



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

Report: Release of the Years 11- 13 subjects

To:	Hon Erica Stanford, Minister of Education		
Date:	5/09/2025	Deadline:	8/09/2025
Security Level:	In-Confidence	Priority:	High
From:	Pauline Cleaver Acting Hautū Deputy Secretary, Te Poutāhū	Phone:	9(2)(a)
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Why are we sending this to you?

- To confirm the curriculum subjects for Years 11-13 (Phase 5 | Tūārere 5) being developed for the refreshed national curricula, for public release.

What action do we need, by when?

- We are seeking your agreement to release information on the Years 11-13 curriculum subjects publicly as soon as possible.
- Please return the signed paper by 8 September 2025.

Key facts, issues and questions

- There is significant interest from the sector in the curriculum subjects for Years 11-13, particularly in relation to public consultation on proposals to replace NCEA.
- The new curriculum is being designed to be future focussed with subjects at year 11-13 that will provide opportunity for students to build knowledge and skills from a broad range of subjects, many of which are available now as part of NCEA.
- Differences include an increased number of subjects being available in Te Reo Māori and there are also new subjects; for example, new STEM-focussed subjects in maths and technology and subjects, such as Civics, Politics & Philosophy, that provide international comparability. Other subjects have been named, organised or focused differently. We set out the rationale for changes in this paper.
- The overall approach will support a clear, knowledge rich and internationally comparable senior secondary curriculum, while still providing a wide range of choices for students.

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

2. Earlier this year, in response to advice you agreed that subjects, rather than learning areas and wāhanga ako, would be the organising structure in Years 11 to 13 (Phase 5 | Tūārere 5) of the national curricula [METIS 1343551 refers]. Since then, we have provided you with a series of advice on the potential Ministry-led curriculum subjects (including METIS 1345245, METIS 1348233, METIS 1351506 refers), as well as the approach to industry-led subjects (METIS 1343288 refers).
3. Developing the Years 11-13 subjects has been an iterative process, and has been informed by extensive previous public engagement, as well as recent targeted engagement this year with the NCEA Professional Advisory Group (PAG), the New Zealand Curriculum (NZC) Coherence Group, and subject associations. It has also been informed by current NCEA achievement and unit standards and international comparison in creating knowledge rich learning opportunities.
4. This paper:
 - 4.1. summarises the proposed shift in approach for the senior secondary curriculum
 - 4.2. provides the final curriculum subjects for your agreement, including what has changed.

Curriculum changes for senior secondary

There have been requests for more explicit detail about what to teach in senior secondary, as the curriculum does not include this currently

5. The current curriculum is organised into learning areas and wāhanga ako. It has limited details for how schools and kura should design their learning programmes for Years 11 to 13, which has meant that assessment (through NCEA) has primarily driven teaching and learning (METIS 1341831 refers). The high-level framing in the curriculum meant that secondary teachers do not have explicit detail about what they should teach and content to cover. There have been requests from the sector for more of this type of detail.
6. To fill this gap, as part of the earlier NCEA Change Programme, the Ministry created a supplementary resource, the Level 1-3 Learning Matrix. More recently, after further feedback from teachers wanting even greater clarity and detail about what to teach, Subject Learning Outcomes (SLO) were developed in 2024 to inform teaching and learning programmes.
7. Previous work on redeveloping the NCEA subject list occurred through the Review of Achievement Standards (RAS), and a Cabinet-approved list of NCEA Level 1, 2 and 3 subjects was published in 2021. The new NCEA Level 1 subjects were introduced in 2024, but the review of implementation by ERO identified that having enough detailed resourcing is critical to support teaching and learning programmes.
8. The Level 2 and 3 NCEA subjects identified on the 2021 NCEA subject list are what the sector has been expecting for the last four years, but only Te Ao Haka has been implemented. The remaining Level 2 and 3 changes were rephased to align with the changes to the national curricula, as well as addressing sector concerns around readiness (CAB-24-MIN-0098.01 refers).

9. The changes to NCEA Level 1 achievement standards did include NCEA subjects with fewer, larger standards, with the intent to encourage more coherence and consistency. However, schools and kura have the flexibility to choose any combination of standards to create a subject or course – with no constraints around this. For example, combining standards from different areas (including unit standards), or only including internal standards. This means some students' learning programmes may not be coherent and can close off further options for students when they leave school.

The refreshed Years 11 – 13 national curriculum will include subjects to support coherent, knowledge rich and consistent learning

10. Learning programmes for students in Years 11 – 13 will be delivered via subjects. The subjects will build off the learning in previous phases, while providing increasing opportunities for students to advance and specialise. Subjects can provide coherent packages of learning to students that provide clear pathways post-school – for example to further study, university or employment.
11. Within the curriculum, the intention is that there will be subjects designed by the Ministry and by the Industry Skills Boards. Students will be able to choose from a wide range of subjects and will have flexibility to include both industry-led subjects and Ministry-led subjects as part of their programme. There would be no restrictions on the balance of subjects. Changes to strengthen how the curriculum integrates industry-led learning will be made regardless of whether proposed changes to the qualifications proceed.
12. We have recommended that the curriculum for Years 11 to 13 is organised into specific subjects, rather than broad wāhanga ako/learning areas, which will mean developing a detailed curriculum for each senior secondary subject. Taking this approach:
 - 12.1. will make clear the learning students are entitled to access within each subject – ensuring more consistency and equity across schools and kura
 - 12.2. reflects how learning programmes are typically organised for Years 11 – 13, while making sure that curriculum, rather than assessment, drives teaching and learning; and
 - 12.3. provides schools and kura with clear direction about what knowledge and skills need to be taught, enabling teachers to focus on how to deliver it through engaging local, national and global contexts.
13. We do know that many schools and kura highly value the current flexibility. We consider that the wide range of subjects that would be available would strike the right balance between flexibility and consistency. Within subjects, there could also still be some constrained choices for schools and kura. For example, providing options for different research studies to assess the same core knowledge and skills. Teachers and kaiako will also have some flexibility in relation to the contexts (local, national and international) that they teach content through. This may enable themes to be woven into their programmes (e.g. a tourism theme within Geography or an outdoor education theme within Physical Education). In general, this approach would mean less ability for schools and kura to develop their own courses.

