



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2017)

May 2018

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“

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

”

Source:

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

Introduction

The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2017) summarises the results of New Zealand's senior secondary students achieving the National Certificate of Educational Achievement (NCEA) and New Zealand Scholarship in 2017.

The New Zealand Scholarship Examinations enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject.

Graphs of the statistics include information from previous years to show trends, generally covering the five years 2013-2017.

The statistics in this Annual Report were produced from data that was finalised on 28 March 2018 with the exception of Scholarship (2 May 2018).

We will be moving to an updated single measure of NCEA attainment for future reporting from 2019. The new measure has been developed jointly by NZQA and the Ministry of Education.

In summary, the Annual Report shows pleasing results.

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



Kristine Kilkelly
Deputy Chief Executive
Assessment Division
New Zealand Qualifications Authority



Karen Poutasi
Chief Executive
New Zealand Qualifications Authority



Purpose of this Report

This report provides information about secondary-school qualifications administered by New Zealand Qualifications Authority (NZQA). Its primary focus is the main New Zealand secondary school suite of qualifications, the National Certificate of Educational Achievement (NCEA) at Levels 1, 2, and 3. It also reports on the achievement of Literacy and Numeracy, Certificate Endorsement, Course Endorsement, University Entrance (UE), and New Zealand Scholarship.

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

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

- Processing requests for a review or a reconsideration of examination results
- Conducting external moderation of internal assessments
- Investigating breaches of examination rules, and
- Entitlements for Special Assessment Conditions.

Attainment statistics are reported for four types of student cohorts

Attainment statistics are used for varying purposes, including the monitoring of standards, student achievement, and quality of assessments. This diversity of purposes requires different types of statistics. There are four types of percentage statistics presented in this report. Each type is distinguished by the underlying denominator that is used to compute the percentages. The denominators used are based on cohorts.

The four types of cohorts are:

- Roll-based cohort
- Participating cohort
- Tracked Year 11 cohort
- Enrolled Student cohort

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

Roll-based cohort

Secondary schools are required to report their school rolls four times a year to the Ministry of Education.

For the purposes of this report the school roll as at 1 July is used for forming the Roll-based cohort.

The secondary school roll is separated into two groups: one group consists of students in Years 9-10, and the second group consists of students in Years 11-13.

The Roll-based cohort is formed from the second group of students. That is, the Roll-based cohort is students in Years 11-13 on the school roll as at 1 July, summed over all the secondary schools.

Purpose of this Report

Participating cohorts

Participating cohorts refer to four categories:

- NCEA Level 1 certificate candidates in Year 11 cohort, i.e. 'participating' in NCEA Level 1
- NCEA Level 2 certificate candidates in Year 12 cohort, i.e. 'participating' in NCEA Level 2
- NCEA Level 3 certificate candidates in Year 13 cohort, i.e. 'participating' in NCEA Level 3
- UE candidates in Year 13 cohort, i.e. 'participating' in UE.

The NCEA Level 1 certificate candidates in Year 11 cohort consists of Year 11 students who **could accumulate** by the end of Year 11 the number of credits required for the NCEA Level 1 certificate.

Definitions for the other three categories of Participating cohorts follow in a similar manner.

The Participating cohorts focus on students whose behaviours signal that they are candidates for the NCEA qualifications, or UE. Therefore Participating cohorts are formed from the Enrolled Student cohort.¹

Tracked Year 11 cohort

The Tracked Year 11 cohort is formed from the Enrolled Student cohort. More formally, it is Year 11 students from the Enrolled Student cohort of an earlier year. Students in a Tracked Year 11 cohort are monitored from the beginning of that earlier year through their senior years of schooling for attainment of NCEA qualifications. For this 2017 report the Tracked Year 11 cohort is made up of the Year 11 students from the Enrolled Student cohort of 2015. The Tracked Year 11 cohort's attainment rates of NCEA qualifications are reported as at the end of 2017.

Enrolled Student cohort

The Enrolled Student cohort consists of students in Years 11-13 with one or more entries in either a Unit Standard or an Achievement Standard. That is, students in the Enrolled Student cohort are those who have had an enrolment created within the NZQA database.

Each year there are students at secondary school who undertake courses which are not assessed using standards administered by NZQA. Such students are in the Roll-based cohort but not the Enrolled Student cohort.

Summary

The Roll-based cohort consists of all Year 11-13 students on secondary school rolls as at 1 July. The Participating cohort consists of students from the Enrolled Student cohort who seek NCEA qualifications. The Tracked Year 11 cohort consists of Year 11 students from the Enrolled Student cohort, and tracks their NCEA Level achievements from Year 11 through to Year 13. The Enrolled Student cohort consists of students with one or more entries in either a Unit Standard or an Achievement Standard.

¹ Students engaged in smaller programmes of assessment are unable to accumulate the number of credits by the end of year for a NCEA qualification and are excluded from the Participating cohort.



Achievement in NCEA and University Entrance

Introduction

This section reports NCEA qualification and UE attainment statistics. It utilises three types of attainment statistics:

- Roll-based cohort statistics
- Participating cohort statistics
- Tracked Year 11 cohort statistics.

The Roll-based cohort statistics show attainment as a percentage of the number of students reported to the Ministry of Education in the July school roll. The Participating cohort shows attainment as a percentage of those who are candidates for NCEA qualifications and UE. The Tracked Year 11 cohort statistics quantify attainment over the three years of senior secondary schooling.

Roll-based Cohort Statistics

The statistics are presented as a percentage of the number of students who attain NCEA qualifications out of the total number of students on school rolls.

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

Number of students who achieve NCEA qualifications or UE

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

- NCEA Level 1 in Year 11
- NCEA Level 2 in Year 12
- NCEA Level 3 in Year 13.

As a result, students in Year 10 who achieve NCEA Level 1 are excluded.²

For the UE award it is the number of students awarded UE in Year 13.

Total number of students from the Roll-based cohort

The total number of students in the Roll-based cohort refers to students in Years 11-13. The number is found by summing the count of students in Years 11-13 from school rolls as at 1 July in a particular year.

Statistics related to UE

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

The UE attainment rates in 2017 show an increase from their 2014 values. As seen in the following sections, the UE attainment rates for 2017 have increased for the most part from 2014.

² In this example, excluding students in these other years results in an undercount of the number of students who achieve the NCEA Level 1 qualification. That is, it does not include the students who achieve the Level 1 qualification in Years 9, 10, 12, or 13.

Achievement in NCEA and University Entrance

Figures 1-13 show Roll-based attainment rates, between genders, ethnicities, and school decile bands for the three levels of NCEA qualification and UE.

Roll-based Year 11 Students Attaining NCEA Level 1, Year 12 Students Attaining NCEA Level 2, Year 13 Students Attaining NCEA Level 3 and University Entrance

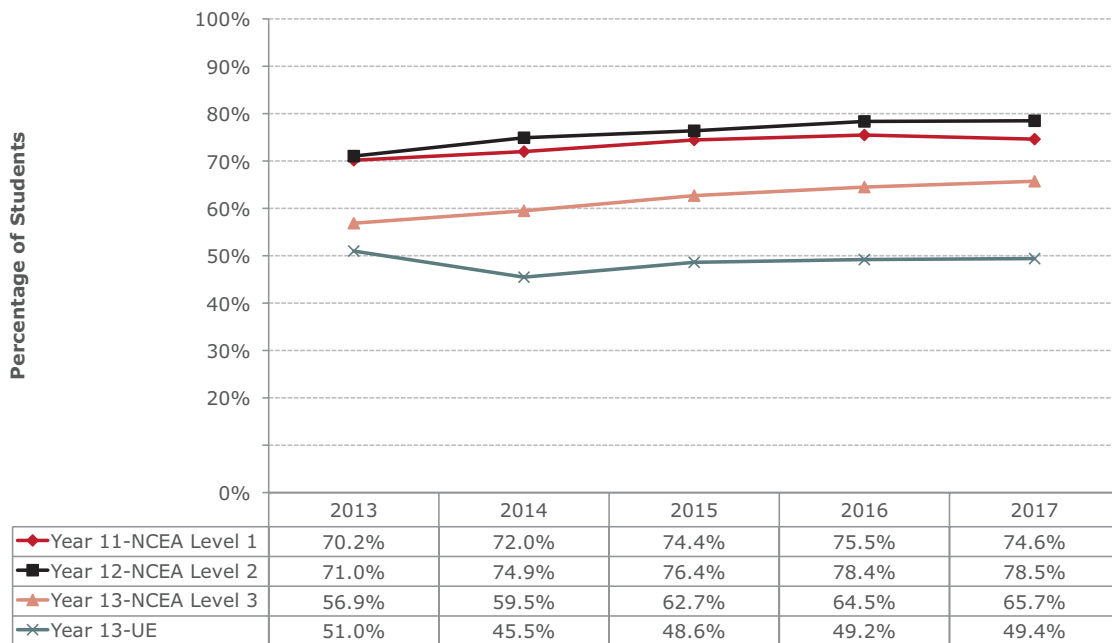


Figure 1. Roll-based attainment rates of Year 11-13 students attaining NCEA Levels 1-3 and UE.

Achievement in NCEA and University Entrance

Statistics by Gender

Figures 2-5 show Roll-based attainment rates of male and female students.

Male and female attainment rates for UE shown in Figure 5 declined in 2014 from 2013 due to a policy change in UE requirements. Both male and female attainment rates for 2017 have increased from their 2014 percentages.

Achievement in NCEA and University Entrance

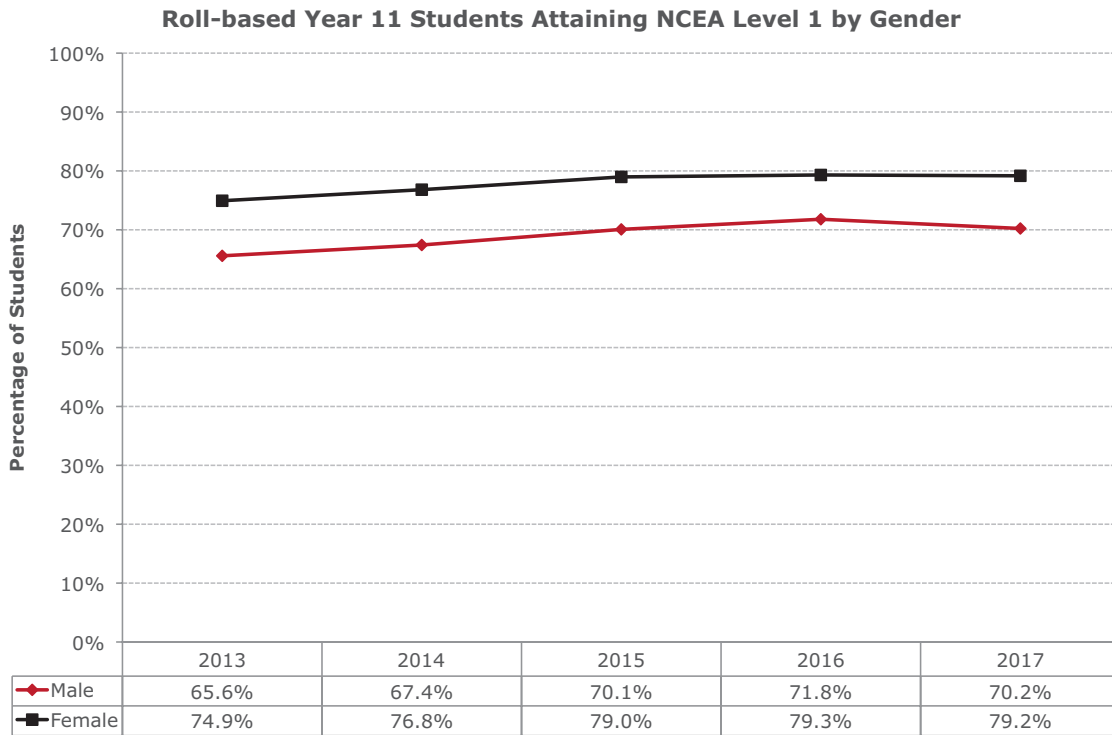


Figure 2. Roll-based attainment rates of NCEA Level 1 by gender.

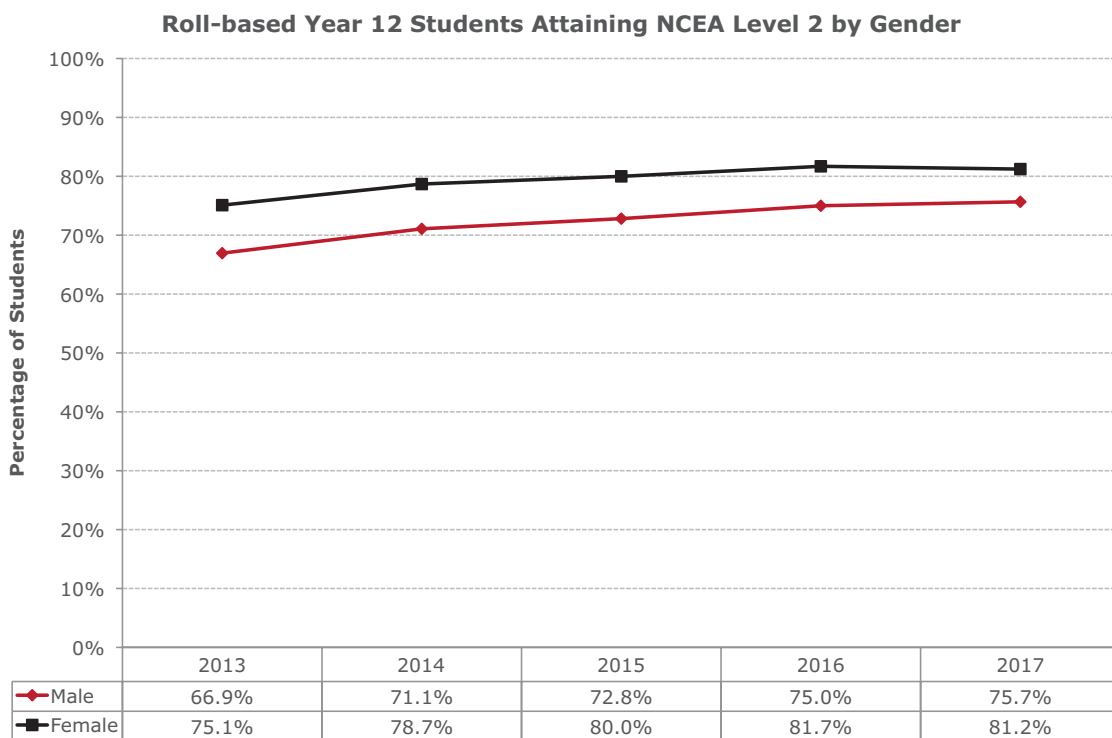


Figure 3. Roll-based attainment rates of NCEA Level 2 by gender.

Achievement in NCEA and University Entrance

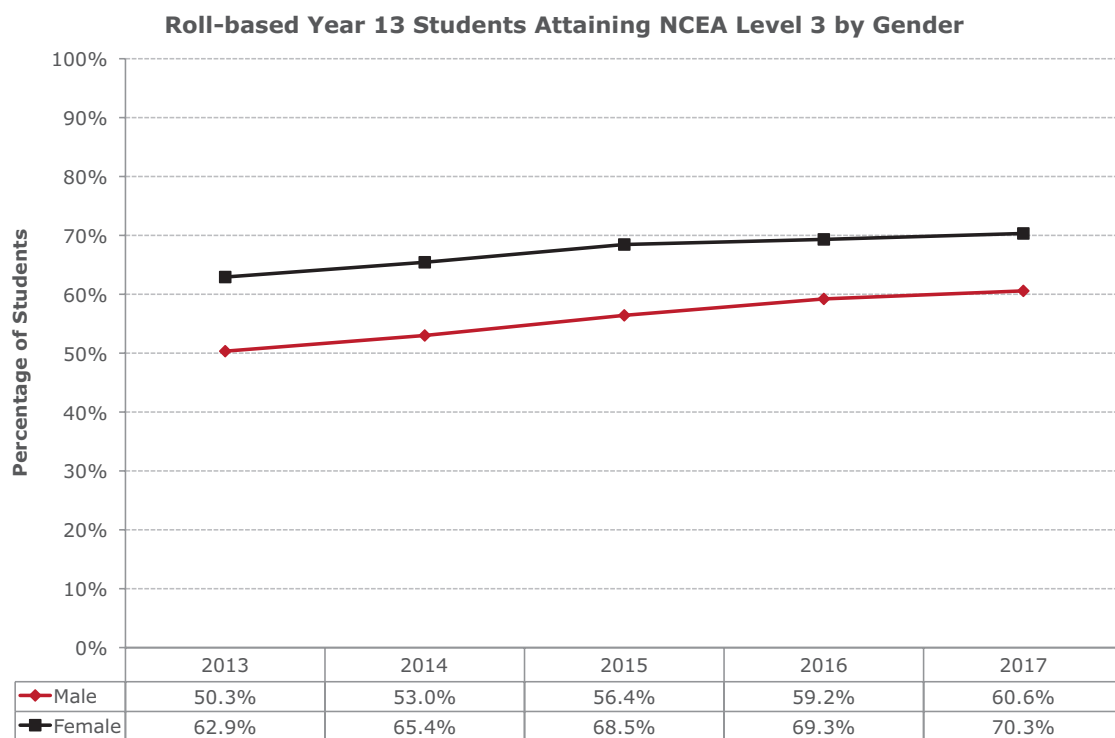


Figure 4. Roll-based attainment rates of NCEA Level 3 by gender.

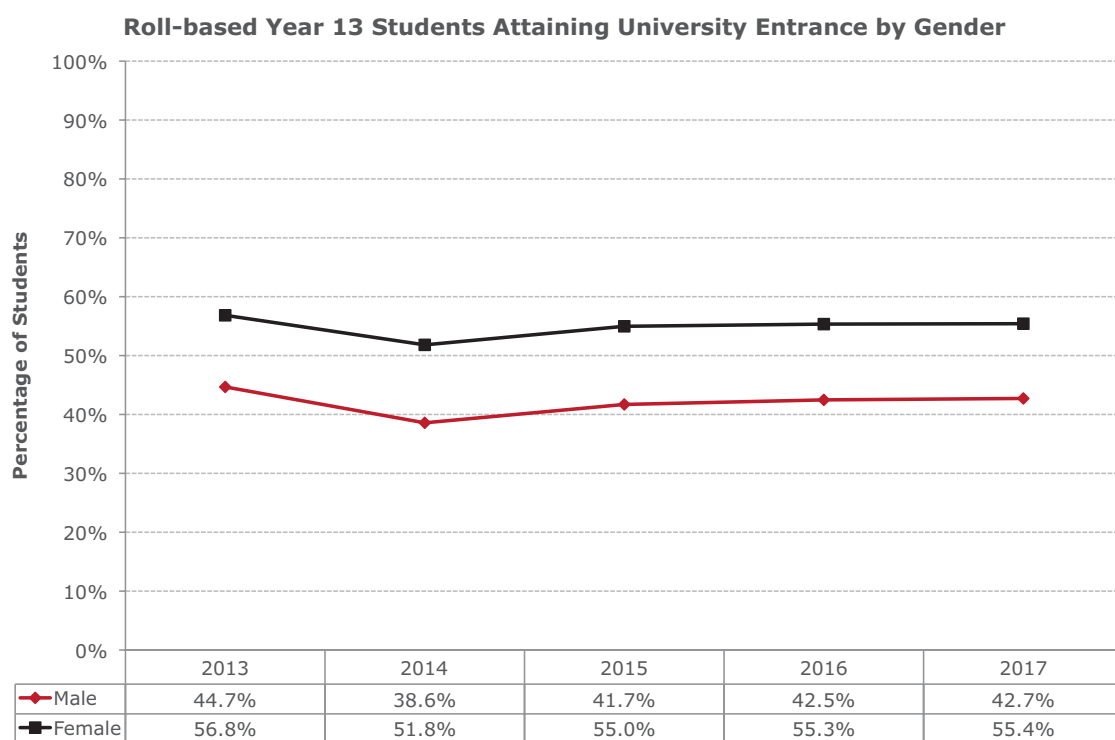


Figure 5. Roll-based attainment rates of UE by gender.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 6-9 show Roll-based attainment rates among New Zealand European, New Zealand Māori, Pasifika and Asian students.

Ethnicity attainment rates for UE shown in Figure 9 declined in 2014 from 2013 due to a policy change in UE requirements. The ethnicity attainment rates for 2017 have increased from their 2014 percentages.



Achievement in NCEA and University Entrance

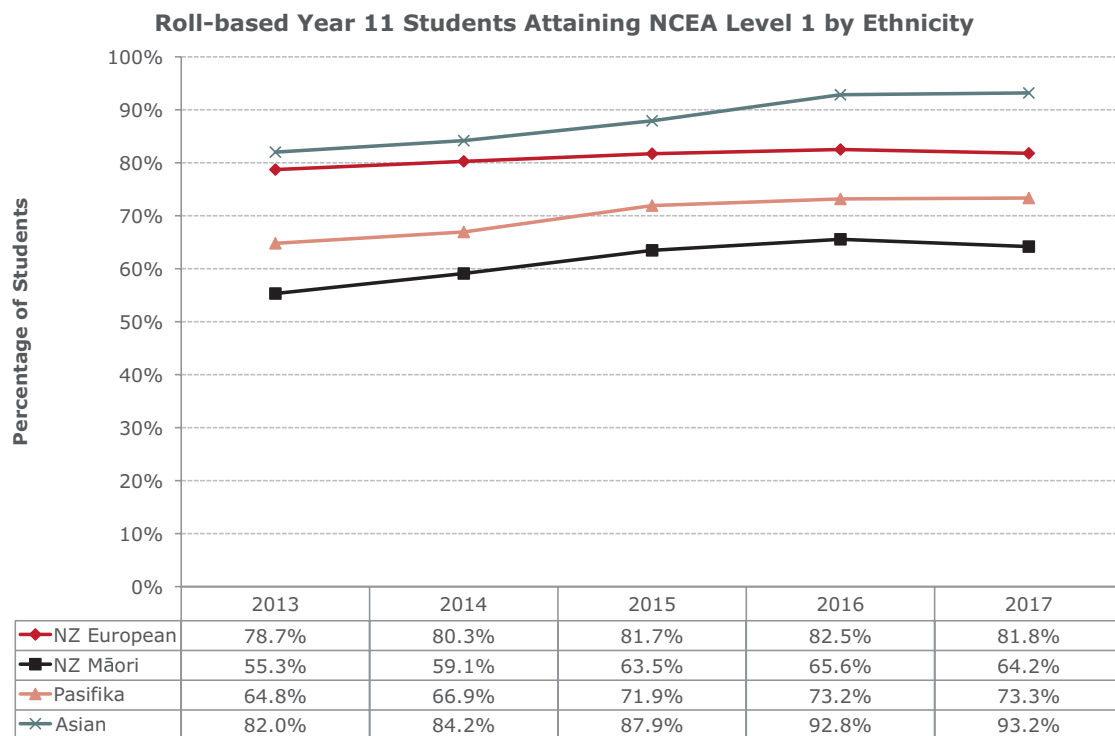


Figure 6. Roll-based attainment rates of NCEA Level 1 by ethnicity.

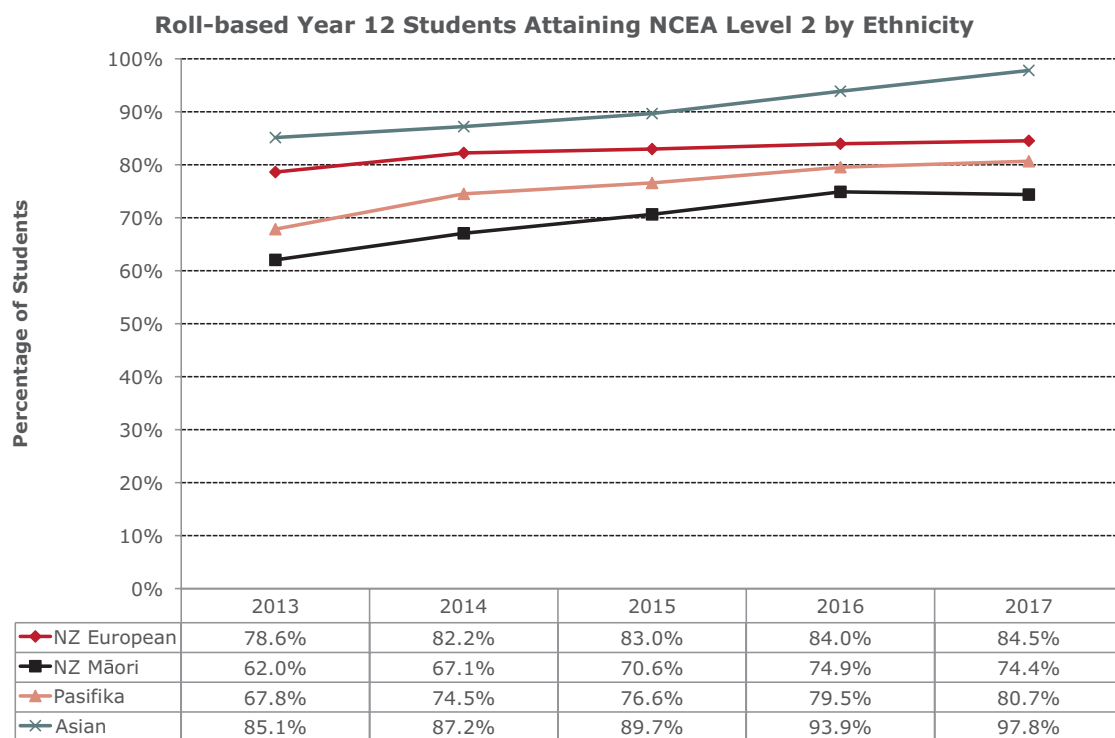


Figure 7. Roll-based attainment rates of NCEA Level 2 by ethnicity.

Achievement in NCEA and University Entrance

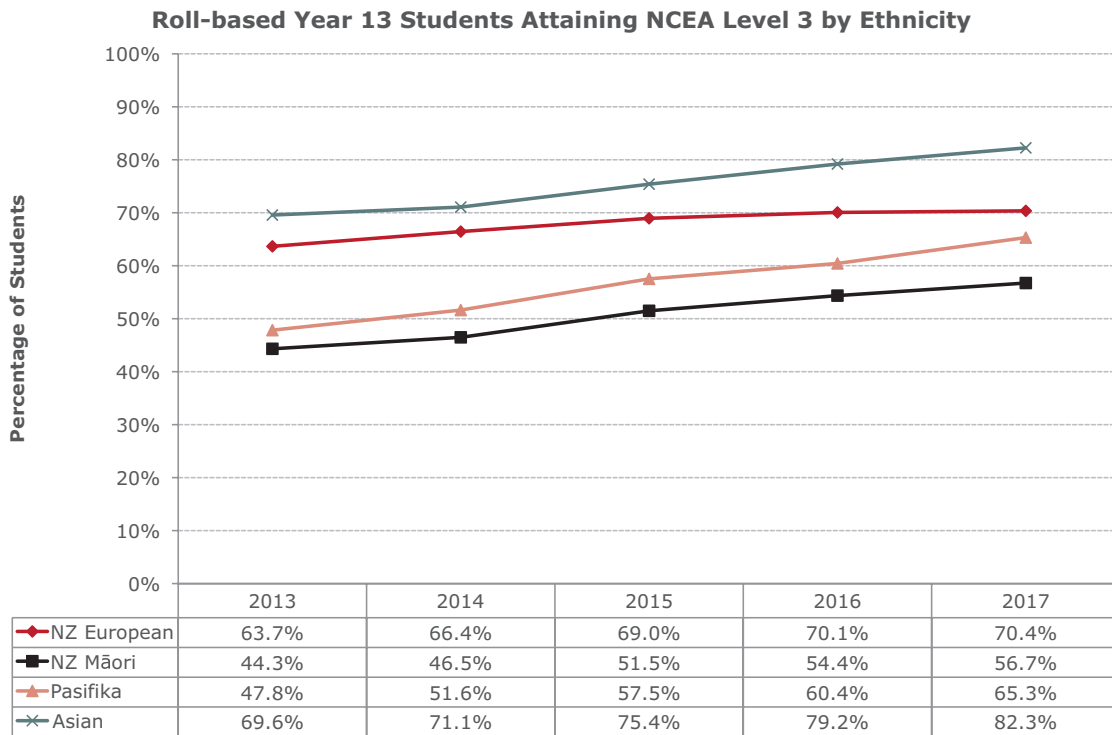


Figure 8. Roll-based attainment rates of NCEA Level 3 by ethnicity.

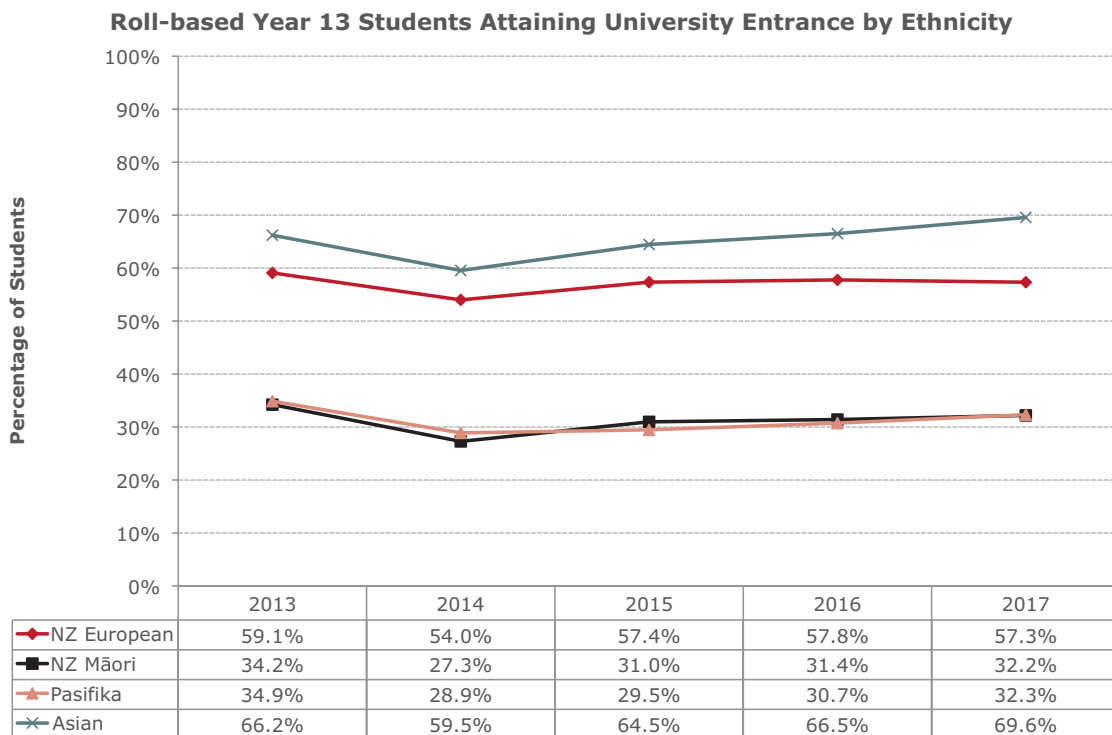


Figure 9. Roll-based attainment rates of UE by ethnicity.



Achievement in NCEA and University Entrance

Statistics by School Decile Band

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

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

It is important to note that a school's decile rating gives an indication of the average socio-economic level of students at the school, but it does not necessarily reflect the circumstances of particular students.

School decile band attainment rates for UE shown in Figure 13 declined in 2014 from 2013 due to a policy change in UE requirements. The school decile band attainment rates for 2017 have increased from their 2014 percentages.

