

Student experience evaluation report 2019

NCEA Online

Final



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Student experience evaluation report 2019

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1. Introduction

35 digital exams were offered in 2019 – 13 sessions at Level 1, 12 sessions at Level 2 and 10 sessions at Level 3 for the subjects English, Media Studies, Classical Studies, Business Studies, Agricultural and Horticultural Science, History, Education for Sustainability, Art History, Health, Social Studies, Home Economics, Latin, Te Reo Māori and Te Reo Rangatira. 14,343 students participated¹ in at least one of the digital exams, from 197 schools.

3,479 of the 14,343 students who participated in at least one of the digital exams in 2019 had participated in at least one of the digital exams in 2018.

963 of the 14,343 students who participated in at least one of the digital exams in 2019 participated in at least one of the digital exams in both 2018 and 2017.

1.1 Information on the survey

The student survey was designed to measure students' self-reported satisfaction and experience of the digital exams, administered by NZQA during November 2019. The survey was presented for students to complete online, immediately after submitting their digital exam response. The survey included establishing whether the students regularly use electronic devices at home and at school.

NZQA received 3,888 survey responses from 3,652 students attending 190 unique schools. Some students sat more than one digital exam and therefore may have answered the survey more than once. 36,364 digital exam logins were recorded from 202 schools.

Due to a technical issue, the survey was not made available to all Level 2 English participants. These participants and their responses have been excluded from the analysis present in the remainder of this section, but are included in all other sections.

The response rate to the survey was 27.25% (3,886 of 14,262²).

24.64% (451 of 1,830) of Māori students who participated in the digital exams responded to the survey, and of the survey responses 12.48% (485 of 3,886) were from Māori students.

18.76% (214 of 1,141) of Pacific students who participated in the digital exams responded to the survey, and of the survey responses 5.84% (227 of 3,886) were from Pacific students.

The table below shows the number of survey responses received by exam.

Digital Exam Session ³	Student Participation	Count of Survey Responses	Percentage
Level 1 Sessions			
L1-AGRI	88	19	21.59
L1-ARTH	0	0	0.00
L1-BUSI	389	114	29.30

¹ Student participation is defined as a student who has logged in to a digital exam and has a digitally assessed result (Not Achieved, Achieved, Merit, or Excellence).

² The number of students who participated in Digital Examinations excluding Level 2 English

³ Abbreviations are described in Appendix Four.

Digital Exam Session ³	Student Participation	Count of Survey Responses	Percentage
L1-CLAS	134	43	32.90
L1-ENGL	4,800	1,327	27.65
L1-HEAL	210	58	27.62
L1-HIST	1,296	397	30.63
L1-HOME	106	14	13.20
L1-LATI	6	3	50.00
L1-MEDI	460	131	28.48
L1-SOCI	59	6	10.17
L1-TREM	30	16	53.33
L1-TRER	3	1	33.33
Level 1 Total	7,578	2,129	28.09
Level 2 Sessions			
L2-AGRI	23	8	34.78
L2-ARTH	44	7	15.91
L2-BUSI	343	69	20.12
L2-CLAS	307	69	22.48
L2-ENSU	29	5	20.00
L2-HEAL	158	41	25.95
L2-HIST	692	176	25.43
L2-HOME	44	5	11.36
L2-LATI	2	1	50.00
L2-MEDI	646	168	26.00
L2-SOCI	30	10	33.33
Level 2 Total	2,318	561	24.20
Level 3 Sessions			
L3-AGRI	19		
L3-ARTH	93	13	13.98
L3-BUSI	341	79	23.17
L3-CLAS	439	132	30.07
L3-ENGL	1,843	475	25.77
L3-HEAL	156	33	21.15
L3-HIST	715	212	29.65

Digital Exam Session ³	Student Participation	Count of Survey Responses	Percentage
L3-HOME	42	19	45.24
L3-MEDI	568	194	34.15
L3-SOCI	150	41	27.33
Level 3 Total	4,366	1,198	27.44
All Sessions			
Total	14,262	3,886	27.25
Sessions Excluded from Response Rates			
L2-ENGL ⁴	81	2	2.47

The survey responses for each session, ethnicity, and school decile are presented together. There are differences between the responses by sessions, and by ethnicity. The main response differences between sessions are related to technology use in learning and the screen layout of digital exams. The response differences between ethnicities are related to device use on exam day and technology use in learning. Response difference between school deciles were found in device use on exam day, technology use in learning, practice activities, preference for digital over paper, and connection or device problems.

