

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

2022

MAY 2023



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

The National Certificate of Educational Achievement (NCEA) is the main school leaving qualification in Aotearoa New Zealand. Around 160,000 students study each year towards an NCEA. Introduced in 2002, NCEA is widely considered credible and robust, both in Aotearoa New Zealand and overseas. It is recognised by employers and used by students as a steppingstone into employment, apprenticeships, and a wide range of further study options – from apprenticeships and trades training to degree-level study.

University Entrance (UE) is the minimum requirement for entry into a New Zealand university. It is an award additional to NCEA Level 3. The UE award provides students with the immediate opportunity to take on university education when leaving school.

New Zealand Scholarship provides recognition and monetary reward to top students in their last year of schooling. New Zealand Scholarship assessments enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject. Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding, and ideas to complex situations.

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The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2022) summarises the results of New Zealand's senior secondary students achieving the National Certificates of Educational Achievement (NCEA) and New Zealand Scholarship in 2022.

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

This report includes a new section, analysing uptake of achievement standards by subject at Levels 1 to 3. All breakdowns by ethnicity also now include the Middle Eastern, Latin American, and African (MELAA) ethnicity category.



Jann Marshall
Deputy Chief Executive
Assessment Division
New Zealand Qualifications Authority

The statistics in this Annual Report were produced from data that was finalised on 3 April 2023. Graphs of the statistics include information from previous years to show trends, generally covering the ten years 2013 to 2022.

This is the third year there have been COVID-19 related modifications made to NCEA and UE. The attainment statistics included within this report indicate that the COVID-19 related modifications to NCEA and UE were successful in supporting students to achieve in 2022. However, there were also significant disruptions to teaching and learning, which impacted on students' ability to engage, and which the qualification adjustments were not intended to specifically address.

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

www.nzqa.govt.nz/statistics

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



Dr Grant Klinkum
Chief Executive
New Zealand Qualifications Authority

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

Purpose of this Report

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

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

These include:

- Reviews and reconsiderations of examination results
- External moderation of internal assessments
- Breaches of examination rules, and
- Special Assessment Conditions (SAC).

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.

Dates for external examinations and portfolio submissions were also delayed, providing students with more teaching and learning time in term 4.

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

Additional changes for Auckland region students

2020 changes

The following changes were made:

- For every 5 credits a student achieved towards their NCEA through internal or external assessment, they were awarded an additional 1 credit. Students at NCEA Level 1 were eligible for up to a maximum of 10 additional credits while those at Levels 2 or 3 were eligible for up to a maximum of 8 additional credits. These are known as Learning Recognition (LR) credits.
- Students were awarded a certificate endorsement if they achieved 46 credits at Merit or Excellence level, rather than the usual 50.
- Students achieving 12 credits at Merit or Excellence level in a course – rather than 14 – were awarded a course endorsement.
- University Entrance requirements were reduced to 12 credits in three University Entrance-approved subjects, from 14 credits in each of three approved subjects. Students still needed to attain NCEA Level 3 and meet the literacy and numeracy requirement to be awarded University Entrance.

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

2021 changes

The following changes were made:

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

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.

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

based on whichever was higher – the unexpected event grade supplied by the school, or the grade earned in the exam. If the student did not sit the exam, they received the grade supplied by the school.

2022 changes

The following changes were made:

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

Attainment Statistics are reported for three types of student cohorts

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

The denominators used are based on cohorts.

The three types of cohorts are:

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

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

Enrolment-based cohort

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

In 2022, there were 169,493 students in the enrolment-based cohort. In addition, there were 5,665 international students and 4,202 adult students enrolled in Years 11 to 13 who are not included in the enrolment-based cohort.

Each year there are students at secondary school who 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.

Tracked Year 11 cohort

The Tracked Year 11 cohort is formed from the Enrolment-based Student cohort. More formally, it is Year 11 students from the Enrolment-based Student cohort. Students in a Tracked Year 11 cohort are monitored from the beginning of their Year 11 year for three years of schooling for attainment of NCEA qualifications. For example, the 2020 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based Student cohort of 2020. This cohort's attainment rates of NCEA qualifications are reported as at the end of 2022. If a student leaves secondary schooling before the end of three years, they are still in the tracked cohort; however, any tertiary attainment is not included. If a student is a Year 11 in multiple years, their progress is tracked from the first year they are in Year 11.

'All NZQA secondary students' cohort

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

The following sections use this cohort:

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

Summary

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

Pilot Standards

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

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

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

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

Students could earn credits from the new pilot standards and attain NCEAs using them. Any results and attainment of NCEAs at level 1-3 using these standards has been included when preparing the data for this report.

NCEA and University Entrance attainment

Introduction

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

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

Enrolment-based Cohort Statistics

The statistics are presented as a percentage of the number of students who attain NCEA qualifications out of the total number of students enrolled at a New Zealand secondary school.

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

Number of students who achieve NCEA qualifications or University Entrance

The number of students who attain NCEA qualifications is defined as the number of students who attain NCEA Levels 1, 2, or 3, in Year 11, Year 12, and Year 13, respectively. That is, the number of students who attain:

- NCEA Level 1 by the end of Year 11
- NCEA Level 2 by the end of Year 12
- NCEA Level 3 by the end of Year 13.

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

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

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

Total number of students from the Enrolment-based cohort

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

Statistics related to University Entrance

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

Figure 1 shows overall national enrolment-based attainment rates for NCEA and University Entrance. Table 1 shows the overall 2022 enrolment-based attainment rates by region.

Figures 2-13 show enrolment-based attainment rates, between genders, ethnicities, and school decile bands for the three levels of NCEA qualification and University Entrance.

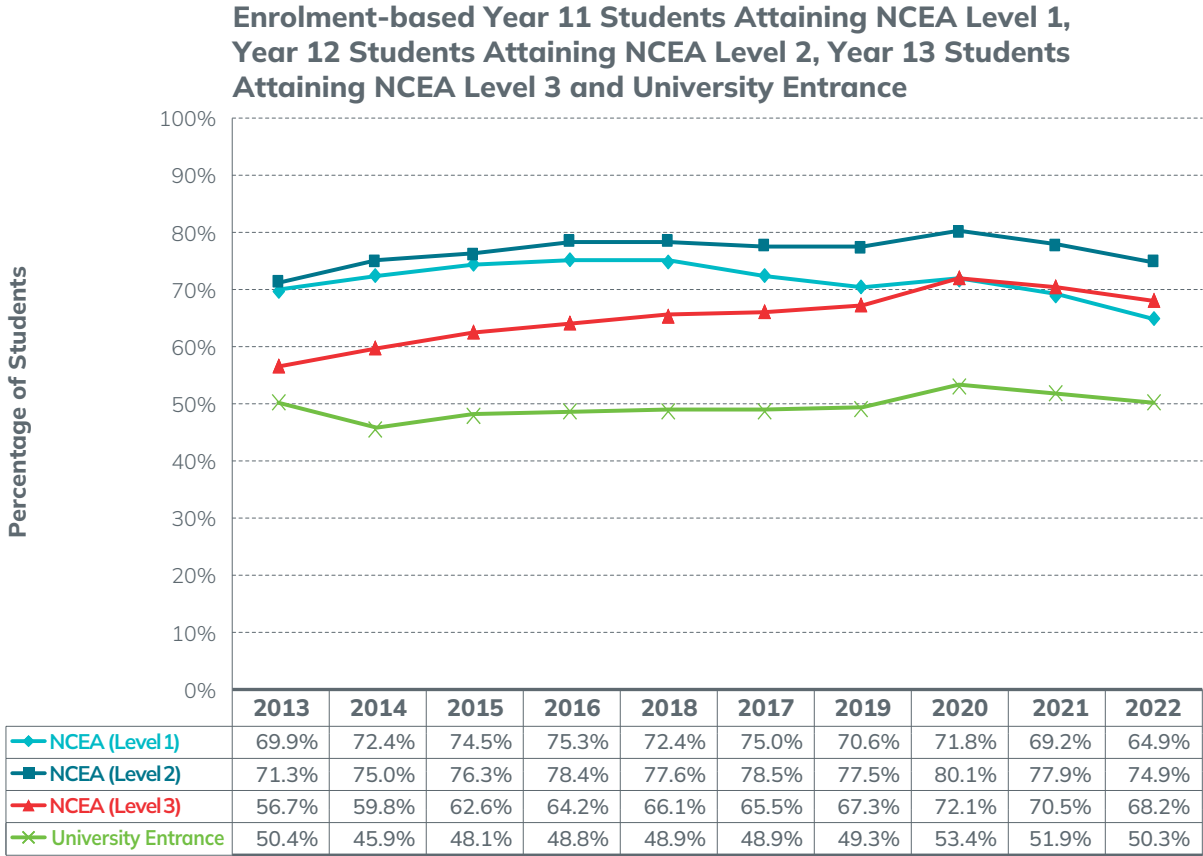


Figure 1. Enrolment-based attainment rates of Year 11 to 13 students attaining NCEA Levels 1-3 and University Entrance.

Table 1 shows Enrolment-based attainment rates in 2022 by region.

Region	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 13 University Entrance
Auckland	60.1%	74.4%	71.1%	54.1%
Bay of Plenty	73.6%	80.9%	71.8%	46.7%
Canterbury	70.2%	80.7%	74.0%	56.7%
Gisborne	61.9%	69.1%	56.8%	40.3%
Hawke's Bay	76.8%	81.8%	73.3%	53.8%
Manawatu-Whanganui	57.8%	73.6%	65.3%	46.0%
Marlborough	67.2%	78.1%	63.4%	39.1%
Nelson	75.2%	83.4%	76.8%	57.1%
Northland	56.4%	72.8%	65.4%	37.9%
Otago	78.9%	85.4%	77.2%	63.7%
Southland	77.3%	80.1%	69.9%	51.4%
Taranaki	74.6%	80.7%	73.7%	48.4%
Tasman	71.9%	82.3%	69.3%	52.5%
Waikato	65.9%	77.4%	68.2%	46.8%
Wellington	75.9%	81.7%	73.7%	56.2%
West Coast	71.8%	75.3%	67.3%	40.9%
Other	10.2%	12.5%	13.9%	10.1%

Table 1. Enrolment-based Year 11 Students attaining NCEA Level 1, Year 12 Students attaining NCEA Level 2, Year 13 Students attaining NCEA Level 3 with University Entrance by region in 2022.

Statistics by Gender

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

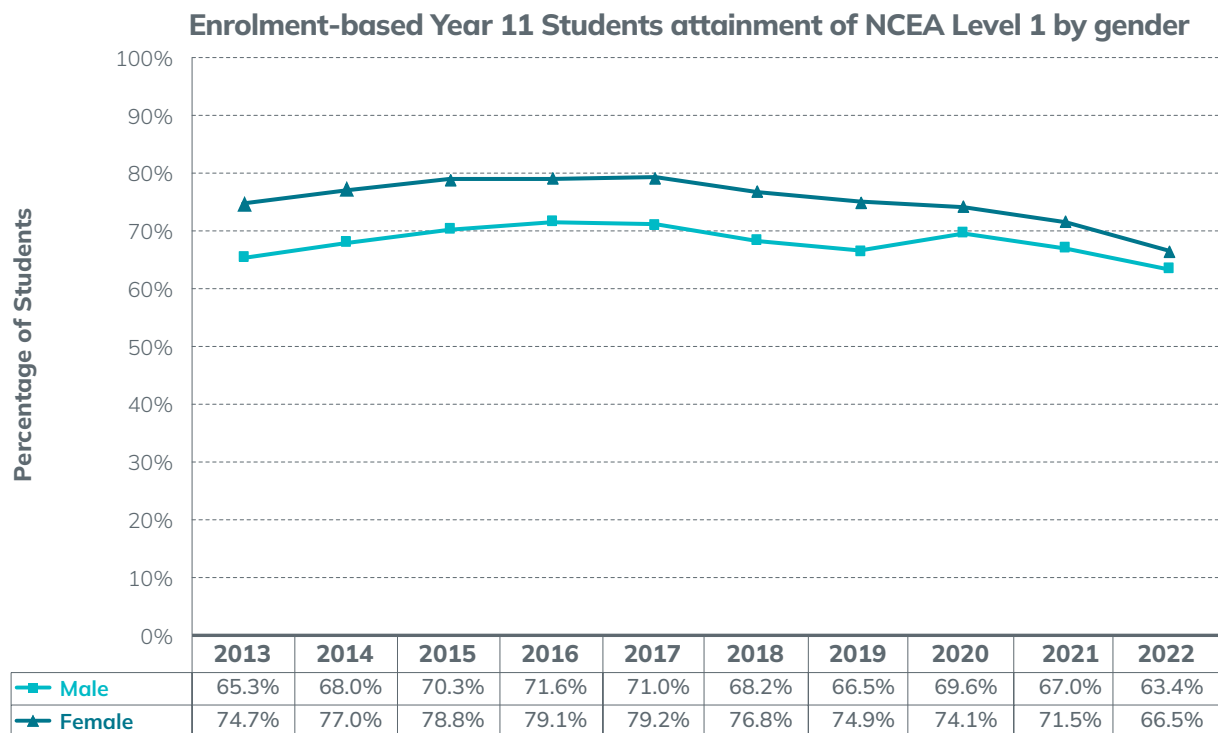


Figure 2. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by gender.

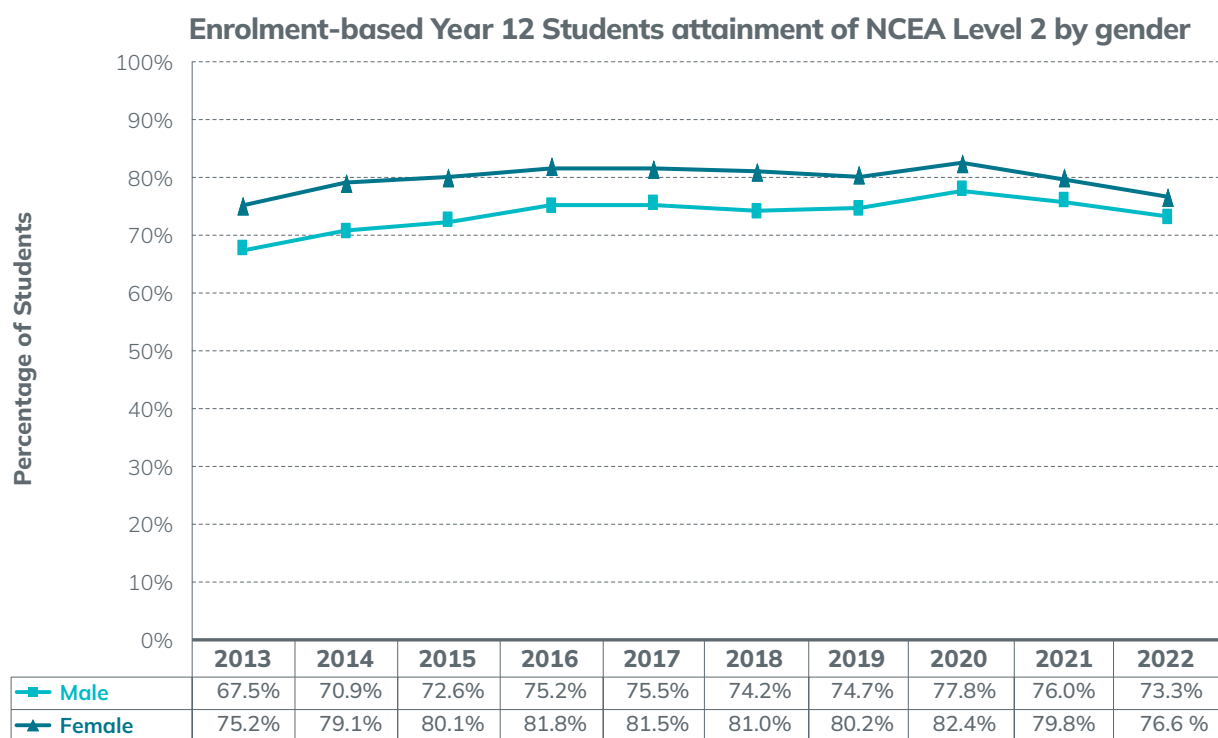


Figure 3. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by gender.

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

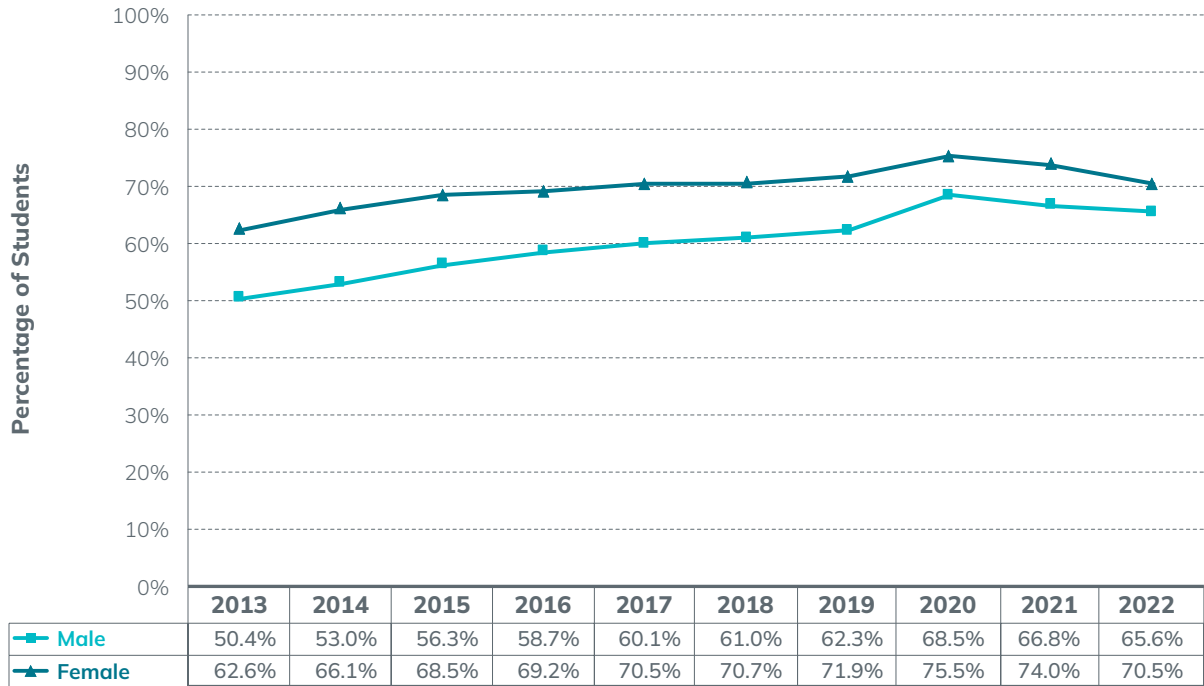


Figure 4. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by gender.

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

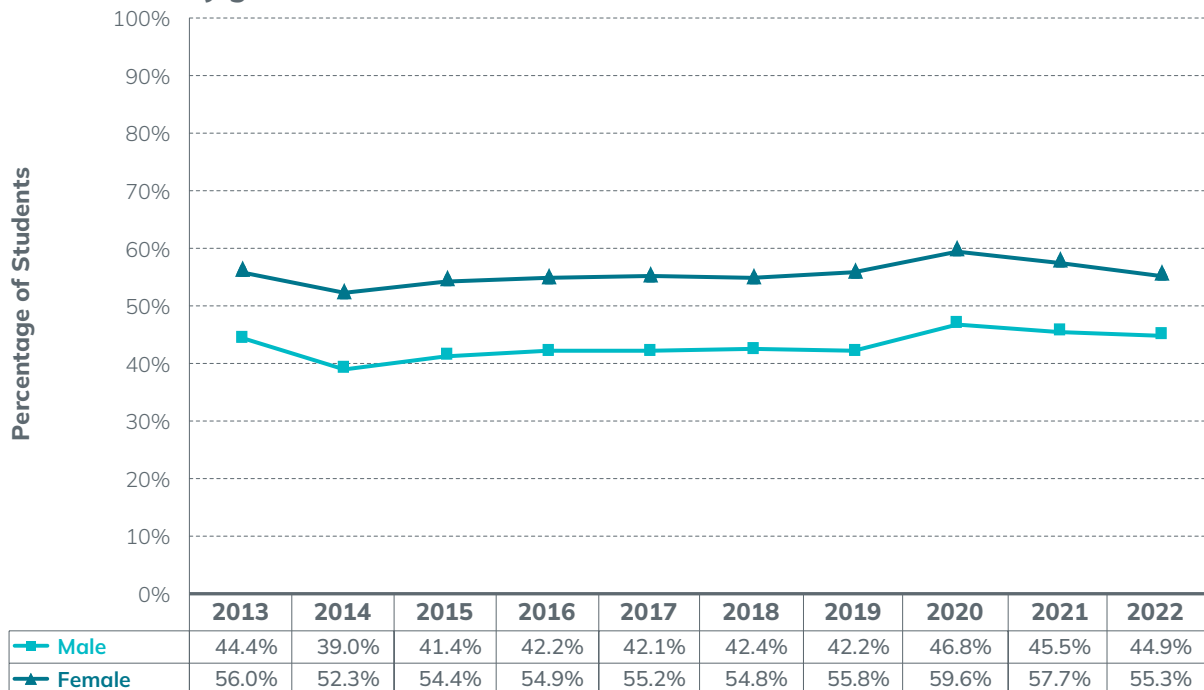


Figure 5. Enrolment-based attainment rates of Year 13 students attaining University Entrance by gender.

Statistics by Ethnicity

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

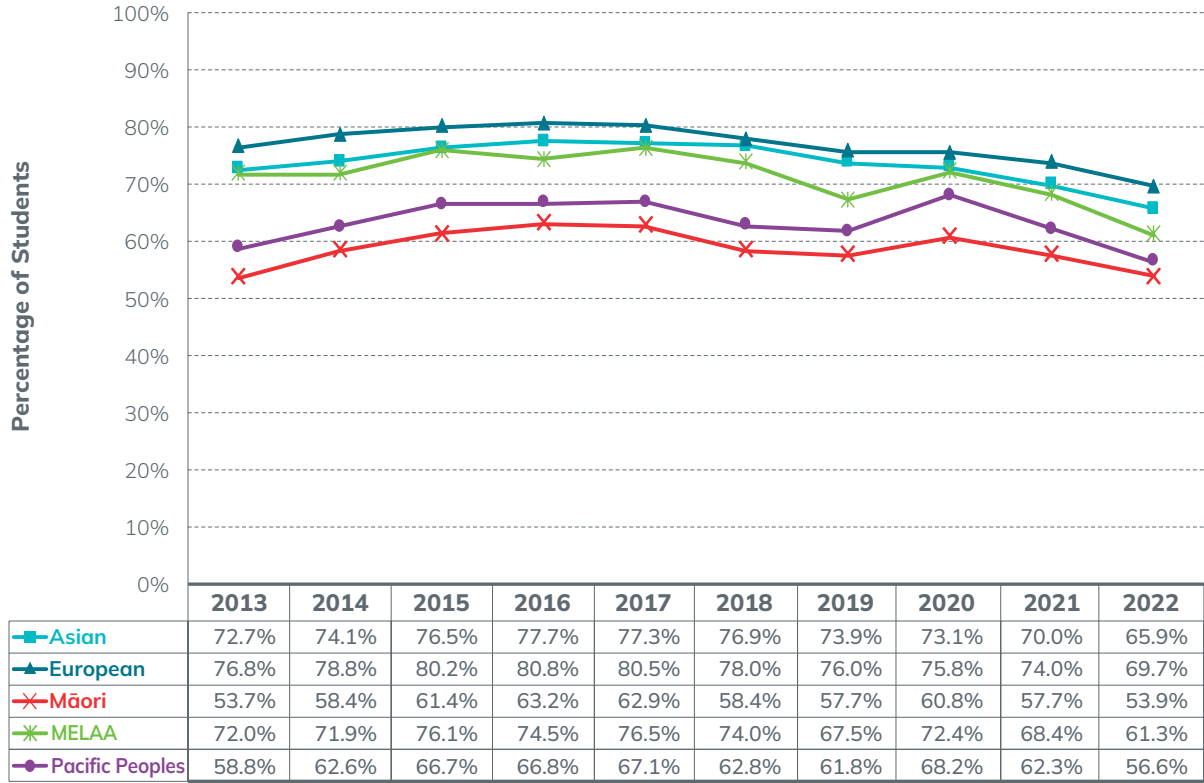


Figure 6. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by ethnicity.

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

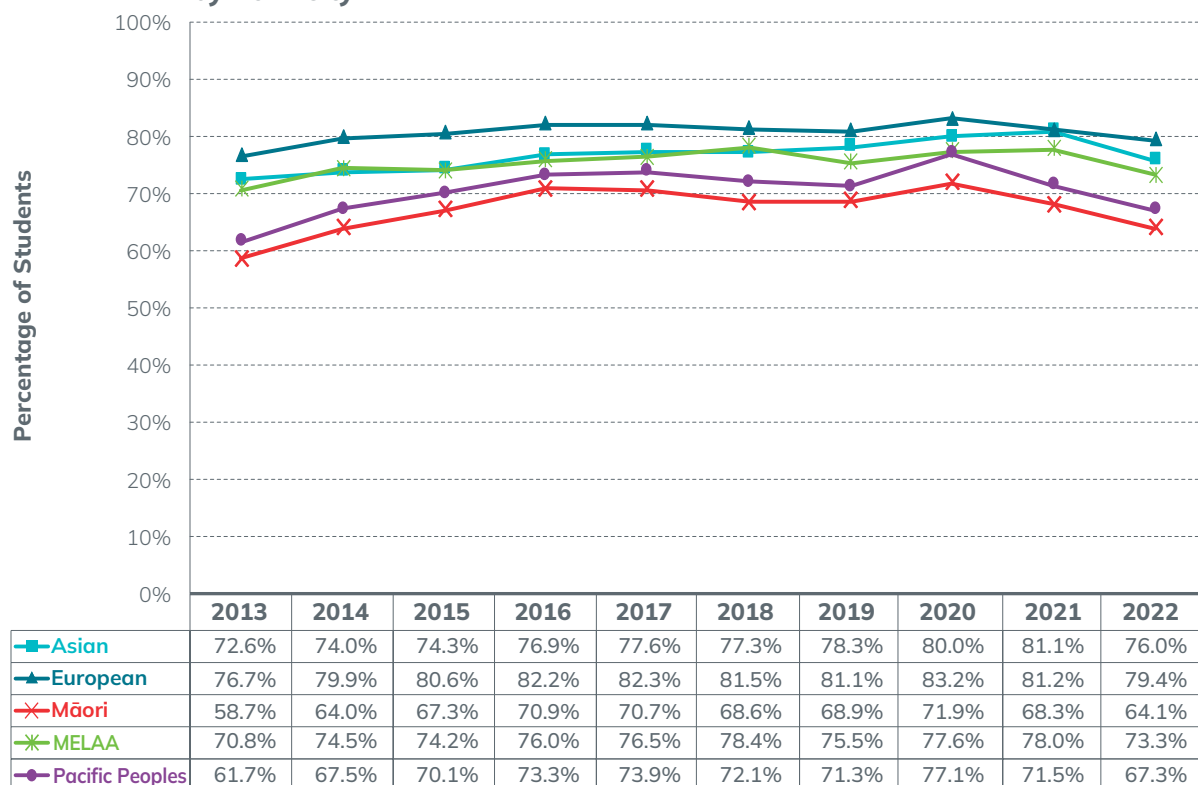


Figure 7. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by ethnicity.

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

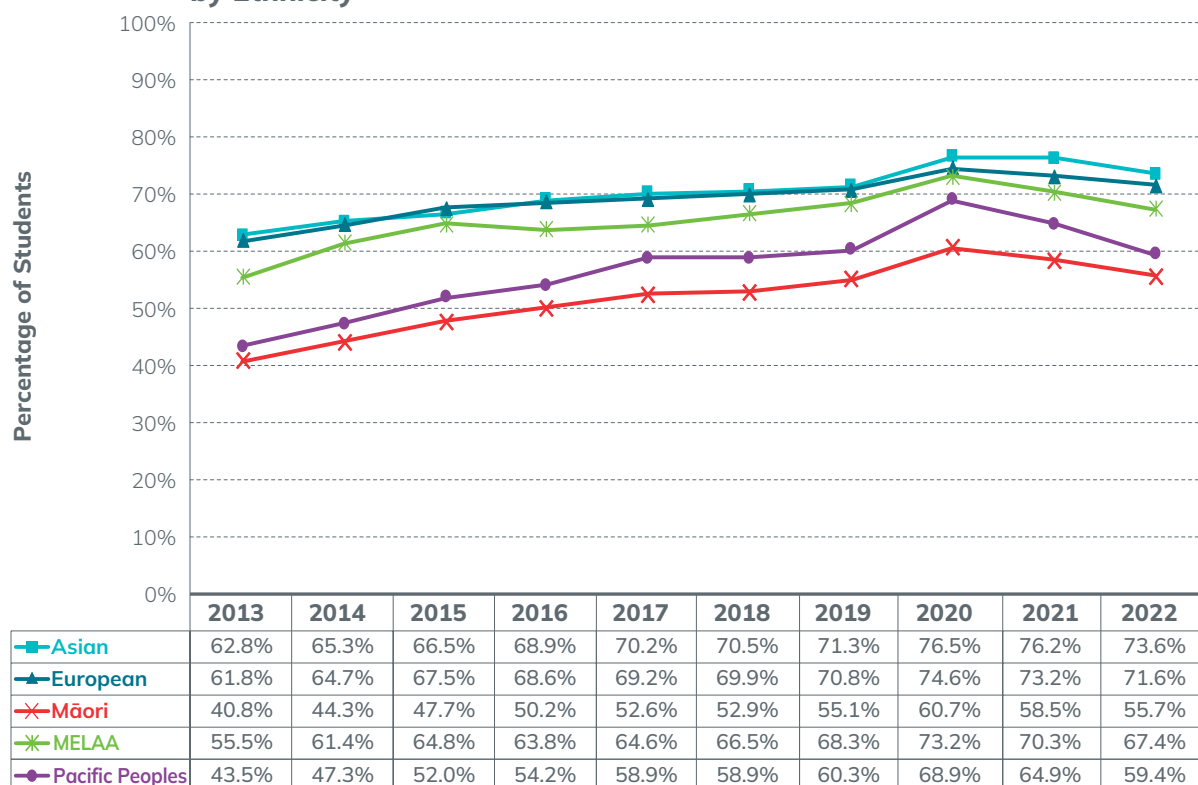


Figure 8. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by ethnicity.

