So Stage 1 Essential has performance standards as follows:

Concepts and Techniques

CT1 Knowledge and understanding of mathematical information and concepts.
CT2 Application of mathematical skills and techniques to find solutions to practical problems in context.
CT3 Gathering, representation, and interpretation of data in context.
CT4 Use of electronic technology to find solutions to practical problems.

Reasoning and Communication

RC1 Interpretation of mathematical results.
RC2 Use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions.
RC3 Use of appropriate mathematical notation, representations, and terminology.
RC4 Communication of mathematical ideas and information.

Every other SACE mathematics subject share performance standards (see below), with the exception of RC5. Note that only RC1 and RC3 are shared with Stage 1 Essential.

Concepts and Techniques

CT1 Knowledge and understanding of concepts and relationships.
CT2 Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.
CT3 Application of mathematical models.
CT4 Use of electronic technology to find solutions to mathematical problems.

Reasoning and Communication

RC1 Interpretation of mathematical results.
RC2 Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.
RC3 Use of appropriate mathematical notation, representations, and terminology.
RC4 Communication of mathematical ideas and reasoning to develop logical arguments.

RC5 Varies by Subject (see table overleaf).

Subjects	**RC5**
Stage 1 General, Stage 2 Essential, Stage 2 General	Forming and testing of predictions.* * In these subjects the forming and testing of predictions (RC5) is not intended to include formal mathematical proof.
Stage 1 Mathematics	Development and testing of valid conjectures.* * In this subject students must be given the opportunity to develop and test conjectures in at least one assessment type.
Stage 2 Methods, Stage 2 Specialist	Development, testing, and proof of valid conjectures.* * In these subjects students must be given the opportunity to develop, test, and prove conjectures in at least one assessment task in the school assessment component.

For Stage 1 Essential:

Standard	A	B	C	D	E
CT1 Knowledge and understanding of mathematical information and concepts.	Knowledge and understanding of mathematical information and concepts in **familiar and unfamiliar** contexts.	Knowledge and understanding of mathematical information and concepts in **familiar and some unfamiliar** contexts.	Knowledge and understanding of **simple** mathematical information and concepts in **familiar** contexts.	**Basic** knowledge and **some** understanding of **simple** mathematical information and concepts in **some familiar** contexts.	**Limited** knowledge **or** understanding of mathematical information or concepts.
CT2 Application of mathematical skills and techniques to find solutions to practical problems in context.	**Highly effective** application of mathematical skills and techniques to find **efficient and accurate** solutions to **routine and complex** problems in a variety of contexts.	**Effective** application of mathematical skills and techniques to find **mostly accurate** solutions to **routine and some complex** problems in a **variety** of contexts.	Application of **some** mathematical skills and techniques to find solutions to **routine** problems in **familiar** contexts.	Application of **basic** mathematical skills and techniques to find **partial** solutions to **routine** problems in **some** contexts.	**Attempted** application of **basic** mathematical skills or techniques, with **limited accuracy** in solving **routine** problems
CT3 Gathering, representation, and interpretation of data in context.	Gathering, representation, and interpretation of a **range** of data in **familiar and unfamiliar** contexts.	Gathering, representation, and interpretation of data in **familiar and some unfamiliar** contexts.	Gathering, representation, and interpretation of data in **familiar** contexts.	**Some** gathering, representation, and **basic** interpretation of **simple** data in **familiar** contexts.	**Some** gathering and **attempted** representation of **simple** data in **a familiar** context.
CT4 Use of electronic technology to find solutions to practical problems.	**Appropriate and effective** use of electronic technology to find **accurate** solutions to **routine and complex** problems.	**Mostly appropriate and effective** use of electronic technology to find **mostly accurate** solutions to **routine and some complex** problems.	**Generally appropriate and some effective** use of electronic technology to find solutions to **routine** problems	**Some appropriate** use of electronic technology to find solutions to **routine** problems.	**Attempted** use of electronic technology to find **a** solution to **a routine** problem.
RC1 Interpretation of mathematical results.	**Accurate** interpretation of mathematical results in **familiar and unfamiliar** contexts.	**Mostly accurate** interpretation of mathematical results in **familiar and some unfamiliar** contexts.	**Generally accurate** interpretation of mathematical results in **familiar** contexts.	**Some** interpretation of mathematical results in **some familiar** contexts.	**Limited** interpretation of mathematical results.

