

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 **New Zealand Sign Language 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: New Zealand Sign Language Level 2

Product	What's changed?
Conditions of Assessment	Changes made for clarity of meaning for 'assessment events' and 'teacher support'.
AS2.1b 91799 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.
AS2.2b 91800 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.
AS2.3b 91801 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.
AS2.5a 91802 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.
AS2.5b 91802 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.

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NCEA Level 2 Languages

Conditions of Assessment

General Information

Subject Reference	Languages
Domain	New Zealand Sign Language
Level	2

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.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

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	91799 New Zealand Sign Language 2.1
Title	Demonstrate understanding of a variety of New Zealand Sign Language texts on familiar matters.
Number of Credits	5
Version	1

The standard involves viewing a range of texts and showing understanding of communication on familiar matters.

A variety of texts means the context and/or purpose and/or type will be different for each text viewed, e.g. a personal account of an unsettling experience will necessitate demonstrating understanding of a different set of language to students discussing plans for holiday jobs.

Contexts for the text types should arise naturally from teaching and learning. The language in the texts viewed should not be in advance of curriculum level 7.

At this level students will show evidence of understanding language that shares information, ideas, and opinions in support of the signer's view and/or the views of others. Over the texts viewed there will be evidence not just of understanding information but also of understanding ideas and opinions about events, people, places, and experiences.

Structure of the tasks

Student understanding will be demonstrated in response to a question or questions about the text. All levels of achievement must be possible for each question.

Assessing the collection of evidence

The grade will be awarded for the collection of responses to texts assessed as a whole, i.e. each response will not be assessed individually, rather the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level rather than accidentally and occasionally.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student's answers.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and/or significant modification using their own words/signs
- do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

Time

The sample tasks suggest the time for each text viewed should be about two minutes.

Language

Whether a student answers in English, te reo Māori or New Zealand Sign Language, incorrect language or grammar will only affect the award of a grade if the student's understanding of the text is not clear.

Teacher Support

In this standard, an assessment event refers to the period when students actively produce language as evidence toward meeting the standard at each assessment opportunity, following the introduction of its requirements. This includes activities such as individually viewing the questions and recording their signed answers, all of which are part of the assessment event. Teacher involvement during and outside these events is limited to

ensure the authenticity of student evidence and to support student understanding of the requirements of the standard.

- **During assessment events**, teacher support is limited to providing students with advice on the technical aspects of their answers only, such as visual quality. Teachers must not provide any input into the student's language production or feedback on the selection of evidence for final submission. Teachers are encouraged to use checkpoints throughout the assessment events to monitor student progress and ensure authenticity of evidence.
- **Outside assessment events**, teachers will cover various topics and provide feedback on students' language use in coursework and homework. This must be separate from the work produced for assessment evidence. Teachers may also support students' understanding of the standard and the achievement criteria.

Achievement Standard Number	91800 New Zealand Sign Language 2.2
Title	Give a presentation in New Zealand Sign Language that communicates information, ideas and opinions.
Number of Credits	4
Version	1

This achievement standard involves communicating information and expressing and justifying ideas and opinions.

Content

Language should be appropriate for a presentation. Tasks should ensure that students will have a context which requires a presentation.

The best presentations are to the point and close to the allocated times.

Development does not equal length.

Sufficiency of Evidence

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

Two to three minutes is a suggested guideline for appropriate length.

Where a presentation is made by a group, each person will be assessed individually.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and/or significant modification using their own words/signs
- do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

Teacher Support

In this standard, an assessment event refers to the period when students actively produce language as evidence toward meeting the standard, following the introduction of its requirements. This includes activities such as individually practising the delivery of the presentation and recording it for final submission, all of which are part of the assessment event. Teacher involvement during and outside the assessment event is limited to ensure the authenticity of student evidence and to support student understanding of the requirements of the standard.

- **During the assessment event**, teacher support is limited to providing students with advice on the technical aspects of their work only, such as visual quality. Teachers must not provide any input into the student's language production. This includes the drafting stage and the delivery of the presentation. Teachers are encouraged to use checkpoints throughout the assessment event to monitor student progress and ensure authenticity of evidence.
- **Outside of the assessment event**, teachers will cover various topics and provide feedback on students' language use in coursework and homework. This must be separate from the work produced for assessment evidence. Teachers may also support students' understanding of the standard and the achievement criteria.

Presentation

This presentation is delivered to an audience. This could be either a real or digital audience, e.g. a vlog.

Communication is the focus of the assessment. The presentation may be supported by prepared notes/cue cards/props/other supporting material/a copy of the text, but not signed verbatim/in its entirety.

Aids to memory such as those suggested above should enhance and not detract from the presentation.

Achievement Standard Number	91801 New Zealand Sign Language 2.3
Title	Interact using New Zealand Sign Language to share information and justify ideas and opinions in different situations.
Number of Credits	5
Version	1

This achievement standard involves communicating information, giving explanations, or providing evidence to support own views and/or the views of others.

Sufficiency of Evidence

A range of interactions involves at least two interactions.

Tasks should provide opportunities for students to demonstrate language use across a range of contexts and for a range of purposes and enable achievement at all levels.

This will mean that the context and/or purpose and/or type will be different for each interaction, e.g. negotiating the best way to spend a Saturday evening with friends will necessitate a different set of language to students discussing what they did in the holidays.

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary, however at all times, quality is more important than length.

The collection of interactions should be assessed as a whole, i.e. each interaction will not be assessed individually, rather the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level rather than accidentally and occasionally.