The survey was made available to students within the SoNET system, directly after they submitted their exam. The survey consisted of 10 questions, with one open-ended question – see Appendix One for a list of the survey questions. The survey was designed to take approximately five minutes to complete. Not all the students answered all the questions in the survey. See Appendix Two for summary tables of responses to the closed-ended questions.

Students were asked to participate in the survey after each digital exam, resulting in some students completing the survey more than once. Every response is included in the analysis as students could have different experiences in each session.

The respondents were not required to answer all the questions, hence the response rate between questions varies.

As the survey respondents were self-selected and the response rate is under 30%, care must be taken when applying the findings to all the digital student participants, and to ethnicity groupings of digital exam participants.

1.2 Comparison with previous years

In 2018, nine digital exams were offered (Levels 1, 2 and 3 for the subjects English, Media Studies, and Classical Studies).

In 2018 NZQA received 1,468 survey responses from 1,422 students. 7,148 Students logged into exam sessions.

⁴ The survey was not offered to all Level 2 English digital students due to a technical issue.

In 2017 six digital exams were offered (Levels 1 and 2 for the subjects English, Media Studies, and Classical Studies).

In 2017 NZQA received 1,068 survey responses from 1,047 students.

2. Survey findings

2.1 Overall satisfaction

Respondents were positive about completing a digital exam, with 96.75% (3,308 of 3,419) agreeing or strongly agreeing it was a positive experience. Similarly, in 2017 and 2018, 98% and 97% of respondents, respectively, reported the same sentiment.

There were no significant differences in overall satisfaction between different sessions and ethnicities. See Appendix Four for a summary of responses, by exam session, to the question: "Overall, I found completing this exam digitally was a positive experience".

Respondents also indicated a strong preference for completing the exam digitally rather than on paper, with 92.88% (3,182 of 3,426) agreeing or strongly agreeing that digital was preferable to paper-based. Similarly, in both 2017 and 2018, 95% of respondents reported the same sentiment.

At the end of the survey the respondents were asked if they had any concluding comments on the exam in terms of their likes or dislikes. In response to this final question, respondents mentioned that typing was easier and faster than handwriting, and that their hands did not become sore. They also mentioned that it was easier to edit their answers and that spell check, and copy and paste were useful functions to have.

Examples of these comments are below:

"To be perfectly honest I wasn't expecting it to run as smoothly as it did, within our classroom we had a few issues but nothing major. Prior to the exam I could see lots of things that could go wrong, charging, network etc. But fortunately, everything was fine. Digital is a lot faster than on paper and allows more time for critical thinking rather than writing."

"Digital was a good choice"

"I've done this exam digitally for three years, and I love it! It's really helped me to process my ideas more easily as I can type quickly and cut and paste ideas to structure my paragraphs as I go. I wish all essay-based subjects were digital - or even scholarship English would be amazing as a digital exam too in the future."

"I found it a much easier and quicker way of expressing the answers that I wanted for my Exam"

In response to the final question where respondents were asked if there was anything they disliked about the exam, some mentioned issues such as accidental lockouts, timeouts and incomplete warnings. Some mentioned they didn't like the instructions they were given and thought they could be clearer. Several aspects of the interface were mentioned, spell check not working correctly and not having a word count or 'find' option. The most common dislike from the respondents was the layout of the split screens. 27.98% (233 of 833) of the final question survey comments were related to the layout and box sizes in the exam.

Examples of these comments are below:

"The unfamiliar text was very hard to answer as it was a skinny box and I had to keep scrolling back up and down to see what the question was and what I had already written."

"I did a digital exam for English last year, with a completely different layout. It was infinitely better last year. The input boxes were wide and nicely stacked on top of each other. This year, mainly for the box where I wrote my whole exam, the box was much too narrow, and I had a hard time following my own train of thought while reading as I wrote."

"Really need word count function."

"Work on the \"Spelling Check\" button, as there were a number of words that were very close to the correct word spelling yet didn't show me the correct way of spelling them."

"Occasionally, while typing fast it's not uncommon to hit a button that brings up coding? Or accesses another site. This can be hazardous as it thinks you've accessed a site other than the exam purposefully."

