NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2005

Technology
93601

National Statistics

Assessment Report

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National Statistics

No. Scholarship Results	Results			
	Outstanding Scholarship		**Scholarship**	
	No. Awards	% of L3 Cohort	No. Awards	% of L3 Cohort
15	2	0.2%	13	1.3%

Commentary

Candidates were required to submit a report that demonstrated critical reflection on their technological experiences in developing a technological outcome(s). This reflection required them to demonstrate that they had brought together knowledge, skills and ideas in order to:

- explain the complexities of the situation(s) for which they had developed a technological outcome(s), in terms of how these situation(s) were identified and explored
- justify the way in which their practice and outcome(s) addressed problem(s) identified for the situation(s)
- demonstrate how their own technological practice was informed by analysing and critiquing the practice(s) of other practising technologists (including their peers) from a range of contexts that were linked to their technological outcome(s).

A number of candidates presented video evidence in addition to their scholarship report and a portfolio of evidence of their undertaking of technological practice. While this is not discouraged, candidates need to take care that they are not just representing the same evidence in different media. Where different media, including DVDs, are used to present evidence for assessment, the evidence in each needs to *add* to the candidate's evidence.

Photographic evidence of the use of mock-ups and models to test, analyse and justify the potential of a technological outcome or its component parts was often not provided in supporting material that candidates submitted.

Best-performing candidates

Reflections presented in candidates' reports demonstrated a high level of synthesis, integration and critical reflection. To support the reflective comments made, corresponding evidence was required of candidates having undertaken technological practice to develop a technological outcome(s).

An essential part of the critical reflection is the need to discuss how and why they modified and / or why they rejected the understanding they gained from analysing the practices of practising technologists. Equally important is the need to critically reflect on how this understanding informed their own undertaking of technological practice. Successful candidates usually presented evidence of critical reflection throughout

their practice to develop a technological outcome(s). These candidates were able to explain the nature of this reflection in their scholarship report.

Other candidates

A number of candidates presented evidence of undertaking technological practice to develop a technological outcome(s) without a report that demonstrated the necessary critical reflection on their technological experiences. Others wrote a report without submitting the supporting evidence of the practice they had undertaken.

The analysis and critique of the practice(s) of practising technologists to inform candidates' own technological practice was far more prevalent than in 2004. However, candidates usually only presented evidence of analysis of a practising technologist(s) working in the same context as themselves ie candidates working in the context of information and communication technology explored the technological practices of graphic designers and/or analysed and critiqued the technological outcomes of these designers. Understanding gained in this case was often evidenced in a candidate's portfolio as being directly taken into their technological practice ie what the practising technologist did, the candidate did similarly. While this is acceptable, candidates should be encouraged to gain an understanding of knowledge, skills and/or practices by analysing and critiquing practising technologists within contexts other than those directly related to the context in which they themselves work. Such critique needs to demonstrate analysis, comparison and evaluation of similarities and/or differences to identify knowledge, skills and/or practices that may be incorporated or modified for inclusion into their own technological practice.