A total of four minutes is a guideline for this standard.

Where an interaction involves a pair or group, each person will be assessed individually.

The focus of this standard is the successful negotiation of meaning in a realistic context.

In interactions, there is a level of spontaneity not apparent in prepared signed presentations. Students should use the language they have acquired in as natural a way as possible, i.e. not artificially using long sentences and complex structures where native users would not naturally do so.

Features of interactions which contribute to natural communication include such things as:

- referring back to things that have already been said
- clarifying
- negotiating meaning
- using colloquial and formulaic expressions appropriate for the contexts.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the New Zealand Sign Language content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not practise the **exact task** with their partner(s) prior to the assessment
- do not rote-learn or script role plays

- do not use New Zealand Sign Language notes, language learning resources, or dictionaries **during** the interactions.

Collection of Evidence

Evidence of interactions should be collected by digital video.

Language

Incorrect language/inconsistencies will only affect a grade if they hinder communication. It is important to note that accuracy is not a criterion of this standard. In a realistic conversation by learners of a second language errors are natural and should not be overly penalised.

There are two features of this standard: a repertoire of language features and strategies, i.e. students will be rewarded for contributing to and maintaining the interaction, and a range of language.

The use of language and language features should be controlled and appropriate and not used because students think that it is a quantity of these that will allow them to meet the criteria. Quality is more important than quantity.

At this level students will show evidence of language to share information and justify ideas and opinions which involves communicating information, giving explanations, or providing evidence to support own views and/or the views of others. Over the two pieces there will be evidence not just of sharing information but of justifying both ideas and opinions.

Teacher Support

In this standard, an assessment event refers to the period when students actively produce language as evidence toward meeting the standard at each assessment opportunity, following the introduction of its requirements. This includes activities such as individually brainstorming possible questions and answers, recording interactions, and selecting evidence for final submission, all of which are part of the assessment event. Teacher involvement during and outside these events is limited to ensure the authenticity of student evidence and to support student understanding of the requirements of the standard.

- **During assessment events**, teacher support is limited to providing students with advice on the technical aspects of their work only, such as visual quality. Teachers must not provide any input into the student's language production or feedback on the selection of evidence for final submission. Teachers are encouraged to use checkpoints throughout the assessment events to monitor student progress and ensure authenticity of evidence.
- **Outside assessment events**, teachers will cover various topics and provide feedback on students' language use in coursework and homework. This must be separate from the work produced for assessment evidence. Teachers may also support students' understanding of the standard and the achievement criteria.

Achievement Standard Number	91802 New Zealand Sign Language 2.5
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Title	Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts.
Number of Credits	5
Version	2

This achievement standard involves signing texts that fulfil communicative intents that are as realistic as possible, and that communicate information and express and justify ideas and opinions.

Text type

The context and/or purpose and/or text type will be different for each piece, e.g. a video email to a host family, a vlog posting on the class site to share with an exchange school, an announcement advertising NZSL language week activities.

Evidence

A range of resources to support drafting and reworking could include the NZSL dictionary app, NZSL resource books, and class notes. Students need to be aware that they cannot copy large chunks of signed text and that they must adapt and rework the language. Students need to reference direct signed text in their work and this will not count as evidence of language. It is inappropriate to have anyone other than the student providing language content or correcting drafts.

Sufficiency of Evidence

A variety of texts involves at least two pieces of signing.

Tasks should provide opportunities for students to demonstrate language use in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the task(s), the length of the evidence may vary, however at all times, quality is more important than length.

The portfolio should be about 4 minutes in total. This is a realistic expectation of the time needed to provide sufficient evidence from which to make a judgement. At all times quality is more important than quantity.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy signed content from another person or source without appropriate acknowledgement and/or significant modification using their own words/signs

- do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

Collection of Evidence

Evidence of at least two text types should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level consciously and reasonably consistently rather than accidentally and occasionally. Selection of evidence may be made by the student. The final selection is considered as a whole for grade allocation.

Teacher Support

In this standard, an assessment event refers to the period when students actively produce language as evidence toward meeting the standard, following the introduction of its requirements. This includes activities such as individually practising the delivery of the texts and recording them for final submission, all of which are part of the assessment event. Teacher involvement during and outside the assessment event is limited to ensure the authenticity of student evidence and to support student understanding of the requirements of the standard.

- **During the assessment event**, teacher support is limited to providing students with advice on the technical aspects of their work only, such as visual quality. Teachers must not provide any input into the student's language production. This includes the drafting stage and the delivery of the presentation. Teachers are encouraged to use checkpoints throughout the assessment event to monitor student progress and ensure authenticity of evidence.
- **Outside of the assessment event**, teachers will cover various topics and provide feedback on students' language use in coursework and homework. This must be separate from the work produced for assessment evidence. Teachers may also support students' understanding of the standard and the achievement criteria.

Accuracy is not a criterion of the standard and not an expectation for Excellence. Most second language learners make errors. Complex language, with few or no errors, may indicate that too much feedback has been given.



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Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91799

Standard title: Demonstrate understanding of a variety of New Zealand Sign Language texts on familiar matters

Credits: 5

Resource title: Time to quit

Resource reference: Languages 2.1B New Zealand Sign Language v2

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

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To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91799

Standard title: Demonstrate understanding of a variety of New Zealand Sign Language texts on familiar matters

Credits: 5

Resource title: Time to quit

Resource reference: Languages 2.1B v2 New Zealand Sign Language

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to demonstrate thorough understanding of an NZSL text on a familiar matter.

