

Report of the Scholarship Reference Group

A report prepared for the Associate Minister of Education

March 2005

Contents

Contents	2
Executive Summary	3
Background	5
The New Zealand Scholarship	5
The Scholarship Reference Group	6
Process	6
The Nature, Purpose and Intent of Scholarship	7
Premier Academic Award	9
The Design and Operation of New Zealand Scholarship	10
Causes of Variability in Scholarship	10
Assessment Practices	14
Release of New Zealand Scholarship Results	15
Nature of Information to Teachers, Students and Parents	16
Other Matters Considered to be Important to the Credibility and Success of Scholarship	17
Establishment of Two Advisory Groups	17
Issues Affecting Māori	17
Languages Issue	18
Improved Communications	18
Scholarship Reference Group Recommendations	19
Appendix A: Summary of Development	22
Appendix B: Interim 2004 Scholarship Results	23
Appendix C: Terms of Reference	25
Appendix D: Members of the Scholarship Reference Group	26

Executive Summary

The Scholarship Reference Group (SRG) was established to provide the Minister with advice and guidance for an improved approach to the 2005 New Zealand Scholarship examinations and beyond. The report was to inform proposals that could be presented to Cabinet by 31 March, 2005.

The SRG acknowledges that while implementation issues, uncertainty and misunderstandings were to be expected in the first year of operating the New Zealand Scholarship (hereafter called Scholarship) the extent of variability in attainment of Scholarship across subjects was far too great.

In presenting its recommendations, the Group has sought to maximise the validity of the Scholarship examinations. In this context, validity means fairly identifying students who are displaying excellence in their academic work at the end of secondary schooling, but it also means sending appropriate signals to students that help motivate as many as possible to strive to develop and display such excellence. The Group's task was to suggest the best possible ways to achieve this validity and fairness, rather than to analyse in depth of what went wrong with the 2004 Scholarship Examinations. Time was spent on such analysis only to the extent that this was essential to help recommend better procedures from 2005 onwards, or to help explain why the proposed approaches will prove more valid and acceptable.

The SRG believes that Scholarship should test students' ability to demonstrate higher thinking skills and the application of their understanding and knowledge in unfamiliar contexts. In doing this, Scholarship builds from National Certificate of Educational Achievement (NCEA) level 3, but tests advanced skills and applied knowledge.

The Group recommends that the current academic intent of Scholarship be retained. The Group considers that a key goal for Scholarship should be to not only extend our most able students but also to identify a small number of the very top students. Given this, together with the link to monetary awards, the basic principle that should be adopted is to link the number of Scholarships to the proportion of the cohort of students studying a subject at level 3 (curriculum level 8).

The number of Scholarships to be awarded needs to be small enough to be prestigious but sufficient to recognise the substantial number of students who do achieve at the highest levels. The Group therefore has recommended that the number of Scholarships in each subject area should be set in the range of 2 to 3 per cent of the total number of students studying a subject. Variations from this percentage will be allowed (with safeguards) to make allowance for small numbers or to ensure those students who are awarded Scholarships meet the expectations of excellence.

SRG recommends that greater external oversight and input be provided through the establishment of a National Scholarship Monitoring Panel. This panel can offer expert advice and guidance to New Zealand Qualifications Authority (NZQA) and in doing so help provide wider professional and public assurance of Scholarship.

The SRG believes that there must be greater understanding by schools, students, teachers, parents and the public about the essence of Scholarship. Quality information and support about all aspects of Scholarship need to be provided and communicated to teachers, students and parents so that there is a clear understanding about Scholarship and most importantly to ensure that students are well prepared for Scholarship examinations in 2005 and beyond.

Effective communication is essential in building confidence, credibility, common understanding and realistic expectations. Articulating the requirements of Scholarship, the sources of variation and how such variations are to be managed to teachers, students and parents in a clear and concise way is imperative.

Following the deliberation of these issues, the SRG made 26 recommendations.

Background

The New Zealand Scholarship

New Zealand Scholarship replaced the New Zealand University Entrance Bursaries Scholarship (UB) and the examinations of the New Zealand Educational Scholarships Trust (NZEST), both of which were awarded for the last time in 2003.

Prior to 1962 scholarship was awarded by the New Zealand University. From 1962-1990 the Entrance Scholarship awards were made by the Universities Entrance Board. In 1991 the New Zealand Qualifications Authority (NZQA) assumed responsibility for scholarship.

With the reforms of secondary school examinations/awards in the early 1990s scholarship was discontinued as a separate examination and scholarship was awarded based on performance from the UB examination typically taken by Year 13 students.

In response to these changes a private examination board was set up to award scholarships based on performance in a separate examination. This board, the New Zealand Educational Scholarships Trust (NZEST) administered these separate scholarships and examinations known as the NZEST Scholarships.

In 1998 Cabinet made a number of decisions relating to senior secondary qualifications, including a decision to reintroduce a national scholarship examination. Prior to New Zealand Scholarship being offered for the first time in 2004, considerable discussion was held regarding its purpose, scope and operation. Appendix A shows this process. In 2004 NZEST discontinued its separate scholarship examination.

