**Stage 2 Subject Descriptions**

Aboriginal Studies (2ABG20) 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. Students develop their understanding of the diversity of Aboriginal peoples’ identities and experiences, including cultural, political, linguistic, and contextual diversity.

Accounting (2ACG20) 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, gain knowledge and skills related to accounting processes for organisational and business applications, and develop greater understanding of accounting concepts and standards and their use to generate financial reports. Students learn how to interpret financial information and convey this information to interested users.

Agricultural Systems (2AGD20) Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment. Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture.

Ancient Studies (2ANT20) Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies

Arabic (beginners) (2ARB20) 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) (2ARC20) 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. Eligibility criteria apply for this subject.

Armenian (continuers) (2AEC20) 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) (2AUC20) 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. Competence in the morphological, syntactic, and discourse structures of Auslan is expected. Regional variations are recognised when used appropriately. 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.

Australian and International Politics (2AIP20) Students examine the Australian system of government through topics that cover the constitution and federalism, political representation, the executive and parliament, voting and elections, and political parties. They study a selected topic related to international politics, and explore both conventional and unconventional forms of participation. Students consider and evaluate political systems, institutions and principles, and the ways in which these are justified in the face of competing ideologies and philosophies.

Australian Languages: see First Language Maintenance; Language Awareness; Language Revival; Second Language Learning.

Biology (2BGY20) Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Bosnian (continuers) (2BOC20) 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 (2BUE10) Students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and the well-being and lifestyle of individuals and communities.

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Business and Enterprise: Local Program (2BES10) Students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and 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 (2BES20) Students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and the well-being and lifestyle of individuals and communities. A local program may focus on specific local needs and interests.

Business and Enterprise: Modified (2BEM10) Please refer to the Modified Subjects information page on the SACE website.

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Chemistry (2CEM20) Students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet’s resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Child Studies (2CSD10) This subject focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting and care-giving, and gain an understanding of the growth and development of children. They develop a variety of research, management, and practical skills, and work independently and collaboratively to achieve common goals. Students investigate contemporary issues that are relevant to the health and well-being of children and their development.

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Chinese (background speakers) (2CHD20) 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) (2CHB20) 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. Eligibility criteria apply for this subject.

Chinese (continuers) (2CHC20) 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. Eligibility criteria apply for this subject.

Chin Hakha (continuers) (2CKC20) 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.

Community Studies A — Arts and the Community (2AAY10) 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 knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

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Community Studies A — Communication and the Community (2CAY10) 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 knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

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Community Studies A — Foods and the Community (2FAY10) 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 knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

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Community Studies A — Health, Recreation, and the Community (2HAY10) 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 knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

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Community Studies A — Science, Technology and the Community (2SAY10) 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 knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

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Community Studies A — Work and the Community (2WAY10) 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 knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

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Community Studies B — Humanities and the Community (2UBY10) Students will base their learning on the knowledge, skills and understanding described in a Humanities field of study in a Board-accredited SACE Stage 2 subject (e.g. Modern History, Physical Education or Languages). Each student will show evidence of learning against some of the learning requirements described in the selected SACE 2 subject for the school assessment component. In addition they will demonstrate learning for the external assessment through a community application activity that is based on the selected subject. The evidence of learning will be assessed according to the Community Studies B Performance Standards. Community Studies B enrolments can occur at the beginning of the year or students may be withdrawn from a Board-accredited SACE Stage 2 Humanities subject and enrolled in Community Studies B — Humanities and the Community (2UBY10) during the year.

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Community Studies B — Interdisciplinary Learning and the Community (2IBY10) Students will base their learning on the knowledge, skills and understanding described in an Interdisciplinary field of study in a Board-accredited SACE Stage 2 subject (e.g. Creative Arts, Economics or Psychology). Each student will show evidence of learning against some of the learning requirements described in the selected SACE 2 subject for the school assessment component. In addition they will demonstrate learning for the external assessment through a community application activity that is based on the selected subject. The evidence of learning will be assessed according to the Community Studies B Performance Standards. Community Studies B enrolments can occur at the beginning of the year or a student may be withdrawn from a Board-accredited SACE Stage 2 Interdisciplinary subject and enrolled in Community Studies B — Interdisciplinary Learning and the Community (2IBY10) during the year.

