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 **English 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: English
Level 1

Product	What's changed?
Conditions of Assessment across all internal standards	Updated to provide clearer guidance around authenticity.
AS1.1c 91924 Internal Assessment Activity	Example texts updated.

Contents

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.

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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.

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NCEA Internal Assessment Activity

Activity name:	Vernacular spectacular
Subject:	English
Achievement Standard:	91924
Credits:	5
Assessment Activity Version:	4

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You will show your understanding of how context shapes verbal language use. You are going to choose a context that relates to a text you have studied or will be studying this year. Your context should not be the studied text itself.

You will:
- identify a context that relates to your studied text and check with your teacher that it will provide you with sufficient verbal language at an appropriate level. For example, if your studied text is *Bugs* by Whiti Hereaka you could explore how the characters' way of speaking is shaped by where they live. This might include how small-town New Zealand life influences their tone and expressions, how teenage friendships and identity are shown through everyday conversations, or how things like money or community expectations affect the way characters express themselves.
- select an appropriate text which relates to the context you've selected. For example, *I Am Not Esther* by Fleur Beale.
- describe the context
- closely read the text to identify specific examples of verbal language used in that context
- describe characteristics of the specific examples of verbal language and how they are typical of the context
- explain how the context has influenced the specific examples of verbal language and how the examples connect
- draw conclusions about the relationship between the context and the specific verbal language choices.

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How to present your learning

You will demonstrate your understanding of how context shapes verbal language through a written response. This could take the form of an essay, but may also include a report or another appropriate written text type.

Your written response should be approximately 750-800 words.

You can discuss other possible ways of presenting your evidence with your teacher. These may include visual verbal presentations (3-4 minutes) and oral presentations (3-4 minutes).

Timeframe

Your teacher will provide details of the time you have, the checkpoints, and the submission date/time for your final assessment.

Your final presentation should take approximately 6-8 hours of class time to produce. You may also work on your presentation in your own time.

Getting started

You may wish to use the template provided with the student resources. This will help you to:
- outline the context
- give specific examples of the verbal language use
- consider the characteristics of the verbal language
- explain why and how the verbal language is used in the context.

Student resources

Here are some examples of texts and how they can relate to more than one context. This is not an exhaustive list, and you will need to work with your teacher to identify an appropriate context that relates to your studied text. Once you have identified a context, you will need to identify an appropriate text to use for this Assessment Activity so that you can identify specific example of verbal language use.

Example 1

Studied text/s: *Krishnan's Dairy* by Jacob Rajan.

Possible related contexts:
- Love and partnership
- Parenthood and sacrifice
- Belonging.

Possible text types: migration diaries or autobiographical essays, stories of resettlement and cultural adaption.

Example 2

Studied text/s: *Unity and collected poems* by Selina Tusitala Marsh.

Possible related contexts:
- Environmental and ecological awareness
- Political and social resistance.

Possible text types: spoken word and slam poetry, memoirs, eco-poetry and environmental texts, political theatre and monologue plays.

Example 3

Studied text/s: *Animal Farm* by George Orwell*.*

Possible related contexts:
- The language of persuasion through propaganda and conspiracy
- Power, rebellion, and revolution
- The role of fear in shaping and controlling public opinion.

Possible text types: propaganda posters from WWI and WW2, speeches made by politicians, comments on news articles (you will need to identify the commentators who are using the language of conspiracy), websites dedicated to conspiracy theories, social media posts made by a group, and similar things.

Example 4

Studied text/s: *The Hate U Give* (film adaptation) directed by George Tillman Jr.

Possible related contexts:
- Code switching
- Activism and protest
- Family and community
- Media and public discourse.

Possible text types: autobiographical narratives, for example *I am Malala,* young adult fiction, editorials on race justice and youth activism.

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