

## EXAMINATION RESULTS SUMMARY 2010

The School has received both NCEA and CIE results for the 2010 examination session. NZ Scholarship results will not be received until mid February.

We were delighted with **CIE** results at AS and A Level. In fact the School received the best results we have ever achieved. IGCSE results were also excellent but not up to the spectacular results received in 2009. In part this was due to a change in the teaching programme we offered to our boys which was more demanding than previously.

Overall Grammar students achieved five Top of the World awards: B C Cho in IGCSE Combined Science, PHH Yuen in IGCSE Physics, ACX Tian in AS Classics, NAJ Orr in AS French and S G Fraser in A Level English Literature.

In addition a further ten students topped New Zealand in a wide range of subjects at all examination levels.

Special mention must be made of Robert Zhang who was 1st in New Zealand across his four AS subjects and Qiheng Yang who was placed 3rd in New Zealand across his five IGCSE subjects.

CIE RESULTS SUMMARY 2010									
IGCSE	A* %	A %	B %	C %	D %	E %	F %	U %	X %
2009	41	32	17	7	2	0.4	0.1	-	-
2010	31	28	22	14	3	1.0	0.2	-	-
World 2010	8	14	19	22	13	10	5.0	3	6

AS	A %	B %	C %	D %	E %	U %	X %
2009	29	19	20	15	10	7	0.9
2010	33	19	19	13	8	7	1.0
World 2010	N/A						

A2	A* %	A %	B %	C %	D %	E %	U %	X %
2009	N/A	33	24	23	14	5	0.4	1.2
2010	18	25	24	20	9	3	-	-
World 2010	6	9	13	17	18	16	22	

**NCEA** results produced a mixed bag. It is worth commenting here that only 38% of our cohort is eligible to achieve NCEA certificates as 68% of our boys sit CIE.

Of special pride to us however, was the massive improvement in NCEA Level 3 results. A major reason for this was the fact that most universities introduced selective entry criteria and students therefore were forced to gain as many credits as possible rather than just the bare minimum required for university entrance.

Level 1 and 2 results were disappointing. Our view is that this is because of the incremental way that NCEA can be achieved. For example, a student who falls short of gaining NCEA Level 1 by 8 credits one year will “pass” Level 1 as soon as they gain 8 Level 2 credits the next year. This reality of NCEA means that many adopt a complacent attitude towards assessment and achievement.

Numeracy and literacy rates gained through NCEA were pleasing (94% and 83% respectively) and the university entrance pass rate for NCEA boys was an encouraging 71%.

I am also delighted to report that a number of our boys studying NCEA gained Certificate Endorsement based on their excellent results overall: 23 Merit endorsements at Level 1, 15 at Level 2 and 12 at Level 3.

<b>NCEA RESULTS SUMMARY 2010</b>	
<b>LEVEL 1</b>	
2008	62%
2009	70%
2010	56%
<b>LEVEL 2</b>	
2008	<b>76%</b>
2009	<b>82%</b>
2010	<b>67%</b>
<b>LEVEL 3</b>	
2008	<b>72%</b>
2009	<b>56%</b>
2010	<b>69%</b>
<b>UNIVERSITY ENTRANCE (NCEA Cohort)</b>	
<b>2008</b>	76%
<b>2009</b>	62%
<b>2010</b>	71%

Unlike many schools, the AGS curriculum is based on traditional, academic subjects assessed almost exclusively through Achievement Standards. There are few “soft” options. This also means that the majority of NCEA assessment at Grammar is external. Nationally, pass rates for internally assessed standards are significantly higher than for externally assessed standards.

Assuming (on the basis of historical examination results and CIE results since 2002) that our top 62% of boys sitting CIE would have passed NCEA Levels 1-3, the adjusted NCEA pass rates would be well above the national average pass rates for decile 8-10 schools.

JM/MPV