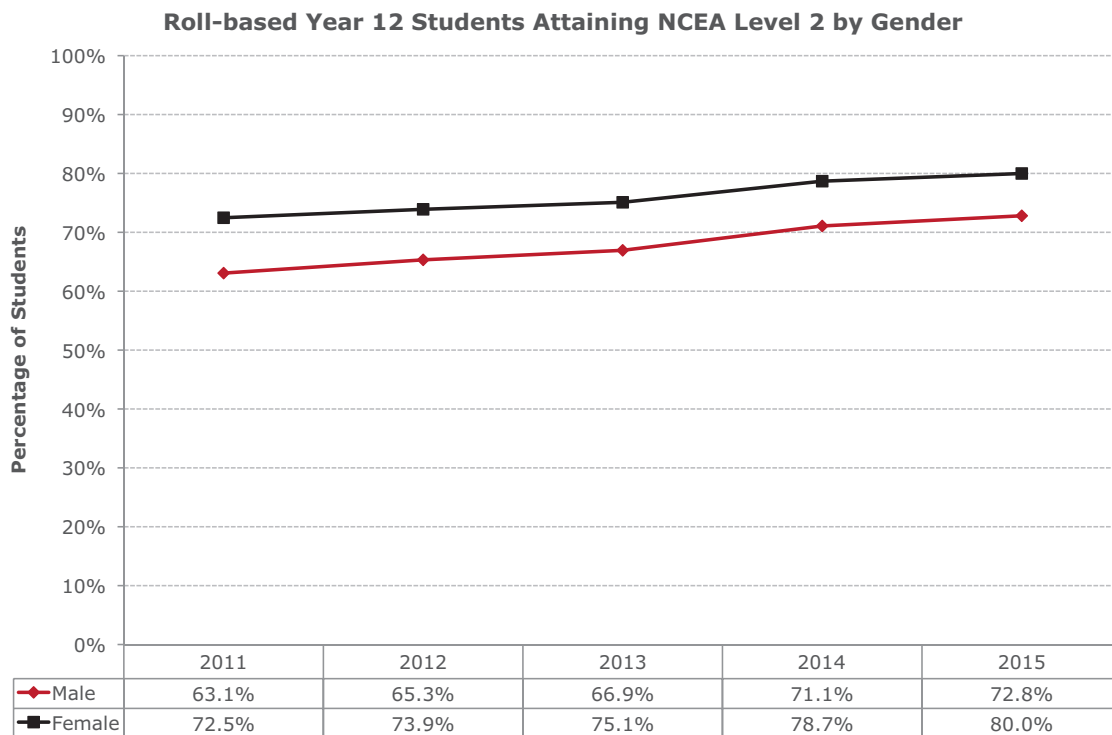


Figure 3. Roll-based attainment rates of NCEA Level 2 by gender.

Achievement in NCEA and University Entrance

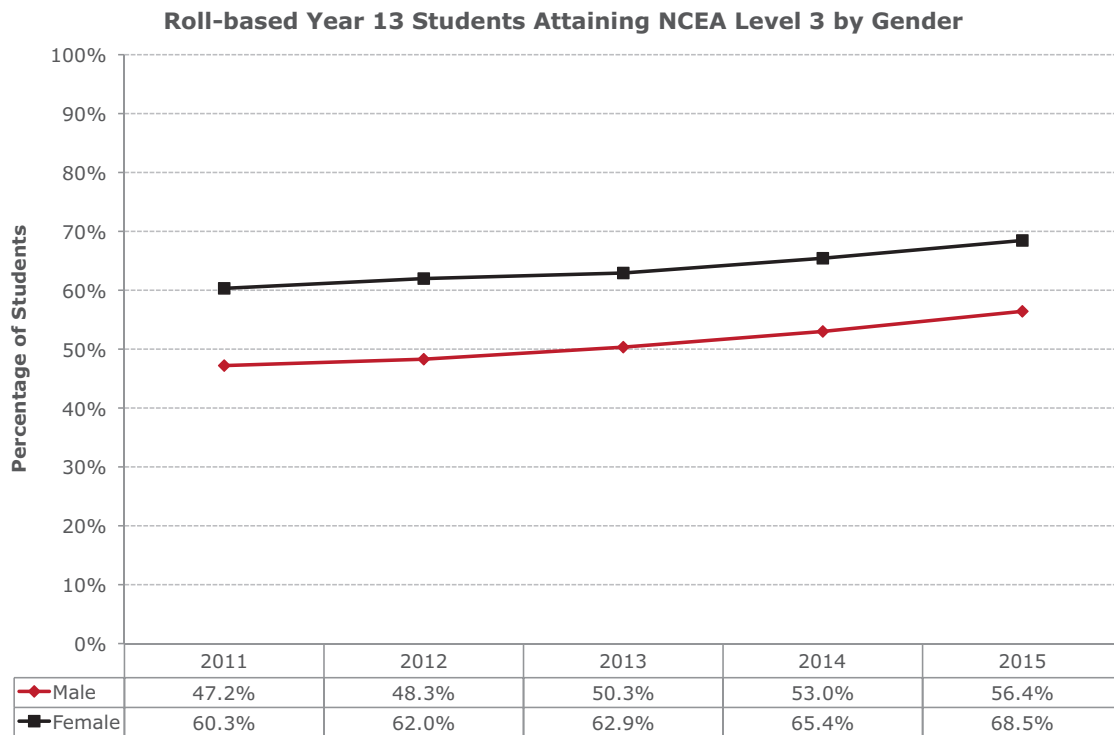


Figure 4. Roll-based attainment rates of NCEA Level 3 by gender.

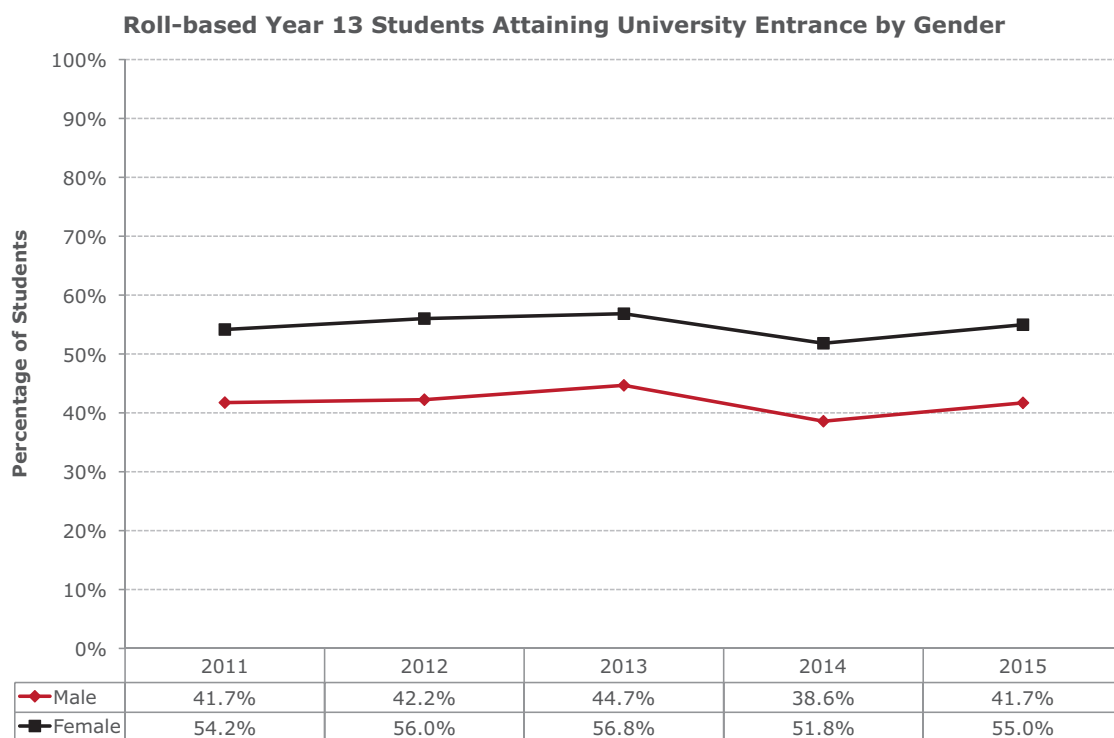


Figure 5. Roll-based attainment rates of UE by gender.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

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

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

From 2011 to 2015, there was an upward trend in attainment rates across the three NCEA levels for all four ethnicities.

Ethnicity attainment rates for UE shown in Figure 9 declined in 2014 from 2013 due to a policy change in UE requirements.

The ethnicity attainment rates for 2015 have increased from their 2014 percentages as expected.



Achievement in NCEA and University Entrance

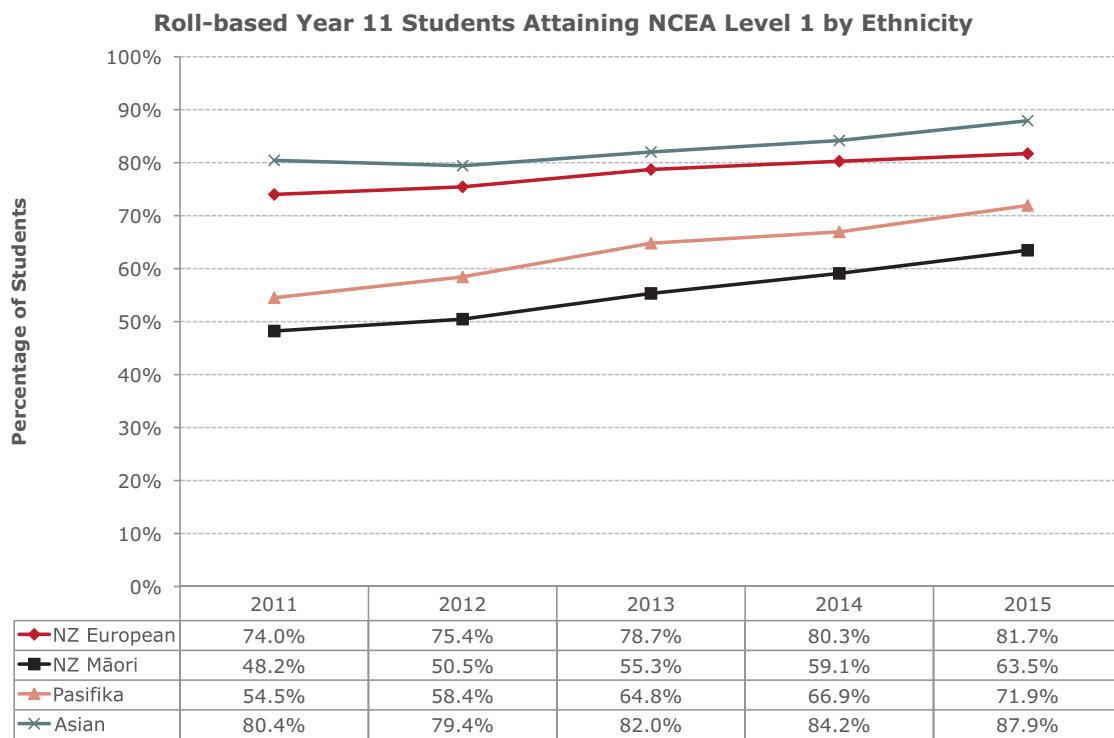


Figure 6. Roll-based attainment rates of NCEA Level 1 by ethnicity.

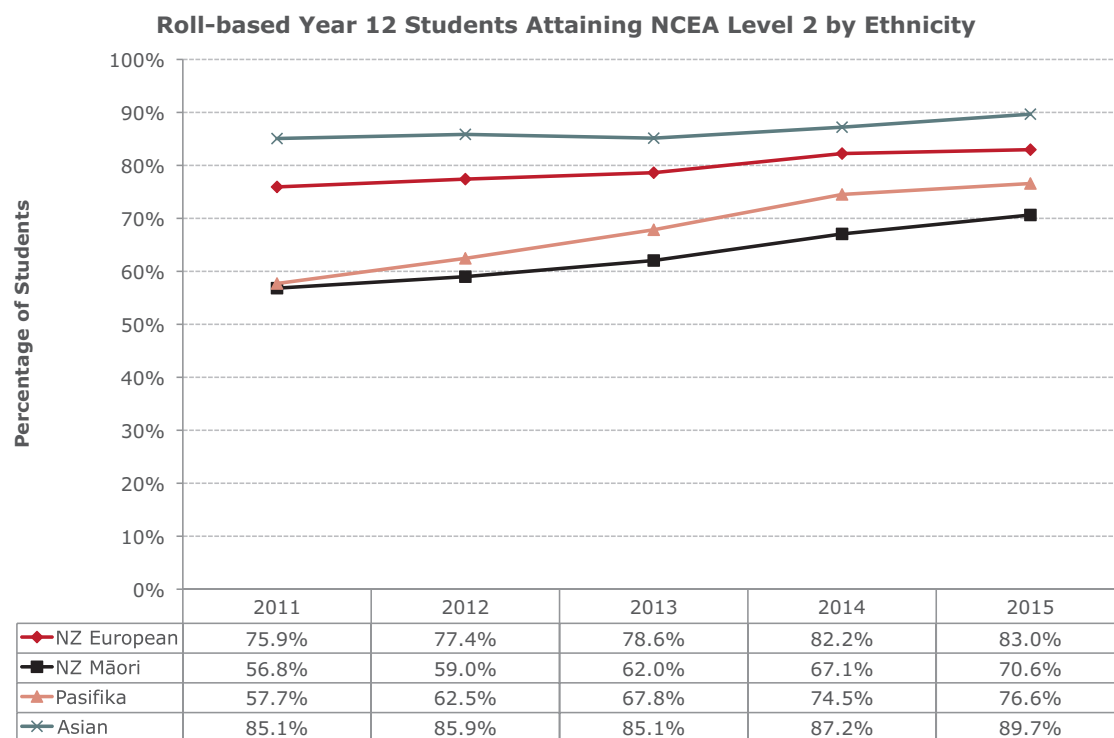


Figure 7. Roll-based attainment rates of NCEA Level 2 by ethnicity.

Achievement in NCEA and University Entrance

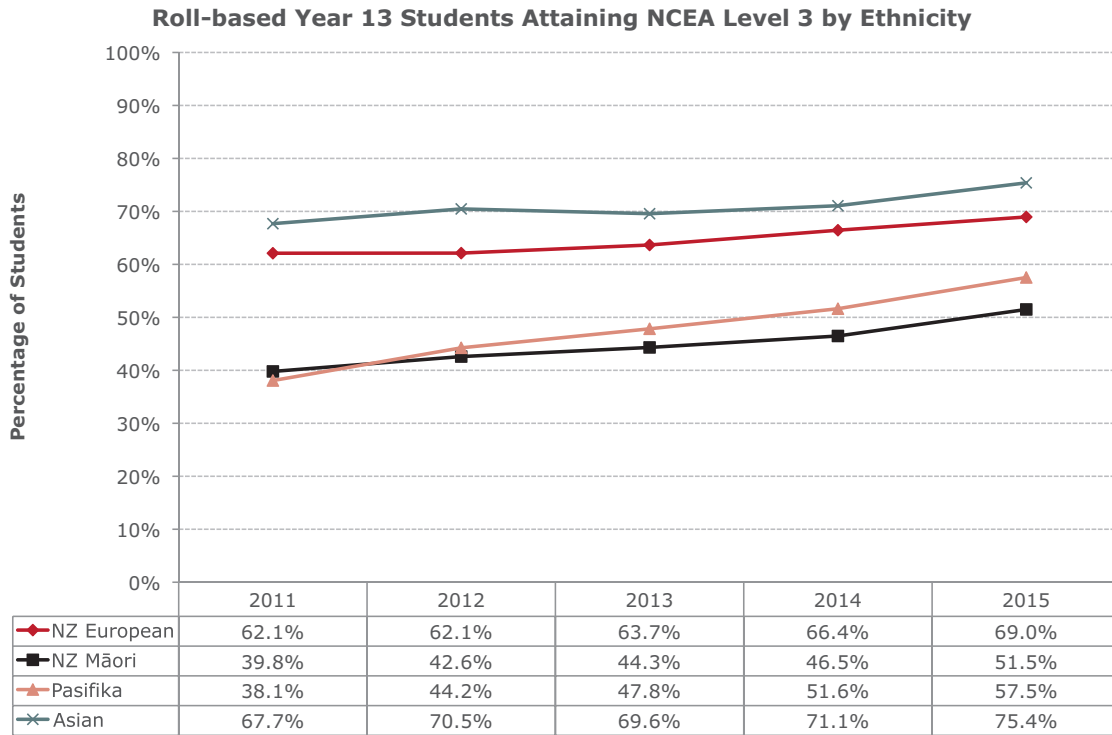


Figure 8. Roll-based attainment rates of NCEA Level 3 by ethnicity.

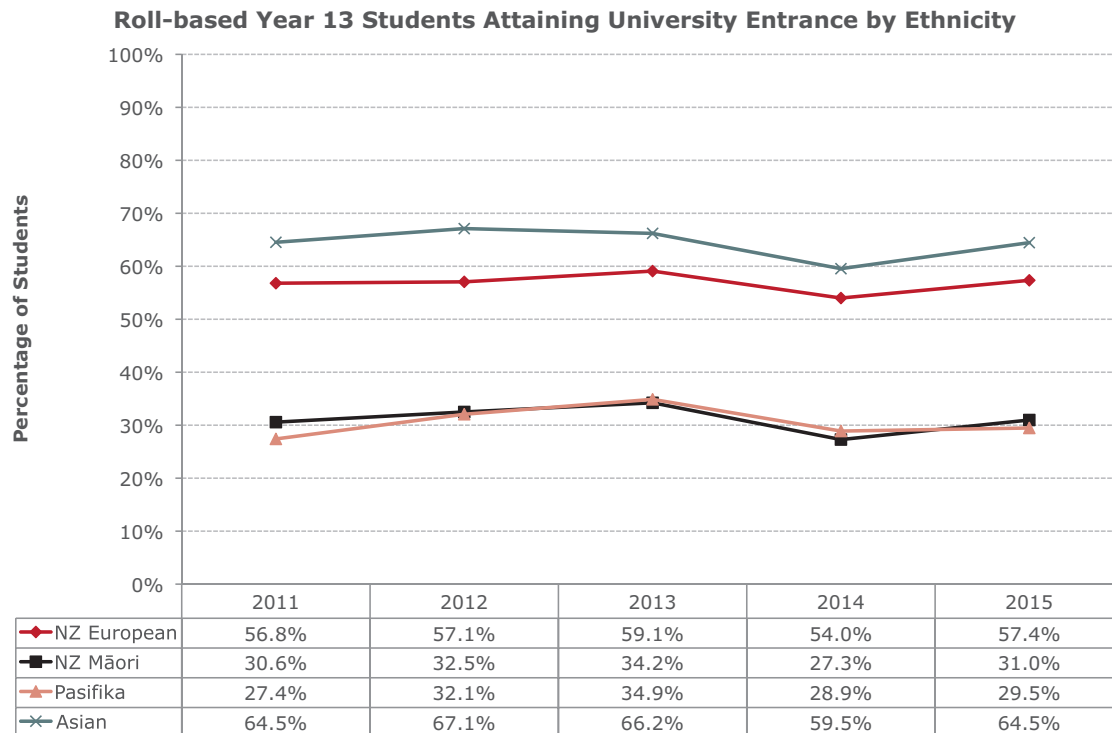


Figure 9. Roll-based attainment rates of UE by ethnicity.

Achievement in NCEA and University Entrance

Statistics by School Decile Band

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

There are a few schools with no specified decile bands, and their data 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.

From 2011 to 2015, there was an upward trend in attainment rates across the three NCEA levels for all three school decile bands. School decile band attainment rates for UE shown in Figure 13 declined in 2014 from 2013 due to a policy change in UE requirements. The school decile band attainment rates for 2015 have increased from their 2014 percentages as expected.

Achievement in NCEA and University Entrance

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

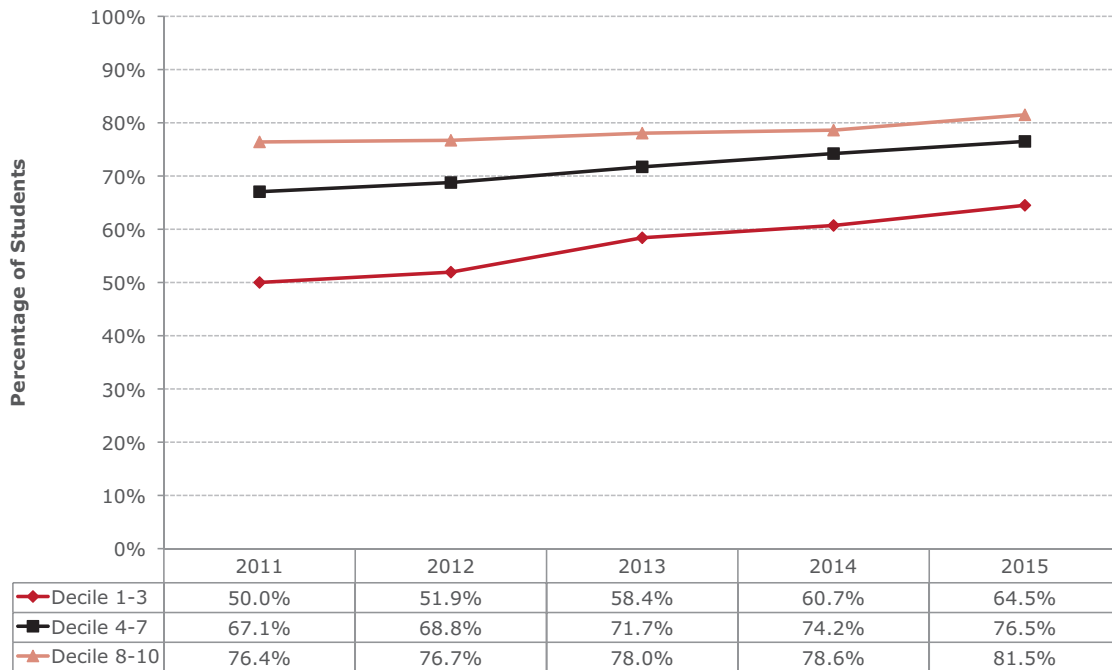


Figure 10. Roll-based attainment rates of NCEA Level 1 by school decile band.

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

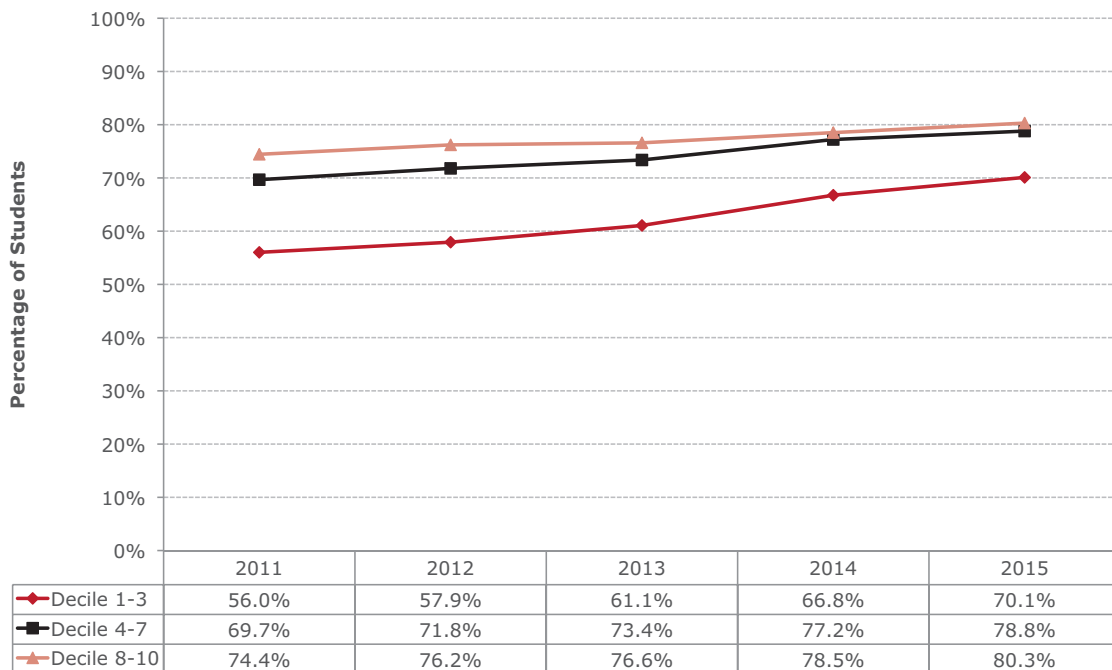


Figure 11. Roll-based attainment rates of NCEA Level 2 by school decile band.

Achievement in NCEA and University Entrance

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

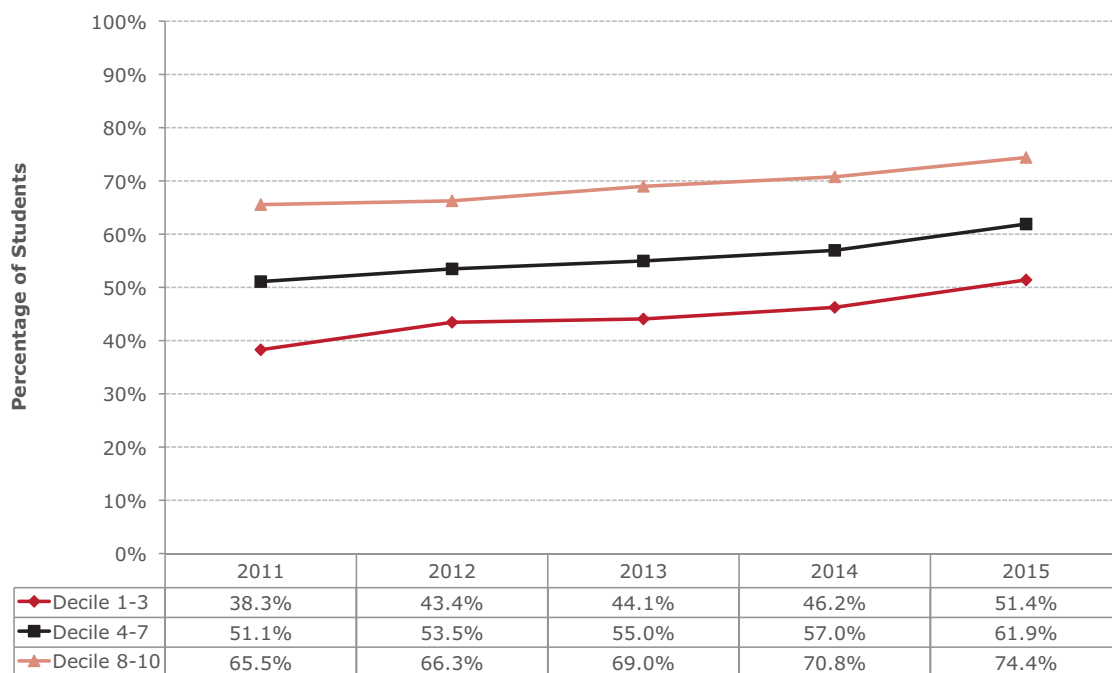


Figure 12. Roll-based attainment rates of NCEA Level 3 by school decile band.

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

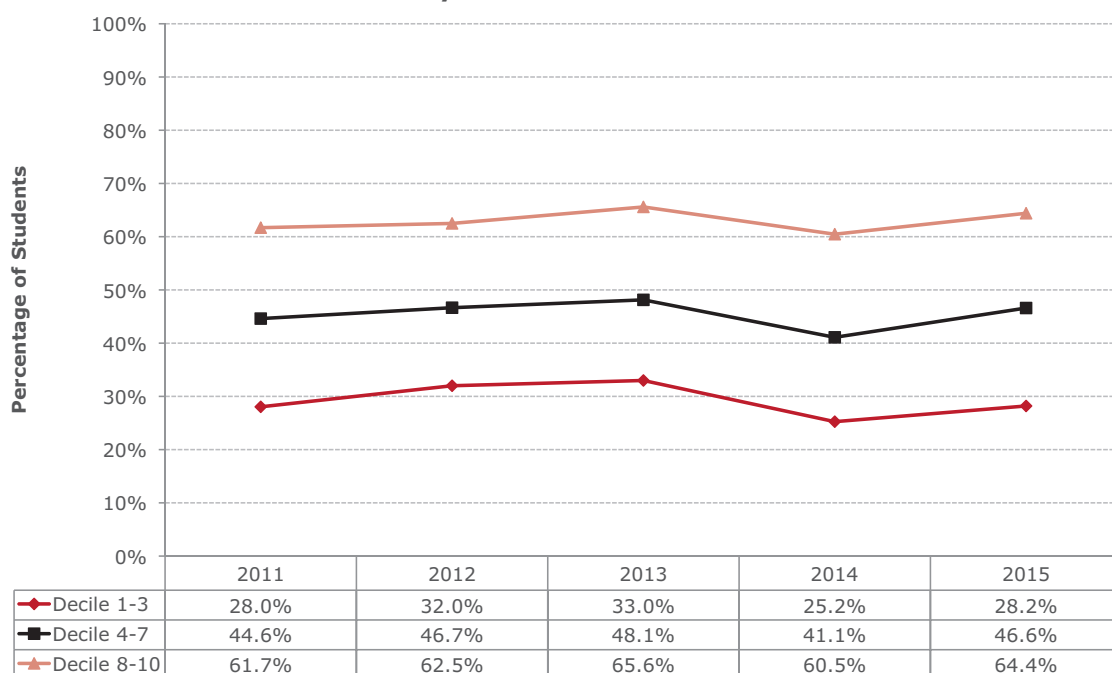


Figure 13. Roll-based attainment rates of UE by school decile band.

Achievement in NCEA and University Entrance

Participating Cohort Statistics

Senior students generally strive for attainment of each level of NCEA qualification, and 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, it would be 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 in this section are the percentage of the Participating cohort for each qualification, attaining the qualification by the end of the typical year of doing so.

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

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

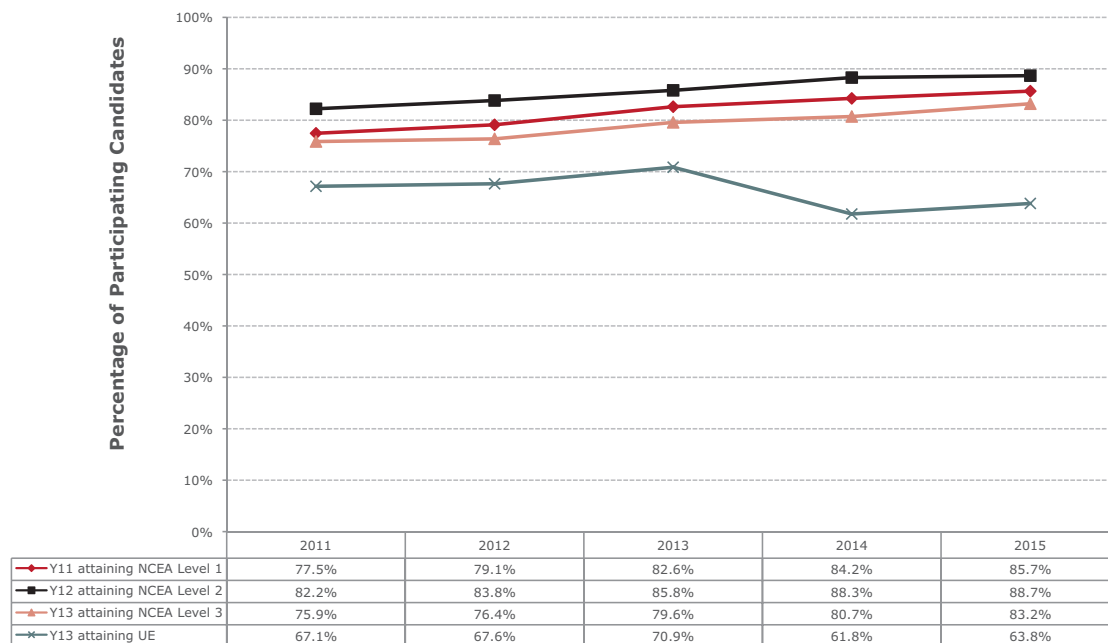


Figure 14. Participation-based attainment rates of Year 11-13 students attaining NCEA Levels 1-3 and UE.



Achievement in NCEA and University Entrance

Statistics by Gender

Figures 15-18 compare the male and female attainment rates of the appropriate Participating cohorts from 2011 to 2015.

The attainment rates for both genders have trended upwards from 2011 to 2015 across all three NCEA levels. Male and female attainment rates for UE shown in Figure 18 declined in 2014 from 2013 due to a policy change in UE requirements, and subsequently rose in 2015.

