



**Penola**  
CATHOLIC COLLEGE  
EST. 1995

# HUMANITIES

Accounting  
Business Management  
Classical Studies  
Economics  
Geography  
History  
Global Politics  
Legal Studies



# HUMANITIES PATHWAYS

Year 10	Year 11	Year 12	Possible Careers
The World of Business	Accounting Units 1 & 2	Accounting Units 3 & 4	Financial Planner Accountant Teacher Accounts Clerk
	Economics Units 1 & 2	Economics Units 3 & 4	Financial Analyst Economical Analyst Statistical Analyst Teaching
	Business Management Units 1 & 2	Business Management Units 3 & 4	Business Manager Teaching Small Business Owner
		Global Politics Units 3 & 4	Politician Embassy Work International Trade International Law
Civil and Human Rights and the Law	Legal Studies Units 1 & 2	Legal Studies Units 3 & 4	Solicitor Judge's Associate Courts Clerk Police Officer
WW2	History: 20th Century Units 1 & 2	History: Australian History Units 3 & 4	Teaching Anthropologist Exhibitions Officer
	Classical Studies Units 1 & 2	Classical Studies Units 3 & 4	Historian Gallery Operator Cultural Heritage Officer
Our Crowded Earth	Geography Units 1 & 2	Geography Units 3 & 4	Architect Land Surveyor Engineering Map Maker

\*Please note that there are no prerequisites for year 12 Humanities subjects except for Accounting. Units 1 and or 2 Accounting are recommended for units 3 and 4 Accounting.



# ACCOUNTING

Accounting is an information system; providing financial and other information for making and evaluating decisions about the management of resources. It plays an integral role in the successful operation and management of a small business.

Students will study theoretical and practical aspects of Accounting and develop skills in calculating, recording and reporting events to support more effective decision making. The accounting information will be collected and applied, using both manual and information technology methods.

Completion of this study will enable students to participate effectively in a changing business environment and provide skills useful to the management of personal finances.

It is a recommended subject for any student interested in a career in Business, Finance, Commerce or Hospitality / Tourism. It is strongly recommended that students complete Units 1 and 2 before attempting Units 3 and 4.

## Unit 1: Establishing and Operating a Service Business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students will be introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Students will examine the role of accounting in the decision-making process for a sole proprietor of a services business.

## Unit 2: Accounting for a Trading Business

This unit focuses on accounting for a sole proprietor of a single activity trading business. Students will use a single entry recording system for the recording and reporting of cash and credit transactions and stock. Students will also learn to evaluate the performance of a business using financial and non-financial information.

## Unit 3: Recording and Reporting for a Trading Business

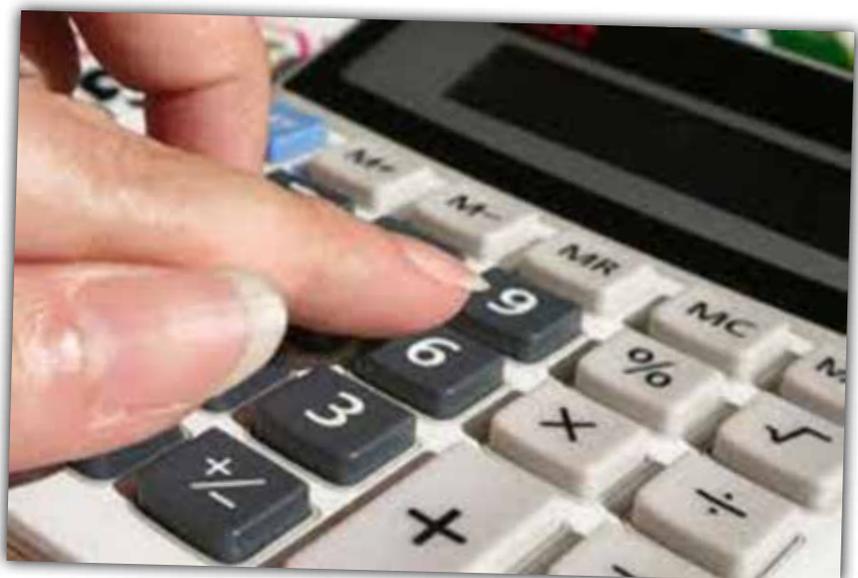
In this unit students are introduced to a double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used. This unit emphasises the role of accounting as an information system.

## Unit 4: Control and Analysis of Business Performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision making process. Students will learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position.

### Assessment: Units 1 to 4

- Structured questions/tests
- Folio of Exercises
- Case Studies
- Examinations





# BUSINESS MANAGEMENT

This study examines the various types of business organisations that operate within Australia and the ways in which people manage them. Students will study different sized firms, from the very small owner/manager type to the large corporation. This study is a perfect introduction to the world of business and to any business course offerings a student may wish to undertake. It also provides a wealth of knowledge to students as they take on future employment.

