



# HUMANITIES PATHWAYS

## Subject Guide



**NAZARETH**  
COLLEGE



The Humanities area at Nazareth is broad enough to encompass five different subjects at a VCE level- including Economics, Business Management, Accounting, Legal Studies and History. The Humanities in VCE at Nazareth provides a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In the Economics, Business and Legal area students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.



# HUMANITIES PATHWAYS

## Pathways Summary



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# ACCOUNTING

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. Accounting plays an integral role in the successful operation and management of businesses.

The two-year VCE Accounting course explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.



# ACCOUNTING

## FOCUS AREAS

### Unit 1

#### Role of accounting in business

On completion of this unit, students should be able to consider a range of factors before committing to or continuing in a business venture.

#### This includes:

- investigating the reasons for establishing a business
- possible alternatives to operating a business
- select and use accounting reports and other information to discuss the success or otherwise of the business
- identify and record financial data
- report and explain accounting information for a service business
- suggest and apply appropriate financial and non-financial indicators to measure business performance.

### Unit 2

#### Accounting and decision-making for a trading business

On completion of this unit, students should develop their knowledge of the accounting process for sole proprietors operating a trading business.

#### This includes:

- record and report inventory, accounts receivable and accounts payable
- discuss the effect of relevant financial and non-financial factors and ethical considerations
- analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations
- record and report non-current assets and depreciation.



# ACCOUNTING

## FOCUS AREAS

### Unit 3

#### Financial accounting for a trading business

On completion of this unit, students should be able to develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business.

##### This includes:

- recording financial data using a double entry system
- prepare reports using the accrual basis of accounting and the perpetual method of inventory recording
- explain the role of the General Journal, General Ledger and inventory cards in the recording process
- describe, discuss and analyse various aspects of the accounting system, including ethical considerations
- record transactions and prepare, interpret and analyse accounting reports for a trading business.

### Unit 4

#### Recording, reporting, budgeting and decision-making

On completion of this unit, students should be able to extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods.

##### This includes:

- record financial data and balance day adjustments using a double entry system
- report accounting information using an accrual-based system
- evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports
- prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information
- model, analyse and discuss the effect of alternative strategies on the performance of a business.



# ACCOUNTING

## ASSESSMENT

For Units 1 and 2, there are two or three outcomes that contribute towards the school-based assessments. There is an examination at the end of each semester.

For Units 3 and 4, students complete School-Assessed Coursework (50%) and a two-hour end-of-year external examination (50%).

**Suitable tasks for assessment may be selected from the following:**

- a folio of exercises utilising manual methods and ICT
- structured questions utilising manual methods and ICT
- an assignment including use of ICT
- a case study including use of ICT.





# BUSINESS MANAGEMENT



VCE Business Management examines the ways businesses manage resources to achieve objectives. The Business Management course follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.



# BUSINESS MANAGEMENT

## FOCUS AREAS

### Unit 1

#### Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development.

On completion of this Unit students should be able to:

- describe how and why business ideas are created and developed and explain the methods by which culture of business innovation and entrepreneurship may be fostered in a nation.
- consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.
- investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.
- describe the internal business environment and analyse how factors from within it may affect business planning.

### Unit 2

#### Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

On completion of this unit the student should be able to:

- explain the importance when establishing a business of complying with legal requirements and financial record keeping and establishing effective policies and procedures.
- explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.





# BUSINESS MANAGEMENT

## FOCUS AREAS

### Unit 3

#### Managing a Business

On completion of this unit the student should be able to:

- Discuss key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills
- Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

### Unit 4

#### Transforming a Business

On completion of this unit the student should be able to:

- Explain the business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future
- Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of the business.



# BUSINESS MANAGEMENT



## ASSESSMENT

For Units 1 and 2, there are three outcomes that contribute to the satisfactory completion of each Unit.

### **Types of Assessment Tasks:**

- Case Study Analysis
- A business research report
- A business plan
- An Interview and Report on a Business Contact
- There is an examination at the end of each Unit.

For Units 3 and 4, students complete School-Assessed Coursework.

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.  
School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.



# ECONOMICS



Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.



# ECONOMICS



## DESCRIPTION

### Units 1 & 2

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Unit 3





# ECONOMICS

## FOCUS AREAS

### Unit 1

#### The behaviour of consumers and businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. 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.