"it was hard to find where to log on to the exam, and I didn't like how there was a large section for planning but a small section on the screen for actually writing the exam"

2.2 The digital exam experience

2.2.1 Preparation

NZQA made practice activities available to students who were participating in the digital exams. The purpose of the practice activities was to provide students with the opportunity to experience the look and feel of a digital exam, including the login and submission process that students would experience, and the different tools that are part of the digital exams.

58.57% (2,122 of 3,623) agreed or strongly agreed that they found the practice activities useful in their preparation for their digital exam. This is lower than previous years – in 2018 and 2017, 81% and 74%, respectively, of respondents shared the same sentiment.

24.15% of respondents (875 of 3,623) said that they did not know the practice activities existed. This is higher than 2018 and 2017, when 14% and 21% of respondents, respectively, did not know the practice activities existed.

13.99% of respondents (507 of 3,623) said that they knew about the practice activities but did not participate in them.

There was a significant difference by decile in terms of responses around the practice activities. From high decile schools there was a higher number of respondents than statistically expected⁵ who did

⁵ The statistical expected value is based on the number of responses in the decile group, the number that chose that answer and the total number of responses. This gives us an idea of what the overall distribution of the responses should look like if the decile groups were independent.

(Total responses to the question in decile group) (Total responses with that answer) / (total question responses)

not know about the practice activities or knew about the practice activities but did not do them. Low decile schools had a higher number of respondents than statistically expected who agreed or strongly agreed they found the practice activities useful in their preparation for their digital examination.

2.2.2 On the day

59.48% of respondents (2,152 of 3,618) reported using their own device to complete their digital exam, and 40.52% of respondents (1,466 of 3,618) reported using a school-provided device. These percentages are similar to respondents' device usage in 2018 (53% school provided and 47% own device) and 2017 (46% school provided and 54% own device).

There was a significant difference by ethnicity in terms of access to technology within the exam. 37.93% (77 of 203) of Pacific students and 59.36% (2,027 of 3,415) of non-Pacific students reported that they used their own device in the digital exam. Similarly, 40.76% (183 of 449) of Māori students and 62.13% (1,969 of 3,169) of non-Māori students reported using their own device in the digital exam.

There was a significant difference by school decile in terms of access to technology within the exam. High decile schools (deciles 8-10) had a lower number of respondents than statistically expected using school provided devices and low decile schools (deciles 1-4) had a higher number of respondents than statistically expected using school provided devices.

89.52% of respondents (3,264 of 3,646) reported experiencing no network or device problems when accessing or completing the digital exam. This is higher than in 2018 and 2017 when 66% and 83% respectively reported having no network or device problems in the digital exam.

Of the respondents who reported experiencing any connection or device problems in the digital exam, 47.91% (183 of 382) reported experiencing network problems. The remainder of the respondents (52.09%; 199 of 382) indicated they experienced device problems.

There was a significant difference by school decile regarding network or device problems. Respondents from decile 10 schools had a higher than statistically expected rate of network problems. A lower number of respondents from decile 6 schools than statistically expected reported having network problems.

94.25% (3,248 of 3,446) of the survey respondents found it very easy or easy to navigate through the digital exam. 93.65% (3,217 of 3,435) of respondents found entering their responses to the digital exam very easy or easy. For these two questions, where students had the same sentiments, this is lower than in 2018 (98% and 98%) and 2017 (98% and 97%).

Of the respondents who indicated that they found it difficult or extremely difficult to enter their responses, 41.74% (91 of 218) were from Level 1 English and History. These sessions had split exam screens, to allow the resource booklet to be displayed in one section and the response entered in the other. Of the students who found it difficult or extremely difficult to enter their responses overall, 75.69% (165 of 218) participated in a split screen exam session, and 24.31% (53 of 218) did not participate in a split screen exam session.

Similarly, of those who found it difficult or extremely difficult to navigate around the digital exam, 67.68% (134 of 198) participated in an exam session with split screens and 32.32% (64 of 198) did not participate in a split screen exam session.

91.05% (3,124 of 3,431) of respondents agreed or strongly agreed that completing the digital exam took less time than they would have expected had it been paper-based, which is similar to the findings in 2018 (92%) and 2017 (92%).

2.3 Digital technology at home and at school

Student survey respondents reported that, to support their learning, digital technology was very often or quite often used in class (90.26%; 3,310 of 3,667), for homework (88.19%; 3,159 of 3,582) and for internal assessments (85.32%; 3,046 of 3,570). Very few respondents reported never using digital technology to support their learning in class. Only 2.43% (87 of 3,582) and 2.86% (102 of 3,570) reported never using digital technology for homework and internal assessments respectively.