RC2 Use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions.	**Highly effective** use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions to **routine and complex** problems.	**Effective** use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions to **routine and some complex** problems.	**Appropriate** use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions to **routine** problems.	**Attempted** use of mathematical reasoning **to consider** the appropriateness of solutions to **routine** problems.	**Limited awareness** of the use of mathematical reasoning in solving a problem.
RC3 Use of appropriate mathematical notation, representations, and terminology.	**Proficient and accurate** use of appropriate mathematical notation, representations, and terminology.	**Mostly accurate** use of appropriate mathematical notation, representations, and terminology.	**Generally appropriate** use of **familiar** mathematical notation, representations, and terminology.	**Some** use of **familiar** mathematical notation, representations, and terminology.	**Limited** use of mathematical notation, representations, or terminology.
RC4 Communication of mathematical ideas and information.	**Clear and effective** communication of mathematical ideas and information to develop **logical and concise** arguments.	**Clear and appropriate** communication of mathematical ideas and information to develop **some logical** arguments.	**Appropriate** communication of mathematical ideas and information.	**Attempted** communication of **simple** mathematical ideas and information.	**Attempted** communication of **an aspect** of mathematical information.

For any SACE mathematics subject other than Stage 1 Essential:

Standard	A	B	C	D	E
CT1 Knowledge and understanding of concepts and relationships.	**Comprehensive** knowledge and understanding of concepts and relationships.	**Some depth of** knowledge and understanding of concepts and relationships.	**Generally competent** knowledge and understanding of concepts and relationships.	**Basic** knowledge and **some** understanding of concepts and relationships.	**Limited** knowledge **or** understanding of concepts and relationships.
CT2 Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.	**Highly effective** selection and application of mathematical techniques and algorithms to find **efficient and accurate** solutions to **routine and complex** problems in a variety of contexts.	**Mostly effective** selection and application of mathematical techniques and algorithms to find **mostly accurate** solutions to **routine and some complex** problems in a variety of contexts.	**Generally effective** selection and application of mathematical techniques and algorithms to find **mostly accurate** solutions to **routine** problems in a variety of contexts.	**Some** selection and application of mathematical techniques and algorithms to find **some accurate** solutions to **routine** problems in **some** contexts.	**Attempted** selection and **limited** application of mathematical techniques **or** algorithms, with **limited accuracy** in solving **routine** problems.
CT3 Application of mathematical models.	**Successful development** and application of mathematical models to find **concise and accurate** solutions.	**Some development** and **successful** application of mathematical models to find **mostly accurate** solutions.	**Successful** application of mathematical models to find **generally accurate** solutions.	**Some** application of mathematical models to find **some accurate or partially accurate** solutions.	**Attempted** application of mathematical models, with **limited accuracy**.
CT4 Use of electronic technology to find solutions to mathematical problems.	**Appropriate and effective** use of electronic technology to find **accurate** solutions to **routine and complex** problems	**Mostly appropriate and effective** use of electronic technology to find **mostly accurate** solutions to **routine and some complex** problems.	**Generally appropriate and effective** use of electronic technology to find **mostly accurate** solutions to **routine** problems.	**Some appropriate** use of electronic technology to find **some accurate** solutions to **routine** problems.	**Attempted** use of electronic technology, with **limited accuracy** in solving **routine** problems.
RC1 Interpretation of mathematical results.	**Comprehensive** interpretation of mathematical results in the context of the problem.	**Mostly appropriate** interpretation of mathematical results in the context of the problem.	**Generally appropriate** interpretation of mathematical results in the context of the problem.	**Some** interpretation of mathematical results.	**Limited** interpretation of mathematical results.