You will need to select or create a text in NZSL that ensures achievement at each level of the standard is possible. The activity provided is only an example to show how evidence can be collected. To ensure the authenticity of student responses, the activity provided cannot be used without significant re-contextualisation, as the film and indicative responses are available online.

Students should have opportunities throughout the year to gather evidence of viewing and understanding New Zealand Sign Language. A single event would not provide enough evidence to adequately assess achievement against the standard.

Students will provide at least two pieces of evidence throughout the year. Final grades will be decided by the teacher using professional judgment based on a holistic examination of a minimum of two pieces of student evidence.

Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 NZSL / New Zealand Sign Language / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

This is an individual, in-class assessment task.

As part of regular teaching and learning, students will have been exposed to a variety of vocabulary and language structures specific to the chosen theme and relevant to Level 7 of the New Zealand Curriculum.

Authenticity

For further information, see [Authenticity - NZQA](#).

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and/or significant modification using their own words
- do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

Resource requirements

Video recording equipment will be required for students answering in NZSL.

Additional information

This resource material should be read in conjunction with the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>.

Time to quit

[Time to quit video link](#)

Show film from 17:55 minutes to 20:02 minutes, then 23:33 minutes to 26:49 minutes, without audio.

This assessment activity requires students to watch a film about quitting smoking, demonstrate thorough understanding of the text and complete a series of responses to questions. The film will be shown three times: the first time, the students will watch the film as a whole. The second and third times, students will view the film in sections, with a pause after each. Before the film begins, students will have a short time to preview the questions.

As students watch, they may make notes. You may choose to provide preformatted sheets for students to use when making their notes.

The questions can be answered in either NZSL or English or te reo Māori. However, answers given in NZSL must not be lifted directly from the film because the purpose of the task is to assess comprehension, not recall. Comprehension of information must be demonstrated.

Students who choose to answer in NZSL must be recorded in such a way that their responses are not able to be seen and copied by others who are doing the task at the same time.

Questions

You have watched a film about quitting smoking.

1. Use the information in the film to explain how the body begins to repair itself after quitting smoking.

Time period	What happens?

2. How does the person from the Quitline blog feel about giving up smoking? Use information from the film to explain the reasons they feel like this.

Write your answer in the box provided.

Explanation of feelings about giving up smoking

Internal assessment resource

Achievement standard: 91799

Standard title: Demonstrate understanding of a variety of New Zealand Sign Language texts on familiar matters

Credits: 5

Resource title: Time to quit

Resource reference: Languages 2.1B v2 New Zealand Sign Language

Student instructions

Introduction

This assessment activity requires you to demonstrate thorough understanding of a New Zealand Sign Language text on a familiar matter. You will view a film in NZSL then answer questions, give opinions and justify your responses based on information in the text. The context for this activity is quitting smoking.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: Other contexts could include healthy eating and body piercing. Contexts should be drawn from the teaching and learning programme so students are familiar with the language being viewed.

Task

You will be required to complete at least two viewing activities throughout the year. Each will be an individual in-class activity. You will view a film in NZSL and may answer questions in English, te reo Māori or NZSL.

The evidence collected from these viewing activities will be used to make a holistic judgement on your overall grade.

Successful viewing involves:

- understanding what you have viewed
- identifying the main information / ideas
- selecting the correct information to answer questions and justifying your answers
- giving examples to show understanding.

Before the film begins, you will have time to preview the questions. You will watch the film THREE times. Use the pauses to make viewing notes to help you answer the questions.

- The first time, you will view the film as a whole.
- The second and third times, you will view the film in sections, with a pause after each.
- At the end of the passage, you will have a few minutes to review your answers.

You should attempt all questions.

All work must be your own. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not

permitted and material generated by these tools should not be submitted as part of your answers. You may **not**:

- copy from another person or source without appropriate acknowledgement and/or significant modification, using your own words
- receive guidance, scaffolding, instruction, or assistance from anyone before submission.

For 2026 Planning

Assessment schedule: Languages 91799 New Zealand Sign Language - Time to quit

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student demonstrates understanding of a variety of New Zealand Sign Language films on familiar matters.</p> <p>The student submits evidence from at least two tasks in different contexts and for different purposes.</p> <p>The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences viewed.</p> <p>The student makes meaning of the messages in the text. Overall, the message being conveyed is understood. The response is consistent.</p> <p>For example (note this is a partial extract only):</p> <p>Question 1</p> <ul style="list-style-type: none"> • <i>After 24 hours your lungs are better because carbon monoxide is out of your system.</i> <p>Or question 2</p> <ul style="list-style-type: none"> • <i>Pleased to have quit smoking because have lost weight.</i> <p><i>The examples above are indicative samples only.</i></p>	<p>The student demonstrates clear understanding of a variety of New Zealand Sign Language films on familiar matters.</p> <p>The student submits evidence from at least two tasks from different contexts and for different purposes.</p> <p>The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences viewed.</p> <p>The student demonstrates a clear understanding of the messages in the text by selecting relevant information, ideas, and opinions from the text and communicating them unambiguously.</p> <p>For example (note this is a partial extract only):</p> <p>Question 1</p> <ul style="list-style-type: none"> • <i>After 1 year the risk of heart attack is halved because heart beat is normal and blood pressure is down.</i> <p>Or question 2</p> <ul style="list-style-type: none"> • <i>Have more energy, feels better about themselves because has beaten addiction to smoking.</i> <p><i>The examples above are indicative samples only.</i></p>	<p>The student demonstrates thorough understanding of a variety of New Zealand Sign Language films on familiar matters.</p> <p>The student submits evidence from at least two tasks from different contexts and for different purposes.</p> <p>The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences viewed.</p> <p>The student demonstrates a thorough understanding of the messages in the text by expanding with supporting detail on relevant information, ideas, and opinions from the film and showing understanding of the implied meanings or conclusions within the text.</p> <p>For example (note this is a partial extract only):</p> <p>Question 1</p> <ul style="list-style-type: none"> • <i>No longer worried about dying early because risks of heart attack and cancer are halved. I'll be around for my family.</i> <p>Or question 2</p> <ul style="list-style-type: none"> • <i>Much more self-worth, more energy and no longer afraid of dying young. Thinks that if they can quit, anyone can.</i> <p><i>The examples above are indicative samples only.</i></p>

