



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 (2016)

*May 2017*



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NCEA was set up as a flexible, standards-based, high-stakes assessment model that was inclusive of all students, including those who had previously been excluded from gaining qualifications and for whom the schooling process was typically an alienating, negative experience. In this regard NCEA has been an undoubted success.

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**Source:**

Hipkins, R., Johnston, M., Sheehan, M., (2016), *NCEA in Context*, NZCER Press, page 198.

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# Introduction

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The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2016) summarises the results of New Zealand's senior secondary students achieving the National Certificate of Educational Achievement (NCEA) and New Zealand Scholarship in 2016.

Graphs of the statistics include information from previous years to show trends, generally covering the five years 2012-2016.

The statistics in this report continued the upward trend in the attainment rates for NCEA Levels 1, 2 and 3. The decrease of the 2014 attainment rates for University Entrance was due to the policy change in University Entrance requirements. The latest 2016 University Entrance attainment rates continue to show an improvement from the 2014 attainment rates.

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 statistics in this Annual Report were produced from data that was finalised on 28 March 2017.

In summary, the Annual Report shows pleasing results.

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



Kristine Kilkelly  
Deputy Chief Executive  
Assessment Division  
New Zealand Qualifications Authority



Karen Poutasi  
Chief Executive  
New Zealand Qualifications Authority



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# Purpose of this Report

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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
- Conducting external moderation of internal assessments
- Investigating breaches of examination rules, and
- Entitlements for 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.

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# Purpose of this Report

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## 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.<sup>1</sup>

## 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 2016 report the Tracked Year 11 cohort is made up of the Year 11 students from the Enrolled Student cohort of 2014. The Tracked Year 11 cohort's attainment rates of NCEA qualifications are reported as at the end of 2016.

## 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.

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<sup>1</sup> 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.



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# Achievement in NCEA and University Entrance

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## **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 a result, students in Year 10 who achieve NCEA Level 1 are excluded.<sup>2</sup>

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.

The UE attainment rates in 2016 show an increase from their 2014 values. As seen in the following sections, the UE attainment rates for 2016 have increased for the most part from 2014.

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<sup>2</sup> 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.

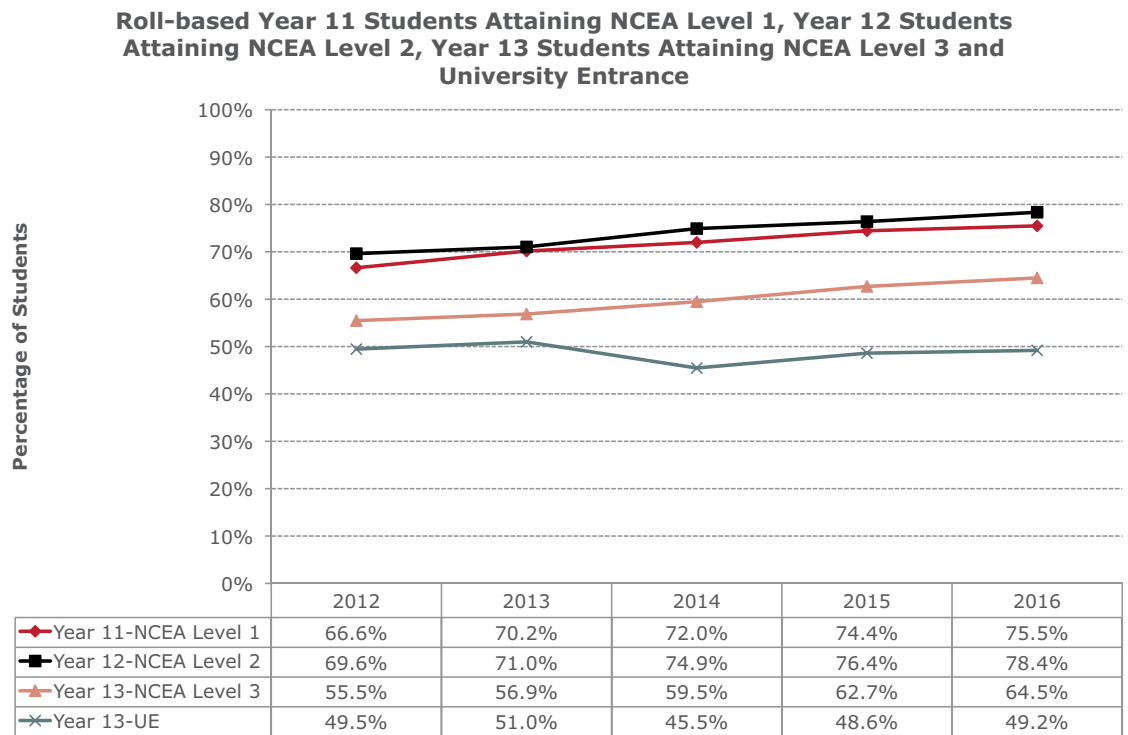


Figure 1. Roll-based attainment rates of Year 11-13 students attaining NCEA Levels 1-3 and UE.

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# Achievement in NCEA and University Entrance

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## 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 2012 to 2016 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 2016 have increased from their 2014 percentages.

# Achievement in NCEA and University Entrance

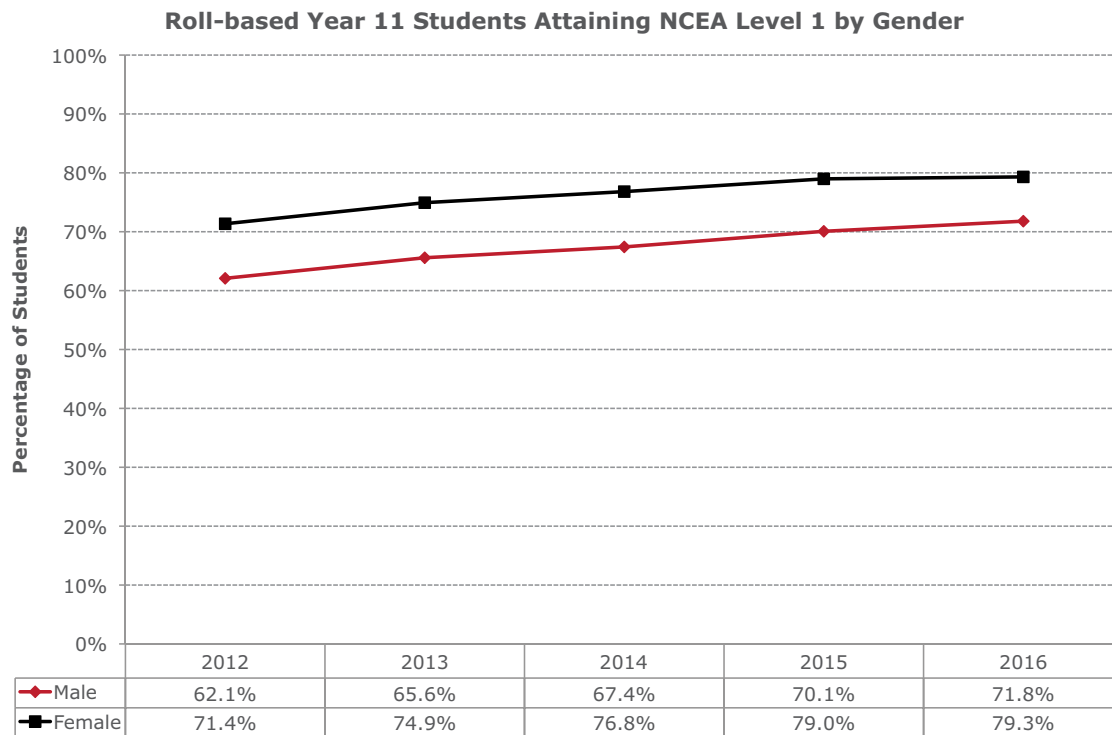


Figure 2. Roll-based attainment rates of NCEA Level 1 by gender.

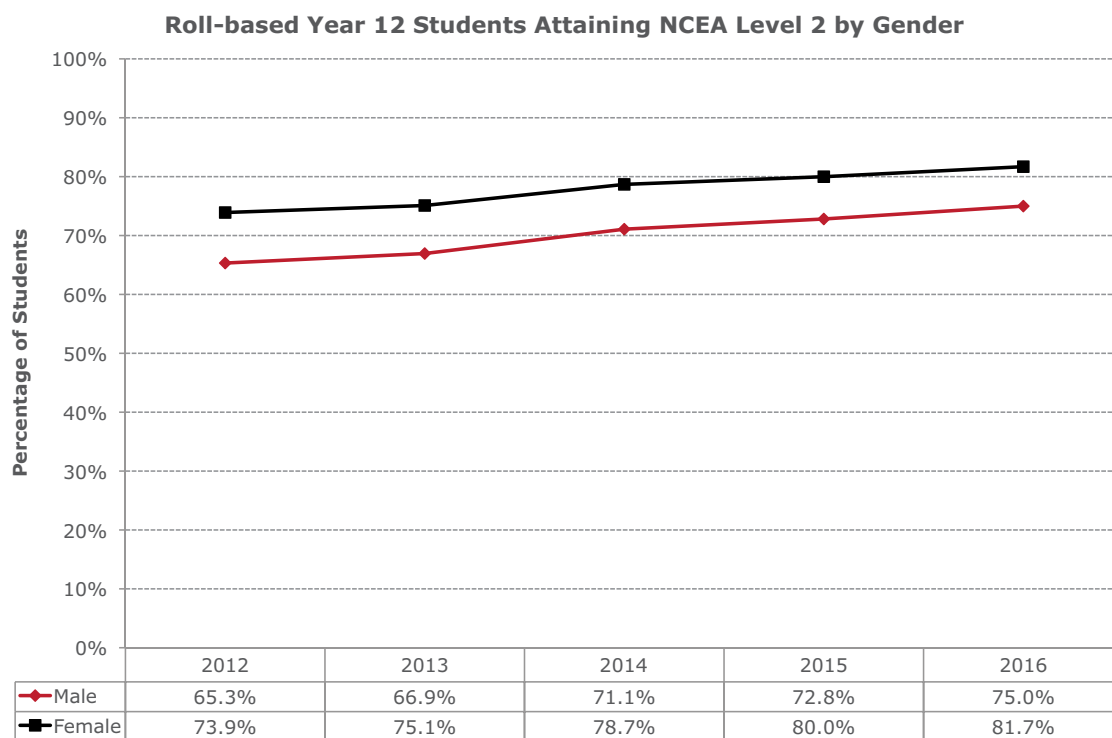


Figure 3. Roll-based attainment rates of NCEA Level 2 by gender.

# Achievement in NCEA and University Entrance

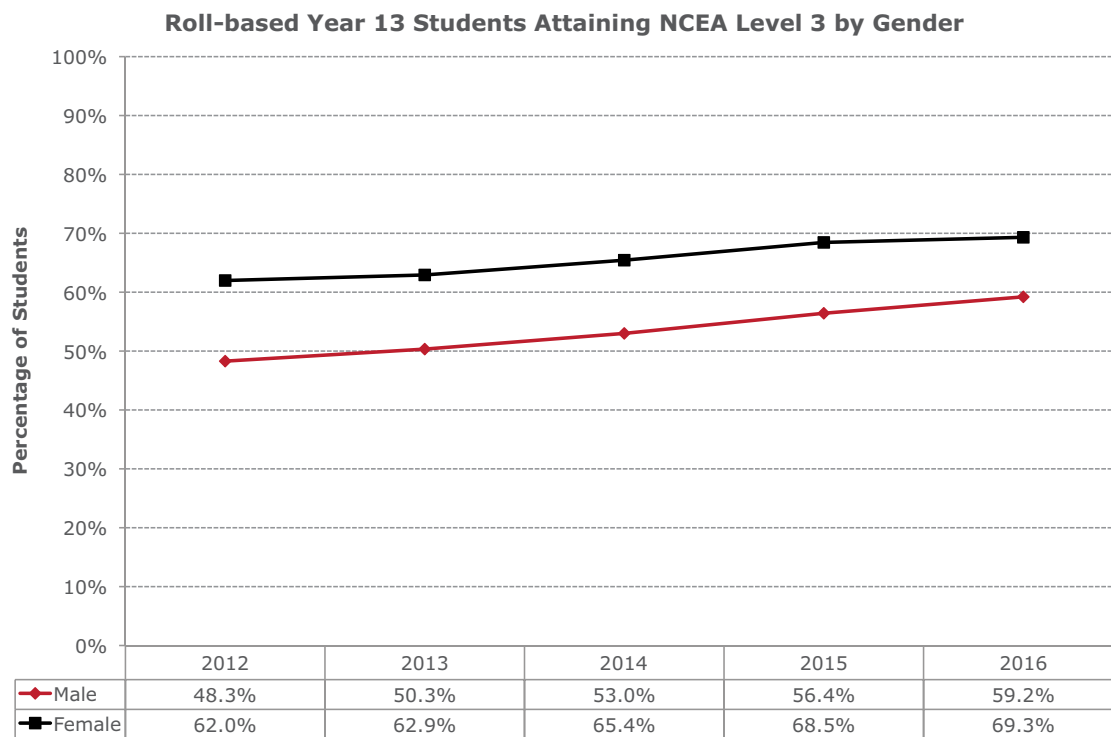


Figure 4. Roll-based attainment rates of NCEA Level 3 by gender.

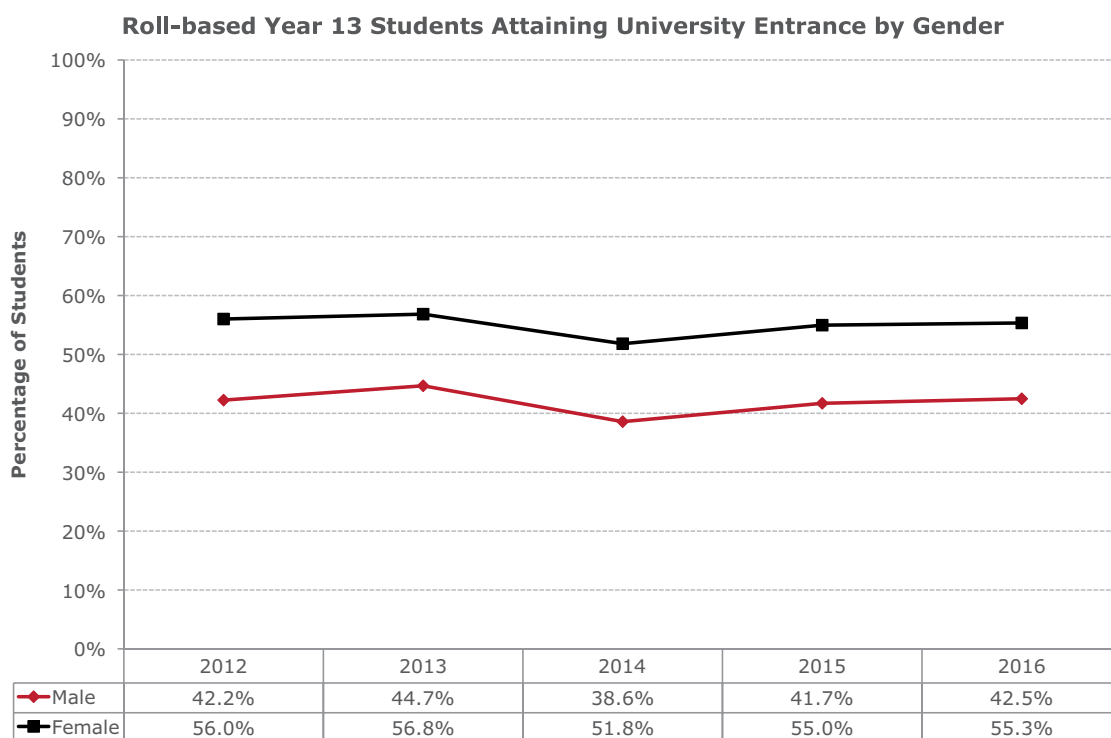


Figure 5. Roll-based attainment rates of UE by gender.

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# Achievement in NCEA and University Entrance

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## 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 2012 to 2016, there was an overall increase 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 2016 have increased from their 2014 percentages.



# Achievement in NCEA and University Entrance

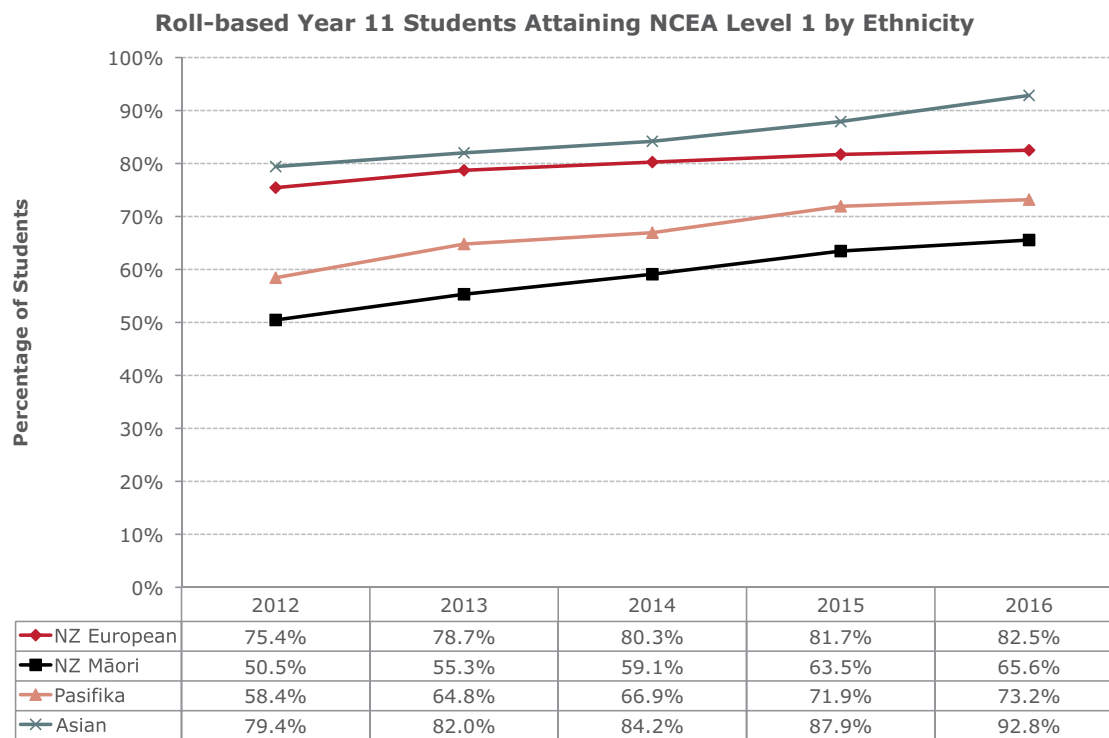


Figure 6. Roll-based attainment rates of NCEA Level 1 by ethnicity.

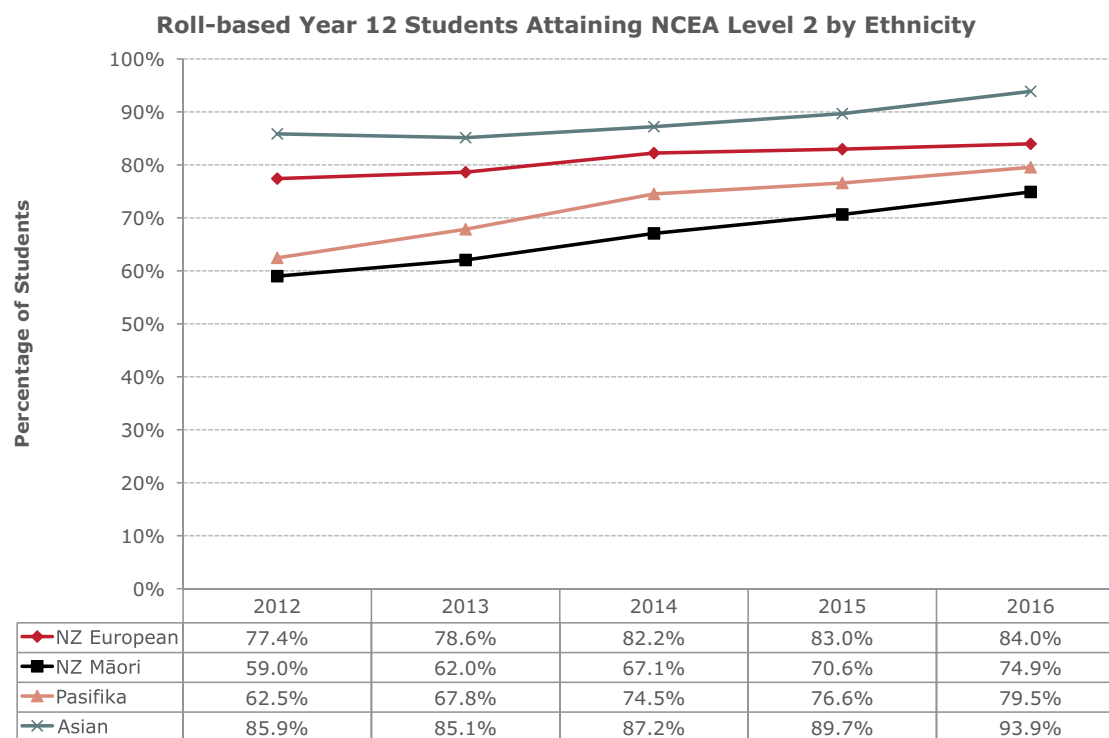


Figure 7. Roll-based attainment rates of NCEA Level 2 by ethnicity.

# Achievement in NCEA and University Entrance

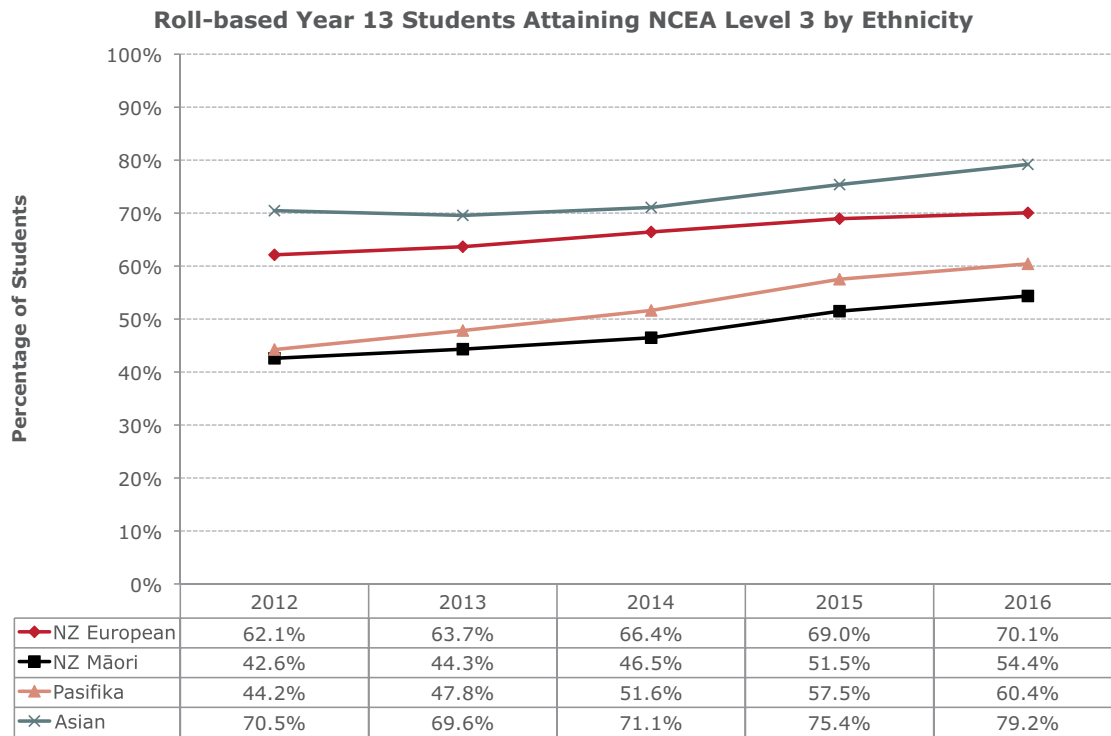


Figure 8. Roll-based attainment rates of NCEA Level 3 by ethnicity.

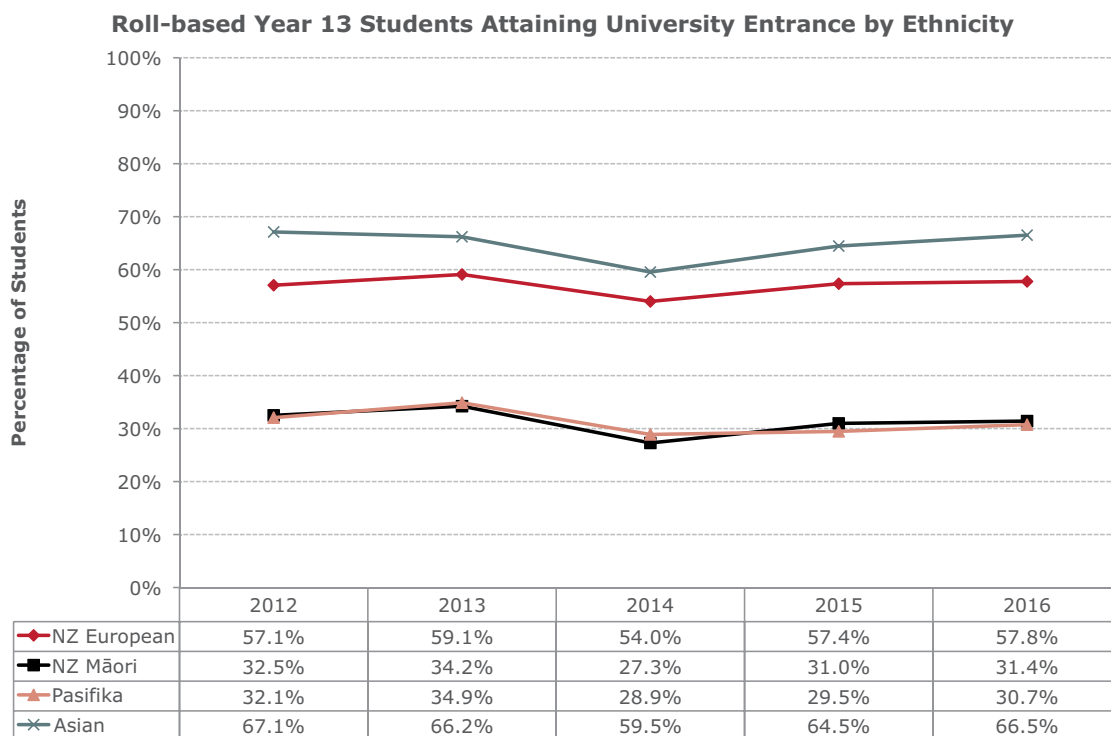


Figure 9. Roll-based attainment rates of UE by ethnicity.

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# Achievement in NCEA and University Entrance

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## 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, 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 2012 to 2016, there was an overall increase 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 2016 have increased from their 2014 percentages.





# Achievement in NCEA and University Entrance

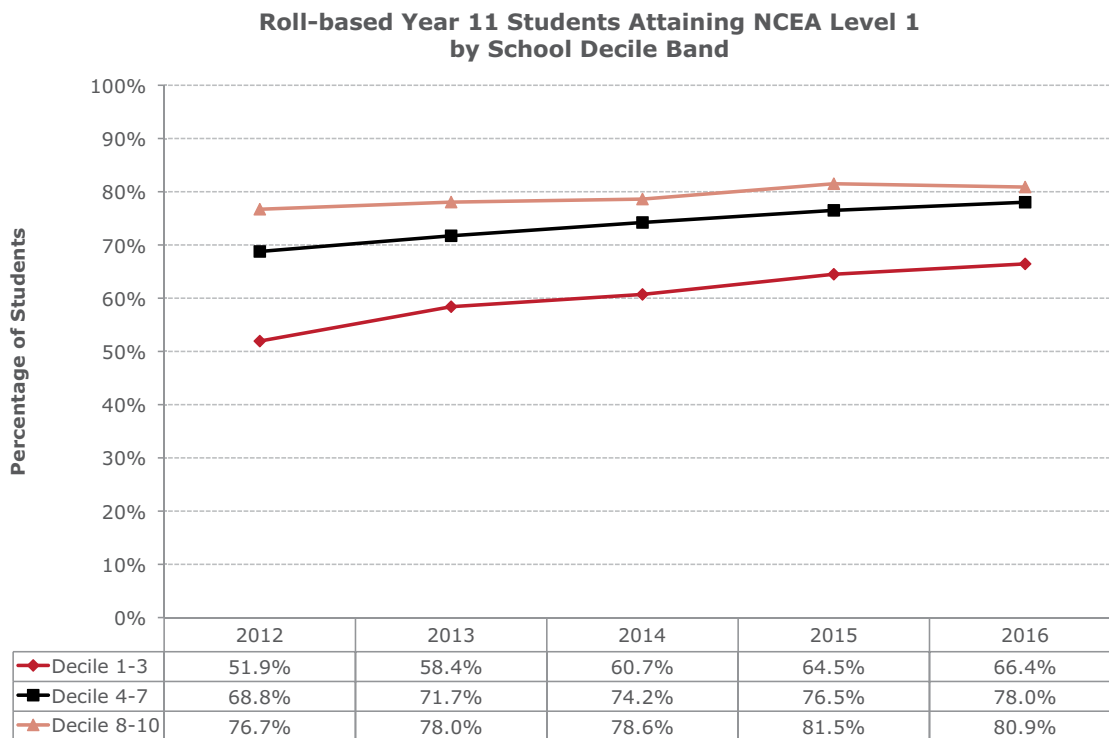


Figure 10. Roll-based attainment rates of NCEA Level 1 by school decile band.

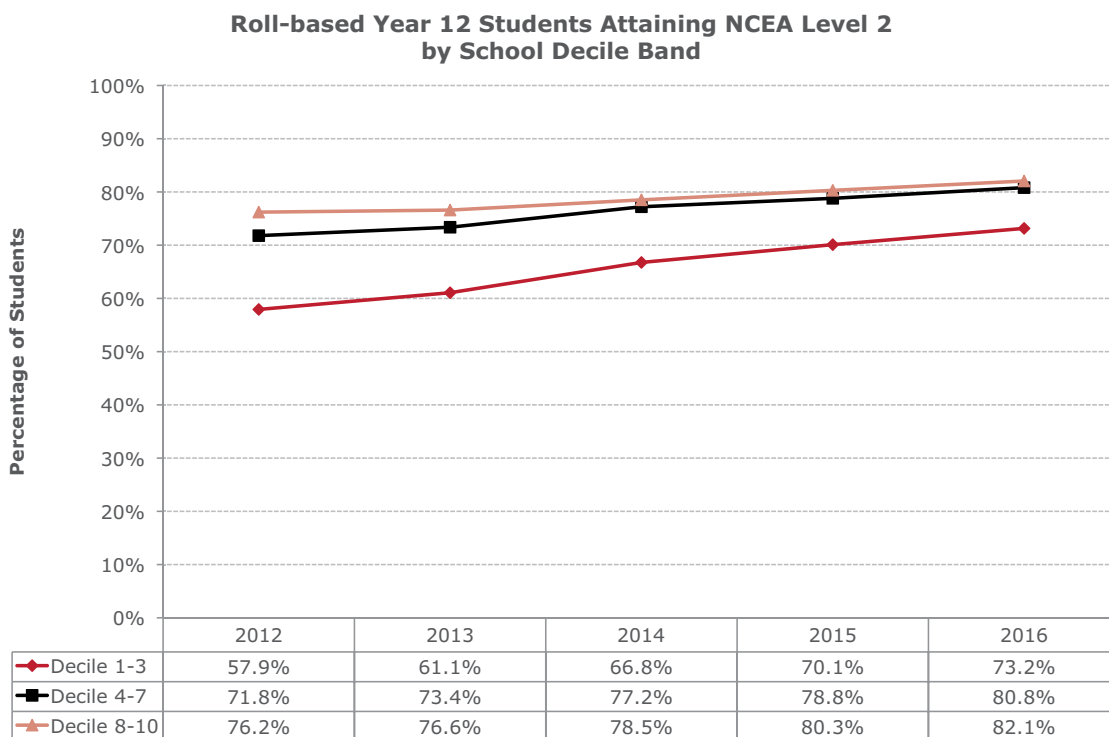


Figure 11. Roll-based attainment rates of NCEA Level 2 by school decile band.

# Achievement in NCEA and University Entrance

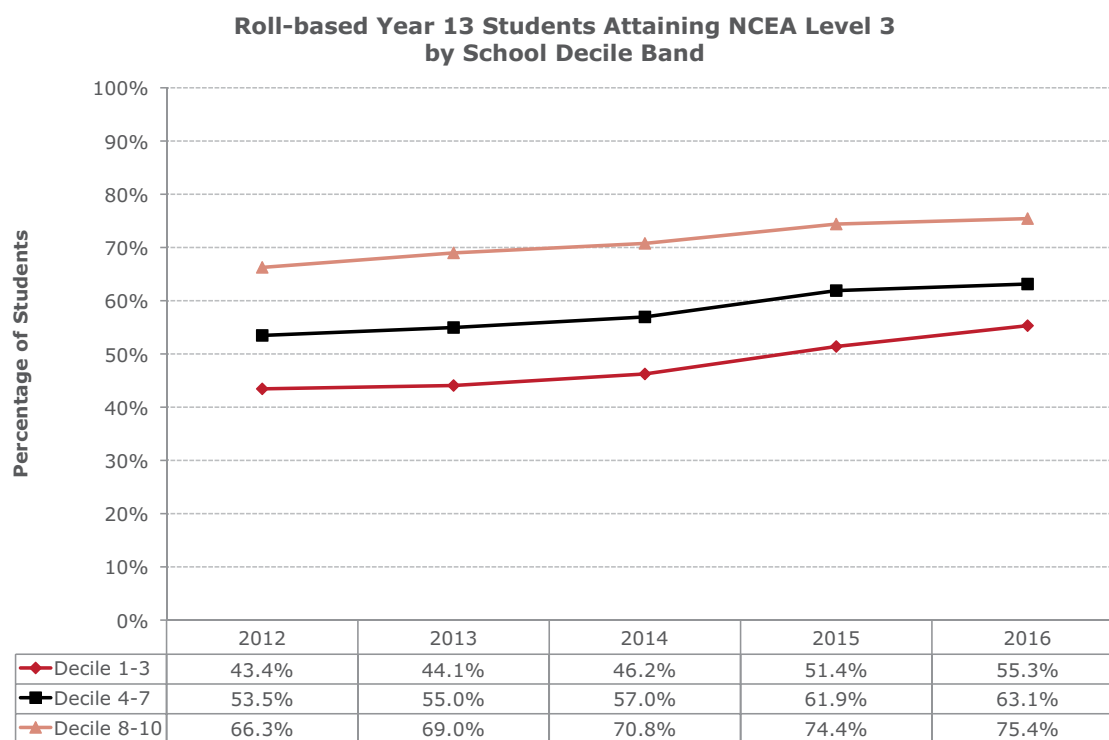


Figure 12. Roll-based attainment rates of NCEA Level 3 by school decile band.