The curriculum would drive the subjects used towards the qualifications

14. You are consulting on a subject-based, curriculum-driven approach to potential new qualifications for senior secondary. If this approach is confirmed by Cabinet later this year,

this will mean that the Years 11 – 13 curriculum subjects would be the basis for the approved subjects for the proposed new qualifications.¹

Implications for University Entrance

15. Universities and NZQA set the requirements for University Entrance (UE). Currently, only subjects assessed with achievement standards can be used towards UE. For example, Outdoor Education and Tourism are currently assessed with unit standards for Level 3 so are unable to qualify. One of the reasons these subject associations have previously sought to have achievement standards for their area, as opposed to being assessed with unit standards, is because of this.
16. Universities and NZQA will need to consider what any changes to the curriculum and qualifications mean for UE, including the potential inclusion of industry-led subjects. These subjects would be equivalent to Ministry-led subjects, including being graded the same way.

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Curriculum subjects we are developing for Years 11 – 13

19. Annex 1 sets out the curriculum subjects we are developing through the curriculum refresh of the New Zealand Curriculum (NZC) for Years 11-13 (Phase 5). Annex 2 sets out the curriculum subjects for Te Marautanga o Aotearoa Years 11-13 (Tūārere 5). We seek your agreement to continue to develop these curriculum subjects, and to share this information publicly.
20. The curriculum subjects being developed includes many subjects available now as part of NCEA. There are also new subjects, while others have been named, organised or focused differently. Of note in the Ministry-led curriculum subjects:
 - 20.1. an **increased focus on science, technology and mathematics (STEM)**, to ensure the curriculum is future focused. This includes more mathematics subjects at year 13 and Electronics & Mechatronics;

¹ For qualification purposes, there could be carefully-managed exceptions that provide additional flexibility around assessment subjects – for example, in relation to the Realm Nations and kaupapa Māori education settings.

- 20.2. an **expanded the number of subjects available in te reo Māori**, including a new standalone subject **Tātai Arorangi** (Māori traditional systems of Earth and Sky), with full resourcing and support for their delivery in te reo Māori;
 - 20.3. a new subject, **Te Mātai i te Ao Māori**, to be designed for the New Zealand Curriculum, for students who may not be learning in te reo Māori that want to study this in depth. Te Ao Māori and other New Zealand-specific knowledge will also be integrated in other subjects, for example learning about Māori health models as part of Health Education;
 - 20.4. **Pacific Studies and Pacific languages subjects**, supporting students in Realm Countries as well as in New Zealand. Pacific studies will provide an in depth course, with knowledge that reflects our place in the Pacific also integrated into other subjects;
 - 20.5. a new **Civics, Politics & Philosophy** subject, which has long been asked for to support students in interested in political systems, civic institutions, ethical frameworks, and how public decision-making shapes society in NZ and globally.
21. There were some previously planned standalone subjects where the knowledge is now being integrated into other subjects. For example, Art History knowledge will be integrated within the other specialist art subjects. Annex 3 summarises the substantive changes between NCEA Achievement Standards subjects and the Ministry-led subjects being developed.

Subjects will provide a wide range of options for students, and can evolve over time

22. The Ministry-led subjects being developed through the refresh, along with the future work on industry-led subjects, will provide a wide range of options for students. This will enable students to choose subjects based on their aspirations and interests, which supports engagement in school, and achievement. However, the provision of choice is balanced with the need to make sure that we can support the effective delivery of all curriculum subjects.
23. Which subjects are included within the curriculum will not be fixed over time. As part of developing our operating process for ongoing curriculum review, subjects may be adjusted or new subjects added. For example, we will be investigating the value of a standalone Generative AI subject at Year 13 for later development.
24. There is likely to still be concern from schools and kura about uncertainty in which subjects will be developed by ISBs. Subject associations for Tourism and Outdoor Education have already publicised their concerns. While we cannot yet fully confirm which industry-led subjects will be developed, we can provide examples based on intended subject areas and ISB scope. In both Annex 1 and 2 we have included examples for industry-led subject areas.

Teachers and kaiako will be supported to implement the curriculum subjects

25. To support the delivery of the Year 11-13 subjects in secondary schools and kura, an implementation package will be available to ensure that teachers and kaiako are supported every step of the way. For both NZC and TMoA includes:
 - 25.1. Professional learning and development (PLD) for teachers and kaiako, and curriculum leadership
 - 25.2. Teacher Only Days
 - 25.3. Expanded Curriculum Advisory Service for secondary schools and kura

- 25.4. Planning exemplars, ready-to-use classroom resources, and teacher guidance
- 25.5. Subject Association and Kahu Pūtoi funding available to support curriculum roll out.
- 26. There will also be a secondary curriculum roadshow in the new year to support leaders to prepare for curriculum change.
- 27. The timeline for implementation will mean that all materials will be available well in advance of when the subjects have to be implemented.

Next Steps

- 28. We are working with your office on the release of information on the Phase 5 | Tūārere 5 curriculum subjects, once confirmed by you. A range of communications products are being prepared to support the release of the lists and have been provided to your office separately for consideration.
- 29. Work is underway developing content for the Ministry-led subjects, and there will be early opportunities for some teachers to be involved with both drafting and review. More information on this process will be available shortly. Development activities will include opportunities for input from relevant subject associations and further analysis of existing NCEA Achievement Standards. The draft curriculum content for the Ministry-led subjects is intended to be ready to release the sector in Term 1 2026 for wider feedback.