RC2 Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.	Drawing **logical** conclusions from mathematical results, with a **comprehensive** understanding of their reasonableness and limitations.	Drawing **mostly logical** conclusions from mathematical results, with **some depth** of understanding of their reasonableness and limitations.	Drawing **some** logical conclusions from mathematical results, with **some** understanding of their reasonableness and limitations.	Drawing **some** conclusions from mathematical results, with **some awareness** of their reasonableness or limitations.	**Limited** understanding of the meaning of mathematical results, their reasonableness, or limitations.
RC3 Use of appropriate mathematical notation, representations, and terminology.	**Proficient and accurate** use of appropriate mathematical notation, representations, and terminology.	**Mostly accurate** use of appropriate mathematical notation, representations, and terminology.	**Generally appropriate** use of mathematical notation, representations, and terminology, **with reasonable** accuracy.	**Some appropriate** use of mathematical notation, representations, and terminology, **with some** accuracy.	**Limited** use of appropriate mathematical notation, representations, or terminology, **with limited** accuracy.
RC4 Communication of mathematical ideas and reasoning to develop logical arguments.	**Highly effective** communication of mathematical ideas and reasoning to develop logical **and concise** arguments.	**Mostly effective** communication of mathematical ideas and reasoning to develop **mostly** logical arguments.	**Generally effective** communication of mathematical ideas and reasoning to develop **some** logical arguments.	**Some** communication of mathematical ideas, with **attempted** reasoning **and/or** arguments.	**Attempted** communication of mathematical ideas, with **limited** reasoning.
RC5 (Essential or General) Forming and testing of predictions.*	Formation and testing of **appropriate** predictions, using **sound** mathematical evidence.	Formation and testing of **mostly appropriate** predictions, using **some** mathematical evidence.	Formation of **an appropriate** prediction and **some attempt** to test it using mathematical evidence.	**Attempted** formation of **a** prediction with **limited attempt** to test it using mathematical evidence.	**Limited attempt** to form or test **a** prediction.
RC5 (Mathematics) Development and testing of valid conjectures.*	**Effective** development and testing of valid conjectures.	**Mostly effective** development and testing of valid conjectures.	Development and testing of **generally** valid conjectures.	**Attempted** development or testing of **a reasonable** conjecture.	**Limited attempt** to develop or test **a** conjecture.
RC5 (Methods or Specialist) Development, testing, and proof of valid conjectures.*	**Effective** development and testing of valid conjectures, with proof.	**Mostly effective** development and testing of valid conjectures, with **substantial attempt** at proof.	Development and testing of **generally** valid conjectures, with **some attempt** at proof.	**Attempted** development or testing of **a reasonable** conjecture.	**Limited attempt** to develop or test **a** conjecture.

What follow are some tables I used to identify sets of subjects that shared performance standards. I kept them here in case they came in handy at a later date.