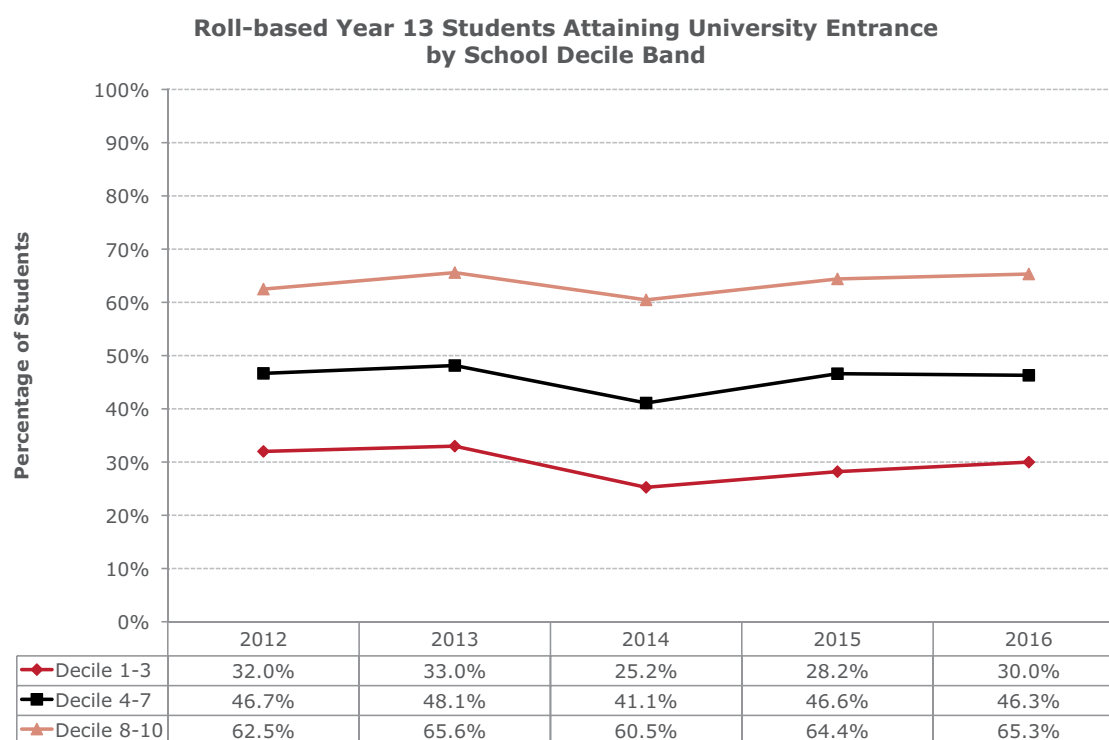


Figure 13. Roll-based attainment rates of UE by school decile band.

# 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 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.

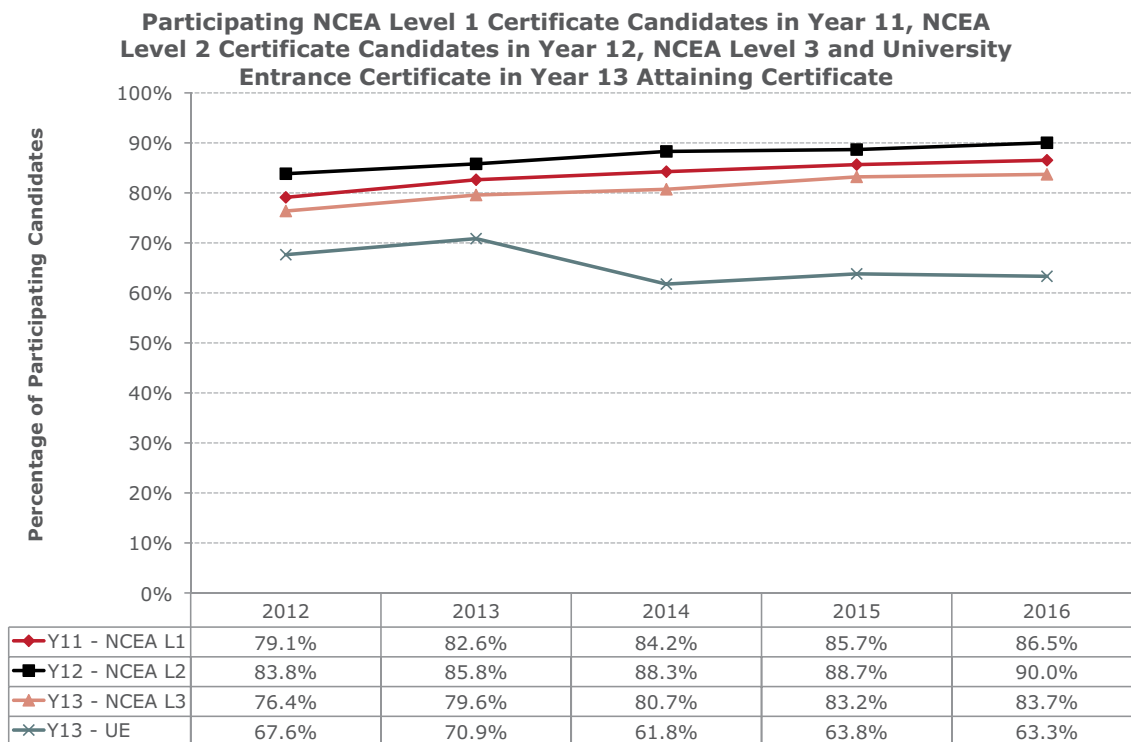


Figure 14. Participation-based attainment rates of Year 11-13 students attaining NCEA Levels 1-3 and UE.



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# Achievement in NCEA and University Entrance

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## Statistics by Gender

Figures 15-18 compare the male and female attainment rates of the appropriate Participating cohorts from 2012 to 2016. The attainment rates for both genders have increased overall from 2012 to 2016 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. The male and female attainment rates for 2016 have increased from their 2014 percentages.

# Achievement in NCEA and University Entrance

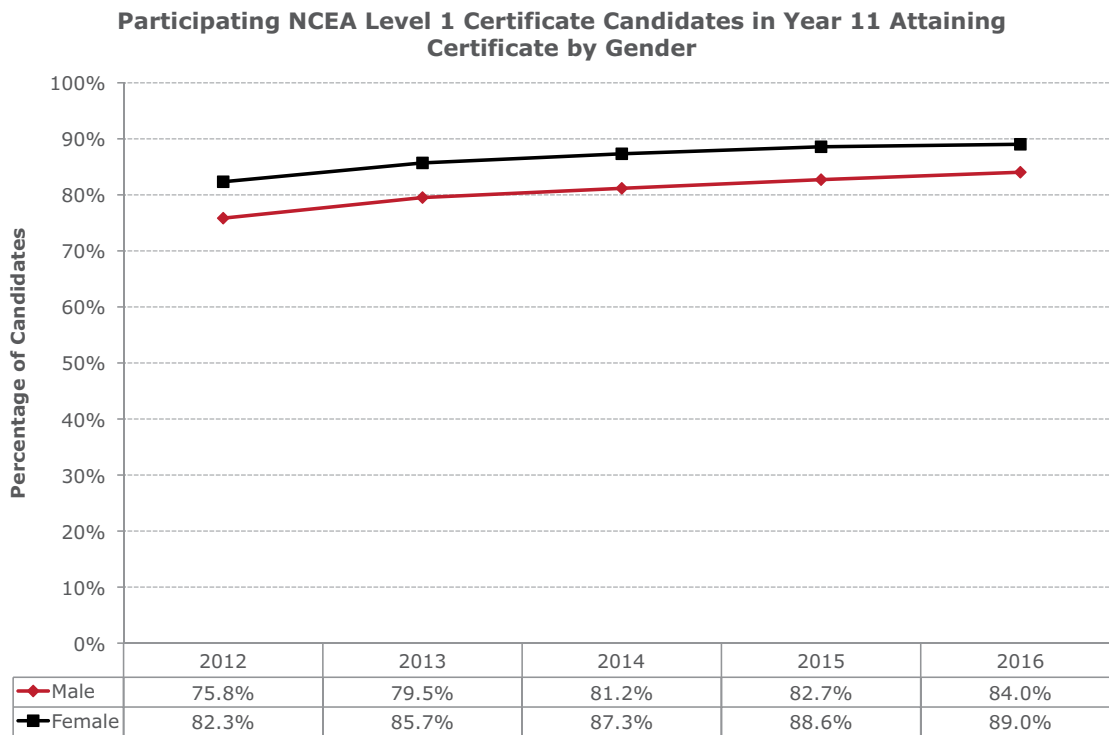


Figure 15. Participation-based attainment rates of NCEA Level 1 by gender.

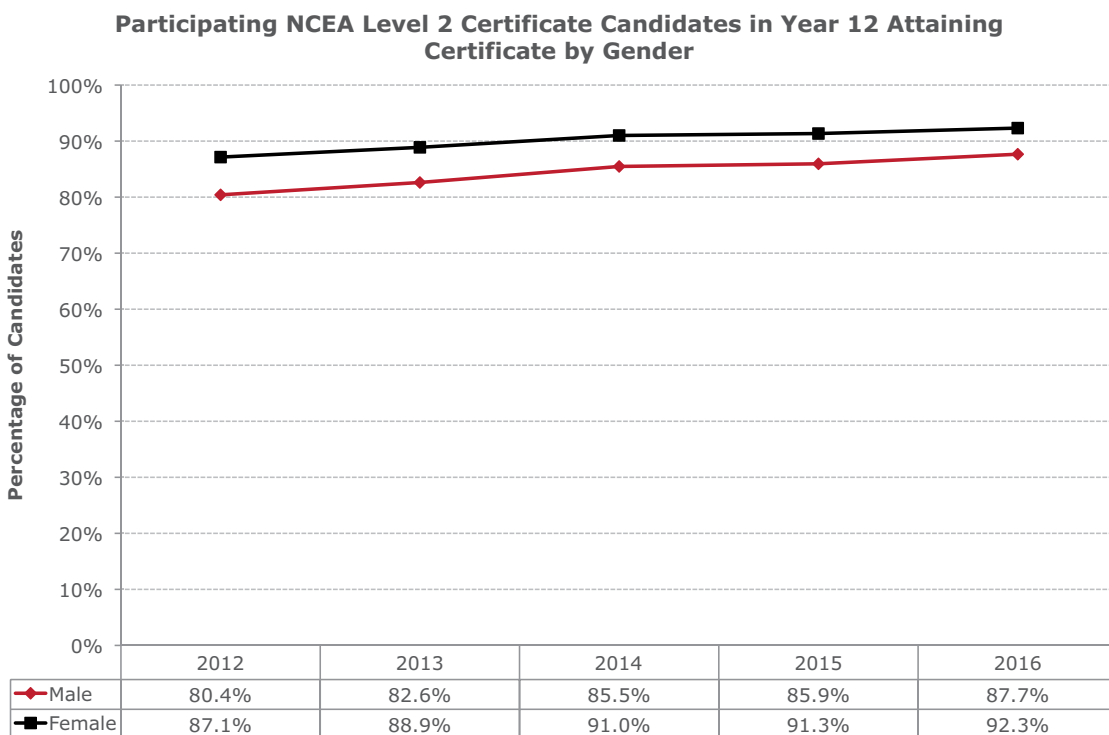


Figure 16. Participation-based attainment rates of NCEA Level 2 by gender.

# Achievement in NCEA and University Entrance

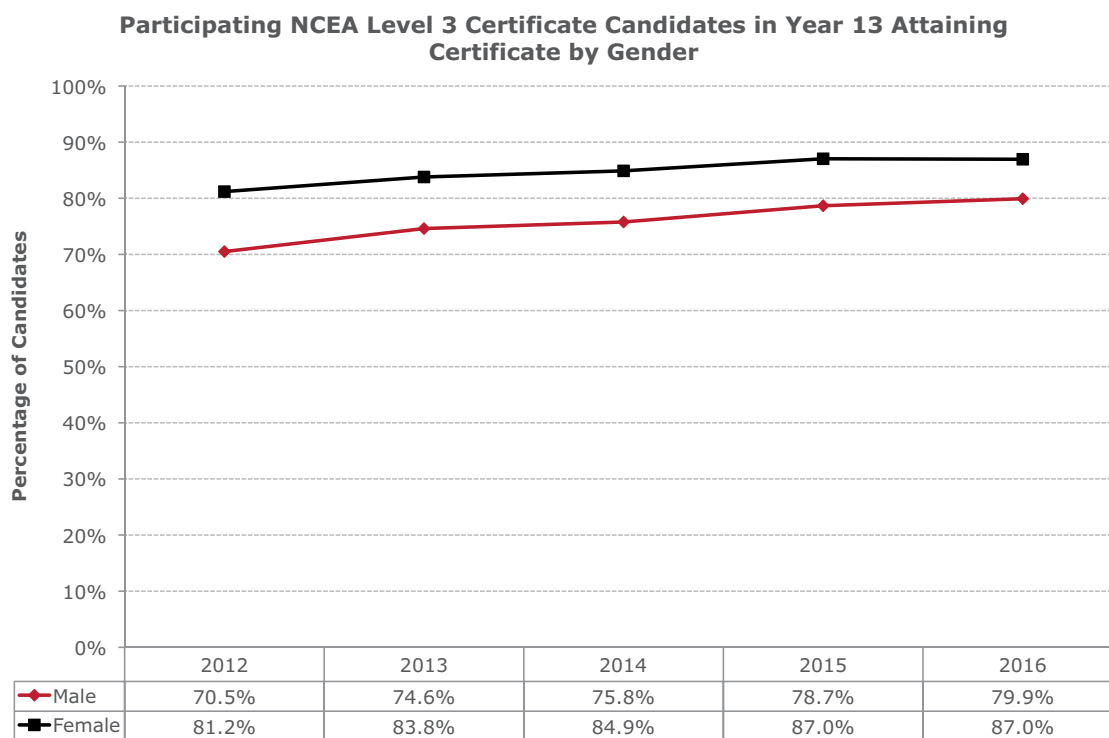


Figure 17. Participation-based attainment rates of NCEA Level 3 by gender.

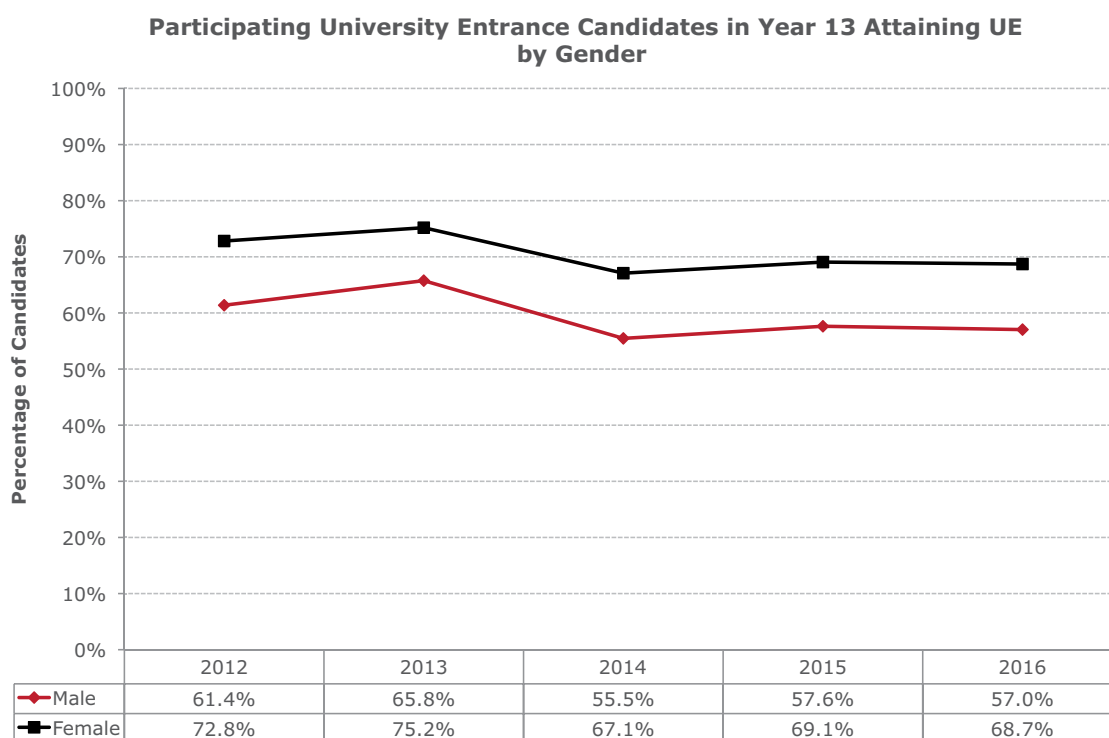


Figure 18. Participation-based attainment rates of UE by gender.

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# Achievement in NCEA and University Entrance

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## 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 2012 to 2016, there was a consistent increase in attainment rates across the three NCEA levels 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. The attainment rates in 2016 for New Zealand European, New Zealand Māori and Asian students have increased from their 2014 percentages.



# Achievement in NCEA and University Entrance

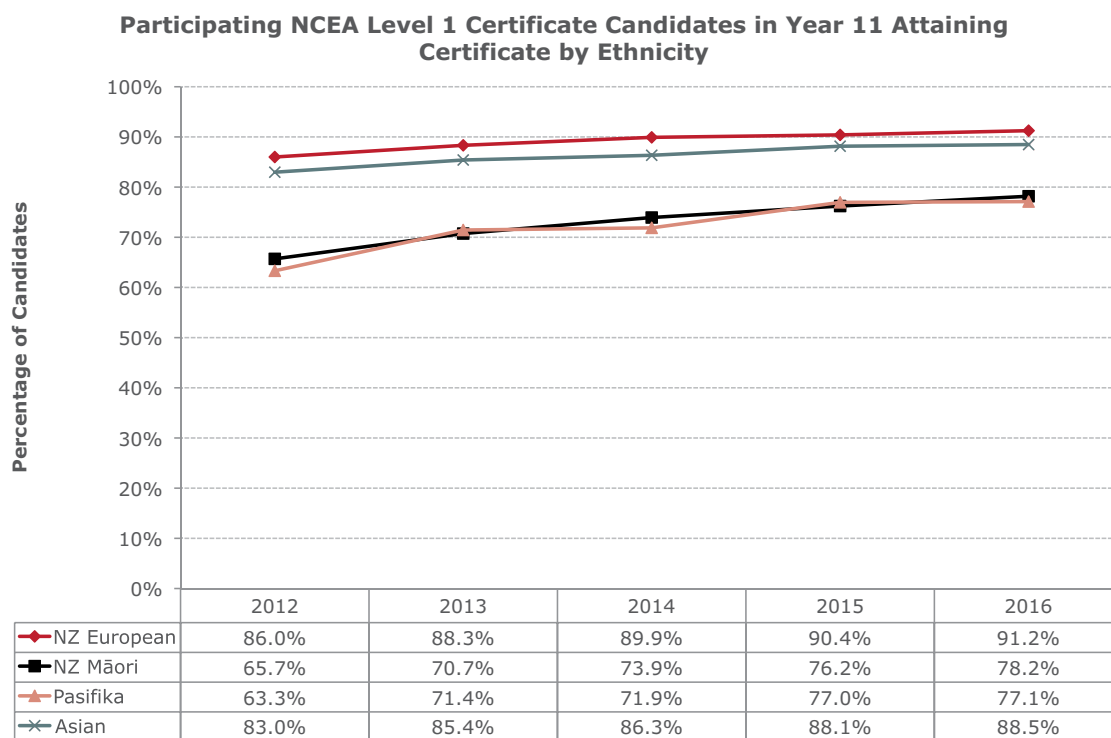


Figure 19. Participation-based attainment rates of NCEA Level 1 by ethnicity.

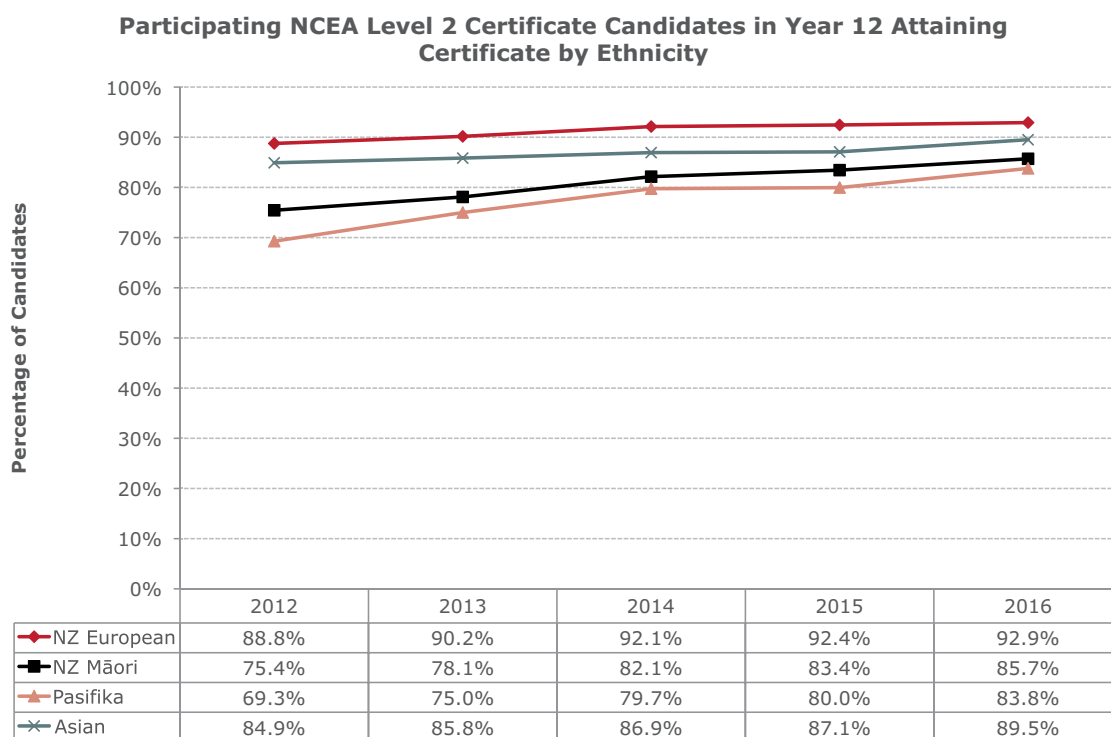


Figure 20. Participation-based attainment rates of NCEA Level 2 by ethnicity.



# Achievement in NCEA and University Entrance

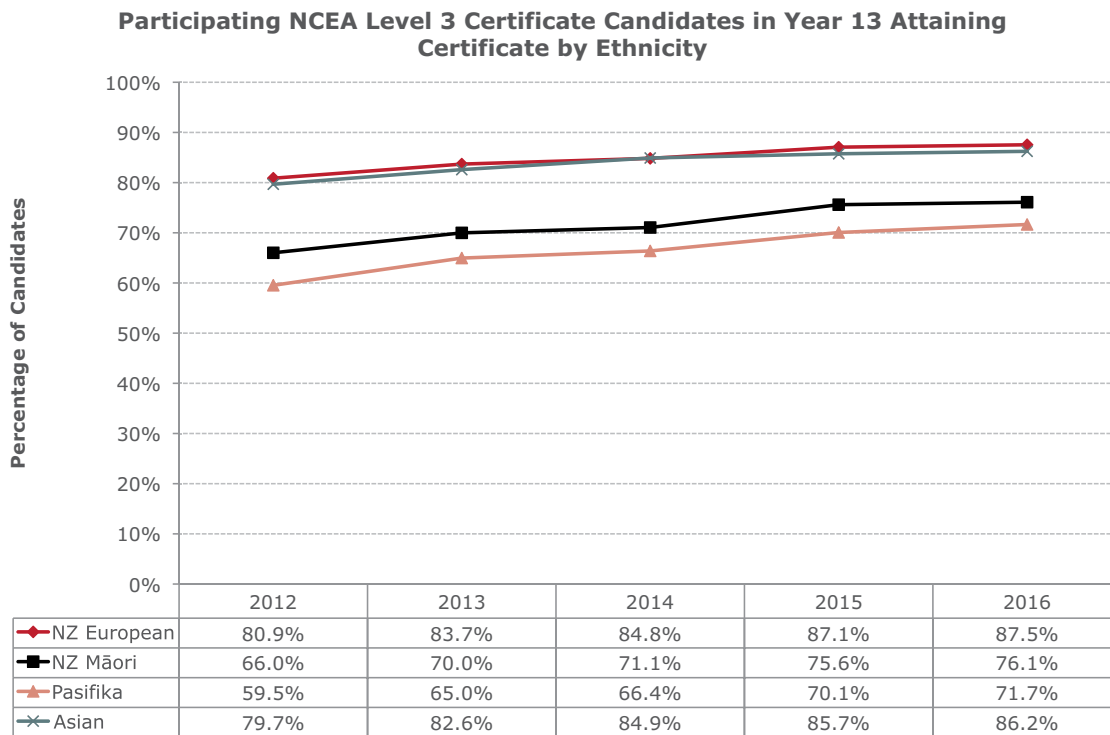


Figure 21. Participation-based attainment rates of NCEA Level 3 by ethnicity.

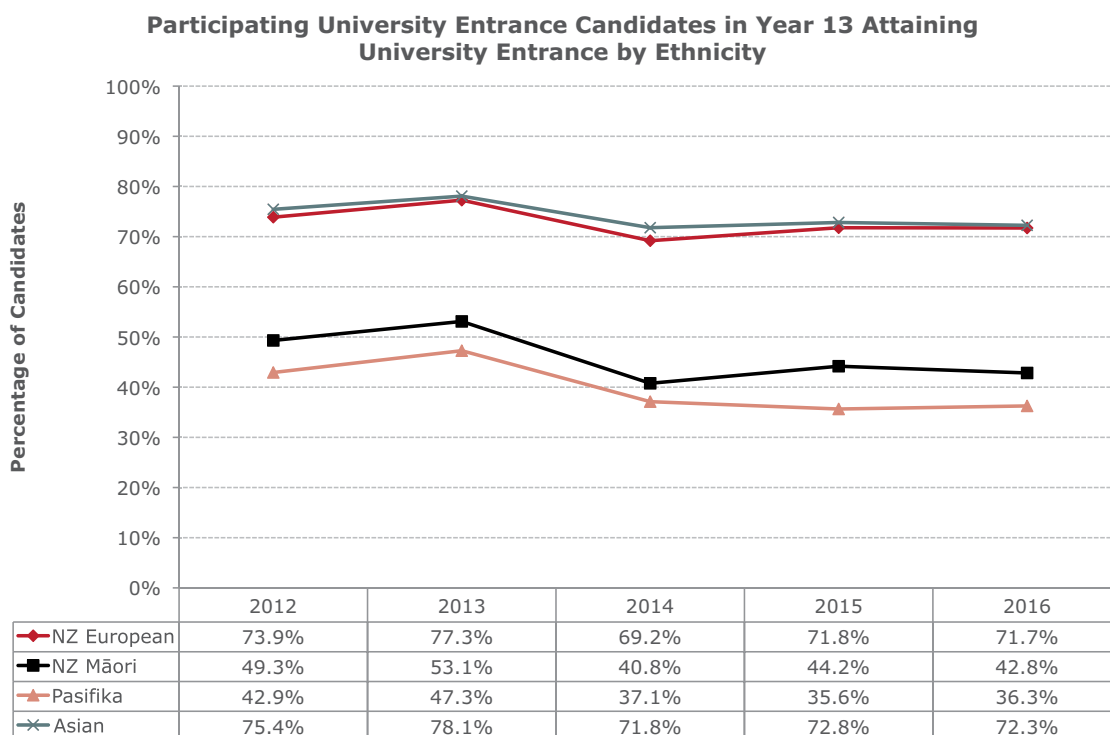


Figure 22. Participation-based attainment rates of UE by ethnicity.

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# Achievement in NCEA and University Entrance

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## Statistics by School Decile Band

Figures 23-26 compare the attainment rates of the appropriate Participating cohorts by school decile bands from 2012 to 2016.

From 2012 to 2016, there is an overall increase in attainment rates across the three NCEA levels for all three school decile bands. Attainment rates for UE shown in Figure 26 declined in 2014 from 2013 due to a policy change in UE requirements. The school decile band attainment rates for 2016 have increased from their 2014 percentages.

# Achievement in NCEA and University Entrance

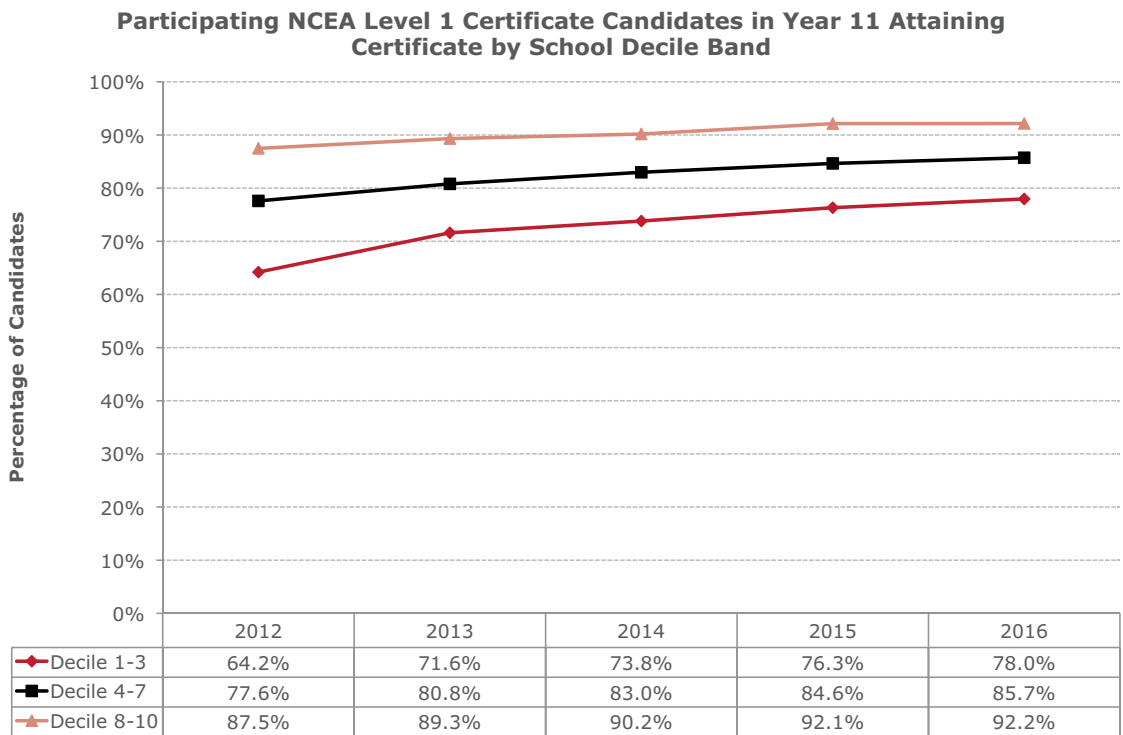


Figure 23. Participation-based attainment rates of NCEA Level 1 by school decile band.

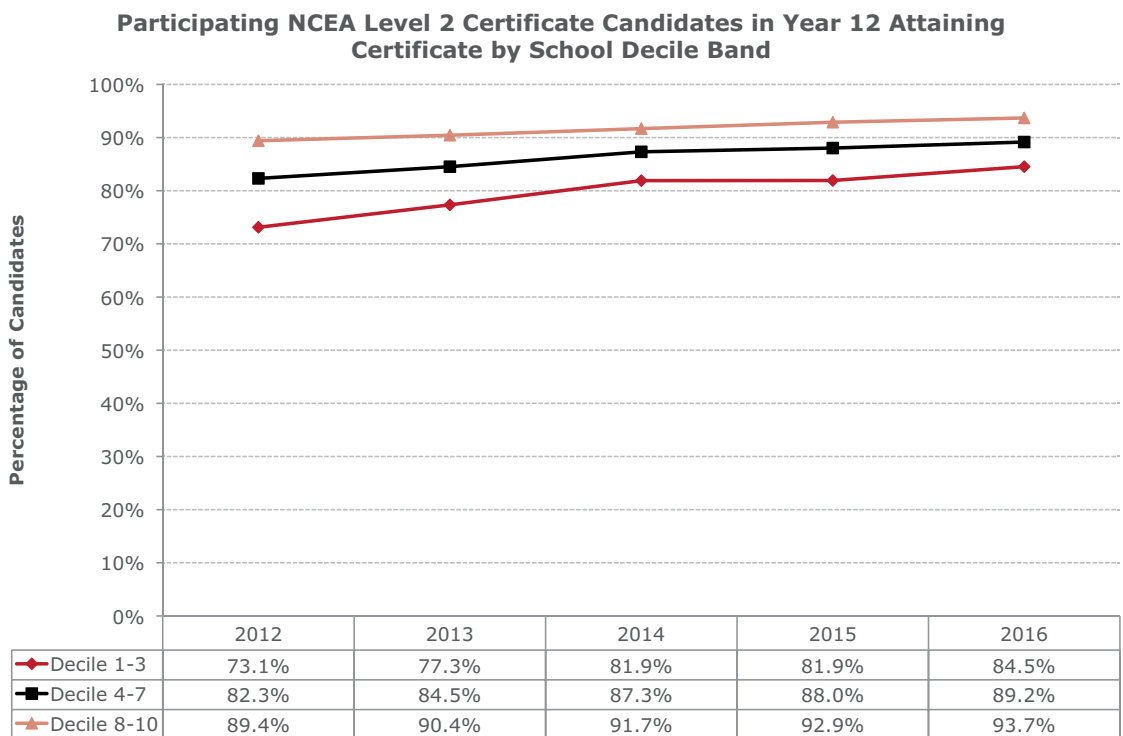


Figure 24. Participation-based attainment rates of NCEA Level 2 by school decile band.

