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

2025

MAY 2026

NZQA
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 190,000 students studied towards NCEA in 2025.

NCEA is used by students as a stepping stone 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: https://www2.nzqa.govt.nz/ncea/about-ncea/

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Introduction

The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2025) 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 2025.

The 2025 year marks the second year of implementation of the revised NCEA Level 1 standards. Strengthened NCEA Literacy and Numeracy requirements have also now been in place for two years, with the NCEA co-requisite formally part of the NCEA qualification at all levels since 2024.

A new feature of this year's report is the inclusion of a 'Key Observations' section at the front of the publication. This section provides commentary informed by the data presented throughout the report, highlighting patterns and trends in NCEA participation and achievement, alongside information on key administrative activities that support the delivery of qualifications.

Several sections of the report have been expanded or enhanced. Reporting on NCEA and University Entrance attainment now includes new analysis of NCEA attainment for Māori students by predominant language of instruction (Te Reo Māori or English).

The section on 'Results by Subject' has been modified and expanded to include information on the number of students achieving 1 standard, and 14+ credits in a subject, for each level of NCEA.

In the 'NCEA Administrative Processes and Data' section, we are now also reporting on the proportion of results achieved through digital assessment for those standards where digital examinations are offered.

The statistics presented in this Annual Report were produced from data finalised on 3 March 2026. Graphs include data from previous years to show trends, generally covering the ten years 2016 to 2025.

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.

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Purpose of Report

This report provides information about the main New Zealand secondary school qualifications, the National Certificate of Educational Achievement (NCEA) at Levels 1, 2, and 3[1]. 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 administration of NCEA.

These include:

- External assessment including digital examinations
- Reviews and reconsiderations of examination results
- The Literacy and Numeracy | Te Reo Matatini me te Pāngarau co-requisite[2] external assessments
- External moderation of internal assessments
- Breaches of examination rules, and
- Special Assessment Conditions (SAC)

Engagement and Participation in NCEA by Schools

In 2025, there were 189,570 domestic students enrolled in Years 11 to 13 at 564 schools. Of these schools, 493 were English-medium and 71 were kura Māori (affiliated with either Ngā Kura a Iwi o Aotearoa Inc or Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa).

By year level, the numbers were as follows:

Year Level	Enrolled Learners (n)
11	70,654
12	64,403
13	54,513

Table 1: Enrolled Students by Year Level in 2025

Of the 189,570 students enrolled at these schools in 2025, 144,417 of them are participating in any level of NCEA.

486 NZ Secondary schools offered NCEA as a qualification to at least 50% of their students in Years 11, and/or 12, and/or 13[3]. By socio-economic barriers to attainment (School Equity Index Group), the 2025 breakdown is as follows

School Equity Index Group	Number of Providers
Fewer	81 / 84
Moderate	207 / 221
More	175 / 199
Unassigned	23 / 60

Table 2: Schools Offering a NCEA Qualification to 50% of Students, by School Equity Index Group in 2025

By Year level and NCEA qualification, the table below shows the number and proportion of enrolled students participating in NCEA.

Qualification	Number of Learners Participating in NCEA	Percentage of Enrolled Learners Participating in NCEA
Year 11 Level 1	45,755	64.8%
Year 12 Level 2	54,529	84.7%
Year 13 Level 3	44,133	80.1%

Table 3: Enrolled Students participating in NCEA by Qualification in 2025

2,801 Year 11 to 13 students were predominantly learning in Te Reo Māori[4] at 70 kura Māori and 20 English-medium schools.

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.

2 Please see the entry 'NCEA co-requisite' in **Appendix 2** for more information.

3 Defined as where students have participated in a full NCEA programme of assessment towards one of the NCEA qualifications, i.e. at least 80+ credits at Level 1 or above for NCEA Level 1 or at least 60 credits at Level 2 or above for NCEA Level 2, or at least 60 credits at Level 3 or above for NCEA Level 3.

4 Defined as learning in Te Reo Māori at least 51% of the time.

Attainment statistics are reported for four types of student cohorts

Attainment statistics are used for multiple purposes. These include monitoring standards, student attainment, and assessment quality. 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.**

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 2025, there were 189,570 students in the Enrolment-based cohort. In addition, there were 19,892 international students and 4,103 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 2025, 24,899 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 cohort are monitored from the beginning of their Year 11 year for three years of schooling for attainment of NCEA qualifications. For example, the 2023 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based cohort of 2023. This cohort's attainment rates of NCEA qualifications are reported as at the end of 2025. 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 Enrolment-based cohort consists of New Zealand Year 11-13 domestic students with a Ministry of Education recorded enrolment of one day or more. The Participation-based 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 Enrolment-based cohort and tracks their NCEA attainment 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 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.

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 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 or3 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 orNorthland, 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.

Key Observations

Introduction

This section provides annual commentary formed by the data presented throughout the report.

Participation in NCEA

The NCEA qualifications are predominantly offered to Year 11 to 13 students.

2025 is the second year of the revised NCEA Level 1 being offered in schools. Just under two thirds of enrolled Year 11s participated in NCEA Level 1 in 2025, a similar proportion to 2024.

Most Year 12 and Year 13 enrolled students are participating in NCEA Level 2 and 3 respectively (84.7% of Year 12 and 81.3% of Year 13), similar proportions to 2024.

Attainment

Compared to 2024, overall attainment has improved for Year 11 NCEA Level 1, Year 13 NCEA Level 3 and University Entrance, and is stable for Year 12 NCEA Level 2.

A significant gap in attainment associated with socio-economic barriers to achievement (School Equity Index Group) and ethnicity continues to be evident but there have been improvements, including:

- Increases in NCEA Levels 2 and 3 and University Entrance attainment for students attending schools with more socio-economic barriers,
- Increases in NCEA Level 3 and University Entrance attainment for Māori and Pacific students.

Looking back 10 years to 2016, Year 11 NCEA Level 1 and Year 12 NCEA Level 2 attainment has declined, particularly in the post COVID years (2022 onwards). The main factor behind the decline in NCEA Level 1 was the introduction of strengthened NCEA Literacy and Numeracy requirements, in the form of the NCEA co-requisite, in 2024.

Year 13 NCEA Level 3 and University Entrance attainment have steadily improved over the period, for those students remaining at school until Year 13[5].

Qualification	2016	2024	2025
Year 11 Level 1 (participation-based)	87.7%	71.5%	73.5%
Year 12 Level 2	78.4%	73.6%	73.6%
Year 13 Level 3	64.2%	69.4%	71.5%
Year 13 Level University Entrance	48.8%	50.6%	52.0%

Table 4: Qualification Attainment from Select Academic Years

NCEA and UE attainment by predominant language of instruction

Approximately 15% of Year 11 to 13 students who identify as Māori (2,600) are working towards NCEA at schools where the predominant language of instruction is Te Reo Māori. Attainment data for Māori students by predominant language of instruction shows that these students achieve NCEA and University Entrance at much higher rates than other Māori students.

5 Percentage of school leavers remaining at school until at least age 17 was 84.6% in 2016 and 81.0% in 2024 (latest available figures) https://www.educationcounts.govt.nz/__data/assets/pdf_file/0004/208093/Indicator-Retention-of-students-in-senior-secondary-schools-2024.pdf

Tracked Year 11 cohort

We track each Year 11 cohort over a three-year period and look at their highest NCEA qualification at the end of three years. By the end of 2025, 73.3% of the 2023 Year 11 cohort had attained at least NCEA Level 2, 55.0% had attained at least NCEA Level 3, and 40.0% University Entrance.

NCEA co-requisite all levels

Since 2024, the NCEA co-requisite has been a requirement for all levels of the NCEA qualification. We monitor the impact of the introduction of the co-requisite mainly by tracking the proportion of enrolled Year 11 students meeting it by the end of each academic year. In 2024, 69.5% of Year 11 students met the co-requisite. In 2025, this increased to 73.8%, a 4.3 percentage point improvement. This suggests a stronger focus on teaching and learning across schools, as well as improved support for students to meet the requirement.

Results by subject

We report results by subject, including the numbers of students assessed for at least one standard, assessed in at least 14 credits, and achieving at least 14 credits[6]. Participation in the two largest subjects (Mathematics and English) at Level 2 show that:

- **English (Level 2):** 53,655 students were assessed in one or more standards and 37,154 students were assessed in 14 or more credits. Approximately 40% of enrolled Year 12 students achieved 14 or more credits in English.
- **Mathematics and Statistics (Level 2):** 52,100 students were assessed in one or more standards and 30,887 students were assessed in 14 or more credits. Around a third of all Year 12 students achieved 14 or more credits in Mathematics.

Te Ao Haka is the newest subject to be offered at Level 1, 2 and 3, having been introduced in 2023. Te Ao Haka is also a University Entrance subject. In 2025 it was offered by 194 schools at Level 3, and 703 students achieved 14 or more credits in Te Ao Haka.

Results by standard type

Internal assessment accounts for over 75% of secondary students results, drawing from internally assessed achievement standards and unit standards. When participation in externally assessed standards is low, or avoided through student choice, students may not have engaged with critical components of subject learning that are typically assessed externally.

In 2025, the proportion of results by standard type for secondary students was as follows:

- 21.5% externally assessed achievement standards
- 53.0% internally assessed achievement standards
- 25.4% unit standards[7]

By School Equity Index Group, the higher the socio-economic barriers to attainment, the lower the proportion of results from externally assessed achievement standards. For example, for Level 2:

- 11.2% of results for schools with more socio-economic barriers to attainment
- 18.5% of results for schools with moderate socio-economic barriers to attainment
- 28.9% of results for schools with fewer socio-economic barriers to attainment

The 'not achieved' rates for externally assessed achievement standards are considerably higher than for internally assessed achievement standards (23.4% vs 15.0%)

Across School Equity Index Groups, higher socio-economic barriers to attainment are associated with higher 'not achieved' rates for both internally and externally assessed achievement standards. The differences are greater for externally assessed achievement standards.

6 For reporting on NCEA subjects, we use 14 credits as a proxy for achieving a subject based on available standards within the defined subject area.

7 Results from the Literacy and Numeracy I Te Reo Matatini me te Pāngarau co-requisite unit standards are excluded from this analysis.

School Equity Index Group	% 'Not Achieved' Internally Assessed Achievement Standards	% 'Not Achieved' Externally Assessed Achievement Standards
More	21.4%	40.1%
Moderate	16.3%	26.1%
Fewer	10.7%	16.2%
Unassigned	6.5%	14.0%

Table 5: Proportion of Not Achieved Results from Internally and Externally Assessed Standards, by School Equity Index Group

New Zealand Scholarship

New Zealand Scholarship is designed to challenge New Zealand's most able secondary school students in their selected subjects.

In 2025, 13,265 students entered New Zealand Scholarship assessments in one or more subjects, and 8,689 students submitted or sat one or more assessments. This is an increase on 2024, when 11,535 students were entered, and 7,344 submitted or sat one or more assessments.

In 2025, a total of 3,174 students across 270 schools achieved one or more Scholarship subject awards.

More female than male students were entered in Scholarship subjects. For males, 25.9% of assessed results were graded Scholarship and 3.3% Outstanding Scholarship. For females, the equivalent percentages were 24.8% and 2.3%, respectively.

Digital Participation

Digital participation in digitally available examinations continues to increase. This trend aligns with qualitative feedback from schools/kura indicating a high level of comfort with digital assessment where examinations are available digitally. In 2025, 71.7% of results for digitally available examinations were completed digitally, compared with 60.5% in 2024.

Reconsiderations

In 2025, NZQA received 12,447 applications for reconsideration of NCEA externally assessed results. Results were changed in 2,296 cases (18.4%). This indicates NZQA's marking systems are robust, while also reinforcing the reconsideration mechanism remains an important feature of the system. Over the last five years, the percentage of successful reconsiderations has ranged between 17.0% and 21.4%.

Breaches of assessment rules

During 2025, NZQA investigated 1,227 breaches of assessment rules. Of those, 1,043 were substantiated. Substantiated breaches result in a withheld result or warning. Warnings are issued where the student failed to follow instructions, but their actions did not compromise assessment integrity. Of the 1,043 substantiated breaches, 68.4% resulted in a warning only.

Special Assessment Conditions

NZQA approved 23,053 applications for Special Assessment Conditions in 2025. This represents approximately 9% of students entered in NCEA and/or Scholarship (23,053 of 252,010 students).

External moderation

In 2025, NZQA moderated approximately 50,000 individual pieces of student work across Levels 1, 2 and 3. In addition, a number of schools were targeted for additional moderation, with a further 3,736 pieces of student work requested.

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

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.

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.

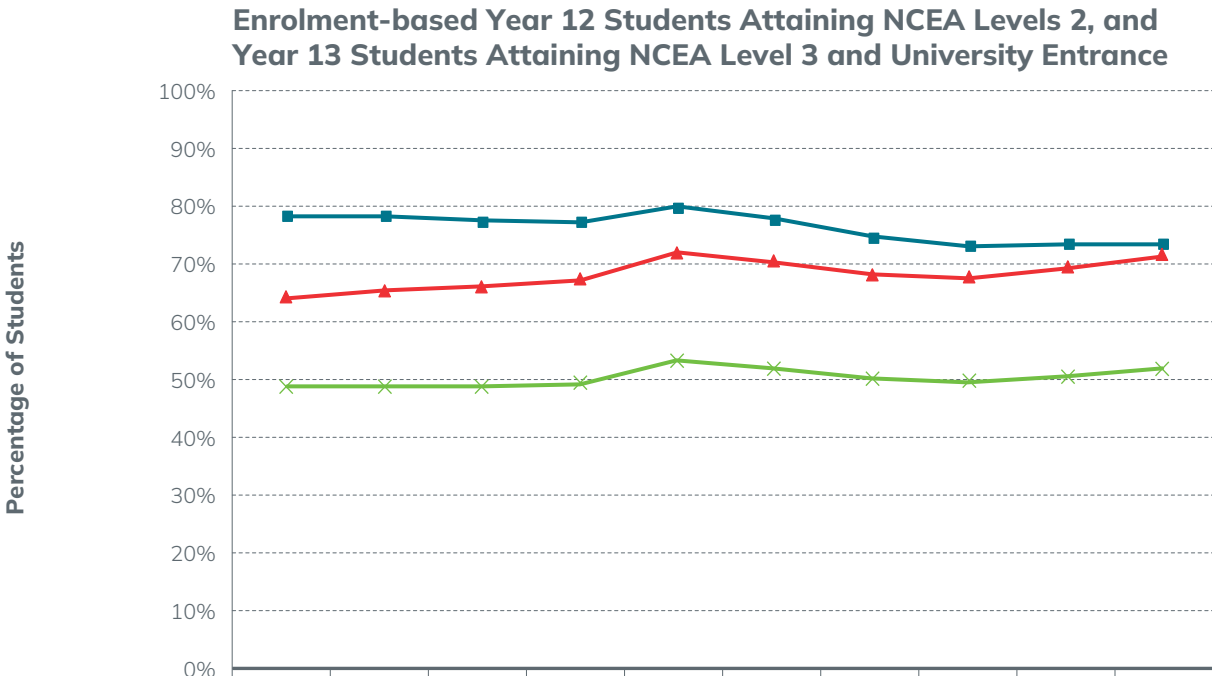
Statistics related to NCEA and University Entrance

Figure 1 shows overall national enrolment-based attainment rates for NCEA Levels 2, 3 and University Entrance. Table 6 shows the overall 2025 enrolment-based attainment rates by region for these.

Figure 2 shows overall national participation-based attainment rates for NCEA Level 1. Table 7 shows the overall 2025 participation-based attainment rates by region for NCEA Level 1.

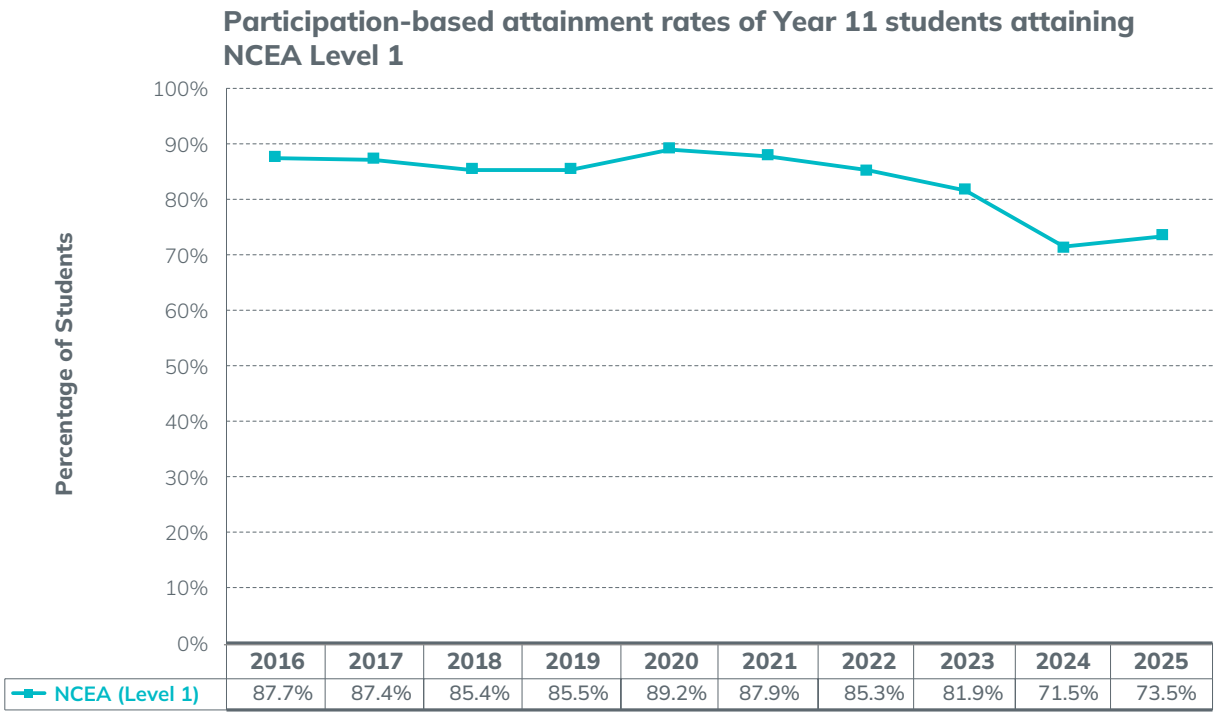
Figures 3, 7 and 11 show participation-based attainment rates, between genders, ethnicities, and socio-economic barriers to attainment (School Equity Index Group) for NCEA Level 1.

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) NCEA Level 2, 3, and University Entrance.



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NCEA (Level 2)	78.4%	78.5%	77.6%	77.5%	80.1%	77.9%	74.9%	73.2%	73.6%	73.6%
NCEA (Level 3)	64.2%	65.5%	66.1%	67.3%	72.1%	70.5%	68.2%	67.7%	69.4%	71.5%
University Entrance	48.8%	48.9%	48.9%	49.3%	53.4%	51.9%	50.3%	49.7%	50.6%	52.0%

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



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
NCEA (Level 1)	87.7%	87.4%	85.4%	85.5%	89.2%	87.9%	85.3%	81.9%	71.5%	73.5%

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

Table 6 shows enrolment-based attainment rates in 2025 by region.

Region	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 University Entrance
Auckland	73.4%	75.8%	57.6%
Bay of Plenty	82.9%	79.5%	51.9%
Canterbury	79.1%	75.2%	57.4%
Gisborne	75.4%	64.4%	43.3%
Hawke's Bay	78.3%	78.7%	58.7%
Manawatu-Whanganui	74.0%	70.7%	45.2%
Marlborough	74.2%	71.3%	43.1%
Nelson	81.2%	74.3%	55.5%
Northland	73.8%	70.4%	37.3%
Otago	84.7%	81.5%	65.1%
Southland	79.8%	70.6%	50.8%
Taranaki	82.9%	82.5%	55.2%
Tasman	76.3%	69.1%	45.6%
Waikato	76.0%	70.9%	46.9%
Wellington	79.5%	77.6%	58.2%
West Coast	78.0%	73.3%	44.1%

Table 6: Enrolment-based Year 12 Students Attaining NCEA Level 2, Year 13 Students Attaining NCEA Level 3 and University Entrance by Region in 2025

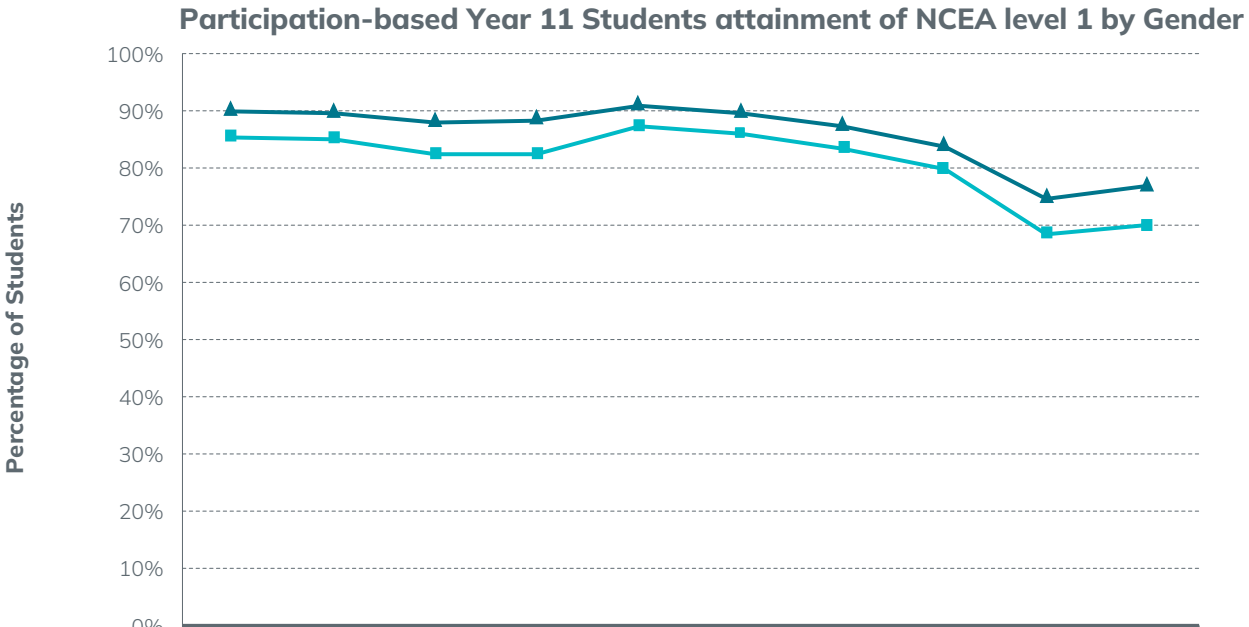
Table 7 shows participation-based attainment rates in 2025 by region.

Region	Year 11 NCEA Level 1
Auckland	69.5%
Bay of Plenty	82.5%
Canterbury	78.7%
Gisborne	72.4%
Hawke's Bay	73.6%
Manawatu-Whanganui	64.9%
Marlborough	72.1%
Nelson	76.1%
Northland	68.5%
Otago	75.8%
Southland	73.0%
Taranaki	82.6%
Tasman	76.6%
Waikato	67.3%
Wellington	76.7%
West Coast	68.6%

Table 7: Participation-based Year 11 Students Attaining NCEA Level 1, by Region

Statistics by Gender

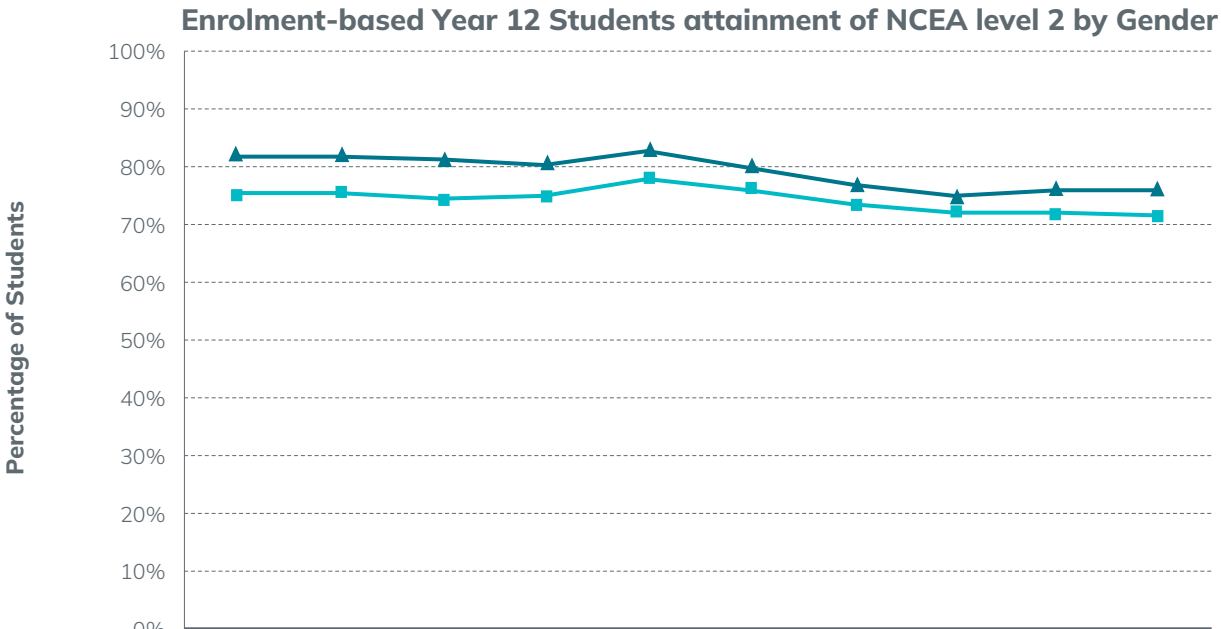
Figure 3 shows participation-based attainment rates of Year 11 male and female students in NCEA Level 1. Only students reported as male or female have been included in the figures in this section.



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	85.5%	85.0%	82.7%	82.6%	87.6%	86.0%	83.5%	80.0%	68.5%	70.3%
Female	90.0%	89.8%	88.2%	88.3%	90.9%	89.8%	87.3%	83.9%	74.7%	77.0%

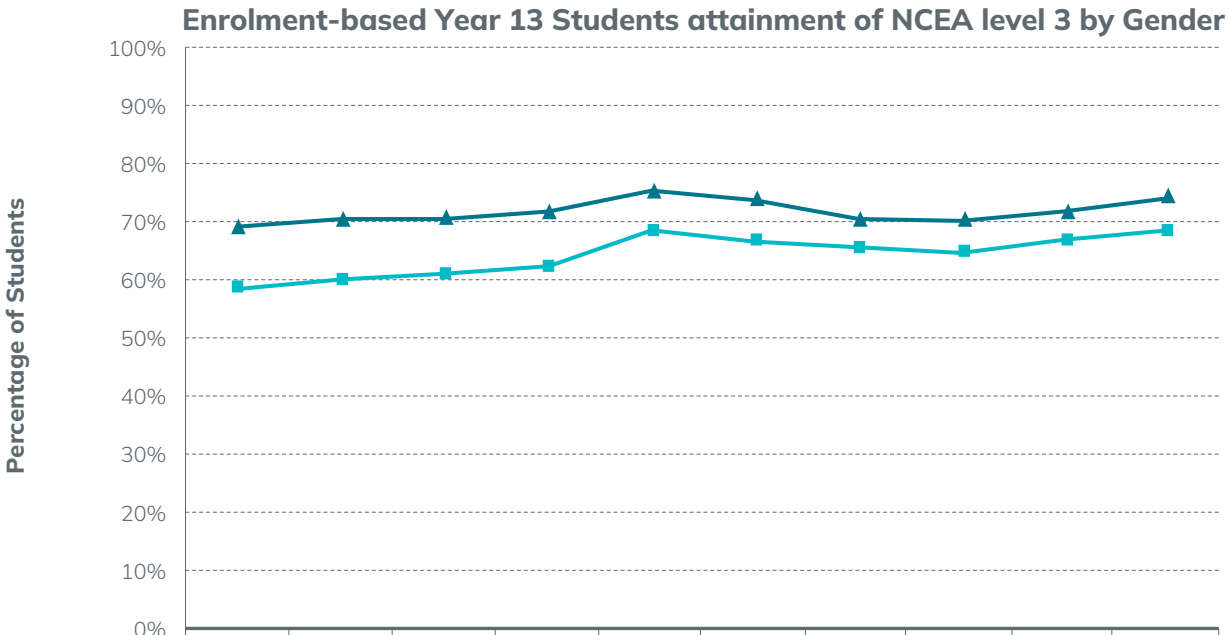
Figure 3: Participation-based attainment of Year 11 students attaining NCEA Level 1 by Gender

Figures 4-6 show enrolment-based attainment rates of male and female students.



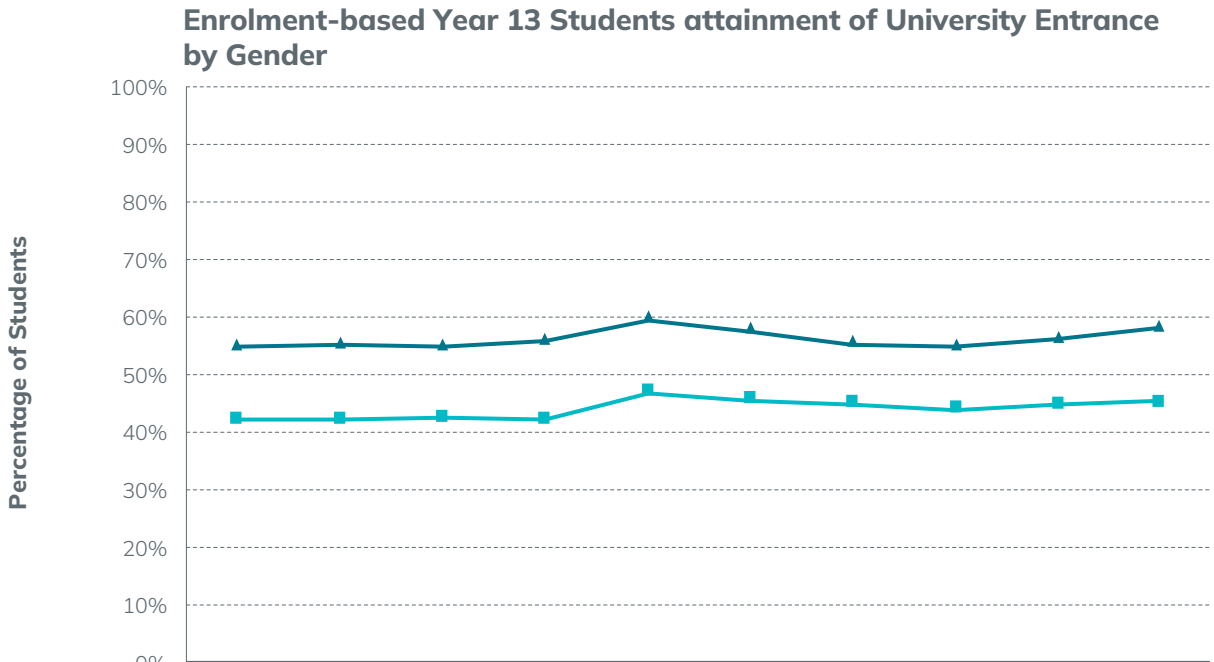
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	75.2%	75.5%	74.2%	74.7%	77.8%	76.0%	73.3%	71.8%	71.7%	71.5%
Female	81.8%	81.5%	81.0%	80.2%	82.4%	79.8%	76.6 %	74.7%	75.6%	76.0%

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



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	58.7%	60.1%	61.0%	62.3%	68.5%	66.8%	65.6%	64.8%	66.9%	68.7%
Female	69.2%	70.5%	70.7%	71.9%	75.5%	74.0%	70.5%	70.3%	71.9%	74.3%

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

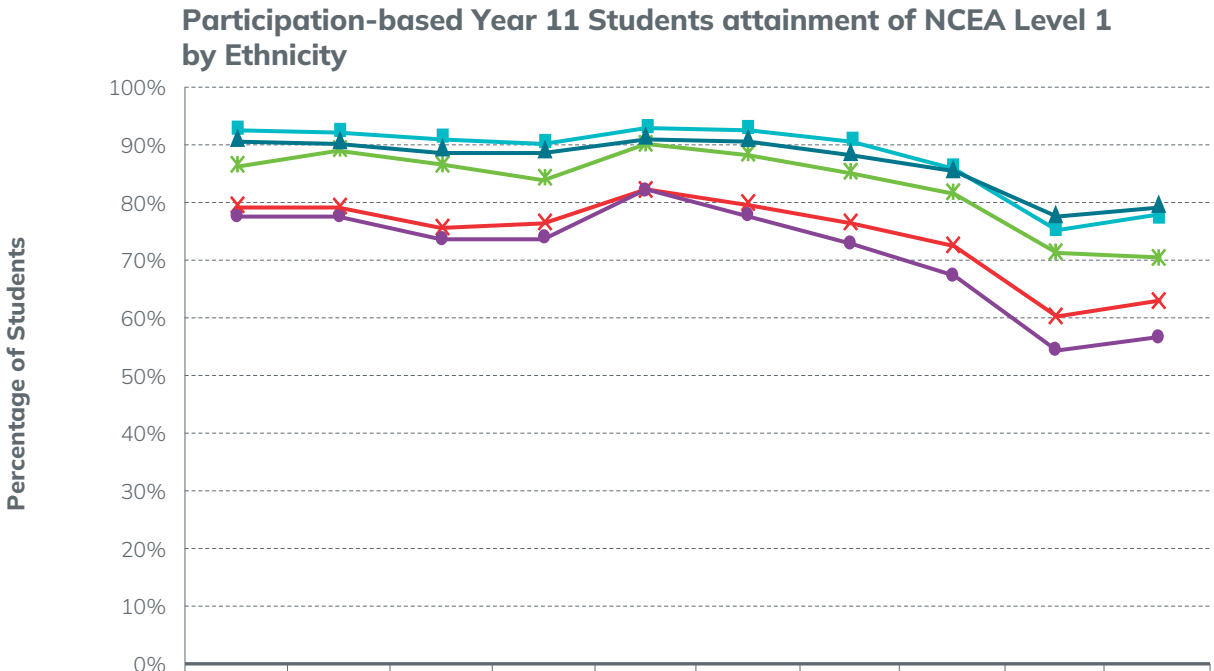


	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	42.2%	42.1%	42.4%	42.2%	46.8%	45.5%	44.9%	44.0%	44.7%	45.6%
Female	54.9%	55.2%	54.8%	55.8%	59.6%	57.7%	55.3%	54.9%	56.1%	58.1%

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

Statistics by Ethnicity

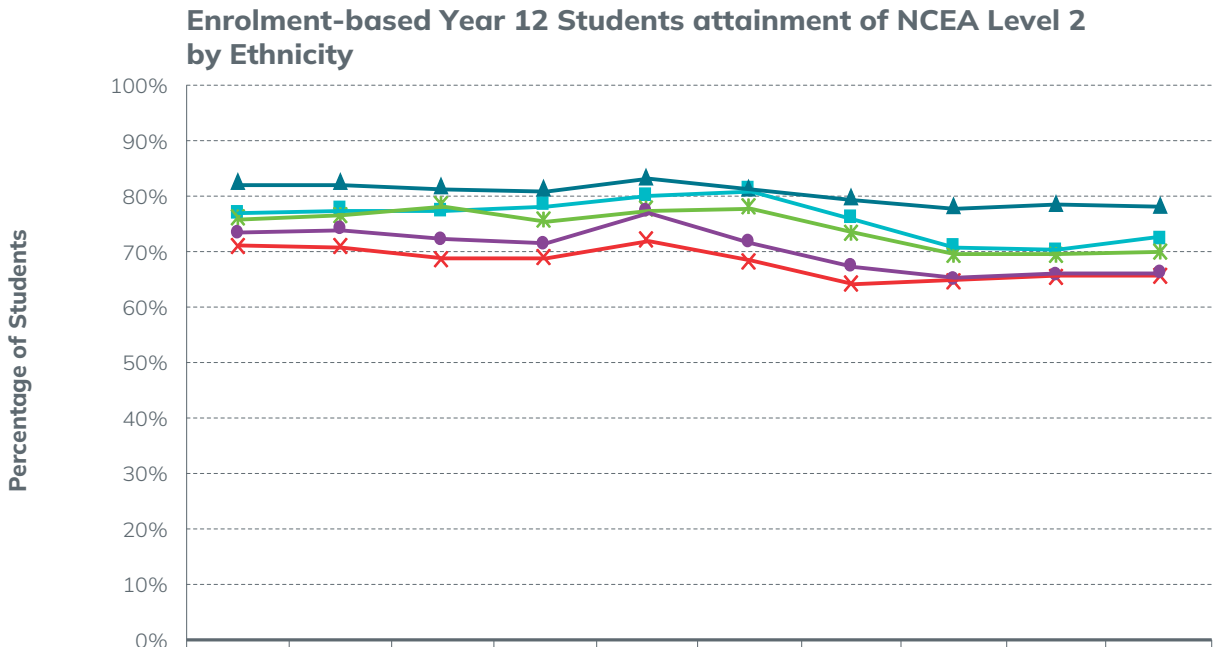
Figure 7 shows participation-based attainment rates for Year 11 Asian, European, Māori, Pacific Peoples and Middle Eastern/Latin American/African (MELAA) students.



