

Preliminary: Personal and Social Identity

(40% of course time)

The focus of this study is the process of socialisation, and the development and coming of age of individuals in a variety of social and cultural settings.

Outcomes

A student:

- P2 identifies and describes relationships within and between social and cultural groups
- P3 describes cultural diversity and commonality within societies and cultures
- P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
- P6 differentiates between, and applies, the methodologies of social and cultural research
- P8 selects, organises and considers information and sources for usefulness, validity and bias
- P9 plans an investigation and analyses information from a variety of perspectives and sources
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- P11 works independently and in groups to achieve appropriate goals in set timelines.

Content

Students learn about:

Concepts

The fundamental concepts of society, culture, persons, environment, time and the concepts of power, authority, gender and technology are to be integrated across Personal and Social Identity.

The key concepts to be integrated across Personal and Social Identity are:

- socialisation
- life-stages
- self
- rights
- ethnicity
- identity
- family
- kinship
- rites of passage
- class and status
- responsibilities
- social construct

Identity and Socialisation

How individuals develop identity and a sense of self through:

- the processes of socialisation
- the development of personality, identity and the social self
- understanding the 'nature versus nurture' debate
- the role of family and kinship
- the role of class and status

Growing Up

Factors that influence the understanding of growth and maturity:

- physical, cognitive, moral, emotional and social development
- theoretical understanding of physical and social self through an overview and critique of the theories of Maslow, Piaget, Kohlberg, Erikson
- the concept of 'adolescence' and its validity for different cultures
- 'adolescence' as a social construct
- identifying socialisation by studying the influence of:
 - family
 - peers
 - media
 - beliefs
 - school
 - culture
 - class
 - location

Coming of Age

The process of coming of age as it relates to:

- life-stages
- rites of passage
- changing rights and responsibilities
- power and authority
- gender
- sexuality
- ethnicity

Cross Cultural Comparison

Comparing the student's own cultural group with a distinctly different cultural group within Australia.

Students learn to:

- identify factors that have influenced their own personal, social and cultural development
- compare and contrast their own experiences with those of another cultural group to clarify how individuals develop identity
- use content analysis to examine the ways in which television portrays adolescence and adolescent experiences
- develop a research proposal utilising a survey, using ONE of the techniques of observation, interview or questionnaire
- complete and present research, including the application of statistical analysis to ONE aspect of the research task
- review and evaluate the process of the research undertaken to determine usefulness, validity and bias.