

# 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 **Health Studies 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: Health Studies Level 1

Product	What's changed?
Conditions of Assessment across all internal standards	Updated to provide clearer guidance around authenticity.
AS1.1 92008 Internal Assessment Activities	Student activities and teacher guidance updated to make 'key areas of learning' more visible.
AS1.4 92011 Unpacking	Clarification of wording for higher levels of achievement.

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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 Internal Assessment Activity

Activity name:	Matariki Ahunga Nui
Subject:	Health Studies 1.1a
Achievement Standard:	92008
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

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.

You are going to choose a te ao Māori model of health and show your understanding of how an activity affected hauora according to the framework of the model.

You will reflect on the 'Matariki ahunga nui' activity, or an alternative activity as agreed with your kaiako, to consider the effects of the activity on hauora, for yourself personally, and/or for others.

You will create your own individual response, where you will cover the following:

- Describe the effect that the 'Matariki ahunga nui' activity has had on hauora, including reference to actions that were deliberately taken throughout to enhance hauora. Give examples from the activity to illustrate your points.
- Explain why the activity affected hauora. Refer to specific dimensions of the model and provide evidence to support your explanation.
- Describe interconnections you have observed between the different parts in the model of health, in relation to the activity.
- Explain why different parts of the model of health interconnected, in relation to the activity.
- Draw conclusions about how hauora would be impacted in the short-term and also in the long-term by the 'Matariki ahunga nui' activity. This may mean that you reflect on the short-term impact on hauora of the activity and use this reflection to predict how hauora will continue to be affected by this activity. You may refer to the effects on hauora of individuals, groups, or communities. Use evidence to support your ideas.

The 'Matariki ahunga nui' activity is an attached document in the Teacher Guidance section.

# How to present your learning

Choose the most effective way of presenting your response, from the following options:

- An annotated diagram that features a visual representation of the model of health, your descriptions and explanations, and your examples and evidence from the activity (which could include visual evidence such as photos). This could be in a form such as a poster or a large-scale digital presentation.
- A written or oral interview (750-800 words excluding interview questions, or up to 4 minutes) where you co-create relevant questions with your kaiako that are based on the prompts in the 'What to do' section, and you then create and deliver your answers.
- Another mode of submission, as agreed with your kaiako.

## Timeframe

This Assessment Activity should take around 6-8 hours to complete. Class time should be allocated for you to engage in this Assessment Activity.

Your kaiako will provide you with details on submission deadlines and will also provide you with checkpoints to help you progress your mahi.

## Getting started

As part of the teaching and learning programme this year, you will have explored the three key areas of learning – Food and Nutrition, Mental Health, and Relationships and Sexuality in relation to the hauora of individuals, whānau, and community. This activity is focused on the Food and Nutrition key area of learning.

You will have engaged in the 'Matariki ahunga nui' activity, or another activity as agreed with your kaiako.

Before you start the Assessment Activity, spend time in wānanga with your classmates and kaiako, sharing about the experiences and impacts of the 'Matariki ahunga nui' activity. This will help to stimulate your thinking and ideas, especially in relation to how and why the activity affected hauora.

You will also need to revisit what you have learned about te ao Māori models of health. Wānanga about the various dimensions of the models and how they would help you to make sense of the impact of the 'Matariki ahunga nui' activity on dimensions of hauora. Choose which model of health you consider to be the most relevant for this Assessment Activity.

## Student resources

As part of your learning programme, you are going to create and prepare a 'Matariki kai' (a

Matariki-inspired dish) to contribute to a shared kai tahi (eating a meal together) with your classmates, who will also contribute their own dishes. Following this practical activity, you will reflect on the affect it had on hauora, and you will use it to do the Assessment Activity.

Because the 'Matariki ahunga nui' activity will be built into the teaching and learning programme, your dish will not be assessed. The activity is intended to be a creative and fun experience that will help you to develop your understanding of how an activity can affect hauora, for yourself or for others. It is the quality of your responses in the Assessment Activity that will be assessed for this Achievement Standard.

## Teacher guidance

This Internal Assessment Activity meets all of the requirements of the Achievement Standard. It may be used unchanged, or can be adapted by the teacher. If adaptations are made, teachers need to ensure that all achievement levels can be met in the activity and are reflected in the Assessment Schedule. Assessor judgements need to align with the Achievement Standard.