Annexes

The following are annexed to this paper:

- Annex 1: Curriculum subjects being developed as part of the refresh of the New Zealand Curriculum
- Annex 2: Curriculum subjects being developed as part of the refresh of Te Marautanga o Aotearoa
- Annex 3: Substantive changes to existing and previously planned NCEA Achievement Standards subjects
- Annex 4: Map of subjects for NCEA in implementation, NCEA changes previously planned, and being developed for refreshed curriculum

Recommended Actions

The Ministry of Education and NZQA recommend you:

- a. **note** that there is high public interest in which subjects will be in the curriculum for years 11 – 13, and the potential changes since subjects were previously announced for NCEA in 2021
most weren't even begun **Noted**
- b. **agree** that we continue to develop the Ministry-led Year 11 – 13 (Phase 5 | Tūāreke 5) subjects:
 - i. that are outlined in Annex 1 for the New Zealand Curriculum; and **Agree / Disagree**
 - ii. that are outlined in Annex 2 for Te Marautanga o Aotearoa; **Agree / Disagree**
- c. **note** that the draft curriculum content for the Ministry-led subjects is intended to be ready to release the sector in Term 1 2026; **Noted**
- d. **note** we have included examples of potential industry-led subject areas in Annexes 1 and 2, and the exact subjects to be developed would be confirmed with the Industry Skills Boards later next year **Noted**
- e. **agree** to the public release of the curriculum subjects for Years 11 to 13 **Agree / Disagree**

Proactive Release:

- f. **agree** that the Ministry of Education release this paper once information on the curriculum subjects has been released to support communication activities, with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982. **Agree / Disagree**

PCleaver
 Pauline Cleaver
 Acting Hautū | Deputy Secretary
 Te Poutāhū

Erica Stanford
 Hon Erica Stanford
 Minister of Education

05/09/2025

10/9/25

Annex 1: Curriculum subjects being developed as part of the refresh of the New Zealand Curriculum

Note we have also included some examples of potential industry-led subject areas, which are not being developed yet. There could be multiple subjects within a subject area, and the final subjects would be confirmed in 2026 following further development with the Industry Skills Boards.

Learning Area	Year 11 Subjects	Year 12 and 13 Subjects	
English	English	English	
		Media, Journalism & Communications	
Mathematics & Statistics	Mathematics	Applied Mathematics	
		Applied Mathematics	
		Statistics & Data Science	
		Mathematics	
		Mathematics	
		Further Mathematics	
Science	Two science subjects <i>names and scopes to be confirmed</i>	Biology	
		Chemistry	
		Earth & Space Science	
		Physics	
		Primary Industry*	
Health & Physical Education	Health Education	Health Education	
		Health & Wellbeing Services*	
	Physical Education	Physical Education	
		Outdoor Education*	
Technology	Materials & Processing Technology	Materials & Processing Technology	
		Electronics & Mechatronics	
		Automotive Engineering*	
		Building & Construction*	
		Infrastructure Engineering*	
		Mechanical Engineering*	
		Digital Technologies	Computer Science
			Digital Design
		Spatial & Product Design	Spatial & Product Design
The Arts	Dance	Dance	
		Drama	
		Music	
		Music Technology	
		Te Ao Haka	
		Visual Arts	Visual Arts – Creative r
			Visual Arts – De ign
			Visual Arts – Paintin
	Visual Arts – Ph tography & Moving Image		
Social Sciences	Accounting	Account ng	
		Business & Economics	Business Studies
			E nomics
			Tour m*
			Hospita y*

Learning Area	Year 11 Subjects	Year 12 and 13 Subjects
	Geography	Geography
	History	History
		Cassal Studies
	Te Mātai i te Ao Māori <i>working title</i>	Te Mātai i te Ao Māori <i>working title</i>
	Religious Studies	Religious Studies
	Sociology	Sociology
		Civics, Politics & Philosophy
		Pacific Studies
		Psychology
	Learning Languages	English as an Additional Language
New Zealand Sign Language		New Zealand Sign Language
Te Reo Māori		Te Reo Māori
Chinese (Mandarin)		Chinese (Mandarin)
Japanese		Japanese
Korean		Korean
French		French
German		German
Spanish		Spanish
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)	

*Industry-led subject example only – subject to further development with the Industry Skills Boards.

Annex 2: Curriculum subjects being developed as part of the refresh of Te Marautanga o Aotearoa

Note as above, we have also included some examples of potential industry-led subject areas. The intention would be that these subjects are shared across NZC and TMoA.

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	Te Reo Rotarota o Aotearoa (New Zealand Sign Language)	Te Reo Rotarota o Aotearoa (New Zealand Sign Language)	
Pāngarau	Pāngarau (Mathematics)	Te Whakamahi Pāngarau (Applied Mathematics)	Te Whakamahi Pāngarau (Applied Mathematics)
			Tauanga me te Mātai Raraunga (Statistics & Data Science)
		Pāngarau (Mathematics)	Pāngarau (Mathematics)
			Pāngarau Whānui (Further Mathematics)
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)	
		Ahumahi Matua (Primary Industry)*	
Waiora	Kori Tinana (Physical Education)	Kori Tinana (Physical Education)	
		Akoranga tū-ā-nuku (Outdoor Education)	
	Waiora (Health Education)	Waiora (Health Education)	Ratonga Waiora (Health & Wellbeing Services)*

Wāhanga Ako	Year 11 Subjects	Year 12 and 13 Subjects
Hangarau	Hangarau (indigenous processes, structures & mechanisms)	Hangarau (indigenous processes, structures & mechanisms)
		Pūhanga Pūrere (Mechanical Engineering)*
		Pūhanga Waka (Automotive Engineering)*
		Te Mahi Hanganga (Building & Construction)*
		Te Pūtoi Hanganga (Infrastructure Engineering)*
		Hangarau Hoahoa (Spatial & Product Design)
Hangara Matihiko (Digital Technologies)	Hangara Matihiko (Digital Technologies)	Hangarau Hoahoa (Spatial & Product Design)
		Hua Matihiko (Digital Design)
		Mātai Matihiko (Computer Science)
Toi hiihi	Te Ao Haka	Te Ao Haka
		Toi Ataata (Māori Arts)
		Te Ao Whakairo (Māori carving)
		Toi Puoro (Māori sound and instruments)
		Toi Rēhia (Māori practice and performance)
Te Ao Māori	Matawhenua (Geography)	Matawhenua (Geography)
		Te Mātai Pakihi me te Ōhanga (Business & Economics)
		Te Mātai Ōhanga (Economics)
		Te Mātai Pakihi (Business Studies)
		Ahumahi Tāpoi (Tourism)*
		Ahumahi Manaaki (Hospitality)*
		Te Ao Māori (the Māori world)
Te Takanga o te Wā (History)		

* Industry-led subject example only – subject to further development with the Industry Skill Boards.