The 2019 findings show that proportionately more respondents are using digital technology to support their learning in class and for internal assessment than survey respondents indicated in 2018 or 2017. However, the proportion of respondents using digital technology for homework is lower when compared to 2018 survey responses.

There were some differences between Pacific student and non-Pacific student responses on usage of technology in their learning. 15.64% (33 of 211) of Pacific respondents indicated that they never or sometimes use technology in the class whereas 9.38% (324 of 3,456) of non-Pacific respondents reported that level of usage. Similarly, there was a significant difference between the way Māori and non-Māori respondents reported using technology in their learning. 18.45% (81 of 439) of Māori students indicated that they never or sometimes use technology for homework whereas 10.88% (342 of 3,143) of non-Māori reported that level of usage.

There was a significant difference between respondents by school decile regarding their usage of technology in their learning. High decile schools have a higher number of respondents than statistically expected who indicated they used technology in class, for homework, and for internal assessment very often. High decile schools also had a lower number of respondents than statistically expected who indicated that they quite often, sometimes, or never use technology in class, for homework, and internal assessment.

Low decile schools had a lower number of respondents than statistically expected that indicated they used technology in class, for homework and internal assessment very often.

2.4 Suggestions for improvement/feedback

At the end of the survey, respondents were asked whether they had any other feedback, including any features or functions that they thought future digital exams should include.

The common suggestions from respondents were having the ability to adjust the text box sizes, improving the spell check, introducing a 'find' tool, improving the tool bar, and having a timer available on screen.

Some of the comments with suggestions are included below.

"For the unfamiliar when you have text box and the resource [is] splitting [the] screen it would be beneficial to be able to adjust the ratio that the screen is split ~~between~~. Then it would make it easier to concentrate and work with the resource booklet ~~also-being on paper~~"

"The box for the exam stuff is much smaller than the actual screen, and the box for writing is a lot more narrow with the planning section so that's not good."

"automated capitalization of words ant the beginning of a sentence. auto correct misspelt words with only one correct option."

"Ctrl + f is a very useful tool as it allows the user to find specific characters in their text with ease. When done in a digital exam the website assumes you have left the webpage and asks you to get back to the exam. It would be a nice addition to allow Ctrl + f in these exams."

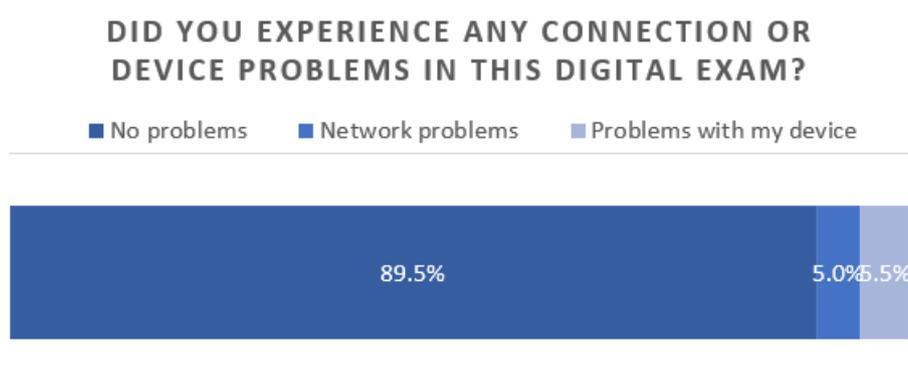
"If possible, add in a permanent scroll bar. I found it irritating trying to bring up the scroll bar whilst trying to navigate around the document."

3. Issues experienced and managed

A small number of students experienced technical issues, with causes traceable to their device, the school infrastructure and internet connectivity, or the assessment software. The most significant of these was a data saving issue affecting 145 students (0.4% of the digital responses) at 53 schools across the first 17 examinations. Students affected lost variable amounts of their response for one item in a question, or one question in a Standard. These students received the better of their markable response and the Unexpected Event Grade supplied by the school. Most students were not aware of the issue during the exam. The issue was fixed for the remaining 18 examinations.

Student survey data shows the following about other issues experienced:

- Almost 90% of student surveys say they had no problems with the digital examination.
- 5% of respondents say they encountered network problems, and another 5.5% of respondents say they encountered problems with the device they were using.



