**Stage 1 Subject Descriptions**

Aboriginal Studies (1ABG10) Students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities is integral to students developing and extending respectful ways of thinking, communicating, understanding, and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature.

Aboriginal Studies (1ABG20) Students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities is integral to students developing and extending respectful ways of thinking, communicating, understanding, and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature.

Accounting (1ACG20) Students learn the practical skills needed to manage their own financial affairs and develop an understanding of the ethical considerations that affect financial decision-making. They learn about the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and convey this information to interested users.

Agriculture (1AGU10) Students analyse benefits and risks of different methods of agricultural production, and develop their awareness of how agriculture impacts on their lives, society, and the environment. They develop skills in critical thinking that inspire them to explore strategies and possible solutions to address challenges now and in the future, such as those related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

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Ancient Studies (1ANT10) In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome. Students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and/or aesthetic aspects of societies, and explore the ideas and innovations that shape and are shaped by societies.

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Arabic (beginners) (1ARB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Arabic (beginners) (1ARB20) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Arabic (continuers) (1ARC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Arabic (continuers) (1ARC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Armenian (continuers) (1AEC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Armenian (continuers) (1AEC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Auslan (continuers) (1AUC10) Auslan is the visual-gestural language of the Australian sign linguistic minority group, rather than the auditory-oral language of Australian English speakers. Although it is derived from British Sign Language, which was brought to Australia by the early settlers, Auslan has developed into a unique Australian language characterised by its own grammar and lexicon. In Auslan students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs and values, and develop an understanding of how Deaf Culture and identity are expressed through its natural signed language. Students explore a range of themes and topics from the perspectives of diverse groups and individuals in their own community and in signed languages-using communities.

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Australian and International Politics (1AIP10) Students explore how expressions of power affect relationships with others in families, communities, workplaces, and the institutions of finance, bureaucracy, education, law, and the media. They discuss political concepts, ideas, and issues, and reflect on the relationship between politics, power, and decision-making. Students develop knowledge, skills, and understanding that enable them to become informed citizens, voters, and participants in their local, national and international communities.

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Australian Languages (1AGN10) Students learn about the languages and cultures of the Aboriginal and Torres Strait Islander peoples of Australia. Students learn about the current status and linguistic structures of Australian Languages. They investigate the interdependence of language, land, and cultural knowledge, and develop an appreciation of the value of Australian Languages as storehouses of cultural and social knowledge and ways of thinking.

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Biology (1BGY10) Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through their science understanding. In their study of Biology, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

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Bosnian (continuers) (1BOC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Bosnian (continuers) (1BOC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Business and Enterprise (1BUE10) This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to make informed decisions. Students evaluate the impact and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyle of individuals and communities.

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Business and Enterprise: Local Program (1BES10) This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to make informed decisions. Students evaluate the impact and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyle of individuals and communities. A local program may focus on specific local needs and interests.

Business and Enterprise: Local Program (1BES20) This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to make informed decisions. Students evaluate the impact and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyle of individuals and communities. A local program may focus on specific local needs and interests.

Business and Enterprise: Modified (1BEM10) Please refer to the Modified Subjects information page on the SACE website.

Business and Enterprise: Modified (1BEM20) Please refer to the Modified Subjects information page on the SACE website.

Chemistry (1CEM10) Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through the science understanding. In their study of Chemistry, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Chemistry (1CEM20) Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through the science understanding. In their study of Chemistry, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Child Studies (1CSD10) Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

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Chin Hakha (continuers) (1CKC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Chin Hakha (continuers) (1CKC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Chinese (background speakers) (1CHD10) The background speakers level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken. Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Chinese (background speakers) (1CHD20) The background speakers level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken. Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Chinese (beginners) (1CHB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Chinese (beginners) (1CHB20) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Chinese (continuers) (1CHC10) Eligibility criteria apply for entry to a continuers-level program when a background speakers level program is also available in the language. The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Chinese (continuers) (1CHC20) Eligibility criteria apply for entry to a continuers-level program. The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Communication Products I (1CCA10 or 1CCA20) Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area, students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, photography, or web-design.

Communication Products II (1CCB10 or 1CCB20) Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area, students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, photography, or web-design.