While the National Certificate of Educational Achievement (NCEA) levels 1-3 are registered on the National Qualifications Framework, the New Zealand Scholarship is registered at level 4 on the New Zealand Register of Quality Assured Qualifications. The New Zealand Scholarship is not part of the NCEA or the National Qualifications Framework. It was intended to be at the same level as the first year of study at university.

Scholarship standards were developed for each subject which had NCEA level 3 achievement standards¹. Each standard contributes 24 credits towards the New Zealand Scholarship Qualification and is assessed externally, by sitting an examination or where examination is inappropriate, producing a portfolio of work for external assessment.

¹ Later decisions meant that some subjects which had level 3 achievement standards would not be offered as a Scholarship subject, for example, Health and Social Studies.

Scholarship assessment built on the NCEA level 3 achievement standards for that subject, derived from level 8 of the New Zealand Curriculum, or the equivalent, where a national curriculum statement does not exist (e.g. Media Studies). However Scholarship students were expected to demonstrate high level critical thinking, abstraction and generalisation; and the ability to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

The interim 2004 Scholarship results are presented in Appendix B.

The proportions of students in the 27 different Scholarship subjects who chose to enrol for and take the examinations varied considerably, from about 4 per cent in English to about 40 per cent in Latin. The percentage of those sitting the examination who achieved the defined Scholarship standard varied from over 50 per cent in accounting, several foreign languages and te reo Māori to zero per cent in physical education and less than five per cent in media studies, biology and physics. Such disparities have raised serious concern. The total number of Scholarship grades awarded across all subjects in 2004 was approximately half the number awarded through the UB examinations in each of the three previous years.

The Scholarship Reference Group

The Associate Minister of Education, the Hon David Benson-Pope, established the Scholarship Reference Group (SRG) to provide advice and guidance for an improved approach to the 2005 Scholarship examinations and beyond. The terms of reference for this Group are included in Appendix C.

The Minister invited principals, representatives from Post Primary Teachers Association Principals Council, Te Runanga Nui o Nga Kura Kaupapa Māori o Aotearoa, New Zealand Vice Chancellors Committee, a tertiary institution, New Zealand School Trustees Association, Independent Schools Council, Secondary Principals Association, and Post Primary Teachers Association and one assessment expert to participate in the Scholarship Reference Group. A list of the members of this group is included in Appendix D.

All members of the Group expressed a commitment to working together to ensure the future success and credibility of Scholarship for government, schools, learners and the wider community.

Process

The Scholarship Reference Group met as a group for four days over a two week period. In between sessions, members discussed issues with their colleagues and associations, and considered a draft report from the first session and papers from SRG members. Their final report on the New Zealand Scholarship follows.

The Nature, Purpose and Intent of Scholarship

The SRG discussed the nature, purpose and intent of Scholarship.

The Group agreed that the essence of Scholarship should be to test a student's ability to demonstrate higher thinking skills and the application of their understanding and knowledge to unfamiliar contexts. While Scholarship needs to build from and relate to NCEA level 3, it was important to recognise that Scholarship was testing different skills and applications in advance of those at level 3.

The SRG recommends the following New Zealand Scholarship description:

Title: New Zealand Scholarship²

Outcome Statement:

Learners who have been awarded Scholarship in a subject will have demonstrated:

- High level critical thinking, abstraction and generalisation; and
- The ability to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Depending on the learning area, a range of the following will have also been displayed:

- comprehensive content knowledge (breadth & depth)
- effective communication
- original or sophisticated solutions, performances or approaches
- critical evaluation
- flexible thinking in unfamiliar/unexpected contexts.

Assessment is restricted to the content of the level 3 achievement standards for that subject, derived from level 8 of New Zealand Curriculum or their equivalent, but the skills and understanding required will meet the Scholarship criteria.

Entry requirements:

Students must be enrolled at a New Zealand secondary school or wharekura in the year of entry for an external assessment of a scholarship standard.

The Group confirmed that Scholarship should examine the same content covered by NCEA level 3 achievement standards for that subject, derived from level 8 of New Zealand Curriculum or equivalent and should not require additional or separate curriculum to be studied. Scholarship should also be accessible to New Zealand's top students irrespective of what schools they are attending or which qualifications schools encourage their students to attempt (provided those qualifications can be used to achieve University Entrance).

² This retains the current descriptor of scholarship.

The Scholarship Reference Group recommends that Scholarship assesses knowledge and skills and their application, building on, and in advance of NCEA level 3.

The Group discussed whether consideration should be given to establishing qualifying requisites for eligibility for Scholarship other than performance in the Scholarship examination.

They saw merit in a number of criteria. These included requirements that would:

- require a student to be seeking to gain at least 14 credits at level 3 or its equivalent where there is no New Zealand curriculum;
- link to a student's performance in year 13. This would mean that the winning of a Scholarship would also recognise a student's achievement in level 3 or other qualifications across the year; and
- link to gaining University Entrance.

