

ANNUAL REPORT
NCEA, UNIVERSITY
ENTRANCE AND NZ
SCHOLARSHIP DATA
AND STATISTICS

2023

MAY 2024



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

The National Certificate of Educational Achievement (NCEA) is the main school leaving qualification in Aotearoa New Zealand. Around 170,000 students study each year towards an NCEA. Introduced in 2002, NCEA is widely considered credible and robust, both in Aotearoa New Zealand and overseas. It is recognised by employers and used by students as a steppingstone into employment, apprenticeships, and a wide range of further study options – from trades training to degree-level study.

University Entrance (UE) is an award intended to demonstrate a learner's preparedness for degree-level study. It is an award additional to NCEA Level 3 and is the minimum requirement for entry into a New Zealand university. The UE award provides students with the immediate opportunity to take on university education when leaving school.

New Zealand Scholarship provides recognition and monetary reward to top students in their last year of schooling. New Zealand Scholarship assessments enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject. Scholarship candidates 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.

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The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2023) summarises the results of New Zealand’s senior secondary students achieving the National Certificates of Educational Achievement (NCEA), University Entrance and New Zealand Scholarship in 2023.

Reporting on attainment by socio-economic barriers to attainment (School Equity Index Group) replaces reporting on attainment by decile band in this report, using guidelines designed by the Ministry of Education. Schools are grouped into broad socio-economic categories, and these groupings enable the quick recognition of trends and differences in outcomes, from a socio-economic perspective.

Addressing barriers to equitable attainment continues to be a priority for NZQA, especially for Māori students, Pacific students, those from low socio-economic backgrounds, and students with disabilities or special learning needs.

The statistics in this Annual Report were produced from data that was finalised on 3 April 2024. Graphs of the statistics include information from previous years to show trends, generally covering the ten years 2014 to 2023. Please note that throughout the report, percentage figures are rounded to one decimal place and therefore percentages may not sum to 100.

Electronic copies of this report and most of the data used in this report can be found on the NZQA website:

www.nzqa.govt.nz/statistics

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



Jann Marshall
Deputy Chief Executive
Assessment Division
New Zealand Qualifications Authority



Dr Grant Klinkum
Chief Executive
New Zealand Qualifications Authority

A decorative graphic consisting of a grid of thin white lines. The grid is composed of four vertical lines and four horizontal lines, creating a series of rectangular cells. The text is centered within this grid.

Purpose of this Report

This report provides information about the attainment of secondary-school qualifications administered by the New Zealand Qualifications Authority (NZQA). Its primary focus is the main New Zealand secondary school qualifications, the National Certificate of Educational Achievement (NCEA) at Levels 1, 2, and 3¹. It also reports on the attainment of Literacy and Numeracy, Certificate Endorsement, Course Endorsement, University Entrance, New Zealand Scholarship and Results by Standard Type and Subject.

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

These include:

- External assessment including digital examinations
- Reviews and reconsiderations of examination results
- The Literacy and Numeracy I Te Reo Matatini me te Pāngarau co-requisite external assessments
- External moderation of internal assessments
- Breaches of examination rules, and
- Special Assessment Conditions (SAC)

Attainment statistics are reported for three types of student cohorts

Attainment statistics are used for multiple purposes. These include monitoring of standards, of student attainment, and of the quality of assessment(s). This diversity of purpose requires different types of statistics. There are three types of percentage statistics presented in this report. Each type is distinguished by the underlying denominator used to compute the percentages.

The denominators used are based on cohorts.

The three types of cohorts are:

- Enrolment-based cohort
- Tracked Year 11 cohort
- All NZQA secondary students' cohort

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

Enrolment-based cohort

The Enrolment-based cohort consists of New Zealand domestic students in Years 11 to 13 (aged less than 19 years on 1 January) with a Ministry of Education recorded enrolment of one day or more in the academic year concerned.

In 2023, there were 175,244 students in the enrolment-based cohort. In addition, there were 13,798 international students and 3,694 adult students enrolled in Years 11 to 13 who are not included in the enrolment-based cohort.

Each year secondary school students undertake courses which are not assessed using standards administered by NZQA such as Accelerated Christian Education (ACE), Cambridge Assessment International Education, or International Baccalaureate. These students are included in the Enrolment-based cohort, but their attainment of these alternative awards is not included.

¹ Some students pursue non-NCEA qualifications (e.g. Cambridge Assessment International Education or International Baccalaureate). These non-NCEA qualifications are not included in this report.

Tracked Year 11 cohort

Year 11 students from the Enrolment-based Student cohort are monitored from the beginning of their Year 11 year for three years of schooling for attainment of NCEA qualifications. For example, the 2021 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based Student cohort of 2021. This cohort's attainment rates of NCEA qualifications are reported as at the end of 2023. If a student leaves secondary schooling before the end of three years, they are still in the tracked cohort; however, any tertiary attainment is not included. If a student is a Year 11 in multiple years, their progress is tracked from the first year they are in Year 11.

'All NZQA secondary students' cohort

The 'All NZQA secondary students' cohort includes every student result reported to NZQA, including New Zealand international fee-paying students, students from the Cook Islands and Niue, adult students, and students outside years 11-13.

The following sections use this cohort:

- New Zealand Scholarship
- Results by Standard Type
- Results by Subject
- NCEA Administrative processes and data

Summary

The Enrolled Student cohort consists of New Zealand Year 11-13 domestic students with a Ministry of Education recorded enrolment of one day or more. The Tracked Year 11 cohort consists of Year 11 students from the Enrolled Student cohort, and tracks their NCEA attainments from Year 11 for up to three years of secondary schooling. The 'All NZQA secondary students' cohort includes all secondary students reported to NZQA.

Socio-Economic Reporting

Reporting using the three decile bands 1-3, 4-7 and 8-10 has been discontinued. Socio-economic reporting in this report now uses the three School Equity Index Groups (More, Moderate and Fewer). There are a few schools with no specified equity group. This is a diverse grouping of schools and is not a suitable category for socio-economic analysis and therefore their data has been omitted from these statistics. These schools include all private schools and Te Aho o Te Kura Pounamu (New Zealand's state distance education provider from early childhood through to NCEA Level 3, formerly The Correspondence School).

Attainment data by School Equity Index Group is available for the last five years, from 2019 onwards.

School Equity Index Bands and Groups are derived from the School Equity Index (EQI). The Schooling Equity Index is a statistical model that estimates the extent to which students face socio-economic barriers to attainment at school. Schools are assigned an EQI number from 344 to 569. A higher EQI number indicates that a school has students facing more socio-economic barriers on average, and a lower EQI number indicates that a school has students facing fewer socio-economic barriers on average. This is used to enable the Ministry of Education to target resourcing to mitigate the impact of socio-economic barriers. There are seven School Equity Index Bands, each containing approximately the same number of schools. Schools are placed into a band based on their Equity Index number. Three School Equity Index Groups are formed by collapsing the seven School Equity Index Bands.

The design of the Equity Index means that average attainment levels will almost certainly differ between Equity Index Bands. However, the extent of these differences can indicate the degree to which socio-economic factors relate to attainment.

Pilot Standards

In 2021 NZQA supported small pilots of the following standards as part of the NCEA Review and the Review of Assessment Standards (RAS):

- Te Ao Haka² Achievement Standards at NCEA Level 1, 2 and 3
- English, Religious Studies, Science and Visual Arts at NCEA Level 1
- Externally assessed Unit Standards for Literacy and Numeracy I Te Reo Matatini me te Pāngarau

In 2022 NZQA supported pilots of the following standards as part of the NCEA Review and the Review of Assessment Standards (RAS):

- Te Ao Haka Achievement Standards at NCEA Level 1, 2 and 3
- All NCEA Level 1 *The New Zealand Curriculum* (NZC) and *Te Marautanga o Aotearoa* (TMOA) Subjects
- Externally assessed Unit Standards for Literacy and Numeracy I Te Reo Matatini me te Pāngarau

In 2023 NZQA supported pilots of the following standards as part of the NCEA Review and the Review of Assessment Standards (RAS):

- All NCEA Level 1 *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* Subjects, and NCEA Level 2 *The New Zealand Curriculum* Te Reo Māori, and NCEA Level 2 *Te Marautanga o Aotearoa* Subjects.

Students could use credits from the pilot standards towards attaining NCEA. Any results and attainment of NCEAs at Level 1-3 using these standards has been included when preparing the data for this report.

Literacy and Numeracy I Te Reo Matatini me te Pāngarau standards

In 2020, Cabinet agreed to strengthen the literacy and numeracy requirements for NCEA. This included formally separating the literacy and numeracy requirements into a 20-credit co-requisite. From 2024, achievement of

the co-requisite becomes mandatory for the awarding of an NCEA qualification at any level.

2023 was a transition year for the implementation of the five externally assessed Unit Standards for Literacy and Numeracy I Te Reo Matatini me te Pāngarau. As for the 2021 and 2022 pilot years, students could use credits from these standards to meet the Literacy and Numeracy requirements of their NCEAs.

A two-year transitional period in 2024 and 2025 offers schools, kura, and all NCEA providers with time to adjust to the new requirements and new forms of assessment. School-wide and curriculum-wide approaches to NCEA te reo matatini, pāngarau, literacy and numeracy skills can be strengthened during the transitional period.

Specific notes about 2020, 2021, and 2022 attainment

In 2020, 2021, and 2022, teaching, learning and assessment were disrupted by the COVID-19 pandemic. To recognise the disruptions, changes were made to the NCEA and University Entrance award criteria in these years. These changes by year are described below.

Caution should be exercised when comparing 2020, 2021, and 2022 attainment data with previous or subsequent years.

2020 changes

The following changes were made:

- For every 5 credits a student achieved towards their NCEA through internal or external assessment, they were awarded an additional 1 credit. Students at NCEA Level 1 were eligible for up to a maximum of 10 additional credits while those at Levels 2 or 3 were eligible for up to a maximum of 8 additional credits. These are known as Learning Recognition (LR) credits.
- Students were awarded a certificate endorsement if they achieved 46 credits at Merit or Excellence level, rather than the usual 50.

² Te Ao Haka is a culturally responsive art form that provides opportunities for all ākonga to participate in Māori culture, language and traditional practices, and encourages creativity and expression in multiple forms.

- Students achieving 12 credits at Merit or Excellence level in a course – rather than 14 – were awarded a course endorsement.
- University Entrance requirements were reduced to 12 credits in three University Entrance-approved subjects, from 14 credits in each of three approved subjects. Students still needed to attain NCEA Level 3 and meet the literacy and numeracy requirement to be awarded University Entrance.

Additional changes for Auckland region students

- For every 4 credits a student achieved towards their NCEA through internal or external assessment, they were awarded an additional 1 credit. Students at NCEA Level 1 were eligible for up to a maximum of 16 additional credits while those at Levels 2 or 3 were eligible for up to a maximum of 12 additional credits.
- Students were awarded a certificate endorsement if they achieved 44 credits at Merit or Excellence level, rather than the usual 50.
- Dates for external examinations and portfolio submissions were also delayed, providing students with more teaching and learning time in term 4.

2021 changes

The following changes were made:

- For learners in Auckland, for every 4 credits achieved towards their NCEA through internal or external assessment, they were awarded an additional 1 credit, to a maximum of:
 - 16 credits for learners studying for NCEA Level 1
 - 12 credits for learners studying for NCEA Level 2
 - 12 credits for learners studying for NCEA Level 3

- For learners in Northland and parts of Waikato, for every 5 credits achieved towards their NCEA through internal or external assessment, they were awarded an additional 1 credit, to a maximum of:
 - 10 credits for learners studying for NCEA Level 1
 - 8 credits for learners studying for NCEA Level 2
 - 8 credits for learners studying for NCEA Level 3
- For learners outside of Auckland, for every 5 credits achieved towards their NCEA through internal or external assessment, they were awarded an additional 1 credit, to a maximum of:
 - 8 credits for learners studying for NCEA Level 1
 - 6 credits for learners studying for NCEA Level 2
 - 6 credits for learners studying for NCEA Level 3
- Students in Auckland were awarded a certificate endorsement if they achieved 44 credits (46 for Waikato and Northland) at Merit or Excellence level, rather than the usual 50. Students in Auckland, Waikato and Northland achieving 12 credits at Merit or Excellence level in a course – rather than 14 – were awarded a course endorsement.
- For learners in Auckland, Northland and parts of Waikato, University Entrance requirements were reduced from 14 to 12 credits in three UE-approved subjects. Learners outside of these regions needed the normal 14 credits in 3 UE-approved subjects. Learners still needed to attain NCEA Level 3 and meet literacy and numeracy requirements to be awarded University Entrance.
- Dates for external examinations and portfolio submissions were also delayed, providing students with more teaching and learning time in term 4.

- In addition, an Unexpected Event Grade event was declared for Auckland, Northland and Waikato. Where possible, students were expected to attend exams. However, for students in Auckland, Waikato or Northland, NZQA calculated a student's final grade based on whichever was higher – the unexpected event grade supplied by the school, or the grade earned in the exam. If the student did not sit the exam, they received the grade supplied by the school.

2022 changes

The following changes were made:

- For every 5 credits a student achieved towards their NCEA through internal or external assessment, they were awarded an additional 1 Learning Recognition Credit. Students at NCEA Level 1 were eligible for up to a maximum of 10 additional credits while those at Levels 2 or 3 were eligible for up to a maximum of 8 additional credits.
- Students were awarded a certificate endorsement if they achieved 46 credits at Merit or Excellence level, rather than the usual 50.
- University Entrance subject requirements were reduced to 14 credits in each of 2 UE Approved Subjects, and 12 credits in a third UE Approved Subject.
- The submission dates for some externally assessed portfolios were moved back one week.

NCEA and University Entrance attainment

Introduction

This section reports NCEA qualification and University Entrance attainment statistics. It utilises two types of attainment statistics:

- Enrolment-based cohort statistics
- Tracked Year 11 cohort statistics

Enrolment-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 enrolled at a New Zealand secondary school.

A brief description of the data used in producing the statistics in this section follows.

Number of students who achieve NCEA qualifications or University Entrance

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 by the end of Year 11
- NCEA Level 2 by the end of Year 12
- NCEA Level 3 by the end of Year 13

The Enrolment-based cohort statistics show attainment as a percentage of the number of students reported to the Ministry of Education as being enrolled at a New Zealand secondary school. The Tracked Year 11 cohort statistics quantify attainment over the three years of senior secondary schooling.

For the University Entrance award, it is the number of students in Year 13 awarded University Entrance by the end of Year 13.

A cumulative attainment percentage is used. This definition includes students in that year who achieved the qualification concerned in an earlier year. For example, a student who is in Year 10 in 2021 and who achieved NCEA Level 1 in that year and is in Year 11 in 2022 would be included as a Year 11 having achieved NCEA Level 1 in 2022.

Total number of students from the Enrolment-based cohort

The total number of students in the Enrolment-based cohort refers to the total number of New Zealand domestic students in Years 11 to 13 (aged less than 19 years on 1 January).

Statistics related to University Entrance

Figure 1 shows overall national enrolment-based attainment rates for NCEA and University Entrance. Table 1 shows the overall 2023 enrolment-based attainment rates by region.

Figures 2-13 show enrolment-based attainment rates, between genders, ethnicities, and socio-economic barriers to attainment (School Equity Index Group) for the three levels of NCEA qualification and University Entrance.

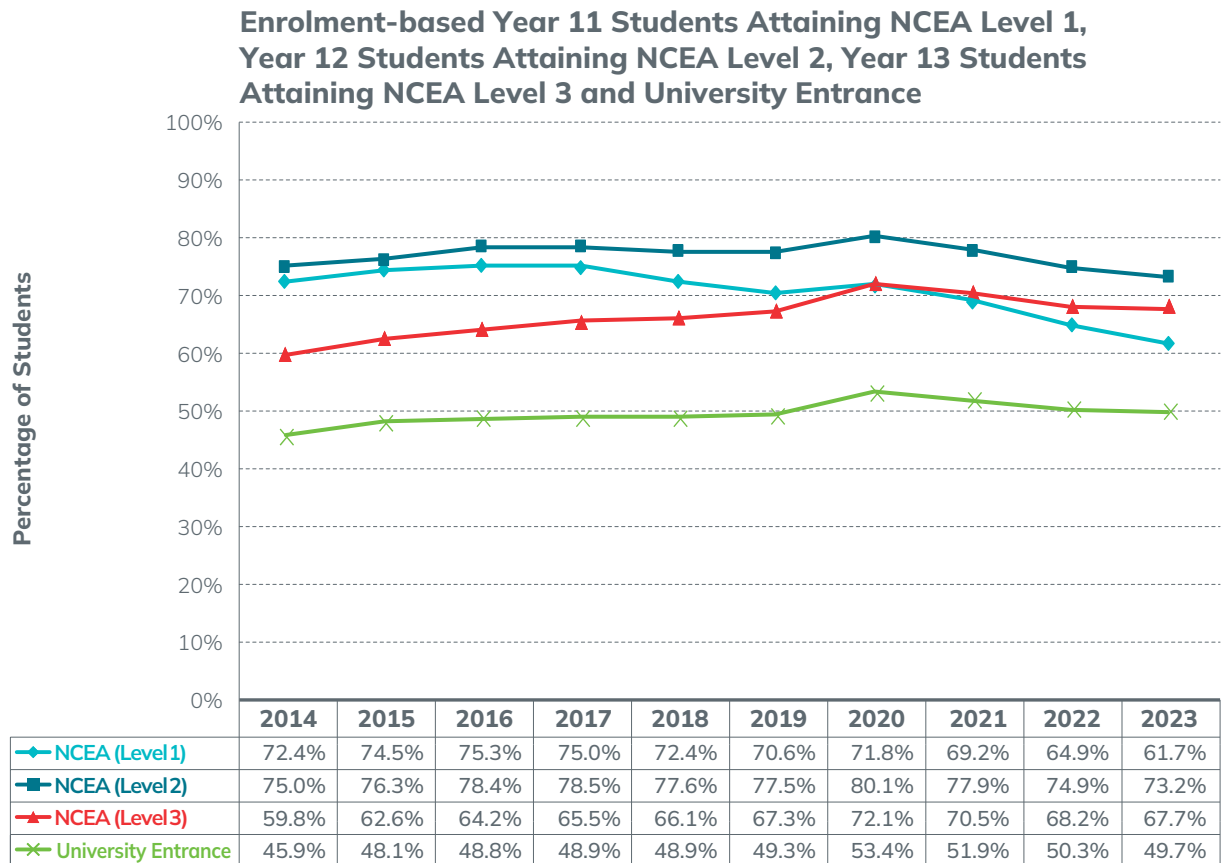


Figure 1. Enrolment-based attainment rates of Year 11 to 13 students attaining NCEA Levels 1-3 and University Entrance.

Table 1 shows Enrolment-based attainment rates in 2023 by region.

Region	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 University Entrance
Auckland	56.0%	72.6%	71.2%	54.1%
Bay of Plenty	75.8%	81.5%	74.5%	51.1%
Canterbury	66.1%	79.0%	71.7%	54.8%
Gisborne	58.7%	67.2%	59.0%	36.0%
Hawke's Bay	74.3%	81.0%	74.1%	51.6%
Manawatu-Whanganui	51.4%	72.0%	63.6%	42.2%
Marlborough	62.0%	76.7%	71.3%	43.1%
Nelson	73.9%	81.9%	76.3%	55.5%
Northland	54.6%	71.9%	63.4%	36.1%
Otago	77.5%	82.2%	76.2%	60.4%
Southland	70.4%	79.9%	66.8%	50.5%
Taranaki	76.4%	79.2%	73.6%	49.9%
Tasman	71.2%	78.8%	68.3%	48.2%
Waikato	62.4%	74.8%	65.4%	45.5%
Wellington	73.0%	78.8%	74.6%	57.2%
West Coast	69.2%	77.5%	61.3%	36.1%
Other	10.7%	13.1%	15.1%	9.1%

Table 1. Enrolment-based Year 11 Students Attaining NCEA Level 1, Year 12 Students attaining NCEA Level 2, Year 13 Students attaining NCEA Level 3 with University Entrance by region in 2023.

Statistics by Gender

Figures 2-5 show Enrolment-based attainment rates of male and female students. Only students reported as male or female have been included in these figures.

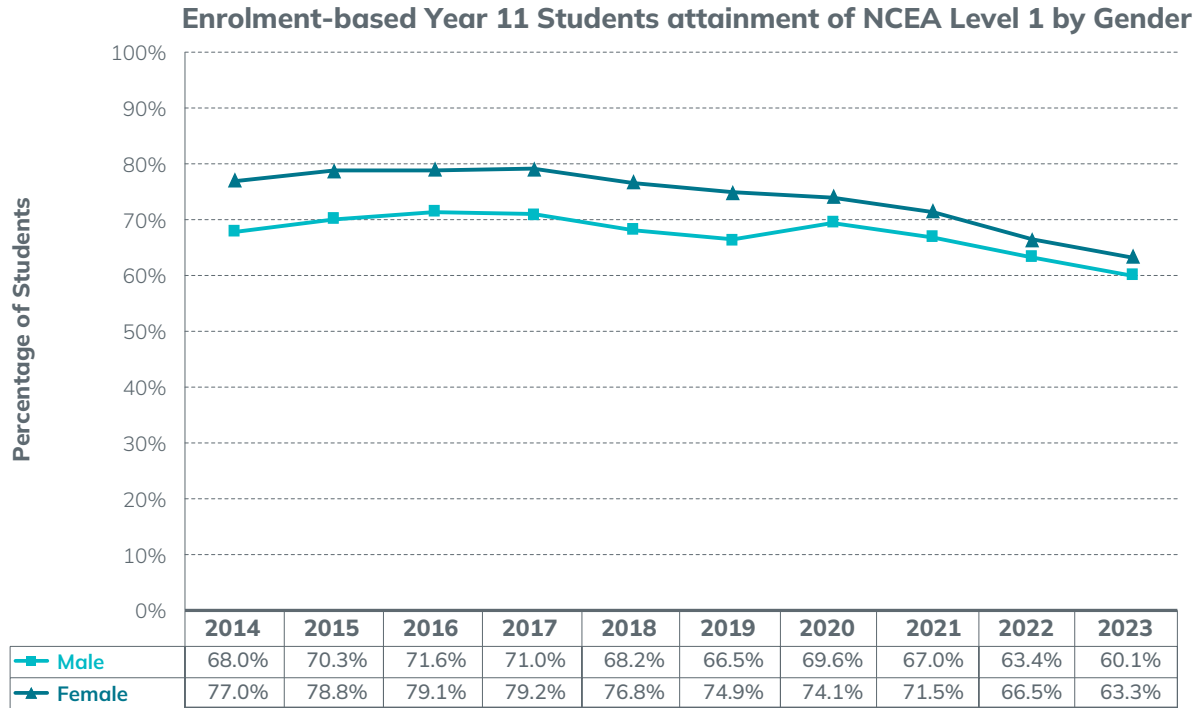


Figure 2. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by Gender.

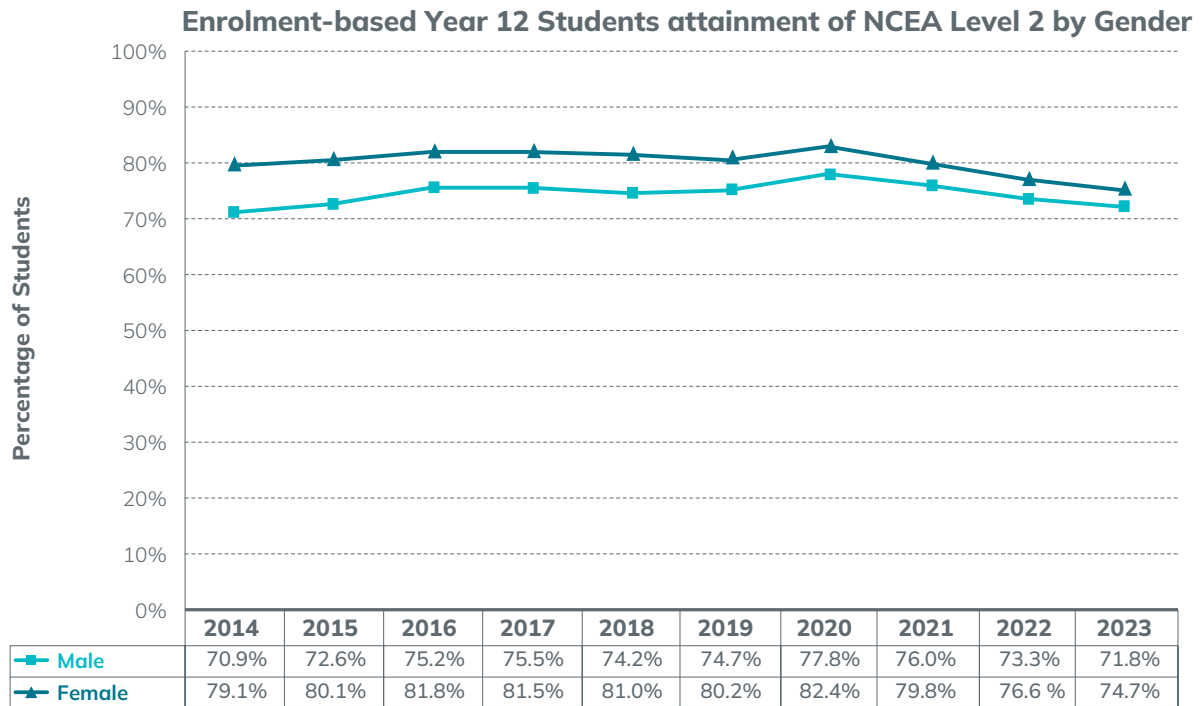


Figure 3. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by Gender.

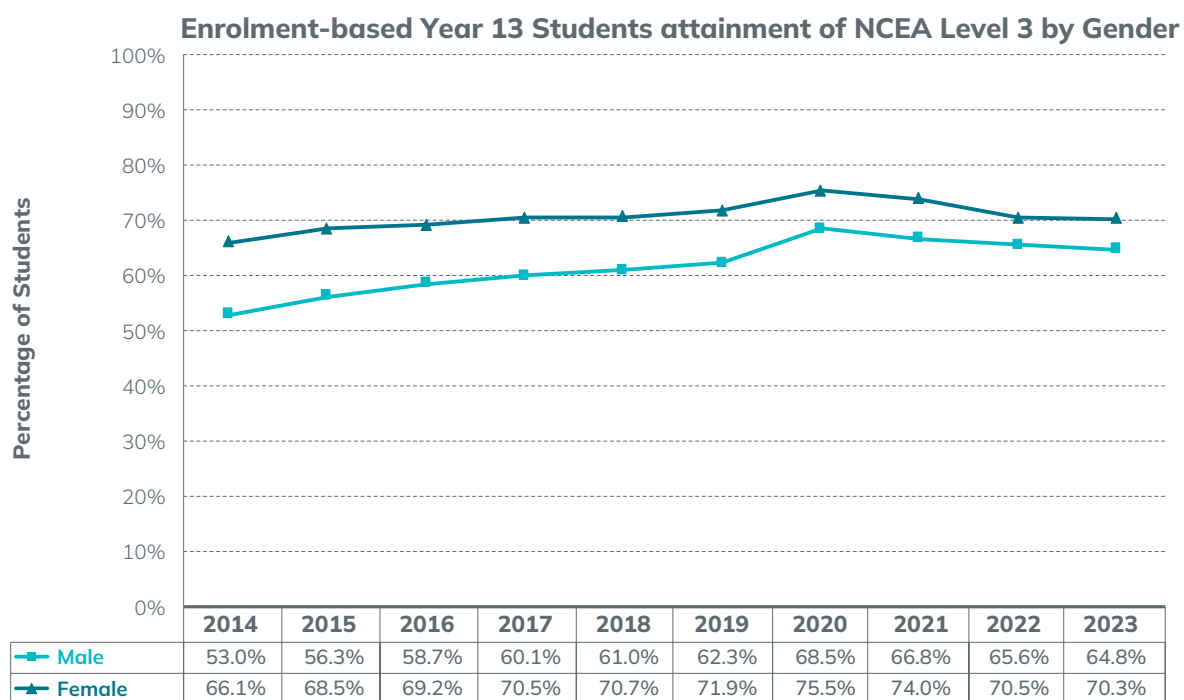


Figure 4. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by Gender.

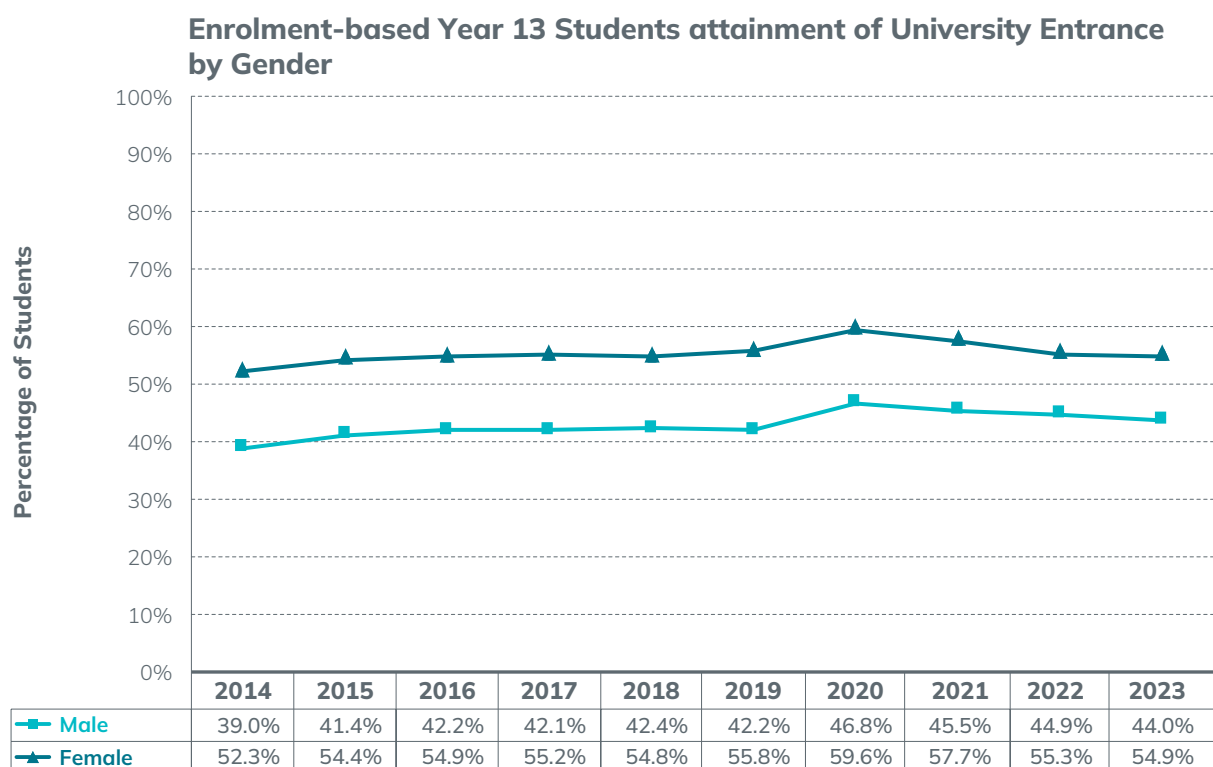


Figure 5. Enrolment-based attainment rates of Year 13 students attaining University Entrance by Gender.

Statistics by Ethnicity

Figures 6-9 show Enrolment-based attainment rates for Asian, European, Māori, Pacific and Middle Eastern/Latin American/African (MELAA) students.

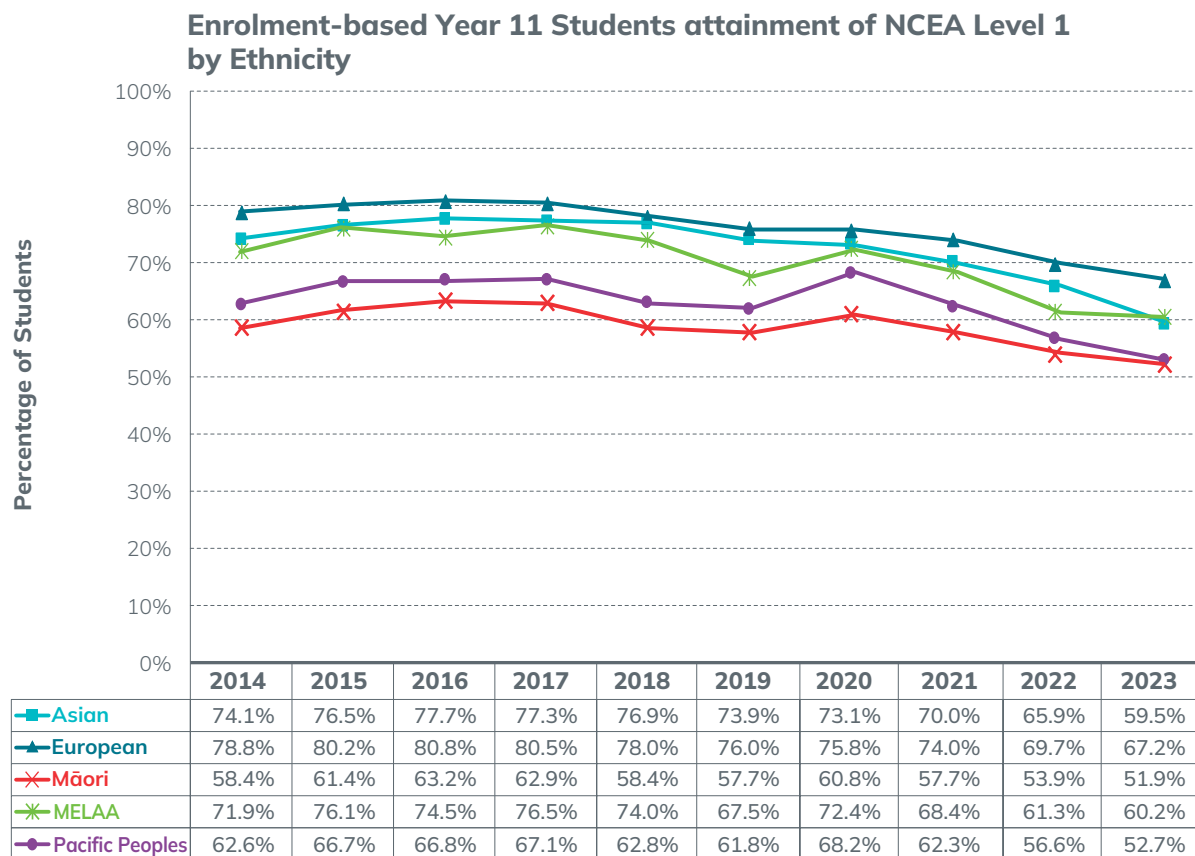


Figure 6. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by Ethnicity.

