Secondary Qualifications Statistics 2006
Contents

Final report................................................................. 3

General Overview......................................................... 4
  Table 1 Overview of results............................................ 4
  Table 2 Trends over time............................................. 5

Secondary qualifications statistics 2006............................... 6
  Table 3a Achievement statistics by NQF level.................. 6
  Table 3b NQF qualification statistics by level and year of schooling..... 7
  Table 4 NQF standards results distribution by gender, ethnicity and year of schooling................................................... 8
  Table 5 NQF results distribution by learning area................... 9
  Table 6 Number of school candidates by credit totals and NQF level..................................................................... 11

  Table 7 Number of school candidates achieving credits at one or more levels......................................................... 12

University Entrance and Scholarship statistics 2006.................. 13
  Table 8 University Entrance attainment through NQF/NCEA results...... 13
  Table 9 General NZ Scholarship data.................................. 14
  Table 10 NZ Scholarship results distribution by subject................... 15

Further information................................................................ 16
FINAL REPORT

This report for 2006 presents information concerning school candidate attainment in:
• the National Qualifications Framework (NQF), including the National Certificates of Educational Achievement (NCEA)
• University Entrance
• New Zealand Scholarship Certificate.

In the context of the report:
• a ‘candidate’ is a school student having one or more valid 2006 NQF results as at 9 March 2007, the time of calculating these statistical data
• a ‘valid result’ (referred to as a ‘result’ in this report) includes all results gaining credit plus ‘not achieved’ externally assessed results
• entries are only received for external assessments
• ‘results gaining credit’ are those achieved, achieved with merit and achieved with excellence.

The tables illustrate trends in the number of candidates achieving qualifications, provide information on results distributions for various candidate groupings, and supply statistics relating to school curriculum learning areas and scholarship subjects.

The tables represent final results. Compassionate considerations, grade reviews and reconsiderations have been taken into account.

Where tables refer to candidate numbers, or include these numbers in calculations, they are based upon the number of candidates who actually received final grades or results in the qualifications concerned.

The year 2002 marked the beginning of the full implementation of the NQF in secondary schools, commencing with the Level 1 qualification. NQF qualifications (principally the NCEA) are now the main national secondary school qualifications. Information on the NCEA can be found at www.nzqa.govt.nz/ncea/about/index.html

In this report, the New Zealand Qualifications Authority (NZQA) has supplied general data that are likely to be useful and of interest to a broad audience.

Any suggestions as to how the contents of this publication or website could be improved in future years would be appreciated. Please refer to page 16 for contact details.

More specific information is available on request and will be charged for on a cost-recovery basis. For details, see page 16 of this booklet.
GENERAL OVERVIEW

Table 1: Overview of results

Table 1 shows general information on secondary school students assessed against NQF (including NCEA) standards in 2006, and their results[1].

