



Area of Study

Humanities

2021 Handbook

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Year 10 Curriculum

The Humanities - Geography

Semester: Semester 1 or 2

Teacher: [Mr Erdely](#)

Course Content:

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills.

Environmental change and management:

This Unit focuses on investigating environmental geography through an in-depth study of a specific environment. The Unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability and the environmental worldviews.

Topics being considered for 2021 are:

- urban environments: India, Bolivia and Australia
- land environments: Mt Hotham Alpine Resort & Whistler-Blackcomb Resort, British Columbia, Canada
- inland water environments : Murray River, Australia & Yangtze River, China
- coast environments: Bunurong Marine Park, Victoria & Cinque Terre, Italy
- marine environments: Great Barrier Reef, Queensland

Geographies of human wellbeing:

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places.

Human wellbeing is the quality of life of a population. This can be measured by objective indicators, for example, life expectancy, educational attainment and income, or by subjective measures of how people perceive the quality of their life, as revealed by surveys of happiness.

Topics being considered for 2021 are:

- Kibera, Nairobi Kenya ; Dharavi, Mumbai ; Sao Paolo, Brazil ; Indonesia ; Himalayas, Nepal ; North & South Korea and Australia

Fieldwork:

At the end of the Semester, students will participate in the 'Amazing Race' which is conducted around the CBD of Traralgon. This is a competitive physical and geographical challenge with awards presented at the end of the event. Students will also attend a coastal environment field trip to Bunurong Marine Park, South Gippsland in Term 1 to study coastal land formations and the impacts of climate change on the coastline.

Assessed Coursework:

Satisfactory completion for Year 10 Geography is based on whether you have demonstrated the outcomes described reflecting the essential skills and knowledge of the course. These will include a combination of the following through-out the year:

- Case Studies
- Structured Questions
- End of Semester Examination

- A Fieldwork Report
- Teamwork
- Folio of Exercises
- Reports

This is an excellent foundation for VCE Geography.

Where does Geography lead to?

Units 1 – 4 Geography; Units 1 – 4 Outdoor and Environmental Studies; Units 1 – 4 VET Outdoor Recreation and Units 1 – 4 Visual Communication and Design

The Humanities – History: Rights and Freedoms

Semester: Semester 1 or 2

Teacher: Ms Widrich

Recommended Previous Studies:

Successful completion of Year 9 Humanities is required.

Course Content:

This Unit investigates the historical period from 1945 to the present day. Students review the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression. In this Unit students engage in an investigation of the struggles for human rights and freedoms. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Topics include:

- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.
- Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations.
- The US civil rights movement and its influence on Australia.
- The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology.
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle.
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007).

Students are also given the opportunity to investigate one major global influence that has shaped Australian society. Students study ONE of these electives: Popular Culture or the Environmental Movement, Migration experiences or Political Crisis.

The study of Civics & Citizenship is incorporated during the investigation of the features of government, the judiciary and the concept of citizenship and national identity.

Additional Information:

This Unit may be taken independently or in addition to Year 10 World War II History.

Assessed Coursework:

- Inquiry investigation tasks
- Evidence analysis of documents, artwork, political cartoons etc
- Essays
- Tests
- Group activities
- Class presentations

Pathway Information:

This Unit is an excellent preparation for VCE Unit 1 and 2 History: Twentieth Century, VCE Unit 3 and 4 History: Revolutions and/ or VCE Unit 1 to 4 Legal Studies.

The Humanities – History: World War II

Semester: Semester 1 or 2

Teacher: Ms Widrich

Recommended Previous Studies:

Successful completion of year 9 Humanities is required.

Course Content:

This Unit investigates the historical period from 1918 to the present day. Students explore the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.

In this Unit students engage in an investigation of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

Topics include:

- An overview of the causes and course of World War II.
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.
- The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore).
- The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship).
- The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia.

Students are also given the opportunity to investigate one major global influence that has shaped Australian society. Students study ONE of these electives: Popular Culture or The Environmental Movement or Migration experiences or a Political Crisis.