Achievement in NCEA and University Entrance

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

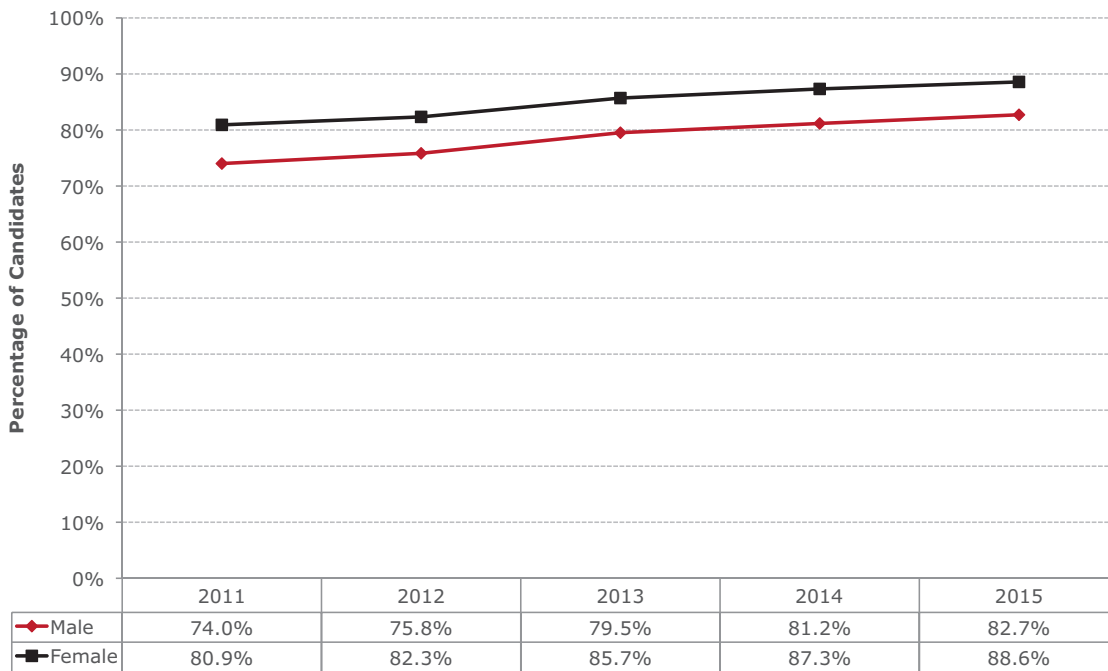


Figure 15. Participation-based attainment rates of NCEA Level 1 by gender.

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

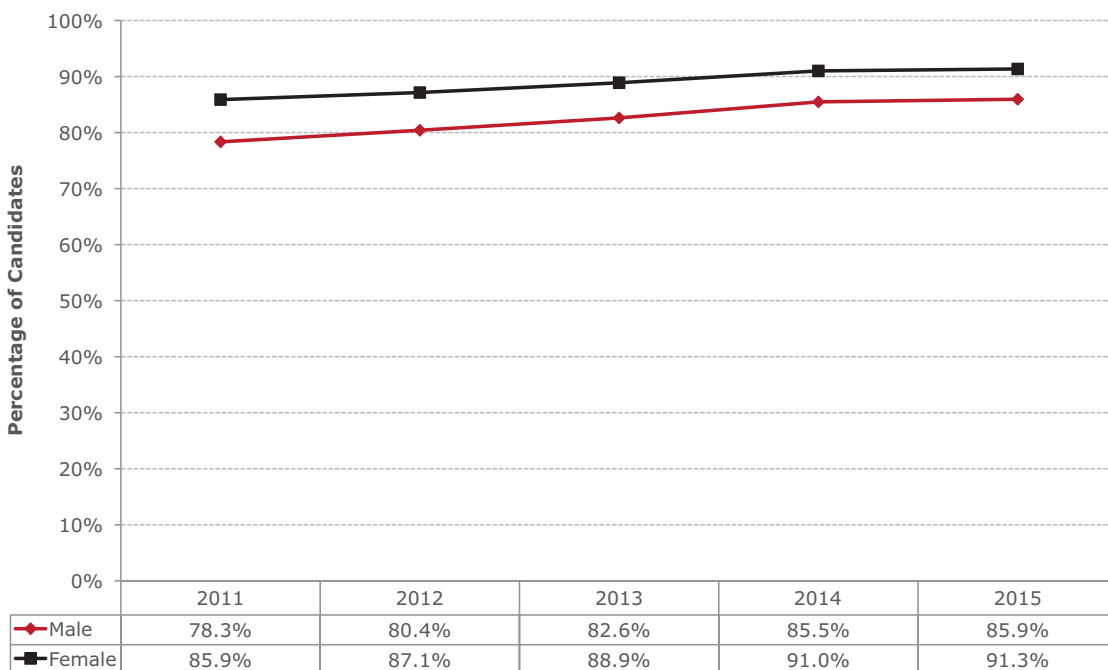


Figure 16. Participation-based attainment rates of NCEA Level 2 by gender.

Achievement in NCEA and University Entrance

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

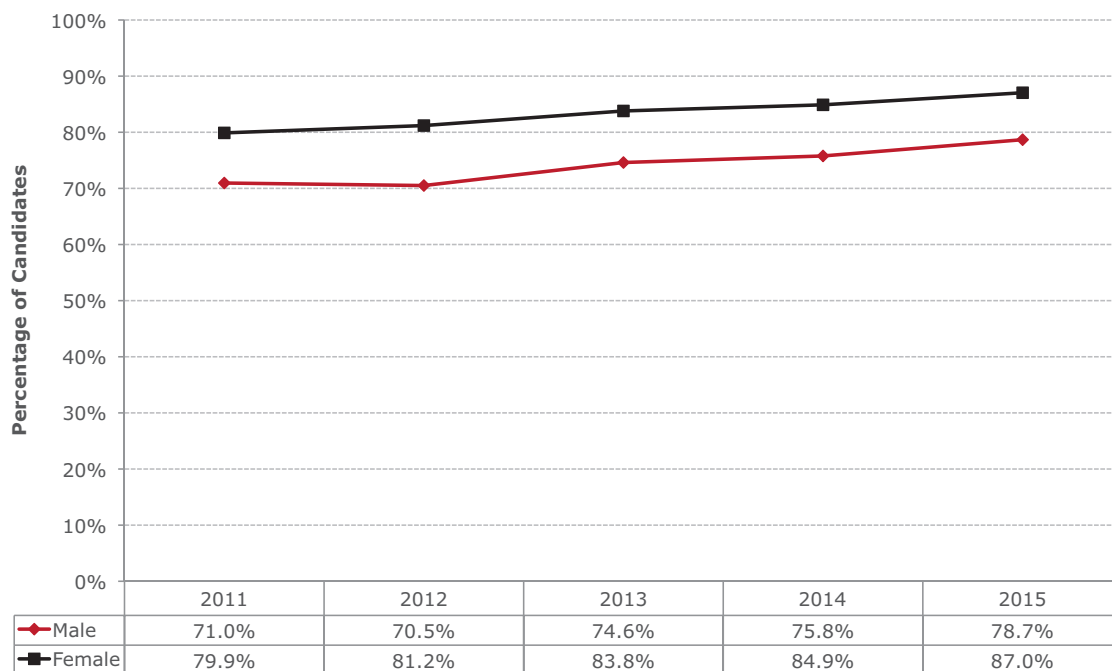


Figure 17. Participation-based attainment rates of NCEA Level 3 by gender.

Participating University Entrance Candidates in Year 13 Attaining UE by Gender

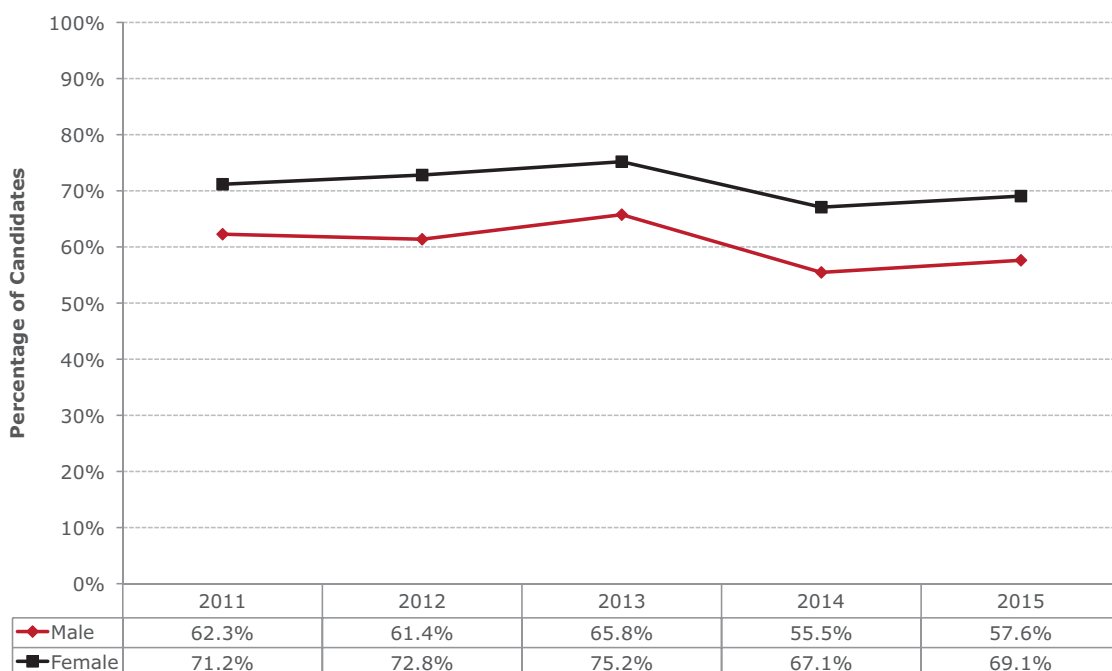


Figure 18. Participation-based attainment rates of UE by gender.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 19-22 show Participating cohort 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 2011 to 2015, there is an upward trend in attainment rates at NCEA Level 1, NCEA Level 2, and NCEA Level 3 for all four ethnicities. Attainment rates for UE shown in Figure 22 declined in 2014 from 2013 due to a policy change in UE requirements, and subsequently increased in 2015 for New Zealand European, New Zealand Māori and Asian students.



Achievement in NCEA and University Entrance

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

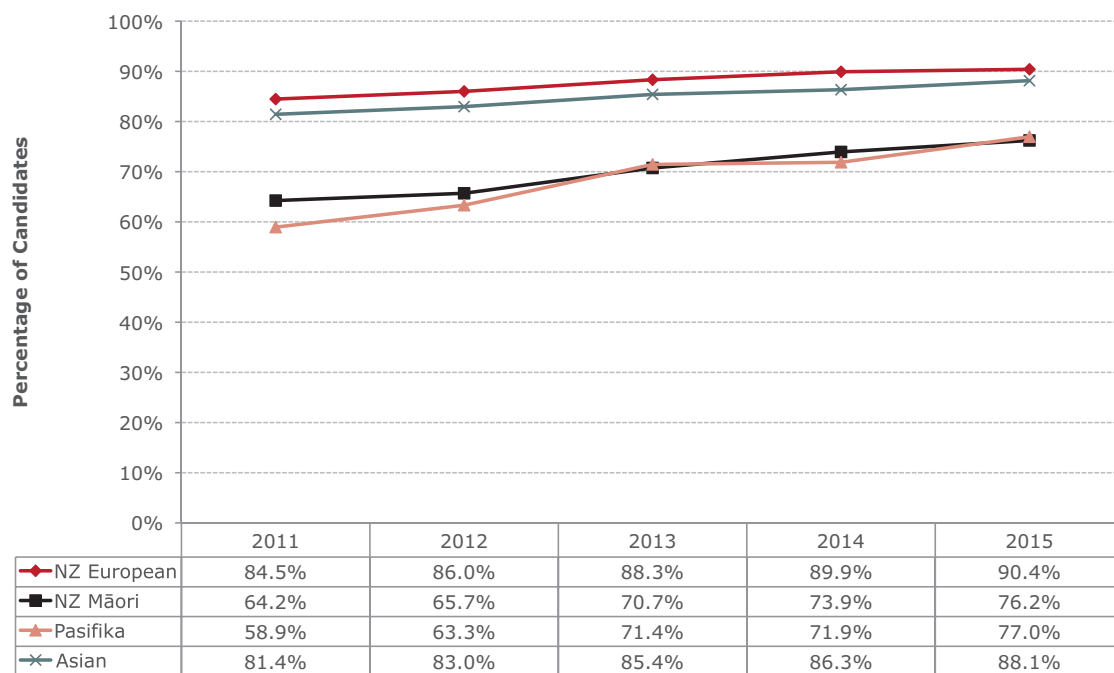


Figure 19. Participation-based attainment rates of NCEA Level 1 by ethnicity.

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

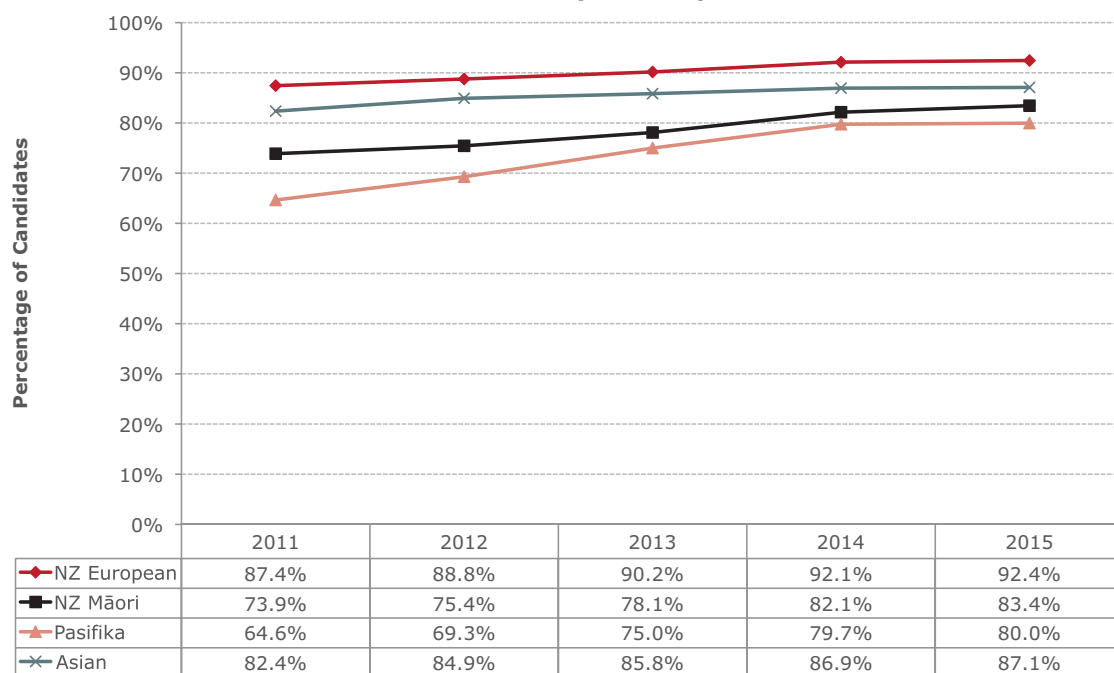


Figure 20. Participation-based attainment rates of NCEA Level 2 by ethnicity.

Achievement in NCEA and University Entrance

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

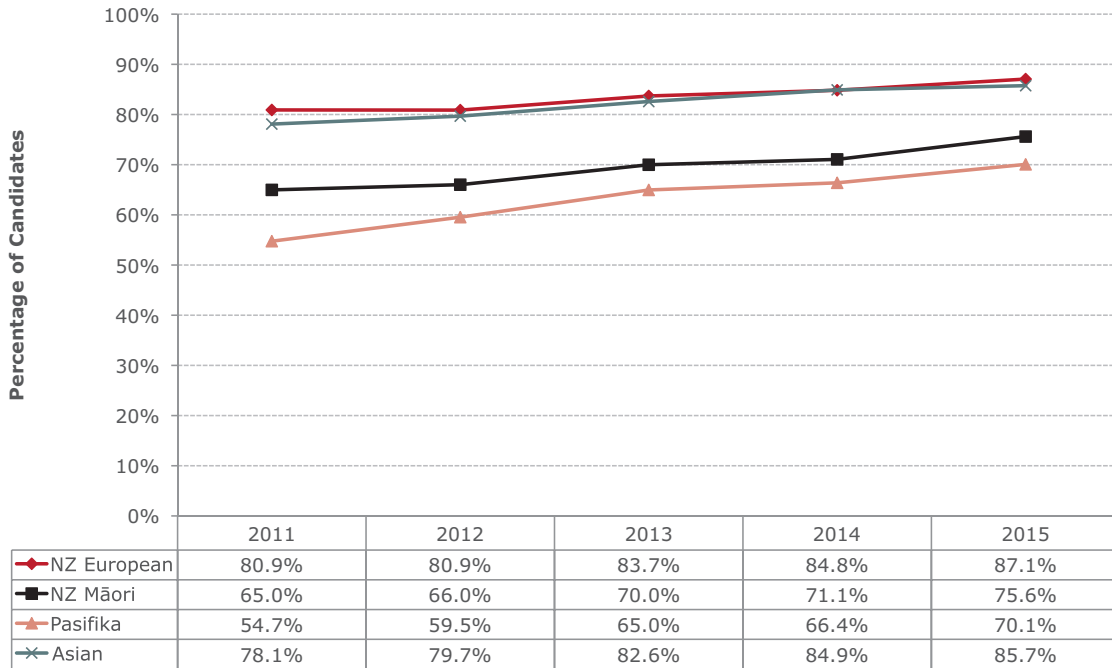


Figure 21. Participation-based attainment rates of NCEA Level 3 by ethnicity.

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

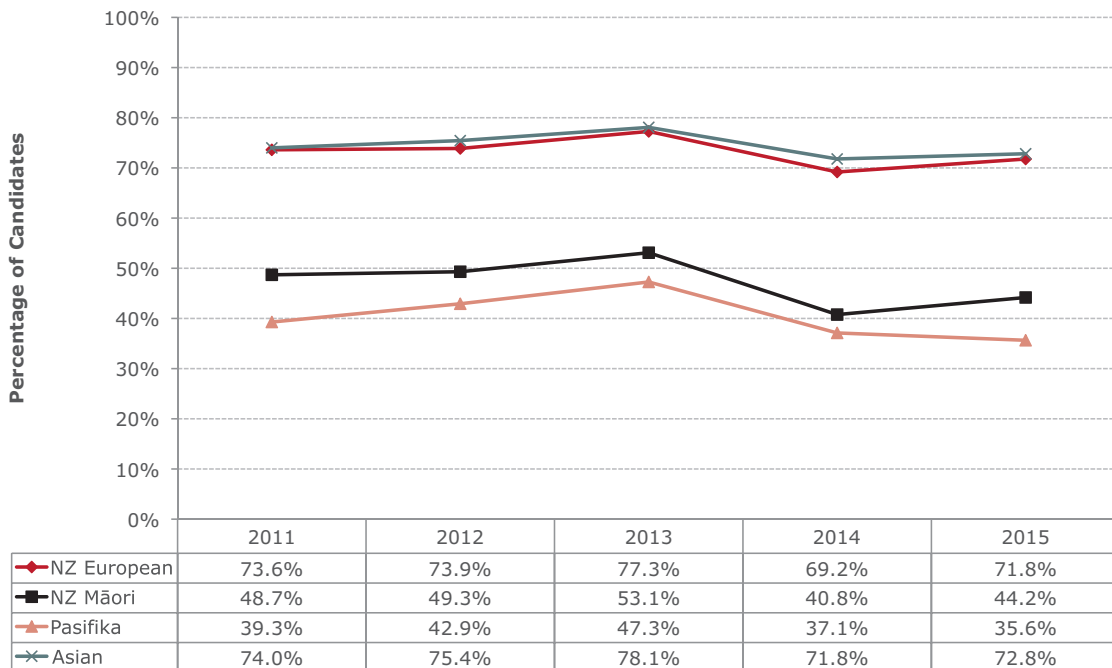


Figure 22. Participation-based attainment rates of UE by ethnicity.



Achievement in NCEA and University Entrance

Statistics by School Decile Band

Figures 23-26 compare the attainment rates of the appropriate Participating cohorts by school decile bands from 2011 to 2015.

From 2011 to 2015, there is an upward trend in attainment rates at NCEA Level 1, NCEA Level 2, and NCEA Level 3 for each of the school decile bands. Attainment rates for UE shown in Figure 26 declined in 2014 from 2013 due to a policy change in UE requirements, and subsequently rose in 2015.

Achievement in NCEA and University Entrance

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

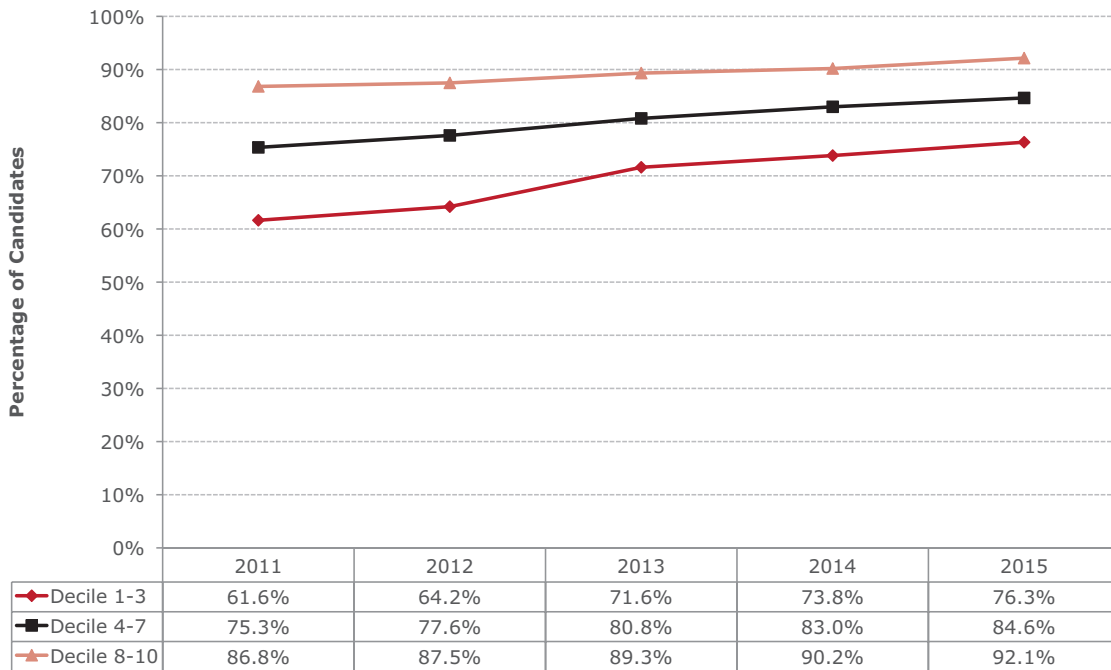


Figure 23. Participation-based attainment rates of NCEA Level 1 by school decile band.

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

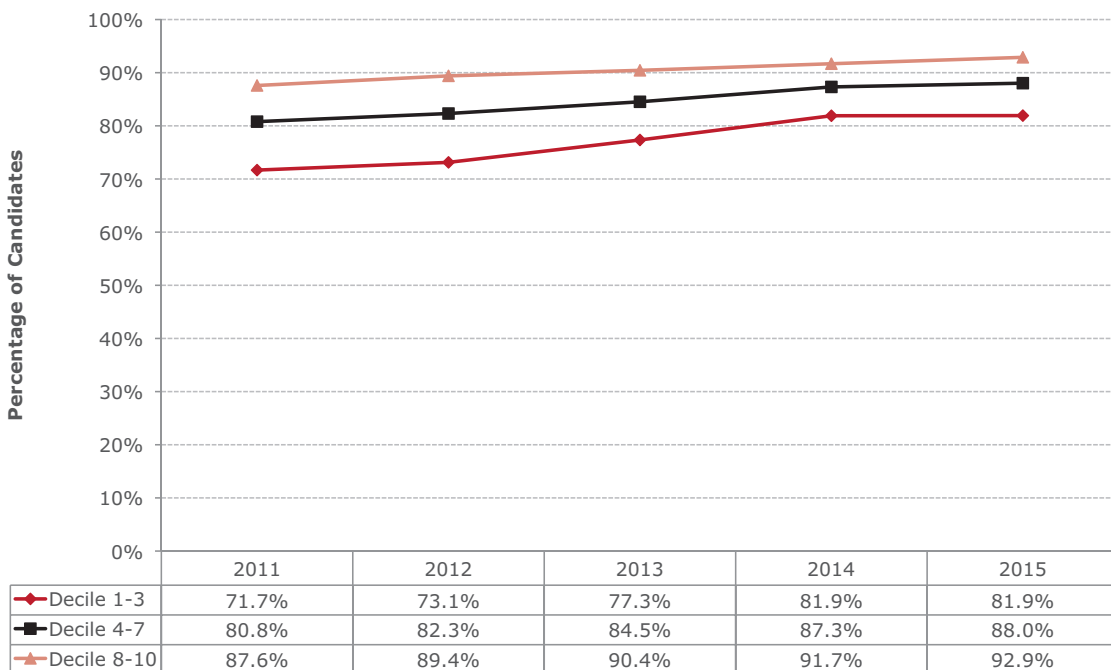


Figure 24. Participation-based attainment rates of NCEA Level 2 by school decile band.

Achievement in NCEA and University Entrance

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

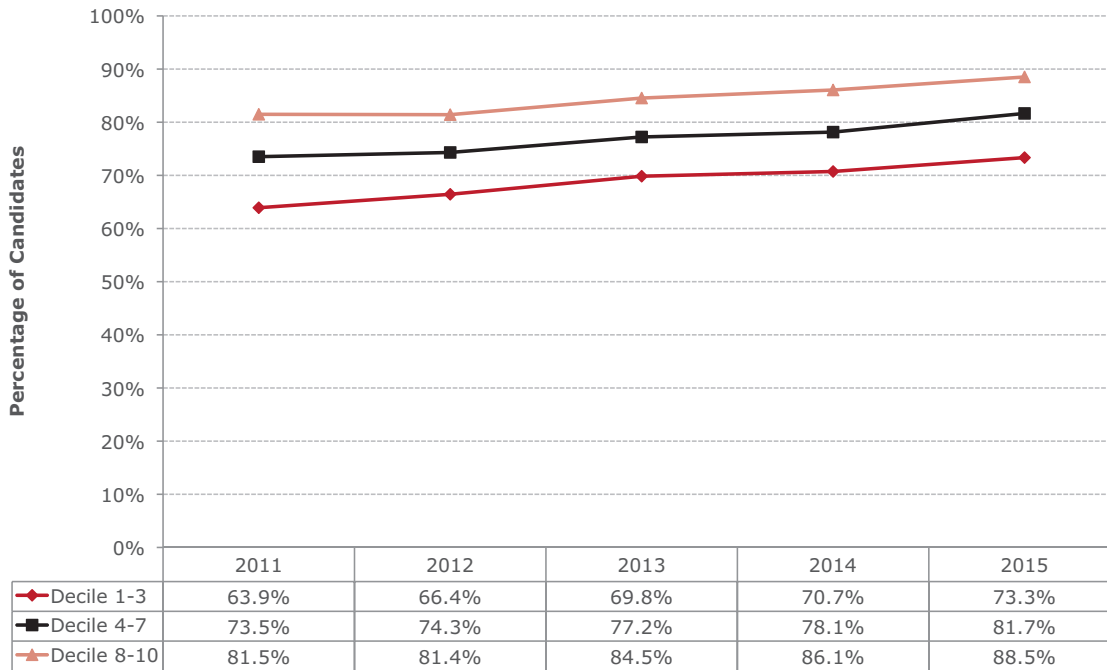


Figure 25. Participation-based attainment rates of NCEA Level 3 by school decile band.

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

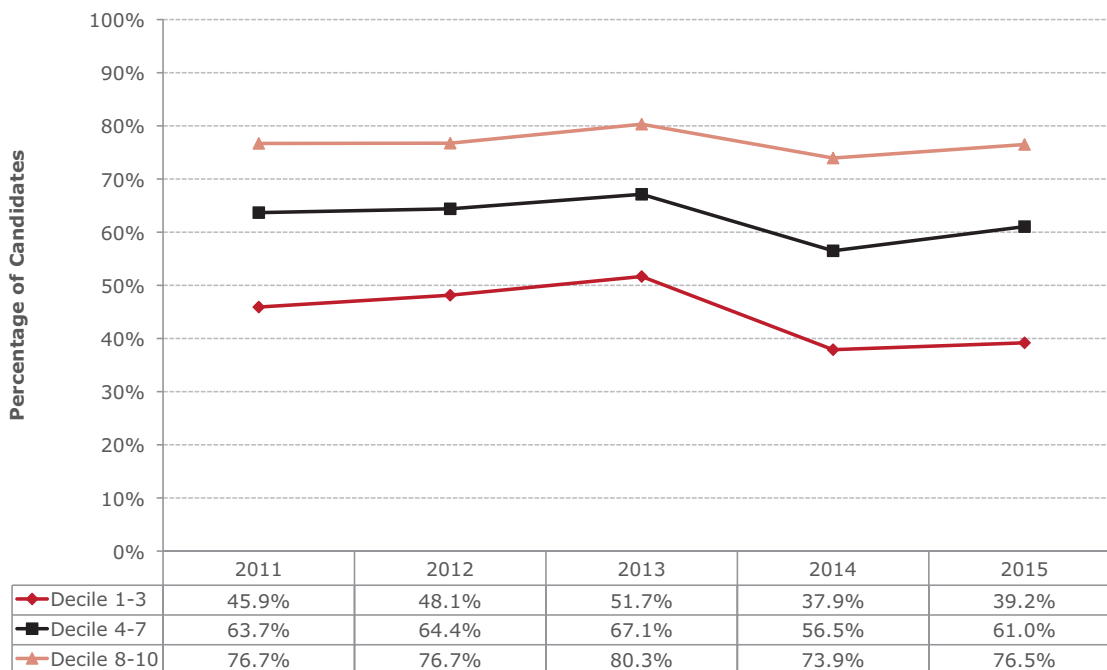


Figure 26. Participation-based attainment rates of UE by school decile band.

Achievement in NCEA and University Entrance

Tracked Year 11 Cohort Statistics

Figures 27-29 show the attainment rates as percentages of the Tracked 2013 Year 11 cohort. The Tracked 2013 Year 11 cohort is formed from the students in the 2013 Enrolled Students cohort who were Year 11 students. Students who leave school before the end of 2015 remain a part of the cohort, and their attainments up to their departure from schools are still counted. A detailed definition of the Tracked 2013 Year 11 cohort is found in **Appendix I**.

Figures 27-29 show the attainment percentages of NCEA Level 1, NCEA Level 2, and NCEA Level 3 of the Tracked 2013 Year 11 cohort for the years 2013-2015.

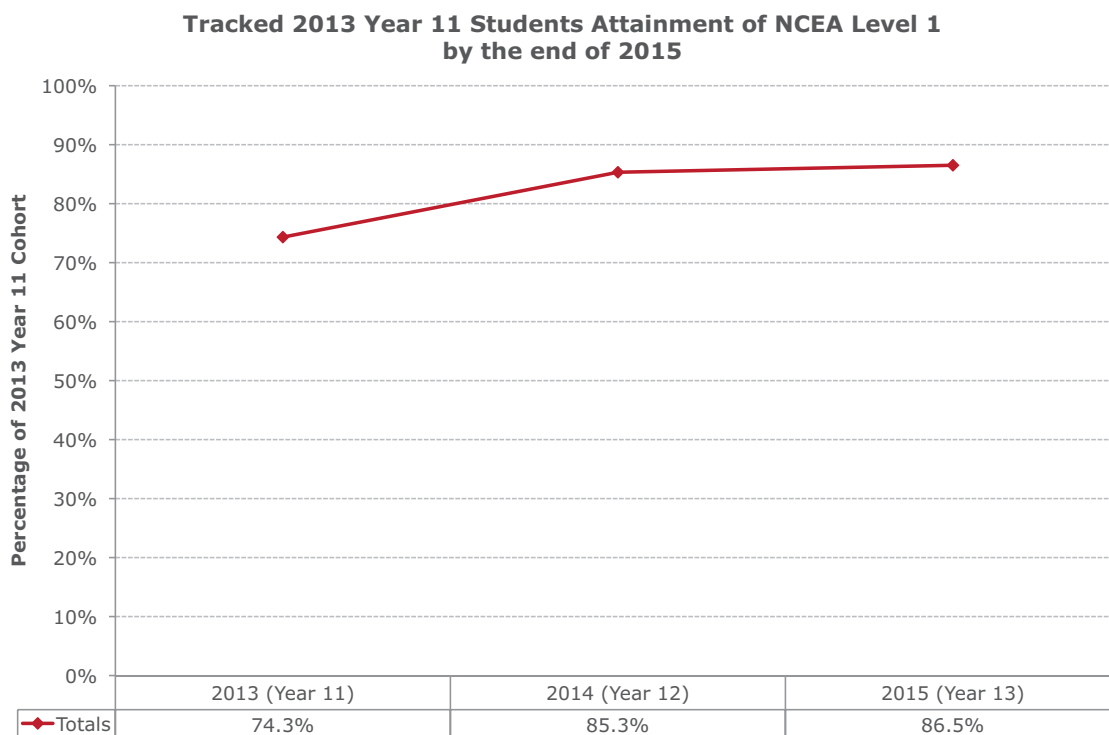


Figure 27. Attainment percentages of NCEA Level 1 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.