Community Studies (1COM10) Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in their community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

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Creative Arts (1CVA10) Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Creative Arts (1CVA20) Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Creative Arts: Local Program (1CAS10) Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. A local program may focus on specific local needs and interests.

Creative Arts: Local Program (1CAS20) Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. A local program may focus on specific local needs and interests.

Creative Arts: Modified (1CVM10) Please refer to the Modified Subjects information page on the SACE website.

Creative Arts: Modified (1CVM20) Please refer to the Modified Subjects information page on the SACE website.

Croatian (continuers) (1CRC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Cross-disciplinary Studies (1CXD10) Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another subject or recognised course. The learning interest is a practical or theoretical challenge, topic, or issue that extends over the duration of the program. Students analyse and synthesise information from different sources and perspectives, working independently and with others to develop and communicate understanding, insights, and ideas.

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Cross-disciplinary Studies: Local Program (1CSS10) Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another subject or recognised course. The learning interest is a practical or theoretical challenge, topic, or issue that extends over the duration of the program. Students analyse and synthesise information from different sources and perspectives, working independently and with others to develop and communicate understanding, insights, and ideas. A local program may focus on specific local needs and interests.

Cross-disciplinary Studies: Local Program (1CSS20) Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another subject or recognised course. The learning interest is a practical or theoretical challenge, topic, or issue that extends over the duration of the program. Students analyse and synthesise information from different sources and perspectives, working independently and with others to develop and communicate understanding, insights, and ideas. A local program may focus on specific local needs and interests.

Cross-disciplinary Studies: Modified (1CXM10) Please refer to the Modified Subjects information page on the SACE website.

Cross-disciplinary Studies: Modified (1CXM20) Please refer to the Modified Subjects information page on the SACE website.

Dance (1DAE10) Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students’ creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

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Digital Technologies (1DGT10) Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

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Drama (1DRM10) Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

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Dutch (continuers) (1DUC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Economics (1EMS10) Students learn about how an economy operates, the structure of economic systems, and the way in which they function. They develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

Earth and Environmental Science (1EES10) Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through their science understanding. In their study of Earth and Environmental Science, students extend their understanding of the way in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

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English (1ESH10) This subject has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Stage 1 English articulates with the Stage 2 English subjects.

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English as an Additional Language (1EAL10) This subject is designed to improve students’ general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 English as an Additional Language, which has a focus on developing students’ academic literacy skills, and may also lead to other Stage 2 English subjects. Eligibility criteria apply for this subject.

English as an Additional Language (1EAL20) This subject is designed to improve students’ general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 English as an Additional Language, which has a focus on developing students’ academic literacy skills, and may also lead to other Stage 2 English subjects. Eligibility criteria apply for this subject.

English: Modified (1EPM10) Please refer to the Modified Subjects information page on the SACE website.

English: Modified (1EPM20) Please refer to the Modified Subjects information page on the SACE website.

Essential English (1ETE10) Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English, and may also lead to other Stage 2 English subjects.

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Essential Mathematics (1MEM10) This subject is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students’ mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.

Essential Mathematics (1MEM20) This subject is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students’ mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.

Filipino (continuers) (1FIC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Food and Hospitality (1FOH10) Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

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French (beginners) (1FRB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

French (beginners) (1FRB20) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

French (continuers) (1FRC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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General Mathematics (1MGM10) General Mathematics extends students’ mathematical skills in ways that apply to practical problem-solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

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Geography (1GHY10) Students develop their understanding and application of key geographical concepts, and of the interdependence of human and physical environments. They explore contemporary geographical issues, use local fieldwork opportunities, and examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies.

Students think creatively about ways to tackle social, environmental and economic challenges in built environments and make recommendations to ensure sustainable outcomes in the future. They develop their intercultural understanding and empathy for communities and environments in locations that are vulnerable to hazards. Students develop ethical understanding as they investigate contemporary geographical issues at local and global scales.

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German (beginners) (1GEB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

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German (continuers) (1GEC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Health (1HEH10) Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities. Stage 1 Health provides the opportunity for teachers and schools to develop programs that suit the local needs of students.

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Health: Modified (1HEM10) Please refer to the Modified Subjects information page on the SACE website.

