## Learning Outcomes

<table>
<thead>
<tr>
<th>The student should be able to</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Understand the biological changes that occur from puberty to the onset of early adulthood</td>
<td><strong>1.1</strong> Describe the physiological and hormonal changes during puberty and adolescence</td>
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<tr>
<td><strong>2</strong> Understand the psychological theories of transition during adolescence</td>
<td><strong>1.2</strong> Explain how physiological, pubescent and hormonal changes during adolescence may be linked to changes in the behaviour of the adolescent</td>
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<tr>
<td><strong>2.1</strong> Compare and contrast at least two psychological approaches to the transitional processes from adolescence to adulthood</td>
<td><strong>2.2</strong> Discuss the development of the concept of self and self-identity, and how this changes from the onset of adolescence</td>
</tr>
</tbody>
</table>

## Assessment Methodology

1000 – 1500 word assignment

## Grading of this unit

The following grade descriptors will be applied to the assessment of this unit:

1. Understanding of the subject
2. Application of Knowledge
4. Use of Information
5. Communication and Presentation
7. Quality

Please refer to the QAA Grade Descriptors for detail of the components of each descriptor

## Indicative Content

**Assessment criteria 1.1**

Learners could describe changes such as:
- Brain structure
- Biochemistry
- Hormonal changes
- Growth spurts
- Sexual development, primary and secondary sexual characteristics, menstruation

**Assessment criteria 1.2**

Learners could explain changes such as:
- Growth of antagonistic behaviours
- Development of anxiety related behaviours
- Mood swings
• Attraction and sexual behaviour
• The development of groups
• Risk taking behaviours
• “Late and early” developers

**Assessment criteria 2.1**
Psychological approaches such as:
• Erikson's psychosocial development theory and psychoanalytically oriented approach
• Marcia's identity status theory
• Levinson's life cycle theory

Learners should offer evaluations of the theories in their analysis.

**Assessment criteria 3.1**
Learners should consider the development of the self and self-identity. This links with Erikson's and Marcia's theories, as well as the influence of Carl Rogers, Berzonsky's Social-Cognitive approach, and Helm's model of Ethnic Identity Development.

**Validation end date: 31 August 2019**