<table>
<thead>
<tr>
<th>Year of schooling</th>
<th>Total</th>
<th>Before Year 11</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Above Year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students on secondary school rolls at July 1 2006[1]</td>
<td>273 269</td>
<td>122 980</td>
<td>62 761</td>
<td>49 962</td>
<td>36 098</td>
<td>1 468</td>
</tr>
<tr>
<td>Number with NQF results[2]</td>
<td>150 055</td>
<td>7 452</td>
<td>58 927</td>
<td>47 760</td>
<td>33 709</td>
<td>713</td>
</tr>
<tr>
<td>Number of females with NQF results</td>
<td>77 232</td>
<td>3 527</td>
<td>29 452</td>
<td>24 846</td>
<td>18 035</td>
<td>418</td>
</tr>
<tr>
<td>Number of males with NQF results</td>
<td>72 823</td>
<td>3 925</td>
<td>29 475</td>
<td>22 914</td>
<td>15 674</td>
<td>295</td>
</tr>
<tr>
<td>Number of NZ Māori with NQF results</td>
<td>24 566</td>
<td>1 819</td>
<td>10 898</td>
<td>7 177</td>
<td>4 073</td>
<td>187</td>
</tr>
<tr>
<td>Number of NZ European with NQF results</td>
<td>86 709</td>
<td>4 137</td>
<td>34 309</td>
<td>28 010</td>
<td>19 267</td>
<td>267</td>
</tr>
<tr>
<td>Number of Pasifika Peoples with NQF results</td>
<td>12 178</td>
<td>239</td>
<td>4 971</td>
<td>3 965</td>
<td>2 885</td>
<td>78</td>
</tr>
<tr>
<td>Number of Asian with NQF results</td>
<td>17 699</td>
<td>816</td>
<td>5 635</td>
<td>5 741</td>
<td>5 284</td>
<td>132</td>
</tr>
<tr>
<td>Number of other/unspecified ethnicity with NQF results</td>
<td>8 903</td>
<td>441</td>
<td>3 114</td>
<td>2 867</td>
<td>2 200</td>
<td>49</td>
</tr>
<tr>
<td>Total number of NQF standards gaining credit[3]</td>
<td>3 556 059</td>
<td>56 052</td>
<td>1 739 131</td>
<td>1 148 849</td>
<td>594 661</td>
<td>8 416</td>
</tr>
<tr>
<td>Number of unit standards gaining credit</td>
<td>1 258 425</td>
<td>11 940</td>
<td>587 463</td>
<td>457 973</td>
<td>186 444</td>
<td>6 121</td>
</tr>
<tr>
<td>Number of achievement standards gaining credit</td>
<td>2 297 634</td>
<td>44 112</td>
<td>1 151 668</td>
<td>690 876</td>
<td>408 217</td>
<td>2 295</td>
</tr>
<tr>
<td>Total number of credits gained in all NQF standards</td>
<td>12 001 919</td>
<td>186 679</td>
<td>5 522 594</td>
<td>3 870 026</td>
<td>2 365 345</td>
<td>27 640</td>
</tr>
<tr>
<td>Number of credits gained in unit standards</td>
<td>3 819 367</td>
<td>32 412</td>
<td>1 566 612</td>
<td>1 470 774</td>
<td>702 726</td>
<td>18 903</td>
</tr>
<tr>
<td>Number of credits gained in achievement standards</td>
<td>8 182 552</td>
<td>154 267</td>
<td>3 955 982</td>
<td>2 399 252</td>
<td>1 662 619</td>
<td>8 737</td>
</tr>
<tr>
<td>Number of students gaining NQF credits</td>
<td>149 700</td>
<td>7 348</td>
<td>58 913</td>
<td>47 701</td>
<td>33 536</td>
<td>708</td>
</tr>
<tr>
<td>Number of students gaining 1-19 NQF credits</td>
<td>15 401</td>
<td>3 229</td>
<td>3 846</td>
<td>3 700</td>
<td>3 435</td>
<td>224</td>
</tr>
<tr>
<td>Number of students gaining 20-39 NQF credits</td>
<td>15 683</td>
<td>2 620</td>
<td>4 351</td>
<td>4 304</td>
<td>3 896</td>
<td>187</td>
</tr>
<tr>
<td>Number of students gaining 40-59 NQF credits</td>
<td>17 016</td>
<td>1 021</td>
<td>5 096</td>
<td>5 761</td>
<td>4 872</td>
<td>136</td>
</tr>
<tr>
<td>Number of students gaining 60-79 NQF credits</td>
<td>21 978</td>
<td>327</td>
<td>6 701</td>
<td>8 188</td>
<td>6 645</td>
<td>78</td>
</tr>
<tr>
<td>Number of students gaining 80 or more NQF credits</td>
<td>79 622</td>
<td>151</td>
<td>38 919</td>
<td>25 748</td>
<td>14 688</td>
<td>83</td>
</tr>
<tr>
<td>Number of students gaining one NQF qualification</td>
<td>92 546</td>
<td>156</td>
<td>37 669</td>
<td>32 909</td>
<td>21 602</td>
<td>201</td>
</tr>
<tr>
<td>Number of students gaining more than one NQF qualification</td>
<td>7 470</td>
<td>24</td>
<td>579</td>
<td>4 384</td>
<td>2 404</td>
<td>76</td>
</tr>
</tbody>
</table>

[1] Number of students on secondary school rolls at July 1 2006, coded in Ministry of Education statistics as year 9 and above.
[2] A ‘result’ is counted where a standard gains credit or is assessed as ‘not achieved’. Note the ‘not achieved’ results are not received for internally assessed standards.
[3] This encompasses both unit standards at any level and achievement standards.

Table 2: Trends over time

Table 2 shows the numbers of NQF (including NCEA) standards, credits and qualifications achieved\(^1\) in 2003, 2004, 2005 and 2006. The 2003 figures have been recalculated to reflect the changed definition of candidate\(^2\) used in this report.