Achievement in NCEA and University Entrance

Roll-based Year 11 Students Attaining NCEA Level 1 by School Decile Band

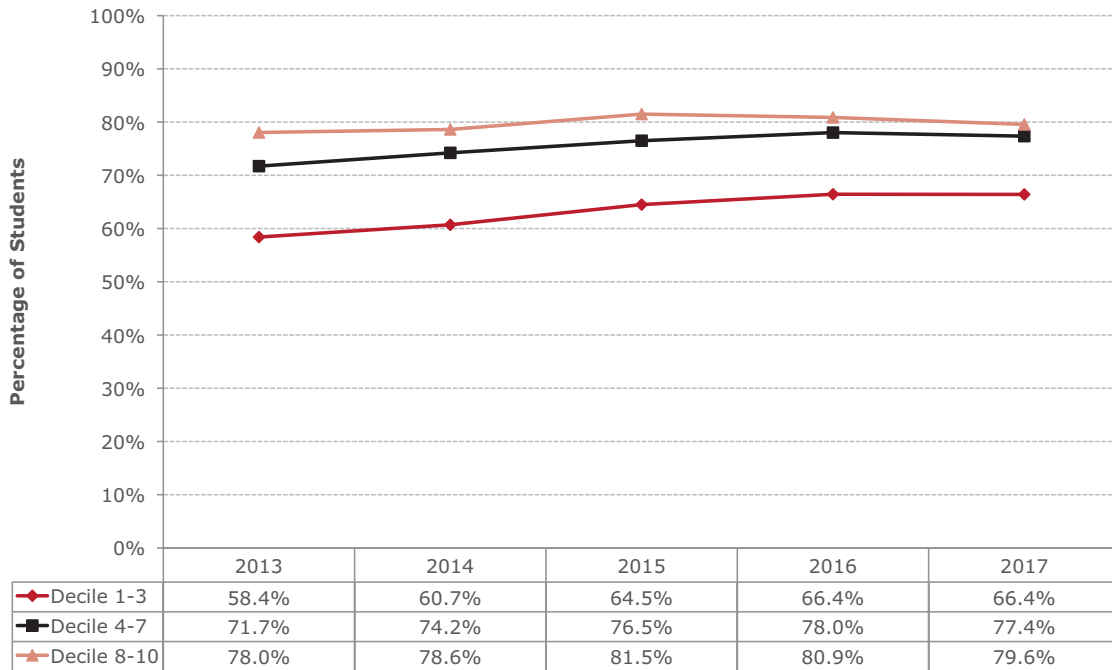


Figure 10. Roll-based attainment rates of NCEA Level 1 by school decile band.

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

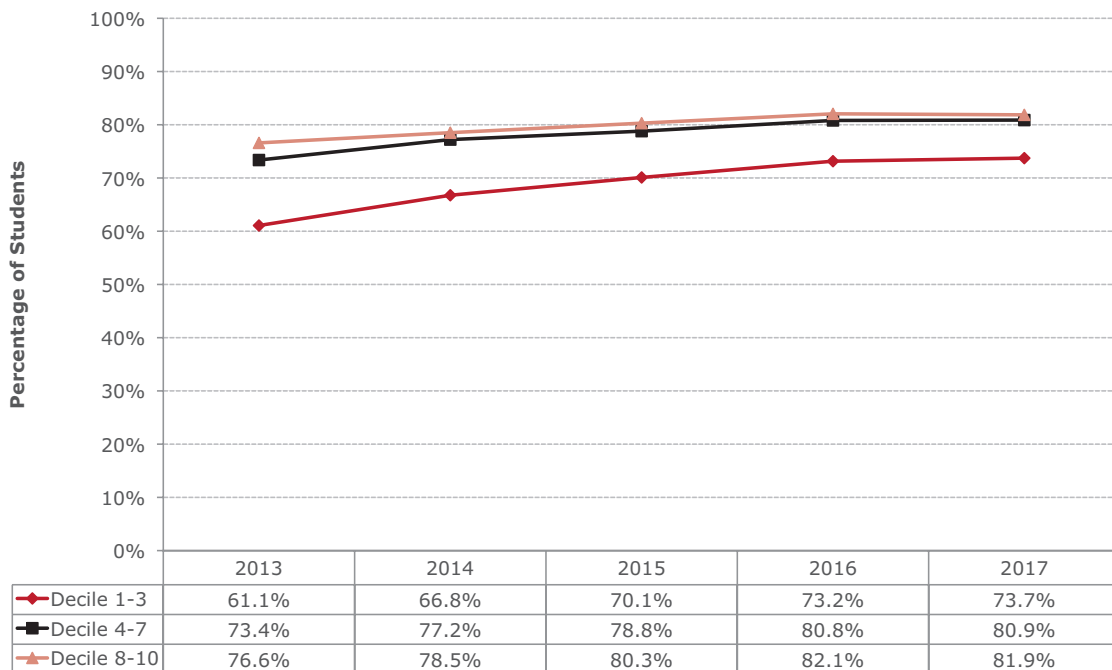


Figure 11. Roll-based attainment rates of NCEA Level 2 by school decile band.



Achievement in NCEA and University Entrance

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

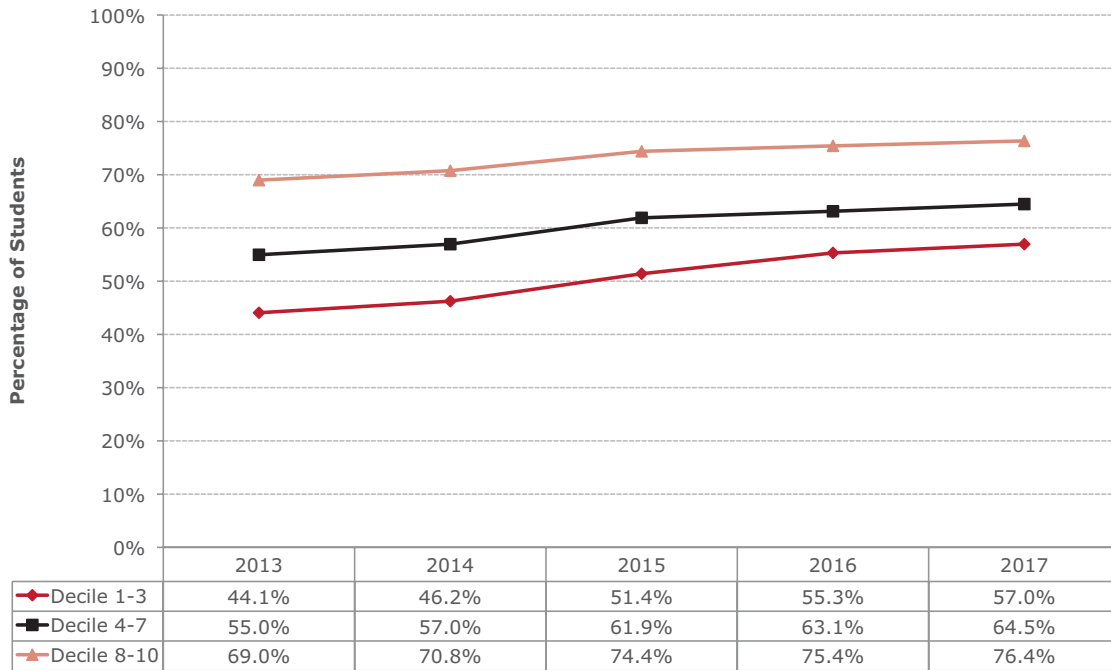


Figure 12. Roll-based attainment rates of NCEA Level 3 by school decile band.

Roll-based Year 13 Students Attaining University Entrance by School Decile Band

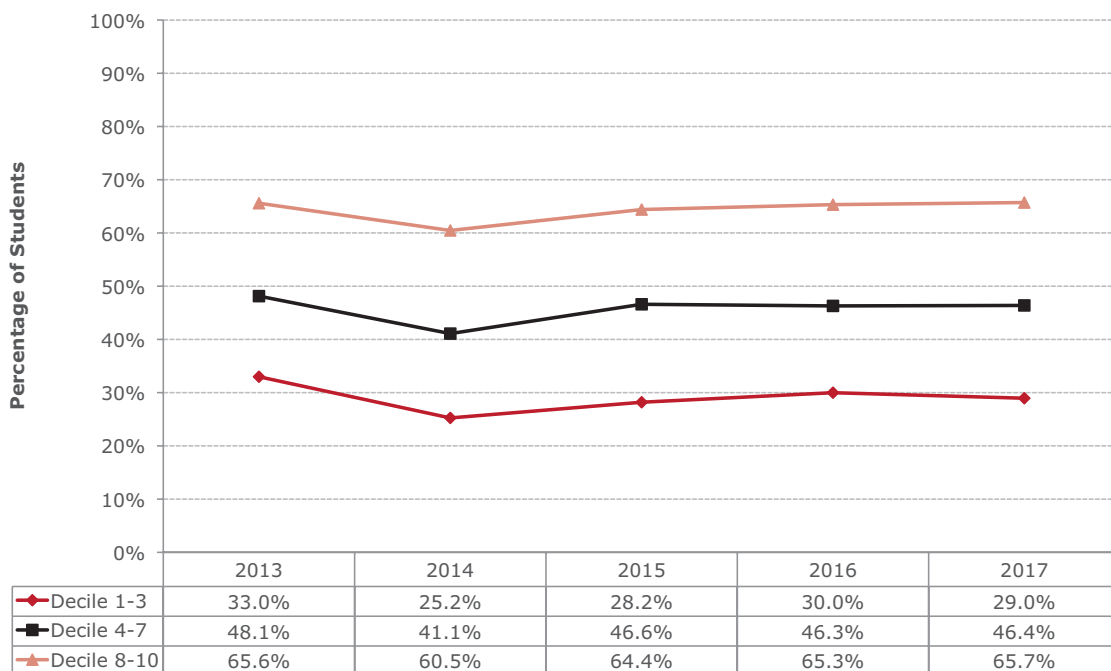


Figure 13. Roll-based attainment rates of UE by school decile band.

Achievement in NCEA and University Entrance

Participating Cohort Statistics

Senior students generally strive for attainment of each level of NCEA qualification, and to meet the UE requirement. Years 11, 12, and 13 students typically aim for NCEA Level 1, 2, and 3 respectively, and in Year 13 also aim for UE. Some students, however, do not follow this typical pattern. For example, a Year 12 student may aim for NCEA Level 3, or a Year 13 student may aim for NCEA Level 2.

A student is in the Participating cohort if, on the basis of any credits already attained and credits currently entered for, it would be possible to attain NCEA Level 1 in Year 11, Level 2 in Year 12, Level 3 in Year 13, by the end of the year. The reported statistics in this section are the percentage of the Participating cohort for each qualification, attaining the qualification by the end of the typical year of doing so.

Figures 14-26 compare Participating cohort attainment rates over time, between genders, ethnicities and school decile bands for the NCEA qualification and UE.

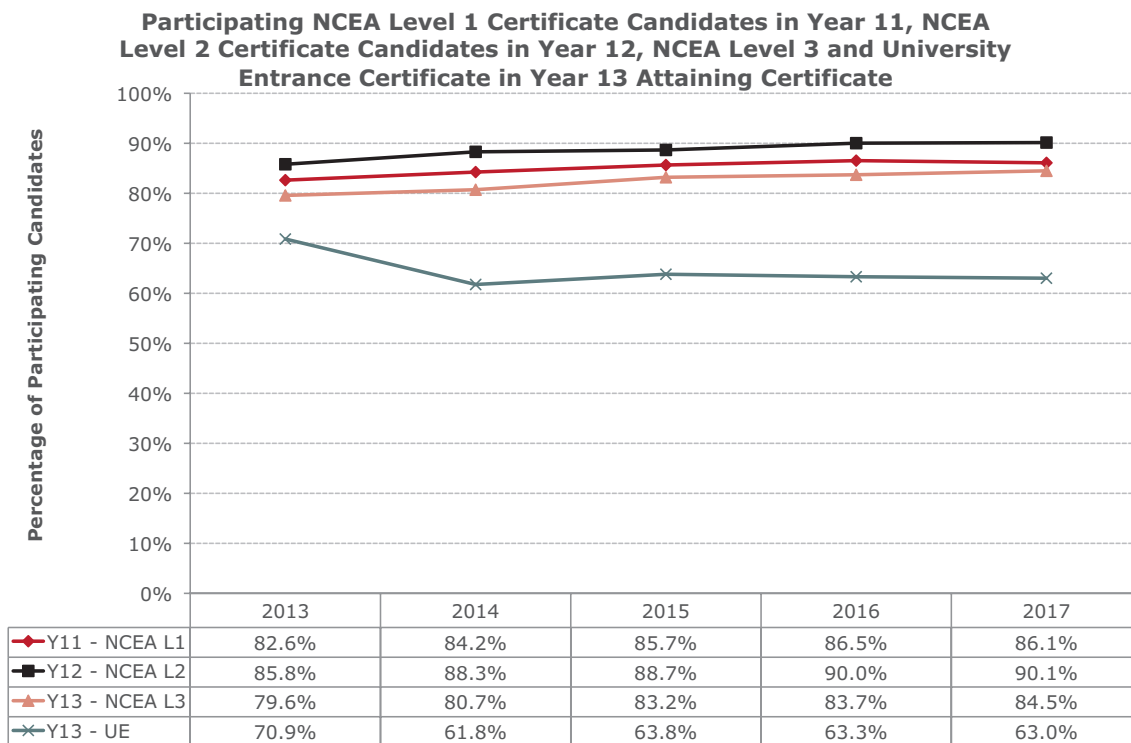


Figure 14. Participation-based attainment rates of Year 11-13 students attaining NCEA Levels 1-3 and UE.



Achievement in NCEA and University Entrance

Statistics by Gender

Figures 15-18 compare the male and female attainment rates of the appropriate Participating cohorts from 2013 to 2017.

Male and female attainment rates for UE shown in Figure 18 declined in 2014 from 2013 due to a policy change in UE requirements. Both male and female attainment rates for 2017 have increased from their 2014 percentages.

Achievement in NCEA and University Entrance

Participating NCEA Level 1 Certificate Candidates in Year 11 Attaining Certificate by Gender

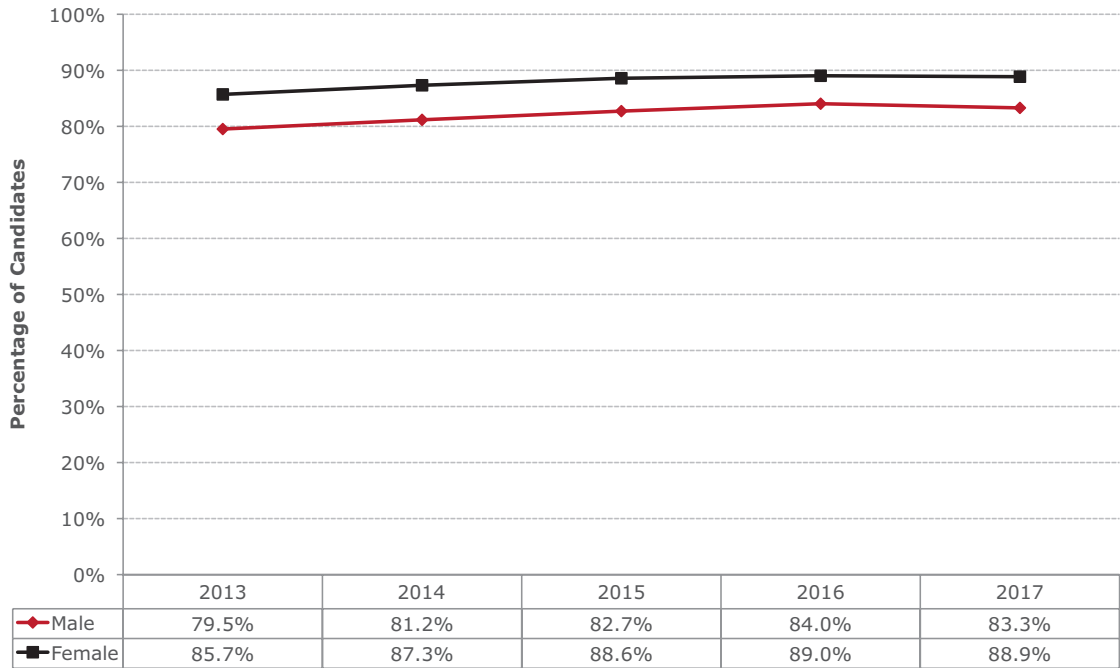


Figure 15. Participation-based attainment rates of NCEA Level 1 by gender.

Participating NCEA Level 2 Certificate Candidates in Year 12 Attaining Certificate by Gender

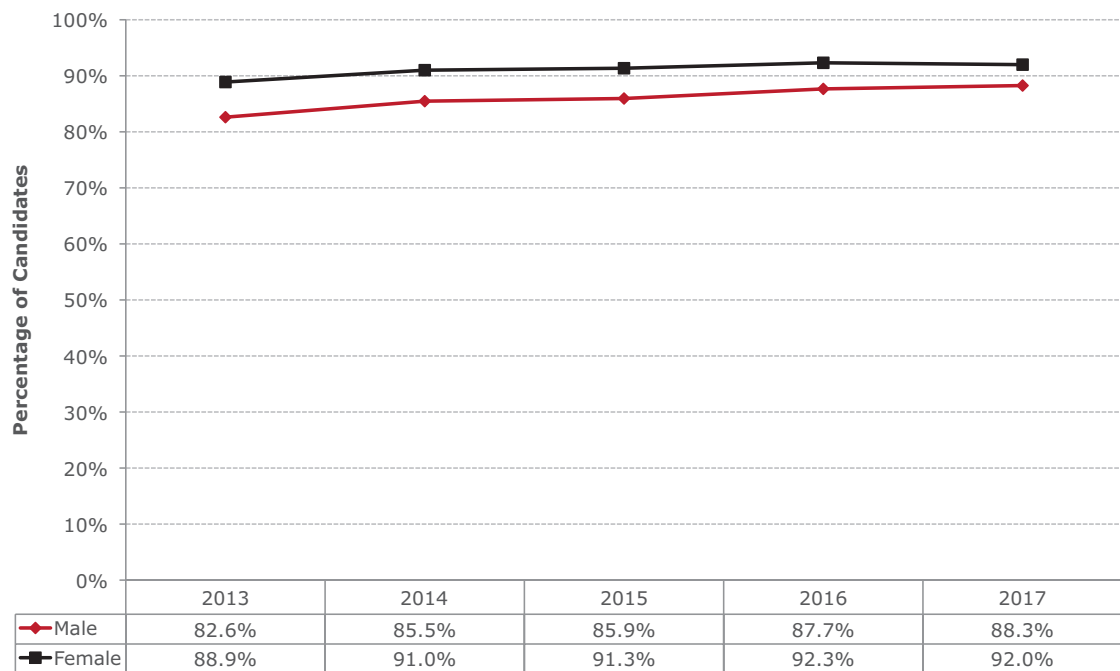


Figure 16. Participation-based attainment rates of NCEA Level 2 by gender.

Achievement in NCEA and University Entrance

Participating NCEA Level 3 Certificate Candidates in Year 13 Attaining Certificate by Gender

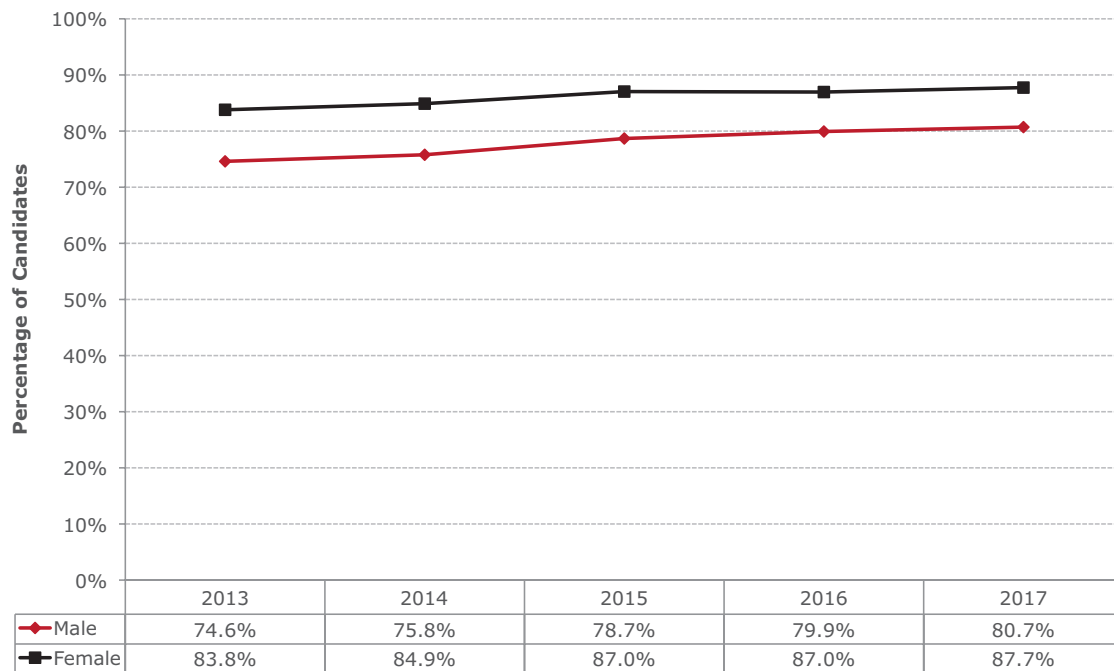


Figure 17. Participation-based attainment rates of NCEA Level 3 by gender.

Participating University Entrance Candidates in Year 13 Attaining UE by Gender

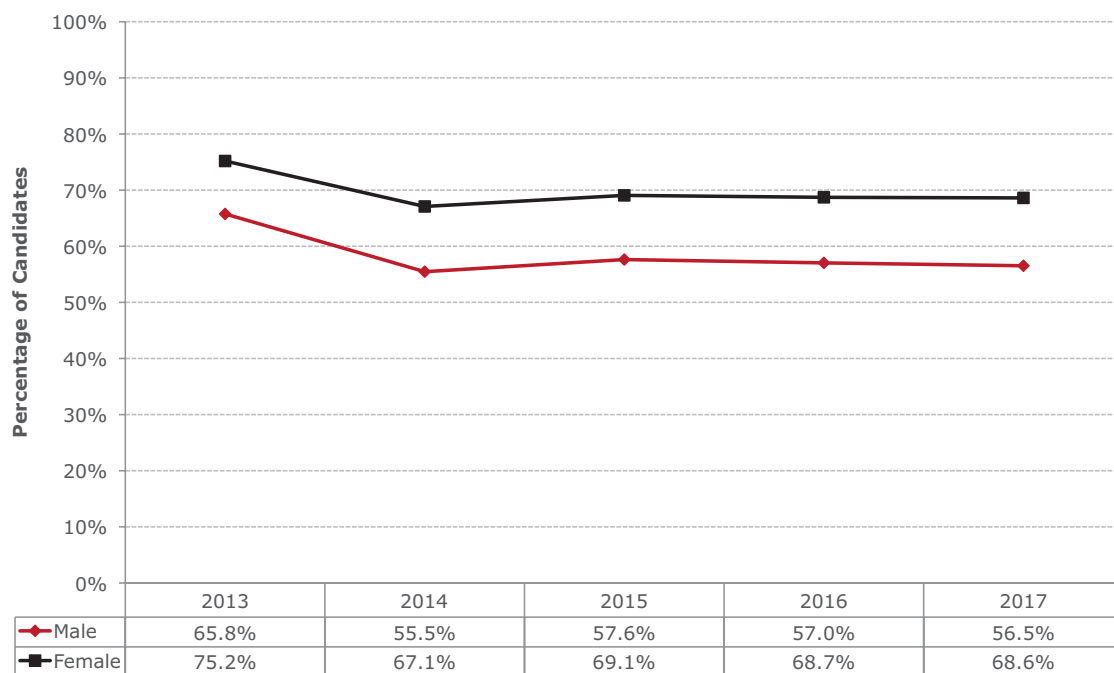


Figure 18. Participation-based attainment rates of UE by gender.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 19-22 show Participating cohort attainment rates between New Zealand European, New Zealand Māori, Pasifika and Asian students.

Attainment rates for UE shown in Figure 22 declined in 2014 from 2013 due to a policy change in UE requirements. The attainment rates in 2017 for New Zealand European, New Zealand Māori and Asian students have increased from their 2014 percentages.



Achievement in NCEA and University Entrance

Participating NCEA Level 1 Certificate Candidates in Year 11 Attaining Certificate by Ethnicity

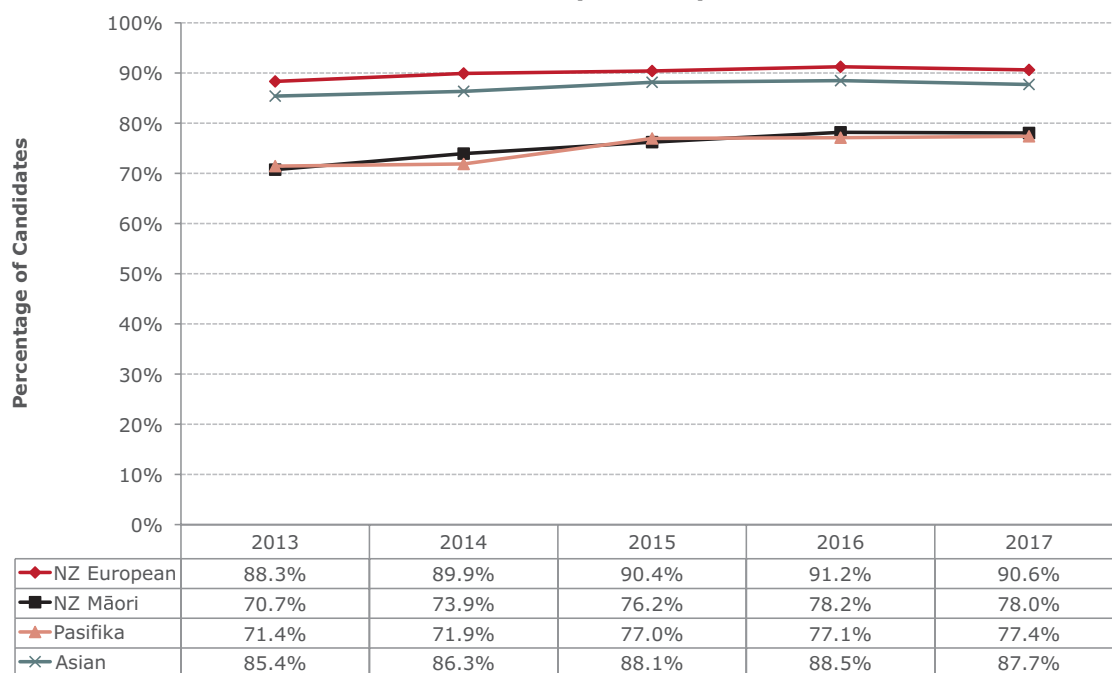


Figure 19. Participation-based attainment rates of NCEA Level 1 by ethnicity.

Participating NCEA Level 2 Certificate Candidates in Year 12 Attaining Certificate by Ethnicity

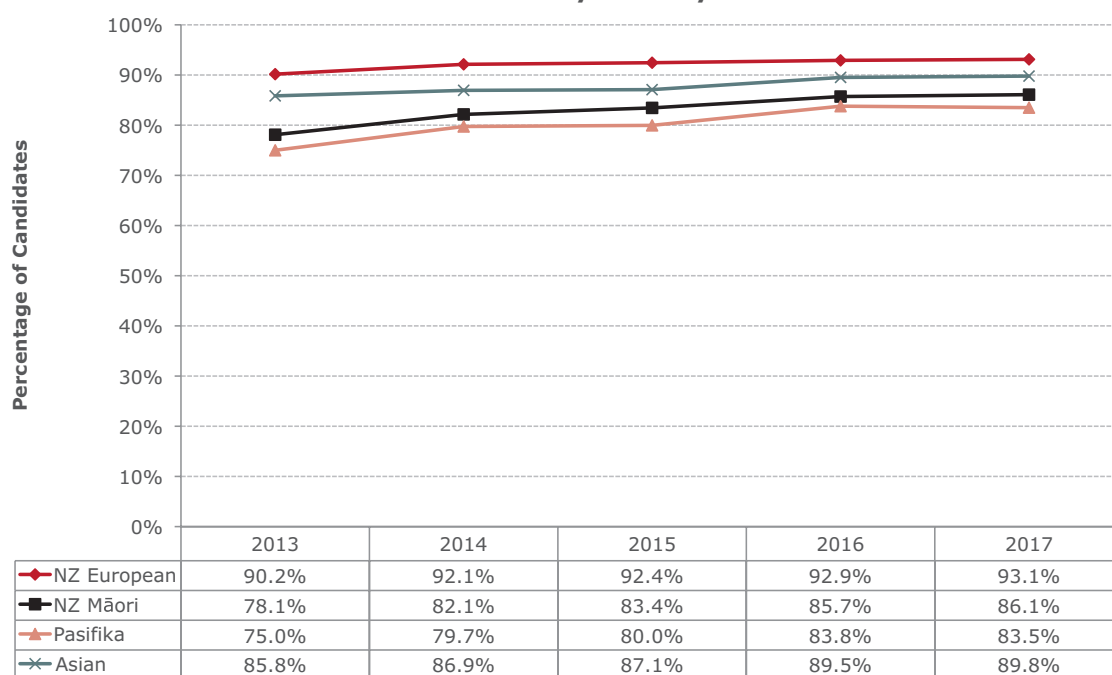


Figure 20. Participation-based attainment rates of NCEA Level 2 by ethnicity.

Achievement in NCEA and University Entrance

Participating NCEA Level 3 Certificate Candidates in Year 13 Attaining Certificate by Ethnicity

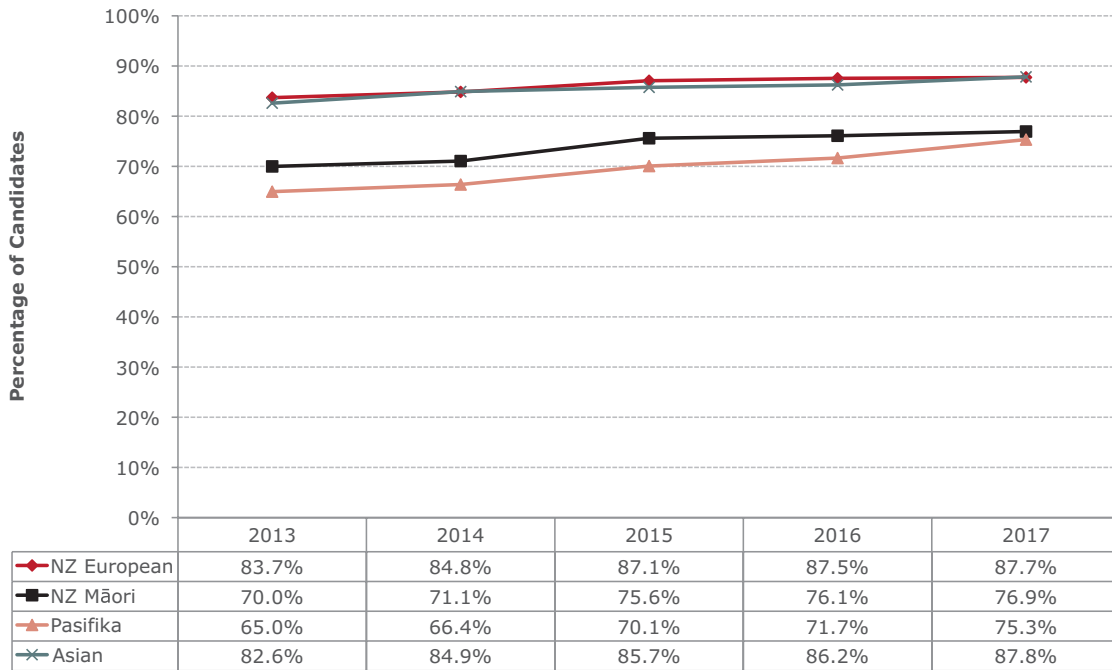


Figure 21. Participation-based attainment rates of NCEA Level 3 by ethnicity.

Participating University Entrance Candidates in Year 13 Attaining University Entrance by Ethnicity

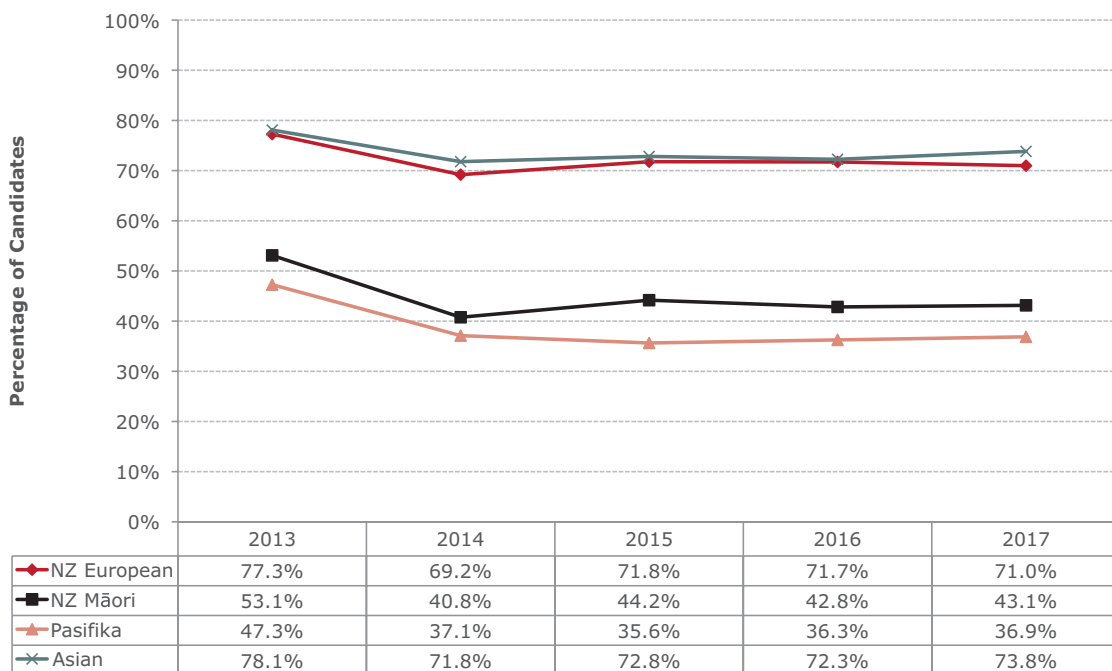


Figure 22. Participation-based attainment rates of UE by ethnicity.