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Hebrew (continuers) (1HBC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Hindi (continuers) (1HIC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Hungarian (continuers) (1HUC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Indonesian (beginners) (1INB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

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Indonesian (continuers) (1INC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Information Processing and Publishing (1IPR10) Students apply practical skills to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process. Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

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Integrated Learning (1ILN10) Students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities. Students develop an awareness of the context within which they are learning, and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills though contribution to groups, family, and/or community.

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Italian (beginners) (1ITB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Italian (beginners) (1ITB20) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Italian (continuers) (1ITC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Japanese (background speakers) (1JAD10) The background speakers level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken. Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

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Japanese (beginners) (1JAB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

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Japanese (continuers) (1JAC10) Eligibility criteria apply for entry to a continuers-level program. The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Karen (continuers) (1KRC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Khmer (continuers) (1KHC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Korean (background speakers) (1KOD10) The background speakers level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken. Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

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Korean (beginners) (1KOB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

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Korean (continuers) (1KOC10) Eligibility criteria apply for entry to a continuers-level program when a background speakers-level program is also available in the language.

In interstate-assessed Korean at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Korean (continuers) (1KOC20) Eligibility criteria apply for entry to a continuers-level program when a background speakers-level program is also available in the language.

In interstate-assessed Korean at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Language and Culture (1LAC10) The subject is designed to enable students to undertake the study of a target language that is not currently available through the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) suite of languages. Students develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the language of study in a variety of contexts for a range of purposes and audiences. They develop and extend their ability to communicate across cultural boundaries.

Language and Culture (1LAC20) The subject is designed to enable students to undertake the study of a target language that is not currently available through the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) suite of languages. Students develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the language of study in a variety of contexts for a range of purposes and audiences. They develop and extend their ability to communicate across cultural boundaries.

Language and Culture: Local Program (1LAS10) The subject is designed to enable students to undertake the study of a target language that is not currently available through the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) suite of languages. Students develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the language of study in a variety of contexts for a range of purposes and audiences. They develop and extend their ability to communicate across cultural boundaries. A local program may focus on specific local needs and interests.

Language and Culture: Local Program (1LAS20) The subject is designed to enable students to undertake the study of a target language that is not currently available through the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) suite of languages. Students develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the language of study in a variety of contexts for a range of purposes and audiences. They develop and extend their ability to communicate across cultural boundaries. A local program may focus on specific local needs and interests.

Language and Culture: Modified (1LAM10) Please refer to the Modified Subjects information page on the SACE website.

Language and Culture: Modified (1LAM20) Please refer to the Modified Subjects information page on the SACE website.

Latin (continuers) (1LTC10) This subject focuses on reading and translating Latin and developing understanding of Latin grammar, syntax, and vocabulary. Students learn about Roman society and culture. The study of Latin helps students to understand their own language and culture, and provides insights into another, earlier world.

Latin (continuers) (1LTC20) This subject focuses on reading and translating Latin and developing understanding of Latin grammar, syntax, and vocabulary. Students learn about Roman society and culture. The study of Latin helps students to understand their own language and culture, and provides insights into another, earlier world.

Legal Studies (1LEG10) Students explore Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. They develop an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. Legal Studies provides insights into law-making, the processes of dispute resolution, and the administration of justice. Students investigate legal perspectives on contemporary issues in society.

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Macedonian (continuers) (1MNC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Macedonian (continuers) (1MNC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Maltese (continuers) (1MTC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Material Products I (1MMA10 or 1MMA20) Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics, textiles.

Material Products II (1MMB10 or 1MMB20) Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics, textiles.

Mathematics (1MAM10) Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Mathematics (1MAM20) Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Mathematics: Modified (1MPM10) Please refer to the Modified Subjects information page on the SACE website.