The study of *Civics & Citizenship* is incorporated during the investigation of the features of government and the concept of citizenship and national identity.

Assessed Coursework:

- Inquiry investigation tasks
- Evidence analysis of documents, artwork, political cartoons etc.
- Essays
- Tests
- Group activities
- Class presentations

Additional Information:

This Unit may be taken independently or in addition to Year 10 History - Rights & Freedoms.

Pathway Information:

This Unit is an excellent preparation for VCE Unit 1 and 2 History: Twentieth Century, Unit 1 and 2 History: Revolutions and/ or VCE 1 to 4 Legal Studies.

The Humanities –Economics and Business**Semester:** Semester 1 or 2**Teacher:** [Ms Ford](#)**Recommended Previous Studies:**

Satisfactory completion of Year 9 Humanities is required.

Course Content:

This subject looks at resource allocation and making choices by investigating the Australian Economy, its performance and linking it to living standards. It aims to improve the students' consumer and financial literacy by looking into managing financial risk and cost benefit analysis. It will look at the work-place and how the workplace is changing and will investigate how innovation is important in creating and maintaining competitive advantage.

Assessed Coursework:

- Inquiry based tasks
- Essays
- Tests
- Group tasks
- Self-directed tasks
- Oral presentations

Pathway Information:

This Unit leads to VCE Business Management and VCE Accounting.

VCE Curriculum

Accounting Unit 1

Semester: Semester 1

Teacher: [Ms Widrich](#)

Recommended Previous Studies:

Completion of Year 10 Economics and Business is recommended.

Course Content:

This Unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Assessed Coursework:

Assessment tasks may include:

- Structured questions (manual and ICT-based)
- Folio of exercises (manual and ICT-based)
- A case study (manual and ICT-based)
- A report (written, oral or ICT-based).

Accounting Unit 2

Semester: Semester 2

Teacher: Ms Widrich

Recommended Previous Studies:

VCE Accounting Unit 1 is recommended.

Course Content:

In this Unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Assessed Coursework:

Assessment tasks may include:

- Structured questions (manual and ICT-based)
- Folio of exercises (manual and ICT-based)
- A case study (manual and ICT-based)
- A report (written, oral or ICT-based).

Accounting Units 3 & 4

Semester: Semesters 1 & 2

Teacher: [Ms Widrich](#)

Recommended Previous Studies:

VCE Accounting Units 1 and 2 recommended

Course Content:

Unit 3

This Unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4

In this Unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Assessed Coursework:

Assessment tasks may include:

- Structured questions (manual and ICT-based)
- Folio of exercises (manual and ICT-based)
- A case study (manual and ICT-based)
- A report (written, oral or ICT-based).

Business Management Unit 1

Semester: Semester 1
Teacher: Mrs Fenech or Mr McKenna

Course Content:

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. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate and the effect of these on planning a business.

AOS 1 - The business idea

AOS 2 - External environment

AOS 3 - Internal environment.

Assessed Coursework:

Assessment tasks may include:

- Case study analysis
- Research project
- Test
- Media analysis
- Business simulation exercise
- Reports
- Essay.

Business Management Unit 2

Semester: Semester 2
Teacher: Mrs Fenech or Mr McKenna

Course Content:

This Unit focuses on the establishment phase of a business' 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. In this Unit students examine the legal requirements that must be satisfied to establish a business. They 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.

AOS 1 - Legal requirements and financial considerations

AOS 2 - Marketing a business

AOS 3 - Staffing a business.

Assessed Coursework:

Assessment tasks may include:

- Case study analysis
- Research project
- Test
- Media analysis
- Business simulation exercise
- Reports
- Essays.

Additional Information:

VCE Business Management Unit 2 can be studied as a stand-alone Unit or follow on from Unit 1.

Business Management Units 3 & 4

Semester: Semesters 1 & 2
Teacher: Mrs Fenech

Recommended Previous Studies:

VCE Business Management Units 1 & 2 is advisable but **NOT** mandatory.

