

# 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 3**. 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 3

Product	What's changed?
Conditions of Assessment	Changes made for clarity of meaning for 'assessment events' and 'feedback during teaching and learning'.
AS3.1b 91822 Internal Assessment Activity	Changes made for clarity of meaning for 'authenticity', 'assessment events', and 'teacher support'.
AS3.2b 91823 Internal Assessment Activity	Changes made for clarity of meaning for 'assessment events' and 'feedback during teaching and learning'.
AS3.3b 91824 Internal Assessment Activity	Changes made for clarity of meaning for 'assessment events' and 'feedback during teaching and learning'.
AS3.5b 91825 Internal Assessment Activity	Changes made for clarity of meaning for 'assessment events' and 'feedback during teaching and learning'.

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## NCEA Level 3 Languages

### Conditions of Assessment

#### General Information

<b>Subject Reference</b>	Languages
<b>Domain</b>	New Zealand Sign Language
<b>Level</b>	3

#### 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

<b>Achievement Standard Number</b>	<b>91822 New Zealand Sign Language 3.1</b>
<b>Title</b>	Demonstrate understanding of a variety of extended New Zealand Sign Language texts.
<b>Number of Credits</b>	5
<b>Version</b>	2

This achievement standard involves viewing a range of texts and showing understanding by expanding on relevant information and varied perspectives from the texts with supporting detail.

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 8. At this level students will show evidence of understanding language in extended texts that share information and varied perspectives on both concrete and abstract matters.

### Structure of the tasks

Tasks should provide opportunities for students to demonstrate understanding across a range of texts for a range of purposes and enable achievement at all levels. Student understanding will be demonstrated in response to a question or questions about the text.

### 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.

Provided the evidence demonstrates the required understanding the length of evidence may vary. However, 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 from another person or source without appropriate acknowledgement and 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 four to five minutes.

### Sufficiency of evidence

A variety of extended New Zealand Sign Language texts involves at least two texts.

### 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.

<b>Achievement Standard Number</b>	<b>91823 New Zealand Sign Language 3.2</b>
<b>Title</b>	Give a clear presentation in New Zealand Sign Language that communicates a critical response to stimulus material
<b>Number of Credits</b>	3
<b>Version</b>	2

This achievement standard involves communicating a critical response by explaining and justifying a viewpoint in New Zealand Sign Language.

### 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.

It is suggested that the presentation be approximately 3-4 minutes.

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 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 standard assesses the student's ability to present to an audience. The audience will be determined by the purpose of the presentation e.g. a YouTube clip, a speech competition, a podcast to an exchange school.

Communication is the focus of the assessment. The presentation may be supported by prepared notes, cue cards, props, and other supporting material but they may not read directly from notes.

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

<b>Achievement Standard Number</b>	<b>91824 New Zealand Sign Language 3.3</b>
<b>Title</b>	Interact clearly using NZ Sign Language to explore and justify varied ideas and perspectives in different situations
<b>Number of Credits</b>	6
<b>Version</b>	2

This achievement standard involves finding out about, evaluating, accounting for and sustaining own views, and giving explanations or evidence to support or challenge the ideas and perspectives 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. 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.

Four minutes is a suggested guideline for appropriate length.

Where an interaction involves more than one person being assessed, each person will be assessed individually.

In interactions, there is a level of spontaneity not apparent in prepared oral presentations.

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 should be collected by digital video recording.

### 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.

<b>Achievement Standard Number</b>	<b>91825 New Zealand Sign Language 3.5</b>
<b>Title</b>	Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives
<b>Number of Credits</b>	6
<b>Version</b>	2

This achievement standard involves signing texts and evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others.

### Text type

The context and/or purpose and/or text type will be different for each piece.



**Evidence**

A range of commonly used resources may be used to support drafting and reworking. These include NZSL online dictionaries, text books, grammar or notes. Students need to sign texts to fulfil communicative intents that are as realistic as possible.

**Sufficiency of Evidence**

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

Tasks should provide opportunities for students to demonstrate language 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.

Six to eight minutes is a suggested guideline for appropriate length.