Enrolment-based Year 12 Students attainment of NCEA Level 2 by Ethnicity

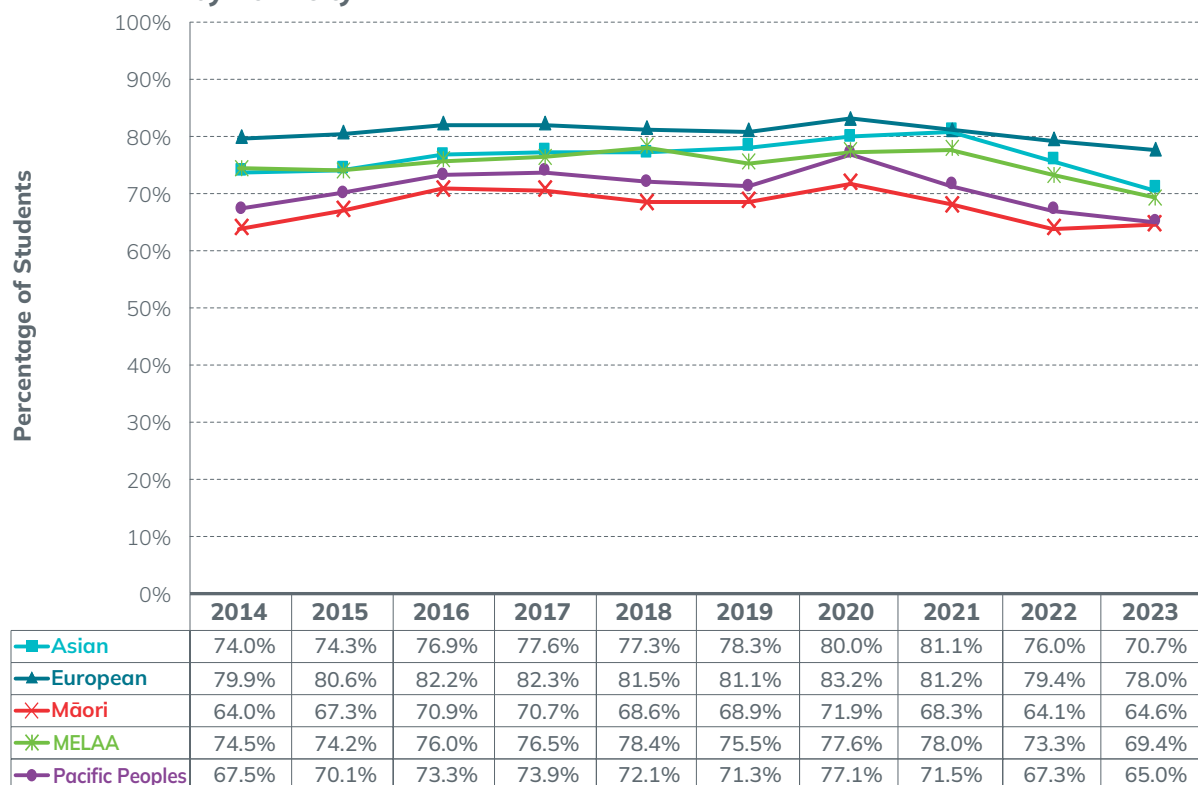


Figure 7. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by Ethnicity.

Enrolment-based Year 13 Students attainment of NCEA Level 3 by Ethnicity

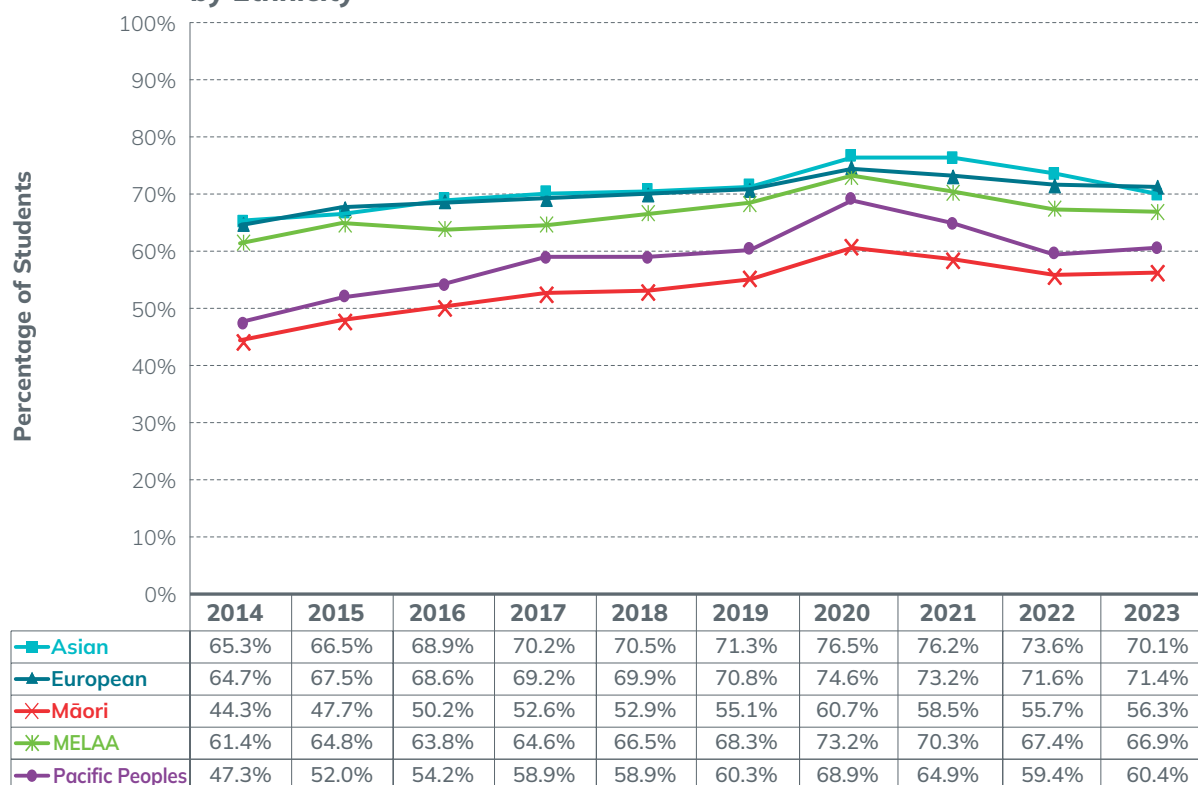


Figure 8. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by Ethnicity.

Enrolment-based Year 13 Students attainment of University Entrance by Ethnicity

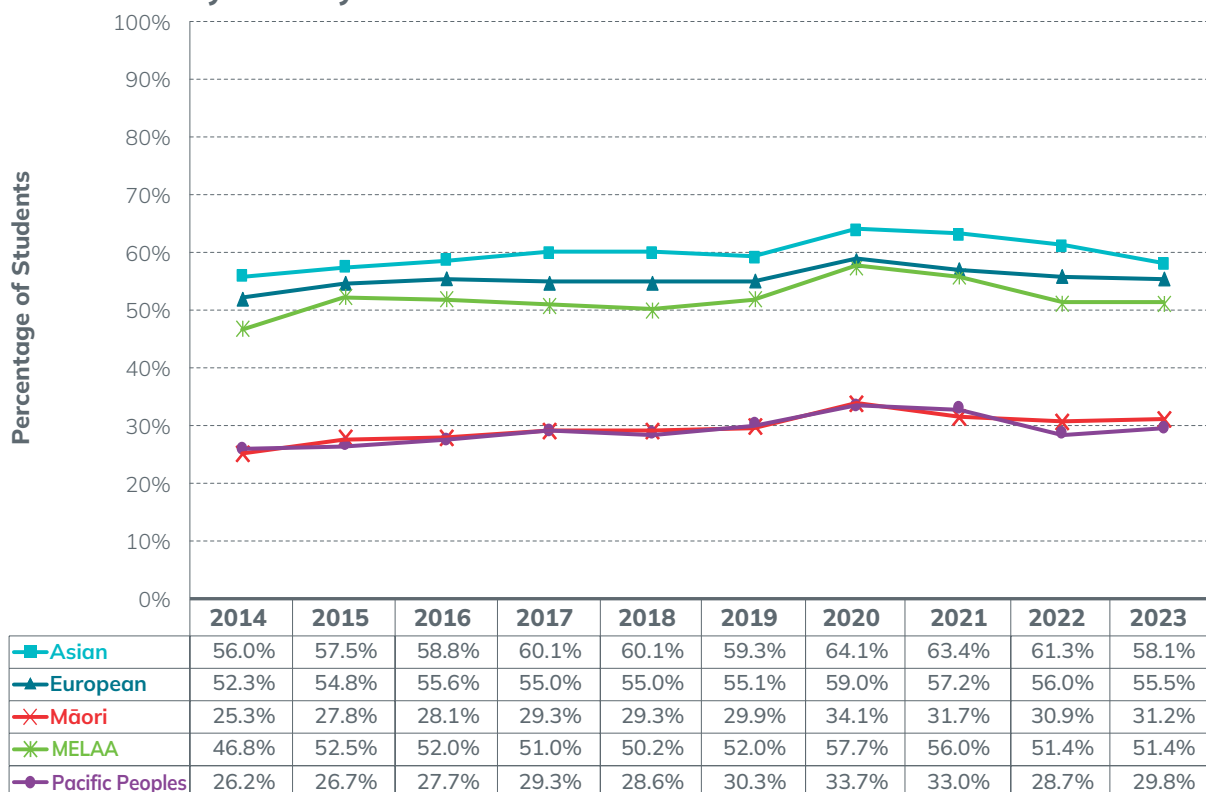


Figure 9. Enrolment-based attainment rates of Year 13 students attaining University Entrance by Ethnicity.

Statistics by Socio-Economic Barriers to Attainment (School Equity Index Group)

Figures 10-13 show enrolment-based attainment rates by socio-economic barriers to attainment (School Equity Index Group)

As indicated earlier in this report, the design of the Equity Index means that average attainment levels will almost certainly differ between Equity Index Groups. However, the extent of these differences can indicate the degree to which socio-economic factors relate to attainment.

A school's Equity Index Number gives an indication of the average socio-economic level of students at the school, but it does not necessarily reflect the circumstances of individual students.

Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by socio-economic barriers to attainment (School Equity Index Group)

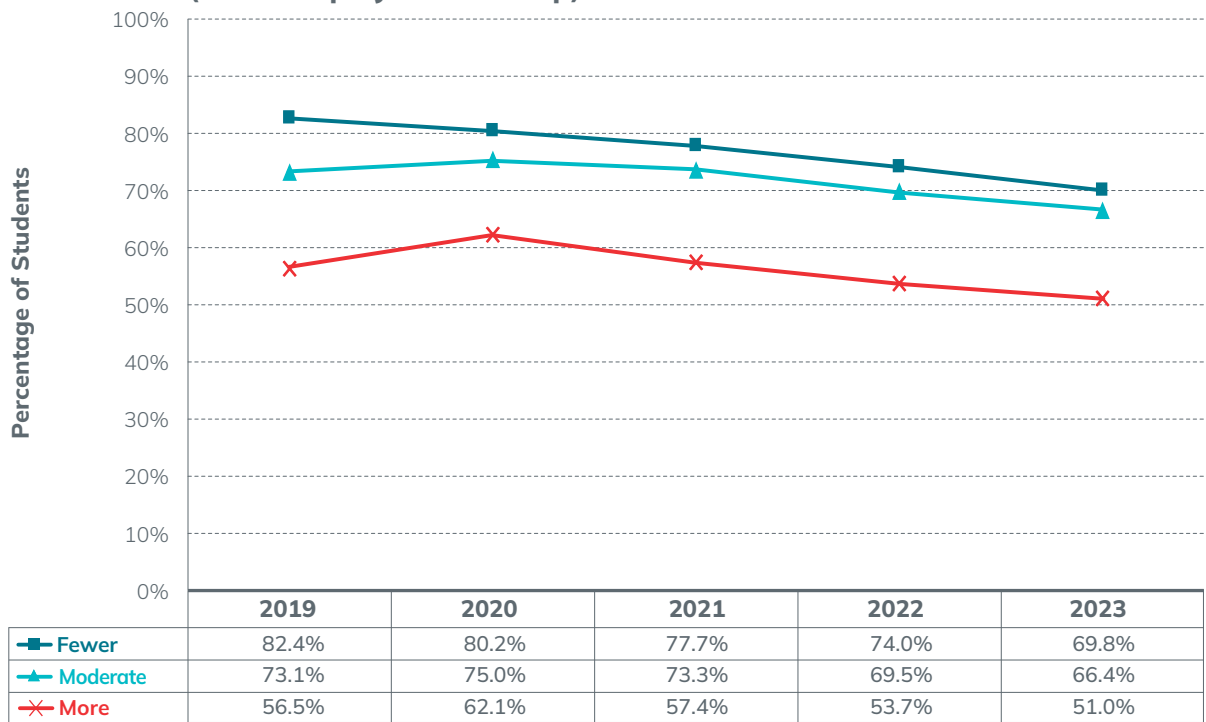


Figure 10. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by socio-economic barriers to attainment (School Equity Index Group).

Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by socio-economic barriers to attainment (School Equity Index Group)

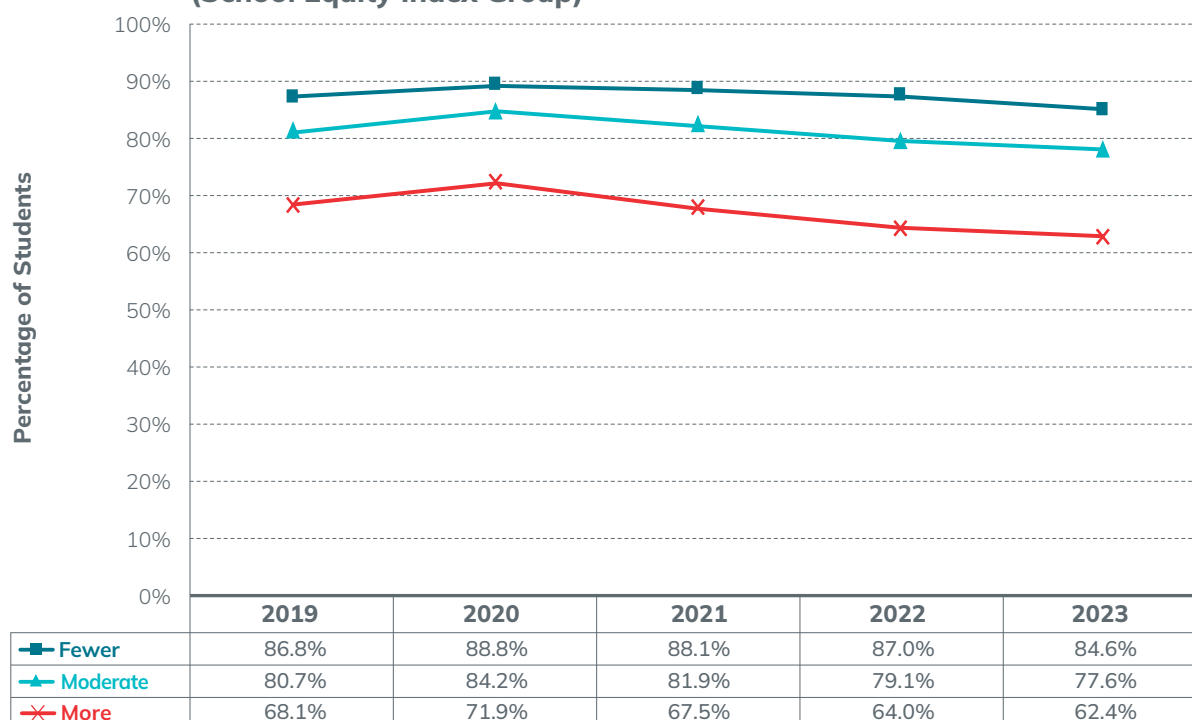


Figure 11. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by socio-economic barriers to attainment (School Equity Index Group).

Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by socio-economic barriers to attainment (School Equity Index Group)

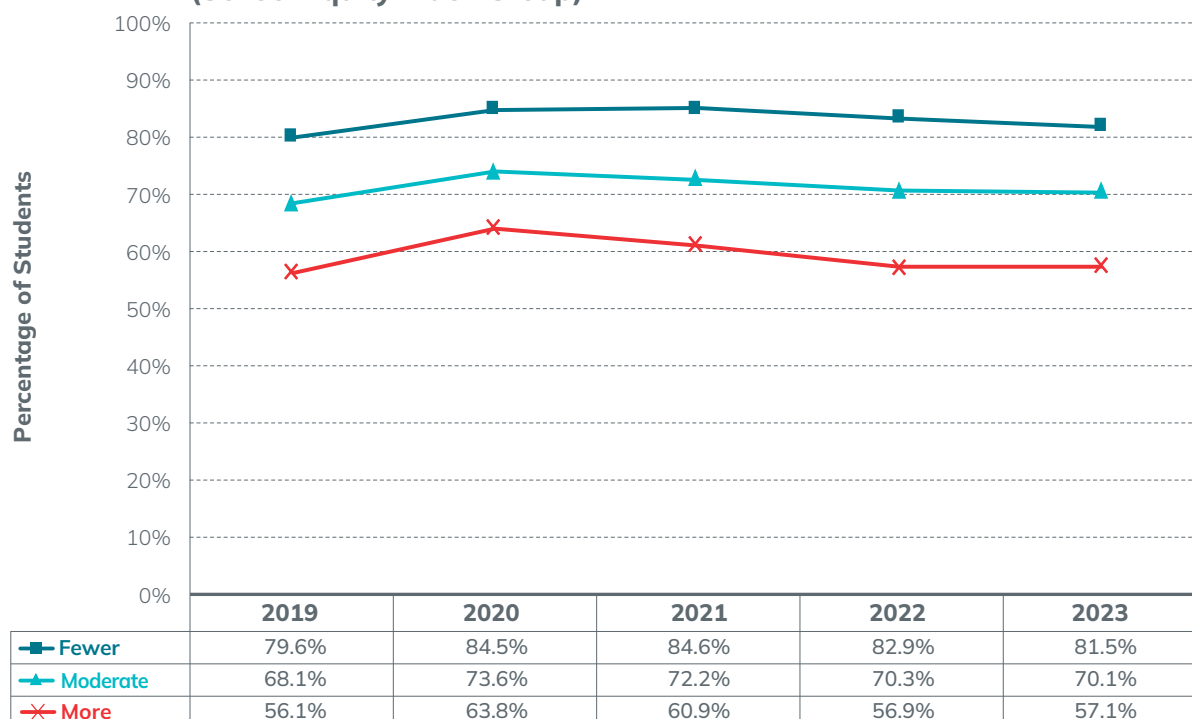


Figure 12. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by socio-economic barriers to attainment (School Equity Index Group).

Enrolment-based attainment rates of Year 13 students attaining University Entrance by socio-economic barriers to attainment (School Equity Index Group)

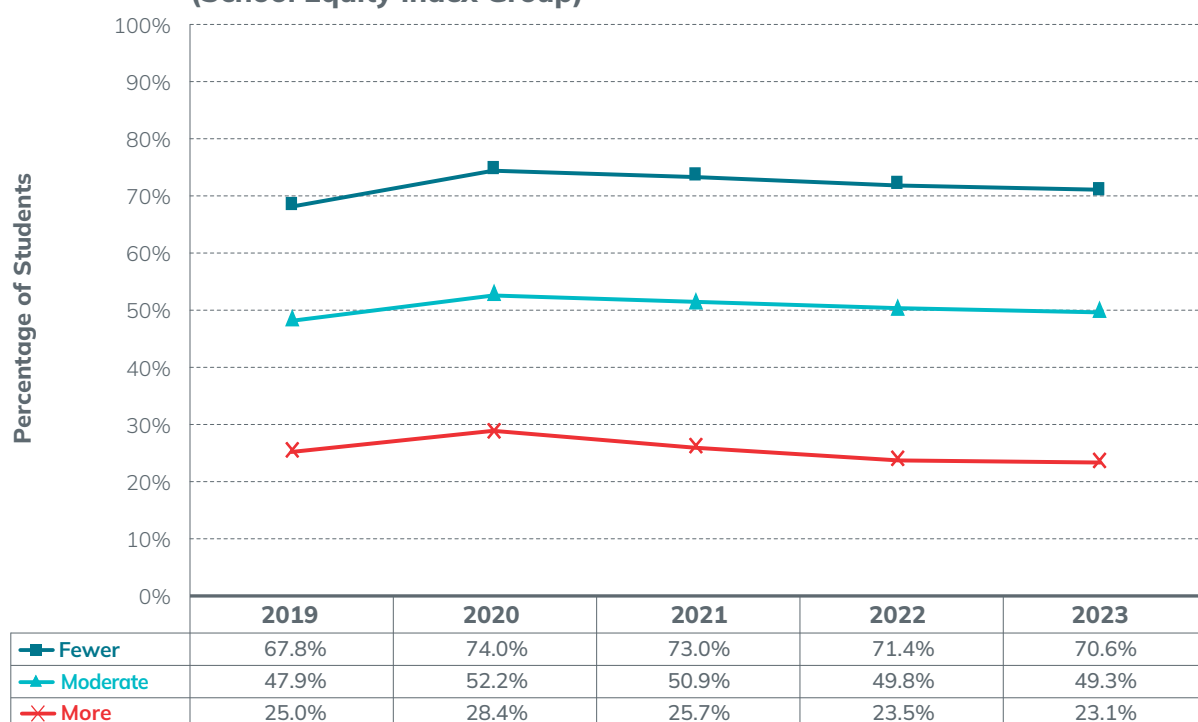


Figure 13. Enrolment-based attainment rates of Year 13 students attaining University Entrance by socio-economic barriers to attainment (School Equity Index Group).

Tracked Year 11 Cohort Statistics

The Tracked Year 11 cohort statistics quantify attainment over the three years of senior secondary schooling. For example, the Tracked 2021 Year 11 cohort is formed from the students in the 2021 Enrolled Students cohort who are Year 11 students. Students who leave school before the end of 2023 remain a part of the cohort, and their attainments up to their departure from schools are still included. The tracked cohort statistics are also presented by Gender and Ethnicity.

Some students pursue non-NCEA qualifications (e.g. Accelerated Christian Education, Cambridge Assessment International Education, or International Baccalaureate). These attainments are not included in the tracked cohort figures.

Figure 14 shows the attainment rates of NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance for the Tracked Year 11 cohort for the years 2012 to 2021.

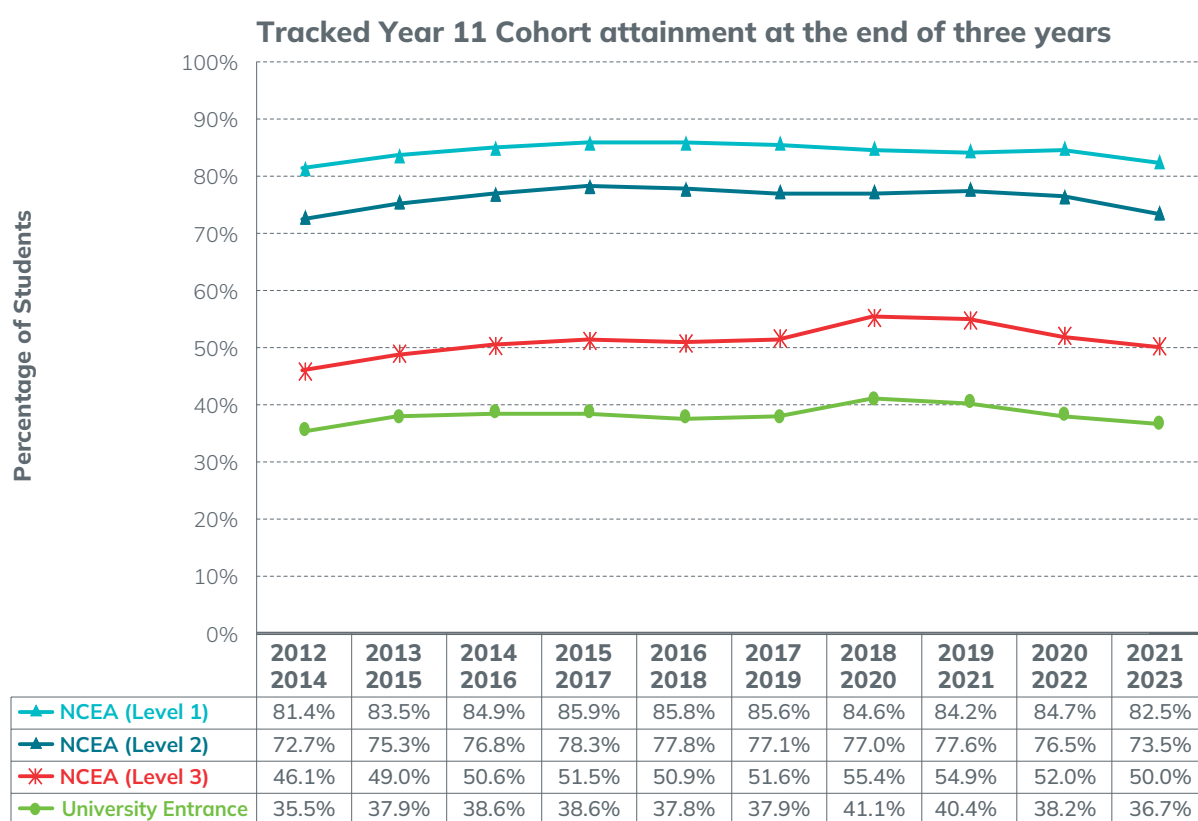


Figure 14. Attainment rates of Tracked Year 11 cohorts 2012 to 2021 at the end of three years.

Statistics by Gender

Figures 15-18 show the male and female attainment rates of NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance for the Tracked Year 11 cohort, for the years 2012 to 2021. Only students reported as male or female have been included in these figures.

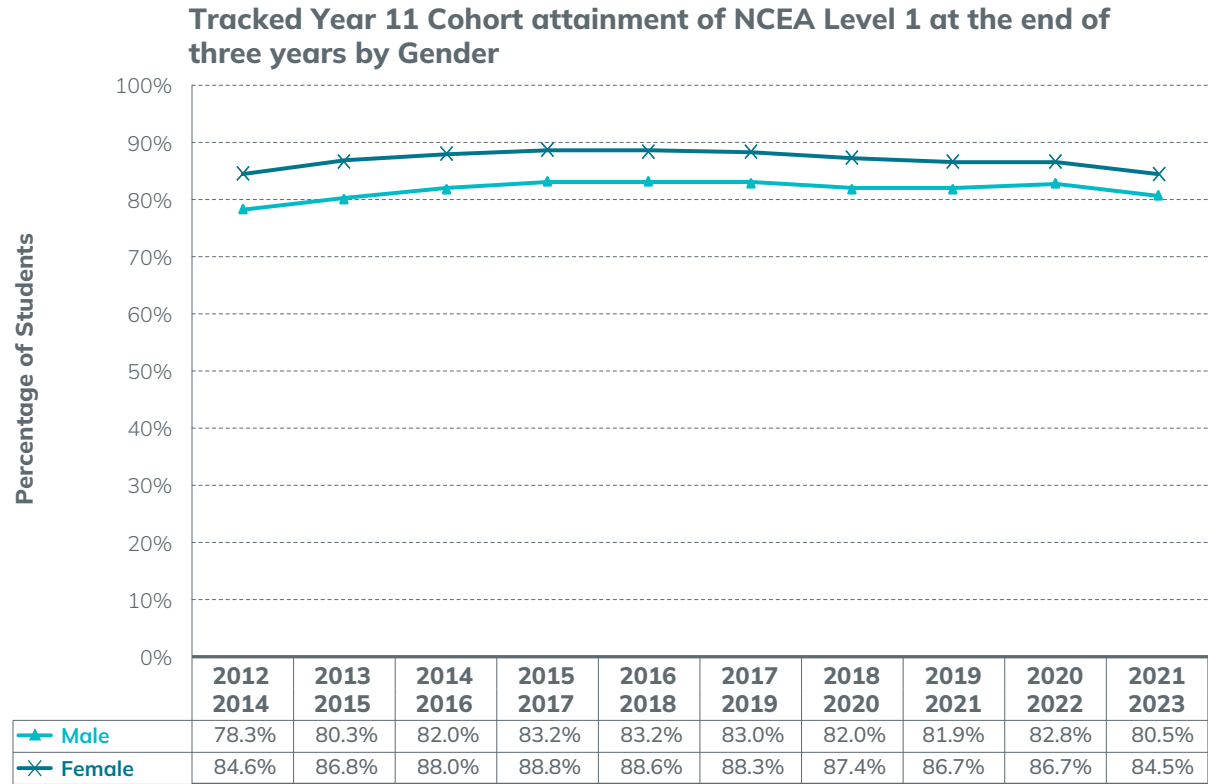


Figure 15. NCEA Level 1 attainment rates by Gender for the Tracked Year 11 cohorts 2012 to 2021 at the end of three years.

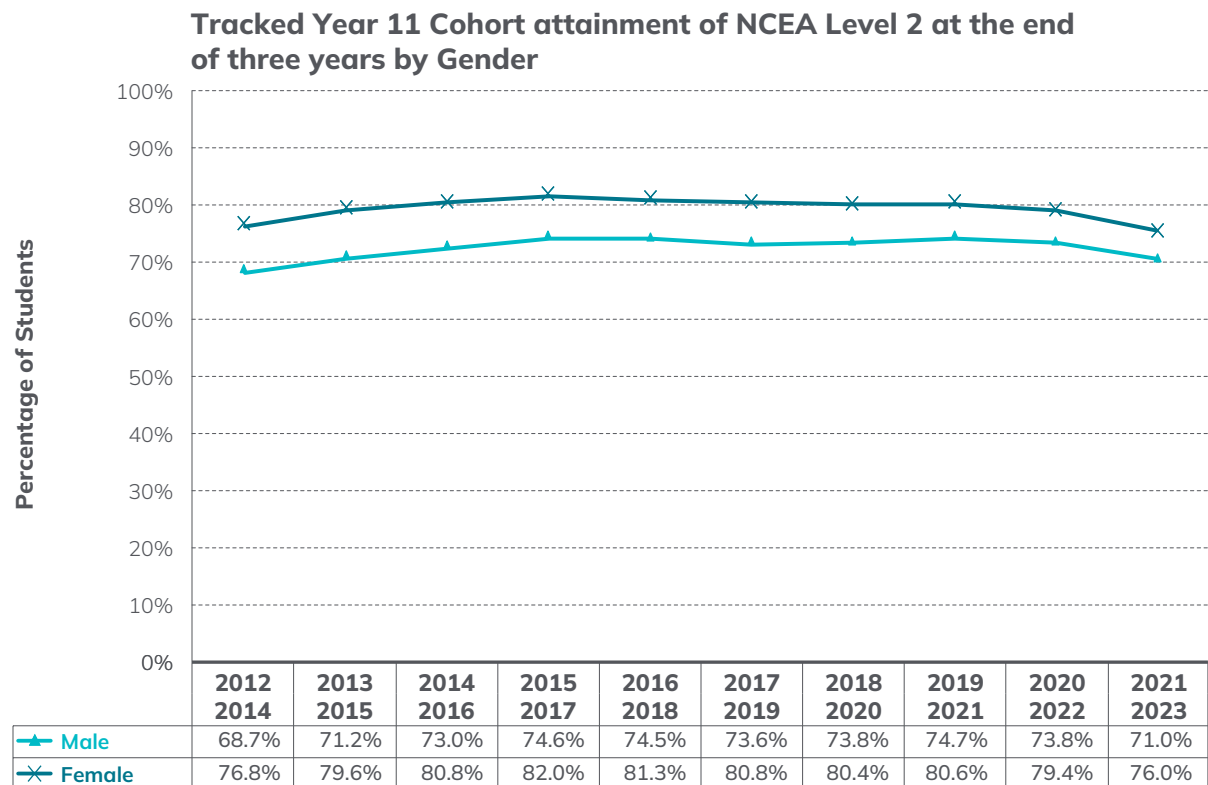


Figure 16. NCEA Level 2 attainment rates by Gender for the Tracked Year 11 cohorts 2012 to 2021 at the end of three years.

Tracked Year 11 Cohort attainment of NCEA Level 3 at the end of three years by Gender

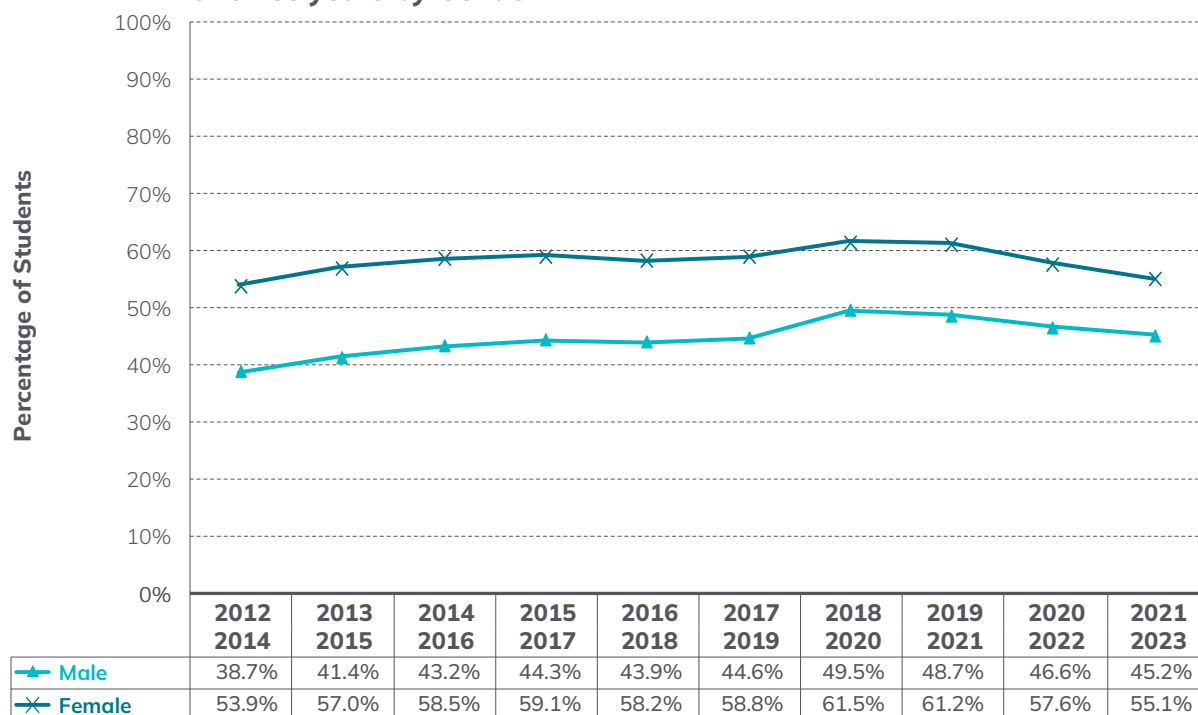


Figure 17. NCEA Level 3 attainment rates by Gender for the Tracked Year 11 cohorts 2012 to 2021 at the end of three years.