Annex 3: Substantive changes to existing and previously planned NCEA Achievement Standards subjects

Existing and previously planned NCEA Achievement Standards subjects now being progressed through an integrated approach

- Currently there are four science NCEA Achievement Standards subjects at Level 1: **Agriculture & Horticulture Science**, **Science**, **Chemistry & Biology**, and **Physics, Earth & Space Science**. This will be reduced to two science subjects at Year 11 that together provide a breadth of learning, support equity, and keep student pathways open longer
- 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 industry-led subjects.
- 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).
- **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.
- **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
- **Arribusiness** has relatively low demand and will not be progressed as a standalone curriculum subject. The knowledge will be integrated into the Business Studies subject.
- **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 knowledge-rich subjects to make sure that they cover relevant knowledge from te ao Māori. For example, knowledge of Māori health models is an important part of learning about health in New Zealand.

- **Tauhokohoko (Marketing), Raranga (Māori Weaving), and 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 Tauhokohoko and Te Hītori o Aotearoa will be covered in other subjects that are being made newly available in te reo Māori (e.g. Business Studies and History). Raranga will be able to be studied as part of the more general Toi Ataata (Māori Arts subject), potentially with some constrained choice to enable students to focus more strongly on their specific interests.

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

- **Agriculture & Horticulture Science** has relatively low demand. To ensure it is well aligned to the needs of relevant industries, the development of this as a subject will now be considered as part of work with the Industry Skills Boards to develop industry-led subjects.
- **Outdoor Education and Tourism** are existing Unit Standard areas that had previously been planned to become NCEA Achievement Standards subjects at Level 2 and 3 of NCEA. There is some overlap between assessment standards for Outdoor Education and Physical Education, and Tourism and Geography, respectively. Unit standard usage analysis suggests that both subjects are suitable for consideration as industry-led subjects at Years 12 and 13. To ensure these subjects are well aligned to the needs of relevant industries, the development of this as a subject will now be considered as part of work with the Industry Skills Boards.

Annex 4: Map of subjects for NCEA² in implementation, NCEA changes previously planned³, and being developed for refreshed curriculum

Level 1 / Year 11 subjects for NZC Note that language learning subjects are in a separate section as there is no variation in approach between Levels / years

Learning Area	Level 1 NCEA subjects in implementation	Subjects in refreshed curriculum	Comments
English	English	English	Proposed to be a mandatory subject.
Mathematics & Statistics	Mathematics - Statistics	Mathematics	Proposed to be a mandatory subject. Name change only; statistical knowledge is still part of the subject.
Science	Agricultural and Horticultural Science	Two science subjects <i>names and scopes to be confirmed</i>	During development, consideration was given to a single general science subject identified at Year 11. Following engagement with relevant subject associations, we have expanded this into two science subjects that together provide a breadth of learning, support equity, and keep student pathways open longer. We will be engaging with relevant subject associations on the names and scopes of the two subjects during development.
	Chemistry and Biology		
	Physics, Earth and Space Science		
	Science		
Health & Physical Education	Health Studies	Health Education	Name change to better reflect the disciplinary focus
	Physical Education	Physical Education	
Technology	Materials and Processing Technology	Materials and Processing Technology	
	Technology - Design and Visual Communication	Spatial & Product Design	Name change to better reflect what is being taught as the subject becomes more future focussed.
	Technology - Digital Technologies and Hangarau Matihiko	Digital Technologies	
The Arts ⁴	Dance	Dance	
	Drama	Drama	
	Music	Music	
	Te Ao Haka	Te Ao Haka	
	Visual Arts	Visual Arts	
Social Sciences	Commerce	Accounting	Separated into two subjects as, while related, the knowledge base for accounting is distinct from business studies and economics and separating the subjects will support stronger pathways into the Year 12 subjects. Initially Commerce has been planned to be kept as the name for the business and economics subject, but this was adjusted in response to feedback from subject associations.
		Business & Economics	
	Geography	Geography	
	History	History	
	Religious Studies	Religious Studies	
	Social Studies	Sociology	Repositioned subject to reflect a more specialised and knowledge-rich senior curriculum. Making this change at Year 11 has not yet been tested with the relevant subject associations (the similar Year 12 and 13 change has, however, been tested).
-	Te Mātai i te A Māori <i>working title</i>	New Māori studies subject funded through Budget 2025. This is a working title, which we will confirm with experts. This subject is for NZC students who want to study this area in depth. Knowledge from te ao Māori will still be included in other subjects where relevant, particularly those designed for use with both the NZC and TMOA.	
Total numbers	21	21	There are an additional 14 language learning curriculum subjects listed separately.

² In relation to NCEA, subjects included are those assessed using Achievement Standards. Titles are those used by the Ministry and NCEA to group Achievement Standard in subjects.

³ These are the Achievement Standards based subject titles that were agreed as part of the previous Review of NCEA. There was wide public engagement, and the lists have been available to the sector since 2021. This is only relevant for Level 2 and Level 3 as changes to Level 1 NCEA Achievement Standards subjects have already been implemented.

⁴ During development, consideration was given to making more Toi Ihiihi subjects from TMOA available on the NZC list as well. Following further work, it was decided that these would be best as TMOA specific subjects.