**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 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 reasonably consistently rather than accidentally and occasionally. Selection of evidence would 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 3

This resource supports assessment against Achievement Standard 91822

**Standard title:** Demonstrate understanding of a variety of extended New Zealand Sign Language texts

**Credits:** 5

**Resource title:** First speech to Parliament

**Resource reference:** Languages 3.1B 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: 91822**

**Standard title:** Demonstrate understanding of a variety of extended New Zealand Sign Language texts

**Credits:** 5

**Resource title:** First speech to Parliament

**Resource reference:** Languages 3.1B 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 extended NZSL text on both concrete and abstract matters.

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 an 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 3 NZSL / New Zealand Sign Language / Learning languages / Resources for internally assessed achievement standards / NCEA on TKI - NCEA](#).

This is an individual 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 8 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/signs
- 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/>

## First speech to Parliament

[Address In Reply Debate - 15th February 2012 - Part 7](#) (YouTube, 15 minutes)

Show film from 6:55 minutes to 9:54 minutes, without audio.

This assessment activity requires students to watch a film clip from the first speech, also known as a maiden speech, to the New Zealand Parliament by Green Party list MP, Mojo Mathers, and demonstrate thorough understanding of the text by answering a series of 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.

Students may make notes as they watch. 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 clip from a first speech to Parliament.

1. Use the information in the film to explain Mojo's goals and the ways they could be achieved. Expand on relevant information with supporting details from the film clip.
2. Write your answer in the box provided.

Explain Mojo's goals and the ways they could be achieved, with supporting details.

3. According to the film clip, if all New Zealanders had full access to political information, what would be the outcomes? What reasons and perspectives does Mojo use to support her argument? Expand on relevant information with supporting details from the film clip.

Write your answer in the box provided.

Outcome of full access to political information, and reasons for Mojo's argument, with supporting details.

## Internal assessment resource

### Achievement standard: 91822

<b>Standard title:</b>	Demonstrate understanding of a variety of extended New Zealand Sign Language texts
<b>Credits:</b>	5
<b>Resource title:</b>	First speech to Parliament
<b>Resource reference:</b>	Languages 3.1B v2 New Zealand Sign Language

### Student instructions

#### Introduction

This assessment activity requires you to demonstrate thorough understanding of an extended New Zealand Sign Language text. 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 a first speech to Parliament by new MP, Mojo Mathers, also known as a maiden speech to Parliament.

You will be assessed on how thoroughly you demonstrate your understanding.

The following instructions provide you with a structure to achieve success in this standard by demonstrating what you have learnt.

Teacher note: Other contexts could be rights of children or gender or racial discrimination. 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 activity. You will view a film in NZSL and may answer questions in either English or te reo Māori or NZSL.

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

Successful viewing involves:

- understanding what you have viewed,
- identifying the main information and varied perspectives,
- selecting relevant information and perspectives,
- expanding with supporting details from the text to justify your answers.

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 clip as a whole.

The second and third times, you will view the film clip in sections, pausing after each. At the end of the passage, you will have a few minutes to review your notes.

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 91822 New Zealand Sign Language - First speech to Parliament

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 extended New Zealand Sign Language texts on concrete and abstract 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 and varied perspectives viewed.</p> <p>The student makes meaning of the information and perspectives in the text. Overall, the general messages are 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"> <li>• <i>Mojo's goal is for people with disabilities to know more about what is going on in NZ, through captions on TV.</i></li> </ul> <p>Or question 2</p> <ul style="list-style-type: none"> <li>• <i>More people with disabilities would vote because it would be easier for them to know what is going on. Mojo said things need to be fair for everyone.</i></li> </ul> <p><i>The examples above are indicative samples only.</i></p>	<p>The student demonstrates clear understanding of a variety of extended New Zealand Sign Language texts on concrete and abstract 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 and varied perspectives viewed.</p> <p>The student demonstrates a clear understanding of the messages in the text by selecting relevant information and varied perspectives 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"> <li>• <i>Improved access to information for disabled people, e.g., through more captions on parliament TV. She wants people with disabilities to have their rights. Improve NZ's low rate of captions on TV to help people with disabilities be involved in public life.</i></li> </ul> <p>Or question 2</p> <ul style="list-style-type: none"> <li>• <i>More people would take part in our democracy by talking about issues and voting. The UN Convention guarantees the right to take part.</i></li> </ul> <p><i>The examples above are indicative samples only.</i></p>	<p>The student demonstrates thorough understanding of a variety of extended New Zealand Sign Language texts on concrete and abstract 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 and varied perspectives viewed.</p> <p>The student demonstrates a thorough understanding of the messages in the text by expanding on relevant information and varied perspectives in the text with supporting detail 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"> <li>• <i>Fair access for all is her goal, eg, better access to what goes on in politics for people with disabilities. This could be achieved by making information available in different ways, eg, more captions on TV. Also, Mojo wants more support, such as by captioning parliament TV, so everyone can follow debates in parliament.</i></li> </ul> <p>Or question 2</p> <ul style="list-style-type: none"> <li>• <i>Outcome is more people with disabilities would be elected to parliament. They would make sure the interests of all New Zealanders were listened to. They are entitled to be elected under the UN Convention. NZ is a democracy, so better access to public life allows more people to have their say.</i></li> </ul> <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 3