Network for Learning (N4L) was engaged to assist NZQA monitor Internet access into schools, potential security threats towards NCEA Online schools and NCEA Online dashboards within schools during each exam. In order to focus on significant events, rather than isolated incidents due to normal temporary fluctuations in the networks, N4L concentrated on situations where 20% or more students had lost connectivity to the Internet at the same time, of which there were 15. Of these, 13 were resolved with no student impact. One resulted in a single student reverting to paper during the exam and one resulted in two students reverting to paper prior to the start of the exam.

Another incident was a major power outage in Northland on the morning of 27 November which resulted in three schools following the agreed procedure of reverting to paper for one digital exam. A further incident was a distributed denial of service (DDOS) attack on one school. As their connectivity was managed by N4L the process of blocking the attack was automatically activated with no impact on the exam.

4. Concluding remarks

Overall the student survey responses indicated that they found the digital exam a positive experience. A proportion of students were disappointed by the layout for standards with split screens, for example in English and History, and indicated that they found it hard to navigate and enter their answers. A higher proportion of responses with negative experiences in navigation and entering answers were for assessments of standards with a split screen display.

The findings of this survey also indicate that there are some noteworthy differences between ethnicities in respondents' use of 'school-provided' or 'own device' and use of technology in their learning. It is also noteworthy that 2019 student survey responses indicate that technology is becoming more commonly used in class and for internal assessments compared to previous years.

Appendix One: Survey questions

1. What device did you use to complete this digital exam?

School provided
Your own device

2. How often is digital technology used in your learning?

In class

Very often Quite often Sometimes Never

For homework

Very often Quite often Sometimes Never

For internal assessments

Very often Quite often Sometimes Never

3. Did you experience any network or device problems while accessing or completing this digital exam?

No problems Network problems Problems with my device

4. I found the practice activities useful in my preparation for my digital exam.

Strongly agree Agree Disagree Strongly disagree

I knew about the practice activities, but didn't do them I didn't know they existed

5. How easy was it to find your way around the digital exam?

Very easy Easy Hard Very hard

6. How easy did you find entering your responses to the digital exam?

Very easy Easy Difficult Very difficult

7. I found doing the digital exam took less time than if it had been paper based.

Strongly agree Agree Disagree Strongly disagree

8. I preferred completing the exam digitally rather than on paper.

Strongly agree Agree Disagree Strongly disagree

9. Overall, I found doing this exam digitally was a positive experience.

Strongly agree Agree Disagree Strongly disagree

10. Do you have any other feedback such as likes, dislikes, and anything you think should be included in the future?

Appendix Two: Summarised responses to closed-ended questions

Question 1. What device did you use to complete this digital exam?

Type of Device	Count	Percentage
School Provided	1,466	40.52
My own device	2,152	59.48
Total	3,618	

Question 2. For this subject, how often is digital technology used in your learning?

	In Class		In Homework		Internal Assessments	
	Count	Percentage	Count	Percentage	Count	Percentage
Very Often	2,357	64.28	2,403	67.09	2,242	62.80
Quite Often	953	25.99	756	21.11	804	22.52
Sometimes	336	9.16	336	9.38	422	11.82
Never	21	0.57	87	2.43	102	2.86
Total	3,667		3,582		3,570	

Question 3. Did you experience any connection or device problems in this digital exam?

Device	Count	Percentage
No problems	3,264	89.52
Network problems	183	5.02
Problems with my device	199	5.46
Total	3,646	

Question 4. I found the practice activities useful in my preparation for my digital exam.

	Count	Percentage
Strongly agree	588	16.23
Agree	1,534	42.34
Disagree	89	2.46
Strongly disagree	30	0.83
I didn't know that practice activities existed	875	24.15
I knew about the practice activated, but didn't do them	507	13.99
Total	3,623	

Question 5. How easy was it to find your way around the digital exam?

	Count	Percentage
Very easy	1,355	39.32
Easy	1,893	54.93
Hard	184	5.34
Very hard	14	0.41
Total	3,446	

Question 6. How easy did you find entering your answers into the digital exam?

	Count	Percentage
Very easy	1,599	46.55
Easy	1,618	47.10
Difficult	192	5.59
Very difficult	26	0.76
Total	3,435	

Question 7. I found doing the digital exam took less time than if it had been paper based.