	Stage 1 Essential	Stage 1 General	Stage 2 Essential	Stage 2 General	Stage 1 Mathematics	Stage 2 Method	Stage 2 Specialist
CT1	Knowledge and understanding of mathematical information and concepts.	Knowledge and understanding of concepts and relationships.	Knowledge and understanding of concepts and relationships.	Knowledge and understanding of concepts and relationships.	Knowledge and understanding of concepts and relationships.	Knowledge and understanding of concepts and relationships.	Knowledge and understanding of concepts and relationships.
CT2	Application of mathematical skills and techniques to find solutions to practical problems in context.	Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.	Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.	Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.	Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.	Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.	Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.
CT3	Gathering, representation, and interpretation of data in context.	Application of mathematical models.	Application of mathematical models.	Application of mathematical models.	Application of mathematical models.	Application of mathematical models.	Application of mathematical models.
CT4	Use of electronic technology to find solutions to practical problems.	Use of electronic technology to find solutions to mathematical problems.	Use of electronic technology to find solutions to mathematical problems.	Use of electronic technology to find solutions to mathematical problems.	Use of electronic technology to find solutions to mathematical problems.	Use of electronic technology to find solutions to mathematical problems.	Use of electronic technology to find solutions to mathematical problems.
RC1	Interpretation of mathematical results.	Interpretation of mathematical results.	Interpretation of mathematical results.	Interpretation of mathematical results.	Interpretation of mathematical results.	Interpretation of mathematical results.	Interpretation of mathematical results.
RC2	Use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions.	Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.	Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.	Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.	Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.	Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.	Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.
RC3	Use of appropriate mathematical notation, representations, and terminology.	Use of appropriate mathematical notation, representations, and terminology.	Use of appropriate mathematical notation, representations, and terminology.	Use of appropriate mathematical notation, representations, and terminology.	Use of appropriate mathematical notation, representations, and terminology.	Use of appropriate mathematical notation, representations, and terminology.	Use of appropriate mathematical notation, representations, and terminology.
RC4	Communication of mathematical ideas and information.	Communication of mathematical ideas and reasoning to develop logical arguments.	Communication of mathematical ideas and reasoning to develop logical arguments.	Communication of mathematical ideas and reasoning to develop logical arguments.	Communication of mathematical ideas and reasoning to develop logical arguments.	Communication of mathematical ideas and reasoning to develop logical arguments.	Communication of mathematical ideas and reasoning to develop logical arguments.
RC5		Forming and testing of predictions. * In this subject the forming and testing of predictions (RC5) is not intended to include formal mathematical proof.	Forming and testing of predictions*. *In this subject the forming and testing of predictions (RC5) is not intended to include formal mathematical proof.	Forming and testing of predictions.* *In this subject the forming and testing of predictions (RC5) is not intended to include formal mathematical proof.	Development and testing of valid conjectures.* *In this subject students must be given the opportunity to develop and test conjectures in at least one assessment type.	Development, testing, and proof of valid conjectures.* * In this subject students must be given the opportunity to develop, test, and prove conjectures in at least one assessment task in the school assessment component.	Development, testing, and proof of valid conjectures.* *In this subject students must be given the opportunity to develop, test, and prove conjectures in at least one assessment task in the school assessment component.

	Stage 1 Essential	Stage 1 General Stage 2 Essential Stage 2 General	Stage 1 Mathematics	Stage 2 Methods Stage 2 Specialist
CT1	Knowledge and understanding of mathematical information and concepts.	Knowledge and understanding of concepts and relationships.		
CT2	Application of mathematical skills and techniques to find solutions to practical problems in context.	Selection and application of mathematical techniques and algorithms to find solutions to problems in a variety of contexts.		
CT3	Gathering, representation, and interpretation of data in context.	Application of mathematical models.		
CT4	Use of electronic technology to find solutions to practical problems.	Use of electronic technology to find solutions to mathematical problems		
RC1	Interpretation of mathematical results.			
RC2	Use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions.	Drawing conclusions from mathematical results, with an understanding of their reasonableness and limitations.		
RC3	Use of appropriate mathematical notation, representations, and terminology.			
RC4	Communication of mathematical ideas and information.	Communication of mathematical ideas and reasoning to develop logical arguments.		
RC5	NA --- does not have an RC5.	Forming and testing of predictions.* *In these subjects the forming and testing of predictions (RC5) is not intended to include formal mathematical proof.	Development and testing of valid conjectures.* *In this subject students must be given the opportunity to develop and test conjectures in at least one assessment type.	Development, testing, and proof of valid conjectures.* *In this subject students must be given the opportunity to develop, test, and prove conjectures in at least one assessment task in the school assessment component.

Note that although Stage 1 Essential shares the exact phrasing of RC1 and RC3 with the other SACE subjects, the phrasing used in the different grade bands differs subtly (see tables above showing the descriptors for letter grades). I've checked and the remaining subjects agree in all their grading descriptors for CT1 and RC5 as shown above, but I haven't double-checked CT2, CT3, CT4, RC1, RC2, RC3, or RC4 (yet).