



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

Report: Curriculum Subjects Update

To:	Hon Erica Stanford, Minister of Education		
Date:	20/08/2025	Deadline:	21/08/2025
Security Level:	In-Confidence	Priority:	High
From:	Pauline Cleaver Acting Hautū Deputy Secretary, Te Poutāhū	Phone:	9(2)(a)
Drafter:	Anya Pollock	METIS No:	1351506

Why are we sending this to you?

- You requested that we consult with subject associations on the Year 11-13 (Phase 5 | Tūāreke 5) subjects [METIS 1348233 refers]. This has now occurred.
- This Report provides the final list of subjects planned to be developed for the national curriculum as part of the refresh, taking into account changes in response to feedback from the subject associations and the further work that we have done on the subjects initially indicated.
- We seek to confirm your comfort with us proceeding with the development of these subjects and communicating the lists to the wider sector.
- Further vocational education and training (VET) subjects will be added to the list in the future, following work with the Industry Skills Boards (ISBs) [METIS 1348066 refers]. We have included some examples to use in communications, these are indicative only.

What action do we need, by when?

- Please return the signed paper by Thursday 21 August.
- Subject to your agreement, we are ready to promptly communicate the list to the sector. There is a high degree of interest in what subjects will be available following on from the release of proposals relating to the qualification.

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.

Background to the final Years 11-13 subjects

2. A future-focused curriculum must balance breadth of choice with coherence and sustainability. While Years 11–13 should enable increasing specialisation, this must be managed to avoid an unsustainable proliferation of low-engagement or hard-to-resource subjects. The inclusion of two compulsory subjects and broader offerings in Year 11 supports greater consistency, providing a strong foundation for more specialised pathways in Years 12 and 13.
3. We have taken a 'stepped' approach to the final subject lists, where Year 11 offers broad choice across the learning areas and coherent pathways into greater, but selective, disciplinary specialisation at Years 12-13.

Curriculum subjects to be developed have now been consulted on with subject associations

4. You have previously agreed to the Year 11-13 (Phase 5 | Tūāreke 5) subjects to be developed as part of the curriculum refresh, subject to consultation with the subject associations [METIS 1348233 refers]. This list was informed by engagement with the Coherence Group and NCEA Professional Advisory Group. We also discussed the need for the list to be presented in a way that made it clearer which subjects were available for the New Zealand Curriculum (NZC) and which for Te Marautanga o Aotearoa (TMoA), and what the changes were from the status quo for each curriculum.
5. Consultation with subject associations has informed the development of the proposed subject list. Most associations were broadly supportive, though several raised substantive concerns about specific subjects. These included the removal or repositioning of Art History, Outdoor Education, and Tourism, as well as the structure of Music, Social Studies, and Mathematics subjects. In each case, feedback has been considered alongside curriculum and qualification developments, with adjustments made where appropriate.
6. Further feedback highlighted opportunities to strengthen subject clarity and student pathways. This includes proposals for additional specialist subjects, refinements to subject naming, and the inclusion of new subjects such as Music Technology, Civics, Politics & Philosophy, and Statistics & Data Science. Annex 3 provides a detailed summary of the feedback received and the rationale for decisions made in response.

We have made subject list adjustments in response to feedback and evidence

7. As previously indicated [METIS 1345245 refers], we anticipated that some adjustments to the subject lists may need to be made once further work to develop the content has been progressed (e.g. naming improvements, opportunities for consolidation where there is a significant overlap in learning outcomes). It is important that subjects are knowledge-rich, distinct from each other, and together provide for flexible specialisation by students as they become clearer about their future pathways (particularly in Years 12 and 13).
8. Following our engagement with subject associations, we have explored further opportunities to consolidate the list of subjects. In doing this, we have revisited current

levels of demand, plans for VET subjects and further work we have done on the content for each subject. As a result of this work, we have:

- 8.1. Deferred the Agriculture & Horticulture Science subject for consideration through the VET subject process, so that it is well aligned to the needs of relevant industries. While we also considered deferring Agribusiness, we have instead decided to incorporate knowledge into the Business Studies subject due to the level of overlap in knowledge.
✓ Both Agriculture & Horticulture Science and Agribusiness have relatively low uptake currently.
- * 8.2. Retained two Mathematics & Statistics subjects at Year 12, with an additional two subjects at Year 13. This balances the need for rigour and some limited choice of mathematics pathways at Year 12 with further specialised pathway options at Year 13.
- 8.3. Consolidated the separate Materials Technologies and Processing Technologies Year 12 and 13 subjects into a single subject, with opportunities to specialise through constrained choice. This reflects that there is a common body of knowledge as well as knowledge that is specific to particular specialisations (e.g. to food technology or hard materials).
- 8.4. Pacific specific knowledge will be incorporated within subjects that it is relevant to, including Sociology, Geography, History and Pacific Languages. This will provide better depth of knowledge than the current collection of unit standards that are used by schools to make up Pacific Studies courses.
- ✓ 8.5. Environment & Societies knowledge will be incorporated within subjects that it is relevant to, including Geography and Earth & Space Science. This knowledge is important to strengthen across the curriculum given global challenges and a range of commitments (e.g. United Nations Sustainable Development Goals), and we consider that an integrated approach will be more effective than a standalone curriculum subject.
- 8.6. Considered the changes to social sciences subjects at Years 12 and 13, and have amended the Year 11 Social Studies subject to Sociology. This change provides a clearer pathway into senior subjects and better reflects the disciplinary focus within the social sciences.
- ✓ 8.7. Renamed some subjects with working titles. We will revisit these during development. For the NZC subjects this includes: Te Ao Māori, Digital Design, and Media, Journalism & Communications.
9. As with the rest of the curriculum, there will be an ongoing cycle of regular review of the subjects. The list will evolve over time in response to evidence and advancements in knowledge, skills, and technology. As part of developing our operating process for ongoing curriculum review, we will develop criteria and conventions for the naming and scoping of new subjects.

We have now finalised the lists of subjects proposed to be developed as part of the curriculum refresh

10. The finalised list of subjects for NZC is attached as Annex 1. The finalised list of subjects for TMoA is attached as Annex 2. Substantive changes to existing and previously planned NCEA Achievement Standards subjects that the sector is currently anticipating are set out in Annex 4. Table 1 below summarises how many subjects are included.

Table 1: Number of subjects being developed through the curriculum refresh

Curriculum	Year 11	Year 12 and 13
TMoA	18 subjects	26 subjects + two at Year 13 only
NZC	34 subjects	52 subjects + two at Year 13 only

11. Some subjects are included in both TMoA and NZC. The curriculum content for these subjects will be the same, and they will be available in both English and te reo Māori. Currently kura need to translate and adapt assessment materials to provide NZC subjects to their students. Having more subjects available in both languages will improve access to knowledge and pathways for students and reduce kaiako workload.
12. The proposed list places New Zealand in the low-mid range for number of subjects supported when compared to other international curricula and qualifications, and we are confident in our ability to support this number of subjects. Schools and kura will continue to determine their subject offerings based on student demand, teacher capacity, and local context. Distance learning will remain an important mechanism for providing access to particular subjects if they are not available in a school or kura.
13. We seek to confirm your agreement with us proceeding with the development of these curriculum subjects and communicating the lists to the wider sector. The timelines for development of the curriculum content and consultation approach have been provided separately [METIS 1351042 refers].
14. We would like to communicate the agreed subject lists to the wider sector during the consultation on proposed changes to the qualifications. We will work with your office on how and when the subject lists should be communicated.
15. We do not plan to update the subject associations on your final decisions until just before the lists are released to the wider sector. There is, however, a risk that some of the more significant changes tested earlier may start to be discussed in the sector ahead of the release of the final lists. This is a particular risk for the removal of Art History and for Outdoor Education not being progressed as a general curriculum subject. We have already received written communications from subject associations advocating for these subjects to be retained.
16. In addition, there are likely to be concerns about the further changes made since we consulted with them. While the further removals, deferrals and consolidations are explainable in the context of further thinking on VET subjects and work on the scope and descriptions for each subject, there may be criticism about the lack of consultation. Finally, you should note that there may be significant public interest in some of these changes, particularly in relation to Art History, Outdoor Education, Tourism, Pacific Studies, Agribusiness, Agricultural and Horticultural Science, and Environment & Societies.

Communications will be clear that vocational education subjects will also be developed, working with the ISBs

17. In the context of proposed changes to the qualifications, there is also interest in what VET subjects will be available. As you know, the proposal is that ISBs, who set the standards for industry qualifications, would be responsible for developing new VET subjects assessed by new skill standards for use in schools and kura. This ensures that the VET subjects are industry-led and based on what will be most valuable to that sector. ISBs will be established from 1 January 2026, and will need additional Budget investment to develop these new VET subjects.