<table>
<thead>
<tr>
<th>Year of schooling</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of candidates with NQF results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>49 929</td>
<td>54 463</td>
<td>55 841</td>
<td>58 927</td>
</tr>
<tr>
<td>Year 12</td>
<td>39 523</td>
<td>44 803</td>
<td>45 115</td>
<td>47 727</td>
</tr>
<tr>
<td>Year 13</td>
<td>13 766</td>
<td>32 644</td>
<td>33 268</td>
<td>33 568</td>
</tr>
<tr>
<td>Total no. of NQF standards with results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>1 732 955</td>
<td>1 874 716</td>
<td>1 917 652</td>
<td>2 051 142</td>
</tr>
<tr>
<td>Year 12</td>
<td>1 101 101</td>
<td>1 321 219</td>
<td>1 323 589</td>
<td>1 375 347</td>
</tr>
<tr>
<td>Year 13</td>
<td>158 025</td>
<td>746 144</td>
<td>746 005</td>
<td>736 731</td>
</tr>
<tr>
<td>Total no. of NQF standards gaining credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>1 402 088</td>
<td>1 552 411</td>
<td>1 607 928</td>
<td>1 739 131</td>
</tr>
<tr>
<td>Year 12</td>
<td>895 887</td>
<td>1 073 725</td>
<td>1 087 440</td>
<td>1 148 849</td>
</tr>
<tr>
<td>Year 13</td>
<td>137 154</td>
<td>583 238</td>
<td>593 403</td>
<td>594 661</td>
</tr>
<tr>
<td>Total no. of NCEA qualifications achieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>30 674</td>
<td>33 577</td>
<td>34 994</td>
<td>38 678</td>
</tr>
<tr>
<td>Year 12</td>
<td>27 784</td>
<td>36 703</td>
<td>36 946</td>
<td>41 201</td>
</tr>
<tr>
<td>Year 13</td>
<td>4 066</td>
<td>28 578</td>
<td>24 623</td>
<td>26 255</td>
</tr>
<tr>
<td>Total no. of other NQF (non-NCEA) qualifications achieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>94</td>
<td>120</td>
<td>177</td>
<td>182</td>
</tr>
<tr>
<td>Year 12</td>
<td>882</td>
<td>1 186</td>
<td>1 233</td>
<td>620</td>
</tr>
<tr>
<td>Year 13</td>
<td>524</td>
<td>906</td>
<td>989</td>
<td>601</td>
</tr>
<tr>
<td>Average no. of standards gaining credit per candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>28.1</td>
<td>28.5</td>
<td>28.8</td>
<td>29.5</td>
</tr>
<tr>
<td>Year 12</td>
<td>22.8</td>
<td>24.0</td>
<td>24.1</td>
<td>24.1</td>
</tr>
<tr>
<td>Year 13</td>
<td>10.1</td>
<td>17.9</td>
<td>17.9</td>
<td>17.7</td>
</tr>
<tr>
<td>Average no. of credits gained per candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>91.2</td>
<td>91.9</td>
<td>92.3</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 12</td>
<td>74.8</td>
<td>79.3</td>
<td>81.1</td>
<td>81.1</td>
</tr>
<tr>
<td>Year 13</td>
<td>33.9</td>
<td>68.8</td>
<td>69.2</td>
<td>70.5</td>
</tr>
</tbody>
</table>

\(^1\) "Standards achieved" are those in which candidates have reached the set standard and gained credit.

\(^2\) In 2003, a candidate was defined as a student with one or more valid entries. In 2004, 2005 and 2006, a candidate is defined as a student with one or more valid results.
### Table 3a: Achievement statistics by NQF level

Tables 3a and 3b summarise results by level achieved by candidates in successive years of schooling.

