

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

2024

MAY 2025



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

National Certificates of Educational Achievement (NCEA) were introduced between 2002 and 2004. They are the main qualifications for senior secondary school students in Aotearoa New Zealand. Around 180,000 students studied towards NCEA in 2024.

NCEA is used by students as a steppingstone into employment, apprenticeships, and a wide range of further study options – from trades training to degree-level study. It is internationally recognised.

The University Entrance (UE) award is the minimum requirement to go from school to a New Zealand university. Being awarded University Entrance also opens doors to tertiary study in other countries.

New Zealand Scholarship is an award that recognises top secondary school students. NZ Scholarship assessments are designed to be challenging for the most able students in each subject. They are expected to show deep understanding of the subject, demonstrate high-level critical thinking and the ability to apply their understanding to complex situations. Students who achieve NZ Scholarship are eligible for a monetary award.

For more information about NCEA, please refer to the NZQA website:
[About NCEA – NZQA](#)

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The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2024) 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 2024.

NCEA Level 1 was revised in 2024, with strengthened requirements for literacy and numeracy; and fewer, larger achievement standards.

NZQA is now reporting Year 11 NCEA Level 1 attainment based on the population of Year 11 students participating in a full Level 1 assessment programme of at least 80 credits at Level 1 or above (including any credits achieved in prior years). This recognises that in 2024 a third of Year 11 students were not entered for a full NCEA Level 1 assessment programme. Historical data on NCEA Level 1 attainment for participating Year 11 students has been calculated to allow for across year comparisons.

Māori and Pacific student attainment has lifted slightly at NCEA Level 2, Level 3 and UE in 2024 compared to 2023.

However, there continues to be a significant underlying equity gap between Māori and Pacific students, and their European and Asian counterparts at each level of NCEA, and for University Entrance in particular.

The statistics in this Annual Report were produced from data that was finalised on 3 March 2025. Graphs of the statistics include information from previous years to show trends, generally covering the ten years 2015 to 2024. Please note that throughout the report, percentage figures are rounded to one decimal place and therefore percentages may not sum up to 100.

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

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

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 several vertical and horizontal lines, with some diagonal lines crossing through the intersections, creating a complex geometric pattern.

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 four 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 four 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 four types of cohorts are:

- Enrolment-based cohort (for reporting on NCEA Levels 2 and 3 and University Entrance attainment)
- Participation-based cohort (for reporting on NCEA Level 1 attainment)
- 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**.

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.

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 2024, there were 183,801 students in the enrolment-based cohort. In addition, there were 18,107 international students and 3,957 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.

Participation-based cohort

These students are a subset of the Enrolment-Based Cohort, where students have participated in a full NCEA programme of assessment towards the qualification. Participation is defined as being entered for 80+ credits at Level 1 or above (this includes credits achieved in prior years).

Reporting on participation-based attainment for Year 11 NCEA Level 1 has replaced enrolment-based attainment reporting. This recognises that in 2024, a third of Year 11 students were not entered for a full NCEA Level 1 assessment programme and were therefore not aiming to achieve NCEA Level 1.

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 2022 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based Student cohort of 2022. This cohort's attainment rates of NCEA qualifications are reported as at the end of 2024. 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 Participating Student cohort consists of the subset of enrolled students who are engaging in a full programme of NCEA assessment leading to an NCEA qualification. 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

Socio-economic reporting in this report now uses the three School Equity Index Groups (More, Moderate and Fewer) and an Unassigned category for those schools with no EQI number. Unassigned 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 from 2019 onwards.

School Equity Index Bands and Groups are derived from the School Equity Index (EQI). The School 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 where 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.

Literacy and Numeracy | Te Reo Matatini me te Pāngarau standards

In 2020, the 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 became mandatory for the awarding of an NCEA qualification at any level. From 2028, six dedicated standards for te reo matatini, pāngarau, literacy, and numeracy will be the only method to achieve the NCEA Co-requisite. There is a 2024-2027 transitional period in place where additional standards from an approved list of literacy and numeracy-rich achievement standards, including a sub-set of standards with usage restrictions, can be used to meet the co-requisite requirements.

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.

- 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 students 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 students studying for NCEA Level 1
 - 12 credits for students studying for NCEA Level 2
 - 12 credits for students studying for NCEA Level 3

- For students 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 students studying for NCEA Level 1
 - 8 credits for students studying for NCEA Level 2
 - 8 credits for students studying for NCEA Level 3
- For students 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 students studying for NCEA Level 1
 - 6 credits for students studying for NCEA Level 2
 - 6 credits for students 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 students in Auckland, Northland and parts of Waikato, University Entrance requirements were reduced from 14 to 12 credits in three UE-approved subjects. Students outside of these regions needed the normal 14 credits in 3 UE-approved subjects. Students 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, Derived Grades for Unexpected Events were applied for students in 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 derived 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 on NCEA qualification and University Entrance attainment statistics. It utilises three types of attainment statistics:

- Enrolment-based cohort statistics (for NCEA Levels 2, 3 and University Entrance)
- Participation-based cohort statistics (for NCEA Level 1)
- Tracked Year 11 cohort statistics

Enrolment-based and Participation-based Cohort Statistics

Attainment for NCEA Levels 2, 3 and University Entrance is shown as a percentage of the number of students reported to the Ministry of Education or NZQA as being enrolled at a New Zealand secondary school.

Attainment for NCEA Level 1 is shown as a percentage of the number of Year 11 students who are engaging in a full programme of NCEA assessment leading to an NCEA qualification.

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

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

The total number of students 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 NCEA and University Entrance

Figure 1 shows overall national enrolment-based attainment rates for NCEA Levels 2, 3 and University Entrance. Table 1 shows the overall 2024 enrolment-based attainment rates by region for these.

Figure 2 shows overall national participation-based attainment rates for NCEA Level 1. Table 2 shows the overall 2024 participation-based attainment rates by region for NCEA Level 1.

Figures 3, 7 and 11 show participation-based attainment rates, between genders, ethnicities, and socio-economic barriers to attainment (School Equity Index Group) for level 1 of the NCEA qualification.

Figures 4-6, 8-10, 12-14 show enrolment-based attainment rates, between genders, ethnicities, and socio-economic barriers to attainment (School Equity Index Group) for level 2 and 3 of the NCEA qualification and University Entrance.

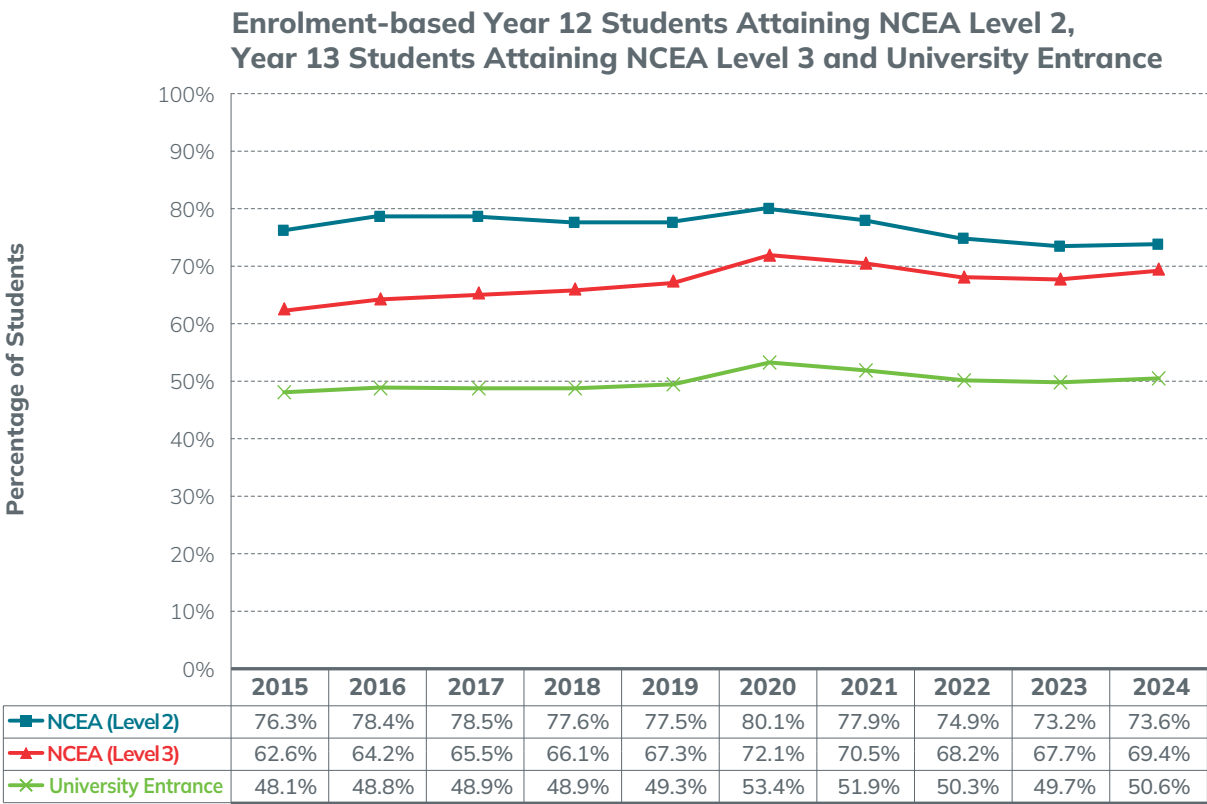


Figure 1. Enrolment-based attainment rates of Year 12 to 13 students attaining NCEA Levels 2-3 and University Entrance.

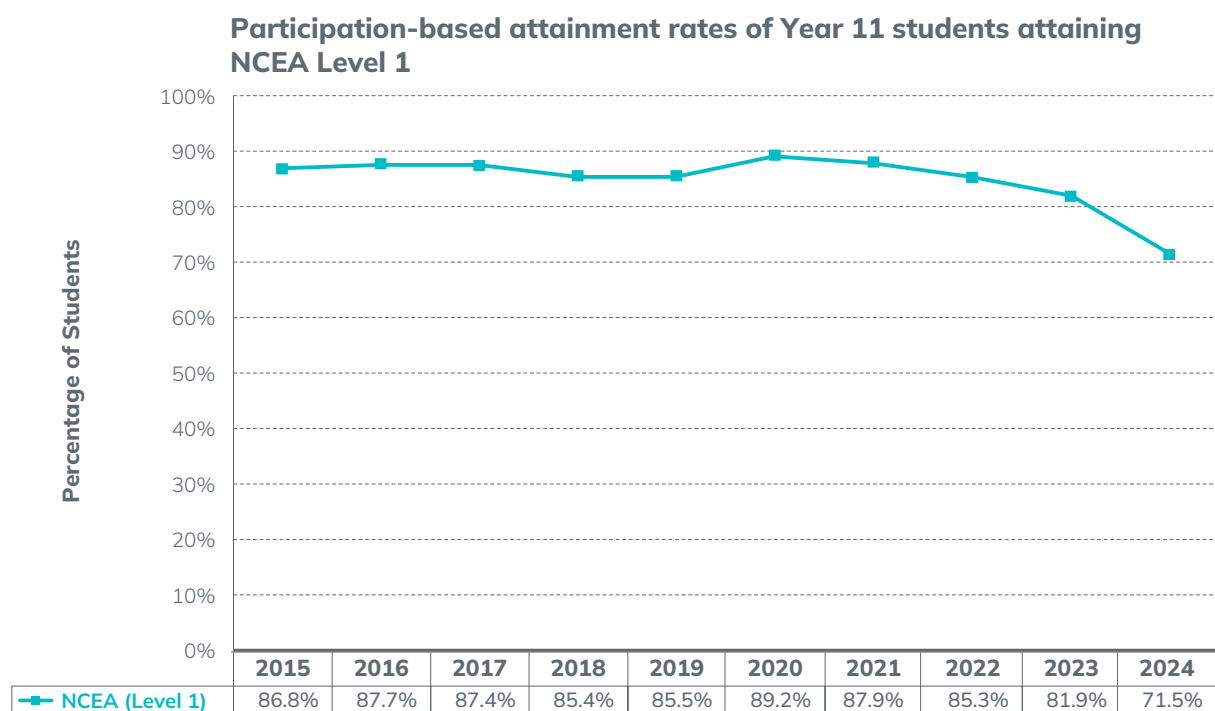


Figure 2. Participation-based attainment rates of Year 11 students attaining NCEA Level 1.

Table 1 shows Enrolment-based attainment rates in 2024 by region.

Region	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 University Entrance
Auckland	72.9%	73.2%	55.3%
Bay of Plenty	82.8%	74.3%	49.3%
Canterbury	78.6%	74.0%	56.2%
Gisborne	71.9%	61.1%	37.8%
Hawke's Bay	80.8%	74.9%	53.5%
Manawatu-Whanganui	73.0%	65.0%	41.6%
Marlborough	78.5%	71.1%	43.4%
Nelson	82.6%	74.2%	55.7%
Northland	72.5%	65.3%	38.3%
Otago	85.3%	79.1%	63.1%
Southland	81.7%	69.6%	50.5%
Taranaki	85.5%	78.0%	48.9%
Tasman	77.4%	74.3%	53.6%
Waikato	74.6%	68.8%	46.8%
Wellington	78.9%	77.1%	58.6%
West Coast	71.8%	64.4%	35.1%
Other	11.7%	15.7%	10.6%

Table 1. Enrolment-based Year 12 Students Attaining NCEA Level 2, Year 13 Students Attaining NCEA Level 3 and University Entrance by Region in 2024.

Table 2 shows Participation-based attainment rates in 2024 by region.

Region	Year 11 NCEA Level 1
Auckland	67.6%
Bay of Plenty	78.4%
Canterbury	76.3%
Gisborne	70.7%
Hawke's Bay	72.0%
Manawatu-Whanganui	59.6%
Marlborough	65.8%
Nelson	74.6%
Northland	67.5%
Otago	81.6%
Southland	73.0%
Taranaki	79.6%
Tasman	69.7%
Waikato	63.5%
Wellington	77.5%
West Coast	72.6%
Other	73.7%

Table 2. Participation-based Year 11 Students Attaining NCEA Level 1, by Region.

Statistics by Gender

Figure 3 shows Participation-based attainment rates of Year 11 male and female students in NCEA Level 1. Only students reported as male or female have been included in these figures.

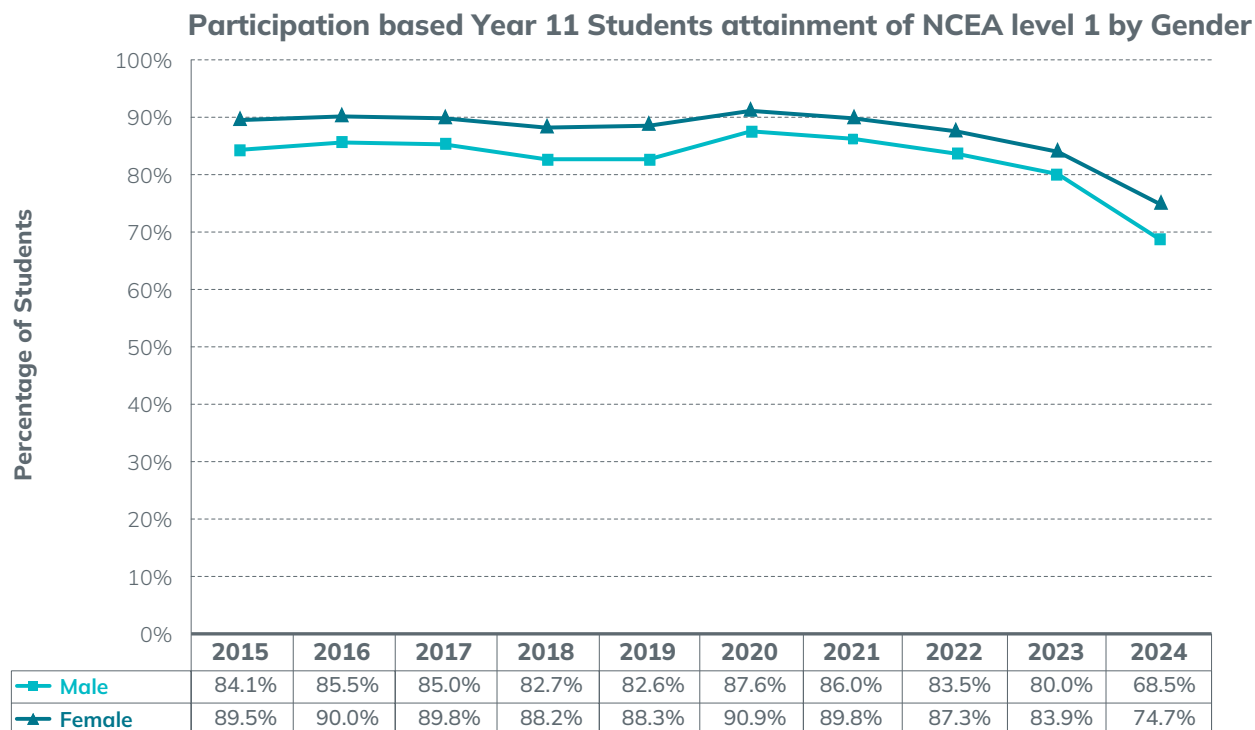


Figure 3. Participation-based attainment rates of Year 11 students attaining NCEA Level 1 by Gender.

Figures 4-6 show Enrolment-based attainment rates of male and female students. Only students reported as male or female have been included in these figures.

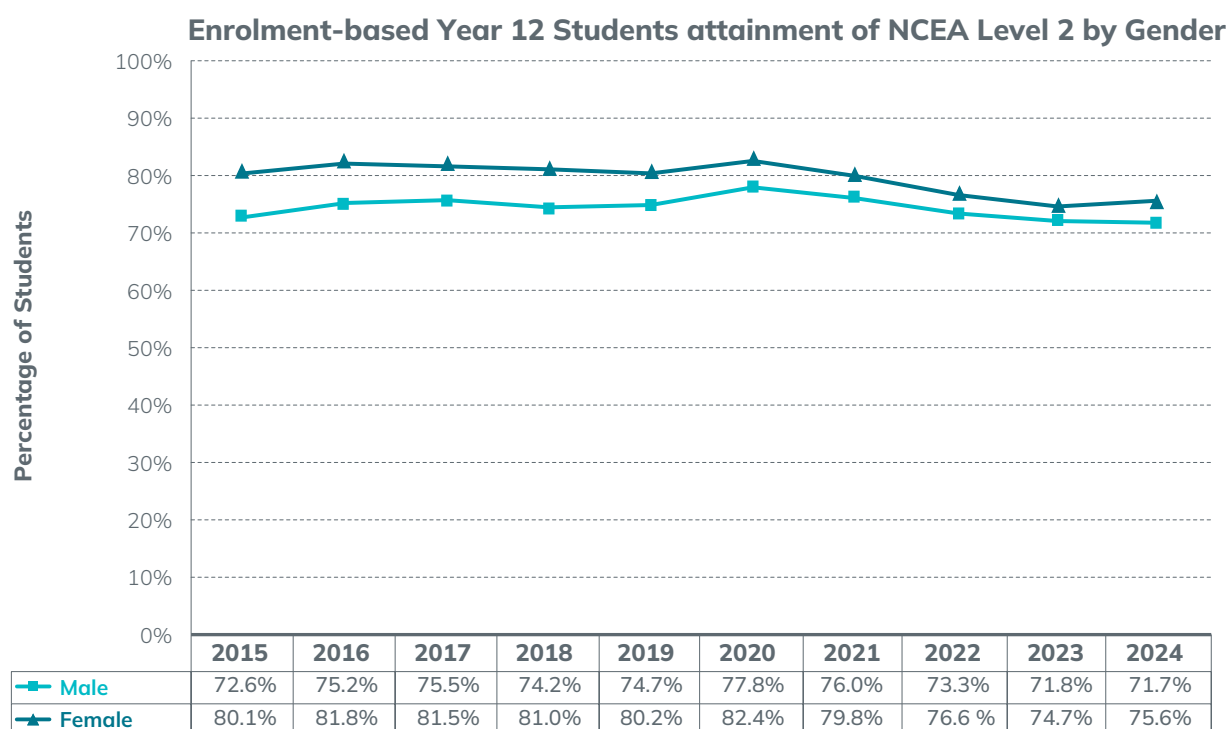


Figure 4. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by Gender.

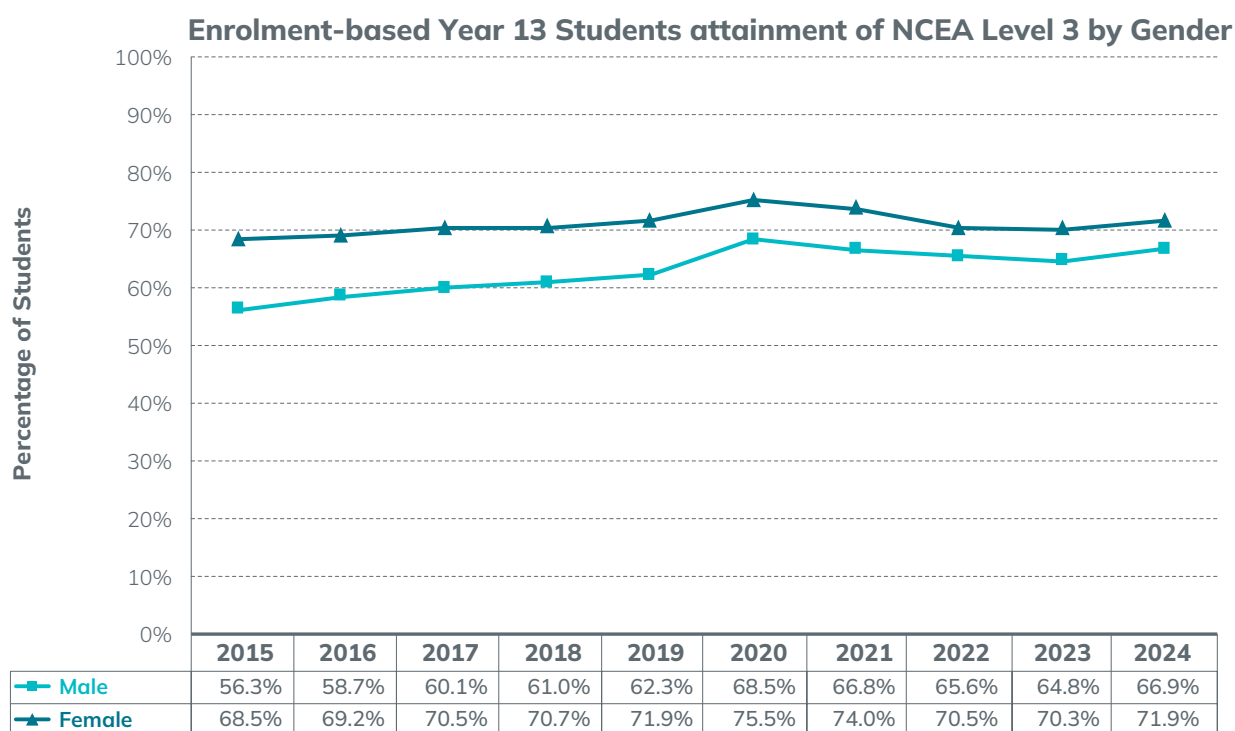


Figure 5. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by Gender.

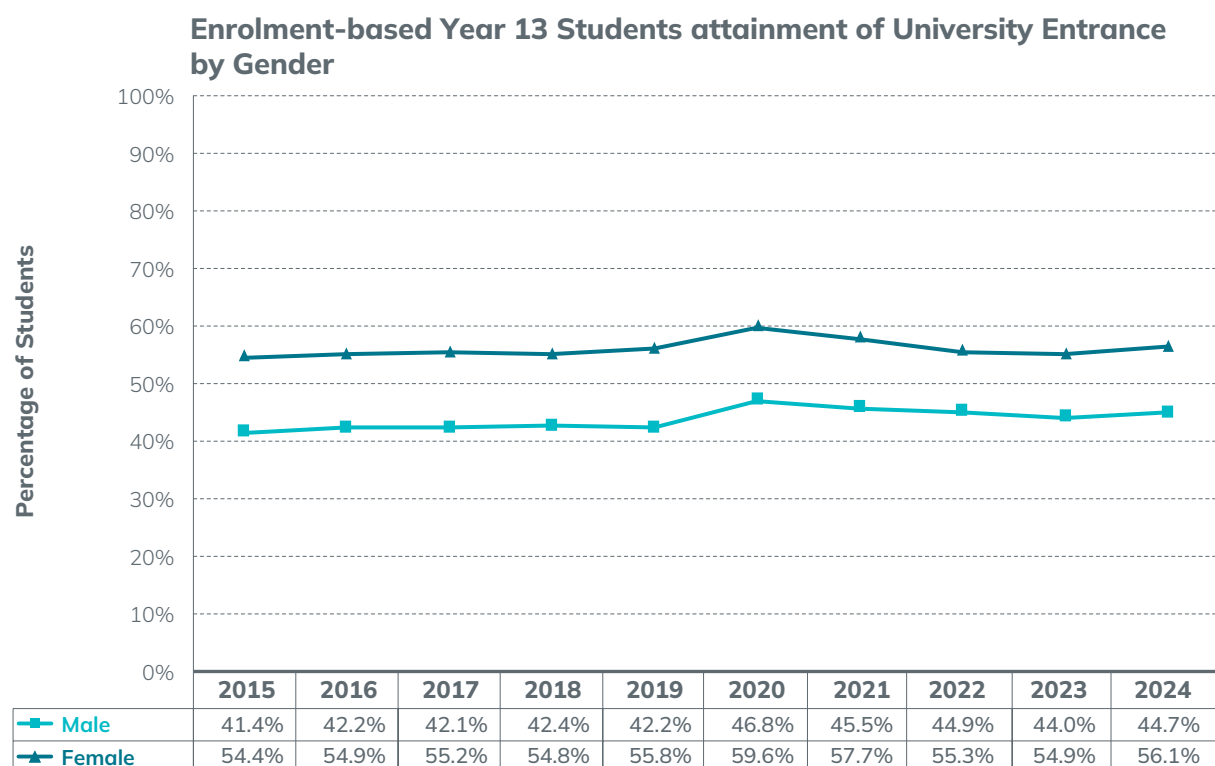


Figure 6. Enrolment-based attainment rates of Year 13 students attaining University Entrance by Gender.

Statistics by Ethnicity

Figure 7 shows Participation-based attainment rates for Year 11 Asian, European, Māori, Pacific and Middle Eastern/Latin American/African (MELAA) students.

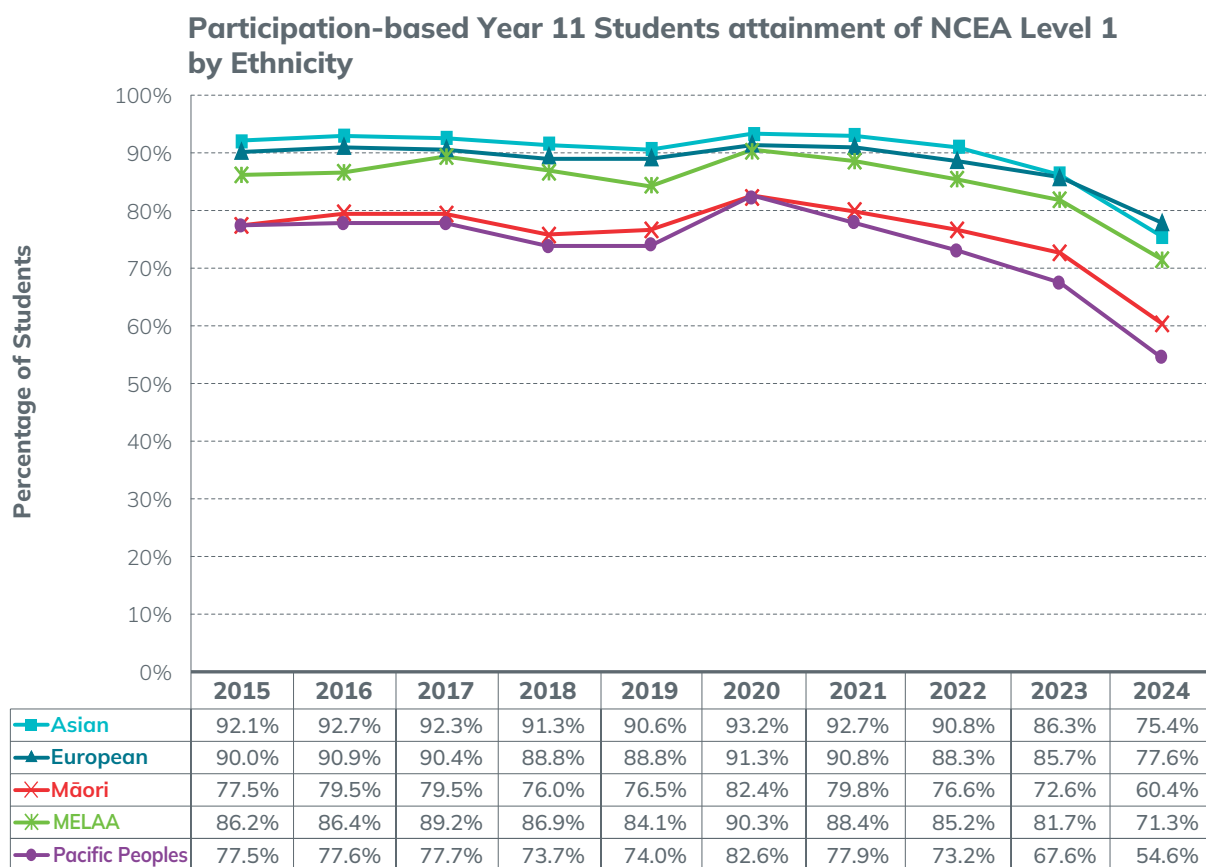


Figure 7. Participation-based attainment rates of Year 11 students attaining NCEA Level 1 by Ethnicity.

Figures 8-10 show Enrolment-based attainment rates for Asian, European, Māori, Pacific and Middle Eastern/Latin American/African (MELAA) students.

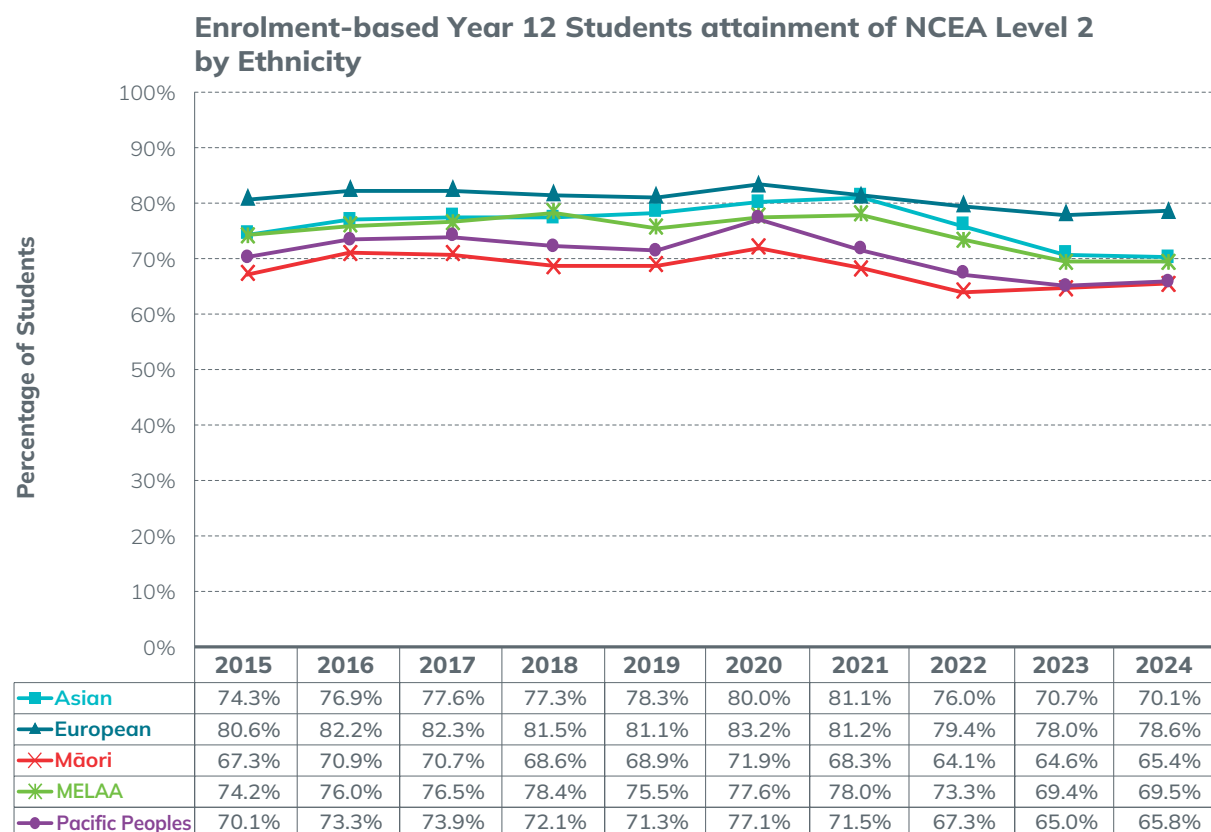


Figure 8. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by Ethnicity.

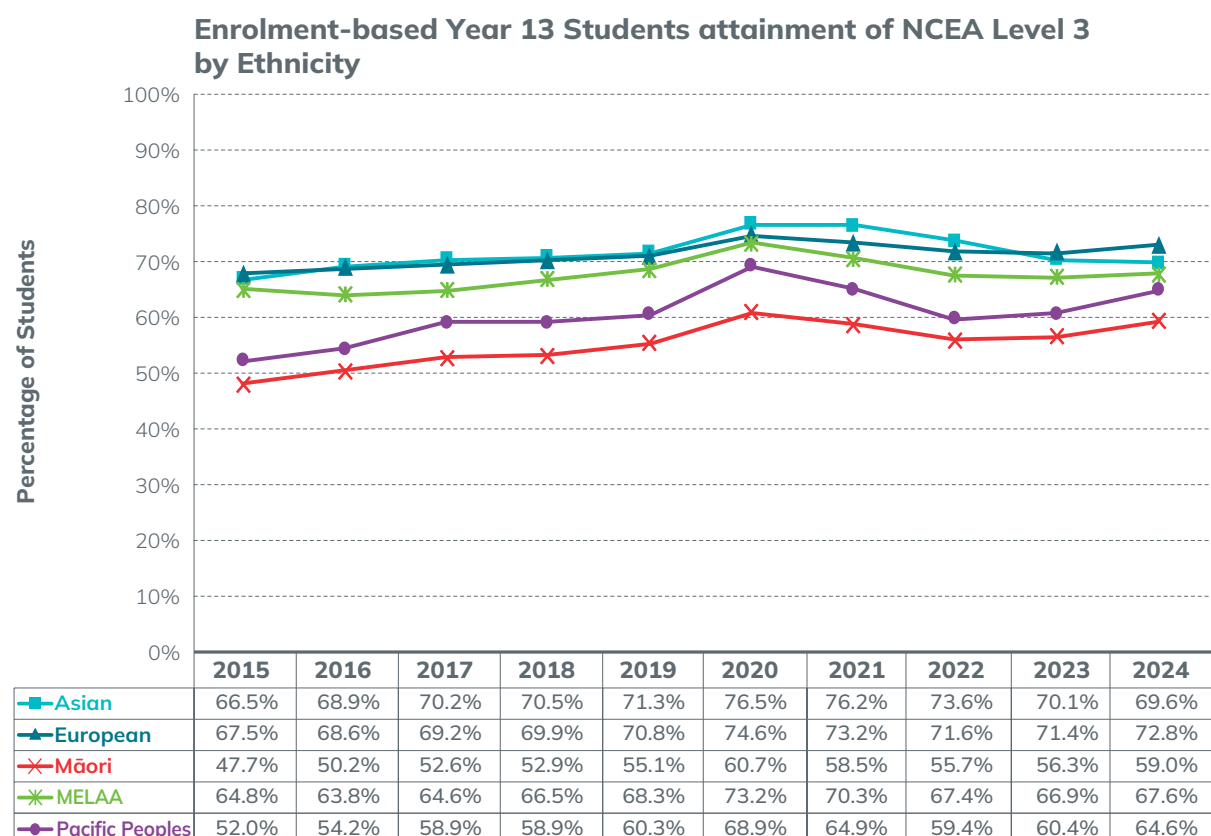


Figure 9. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by Ethnicity.