Tracked Year 11 Cohort attainment of University Entrance at the end of three years by Gender

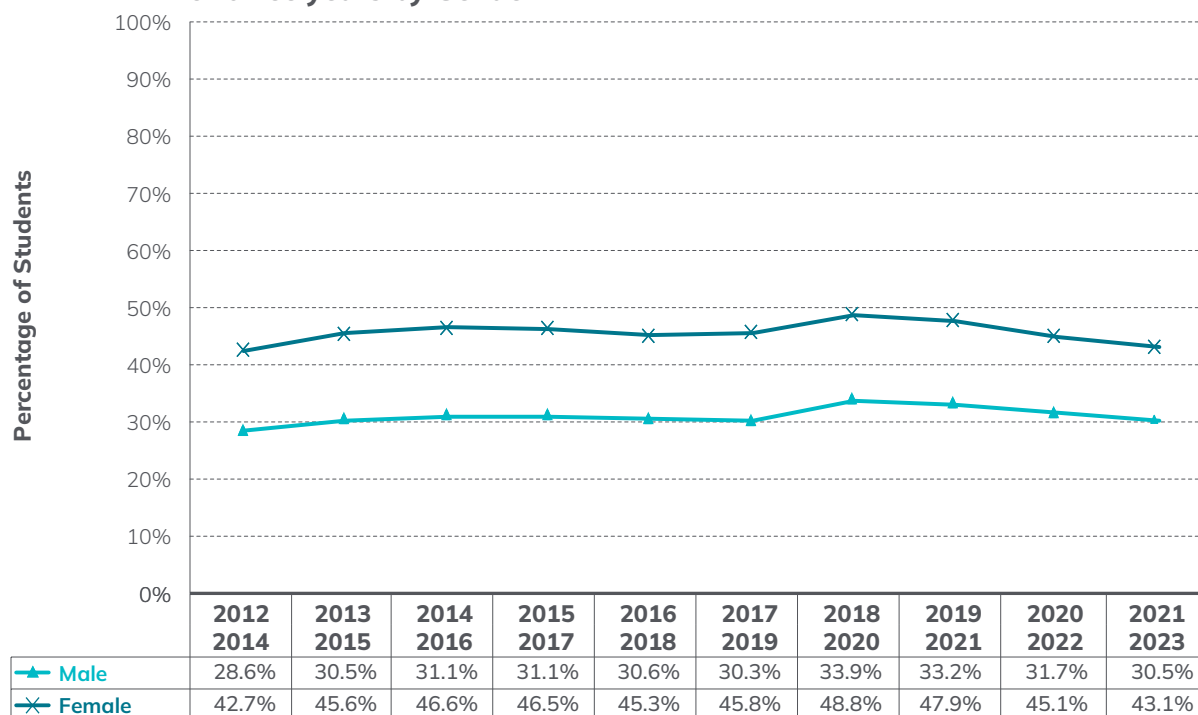


Figure 18. University Entrance attainment rates by Gender for the Tracked Year 11 cohorts 2012 to 2021 at the end of three years

Statistics by Ethnicity

Figures 19-22 show attainment rates by Ethnicity for NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance using the Tracked Year 11 cohort for the years 2012 to 2021. The ethnicity stated when the student became a member of the cohort is maintained throughout, even though the student may subsequently amend their ethnicity.

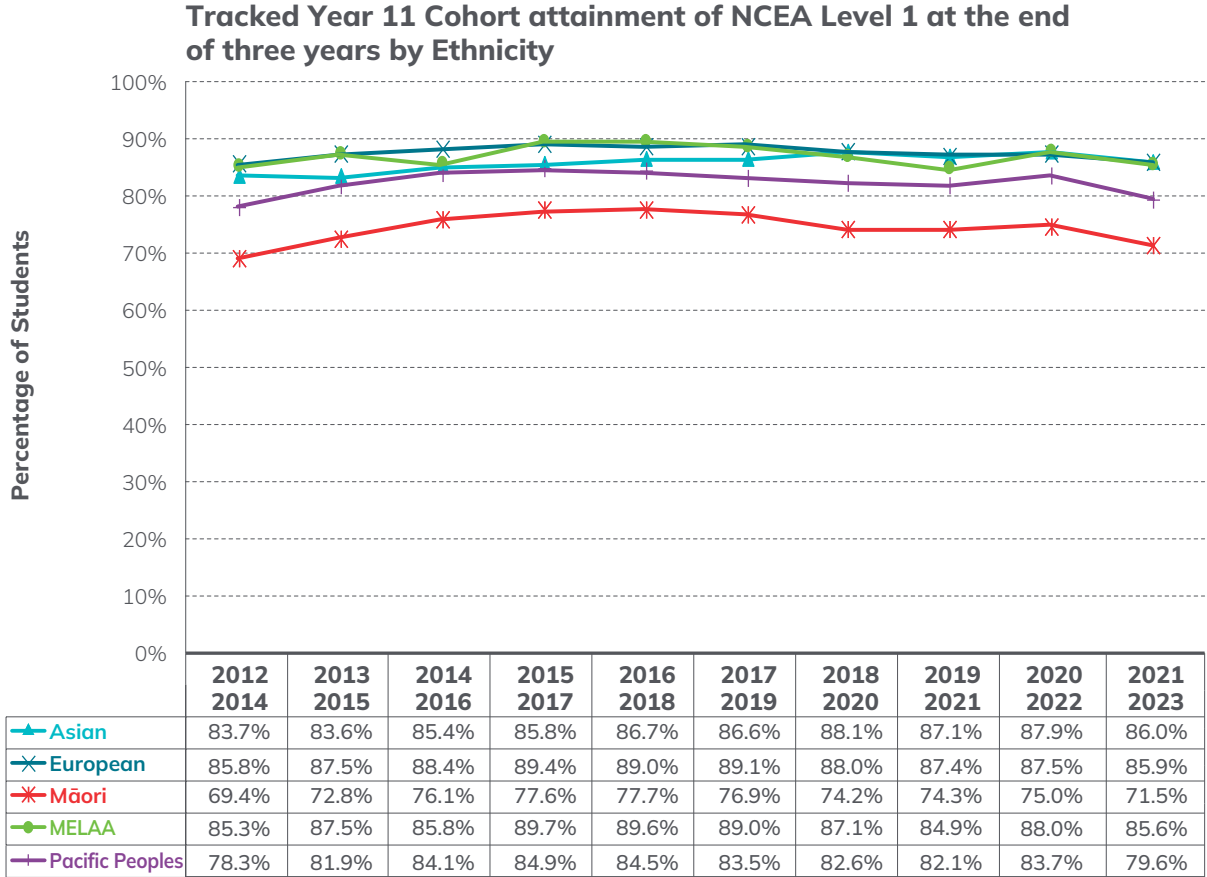


Figure 19. NCEA Level 1 attainment rates by Ethnicity for the Tracked Year 11 cohorts 2012 to 2021 at the end of three years.

Tracked Year 11 Cohort attainment of NCEA Level 2 at the end of three years by Ethnicity

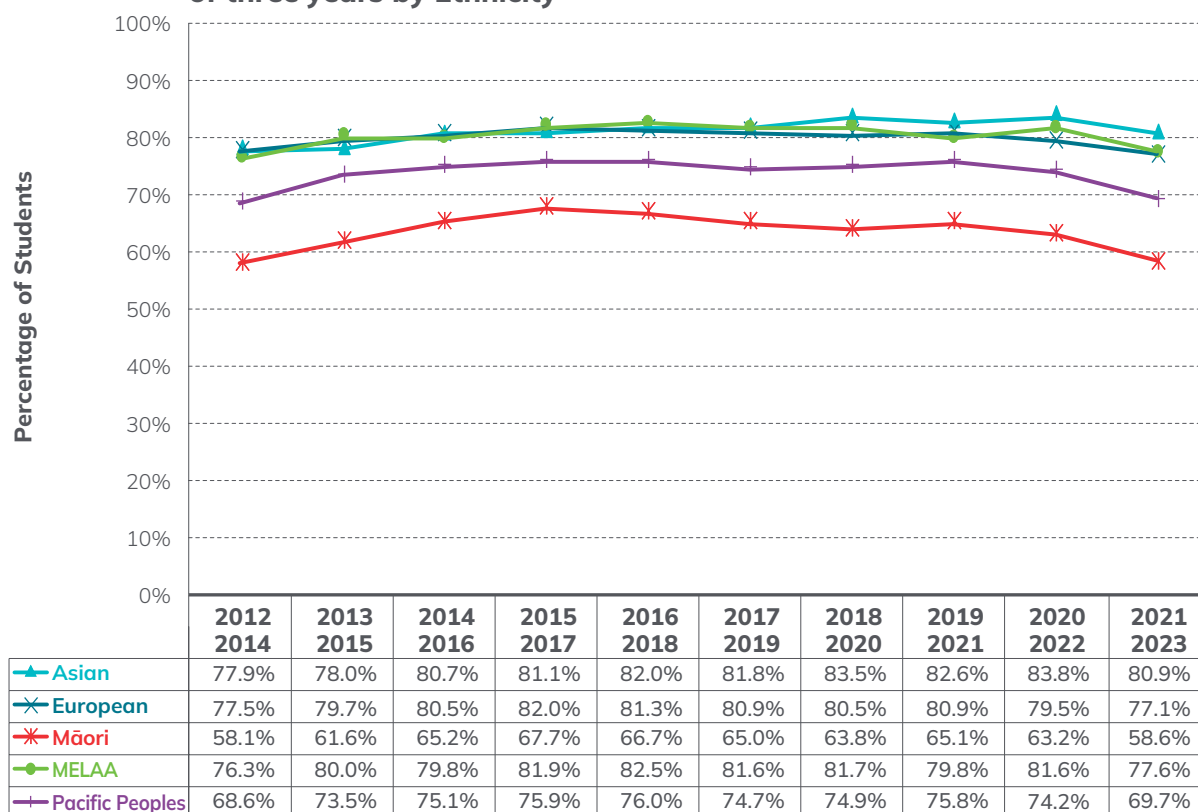


Figure 20. NCEA Level 2 attainment rates by Ethnicity for the Tracked Year 11 cohorts 2012 to 2021 at the end of three years.

Tracked Year 11 Cohort attainment of NCEA Level 3 at the end of three years by Ethnicity

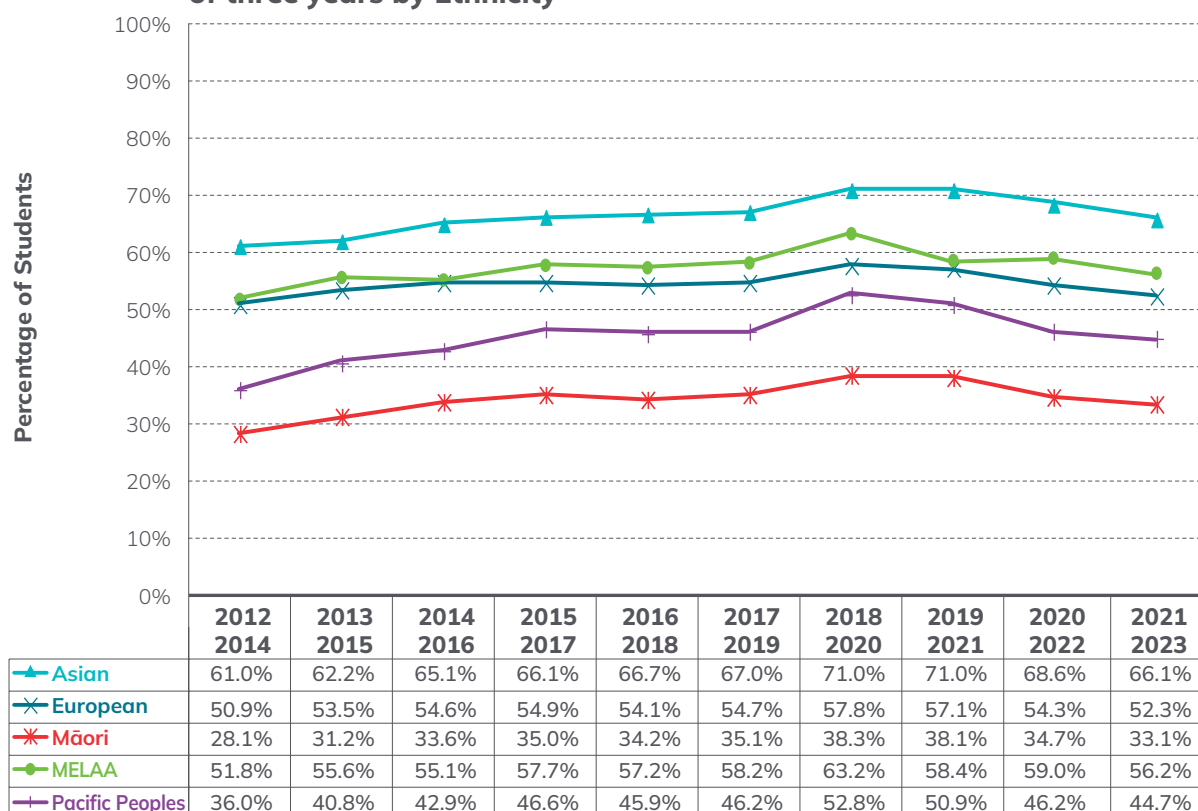


Figure 21. NCEA Level 3 attainment rates by Ethnicity for the Tracked Year 11 cohorts 2012 to 2021 at the end of three years.

Tracked Year 11 Cohort attainment of University Entrance at the end of three years by Ethnicity

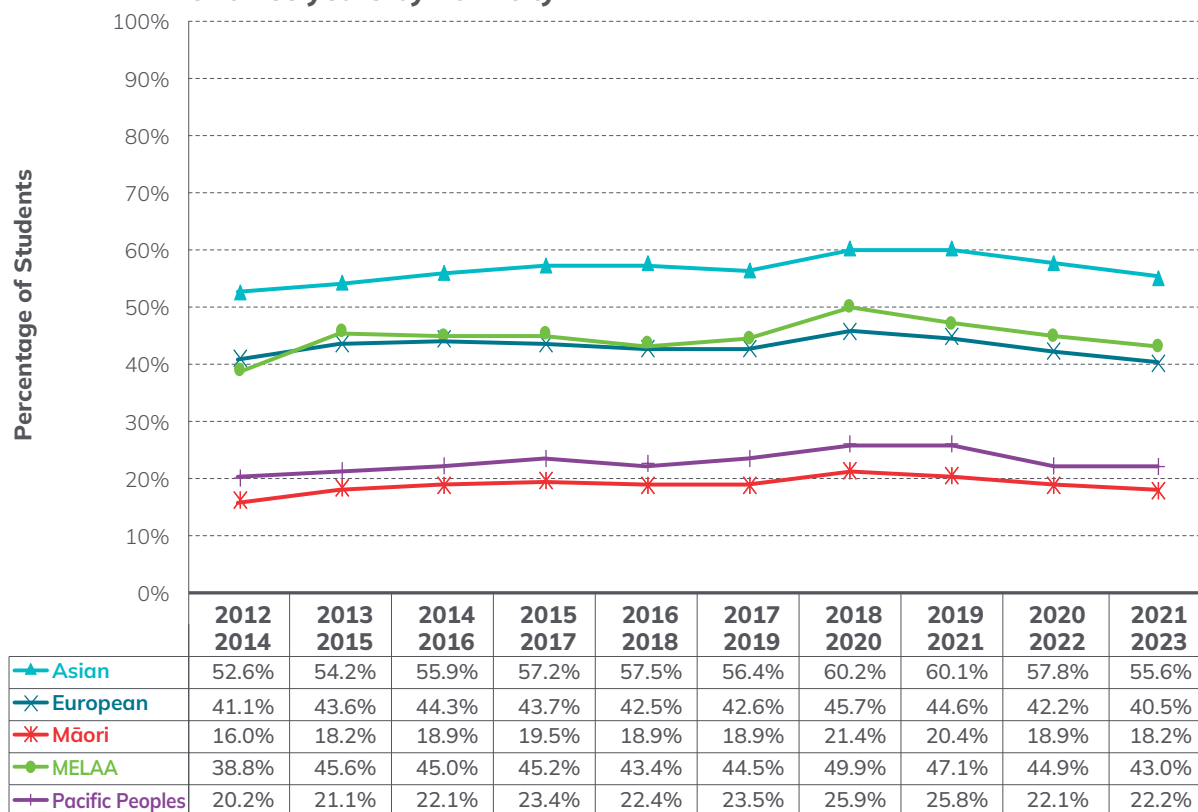


Figure 22. University Entrance attainment rates by Ethnicity for the Tracked Year 11 cohort 2012 to 2021 at the end of three years.

Statistics by Socio-Economic Barriers to Attainment (School Equity Index Group)

Figures 23-26 show the attainment rates of NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance for the Tracked Year 11 cohort by socio-economic barriers to attainment (School Equity Index Group), for the years 2019 to 2021. Attainment data by socio-economic barriers to attainment (School Equity Index Group) is only available for the last five years, from 2019 onwards. Therefore, for the Tracked cohort measure, only three cohorts can be reported by School Equity Index Group, the 2019, 2020, and 2021 cohorts.

NCEA Level 1 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2021 at the end of three years

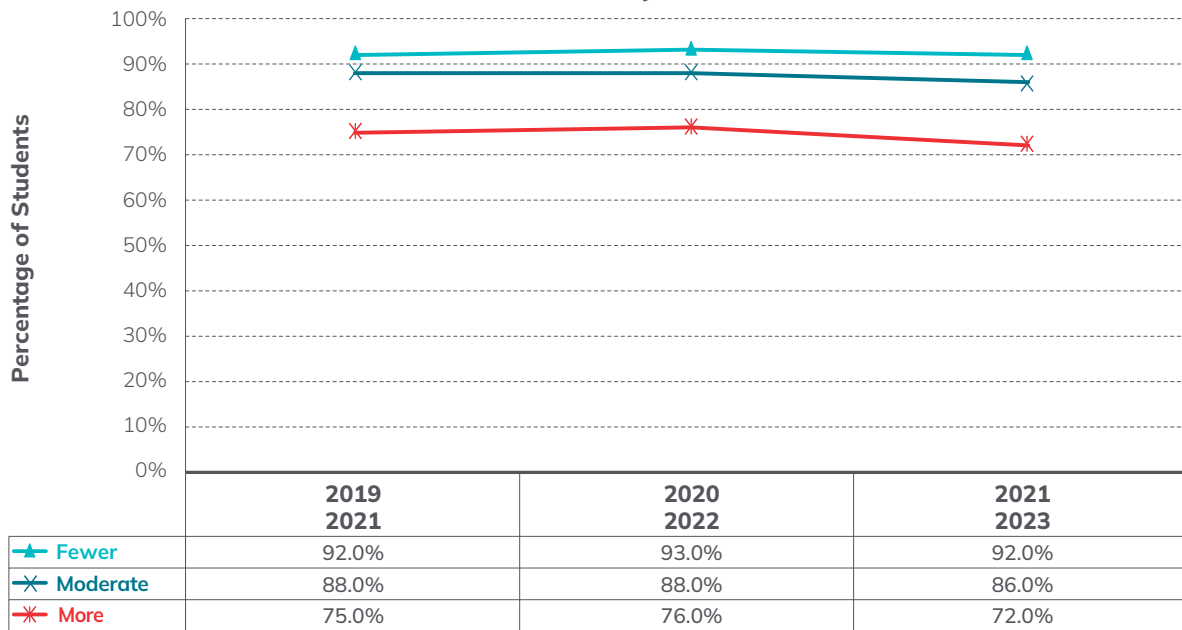


Figure 23. NCEA Level 1 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2021 at the end of three years.

NCEA Level 2 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2021 at the end of three years

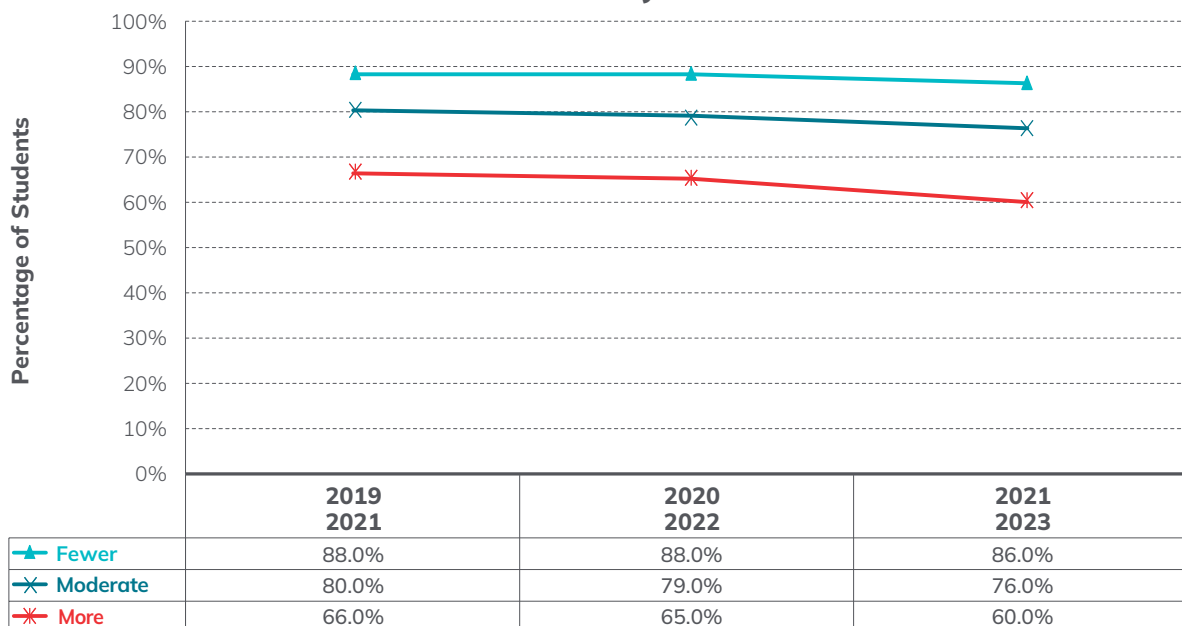


Figure 24. NCEA Level 2 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2021 at the end of three years.

NCEA Level 3 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2021 at the end of three years

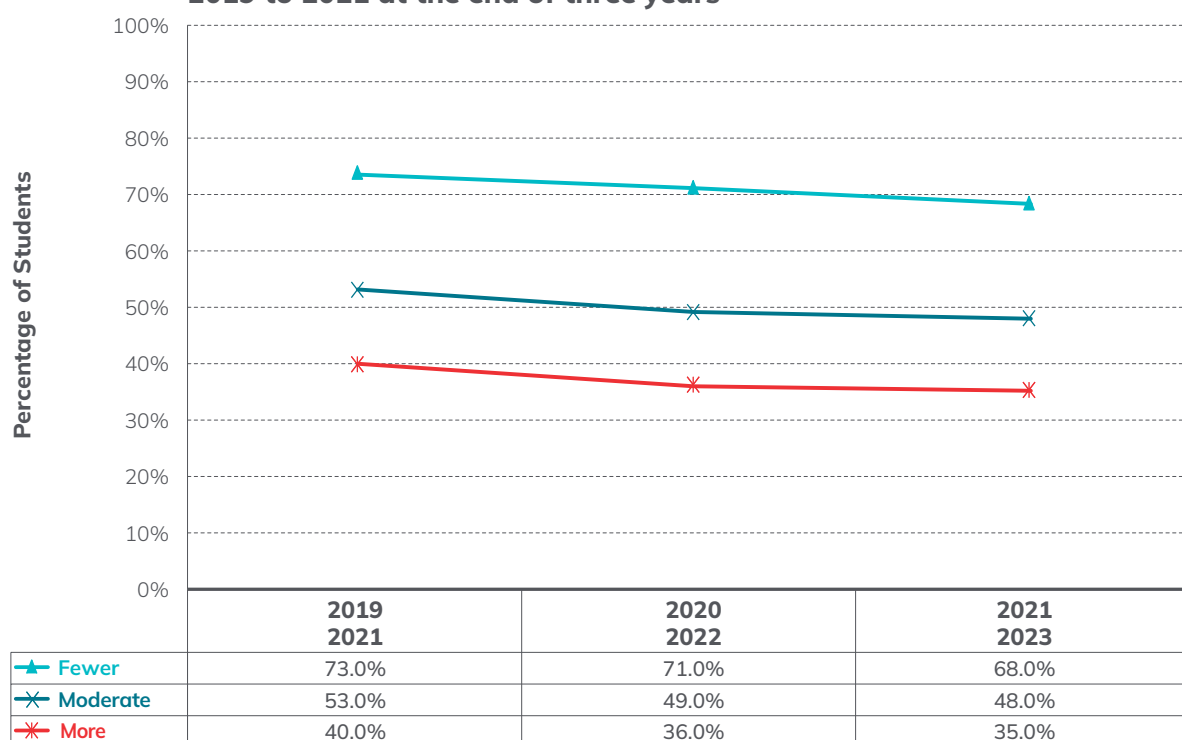


Figure 25. NCEA Level 3 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2021 at the end of three years.

University Entrance attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2021 at the end of three years

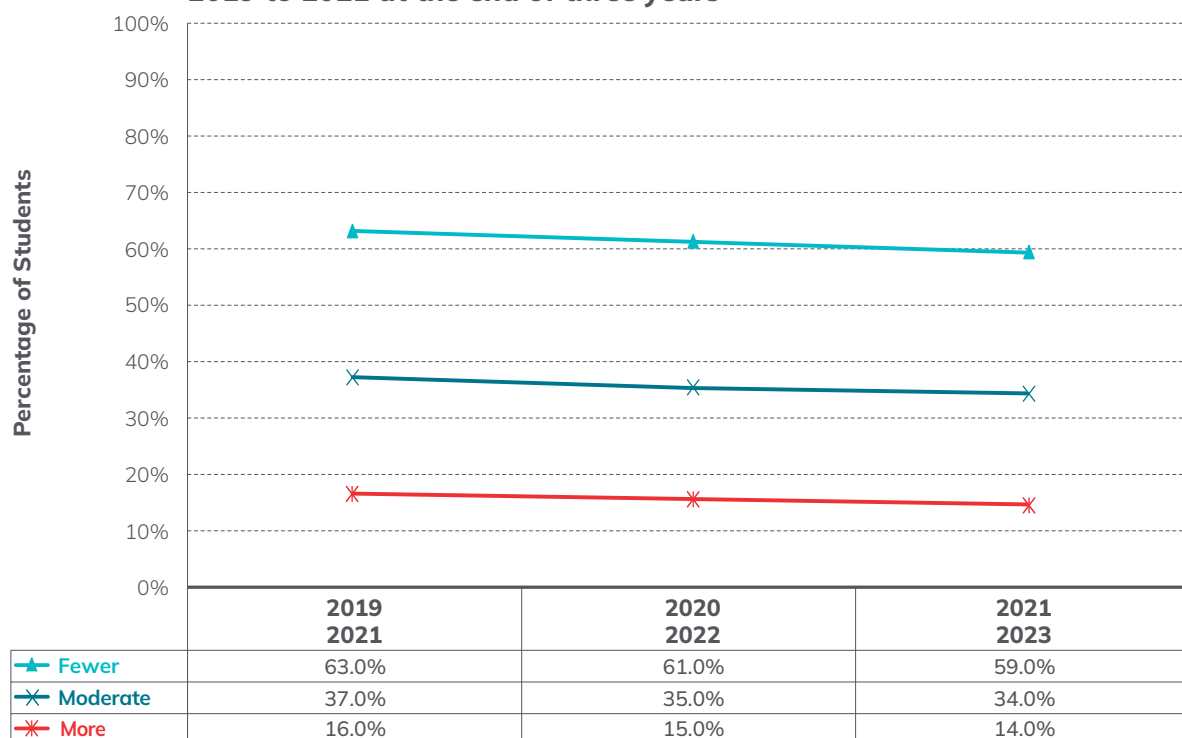


Figure 26. University Entrance attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2021 at the end of three years

**Literacy and Numeracy
requirements for NCEA
and University Entrance**

The literacy and numeracy statistics of NCEA Level 1 are based on the Year 11 Enrolment-based cohort.

Literacy requirements

For NCEA Level 1, the requirement for literacy is a minimum of 10 credits. In 2023, this requirement could either be met by:

- Achieving all three literacy unit standards; or by
- Achieving 10 or more credits from the approved list of assessment standards and the three English for Academic Purposes unit standards. In 2023, this included the transition year co-requisite reading, writing and te reo matatini standards.

Numeracy requirements

For both NCEA Level 1 and University Entrance, the numeracy requirement is a minimum of 10 credits. In 2023, this requirement could either be met by:

- Achieving all three numeracy unit standards; or by
- Achieving 10 or more credits from the approved list of assessment standards. In 2023, this included the transition year co-requisite numeracy and pāngarau standards.

For further information on the current literacy and numeracy requirements, please refer to the NZQA website:

<https://www2.nzqa.govt.nz/ncea/subjects/litnum/>

Literacy and Numeracy for NCEA Level 1

Table 2 shows the percentage of Year 11 students attaining NCEA Level 1 Literacy and Numeracy³ by the end of each year.

Year	Literacy	Numeracy
2014	85.3%	82.9%
2015	86.4%	84.6%
2016	86.5%	85.1%
2017	87.1%	85.5%
2018	86.2%	84.4%
2019	85.5%	83.4%
2020	85.1%	83.6%
2021	83.6%	82.5%
2022	81.6%	80.8%
2023	82.8%	82.3%

Table 2. Overall percentage of Year 11 students attaining NCEA Level 1 Literacy and Numeracy by the end of Year 11.

³ Literacy and Numeracy attainment in 2021 and 2022 includes results from the co-requisite Reading, Writing, Te Reo Matatini and Pāngarau pilot standards. Literacy and Numeracy attainment in 2023 includes results from the co-requisite Reading, Writing, Te Reo Matatini and Pāngarau standards.

Literacy and Numeracy for University Entrance

In addition to the attainment of literacy and numeracy requirements of NCEA Level 1, attainment of the literacy and numeracy requirements of University Entrance is also reported.

For University Entrance, 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

The literacy and numeracy statistics of University Entrance are based on the Year 13 Enrolment-based cohort.

Table 3 shows the percentages of Year 13 students achieving the literacy and numeracy requirements for the University Entrance award⁴. For University Entrance, the numeracy percentages are not comparable to the numeracy percentages for NCEA Level 1 reported earlier (refer to Table 1), as the cohorts used are different, i.e. these University Entrance statistics use the Year 13 Enrolment-based Student cohort, whereas the Level 1 numeracy statistics used a Year 11 Enrolment-based Student cohort.

Year	Literacy	Numeracy
2014	73.8%	91.7%
2015	73.4%	92.7%
2016	69.9%	93.1%
2017	70.2%	93.7%
2018	70.5%	93.8%
2019	70.4%	94.0%
2020	70.7%	93.7%
2021	69.5%	93.6%
2022	69.1%	93.3%
2023	69.4%	93.0%

Table 3. Overall percentage of Year 13 students attaining University Entrance Literacy and Numeracy by the end of Year 13.

⁴ UE Numeracy attainment in 2021 and 2022 includes results from the Numeracy, and Pāngarau pilot standards. UE numeracy attainment in 2023 includes results from the Numeracy and Pāngarau standards.



**NCEA Certificate
Endorsement**

Certificate Endorsement with Merit or Excellence for NCEA Levels 1, 2 and 3 was introduced in 2007 to recognise students' higher attainment. To be awarded an Excellence endorsement, students must achieve 50 or more credits at Excellence. To be awarded a Merit endorsement, students must achieve 50 or more credits with Merit or above⁵.

The attainment rate of certificate endorsement is the percentage of students who achieved an NCEA certificate with an endorsement in the same year⁶. The denominator for these percentages is the number of students who achieved the qualification.

Figures 27-29 show the percentages of students who achieved NCEA Levels 1, 2, or 3 with Merit or Excellence endorsement. Table 4 shows the certificate endorsements attained by students in 2023 by region.

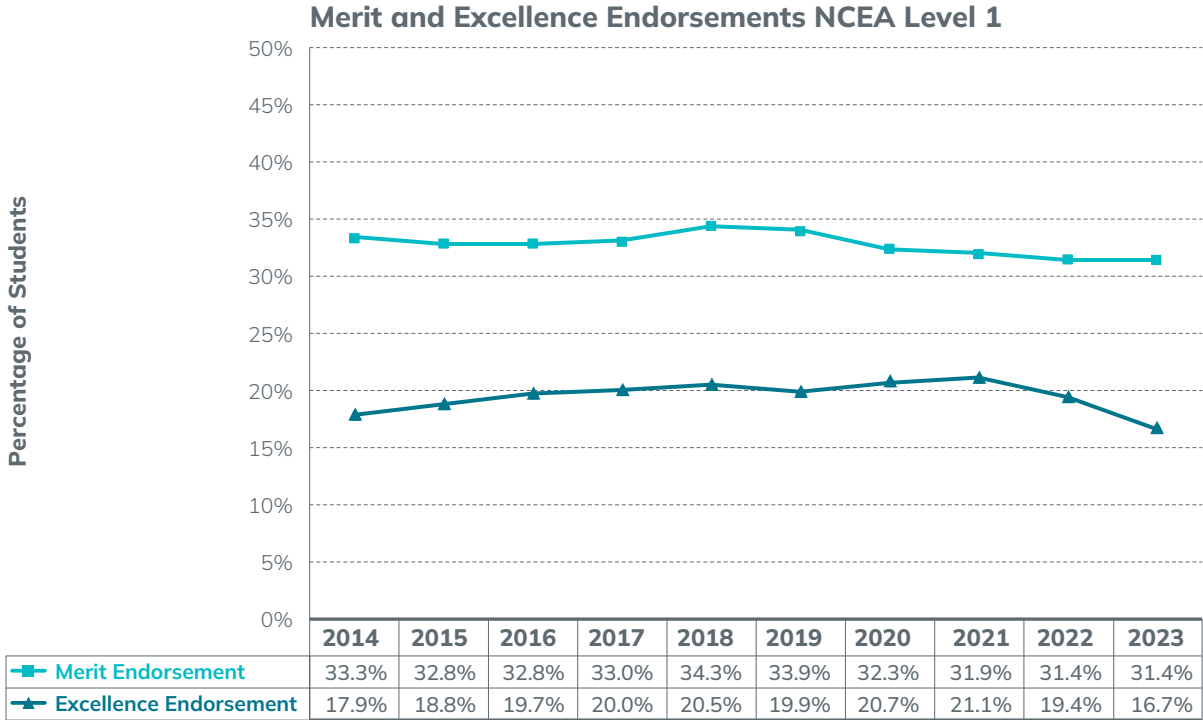


Figure 27. NCEA Level 1 Endorsements attained by Year 11 students with NCEA Level 1.

5 In 2020, 2021, and 2022 changes were made to the rules for Certificate Endorsement (see Specific notes about 2020, 2021, and 2022 attainment on pages 7, 8 and 9).

