Erindale College

Assessment Period:	**2022 S1**
Course:	**PSYCHOLOGY**
Unit:	**Self and Identity (1.0)**
Accreditation:	**A**
Year:	**11**

Specific Unit Goals

This unit should enable students to:

- analyse psychological theories and ideas to evaluate traditional and contemporary understandings of how individuals develop a unique self and identity in their context
- assess data and models of and implications for individual difference in thoughts, feelings, and behaviour
- assess assumptions, applications, ethics, and limitations of psychological research on self and identity
- analyse data, psychological models, theories, and concepts to communicate conclusions on and applications to self and identity

Content Descriptions

Concepts, Models and Theories

- analyse traditional and contemporary psychological understandings of self and identity in context, for example, Carl Rogers; Henri Tajfel; John Turner; Albert Bandura; gender identity, expression, or roles; Sigmund Freud; Abraham Maslow; Erik Erikson- 'Stages of Psycho-social Development', ego identity; Jean Piaget
- analyse data and models and theories that represent individual human behaviour, thoughts and feelings as an outcome of selfhood and identity in context, for example, Bruce A. Bracken, Simon Baron Cohen- 'Theory of Mind'; Horowitz- 'States of Self-Organisation'; Self Identity Theory; Bracken- 'Multidimensional Self-concept Scales; Turner- ' Labelling Theory'; 'The Mirror Test'; Mick Gooda- "The Power of Identity- Naming oneself, Reclaiming Community"; Harold Hans and Martin Maehr- 'Two Experiments on the Concept of Self and the Reactions of Others'; Glynis Breakwell- 'Identity Process Theory'
- analyse the validity, reliability, and ethics of analyses of human selfhood and identity presented in the public domain, for example, media representations, pop psychology; self-help literature; Myer-Briggs- 'Type Indicators'; Enneagram of Personality; 'Which character are you?' Online quizzes

Contexts

- analyse the quality of data and conclusions produced by assumptions and research methods pertaining to different movements in Psychology, for example, biological, cognitive, socio-cultural, psychoanalytical, humanistic, perspectives or schools of thoughts
- analyse the impact of historical, social, cultural context on the production, acceptance and use of psychological knowledge claims and conclusions, for example, use of personality tests in recruitment, self-esteem versus performance debate, contextual bias

Inquiry Skills

- analyse ethical and safe inquiry methods available to school students investigating chosen psychological phenomena and consider how psychologists engineer observations of abstract psychological phenomena in human behaviour, for example, Costa and McCrae- 'Big Five'; Hajo Adam and Adam Galinksy and 'Enclothed Cognition'

- identify questions for investigation, research, follow ethical principles for methodology, conduct risk assessment if interacting with people in the course of conducting primary research, and refine question; propose hypotheses; and predict possible outcomes, for example, simulated methodology using low stakes topics, replicate studies suitable for minors, study proposal (not carried out), study of auto/biography as primary or secondary source case study, critical analysis of the consistency and accuracy of a selection of personality tests
- analyse processes, claims and conclusions of a range of texts about psychology in the public domain by considering the quality of available evidence; and use reasoning to construct scientific arguments and participate in debates
- apply critical and creative thinking, numeracy, and communication skills to select, construct, and use numerical, visual, and other conceptual representations to communicate understanding, solve problems and make predictions, for example, graphs, tables, diagrams, statistical data, concept maps
- communicate coherent psychological arguments and conclusions in concise prose using, scientific literacy skills, including, appropriate language, discipline-specific terminology, genres, and forms, for example, scientific reports, essays, debates, conference posters, websites, podcasts
- apply an APA standard format in reporting research, using a consistent referencing system to communicate findings, arguments, and conclusions with academic integrity

Reflection

- reflect on learning from the unit and the impact of the learning on understanding of self, others, and the world, and relate to other contexts
- reflect on own thinking and learning, and evaluate planning, time management, use of appropriate work strategies to improve future outcomes, for example, employing growth mindset, acknowledging neuroplasticity, Bain et al 2002- 'The Five Elements of Reflection'

Assessment Tasks

Name	Due Date	Weighting
Assignment 1	Essay: 4 March	30%
Assignment 2	Research Investigation: 12 May	30%
Test	Test: 13 June - 17 June	40%

School Assessment Information

For penalties for late and non-submission of work

See BSSS Policy and Procedure Manual 4.3.10 for further information.

