**Speaker** - Welcome to Unit Two, deviance and crime. This is the second of four videos for the new VCE Sociology Study Design, and will be followed by a question and answer webinar covering units one to four sociology. This video covers Unit Two. Implementation of this study design commences in 2024, and the accreditation period is 1st of January, 2024, to the 31st of December, 2028.

From 2024, teachers must be using the VCE Sociology Study Design 2024 to 2028. An image of the front cover of the study design with a blue colour is provided on this slide. When designing and delivering your school's programme, it is important to keep safety and wellbeing in mind for your students. During the course of VCE Sociology, students may undertake primary research. The Australian Sociological Association, or TASA, provide a formal set of ethical guidelines for conducting sociological research to ensure the wellbeing of research participants. Although not formally assessed in this unit, ethical methodology is assessed in units one, three, and four.

Further information and guidance is set out on page seven of the study design. Schools are also required to comply with the Child Safe standards made under the Victorian Child Wellbeing and Safety Act 2005. Further information and resources are available on page seven of the study design. Throughout this presentation, you will notice some of the text in bold. The purpose is to draw your attention to the main ideas of the study. Unit Two Sociology covers two areas of study. The first area of study is deviance, and the second area of study is crime. Students study these concepts from a sociological perspective, determining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance, and analysing why people commit crimes or engage in deviant behaviour.

There's also a focus on the justice system in Australia, while comparing approaches to crime in other countries. Students may also use primary and secondary research to inform their understanding. The first area of study in Unit Two is deviance, referring to behaviour that violates social norms. Students also research examples of moral panic, and explore three sociological perspectives on deviance, and additionally, the role of positive deviance in society.

There are two outcomes for Unit Two, the first relates to deviance. The purpose of the outcome is to state what a student needs to demonstrate to be awarded satisfactory completion of the unit. On completion of this unit, the student should be able to analyse a range of sociological theories explaining deviant behaviour, and the impact of moral panic on those considered deviant. To achieve this outcome, the student will need to draw on key knowledge and key skills outlined in Area of Study One. The key knowledge points cover the content for each area of study, and the first relates to the concept of deviance, which is behaviour that violates social norms.

It is a concept that is relative to age and social status across place and time, meaning that the same behaviour could be accepted when performed by one person, but deviant when performed by another. For example, toddler tantrums in the supermarket are unpleasant but unremarkable, whereas similar displays of behaviour by adults gain a lot of negative attention. Emil Durkheim's functionalist theory of deviance says that all forms of deviance serve a role, including affirming cultural norms and values, and clarifying moral boundaries, by asserting which behaviours are and aren't acceptable, unifying society, and promoting social change. Travis Hirschi's social control theory of deviance links people with weak bonds to society with deviant behaviour.

The bonds are attachment, or social ties to other people in the community, like family, relationships, and friendships, commitment to following rules and laws, and avoiding negative consequences, involvement in social groups and activities, and beliefs in social values, including faith, value systems, or ideology. Howard S. Becker's labelling theory of deviance focuses on the role of being labelled as deviant in the development of deviant behaviour. While deviant behaviours are often considered to be negative, there are also examples of positive deviance, which include acts such as altruism and volunteering, or positive elements in society that are outside the norm.

Moral panic, according to Stanley Cohen, is an immense emotional reaction from society, usually communicated and exaggerated through the mass media and social media, to an issue that is perceived to threaten social order. The process involves the creation of folk devils, people or groups seen as deviant who are threatening society. Students investigate the role of the media in assisting the creation of moral panics, as well as the impact of moral panic on individuals and groups considered to be deviant. The key skills points are used alongside the key knowledge points, and outline what students should be able to do. The specific key skills for this area of study are listed on this slide. You may notice that the key skills points all begin with a command term, to describe what the student needs to be able to do with information.

And the glossary of command terms is an essential resource for understanding the key key skills. There are also some common key skills throughout the study design, in all units and areas of study, and these are listed on this slide. Although they are common to all areas of study they should be considered in the context of the individual area of study key knowledge and outcome. For example, explaining and applying sociological concepts for this area of study includes concepts such as deviance, moral panic, and the different theories that are covered in the key knowledge. Relative sources could include media articles, including examples relating to moral panics, portraying deviant behaviour, or illustrating examples of people who have excelled in their fields, which is positive deviance.

The glossary of command terms provides a list of terms commonly used across VCE study designs and VCAA exams, and has been produced to help teachers better understand the requirements of command terms when constructing assessment items, questions, tasks, and marking rubrics, and for students better to understand what they are required to do in their assessments. The glossary lists the terms, and then provides an explanation of what the term requires students to do. The glossary is available on the VCAA website. The second area of study in Unit Two is crime.

This area of study covers the concept of crime using Australian data to examine crime rates, while also looking at international aspects of crime. Students examine the aim and rationale of punishment in Australia, and how effective it is on shaping offender behaviour through prison sentencing and restorative justice. The second outcome for Unit Two is, on completion of this unit, the student should be able to discuss crime in Australia, and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour. To achieve this outcome, students draw on key knowledge and key skills outlined in area of study two. The key knowledge for Outcome Two includes the sociological concept of crime, which explores the relationship between norms, law, and crime. While deviance is breaking norms which are not necessarily law, all crime is deviance, but not all deviance is crime. Students discuss the various types of crime, and analyse Australian data related to crime rates.

Examples of activities relating to this topic and others can be found on the Teaching and Learning page of the VCAA VCE Sociology website. A linked to which is on the Resources slide at the end of this presentation. Continuing the key knowledge, students also researched the international nature of some types of crime, and how international cooperation is occurring to address these issues. Students also investigate the various ways that other nations deal with crime. This may involve differences in type of justice systems which could include looking at inquisitorial versus adversarial systems, and sentencing approaches in the Scandinavian or Nordic region as examples. There are also a range of factors that lead people to commit crimes, including the strain theory of crime, which assumes that people commit crime because of stresses or pressures they face.

Students also examine the sociological concept of punishment, including the rationale and aims of punishment. Recidivism refers to the tendency of criminals to re-offend, and students look at approaches for reducing recidivism, which includes restorative justice practises, and alternative sentencing models such as the Victorian Drug Court, and also the Koori Court. The specific key skills for this area of study are outlined on this slide and it's important to note the command terms included for each point. Area of Study Two also has the key skills common throughout units one to four, as previously outlined, which should be considered in the context of this outcome. To be awarded satisfactory completion of a unit, students must demonstrate the two outcomes specified for the unit.

Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills and the outcomes. At units one and two, teachers have much more flexibility and scope around their assessment tasks, as they are school-based. As teachers are encouraged to make the most of the flexibility. They may be selected from the following list. This list is common throughout units one to four, and provides students the opportunity to gain experience with the different task types that are used in units three and four also. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand. This means that both tasks should take a similar amount of time, and assess comparable knowledge and skills. One should not be easier or more onerous than the other.

This presentation is number two in a series of four on-demand videos and one question and answer webinar. These support materials will be located on the VCAA VCE Sociology study page. Ideas for developing teaching and learning activities and assessment are available on the Support Materials page on the VCAA Sociology study page. There are resources covering all areas of study from units one to four, including short and long-form classroom activities, and ideas for assessment For more information, please contact the curriculum manager.

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