# Achievement in NCEA and University Entrance

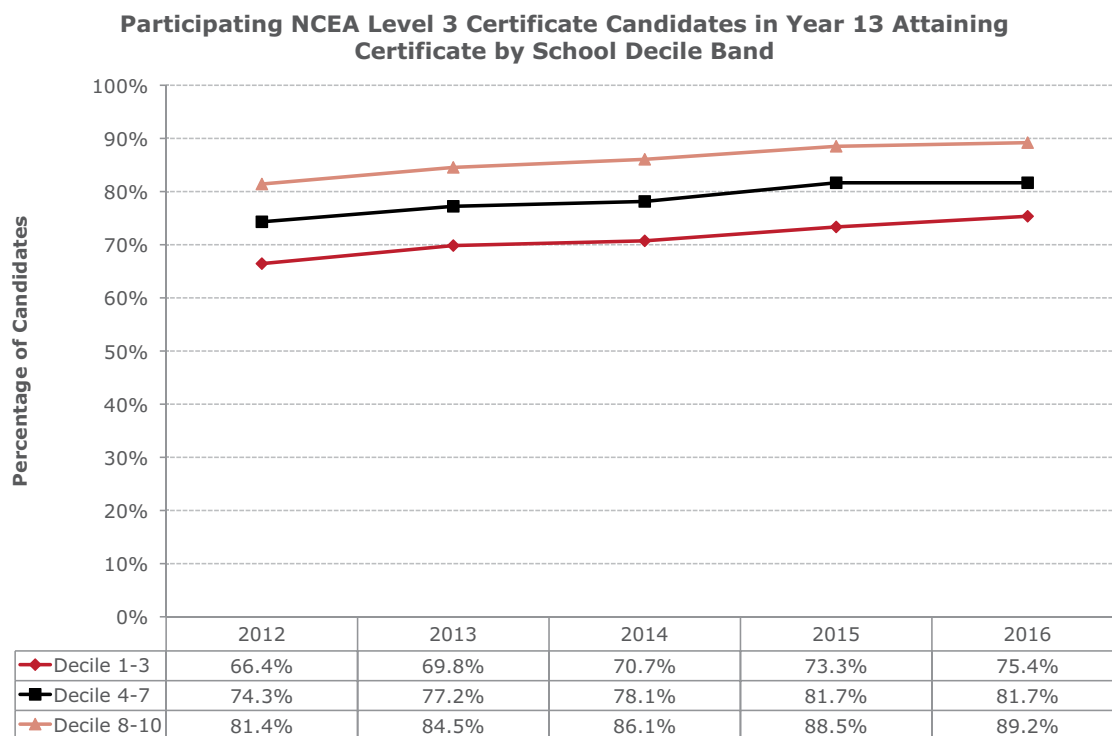


Figure 25. Participation-based attainment rates of NCEA Level 3 by school decile band.

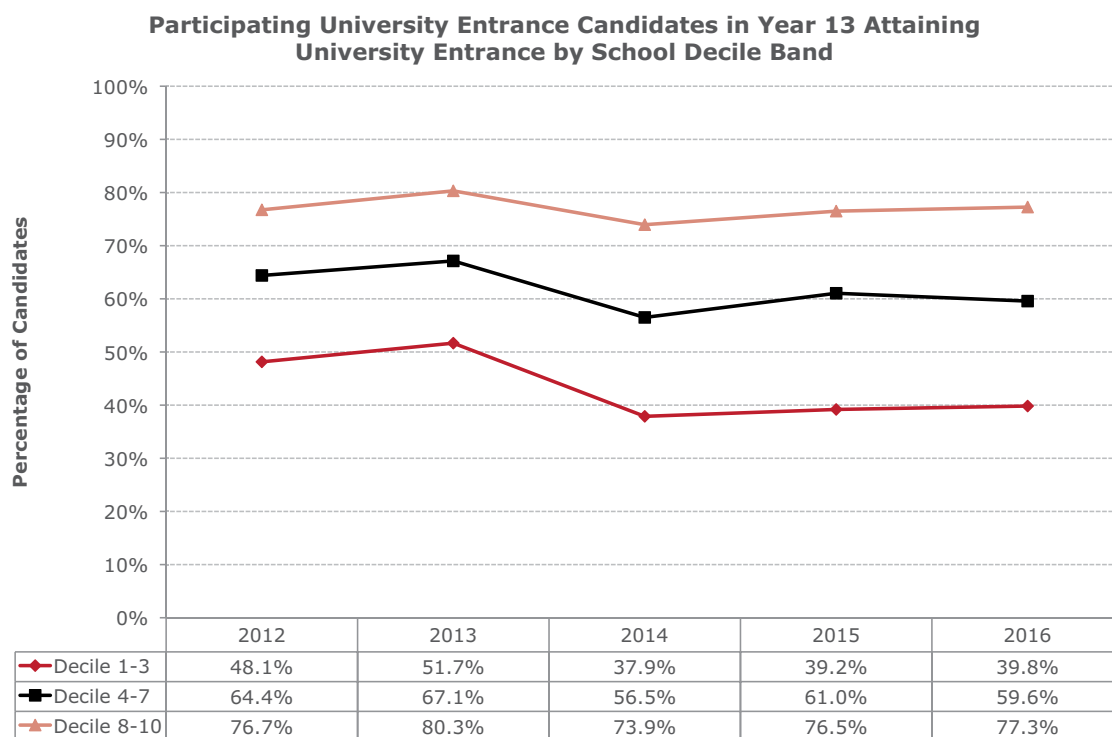


Figure 26. Participation-based attainment rates of UE by school decile band.

# Achievement in NCEA and University Entrance

## Tracked Year 11 Cohort Statistics

The Tracked 2014 Year 11 cohort is formed from the students in the 2014 Enrolled Students cohort who are Year 11 students. Students who leave school before the end of 2016 remain a part of the cohort, and their attainments up to their departure from schools are still counted. A detailed definition of the Tracked 2014 Year 11 cohort is found in **Appendix I**. The tracked cohort statistics are presented by gender and ethnicity.

Figures 27-29 show the attainment percentages of NCEA Level 1, NCEA Level 2, and NCEA Level 3 of the Tracked 2014 Year 11 cohort for the years 2014-2016.

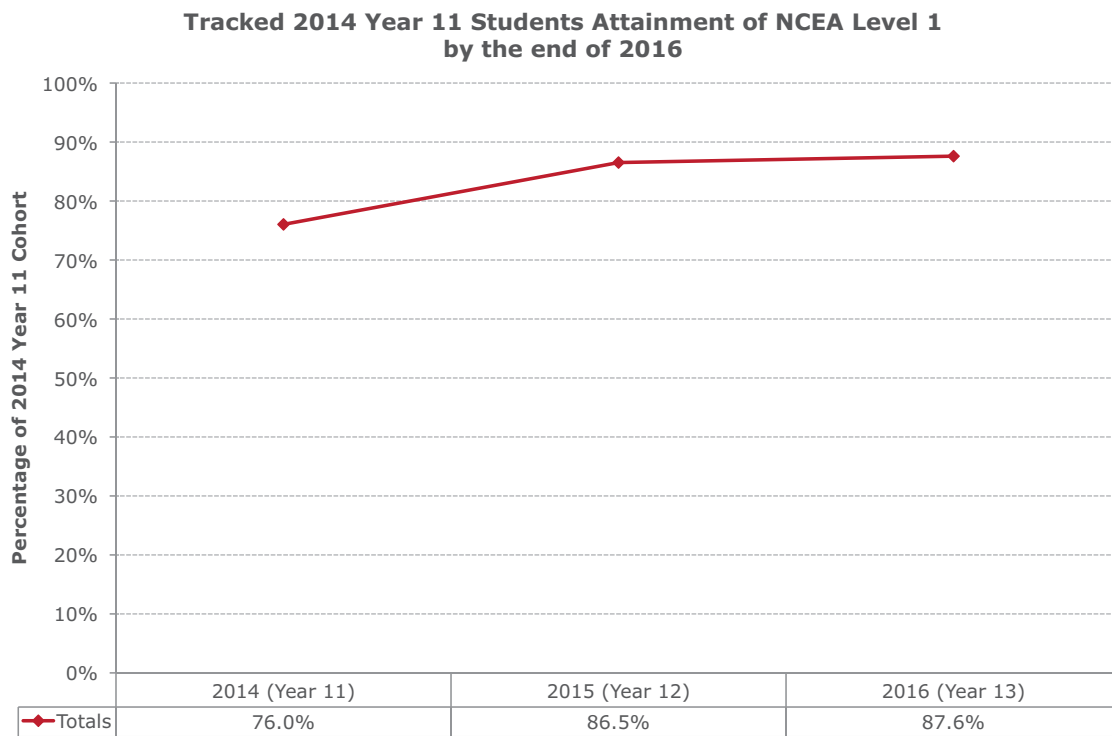


Figure 27. Attainment percentages of NCEA Level 1 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.



# Achievement in NCEA and University Entrance

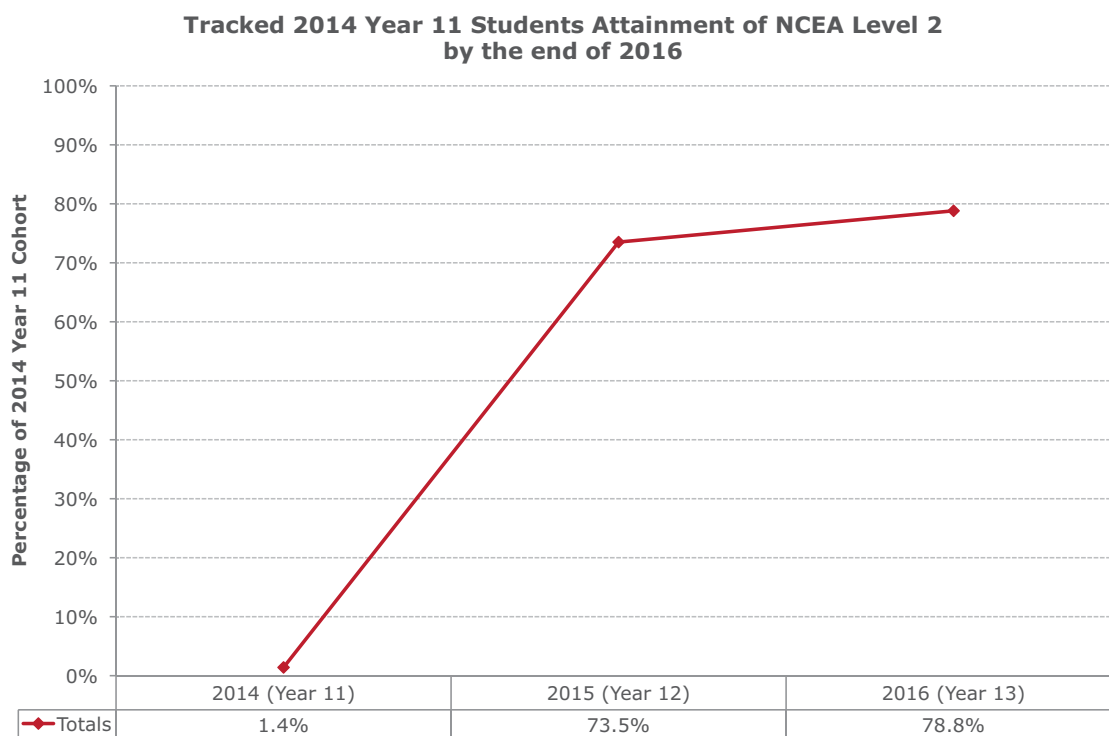


Figure 28. Attainment percentages of NCEA Level 2 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.

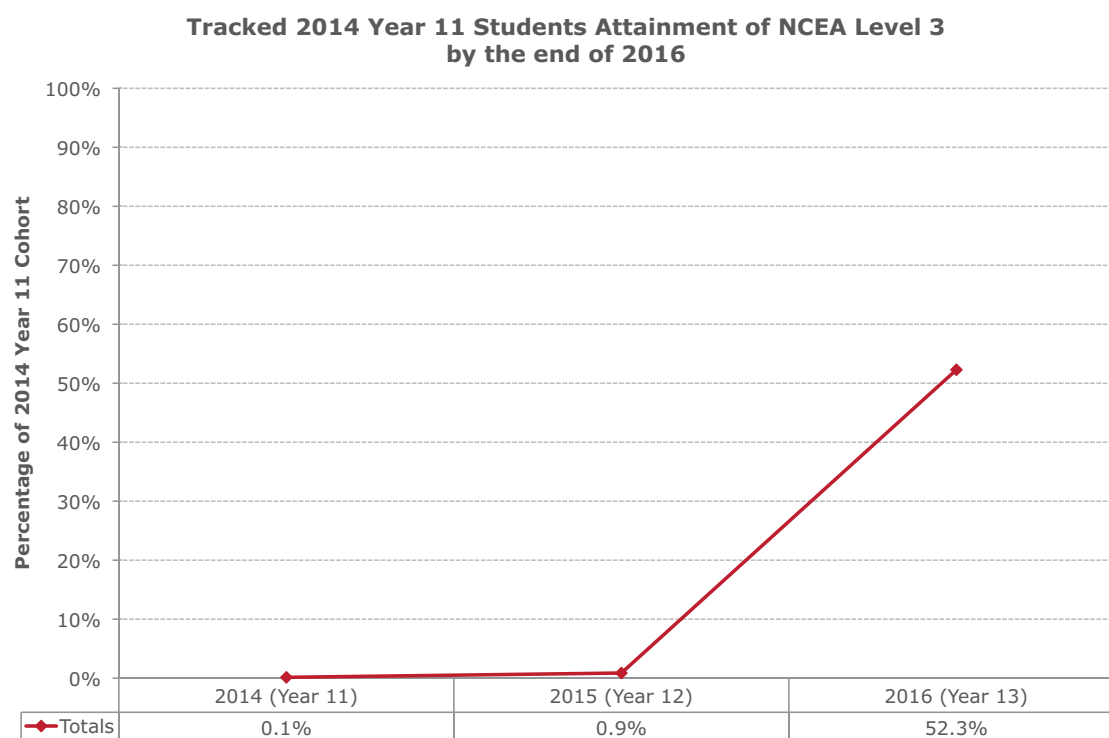


Figure 29. Attainment percentages of NCEA Level 3 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.

# 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 2014, 2015, and 2016 of the Tracked 2014 Year 11 cohort.

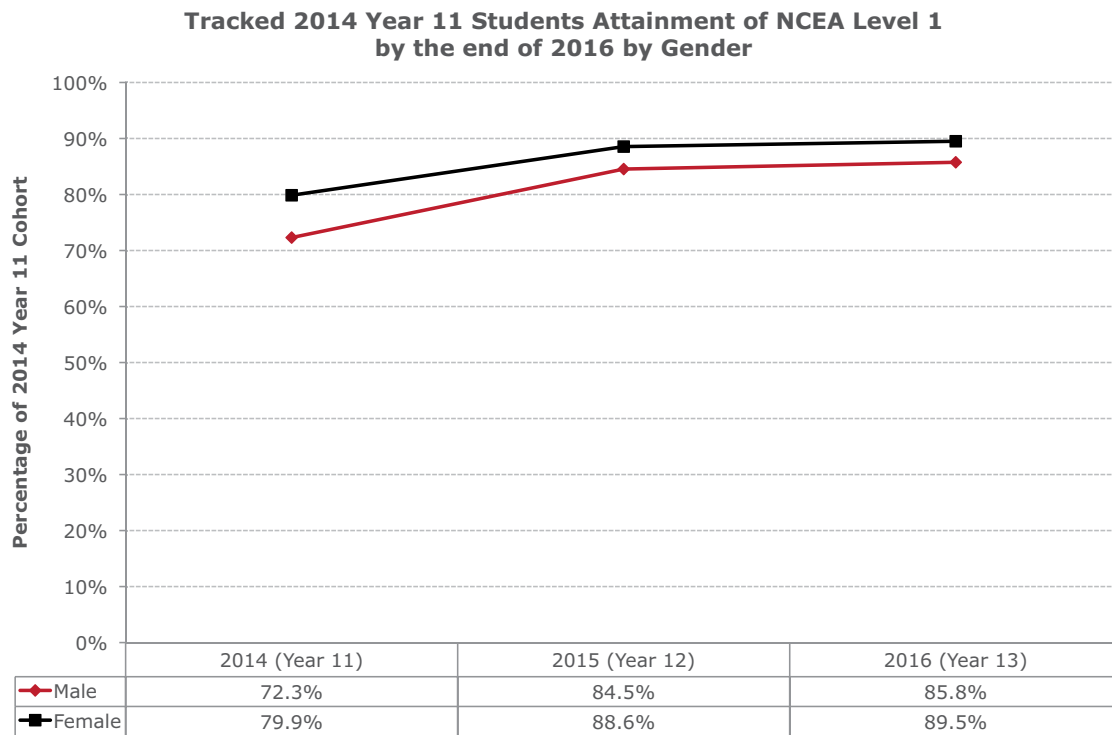


Figure 30. Attainment percentages by gender of NCEA Level 1 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.



# Achievement in NCEA and University Entrance

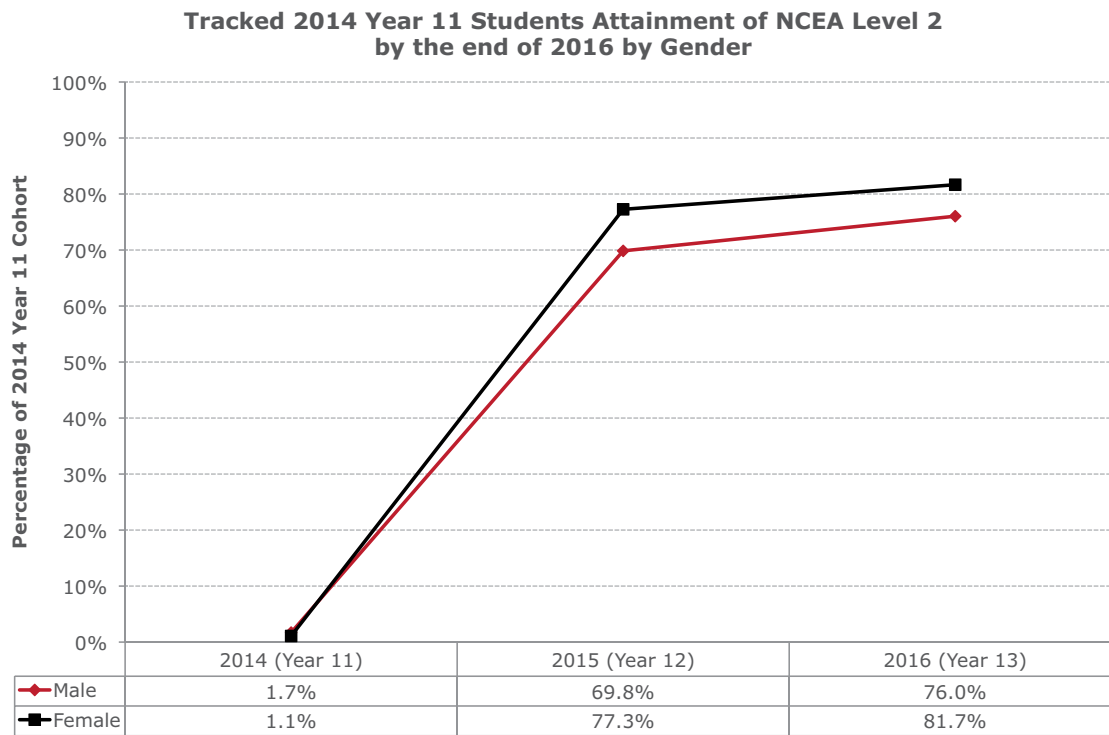


Figure 31. Attainment percentages by gender of NCEA Level 2 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.

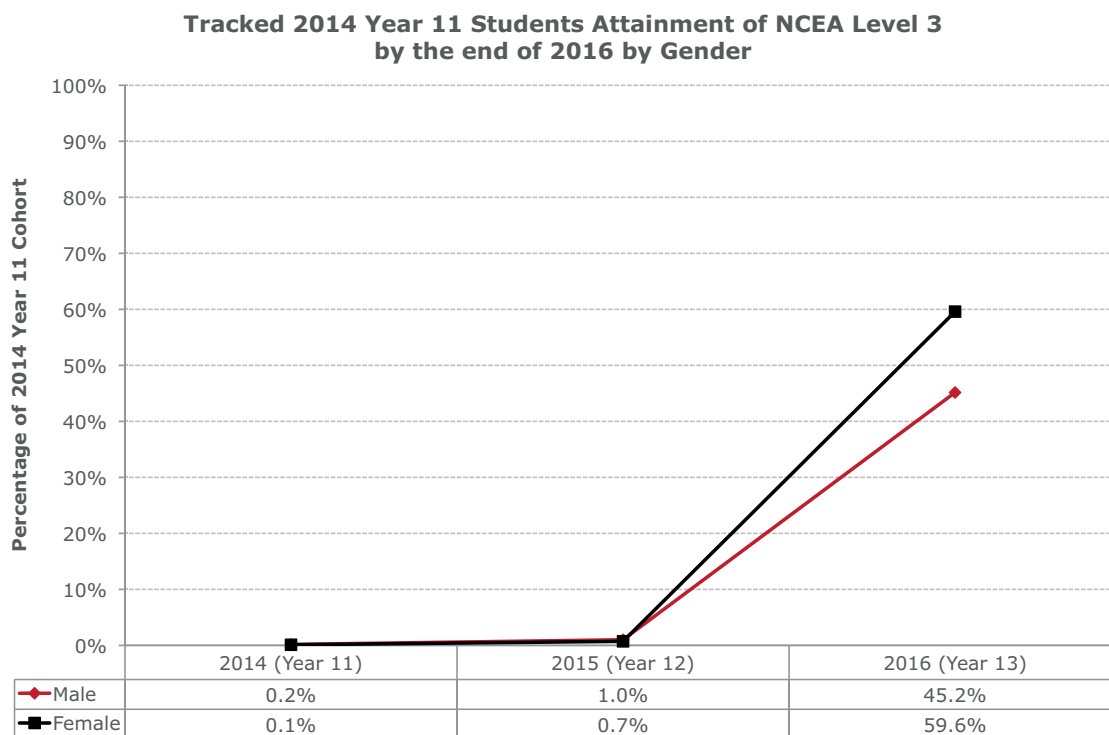


Figure 32. Attainment percentages by gender of NCEA Level 3 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.



# 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 2014 Year 11 cohort by ethnicity. The ethnicity stated in 2014 when the student became a member of the cohort is maintained throughout 2015 and 2016 even though the student may alter their ethnicity in 2015 or 2016.

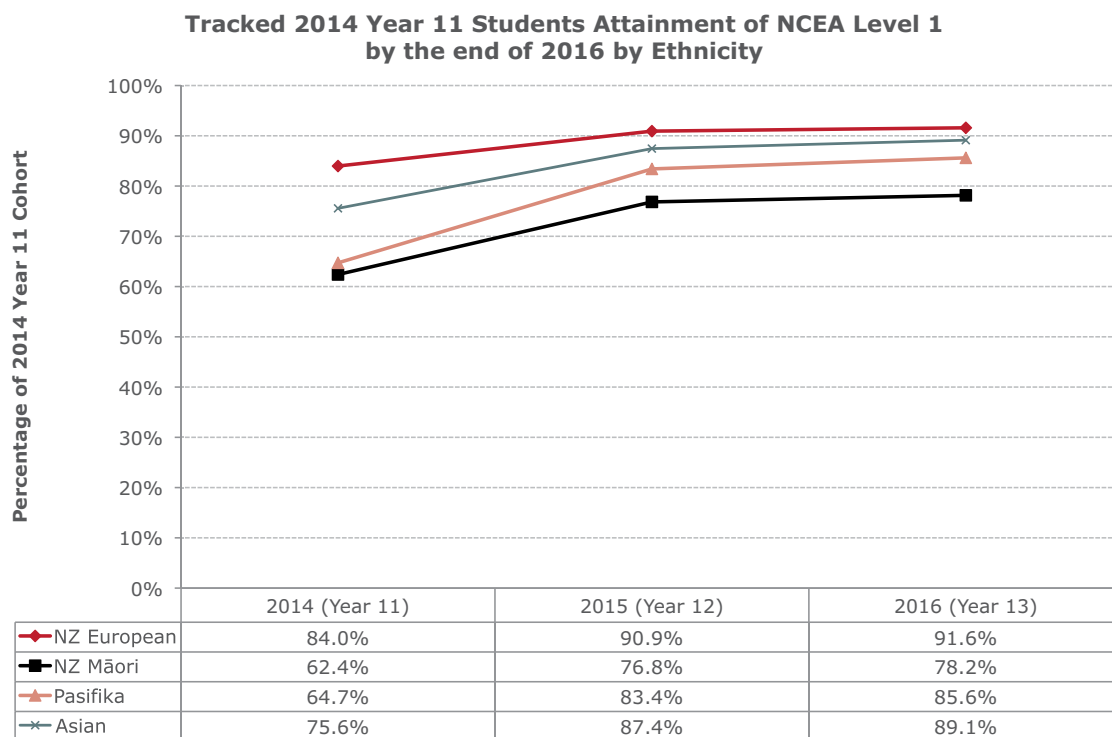


Figure 33. Attainment percentages by ethnicity of NCEA Level 1 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.



# Achievement in NCEA and University Entrance

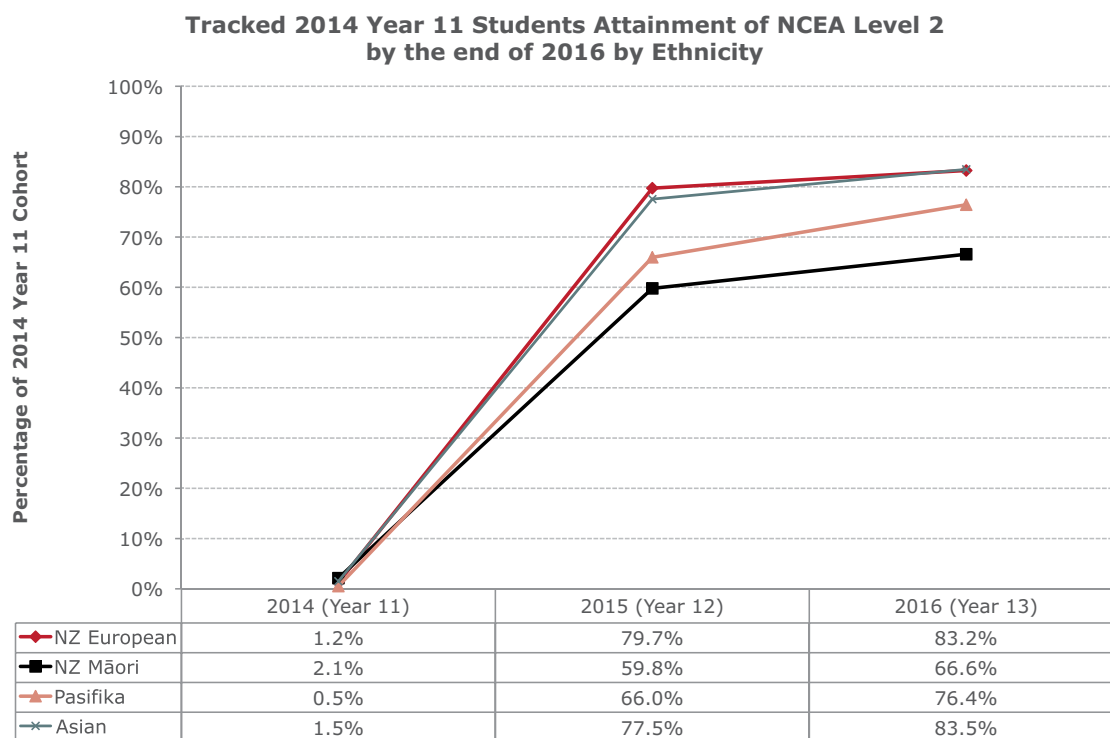


Figure 34. Attainment percentages by ethnicity of NCEA Level 2 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.

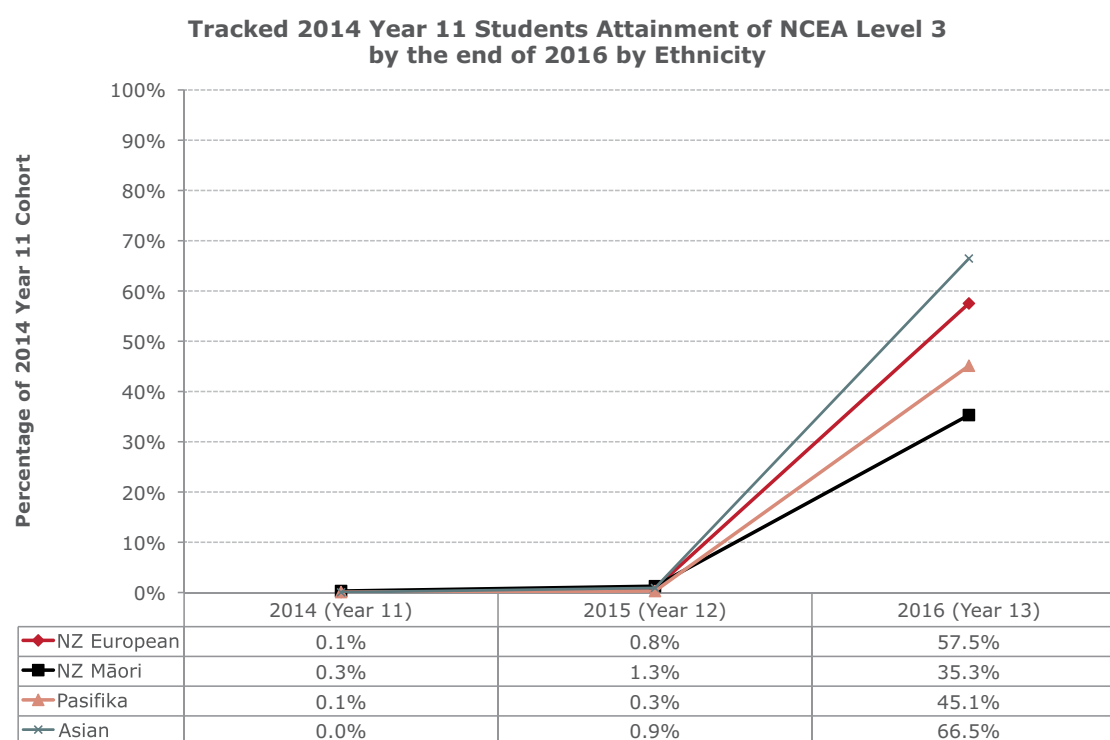
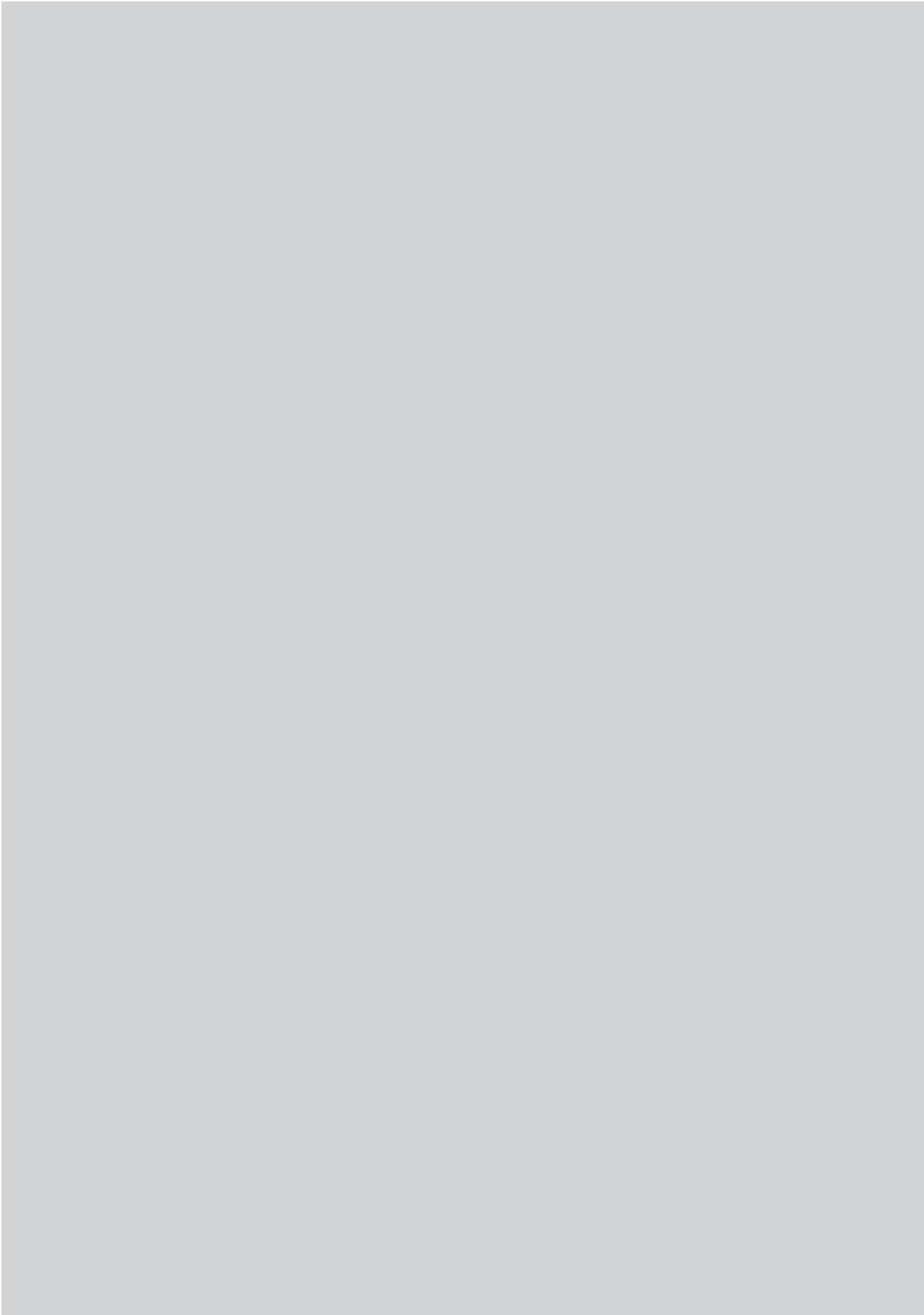


Figure 35. Attainment percentages by ethnicity of NCEA Level 3 of the Tracked 2014 Year 11 cohort by the end of 2014, 2015 and 2016.