The final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



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Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91800

Standard title: Give a presentation in New Zealand Sign Language that communicates information, ideas and opinions

Credits: 4

Resource title: Around town

Resource reference: Languages 2.2B v2 New Zealand Sign Language

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

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To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91800

Standard title: Give a presentation in New Zealand Sign Language that communicates information, ideas and opinions

Credits: 4

Resource title: Around town

Resource reference: Languages 2.2B v2 New Zealand Sign Language

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

Students have been asked to give a 2-minute signed presentation about their town to a group of visitors, who are visiting their town for the first time. This activity requires them to prepare and present an effective presentation in New Zealand Sign Language (NZSL).

Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 NZSL / New Zealand Sign Language / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

As part of regular teaching and learning, students will be provided with opportunities to communicate information, express, and justify ideas and opinions in NZSL.

When students are actively producing language for assessment, teachers can only help with technical aspects (e.g. video quality). You must **not** assist with language production, presentation delivery, or evidence selection. Checkpoints can be used to monitor progress and ensure authenticity.

Presentations will be delivered either in front of the class or online, and will be video recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering their presentations, students may have prepared notes, cue cards, props, or other supporting material, but they may not read directly from their notes. To do so will mean they have not met the standard.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward on classwork and homework is also part of normal classroom practice and gives a clear indication to students of the

level at which they are working. However, this support must be kept separate from the assessed work.

Authenticity

For further information, see [Authenticity - NZQA](#).

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is **not** permitted and material generated by these tools should **not** be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do **not** copy from another person or source without appropriate acknowledgement and significant modification, using their own signs/words
- do **not** receive guidance, scaffolding, instruction, or assistance from anyone before submission.

Resource requirements

Video is a suitable form of collecting evidence.

A range of resources to support drafting the script could include the NZSL dictionary app, NZSL resource books, and class notes.

Provide specific details on:

- recording presentations on an electronic device
- naming files
- storing files
- backing files up securely in accordance with your school's NCEA policies and procedures.

Additional information

This material should be read in conjunction with the Senior Secondary Teaching and Learning Guides for Languages <http://seniorsecondary.tki.org.nz/>.

Internal Assessment Resource

Achievement standard: 91800

Standard title: Give a presentation in New Zealand Sign Language that communicates information, ideas and opinions

Credits: 4

Resource title: Around town

Resource reference: Languages 2.2B v2 New Zealand Sign Language

Student instructions

Introduction

A group of people is visiting your school. This assessment activity requires you to give a signed presentation in which you introduce the visitors to your town. In it, you need to communicate information, and express and justify ideas and opinions in NZSL.

Teacher note: The context for this activity can be easily adapted. For example, students could be required to explain aspects of school life to visitors or teach a new game.

You need to video record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity. It will be assessed on how convincing and effective it is.

All work must be your own. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is **not** permitted and material generated by these tools should **not** be submitted as part of your work.

You may **not**:

- copy signed content from another person or source without appropriate acknowledgement and significant modification, using your own signs/words
- receive guidance, scaffolding, instruction, assistance from anyone before submission
- use the language samples from the assessment schedule in your own work without substantial modification.

Teacher note: Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering your presentation, you may have prepared notes, cue cards, props, or other supporting material, but you may not read directly from your notes. To do so will mean you have not met the standard.

You have *[specify number]* periods in class to prepare your presentation.

Teacher note: Confirm how much class time your students will have to prepare their presentations. Insert the dates for all checkpoints and the final submission here.

Task

Decide where you might take the visitors and what you could show them.

Features of interest could include: public buildings, museums or galleries, rivers or beaches, local vantage points, open spaces, parks, sports facilities, sculptures, art works, water features, statues, or monuments.

Prepare your signed presentation. Your presentation could, for example:

- include research on the features you will recommend
- explain key features of your town
- express your ideas and opinions about the features
- justify your selection of a feature or features as not to be missed
- give a brief history/description of your town.

For more guidance, see Resource A.

For 2026 Planning

Resource A:

Characteristics of quality communication and presentation

Quality communication

- effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- has a clear sequence in the content
- uses connecting signs.

A quality presentation will:

- give information that is interesting and appropriate to the audience
- have a clear sequence
- express your information, ideas, and opinions clearly
- develop and link your information, ideas, and opinions
- give examples, comparisons, and points of view to illustrate what you are saying
- show effective presentation skills
- communicate successfully, avoiding inconsistencies which could hinder communication, for example, in articulation of signs, vocabulary choice, sign order (syntax), facial grammar and expression, use of space for reference, fluency and pace of delivery.