This resource supports assessment against Achievement Standard 91823

**Standard title:** Give a clear presentation in New Zealand Sign Language that communicates a critical response to stimulus material

**Credits:** 3

**Resource title:** Positively different

**Resource reference:** Languages 3.2B 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

Date version published  
by Ministry of Education

October 2025  
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: 91823**

**Standard title:** Give a clear presentation in New Zealand Sign Language that communicates a critical response to stimulus material

**Credits:** 3

**Resource title:** Positively different

**Resource reference:** Languages 3.2B 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

This standard assesses the student's ability to sign for an audience, with a focus on clear communication. Students can choose the audience for their presentation, for example, a vlog for other young New Zealand Sign Language (NZSL) users or a post for an online video channel.

This activity requires students to select an environmental issue they would like their classmates to take action on in order to make a positive difference. They are required to prepare an effective presentation in NZSL and deliver it to the class.

Students are required to give a critical response to stimulus material, which could be from, for example, the internet, other media or organisations and people working in the chosen area.

Examples of possible environmental issues are global warming, pollution, recycling, farming practices, deep sea oil drilling, or genetic modification of food.

Students can choose their own stimulus material and environmental issue, or you can provide it. Make sure the material will captivate your students' interests and offer plenty of scope for them to engage with ideas in ways that are expected at Level 8 of the NZ Curriculum.

The student can research their chosen environmental issue further, using other resources.

### Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 3 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 explain and justify viewpoints in culturally appropriate 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 **3-4 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 8 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 words/signs
- 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 resource material should be read in conjunction with the Senior Secondary Teaching and Learning Guides for languages: <http://seniorsecondary.tki.org.nz/>.

For 2026 Planning

## Internal Assessment Resource

**Achievement standard: 91823**

**Standard title:** Give a clear presentation in New Zealand Sign Language that communicates a critical response to stimulus material

**Credits:** 3

**Resource title:** Positively different

**Resource reference:** Languages 3.2B v2 New Zealand Sign Language

### Student instructions

#### Introduction

You are so concerned about an environmental issue that you believe action is necessary. This assessment activity requires you to prepare and give a signed presentation in which you explain and justify a viewpoint about the environmental issue and convince your classmates to take action. You are required to give a critical response to stimulus material relevant to the issue.

You need to video record your presentation for assessment and moderation purposes. It should be about **3-4 minutes** in length, but quality is more important than quantity.

You will be assessed on how convincing and effective your presentation 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 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.

**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

Prepare and give a clear presentation on the environmental issue you have chosen. Your preparation should include considering stimulus material from, for example, the internet, other media, or organisations or people working on the issue.

Your presentation must explain and justify a viewpoint. You should:

- include analysis, interpretation, or evaluation of the stimulus material
- structure your argument logically and effectively to inform the audience and persuade them to accept your position
- select and use a range of language and language features that fit the purpose of the presentation and the audience.

Your presentation could cover:

- the causes and effects of the issue, including how the issue has changed over time, the causes of these changes and the impact on society
- the reasons this environmental issue should be important to others in your class
- the benefits of taking action in response to the issue
- a prediction of your classmates' or society's reactions to the issue
- specific examples from the stimulus material and other related texts or images.

The above suggestions are just some of the ways in which you could communicate a critical response to stimulus material on the environmental issue. You may comment on other aspects and in different ways.

