



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

Report: Curriculum Subjects

To:	Hon Erica Stanford, Minister of Education		
Date:	19/06/2025	Deadline:	25/06/2025
Security Level:	In-Confidence	Priority:	High
From:	Claire Eden Acting Hautū Deputy Secretary, Te Poutāhū	Phone:	9(2)(a)
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Why are we sending this to you?

- The recent Information Update [METIS 1345245] set out the Year 11-13 (Phase 5) subjects planned to be developed as part of the curriculum refresh. This was discussed on May 7, where you indicated your general comfort subject to some questions being addressed.
- We had a further discussion with you on 17 June and confirmed the list. This report now seeks your written agreement to the list of subjects to be developed.

What action do we need, by when?

- Please return the signed paper by Wednesday 25 June.

Alignment with Government priorities

1. This report helps to progress actions in the delivery plan for the Achievement Target under the 'clearer curriculum' and 'smarter assessment and reporting' priorities.

Curriculum subjects to be developed

2. We discussed the planned Year 11-13 (Phase 5) subjects to be developed as part of the curriculum refresh on May 7 and June 17.
3. We are now seeking your formal agreement to the list, which is attached as Annex 1. Key points from the earlier Information Update [METIS 1345245] are provided in Annex 2 to provide context for how the list was identified.
4. In response to your questions, we have discussed the Tātai Arorangi (Māori traditional system of astronomy) subject with 9(2)(a) [REDACTED]. He is confident we have extensive knowledge to support this subject at Years 12-13 and is happy to have a conversation with you about it if you wish.
5. Now that Budget 2025 initiatives have been confirmed, we have added the subject "Māori Studies" to Phase 5 (Years 11-13). This new subject will offer senior secondary learners the unique opportunity to deepen their understanding of Māori cultural practices, knowledge, and philosophies.
6. The previous Information Update [METIS 1345245] proposed two distinct English subjects. However, after subsequent discussions, we have decided to proceed with a single, unified English subject. This means that students studying English will study the same body of knowledge and eliminates the potential for one subject to be inadvertently seen as having higher academic standing. This consolidated 'English' subject will effectively combine essential learning components from both the previously outlined English Language and English Literature subjects.
7. We understand that you are comfortable with there being three maths subjects as proposed in the previous Information Update, but you would like one of them to be a further maths subject at year 13 so this is now reflected in the list. This subject will focus on exciting big mathematical concepts including data science, automata theory, game theory, cryptography, complex algebra, chaos theory and fractals. As discussed, this new subject will require additional curriculum content to be developed as it was not included in the draft Phase 5 content recently consulted on.
8. Note that we have also made some minor amendments to the names and/or English translations of some of the subjects from the version previously provided in the earlier Information Update.
9. We are enhancing learner pathways through the development of Vocational Education and Training (VET) subjects. While the full list of senior secondary VET subjects is not yet identified, we have a clear plan for their development, with a detailed timeline provided in and earlier Information Update [METIS 1348066].
10. Our focus is on developing subjects within key vocational domains, these are likely to include:
 - Building and Construction
 - Retail, Hospitality and Tourism
 - Automotive and Engineering
 - Health and Community Services
 - Primary Industries

11. Within these broad domains, we will consult on specific subjects (e.g., plumbing within Building and Construction) to ensure relevance and alignment with industry needs. The subject packages developed by Industry Standards Boards (ISBs) will form the basis for the curriculum content, with tertiary organisations generally designing the learning programmes.

Communicating the changes

12. Following your approval, the subject list will be released as part of the communications associated with the proposed changes to the qualifications. Communications activity will include direct engagement with Subject Associations to explain and answer questions on changes that impact their subjects.

Annexes

The following are annexed to this paper:

- Annex 1: Subjects to be developed as part of the curriculum refresh (attached separately)
- Annex 2: Summary of key points from Information Update 1345245

Recommended Actions

The Ministry of Education recommends you:

- a. **agree** to the development of the Year 11-13 (Phase 5) Subjects as part of the curriculum refresh as indicated in Annex 1.

As long as subject associations have all been consulted with.