6 Only endorsements gained in the same year as the qualification are included in this report. The number of credits required to gain an endorsement may be accumulated over several years. This makes it possible for candidates to add an endorsement to an NCEA Certificate that was achieved in a prior year(s).

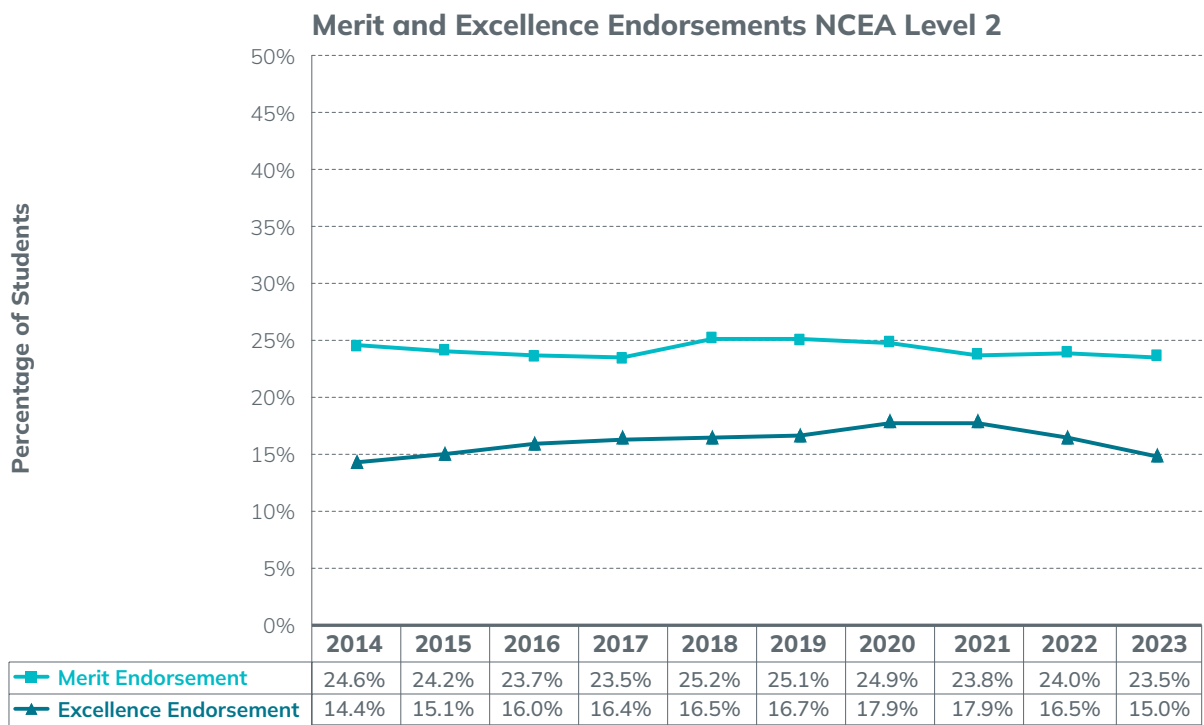


Figure 28. NCEA Level 2 Endorsements attained by Year 12 students with NCEA Level 2.

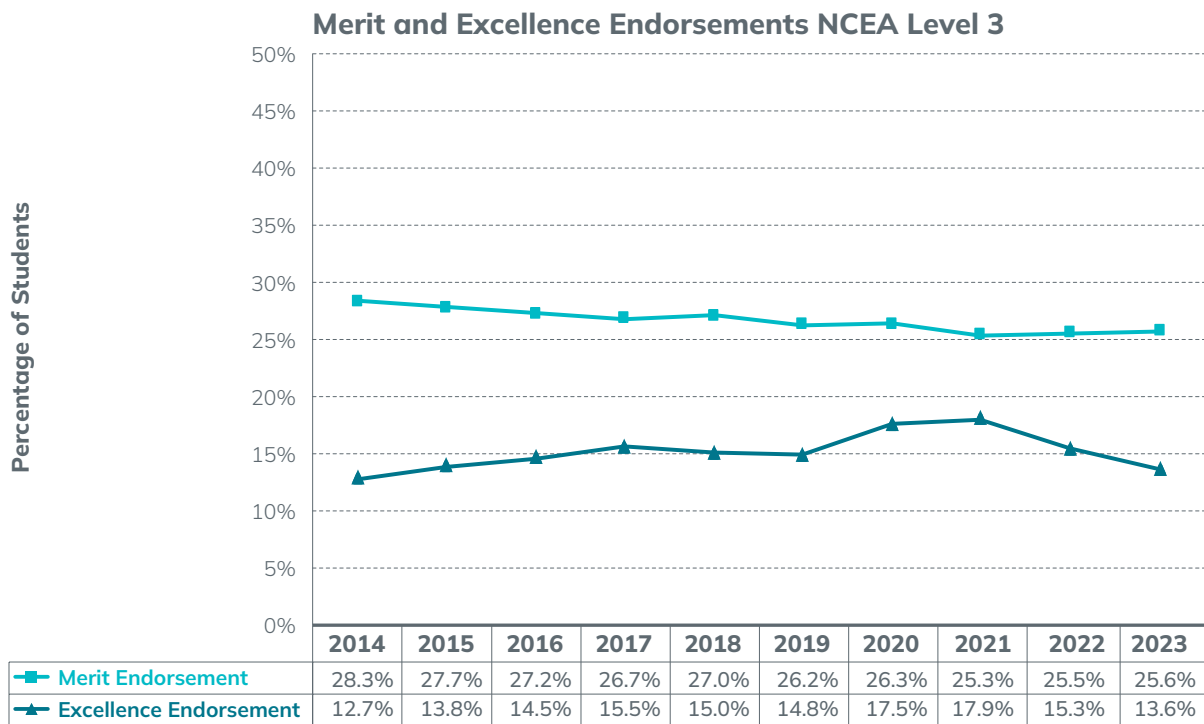


Figure 29. NCEA Level 3 Endorsements attained by Year 13 students with NCEA Level 3.

Table 4 shows the endorsements attained by students in 2023 by region.

Region	Year 11 with NCEA Level 1		Year 12 with NCEA Level 2		Year 13 with NCEA Level 3	
	Merit Endorsement	Excellence Endorsement	Merit Endorsement	Excellence Endorsement	Merit Endorsement	Excellence Endorsement
Auckland	34.1%	19.9%	27.1%	17.3%	27.9%	15.4%
Bay of Plenty	27.8%	14.7%	19.7%	14.5%	21.2%	15.0%
Canterbury	32.3%	17.4%	23.6%	15.7%	26.3%	12.7%
Gisborne	28.3%	9.4%	17.9%	9.9%	16.9%	9.3%
Hawke's Bay	30.4%	14.3%	23.2%	12.6%	22.9%	11.7%
Manawatu-Whanganui	28.0%	11.9%	19.7%	9.9%	22.2%	10.0%
Marlborough	29.3%	13.3%	15.9%	11.0%	19.3%	7.9%
Nelson	30.8%	17.6%	25.1%	17.8%	26.8%	13.1%
Northland	23.1%	8.4%	15.6%	9.6%	20.0%	7.9%
Otago	33.7%	19.2%	24.6%	17.7%	27.7%	13.5%
Southland	28.1%	16.9%	19.1%	11.6%	24.6%	13.4%
Taranaki	23.9%	14.1%	20.1%	11.4%	22.2%	10.8%
Tasman	27.9%	15.3%	25.7%	10.3%	21.7%	7.8%
Waikato	27.5%	11.8%	18.6%	10.3%	22.5%	13.5%
Wellington	36.0%	18.7%	25.5%	17.2%	27.3%	13.1%
West Coast	17.9%	7.1%	11.9%	7.1%	15.1%	10.1%
Other	33.3%	18.2%	16.0%	14.6%	18.4%	9.5%

Table 4. NCEA Year 11 Level 1, Year 12 Level 2, and Year 13 Level 3 endorsements by region.

Statistics by Gender

Figures 30-35 show the percentages of male and female students who attained either Merit or Excellence endorsement at each NCEA level. Only students reported as male or female have been included in these figures.

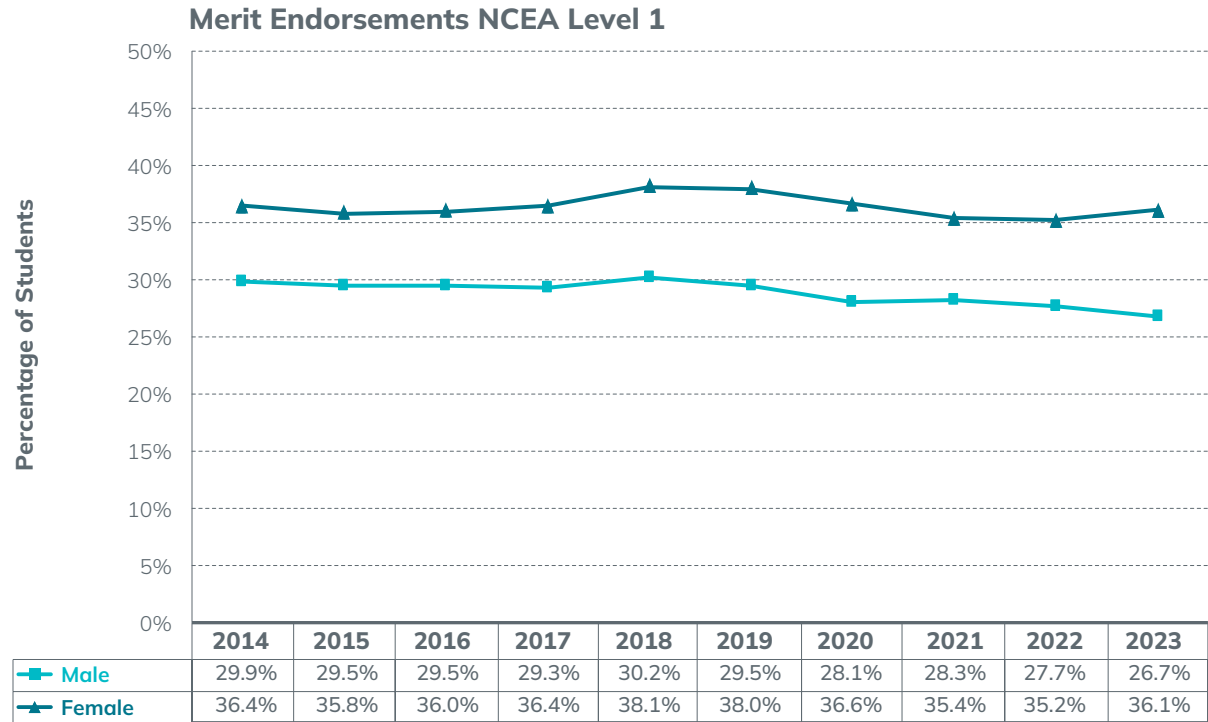


Figure 30. NCEA Level 1 Merit Endorsements achieved by Year 11 students with NCEA Level 1 by Gender.

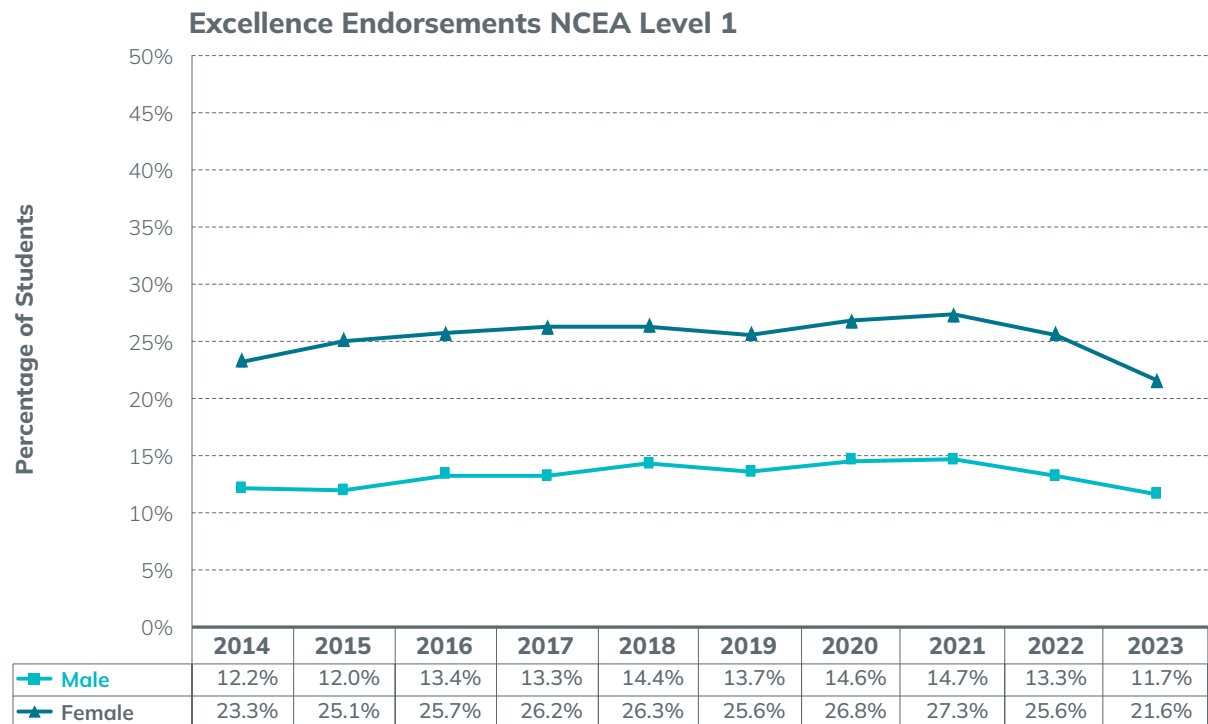


Figure 31. NCEA Level 1 Excellence Endorsements achieved by Year 11 students with NCEA Level 1 by Gender.

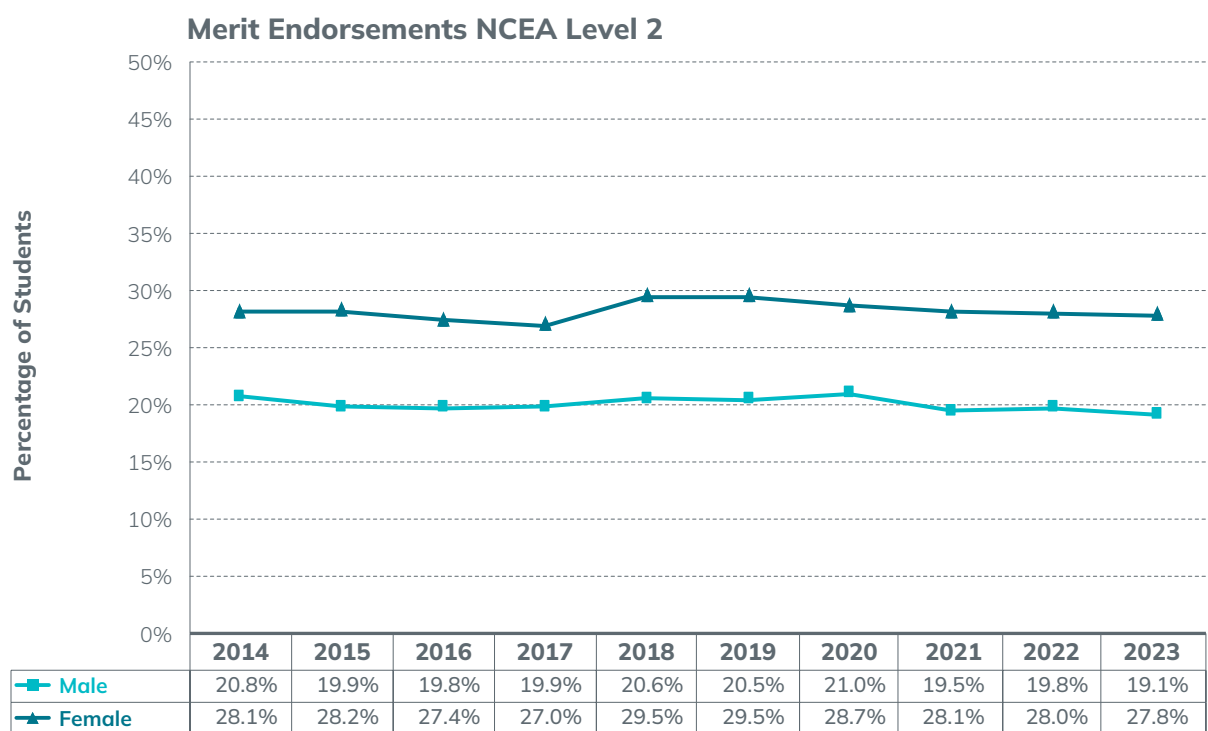


Figure 32. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by Gender.

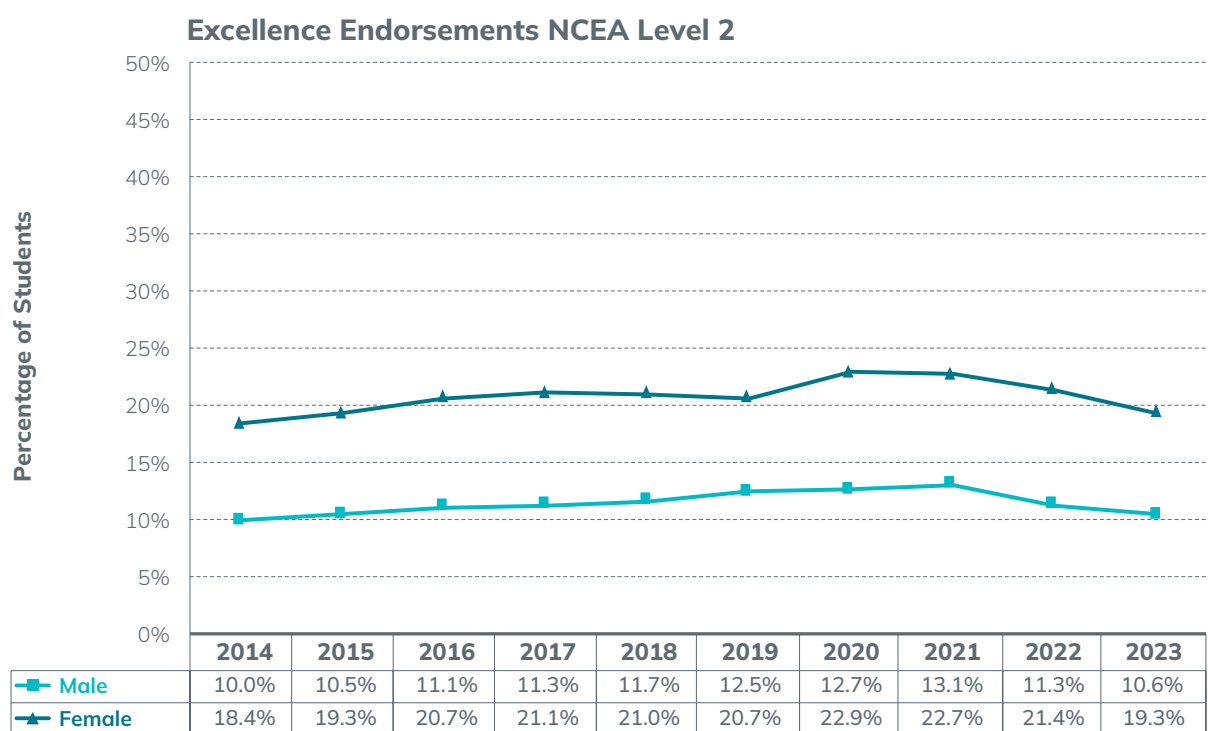


Figure 33. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by Gender.

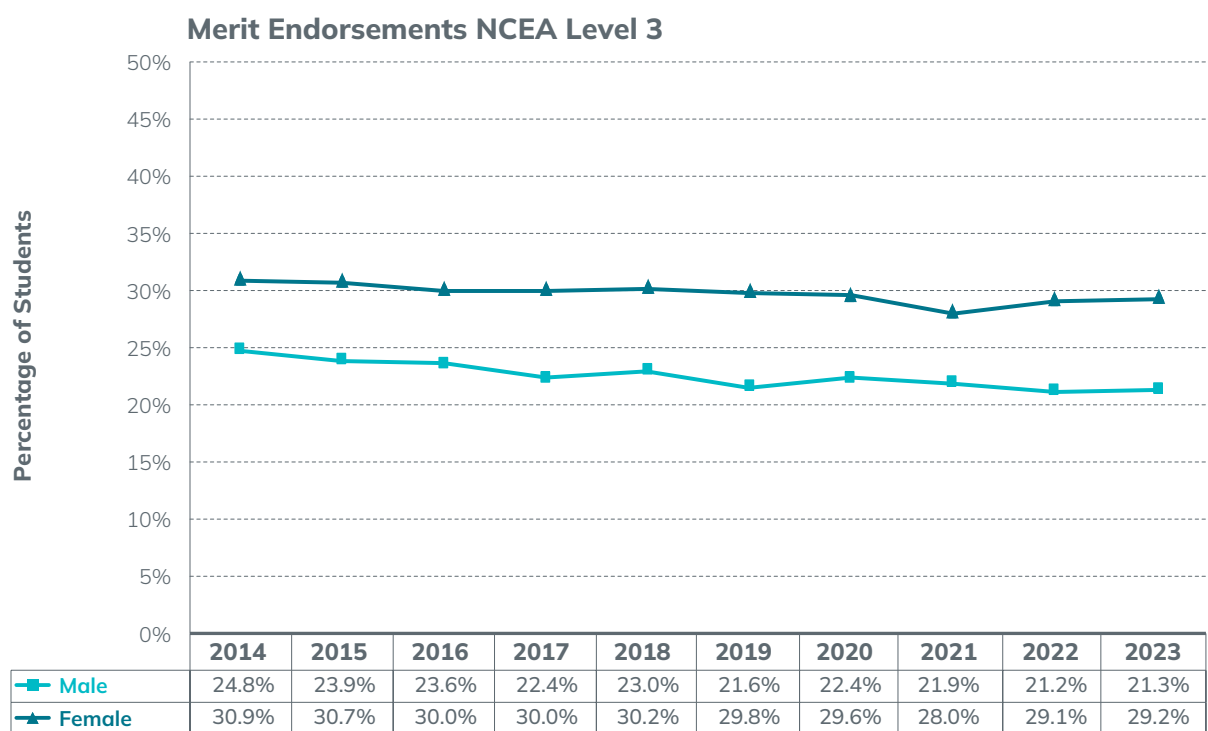


Figure 34. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by Gender.

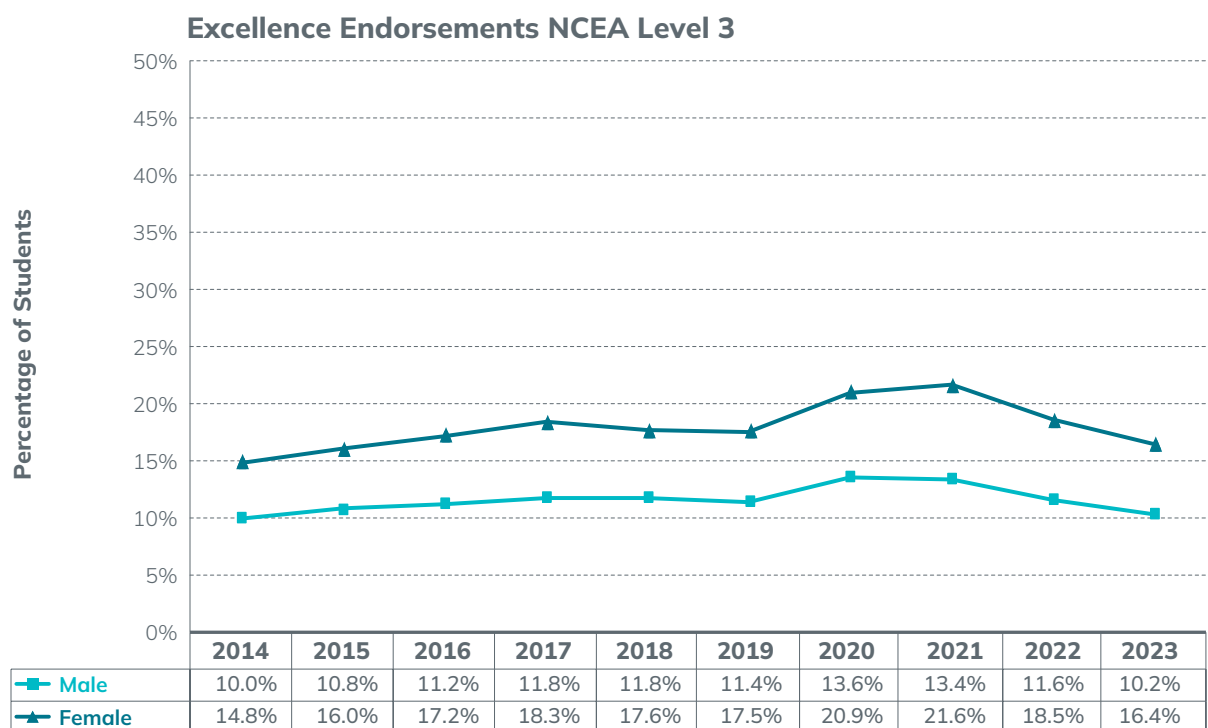


Figure 35. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by Gender.

Statistics by Ethnicity

Figures 36-41 show the percentage of Asian, European, Māori, Pacific and Middle Eastern/Latin American/African (MELAA) students who achieved Merit or Excellence Endorsements at each level of NCEA.

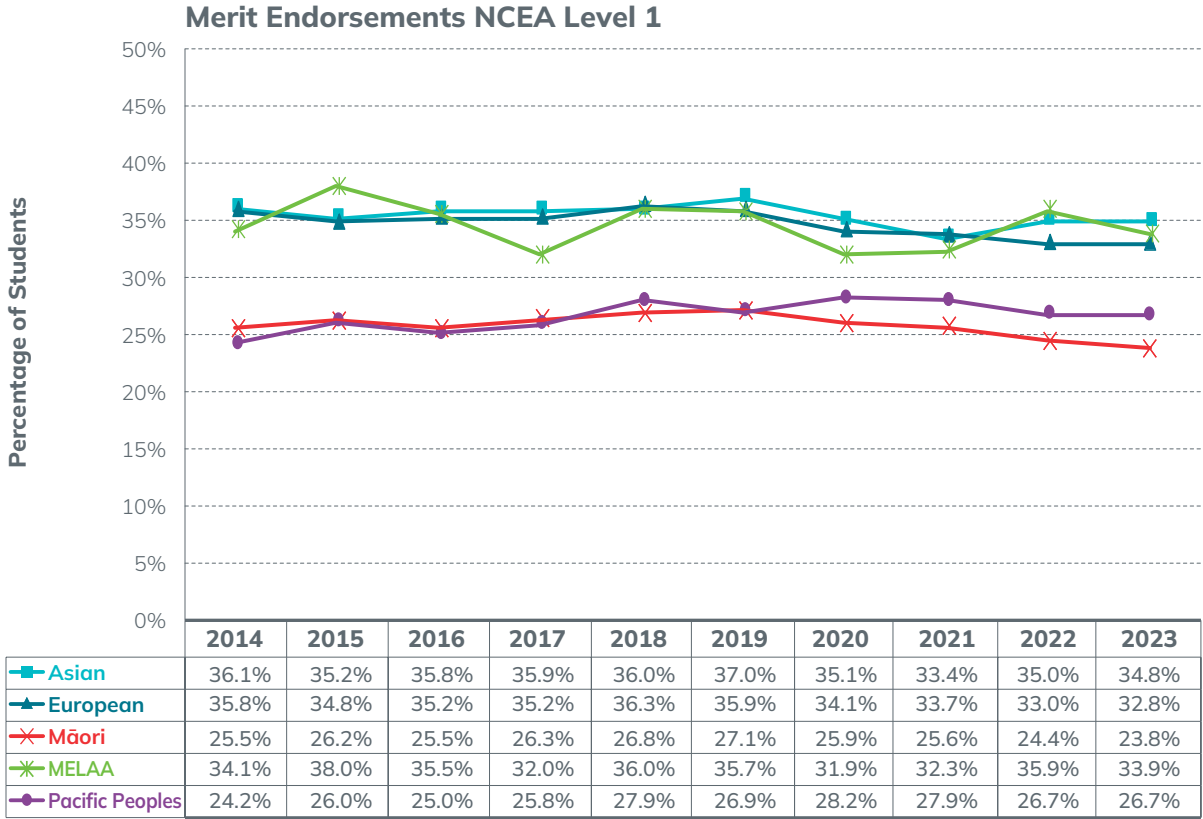


Figure 36. NCEA Level 1 Merit Endorsements achieved by Year 11 students with NCEA Level 1 by Ethnicity.

Excellence Endorsements NCEA Level 1

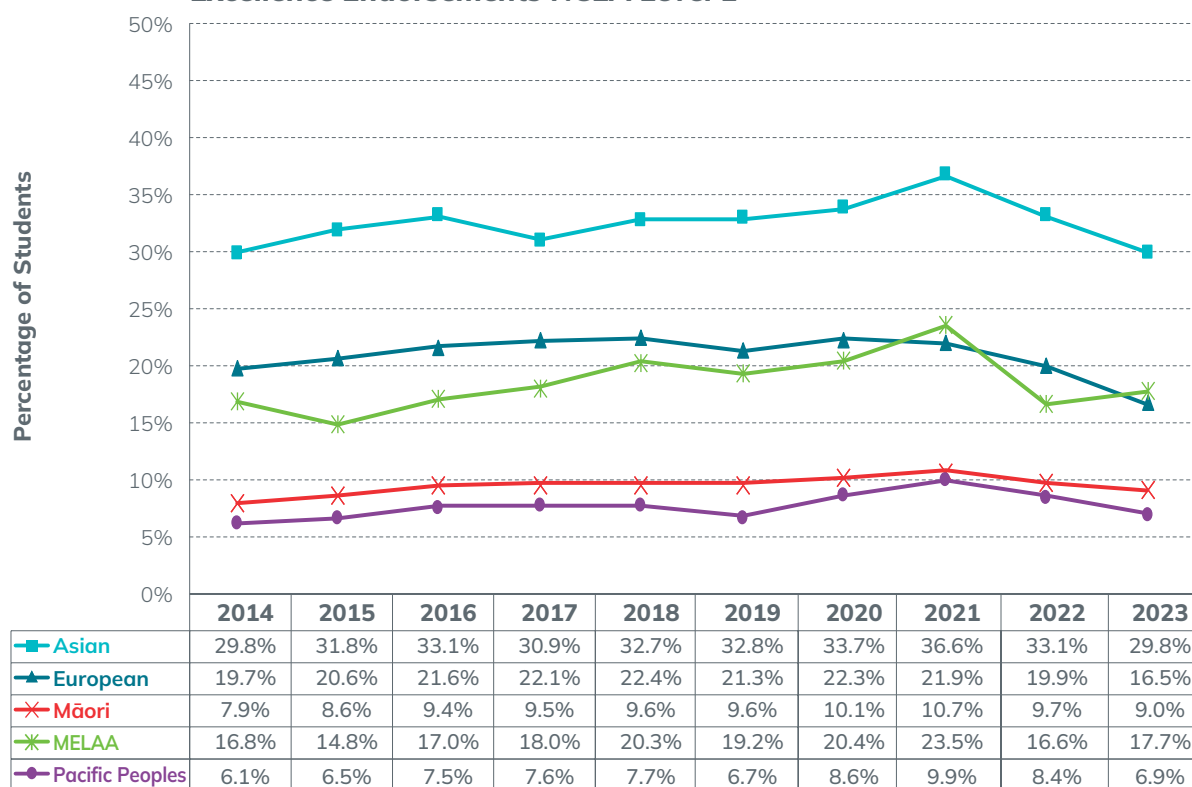


Figure 37. NCEA Level 1 Excellence Endorsements achieved by Year 11 students with NCEA Level 1 by Ethnicity.

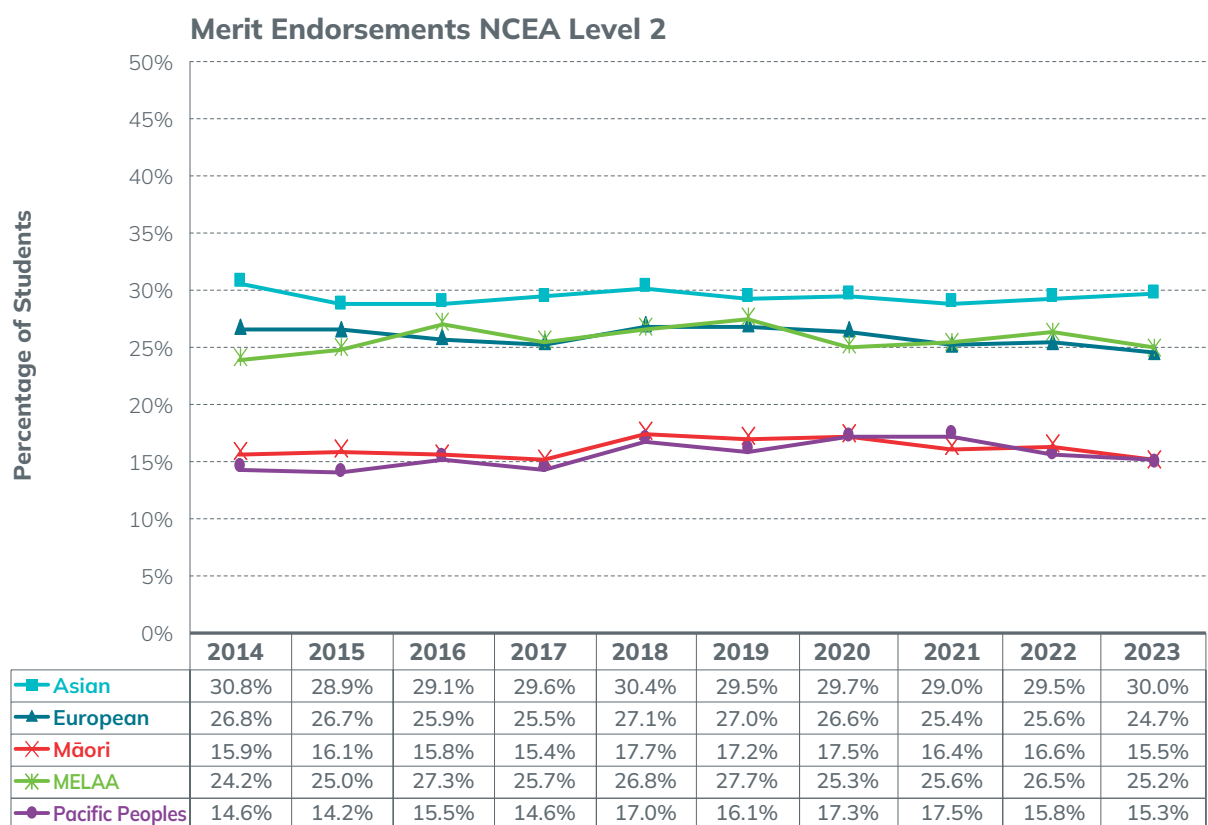


Figure 38. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by Ethnicity.