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# Literacy and Numeracy

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In addition to the literacy and numeracy requirements for NCEA Level 1, the 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 literacy and numeracy achievement. 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 36 shows the percentage of Year 11 students attaining Literacy by the end of each year, 2012 to 2016. The main feature of this figure is the consistent increase in the attainment rates.

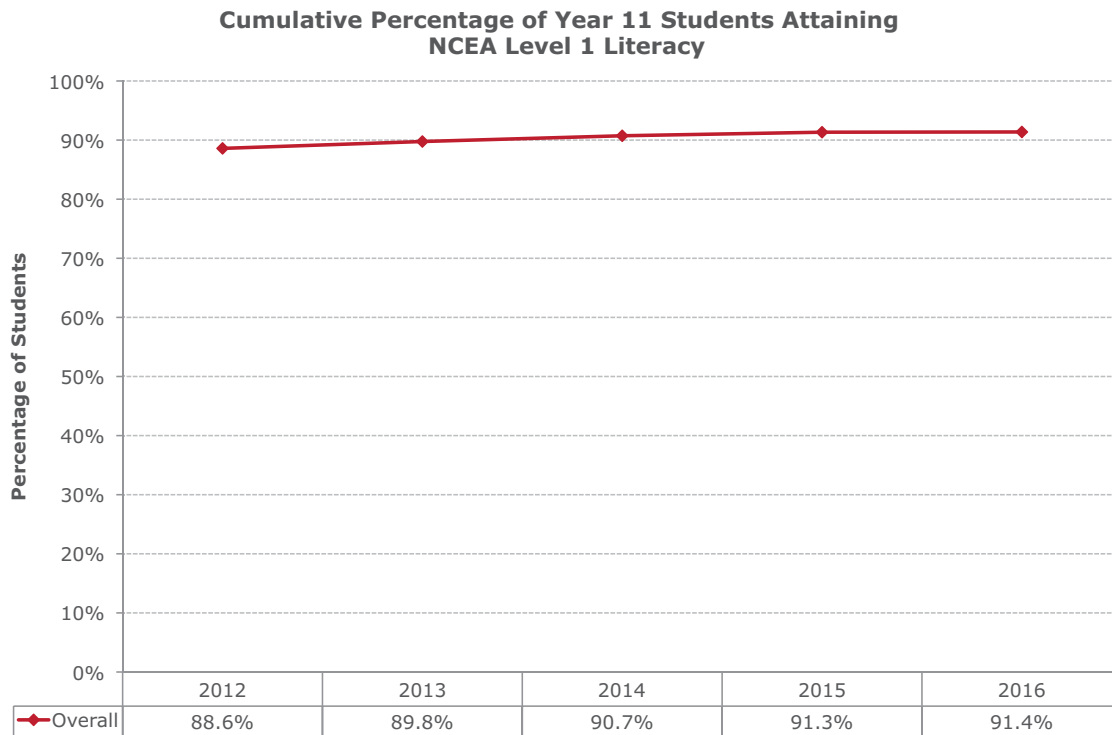


Figure 36. Overall cumulative percentage of Year 11 students attaining Literacy from 2012 to 2016.



# Literacy and Numeracy

Figures 37-39 compare the percentage of Year 11 students attaining Literacy, between genders, ethnicities and school decile bands, in each year from 2012 to 2016.

## Statistics by Gender

Figure 37 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 overall during the reported period of 2012-2016.

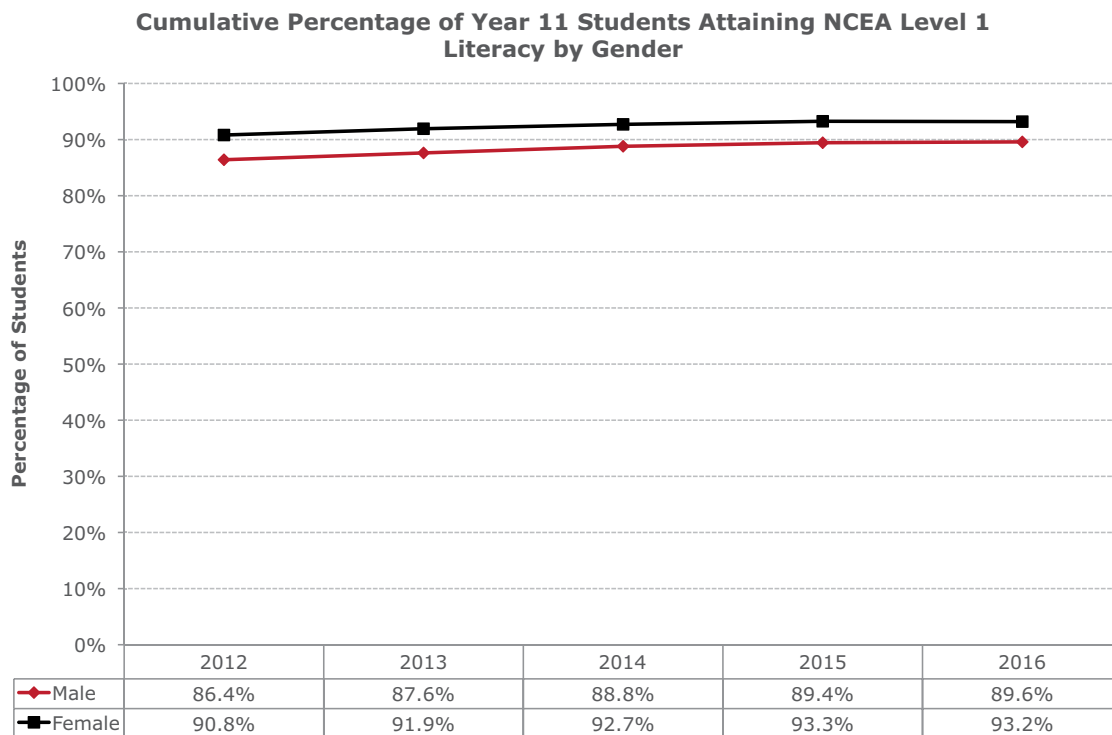


Figure 37. Cumulative percentage of Year 11 students attaining Literacy by gender from 2012 to 2016.

# Literacy and Numeracy

## Statistics by Ethnicity

Figure 38 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 overall for all ethnicities from 2012 to 2016.

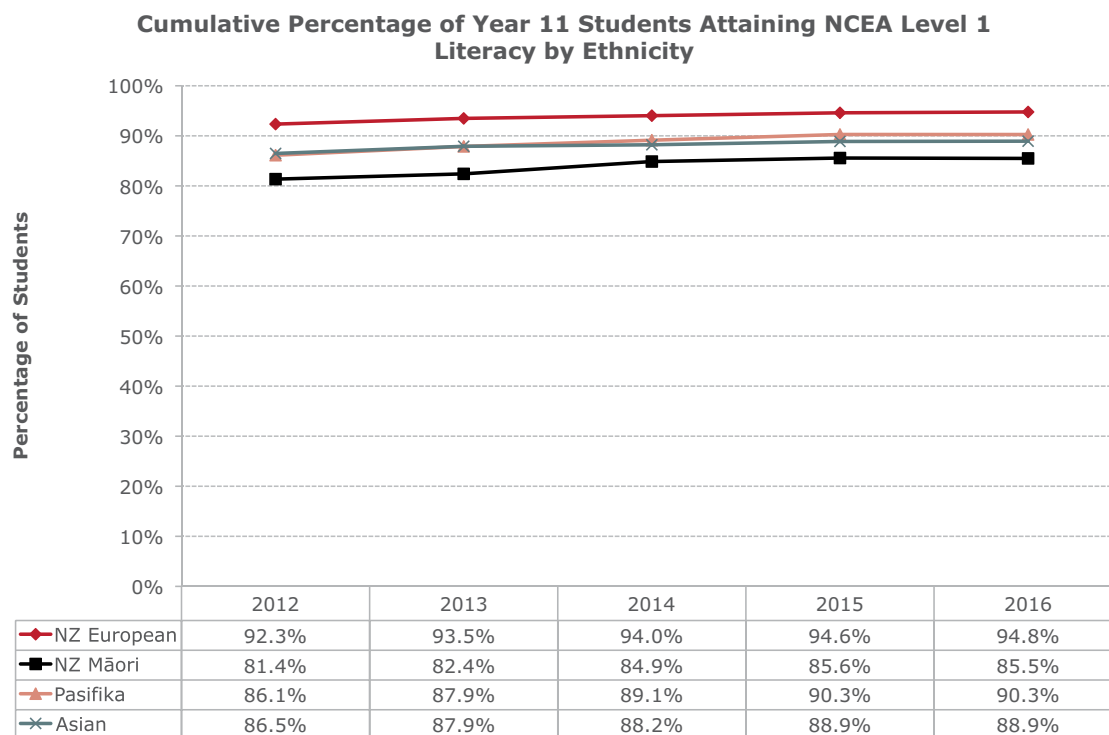


Figure 38. Cumulative percentage of Year 11 students attaining Literacy by ethnicity from 2012 to 2016.



# Literacy and Numeracy

## Statistics by School Decile Band

Figure 39 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 37-38, the attainment rates have increased overall across all three school decile bands from 2012 to 2016.

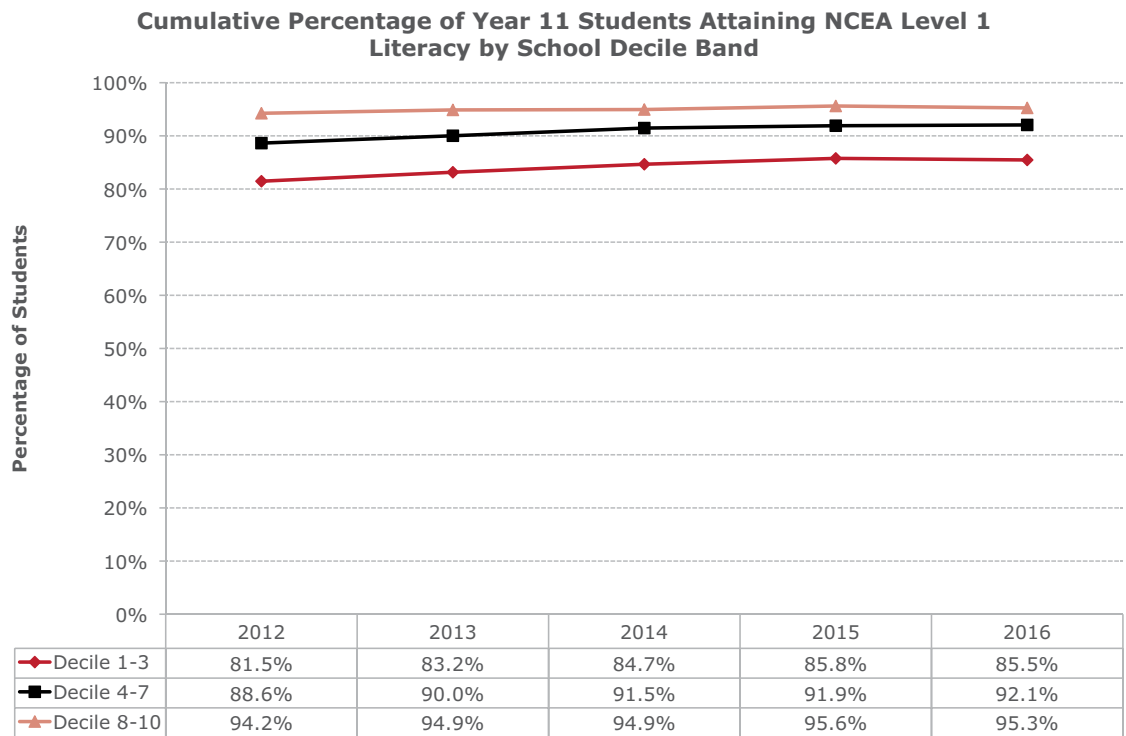


Figure 39. Cumulative percentage of Year 11 students attaining Literacy by school decile band from 2012 to 2016.



# Literacy and Numeracy

## Numeracy for NCEA Level 1

Figure 40 shows the percentage of Year 11 students attaining Numeracy by the end of each year. The main feature of this figure is the consistent increase in the attainment rates from 2012 to 2016.

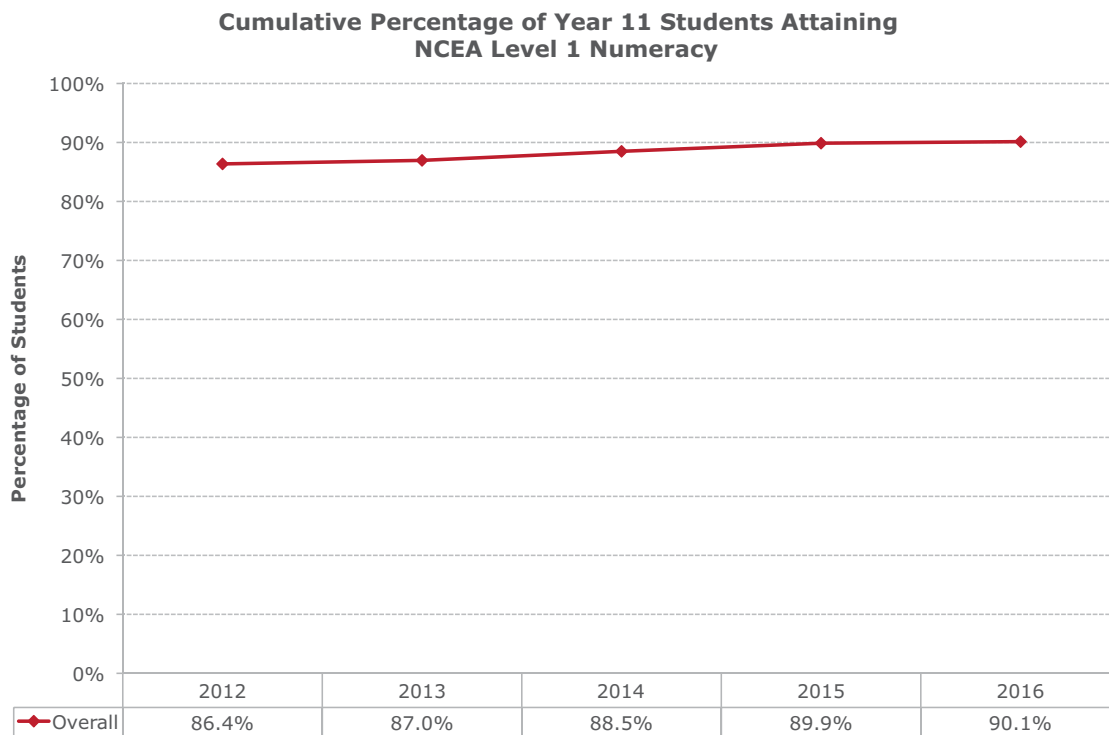


Figure 40. Overall cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy from 2012 to 2016.



# Literacy and Numeracy

Figures 41-43 compare the percentages of Year 11 students attaining Numeracy by the end of each year, between genders, ethnicities and school decile bands, from 2012 to 2016. All three groups resemble the overall pattern in Figure 40 with an increase from 2012 to 2016.

## Statistics by Gender

Figure 41 shows the percentage of male and female Year 11 students attaining Numeracy by the end of each year. The attainment rates for both genders have consistently increased during the reported period of 2012 to 2016.

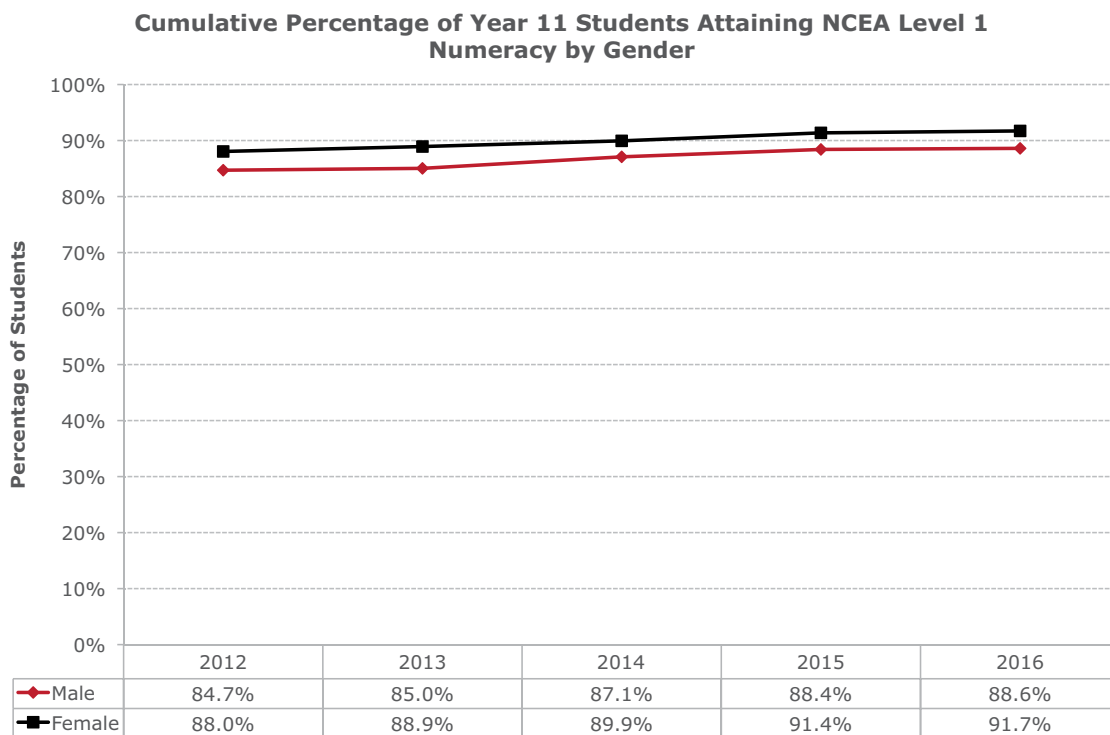


Figure 41. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by gender from 2012 to 2016.

# Literacy and Numeracy

## Statistics by Ethnicity

Figure 42 shows the percentage of Year 11 students attaining Numeracy by the end of each year for each ethnicity. The attainment rates have increased overall for all four ethnicities from 2012 to 2016.

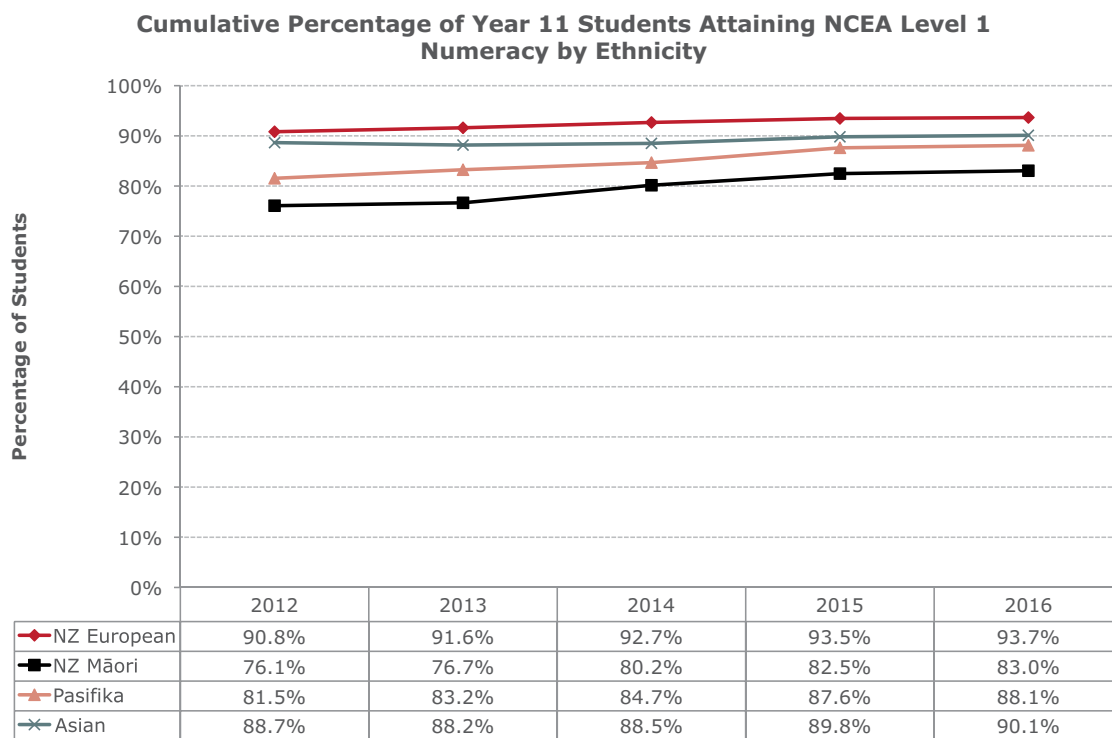


Figure 42. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by ethnicity from 2012 to 2016.



# Literacy and Numeracy

## Statistics by School Decile Band

Figure 43 shows the percentage of Year 11 students attaining Numeracy by the end of each year for each of the three school decile bands. The attainment rates have increased overall for the three school decile bands from 2012 to 2016.

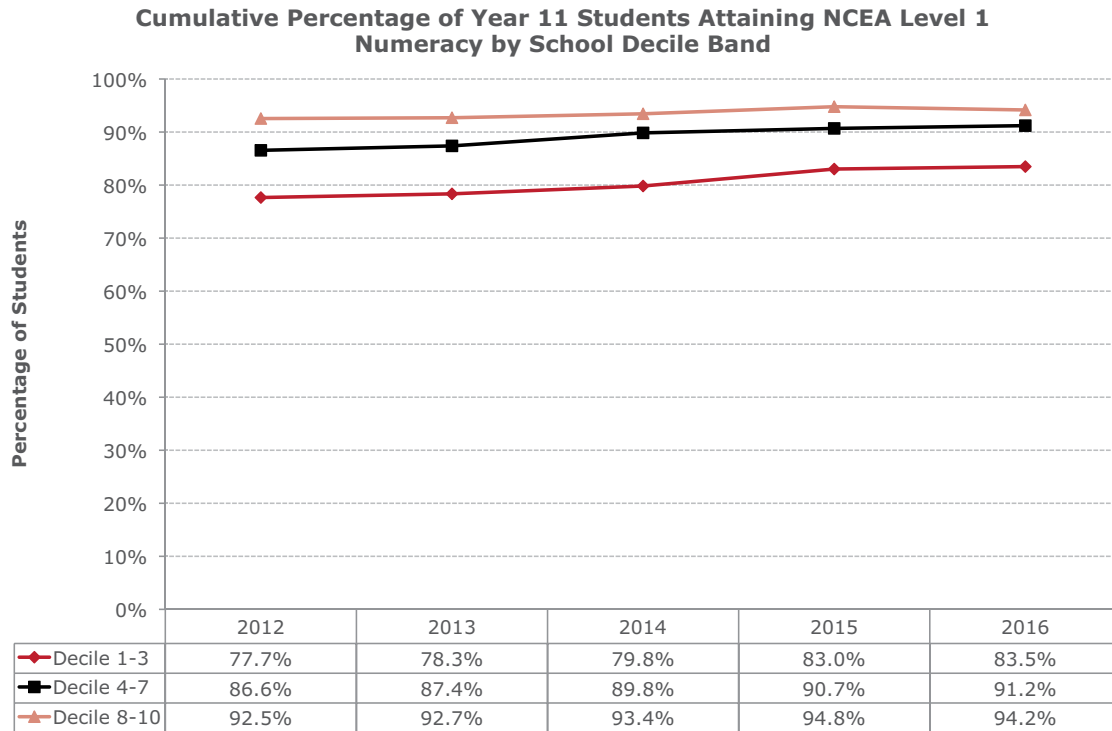


Figure 43. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by school decile band from 2012 to 2016.

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# Literacy and Numeracy

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## *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, i.e. these UE statistics use the Year 13 Enrolled Student cohort, whereas the Level 1 numeracy statistics used a Year 11 Enrolled Student cohort.

Year	Literacy	Numeracy
2014	71.2%	89.6%
2015	72.6%	91.0%
2016	73.3%	92.2%

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.<sup>3</sup>

Figures 44-46 show the percentages of candidates who achieved NCEA Levels 1, 2, or 3 with Merit or Excellence endorsement.

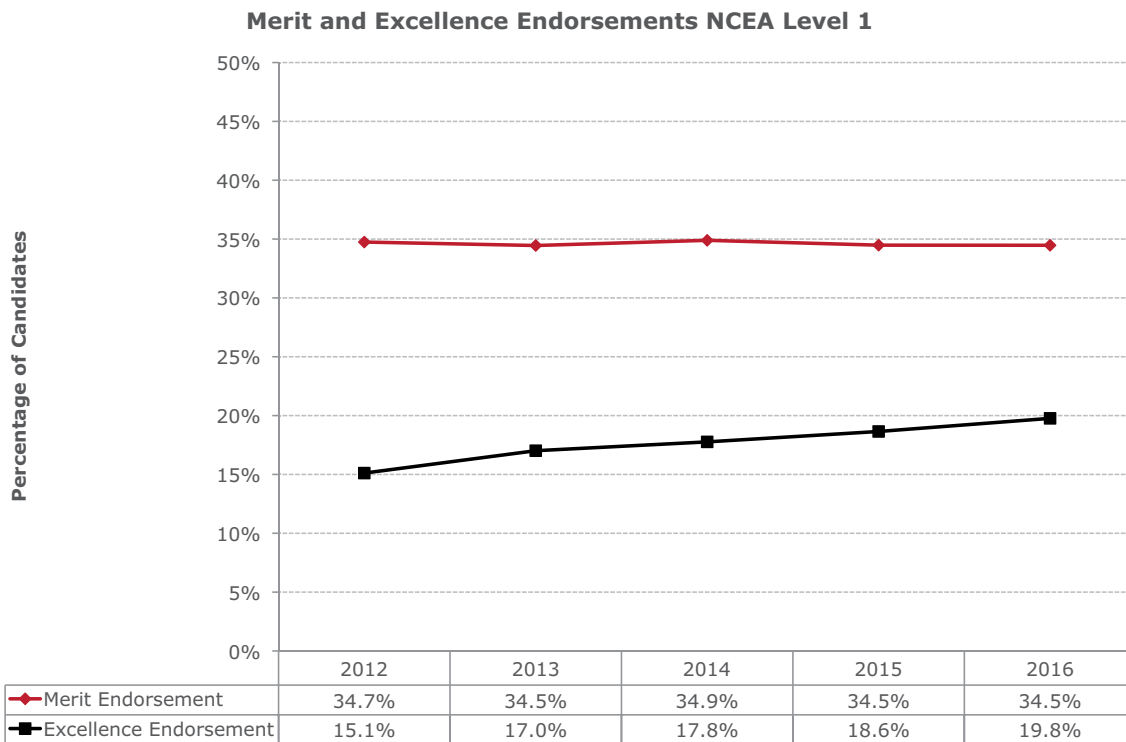


Figure 44. NCEA Level 1 Endorsements achieved by Year 11 candidates from 2012 to 2016.

<sup>3</sup> 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

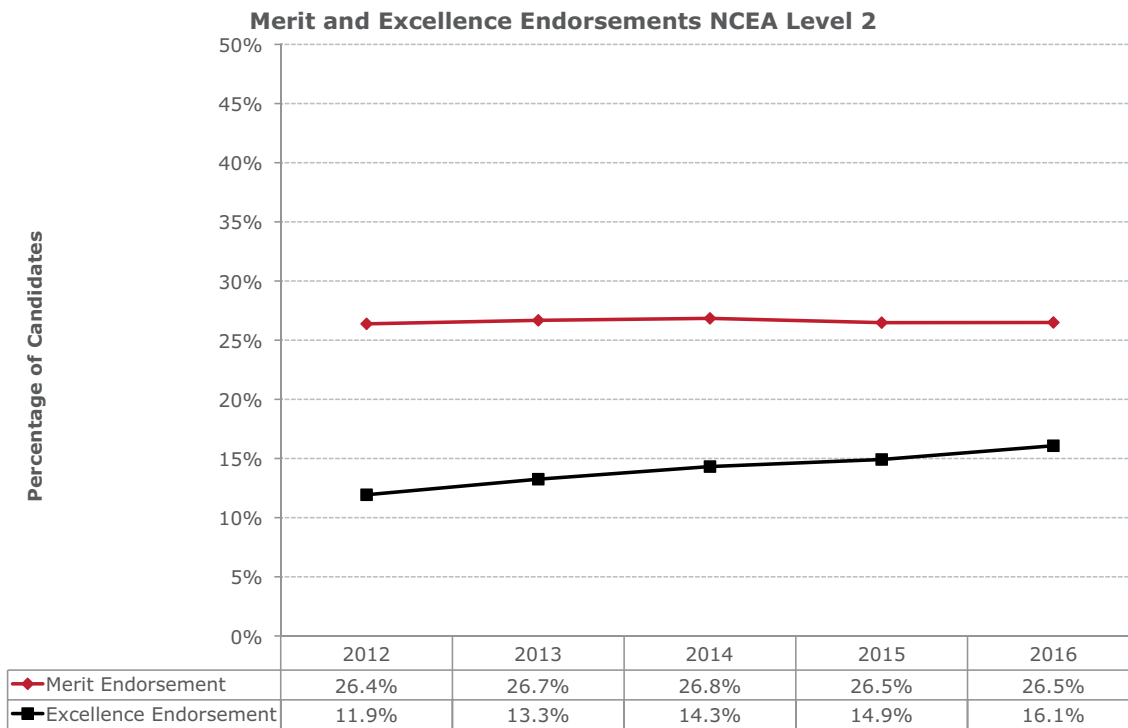


Figure 45. NCEA Level 2 Endorsements achieved by Year 12 candidates from 2012 to 2016.

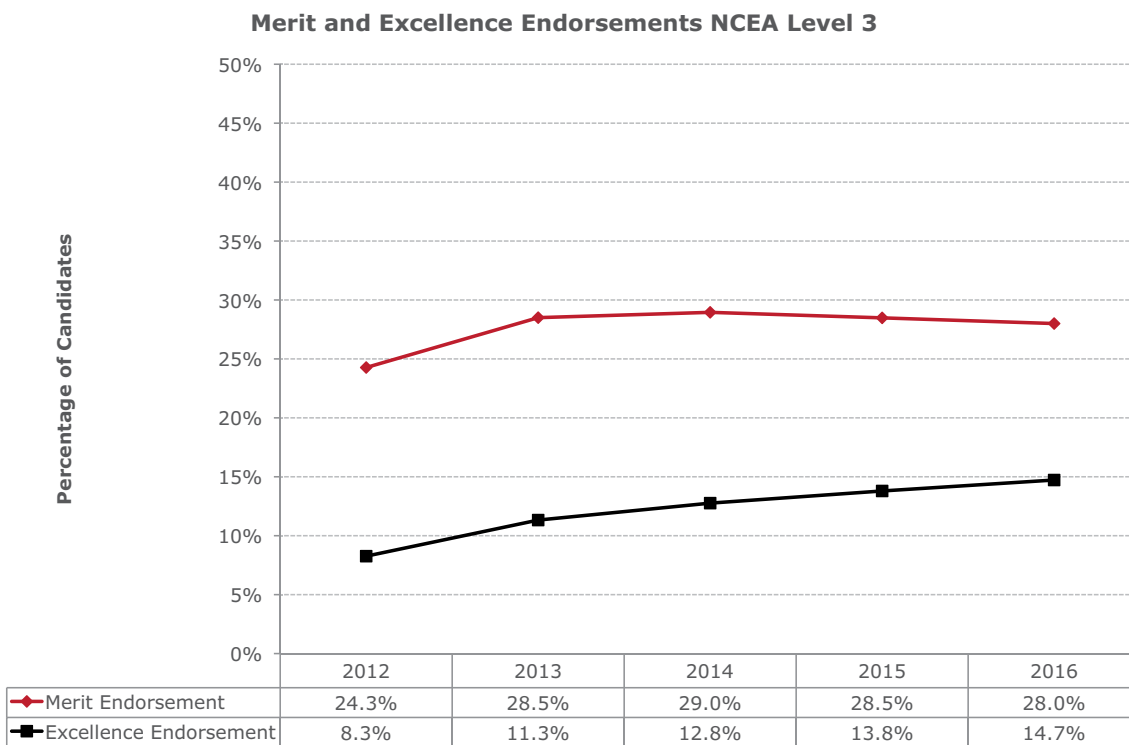


Figure 46. NCEA Level 3 Endorsements achieved by Year 13 candidates from 2012 to 2016.