Agree / Disagree

- b. **note** that the subject list will be released as part of the communications associated with the proposed changes to the qualifications

Noted

- c. **note** that communications will also indicate the key domains for which vocational subjects are planned

Noted

Proactive Release:

- d. **agree** that the Ministry of Education release this paper once the subject list has been released with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

Agree / Disagree



Claire Eden
Acting Hautū | Deputy Secretary
Te Poutāhū

19/06/2025



Hon Erica Stanford
Minister of Education

6, 7, 25

Annex 1: Subjects to be developed as part of the curriculum refresh

The tables below show the Year 11-13 (Phase 5) national curricula subjects planned for development through the refresh. Each of the Year 12 and 13 subjects would be able to be credentialled through the planned new qualifications.

This list is based on a review of the pre-existing list of curriculum-derived Achievement Standards subjects for NCEA which are currently available at Level 1 and anticipated by the sector as what will be available for Level 2 and 3 (in 2028 and 2029 respectively). Minor adjustments from that list are indicated in *italics*, and more substantive changes are discussed after the tables.

The subjects-based approach means that the offering can be easily adjusted over time in response to emerging needs. Additional industry-led subjects will be added through work to strengthen vocational education in secondary schools and kura [METIS 1344565 refers].

Teal shaded, NZC-derived
 Red shaded, TMOA-derived
 Purple shaded, developed for delivery in either curriculum pathways (and in either English or te reo Māori)
 * next to a subject indicates that it also builds on knowledge from other learning areas and wāhanga ako than the one it is grouped under

Phase 4 Tūāreke 4 Learning areas Wāhanga ako	Phase 5 Tūāreke 5 Subjects Kaupapa ako	
Year 9 and 10 ¹	Year 11	Year 12 and 13
English and Te Reo Rangatira		
English	English	English
Te Reo Rangatira	Te Reo Rangatira	Te Reo Rangatira
Mathematics & Statistics and Pāngarau²		
Mathematics & Statistics	Mathematics & Statistics	Further Mathematics <i>new</i> ³ (Year 13 only)
		Mathematics ⁴ <i>adjusted approach</i>
Pāngarau	Pāngarau	General Mathematics ⁵ <i>adjusted approach</i>
Science and Pūtaiao		
Science	Science <i>consolidated</i> ⁶	Agricultural & Horticultural Science*
		Biology*
		Chemistry*
		Earth & Space Science*
Pūtaiao	Pūtaiao	Physics*
		Tātai Arorangi (Māori traditional systems of Earth and Sky)* <i>new</i>
Health & Physical Education and Waiora		
Health & Physical Education	Health & Nutrition* <i>name change</i> ⁷	Health & Nutrition* <i>consolidated</i> ⁸
	Physical Education*	Physical Education*
Waiora	Kori Tinana (movement)* <i>split</i> ⁹	Waiora* <i>name change</i> ¹⁰
	Waiora (health & nutrition)* <i>split</i>	
Technology and Hangarau		
Technology	Materials & Processing Technology	Processing Technologies* <i>name change</i> ¹¹ , <i>split</i>
		Electronics & Mechatronics* <i>split</i> ¹²
		Materials Technologies*

¹ As content is drafted for the learning area and wāhanga ako, consideration will need to be given to whether some subjects need to start as specialisations earlier than Year 11 (i.e. that some constrained choice in what each student studies at Year 9 and 10 may be provided instead of having to teach all parts of the learning area or wāhanga ako to every student). This is most likely to be needed in Technology, Hangarau, The Arts and Toi Ihiihi.

² The previous Government had identified separate Mathematics and Statistics subjects for development. We have adjusted the approach to provide a choice of maths subjects that include statistics alongside other aspects of mathematics.

³ Advanced/further maths will be designed for students who have strong mathematical understanding and wish to explore and be challenged by big mathematical concepts e.g. data science, automata theory, game theory, cryptography, complex algebra, chaos theory and fractals.

⁴ Mathematics will be designed for students who need specialist in depth understanding. It will likely include knowledge from calculus, algebra, geometry, trigonometry and theoretical probability/statistics. It will suit students who are interested in studying Sciences, Engineering and Mathematics at a tertiary level.

⁵ This subject will be designed for students who want to develop their mathematical capability for practical application. This will include students wishing to undertake tertiary study and general employment e.g. teachers, business, nurses, builders, computing. Knowledge will likely include number, measurement, statistical analysis (normal, margins of error, sampling), probability (incl risk), algebra (linear equations, networks (project management, gantt charts, analysis).