Level 1 / Year 11 subjects for the TMoA

Wāhanga Ako	Level 1 NCEA subjects in implementation	Subjects in refreshed curriculum	Comments
<i>Te Reo Rangatira</i>	Te Reo Rangatira	Te Reo Rangatira	
<i>Pāngarau</i>	Pāngarau	Pāngarau (Mathematics)	
<i>Pūtaiao</i>	Pūtaiao	Pūtaiao (Science)	
<i>Waiora</i>	Hauora	Kori Tinana (Physical Education)	Was previously called Hākinakina and identified as a NCEA Level 2 and 3 subject only. It has been brought down to Year 11 to support 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.
		Waiora (Health Education)	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.
<i>Hangarau</i>	Hangarau	Hangarau (indigenous processes, structures & mechanisms)	
	-	Hangarau Matihiko (Digital Technologies)	Same content as the NZC subjects. To be available in te reo Māori to improve access / reduce kaiako workload if they are currently offering courses using translated NZC materials.
	-	Hangarau Hoahoa (Spatial & Product Design)	
<i>Toi Ihiihi⁵</i>	Nga Mahi a te Rehia	Toi Rēhia (Māori practice and performance)	Minor name change.
	Nga Toi Ataata	Toi Ataata (Māori Arts)	Minor name change.
	Nga Toi Puoro	Toi Puoro (Māori sound and Instruments)	Minor name change.
	Te Ao Haka	Te Ao Haka	Dual curriculum subject for NCEA now. Curriculum subject will have the same content as the NZC subject.
<i>Te Ao Māori</i>	Tikanga a-iwi	Te Ao Māori (the Māori world)	Name changed to Te Ao Māori to better recognise the broad scope of this subject and align with the wāhanga ako.
	-	Matawhenua (Geography)	Same content as the NZC subjects. To be available in te reo Māori to improve access / reduce kaiako workload if they are currently offering courses using translated NZC materials.
	-	Te Mātai Pakihi me te Ōhanga (Business & Economics)	
	-	Te Takanga o te Wā (History)	
<i>Te Reo Pākehā</i>	- (Planned Te Reo Pākehā Level 1 subject deferred for implementation with Level 2 and 3 subjects)	Te Reo Pākehā (English language)	Some students are currently taking courses using Standards from English. This provides a fit-for-purpose subject for students becoming bilingual in te Reo Māori and English. Students will continue to be able to be offered NZC English if that is a better option for them.
<i>Ngā Reo</i>	-	Te Reo Rotarotā o Aotearoa (New Zealand Sign Language)	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.
Total numbers	11	18	

⁵ During development, consideration was given to making the Dance available in te reo Māori as well. Following further work, it was decided that it would be best to focus the TMoA list on arts that are distinct to te ao Māori.

Level 2 & 3 / Year 12 & 13 subjects for NZC Note that language learning subjects are in a separate section as there is no variation in approach between Levels / Years

Learning area	Level 2 & 3 NCEA subjects in implementation	Current University Entrance subject?	Scholarship subject?	Updated NCEA subjects previously planned	Subjects in refreshed curriculum	Comments
English	English	Yes	Yes	English	English	During development consideration was given to having two subjects – one focused on English Literature and one on English Language. People would see the value of providing a choice of foci for students. Despite the intent that both subjects would be academically rigorous, there was concern that that one subject could be wrongly perceived as a less demanding option and students could be streamed instead of being supported to make good subject choices for their pathway. A single English subject is now being progressed.
	Media Studies ⁶	Yes	Yes	Media Studies	Media, Journalism & Communications	Renamed to make more visible the scope of the planned curriculum subject. This change has not yet been tested with the relevant subject associations. As content is developed this subject may benefit from the use of constrained choice to enable students to have a more specialist focus towards media, journalism or communications as they progress.
Mathematics & Statistics	Mathematics - Statistics	As: <ul style="list-style-type: none"> Calculus Mathematics/Pāngarau Statistics 	As: <ul style="list-style-type: none"> Calculus Statistics 	Mathematics	Applied Mathematics	During development of the list of curriculum subjects, various configurations and numbers of maths subjects have been explored. The planned list is designed to provide access to a good range of maths knowledge that supports a variety of future pathways, enable specialisation (e.g. in calculus as part of further mathematics), and encourage more students to keep studying some maths. All subjects will be academically rigorous, and they will be distinct so students could take multiple maths subjects. While there are risks that some subjects could be wrongly perceived as a less demanding option and students could be streamed instead of being supported to make good subject choices for their pathway, the benefits of increased access to a range of maths knowledge was considered to outweigh these risks. This configuration has not been tested with the relevant subject associations but has been informed by feedback on earlier iterations and is comparable to the approach in other jurisdictions. This means that further work is needed on the draft content already shared with the sector to reorganise it into these subjects and support the specialist Year 13 subjects.
				Statistics	Mathematics	
				-	Statistics & Data Science – Year 13 only	
				-	Further Mathematics – Year 13 only	
Science	Agricultural and Horticultural Science	Yes	Yes	Agricultural and Horticultural Science	<i>Deferred for consideration as potential industry-led subject</i>	This is a relatively low demand subject currently. ⁷ Despite this, initially we planned to develop it as a Ministry-led subject given the importance of agriculture and horticulture in the NZ economy and that it is an existing Achievement Standards subject. It is now to be deferred for consideration as part of the future work on industry-led subjects with ISBs, so that it is well aligned to the needs of relevant industries. Note that this change has not been tested with relevant subject associations.
	Biology	Yes	Yes	Biology	Biology	
	Chemistry	Yes	Yes	Chemistry	Chemistry	

⁶ Currently Media Studies is positioned as a Social Sciences subject. We have shifted it to be positioned as a subject which builds on the English learning area to recognise that as the knowledge base which provides the most substantive foundation for the planned curriculum subject. Like many other subjects, in practice it builds on knowledge from more than one learning area.

⁷ NZQA data shows that 752 students were assessed in 14+ Agriculture & Horticulture credits at NCEA Level 2 in 2024. For comparison, for Level 2 Biology there were 13,109 students assessed in 14+ credits.