# NCEA Certificate Endorsement

## Statistics by Gender

Figures 47-49 show the percentages of male and female candidates who achieved either Merit or Excellence Endorsement at each NCEA level from 2012 to 2016.

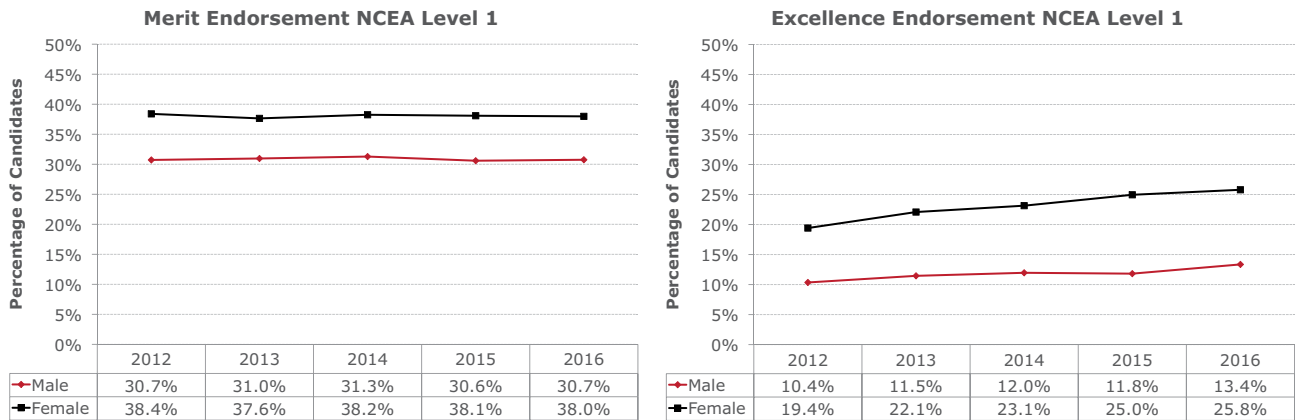


Figure 47. NCEA Level 1 Merit and Excellence Endorsements achieved by Year 11 candidates by gender from 2012 to 2016.

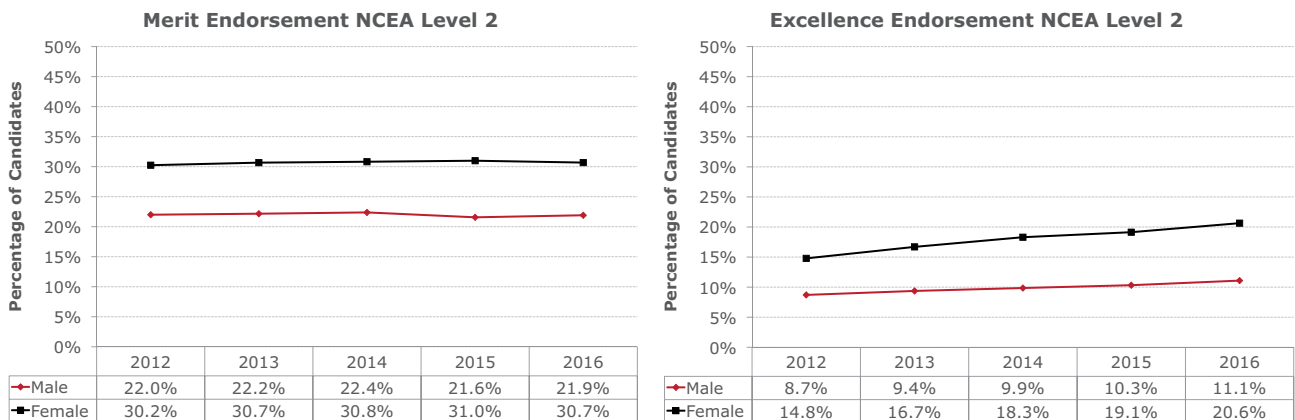


Figure 48. NCEA Level 2 Merit and Excellence Endorsements achieved by Year 12 candidates by gender from 2012 to 2016.

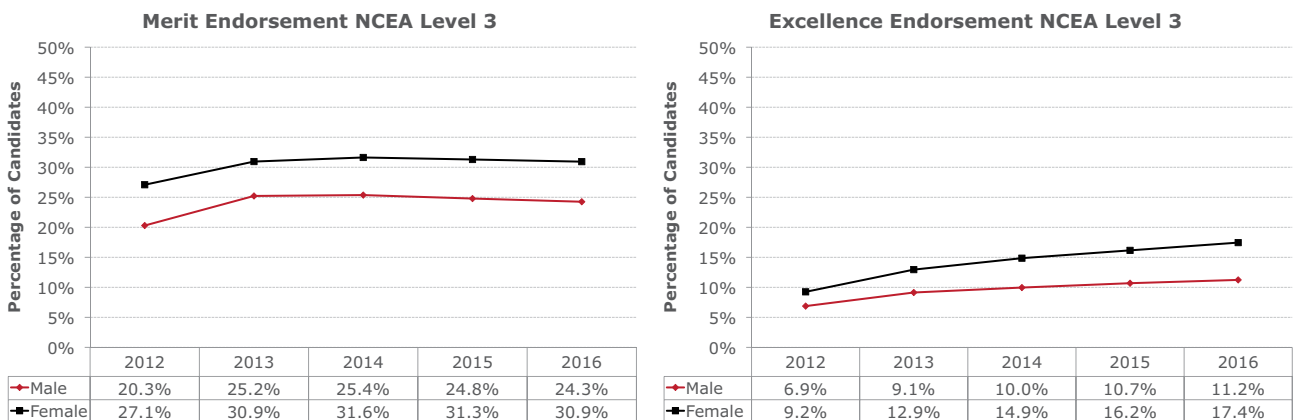


Figure 49. NCEA Level 3 Merit and Excellence Endorsements achieved by Year 13 candidates by gender from 2012 to 2016.



# NCEA Certificate Endorsement

## Statistics by Ethnicity

Figures 50-52 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 2012 to 2016.

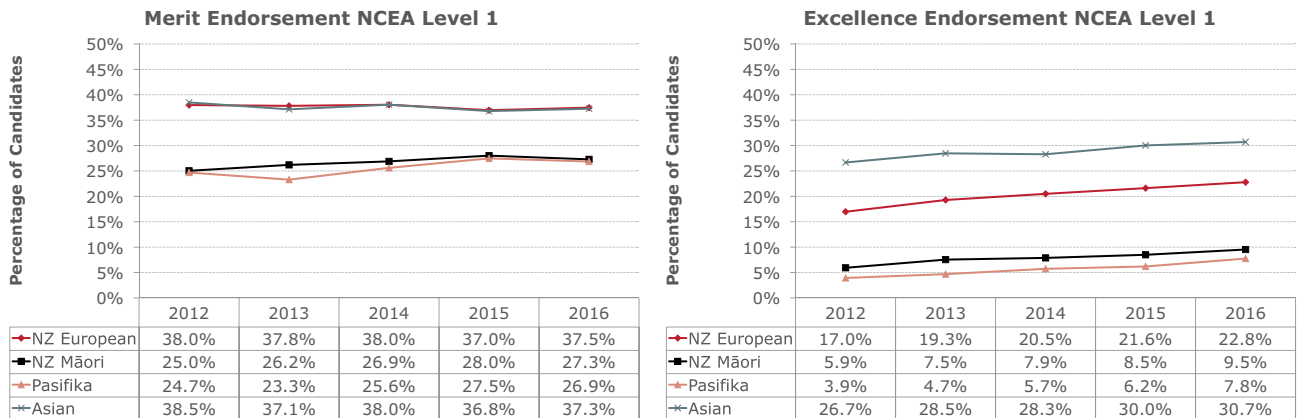


Figure 50. NCEA Level 1 Endorsements achieved by Year 11 candidates by ethnicity from 2012 to 2016.

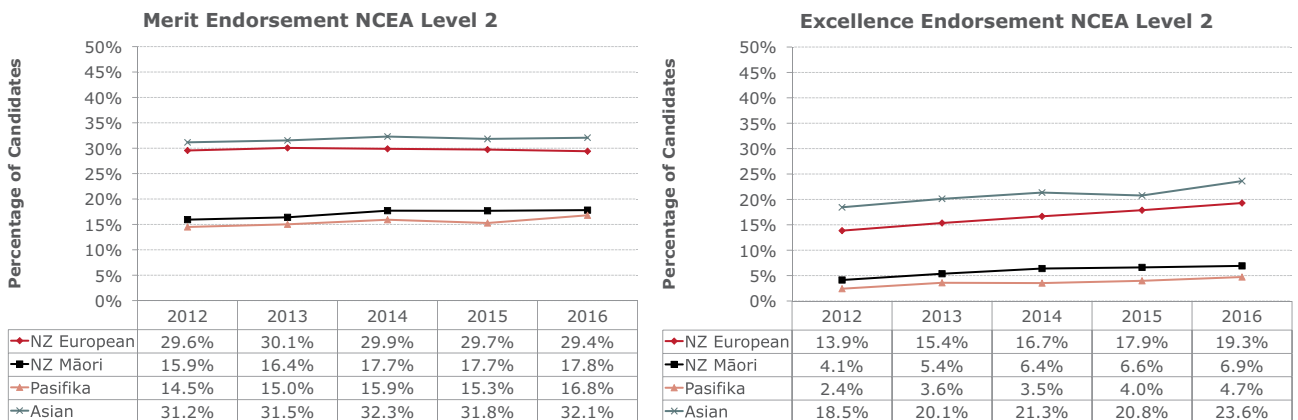


Figure 51. NCEA Level 2 Endorsements achieved by Year 12 candidates by ethnicity from 2012 to 2016.

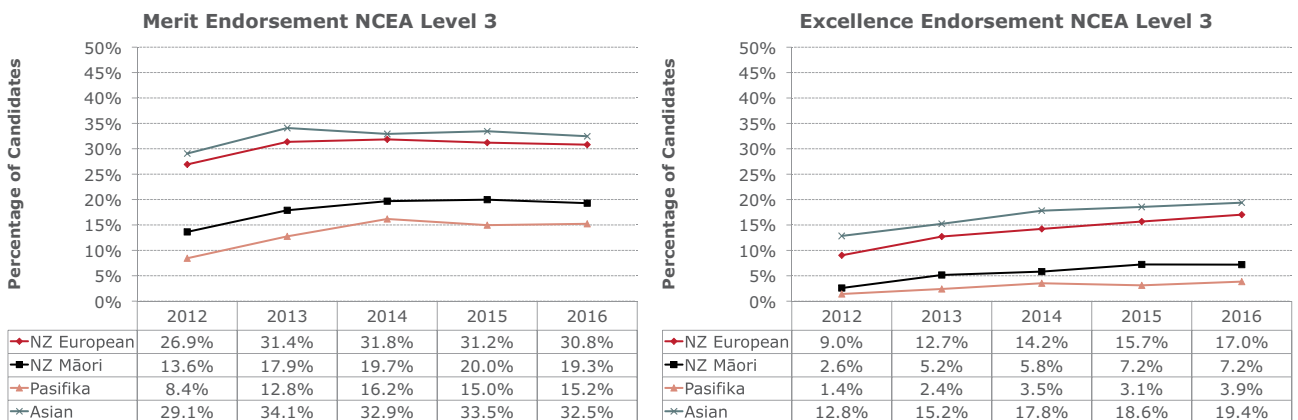


Figure 52. NCEA Level 3 Endorsements achieved by Year 13 candidates by ethnicity from 2012 to 2016.

# NCEA Certificate Endorsement

## Statistics by School Decile Band

Figures 53-55 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 2012 to 2016.

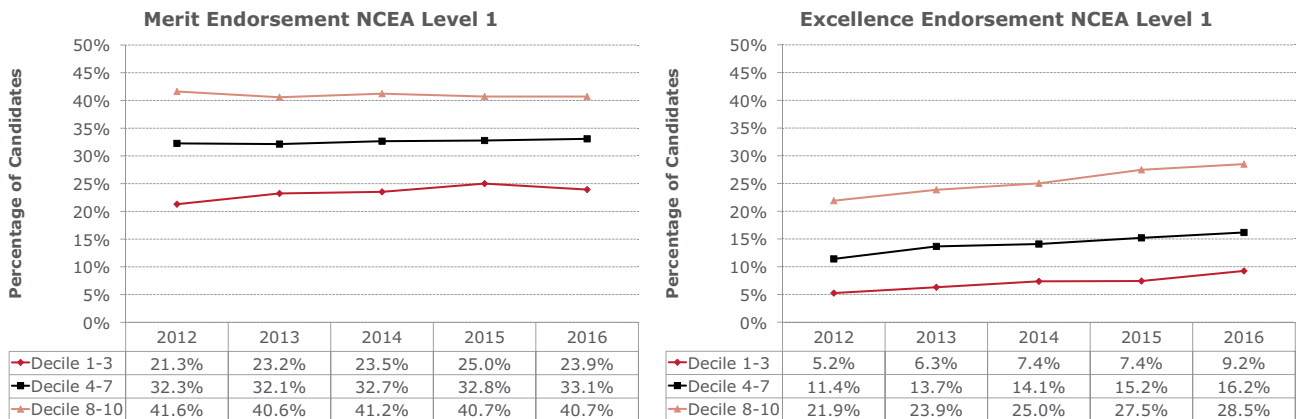


Figure 53. NCEA Level 1 Endorsements achieved by Year 11 candidates by school decile band from 2012 to 2016.

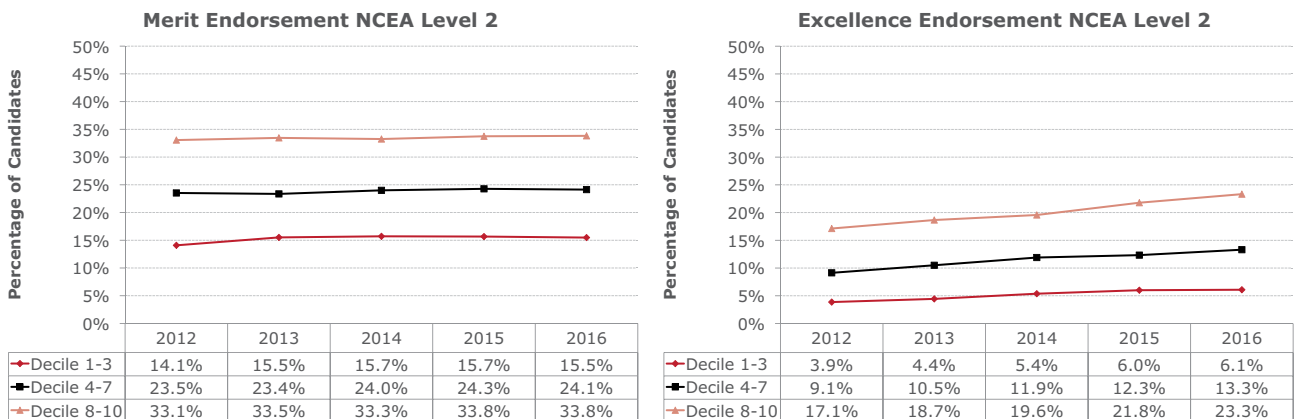


Figure 54. NCEA Level 2 Endorsements achieved by Year 12 candidates by school decile band from 2012 to 2016.

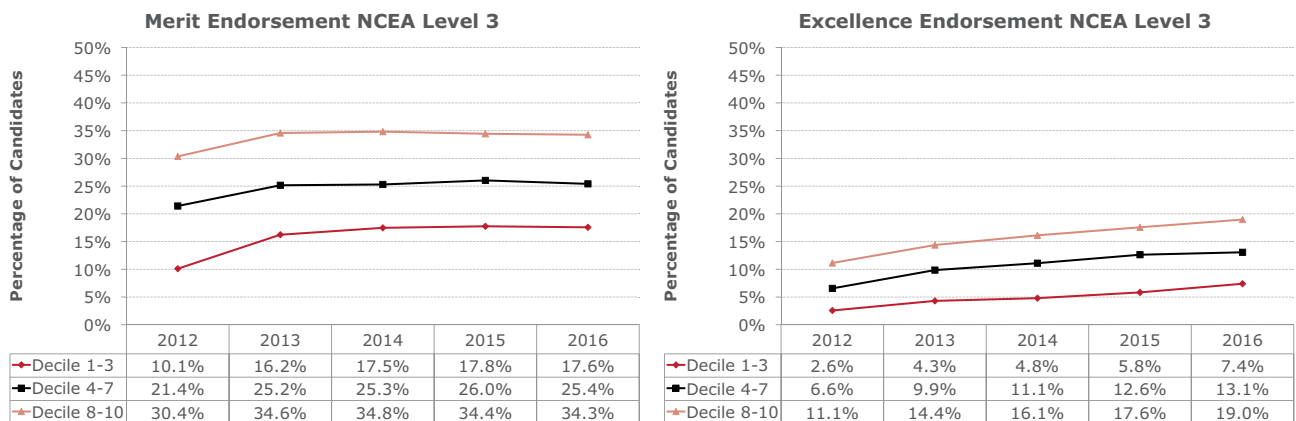
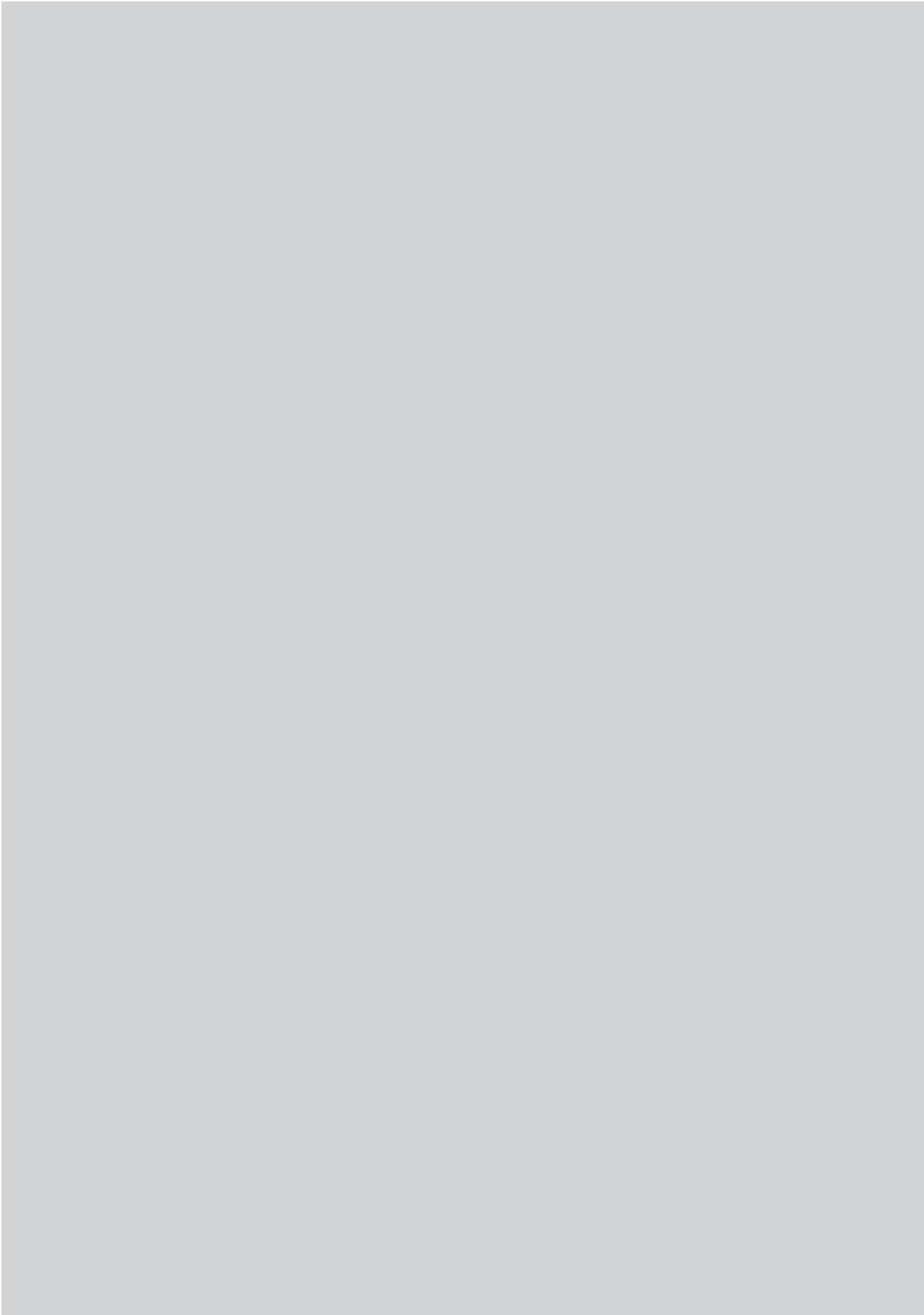


Figure 55. NCEA Level 3 Endorsements achieved by Year 13 candidates by school decile band from 2012 to 2016.



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# Course Endorsement

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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.<sup>4</sup>

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

A Course Endorsement with Merit is gained when at least 14 credits have a result of Merit, or a mix of Merit and Excellence results, including the required credits for externally-assessed 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 gain 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 gained 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 attainment of Course Endorsements. All percentages of students shown in this section (Figures 56-71) are based on the number of students in the Enrolled Student Cohort.

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<sup>4</sup> 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 56-59 show the percentage of students with one or more endorsable courses by year level, gender, ethnicity, and school decile band from 2012 to 2016.

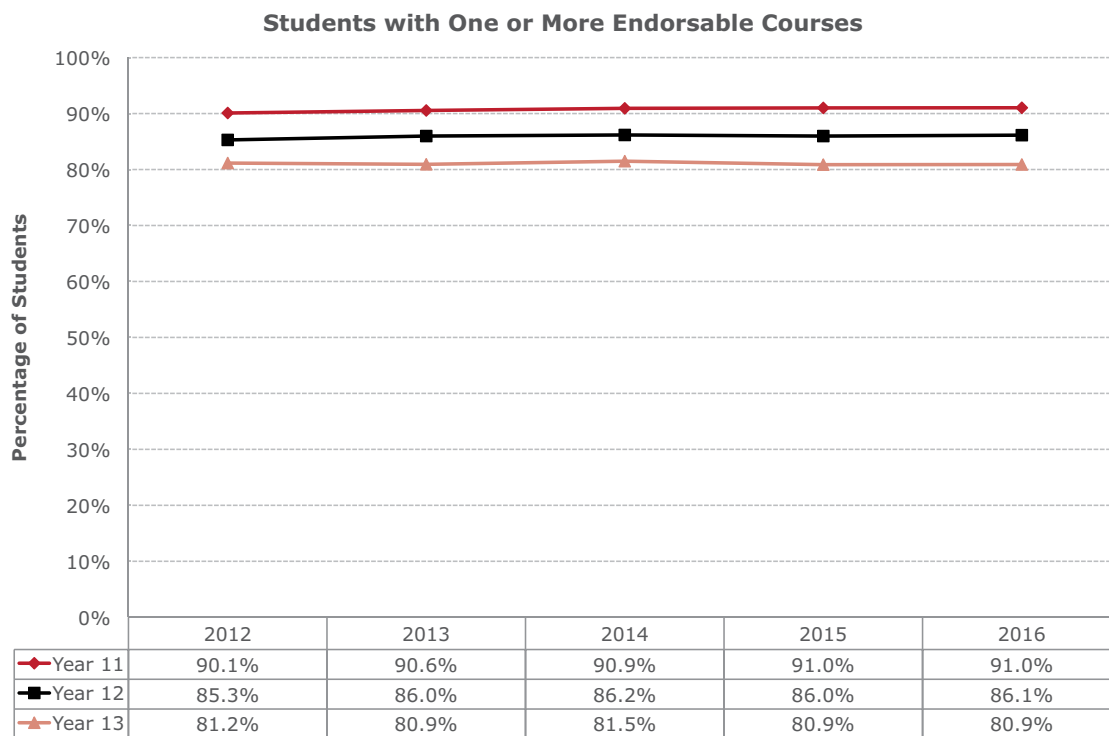


Figure 56. Percentage of students with one or more endorsable courses in Year 11, Year 12, and Year 13 from 2012 to 2016.



# Course Endorsement

## Statistics by Gender

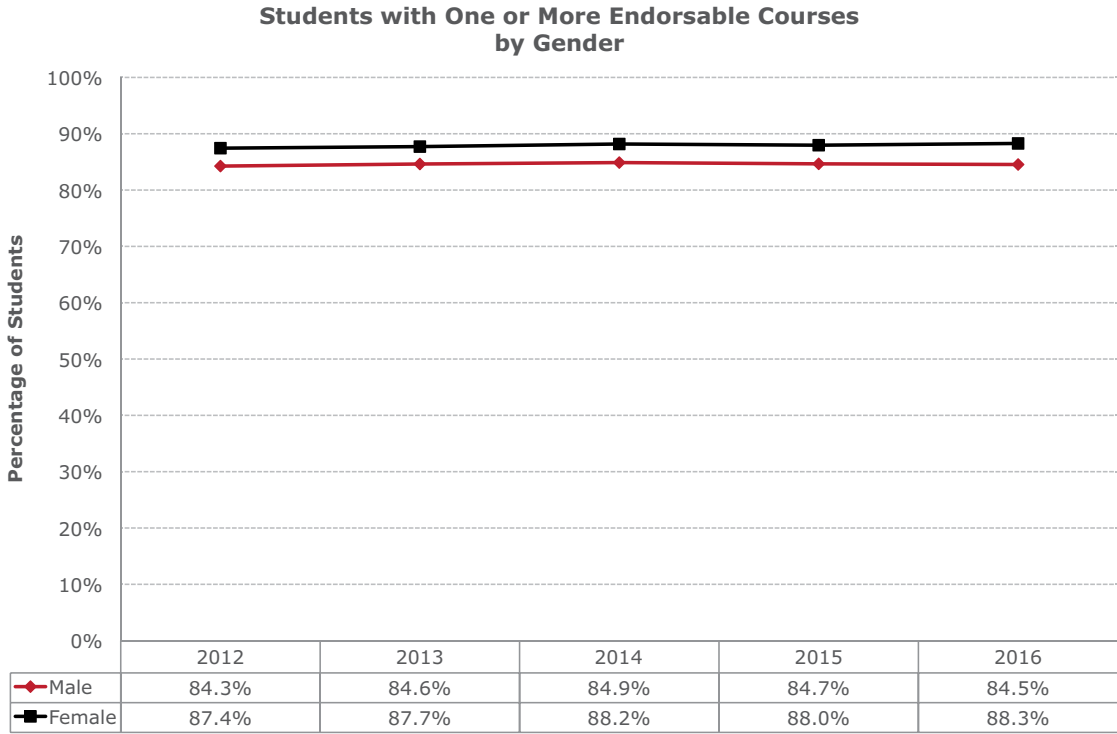


Figure 57. Percentage of students with one or more endorsable courses by gender from 2012 to 2016.

# Course Endorsement

## Statistics by Ethnicity

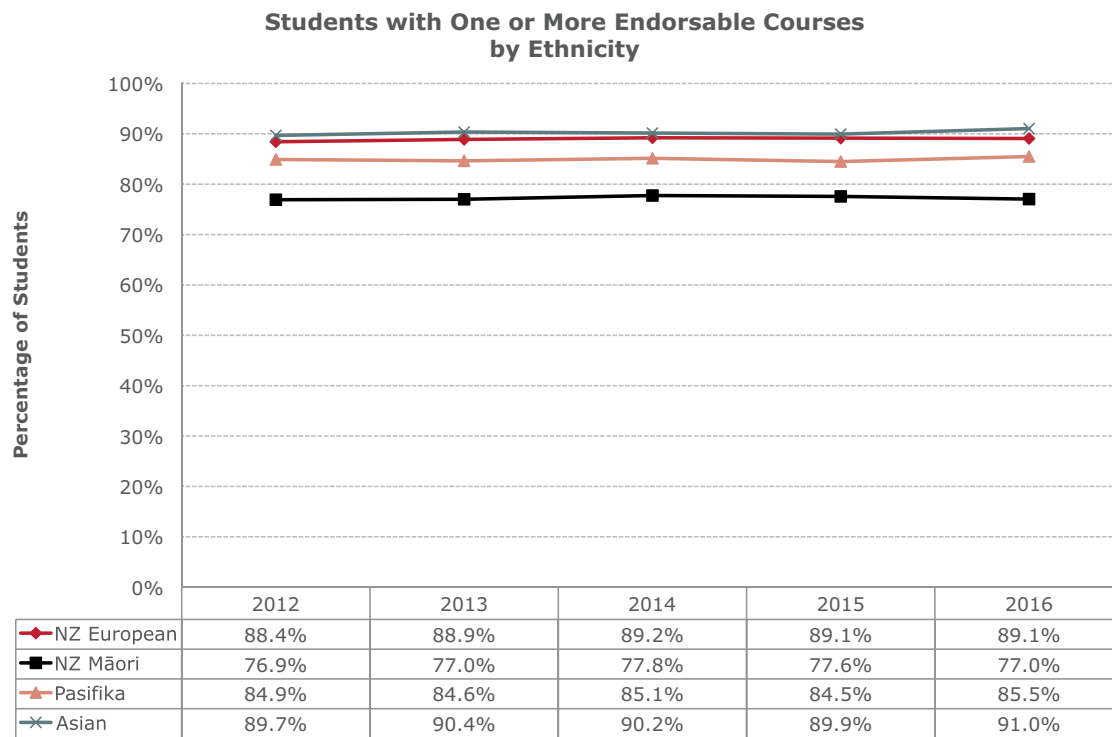


Figure 58. Percentage of students with one or more endorsable courses by ethnicity from 2012 to 2016.



# Course Endorsement

## Statistics by School Decile Band

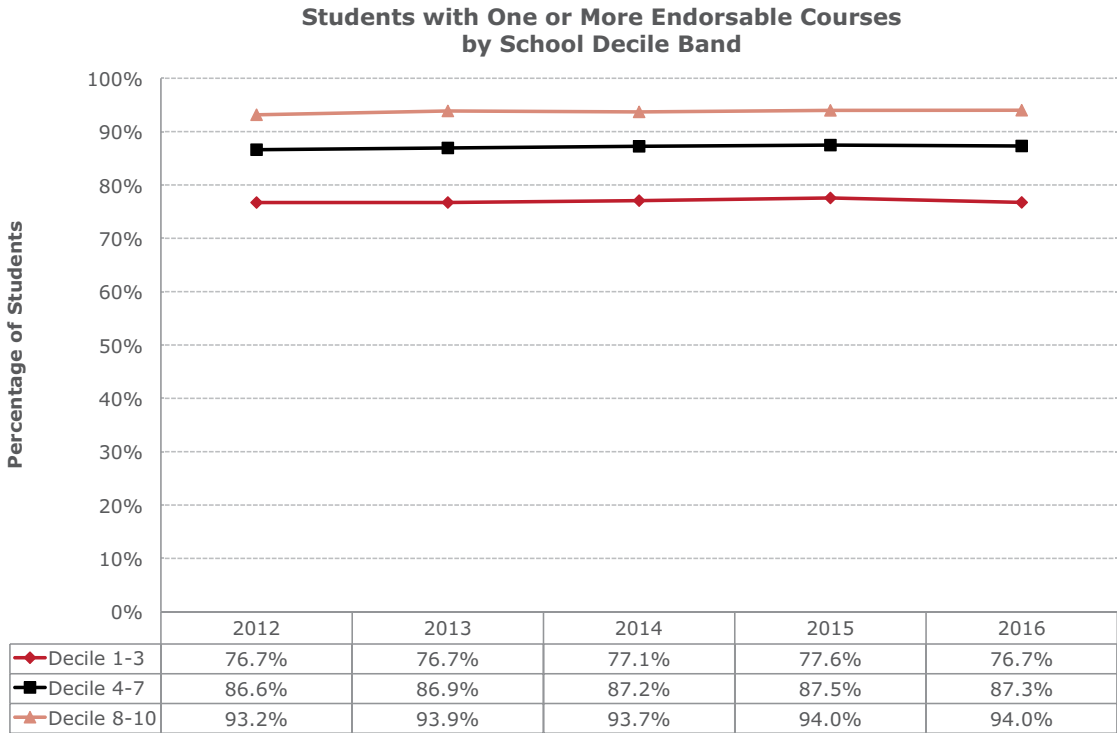


Figure 59. Percentage of students with one or more endorsable courses by school decile band from 2012 to 2016.



# 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 60 shows the average number of endorsable courses per student by year level from 2012 to 2016.

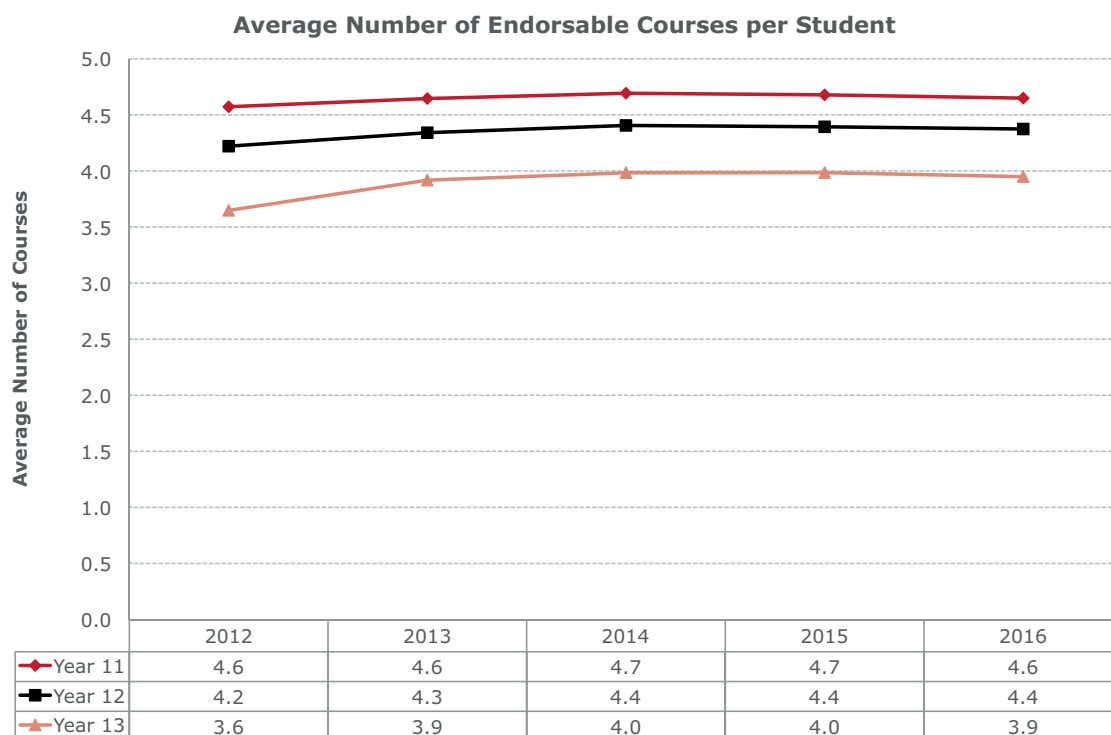


Figure 60. Average number of endorsable courses per student in Year 11, Year 12, and Year 13 from 2012 to 2016.



# Course Endorsement

Figures 61-63 show the average number of endorsable courses per student by gender, by ethnicity, and by school decile bands.

## Statistics by Gender

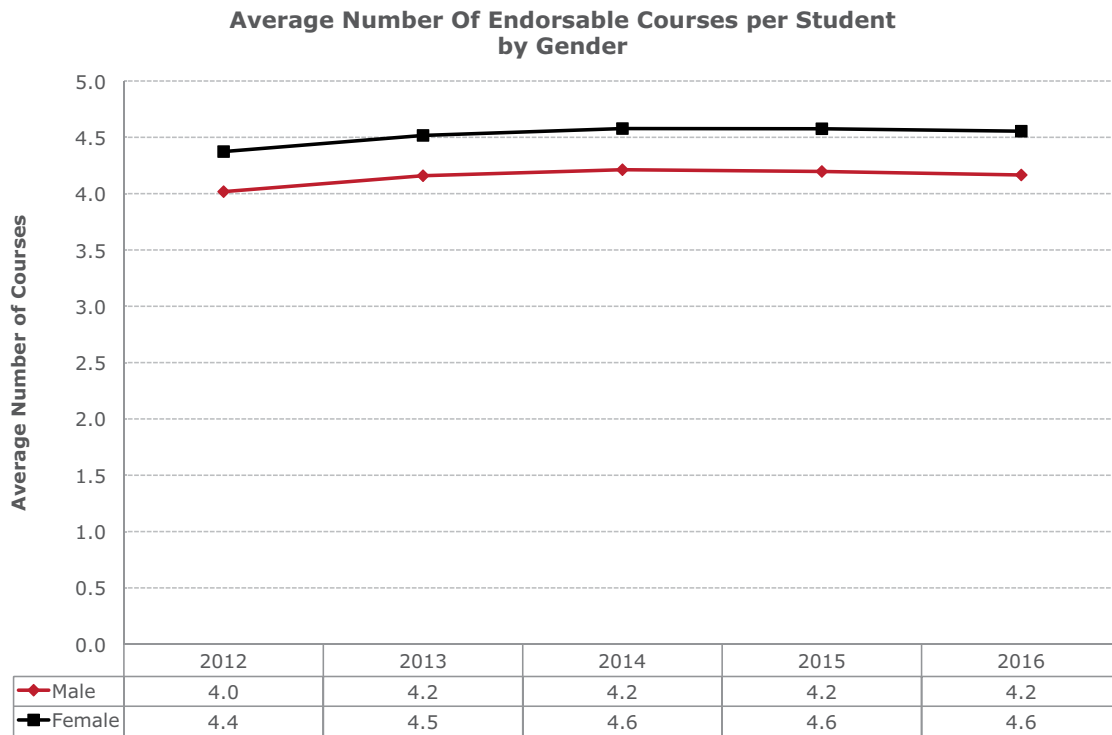


Figure 61. Average number of endorsable courses per student by gender from 2012 to 2016.

# Course Endorsement

## Statistics by Ethnicity

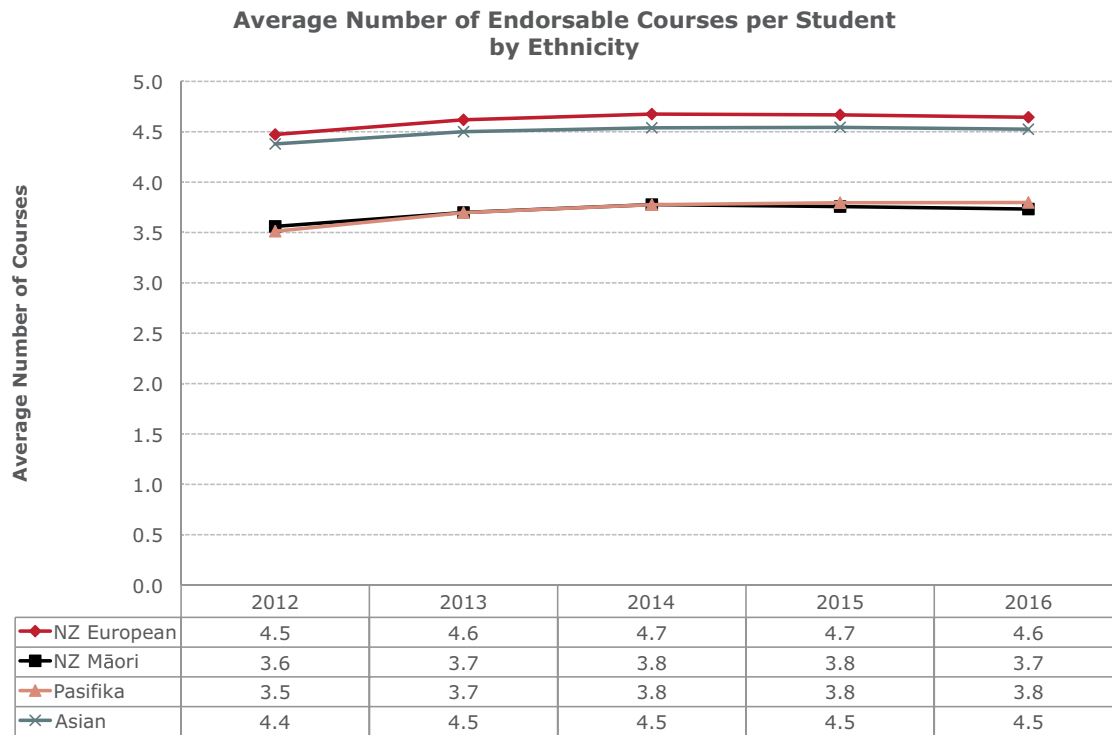


Figure 62. Average number of endorsable courses per student by ethnicity from 2012 to 2016.



# Course Endorsement

## Statistics by School Decile Band

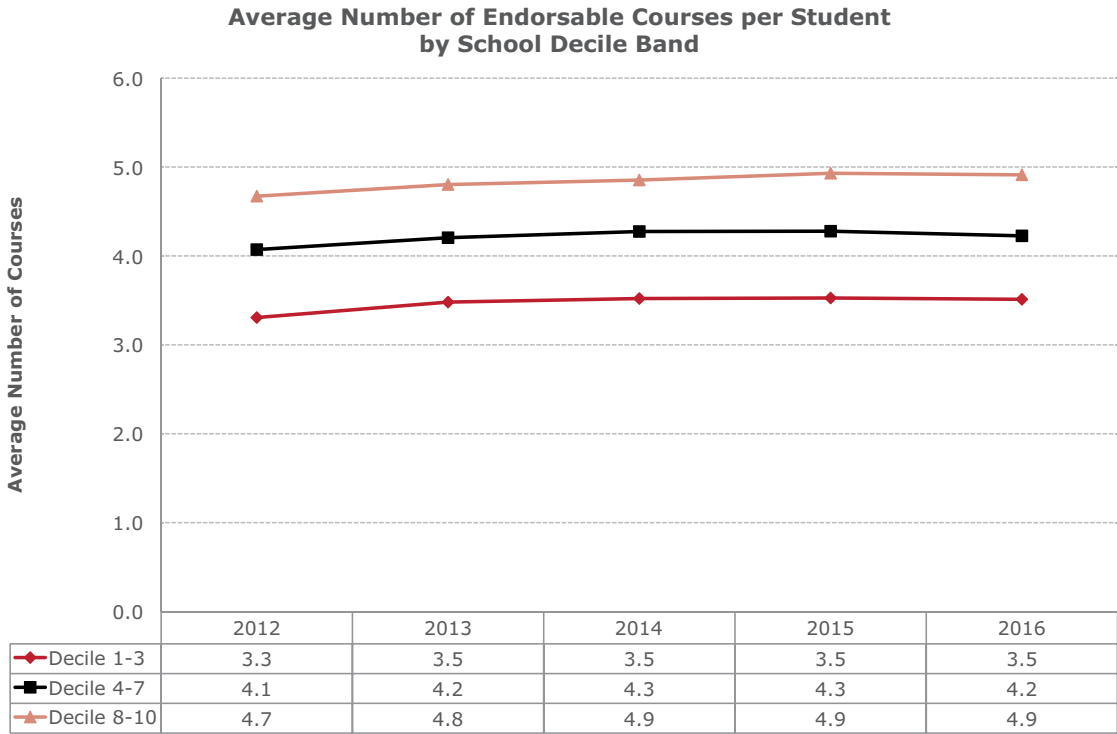


Figure 63. Average number of endorsable courses per student by school decile band from 2012 to 2016.

# Course Endorsement

## Percentage of Students with Endorsable Courses Gaining Endorsement

Figures 64-67 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.

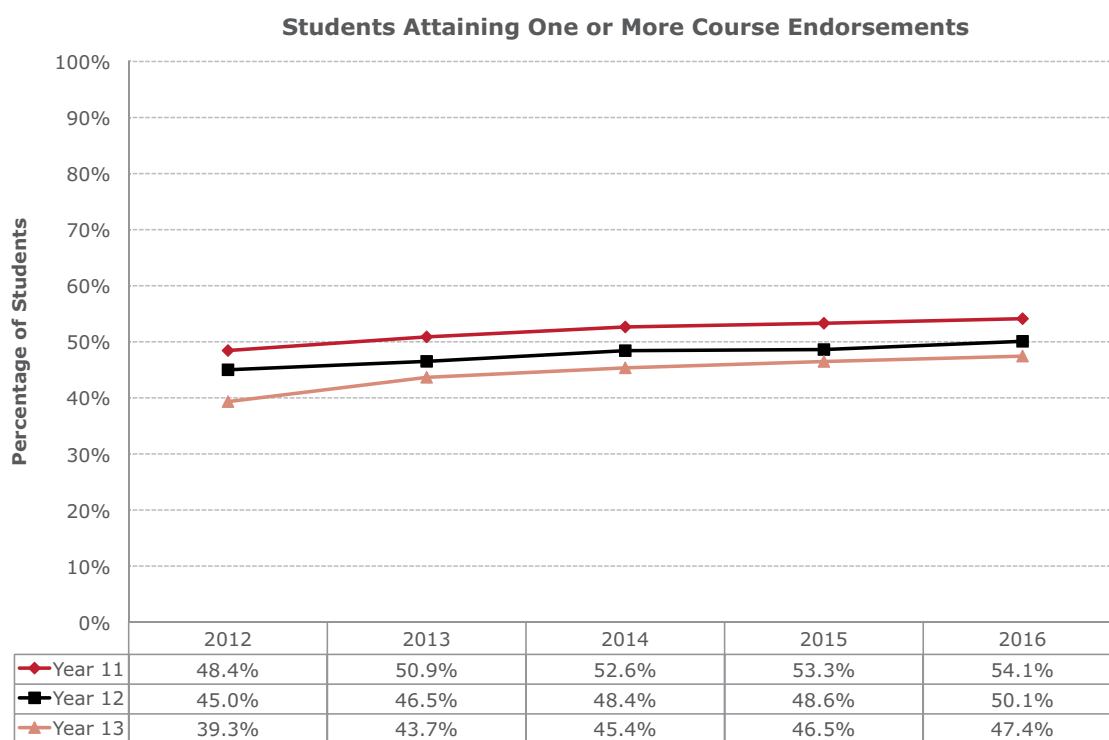


Figure 64. Percentage of students attaining one or more course endorsements in Year 11, Year 12, and Year 13 from 2012 to 2016.

# Course Endorsement

## Statistics by Gender

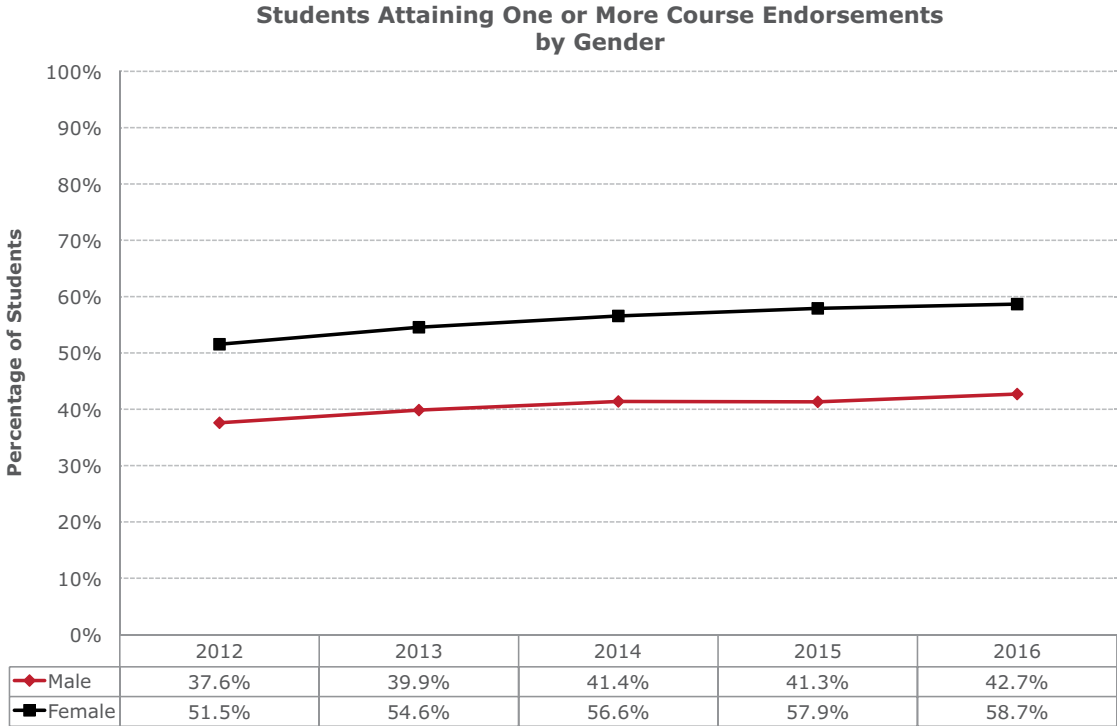


Figure 65. Percentage of students attaining one or more course endorsements by gender from 2012 to 2016.

# Course Endorsement

## Statistics by Ethnicity

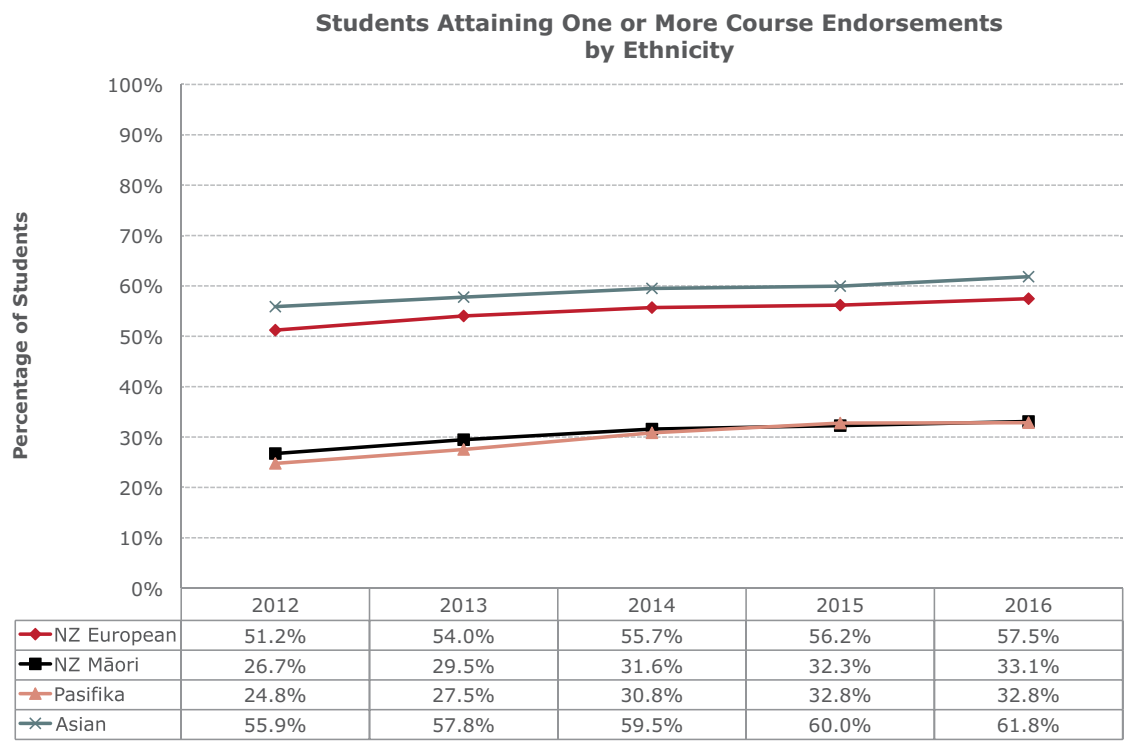


Figure 66. Percentage of students attaining one or more course endorsements by ethnicity from 2012 to 2016.



# Course Endorsement

## Statistics by School Decile Band

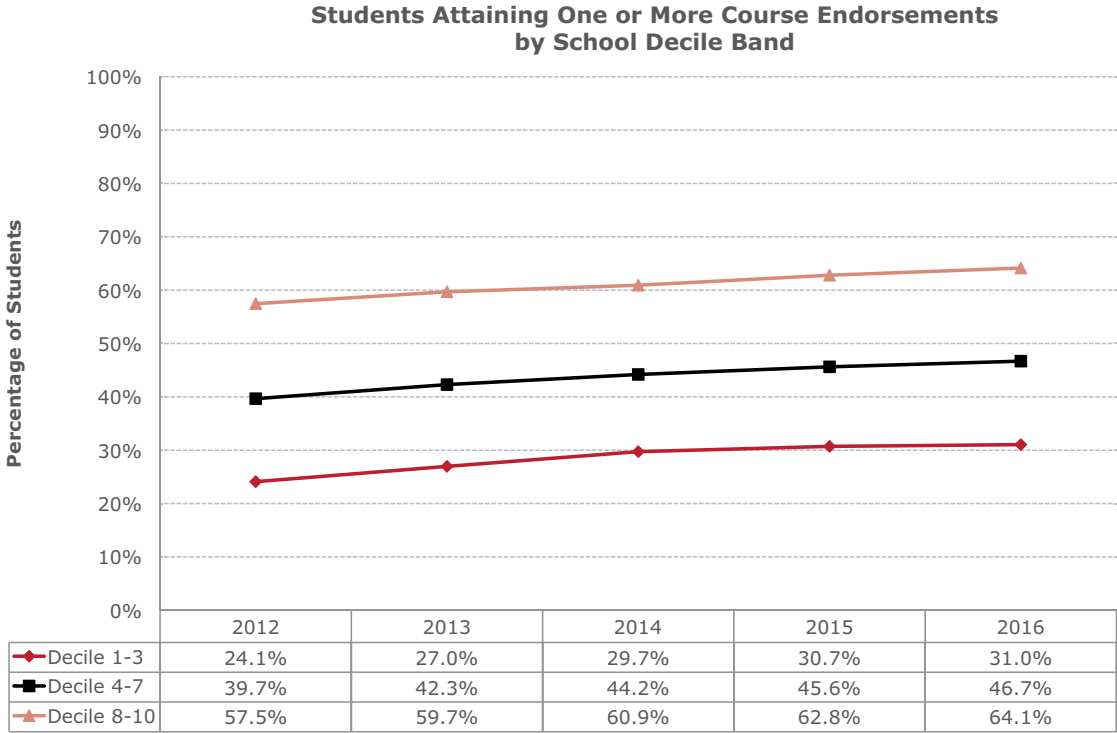


Figure 67. Percentage of students attaining one or more course endorsements by school decile band from 2012 to 2016.



# Course Endorsement

## Percentage of Merit and Excellence Endorsements

Figures 68-71 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 five endorsable courses and attains a Merit for two courses and an Excellence for one course, then five is included in the total count of endorsable courses, two is included in the count of Merit endorsements, and one is included in the count of Excellence endorsements.

Figure 68 shows the percentage of Merit and Excellence course endorsements attained by Year 11, Year 12, and Year 13 students from 2012 to 2016.

Adding together, the 2016 Merit and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 33.4%, Year 12 of 30.9%, and Year 13 of 27.3%.

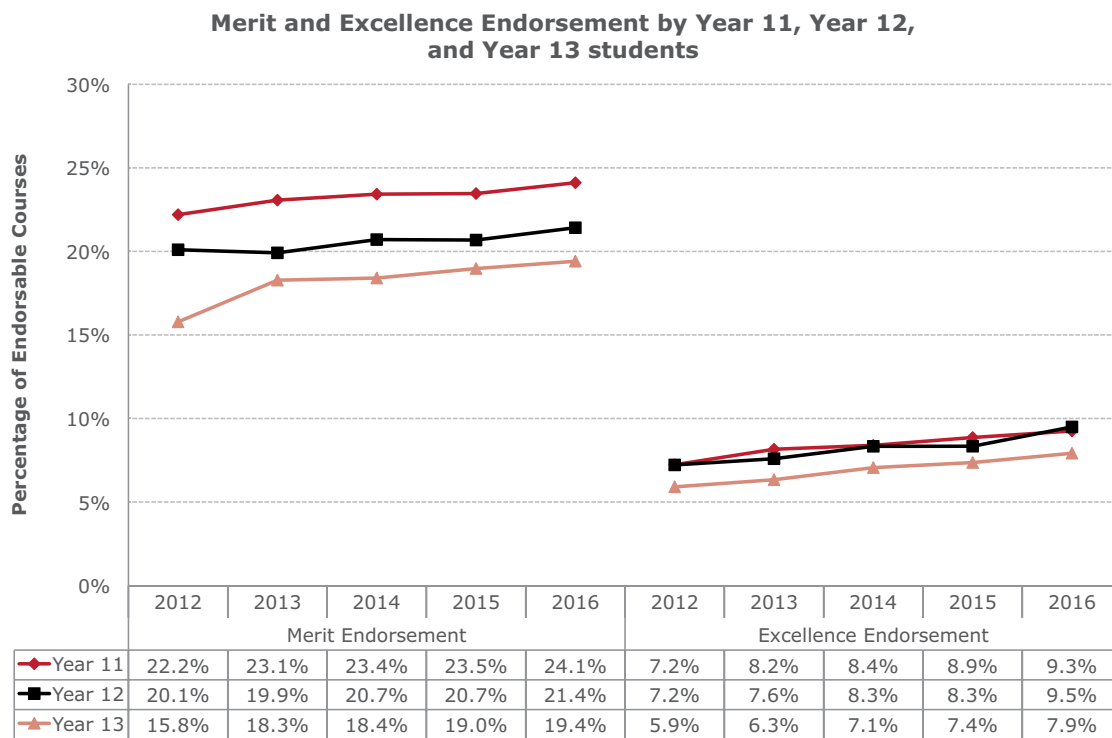


Figure 68. Percentage of course endorsements attained by Year 11, Year 12, and Year 13 students from 2012 to 2016.



# Course Endorsement

Figures 69-71 show the percentages of Merit and Excellence course endorsements by gender, by ethnicity, and by school decide bands.

## Statistics by Gender

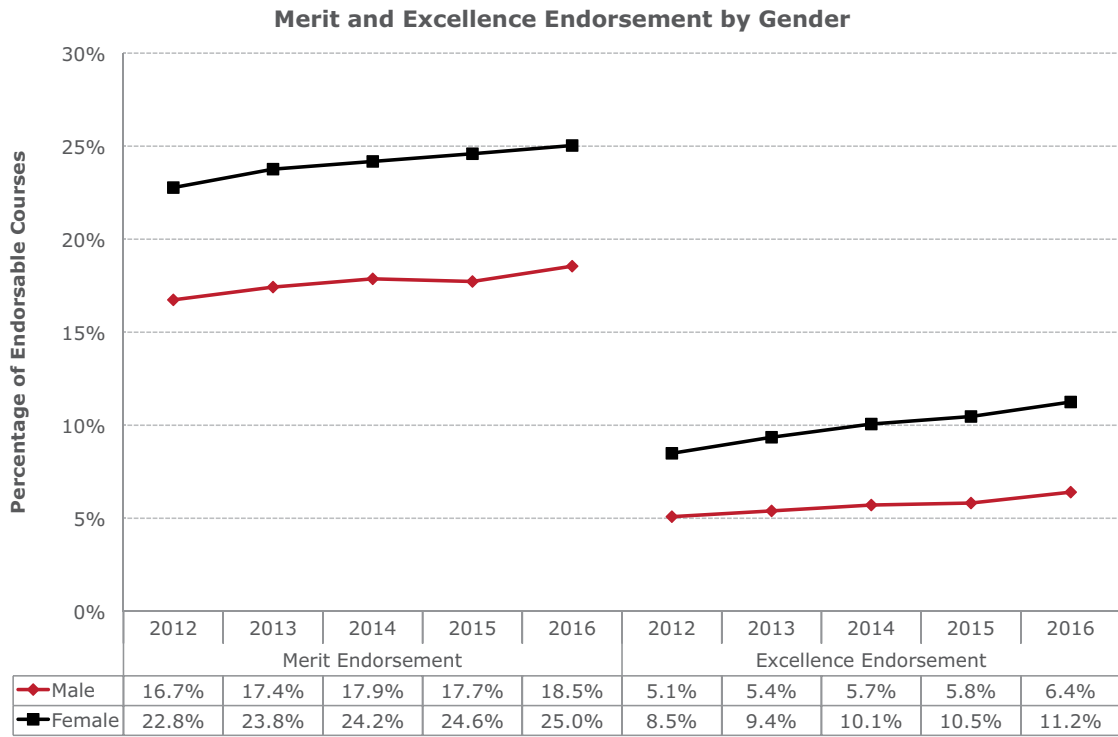


Figure 69. Percentage of course endorsements attained by gender from 2012 to 2016.

# Course Endorsement

## Statistics by Ethnicity

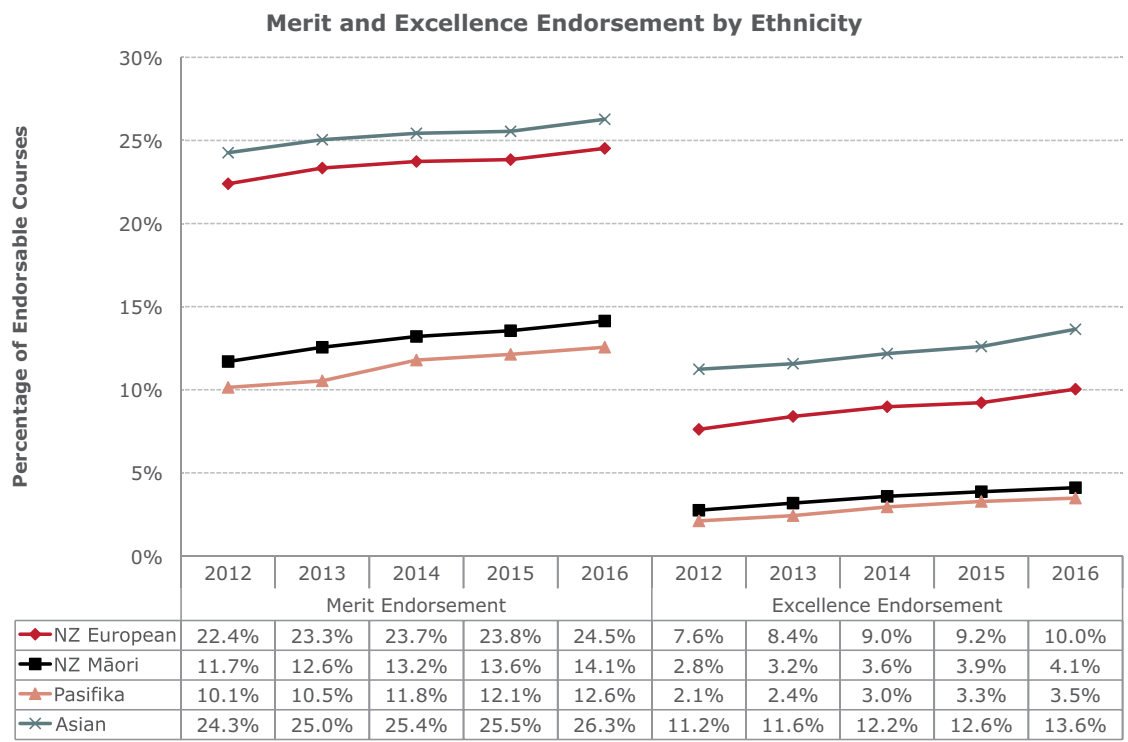


Figure 70. Percentage of course endorsements attained by ethnicity from 2012 to 2016.

# Course Endorsement

## Statistics by School Decile Band

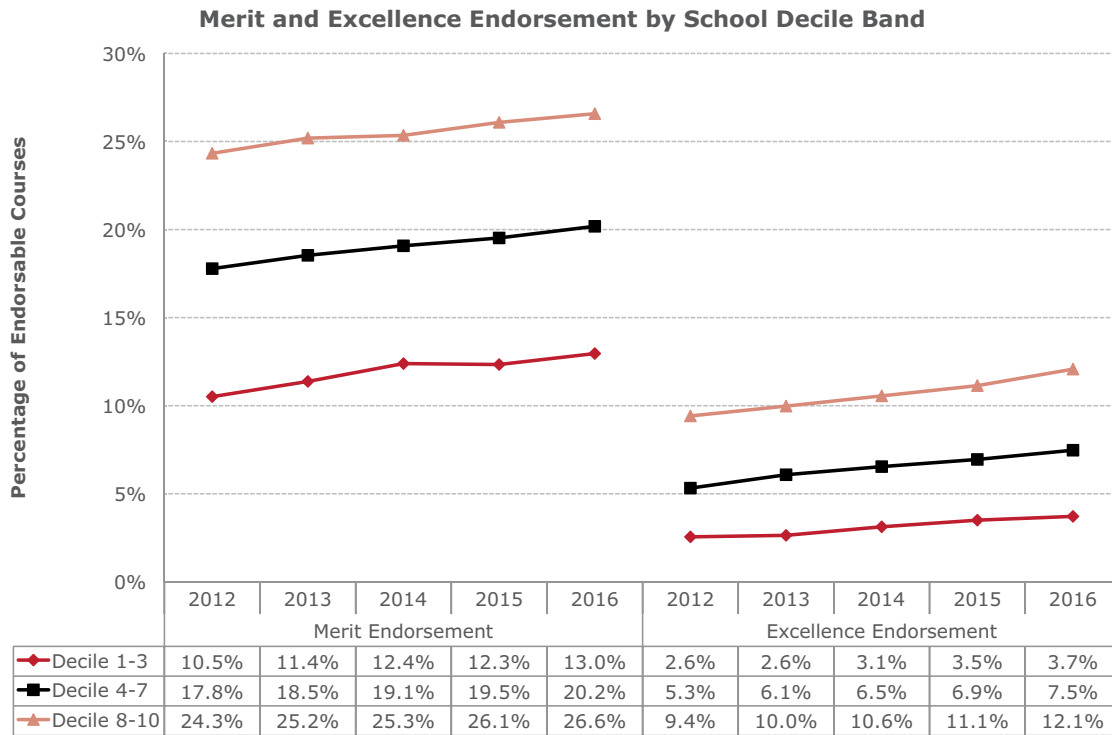
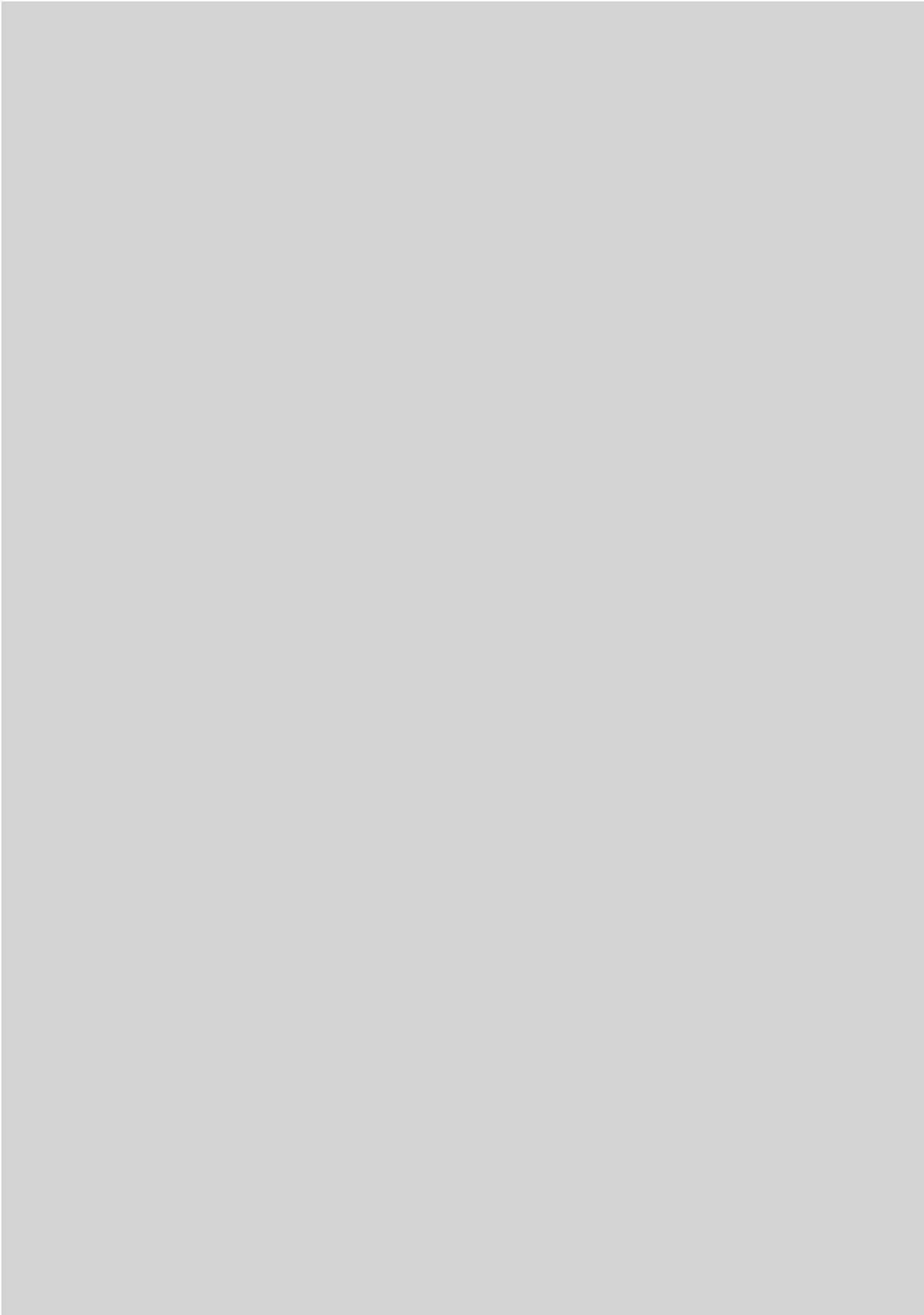


Figure 71. Percentage of course endorsements attained by school decile band from 2012 to 2016.



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# New Zealand Scholarship

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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 students 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 2016, a total of 2,377 students achieved one or more Scholarship subject awards; of which 10 students achieved a Premier Award, 50 students achieved an Outstanding Scholar Award, 233 students achieved a Scholarship Award, 34 students achieved a Top Subject Scholarship Award, and 2,050 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 2016 Scholarship winners is estimated at approximately \$3.7 million over a period of three years.

For details about Scholarship and the Awards, see the NZQA website:

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

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# New Zealand Scholarship

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## *Scholarship Statistics for 2016*

In 2016, 9,487 students entered New Zealand Scholarship assessments in one or more subjects. Some students entered Scholarship subjects, but did not submit assessments. Of the total of 17,695 subject entries there were 13,379 assessments that were marked and graded. Percentage statistics in this section are based on assessments that were marked and graded.

Table 2 shows the numbers of entries and results for 2016 Scholarship candidates. More female than male students made entries in Scholarship subjects. For males, 25.1% of assessed results were graded Scholarship grade, and 3.6% Outstanding Scholarship. For females, the equivalent percentages were 23.4% and 2.1% respectively.

	Candidates	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Male	4,180	8,531	6,535	1,639	238
Female	5,307	9,164	6,844	1,602	147

Table 2. Candidates, entries, and results, for Scholarship in 2016.



# New Zealand Scholarship

## Scholarships Awarded in 2016 by Subject

Table 3 shows a breakdown of Scholarship results for 2016 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	2,633	69	9	78	3.0%
Agricultural & Horticultural Science	532	11	2	13	2.4%
Art History	1,284	32	4	36	2.8%
Biology	10,434	282	31	313	3.0%
Calculus	9,425	258	32	290	3.1%
Chemistry	9,043	222	27	249	2.8%
Chinese	679	19	2	21	3.1%
Classical Studies	4,387	119	13	132	3.0%
Dance	877	23	3	26	3.0%
Design	2,665	71	9	80	3.0%
Design & Visual Communication	1,459	43	1	44	3.0%
Drama	2,319	65	7	72	3.1%
Earth & Space Science	988	26	2	28	2.8%
Economics	3,493	94	11	105	3.0%
English	17,422	470	52	522	3.0%
French	636	18	2	20	3.1%
Geography	6,505	175	21	196	3.0%
German	232	6	1	7	3.0%
History	6,711	181	20	201	3.0%
Japanese	485	14	1	15	3.1%
Latin	25	3	1	4	16.0%
Media Studies	2,820	81	9	90	3.2%
Music	1,526	40	5	45	2.9%
Painting	2,939	84	9	93	3.2%
Photography	3,004	80	9	89	3.0%
Physical Education	5,322	124	14	138	2.6%
Physics	8,570	226	27	253	3.0%
Printmaking	307	9	1	10	3.3%
Samoan	265	7	1	8	3.0%
Sculpture	216	6	1	7	3.2%
Spanish	320	9	1	10	3.1%
Statistics	11,438	291	42	333	2.9%
Te Reo Māori	936	23	4	27	2.9%
Te Reo Rangatira	178	6	1	7	3.9%
Technology	3,898	54	10	64	1.6%

Table 3. Cohort size and results for Scholarship in 2016.



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# New Zealand Scholarship

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Table 4 shows the Scholarship results across the 35 subjects by assessed results. For each subject, the table 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
Accounting	362	103	259	181	69.9%	69	26.6%	9	3.5%
Agricultural & Horticultural Science	68	21	47	34	72.3%	11	23.4%	2	4.3%
Art History	248	79	169	133	78.7%	32	18.9%	4	2.4%
Biology	1,560	270	1,290	977	75.7%	282	21.9%	31	2.4%
Calculus	1,355	200	1,155	865	74.9%	258	22.3%	32	2.8%
Chemistry	1,263	356	907	658	72.5%	222	24.5%	27	3.0%
Chinese	124	15	109	88	80.7%	19	17.4%	2	1.8%
Classical Studies	594	170	424	292	68.9%	119	28.1%	13	3.1%
Dance	113	38	75	49	65.3%	23	30.7%	3	4.0%
Design	550	275	275	195	70.9%	71	25.8%	9	3.3%
Design & Visual Communication	381	31	350	306	87.4%	43	12.3%	1	0.3%
Drama	425	162	263	191	72.6%	65	24.7%	7	2.7%
Earth & Space Science	214	46	168	140	83.3%	26	15.5%	2	1.2%
Economics	514	105	409	304	74.3%	94	23.0%	11	2.7%
English	1,985	395	1,590	1,068	67.2%	470	29.6%	52	3.3%
French	132	16	116	96	82.8%	18	15.5%	2	1.7%
Geography	943	189	754	558	74.0%	175	23.2%	21	2.8%
German	59	10	49	42	85.7%	6	12.2%	1	2.0%
History	1,041	278	763	562	73.7%	181	23.7%	20	2.6%
Japanese	74	7	67	52	77.6%	14	20.9%	1	1.5%
Latin	20	-	20	16	80.0%	3	15.0%	1	5.0%
Media Studies	513	183	330	240	72.7%	81	24.5%	9	2.7%
Music	180	51	129	84	65.1%	40	31.0%	5	3.9%
Painting	591	230	361	268	74.2%	84	23.3%	9	2.5%
Photography	479	195	284	195	68.7%	80	28.2%	9	3.2%
Physical Education	791	305	486	348	71.6%	124	25.5%	14	2.9%
Physics	1,281	194	1,087	834	76.7%	226	20.8%	27	2.5%
Printmaking	63	17	46	36	78.3%	9	19.6%	1	2.2%
Samoan	80	8	72	64	88.9%	7	9.7%	1	1.4%
Sculpture	53	25	28	21	75.0%	6	21.4%	1	3.6%
Spanish	82	9	73	63	86.3%	9	12.3%	1	1.4%
Statistics	1,141	214	927	594	64.1%	291	31.4%	42	4.5%
Te Reo Māori	111	18	93	66	71.0%	23	24.7%	4	4.3%
Te Reo Rangatira	38	9	29	22	75.9%	6	20.7%	1	3.4%
Technology	267	92	175	111	63.4%	54	30.9%	10	5.7%

Table 4. Entries and results for Scholarship in 2016.

# New Zealand Scholarship

## Premier Awards and Outstanding Scholar Awards

After the Prime Minister's Award, the Premier Awards are the next prestigious of 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 2012 to 2016.

Year	Premier Awards		Outstanding Scholar Awards	
	Female	Male	Female	Male
2012	1	9	21	33
2013	1	9	11	49
2014	1	9	17	39
2015	1	8	16	43
2016	1	9	7	43

Table 5. Number of Premier and Outstanding Scholar Award winners from 2012 to 2016.

The total number of Premier Award and Outstanding Scholar Award winners by school decile band from 2012 to 2016 are shown in Table 6.

Year	Premier Awards		Outstanding Scholar Awards	
	Decile 8-10	Other Deciles	Decile 8-10	Other Deciles
2012	9	1	42	12
2013	9	1	48	12
2014	8	2	38	18
2015	6	3	46	13
2016	9	1	32	18

Table 6. Number of Premier and Outstanding Scholar Award winners by school decile band from 2012 to 2016.



# New Zealand Scholarship

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

Subject	2012	2013	2014	2015	2016
Accounting	3	1	2	1	3
Agricultural & Horticultural Science	1		1	2	2
Art History	1		3		
Biology	2	4	2	4	4
Calculus	5	8	5	4	8
Chemistry	6	8	6	6	8
Classical Studies	3	1	2	1	3
Design	1				
Earth & Space Science	2	1		4	2
Economics	5	1	3	6	3
English	4	4	6	5	5
French		1	1	1	1
Geography	4	5	4	5	5
History	3	3	3	2	1
Japanese			1		
Latin			1	1	
Media Studies	3		3	2	4
Music				1	
Physical Education	1		3	1	2
Physics	6	8	6	9	9
Spanish		1			1
Statistics	5	9	4	9	8

Table 7. Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2012 to 2016. 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>

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# New Zealand Scholarship

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## *Scholarship Awards, Single Subject Awards and Top Subject Awards in 2016*

In 2016, 233 students received Scholarship Awards having earned three or more Scholarships. There were 2,050 students who received a Single Subject Award. Top Subject Awards were received by 34 students across the 35 subjects because 1 of the 34 students was the top student in two Scholarship subjects.



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# Results of Directory of Assessment Standards (DAS)

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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 the results 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, particularly in Internally-assessed 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 72-83 show the statistics for the three types of standards in 2016, based on the number of assessed results and the number of credits.

Changes resulting from the standards review are visible for Level 3, where the review was implemented in 2013.

When considering the distribution of the percentage of grades by standard type and assessment in Tables 8-11 and Figures 72-77, it should be noted that Achievement Standards carry grades that are referred to as Not Achieved, Achieved, Achieved with Merit, and Achieved with Excellence; while most Unit Standards only carry grades that are referred to as Not Achieved and Achieved.

## 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	Achieved	Merit	Excellence
Externally-assessed Achievement Standards	1,271,512	1,040,429	21.8%	38.0%	27.8%	12.4%
Internally-Assessed Achievement Standards	2,407,289	2,372,981	15.8%	35.3%	25.3%	23.6%
Unit Standards	828,618	810,442	9.8%	88.1%	1.0%	1.1%

Table 8. Percentage distributions of results for secondary school candidates in Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards in 2016.

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

	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally-assessed Achievement Standards	4,647,218	21.1%	37.7%	28.0%	13.2%
Internally-assessed Achievement Standards	9,219,001	15.7%	34.7%	25.3%	24.4%
Unit Standards	2,760,612	10.4%	86.5%	1.4%	1.7%

Table 9. Percentage distributions of credits for Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards in 2016. Percentages may not sum to 100 due to rounding.



# 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
<b>LEVEL 1</b>			
Externally-assessed Achievement Standards	16.5%	25.0%	33.8%
Internally-assessed Achievement Standards	62.2%	60.3%	59.6%
Unit Standards	21.3%	14.7%	6.6%
<b>Total Results</b>	<b>312,895</b>	<b>812,780</b>	<b>657,845</b>
<b>LEVEL 2</b>			
Externally-assessed Achievement Standards	12.6%	20.3%	29.2%
Internally-assessed Achievement Standards	46.6%	50.1%	55.5%
Unit Standards	40.7%	29.6%	15.3%
<b>Total Results</b>	<b>265,310</b>	<b>674,167</b>	<b>572,466</b>
<b>LEVEL 3</b>			
Externally-assessed Achievement Standards	15.5%	23.6%	30.6%
Internally-assessed Achievement Standards	52.8%	55.6%	58.4%
Unit Standards	31.7%	20.8%	11.0%
<b>Total Results</b>	<b>146,255</b>	<b>369,231</b>	<b>359,038</b>

Table 10. Percentages and total numbers of assessed results by NCEA level and school decile band. Percentages may not sum to 100 due to rounding.



# Results of Directory of Assessment Standards (DAS)

	Decile 1-3	Decile 4-7	Decile 8-10
<b>LEVEL 1</b>			
Externally-assessed Achievement Standards	19.2%	27.6%	35.9%
Internally-assessed Achievement Standards	63.5%	60.7%	59.1%
Unit Standards	17.3%	11.6%	5.0%
<b>Total Results</b>	<b>1,160,008</b>	<b>3,069,706</b>	<b>2,564,615</b>
<b>LEVEL 2</b>			
Externally-assessed Achievement Standards	16.4%	24.5%	33.2%
Internally-assessed Achievement Standards	47.5%	50.3%	54.2%
Unit Standards	36.1%	25.3%	12.6%
<b>Total Results</b>	<b>979,206</b>	<b>2,560,217</b>	<b>2,274,643</b>
<b>LEVEL 3</b>			
Externally-assessed Achievement Standards	18.2%	26.7%	34.1%
Internally-assessed Achievement Standards	49.7%	52.3%	55.0%
Unit Standards	32.1%	20.9%	10.8%
<b>Total Results</b>	<b>636,202</b>	<b>1,609,162</b>	<b>1,574,537</b>

Table 11. Percentage and total numbers of assessed credits by NCEA level and school decile band. Percentages may not sum to 100 due to rounding.



# Results of Directory of Assessment Standards (DAS)

Figures 72 and 73 compare the distributions of grades and credits for Externally-assessed Achievement Standards between School Decile Bands 1-3, 4-7, and 8-10 in 2016.

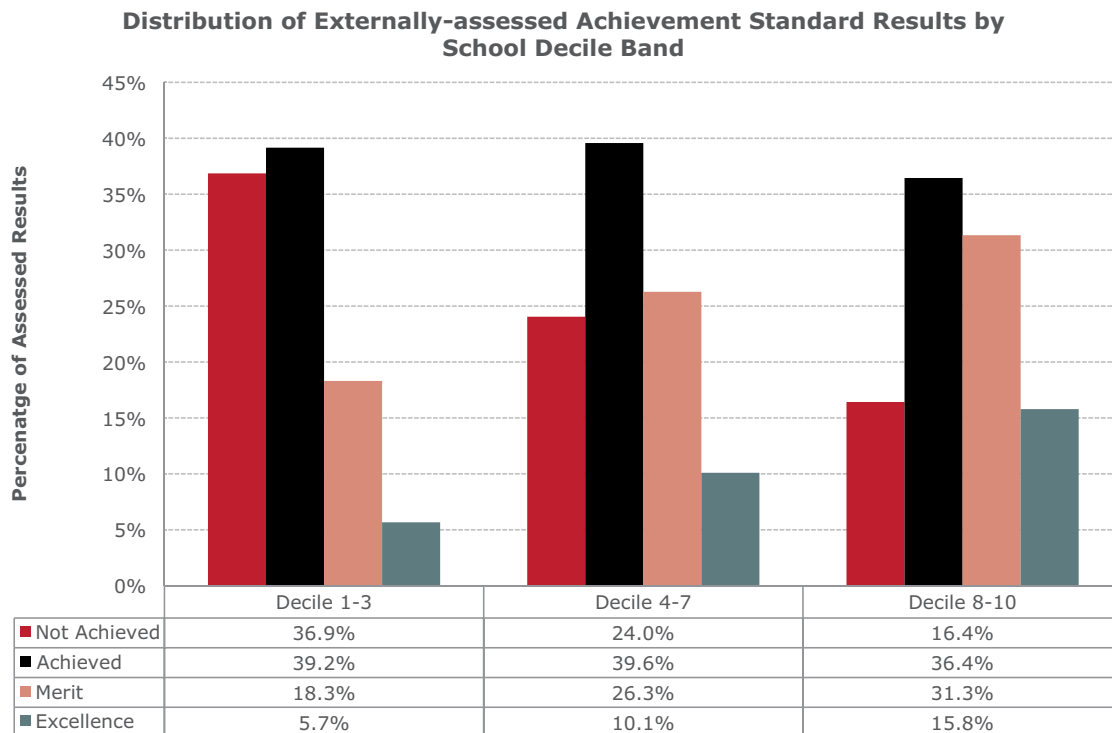


Figure 72. Percentage distributions of grades for Externally-assessed Achievement Standards in 2016, by school decile band. Percentages may not sum to 100 due to rounding.

# Results of Directory of Assessment Standards (DAS)

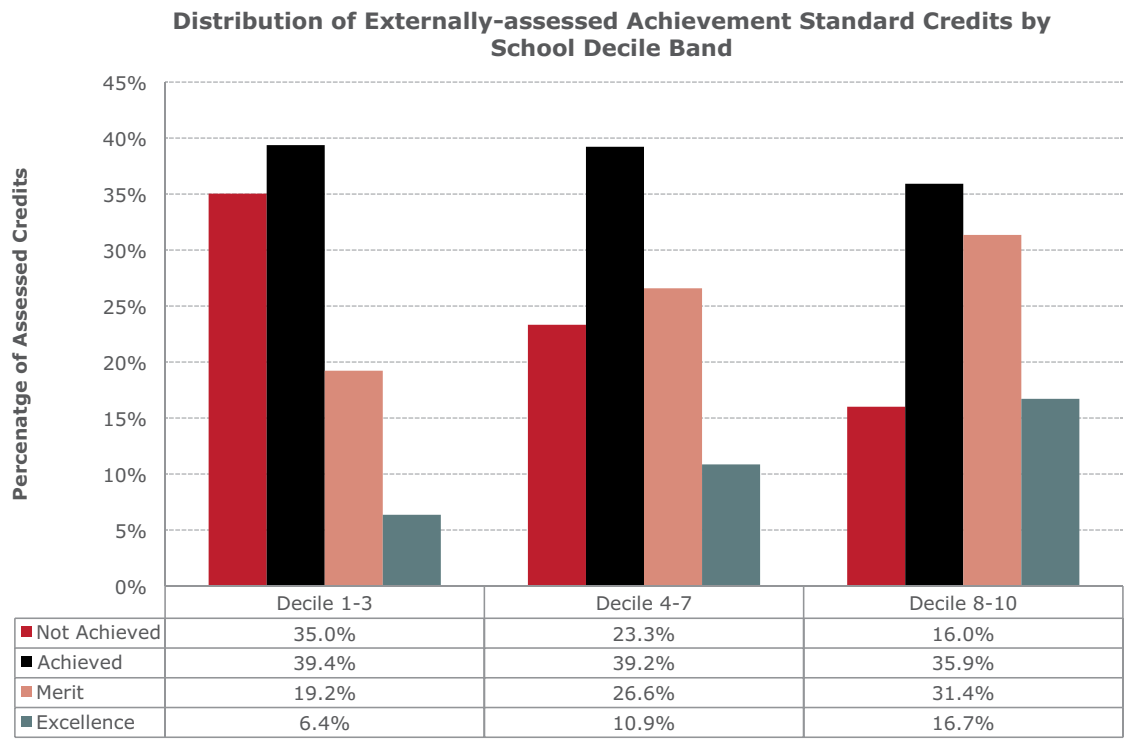


Figure 73. Distributions of credits for Externally-assessed Achievement Standards in 2016, by school decile band.

# Results of Directory of Assessment Standards (DAS)

Figures 74 and 75 show the distributions of results and credits for Internally-assessed Achievement standards by School Decile Bands 1-3, 4-7, and 8-10 in 2016.

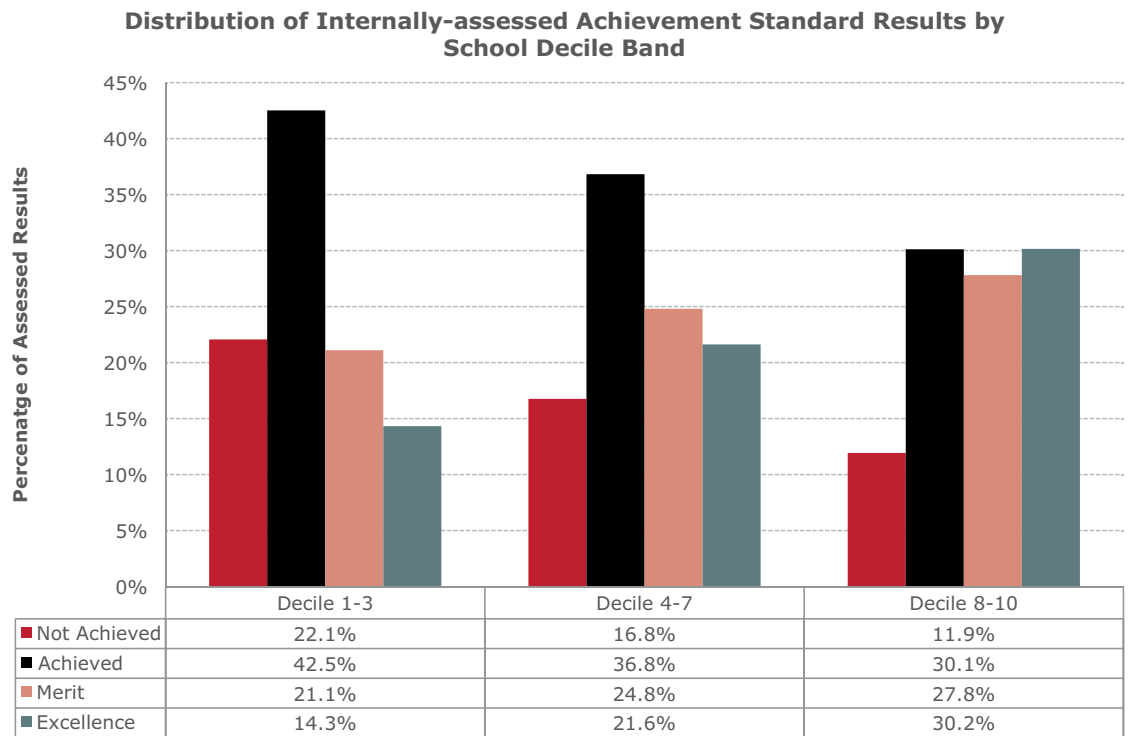


Figure 74. Percentage distributions of assessed results for Internally-assessed Achievement Standards in 2016, by school decile band.

# Results of Directory of Assessment Standards (DAS)

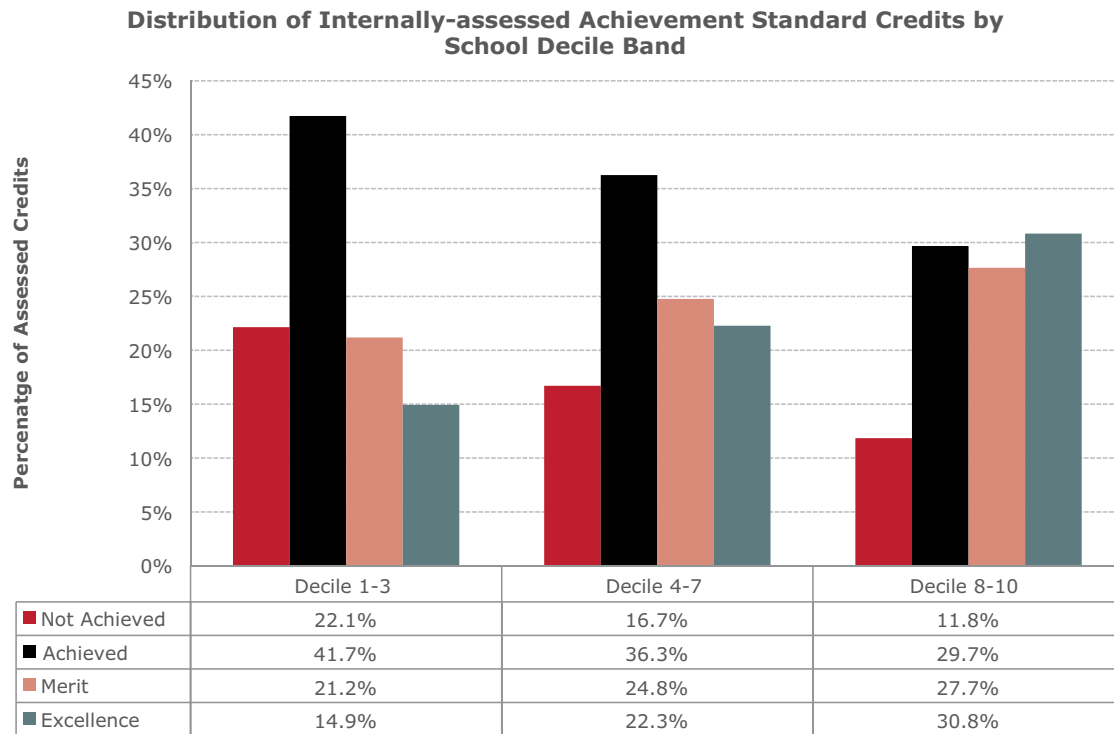


Figure 75. Percentage distributions of assessed credits for Internally-assessed Achievement Standards in 2016, by school decile band. Percentages may not sum to 100 due to rounding.

# Results of Directory of Assessment Standards (DAS)

Figures 76 and 77 show the percentage distributions of results and credits for Unit Standards by school decile bands for 2016. More than 85% of results and 85% of credits for Unit Standards received an Achieved grade across all three school decile bands.

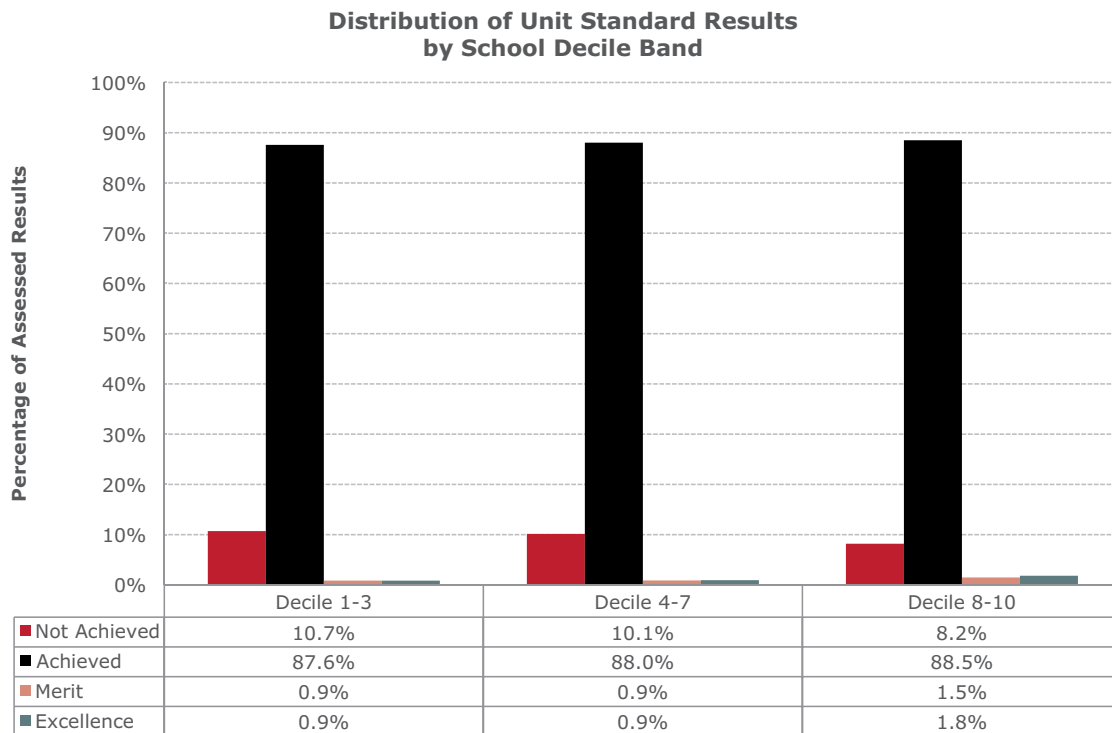


Figure 76. Percentage distributions of assessed credits for Unit Standards in 2016, by school decile band. Percentages may not sum to 100 due to rounding.

# Results of Directory of Assessment Standards (DAS)

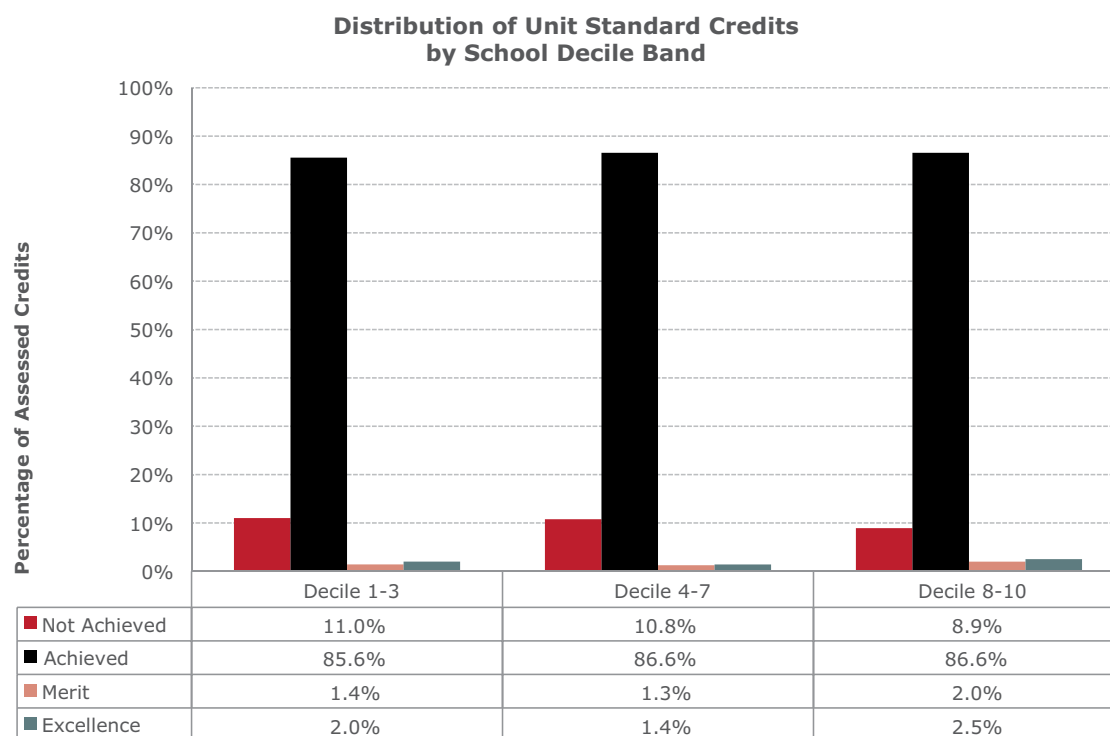


Figure 77. Percentage distributions of assessed credits for Unit Standards in 2016, by school decile band. Percentages may not sum to 100 due to rounding.

Figures 78-83 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 2012 to 2016.

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-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards. That is, it was anticipated that the use of Externally-assessed Achievement Standards and Unit Standards would decrease and be offset with a corresponding increase in the use of Internally-assessed Achievement Standards, in the years following the project's implementation. When viewing Figures 82-83, it can be seen that this pattern is clearly visible.

Figures 78-83 also show a change in the number of credits of Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards. The reason for this was because the project also changed the amount of credits allocated to Standards. Hence a similar pattern to that of the use of Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards is evident.



# Results of Directory of Assessment Standards (DAS)

Figure 78 shows the number of results for each standard type and assessment at Level I from 2012 to 2016.

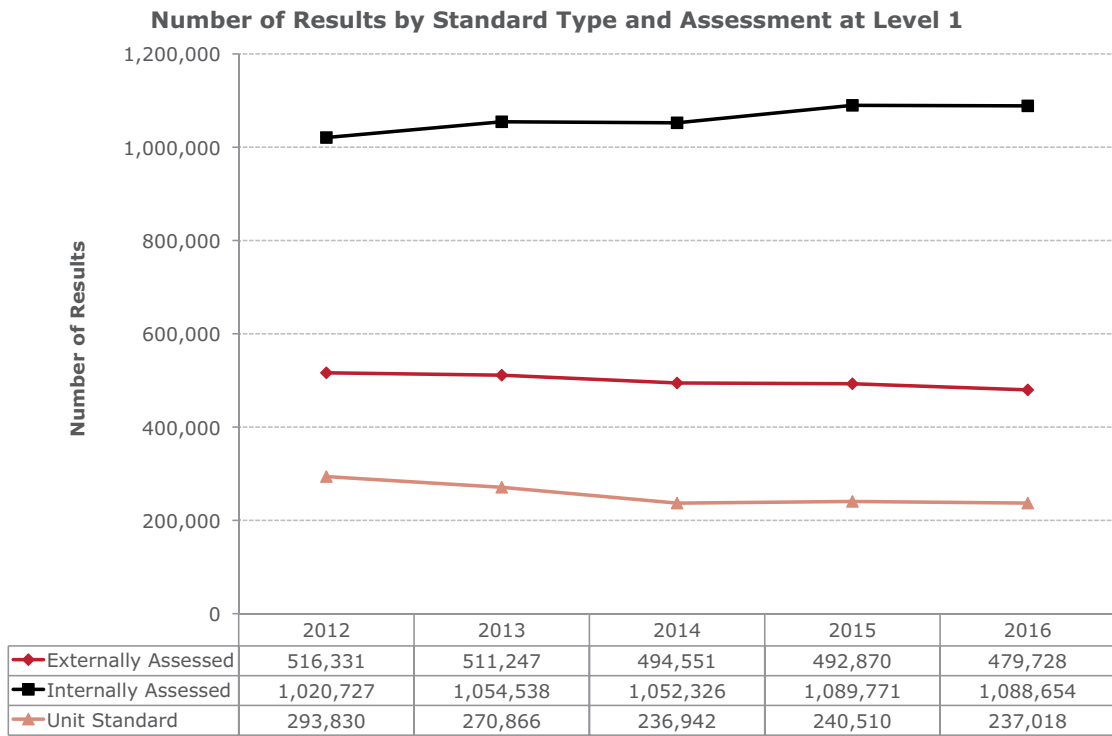


Figure 78. Number of results by standard type and assessment method at Level I from 2012 to 2016.