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

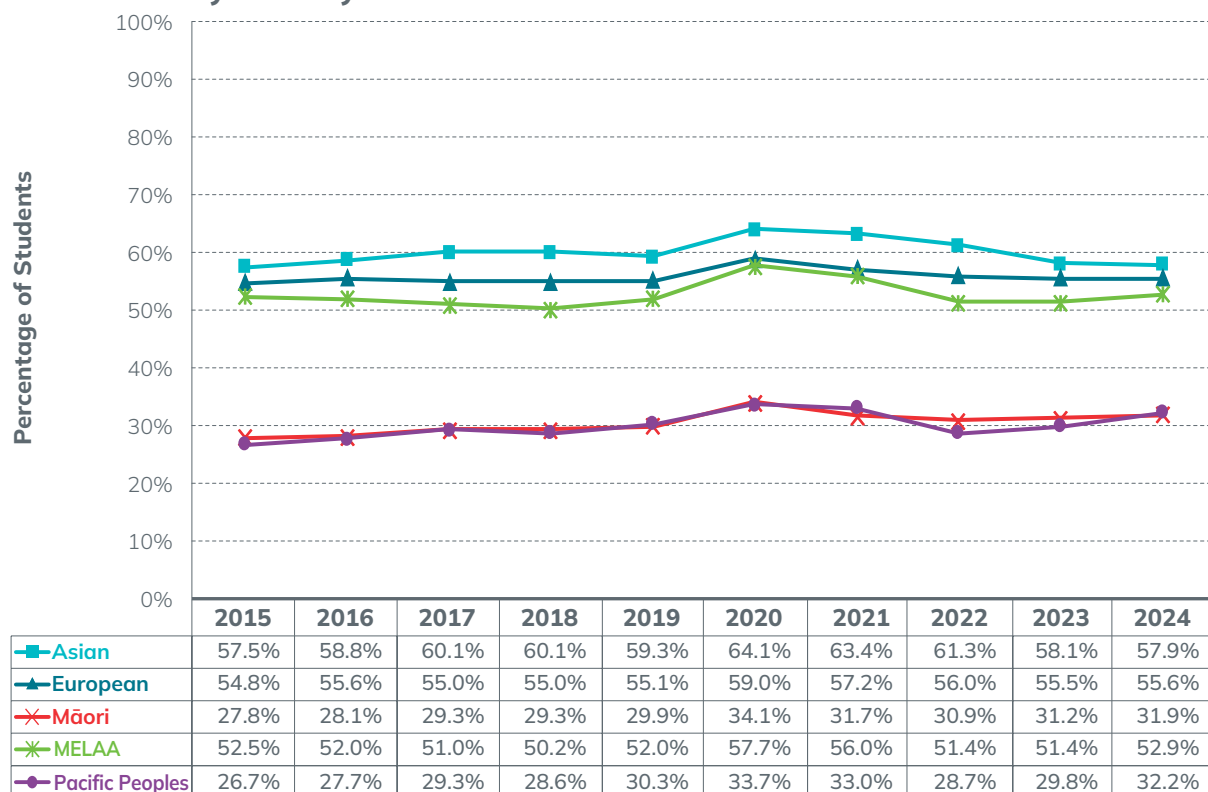


Figure 10. Enrolment-based attainment rates of Year 13 students attaining University Entrance by Ethnicity.

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

Figure 11 shows participation-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.

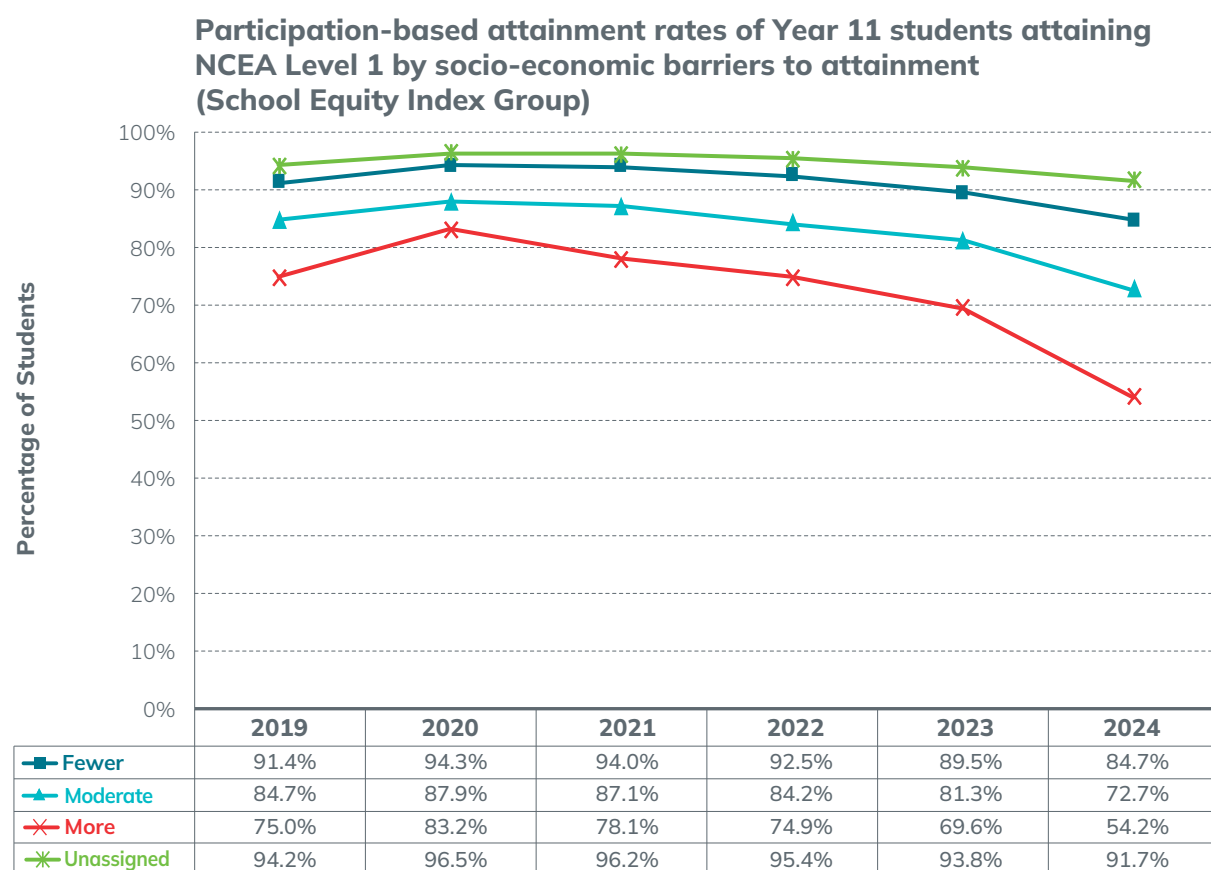


Figure 11. Participation-based attainment rates of Year 11 students attaining NCEA Level 1 by socio-economic barriers to attainment (School Equity Index Group).

Figures 12-14 show enrolment-based attainment rates by socio-economic barriers to attainment (School Equity Index Group).

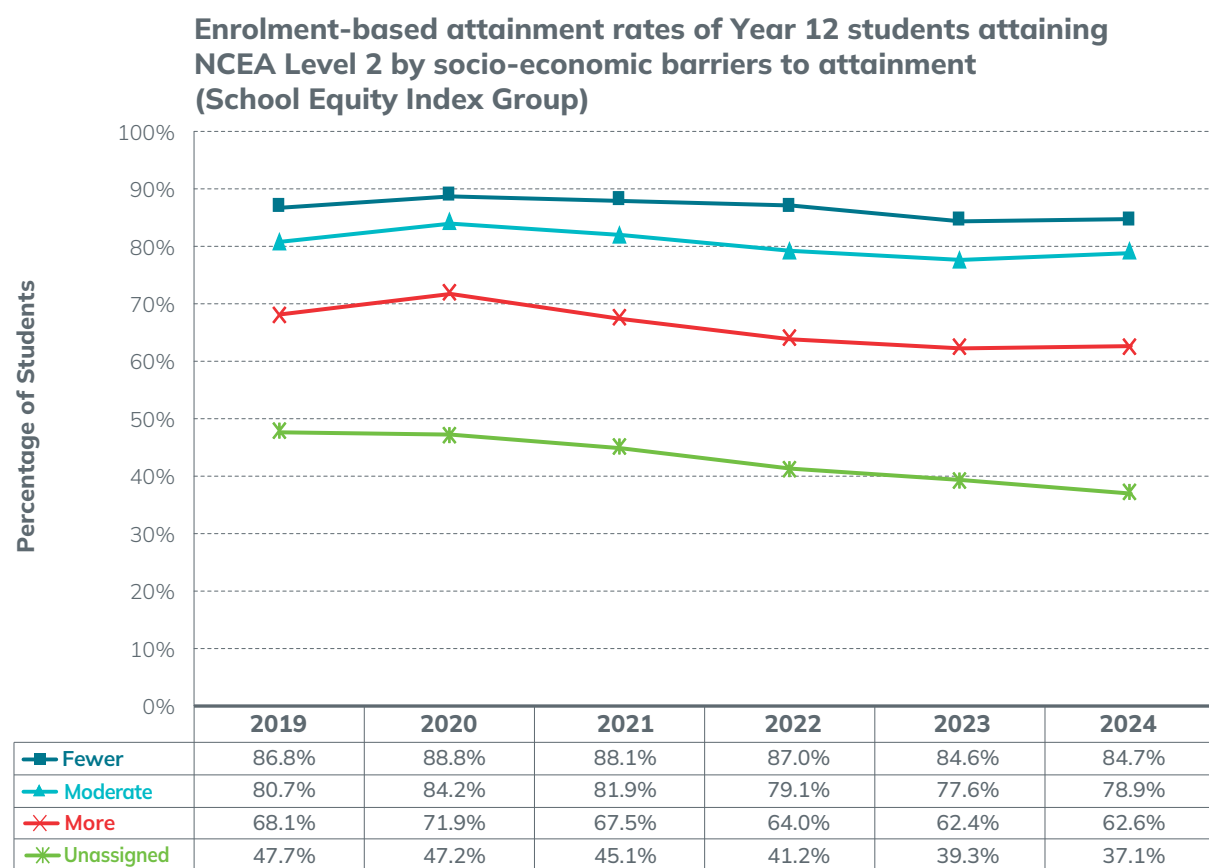


Figure 12. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by socio-economic barriers to attainment (School Equity Index Group).

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

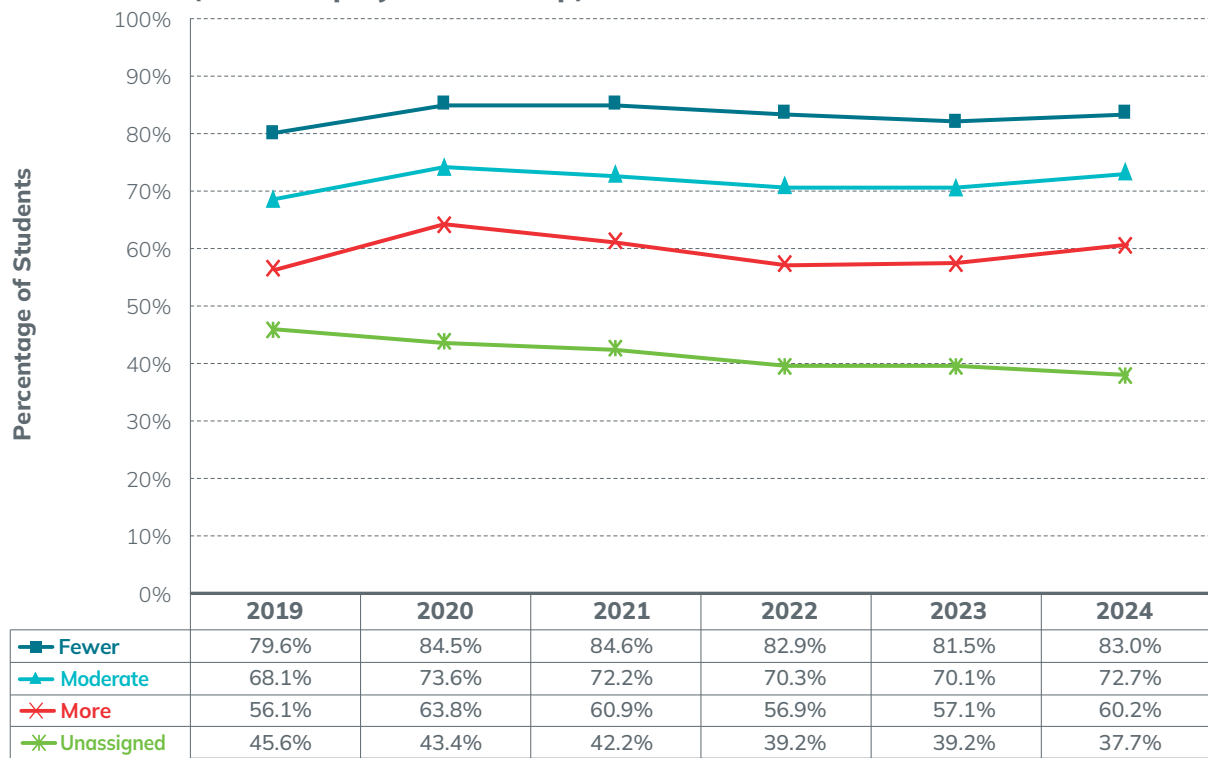


Figure 13. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by socio-economic barriers to attainment (School Equity Index Group).

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

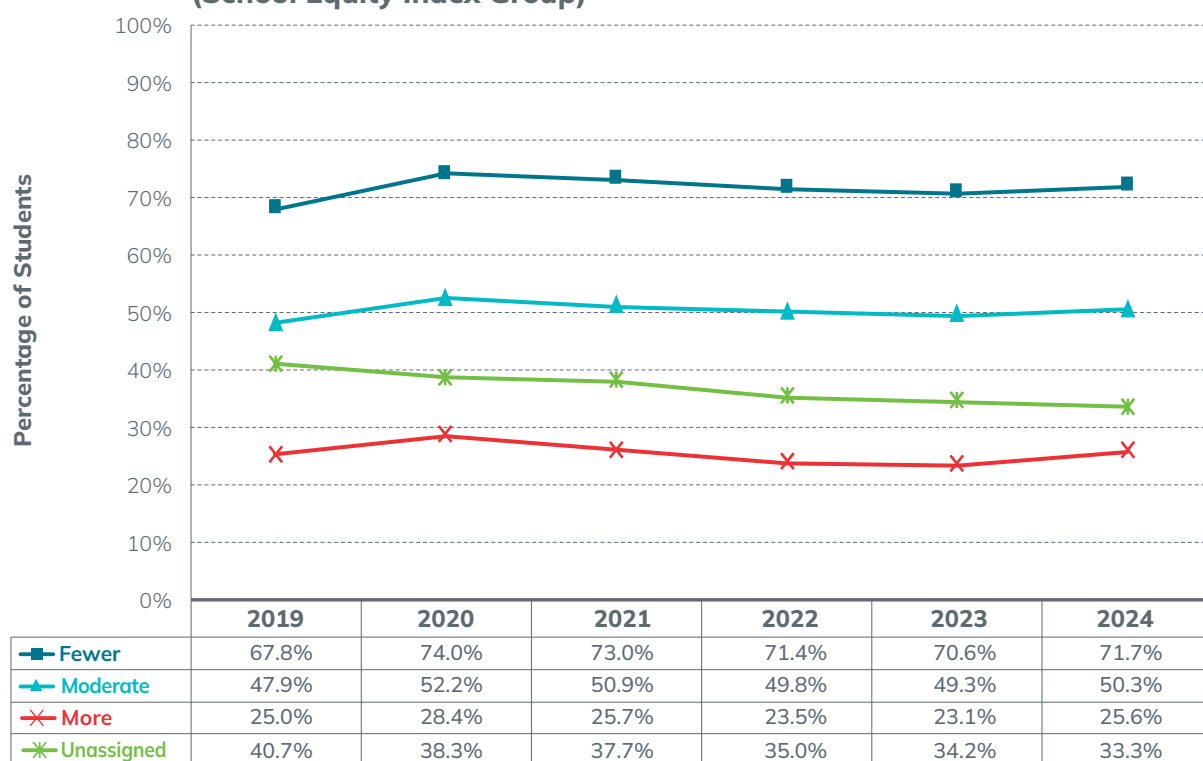


Figure 14. Enrolment-based attainment rates of Year 13 students attaining University Entrance by socio-economic barriers to attainment (School Equity Index Group).

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 2022 Year 11 cohort is formed from the students in the 2022 Enrolled Students cohort who are Year 11 students. Students who leave school before the end of 2024 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, Ethnicity and socio-economic barriers to attainment (School Equity Index Group).

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 15 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 2013 to 2022.

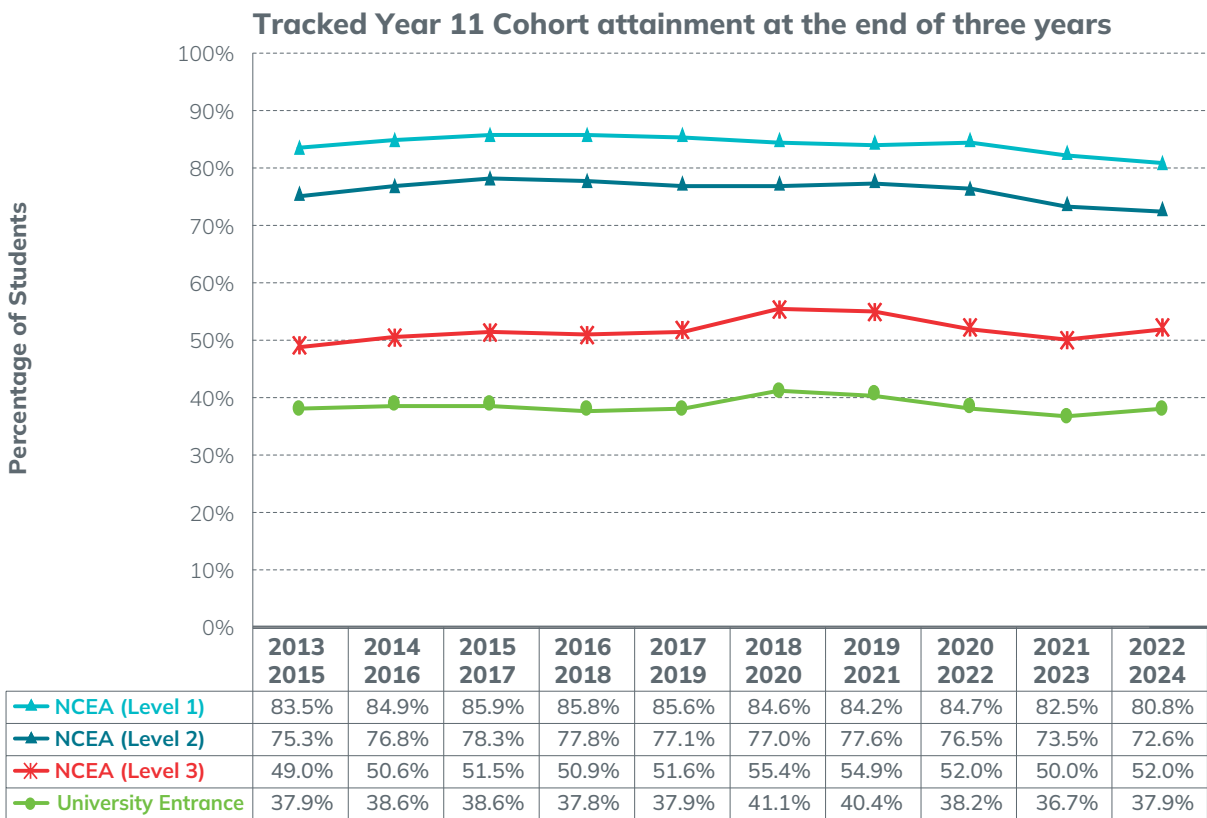


Figure 15. Attainment rates of Tracked Year 11 cohorts 2013 to 2022 at the end of three years.

Statistics by Gender

Figures 16-19 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 2013 to 2022. Only students reported as male or female have been included in these figures.

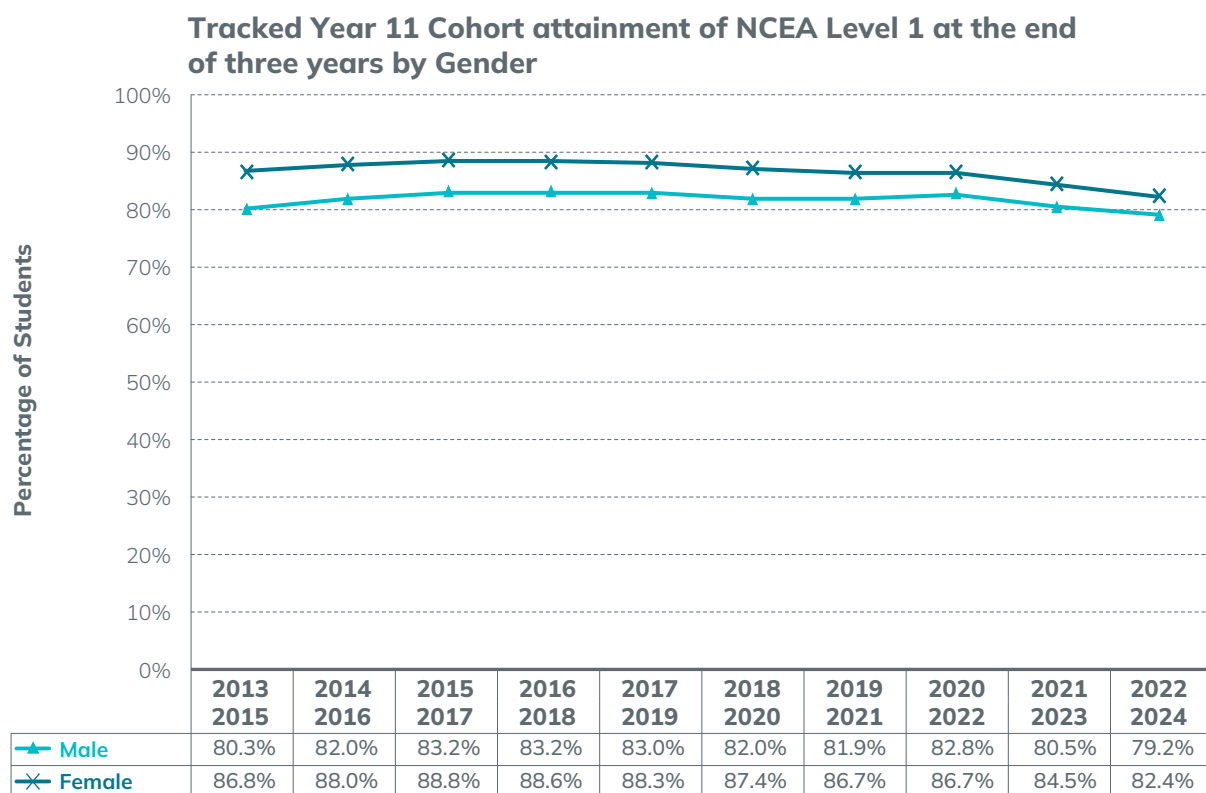


Figure 16. NCEA Level 1 attainment rates by Gender for the Tracked Year 11 cohorts 2013 to 2022 at the end of three years.

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

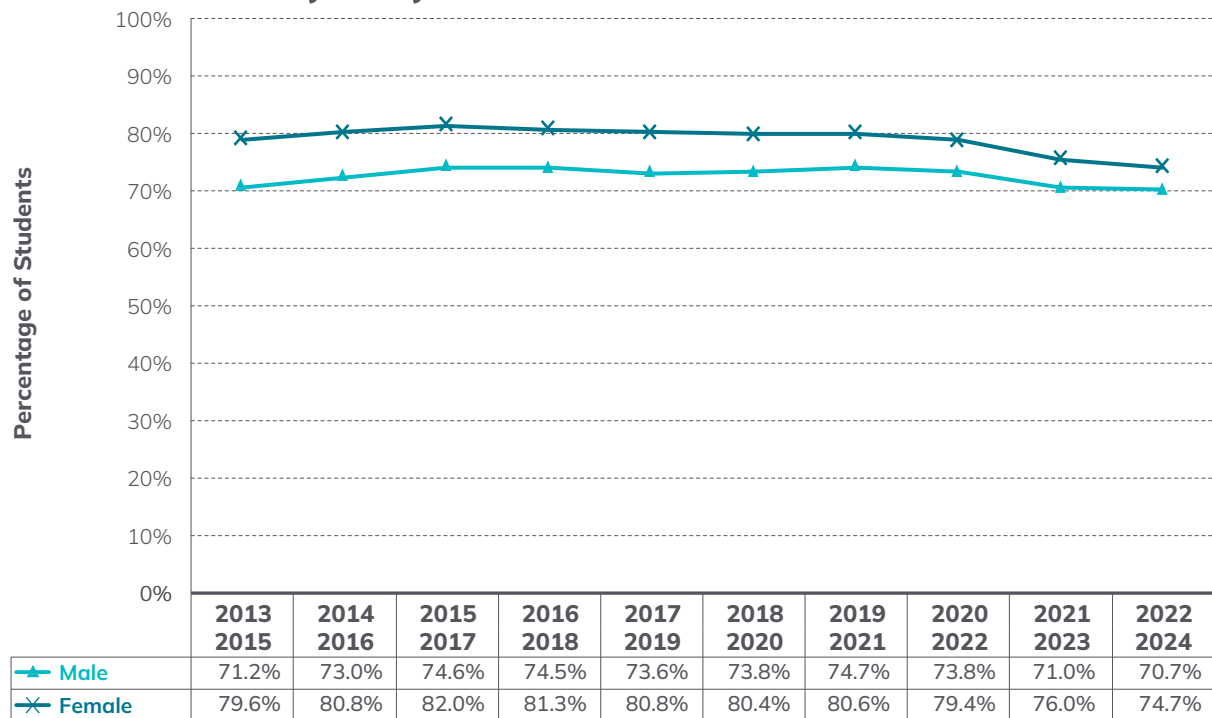


Figure 17. NCEA Level 2 attainment rates by Gender for the Tracked Year 11 cohorts 2013 to 2022 at the end of three years.

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

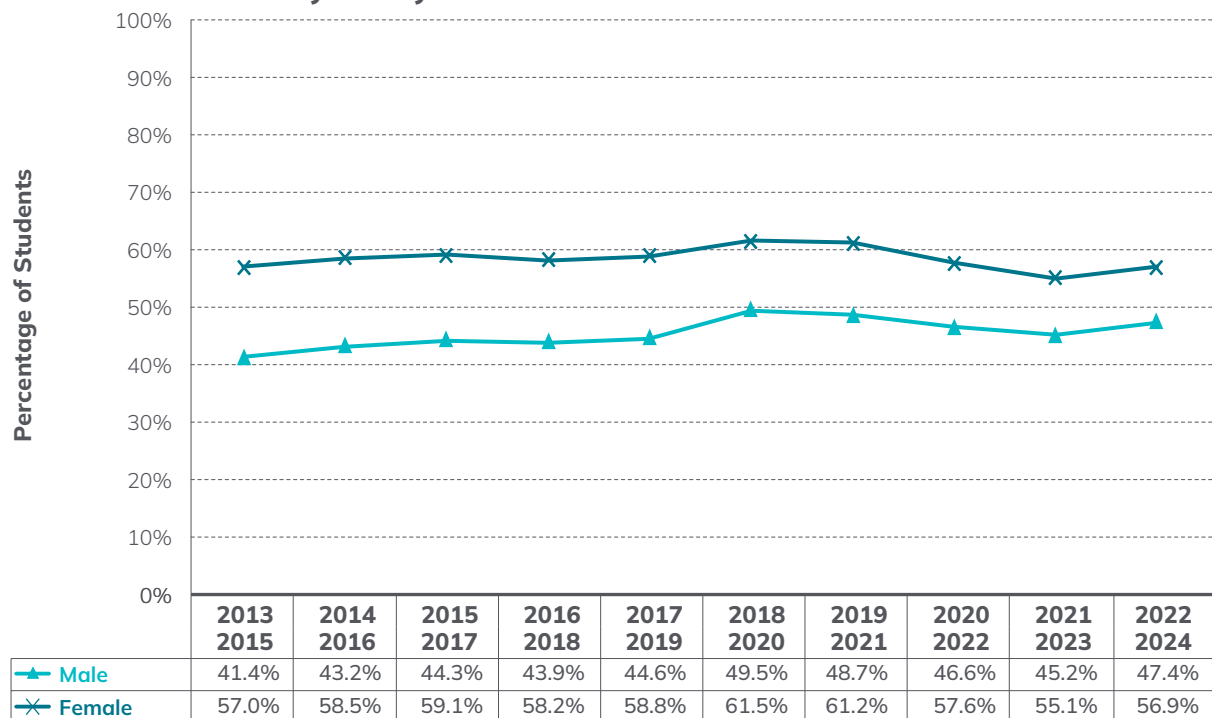


Figure 18. NCEA Level 3 attainment rates by Gender for the Tracked Year 11 cohorts 2013 to 2022 at the end of three years.

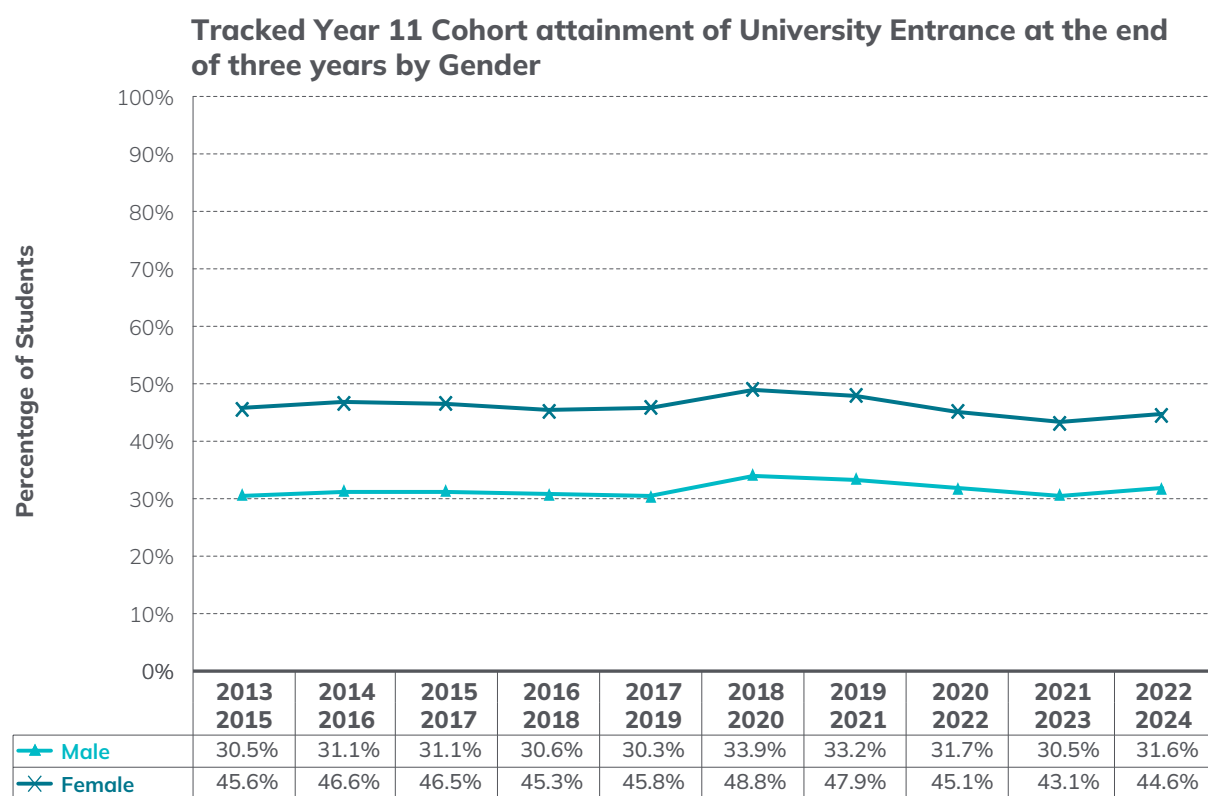


Figure 19. University Entrance attainment rates by Gender for the Tracked Year 11 cohorts 2013 to 2022 at the end of three years.

Statistics by Ethnicity

Figures 20-23 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 2013 to 2022. The ethnicity stated when the student became a member of the cohort is maintained throughout, even though the student may subsequently amend their ethnicity.

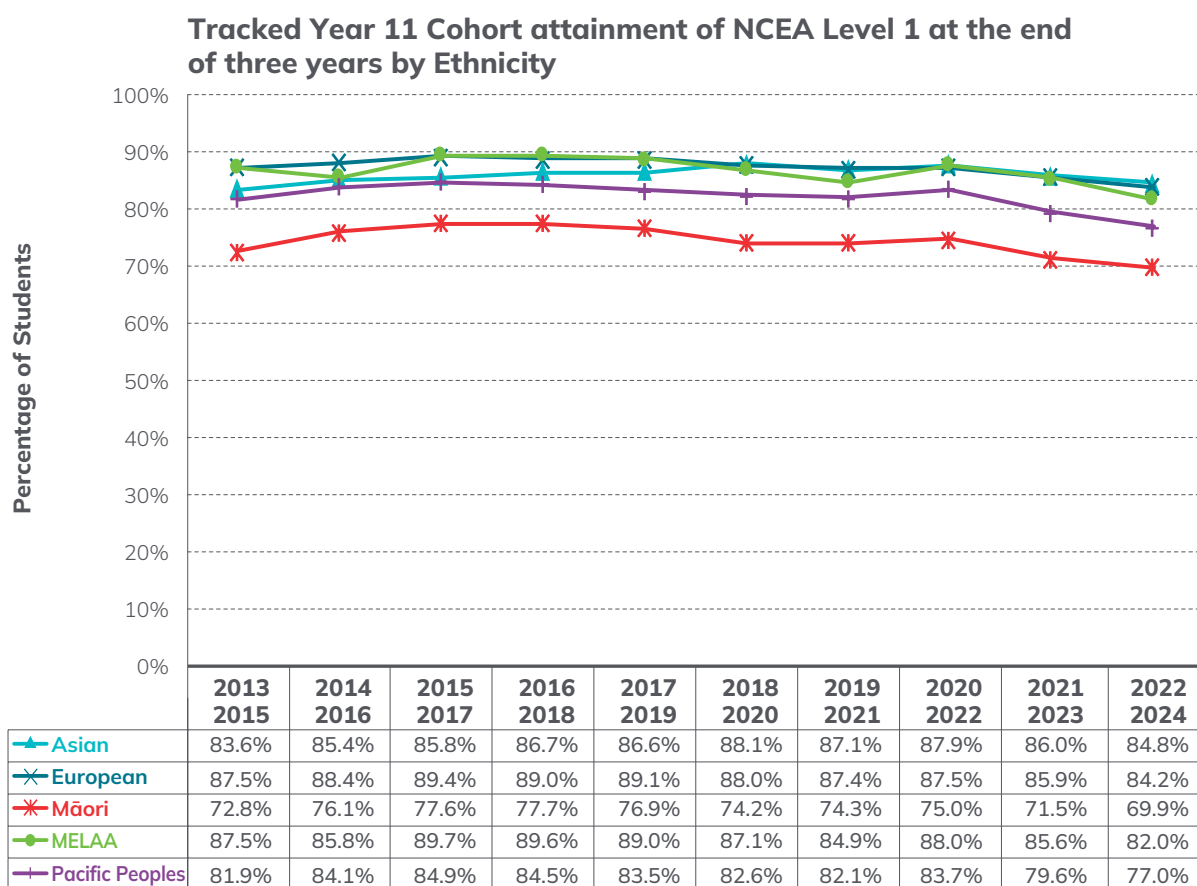


Figure 20. NCEA Level 1 attainment rates by Ethnicity for the Tracked Year 11 cohorts 2013 to 2022 at the end of three years.