Achievement in NCEA and University Entrance

Statistics by School Decile Band

Figures 23-26 compare the attainment rates of the appropriate Participating cohorts by school decile bands from 2013 to 2017.

Attainment rates for UE shown in Figure 26 declined in 2014 from 2013 due to a policy change in UE requirements. The school decile band attainment rates for 2017 have increased from their 2014 percentages.

Achievement in NCEA and University Entrance

Participating NCEA Level 1 Certificate Candidates in Year 11 Attaining Certificate by School Decile Band

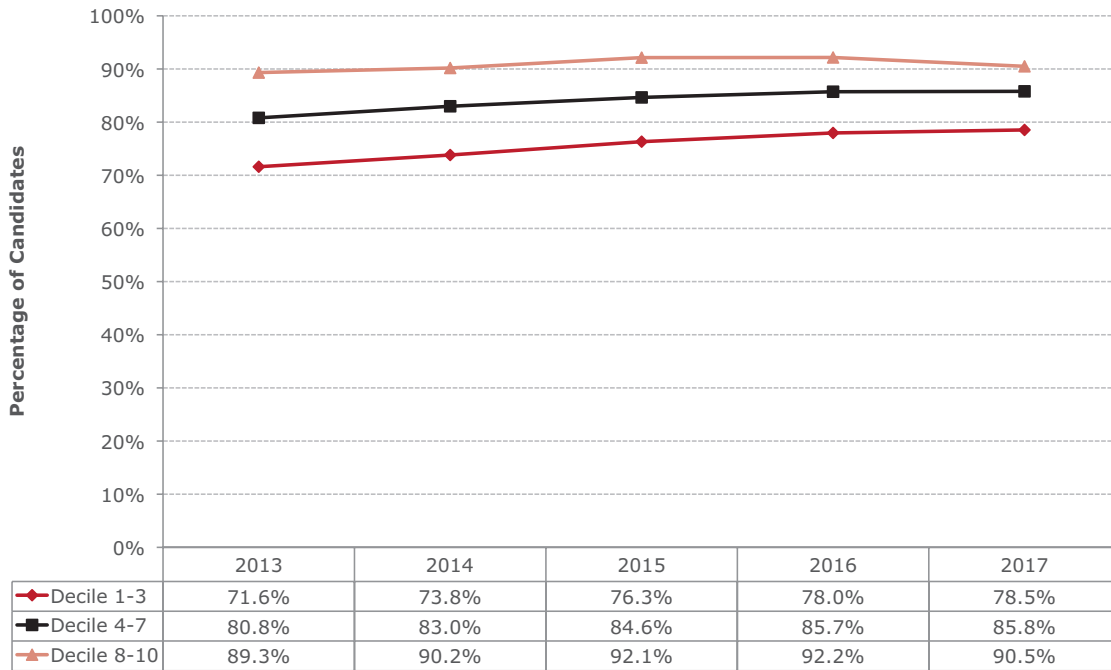


Figure 23. Participation-based attainment rates of NCEA Level 1 by school decile band.

Participating NCEA Level 2 Certificate Candidates in Year 12 Attaining Certificate by School Decile Band

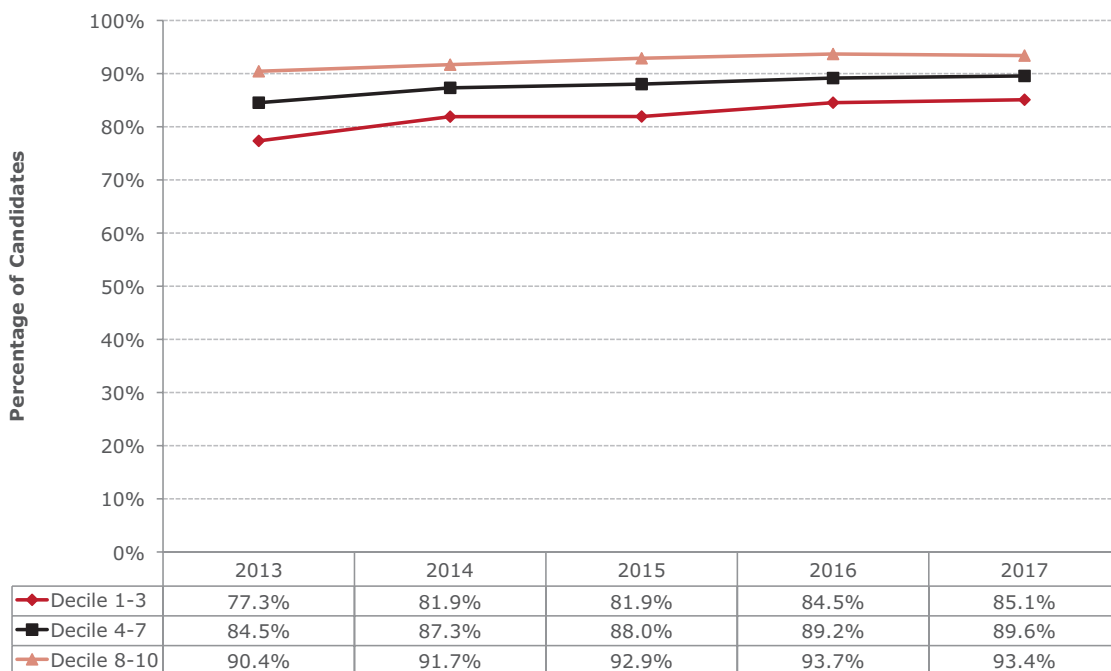


Figure 24. Participation-based attainment rates of NCEA Level 2 by school decile band.

Achievement in NCEA and University Entrance

Participating NCEA Level 3 Certificate Candidates in Year 13 Attaining Certificate by School Decile Band

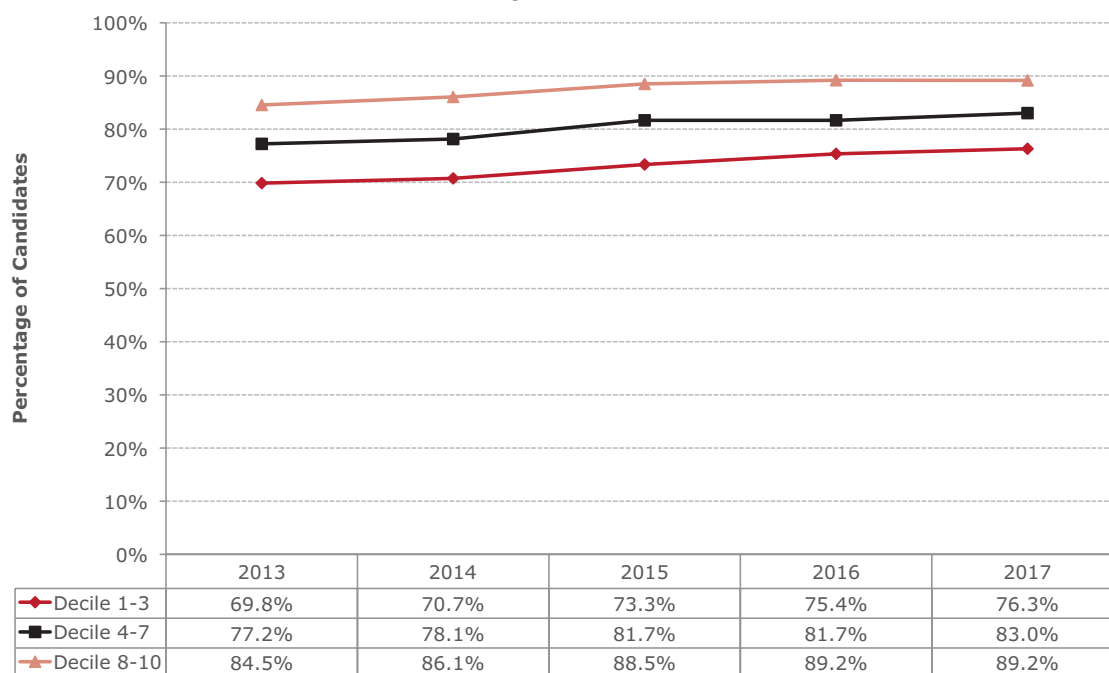


Figure 25. Participation-based attainment rates of NCEA Level 3 by school decile band.

Participating University Entrance Candidates in Year 13 Attaining University Entrance by School Decile Band

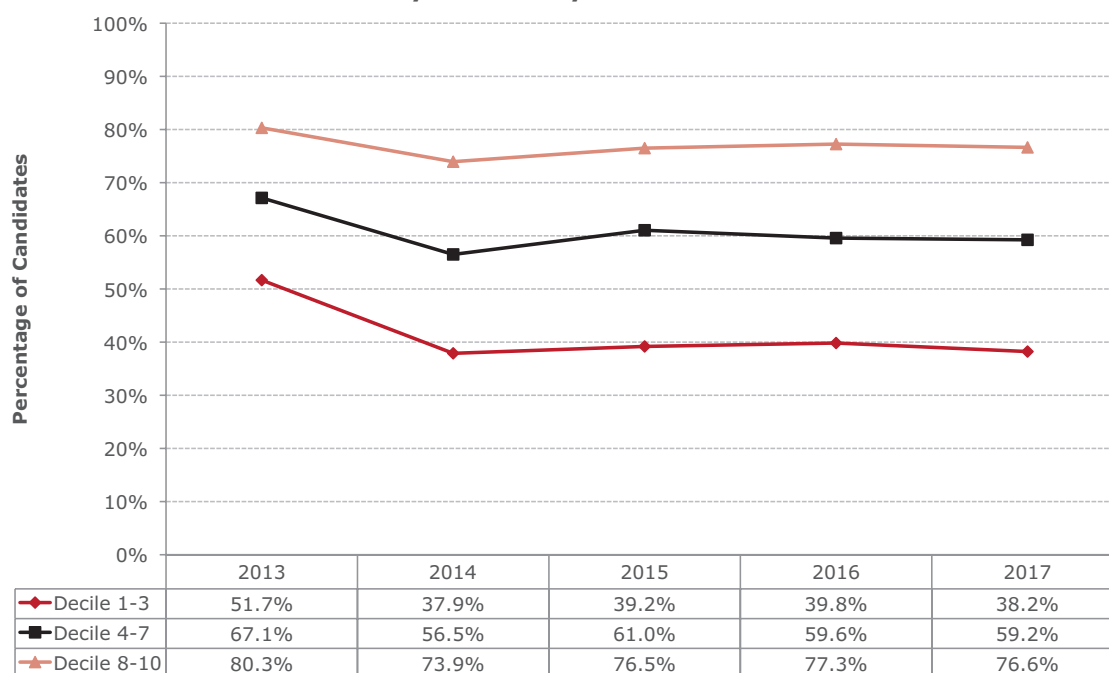


Figure 26. Participation-based attainment rates of UE by school decile band.

Achievement in NCEA and University Entrance

Tracked Year 11 Cohort Statistics

The Tracked 2015 Year 11 cohort is formed from the students in the 2015 Enrolled Students cohort who are Year 11 students. Students who leave school before the end of 2017 remain a part of the cohort, and their attainments up to their departure from schools are still counted. A detailed description of the Tracked 2015 Year 11 cohort is given in **Appendix I**. The tracked cohort statistics are presented by gender and ethnicity.

Figures 27-29 show the attainment percentages of NCEA Level 1, NCEA Level 2, and NCEA Level 3 of the Tracked 2015 Year 11 cohort for the years 2015-2017.

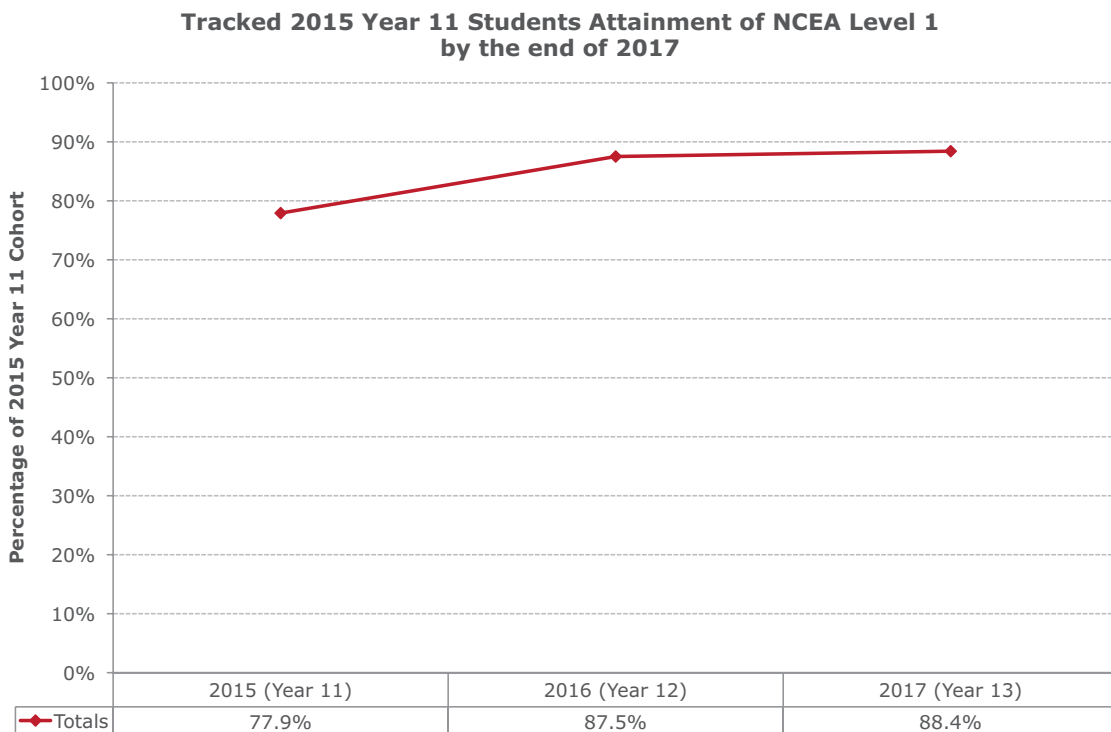


Figure 27. Attainment percentages of NCEA Level 1 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.



Achievement in NCEA and University Entrance

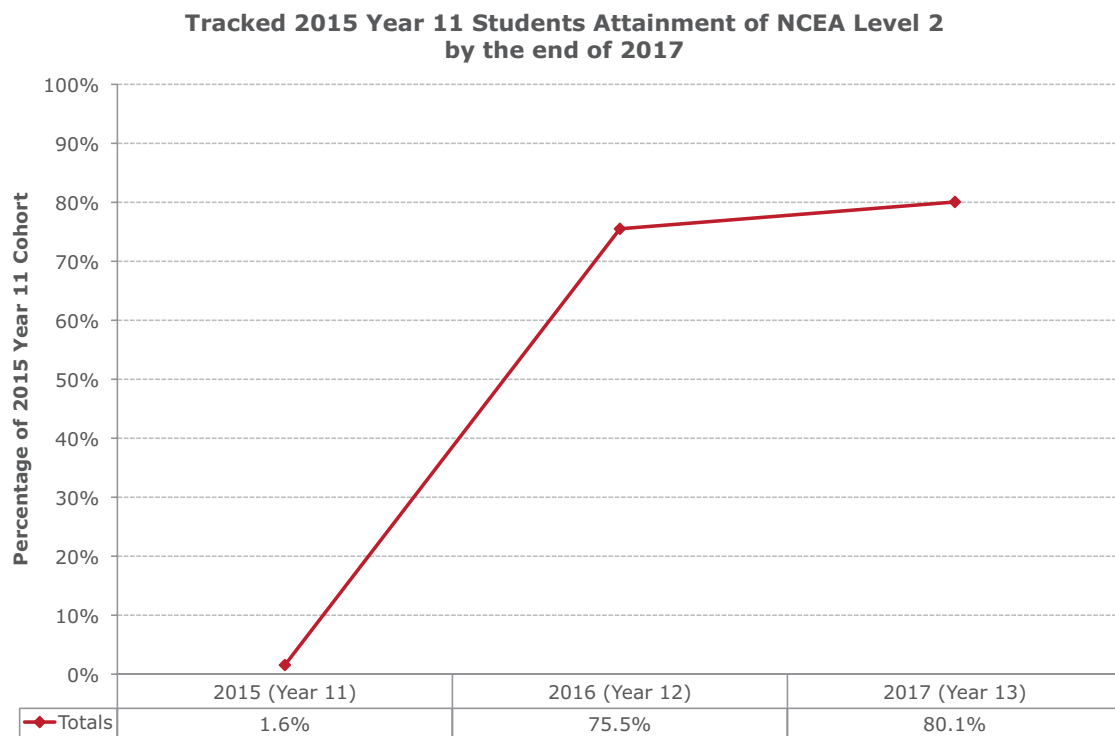


Figure 28. Attainment percentages of NCEA Level 2 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.

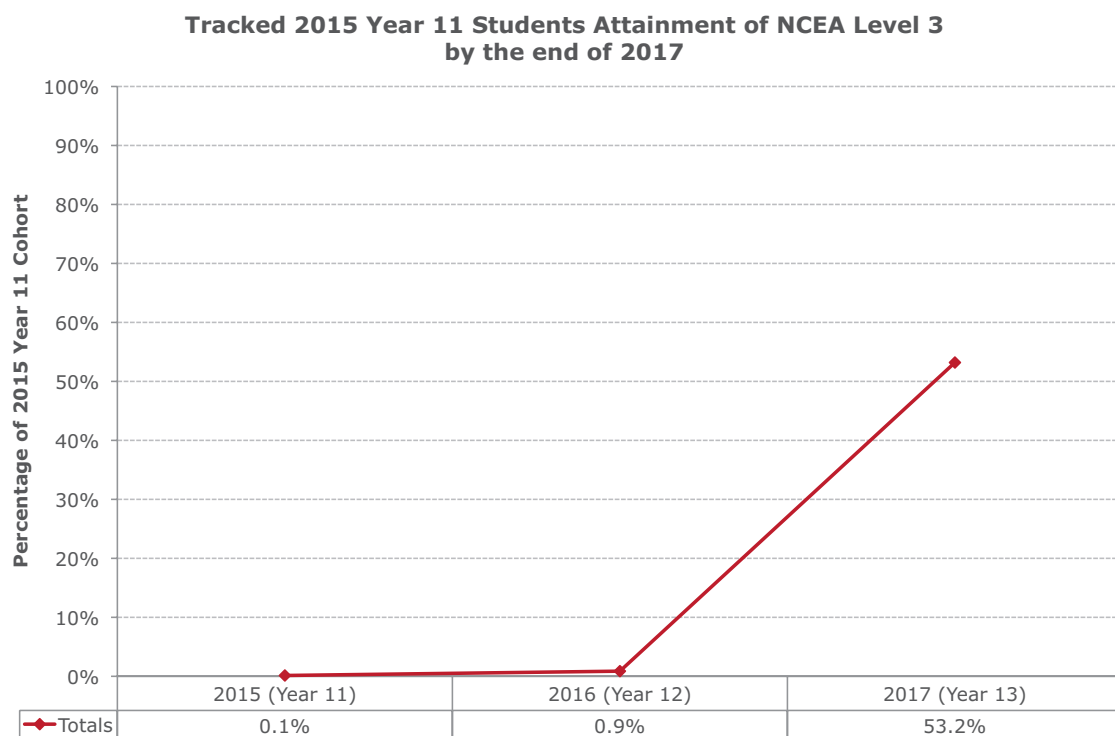


Figure 29. Attainment percentages of NCEA Level 3 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.

Achievement in NCEA and University Entrance

Statistics by Gender

Figures 30-32 show the male and female attainment rates of NCEA Level 1, NCEA Level 2, and NCEA Level 3 by the end of 2015, 2016, and 2017 of the Tracked 2015 Year 11 cohort.

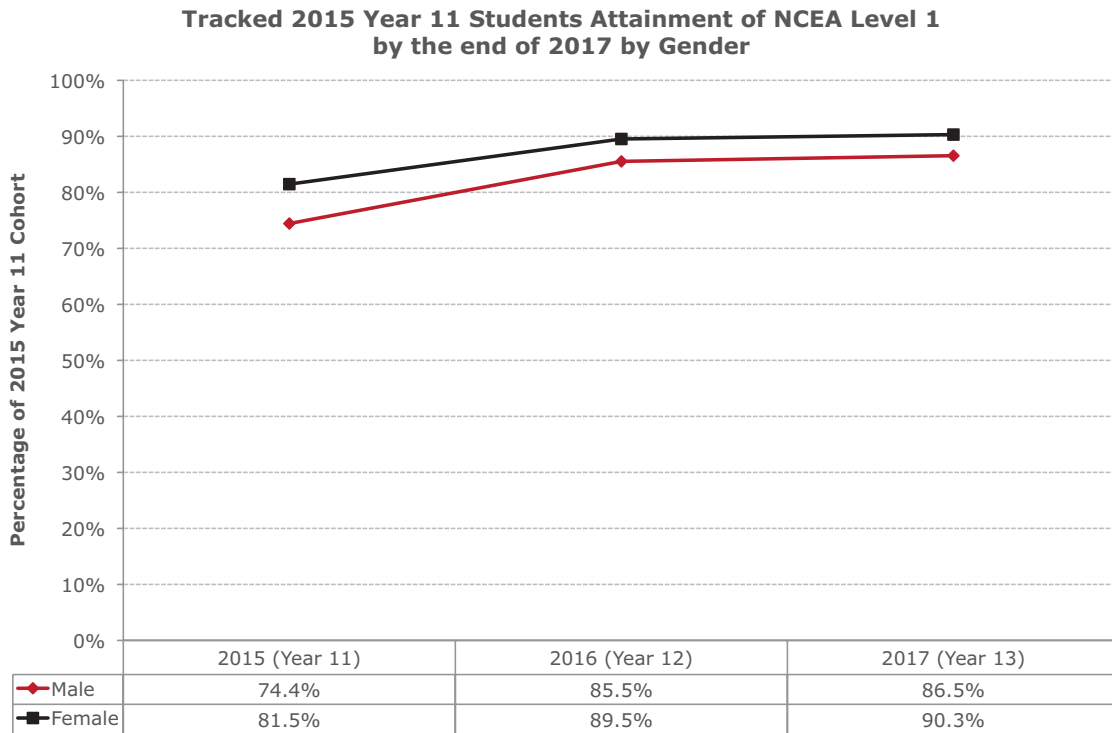


Figure 30. Attainment percentages by gender of NCEA Level 1 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.



Achievement in NCEA and University Entrance

Tracked 2015 Year 11 Students Attainment of NCEA Level 2 by the end of 2017 by Gender

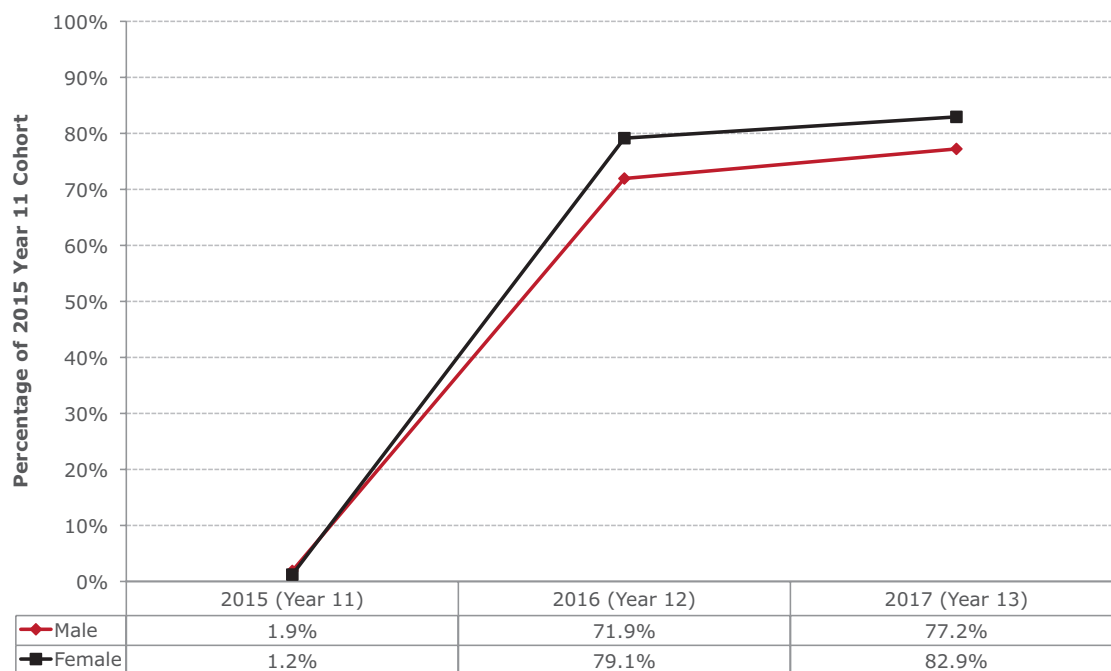


Figure 31. Attainment percentages by gender of NCEA Level 2 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.

Tracked 2015 Year 11 Students Attainment of NCEA Level 3 by the end of 2017 by Gender

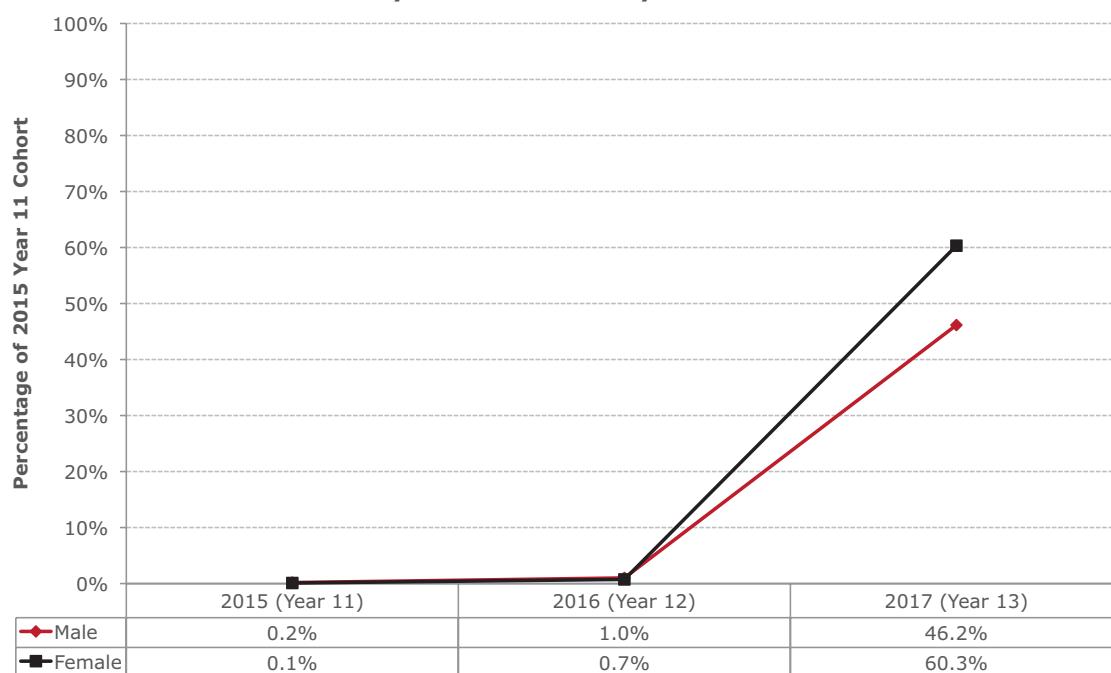


Figure 32. Attainment percentages by gender of NCEA Level 3 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.

Achievement in NCEA and University Entrance

Statistics by Ethnicity

Figures 33-35 show the attainment rates of NCEA Levels 1-3 qualifications of the Tracked 2015 Year 11 cohort by ethnicity. The ethnicity stated in 2015 when the student became a member of the cohort is maintained throughout 2016 and 2017 even though the student may alter their ethnicity in 2016 or 2017.

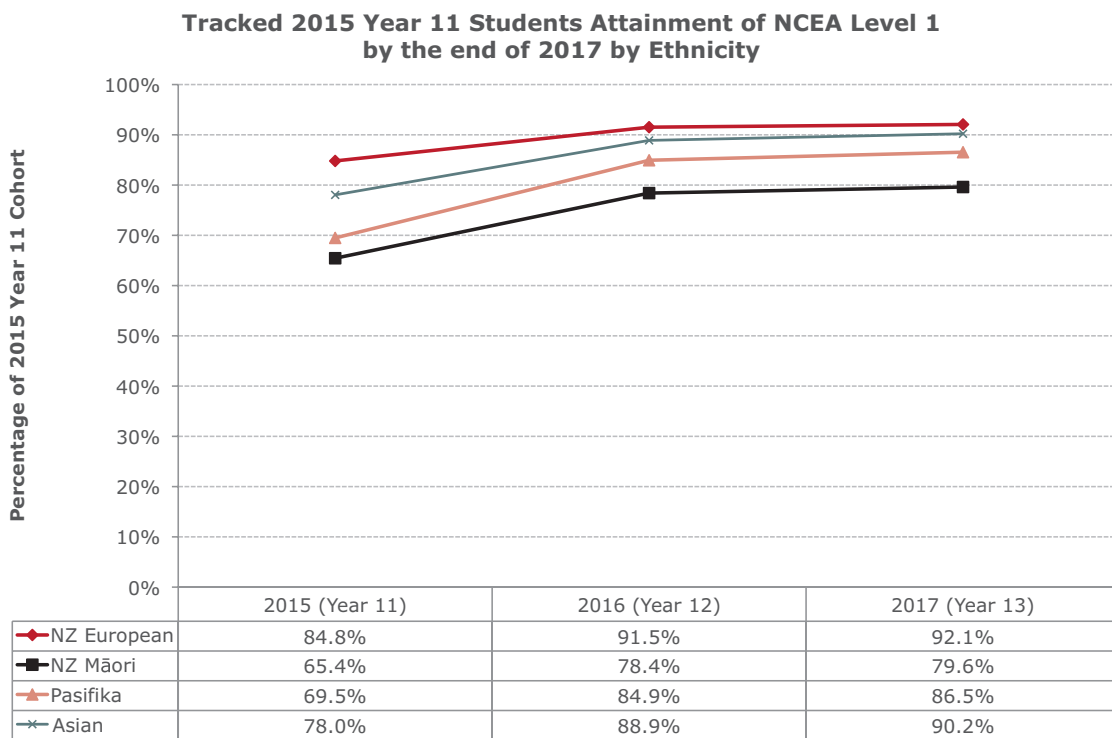


Figure 33. Attainment percentages by ethnicity of NCEA Level 1 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.



Achievement in NCEA and University Entrance

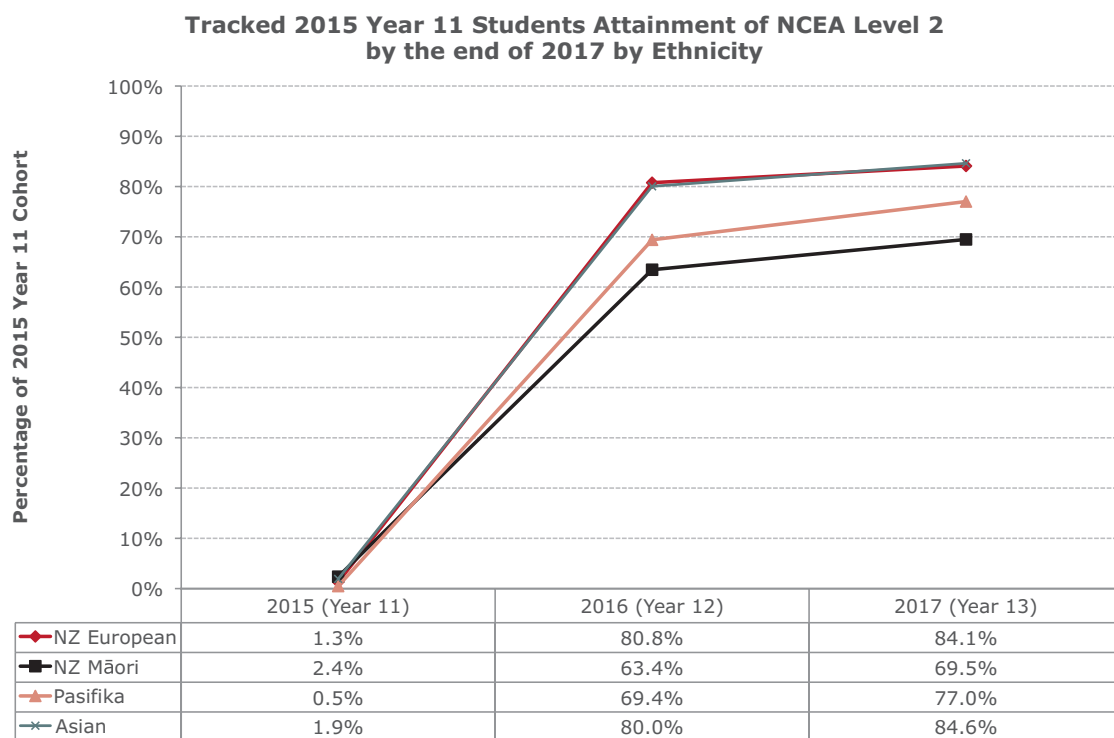


Figure 34. Attainment percentages by ethnicity of NCEA Level 2 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.

