







***Course Overview***

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, providing a unique approach to understanding human nature in modern society.

The IB psychology course examines the interaction of biological, cognitive and socio-cultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of self and others, in addition to an appreciation of the diversity of human behaviour.

This course will investigate how individuals function in terms of their biological foundation, how information is processed, the formation of attitudes, how relationships are created and maintained, as well as how a look into abnormal psychology and methods of therapy. This knowledge will enhance a greater understanding of themselves and others. The ethical concerns about the methodology and application of psychological research are key considerations in IB psychology.

***Learning Outcomes***

The aims of the Psychology course at SL and HL are to enable students to:

1. Develop an awareness of how psychological research can be applied for the benefit of human beings.

2. Ensure that ethical practices are upheld in psychological inquiry.

3. Develop an understanding of the biological, cognitive and sociocultural influences on human behavior.

4. Develop an understanding of alternative explanations of behavior.

5. Understand and use diverse methods of psychological inquiry.

6. Develop an understanding of different theoretical principles & concepts that are used to interpret behaviour, and to be aware of how these concepts lead to the construction and evaluation of psychological theories.

7. Interpret and/ or conduct psychological research to apply the resulting knowledge for the benefit of human beings.

8. Develop an awareness of how the application of psychology in everyday life is derived from psychological theories.

9. Develop an understanding of the integrative nature of psychology.

***Unit Overviews***

All students are required to study:

* The biological, cognitive and sociocultural approaches
* One (SL) or two (HL) of the options topics in which students may apply their knowledge of the approaches.
* Undertaking a simple experimental study

At HL level students are required to additionally study:

* HL extension content (for each approach) & qualitative research methods.

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| Syllabus component | Teaching hours |
| SL | HL |
| Core: Biological approach to behaviour. Cognitive approach to behaviour. Sociocultural approach to behaviour | 90 | 120 |
| Approaches to researching behaviour | 20 | 60 |
| Options: Developmental psychology,  Psychology of human relationships | 20 | 40 |
| Internal assessment  | 20 | 20 |
| **Total teaching hours** | **150** | **240** |

*Unit 1 –* ***Unit I. An introduction to psychology & research methods/ethics***

***Approximate Length****: 3 weeks*

**Unit description:** This unit introduces key ideas and skills needed to understand the concept of Psychology. Issues, historical context and debates surrounding the subject of Psychology will be examined. The methodology used in Psychology (both quantitative methods of experiments and the holistic methods of qualitative research) will be examined.

**Key concepts:** Psychology, nature, nurture, pop-psychology, science.

**Learning outcomes:**

* Introduction to the science of psychology
* The Biological, Cognitive, & Sociocultural Approaches to understanding Behaviour
* Critical thinking skills and the IB learner profile
* Command terms in writing psychology essays
* How do we study and measure human behavior?
* Quantitative research methods: experiments
* Sampling procedures
* Ethical considerations in psychological research

*Unit 2 –* ***The Biological Approach to Behaviour***

***Approximate Length****: 8 weeks*

**Unit Description:** This unit focuses on how the autonomy and physiology of our nervous system, endocrine system and genes affect behavior. Researchers from the biological level of analysis claim we cannot completely understand our thoughts, feelings and behavior without referring to the biological context.

**Key concepts:** hormones, brain-plasticity, genetic inheritance, neurotransmitters, localization of function

**Learning outcomes:**

* The brain and nervous system
* Interaction of biological and cognitive factors
* Hormones and the endocrine system
* A look inside the brain: brain imaging techniques
* Genetics and behavior : intelligence/aggression
* Neurotransmission
* Pheromones

*Unit 3 –* ***The Cognitive Approach to Behaviour***

***Approximate Length****: 8 weeks*

**Unit Description:** This unit focuses on Cognitive psychology and how it revolves around the notion that if we want to know why people behave the way they do, we figure out what processes are actually going on in their minds. In other words, psychologists, from this level of analysis study cognition which is the mental act or process by which knowledge is acquired.

**Key concepts:** emotions, memory, schema, flashbulb memory, reconstructive memory

**Learning outcomes:**

* Development of cognitive psychology and its basic principles
* Schema theory
* Memory: what is it and how does it work?
* Handling our emotions – from anger to happiness
* Thinking and decision making (dual processing model)
* Cognitive biases and heuristics

*Unit 4 –* ***The Sociocultural Approach to Behaviour***

***Approximate Length****: 8 weeks*

**Unit Description:** This unit focuses on how human behavior can be fully understood only in the social context. Sociocultural research studies how people think about themselves and other people.

**Key concepts:** conformity, culture, emic concepts, etic concepts, social identity, social learning, stereotypes.

**Learning outcomes:**

* How society and culture affect human behavior?
* Social identity theory
* Social cognitive theory
* Stereotype formation
* Culture and cultural dimensions of human behavior
* Enculturation/acculturation
* Globalization

*Unit 5 –* **The Internal Assessment. Replication of one simple experimental study (SL/ HL) & research paper**

**Approximate Length**: 4 weeks- Due Early October

**Unit Description:** This unit ensuring students understand the expectations when completing their Psychology Internal Assessment which is based on conducting a Psychological experiment on a previous experiment in Psychology.