The Group felt that the detail of requisites needed further consideration but the proposal should be agreed to with the intention of introducing requisites from 2006 onwards.

The Scholarship Reference Group recommends that requisites for the awarding of Scholarship be introduced for the 2006 academic year that link to a student's course of study and a minimum standard of performance in that subject.

The Scholarship Reference Group recommends that further work be undertaken to determine the nature and form of such requisites.

The SRG considered that all students attaining a Scholarship should receive monetary recognition. They agreed that the top student in every subject should continue to be identified.

Scholarship should be assessed against advanced thinking and its application within a subject area but students get credit for their breadth of learning through their level 3 credits. Merit and excellence do not earn students additional credits. A key purpose of Scholarship is to identify top students.

Reflecting these arguments the SRG agreed that Scholarship (which currently requires a student to achieve 72 credits) should in future not carry credits or be recognised as a qualification. Students' success in attaining subject Scholarships though should be recognised on their Record of Learning and through the issuing of a certificate listing subjects in which Scholarships were awarded.

The Scholarship Reference Group recommends that all students awarded Scholarships receive monetary recognition.

The Scholarship Reference Group recommends that Scholarship awards do not attract credits or contribute towards a qualification.

The Scholarship Reference Group recommends that Scholarships awarded be placed on a student's Record of Learning.

Premier Academic Award

The Group felt that the identification of the top overall student should be replaced with a new premier academic award.

The Group agreed that a new premier academic award should be established to recognise the achievement of a small elite group of top scholars. With the range of subjects being offered, and the problems inherent in aggregating subjects, it was problematic to distinguish one top overall scholar. Instead the Group believes that a premier academic award limited to 5 to 10 scholars should be instituted. Selection for such an award should require Scholarships in at least three subjects but also take into account a student's overall academic performance while at school.

The Scholarship Reference Group recommends that:

- **the top subject scholars continue to be recognised;**
- **a new premier academic award be established that recognises the achievement of top scholars based on at least 3 Scholarship subjects, along with their full record of academic performance at school;**
- **such an award should be limited to 5 to 10 recipients; and**
- **details for such an award be further developed.**

The Design and Operation of New Zealand Scholarship

Variation in any one-off assessment designed to examine top-level attainment is inevitable. The Group explored possibilities to maximise the validity and fairness in New Zealand Scholarship for students.

Causes of Variability in Scholarship

It is difficult to discriminate between top academic achievers because of the small number of very able students involved. There are a number of sources that could have contributed to the variation in 2004 Scholarship results including:

- in almost all subjects, assessment was determined by students' performance on one day in one exam;
- variation associated with the setting of standards;
- the structure and difficulty of the examination can vary between subjects;
- marking inconsistencies can arise;
- differences in expectations and understandings amongst teachers and students;
- differences between different groups of students;
- the effectiveness of communications to schools, teachers and students; and
- there were new subjects which had not been examined before at Scholarship level.

The 2004 Scholarships examinations were designed on a standards-based model. When major variations became apparent due to some of the above sources the only possible solution would have been to review the marking criteria and remark the student work. That was not possible, however, because the students' examination scripts had been returned to the students before concerns were raised about the variability with results.

In the Sixth Form Certificate and University Bursaries awards, and until ten years ago in School Certificate, inter-subject statistical moderation approaches had been used to try to achieve consistency of marks or grades between different subjects. When these approaches began to be used, there were comparatively fewer subjects available to students. Certain subjects (such as English and mathematics) were taken by all or a large majority of the students. This allowed comparisons of the performance of students in different subjects to give particular attention to these high enrolment subjects, and ensure that large numbers of students were used in the statistical comparisons. Under these circumstances, the statistical procedures achieved their purpose quite well.

This is no longer the case. The range of subject options available to students has increased dramatically, at least doubling and in some cases tripling over the past 40 years or so as the retention of students beyond the “leaving age” has grown. Furthermore, compulsion to take certain subjects (such as English) has been removed and student choices have diverged dramatically. As a result, the inter-subject statistical moderation processes have become less and less valid. The statistical techniques work best when many students take the same subjects.

Another factor undermining the statistical moderation process has been the increasing diversity of the subjects. When most students were taking subjects such as English, mathematics, various sciences, geography, history, and foreign languages, one could argue that these were similar enough in nature to expect large groups of students taking a particular selection of subjects to have similar distributions of marks in each subject.

It is much harder to argue that similar distributions of marks should be expected now. For instance, students taking both practical art and mathematics should not be expected to get similar distributions of marks in both subjects. Art is more likely to be taken by students who are particularly enthusiastic about the subject, whereas schools and parents may tend to urge students to take mathematics because of its perceived importance. It is harder, therefore, to see why the range of art marks awarded should be determined or heavily influenced by how the art students performed in mathematics. Inter-subject statistical moderation has reached a point where it is no longer tenable. The diversity of subjects offered takes more account of students’ interests, meets the needs of a more diverse group of students staying at school longer, and provides an opportunity to recognise excellence in a wider range of subjects.