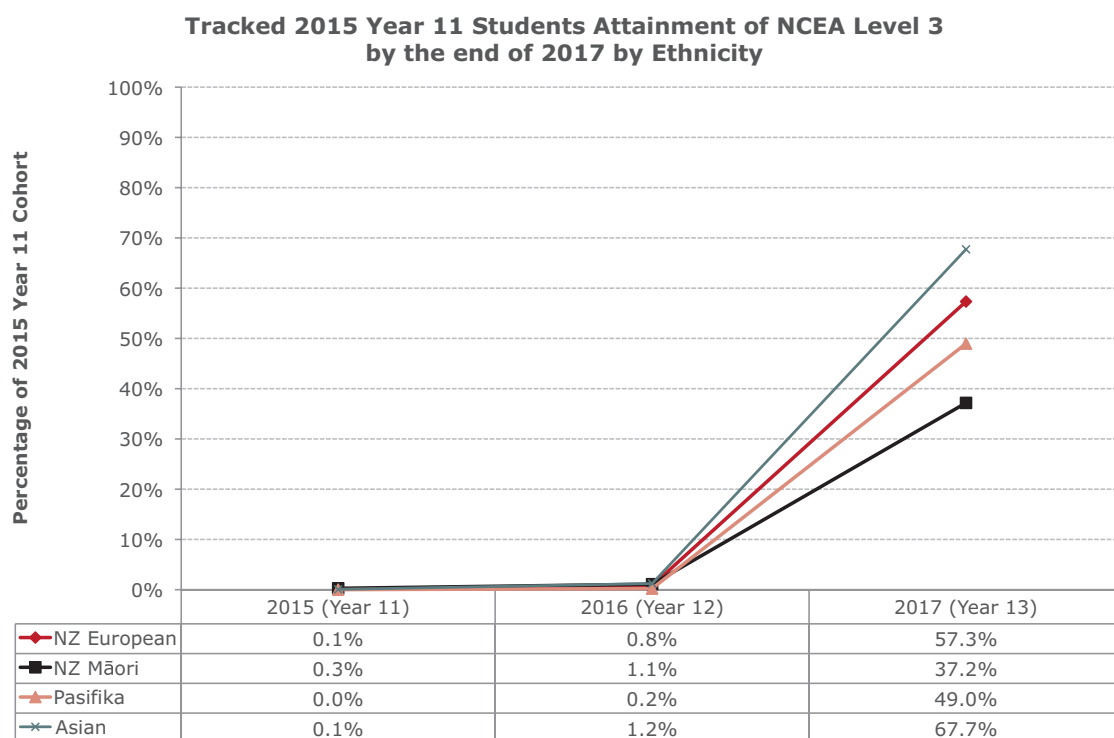
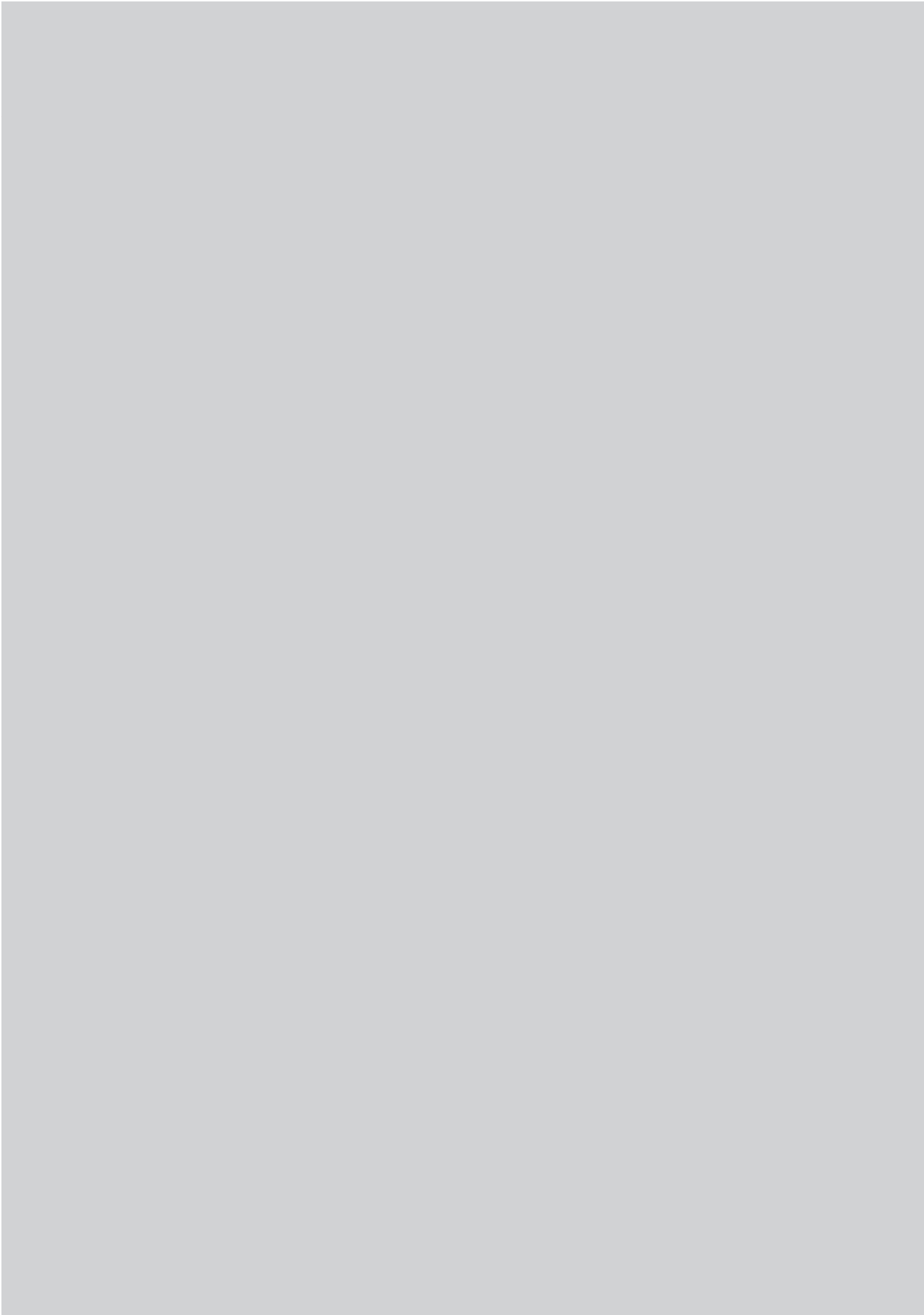


Figure 35. Attainment percentages by ethnicity of NCEA Level 3 of the Tracked 2015 Year 11 cohort by the end of 2015, 2016 and 2017.



Literacy and Numeracy

In addition to attainments of the literacy and numeracy requirements for NCEA Level 1, those for the literacy and numeracy requirements for UE are also reported.

The literacy and numeracy statistics for NCEA Level 1 are based on the Year 11 Enrolled Student cohort, being those students in Year 11 with an active enrolment in the NZQA system as reported by the school.

The literacy and numeracy statistics for UE are based on the Year 13 Enrolled Student cohort.

Literacy requirements

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

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

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

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

Numeracy requirements

For both NCEA Level 1 and UE, the requirement is a minimum of 10 credits through achieving:

- All three numeracy unit standards, or by
- Achieving 10 or more credits from the approved list of Achievement Standards.

Alignment of Standards

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

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

www.nzqa.govt.nz/literacy-requirements

Literacy and Numeracy

Literacy for NCEA Level 1

Figure 36 shows the percentage of Year 11 students attaining Literacy by the end of each year, 2013 to 2017.

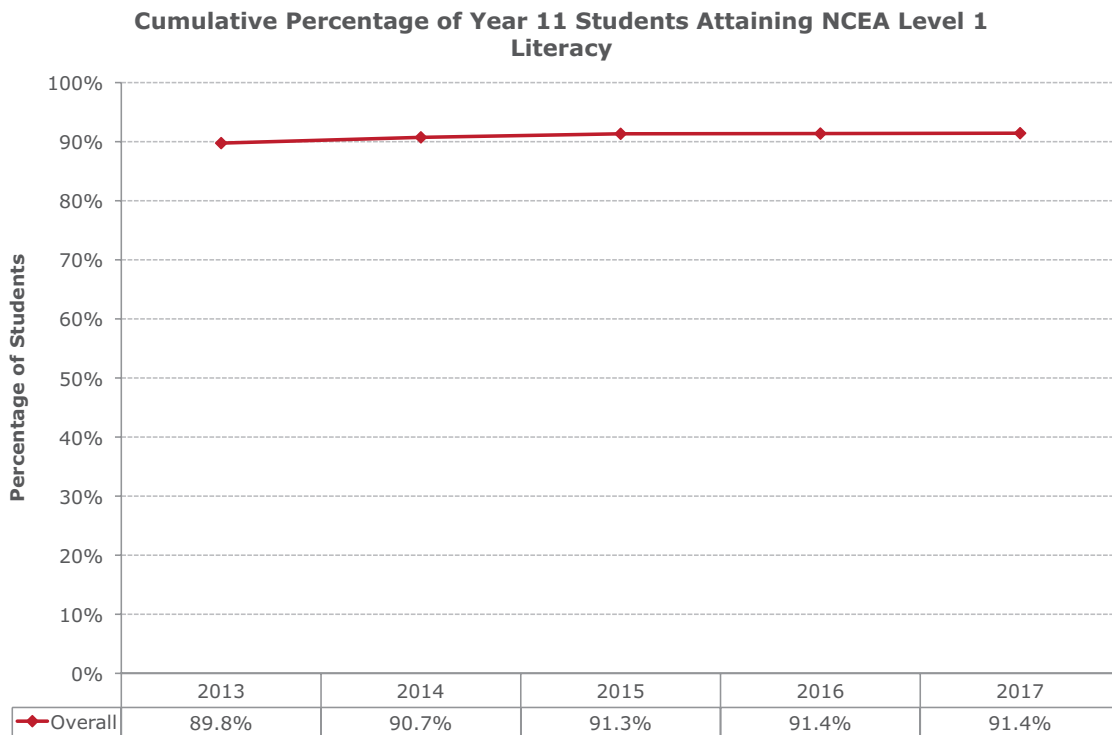


Figure 36. Overall cumulative percentage of Year 11 students attaining Literacy from 2013 to 2017.



Literacy and Numeracy

Figures 37-39 compare the percentage of Year 11 students attaining Literacy, between genders, ethnicities and school decile bands, in each year from 2013 to 2017.

Statistics by Gender

Figure 37 compares the percentage of male and female Year 11 students attaining Literacy by the end of each year. The overall attainment rates for both genders have increased during the reported period of 2013-2017.

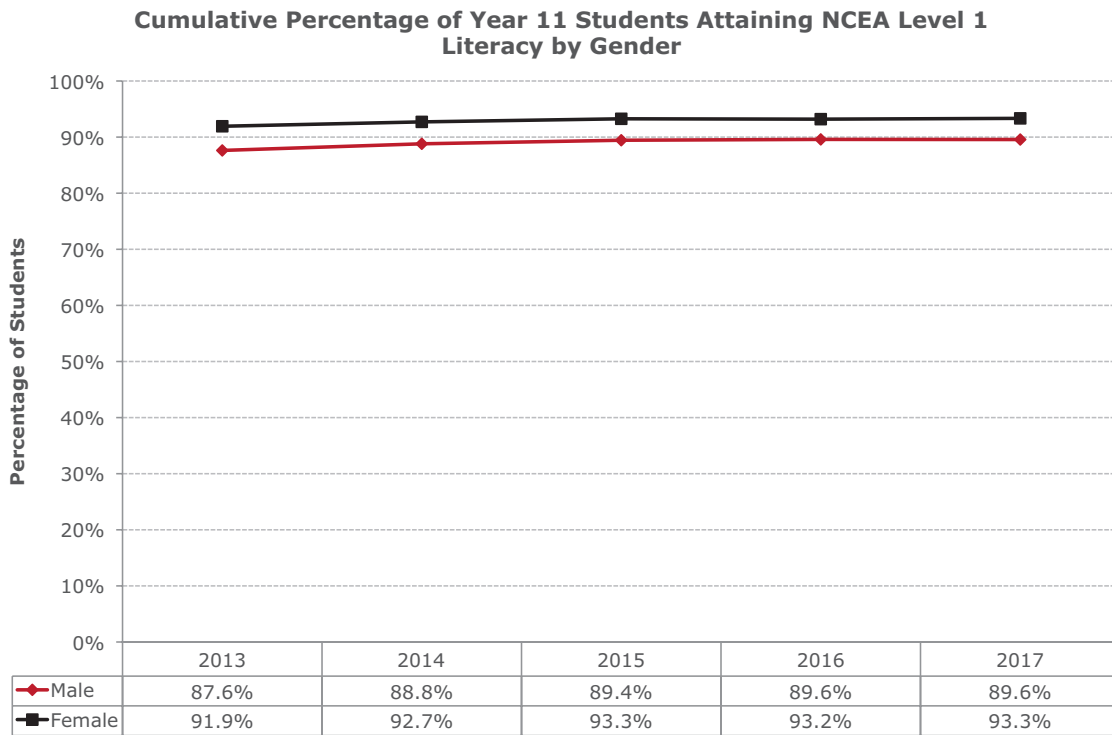


Figure 37. Cumulative percentage of Year 11 students attaining Literacy by gender from 2013 to 2017.

Literacy and Numeracy

Statistics by Ethnicity

Figure 38 shows the percentage of New Zealand European, New Zealand Māori, Pasifika and Asian Year 11 students attaining Literacy by the end of each year.

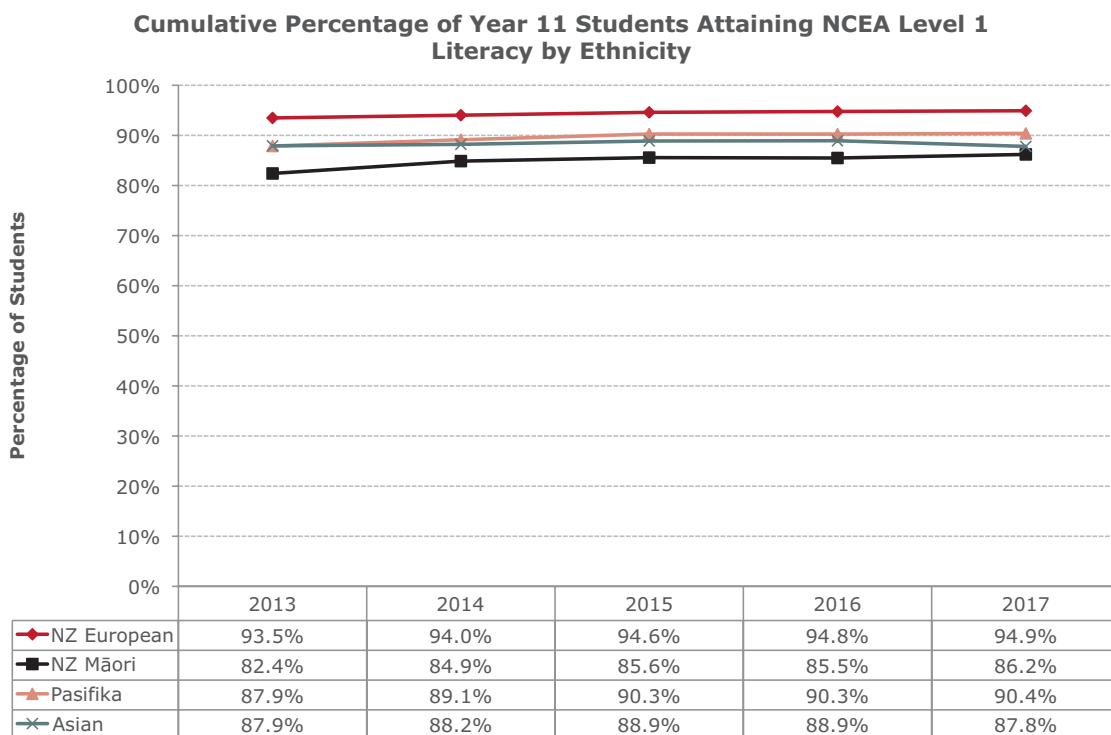


Figure 38. Cumulative percentage of Year 11 students attaining Literacy by ethnicity from 2013 to 2017.



Literacy and Numeracy

Statistics by School Decile Band

Figure 39 shows the percentage of Year 11 students in School Decile Bands 1-3, 4-7 and 8-10 attaining Level 1 Literacy by the end of each year.

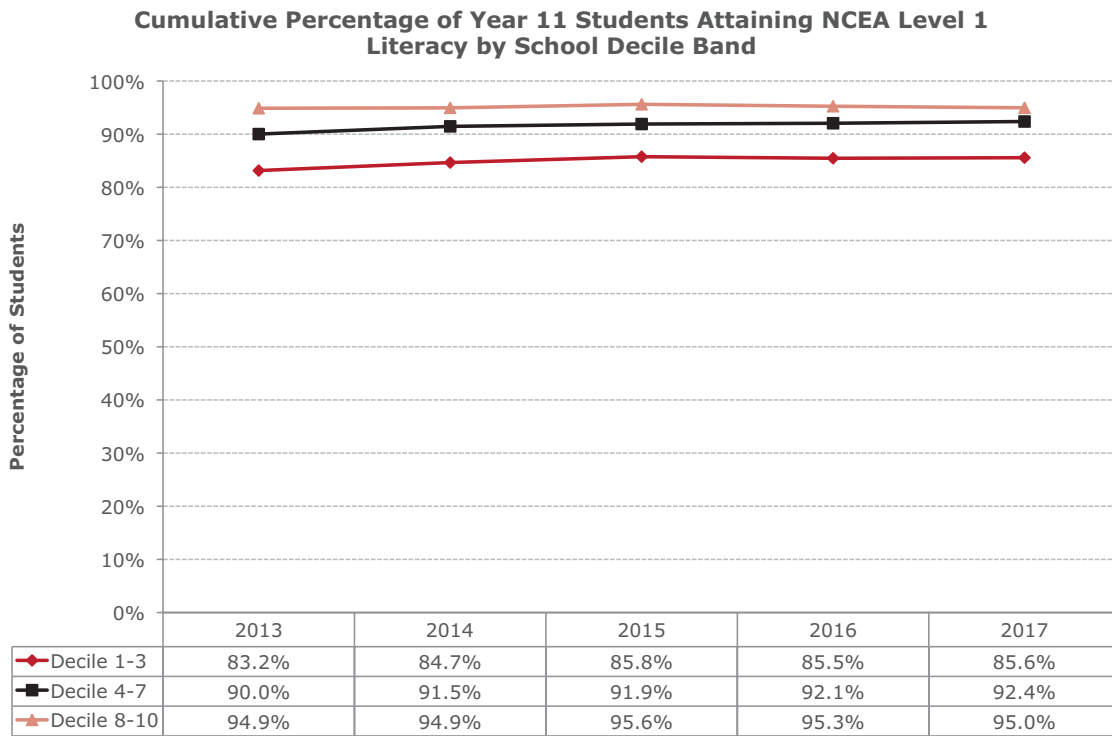


Figure 39. Cumulative percentage of Year 11 students attaining Literacy by school decile band from 2013 to 2017.

Literacy and Numeracy

Numeracy for NCEA Level 1

Figure 40 shows the percentage of Year 11 students attaining Numeracy by the end of each year. The attainment rates for Numeracy in NCEA level 1 have increased overall during the reported period of 2013-2017.

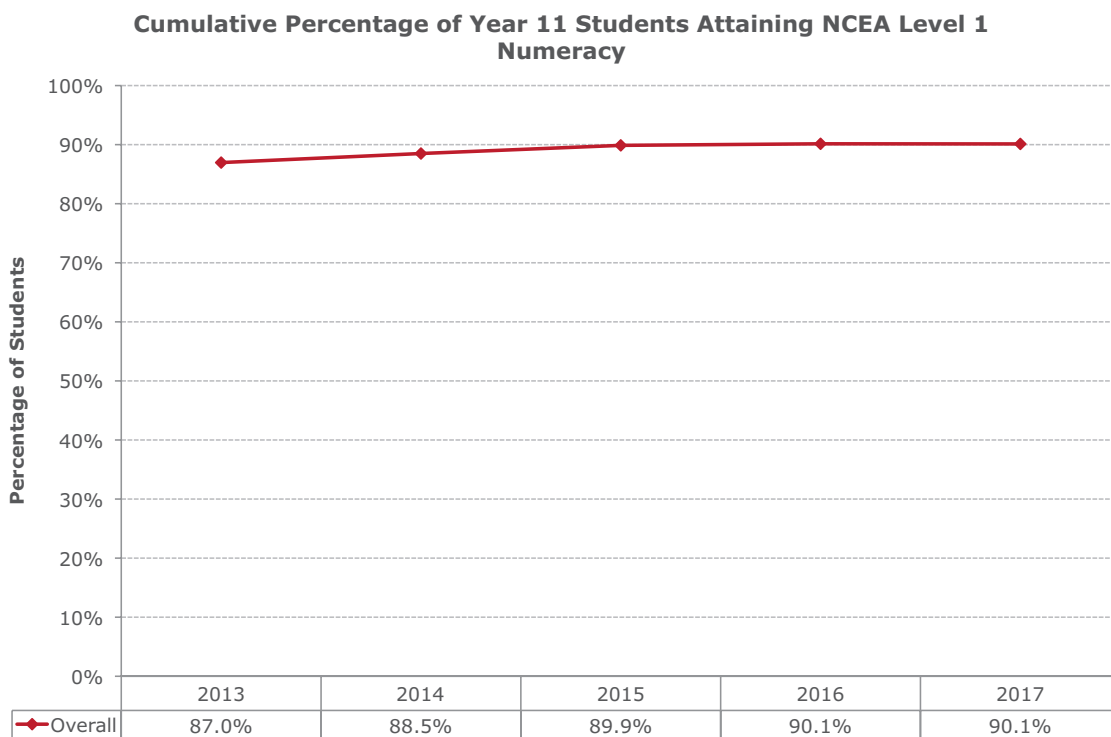


Figure 40. Overall cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy from 2013 to 2017.



Literacy and Numeracy

Figures 41-43 compare the percentages of Year 11 students attaining Numeracy by the end of each year, between genders, ethnicities and school decile bands, from 2013 to 2017. All three groups resemble the overall pattern in Figure 40 with an overall increase from 2013 to 2017.

Statistics by Gender

Figure 41 shows the percentage of male and female Year 11 students attaining Numeracy by the end of each year. The attainment rates for both genders have increased overall during the reported period of 2013 to 2017.

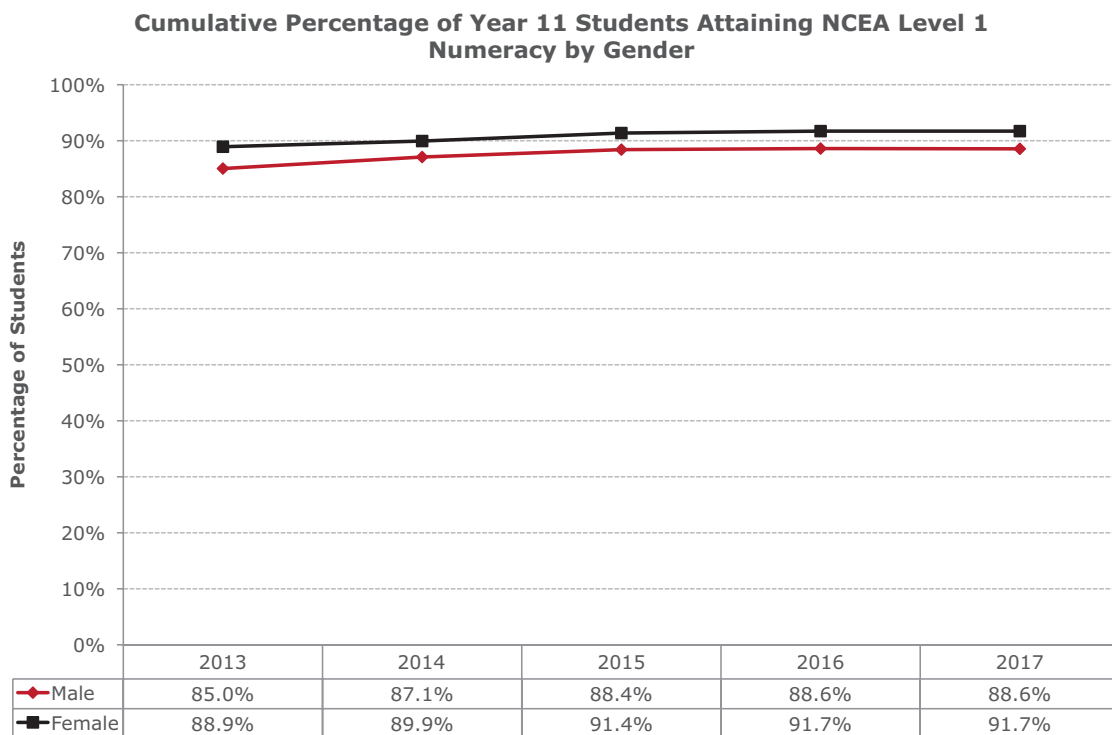


Figure 41. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by gender from 2013 to 2017.

Literacy and Numeracy

Statistics by Ethnicity

Figure 42 shows the percentage of Year 11 students attaining Numeracy by the end of each year for each ethnicity. The overall attainment rates have increased for all four ethnicities from 2013 to 2017.

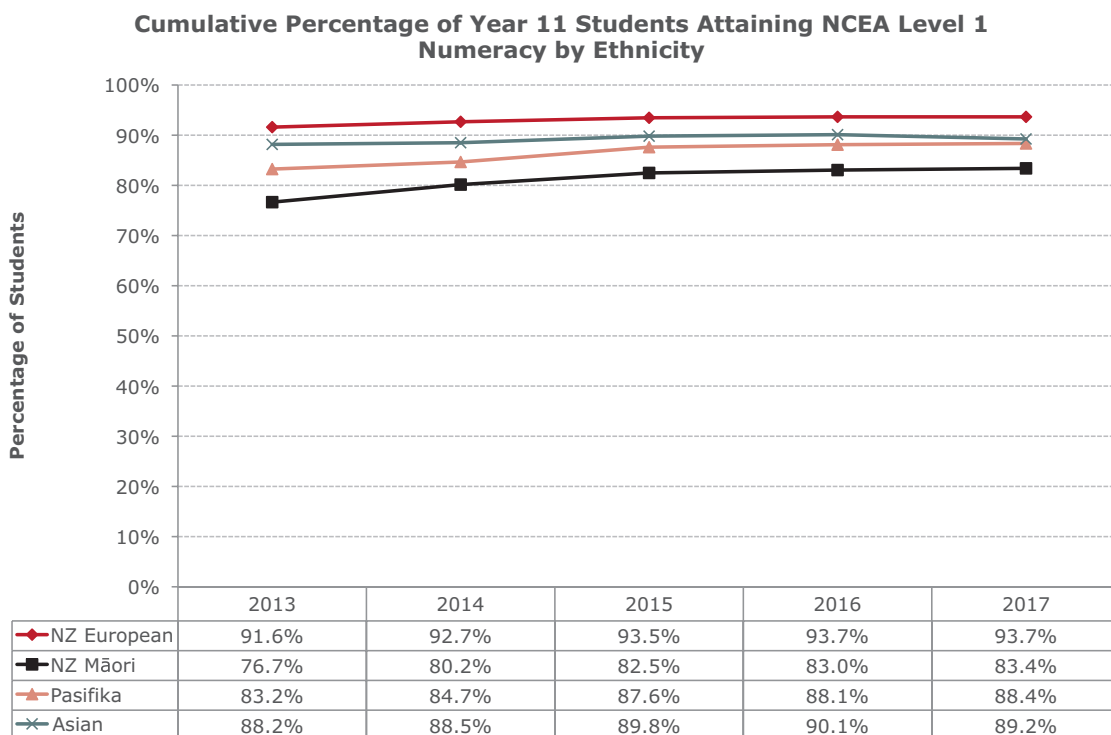


Figure 42. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by ethnicity from 2013 to 2017.



Literacy and Numeracy

Statistics by School Decile Band

Figure 43 shows the percentage of Year 11 students attaining Numeracy by the end of each year for each of the three school decile bands. The overall attainment rates have increased for the three school decile bands from 2013 to 2017.

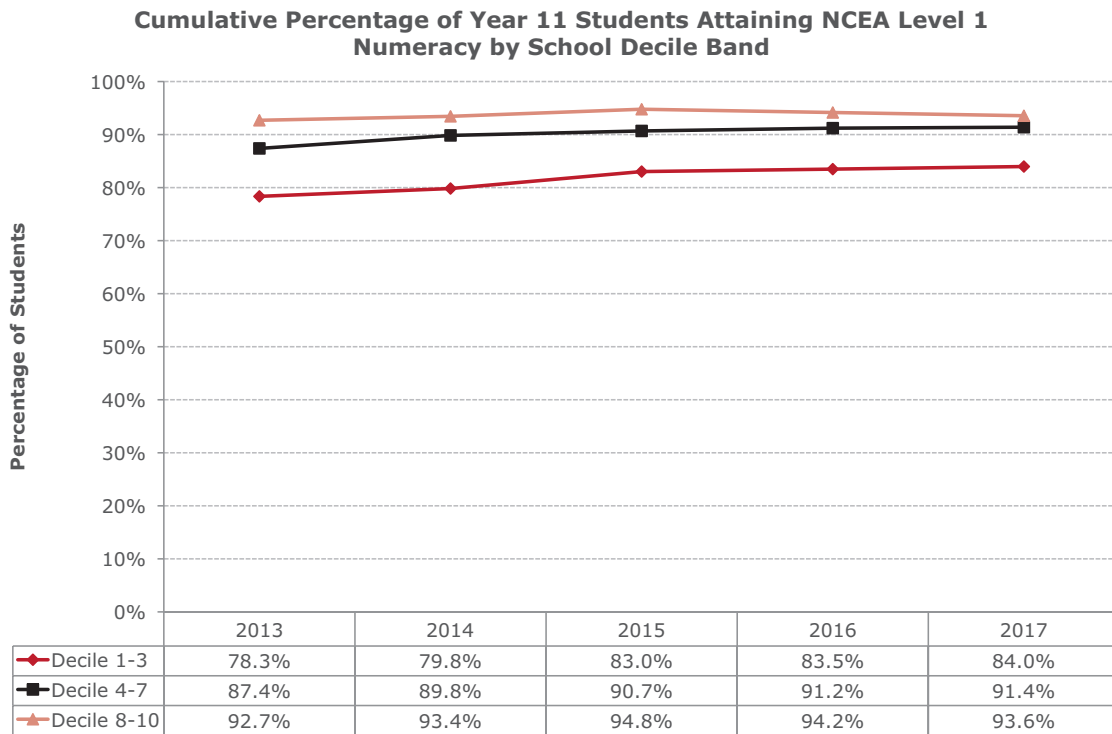


Figure 43. Cumulative percentage of Year 11 students attaining NCEA Level 1 Numeracy by school decile band from 2013 to 2017.

Literacy and Numeracy

Literacy and Numeracy for UE

Table 1 shows the percentages of Year 13 students enrolled in the NZQA system achieving numeracy and literacy. For UE, the numeracy percentages are not comparable to the numeracy percentages for NCEA Level 1 reported earlier (refer to Figure 40), as the cohorts used are different, i.e. these UE statistics use the Year 13 Enrolled Student cohort, whereas the Level 1 numeracy statistics used a Year 11 Enrolled Student cohort. These figures differ from what was published in last year's report as they include three numeracy unit standards (26623, 26626, 26627) which were previously omitted.

Year	Literacy	Numeracy
2014	71.2%	93.9%
2015	72.6%	95.2%
2016	73.4%	95.8%
2017	73.1%	95.6%

Table 1. Percentage of Year 13 students meeting the UE Literacy and Numeracy requirements.