⁶ Currently there are four science subjects at Level 1, Agriculture & Horticulture Science, Science, Chemistry & Biology, and Physics, Earth & Space Science. A single general science subject is proposed at Year 11 as this builds on the general science learning at Phase 4 (and earlier) and keeps student pathways open longer as specialisation doesn't start until Year 12.

⁷ Previously indicated to be called **Health Studies**. Changed to make clear food and nutrition are covered and align with the consolidated subject at Year 12.

⁸ Consolidates two subjects (Health; Food & Nutrition) into one **Health & Nutrition** subject to provide a holistic understanding of health, showing how all aspects of health, including nutrition, impacts physical, mental, and social well-being, and equips individuals to make informed, healthier lifestyle choices. Note that separate consideration will be given to the approach to practical food preparation skills as part of work on vocational subjects and subject packages.

⁹ Previously there was one TMOA-derived **Hauora** subject at Level 1. This has been split into two subjects (**Kori Tinana** and **Waiora**) to mirror the NZC-derived subjects, providing equitable access to specialisation. The previous Government had decided that Hauora should split into two subjects at Level 2 and 3, with a **Hākinakina** (sports) subject identified for deferred development. While we consider separate Physical Education and Kori Tinana subjects are required at Year 11 for each curriculum context, at Years 12 and 13 we consider there is enough overlap in the knowledge for there to be single subject.

¹⁰ Was previously indicated to be called **Hauora**. **Waiora** is more accurate in relation to the breadth of knowledge covered as it focuses on being physically, mentally, emotionally, socially, culturally, and spiritually well, therefore being holistically well.

¹¹ Previously indicated to be called **Processing and Systems Technologies**. Name change as electronics & mechatronics is being split out as its own subject.

¹² **Electronics and Mechatronics** is split out from Processing & Systems Technologies to provide a future-focussed programme that reflects that these technologies are a growth area and greater opportunities for specialisation are desirable. Note that PAG members identified risks in terms the ability of schools and kura to access a skilled workforce and the necessary equipment. There were views that it may be prudent to delay the development of the subject until the enabling conditions are in place, but there were also views the creation of a subject could accelerate those barriers being addressed.

Phase 4 Tūāreke 4 Learning areas Wāhanga ako	Phase 5 Tūāreke 5 Subjects Kaupapa ako	
Year 9 and 10 ¹	Year 11	Year 12 and 13
	Digital Technologies*	Digital Solutions* <i>name change</i> ¹³
		Computer Science*
Hangarau	Spatial & Product Design* <i>name change</i> ¹⁴	Spatial & Product Design* <i>name change</i>
	Hangarau* (indigenous structures & mechanisms)	Hangarau* (indigenous structures & mechanisms) <i>adjusted approach</i> ¹⁵
The Arts and Toi Ihiihi		
The Arts	Drama*	Drama*
	Music*	Music* <i>combined</i> ¹⁶
	Visual Arts	Design
		Painting
		Photography & Moving Image
Dance	Dance	
Toi Ihiihi	Te Ao Haka	Te Ao Haka
	Toi Ataata (Māori Arts)	Toi Ataata (Māori Arts) <i>combined</i> ¹⁷
	Toi Puoro (Māori Instruments)	Toi Puoro (Māori sound and Instruments)
	Toi Rēhia (Māori Performance) <i>name change</i> ¹⁸	Toi Rēhia (Māori practice and performance) <i>combined</i> ¹⁹
Social Sciences and Te Ao Māori		
Social Sciences	History	History
	Religious Studies	Classical Studies*
	Social Studies	Religious Studies
		Pacific Studies*
		Media Studies*
	Māori Studies <i>new</i> ²¹	Psychology*
	Accounting* <i>split</i>	Sociology <i>name change</i> ²⁰
	Commerce* <i>split</i>	Māori Studies <i>new</i>
Accounting*		
Te Ao Māori	Geography*	Agribusiness*
	Te Ao Māori (the Māori world) <i>name change</i> ²³	Business Studies* <i>adjusted approach</i> ²²
		Economics*
		Geography*
		Matawhenua* (Environment & Societies) <i>reframed</i> ²⁴
		Te Takanga o te Wā (Aotearoa New Zealand Histories) <i>name change</i> ²⁵
		Te Ao Māori (the Māori world) <i>name change</i>

¹³ Was previously indicated to be called **Digital Technologies**. Name change to better indicate the more specialised focus at Year 12 and 13.