Learning area	Level 2 & 3 NCEA subjects in implementation	Current University Entrance subject?	Scholarship subject?	Updated NCEA subjects previously planned	Subjects in refreshed curriculum	Comments
	Earth and Space Science	Yes	Yes	Earth and Space Science	Earth and Space Science	While this subject has relatively low demand as a 'whole subject' currently ⁸ it has been retained as a curriculum subject due to relevance to focus areas for economic growth and environmental challenges (noting that there won't be a separate Ministry-led environment curriculum subject).
	Physics	Yes	Yes	Physics	Physics	
Health & Physical Education	Health	As Health Education	As Health and Physical Education	Health	Health Education	The e will be one consolidated subject, reflecting the place of nutrition and food knowledge in health education. The current Home Economics Achievement Standards are health focused. Courses covering practical food preparation skills are currently put together using Unit Standards. Consideration will be given to practical food related subjects as part of future work on industry-led subjects, so that subjects are well aligned to the needs of relevant industries. Note that food-related product development is a context that will be included in the Processing and Systems Technologies subject.
	Home Economics	Yes		Food and Nutrition	<i>Integrated into Health Education; practical food preparation will be considered as part of work on potential industry-led subjects</i>	
	-			Toiora	<i>Knowledge being integrated</i>	This was planned as new NCEA subject, designed for both NZC and TMOA. Knowledge of Māori health models will be integrated into other curriculum subjects to avoid gaps in important knowledge in those subjects.
	Physical Education	Yes	As Health and Physical Education	Physical Education	Physical Education	
	-			Outdoor Education	<i>Deferred for consideration as industry-led subject; some knowledge integrated into Physical Education</i>	Some schools and kura may create courses using Achievement Standards from other subjects and 'outdoor education' as the context, but dedicated Outdoor Education assessments are currently Unit Standards based. Given this, consideration of an outdoor education subject is deferred for consideration as part of future work on industry-led subjects, so that it is well aligned to the needs of the industry. The subject association has expressed strong disappointment given a standalone Outdoor Education Achievement Standards subject was planned for NCEA. Note the Physical Education curriculum subject will include outdoor education and risk management, in line with current disciplinary thinking. In addition, outdoor education could also be a theme teachers choose to weave through delivery of the Physical Education subject.
Technology	Technology	As Technology/Hangarau	Yes	-	-	
	Technology - Design and Visual Communication	Yes	Yes	Design and Visual Communication	Spatial & Product Design	Name change to better reflect what is being taught as the subject becomes more future focussed.
	Technology - Digital Technologies and Hangarau Matihiko	Yes	Yes	Digital Technologies	Digital Design	Name change to better reflect the distinct specialisation of this subject in relation to the Computer Science subject. Different names have been explored and more work may lead to further adjustments to the title of this subject to improve clarity.
				Computer Science	Computer Science	
Technology - Construction and Mechanical Technologies	Yes		Materials Technologies	Materials & Processing Technology	During development of the list of curriculum subjects, various configurations of the materials, processing and system technology subjects have been explored. We have decided to proceed with a	

⁸ NZQA data shows that 761 students were assessed in 14 Earth & Space Science credits at NCEA Level 2 in 2024, similar to the numbers for Agriculture & Horticulture Science. There were, however, more than double the number of students doing at least one Earth & Space Science standard (5,923) than Agriculture & Horticulture Science (2,273).

Learning area	Level 2 & 3 NCEA subjects in implementation	Current University Entrance subject?	Scholarship subject?	Updated NCEA subjects previously planned	Subjects in refreshed curriculum	Comments
	Technology - Processing Technologies	Yes		Processing and Systems Technologies		single subject due to overlaps in some of aspects of knowledge but will include specialist pathways within the subject to provide a constrained choice of specialist contexts that are supported by a well-structured and sequenced curriculum. The approach will continue to be considered as content developed. Technology-related subjects may also be developed through the proposed process with ISBs.
	-			-	Electronics & Mechatronics	Provides a future-focussed subject that reflects that these technologies are a growth area and that some schools are offering it as a course. PAG members did identify risks in terms of access a skilled workforce and the necessary equipment and there were some views that it may be prudent to delay the development of the separate subject. There were, however, also views that the creation of a specialist subject would accelerate those barriers being addressed.
The Arts	Art History	As History of Art	Yes	Art History	Integrated in other specialist arts subjects	Art history knowledge will be integrated into the specialist curriculum arts subjects. This will strengthen those subjects as students will be learning the historical knowledge relevant for their specialist area rather than missing out on it or having to do an entire separate subject. There is relatively low demand for the existing Art History NCEA Achievement Standards subject as a whole subject. ⁹
	Dance	Yes	Yes	Dance	Dance	
	Drama	Yes	Yes	Drama	Drama	
	Music	As Music Studies	Yes	Making Music	Music	During development, the creation of a single Music subject was considered as the current uptake ¹⁰ of the existing single NCEA subject indicates that spitting the subject could result in two subjects with relatively low usage. Following testing with subject associations, a Music Technology curriculum subject is now planned. This reflects the wide knowledge available in the music disciplinary area and that an additional subject will provide access to more of that knowledge
				Music Studies	Music Technology	
	Te Ao Haka	Yes	Yes	Te Ao Haka	Te Ao Haka	
	Visual Arts	As: <ul style="list-style-type: none"> • Design (Practical Art) • Painting (Practical Art) • Photography (Practical Art) • Printmaking (Practical Art) • Sculpture (Practical Art) 	Yes	Visual Arts	Visual Arts – Creative Arts	Name change to better indicate the more specialised focus of this subject alongside the other visual arts subjects at Year 12 and 13.
Painting				Visual Arts – Painting	Consideration was given to combining the practical art subjects (including Creative Arts) into a single subject and using a constrained choice of contexts to provide specialist pathways within the subject (similar to the approach being taken with Materials & Processing Technology subject), noting that numbers doing the specialist UE subjects is relatively low for some specialisations. The separate subject approach agreed through the Review of NCEA is being maintained, which recognises that some students do more than one specialist practical art subject and they need to be distinct in the context of a potential shift to a subject-based approach with the proposed new qualifications. The approach will continue to be considered as content is developed.	
Photography and Moving Image				Visual Arts – Photography & Moving Image		
			Design	Visual Arts – Design		
				Te Ao Tū Taua (deferred development)	Integrated into other subjects	Currently Mau Rākau (field Māori) Unit Standards are used to create traditional Māori martial arts courses. Te Ao Tū Taua was planned, in time, to become a new Achievement Standard subject available in both English and Te Reo Māori. Knowledge being integrated instead into the TMoA Toi Rēhia curriculum subject.

⁹ NZQA data shows that 322 students were assessed in 4+ Art History credits at NCEA Level 2 in 2024. For comparison, for Level 2 Classical Studies there was 2,429 students assessed in 14+ credits. There aren't currently separate specialist practical art subjects for NCEA, but for the UE painting subject, 2,558 students were assessed in 14+ NCEA Level 3 credits.

¹⁰ NZQA data shows that 2,902 students were assessed in 14+ Music credits at NCEA Level 2 in 2024.