18. Communications about the subjects being developed through the curriculum refresh will also make clear that a range of VET subjects will be developed with the ISBs. VET subjects could fit within the following areas, which are the industries covered by the new Industry Skill Boards¹:
 - 18.1. Automotive, transport, and logistics.
 - 18.2. Construction and specialist trades.
 - 18.3. Food and fibre.
 - 18.4. Infrastructure.
 - 18.5. Manufacturing and engineering.
 - 18.6. Services.
 - 18.7. Health and community.
 - 18.8. Electrotechnology and information technology.
19. The actual subjects which are developed with the ISBs will depend on funding available.
20. Communications will also make clear that we want to support the Industry Skills Boards (ISBs) to develop subjects with a vocational education and training (VET) focus, and link to the public consultation underway on replacing NCEA which discusses this. Some potential examples could be subjects related to Building and Construction, Automotive or Tourism.

Annexes

The following are annexed to this paper:

- Annex 1: Subjects to be developed for the New Zealand Curriculum
- Annex 2: Subjects to be developed for Te Marautanga o Aotearoa
- Annex 3: Summary of Subject Association Feedback on Proposed Subject List
- Annex 4: Substantive changes to existing and previously planned NCEA Achievement Standards subjects.

¹ There is further information on the TEC's website, which includes some examples - [Industry Skills Boards | Tertiary Education Commission](#)

Recommended Actions

The Ministry of Education recommends you:

- a. **agree** the finalised lists of Year 11-13 (Phase 5 | Tūāreke 5) Subjects to be developed as part of refreshing Te Marautanga o Aotearoa (Annex 1) and New Zealand Curriculum (Annex 2)

Agree / Disagree

- b. **note** that the Ministry will work with your office to communicate the subject lists to the wider sector

Noted

- c. **note** that communications will also make clear that a range of VET subjects will be developed with the ISBs and indicate that these could fit within the areas listed in Paragraph

*19 vet subjects need to be confirmed and included in the announcement with academic curricula areas.
- As per discussions*

~~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

Release

Pauline Cleaver
Acting Hautū | Deputy Secretary

Te Poutāhū

20/08/2025

Erica

Hon Erica Stanford
Minister of Education

20, 8, 25



Math @ 412 = mostly calc some stats?
 Math @ 413 is just calculus! sorry not call it calculus?

Annex 1: Subjects to be developed for the New Zealand Curriculum

Learning Area	Year 11 Subjects	Year 12 and 13 Subjects
English	English ✓	English Media, Journalism & Communications ² (working title)
Mathematics & Statistics	Mathematics	Applied Mathematics reorganised ✓ Mathematics reorganised ✓ Mathematics reorganised ✓ Further Mathematics new ✓
Science	Science consolidated Double science? we said we'd consider ✓	Biology ✓ Chemistry ✓ Earth & Space Science ✓ Physics ✓
Health & Physical Education	Health Education ³ Physical Education	Health Education consolidated Physical Education includes some outdoor?
Technology	Materials & Processing Technology ✓ Digital Technologies ✓ Spatial & Product Design ⁵	Electronics & Mechatronics new Materials & Processing Technology Computer Science Digital Design (working title) ⁴ Spatial & Product Design
The Arts	Dance Drama Music Te Ao Haka Visual Arts if doing more than one will some base content be covered? a student takes 2 or 3.	Dance Drama Music reorganised ✓ Music Technology reorganised ✓ Te Ao Haka ✓ Visual Arts – Creative Arts ⁶ Visual Arts – Design Visual Arts – Painting Visual Arts – Photography & Moving Image
Social Sciences	Accounting Business & Economics ⁷ Geography History Te Ao Māori (working title) new Religious Studies Sociology ⁸	Accounting Business Studies Economics Geography ✓ Classical Studies ✓ History ✓ Te Ao Māori (working title) new Religious Studies Sociology Psychology Civics, Politics & Philosophy new