¹⁴ Was previously called **Digital and Visual Technologies**. Name change to better reflect what is being taught as the subject becomes more future focussed.

¹⁵ The previous Government had decided that **Hangarau** should split into two subjects at Level 2 and 3, with a **Hangarau Matihiko** (digital technologies) subject identified for deferred development. There is an opportunity to provide more equitable access to specialisation sooner by developing most technology and hangarau subjects for delivery in either curriculum pathway. There is, however, a need to enable specialisation in indigenous structures & mechanisms.

¹⁶ It had been agreed that **Music** would become two separate subjects at Level 2 and 3 by the previous Government – **Making Music** (more music performance based) and **Music Studies** (more composition and music knowledge based). At this stage we recommend starting from a position that it will be one subject, noting that constrained choice may be a way to enable students to focus more in one area than the other without going as far as separate subjects. This recognises that current uptake of **Music** (in terms of students doing at least 14 credits) indicates that spitting the subject could result in two subjects with relatively low usage.

¹⁷ The pre-existing list agreed by the previous Government had identified **Raranga** (Māori weaving) for deferred development. We consider that this can be included in **Toi Rēhia**, potentially with some constrained choice to enable students to focus more strongly on their specific interests.

¹⁸ Previously indicated to be called **Ngā Mahi a te Rēhia**. New name is shorter.

¹⁹ The pre-existing list agreed by the previous Government had identified **Te Ao Tū Taua** (Traditional Māori Martial Arts) for deferred development. We consider that this can be included in **Toi Rēhia**, potentially with some constrained choice to enable students to focus more strongly on their specific interests.

²⁰ Was previously called **Social Studies**. Name change to better indicate the more specialised focus at Year 12 and 13.

²¹ **Māori Studies** is a new subject funded through Budget 2025.

²² Previously **Tauhokohoko** (marketing) had been indicated as a potential TMOA-derived achievement Standards subject at Level 2 and 3, but it was removed from the final pre-existing list so that further engagement could be undertaken. Instead we are now planning to develop **Commerce**, **Economics** and **Business Studies** for use in either curriculum context.

²³ Previously indicated to be called **Tikanga ā-iwi**. Name change to better recognise the broad scope of this subject.

²⁴ Replaces the previously planned NZC-derived Achievement Standards subject **Environment & Societies** (which was a replacement for the existing **Education for Sustainability** subject. Developing this subject for use in both curriculum pathways (instead of it being developed as a TMOA specific subject) recognises that an understanding of key concepts from mātauranga Māori is useful for students planning to go into environmental pathways post-school.

²⁵ Previously indicated to be called **Te Hītori o Aotearoa**. Name change to connect more clearly with Te Takanga o te Wā having been made mandatory within the wāhanga ako. Developing this subject for use in both curriculum pathways (instead of it being developed as a TMOA specific subject) could support rebalancing of the Aotearoa New Zealand's histories curriculum. The general NZC-derived **History** subject will have a much broader focus.

Learning Languages, Te Reo Pākehā and Ngā Reo

Learning Languages and Ngā Reo are both optional, with schools and kura choosing when to offer additional language learning opportunities. Te Reo Pākehā is compulsory for those learning through TMOA, but there is flexibility in relation to when it begins being taught. Because of this, we have just listed the subjects rather than showing the progression from Phase 4 and through Phase 5. We propose that, in most cases, the subjects for the curriculum are based on language groups rather than individual languages. While this approach focuses on the language commonalities and may not fully acknowledge unique aspects of each language, it will enable greater efficiency in the preparation of the curriculum documents. Grammar and vocabulary lists have been developed for all languages offered as part of NCEA, which will be included as part of the curriculum.

NZQA data shows that uptake of specific languages (in terms of students studying 14 credits or more) is generally quite low, with Te Reo Māori being the most studied. Consolidating the learning languages subjects would require decisions about which languages we do and do not support as an education system, noting there are diplomatic and community interests in having specific languages available. The recent addition of Lea Faka-Tonga (Tongan), Te Reo Māori Kūki 'Āirani (Cook Islands Māori) and Vagahau Niue (Niuean) reflects New Zealand's special relationship with these countries, support for Pacific languages revitalisation, and that these countries use NCEA as their qualification system. There is also community demand for more languages (e.g. Hindi), reflecting that over 160 languages are spoken in New Zealand.