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	92.7%	92.3%	91.3%	90.6%	93.2%	92.7%	90.8%	86.3%	75.4%	78.0%
European	90.9%	90.4%	88.8%	88.8%	91.3%	90.8%	88.3%	85.7%	77.6%	79.3%
Māori	79.5%	79.5%	76.0%	76.5%	82.4%	79.8%	76.6%	72.6%	60.4%	63.3%
MELAA	86.4%	89.2%	86.9%	84.1%	90.3%	88.4%	85.2%	81.7%	71.3%	70.8%
Pacific Peoples	77.6%	77.7%	73.7%	74.0%	82.6%	77.9%	73.2%	67.6%	54.6%	56.8%

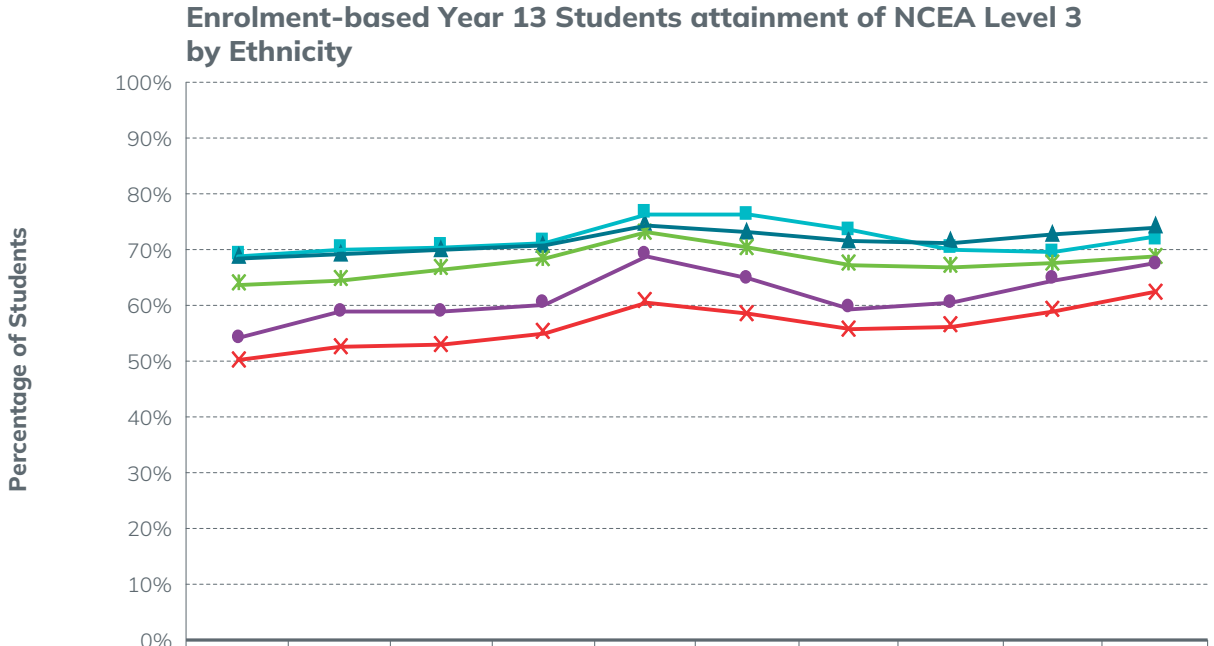
Figure 7: Participation-based attainment of Year 11 students attaining NCEA Level 1 by Ethnicity

Figures 8-10 show enrolment-based attainment rates for Year 12 and Year 13 Asian, European, Māori, Pacific Peoples and Middle Eastern/Latin American/African (MELAA) students.



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	76.9%	77.6%	77.3%	78.3%	80.0%	81.1%	76.0%	70.7%	70.1%	72.7%
European	82.2%	82.3%	81.5%	81.1%	83.2%	81.2%	79.4%	78.0%	78.6%	78.2%
Māori	70.9%	70.7%	68.6%	68.9%	71.9%	68.3%	64.1%	64.6%	65.4%	65.4%
MELAA	76.0%	76.5%	78.4%	75.5%	77.6%	78.0%	73.3%	69.4%	69.5%	70.0%
Pacific Peoples	73.3%	73.9%	72.1%	71.3%	77.1%	71.5%	67.3%	65.0%	65.8%	66.0%

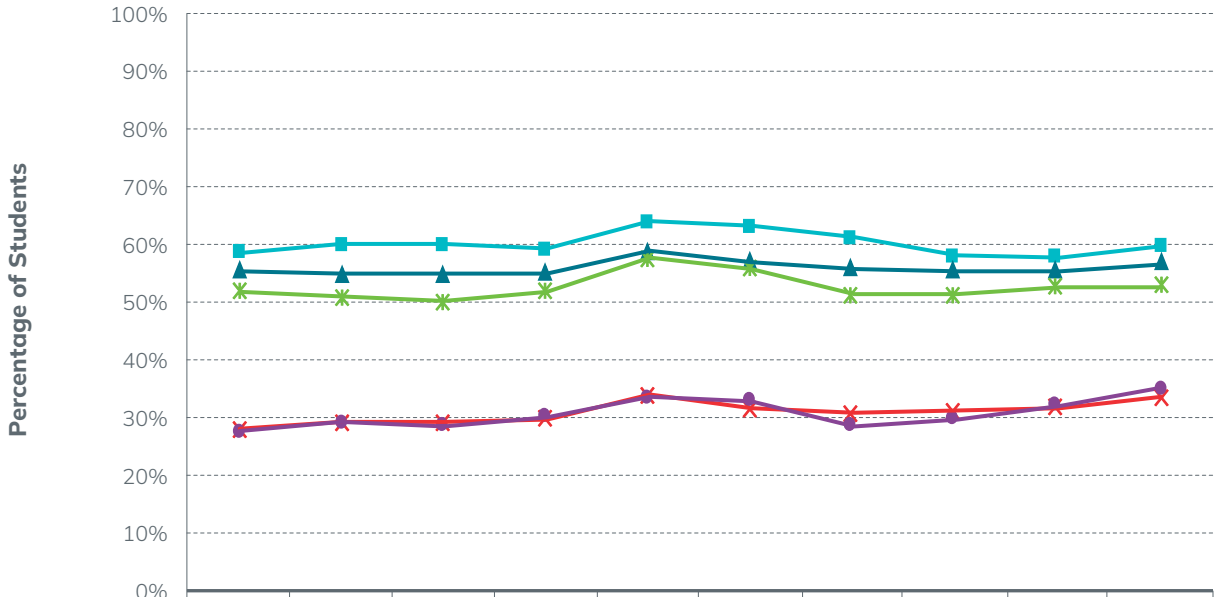
Figure 8: Enrolment-based attainment of Year 12 students attaining NCEA Level 2 by Ethnicity



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	68.9%	70.2%	70.5%	71.3%	76.5%	76.2%	73.6%	70.1%	69.6%	72.3%
European	68.6%	69.2%	69.9%	70.8%	74.6%	73.2%	71.6%	71.4%	72.8%	74.2%
Māori	50.2%	52.6%	52.9%	55.1%	60.7%	58.5%	55.7%	56.3%	59.0%	62.4%
MELAA	63.8%	64.6%	66.5%	68.3%	73.2%	70.3%	67.4%	66.9%	67.6%	68.7%
Pacific Peoples	54.2%	58.9%	58.9%	60.3%	68.9%	64.9%	59.4%	60.4%	64.6%	67.7%

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

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



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	58.8%	60.1%	60.1%	59.3%	64.1%	63.4%	61.3%	58.1%	57.9%	59.8%
European	55.6%	55.0%	55.0%	55.1%	59.0%	57.2%	56.0%	55.5%	55.6%	56.6%
Māori	28.1%	29.3%	29.3%	29.9%	34.1%	31.7%	30.9%	31.2%	31.9%	33.7%
MELAA	52.0%	51.0%	50.2%	52.0%	57.7%	56.0%	51.4%	51.4%	52.9%	52.6%
Pacific Peoples	27.7%	29.3%	28.6%	30.3%	33.7%	33.0%	28.7%	29.8%	32.2%	35.3%

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

Attainment for Māori students by predominant language of learning (Te Reo Māori or English)

Table 8 shows Participation-based attainment rates of Year 11 Māori students by predominant language of learning, being either Te Reo Māori or English.

Academic Year	Qualification	Predominant Language	Participating Students	Achieved Students	Achieved Proportion
2024	NCEA (Level 1)	English	5,834	2,859	49.0%
	NCEA (Level 1)	Māori	962	613	63.7%
2025	NCEA (Level 1)	English	5,762	2,959	51.4%
	NCEA (Level 1)	Māori	1,038	701	67.5%

Table 8: Participation-based attainment rates for Year 11 Māori students attaining NCEA Level 1 by predominant language of learning

Tables 9-11 show Enrolment-based attainment rates for Year 12 and Year 13 Māori students, by predominant language of learning.

Academic Year	Qualification	Predominant Language	Enrolled Students	Achieved Students	Achieved Proportion
2024	NCEA (Level 2)	English	6,801	3,977	58.5%
	NCEA (Level 2)	Māori	770	589	76.5%
2025	NCEA (Level 2)	English	6,544	3,798	58.0%
	NCEA (Level 2)	Māori	918	672	73.2%

Table 9: Enrolment-based attainment rates for Year 12 Māori students attaining NCEA Level 2 by predominant language of learning

Academic Year	Qualification	Predominant Language	Enrolled Students	Achieved Students	Achieved Proportion
2024	NCEA (Level 3)	English	4,686	2,529	54.0%
	NCEA (Level 3)	Māori	644	432	67.1%
2025	NCEA (Level 3)	English	5,066	2,852	56.3%
	NCEA (Level 3)	Māori	662	519	78.4%

Table 10: Enrolment-based attainment rates for Year 13 Māori students attaining NCEA Level 3 by predominant language of learning

Academic Year	Qualification	Predominant Language	Enrolled Students	Achieved Students	Achieved Proportion
2024	University Entrance	English	4,686	1,077	23.0%
	University Entrance	Māori	644	265	41.1%
2025	University Entrance	English	5,066	1,197	23.6%
	University Entrance	Māori	662	344	52.0%

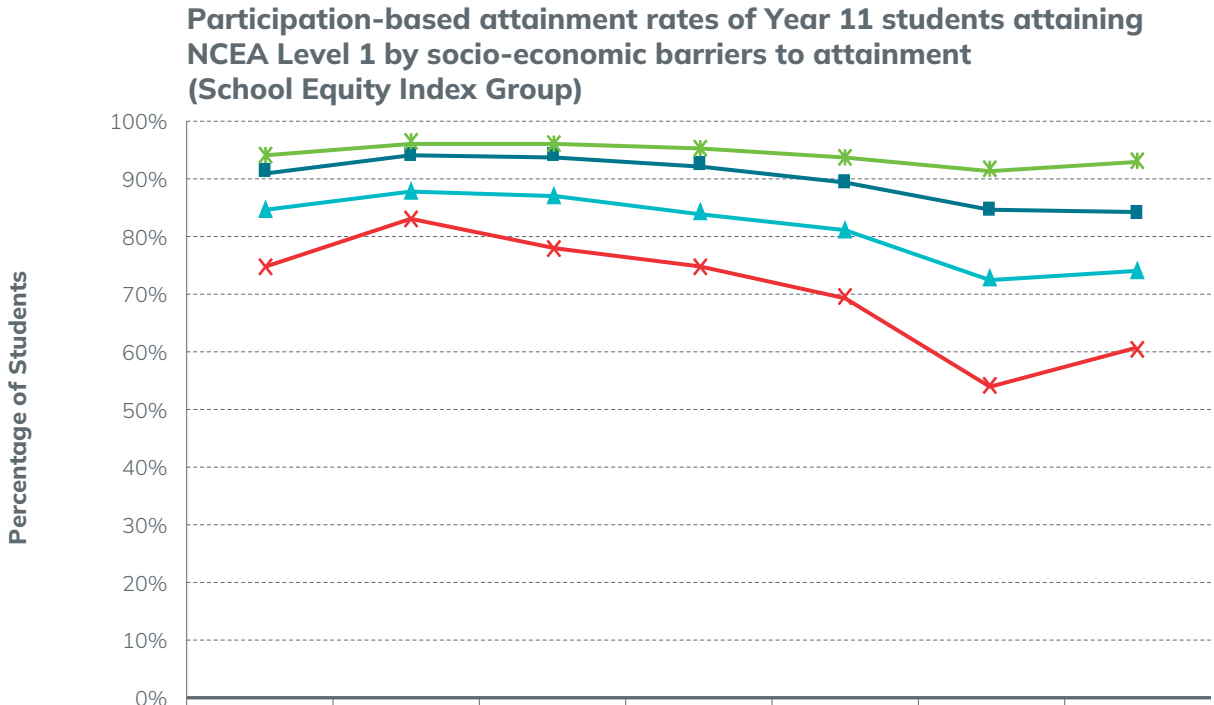
Table 11: Enrolment-based attainment rates for Year 13 Māori students attaining University Entrance by predominant language of learning

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.

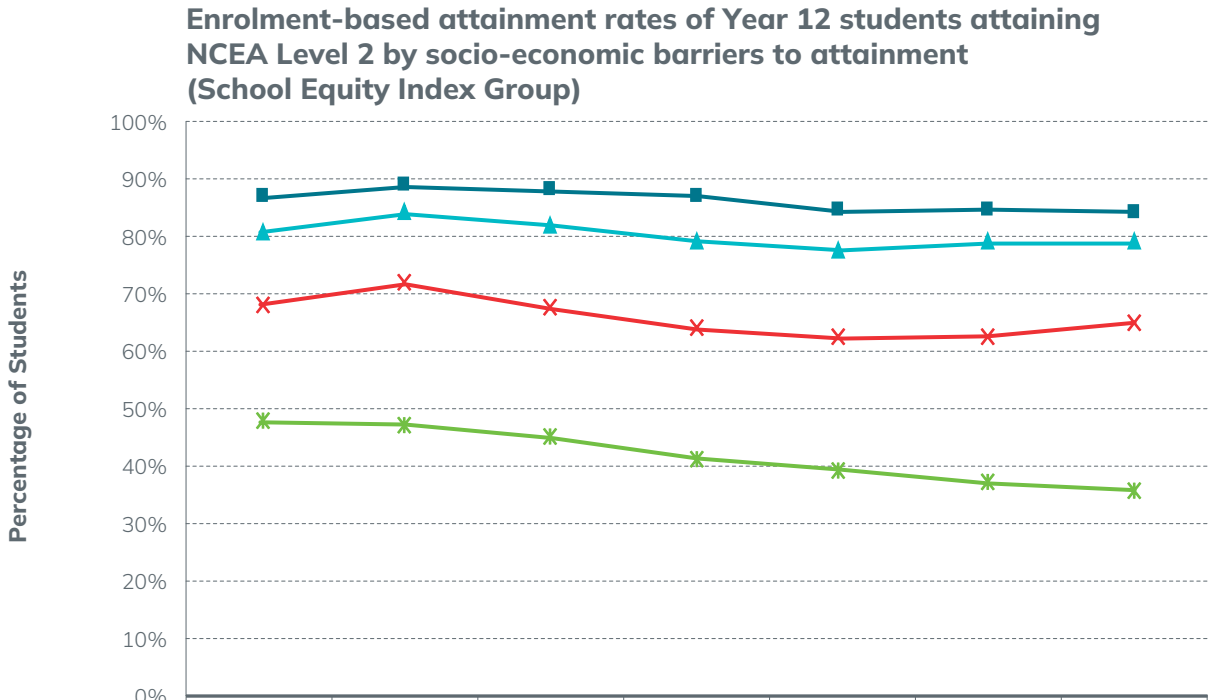
A school's Equity Index Number gives an indication of the average socio-economic level of students at the school, but it does not necessarily reflect the circumstances of individual students. Not all providers are assigned an Equity Index Number - these include all private schools and other special cases such as Health Schools or Te Aho o Te Kura Pounamu. These are assigned to the EQI group called 'Unassigned'.



	2019	2020	2021	2022	2023	2024	2025
Fewer	91.4%	94.3%	94.0%	92.5%	89.5%	84.7%	84.4%
Moderate	84.7%	87.9%	87.1%	84.2%	81.3%	72.7%	74.2%
More	75.0%	83.2%	78.1%	74.9%	69.6%	54.2%	60.6%
Unassigned	94.2%	96.5%	96.2%	95.4%	93.8%	91.7%	93.0%

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

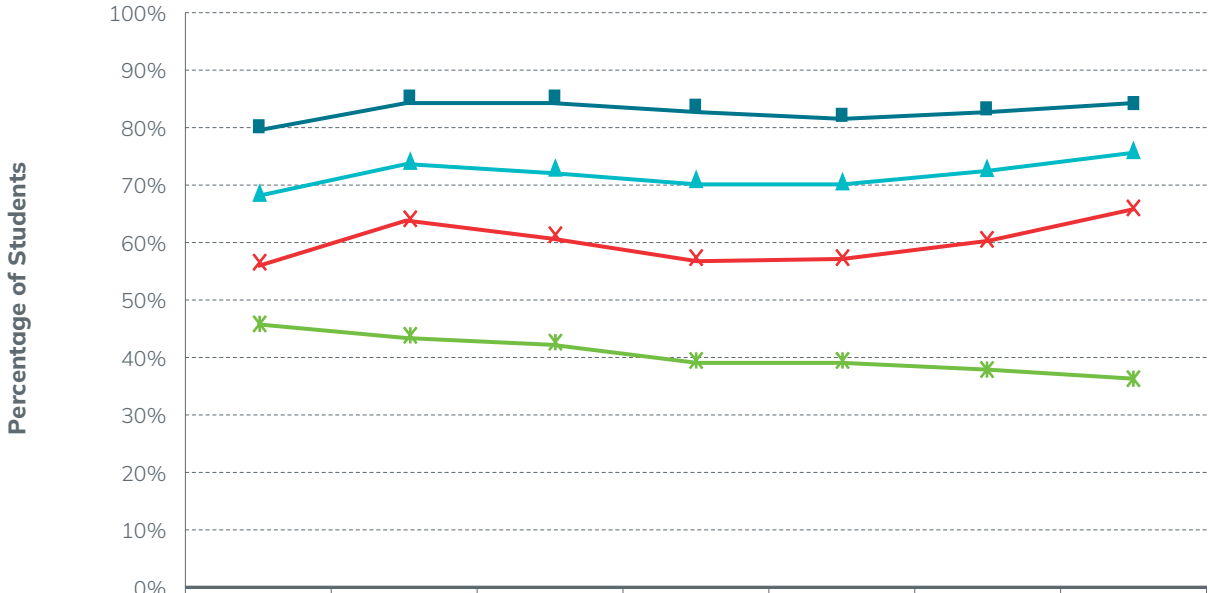
Figures 12-14 show enrolment-based attainment rates by socio-economic barriers to attainment (School Equity Index Group).



	2019	2020	2021	2022	2023	2024	2025
Fewer	86.8%	88.8%	88.1%	87.0%	84.6%	84.7%	84.3%
Moderate	80.7%	84.2%	81.9%	79.1%	77.6%	78.9%	79.0%
More	68.1%	71.9%	67.5%	64.0%	62.4%	62.6%	65.2%
Unassigned	47.7%	47.2%	45.1%	41.2%	39.3%	37.1%	35.8%

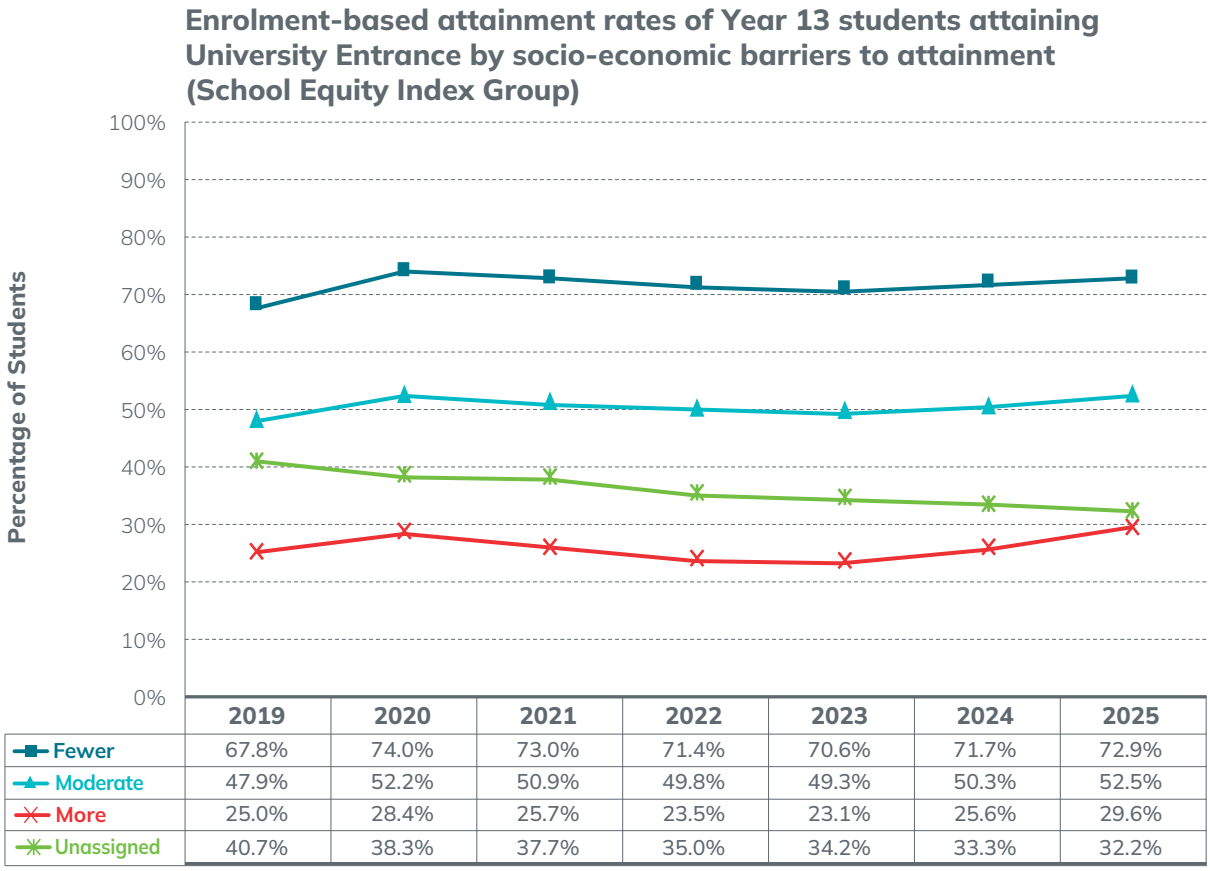
Figure 12: Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by socio-economic barriers to attainment (School Equity Index Group)

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



	2019	2020	2021	2022	2023	2024	2025
Fewer	79.6%	84.5%	84.6%	82.9%	81.5%	83.0%	84.5%
Moderate	68.1%	73.6%	72.2%	70.3%	70.1%	72.7%	75.7%
More	56.1%	63.8%	60.9%	56.9%	57.1%	60.2%	65.7%
Unassigned	45.6%	43.4%	42.2%	39.2%	39.2%	37.7%	36.4%

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



	2019	2020	2021	2022	2023	2024	2025
Fewer	67.8%	74.0%	73.0%	71.4%	70.6%	71.7%	72.9%
Moderate	47.9%	52.2%	50.9%	49.8%	49.3%	50.3%	52.5%
More	25.0%	28.4%	25.7%	23.5%	23.1%	25.6%	29.6%
Unassigned	40.7%	38.3%	37.7%	35.0%	34.2%	33.3%	32.2%

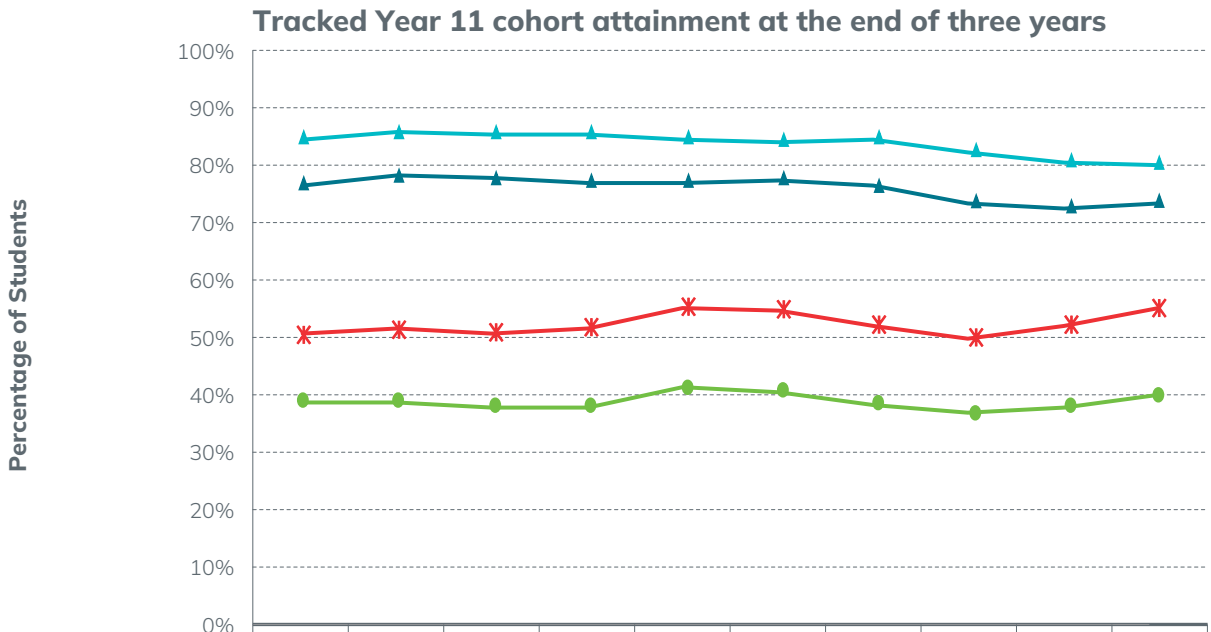
Figure 14: Enrolment-based attainment rates of Year 13 students attaining University Entrance by socio-economic barriers to attainment (School Equity Index Group)

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 2023 Year 11 cohort is formed from the students in the 2023 Enrolment-based cohort who are Year 11 students. Students who leave school before the end of 2025 remain apart 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 2014 to 2023.

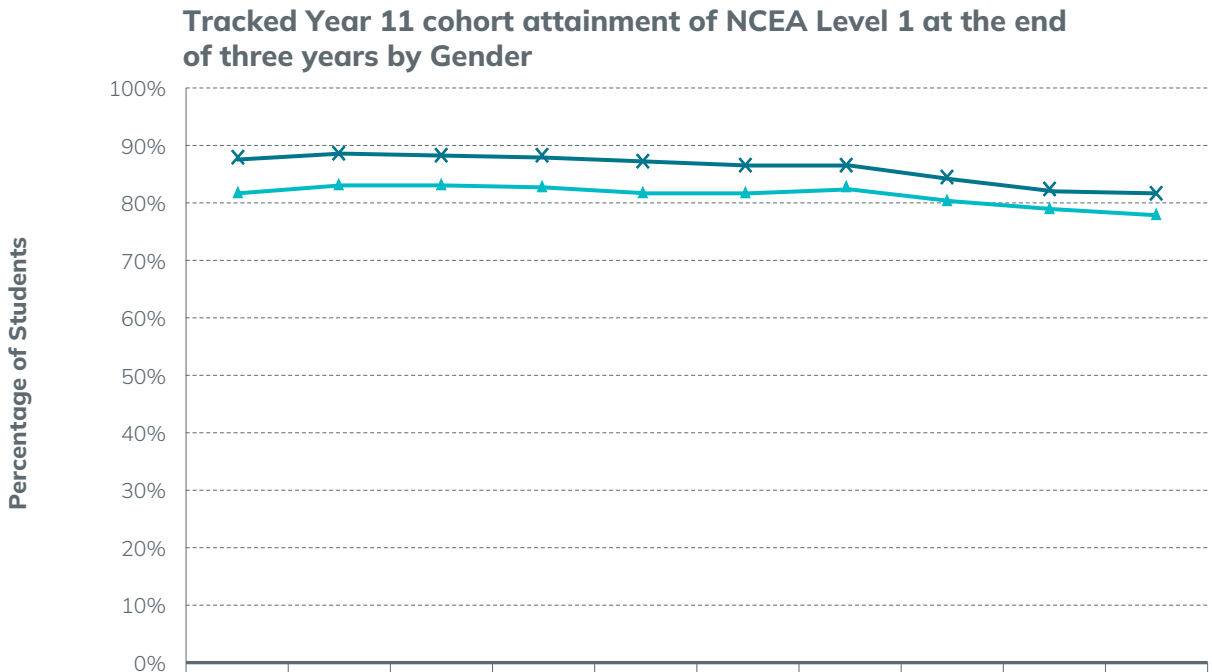


	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
NCEA (Level 1)	84.9%	85.9%	85.8%	85.6%	84.6%	84.2%	84.7%	82.5%	80.8%	80.0%
NCEA (Level 2)	76.8%	78.3%	77.8%	77.1%	77.0%	77.6%	76.5%	73.5%	72.6%	73.3%
NCEA (Level 3)	50.6%	51.5%	50.9%	51.6%	55.4%	54.9%	52.0%	50.0%	52.0%	55.0%
University Entrance	38.6%	38.6%	37.8%	37.9%	41.1%	40.4%	38.2%	36.7%	37.9%	40.0%

Figure 15: Attainment rates of Tracked Year 11 cohort 2014 to 2023 at the end of three years

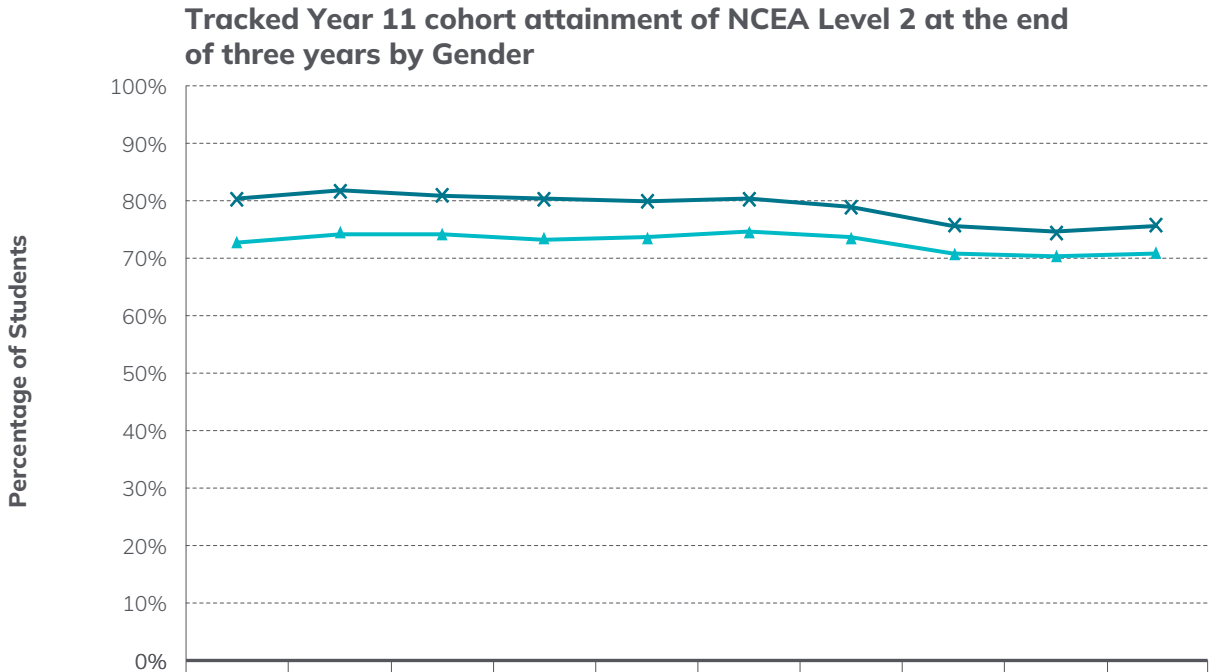
Statistics by Gender

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 2014 to 2023. Only students reported as male or female have been included in these figures.



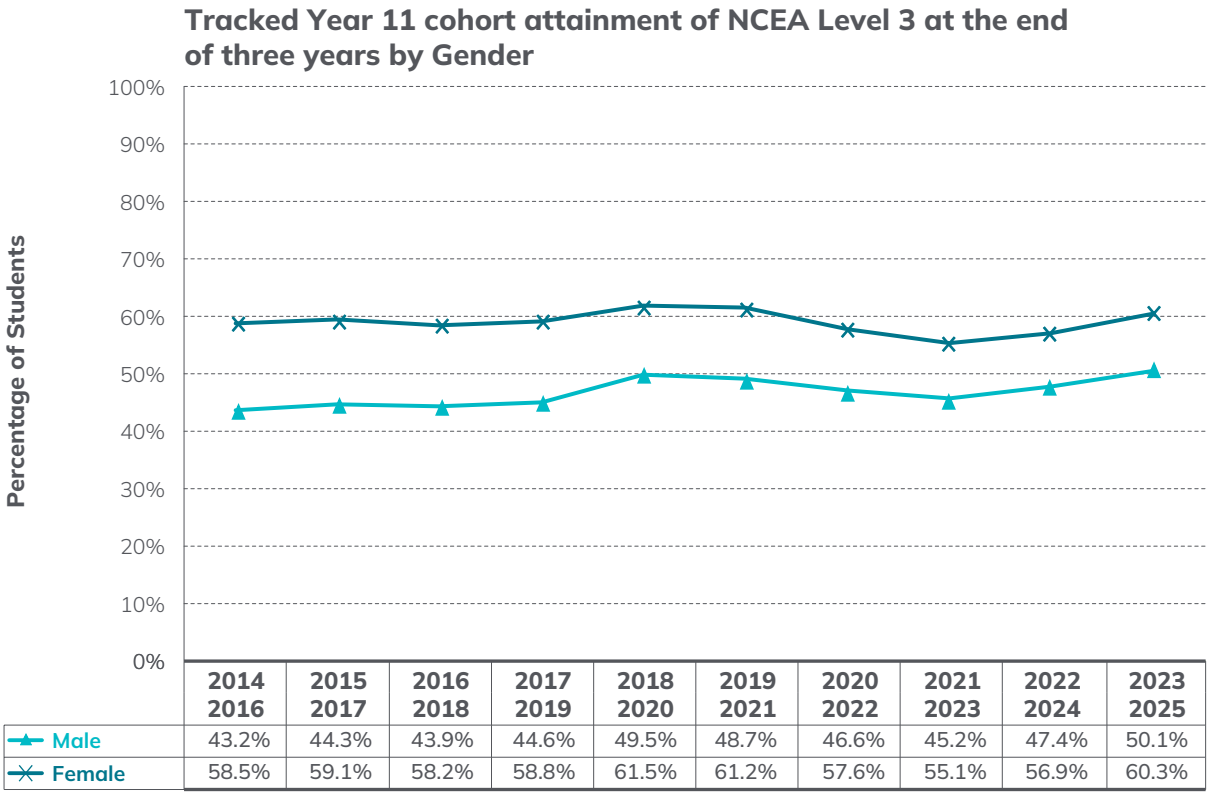
	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Male	82.0%	83.2%	83.2%	83.0%	82.0%	81.9%	82.8%	80.5%	79.2%	78.1%
Female	88.0%	88.8%	88.6%	88.3%	87.4%	86.7%	86.7%	84.5%	82.4%	82.0%

Figure 16: NCEA Level 1 attainment rates by gender for the Tracked Year 11 cohort 2014 to 2023 at the end of three years



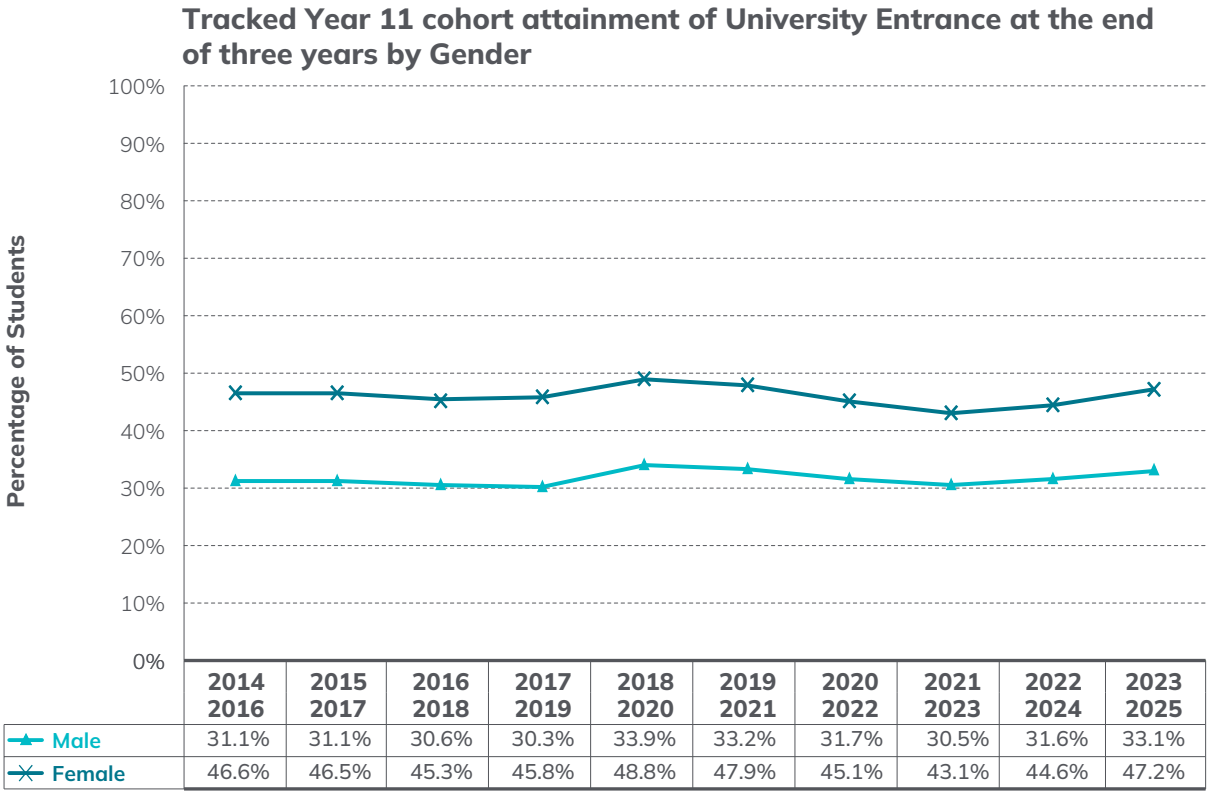
	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Male	73.0%	74.6%	74.5%	73.6%	73.8%	74.7%	73.8%	71.0%	70.7%	71.0%
Female	80.8%	82.0%	81.3%	80.8%	80.4%	80.6%	79.4%	76.0%	74.7%	75.7%

Figure 17: NCEA Level 2 attainment rates by gender for the Tracked Year 11 cohort 2014 to 2023 at the end of three years



	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Male	43.2%	44.3%	43.9%	44.6%	49.5%	48.7%	46.6%	45.2%	47.4%	50.1%
Female	58.5%	59.1%	58.2%	58.8%	61.5%	61.2%	57.6%	55.1%	56.9%	60.3%

Figure 18: NCEA Level 3 attainment rates by gender for the Tracked Year 11 cohort 2014 to 2023 at the end of three years