## Assessment schedule: Languages 91823 New Zealand Sign Language – Positively different

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 give a clear presentation in which a viewpoint on an environmental issue is explained and justified.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation or evaluation of stimulus material.</p> <p>The student uses New Zealand Curriculum level 8 communication skills, language and cultural knowledge.</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 3-4 minutes.</p> <p><a href="#">3.2B Midway Seagull – Achieved</a>  <i>The examples above are indicative samples only.</i></p>	<p>The student uses New Zealand Sign Language to give a clear, convincing presentation in which a viewpoint on an environmental issue is explained and justified.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation or evaluation of stimulus material.</p> <p>The student uses New Zealand Curriculum level 8 communication skills, language and cultural knowledge.</p> <p>The language is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p> <p>The length of the presentation is about 3-4 minutes.</p> <p><a href="#">3.2B Midway Seagull – Merit</a>  <i>The examples above are indicative samples only.</i></p>	<p>The student uses New Zealand Sign Language to give a clear, effective presentation in which a viewpoint on an environmental issue is explained and justified.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation or evaluation of stimulus material.</p> <p>The student uses New Zealand Curriculum level 8 communication skills, language and cultural knowledge.</p> <p>The language is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience.</p> <p>Communication is not hindered by inconsistencies.</p> <p>The length of the presentation is about 3-4 minutes.</p> <p><a href="#">3.2B Midway Seagull – Excellence</a>  <i>The examples above 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.





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## Internal Assessment Resource

### Languages Level 3

This resource supports assessment against Achievement Standard 91824

**Standard title:** Interact clearly using NZ Sign Language to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Cultural challenges

**Resource reference:** Languages 3.3B 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

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: 91824**

**Standard title:** Interact clearly using NZ Sign Language to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Cultural challenges

**Resource reference:** Languages 3.3B v2 New Zealand Sign Language

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### Teacher guidelines

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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 assessment requires students to interact clearly using New Zealand Sign Language (NZSL) to explore and justify varied ideas and perspectives in different situations. The contexts for this activity are cultural challenges for NZSL users. The activity requires students to interact using effective NZSL to explore and justify varied ideas and perspectives. Students submit a portfolio of at least two interactions for assessment.

Interactions may be between students (one-to-one, or in a small group), with you (teacher), or with a native speaker. Discuss with students when making decisions about participants or media (for example, whether the interaction is face-to-face or using communication technology).

The students collect evidence of (record) these interactions and submit for assessment a minimum of two that they consider best showcase their skills. Their personal contribution to the interactions should total about **4-5 minutes**, but quality is more important than quantity.

The interactions can 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.

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”.

Scenarios for four interactions are suggested. Students select a minimum of two.

If your students do not have ready access to authentic experiences or material, adapt this resource to include contexts that are more relevant. The scenarios used should

reflect the interests of your students. It is important each scenario is capable of offering varied ideas and perspectives.

The context for each interaction must be different and involve different participants so that students have the opportunity to use a variety of language and language features.

This task could be used in conjunction with Achievement Standard 91825 *Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives*. In other words, students could be assessed for their interactions and their signing for a variety of purposes using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

## Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 3 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 spoken interactions that involve a degree of spontaneity, 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 clearly. It must be stored in a safe and accessible location.

Students will be assessed on their contribution during, and ability to maintain the interaction. Their range of language in the interactions is shown 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. Perfect use of grammar structures is not the primary focus.

Students need to be made aware of the success criteria and of the level and complexity of language required at level 8 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 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

### *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, to indicate a degree of spontaneity. A series of learnt interviews or role-plays is not appropriate.

## Internal Assessment Resource

**Achievement standard: 91824**

**Standard title:** Interact clearly using spoken NZ Sign Language to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Cultural challenges

**Resource reference:** Languages 3.3B v2 New Zealand Sign Language

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### Student instructions

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#### Introduction

This assessment activity requires you to take part in and video record a minimum of two interactions in New Zealand Sign Language (NZSL) about cultural challenges for NZSL users.

Interactions will be in pairs or groups, but your work will be video recorded and assessed individually.

Four possible scenarios are provided.

In your interactions, you should:

- show you are taking an active part in the discussion,
- spontaneously maintain and sustain the interaction without rehearsal,
- skilfully select and use a range of language and language features that are fit for purpose and audience.

You will be assessed on how effectively you use New Zealand Sign Language to explore and justify varied ideas and perspectives.

#### Conditions

Your teacher will give you dates for your interactions and instructions on how the recordings should be stored.