Assessment schedule: Languages 91800 New Zealand Sign Language – Around town

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student uses NZSL in a signed presentation to express and justify information, ideas and opinions in order to introduce visitors to the student's town.</p> <p>Communication is achieved overall, although it may be hindered by inconsistencies in some places.</p> <p>The length of the presentation is about two minutes.</p> <p>For example: 2.2B Around town - Achieved - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>	<p>The student uses NZSL in a convincing signed presentation to express and justify information, ideas and opinions in order to introduce visitors to the student's town.</p> <p>There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.</p> <p>A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not significantly hindered by inconsistencies.</p> <p>The length of the presentation is about two minutes.</p> <p>For example: 2.2B Around town - Merit - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>	<p>The student uses NZSL in an effective signed presentation to express and justify information, ideas and opinions in order to introduce visitors to the student's town.</p> <p>There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.</p> <p>A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not hindered by inconsistencies.</p> <p>The length of the presentation is about two minutes.</p> <p>For example: 2.2B Around town - Excellence - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



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

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91801

Standard title: Interact using New Zealand Sign Language to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Interact

Resource reference: Languages 2.3B New Zealand Sign Language

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by
Ministry of Education

October 2025 Version 2

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to perform.

Internal Assessment Resource

Achievement standard: 91801

Standard title: Interact using New Zealand Sign Language to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Interact

Resource reference: Languages 2.3B v2 New Zealand Sign Language

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

The contexts for this activity are the school ball, winning Lotto, being healthy and the best place in the world. This activity requires students to interact using effective New Zealand Sign Language to share information and justify ideas and opinions in different situations including the opinions of others. They will present a portfolio of a minimum of two interactions for assessment. Each student's personal contribution to all interactions should total about 4 minutes, but quality is more important than quantity.

If you have access to a native signer, one of the interactions could take place between the student and the native signer.

The interactions should be kept together in an electronic portfolio. You and your students may decide to keep learning logs to go with the selection of interactions, but this is entirely up to you.

Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 NZSL / New Zealand Sign Language / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

As part of regular teaching and learning, students will be provided with opportunities to interact in unrehearsed and unscripted signed interactions across a range of appropriate situations.

Although some interactions will be in pairs or groups, each student's work must be assessed individually.

When students are actively producing language for assessment (including individually preparing possible questions and answers and recording interactions) teachers can only help with technical aspects (e.g. visual quality). You must not assist with language production or evidence selection. Checkpoints can be used to monitor progress and ensure authenticity. All interactions are required to be video recorded. The recording of the interactions must be of good enough quality to ensure that all participants can be seen fully and clearly. It must be stored in a safe and accessible location.

Students will be rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their

ability to use a range of appropriate language and interaction strategies to share and justify information, ideas, and opinions in different situations and maintain and sustain the interaction.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward on classwork and homework is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

Authenticity

For further information, see [Authenticity - NZQA](#).

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should **not** be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do **not** practise the **exact task** with their partner(s) prior to the assessment
- do **not** rote-learn or script role plays
- do **not** use New Zealand Sign Language notes, language learning resources, or dictionaries **during** the interactions.

Resource requirements

Video recording equipment.

Provide specific details on:

- recording interactions using an electronic device
- naming files
- storing files
- backing files up securely in accordance with your school's NCEA policies and procedures.

Additional information

Judgement

You will need to consider all pieces submitted for assessment to make an overall judgement. Each piece will not be marked separately, but considered in terms of how it contributes to the overall picture of evidence of achievement for the student. All interactions must be unrehearsed and unscripted. A series of learnt interviews or role-plays is not appropriate.

This material should be read in conjunction with the Senior Secondary Teaching and Learning Guides for Languages: [Home - Senior Secondary](#).

Internal Assessment Resource

Achievement standard: 91801

Standard title: Interact using New Zealand Sign Language to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Interact

Resource reference: Languages 2.3B New Zealand Sign Language

Student instructions

Introduction

This activity requires you to present a portfolio of a minimum of two unrehearsed and unscripted interactions conducted in New Zealand Sign Language. Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions must be video recorded. The recording of this interaction must be of good enough quality to ensure that all participants can be seen clearly. It must be stored in a safe and accessible location.

Your assessment and final grade will come from a holistic evaluation of the quality of your selected interactions. Your personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

In good quality interactions you will:

- select language to effectively communicate and clarify meaning between yourself and the people you are interacting with, taking into account the purpose and audience
- express and justify opinions with examples and references
- begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you
- use your language and cultural knowledge to communicate and interact appropriately with your partner(s).

Interaction strategies, where appropriate, are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student's work.

You may **not**:

- practise the **exact task** with your partner(s) prior to the assessment
- rote-learn or script role plays
- use New Zealand Sign Language notes, language learning resources, or dictionaries **during** the interactions
- use the language from the language samples in the assessment schedule unless it has been significantly reworked.

Interactions will take place throughout the year, during or at the conclusion of a relevant programme of work.

Teacher note: Confirm how much class time your students will have to individually prepare for each interaction and to record their interaction with their partner(s). Insert the dates for all checkpoints and the final submission here.

Task

Participate in and record a minimum of two of the following interactions.

Teacher note: The following four contexts are examples only. If possible, add one or more of your own, reflecting areas that you focus on in your teaching and learning programme, or special experiences that your class have had in the course of the year.

School ball

The school ball has just come and gone. According to your school's website, it was a roaring success. Perhaps you were there and agree; perhaps you did not go and want to find out if the report is true; perhaps you are on next year's organising committee and want to ensure its success; perhaps you went and had a terrible time! In a small group, share your experiences and views. You could, for example, discuss:

- research into other students' opinions or their experiences
- the choice of venue and theme
- the choice of music
- the dancing, and how people "got into it"
- the atmosphere, clothes
- surprises or scandals
- how it could be improved in the future.