## Unit 1: Planning a business

In this unit students will be introduced to businesses of all sizes and their contributions to the economic and social wellbeing of a nation. Students will investigate the conditions under which new business ideas can emerge and how to make them a reality. Students will explore the factors affecting business ideas, the internal and external environments within which businesses operate, and the effect these planning environments have on planning a business.

## Unit 2: Establishing a business

In this unit students will focus on the establishment phase of a business's life, including, complying with legal requirements, making decisions about how best to establish a system of financial record keeping, staffing the business and establishing a customer base. Students will investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years

## Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

## Unit 4: Transforming a business

In this unit students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

### Assessment: Units 1 to 4

- School based business
- Research projects
- Reports
- Case studies
- Tests
- Examinations





# CLASSICAL STUDIES

Classical Studies is the study of Ancient Greece and Ancient Rome. These cultures have contributed to modern cultures in many ways. We study areas such as literature, art, history and social structures. Therefore, the focus is on all aspects of these societies and how they are significant to our own present-day society.

As with the History courses, Classical Studies is a great preparation for many careers and will help you to develop many skills. Furthermore, it is an exciting time to revisit Ancient Greece and Rome due to the interest of Hollywood with recent blockbusters such as “Gladiator”, “Troy”, “Alexander the Great” and “Clash of the Titans”.

## Unit 1: Mythical Worlds

This unit explores the nature of myths and legends, for example, the Trojan War. Students will examine myths and study ideas such as the concept of the hero. Students will explore the manner in which myths and legends are represented in oral tradition, art, architecture, drama and literature. Students will also evaluate the ideals and values of the classical societies compared to our own.

This study could include:

- An introduction to the Greek Gods and Goddesses
- An exploration of modern and ancient heroes explored through films and literature
- An exploration of archaeology, its techniques and importance in proving the historical basis of myths.

## Unit 2: Classical Imaginations

This unit explores the emergence of classical societies and their cultures from mythological to historical explanations of the world. Students study how societies developed a variety of ways to structure their world and express the culture of their society. Students are also encouraged to see how classical works extend beyond antiquity into the present.

This study could include:

- An explanation of historical, political figures
- An examination of ancient Athens
- An analysis of a Greek play
- An examination of classical Greek art and architecture such as the Acropolis

## Unit 3 and 4: Classical Worlds

These units focus on Ancient Rome. We examine the social and historical context of Rome as well as Rome’s ideas, issues and values through its literature and art.

This study could include:

- An exploration of Latin literature including authors such as Virgil and Tacitus
- An introduction to Roman art and architecture
- An exploration of the roles of men and women

## Assessment: Units 1 to 4

- Analytical responses
- Comparative essays
- Visual analysis
- Archeological reports
- Examinations





# ECONOMICS

In Economics students learn more about their own society. In particular they learn about making their society better. Newspapers contain many articles dealing with economic issues (inflation, unemployment, trade, etc.) These articles often put forward differing opinions and solutions. Economics helps students to understand important current issues more clearly. The study of Economics focuses on how production occurs, how resources are used and how the proceeds of production are distributed. These are economic decisions taken by individuals, groups, businesses and governments, which not only reflect the well-being of particular nations but increasingly influence living standards regionally and globally.

Economics is useful for students interested in any Business or Humanities course as well as those with a personal interest in politics and justice issues. Students whose first priority is in some other subjects, may also gain from developing their economic understanding.

## Unit 1: The behaviour of consumers and businesses

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students examine a simple

microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

## Unit 2: Contemporary economic issues

In this unit students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources nationally and internationally. Students explore how the benefits of economic growth are shared in an economy. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues.

## Unit 3: Australia's economic prosperity

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to

maximise society's living standards. The students develop an understanding of the macroeconomy and the variables that might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Students also investigate the importance of international economic relationships in terms of their influence on Australia's living standards.

## Unit 4: Managing the economy

In this unit students develop an understanding of how the Australian Government can alter the level of demand and the achievement of domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy and discuss how the changes to interest rates can affect the level of demand in the economy. Students examine and analyse the effects of the last two Australian Government budgets. Students also consider how the Australian Government uses supply policies to manage the Australian economy. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

### Assessment: Units 1 to 4

- Structured questions
- Folio of exercises
- Media analysis
- Problem solving tasks
- Examinations



# GEOGRAPHY

Geographers investigate the changing pattern of places using a range of geographical resources and skills.

Through the use of key geographic ideas students will observe, describe, explain, and analyse patterns of phenomena which affect places at or near the Earth's surface. Along with practical class work activities, fieldwork plays an important part in the study of Geography.

## Unit 1: Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

## Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit.

## Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork.