Learning Area	Year 11 Subjects	Year 12 and 13 Subjects
Learning Languages ⁹	English as an Additional Language new	English as an Additional Language new
	New Zealand Sign Language	New Zealand Sign Language
	Te Reo Māori	Te Reo Māori
		Asian languages
	Chinese (Mandarin)	Chinese (Mandarin)
	Japanese	Japanese
	Korean	Korean
		European languages
	French	French
	German	German
	Spanish	Spanish
		Pacific languages
	Gagana Sāmoa (Samoan)	Gagana Sāmoa (Samoan)
	Gagana Tokelau (Tokelauan)	Gagana Tokelau (Tokelauan)
	Lea Faka-Tonga (Tongan)	Lea Faka-Tonga (Tongan)
Te Reo Māori Kūki 'Āirani (Cook Islands Māori)	Te Reo Māori Kūki 'Āirani (Cook Islands Māori)	
Vagahau Niue (Niuean)	Vagahau Niue (Niuean)	

² Was previously called **Media Studies**. Repositioned to better reflect what is being taught as part of a knowledge-rich senior curriculum.
³ Was previously called **Health Studies**. Changed to better reflect the disciplinary focus.
⁴ Was previously indicated to be called **Digital Technologies**. Name change to better indicate the more specialised focus at Year 12 and 13.
⁵ Was previously called **Digital and Visual Technologies**. Name change to better reflect what is being taught as the subject becomes more future focussed.

⁶ Was previously called **Visual Arts**. Name change to better indicate the more specialised focus of this subject alongside the other specialised visual arts subjects at Year 12 and 13.
⁷ Was previously called **Commerce**. Name change to better indicate the focus of this subject.
⁸ Was previously included as **Social Studies**. Repositioned as Sociology to reflect a more specialised and knowledge-rich senior curriculum.
⁹ While Learning Languages is the learning area in the curriculum, students generally study specific target languages. The specific languages identified as subjects are supported by the curriculum for the qualification.

Annex 2: Subjects to be developed for Te Marautanga o Aotearoa

Wāhanga Ako	Year 11 Subjects	Year 12 and 13 Subjects	
Te Reo Rangatira	Te Reo Rangatira	Te Reo Rangatira	
Te Reo Pākehā	Te Reo Pākehā (English language)	Te Reo Pākehā (English language)	
Ngā Reo ¹⁰	Te Reo Rotarota o Aotearoa (New Zealand Sign Language)*	Te Reo Rotarota o Aotearoa (New Zealand Sign Language)*	
Pāngarau	Pāngarau (Mathematics)	Pāngarau Whānui (Applied Mathematics) (working title) <i>new</i>	Pāngarau Whānui (Applied Mathematics) (working title) <i>new</i>
		Tauanga me Raraunga (Statistics & Data Science) (working title) <i>new</i>	
		Pāngarau (Mathematics)	Pāngarau (Mathematics)
		Pāngarau Taumata Runga (Further Mathematics* – Year 13 only) <i>new</i>	
Pūtaiao	Pūtaiao (Science)	Ao ā-nuku Ao ātea (Earth & Space Science) *	
		Mātai Ahupūngao (Physics)*	
		Mātai Koiora (Biology)*	
		Mātai Matū (Chemistry)*	
		Tātai Arorangi (Māori traditional systems of Earth and Sky) <i>new</i>	
Waiora	Kori Tinana (Physical Education) ¹¹	Kori Tinana (Physical Education)*	
	Waiora (Health Education) ¹²	Waiora (Health Education)	

Hangarau	Hangarau (indigenous processes, structures & mechanisms)	Hangarau (indigenous processes, structures & mechanisms)
	Hangarau Hoahoa (Spatial & Product Design)*	Hangarau Hoahoa (Spatial & Product Design)*
	Hangarau Matihiko (Digital Technologies)*	Pūhiko (Computer Science)* (working title) Waihiko (Digital Design)* (working title)
Toi Ihiihi	Te Ao Haka	Te Ao Haka
	Toi Ataata (Māori Arts)	Te Ao Whakairo (Māori carving) Toi Ataata (Māori Arts)
	Toi Puoro (Māori sound and Instruments)	Toi Puoro (Māori sound and Instruments)
	Toi Rēhia (Māori practice and performance) ¹³	Toi Rēhia (Māori practice and performance)
Te Ao Māori	Matawhenua (Geography)*	Matawhenua (Geography)*
	Te Mātai Hokohoko (Business & Economics)* (working title)	Te Mātai Ōhanga (Economics)* Te Mātai Pakihi (Business Studies) *
	Te Ao Māori (the Māori world) ¹⁴	Te Ao Māori (the Māori world)
	Te Takanga o te Wā (History)*	Te Takanga o te Wā (History)*

Subjects indicated with an * in the table above are included in both TMOA and NZC. The curriculum content for these subjects will be the same, and they will be available in both English and te reo Māori. Some te reo Māori titles are indicated also as working titles to be finalised through development.