You will be assessed individually.

It is suggested that your interactions total about **4-5 minutes**, but quality is more important than quantity.

You may not use flash cards or a pre-learnt interaction, but you may use materials that are authentic and appropriate to the context, for example, a map or an image.

All contributions must be your own. The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate/interpret the NZSL content is not permitted and material generated by these tools should not be used throughout the assessment. You may **not**:

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

As this standard assesses interaction, the language you use should fit naturally into the discussion.

Interactions will take place throughout the year, during or at the end 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 conversation with their partner(s). Insert the dates for all checkpoints and the final submission here.

## Task

Select a minimum of two of the following scenarios for your interactions. The scenarios are suggestions only and should not limit your ideas.

Teacher note: For each scenario, consult with students about suitable pairs, groups, and media for example, face-to-face or using technology. The following contexts are examples only. If possible, add one or more of your own, reflecting areas that are a focus of the teaching and learning programme, or specific class experiences during the year.

In your interactions, aim to:

- sign clearly, so your meaning is understood,
- demonstrate a degree of fluency and spontaneity by maintaining and sustaining interactions without previous rehearsal,
- use appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification,
- make appropriate use of cultural conversation such as courtesies and gestures.

### ***Deaf film club***

You belong to a Deaf film club. Discuss the issues/themes raised by a film you have seen with other members of the film club.

In your interaction, you should explore and justify varied ideas and perspectives.

You could:

- discuss varied perspectives on the issue/theme presented in the film,
- discuss varied perspectives of film reviewers,
- consider the effectiveness of the film as an example of its genre,
- offer evidence about the appropriateness of the film for use in school,
- evaluate the quality of the acting or direction.

The suggestions above are just some aspects of a film you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

### ***Celebrate NZSL week***

Your school is running an event to celebrate New Zealand Sign Language Week. Your NZSL class has been given the task of organising an activity to celebrate Deaf culture and engage hearing people with it. Discuss how you could do this.

In your interaction, you should explore and justify varied ideas and perspectives about NZSL week celebrations.

You could:

- discuss issues of fundraising and sponsorship and how the money raised could advance the aims of the week,
- decide on the activities that will happen,
- review positive and negative features of the celebration,
- consider reasons for inviting a Deaf performer or VIP,
- predict the benefits of the week to the school and community.

The suggestions above are just some aspects of NZSL week could discuss. In your interaction, you could discuss different aspects, but you must engage with ideas in ways that are expected at level 8 of the curriculum.

### ***A Deaf sports team comes to stay***

Members of a basketball team from USA will be billeted in your town for an international Deaf basketball competition. Your language class wants to show support for the New Zealand Deaf team by welcoming the visitors. Discuss ways to welcome and support the US team.

In your interaction, you should explore and justify varied ideas and perspectives.

You could discuss:

- varied ideas on ways to welcome the team and ongoing ways to support them,
- predictions of the team's views of New Zealand,
- features of life in New Zealand that would be worth sharing,
- New Zealanders' varied attitudes towards overseas visitors,
- New Zealanders' love of sport and of basketball in particular and whether you personally share this view.

The suggestions above are just some aspects of welcoming the team you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

### ***Communicating in another sign language***

Imagine you and a friend are going to be exchange students in a school for Deaf in the USA, where American Sign Language (ASL) is used. Discuss the exchange, the communication challenges you will meet, and how you can prepare.

In your interaction, you should explore and justify varied ideas and perspectives.

You could:

- talk about the advantages and disadvantages of the exchange for the Deaf community in New Zealand,
- consider how you will deal with communicating in ASL,
- predict the issues that might arise on the exchange and how you will prepare for them,
- consider the nature of US society and its impact on Deaf culture there.