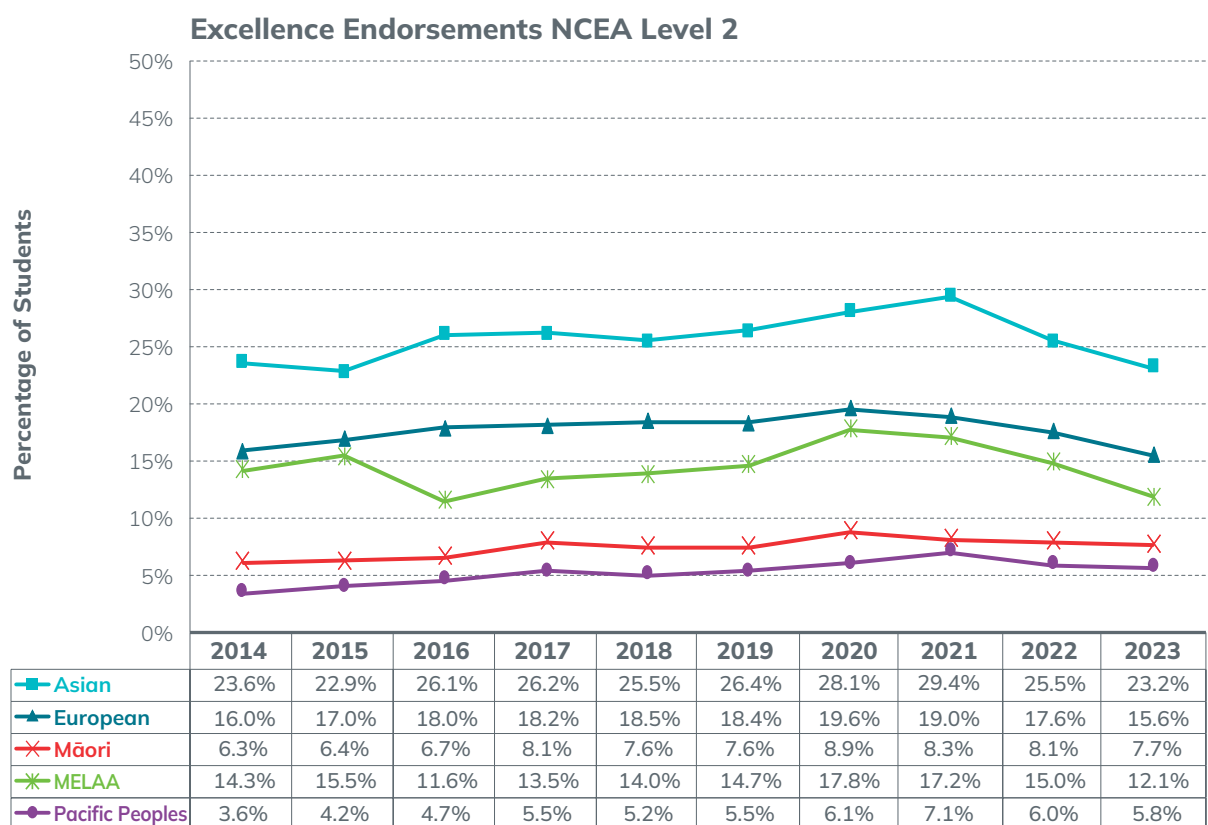


Figure 39. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by Ethnicity.

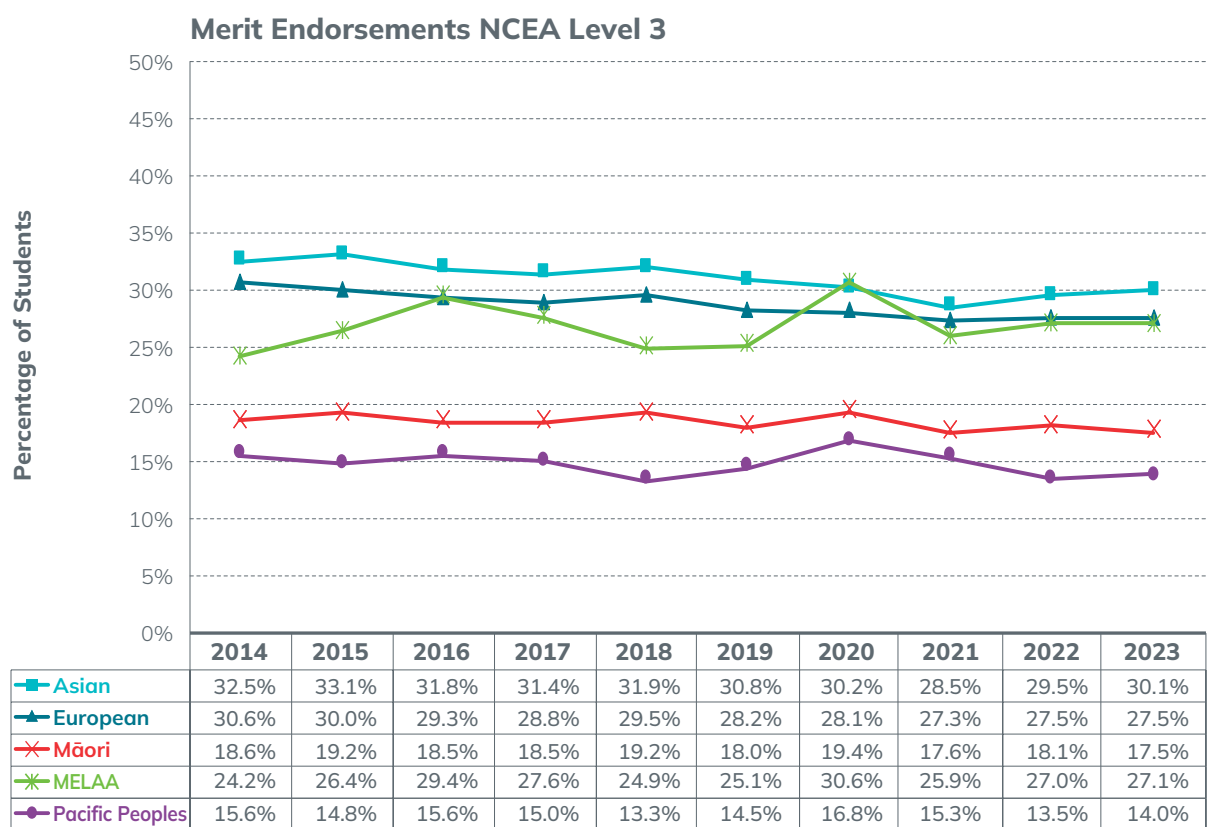


Figure 40. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by Ethnicity.

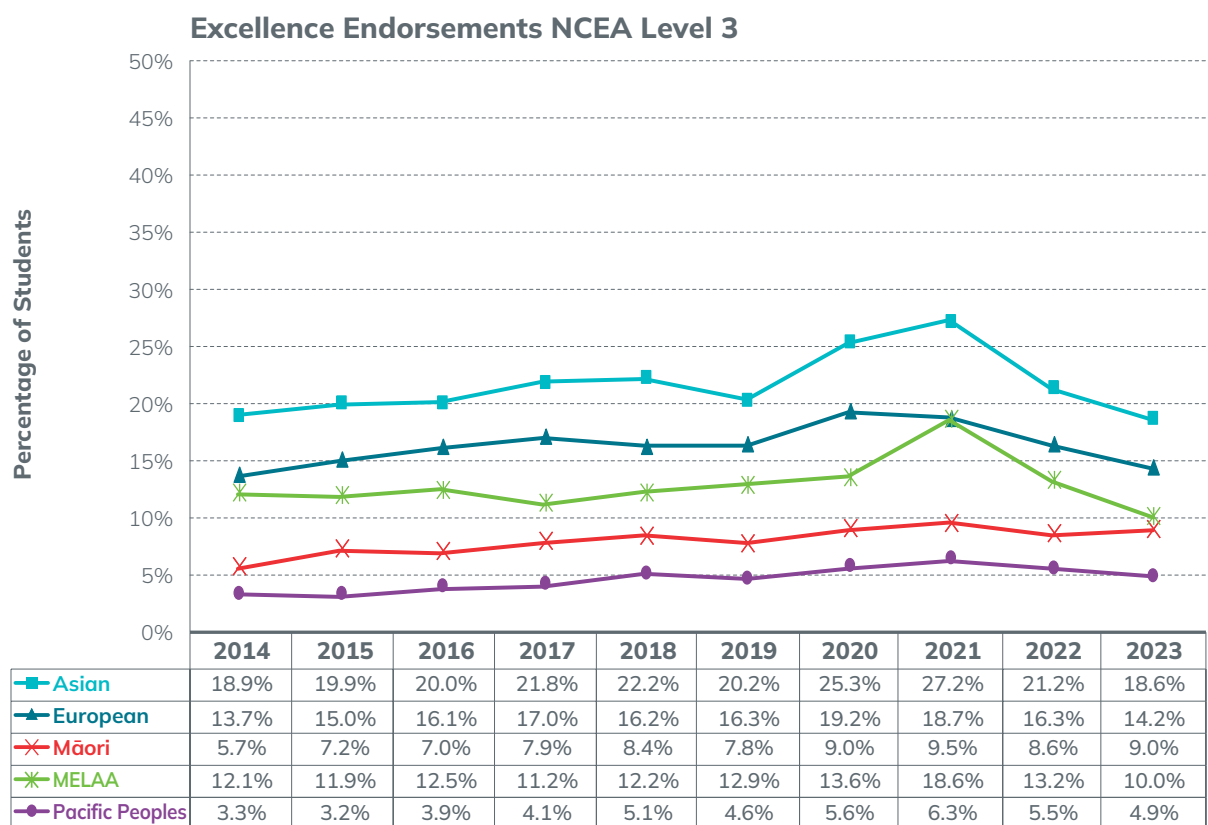


Figure 41. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by Ethnicity.

Statistics by Socio-Economic Barriers to Attainment (School Equity Index Group)

Figures 42-47 show the percentages of students by socio-economic barriers to attainment (School Equity Index Group) who achieved Merit or Excellence Endorsements at each NCEA level.

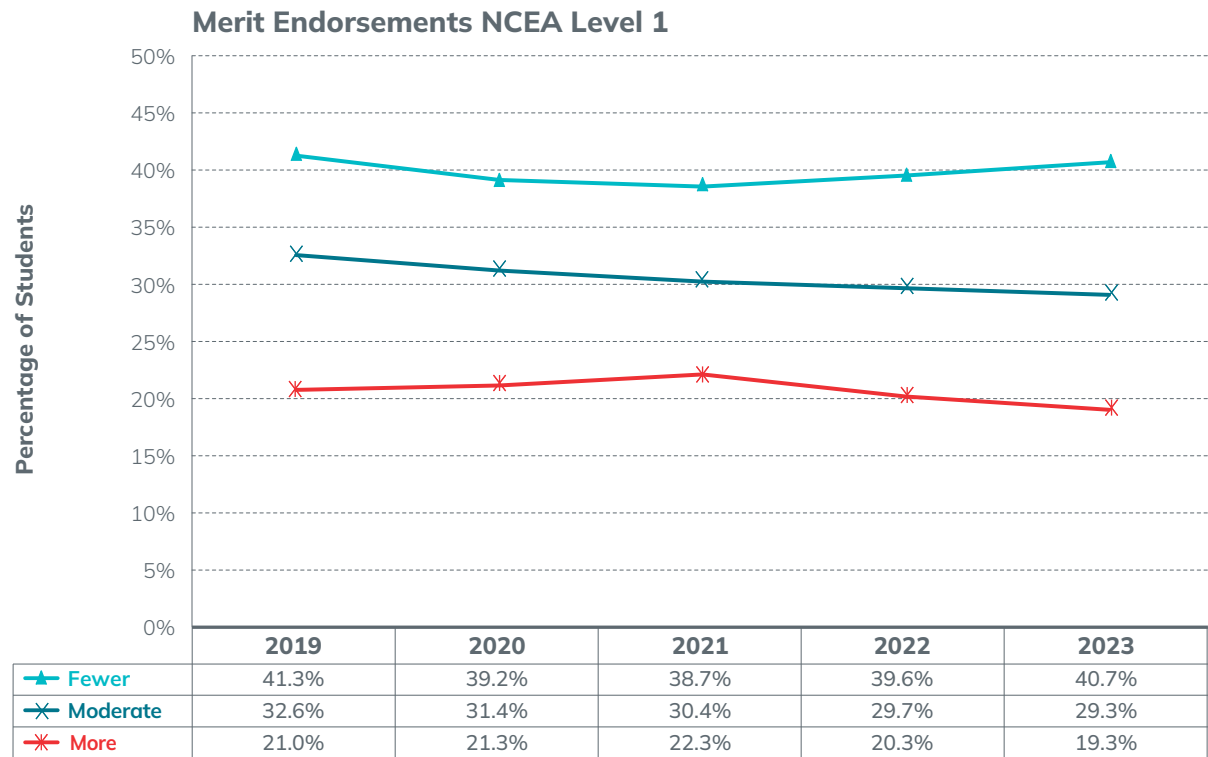


Figure 42. NCEA Level 1 Merit Endorsements achieved by Year 11 students with NCEA Level 1 by socio-economic barriers to attainment (School Equity Index Group).

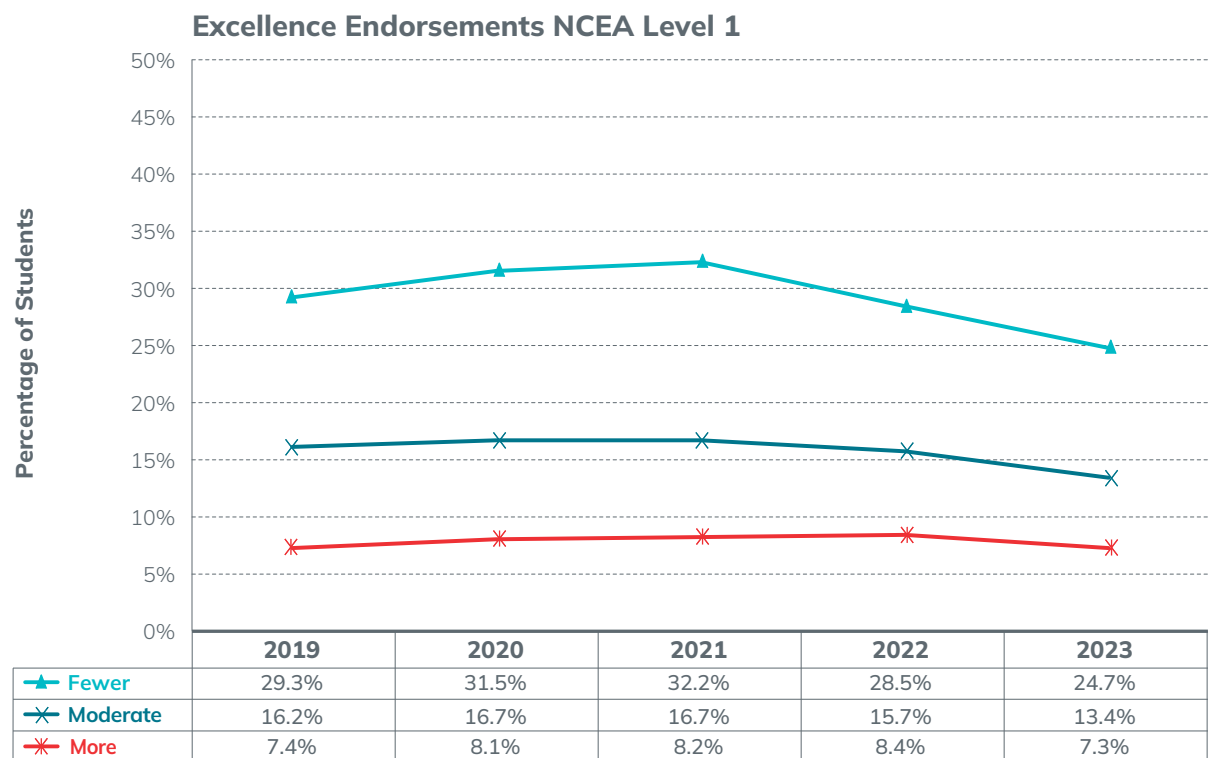


Figure 43. NCEA Level 1 Excellence Endorsements achieved by Year 11 students with NCEA Level 1 by socio-economic barriers to attainment (School Equity Index Group).

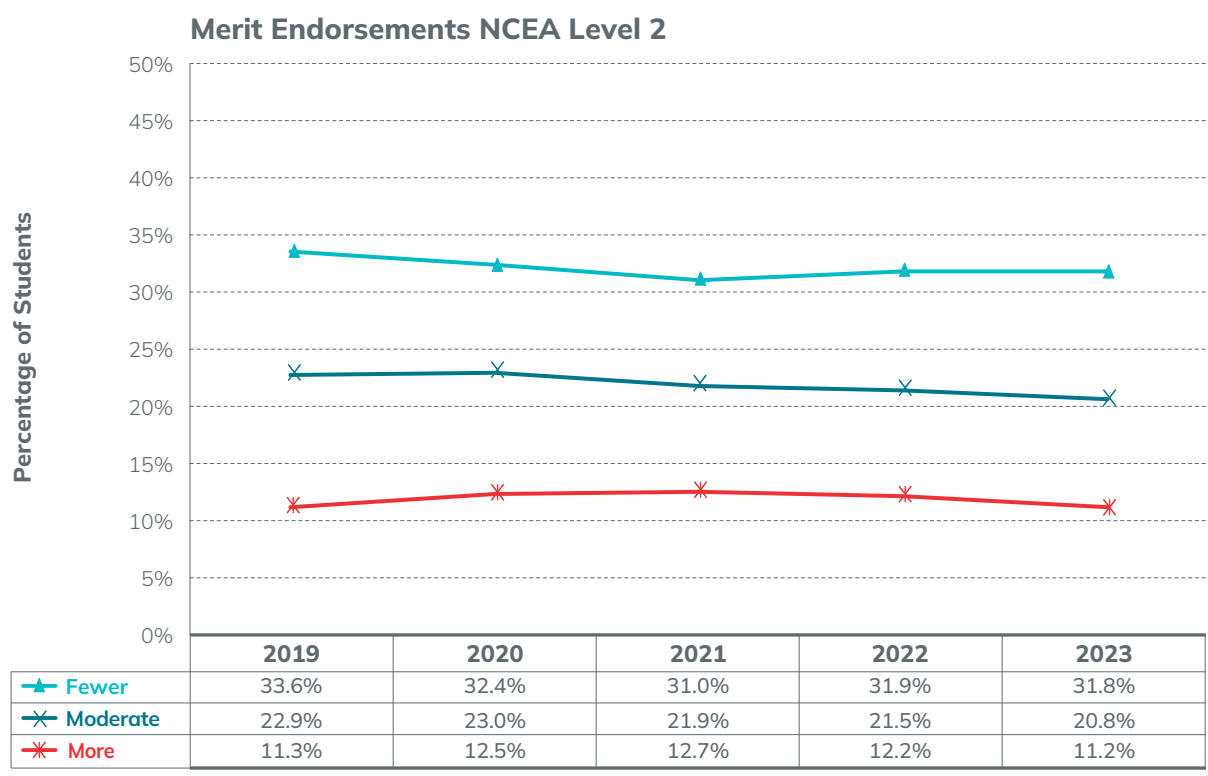


Figure 44. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by socio-economic barriers to attainment (School Equity Index Group).

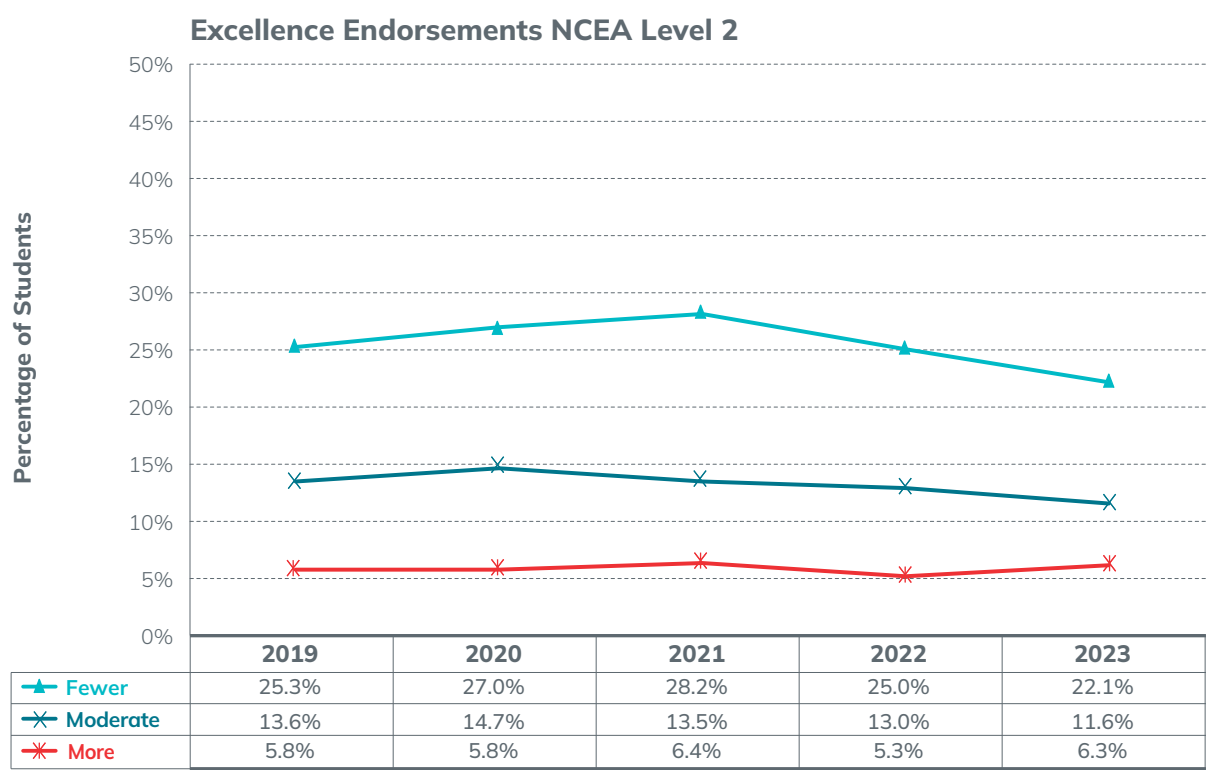


Figure 45. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by socio-economic barriers to attainment (School Equity Index Group).

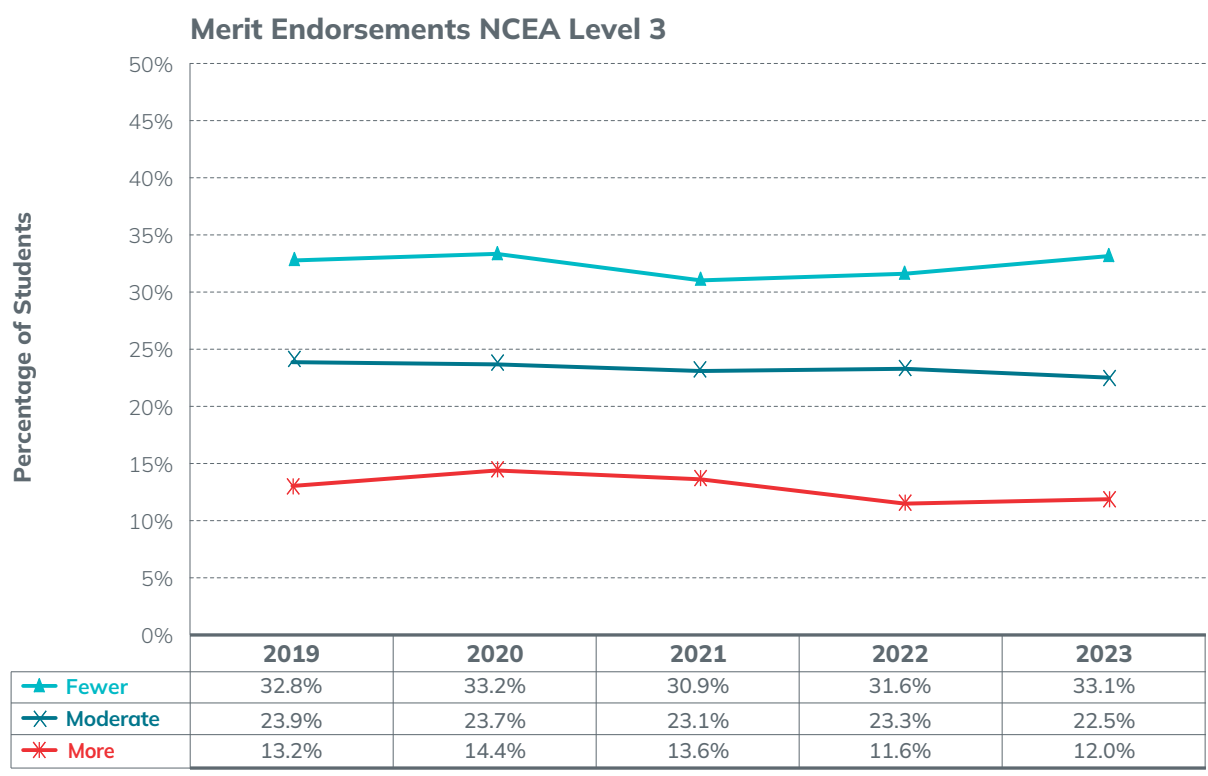


Figure 46. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by socio-economic barriers to attainment (School Equity Index Group).

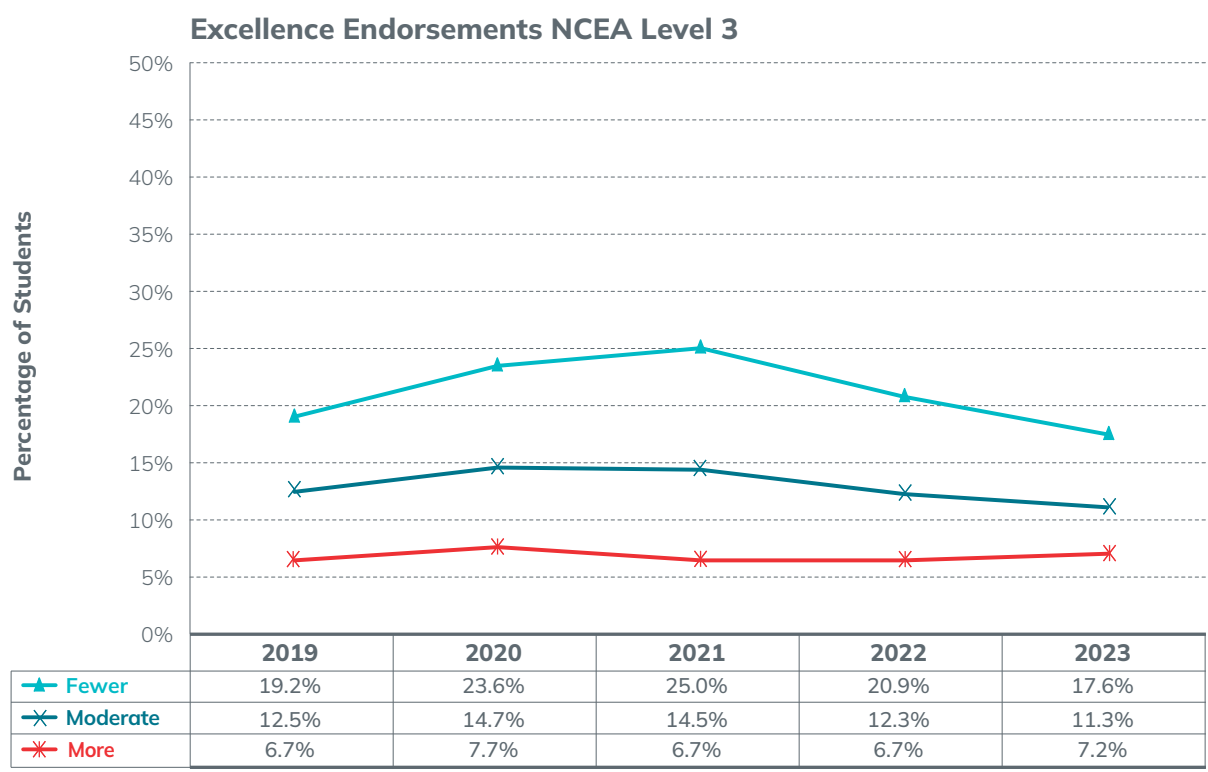


Figure 47. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by socio-economic barriers to attainment (School Equity Index Group).



Course

Endorsement

Schools create courses based on the English-medium *The New Zealand Curriculum* and the Māori-medium curriculum, *Te Marautanga o Aotearoa*. 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 three types of Course Endorsements:

- Endorsement with Excellence
- Endorsement with Merit
- Endorsement with Achieved

To receive a Course Endorsement, a student must gain 14 credits or more at Excellence or Merit or Achieved 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 standards⁷.

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

From 2021, A Course Endorsement with Achieved is gained when at least 14 credits have a result of Achieved, or a mix of Achieved, Merit and Excellence results, and the required credits for externally and internally assessed standards.

A course may consist of 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, a student who takes a course consisting of 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 the course includes standards from Health and Biology. 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.

All percentages of students shown in this section (Figures 44-47) are based on the number of students in the Enrolment-based Cohort.

From 2021 onwards, courses have been able to be endorsed at Achieved. 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 no endorsement in one course, an Achieved in one course, a Merit for two courses and an Excellence for one course, then five is included in the total count of endorsable courses, one is included in the count of Achieved endorsements, two are included in the count of Merit endorsements, and one is included in the count of Excellence endorsements.

Figures 48-51 show the number of Achieved, Merit, and Excellence Course Endorsements expressed as a percentage of the total number of endorsable courses.

Added together, the 2023 Achieved, Merit, and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 65.3%, Year 12 of 60.5%, and Year 13 of 58.6%.

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

Achieved, Merit, and Excellence Course Endorsements by Year 11, Year 12, and Year 13 students

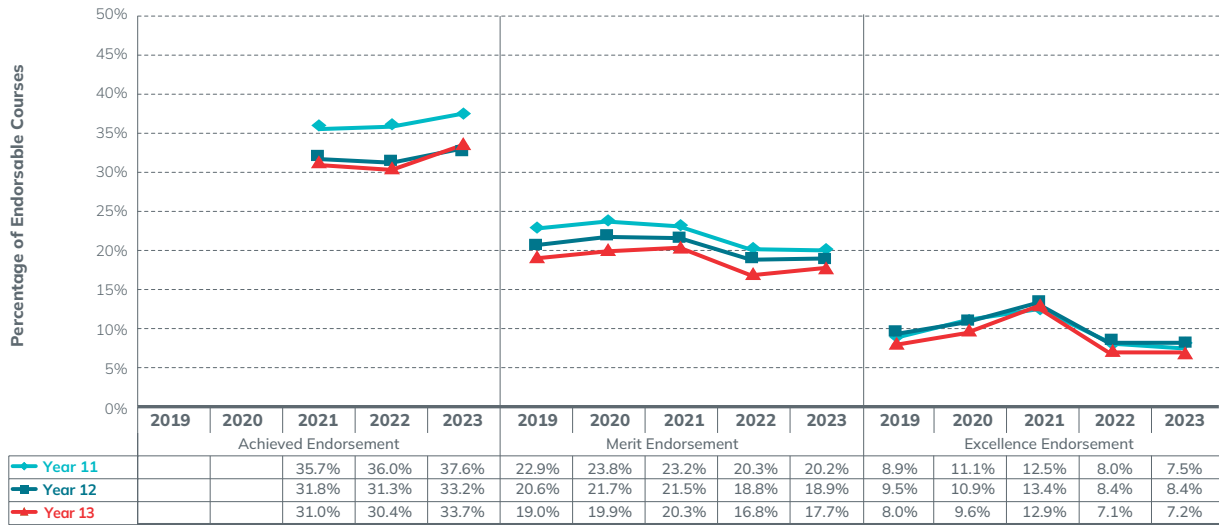


Figure 48. Course Endorsement rates attained by Years 11 to 13 students.

Figures 49-51 show the percentages of Achieved, Merit, and Excellence course endorsements by Gender, by Ethnicity, and by socio-economic barriers to attainment (School Equity Index Group).

Statistics by Gender

Only students reported as male or female have been included in these figures.

Achieved, Merit, and Excellence Course Endorsements by Gender

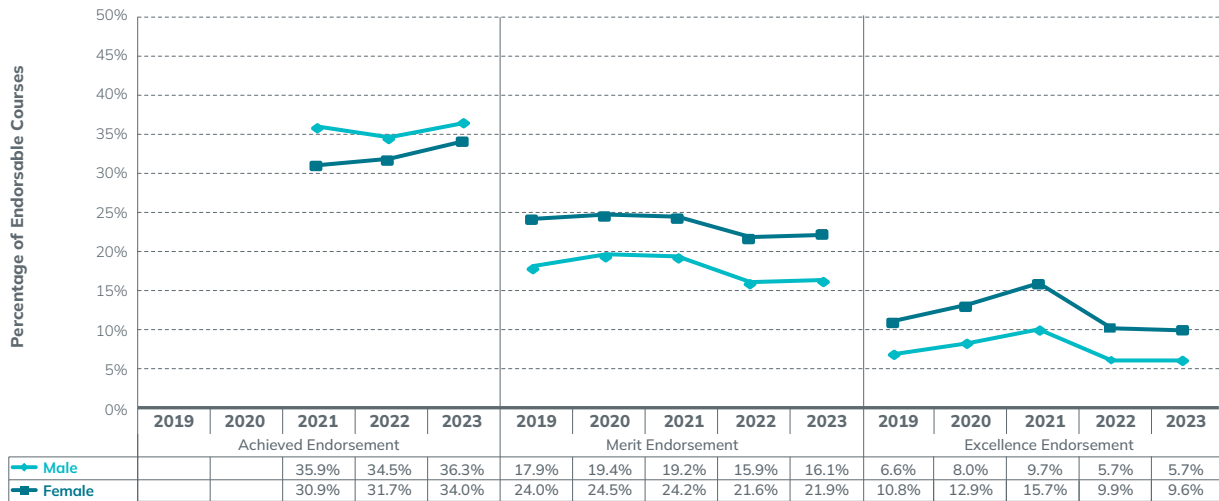


Figure 49. Course Endorsement attainment rates of Years 11 to 13 students by Gender.