Instead of the school ball, you could discuss any other school event. For example, Stage Challenge, rugby or basketball final, kapa haka competition, annual sports exchange, the school production or Shakespeare competition.

Dreams are free

Discuss with a friend what you would do if you won Lotto. You could, for example, cover:

- how you would invest some of the money
- what you would/would not buy
- where you would live and why
- whether you would give some of your winnings to others
- how your win might affect relationships with family and friends
- how your win might change you as a person
- how your win might influence your future.

Health and lifestyles

Discuss your current lifestyle with a friend. You could, for example:

- what exercise you currently do (Has this changed? Is it enough?)
- what research says about healthy living
- your diet (eating habits)
- how you use your leisure time
- paid or voluntary work that you do on a regular basis
- good and bad habits
- what improvements you would like to make
- any health issue you are passionate about (for example, smoking).

My place is best!

Choose your favourite place in the world to live (this could be real or imaginary). Pick a partner who has chosen somewhere different. Have an informal debate, in which you explain, defend, and justify your choice.

Alternatively, you could debate the merits of two cities or towns in New Zealand, or the merits of living in a town or city versus living in the country.

You could debate, for example:

- information about your chosen place
- the physical attractions of your rival places
- their leisure and/or cultural amenities
- lifestyle factors
- opportunities
- how your choice of place reflects your personality or values.

Submit the recordings of a minimum of two interactions for assessment.

Assessment schedule: Languages 91801 New Zealand Sign Language – Interact

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student interacts using New Zealand Sign Language to share information and justify ideas and opinions.</p> <p>The student provides recordings of at least two signed interactions in different situations with realistic purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p> <p>For example: Film – 2.3B Interact - Achieved - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>	<p>The student interacts using convincing New Zealand Sign Language to share information and justify ideas and opinions.</p> <p>The student provides recordings of at least two signed interactions in different situations with realistic purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.</p> <p>Interactions are not significantly hindered by inconsistencies.</p> <p>For example: Film – 2.3B Interact - Merit - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>	<p>The student interacts using effective New Zealand Sign Language to share information and justify ideas and opinions.</p> <p>The student provides recordings of at least two signed interactions in different situations with realistic purposes.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>A range of language is used that consistently fits the specific purpose and audience of each interaction.</p> <p>The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.</p> <p>Interactions are not hindered by inconsistencies.</p> <p>For example: Film – 2.3B Interact - Excellence - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



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

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91802 version 2

Standard title: Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: The moral of the story

Resource reference: Languages 2.5A v2 New Zealand Sign Language

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by
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October 2025 v2

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91802

Standard title: Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: The moral of the story

Resource reference: Languages 2.5A v2 New Zealand Sign Language

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

A group of exchange students is coming to New Zealand to experience life, language, and culture. Your students are to billet them.

This activity requires students to sign a variety of text types in NZSL to introduce the exchange students to the school and New Zealand prior to their arrival and to keep in touch after they leave.

Students will sign a number of texts, including at least one from each list in Resource A.

Using this same theme, you might also collect evidence for the presentation standard, for example, about the school (buildings/subjects/people), things to do in your town, a welcome speech, or a documentary style presentation of our education system.

Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 NZSL / New Zealand Sign Language / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

As part of regular teaching and learning, students sign a variety of texts, both “free” (spontaneous) and “controlled” (prepared). Students need sufficient opportunity to sign a range of texts for a range of purposes, from which they can make a selection for final submission.

Although stages of preparation include brainstorming, outlining, drafting, revising, and proof reading, only the final signing is required as evidence (though students could be asked to save earlier signing in case authenticity needs to be established).

Signing must be presented as electronic files.

A system needs to be devised for collating this evidence, for example, on the school intranet, or other digital storage. This could be negotiated with students.

Students select a minimum of two texts from their collection of signed texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

The total over the texts should be approximately 4-6 minutes.

You will consider all pieces submitted before making an holistic judgement. Each piece will not be assessed separately but considered in as much as it contributes to the whole portfolio.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

At all times quality is more important than quantity.

Provide specific details on:

- recording signing using an electronic device
- naming files
- storing files
- securely backing up files in accordance with your school's NCEA policies and procedures.

Authenticity

For further information, see [Authenticity - NZQA](#).

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and/or significant modification using their own words
- do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

Resource requirements

A range of resources to support drafting and reworking could include the NZSL dictionary app, NZSL resource books, and class notes.

Additional information

This material should be read in conjunction with the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>.

Internal Assessment Resource

Achievement standard: 91802

Standard title: Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: The moral of the story

Resource reference: Languages 2.5A v2 New Zealand Sign Language

Student instructions

Introduction

This assessment activity requires you to sign a minimum of two texts that convey information, ideas, and opinions for exchange student users of sign language who are coming to New Zealand.

You are going to be assessed on how effectively you use NZSL to communicate opinion(s) and/or information, and/or ideas in at least two different text types.

Task

A group of exchange student users of sign language is coming to New Zealand to experience life, language, and culture. You and your family are to billet a student and introduce her/him to school and to New Zealand.

This assessment activity requires you to communicate with your exchange student using NZSL before she/he arrives and to keep in touch after they have left.

The length of the texts may vary. The total length (across the texts) should be approximately four to six minutes. However, quality is more important than quantity.

The work you submit must be your own. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student's work.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and/or significant modification using their own words
- do not receive guidance, scaffolding, instruction, or assistance from anyone before submission.