<table>
<thead>
<tr>
<th>Year of schooling</th>
<th>Total</th>
<th>Before Year 11</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Above Year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of candidates meeting the NCEA Level 1 literacy requirement</strong></td>
<td>126 264</td>
<td>1 629</td>
<td>47 592</td>
<td>43 943</td>
<td>32 494</td>
<td>561</td>
</tr>
<tr>
<td><strong>Number of candidates meeting the NCEA Level 1 numeracy requirement</strong></td>
<td>133 764</td>
<td>2 412</td>
<td>52 060</td>
<td>45 625</td>
<td>33 002</td>
<td>601</td>
</tr>
<tr>
<td><strong>Average number of standards gained per candidate in 2006</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 achievement standards</td>
<td>7.9</td>
<td>5.6</td>
<td>19.0</td>
<td>0.4</td>
<td>0.1</td>
<td>0.6</td>
</tr>
<tr>
<td>Level 1 unit standards</td>
<td>4.3</td>
<td>1.3</td>
<td>8.6</td>
<td>2.0</td>
<td>0.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Level 2 achievement standards</td>
<td>4.7</td>
<td>0.2</td>
<td>0.5</td>
<td>13.7</td>
<td>0.6</td>
<td>0.7</td>
</tr>
<tr>
<td>Level 2 unit standards</td>
<td>3.2</td>
<td>0.2</td>
<td>1.2</td>
<td>7.0</td>
<td>2.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Level 3 achievement standards</td>
<td>2.7</td>
<td>0.0</td>
<td>0.0</td>
<td>0.3</td>
<td>11.4</td>
<td>2.0</td>
</tr>
<tr>
<td>Level 3 unit standards</td>
<td>0.9</td>
<td>0.0</td>
<td>0.1</td>
<td>0.6</td>
<td>2.8</td>
<td>1.6</td>
</tr>
<tr>
<td>Level 4 and above unit standards</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Average number of credits gained per candidate in 2006</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>38.0</td>
<td>22.9</td>
<td>87.6</td>
<td>6.1</td>
<td>1.8</td>
<td>11.0</td>
</tr>
<tr>
<td>Level 2</td>
<td>26.8</td>
<td>1.9</td>
<td>5.6</td>
<td>70.7</td>
<td>8.3</td>
<td>12.4</td>
</tr>
<tr>
<td>Level 3</td>
<td>14.9</td>
<td>0.2</td>
<td>0.5</td>
<td>4.0</td>
<td>59.5</td>
<td>14.7</td>
</tr>
<tr>
<td>Level 4 and above</td>
<td>0.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
<td>0.6</td>
<td>0.7</td>
</tr>
</tbody>
</table>
### Table 3b: NQF qualification statistics by level and year of schooling

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Before Year 11</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 13</th>
<th>Above Year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates achieving NQF qualifications</td>
<td>100 016</td>
<td>180</td>
<td>38 248</td>
<td>37 293</td>
<td>24 006</td>
<td>277</td>
</tr>
<tr>
<td>NCEA Level 1</td>
<td>49 014</td>
<td>161</td>
<td>38 003</td>
<td>8 636</td>
<td>2 075</td>
<td>131</td>
</tr>
<tr>
<td>NCEA Level 2</td>
<td>38 109</td>
<td>40</td>
<td>629</td>
<td>32 186</td>
<td>5 107</td>
<td>142</td>
</tr>
<tr>
<td>NCEA Level 3</td>
<td>19 594</td>
<td>2</td>
<td>46</td>
<td>379</td>
<td>19 073</td>
<td>90</td>
</tr>
<tr>
<td>Other NQF Level 1 qualifications</td>
<td>267</td>
<td>1</td>
<td>75</td>
<td>128</td>
<td>59</td>
<td>4</td>
</tr>
<tr>
<td>Other NQF Level 2 qualifications</td>
<td>906</td>
<td>1</td>
<td>97</td>
<td>471</td>
<td>334</td>
<td>3</td>
</tr>
<tr>
<td>Other NQF Level 3 qualifications</td>
<td>232</td>
<td>0</td>
<td>9</td>
<td>18</td>
<td>204</td>
<td>1</td>
</tr>
<tr>
<td>Other NQF Level 4 and above qualifications</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 4: NQF standards results distribution by gender, ethnicity and year of schooling