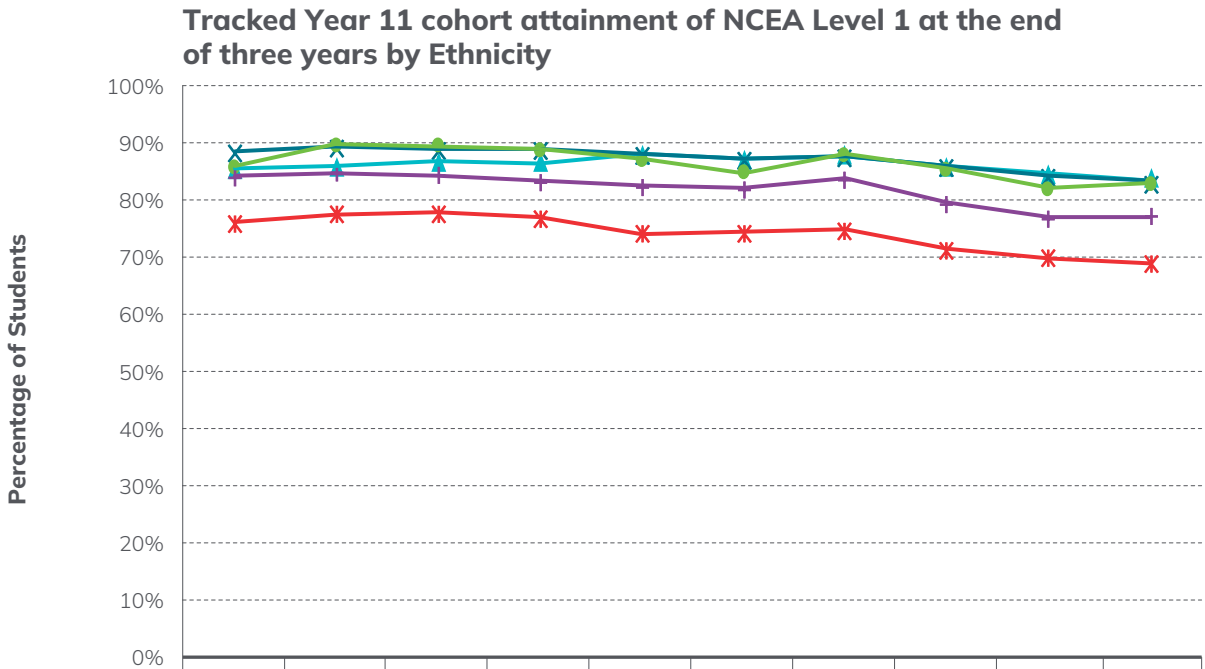


	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Male	31.1%	31.1%	30.6%	30.3%	33.9%	33.2%	31.7%	30.5%	31.6%	33.1%
Female	46.6%	46.5%	45.3%	45.8%	48.8%	47.9%	45.1%	43.1%	44.6%	47.2%

Figure 19: University Attainment attainment rates by gender for the Tracked Year 11 cohort 2014 to 2023 at the end of three years

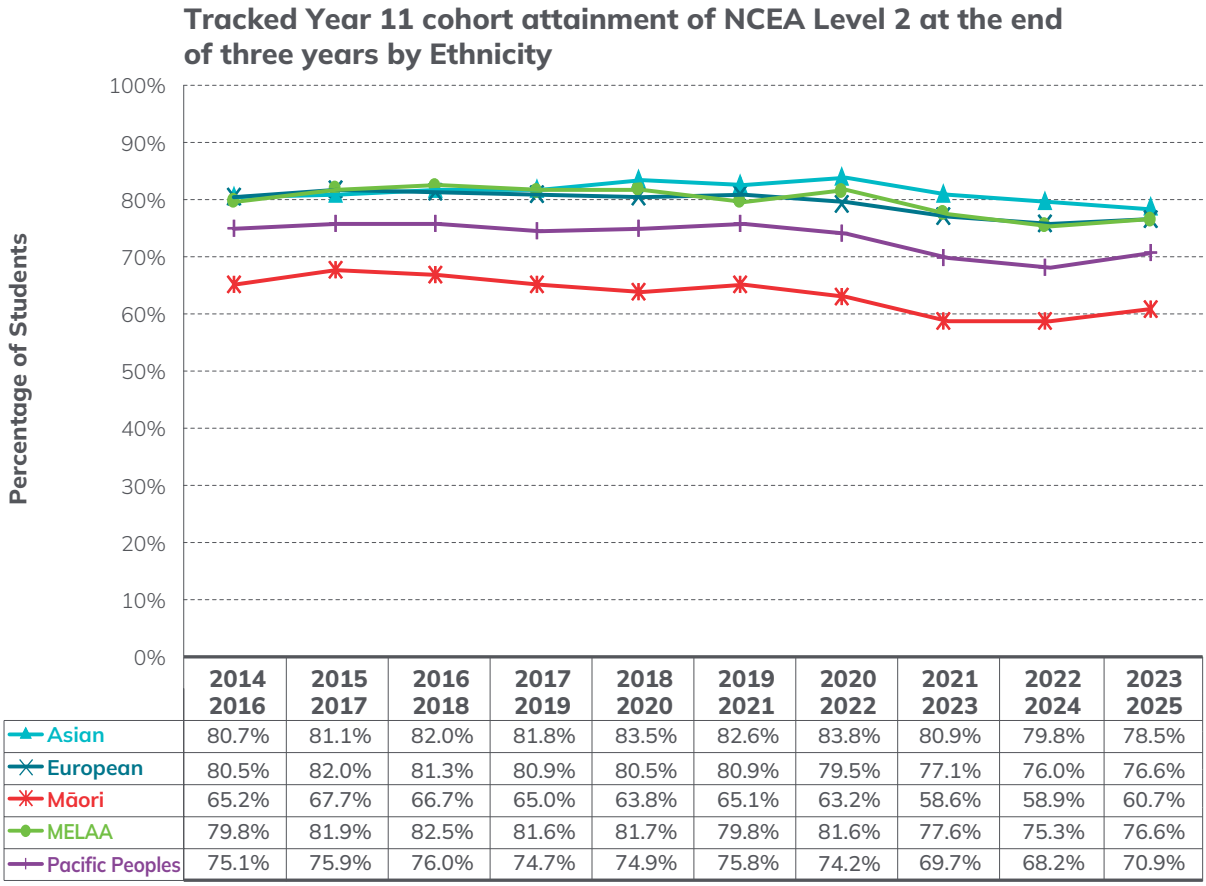
Statistics by Ethnicity

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 2014 to 2023. The ethnicity stated when the student became a member of the cohort is maintained throughout, even though the student may subsequently amend their ethnicity.



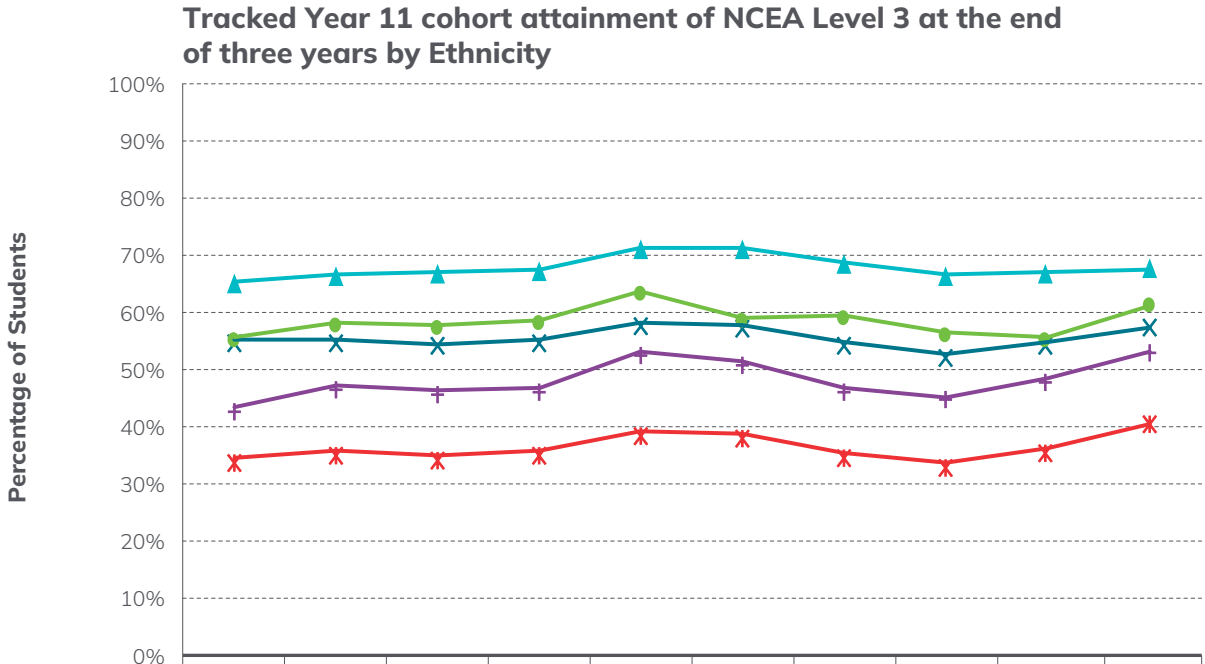
	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Asian	85.4%	85.8%	86.7%	86.6%	88.1%	87.1%	87.9%	86.0%	84.8%	83.6%
European	88.4%	89.4%	89.0%	89.1%	88.0%	87.4%	87.5%	85.9%	84.2%	83.4%
Māori	76.1%	77.6%	77.7%	76.9%	74.2%	74.3%	75.0%	71.5%	69.9%	68.9%
MELAA	85.8%	89.7%	89.6%	89.0%	87.1%	84.9%	88.0%	85.6%	82.0%	82.9%
Pacific Peoples	84.1%	84.9%	84.5%	83.5%	82.6%	82.1%	83.7%	79.6%	77.0%	77.2%

Figure 20: NCEA Level 1 attainment rates by ethnicity for the Tracked Year 11 cohort 2014 to 2023 at the end of three years



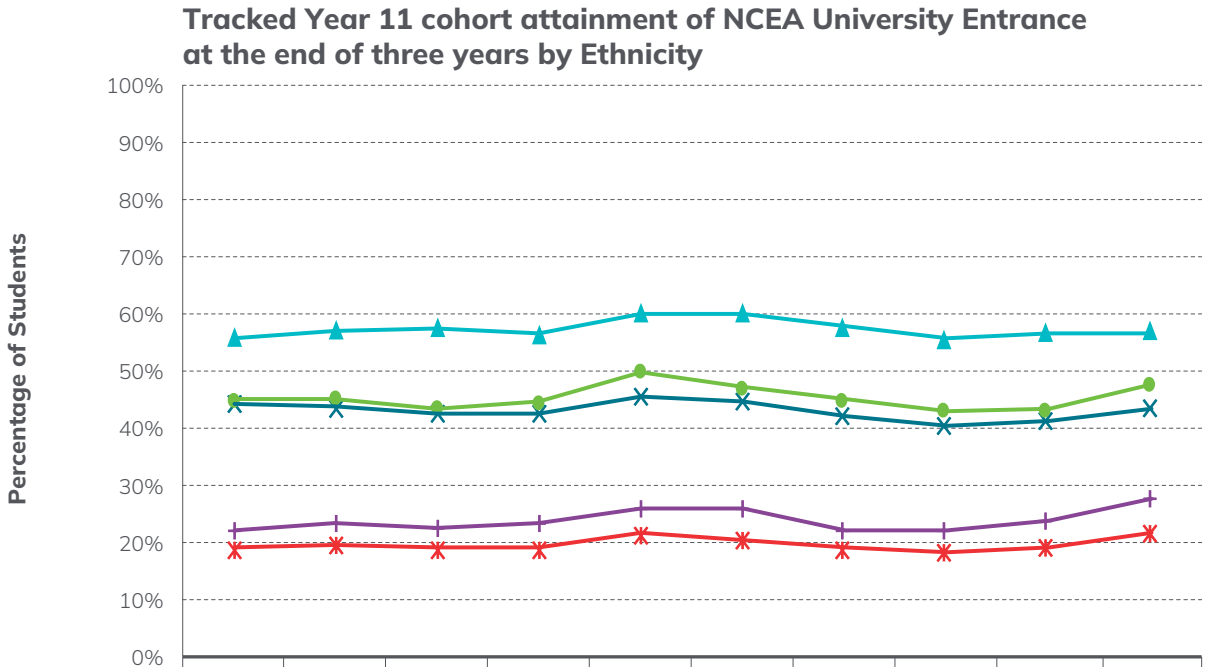
	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Asian	80.7%	81.1%	82.0%	81.8%	83.5%	82.6%	83.8%	80.9%	79.8%	78.5%
European	80.5%	82.0%	81.3%	80.9%	80.5%	80.9%	79.5%	77.1%	76.0%	76.6%
Māori	65.2%	67.7%	66.7%	65.0%	63.8%	65.1%	63.2%	58.6%	58.9%	60.7%
MELAA	79.8%	81.9%	82.5%	81.6%	81.7%	79.8%	81.6%	77.6%	75.3%	76.6%
Pacific Peoples	75.1%	75.9%	76.0%	74.7%	74.9%	75.8%	74.2%	69.7%	68.2%	70.9%

Figure 21: NCEA Level 2 attainment rates by ethnicity for the Tracked Year 11 cohort 2014 to 2023 at the end of three years



	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Asian	65.1%	66.1%	66.7%	67.0%	71.0%	71.0%	68.6%	66.1%	66.8%	67.2%
European	54.6%	54.9%	54.1%	54.7%	57.8%	57.1%	54.3%	52.3%	54.3%	56.9%
Māori	33.6%	35.0%	34.2%	35.1%	38.3%	38.1%	34.7%	33.1%	35.5%	40.0%
MELAA	55.1%	57.7%	57.2%	58.2%	63.2%	58.4%	59.0%	56.2%	55.1%	60.6%
Pacific Peoples	42.9%	46.6%	45.9%	46.2%	52.8%	50.9%	46.2%	44.7%	47.8%	52.6%

Figure 22: NCEA Level 3 attainment rates by ethnicity for the Tracked Year 11 cohort 2014 to 2023 at the end of three years

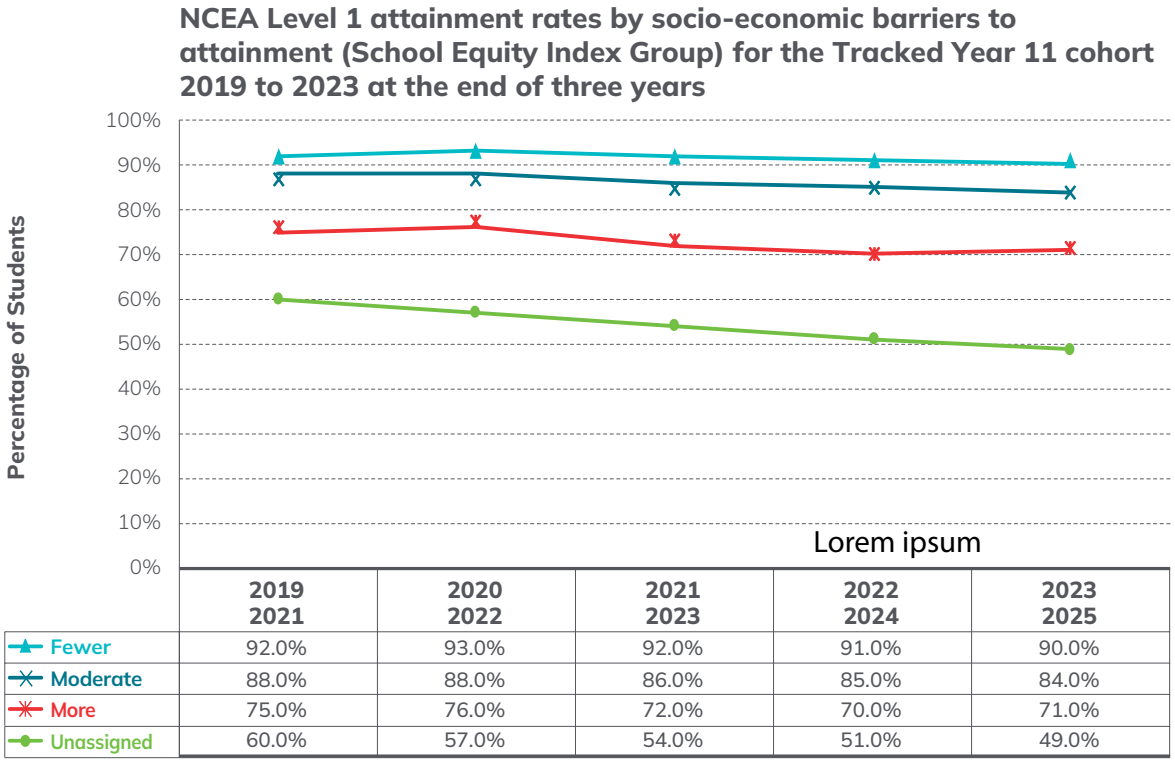


	2014 2016	2015 2017	2016 2018	2017 2019	2018 2020	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Asian	55.9%	57.2%	57.5%	56.4%	60.2%	60.1%	57.8%	55.6%	56.8%	56.7%
European	44.3%	43.7%	42.5%	42.6%	45.7%	44.6%	42.2%	40.5%	41.4%	43.2%
Māori	18.9%	19.5%	18.9%	18.9%	21.4%	20.4%	18.9%	18.2%	19.0%	21.4%
MELAA	45.0%	45.2%	43.4%	44.5%	49.9%	47.1%	44.9%	43.0%	43.2%	47.6%
Pacific Peoples	22.1%	23.4%	22.4%	23.5%	25.9%	25.8%	22.1%	22.2%	23.7%	27.5%

Figure 23: University Entrance attainment rates by ethnicity for the Tracked Year 11 cohort 2014 to 2023 at the end of three years

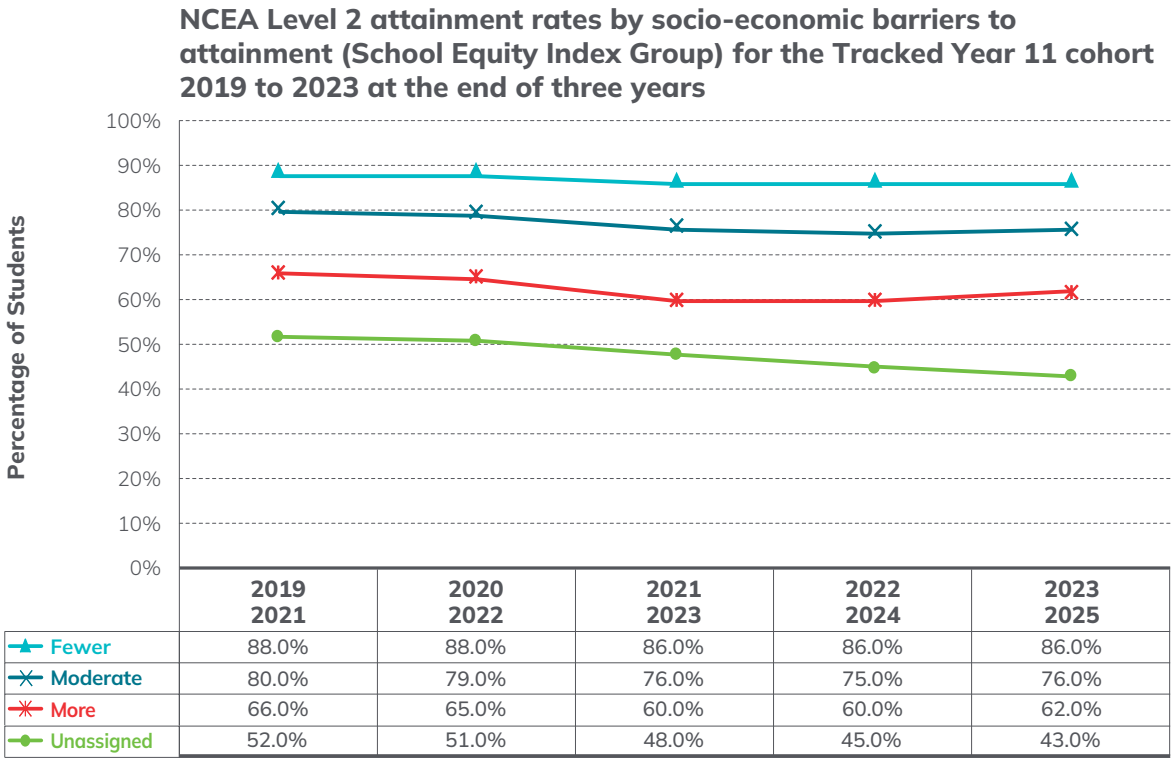
Statistics by Socio-Economic Barriers to Attainment (School Equity Index Group)

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 2023.



	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Fewer	92.0%	93.0%	92.0%	91.0%	90.0%
Moderate	88.0%	88.0%	86.0%	85.0%	84.0%
More	75.0%	76.0%	72.0%	70.0%	71.0%
Unassigned	60.0%	57.0%	54.0%	51.0%	49.0%

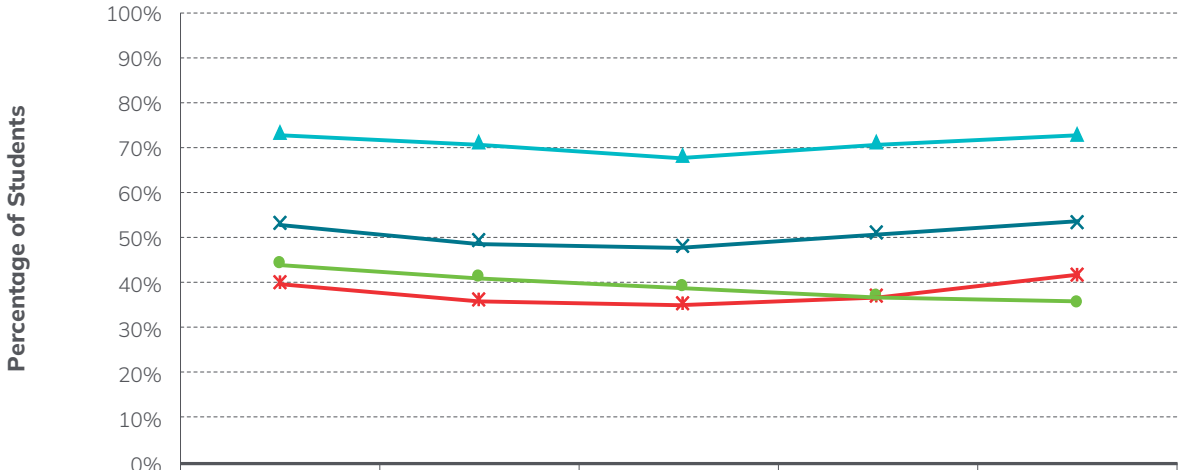
Figure 24: NCEA Level 1 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the Tracked Year 11 cohort 2019 to 2023 at the end of three years



	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Fewer	88.0%	88.0%	86.0%	86.0%	86.0%
Moderate	80.0%	79.0%	76.0%	75.0%	76.0%
More	66.0%	65.0%	60.0%	60.0%	62.0%
Unassigned	52.0%	51.0%	48.0%	45.0%	43.0%

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 2023 at the end of three years

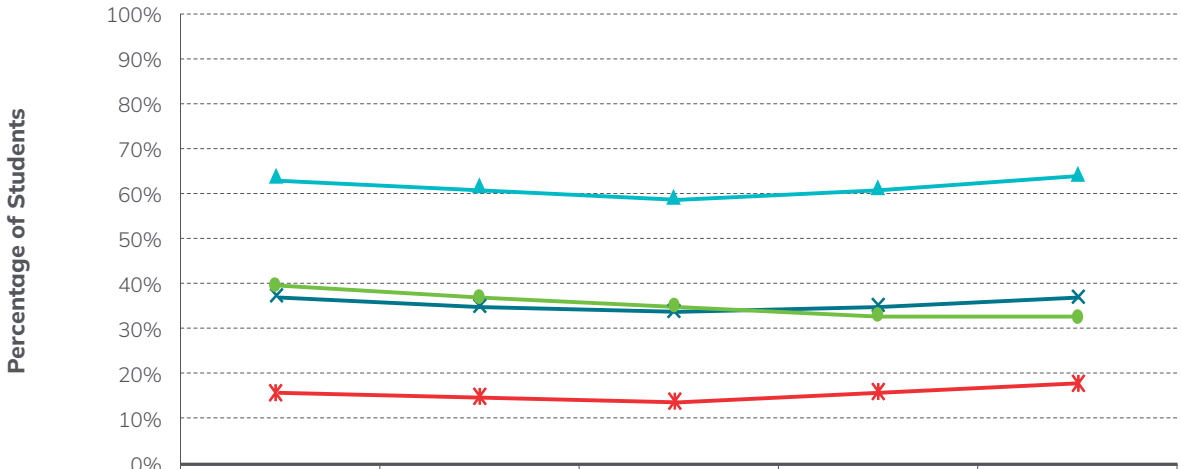
NCEA Level 3 attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the Tracked Year 11 cohort 2019 to 2023 at the end of three years



	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Fewer	73.0%	71.0%	68.0%	71.0%	73.0%
Moderate	53.0%	49.0%	48.0%	51.0%	54.0%
More	40.0%	36.0%	35.0%	37.0%	42.0%
Unassigned	44.0%	41.0%	39.0%	37.0%	36.0%

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 2023 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 2023 at the end of three years



	2019 2021	2020 2022	2021 2023	2022 2024	2023 2025
Fewer	63.0%	61.0%	59.0%	61.0%	64.0%
Moderate	37.0%	35.0%	34.0%	35.0%	37.0%
More	16.0%	15.0%	14.0%	16.0%	18.0%
Unassigned	40.0%	37.0%	35.0%	33.0%	33.0%

Figure 27: University Entrance attainment rates by socio-economic barriers to attainment (School Equity Index Group) for the Tracked Year 11 cohort 2019 to 2023 at the end of three years

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 as based on the Year 13 Enrolment-based cohort.

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/

NCEA Levels 1-3

Literacy requirements

For NCEA Level 1, the requirement for literacy is a minimum of 10 credits. From 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-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. From 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 numeracy-rich achievement standards, including a sub-set of standards with usage restrictions

In 2020, Cabinet agreed to strengthen the literacy and numeracy requirements for NCEA. This included formally separating the literacy and numeracy requirements into a 20-credit co-requisite. From 2024, achievement of the co-requisite became mandatory for the awarding of an NCEA qualification at any level. There are six dedicated unit standards that are the recommended approach for meeting 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.

The results for the dedicated co-requisite assessments are available on our website (https://www2.nzqa.govt.nz/ncea/subjects/litnum/literacy-and-numeracy-data/)

University Entrance

Literacy requirements

For University Entrance, the requirement for literacy is a minimum of 10 credits at Level 2 orabove, 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.

Literacy and Numeracy for NCEA Level 1

Table 12 shows the percentage of Year 11 students meeting the literacy and numeracy requirements for NCEA Level 1[8], and both literacy and numeracy together, 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
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%
2025	79.0%	78.4%	73.8%

Table 12: Overall cumulative percentage of Year 11 students attaining NCEA Level 1 Literacy and Numeracy

Participation and attainment data for Literacy and Numeracy, 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/

8 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 onwards includes results from the co-requisite Reading, Writing, Te Reo Matatini and Pāngarau standards.

Literacy and Numeracy for University Entrance

Table 13 shows the percentages of Year 13 students achieving the literacy and numeracy requirements for the University Entrance award[9]. For University Entrance, the numeracy percentages are not comparable to the numeracy percentages for NCEA Level 1 reported earlier (refer to Table 12), as the cohorts used are different, i.e. these University Entrance statistics use the Year 13 Enrolment-based cohort, whereas the Level 1 numeracy statistics used a Year 11 Enrolment-based cohort.

Year	Literacy	Numeracy	Literacy and Numeracy
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%
2025	70.0%	92.4%	69.7%

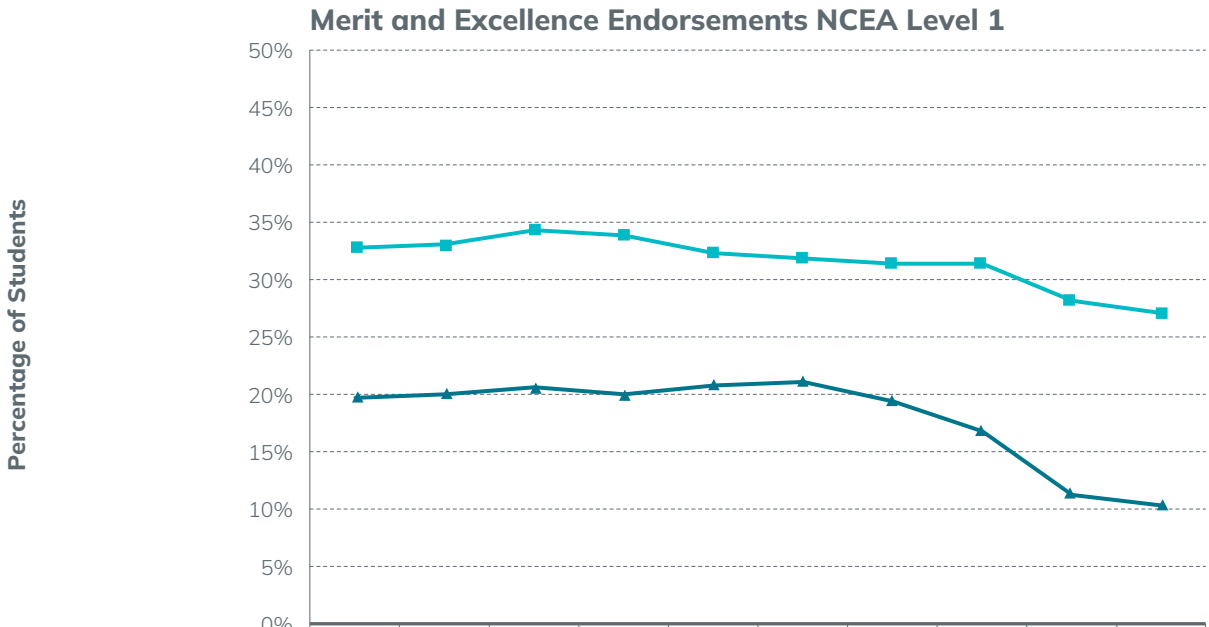
Table 13: Overall cumulative percentage of Year 13 students attaining University Entrance Literacy and Numeracy

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

NCEA Certificate Endorsement

Certificate Endorsement with Merit or Excellence for NCEA Levels 1, 2 and 3 was introduced in 2007 to recognise students' higher attainment. To be awarded an Excellence endorsement, students must achieve 50 or more credits at Excellence. To be awarded a Merit endorsement, students must achieve 50 ormore credits with Merit or above[10]. The attainment rate of certificate endorsement is the percentage of students who achieved an NCEA certificate with an endorsement in the same year[11]. 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 or3 with Merit and Excellence endorsement. Table 14 shows the certificate endorsements attained by students in 2025 by region.

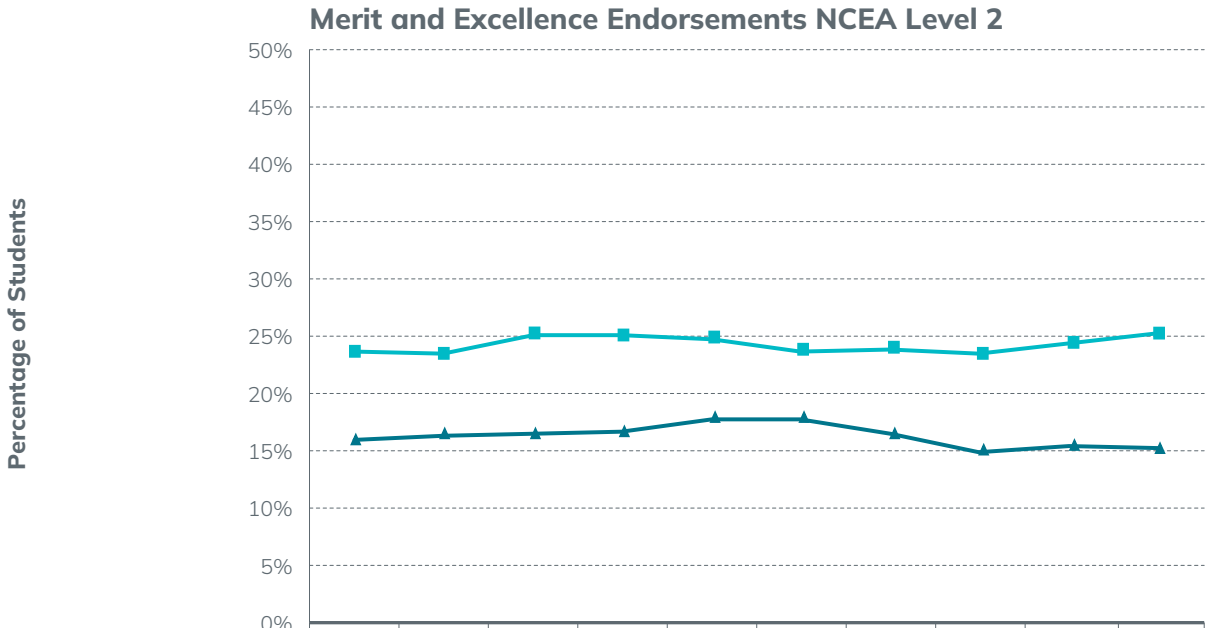


	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Merit Endorsement	32.8%	33.0%	34.3%	33.9%	32.3%	31.9%	31.4%	31.4%	28.2%	27.1%
Excellence Endorsement	19.7%	20.0%	20.5%	19.9%	20.7%	21.1%	19.4%	16.7%	11.2%	10.2%

Figure 28: NCEA Level 1 Endorsements achieved by Year 11 Students

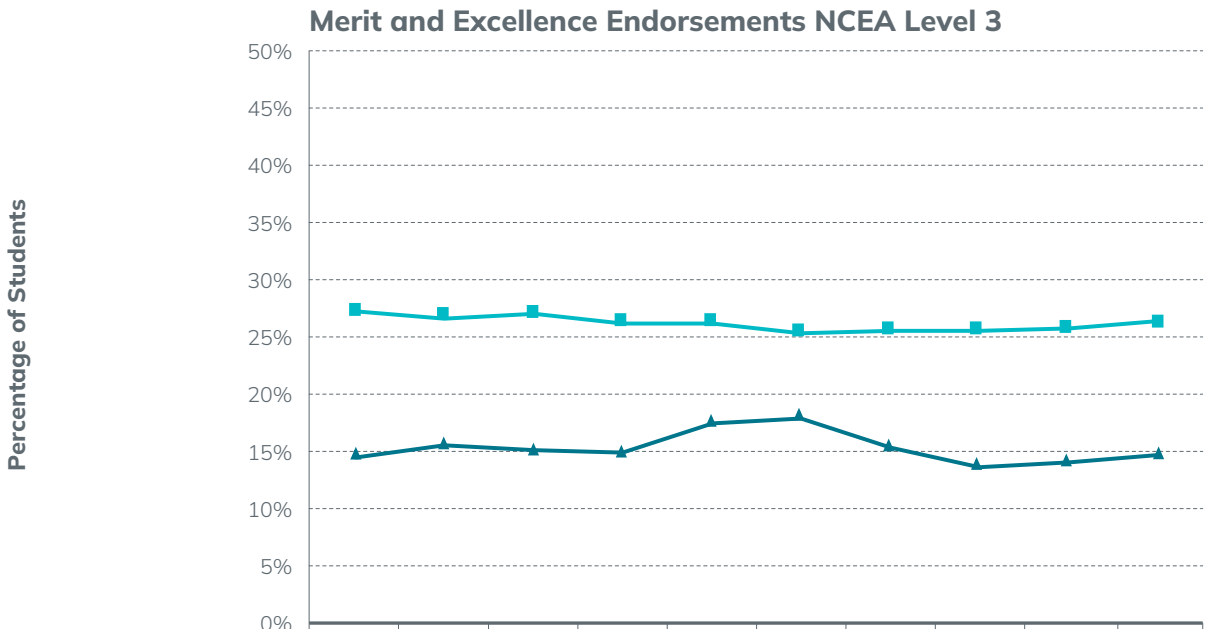
10 In 2020, 2021, and 2022 changes were made to the rules for Certificate Endorsement (see Specific notes about 2020, 2021, and 2022 attainment on pages 7 and 8).

11 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.



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Merit Endorsement	23.7%	23.5%	25.2%	25.1%	24.9%	23.8%	24.0%	23.5%	24.5%	25.3%
Excellence Endorsement	16.0%	16.4%	16.5%	16.7%	17.9%	17.9%	16.5%	15.0%	15.5%	15.3%

Figure 29: NCEA Level 2 Endorsements achieved by Year 12 Students



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Merit Endorsement	27.2%	26.7%	27.0%	26.2%	26.3%	25.3%	25.5%	25.6%	25.7%	26.5%
Excellence Endorsement	14.5%	15.5%	15.0%	14.8%	17.5%	17.9%	15.3%	13.6%	14.1%	14.6%

Figure 30: NCEA Level 3 Endorsements achieved by Year 13 Students

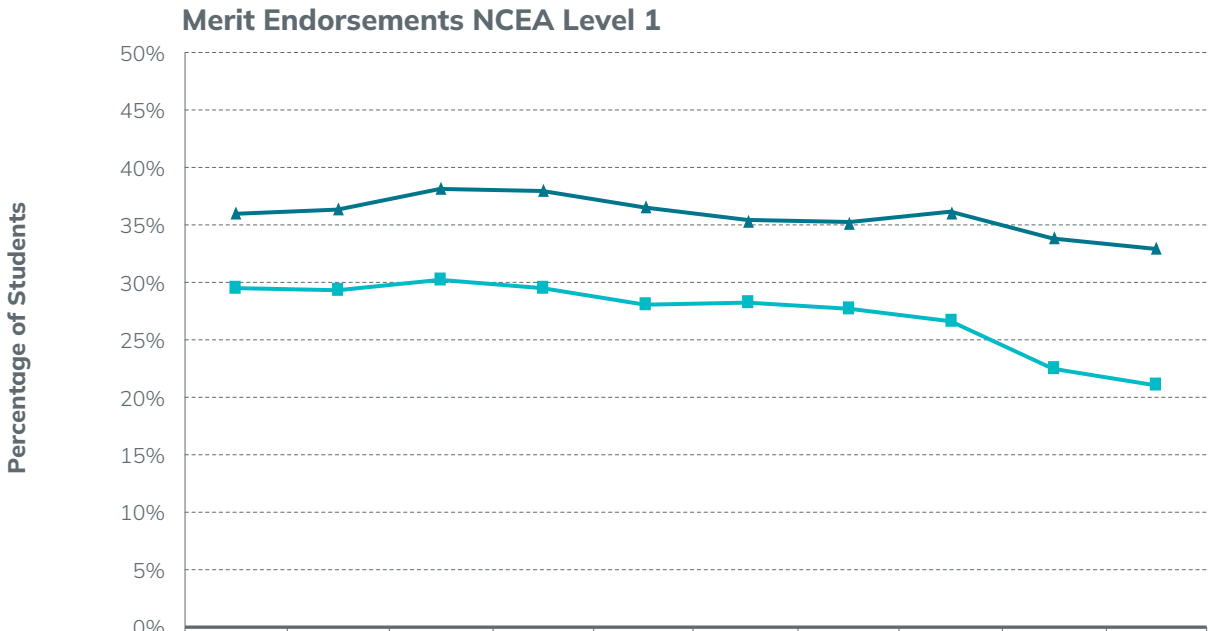
Table 14 shows the endorsements attained by students in 2025 by region.