You may not use the language from the language samples in the assessment schedule unless it has been significantly reworked.

The signing will take place throughout the year, during or at the conclusion of a relevant programme of work.

Teacher note: Insert date for final submission here.

In consultation with your teacher, choose at least one text type from each of the lists in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the scenario and the visitor. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your signing over time. You may use resources such as the NZSL dictionary app, NZSL resource books, search engines, and people (friends, family, or native signers) but you may not ask someone else to correct your signing.

See Resource B for information on quality signing.

Select and submit the final version of a minimum of two texts for assessment. Texts must be submitted in electronic form.

Save all drafts of your signing. You may be asked to verify the authenticity of your work by doing further signing in class time.

For 2026 Planning

Resource A: Possible text scenarios

LIST A

1. Sign a vlog to your billet introducing yourself, family, leisure activities, and hopes for the future.
2. List ten things they need to bring to New Zealand with them and give reasons.
3. Sign a presentation using an annotated map of the school, giving locations and subject information.
4. Explain a school day and week in New Zealand.
5. Make a chart of all holidays in New Zealand and sign a paragraph to explain the significance of a New Zealand public holiday, for example, Waitangi Day.
6. Research and sign a paragraph of three “must do” activities in your area.
7. Share your opinions for numbers 4, 5, or 6 on a class vlog or online discussion forum.

LIST B

1. Make a mini online NZSL dictionary explaining common Kiwi expressions and idioms.
2. Sign hot tips on “What to Do” or “What Not to Do”, for example, how to dress for different occasions, behave in the classroom, and/or at a rugby match.
3. Explain how to get around, for example, public transport.
4. Sign a presentation about our currency, purchasing power and value for money.
5. Explain support systems available in your school, for example, the nurse, dean, or counsellor.
6. Sign a fun multi-choice quiz, for example, “Are you a typical Kiwi?” with a summary underneath for those who have mostly A, mostly B, mostly C answers.
7. Sign a vlog to your billet explaining some aspects of kiwiana and explain some of the things they can expect to see/do or try (for example, swimming between the flags, eating a hangi, not going to school on Saturday morning, and so on).

LIST C

After the exchange group has left:

1. Retell a traditional story in your own words, and explain the moral of the story, for sharing with your billet.
2. Sign a presentation on the benefits of language learning or student exchanges.
3. Contribute to your school website in NZSL, for example, key personnel, daily/weekly organisation, timetable, sports, cultural, musical activities, so that next year’s exchange students can get information prior to their visit.
4. Describe and comment on a current event in New Zealand for sharing with your billet.

Resource B: Quality signing

Quality signing:

- effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- clearly sequences information and ideas
- uses connecting signs
- uses language expected at Level 7 of the NZ Curriculum (Your teacher will provide examples of language at this level).

Quality signing may also show knowledge of cultural aspects of Deaf culture in order to make comparisons where appropriate.

Communication is not hindered by inconsistencies in, for example, articulation of signs, vocabulary choice, sign order (syntax), facial grammar and expression, use of space for reference, fluency and pace of delivery.

Assessment schedule: Languages 91802 New Zealand Sign Language – The moral of the story

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student uses New Zealand Sign Language to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types in realistic contexts.</p> <p>The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience for each text type.</p> <p>Communication is achieved overall, although it may be hindered by inconsistencies in some places. The overall length of text types is approximately 4-6 minutes.</p> <p>For example: Film – 2.5A The moral of the story - Achieved - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>	<p>The student uses convincing New Zealand Sign Language to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types in realistic contexts.</p> <p>Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features is used that fit the specific purpose and audience for each text type.</p> <p>Communication is not significantly hindered by inconsistencies.</p> <p>The overall length of text types is approximately four to six minutes.</p> <p>For example: Film – 2.5A The moral of the story - Merit - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>	<p>The student uses effective New Zealand Sign Language to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types in realistic contexts.</p> <p>Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features is capably selected and successfully used to fit the specific purpose and audience for each text type.</p> <p>Communication is not hindered by inconsistencies.</p> <p>The overall length of text types is approximately 4-6 minutes.</p> <p>For example: Film – 2.5A The moral of the story - Excellence - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard.



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

Internal Assessment Resource Languages Level 2

This resource supports assessment against Achievement Standard 91802 version 2

Standard title: Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Publish me!

Resource reference: Languages 2.5B v2 New Zealand Sign Language

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by
Ministry of Education

October 2025 v2

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91802

Standard title: Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Publish me!

Resource reference: Languages 2.5B v2 New Zealand Sign Language

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to sign a variety of text types in effective NZSL and submit a minimum of two of their best pieces for publication on a website for teenagers learning NZSL.

While a website is suggested as the context, it could equally well be a vlog. Similarly, the text types can be changed. Finalise the details to fit the teaching and learning programme.

Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 2 NZSL / New Zealand Sign Language / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

As part of regular teaching and learning, students sign a variety of texts, both free (spontaneous) and controlled (prepared). Students need sufficient opportunity to sign a range of texts for a range of purposes.

When students are actively producing language for assessment, teachers can only help with technical aspects (e.g. video quality). You must not assist with language production or evidence selection. Checkpoints can be used to monitor progress and ensure authenticity.

Although stages of signing include brainstorming, outlining, drafting, revising, and proof reading, only the final signing is required as evidence (though students could be asked to save earlier signing in case authenticity needs to be established).

Signing must be video recorded.

A system needs to be devised for collating evidence for final submission. This could include the school intranet or other digital storage.

Students select a minimum of two texts from their collection of signed texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

The total over the texts should be approximately 4-6 minutes.