NCEA Certificate Endorsement

Certificate Endorsement with Merit or Excellence for NCEA Levels 1, 2 and 3 was introduced in 2007 to motivate students toward higher achievement. To be awarded an Excellence endorsement, candidates must achieve 50 or more credits at Excellence. To be awarded a Merit endorsement, candidates must achieve 50 or more credits at Merit, or a combination of Merit and Excellence.

The achievement rate of certificate endorsement is the percentage of candidates who achieved an NCEA certificate with an endorsement in the same year.³

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

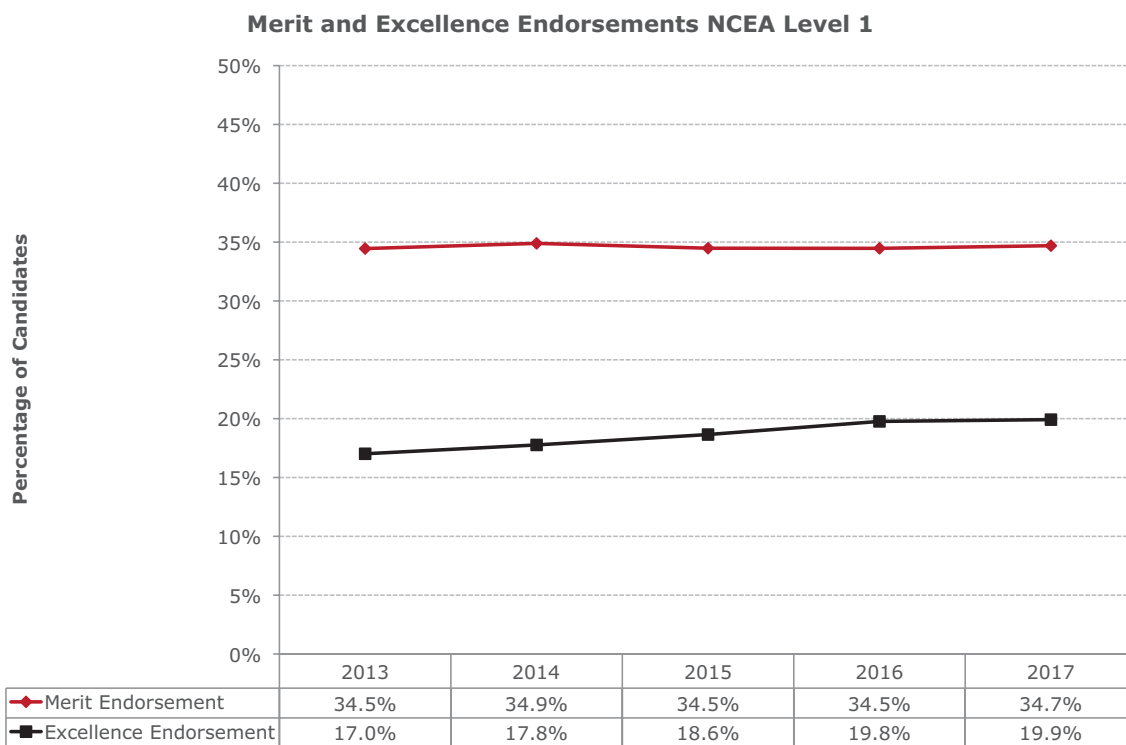


Figure 44. NCEA Level 1 Endorsements achieved by Year 11 candidates from 2013 to 2017.

³ The number of credits required to gain an endorsement may be accumulated over a number of years. This makes it possible for candidates to add an endorsement to an NCEA Certificate that was achieved in a prior year(s).

NCEA Certificate Endorsement

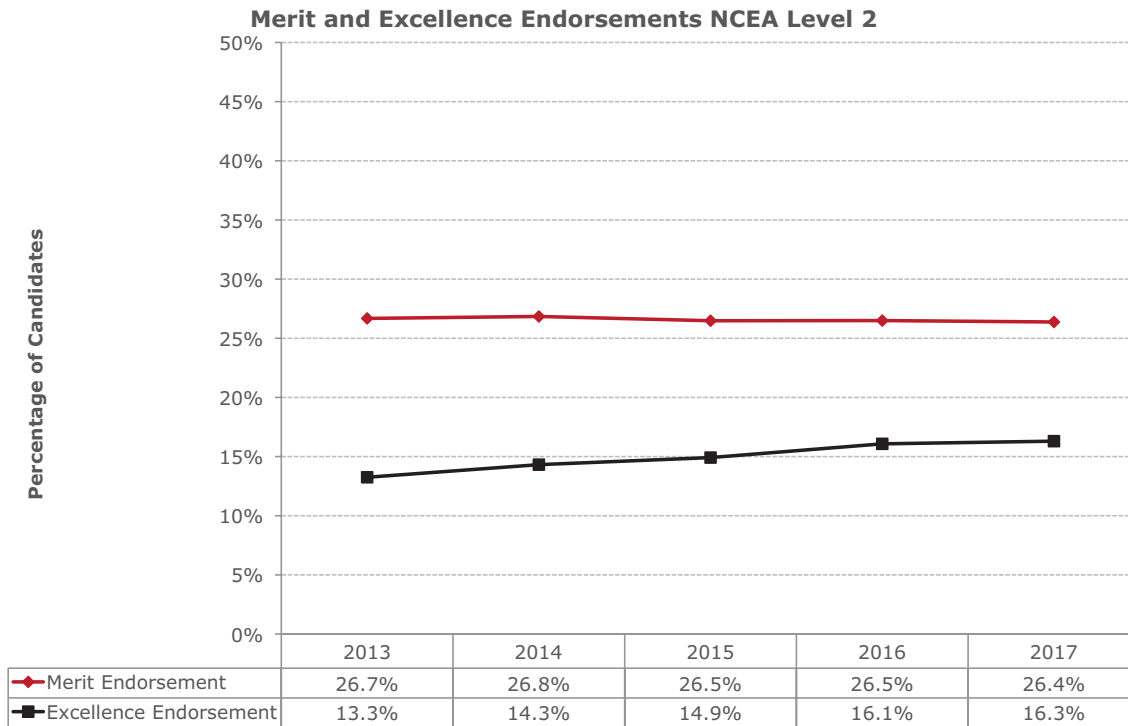


Figure 45. NCEA Level 2 Endorsements achieved by Year 12 candidates from 2013 to 2017.

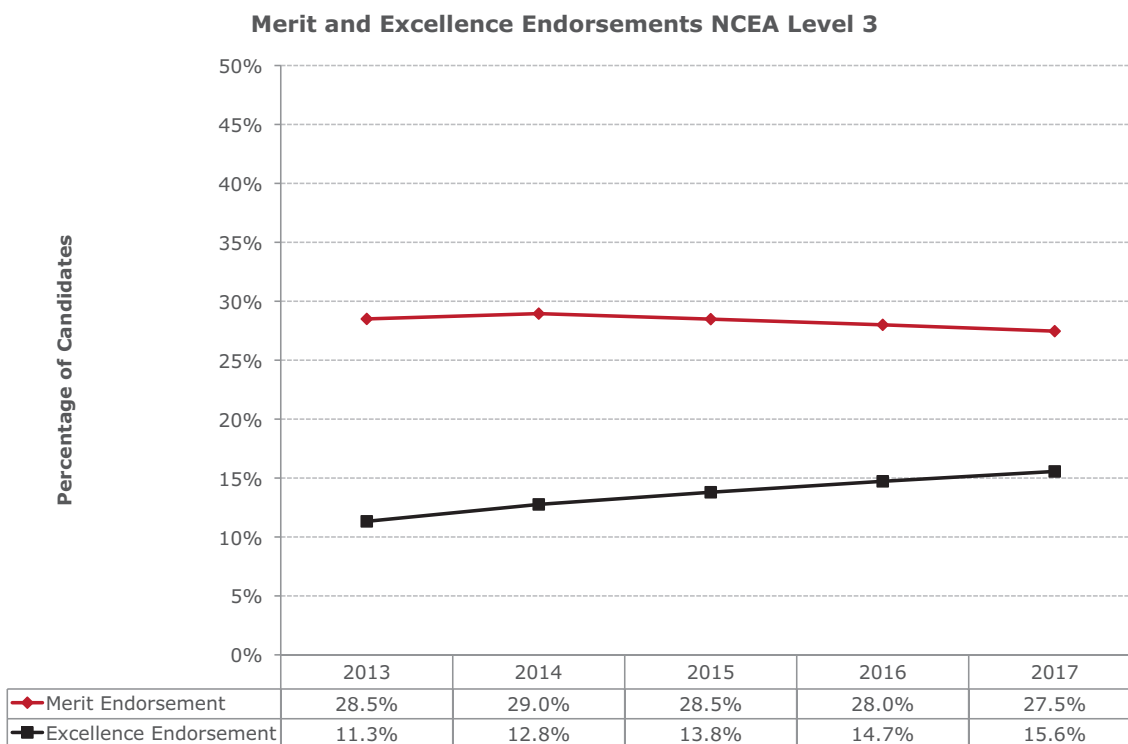


Figure 46. NCEA Level 3 Endorsements achieved by Year 13 candidates from 2013 to 2017.



NCEA Certificate Endorsement

Statistics by Gender

Figures 47-49 show the percentages of male and female candidates who achieved either Merit or Excellence Endorsement at each NCEA level from 2013 to 2017.

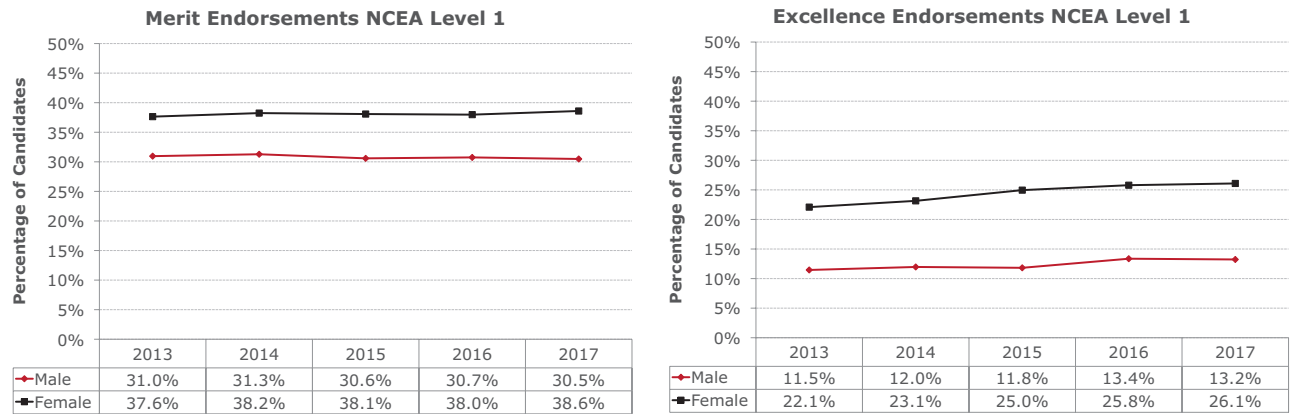


Figure 47. NCEA Level 1 Merit and Excellence Endorsements achieved by Year 11 candidates by gender from 2013 to 2017.

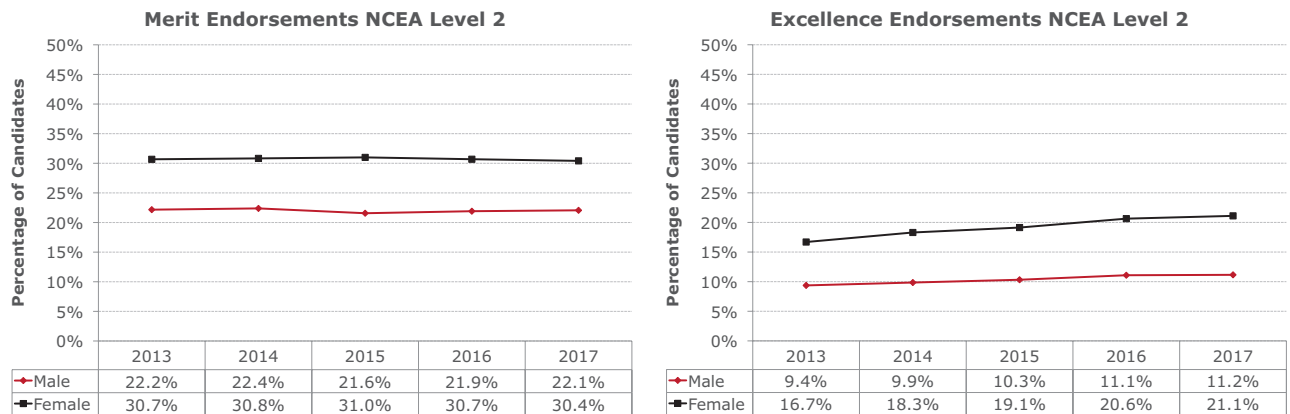


Figure 48. NCEA Level 2 Merit and Excellence Endorsements achieved by Year 12 candidates by gender from 2013 to 2017.

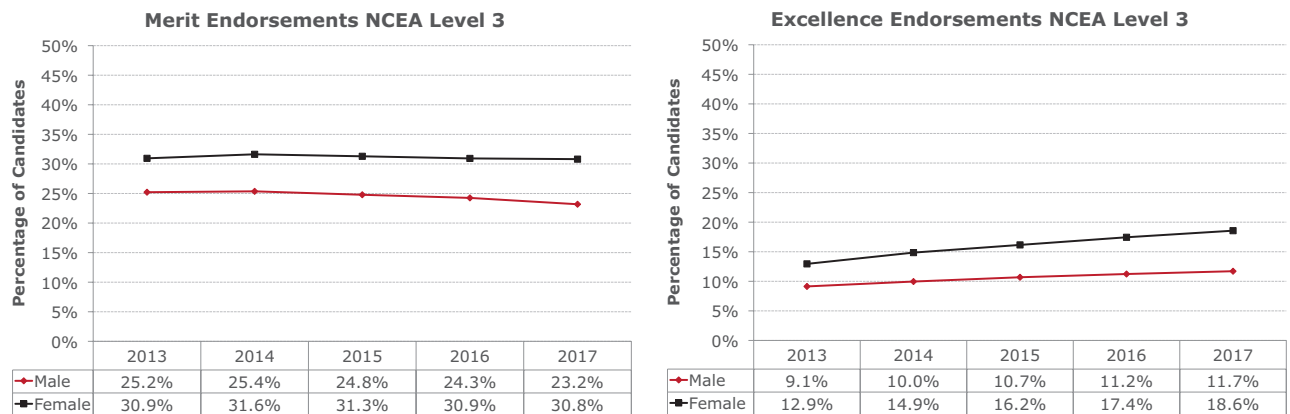


Figure 49. NCEA Level 3 Merit and Excellence Endorsements achieved by Year 13 candidates by gender from 2013 to 2017.



NCEA Certificate Endorsement

Statistics by Ethnicity

Figures 50-52 show the percentage of New Zealand European, New Zealand Māori, Pasifika and Asian candidates who achieved Merit or Excellence Endorsement at each level of NCEA from 2013 to 2017.

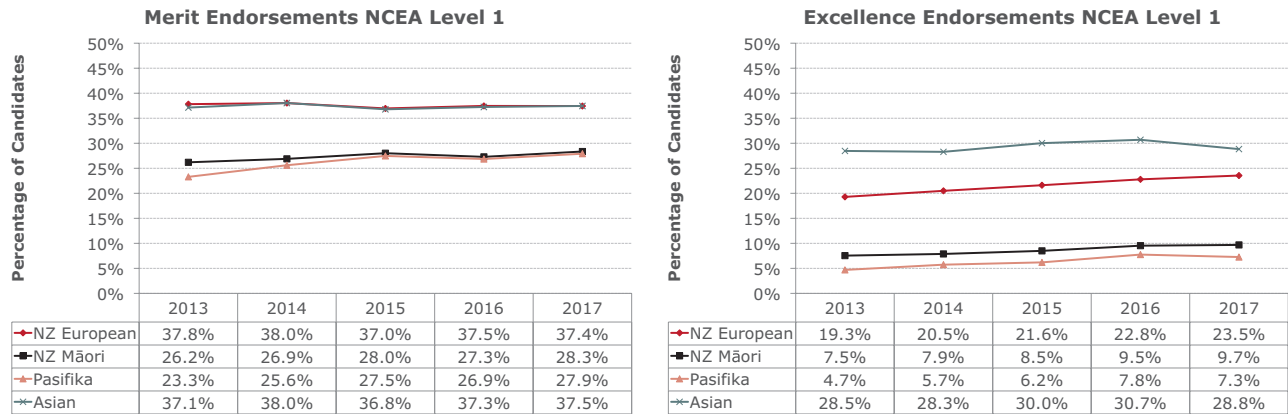


Figure 50. NCEA Level 1 Endorsements achieved by Year 11 candidates by ethnicity from 2013 to 2017.

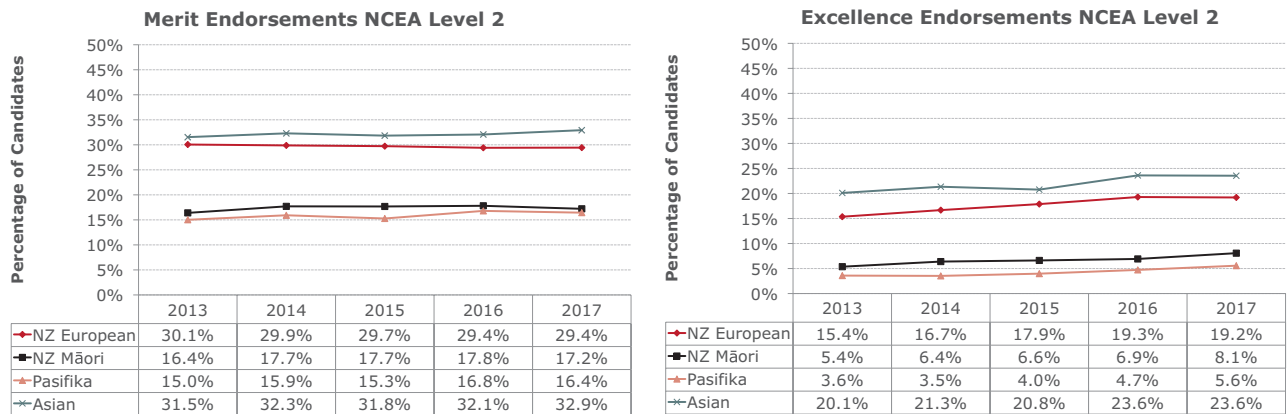


Figure 51. NCEA Level 2 Endorsements achieved by Year 12 candidates by ethnicity from 2013 to 2017.

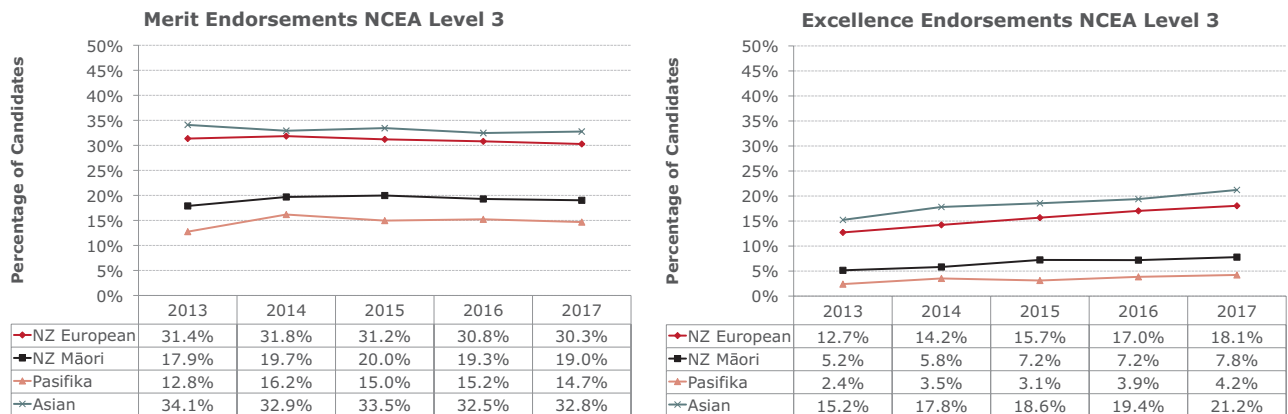


Figure 52. NCEA Level 3 Endorsements achieved by Year 13 candidates by ethnicity from 2013 to 2017.

NCEA Certificate Endorsement

Statistics by School Decile Band

Figures 53-55 show the percentages of candidates in School Decile Bands 1-3, 4-7 and 8-10 who achieved Merit or Excellence Endorsement at each NCEA level from 2013 to 2017.

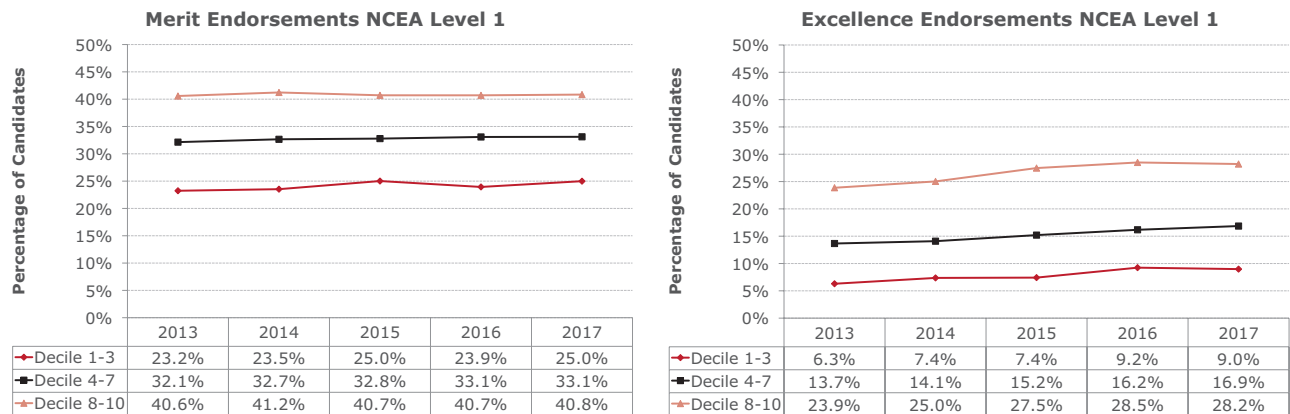


Figure 53. NCEA Level 1 Endorsements achieved by Year 11 candidates by school decile band from 2013 to 2017.

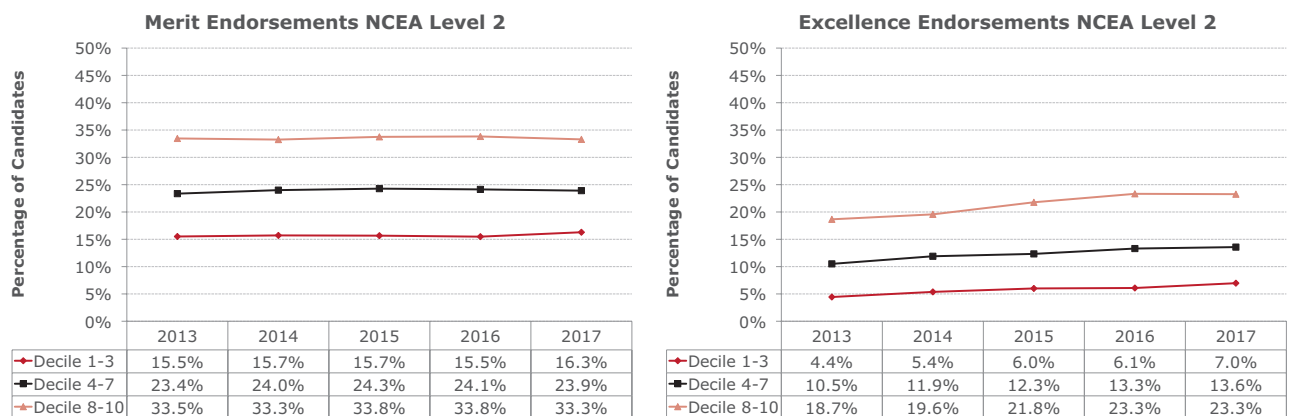


Figure 54. NCEA Level 2 Endorsements achieved by Year 12 candidates by school decile band from 2013 to 2017.

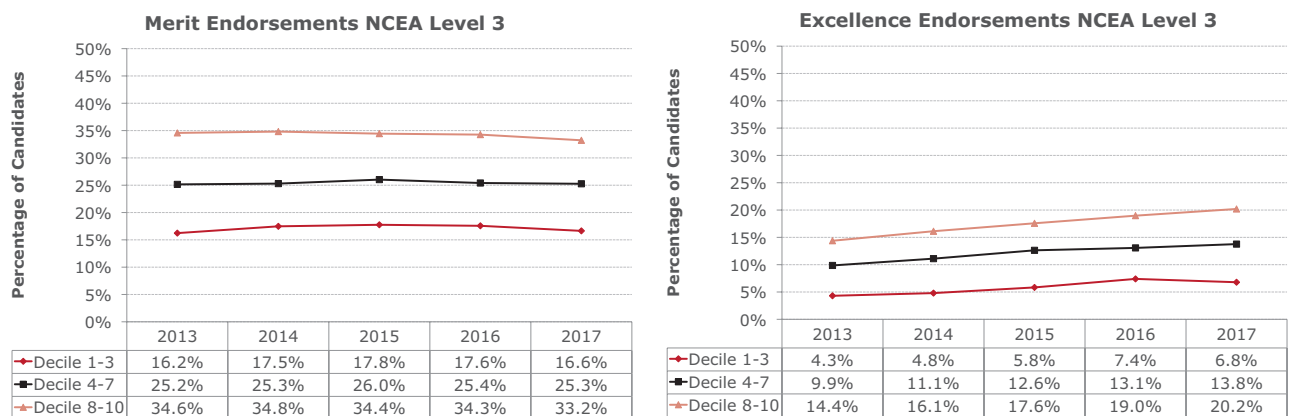
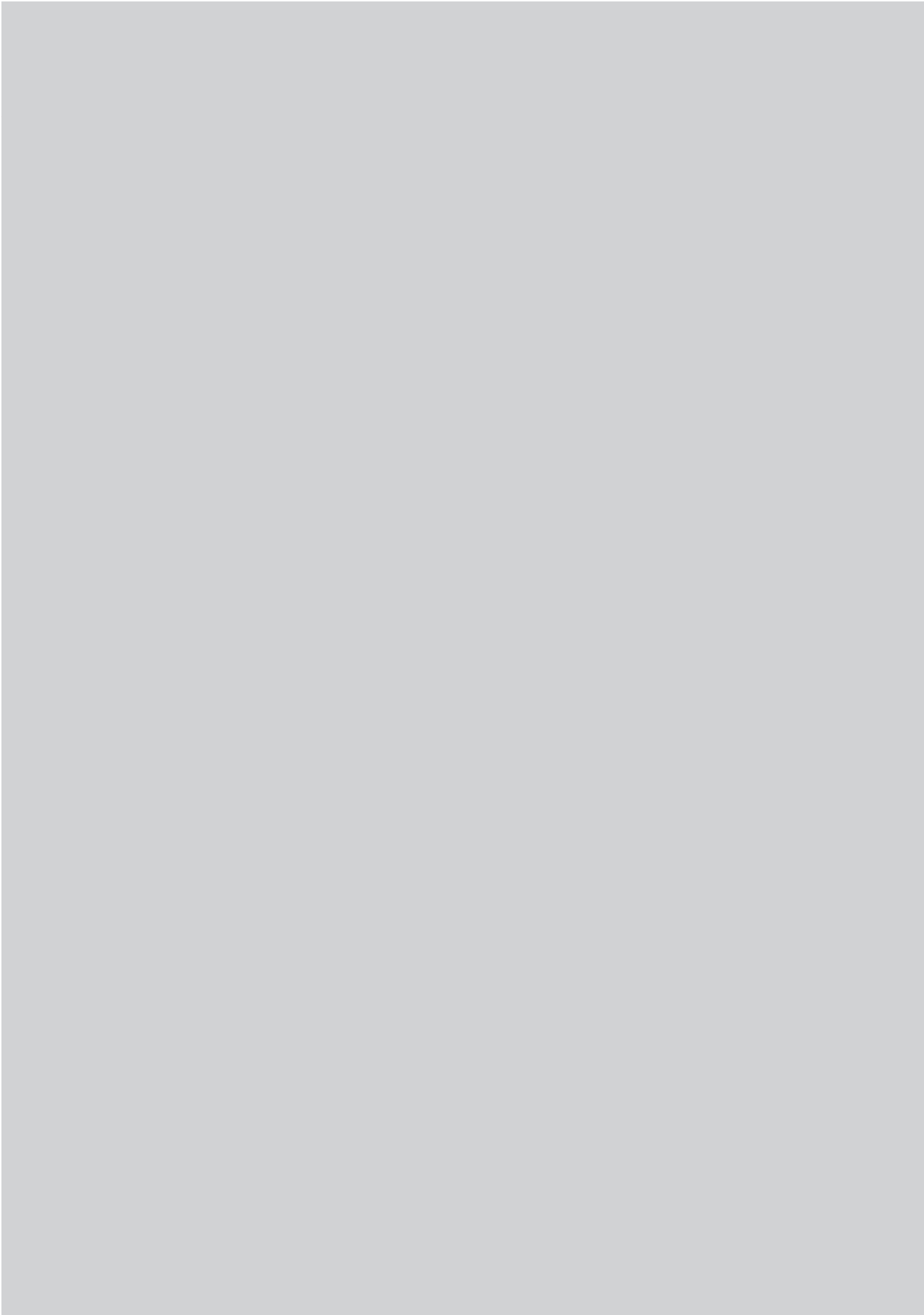


Figure 55. NCEA Level 3 Endorsements achieved by Year 13 candidates by school decile band from 2013 to 2017.



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 two types of Course Endorsements:

- Endorsement with Excellence
- Endorsement with Merit.

To receive a Course Endorsement, a student must gain 14 credits or more at Excellence or Merit in standards linked to that course. For most courses there is a further requirement that at least 3 of these credits must be gained from externally-assessed standards, and 3 credits from internally-assessed standards.⁴

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

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

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

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

Because students can gain more than one endorsement in a year, and these can be at different levels and grades, the majority of the statistics given in this section are based on counts of students having gained at least one endorsement regardless of level.

All percentages of students shown in this section (Figures 56-63) are based on the number of students in the Enrolled Student Cohort.

⁴ Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

Course Endorsement

Percentage of Students with Endorsable Courses Gaining Endorsement

Figures 56-59 show the percentage of students who attain one or more course endorsements regardless of the type of endorsement (i.e. Merit or Excellence). The percentage of students is shown by Year level, by gender, by ethnicity, and by school decile bands.

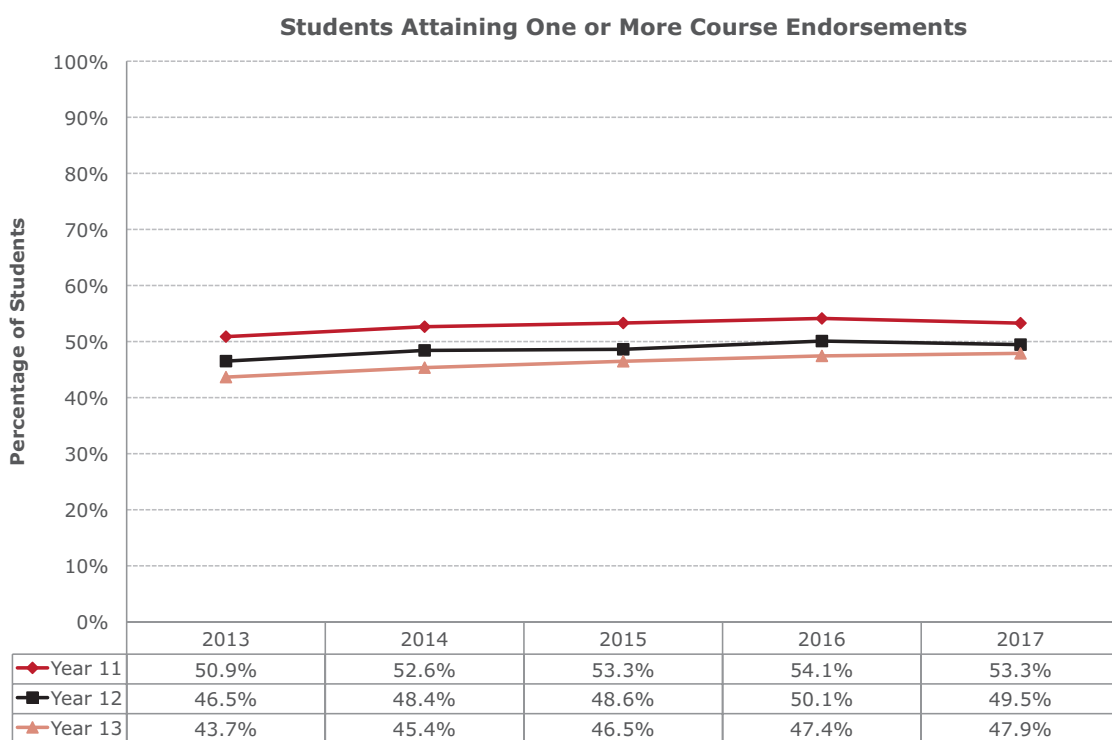


Figure 56. Percentage of students attaining one or more course endorsements in Year 11, Year 12, and Year 13 from 2013 to 2017.