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	29.2%	11.6%	28.4%	17.8%	28.9%	16.8%
Bay of Plenty	25.3%	11.7%	20.3%	15.1%	23.0%	17.6%
Canterbury	30.7%	11.5%	25.5%	15.7%	27.2%	13.5%
Gisborne	26.7%	7.3%	20.4%	8.9%	21.2%	9.0%
Hawke's Bay	28.4%	9.3%	28.6%	14.3%	28.7%	11.5%
Manawatu-Whanganui	20.6%	7.0%	21.3%	9.9%	21.9%	11.0%
Marlborough	19.6%	7.6%	25.6%	8.1%	23.5%	9.9%
Nelson	33.4%	9.9%	27.3%	16.2%	25.9%	15.0%
Northland	19.3%	4.8%	17.9%	8.7%	17.4%	10.8%
Otago	31.3%	13.4%	26.0%	18.1%	24.9%	13.0%
Southland	25.2%	9.7%	21.5%	14.9%	21.1%	13.6%
Taranaki	23.2%	6.5%	20.7%	11.1%	26.3%	12.2%
Tasman	27.0%	6.2%	22.0%	9.6%	24.4%	12.2%
Waikato	20.5%	6.3%	20.6%	11.7%	24.2%	12.3%
Wellington	29.7%	11.8%	28.3%	17.1%	28.1%	15.2%
West Coast	9.9%	5.2%	12.3%	6.1%	19.6%	8.8%
Other	29.4%	21.9%	21.2%	12.9%	20.7%	7.2%

Table 14: NCEA Endorsements by Region

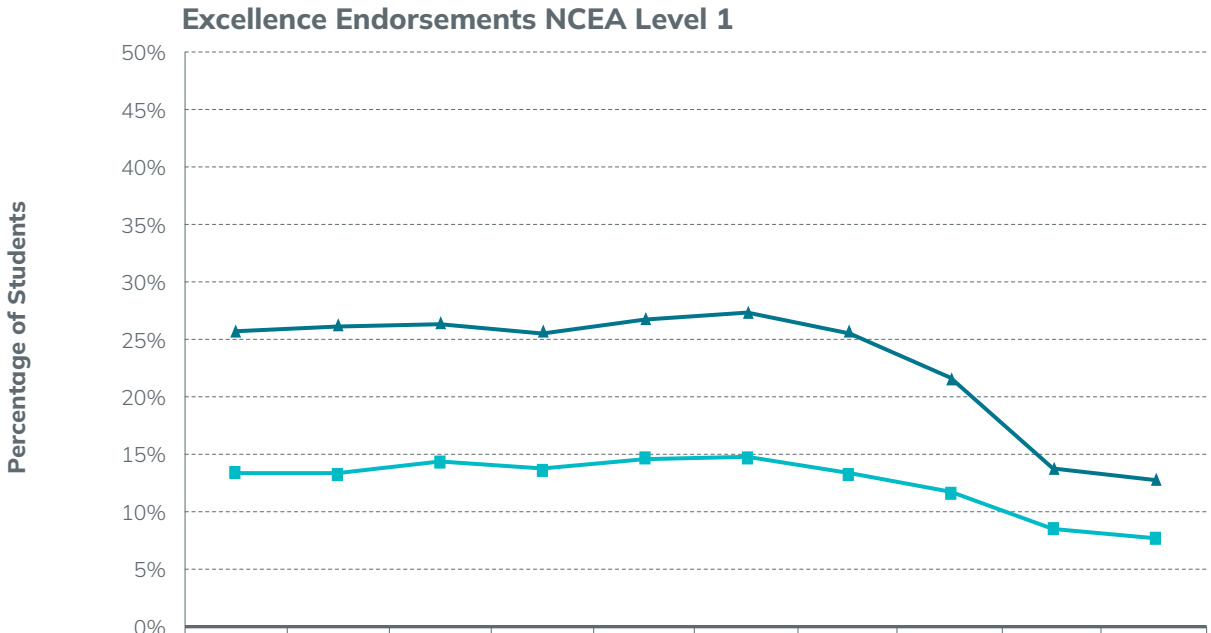
Statistics by Gender

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.



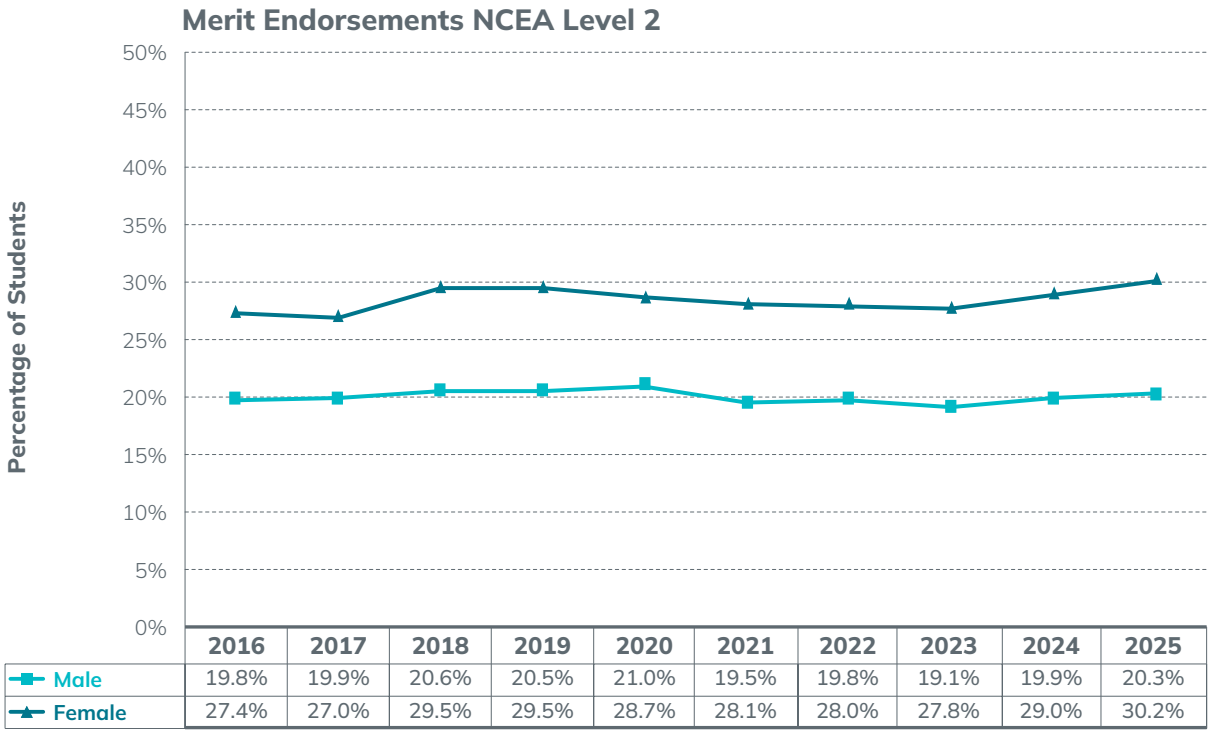
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	29.5%	29.3%	30.2%	29.5%	28.1%	28.3%	27.7%	26.7%	22.5%	21.1%
Female	36.0%	36.4%	38.1%	38.0%	36.6%	35.4%	35.2%	36.1%	33.8%	33.0%

Figure 31: NCEA Level 1 Merit Endorsements achieved by Year 11 Students by Gender



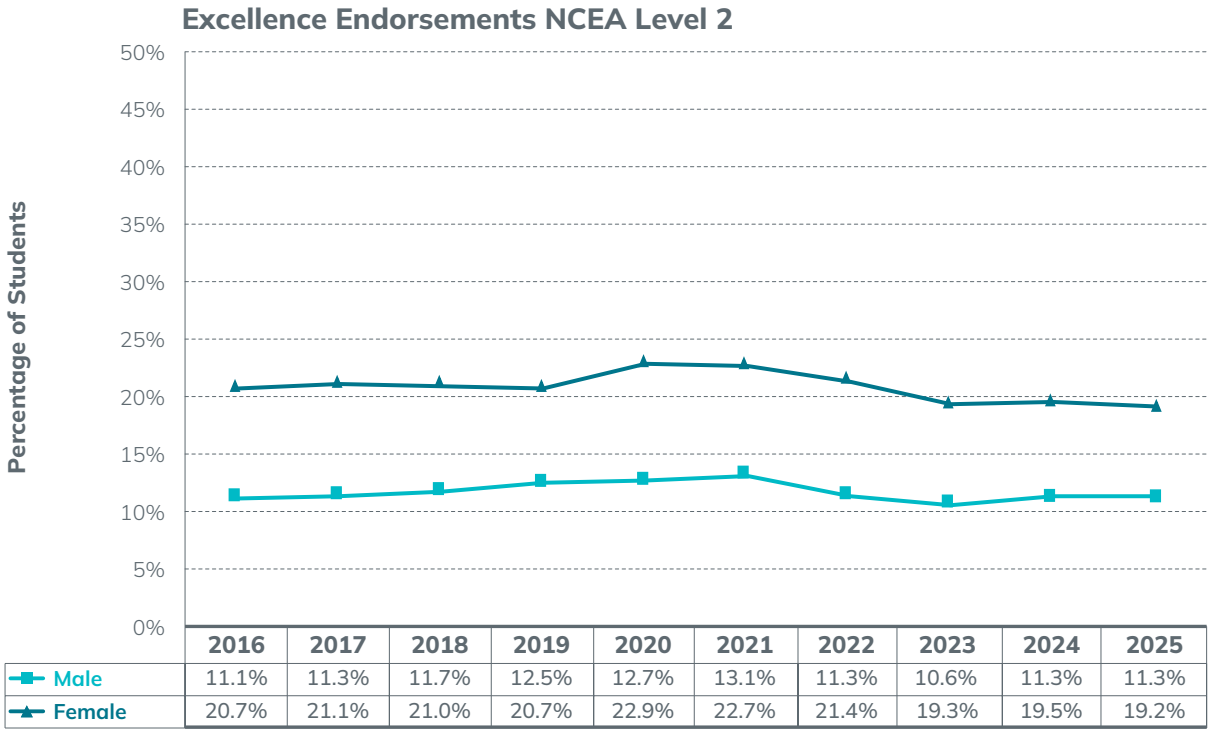
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	13.4%	13.3%	14.4%	13.7%	14.6%	14.7%	13.3%	11.7%	8.5%	7.6%
Female	25.7%	26.2%	26.3%	25.6%	26.8%	27.3%	25.6%	21.6%	13.8%	12.7%

Figure 32: NCEA Level 1 Excellence Endorsements achieved by Year 11 Students by Gender



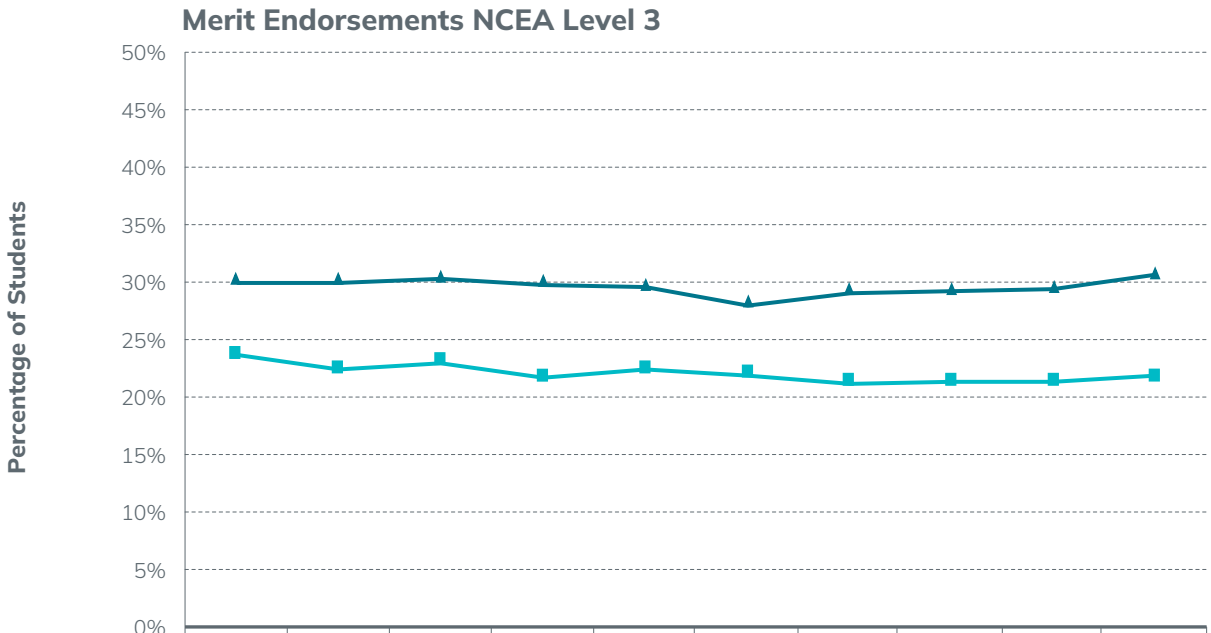
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	19.8%	19.9%	20.6%	20.5%	21.0%	19.5%	19.8%	19.1%	19.9%	20.3%
Female	27.4%	27.0%	29.5%	29.5%	28.7%	28.1%	28.0%	27.8%	29.0%	30.2%

Figure 33: NCEA Level 2 Merit Endorsements achieved by Year 12 Students by Gender



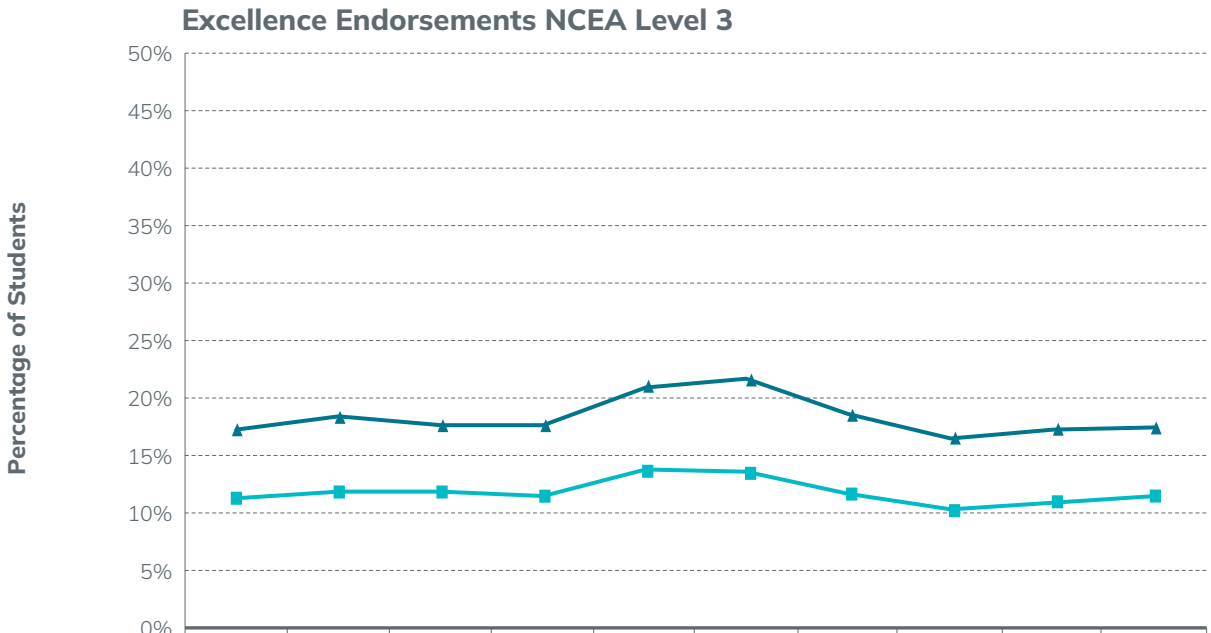
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	11.1%	11.3%	11.7%	12.5%	12.7%	13.1%	11.3%	10.6%	11.3%	11.3%
Female	20.7%	21.1%	21.0%	20.7%	22.9%	22.7%	21.4%	19.3%	19.5%	19.2%

Figure 34: NCEA Level 2 Excellence Endorsements achieved by Year 12 Students by Gender



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	23.6%	22.4%	23.0%	21.6%	22.4%	21.9%	21.2%	21.3%	21.3%	21.8%
Female	30.0%	30.0%	30.2%	29.8%	29.6%	28.0%	29.1%	29.2%	29.4%	30.6%

Figure 35: NCEA Level 3 Merit Endorsements achieved by Year 13 Students by Gender

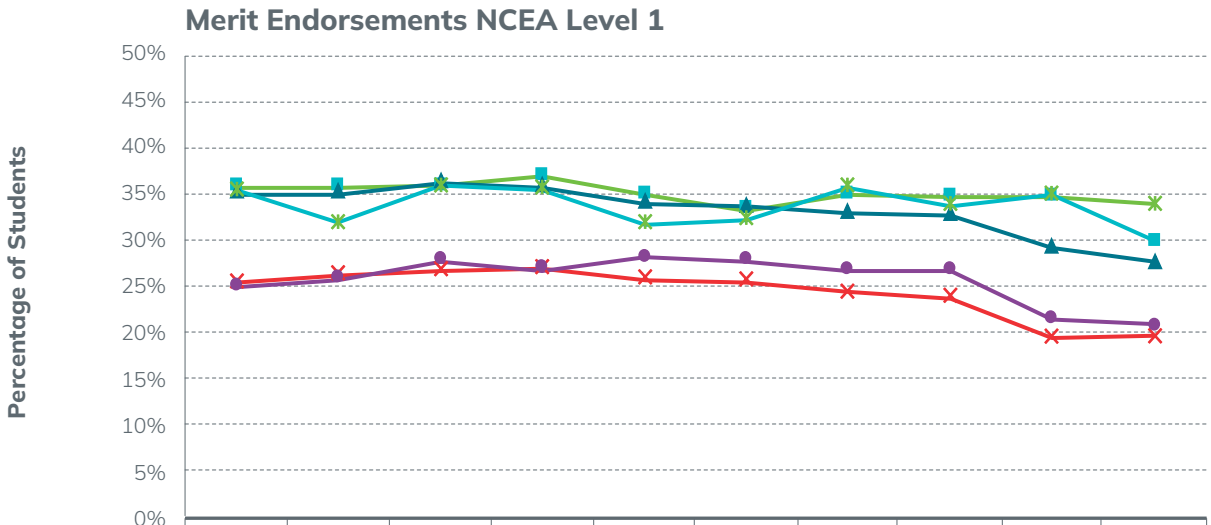


	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Male	11.2%	11.8%	11.8%	11.4%	13.6%	13.4%	11.6%	10.2%	10.7%	11.4%
Female	17.2%	18.3%	17.6%	17.5%	20.9%	21.6%	18.5%	16.4%	17.1%	17.3%

Figure 36: NCEA Level 3 Excellence Endorsements achieved by Year 13 Students by Gender

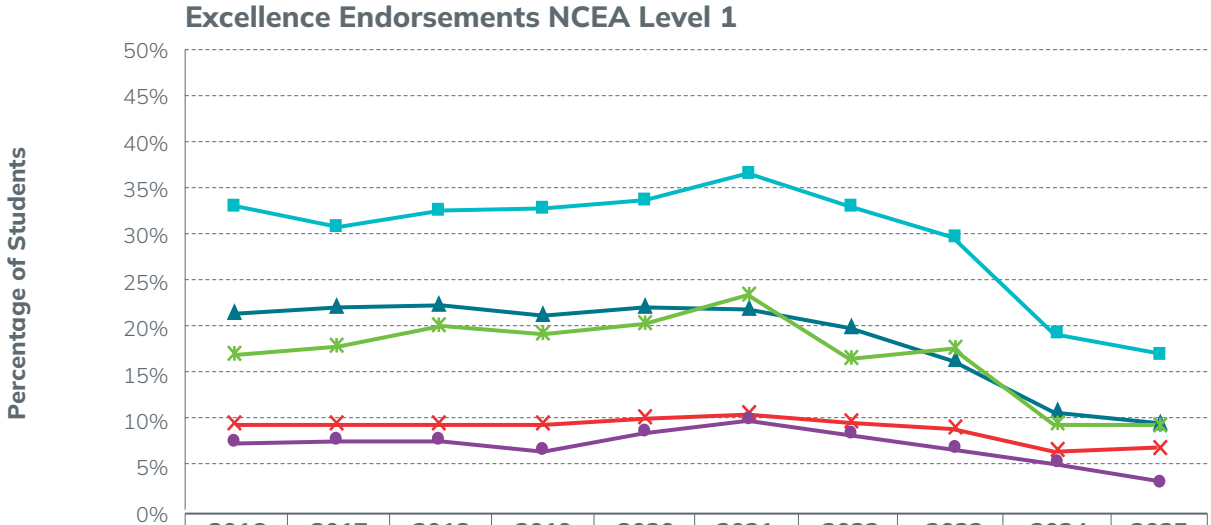
Statistics by Ethnicity

Figures 37-42 show the percentage of Asian, European, Māori, Pacific Peoples and Middle Eastern/Latin American/ African (MELAA) students who achieved Merit or Excellence Endorsements at each level of NCEA.



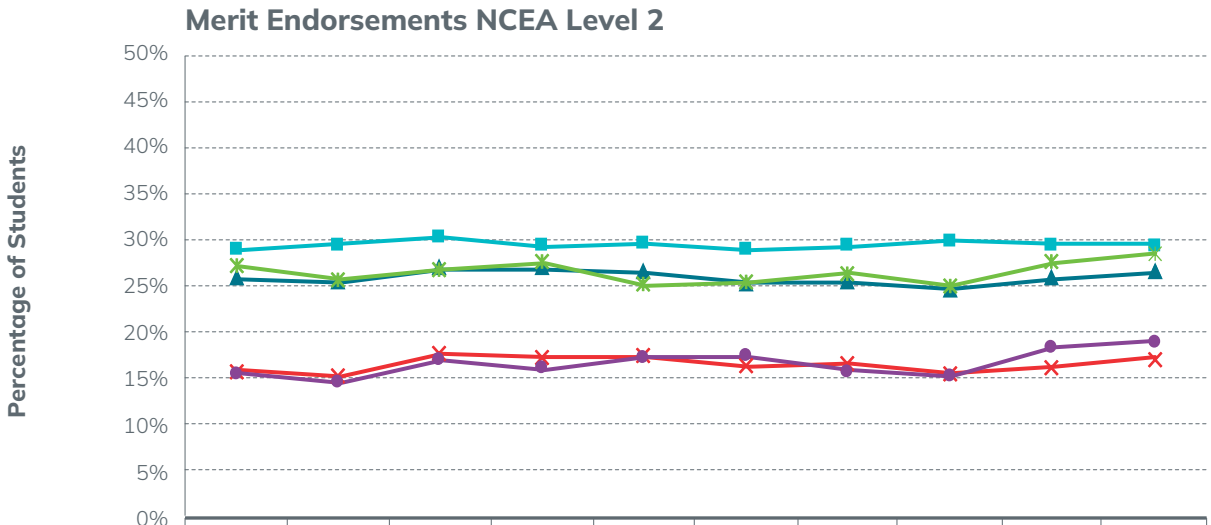
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	35.8%	35.9%	36.0%	37.0%	35.1%	33.4%	35.0%	34.8%	34.7%	34.1%
European	35.2%	35.2%	36.3%	35.9%	34.1%	33.7%	33.0%	32.8%	29.3%	27.9%
Māori	25.5%	26.3%	26.8%	27.1%	25.9%	25.6%	24.4%	23.8%	19.5%	19.8%
MELAA	35.5%	32.0%	36.0%	35.7%	31.9%	32.3%	35.9%	33.9%	35.1%	30.1%
Pacific Peoples	25.0%	25.8%	27.9%	26.9%	28.2%	27.9%	26.7%	26.7%	21.5%	20.9%

Figure 37: NCEA Level 1 Merit Endorsements achieved by Year 11 Students by Ethnicity



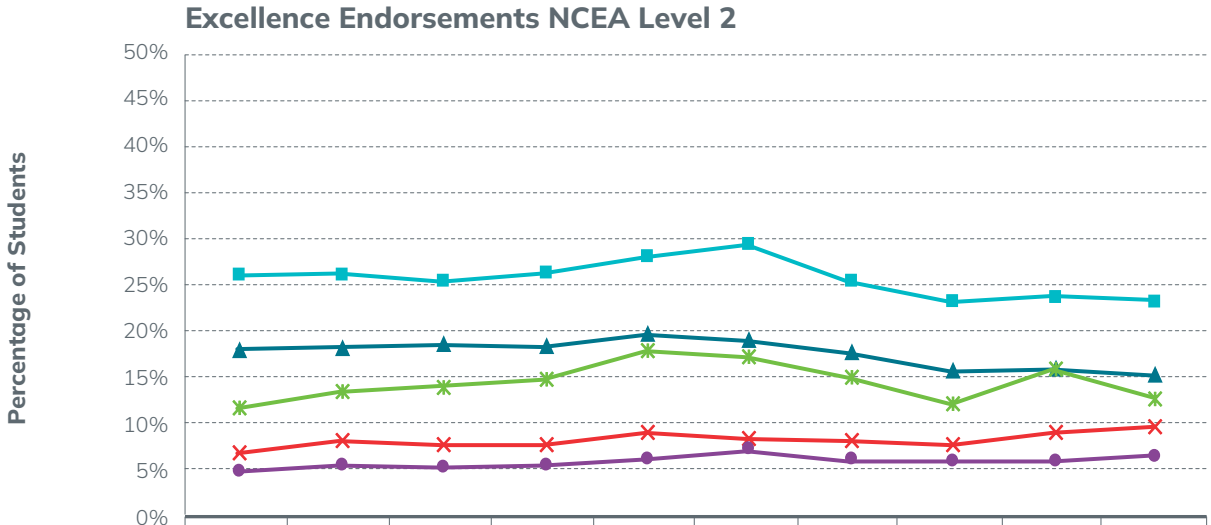
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	33.1%	30.9%	32.7%	32.8%	33.7%	36.6%	33.1%	29.8%	19.3%	17.2%
European	21.6%	22.1%	22.4%	21.3%	22.3%	21.9%	19.9%	16.5%	10.8%	9.7%
Māori	9.4%	9.5%	9.6%	9.6%	10.1%	10.7%	9.7%	9.0%	6.7%	7.0%
MELAA	17.0%	18.0%	20.3%	19.2%	20.4%	23.5%	16.6%	17.7%	9.4%	9.5%
Pacific Peoples	7.5%	7.6%	7.7%	6.7%	8.6%	9.9%	8.4%	6.9%	5.3%	3.4%

Figure 38: NCEA Level 1 Excellence Endorsements achieved by Year 11 Students by Ethnicity



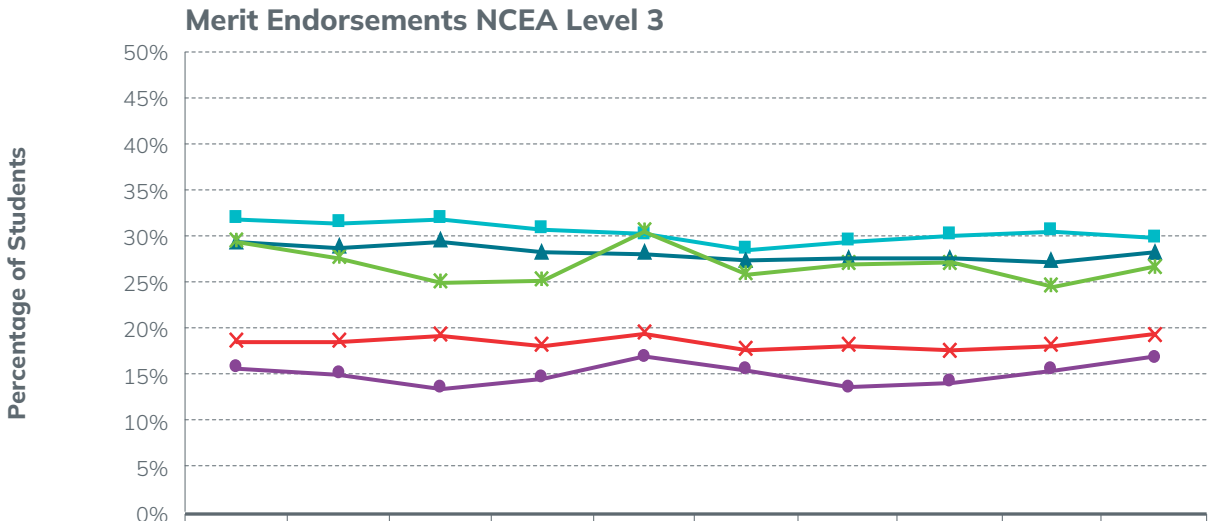
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	29.1%	29.6%	30.4%	29.5%	29.7%	29.0%	29.5%	30.0%	29.6%	29.8%
European	25.9%	25.5%	27.1%	27.0%	26.6%	25.4%	25.6%	24.7%	25.9%	26.5%
Māori	15.8%	15.4%	17.7%	17.2%	17.5%	16.4%	16.6%	15.5%	16.2%	17.5%
MELAA	27.3%	25.7%	26.8%	27.7%	25.3%	25.6%	26.5%	25.2%	27.8%	28.6%
Pacific Peoples	15.5%	14.6%	17.0%	16.1%	17.3%	17.5%	15.8%	15.3%	18.4%	19.0%

Figure 39: NCEA Level 2 Merit Endorsements achieved by Year 12 Students by Ethnicity



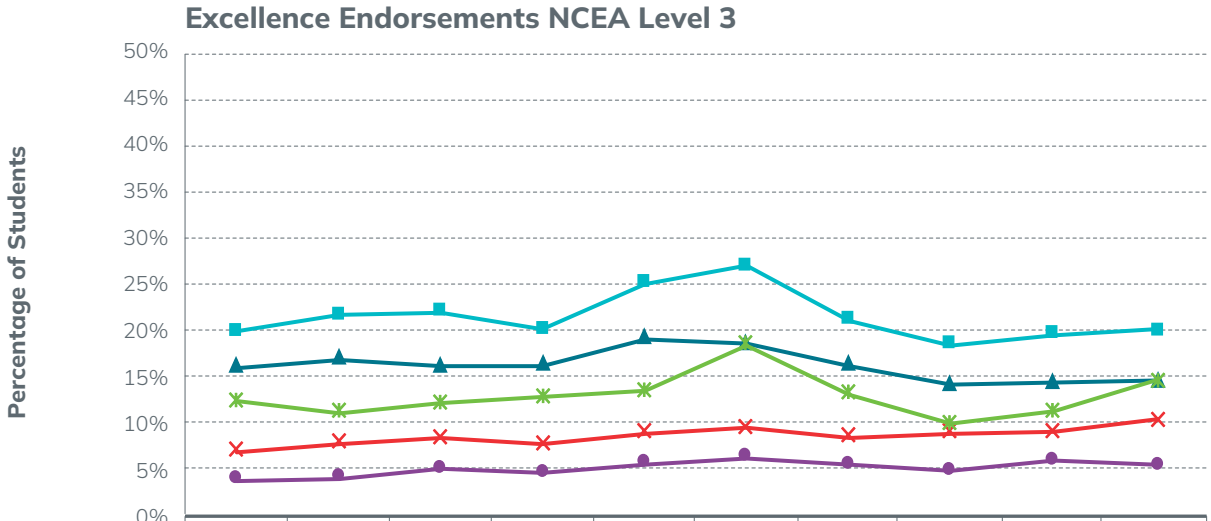
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	26.1%	26.2%	25.5%	26.4%	28.1%	29.4%	25.5%	23.2%	23.8%	23.3%
European	18.0%	18.2%	18.5%	18.4%	19.6%	19.0%	17.6%	15.6%	15.8%	15.3%
Māori	6.7%	8.1%	7.6%	7.6%	8.9%	8.3%	8.1%	7.7%	8.9%	9.7%
MELAA	11.6%	13.5%	14.0%	14.7%	17.8%	17.2%	15.0%	12.1%	15.9%	12.7%
Pacific Peoples	4.7%	5.5%	5.2%	5.5%	6.1%	7.1%	6.0%	5.8%	5.8%	6.5%

Figure 40: NCEA Level 2 Excellence Endorsements achieved by Year 12 Students by Ethnicity



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	31.8%	31.4%	31.9%	30.8%	30.2%	28.5%	29.5%	30.1%	30.5%	29.9%
European	29.3%	28.8%	29.5%	28.2%	28.1%	27.3%	27.5%	27.5%	27.2%	28.3%
Māori	18.5%	18.5%	19.2%	18.0%	19.4%	17.6%	18.1%	17.5%	18.1%	19.3%
MELAA	29.4%	27.6%	24.9%	25.1%	30.6%	25.9%	27.0%	27.1%	24.5%	26.8%
Pacific Peoples	15.6%	15.0%	13.3%	14.5%	16.8%	15.3%	13.5%	14.0%	15.4%	17.0%

Figure 41: NCEA Level 3 Merit Endorsements achieved by Year 13 Students by Ethnicity

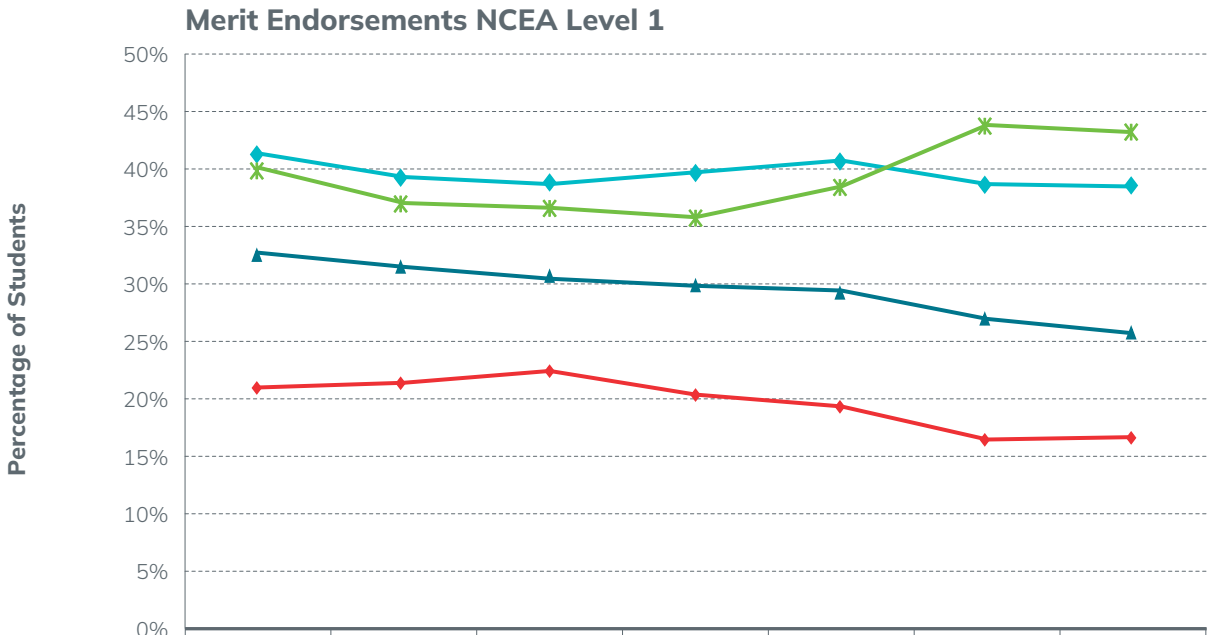


	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Asian	20.0%	21.8%	22.2%	20.2%	25.3%	27.2%	21.2%	18.6%	19.7%	20.4%
European	16.1%	17.0%	16.2%	16.3%	19.2%	18.7%	16.3%	14.2%	14.4%	14.7%
Māori	7.0%	7.9%	8.4%	7.8%	9.0%	9.5%	8.6%	9.0%	9.1%	10.4%
MELAA	12.5%	11.2%	12.2%	12.9%	13.6%	18.6%	13.2%	10.0%	11.3%	14.8%
Pacific Peoples	3.9%	4.1%	5.1%	4.6%	5.6%	6.3%	5.5%	4.9%	6.0%	5.6%

Figure 42: NCEA Level 3 Excellence Endorsements achieved by Year 13 Students by Ethnicity

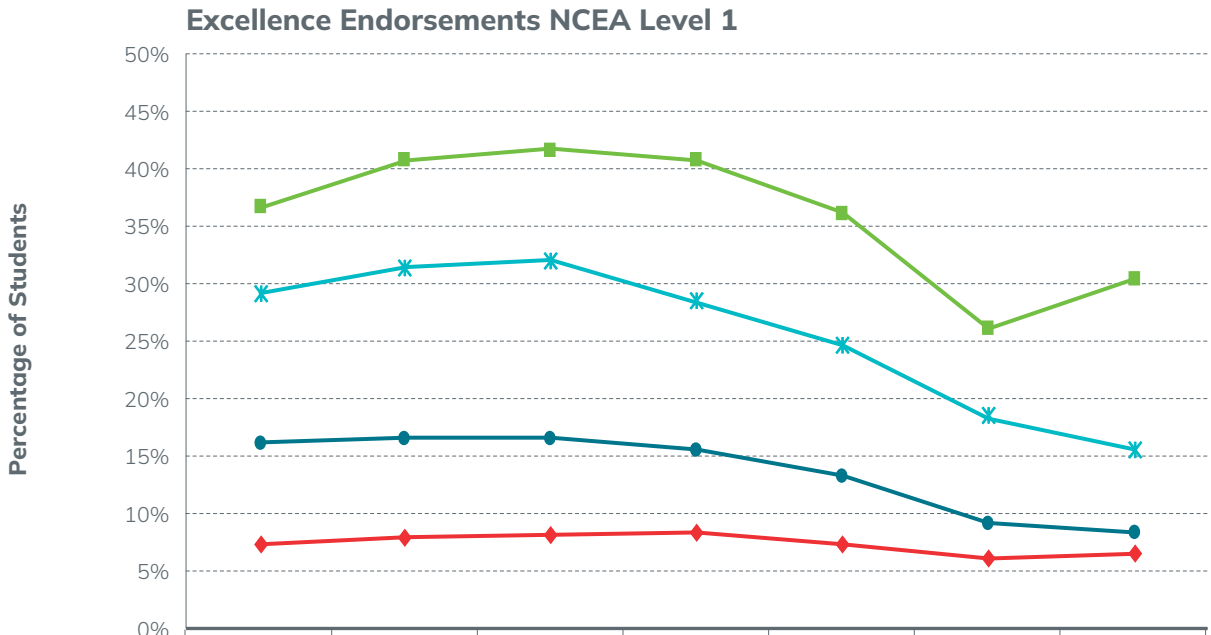
Statistics by Socio-Economic Barriers to Attainment (School Equity Index Group)

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.