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

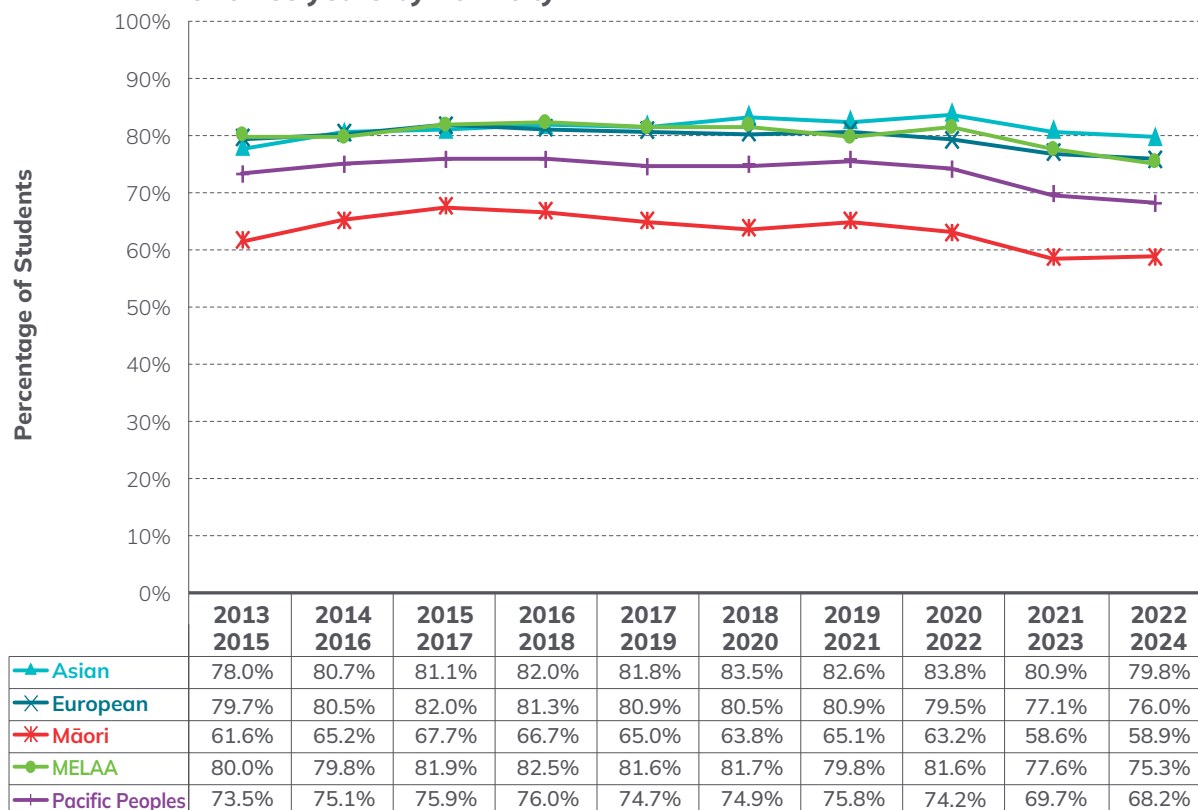


Figure 21. NCEA Level 2 attainment rates by Ethnicity for the Tracked Year 11 cohorts 2013 to 2022 at the end of three years.

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

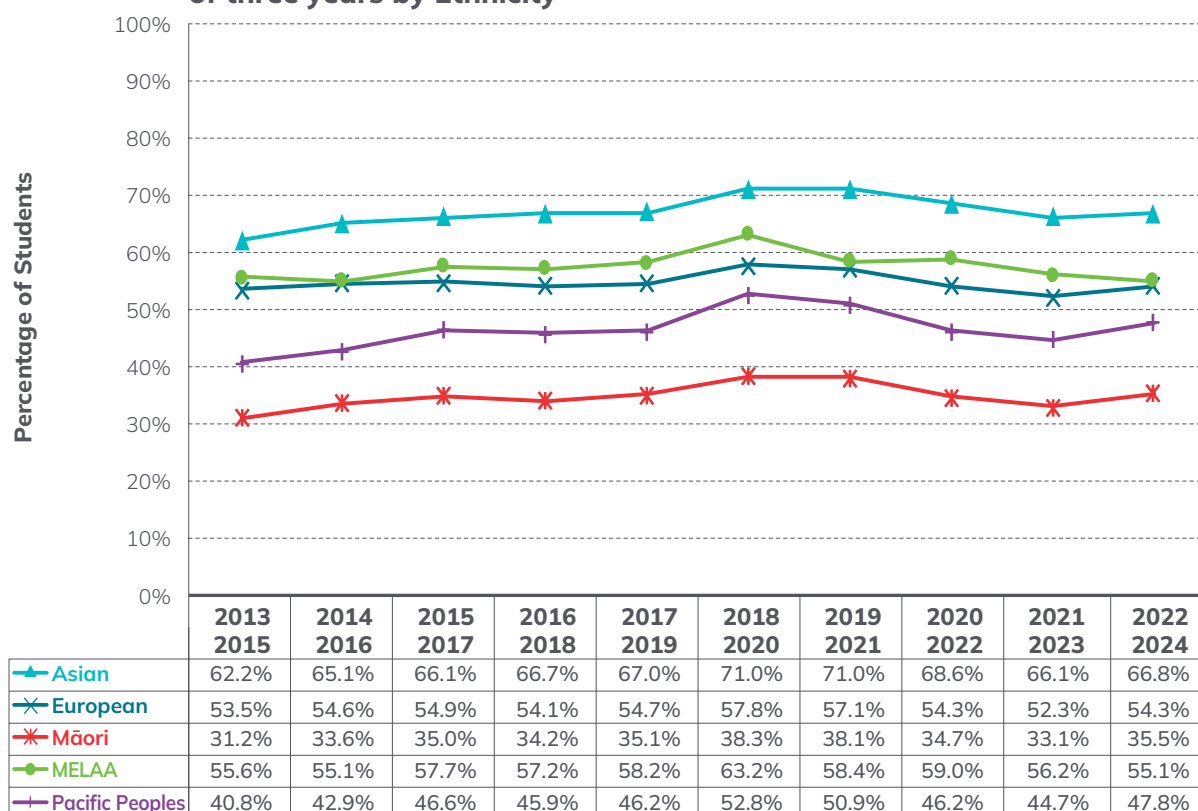


Figure 22. NCEA Level 3 attainment rates by Ethnicity for the Tracked Year 11 cohorts 2013 to 2022 at the end of three years.

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

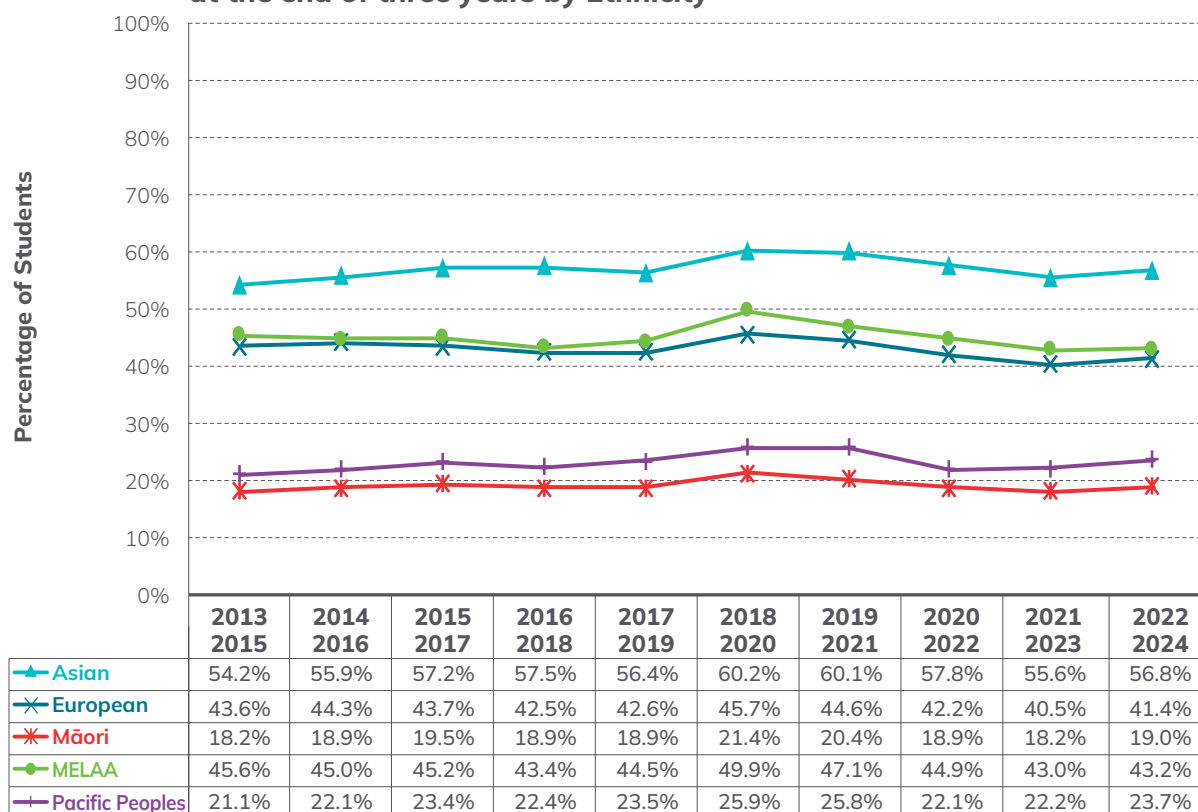


Figure 23. University Entrance attainment rates by Ethnicity for the Tracked Year 11 cohort 2013 to 2022 at the end of three years.

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

Figures 24-27 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 2022.

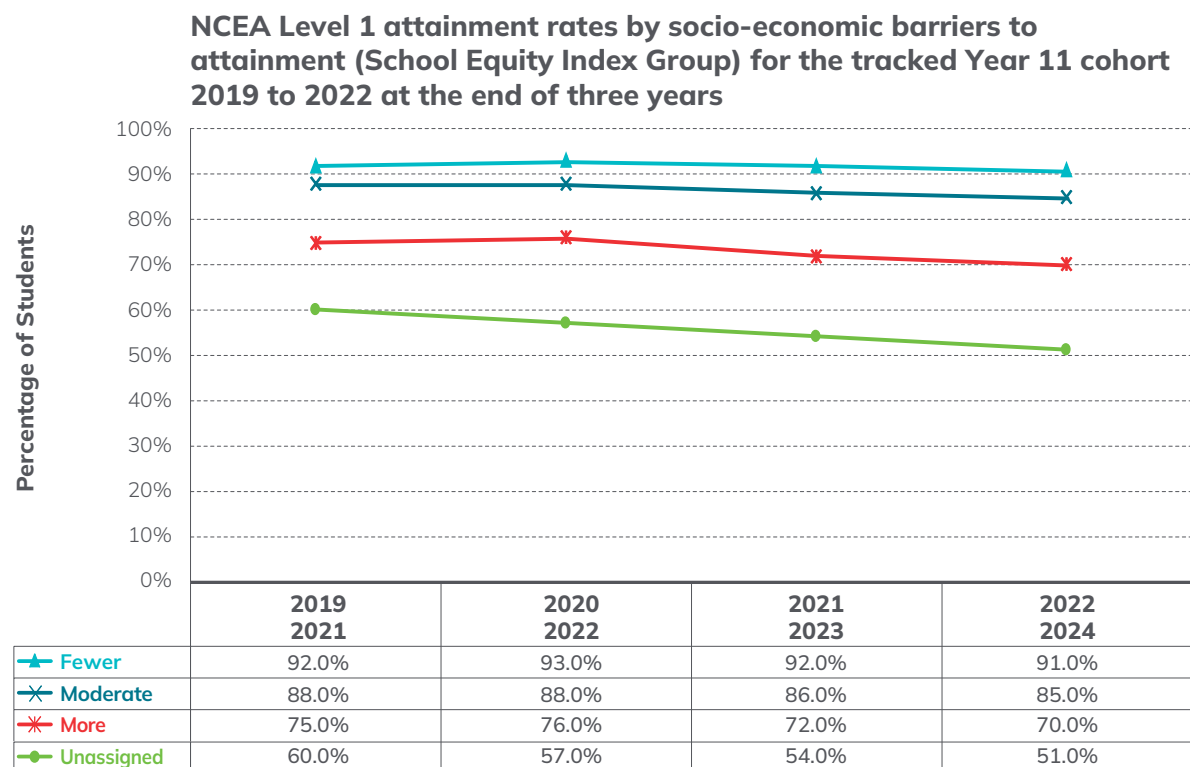


Figure 24. NCEA Level 1 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2022 at the end of three years.

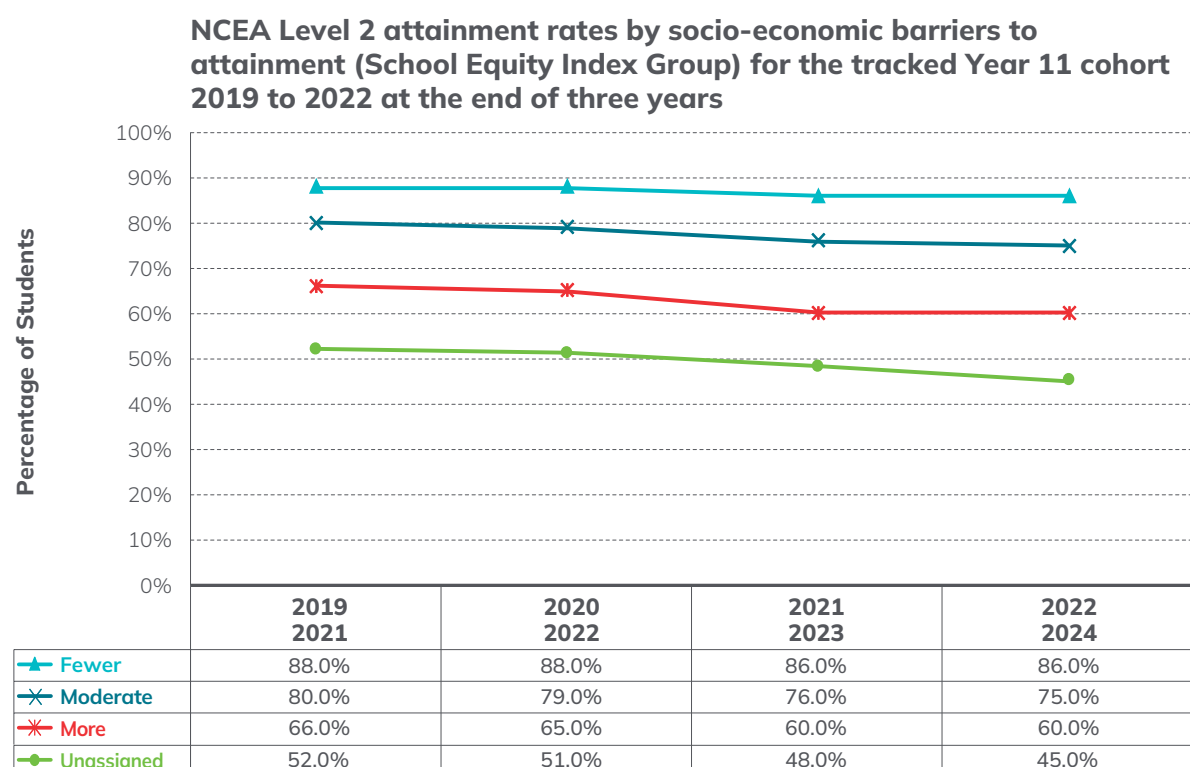


Figure 25. NCEA Level 2 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2022 at the end of three years.

NCEA Level 3 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2022 at the end of three years

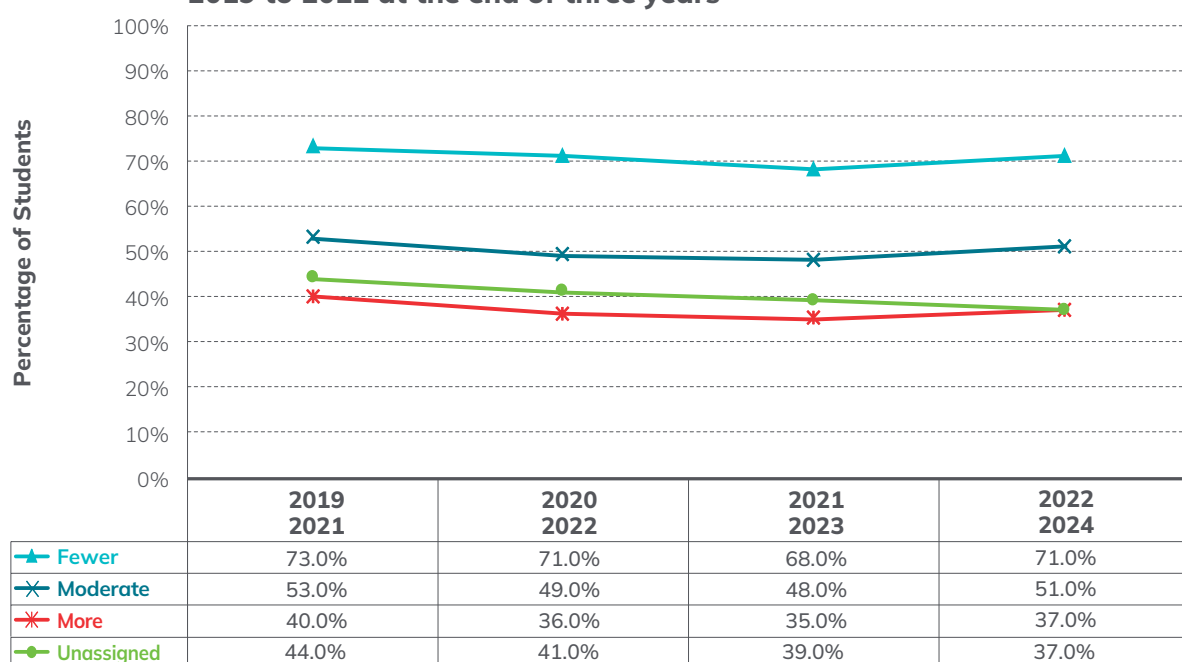


Figure 26. NCEA Level 3 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2022 at the end of three years.

University Entrance attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2022 at the end of three years

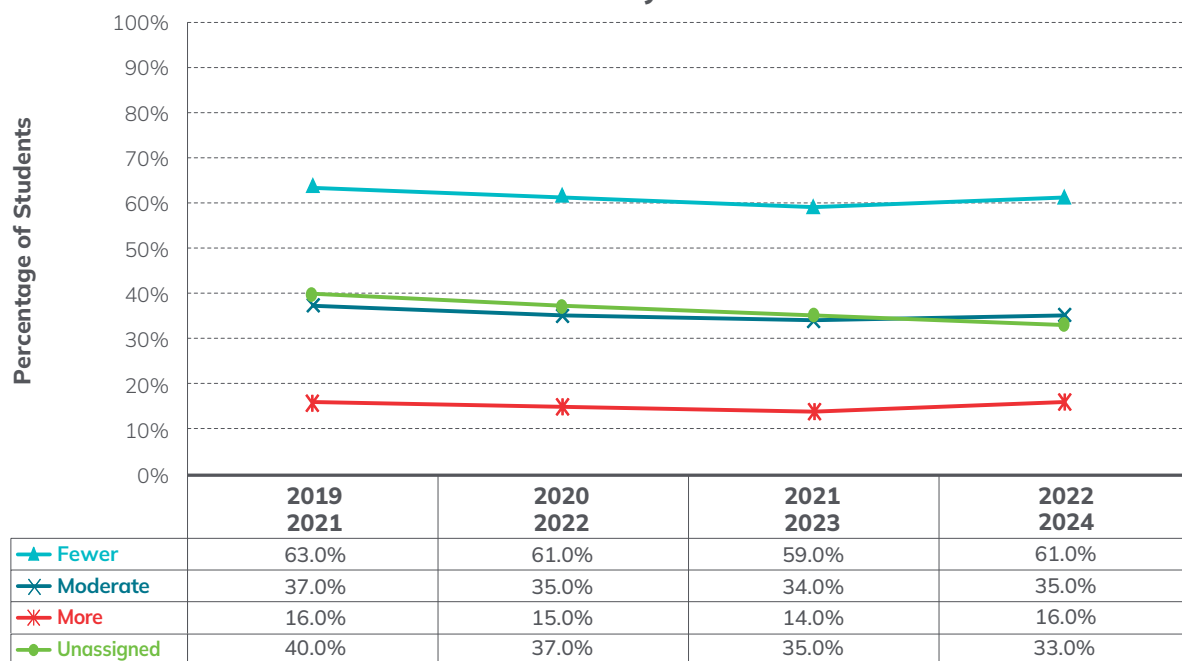


Figure 27. University Entrance attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the tracked Year 11 cohort 2019 to 2022 at the end of three years.

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Literacy and Numeracy requirements for NCEA and University Entrance

There are separate literacy and numeracy requirements for NCEA Level 1 and the University Entrance award. The literacy and numeracy statistics of NCEA Level 1 are based on the Year 11 Enrolment-based cohorts, whereas the literacy and numeracy statistics of University Entrance are based on the Year 13 Enrolment-based cohort.

NCEA Level 1

Literacy requirements

For NCEA Level 1, the requirement for literacy is a minimum of 10 credits. In 2024, this requirement could either be met by:

- Achieving both co-requisite Literacy unit standards or both co-requisite Te Reo Matatini unit standards; or by
- Achieving 10 or more credits from an approved list of Literacy and Numeracy-rich achievement standards, including a sub-set of standards with usage restrictions

Numeracy requirements

For NCEA Level 1, the requirement for numeracy is a minimum of 10 credits. In 2024, this requirement could either be met by:

- Achieving the Numeracy co-requisite unit standard or the Pāngarau co-requisite unit standard; or by
- Achieving 10 or more credits from an approved list of Literacy and Numeracy-rich achievement standards, including a sub-set of standards with usage restrictions.

University Entrance

Literacy requirements

For University Entrance, the requirement for literacy is a minimum of 10 credits at Level 2 or above, made up of:

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

Numeracy requirements

For University Entrance, the requirement for numeracy is the same as for NCEA Level 1.

For further information on the current literacy and numeracy requirements for NCEA and University Entrance, please refer to the NZQA website, respectively:

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

<https://www2.nzqa.govt.nz/ncea/understanding-secondary-quals/university-entrance/literacy-for-ue/>

Literacy and Numeracy for NCEA Level 1

Table 3 shows the percentage of Year 11 students attaining NCEA Level 1 Literacy and Numeracy², and both Literacy and Numeracy, by the end of each year. The requirements for achieving Literacy and Numeracy for NCEA Level 1 were changed and tightened in 2024.

Year	Literacy	Numeracy	Literacy and Numeracy
2015	86.4%	84.6%	82.8%
2016	86.5%	85.1%	83.2%
2017	87.1%	85.5%	83.7%
2018	86.2%	84.4%	82.5%
2019	85.5%	83.4%	81.5%
2020	85.1%	83.6%	81.0%
2021	83.6%	82.5%	79.2%
2022	81.6%	80.8%	77.2%
2023	82.8%	82.3%	78.8%
2024	76.6%	74.8%	69.6%

Table 3. Overall percentage of Year 11 students attaining NCEA Level 1 Literacy and Numeracy by the end of Year 11.

Participation and attainment data for Literacy and Numeracy and Te Reo Matatini me te Pāngarau co-requisite assessments can be found here: <https://www2.nzqa.govt.nz/ncea/subjects/litnum/literacy-and-numeracy-data/>

² 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

Table 4 shows the percentages of Year 13 students achieving the literacy and numeracy requirements for the University Entrance award³. 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	Literacy and Numeracy
2015	73.4%	92.7%	73.2%
2016	69.9%	93.1%	69.7%
2017	70.2%	93.7%	69.9%
2018	70.5%	93.8%	70.3%
2019	70.4%	94.0%	70.1%
2020	70.7%	93.7%	70.4%
2021	69.5%	93.6%	69.2%
2022	69.1%	93.3%	68.8%
2023	69.4%	93.0%	69.1%
2024	69.3%	92.2%	68.9%

Table 4. Overall percentage of Year 13 students attaining University Entrance Literacy and Numeracy by the end of Year 13.

³ 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.

A decorative graphic consisting of a grid of thin white lines on a dark gray background. The grid is composed of vertical and horizontal lines, with some diagonal lines intersecting at various points, creating a complex geometric pattern.

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 above⁴.

The attainment rate of certificate endorsement is the percentage of students who achieved an NCEA certificate with an endorsement in the same year⁵. The denominator for these percentages is the number of students who achieved the qualification.

Figures 28-30 show the percentages of students who achieved NCEA Levels 1, 2, or 3 with Merit or Excellence endorsement. Table 5 shows the certificate endorsements attained by students in 2024 by region.

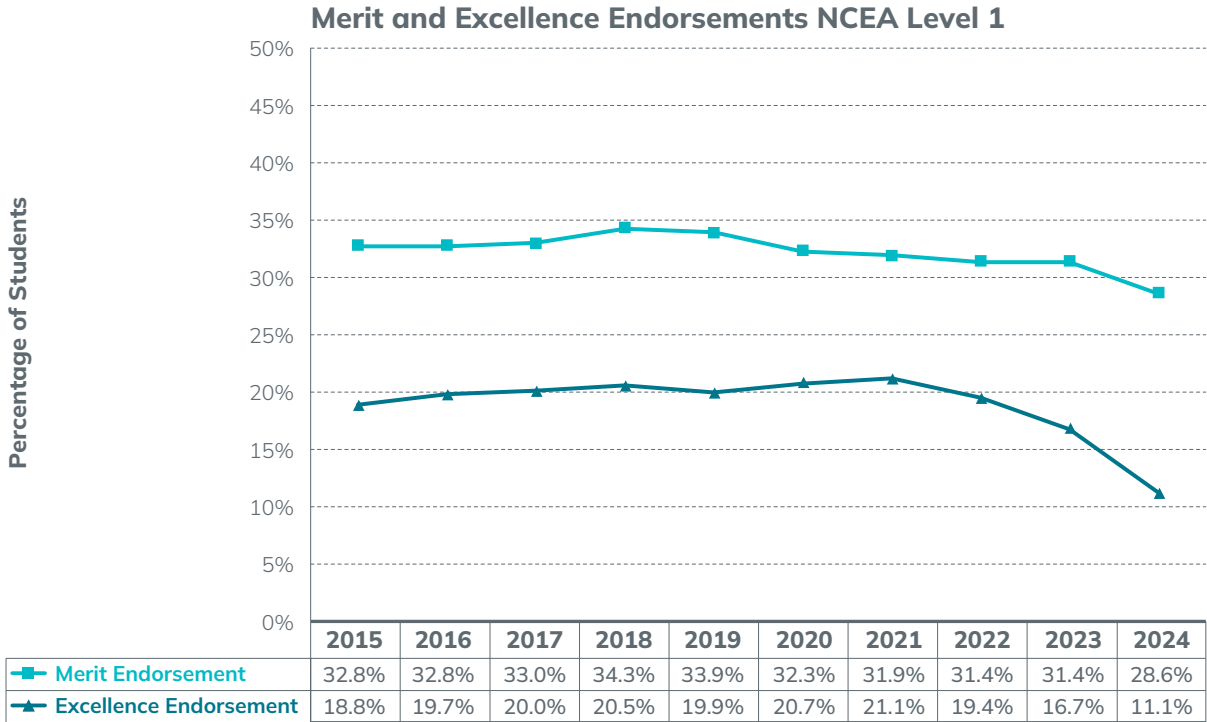


Figure 28. NCEA Level 1 Endorsements attained by Year 11 students with NCEA Level 1.

4 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).

5 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).

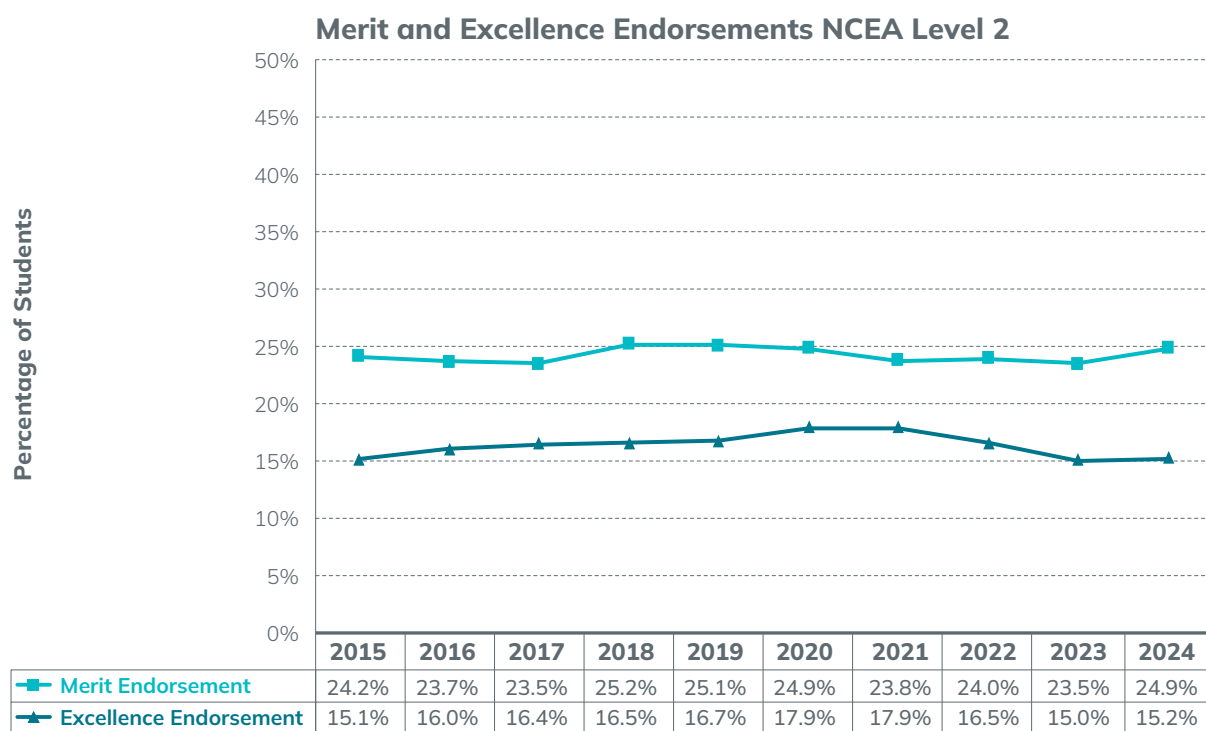


Figure 29. NCEA Level 2 Endorsements attained by Year 12 students with NCEA Level 2.

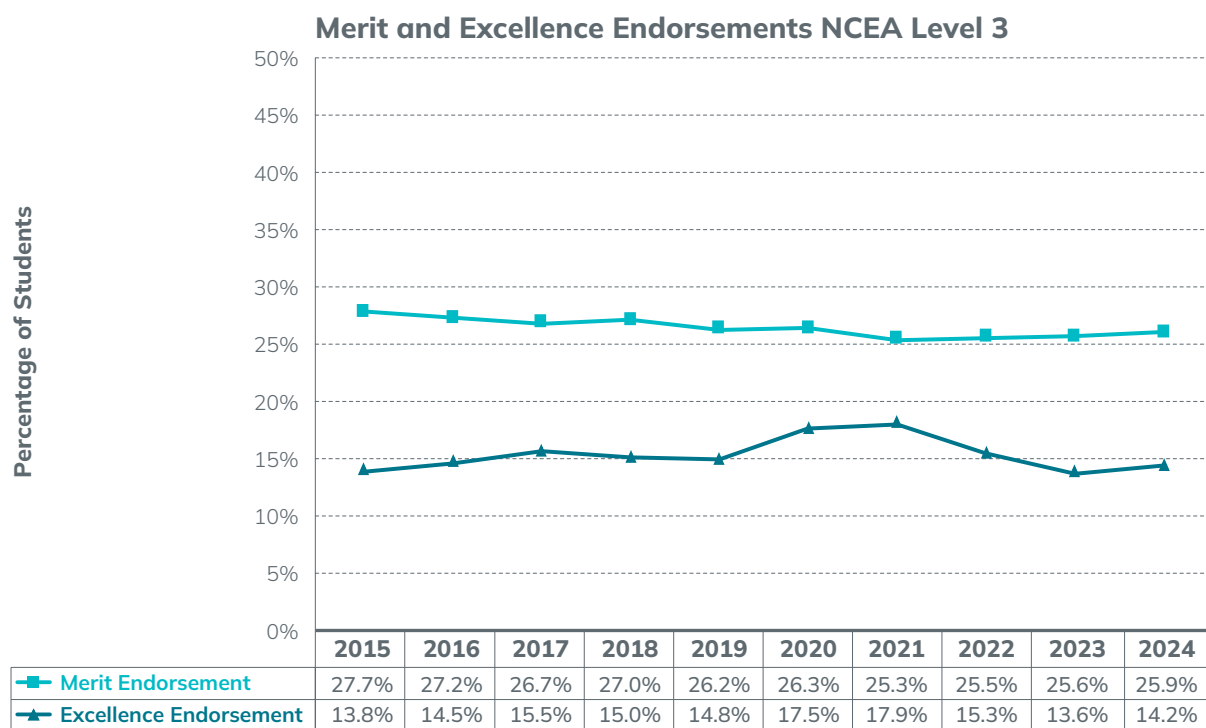


Figure 30. NCEA Level 3 Endorsements attained by Year 13 students with NCEA Level 3.

Table 5 shows the endorsements attained by students in 2024 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	31.0%	12.2%	27.9%	17.3%	28.5%	16.4%
Bay of Plenty	25.4%	12.2%	19.5%	16.1%	22.9%	15.7%
Canterbury	31.5%	11.9%	25.8%	15.3%	26.7%	12.7%
Gisborne	22.5%	7.9%	15.8%	11.6%	18.2%	9.1%
Hawke's Bay	33.4%	9.9%	24.2%	14.3%	26.4%	11.6%
Manawatu- Whanganui	24.0%	8.7%	20.9%	10.2%	21.0%	11.5%
Marlborough	19.1%	5.9%	22.2%	10.0%	18.6%	12.4%
Nelson	30.9%	11.4%	27.9%	16.9%	28.7%	13.0%
Northland	20.4%	5.4%	16.0%	9.8%	18.6%	10.0%
Otago	31.1%	15.7%	27.0%	18.5%	27.3%	13.4%
Southland	24.2%	11.1%	18.9%	12.2%	23.3%	12.0%
Taranaki	23.3%	10.3%	21.4%	11.6%	22.6%	11.9%
Tasman	30.3%	6.4%	18.6%	13.2%	24.6%	8.5%
Waikato	21.5%	7.1%	19.2%	11.5%	21.7%	11.8%
Wellington	29.4%	13.4%	27.3%	18.9%	24.2%	13.9%
West Coast	14.2%	3.8%	12.2%	7.7%	17.9%	9.8%
Other	32.4%	16.7%	18.4%	12.8%	20.3%	13.1%

Table 5. NCEA Year 11 Level 1, Year 12 Level 2, and Year 13 Level 3 Endorsements by region.