Some variations in results between subjects was therefore expected. However, the manner in which Scholarship operated in 2004 had a disproportionate effect on the Scholarship results and the number of Scholarships awarded.

The Group agreed the emphasis should be on valid assessment to identify a percentage of top performing students in each subject and reliable marking procedures to ensure that results are valid and reliable. Given the inability to validly compare the performance of students studying one subject with those studying another, the group considered all subjects should be treated consistently with regard to recognising outstanding performance within subjects.

The SRG accepted that inter-subject statistical moderation was undesirable and impractical for the reasons outlined above. They saw no need to require a standard marking scale or to re-introduce scaling of marks, because the top candidates in each subject could be identified despite differences in the range and pattern of marks in different subjects. The key purpose of the assessments would be to rank students using assessment procedures that ensured that the high ranking students earning scholarships were meeting the advanced performance requirements of the Scholarship descriptor.

The Scholarship Reference Group recommends that inter-subject moderation or scaling not be used.

In order to produce a more predictable number of Scholarship awards, assessment within each subject would require a more finely graded assessment schedule based on criteria to allow ranking of students. It was proposed that in each subject area a pre-determined number of scholarships be available. The number of Scholarships would be derived from a set percentage of the number of students in a subject in level 3 (or equivalent). Scholarship assessment (examination or portfolio) would then be used to determine which students in each subject area receive a Scholarship.

The Scholarship Reference Group recommends that Scholarships should be awarded to an agreed percentage of students in each Scholarship subject.

To ensure that Scholarships are only awarded to those students who exhibit evidence of Scholarship (as described in the descriptor) and to identify the top academic students, the SRG recommended setting the percentage at a level similar to the percentage that attained Scholarship grades in UB examinations.

The percentage of students in each subject receiving a Scholarship should be set low enough to distinguish top academic excellence. However, the target number of Scholarships should also be high enough to ensure that top scholars are motivated to enter Scholarship. Consequently, SRG decided that a rate between 2 and 3% of the subject cohort would be appropriate.

Judgement as to where to choose within this range is a pragmatic one. The lower percentage would make the winning of a Scholarship more elite. It would allow the monetary rewards to be higher for a given aggregate sum for awards. A lower number might represent a more cautious approach that recognises this as a new award, and that usually with significant changes, it will be some years after implementation at each level before a new system stabilises, as teachers, examiners and moderators become familiar with the new approaches and standards.

Setting the level at the higher end of the range would see more students recognised and able to access monetary rewards, albeit smaller sums.

The Scholarship Reference Group recommends that the percentage should be set within a range of 2 to 3% of the cohort in each subject.

The cohort definition on which the fixed percentage would be calculated should be based on students who were working towards gaining University Entrance (in either NCEA or other forms of assessment). This cohort definition attempts to relate to the total number of students seriously studying the subject. The Group also saw the cohort definition being consistent with one of the requisites that might be considered for 2006 and beyond.

The Scholarship Reference Group recommends that the subject cohort is defined as closely as possible to being the 2 to 3 per cent of students studying in at least 14 credits in the subject at NCEA level 3 or university entrance equivalent.

The SRG acknowledge that in some cases some deviation from the pre-determined percentage could be justified. Possible instances that were identified were:

- subjects where a small cohort would result in a small number of Scholarships being available to high achieving students (e.g. Latin); and
- when the examiner determined there were insufficient students meeting the expectations of Scholarship to justify awarding the pre-determined proportion.

The Group decided that the examiners needed the discretion to vary the number of awards available (by up to five students on either side of the fixed values) to allow them to use their professional judgement on which students presented evidence of achieving at a scholarship level.

The Scholarship Reference Group recommends that to allow for variability in subjects with small cohorts the mechanism of 2 to 3 per cent +/- 5 candidates is applied from 2005.

The Group agreed that in any given year, some degree of variability is acceptable. To maintain the integrity of Scholarship, it is important that all people winning awards meet Scholarship expectations. It is reasonable to expect that in some years, in some subjects, the performance of a cohort may be low. In these instances, the awarding of a fixed percentage of Scholarships may be inappropriate. Therefore, the Group decided that the examiners should be able to request approval to award a reduced number of Scholarships. This would be subject to an independent review that the assessment was of appropriate difficulty and the students at the margin of Scholarship were not meeting expectations.

The Scholarship Reference Group recommends that to protect the integrity of Scholarship, where there is clear and justifiable evidence about the performance of students, some variation from the target performance set may be warranted.

Assessment Practices

Awarding a fixed percentage of Scholarships requires ranking of students. Thus, the assessment schedule should be designed in a manner to allow this to happen.

The Scholarship Reference Group recommends student performance be assessed against an assessment schedule that ensures a ranking of candidates is produced by marks or grades.

The Scholarship Reference Group recommends that:

- **assessments (examinations or portfolios) are designed for each subject that ensure a spread of achievement by candidates that allows the candidates' performance to be ranked;**
- **for each subject an assessment schedule is developed that reflects the nature and requirements of the scholarship subject;**
- **the level of discrimination established by the subject's assessment schedule enables the different abilities of candidates' work to be discriminated in that subject in transparent and objective ways; and**
- **the assessment schedule approach be informed through input from an external technical advisory group.**

Release of New Zealand Scholarship Results

Given the importance of Scholarship as the top award it is important that sufficient time is built into processes to allow for marking and monitoring. Therefore, the SRG agreed that release of results should be extended to no later than early February. The later release date of results would help to overcome the possibility of the non-availability of markers over Christmas/New Year. Scholarship examinations could be timetabled later. NZQA would have sufficient time to allow for consultation with the Scholarship Monitoring and Implementation Group (refer Recommendation 22) where there are subjects that warrant variation outside the 2 to 3 per cent +/- 5.

The Scholarship Reference Group recommends that consideration be given to timing the release of Scholarship results by early February to provide more time for marking and monitoring.

Nature of Information to Teachers, Students and Parents

Quality information about the nature, purpose, scope and intent of Scholarship should be communicated to teachers, parents, and students so that there is clear understanding about Scholarship. Effective communication is critical to build confidence, credibility and common understanding. Communicating the essence of Scholarship and the sources of variation clearly and effectively to students is important.

Quality exemplars to demonstrate expectations for Scholarship are essential to support teachers in student preparation.

The Scholarship Reference Group recommends that detailed advice and guidance be given to teachers and students including:

- **NZQA required to produce a timeline by term 2 that identifies critical dates in the year;**
- **urgent attention given to identifying effective ways of building understanding about the impact of Scholarship in respective subjects;**
- **the nature and purpose of Scholarship;**
- **guidance to schools on factors that should determine students' suitability for entry;**
- **information relating to the nature of assessment, including the kinds of questions and assessment schedules;**
- **the development of exemplars with explanations to clarify assessment methods;**
- **professional development opportunities for teachers in relation to Scholarship;**
- **examination scripts being returned with information to provide students with useful feedback;**
- **providing schools with information on their Scholarship cohort's performance in line with the assessment schedule used for each subject; and**
- **acknowledging that some form of collective commitment to the relevant expertise is required.**

Other Matters Considered to be Important to the Credibility and Success of Scholarship

Establishment of Two Advisory Groups

SRG agreed that a National Scholarship Monitoring Panel be created to provide consistency and cohesion for Scholarship and to give assurance to, and confidence in NZQA processes. This panel will consist of two advisory groups: the Monitoring and Implementation Group (SMIG) would oversee and advise on technical processes; and the Independent Advisory Group (IAG) would have a governing and overarching role. Further details would need to be worked out.

The Scholarship Reference Group recommends that NZQA establish a Monitoring and Implementation Group (SMIG) that oversees and advises on the assessment process; and

The Scholarship Reference Group recommends that NZQA establish an Independent Advisory Group (IAG) to provide advice and assurance around the quality of the processes put in place to ensure the integrity of Scholarship and acceptability of the outcomes.

Issues Affecting Māori

The Group discussed the Scholarship issues particular to Māori students. A number of specific issues were raised relating to the need for more effective support to be provided to teachers and students in wharekura. Students would need greater assistance and encouragement to enter scholarship.

There was a desire to see top Māori students or a top Māori student identified on the basis of their academic performance. It was acknowledged that identifying top academic performance by Māori in wharekura would require selection criteria framed within a Māori world view and philosophy.

The Scholarship Reference Group recommends that a review of issues specific to Māori is undertaken in relation to Scholarship.

Languages Issue

The SRG raised the concern that there are cases of native speakers taking Scholarship examinations in that language. To protect the credibility of Scholarship in language subjects, the Group recommended further consideration is required to determine the eligibility of first and second language speakers in 2006 and beyond.

The Scholarship Reference Group recommends that there needs to be further exploration of the languages issue, including better distinction between first and second language speakers in 2006 and beyond.

Improved Communications

The SRG noted that strategies need to be in place for communicating the nature and purpose of new Scholarship to the general public.

The Scholarship Reference Group recommends that communications be developed to inform the general public.

Scholarship Reference Group Recommendations

The Scholarship Reference Group recommends the following:

1. **Agree** the New Zealand Scholarship descriptor is:

Title: New Zealand Scholarship³

Outcome Statement:

Learners who have been awarded Scholarship in a subject will have demonstrated:

- High level critical thinking, abstraction and generalisation; and
- The ability to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Depending on the learning area, a range of the following will have also been displayed:

- comprehensive content knowledge (breadth & depth)
- effective communication
- original or sophisticated solutions, performances or approaches
- critical evaluation
- flexible thinking in unfamiliar/unexpected contexts.

Assessment is restricted to the content of the level 3 achievement standards for that subject, derived from level 8 of New Zealand Curriculum or their equivalent, but the skills and understanding required will meet the Scholarship criteria.

Entry requirements:

Students must be enrolled at a New Zealand secondary school or wharekura in the year of entry for an external assessment of a scholarship standard.

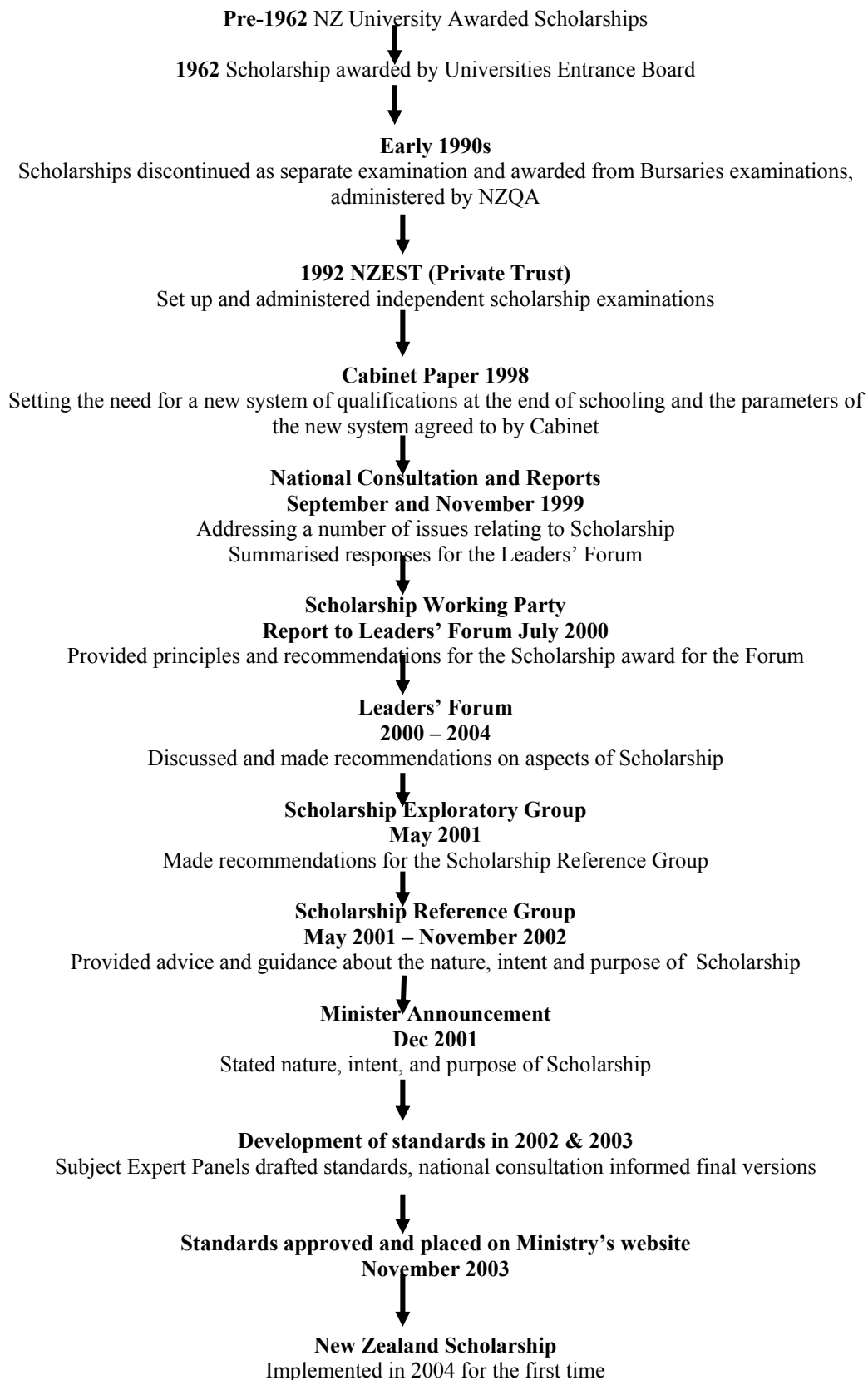
2. **Note** Scholarship assesses knowledge and skills and their application, building on, and in advance of NCEA level 3;
3. **Agree** requisites for the awarding of Scholarship be introduced for the 2006 academic year that link to a student's course of study and a minimum standard of performance in that subject;
4. **Agree** further work be undertaken to determine the nature and form of such requisites;

³ This retains the current descriptor of scholarship

5. **Agree** all students awarded Scholarships receive monetary recognition;
6. **Agree** Scholarship awards do not attract credits or contribute towards a qualification;
7. **Agree** Scholarships awarded be placed on a student's Record of Learning;
8. **Agree** top subject scholars continue to be recognised;
9. **Agree** a new premier academic award be established that recognises the achievement of top scholars based on at least 3 Scholarship subjects, along with their full record of academic performance at school;
10. **Note** such a premier award should be limited to 5 to 10 recipients;
11. **Agree** details for such an award be further developed;
12. **Agree** inter-subject moderation or scaling not be used;
13. **Agree** Scholarships should be awarded to an agreed percentage of students in each Scholarship subject;
14. **Agree** the percentage should be set within a range of 2 to 3 per cent of the cohort in each subject;
15. **Note** the subject cohort is defined as closely as possible to being the 2 to 3% of students studying in at least 14 credits in the subject at NCEA level 3 or university entrance equivalent;
16. **Agree** to allow for variability in subjects with small cohorts the mechanism of 2 to 3 per cent +/- 5 candidates is applied from 2005;
17. **Agree** that to protect the integrity of Scholarship, where there is clear and justifiable evidence about the performance of students, some variation from the target performance set may be warranted;
18. **Agree** student performance be assessed against an assessment schedule that ensures a ranking of candidates is produced by marks or grades;
19. **Agree** assessment practices improve to ensure:
 - assessments (examinations or portfolios) are designed for each subject that ensure a spread of achievement by candidates that allows the candidates' performance to be ranked;
 - for each subject an assessment schedule is developed that reflects the nature and requirements of the Scholarship subject;
 - the level of discrimination established by the subject's assessment schedule enables the different abilities of candidates' work to be discriminated in that subject in transparent and objective ways; and
 - the assessment schedule approach be informed through input from an external technical advisory group;

20. **Agree** consideration be given to timing the release of Scholarship results by early February to provide more time for marking and monitoring;
21. **Agree** detailed advice and guidance be given to teachers and students including:
- NZQA required to produce a timeline by term 2 that identifies critical dates in the year;
 - urgent attention given to identify the effective ways of building understanding about the impact of Scholarship in respective subjects;
 - the nature and purpose of Scholarship;
 - guidance to schools on factors that should determine students' suitability for entry;
 - information relating to the nature of assessment, including the kinds of questions and assessment schedules;
 - the development of exemplars with explanations to clarify assessment methods;
 - professional development opportunities for teachers in relation to Scholarship;
 - examination scripts being returned with information to provide students with useful feedback;
 - providing schools with information on their Scholarship cohort's performance in line with the assessment schedule used for each subject; and
 - acknowledging that some form of collective commitment to the relevant expertise is required.
22. **Agree** NZQA establish a Monitoring and Implementation Group (SMIG) that oversees and advises on the assessment process;
23. **Agree** NZQA establish an Independent Advisory Group (IAG) to provide advice and assurance around the quality of the processes put in place to ensure the integrity of Scholarship and acceptability of the outcomes;
24. **Agree** a review of issues specific to Māori is undertaken in relation to Scholarship;
25. **Note** there needs to be further exploration of the languages issue, including better distinction between first and second language speakers in 2006 and beyond; and
26. **Agree** communications be developed to inform the general public.

Appendix A: Summary of Development



Appendix B: Interim 2004 Scholarship Results

Subject	Mode of Assessment	Year 13 Level 3 Entries	No. of Candidates Entered	Candidates Absent		No. of Candidates presented	Results (expressed as % of Candidates entered and % of Candidates presented)								
				No.	As % of entries		Not Achieved			Scholarship			Outstanding Performance		
							No.	Entered	Presented	No.	Entered	Presented	No.	Entered	Presented
English	Written Examination	14762	753	177	23.5%	576	357	47.4%	62.0%	182	24.2%	31.6%	37	4.9%	6.4%
Japanese	Written Examination	749	139	17	12.2%	122	68	48.9%	55.7%	37	26.6%	30.3%	17	12.2%	13.9%
Te reo Māori	Written Examination	413	48	8	16.7%	40	10	20.8%	25.0%	19	39.6%	47.5%	11	22.9%	27.5%
French	Written Examination	702	92	9	9.8%	83	38	41.3%	45.8%	28	30.4%	33.7%	17	18.5%	20.5%
Chinese	Written Examination	256	33	6	18.2%	27	7	21.2%	25.9%	12	36.4%	44.4%	8	24.2%	29.6%
German	Written Examination	307	83	8	9.6%	75	37	44.6%	49.3%	18	21.7%	24.0%	20	24.1%	26.7%
Spanish	Written Examination	183	25	3	12.0%	22	14	56.0%	63.6%	7	28.0%	31.8%	1	4.0%	4.5%
Latin	Written Examination	22	19	0	0.0%	19	11	57.9%	57.9%	5	26.3%	26.3%	3	15.8%	15.8%
Biology	Written Examination	7566	748	107	14.3%	641	632	84.5%	98.6%	7	0.9%	1.1%	2	0.3%	0.3%
Chemistry	Written Examination	6514	1143	137	12.0%	1006	915	80.1%	91.0%	84	7.3%	8.3%	7	0.6%	0.7%
Physics	Written Examination	7014	1171	164	14.0%	1007	973	83.1%	96.6%	30	2.6%	3.0%	4	0.3%	0.4%
Science	Written Examination	1463	45	5	11.1%	40	36	80.0%	90.0%	4	8.9%	10.0%	0	0.0%	0.0%

Statistics and Modelling	Written Examination	11674	1004	140	13.9%	864	550	54.8%	63.7%	299	29.8%	34.6%	15	1.5%	1.7%
Mathematics with Calculus	Written Examination	7347	1091	125	11.5%	966	727	66.6%	75.3%	214	19.6%	22.2%	25	2.3%	2.6%
Accounting	Written Examination	2720	301	53	17.6%	248	121	40.2%	48.8%	125	41.5%	50.4%	2	0.7%	0.8%
Art History	Written Examination	1582	128	18	14.1%	110	104	81.3%	94.5%	5	3.9%	4.5%	1	0.8%	0.9%
Visual Arts	Portfolio submission	5329	557	464	83.3%	93	33	5.9%	35.5%	33	5.9%	35.5%	27	4.8%	29.0%
Media Studies	Written Examination	2174	102	41	40.2%	61	60	58.8%	98.4%	1	1.0%	1.6%	0	0.0%	0.0%
Drama	Portfolio submission	1617	173	48	27.7%	125	77	44.5%	61.6%	31	17.9%	24.8%	17	9.8%	13.6%
Music Studies	Written Examination	611	46	6	13.0%	40	25	54.3%	62.5%	10	21.7%	25.0%	5	10.9%	12.5%
Geography	Written Examination	5936	348	47	13.5%	301	189	54.3%	62.8%	109	31.3%	36.2%	3	0.9%	1.0%
Economics	Written Examination	4474	354	61	17.2%	293	270	76.3%	92.2%	21	5.9%	7.2%	2	0.6%	0.7%
History	Written Examination	4382	307	47	15.3%	260	184	59.9%	70.8%	62	20.2%	23.8%	14	4.6%	5.4%
Classical Studies	Written Examination	4168	313	51	16.3%	262	165	52.7%	63.0%	81	25.9%	30.9%	16	5.1%	6.1%
Physical Education	Written Examination	4907	191	39	20.4%	152	152	79.6%	100.0%	0	0.0%	0.0%	0	0.0%	0.0%
Technology	Portfolio submission	1402	73	24	32.9%	49	39	53.4%	79.6%	8	11.0%	16.3%	2	2.7%	4.1%
Graphics	Portfolio submission	1759	179	6	3.4%	173	150	83.8%	86.7%	19	10.6%	11.0%	4	2.2%	2.3%

Table and data produced by NZQA.

Appendix C: Terms of Reference

The following terms of reference proposed by the Associate Minister of Education were agreed to by the Scholarship Reference Group.

Role and Responsibilities

The role of the Scholarship Reference Group (SRG) is to:

- Provide the Associate Minister with advice and information to improve the preparation of students for scholarship examinations in 2005 and beyond;
- Ensure that the concerns raised by government, the public, schools, parents and students are heard and answered;
- Identify the key parameters that will be critical to the success and credibility of Scholarship for government, schools, learners and the wider community; and
- Make recommendations to the Minister of the approach to the 2005 Scholarship examinations.

Purpose of the Scholarship Reference Group

The Scholarship Reference Group will provide advice and recommendations to the Associate Minister of Education about the proposed approach to the 2005 Scholarship examinations on:

- the purpose, nature, scope and intent of New Zealand Scholarship;
- the design and operation of New Zealand Scholarship in order to ensure an acceptable level of variability of results between subjects;
- whether on the basis of the information provided by the Ministry of Education and NZQA they have confidence that the Scholarship examination can be designed and assessed in a way that will provide the acceptable level and range of results and is consistent with the intent of Scholarship;
- the nature of the information that should be made available to teachers, students and parents in a timely and effective way so they can make informed decisions and have confidence in the process and the qualification; and
- any other matters they consider to be important to the credibility and success of Scholarship.

Appendix D: Members of the Scholarship Reference Group

Hohepa Campbell	Te Runanga Nui o Nga Kura Kaupapa Māori o Aotearoa
Terry Crooks	Professor of Education, University of Otago
Kate Gainsford	NZ Post Primary Teachers' Association (NZPPTA)
John Langley	Dean of Faculty of Education, University of Auckland
Margaret McLeod	Principal, Wellington Girls' College
Don McLeod	PPTA Principals Council
Luanna Meyer	New Zealand Vice Chancellors' Committee
John Morris	Principal, Auckland Grammar School
Roger Moses	Principal, Wellington College
Ray Newport	New Zealand School Trustees Association
Tim Oughton	Independent Schools Council
Graham Young	Secondary Principals Association

Present throughout were:

Howard Fancy	Secretary for Education (Chair, in the absence of the Associate Minister of Education)
Karen van Rooyen	Chief Executive, NZQA

The work of the Scholarship Reference Group was supported by officials from the Ministry of Education and New Zealand Qualifications Authority.