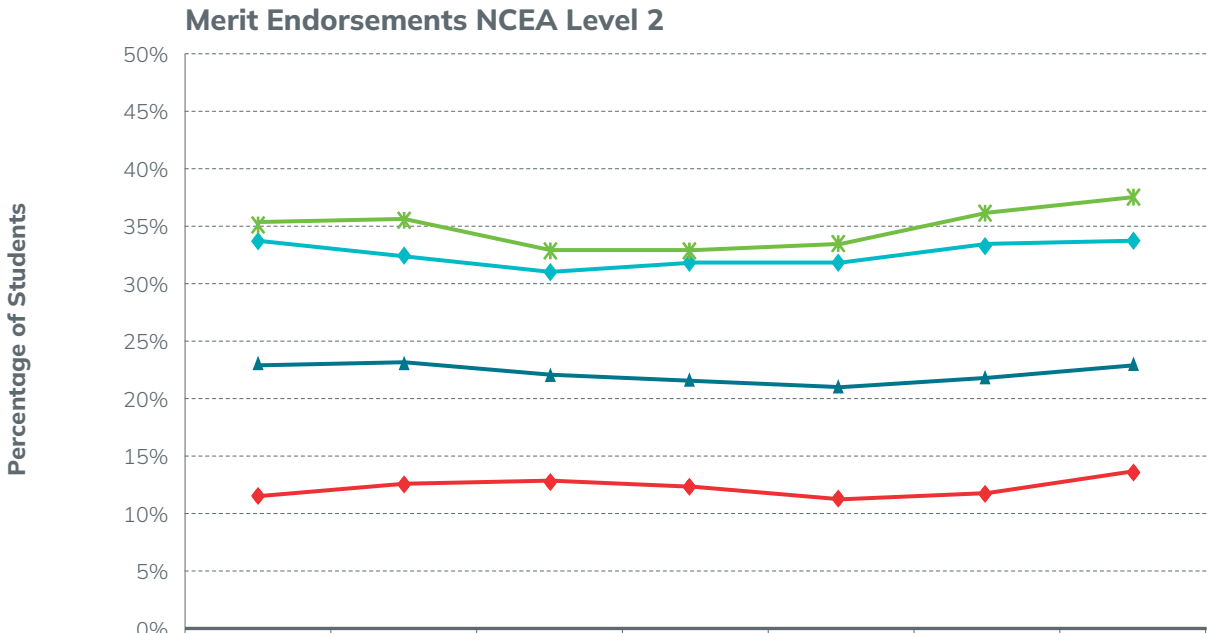
	2019	2020	2021	2022	2023	2024	2025
Fewer	41.3%	39.2%	38.7%	39.6%	40.7%	38.6%	38.4%
Moderate	32.6%	31.4%	30.4%	29.7%	29.3%	26.9%	25.7%
More	21.0%	21.3%	22.3%	20.3%	19.3%	16.4%	16.6%
Unassigned	40.0%	37.0%	36.5%	35.8%	38.5%	43.8%	43.2%

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



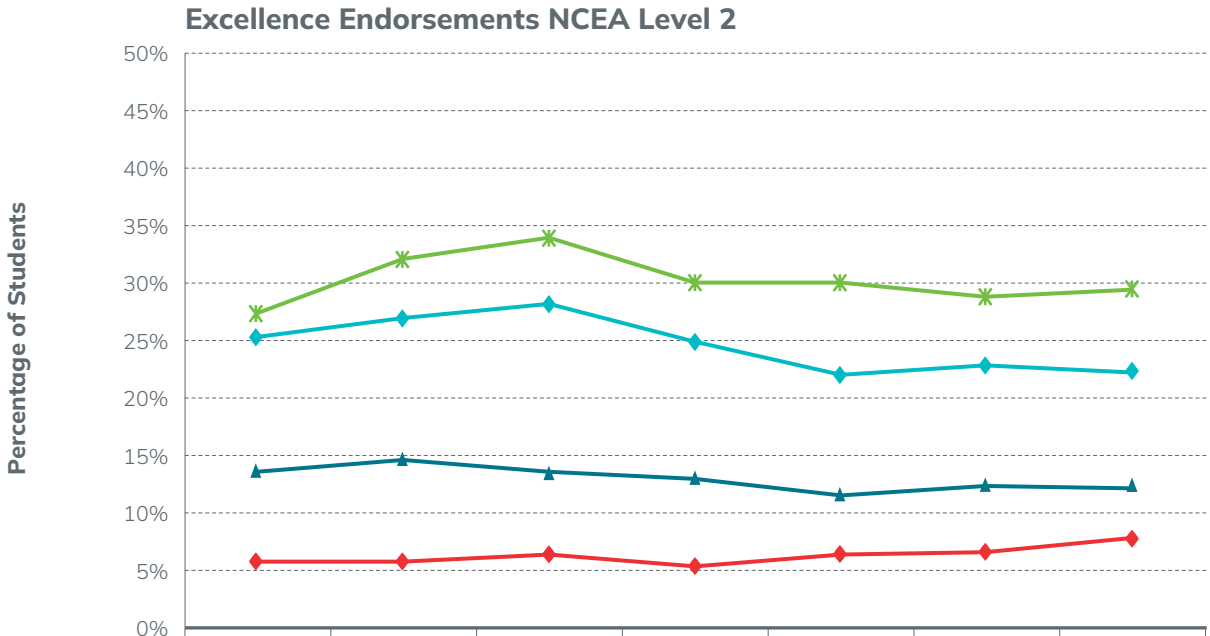
	2019	2020	2021	2022	2023	2024	2025
Fewer	29.3%	31.5%	32.2%	28.5%	24.7%	18.4%	15.7%
Moderate	16.2%	16.7%	16.7%	15.7%	13.4%	9.3%	8.4%
More	7.4%	8.1%	8.2%	8.4%	7.3%	6.1%	6.5%
Unassigned	36.8%	40.9%	41.8%	40.9%	36.3%	26.1%	30.6%

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



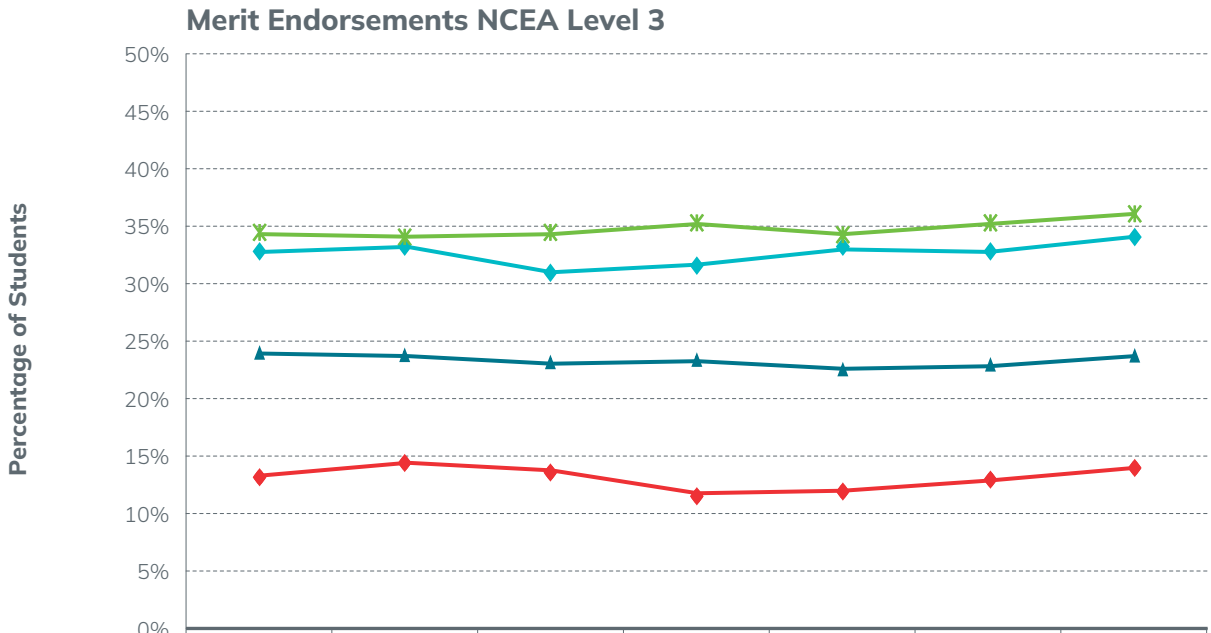
	2019	2020	2021	2022	2023	2024	2025
Fewer	33.6%	32.4%	31.0%	31.9%	31.8%	33.3%	33.7%
Moderate	22.9%	23.0%	21.9%	21.5%	20.8%	21.8%	22.7%
More	11.3%	12.5%	12.7%	12.2%	11.2%	11.6%	13.5%
Unassigned	35.2%	35.6%	32.8%	32.8%	33.3%	36.2%	37.4%

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



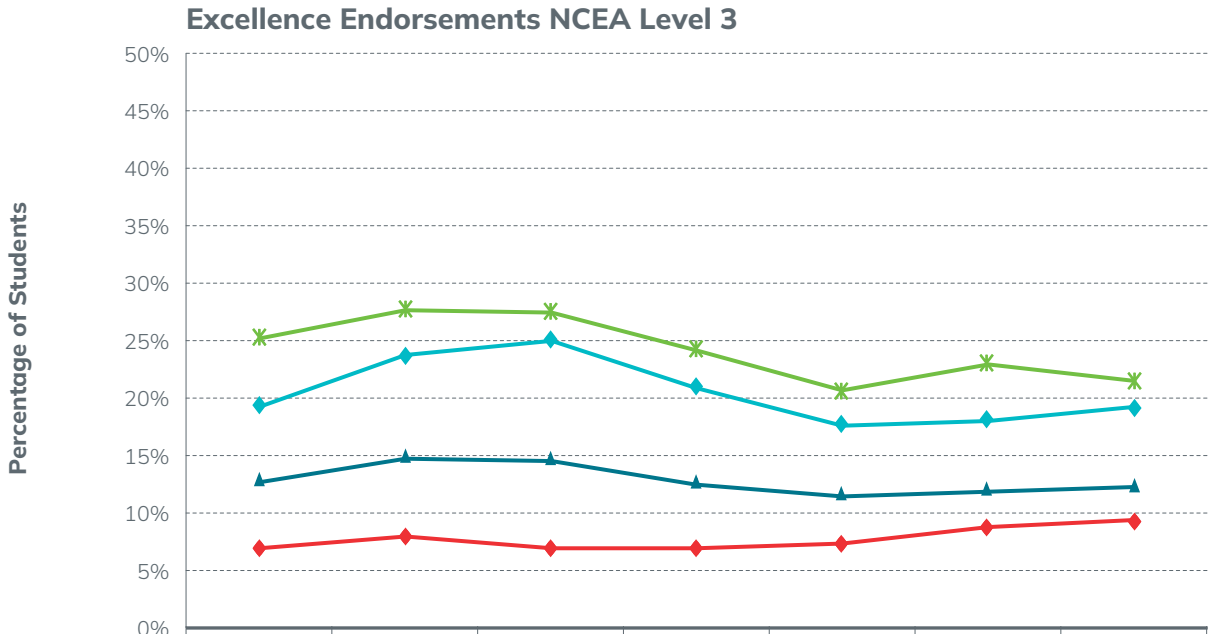
	2019	2020	2021	2022	2023	2024	2025
Fewer	25.3%	27.0%	28.2%	25.0%	22.1%	22.9%	22.2%
Moderate	13.6%	14.7%	13.5%	13.0%	11.6%	12.3%	12.2%
More	5.8%	5.8%	6.4%	5.3%	6.3%	6.6%	7.8%
Unassigned	27.4%	32.2%	34.1%	30.0%	30.0%	28.8%	29.5%

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



	2019	2020	2021	2022	2023	2024	2025
Fewer	32.8%	33.2%	30.9%	31.6%	33.1%	32.7%	34.2%
Moderate	23.9%	23.7%	23.1%	23.3%	22.5%	22.8%	23.7%
More	13.2%	14.4%	13.6%	11.6%	12.0%	12.9%	14.0%
Unassigned	34.4%	34.0%	34.4%	35.2%	34.3%	35.2%	36.0%

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



	2019	2020	2021	2022	2023	2024	2025
Fewer	19.2%	23.6%	25.0%	20.9%	17.6%	17.9%	19.1%
Moderate	12.5%	14.7%	14.5%	12.3%	11.3%	11.7%	12.2%
More	6.7%	7.7%	6.7%	6.7%	7.2%	8.6%	9.2%
Unassigned	25.2%	27.7%	27.5%	24.2%	20.5%	22.9%	21.5%

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

Course Endorsement

Schools create courses based on the English-medium The New Zealand Curriculum and the Māori-medium curriculum, Te Marautanga o Aotearoa. The courses, in turn, are assessed from a coherent selection of assessment 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 Achieved or above in standards linked to that course. For most courses there is a further requirement that at least 3 of these credits must be gained from externally assessed standards, and 3 credits from internally assessed standards[12].

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 standards in the course 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.

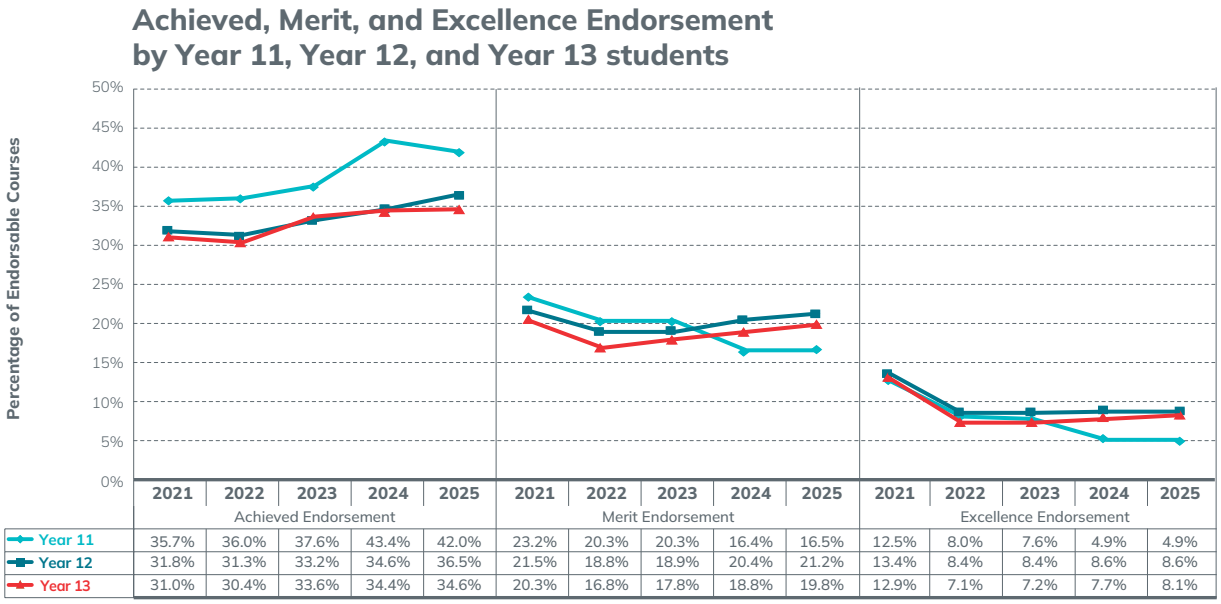
All percentages of students shown in this section (Figures 49-52) relate to students in the Enrolment-based cohort.

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 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 2025 Achieved, Merit, and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 63.4%, Year 12 of 66.3%, and Year 13 of 62.5%.

12 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



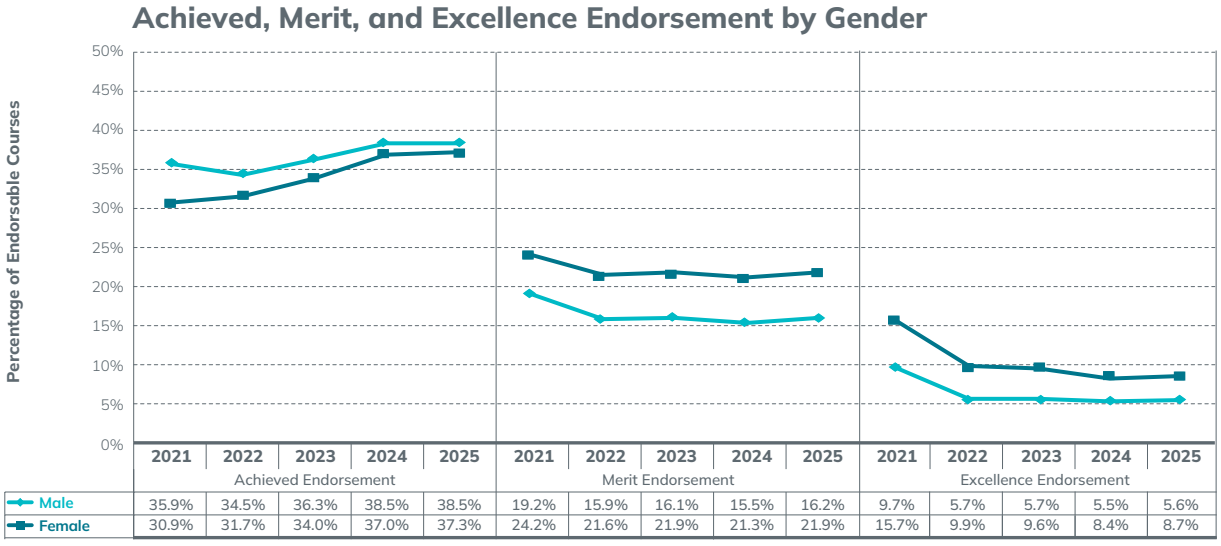
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
	Achieved Endorsement					Merit Endorsement					Excellence Endorsement				
Year 11	35.7%	36.0%	37.6%	43.4%	42.0%	23.2%	20.3%	20.3%	16.4%	16.5%	12.5%	8.0%	7.6%	4.9%	4.9%
Year 12	31.8%	31.3%	33.2%	34.6%	36.5%	21.5%	18.8%	18.9%	20.4%	21.2%	13.4%	8.4%	8.4%	8.6%	8.6%
Year 13	31.0%	30.4%	33.6%	34.4%	34.6%	20.3%	16.8%	17.8%	18.8%	19.8%	12.9%	7.1%	7.2%	7.7%	8.1%

Figure 49: Course endorsement attainment rates attained by Year 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

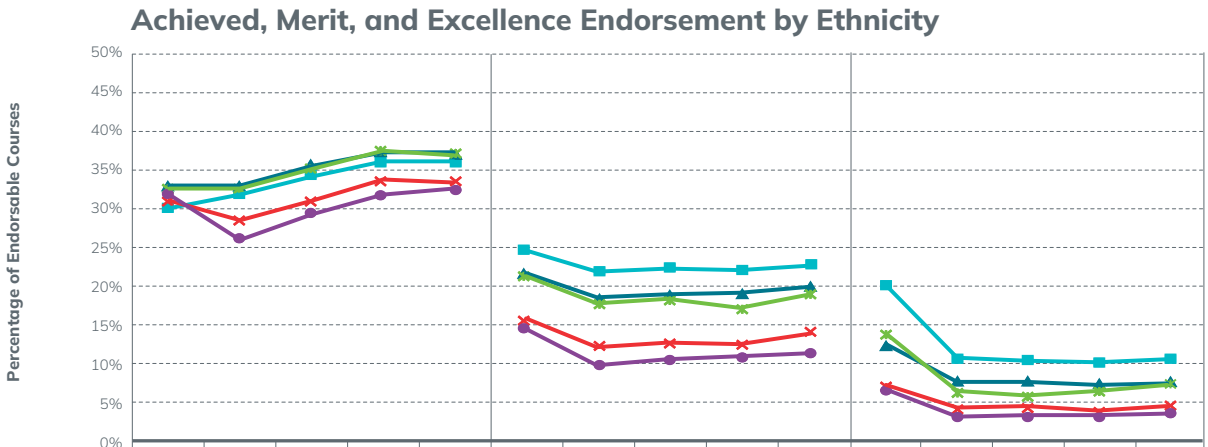
Only students reported as male or female have been included in these figures.



	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
	Achieved Endorsement					Merit Endorsement					Excellence Endorsement				
Male	35.9%	34.5%	36.3%	38.5%	38.5%	19.2%	15.9%	16.1%	15.5%	16.2%	9.7%	5.7%	5.7%	5.5%	5.6%
Female	30.9%	31.7%	34.0%	37.0%	37.3%	24.2%	21.6%	21.9%	21.3%	21.9%	15.7%	9.9%	9.6%	8.4%	8.7%

Figure 50: Course endorsement attainment rates attained by years 11 to 13 students by gender. Students with "unknown gender" have been omitted from this table

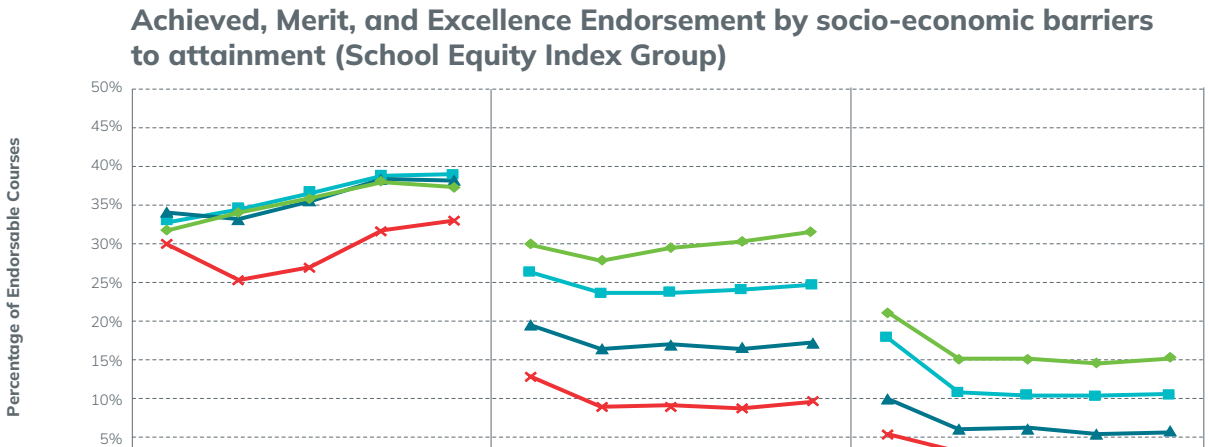
Statistics by Ethnicity



	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
	Achieved Endorsement					Merit Endorsement					Excellence Endorsement				
Asian	30.0%	31.8%	34.2%	36.1%	36.2%	24.6%	21.9%	22.3%	22.0%	22.7%	20.1%	10.7%	10.4%	10.1%	10.5%
European	32.9%	32.9%	35.6%	37.2%	37.2%	21.7%	18.5%	18.9%	19.1%	19.9%	12.4%	7.6%	7.5%	7.2%	7.4%
Māori	31.0%	28.5%	31.0%	33.8%	33.4%	15.7%	12.1%	12.7%	12.5%	13.8%	7.2%	4.3%	4.4%	3.9%	4.5%
MELAA	32.6%	32.6%	35.1%	37.5%	37.0%	21.3%	17.8%	18.3%	17.2%	18.9%	13.9%	6.4%	5.9%	6.3%	7.1%
Pacific Peoples	31.8%	26.0%	29.3%	31.9%	32.6%	14.5%	9.8%	10.5%	10.8%	11.3%	6.6%	3.1%	3.2%	3.2%	3.5%

Figure 51: Course endorsement attainment rates attained by years 11 to 13 students by ethnicity

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



	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
	Achieved Endorsement					Merit Endorsement					Excellence Endorsement				
Fewer	32.9%	34.6%	36.7%	38.8%	39.1%	26.4%	23.6%	23.7%	24.1%	24.7%	17.9%	10.8%	10.4%	10.3%	10.6%
Moderate	34.1%	33.2%	35.5%	38.4%	38.3%	19.5%	16.4%	16.9%	16.3%	17.1%	9.9%	6.0%	6.1%	5.4%	5.6%
More	30.0%	25.4%	27.0%	31.7%	33.0%	12.9%	8.9%	9.0%	8.6%	9.4%	5.4%	3.0%	2.8%	2.4%	2.6%
Unassigned	31.9%	34.1%	35.9%	38.1%	37.5%	30.0%	27.9%	29.5%	30.4%	31.5%	21.2%	15.1%	15.1%	14.4%	15.1%

Figure 52: Course endorsement attainment rates attained by years 11 to 13 students by socio-economic barriers to attainment (School Equity Index Group)

New Zealand Scholarship

New Zealand Scholarship is for the country's most able secondary school students. It is assessed through demanding examinations that test deep understanding, critical thinking, and the application of knowledge in complex and unfamiliar contexts.

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.

From 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 the given year. 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 the given year and year prior. Students must have achieved some NCEA Level 3 subject credits in the year prior and either achieved some internally assessed subject credits or been entered for externally assessed standards at NCEA Level 3 in the given year
- 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 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.

Scholarship Monetary Awards

There are six classes of award for Scholarship:

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

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

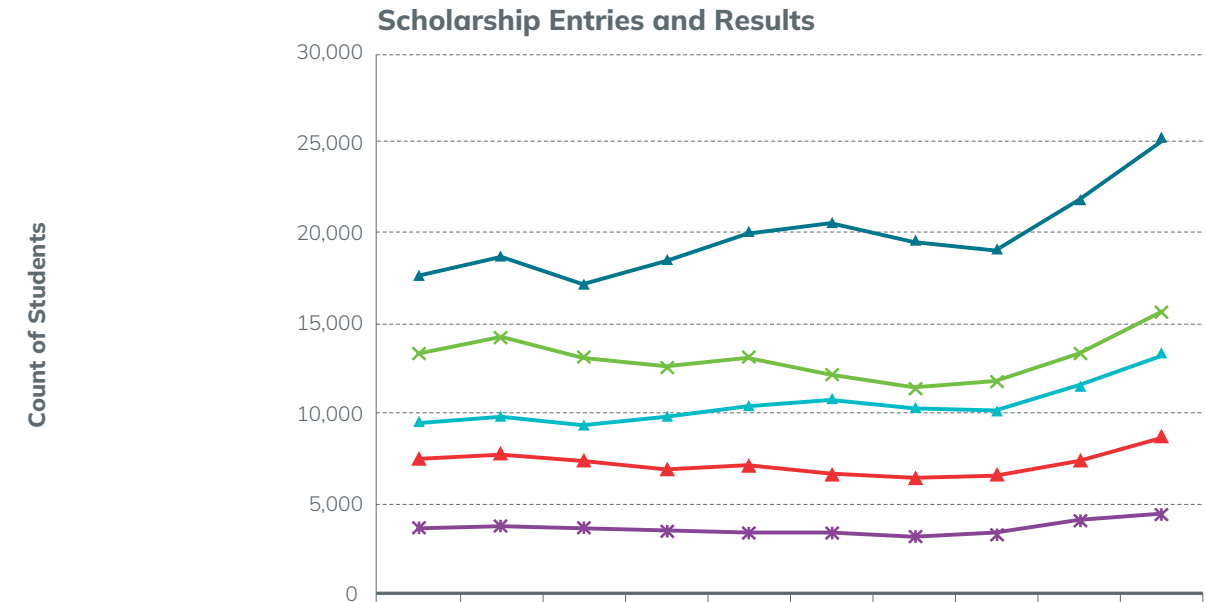
Apart from the Prime Minister's Award, the other five awards carry a monetary value ranging from a single $500 payment through to $10,000 per annum for up to three years. Scholarship monetary awards are made to those students who undertake tertiary study in New Zealand and are intended to provide financial assistance to support this study.

In 2025, a total of 2,740 students across 270 schools achieved one or more Scholarship subject awards; of whom 13 students attained a Premier Award, 57 attained an Outstanding Scholar Award, 340 attained a Scholarship Award, 38 attained a Top Subject Scholarship Award, and 2,726 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 2025, 13,265 students entered New Zealand Scholarship assessments in one or more subjects, and 8,689 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 25,245 subject entries, 15,693 assessments were marked and graded. Percentage statistics in this section are based on assessments that were marked and graded.



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Students with Entries	9,487	9,871	9,330	9,816	10,433	10,763	10,271	10,126	11,535	13,265
Entries	17,695	18,709	17,177	18,539	20,095	20,568	19,585	19,138	21,867	25,245
Students with Assessed Results	7,482	7,745	7,361	6,885	7,089	6,641	6,392	6,564	7,344	8,689
Assessed Results	13,379	14,255	13,118	12,606	13,110	12,153	11,425	11,765	13,311	15,693
Scholarship and Outstanding Scholarship Grades	3,627	3,721	3,658	3,444	3,334	3,382	3,154	3,319	4,032	4,433

Figure 53: Students, entries, and results, for Scholarship

Table 15 shows the number of students entered for at least one Scholarship assessment, and their entries and results for Scholarship by region in 2025.

Region	Students	Entries	Students with Assessed Results	Assessed Results	Scholarship Grades	Outstanding Grades
Auckland	7,293	14,881	4,895	9,463	2,498	297
Bay of Plenty	657	1,099	380	613	145	14
Canterbury	1,103	1,900	766	1,229	314	30
Gisborne	26	37	18	25	6	0
Hawke's Bay	420	767	275	460	102	12
Manawatu-Whanganui	333	586	234	413	68	4
Marlborough	34	40	20	22	2	0
Nelson	114	191	71	118	26	1
Northland	137	204	70	90	17	2
Otago	590	1,048	370	623	148	16
Pacific Islands	8	11	6	9	0	0
Southland	148	262	106	171	27	1
Taranaki	278	492	179	296	74	4
Tasman	79	107	46	64	3	0
Waikato	820	1,553	510	922	244	34
Wellington	1,130	1,898	689	1,099	300	26
West Coast	24	37	15	23	2	0
Other	71	132	39	53	15	1

Table 15: Students entered, entries, and results, for Scholarship in 2025 by region

Table 16 shows the numbers of entries and results for 2025 Scholarship students by gender. More female than male students were entered in Scholarship subjects. For males, 25.9% of assessed results were graded Scholarship grade, and 3.3% Outstanding Scholarship. For females, the equivalent percentages were 24.8% and 2.3%, 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
Female	7,228	12,443	4,502	7,232	1,795	164
Male	5,962	12,672	4,134	8,376	2,166	276

Table 16: Students entered, entries, and results, for Scholarship in 2025 by gender

Table 17 shows the numbers of entries and results for 2025 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	Outstanding
Asian	5,087	11,238	3,590	7,349	1,921	224
European	7,554	13,306	4,821	8,059	2,006	214
Māori	1,215	1,906	651	1,004	260	23
MELAA	387	707	235	406	95	10
Pacific Peoples	675	988	376	509	85	13
Other Ethnicity	205	387	136	251	64	6

Table 17: Students entered, entries, and results, for Scholarship in 2025 by ethnicity

Scholarships Awarded in 2025 by Subject

Table 18 shows a breakdown of Scholarship results for 2025 across all 39 subjects. The NCEA Level 3 cohort size for each subject is used for determining the number of students obtaining Scholarship grades.

Subject	Subject Cohort	Scholarship	Outstanding Scholarship	Total	%
Accounting	2,222	65	7	72	3.2
Agriculture and Horticulture	729	21	2	23	3.2
Art History	1,016	26	3	29	2.9
Biology	11,208	307	33	340	3.0
Calculus	13,102	346	41	387	3.0
Chemistry	10,236	256	28	284	2.8
Chinese	977	30	3	33	3.4
Classical Studies	3,486	98	9	107	3.1
Dance	1,398	28	3	31	2.2
Design	2,559	75	8	83	3.2
Design and Visual Communication	1,789	51	5	56	3.1
Digital Technologies	2,575	57	7	64	2.5
Drama	2,057	59	6	65	3.2
Earth and Space Science	1,171	31	4	35	3.0
Economics	3,734	109	9	118	3.2
English	22,396	572	72	644	2.9
French	487	13	2	15	3.1
Geography	5,427	141	13	154	2.8
German	202	6	1	7	3.5
Health and Physical Education	11,272	139	16	155	1.4
History	7,602	208	21	229	3.0
Japanese	706	20	4	24	3.4

Subject	Subject Cohort	Scholarship	Outstanding Scholarship	Total	%
Latin	45	4	1	5	11.1
Media Studies	3,645	86	10	96	2.6
Music	2,243	61	6	67	3.0
Painting	3,514	102	11	113	3.2
Photography	3,607	98	11	109	3.0
Physics	10,631	284	32	316	3.0
Printmaking	538	15	2	17	3.2
Psychology	2,858	44	6	50	1.7
Religious Studies	4,358	108	13	121	2.8
Samoan	361	9	2	11	3.0
Sculpture	367	11	1	12	3.3
Spanish	498	14	1	15	3.0
Statistics	11,649	312	33	345	3.0
Te Ao Haka	1,037	29	2	31	3.0
Te Reo Māori	1,955	57	3	60	3.1
Te Reo Rangatira	405	13	2	15	3.7
Technology	3,113	86	9	95	3.1

Table 18: Cohort size and results for Scholarship in 2025

Table 19 shows the Scholarship results across the 39 subjects by assessed results. For each subject, the table shows the number of entries, absences, and assessed results. The assessed results are categorised by their 3 grades (Not Achieved, Scholarship and Outstanding Scholarship) and are shown both as numbers and as percentages.

Subject	Entries	Assessed Results	Void and Absent	Not Achieved		Scholarship		Outstanding Scholarship	
				Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed Results
Accounting	359	222	137	150	67.6	65	29.3	7	3.2
Agriculture and Horticulture	140	91	49	68	74.7	21	23.1	2	2.2
Art History	266	170	96	141	82.9	26	15.3	3	1.8
Biology	1,699	1,125	574	785	69.8	307	27.3	33	2.9
Calculus	2,198	1,612	586	1,225	76.0	346	21.5	41	2.5
Chemistry	1,641	993	648	709	71.4	256	25.8	28	2.8
Chinese	327	231	96	198	85.7	30	13.0	3	1.3
Classical Studies	634	412	222	305	74.0	98	23.8	9	2.2
Dance	115	69	46	38	55.1	28	40.6	3	4.3
Design	602	327	275	244	74.6	75	22.9	8	2.4
Design and Visual Communication	444	368	76	312	84.8	51	13.9	5	1.4
Digital Technologies	474	333	141	269	80.8	57	17.1	7	2.1
Drama	385	179	206	114	63.7	59	33.0	6	3.4
Earth and Space Science	304	209	95	174	83.3	31	14.8	4	1.9
Economics	713	420	293	302	71.9	109	26.0	9	2.1
English	2,993	1,835	1,158	1,191	64.9	572	31.2	72	3.9
French	143	104	39	89	85.6	13	12.5	2	1.9
Geography	992	682	310	528	77.4	141	20.7	13	1.9
German	62	45	17	38	84.4	6	13.3	1	2.2
Health and Physical Education	896	388	508	233	60.1	139	35.8	16	4.1
History	1,280	834	446	605	72.5	208	24.9	21	2.5
Japanese	157	117	40	93	79.5	20	17.1	4	3.4
Latin	44	26	18	21	80.8	4	15.4	1	3.8
Media Studies	562	284	278	188	66.2	86	30.3	10	3.5
Music	424	283	141	216	76.3	61	21.6	6	2.1
Painting	670	354	316	241	68.1	102	28.8	11	3.1
Photography	580	290	290	181	62.4	98	33.8	11	3.8
Physics	1,770	1,106	664	790	71.4	284	25.7	32	2.9
Printmaking	93	59	34	42	71.2	15	25.4	2	3.4
Psychology	641	337	304	287	85.2	44	13.1	6	1.8
Religious Studies	820	487	333	366	75.2	108	22.2	13	2.7
Samoan	99	76	23	65	85.5	9	11.8	2	2.6
Sculpture	119	51	68	39	76.5	11	21.6	1	2.0
Spanish	177	120	57	105	87.5	14	11.7	1	0.8

Subject	Entries	Assessed Results	Void and Absent	Not Achieved		Scholarship		Outstanding Scholarship	
				Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed Results
Statistics	1,419	923	496	578	62.6	312	33.8	33	3.6
Te Ao Haka	101	36	65	5	13.9	29	80.6	2	5.6
Te Reo Māori	255	135	120	75	55.6	57	42.2	3	2.2
Te Reo Rangatira	116	77	39	62	80.5	13	16.9	2	2.6
Technology	531	283	248	188	66.4	86	30.4	9	3.2

Table 19: Entries and results for Scholarship in 2025

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
2021	11	1	33	21
2022	7	4	37	14
2023	8	2	43	17
2024	7	5	39	16
2025	12	1	39	18

Table 20: Number of Premier and Outstanding Scholar Award winners by gender from 2021 to 2025. 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
2021	9	3	38	16
2022	7	4	34	17
2023	5	5	35	25
2024	7	5	39	16
2025	8	5	39	18

Table 21: Number of Premier and Outstanding Scholar Award winners by socio-economic barriers to attainment (School Equity Index Group) from 2021 to 2025

The number of Premier Award and Outstanding Scholar Award winners by ethnicity for the last five years are shown in Table 22. All ethnicities are shown. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

	Premier Awards					Outstanding Scholar Awards				
Ethnicity	**2021**	**2022**	**2023**	**2024**	**2025**	**2021**	**2022**	**2023**	**2024**	**2025**
Asian	7	8	7	8	7	27	29	31	31	35
European	7	4	4	5	7	34	23	30	27	21
Māori	0	0	0	1	0	1	2	2	2	3
MELAA	0	0	0	0	0	0	0	0	1	1
Pacific Peoples	0	0	0	0	0	0	0	0	0	0
Other Ethnicity	1	0	0	1	1	0	1	0	2	1

Table 22: Number of Premier and Outstanding Scholar Award winners by ethnicity from 2021 to 2025.