Course Endorsement

Statistics by Gender

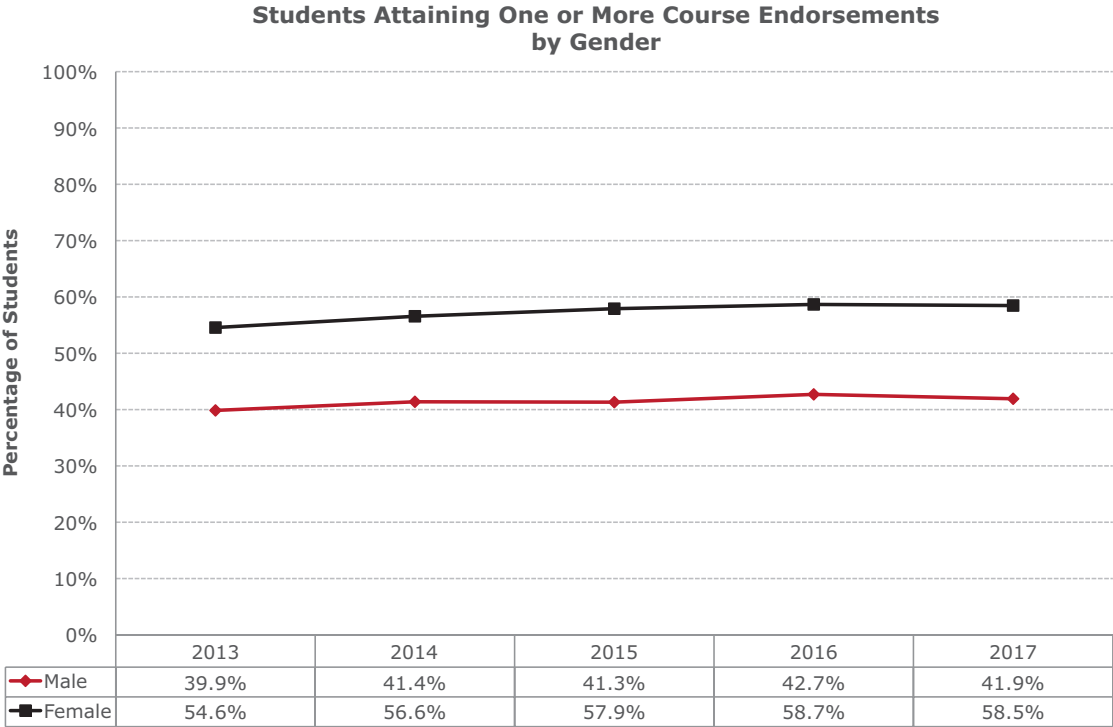


Figure 57. Percentage of students attaining one or more course endorsements by gender from 2013 to 2017.

Course Endorsement

Statistics by Ethnicity

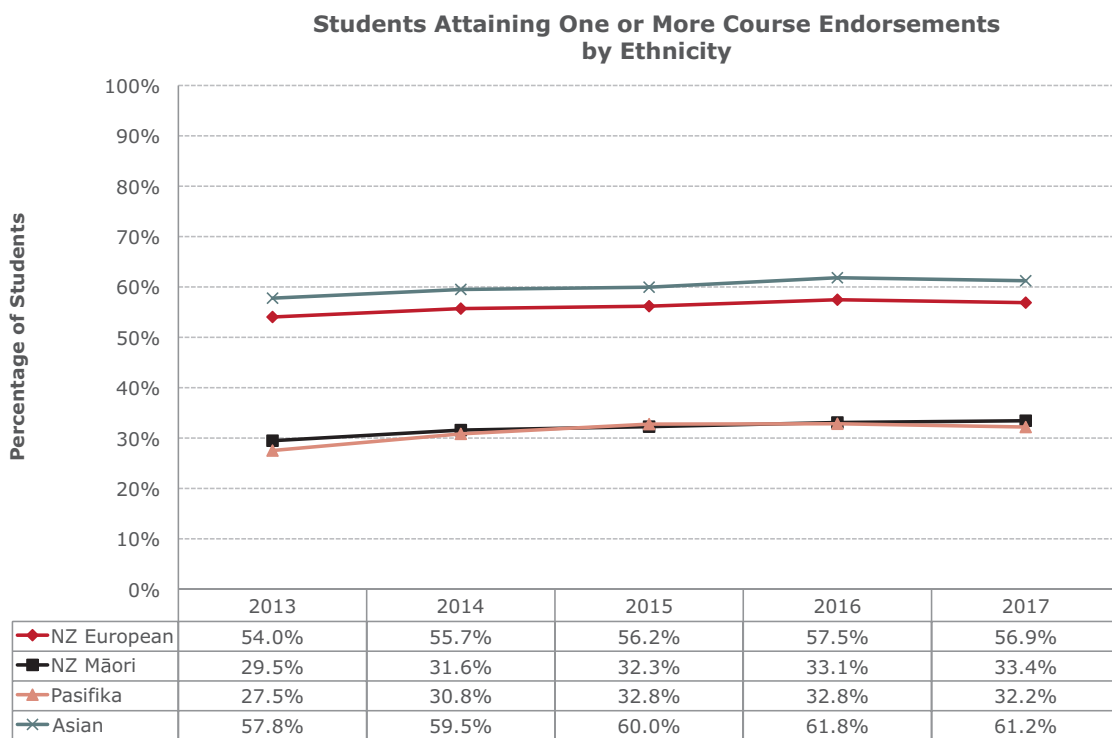


Figure 58. Percentage of students attaining one or more course endorsements by ethnicity from 2013 to 2017.



Course Endorsement

Statistics by School Decile Band

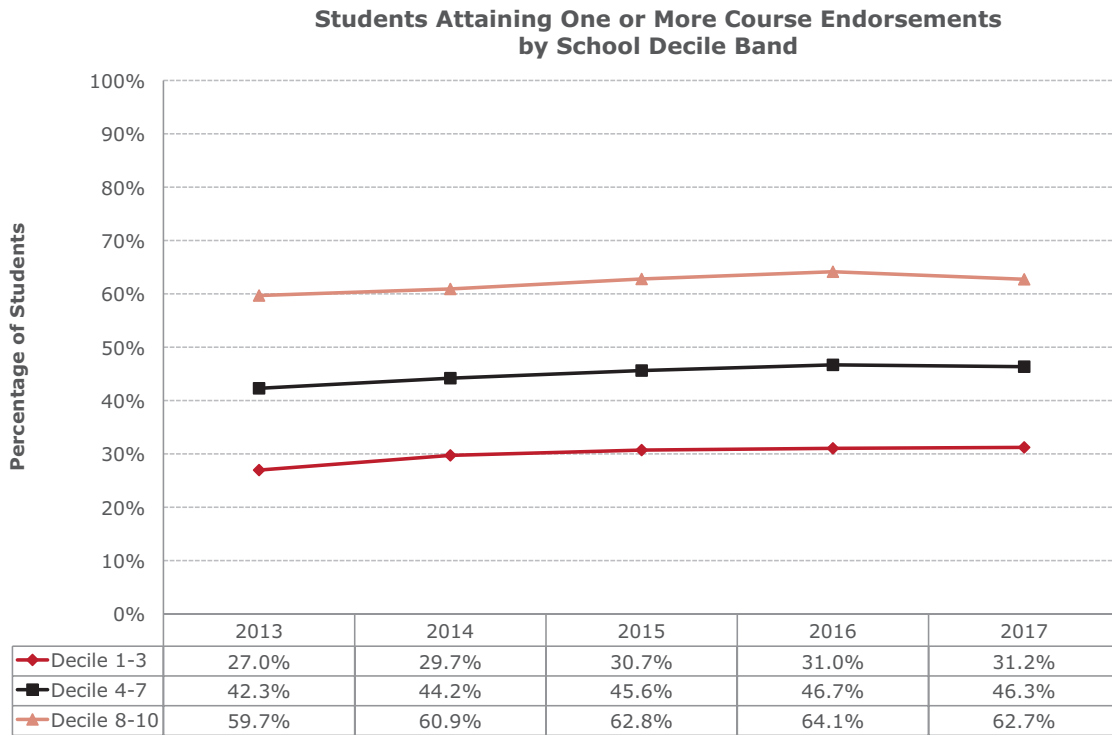


Figure 59. Percentage of students attaining one or more course endorsements by school decile band from 2013 to 2017.

Course Endorsement

Percentage of Merit and Excellence Endorsements

Figures 60-63 show the number of Merit and Excellence Endorsements expressed as a percentage of the total number of endorsable courses. Note that these percentages are based on the total count of endorsable courses and not the count of students. For example, if a student has five endorsable courses and attains a Merit for two courses and an Excellence for one course, then five is included in the total count of endorsable courses, two is included in the count of Merit endorsements, and one is included in the count of Excellence endorsements.

Figure 60 shows the percentage of Merit and Excellence course endorsements attained by Year 11, Year 12, and Year 13 students from 2013 to 2017.

Adding together, the 2017 Merit and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 32.7%, Year 12 of 29.9%, and Year 13 of 27.5%.

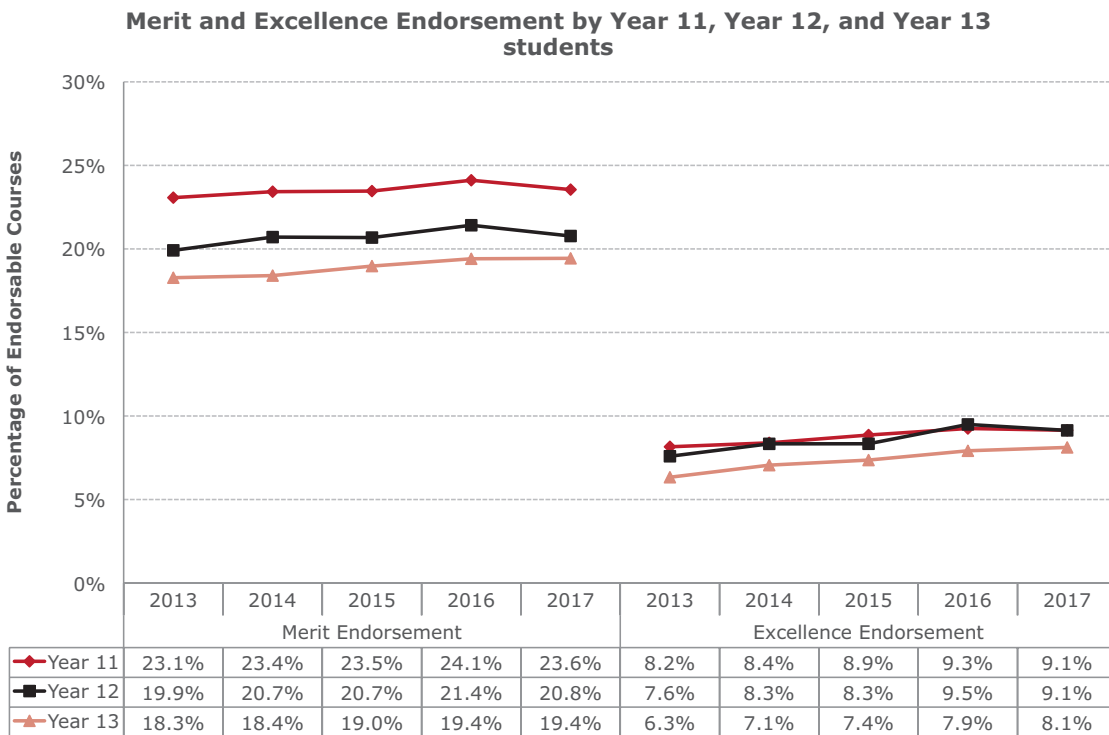


Figure 60. Percentage of course endorsements attained by Year 11, Year 12, and Year 13 students from 2013 to 2017.

Course Endorsement

Figures 61-63 show the percentages of Merit and Excellence course endorsements by gender, by ethnicity, and by school decile bands.

Statistics by Gender

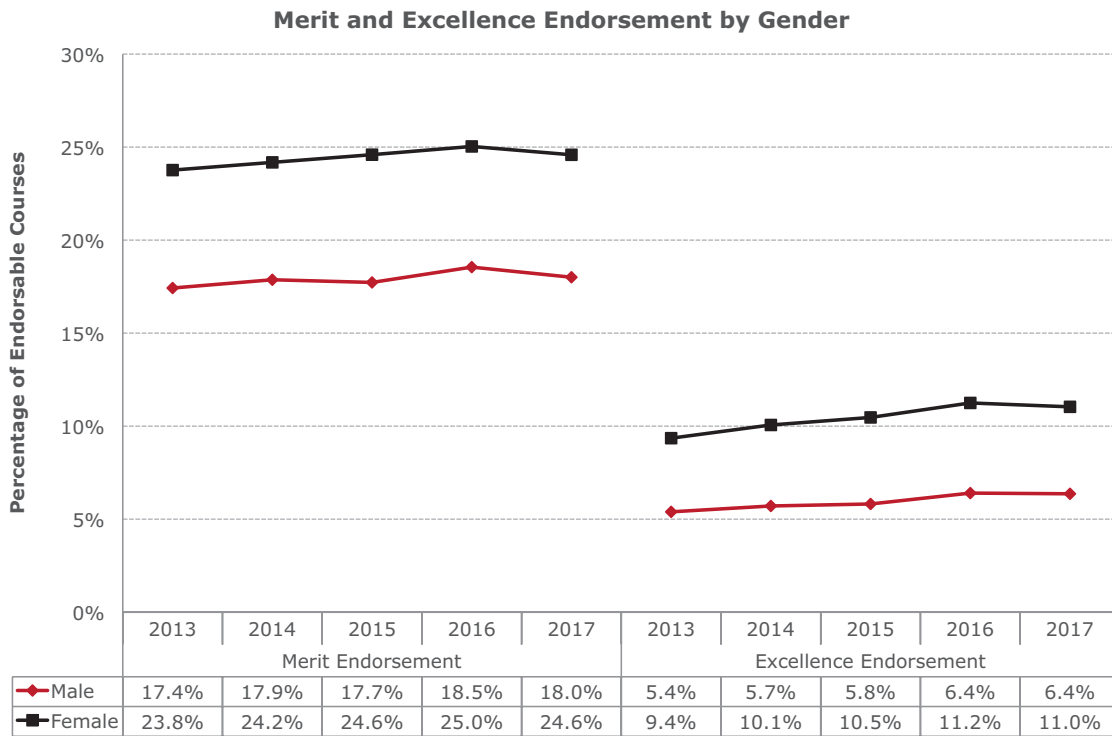


Figure 61. Percentage of course endorsements attained by gender from 2013 to 2017.

Course Endorsement

Statistics by Ethnicity

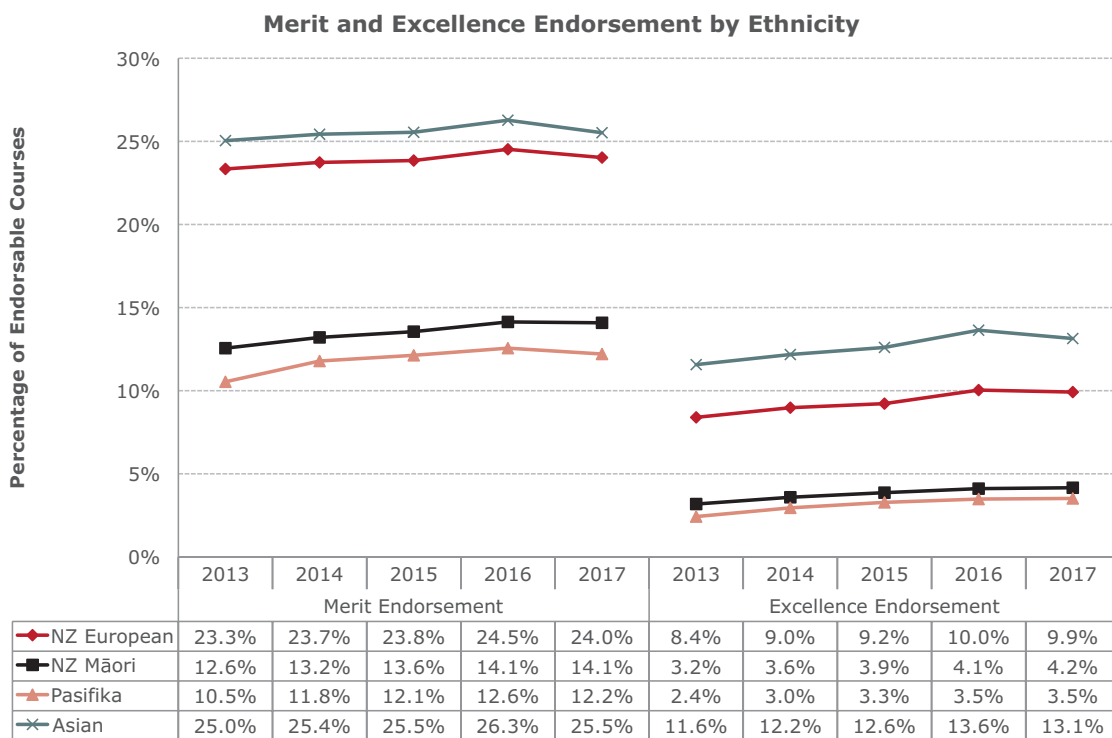


Figure 62. Percentage of course endorsements attained by ethnicity from 2013 to 2017.



Course Endorsement

Statistics by School Decile Band

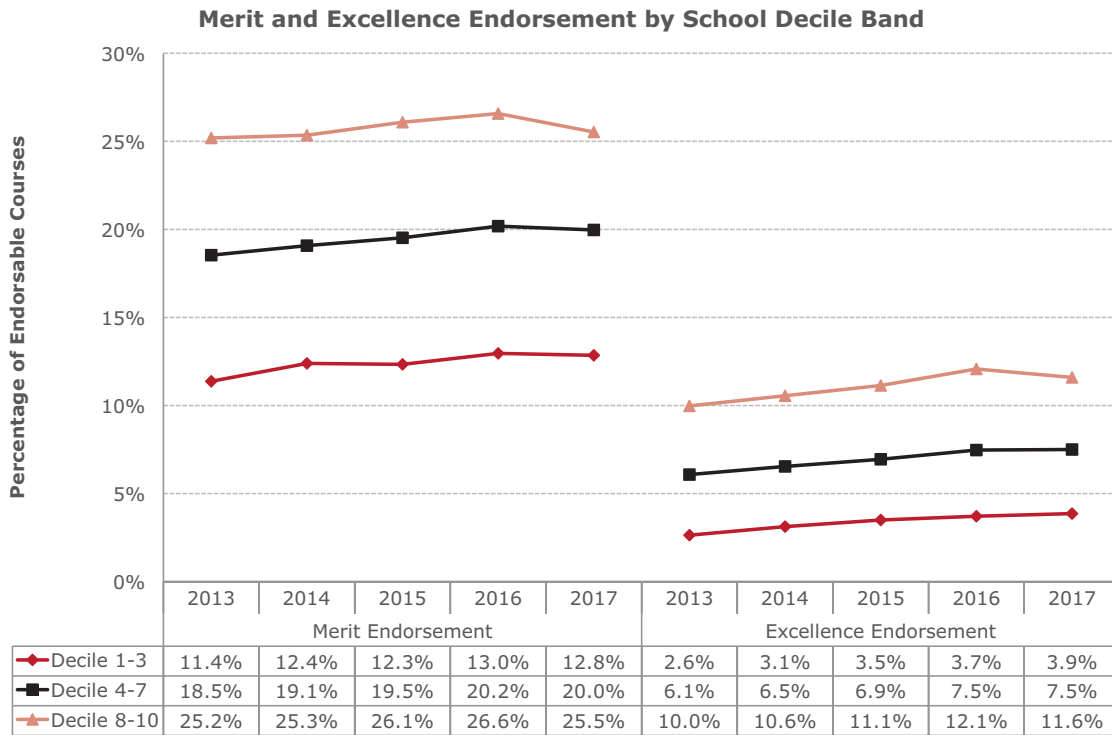
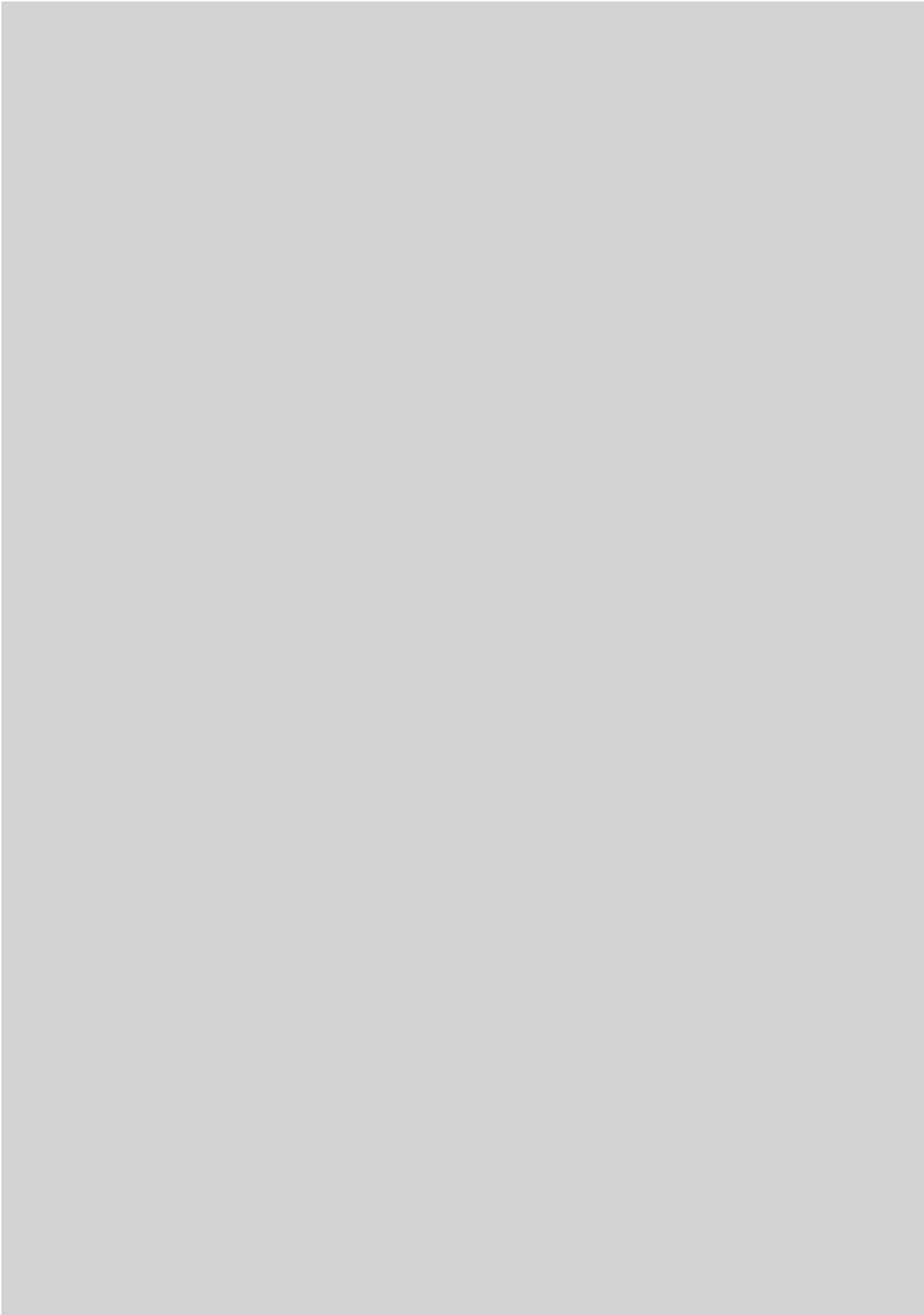


Figure 63. Percentage of course endorsements attained by school decile band from 2013 to 2017.



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, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Scholarship students are generally Year 13 students studying for NCEA Level 3. However, some Year 12 and even Year 11 students undertake Scholarship assessments.

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

The number of students achieving a passing grade in each Scholarship subject is set at 3% of the number of Year 13 students studying that subject at Level 3. That is, 3% of 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.

Scholarship Monetary Awards

There are six classes of award for Scholarship:

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

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

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

In 2017, a total of 2,414 students achieved one or more Scholarship subject awards; of which 11 students achieved a Premier Award, 50 students achieved an Outstanding Scholar Award, 265 students achieved a Scholarship Award, 34 students achieved a Top Subject Scholarship Award, and 2,078 students achieved a Single Subject Award.

Generally students meeting the criteria for more than one award receive the award with the highest monetary value. However, students receiving a Top Subject Scholar Award, who also achieve Scholarship in another subject, also receive a Single Subject Award. The monetary payment to 2017 Scholarship winners is estimated at approximately \$4,054,000 over a period of three years.

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

www.nzqa.govt.nz/scholarship

New Zealand Scholarship

Scholarship Statistics⁵ for 2017

In 2017, 9,871 students entered New Zealand Scholarship assessments in one or more subjects. Some students entered Scholarship subjects but did not submit assessments. Of the total of 18,711 subject entries there were 14,255 assessments that were marked and graded. Percentage statistics in this section are based on assessments that were marked and graded.

Table 2 shows the numbers of entries and results for 2017 Scholarship candidates. More female than male students made entries in Scholarship subjects. For males, 23.3% of assessed results were graded Scholarship grade, and 3.2% Outstanding Scholarship. For females, the equivalent percentages were 23.3% and 2.3% respectively.

	Candidates	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Male	4,494	9,387	7,306	1,704	235
Female	5,376	9,319	6,944	1,618	161

Table 2. Candidates, entries, and results, for Scholarship in 2017. Candidates with “unknown gender” have been omitted from this table.

⁵ As at 02 May 2018.



New Zealand Scholarship

Scholarships Awarded in 2017 by Subject

Table 3 shows a breakdown of Scholarship results for 2017 across all 35 subjects. The Level 3 cohort size for each subject is used for determining the number of students obtaining passing grades.

Subject	Level 3 Cohort	Scholarship	Outstanding	Total	%
Accounting	2,569	69	8	77	3.0%
Agricultural & Horticultural Science	546	14	2	16	2.9%
Art History	1,135	33	3	36	3.2%
Biology	10,673	290	32	322	3.0%
Calculus	9,385	259	30	289	3.1%
Chemistry	9,371	253	28	281	3.0%
Chinese	744	21	2	23	3.1%
Classical Studies	4,139	113	12	125	3.0%
Dance	861	22	3	25	2.9%
Design	2,707	74	8	82	3.0%
Design & Visual Communication	1,449	39	4	43	3.0%
Drama	2,264	57	7	64	2.8%
Earth & Space Science	974	24	2	26	2.7%
Economics	3,474	96	11	107	3.1%
English	17,663	484	53	537	3.0%
French	631	17	2	19	3.0%
Geography	6,293	173	19	192	3.1%
German	246	9	1	10	4.1%
History	6,752	180	21	201	3.0%
Japanese	522	14	2	16	3.1%
Latin	27	3	2	5	18.5%
Media Studies	2,822	78	8	86	3.0%
Music	1,569	43	6	49	3.1%
Painting	2,913	82	9	91	3.1%
Photography	3,186	86	10	96	3.0%
Physical Education	5,398	139	19	158	2.9%
Physics	9,431	236	29	265	2.8%
Printmaking	327	10	1	11	3.4%
Samoan	310	8	2	10	3.2%
Sculpture	188	6	1	7	3.7%
Spanish	389	11	1	12	3.1%
Statistics	11,368	294	44	338	3.0%
Te Reo Māori	853	22	3	25	2.9%
Te Reo Rangatira	189	7	1	8	4.2%
Technology	3,979	59	10	69	1.7%

Table 3. Cohort size and results for Scholarship in 2017.

New Zealand Scholarship

Table 4 shows the Scholarship results across the 35 subjects by assessed results. For each subject, the table shows the number of entries, absences, and assessed results. The assessed results are categorised by their three grades:

- Not Achieved
- Scholarship
- Outstanding Scholarship

and are shown both as numbers and as percentages.



New Zealand Scholarship

Subject	Entries	Void or Absent	Assessed Results	Not Achieved		Scholarship		Outstanding Scholarship	
				Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed Results
Accounting	355	105	250	173	69.2%	69	27.6%	8	3.2%
Agricultural & Horticultural Science	86	19	67	51	76.1%	14	20.9%	2	3.0%
Art History	223	56	167	131	78.4%	33	19.8%	3	1.8%
Biology	1603	331	1272	950	74.7%	290	22.8%	32	2.5%
Calculus	1467	190	1277	988	77.4%	259	20.3%	30	2.3%
Chemistry	1462	290	1172	891	76.0%	253	21.6%	28	2.4%
Chinese	223	30	193	170	88.1%	21	10.9%	2	1.0%
Classical Studies	571	162	409	284	69.4%	113	27.6%	12	2.9%
Dance	109	36	73	48	65.8%	22	30.1%	3	4.1%
Design	538	251	287	205	71.4%	74	25.8%	8	2.8%
Design & Visual Communication	356	56	300	257	85.7%	39	13.0%	4	1.3%
Drama	394	150	244	180	73.8%	57	23.4%	7	2.9%
Earth & Space Science	215	43	172	146	84.9%	24	14.0%	2	1.2%
Economics	536	117	419	312	74.5%	96	22.9%	11	2.6%
English	2081	444	1637	1100	67.2%	484	29.6%	53	3.2%
French	129	17	112	93	83.0%	17	15.2%	2	1.8%
Geography	936	193	743	551	74.2%	173	23.3%	19	2.6%
German	58	8	50	40	80.0%	9	18.0%	1	2.0%
History	1095	234	861	660	76.7%	180	20.9%	21	2.4%
Japanese	128	15	113	97	85.8%	14	12.4%	2	1.8%
Latin	23	0	23	18	78.3%	3	13.0%	2	8.7%
Media Studies	554	182	372	286	76.9%	78	21.0%	8	2.2%
Music	214	52	162	113	69.8%	43	26.5%	6	3.7%
Painting	540	187	353	262	74.2%	82	23.2%	9	2.5%
Photography	450	175	275	179	65.1%	86	31.3%	10	3.6%
Physical Education	808	309	499	341	68.3%	139	27.9%	19	3.8%
Physics	1524	316	1208	943	78.1%	236	19.5%	29	2.4%
Printmaking	66	25	41	30	73.2%	10	24.4%	1	2.4%
Samoan	91	21	70	60	85.7%	8	11.4%	2	2.9%
Sculpture	45	18	27	20	74.1%	6	22.2%	1	3.7%
Spanish	92	15	77	65	84.4%	11	14.3%	1	1.3%
Statistics	1206	250	956	618	64.6%	294	30.8%	44	4.6%
Te Reo Māori	140	30	110	85	77.3%	22	20.0%	3	2.7%
Te Reo Rangatira	64	6	58	50	86.2%	7	12.1%	1	1.7%
Technology	329	123	206	137	66.5%	59	28.6%	10	4.9%

Table 4. Entries and results for Scholarship in 2017.

New Zealand Scholarship

Premier Awards and Outstanding Scholar Awards

After the Prime Minister's Award, the Premier Awards are the next prestigious of the Scholarship awards. Following the Premier Awards in prestige are the Outstanding Scholar Awards. Table 5 gives the total number of Premier Award and Outstanding Scholar Award winners by gender from 2013 to 2017.

Year	Premier Awards		Outstanding Scholar Awards	
	Female	Male	Female	Male
2013	1	9	11	49
2014	1	9	17	39
2015	1	8	16	43
2016	1	9	7	43
2017	2	9	14	36

Table 5. Number of Premier and Outstanding Scholar Award winners from 2013 to 2017.

The total number of Premier Award and Outstanding Scholar Award winners by school decile band from 2013 to 2017 are shown in Table 6.

Year	Premier Awards		Outstanding Scholar Awards	
	Decile 8-10	Other Deciles	Decile 8-10	Other Deciles
2013	9	1	48	12
2014	8	2	38	18
2015	6	3	46	13
2016	9	1	32	18
2017	10	1	36	14

Table 6. Number of Premier and Outstanding Scholar Award winners by school decile band from 2013 to 2017.