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Community Studies B — STEM and the Community (2SBY10) Students will base their learning on the knowledge, skills and understanding described in a Science, Technology, Engineering and Mathematics (STEM) field of study in a Board-accredited SACE Stage 2 subject (e.g. Biology, Mathematical Applications or Design and Technology). Each student will show evidence of learning against some of the learning requirements described in the selected SACE 2 subject for the school assessment component. In addition they will demonstrate learning for the external assessment through a community application activity that is based on the selected subject. The evidence of learning will be assessed according to the Community Studies B Performance Standards. Community Studies B enrolments can occur at the beginning of the year or a student may be withdrawn from a Board-accredited SACE Stage 2 STEM subject and enrolled in Community Studies B — STEM and the Community (2SBY10) during the year.

Community Studies B — STEM and the Community (2SBY20) Students will base their learning on the knowledge, skills and understanding described in an field of study in a Science, Technology, Engineering and Mathematics (STEM) Board-accredited SACE Stage subject (e.g. Biology, Mathematical Applications or Design and Technology). Each student will show evidence of learning in a folio through at least five existing and/or newly developed tasks against some of the learning requirements described in the selected SACE 2 subject for the school assessment component. In addition they will demonstrate learning for the external assessment through a community application activity that is based on the selected subject. The evidence of learning will be assessed according to the Community Studies B Performance Standards. Community Studies B enrolments can occur at the beginning of the year or a student may be withdrawn from a Board-accredited SACE Stage 2 STEM subject and enrolled in Community Studies B — STEM and the Community (2SBY20) during the year.

Communication Products I (2CCA10 or 2CCA20) 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 (2CCB10 or 2CCB20) 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.

Composing and Arranging (2MCG10) Students develop their musical imagination and creativity by composing and/or arranging musical works. They explore a range of techniques and styles, and develop an appreciation of arranging and/or composing as a creative music-making process. Students learn to analyse and present their own compositions and/or arrangements clearly and confidently.

Creative Arts (2CVA10) This subject gives students the opportunity for specialised study within and across arts disciplines. They actively participate in the development and presentation of creative arts products. Students analyse and evaluate creative arts products in different contexts and from various perspectives. They 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.

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Creative Arts: Local Program (2CAS10) This subject gives students the opportunity for specialised study within and across arts disciplines. They actively participate in the development and presentation of creative arts products. Students analyse and evaluate creative arts products in different contexts and from various perspectives. They 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.

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Creative Arts: Modified (2CVM10) Please refer to the Modified Subjects information page on the SACE website.

Creative Arts: Modified (2CVM20) Please refer to the Modified Subjects information page on the SACE website.

Croatian (continuers) (2CRC20) 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.

Cross-disciplinary Studies (2CXD10) Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another SACE Board-accredited subject or recognised course. The learning interest is a practical or theoretical challenge, topic, or issue that extends throughout the program.

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Cross-disciplinary Studies: Local Program (2CSS10) Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another SACE Board-accredited subject or recognised course. The learning interest is a practical or theoretical challenge, topic, or issue that extends throughout the program. A local program may focus on specific local needs and interests.

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Cross-disciplinary Studies: Modified (2CXM10) Please refer to the Modified Subjects information page on the SACE website.

Cross-disciplinary Studies: Modified (2CXM20) Please refer to the Modified Subjects information page on the SACE website.

Dance (2DAE20) Students learn creative, technical, and physical knowledge and understanding, and an appreciation of dance as an art form through the study of technique, composition, choreography, performance, and critical analysis. They develop their creativity, self-discipline, self-esteem, personal identity, and confidence through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

Drama (2DRM10) Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. They explore all forms of learning, integrating the creative, physical and intellectual, and analyse texts, performances, and their own learning.

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Dutch (continuers) (2DUC20) 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.

Economics (2EMS20) Students learn how an economy operates, the structure of economic systems and the way in which they function. Students 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. They 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 (2EES20) Students apply their understanding of the interaction of the four Earth systems to investigate, evaluate, and make predictions about the impact of human activities on the environment and vice versa. They assess the evidence that informs public debate on social and environmental issues such as use of the Earth’s resources, and climate change. This subject emphasises ways 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.

English as an Additional Language (2EAL20) English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE. Eligibility criteria apply for this subject.

English (2ESH20) In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

English: Modified (2EPM10) Please refer to the Modified Subjects information page on the SACE website.

English: Modified (2EPM20) Please refer to the Modified Subjects information page on the SACE website.

English Literary Studies (2ELS20) English Literary Studies focuses on ways in which literary texts represent culture and identity, on the dynamic relationship between authors, texts, audiences, and contexts, and on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

Ensemble Performance (2MBL10) Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions. They participate in regular rehearsals and performances, some of which may be outside of school hours. Students contribute to the cohesiveness of the ensemble and engage the audience.