Table 4 shows the numbers of standards with NQF results at successive levels, broken down by gender and by ethnicity.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Total</th>
<th>Total</th>
<th>Year 11</th>
<th>Male</th>
<th>Female</th>
<th>NZ Māori</th>
<th>Pasifika Peoples</th>
<th>NZ European</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates with NQF results</td>
<td>100 135</td>
<td>58 744</td>
<td>49 967</td>
<td>50 168</td>
<td>19 460</td>
<td>9 570</td>
<td>55 839</td>
<td>9 751</td>
<td></td>
</tr>
<tr>
<td>Number of standards with results</td>
<td>2 155 608</td>
<td>1 936 419</td>
<td>1 041 934</td>
<td>1 113 674</td>
<td>338 827</td>
<td>161 049</td>
<td>1 326 865</td>
<td>211 874</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained</td>
<td>57.3</td>
<td>57.5</td>
<td>61.5</td>
<td>53.6</td>
<td>66.7</td>
<td>68.9</td>
<td>56.4</td>
<td>48.3</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained with merit</td>
<td>29.4</td>
<td>29.4</td>
<td>27.6</td>
<td>31.0</td>
<td>24.5</td>
<td>22.9</td>
<td>30.3</td>
<td>32.0</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained with excellence</td>
<td>13.3</td>
<td>13.1</td>
<td>10.9</td>
<td>15.4</td>
<td>8.8</td>
<td>8.2</td>
<td>13.3</td>
<td>19.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Total</th>
<th>Total</th>
<th>Year 12</th>
<th>Male</th>
<th>Female</th>
<th>NZ Māori</th>
<th>Pasifika Peoples</th>
<th>NZ European</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates with NQF results</td>
<td>95 065</td>
<td>46 637</td>
<td>47 672</td>
<td>47 393</td>
<td>15 573</td>
<td>8 041</td>
<td>54 401</td>
<td>11 440</td>
<td></td>
</tr>
<tr>
<td>Number of standards with results</td>
<td>1 420 126</td>
<td>1 198 214</td>
<td>666 261</td>
<td>753 865</td>
<td>173 498</td>
<td>94 697</td>
<td>893 310</td>
<td>176 928</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained</td>
<td>55.3</td>
<td>55.4</td>
<td>59.4</td>
<td>52.0</td>
<td>63.9</td>
<td>68.1</td>
<td>54.6</td>
<td>49.2</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained with merit</td>
<td>30.0</td>
<td>30.1</td>
<td>28.2</td>
<td>31.5</td>
<td>26.1</td>
<td>23.2</td>
<td>30.8</td>
<td>31.1</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained with excellence</td>
<td>14.7</td>
<td>14.5</td>
<td>12.4</td>
<td>16.5</td>
<td>10.0</td>
<td>8.7</td>
<td>14.6</td>
<td>19.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Total</th>
<th>Total</th>
<th>Year 13</th>
<th>Male</th>
<th>Female</th>
<th>NZ Māori</th>
<th>Pasifika Peoples</th>
<th>NZ European</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates with NQF results</td>
<td>53 323</td>
<td>31 447</td>
<td>25 331</td>
<td>27 992</td>
<td>7 341</td>
<td>3 890</td>
<td>30 951</td>
<td>7 904</td>
<td></td>
</tr>
<tr>
<td>Number of standards with results</td>
<td>672 544</td>
<td>612 430</td>
<td>299 194</td>
<td>373 350</td>
<td>58 014</td>
<td>33 209</td>
<td>420 263</td>
<td>119 305</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained</td>
<td>53.3</td>
<td>53.8</td>
<td>56.7</td>
<td>50.8</td>
<td>60.7</td>
<td>67.4</td>
<td>52.9</td>
<td>49.4</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained with merit</td>
<td>31.0</td>
<td>30.8</td>
<td>29.7</td>
<td>31.9</td>
<td>27.6</td>
<td>23.7</td>
<td>31.4</td>
<td>32.2</td>
<td></td>
</tr>
<tr>
<td>Percent of achievement standards gained with excellence</td>
<td>15.7</td>
<td>15.4</td>
<td>13.7</td>
<td>17.3</td>
<td>11.7</td>
<td>9.0</td>
<td>15.7</td>
<td>18.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 and above</th>
<th>Total</th>
<th>Total</th>
<th>Year 13</th>
<th>Male</th>
<th>Female</th>
<th>NZ Māori</th>
<th>Pasifika Peoples</th>
<th>NZ European</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates with NQF results</td>
<td>2 543</td>
<td>1 450</td>
<td>1 055</td>
<td>1 488</td>
<td>488</td>
<td>127</td>
<td>1 377</td>
<td>414</td>
<td></td>
</tr>
<tr>
<td>Number of standards with results</td>
<td>3 752</td>
<td>2 259</td>
<td>1 448</td>
<td>2 304</td>
<td>816</td>
<td>159</td>
<td>1 927</td>
<td>672</td>
<td></td>
</tr>
</tbody>
</table>
Table 5: NQF results distribution by learning area