Learning area	Level 2 & 3 NCEA subjects in implementation	Current University Entrance subject?	Scholarship subject?	Updated NCEA subjects previously planned	Subjects in refreshed curriculum	Comments
Social sciences	Accounting	Yes	Yes	Accounting	Accounting	
	Agribusiness	Not as standalone, standards recognised for Business Studies UE subject		Agribusiness	Business Studies	This is a relatively low demand ¹¹ subject currently, with only three standards making up 12 credits total. Course endorsements require 14 credits. Initial consideration was given to a standalone curriculum subject given the recent creation of Agribusiness and its importance of the sector to the New Zealand Economy. Following further work, however Agribusiness knowledge will instead be integrated into the Business Studies subject. Note that this has not been tested with relevant subject associations.
	Business Studies	Yes		Business Studies		
	Classical Studies	Yes	Yes	Classical Studies	Classical Studies	
	Economics	Yes	Yes	Economics	Economics	
	Education for Sustainability	Yes		Environment and Societies	<i>Integrated into other subjects</i>	The existing Education for Sustainability subject is relatively low demand. ¹² During development, initial consideration was given to a standalone curriculum subject in recognition of a range of commitments (e.g. United Nations Sustainable Development Goals). Following further work, an integrated approach is considered more effective given the importance of this knowledge to a range of disciplines in the context of global challenges. Relevant knowledge will be included in a range of subjects, particularly Geography, and Earth & Space Science. Sustainability will also be built into subjects such as Technology. Note that this has not been tested with relevant subject associations.
	Geography	Yes	Yes	Geography	Geography	
	History	Yes	Yes	History	History	
	Psychology	Yes	Yes	Psychology	Psychology	
	Religious Studies	Yes	Yes	Religious Studies	Religious Studies	
	Social Studies	Yes		Social Studies	Sociology	Repositioned subject to reflect a more specialised and knowledge-rich senior curriculum. Sociology is more internationally comparable as a subject than Social Studies.
	-			Pacific Studies	Pacific Studies	During development, consideration has been given to whether Pacific knowledge is best integrated into relevant subjects or able to be studied as a standalone subject. A standalone subject will be developed to support students, including in Realm nations, who want to focus on the Pacific region and the histories and cultures of Pacific peoples. Knowledge reflecting our place in the Pacific will still be included in other subjects where relevant.
	-			Tourism	<i>Deferred for consideration as potential industry-led subject</i>	Tourism is being deferred for consideration as part of future work on industry-led subjects, so that it is well aligned to the needs of the industry. Concerns have been raised by subject associations about this approach as there was a high degree of support for the previously planned Achievement Standards NCEA subject. Tourism could also be a theme teachers choose to weave through delivery of the Geography subject.

¹¹ NZQA data shows that 110 students were assessed in 14+ Agribusiness credits at NCEA Level 2 in 2024. For comparison, for Level 2 Business Studies there were 4,415 students assessed in 14+ credits.

¹² NZQA data shows that 44 students were assessed in 14+ Education for Sustainability credits at NCEA Level 2 in 2024. For comparison, for level 2 Geography there were 4,569 students assessed in 14+ credits.

Learning area	Level 2 & 3 NCEA subjects in implementation	Current University Entrance subject?	Scholarship subject?	Updated NCEA subjects previously planned	Subjects in refreshed curriculum	Comments
	-			-	Te Mātai i te Ao Māori <i>working title</i>	New Māori studies subject funded through Budget 2025, noting it had been identified as a potential new Achievement Standards subject through the earlier review of NCEA but not progressed. This is a working title which we will confirm with experts. This subject is for NZC student who want to study this area in depth. Knowledge from te ao Māori will still be included in other subjects where relevant, particularly those designed for use with both the NZC and TMoA.
	-			-	Civics, Politics & Philosophy	New subject added following feedback from subject associations that the rescoping of Social Studies as Sociology could reduce access to learning about civics and politics. There has been demand for an increased focus on civics and politics for some time. Inclusion of philosophy names recognises importance of foundational philosophical concepts in these areas. Note that the creation of this subject has not been tested with relevant subject associations.
Total numbers	33	38	26	42 (+ one for deferred development)	36 two Year 13 only	There are an additional 14 language learning curriculum subjects listed separately.

Level 2 & 3 / Year 12 & 13 subjects for TMoA

Wāhanga ako	Level 2 & 3 NCEA subjects in implementation	Current university Entrance subject ¹³ ?	Scholarship subject?	Updated NCEA subjects previously planned	Subjects in refreshed curriculum	Comments
<i>Te Reo Rangatira</i>	Te Reo Rangatira	Yes	Yes	Te Reo Rangatira	Te Reo Rangatira	
<i>Pāngarau</i>	Pāngarau	As Mathematics/Pāngarau		Pāngarau	Te Whakamahi Pāngarau (Applied Mathematics) Pāngarau (Mathematics) Tauanga me te Mātai Raraunga (Statistics & Data Science) – Year 13 only Pāngarau Whānui (Further Mathematics) – Year 13 only	Commentary as for the NZC subjects as TMoA subjects will have the same content.
<i>Pūtaiao</i>	Pūtaiao	As Science/Pūtaiao		Pūtaiao	Ao ā-nuku Ao ātea (Earth & Space Science) * Mātai Ahupūngao (Physics) Mātai Koiora (Biology) Mātai Matū (Chemistry)	Same content as the NZC subjects. To be available in te reo Māori to improve access / reduce kaiako workload if they are currently offering courses using translated NZC materials.
	-			-	Tātai Arorangi (Māori traditional systems of Earth and Sky)	New standalone subject for a unique and important body of Māori knowledge for pūtaiao.
<i>Waiora</i>	-			Hauora	Waiora (Health Education)	Name change to more accurately describe the breadth of knowledge covered in a holistic health education subject.
	-			Hākinakina (deferred development)	Kori Tinana (Physical Education)	Now being developed to use the same content as the NZC subject, with a dedicated TMoA subject at Year 11 providing a strong foundation in knowledge specific to te ao Māori.
	-			Toiora	<i>Integrated into other subjects</i>	This was planned as new NCEA subject, designed for both NZC and TMoA. Knowledge of Māori health models will be integrated into other curriculum subjects to avoid gaps in important knowledge in those subjects.