The suggestions above are just some aspects of the exchange you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

For 2026 Planning



## Assessment schedule: Languages 91824 New Zealand Sign Language – Cultural challenges

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student interacts using NZSL to explore and justify varied views and perspectives in different situations.</p> <p>The student provides recordings of at least two signed interactions in different situations.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>The student takes an active part in the interactions by accounting for and sustaining their own views.</p> <p>The student maintains and sustains the interaction without previous rehearsal.</p> <p>Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p> <p><a href="#">3.3B Interaction -- Achieved</a>  <i>The examples above are indicative samples only.  Discussion of a movie released.</i></p>	<p>The student interacts using convincing NZSL to explore and justify varied views and perspectives in different situations.</p> <p>The student provides recordings of at least two signed interactions in different situations.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>The student takes an active part in the interactions by evaluating and giving explanations or evidence to support or challenge the idea and perspectives of others.</p> <p>The student uses a range of language that is fit for purpose and audience.</p> <p>The student is generally successful in selecting from a repertoire of language features and strategies to maintain the interaction.</p> <p>Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Interactions are not significantly hindered by inconsistencies.</p> <p><a href="#">3.3B Interaction – Merit</a>  <i>The examples below are indicative samples only.</i></p>	<p>The student interacts using effective NZSL to explore and justify varied views and perspectives in different situations.</p> <p>The student provides recordings of at least two signed interactions in different situations.</p> <p>The student's overall contribution to the total interactions is about 4 minutes.</p> <p>The student takes an active part in the interactions by evaluating and giving explanations or evidence to support or challenge the idea and perspectives of others.</p> <p>The student successfully uses a range of language that is consistently fit for purpose and audience.</p> <p>The student skilfully selects from a repertoire of language features and strategies to maintain the interaction.</p> <p>Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification.</p> <p>Cultural conventions are used where appropriate.</p> <p>Interactions are not hindered by inconsistencies.</p> <p><a href="#">3.3B Interaction – Excellence</a>  <i>The examples above 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.



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## Internal Assessment Resource

### Languages Level 3

This resource supports assessment against Achievement Standard 91825

**Standard title:** Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives

**Credits:** 6

**Resource title:** A virtual classroom

**Resource reference:** Languages 3.5B 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

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 read or perform.

## Internal Assessment Resource

**Achievement standard: 91825**

**Standard title:** Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives

**Credits:** 6

**Resource title:** A virtual classroom

**Resource reference:** Languages 3.5B New Zealand Sign Language v2

### 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 assessment requires students to imagine their New Zealand Sign Language class is establishing a virtual classroom on the school intranet and to submit a minimum of two signed texts for this site. Although 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.

This resource provides three scenarios, from which students select a minimum of two. Successful tasks are adapted from the scenarios to make them relevant to your students and to reflect their interests. It is important each scenario is capable of offering varied ideas and perspectives and plenty of scope for students to engage with ideas in ways that are expected at level 8 of the curriculum.

This assessment activity could be used in conjunction with assessment for Achievement Standard 91824 *Interact clearly using NZ Sign Language to explore and justify varied ideas and perspectives in different situations*. In other words, students could be assessed for their interactions and their signing for a variety of purposes using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

### Conditions

In all cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment: [Level 3 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 6-8 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 8 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 signs/words
- 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.

For 2026 Planning

## Internal Assessment Resource

**Achievement standard: 91825**

**Standard title:** Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives

**Credits:** 6

**Resource title:** A virtual classroom

**Resource reference:** Languages 3.5B New Zealand Sign Language v2

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### Student instructions

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#### Introduction

This assessment activity requires you to sign a minimum of two texts for inclusion in an imaginary virtual classroom on your school intranet.

Sign in a style that is linguistically and culturally appropriate. Ensure that the content is informed, well organised, and fit for the purpose and audience.

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 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 length of the texts may vary. The total length (across the texts) should be approximately 6-8 minutes, however, quality is more important than quantity. Make sure your signed texts collectively demonstrate the quality and depth of thinking needed for this standard.

You may draft and rework your signed texts. You may use resources such as the NZSL dictionary app, NZSL resource books, and class notes to help you. But you may not ask someone else to proofread or correct your signing. Only your final versions will be assessed.

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

You will be assessed on how effectively you use NZSL to explore and justify a variety of ideas and perspectives in your signed texts.

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 three scenarios given. The scenarios are suggestions only and should not limit your ideas.

In your signing, you should:

- explore and justify varied ideas and perspectives
- use language and language features that are fit for purpose and audience.

Across the texts, you should:

- sign clearly, so that you communicate your intended meaning
- use language in a way that is controlled and integrated
- make appropriate use of New Zealand Curriculum level 8 communication skills, language knowledge, and cultural knowledge
- use your language and cultural knowledge to organise each text so that it is appropriate for the purpose and audience.