As part of the teaching and learning programme this year, you will have explored the three key areas of learning – Food and Nutrition, Mental Health, and Relationships and Sexuality in relation to the hauora of individuals, whānau, and community. This activity is focused on the Food and Nutrition key area of learning.

- The 'Matariki ahunga nui' practical activity (as described in Teacher Guidance attachment) will be incorporated into your teaching and learning programme, and will not itself be assessed. It will be used to support ākonga to complete the actual Assessment Activity.
- The phrase 'Matariki ahunga nui' means 'the great food piles of Matariki', and alludes to how food and feasting together is one of the central principles of Matariki. Spend some time with your class learning about the whetū or stars within the Matariki cluster that are associated with the different environments that Māori traditionally gathered food from, and also about the types of food that were available in these environments. Ākonga could also find out about some traditional and contemporary Māori dishes that feature these foods, to give them some ideas for their own dishes.
- As part of the teaching and learning programme, seek possibilities for ākonga to build their understanding of Matariki (and in particular the stars that are connected to food-gathering environments) in connection with iwi so that the experience and knowledge are localised.
- Teachers could choose to use the 'Matariki ahunga nui' activity, provide a different activity that is of similar complexity and grounded in mātauranga, or co-create an activity with ākonga that reflects their contexts, interests, and aspirations. Alternatively, ākonga themselves could select from a range of activities they have engaged in during the teaching and learning programme to respond to this Assessment Activity.

NOTE: Teachers need to ensure the cultural safety of all ākonga while discussing concepts such as hauora. Physical safety should also be considered in relation to food safety and allergens.

# NCEA Internal Assessment Activity

Activity name:	Hauora and the Pacific
Subject:	Health Studies 1.1b
Achievement Standard:	92008
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

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.

You are going to demonstrate your understanding of how a Pacific cultural activity affected hauora.

As part of your learning programme, you will engage in a Pacific cultural activity to consider the effects of the activity on hauora, for yourself personally, and/or for others. A Pacific cultural activity could include attending or participating in Polyfest or another event organised by your family, church, school or cultural group.

You will choose a Pacific model of health to frame your descriptions and explanations of the effect of the cultural activity on hauora.

You will create your own individual response. Ensure you cover the following points, and illustrate your points with examples from the activity:

- Describe the effects that engaging with the cultural activity had on hauora.
- Explain why the activity affected hauora. Refer to specific aspects and provide evidence to support your explanation.
- Describe the interconnections you have observed between the different parts in the model of health, in relation to the activity.
- Explain why different parts of the model of health interconnected, in relation to the activity.
- Draw conclusions about how hauora would be impacted in the short-term and also in the long-term by the cultural activity. For example, you might refer to specific aspects of the experience that have helped to change a mindset or belief, or an observation that has inspired a new understanding, or a change in a behaviour or habit.

Make sure that your responses clearly show your knowledge and understanding of the different parts of the Pacific model of health, as well as hauora holistically.



# How to present your learning

Choose the most effective way of presenting your response from the following options:

- Write (750-800 words) or orally present (3-4 minutes) a news story, as though you were a journalist for a local newspaper or a Pacific TV programme. Include all aspects of the prompts in the 'What to do' section.
- Create an annotated diagram that features a visual representation of the Pacific model of health you have used. Include your written descriptions and explanations, as well as your examples and evidence from the cultural activity. This could be in a visual form such as a poster or a large-scale digital presentation.
- Another mode of submission, as agreed with your teacher.

## Timeframe

Collating your evidence and creating your final response (including examples to illustrate your points) should take 6-8 hours. Class time should be allocated for you to engage in this Assessment Activity.

Your teacher will provide you with details on submission deadlines and will also provide you with checkpoints to help you stay on track.

## Getting started

As part of the teaching and learning programme this year, you will have explored the three key areas of learning – Food and Nutrition, Mental Health, and Relationships and Sexuality in relation to the hauora of individuals, whānau, and community. This activity is focused on the Mental Health key area of learning.

Before you start, you will have selected with your teacher a Pacific cultural activity to attend or participate in. Ensure the selected activity is one that could enhance a range of aspects of hauora. In class, form small groups, and talanoa about different aspects of engaging in the Pacific cultural activity. This is a time to share your own observations, as well as to broaden your understanding by listening to other people's experiences of the activity, especially in relation to hauora. You may choose to gather your images, recordings, and anecdotes from the Pacific cultural activity in some sort of display that represents your combined experience. This will help you to remember details, and to gain different perspectives from the activity.

