**10 M1 & 10 M2**

**Global Studies Term 1 Assessment 2024**

**Peer Pressure and Risky Behaviours**



“A gemstone's value increases with its rarity; walking outside

the crowd makes your worth increase, not decrease. ”

– Allene van Oirschot

**Strand:** Culture & Collective Identity:

**Achievement Objective:**

People contest ideas about identity as they challenge injustices and social norms.

**Date Handed out: Monday March 11 (Week 7)**

**Date Due:** **Friday March 29 (Week 9)**

**Task: Write an article for Year 9 and 10 students to inform them about the teenage brain and how they can be more aware of this to better understand their actions and reactions.**

During this term we have learned about several classic studies highlighting the impact of social norms on peer pressure on conformity. Examine one of the studies we have learned about and show how it is relevant to one or more stories that you have read about. Each paragraph should have a clear topic sentence, supporting information and relevant examples. If you feel you need more structure, you can use the TEXAS writing format, but this is optional.

**Section 1:**  Based on what we have learned in class about the developing human brain, explain why teenagers are more likely to engage in risky behaviour than any other age group [what is it about the developing brain in teens that renders them susceptible to peer pressure? You may wish to discuss the habituation study].

**Section 2:**  Describe a major study involving peer pressure that we have learned about in class. Who developed the study? Why was it conducted? What were the findings? In other words: why were the findings of this study deemed to be important, and what does the study tell us about peer pressure?

You are to write on **ONE** of the studies below.

**Choice 1: The Milgram Electric Shock Experiment**

**Choice 2. The Solomon Asch Line Experiment**

**Choice 3. The Bickman ‘Man in Uniform’ Study**

**Choice 4: The Hofling Nurse Experiment**

**Section 3:**  Examine how this aspect of human behaviour is demonstrated in TWO texts you have studied for English (one in class, one independently read novel). Do this by…

* identifying important character/s in both texts
* identify events which impact on the characters
* discuss the characters’ response to this event in relation to the aspects of human behaviour discussed above, linking to your case study/studies.
* consider how the **author’s purpose/message** is shown through aspects of the text and how this gives insight into your findings

**Section 4:** what recommendations would you make for your peers (your audience)? E.g. how can they use this information for personal development?

**Key Points to remember:**

**a.** **The greater the depth and relevance of your responses in addressing the topic, the higher the mark.**

**b. If you use quotations, limit them to no longer than a sentence.**

**c. Write in your own words. Do not copy and paste from the internet, or use AI to write this assessment.**

**Reminder about the T-E-X-A-S paragraph writing methods**

**T-E-X-A-S**

**T** - stands for Topic. Here you state what you'll be talking about in the paragraph. It only needs to be one line, just enough to specify what you're talking about.

**E** - stands for Explain. Here you will elaborate on your Topic, giving the reader more information about what it is. One or two lines should suffice. You could also define key words or concepts.

**X** - stands for Example.

**A** - stands for Analysis. Here you discuss how your example backs up your argument. This should be a significant part of your paragraph; the more you show how much you understand your example the better. Feel free to start it off with, 'This shows how..." or "Here we see..." .

**S** - stands for Summary. This often means rewording your Topic statement with more affirmative grammar.

### Resources:

**Possible online sources that provide excellent overviews and detail:**

**Choice 1: The Milgram Electric Shock Experiment**

**a.** [**https://www.verywellmind.com/the-milgram-obedience-experiment-2795243**](https://www.verywellmind.com/the-milgram-obedience-experiment-2795243)

**b.** [**https://www.britannica.com/science/Milgram-experiment**](https://www.britannica.com/science/Milgram-experiment)

**c.** [**https://www.roddickinson.net/pages/milgram/project-synopsis.php**](https://www.roddickinson.net/pages/milgram/project-synopsis.php)

**d. materials from class**

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**Choice 2. The Solomon Asch Line Experiment**

**a.** [**https://www.verywellmind.com/the-asch-conformity-experiments-2794996**](https://www.verywellmind.com/the-asch-conformity-experiments-2794996)

**b.** [**https://www.britannica.com/topic/conformity/Normative-influence**](https://www.britannica.com/topic/conformity/Normative-influence)