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

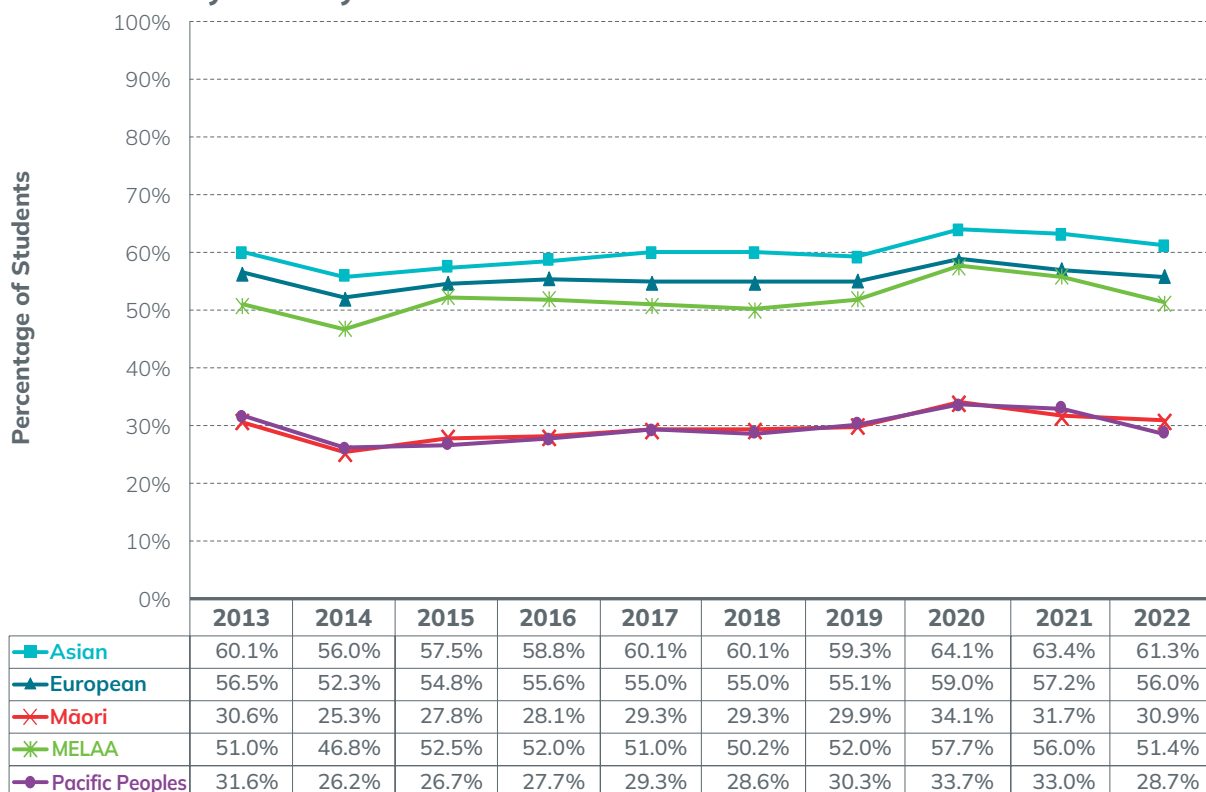


Figure 9. Enrolment-based attainment rates of Year 13 students attaining University Entrance by ethnicity.

Statistics by School Decile Band

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

There are a few schools with no specified decile, and their data have been omitted from these statistics.

A school's decile rating gives an indication of the average socio-economic level of students at the school, but it does not necessarily reflect the circumstances of particular students.

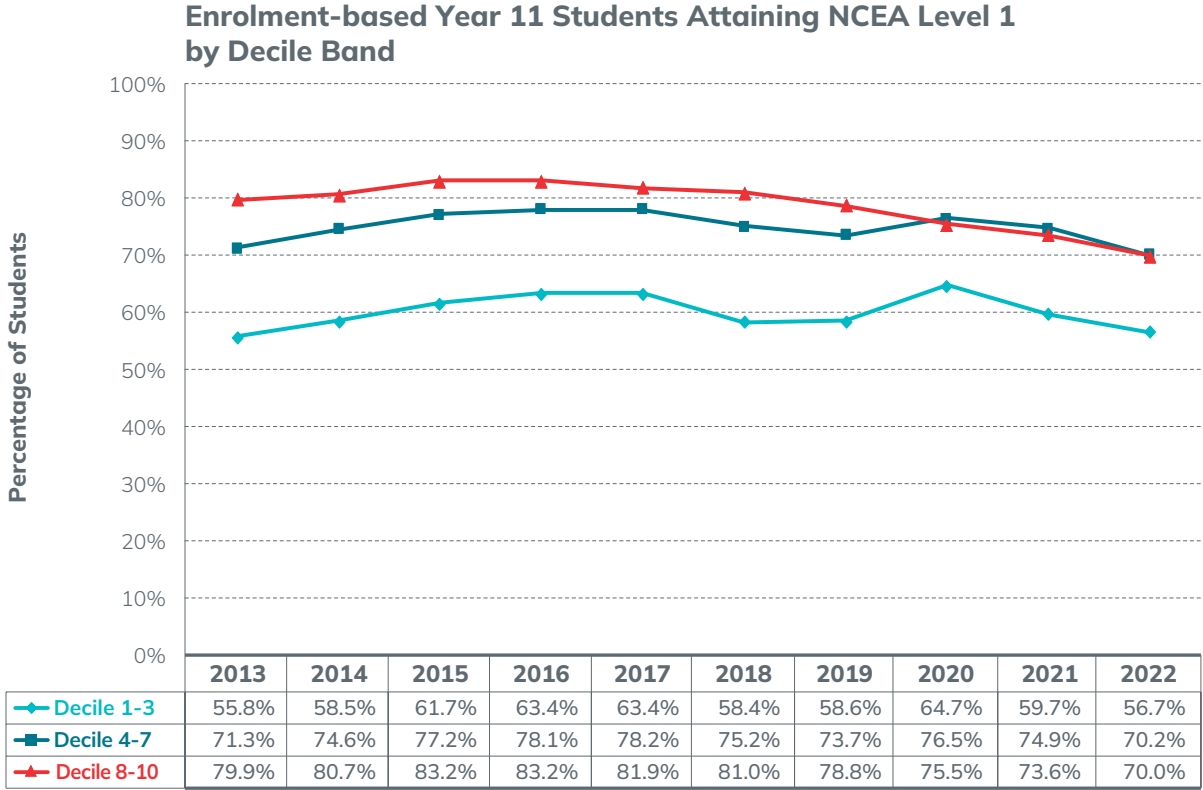


Figure 10. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by school decile band.

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

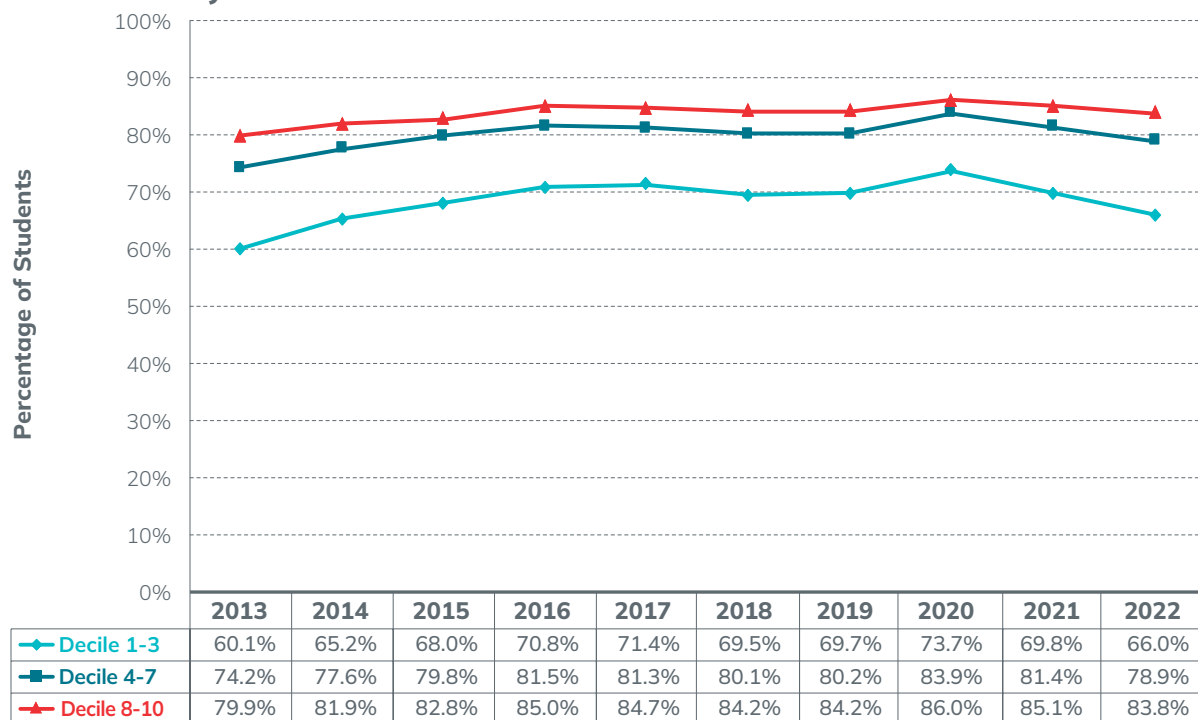


Figure 11. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by school decile band.

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

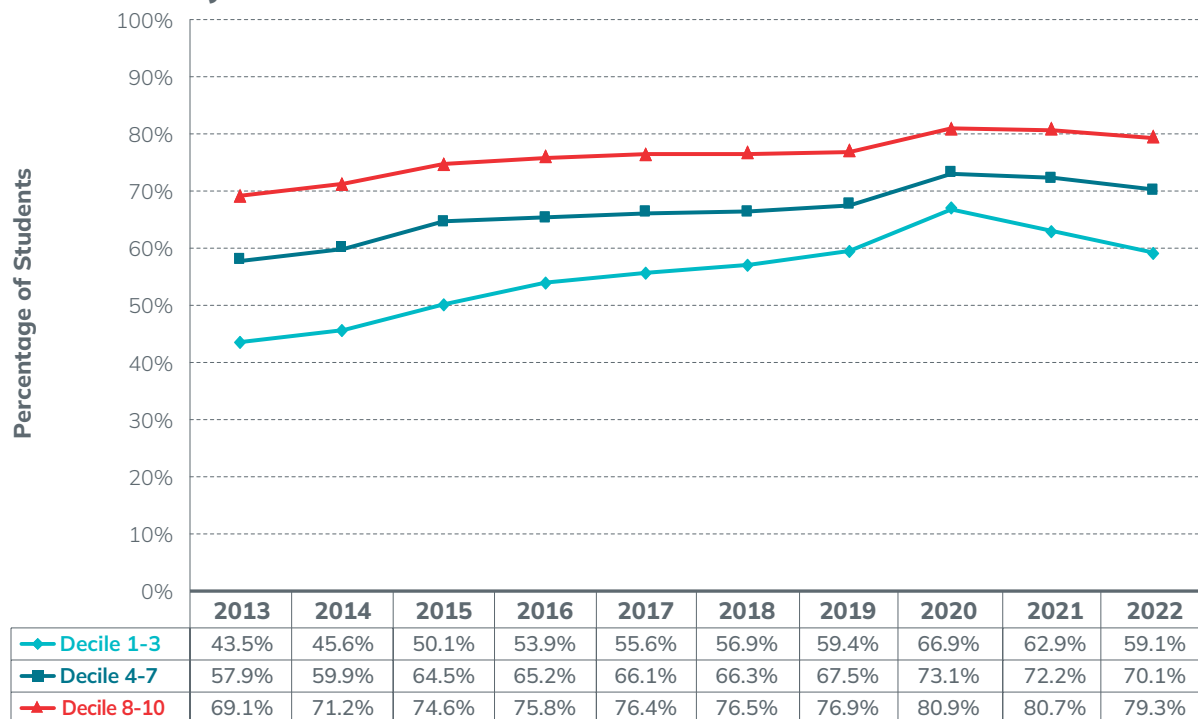


Figure 12. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by school decile band.

Enrolment-based Year 13 Students Attaining University Entrance by Decile Band

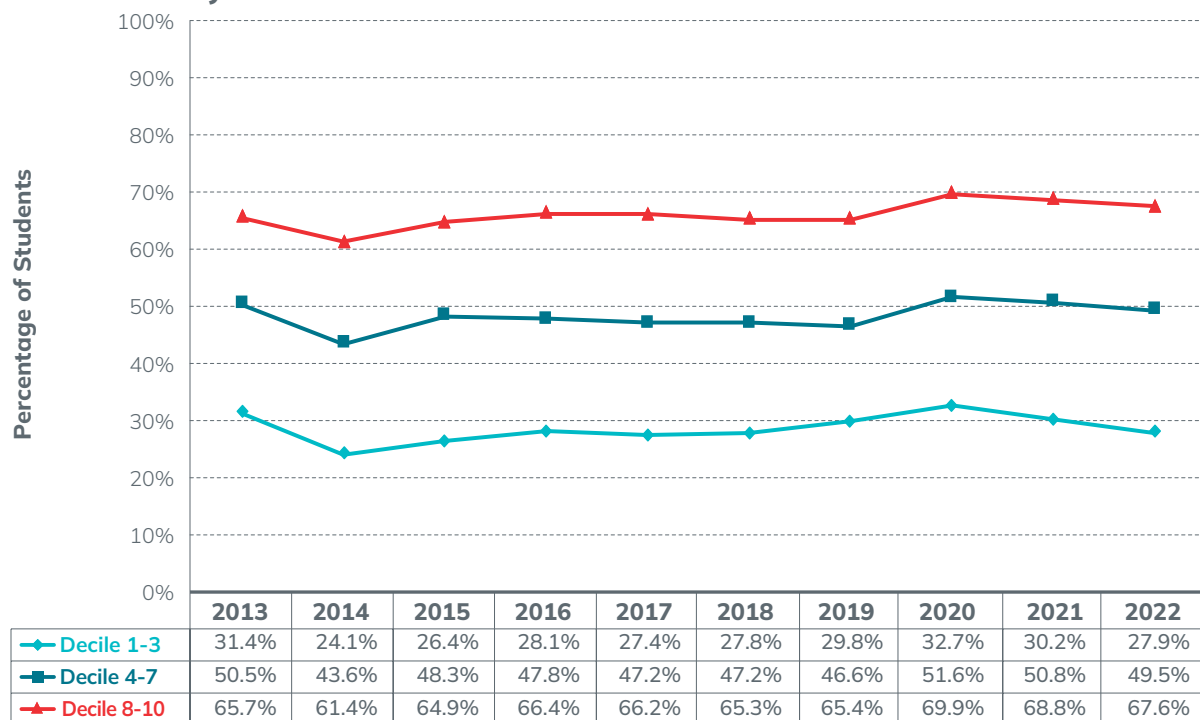


Figure 13. Enrolment-based attainment rates of Year 13 students attaining University Entrance by school decile band.

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 2020 Year 11 cohort is formed from the students in the 2020 Enrolled Students cohort who are Year 11 students. Students who leave school before the end of 2022 remain a part of the cohort, and their attainments up to their departure from schools are still included. The tracked cohort statistics are also presented by gender and ethnicity.

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

Figure 14 shows the attainment rates of NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance for the Tracked Year 11 cohort for the years 2011 to 2020.

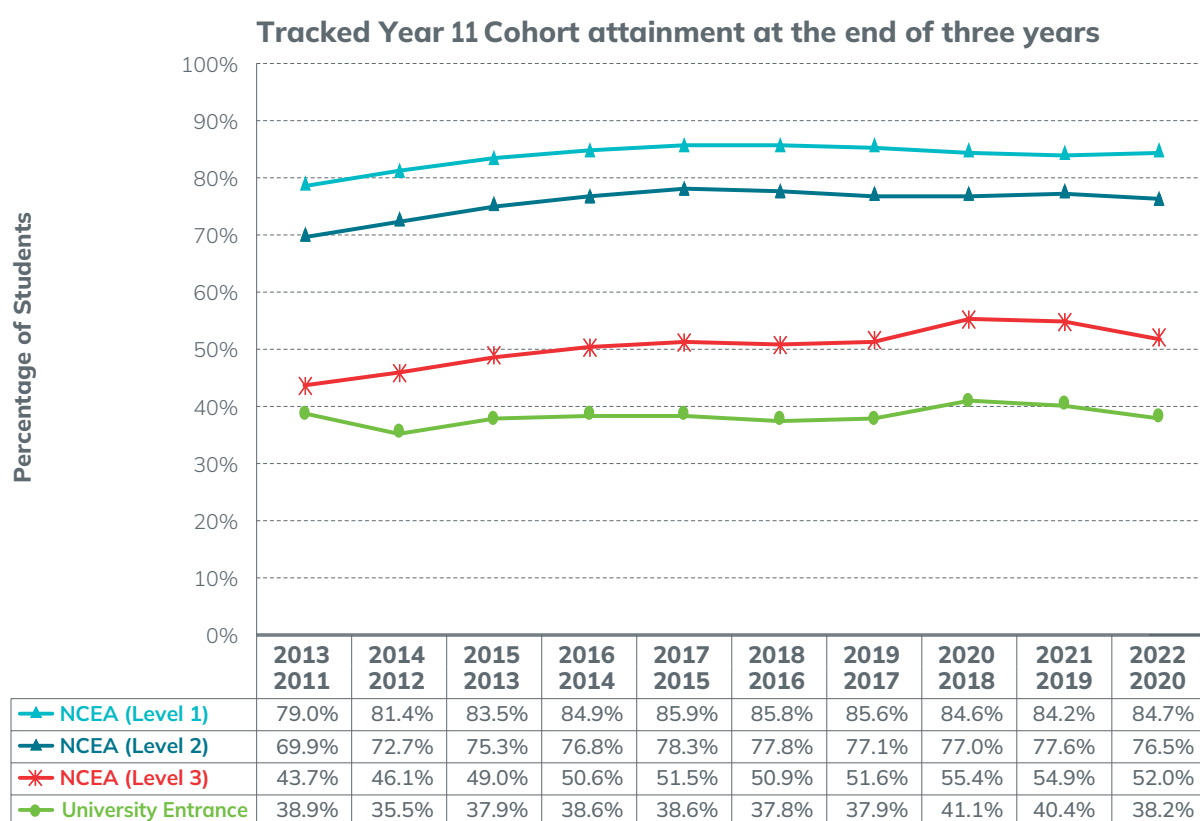


Figure 14. Attainment rates of Tracked Year 11 cohorts 2011 to 2020 at the end of three years.

Statistics by Gender

Figures 15-18 show the male and female attainment rates of NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance for the Tracked Year 11 cohort, for the years 2011 to 2022. Only students reported as male or female have been included in these figures.

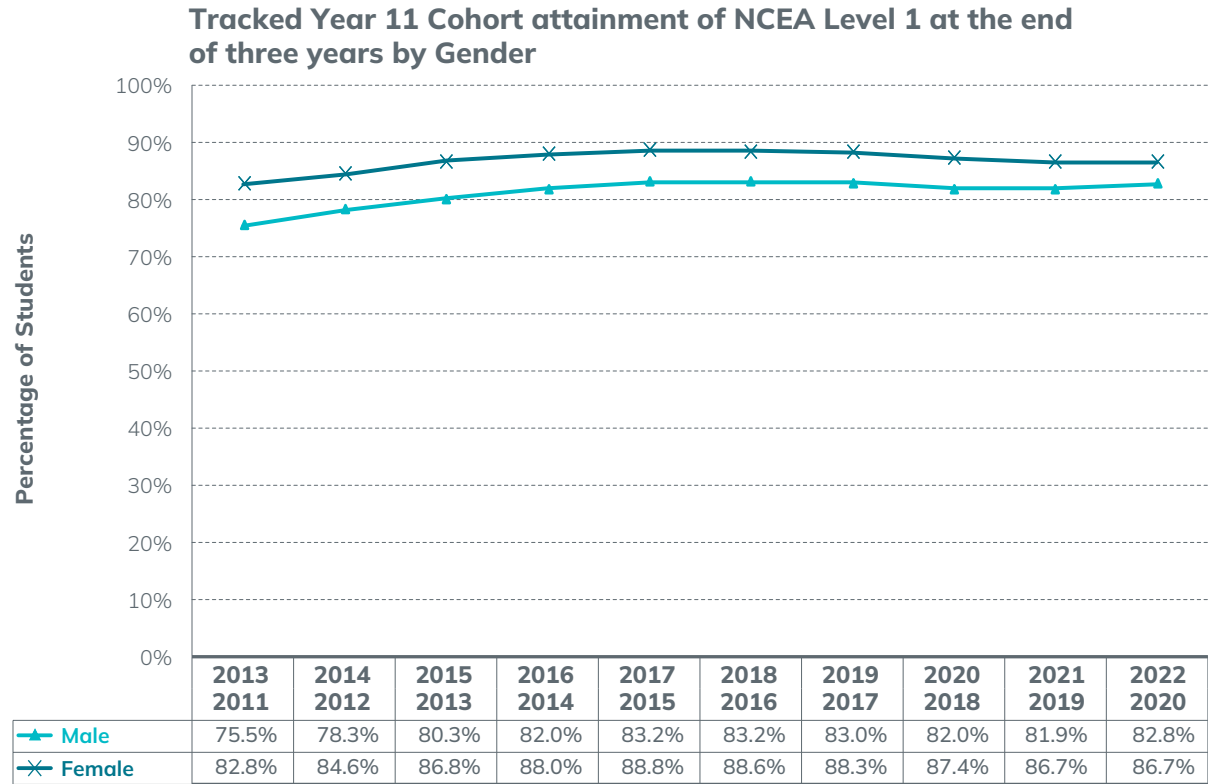


Figure 15. NCEA Level 1 attainment rates by gender for the Tracked Year 11 cohorts 2011 to 2020 at the end of three years.

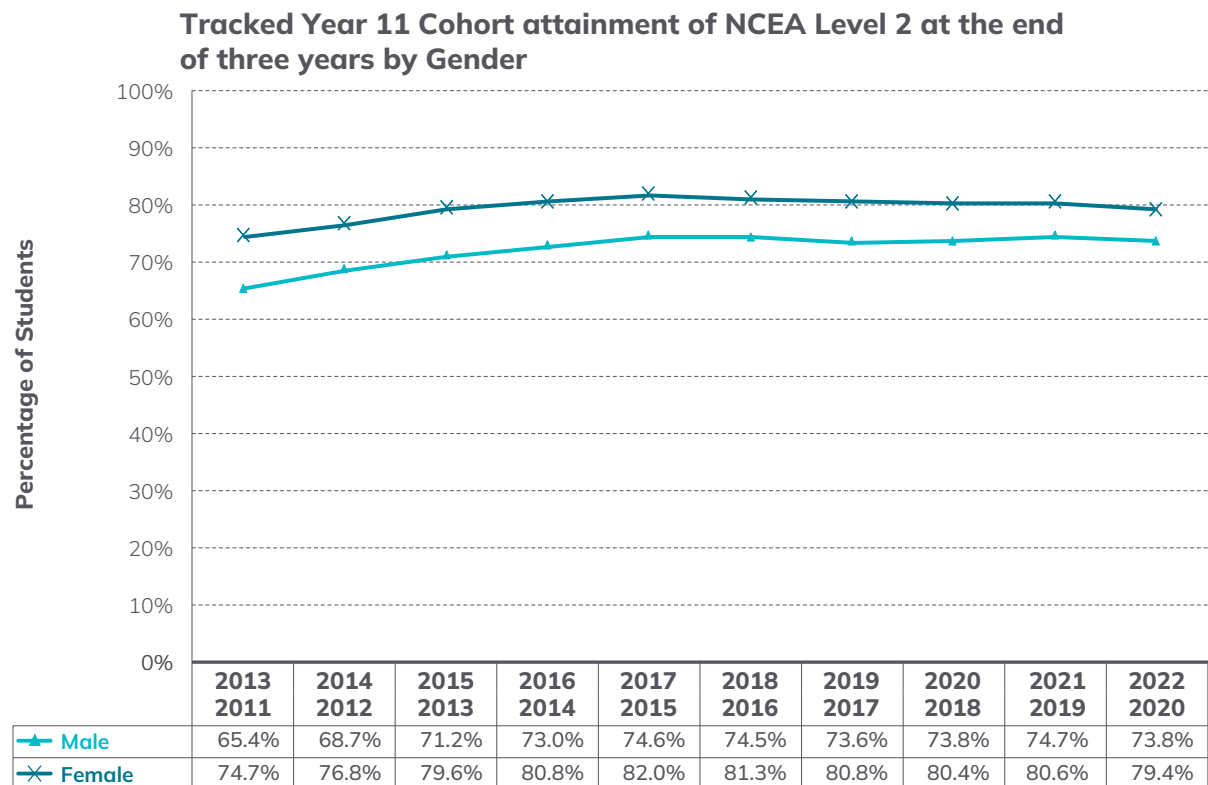


Figure 16. NCEA Level 2 attainment rates by gender for the Tracked Year 11 cohorts 2011 to 2020 at the end of three years.

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

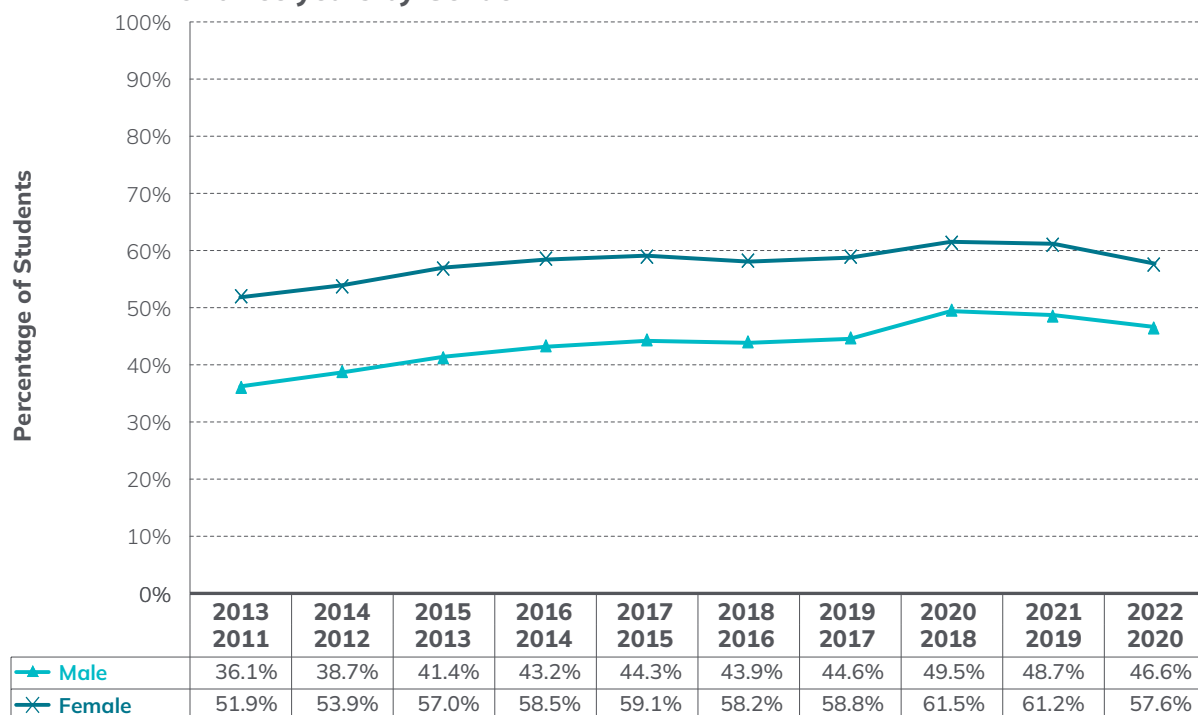


Figure 17. NCEA Level 3 attainment rates by gender for the Tracked Year 11 cohorts 2011 to 2020 at the end of three years.

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

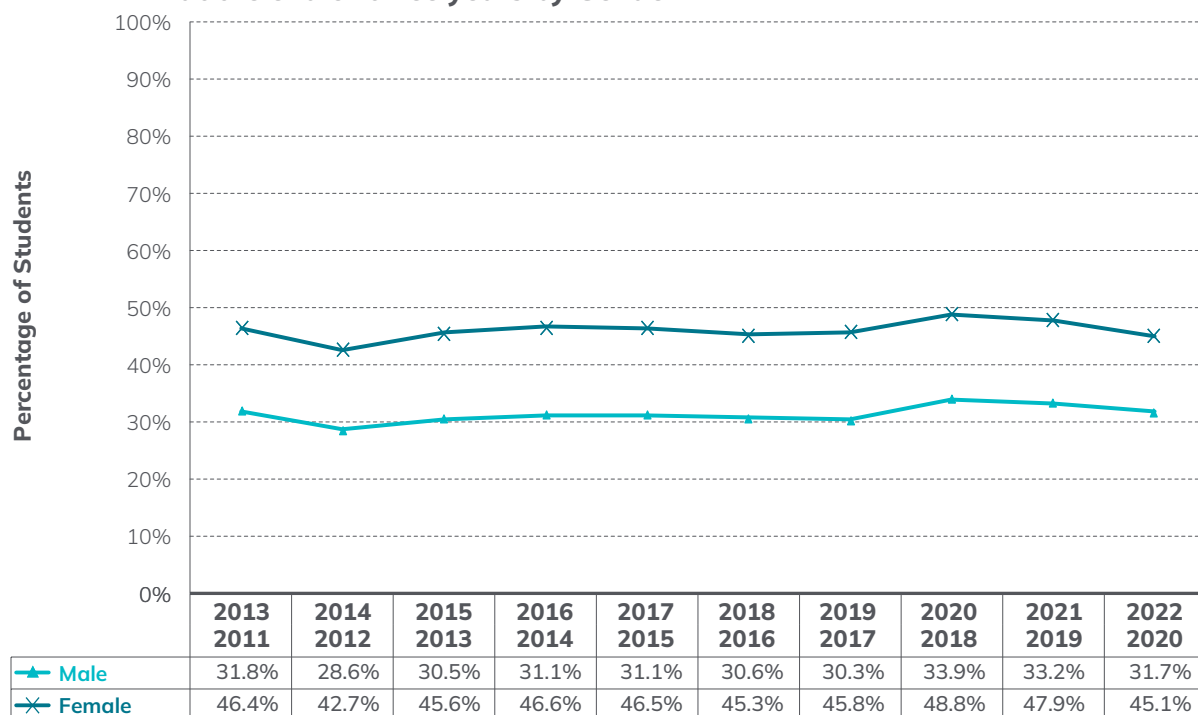


Figure 18. University Entrance attainment rates by gender for the Tracked Year 11 cohorts 2011 to 2020 at the end of three years.

Statistics by Ethnicity

Figures 19-22 show attainment rates by ethnicity for NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance using the Tracked Year 11 cohort for the years 2011 to 2020. The ethnicity stated when the student became a member of the cohort is maintained throughout, even though the student may subsequently amend their ethnicity.

