



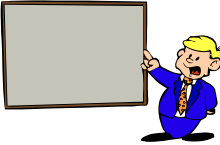



WHO ARE YOU?

	<h2>EXPLORE (research)</h2>	<p>Learn how you have developed your personal and social identity by conducting secondary research and interviewing someone belonging to an older generation who knows you well (eg parent, grandparent, aunt/uncle, godparent). The following aspects need to be investigated:</p> <ul style="list-style-type: none"> • Socialisation • Personality, self-awareness and self-concept • Social self • Family and kinship • Ethnicity and culture • Gender • Sexuality • Beliefs • Location, class and status • Peers, • School • Media, including ICT • Nature vs nurture • Rights and responsibilities
	<h2>CONSIDER</h2>	<p>Who are you?</p> <p>How have you formed your personal and social identity?</p> <p>Refer to each of the aspects listed above.</p> <p>For example, consider:</p> <ul style="list-style-type: none"> • The role you play in your family • The significance of being your gender • How you communicate • The individuals who have influenced you • Your micro, meso and macro levels • Links your family has with the community
	<h2>REFERENCE</h2>	<p>Reference at least one source from each of the following:</p> <ul style="list-style-type: none"> • Journal article found through EBSCO • Textbook • A book • Websites • Your interview
	<h2>COMPOSE</h2>	<ul style="list-style-type: none"> • A blog/website (min. 800 words) • An essay (min. 800 words) • A video (min. 5 mins)
	<h2>PRESENT</h2>	<p>Present your response to the question Who Are You? to the rest of the class. Maximum 5 minutes. Can be presented through any medium, including PowerPoint.</p> <p style="text-align: right;">REMEMBER THE CONE OF SILENCE</p> 

Instructions:

Research requirements:

For both primary and secondary research you need to address the following aspects in regards to the formation of your personal and social identity:

- Socialisation
- Personality, self-awareness and self-concept
- Social self
- Family and kinship
- Ethnicity and culture
- Gender
- Sexuality
- Beliefs
- Location, class and status
- Peers,
- School
- Media, including ICT
- Nature vs nurture
- Rights and responsibilities

Primary Research: Conduct an interview with someone belonging to an older generation who knows you well (eg parent, grandparent, aunt/uncle, godparent).

- You should record your interview, although it is not necessary to provide a full transcript of this interview
- You should interpret your data (answers), identify the similarities and differences in your ideas to the ideas of your interviewee and draw conclusions
- Evaluate the effectiveness of the interview to research this topic– this should also form part of your essay
- Remember you are an ethical researcher!

Secondary Research: Research using at least one source from each of the following:

- Journal article found through EBSCO
- Textbook
- A book
- Websites

Include a Reference List!

MARKING CRITERIA – essay/blog/website/video

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a high level of understanding of the formation of personal, social and cultural identity AND relationships and interactions within and between social and cultural groups (P2 & P3) • Integrates thorough and ethical research from a variety of appropriate and cited sources (P8 & P9) • Presents a sustained, logical and cohesive response using a range of concepts and language (P10) 	17-20
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the formation of personal, social and cultural identity AND relationships and interactions within and between social and cultural groups (P2 & P3) • Includes ethical research from a variety of appropriate and cited sources (P8 & P9) • Presents a logical and cohesive response using a range of concepts and language (P10) 	13-16
<ul style="list-style-type: none"> • Demonstrates some understanding of the formation of personal, social and cultural identity AND relationships and interactions within and between social and cultural groups (P2 & P3) • Includes research from a variety of appropriate and cited sources (P8 & P9) • Uses a range of concepts and language (P10) 	9-12
<ul style="list-style-type: none"> • Demonstrates limited understanding of the formation of personal, social and cultural identity AND relationships and interactions within and between social and cultural groups (P2 & P3) • Demonstrates research has been conducted (P8 & P9) • May use course concepts and language (P10) 	5-8
<ul style="list-style-type: none"> • Refers to personal and social identity 	1-4

MARKING CRITERIA – presentation

Criteria	Marks
<ul style="list-style-type: none"> • The presentation is highly relevant to personal and social identity (P2 & P3) • Skilfully presents to the class (engaging, dressed and groomed appropriately, good eye-contact, control of volume, pitch, expression, body language) (P10) 	5
<ul style="list-style-type: none"> • The presentation is relevant to personal and social identity (P2 & P3) • Presents to the class in an appropriate manner (engaging, dressed and groomed appropriately, good eye-contact, control of volume, pitch, expression, body language) (P10) 	4
<ul style="list-style-type: none"> • The presentation is mostly relevant to personal and social identity (P2 & P3) • Mostly presents to the class in an appropriate manner (engaging, dressed and groomed appropriately, good eye-contact, control of volume, pitch, expression, body language) (P10) 	3
<ul style="list-style-type: none"> • The presentation has some relevance to personal and social identity (P2 & P3) • Attempts to present in an appropriate manner (engaging, dressed and groomed appropriately, good eye-contact, control of volume, pitch, expression, body language) (P10) 	2
<ul style="list-style-type: none"> • Demonstrates limited knowledge of personal and social identity (P2 & P3) • Little or no attempt to present in an appropriate manner (engaging, dressed and groomed appropriately, good eye-contact, control of volume, pitch, expression, body language) (P10) 	1