¹⁰ While Ngā Reo is the wāhanga ako in the curriculum, students generally study specific target languages using the NZC language subjects. NZSL is listed here as a subject as it is being designed for both curriculum contexts due to the increasing demand for trilingual interpreters.

¹¹ Was previously called Hākinakina and identified as a NCEA Level 2 and 3 subject. It has been brought down to Year 11 to support a strong foundation in relevant knowledge that is distinct to TMOA, with the Year 12 and 13 subject then sharing a body of knowledge with the NZC Physical Education subject.

¹² 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.

¹³ Was previously indicated to be called Ngā Mahi a te Rēhia.

¹⁴ Previously indicated to be called Tikanga ā-iwi. Name change to better recognise the broad scope of this subject.

Annex 4: Substantive changes to existing and previously planned NCEA Achievement Standards subjects

Existing NCEA Achievement Standards subjects with no directly equivalent curriculum subject planned

23. **Art History** has relatively low demand and will not be progressed as a standalone curriculum subject. The knowledge will be integrated into the planned specialist arts subjects. This will strengthen those 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 a standalone subject.
24. **Education for Sustainability** (previously planned to be redeveloped as Environment & Societies) has relatively low demand and will not be progressed as a standalone curriculum subject. The knowledge will be integrated into other subjects, particularly Geography, and Earth & Space Science. Knowledge about sustainability will also be built into other subjects such as Technology, reflecting the importance of this knowledge in the context of global challenges.
25. **Agribusiness** has relatively low demand and will not be progressed as a standalone curriculum subject. The knowledge will be integrated into the Business Studies subject.

Existing NCEA Achievement Standards subjects deferred for consideration through work with ISBs

26. **Agriculture & Horticulture Science** has relatively low demand. To ensure it is well aligned to the needs of relevant industries, and the development of this as a subject will now be considered as part of work with the Industry Skills Boards on VET subjects.

Previously planned new NCEA Achievement Standards subjects being progressed through an integrated subject approach

27. **Pacific Studies** had previously been planned as Level 2 and 3 Achievement Standards for NCEA (instead of being Unit Standards as it is now). The knowledge planned for the Achievement Standards is now being integrated into a range of subjects, including Sociology, Geography, History and Pacific Languages.
28. **Toiora (Māori health models)** and **Te Ao Tū Taua (Traditional Māori Martial Arts)** had previously been planned as new Achievement Standards for NCEA Level 2 and 3. The knowledge planned for these Achievement Standards is now being integrated into other subjects.
29. **Tauhokohoko (Marketing)**, **Raranga (Māori Weaving)**, **Te Hītori o Aotearoa (Aotearoa New Zealand's histories)** had previously been signalled as potential new Achievement Standards for NCEA, on which there would be further engagement. The knowledge that may have been included in these will be covered in other TMOA subjects.

Previously planned new NCEA Achievement Standards subjects deferred for consideration through work with ISBs

30. **Outdoor Education** and **Tourism** are existing Unit Standards that had previously been planned to become NCEA Achievement Standards subjects at Level 2 and 3 of NCEA. The development of these will now be considered as part of work with the Industry Skills Boards on VET subjects.

Consolidated and reorganised subjects

31. Currently there are four science NCEA Achievement Standards subjects at Level 1: Agriculture & Horticulture Science, Science, Chemistry & Biology, and Physics, Earth & Space Science. A single general science curriculum subject will be provided at Year 11 as this keeps student pathways open longer.
32. Separate Statistics and Mathematics NCEA Achievement Standards subjects had previously been planned at Level 2 and 3 of NCEA. We have reorganised this knowledge to two curriculum subjects at Year 12 and 13 which both integrate mathematics and statistics knowledge (alongside the new Further Mathematics and Statistics and & Data Science curriculum subjects at Year 13).
33. Separate Health and Food & Nutrition NCEA Achievement Standards subjects had previously been planned at Level 2 and 3. These have been consolidated into one Health Education curriculum subject. This reflects the holistic nature of the discipline, including the place of nutrition and food knowledge in health education. Note that separate consideration will be given to subjects covering practical food preparation skills as part of work on VET subjects.
34. Making Music (more music performance based) and Music Studies (more composition and music knowledge based) had previously been planned as separate NCEA Achievement Standards subjects at Level 2 and 3. We will instead develop Music and Music Technology curriculum subjects.
35. Separate Materials Technologies and Processing Technologies NCEA Achievement Standards subjects had previously been planned at Level 2 and 3. These have been consolidated into a single Year 12 and 13 curriculum subject, with opportunities to specialise through constrained choice. This reflects that there is a common body of knowledge as well as knowledge that is specific to particular specialisations (e.g. to food technology or textiles).