## Unit 4: Human Population - Trends and Issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

### Assessment: Units 1 to 4

- Development of Management Plans
- Reports
- Short answer responses
- Examinations





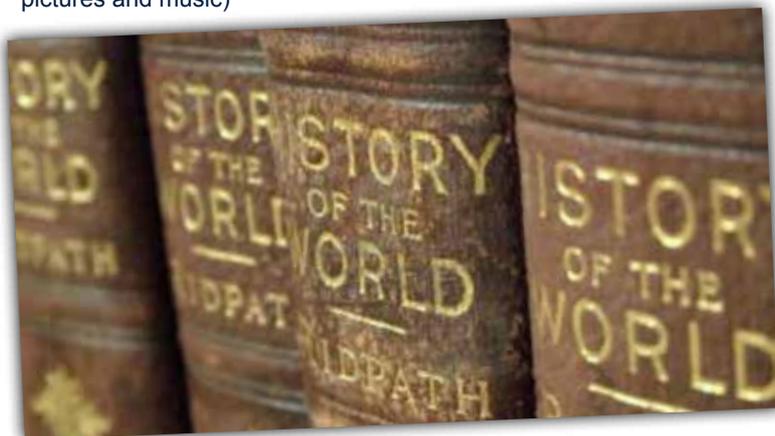
# HISTORY

History is the study of people and society. It is finding out about events and investigating why these events happened. History helps us understand the world we live in and to question how the past is used in society today. The focus of History is "people". History courses are a great preparation for many careers including Law, Journalism, Film, Computing, Radio and Television Advertising, Marketing, International Trade, Economics, and more! History is not only exciting as you learn about people (past and present) but it also helps you develop valuable life skills; some of which include researching, report writing, analysing information, presenting information, and problem-solving. These skills are important to other areas of student study as well as to the careers students may decide upon in the future.

## Unit 1: Twentieth-Century History (1900 - 1945)

This unit looks at the major events that have shaped our lives. Some of the areas examined are:

- The rise of political movements (such as the Nazis in Germany)
- The impact of the rise of political movements on the social life of a community
- A range of cultural expressions in the period (such as motion pictures and music)



## Unit 2: Twentieth-Century History (post World War II)

This unit focuses on significant changes that occurred in society during the second half of the twentieth century. From 1945 to 2007 the world has changed greatly. Borders of nations have changed, technology has raced ahead and the nature of world trade has changed. Why?

When studying Unit 2, students will examine areas such as:

- The major world views that have been important since 1945
- The outbreak of the cold war
- Some of the ways people can protest against prevailing views (by examining movements such as the Civil Rights movement in the USA)
- The representation of important events (such as the Vietnam War)

### Assessment: Units 1 & 2

- Analytical exercises
- Essays
- Tests
- Film reviews
- Multi-media presentations and short reports
- Examinations

## Units 3 & 4: Australian History

### Unit 3: Transformations : Colonial Society to Nation

In this unit students explore the transformation of the Port Phillip District from the 1830's through to the end of the gold rush era in 1860. Students examine transformations in the way of life of the Aboriginal peoples and to the Australian environment. Students also study the type of society Australians tried to create in the early years of the federated nation.

### Unit 4: Transformations: Old Certainties and New Visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the second part of the century. Students focus on one of the crisis faced by the nation : The Great Depression 1929 - 1939 or World War Two 1939 - 1945. Students also explore social, economic and political changes that occurred in Australia in the second part of the century focusing on events such as the Vietnam War and Aboriginal land rights.

### Assessment: Units 3 & 4

- Analysis of primary material, (e.g. paintings, posters, films)
- Written reports
- Written essays
- Examinations



# AUSTRALIAN AND GLOBAL POLITICS

In the twenty-first century, political decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. Global Politics will enable students to understand and reflect on contemporary national and international political issues, problems and events, and the forces that shape them. The study offers students the opportunity to engage with key political, social and economic issues, to become more informed citizens, voters and participants in their local, national and international communities.

The study of Global Politics prepares students for further formal study at tertiary level or in vocational education training settings, as well as broadens students' knowledge of, and ability to participate in, key global issues.

## Unit 3: Evaluating Australian Democracy

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. VCE Australian Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

## Unit 4: Australian Public Policy

This unit focuses on Australian federal public policy formulation and implementation. Students investigate the complexities the government faces in putting public policy into operation. Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. In Area of Study 2, students consider contemporary Australian foreign policy. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy. VCE Australian Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

### Assessment Units 3 & 4

- Extended Responses
- Structured Questions
- Case Studies
- Essays
- Examinations





# LEGAL STUDIES

In Legal Studies students learn how laws are made and also discover the connection between laws and our society, a connection which impacts on their enforcement and generates a need for change. Students have the opportunity to learn about their rights and responsibilities in society and their obligations under the law.

Further, students learn about our courts and tribunals and how disputes are resolved and also consider whether our law and the operation of the legal system is just. Legal Studies is an area of study that is relevant to every student's daily life and provides students with the opportunity to form opinions, hear opinions of others and formulate solutions.

## Unit 1: Guilt and Liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

## Unit 2: Sanctions, Remedies and Rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

## Unit 3: Rights and Justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

## Unit 4: The People and the Law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

### Assessment: Units 1 to 4

- Case Studies
- Structured questions
- Tests
- Reports
- Examinations