Table 5 gives the distribution of 2006 results at successive levels, broken down by school curriculum learning area and type of standard. An eighth category, specialist studies, includes standards in domains that do not fit school curriculum learning areas and higher level standards.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>All standards</th>
<th>Unit standards</th>
<th>Achievement standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total achieved results</td>
<td>Total achieved results</td>
<td>Total achieved results</td>
</tr>
<tr>
<td>Language and languages</td>
<td>389 764</td>
<td>96 460</td>
<td>293 304</td>
</tr>
<tr>
<td>English</td>
<td>339 973</td>
<td>93 102</td>
<td>246 871</td>
</tr>
<tr>
<td>Te Reo</td>
<td>11 267</td>
<td>2 459</td>
<td>8 808</td>
</tr>
<tr>
<td>Other languages</td>
<td>38 524</td>
<td>899</td>
<td>37 625</td>
</tr>
<tr>
<td>Science</td>
<td>267 965</td>
<td>90 630</td>
<td>177 335</td>
</tr>
<tr>
<td>Technology</td>
<td>171 842</td>
<td>73 629</td>
<td>98 213</td>
</tr>
<tr>
<td>Social sciences</td>
<td>204 598</td>
<td>56 516</td>
<td>148 082</td>
</tr>
<tr>
<td>The arts</td>
<td>81 069</td>
<td>4 219</td>
<td>76 850</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>162 479</td>
<td>56 421</td>
<td>106 058</td>
</tr>
<tr>
<td>Specialist studies</td>
<td>9 157</td>
<td>9 157</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>All standards</th>
<th>Unit standards</th>
<th>Achievement standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total achieved results</td>
<td>Total achieved results</td>
<td>Total achieved results</td>
</tr>
<tr>
<td>Language and languages</td>
<td>245 592</td>
<td>63 016</td>
<td>182 576</td>
</tr>
<tr>
<td>English</td>
<td>219 695</td>
<td>61 555</td>
<td>158 140</td>
</tr>
<tr>
<td>Te Reo</td>
<td>6 565</td>
<td>1 121</td>
<td>5 444</td>
</tr>
<tr>
<td>Other languages</td>
<td>19 332</td>
<td>340</td>
<td>18 992</td>
</tr>
<tr>
<td>Mathematics</td>
<td>204 072</td>
<td>44 561</td>
<td>159 511</td>
</tr>
<tr>
<td>Science</td>
<td>187 922</td>
<td>32 618</td>
<td>155 304</td>
</tr>
<tr>
<td>Technology</td>
<td>158 773</td>
<td>134 137</td>
<td>24 636</td>
</tr>
<tr>
<td>Social sciences</td>
<td>202 255</td>
<td>120 258</td>
<td>81 997</td>
</tr>
<tr>
<td>The arts</td>
<td>58 002</td>
<td>7 557</td>
<td>50 445</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>109 288</td>
<td>58 869</td>
<td>50 419</td>
</tr>
<tr>
<td>Specialist studies</td>
<td>24 600</td>
<td>24 600</td>
<td>0</td>
</tr>
</tbody>
</table>
## Table 5: NQF results distribution by learning area (continued)

<table>
<thead>
<tr>
<th>Level 3</th>
<th>All standards</th>
<th>Unit standards</th>
<th>Achievement standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total achieved results</td>
<td>Total achieved results</td>
<td>Total achieved results</td>
</tr>
<tr>
<td>Language and languages</td>
<td>101 599</td>
<td>15 466</td>
<td>86 133</td>
</tr>
<tr>
<td>English</td>
<td>84 602</td>
<td>14 796</td>
<td>69 806</td>
</tr>
<tr>
<td>Te Reo</td>
<td>4 006</td>
<td>507</td>
<td>3 499</td>
</tr>
<tr>
<td>Other languages</td>
<td>12 991</td>
<td>163</td>
<td>12 828</td>
</tr>
<tr>
<td>Mathematics</td>
<td>122 905</td>
<td>17 930</td>
<td>104 975</td>
</tr>
<tr>
<td>Science</td>
<td>92 579</td>
<td>12 043</td>
<td>80 536</td>
</tr>
<tr>
<td>Technology</td>
<td>41 681</td>
<td>32 717</td>
<td>8 964</td>
</tr>
<tr>
<td>Social sciences</td>
<td>88 883</td>
<td>20 090</td>
<td>68 793</td>
</tr>
<tr>
<td>The arts</td>
<td>34 745</td>
<td>2 384</td>
<td>32 361</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>41 320</td>
<td>18 578</td>
<td>22 742</td>
</tr>
<tr>
<td>Specialist studies</td>
<td>12 403</td>
<td>12 403</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 and above</th>
<th>All standards</th>
<th>Unit standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total achieved results</td>
<td>Total achieved results</td>
</tr>
<tr>
<td>Language and languages</td>
<td>816</td>
<td>759</td>
</tr>
<tr>
<td>English</td>
<td>686</td>
<td>686</td>
</tr>
<tr>
<td>Te Reo</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Other languages</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>Science</td>
<td>183</td>
<td>183</td>
</tr>
<tr>
<td>Technology</td>
<td>907</td>
<td>907</td>
</tr>
<tr>
<td>Social sciences</td>
<td>684</td>
<td>684</td>
</tr>
<tr>
<td>The arts</td>
<td>423</td>
<td>423</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td>Specialist studies</td>
<td>442</td>
<td>442</td>
</tr>
</tbody>
</table>
Table 6: Number of school candidates by credit totals and NQF level

Table 6 shows the numbers of students gaining specified bands of credits at successive NQF levels. The number of students in each credit band is reported as a percentage of all students gaining credits at that level.