Course Content:

Unit 3: Managing a Business.

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.

AOS 1 – Business Foundations

AOS 2 – Managing Employees

AOS 3 – Operations Management

Unit 4: Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. In this Unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. 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.

AOS 1 – Reviewing Performance

AOS 2 – Implementing Change

Assessed Coursework:

Case studies, structured questions, reports, Media analysis.

Field Trips: CUB, Yakult and/or Port of Melbourne

Geography Unit 1

Semester: Semester 1

Teacher: Mr Erdely

Recommended Previous Studies:

Successful completion of Year 10 Geography would be beneficial.

Course Content:

This Unit of study looks at **Hazards and Disasters** at a local, regional and global scale. You will be skilled in using the spatial concepts which Geographers use to make sense of issues using a wide range of geographic media such as electronic learning, fieldwork and independent research-based learning.

Topics will be selected from:

- geological hazards including volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- hydro-meteorological (weather, climate, water) hazards including droughts, floods, storms, storm surges and bushfires
- biological hazards including infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases etc.
- technological hazards including human induced and exacerbated hazards including oil spills, air pollution, radiation leaks etc.

Fieldwork:

In the past students have attended and completed a two-day field study along the Gippsland Coast from Paynesville to Lakes Entrance.

Assessed Coursework:

During this Unit, student progress will be monitored and assessed through the use of:

- Topic Tests
- Research, Reports and Presentations
- Fieldwork Reports
- Work Folios
- An Examination

Geography Unit 2

Semester: Semester 2

Teacher: Mr Erdely

Recommended Previous Studies:

Successful completion of VCE Geography Unit 1 would be beneficial but not a requirement.

Course Content:

This unit of study looks at **Tourism** at a local, regional and global scale. In this unit you will 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. Again, a wide range of geographic media such as electronic learning, fieldwork and independent research-based learning is used.

You will investigate contrasting examples of tourism from within Australia and elsewhere in the world with at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world. The selected examples should allow you to work with a range of information sources, for example statistical data, digital images, streamed video and a variety of maps at various scales, as well as undertake fieldwork.

Fieldwork:

In the past students have experienced a two-day field study located in the Great Ocean Road region.

Assessed Coursework:

During this Unit, student progress will be monitored and assessed through the use of:

- Topic Tests
- Research, Reports and Presentations
- Fieldwork Reports
- Work Folios
- An Examination

Additional Information:

Unit 2 Geography can be studied as a stand-alone Unit or follow on from Unit 1.

Geography Units 3 & 4

Semester: Semesters 1 & 2
Teacher: Mr Erdely

Recommended Previous Studies:

Successful completion of VCE Unit 1 and/or Unit 2 Geography would be beneficial but is not a pre-requisite for this study.

Course Content:

Unit 3

This Unit of study is titled 'Changing the Land'. The Unit focuses on two investigations of geographical change: change to land cover and change to land use.

Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

You will investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice

Whilst completion of Unit 1 and/or Unit 2 Geography is recommended, it is not a pre-requisite to studying this sequence. A wide-range of geographic media is used to study this unit including videos, on-line data, field-work and exploration of a wide-range of research material. Fieldwork: In 2020, students attended and completed a two-day field study in Abbotsford-Collingwood.

Unit 4

This Unit of study is titled 'Human Population – Trends and Issues'. The Unit focuses on two investigations of geographical change: change to land cover and change to land use.

In this Unit you will investigate the geography of human populations. You will 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, you will study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world.

Assessed Coursework:

During these Units, student progress will be monitored and assessed through:

- Structured questions
- Fieldwork report
- Analysis of Geographic media

The results will contribute 25% per Unit of study. The final examination of 2 hours will contribute 50% of the final result.

History Unit 1

History: Twentieth Century 1918 - 1939

Semester: Semester 1

Teacher: [Ms Widrich](#)

Recommended Previous Studies:

Successful completion of a Year 10 History subject is recommended but not a pre-requisite for this study.