Statistics by Ethnicity

Achieved, Merit, and Excellence Course Endorsements by Ethnicity

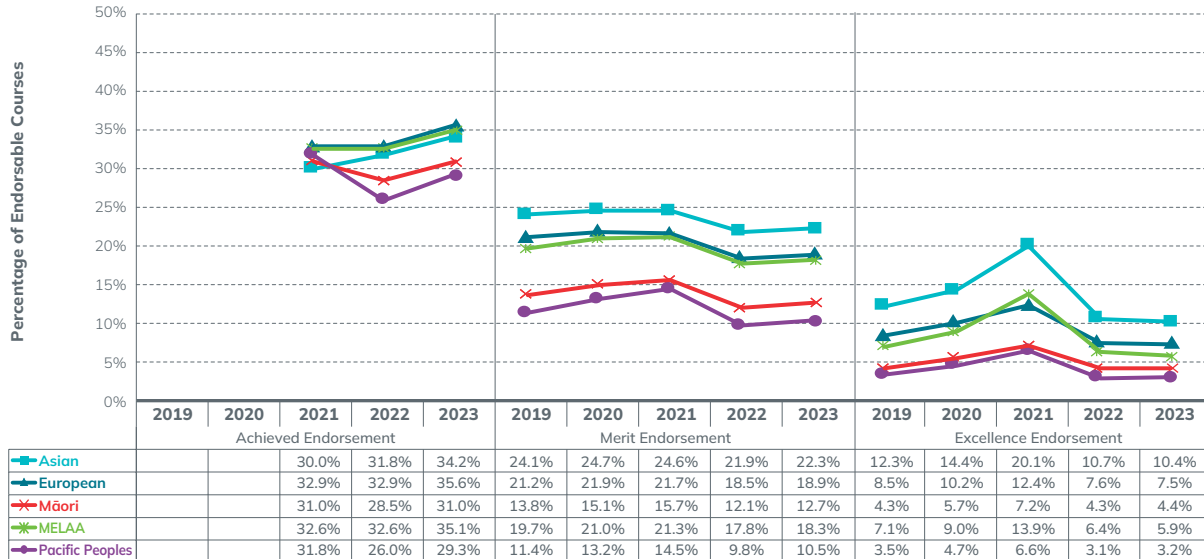


Figure 50. Course Endorsement attainment rates of Years 11 to 13 students by Ethnicity.

Statistics by Socio-Economic Barriers to Attainment (School Equity Index Group)

Achieved, Merit, and Excellence Endorsement by socio-economic barriers to attainment (School Equity Index Group)

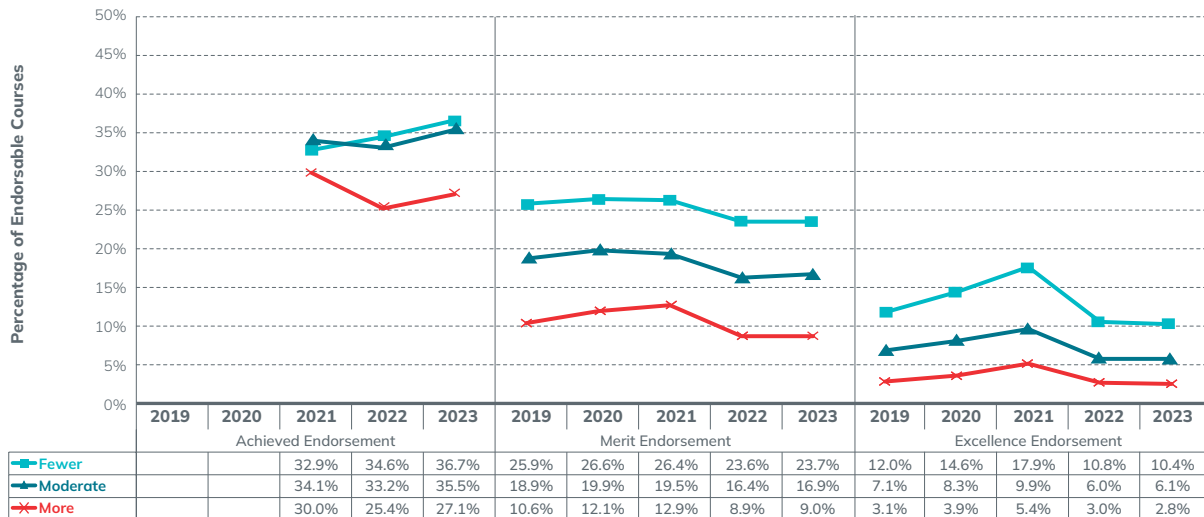



Figure 51. Course Endorsement attainment rates of Years 11 to 13 students by socio-economic barriers to attainment (School Equity Index Group).



**New Zealand
Scholarship**

New Zealand Scholarship challenges New Zealand's most able secondary school students in their selected subjects. The assessments (usually examinations) are very demanding, even for the highest-performing students. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalisation skills, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Scholarship students are generally Year 13 students. 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 students with passing grades in multiple Scholarship subjects.

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.

The number of students gaining a passing grade in each Scholarship subject is set at 3% of the number of NCEA students studying that subject at Level 3. That is, 3% of students who have achieved, or through external assessment may achieve 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 at the end of each year against published performance standards. For many subjects, assessment involves a three-hour written examination. However, Dance, Drama, and Music also involve assessment by recorded performance, and all languages also involve recorded speaking. Design, Design and Visual Communication, Painting, Photography, Printmaking, and Sculpture are assessed through portfolios of work. Physical Education, Technology and Te Ao Haka are assessed through submitted reports.

In 2023, a total of 2,071 students achieved one or more Scholarship subject awards; of whom 10 students attained a Premier Award, 60 attained an Outstanding Scholar Award, 226 attained a Scholarship Award, 35 attained a Top Subject Scholarship Award, and 1,761 attained Single Subject Awards.

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 attain Scholarship in another subject, also receive a Single Subject Award.

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

<https://www2.nzqa.govt.nz/ncea/understanding-secondary-quals/nz-scholarship/>

Scholarship Statistics

In 2023, 10,126 students entered New Zealand Scholarship assessments in one or more subjects, and 6,564 students submitted or sat one or more assessments. Some students entered for Scholarship subjects but did not submit or sit the assessments. Of the total 19,138 subject entries, 11,765 assessments were marked and graded. Percentage statistics in this section are based on assessments that were marked and graded.

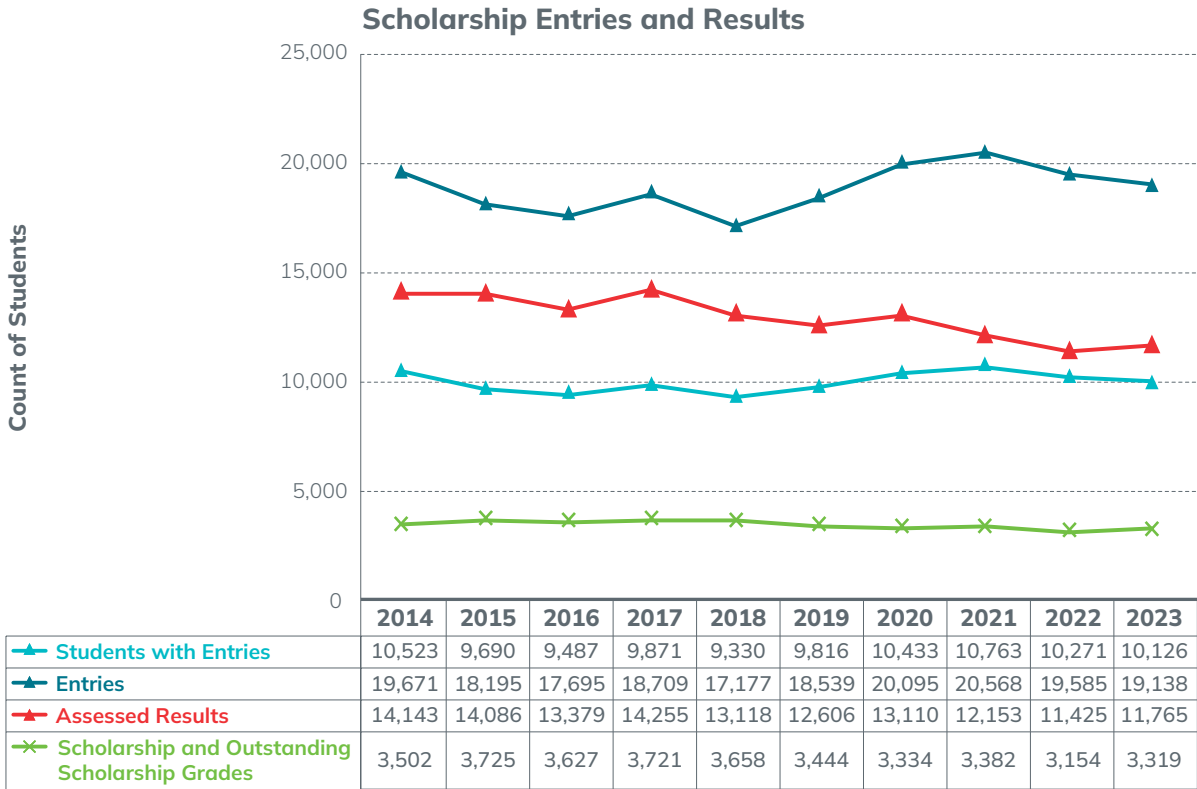


Figure 52. Scholarship Entries and Results 2014 to 2023.

Table 5 shows the number of students entered for at least one Scholarship assessment, and their entries and results for Scholarship by region in 2023.

Region	Students	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Auckland	5,433	10,733	6,777	1,809	202
Bay of Plenty	541	886	512	103	13
Canterbury	839	1,625	942	241	33
Gisborne	11	13	12	0	0
Hawke's Bay	283	604	393	88	16
Manawatu-Whanganui	322	635	392	46	0
Marlborough	11	17	12	0	0
Nelson	92	149	101	21	7
Northland	115	198	102	18	2
Otago	480	851	515	135	7
Southland	102	153	95	16	3
Taranaki	198	309	173	41	4
Tasman	54	79	43	4	1
Waikato	577	1,097	662	191	18
Wellington	992	1,665	967	262	26
West Coast	11	15	8	2	0
Other	65	109	59	9	1

Table 5. Students entered, entries, and results, for Scholarship in 2023 by region.

Table 6 shows the numbers of entries and results for 2023 Scholarship students by Gender. More female than male students made entries in Scholarship subjects. For males, 26.5% of assessed results were graded Scholarship grade, and 3.2% Outstanding Scholarship. For females, the equivalent percentages were 24.0% and 2.4%, respectively.

Only students reported as male or female have been included in these tables.

Gender	Students Entered	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Male	4,581	9,657	6,379	1,693	205
Female	5,536	9,472	5,379	1,292	128

Table 6. Students entered, entries, and results, for Scholarship in 2023.

Table 7 shows the numbers of entries and results for 2023 Scholarship students by Ethnicity. All ethnicities are shown. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	Students Entered	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Asian	3,400	7,508	4,818	1,296	153
European	6,130	10,857	6,585	1,682	181
Māori	884	1,365	727	151	18
MELAA	306	554	313	54	3
Pacific Peoples	504	702	348	47	5
Other Ethnicity	143	272	172	46	1
Total	10,126	19,138	11,765	2,986	333

Table 7. Students entered by Ethnicity for Scholarship in 2023.

Scholarships Awarded in 2023 by Subject

Table 8 shows a breakdown of Scholarship results for 2023 across all 37 subjects. The NCEA Level 3 cohort size for each subject is used for determining the number of students obtaining Scholarship grades. In 2023 a new Scholarship subject, Te Ao Haka, was implemented. 14 students participated and 7 scholarships were awarded.

Subject	Level 3 Cohort	Scholarship	Outstanding Scholarship	Total	%
Accounting	1,877	42	5	47	2.5
Agriculture and Horticulture	595	16	2	18	3.0
Art History	812	22	2	24	3.0
Biology	9,038	274	27	301	3.3
Calculus	8,836	257	27	284	3.2
Chemistry	8,073	229	24	253	3.1
Chinese	561	15	2	17	3.0
Classical Studies	2,842	81	8	89	3.1
Dance	1,016	13	3	16	1.6
Design	2,361	69	7	76	3.2
Design and Visual Communication	1,357	39	3	42	3.1
Drama	1,702	48	5	53	3.1
Earth and Space Science	786	22	2	24	3.1
Economics	2,832	68	10	78	2.8
English	15,775	420	49	469	3.0
French	402	13	2	15	3.7
Geography	4,107	124	9	133	3.2
German	147	6	1	7	4.8
Health and Physical Education	7,580	85	15	100	1.3
History	6,239	146	16	162	2.6
Japanese	457	17	2	19	4.2
Latin	20	3	1	4	20.0
Media Studies	2,825	78	8	86	3.0
Music	1,569	44	5	49	3.1
Painting	3,075	88	9	97	3.2
Photography	3,057	89	9	98	3.2
Physics	8,049	212	24	236	2.9
Printmaking	412	13	1	14	3.4
Religious Studies	3,111	79	9	88	2.8
Samoa	279	9	1	10	3.6
Sculpture	246	9	1	10	4.1
Spanish	355	10	1	11	3.1
Statistics	9,442	247	28	275	2.9
Te Ao Haka	571	5	2	7	1.2
Te Reo Māori	1,141	32	4	36	3.2
Te Reo Rangatira	166	6	1	7	4.2
Technology	4,012	56	8	64	1.6

Table 8. Results for Scholarship in 2023, by subject and cohort size.

Table 9 shows the Scholarship results across the 37 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 and

are shown both as numbers and as percentages.

- Not Achieved
- Scholarship
- Outstanding Scholarship

Subject	Entries	Void or Absent	Assessed Results	Not Achieved		Scholarship		Outstanding Scholarship	
				Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed Results
Accounting	287	113	174	127	73.0	42	24.1	5	2.9
Agriculture and Horticulture	128	46	82	64	78.0	16	19.5	2	2.4
Art History	199	71	128	104	81.3	22	17.2	2	1.6
Biology	1,505	536	969	668	68.9	274	28.3	27	2.8
Calculus	1,642	448	1,194	910	76.2	257	21.5	27	2.3
Chemistry	1,344	541	803	550	68.5	229	28.5	24	3.0
Chinese	257	83	174	157	90.2	15	8.6	2	1.1
Classical Studies	490	177	313	224	71.6	81	25.9	8	2.6
Dance	103	54	49	33	67.3	13	26.5	3	6.1
Design	514	267	247	171	69.2	69	27.9	7	2.8
Design and Visual Communication	387	62	325	283	87.1	39	12.0	3	0.9
Drama	355	162	193	140	72.5	48	24.9	5	2.6
Earth and Space Science	342	126	216	192	88.9	22	10.2	2	0.9
Economics	503	184	319	241	75.5	68	21.3	10	3.1
English	2,074	855	1,219	750	61.5	420	34.5	49	4.0
French	100	18	82	67	81.7	13	15.9	2	2.4
Geography	789	258	531	398	75.0	124	23.4	9	1.7
German	48	13	35	28	80.0	6	17.1	1	2.9
Health and Physical Education	688	429	259	159	61.4	85	32.8	15	5.8
History	1,090	395	695	533	76.7	146	21.0	16	2.3
Japanese	126	38	88	69	78.4	17	19.3	2	2.3
Latin	30	6	24	20	83.3	3	12.5	1	4.2
Media Studies	454	231	223	137	61.4	78	35.0	8	3.6
Music	364	126	238	189	79.4	44	18.5	5	2.1
Painting	610	270	340	243	71.5	88	25.9	9	2.6
Photography	468	207	261	163	62.5	89	34.1	9	3.4
Physics	1,465	534	931	695	74.7	212	22.8	24	2.6
Printmaking	88	45	43	29	67.4	13	30.2	1	2.3
Religious Studies	583	302	281	193	68.7	79	28.1	9	3.2
Samoan	92	24	68	58	85.3	9	13.2	1	1.5
Sculpture	76	41	35	25	71.4	9	25.7	1	2.9
Spanish	121	35	86	75	87.2	10	11.6	1	1.2
Statistics	1,133	394	739	464	62.8	247	33.4	28	3.8
Te Ao Haka	31	17	14	7	50.0	5	35.7	2	14.3
Te Reo Māori	183	67	116	80	69.0	32	27.6	4	3.4
Te Reo Rangatira	97	38	59	52	88.1	6	10.2	1	1.7
Technology	372	160	212	148	69.8	56	26.4	8	3.8

Table 9. Entries and results for Scholarship in 2023.

Premier Awards and Outstanding Scholar Awards

After the Prime Minister's Award, the Premier Awards are the next most prestigious of the Scholarship awards. Following the Premier Awards in prestige are the Outstanding Scholar Awards.

Year	Premier Awards		Outstanding Scholar Awards	
	Male	Female	Male	Female
2019	9	3	40	18
2020	9	3	39	19
2021	11	1	33	21
2022	7	4	37	14
2023	8	2	43	17

Table 10. Number of Premier and Outstanding Scholar Award winners by Gender from 2019 to 2023. Students with "unknown gender" have been omitted from this table.

Year	Premier Awards		Outstanding Scholar Awards	
	School Equity Index Group 'Fewer'	Other School Equity Index Groups	School Equity Index Group 'Fewer'	Other School Equity Index Groups
2019	11	1	36	22
2020	10	2	35	23
2021	9	3	38	16
2022	7	4	34	17
2023	5	5	35	25

Table 11. Number of Premier and Outstanding Scholar Award winners by socio-economic barriers to attainment (School Equity Index Group) from 2019 to 2023.

The total numbers of Premier Award and Outstanding Scholar Award winners by Ethnicity from 2019 to 2023 are shown in Table 12. All ethnicities are shown. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	Premier Awards					Outstanding Scholar Awards				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Asian	8	10	7	8	7	26	33	27	29	31
European	5	3	7	4	4	33	29	34	23	30
Māori	0	0	0	0	0	2	3	1	2	2
MELAA	0	0	0	0	0	0	0	0	0	0
Pacific Peoples	0	0	0	0	0	0	0	0	0	0
Other Ethnicity	0	0	1	1	0	2	1	0	1	0

Table 12. Number of Premier and Outstanding Scholar Award winners by Ethnicity from 2019 to 2023.

Subject	Premier Award Winners Attaining Scholarship or Outstanding Scholarship Grades				
	2019	2020	2021	2022	2023
Accounting	2	2	0	0	1
Agriculture and Horticulture	0	0	0	2	2
Art History	2	2	2	2	2
Biology	5	8	8	5	6
Calculus	8	8	11	10	8
Chemistry	9	9	11	9	8
Chinese	0	1	1	1	2
Classical Studies	2	3	1	2	2
Design and Visual Communication	0	0	0	1	0
Earth and Space Science	1	1	3	7	2
Economics	3	2	1	4	5
English	8	8	6	10	10
Geography	1	3	5	5	2
Health and Physical Education	6	4	4	5	4
History	5	5	3	5	3
Latin	0	0	1	0	2
Media Studies	1	2	1	1	2
Music	0	0	0	0	2
Physics	8	9	12	9	8
Religious Studies	0	1	1	1	0
Spanish	1	1	0	0	0
Statistics	12	10	10	8	9
Technology	0	0	1	1	0

Table 13. Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2019 to 2023.

Details about the Premier Award winners may be found on the NZQA website:
www.nzqa.govt.nz/top-scholars

A decorative graphic consisting of a grid of thin white lines. The grid is composed of vertical and horizontal lines, with some diagonal lines crossing through it, creating a pattern of squares and rectangles.

Results by Standard Type

Three categories of assessment standards can contribute credits towards the attainment of NCEA qualifications. They are:

- Unit Standards⁸ and skill standards (not in use yet, these will be replacing unit standards over time)
- Internally assessed Achievement Standards
- Externally assessed Achievement Standards

This section reports the results of standards in each of these categories. The cohort used is the All NZQA secondary students' cohort.

Figure 49 shows the percentage distribution of results for all Achievement standards by academic year.

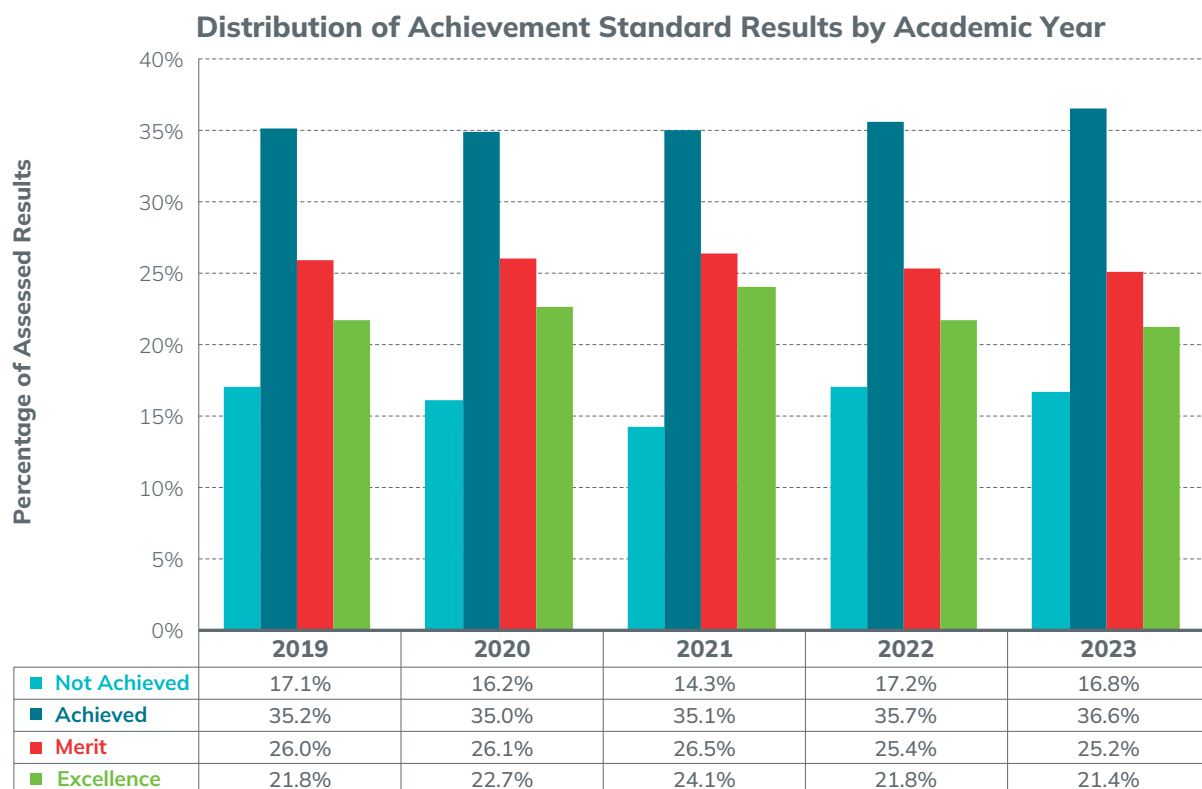


Figure 53. Percentage distribution of Achievement standard results by academic year.

Tables 14-17 and Figures 54-65 show the statistics for the three types of standards in 2023, based on the number of assessed results and the number of credits. When considering the distribution of the percentage of grades by standard type and assessment in Tables 14-17 and Figures 50-54, it should be noted that while Achievement Standards carry the grades Not Achieved, Achieved, Achieved with Merit, and Achieved with Excellence, most Unit Standards only carry the grades Not Achieved, and Achieved.

⁸ The Literacy and Numeracy | Te Reo Matatini me te Pāngarau standards are omitted from the unit standard category for the purposes of this analysis.

Table 14 shows entries and assessed results for each type of standard, along with grade percentages computed using assessed results for 2023.

	Entries	Number of Assessed Results	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	1,054,206	775,350	21.4%	38.3%	27.6%	12.7%
Internally Assessed Achievement Standards	2,194,273	2,150,889	15.2%	36.0%	24.4%	24.5%
Unit Standards	811,245	786,047	8.3%	88.5%	1.4%	1.8%

Table 14. Percentage distributions of results for secondary school students in Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards in 2023.

Table 15 shows the number of credits for each type of standard along with grade percentages for 2023.

	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	3,544,823	20.7%	38.1%	27.8%	13.5%
Internally Assessed Achievement Standards	8,513,134	15.1%	35.3%	24.4%	25.2%
Unit Standards	2,822,259	8.7%	86.6%	2.0%	2.7%

Table 15. Percentage distributions of credits for Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards in 2023.

Tables 16 and 17 show the percentages of assessed results and credits for Unit Standards and Achievement Standards by socio-economic barriers to attainment (School Equity Index Group) and NCEA level.

	More	Moderate	Fewer
LEVEL 1			
Externally Assessed Achievement Standards	11.4%	22.0%	32.4%
Internally Assessed Achievement Standards	66.3%	63.7%	63.1%
Unit Standards	22.3%	14.2%	4.5%
Total	238,770	810,975	366,968
LEVEL 2			
Externally Assessed Achievement Standards	11.2%	18.7%	29.2%
Internally Assessed Achievement Standards	56.8%	58.8%	62.0%
Unit Standards	32.0%	22.5%	8.8%
Total	150,675	629,381	352,110
LEVEL 3			
Externally Assessed Achievement Standards	12.2%	20.3%	28.5%
Internally Assessed Achievement Standards	65.4%	65.6%	65.5%
Unit Standards	22.4%	14.1%	6.0%
Total	79,770	349,401	239,056

Table 16. Percentages and total numbers of assessed results by NCEA level and socio-economic barriers to attainment (School Equity Index Group).

	More	Moderate	Fewer
LEVEL 1			
Externally Assessed Achievement Standards	13.8%	24.6%	34.0%
Internally Assessed Achievement Standards	67.2%	63.6%	62.2%
Unit Standards	19.0%	11.8%	3.8%
Total	906,664	3,129,515	1,478,487
LEVEL 2			
Externally Assessed Achievement Standards	14.2%	22.4%	32.4%
Internally Assessed Achievement Standards	55.9%	58.0%	59.9%
Unit Standards	29.9%	19.6%	7.7%
Total	598,397	2,457,057	1,455,316
LEVEL 3			
Externally Assessed Achievement Standards	14.4%	23.4%	31.8%
Internally Assessed Achievement Standards	59.8%	61.9%	61.8%
Unit Standards	25.8%	14.7%	6.3%
Total	364,942	1,538,210	1,073,978

Table 17. Percentages and total numbers of assessed credits by NCEA level and school equity group.

Figures 54 and 55 show the distributions of results and credits for Externally assessed Achievement standards by socio-economic barriers to attainment (School Equity Index Group) in 2023.

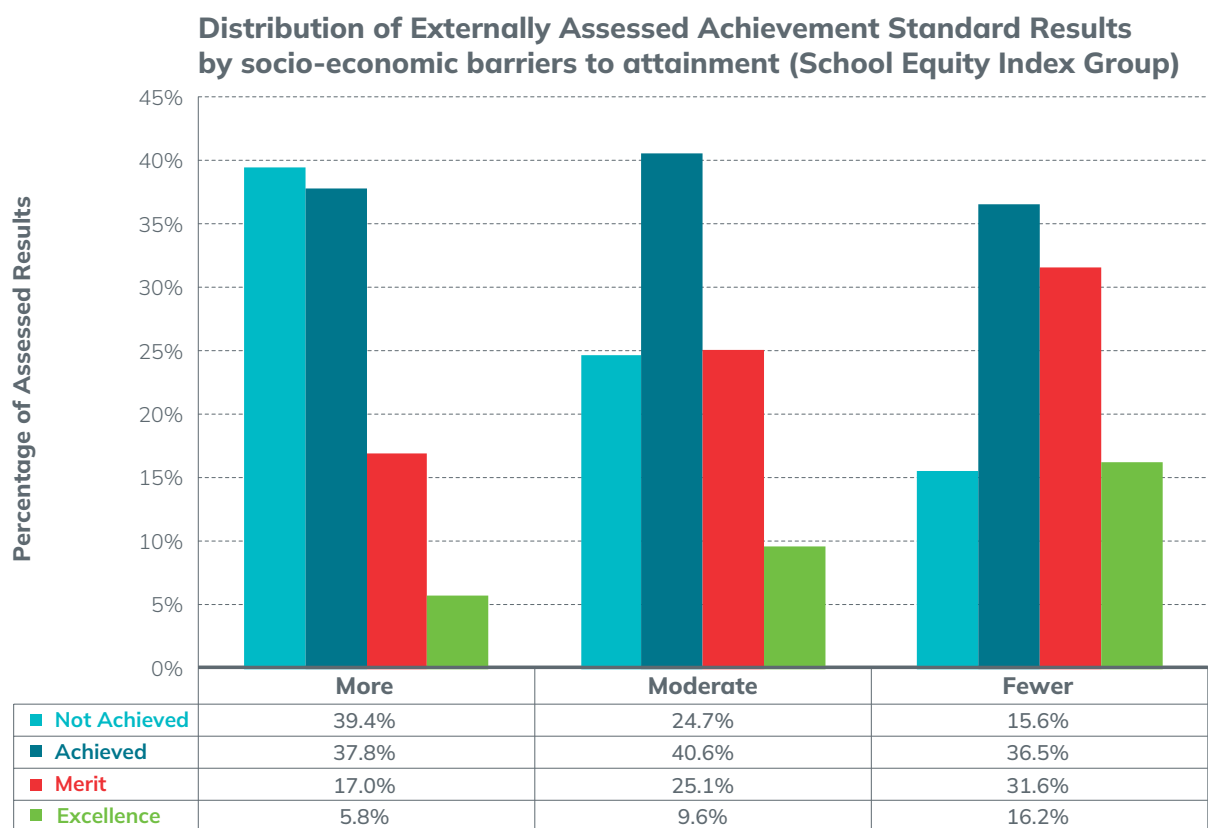


Figure 54. Percentage distributions of results for Externally assessed Achievement Standards in 2023, by socio-economic barriers to attainment (School Equity Index Group).

Distribution of Externally Assessed Achievement Standard Credits by socio-economic barriers to attainment (School Equity Index Group)

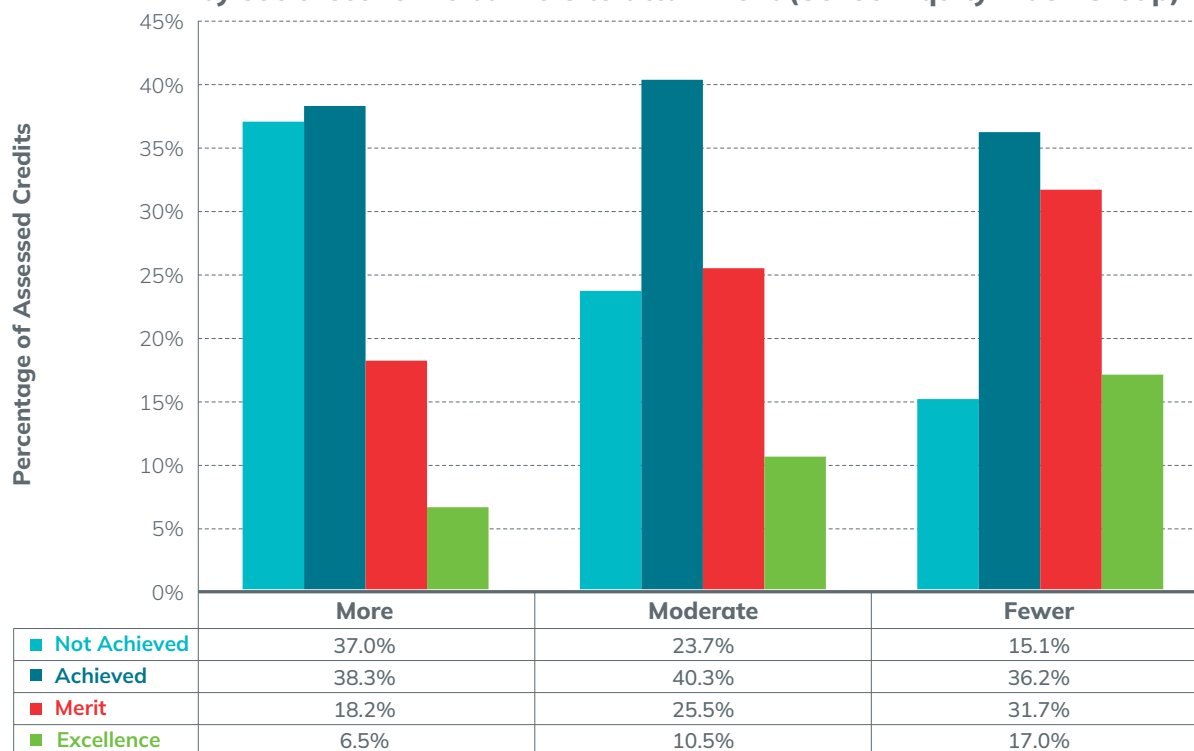


Figure 55. Percentage of credits for Externally assessed Achievement Standards in 2023, by socio-economic barriers to attainment (School Equity Index Group).

Figures 56 and 57 show the distributions of results and credits for Internally assessed Achievement standards by socio-economic barriers to attainment (School Equity Index Group) in 2023.

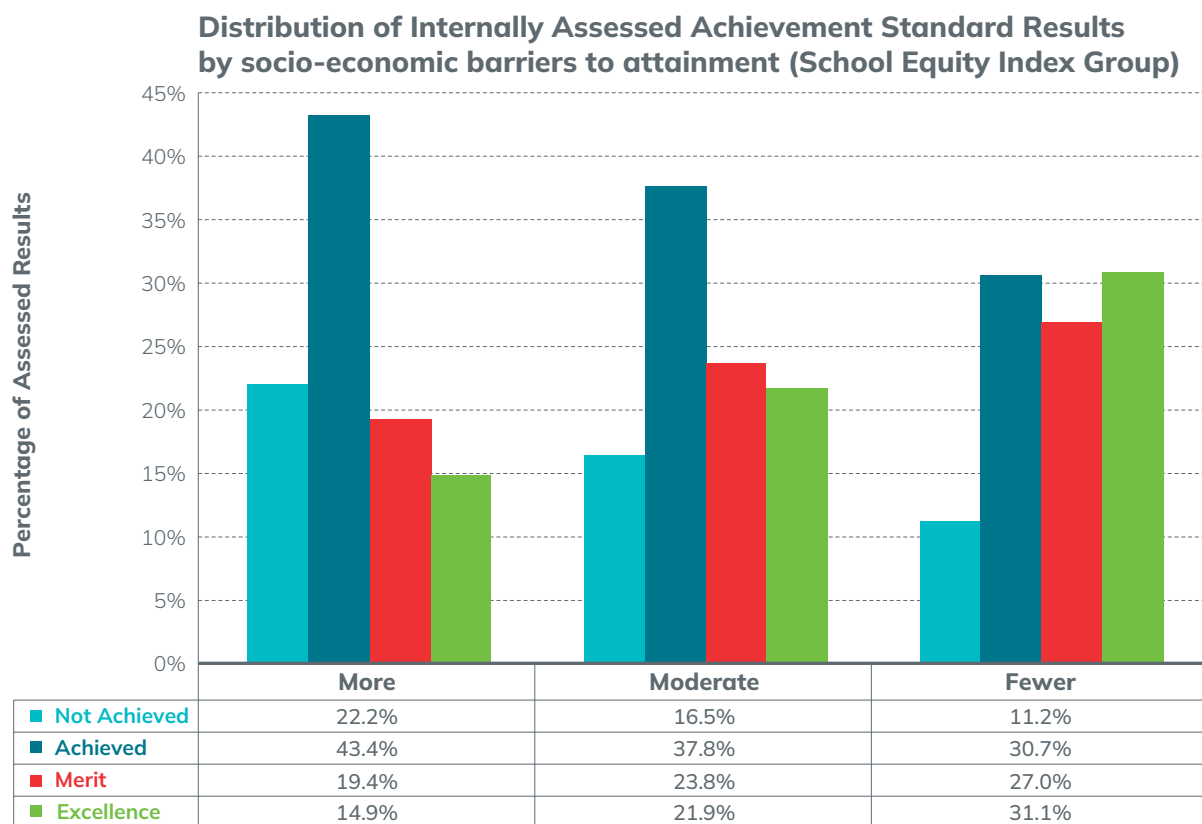


Figure 56. Percentage distributions of assessed results for Internally assessed Achievement Standards in 2023, by socio-economic barriers to attainment (School Equity Index Group).

