



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **Assessment Report**

## **Scholarship, 2006**

### **Economics**

## **Economics, Scholarship, 2006**

### **Commentary**

The scholarship Economics examination was sat by 485 candidates, up from 443 in 2005. The quality of scripts was similar to last year.

**The best performing candidates most commonly demonstrated the following skills and/or knowledge:**

- an excellent grasp of economic theory pertaining to each question, which they applied in a clear and logical manner to the context of the question
- the ability to extract and utilise relevant information from the resource material, which they combined with their own knowledge and understanding when structuring answers.
- clear, concise written expression; fluency in using economic terminology; effective use of fully labelled diagrams that were integrated into answers
- addressing the question asked, and explaining the reasoning behind statements made
- excellence in critical thinking, abstraction and synthesis, making pertinent generalisations, drawing valid conclusions, and writing an evaluation that included the pros and cons of issues.

**Candidates who did NOT achieve scholarship lacked some or all of the skills and knowledge above and in addition they:**

- rearranged or quoted extracts from the resource material without expansion
- failed to use diagrams when it was clear that answers required these, or produced untidy/unclear/inadequately labelled diagrams
- did not answer in the context of the questions, and gave long rambling answers that ranged into irrelevancies
- did not use economic terminology sufficiently accurately
- seemed unfamiliar with the requirements of verbs such as 'evaluate', 'discuss' or 'explain' that were used in the questions, and, as a result, failed to consider the pros and the cons of issues, merely focusing on simple issues without extension.