

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **Commerce Level 1**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Commerce Level 1

Product	What's changed?
Conditions of Assessment across all internal assessments	Updated to to provide clearer guidance around authenticity.
AS1.2 92029 Unpacking	Last sentence regarding 'real time' removed for clarity.

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NCEA Conditions of Assessment across all internally assessed standards

Subject:	All NZC subjects
Achievement Standard:	All NZC internal Achievement Standards

The Conditions of Assessment across all Level 1 internally assessed standards have been updated to include clearer guidance about authenticity. Any changes to Standard Specific Conditions of Assessment will be shown separately within this document.

Conditions of Assessment for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

Ensuring Authenticity of Evidence

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

NCEA Unpacking the Standard

Subject:	Commerce
Achievement Standard:	1.2 Demonstrate understanding of price determination for an organisation
Credits:	5

The intent of the Achievement Standard

In this Achievement Standard, ākonga will show an understanding of how price determination functions in the economic system.

Ākonga will use financial or non-financial information and a concept or model to investigate the price of a particular good or service. They will look at the factors that affect, and are affected by, price. Ākonga will also look ahead to the possible consequences of a price determination. These may be ones that impact the organisation or its stakeholders.

By engaging with an organisation, ākonga will strengthen their financial decision-making. They will experience the often fine balance of price within wider financial contexts. This will lead them to become more aware as consumers. They will be able to identify factors shaping the pricing decisions that impact them.

Making reliable judgements

At all levels of achievement, ākonga will engage with relevant financial or non-financial information in context. Evidence of this engagement should be present in any price determination. When discussing concepts or models, ākonga may choose to include visual images. These should conform with conventions such as titles, units, and labelling of axes. Ākonga may also provide written descriptions. These should include reference to actual quantities and dollar values as appropriate.

At higher levels of achievement, ākonga will explore the links between this information, their concept or model, and price in more depth. They will exhibit an awareness of how a change in an internal or external factor can influence a change in the price. They will also explain possible paths forward for the organisation by examining different pricing options, which may include the option of keeping the current price. For the price explanations referred to above, financial or non-financial information and a concept or model should be applied. In justifying a determined price, ākonga will exhibit critical thinking, making a decision by weighing the possible benefits of their chosen option against potential costs for both the organisation and its stakeholders.

Collecting evidence

Ākonga will identify and use relevant financial or non-financial information. Non-financial information does not directly relate to an organisation's finances. Non-financial information may relate to, for example, pūtake, kaitiakitanga, conflicting goals, laws, seasonality, or consumer needs. Ākonga can use either financial or non-financial information, or a combination of both.

Ākonga may gather this information in many ways. These may include consultation with the organisation, or independent market research. Ākonga may choose to survey the organisation's target market. They may also research what similar organisations charge for goods and services.

Possible contexts

Ākonga can investigate price for a wide range of organisations. They can be commercial or community-based, and real or hypothetical. Familiar contexts will enable ākonga to better identify relevant financial and non-financial information.

This Achievement Standard can also be part of a programme of learning in which ākonga run their own organisation. They will determine a price for their organisation's goods or services.