<table>
<thead>
<tr>
<th>No. of NQF credits</th>
<th>All levels</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1-19</td>
<td>15 401</td>
<td>10.3</td>
<td>35 846</td>
<td>35.9</td>
<td>41 765</td>
</tr>
<tr>
<td>20-29</td>
<td>8 429</td>
<td>5.6</td>
<td>7 558</td>
<td>7.6</td>
<td>9 237</td>
</tr>
<tr>
<td>30-39</td>
<td>7 254</td>
<td>4.8</td>
<td>4 529</td>
<td>4.5</td>
<td>5 252</td>
</tr>
<tr>
<td>40-59</td>
<td>17 016</td>
<td>11.4</td>
<td>7 705</td>
<td>7.7</td>
<td>8 358</td>
</tr>
<tr>
<td>60-79</td>
<td>21 978</td>
<td>14.7</td>
<td>8 443</td>
<td>8.5</td>
<td>8 708</td>
</tr>
<tr>
<td>80-99</td>
<td>26 414</td>
<td>17.6</td>
<td>10 446</td>
<td>10.5</td>
<td>8 187</td>
</tr>
<tr>
<td>100-119</td>
<td>24 024</td>
<td>16.0</td>
<td>10 348</td>
<td>10.4</td>
<td>7 174</td>
</tr>
<tr>
<td>120-139</td>
<td>18 247</td>
<td>12.2</td>
<td>9 394</td>
<td>9.4</td>
<td>4 318</td>
</tr>
<tr>
<td>&gt;= 140</td>
<td>10 937</td>
<td>7.3</td>
<td>5 643</td>
<td>5.6</td>
<td>1 405</td>
</tr>
</tbody>
</table>
### Table 7: Number of school candidates achieving credits at one or more levels

Table 7 shows the numbers by level, of candidates gaining NQF credits at successive levels.

<table>
<thead>
<tr>
<th>Category</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQF L1 only</td>
<td>51 451</td>
<td>50 019</td>
<td>51 864</td>
<td>52 381</td>
<td>53 646</td>
</tr>
<tr>
<td>NQF L2 only</td>
<td>6 647</td>
<td>31 580</td>
<td>34 511</td>
<td>35 976</td>
<td>37 684</td>
</tr>
<tr>
<td>NQF at or above L3 only</td>
<td>1 471</td>
<td>1 811</td>
<td>22 092</td>
<td>22 696</td>
<td>23 650</td>
</tr>
<tr>
<td>NQF L1 and NQF L2*[1]</td>
<td>3 434</td>
<td>8 324</td>
<td>9 534</td>
<td>8 589</td>
<td>9 057</td>
</tr>
<tr>
<td>NQF L1 and NQF L3 &amp; above</td>
<td>135</td>
<td>207</td>
<td>379</td>
<td>321</td>
<td>310</td>
</tr>
<tr>
<td>NQF L2 and NQF L3 &amp; above</td>
<td>490</td>
<td>1 581</td>
<td>5 263</td>
<td>5 466</td>
<td>5 456</td>
</tr>
<tr>
<td>NQF L1, NQF L2 and NQF L3 &amp; above</td>
<td>187</td>
<td>364</td>
<td>582</td>
<td>483</td>
<td>442</td>
</tr>
</tbody>
</table>

*[1] Where more than one level is involved, NQF L1, NQF L2 and NQF L3 & above represent students who received results having an aggregate credit value of 20 or more at the level concerned. A student with aggregate credits in 2006 of 15 at level 1, 52 at level 2, 15 at level 3 and 7 at level 4 would show as NQF L2 & L3.
Table 8: University Entrance attainment through NQF/NCEA results

Table 8 shows attainment of the University Entrance criteria by eligible candidates. An eligible candidate is one whose results show sufficient credits attempted to potentially qualify the candidate for the award of University Entrance and who has met the literacy and numeracy requirements.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>All candidates</td>
<td>16 102</td>
<td>17 243</td>
<td>18404</td>
</tr>
<tr>
<td>Year 13 candidates</td>
<td>15 810</td>
<td>16 865</td>
<td>18051</td>
</tr>
<tr>
<td>Female</td>
<td>9 329</td>
<td>9 916</td>
<td>10678</td>
</tr>
<tr>
<td>Male</td>
<td>6 773</td>
<td>7 327</td>
<td>7726</td>
</tr>
<tr>
<td>NZ Māori</td>
<td>925</td>
<td>1 080</td>
<td>1275</td>
</tr>
<tr>
<td>NZ European</td>
<td>10 940</td>
<td>11 629</td>
<td>12179</td>
</tr>
<tr>
<td>Pasifika Peoples</td>
<td>458</td>
<td>527</td>
<td>599</td>
</tr>
<tr>
<td>Asian</td>
<td>3 059</td>
<td>3 205</td>
<td>3226</td>
</tr>
<tr>
<td>Other or unspecified</td>
<td>720</td>
<td>802</td>
<td>1125</td>
</tr>
</tbody>
</table>
Table 9: General NZ Scholarship data

Table 9 shows general information about New Zealand Scholarship entries and results.