Statistics by Gender

Figures 31-36 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.

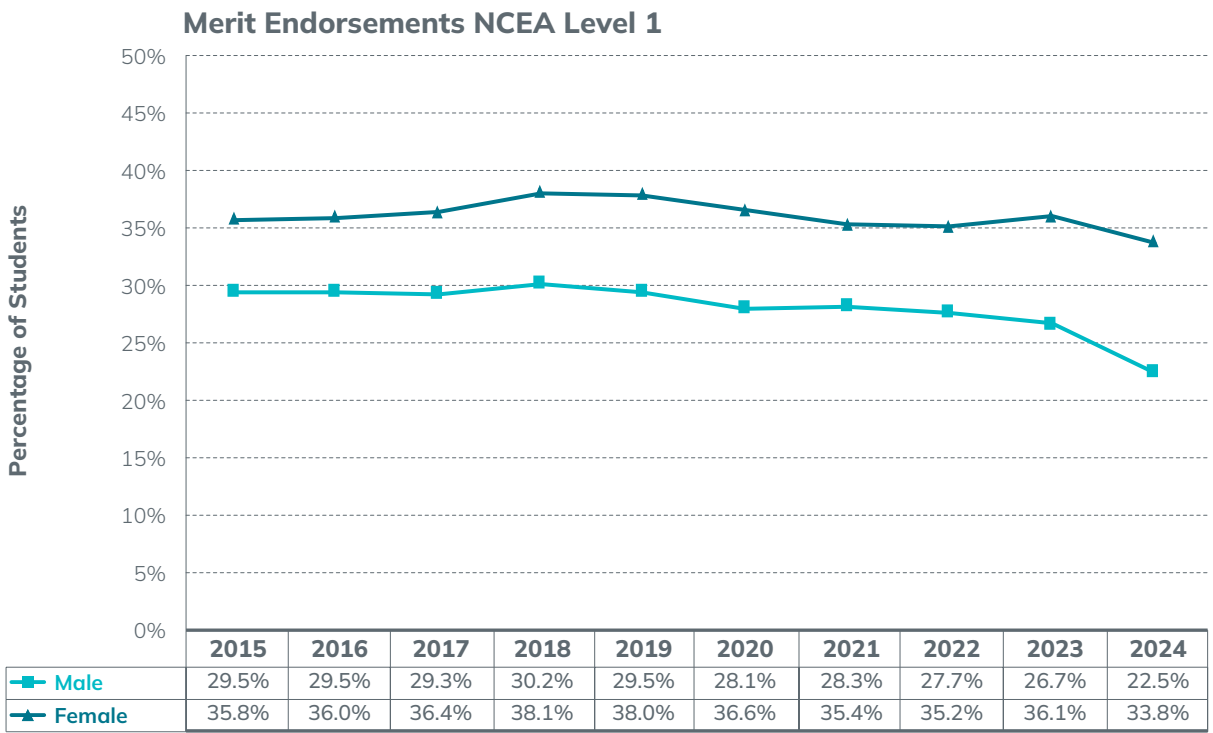


Figure 31. NCEA Level 1 Merit Endorsements achieved by Year 11 students with NCEA Level 1 by Gender.

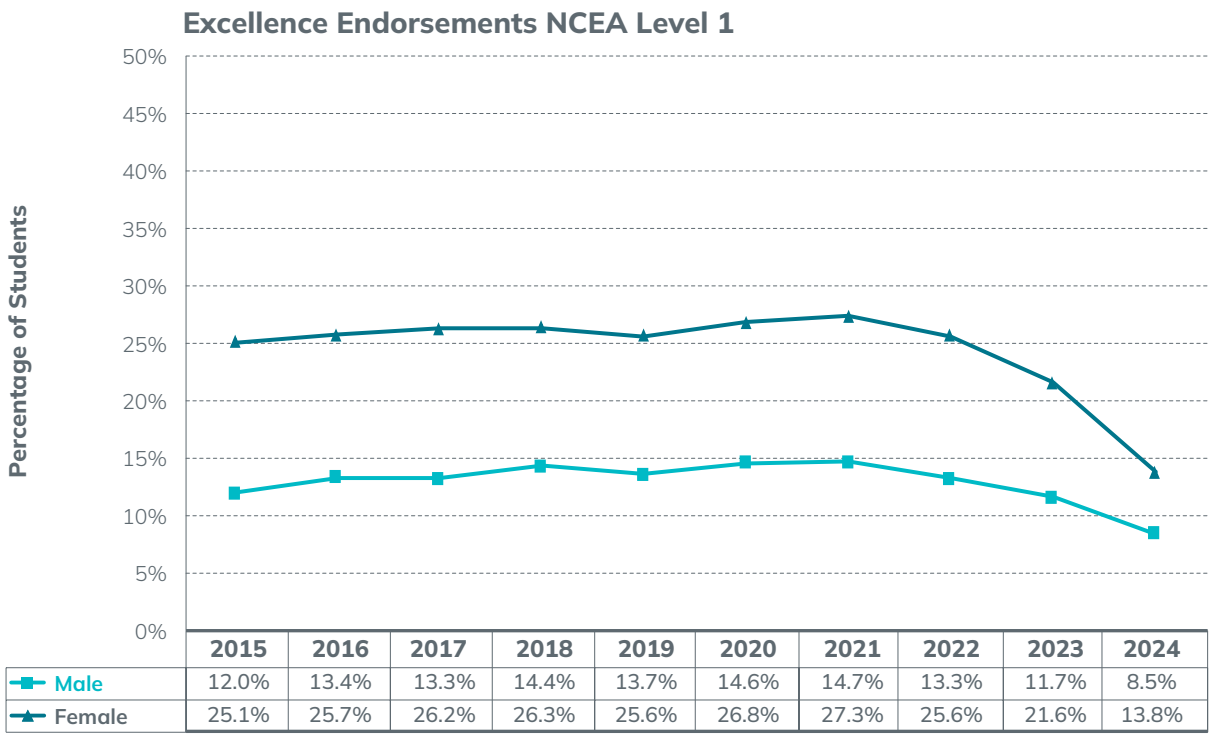


Figure 32. NCEA Level 1 Excellence Endorsements achieved by Year 11 students with NCEA Level 1 by Gender.

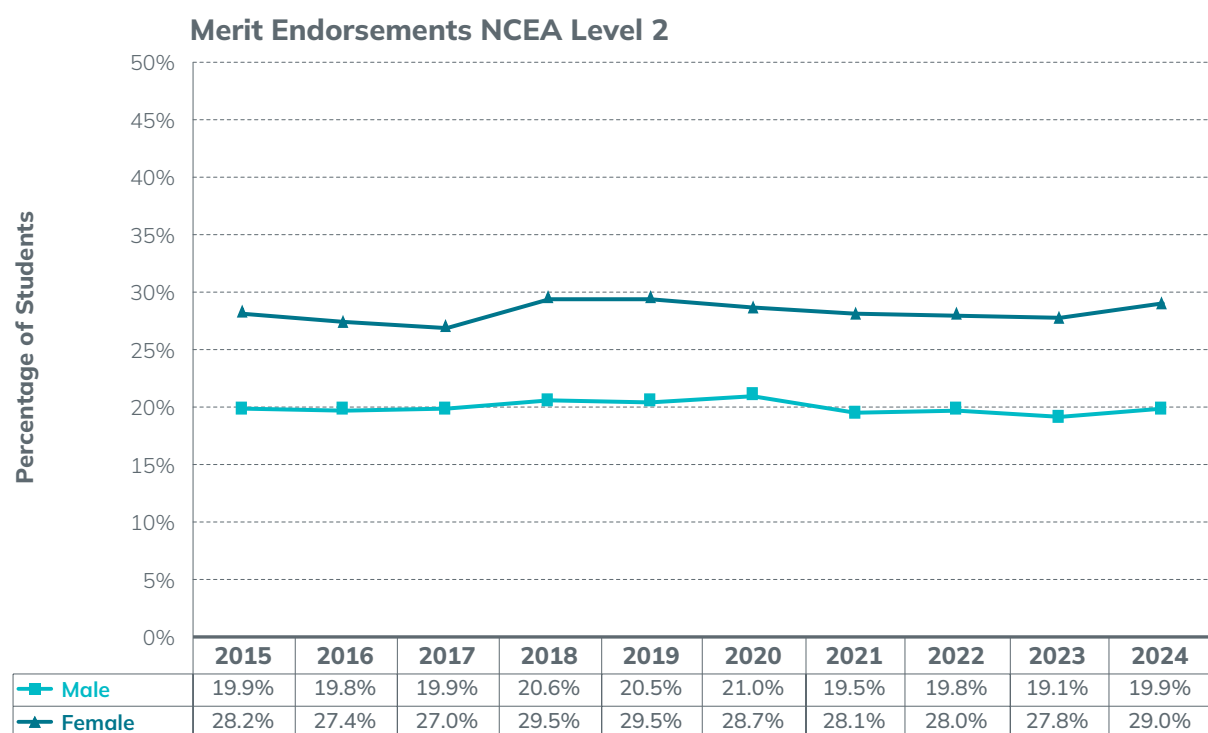


Figure 33. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by Gender.

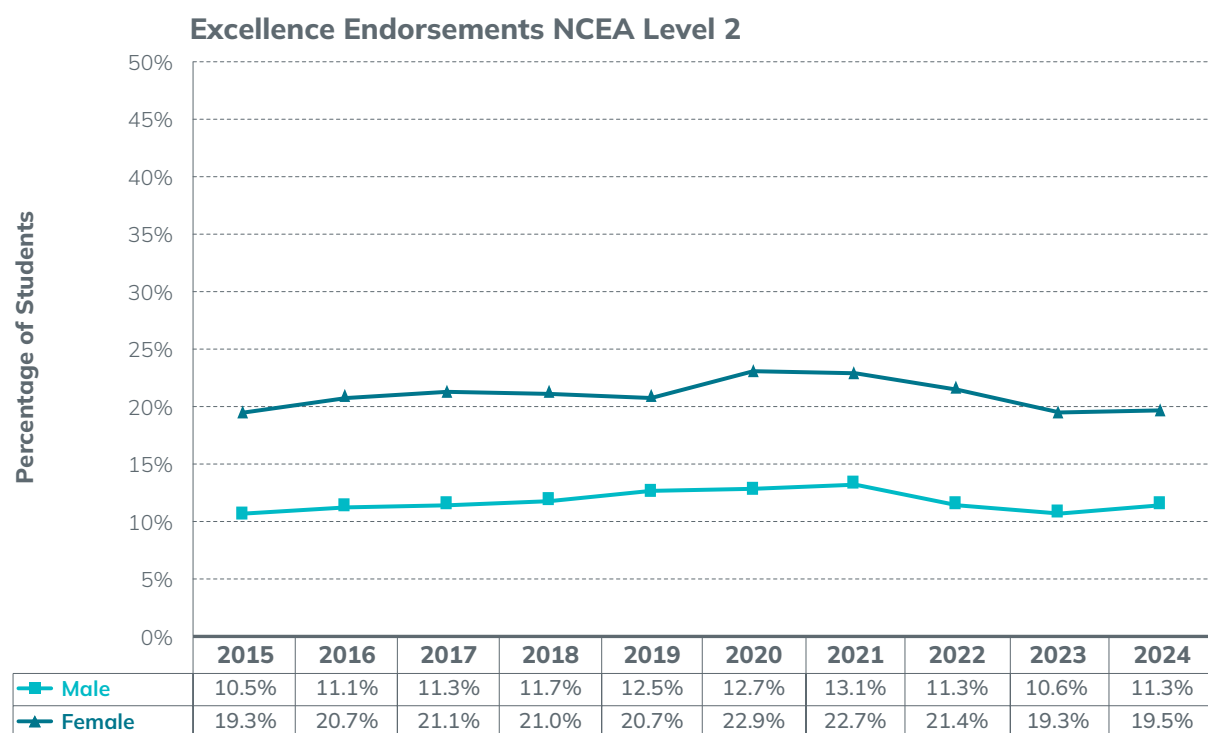


Figure 34. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by Gender.

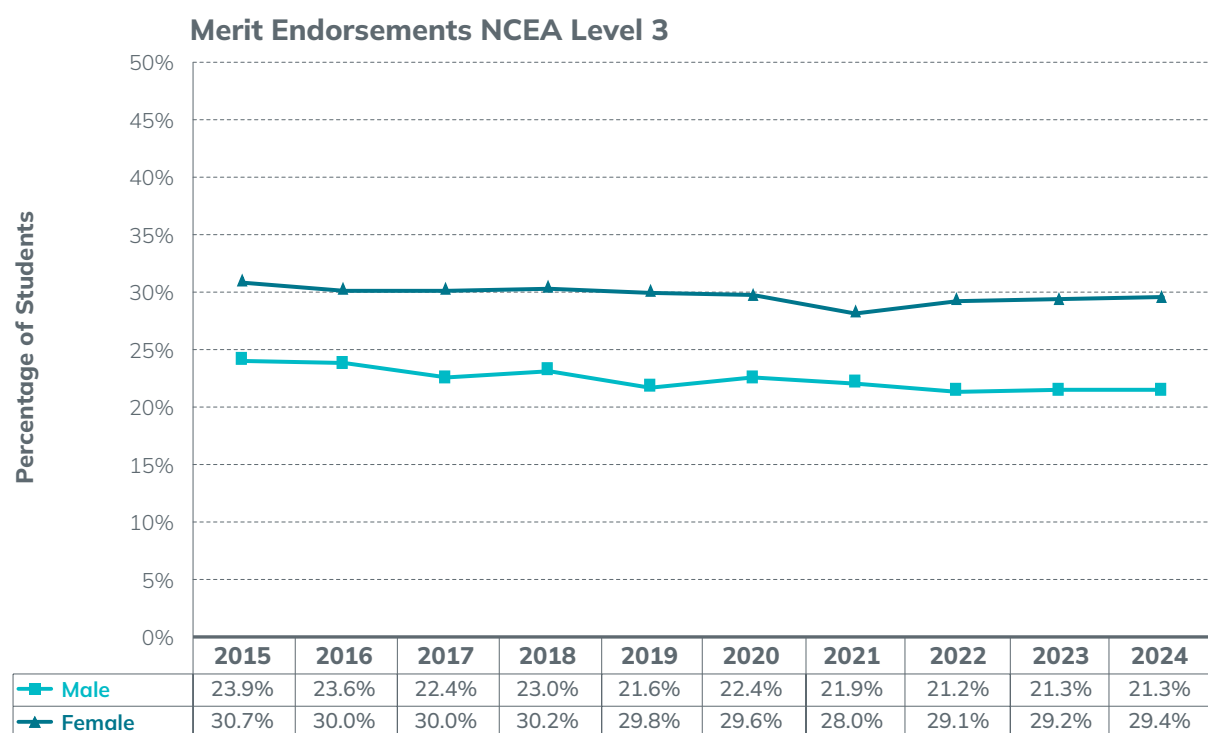


Figure 35. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by Gender.

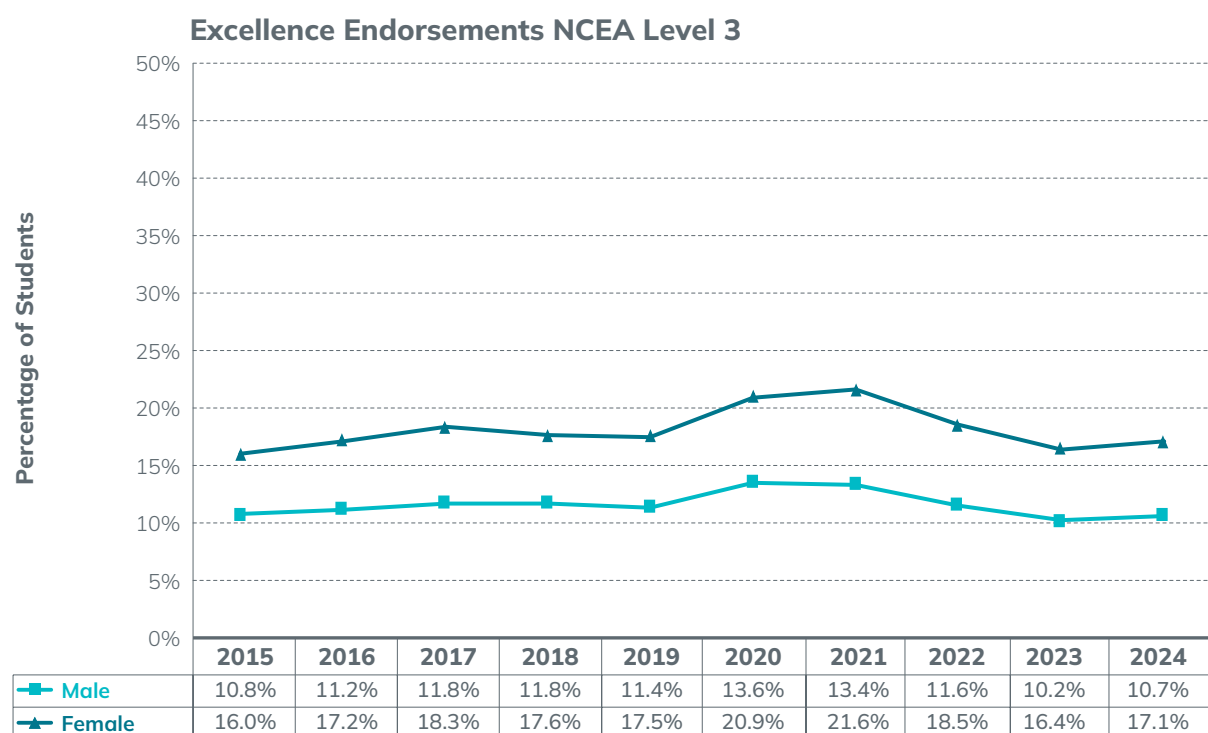


Figure 36. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by Gender.

Statistics by Ethnicity

Figures 37-42 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.

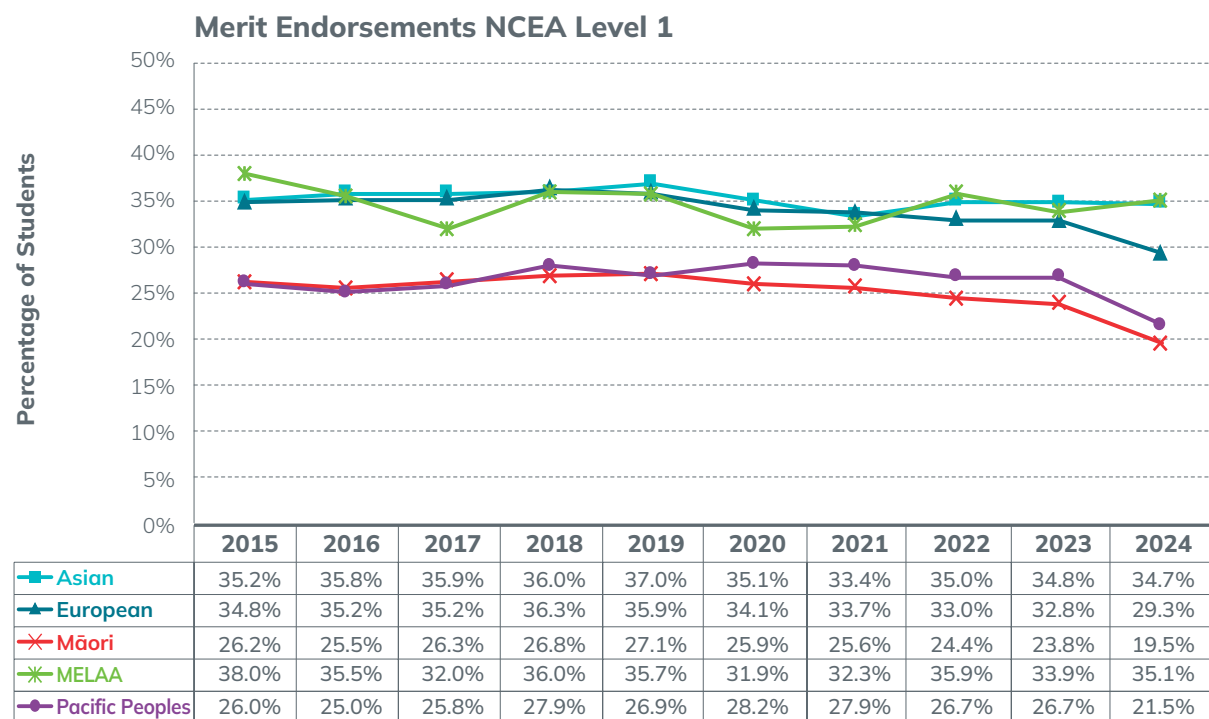


Figure 37. NCEA Level 1 Merit Endorsements achieved by Year 11 students with NCEA Level 1 by Ethnicity.

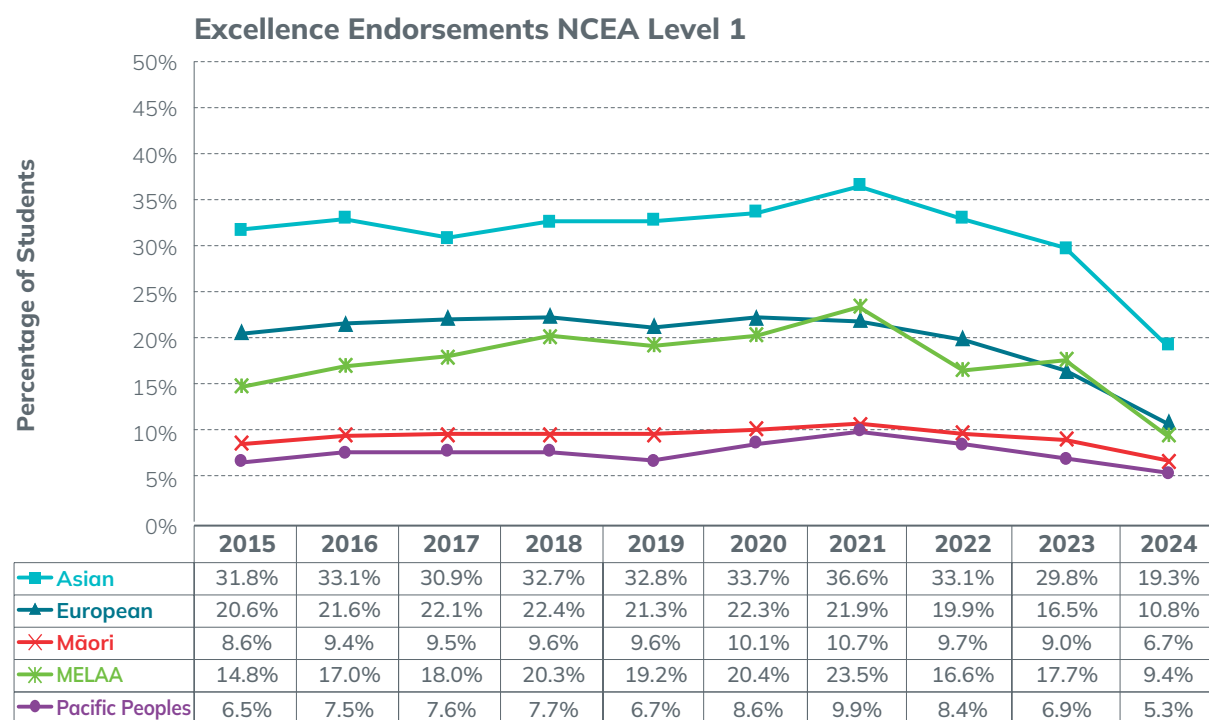


Figure 38. NCEA Level 1 Excellence Endorsements achieved by Year 11 students with NCEA Level 1 by Ethnicity.

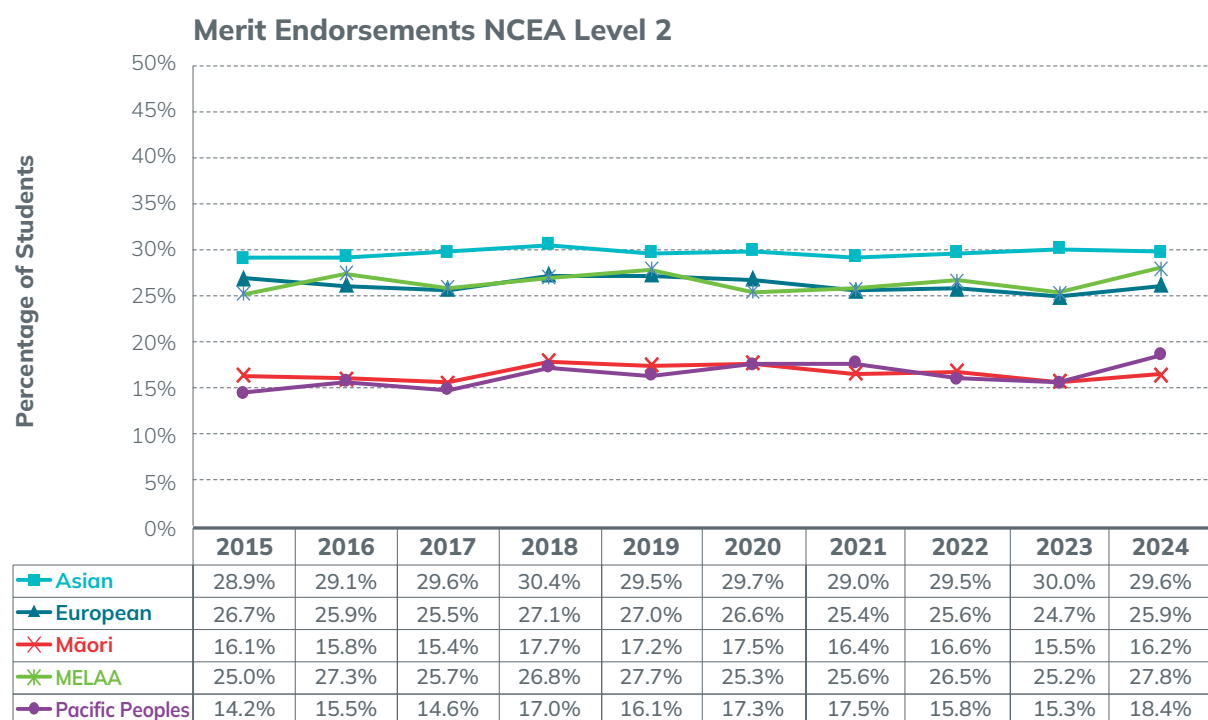


Figure 39. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by Ethnicity.

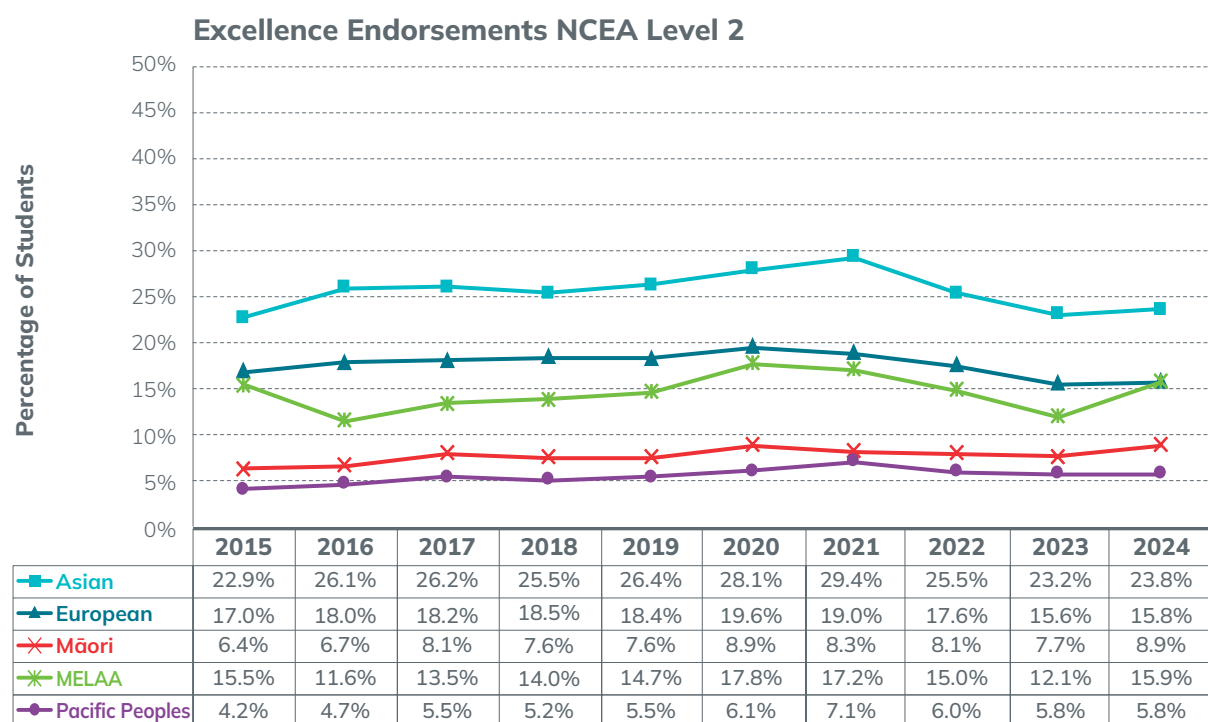


Figure 40. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by Ethnicity.

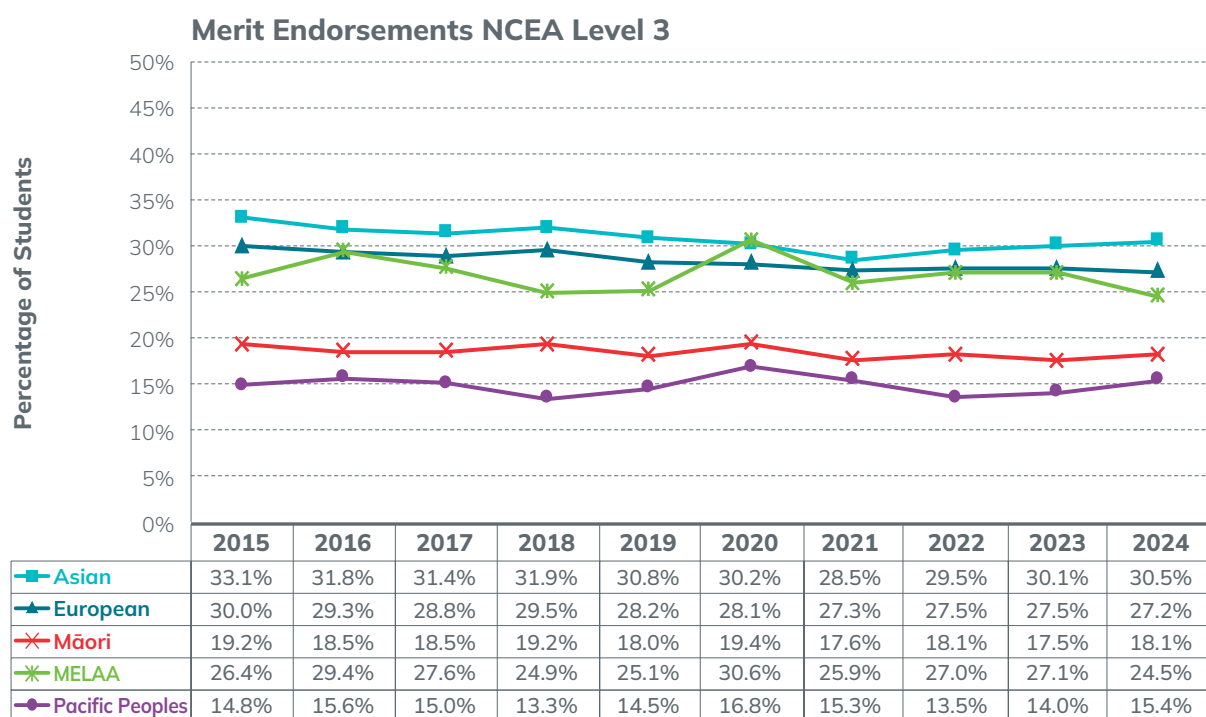


Figure 41. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by Ethnicity.

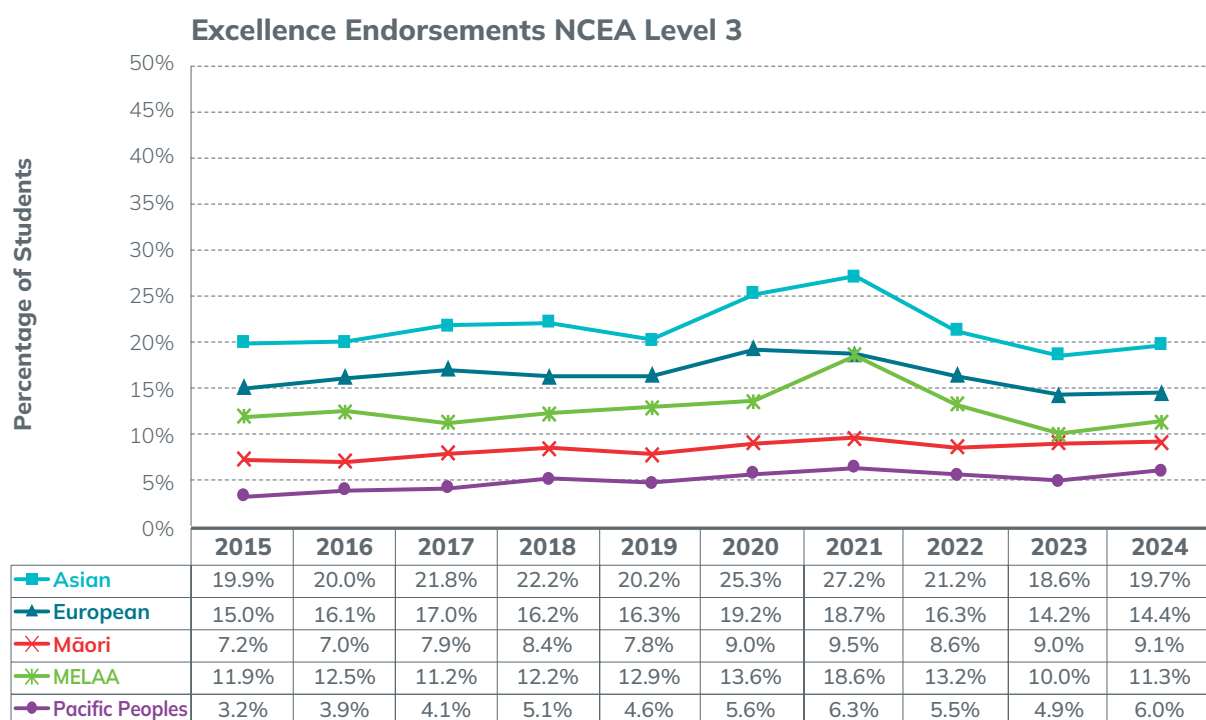


Figure 42. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by Ethnicity.

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

Figures 43-48 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.