New Zealand Scholarship

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

Subject	2013	2014	2015	2016	2017
Accounting	1	2	1	3	2
Agricultural & Horticultural Science		1	2	2	1
Art History		3			1
Biology	4	2	4	4	3
Calculus	8	5	4	8	8
Chemistry	8	6	6	8	8
Classical Studies	1	2	1	3	3
Earth & Space Science	1		4	2	1
Economics	1	3	6	3	2
English	4	6	5	5	7
French	1	1	1	1	1
Geography	5	4	5	5	4
History	3	3	2	1	4
Japanese		1			
Latin		1	1		
Media Studies		3	2	4	3
Music			1		1
Physical Education		3	1	2	3
Physics	8	6	9	9	9
Spanish	1			1	
Statistics	9	4	9	8	9

Table 7. Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2013 to 2017. Note that prior to 2013, Calculus was Mathematics with Calculus, Earth & Space Science was Science, and Statistics was Statistics and Modelling.

Details about the Premier Award winners may be found on the NZQA website:

www.nzqa.govt.nz/top-scholars

New Zealand Scholarship

Scholarship Awards, Single Subject Awards and Top Subject Awards in 2017

In 2017, 265 students received Scholarship Awards having earned three or more Scholarships. There were 2,078 students who received a Single Subject Award. Top Subject Awards were received by 34 students across the 35 subjects because one of the 34 students was the top student in two Scholarship subjects.



Results of Directory of Assessment Standards (DAS)

Three categories of assessment standards can contribute credits towards the achievement of NCEA qualifications.

They are:

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

This section reports the results of standards in each of these categories.

The statistics show the results related to a review of standards that was progressively implemented in 2011 (Level 1), 2012 (Level 2), and 2013 (Level 3). The review involved removing, replacing, and modifying standards to improve the alignment of NCEA Level 1, 2, and 3 standards to their respective Curriculum Levels 6, 7, and 8. Also, some standards moved to internal assessment where this was deemed a more appropriate type of assessment.

As a result of the review there were:

- A decrease in the number of Unit Standards
- An increase in the number of Achievement Standards, particularly in Internally-assessed Achievement Standards
- An increase in the range of standards that could be used to assess the literacy and numeracy requirements.

Tables 8-11 and Figures 64-75 show the statistics for the three types of standards in 2017, 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 8-11 and Figures 64-69, it should be noted that Achievement Standards carry grades that are referred to in this report as Not Achieved, Achieved, Achieved with Merit, and Achieved with Excellence; while most Unit Standards only carry grades that are referred to as Not Achieved, and Achieved.

Results of Directory of Assessment Standards (DAS)

Table 8 shows entries and assessed results for each type of standard, along with grade percentages computed using assessed results.

	Entries	Number of Assessed Results	Not Achieved	Achieved	Merit	Excellence
Externally-assessed Achievement Standards	1,232,592	988,990	22.4%	38.2%	27.3%	12.2%
Internally-Assessed Achievement Standards	2,399,890	2,372,406	15.5%	34.4%	25.4%	24.8%
Unit Standards	793,878	779,073	9.5%	88.2%	1.1%	1.2%

Table 8. Percentage distributions of results for secondary school candidates in Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards in 2017. Percentages may not sum to 100 due to rounding.

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

	Number of Credits	Not Achieved	Achieved	Merit	Excellence
Externally-assessed Achievement Standards	4,443,538	21.7%	37.8%	27.5%	13.0%
Internally-assessed Achievement Standards	9,228,384	15.4%	33.8%	25.3%	25.5%
Unit Standards	2,705,576	9.9%	86.7%	1.6%	1.8%

Table 9. Percentage distributions of credits for Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards in 2017.



Results of Directory of Assessment Standards (DAS)

Tables 10 and 11 show the percentages of assessed results and credits for Unit Standards and Achievement Standards, in each school decile band, by NCEA level.

	Decile 1-3	Decile 4-7	Decile 8-10
LEVEL 1			
Externally-assessed Achievement Standards	15.4%	24.1%	32.9%
Internally-assessed Achievement Standards	64.6%	62.2%	60.9%
Unit Standards	20.0%	13.6%	6.2%
Total Results	294,972	774,472	635,792
LEVEL 2			
Externally-assessed Achievement Standards	12.6%	20.0%	28.2%
Internally-assessed Achievement Standards	48.2%	51.0%	56.4%
Unit Standards	39.2%	29.1%	15.4%
Total Results	252,883	660,900	565,655
LEVEL 3			
Externally-assessed Achievement Standards	13.8%	22.4%	29.8%
Internally-assessed Achievement Standards	52.9%	55.6%	59.0%
Unit Standards	33.2%	22.1%	11.2%
Total Results	144,931	377,201	378,630

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

Results of Directory of Assessment Standards (DAS)

	Decile 1-3	Decile 4-7	Decile 8-10
LEVEL 1			
Externally-assessed Achievement Standards	18.0%	26.6%	35.0%
Internally-assessed Achievement Standards	65.4%	62.4%	60.2%
Unit Standards	16.6%	11.0%	4.8%
Total Results	1,104,711	2,937,604	2,485,230
LEVEL 2			
Externally-assessed Achievement Standards	16.1%	24.2%	32.3%
Internally-assessed Achievement Standards	49.1%	51.0%	54.9%
Unit Standards	34.8%	24.8%	12.8%
Total Results	942,847	2,514,274	2,248,839
LEVEL 3			
Externally-assessed Achievement Standards	16.5%	25.6%	33.2%
Internally-assessed Achievement Standards	49.8%	52.4%	55.6%
Unit Standards	33.7%	22.0%	11.2%
Total Results	637,562	1,639,513	1,662,279

Table 11. Percentage and total numbers of assessed credits by NCEA level and school decile band.



Results of Directory of Assessment Standards (DAS)

Figures 64 and 65 compare the distributions of grades and credits for Externally-assessed Achievement Standards between School Decile Bands 1-3, 4-7, and 8-10 in 2017.

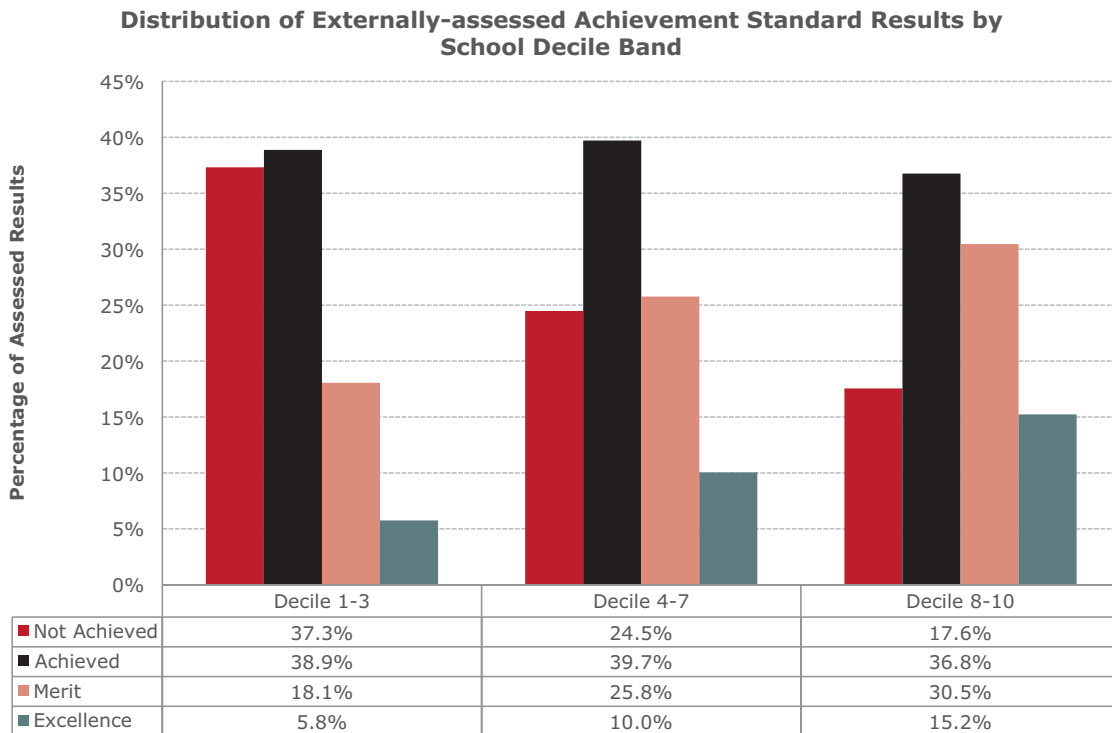


Figure 64. Percentage distributions of grades for Externally-assessed Achievement Standards in 2017, by school decile band. Percentages may not sum to 100 due to rounding.

Results of Directory of Assessment Standards (DAS)

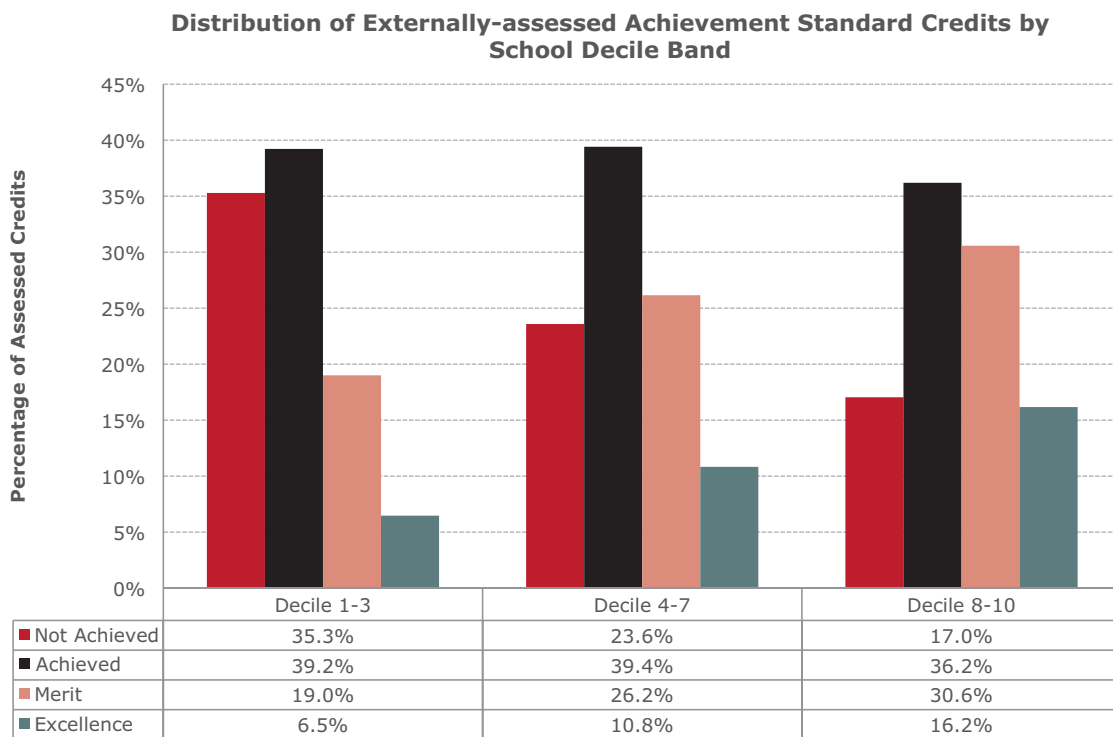


Figure 65. Percentage distributions of credits for Externally-assessed Achievement Standards in 2017, by school decile band.

Results of Directory of Assessment Standards (DAS)

Figures 66 and 67 show the distributions of results and credits for Internally-assessed Achievement standards by School Decile Bands 1-3, 4-7, and 8-10 in 2017.

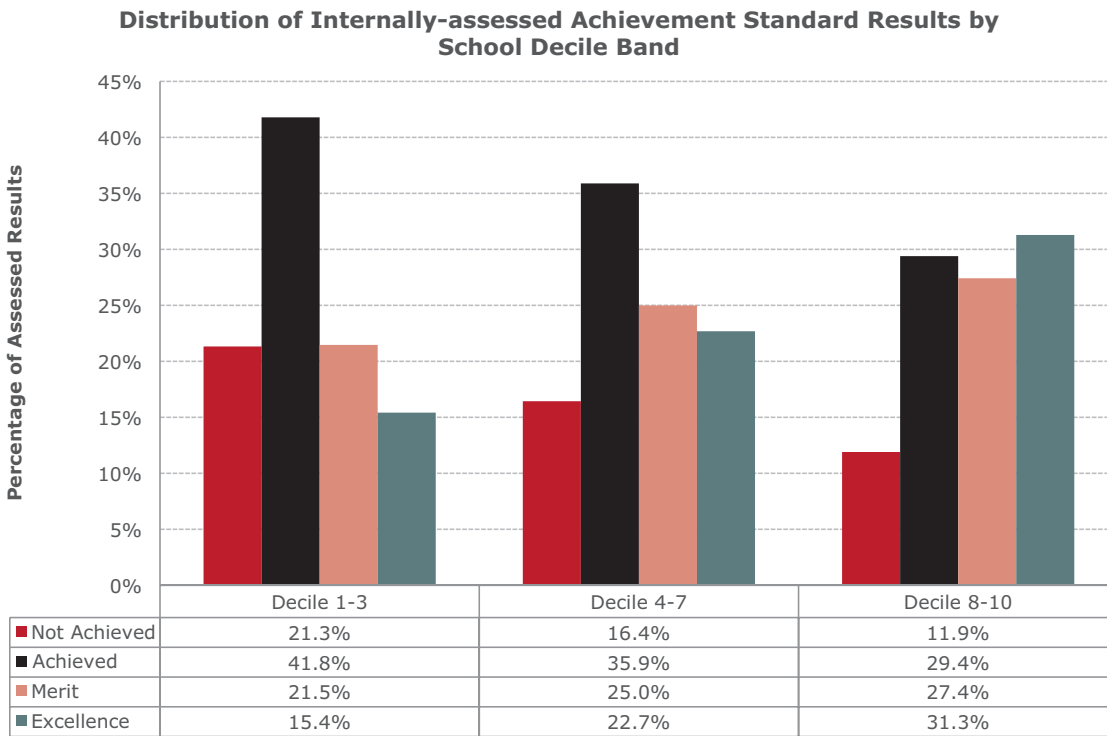


Figure 66. Percentage distributions of assessed results for Internally-assessed Achievement Standards in 2017, by school decile band.

Results of Directory of Assessment Standards (DAS)

Distribution of Internally-assessed Achievement Standard Credits by School Decile Band

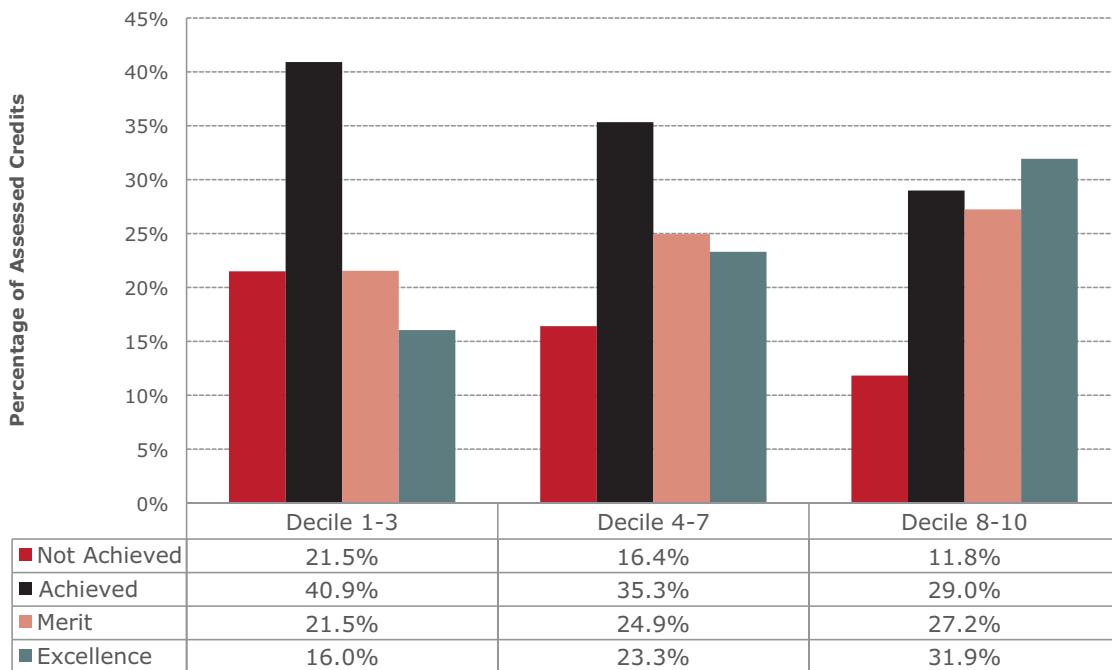


Figure 67. Percentage distributions of assessed credits for Internally-assessed Achievement Standards in 2017, by school decile band. Percentages may not sum to 100 due to rounding.

Results of Directory of Assessment Standards (DAS)

Figures 68 and 69 show the percentage distributions of results and credits for Unit Standards by school decile bands for 2017. More than 85% of results and 85% of credits for Unit Standards received an Achieved or higher grade across all three school decile bands.

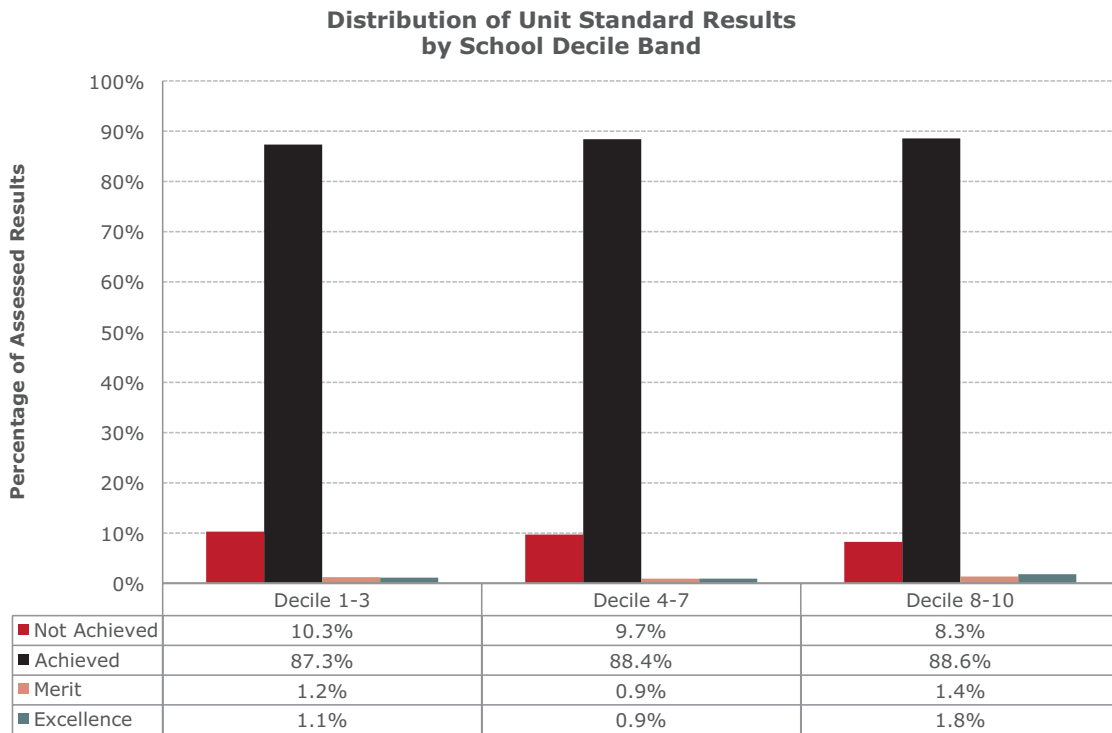


Figure 68. Percentage distributions of assessed results for Unit Standards in 2017, by school decile band. Percentages may not sum to 100 due to rounding.

Results of Directory of Assessment Standards (DAS)

Distribution of Unit Standard Credits by School Decile Band

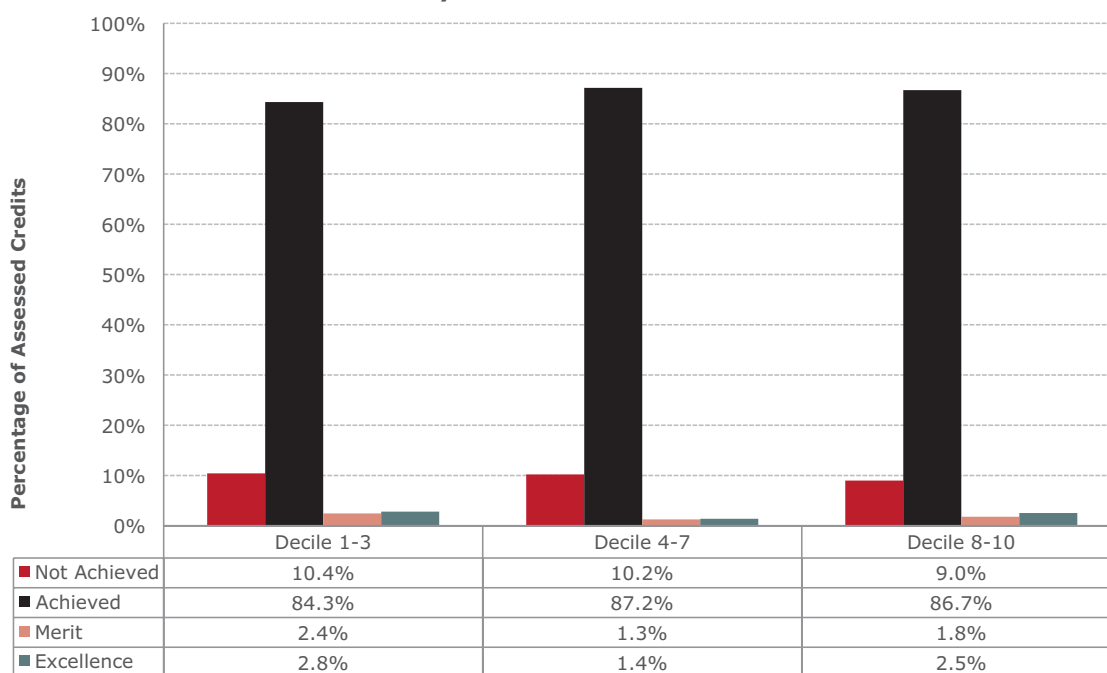


Figure 69. Percentage distributions of assessed credits for Unit Standards in 2017, by school decile band. Percentages may not sum to 100 due to rounding.

Figures 70-75 show the number of results and the number of credits for Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards at each NCEA level from 2013 to 2017.

The unusual pattern in these figures stem from the Alignment of Standards project. The project aligned all NCEA standards with New Zealand Curriculum 2007. Implementation of the standard alignments was staggered in stages over three years:

- The first stage implemented NCEA Level 1 standard alignments in 2011
- The second stage implemented NCEA Level 2 standard alignments in 2012
- The third and final stage implemented NCEA Level 3 standard alignments in 2013.

An anticipated outcome of the project was a change in the usage of Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards. That is, it was anticipated that the use of Externally-assessed Achievement Standards and Unit Standards would decrease and be offset with a corresponding increase in the use of Internally-assessed Achievement Standards, in the years following the project's implementation. When viewing Figures 74-75, it can be seen that this pattern is clearly visible for Level 3 (implemented in 2013).

Figures 70-75 also show a change in the number of credits of Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards. The reason for this was because the project also changed the amount of credits allocated to Standards. Hence a similar pattern to that of the use of Externally-assessed Achievement Standards, Internally-assessed Achievement Standards, and Unit Standards is evident.



Results of Directory of Assessment Standards (DAS)

Figure 70 shows the number of results for each standard type and assessment at Level I from 2013 to 2017.

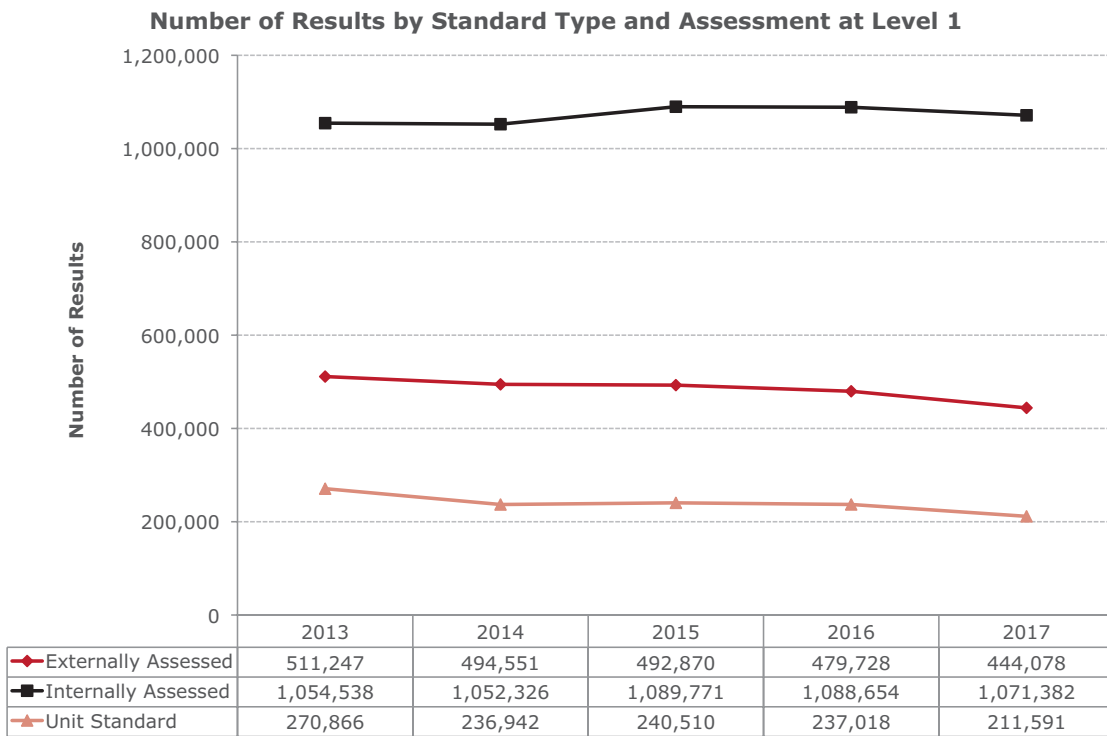


Figure 70. Number of results by standard type and assessment method at Level I from 2013 to 2017.

Results of Directory of Assessment Standards (DAS)

Figure 71 shows the number of credits for each standard type and assessment at Level I from 2013 to 2017.

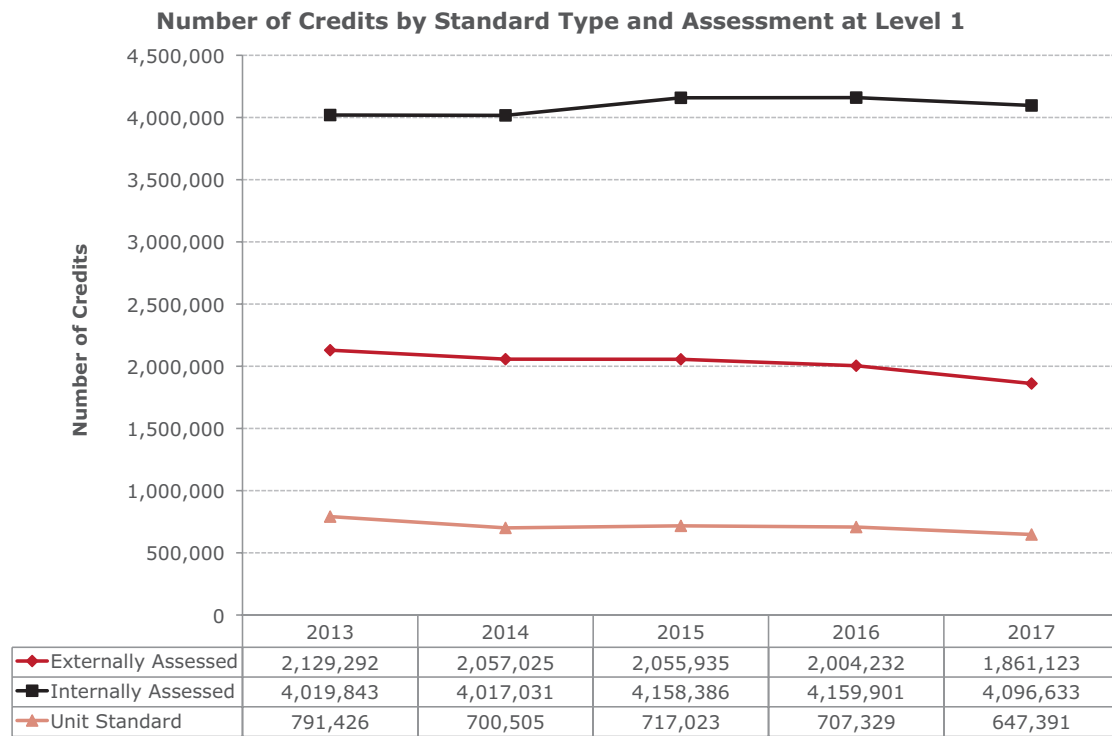


Figure 71. Number of credits by standard type and assessment method at Level I from 2013 to 2017.



Results of Directory of Assessment Standards (DAS)

Figure 72 shows the number of results for each standard type and assessment at Level 2 from 2013 to 2017.

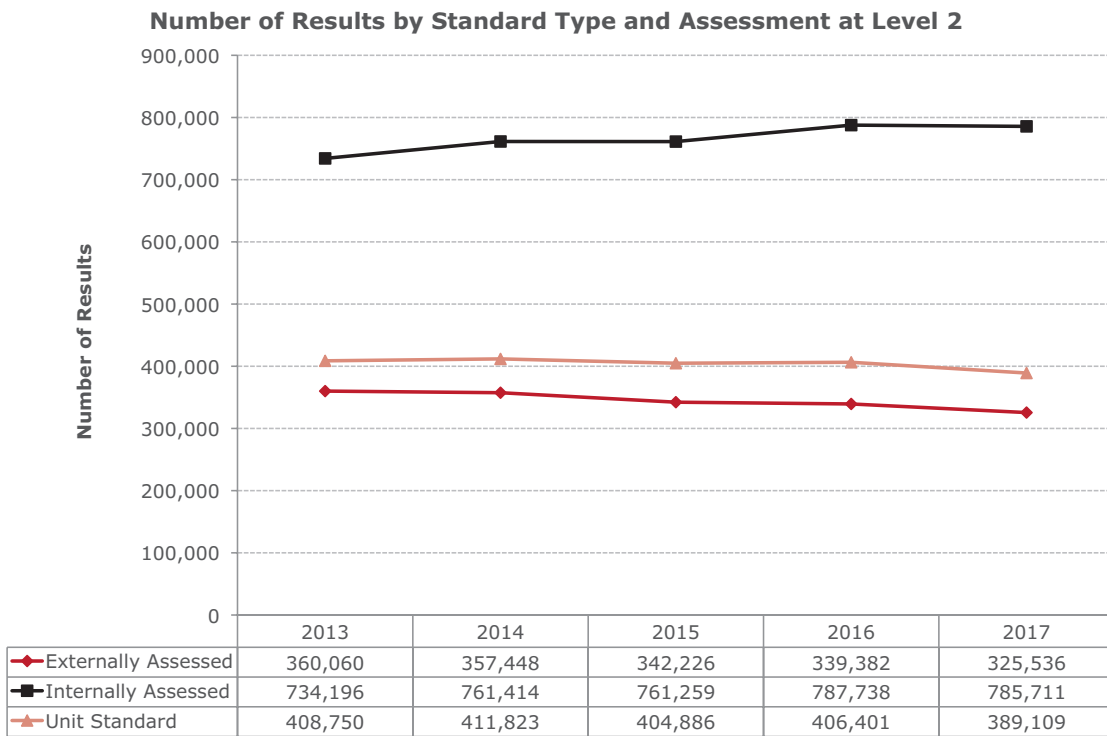


Figure 72. Number of results by standard type and assessment at Level 2 from 2013 to 2017.

Results of Directory of Assessment Standards (DAS)

Figure 73 shows the number of credits for each standard type and assessment at Level 2 from 2013 to 2017.