Talanoa about Pacific models of health, such as Fonofale or Fonua. Consider which model will provide the most suitable framework based on the Pacific cultural activity you participate in.



# Student resources

You are going to attend or participate in a Pacific cultural activity (such as an activity or event organised by your family, church, school or cultural group), either with your class, family, or peers. An example of such an activity is participating in or attending Polyfest.

## Teacher guidance

This Internal Assessment Activity meets all of the requirements of the Achievement Standard. It may be used unchanged, or can be adapted by the teacher. If adaptations are made, teachers need to ensure that all achievement levels can be met in the activity and are reflected in the Assessment Schedule. Assessor judgements need to align with the Achievement Standard.

As part of the teaching and learning programme this year, you will have explored the three key areas of learning – Food and Nutrition, Mental Health, and Relationships and Sexuality in relation to the hauora of individuals, whānau, and community. This activity is focused on the Mental Health key area of learning.

- While this Achievement Standard assesses understanding of hauora, during this Assessment Activity hauora will be explored using a Pacific model of health. It is important to acknowledge that there are diverse perspectives found across the Pacific, and as such there may be multiple ways of understanding the concept of hauora.
- The Pacific cultural activity that students will use for this assessment will be incorporated into the teaching and learning programme, and students' participation itself will not be assessed. If a student wishes to use a cultural activity that lies outside of the teaching and learning programme for the Assessment Activity, ensure you discuss this together so that you can help them to assess the suitability of the activity.
- Choose a cultural activity or experience that suits the circumstances and interests of students, and is logistically manageable for you as the teacher. Attending Polyfest is a suggestion of a Pacific cultural activity that your students could engage with, but you should adapt the activity where necessary. You may wish to include family who could extend cultural knowledge and understanding during the activity, or invite them to talanoa with your students before or afterwards.
- Students may have gathered a large amount of material to inform their response, so guide them to curate their material to ensure they provide their best evidence towards the Achievement Standard. It may be simplest and most effective for students to choose to reflect on the impact on the hauora of a single person or group, such as themselves, a performer or a group of performers, an event organiser, or a particular group in the audience.

NOTE: Teachers need to ensure the cultural safety of all students while discussing concepts such as hauora.

# NCEA Internal Assessment Activity

Activity name:	Personal action and hauora
Subject:	Health Studies 1.1c
Achievement Standard:	92008
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

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.

When you take action to make positive changes in your life, do you ever wonder about the impact that it has on hauora, for you personally, or even for others? You are going to choose a personal or interpersonal skill-based activity that you have participated in during class. You will use a model of health to help you to frame and express your understanding of the effect of the activity on hauora. You may refer to hauora for yourself personally, and/or for others.

You will create your own individual response, where you will address the following:

- Describe a range of effects that the activity has had on hauora, using the model of health to guide your observations. Give examples from the activity to illustrate your points.
- Explain why the activity affected hauora. Refer to a range of aspects of hauora, and provide evidence to support your explanation.
- Describe interconnections you have observed between the different parts in the model of health, in relation to the activity.
- Explain why different parts in the model of health interconnected, in relation to the activity.
- Draw conclusions about how hauora would be impacted in the short-term and also in the long-term because of the activity. Use evidence to support your ideas.

Make sure that your responses clearly show your knowledge and understanding of a range of different aspects of hauora, according to the model of health you have chosen.

Examples of personal or interpersonal skill-based activities could include goal-setting, assertive communication, and self-management.

# How to present your learning

Choose the most effective way of presenting your responses from the following options:

- A blog or journal (750-800 words) where you record your descriptions, explanations, examples and evidence from the activity.
- A written or oral response to the prompts (3-4 minutes).
- Another mode of submission as agreed with your kaiako.

## Timeframe

Collating material and creating your final response (including supporting evidence) should take around 6-8 hours. Class time should be allocated for you to engage in this Assessment Activity.

Your kaiako will provide you with details on submission deadlines and may also provide you with checkpoints to help you stay on track.

## Getting started

As part of the teaching and learning programme this year, you will have explored the three key areas of learning – Food and Nutrition, Mental Health, and Relationships and Sexuality in relation to the hauora of individuals, whānau, and community. This activity is focused on the Relationships and Sexuality key area of learning.