Annex 3: Summary of Subject Association Feedback on Proposed Subject List

21. We have now consulted with subject associations on the subjects relevant to them, based on that list.¹⁵ Most subject associations were comfortable with the subject list for their area. Substantive areas of concern raised were:

21.1. The Art History association (NZAHATA) and Art association (ANZAE) are opposed to Art History not being a standalone curriculum subject. They have advised that there would be workforce implications from the planned approach of integrating art history knowledge into each specialist subject. Once the other arts subjects' content is being drafted, we will be in a better position to work with them on how art history knowledge is represented across subjects.

21.2. The Outdoor Education association (EONZ) is opposed to Outdoor Education not being progressed as a general curriculum subject. This feedback was provided in the context of not being aware of the direction of changes to the qualifications, including that there will be vocational education and training (VET) subjects developed with the Industry Skills Boards (ISBs) in the future. Note also that the proposed Physical Education subject will include outdoor education and risk management, in line with current disciplinary thinking.

21.3. The Tourism association (TTA-NZ) is disappointed that Tourism is not being progressed as a general curriculum subject. We anticipate that they will, however, understand this once the proposed approach to vocational education in the curriculum and qualifications is announced. Tourism is explicitly identified as a sector that we will be exploring subjects for. They were aware that the Ministry of Business, Innovation and Employment (MBIE) had made plans to fund supporting implementation material. We have already indicated to MBIE that we anticipated timing changes for the subjects. Once announcements are made, we will be discussing the process and timing for VET subjects with them and how they can support development and implementation activities in the tourism domain.

21.4. Concerns that a single music subject would favour students who have benefited from private music lessons and exclude many students from taking music as a subject. There was a view that two subjects would provide more students with more opportunities to engage in the wide knowledge available in the discipline while also supporting deeper learning in each subject. We have reconsidered the potential for two music subjects and think it would be valuable for students' pathways to include an additional Year 12-13 Music Technology subject. This will focus on the use of digital technology for the creation, production, performance and evaluation of music.

22. Other feedback included:

22.1. Requests for additional specialist science subjects at Year 11 (in addition to the general subject) to provide more in-depth learning. This was made in the context of not having visibility of the knowledge rich science curriculum that would be taught until Year 10 and the depth of knowledge that future students will already have developed. The requirement for schools to deliver, and students to study two compulsory subjects is also an important consideration.

*We talked about double science
my you've agreed to
write the science @ + ten split it?*

¹⁵ Ahead of this engagement, we had also made some minor changes to the previous list to clarify the focus and body of knowledge for some subjects. This included consolidating the proposed two history subjects into one subject and mostly having distinct Arts and Toi Ihiihi subjects for each curriculum pathway.

- 22.2. Some concern that adjusting the Year 12 and 13 Social Studies subject to a more specialised Sociology subject could reduce access to some knowledge that is civics and citizenship focussed. In the refreshed curriculum, this knowledge will be built up explicitly earlier in the pathway. However, we think there is value for students and international comparability in adding a Civics, Politics & Philosophy subject to the Social Sciences Learning Area at Year 12 and 13.
- 22.3. Some concern that statistics will be marginalised if it does not have its own subject or is not visible in the subject names. This risk is low as the mathematics subjects will set out the statistics knowledge to be taught and teachers will not have the flexibility to decide what content they cover in the way they currently can. Further, we have decided to include Statistics and Data Science as an additional Year 13 Mathematics subject.
- 22.4. A suggestion that, given the inclusion of a separate Accounting subject, the focus of the Year 11 Commerce subject would be clearer if it was renamed as Business & Economics. We agree with this suggestion.