Curriculum subject	Access to credential for target language
Te Reo Māori	Currently available through NCEA as Achievement Standards.
English as an Additional Language <i>new</i> ²⁶	Currently available through NCEA as Unit Standards.
Asian languages	Current languages available through NCEA as Achievement Standards: <ul style="list-style-type: none"> Chinese (Mandarin) Japanese Korean
European languages	Current languages available through NCEA as Achievement Standards: <ul style="list-style-type: none"> French German Spanish
Pacific languages	Current languages available through NCEA as Achievement Standards: <ul style="list-style-type: none"> Gagana Sāmoa (Samoan) Lea Faka-Tonga (Tongan) Te Reo Māori Kūki 'Āirani (Cook Islands Māori) Current languages available through NCEA as Unit Standards: <ul style="list-style-type: none"> Gagana Tokelau (Tokelauan) Vagahau Niue (Niuean)
New Zealand Sign Language ²⁷	Currently available through NCEA as Achievement Standards.
Te Reo Pākehā (English for te reo Māori speakers)	Appropriate standards are not currently available. Currently some students are studying subject English as a proxy so that they receive a credential, but this is not designed for language learning or to meet the needs of students learning to be bilingual in English and te reo Māori.

Substantive adjustments from what the sector are currently anticipating

- **Art History** is currently available as an Achievement Standards based subject at Level 2 and 3. Uptake of existing Achievement Standards is very low (322 students doing 14+ credits at Level 2 and 675 students doing 14+ credits at Level 3 in 2024), so we plan to discontinue this a standalone subject and integrate the knowledge into the remaining specialist arts subjects. This approach will help strengthen those specialist arts subjects as students would be learning the historical knowledge relevant for their specialist area rather than missing out on it or having to do an entire separate subject. While this may be perceived as reducing the depth of study possible in art history, New Zealand is an outlier in the jurisdictions and international qualifications we examined in terms of offering it as standalone subject.
- **Outdoor Education** is currently Unit Standards based but had been agreed to become an Achievement Standards based subject (i.e. redesigned as a more academically rigorous subject) at Level 2 and 3 by the previous Government. With the introduction of subject packages and a focus on greater parity between pathways, including the inclusion of more vocational learning in the curriculum, we plan to revisit the approach to this subject and whether it is best developed as a general curriculum subject, industry-led vocational curriculum subject or a subject package.
- **Toiora** (Māori health models) had been agreed to become a new Achievement Standards based subject at Level 2 and 3 by the previous Government. We plan instead that this content is built into the **Health & Nutrition** and **Waiora** subjects rather than being standalone.
- **Tourism** is currently Unit Standards based but had been agreed to become an NZC-derived Achievement Standards based subject (i.e. redesigned as an academically rigorous subject) at Level 2 and 3 by the previous Government. Given this subject is closely associated with a specific industry, and with the focus on greater parity between pathways, we instead plan to explore this as an industry-led vocational curriculum subject. Note that Hon Matt Doocey as the former Minister of Tourism and Hospitality expressed strong support for the development of the Achievement Standards and the Ministry of Business, Innovation and Employment (MBIE) had made plans with financial provisions for the creation of supporting implementation material. We will discuss with MBIE the rationale for the change in approach and the timing and process for working towards an industry-led vocational subject.

Note that we considered deferring development of **Agriculture & Horticulture Science** and **Agribusiness** and progressing these instead as industry-led vocational curriculum subjects. As these are existing curriculum aligned Achievement Standards subjects for NCEA, we decided it would be less disruptive to develop them as part of this year's curriculum writing process. Over time, these subjects may shift to being industry-led vocational subjects.

²⁶ Supports students from non-English speaking backgrounds (particularly international students, recent migrants and refugees) in developing academic writing skills and vocabulary. Helps students succeed in other subjects taught in English and bridges the gap to tertiary education and career pathways. Risks were identified by the PAG it may be offered to students whose first language is English to provide an 'easy subject' instead of being restricted to those who are learning English as an additional language. Further consideration will need to be given to whether any mechanisms beyond clear naming and purpose descriptions, guidance and monitoring are needed to mitigate this risk.

²⁷ This is planned to be developed for use in both curriculum pathways due to the increasing demand for trilingual interpreters.