Achievement in NCEA and University Entrance

Tracked 2013 Year 11 Students Attainment of NCEA Level 2 by the end of 2015

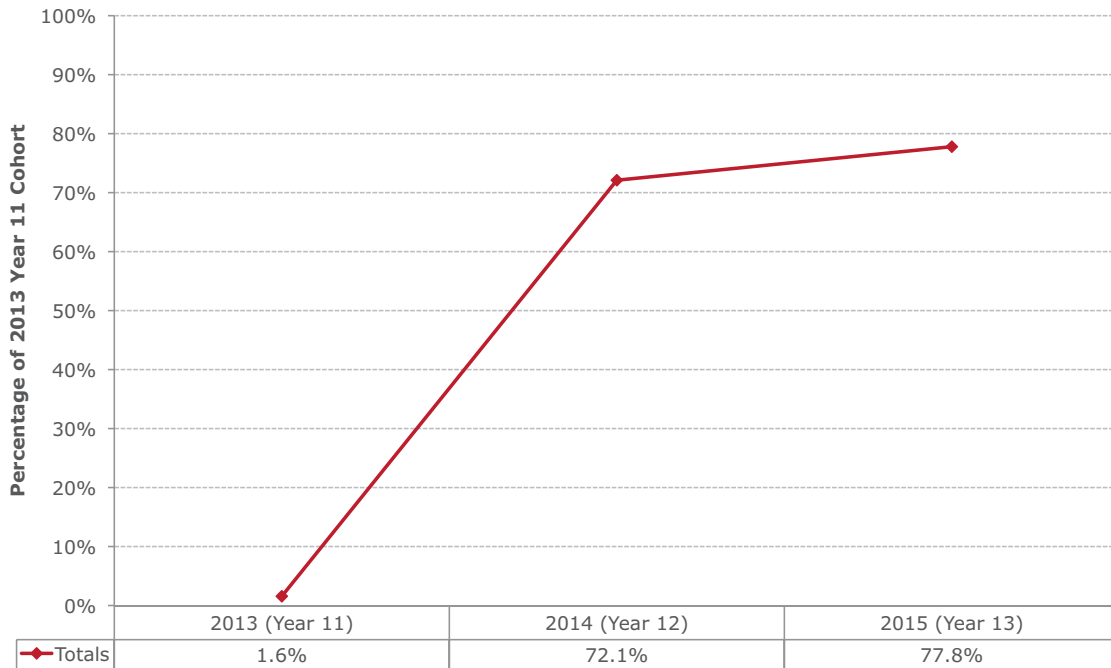


Figure 28. Attainment percentages of NCEA Level 2 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.

Tracked 2013 Year 11 Students Attainment of NCEA Level 3 by the end of 2015

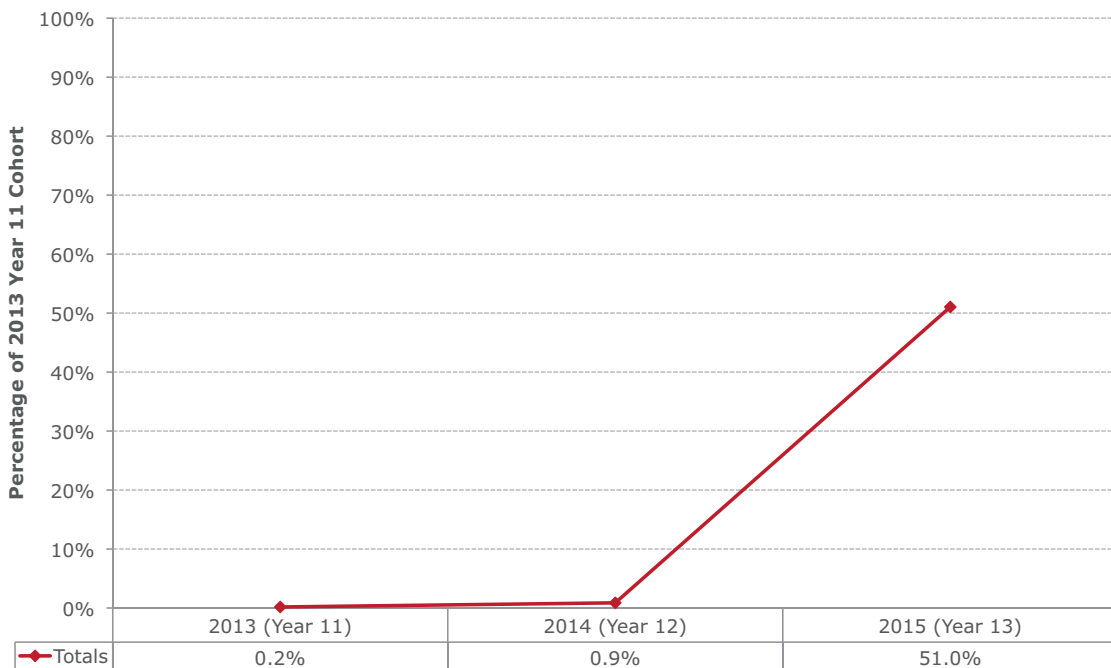


Figure 29. Attainment percentages of NCEA Level 3 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.

Achievement in NCEA and University Entrance

Statistics by Gender

Figures 30-32 show the male and female attainment rates of NCEA Level 1, NCEA Level 2, and NCEA Level 3 by the end of 2013, 2014, and 2015 of the Tracked 2013 Year 11 cohort.

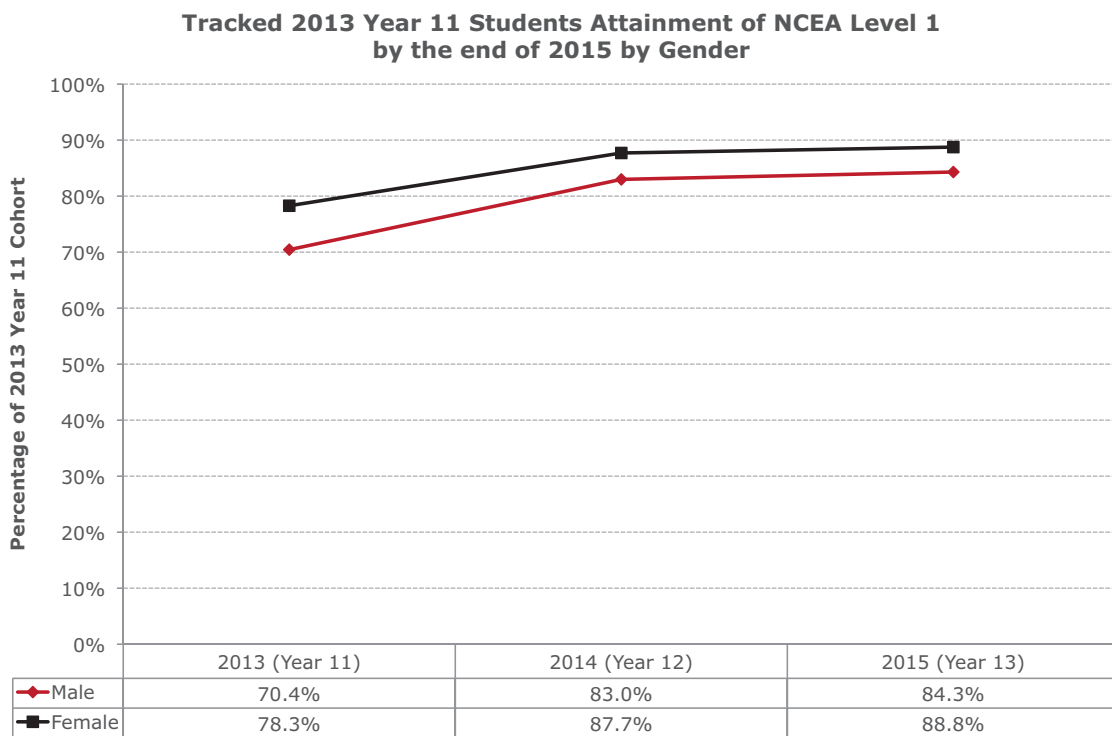


Figure 30. Attainment percentages by gender of NCEA Level 1 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.



Achievement in NCEA and University Entrance

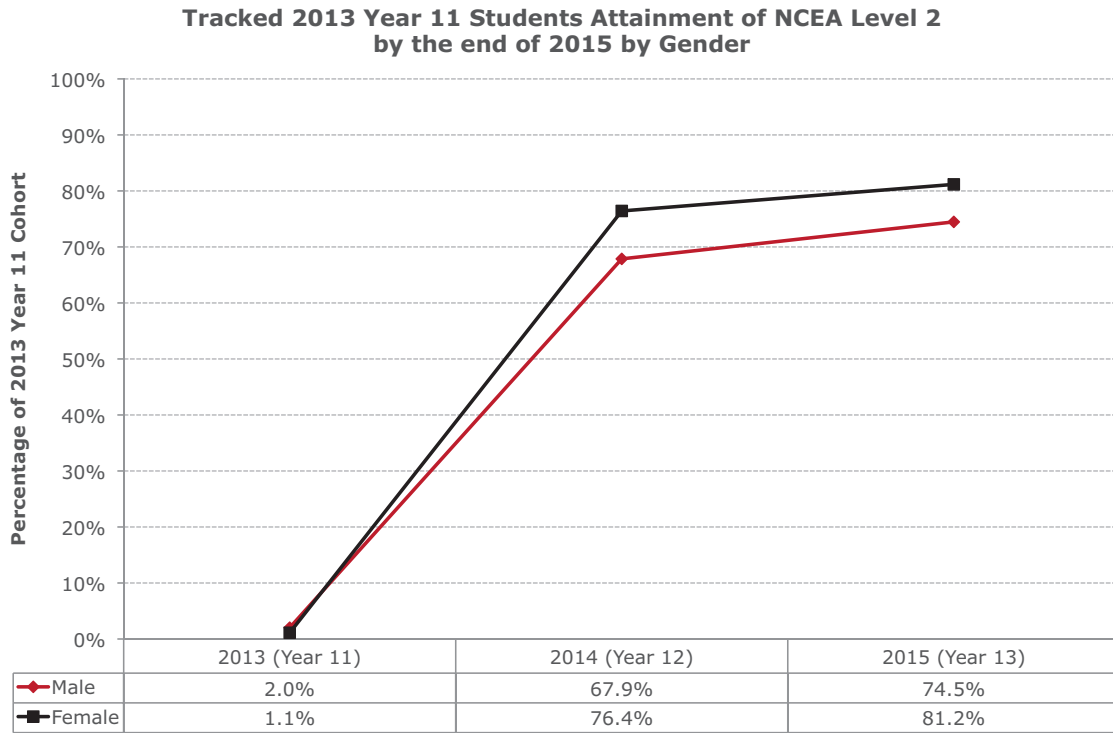


Figure 31. Attainment percentages by gender of NCEA Level 2 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.

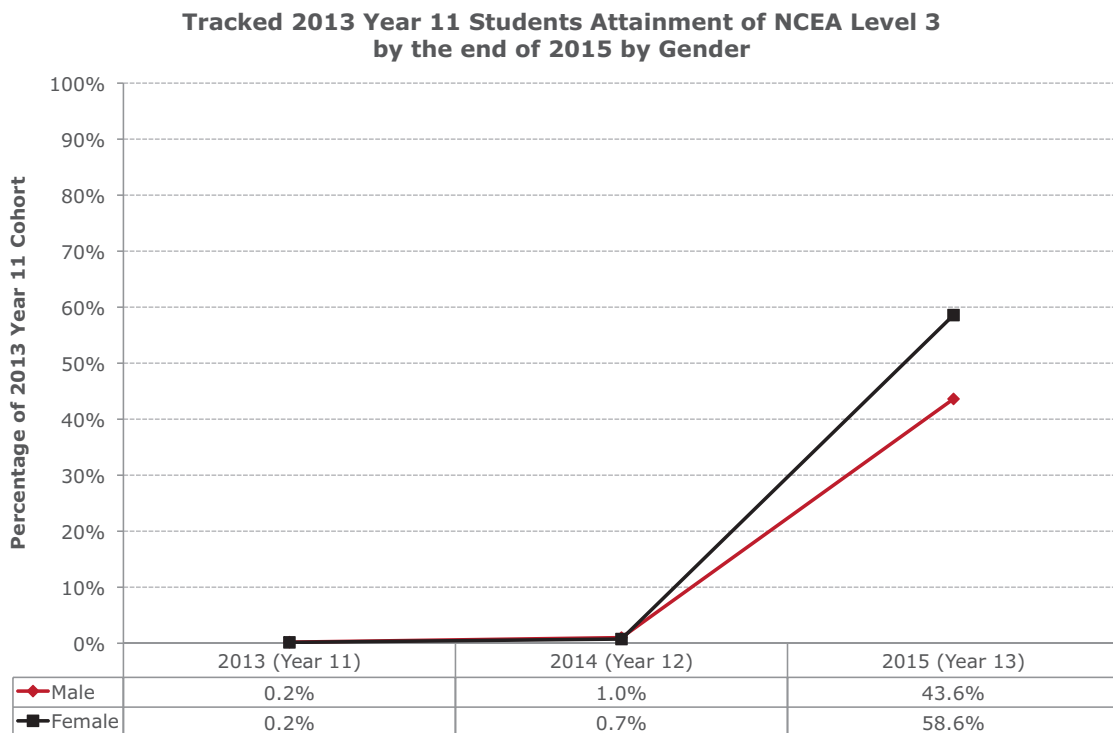


Figure 32. Attainment percentages by gender of NCEA Level 3 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 33-35 show the attainment rates of NCEA Levels 1-3 qualifications of the Tracked 2013 Year 11 cohort by ethnicity. The ethnicity stated in 2013 when the student became a member of the cohort is maintained throughout 2014 and 2015 even though the student may alter their ethnicity in 2014 or 2015.

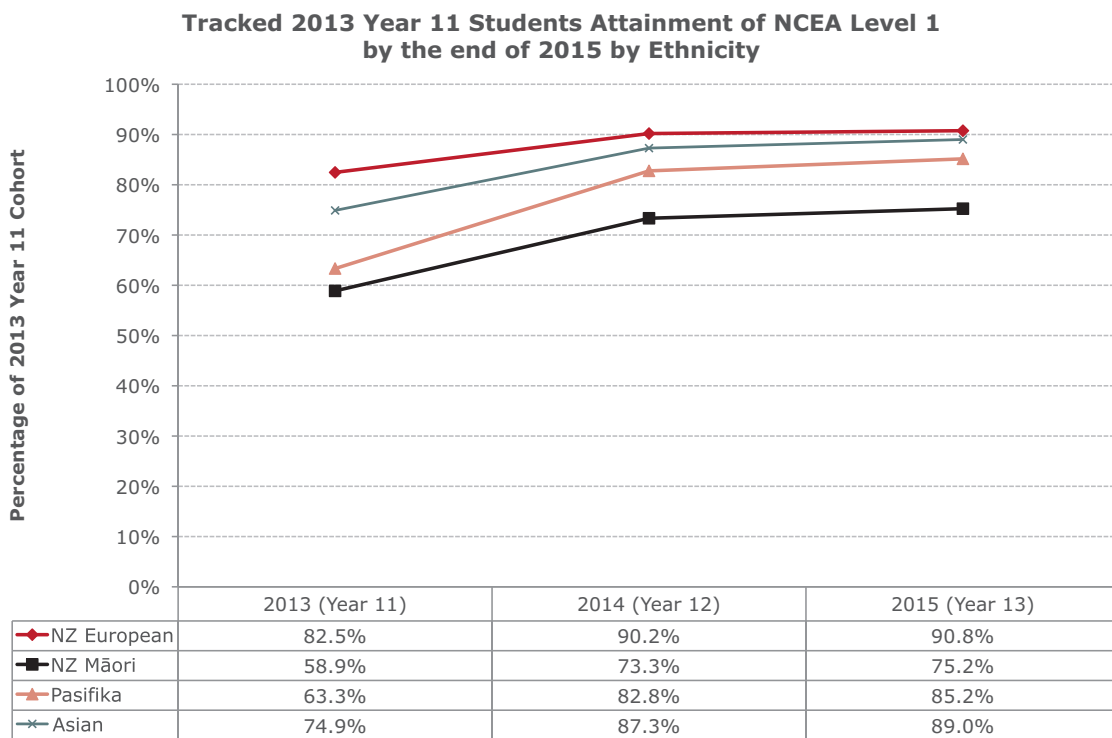


Figure 33. Attainment percentages by ethnicity of NCEA Level 1 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.



Achievement in NCEA and University Entrance

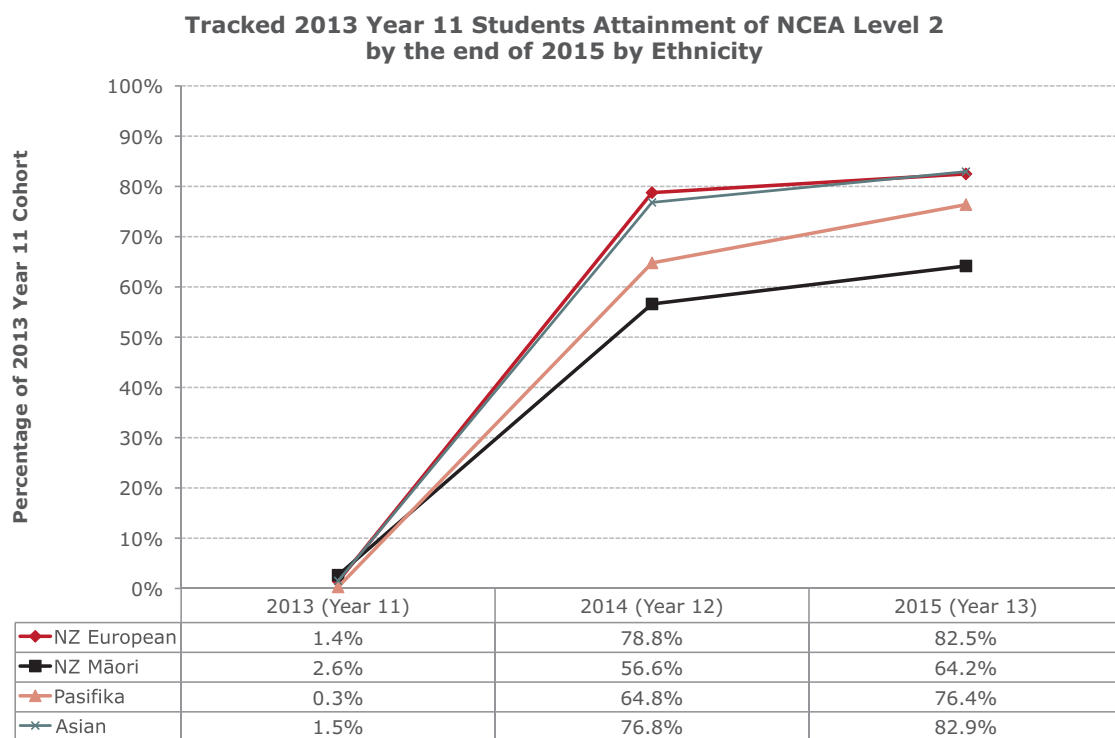


Figure 34. Attainment percentages by ethnicity of NCEA Level 2 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.

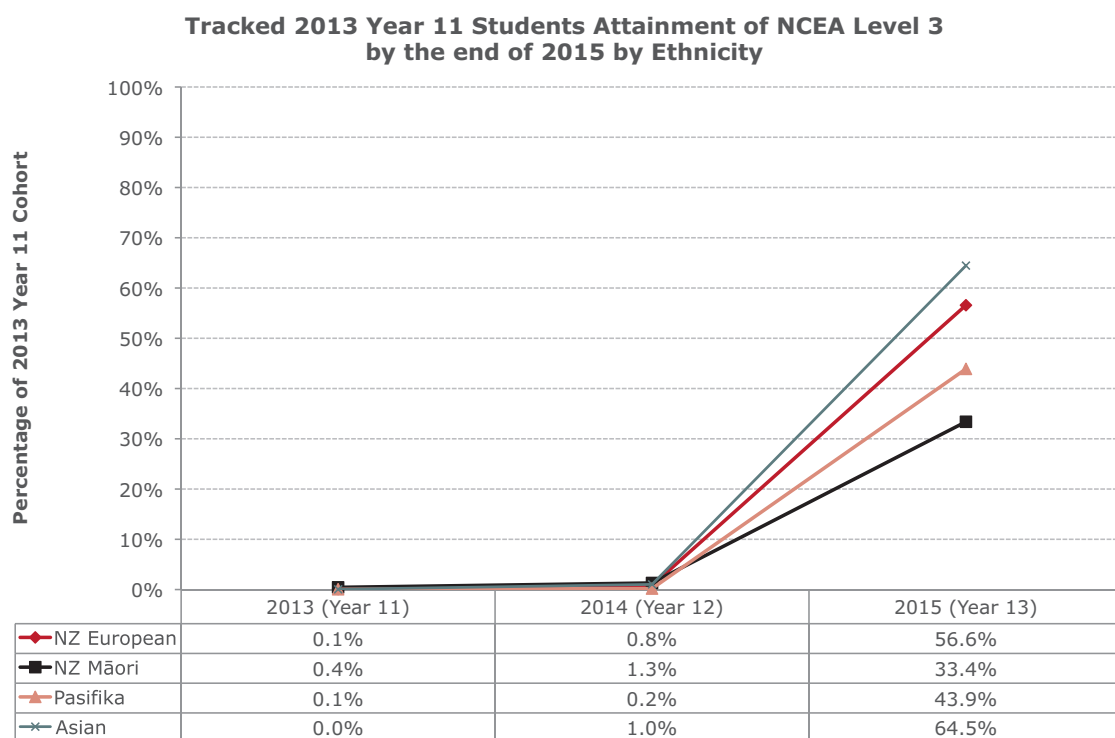


Figure 35. Attainment percentages by ethnicity of NCEA Level 3 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.

Achievement in NCEA and University Entrance

Statistics by School Decile Band

Figures 36-38 show the attainment rates of NCEA Levels 1-3 qualifications of the Tracked 2013 Year 11 cohort by School Decile Bands 1-3, 4-7, and 8-10.

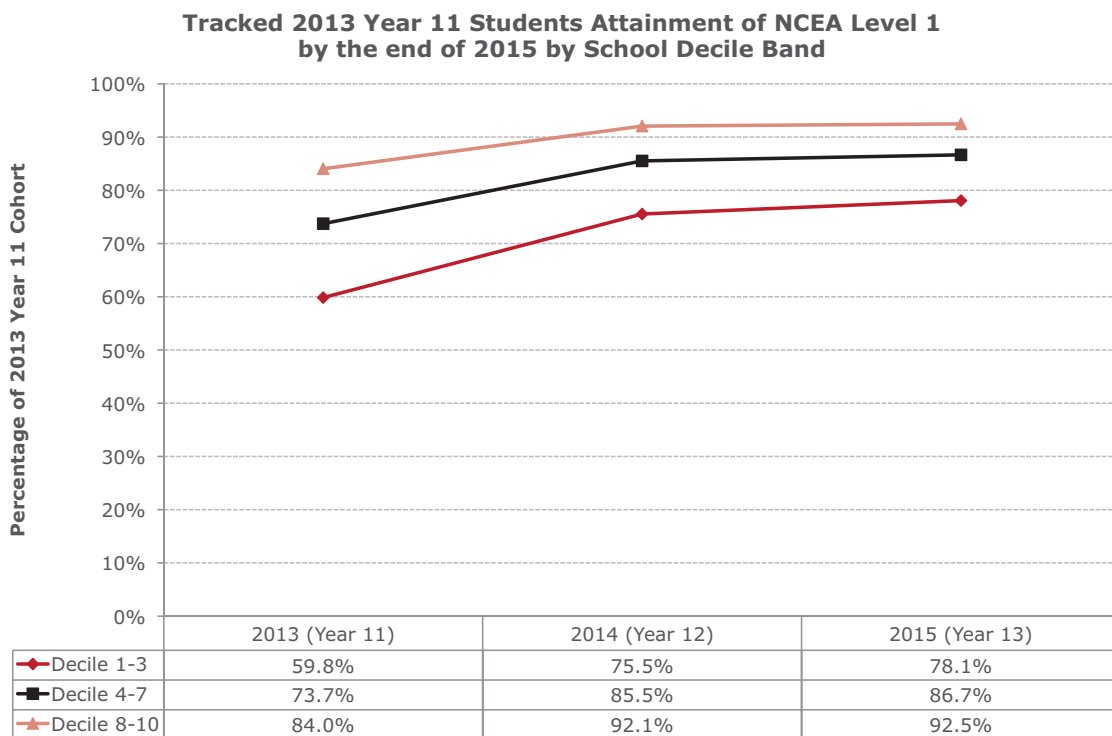


Figure 36. Attainment percentages by school decile band of NCEA Level 1 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.



Achievement in NCEA and University Entrance

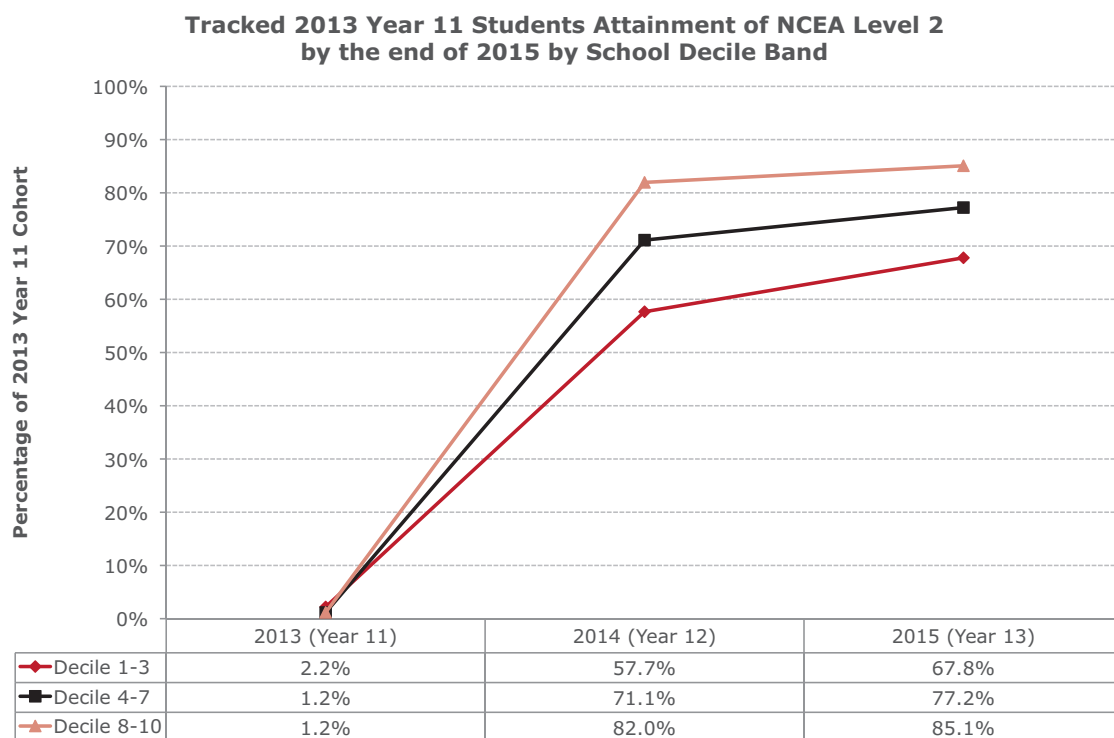


Figure 37. Attainment percentages by school decile band of NCEA Level 2 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.

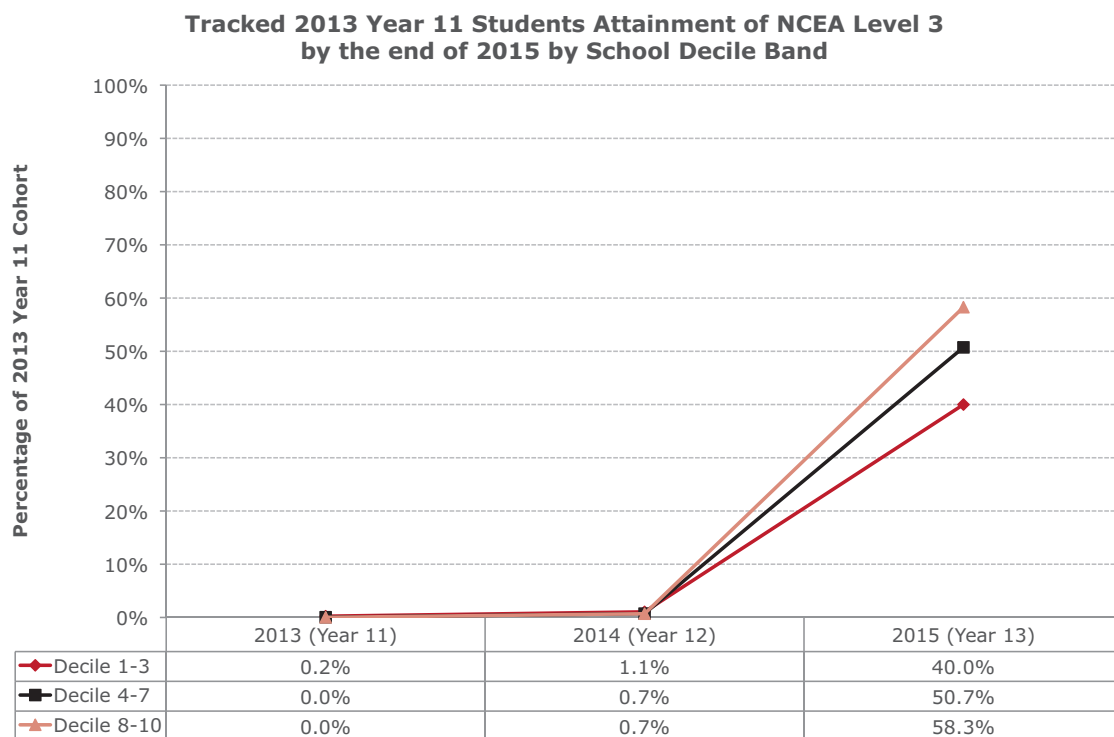
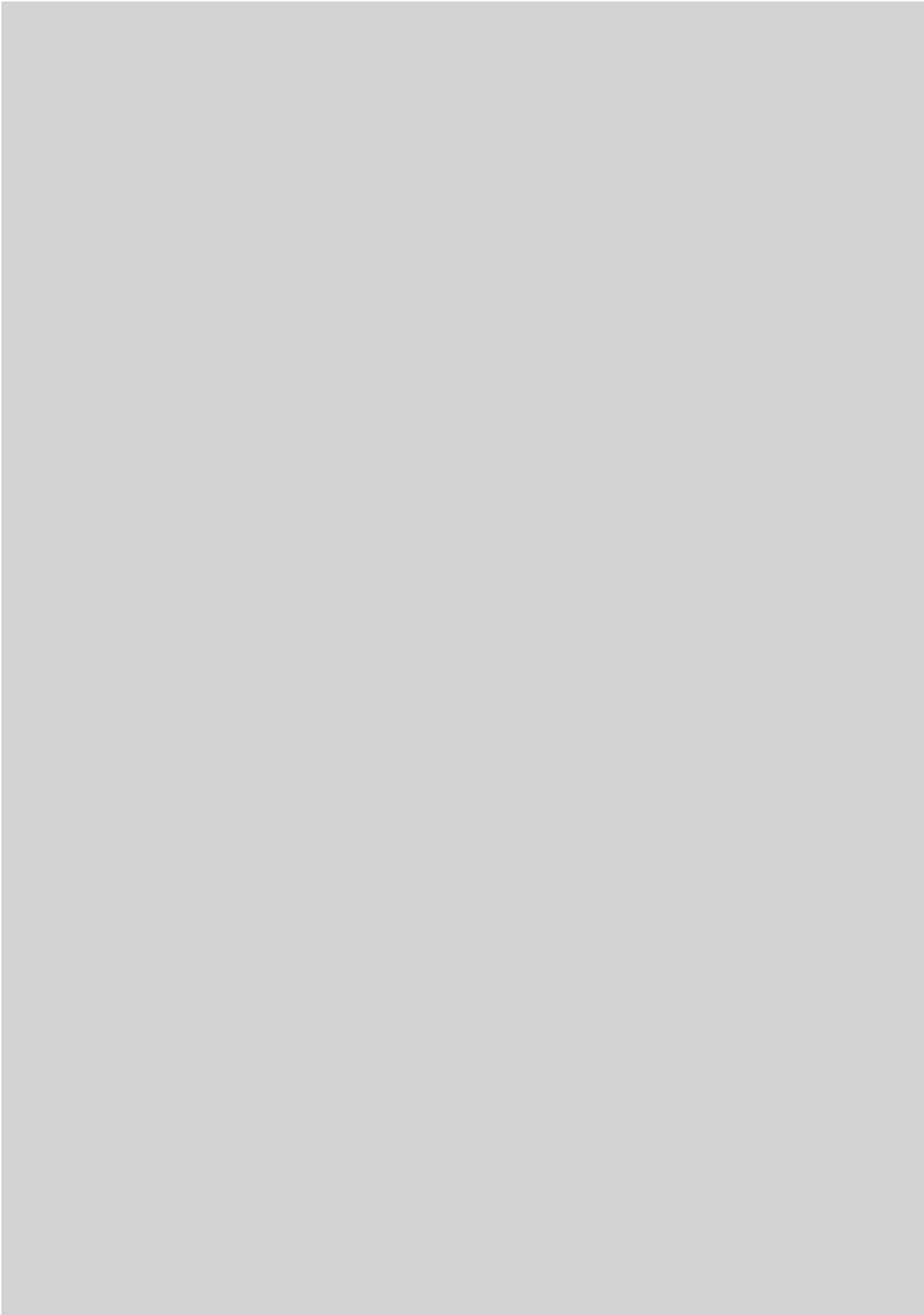


Figure 38. Attainment percentages by school decile band of NCEA Level 3 of the Tracked 2013 Year 11 cohort by the end of 2013, 2014 and 2015.



Literacy and Numeracy

In addition to the literacy and numeracy requirements for NCEA Level 1, for the first time literacy and numeracy requirements for UE are also reported.

The literacy and numeracy statistics for NCEA Level 1 are based on the Year 11 Enrolled Student cohort being those students in Year 11 with an active enrolment in the NZQA system as reported by the school.

The literacy and numeracy statistics for UE are based on the Year 13 Enrolled Student cohort.

Literacy requirements

For NCEA Level 1, the requirement for literacy is a minimum of 10 credits. This requirement can either be met by:

- All three literacy unit standards, or by
- Achieving 10 or more credits from the approved list of Achievement standards and the two English for Academic Purposes unit standards.