You will have engaged in personal and interpersonal skill-based activities to enhance hauora. These may have included activities such as goal-setting, assertive communication, and self-management. Before you start this Assessment Activity, spend some time in wānanga with your classmates and kaiako, sharing about the experiences and impacts of the activities. Then decide which activity you will use for this assessment.

To help you choose which model of health you will use for this Assessment Activity, wānanga with people in your class about the various aspects of each model, and how they would help you to make sense of the impact of your chosen activity on hauora.

## Teacher guidance

This Internal Assessment Activity meets all of the requirements of the Achievement Standard. It may be used unchanged, or can be adapted by the teacher. If adaptations are made, teachers need to ensure that all achievement levels can be met in the activity and are reflected in the Assessment Schedule. Assessor judgements need to align with the Achievement Standard.

As part of the teaching and learning programme this year, you will have explored the three key areas of learning – Food and Nutrition, Mental Health, and Relationships and Sexuality in relation to the hauora of individuals, whānau, and community. This activity is focused on the Relationships and Sexuality key area of learning.

Kaiako may engage ākonga in wānanga or discussions at the beginning of this assessment process, so that they can be encouraged and stimulated by the sharing of thoughts and ideas. It may be helpful for them to hear about each other's experiences related to the activities they have engaged in, and this process may inspire further thoughts, perspectives and understandings.

NOTE: Kaiako need to ensure the cultural safety of all ākonga while discussing concepts such as hauora.

# NCEA Unpacking the Standard

Subject:	Health Studies
Achievement Standard:	1.4 Demonstrate understanding of strategies that enhance hauora
Credits:	5

## The intent of the Standard

Ākonga will be assessed on their understanding of strategies that enhance hauora. They will suggest plans of action that fit within an underlying concept, in response to a given scenario. For example, a strategy identified via the lens of health promotion may describe individual and/or collective plans of action to enhance hauora; a strategy identified via a socio-ecological lens might describe a plan of action involving community or societal policy. Students could identify and describe existing strategies or original strategies they have formulated.

Hauora is a Māori philosophy of holistic wellbeing grounded in bodies of mātauranga unique to Aotearoa New Zealand. This goes beyond the physical aspects of wellbeing to include aspects such as the spiritual, the collective, and the environmental.

The Significant Learning that ākonga will engage with in relation to this Achievement Standard includes:

- inquire into Māori knowledges and practices related to hauora, such as rongoā and maramataka
- inquire into Pacific values, knowledges, and practices, such as vā, in relation to individual, whānau, and community health contexts
- understand how personal, interpersonal, and societal factors impact hauora and inform decision-making
- investigate diverse strategies to help manage change situations that impact hauora
- use critical thinking in relation to social constructs, power imbalances, biases, and assumptions that impact hauora.

Learning about hauora may be enriched by exploring models such as Te Whare Tapa Whā, Te Wheke, Fonua, or Fonofale. However, ākonga are not assessed on their knowledge or application of a model of health in this Achievement Standard.

## Making reliable judgements

Ākonga will identify strategies that enhance hauora, then provide examples of how the strategies enhance hauora with reference to a relevant underlying concept.

At higher levels of achievement, ākonga will discuss how the strategies they have suggested work together to enhance hauora. They will draw conclusions about the anticipated effectiveness of these strategies to enhance hauora. This could include examining the broader

contexts that influence the strategies and their outcomes, to show whether the strategies worked together or conflicted with each other in their impact on enhancing hauora. Ākonga will draw on examples from the given scenario throughout their discussion, and any conclusions will draw from relevant information from the scenario.

## Collecting evidence

External Assessment Specifications will be published by NZQA and will specify details about how this Achievement Standard will be assessed.

## Possible contexts

Scenarios will be related to any of the Key Areas of Learning: Food and Nutrition, Mental Health, and Relationships and Sexuality.

Engagement with the following Ministry of Education guides is recommended for all Health Studies kaiako for teaching and learning:

- [Mental Health Education](#)
- [Relationships and Sexuality Education](#).

## Standard Exclusions

This Standard has one or more exclusions, or Standards that assess the same or similar learning. These Standards are excluded against one another to prevent assessing the same learning twice. You can only use credits gained from one of these standards towards your NCEA qualification.

Find out more about the [NCEA Level 1 Exclusions List](#).