¹³ Note that there are specified Achievement Standards that are recognised in each UE subject.

Hangarau	-			Hangarau	Hangarau (indigenous processes, structures & mechanisms)	
	-			Hangarau Matihiko (deferred development)	Mātai Matihiko (Computer Science)	Commentary for the NZC subjects as TMOA subjects will have the same content. To be available in te reo Māori to improve access / reduce kaiako workload if they are currently offering courses using translated NZC materials.
	-			-	Hua Matihiko (Digital Design)	
	-			-	Hangarau Hoahoa (Spatial & Product Design)	Same content as the NZC subject. To be available in te reo Māori to improve access / reduce kaiako workload if they are currently offering courses using translated NZC materials.
Toi Ihiihi	Te Ao Haka	Yes	Yes	Te Ao Haka	Te Ao Haka	
	Nga Mahi a te Rehia	Yes		Ngā Mahi a te Rēhia	Toi Rēhia (Māori practice and performance)	Name change for simplicity and consistency in naming convention and alignment to TMOA wāhanga ako.
	Nga Toi Ataata	Yes		Toi Ataata	Toi Ataata (Māori Art)	
	Nga Toi Puoro	Yes		Toi Puoro	Toi Puoro (Māori sound and instruments)	
	-			Te Ao Whakairo	Te Ao Whakairo (Māori carving)	
	-			Te Ao Tū Taua (deferred development)	<i>Integrated into other subjects</i>	Currently Mau Rākau (field Māori) Unit Standards are used to create traditional Māori martial arts courses. Te Ao Tū Taua was planned, in time, to become a new Achievement Standard subject available in both English and Te Reo Māori. Knowledge being integrated instead into the Toi Rēhia curriculum subject.
	-			Raranga (deferred development)	<i>Integrated into other subjects</i>	Raranga (Māori weaving) knowledge will be integrated into Toi Ataata, potentially with some constrained choice to enable students to focus more strongly on their specific interests.
Te Ao Māori	Tikanga ā-iwi	Yes		Tikanga ā-iwi	Te Ao Māori (the Māori world)	Name changed to Te Ao Māori to better recognise the broad scope of this subject and align with the wāhanga ako.
	-			Tauhōkohoko (consulted on but subject to further engagement)	Te Mātai Pakihi (Business Studies)	The planned curriculum subject will use the same content as the NZC business studies subject, rather than a specific Tauhōkohoko (marketing) subject being developed for TMOA.
	-			Te Hītohi o Aotearoa (consulted on but subject to further engagement)	Te Takanga o te Wā (History)	The planned curriculum subject will use the same content as the NZC History subject. During development, consideration was given to a standalone Aotearoa New Zealand's histories subject for use with both curriculum
	-			-	Matawhenua (Geography)	Same content as the NZC subjects. To be available in te reo Māori to improve access / reduce kaiako workload if they are currently offering courses using translated NZC materials.
	-			-	Te Mātai Ōhanga (Economics)	
Te Reo Pākehā	-			Te Reo Pākehā	Te Reo Pākehā	Some students are currently taking courses using Standards from English. This provides a fit-for-purpose subject for students becoming bilingual in te Reo Māori and English. Students will continue to be able to be offered NZC English if that is a better option for them.
Ngā Reo	-			-	Te Reo Rotarota o Aotearoa (New Zealand Sign Language)	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.
Total numbers	8	9¹⁴	2	13 (+ 3 deferred development + 2	26 + two Year 13 only	

¹⁴ In addition to the above subjects, Ng Toi is also recognised as a UE subject. It enables standards from the three specialist Toi subjects into one UE recognised course.

				pending further engagement)		
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Languages subjects for the New Zealand Curriculum

The curriculum will provide a generic progression that supports the teaching of a range of languages, but only those listed below are directly supported with teaching and learning guides and available for credentialing through secondary school qualifications. Most of these subjects are also used to offer language learning to students learning through TMoA, with New Zealand Sign Language being made specifically available as noted above.

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 studied¹⁵. We have not recommended discontinuing any languages that are specifically supported through the curriculum and qualifications, other than maintaining the decision made in the prior Review of NCEA to discontinue Latin. Opportunities for language learning are an important part of our education system, and 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. Like for other subjects, changes to languages specifically supported in the curriculum and qualifications will be considered as part of the ongoing cycle of regular curriculum review that will be put in place once the current refresh is completed.

NCEA subjects in implementation	University Entrance subject?	Scholarship subject?	Updated NCEA subjects previously planned	Subjects in refreshed curriculum	Comments
New Zealand Sign Language	Yes		New Zealand Sign Language	New Zealand Sign Language	
Te Reo Māori	Yes	Yes	Te Reo Māori	Te Reo Māori	
				English as an Additional Language	Unit Standards are currently used to create courses for some international students and recent migrants and refugees. This is for students who would benefit from a structured language learning course to grow their proficiency with the English language.
<i>Asian languages</i>					
Chinese	Yes	Yes	Chinese (Mandarin)	Chinese (Mandarin)	
Japanese	Yes	Yes	Japanese	Japanese	
Korean	Yes		Korean	Korean	
<i>European languages</i>					
French	Yes	Yes	French	French	
German	Yes	Yes	German	German	
Spanish	Yes	Yes	Spanish	Spanish	
Latin (Level 2 and 3 only)	Yes	Yes	-		
<i>Pacific languages</i>					
Cook Islands Māori	Yes		Te Reo Māori Kūki 'Āirani	Te Reo Māori Kūki 'Āirani	
Lea Faka-Tonga	As Tongan		Lea Faka-Tonga	Lea Faka-Tonga	
Samoan	Yes	Yes	Gagana Sāmoa	Gagana Sāmoa	
-			Gagana Tokelau	Gagana Tokelau	
-			Vagahau Niue	Vagahau Niue	

¹⁵ 1,818 students being assessed 14+ credits of Te Reo Māori standards in 2024 at Level 2 of NCEA. The next highest was Japanese at 889 students being assessed in 14+ credits.