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 **Digital Technologies Level 2**. 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: Digital Technologies
Level 2

Product	What's changed?
Conditions of Assessment	Updated for clarification of 'milestones' for AS2.1 and updated guidance around authenticity.

Contents

National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

NCEA Level 2 Digital Technologies

Conditions of Assessment

January 2026

Conditions of Assessment

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.

Specific Information for Individual Internal Achievement Standards

Achievement Standard Number	**91890 Digital Technologies 2.1**
Title	Conduct an inquiry to propose a digital technologies outcome
Number of Credits	6
Version	1

Assessment of this standard involves an inquiry. Sufficient time should be allowed for students decide on an inquiry process and to pose questions for use in the inquiry and to complete the proposal for a digital technologies outcome.

Teachers will check the student's inquiry focus and questions, and, where required, provide time for students to correct or improve these before continuing. Where more than minimal feedback is needed for the student to decide a suitable inquiry focus and to pose inquiry questions, the student is not ready for assessment against this standard.

Teachers will negotiate with students to establish the completion of significant sections of work at key milestones during their inquiry. Milestones are not time bound.

Achievement Standard Number	**91891 Digital Technologies 2.2**
Title	Apply conventions to develop a design for a digital technologies outcome
Number of Credits	3
Version	1

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.
Students need to be given sufficient opportunity to get feedback from the modelling to improve the design. This feedback could be collected from other students or relevant parties.

Achievement Standard Number	**91892 Digital Technologies 2.3**
Title	Use advanced techniques to develop a database
Number of Credits	4
Version	1

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

Achievement Standard Number	**91893 Digital Technologies 2.4**
Title	Use advanced techniques to develop a digital media outcome
Number of Credits	4
Version	1

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

Achievement Standard Number	**91894 Digital Technologies 2.5**
Title	Use advanced techniques to develop an electronics outcome
Number of Credits	6
Version	1

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

Achievement Standard Number	**91895 Digital Technologies 2.6**
Title	Use advanced techniques to develop a network
Number of Credits	4
Version	1

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome.

Achievement Standard Number	**91896 Digital Technologies 2.7**
Title	Use advanced programming techniques to develop a computer program
Number of Credits	6
Version	1

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Achievement Standard Number	**91897 Digital Technologies 2.8**
Title	Use advanced processes to develop a digital technologies outcome
Number of Credits	6
Version	1

Students need to be familiar with the context of any task. It is acceptable for them to know the context before the assessment.

Students need to be given sufficient opportunity for iterative improvement of the outcome

The outcome that is developed by a student, class, or group of students may be a complete outcome for a particular purpose, or a functioning component of a larger solution.