Distribution of Internally Assessed Achievement Standard Credits by socio-economic barriers to attainment (School Equity Index Group)

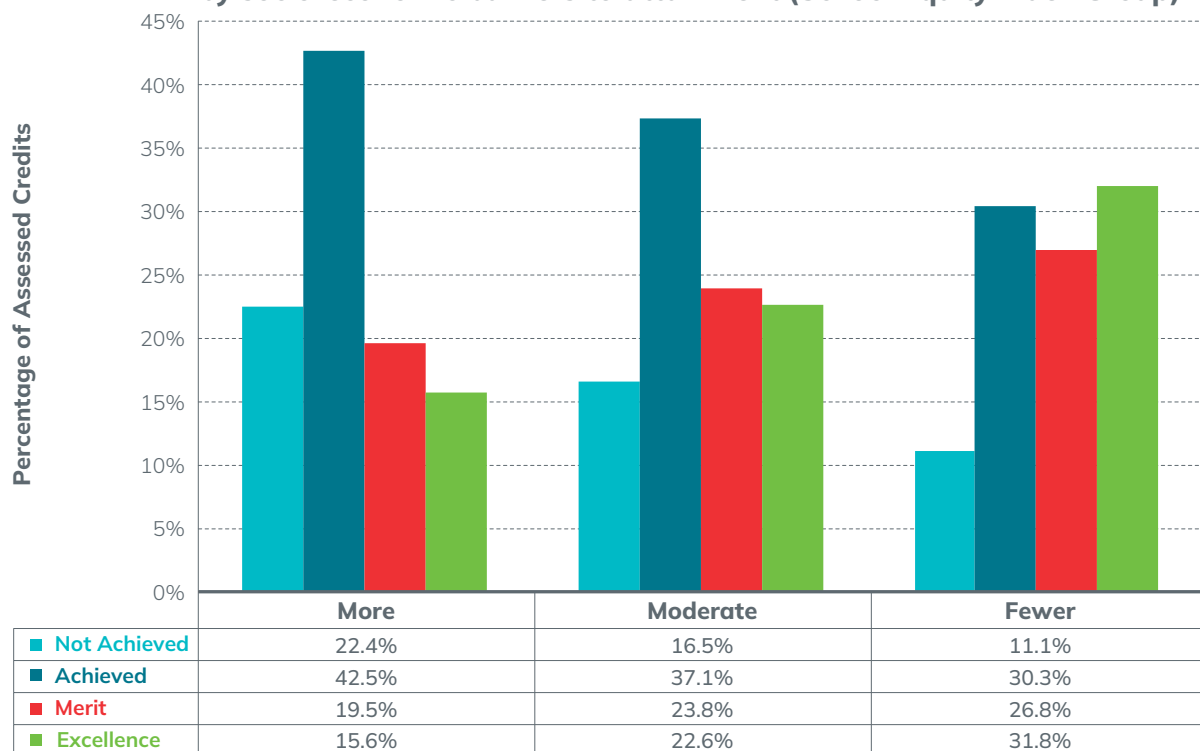


Figure 57. Percentage distributions of assessed credits for Internally assessed Achievement Standards in 2023, by socio-economic barriers to attainment (School Equity Index Group).

Figures 58 and 59 show the percentage distributions of results and credits for Unit Standards by socio-economic barriers to attainment (School Equity Index Groups) in 2023. Most Unit Standards only carry the grades Not Achieved and Achieved. For Unit Standards, Not Achieved grades have been reported as Results/Credits Not Gained; Achieved, Achieved with Merit, and Achieved with Excellence have been reported as Results/Credits Gained. More than 85% of results and 85% of credits for Unit Standards received an Achieved grade across all three School Equity Index Groups.

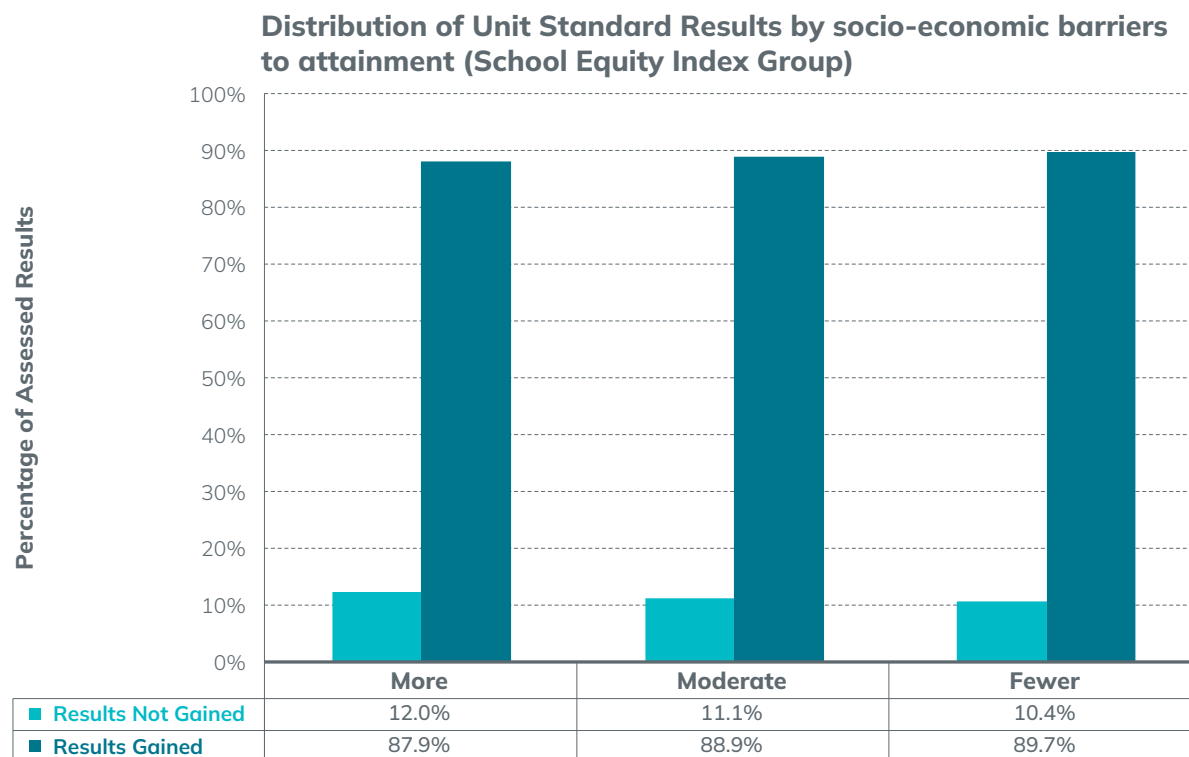


Figure 58. Percentage distributions of assessed credits for Unit Standards in 2023, by socio-economic barriers to attainment (School Equity Index Group).

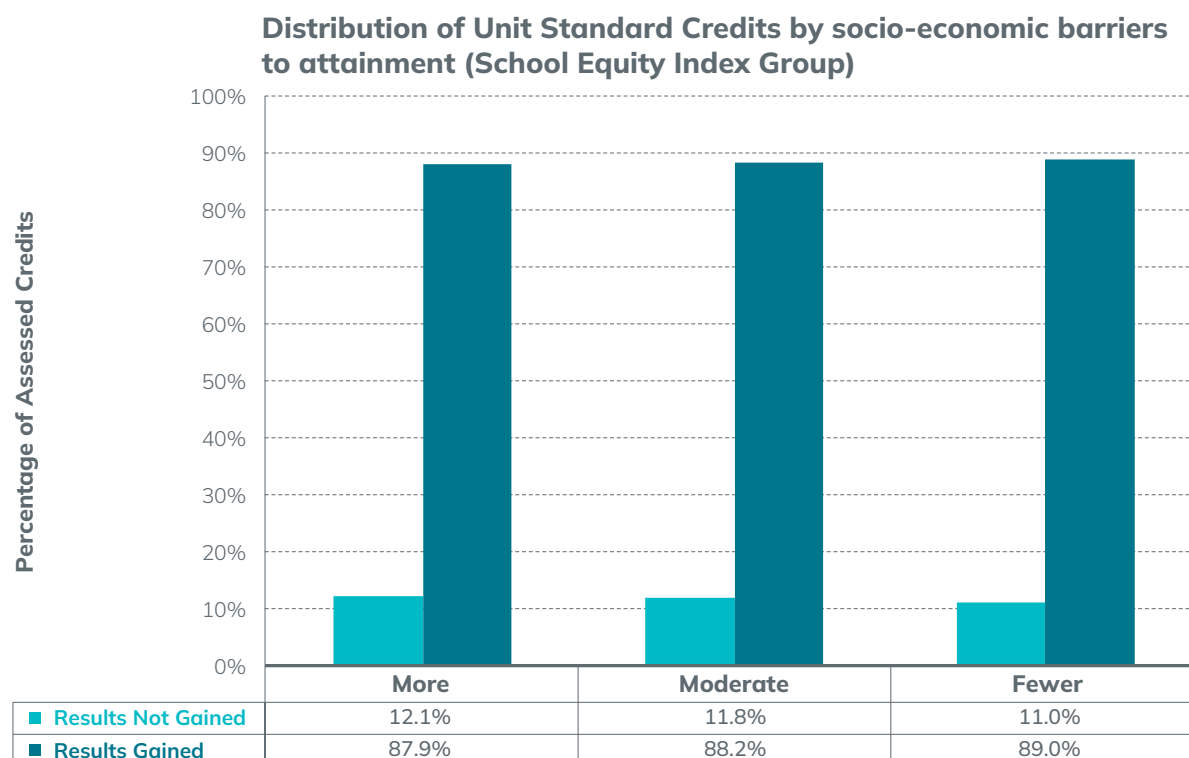


Figure 59. Percentage distributions of assessed credits for Unit Standards in 2023, by socio-economic barriers to attainment (School Equity Index Group).

Figures 60-65 show the percentage of results and the percentage of credits for Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards at each NCEA level from 2019 to 2023.

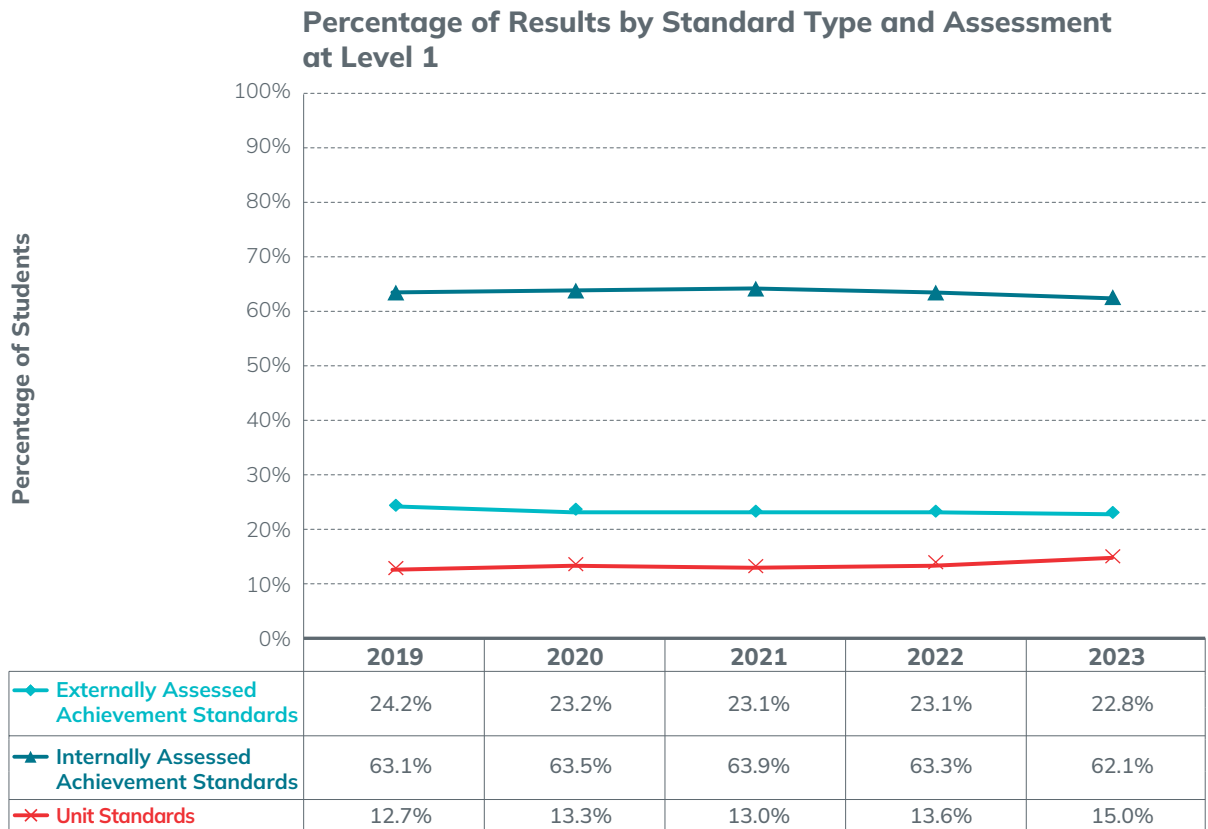


Figure 60. Percentage of results by standard type and assessment method at Level 1 from 2019 to 2023.

Percentage of Credits by Standard Type and Assessment at Level 1

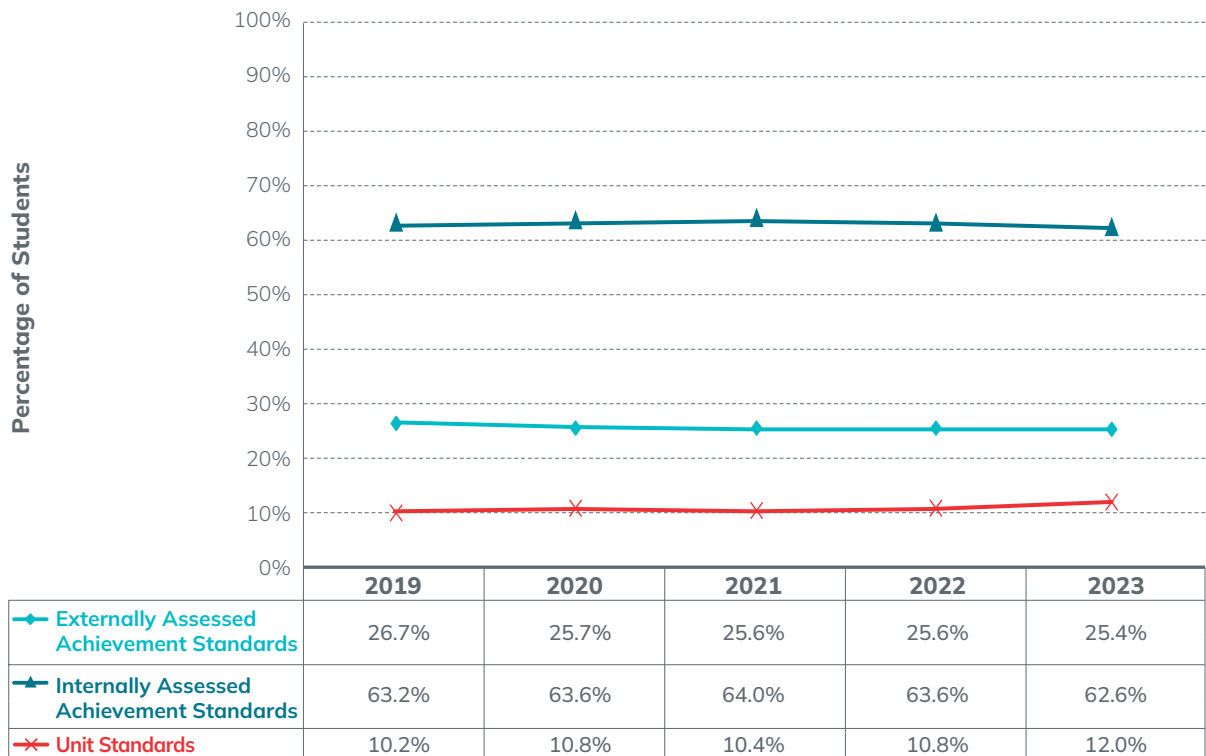


Figure 61. Percentage of credits by standard type and assessment method at Level 1 from 2019 to 2023.

Percentage of Results by Standard Type and Assessment at Level 2

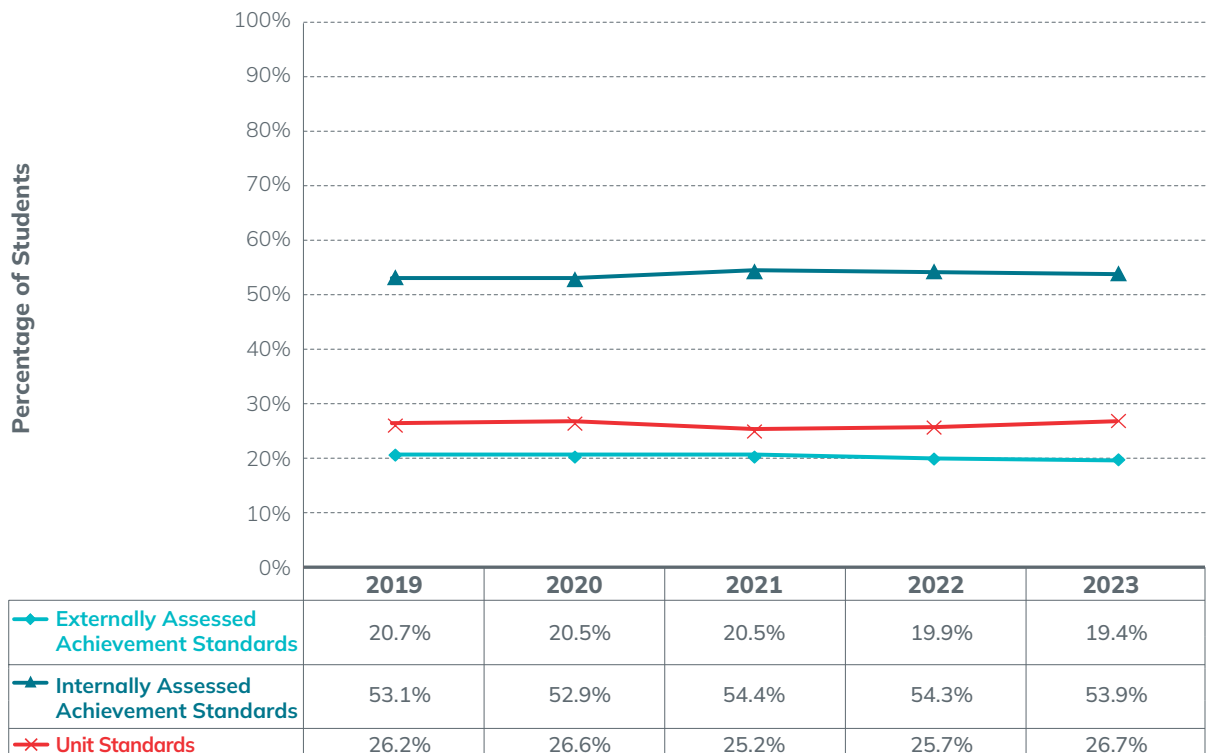


Figure 62. Percentage of results by standard type and assessment at Level 2 from 2019 to 2023.

Percentage of Credits by Standard Type and Assessment at Level 2

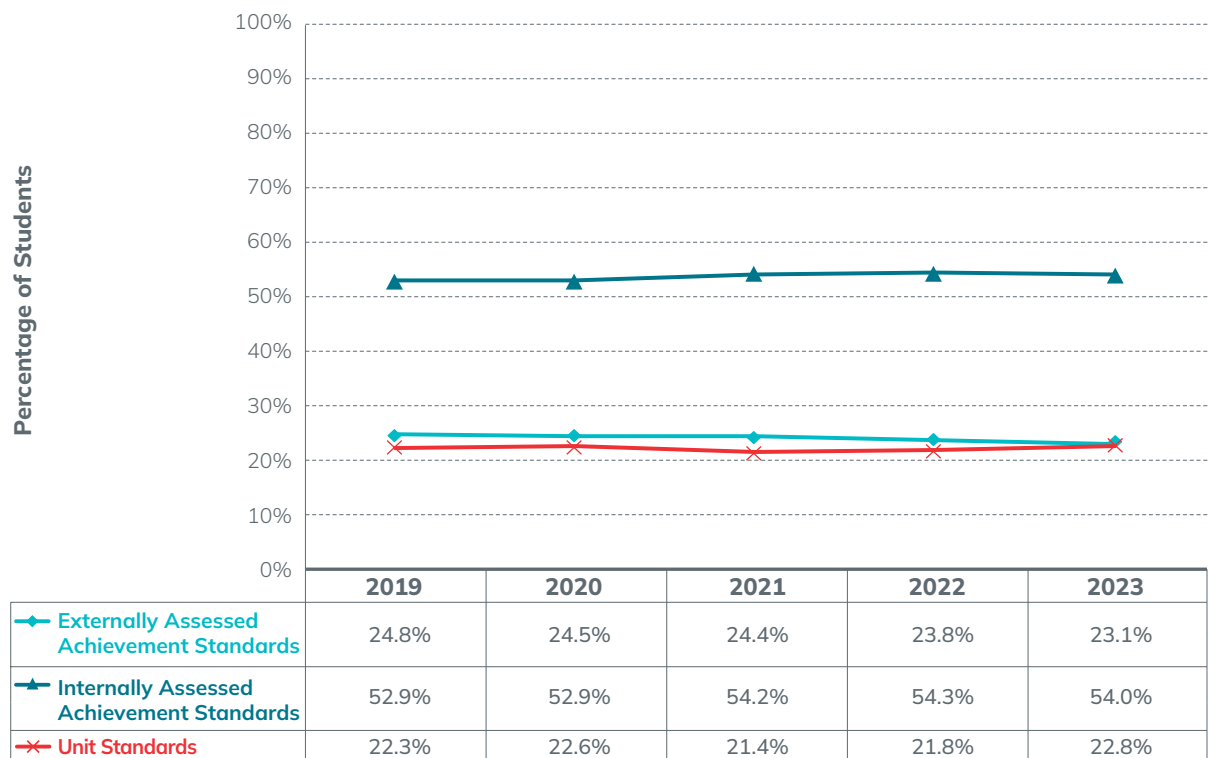


Figure 63. Percentage of credits by standard type and assessment at Level 2 from 2019 to 2023.

Percentage of Results by Standard Type and Assessment at Level 3

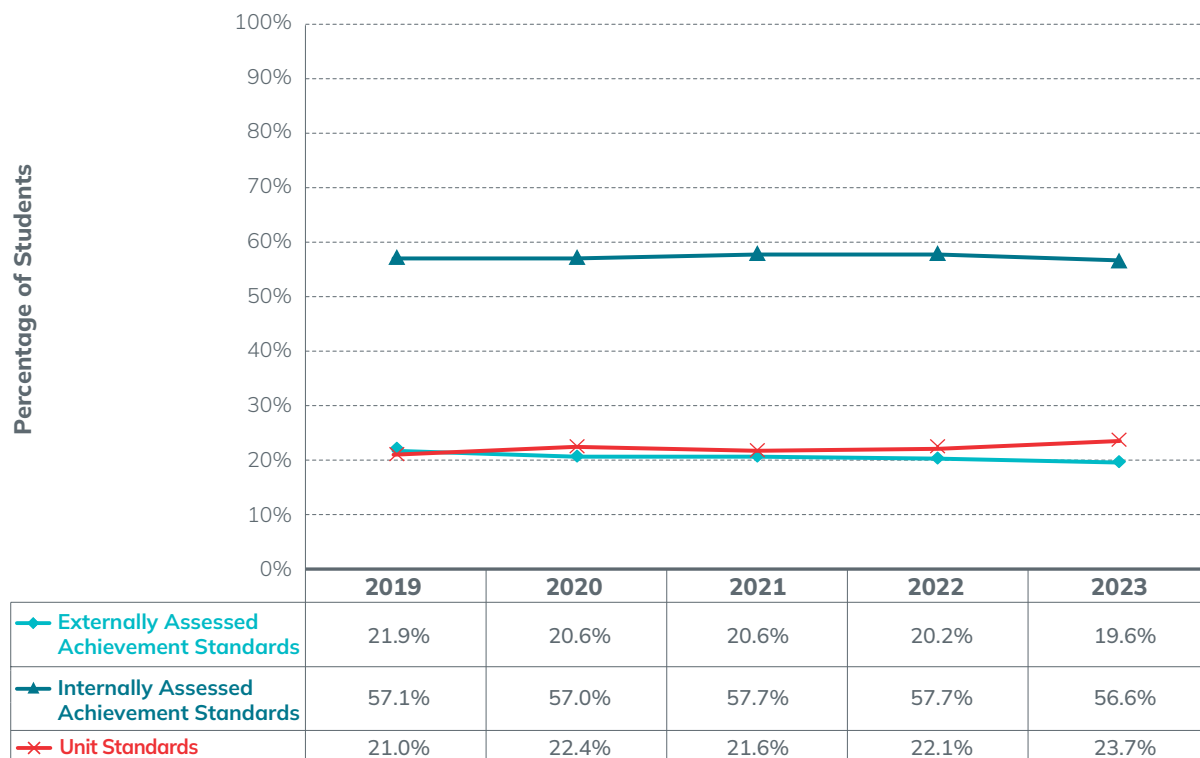


Figure 64. Percentage of results by standard type and assessment at Level 3 from 2019 to 2023.

Percentage of Credits by Standard Type and Assessment at Level 3

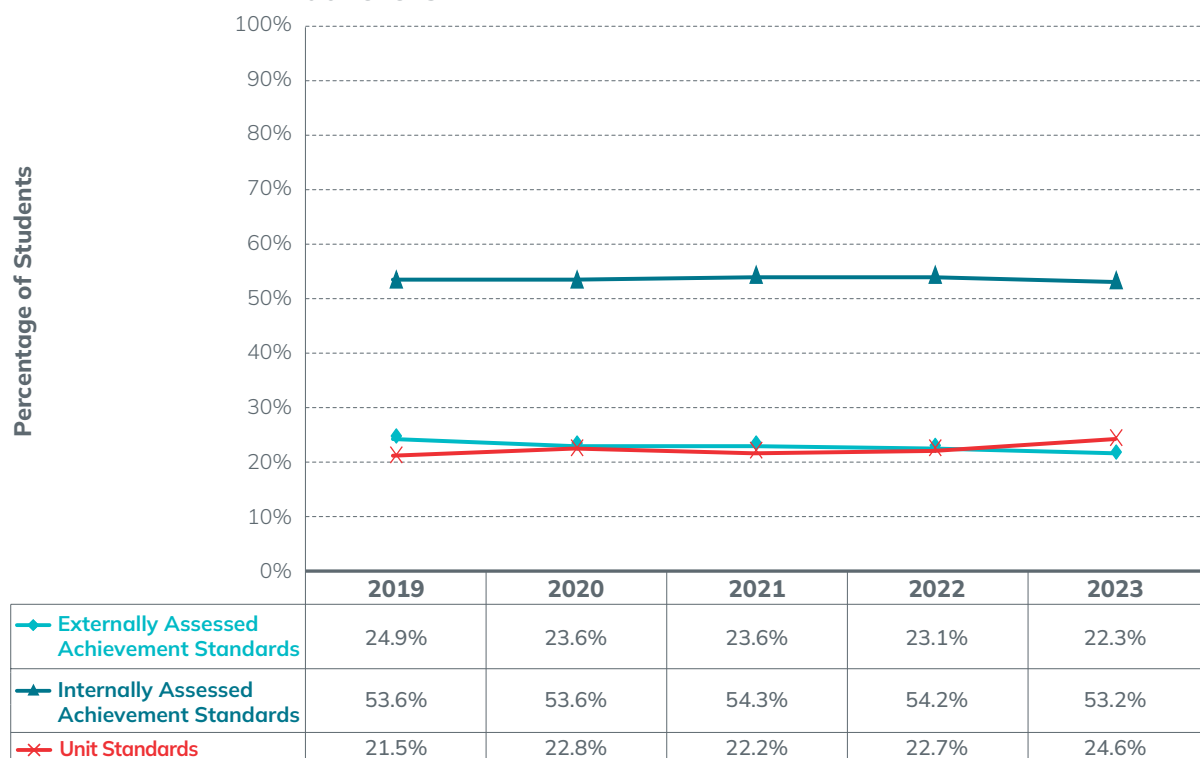


Figure 65. Percentage of credits by standard type and assessment at Level 3 from 2019 to 2023.



**Results by
Subject**

Subjects and Achievement Standards

Achievement standards are assigned to subjects by the Ministry of Education. This section of the report will report on standard engagement and grade distributions by each subject and level.

Two types of subjects are reported on:

1. Subjects that are part of *The New Zealand Curriculum* (NZC) – and are not Pilot standards
2. Subjects that are part of *Te Marautanga o Aotearoa* (TMoA) – and are not Pilot standards

Subject Engagement

Engagement tables report on how many secondary students are assessed in at least one achievement standard in the subject, and the number of students assessed in at least 14 credits in the subject.

These numbers are also reported as a percentage of all students assessed in at least one achievement standard in each level and as a percentage of all students assessed in 14 or more credits from Achievement standards in at least one subject. For example, in Table 18, 7.9% of students assessed in one or more Level 1 achievement standards are assessed by Accounting standards. Further, of the students assessed in 14 or more credits in at least one subject, 5.1% were assessed by Accounting standards.

Note that due to the small numbers of students engaged with *Te Marautanga o Aotearoa* only the number of students has been reported.

The number of providers who had at least one secondary student assessed in the subject is also reported. This includes tertiary providers which are reported as the assessing provider for secondary students.

Te Ao Haka was implemented as a subject in *The New Zealand Curriculum* (NZC) at Levels 1, 2 and 3 in 2023, and is included in the NZC tables below.

Level 1 NZC		Students Assessed in 1 or more Standards		Students Assessed in 14 or more Credits	
Subject	Providers	Number	Percentage	Number	Percentage
Accounting	210	7,447	7.9%	2,855	5.1%
Agricultural and Horticultural Science	158	5,336	5.6%	1,481	2.7%
Art History	30	636	0.7%	2	0.0%
Biology	261	17,804	18.8%	235	0.4%
Business Studies	209	8,386	8.9%	2,517	4.5%
Chemistry	312	27,963	29.5%	106	0.2%
Chinese	77	810	0.9%	601	1.1%
Classical Studies	53	1,319	1.4%	498	0.9%
Cook Islands Māori	2	7	0.0%	0	0.0%
Dance	200	4,324	4.6%	1,508	2.7%
Drama	256	4,103	4.3%	2,682	4.8%
Economics	221	8,326	8.8%	4,130	7.4%
English	467	61,822	65.3%	36,226	64.9%
French	100	1,240	1.3%	1,055	1.9%
Geography	302	10,653	11.2%	6,181	11.1%
German	37	308	0.3%	254	0.5%
Health	206	7,568	8.0%	2,695	4.8%
History	350	12,955	13.7%	7,011	12.6%
Home Economics	167	4,609	4.9%	2,297	4.1%
Indonesian	1	3	0.0%	0	0.0%
Japanese	121	1,733	1.8%	1,331	2.4%
Korean	18	38	0.0%	10	0.0%
Latin	5	26	0.0%	24	0.0%
Lea Faka-Tonga	37	243	0.3%	148	0.3%
Mathematics – Statistics	472	68,348	72.2%	40,259	72.1%
Media Studies	136	5,304	5.6%	1,619	2.9%
Music	332	5,530	5.8%	3,239	5.8%
New Zealand Sign Language	2	18	0.0%	0	0.0%
Physical Education	422	30,231	31.9%	16,111	28.9%
Physics	323	27,784	29.3%	186	0.3%
Psychology	25	811	0.9%	336	0.6%
Religious Studies	71	5,656	6.0%	3,334	6.0%
Samoan	54	610	0.6%	405	0.7%
Science	410	48,112	50.8%	13,109	23.5%
Social Studies	113	4,121	4.4%	435	0.8%
Spanish	104	1,206	1.3%	959	1.7%
Te Ao Haka	156	2,708	2.9%	622	1.1%
Te Reo Māori	320	4,641	4.9%	2,431	4.4%
Te Reo Rangatira	1	2	0.0%	0	0.0%
Technology	260	8,461	8.9%	2,147	3.8%
Technology – Construction and Mechanical Technologies	233	6,419	6.8%	70	0.1%
Technology – Design and Visual Communication	245	6,162	6.5%	3,887	7.0%
Technology – Digital Technologies and Hangarau Matihiko	311	7,911	8.4%	4,734	8.5%
Technology – Processing Technologies	103	2,782	2.9%	0	0.0%
Visual Arts	379	13,071	13.8%	8,976	16.1%

Table 18. Number and percentage of students assessed in 1 or more standards and 14 or more credits in an NZC subject at Level 1.