Mathematics: Modified (1MPM20) Please refer to the Modified Subjects information page on the SACE website

Media Studies (1MES10) Students discuss and analyse media issues, and interact with and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Media Studies (1MES20) Students discuss and analyse media issues, and interact with and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Modern Greek (beginners) (1MGB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Modern Greek (beginners) (1MGB20) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Modern Greek (continuers) (1MGC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Modern Greek (continuers) (1MGC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Modern History (1MOD10) In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had on people’s ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Modern History (1MOD20) In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had on people’s ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Music Advanced (1MVD10) Music Advanced is designed to extend students' existing musical understanding and skills in creating and responding to music. Students further develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

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Music Experience (1MXE10) Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

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Nutrition (1NUT10) Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

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Outdoor Education (1OUE10) Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

Outdoor Education (1OUE20) Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

Persian (continuers) (1PNC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Personal Learning Plan (1PLP10) The Personal Learning Plan (PLP) is a compulsory subject at Stage 1, normally undertaken at Year 10. Students must achieve a C grade or better to successfully complete the subject. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12.

Personal Learning Plan: Modified (1PLM10) Please refer to the Modified Subjects information page on the SACE website.

Philosophy (1PPS10) This subject involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis. Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

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Physical Education (1PHE10) Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

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Physics (1PYI10) Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through the science understanding. In their study of Physics, students extend their understanding of natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them, using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

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Polish (continuers) (1POC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Portuguese (continuers) (1PGC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Portuguese (continuers) (1PGC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Psychology (1PSC10) The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

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Punjabi (continuers) (1PUC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Religion Studies (1REL10) Students focus on an aspect of religion or spirituality within and across traditions, and to explore the religious basis of an ethical or social justice issue. They gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion and spirituality as living and dynamic, and the ways in which people think, feel and act because of their religious beliefs.

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Research Practices (1RP10) This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills. Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

Romanian (continuers) (1ROC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Romanian (continuers) (1ROC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Russian (continuers) (1RUC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Russian (continuers) (1RUC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Scientific Studies (1SCF10) Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

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Scientific Studies: Local Program (1SFS10) Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology. A local program may focus on specific local needs and interests.

Scientific Studies: Local Program (1SFS20) Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology. A local program may focus on specific local needs and interests.

Scientific Studies: Modified (1SFM10) Please refer to the Modified Subjects information page on the SACE website.

Scientific Studies: Modified (1SFM20) Please refer to the Modified Subjects information page on the SACE website.

Serbian (continuers) (1SEC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Serbian (continuers) (1SEC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Sinhala (continuers) (1SIC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Society and Culture (1SOR10) Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

Society and Culture (1SOR20) Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

Society and Culture: Local Program (1SCS10) Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society. A local program may focus on specific local needs and interests.

Society and Culture: Local Program (1SCS20) Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society. A local program may focus on specific local needs and interests.

Society and Culture: Modified (1SOM10) Please refer to the Modified Subjects information page on the SACE website.

Society and Culture: Modified (1SOM20) Please refer to the Modified Subjects information page on the SACE website.

Spanish (beginners) (1SPB10) Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

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Spanish (continuers) (1SPC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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Swedish (continuers) (1SWC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Swedish (continuers) (1SWC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Systems and Control Products I (1SSA10 and 1SSA20) Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, and interface components including programmable control devices to design and make products. Contexts include computer systems, electrical systems, and mechanical systems.

Systems and Control Products II (1SSB10 and 1SSB20) Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, and interface components including programmable control devices to design and make products. Contexts include computer systems, electrical systems, and mechanical systems.

Tamil (continuers) (1TAC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Tamil (continuers) (1TAC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Tourism (1TOS10) Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

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Turkish (continuers) (1TUC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Turkish (continuers) (1TUC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Ukrainian (continuers) (1UKC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Ukrainian (continuers) (1UKC20) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Vietnamese (background speakers) (1VND10) The background speakers level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken. Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Vietnamese (background speakers) (1VND20) The background speakers level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken. Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Vietnamese (continuers) (1VNC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Vietnamese (continuers) (1VNC20) Eligibility criteria apply for entry to a continuers-level program. The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Visual Arts - Art (1VAA10) Eligibility criteria apply for entry to a continuers-level program. The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, exploration, experimentation with media and technique, through to the resolution and production of practical work. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

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Visual Arts - Design (1VAD10) The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

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Women's Studies (1WOM10) Students look at the world from the perspectives of women. They examine the diversity of women's experiences and their relationships to others while promoting an inclusive and just society. Students identify complex and contradictory ideas that exist about femininity and masculinity, and how being a woman or a man may influence an individual's experiences and expectations.

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Workplace Practices (1WPS10) Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

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Yiddish (continuers) (1YIC10) The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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