Essential English (2ETE20) In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

Essential Mathematics (2MEM20) Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on students developing their computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is valuable for students planning to pursue a career in a range of trades or vocations. Students who complete this subject with a C– or better will meet the numeracy requirement of the SACE.

Filipino (continuers) (2FIC20) 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.

First Language Maintenance I (2FMA10) Students consolidate and develop oral and written language skills in their first Australian language. They learn about the linguistic structure of the language, and explore and develop an appreciation of the value of Australian languages as storehouses of cultural and social knowledge and ways of thinking.

First Language Maintenance II (2FMB10) Students consolidate and develop oral and written language skills in their first Australian language. They learn about the linguistic structure of the language, and explore and develop an appreciation of the value of Australian languages as storehouses of cultural and social knowledge and ways of thinking.

Food and Hospitality (2FOH10) Students develop an understanding of contemporary approaches and issues related to food and hospitality. They work independently and collaboratively to achieve common goals. Students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. They investigate and debate contemporary issues in the food and hospitality industry and current management practices.

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French (beginners) (2FRB20) 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. Eligibility criteria apply for this subject.

French (continuers) (2FRC20) 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.

General Mathematics (2MGM20) General Mathematics extends students’ mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts. These cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using 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. Students who complete this subject with a C–  or better will meet the numeracy requirement of the SACE.

Geography (2GHY20) Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Students of Geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

German (beginners) (2GEB20) 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. Eligibility criteria apply for this subject.

German (continuers) (2GEC20) 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.

Health (2HEH10) Students learn about the 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.

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Health: Local Program (2HHS10) Students learn about the 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. A local program may focus on specific local needs and interests.

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Health: Modified (2HEM10) Please refer to the Modified Subjects information page on the SACE website.

Health: Modified (2HEM20) Please refer to the Modified Subjects information page on the SACE website.

Hebrew (continuers) (2HBC20) 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.

Hindi (continuers) (2HIC20) 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.

Hungarian (continuers) (2HUC20) 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.

Indonesian (beginners) (2INB20) 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. Eligibility criteria apply for this subject.

Indonesian (continuers) (2INC20) 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.

Information Processing and Publishing (2IPR10) Students apply practical skills and design principles 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.

Information Processing and Publishing (2IPR20) Students apply practical skills and design principles 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.

Information Technology (2IFT20) Students investigate existing information technology systems to discover their nature and components. They develop a range of skills and techniques while creating their own systems that can be tested and evaluated. Students develop and apply specialised knowledge and understanding in the use of software in a number of information technology areas.

Integrated Learning (2ILA10) 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. The program focus is designed around a theme, community or context that has meaning to the students; for example, innovation and enterprise initiatives, STEM activities, Aboriginal knowledges and cultures, global citizenship outlooks, art and cultural influences, health and wellbeing initiatives, leadership development, vocational pathways, and literacy and/or numeracy development and enhancement.

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Italian (beginners) (2ITB20) 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. Eligibility criteria apply for this subject.

Italian (continuers) (2ITC20) 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.

Japanese (background speakers) (2JAD20) 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.

Japanese (beginners) (2JAB20) 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. Eligibility criteria apply for this subject.

Japanese (continuers) (2JAC20) 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. Eligibility criteria apply for this subject.

Karen (continuers) (2KRC20) 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.

Khmer (continuers) (2KHC20) 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.

Korean (background speakers) (2KOD20) 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.

Korean (beginners) (2KOB20) First year of Stage 2 Korean (beginners) The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking St age 1, and are designed as a 2-year program for students who wish to begin their study of the language at the 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. Eligibility criteria apply for this subject.

Korean (continuers) (2KOC20) First year of Stage 2 Korean (continuers). 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. Eligibility criteria apply for this subject.

Language and Culture (2LAC10) This subject enables 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 should have some background and prior knowledge of the target language, and will have studied the target language for 400-500 hours by the time they have completed Stage 2, or have the equivalent level of knowledge. They 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. Students develop and extend their ability to communicate across cultural boundaries.

Language and Culture (2LAC20) This subject enables 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 should have some background and prior knowledge of the target language, and will have studied the target language for 400-500 hours by the time they have completed Stage 2, or have the equivalent level of knowledge. They 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. Students develop and extend their ability to communicate across cultural boundaries.