For UE, the requirement is a minimum of 10 credits at Level 2 or above, made up of:

- At least 5 credits from approved reading standards
- At least 5 credits from approved writing standards.

Numeracy requirements

For both NCEA Level 1 and UE, the requirement is a minimum of 10 credits through achieving:

- All three numeracy unit standards, or by
- Achieving 10 or more credits from the approved list of Achievement Standards.

Alignment of Standards

Changes to standards as a result of the Alignment of Standards with the New Zealand Curriculum Project had an impact on both literacy and numeracy achievements. These changes altered both the standards and the range of subjects from which credits could be derived towards 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 for NCEA Level 1

Figure 39 shows the percentage of Year 11 students attaining Literacy by the end of each year, 2011-2015. The main feature of this figure is the upward trend in the attainments rates.

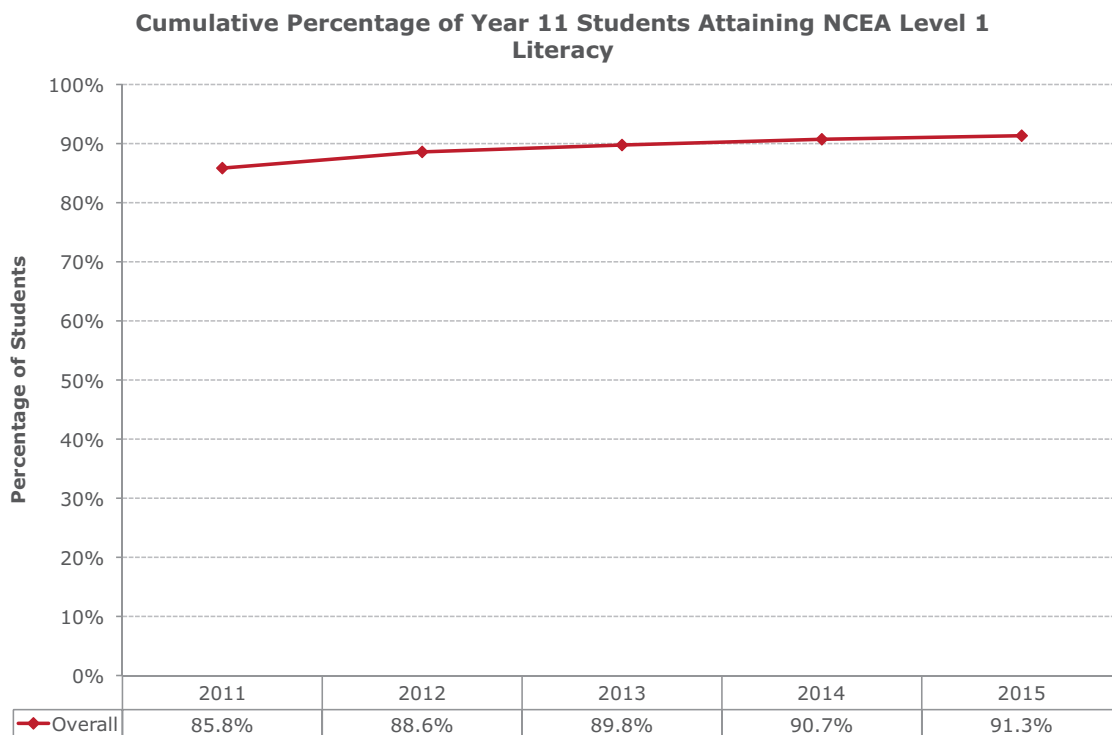


Figure 39. Overall cumulative percentage of Year 11 students attaining Literacy from 2011 to 2015.



Literacy and Numeracy

Figures 40-42 compare the percentage of Year 11 students attaining Literacy, between genders, ethnicities and school decile bands, in each year from 2011 to 2015.

Statistics by Gender

Figure 40 compares the percentage of male and female Year 11 students attaining Literacy by the end of each year. The attainment rates for both genders have increased during the reported period of 2011-2015.

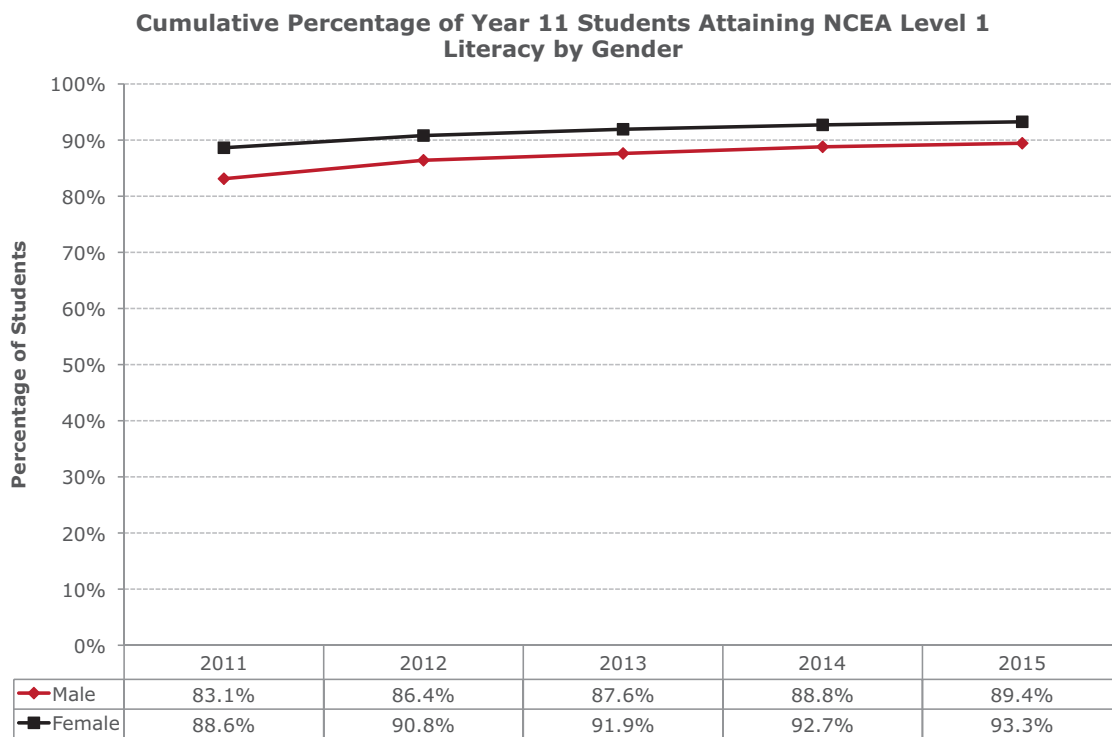


Figure 40. Cumulative percentage of Year 11 students attaining Literacy by gender from 2011 to 2015.

Literacy and Numeracy

Statistics by Ethnicity

Figure 41 shows the percentage of New Zealand European, New Zealand Māori, Pasifika and Asian Year 11 students attaining Literacy by the end of each year. The attainment rates have increased for all ethnicities from 2011 to 2015.

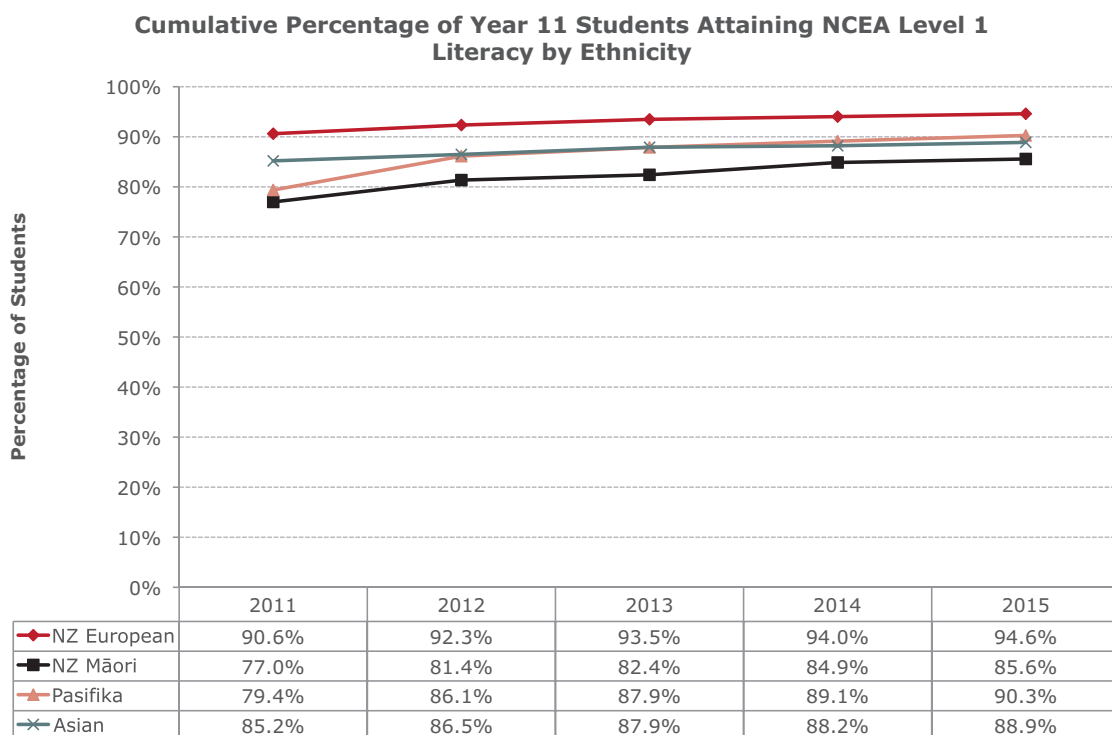


Figure 41. Cumulative percentage of Year 11 students attaining Literacy by ethnicity from 2011 to 2015.



Literacy and Numeracy

Statistics by School Decile Band

Figure 42 shows the percentage of Year 11 students in School Decile Bands 1-3, 4-7 and 8-10 attaining Level 1 Literacy by the end of each year. Similar to the pattern shown in Figures 40-41, the attainment rates have increased across all three school decile bands from 2011 to 2015.

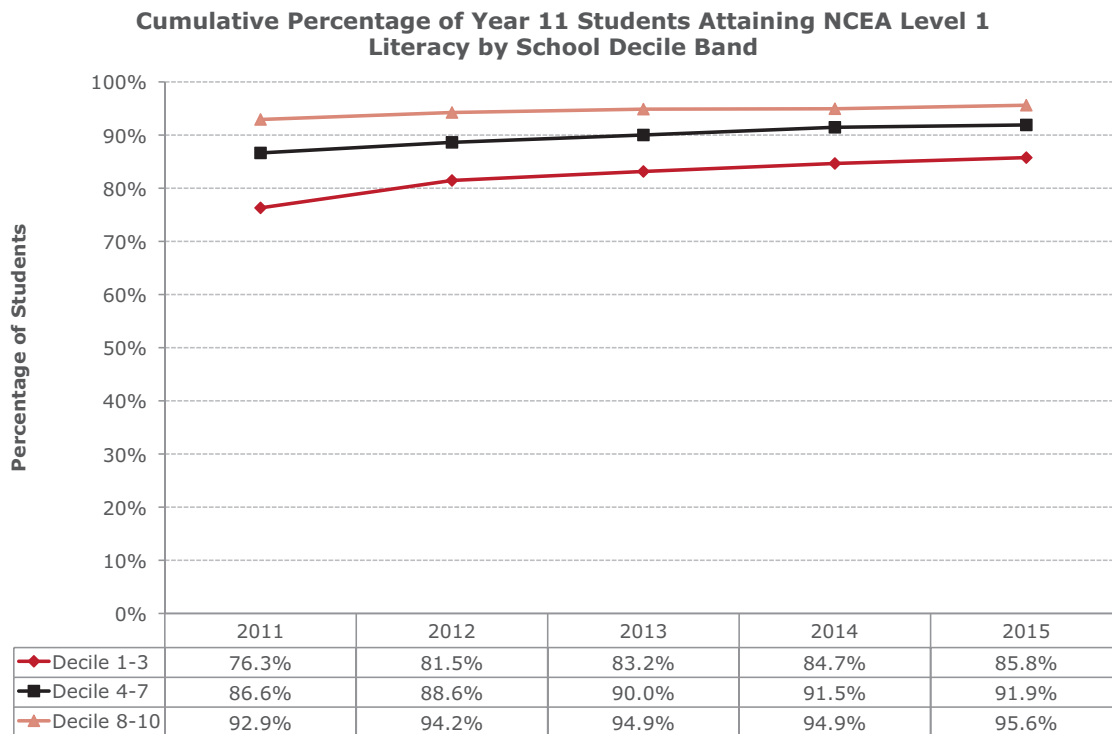


Figure 42. Cumulative percentage of Year 11 students attaining Literacy by school decile band from 2011 to 2015.

Literacy and Numeracy

Numeracy for NCEA Level 1

Figure 43 shows the percentage of Year 11 students attaining Numeracy by the end of each year. Following a downward move from 2011 to 2012, there has been an increase in the attainment rate from 2012 to 2015.

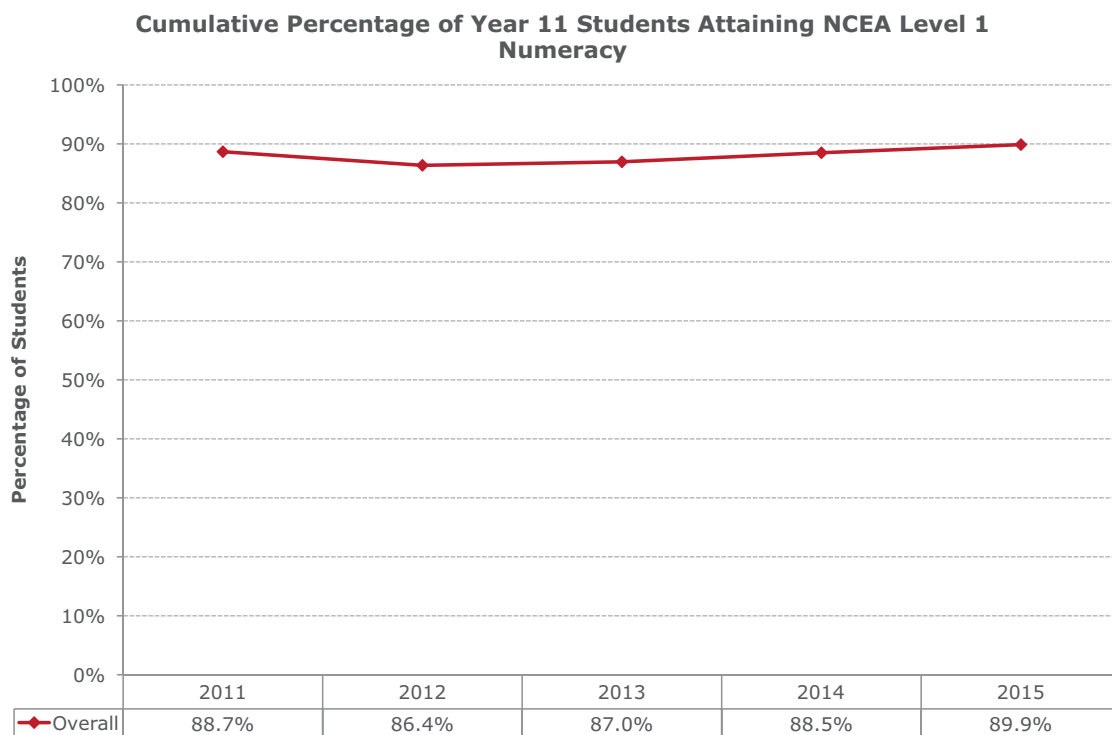


Figure 43. Overall cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy from 2011 to 2015.



Literacy and Numeracy

Figures 44-46 compare the percentages of Year 11 students attaining Numeracy by the end of each year, between genders, ethnicities and school decile bands, from 2011 to 2015. All three groups resemble the overall pattern in Figure 43 with an increase from 2012 to 2015 after the downward move from 2011 to 2012.

Statistics by Gender

Figure 44 shows the percentage of male and female Year 11 students attaining Numeracy by the end of each year.

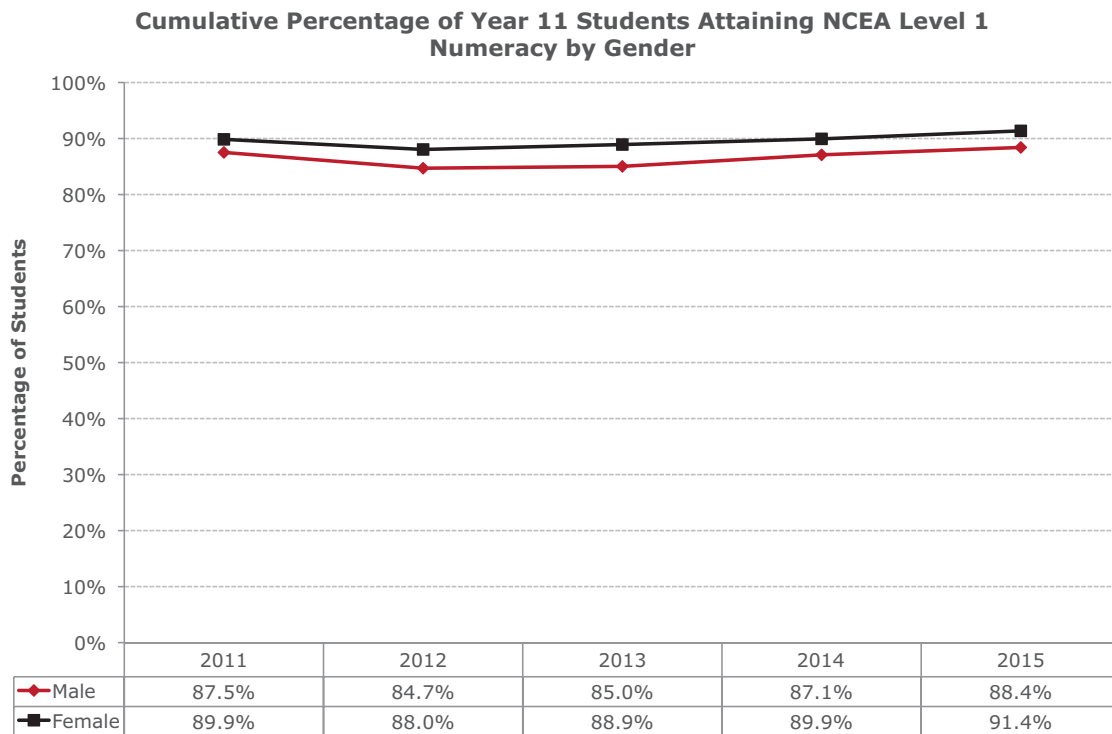


Figure 44. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by gender from 2011 to 2015.

Literacy and Numeracy

Statistics by Ethnicity

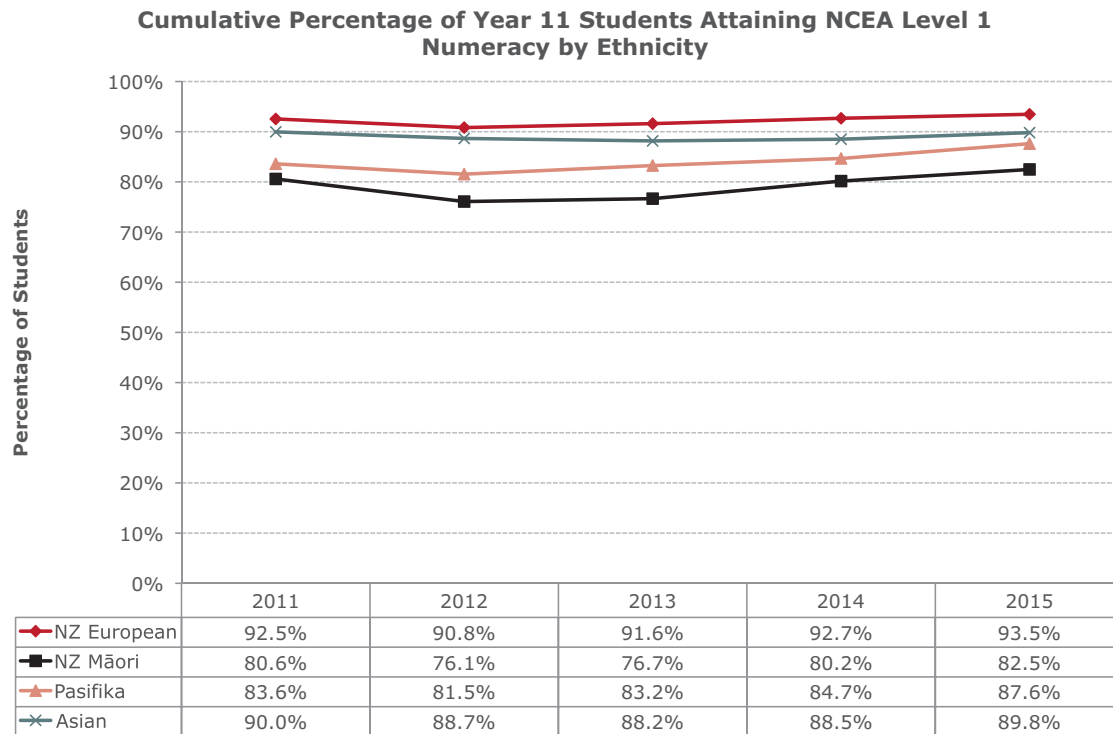


Figure 45. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by ethnicity from 2011 to 2015.



Literacy and Numeracy

Statistics by School Decile Band

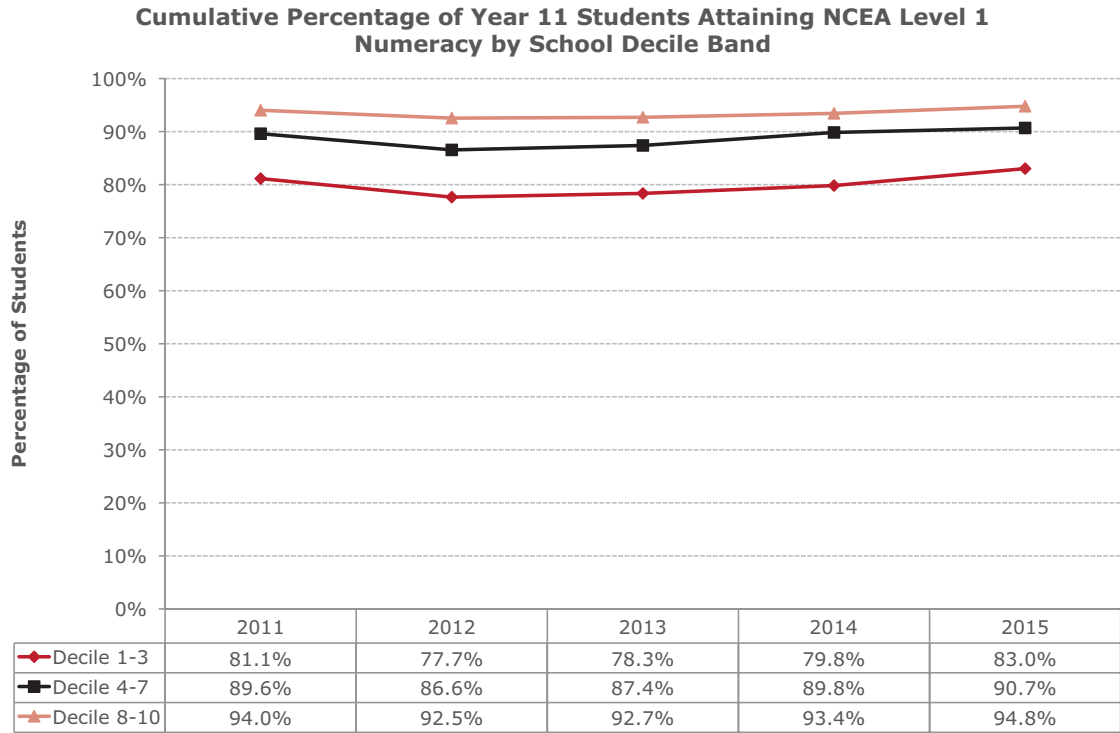


Figure 46. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by school decile band from 2011 to 2015.

Literacy and Numeracy

Literacy and Numeracy for UE

Table 1 shows the percentages of Year 13 students enrolled in the NZQA system achieving numeracy and literacy. For UE, the numeracy percentages are not comparable to the numeracy percentages for NCEA Level 1 reported earlier as the cohorts used are different, ie. these UE statistics use the Year 13 Enrolled student cohort whereas the Level 1 numeracy statistics use a Year 11 Enrolled Student cohort.

It is anticipated that in future years the literacy and numeracy for UE statistics will also be reported by gender, by ethnicity, and by school decile band.

Year	Literacy	Numeracy
2014	71.2%	89.6%
2015	72.6%	91.0%

Table 1. Percentage of Year 13 students satisfying the UE Literacy and Numeracy requirements.



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 47-49 show the percentages of candidates who achieved NCEA Levels 1, 2, or 3 with Merit or Excellence endorsement. There has been a general upward trend in achievement rates during the reported period from 2011 to 2015 across all three NCEA levels.

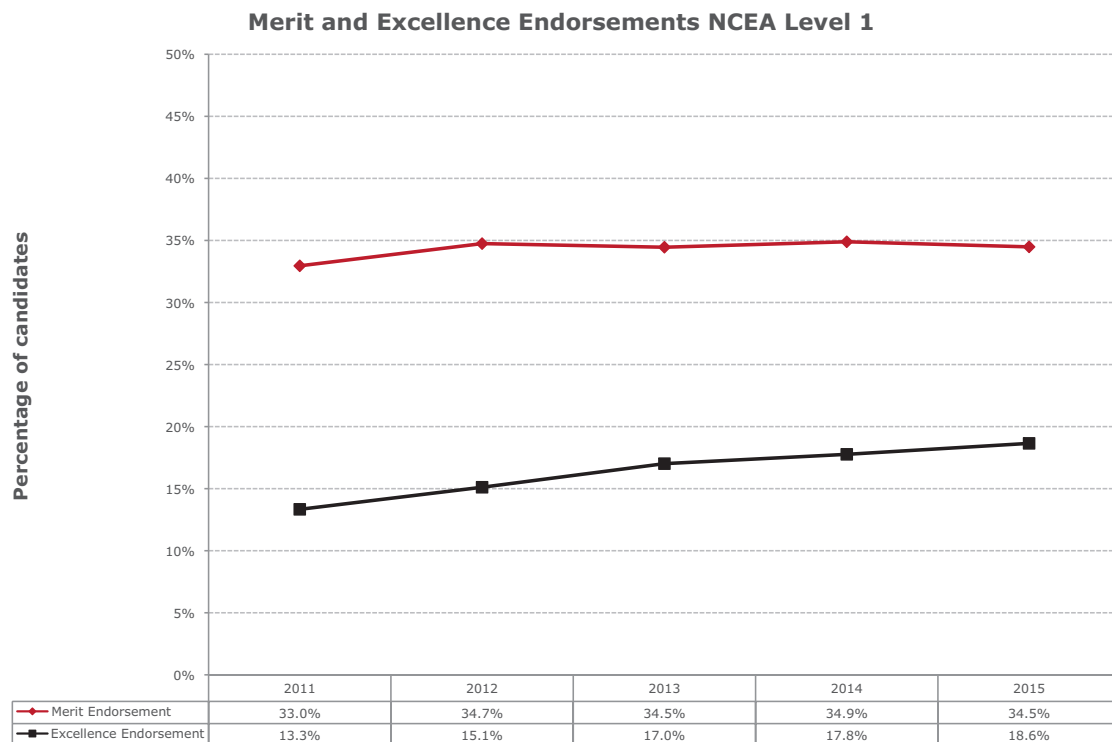


Figure 47. NCEA Level 1 Endorsements achieved by Year 11 candidates from 2011 to 2015.

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

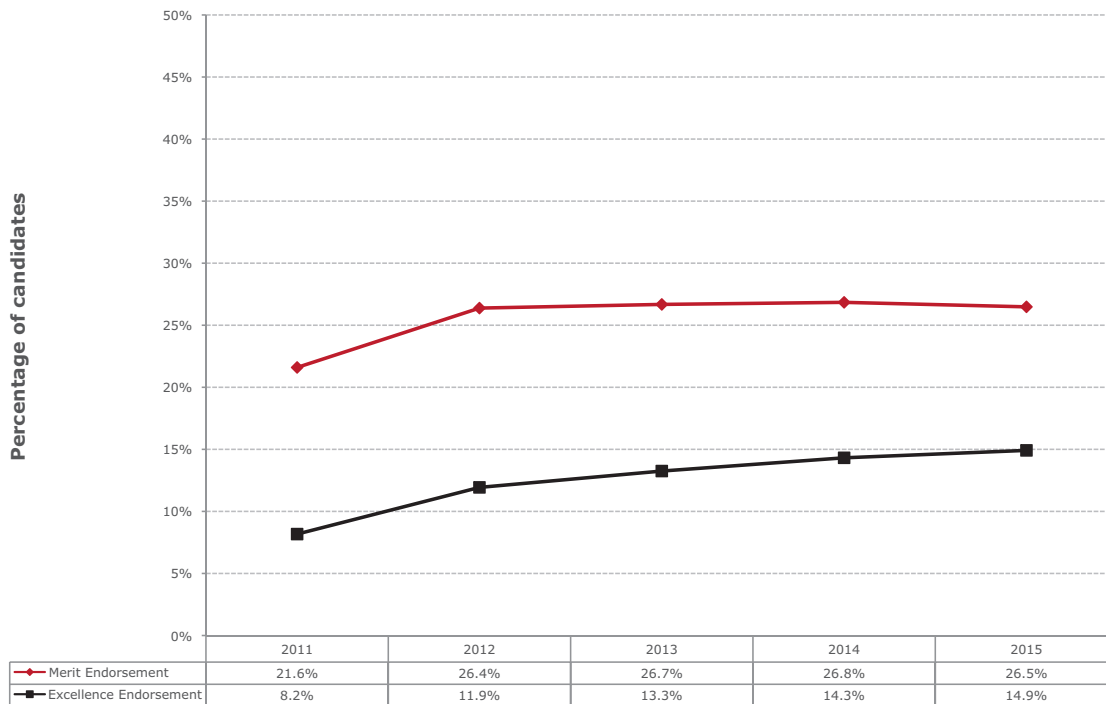


Figure 48. NCEA Level 2 Endorsements achieved by Year 12 candidates from 2011 to 2015.

Merit and Excellence Endorsements NCEA Level 3

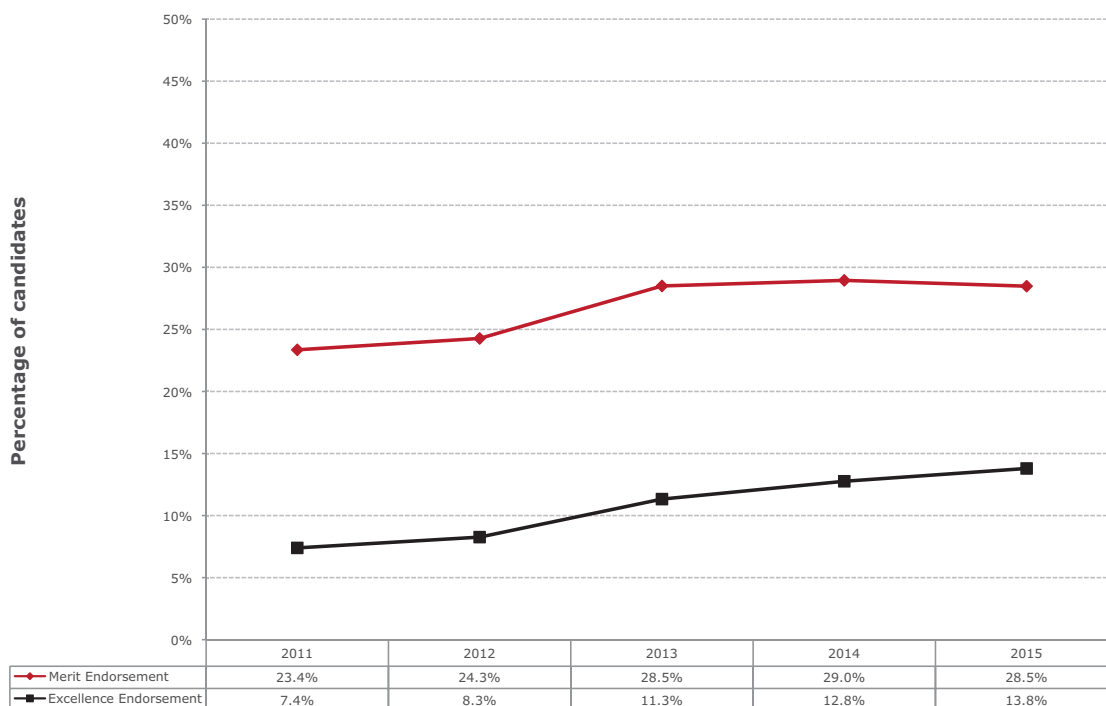


Figure 49. NCEA Level 3 Endorsements achieved by Year 13 candidates from 2011 to 2015.

NCEA Certificate Endorsement

Statistics by Gender

Figures 50-52 show the percentages of male and female candidates who achieved either Merit or Excellence Endorsement at each NCEA level from 2011 to 2015.