Course Content:

The first half of the twentieth century (1918 – 1939) was one of huge change for the world. In this Unit students will explore Nationalism, Imperialism, Fascism, Socialism and Colonialism in light of world events such as World War One and World War Two.

Students will examine the causes of major conflicts throughout these years, the social impact of these conflicts and the cultural changes that emerged. They will examine the peace treaties which ended World War One and investigate the ideologies which shaped society during the interwar years.

Students will develop a range of historical thinking skills including; establishing historical significance, using sources as evidence, analysing cause and consequence and constructing historical arguments.

Assessed Coursework:

- Document analysis
- Political cartoon analysis
- Research essay
- Group Presentation
- Exam

Pathway Information:

This subject leads on to Unit 2 History: Twentieth Century History (1945-2000) and Unit 3 and 4 History: Revolutions.

History Unit 2

History: Twentieth Century History (1945-2000)

Semester: Semester 2

Teacher: [Ms Widrich](#)

Recommended Previous Studies:

Successful completion of a Year 10 History subject and or VCE Unit 1 History is recommended but not a pre-requisite for this study.

Course Content:

In 1945 the forces of Japanese imperialism and German fascism were defeated and the United Nations (UN) was created.

Students undertaking this Unit will continue their investigation into the history of the second half of the twentieth century (1945-2000)

Areas of study include the study of post-war ideologies, the Cold War and related regional conflicts such as the Korean War and the Cuban Missile Crisis. The causes and nature of challenge and change in relation to the Civil Rights Movement in America and Apartheid in South Africa will be analysed.

Students will continue to develop a range of historical thinking skills including; establishing historical significance, using sources as evidence, analysing cause and consequence and constructing historical arguments.

Assessed Coursework:

- Document analysis
- Political cartoon analysis
- Research essay
- Group presentation
- Briefing paper
- Exam

Pathway Information:

This subject leads on to Unit 3 & 4 History: Revolutions.

History Revolutions Units 3 & 4

Semester: Semesters 1 & 2

Teacher: Mr Eagle

Recommended Previous Studies:

Completion of VCE History: Twentieth Century History Units 1 and 2 is recommended, however not compulsory.

Course Content:

In 1789 the people of France rebelled against a weak King. His execution led to a great terror in France in which people were afraid to walk the streets of Paris. The study includes the protection of the working class people; the loss of power of an overreaching church and the power hungry nobles; the bloody use of the guillotine; the creation of the metric system and the reorganisation of time. Were men like Lafayette, Danton, and Robespierre great or just able to abuse the situation that occurred? What do the cartoons represent?

More than 120 years later the Russians removed their Tsar and the ensuing government in two major revolutions. Violence and terror were hallmarks of both revolutions.

Students examine the collapse of the old order and the outbreak of revolution, an event, which was preceded by years of agitation and ideological ferment by individuals and movements. A variety of people are studied including Nicholas II, Alexandra, Rasputin and, of course, Lenin.

Areas of studies in both revolutions include; the crisis in the old regime, revolutionary ideas, movements and leaders and the creation of a new society.

Assessed Coursework:

During this Unit, student progress will be monitored and assessed through the use of an:

- Essay
 - Analysis of primary sources
 - Evaluation of historical interpretations
- Historical inquiry
Exam

Philosophy Unit 1

Existence, Knowledge and Reasoning

Semester: Semester 1

Teacher: [Mr Doherty](#)

Recommended Previous Studies:

There are no background studies needed.

Course Content:

This Unit engages students with fundamental philosophical questions such as what is the nature of reality and how can we achieve certain knowledge?

It explores questions such as: How do we know things? Should we trust our senses? What kind of thing is the mind, and what is the relationship between body and mind? What is artificial intelligence (A.I.)?

The emphasis is on 'doing philosophy' with critical thinking, which includes techniques of reasoning and logic.