Level 2 NZC		Students Assessed in 1 or more Standards		Students Assessed in 14 or more Credits	
Subject	Providers	Number	Percentage	Number	Percentage
Accounting	190	3,597	5.0%	1,997	4.0%
Agribusiness	74	1,870	2.6%	84	0.2%
Agricultural and Horticultural Science	139	2,360	3.3%	854	1.7%
Art History	56	731	1.0%	283	0.6%
Biology	419	20,051	27.9%	11,699	23.7%
Business Studies	240	7,054	9.8%	3,989	8.1%
Chemistry	380	15,758	22.0%	9,888	20.0%
Chinese	87	710	1.0%	526	1.1%
Classical Studies	163	3,809	5.3%	2,421	4.9%
Cook Islands Māori	6	90	0.1%	73	0.1%
Dance	209	3,939	5.5%	1,209	2.5%
Drama	274	3,626	5.1%	2,294	4.7%
Earth and Space Science	220	5,208	7.3%	805	1.6%
Economics	200	4,678	6.5%	3,329	6.8%
Education for Sustainability	75	1,490	2.1%	64	0.1%
English	467	48,212	67.2%	32,931	66.8%
French	110	709	1.0%	628	1.3%
Geography	302	7,003	9.8%	4,585	9.3%
German	49	221	0.3%	157	0.3%
Health	216	5,157	7.2%	3,418	6.9%
History	370	9,414	13.1%	6,674	13.5%
Home Economics	128	2,031	2.8%	956	1.9%
Japanese	118	971	1.4%	784	1.6%
Korean	22	39	0.1%	11	0.0%
Latin	5	18	0.0%	10	0.0%
Lea Faka-Tonga	35	217	0.3%	116	0.2%
Mathematics – Statistics	446	45,226	63.0%	26,923	54.6%
Media Studies	201	5,012	7.0%	2,951	6.0%
Music	351	4,591	6.4%	2,643	5.4%
New Zealand Sign Language	2	30	0.0%	27	0.1%
Physical Education	433	19,329	26.9%	10,417	21.1%
Physics	379	16,176	22.5%	10,282	20.8%
Psychology	79	3,267	4.6%	1,805	3.7%
Religious Studies	78	5,682	7.9%	4,432	9.0%
Samoan	55	488	0.7%	352	0.7%
Social Studies	96	2,204	3.1%	1,063	2.2%
Spanish	99	687	1.0%	599	1.2%
Te Ao Haka	138	2,097	2.9%	418	0.8%
Te Reo Māori	300	2,824	3.9%	1,662	3.4%
Technology	272	6,059	8.4%	1,377	2.8%
Technology – Construction and Mechanical Technologies	207	3,326	4.6%	65	0.1%
Technology – Design and Visual Communication	257	4,372	6.1%	2,642	5.4%
Technology – Digital Technologies and Hangarau Matihiko	291	5,161	7.2%	3,345	6.8%
Technology – Processing Technologies	101	1,425	2.0%	0	0.0%
Visual Arts	410	11,974	16.7%	8,933	18.1%

Table 19. Number and percentage of students assessed in 1 or more standards and 14 or more credits in an NZC subject at Level 2.

Level 3 NZC		Students Assessed in 1 or more Standards		Students Assessed in 14 or more Credits	
Subject	Providers	Number	Percentage	Number	Percentage
Accounting	172	2,670	5.1%	1,611	4.3%
Agribusiness	67	1,305	2.5%	0	0.0%
Agricultural and Horticultural Science	88	1,020	2.0%	589	1.6%
Art History	71	1,165	2.2%	774	2.1%
Biology	400	12,310	23.6%	8,274	21.9%
Business Studies	240	5,821	11.1%	4,153	11.0%
Chemistry	369	9,936	19.0%	7,043	18.7%
Chinese	88	698	1.3%	564	1.5%
Classical Studies	170	3,492	6.7%	2,418	6.4%
Cook Islands Māori	8	65	0.1%	36	0.1%
Dance	201	3,126	6.0%	1,112	2.9%
Design	231	2,557	4.9%	1,915	5.1%
Drama	260	2,663	5.1%	1,873	5.0%
Earth and Space Science	175	3,106	5.9%	846	2.2%
Economics	188	3,584	6.9%	2,582	6.8%
Education for Sustainability	60	853	1.6%	191	0.5%
English	438	22,389	42.9%	16,050	42.5%
French	93	452	0.9%	369	1.0%
Geography	281	5,954	11.4%	4,281	11.3%
German	43	190	0.4%	148	0.4%
Health	216	4,619	8.8%	3,544	9.4%
History	351	7,933	15.2%	6,593	17.5%
Home Economics	120	1,420	2.7%	927	2.5%
Japanese	103	583	1.1%	473	1.3%
Korean	28	64	0.1%	30	0.1%
Latin	8	25	0.0%	22	0.1%
Lea Faka-Tonga	37	178	0.3%	97	0.3%
Mathematics – Statistics	427	30,676	58.7%	22,020	58.3%
Media Studies	206	4,468	8.6%	3,124	8.3%
Music	339	2,976	5.7%	1,906	5.1%
New Zealand Sign Language	2	13	0.0%	9	0.0%
Painting	363	3,157	6.0%	2,509	6.6%
Photography	292	3,169	6.1%	2,442	6.5%
Physical Education	418	12,459	23.9%	6,948	18.4%
Physics	356	9,674	18.5%	6,692	17.7%
Printmaking	83	482	0.9%	321	0.9%
Psychology	75	2,358	4.5%	1,828	4.8%
Religious Studies	83	4,904	9.4%	4,080	10.8%
Samoan	51	391	0.7%	292	0.8%
Sculpture	55	284	0.5%	183	0.5%
Social Studies	91	2,229	4.3%	1,668	4.4%
Spanish	83	428	0.8%	357	0.9%
Te Ao Haka	110	792	1.5%	473	1.3%
Te Reo Māori	264	1,844	3.5%	1,114	3.0%
Technology	257	3,982	7.6%	975	2.6%
Technology – Construction and Mechanical Technologies	203	2,433	4.7%	229	0.6%

Level 3 NZC		Students Assessed in 1 or more Standards		Students Assessed in 14 or more Credits	
Subject	Providers	Number	Percentage	Number	Percentage
Technology – Design and Visual Communication	236	2,583	4.9%	1,562	4.1%
Technology – Digital Technologies and Hangarau Matihiko	263	3,445	6.6%	2,323	6.2%
Technology – Processing Technologies	71	786	1.5%	0	0.0%
Visual Arts	112	733	1.4%	0	0.0%

Table 20. Number and percentage of students assessed in 1 or more standards and 14 or more credits in an NZC subject at Level 3.

Level 1 TMOA		Students Assessed in 1 or more Standards	Students Assessed in 14 or more Credits
Subject	Providers	Number	Number
Hauora	7	81	10
Nga Mahi a te Rehia	1	3	0
Nga Toi Ataata	7	46	28
Nga Toi Puoro	1	1	0
Pangarau	6	31	0
Putaiiao	13	82	0
Te Reo Rangatira	37	375	115
Tikanga a-iwi	13	100	1

Table 21. Number of students assessed in 1 or more standards and 14 or more credits by TMOA subject at Level 1.

Level 2 TMOA		Students Assessed in 1 or more Standards	Students Assessed in 14 or more Credits
Subject	Providers	Number	Number
Hangarau	1	3	0
Hauora	6	34	14
Nga Mahi a te Rehia	1	7	0
Nga Toi Ataata	6	37	17
Nga Toi Puoro	1	1	1
Putaiiao	9	41	1
Te Reo Rangatira	50	350	168
Tikanga a-iwi	12	66	14

Table 22. Number of students assessed in 1 or more standards and 14 or more credits by TMOA subject in achievement standards for NCEA Level 2.

Level 3 TMOA		Students Assessed in 1 or more Standards	Students Assessed in 14 or more Credits
Subject	Providers	Number	Number
Hangarau	1	3	3
Hauora	10	36	4
Nga Mahi a te Rehia	2	9	0
Nga Toi Ataata	5	20	0
Nga Toi Puoro	1	3	0
Putaiiao	4	17	14
Te Reo Rangatira	51	351	200
Tikanga a-iwi	10	55	9

Table 23. Number of students assessed in 1 or more standards and 14 or more credits by TMOA subject at Level 3.

Grade Distributions by Subject

Grade distribution tables include the number of assessed results and the proportion of Not Achieved, Achieved, Merit, and Excellence grades by subject as a percentage of assessed results.

Level 1 NZC Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	18,788	16.3%	23.9%	26.9%	32.9%
Agricultural and Horticultural Science	12,287	18.1%	44.4%	22.0%	15.4%
Art History	735	14.0%	37.8%	26.4%	21.8%
Biology	22,095	15.3%	43.0%	24.1%	17.6%
Business Studies	20,835	16.4%	40.5%	25.3%	17.9%
Chemistry	30,208	12.1%	42.7%	26.8%	18.5%
Chinese	2,818	7.0%	16.3%	26.4%	50.3%
Classical Studies	2,981	13.0%	36.9%	27.1%	23.0%
Cook Islands Māori	11	27.3%	63.6%	9.1%	0.0%
Dance	9,715	6.9%	23.4%	27.6%	42.0%
Drama	13,856	10.0%	30.2%	31.5%	28.3%
Economics	26,207	13.6%	34.8%	30.8%	20.8%
English	250,268	16.8%	41.3%	25.8%	16.1%
French	4,569	8.2%	25.4%	30.0%	36.4%
Geography	39,488	15.6%	37.9%	26.9%	19.5%
German	1,076	8.4%	29.2%	29.7%	32.7%
Health	20,423	21.7%	37.5%	25.0%	15.7%
History	43,096	14.9%	33.1%	27.2%	24.8%
Home Economics	11,200	19.1%	45.6%	22.5%	12.9%
Indonesian	3	0.0%	100.0%	0.0%	0.0%
Japanese	5,937	12.9%	28.1%	28.2%	30.7%
Korean	90	12.2%	17.8%	43.3%	26.7%
Latin	100	0.0%	8.0%	27.0%	65.0%
Lea Faka-Tonga	777	14.3%	28.8%	28.3%	28.6%
Mathematics – Statistics	265,547	17.6%	45.0%	24.3%	13.1%
Media Studies	12,753	17.5%	37.7%	24.9%	19.9%
Music	15,850	16.0%	21.5%	24.8%	37.8%
New Zealand Sign Language	24	16.7%	29.2%	33.3%	20.8%
Physical Education	100,133	14.2%	32.2%	27.7%	25.9%
Physics	32,031	12.0%	47.1%	20.8%	20.1%
Psychology	2,011	11.6%	34.1%	26.5%	27.8%
Religious Studies	13,633	12.9%	36.0%	25.1%	26.0%
Samoan	2,025	13.0%	35.4%	26.5%	25.2%
Science	129,428	19.3%	40.1%	25.3%	15.3%
Social Studies	6,625	18.2%	36.1%	21.6%	24.2%
Spanish	4,324	7.6%	26.9%	30.1%	35.3%
Te Ao Haka	4,628	6.3%	34.8%	23.7%	35.2%
Te Reo Māori	12,295	16.4%	36.9%	27.3%	19.3%
Te Reo Rangatira	2	0.0%	100.0%	0.0%	0.0%
Technology	16,150	17.4%	37.4%	21.8%	23.4%
Technology – Construction and Mechanical Technologies	8,046	12.1%	36.9%	22.7%	28.3%
Technology – Design and Visual Communication	22,649	11.0%	37.7%	29.1%	22.2%
Technology – Digital Technologies and Hangarau Matihiko	27,605	18.4%	33.7%	20.1%	27.8%
Technology – Processing Technologies	3,387	14.9%	32.3%	25.5%	27.4%
Visual Arts	29,674	10.6%	37.1%	27.3%	25.1%

Table 24. Grade distributions for NCEA Level 1 NZC achievement standards by subject.

Level 2 NZC Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	12,399	15.7%	25.3%	27.7%	31.3%
Agribusiness	2,654	16.5%	36.6%	23.6%	23.4%
Agricultural and Horticultural Science	6,478	21.8%	41.1%	21.3%	15.9%
Art History	1,995	17.1%	29.5%	25.7%	27.7%
Biology	70,275	18.4%	36.8%	25.3%	19.5%
Business Studies	19,655	20.1%	38.7%	23.0%	18.2%
Chemistry	56,424	16.9%	32.0%	22.8%	28.3%
Chinese	2,585	5.7%	12.8%	24.9%	56.6%
Classical Studies	10,762	14.9%	32.5%	28.0%	24.5%
Cook Islands Māori	326	21.5%	36.2%	20.9%	21.5%
Dance	8,941	6.0%	22.4%	28.4%	43.3%
Drama	12,024	11.9%	27.1%	31.4%	29.5%
Earth and Space Science	10,314	23.9%	42.3%	19.5%	14.3%
Economics	15,347	18.0%	37.0%	26.0%	19.0%
Education for Sustainability	1,868	16.5%	32.7%	23.6%	27.3%
English	177,735	20.8%	38.3%	24.8%	16.1%
French	2,730	8.5%	23.3%	27.4%	40.8%
Geography	26,855	18.7%	34.9%	26.0%	20.3%
German	763	10.7%	26.1%	26.7%	36.4%
Health	14,947	24.6%	37.7%	20.7%	17.1%
History	31,048	17.9%	32.2%	25.2%	24.7%
Home Economics	4,906	25.3%	39.4%	20.7%	14.6%
Japanese	3,455	13.7%	26.5%	25.1%	34.8%
Korean	105	1.9%	11.4%	37.1%	49.5%
Latin	56	3.6%	19.6%	19.6%	57.1%
Lea Faka-Tonga	659	12.4%	20.9%	34.4%	32.2%
Mathematics – Statistics	198,722	18.3%	38.1%	25.6%	17.9%
Media Studies	16,228	18.6%	32.5%	26.0%	22.9%
Music	13,605	14.8%	19.2%	22.6%	43.4%
New Zealand Sign Language	110	2.7%	25.5%	40.9%	30.9%
Physical Education	68,245	18.8%	33.2%	25.5%	22.5%
Physics	53,495	16.2%	32.8%	24.6%	26.5%
Psychology	9,933	15.8%	30.8%	24.6%	28.7%
Religious Studies	15,473	15.9%	29.9%	21.7%	32.5%
Samoan	1,678	16.4%	25.7%	31.2%	26.7%
Social Studies	5,412	21.4%	31.3%	20.7%	26.6%
Spanish	2,629	8.8%	27.5%	28.3%	35.3%
Te Ao Haka	3,357	7.1%	27.8%	21.2%	43.9%
Te Reo Māori	7,945	18.7%	34.9%	26.8%	19.6%
Technology	11,342	19.6%	33.4%	20.8%	26.2%
Technology – Construction and Mechanical Technologies	4,023	19.4%	30.7%	20.0%	29.9%
Technology – Design and Visual Communication	14,108	17.7%	34.5%	23.6%	24.2%
Technology – Digital Technologies and Hangarau Matihiko	17,328	20.7%	29.3%	19.8%	30.1%
Technology – Processing Technologies	1,610	23.2%	32.0%	21.6%	23.2%
Visual Arts	35,835	10.7%	33.2%	29.1%	27.0%

Table 25. Grade distributions for NCEA Level 2 NZC achievement standards by subject.

Level 3 NZC Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	8,925	15.1%	28.3%	27.0%	29.7%
Agribusiness	2,350	16.5%	33.2%	26.2%	24.1%
Agricultural and Horticultural Science	2,640	20.4%	37.7%	23.1%	18.8%
Art History	4,223	14.6%	29.8%	27.4%	28.1%
Biology	46,238	15.0%	36.5%	24.3%	24.3%
Business Studies	13,860	17.5%	36.0%	23.3%	23.1%
Chemistry	37,340	13.3%	29.8%	26.0%	30.8%
Chinese	2,702	5.4%	14.2%	22.3%	58.1%
Classical Studies	10,100	16.7%	30.9%	27.3%	25.1%
Cook Islands Māori	198	20.7%	33.3%	24.7%	21.2%
Dance	7,037	4.6%	19.0%	25.6%	50.7%
Design	6,323	11.4%	33.6%	30.0%	24.9%
Drama	8,841	10.7%	27.0%	30.3%	32.0%
Earth and Space Science	7,451	21.7%	37.1%	20.3%	21.0%
Economics	10,517	16.5%	34.7%	25.7%	23.1%
Education for Sustainability	1,359	17.8%	32.2%	21.9%	28.0%
English	83,752	18.4%	35.3%	25.2%	21.1%
French	1,674	7.0%	20.8%	25.9%	46.3%
Geography	23,379	18.4%	36.9%	24.6%	20.0%
German	711	4.9%	20.7%	27.4%	47.0%
Health	13,954	22.5%	35.2%	22.1%	20.2%
History	26,684	14.6%	30.0%	27.8%	27.6%
Home Economics	3,941	20.1%	37.8%	22.8%	19.3%
Japanese	2,154	13.3%	24.4%	24.3%	38.0%
Korean	205	2.0%	11.2%	34.1%	52.7%
Latin	90	2.2%	5.6%	21.1%	71.1%
Lea Faka-Tonga	534	12.0%	26.0%	28.3%	33.7%
Mathematics – Statistics	124,493	15.1%	37.7%	26.2%	21.0%
Media Studies	16,593	17.4%	32.1%	25.9%	24.6%
Music	7,908	13.3%	17.9%	21.9%	46.9%
New Zealand Sign Language	37	13.5%	29.7%	37.8%	18.9%
Painting	7,932	10.9%	32.5%	28.8%	27.8%
Photography	7,911	13.1%	37.4%	28.8%	20.7%
Physical Education	40,853	18.7%	33.0%	23.6%	24.7%
Physics	33,568	17.1%	33.2%	25.6%	24.2%
Printmaking	1,150	11.6%	30.0%	27.4%	31.0%
Psychology	7,817	13.1%	36.4%	25.0%	25.5%
Religious Studies	13,879	15.4%	31.2%	20.4%	33.0%
Samoan	1,385	12.5%	23.3%	29.5%	34.7%
Sculpture	620	11.5%	23.7%	35.8%	29.0%
Social Studies	6,675	17.1%	31.5%	20.8%	30.7%
Spanish	1,609	10.1%	24.1%	27.5%	38.3%
Te Ao Haka	2,114	6.4%	22.6%	29.6%	41.4%
Te Reo Māori	5,296	18.6%	30.1%	27.2%	24.2%
Technology	7,590	20.5%	31.9%	18.5%	29.1%

Level 3 NZC Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Technology – Construction and Mechanical Technologies	3,678	17.3%	28.8%	20.3%	33.6%
Technology – Design and Visual Communication	6,483	18.7%	36.9%	22.5%	21.9%
Technology – Digital Technologies and Hangarau Matihiko	11,565	17.5%	28.6%	19.6%	34.3%
Technology – Processing Technologies	858	27.2%	33.0%	15.3%	24.6%
Visual Arts	733	8.7%	36.6%	25.4%	29.3%

Table 26. Grade distributions for NCEA Level 3 NZC achievement standards by subject.

Level 1 TMOA Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hauora	129	8.5%	73.6%	11.6%	6.2%
Nga Mahi a te Rehia	6	0.0%	50.0%	0.0%	50.0%
Nga Toi Ataata	117	6.0%	67.5%	16.2%	10.3%
Nga Toi Puoro	1	0.0%	0.0%	100.0%	0.0%
Pangarau	31	3.2%	90.3%	3.2%	3.2%
Putaiiao	124	14.5%	48.4%	21.8%	15.3%
Te Reo Rangatira	1,355	24.1%	32.4%	23.1%	20.4%
Tikanga a-iwi	199	12.6%	43.2%	28.6%	15.6%

Table 27. Grade distributions for NCEA Level 1 TMOA achievement standards by subject.

Level 2 TMOA Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hangarau	3	0.0%	0.0%	33.3%	66.7%
Hauora	50	16.0%	60.0%	8.0%	16.0%
Nga Mahi a te Rehia	9	11.1%	88.9%	0.0%	0.0%
Nga Toi Ataata	92	17.4%	40.2%	22.8%	19.6%
Nga Toi Puoro	2	0.0%	0.0%	0.0%	100.0%
Putaiiao	53	17.0%	43.4%	22.6%	17.0%
Te Reo Rangatira	1,311	22.9%	33.8%	24.9%	18.5%
Tikanga a-iwi	171	12.3%	29.8%	30.4%	27.5%

Table 28. Grade distributions for NCEA Level 2 TMOA achievement standards by subject.

Level 3 TMOA Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hangarau	9	0.0%	77.8%	0.0%	22.2%
Hauora	61	3.3%	49.2%	19.7%	27.9%
Nga Mahi a te Rehia	16	0.0%	25.0%	43.8%	31.3%
Nga Toi Ataata	36	13.9%	27.8%	22.2%	36.1%
Nga Toi Puoro	3	0.0%	33.3%	33.3%	33.3%
Putaiiao	60	38.3%	23.3%	18.3%	20.0%
Te Reo Rangatira	1,231	15.0%	31.7%	24.9%	28.4%
Tikanga a-iwi	109	7.3%	33.9%	26.6%	32.1%

Table 29. Grade distributions for NCEA Level 3 TMOA achievement standards by subject.

A decorative graphic consisting of a grid of thin white lines. The grid is composed of vertical and horizontal lines, with some diagonal lines crossing through the intersections. The text is centered within this grid.

NCEA Administrative Processes and Data

The Role of NZQA in the External Assessment Process

Each year NZQA manages national examinations, and assessment of portfolios and submissions, for relevant externally assessed standards including the Literacy and Numeracy I Te Reo Matatini me te Pāngarau co-requisite external assessments. NZQA coordinates and administers:

- External assessment production (digital and paper)
- External assessment timetabling
- Examination centre operation

- Marking
- Results publication
- The electronic return of examination booklets to students
- 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 students' work submitted for assessment or verification by a panel of experts appointed by NZQA, and Common Assessment Activities/Tapa completed during the year.

External assessments involve large numbers of students. It also involves many people administering the external assessments, including marking examinations and portfolios. The following counts present some facts from 2023 external assessments:

- 206,815 students with a total of 1,233,301 entries in NCEA and New Zealand Scholarship examinations
- 123,255 students with entries at Level 1, 56,567 students with entries at Level 2, and 41,679 students with entries at Level 3
- 10,126 students entered for New Zealand Scholarship, providing 19,138 subject entries
- 131 examination sessions held at 459 examination centres throughout New Zealand
- 64 digital examinations in 23 subjects were offered. 58,141 unique students participated in digital examinations from 385 schools
- 1,388 markers and 5,085 examination supervisors and examination centre managers

These numbers have increased since 2022, due to the inclusion of students being assessed against the Literacy and Numeracy I Te Reo Matatini me te Pāngarau co-requisite external assessments. This increase was seen most in students who are below Year 11.

In 2023, NZQA managed pilot NZC and TMoA external assessments as part of the NCEA Change programme. Participants in the 2023 *The New Zealand Curriculum* (NZC) pilots included 161 schools/kura and 12,709 students. Participants in the 2023 *Te Marautanga o Aotearoa* (TMoA) pilots included 19 schools/kura and 286 students at Levels 1 and 2.

Reviews and Reconsiderations

Answer booklets and portfolios for externally assessed standards are made available to students in January. After students have accessed their booklets and portfolios they may apply for either a Review or Reconsideration of their results.

A student applies for a Review if they believe there has been a processing error.

Examples of a processing error include:

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

A Review involves checking:

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

Note that a Review does not involve remarking the answer booklet, portfolio, or digital examination but a Reconsideration does.

A student applies for a Reconsideration if they believe their answer booklet, portfolio, or digital examination has not been assessed correctly. A Reconsideration involves a re-mark. It follows that a Reconsideration also includes a Review.

Applications for a Review or a Reconsideration must reach NZQA by a specified date. For the 2023 examination round, this was Thursday 22 February 2024 for NCEA, and Saturday 9 March 2024 for Scholarship.

Tables 30–33 show the number of applications and success rates for Reviews and Reconsiderations of NCEA and Scholarship results from the 2019 to 2023 examination rounds.

Table 30 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship from 2019 to 2023.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
2019	324	222	68.5%	3	2	66.7%
2020	380	222	58.4%	3	1	33.3%
2021	345	180	52.2%	3	1	33.3%
2022	276	114	41.3%	10	6	60.0%
2023	211	59	28.0%	8	3	37.5%

Table 30. Numbers and percent successful for Reviews of NCEA and Scholarship from 2019 to 2023.

Table 31 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship in 2023 by Ethnicity. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
Asian	59	14	23.7%	3	2	66.7%
European	145	44	30.3%	5	1	20.0%
Māori	19	2	10.5%	0	0	0.0%
MELAA	2	1	50.0%	0	0	0.0%
Pacific Peoples	14	2	14.3%	0	0	0.0%

Table 31. Numbers and percent successful for Reviews of NCEA and Scholarship in 2023 by Ethnicity.

Table 32 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship from 2019 to 2023.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
2019	8,414	1,759	20.9%	400	2	0.5%
2020	8,566	1,676	19.6%	421	4	1.0%
2021	5,759	1,088	18.9%	337	2	0.6%
2022	8,897	1,900	21.4%	458	2	0.4%
2023	11,942	2,314	19.4%	569	11	1.9%

Table 32. Numbers and percent successful for Reconsiderations of NCEA and Scholarship from 2019 to 2023.

Table 33 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship in 2023 by Ethnicity. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
Asian	3,282	651	19.8%	244	7	2.9%
European	8,495	1,661	19.6%	335	4	1.2%
Māori	772	145	18.8%	21	0	0.0%
MELAA	279	47	16.8%	24	0	0.0%
Pacific Peoples	283	40	14.1%	5	0	0.0%

Table 33. Numbers and percent successful for Reconsiderations of NCEA and Scholarship in 2023 by Ethnicity.

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

<https://www2.nzqa.govt.nz/ncea/student-assessment-hub/ncea-results/reviews-and-reconsiderations/>

External Assessment of the NCEA Co-requisite Standards

In 2023, there were two assessment windows for the five Literacy and Numeracy I Te Reo Matatini me te Pāngarau unit standards. In the June window, 88,000 assessments were completed by 41,300 students across 323

schools and kura. In the October / November window, 97,000 assessments were completed by 46,700 students across 407 schools and kura.

External Moderation of Internal Assessment

NZQA conducts national external moderation of internally assessed standards to provide assurance that assessment decisions in relation to the assessment standards are nationally consistent. The standards moderated are from the range of internally assessed standards that schools can select to assess in their teaching programmes.

Schools are required to address issues identified through the moderation process.

The NZQA moderator will consider if the students' evidence meets the requirements of the standard. The assessment tasks or activities are only moderated if the NZQA 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.

As part of the Review of NCEA Achievement Standards, NZQA reviewed the external moderation requirements for schools, to ensure they were fit for purpose as new achievement standards are introduced.

In 2023, NZQA moderated approximately 54,000 individual pieces of student work at Levels 1, 2 and 3.

Breaches of Assessment Rules

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

- Dishonest or inappropriate practice
- Failure to follow instructions, procedures or rules
- Submission of inauthentic material or impersonation of a candidate
- Influencing, assisting, hindering candidates or disrupting the external assessment

When NZQA receives a report of a possible breach, an investigation is initiated. When a decision is made to proceed with a formal breach, 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.

Table 34 summarises the investigations into breaches for 2023. A total of 500 reports were investigated, of which 446 were reported by examination centre managers, 44 by markers, and 10 by others. This table provides a breakdown by standards which are being piloted, the five Literacy and Numeracy I Te Reo Matatini me te Pāngarau unit standards, any other externally assessed standards.

Status of breach investigations	Pilot Assessments	Literacy and Numeracy I Te Reo Matatini me te Pāngarau	All Other External Assessment	Total Breaches
Number of students for whom a breach was substantiated	29	27	392	448
Number of students where no breach occurred	13	1	35	49
Breach not attributed to any student due to lack of evidence	2	0	0	2
Decision pending	0	0	1	1
Total student investigations	44	28	428	500

Table 34. Status of investigations into breaches for 2023.

Table 35 provides the investigation information by type of breach by nature of breach.

Type of breach	Nature of breach	Number
Inappropriate Practice (145)	Cell phone use	38
	Using notes	24
	Altering/access to answer booklet	1
	Communicating with another candidate	59
	Text increase in short time period	7
	Other	16
Following Instructions (263)	Extended bathroom visit	8
	Having a cell phone	55
	Inappropriate or offensive material/language	0
	Having notes	49
	Unauthorised material	16
	Unauthorised absence from exam room	22
	Starting early/Stop writing	3
	Navigating away from the digital platform	30
Other	80	
Authenticity/Impersonation (55)	Authenticity	49
	Multiple handwriting	0
	Other	6
Influencing/Assisting/Hindering (37)	Disturbance	33
	Communicating with another candidate	0
	Other	4

Table 35. Investigations by type of breach by nature of breach for 2023. Note that 'Communicating with another candidate' appears in two different breach types and is dependent upon the nature of the communication.

Table 36 shows investigations by region.

Region	Number
Auckland	209
Bay of Plenty	26
Canterbury	89
Cook Islands	5
Gisborne	5
Hawke's Bay	13
Manawatu-Whanganui	37
Nelson/Marlborough	14
Northland	14
Otago	16
Southland	8
Taranaki	5
Waikato	20
Wellington	39
West Coast	0

Table 36. Investigations by region for 2023.

Special Assessment Conditions (SAC)

Schools apply to NZQA for an entitlement to Special Assessment Conditions (SAC) on behalf of their students with permanent or long-term medical, physical, sensory or learning disabilities or difficulties which would 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.

For learning applications, schools can apply for SAC using school-based evidence, rather than a formal psychometric report. A school gathers this evidence using easy-to-administer, affordable testing tools.

Within the Tables 37 and 38, the number of learning applications is a subset of the total applications. School-based evidence is the number of learning applications that were made using school-based evidence rather than a formal psychometric report.

EQI Band	No. of students enrolled in NCEA and Scholarship	Total Applications	Total Approved	Learning Applications	School-based Evidence
Fewest	24,853	2,346	2,344	1,397	803
Few	36,186	3,696	3,690	2,343	1,699
Below Average	45,335	3,803	3,790	1,966	1,408
Average	38,755	3,131	3,113	1,982	1,711
Above Average	34,741	2,790	2,764	1,374	1,202
Many	24,871	1,333	1,317	554	508
Most	13,137	392	383	224	211
Total	234,855	19,595	19,497	11,278	8,354

Table 37. SAC applications by socio-economic barriers to attainment (school equity index band) for 2023.

Table 38 shows 2023 SAC applications by Ethnicity. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	No. of students enrolled in NCEA and Scholarship	Total Applications	Total Approved	Learning Applications	School-based Evidence
Asian	40,175	1,312	1,302	510	425
European	146,073	16,238	16,179	9,681	6,955
Māori	55,232	3,400	3,370	2,001	1,643
MELAA	5,848	378	377	195	163
Pacific Peoples	31,288	1,350	1,333	653	571

Table 38. SAC applications by Ethnicity for 2023.

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

<https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/special-assessment-conditions/>

Appendix 1. Cohorts

(See also introductory explanations on pages 5 and 6.)

This report uses three types of cohorts as a basis for the percentage statistics that have been presented. They are the Enrolment-based cohort, Tracked Year 11 cohort and All NZQA secondary students' cohort.

The **Enrolment-based cohort** includes all New Zealand domestic students in Years 11 to 13 (aged less than 19 years on 1 January) with a Ministry enrolment of one day or more, both students who are and students who are not participating in any of the NCEA qualifications or University Entrance.

The **Tracked Year 11 cohort** is formed from the Enrolment-based 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 example, the 2021 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based Student cohort of 2021, and this cohort's attainment rates of NCEA qualifications are reported as at the end of 2023.

The **'All NZQA secondary students' cohort** is used to report Results by Standard type, Results by Subject, Scholarship, and administrative data.

Appendix 2. 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 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 or a digital examination is provided to a student for external examinations in which the student writes or types responses to examination questions.

Assessed Results

Results in Unit Standards, Internally assessed Achievement Standards or Externally assessed Achievement Standards that are either:

- Not Achieved
- Achieved
- Achieved with Merit, or
- Achieved with Excellence

Most Unit Standards only carry grades of Not Achieved and Achieved results.

Results in Scholarship Standards that are either:

- Not Achieved
- Scholarship, or
- Outstanding Scholarship

Attainment

Within this report the term attainment refers to:

- Gaining a qualification
- Attaining a grade of Achieved, Achieved with Merit, or Achieved with Excellence in a standard
- Gaining an endorsement
- Having met the requirements of University Entrance, Literacy, or Numeracy

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 endorsed with Achieved (from 2021 onward), endorsed with Merit or endorsed with Excellence. To qualify for a course endorsement, a student must gain 14 or more credits at Achieved, Merit or 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 Standards⁹.

Denominator

The number below the line in a fraction.

Entry/Entries

A record of a student's entry into individual standards is reported by schools to NZQA. Most students are entered for multiple standards in an academic year, i.e. a student may have more than one entry.

Enrolment-based Data

Data of qualification attainments based on the Enrolled Student cohort. A student is counted in the Enrolled Student cohort when they have a Ministry of Education enrolment record and are a New Zealand domestic student in Years 11 – 13 aged less than 19 years on 1 January of the reporting year.

Ethnicity

Statistics by Ethnicity as presented in the report uses a total response method of Asian, European, Māori, Pacific, and Middle Eastern/Latin American/African (MELAA). An impact of the total response is that students can appear in up to three 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 by NZQA to provide assurance that assessment decisions are made at the national standard.

Gender

When providing breakdowns by Gender, only students reported as Male or Female have been included. Data for the 'Not Stated' gender has been suppressed due to the cohort being very small.

Internal Assessment

Assessment conducted by a school during the school year.

Internal Moderation

The NZQA process used by schools to monitor teachers' assessment decisions.

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

Refer to External Moderation and Internal Moderation.

NCEA

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

⁹ Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

NCEA co-requisite standards

Five Literacy and Numeracy I Te Reo Matatini me te Pāngarau co-requisite standards were implemented in 2023. These included Reading, Writing, Numeracy, Te Reo Matatini and Pāngarau. These are unit standards and are externally assessed by NZQA.

New Zealand Scholarship

New Zealand Scholarship is aimed at high-performing students, and requires them to demonstrate high-level critical thinking. In general, it is tested by examination, and is offered in 36 subjects. Successful students receive a monetary award that reduces their tuition costs at any New Zealand tertiary institutions.

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, University Entrance, and Scholarship.

NZQCF

The New Zealand Qualifications and Credentials Framework replaces the New Zealand Qualifications Framework, and is a comprehensive list of all quality assured qualifications and micro-credentials in New Zealand.

Plagiarism

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

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 examination or portfolio 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 examination or portfolio.

School Equity Index (EQI)

This is a measure made from a model which gives each eligible provider an EQI number – it is designed to estimate the extent to which students at the provider face socio-economic barriers to attainment.

Providers are grouped into seven different bands based on their equity number (with the titles of them referring to the number of socio-economic barriers to attainment)

- Most
- Many
- Above Average
- Average
- Below Average
- Few
- Fewest

Three School Equity Index Groups are formed by collapsing the seven School Equity Index Bands.

- More
- Moderate
- Fewer

Not all providers are assigned an EQI number – these include all private schools and other special cases such as Health Schools or Te Aho o Te Kura Pounamu

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 attainment 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.

Subject

Achievement standards are assigned to subjects by the Ministry of Education. The report includes data on standard engagement and achievement by each subject and level.

Te Marautanga o Aotearoa (TMOA)

The national curriculum for Māori-medium schools.

The New Zealand Curriculum (NZC)

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 learning¹⁰.

Unit Standard

From 2010, a Unit Standard is any standard that is not derived from *The New Zealand Curriculum*.

University Entrance (UE)

An award intended to demonstrate a learner's preparedness for degree-level study. It is the minimum academic requirement for admission to a New Zealand university. University Entrance is not a qualification but an award for which attaining NCEA Level 3 is one requirement.

¹⁰ Ministry of Education (2007), *The New Zealand Curriculum* for English-medium teaching and learning years 1-13, Learning Media Limited.

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