Annex 2: Summary of key points from Information Update 1345245

Approach to developing the subjects list

- To achieve greater coherency and consistency in what is taught and assessed (including curriculum driving teaching and learning programmes rather than NCEA), you have decided that subjects will be brought into the curriculum at senior secondary level (Years 11, 12, and 13) [SOU-24-MIN-0051 refers]. This approach means there will be a curriculum document developed for each senior secondary subject in Phase 5 of the national curricula. Credentialling assessments for the subject would be based on the relevant curriculum document. This will also mean that some of the existing NCEA supports, such as the Learning Matrices and Subject Learning Outcomes, can be retired.
- To develop the list of subjects we plan to draft as part of this year's curriculum writing process, we reviewed the pre-existing Achievement Standards subject lists and created a new list of subjects that reflect expectations for knowledge-rich and internationally comparable curricula. A draft of the updated list of subjects was tested with the NZC Coherence Group and the Chair and some members¹ of your Professional Advisory Group (PAG). Feedback was generally supportive of the draft proposals but suggested some minor adjustments which are reflected.
- As part of this process, we reviewed the NCEA Level 1 criteria² and Level 2/3 principles³ used to develop the pre-existing lists. The criteria for curriculum subjects are that they:
 - build on prior teaching and learning that is part of earlier phases of the national curricula
 - provide for coherent knowledge-rich packages of teaching and learning
 - support pathways in and beyond school or kura
 - reflect current and future demand, including new and emerging areas of knowledge
 - support national and international credibility.
- In reviewing and updating the pre-existing lists, we considered feedback from previous public engagements, insights gained from the implementation of Level 1, insights from work on learning area and wāhanga ako position and knowledge papers, and the current context for subjects previously deferred for development in the future. We also examined selected international jurisdictions' senior secondary education subject lists, along with those available in selected internationally available qualification systems.
- There is a narrower range of subjects at Year 11 reflecting that, while beginning to specialise is appropriate, Year 11 students benefit from continuing to build a broad knowledge base. A larger number of subjects are proposed for Years 12 and 13, providing students with more opportunities for specialisation that builds up a deeper knowledge base in areas relevant to their interests and future pathways.
- The table below shows how the number of subjects compares to what is available as curriculum-derived Achievement Standards subjects now, and to selected international jurisdictions and qualifications.

¹ 9(2)(a)

² [Annex B Technical Report NCEA Level 1 clean 8.5.pdf](#)

³ [2-v2.-signed-BN-NCEA-L2-3-Subject-List-for-NZC-and-approach-to-Tech-Report-f.. \(1\).pdf](#)

Table: Number of subjects offered at NZ equivalent of Year 11 and Year 12/13

Jurisdiction	Number offered at NZ equivalent Year 11 (pre-qualification)	Number offered at NZ equivalent Year 12/13
NZ - current	46 (36 NZC-derived, 9 TMoA-derived, 1 designed for use in either context)	53 (45 NZC-derived, 8 TMoA-derived, and 1 designed for use in either context)
NZ – future (based on list in Annex 2)	37 (19 NZC-derived, 8 TMoA-derived, and 10 designed for use in either context)	56 (26 NZC-derived, 6 TMoA-derived, and 24 designed for use in either context)
NSW	33 (Years 7-10)	89 (Years 11-12)
QLD	24 (Years 7-10)	78 (Years 11-12)
British Columbia		Over 80
Ontario	Over 150 (Year 10)	Over 240 (Years 11-12)
Wales		51 (GCSE) – all available for use in Welsh Immersion Schools
Hawaii	Approximately 5 core subjects and 5 elective subjects (varies by school)	11 Overarching Learning Areas 2 Core Subjects (English and Mathematics) – all available for use in Hawaiian Immersion Schools)
Singapore⁴	Approximately 6 core subjects and 9 elective subjects (Sec 3)	Dependent on the students' post-secondary pathways
Cambridge International	27 (IGSCE)	43 (A level), 45 (AS level)
International Baccalaureate® (IB)		57

⁴ Singapore's secondary education qualification (Singapore-Cambridge Secondary Education Certificate) is for students aged 13-16 and post-secondary education is for students aged 16+. In post-secondary education, Junior College, Polytechnic, or Institute of Technical Education have different subject choices and requirements.