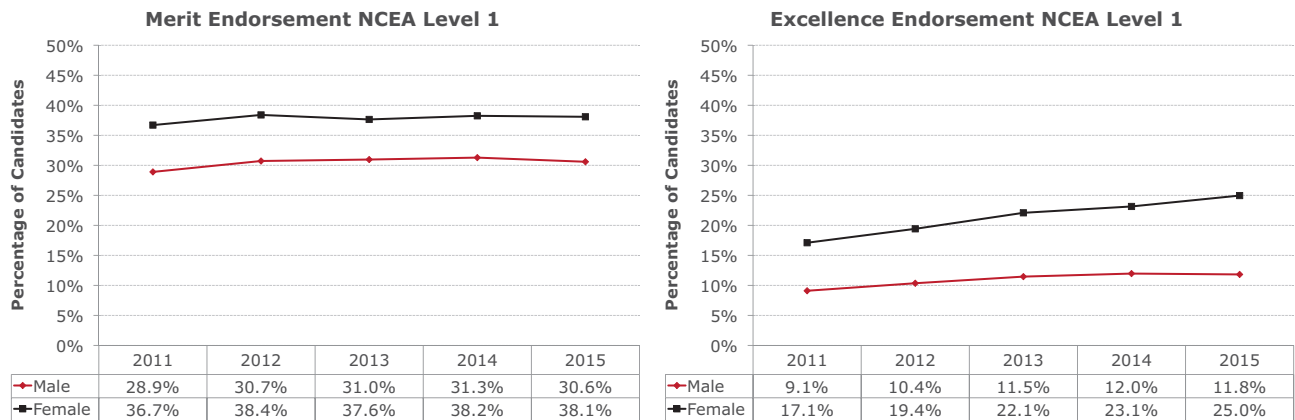


Figure 50. NCEA Level 1 Merit and Excellence Endorsements achieved by Year 11 candidates by gender from 2011 to 2015.

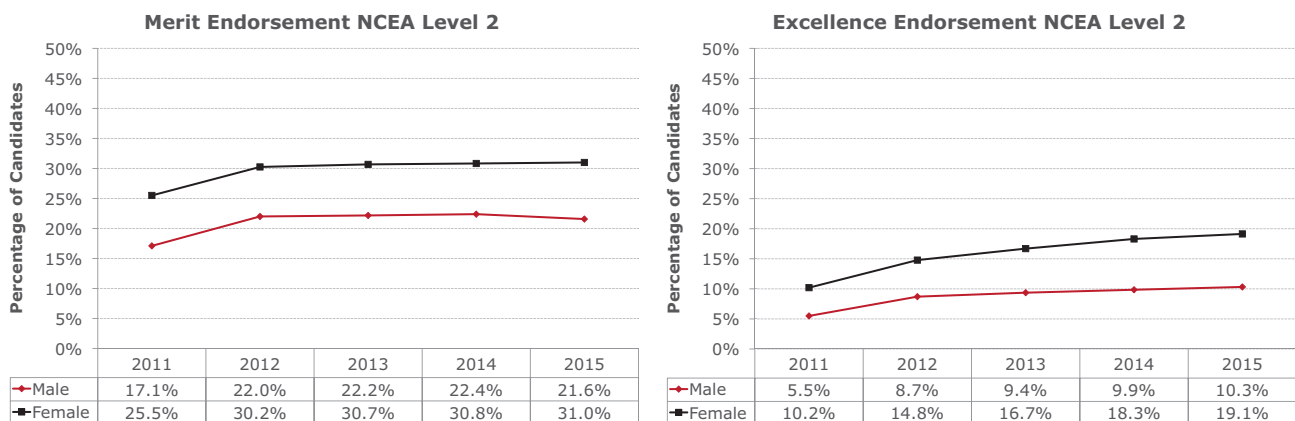


Figure 51. NCEA Level 2 Merit and Excellence Endorsements achieved by Year 12 candidates by gender from 2011 to 2015.

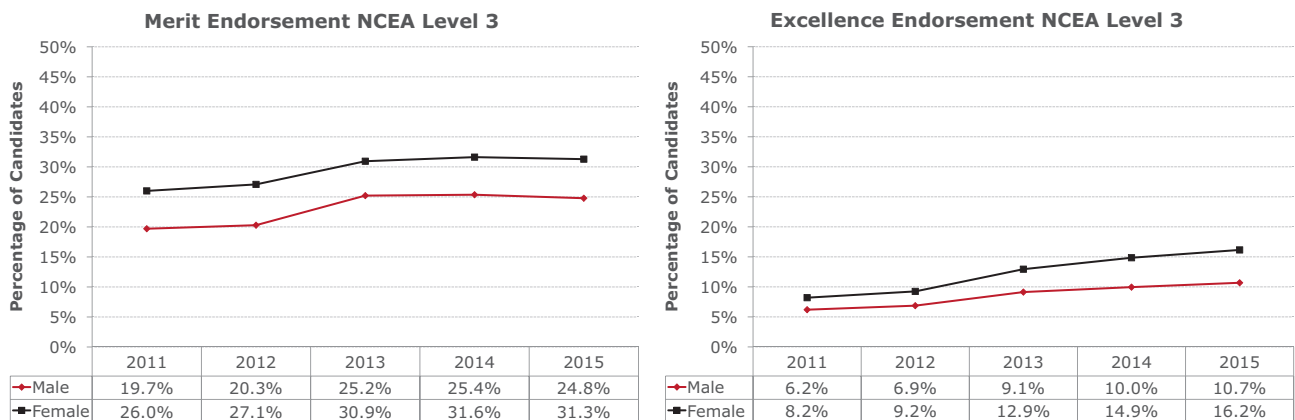


Figure 52. NCEA Level 3 Merit and Excellence Endorsements achieved by Year 13 candidates by gender from 2011 to 2015.

NCEA Certificate Endorsement

Statistics by Ethnicity

Figures 53-55 show the percentage of New Zealand European, New Zealand Māori, Pasifika and Asian candidates who achieved Merit or Excellence Endorsement at each level of NCEA from 2011 to 2015.

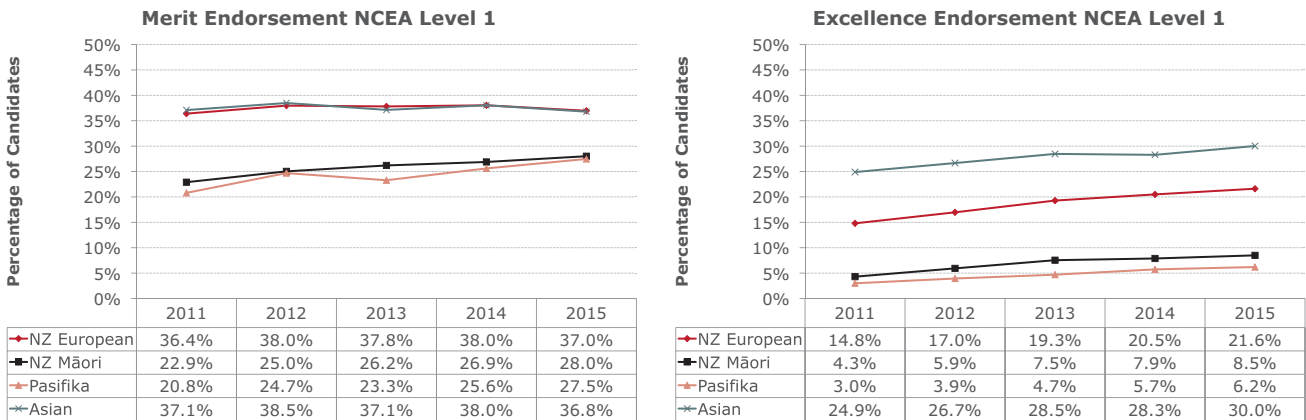


Figure 53. NCEA Level 1 Endorsements achieved by Year 11 candidates by ethnicity from 2011 to 2015.

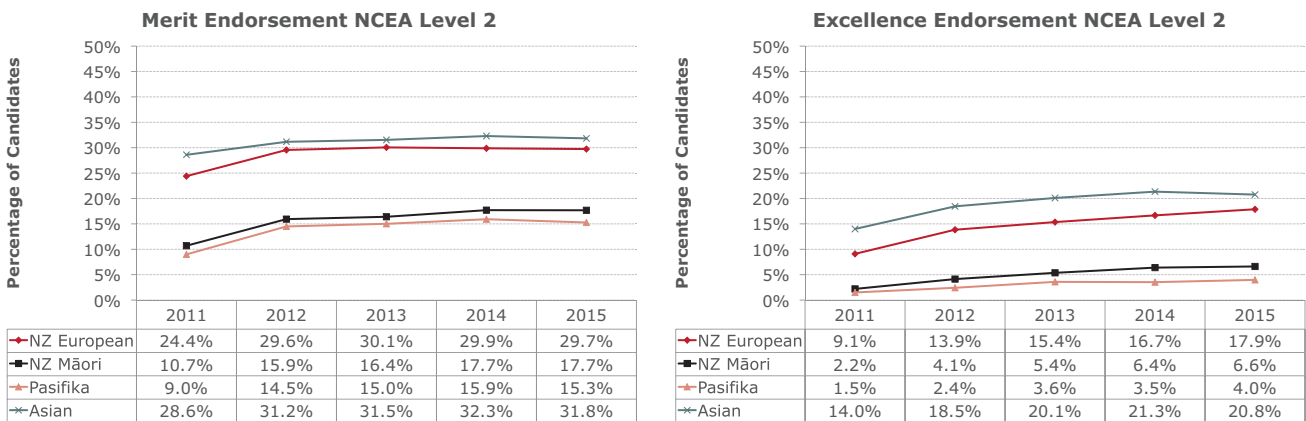


Figure 54. NCEA Level 2 Endorsements achieved by Year 12 candidates by ethnicity from 2011 to 2015.

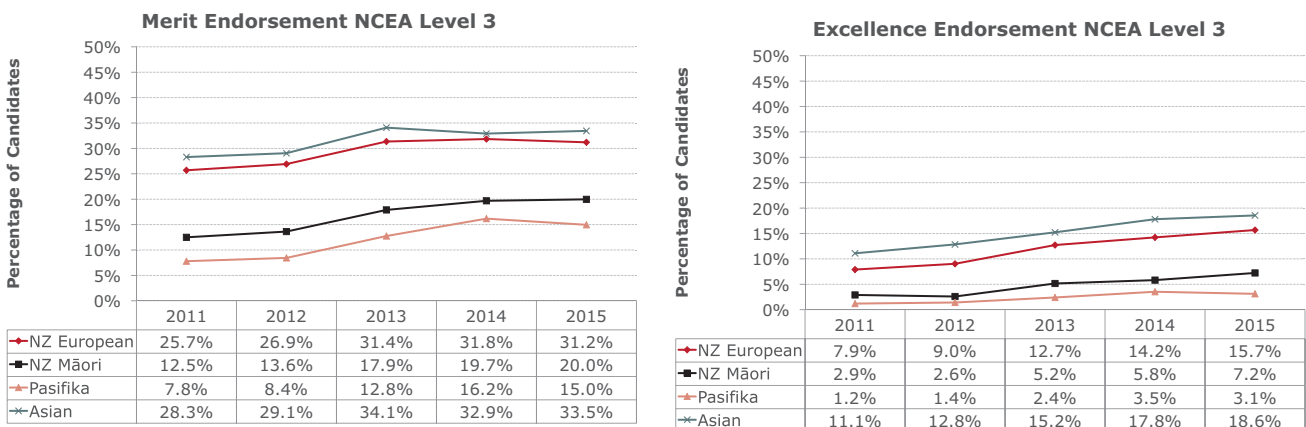


Figure 55. NCEA Level 3 Endorsements achieved by Year 13 candidates by ethnicity from 2011 to 2015.

NCEA Certificate Endorsement

Statistics by School Decile Band

Figures 56-58 show the percentages of candidates in School Decile Bands 1-3, 4-7 and 8-10 who achieved Merit or Excellence Endorsement at each NCEA level from 2011 to 2015.

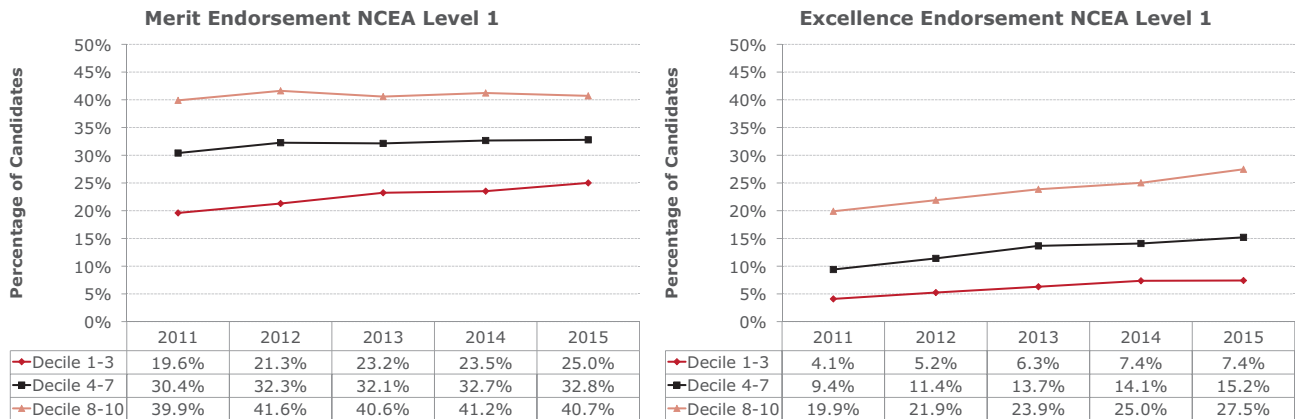


Figure 56. NCEA Level 1 Endorsements achieved by Year 11 candidates by school decile band from 2011 to 2015.

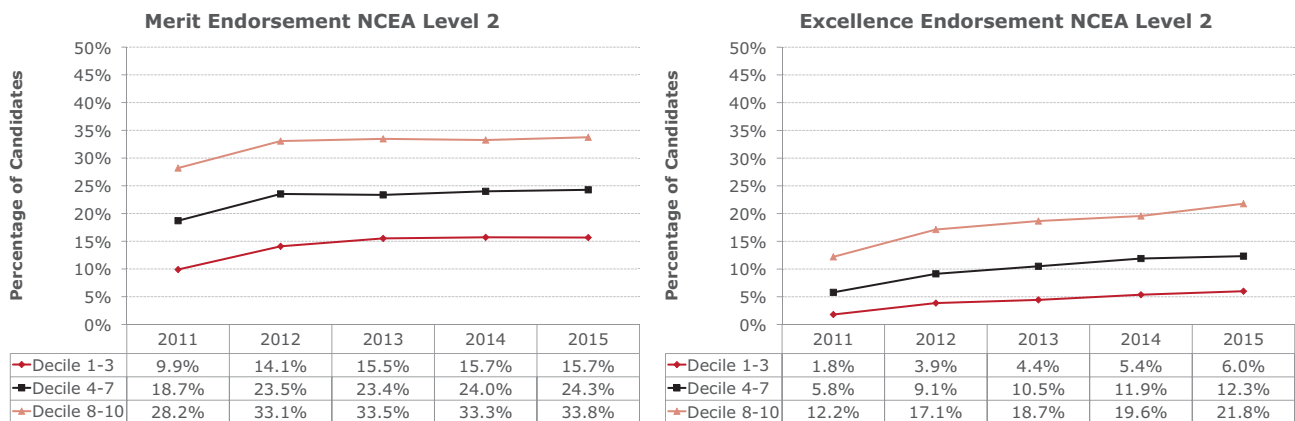


Figure 57. NCEA Level 2 Endorsements achieved by Year 12 candidates by school decile band from 2011 to 2015.

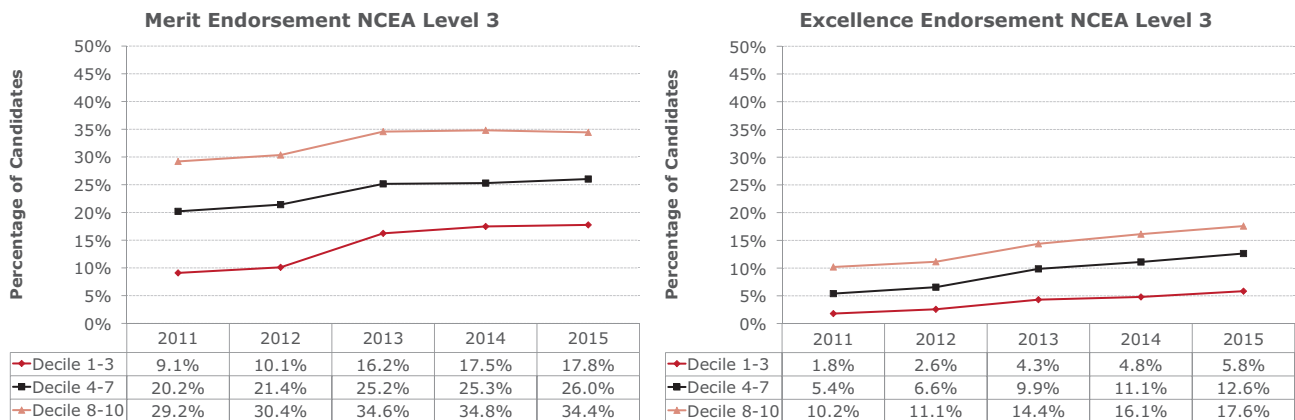
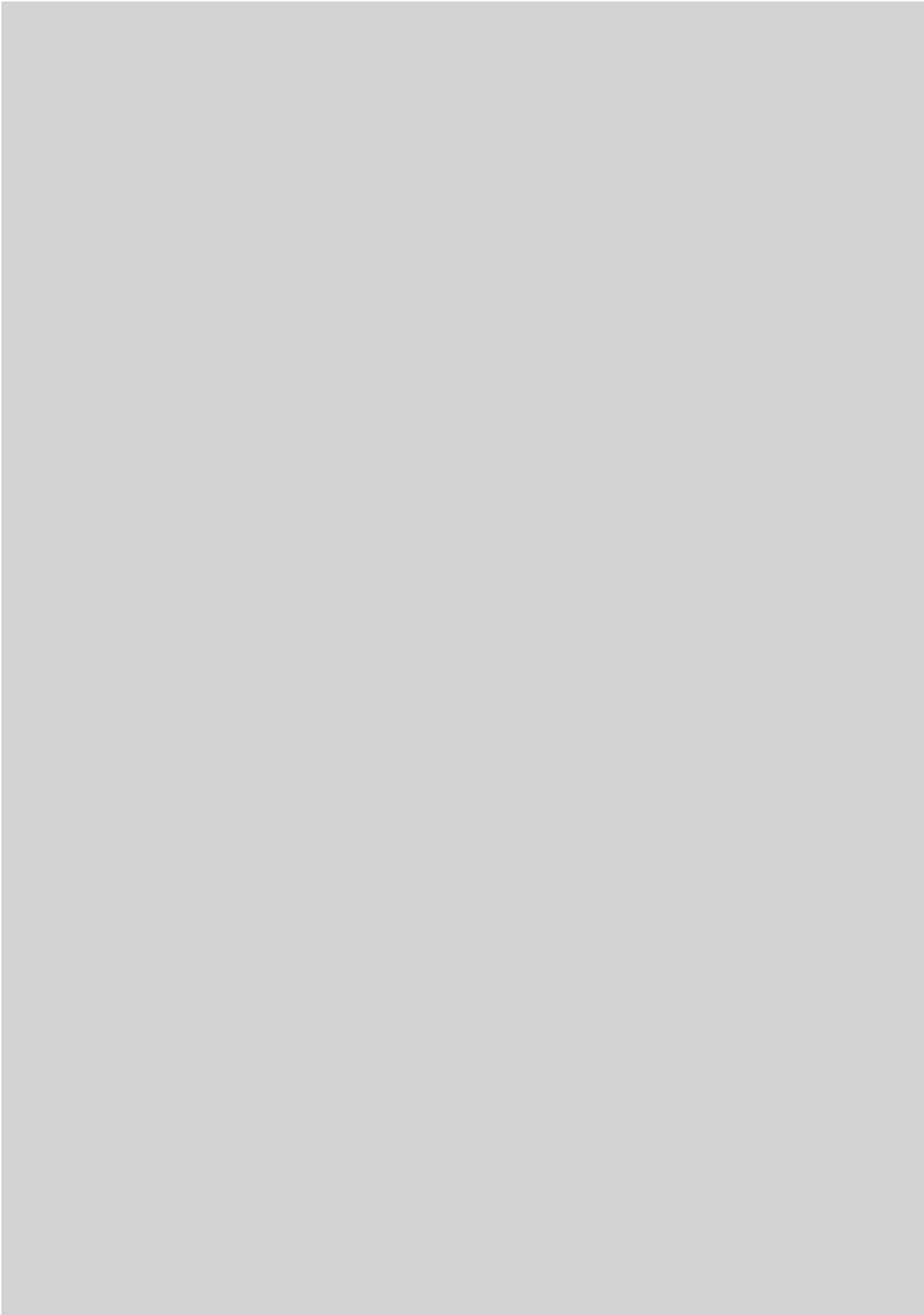


Figure 58. NCEA Level 3 Endorsements achieved by Year 13 candidates by school decile band from 2011 to 2015.



Course Endorsement

Schools create courses based on the New Zealand Curricula. 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.

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.⁴

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 59-74) 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

Students with One or More Endorsable Courses

Figures 59-62 show the percentage of students with one or more endorsable courses by year level, gender, ethnicity, and school decile band, from 2011 to 2015.

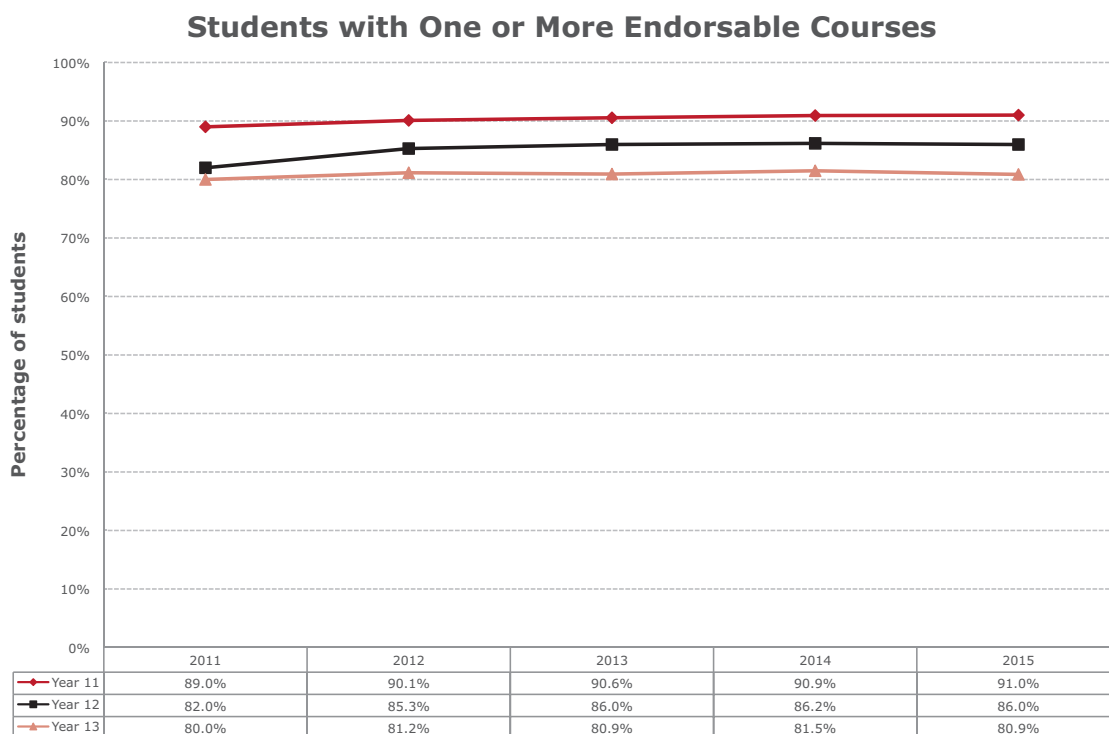


Figure 59. Percentage of students with one or more endorsable courses in Year 11, Year 12, and Year 13 from 2011 to 2015.

Course Endorsement

Statistics by Gender

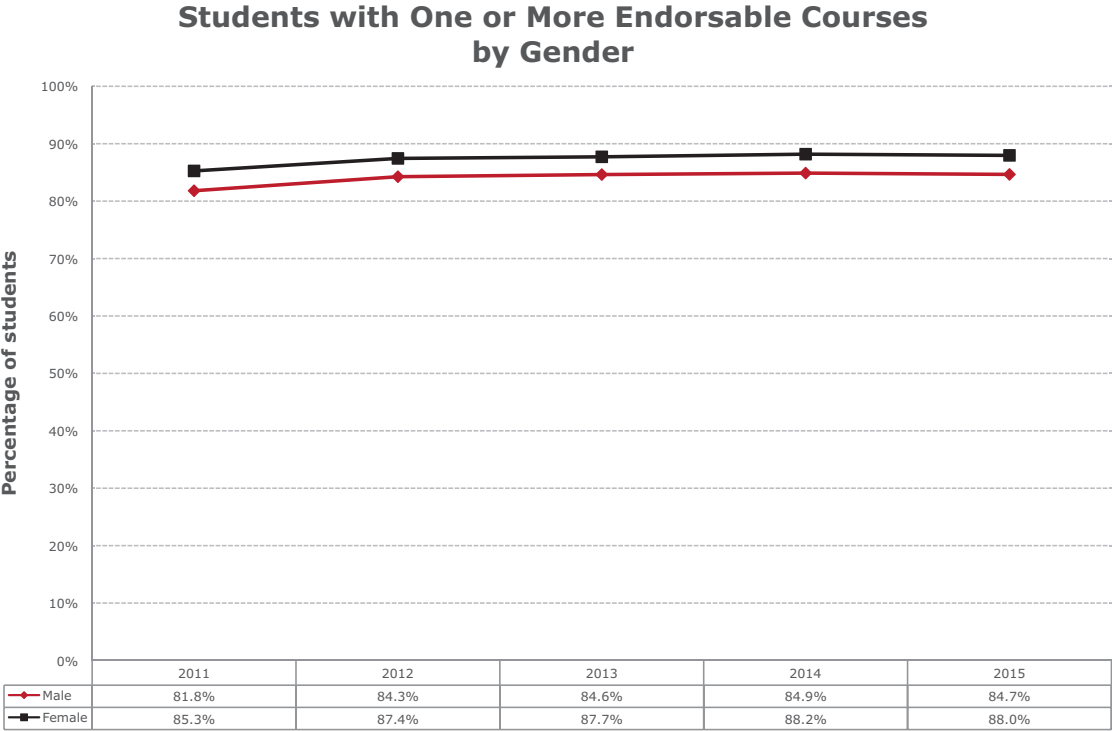


Figure 60. Percentage of students with one or more endorsable courses by gender from 2011 to 2015.

Course Endorsement

Statistics by Ethnicity

Students with One or More Endorsable Courses by Ethnicity

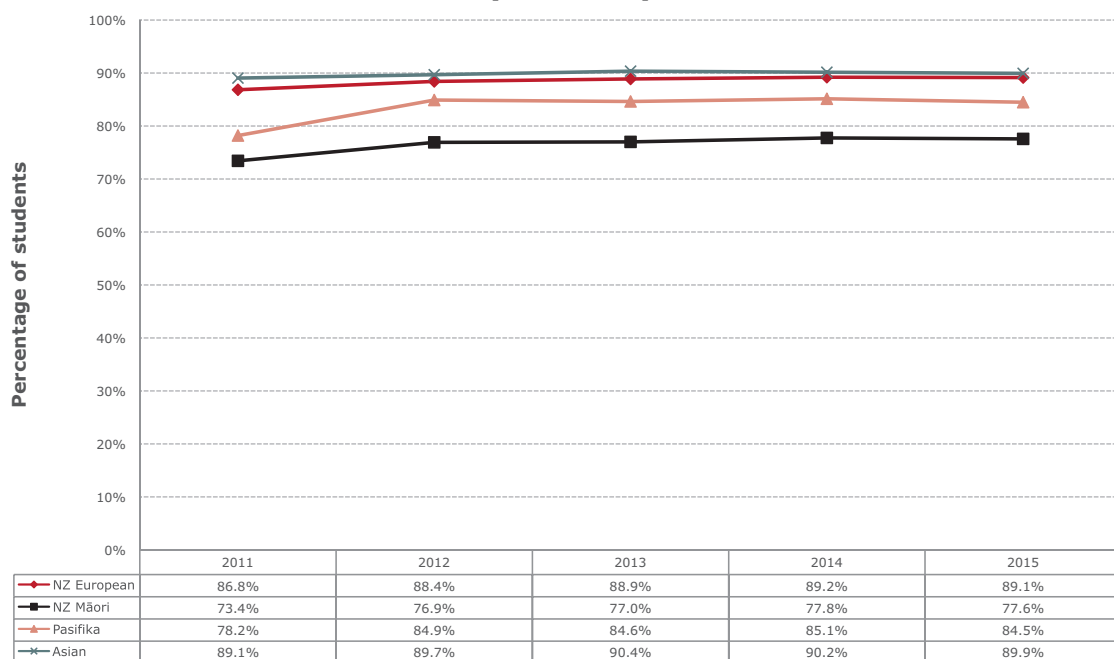


Figure 61. Percentage of students with one or more endorsable courses by ethnicity from 2011 to 2015.



Course Endorsement

Statistics by School Decile Band

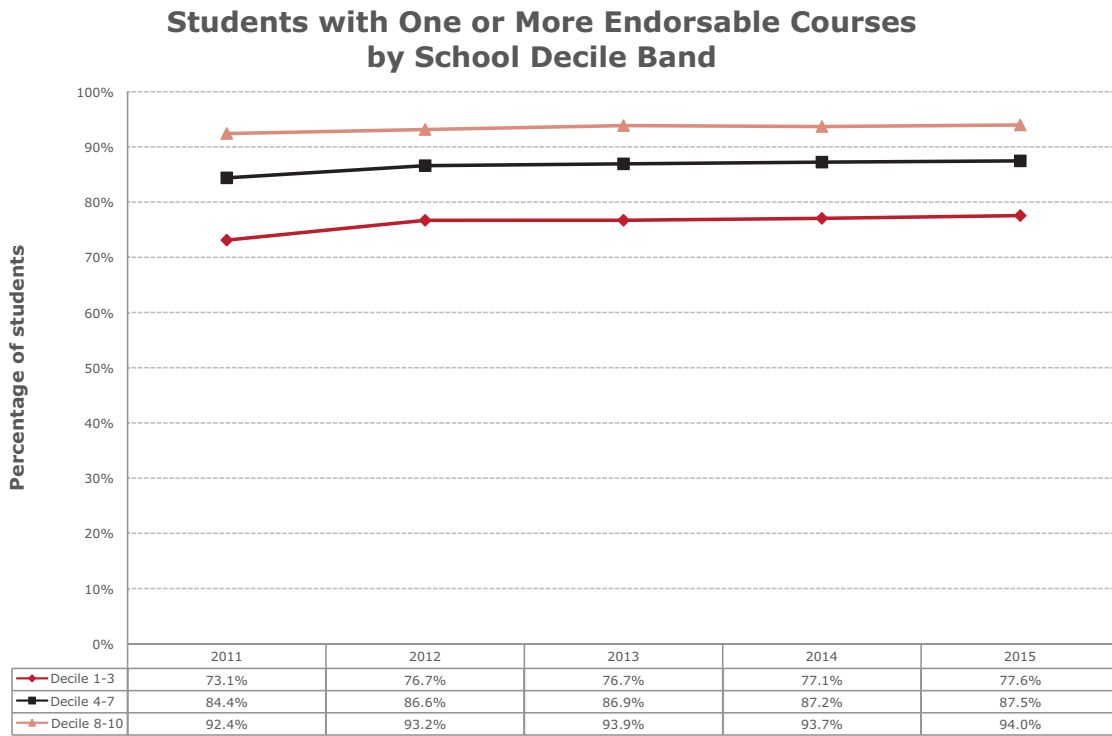


Figure 62. Percentage of students with one or more endorsable courses by school decile band from 2011 to 2015.

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 63 shows the average number of endorsable courses per student by year level from 2011 to 2015.

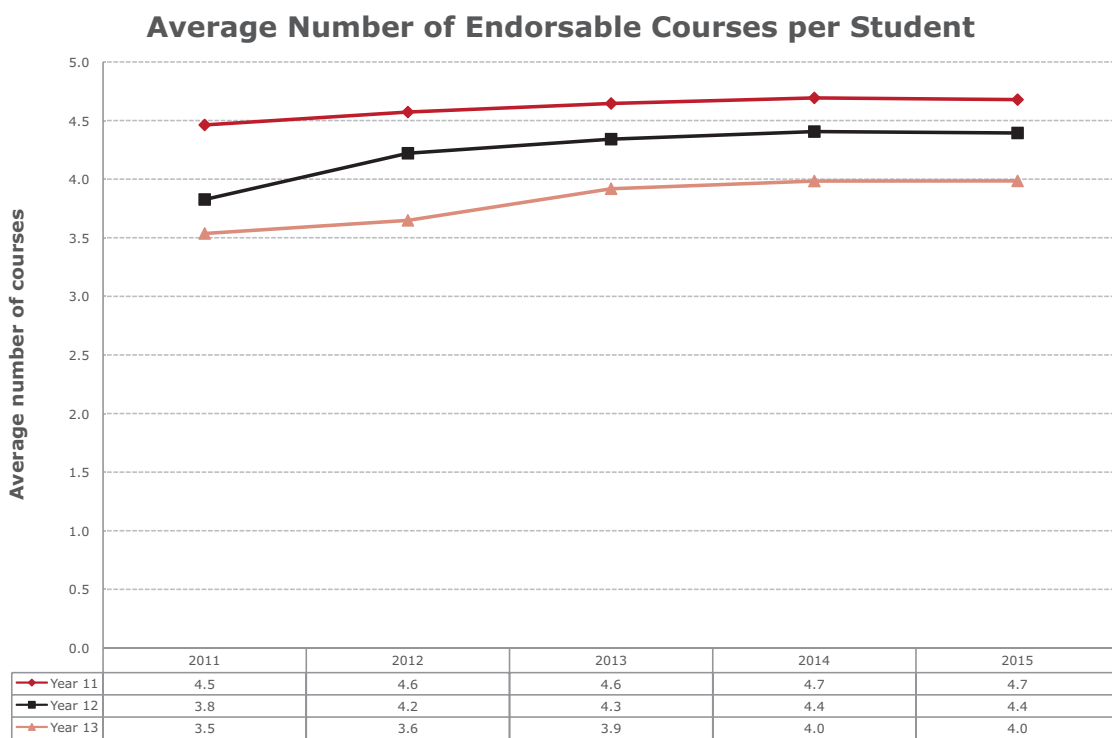


Figure 63. Average number of endorsable courses per student in Year 11, Year 12, and Year 13 from 2011 to 2015.



Course Endorsement

Figures 64-66 show the average number of endorsable courses per student by gender, by ethnicity, and by school decile bands. An upward trend is evident for both genders, the four ethnicities, and the three school decile bands from 2011 to 2015.

Statistics by Gender

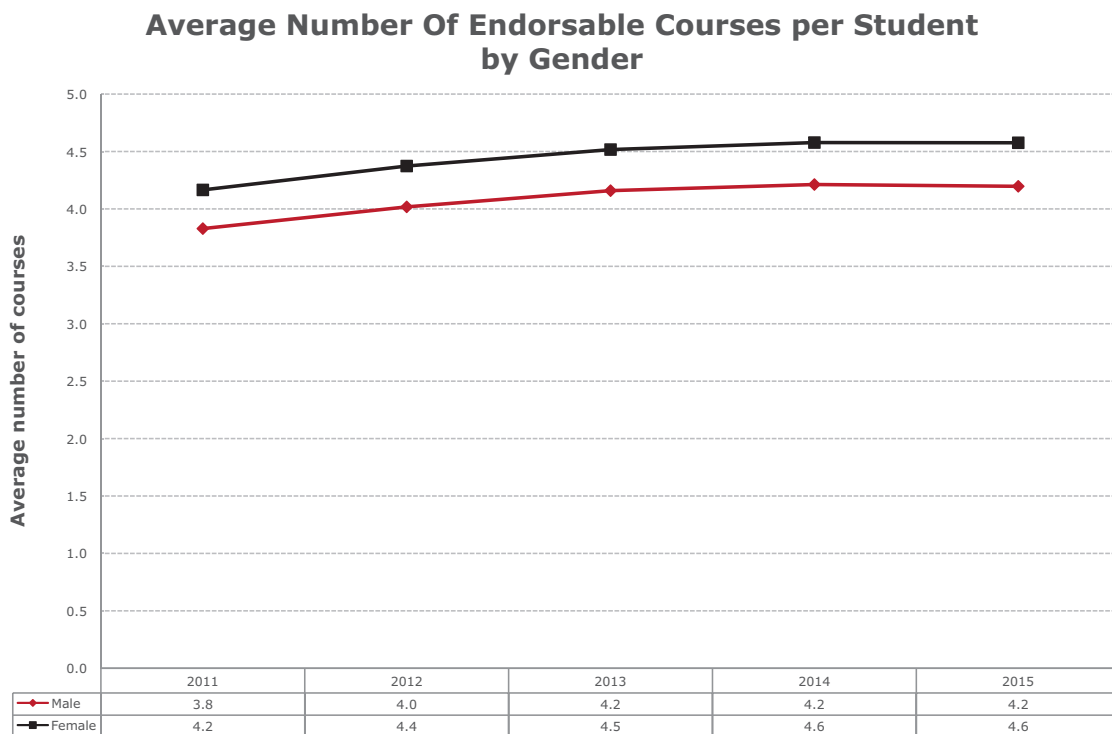


Figure 64. Average number of endorsable courses per student by gender from 2011 to 2015.

Course Endorsement

Statistics by Ethnicity

Average Number of Endorsable Courses per Student by Ethnicity

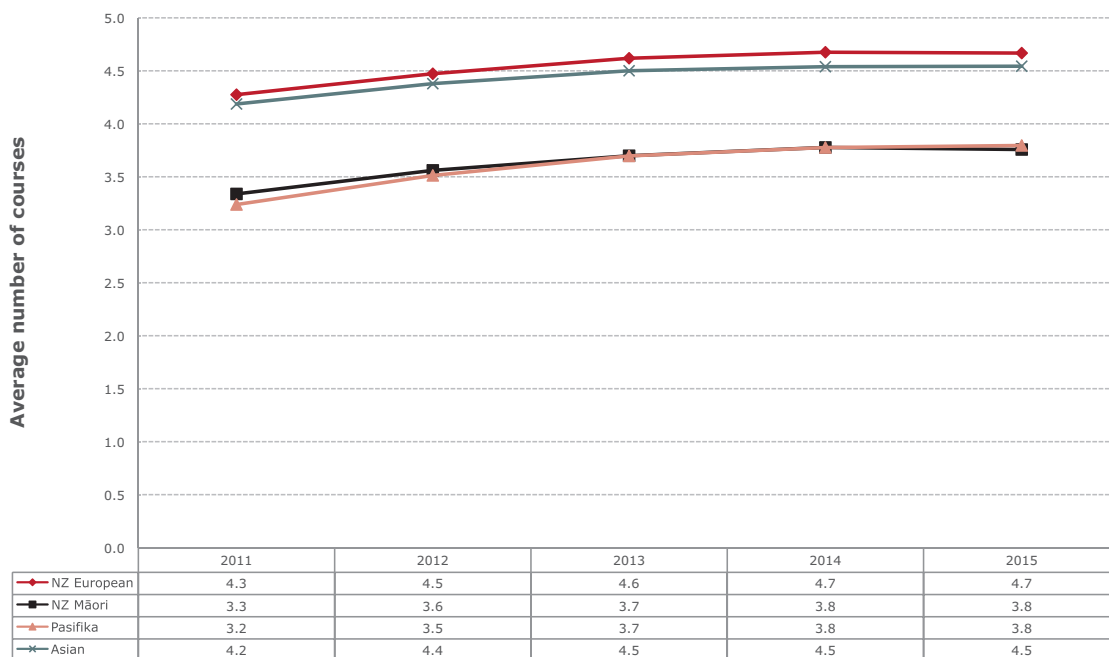


Figure 65. Average number of endorsable courses per student by ethnicity from 2011 to 2015.



Course Endorsement

Statistics by School Decile Band

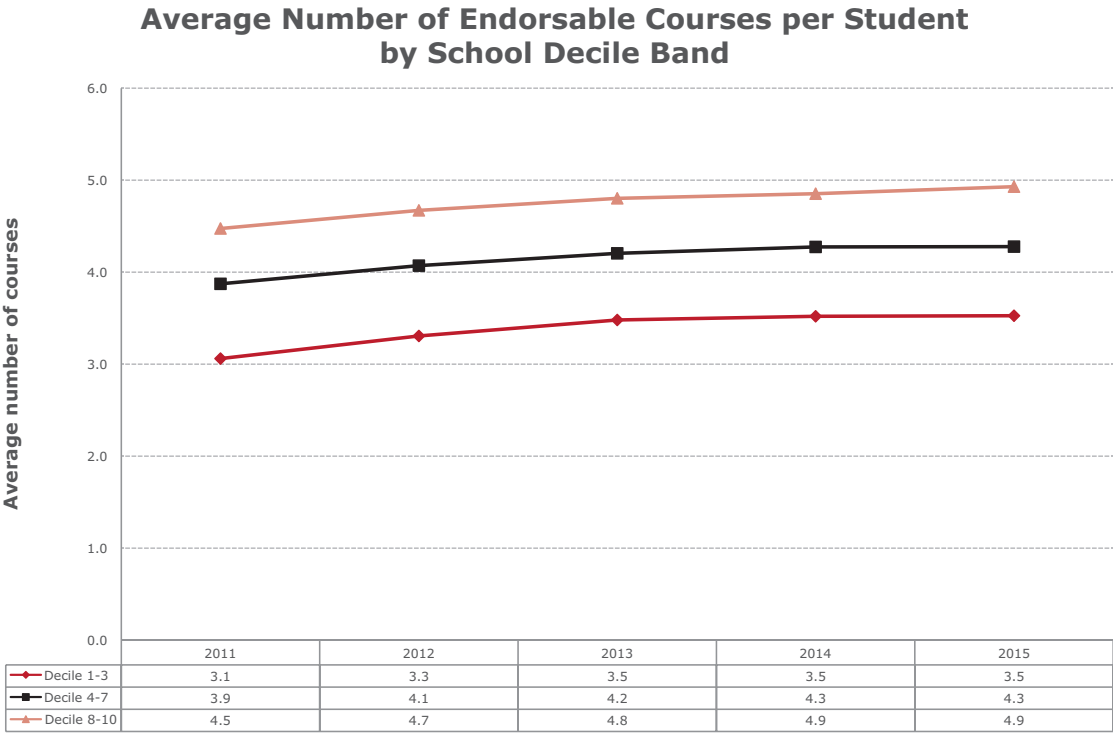


Figure 66. Average number of endorsable courses per student by school decile band from 2011 to 2015.

Course Endorsement

Percentage of Students with Endorsable Courses Gaining Endorsement

Figures 67-70 show the percentage of students who attain one or more course endorsements regardless of the 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 2015 in all groups.

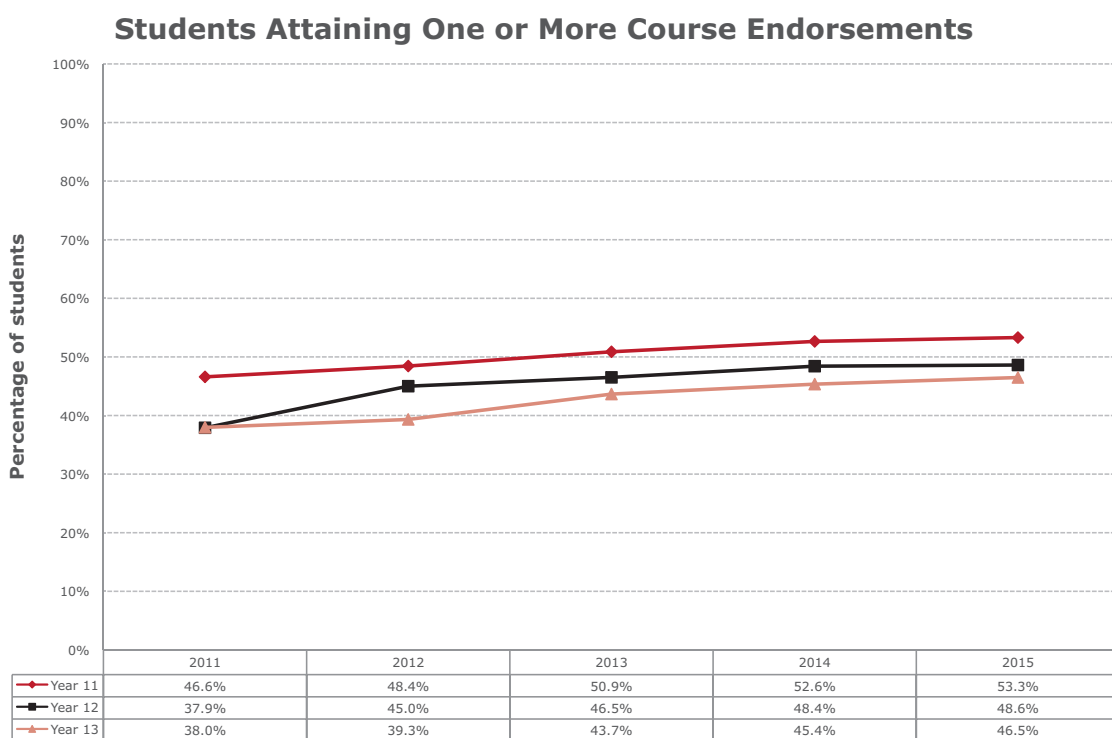


Figure 67. Percentage of students attaining one or more course endorsements in Year 11, Year 12, and Year 13 from 2011 to 2015.



Course Endorsement

Statistics by Gender

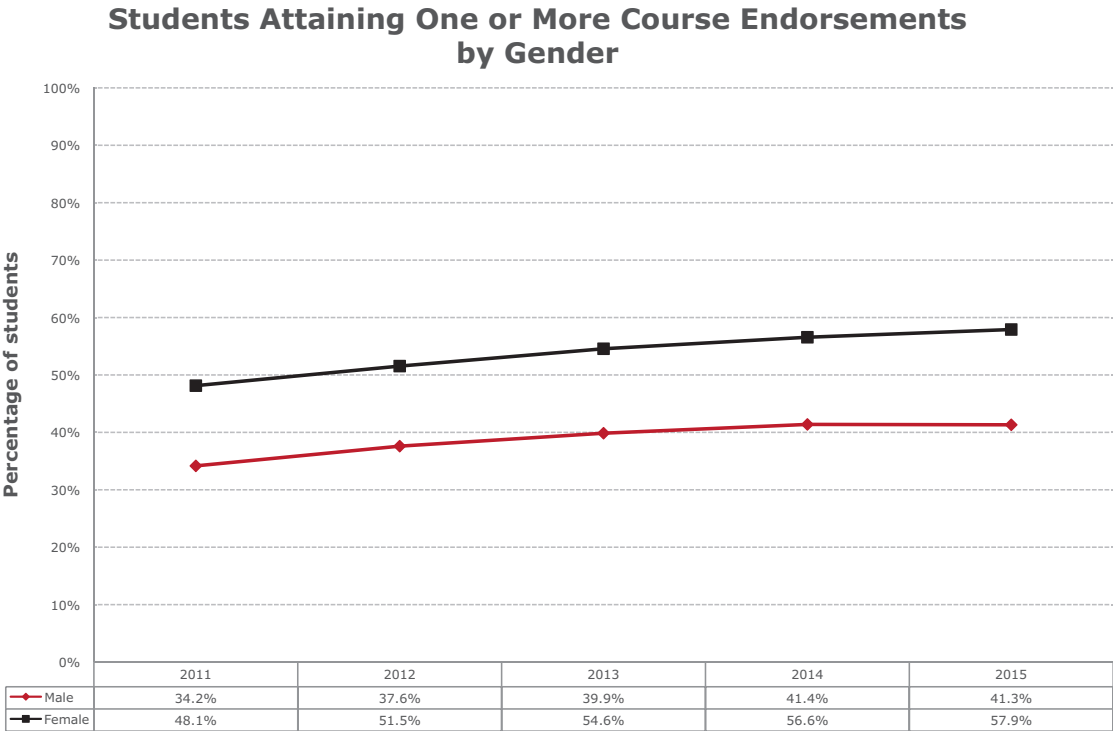


Figure 68. Percentage of students attaining one or more course endorsements by gender from 2011 to 2015.

Course Endorsement

Statistics by Ethnicity

Students Attaining One or More Course Endorsements by Ethnicity

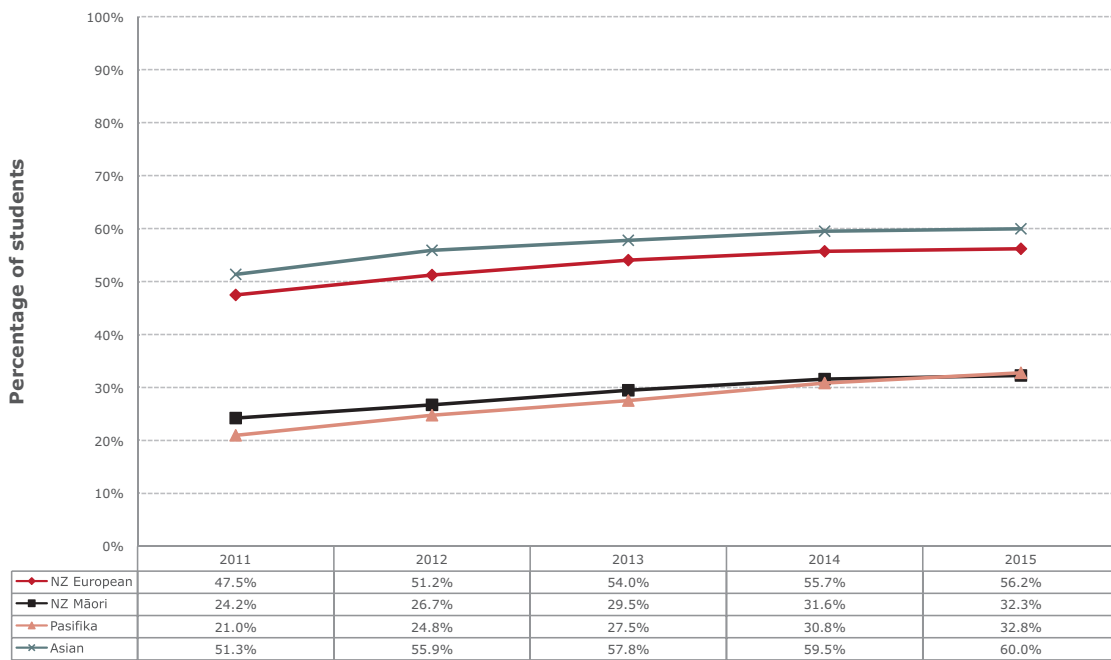


Figure 69. Percentage of students attaining one or more course endorsements by ethnicity from 2011 to 2015.



Course Endorsement

Statistics by School Decile Band

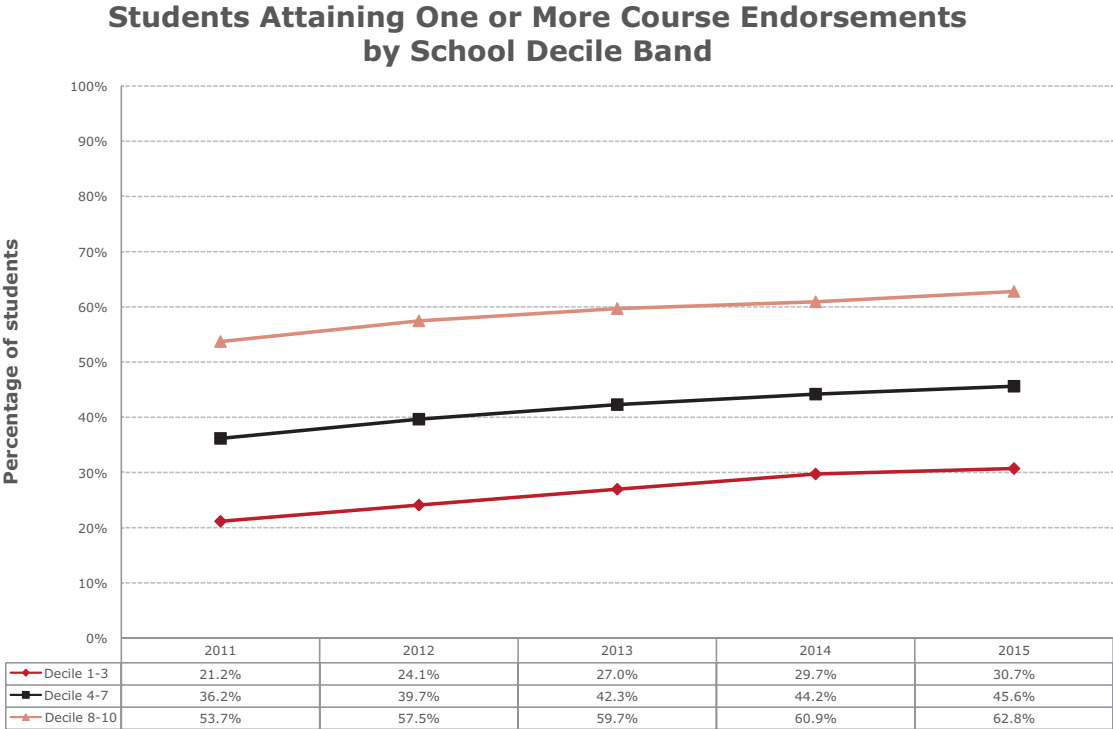


Figure 70. Percentage of students attaining one or more course endorsements by school decile band from 2011 to 2015.

Course Endorsement

Percentage of Merit and Excellence Endorsements

Figures 71-74 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 71 shows the percentage of Merit and Excellence course endorsements attained by Year 11, Year 12, and Year 13 from 2011 to 2015.

Adding together, the 2015 Merit and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 32.4%, Year 12 of 29.0%, and Year 13 of 26.4%.

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

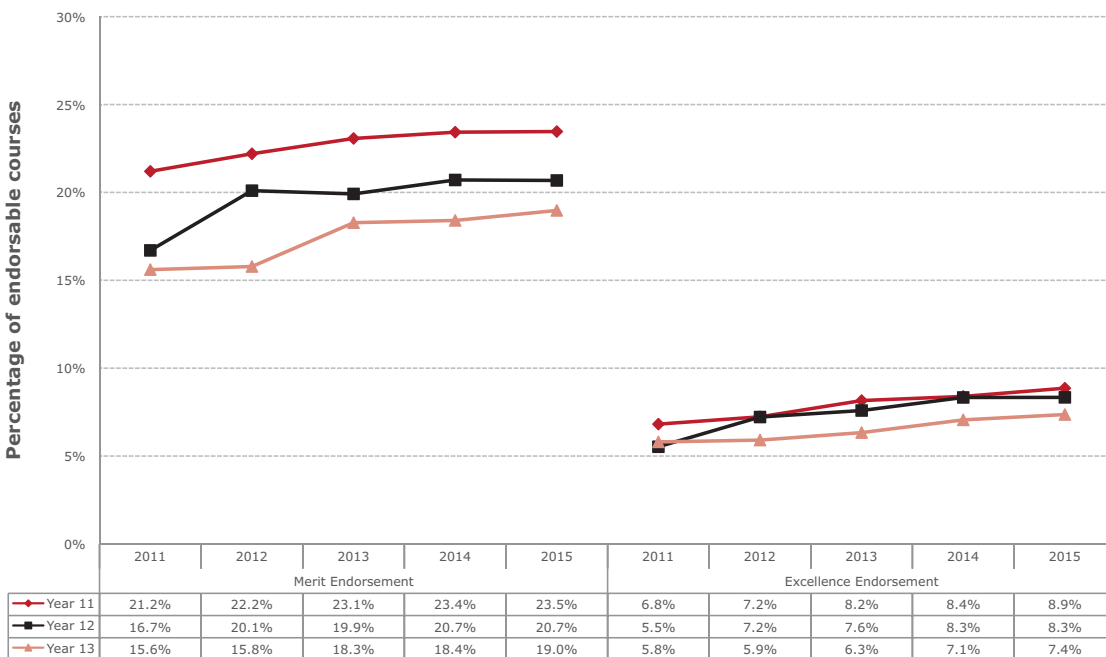


Figure 71. Percentage of course endorsements attained by Year 11, Year 12, and Year 13 students from 2011 to 2015.



Course Endorsement

Figures 72-74 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 2015 for both Merit and Excellence Endorsements across all types.

Statistics by Gender

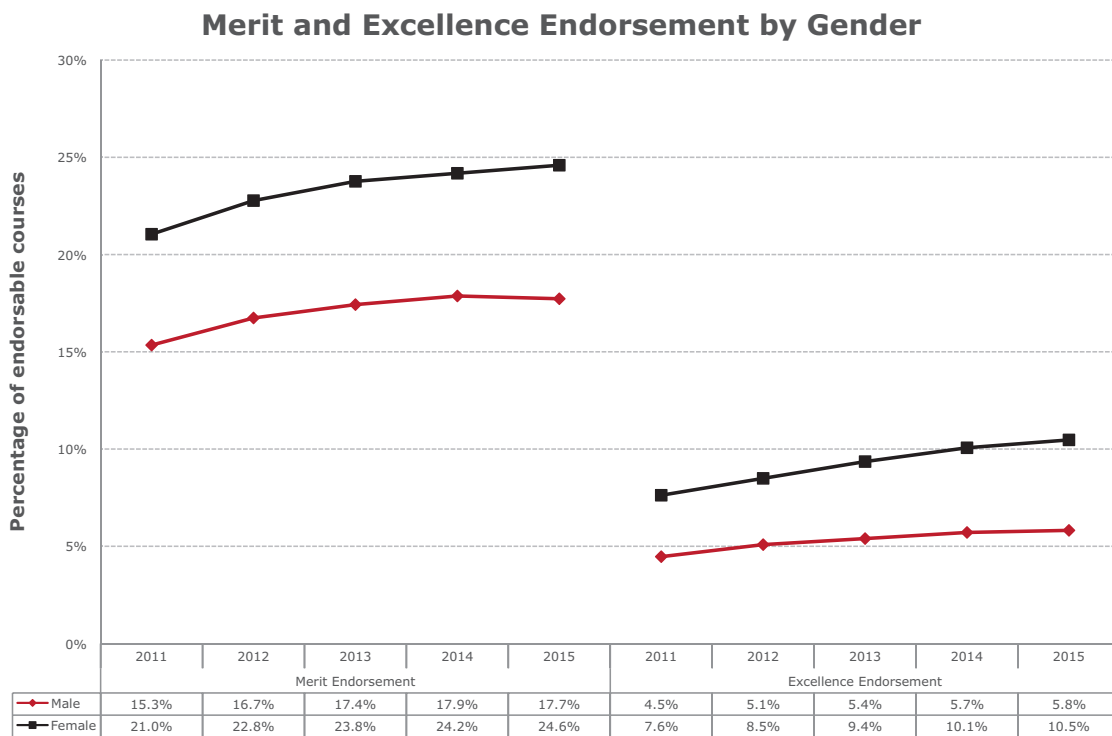


Figure 72. Percentage of course endorsements attained by gender from 2011 to 2015.

Course Endorsement

Statistics by Ethnicity

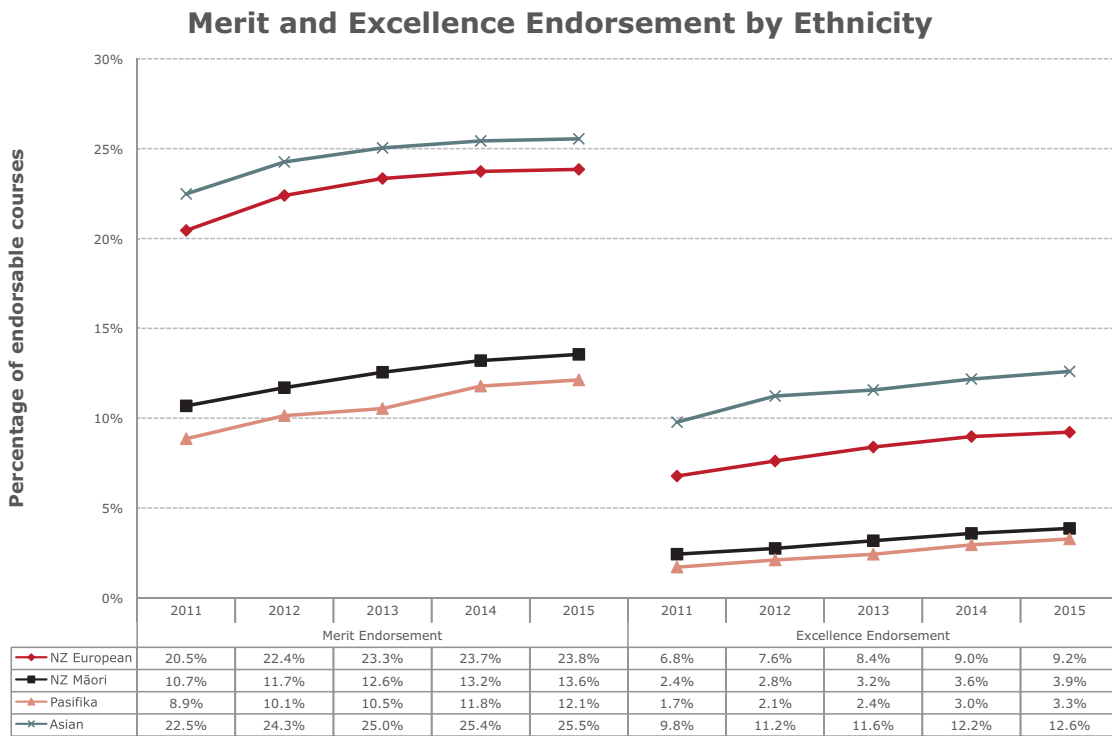


Figure 73. Percentage of course endorsements attained by ethnicity from 2011 to 2015.



Course Endorsement

Statistics by School Decile Band

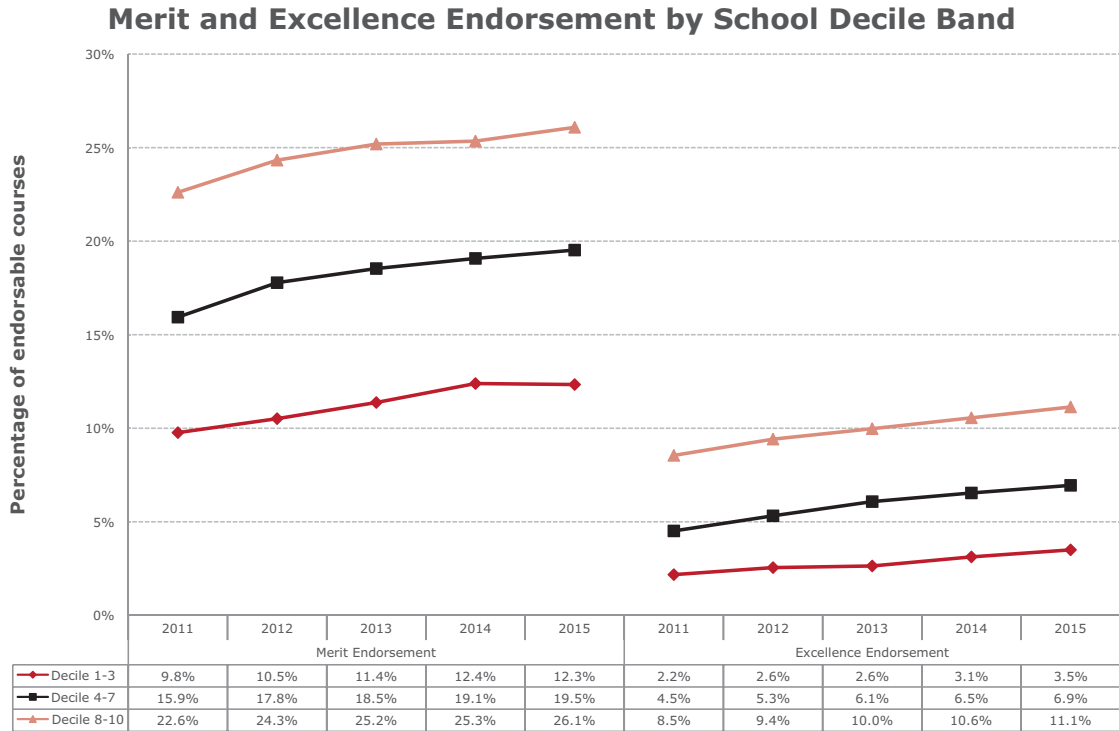
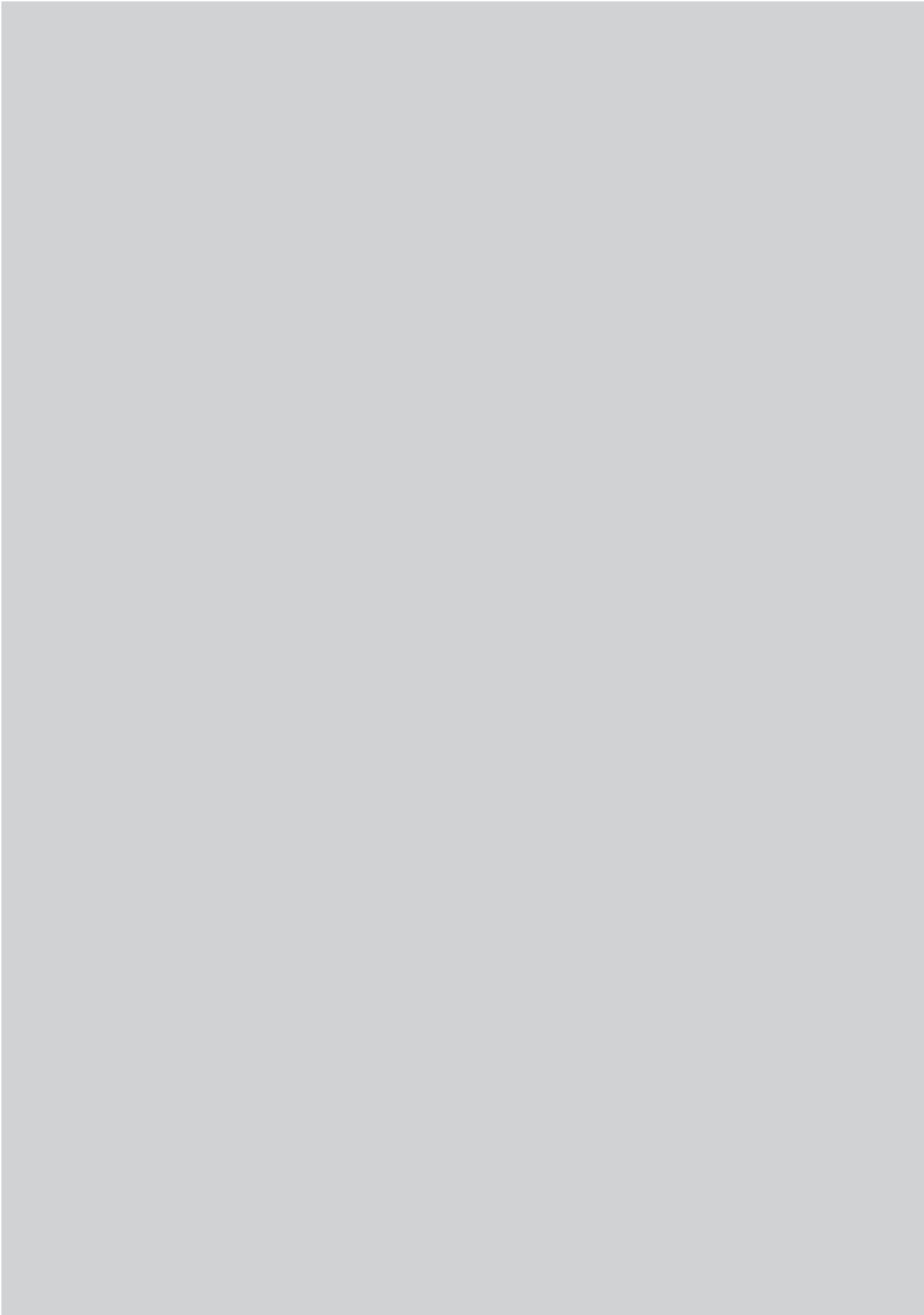


Figure 74. Percentage of course endorsements attained by school decile band from 2011 to 2015.