# Results of Directory of Assessment Standards (DAS)

Figure 79 shows the number of credits for each standard type and assessment at Level I from 2012 to 2016.

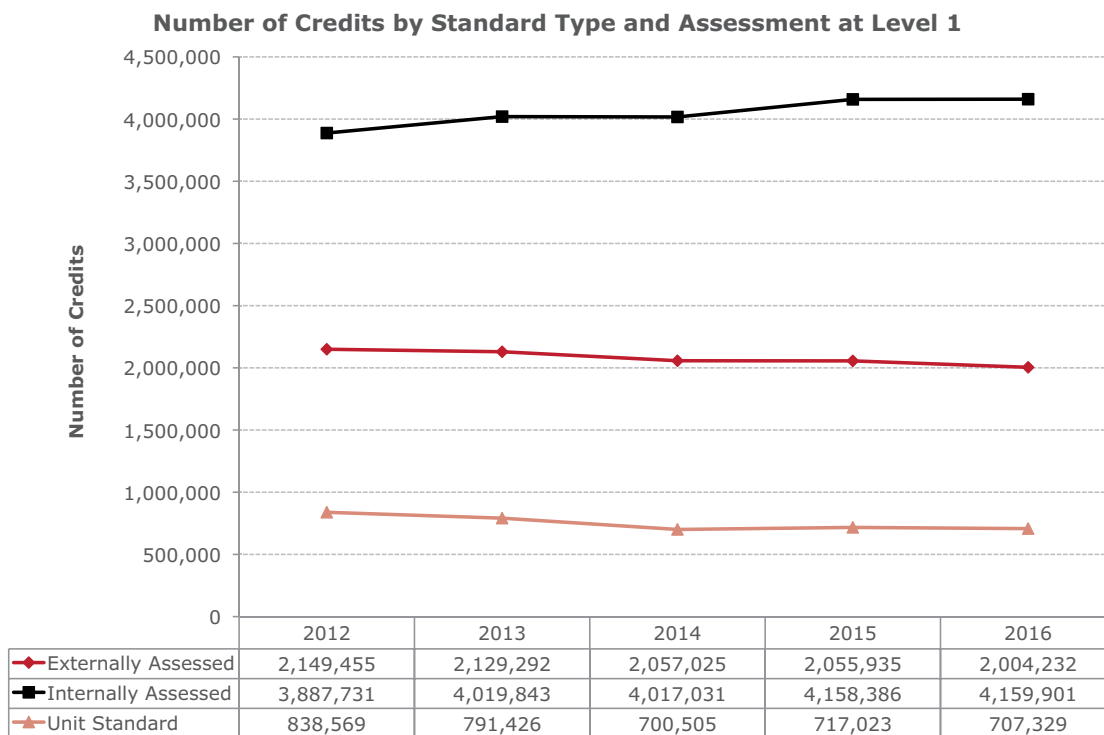


Figure 79. Number of credits by standard type and assessment method at Level I from 2012 to 2016



# Results of Directory of Assessment Standards (DAS)

Figure 80 shows the number of results for each standard type and assessment at Level 2 from 2012 to 2016.

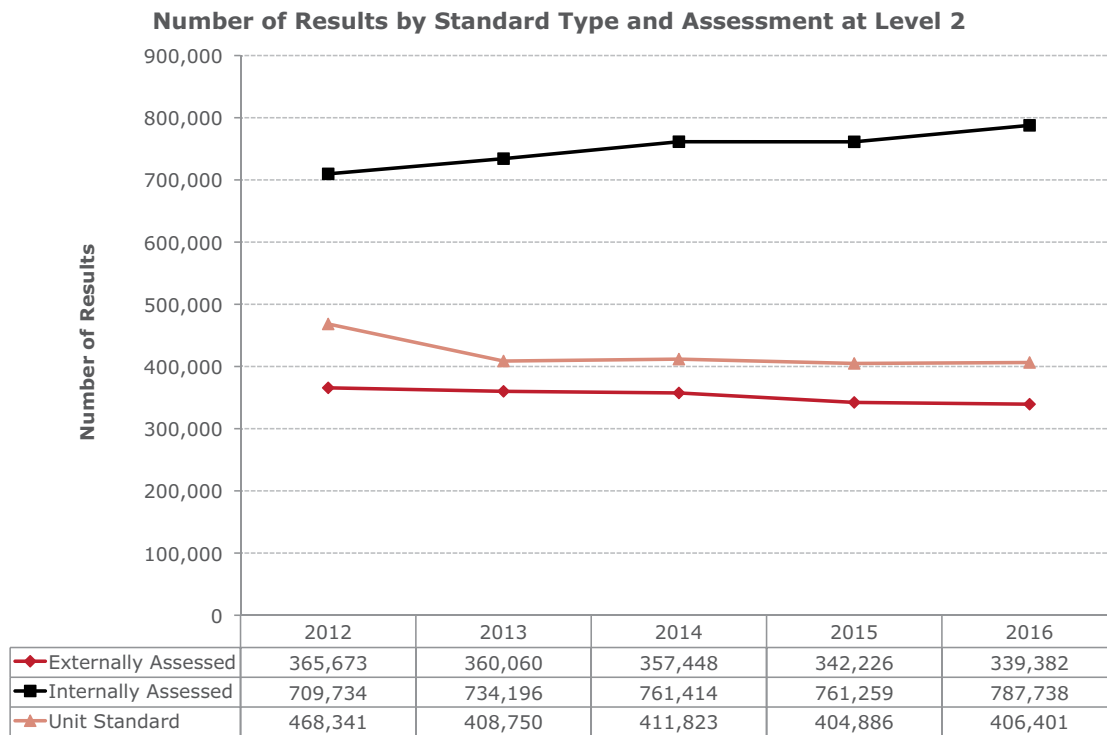


Figure 80. Number of results by standard type and assessment at Level 2 from 2012 to 2016

# Results of Directory of Assessment Standards (DAS)

Figure 8I shows the number of credits for each standard type and assessment at Level 2 from 2012 to 2016.

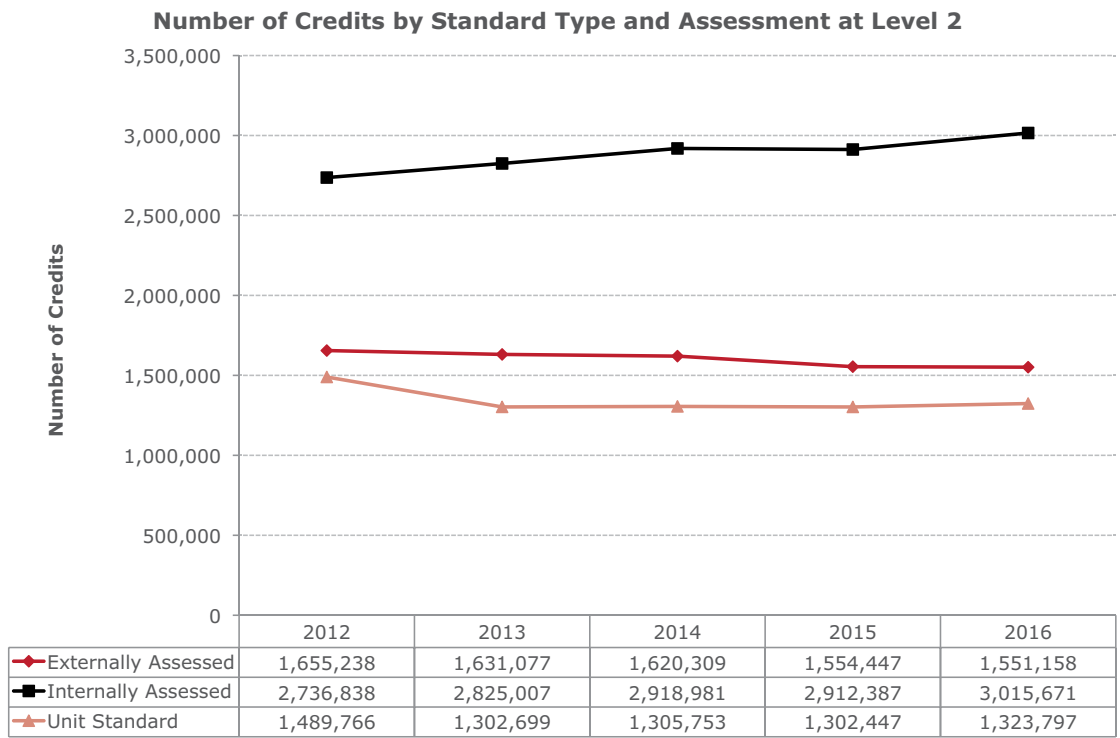


Figure 8I. Number of credits by standard type and assessment at Level 2 from 2012 to 2016



# Results of Directory of Assessment Standards (DAS)

Figure 82 shows a 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.

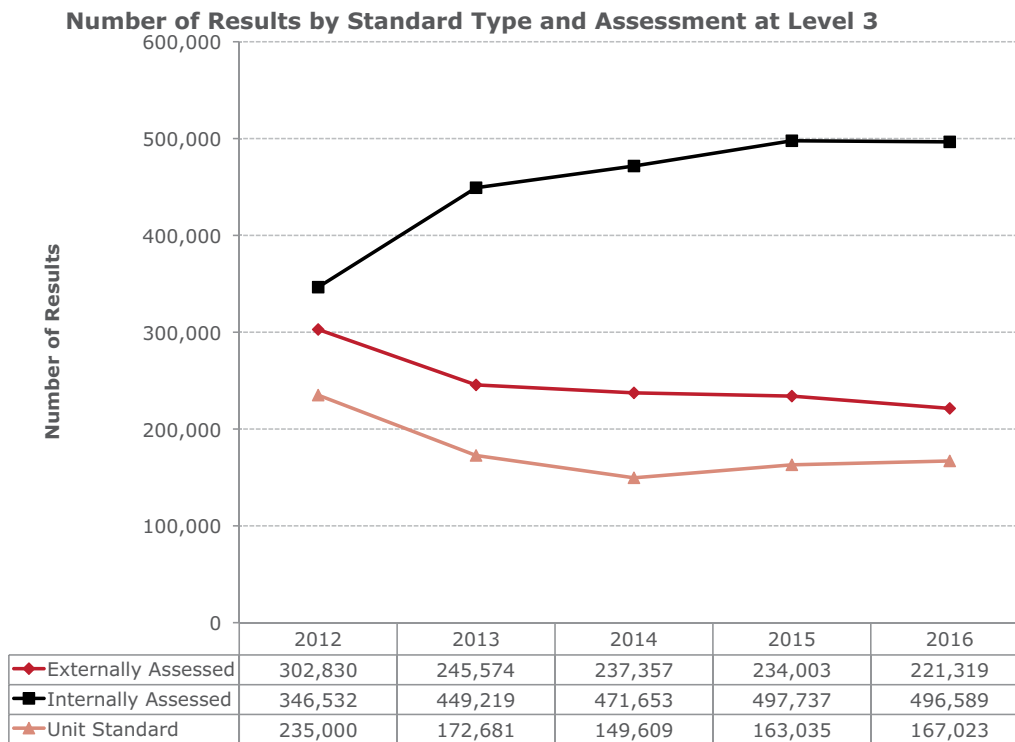


Figure 82. Number of results by standard type and assessment at Level 3 from 2012 to 2016.

# Results of Directory of Assessment Standards (DAS)

Figure 83 shows the same pattern as in Figure 82, for the number of credits for each standard type and assessment from 2012 to 2016.

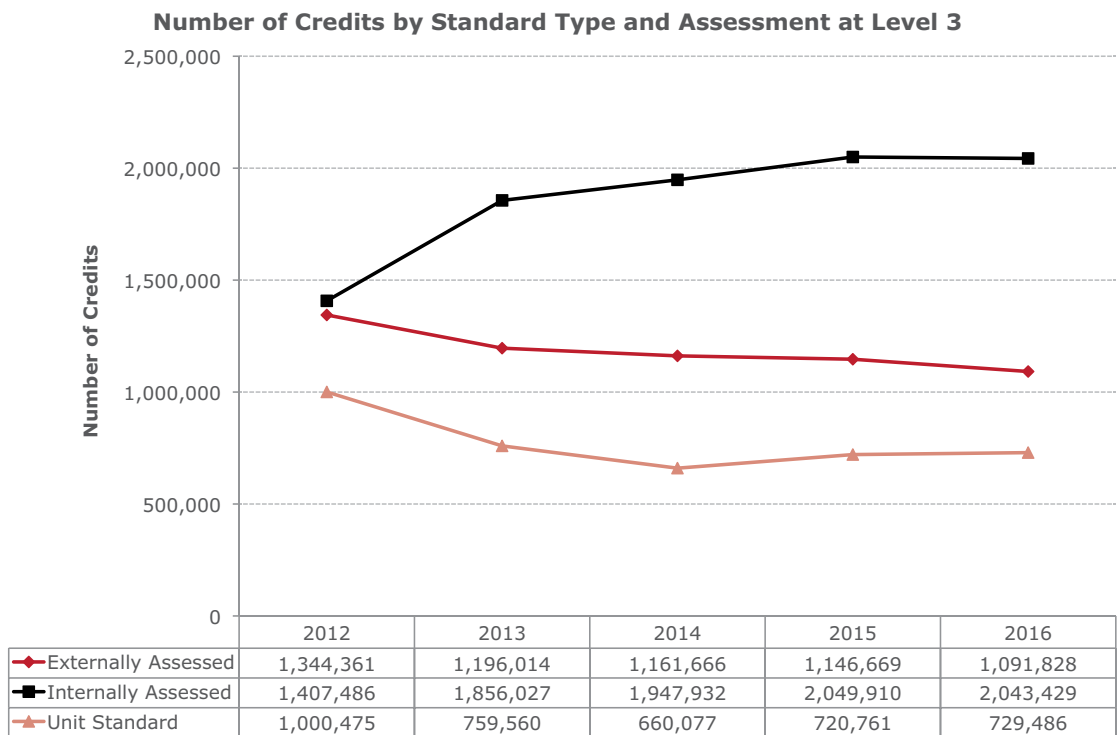


Figure 83. Number of credits by standard type and assessment at Level 3 from 2012 to 2016.



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## School Related Qualifications

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School Related Qualifications refer to National Certificates other than NCEA, achieved by senior school students preparing for NCEA and University Entrance. For 2016, 8.9% of the School Related Qualifications were gained by Year 11 students, 46.8% by Year 12 students, and 44.4% by Year 13 students. Percentages do not sum to 100 due to rounding.

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 may take parts from any of the six sectors listed above
- Other.

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

# School Related Qualifications

For 2016, 48.7% of School Related Qualifications were gained by males and 51.4% by females. Categorised by ethnicity, 60.3% were gained by New Zealand European, 13.4% by New Zealand Māori, 6.9% by Pasifika, and 17.7% by Asian. Categorised by school decile band, 45.5% from School Decile Band 8-10, 41.9% from School Decile Band 4-7, and 12.6% from School Decile Band 1-3. Percentages may not sum to 100 due to rounding.

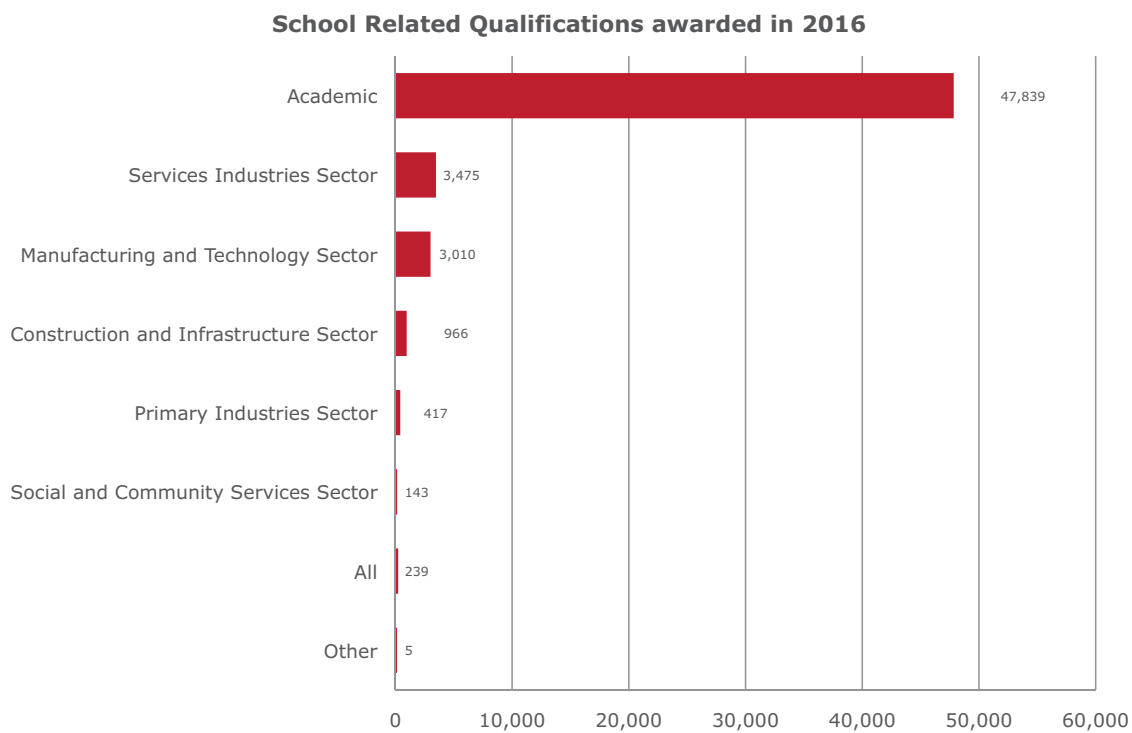


Figure 84. Number of School Related Qualifications awarded in 2016.

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# NCEA Administrative processes and data

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## **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 examination paper production, examination timetabling, examination centre operation, marking, result publication, the return of examination booklets to students, and the processing of requests for review and reconsideration of results.

During the examination season, NZQA receives reports related to examination 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 examinations and portfolios. The following counts present some facts from the 2016 examinations:

- 146,560 students with a total of 1,289,207 entries in NCEA and New Zealand Scholarship examinations
- 61,941 students with entries at Level 1, 56,168 students with entries at Level 2, and 42,223 students with entries at Level 3
- 9,487 students entered for New Zealand Scholarship, providing 17,695 subject entries
- 124 examination sessions held at 399 examination centres throughout New Zealand, with a further 7 in Cook Islands and 1 in Niue
- 1,682 markers and 5,531 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 they believe their answer booklet has not been assessed correctly. That is, a Reconsideration involves re-marking the students 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 2016 examination round, this was Friday 17 February 2017 for NCEA, and Friday 3 March 2017 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 2012 to 2016 examination rounds. A change in the definition of success was implemented for the 2016 Scholarship results. The new definition for Scholarship mirrors the definition for NCEA. That is, a Scholarship Review or Reconsideration is successful when an upward change in grade has occurred.



## NCEA Administrative processes and data

Table 12 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship from 2012 to 2016.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2016	407	278	68.3%	5	3	60.0%

Table 12. Numbers and percent successful for Reviews of NCEA and Scholarship from 2012 to 2016.

Table 13 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship from 2012 to 2016.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2016	9,099	1,512	16.6%	405	21	5.2%

Table 13. Numbers and percent successful for Reconsiderations of NCEA and Scholarship from 2012 to 2016.

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

Each year NZQA moderates approximately 100,000 individual pieces of student work that are submitted by schools as part of their external moderation process. The standards moderated are from the range of standards for internally-assessed standards that schools can select to use in their teaching programmes.

The focus of the moderation process is to ensure that student evidence for specific standards meets the criteria of the standard on a national basis. Consequently 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 moderator will consider if the student's evidence meets the requirements of the standard. The assessment tasks or activities are only moderated if the moderator has cause to consider that the assessment tasks or activities were the cause of the inappropriate awarding of the grade. 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 Achieved, regardless of whether it was a Not Achieved, Achieved, Achieved with Merit or Achieved with Excellence result, then the judgement is said to be an Agreement at the level of Credit. This term refers to the credits that a student does or does not receive depending on whether they have achieved the standard.

If the judgement of the assessor and moderator is that the work demonstrates achievement of the standard, the moderator will then consider the awarded grade of Achieved, Achieved with Merit or Achieved with Excellence. If 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 2016 the National Agreement rate at the level of Credit was 92.1% and Agreement at the level of Grade was 84.9%.

	2012	2013	2014	2015	2016
Credit	89.3%	88.0%	91.9%	92.5%	92.1%
Grade	79.6%	75.9%	82.8%	84.6%	84.9%

Table 14. Overall moderation rates, both at the level of Credit and the level of Grade, from 2012 to 2016. Direct comparisons between years should be viewed with caution as the selection methodology has changed each year from 2012 to 2014. For 2015 and 2016 the methodology is the same.

# NCEA Administrative processes and data

Table 15 shows the National Moderation rate for 2016 at Credit and at Grade, by NCEA Level.

Level	At Credit	At Grade	Sample Size
1	93.4%	86.8%	7,238
2	90.8%	82.8%	4,801
3	91.4%	83.8%	3,284

Table 15. Moderation rate, both at Credit and at Grade, by NCEA Level, in 2016.

In 2016 NZQA continued to provide assessment support for internally-assessed standards as follows:

- Best Practice Workshops aimed at increasing assessor confidence in making judgements consistent with the national standard. Traditionally run as a face to face one day workshop, more were offered online to both cater for rural and isolated teachers and also as an alternative where there was insufficient interest in the face to face workshop to run
- NCEA Subject Resources Pages – containing clarification documents to address issues with standards, student work exemplifying grade boundaries, moderator newsletters and links to resources held on the Ministry of Education website
- The opportunity for guest speakers to be provided at national or regional events to speak on topics associated with the assessment of standards
- Support at regional cluster days offering targeted support
- The trialling of an online programme, Transforming Assessment Praxis (TAP), aimed at giving assessors confidence in re-contextualising assessment resources and exploring different ways of collecting evidence.

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/>

## *Breaches 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 2016. A total of 338 reports were investigated, of which 319 were reported by examination centre managers, 14 by markers, and 5 by others.

Status of breach investigations	Number
Number of students for whom a breach was substantiated	326
Number of students where no breach occurred	12
Breach not attributed to any student due to lack of evidence	-
Decision pending	-
<b>Total student investigations</b>	<b>338</b>

Table 16. Status of investigations into breaches for 2016.

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

Type of breach	Nature of breach	Number
Dishonest Practice (11)	Cell phone use	8
	Using notes	2
	Altering/access to answer booklet	-
	Communicating with another candidate	-
	Other	1
Following Instructions (273)	Having a cell phone	123
	Inappropriate or offensive material/language	8
	Having notes	65
	Unauthorised material	31
	Unauthorised absence from exam room	-
	Other	46
Authenticity/Impersonation (9)	Similar answers to another candidate	-
	Authenticity	9
	Multiple handwriting	-
	Other	-
Influencing/Assisting/Hindering (45)	Disturbance	14
	Communicating with another candidate	31
	Other	-

Table 17. Investigations by type of breach by nature of breach for 2016.

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## NCEA Administrative processes and data

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Table 18 shows investigations by eighteen geographical regions.

Region	Number
Auckland	167
Bay of Plenty	25
Canterbury	21
Central Plateau	2
East Coast	3
Hawkes Bay	14
Manawatu	7
Nelson/Marlborough	9
Northland	11
Otago	6
Southland	4
Taranaki	2
Waikato	32
Wairarapa	-
Wanganui	-
Wellington	33
West Coast	1
Cook Islands	1

Table 18. Investigations by region for 2016.



# 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.

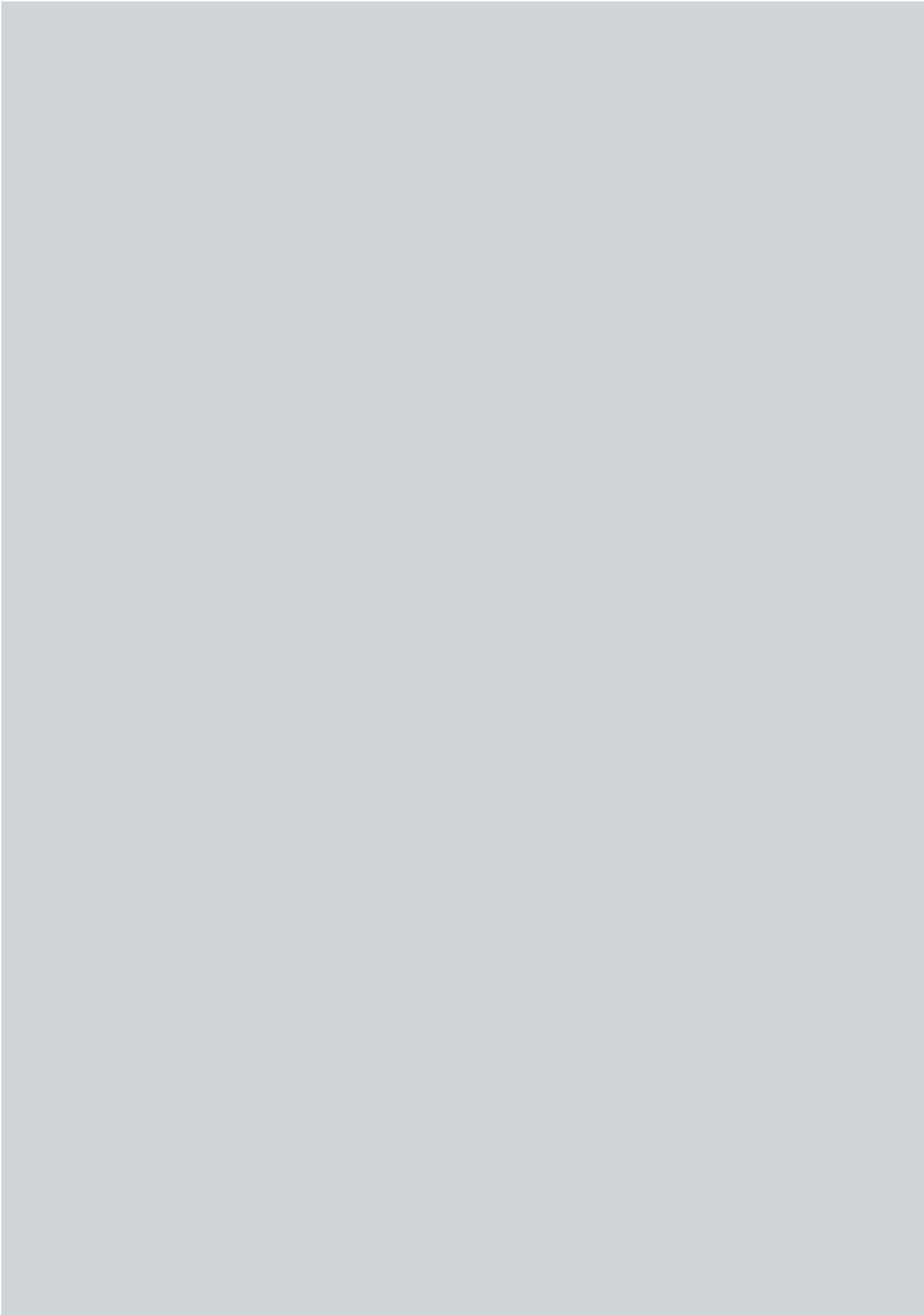
Table 19 shows 2016 SAC applications by decile.

Decile	No. of students enrolled in NCEA	Total Applications	Total Approved	School-based Evidence
1	9,176	296	262	218
2	8,639	278	238	144
3	13,087	391	356	210
4	15,642	566	541	249
5	12,569	619	593	267
6	22,832	1,027	991	402
7	21,161	982	948	227
8	19,656	1,337	1,299	434
9	22,007	1,433	1,375	310
10	19,123	1,652	1,602	231
99	4,394	156	153	29
<b>Total</b>	<b>168,286</b>	<b>8,737</b>	<b>8,358</b>	<b>2,721</b>

Table 19. SAC applications by decile for 2016. 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 2016 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 2014.

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]	75.5%	78.3%	86.5%
NCEA Level 2 [Year 12]	78.4%	74.0%	90.0%
NCEA Level 3 [Year 13]	64.5%	51.4%	83.7%

Table 20. NCEA attainment rates in 2016 by schooling year and cohort type.

The first value of 75.5% 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 78.3% 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 86.5% 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
<b>ACADEMIC</b>	
National Certificate in Computing (Level 2)	67
National Certificate in Computing (Level 3)	22
National Certificate in Māori (Te Waharoa) (Level 2)	327
National Certificate in Mathematics (Level 1)	28,425
National Certificate in Mathematics (Level 2)	19,267
<b>ALL</b>	
National Certificate in Business Administration and Computing (Level 2)	53
National Certificate in Business Administration and Computing (Level 3)	24
National Certificate in Employment Skills (Level 1)	162
<b>CONSTRUCTION AND INFRASTRUCTURE SECTOR</b>	
National Certificate in Building Construction, and Allied Trade Skills (Level 1)	672
National Certificate in Building Construction, and Allied Trade Skills (Level 2)	294
<b>MANUFACTURING AND TECHNOLOGY SECTOR</b>	
National Certificate in Clothing Manufacture (Elementary Sewing Skills) (Level 2)	8
National Certificate in Electronics Technology (Level 2)	121
National Certificate in Electronics Technology (Level 3)	10
National Certificate in Mechanical Engineering (Level 2)	19
National Certificate in Mechanical Engineering Technology (Level 1)	1,556
National Certificate in Motor Industry (Foundation Skills) (Level 1)	31
National Certificate in Motor Industry (Entry Skills) (Level 2)	27
<b>PRIMARY INDUSTRIES SECTOR</b>	
National Certificate in Agriculture (Introductory Skills) (Level 2)	23
National Certificate in Agriculture (Level 2)	17
National Certificate in Equine (Introductory Stable Skills) (Level 2)	102
National Certificate in Horticulture (Introductory) (Level 2)	263
National Certificate in Primary Sector (Level 1)	1



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Qualification name	Number of students awarded
<b>SERVICES</b>	
National Certificate in Dance (Level 2)	518
National Certificate in Dance (Level 3)	98
National Certificate in Drama (Level 2)	1,210
National Certificate in Drama (Level 3)	12
National Certificate in Hairdressing (Salon Support) (Level 3)	5
National Certificate in Hospitality (Foundation Skills) (Level 1)	294
National Certificate in Hospitality (Entry Skills) (Level 2)	20
National Certificate in Hospitality (Introductory Cookery) (Level 2)	20
National Certificate in Music (Level 2)	1,118
National Certificate in Music (Level 3)	178
National Certificate in Performing Arts General (Level 1)	245
National Certificate in Performing Arts General (Level 2)	97
National Certificate in Performing Arts General (Level 3)	11
National Certificate in Retail (Level 2)	33
National Certificate in Retail (Level 3)	1
National Certificate in Tourism (Introductory Skills) (Level 2)	471
National Certificate in Tourism (Core Skills) (Level 3)	1
<b>SOCIAL AND COMMUNITY SECTOR</b>	
National Certificate in Early Childhood Education and Care (Level 3)	103
National Certificate in Health, Disability, and Aged Support (Foundation Skills) (Level 2)	8
National Certificate in Work and Community Skills (Supported Learning) (Level 1)	109
<b>OTHER</b>	
National Certificate in Electrical Engineering (Level 2)	41
National Certificate in Fitness (Foundation Skills) (Level 2)	10

Table 21. School related qualifications by category.



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# Appendices

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## Appendix 3. Glossary

### Achieved

The grade awarded in recognition of satisfying the Achievement Standard.

### Achieved with Excellence

The highest possible grade for an Achievement Standard.

### Achieved with Merit

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

### Achievement

Within this report the term achievement refers to:

- Gaining a qualification
- Achieving a grade of Achieved, Achieved with Merit, or Achieved with Excellence in a standard
- Having met the requirements of UE, Literacy, or Numeracy.

### Achievement Standard

Achievement standards are derived from the learning objectives of the New Zealand Curriculum and Te Marautanga o Aotearoa.

### 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-assessed Achievement Standards or Externally-assessed Achievement Standards that are either: Not Achieved, Achieved, Achieved with Merit, or Achieved with Excellence.

### Attainment

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

### Breach of the Rules

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

### Certificate Endorsement

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

### Cohort

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

### Course Endorsement

Recognition for students who perform well in individual courses. It is in the form of either Achieved with Merit or Achieved with Excellence. To qualify for a course endorsement, a student must gain 14 or more credits at Achieved with Merit or Achieved with Excellence in standards incorporated in that course. For most courses there is a further requirement that at least 3 of these credits must be gained from Externally-assessed Standards and 3 credits from Internally-assessed Standards.<sup>5</sup>

### Decile

A rating given to a school, reflecting 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.

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<sup>5</sup> Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.



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## 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.<sup>6</sup>

## 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.

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



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## **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 gain credits. The support is used for both 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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MANA TOHU MĀTAURANGA O AOTEAROA

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125 The Terrace  
PO Box 160  
Wellington 6140  
New Zealand  
Tel: 64 4 463 3000  
Call free: 0800 697 296  
Fax: 64 4 463 3112  
[www.nzqa.govt.nz](http://www.nzqa.govt.nz)