<table>
<thead>
<tr>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students on year 13 secondary school roll</td>
</tr>
<tr>
<td>No. of scholarship subject entries</td>
</tr>
<tr>
<td>Absent from examination</td>
</tr>
<tr>
<td>Not achieved</td>
</tr>
<tr>
<td>Scholarship achieved</td>
</tr>
<tr>
<td>Outstanding scholarship</td>
</tr>
<tr>
<td>% of year 13 school roll with one or more successful results</td>
</tr>
<tr>
<td>% of scholarship entries with successful results</td>
</tr>
</tbody>
</table>
### Table 10: NZ Scholarship results distribution by subject

Table 10 shows the number of students studying subjects at level 3, the percentage gaining scholarships and the numbers achieving each scholarship level.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of year 13 students studying the subject at level 3</th>
<th>Percentage of year 13 students studying the subject at level 3 to be awarded Scholarship</th>
<th>Scholarship achieved</th>
<th>Outstanding scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>2 894</td>
<td>3.0</td>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>Art History</td>
<td>1 728</td>
<td>3.2</td>
<td>48</td>
<td>7</td>
</tr>
<tr>
<td>Biology</td>
<td>7 742</td>
<td>2.9</td>
<td>191</td>
<td>30</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6 388</td>
<td>3.3</td>
<td>189</td>
<td>21</td>
</tr>
<tr>
<td>Chinese</td>
<td>164</td>
<td>13.4</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>4 915</td>
<td>3.2</td>
<td>142</td>
<td>16</td>
</tr>
<tr>
<td>Drama</td>
<td>1 491</td>
<td>3.0</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>Economics</td>
<td>4 355</td>
<td>3.1</td>
<td>119</td>
<td>17</td>
</tr>
<tr>
<td>English</td>
<td>12 852</td>
<td>3.0</td>
<td>346</td>
<td>38</td>
</tr>
<tr>
<td>French</td>
<td>748</td>
<td>3.6</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>5 961</td>
<td>3.0</td>
<td>151</td>
<td>29</td>
</tr>
<tr>
<td>German</td>
<td>380</td>
<td>5.5</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Graphics</td>
<td>1 582</td>
<td>3.1</td>
<td>44</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>5 383</td>
<td>2.8</td>
<td>140</td>
<td>10</td>
</tr>
<tr>
<td>Japanese</td>
<td>814</td>
<td>3.6</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td>23</td>
<td>17.4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics with Calculus</td>
<td>6 981</td>
<td>3.1</td>
<td>197</td>
<td>21</td>
</tr>
<tr>
<td>Media Studies</td>
<td>2 371</td>
<td>2.7</td>
<td>57</td>
<td>6</td>
</tr>
<tr>
<td>Music Studies</td>
<td>875</td>
<td>3.2</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3 612</td>
<td>2.2</td>
<td>66</td>
<td>12</td>
</tr>
<tr>
<td>Physics</td>
<td>6 345</td>
<td>2.8</td>
<td>162</td>
<td>17</td>
</tr>
<tr>
<td>Science</td>
<td>699</td>
<td>3.2</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>238</td>
<td>3.8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Statistics and Modelling</td>
<td>12 533</td>
<td>3.0</td>
<td>325</td>
<td>49</td>
</tr>
<tr>
<td>Te Reo Maori</td>
<td>428</td>
<td>3.7</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Technology</td>
<td>920</td>
<td>2.1</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>5 585</td>
<td>3.0</td>
<td>148</td>
<td>18</td>
</tr>
</tbody>
</table>

|               |                                               |                                               | 2 611 | 338   |

**Further Information**

More specific information is available on request and will be charged for on a cost-recovery basis.

Confirmation of data availability and cost estimates will be supplied before any processing is undertaken. Full details of the data required, should be submitted to:

Manager  
Research and Knowledge Services  
New Zealand Qualifications Authority  
PO Box 160  
WELLINGTON

t  04 463 3000  
f  04 802 3426  
e  monitoring_research@nzqa.govt.nz  
w  www.nzqa.govt.nz