New Zealand Scholarship

New Zealand Scholarship challenges New Zealand's most able secondary school students in their selected subjects. 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 may vary from 3%.

Scholarship student performance in each subject is assessed against published performance standards at the end of each year. For many subjects, assessment involves a three-hour written examination. However, Dance, Drama, and Music also involve assessment by recorded performance. Design, Design and Visual Communication, Painting, Photography, Printmaking, and Sculpture are assessed through portfolios of work. Physical Education and Technology are assessed through submitted reports.

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 2015, a total of 2,384 students achieved one or more Scholarship subject awards; of which 9 students achieved a Premier Award, 59 students achieved an Outstanding Scholar Award, 253 students achieved a Scholarship Award, 31 students achieved a Top Subject Scholarship Award, and 2,053 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 2015 Scholarship winners is estimated at approximately \$3.9 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 2015

In 2015, 9,690 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 18,195 subject entries there were 14,086 assessments that were marked and graded. Percentage statistics in this section are based on assessments that were marked and graded.

Table 2 shows the number of entries and results for 2015 Scholarship candidates. For males, 23.2% of assessed results were graded Scholarship grade, and 3.4% Outstanding Scholarship. For females, the equivalent percentages were 24.2% and 2.1% respectively.

	Candidates	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Male	4,322	8,890	6,903	1,604	234
Female	5,368	9,305	7,183	1,736	151

Table 2. Candidates, entries, and results, for Scholarship in 2015.



New Zealand Scholarship

Scholarships Awarded in 2015 by Subject

Table 3 shows a breakdown of Scholarship results for 2015 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	2,882	77	10	87	3.0%
Agricultural & Horticultural Science	527	13	2	15	2.8%
Art History	1,372	36	4	40	2.9%
Biology	10,329	289	33	322	3.1%
Calculus	9,387	266	31	297	3.2%
Chemistry	9,261	255	27	282	3.0%
Chinese	495	14	1	15	3.0%
Classical Studies	4,377	120	13	133	3.0%
Dance	814	22	2	24	2.9%
Design	2,689	72	8	80	3.0%
Design & Visual Communication	1,464	39	5	44	3.0%
Drama	2,228	59	7	66	3.0%
Earth & Space Science	914	26	3	29	3.2%
Economics	3,704	104	11	115	3.1%
English	18,210	489	57	546	3.0%
French	666	18	2	20	3.0%
Geography	6,700	170	18	188	2.8%
German	253	8	1	9	3.6%
History	6,731	181	20	201	3.0%
Japanese	502	13	1	14	2.8%
Latin	42	4	1	5	11.9%
Media Studies	3,230	92	10	102	3.2%
Music	1,543	44	5	49	3.2%
Painting	3,062	82	9	91	3.0%
Photography	3,010	81	9	90	3.0%
Physical Education	5,025	109	14	123	2.4%
Physics	8,486	223	28	251	3.0%
Printmaking	287	8	1	9	3.1%
Samoan	298	9	1	10	3.4%
Sculpture	197	6	1	7	3.6%
Spanish	389	11	1	12	3.1%
Statistics	12,396	321	41	362	2.9%
Te Reo Māori	838	23	2	25	3.0%
Te Reo Rangatira	164	4	1	5	3.0%
Technology	3,990	52	5	57	1.4%

Table 3. Cohort size and results for Scholarship in 2015.

New Zealand Scholarship

Table 4 shows the Scholarship results across the 35 subjects by assessed results. For each subject, Table 4 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	372	69	303	216	71.3%	77	25.4%	10	3.3%
Agricultural & Horticultural Science	91	17	74	59	79.7%	13	17.6%	2	2.7%
Art History	272	59	213	173	81.2%	36	16.9%	4	1.9%
Biology	1,516	222	1,294	972	75.1%	289	22.3%	33	2.6%
Calculus	1,431	262	1,169	872	74.6%	266	22.8%	31	2.7%
Chemistry	1,418	230	1,188	906	76.3%	255	21.5%	27	2.3%
Chinese	122	28	94	79	84.0%	14	14.9%	1	1.1%
Classical Studies	624	132	492	359	73.0%	120	24.4%	13	2.6%
Dance	101	29	72	48	66.7%	22	30.6%	2	2.8%
Design	589	291	298	218	73.2%	72	24.2%	8	2.7%
Design & Visual Communication	372	33	339	295	87.0%	39	11.5%	5	1.5%
Drama	433	163	270	204	75.6%	59	21.9%	7	2.6%
Earth & Space Science	166	39	127	98	77.2%	26	20.5%	3	2.4%
Economics	559	117	442	327	74.0%	104	23.5%	11	2.5%
English	1,970	408	1,562	1,016	65.0%	489	31.3%	57	3.6%
French	123	24	99	79	79.8%	18	18.2%	2	2.0%
Geography	883	152	731	543	74.3%	170	23.3%	18	2.5%
German	54	5	49	40	81.6%	8	16.3%	1	2.0%
History	1,030	221	809	608	75.2%	181	22.4%	20	2.5%
Japanese	106	16	90	76	84.4%	13	14.4%	1	1.1%
Latin	27	2	25	20	80.0%	4	16.0%	1	4.0%
Media Studies	628	183	445	343	77.1%	92	20.7%	10	2.2%
Music	185	40	145	96	66.2%	44	30.3%	5	3.4%
Painting	610	256	354	263	74.3%	82	23.2%	9	2.5%
Photography	486	187	299	209	69.9%	81	27.1%	9	3.0%
Physical Education	735	312	423	300	70.9%	109	25.8%	14	3.3%
Physics	1,389	219	1,170	919	78.5%	223	19.1%	28	2.4%
Printmaking	61	19	42	33	78.6%	8	19.0%	1	2.4%
Samoan	80	12	68	58	85.3%	9	13.2%	1	1.5%
Sculpture	35	13	22	15	68.2%	6	27.3%	1	4.5%
Spanish	77	12	65	53	81.5%	11	16.9%	1	1.5%
Statistics	1,195	215	980	618	63.1%	321	32.8%	41	4.1%
Te Reo Māori	126	26	100	75	75.0%	23	23.0%	2	2.0%
Te Reo Rangatira	61	7	54	49	90.7%	4	7.4%	1	1.9%
Technology	268	89	179	122	68.2%	52	29.1%	5	2.8%

Table 4. Entries and results for Scholarship in 2015.

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 5 gives the total number of Premier Award and Outstanding Scholar Award winners by gender from 2011 to 2015.

Year	Premier Awards		Outstanding Scholar Awards	
	Female	Male	Female	Male
2011	3	7	14	37
2012	1	9	21	33
2013	1	9	11	49
2014	1	9	17	39
2015	1	8	16	43

Table 5. Number of Premier and Outstanding Scholar Award winners from 2011 to 2015.

The total number of Premier Award and Outstanding Scholar Award winners by school decile band from 2011 to 2015 are shown in Table 6.

Year	Premier Awards		Outstanding Scholar Awards	
	Decile 8-10	Other Deciles	Decile 8-10	Other Deciles
2011	9	1	38	13
2012	9	1	42	12
2013	9	1	48	12
2014	8	2	38	18
2015	6	3	46	13

Table 6. Number of Premier and Outstanding Scholar Award winners by school decile band from 2011 to 2015.



New Zealand Scholarship

The successful Scholarship subjects of the Premier Award winners for the past five years are listed in Table 7.

Subject	2011	2012	2013	2014	2015
Accounting		3	1	2	1
Agricultural & Horticultural Science		1		1	2
Art History		1		3	
Biology	6	2	4	2	4
Calculus	7	5	8	5	4
Chemistry	8	6	8	6	6
Classical Studies		3	1	2	1
Design		1			
Earth & Space Science	5	2	1		4
Economics	2	5	1	3	6
English	4	4	4	6	5
French	2		1	1	1
Geography	4	4	5	4	5
History	1	3	3	3	2
Japanese				1	
Latin				1	1
Media Studies		3		3	2
Music					1
Painting	1				
Physical Education		1		3	1
Physics	9	6	8	6	9
Spanish	1		1		
Statistics	9	5	9	4	9

Table 7. Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2011 to 2015. 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>

New Zealand Scholarship

Scholarship Awards, Single Subject Awards and Top Subject Awards in 2015

In 2015, 253 students received Scholarship Awards having earned three or more Scholarships. There were 2,053 students who received a Single Subject Award. Top Subject Awards were received by 31 students across the 35 subjects. The reason for the difference of 4 was that 4 of the 31 students were the top student in two Scholarship subjects.



Results of Directory of Assessment Standards (DAS)

Three categories of assessment standards can contribute credits towards the achievement of NCEA qualifications.

They are:

- Unit Standards
- Internally-assessed Achievement Standards
- Externally-assessed Achievement Standards

This section reports the results of standards in each of these categories. The statistics show trends related to a review of standards that was progressively implemented in 2011 (Level 1), 2012 (Level 2), and 2013 (Level 3). The review involved removing, replacing and modifying standards to improve the alignment of NCEA Level 1, 2 and 3 standards to their respective Curriculum Levels 6, 7 and 8. Also, some standards moved to internal assessment where this was deemed a more appropriate type of assessment.

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.

Tables 8-11 and Figures 75-86 show the statistics for the three types of standards in 2015, based on the number of assessed results and the number of credits.

Changes resulting from the standards review are visible, particularly for Levels 2 and 3, where the review was implemented respectively in 2012 and 2013.

When considering the distribution of the percentage of grades by standard type and assessment in Tables 8-11 and Figures 75-80, it should be noted that Achievement Standards carry grades of Not Achieved, Achievement, Achievement with Merit, and Achievement with Excellence; while most Unit Standards only carry grades of Not Achieved and Achievement.

Results of Directory of Assessment Standards (DAS)

Table 8 shows entries and assessed results for each type of standard, along with grade percentages computed using assessed results.

	Entries	Number of Assessed Results	Not Achieved	Achievement	Merit	Excellence
Externally-assessed Achievement Standards	1,296,012	1,069,099	23.1%	38.9%	26.8%	11.1%
Internally-Assessed Achievement Standards	2,380,582	2,348,767	16.4%	35.8%	25.2%	22.5%
Unit Standards	826,669	808,431	10.2%	88.1%	0.8%	0.9%

Table 8. Percentage distributions of results for secondary school candidates in Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards in 2015.

Table 9 shows the number of credits for each type of standard along with grade percentages.

	Number of Credits	Not Achieved	Achievement	Merit	Excellence
Externally-assessed Achievement Standards	4,757,051	22.4%	38.6%	27.0%	12.0%
Internally-assessed Achievement Standards	9,120,683	16.4%	35.3%	25.2%	23.2%
Unit Standards	2,740,231	10.7%	86.6%	1.2%	1.5%

Table 9. Percentage distributions of credits for Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards in 2015.



Results of Directory of Assessment Standards (DAS)

Tables 10 and 11 show the percentages of assessed results and credits for Unit Standards and Achievement Standards, in each school decile band, by NCEA level.

	Decile 1-3	Decile 4-7	Decile 8-10
LEVEL 1			
Externally-assessed Achievement Standards	16.9%	25.7%	34.1%
Internally-assessed Achievement Standards	61.7%	59.7%	59.3%
Unit Standards	21.4%	14.6%	6.6%
Total Results	317,180	815,823	664,870
LEVEL 2			
Externally-assessed Achievement Standards	13.8%	21.2%	29.3%
Internally-assessed Achievement Standards	45.7%	49.6%	54.7%
Unit Standards	40.4%	29.2%	15.9%
Total Results	265,999	667,101	551,322
LEVEL 3			
Externally-assessed Achievement Standards	16.9%	25.1%	31.2%
Internally-assessed Achievement Standards	52.7%	55.3%	57.5%
Unit Standards	30.4%	19.6%	11.3%
Total Results	140,352	378,297	365,401

Table 10. 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	19.7%	28.4%	36.3%
Internally-assessed Achievement Standards	63.1%	60.0%	58.8%
Unit Standards	17.2%	11.6%	4.9%
Total Results	1,174,854	3,081,236	2,587,255
LEVEL 2			
Externally-assessed Achievement Standards	17.6%	25.4%	33.5%
Internally-assessed Achievement Standards	46.8%	49.8%	53.7%
Unit Standards	35.5%	24.8%	12.9%
Total Results	977,226	2,531,352	2,177,462
LEVEL 3			
Externally-assessed Achievement Standards	19.6%	28.1%	34.5%
Internally-assessed Achievement Standards	49.5%	51.9%	54.2%
Unit Standards	30.8%	19.9%	11.3%
Total Results	612,519	1,650,880	1,607,247

Table 11. Percentage and total numbers of assessed credits by NCEA level and school decile band.



Results of Directory of Assessment Standards (DAS)

Figures 75 and 76 compare the distributions of grades and credits for Externally-assessed Achievement Standards between School Decile Bands 1-3, 4-7, and 8-10 in 2015.

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

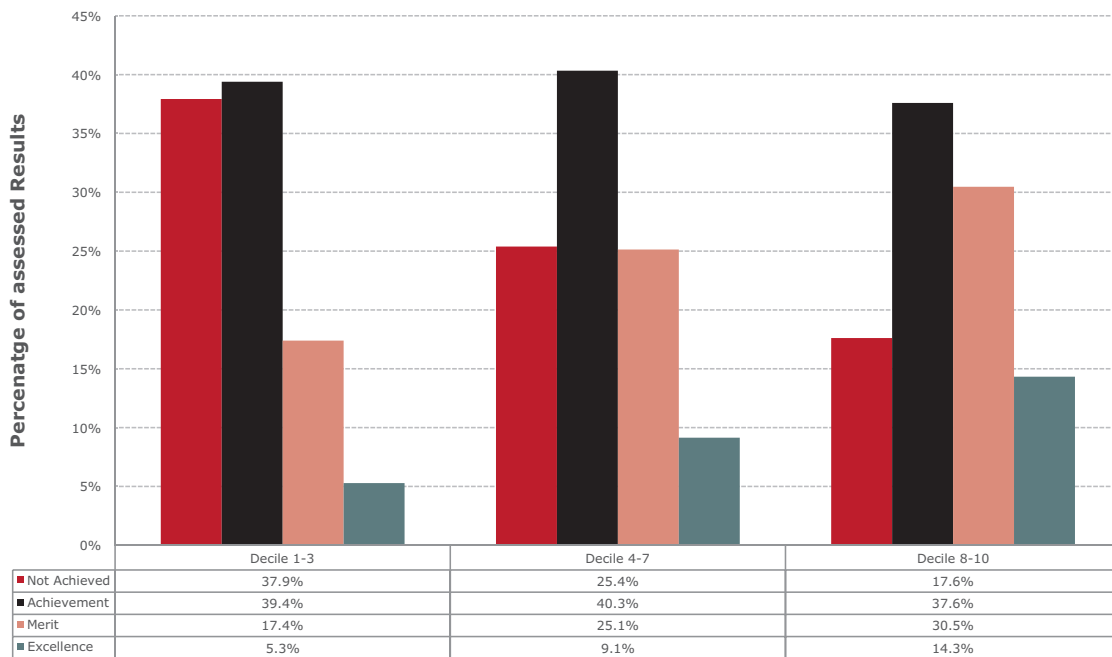


Figure 75. Percentage distributions of grades for Externally-assessed Achievement Standards in 2015, by school decile band.

Results of Directory of Assessment Standards (DAS)

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

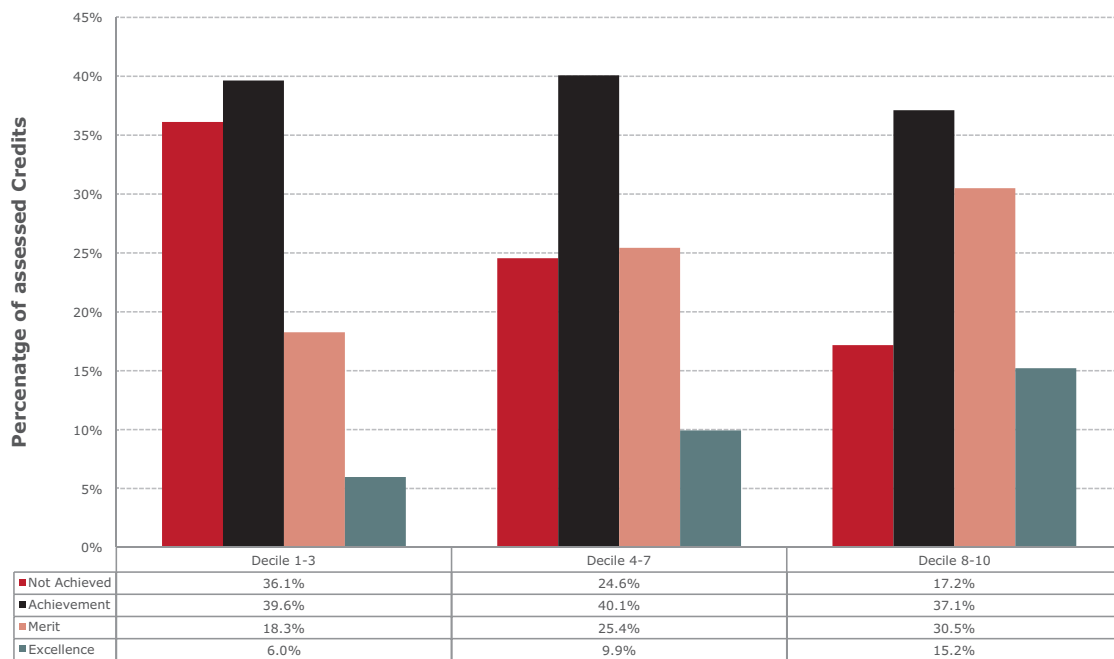


Figure 76. Distributions of credits for Externally-assessed Achievement Standards in 2015, by school decile band.



Results of Directory of Assessment Standards (DAS)

Figures 77 and 78 show the distributions of grades and credits for Internally-assessed Achievement standards by School Decile Bands 1-3, 4-7, and 8-10 in 2015.

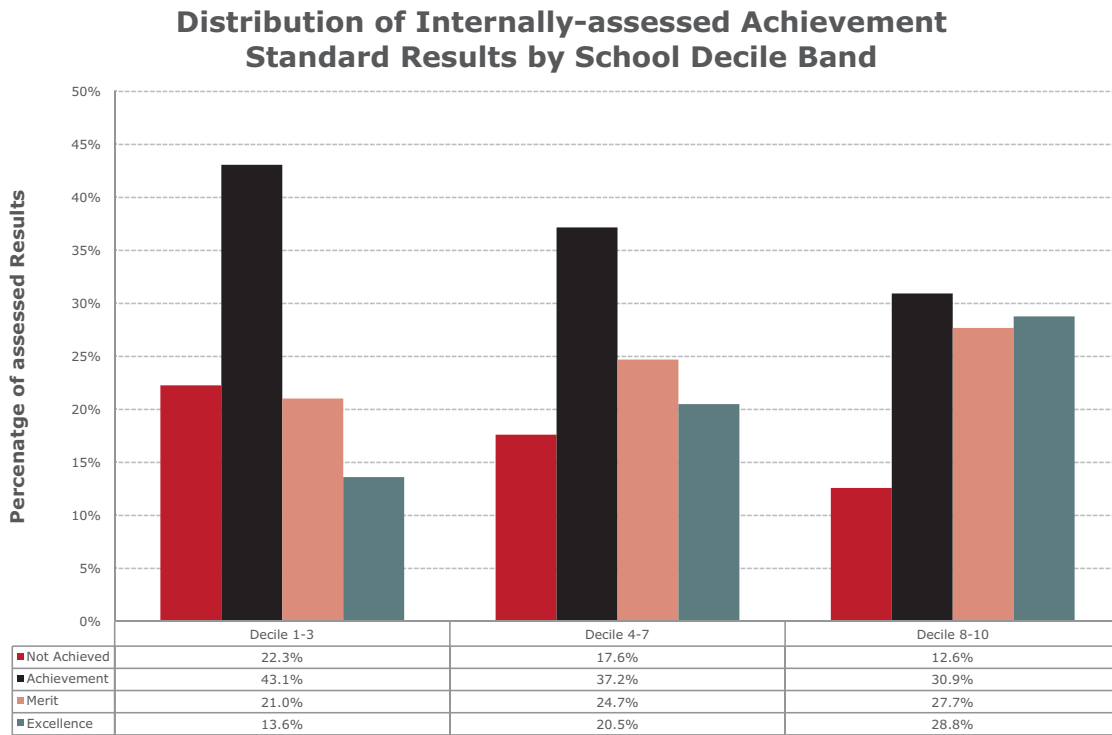


Figure 77. Percentage distributions of assessed results for Internally-assessed Achievement Standards in 2015, by school decile band.

Results of Directory of Assessment Standards (DAS)

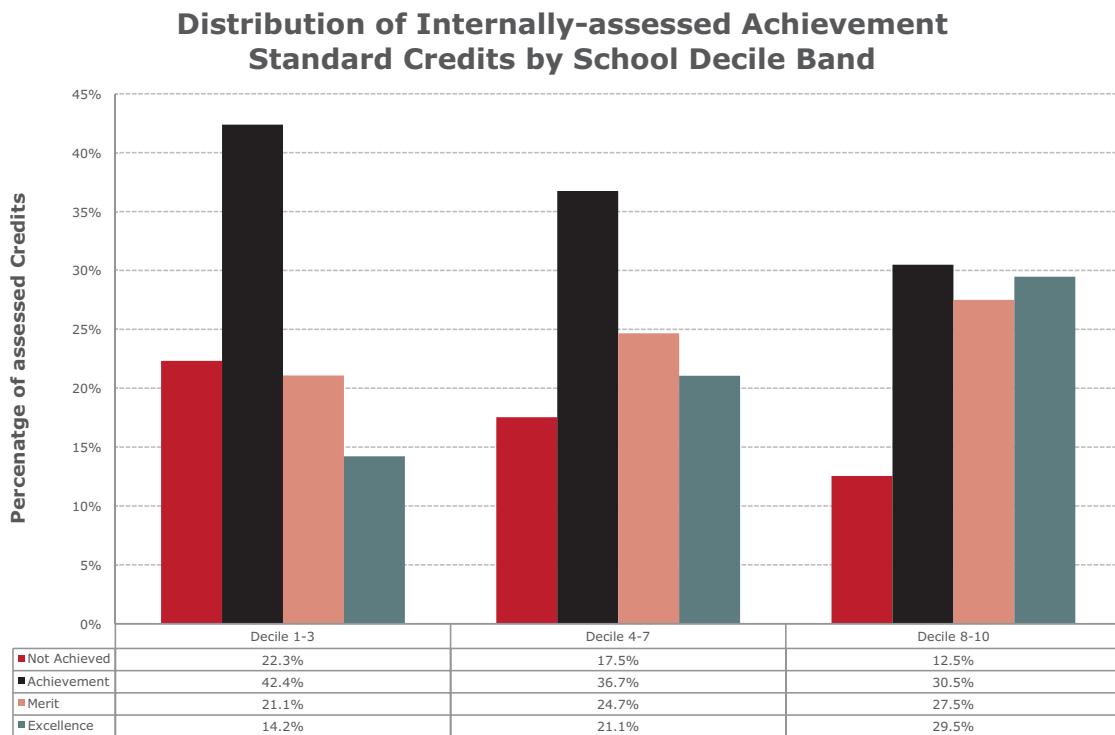


Figure 78. Percentage distributions of assessed credits for Internally-assessed Achievement Standards in 2015, by school decile band.



Results of Directory of Assessment Standards (DAS)

Figures 79 and 80 show the percentage distributions of results and credits for Unit Standards by school decile bands for 2015.

Distribution of Unit Standard Results by School Decile Band

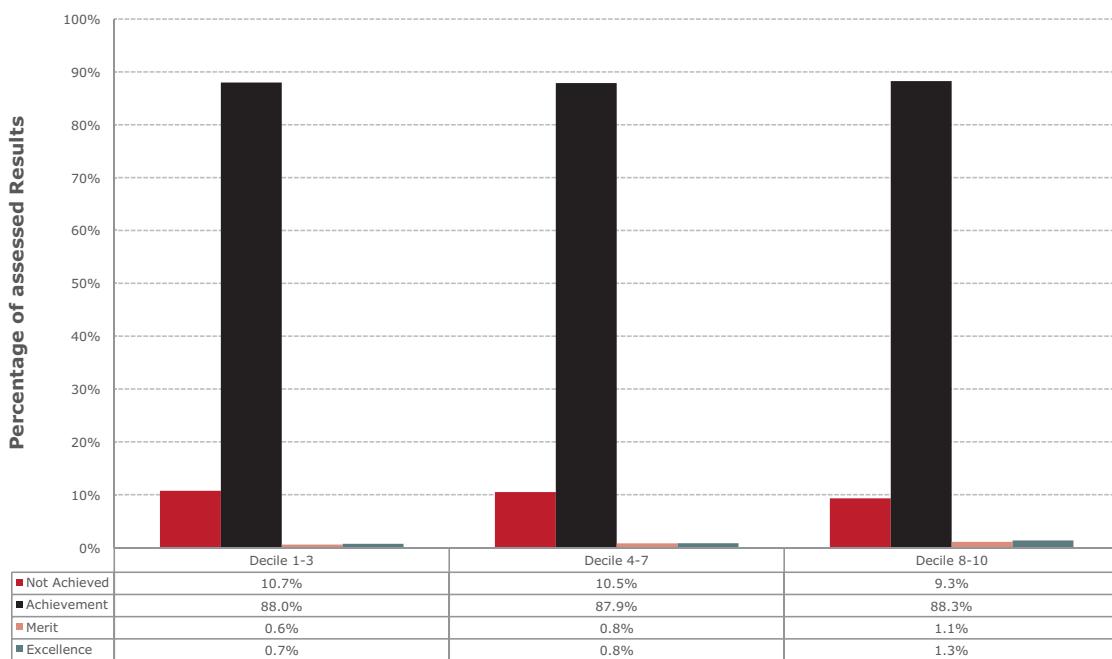


Figure 79. Percentage distributions of assessed credits for Unit Standards in 2015, by school decile band.

Results of Directory of Assessment Standards (DAS)

Distribution of Unit Standard Credits by School Decile Band

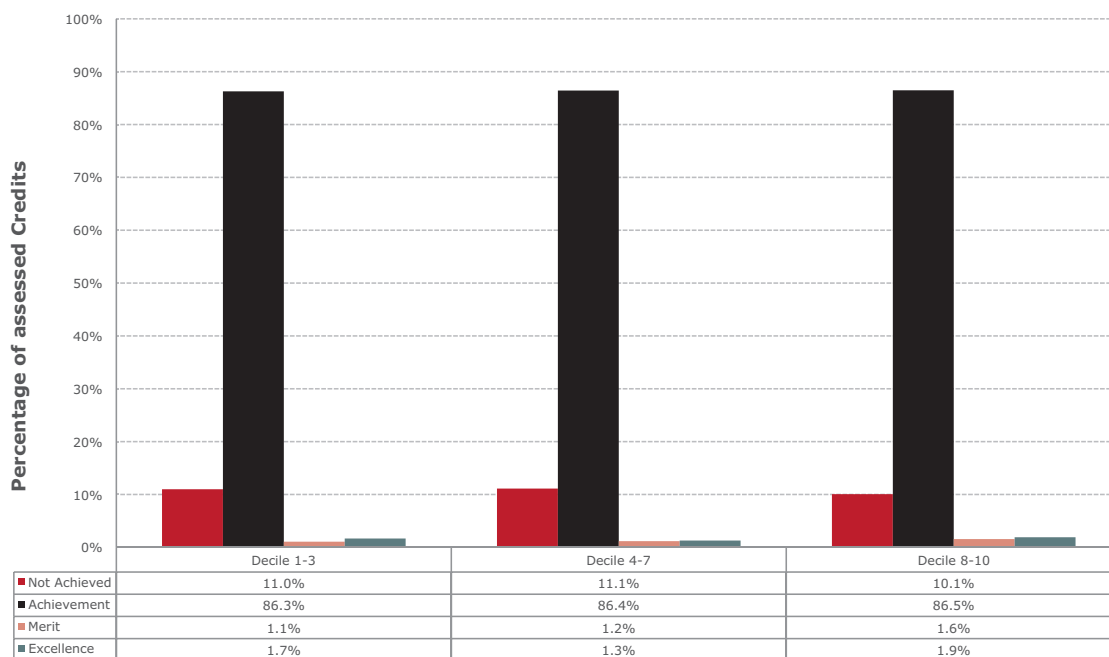


Figure 80. Percentage distributions of assessed credits for Unit Standards in 2015, by school decile band.

Figures 81-86 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 2011 to 2015.

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 81-86, it can be seen that this pattern is clearly visible.

Figures 81-86 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 number of credits allocated to Standards.



Results of Directory of Assessment Standards (DAS)

Figure 8I shows a reduction in the number of results from the use of Unit Standards in 2012 as a flow-on effect from the standard alignments.

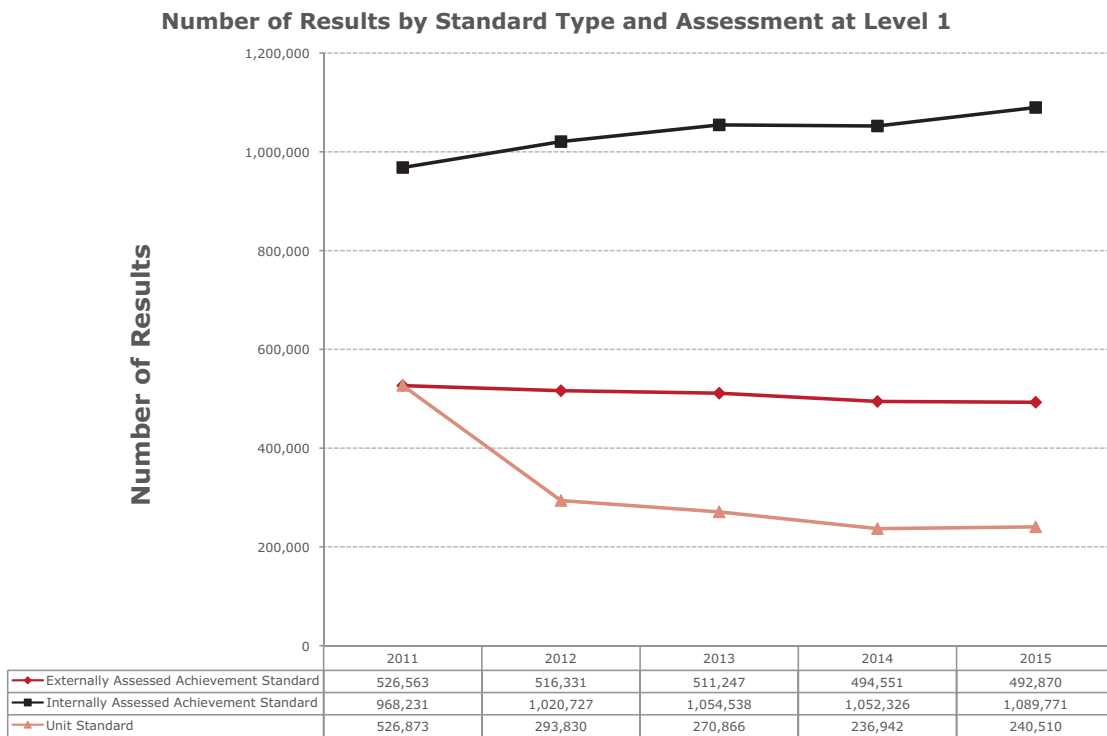


Figure 8I. Number of results by standard type and assessment method at Level 1 from 2011 to 2015.

Results of Directory of Assessment Standards (DAS)

Figure 82 shows the number of credits for each standard type and assessment from 2011 to 2015.