You will consider all pieces submitted before making a holistic judgement. Each piece will **not** be assessed separately but considered inasmuch as it contributes to the whole portfolio. Overall

judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably” consistently rather than “accidentally and occasionally”.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of the NZ Curriculum. Feedback and feed-forward on classwork and homework is also part of normal classroom practice and gives a clear indication to students of the level at which they are working. After students complete their first assessed piece, you may help them understand how their work aligns with the success criteria. However, this support must use only the exact wording from the standard or the sample assessment schedule on TKI. Students may be provided with up to four hours of class time to select and refine their initial and subsequent drafts before final submission.

At all times quality is more important than quantity.

Provide specific details on:

- recording signing using an electronic device
- naming files
- storing files
- securely backing up files in accordance with your school’s NCEA policies and procedures.

Authenticity

For further information, see [Authenticity - NZQA](#).

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is not permitted and material generated by these tools should not be submitted as part of the student’s work. Teachers must closely supervise the process of evidence collection to ensure that students:

- do **not** copy signed content from another person or source without appropriate acknowledgement and significant modification using their own signing
- do **not** receive guidance, scaffolding, instruction, assistance from anyone before submission.

Resource requirements

A range of resources to support drafting and reworking could include the NZSL dictionary app, NZSL resource books, and class notes.

Internal Assessment Resource

Achievement standard: 91802

Standard title: Sign a variety of text types in New Zealand Sign Language to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Publish me!

Resource reference: Languages 2.5B v2 New Zealand Sign Language

Student instructions

Introduction

This assessment activity requires you to sign a minimum of two texts that convey information, ideas, and opinions for inclusion on a website for teenage users of NZSL.

You are going to be assessed on how effectively you use NZSL to communicate and justify information, ideas and opinions in at least two different text types.

The length of the texts may vary. The total length (across the texts) should be approximately 4-6 minutes, however, quality is more important than quantity. Make sure your texts collectively demonstrate the quality of signing you are capable of.

The work you submit must be your own. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate and/or interpret the New Zealand Sign Language content is **not** permitted and material generated by these tools should not be submitted as part of your work. You may **not**:

- copy signed content from another person or source without appropriate acknowledgement and significant modification, using your own words/signs
- receive guidance, scaffolding, instruction, assistance from anyone before submission
- use the language samples from the assessment schedule in your own work without substantial modification.

The signing of texts will take place throughout the year, during or at the conclusion of a relevant programme of work.

Teacher note: Confirm how much class time your students will have to prepare and refine their drafts before final submission. Specify how drafts will be stored to ensure authenticity. Insert the dates for all checkpoints and the final submission here.

Task

Choose a text type from at least two of the seven categories in Resource A.

Use your language and cultural knowledge to create signed texts that are appropriate for the website project. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your signing over time. You may use resources such as the NZSL dictionary app, NZSL resource books, and class notes. You may not ask someone else to check or correct your signing.

See Resource B for information on quality signing.

Select and submit the final versions of at least two signed texts for assessment.

Save all drafts of your signing. You may be asked to verify the authenticity of your work by doing further signing in class time.

For 2026 Planning

Resource A: Possible text scenarios

Category 1

My favourite:

- person such as singer, actor, sports-person, family member
- place
- thing
- memory
- holiday destination.

Category 2

Reviews:

- film/book/show
- restaurant
- TV programme
- video game
- a new technology.

Category 3

How to:

- make a food item
- play a game/sport
- wear an item of national significance.

Category 4

Share an opinion on an issue:

- social such as driving age, alcohol, body art
- environmental such as pollution, endangered animals
- school such as rules, uniform, bullying.

Category 5

Get creative:

- retell a myth or legend with a moral
- sign a story based on a picture or a series of pictures
- sign a poem or a song.

Category 6

Real life accounts of:

- being a secondary student
- having a part-time job
- going on an exchange
- being a member of a sports team.

Category 7

Consumer corner:

- compare and contrast products, give advice on the best buy such as the best smart phone
- products or shops or companies to avoid or to use.

Resource B: Quality Signing

Quality signing:

- effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- clearly sequences information and ideas
- uses connecting signs
- uses language expected at Level 7 of the NZ Curriculum. Your teacher will provide examples of language at this level.

Quality signing may also show knowledge of cultural aspects of Deaf in order to make comparisons where appropriate.

Communication is not hindered by inconsistencies in, for example, articulation of signs, vocabulary choice, sign order (syntax), facial grammar and expression, use of space for reference, fluency and pace of delivery.

Assessment schedule: Languages 91802 New Zealand Sign Language – Publish me!

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student uses New Zealand Sign Language to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with realistic purposes.</p> <p>The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although it may be hindered by inconsistencies in some places.</p> <p>The overall selection of text types is approximately 6 minutes.</p> <p>For example: Film – 2.5B Publish me! - Achieved - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>	<p>The student uses convincing New Zealand Sign Language to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with realistic purposes.</p> <p>Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.</p> <p>Communication is not significantly hindered by inconsistencies.</p> <p>The overall selection of text types is approximately 6 minutes.</p> <p>For example: Film – 2.5B Publish me! - Merit - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>	<p>The student uses effective New Zealand Sign Language to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with realistic purposes.</p> <p>Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.</p> <p>Communication is not hindered by inconsistencies.</p> <p>The overall selection of text types is approximately 6 minutes.</p> <p>For example: Film – 2.5B Publish me! - Excellence - NZSL</p> <p><i>The examples filmed are indicative samples only.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard.