

# Erindale College

<b>Assessment Period:</b>	2022 S1
<b>Course:</b>	SOCIOLOGY
<b>Unit:</b>	Constructing Identity (1.0)
<b>Accreditation:</b>	A
<b>Year:</b>	11

## Specific Unit Goals

This unit should enable students to:

- analyse sociological theories on the construction of individual identity
- analyse sociological methodologies used to investigate social phenomena
- assess the construction of identity using the sociological imagination
- apply research, theory, and communication skills to formulate sociological arguments about the construction of identity

## Content Descriptions

### Concepts and Ideas

- analyse sociological theories, concepts, principles, and models about the construction of individual identity, for Socialisation- primary example, Culture and Subculture- Stuart Hall, Marcia Langton, Theodor Adorno, and Max Horkheimer; Relationships- Raewyn Connell, Talcott Parsons; Shulamith Firestone, Jeffrey Weeks Socialisation- primary and secondary socialisation, agents of socialisation, sociological imagination
- analyse sociological theories, concepts, principles, and models about the construction of individual identity, for example, ANZAC values, nuclear family, 'The Problem with Pink'
- assess existing research, including their methods, procedures and paradigms used to scientifically and ethically collect and analyse data on identity, Cressey- Taxi Dance Halls; Reliability of Engels' Theory of the Promiscuous Horde; Laud Humphreys- 'The Sociologist as Voyeur'
- analyse sociological representation of data on the construction of identity to explain trends, patterns, and relationships, for example, statistical data, graphs, charts

### Contexts

- analyse how sociological concepts have been produced by particular contexts and explain their significance to new times and places
- apply ethical research methods to analyse phenomena, including a risk assessment, for example, a study using secondary data, such as, discourse analysis, content analysis, media analysis, meta-analysis, analyse received statistics; a sociological study on a low stakes topic in a classroom setting, for example, a full study of sandwich or music preferences; design, but not conduct, a study of a high-risk phenomena

### Communication

- analyse research findings, sociological theories, and conclusions using clear arguments, representations of data, and appropriate sociological terminology, and applying the principles of academic integrity

### Reflection

- reflect on how the study of the construction of identity affects their own thinking, values, attitudes, and practices, and consider possibilities for social change

- reflect on the characteristics of respectful and empathetic dialogue, including writing, speaking, listening and appreciation of difference
- reflect on own learning style and performance including planning, time management, independent motivation, and collaboration skills, to develop strategies to improve their own learning

## Assessment Tasks

Name	Due Date	Weighting
Assignment 1	Essay: 8 March	30%
Assignment 2	Written research task: 13 May	30%
Test	Test: 8 June - 15 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 SOCIOLOGY A - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data and cultures</li> <li>analyses the significance of ideas, events, texts, or people with a range of evidence</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>analyses concepts in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data and cultures</li> <li>explains the significance of ideas, events, texts, or people with evidence</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>explains concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data and cultures</li> <li>describes the significance of ideas, events, texts, or people with evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>describes concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes some histories, environments, systems, data and cultures</li> <li>identifies ideas, events, texts, or people with some evidence and reference to significance</li> <li>describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>describes some concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>identifies histories, environments, systems, data and cultures</li> <li>identifies ideas, events, texts, or people with little to no reference to evidence</li> <li>recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>identifies concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing</li> <li>reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing</li> <li>reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing</li> <li>reflects on own thinking and learning and the significance of the Humanities and Social Science</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources</li> <li>applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and arguments using some evidence, appropriate language and referencing</li> <li>reflects on own learning with some reference to the significance of the Humanities and Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources</li> <li>applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem</li> <li>communicates basic ideas and arguments using minimal evidence, language and referencing</li> <li>reflects on own learning with little or no reference to the significance of Humanities and Social Sciences</li> </ul>