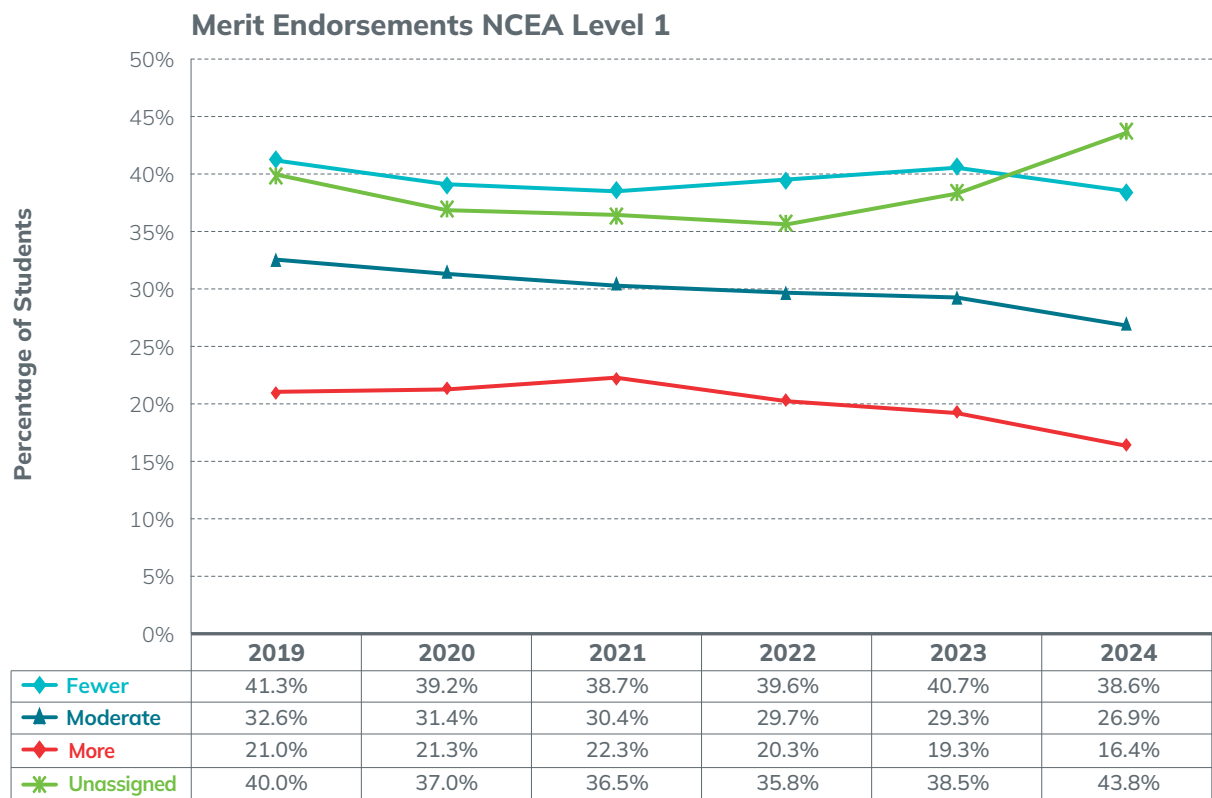


Figure 43. NCEA Level 1 Merit Endorsements achieved by Year 11 students with NCEA Level 1 by socio-economic barriers to attainment (School Equity Index Group).

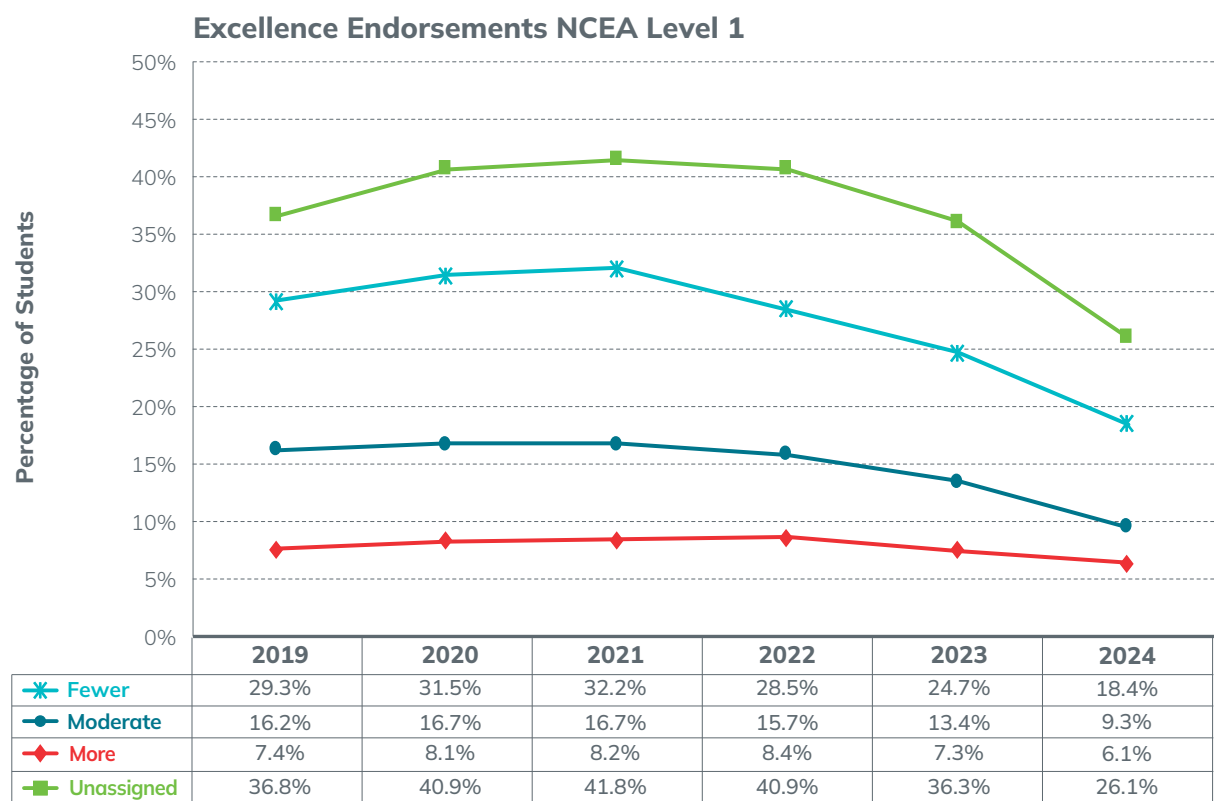


Figure 44. NCEA Level 1 Excellence Endorsements achieved by Year 11 students with NCEA Level 1 by socio-economic barriers to attainment (School Equity Index Group).

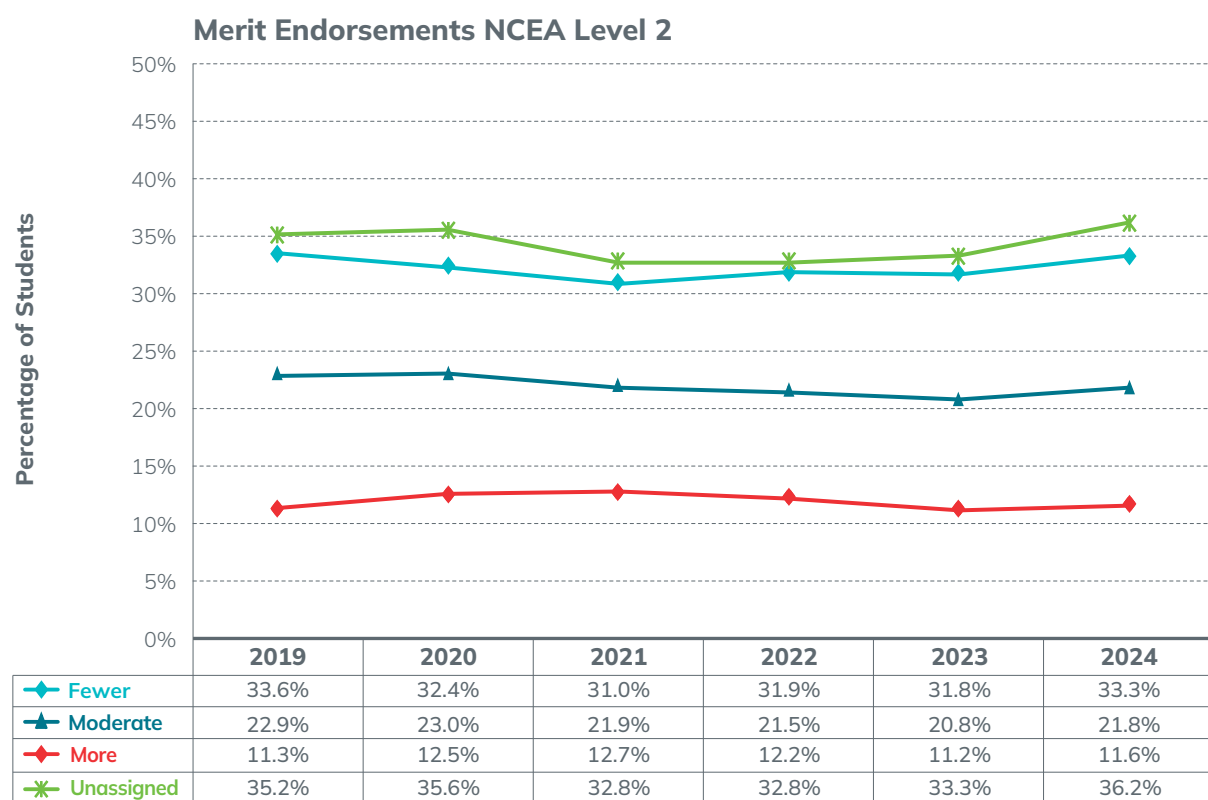


Figure 45. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by socio-economic barriers to attainment (School Equity Index Group).

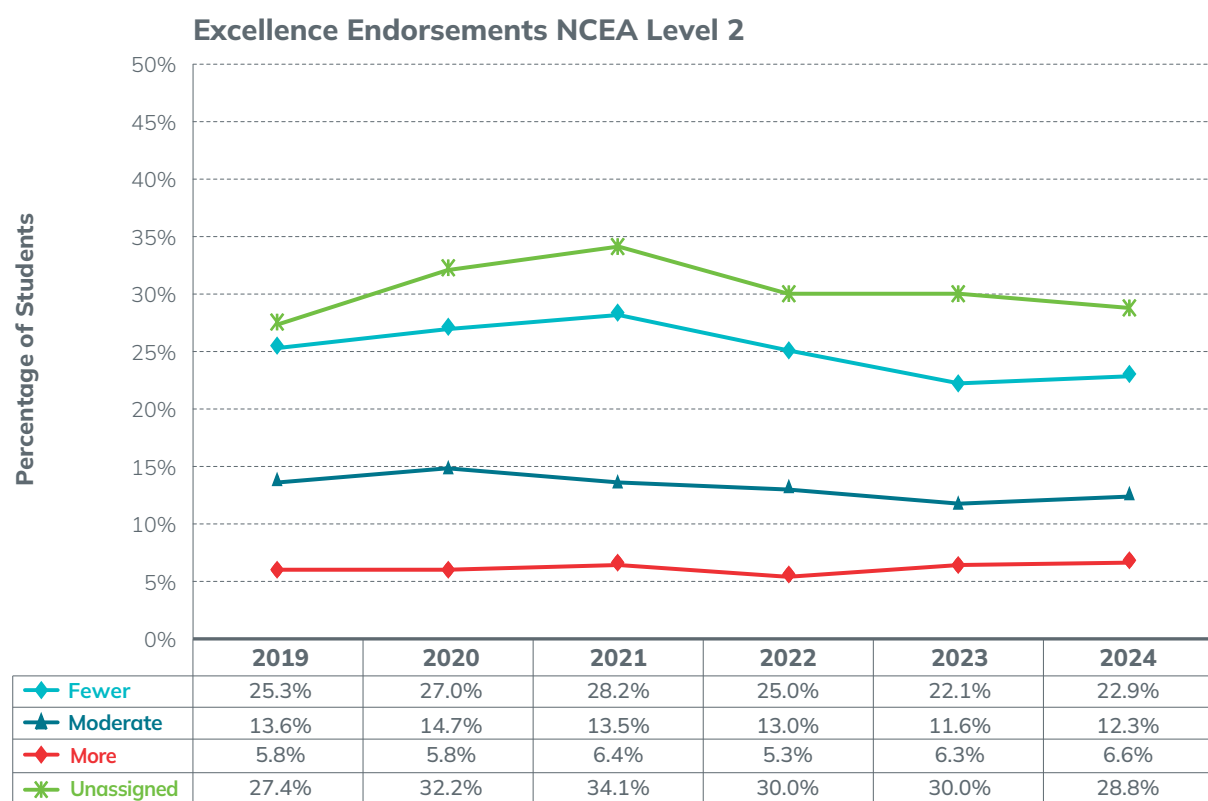


Figure 46. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by socio-economic barriers to attainment (School Equity Index Group).

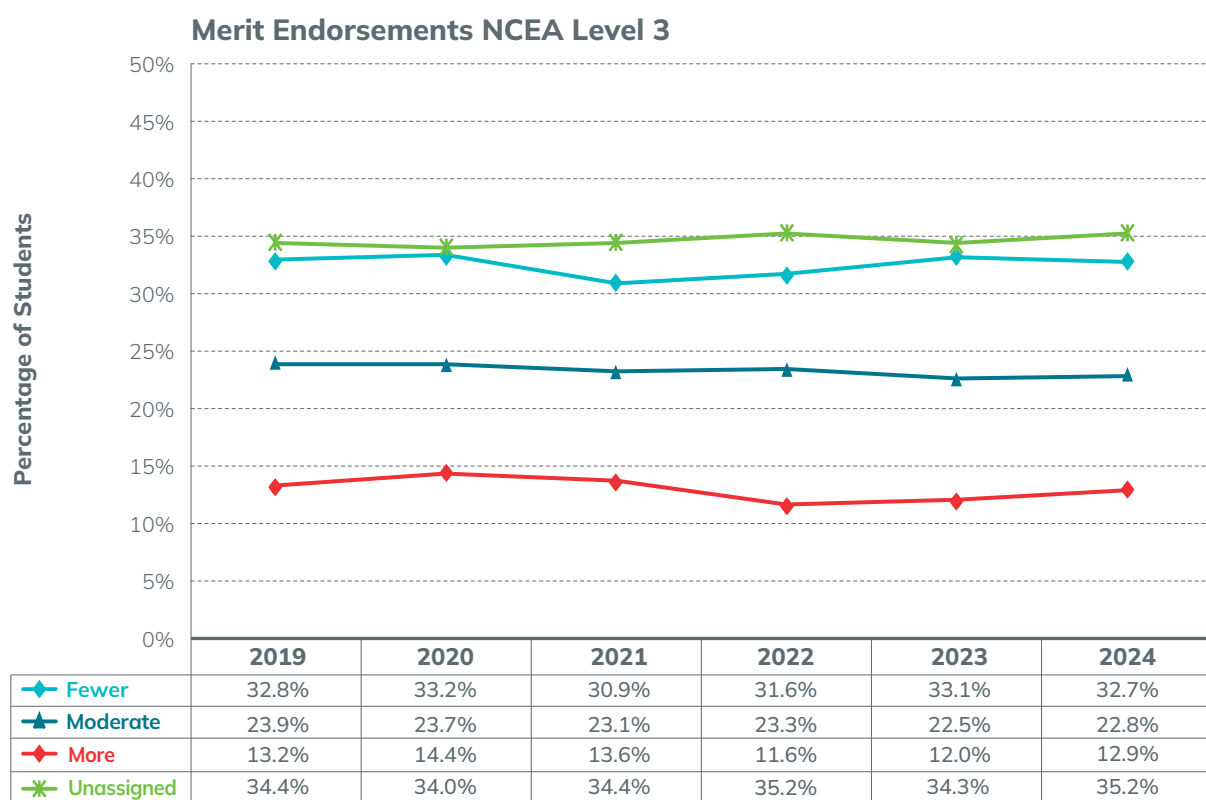


Figure 47. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by socio-economic barriers to attainment (School Equity Index Group).

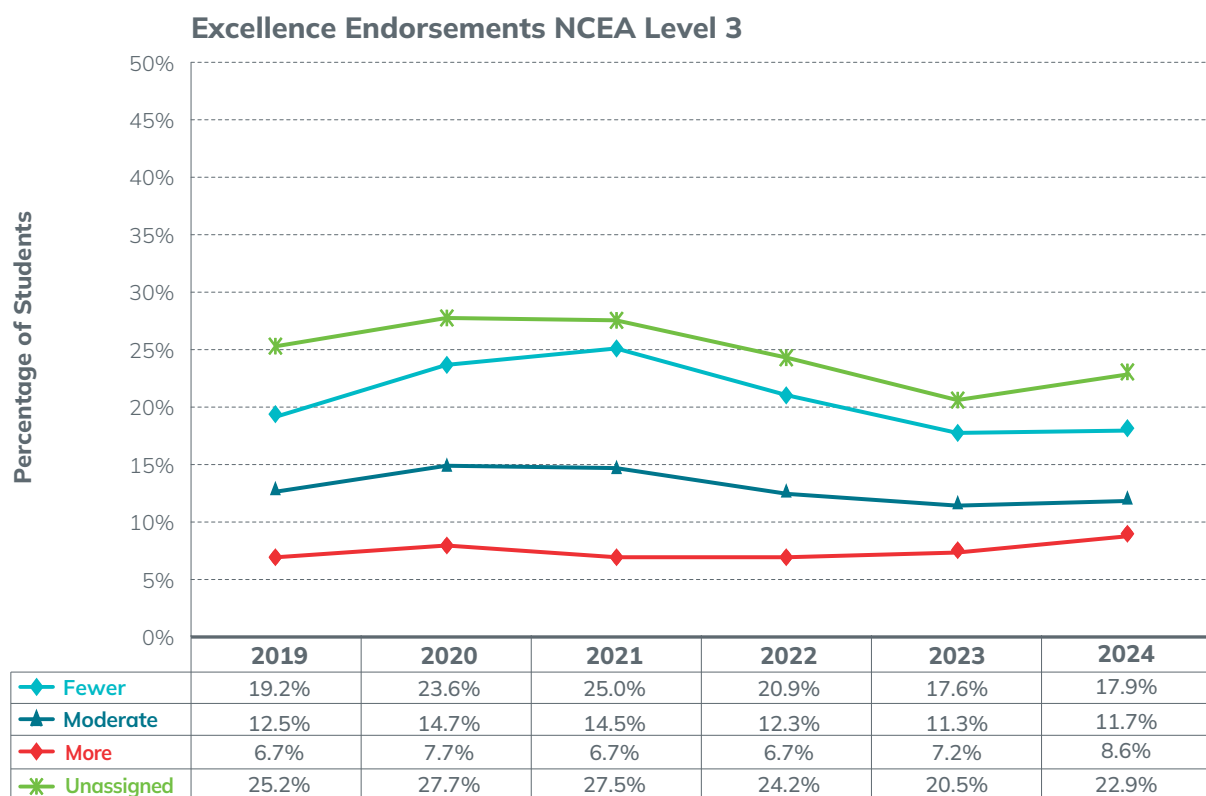


Figure 48. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by socio-economic barriers to attainment (School Equity Index Group).

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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 standards⁶.

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 49-52) 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 49-52 show the number of Achieved, Merit, and Excellence Course Endorsements expressed as a percentage of the total number of endorsable courses.

Added together, the 2024 Achieved, Merit, and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 64.0%, Year 12 of 63.2%, and Year 13 of 60.5%.

⁶ For more information about Course Endorsements and courses with exemptions, please see the NZQA website: <https://www2.nzqa.govt.nz/ncea/about-ncea/ncea-endorsements>

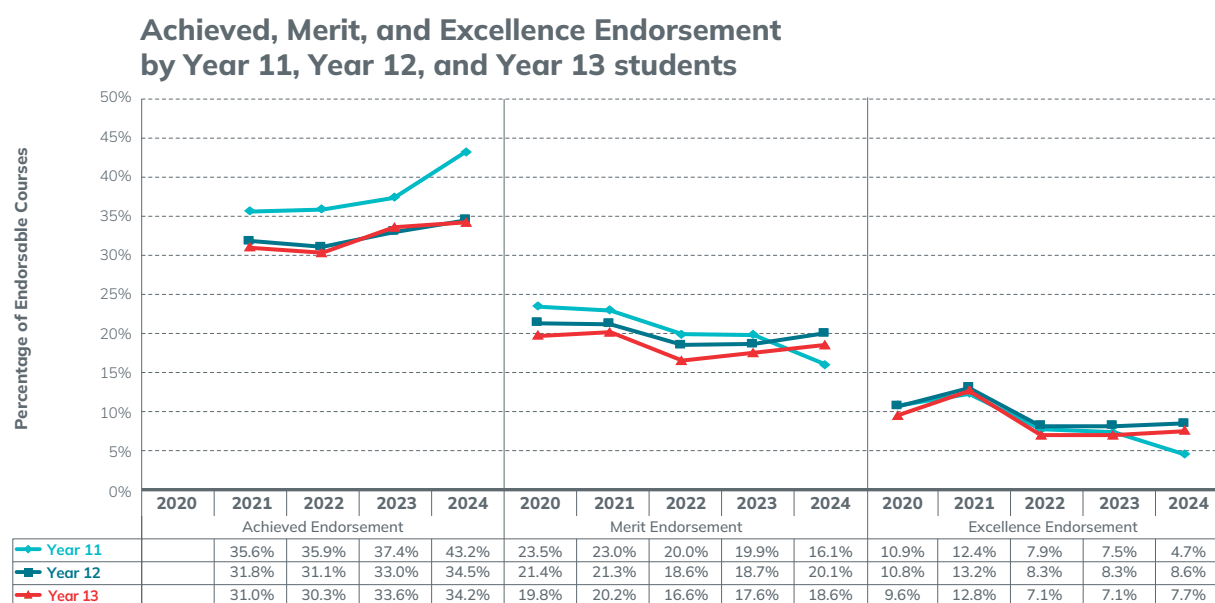


Figure 49. Course Endorsement rates attained by Years 11 to 13 students.

Figures 50-52 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.

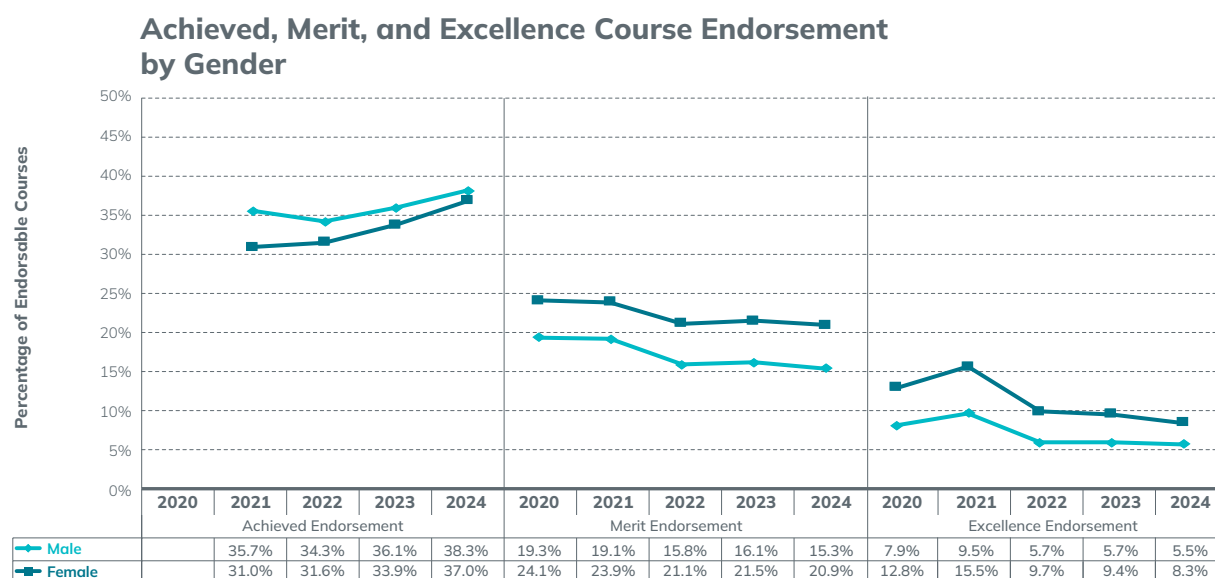


Figure 50. Course Endorsement attainment rates of Years 11 to 13 students by Gender.

Statistics by Ethnicity

Achieved, Merit, and Excellence Course Endorsement by Ethnicity

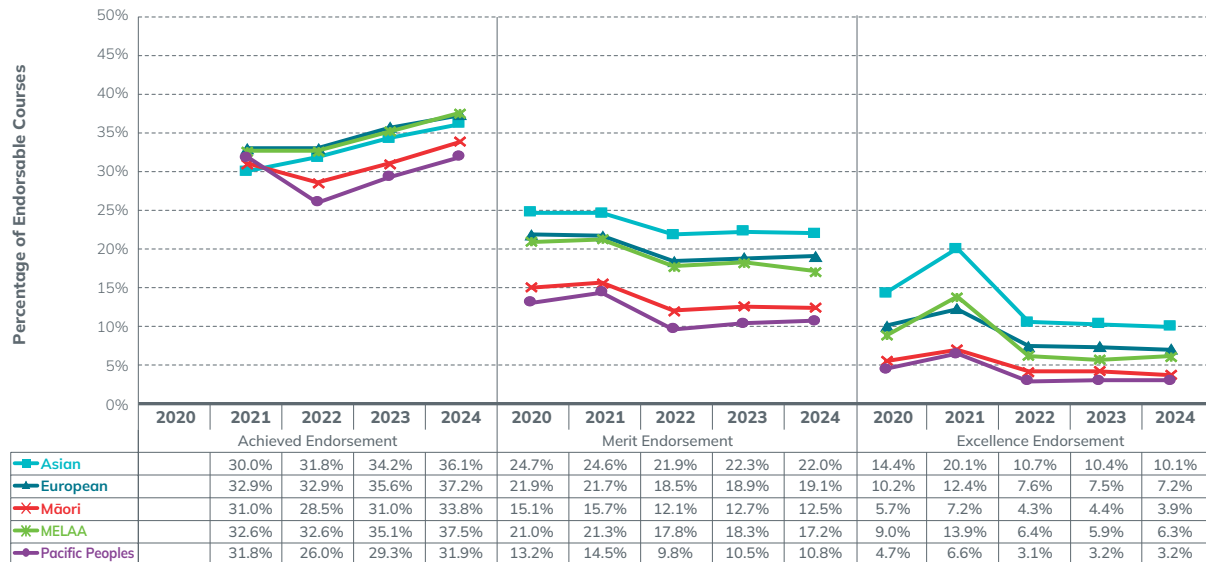


Figure 51. Course Endorsement attainment rates of Years 11 to 13 students by Ethnicity.

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)

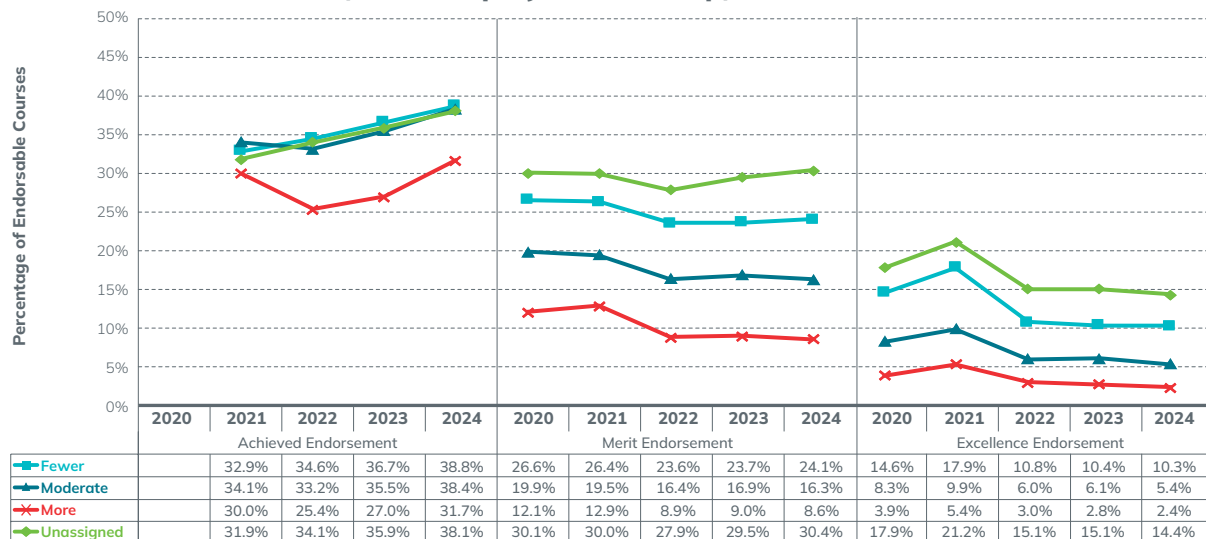


Figure 52. Course Endorsement attainment rates of Years 11 to 13 students by socio-economic barriers to attainment (School Equity Index Group).

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New Zealand Scholarship

New Zealand Scholarship challenges New Zealand's most able secondary school students in their selected subjects. The assessments (usually examinations) are demanding, even for the highest-performing students. New Zealand Scholarship is an award that recognises top secondary school students. NZ Scholarship assessments are designed to be challenging for the most able students in each subject. They are expected to show deep understanding of the subject, demonstrate high-level critical thinking and the ability to apply their understanding 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.

The number of students gaining a passing grade in each Scholarship subject is awarded to the top 3% of students in a subject cohort. This is to ensure comparability and fairness between subjects. Where the number of students in a subject cohort or entered for this scholarship are small, the percentage may vary from 3%.

Before 2024, the subject cohort was determined as those students who achieved 14 or more NCEA Level 3 subject credits in the year. Achieved in this context refers to achievement of internally assessed standards plus entries in externally assessed standards.

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

For 2024, the subject cohort of each NZ Scholarship subject comprises those students who meet any one of these criteria:

- Achieved 14 or more NCEA Level 3 subject credits in 2024. Achieved in this context refers to achievement of internally assessed standards plus entries in externally assessed standards.
- Achieved 14 or more NCEA Level 3 subject credits across 2024 and 2023. Students must have achieved some NCEA Level 3 subject credits in 2023 and either achieved some internally assessed subject credits or been entered for externally assessed standards at NCEA Level 3 in 2024.
- Entered for NZ Scholarship in that subject.

Some students may meet more than one of the above criteria, but are counted once only.

The 2024 change in determining the subject cohort acknowledges that, in any given year, there are a large number of students participating in the New Zealand Scholarship who have not entered 14 NCEA Level 3 subject credits that year.

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.

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

Apart from the Prime Minister's Award, the other five awards carry a monetary value ranging from a single \$500 payment through to \$10,000 per annum for up to three years. Scholarship monetary awards are made to those students

who undertake tertiary study in New Zealand and are intended to provide financial assistance to support this study.

In 2024, a total of 2,442 students achieved one or more Scholarship subject awards; of whom 12 students attained a Premier Award, 55 attained an Outstanding Scholar Award, 325 attained a Scholarship Award, 33 attained a Top Subject Scholarship Award, and 2,035 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 2024, 11,535 students entered New Zealand Scholarship assessments in one or more subjects, and 7,344 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 21,867 subject entries, 13,311 assessments were marked and graded. Percentage statistics in this section are based on assessments that were marked and graded.

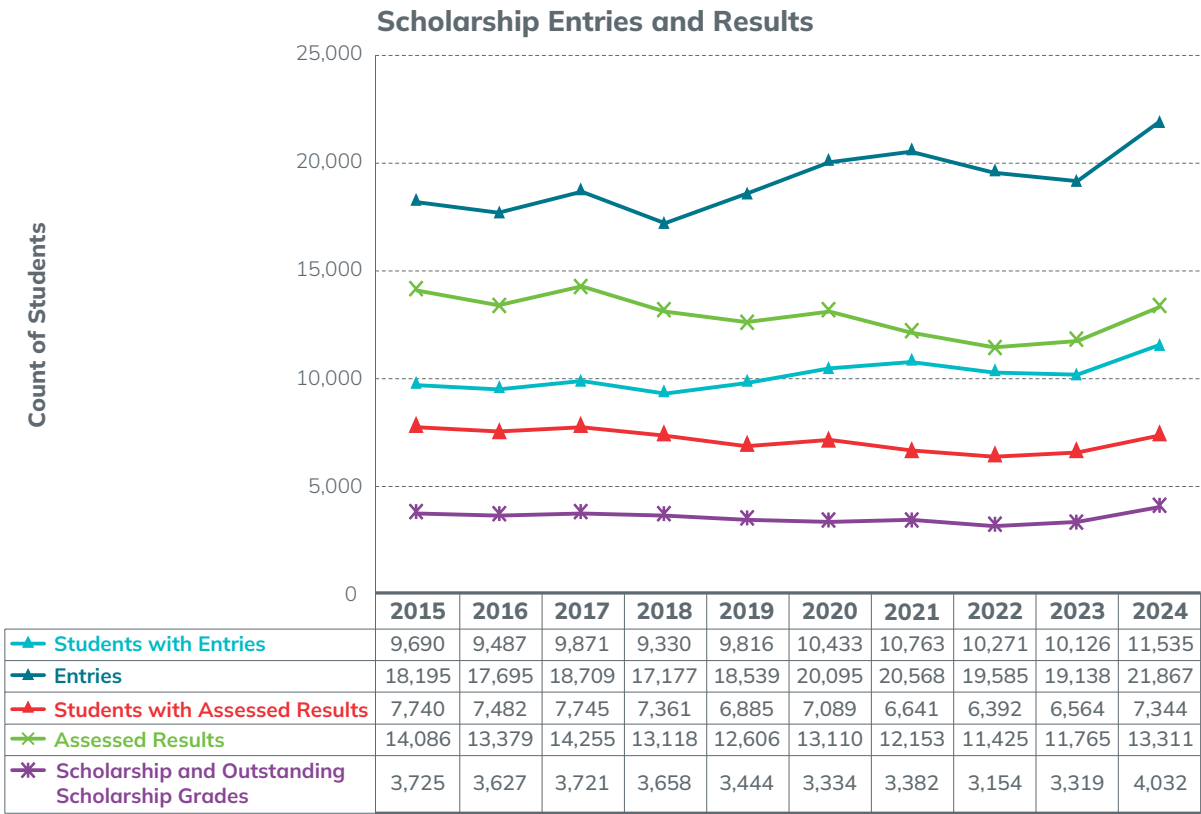


Figure 53. Scholarship Entries and Results 2015 to 2024.

Table 6 shows the number of students entered for at least one Scholarship assessment, and their entries and results for Scholarship by region in 2024. Please note that where numbers are low, data has been suppressed to protect student privacy.

Region	Students	Entries	Students with Assessed Results	Assessed Results	Scholarship Grades	Outstanding Grades
Auckland	6,400	12,949	4,206	8,140	2,296	274
Bay of Plenty	576	963	340	521	129	23
Canterbury	910	1,567	595	999	285	31
Gisborne	31	42	18	22	3	2
Hawke's Bay	351	623	247	394	95	5
Manawatu-Wanganui	345	659	241	413	48	5
Marlborough	26	35	13	18	6	1
Nelson	106	163	65	95	22	0
Northland	107	183	56	76	17	2
Otago	567	1,031	331	551	157	20
Pacific Islands	1	1	s	s	s	s
Southland	107	160	70	92	9	4
Taranaki	230	419	138	268	85	9
Tasman	44	68	25	36	7	0
Waikato	650	1,207	362	658	186	16
Wellington	1,009	1,682	593	967	258	22
West Coast	3	10	3	8	3	0
Other	72	105	40	52	11	1

Table 6. Students entered, entries and results, for Scholarship in 2024 by region.

Table 7 shows the numbers of entries and results for 2024 Scholarship students by Gender. More female than male students were entered in Scholarship subjects. For males, 27.1% of assessed results were graded Scholarship grade, and 3.2% Outstanding Scholarship. For females, the equivalent percentages were 27.1% and 3.0%, respectively.

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

Gender	Students Entered	Entries	Students with Assessed Results	Assessed Results	Scholarship Grades	Outstanding Grades
Male	5,362	11,088	3,556	7,085	1,922	231
Female	6,141	10,726	3,765	6,189	1,679	183

Table 7. Students entered, entries, and results for Scholarship in 2024.

Table 8 shows the numbers of entries and results for 2024 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	Students with Assessed Results	Assessed Results	Scholarship Grades	Outstanding Grades
Asian	4,289	9,453	2,955	6,099	1,715	198
European	6,642	11,699	4,107	6,918	1,889	214
Māori	1,034	1,575	574	862	178	35
MELAA	330	572	182	300	65	8
Pacific Peoples	583	833	294	405	57	9
Other Ethnicity	191	364	121	231	70	10

Table 8. Students entered, entries, and results for Scholarship in 2024.

Scholarships Awarded in 2024 by Subject

Table 9 shows a breakdown of Scholarship results for 2024 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. In 2024, 31 students participated and 6 scholarships were awarded.

Subject	Subject Cohort	Scholarship	Outstanding Scholarship	Total	%
Accounting	2,091	55	6	61	2.9
Agriculture and Horticulture	737	20	2	22	3.0
Art History	900	21	3	24	2.7
Biology	10,404	303	30	333	3.2
Calculus	11,032	310	34	344	3.1
Chemistry	9,288	266	28	294	3.2
Chinese	831	24	3	27	3.2
Classical Studies	3,262	96	10	106	3.2
Dance	1,270	23	4	27	2.1
Design	2,557	72	7	79	3.1
Design and Visual Communication	1,597	39	4	43	2.7
Drama	2,004	55	6	61	3.0
Earth and Space Science	1,338	36	3	39	2.9
Economics	3,275	75	6	81	2.5
English	19,252	569	73	642	3.3
French	475	15	2	17	3.6
Geography	5,171	143	13	156	3.0
German	170	7	1	8	4.7

Subject	Subject Cohort	Scholarship	Outstanding Scholarship	Total	%
Health and Physical Education	9,338	104	14	118	1.3
History	7,126	176	19	195	2.7
Japanese	578	17	3	20	3.5
Latin	31	4	1	5	16.1
Media Studies	3,305	87	9	96	2.9
Music	2,088	60	6	66	3.2
Painting	3,138	86	9	95	3.0
Photography	3,322	90	10	100	3.0
Physics	9,655	253	29	282	2.9
Printmaking	489	14	2	16	3.3
Religious Studies	3,970	112	11	123	3.1
Samoan	324	8	1	9	2.8
Sculpture	328	10	2	12	3.7
Spanish	476	17	1	18	3.8
Statistics	10,959	307	36	343	3.1
Te Ao Haka	678	1	5	6	0.9
Te Reo Māori	1,518	40	6	46	3.0
Te Reo Rangatira	258	10	3	13	5.0
Technology	4,748	92	13	105	2.2

Table 9. Students entered, entries, and results for Scholarship in 2024.

Table 10 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	Students with Assessed Results	Assessed Results	Not Achieved		Scholarship		Outstanding Scholarship	
					Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed Results
Accounting	338	215	123	215	154	71.6	55	25.6	6	2.8
Agriculture and Horticulture	142	77	65	77	55	71.4	20	26.0	2	2.6
Art History	244	131	113	131	107	81.7	21	16.0	3	2.3
Biology	1,658	1,106	552	1,106	773	69.9	303	27.4	30	2.7
Calculus	1,944	1,345	599	1,345	1,001	74.4	310	23.0	34	2.5
Chemistry	1,494	925	569	925	631	68.2	266	28.8	28	3.0
Chinese	309	180	129	180	153	85.0	24	13.3	3	1.7
Classical Studies	582	372	210	372	266	71.5	96	25.8	10	2.7
Dance	92	57	35	57	30	52.6	23	40.4	4	7.0
Design	624	304	320	304	225	74.0	72	23.7	7	2.3
Design and Visual Communication	458	370	88	370	327	88.4	39	10.5	4	1.1
Drama	353	169	184	169	108	63.9	55	32.5	6	3.6
Earth and Space Science	418	260	158	260	221	85.0	36	13.8	3	1.2
Economics	604	355	249	355	274	77.2	75	21.1	6	1.7
English	2,496	1,496	1,000	1,496	854	57.1	569	38.0	73	4.9
French	114	81	33	81	64	79.0	15	18.5	2	2.5
Geography	917	583	334	583	427	73.2	143	24.5	13	2.2
German	64	47	17	47	39	83.0	7	14.9	1	2.1
Health and Physical Education	824	339	485	339	221	65.2	104	30.7	14	4.1
History	994	639	355	639	444	69.5	176	27.5	19	3.0
Japanese	120	81	39	81	61	75.3	17	21.0	3	3.7
Latin	31	19	12	19	14	73.7	4	21.1	1	5.3
Media Studies	489	278	211	278	182	65.5	87	31.3	9	3.2
Music	439	288	151	288	222	77.1	60	20.8	6	2.1
Painting	630	327	303	327	232	70.9	86	26.3	9	2.8
Photography	520	222	298	222	122	55.0	90	40.5	10	4.5
Physics	1,678	1,046	632	1,046	764	73.0	253	24.2	29	2.8
Printmaking	81	43	38	43	27	62.8	14	32.6	2	4.7
Religious Studies	728	421	307	421	298	70.8	112	26.6	11	2.6
Samoan	79	60	19	60	51	85.0	8	13.3	1	1.7
Sculpture	87	27	60	27	15	55.6	10	37.0	2	7.4

Subject	Entries	Void or Absent	Students with Assessed Results	Assessed Results	Not Achieved		Scholarship		Outstanding Scholarship	
					Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed Results
Spanish	156	115	41	115	97	84.3	17	14.8	1	0.9
Statistics	1,295	840	455	840	497	59.2	307	36.5	36	4.3
Te Ao Haka	42	11	31	11	5	45.5	1	9.1	5	45.5
Te Reo Māori	246	156	90	156	110	70.5	40	25.6	6	3.8
Te Reo Rangatira	114	76	38	76	63	82.9	10	13.2	3	3.9
Technology	463	250	213	250	145	58.0	92	36.8	13	5.2

Table 10. Entries and results for Scholarship in 2024.

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
2020	9	3	39	19
2021	11	1	33	21
2022	7	4	37	14
2023	8	2	43	17
2024	7	5	39	16

Table 11. Number of Premier and Outstanding Scholar Award winners by gender from 2020 to 2024. 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
2020	10	2	35	23
2021	9	3	38	16
2022	7	4	34	17
2023	5	5	35	25
2024	7	5	39	16

Table 12. Number of Premier and Outstanding Scholar Award winners by socio-economic barriers to attainment (School Equity Index Group) from 2020 to 2024.

The number of Premier Award and Outstanding Scholar Award winners by ethnicity for the last five years are shown in Table 13. 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				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Asian	10	7	8	7	8	33	27	29	31	31
European	3	7	4	4	5	29	34	23	30	27
Māori	0	0	0	0	1	3	1	2	2	2
MELAA	0	0	0	0	0	0	0	0	0	1
Pacific Peoples	0	0	0	0	0	0	0	0	0	0
Other Ethnicity	0	1	0	0	1	1	0	1	0	2

Table 13. Number of Premier and Outstanding Scholar Award winners by Ethnicity from 2020 to 2024.

Subject	Premier Award Winners Attaining Scholarship or Outstanding Scholarship Grades				
	2020	2021	2022	2023	2024
Accounting	2	0	0	1	0
Agriculture and Horticulture	0	0	2	2	3
Art History	2	2	2	2	6
Biology	8	8	5	6	5
Calculus	8	11	10	8	9
Chemistry	9	11	9	8	9
Chinese	1	1	1	2	2
Classical Studies	3	1	2	2	4
Design and Visual Communication	0	0	1	0	0
Earth and Space Science	1	3	7	2	4
Economics	2	1	4	5	7
English	8	6	10	10	11
Geography	3	5	5	2	8
Health and Physical Education	4	4	5	4	4
History	5	3	5	3	3
Latin	0	1	0	2	0
Media Studies	2	1	1	2	2
Music	0	0	0	2	1
Physics	9	12	9	8	8
Religious Studies	1	1	1	0	1
Spanish	1	0	0	0	0
Statistics	10	10	8	9	10
Technology	0	1	1	0	0

Table 14. Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2020 to 2024.

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 on a dark gray background. The grid is composed of vertical and horizontal lines, with some diagonal lines intersecting at various points, creating a complex geometric pattern.

Results by Standard Type

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

- Unit Standards⁷ and skill standards (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 54 shows the percentage distribution of results for all Achievement standards by academic year.

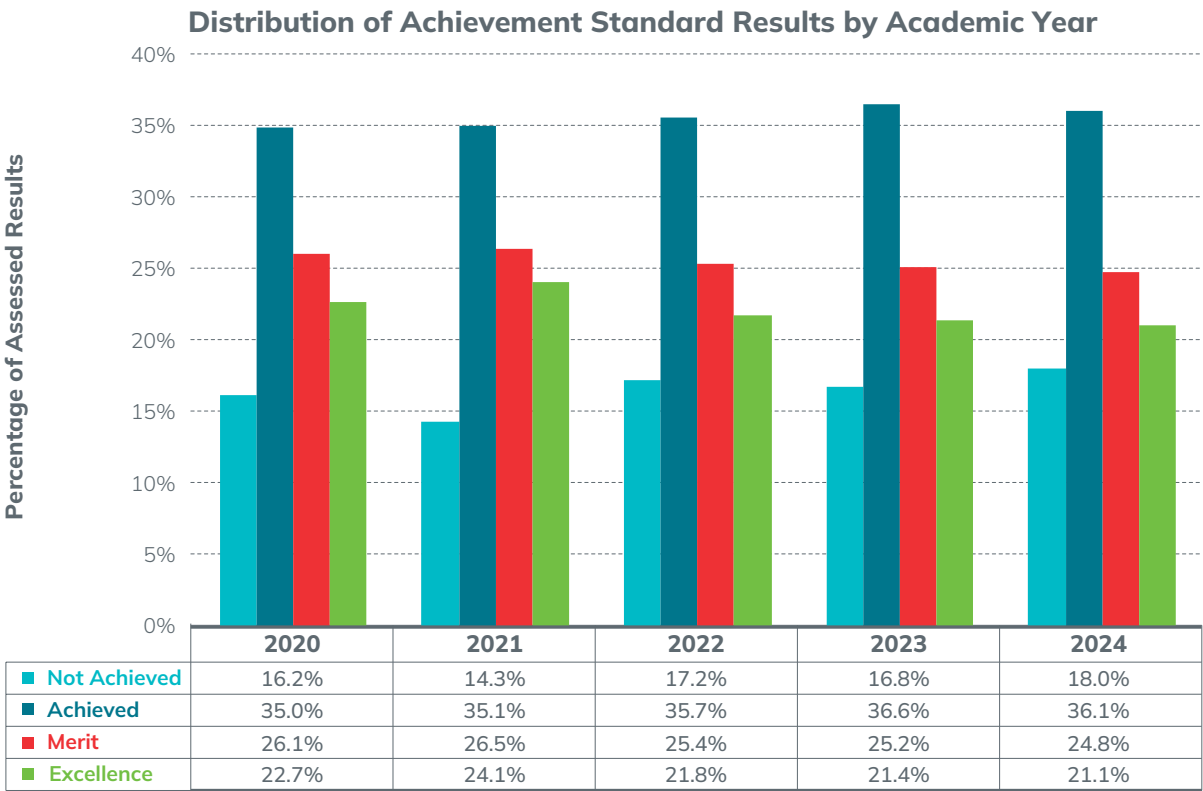


Figure 54. Percentage distribution of Achievement standard results by academic year.

Tables 15-18 and Figures 55-60 show the statistics for the three types of standards in 2024, 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 15-18 and Figures 55-60, 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.

⁷ 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 15 shows entries and assessed results for each type of standard, along with grade percentages computed using assessed results for 2024.

	Entries	Number of Assessed Results	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	983,934	726,765	22.9%	38.4%	26.6%	12.0%
Internally Assessed Achievement Standards	1,818,828	1,767,320	15.9%	35.1%	24.1%	24.8%
Unit Standards	872,666	824,475	8.3%	88.3%	1.5%	1.9%

Table 15. Percentage distributions of results for secondary school students in Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards in 2024.

Table 16 shows the number of credits for each type of standard along with grade percentages for 2024.

	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	3,536,585	22.3%	38.3%	26.8%	12.6%
Internally Assessed Achievement Standards	7,587,564	16.1%	35.1%	24.0%	24.8%
Unit Standards	2,968,283	8.9%	86.9%	1.8%	2.5%

Table 16. Percentage distributions of credits for secondary school students in Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards in 2024.

Tables 17 and 18, respectively 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	Unassigned
LEVEL 1				
Externally Assessed Achievement Standards	22.3%	29.3%	37.6%	19.7%
Internally Assessed Achievement Standards	50.5%	49.6%	54.0%	27.1%
Unit Standards	27.2%	21.1%	8.4%	53.2%
Total	165,883	543,532	159,506	67,155
LEVEL 2				
Externally Assessed Achievement Standards	11.0%	18.5%	28.7%	10.5%
Internally Assessed Achievement Standards	57.5%	58.6%	62.0%	21.9%
Unit Standards	31.5%	22.9%	9.3%	67.6%
Total	171,489	689,582	380,618	217,939
LEVEL 3				
Externally Assessed Achievement Standards	12.1%	19.8%	28.1%	9.5%
Internally Assessed Achievement Standards	65.3%	65.2%	65.4%	21.3%
Unit Standards	22.6%	15.1%	6.5%	69.2%
Total	93,796	389,356	260,511	179,193

Table 17. Percentages and total numbers of assessed results by NCEA level and socio-economic barriers to attainment (School Equity Index Group).

	More	Moderate	Fewer	Unassigned
LEVEL 1				
Externally Assessed Achievement Standards	24.2%	31.1%	38.0%	25.9%
Internally Assessed Achievement Standards	56.5%	54.2%	56.2%	36.7%
Unit Standards	19.4%	14.7%	5.9%	37.3%
Total	757,165	2,537,178	782,995	252,520
LEVEL 2				
Externally Assessed Achievement Standards	14.4%	22.3%	32.1%	13.7%
Internally Assessed Achievement Standards	57.0%	58.0%	59.9%	25.1%
Unit Standards	28.6%	19.7%	8.0%	61.2%
Total	668,575	2,685,345	1,566,555	744,341
LEVEL 3				
Externally Assessed Achievement Standards	14.3%	22.8%	31.5%	10.3%
Internally Assessed Achievement Standards	60.9%	61.8%	61.7%	19.7%
Unit Standards	24.8%	15.4%	6.8%	70.0%
Total	425,073	1,704,603	1,166,047	802,035

Table 18. Percentages and total numbers of assessed credits by NCEA level and socio-economic barriers to attainment (School Equity Index Group).

Figures 55 and 56 show the distributions of results and credits for Externally assessed Achievement standards by socio-economic barriers to attainment (School Equity Index Group) in 2024.

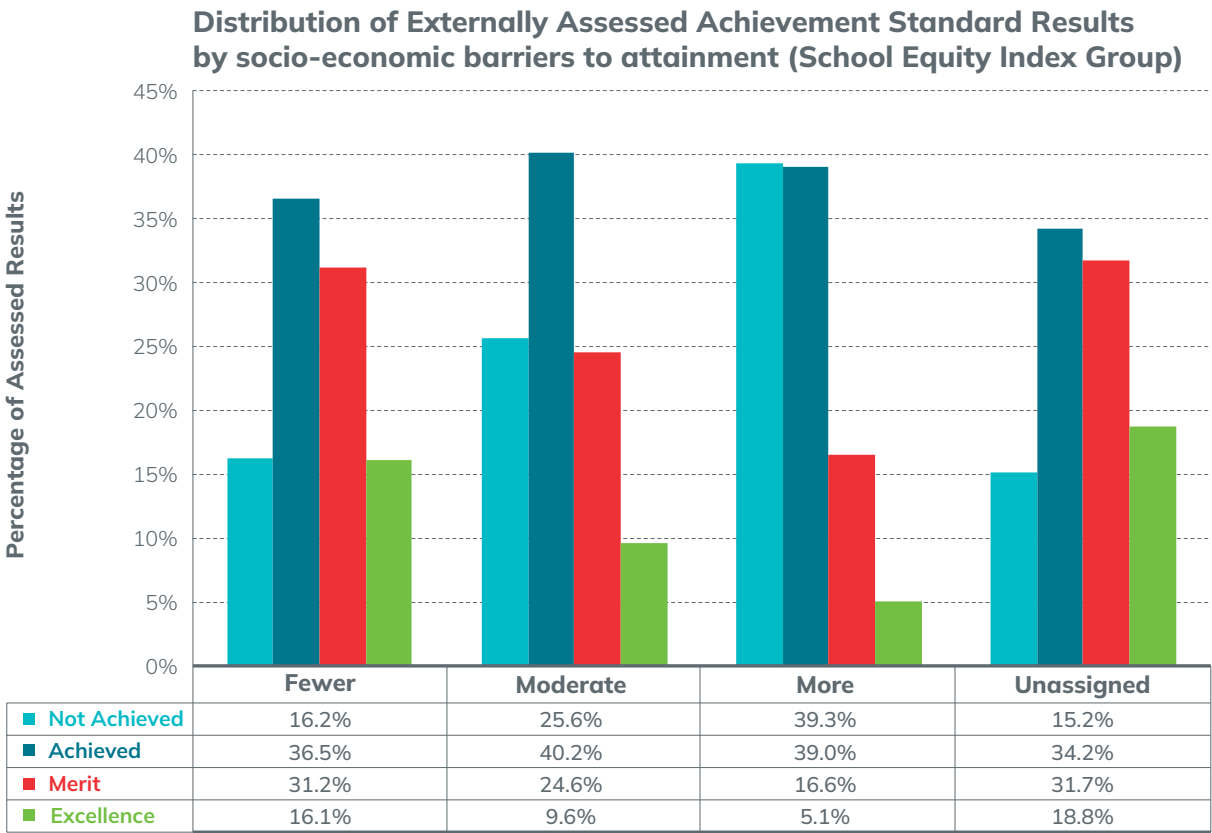


Figure 55. Percentage distributions of results for Externally assessed Achievement Standards in 2024, by socio-economic barriers to attainment (School Equity Index Group).

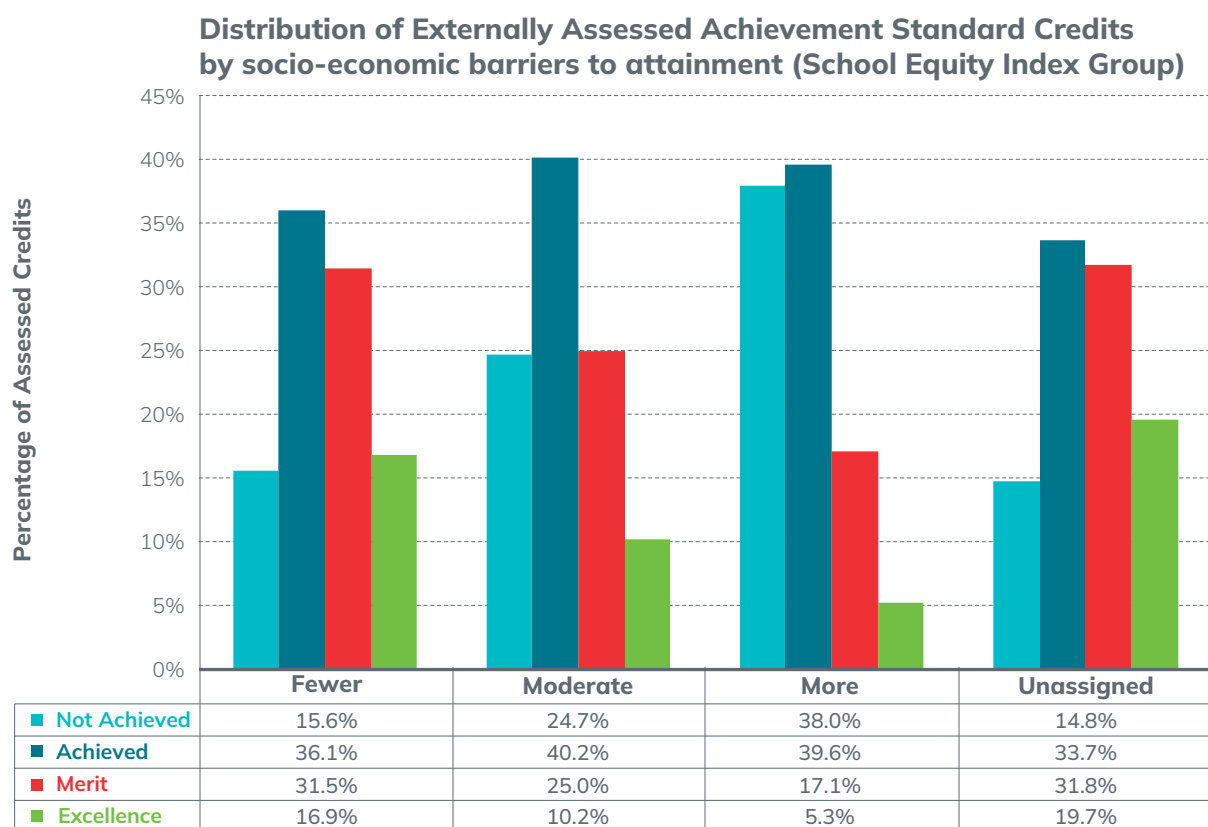


Figure 56. Percentage of credits for Externally assessed Achievement Standards in 2024, by socio-economic barriers to attainment (School Equity Index Group).

Figures 57 and 58 show the distributions of results and credits for Internally assessed Achievement standards by socio-economic barriers to attainment (School Equity Index Group) in 2024.

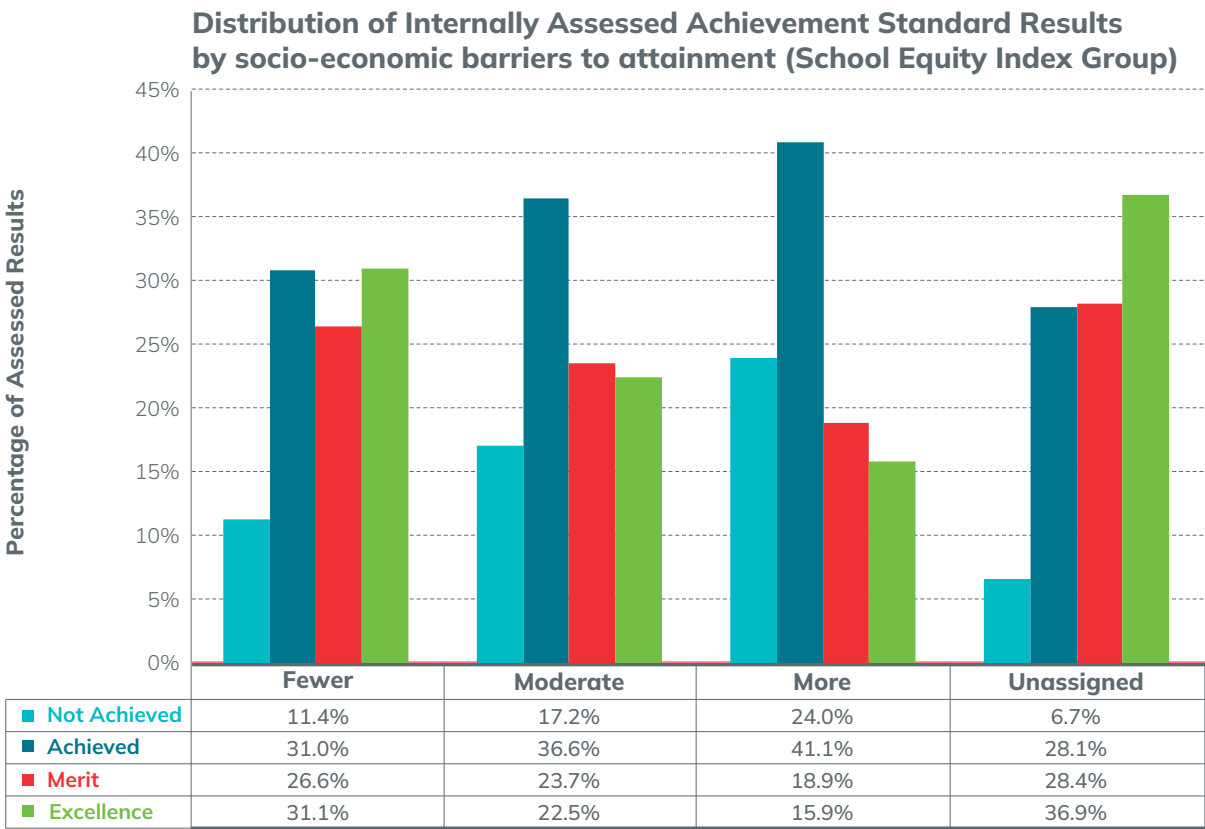


Figure 57. Percentage distributions of assessed results for Internally assessed Achievement Standards in 2024, by socio-economic barriers to attainment (School Equity Index Group).

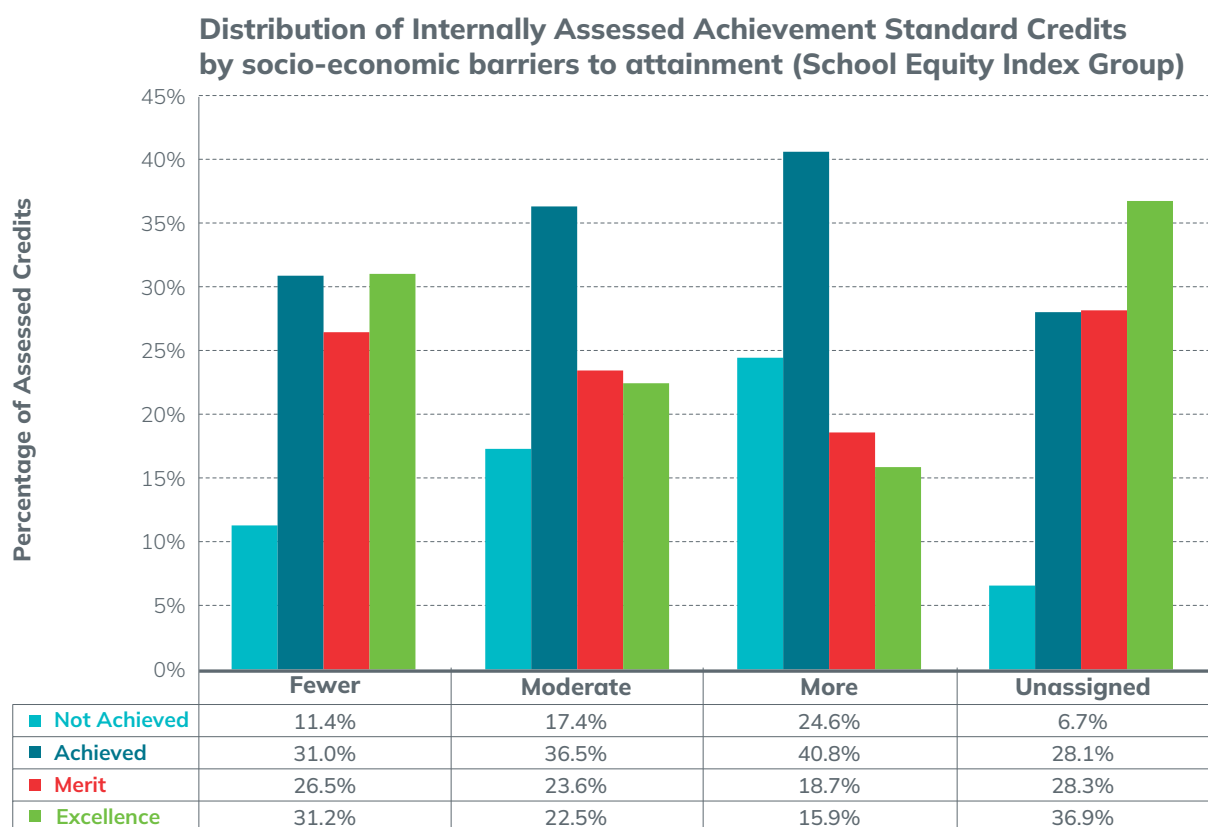


Figure 58. Percentage distributions of assessed credits for Internally assessed Achievement Standards in 2024, by socio-economic barriers to attainment (School Equity Index Group).

Figures 59 and 60 show the percentage distributions of results and credits for Unit Standards by socio-economic barriers to attainment (School Equity Index Groups) in 2024. 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.

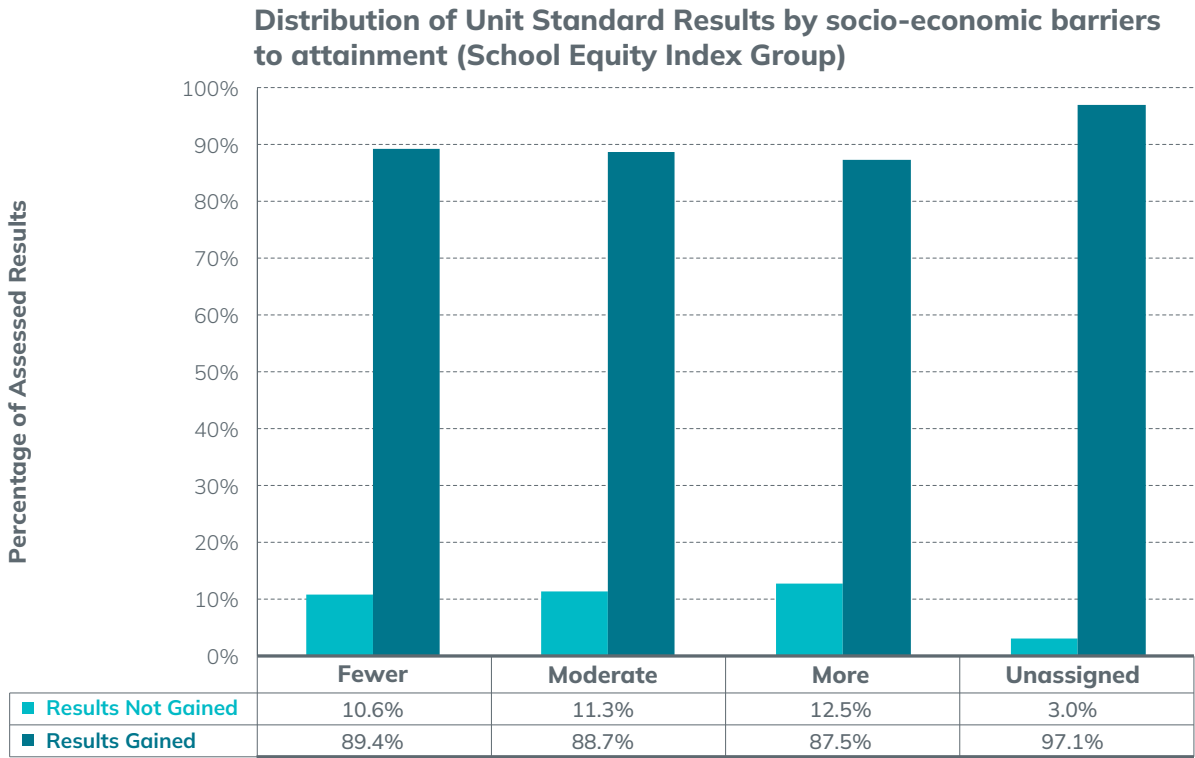


Figure 59. Percentage distributions of assessed results for Unit Standards in 2024, by socio-economic barriers to attainment (School Equity Index Group).

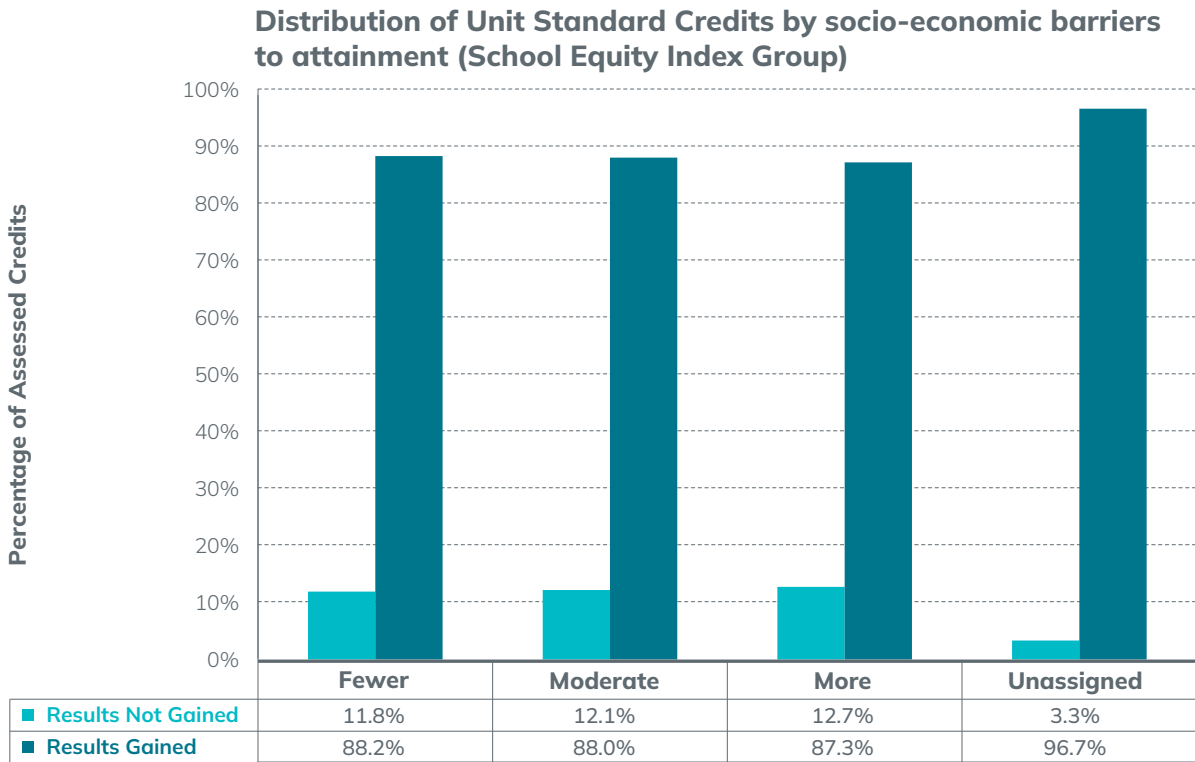


Figure 60. Percentage distributions of assessed credits for Unit Standards in 2024, by socio-economic barriers to attainment (School Equity Index Group).

Figures 61-66 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 2020 to 2024.

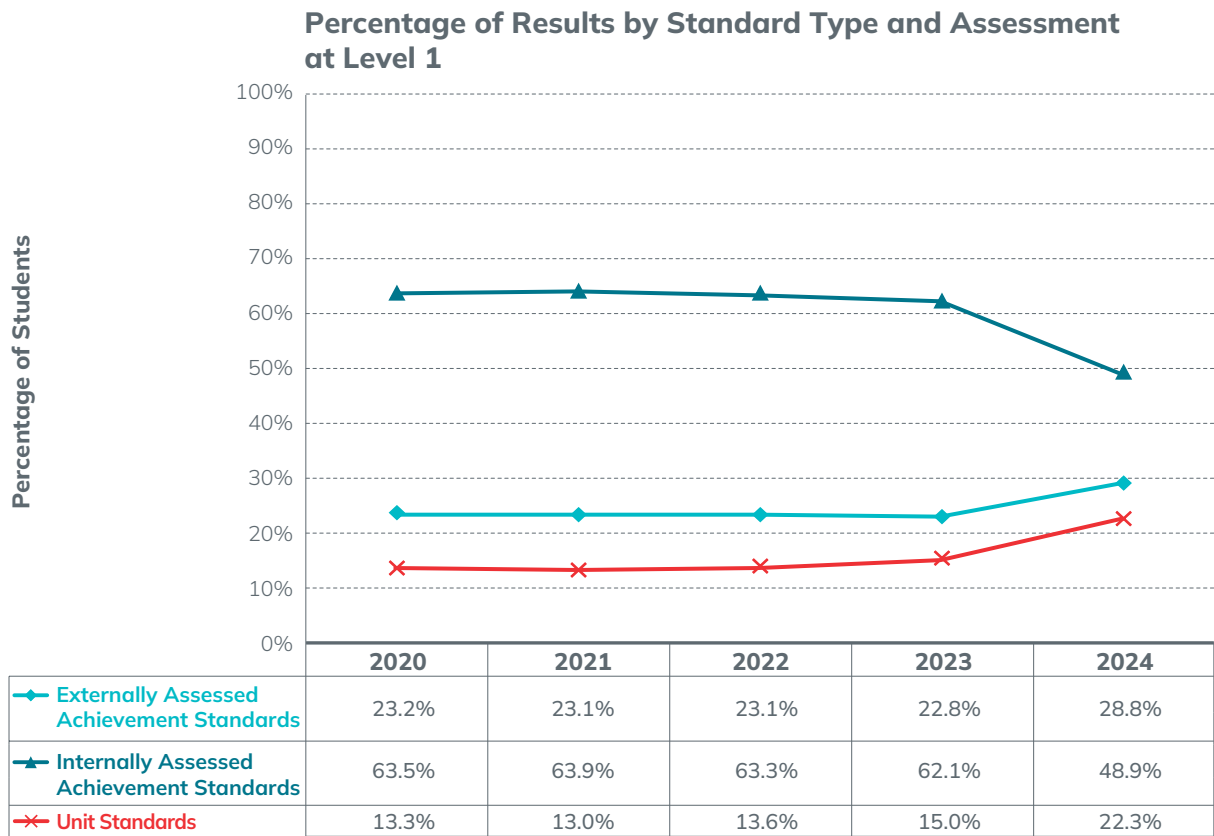


Figure 61. Percentage of results by standard type and assessment method at Level 1 from 2020 to 2024.

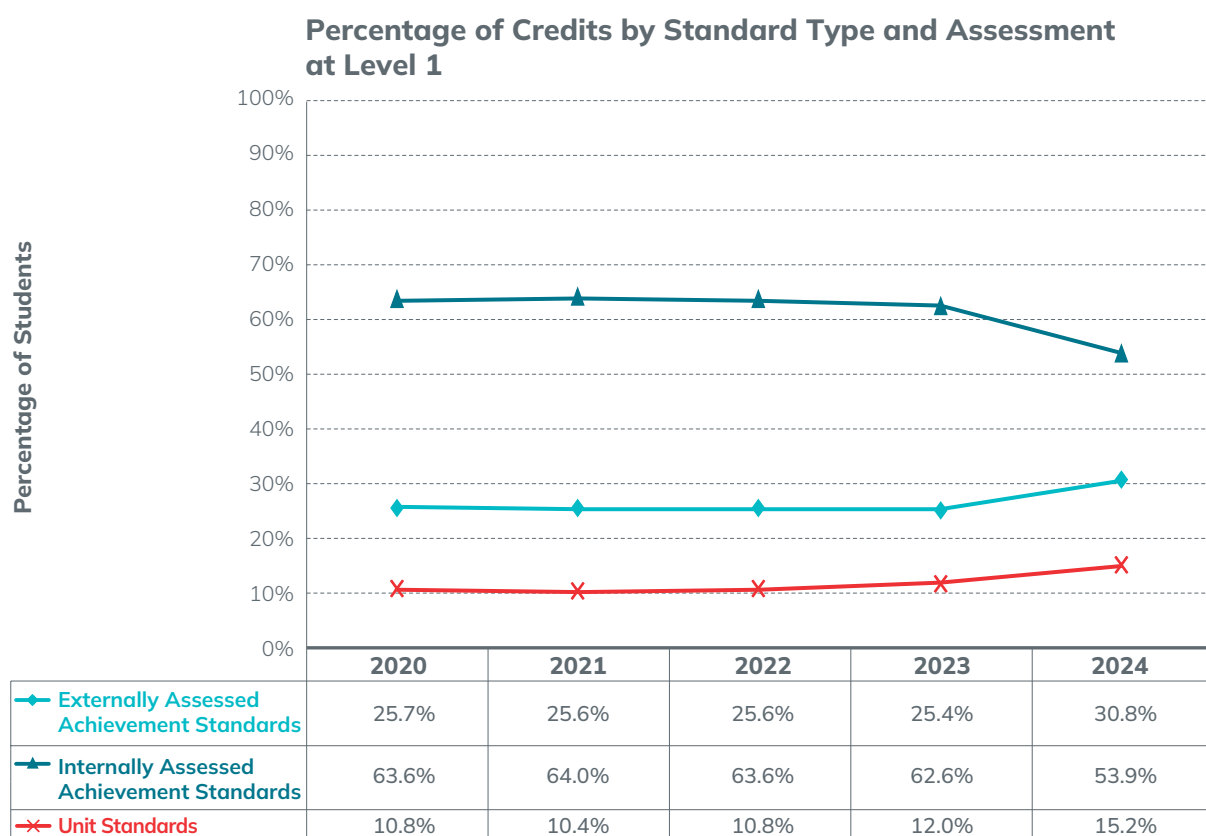


Figure 62. Percentage of credits by standard type and assessment method at Level 1 from 2020 to 2024.

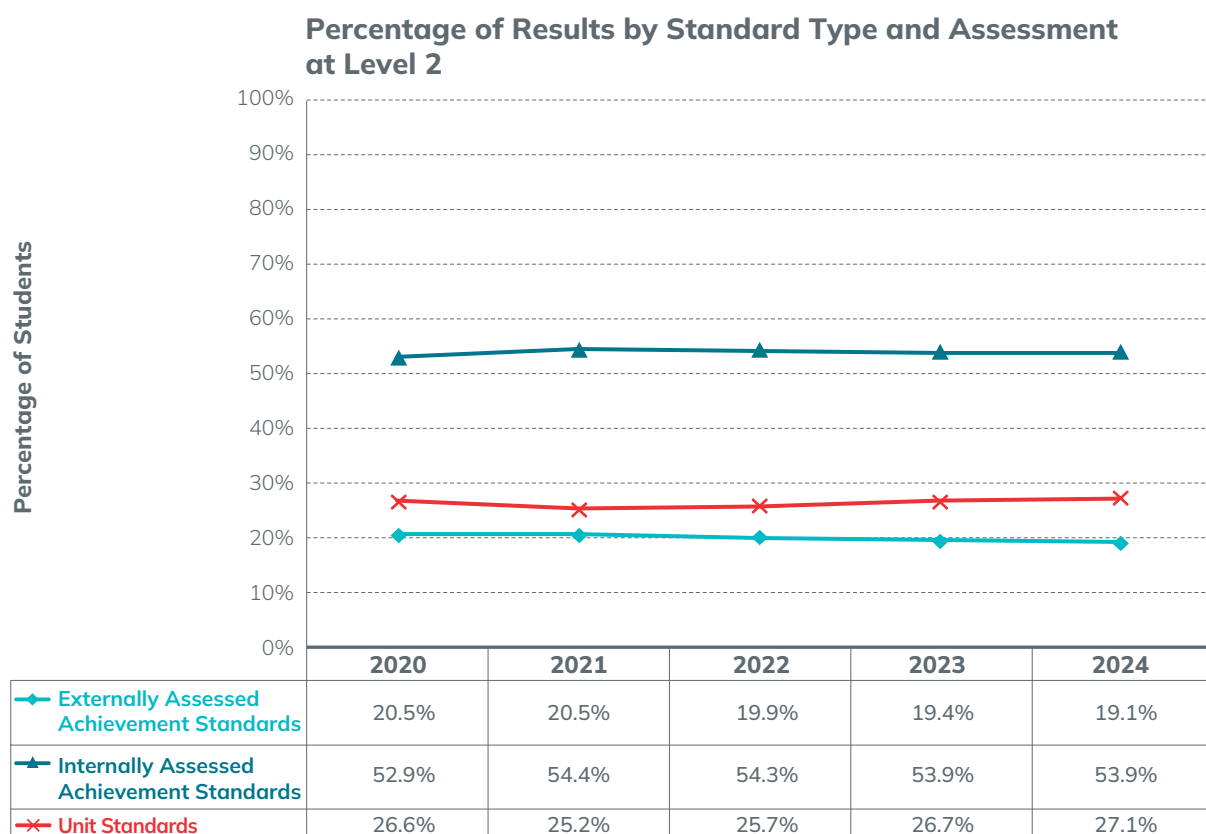


Figure 63. Percentage of results by standard type and assessment at Level 2 from 2020 to 2024.

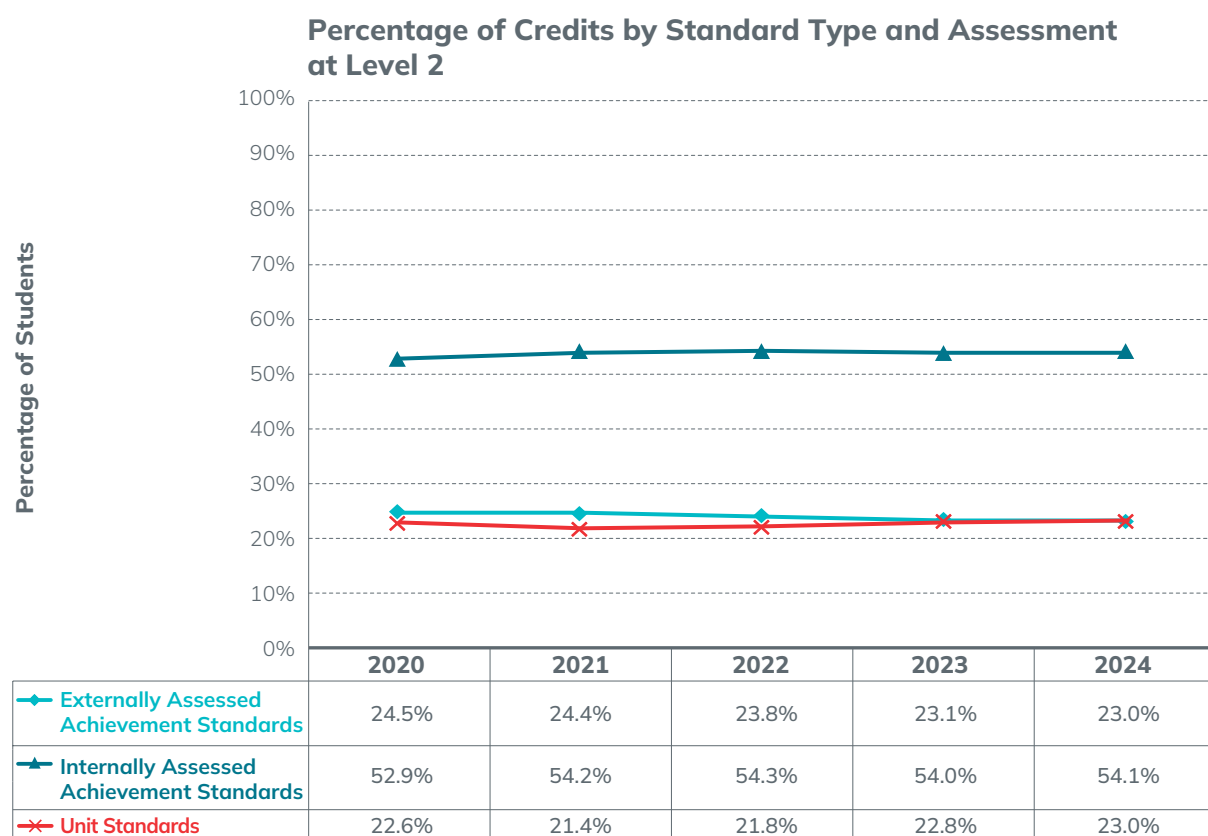


Figure 64. Percentage of credits by standard type and assessment at Level 2 from 2020 to 2024.

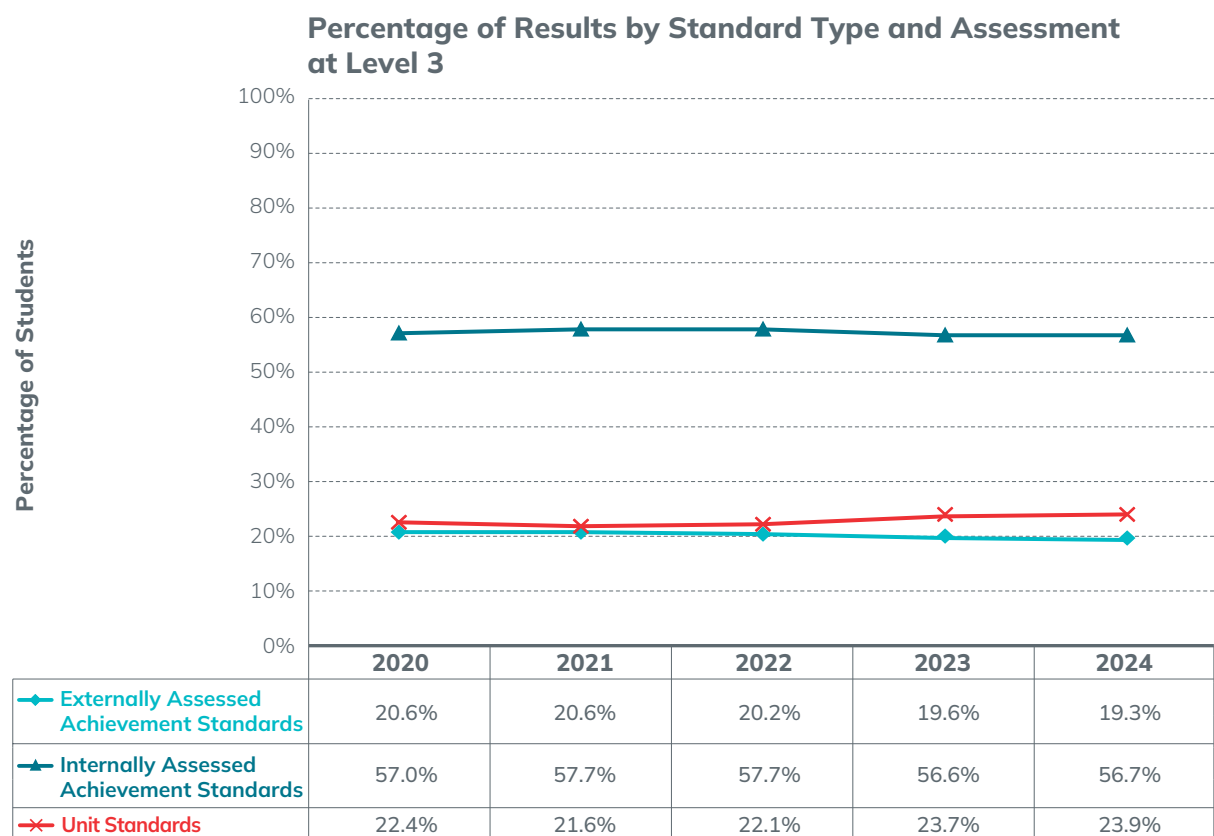


Figure 65. Percentage of results by standard type and assessment at Level 3 from 2020 to 2024.

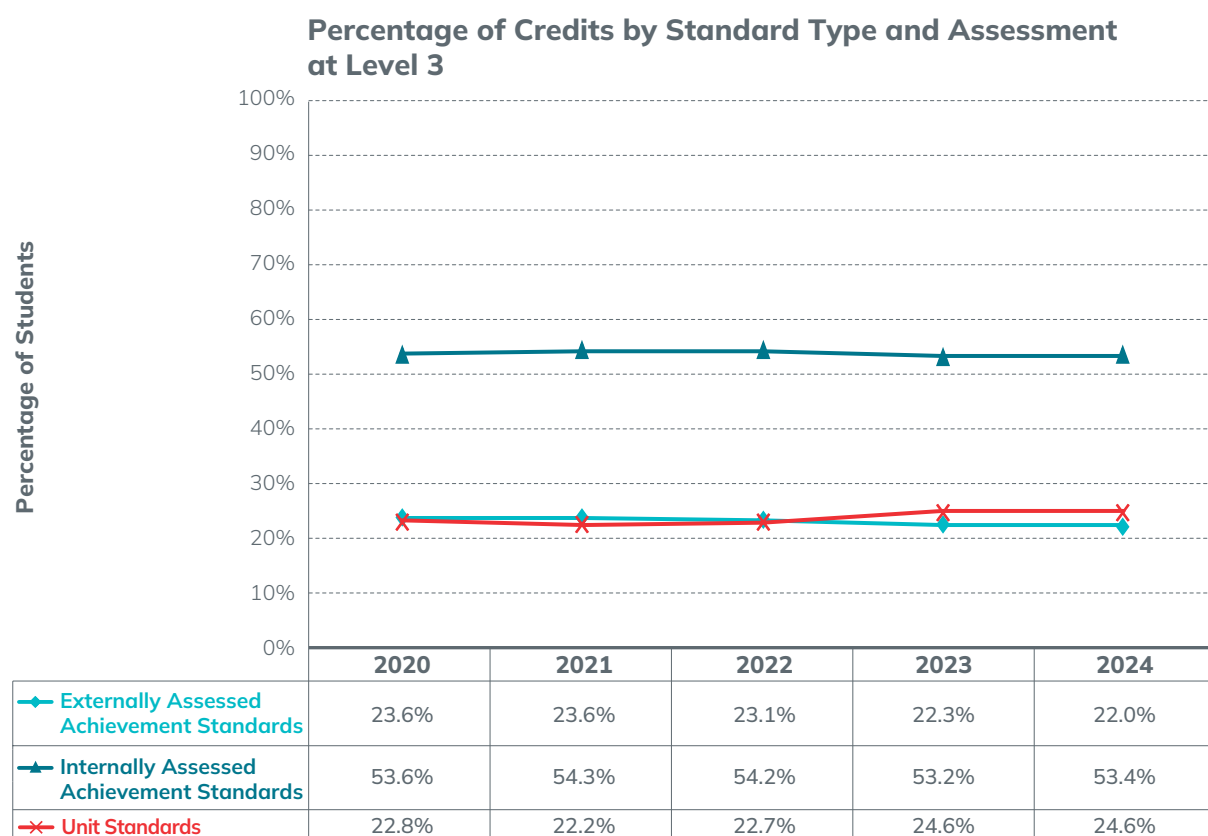
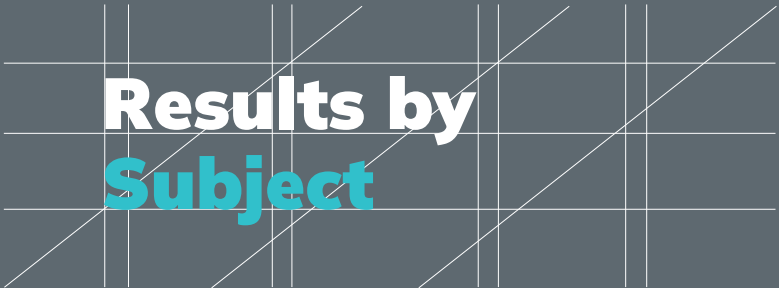


Figure 66. Percentage of credits by standard type and assessment at Level 3 from 2020 to 2024.

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Results by Subject

Subjects and Achievement Standards

The Ministry of Education develops achievement standards related to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* subjects. It is the standard-setting body (SSB) and assigns these standards to subjects. 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)
2. Subjects that are part of *Te Marautanga o Aotearoa* (TMOA)

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 when they are reported as the assessing provider for secondary students.

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 19, 4.8% of students assessed in one or more Level 1 achievement standards were assessed in at least one Agricultural and Horticultural Science standard. Further, of all the students assessed in 14 or more credits in at least one subject, 2.8% were assessed in 14 or more credits from Agricultural and Horticultural Science standards.

Level 1 NZC		Students Assessed in 1 or more Standards		Students Assessed in 14 or more Credits	
Subject	Providers	Number	Percentage	Number	Percentage
Agricultural and Horticultural Science	131	3,100	4.8%	1,226	2.8%
Chemistry and Biology	313	30,082	46.4%	2,680	6.2%
Chinese	6	60	0.1%	0	0.0%
Chinese (Mandarin)	67	642	1.0%	284	0.7%
Commerce	266	13,607	21.0%	8,687	20.2%
Dance	163	3,328	5.1%	1,259	2.9%
Drama	211	3,125	4.8%	2,058	4.8%
English	422	49,495	76.3%	33,562	77.9%
French	88	1,082	1.7%	793	1.8%
Gagana Sāmoa	47	700	1.1%	447	1.0%
Gagana Tokelau	5	38	0.1%	10	0.0%
Geography	289	9,348	14.4%	5,801	13.5%
German	29	228	0.4%	147	0.3%
Health Studies	241	8,403	13.0%	4,417	10.3%
History	318	10,964	16.9%	6,739	15.6%
Japanese	110	1,574	2.4%	935	2.2%
Korean	14	31	0.0%	5	0.0%
Lea Faka-Tonga	33	251	0.4%	134	0.3%
Materials and Processing Technology	230	8,306	12.8%	3,978	9.2%
Mathematics – Statistics	402	51,229	79.0%	27,585	64.0%
Music	302	5,462	8.4%	2,733	6.3%
New Zealand Sign Language	4	45	0.1%	38	0.1%
Physical Education	386	21,670	33.4%	12,888	29.9%
Physics, Earth and Space Science	305	28,844	44.5%	1,133	2.6%
Religious Studies	88	6,647	10.2%	4,128	9.6%
Science	249	20,787	32.0%	3,275	7.6%
Social Studies	107	3,918	6.0%	1,030	2.4%
Spanish	85	1,000	1.5%	689	1.6%
Te Ao Haka	211	2,816	4.3%	676	1.6%
Te Reo Māori	295	4,352	6.7%	2,125	4.9%
Te Reo Māori Kūki 'Āirani	11	174	0.3%	91	0.2%
Te Reo Rangatira	1	2	0.0%	0	0.0%
Technology	1	1	0.0%	0	0.0%
Technology – Design and Visual Communication	211	4,934	7.6%	2,965	6.9%
Technology – Digital Technologies and Hāngarau Matihiko	274	6,695	10.3%	3,603	8.4%
Vagahau Niue	3	57	0.1%	44	0.1%
Visual Arts	351	12,050	18.6%	7,029	16.3%

Table 19. 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	178	3,714	4.8%	2,102	3.9%
Agribusiness	84	2,032	2.6%	110	0.2%
Agricultural and Horticultural Science	126	2,273	2.9%	752	1.4%
Art History	49	783	1.0%	322	0.6%
Biology	417	21,451	27.8%	13,109	24.5%
Business Studies	237	7,875	10.2%	4,415	8.2%
Chemistry	378	17,130	22.2%	10,822	20.2%
Chinese	99	842	1.1%	641	1.2%
Classical Studies	158	3,897	5.0%	2,429	4.5%
Cook Islands Māori	8	81	0.1%	56	0.1%
Dance	210	4,528	5.9%	1,468	2.7%
Drama	271	3,585	4.6%	2,301	4.3%
Earth and Space Science	220	5,923	7.7%	761	1.4%
Economics	204	5,166	6.7%	3,805	7.1%
Education for Sustainability	62	1,429	1.9%	44	0.1%
English	467	51,410	66.6%	36,218	67.6%
French	101	722	0.9%	641	1.2%
Geography	309	7,083	9.2%	4,569	8.5%
German	47	225	0.3%	175	0.3%
Health	220	5,330	6.9%	3,751	7.0%
History	364	9,514	12.3%	6,744	12.6%
Home Economics	116	2,329	3.0%	1,107	2.1%
Japanese	125	1,130	1.5%	889	1.7%
Korean	35	74	0.1%	17	0.0%
Latin	3	22	0.0%	8	0.0%
Lea Faka-Tonga	41	298	0.4%	174	0.3%
Mathematics – Statistics	453	50,321	65.2%	30,059	56.1%
Media Studies	186	4,917	6.4%	3,058	5.7%
Music	354	4,867	6.3%	2,902	5.4%
New Zealand Sign Language	3	21	0.0%	21	0.0%
Physical Education	435	21,467	27.8%	11,665	21.8%
Physics	382	17,843	23.1%	11,745	21.9%
Psychology	88	3,725	4.8%	2,258	4.2%
Religious Studies	81	6,099	7.9%	4,761	8.9%
Samoan	57	559	0.7%	423	0.8%
Social Studies	87	2,181	2.8%	1,184	2.2%
Spanish	96	689	0.9%	597	1.1%
Te Ao Haka	176	1,937	2.5%	536	1.0%
Te Reo Māori	306	3,155	4.1%	1,818	3.4%
Technology	258	6,588	8.5%	1,534	2.9%
Technology – Construction and Mechanical Technologies	203	3,444	4.5%	15	0.0%
Technology – Design and Visual Communication	260	4,642	6.0%	2,834	5.3%
Technology – Digital Technologies and Hāngarau Matihiko	302	5,542	7.2%	3,689	6.9%
Technology – Processing Technologies	95	1,782	2.3%	0	0.0%
Visual Arts	414	13,439	17.4%	10,055	18.8%

Table 20. 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	164	2,733	4.9%	1,689	4.1%
Agribusiness	74	1,428	2.5%	0	0.0%
Agricultural and Horticultural Science	95	1,031	1.8%	593	1.4%
Art History	63	1,026	1.8%	675	1.6%
Biology	402	13,239	23.5%	8,914	21.4%
Business Studies	251	6,672	11.9%	4,874	11.7%
Chemistry	369	11,002	19.6%	7,701	18.5%
Chinese	99	796	1.4%	607	1.5%
Classical Studies	171	3,554	6.3%	2,526	6.1%
Cook Islands Māori	6	53	0.1%	42	0.1%
Dance	205	3,392	6.0%	1,266	3.0%
Design	227	2,629	4.7%	2,042	4.9%
Drama	262	2,695	4.8%	2,052	4.9%
Earth and Space Science	172	3,744	6.7%	1,052	2.5%
Economics	184	3,729	6.6%	2,780	6.7%
Education for Sustainability	53	756	1.3%	247	0.6%
English	440	24,512	43.6%	18,297	44.0%
French	90	462	0.8%	401	1.0%
Geography	291	6,501	11.6%	4,769	11.5%
German	48	194	0.3%	145	0.3%
Health	217	4,984	8.9%	3,878	9.3%
History	360	8,417	15.0%	7,083	17.0%
Home Economics	116	1,477	2.6%	999	2.4%
Japanese	108	684	1.2%	511	1.2%
Korean	28	77	0.1%	31	0.1%
Latin	5	6	0.0%	4	0.0%
Lea Faka-Tonga	32	185	0.3%	118	0.3%
Mathematics – Statistics	429	33,569	59.7%	24,508	58.9%
Media Studies	194	4,479	8.0%	3,261	7.8%
Music	341	3,414	6.1%	2,246	5.4%
New Zealand Sign Language	2	15	0.0%	12	0.0%
Painting	366	3,243	5.8%	2,558	6.2%
Photography	284	3,430	6.1%	2,590	6.2%
Physical Education	422	13,827	24.6%	8,266	19.9%
Physics	365	11,217	20.0%	7,410	17.8%
Printmaking	95	541	1.0%	349	0.8%
Psychology	87	2,693	4.8%	2,162	5.2%
Religious Studies	84	4,994	8.9%	4,253	10.2%
Samoan	52	426	0.8%	323	0.8%
Sculpture	49	334	0.6%	219	0.5%
Social Studies	96	2,380	4.2%	1,742	4.2%
Spanish	84	456	0.8%	374	0.9%
Te Ao Haka	145	1,066	1.9%	547	1.3%
Te Reo Māori	265	2,130	3.8%	1,285	3.1%
Technology	251	4,515	8.0%	1,094	2.6%
Technology – Construction and Mechanical Technologies	202	2,622	4.7%	293	0.7%

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	2,781	4.9%	1,622	3.9%
Technology – Digital Technologies and Hāngarau Matihiko	263	3,650	6.5%	2,425	5.8%
Technology – Processing Technologies	69	939	1.7%	0	0.0%
Visual Arts	108	859	1.5%	0	0.0%

Table 21. 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
Hāngarau	8	53	13
Hauora	10	59	0
Ngā Mahi a Te Rēhia	2	12	9
Ngā Toi Ataata	12	100	17
Ngā Toi Pūoro	6	23	13
Pāngarau	29	283	77
Pūtaiao	18	106	23
Te Reo Rangatira	25	263	153
Tikanga ā-iwi	18	137	35

Table 22. 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
Hāngarau	5	18	3
Hauora	9	49	3
Ngā Toi Ataata	7	36	15
Ngā Toi Pūoro	1	1	0
Pāngarau	1	4	0
Pūtaiao	7	30	0
Te Reo Rangatira	51	442	235
Tikanga ā-iwi	12	86	26

Table 23. 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
Hāngarau	1	3	3
Hauora	8	37	3
Ngā Mahi a Te Rēhia	2	2	0
Ngā Toi Ataata	6	30	3
Ngā Toi Pūoro	2	18	6
Pūtaiao	5	30	13
Te Reo Rangatira	60	474	250
Tikanga ā-iwi	15	88	39

Table 24. 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	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Agricultural and Horticultural Science	Internal	4,742	20.5%	44.4%	21.0%	14.1%
	External	1,802	28.8%	44.2%	19.8%	7.2%
	Total	6,544	22.8%	44.3%	20.7%	12.2%
Chemistry and Biology	Internal	34,736	23.7%	39.6%	20.4%	16.4%
	External	16,757	28.6%	43.1%	22.7%	5.7%
	Total	51,493	25.3%	40.7%	21.1%	12.9%
Chinese	Internal	110	4.5%	13.6%	26.4%	55.5%
	Total	110	4.5%	13.6%	26.4%	55.5%
Chinese (Mandarin)	Internal	739	6.6%	8.1%	18.3%	67.0%
	External	809	26.6%	35.7%	22.1%	15.6%
	Total	1,548	17.1%	22.5%	20.3%	40.1%
Commerce	Internal	22,419	13.0%	39.9%	24.9%	22.2%
	External	13,866	17.0%	34.7%	37.3%	11.0%
	Total	36,285	14.5%	37.9%	29.7%	17.9%
Dance	Internal	4,868	3.9%	25.7%	30.0%	40.4%
	External	1,774	28.4%	38.2%	24.9%	8.6%
	Total	6,642	10.4%	29.0%	28.6%	31.9%
Drama	Internal	4,871	10.4%	30.9%	29.7%	29.0%
	External	3,465	11.7%	34.3%	38.5%	15.5%
	Total	8,336	10.9%	32.3%	33.3%	23.4%
English	Internal	78,747	19.8%	41.3%	22.5%	16.3%
	External	62,741	18.3%	46.2%	26.8%	8.7%
	Total	141,488	19.1%	43.5%	24.4%	13.0%
French	Internal	1,700	4.9%	23.3%	29.8%	42.1%
	External	1,536	17.1%	32.0%	31.5%	19.5%
	Total	3,236	10.7%	27.4%	30.6%	31.3%
Gagana Sāmoa	Internal	1,135	17.4%	30.4%	24.6%	27.6%
	External	950	8.5%	46.5%	31.5%	13.5%
	Total	2,085	13.4%	37.7%	27.7%	21.2%
Gagana Tokelau	Internal	54	0.0%	18.5%	33.3%	48.1%
	External	27	22.2%	25.9%	29.6%	22.2%
	Total	81	7.4%	21.0%	32.1%	39.5%
Geography	Internal	15,613	14.9%	41.6%	26.0%	17.5%
	External	9,382	30.3%	39.1%	21.0%	9.6%
	Total	24,995	20.7%	40.6%	24.1%	14.6%
German	Internal	351	11.7%	24.5%	29.6%	34.2%
	External	312	16.3%	29.8%	33.7%	20.2%
	Total	663	13.9%	27.0%	31.5%	27.6%
Health Studies	Internal	12,793	18.4%	40.7%	24.4%	16.5%
	External	7,687	15.6%	47.2%	27.1%	10.0%
	Total	20,480	17.4%	43.1%	25.4%	14.1%
History	Internal	18,443	15.9%	35.0%	26.0%	23.1%
	External	10,430	21.7%	36.9%	28.7%	12.8%
	Total	28,873	18.0%	35.7%	27.0%	19.4%
Japanese	Internal	2,257	15.1%	30.5%	25.4%	29.0%
	External	1,957	25.5%	32.2%	24.1%	18.2%
	Total	4,214	19.9%	31.3%	24.8%	24.0%

Level 1 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Korean	Internal	12	16.7%	8.3%	58.3%	16.7%
	External	59	13.6%	25.4%	37.3%	23.7%
	Total	71	14.1%	22.5%	40.8%	22.5%
Lea Faka-Tonga	Internal	359	13.9%	29.0%	21.2%	35.9%
	External	342	19.9%	32.7%	29.5%	17.8%
	Total	701	16.8%	30.8%	25.2%	27.1%
Materials and Processing Technology	Internal	13,045	22.0%	37.8%	21.7%	18.5%
	External	5,869	22.3%	44.9%	22.8%	10.0%
	Total	18,914	22.1%	40.0%	22.0%	15.9%
Mathematics – Statistics	Internal	84,637	21.4%	47.4%	20.5%	10.7%
	External	41,424	32.9%	35.6%	22.6%	8.9%
	Total	126,061	25.2%	43.5%	21.2%	10.1%
Music	Internal	8,526	15.0%	24.6%	22.5%	37.9%
	External	4,262	24.1%	27.7%	29.6%	18.7%
	Total	12,788	18.0%	25.6%	24.9%	31.5%
New Zealand Sign Language	Internal	84	8.3%	22.6%	41.7%	27.4%
	External	64	9.4%	17.2%	39.1%	34.4%
	Total	148	8.8%	20.3%	40.5%	30.4%
Physical Education	Internal	34,716	16.5%	36.2%	27.7%	19.6%
	External	20,605	24.1%	40.8%	27.3%	7.8%
	Total	55,321	19.3%	37.9%	27.6%	15.2%
Physics, Earth and Space Science	Internal	22,145	20.9%	43.3%	20.3%	15.6%
	External	15,006	37.2%	31.0%	19.0%	12.9%
	Total	37,151	27.4%	38.3%	19.8%	14.5%
Religious Studies	Internal	11,317	13.9%	39.5%	24.4%	22.2%
	External	5,345	16.3%	42.7%	32.0%	9.0%
	Total	16,662	14.7%	40.5%	26.9%	18.0%
Science	Internal	27,176	23.4%	43.6%	18.6%	14.4%
	External	7,571	36.2%	38.3%	16.9%	8.6%
	Total	34,747	26.2%	42.4%	18.3%	13.2%
Social Studies	Internal	5,332	25.2%	37.1%	20.7%	16.9%
	External	2,057	27.2%	35.7%	27.6%	9.5%
	Total	7,389	25.8%	36.7%	22.7%	14.8%
Spanish	Internal	1,563	7.9%	26.0%	29.2%	36.9%
	External	1,398	11.7%	33.4%	34.0%	21.0%
	Total	2,961	9.7%	29.5%	31.4%	29.4%
Te Ao Haka	Internal	3,868	6.3%	36.5%	27.5%	29.7%
	External	1,232	25.8%	43.9%	19.0%	11.3%
	Total	5,100	11.0%	38.3%	25.4%	25.3%
Te Reo Māori	Internal	6,784	16.5%	41.3%	24.5%	17.7%
	External	3,837	24.1%	36.9%	27.3%	11.6%
	Total	10,621	19.3%	39.7%	25.5%	15.5%
Te Reo Māori Kūki 'Āirani	Internal	272	7.4%	27.6%	30.5%	34.6%
	External	192	24.5%	47.4%	21.9%	6.3%
	Total	464	14.4%	35.8%	26.9%	22.8%
Te Reo Rangatira	Internal	2	0.0%	100.0%	0.0%	0.0%
	Total	2	0.0%	100.0%	0.0%	0.0%

Level 1 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Technology	Internal	1	0.0%	100.0%	0.0%	0.0%
	Total	1	0.0%	100.0%	0.0%	0.0%
Technology – Design and Visual Communication	Internal	7,730	13.9%	34.9%	26.3%	24.9%
	External	4,816	8.5%	44.0%	32.8%	14.7%
	Total	12,546	11.8%	38.4%	28.8%	21.0%
Technology – Digital Technologies and Hāngarau Matihiko	Internal	10,527	18.4%	33.6%	21.0%	27.0%
	External	5,826	26.3%	34.3%	23.1%	16.3%
	Total	16,353	21.2%	33.9%	21.7%	23.2%
Vagahau Niue	Internal	107	24.3%	42.1%	24.3%	9.3%
	External	88	9.1%	42.0%	29.5%	19.3%
	Total	195	17.4%	42.1%	26.7%	13.8%
Visual Arts	Internal	14,325	17.6%	38.6%	23.4%	20.3%
	External	15,441	14.8%	39.8%	25.4%	20.0%
	Total	29,766	16.2%	39.2%	24.5%	20.2%

Table 25. Grade distributions for NCEA Level 1 NZC achievement standards by subject.

Level 2 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	Internal	8,705	11.0%	24.6%	27.1%	37.3%
	External	4,010	27.0%	30.1%	25.6%	17.3%
	Total	12,715	16.0%	26.4%	26.6%	31.0%
Agribusiness	Internal	2,902	14.9%	34.0%	28.1%	23.0%
	Total	2,902	14.9%	34.0%	28.1%	23.0%
Agricultural and Horticultural Science	Internal	4,794	22.8%	38.4%	19.4%	19.4%
	External	1,169	18.2%	45.9%	23.1%	12.8%
	Total	5,963	21.9%	39.8%	20.1%	18.1%
Art History	Internal	1,550	13.4%	24.2%	27.9%	34.5%
	External	608	18.6%	31.1%	32.7%	17.6%
	Total	2,158	14.9%	26.1%	29.3%	29.7%
Biology	Internal	48,547	14.8%	36.3%	24.6%	24.2%
	External	28,277	24.2%	42.2%	25.9%	7.7%
	Total	76,824	18.3%	38.5%	25.1%	18.1%
Business Studies	Internal	15,650	14.8%	39.0%	24.2%	22.0%
	External	6,122	30.7%	37.6%	22.1%	9.6%
	Total	21,772	19.3%	38.6%	23.6%	18.5%
Chemistry	Internal	34,501	11.6%	29.1%	19.5%	39.8%
	External	26,956	22.1%	35.7%	28.4%	13.8%
	Total	61,457	16.2%	32.0%	23.4%	28.4%
Chinese	Internal	1,661	2.7%	6.0%	14.3%	76.9%
	External	1,454	10.2%	24.6%	35.7%	29.5%
	Total	3,115	6.2%	14.7%	24.3%	54.8%
Classical Studies	Internal	6,880	13.3%	28.1%	27.8%	30.8%
	External	4,168	14.9%	43.3%	30.2%	11.7%
	Total	11,048	13.9%	33.8%	28.7%	23.6%
Cook Islands Māori	Internal	176	13.6%	26.7%	23.9%	35.8%
	External	92	6.5%	35.9%	35.9%	21.7%
	Total	268	11.2%	29.9%	28.0%	31.0%
Dance	Internal	9,642	4.3%	20.1%	28.6%	47.0%
	External	709	25.2%	39.6%	24.4%	10.7%
	Total	10,351	5.7%	21.5%	28.3%	44.5%
Drama	Internal	9,913	7.3%	24.1%	32.9%	35.7%
	External	1,934	25.5%	40.4%	23.2%	10.9%
	Total	11,847	10.3%	26.7%	31.3%	31.6%
Earth and Space Science	Internal	9,719	23.3%	40.3%	19.5%	17.0%
	External	1,438	37.4%	35.0%	19.7%	7.9%
	Total	11,157	25.1%	39.6%	19.5%	15.8%
Economics	Internal	9,744	14.7%	33.4%	25.9%	26.1%
	External	7,456	20.4%	41.5%	27.1%	11.0%
	Total	17,200	17.2%	36.9%	26.4%	19.5%
Education for Sustainability	Internal	1,741	18.4%	33.9%	22.1%	25.6%
	External	88	14.8%	37.5%	26.1%	21.6%
	Total	1,829	18.2%	34.1%	22.3%	25.4%
English	Internal	133,781	19.3%	35.9%	25.4%	19.4%
	External	58,284	22.1%	43.8%	24.9%	9.1%
	Total	192,065	20.2%	38.3%	25.3%	16.3%

Level 2 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
French	Internal	1,578	2.8%	13.6%	27.4%	56.3%
	External	1,182	13.3%	33.3%	32.4%	21.0%
	Total	2,760	7.3%	22.0%	29.5%	41.2%
Geography	Internal	20,369	19.8%	34.7%	23.3%	22.2%
	External	6,835	21.3%	40.5%	26.3%	11.8%
	Total	27,204	20.2%	36.2%	24.0%	19.6%
German	Internal	396	6.8%	19.4%	24.5%	49.2%
	External	384	12.5%	27.1%	33.6%	26.8%
	Total	780	9.6%	23.2%	29.0%	38.2%
Health	Internal	12,668	20.8%	35.5%	23.7%	20.0%
	External	3,345	25.4%	43.2%	22.1%	9.4%
	Total	16,013	21.7%	37.1%	23.4%	17.8%
History	Internal	22,311	18.6%	29.3%	23.8%	28.4%
	External	8,710	14.1%	40.3%	32.0%	13.5%
	Total	31,021	17.3%	32.4%	26.1%	24.2%
Home Economics	Internal	4,325	24.3%	37.2%	21.5%	17.0%
	External	1,112	26.5%	43.3%	22.9%	7.3%
	Total	5,437	24.7%	38.4%	21.8%	15.0%
Japanese	Internal	2,322	13.4%	20.2%	25.1%	41.3%
	External	1,654	21.8%	33.3%	24.4%	20.6%
	Total	3,976	16.9%	25.7%	24.8%	32.6%
Korean	Internal	42	4.8%	14.3%	26.2%	54.8%
	External	135	9.6%	17.8%	34.1%	38.5%
	Total	177	8.5%	16.9%	32.2%	42.4%
Latin	Internal	15	6.7%	6.7%	20.0%	66.7%
	External	43	2.3%	11.6%	30.2%	55.8%
	Total	58	3.4%	10.3%	27.6%	58.6%
Lea Faka-Tonga	Internal	533	7.7%	18.6%	25.3%	48.4%
	External	381	5.8%	33.9%	47.0%	13.4%
	Total	914	6.9%	24.9%	34.4%	33.8%
Mathematics – Statistics	Internal	169,053	15.4%	40.1%	24.4%	20.0%
	External	51,726	25.8%	30.0%	30.3%	13.9%
	Total	220,779	17.8%	37.8%	25.8%	18.6%
Media Studies	Internal	13,950	17.4%	30.1%	26.0%	26.5%
	External	2,656	24.8%	39.9%	25.2%	10.1%
	Total	16,606	18.6%	31.6%	25.9%	23.9%
Music	Internal	12,949	13.7%	19.2%	22.5%	44.5%
	External	1,523	20.2%	33.0%	26.9%	19.9%
	Total	14,472	14.4%	20.7%	23.0%	41.9%
New Zealand Sign Language	Internal	79	7.6%	22.8%	51.9%	17.7%
	Total	79	7.6%	22.8%	51.9%	17.7%
Physical Education	Internal	75,234	18.1%	33.9%	25.5%	22.5%
	Total	75,234	18.1%	33.9%	25.5%	22.5%
Physics	Internal	32,737	11.4%	32.0%	23.2%	33.3%
	External	27,940	23.7%	32.1%	25.9%	18.3%
	Total	60,677	17.1%	32.1%	24.5%	26.4%

Level 2 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Psychology	Internal	11,853	14.7%	29.8%	24.7%	30.7%
	Total	11,853	14.7%	29.8%	24.7%	30.7%
Religious Studies	Internal	16,509	13.7%	30.0%	22.5%	33.8%
	Total	16,509	13.7%	30.0%	22.5%	33.8%
Samoan	Internal	1,316	17.0%	26.1%	24.8%	32.1%
	External	671	24.1%	52.3%	18.5%	5.1%
	Total	1,987	19.4%	35.0%	22.6%	22.9%
Social Studies	Internal	4,801	21.9%	29.3%	19.5%	29.3%
	External	860	26.0%	34.4%	23.7%	15.8%
	Total	5,661	22.6%	30.0%	20.2%	27.2%
Spanish	Internal	1,452	6.8%	19.7%	26.7%	46.8%
	External	1,128	12.1%	34.3%	33.8%	19.8%
	Total	2,580	9.1%	26.1%	29.8%	35.0%
Te Ao Haka	Internal	2,618	7.2%	30.4%	23.1%	39.3%
	External	1,018	28.8%	29.0%	23.5%	18.8%
	Total	3,636	13.3%	30.0%	23.2%	33.6%
Te Reo Māori	Internal	5,943	15.6%	32.9%	26.3%	25.3%
	External	3,011	18.8%	37.8%	30.2%	13.2%
	Total	8,954	16.7%	34.5%	27.6%	21.2%
Technology	Internal	11,093	20.2%	32.8%	20.5%	26.4%
	External	1,330	20.2%	39.3%	26.6%	13.9%
	Total	12,423	20.2%	33.5%	21.2%	25.1%
Technology – Construction and Mechanical Technologies	Internal	4,139	17.6%	31.4%	20.7%	30.2%
	Total	4,139	17.6%	31.4%	20.7%	30.2%
Technology – Design and Visual Communication	Internal	10,850	14.3%	31.2%	24.7%	29.8%
	External	4,019	19.2%	44.9%	24.5%	11.4%
	Total	14,869	15.6%	34.9%	24.7%	24.8%
Technology – Digital Technologies and Hāngarau Matihiko	Internal	15,044	17.3%	30.3%	18.0%	34.4%
	External	3,650	24.0%	30.3%	25.3%	20.4%
	Total	18,694	18.6%	30.3%	19.5%	31.7%
Technology – Processing Technologies	Internal	2,027	27.1%	30.1%	19.4%	23.3%
	Total	2,027	27.1%	30.1%	19.4%	23.3%
Visual Arts	Internal	28,504	12.8%	34.5%	26.8%	26.0%
	External	11,842	8.0%	35.2%	31.3%	25.5%
	Total	40,346	11.4%	34.7%	28.1%	25.8%

Table 26. Grade distributions for NCEA Level 2 NZC achievement standards by subject

Level 3 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	Internal	6,662	10.0%	24.9%	28.9%	36.1%
	External	2,604	29.8%	35.3%	24.7%	10.3%
	Total	9,266	15.6%	27.9%	27.7%	28.9%
Agribusiness	Internal	2,654	12.0%	33.6%	30.3%	24.1%
	Total	2,654	12.0%	33.6%	30.3%	24.1%
Agricultural and Horticultural Science	Internal	1,795	21.0%	35.3%	21.6%	22.1%
	External	994	27.7%	38.8%	21.8%	11.7%
	Total	2,789	23.4%	36.6%	21.7%	18.4%
Art History	Internal	2,744	11.7%	25.9%	25.4%	37.0%
	External	983	17.7%	37.9%	29.2%	15.2%
	Total	3,727	13.3%	29.1%	26.4%	31.2%
Biology	Internal	32,052	12.1%	33.9%	22.1%	32.0%
	External	17,647	17.1%	44.6%	28.3%	10.0%
	Total	49,699	13.9%	37.7%	24.3%	24.2%
Business Studies	Internal	12,206	10.6%	34.2%	27.8%	27.3%
	External	3,937	35.2%	37.6%	19.1%	8.1%
	Total	16,143	16.6%	35.1%	25.7%	22.6%
Chemistry	Internal	24,058	6.9%	23.6%	25.7%	43.8%
	External	16,829	24.0%	36.6%	27.3%	12.1%
	Total	40,887	14.0%	29.0%	26.4%	30.7%
Chinese	Internal	1,692	3.1%	4.7%	10.4%	81.8%
	External	1,359	7.7%	25.8%	38.0%	28.5%
	Total	3,051	5.1%	14.1%	22.7%	58.0%
Classical Studies	Internal	6,724	12.9%	25.9%	26.4%	34.8%
	External	3,639	18.1%	38.9%	30.9%	12.1%
	Total	10,363	14.7%	30.5%	28.0%	26.8%
Cook Islands Māori	Internal	134	19.4%	27.6%	21.6%	31.3%
	External	69	13.0%	44.9%	33.3%	8.7%
	Total	203	17.2%	33.5%	25.6%	23.6%
Dance	Internal	7,259	3.2%	17.3%	26.1%	53.4%
	External	476	25.0%	40.8%	26.3%	8.0%
	Total	7,735	4.6%	18.7%	26.1%	50.6%
Design	Internal	4,770	11.0%	28.1%	27.8%	33.1%
	External	2,042	10.4%	37.7%	35.5%	16.4%
	Total	6,812	10.8%	31.0%	30.1%	28.1%
Drama	Internal	7,928	8.1%	23.8%	29.8%	38.3%
	External	1,330	14.6%	40.6%	30.5%	14.3%
	Total	9,258	9.0%	26.2%	29.9%	34.9%
Earth and Space Science	Internal	8,061	16.2%	37.5%	22.0%	24.3%
	External	1,184	31.3%	36.0%	21.5%	11.1%
	Total	9,245	18.2%	37.3%	22.0%	22.6%
Economics	Internal	6,747	10.6%	33.2%	25.1%	31.1%
	External	4,428	27.7%	35.7%	24.8%	11.8%
	Total	11,175	17.4%	34.2%	25.0%	23.4%

Level 3 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Education for Sustainability	Internal	1,367	18.7%	33.1%	23.0%	25.3%
	External	87	25.3%	27.6%	26.4%	20.7%
	Total	1,454	19.1%	32.7%	23.2%	25.0%
English	Internal	69,223	15.6%	32.9%	26.0%	25.4%
	External	24,786	23.8%	40.3%	25.0%	11.0%
	Total	94,009	17.8%	34.9%	25.7%	21.6%
French	Internal	1,045	2.1%	12.0%	25.9%	60.0%
	External	728	13.3%	39.4%	27.1%	20.2%
	Total	1,773	6.7%	23.2%	26.4%	43.7%
Geography	Internal	20,083	16.6%	35.0%	24.2%	24.2%
	External	5,553	22.4%	43.7%	25.1%	8.8%
	Total	25,636	17.8%	36.9%	24.4%	20.9%
German	Internal	367	4.9%	9.3%	15.3%	70.6%
	External	348	8.9%	33.9%	36.2%	21.0%
	Total	715	6.9%	21.3%	25.5%	46.4%
Health	Internal	12,881	19.0%	35.5%	22.4%	23.1%
	External	2,295	32.3%	38.3%	23.3%	6.1%
	Total	15,176	21.0%	36.0%	22.5%	20.5%
History	Internal	21,198	15.6%	27.4%	25.1%	31.8%
	External	7,070	17.5%	39.0%	32.8%	10.7%
	Total	28,268	16.1%	30.3%	27.1%	26.6%
Home Economics	Internal	3,387	17.3%	36.4%	24.2%	22.1%
	External	778	19.8%	42.9%	24.3%	13.0%
	Total	4,165	17.8%	37.6%	24.2%	20.4%
Japanese	Internal	1,349	8.2%	18.1%	21.3%	52.4%
	External	1,067	19.3%	31.0%	26.5%	23.1%
	Total	2,416	13.1%	23.8%	23.6%	39.5%
Korean	Internal	91	1.1%	4.4%	16.5%	78.0%
	External	141	7.1%	11.3%	30.5%	51.1%
	Total	232	4.7%	8.6%	25.0%	61.6%
Latin	Internal	8	0.0%	0.0%	25.0%	75.0%
	External	12	0.0%	0.0%	25.0%	75.0%
	Total	20	0.0%	0.0%	25.0%	75.0%
Lea Faka-Tonga	Internal	357	11.2%	23.2%	25.5%	40.1%
	External	257	10.5%	33.1%	33.9%	22.6%
	Total	614	10.9%	27.4%	29.0%	32.7%
Mathematics – Statistics	Internal	99,483	10.3%	37.1%	26.2%	26.3%
	External	37,098	25.7%	35.3%	26.0%	13.1%
	Total	136,581	14.5%	36.6%	26.1%	22.7%
Media Studies	Internal	14,717	15.3%	32.1%	26.9%	25.7%
	External	2,300	21.4%	42.3%	25.0%	11.3%
	Total	17,017	16.1%	33.5%	26.6%	23.7%
Music	Internal	8,520	12.4%	16.7%	21.3%	49.5%
	External	729	32.4%	35.3%	21.7%	10.7%
	Total	9,249	14.0%	18.2%	21.4%	46.5%

Level 3 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
New Zealand Sign Language	Internal	52	7.7%	19.2%	50.0%	23.1%
	Total	52	7.7%	19.2%	50.0%	23.1%
Painting	Internal	5,599	11.9%	29.5%	25.8%	32.8%
	External	2,558	7.2%	41.5%	32.0%	19.2%
	Total	8,157	10.4%	33.3%	27.8%	28.5%
Photography	Internal	6,010	14.2%	33.7%	28.4%	23.7%
	External	2,590	11.3%	44.5%	29.3%	14.8%
	Total	8,600	13.3%	37.0%	28.7%	21.0%
Physical Education	Internal	46,478	17.7%	32.3%	24.7%	25.3%
	Total	46,478	17.7%	32.3%	24.7%	25.3%
Physics	Internal	18,802	11.7%	31.4%	24.5%	32.5%
	External	19,274	24.3%	34.1%	27.4%	14.2%
	Total	38,076	18.1%	32.7%	26.0%	23.2%
Printmaking	Internal	915	15.2%	34.4%	24.8%	25.6%
	External	349	5.2%	30.9%	26.6%	37.2%
	Total	1,264	12.4%	33.5%	25.3%	28.8%
Psychology	Internal	8,109	11.7%	32.6%	24.5%	31.2%
	External	1,151	12.4%	48.3%	28.5%	10.8%
	Total	9,260	11.8%	34.5%	25.0%	28.7%
Religious Studies	Internal	14,214	12.5%	33.3%	22.5%	31.7%
	Total	14,214	12.5%	33.3%	22.5%	31.7%
Samoan	Internal	1,021	15.5%	22.6%	24.9%	37.0%
	External	532	15.6%	39.3%	30.1%	15.0%
	Total	1,553	15.5%	28.3%	26.7%	29.5%
Sculpture	Internal	554	15.5%	30.9%	27.4%	26.2%
	External	219	5.9%	38.8%	36.5%	18.7%
	Total	773	12.8%	33.1%	30.0%	24.1%
Social Studies	Internal	5,995	15.8%	31.7%	20.8%	31.7%
	External	1,141	28.0%	28.4%	22.9%	20.8%
	Total	7,136	17.7%	31.2%	21.1%	30.0%
Spanish	Internal	955	4.9%	14.7%	22.7%	57.7%
	External	740	12.6%	35.8%	34.3%	17.3%
	Total	1,695	8.3%	23.9%	27.8%	40.1%
Te Ao Haka	Internal	1,601	9.2%	25.6%	22.0%	43.2%
	External	978	10.1%	36.4%	31.8%	21.7%
	Total	2,579	9.6%	29.7%	25.7%	35.0%
Te Reo Māori	Internal	4,031	12.9%	28.3%	26.7%	32.1%
	External	2,045	24.2%	37.7%	24.7%	13.4%
	Total	6,076	16.7%	31.5%	26.0%	25.8%
Technology	Internal	7,666	18.9%	30.6%	19.2%	31.3%
	External	944	29.8%	39.6%	20.7%	10.0%
	Total	8,610	20.1%	31.6%	19.3%	28.9%
Technology – Construction and Mechanical Technologies	Internal	3,980	18.7%	31.5%	17.8%	32.0%
	Total	3,980	18.7%	31.5%	17.8%	32.0%

Level 3 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Technology – Design and Visual Communication	Internal	4,632	15.5%	29.4%	25.4%	29.7%
	External	2,311	26.7%	45.0%	18.1%	10.2%
	Total	6,943	19.3%	34.6%	23.0%	23.2%
Technology – Digital Technologies and Hāngarau Matihiko	Internal	9,892	15.1%	28.4%	18.1%	38.5%
	External	2,429	26.3%	33.1%	23.8%	16.7%
	Total	12,321	17.3%	29.3%	19.2%	34.2%
Technology – Processing Technologies	Internal	1,041	22.5%	32.3%	18.3%	26.9%
	Total	1,041	22.5%	32.3%	18.3%	26.9%
Visual Arts	Internal	859	9.4%	35.9%	23.2%	31.5%
	Total	859	9.4%	35.9%	23.2%	31.5%

Table 27. Grade distributions for NCEA Level 3 NZC achievement standards by subject.

Level 1 TMOA Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hāngarau	Internal	83	4.8%	32.5%	36.1%	26.5%
	External	23	4.3%	65.2%	4.3%	26.1%
	Total	106	4.7%	39.6%	29.2%	26.4%
Hauora	Internal	61	0.0%	60.7%	31.1%	8.2%
	External	24	12.5%	41.7%	20.8%	25.0%
	Total	85	3.5%	55.3%	28.2%	12.9%
Ngā Mahi a Te Rēhia	Internal	21	0.0%	9.5%	52.4%	38.1%
	External	18	0.0%	22.2%	11.1%	66.7%
	Total	39	0.0%	15.4%	33.3%	51.3%
Ngā Toi Ataata	Internal	146	23.3%	34.2%	26.0%	16.4%
	External	35	0.0%	8.6%	14.3%	77.1%
	Total	181	18.8%	29.3%	23.8%	28.2%
Ngā Toi Pūoro	Internal	42	7.1%	4.8%	21.4%	66.7%
	External	18	0.0%	5.6%	72.2%	22.2%
	Total	60	5.0%	5.0%	36.7%	53.3%
Pāngarau	Internal	470	6.6%	64.5%	24.5%	4.5%
	External	93	16.1%	54.8%	22.6%	6.5%
	Total	563	8.2%	62.9%	24.2%	4.8%
Pūtaiao	Internal	137	7.3%	35.8%	31.4%	25.5%
	External	44	6.8%	40.9%	22.7%	29.5%
	Total	181	7.2%	37.0%	29.3%	26.5%
Te Reo Rangatira	Internal	407	17.9%	31.2%	24.6%	26.3%
	External	330	30.0%	33.9%	18.2%	17.9%
	Total	737	23.3%	32.4%	21.7%	22.5%
Tikanga ā-iwi	Internal	201	20.9%	32.8%	26.4%	19.9%
	External	69	8.7%	34.8%	43.5%	13.0%
	Total	270	17.8%	33.3%	30.7%	18.1%

Table 28. Grade distributions for NCEA Level 1 TMOA achievement standards by subject.

Level 2 TMOA Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hāngarau	Internal	41	4.9%	17.1%	24.4%	53.7%
	Total	41	4.9%	17.1%	24.4%	53.7%
Hauora	Internal	93	16.1%	45.2%	28.0%	10.8%
	Total	93	16.1%	45.2%	28.0%	10.8%
Ngā Toi Ataata	Internal	81	7.4%	56.8%	17.3%	18.5%
	Total	81	7.4%	56.8%	17.3%	18.5%
Ngā Toi Pūoro	Internal	1	0.0%	100.0%	0.0%	0.0%
	Total	1	0.0%	100.0%	0.0%	0.0%
Pāngarau	Internal	4	0.0%	100.0%	0.0%	0.0%
	Total	4	0.0%	100.0%	0.0%	0.0%
Pūtaiao	Internal	44	9.1%	47.7%	34.1%	9.1%
	Total	44	9.1%	47.7%	34.1%	9.1%
Te Reo Rangatira	Internal	1,006	17.3%	28.1%	24.1%	30.5%
	External	707	9.1%	35.5%	41.4%	14.0%
	Total	1,713	13.9%	31.2%	31.2%	23.7%
Tikanga ā-iwi	Internal	242	9.9%	22.3%	34.3%	33.5%
	Total	242	9.9%	22.3%	34.3%	33.5%

Table 29. Grade distributions for NCEA Level 2 TMOA achievement standards by subject.

Level 3 TMOA Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hāngarau	Internal	9	0.0%	33.3%	0.0%	66.7%
	Total	9	0.0%	33.3%	0.0%	66.7%
Hauora	Internal	66	7.6%	43.9%	37.9%	10.6%
	Total	66	7.6%	43.9%	37.9%	10.6%
Ngā Mahi a Te Rēhia	Internal	2	0.0%	100.0%	0.0%	0.0%
	Total	2	0.0%	100.0%	0.0%	0.0%
Ngā Toi Ataata	Internal	76	5.3%	56.6%	11.8%	26.3%
	Total	76	5.3%	56.6%	11.8%	26.3%
Ngā Toi Pūoro	Internal	42	11.9%	19.0%	19.0%	50.0%
	Total	42	11.9%	19.0%	19.0%	50.0%
Pūtaiao	Internal	75	6.7%	25.3%	20.0%	48.0%
	Total	75	6.7%	25.3%	20.0%	48.0%
Te Reo Rangatira	Internal	1,051	20.2%	26.6%	24.5%	28.6%
	External	524	21.0%	35.9%	30.5%	12.6%
	Total	1,575	20.4%	29.7%	26.5%	23.3%
Tikanga ā-iwi	Internal	229	3.5%	30.6%	20.1%	45.9%
	Total	229	3.5%	30.6%	20.1%	45.9%

Table 30. Grade distributions for NCEA Level 3 TMOA achievement standards by subject.

A decorative graphic consisting of a grid of thin white lines on a dark gray background. The grid is composed of vertical and horizontal lines, with some diagonal lines intersecting at various points, creating a complex geometric pattern.

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/kete manarua of students' work submitted for assessment or verification by a panel of experts appointed by NZQA, and Common Assessment Activities/ Tūmahi Aromatawai Pātahi 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 2024 external assessments:

- 223,362 students with a total of 1,294,162 entries in NCEA and New Zealand Scholarship examinations
- 137,085 students with entries at Level 1, 60,913 students with entries at Level 2, and 45,740 students with entries at Level 3

- 11,535 students entered for New Zealand Scholarship, providing 21,867 subject entries
- 120 examination sessions held at 464 examination centres throughout New Zealand
- 78 digital examinations in 36 subjects were offered. 72,133 unique students participated in digital examinations from 448 schools
- 1,331 markers and 5,450 examination supervisors and examination centre managers

Some of 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.

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:

- the answer booklet/portfolio completed is missing some or all of its content,
- a grade score has been calculated or reported incorrectly.

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.

The following tables show the number of applications and success rates for Reviews and Reconsiderations of NCEA and Scholarship results from the 2020 to 2024 examination rounds.

Table 31 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship from 2020 to 2024.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2024	195	38	19.5%	3	0	0.0%

Table 31. Numbers and percent successful for Reviews of NCEA and Scholarship from 2020 to 2024.

Table 32 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship in 2024 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	82	14	17.1%	0	0	0.0%
European	107	27	25.2%	3	0	0.0%
Māori	13	2	15.4%	0	0	0.0%
MELAA	7	2	28.6%	0	0	0.0%
Pacific Peoples	7	0	0.0%	0	0	0.0%

Table 32. Numbers and percent successful for Reviews of NCEA and Scholarship in 2024 by Ethnicity.

Table 33 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship from 2020 to 2024.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2024	12,112	2,063	17.0%	442	0	0.0%

Table 33. Numbers and percent successful for Reconsiderations of NCEA and Scholarship from 2020 to 2024.

Table 34 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship in 2024 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	3,575	593	16.6%	225	0	0.0%
European	8,426	1,441	17.1%	219	0	0.0%
Māori	769	125	16.3%	15	0	0.0%
MELAA	300	56	18.7%	15	0	0.0%
Pacific Peoples	250	51	20.4%	4	0	0.0%

Table 34. Numbers and percent successful for Reconsiderations of NCEA and Scholarship in 2024 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 2024, there were two assessment windows for the six Literacy and Numeracy I Te Reo Matatini me te Pāngarau unit standards. In the May/June window, 162,459 assessments were completed. In the September window, 155,889 assessments were completed. In addition there was an option for ākonga to submit a Kete Manarua (portfolio) for the Te Reo Matatini me te Pāngarau unit standards. 433 submissions were received.

More information about results from Literacy and Numeracy assessment events is available here: <https://www2.nzqa.govt.nz/ncea/subjects/litnum/literacy-and-numeracy-data/>

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 that have not been specifically moderated can be considered fit for purpose.

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 2024, NZQA moderated approximately 42,000 individual pieces of student work at Levels 1, 2 and 3. The main focus of external moderation in 2024 was on NCEA Level 1 due to it being the first year of implementation of these new standards. 67% of all moderation was Level 1.

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 35 summarises the investigations into breaches for 2024. A total of 876 reports were investigated, of which 267 were reported by examination centre managers, 204 by markers, 349 by schools and 56 by others. This table provides a breakdown by the six Literacy and Numeracy I Te Reo Matatini me te Pāngarau unit standards, any other externally assessed standards.

Status of breach investigations	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	183	555	738
Number of students where no breach occurred	33	104	137
Breach not attributed to any student due to lack of evidence	0	0	0
Decision pending	0	1	1
Total student investigations	216	660	876

Table 35. Status of investigations into breaches for 2024.

Table 36 provides the investigation information by type of breach by nature of breach.

Type of breach	Nature of breach	Number
Inappropriate Practice (250)	Cell phone use	46
	Using Notes	51
	Altering/access to answer booklet	0
	Communicating with another candidate about the assessment	33
	Text increase in short time period	13
	Other	107
Following Instructions (299)	Extended bathroom visit	10
	Having a cell phone	42
	Having Notes	55
	Unauthorised Material	75
	Unauthorised absence from exam room	16
	Starting early/Stop writing	5
	Navigating away from the digital platform	71
	Other	25
Authenticity/Impersonation (270)	Authenticity	206
	Use of Artificial Intelligence	59
	Multiple Handwriting	1
	Other	4
Influencing/Assisting/Hindering (57)	Disturbance	25
	Communicating with another candidate (not assessment related)	27
	Other	5

Table 36. Investigations by type of breach by nature of breach for 2024.

Table 37 shows investigations by region.

Region	Number
Auckland	389
Bay of Plenty	44
Canterbury	122
Pacific Islands	3
Gisborne	15
Hawke's Bay	32
Manawatu-Whanganui	39
Nelson/Marlborough	22
Northland	27
Otago	33
Southland	5
Taranaki	21
Waikato	61
Wellington	63
West Coast	0

Table 37. Investigations by region for 2024.

Special Assessment Conditions (SAC)

Schools apply to NZQA for Special Assessment Conditions (SAC) provisions 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.

SAC is provided so that these students may be fairly assessed and have access to assessments for National Qualifications. SAC enables these students to demonstrate their knowledge, skills and understanding, without providing an unfair advantage over other students.

Within the following tables, the 'No. of students entered in NCEA and/or Scholarship' is the count of students which had at least one active entry within an NCEA or Scholarship standard.

EQI Band	No. of students entered in NCEA and/or Scholarship	Total Applications	Total Approved
Fewest	26,502	2,576	2,574
Few	36,049	3,822	3,814
Below Average	41,327	3,734	3,730
Average	41,190	3,564	3,552
Above Average	41,111	3,385	3,373
Many	25,283	1,312	1,302
Most	14,185	526	525
Unassigned	17,785	2,235	2,230
Total	243,431	21,154	21,100

Table 38. SAC applications by socio-economic barriers to attainment (school equity index band) for 2024.

Table 39 shows 2024 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 entered in NCEA and/or Scholarship	Total Applications	Total Approved
Asian	46,765	1,412	1,407
European	148,381	17,661	17,626
Māori	56,919	3,956	3,943
MELAA	6,388	400	400
Pacific Peoples	32,591	1,489	1,481

Table 39. SAC applications by Ethnicity for 2024.

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 four types of cohorts as a basis for the percentage statistics that have been presented. They are the Enrolment-based cohort, the Participation-based cohort, the 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 **Participation-based cohort** is formed from the Enrolment-based student cohort. It is the subset of enrolled students who were entered for 80+ credits at Level 1 or above (this includes

credits achieved in prior years), thus deemed 'participating' in a full NCEA Level 1 assessment programme leading towards the qualification.

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 2022 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based Student cohort of 2022, and this cohort's attainment rates of NCEA qualifications are reported as at the end of 2024.

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 Assessment Standard.

Achieved with Excellence

The highest possible grade for an Assessment Standard.

Achieved with Merit

The grade awarded in recognition of achieving beyond the minimum required to satisfy the Assessment 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

Assessment Standards

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

- Unit Standards and skill standards (these will be replacing unit standards over time).
- Internally assessed Achievement Standards
- Externally assessed Achievement Standards

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 or the co-requisite CAA assessments, 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 Standards⁸.

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

Usually refers to examinations run by NZQA at the end of each year. It also includes portfolios/kete manarua of students' work submitted for assessment or verification by a panel of experts appointed by NZQA, and Common Assessment Activities/Tūmahi Aromatawai Pātahi completed during the year.

External Moderation

National external moderation of internally assessed standards 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 not been reported due to the cohort being very small.

Internal Assessment

Assessment conducted by a school during the school year.

⁸ For more information about Course Endorsements and courses with exemptions, please see the NZQA website: <https://www2.nzqa.govt.nz/ncea/about-ncea/ncea-endorsements>.

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.

NCEA co-requisite standards

Six 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 Reo Whakaputa, Te Reo Matatini Reo Torohū and Pāngarau. The original Te Reo Matatini standard was replaced in 2024 with two new Te Reo Matatini standards. 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 37 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 Assessment 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.

Participation

Participating students are a subset of the Enrolment-Based Cohort, where students have participated in a full NCEA programme of assessment towards the qualification. Participation is defined as being entered for 80+ credits at Level 1 or above (this includes credits achieved in prior years).

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 level 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. These are assigned to the EQI group called ‘Unassigned’.

Senior students

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

Skill Standards

From 2024, Skill Standards are defined in the Education and Training Act as:

- a specification of skills, the levels of performance in those skills, and the learning outcomes associated with those skills; and
- in relation to any vocational education and training (or proposed vocational education and training), means a specification of some or all of the skills in which training is (or is proposed to be) received, the levels of performance in those skills intended to be attained by people receiving the training, and the learning outcomes associated with those skills.

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 assessment 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 learning⁹.

Unit Standard

From 2010, a Unit Standard is any standard that is not derived from *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.

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.

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

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