Assessed Coursework:

During this Unit, student progress will be monitored and assessed through 4 Major assessments comprising of:

- Structured Questions
- Short Answer Test
- Essay
- End of Semester Exam

Additional Information:

Students who wish to do further studies in the Humanities, Psychology, Science, Economics or Politics fields would find Philosophy useful.

Philosophy Unit 2

Questions of Value

Semester: Semester 2

Teacher: [Mr Doherty](#)

Recommended Previous Studies:

No background studies required.

Course Content:

In this Unit students explore the basic principles of morality and related issues debated in the media and contemporary society. Students learn to analyse problems, develop independent ideas, defend and explain viewpoints and arguments.

It explores questions such as: Where does morality come from? What role should reason, emotion, duty or self-interest have in decision-making? Should animals have rights? What justification can be given for terrorism, torture and war?

Assessed Coursework:

During this Unit, student progress will be monitored and assessed through 4 Major assessments comprising of:

- Structured Questions
- Short Answer Test
- Essay
- End of Semester Exam

Additional Information:

Students who wish to do further studies in the Humanities, Psychology, Science, Economics or Politics fields would find Philosophy useful.

Philosophy Units 3 & 4

Semester: Semesters 1 & 2

Teacher: Mrs Justin

Recommended Previous Studies:

Completion of Units 1 & /or 2 of Philosophy would be beneficial.

Unit 3 – Minds, bodies and persons:

Considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time?

Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Students will continue to develop skills in reasoning, analysis and evaluation.

Unit 4 – The good life:

Considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

Assessed Coursework:

During both Units, student progress will be monitored and assessed through 3 SACs comprising of:

- Short answer tests
- Written Exercises
- Essays
- Exam

Additional Information:

Students who wish to do further studies in the Humanities, Psychology, Science, Economics or Politics fields would find Philosophy useful.

Legal Studies Unit 1

Semester: Semester 1

Teacher: [Mr McKenna](#) and [Mrs Massaro-Chandler](#)

Course Content:

In this unit of study students will explore the distinction between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through Parliament. This unit also looks at some current criminal and civil cases which have appeared in the media and analyse the methods of resolution. Local cases are also looked at in detail.

A trip to the Melbourne Courts and Victorian Parliament are also part of the course.

Areas of study:

- Legal foundations
- Presumption of innocence
- Civil liability

Assessed Coursework:

During this unit, student progress will be monitored and assessed through the use of:

- Research assignment
- Tests
- Folio assignment
- Exam

Legal Studies Unit 2

Semester: Semester 2

Teacher: [Mr McKenna](#) and [Mrs Massaro-Chandler](#)

Course Content:

In this Unit of study students will focus on effective resolution of criminal cases and civil disputes. Within this Unit, students will investigate the role of courts and juries in determining criminal cases. It also explores the process and procedures in which people can seek compensation for damages that may have occurred.

This Unit will also explore how rights are protected in Australia and how they may differ in other countries by investigating current cases.

Areas of study:

- Sanctions
- Remedies
- Rights

Assessed Coursework:

During this unit, student progress will be monitored and assessed through the use of:

- Research assignment
- Tests
- Folio assignment
- Exam

Additional Information:

Unit 2 Legal Studies can be studied as a stand-alone Unit or follow on from Unit 1.

Legal Studies Units 3 & 4

Semester: Semesters 1 & 2

Teacher: Mrs Fenech

Recommended Previous Studies:

Completion of VCE Legal Studies Units 1 & 2 is recommended, but NOT mandatory

Unit 3: Rights and Justice

This Unit examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrate's 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. Students 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. Students apply legal reasoning and information to actual and/or hypothetical scenarios.

AOS 1: The Victorian criminal justice system

AOS 2: The Victorian civil justice system

Unit 4: The people and the law:

This Unit explores 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. Students 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. Students apply legal reasoning and information to actual scenarios.

AOS 1: The people and the Australian Constitution

AOS 2: The people, the parliament and the courts

Assessed Coursework:

- Case studies, Internet based research, structured questions and essays.
- Field trip: County or Supreme Court, Parliament, VCAT and Classroom/Regional Law talks.