On completion of this unit, the student should be able to:

- Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
- Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

### Unit 2

#### Contemporary economic issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

On completion of this unit the student should be able:

- To explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.
- Should also be able to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.



# ECONOMICS



## DESCRIPTION

### Units 3 & 4

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In Year 12 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. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes.

Furthermore, students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

## FOCUS AREAS

### Unit 3

#### Australia's economic prosperity

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

### Unit 4

#### Managing the economy

In this unit students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.



# ECONOMICS



## ASSESSMENT

**Suitable tasks for assessment may be selected from the following:**

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay/a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a web page
- media analyses
- case studies
- fieldwork
- economic simulation activities.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.



# MODERN HISTORY



This is a one-year course, with the students then taking the opportunity to move on to History Revolutions for Units 3 and 4.

For Unit One, the students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

In Unit Two, the students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

The period between the wars was characterised by significant social and cultural change. While the 1920s, a time in Western society known as the Roaring Twenties, was largely marked by optimism and material prosperity in the West and Japan, by contrast the thirties was a period of severe economic hardship for many, dominated by the impact of the Great Depression.





# MODERN HISTORY

## DESCRIPTION

In studying VCE Modern History, the students should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century and analyse how these contributed to the causes of World War Two.

Throughout the unit, the students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore forms of cultural expression from the period.

## FOCUS AREAS

### Unit 1

#### Ideology and conflict

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War, and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

On completion of this Unit students should be able to -:

- On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century and analyse how these contributed to the causes of World War Two.
- On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century and analyse the conditions which influenced these changes.



# MODERN HISTORY



## FOCUS AREAS

### Unit 2

#### The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

On completion of this unit the student should be able to:-

- On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.
- On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

## ASSESSMENT

For Units 1 and 2, there are two outcomes that contribute to the satisfactory completion of each Unit.

**Suitable tasks for assessment in this unit may be selected from the following:**

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.



# HISTORY- REVOLUTIONS



In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.



# HISTORY- REVOLUTIONS



## DESCRIPTION

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

## FOCUS AREAS

### Unit 3

#### The American Revolution

In this unit students examine closely The American Revolution from 1754 to 4 July 1776 (French and Indian War to the signing of the Declaration of Independence 1776), with particular focus on the Causes and Consequences of the Revolution.

### Unit 4

#### The Russian Revolution

In this unit students examine closely The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917), with particular focus on the Causes and Consequences of the Revolution.

## ASSESSMENT

**Suitable tasks for assessment may be selected from the following:**

- a historical inquiry
- evaluation of historical sources
- extended responses
- an essay.





# LEGAL STUDIES



Legal Studies is an engaging and relevant course that explores key concepts of criminal and civil law. It examines the principles of justice, guilt and liability, sanctions, remedies and rights. Active citizenship is a key theme throughout the course whereby students will gain valuable insights into their relationship with the law and the legal system.

In VCE Legal Studies, a key focus is developing problem-solving and application skills. It equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills and fosters critical thinking to solve legal problems.



# LEGAL STUDIES

## DESCRIPTION

The two-year VCE Legal Studies course examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

Students consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. (VCE Legal Studies Study Design (2018-2023)).

The knowledge and skills learned in Legal Studies can be transferred to many university and career pathways. This includes a lawyer, barrister, solicitor, law clerk, legal assistant, journalist, mediator, police officer, paralegal and more.

## FOCUS AREAS

### Unit 1

#### **Guilt and liability**

On completion of this unit the student should be able to:

- describe the main sources and types of law, and assess the effectiveness of laws.
- explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

### Unit 2

#### **Sanctions, remedies and rights**

On completion of this unit the student should be able to:

- explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
- explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.



# LEGAL STUDIES

## FOCUS AREAS

### Unit 3

#### Rights and justice

On completion of this unit the student should be able to:

- explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
- analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. For Units 1 and 2 students are required to demonstrate three outcomes. There is an examination at the end of each semester covering the entire course.

For Units 3 and 4, students complete School-Assessed Coursework. School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

### Unit 4

#### The people and the law

On completion of this unit the student should be able to:

- discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
- discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

## ASSESSMENT