Language and Culture: Local Program (2LAS10) This subject enables 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 should have some background and prior knowledge of the target language, and will have studied the target language for 400-500 hours by the time they have completed Stage 2, or have the equivalent level of knowledge. They 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. Students 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 (2LAS20) This subject enables 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 should have some background and prior knowledge of the target language, and will have studied the target language for 400-500 hours by the time they have completed Stage 2, or have the equivalent level of knowledge. They 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. Students 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 (2LAM10) Please refer to the Modified Subjects information page on the SACE website.

Language and Culture: Modified (2LAM20) Please refer to the Modified Subjects information page on the SACE website.

Language Awareness I (2LWA10) Students learn about an Australian language and its sociocultural context. The focus is on learning about an identified language or set of languages, rather than on learning to speak that language. Students learn about the linguistic structure of the language, and explore and develop an appreciation of the value of Australian languages as storehouses of cultural and social knowledge and ways of thinking.

Language Awareness II (2LWB10) Students learn about an Australian language and its sociocultural context. The focus is on learning about an identified language or set of languages, rather than on learning to speak that language. Students learn about the linguistic structure(s) of the language(s), and explore and develop an appreciation of the value of Australian languages as storehouses of cultural and social knowledge and ways of thinking.

Language Revival I (2LRA10) Students learn about an Australian language that is no longer used as the first language of the younger generations, but with which students may identify. They learn the linguistic structure(s) of the language(s), and explore and develop an appreciation of the value of Australian languages as storehouses of cultural and social knowledge and ways of thinking. Language Revival programs may contribute to the revival process of an Australian language.

Language Revival II (2LRB10) Students learn about an Australian language that is no longer used as the first language of the younger generations, but with which students may identify. They learn the linguistic structure of the language, and explore and develop an appreciation of the value of Australian languages as storehouses of cultural and social knowledge and ways of thinking. Language Revival programs may contribute to the revival process of an Australian language.

Latin (continuers) (2LTC20) 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 (2LEG20) Students explore Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. They learn about the structures of the Australian legal system and how it responds and contributes to social change while acknowledging tradition. Students gain insight into law-making, the processes of dispute resolution, and the administration of justice. They investigate legal perspectives on contemporary issues in society, and reflect on, and make informed judgments about, the strengths and weaknesses of the Australian legal system.

Macedonian (continuers) (2MNC20) 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.

Malay (background speakers) (2MLD20) 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.

Maltese (continuers) (2MTC20) 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.

Material Products I (2MMA10 or 2MMA20) Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They 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, and textiles.

Material Products II (2MMB10 or 2MMB20) Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They 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, and textiles.

Mathematical Methods (2MHS20) Mathematical Methods further extends students’ mathematical knowledge, skills, and understanding, and includes the study of calcyulus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students extend their understanding of aspects of the physical world based on relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, the sciences, and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics. Students who complete this subject with a C– or better will meet the numeracy requirement of the SACE.

Mathematics: Modified (2MPM10) Please refer to the Modified Subjects information page on the SACE website.

Mathematics: Modified (2MPM20) Please refer to the Modified Subjects information page on the SACE website.

Media Studies (2MES20) Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products. Students explore the role of media in Australian and global contexts, and 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) (2MGB20) 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. Eligibility criteria apply for this subject.

Modern Greek (continuers) (2MGC20) 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 (2MOD20) Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses. Students examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Musical Styles (2MCX10) Students acquire awareness and appreciation of music by studying individual works and their composers, listening to music, analysing, and discussing. They study one or more set of works in a historical and cultural context, and analyse the work or works using a score, transcription, chart, and/or recording. Students communicate their knowledge, understanding, and appreciation of musical style in writing.

Music Individual Study (2MVS10) Students pursue an area of musical interest that is directly applicable to their intended vocation, career, further study, or recreation. They develop skills in negotiating, planning, structuring, developing, and evaluating their learning. This subject is recommended for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential.

Music Technology (2MHY10) Students demonstrate their knowledge of recording and/or sequencing skills, and develop skills of aural analysis and creativity using music technology. Students demonstrate the application of the skills and knowledge they gain by completing a series of projects and commentaries on the projects.

Musicianship (2MNP10) Students develop their aural acuity and acquire fundamental, functional musical knowledge, and associated aural, theoretical, and notational skills. They learn theory, aural recognition, and musical techniques in a range of contexts through a variety of learning activities. Students learn about the relationship between theoretical notation and sound by using notation, and aural and visual recognition.

Nutrition (2NUT10) 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 (2OUE10) 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.