Subject	Premier Award Winners Attaining Scholarship or Outstanding Scholarship Grades				
	2021	2022	2023	2024	2025
Accounting	0	0	1	0	0
Agriculture and Horticulture	0	2	2	3	3
Art History	2	2	2	6	6
Biology	8	5	6	5	5
Calculus	11	10	8	9	9
Chemistry	11	9	8	9	9
Chinese	1	1	2	2	2
Classical Studies	1	2	2	4	4
Design and Visual Communication	0	1	0	0	0
Digital Technologies	0	0	0	0	4
Earth and Space Science	3	7	2	4	4
Economics	1	4	5	7	7
English	6	10	10	11	11
Geography	5	5	2	8	8
Health and Physical Education	4	5	4	4	4
History	3	5	3	3	3
Latin	1	0	2	0	0
Media Studies	1	1	2	2	2
Music	0	0	2	1	1
Physics	12	9	8	8	8
Religious Studies	1	1	0	1	1
Statistics	10	8	9	10	10
Technology	1	1	0	0	0

Table 23: Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2021 to 2025

Details about the Premier Award winners may be found on the NZQA website: https://www2.nzqa.govt.nz/ncea/understanding-secondary-quals/nz-scholarship/

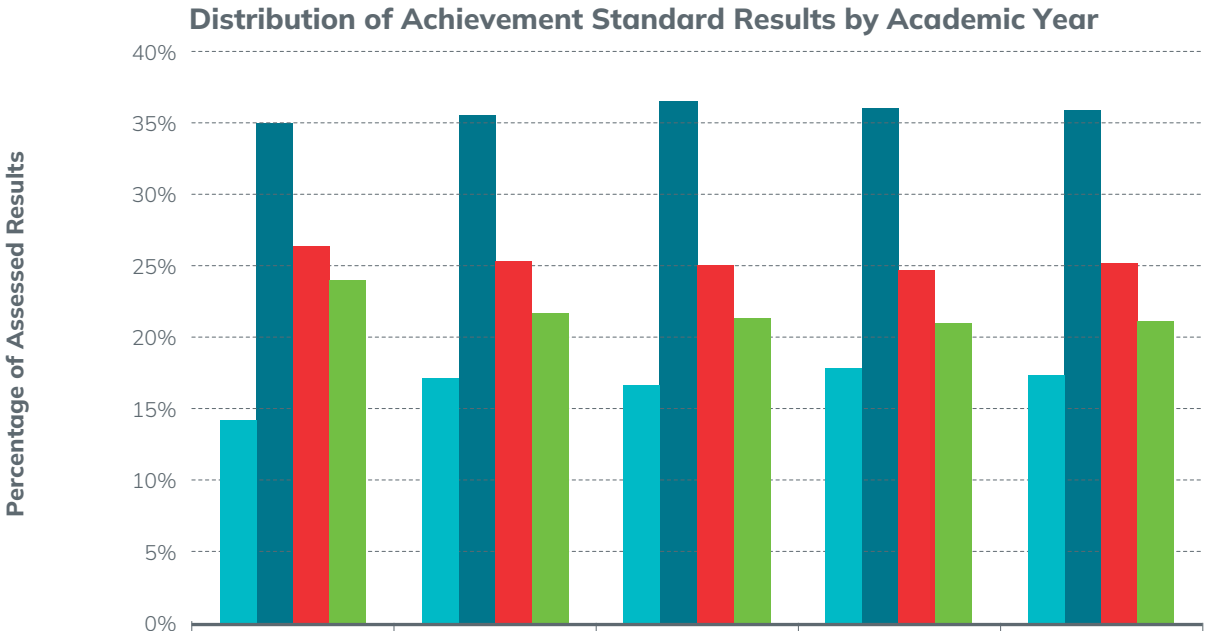
Results by Standard Type

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

- Externally assessed achievement standards
- Internally assessed achievement standards
- Unit standards[13] and skill standards (these will be replacing unit standards over time)

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.



	2021	2022	2023	2024	2025
Not Achieved	14.3%	17.2%	16.8%	18.0%	17.5%
Achieved	35.1%	35.7%	36.6%	36.1%	36.0%
Merit	26.5%	25.4%	25.2%	24.8%	25.3%
Excellence	24.1%	21.8%	21.4%	21.1%	21.2%

Figure 54: Distribution of Achievement Standard Results by Academic Year

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

Tables 24-27 and Figures 55-60 show the statistics for the three types of standards in 2025, 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 24-27 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.

Table 24 shows entries and assessed results for each type of standard, along with grade percentages computed using assessed results for 2025.

	Entries	Number of Assessed Results	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	1,015,423	756,435	24.0%	37.3%	26.6%	12.2%
Internally Assessed Achievement Standards	1,910,780	1,863,801	14.8%	35.5%	24.8%	24.9%
Unit Standards	931,223	893,254	8.7%	87.5%	1.7%	2.1%

Table 24: Percentage distributions of results for secondary school students in Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards in 2025. Percentages may not sum to 100 due to rounding

	Standard Level	Entries	Number of Assessed Results	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	Level 1	332,428	265,566	26.2%	37.9%	25.2%	10.7%
	Level 2	390,501	293,032	23.1%	36.9%	27.2%	12.9%
	Level 3	292,494	197,837	22.4%	37.0%	27.5%	13.1%
Internally Assessed Achievement Standards	Level 1	493,134	481,201	17.2%	42.0%	23.2%	17.5%
	Level 2	826,405	805,334	15.2%	34.4%	25.2%	25.1%
	Level 3	591,241	577,266	12.2%	31.5%	25.6%	30.7%
Unit Standards	Level 1	232,792	221,852	9.3%	87.2%	1.6%	1.9%
	Level 2	445,841	428,066	8.6%	88.2%	1.4%	1.8%
	Level 3	252,590	243,336	8.3%	86.4%	2.3%	3.0%

Table 25: Percentage distributions of results for secondary school students in Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards, by Standard Level in 2025. Percentages may not sum to 100 due to rounding

Table 26 shows the number of credits for each type of standard along with grade percentages for 2025

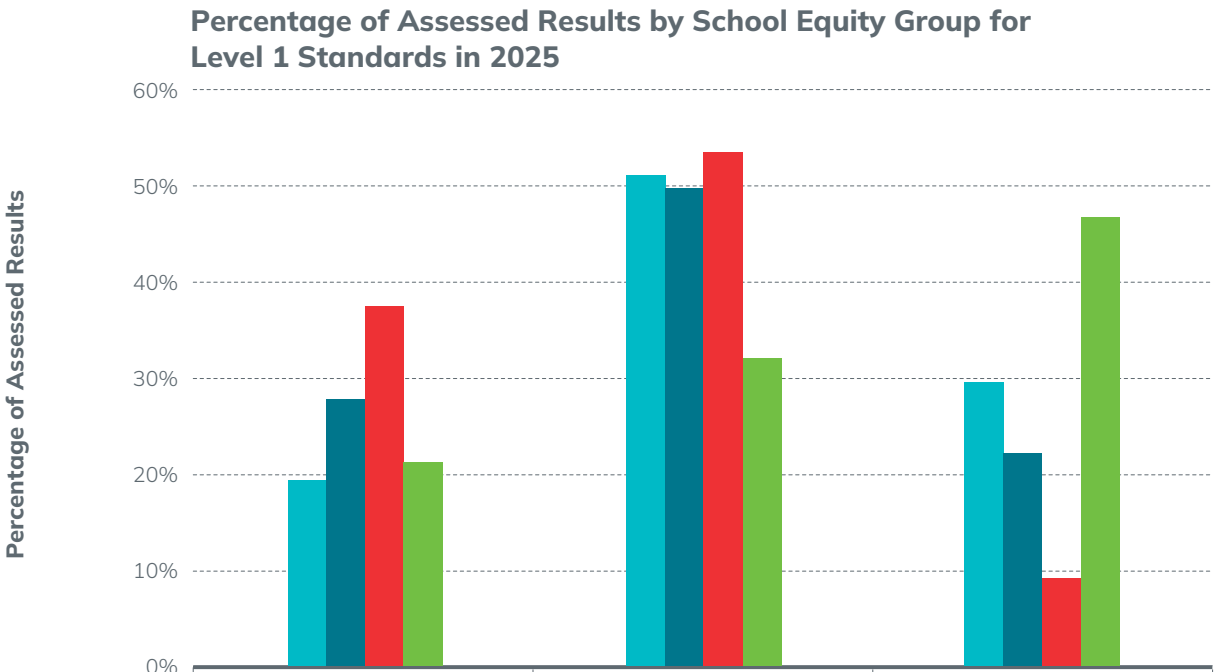
	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	3,676,469	23.4%	37.1%	26.8%	12.7%
Internally Assessed Achievement Standards	8,017,612	15.0%	35.5%	24.7%	24.8%
Unit Standards	3,246,324	9.2%	85.5%	2.2%	3.1%

Table 26: Percentage distributions of credits for secondary school students in Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards in 2025. Percentages may not sum to 100 due to rounding

	Standard Level	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	Level 1	1,315,506	26.2%	37.9%	25.2%	10.7%
	Level 2	2,458,063	17.3%	42.0%	23.2%	17.5%
	Level 3	702,842	10.1%	86.3%	1.7%	1.9%
Internally Assessed Achievement Standards	Level 1	1,362,405	22.1%	36.6%	27.4%	14.0%
	Level 2	3,143,943	15.3%	33.8%	25.3%	25.6%
	Level 3	1,419,499	9.2%	85.7%	2.1%	2.9%
Unit Standards	Level 1	998,558	21.3%	36.8%	28.1%	13.8%
	Level 2	2,415,606	12.3%	31.1%	25.5%	31.1%
	Level 3	1,123,983	8.5%	84.7%	2.7%	4.1%

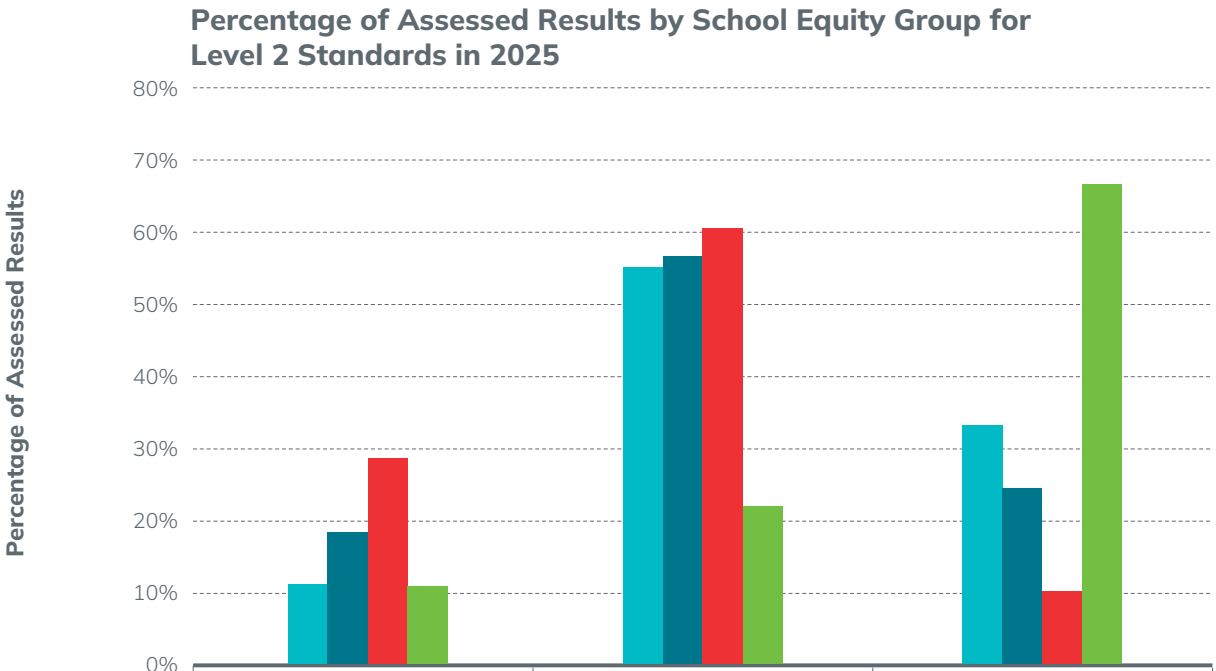
Table 27: Percentage distributions of credits for secondary school students in Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards, by Standard Level in 2025. Percentages may not sum to 100 due to rounding

Figures 55-60 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.



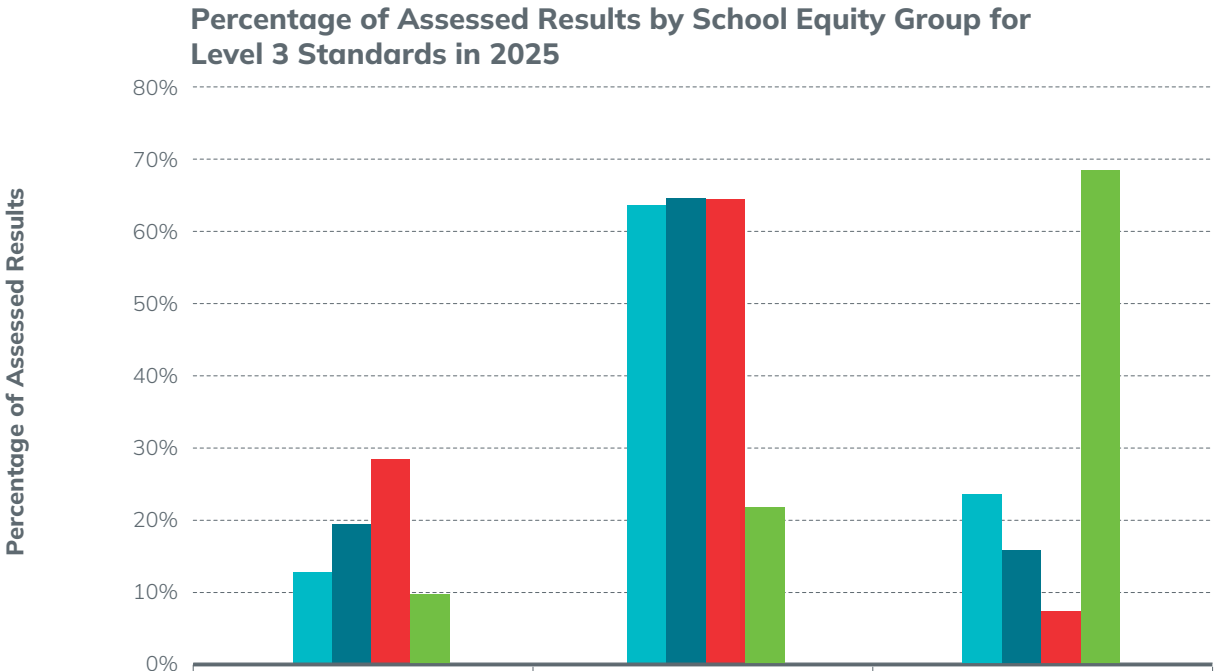
	Externally Assessed Achievement Standards	Internally Assessed Achievement Standards	Unit Standards
More	19.3%	51.2%	29.5%
Moderate	27.9%	49.9%	22.2%
Fewer	37.4%	53.4%	9.2%
Unassigned	21.2%	32.0%	46.8%

Figure 55: Percentage of Assessed Results by School Equity Index Group for Level 1 Standards in 2025



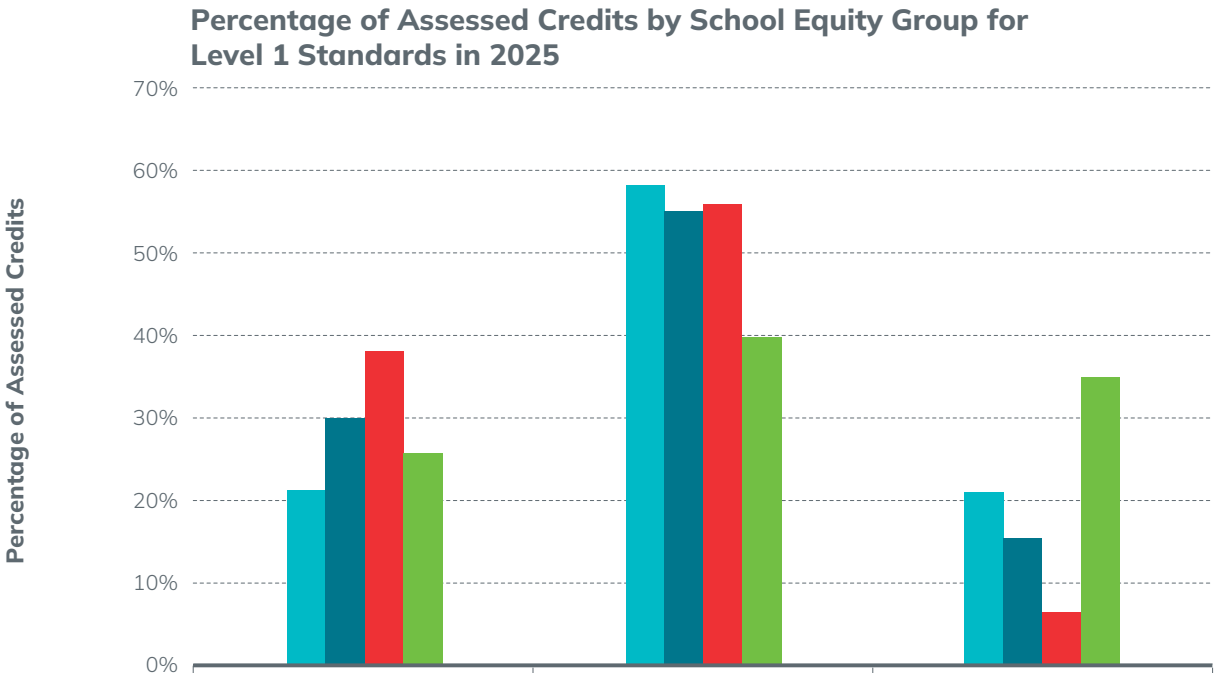
	Externally Assessed Achievement Standards	Internally Assessed Achievement Standards	Unit Standards
More	11.2%	55.4%	33.4%
Moderate	18.5%	56.8%	24.7%
Fewer	28.9%	60.8%	10.3%
Unassigned	11.0%	22.1%	66.9%

Figure 56: Percentage of Assessed Results by School Equity Index Group for Level 2 Standards in 2025



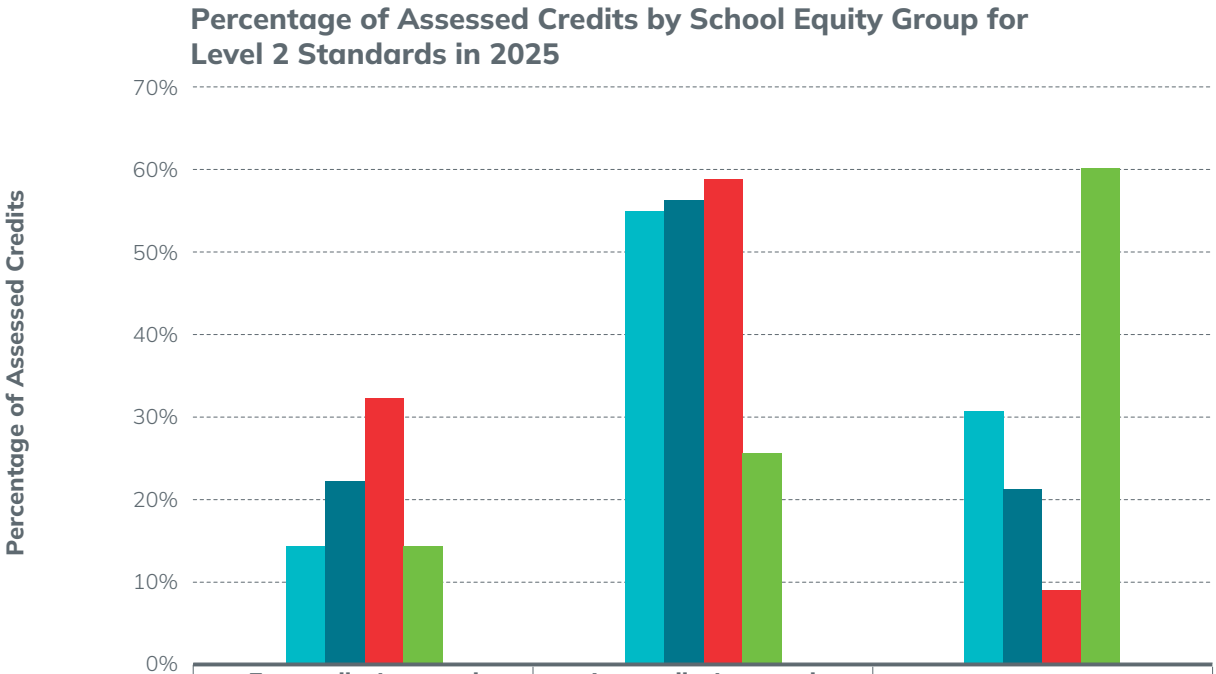
	Externally Assessed Achievement Standards	Internally Assessed Achievement Standards	Unit Standards
More	12.7%	63.7%	23.6%
Moderate	19.5%	64.7%	15.8%
Fewer	28.4%	64.3%	7.3%
Unassigned	9.6%	21.8%	68.6%

Figure 57: Percentage of Assessed Results by School Equity Index Group for Level 3 Standards in 2025



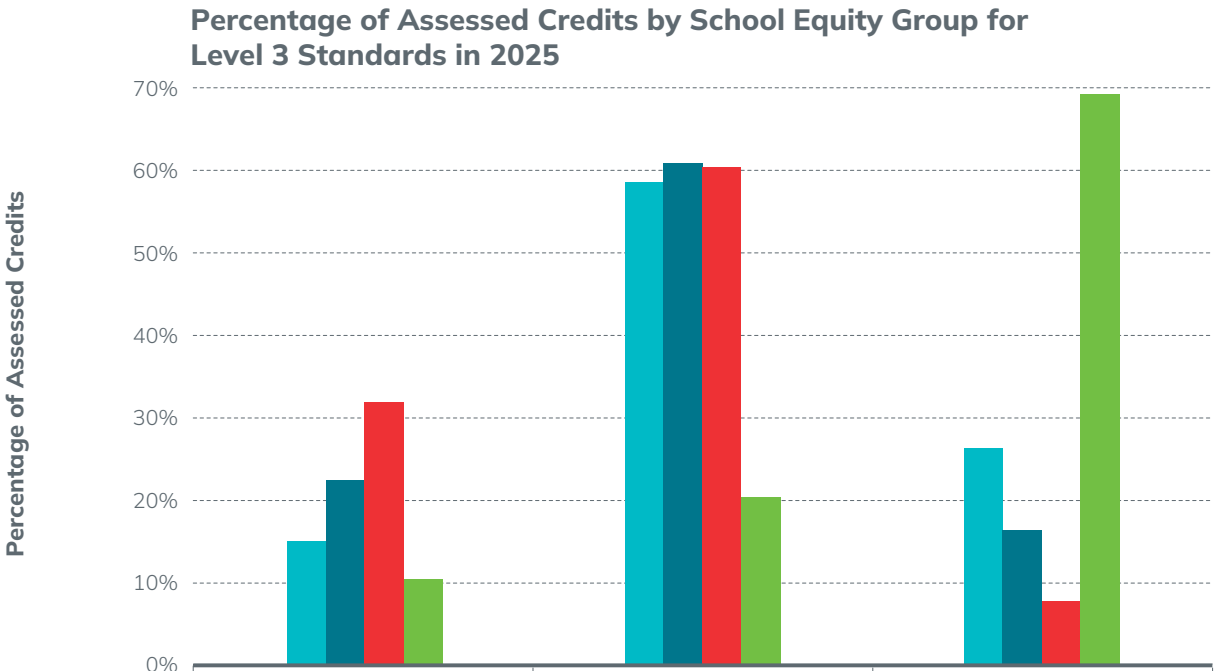
	Externally Assessed Achievement Standards	Internally Assessed Achievement Standards	Unit Standards
More	21.1%	58.1%	20.8%
Moderate	29.8%	55.0%	15.2%
Fewer	37.9%	55.8%	6.3%
Unassigned	25.5%	39.7%	34.8%

Figure 58: Percentage of Assessed Credits by School Equity Index Group for Level 1 Standards in 2025



	Externally Assessed Achievement Standards	Internally Assessed Achievement Standards	Unit Standards
More	14.3%	54.9%	30.8%
Moderate	22.2%	56.4%	21.3%
Fewer	32.2%	58.8%	9.0%
Unassigned	14.4%	25.5%	60.1%

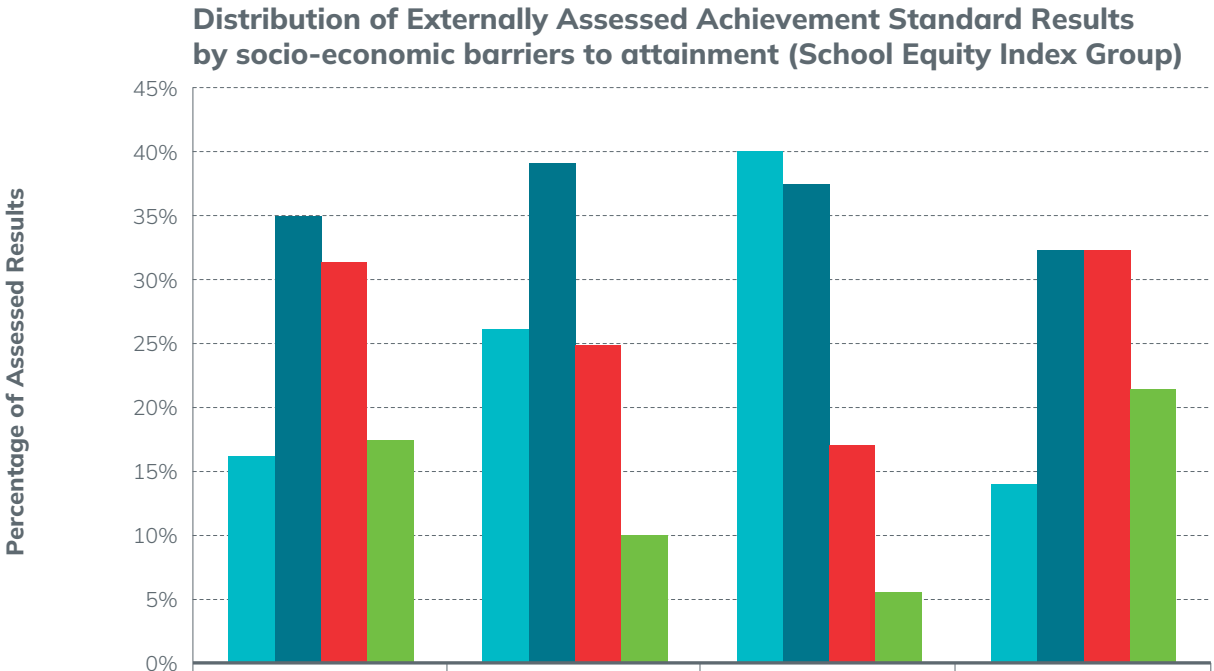
Figure 59: Percentage of Assessed Credits by School Equity Index Group for Level 2 Standards in 2025



	Externally Assessed Achievement Standards	Internally Assessed Achievement Standards	Unit Standards
More	14.9%	58.7%	26.4%
Moderate	22.5%	61.1%	16.4%
Fewer	31.8%	60.6%	7.7%
Unassigned	10.3%	20.2%	69.5 %

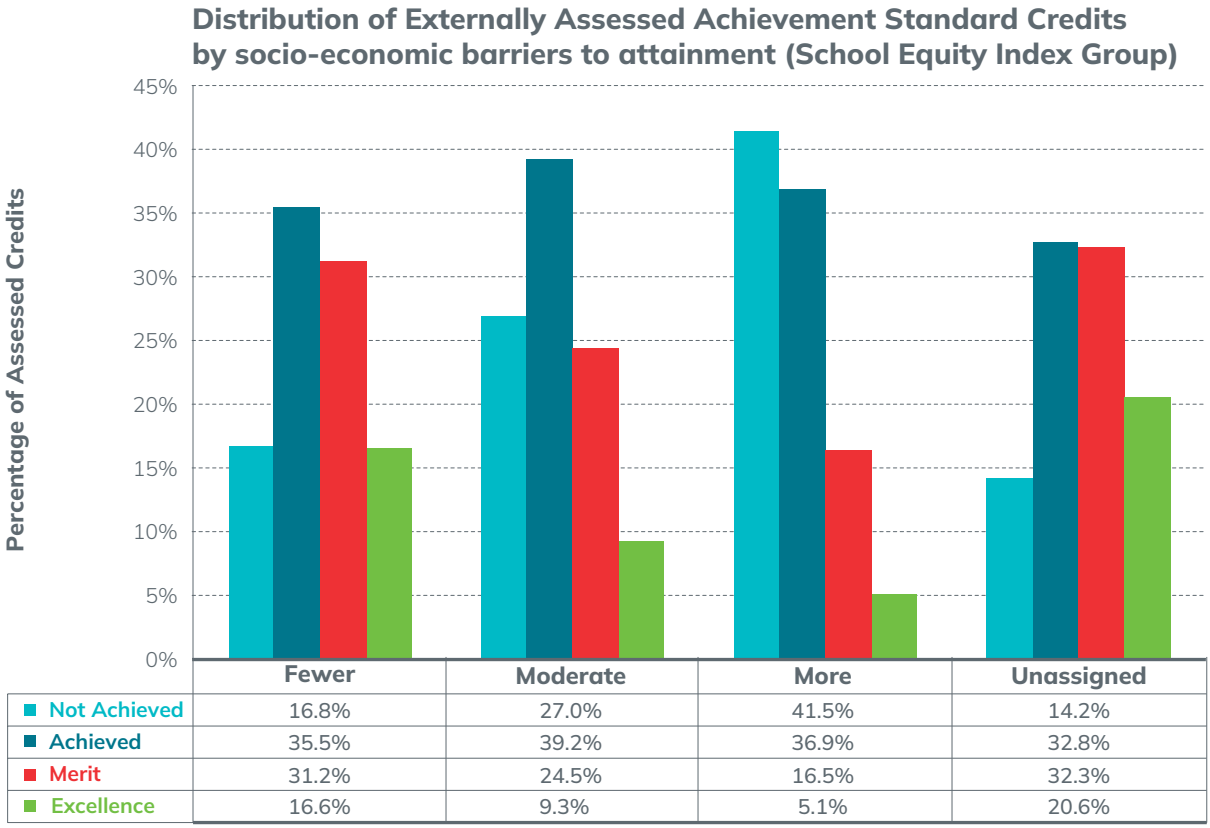
Figure 60: Percentage of Assessed Credits by School Equity Index Group for Level 3 Standards in 2025

Figure 61 and Figure 62 show the distributions of results and credits for externally assessed achievement standards by socio-economic barriers to attainment (School Equity Index Group) in 2025.



	Fewer	Moderate	More	Unassigned
Not Achieved	16.2%	26.1%	40.1%	14.0%
Achieved	35.0%	39.1%	37.4%	32.3%
Merit	31.4%	24.9%	17.0%	32.3%
Excellence	17.4%	9.9%	5.5%	21.4%

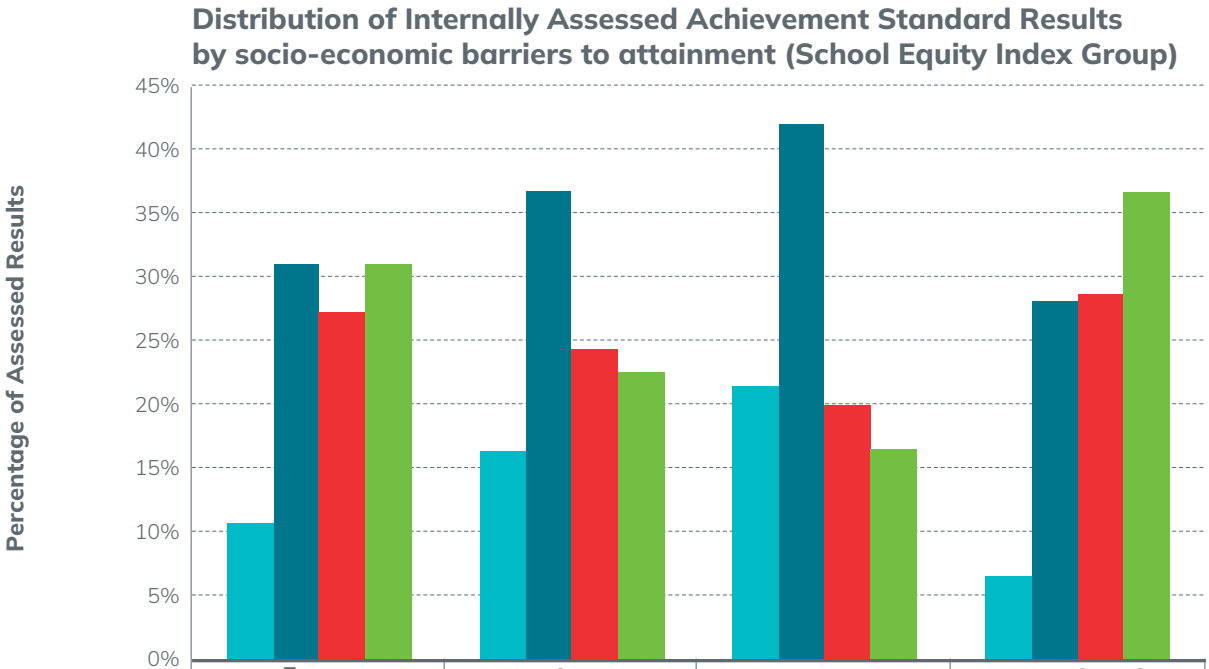
Figure 61: Percentage distributions of grades for Externally-assessed Achievement Standards in 2025, by socio-economic barriers to attainment (School Equity Index Group)



	Fewer	Moderate	More	Unassigned
Not Achieved	16.8%	27.0%	41.5%	14.2%
Achieved	35.5%	39.2%	36.9%	32.8%
Merit	31.2%	24.5%	16.5%	32.3%
Excellence	16.6%	9.3%	5.1%	20.6%

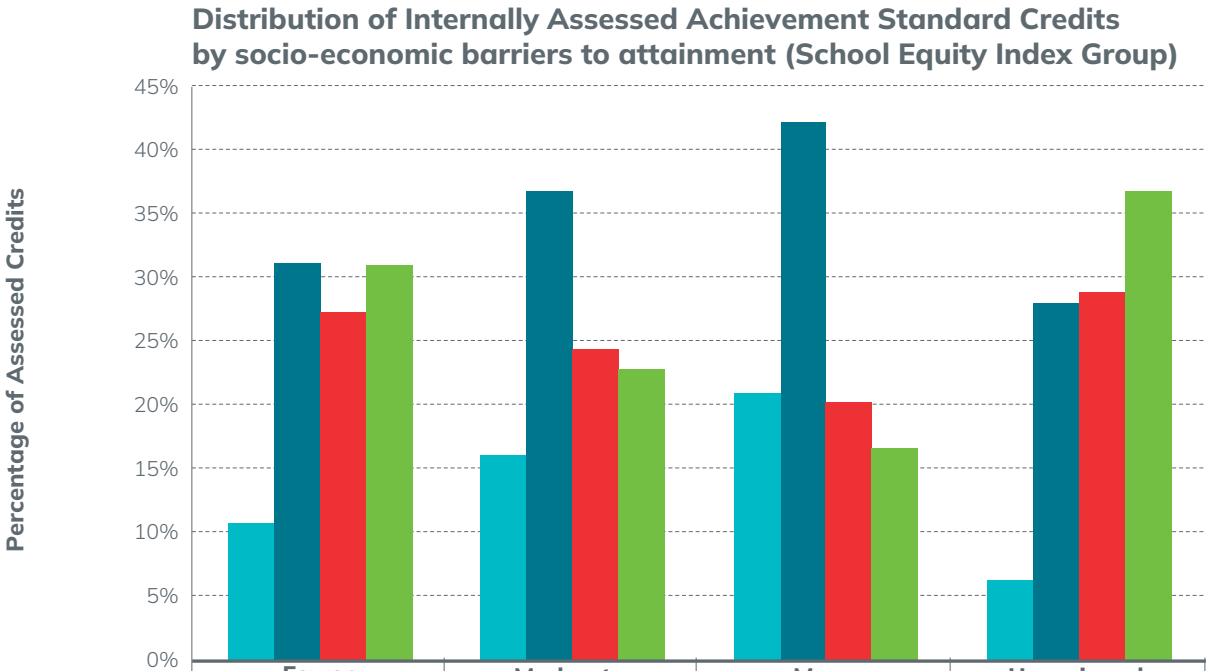
Figure 62: Percentage distributions of grades for Externally-assessed Achievement Standards in 2025, by socio-economic barriers to attainment (School Equity Index Group). Percentages may not sum to 100 due to rounding

Figure 63 and Figure 64 show the distributions of results and credits for internally assessed achievement standards by socio-economic barriers to attainment (School Equity Index Group) in 2025.



