

Erindale College

Assessment Period:	2022 S1
Course:	SOCIOLOGY
Unit:	Constructing Identity (1.0)
Accreditation:	T
Year:	12

Specific Unit Goals

This unit should enable students to:

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

Content Descriptions

Concepts and Ideas

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

Contexts

- critically analyse how sociological concepts have been produced by particular contexts and evaluate 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

- evaluate research findings, sociological theories, and conclusions using sustained arguments, representations of data, and appropriate metalanguage, 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.

For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

Achievement Standards for SOCIOLOGY T - Year 12

	<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>
Knowledge and Understanding	<ul style="list-style-type: none"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw justified conclusions, or predict possible futures critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw logical conclusions, or predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions or predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour describes ideas, events, texts, or people and identifies their significance and impact with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts

	<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>
Skills	<ul style="list-style-type: none"> • applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources • selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect • reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> • applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources • selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> • applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources • selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing 	<ul style="list-style-type: none"> • applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources • selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good • describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas in modes and arguments using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> • applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge • undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence • selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good • identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates basic ideas in modes and arguments using minimal evidence, language and referencing