### ***Film response***

You have watched a film or TV programme that raises issues affecting young people in society. Sign a response to the film in which you explore and justify varied ideas and perspectives on the issues raised, suitable for your NZSL class intranet.

In your response, you could:

- present background information about the issue,
- examine causes and effects of the issue,
- suggest justified individual or community actions to resolve the issue,
- predict the consequences of taking action.

### ***New Zealand Sign Language Week***

Your school has recently held an event to celebrate New Zealand Sign Language Week. Sign a reflection in which you explore and justify varied ideas and perspectives on the issues raised by the event, or another NZSL or cultural event that you have attended.

In your reflection, you could:

- explore the goals of the event,
- evaluate the success of the event in meeting its goals,
- examine its positive and negative aspects,
- include the ideas and perspectives of others involved in organising the event as well as those who attended or were influenced by it,
- make justified suggestions for future events.

***Accessing information in an emergency***

Imagine a natural disaster or civil defence emergency recently affected your town. Lack of access to information can be a problem in emergency situations, when there is no electricity, cell phones do not work, and roads may be impassable. Prepare a signed message to the mayor or local Member of Parliament in which an argument is made for improved access to information for groups such as Deaf, blind or people whose first language is not English. You should explore and justify varied ideas and perspectives in your message.

In your argument, you could

- analyse the effectiveness of current information channels,
- discuss causes and effects of lack of information,
- make reasoned suggestions for improving access to information.



## Assessment schedule: Languages 91825 New Zealand Sign Language – A virtual classroom

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student signs a variety text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives.</p> <p>The student provides recordings of at least two different text types which have been created for different audiences and purposes.</p> <p>The total length of the text types is approximately 6-8 minutes.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. This is done by:</p> <ul style="list-style-type: none"> <li>evaluating and giving explanations or evidence to support their own ideas and perspectives</li> <li>supporting or challenging the ideas and perspectives of others.</li> </ul> <p>The texts:</p> <ul style="list-style-type: none"> <li>consist of content that is informed and fit for purpose and audience</li> <li>are organised in a linguistically appropriate format and style</li> <li>make appropriate use of New Zealand Curriculum level 8 communication, language and cultural knowledge.</li> </ul> <p>Communication is achieved overall despite inconsistencies.</p> <p><a href="#">3.5B Film Response – Achieved</a>  <i>The examples above are indicative samples only.</i></p>	<p>The student signs a variety text types in clear convincing New Zealand Sign Language to explore and justify varied ideas and perspectives.</p> <p>The student provides recordings of at least two different text types which have been created for different audiences and purposes.</p> <p>The total length of the text types is approximately 6-8 minutes.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. This is done by using language that is generally credible and connected to:</p> <ul style="list-style-type: none"> <li>evaluate and give explanations or evidence to support their own ideas and perspectives</li> <li>support or challenge the ideas and perspectives of others.</li> </ul> <p>The texts:</p> <ul style="list-style-type: none"> <li>demonstrate use of a range of language and language features that are fit for purpose and audience</li> <li>are organised in a linguistically appropriate format and style</li> <li>make appropriate use of New Zealand Curriculum level 8 communication, language and cultural knowledge.</li> </ul> <p>Communication is not significantly hindered by inconsistencies.</p> <p><a href="#">3.5B Film Response – Merit</a>  <i>The examples above are indicative samples only.</i></p>	<p>The student signs a variety text types in clear effective New Zealand Sign Language to explore and justify varied ideas and perspectives.</p> <p>The student provides recordings of at least two different text types which have been created for different audiences and purposes.</p> <p>The total length of the text types is approximately 6-8 minutes.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. This is done by using language that is controlled and integrated to:</p> <ul style="list-style-type: none"> <li>evaluate and give explanations or evidence to support their own ideas and perspectives</li> <li>support or challenge the ideas and perspectives of others.</li> </ul> <p>The texts:</p> <ul style="list-style-type: none"> <li>demonstrate capable selection and successful use of a range of language and language features that are fit for purpose and audience</li> <li>are organised in a linguistically appropriate format and style</li> <li>make appropriate use of New Zealand Curriculum level 8 communication, language and cultural knowledge.</li> </ul> <p>Communication is not hindered by inconsistencies.</p> <p><a href="#">3.5B Film Response – Excellence</a>  <i>The examples above 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.