	Fewer	Moderate	More	Unassigned
Not Achieved	10.7%	16.3%	21.4%	6.5%
Achieved	31.0%	36.8%	42.0%	28.1%
Merit	27.3%	24.3%	20.0%	28.7%
Excellence	31.0%	22.6%	16.5%	36.6%

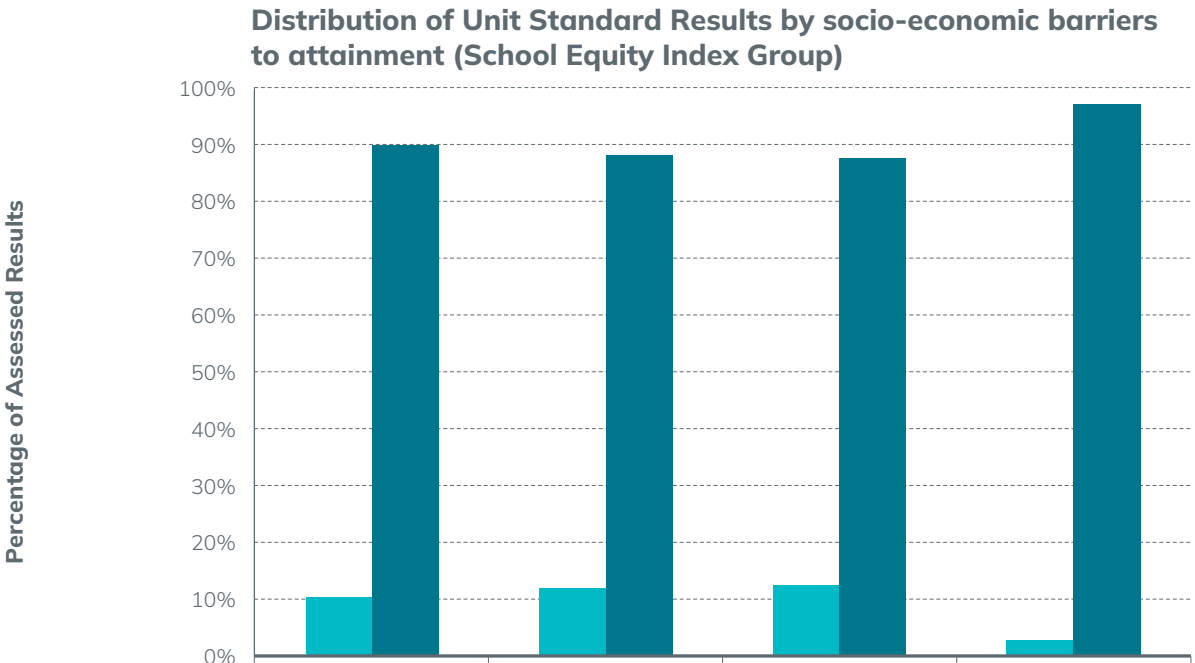
Figure 63: Percentage distributions of grades for Internally-assessed Achievement Standards in 2025, by socio-economic barriers to attainment (School Equity Index Group). Percentages may not sum to 100 due to rounding



	Fewer	Moderate	More	Unassigned
Not Achieved	10.8%	16.1%	21.0%	6.4%
Achieved	31.1%	36.7%	42.2%	28.0%
Merit	27.2%	24.4%	20.2%	28.9%
Excellence	31.0%	22.8%	16.6%	36.7%

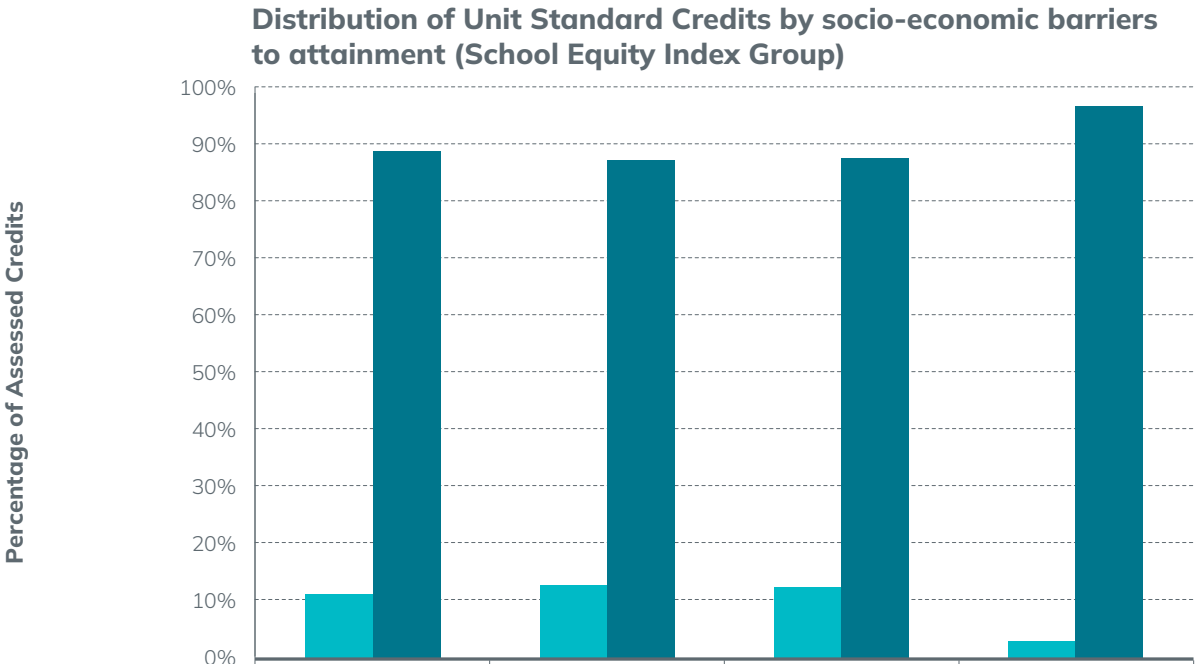
Figure 64: Percentage distributions of grades for Internally-assessed Achievement Standards in 2025, by socio-economic barriers to attainment (School Equity Index Group)

Figure 65 and Figure 66 show the percentage distributions of results and credits for unit standards by socio-economic barriers to attainment (School Equity Index Groups) in 2025. 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 82% of results for unit standards received an Achieved grade across all three School Equity Index Groups.



	Fewer	Moderate	More	Unassigned
Results Not Gained	10.2%	11.8%	12.3%	2.7%
Results Gained	89.9%	88.2%	87.7%	97.3%

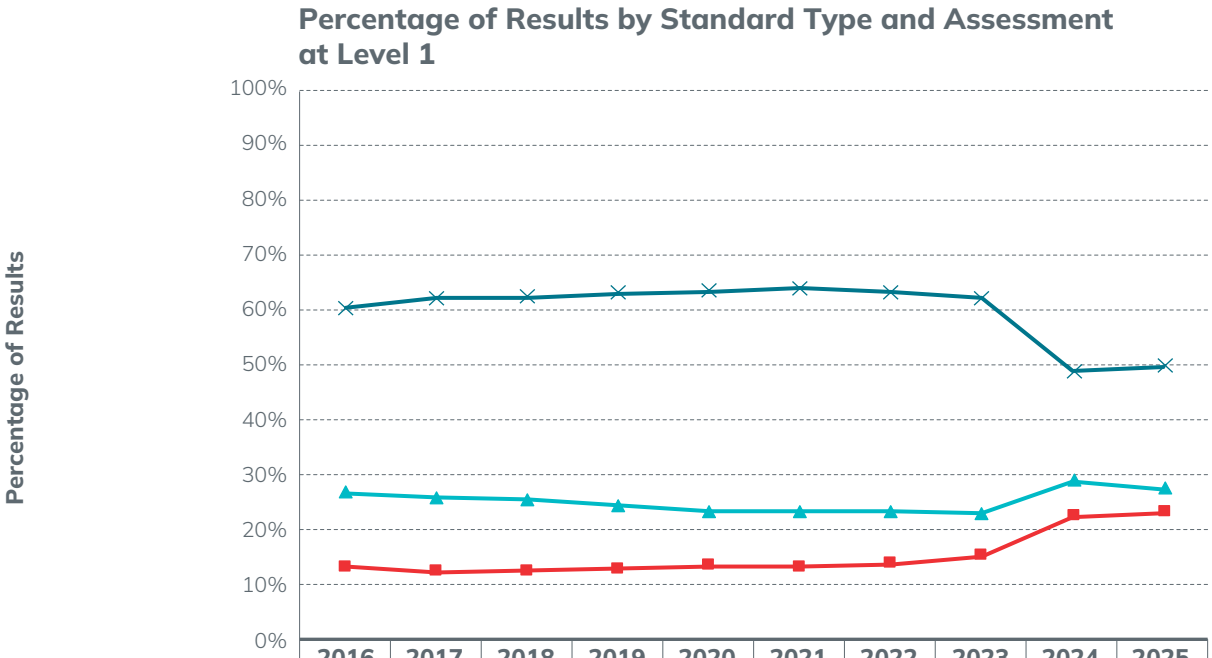
Figure 65: Percentage distributions of assessed results for Unit Standards in 2025, by socio-economic barriers to attainment (School Equity Index Group)



	Fewer	Moderate	More	Unassigned
Results Not Gained	11.1%	12.6%	12.4%	3.0%
Results Gained	88.9%	87.4%	87.7%	97.0%

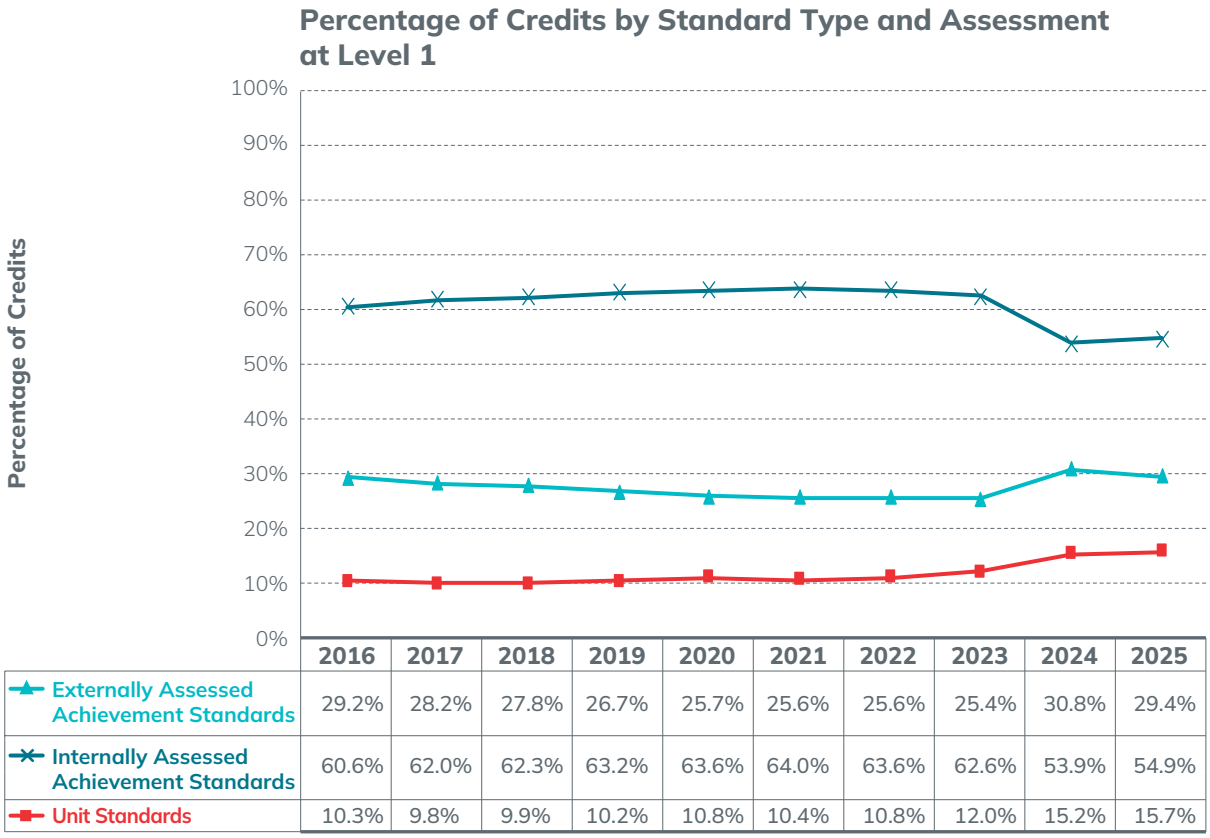
Figure 66: Percentage distributions of assessed credits for Unit Standards in 2025, by socio-economic barriers to attainment (School Equity Index Group)

Figures 67-72 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 2016 to 2025.



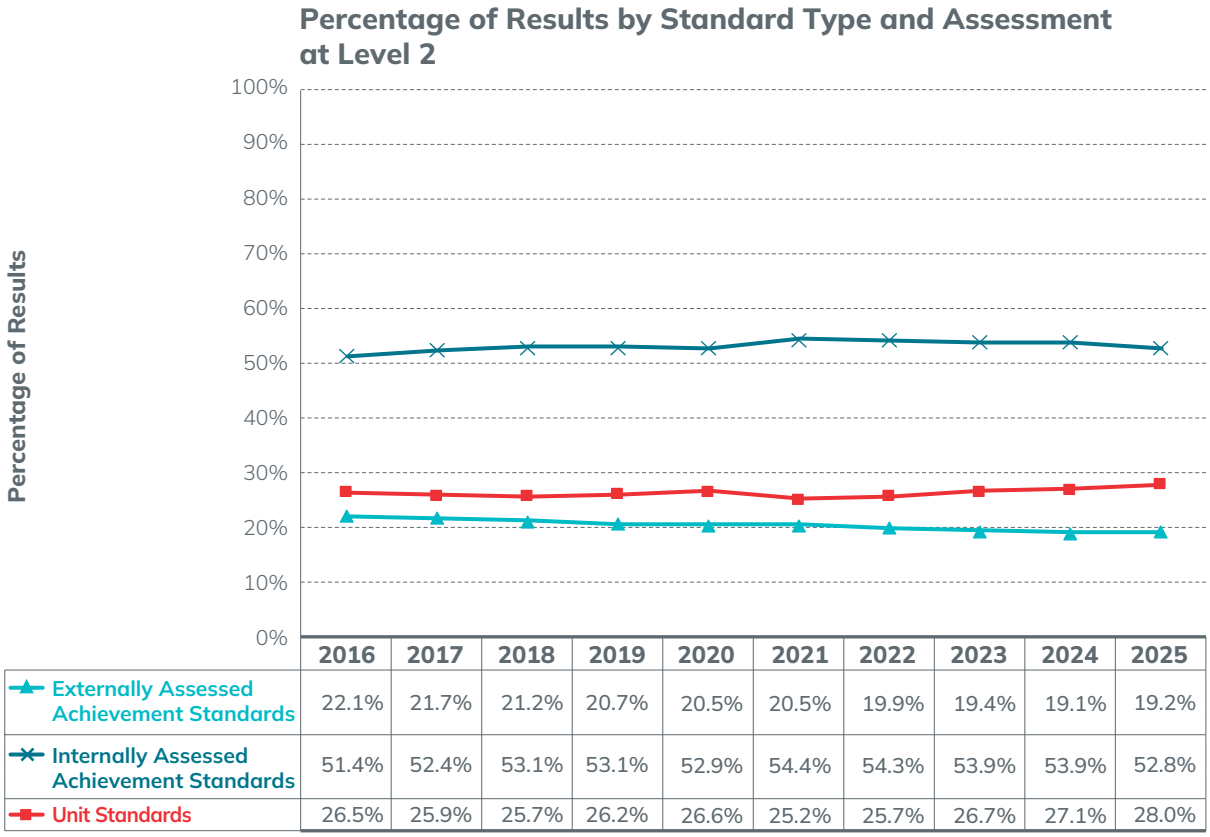
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Externally Assessed Achievement Standards	26.6%	25.7%	25.4%	24.2%	23.2%	23.1%	23.1%	22.8%	28.8%	27.4%
Internally Assessed Achievement Standards	60.3%	62.1%	62.4%	63.1%	63.5%	63.9%	63.3%	62.1%	48.9%	49.7%
Unit Standards	13.1%	12.2%	12.3%	12.7%	13.3%	13.0%	13.6%	15.0%	22.3%	22.9%

Figure 67: Percentage of results by standard type and assessment method at Level 1 from 2016 to 2025. Percentages may not sum to 100 due to rounding



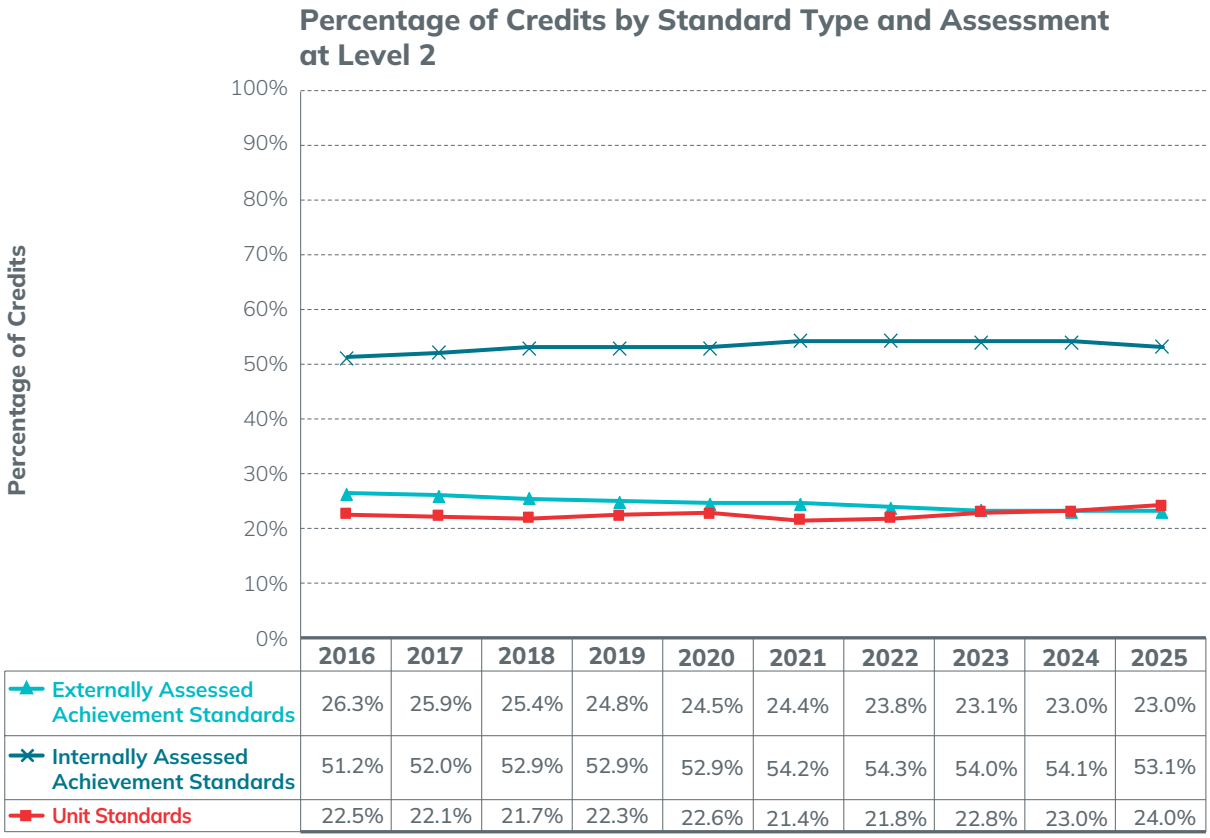
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Externally Assessed Achievement Standards	29.2%	28.2%	27.8%	26.7%	25.7%	25.6%	25.6%	25.4%	30.8%	29.4%
Internally Assessed Achievement Standards	60.6%	62.0%	62.3%	63.2%	63.6%	64.0%	63.6%	62.6%	53.9%	54.9%
Unit Standards	10.3%	9.8%	9.9%	10.2%	10.8%	10.4%	10.8%	12.0%	15.2%	15.7%

Figure 68: Percentage of credits by standard type and assessment method at Level 1 from 2016 to 2025. Percentages may not sum to 100 due to rounding



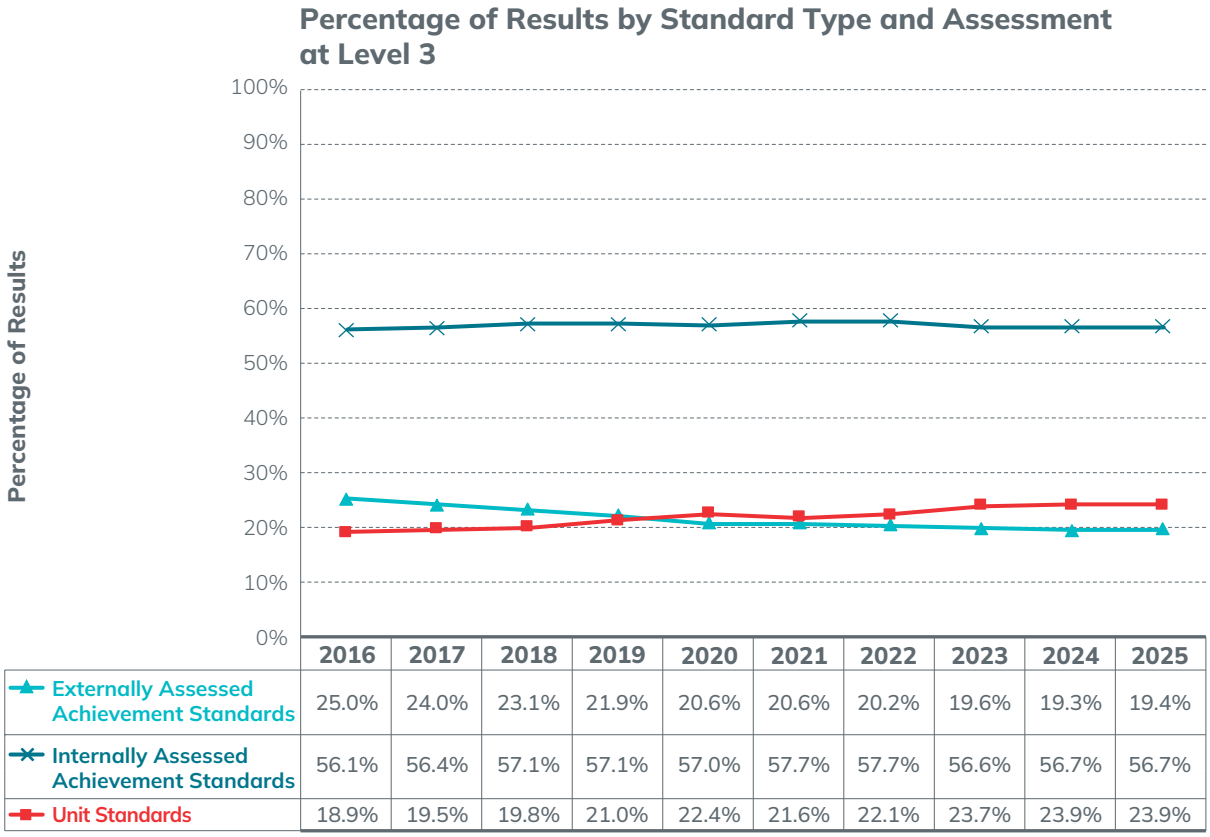
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Externally Assessed Achievement Standards	22.1%	21.7%	21.2%	20.7%	20.5%	20.5%	19.9%	19.4%	19.1%	19.2%
Internally Assessed Achievement Standards	51.4%	52.4%	53.1%	53.1%	52.9%	54.4%	54.3%	53.9%	53.9%	52.8%
Unit Standards	26.5%	25.9%	25.7%	26.2%	26.6%	25.2%	25.7%	26.7%	27.1%	28.0%

Figure 69: Percentage of results by standard type and assessment method at Level 2 from 2016 to 2025. Percentages may not sum to 100 due to rounding



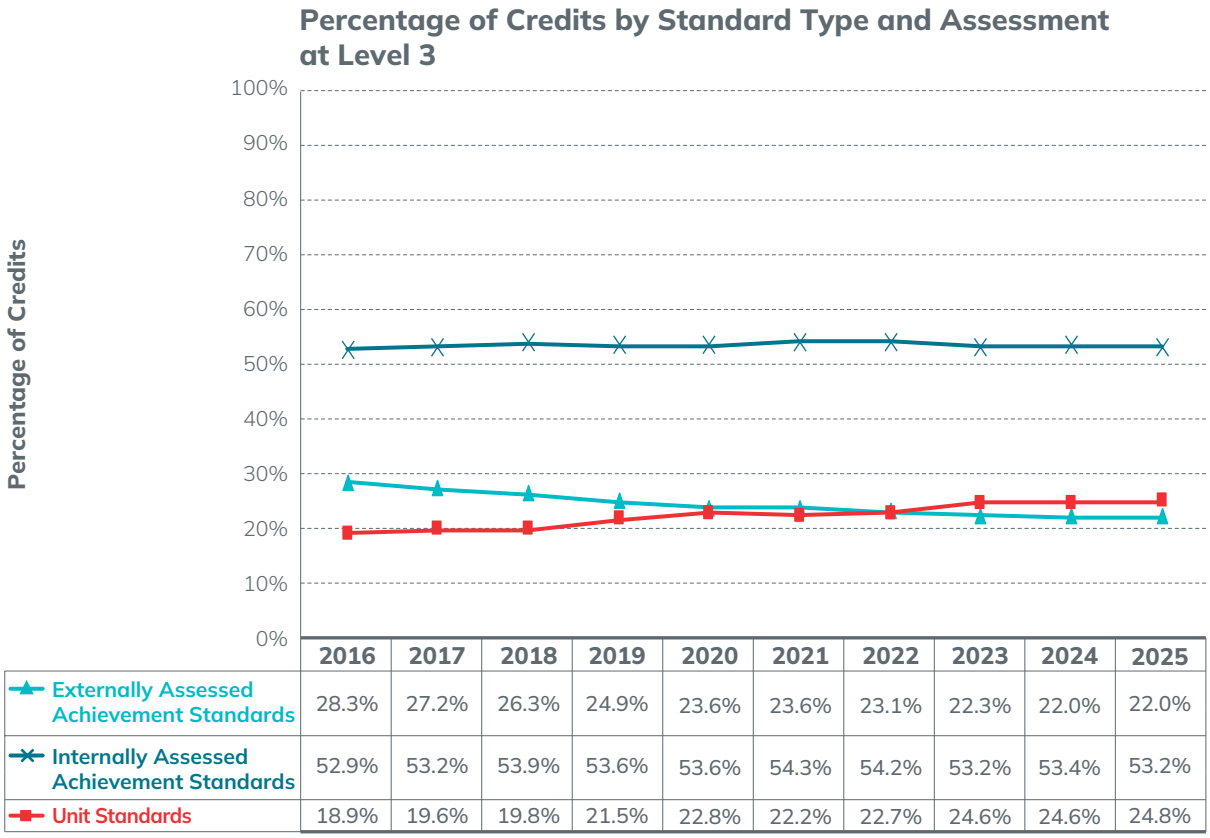
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Externally Assessed Achievement Standards	26.3%	25.9%	25.4%	24.8%	24.5%	24.4%	23.8%	23.1%	23.0%	23.0%
Internally Assessed Achievement Standards	51.2%	52.0%	52.9%	52.9%	52.9%	54.2%	54.3%	54.0%	54.1%	53.1%
Unit Standards	22.5%	22.1%	21.7%	22.3%	22.6%	21.4%	21.8%	22.8%	23.0%	24.0%

Figure 70: Percentage of credits by standard type and assessment method at Level 2 from 2016 to 2025. Percentages may not sum to 100 due to rounding



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Externally Assessed Achievement Standards	25.0%	24.0%	23.1%	21.9%	20.6%	20.6%	20.2%	19.6%	19.3%	19.4%
Internally Assessed Achievement Standards	56.1%	56.4%	57.1%	57.1%	57.0%	57.7%	57.7%	56.6%	56.7%	56.7%
Unit Standards	18.9%	19.5%	19.8%	21.0%	22.4%	21.6%	22.1%	23.7%	23.9%	23.9%

Figure 71: Percentage of results by standard type and assessment method at Level 3 from 2016 to 2025. Percentages may not sum to 100 due to rounding



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Externally Assessed Achievement Standards	28.3%	27.2%	26.3%	24.9%	23.6%	23.6%	23.1%	22.3%	22.0%	22.0%
Internally Assessed Achievement Standards	52.9%	53.2%	53.9%	53.6%	53.6%	54.3%	54.2%	53.2%	53.4%	53.2%
Unit Standards	18.9%	19.6%	19.8%	21.5%	22.8%	22.2%	22.7%	24.6%	24.6%	24.8%

Figure 72: Percentage of credits by standard type and assessment method at Level 3 from 2016 to 2025. Percentages may not sum to 100 due to rounding

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)*

Tables 28-33 report on the number of students assessed in and achieving 1 or more standards, and 14 or more credits in an NZC and TMoA subjects. The number of schools who had at least one secondary student assessed in the subject is also reported. This is presented by level, and may include tertiary providers where they are reported as the assessing provider for secondary students.

Level 1 NZC Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Agricultural and Horticultural Science	139	3,659	3,124	1,081	697
Chemistry and Biology	328	33,135	26,554	3,432	2,090
Chinese	62	718	693	359	313
Commerce	281	15,320	14,149	8,783	6,687
Dance	169	3,568	3,490	1,135	891
Drama	214	3,050	2,888	2,180	1,781
English	435	51,737	46,354	32,972	23,647
French	84	1,000	963	765	649
Gagana Samoa	55	627	593	418	365
Gagana Tokelau	2	15	11	4	3
Geography	298	10,767	9,614	5,485	3,963
German	34	234	219	152	119
Health Studies	246	8,213	7,264	3,864	2,960
History	345	12,095	10,949	6,686	5,240
Japanese	112	1,502	1,337	914	619
Korean	10	23	21	6	5
Lea Faka-Tonga	31	298	280	183	151
Materials and Processing Technology	222	8,404	7,201	4,007	2,546
Mathematics – Statistics	411	54,882	47,537	27,322	15,519
Music	305	5,602	5,089	2,819	1,934
New Zealand Sign Language	5	41	37	27	21
Physical Education	381	21,552	19,669	12,502	9,164
Physics, Earth and Space Science	320	31,545	23,740	1,151	679
Religious Studies	112	7,554	6,991	3,893	2,829
Science	224	18,094	14,421	2,040	1,135
Social Studies	121	5,235	4,234	932	632
Spanish	82	1,224	1,147	816	690
Te Ao Haka	269	4,116	3,939	863	670
Te Reo Māori	301	4,485	3,890	2,037	1,456
Te Reo Māori Kuki Airani	12	155	140	93	80
Technology – Design and Visual Communication	211	4,671	4,278	2,943	2,487

Level 1 NZC Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Technology – Digital Technologies and Hāngarau Matihiko	279	6,527	5,640	3,866	2,698
Vagahau Niue	4	72	62	46	41
Visual Arts	351	12,059	10,935	7,082	5,541

Table 28: Number of students assessed in and achieving 1 or more standards and 14 or more credits in an NZC subject in achievement standards for NCEA Level 1

Level 2 NZC Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Accounting	177	4,320	3,944	2,307	1,697
Agribusiness	99	2,585	2,270	122	98
Agricultural and Horticultural Science	127	2,303	1,952	825	577
Art History	51	843	756	339	276
Biology	407	22,400	20,310	13,848	9,714
Business Studies	252	8,997	8,025	4,980	3,536
Chemistry	381	17,700	16,543	11,385	8,548
Chinese	104	883	861	638	592
Classical Studies	162	3,968	3,689	2,638	2,154
Cook Islands Māori	8	91	77	71	52
Dance	206	4,620	4,547	1,599	1,456
Drama	270	3,375	3,213	2,182	1,854
Earth and Space Science	188	4,939	4,075	637	380
Economics	193	5,670	5,095	3,990	3,085
Education for Sustainability	61	1,429	1,182	53	48
English	462	53,655	48,728	37,154	28,174
French	92	713	690	623	567
Geography	299	7,044	6,349	4,814	3,550
German	41	184	178	137	127
Health	221	5,683	4,953	4,103	3,000
History	369	9,825	8,843	7,101	5,568
Home Economics	114	2,064	1,687	1,100	786
Japanese	117	1,034	958	797	641
Korean	32	65	64	10	9
Latin	4	23	23	5	5
Lea Faka-Tonga	36	259	241	163	133
Mathematics – Statistics	455	52,100	49,113	30,887	20,834
Media Studies	193	5,083	4,525	3,127	2,372
Music	358	4,994	4,655	3,077	2,390
New Zealand Sign Language	3	24	24	21	21
Physical Education	437	21,714	20,489	11,772	8,734
Physics	385	18,214	16,994	12,656	9,030
Psychology	96	4,426	4,150	2,777	2,214
Religious Studies	82	6,449	6,036	4,919	4,010
Samoan	64	668	634	485	402
Social Studies	100	2,647	2,211	1,318	938
Spanish	95	627	614	546	476
Te Ao Haka	228	2,879	2,797	631	498
Te Reo Māori	316	3,263	2,954	1,878	1,409

Level 2 NZC Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Technology	265	6,797	5,522	1,621	1,142
Technology – Construction and Mechanical Technologies	200	3,502	2,866	15	11
Technology – Design and Visual Communication	255	4,570	4,087	2,877	2,248
Technology – Digital Technologies and Hāngarau Matihiko	284	5,337	4,706	3,571	2,650
Technology – Processing Technologies	101	2,049	1,609	0	0
Visual Arts	411	13,593	12,440	10,058	9,137

Table 29: Number of students assessed in and achieving 1 or more standards and 14 or more credits in an NZC subject in achievement standards for NCEA Level 2

Level 3 NZC Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Accounting	161	2,734	2,597	1,803	1,312
Agribusiness	70	1,517	1,400	0	0
Agricultural and Horticultural Science	92	1,134	992	615	453
Art History	65	1,172	1,120	818	691
Biology	398	14,160	13,351	9,637	7,689
Business Studies	259	7,317	6,744	5,247	4,442
Chemistry	372	11,634	11,225	8,602	6,591
Chinese	100	985	962	722	677
Classical Studies	167	3,778	3,521	2,721	2,160
Cook Islands Māori	6	42	37	37	24
Dance	203	4,139	4,099	1,425	1,319
Design	225	2,683	2,526	2,113	1,881
Drama	254	2,668	2,613	2,043	1,820
Earth and Space Science	173	3,633	3,257	1,007	676
Economics	183	4,214	3,892	3,126	2,207
Education for Sustainability	50	870	751	219	181
English	452	27,158	25,360	21,083	17,030
French	82	448	442	388	354
Geography	287	6,687	6,151	5,037	3,779
German	53	236	233	170	155
Health	227	5,997	5,410	5,028	3,954
History	361	8,648	7,985	7,310	6,140
Home Economics	112	1,489	1,335	1,122	911
Japanese	117	833	786	606	494
Korean	31	91	91	42	42
Latin	3	8	8	7	7
Lea Faka-Tonga	44	254	240	162	130
Mathematics – Statistics	434	37,276	35,917	27,300	21,346
Media Studies	188	4,655	4,348	3,650	2,881
Music	351	3,566	3,309	2,386	1,982
New Zealand Sign Language	2	22	21	17	17
Painting	376	3,722	3,377	2,851	2,705
Photography	287	3,795	3,418	2,888	2,599

Level 3 NZC Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Physical Education	424	15,299	14,370	9,368	7,291
Physics	368	12,070	11,182	8,194	5,929
Printmaking	96	607	532	395	376
Psychology	96	3,392	3,244	2,778	2,408
Religious Studies	90	5,306	4,992	4,499	3,776
Samoan	62	463	438	346	269
Sculpture	51	412	359	257	211
Social Studies	98	2,526	2,227	1,841	1,466
Spanish	81	460	449	378	330
Te Ao Haka	194	1,525	1,469	815	703
Te Reo Māori	289	2,570	2,360	1,598	1,216
Technology	258	5,079	4,315	1,292	922
Technology – Construction and Mechanical Technologies	203	2,909	2,474	214	168
Technology – Design and Visual Communication	229	2,987	2,572	1,831	1,343
Technology – Digital Technologies and Hāngarau Matihiko	269	3,894	3,500	2,737	2,172
Technology – Processing Technologies	67	1,024	852	0	0
Visual Arts	94	930	827	0	0

Table 30: Number of students assessed in and achieving 1 or more standards and 14 or more credits in an NZC subject in achievement standards for NCEA Level 3

Level 1 TMOA Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Hāngarau	5	24	21	10	8
Hauora	10	87	83	20	18
Ngā Mahi a te Rēhia	4	36	34	15	14
Ngā Toi Ataata	15	164	140	48	47
Ngā Toi Pūoro	6	51	51	21	20
Pāngarau	34	458	431	79	53
Pūtaiao	17	211	205	71	64
Te Reo Rangatira	42	564	526	277	236
Tikanga ā-iwi	21	184	171	63	50

Table 31: Number of students assessed in and achieving 1 or more standards and 14 or more credits by TMOA subject in achievement standards for NCEA Level 1

Level 2 TMOA Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Hāngarau	5	21	21	4	4
Hauora	10	48	45	0	0
Ngā Toi Ataata	9	49	39	11	11
Ngā Toi Pūoro	1	1	1	0	0
Pāngarau	2	18	18	0	0
Pūtaiao	8	34	29	2	2
Te Reo Rangatira	50	474	444	230	191
Tikanga ā-iwi	15	127	119	48	46

Table 32: Number of students assessed in and achieving 1 or more standards and 14 or more credits by TMOA subject in achievement standards for NCEA Level 2

Level 3 TMOA Subject	Providers	Students Assessed in 1 or more Standards	Students Achieving 1 or more Standards	Students Assessed in 14 or more Credits	Students Achieving 14 or more Credits
Hāngarau	3	17	17	4	4
Hauora	11	38	33	7	7
Ngā Mahi a te Rēhia	1	1	1	0	0
Ngā Toi Ataata	6	32	28	0	0
Ngā Toi Pūoro	2	22	22	0	0
Pūtaiao	5	28	28	2	2
Te Reo Rangatira	74	652	613	352	296
Tikanga ā-iwi	18	144	144	90	89