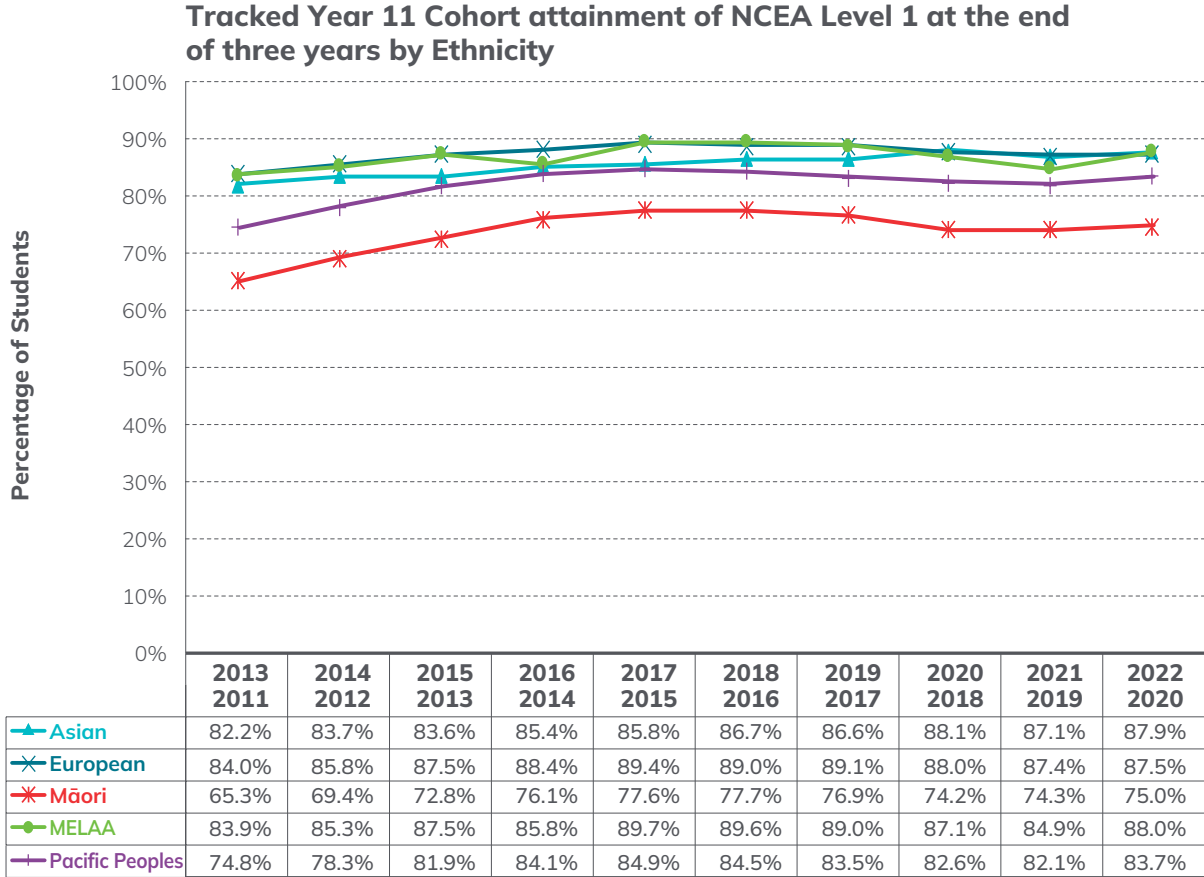


Figure 19. NCEA Level 1 attainment rates by ethnicity for the Tracked Year 11 cohorts 2011 to 2020 at the end of three years.

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

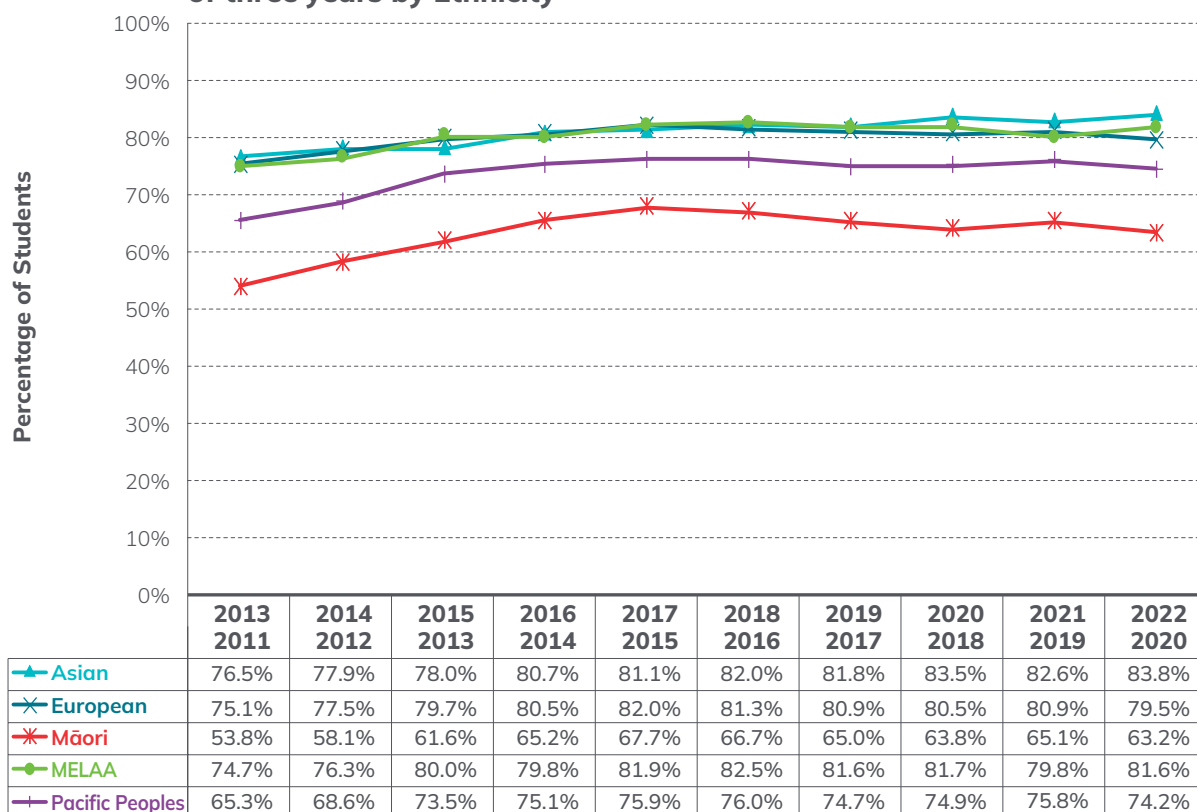


Figure 20. NCEA Level 2 attainment rates by ethnicity for the Tracked Year 11 cohorts 2011 to 2020 at the end of three years.

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

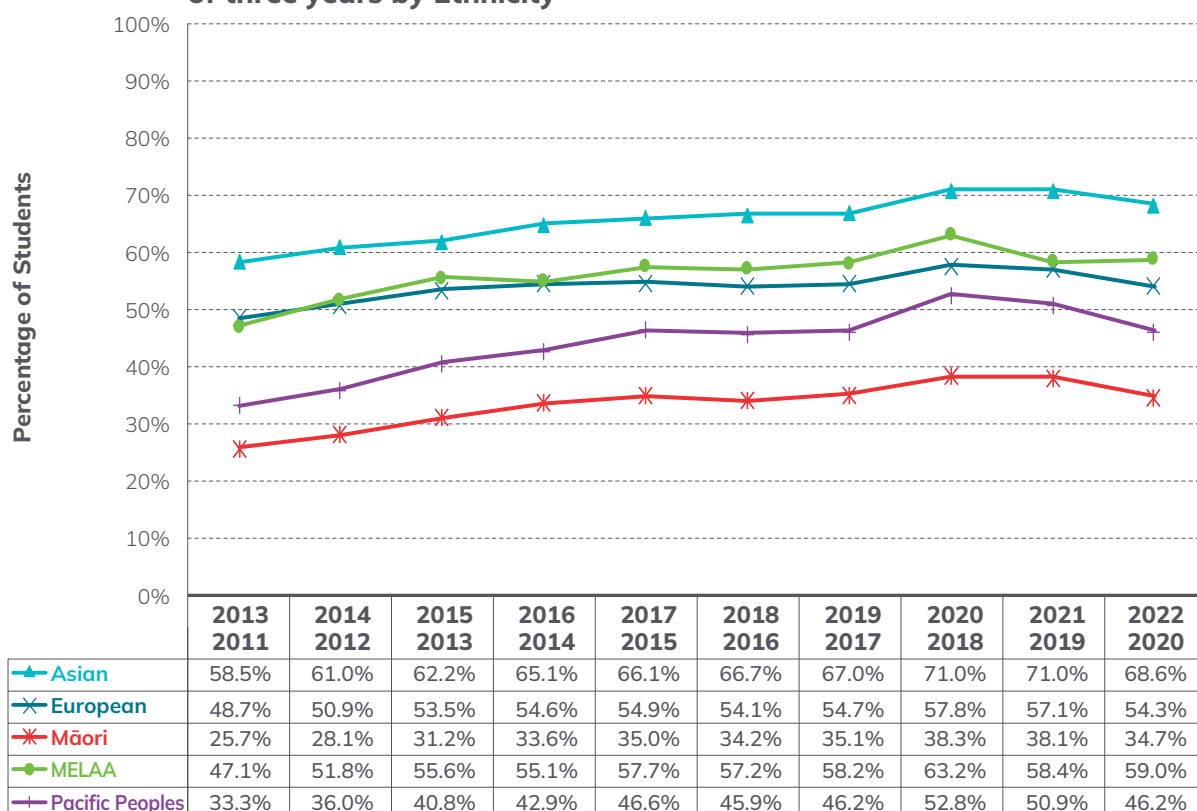


Figure 21. NCEA Level 3 attainment rates by ethnicity for the Tracked Year 11 cohorts 2011 to 2020 at the end of three years.

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

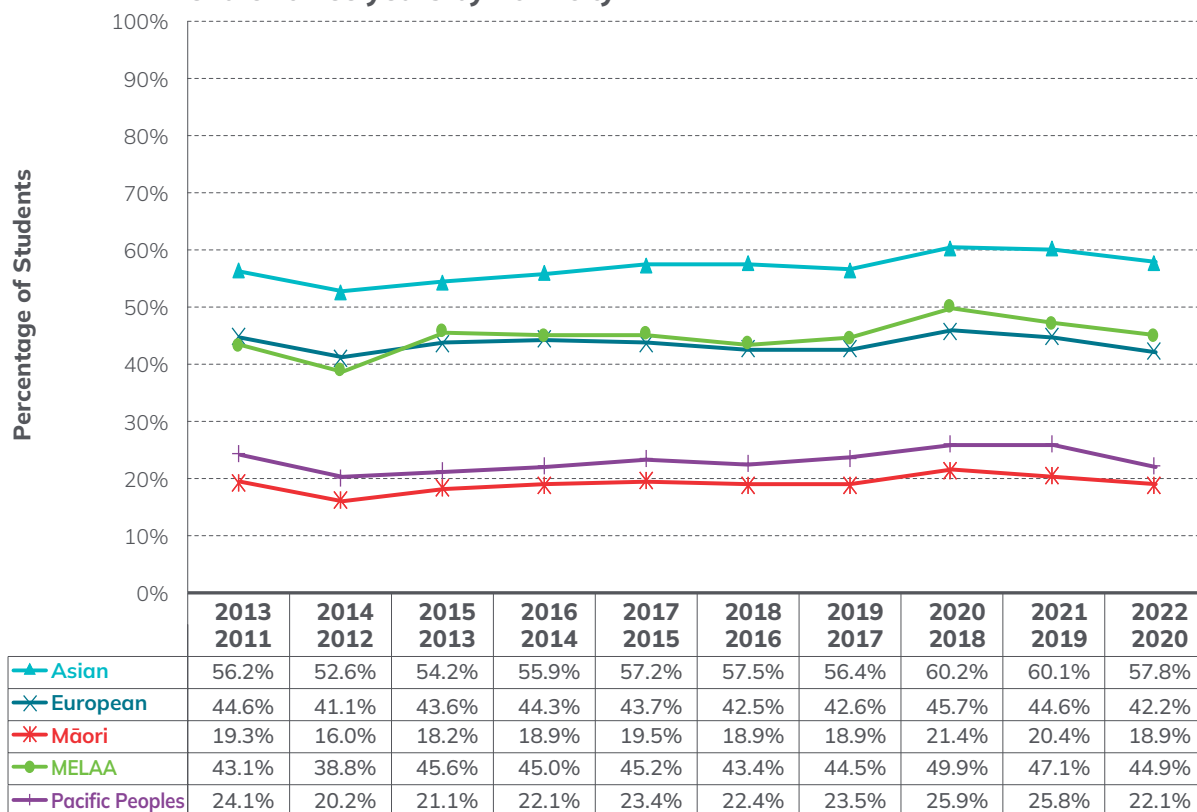
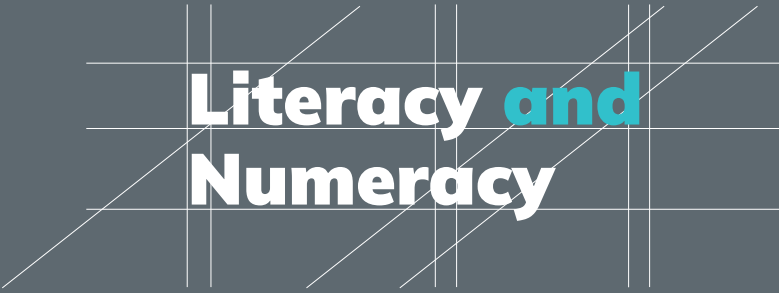


Figure 22. University Entrance attainment rates by ethnicity for the Tracked Year 11 cohort 2011 to 2020 at the end of three years



Literacy and Numeracy

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

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

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

Literacy requirements

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

- Achieving all three literacy unit standards; or by
- Achieving 10 or more credits from the approved list of assessment standards and the three English for Academic Purposes unit standards.

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

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

Numeracy requirements

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

- Achieving all three numeracy unit standards; or by
- Achieving 10 or more credits from the approved list of assessment standards.

Alignment of Standards

Changes to standards as a result of the Alignment of Standards with the New Zealand Curriculum Project (from 2011 to 2013) had an impact on literacy and numeracy attainment. These changes altered both the standards and the range of subjects from which credits could be derived towards the literacy and numeracy requirements.

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

www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/level-1-requirements/

Literacy and Numeracy for NCEA Level 1

Table 2 shows the percentage of Year 11 students attaining NCEA Level 1 Literacy and Numeracy² by the end of each year.

Year	Literacy	Numeracy
2013	83.9%	81.1%
2014	85.3%	82.9%
2015	86.4%	84.6%
2016	86.5%	85.1%
2017	87.1%	85.5%
2018	86.2%	84.4%
2019	85.5%	83.4%
2020	85.1%	83.6%
2021	83.6%	82.5%
2022	81.6%	80.8%

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

² Literacy and Numeracy attainment in 2021 and 2022 includes results from the Literacy, Numeracy, Te Reo Matatini me te Pāngarau pilot standards.

Literacy and Numeracy for University Entrance

Table 3 shows the percentages of Year 13 students achieving the literacy and numeracy requirements for the University Entrance award³. For University Entrance, the numeracy percentages are not comparable to the numeracy percentages for NCEA Level 1 reported earlier (refer to Table 1), as the cohorts used are different, i.e. these University Entrance statistics use the Year 13 Enrolment-based Student cohort, whereas the Level 1 numeracy statistics used a Year 11 Enrolment-based Student cohort

Year	Literacy	Numeracy
2013	71.8%	91.0%
2014	73.8%	91.7%
2015	73.4%	92.7%
2016	69.9%	93.1%
2017	70.2%	93.7%
2018	70.5%	93.8%
2019	70.4%	94.0%
2020	70.7%	93.7%
2021	69.5%	93.6%
2022	69.1%	93.3%

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

³ UE Numeracy attainment in 2021 and 2022 includes results from the Numeracy, and Pāngarau pilot standards.



**NCEA Certificate
Endorsement**

Certificate Endorsement with Merit or Excellence for NCEA Levels 1, 2 and 3 was introduced in 2007 to recognise students' higher attainment. To be awarded an Excellence endorsement, students must achieve 50 or more credits at Excellence. To be awarded a Merit endorsement, students must achieve 50 or more credits with Merit or above⁴.

The attainment rate of certificate endorsement is the percentage of students who attained an NCEA certificate with an endorsement in the same year.⁵ The denominator for these percentage of students who attained an NCEA certificate.

Figures 23-25 show the percentages of students who attained NCEA Levels 1, 2, or 3 with Merit or Excellence endorsement. Table 4 shows the certificate endorsements attained by students in 2022 by region.

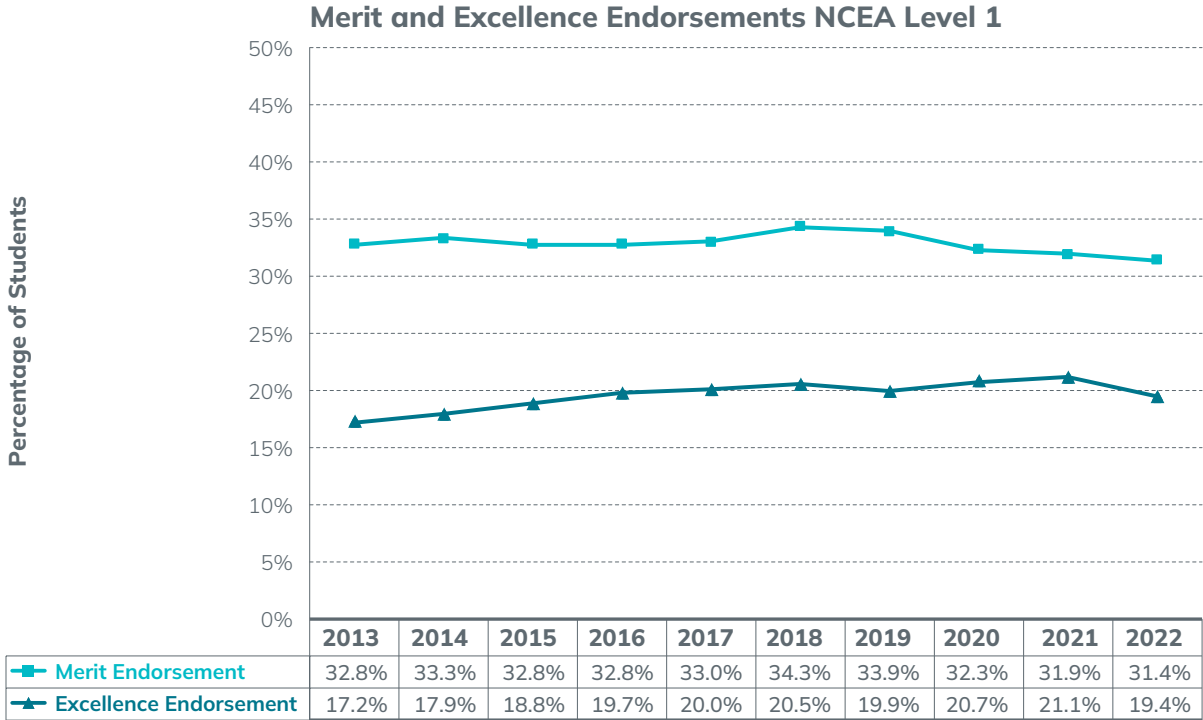


Figure 23. NCEA Level 1 Endorsements attained by Year 11 students with NCEA Level 1.

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

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

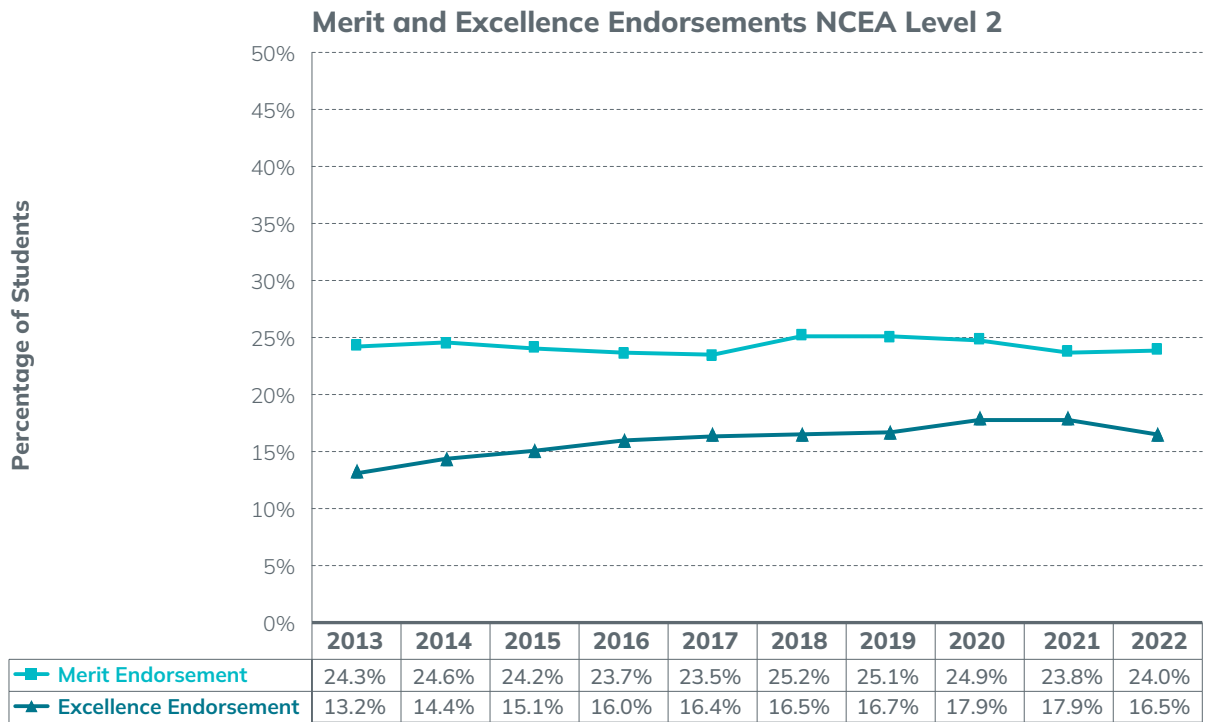


Figure 24. NCEA Level 2 Endorsements attained by Year 12 students with NCEA Level 2.

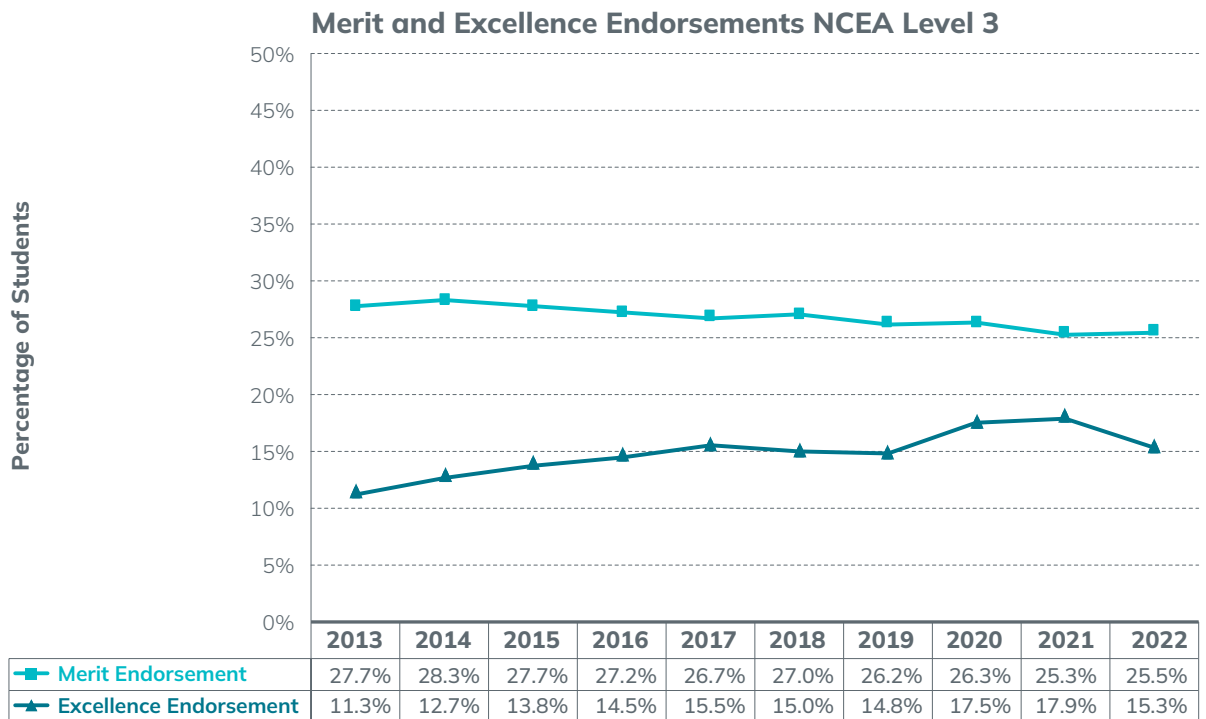


Figure 25. NCEA Level 3 Endorsements attained by Year 13 students with NCEA Level 3.

Table 4 shows the endorsements attained by students in 2022 by region. In 2022, changes were made to the rules for Certificate Endorsement (see Specific notes about 2020, 2021, and 2022 attainment on page 8).

Year	NCEA Level 1		NCEA Level 2		NCEA Level 3	
	Merit Endorsement	Excellence Endorsement	Merit Endorsement	Excellence Endorsement	Merit Endorsement	Excellence Endorsement
Auckland	32.9%	23.1%	26.6%	18.9%	27.0%	17.5%
Bay of Plenty	28.9%	17.5%	19.8%	14.0%	20.7%	15.0%
Canterbury	33.3%	19.5%	25.7%	17.6%	26.3%	14.5%
Gisborne	27.7%	8.5%	17.4%	8.2%	18.7%	10.6%
Hawke's Bay	30.4%	16.9%	25.9%	14.9%	24.7%	13.2%
Manawatu-Whanganui	28.2%	15.4%	21.1%	11.0%	23.6%	13.5%
Marlborough	32.4%	12.1%	21.2%	8.4%	22.2%	11.1%
Nelson	33.6%	21.7%	23.8%	18.3%	27.0%	12.2%
Northland	21.9%	11.0%	16.3%	10.2%	19.0%	9.0%
Otago	34.4%	20.6%	24.0%	19.4%	27.8%	14.7%
Southland	28.9%	17.0%	18.3%	17.2%	23.9%	12.7%
Taranaki	25.3%	15.0%	18.2%	11.2%	20.1%	13.7%
Tasman	35.9%	14.8%	22.5%	11.7%	29.0%	7.3%
Waikato	28.8%	14.0%	19.9%	12.7%	23.4%	14.0%
Wellington	34.6%	22.7%	27.3%	18.8%	27.1%	16.4%
West Coast	23.1%	10.5%	13.8%	8.9%	20.0%	5.2%
Other	29.6%	31.0%	22.5%	20.3%	25.1%	12.9%

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

Statistics by Gender

Figures 26-31 show the percentages of male and female students who attained either Merit or Excellence endorsement at each NCEA level. Only students reported as male or female have been included in these figures.

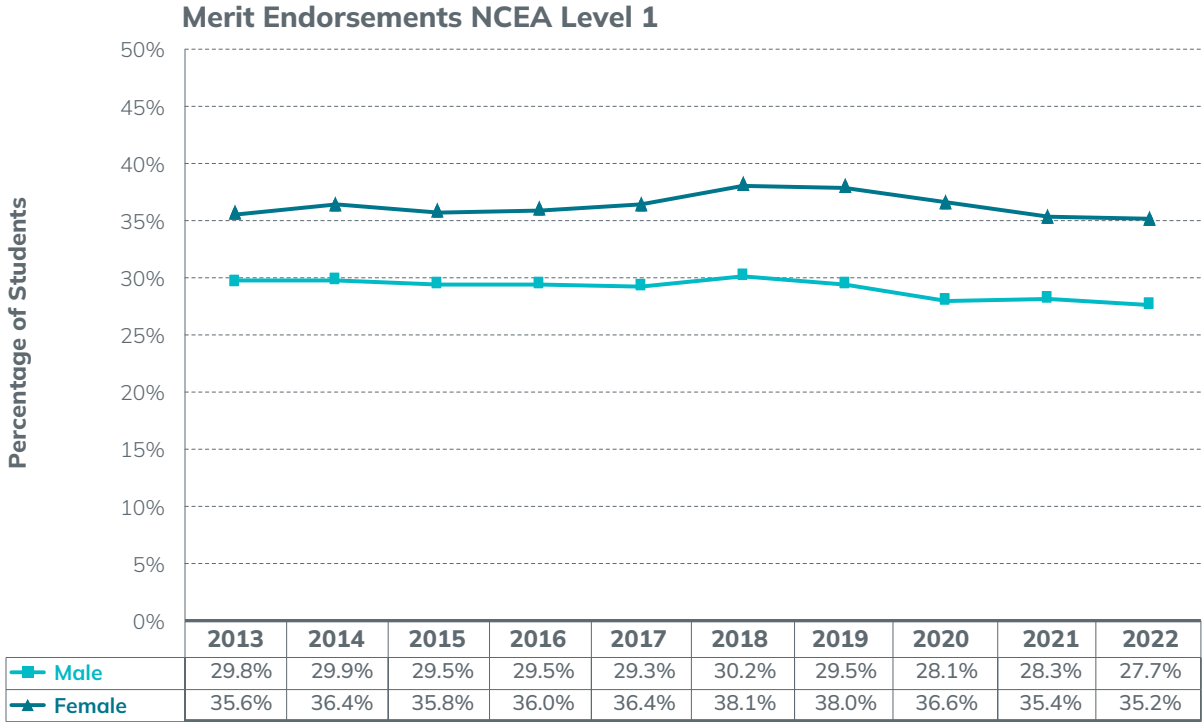


Figure 26. NCEA Level 1 Merit Endorsements attained by Year 11 students with NCEA Level 1 by gender.

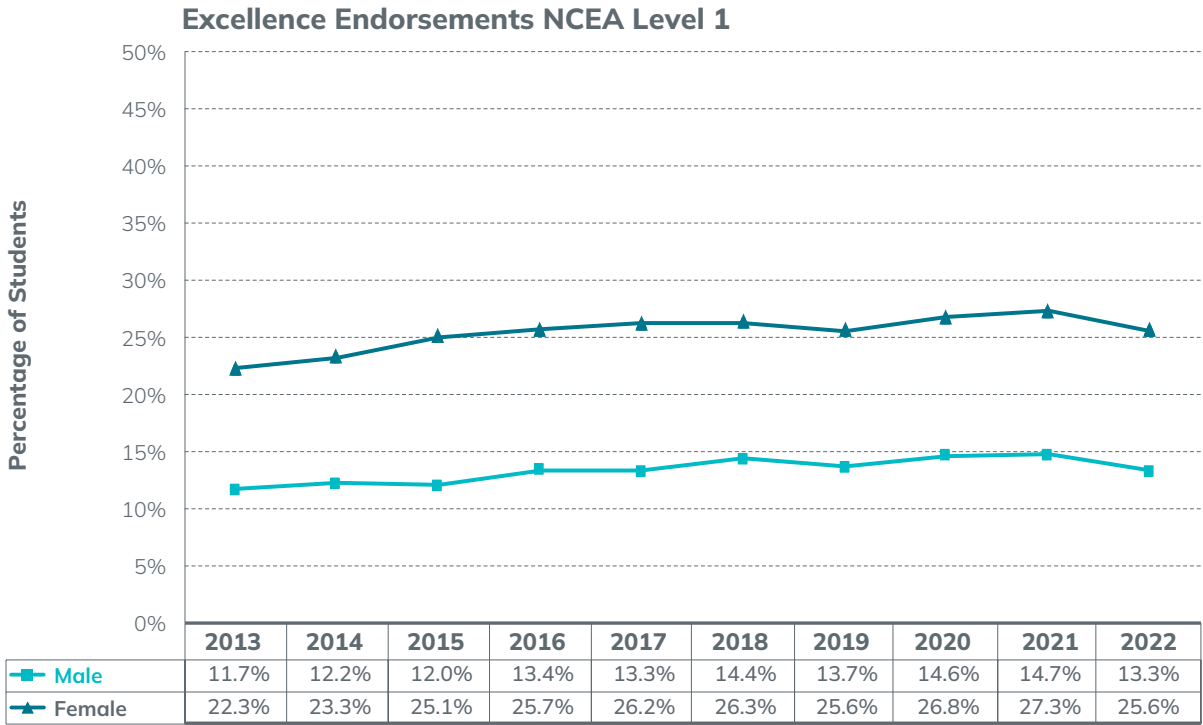


Figure 27. NCEA Level 1 Excellence Endorsements attained by Year 11 students with NCEA Level 1 by gender.

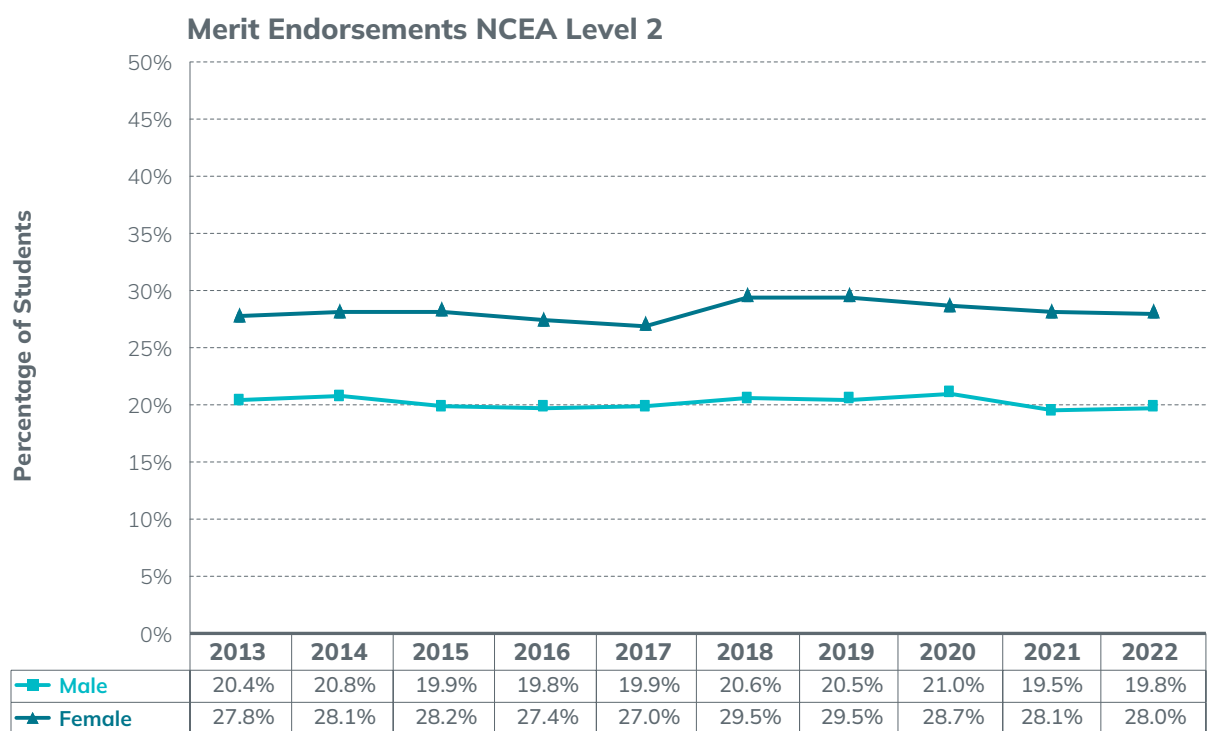


Figure 28. NCEA Level 2 Merit Endorsements attained by Year 12 students with NCEA Level 2 by gender.

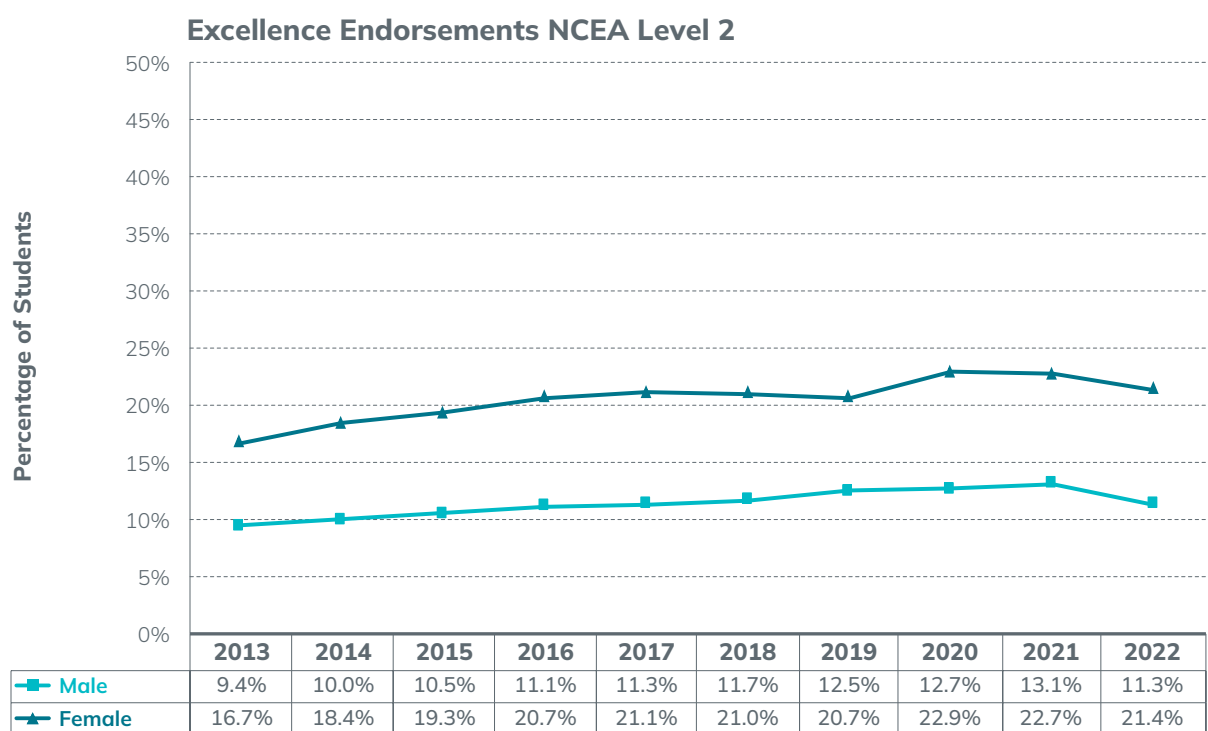


Figure 29. NCEA Level 2 Excellence Endorsements attained by Year 12 students with NCEA Level 2 by gender.

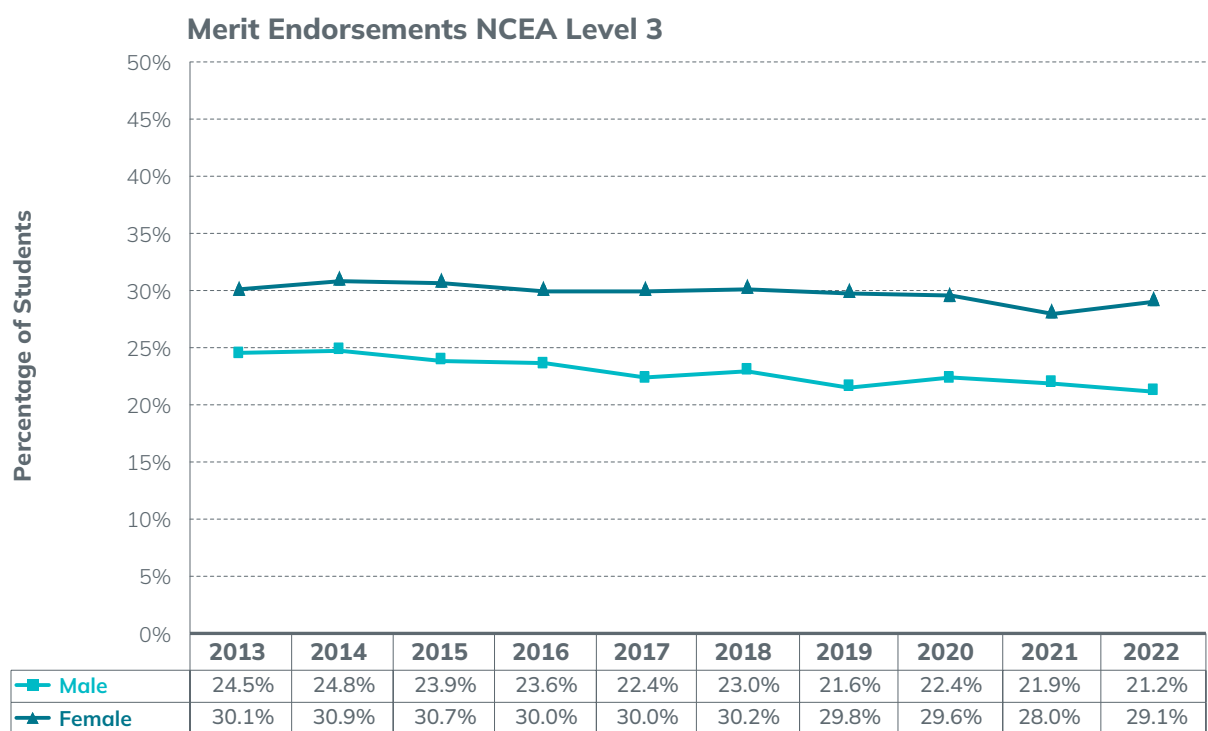


Figure 30. NCEA Level 3 Merit Endorsements attained by Year 13 students with NCEA Level 3 by gender.

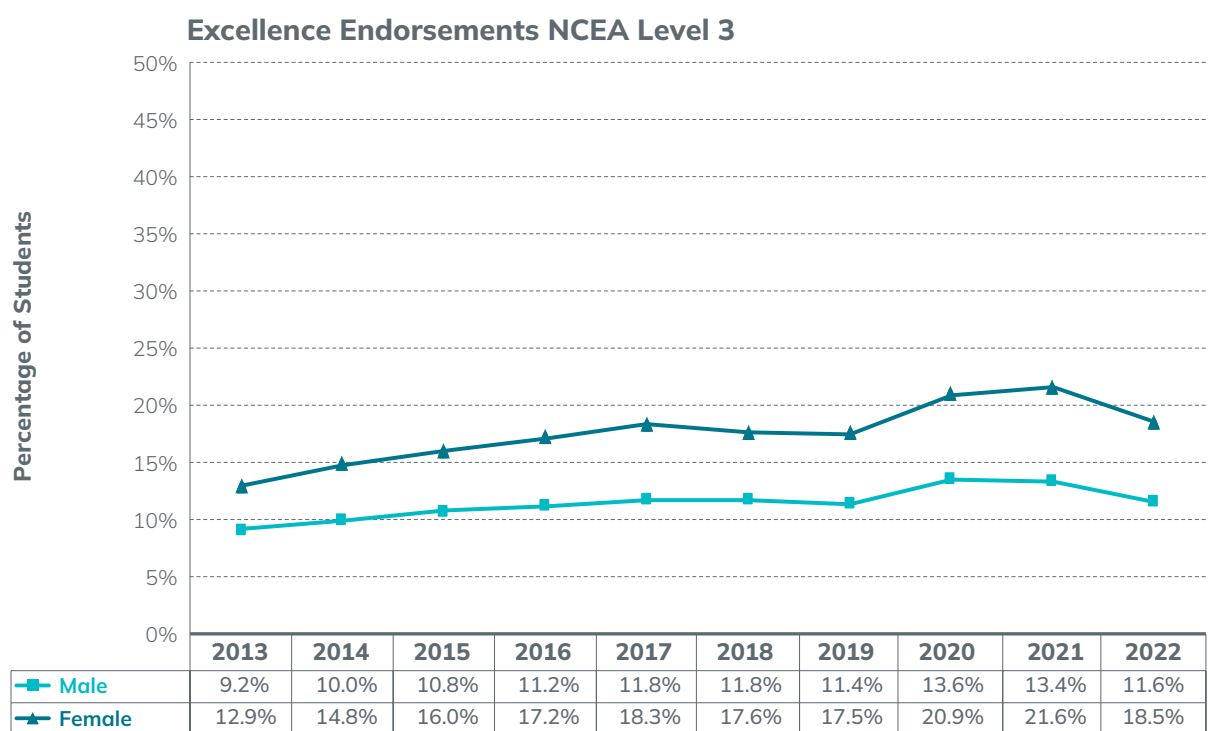


Figure 31. NCEA Level 3 Excellence Endorsements attained by Year 13 students with NCEA Level 3 by gender.

Statistics by Ethnicity

Figures 32-37 show the percentage of Asian, European, Māori, and Pacific, and Middle Eastern/Latin American/African (MELAA) students who attained Merit or Excellence Endorsements at each level of NCEA.

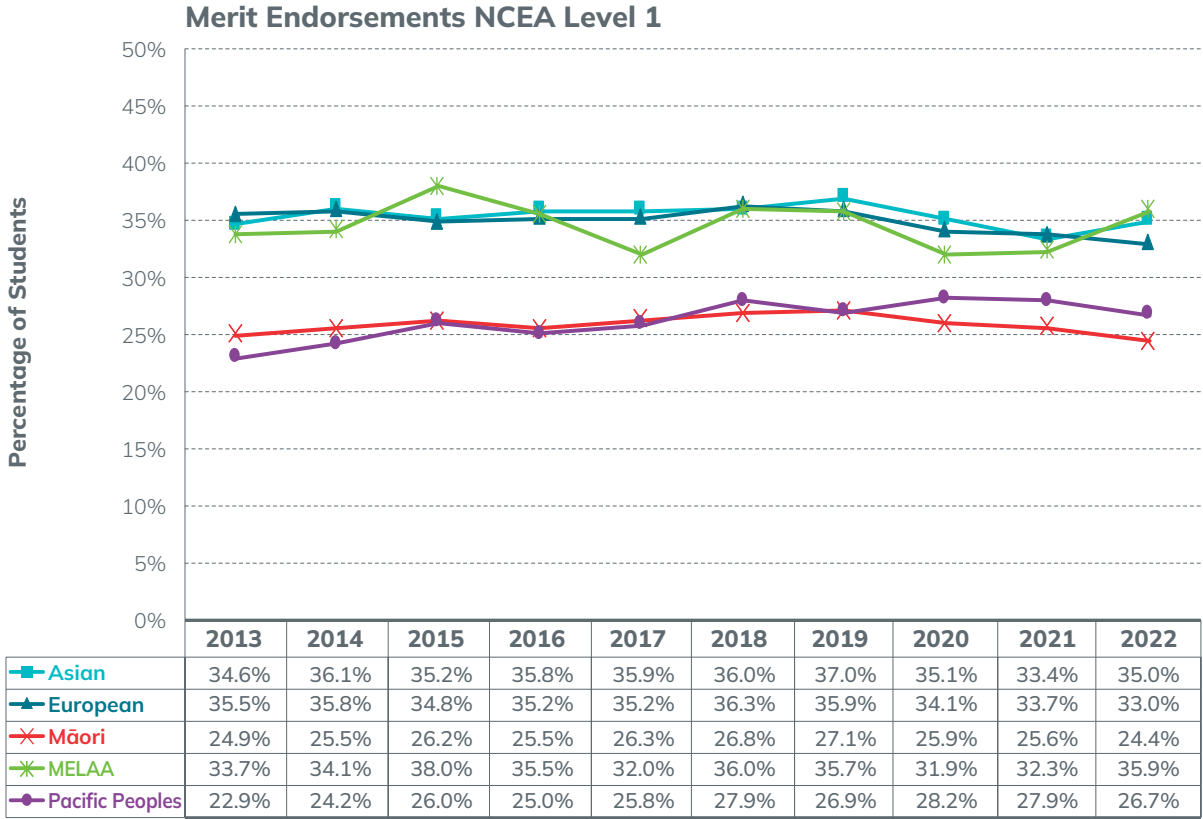


Figure 32. NCEA Level 1 Merit Endorsements attained by Year 11 students with NCEA Level 1 by ethnicity.

Excellence Endorsements NCEA Level 1

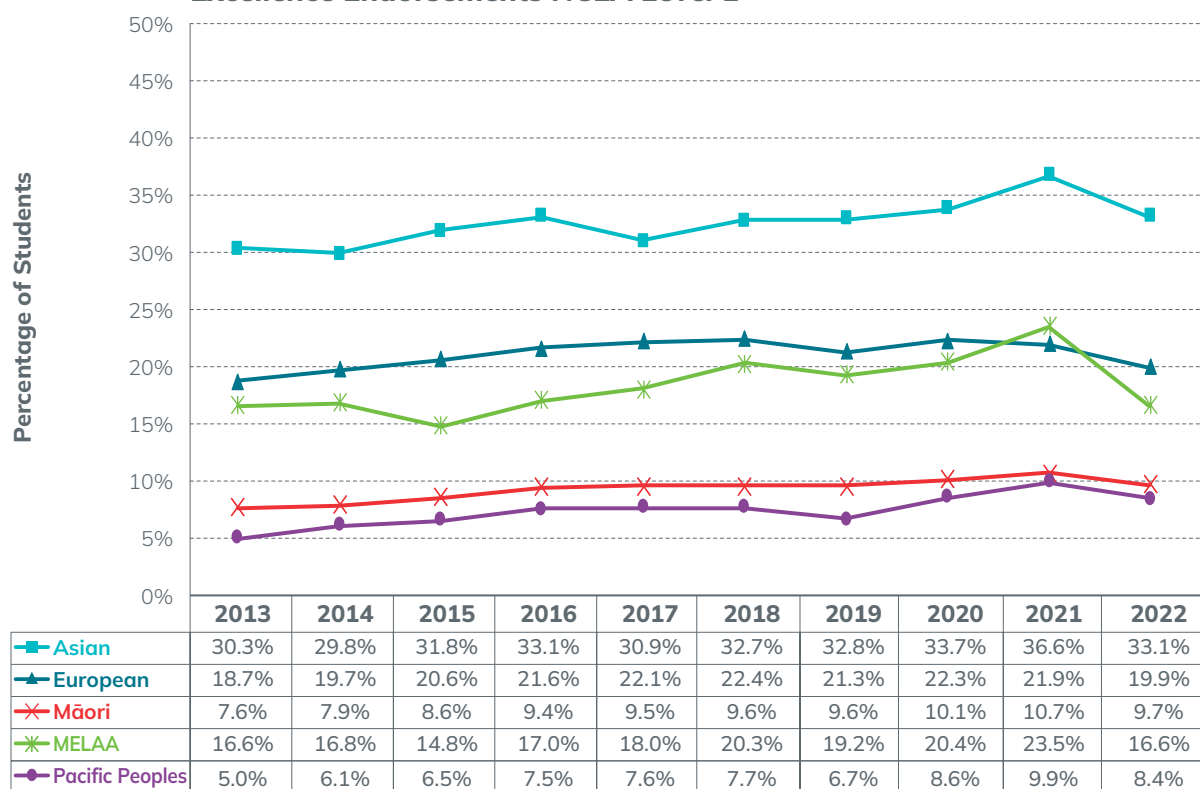


Figure 33. NCEA Level 1 Excellence Endorsements attained by Year 11 students with NCEA Level 1 by ethnicity.

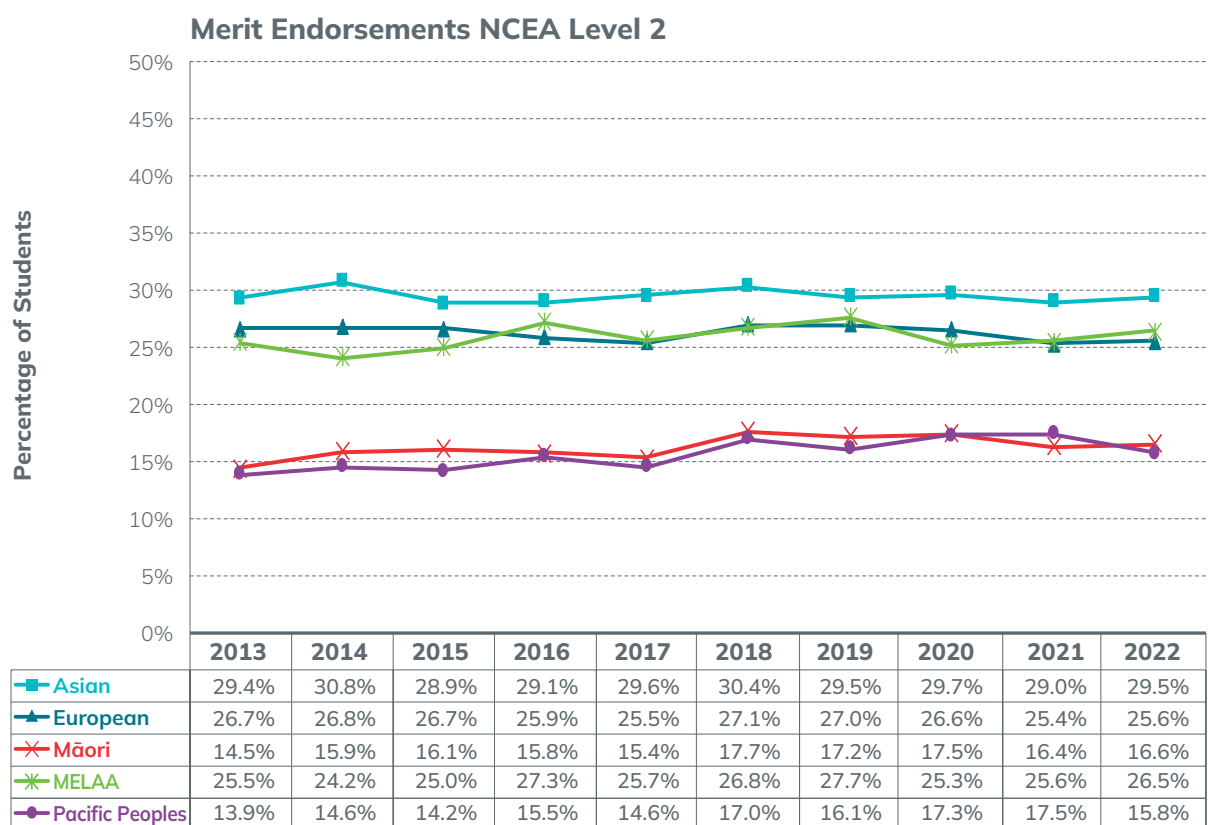


Figure 34. NCEA Level 2 Merit Endorsements attained by Year 12 students with NCEA Level 2 by ethnicity.

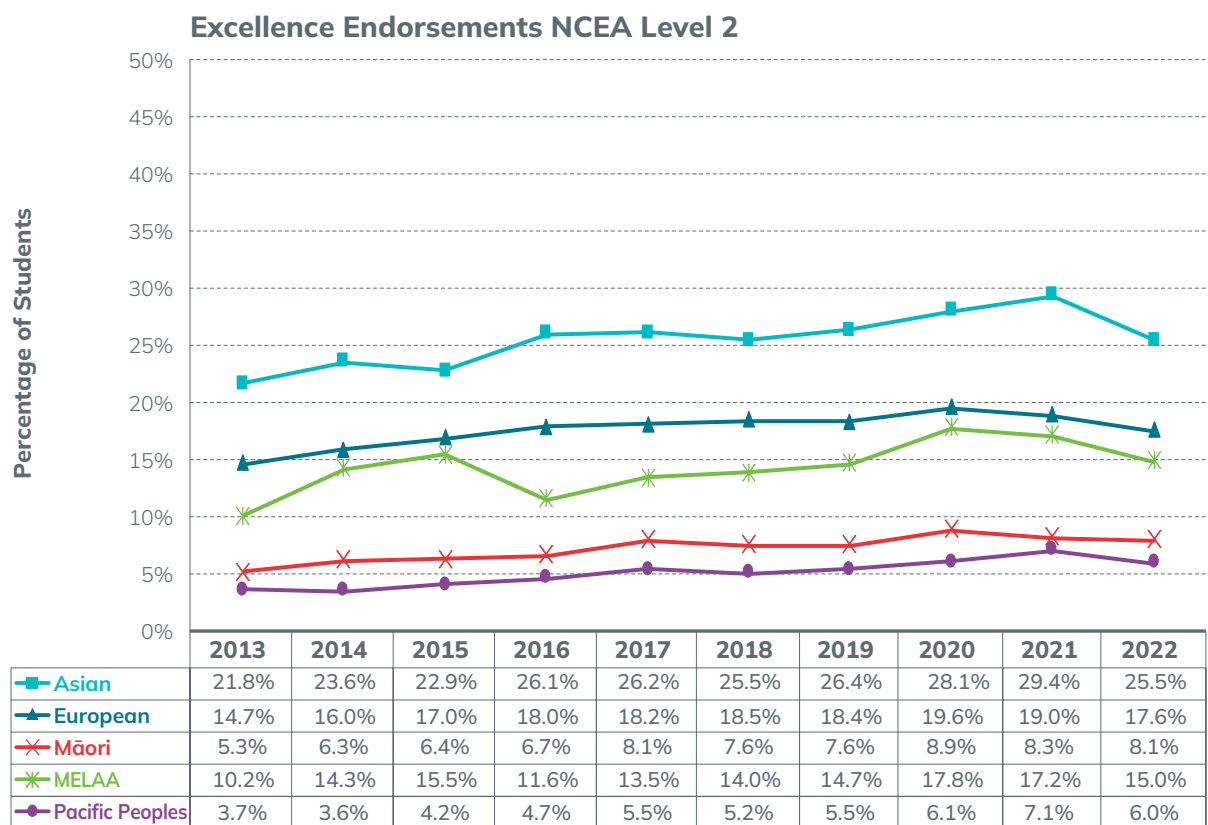


Figure 35. NCEA Level 2 Excellence Endorsements attained by Year 12 students with NCEA Level 2 by ethnicity.

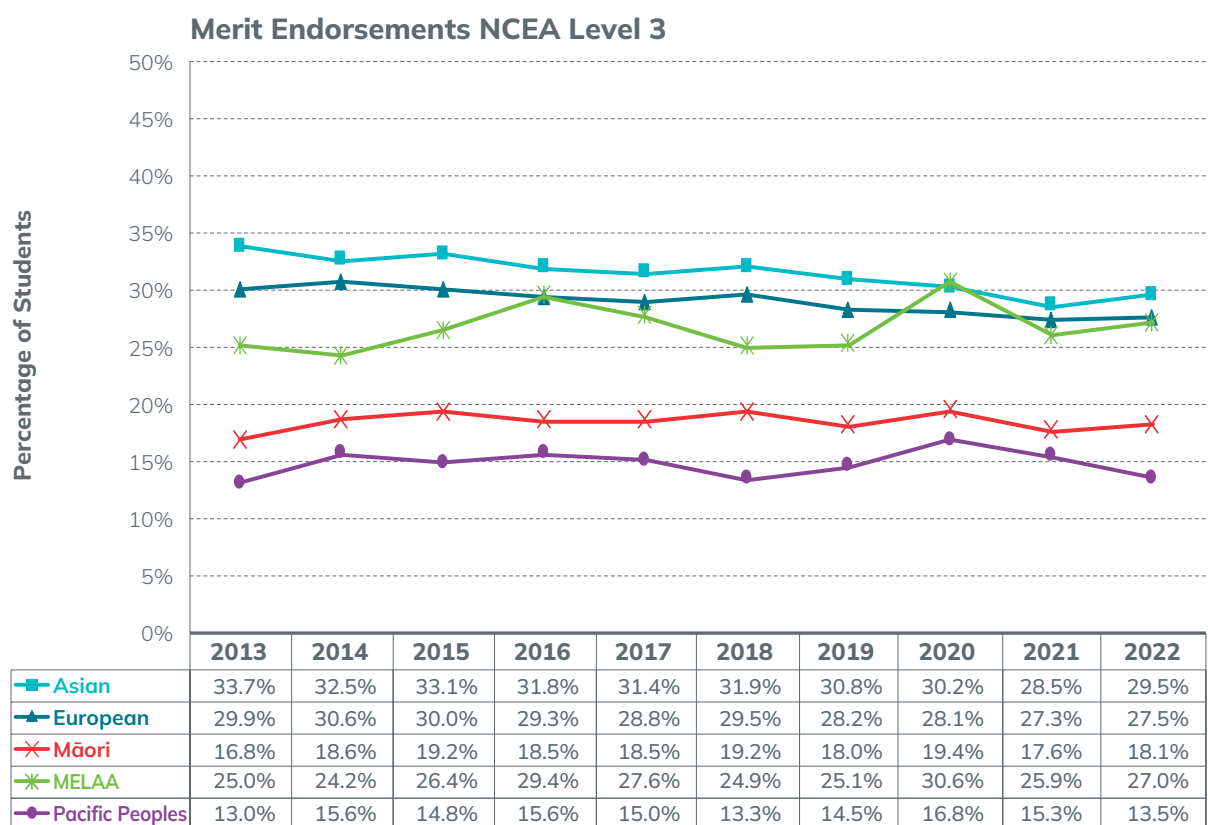


Figure 36. NCEA Level 3 Merit Endorsements attained by Year 13 students with NCEA Level 3 by ethnicity.

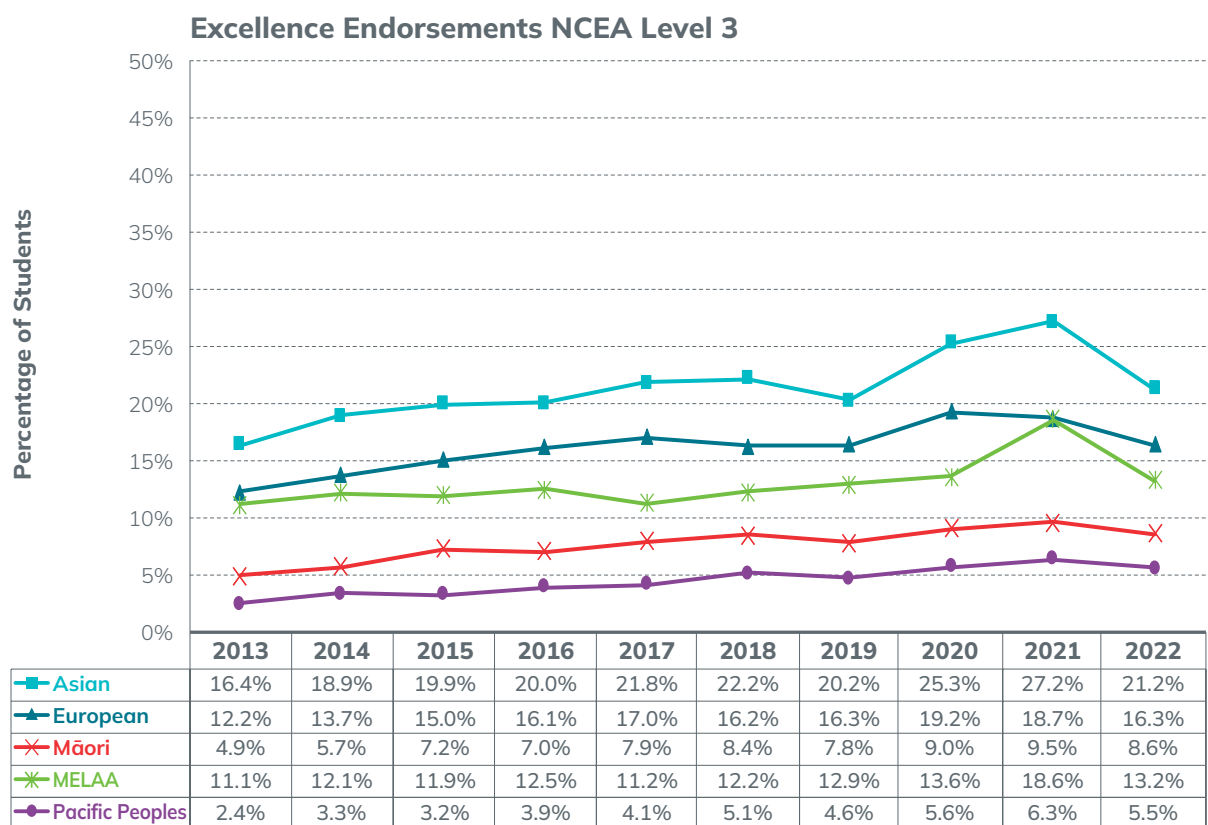


Figure 37. NCEA Level 3 Excellence Endorsements attained by Year 13 students with NCEA Level 3 by ethnicity.

Statistics by School Decile Band

Figures 38-43 show the percentages of students in School Decile Bands 1-3, 4-7 and 8-10 who attained Merit or Excellence Endorsements at each NCEA level.

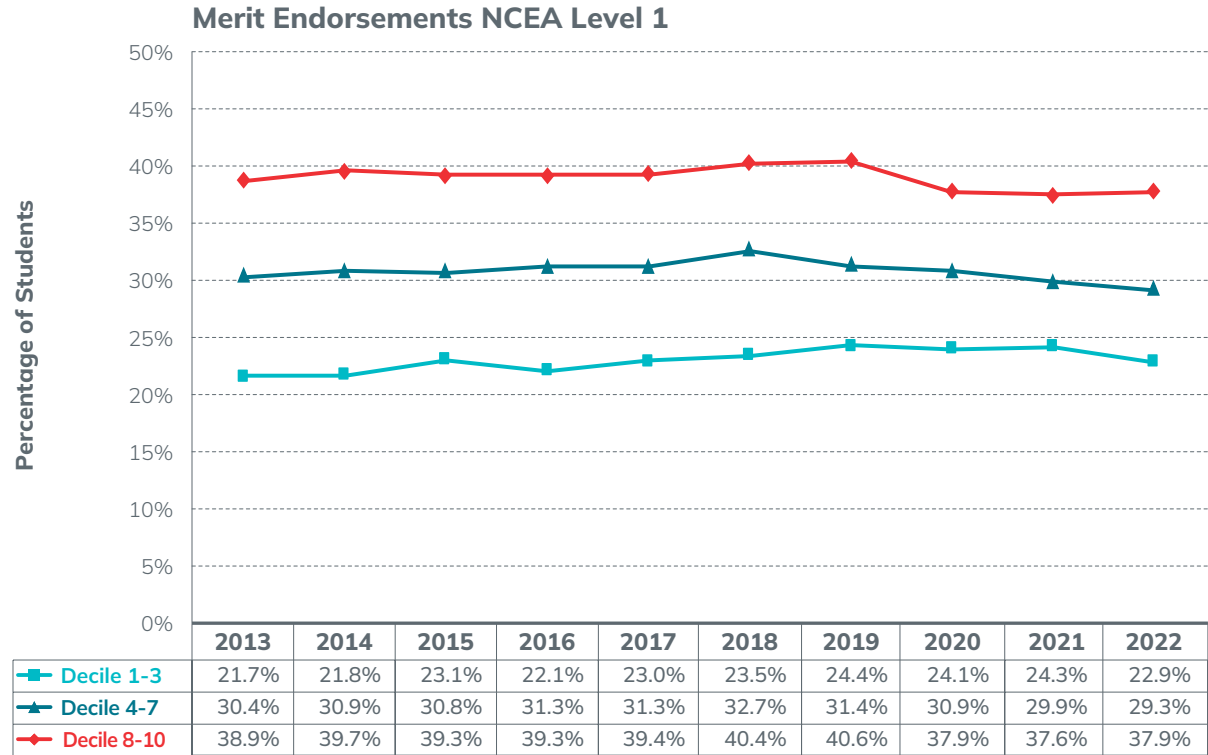


Figure 38. NCEA Level 1 Merit Endorsements attained by Year 11 students with NCEA Level 1 by school decile band.

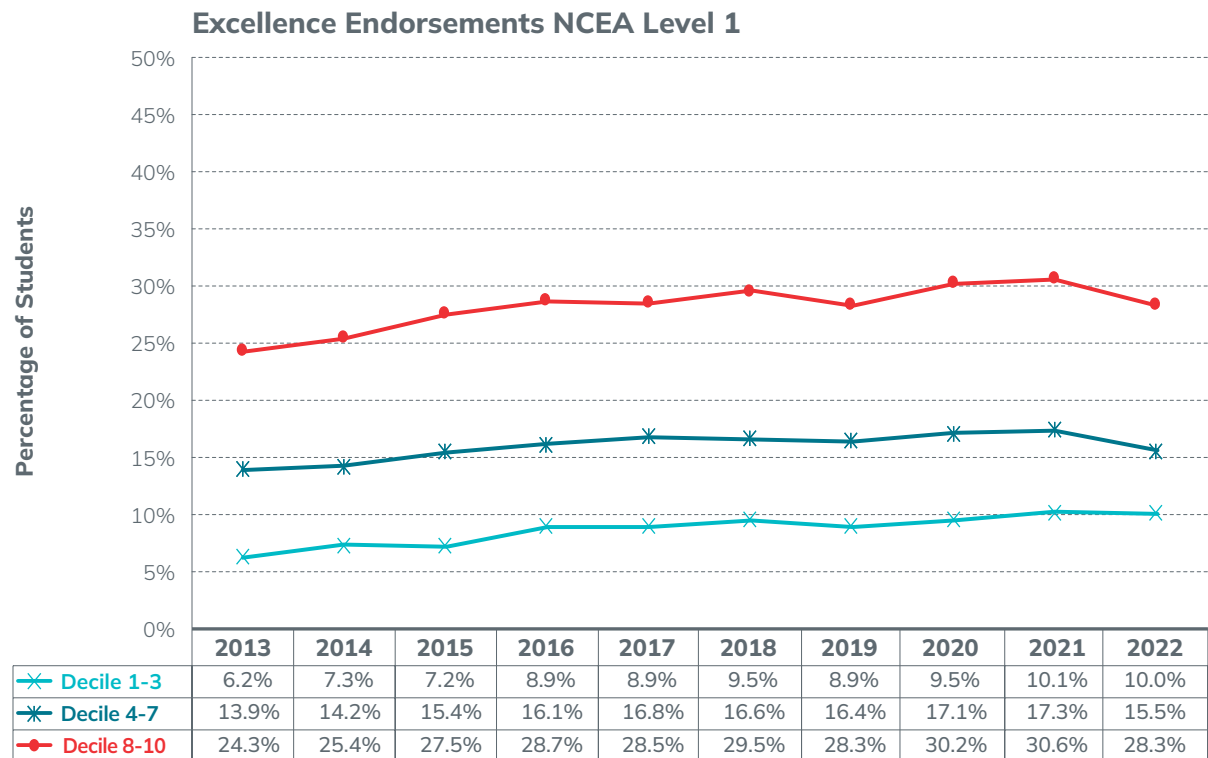


Figure 39. NCEA Level 1 Excellence Endorsements attained by Year 11 students with NCEA Level 1 by school decile band.

Merit Endorsements NCEA Level 2

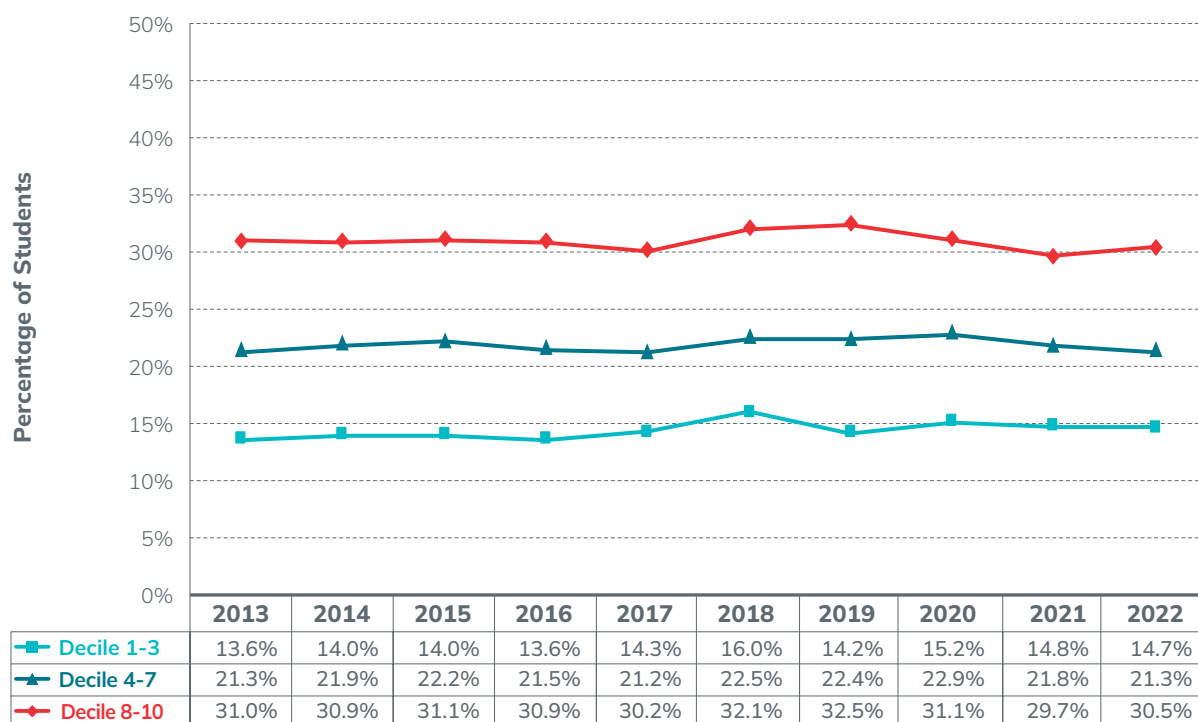


Figure 40. NCEA Level 2 Merit Endorsements attained by Year 12 students with NCEA Level 2 by school decile band.

Excellence Endorsements NCEA Level 2

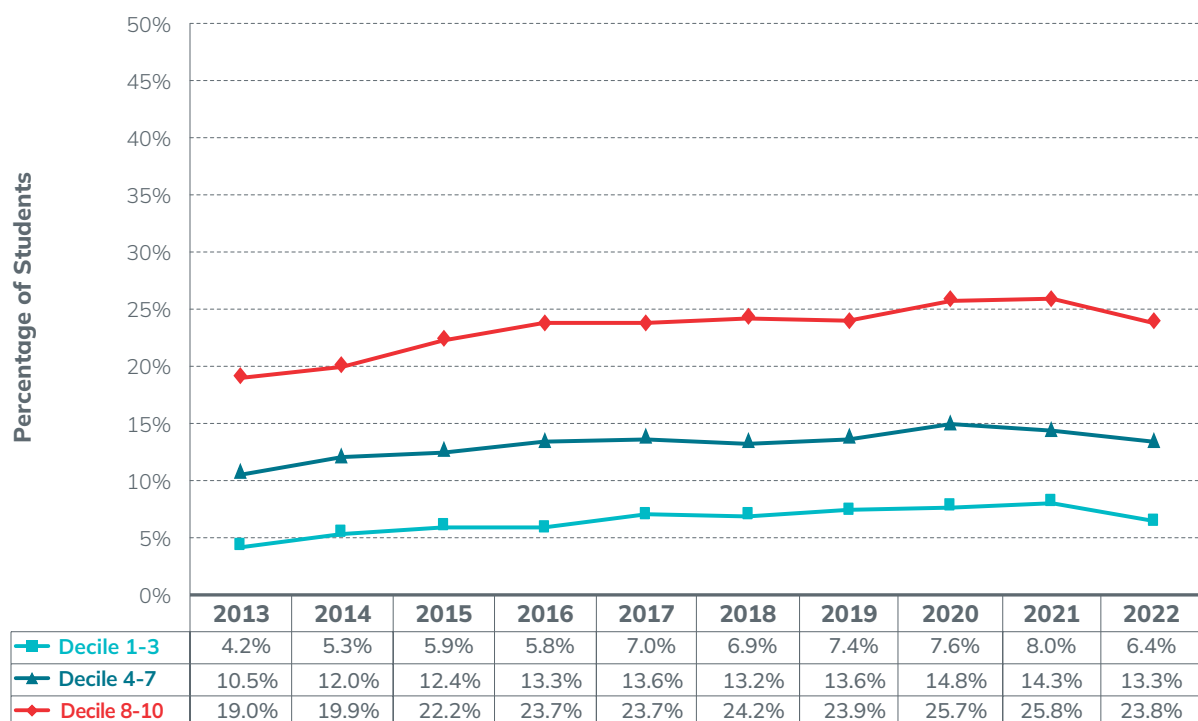


Figure 41. NCEA Level 2 Excellence Endorsements attained by Year 12 students with NCEA Level 2 by school decile band.

Merit Endorsements NCEA Level 3

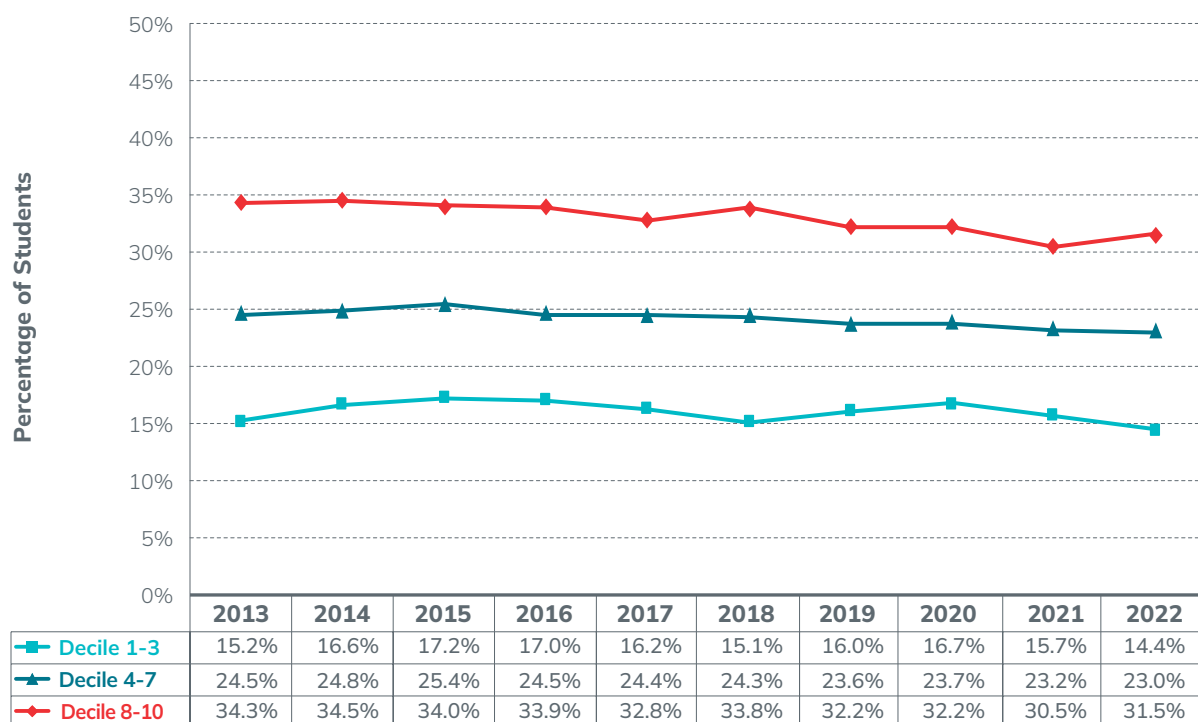


Figure 42. NCEA Level 3 Merit Endorsements attained by Year 13 students with NCEA Level 3 by school decile band.

Excellence Endorsements NCEA Level 3

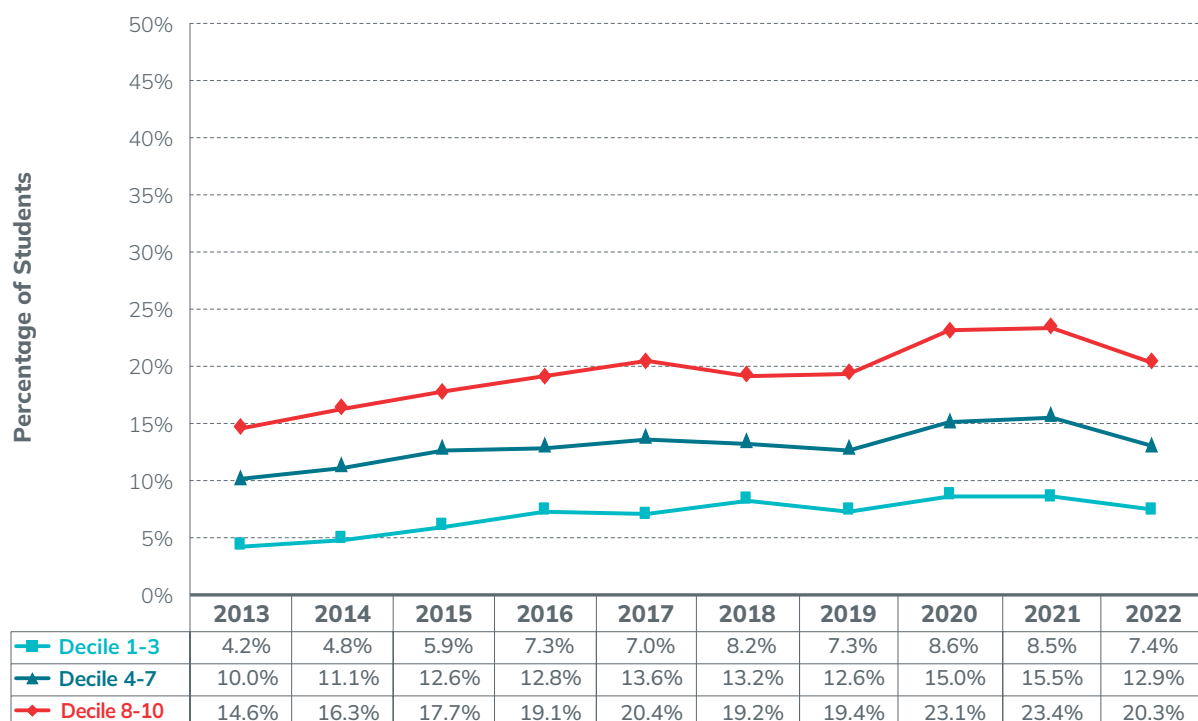


Figure 43. NCEA Level 3 Excellence Endorsements attained by Year 13 students with NCEA Level 3 by school decile band.



Course

Endorsement

Schools create courses based on the New Zealand Curricula. The courses, in turn, are constructed from a series of standards.

Course Endorsement recognises a student's academic strength in an individual course.

There are three types of Course Endorsements:

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

To receive a Course Endorsement, a student must gain 14 credits or more at Excellence or Merit or Achieved in standards linked to that course. For most courses there is a further requirement that at least 3 of these credits must be gained from externally assessed standards, and 3 credits from internally assessed standards.⁶

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

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

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

A course may consist of a series of standards at different levels. The level at which a course is endorsed is determined by the lowest level standard included in the course. For example, a student who takes a course consisting of a mix of Level 1 and Level 2 standards and receives Excellences in all the standards will gain a Course Endorsement with Excellence at Level 1 rather than at Level 2.

A course offered at one school may differ from that offered at another. For example, two schools may offer Year 11 Physical Education. One school may assess the course using standards from the traditional subject area of Physical Education. The other may prepare its students for Sports Medicine, so the course includes standards from Health and Biology. Although both courses are Year 11 Physical Education, they differ in content. For this reason NZQA does not provide any statistics based on course comparisons between schools.

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

From 2021 onwards, courses are able to be endorsed at Achieved. Note that these percentages are based on the total count of endorsable courses and not the count of students. For example, if a student has five endorsable courses and attains no endorsement in one course, an Achieved in one course, a Merit for two courses and an Excellence for one course, then five is included in the total count of endorsable courses, one is included in the count of Achieved endorsements, two are included in the count of Merit endorsements, and one is included in the count of Excellence endorsements.

Figures 44-47 show the number of Achieved, Merit, and Excellence Course Endorsements expressed as a percentage of the total number of endorsable courses.

Added together, the 2022 Achieved, Merit, and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 64.3%, Year 12 of 58.5%, and Year 13 of 54.3%.

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

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

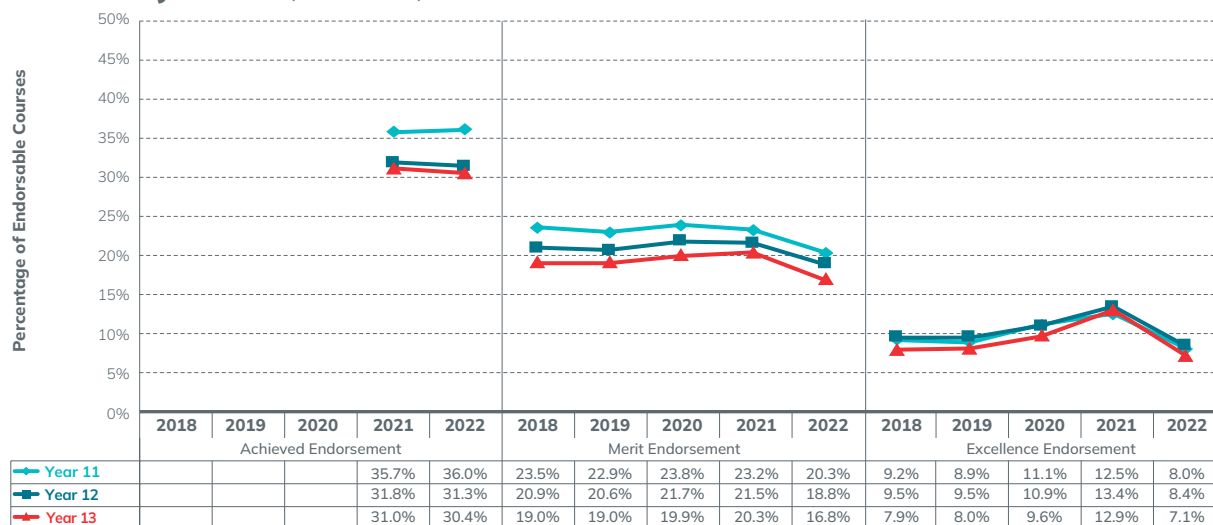


Figure 44. Course Endorsement rates attained by Years 11 to 13 students.

Figures 45-47 show the percentages of Achieved, Merit, and Excellence course endorsements by gender, by ethnicity, and by school decide band.

Statistics by Gender

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

Achieved, Merit, and Excellence Course Endorsements by Gender

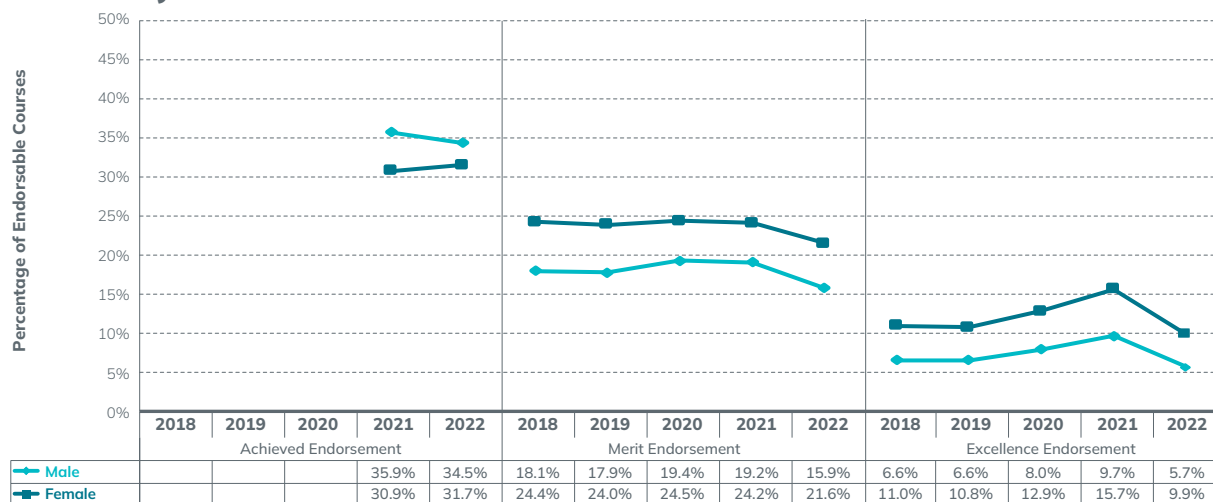


Figure 45. Course Endorsement attainment rates of Years 11 to 13 students by gender.

Statistics by Ethnicity

Achieved, Merit, and Excellence Course Endorsements by Ethnicity

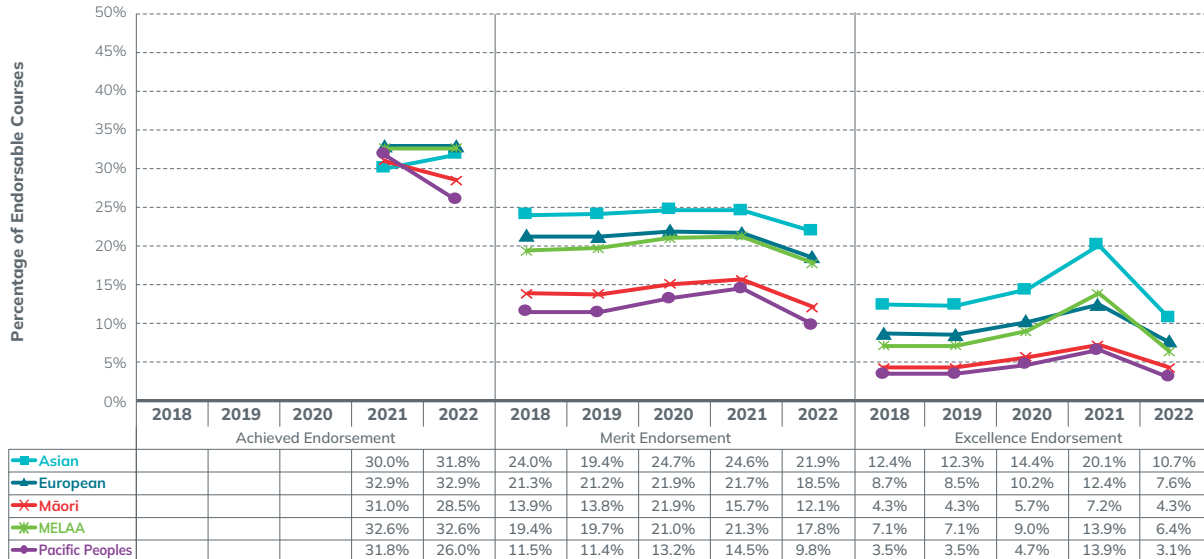


Figure 46. Course Endorsement attainment rates of Years 11 to 13 students by ethnicity.

Statistics by School Decile Band

Achieved, Merit, and Excellence Course Endorsements by School Decile Band

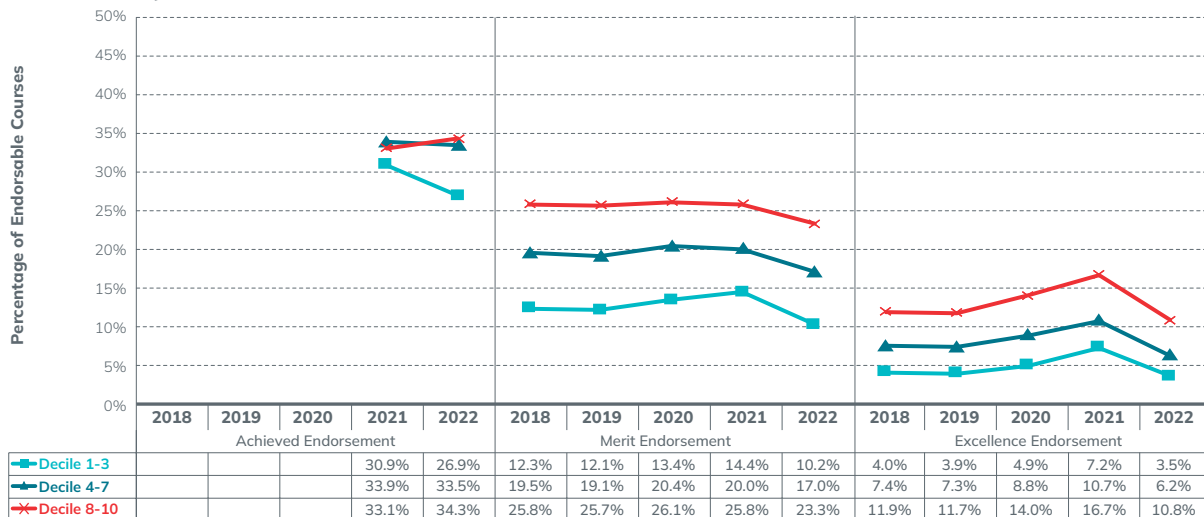



Figure 47. Course Endorsement attainment rates of Years 11 to 13 students by school decile band.



**New Zealand
Scholarship**

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

Scholarship students are generally Year 13 students. However, some Year 12 and even Year 11 students undertake Scholarship assessments.

Each Scholarship subject has two types of passing grade – Scholarship (S), and Outstanding Scholarship (O). These are not to be confused with the Scholarship Award and the Outstanding Scholar Award, which are monetary awards given to students with passing grades in multiple Scholarship subjects.

Scholarship Monetary Awards

There are six classes of award for Scholarship:

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

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

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

The number of students gaining a passing grade in each Scholarship subject is set at 3% of the number of NCEA students studying that subject at Level 3. That is, 3% of students who have achieved, or through external assessment may achieve at least 14 credits in that subject at Level 3. In cases where either the number of Year 13 students in the Level 3 subject or the number of students entered for that Scholarship subject is small, the percentage may vary from 3%.

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

In 2022, a total of 2,009 students achieved one or more Scholarship subject awards; of whom 11 students attained a Premier Award, 51 attained an Outstanding Scholar Award, 217 attained a Scholarship Award, 35 attained a Top Subject Scholarship Award, and 1,714 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:

www.nzqa.govt.nz/scholarship

Scholarship Statistics

In 2022, 10,271 students entered New Zealand Scholarship assessments in one or more subjects. Some students entered for Scholarship subjects but did not submit or sit the assessments. Of the total 19,585 subject entries, 11,425 assessments were marked and graded. Percentage statistics in this section are based on assessments that were marked and graded.

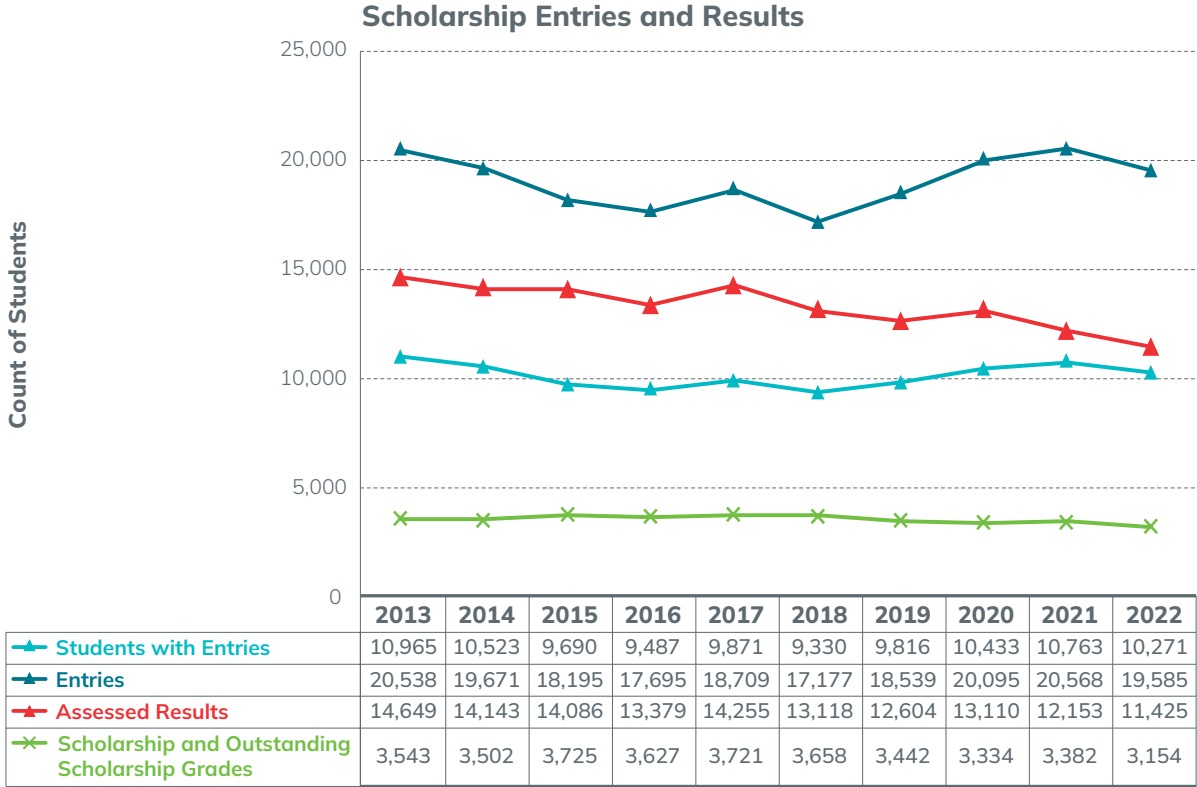


Figure 48. Scholarship Entries and Results 2013 to 2022.

Table 5 shows the number of students entered for at least one Scholarship assessment, and their entries and results for Scholarship by region in 2022.

Region	Students	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Auckland	5,237	10,560	6,324	1,552	183
Bay of Plenty	502	864	452	95	7
Canterbury	1,048	1,970	1,055	294	43
Gisborne	29	47	32	8	1
Hawke's Bay	348	638	431	128	13
Manawatu-Wanganui	317	554	315	48	3
Marlborough	23	28	15	0	0
Nelson	124	195	115	24	3
Northland	123	168	71	18	0
Otago	456	824	548	147	13
Southland	110	165	74	11	0
Taranaki	204	334	214	47	4
Tasman	78	135	58	8	0
Waikato	670	1,355	735	179	25
Wellington	941	1,660	932	247	36
West Coast	14	16	9	0	0
Other	47	72	45	13	4

Table 5. Students entered, entries, and results, for Scholarship in 2022 by region.

Table 6 shows the numbers of entries and results for 2022 Scholarship students by gender. More female than male students made entries in Scholarship subjects. For males, 24.6% of assessed results were graded Scholarship grade, and 3.2% Outstanding Scholarship. For females, the equivalent percentages were 25.2% and 2.6%, respectively.

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

Gender	Students	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Female	5,658	9,879	5,401	1,319	139
Male	4,601	9,690	6,018	1,499	196

Table 6. Students entered, entries, and results, for Scholarship in 2022.

Table 7 shows the numbers of entries and results for 2022 Scholarship students by ethnicity. All ethnicities are shown. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	Students Entered	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Asian	3,356	7,697	4,634	1,175	166
European	6,349	11,260	6,486	1,623	168
Māori	897	1,402	757	158	21
MELAA	270	477	254	52	1
Pacific Peoples	493	696	343	58	3
Other Ethnicity	125	227	124	24	4
Total	10,271	19,585	11,425	2,819	335

Table 7. Students entered by ethnicity for Scholarship in 2022.

Scholarships Awarded in 2022 by Subject

Table 8 shows a breakdown of Scholarship results for 2022 across all 36 subjects. The NCEA Level 3 cohort size for each subject is used for determining the number of students obtaining Scholarship grades.

Subject	Level 3 Cohort	Scholarship	Outstanding Scholarship	Total	%
Accounting	1,884	44	6	50	2.7
Agriculture and Horticulture	562	15	2	17	3.0
Art History	728	20	2	22	3.0
Biology	9,605	261	28	289	3.0
Calculus	9,297	250	30	280	3.0
Chemistry	8,503	171	28	199	2.3
Chinese	740	22	2	24	3.2
Classical Studies	2,645	78	8	86	3.3
Dance	893	18	3	21	2.4
Design	2,433	67	7	74	3.0
Design and Visual Communication	1,364	39	3	42	3.1
Drama	1,713	46	5	51	3.0
Earth and Space Science	868	23	3	26	3.0
Economics	2,796	79	8	87	3.1
English	14,951	389	46	435	2.9
French	386	11	1	12	3.1
Geography	4,001	106	10	116	2.9
German	128	5	1	6	4.7
Health and Physical Education	4,735	79	14	93	2.0
History	5,974	150	16	166	2.8
Japanese	493	13	2	15	3.0
Latin	19	3	1	4	21.1
Media Studies	2,551	70	6	76	3.0
Music	1,470	39	4	43	2.9
Painting	3,072	84	9	93	3.0
Photography	2,950	81	9	90	3.1
Physics	8,526	207	28	235	2.8
Printmaking	428	12	1	13	3.0
Religious Studies	2,670	70	8	78	2.9
Samoan	285	8	1	9	3.2
Sculpture	214	5	1	6	2.8
Spanish	385	10	1	11	2.9
Statistics	9,536	263	28	291	3.1
Te Reo Māori	958	26	3	29	3.0
Te Reo Rangatira	183	5	1	6	3.3
Technology	3,710	50	9	59	1.6

Table 8. Results for Scholarship in 2022, by subject and cohort size.

Table 9 shows the Scholarship results across the 36 subjects by assessed results. For each subject, the table shows the number of entries, absences, and assessed results. The assessed results are categorised by their 3 grades and are shown both

as numbers and as percentages.

- Not Achieved
- Scholarship
- Outstanding Scholarship.

Subject	Entries	Void or Absent	Assessed Results	Not Achieved		Scholarship		Outstanding Scholarship	
				Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed
Accounting	311	143	168	118	70.2	44	26.2	6	3.6
Agriculture and Horticulture	136	38	98	81	82.7	15	15.3	2	2.0
Art History	243	107	136	114	83.8	20	14.7	2	1.5
Biology	1,576	561	1,015	726	71.5	261	25.7	28	2.8
Calculus	1,733	555	1,178	898	76.2	250	21.2	30	2.5
Chemistry	1,396	658	738	539	73.0	171	23.2	28	3.8
Chinese	257	106	151	127	84.1	22	14.6	2	1.3
Classical Studies	557	228	329	243	73.9	78	23.7	8	2.4
Dance	103	47	56	35	62.5	18	32.1	3	5.4
Design	567	311	256	182	71.1	67	26.2	7	2.7
Design and Visual Communication	431	87	344	302	87.8	39	11.3	3	0.9
Drama	350	186	164	113	68.9	46	28.0	5	3.0
Earth and Space Science	291	125	166	140	84.3	23	13.9	3	1.8
Economics	535	233	302	215	71.2	79	26.2	8	2.6
English	2,080	899	1,181	746	63.2	389	32.9	46	3.9
French	75	18	57	45	78.9	11	19.3	1	1.8
Geography	797	267	530	414	78.1	106	20.0	10	1.9
German	35	6	29	23	79.3	5	17.2	1	3.4
Health and Physical Education	728	466	262	169	64.5	79	30.2	14	5.3
History	1,049	391	658	492	74.8	150	22.8	16	2.4
Japanese	132	43	89	74	83.1	13	14.6	2	2.2
Latin	31	11	20	16	80.0	3	15.0	1	5.0
Media Studies	459	237	222	146	65.8	70	31.5	6	2.7
Music	405	156	249	206	82.7	39	15.7	4	1.6
Painting	597	299	298	205	68.8	84	28.2	9	3.0
Photography	452	234	218	128	58.7	81	37.2	9	4.1
Physics	1,531	642	889	654	73.6	207	23.3	28	3.1
Printmaking	75	40	35	22	62.9	12	34.3	1	2.9
Religious Studies	494	226	268	190	70.9	70	26.1	8	3.0
Samoan	90	18	72	63	87.5	8	11.1	1	1.4
Sculpture	72	28	44	38	86.4	5	11.4	1	2.3
Spanish	113	44	69	58	84.1	10	14.5	1	1.4
Statistics	1,251	487	764	473	61.9	263	34.4	28	3.7
Te Reo Māori	167	51	116	87	75.0	26	22.4	3	2.6
Te Reo Rangatira	68	13	55	49	89.1	5	9.1	1	1.8
Technology	398	199	199	140	70.4	50	25.1	9	4.5

Table 9. Entries and results for Scholarship in 2022.

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	
	Female	Male	Female	Male
2018	1	10	14	33
2019	3	9	18	40
2020	3	9	18	40
2021	1	11	21	33
2022	4	7	14	37

Table 10. Number of Premier and Outstanding Scholar Award winners by gender from 2018 to 2022. Students with "unknown gender" have been omitted from this table.

Year	Premier Awards		Outstanding Scholar Awards	
	Decile 8-10	Other Deciles	Decile 8-10	Other Deciles
2018	8	3	35	12
2019	11	1	42	16
2020	11	1	42	16
2021	10	2	41	13
2022	8	3	40	11

Table 11. Number of Premier and Outstanding Scholar Award winners by school decile band from 2018 to 2022.

The total numbers of Premier Award and Outstanding Scholar Award winners by ethnicity from 2018 to 2022 are shown in Table 12. All ethnicities are shown. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	Premier Awards					Outstanding Awards				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Asian	4	8	10	7	8	22	26	33	27	29
European	6	5	3	7	4	24	33	29	34	23
Māori	0	0	0	0	0	1	2	3	1	2
MELAA	0	0	0	0	0	1	0	0	0	0
Pacific Peoples	0	0	0	0	0	0	0	0	0	0
Other Ethnicity	1	0	0	1	0	1	2	1	0	1

Table 12. Number of Premier and Outstanding Scholar Award winners by ethnicity from 2018 to 2022.

Subject	2018	2019	2020	2021	2022
Accounting	1	2	2	0	0
Agriculture and Horticulture	1	0	0	0	2
Art History	0	2	2	2	2
Biology	8	5	8	8	5
Calculus	11	8	8	11	10
Chemistry	10	9	9	11	9
Chinese	0	0	1	1	1
Classical Studies	2	2	3	1	2
Design and Visual Communication	0	0	0	0	1
Earth and Space Science	2	1	1	3	7
Economics	3	3	2	1	4
English	7	8	8	6	10
Geography	5	1	3	5	5
German	1	0	0	0	0
Health and Physical Education	4	6	4	4	5
History	0	5	5	3	5
Latin	1	0	0	1	0
Media Studies	1	1	2	1	1
Physics	9	8	9	12	9
Religious Studies	0	0	1	1	1
Spanish	0	1	1	0	0
Statistics	11	12	10	10	8
Technology	1	0	0	1	1

Table 13. Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2018 to 2022.

Note that prior to 2018, Health and Physical Education was Physical Education. Details about the Premier Award winners may be found on the NZQA website:

www.nzqa.govt.nz/top-scholars

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Results by Standard Type

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

- Unit Standards⁷
- Internally assessed Achievement Standards
- Externally assessed Achievement Standards.

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

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

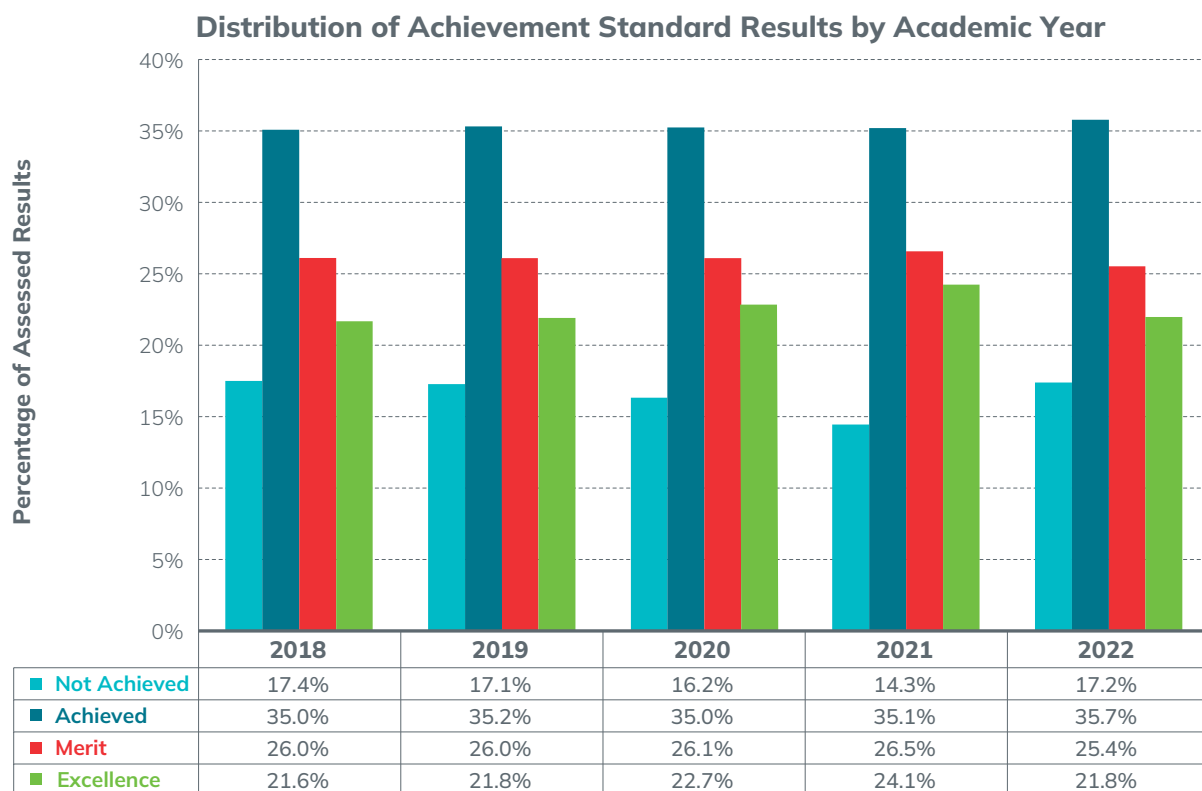


Figure 49. Percentage distribution of Achievement standard results by academic year.

Tables 15-16 and Figures 50-61 show the statistics for the three types of standards in 2022, based on the number of assessed results and the number of credits. When considering the distribution of the percentage of grades by standard type and assessment in Tables 15-18 and Figures 49-54, it should be noted that while Achievement Standards carry the grades Not Achieved, Achieved, Achieved with Merit, and Achieved with Excellence, most Unit Standards only carry the grades Not Achieved, and Achieved.

⁷ The Literacy, Numeracy, Te Reo Matatini me te Pāngarau pilot standards are omitted from the unit standard category.

Table 14 shows entries and assessed results for each type of standard, along with grade percentages computed using assessed results for 2022.

	Entries	Number of Assessed Results	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	1,048,110	744,644	21.9%	37.4%	27.5%	13.2%
Internally Assessed Achievement Standards	2,132,289	2,056,638	15.5%	35.0%	24.6%	24.9%
Unit Standards	732,650	696,746	9.0%	88.1%	1.3%	1.6%

Table 14. Percentage distributions of results for secondary school students in Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards in 2022. Percentages may not sum to 100 due to rounding.

Table 15 shows the number of credits for each type of standard along with grade percentages for 2022.

	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally Assessed Achievement Standards	3,398,351	21.1%	37.1%	27.7%	14.0%
Internally Assessed Achievement Standards	8,098,942	15.5%	34.3%	24.6%	25.6%
Unit Standards	2,474,921	9.6%	86.7%	1.6%	2.2%

Table 15. Percentage distributions of credits for Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards in 2022.

Tables 16 and 17 show the percentages of assessed results and credits for Unit Standards and Achievement Standards, in each school decile band, by NCEA level.

	Decile 1-3	Decile 4-7	Decile 8-10
LEVEL 1			
Externally Assessed Achievement Standards	14.5%	22.2%	30.2%
Internally Assessed Achievement Standards	67.7%	64.6%	63.7%
Unit Standards	17.8%	13.2%	6.1%
Total	247,366	643,621	515,634
LEVEL 2			
Externally Assessed Achievement Standards	13.3%	19.6%	27.6%
Internally Assessed Achievement Standards	59.6%	58.2%	62.1%
Unit Standards	27.1%	22.2%	10.3%
Total	158,834	478,706	459,749
LEVEL 3			
Externally Assessed Achievement Standards	13.7%	21.2%	27.5%
Internally Assessed Achievement Standards	67.1%	65.3%	66.3%
Unit Standards	19.2%	13.5%	6.2%
Total	94,789	282,620	317,812

Table 16. Percentages and total numbers of assessed results by NCEA level and school decile band. Percentages may not sum to 100 due to rounding.

	Decile 1-3	Decile 4-7	Decile 8-10
LEVEL 1			
Externally Assessed Achievement Standards	16.9%	24.6%	32.1%
Internally Assessed Achievement Standards	68.2%	64.4%	62.9%
Unit Standards	14.9%	11.1%	5.0%
Total	943,464	2,472,443	2,039,118
LEVEL 2			
Externally Assessed Achievement Standards	16.9%	23.6%	31.1%
Internally Assessed Achievement Standards	58.7%	57.3%	60.3%
Unit Standards	24.4%	19.1%	8.5%
Total	627,777	1,875,035	1,865,316
LEVEL 3			
Externally Assessed Achievement Standards	16.3%	24.7%	31.1%
Internally Assessed Achievement Standards	62.7%	61.3%	62.5%
Unit Standards	20.9%	14.0%	6.4%
Total	422,316	1,240,138	1,407,437

Table 17. Percentages and total numbers of assessed credits by NCEA level and school decile band. Percentages may not sum to 100 due to rounding.

Figures 50 and 51 show the distributions of results and credits for Externally assessed Achievement standards by School Decile Bands 1-3, 4-7, and 8-10 in 2022.

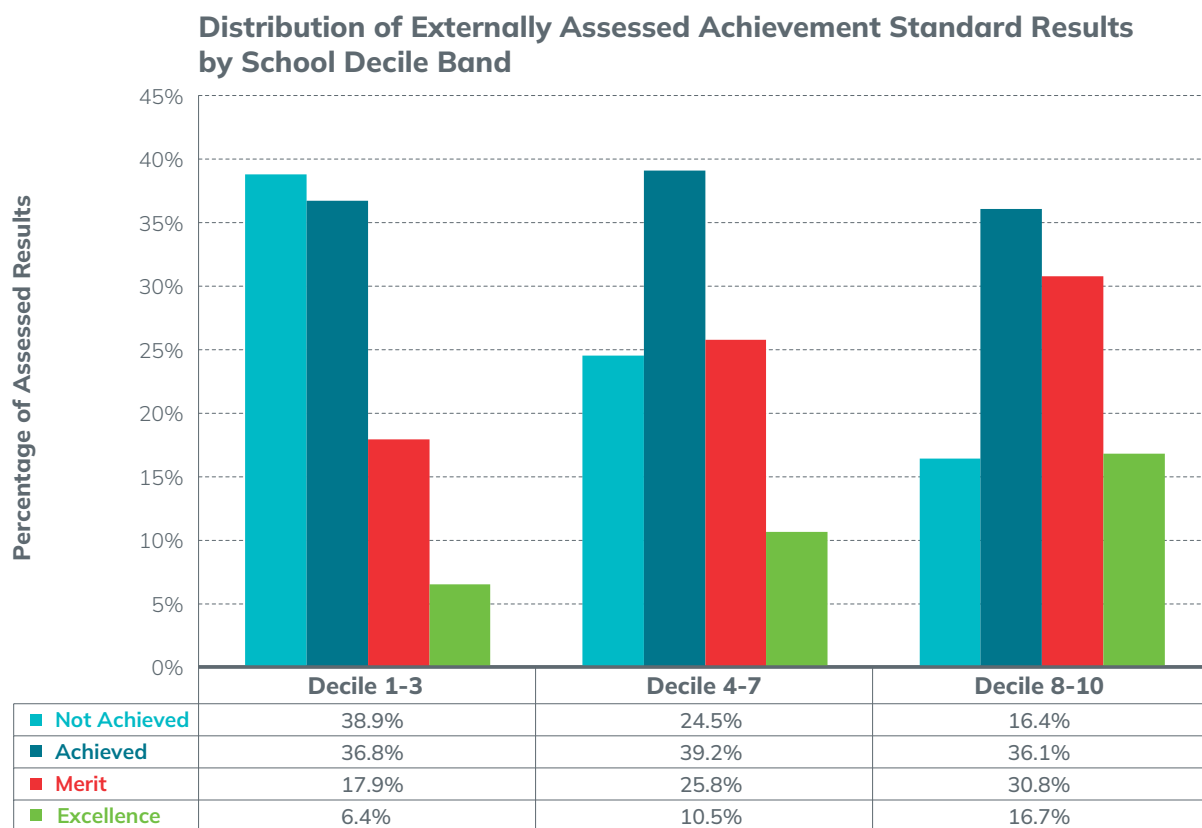


Figure 50. Percentage distributions of results for Externally assessed Achievement Standards in 2022, by school decile band.

Distribution of Externally Assessed Achievement Standard Credits by School Decile Band

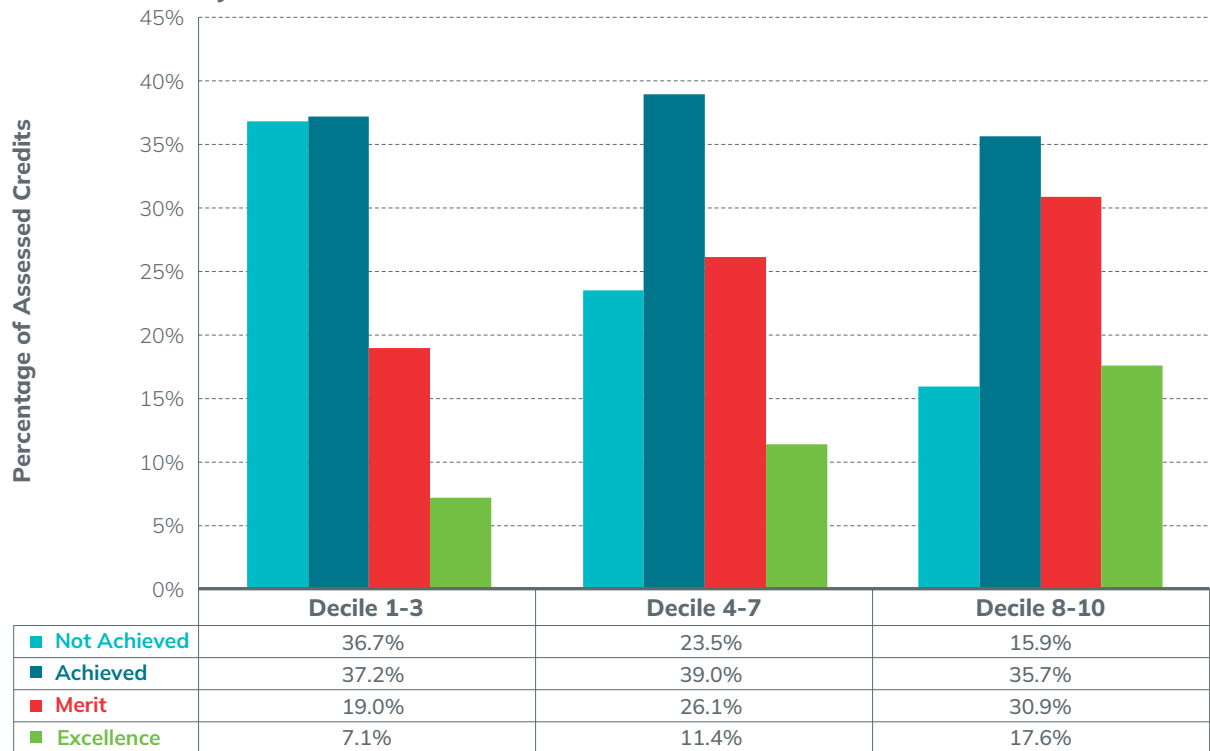


Figure 51. Percentage of credits for Externally assessed Achievement Standards in 2022, by school decile band. Percentages may not sum to 100 due to rounding.

Figures 52 and 53 show the distributions of results and credits for Internally assessed Achievement standards by School Decile Bands 1-3, 4-7, and 8-10 in 2022.

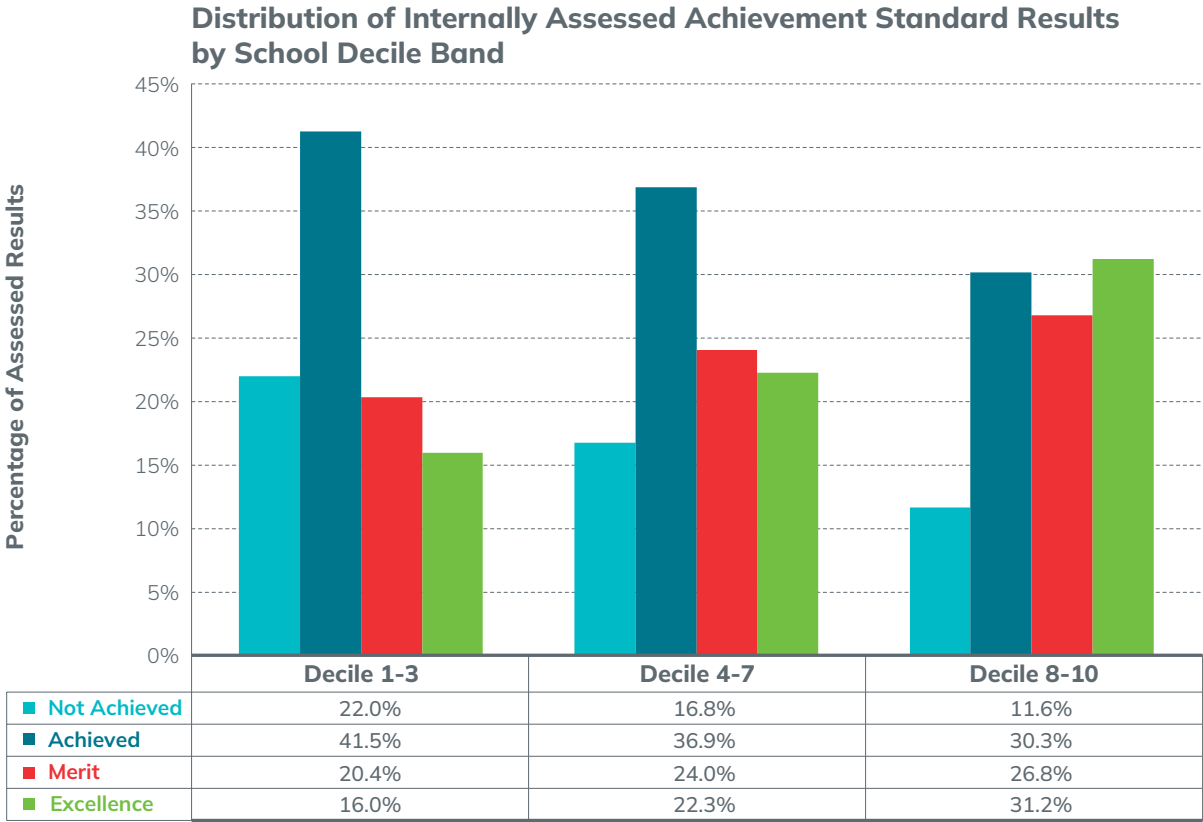


Figure 52. Percentage distributions of assessed results for Internally assessed Achievement Standards in 2022, by school decile band. Percentages may not sum to 100 due to rounding.

Distribution of Internally Assessed Achievement Standard Credits by School Decile Band

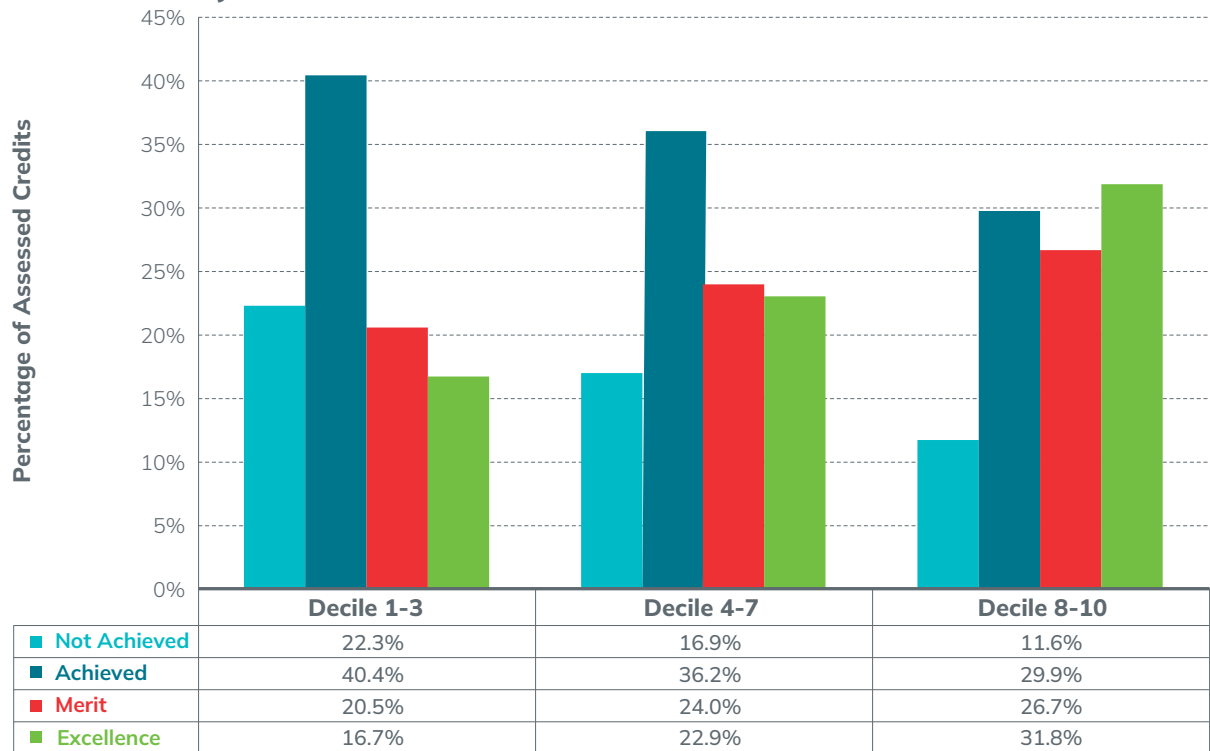


Figure 53. Percentage distributions of assessed credits for Internally assessed Achievement Standards in 2022, by school decile band.

Figures 54 and 55 show the percentage distributions of results and credits for Unit Standards by school decile bands for 2022. Most Unit Standards only carry the grades Not Achieved and Achieved. For Unit Standards, Not Achieved grades have been reported as Results/Credits Not Gained; Achieved, Achieved with Merit, and Achieved with Excellence have been reported as Results/Credits Gained. More than 85% of results and 85% of credits for Unit Standards received an Achieved grade across all three school decile bands.

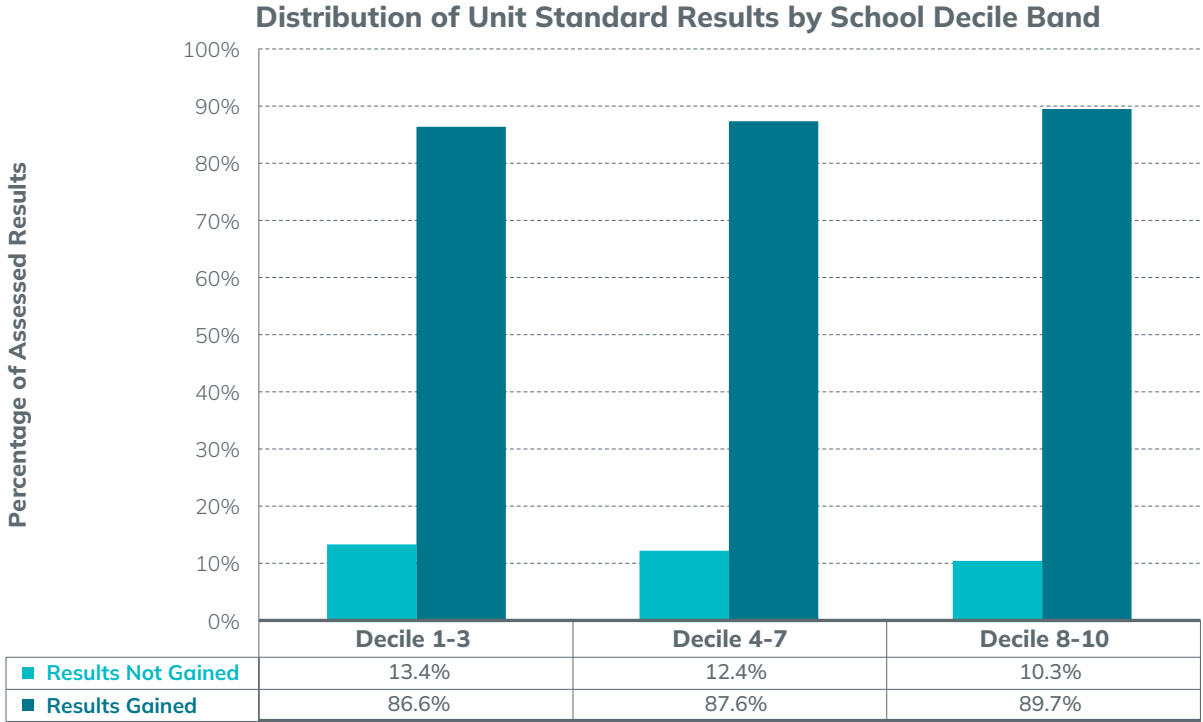


Figure 54. Percentage distributions of assessed credits for Unit Standards in 2022, by school decile band.

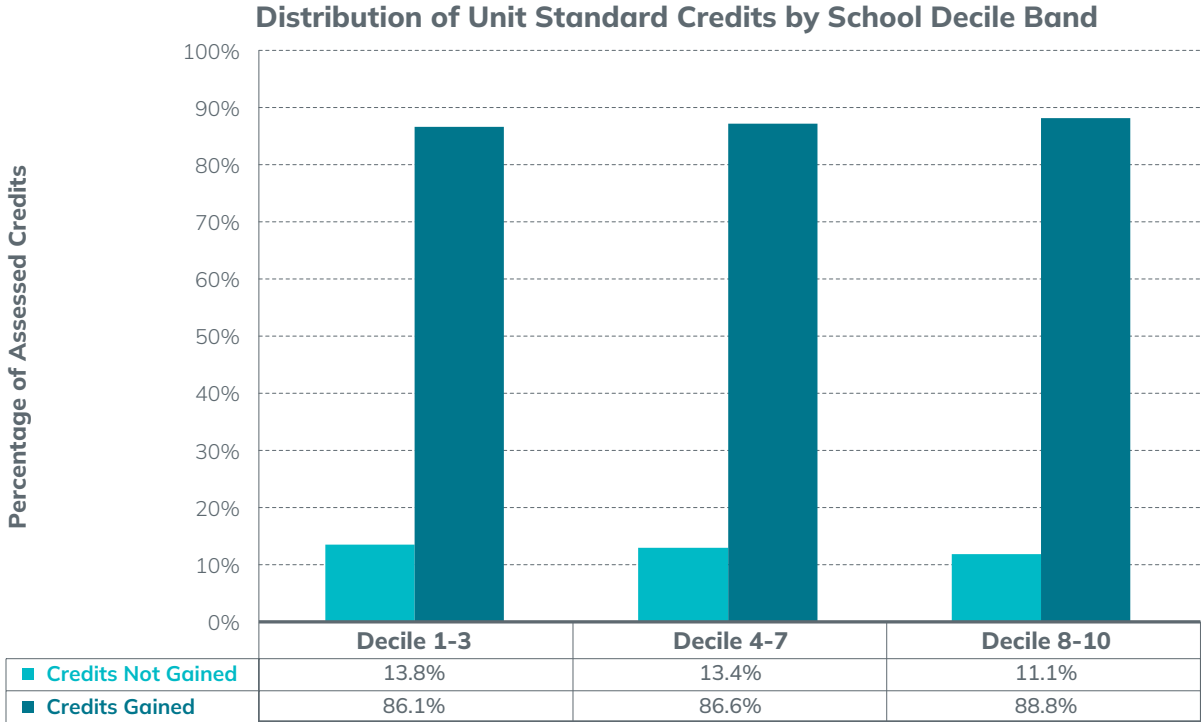


Figure 55. Percentage distributions of assessed credits for Unit Standards in 2022, by school decile band. Percentages may not sum to 100 due to rounding.

Figures 56-61 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 2018 to 2022. Percentages may not sum to 100 due to rounding.

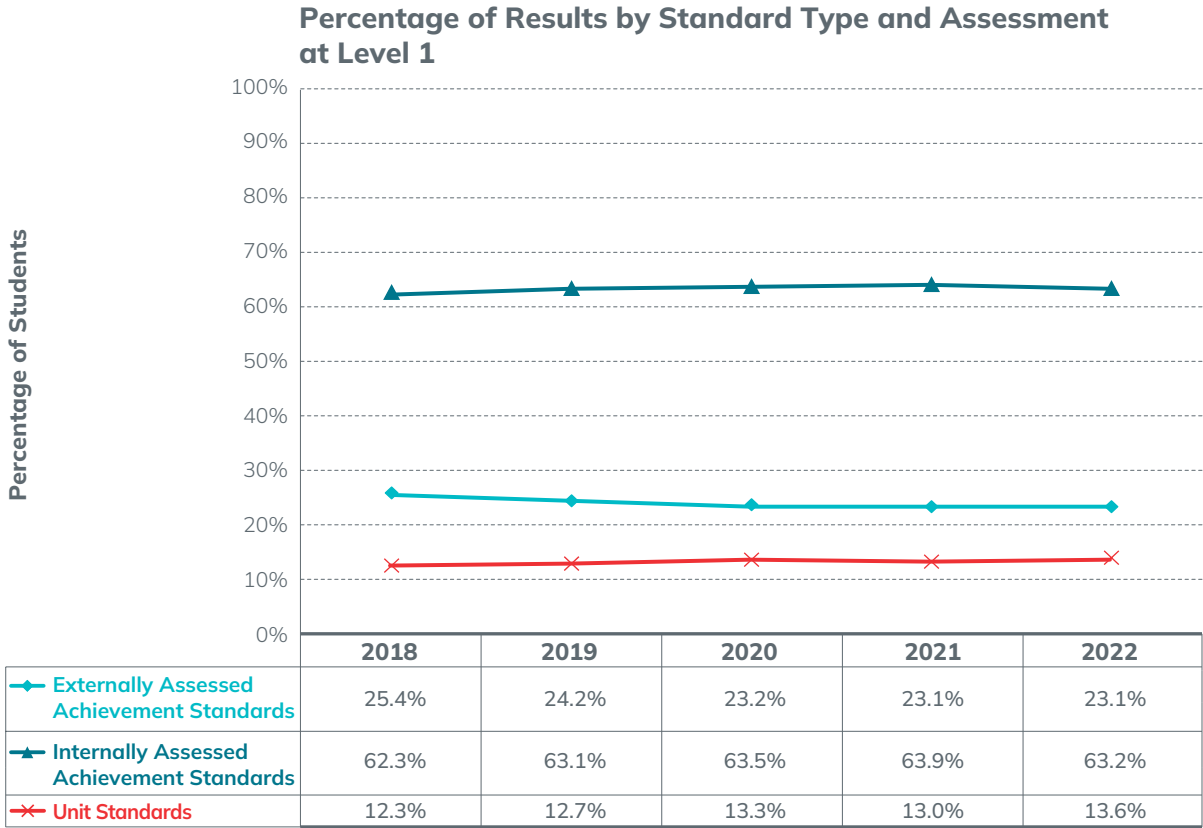


Figure 56. Percentage of results by standard type and assessment method at Level 1 from 2018 to 2022.

Percentage of Credits by Standard Type and Assessment at Level 1

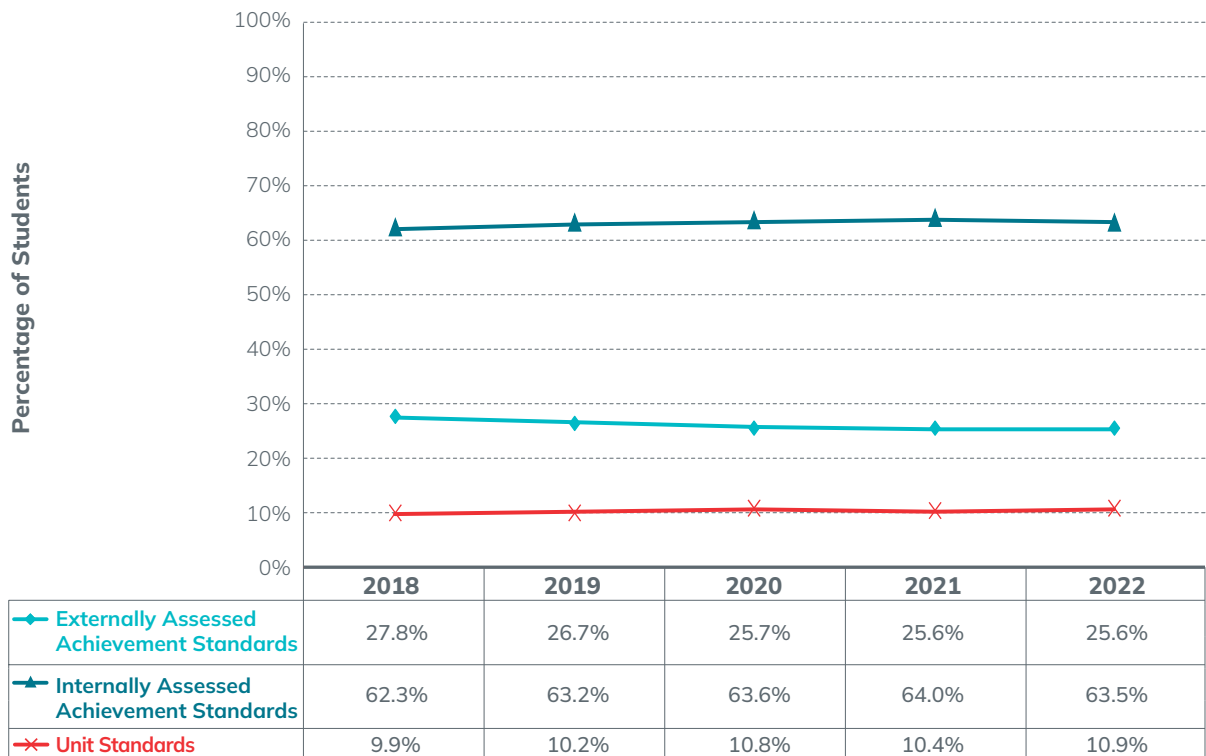


Figure 57. Percentage of credits by standard type and assessment method at Level 1 from 2018 to 2022.

Percentage of Results by Standard Type and Assessment at Level 2

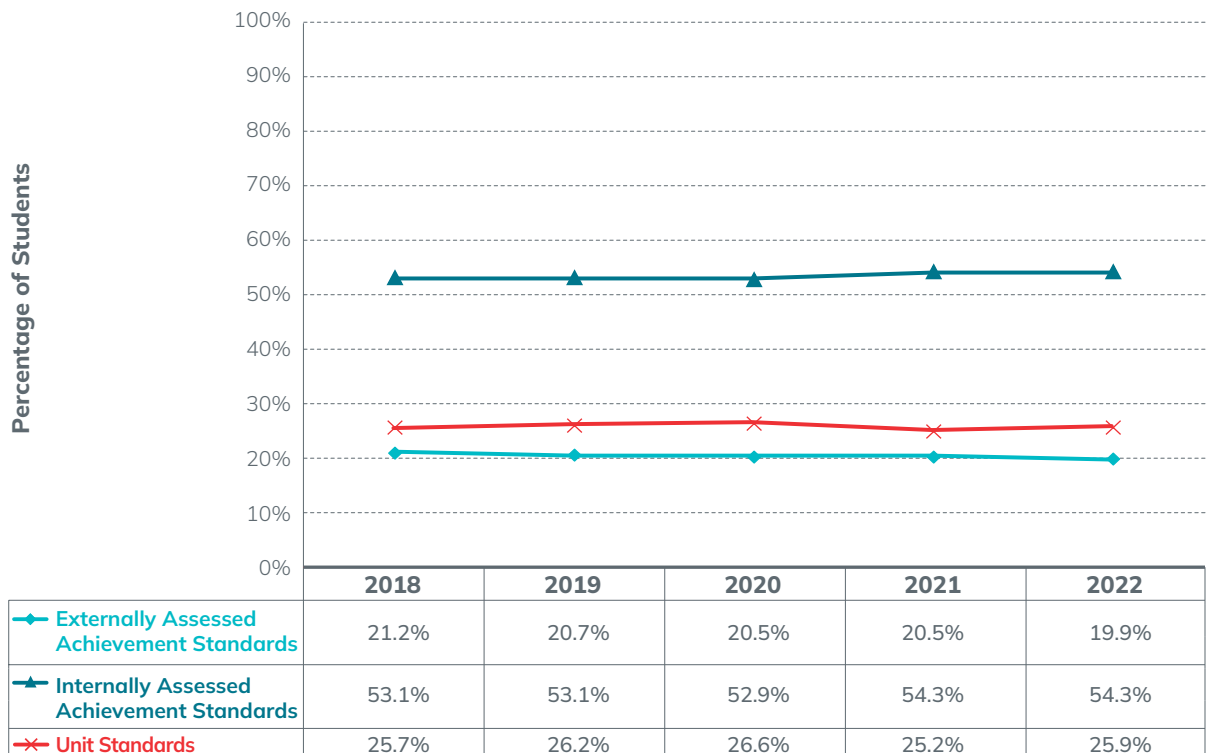


Figure 58. Percentage of results by standard type and assessment at Level 2 from 2018 to 2022.

Percentage of Credits by Standard Type and Assessment at Level 2

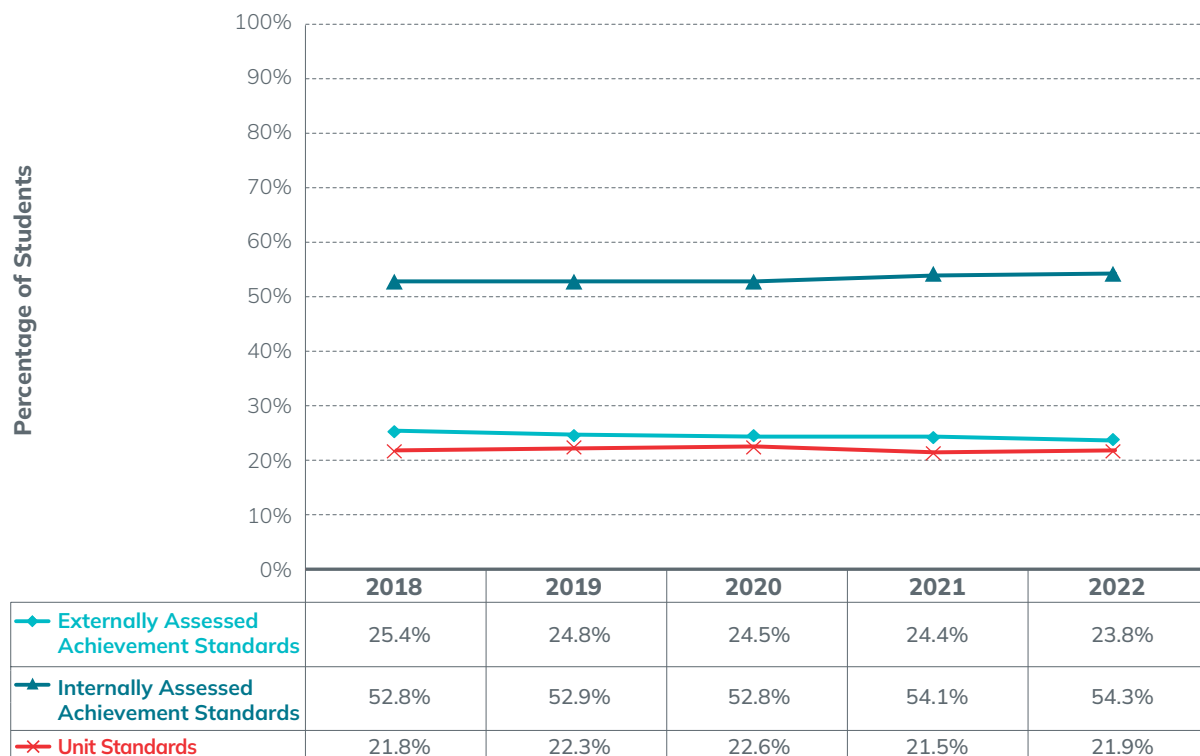


Figure 59. Percentage of credits by standard type and assessment at Level 2 from 2018 to 2022.

Percentage of Results by Standard Type and Assessment at Level 3

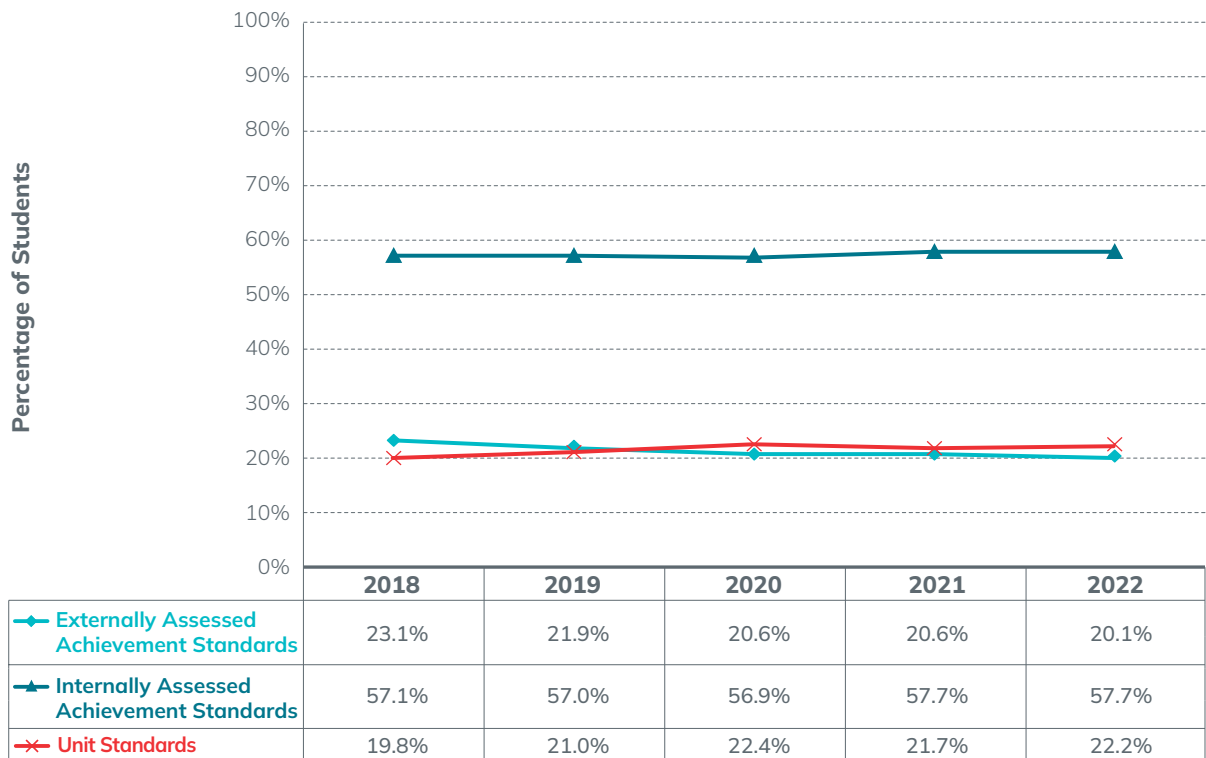


Figure 60. Percentage of results by standard type and assessment at Level 3 from 2018 to 2022.

Percentage of Credits by Standard Type and Assessment at Level 3

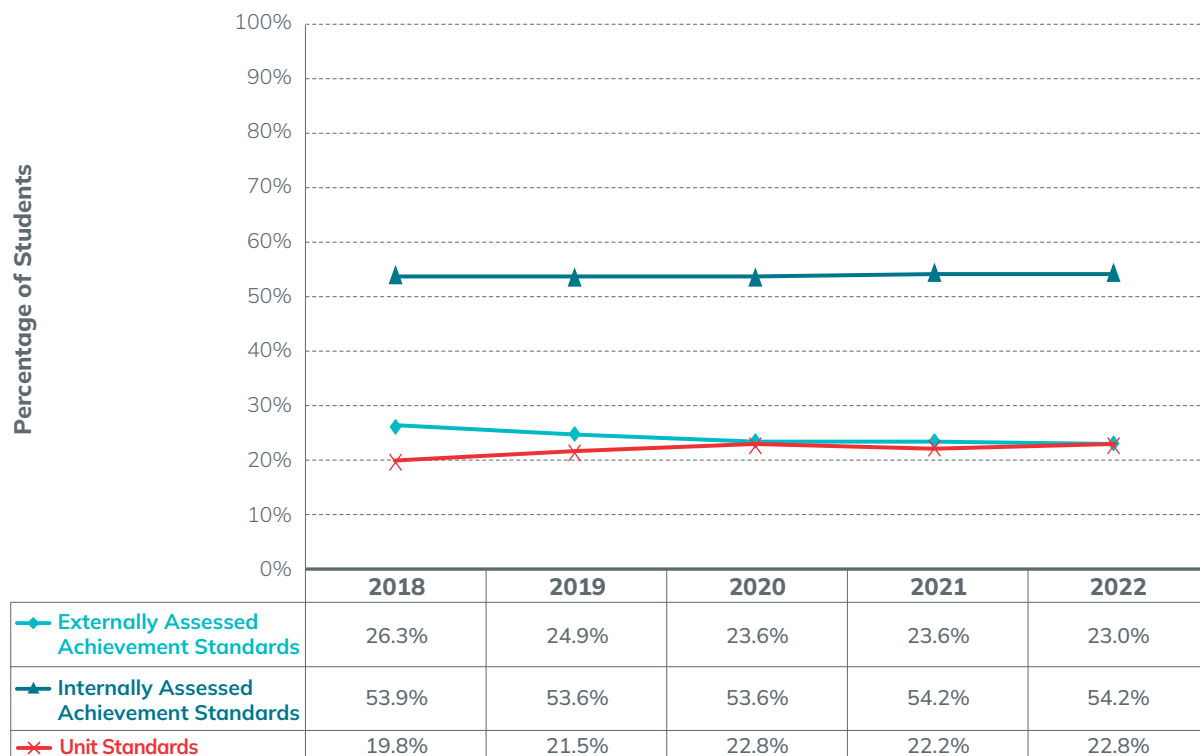


Figure 61. Percentage of credits by standard type and assessment at Level 3 from 2018 to 2022.

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Results by Subject

Subjects and Achievement Standards

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

Two types of subjects are reported on:

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

Subject Engagement

Engagement tables report on how many secondary students are assessed in at least 1 achievement standard in the subject, and the number of students assessed in at least 14 credits in the subject.

These numbers are also reported as a percentage of all students assessed in at least one achievement standard in each level and as a percentage of all students assessed in 14 or more credits from Achievement standards in at least one subject. For example, in Table 18, 8.2% of students assessed in one or more Level 1 achievement standards are assessed in Accounting standards. Further, of the students assessed in 14 or more credits in at least one subject, 5.7% were assessed in 14 or more credits from Accounting Achievement standards.

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

Note that where the number of assessed results is less than 5 the grade distribution information has been suppressed. This is indicated by 's' in the relevant tables.

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

Level 1 NZC		Students Assessed in 1 or more Standards		Students Assessed in 14 or more credits	
Subject	Providers	Number	Percentage	Number	Percentage
Accounting	215	7,760	8.2%	3,019	5.7%
Agricultural and Horticultural Science	173	5,611	5.9%	1,473	2.8%
Art History	37	709	0.7%	2	0.0%
Biology	264	18,181	19.1%	224	0.4%
Business Studies	214	8,745	9.2%	2,549	4.8%
Chemistry	329	27,818	29.3%	93	0.2%
Chinese	72	695	0.7%	525	1.0%
Classical Studies	54	1,383	1.5%	483	0.9%
Cook Islands Māori	6	50	0.1%	40	0.1%
Dance	187	3,304	3.5%	1,359	2.6%
Drama	267	4,411	4.6%	2,737	5.2%
Economics	225	7,875	8.3%	4,217	8.0%
English	463	61,992	65.3%	35,686	67.6%
French	113	1,314	1.4%	1,066	2.0%
Geography	319	10,892	11.5%	6,419	12.2%
German	36	270	0.3%	220	0.4%
Health	213	7,687	8.1%	2,731	5.2%
History	365	12,694	13.4%	7,142	13.5%
Home Economics	186	4,652	4.9%	2,318	4.4%
Japanese	112	1,513	1.6%	1,091	2.1%
Korean	14	23	0.0%	3	0.0%
Latin	6	47	0.0%	28	0.1%
Lea Faka-Tonga	27	130	0.1%	80	0.2%
Mathematics – Statistics	469	71,617	75.4%	39,275	74.4%
Media Studies	143	4,661	4.9%	1,638	3.1%
Music	341	5,492	5.8%	3,318	6.3%
New Zealand Sign Language	4	63	0.1%	22	0.0%
Physical Education	434	29,690	31.3%	15,770	29.9%
Physics	322	25,856	27.2%	134	0.3%
Psychology	29	1,018	1.1%	418	0.8%
Religious Studies	83	6,845	7.2%	3,811	7.2%
Samoan	52	507	0.5%	365	0.7%
Science	416	46,967	49.5%	12,899	24.4%
Social Studies	128	6,162	6.5%	442	0.8%
Spanish	99	1,188	1.3%	951	1.8%
Te Reo Māori	329	4,037	4.3%	2,185	4.1%
Technology	276	8,289	8.7%	1,892	3.6%
Technology – Construction and Mechanical Technologies	241	6,233	6.6%	101	0.2%
Technology – Design and Visual Communication	266	6,326	6.7%	4,003	7.6%
Technology – Digital Technologies and Hangarau Matihiko	310	7,447	7.8%	4,366	8.3%
Technology – Processing Technologies	108	2,880	3.0%	0	0.0%
Visual Arts	393	13,372	14.1%	9,073	17.2%

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

Level 2 NZC		Students Assessed in 1 or more Standards		Students Assessed in 14 or more credits	
Subject	Providers	Number	Percentage	Number	Percentage
Accounting	189	3,405	5.0%	1,829	4.0%
Agribusiness	79	1,773	2.6%	108	0.2%
Agricultural and Horticultural Science	127	2,173	3.2%	755	1.6%
Art History	50	637	0.9%	279	0.6%
Biology	408	19,550	28.9%	10,703	23.3%
Business Studies	228	6,556	9.7%	3,462	7.6%
Chemistry	379	15,320	22.6%	9,276	20.2%
Chinese	88	628	0.9%	479	1.0%
Classical Studies	158	3,394	5.0%	2,027	4.4%
Cook Islands Māori	8	102	0.2%	73	0.2%
Dance	197	2,802	4.1%	1,077	2.3%
Drama	273	3,453	5.1%	2,168	4.7%
Earth and Space Science	211	5,421	8.0%	657	1.4%
Economics	197	4,453	6.6%	3,204	7.0%
Education for Sustainability	70	1,317	1.9%	68	0.1%
English	463	46,199	68.2%	30,631	66.8%
French	104	639	0.9%	568	1.2%
Geography	294	6,354	9.4%	3,906	8.5%
German	44	200	0.3%	159	0.3%
Health	210	4,542	6.7%	2,886	6.3%
History	370	9,068	13.4%	6,307	13.8%
Home Economics	133	1,995	2.9%	871	1.9%
Japanese	115	834	1.2%	657	1.4%
Korean	24	38	0.1%	12	0.0%
Latin	8	31	0.0%	16	0.0%
Lea Faka-Tonga	32	160	0.2%	106	0.2%
Mathematics – Statistics	445	43,420	64.1%	24,361	53.1%
Media Studies	205	4,856	7.2%	2,774	6.1%
Music	353	3,991	5.9%	2,334	5.1%
New Zealand Sign Language	3	20	0.0%	17	0.0%
Physical Education	436	17,823	26.3%	9,219	20.1%
Physics	374	15,510	22.9%	10,239	22.3%
Psychology	73	2,836	4.2%	1,384	3.0%
Religious Studies	78	5,726	8.5%	4,301	9.4%
Samoan	52	447	0.7%	328	0.7%
Social Studies	99	2,420	3.6%	1,093	2.4%
Spanish	99	643	1.0%	552	1.2%
Te Reo Māori	305	2,611	3.9%	1,450	3.2%
Technology	260	5,357	7.9%	1,065	2.3%
Technology – Construction and Mechanical Technologies	205	2,965	4.4%	42	0.1%
Technology – Design and Visual Communication	268	3,963	5.9%	2,312	5.0%
Technology – Digital Technologies and Hangarau Matihiko	277	4,569	6.7%	2,886	6.3%
Technology – Processing Technologies	96	1,268	1.9%	0	0.0%
Visual Arts	411	11,373	16.8%	8,594	18.7%

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

Level 3 NZC		Students Assessed in 1 or more credits		Students Assessed in 14 or more credits	
Subject	Providers	Number	Percentage	Number	Percentage
Accounting	181	2,705	5.1%	1,517	4.1%
Agribusiness	63	1,142	2.1%	0	0.0%
Agricultural and Horticultural Science	82	937	1.8%	492	1.3%
Art History	69	1,041	1.9%	581	1.6%
Biology	399	13,183	24.6%	8,409	22.5%
Business Studies	246	5,597	10.5%	3,988	10.7%
Chemistry	362	10,569	19.8%	6,853	18.3%
Chinese	107	920	1.7%	727	1.9%
Classical Studies	172	3,254	6.1%	2,011	5.4%
Cook Islands Maori	7	52	0.1%	38	0.1%
Dance	184	2,288	4.3%	948	2.5%
Design	230	2,562	4.8%	1,941	5.2%
Drama	262	2,664	5.0%	1,795	4.8%
Earth and Space Science	170	3,310	6.2%	848	2.3%
Economics	187	3,620	6.8%	2,443	6.5%
Education for Sustainability	57	720	1.3%	179	0.5%
English	443	22,135	41.4%	14,484	38.8%
French	90	438	0.8%	366	1.0%
Geography	290	6,006	11.2%	4,009	10.7%
German	38	165	0.3%	128	0.3%
Health	208	4,398	8.2%	3,199	8.6%
History	355	7,744	14.5%	6,175	16.5%
Home Economics	121	1,502	2.8%	939	2.5%
Japanese	104	627	1.2%	489	1.3%
Korean	30	79	0.1%	33	0.1%
Latin	7	25	0.0%	18	0.0%
Lea Faka-Tonga	30	142	0.3%	82	0.2%
Mathematics - Statistics	424	31,548	59.0%	21,643	57.9%
Media Studies	215	4,066	7.6%	2,714	7.3%
Music	332	2,875	5.4%	1,751	4.7%
New Zealand Sign Language	2	5	0.0%	5	0.0%
Painting	360	3,162	5.9%	2,425	6.5%
Photography	280	2,999	5.6%	2,318	6.2%
Physical Education	416	12,447	23.3%	6,819	18.3%
Physics	358	10,366	19.4%	6,516	17.4%
Printmaking	87	479	0.9%	334	0.9%
Psychology	74	2,341	4.4%	1,652	4.4%
Religious Studies	76	4,700	8.8%	3,751	10.0%
Samoan	55	407	0.8%	275	0.7%
Science	1	1	0.0%	0	0.0%
Sculpture	58	212	0.4%	154	0.4%
Social Studies	93	2,476	4.6%	1,707	4.6%
Spanish	79	430	0.8%	356	1.0%
Te Reo Maori	267	1,755	3.3%	937	2.5%
Technology	260	3,776	7.1%	933	2.5%
Technology - Construction and Mechanical Technologies	193	2,307	4.3%	187	0.5%

Level 3 NZC		Students Assessed in 1 or more credits		Students Assessed in 14 or more credits	
Subject	Providers	Number	Percentage	Number	Percentage
Technology - Design and Visual Communication	258	2,567	4.8%	1,496	4.0%
Technology - Digital Technologies and Hangarau Matihiko	254	3,158	5.9%	1,965	5.3%
Technology - Processing Technologies	69	751	1.4%	0	0.0%
Visual Arts	116	715	1.3%	0	0.0%

Table 20. Number and percentages of students assessed in 1 or more credits and 14 or more credits in an NZC subject in achievement standards for NCEA Level 3.

Level 1 TMOA		Students Assessed in 1 or more Standards	Students Assessed in 14 or more credits
Subject	Providers	Number	Number
Hauora	8	87	0
Ngā Mahi a te Rēhia	2	10	0
Ngā Toi Ataata	5	47	0
Ngā Toi Puoro	0	0	0
Pāngarau	4	24	0
Pūtaiao	12	87	0
Te Reo Rangatira	37	436	233
Tikanga ā-iwi	16	119	7

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

Level 2 TMOA		Students Assessed in 1 or more Standards	Students Assessed in 14 or more credits
Subject	Providers	Number	Number
Hangarau	2	10	5
Hauora	9	42	0
Ngā Mahi a te Rēhia	4	13	7
Ngā Toi Ataata	8	43	0
Ngā Toi Puoro	1	2	0
Pāngarau	1	7	0
Pūtaiao	4	28	9
Te Reo Rangatira	46	368	179
Tikanga ā-iwi	9	52	1

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

Level 3 TMOA		Students Assessed in 1 or more Standards	Students Assessed in 14 or more credits
Subject	Providers	Number	Number
Hauora	6	30	1
Ngā Mahi a te Rēhia	2	6	0
Ngā Toi Ataata	4	11	1
Ngā Toi Puoro	2	4	0
Pūtaiao	2	5	3
Te Reo Rangatira	58	359	193
Tikanga ā-iwi	12	93	8

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

Grade Distribution by Subject

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

Level 1 NZC Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	19,698	15.4%	24.2%	27.1%	33.4%
Agricultural and Horticultural Science	12,755	18.0%	43.0%	23.2%	15.7%
Art History	921	18.2%	32.8%	26.3%	22.7%
Biology	23,190	14.7%	41.8%	25.2%	18.3%
Business Studies	21,495	16.4%	38.4%	27.1%	18.1%
Chemistry	30,065	12.4%	41.8%	27.1%	18.7%
Chinese	2,488	6.8%	15.5%	26.0%	51.7%
Classical Studies	2,953	14.4%	32.7%	29.3%	23.5%
Cook Islands Māori	182	7.1%	37.4%	33.5%	22.0%
Dance	7,902	7.3%	23.3%	28.5%	40.8%
Drama	14,361	11.1%	30.3%	30.7%	27.9%
Economics	25,574	13.1%	35.1%	30.9%	20.9%
English	244,365	17.5%	40.1%	26.2%	16.2%
French	4,785	9.9%	24.7%	28.4%	37.0%
Geography	40,433	14.6%	36.8%	27.4%	21.2%
German	990	10.5%	22.7%	30.6%	36.2%
Health	20,444	22.4%	38.2%	24.0%	15.3%
History	43,377	14.7%	32.0%	27.6%	25.7%
Home Economics	11,341	17.0%	45.9%	23.4%	13.7%
Japanese	5,000	13.6%	28.9%	26.0%	31.5%
Korean	48	2.1%	12.5%	50.0%	35.4%
Latin	133	3.8%	12.0%	19.5%	64.7%
Lea Faka-Tonga	419	8.6%	29.6%	26.7%	35.1%
Mathematics – Statistics	264,310	17.3%	43.9%	25.3%	13.5%
Media Studies	11,847	17.4%	36.2%	24.6%	21.8%
Music	16,149	16.3%	21.3%	23.7%	38.7%
New Zealand Sign Language	133	12.0%	20.3%	30.1%	37.6%
Physical Education	99,238	14.8%	31.0%	28.2%	25.9%
Physics	29,781	11.4%	45.6%	20.9%	22.1%
Psychology	2,512	10.8%	30.0%	27.7%	31.5%
Religious Studies	16,077	12.6%	34.6%	26.1%	26.8%
Samoan	1,773	10.4%	36.2%	30.0%	23.4%
Science	127,617	21.7%	37.5%	24.0%	16.7%
Social Studies	8,824	18.5%	36.5%	23.2%	21.8%
Spanish	4,295	7.9%	26.0%	30.7%	35.4%
Te Reo Māori	11,086	18.3%	34.6%	26.6%	20.5%
Technology	15,791	17.7%	35.4%	22.6%	24.2%
Technology – Construction and Mechanical Technologies	7,982	13.5%	36.6%	21.7%	28.1%
Technology – Design and Visual Communication	23,703	10.8%	38.4%	28.2%	22.7%
Technology – Digital Technologies and Hangarau Matihiko	26,111	19.0%	34.8%	20.1%	26.1%
Technology – Processing Technologies	3,464	14.5%	34.2%	24.0%	27.4%
Visual Arts	29,954	10.3%	36.9%	27.4%	25.3%

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

Level 2 NZC Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	11,551	15.4%	24.6%	26.9%	33.0%
Agribusiness	2,604	15.8%	34.3%	26.2%	23.8%
Agricultural and Horticultural Science	5,746	23.0%	38.9%	21.1%	17.1%
Art History	1,816	12.4%	27.1%	31.9%	28.5%
Biology	66,897	19.4%	34.4%	25.5%	20.7%
Business Studies	17,807	19.6%	37.8%	23.9%	18.7%
Chemistry	54,117	16.4%	31.2%	23.0%	29.5%
Chinese	2,277	5.7%	14.9%	26.4%	53.0%
Classical Studies	9,228	17.1%	32.3%	26.4%	24.1%
Cook Islands Māori	363	26.2%	28.9%	26.7%	18.2%
Dance	7,183	5.9%	20.8%	28.0%	45.2%
Drama	11,736	11.5%	27.5%	31.7%	29.3%
Earth and Space Science	10,070	25.5%	39.9%	19.4%	15.3%
Economics	14,657	17.3%	36.8%	25.9%	20.1%
Education for Sustainability	1,717	18.8%	30.5%	25.2%	25.6%
English	168,429	21.3%	37.5%	24.7%	16.5%
French	2,479	6.1%	19.7%	30.7%	43.5%
Geography	23,647	18.4%	35.1%	26.0%	20.4%
German	726	9.0%	21.9%	27.8%	41.3%
Health	12,695	25.5%	37.1%	21.0%	16.4%
History	29,679	17.1%	30.8%	26.1%	25.9%
Home Economics	4,597	26.1%	35.6%	21.3%	17.0%
Japanese	2,989	14.8%	24.8%	25.4%	35.0%
Korean	105	0.0%	12.4%	40.0%	47.6%
Latin	92	4.3%	21.7%	21.7%	52.2%
Lea Faka-Tonga	514	13.8%	18.7%	34.6%	32.9%
Mathematics – Statistics	186,155	17.7%	37.3%	26.7%	18.2%
Media Studies	15,619	18.7%	31.7%	26.5%	23.2%
Music	12,163	14.6%	18.5%	22.7%	44.1%
New Zealand Sign Language	71	15.5%	22.5%	40.8%	21.1%
Physical Education	61,772	19.5%	32.9%	25.0%	22.5%
Physics	52,155	19.3%	30.5%	24.6%	25.6%
Psychology	8,180	16.6%	30.5%	25.8%	27.1%
Religious Studies	15,323	16.7%	28.8%	21.4%	33.1%
Samoan	1,520	12.0%	21.3%	35.7%	30.9%
Social Studies	5,761	21.3%	31.1%	18.9%	28.7%
Spanish	2,437	7.9%	23.7%	30.5%	37.9%
Te Reo Māori	7,247	18.8%	32.1%	27.6%	21.5%
Technology	9,870	21.5%	31.4%	20.6%	26.4%
Technology – Construction and Mechanical Technologies	3,557	19.6%	29.9%	20.9%	29.6%
Technology – Design and Visual Communication	12,605	17.9%	34.2%	24.4%	23.6%
Technology – Digital Technologies and Hangarau Matihiko	15,109	20.0%	29.1%	19.9%	31.0%
Technology – Processing Technologies	1,441	21.1%	30.5%	20.8%	27.6%
Visual Arts	34,589	10.9%	32.0%	29.2%	27.9%

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

Level 3 NZC Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Accounting	8,969	13.6%	28.9%	28.1%	29.4%
Agribusiness	2,095	20.6%	29.2%	24.8%	25.4%
Agricultural and Horticultural Science	2,358	20.3%	36.7%	22.7%	20.3%
Art History	3,543	13.0%	28.8%	27.3%	30.9%
Biology	48,721	14.9%	35.6%	24.4%	25.1%
Business Studies	13,788	18.9%	34.5%	23.2%	23.4%
Chemistry	38,328	14.1%	28.7%	26.0%	31.2%
Chinese	3,600	4.3%	14.4%	22.3%	59.0%
Classical Studies	8,974	18.2%	28.7%	26.2%	26.9%
Cook Islands Maori	168	19.6%	26.8%	30.4%	23.2%
Dance	5,444	5.7%	19.8%	26.8%	47.7%
Design	6,486	11.1%	33.1%	29.6%	26.2%
Drama	8,911	10.9%	27.5%	29.8%	31.8%
Earth and Space Science	7,931	21.4%	37.6%	20.4%	20.6%
Economics	10,402	17.0%	34.0%	25.7%	23.4%
Education for Sustainability	1,194	19.4%	36.1%	21.1%	23.4%
English	80,210	20.1%	34.7%	24.6%	20.7%
French	1,641	8.2%	20.4%	27.3%	44.1%
Geography	22,799	19.6%	36.1%	23.3%	20.9%
German	615	9.1%	20.2%	28.8%	42.0%
Health	12,853	23.4%	35.7%	21.7%	19.2%
History	25,258	15.9%	29.9%	26.8%	27.4%
Home Economics	4,091	20.5%	38.4%	23.1%	18.0%
Japanese	2,247	13.5%	22.3%	24.4%	39.8%
Korean	229	2.2%	7.4%	28.4%	62.0%
Latin	75	2.7%	4.0%	22.7%	70.7%
Lea Faka-Tonga	428	15.2%	20.3%	29.0%	35.5%
Mathematics - Statistics	126,002	15.2%	38.1%	25.1%	21.6%
Media Studies	14,699	18.7%	32.8%	24.8%	23.7%
Music	7,541	14.1%	17.4%	21.9%	46.5%
New Zealand Sign Language	19	0.0%	0.0%	26.3%	73.7%
Painting	7,835	12.8%	31.1%	27.7%	28.4%
Photography	7,407	13.0%	34.7%	28.9%	23.4%
Physical Education	40,580	20.6%	32.9%	22.8%	23.7%
Physics	34,745	19.7%	31.6%	25.7%	23.0%
Printmaking	1,131	8.9%	33.1%	28.2%	29.8%
Psychology	7,552	15.5%	35.2%	24.4%	24.8%
Religious Studies	12,892	16.7%	28.5%	22.8%	32.0%
Samoan	1,387	11.4%	18.7%	33.2%	36.7%
Science	1	s	s	s	s
Sculpture	489	11.5%	26.8%	33.9%	27.8%
Social Studies	7,022	17.8%	30.4%	20.6%	31.3%
Spanish	1,614	7.6%	23.2%	29.4%	39.8%
Te Reo Maori	4,786	19.6%	30.2%	26.1%	24.1%
Technology	7,323	19.4%	31.5%	18.9%	30.2%
Technology - Construction and Mechanical Technologies	3,446	17.2%	28.1%	21.3%	33.5%

Level 3 NZC Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Technology - Design and Visual Communication	6,341	19.8%	36.8%	22.3%	21.1%
Technology - Digital Technologies and Hangarau Matihiko	9,974	18.5%	28.6%	19.1%	33.8%
Technology - Processing Technologies	793	18.4%	35.9%	16.0%	29.6%
Visual Arts	715	12.9%	34.8%	23.9%	28.4%

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

Level 1 TMOA Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hauora	127	10.2%	48.8%	26.8%	14.2%
Ngā Mahi a te Rēhia	24	0.0%	58.3%	37.5%	4.2%
Ngā Toi Ataata	52	21.2%	44.2%	21.2%	13.5%
Pāngarau	24	0.0%	45.8%	37.5%	16.7%
Pūtaiao	121	11.6%	47.9%	31.4%	9.1%
Te Reo Rangatira	1,824	20.0%	34.0%	27.0%	19.0%
Tikanga ā-Iwi	221	9.0%	42.5%	24.9%	23.5%

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

Level 2 TMOA Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hangarau	25	0.0%	24.0%	44.0%	32.0%
Hauora	56	16.1%	30.4%	30.4%	23.2%
Nga Mahi a te Rehia	27	3.7%	3.7%	0.0%	92.6%
Nga Toi Ataata	56	14.3%	53.6%	17.9%	14.3%
Nga Toi Puoro	2	s	s	s	s
Pangarau	7	0.0%	0.0%	100.0%	0.0%
Putaiiao	57	28.1%	22.8%	28.1%	21.1%
Te Reo Rangatira	1,350	9.1%	27.4%	34.7%	28.8%
Tikanga a-iwi	84	11.9%	44.0%	31.0%	13.1%

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

Level 3 TMOA Subject	Assessed Count	Not Achieved %	Achieved %	Merit %	Excellence %
Hauora	58	1.7%	12.1%	22.4%	63.8%
Ngā Mahi a te Rēhia	10	0.0%	0.0%	20.0%	80.0%
Ngā Toi Ataata	19	0.0%	47.4%	31.6%	21.1%
Ngā Toi Puoro	8	0.0%	87.5%	0.0%	12.5%
Pūtaiao	14	0.0%	0.0%	14.3%	85.7%
Te Reo Rangatira	1,254	14.0%	26.2%	27.5%	32.2%
Tikanga ā-iwi	213	15.0%	31.9%	21.1%	31.9%

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

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

NCEA Administrative Processes and Data

The Role of NZQA in the Examination Process

Each year NZQA manages national examinations and assessment of portfolios for relevant externally assessed standards. NZQA coordinates and administers examination paper production, examination timetabling, examination centre operation, marking, results publication, the return of examination booklets

to students, and the processing of requests for review and reconsideration of results.

During the examination season, NZQA receives reports related to examination irregularities, sends relevant reports to markers, and investigates breaches of examination rules.

External Assessment

External Assessment usually refers to examinations run by NZQA at the end of each year. It also includes portfolios of students' work submitted for assessment or verification by a panel of experts appointed by NZQA.

End-of-year external assessment involves 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 the 2022 examinations:

- 146,471 students with a total of 1,059,965 entries in NCEA and New Zealand Scholarship examinations
- 61,435 students with entries at Level 1, 54,024 students with entries at Level 2, and 42,867 students with entries at Level 3
- 10,271 students entered for New Zealand Scholarship, providing 19,585 subject entries
- 132 examination sessions held at 453 examination centres throughout New Zealand
- 68 digital examinations in 24 subjects were offered. 42,623 unique students participated in digital examinations from 357 schools
- 1,774 markers and 7,089 examination supervisors and examination centre managers.

Reviews and Reconsiderations

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

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

Examples of a processing error include:

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

A Review involves checking:

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

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

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

Applications for a Review or a Reconsideration must reach NZQA by a specified date. For the 2022 examination round, this was Friday 24 February 2023 for NCEA, and Thursday 9 March 2023 for Scholarship.

Tables 30 – 33 show the number of applications and success rates for Reviews and Reconsiderations of NCEA and Scholarship results from the 2018 to 2022 examination rounds.

Table 30 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship from 2018 to 2022.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
2018	277	210	75.8%	4	3	75.0%
2019	324	222	68.5%	3	2	66.7%
2020	380	222	58.4%	3	1	33.3%
2021	345	180	52.2%	3	1	33.3%
2022	276	114	41.3%	10	6	60.0%

Table 30. Numbers and percent successful for Reviews of NCEA and Scholarship from 2018 to 2022.

Table 31 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship in 2022 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	62	30	48.4%	4	3	75.0%
European	195	86	44.1%	6	3	50.0%
Māori	21	6	28.6%	0	0	0.0%
MELAA	12	2	16.7%	0	0	0.0%
Pacific Peoples	10	0	0.0%	0	0	0.0%

Table 31. Numbers and percent successful for Reviews of NCEA and Scholarship in 2022 by ethnicity.

Table 32 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship from 2018 to 2022.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
2018	8,435	1,649	19.5%	329	1	0.3%
2019	8,414	1,759	20.9%	400	2	0.5%
2020	8,566	1,676	19.6%	421	4	1.0%
2021	5,759	1,088	18.9%	337	2	0.6%
2022	8,897	1,900	21.4%	458	2	0.4%

Table 32. Numbers and percent successful for Reconsiderations of NCEA and Scholarship from 2018 to 2022.

Table 33 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship in 2022 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	2,450	541	22%	209	0	0.0%
European	6,422	1,366	21%	252	2	0.8%
Māori	530	95	18%	22	0	0.0%
MELAA	169	35	21%	10	0	0.0%
Pacific Peoples	158	33	21%	7	0	0.0%

Table 33. Numbers and percent successful for Reconsiderations of NCEA and Scholarship in 2022 by ethnicity.

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

www.nzqa.govt.nz/reviews-and-reconsiderations

External Moderation of Internal Assessment

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

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

The NZQA moderator will consider if the students' evidence meets the requirements of the standard. The assessment tasks or activities are only moderated if the NZQA moderator has cause to consider that the assessment tasks or activities were the cause of the inappropriate awarding of the grade. Assessment tasks or activities can be considered fit for purpose unless they have been specifically moderated.

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

A small number of changes were introduced in 2022. These included:

- Level 1 Achievement Standards were not moderated, unless requested by schools.
- The sample size requirement on moderation plans was reduced from eight to six samples of student work, per standard.
- Six samples of student work covering the range of Not Achieved, Achieved, Merit or Excellence grades were required from each standard on a school's moderation plan.

In 2022, NZQA moderated approximately 55,000 individual pieces of student work at Levels 1, 2 and 3.

Breaches of Examination Rules

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

- Dishonest practice, including altering external assessment materials prior to seeking a review or reconsideration
- Failure to follow instructions
- Authenticity issues, including plagiarism and impersonations
- Influencing, assisting or hindering other candidates, during the examination period.

When NZQA receives a report of a possible breach, an investigation is initiated. A letter is sent to the student or students involved, accompanied by copies of any relevant information or reports about the possible breach. The student(s) is/are invited to make a written comment to NZQA. An investigation may include consultation with the school or other agencies, and/or a face-to-face meeting with the student(s) concerned. NZQA uses an independent contractor to advise on progress and recommend decisions.

Table 34 summarises the investigations into breaches for 2022. A total of 310 reports were investigated, of which 254 were reported by examination centre managers, 19 by markers, and 37 by others.

Status of breach investigations	Number
Number of students for whom a breach was substantiated	268
Number of students where no breach occurred	42
Breach not attributed to any student due to lack of evidence	0
Decision pending	0
Total student investigations	310

Table 34 Status of investigations into breaches for 2022.

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

Type of breach	Nature of breach	Number
Inappropriate Practice (95)	Cell phone use	17
	Using notes	18
	Altering/access to answer booklet	4
	Communicating with another candidate	49
	Text dump in 60 second period	4
	Other	3
Failure to follow Instructions (181)	Extended bathroom visit	8
	Having a cell phone	67
	Inappropriate or offensive material/language	0
	Having notes	46
	Unauthorised material	3
	Unauthorised absence from exam room	9
	Starting early/Stop writing	4
	Navigating away from the digital platform	19
	Other	25
Authenticity/Impersonation (18)	Authenticity	18
	Multiple handwriting	0
	Other	0
Influencing/Assisting/Hindering (16)	Disturbance	14
	Communicating with another candidate	2
	Other	0

Table 35. Investigations by type of breach by nature of breach for 2022.

Table 36 shows investigations by region.

Region	Number
Auckland	125
Bay of Plenty	10
Canterbury	62
Cook Islands	2
Gisborne	2
Hawkes Bay	9
Manawatu-Whanganui	13
Nelson/Marlborough	8
Northland	12
Otago	13
Southland	2
Taranaki	6
Waikato	17
Wellington	29
West Coast	0

Table 36. Investigations by region for 2022.

Special Assessment Conditions (SAC)

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

NZQA grants entitlement to SAC so that approved students may be fairly assessed and have access to assessment for National

Qualifications. SAC are approved so that entitled students can demonstrate their knowledge, skills and understanding, without providing an unfair advantage over other students.

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

Table 37 shows 2022 SAC applications by decile. Note that decile 99 includes schools without a decile, e.g. new schools and Te Aho o te Kura Pounamu (formerly The Correspondence School).

Decile	No. of students enrolled in NCEA and Scholarship	Total Applications	Total Approved	Learning Applications	School-based Evidence
1	11,974	452	447	185	165
2	9,329	576	564	209	199
3	17,032	1,058	1,040	434	386
4	19,427	1,479	1,463	731	634
5	16,190	1,323	1,313	850	722
6	28,273	2,383	2,372	1,336	1,179
7	26,615	2,070	2,063	1,277	912
8	24,616	2,417	2,408	1,430	1,018
9	28,368	2,866	2,855	1,991	1,411
10	25,154	3,081	3,072	2,128	1,223
99	5,899	331	331	142	81
Total	212,877	18,036	17,928	10,713	7,930

Table 37. SAC applications by decile for 2022. Note that decile 99 includes schools without a decile, e.g. new schools and Te Aho o te Kura Pounamu (formerly The Correspondence School).

Table 38 shows 2022 SAC applications by ethnicity. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	No. of students enrolled in NCEA and Scholarship	Total Applications	Total Approved	Learning Applications	School-based Evidence
Asian	33,274	1,136	1,127	457	383
European	133,558	14,723	14,654	9,100	6,514
Māori	49,278	3,040	3,005	1,827	1,496
MELAA	5,082	351	350	171	149
Pacific Peoples	28,545	1,293	1,281	646	566

Table 38. SAC applications by ethnicity for 2022.

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

www.nzqa.govt.nz/sac

Appendix 1. Cohorts

(See also introductory explanations on pages 6 and 7.)

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

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

The **Tracked Year 11 cohort** is formed from the Enrolment-based Student cohort. More formally, it is Year 11 students from the Enrolled Student cohort of an earlier year. Students in a Tracked Year 11 cohort are monitored from the beginning of that earlier year through their senior years of schooling for attainment of NCEA qualifications. For example, the 2020 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based Student cohort of 2020, and this cohort's attainment rates of NCEA qualifications are reported as at the end of 2022.

The **'All NZQA secondary students'** cohort is used to report Scholarship and administrative data.

Appendix 2. Glossary

Achieved

The grade awarded in recognition of satisfying the Achievement Standard.

Achieved with Excellence

The highest possible grade for an Achievement Standard.

Achieved with Merit

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

Achievement Standard

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

Alignment of Standards (Standards Review)

The project carried out by NZQA and the Ministry of Education to align all standards with the New Zealand Curriculum 2007.

Answer Booklet

A paper booklet provided to a student for external examinations in which the student writes responses to examination questions.

Assessed Results

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

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

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

Results in Scholarship Standards that are either:

- Not Achieved
- Scholarship, or
- Outstanding Scholarship.

Attainment

Within this report the term attainment refers to:

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

Breach of the Rules

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

Certificate Endorsement

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

Cohort

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

Course Endorsement

Recognition for students who perform well in individual courses. It is in the form of endorsed with Achieved (from 2021 onward), endorsed with Merit or endorsed with Excellence. To qualify for a course endorsement, a student must gain 14 or more credits at Achieved, Merit or Excellence in standards incorporated in that course. For most courses there is a further requirement that at least 3 of these credits must be gained from Externally assessed Standards and 3 credits from Internally assessed Standards.⁸

Decile

A rating given to a school, reflecting socioeconomic factors of the community from which its students are drawn. Decile ratings are also grouped into bands:

- School Decile Band 1-3
- School Decile Band 4-7
- School Decile Band 8-10.

This approach allows comparisons of attainments of schools of similar decile rating.

Denominator

The number below the line in a fraction.

Entry/Entries

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

Enrolment-based Data

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

Ethnicity

Statistics by ethnicity as presented in the report uses a total response method of Asian, European, Māori, Pacific, and Middle Eastern/Latin American/African (MELAA). An impact of the total response is that students can appear in up to three ethnic categories.

Examination Centre

A place where students sit examinations.

External Assessment

Assessment conducted by NZQA, including national examinations held at the end of the school year.

External Moderation

National external moderation by NZQA to provide assurance that assessment decisions are made at the national standard.

Gender

When providing breakdowns by gender, only students reported as Male or Female have been included.

Internal Assessment

Assessment conducted by a school during the school year.

⁸ Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

Internal Moderation

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

Literacy

The written and oral language that people use in their everyday life and work. It includes reading, writing, speaking and listening. Skills in this area are essential for good communication, active participation, critical thinking, and problem solving.

Moderation

Refer to External Moderation and Internal Moderation.

NCEA

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

New Zealand Curriculum

A statement of official policy related to teaching and learning in schools. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled and explored. It defines five key competencies that are critical to sustained learning and effective participation in society, and that underline the emphasis on lifelong learning.⁹

Not Achieved

The grade given to students whose assessment evidence does not meet the requirements of an Achievement Standard or a Unit Standard.

Numeracy

The bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, learning, work and community tasks, social and leisure activities.

Numerator

The number above the line in a fraction.

NZQA

New Zealand Qualifications Authority. The New Zealand government crown entity tasked with administering NCEA qualifications, University Entrance, and Scholarship.

NZQCF

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

Plagiarism

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

Reconsideration

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

Review

A Review is conducted in response to an application from a student. A review involves checking for possible errors in the processing of the results of an Externally assessed Standard examination or portfolio.

Scholarship

Scholarship is aimed at high-performing students, and requires them to demonstrate high-level critical thinking. In general, Scholarship is tested by examination, and is offered in 35 subjects. Successful students receive a monetary award that reduces their tuition costs at any New Zealand tertiary institutions.

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

Senior students

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

Special Assessment Conditions (SAC)

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

Subject

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

Te Marautanga o Aotearoa

The national curriculum for Māori-medium schools.

Unit Standard

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

University Entrance (UE)

The minimum academic requirement for admission to a New Zealand university. University Entrance is not a qualification but an award for which attaining NCEA Level 3 is one requirement.



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