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Performance Special Study (2MPF10) Students who undertake this subject are assumed to have attained a high enough standard of technique and performance to meet the technical and musical demands of approved work(s), and the analytical skills to undertake an in-depth study of the work(s). They have the opportunity to address the technical and musical demands of performing approved work(s) in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part).

Persian (continuers) (2PNC20) First year of teaching Persian (continuers). 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.

Philosophy (2PPS20) 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.

Physical Education (2PHE20) 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. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Physics (2PYI20) Students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts. Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Polish (continuers) (2POC20) 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) (2PGC20) 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 (2PSC10) Students learn to understand their own behaviours and the behaviours of others. They apply psychological knowledge to improve outcomes and experiences in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Students are involved in the collection and analysis of qualitative and quantitative data. They develop skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

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Punjabi (continuers) (2PUC20) 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.

Religion Studies (2REL10) Students focus on an aspect of religion or spirituality within and across traditions, and 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 something living and dynamic, and the ways in which people think, feel and act because of their religious beliefs.

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Research Project A (2RPA10) Students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Research Project B (2RPB10) Students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Research Project: Modified (2RPM10) Please refer to the Modified Subjects information page on the SACE website.

Romanian (continuers) (2ROC20) 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) (2RUC20) 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 (2SCF10) 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 and everyday life.

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Scientific Studies: Local Program (2SFS10) 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 and everyday life. A local program may focus on specific local needs and interests.

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Scientific Studies: Modified (2SFM10) Please refer to the Modified Subjects information page on the SACE website.

Scientific Studies: Modified (2SFM20) Please refer to the Modified Subjects information page on the SACE website.

Second Language Learning I (2SLA10) Students learn about the linguistic structure of an Australian language that is spoken in communities by adults and younger generations. They explore and develop an appreciation of Australian languages as storehouses of cultural and social knowledge and ways of thinking.

Second Language Learning II (2SLB10) Students learn about the linguistic structure of an Australian language that is spoken in communities by adults and younger generations. They explore and develop an appreciation of Australian languages as storehouses of cultural and social knowledge and ways of thinking.

Serbian (continuers) (2SEC20) 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) (2SIC20) 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.

Society and Culture (2SOR10) Students explore and analyse how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. They develop skills, values and understandings that enable effective participation in contemporary society.

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Society and Culture: Modified (2SOM10) Please refer to the Modified Subjects information page on the SACE website.

Society and Culture: Modified (2SOM20) Please refer to the Modified Subjects information page on the SACE website.

Solo Performance (2MFC10) Students develop skills in aural perception and musical sensitivity, and preparing and presenting public performances. They develop an awareness of style, structure, and historical conventions in solo performance. Students extend their technical and performance skills on their chosen instrument or their voice, and use this expertise as a means of developing musical expression.

Spanish (beginners) (2SPB20) 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. Eligibility criteria apply for this subject.

Spanish (continuers) (2SPC20) 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.

Specialist Mathematics (2MSC20) Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. Students who complete this subject with a C– or better will meet the numeracy requirement of the SACE.

Swedish (continuers) (2SWC20) 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 (2SSA10 or 2SSA20) Students develop the ability to initiate, create and develop products in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use electrical, electronic, mechanical, pneumatic, and hydraulic devices, and interface components including programmable control devices.

Systems and Control Products II (2SSB10 or 2SSB20) Students develop the ability to initiate, create and develop products in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use electrical, electronic, mechanical, pneumatic, and hydraulic devices, and interface components including programmable control devices.

Tamil (continuers) (2TAC20) 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 (2TOS20) 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.

Turkish (continuers) (2TUC20) 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) (2UKC20) 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) (2VND20) 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) (2VNC20) 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. Eligibility criteria apply for this subject.

Visual Arts - Art (2VAA10) Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

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Visual Arts - Design (2VAD10) Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

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Women's Studies (2WOM20) 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.

Workplace Practices (2WPC20) Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake vocational education and training (VET), as provided under the Australian Qualifications Framework (AQF), and develop and reflect on their capabilities, interests, and aspirations.

Workplace Practices A (2WPA10) Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations. Students can undertake vocational education and training (VET), as provided under the Australian Qualifications Framework (AQF), and develop and reflect on their capabilities, interests, and aspirations.

Workplace Practices B (2WPB10) Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations. Students can undertake vocational education and training (VET), as provided under the Australian Qualifications Framework (AQF), and develop and reflect on their capabilities, interests, and aspirations.

Yiddish (continuers) (2YIC20) 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.