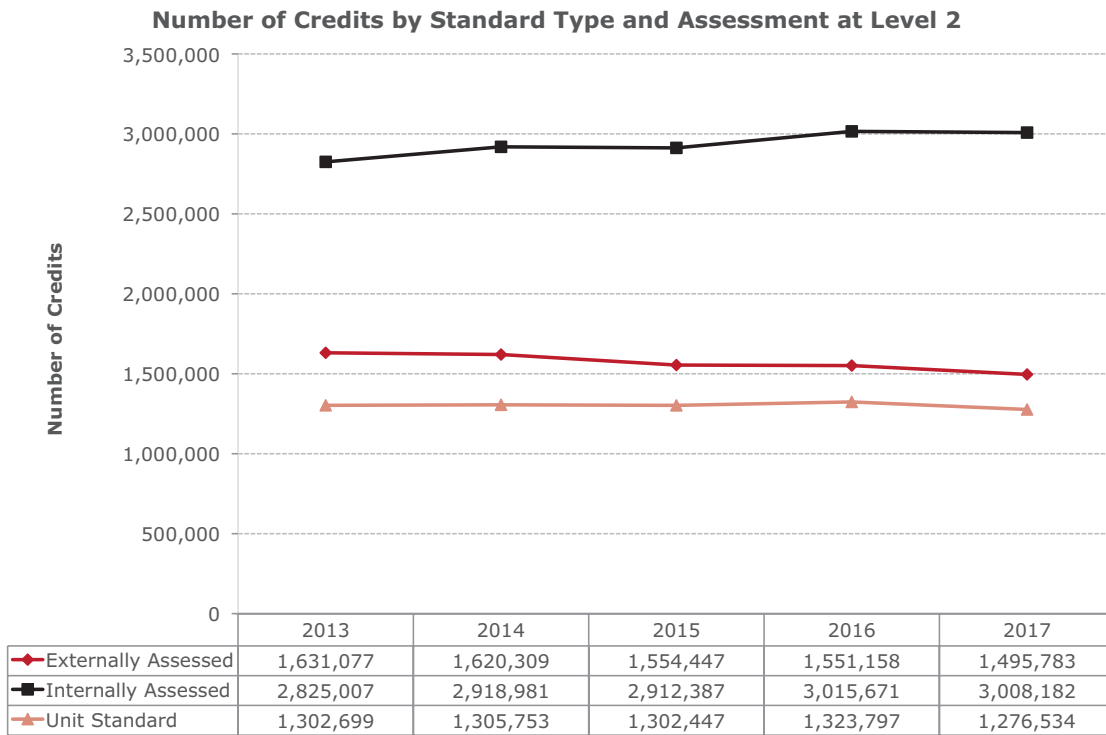


Figure 73. Number of credits by standard type and assessment at Level 2 from 2013 to 2017.



Results of Directory of Assessment Standards (DAS)

Figure 74 shows a reduction in the number of results from the use of Unit Standards in 2013. A decrease in the number of results from the use of Externally-assessed Achievement Standards and an increase in the number of results from the use of Internally-assessed Achievement Standards were evident in 2013.

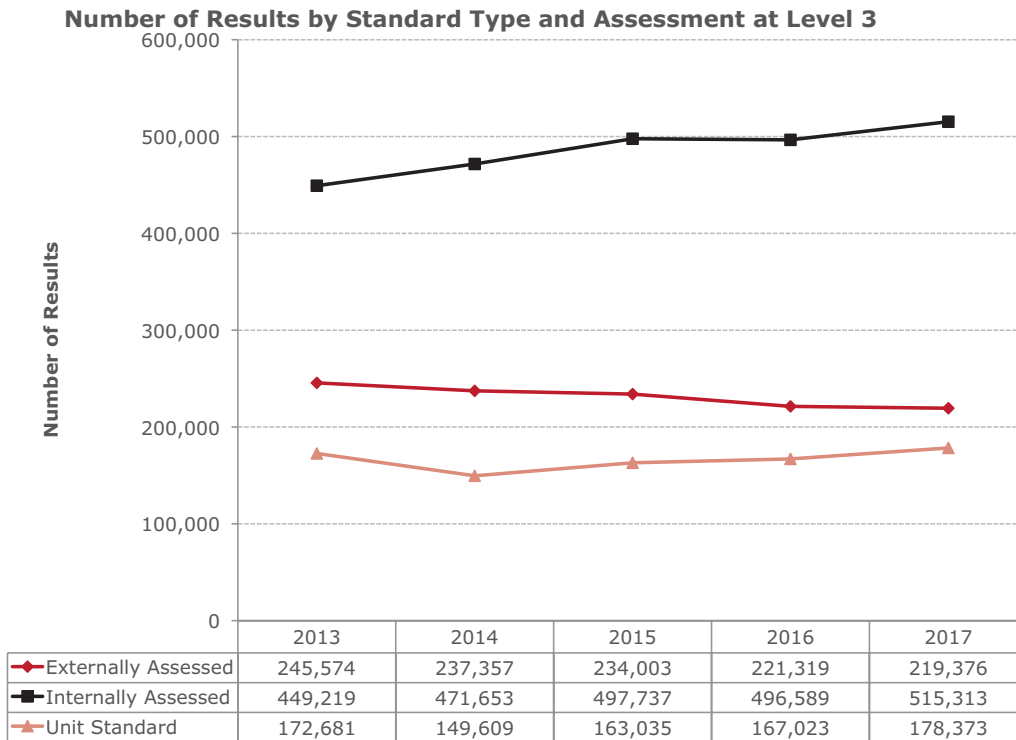


Figure 74. Number of results by standard type and assessment at Level 3 from 2013 to 2017.

Results of Directory of Assessment Standards (DAS)

Figure 75 shows the same pattern as in Figure 74, for the number of credits for each standard type and assessment from 2013 to 2017.

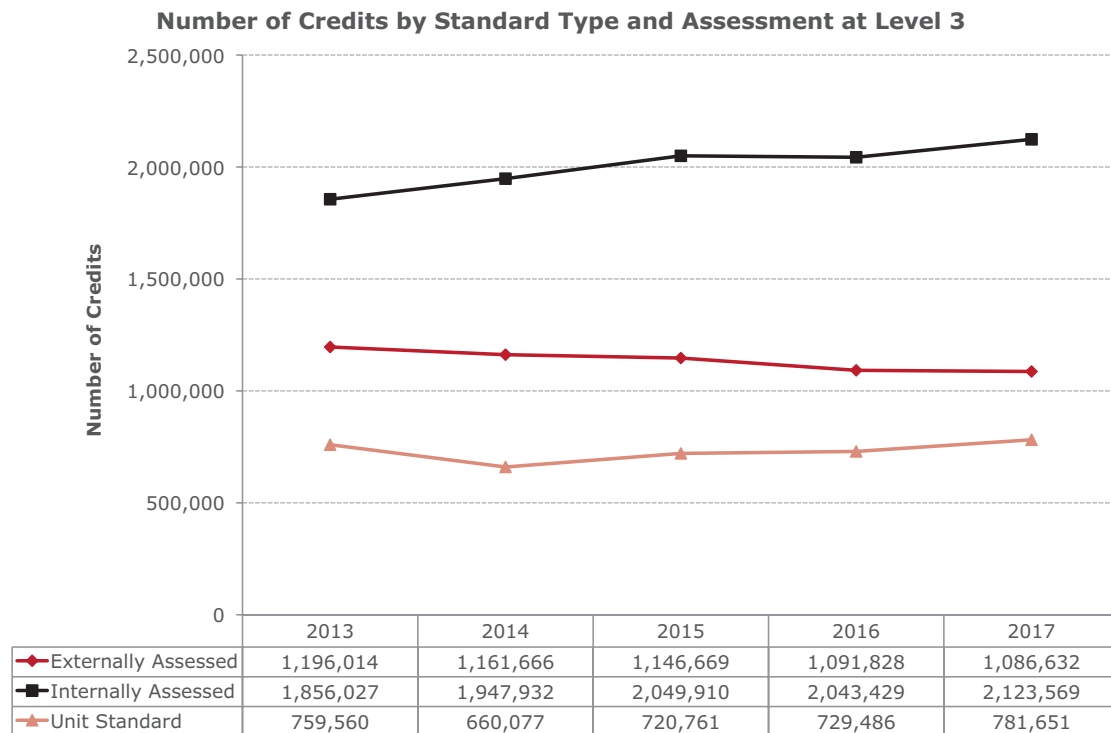


Figure 75. Number of credits by standard type and assessment at Level 3 from 2013 to 2017.



School Related Qualifications

School Related Qualifications refer to National Certificates other than NCEA, achieved by senior school students preparing for NCEA and University Entrance. For 2017, 7.6% of the School Related Qualifications were gained by Year 11 students, 46.7% by Year 12 students, and 45.7% by Year 13 students.

School Related Qualifications are grouped into eight categories:

- Academic
- Services Industries Sector
- Manufacturing and Technology Sector
- Construction and Infrastructure Sector
- Primary Industries Sector
- Social and Community Services Sector
- All, which may take parts from any of the six sectors listed above
- Other.

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

School Related Qualifications

For 2017, 48.6% of School Related Qualifications were gained by males, 51.4% by females and 0.05% by unknown. Categorized by ethnicity, 58.0% were gained by New Zealand European, 14.0% by New Zealand Māori, 6.8% by Pasifika, 18.7% by Asian and 2.5% by other. Categorized by school decile band, 46.2% from School Decile Band 8-10, 41.8% from School Decile Band 4-7, and 12.1% from School Decile Band 1-3. Percentages may not sum to 100 due to rounding.

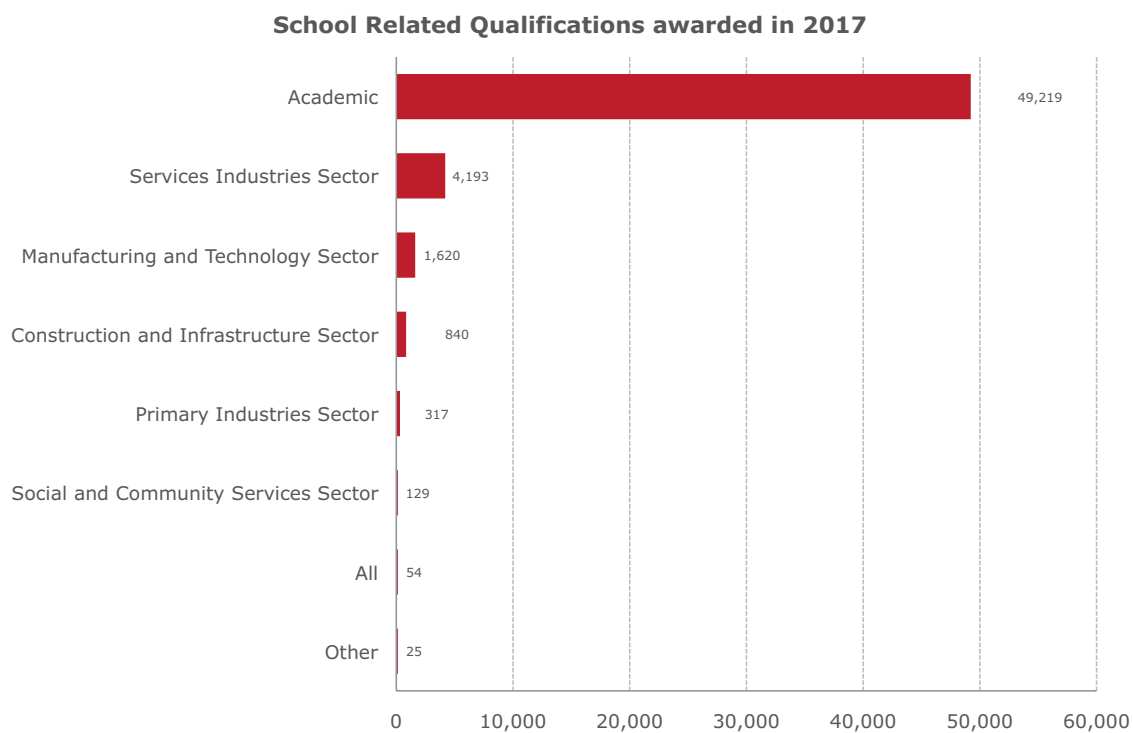


Figure 76. Number of School Related Qualifications awarded in 2017.



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, result publication, the return of examination booklets to students, and the processing of requests for review and reconsideration of results.

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

External Assessment

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

End-of-year external assessment involves a large number of students. It also involves a large number of people administering the external assessments, including marking examinations and portfolios. The following counts present some facts from the 2017 examinations:

- 146,669 students with a total of 1,251,303 entries in NCEA and New Zealand Scholarship examinations
- 60,445 students with entries at Level 1, 55,928 students with entries at Level 2, and 44,061 students with entries at Level 3
- 9,871 students entered for New Zealand Scholarship, providing 18,711 subject entries
- 127 examination sessions held at 414 examination centres throughout New Zealand.
- 1,608 markers and 5,820 examination supervisors and examination centre managers.

Reviews and Reconsiderations

Answer booklets for externally-assessed standards are returned to students near the end of January. After students have received their booklets they may apply for either a Review or a Reconsideration of their results.

A student applies for a Review if he or she believes there has been a processing error. Examples of a processing error include:

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

A Review involves checking:

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

Note that a Review does not involve re-marking the answer booklet but a Reconsideration does. A student applies for a Reconsideration if they believe their answer booklet has not been assessed correctly. That is, a Reconsideration involves re-marking the student's answer booklet. It follows that a Reconsideration also includes a Review.

To apply for a Review or a Reconsideration, students are required to complete a form which can be downloaded from the NZQA website. The completed form and their answer booklet(s) must reach NZQA by a specified date. For the 2017 examination round, this was Wednesday 21 February 2018 for NCEA, and Friday 2 March 2018 for Scholarship.

Tables 12 and 13 show the number of applications and success rates for Reviews and Reconsiderations of NCEA and Scholarship results from the 2013 to 2017 examination rounds. A change in the definition of success was implemented for the 2017 Scholarship results. The new definition for Scholarship mirrors the definition for NCEA. That is, a Scholarship Review or Reconsideration is successful when an upward change in grade has occurred.

NCEA Administrative processes and data

Table 12 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship from 2013 to 2017.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
2013	393	258	65.6%	6	1	16.7%
2014	369	244	66.1%	4	1	25.0%
2015	315	203	64.4%	7	5	71.4%
2016	407	278	68.3%	5	3	60.0%
2017	312	197	63.1%	4	1	25.0%

Table 12. Numbers and percent successful for Reviews of NCEA and Scholarship from 2013 to 2017.

Table 13 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship from 2013 to 2017.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
2013	8,558	1,563	18.3%	321	18	5.6%
2014	8,960	1,650	18.4%	314	9	2.9%
2015	9,573	1,745	18.2%	330	23	7.0%
2016	9,099	1,512	16.6%	405	21	5.2%
2017	9,772	1,705	17.4%	356	7	2.0%

Table 13. Numbers and percent successful for Reconsiderations of NCEA and Scholarship from 2013 to 2017.

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

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



NCEA Administrative processes and data

External Moderation of Internal Assessment

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

The focus of the moderation process is to ensure that student evidence for specific standards meets the criteria of the standard on a national basis. Consequently each school is required to have a process for randomly selecting student samples for moderation before submitting to NZQA moderators. Schools are required to address issues identified through the moderation process.

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

The 100,000 pieces of student work came from two separate samples, the School Check and the National System Check.

The School Check is a sample of 90,000 to 95,000 pieces of work purposively selected. The focus is on improving the quality of assessments by providing feedback to schools and teachers about the assessment decisions they have made.

The second sample, the National System Check, is a selection of 5,000 to 10,000 pieces of student work.

This is used to calculate the National Agreement rates shown in Tables 14 and 15. NZQA randomly selects the standards based on all internal achievement standard entries. Each randomly selected entry is associated with a school. That school is then required to send eight pieces of student work for the selected standard to NZQA for moderation.

Data on the agreement rate between teachers and moderators are considered in two ways: Agreement at the level of Credit, and Agreement at the level of Grade.

When a moderator reviews the assessment decision made with respect to a piece of student's work, they firstly consider if the assessor has correctly judged whether the work has met the standard. If the moderator and assessor agree that the piece of work demonstrated a result of either Not Achieved or Achieved, regardless of whether it was a Not Achieved, Achieved, Achieved with Merit or Achieved with Excellence result, then the judgement is said to be an Agreement at the level of Credit. This term refers to the credits that a student does or does not receive depending on whether they have achieved the standard.

If the judgement of the assessor and moderator is that the work demonstrates achievement of the standard, the moderator will then consider the awarded grade of Achieved, Achieved with Merit or Achieved with Excellence. If the moderator agrees with the assessor that the correct level of grade has been awarded, then the judgement is said to be an Agreement at the level of Grade.

Table 14 shows that in 2017 the National Agreement rate at the level of Credit was 92.1% and Agreement at the level of Grade was 83.2%.

	2013	2014	2015	2016	2017
Credit	88.0%	91.9%	92.5%	92.1%	92.1%
Grade	75.9%	82.8%	84.6%	84.9%	83.2%

Table 14. Overall moderation rates, both at the level of Credit and the level of Grade, from 2013 to 2017. Direct comparisons between years should be viewed with caution as the selection methodology changed each year from 2012 to 2014. For 2015, 2016 and 2017 the methodology is the same.

NCEA Administrative processes and data

Table 15 shows the National Moderation rate for 2017 at Credit and at Grade, by NCEA Level.

Level	At Credit	At Grade	Sample Size
1	93.4%	85.1%	5,005
2	91.2%	81.6%	3,501
3	90.8%	81.8%	2,578

Table 15. Moderation rate, both at Credit and at Grade, by NCEA Level, in 2017.

In 2017 NZQA continued to provide assessment support for internally-assessed standards as follows:

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

Moderator's clarification documents and annotated exemplars can be found on the NCEA subject resources pages on the NZQA website:

www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/

Information about assessor support options can be found on the Best Practice Workshop pages on the NZQA website:

www.nzqa.govt.nz/about-us/events/best-practice-workshops-assessment-and-moderation/

Breaches of Examination Rules

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

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

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

Since 2012, the reporting of some breaches has changed from that of previous years. For example, communicating with other candidates is now reported under two classes:

- Following Instructions
- Influencing/Assisting/Hindering.

Breaches relating to candidates possessing prepared notes during examination sessions are reported in one of the following two classes:

- Dishonest Practices
- Following Instructions.



NCEA Administrative processes and data

Table 16 summarises the investigations into breaches for 2017. A total of 379 reports were investigated, of which 358 were reported by examination centre managers, 15 by markers, and six by others.

Status of breach investigations	Number
Number of students for whom a breach was substantiated	353
Number of students where no breach occurred	25
Breach not attributed to any student due to lack of evidence	-
Decision pending	1
Total student investigations	379

Table 16. Status of investigations into breaches for 2017.

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

Type of breach	Nature of breach	Number
Dishonest Practice (10)	Cell phone use	6
	Using notes	-
	Altering/access to answer booklet	1
	Communicating with another candidate	-
	Other	3
Following Instructions (295)	Having a cell phone	117
	Inappropriate or offensive material/language	11
	Having notes	93
	Unauthorised material	28
	Unauthorised absence from exam room	-
	Other	46
Authenticity/Impersonation (11)	Similar answers to another candidate	-
	Authenticity	11
	Multiple handwriting	-
	Other	-
Influencing/Assisting/Hindering (63)	Disturbance	14
	Communicating with another candidate	46
	Other	3

Table 17. Investigations by type of breach by nature of breach for 2017.

NCEA Administrative processes and data

Table 18 shows investigations by eighteen geographical regions.

Region	Number
Auckland	174
Bay of Plenty	11
Canterbury	35
Central Plateau	7
East Coast	5
Hawkes Bay	10
Manawatu	15
Nelson/Marlborough	6
Northland	7
Otago	19
Southland	4
Taranaki	4
Waikato	31
Wairarapa	2
Wanganui	
Wellington	41
West Coast	8
Cook Islands	

Table 18. Investigations by region for 2017.



NCEA Administrative processes and data

Special Assessment Conditions (SAC)

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

Schools can apply for SAC using school-based evidence, rather than a formal psychometric report. A school gathers this evidence through the use of easy-to-administer, affordable testing tools.

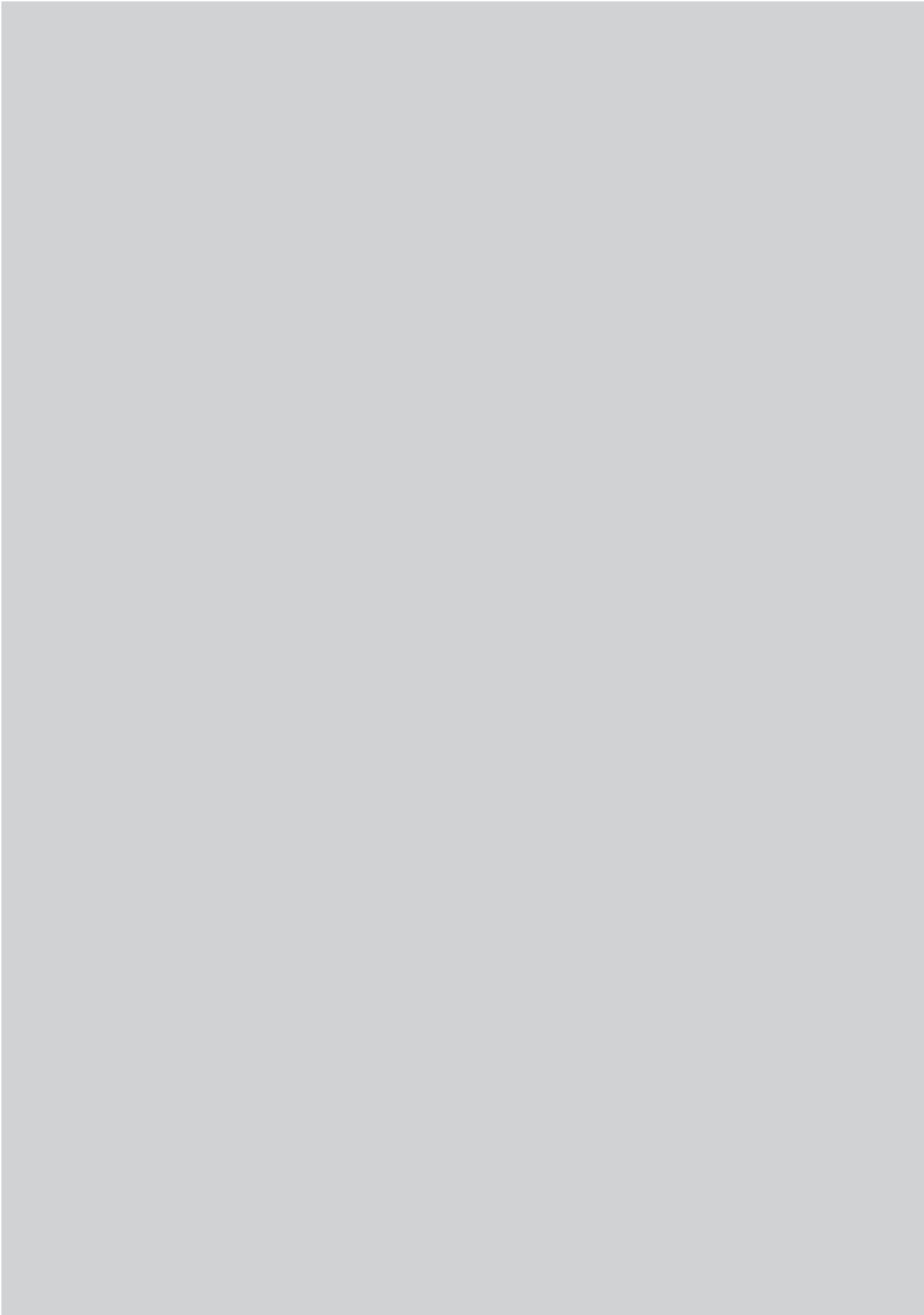
Table 19 shows 2017 SAC applications by decile.

Decile	No. of students enrolled in NCEA and Scholarship	Total Applications	Total Approved	School-based Evidence
1	9,251	315	297	240
2	8,103	269	252	178
3	12,577	384	364	249
4	15,314	736	706	427
5	12,376	764	736	413
6	22,462	1,245	1,209	601
7	21,304	1,176	1,153	388
8	20,092	1,554	1,530	626
9	22,480	1,641	1,609	512
10	19,298	1,938	1,903	381
99	4,622	192	189	29
Total	167,879	10,214	9,948	4,044

Table 19. SAC applications by decile for 2017. Note that decile 99 includes schools without a decile, e.g. new schools and Te Aho o te Kura Pounamu (The Correspondence School).

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

www.nzqa.govt.nz/sac



Appendices

Appendix I. Cohorts

This report uses four types of cohorts as a basis for the percentage statistics that have been presented. They are the Roll-based cohort, the Participating cohort, the Enrolled Student cohort and Tracked Year 11 cohort.

The **Roll-based cohort** includes all students at the year level on the Roll, both students who are and students who are not participating in any of the NCEA qualifications or UE.

The **Participating cohort** focuses on students whose entries suggest that they are candidates for the NCEA qualification or UE. The Participating cohort refers to four categories of Participating cohort:

- NCEA Level 1 certificate candidates in Year 11 cohort, i.e. 'participating' in NCEA Level 1
- NCEA Level 2 certificate candidates in Year 12 cohort, i.e. 'participating' in NCEA Level 2
- NCEA Level 3 certificate candidates in Year 13 cohort, i.e. 'participating' in NCEA Level 3
- UE candidates in Year 13 cohort, i.e. 'participating' in UE.

The **Enrolled Student** cohort is used to report Literacy and Numeracy attainment percentages.

The **Tracked Year 11 cohort** consists of students with one or more entries in either a Unit Standard or an Achievement Standard when they were in Year 11 two years previously. For this 2017 report the Tracked Year 11 cohorts consists of the students with one or more entries in either a Unit Standard or an Achievement Standard when they were in Year 11 in 2015.

The impact on attainment rates from using different types of cohorts is illustrated in the following table.

% based on	Roll-based Cohort	Tracked Cohort	Participating Cohort
NCEA Level 1 [Year 11]	74.6%	77.4%	86.1%
NCEA Level 2 [Year 12]	78.5%	74.3%	90.1%
NCEA Level 3 [Year 13]	65.7%	52.3%	84.5%

Table 20. NCEA attainment rates in 2017 by schooling year and cohort type.

The first value of 74.6% in the first row of Table 20 is the percentage of Year 11 students that attain NCEA Level 1 out of the number of Year 11 students on the school roll. Note that the number of Year 11 students on the school roll includes those that do not take courses administered by NZQA. The second value in the first row of 77.4% is the percentage of Year 11 students that attain NCEA Level 1 out of the number of Year 11 students with one or more entries to either a Unit Standard or Achievement Standard for NCEA Level 1. The third value in the first row of 86.1%

is the percentage of Year 11 students that attain NCEA Level 1 out of the number of Year 11 students that could accumulate a sufficient amount of credits for NCEA Level 1.

Each cohort in Table 20 can be further divided by gender and ethnicity, and this report also includes breakdowns related to schools such as school decile band

When deciding which attainment statistics to use, it is important to choose the appropriate cohort that fits the intended purpose.

Appendices

Appendix 2. School Related Qualifications

Qualification names grouped by category

Qualification name	Number of students awarded
ACADEMIC	
National Certificate in Computing (Level 2)	54
National Certificate in Computing (Level 3)	9
National Certificate in Māori (Te Waharoa) (Level 2)	485
National Certificate in Mathematics (Level 1)	29,074
National Certificate in Mathematics (Level 2)	19,597
ALL	
National Certificate in Business Administration and Computing (Level 2)	14
National Certificate in Business Administration and Computing (Level 3)	7
National Certificate in Employment Skills (Level 1)	33
CONSTRUCTION AND INFRASTRUCTURE SECTOR	
National Certificate in Building Construction, and Allied Trade Skills (Level 1)	587
National Certificate in Building Construction, and Allied Trade Skills (Level 2)	253
MANUFACTURING AND TECHNOLOGY SECTOR	
National Certificate in Clothing Manufacture (Elementary Sewing Skills) (Level 2)	8
National Certificate in Electronics Technology (Level 2)	99
National Certificate in Electronics Technology (Level 3)	13
National Certificate in Mechanical Engineering (Level 2)	13
National Certificate in Mechanical Engineering Technology (Level 1)	1,458
National Certificate in Motor Industry (Foundation Skills) (Level 1)	26
National Certificate in Motor Industry (Entry Skills) (Level 2)	3
PRIMARY INDUSTRIES SECTOR	
National Certificate in Agriculture (Introductory Skills) (Level 2)	7
National Certificate in Agriculture (Level 2)	7
National Certificate in Equine (Introductory Stable Skills) (Level 2)	1
National Certificate in Horticulture (Introductory) (Level 2)	103
National Certificate in Primary Sector (Level 1)	199



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Qualification name	Number of students awarded
SERVICES	
National Certificate in Dance (Level 2)	601
National Certificate in Dance (Level 3)	108
National Certificate in Drama (Level 2)	1,252
National Certificate in Drama (Level 3)	6
National Certificate in Hospitality (Introductory Cookery) (Level 2)	4
National Certificate in Music (Level 2)	1,211
National Certificate in Music (Level 3)	225
National Certificate in Performing Arts General (Level 1)	263
National Certificate in Performing Arts General (Level 2)	92
National Certificate in Performing Arts General (Level 3)	17
National Certificate in Retail (Level 2)	9
National Certificate in Tourism (Introductory Skills) (Level 2)	402
National Certificate in Tourism (Core Skills) (Level 3)	3
SOCIAL AND COMMUNITY SECTOR	
National Certificate in Early Childhood Education and Care (Level 3)	83
National Certificate in Work and Community Skills (Supported Learning) (Level 1)	46
OTHER	
National Certificate in Electrical Engineering (Level 2)	16
National Certificate in Fitness (Foundation Skills) (Level 2)	9

Table 21. School related qualifications by category.

Note: Most of the National Certificates referred to in this section will expire by the end of 2018. They are gradually being replaced by programmes leading to New Zealand Certificates.

Appendices

Appendix 3. Glossary

Achieved

The grade awarded in recognition of satisfying the Achievement Standard.

Achieved with Excellence

The highest possible grade for an Achievement Standard.

Achieved with Merit

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

Achievement

Within this report the term achievement refers to:

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

Achievement Standard

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

Alignment of Standards (Standards Review)

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

Answer Booklet

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

Assessed Results

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

- Not Achieved
- Achieved

- Achieved with Merit, or
- Achieved with Excellence.

Attainment

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

Breach of the Rules

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

Certificate Endorsement

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

Cohort

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

Course Endorsement

Recognition for students who perform well in individual courses. It is in the form of either Achieved with Merit or Achieved with Excellence. To qualify for a course endorsement, a student must gain 14 or more credits at Achieved with Merit or Achieved with Excellence in standards incorporated in that course. For most courses there is a further requirement that at least 3 of these credits must be gained from Externally-assessed Standards and 3 credits from Internally-assessed Standards.⁶

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:

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



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

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

Denominator

The number below the line in a fraction.

Entry/Entries

Enrolment/s of students into individual standards and reported by schools to NZQA. A student may enrol in multiple standards in an academic year, i.e. a student may have more than one entry.

Enrolment-based Data

Data of qualification achievements based on the Enrolled Student cohort. A student is counted as enrolled when a secondary school reports the student as enrolled and having at least one entry. Enrolment-based data covers students in Years 11, 12 and 13.

Ethnicity

Statistics by ethnicity as presented in the report uses a system of prioritisation order of New Zealand Māori, Pasifika, Asian, and New Zealand European. An impact of the prioritisation is an over-count of students in the New Zealand Māori category and an associated undercount in the other ethnic categories.

Examination Centre

A place where students sit examinations.

External Assessment

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

External Moderation

National external moderation provides assurance that assessment decisions are made at the national standard.

Internal Assessment

Assessment conducted by a school during the school year.

Literacy

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

Moderation

The NZQA process used to monitor and improve the quality of internal assessment materials and teachers assessment decisions.

NCEA

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

New Zealand Curriculum

A statement of official policy related to teaching and learning in schools. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled and explored. It defines five key competencies that are critical to sustained learning and effective participation in society, and that underline the emphasis on lifelong learning.⁷

Not Achieved

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

Numeracy

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

Numerator

The number above the line in a fraction.

NZQA

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

⁷ Ministry of Education (2007), The New Zealand Curriculum for English-medium teaching and learning years 1-13, Learning Media Limited.

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Participation-based Data

Data of qualification achievements based on the number of students participating in NCEA, rather than on School Rolls. A student is participating in NCEA for a given qualification level if that student may gain the required number of credits for that level in the given year.

Plagiarism

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

Reconsideration

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

Review

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

Roll

The School Roll is a count of the number of students enrolled in schools as at 1 July each year.

Roll-based Data

Data of qualification achievements based on the number of Year 11-13 students on School Rolls, rather than the number of students participating in NCEA.

Scholarship

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

Senior students

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

Special Assessment Conditions (SAC)

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

Te Marautanga o Aotearoa

The national curriculum for Māori-medium schools.

Unit Standard

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

University Entrance (UE)

The minimum academic requirement for admission to a New Zealand university. Although UE is not a qualification, it is treated as such in this report





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