**Key concepts:** hypothesis, method, aim, results, conclusion, independent variables, dependent variables,

**Learning outcomes:**

* Set up an experiment
* Conduct an experiment
* Write a report

*Unit 6 –* ***Option 1. Human Relationships***

***Approximate Length****: 10 weeks*

**Unit Description:** This unit focuses on the psychology of human relationships most importantly- social responsibility, interpersonal relationships and conflict/cooperation.

**Key concepts:** altruism, attachment, attraction, violence, prospective studies, retrospective studies

**Learning outcomes:**

* How and why we form relationships
* The role of communication in relationships
* Why relationships end.
* Why we help others: altruism
* Prosocial behavior across cultures
* Why is there conflict?
* Why/how do people cooperate?
* What influences prejudice/discrimination?
* How can we understand formation of prejudicial attitudes/discriminatory behaviours.

*Unit 7 –* ***Option 2. Developmental Psychology***

***Approximate Length****: 8 weeks*

**Unit Description:** Developmental psychology is the study of how and why people’s behaviour and thinking changes over time. The three topics in this option are: influences on cognitive and social development, developing an identity and developing as a learner.

**Key concepts:** influences on cognitive and social development, attachment, role of peers, gender identity and social roles, cognitive and brain development

**Learning outcomes:**

* How do biology, society, and cognition influence development?
* How development is supported
* How development is undermined
* The extent to which early experience influences later development
* Critical periods in development
* How resilience impacts development

***Assessment***

All students in Grade 12 will write the IBO external examinations in May. The results of these examinations will be released in July and are based on external examinations and internal assessments carried out by the teacher and externally graded.

Students will be evaluated using formative and summative assessments. The purpose of formative assessments and homework is to prepare students for summative assessments. Formative assessments will take many forms with the goal of scaffolding the knowledge, skills and the critical thinking required to successfully complete summative assessments. All summative assessments will be graded on the 1-7 IB scale. All reports will reflect the IB 1-7 grading scale and will be based the best-fit approach to assessment.

Grade Boundaries for each summative are based upon the grade boundaries from the previous year’s examinations and are freely available to students before and after each summative.

***IB Component Breakdown***

**Standard Level:**

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| --- | --- |
| Assessment component | Weighting |
| External assessment (3 hours)Paper 1 (2 hours)Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks)(Total 49 marks) | 50% |
| Paper 2 (1 hour)One question from a choice of three on one option (22 marks) | 25% |
| Internal assessment (20 hours)This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.Experimental studyA report on an experimental study undertaken by the student (22 marks) | 25% |

**Higher Level:**

|  |  |
| --- | --- |
| **Assessment component** | **Weighting** |
| External assessment (5 hours)Paper 1 (2 hours)Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks)(Total 49 marks) | 40% |
| Paper 2 (2 hours)Two questions; one from a choice of three on each of two options (Total 44 marks) | 20% |
| Paper 3 (1 hour)Three short-answer questions from a list of six static questions on approaches to research  (24 marks) | 20% |
| Internal assessment (20 hours)This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.Experimental studyA report on an experimental study undertaken by the student (22 marks) | 20% |

***Paper 1***

**Assessment Description**:

Paper 1 is a two-hour paper that addresses the "core" - that is, the fundamental aspects and theories of the three approaches to understanding human behaviour: biological , cognitive and socio-cultural.

The paper structure is exactly the same for both HL and SL candidates. There is no difference in either the format of the assessment or the way that marking criteria are applied.

The paper has two sections. Section A is made up of three compulsory short-answer questions (SAQs). There is one question chosen from each of the approaches. These questions use the following command terms: describe, explain and outline. The goal of the SAQs is to demonstrate relevant knowledge. Questions may be formulated from the Topic, Content, or Guidance (in some cases) sections of the Guide.

Section B is made up of three essay prompts. Students choose ONE of the essays (also known as *extended response questions* or ERQs). Each essay is from one of the three approaches. The command terms that are used for this level of analysis are: discuss, evaluate, contrast, and "to what extent". Questions for the HL students may be formulated from one, two, or all three of the HL extension topics (see guide).

Students should devote one hour to each section of the exam.

For the SAQs, students are assessed on their knowledge of theories and research. Generally, students should know one piece of research for each of the learning outcomes in order to answer an SAQ.

For the ERQs, students are assessed on five strands: focus, knowledge & understanding, use of research, critical thinking, and clarity & organization. For knowledge and understanding, students need to include a minimum of two pieces of research in any essay. This does not mean that they cannot get a 7 with only two studies, but it does mean that they only score in the lowest markband for knowledge if they include only one study. For critical thinking, candidates should demonstrate a breadth of strategies for evaluation and analysis. Good critical thinking also draws strong conclusions (synthesis) and understands the implications of their argument. Finally, organization is focused on the development of an argument, clarity of expression and focus on the demands of the question.