	Count	Percentage
Strongly Agree	1,903	55.46
Agree	1,221	35.59
Disagree	258	7.52
Strongly Disagree	49	1.43
Total	3,431	

Question 8. I preferred completing the exam digitally rather than on paper.

	Count	Percentage
Strongly Agree	2,022	59.02
Agree	1,160	33.86
Disagree	195	5.69
Strongly Disagree	49	1.43
Total	3,426	

Question 9. Overall, I found doing this exam digitally was a positive experience.

	Count	Percentage
Strongly Agree	1,659	48.52
Agree	1,649	48.23
Disagree	85	2.49
Strongly Disagree	26	0.76
Total	3,419	

Appendix Three: Survey responses to open-ended questions

Response rate in open-ended questions.

Question		Number of responses	Percentage of responses
10	Do you have any other feedback such as likes, dislikes, and anything you think should be included in the future?	883	22.71

Likes

- Easy to edit answers
- Typing is easier and faster than writing
- Hand doesn't hurt or got sore
- The spell checks
- Copying and pasting answers

Dislikes

- Spell check
- Word count mechanism, word limit, text size
- No 'find' tool
- Layout and box size
- Scrolling and navigating
- Accidental lockout, timeout and incomplete warnings
- Instructions and access

Suggestions

- Adjust the box sizes (making full screen)
- Auto-capitalise words and improve spell check (permanent ignore, Te Reo Māori spell check)
- Introduce 'find' tool
- Permanent scrolling tool
- Improve word count mechanism, word limit, text size
- Timer
- Undo button

Appendix Four: Survey responses to positive experience question

Subject	Session	Strongly Agree	Agree	Disagree/ Strongly Disagree	Total
English	L1-ENGL	547 46.95%	594 50.99%	24 2.06%	1165
	L2-ENGL	1.0 50.00%	1 50.00%	0 0.00%	2
	L3-ENGL	243 58.00%	161 38.42%	15 3.58%	419
Media Studies	L1-MEDI	64 53.33%	54 45.00%	2 1.67%	120
	L2-MEDI	75 50.34%	69 46.31%	5 3.36%	149
	L3-MEDI	85 48.85%	84 48.28%	5 2.87%	174
Classical Studies	L1-CLAS	22 56.41%	14 35.90%	3 7.69%	39
	L2-CLAS	29 46.77%	32 51.61%	1 1.61%	62
	L3-CLAS	64 52.89%	52 42.98%	5 4.13%	121
Business Studies	L1-BUSI	50 50.00%	44 44.00%	6 6.00%	100
	L2-BUSI	26 44.83%	30 51.72%	2 3.45%	58
	L3-BUSI	30 46.88%	32 50.00%	2 3.13%	64
Health	L1-HEAL	22 43.14%	27 52.94%	2 3.92%	51
	L2-HEAL	12 37.50%	18 56.25%	2 6.25%	32
	L3-HEAL	12 41.38%	16 55.17%	1 3.45%	29
History	L1-HIST	138 40.47%	183 53.67%	20 5.87%	341
	L2-HIST	71 44.94%	84 53.16%	3 1.90%	158
	L3-HIST	92 49.46%	89 47.85%	5 2.69%	186
	L1-AGRI	8	9	1	18

Subject	Session	Strongly Agree	Agree	Disagree/ Strongly Disagree	Total
Agricultural and Horticultural Science		44.44%	50.00%	5.56%	
	L2-AGRI	5 62.50%	3 37.50%	0 0.00%	8
Home Economics	L1-HOME	7 58.33%	5 41.67%	0 0.00%	12
	L2-HOME	2 50.00%	1 25.00%	1 25.00%	4
	L3-HOME	8 47.06%	8 47.06%	1 5.88%	17
Latin	L1-LATI	1 33.33%	2 66.67%	0 0.00%	3
	L2-LATI	1 100.00%	0 0.00%	0 0.00%	1
Social Studies	L1-SOCI	3 50.00%	3 50.00%	0 0.00%	6
	L2-SOCI	6 66.67%	2 22.22%	1 11.11%	9
	L3-SOCI	16 43.24%	17 45.95%	4 10.81%	37
Art History	L2-ARTH	5 83.33%	1 16.67%	0 0.00%	6
	L3-ARTH	8 72.73%	3 27.27%	0 0.00%	11
Te Reo Māori	L1-TREM	5 38.46%	8 61.54%	0 0.00%	13