**c. Solomon Asch Study for Kids:** [**https://kids.kiddle.co/Solomon\_Asch**](https://kids.kiddle.co/Solomon_Asch)

**d. Materials from class**

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**Choice 3. The Bickman ‘Man in Uniform’ Study**

**a.** [**https://www.studysmarter.co.uk/explanations/psychology/social-context-of-behaviour/bickman-obedience-study/**](https://www.studysmarter.co.uk/explanations/psychology/social-context-of-behaviour/bickman-obedience-study/)

**b.** [**https://www.youtube.com/watch?v=16QMQXIjYVU**](https://www.youtube.com/watch?v=16QMQXIjYVU)

**c. Materials from class**

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**Choice 4: The Hofling Nurse Experiment**

**a.** [**https://www.simplypsychology.org/hofling-obedience.html**](https://www.simplypsychology.org/hofling-obedience.html)

**b.** [**https://www.youtube.com/watch?v=CDGZ9Ky4O8I**](https://www.youtube.com/watch?v=CDGZ9Ky4O8I)

**c. Materials from class**

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**Possible Additional Sources**

**EPIC databases**

a.) MasterFile,

b.) AcademicOne File

c.) GeneralOneFile

d.) Global Issues

e.) Australia and New Zealand Reference Centre

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Year 10 Global Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | WORKING TOWARDS Curriculum expectation | Working AT curriculum expectation | Working ABOVE curriculum expectation | Working BEYOND curriculum expectation |
| Understanding of the issue | You have shown some understanding of why teenagers are prone to engage in risky behaviour and the role of the teen brain | You have shown a modest understanding of why teenagers are prone to engage in risky behaviour and the role of the teen brain | You have shown a sound understanding of why teenagers are prone to engage in risky behaviour and the role of the teen brain | You have shown an in-depth understanding of the susceptibility of teenagers to engage in risky behaviour and the teen brain |
| Social Norms & Peer Pressure | You have described in detail an understanding of your chosen study | You have shown an understanding of your chosen study and provided using examples to support your understanding | You have explained an understanding of your chosen study using examples to support | You have explained in detail an understanding of your chosen study with supporting examples |
| Accuracy in writing | You have made errors in grammar, spelling and/or punctuation, and these are intrusive at times, consequently the reader had to infer meaning. | You have made some errors, but minimal reader inference is needed as meaning is mostly clear | You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear | You have carefully edited your writing to ensure you have no intrusive errors and meaning is consistently clear |
| Time management | You have yet to complete and submit your assessment | You have submitted your assessment late | You have submitted your assessment by the date | You have submitted your assessment by the date |
| Overall | WORKING TOWARDS Curriculum expectation | Working AT curriculum expectation | Working ABOVE curriculum expectation | Working BEYOND curriculum expectation |

English rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Working Towards  Curriculum Expectation | At  Curriculum Expectation | Above  Curriculum Expectation | Beyond Curriculum Expectation |
| Ideas | You are working towards identifying and interpreting ideas and issues in the texts, using examples to support your discussion | You have started to develop your analysis of ideas in the text by making links beyond the text with supporting evidence | You have analysed ideas in the text, using supporting evidence which allows you to begin reflecting critically on the text’s context in your discussion | You have analysed ideas in the text, with carefully selected supporting evidence which allows you to reflect critically on the text’s context in your discussion |
| Audience and Purpose | You are working towards identifying the writer's purposes and evaluated how language **and** ideas have been used to support that purpose | You have evaluated how the writer’s use of structure **and** language has been used to create meaning / support writer’s purpose | You have evaluated how the writer’s use of structure and language techniques have been used to create meaning/ support writer’s purpose and have identified how this may position the reader | You have evaluated how the writer’s use of **a range of** structure and language have been used to create meaning and have discussed how this may position the reader |
| Accuracy in Writing | You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning. | You have made errors in grammar, spelling and/or punctuation which are intrusive at times, but readers can infer meaning. | You have made minor errors.  Meaning is consistently clear. | You have made few to no intrusive errors.  Meaning is consistently clear. |