For academic integrity

See BSSS Policy and Procedure Manual 4.3.12 for further information.

For appeals processes

See BSSS Policy and Procedure Manual 7.2 for further information.

For moderation procedures (internal and external)

See BSSS Policy and Procedure Manual 5 for further information.

Achievement Standards for PSYCHOLOGY A - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Concepts, Models & Applications	• analyses the fundamental properties and functions of system components, processes and interactions, and how they are affected by factors across a range of temporal and spatial scales • analyses the nature, functions, limitations and applications of theories and models using evidence, in unfamiliar contexts • assesses processes and claims, provides a critique based on evidence, and discusses alternatives	• explains the fundamental properties and functions of system components, processes and interactions, and how they are affected by factors across a range of temporal and spatial scales • explains the nature, functions, limitations and applications of theories and models using evidence, in familiar contexts • explains processes and claims, provides a critique with reference to evidence, and identifies alternatives	• describes the fundamental properties and functions of system components, processes and interactions, and how they are affected by factors across a range of temporal and spatial scales • describes the nature, functions, limitations and applications of theories and models with supporting evidence • describes processes and claims, and identifies alternatives with some reference to evidence	• identifies the fundamental properties and functions with some identification of system components and factors that affect processes across a range of temporal and spatial scales • identifies the nature, functions, applications, and some possible limitations of theories and models, with some evidence • identifies processes and claims, and identifies the need for improvements with some reference to evidence	• identifies the fundamental properties and functions with little or no identification of system components, processes, interactions and contextual scales • identifies the nature, function of theories and models, with an assertion of a few possible limitations • identifies processes and the need for some improvements, with little or no reference to evidence
Contexts	• analyses how the practice and applications of science meet needs, make decisions; and is influenced by social, economic, technological, and ethical factors	• explains how the practice and applications of science meet needs, make decisions, and is influenced by social, economic, technological, and ethical factors	• describes how the applications of science meet needs, make decisions, and is influenced by social, economic, technological, and ethical factors	• identifies ways in the applications of science meet needs, and is influenced by some factors	• identifies ways in which the application of science has been used in society to meet needs
Inquiry Skills	• designs, conducts and improves safe, ethical and original inquiries individually and collaboratively, that efficiently collect valid and reliable data in response to a complex question • analyses causal and correlational relationships, anomalies, reliability and validity of data and representations, and analyses errors • reflects with insight on their own thinking and that of others and evaluates planning, time management, use of appropriate strategies to work independently and collaboratively • communicates concisely, effectively and accurately, demonstrating scientific literacy in a range of modes, styles, representations, and genres for specific audiences and purposes, with appropriate evidence and accurate referencing	• designs, conducts and improves safe, ethical inquiries individually and collaboratively, that collect valid data in response to a complex question • explains causal and correlational relationships, anomalies, reliability and validity of data and representations, and explains errors • reflects on their own thinking and analyses planning, time management, use of appropriate strategies to work independently and collaboratively • communicates clearly and accurately, demonstrating scientific literacy in a range of modes, styles, representations and genres for specific audiences and purposes, with appropriate evidence and accurate referencing	• plans and conducts safe, ethical inquiries individually and collaboratively, that collect valid data in response to a question • describes relationships in data sets, reliability and validity of data and representations, and describes common errors • reflects on their own thinking and explains planning, time management, use of appropriate strategies to work independently and collaboratively • communicates accurately demonstrating scientific literacy, in a range of modes, styles, representations, and genres for specific purposes, with appropriate evidence and mostly consistent referencing	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data in response to a question with varying success • identifies trends and anomalies in data and representations, with general comments about errors • reflects on their own thinking with some reference to planning, time management, use of appropriate strategies to work independently and collaboratively • communicates demonstrating some scientific literacy, in a range of modes, representations, and genres with some evidence and inconsistent referencing	• follows a procedure to conduct safe, ethical inquiries individually and collaboratively, to collect data with little or no connection to a question • identifies trends in data and representations, with little or no reference to anomalies and errors • reflects on their own thinking with little or no reference to planning, time management, use of appropriate strategies to work independently and collaboratively • communicates demonstrating limited scientific literacy, in a range of modes and representations, with inconsistent and inaccurate referencing