Table 33: Number of students assessed in and achieving 1 or more standards and 14 or more credits by TMOA subject in achievement standards for NCEA 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	5,055	18.8%	46.8%	20.8%	13.7%
	External	1,746	31.2%	44.4%	18.8%	5.6%
	Total	6,801	22.0%	46.2%	20.3%	11.6%
Chemistry and Biology	Internal	39,945	22.5%	42.1%	19.0%	16.4%
	External	18,188	31.8%	32.3%	25.4%	10.5%
	Total	58,133	25.4%	39.1%	21.0%	14.6%
Chinese (Mandarin)	Internal	936	4.1%	11.3%	17.7%	66.9%
	External	904	12.9%	24.9%	23.2%	38.9%
	Total	1,840	8.4%	18.0%	20.4%	53.2%
Commerce	Internal	24,738	12.6%	41.8%	25.0%	20.6%
	External	13,853	20.2%	36.1%	29.1%	14.5%
	Total	38,591	15.4%	39.8%	26.4%	18.4%
Dance	Internal	5,159	3.8%	27.2%	29.5%	39.5%
	External	1,521	23.9%	40.9%	26.3%	8.9%
	Total	6,680	8.4%	30.3%	28.7%	32.5%
Drama	Internal	4,823	8.3%	31.7%	30.9%	29.1%
	External	3,646	15.3%	39.9%	32.4%	12.5%
	Total	8,469	11.3%	35.2%	31.6%	21.9%
English	Internal	82,990	17.7%	43.2%	24.0%	15.2%
	External	63,106	24.7%	44.2%	23.5%	7.7%
	Total	146,096	20.7%	43.6%	23.8%	11.9%
French	Internal	1,504	5.3%	20.1%	30.0%	44.7%
	External	1,550	14.5%	33.9%	29.9%	21.7%
	Total	3,054	10.0%	27.1%	30.0%	33.0%
Gagana Sāmoa	Internal	1,082	11.1%	32.3%	26.2%	30.5%
	External	867	12.7%	47.2%	30.1%	10.0%
	Total	1,949	11.8%	38.9%	27.9%	21.4%
Gagana Tokelau	Internal	16	31.3%	6.3%	31.3%	31.3%
	External	9	11.1%	33.3%	44.4%	11.1%
	Total	25	24.0%	16.0%	36.0%	24.0%
Geography	Internal	17,418	15.9%	47.3%	22.2%	14.7%
	External	7,859	25.4%	37.5%	25.2%	11.9%
	Total	25,277	18.8%	44.2%	23.1%	13.8%
German	Internal	319	11.3%	23.8%	25.7%	39.2%
	External	349	16.0%	30.4%	26.1%	27.5%
	Total	668	13.8%	27.2%	25.9%	33.1%
Health Studies	Internal	12,787	15.1%	39.2%	25.7%	20.0%
	External	6,415	22.3%	42.5%	24.5%	10.6%
	Total	19,202	17.5%	40.3%	25.3%	16.9%
History	Internal	20,020	13.2%	36.5%	26.6%	23.8%
	External	10,142	21.9%	44.0%	22.4%	11.7%
	Total	30,162	16.1%	39.0%	25.2%	19.7%
Japanese	Internal	2,129	13.8%	27.3%	26.6%	32.2%
	External	1,945	29.4%	29.9%	24.1%	16.6%
	Total	4,074	21.3%	28.6%	25.4%	24.7%

Level 1 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Korean	Internal	15	0.0%	13.3%	40.0%	46.7%
	External	42	16.7%	11.9%	52.4%	19.0%
	Total	57	12.3%	12.3%	49.1%	26.3%
Lea Faka-Tonga	Internal	483	10.1%	32.9%	25.9%	31.1%
	External	384	20.1%	33.6%	29.9%	16.4%
	Total	867	14.5%	33.2%	27.7%	24.6%
Materials and Processing Technology	Internal	13,406	19.2%	38.4%	22.6%	19.7%
	External	5,338	29.5%	45.3%	17.1%	8.1%
	Total	18,744	22.2%	40.4%	21.1%	16.4%
Mathematics – Statistics	Internal	91,064	19.6%	50.0%	20.9%	9.5%
	External	40,239	36.2%	32.2%	24.2%	7.3%
	Total	131,303	24.7%	44.5%	21.9%	8.9%
Music	Internal	8,742	14.1%	24.9%	22.8%	38.2%
	External	4,504	30.9%	27.3%	26.6%	15.2%
	Total	13,246	19.8%	25.7%	24.1%	30.4%
New Zealand Sign Language	Internal	67	26.9%	25.4%	40.3%	7.5%
	External	52	7.7%	26.9%	32.7%	32.7%
	Total	119	18.5%	26.1%	37.0%	18.5%
Physical Education	Internal	34,942	14.7%	35.8%	29.6%	19.9%
	External	20,215	22.4%	40.8%	29.1%	7.7%
	Total	55,157	17.5%	37.7%	29.4%	15.4%
Physics, Earth and Space Science	Internal	24,229	19.6%	44.1%	21.3%	15.0%
	External	15,934	38.2%	23.3%	24.4%	14.1%
	Total	40,163	27.0%	35.9%	22.5%	14.6%
Religious Studies	Internal	12,204	12.1%	41.5%	26.3%	20.2%
	External	4,701	22.2%	36.3%	31.6%	9.8%
	Total	16,905	14.9%	40.0%	27.8%	17.3%
Science	Internal	22,606	22.3%	46.4%	17.3%	14.0%
	External	4,445	38.7%	47.6%	10.0%	3.6%
	Total	27,051	25.0%	46.6%	16.1%	12.3%
Social Studies	Internal	6,764	22.2%	39.0%	21.6%	17.2%
	External	1,746	25.7%	33.8%	27.9%	12.5%
	Total	8,510	22.9%	38.0%	22.9%	16.2%
Spanish	Internal	1,805	9.8%	27.8%	31.6%	30.8%
	External	1,753	11.9%	35.3%	32.8%	20.0%
	Total	3,558	10.8%	31.5%	32.2%	25.5%
Te Ao Haka	Internal	5,491	6.5%	35.9%	24.2%	33.3%
	External	1,450	18.9%	45.0%	25.8%	10.3%
	Total	6,941	9.1%	37.8%	24.6%	28.5%
Te Reo Māori	Internal	6,556	17.9%	39.9%	25.3%	16.9%
	External	4,092	24.6%	34.3%	29.1%	11.9%
	Total	10,648	20.5%	37.8%	26.7%	15.0%
Te Reo Māori Kūki ʻĀirani	Internal	260	12.7%	32.7%	23.5%	31.2%
	External	193	16.6%	43.0%	29.0%	11.4%
	Total	453	14.3%	37.1%	25.8%	22.7%
Technology – Design and Visual Communication	Internal	7,403	13.1%	35.9%	26.4%	24.6%
	External	4,525	10.3%	46.8%	32.3%	10.6%
	Total	11,928	12.0%	40.0%	28.6%	19.3%

Level 1 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Technology – Digital Technologies and Hāngarau Matihiko	Internal	10,523	19.8%	36.3%	20.4%	23.4%
	External	6,037	24.3%	35.8%	24.1%	15.8%
	Total	16,560	21.4%	36.2%	21.8%	20.6%
Vagahau Niue	Internal	129	22.5%	46.5%	27.1%	3.9%
	External	91	9.9%	30.8%	30.8%	28.6%
	Total	220	17.3%	40.0%	28.6%	14.1%
Visual Arts	Internal	13,131	15.7%	37.2%	25.5%	21.6%
	External	16,373	13.3%	39.7%	26.8%	20.2%
	Total	29,504	14.4%	38.6%	26.2%	20.9%

Table 34: Grade distribution for NCEA Level 1 NZC Achievement Standards by Subject

Level 2 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	Internal	10,237	13.2%	24.6%	27.3%	34.9%
	External	4,295	26.8%	28.4%	27.0%	17.8%
	Total	14,532	17.2%	25.7%	27.2%	29.9%
Agribusiness	Internal	3,713	13.5%	35.0%	28.0%	23.4%
	Total	3,713	13.5%	35.0%	28.0%	23.4%
Agricultural and Horticultural Science	Internal	4,950	21.6%	36.8%	21.7%	19.9%
	External	1,152	19.4%	43.3%	25.4%	11.9%
	Total	6,102	21.2%	38.0%	22.4%	18.4%
Art History	Internal	1,711	10.9%	27.2%	24.5%	37.5%
	External	627	20.6%	30.5%	32.9%	16.1%
	Total	2,338	13.5%	28.1%	26.7%	31.7%
Biology	Internal	50,271	14.0%	37.1%	25.4%	23.5%
	External	30,113	27.0%	37.4%	25.7%	9.9%
	Total	80,384	18.9%	37.2%	25.5%	18.4%
Business Studies	Internal	17,124	15.2%	39.0%	25.5%	20.3%
	External	7,312	31.3%	38.9%	19.6%	10.1%
	Total	24,436	20.0%	39.0%	23.7%	17.3%
Chemistry	Internal	35,180	10.9%	30.9%	19.3%	38.9%
	External	28,813	20.8%	35.0%	29.9%	14.3%
	Total	63,993	15.4%	32.7%	24.1%	27.8%
Chinese	Internal	1,609	2.5%	8.5%	20.3%	68.7%
	External	1,495	14.6%	28.0%	30.4%	26.9%
	Total	3,104	8.4%	17.9%	25.2%	48.6%
Classical Studies	Internal	7,078	11.4%	27.5%	29.1%	31.9%
	External	4,541	17.6%	42.2%	28.3%	11.8%
	Total	11,619	13.8%	33.3%	28.8%	24.1%
Cook Islands Māori	Internal	231	33.8%	18.6%	19.0%	28.6%
	External	122	11.5%	42.6%	35.2%	10.7%
	Total	353	26.1%	26.9%	24.6%	22.4%
Dance	Internal	10,097	3.8%	22.5%	28.9%	44.7%
	External	889	22.3%	40.3%	26.5%	10.9%
	Total	10,986	5.3%	24.0%	28.7%	42.0%

Level 2 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Drama	Internal	9,406	7.9%	24.9%	30.9%	36.3%
	External	1,862	33.4%	38.1%	23.5%	5.1%
	Total	11,268	12.1%	27.1%	29.7%	31.2%
Earth and Space Science	Internal	7,996	22.8%	38.7%	21.3%	17.2%
	External	1,262	35.1%	35.8%	21.9%	7.1%
	Total	9,258	24.5%	38.3%	21.4%	15.8%
Economics	Internal	10,278	14.2%	36.0%	25.9%	23.8%
	External	8,163	21.8%	40.2%	26.0%	12.0%
	Total	18,441	17.6%	37.9%	26.0%	18.6%
Education for Sustainability	Internal	1,688	18.0%	35.2%	24.6%	22.2%
	External	109	6.4%	22.0%	41.3%	30.3%
	Total	1,797	17.3%	34.4%	25.7%	22.6%
English	Internal	136,257	17.5%	35.5%	26.9%	20.0%
	External	62,019	22.1%	43.1%	25.2%	9.6%
	Total	198,276	18.9%	37.9%	26.4%	16.8%
French	Internal	1,536	3.8%	19.9%	27.0%	49.4%
	External	1,176	15.4%	31.5%	32.3%	20.7%
	Total	2,712	8.8%	24.9%	29.3%	37.0%
Geography	Internal	20,265	17.2%	37.0%	25.0%	20.8%
	External	7,284	21.8%	38.9%	26.9%	12.4%
	Total	27,549	18.4%	37.5%	25.5%	18.6%
German	Internal	333	4.2%	17.1%	30.6%	48.0%
	External	316	10.4%	32.3%	34.5%	22.8%
	Total	649	7.2%	24.5%	32.5%	35.7%
Health	Internal	13,730	20.3%	34.0%	24.7%	21.0%
	External	3,559	25.2%	41.2%	22.7%	10.8%
	Total	17,289	21.3%	35.5%	24.3%	18.9%
History	Internal	23,127	16.9%	29.9%	25.3%	28.0%
	External	9,396	17.0%	40.9%	30.7%	11.3%
	Total	32,523	16.9%	33.1%	26.8%	23.2%
Home Economics	Internal	4,017	22.3%	34.8%	22.7%	20.2%
	External	1,137	24.5%	42.0%	24.6%	8.9%
	Total	5,154	22.8%	36.4%	23.1%	17.7%
Japanese	Internal	2,029	13.2%	24.1%	25.0%	37.8%
	External	1,588	18.0%	31.0%	29.5%	21.5%
	Total	3,617	15.3%	27.1%	27.0%	30.6%
Korean	Internal	25	0.0%	20.0%	24.0%	56.0%
	External	118	5.1%	17.8%	31.4%	45.8%
	Total	143	4.2%	18.2%	30.1%	47.6%
Latin	Internal	10	0.0%	20.0%	30.0%	50.0%
	External	45	2.2%	11.1%	40.0%	46.7%
	Total	55	1.8%	12.7%	38.2%	47.3%
Lea Faka-Tonga	Internal	463	15.1%	21.2%	24.0%	39.7%
	External	332	8.7%	28.9%	48.2%	14.2%
	Total	795	12.5%	24.4%	34.1%	29.1%

Level 2 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Mathematics – Statistics	Internal	172,807	15.6%	40.2%	24.1%	20.1%
	External	52,635	26.7%	31.8%	29.8%	11.7%
	Total	225,442	18.2%	38.3%	25.4%	18.1%
Media Studies	Internal	14,181	17.6%	30.5%	26.8%	25.2%
	External	2,871	19.0%	41.6%	28.1%	11.3%
	Total	17,052	17.8%	32.4%	27.0%	22.9%
Music	Internal	13,590	13.0%	20.2%	24.3%	42.5%
	External	1,349	26.2%	32.8%	23.1%	17.9%
	Total	14,939	14.2%	21.4%	24.2%	40.3%
New Zealand Sign Language	Internal	83	0.0%	15.7%	43.4%	41.0%
	Total	83	0.0%	15.7%	43.4%	41.0%
Physical Education	Internal	75,016	16.4%	33.6%	27.3%	22.8%
	Total	75,016	16.4%	33.6%	27.3%	22.8%
Physics	Internal	33,921	11.1%	32.7%	23.1%	33.1%
	External	29,570	25.0%	30.9%	25.6%	18.5%
	Total	63,491	17.6%	31.9%	24.3%	26.3%
Psychology	Internal	13,819	12.3%	29.5%	27.5%	30.7%
	Total	13,819	12.3%	29.5%	27.5%	30.7%
Religious Studies	Internal	17,351	11.3%	28.4%	27.1%	33.1%
	Total	17,351	11.3%	28.4%	27.1%	33.1%
Samoan	Internal	1,577	11.3%	28.9%	28.0%	31.8%
	External	805	24.2%	46.1%	23.1%	6.6%
	Total	2,382	15.7%	34.7%	26.4%	23.3%
Social Studies	Internal	5,570	20.2%	32.0%	20.8%	27.0%
	External	1,066	25.3%	35.9%	26.2%	12.6%
	Total	6,636	21.0%	32.7%	21.7%	24.7%
Spanish	Internal	1,331	7.3%	21.8%	26.8%	44.1%
	External	1,001	12.2%	35.3%	35.0%	17.6%
	Total	2,332	9.4%	27.6%	30.3%	32.7%
Te Ao Haka	Internal	3,649	6.5%	30.3%	21.5%	41.6%
	External	1,165	14.4%	30.6%	34.2%	20.8%
	Total	4,814	8.5%	30.4%	24.6%	36.6%
Te Reo Māori	Internal	6,041	15.3%	33.4%	27.0%	24.3%
	External	3,159	28.0%	38.1%	23.0%	10.9%
	Total	9,200	19.7%	35.0%	25.7%	19.7%
Technology	Internal	11,209	22.2%	31.5%	21.7%	24.7%
	External	1,562	20.6%	40.4%	26.0%	13.1%
	Total	12,771	22.0%	32.6%	22.2%	23.3%
Technology – Construction and Mechanical Technologies	Internal	4,193	18.3%	32.8%	21.5%	27.4%
	Total	4,193	18.3%	32.8%	21.5%	27.4%
Technology – Design and Visual Communication	Internal	10,876	14.5%	29.9%	25.2%	30.4%
	External	3,940	20.6%	45.8%	24.1%	9.5%
	Total	14,816	16.1%	34.1%	24.9%	24.8%
Technology – Digital Technologies and Hāngarau Matihiko	Internal	14,288	18.0%	30.8%	18.9%	32.3%
	External	3,738	24.7%	33.0%	23.8%	18.5%
	Total	18,026	19.4%	31.2%	19.9%	29.5%

Level 2 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Technology – Processing Technologies	Internal	2,302	22.2%	32.3%	18.8%	26.8%
	Total	2,302	22.2%	32.3%	18.8%	26.8%
Visual Arts	Internal	28,590	12.5%	34.1%	27.4%	26.1%
	External	11,687	7.4%	36.6%	30.8%	25.2%
	Total	40,277	11.0%	34.8%	28.3%	25.8%

Table 35: Grade distribution for NCEA Level 2 NZC Achievement Standards by Subject

Level 3 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	Internal	6,657	8.5%	24.2%	29.6%	37.8%
	External	2,830	25.9%	35.9%	25.9%	12.3%
	Total	9,487	13.7%	27.7%	28.5%	30.2%
Agribusiness	Internal	2,917	9.8%	34.1%	29.9%	26.1%
	Total	2,917	9.8%	34.1%	29.9%	26.1%
Agricultural and Horticultural Science	Internal	1,885	19.4%	35.9%	22.3%	22.4%
	External	1,051	24.5%	38.2%	25.7%	11.5%
	Total	2,936	21.2%	36.8%	23.5%	18.5%
Art History	Internal	3,236	8.3%	23.9%	30.0%	37.8%
	External	1,131	18.6%	35.7%	29.5%	16.2%
	Total	4,367	10.9%	27.0%	29.9%	32.2%
Biology	Internal	34,588	11.1%	34.4%	22.5%	32.0%
	External	19,031	16.7%	42.9%	29.0%	11.4%
	Total	53,619	13.1%	37.4%	24.8%	24.7%
Business Studies	Internal	13,374	10.9%	32.9%	28.6%	27.6%
	External	4,263	35.1%	39.0%	18.6%	7.2%
	Total	17,637	16.8%	34.4%	26.2%	22.7%
Chemistry	Internal	26,743	6.3%	23.0%	26.4%	44.3%
	External	18,211	20.6%	37.0%	30.5%	12.0%
	Total	44,954	12.1%	28.6%	28.0%	31.2%
Chinese	Internal	1,944	2.6%	5.6%	14.4%	77.5%
	External	1,705	10.1%	24.3%	36.0%	29.5%
	Total	3,649	6.1%	14.3%	24.5%	55.1%
Classical Studies	Internal	7,112	10.6%	24.4%	28.2%	36.7%
	External	3,993	21.8%	39.3%	28.2%	10.6%
	Total	11,105	14.7%	29.8%	28.2%	27.3%
Cook Islands Māori	Internal	110	29.1%	13.6%	11.8%	45.5%
	External	56	14.3%	35.7%	32.1%	17.9%
	Total	166	24.1%	21.1%	18.7%	36.1%
Dance	Internal	8,463	3.6%	20.9%	25.8%	49.8%
	External	509	25.3%	47.0%	22.0%	5.7%
	Total	8,972	4.8%	22.4%	25.5%	47.3%
Design	Internal	4,839	8.2%	30.1%	29.1%	32.6%
	External	2,113	11.0%	35.6%	35.2%	18.3%
	Total	6,952	9.1%	31.8%	30.9%	28.2%

Level 3 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Drama	Internal	7,893	6.9%	22.0%	29.5%	41.6%
	External	1,389	16.5%	42.8%	27.7%	13.0%
	Total	9,282	8.3%	25.1%	29.2%	37.4%
Earth and Space Science	Internal	7,822	16.6%	37.2%	23.0%	23.2%
	External	1,074	32.5%	38.7%	18.7%	10.1%
	Total	8,896	18.5%	37.4%	22.5%	21.6%
Economics	Internal	7,725	10.9%	33.4%	26.1%	29.6%
	External	4,971	29.7%	35.0%	24.1%	11.3%
	Total	12,696	18.3%	34.0%	25.3%	22.4%
Education for Sustainability	Internal	1,465	15.8%	36.1%	20.1%	28.1%
	External	77	16.9%	22.1%	36.4%	24.7%
	Total	1,542	15.8%	35.4%	20.9%	27.9%
English	Internal	78,477	13.5%	31.8%	27.7%	27.1%
	External	27,761	23.2%	39.4%	25.7%	11.7%
	Total	106,238	16.0%	33.8%	27.2%	23.1%
French	Internal	986	2.9%	15.4%	24.5%	57.1%
	External	713	10.7%	39.8%	29.5%	20.1%
	Total	1,699	6.2%	25.7%	26.6%	41.6%
Geography	Internal	20,934	16.4%	37.2%	24.0%	22.4%
	External	5,716	23.9%	40.8%	26.5%	8.9%
	Total	26,650	18.0%	38.0%	24.5%	19.5%
German	Internal	427	3.7%	13.6%	15.5%	67.2%
	External	419	8.6%	33.4%	37.2%	20.8%
	Total	846	6.1%	23.4%	26.2%	44.2%
Health	Internal	16,167	15.6%	33.7%	25.6%	25.0%
	External	2,868	34.4%	38.1%	21.8%	5.7%
	Total	19,035	18.5%	34.4%	25.1%	22.1%
History	Internal	22,103	13.5%	27.9%	25.4%	33.1%
	External	7,145	20.6%	36.5%	31.9%	11.1%
	Total	29,248	15.2%	30.0%	27.0%	27.7%
Home Economics	Internal	3,592	14.6%	36.2%	25.3%	23.9%
	External	843	19.2%	42.5%	26.3%	12.0%
	Total	4,435	15.5%	37.4%	25.5%	21.7%
Japanese	Internal	1,581	8.0%	18.2%	22.3%	51.5%
	External	1,291	18.7%	30.0%	28.3%	23.1%
	Total	2,872	12.8%	23.5%	25.0%	38.7%
Korean	Internal	121	0.8%	2.5%	6.6%	90.1%
	External	170	2.4%	21.2%	32.9%	43.5%
	Total	291	1.7%	13.4%	22.0%	62.9%
Latin	Internal	14	0.0%	0.0%	0.0%	100.0%
	External	15	0.0%	6.7%	33.3%	60.0%
	Total	29	0.0%	3.4%	17.2%	79.3%
Lea Faka-Tonga	Internal	460	17.6%	22.2%	20.2%	40.0%
	External	343	14.9%	41.7%	30.3%	13.1%
	Total	803	16.4%	30.5%	24.5%	28.5%

Level 3 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Mathematics – Statistics	Internal	109,144	10.2%	37.7%	25.8%	26.2%
	External	42,147	25.5%	34.6%	26.8%	13.0%
	Total	151,291	14.5%	36.9%	26.1%	22.5%
Media Studies	Internal	15,900	14.6%	29.2%	27.7%	28.5%
	External	2,635	25.4%	40.3%	23.4%	11.0%
	Total	18,535	16.1%	30.8%	27.0%	26.0%
Music	Internal	9,072	12.0%	17.0%	21.5%	49.4%
	External	686	28.1%	34.7%	26.5%	10.6%
	Total	9,758	13.2%	18.3%	21.9%	46.7%
New Zealand Sign Language	Internal	67	1.5%	23.9%	26.9%	47.8%
	Total	67	1.5%	23.9%	26.9%	47.8%
Painting	Internal	6,400	12.4%	29.9%	26.4%	31.3%
	External	2,851	5.1%	36.4%	36.3%	22.2%
	Total	9,251	10.2%	31.9%	29.5%	28.5%
Photography	Internal	6,757	13.5%	33.4%	29.3%	23.9%
	External	2,888	10.0%	39.7%	33.1%	17.2%
	Total	9,645	12.4%	35.3%	30.4%	21.9%
Physical Education	Internal	51,727	15.9%	31.4%	26.4%	26.3%
	Total	51,727	15.9%	31.4%	26.4%	26.3%
Physics	Internal	21,036	11.9%	29.7%	24.7%	33.8%
	External	21,101	23.1%	32.7%	27.2%	17.0%
	Total	42,137	17.5%	31.2%	25.9%	25.4%
Printmaking	Internal	1,053	15.6%	36.2%	23.6%	24.6%
	External	395	4.8%	30.4%	32.2%	32.7%
	Total	1,448	12.6%	34.6%	26.0%	26.8%
Psychology	Internal	10,217	9.5%	30.1%	26.3%	34.0%
	External	1,502	17.8%	43.8%	28.5%	9.9%
	Total	11,719	10.6%	31.9%	26.6%	30.9%
Religious Studies	Internal	15,124	10.8%	29.2%	24.5%	35.5%
	Total	15,124	10.8%	29.2%	24.5%	35.5%
Samoan	Internal	1,075	15.6%	24.9%	23.3%	36.1%
	External	587	14.5%	39.7%	32.0%	13.8%
	Total	1,662	15.2%	30.1%	26.4%	28.2%
Sculpture	Internal	719	16.8%	31.6%	21.3%	30.3%
	External	257	17.9%	34.2%	28.0%	19.8%
	Total	976	17.1%	32.3%	23.1%	27.6%
Social Studies	Internal	6,224	15.8%	29.9%	21.1%	33.3%
	External	1,065	30.5%	27.0%	21.8%	20.7%
	Total	7,289	17.9%	29.4%	21.2%	31.4%
Spanish	Internal	986	7.1%	16.3%	25.5%	51.1%
	External	736	9.6%	34.6%	36.3%	19.4%
	Total	1,722	8.2%	24.2%	30.1%	37.6%
Te Ao Haka	Internal	2,244	10.3%	25.8%	24.3%	39.6%
	External	1,565	5.7%	24.0%	39.0%	31.3%
	Total	3,809	8.4%	25.1%	30.3%	36.2%

Level 3 NZC Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Te Reo Māori	Internal	5,089	15.1%	29.0%	27.4%	28.5%
	External	2,537	27.7%	36.2%	26.4%	9.7%
	Total	7,626	19.3%	31.4%	27.1%	22.2%
Technology	Internal	8,402	17.2%	30.9%	20.4%	31.6%
	External	1,316	29.4%	36.9%	23.0%	10.6%
	Total	9,718	18.8%	31.7%	20.7%	28.7%
Technology – Construction and Mechanical Technologies	Internal	4,337	17.0%	30.2%	19.4%	33.5%
	Total	4,337	17.0%	30.2%	19.4%	33.5%
Technology – Design and Visual Communication	Internal	5,114	16.8%	32.0%	23.7%	27.5%
	External	2,455	23.1%	47.7%	20.8%	8.4%
	Total	7,569	18.8%	37.1%	22.8%	21.3%
Technology – Digital Technologies and Hāngarau Matihiko	Internal	10,767	14.4%	26.5%	17.4%	41.6%
	External	2,686	26.7%	33.5%	22.8%	17.0%
	Total	13,453	16.9%	27.9%	18.5%	36.7%
Technology – Processing Technologies	Internal	1,152	18.5%	31.3%	20.9%	29.3%
	Total	1,152	18.5%	31.3%	20.9%	29.3%
Visual Arts	Internal	930	11.1%	38.8%	27.1%	23.0%
	Total	930	11.1%	38.8%	27.1%	23.0%

Table 36: Grade distribution for NCEA Level 3 NZC Achievement Standards by Subject

Level 1 TMOA Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hāngarau	Internal	34	11.8%	50.0%	38.2%	0.0%
	External	18	22.2%	61.1%	5.6%	11.1%
	Total	52	15.4%	53.8%	26.9%	3.8%
Hauora	Internal	80	8.8%	36.3%	31.3%	23.8%
	External	60	0.0%	16.7%	25.0%	58.3%
	Total	140	5.0%	27.9%	28.6%	38.6%
Ngā Mahi a Te Rēhia	Internal	49	8.2%	55.1%	22.4%	14.3%
	External	24	0.0%	29.2%	12.5%	58.3%
	Total	73	5.5%	46.6%	19.2%	28.8%
Ngā Toi Ataata	Internal	257	15.6%	30.0%	19.1%	35.4%
	External	82	1.2%	4.9%	24.4%	69.5%
	Total	339	12.1%	23.9%	20.4%	43.7%
Ngā Toi Pūoro	Internal	66	0.0%	24.2%	48.5%	27.3%
	External	52	1.9%	25.0%	36.5%	36.5%
	Total	118	0.8%	24.6%	43.2%	31.4%
Pāngarau	Internal	675	3.1%	55.1%	31.6%	10.2%
	External	158	52.5%	31.0%	14.6%	1.9%
	Total	833	12.5%	50.5%	28.3%	8.6%
Pūtaiao	Internal	258	4.7%	46.5%	29.1%	19.8%
	External	162	3.7%	23.5%	30.2%	42.6%
	Total	420	4.3%	37.6%	29.5%	28.6%
Te Reo Rangatira	Internal	769	14.4%	37.6%	23.9%	24.1%
	External	662	13.3%	21.5%	49.2%	16.0%
	Total	1,431	13.9%	30.1%	35.6%	20.3%
Tikanga ā-iwi	Internal	272	8.5%	38.6%	29.4%	23.5%
	External	134	27.6%	20.9%	37.3%	14.2%
	Total	406	14.8%	32.8%	32.0%	20.4%

Table 37: Grade distribution for NCEA Level 1 TMOA Achievement Standards by Subject

Level 2 TMOA Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hāngarau	Internal	34	0.0%	8.8%	35.3%	55.9%
	Total	34	0.0%	8.8%	35.3%	55.9%
Hauora	Internal	89	6.7%	41.6%	37.1%	14.6%
	Total	89	6.7%	41.6%	37.1%	14.6%
Ngā Toi Ataata	Internal	88	13.6%	31.8%	36.4%	18.2%
	Total	88	13.6%	31.8%	36.4%	18.2%
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	18	0.0%	77.8%	0.0%	22.2%
	Total	18	0.0%	77.8%	0.0%	22.2%
Pūtaiao	Internal	55	9.1%	32.7%	38.2%	20.0%
	Total	55	9.1%	32.7%	38.2%	20.0%
Te Reo Rangatira	Internal	942	14.5%	30.1%	30.0%	25.3%
	External	759	9.7%	28.2%	52.6%	9.5%
	Total	1,701	12.4%	29.3%	40.1%	18.2%
Tikanga ā-iwi	Internal	352	7.1%	26.1%	42.6%	24.1%
	Total	352	7.1%	26.1%	42.6%	24.1%

Table 38: Grade distribution for NCEA Level 2 TMOA Achievement Standards by Subject

Level 3 TMOA Subject	Assessment Type	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hāngarau	Internal	25	0.0%	52.0%	32.0%	16.0%
	Total	25	0.0%	52.0%	32.0%	16.0%
Hauora	Internal	86	10.5%	27.9%	41.9%	19.8%
	Total	86	10.5%	27.9%	41.9%	19.8%
Ngā Mahi a Te Rēhia	Internal	1	0.0%	100.0%	0.0%	0.0%
	Total	1	0.0%	100.0%	0.0%	0.0%
Ngā Toi Ataata	Internal	48	8.3%	50.0%	16.7%	25.0%
	Total	48	8.3%	50.0%	16.7%	25.0%
Ngā Toi Pūoro	Internal	22	0.0%	36.4%	40.9%	22.7%
	Total	22	0.0%	36.4%	40.9%	22.7%
Pūtaiao	Internal	52	1.9%	51.9%	23.1%	23.1%
	Total	52	1.9%	51.9%	23.1%	23.1%
Te Reo Rangatira	Internal	1,398	10.9%	28.8%	27.1%	33.2%
	External	740	18.8%	43.5%	29.3%	8.4%
	Total	2,138	13.6%	33.9%	27.9%	24.6%
Tikanga ā-iwi	Internal	463	0.9%	32.0%	36.9%	30.2%
	Total	463	0.9%	32.0%	36.9%	30.2%

Table 39: Grade distribution for NCEA Level 3 TMOA Achievement Standards by Subject

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 | 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 2025 external assessments:

- 231,984 students with a total of 1,339,766 entries in NCEA and New Zealand Scholarship examinations
- 147,516 students with entries at Level 1, 62,912 students with entries at Level 2, and 49,655 students with entries at Level 3
- 13,265 students entered for New Zealand Scholarship, providing 25,245 subject entries
- 121 examination sessions held at 481 examination centres throughout New Zealand
- 156 digital examinations in 40 subjects were offered. 91,824 unique students participated in digital examinations from 471 schools
- 1,336 markers and 5,911 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 | Te Reo Matatini me te Pāngarau co-requisite external assessments.

Table 40 shows participation in End of year NCEA examinations, where digital assessment is offered, 2025.

Level	Total Number of Results where Digital Assessment is Offered	Total Digital Results	Proportion of Digital Results in Subjects Offered Digitally	Achieved %
Level 1	138,422	104,813	75.7%	52.0%
Level 2	106,253	74,762	70.4%	52.0%
Level 3	64,553	42,119	65.2%	27.9%

Table 40: Digital Participation in End of year NCEA Examinations where digital assessment is offered, 2025

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 2021 to 2025 examination rounds.

Table 41 shows the number of applications, and successful applications for Reviews of NCEA and Scholarship from 2021 to 2025.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2025	205	18	8.8%	9	2	22.2%

Table 41: Numbers and percent successful for Reviews of NCEA and Scholarship from 2021 to 2025

Table 42 shows the number of applications, and successful applications for Reviews of NCEA and Scholarship in 2025 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	57	10	17.5%	8	2	25.0%
European	104	6	5.8%	1	0	0.0%
Māori	18	1	5.6%	0	0	0.0%
MELAA	28	1	3.6%	0	0	0.0%
Pacific Peoples	18	1	5.6%	0	0	0.0%

Table 42: Numbers and percent successful for Reviews of NCEA and Scholarship for 2025, by ethnicity

Table 43 shows the number of applications, and successful applications for Reconsiderations of NCEA and Scholarship from 2021 to 2025.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
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%
2025	12,447	2,296	18.4%	671	5	0.7%

Table 43: Numbers and percent successful for Reconsiderations of NCEA and Scholarship from 2021 to 2025

Table 44 shows the number of applications, and successful applications for Reconsiderations of NCEA and Scholarship in 2025 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	4,055	744	18.3%	350	4	1.1%
European	8,376	1,560	18.6%	316	1	0.3%
Māori	806	145	18.0%	35	0	0.0%
MELAA	312	55	17.6%	12	0	0.0%
Pacific Peoples	250	46	18.4%	14	0	0.0%

Table 44: Numbers and percent successful for Reconsiderations of NCEA and Scholarship for 2025, 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 2025, 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, 178,217 assessments were completed. In the September window, 150,050 assessments were completed. In addition there was an option for ākonga to submit a Kete Manarua (portfolio) for the Te Reo Matatini Reo Whakaputa and Pāngarau unit standards. 1,084 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 when the new Level 1 achievement standards were introduced.

In 2025, NZQA moderated approximately 50,000 individual pieces of student work at Levels 1, 2 and 3. NZQA also targeted a number of schools for additional moderation, requesting a further 3,736 pieces of student work from these schools.

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(s) 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.

If a breach is substantiated, there are two outcomes: result withheld or warning only. Warnings are issued for cases where the student failed to follow instructions but their actions did not compromise the assessment.

Table 45 summarises the investigations into breaches for 2025. A total of 1,227 reports were investigated, of which the majority were reported by examination centre managers, followed by schools, and markers. This table provides a breakdown for the Literacy and Numeracy | Te Reo Matatini me te Pāngarau assessments first, and then all other external assessment.

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	274	768	1,043
Number of students where no breach occurred	15	169	184
Breach not attributed to any student due to lack of evidence	0	0	0
Decision pending	0	0	0
Total student investigations	**289**	**938**	**1,227**

Table 45: Status of investigations into breaches for 2025

In 2025, of the 1,043 substantiated breaches, 68.4% were warnings only. For the remaining 31.6%, the results were withheld from the students.

Table 46 provides the investigation information by type of breach by nature of breach.

Type of breach	Nature of breach	Number
Inappropriate Practice (293)	Cell Phone use	54
	Using notes	43
	Altering/access to answer booklet	0
	Communicating with another candidate (exam related)	26
	Text Increase in a short period of time	36
	Other	134
Following Instructions (503)	Having a cellphone	111
	Having notes	63
	Unauthorised material	63
	Unauthorised absence from exam room	33
	Navigating away from the digital platform	67
	Other	166
Authenticity/Impersonation (330)	Authenticity	145
	Multiple handwriting	1
	Use of Artificial Intelligence	168
	Other	16
Influencing/Assisting/Hindering (101)	Disturbance	7
	Communicating with another candidate (not related to exam)	88
	Other	6

Table 46: Investigations by type and nature of breach for 2025

Region	Number
Auckland	479
Bay of Plenty	66
Canterbury	151
Pacific Islands	2
Gisborne	6
Hawke's Bay	70
Manawatu-Whanganui	34
Nelson/Marlborough	36
Northland	57
Otago	41
Southland	11
Taranaki	25
Waikato	138
Wellington	107
West Coast	6

Table 47: Investigations by region for 2025

Special Assessment Conditions

Schools apply to NZQA for Special Assessment Condition (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 and external 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	26,281	2,973	2,972
Few	37,854	4,045	4,034
Below Average	42,576	4,106	4,093
Average	43,564	4,273	4,257
Above Average	40,252	3,415	3,395
Many	26,004	1,259	1,248
Most	16,899	730	718
Unassigned	18,580	2,340	2,336
Total	**252,010**	**23,141**	**23,053**

Table 48: SAC applications by EQI for 2025. Note that equity band includes schools without an equity index, e.g. private schools

Table 49 shows 2025 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	51,472	1,548	1,542
European	150,456	19,421	19,365
Māori	60,016	4,539	4,513
MELAA	34,831	1,595	1,573
Pacific Peoples	6,991	468	466

Table 49: SAC applications by Ethnicity for 2025

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/

Appendices

Appendix 1. Cohorts

(See also introductory explanations on page 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. This includes 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 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 Year 11 students from the Enrolment-based 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 2023 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based cohort of 2023, and this cohort's attainment rates of NCEA qualifications are reported as at the end of 2025.

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
A course is a school-designed programme of learning derived from *The New Zealand Curriculum* or *Te Marautanga o Aotearoa* and assessed using a coherent selection of assessment standards.

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 standards[14].

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 Enrolment-based cohort. A student is counted in this 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 Peoples, 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.

14 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
The 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
In 2020, Cabinet agreed to strengthen the literacy and numeracy requirements for NCEA. This included formally separating the literacy and numeracy requirements into a 20-credit co-requisite. From 2024, achievement of the co-requisite became mandatory for the awarding of an NCEA qualification at any level.

NCEA co-requisite standards
Six Literacy and Numeracy | 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 39 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, skills 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)
These 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)
Te Marautanga o Aotearoa is the curriculum designed for Māori-medium education in New Zealand, providing a framework for teaching and learning in kura (Māori immersion schools) and other educational settings that deliver learning in Te Reo Māori or bilingually in Māori and English. It is not a direct translation of the *New Zealand Curriculum* but is based on Māori principles, values, and perspectives, ensuring culturally relevant education for Māori students.

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 learning[15].

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 student'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.

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

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