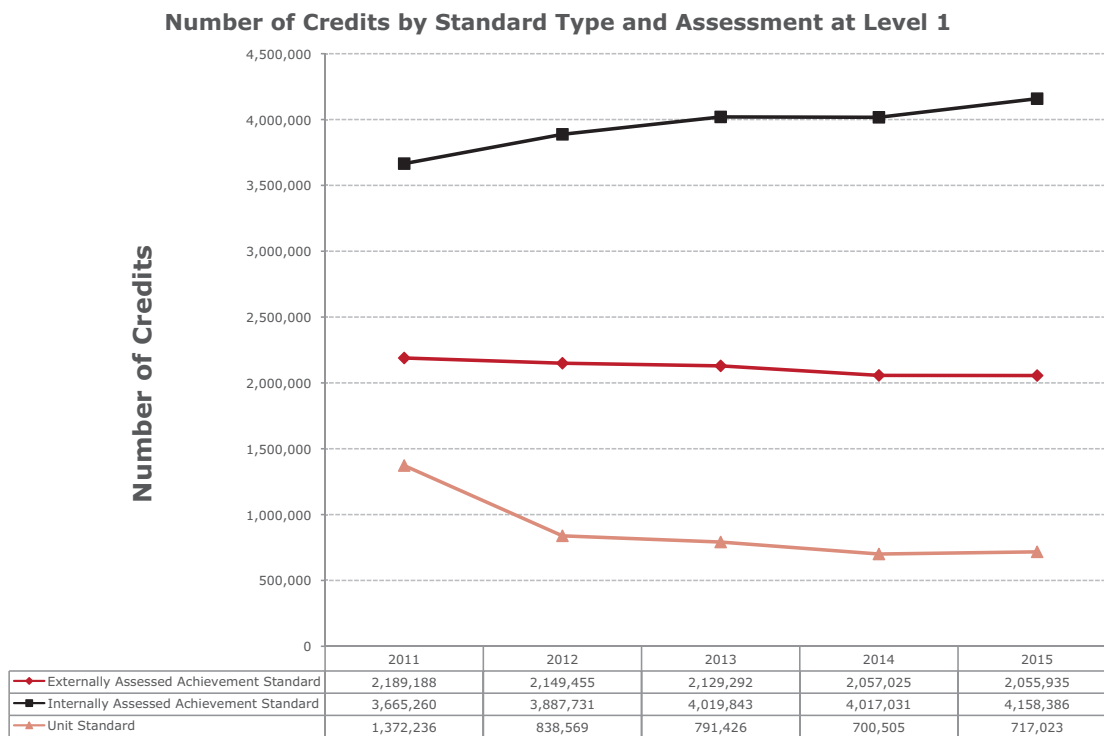


Figure 82. Number of credits by standard type and assessment method at Level 1 from 2011 to 2015.



Results of Directory of Assessment Standards (DAS)

Figure 83 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.

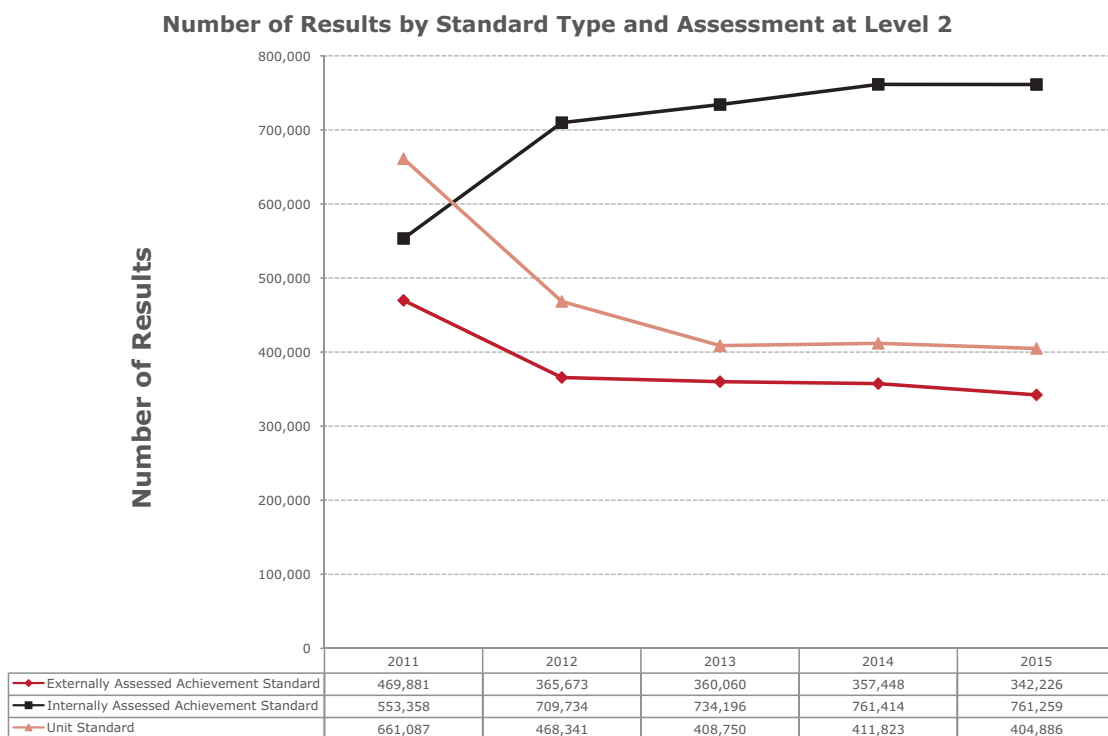


Figure 83. Number of results by standard type and assessment at Level 2 from 2011 to 2015

Results of Directory of Assessment Standards (DAS)

Figure 84 shows the same pattern in Figure 83 for the number of credits, by standard type and assessment from 2011 to 2015.

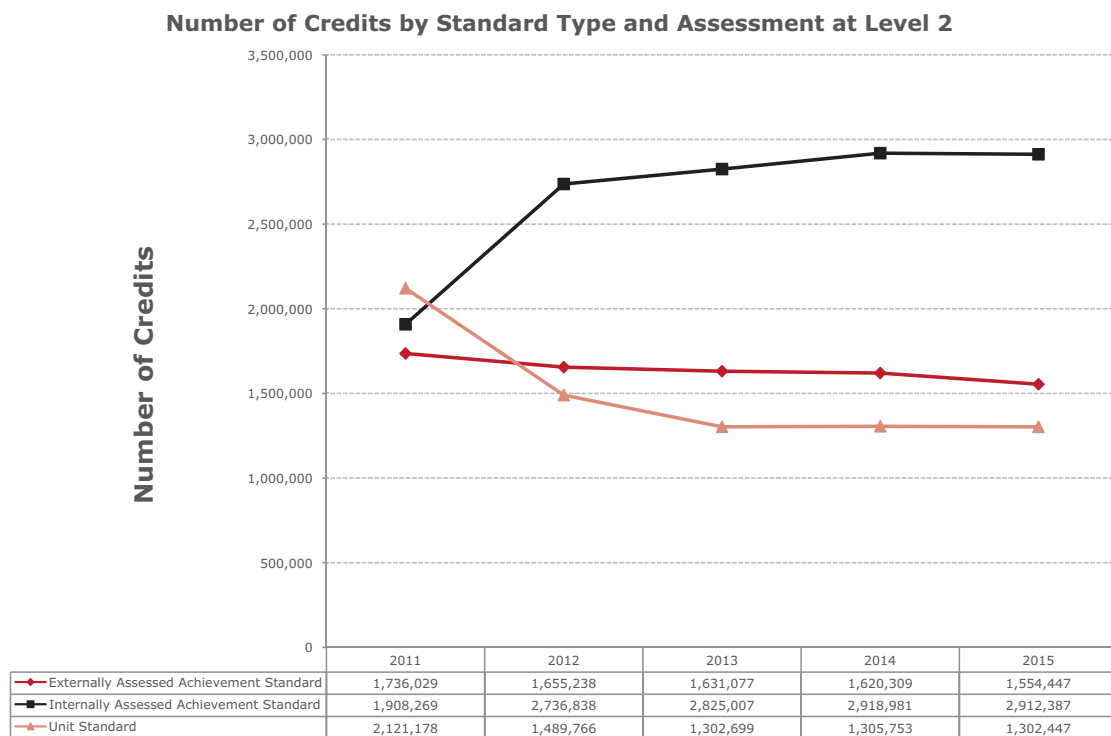


Figure 84. Number of credits by standard type and assessment at Level 2 from 2011 to 2015



Results of Directory of Assessment Standards (DAS)

Figure 85 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.

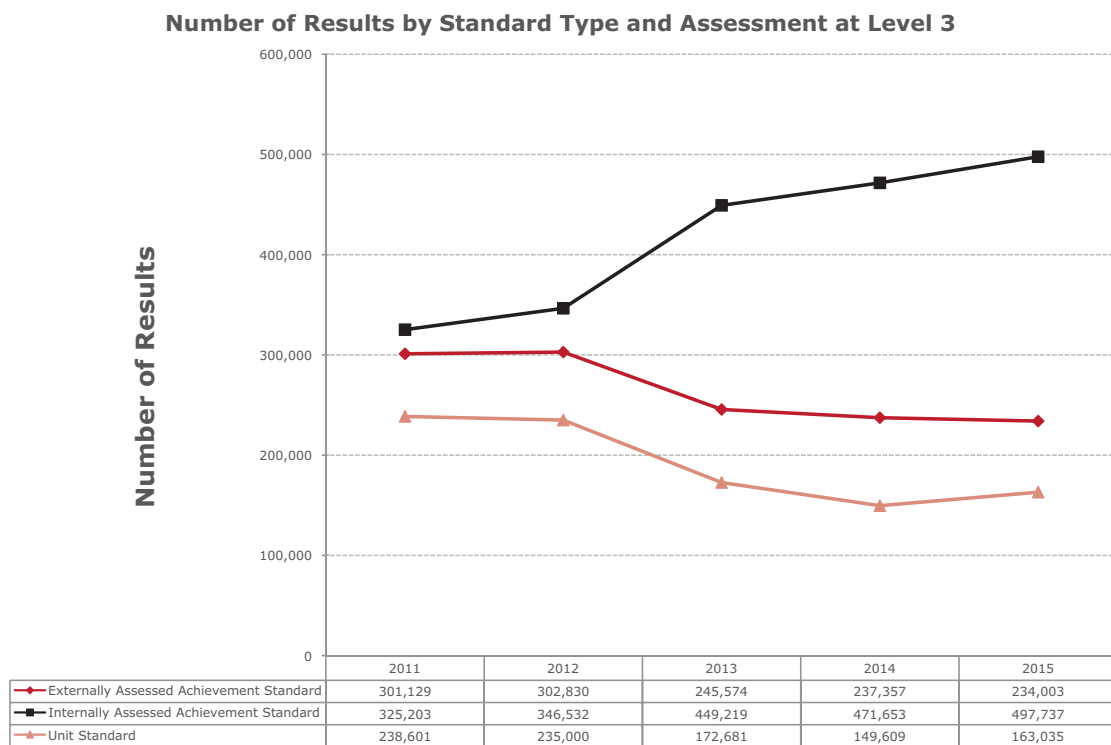


Figure 85. Number of results by standard type and assessment at Level 3 from 2011 to 2015.

Results of Directory of Assessment Standards (DAS)

Figure 86 shows the same pattern as in Figure 85, for the number of credits for each standard type and assessment from 2011 to 2015.

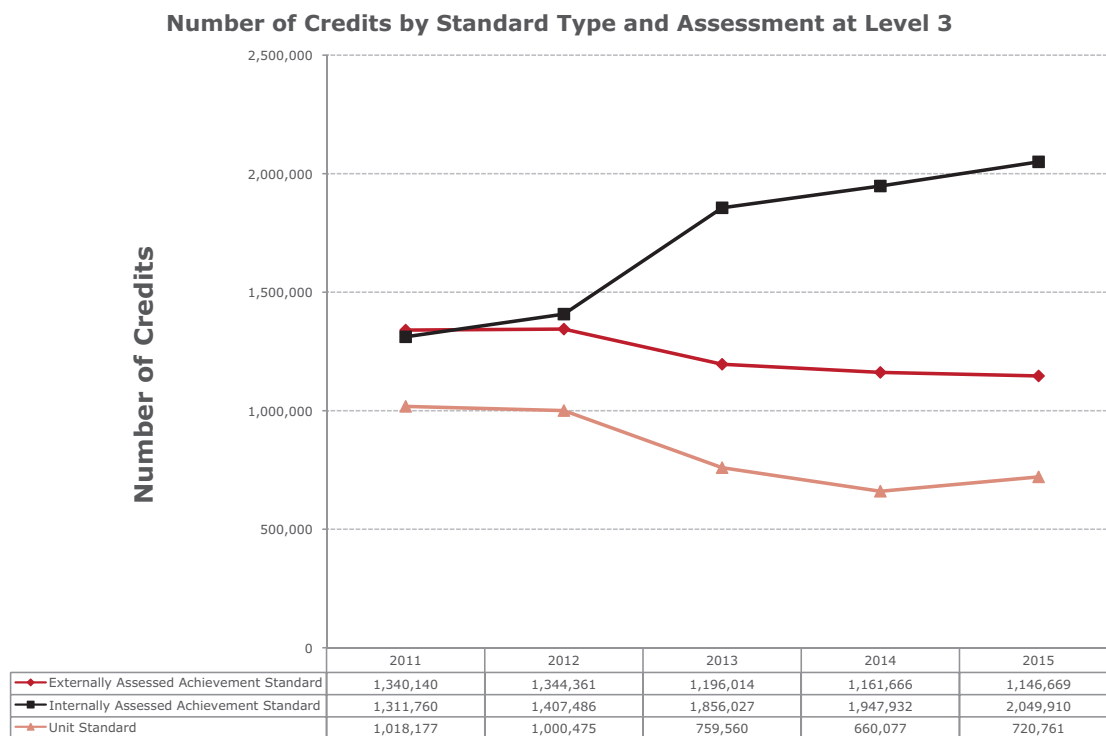


Figure 86. Number of credits by standard type and assessment at Level 3 from 2011 to 2015.



School Related Qualifications

School Related Qualifications refer to National Certificates other than NCEA achieved by senior school students while preparing for NCEA and University Entrance. For 2015, 10.3% of the School Related Qualifications were gained by Year 11 students, 45.2% by Year 12 students, and 44.5% 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 2015, 48.8% of School Related Qualifications were gained by males and 51.2% by females. Categorised by ethnicity, 62.5% were gained by New Zealand European, 13.4% by New Zealand Māori, 6.9% by Pasifika, and 17.1% by Asian. Categorised by school decile band, 44.9% from School Decile Band 8-10, 42.8% from School Decile Band 4-7, and 12.3% from School Decile Band 1-3.

School Related Qualifications awarded in 2015

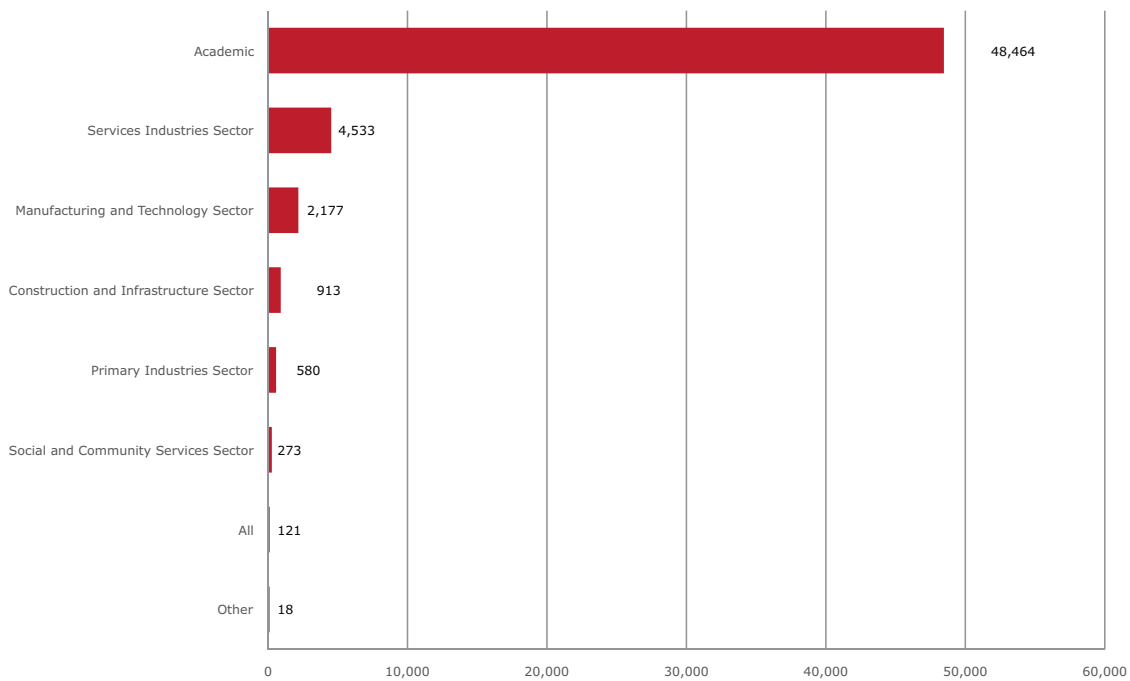


Figure 87. Number of School Related Qualifications awarded in 2015.

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 assessment 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 2015 examinations:

- 145,464 students with a total of 1,314,207 entries in NCEA and New Zealand Scholarship examinations
- 62,707 students with entries at Level 1, 55,329 students with entries at Level 2, and 42,086 students with entries at Level 3
- 9,690 students entered for New Zealand Scholarship, providing 18,195 subject entries
- 124 examination sessions held at 398 examination centres throughout New Zealand, with a further 7 in Cook Islands and 1 in Niue
- 1,648 markers and 5,639 examination supervisors and examination centre managers.

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 re-marking 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 re-marking 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 2015 examination round, this was Friday 19 February 2016 for NCEA, and Friday 4 March 2016 for Scholarship.

Tables 12 and 13 show the number of applications and success rates for Reviews and Reconsiderations of NCEA and Scholarship results from the 2011 to 2015 examination rounds.

NCEA Administrative processes and data

Table 12 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship from 2011 to 2015.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2015	315	203	64.4%	7	5	71.4%

Table 12. Numbers and percent successful for Reviews of NCEA and Scholarship from 2011 to 2015.

Table 13 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship from 2011 to 2015.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2015	9,573	1,745	18.2%	330	23	7.0%

Table 13. Numbers and percent successful for Reconsiderations of NCEA and Scholarship from 2011 to 2015.

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

<http://www.nzqa.govt.nz/reviews-and-reconsiderations>



NCEA Administrative processes and data

External Moderation of Internal Assessment

NZQA is required to moderate internally-assessed standards from all schools. Each year NZQA moderates approximately 100,000 individual pieces of student work.

Each school is required to have a process for randomly selecting student samples for moderation before submitting to NZQA moderators. Schools are required to address issues identified through the moderation process.

The focus of the moderation process is on the consideration of the students' evidence. The assessment tasks or activities are only moderated if they have caused an issue with the gathering of appropriate evidence. Assessment tasks or activities can be considered fit for purpose unless they have been specifically moderated.

The 100,000 pieces of student work came from two separate samples, the School Check and the National System Check.

The School Check is a sample of 90,000 to 95,000 pieces of work purposively selected. The focus is on improving the quality of assessments by providing feedback to schools and teachers about the assessment decisions they have made.

The second sample, the National System Check, is a selection of 5,000 to 10,000 pieces of student work. This is used to calculate the national agreement rates shown in Tables 14 and 15. NZQA randomly selects the standards based on all internal achievement standard entries. Each randomly selected entry is associated with a school. That school is then required to send eight pieces of student work for the selected standard to NZQA for moderation.

Data on the agreement rate between teachers and moderators are considered in two ways: Agreement at the level of Credit, and Agreement at the level of Grade. When a moderator reviews the assessment decision made with respect to a piece of student's work, they firstly consider if the assessor has correctly judged whether the work has met the standard. If the moderator and assessor agree that the piece of work demonstrated a result of either Not Achieved or Achievement, regardless of whether it was a Not Achieved, Achievement, Achievement with Merit or Achievement with Excellence result, then the judgement is said to be an Agreement at the level of Credit. This term refers to the credits that a student does or does not receive depending on whether they have achieved the standard.

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

Table 14 shows that in 2015 the National Agreement rate at the level of Credit was 92.5% and Agreement at the level of Grade was 84.6%.

	2011	2012	2013	2014	2015
Credit	92.1%	89.3%	88.0%	91.9%	92.5%
Grade	86.0%	79.6%	75.9%	82.8%	84.6%

Table 14. Overall moderation rates, both at the level of Credit and the level of the Grade, from 2011 to 2015. Direct comparisons between years should be viewed with caution as the selection methodology has changed each year from 2012.

NCEA Administrative processes and data

Table 15 shows the national moderation rate for 2015 at Credit and at Grade, by NCEA Level.

Level	At Credit	At Grade	Sample Size
1	92.8%	84.8%	5,491
2	92.9%	85.2%	3,871
3	90.9%	83.0%	2,180

Table 15. Moderation rate, both at Credit and at Grade, by NCEA Level, in 2015.

In 2015 NZQA provided the following support for teachers:

- Best Practice Workshops, which in 2015 involved 2,368 assessors in 104 workshops. Four of these workshops were conducted online
- NCEA Subject resources pages – hosting information and links to assessment resources
- Updated Level 3 annotated exemplars of student work exemplifying grade boundaries for internally-assessed standards
- The opportunity for guest speakers to be provided at national or regional events to speak on topics associated with the external moderation of internally-assessed standards
- Subject-specific newsletters for assessors
- Updated Level 3 clarification documents to unpack criteria of the achievement standard where issues have been noted through external moderation.

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

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

Breach of Examination Rules

Each year NZQA investigates reports of possible breaches 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 the following two classes:

- Dishonest Practices
- Following Instructions.



NCEA Administrative processes and data

Table 16 summarises the investigations into breaches for 2015. A total of 305 reports were investigated, of which 292 were reported by examination centre managers, 9 by markers, and 4 by others.

Status of breach investigations	Number
Number of students for whom a breach was substantiated	290
Number of students where no breach occurred	15
Breach not attributed to any student due to lack of evidence	-
Decision pending	-
Total student investigations	305

Table 16. Status of investigations into breaches for 2015.

Table 17 provides the investigation information by type of breach by nature of breach.

Type of breach	Nature of breach	Number
Dishonest Practice (26)	Cell phone use	7
	Using notes	18
	Altering/access to answer booklet	-
	Communicating with another candidate	-
	Other	1
Following Instructions (213)	Having a cell phone	95
	Inappropriate or offensive material/language	8
	Having notes	41
	Unauthorised material	39
	Unauthorised absence from exam room	20
	Other	10
Authenticity/Impersonation (12)	Similar answers to another candidate	2
	Authenticity	10
	Multiple handwriting	-
	Other	-
Influencing/Assisting/Hindering (54)	Disturbance	20
	Communicating with another candidate	34
	Other	-

Table 17. Investigations by type of breach by nature of breach for 2015.

NCEA Administrative processes and data

Table 18 shows investigations by eighteen geographical regions.

Region	Number
Auckland	159
Bay of Plenty	6
Canterbury	23
Central Plateau	-
East Coast	3
Hawkes Bay	12
Manawatu	7
Nelson/Marlborough	5
Northland	25
Otago	5
Southland	2
Taranaki	4
Waikato	20
Wairarapa	2
Wanganui	1
Wellington	27
West Coast	4
Cook Islands	-

Table 18. Investigations by region for 2015.

NCEA Administrative processes and data

Special Assessment Conditions (SAC)

Schools apply to NZQA for an entitlement to Special Assessment Conditions (SAC) on behalf of their candidates with permanent or long-term medical, physical, sensory or learning disabilities or difficulties which will impair their performance in internal assessments and external (exam) assessments.

NZQA grants entitlement to SAC so that approved students may be fairly assessed and have access to assessment for National Qualifications. SAC are approved so that entitled students can demonstrate their knowledge, skills and understanding, without providing an unfair advantage over other students.

Schools can apply for SAC using school-based evidence, rather than a formal psychometric report. A school gathers this evidence through the use of easy-to-administer, affordable testing tools.

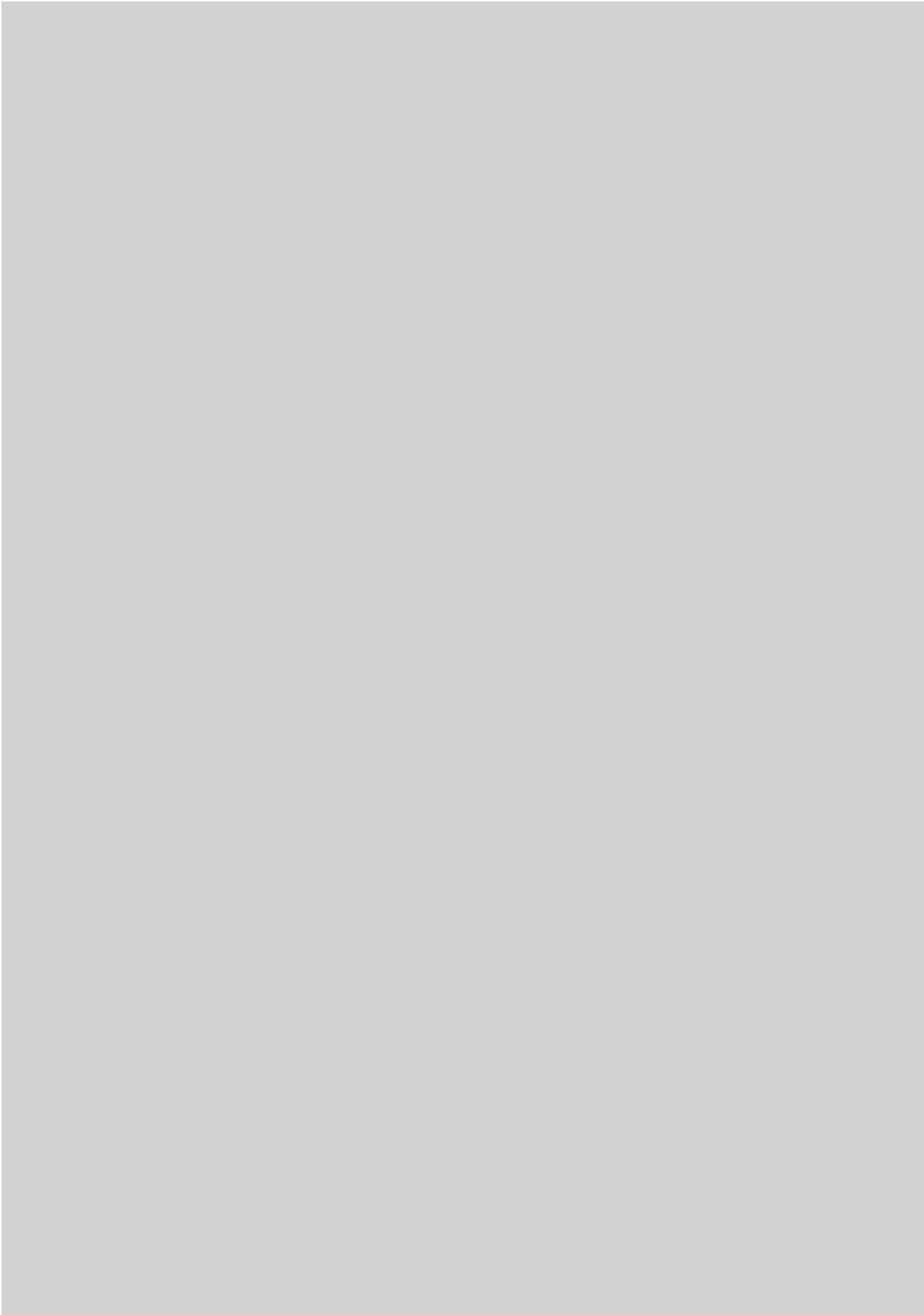
Table 19 shows 2015 SAC applications by decile.

Decile	No. of Y11-13 Students	Total Applications	Total Approved	School-based Evidence
1	9,286	198	178	117
2	8,607	164	149	77
3	13,182	260	237	108
4	15,790	458	439	146
5	12,458	471	450	155
6	22,494	776	751	195
7	21,128	858	820	129
8	19,181	1,120	1,098	262
9	21,717	1,173	1,141	182
10	17,810	1,379	1,352	119
99	5,517	231	224	19
Total	167,170	7,088	6,839	1,509

Table 19. SAC applications by decile for 2015. Note that decile 99 includes schools without a decile, e.g. new schools and Te Aho o te Kura Pounamu (The Correspondence School).

Further information on SAC can be found on the NZQA website:

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



Appendices

Appendix I. Cohorts

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

The **Roll-based cohort** includes all students at the year level on the Roll, 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 entries 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 **Enrolled Student cohort** is used to report Literacy and Numeracy attainment percentages.

The **Tracked Year 11 cohort** consists of students with one or more entries in either a Unit Standard or an Achievement Standard when they were in Year 11 two years previously. For this 2015 report the Tracked Year 11 cohorts consists of the students with one or more entries in either a Unit Standard or an Achievement Standard when they were in Year 11 in 2013.

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]	74.4%	77.4%	85.7%
NCEA Level 2 [Year 12]	76.4%	72.1%	88.7%
NCEA Level 3 [Year 13]	62.7%	50.2%	83.2%

Table 20. NCEA attainment rates in 2015 by schooling year and cohort type.

The first value of 74.4% in the first row of Table 20 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 77.4% is the percentage 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 85.7% is the percentage 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 20 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)	94
National Certificate in Computing (Level 3)	49
National Certificate in Māori (Te Waharoa) (Level 2)	252
National Certificate in Mathematics (Level 1)	28,227
National Certificate in Mathematics (Level 2)	19,554
ALL	
National Certificate in Business Administration and Computing (Level 2)	67
National Certificate in Business Administration and Computing (Level 3)	53
National Certificate in Employment Skills (Level 1)	207
CONSTRUCTION AND INFRASTRUCTURE SECTOR	
National Certificate in Building Construction, and Allied Trade Skills (Level 1)	668
National Certificate in Building Construction, and Allied Trade Skills (Level 2)	245
MANUFACTURING AND TECHNOLOGY SECTOR	
National Certificate in Clothing Manufacture (Elementary Sewing Skills) (Level 2)	9
National Certificate in Electronics Technology (Level 2)	131
National Certificate in Electronics Technology (Level 3)	21
National Certificate in Mechanical Engineering (Level 2)	45
National Certificate in Mechanical Engineering Technology (Level 1)	1,730
National Certificate in Motor Industry (Foundation Skills) (Level 1)	28
National Certificate in Motor Industry (Entry Skills) (Level 2)	36
PRIMARY INDUSTRIES SECTOR	
National Certificate in Agriculture (Introductory Skills) (Level 2)	62
National Certificate in Agriculture (Level 2)	40
National Certificate in Equine (Introductory Stable Skills) (Level 2)	1
National Certificate in Horticulture (Introductory) (Level 2)	121
National Certificate in Primary Sector (Level 1)	370



Appendices

Qualification name	Number of students awarded
SERVICES	
National Certificate in Dance (Level 2)	524
National Certificate in Dance (Level 3)	95
National Certificate in Drama (Level 2)	1,250
National Certificate in Drama (Level 3)	5
National Certificate in Hairdressing (Salon Support) (Level 3)	18
National Certificate in Hospitality (Foundation Skills) (Level 1)	286
National Certificate in Hospitality (Entry Skills) (Level 2)	69
National Certificate in Hospitality (Introductory Cookery) (Level 2)	42
National Certificate in Music (Level 2)	1,191
National Certificate in Music (Level 3)	171
National Certificate in Performing Arts General (Level 1)	259
National Certificate in Performing Arts General (Level 2)	94
National Certificate in Performing Arts General (Level 3)	13
National Certificate in Retail (Level 2)	63
National Certificate in Retail (Level 3)	4
National Certificate in Tourism (Introductory Skills) (Level 2)	692
National Certificate in Tourism (Core Skills) (Level 3)	36
SOCIAL AND COMMUNITY SECTOR	
National Certificate in Early Childhood Education and Care (Level 3)	99
National Certificate in Health, Disability, and Aged Support (Foundation Skills) (Level 2)	14
National Certificate in Work and Community Skills (Supported Learning) (Level 1)	107
OTHER	
National Certificate in Electrical Engineering (Level 2)	19
National Certificate in Fitness (Foundation Skills) (Level 2)	18

Table 21. School related qualifications by category.

Appendices

Appendix 3. Glossary

Achievement

The grade awarded in recognition of satisfying the Achievement Standard.

Achievement with Excellence

The highest possible grade for an Achievement Standard.

Achievement 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 Achievement, Achievement with Merit, or Achievement with Excellence in a standard
- Having met the requirements of UE, Literacy, or Numeracy.

Achievement Standard

As from 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 the 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, Achievement, Achievement with Merit, or Achievement 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 Achievement with Excellence. A Certificate Endorsement with Merit requires 50 or more credits at Achievement with Merit or a mix of Achievement with Merit and Achievement 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 Achievement with Merit or Achievement with Excellence. To qualify for a course endorsement, a student must gain 14 or more credits at Achievement with Merit or Achievement 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.⁶

Decile

A rating given to a school of the socioeconomic factors of the community from which its students are drawn. 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.

Denominator

The number below the line in a fraction.

⁶ Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.



Appendices

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 having 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 undercount 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.⁷

Not Achieved

The grade given to students whose assessment evidence does not meet the requirements of an Achievement Standard or a Unit 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. 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 that student may gain the required number of credits for that level in the given year.

Plagiarism

Submission by a student, of material that is not their own.

⁷ Ministry of Education (2007), The New Zealand Curriculum for English-medium teaching and learning years 1-13, Learning Media Limited.



Appendices

Reconsideration

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

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

Secondary school students in Year 11, 12, or 13.

Special Assessment Conditions (SAC)

Special Assessment Conditions (SAC) provide extra help for approved students when they are being assessed for their NCEA so that barriers to achievement can be removed and they then have a fair opportunity to achieve credits. The support is used for internally-assessed achievement standards and externally-assessed achievement standards.

Te Marautanga o Aotearoa

The national curriculum for Māori-medium schools.

Unit Standard

From 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.





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