The key difference between SL and HL is the difference in the weight of the exam in their final overall mark. For SL candidates this is 50% of their overall assessment; for HL candidates it is 35%. The total marks for this paper is 49.

**Duration**: Paper 1 is the same length for both SL and HL – 2 hours

***Paper 2 (Both HL and SL)***

**Assessment Description:**

Paper 2 is based on the options. Students are given three essay prompts from each of the four options - a total of 12 questions to choose from. SL students should choose from the **one** option that they prepare and HL students must choose **one** question from each of the options that they prepare. The options are abnormal, development, health, and human relationships.

The assessment of the essays applies the same assessment rubric as for Paper 1. Students are assessed on knowledge and comprehension, critical thinking and organization. The total marks for this paper is 44 for HL and 22 for SL.

Paper 2 is worth 25% of the final grade for both HL and SL students.

**Duration**: 1 hour for SL; 2 hours for HL

***Paper 3: (HL only)***

**Assessment Description:**

Paper 3 is only for HL candidates. It is 20% of their final grade. Paper 3 assesses students' understanding of qualitative research methods. Students are given an "unseen passage" - that is, a study that they most probably have never seen before. The study is qualitative in nature. Students are then given three questions about the study with regard to its methodology. Students must answer the questions with direct reference to the study. This paper is worth 24 marks.

***Internal Assessment (Both HL and SL)***

**Assessment Description:**

The Internal Assessment (IA) is 25% of the final grade for SL candidates and 20% for HL. Both SL and HL candidates must replicate a study and compare their results to the original study. Candidates are not required to use the original study as a source, but any source that they use must have enough information for them to both replicate and compare the findings to the original study.

The only difference in SL and HL is the weighting of the report and that SLs must replicate a study whereas HL candidates may choose to create their own based off a study, but not a true replication. The word limit is 1800-2200 for both HL and SL.

***Course Grade Descriptors***

While we will look carefully at the grades students have achieved on the various assessments, ultimately, quarterly grades as well as predicted grades will be based on the following grade descriptors.

Grade 7

Demonstrates conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

***Student Responsibilities***

***Academic Honesty***

As the IB (2009) notes, “The candidates are responsible for ensuring that the final version of any work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.”

The IB (2009) defines malpractice in the following ways:

* plagiarism: this is defined as the representation of the *ideas or work* of another person as the candidate’s own. Students can avoid plagiarism by properly acknowledging both direct quotes, images, etc. as well as the ideas of others.
* collusion: this is defined as supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another
* duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
* any other behaviour that gains an unfair advantage for a student or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

**Protocol For In-School Academic Malpractice**

The following steps will be followed in cases of malpractice:

1. Teachers will advise students of suspicion of misconduct
2. A record of the incident will be forwarded to the Diploma Programme Coordinator
3. The Diploma Programme Coordinator will discuss the incident with the teacher
4. The Diploma Programme Coordinator will interview the student involved
5. The Diploma Programme Coordinator will action appropriate disciplinary measures commensurate to the offense making note of the incident in the SIS which will in turn prompt a communication with parents.

**Malpractice on Assessments to be Submitted to the IB**

According to the Academic Honesty (2009) document, in cases of malpractice on assessments or exam that are intended for submission to the IB, the following protocol has been put in place.

Once a candidate has submitted his or her work to a teacher (or the coordinator) for external or internal assessment together with the coversheet signed (or authenticated electronically) to the effect that it is the final version of the work, neither the work nor the coversheet can be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defense to claim that the incorrect version of the work was submitted for assessment.

After a candidate has signed and dated the coversheet (or authenticated electronically)to the effect that his or her work is authentic and constitutes the final version of that work, the candidate’s teacher (or supervisor in the case of an extended essay) must also sign and date the coversheet to the effect that to the best of his or her knowledge it is the authentic work of the candidate. Any suspicion of malpractice that arises after the candidate has signed the coversheet must be reported to the coordinator help desk at IB Cardiff for investigation. However, if there is no tangible evidence of malpractice (such as the source of plagiarism) the candidate must be given the benefit of any doubt and the coversheet must be signed by the teacher/supervisor. It is not acceptable for the teacher to:

* delete the declaration and then sign the coversheet
* submit the work for assessment without his or her signature
* sign the declaration and then write comments on the work or coversheet that raise doubts about the work’s authenticity.
* In the above circumstances the IB will not accept the work for assessment (or moderation) unless confirmation is received from the school that the candidate’s work is authentic.

If a teacher is unwilling to sign a coversheet owing to a suspicion of malpractice, the matter must be resolved within the school. The coordinator has the option of informing the coordinator help desk that the work will not be submitted on behalf of the candidate (resulting in no grade being awarded for the subject or diploma requirement).

**Malpractice in Testing Situations:**

Students may not:

* take unauthorized material into an examination room (see below)
* leave and/or access unauthorized material in a bathroom/restroom that may be visited during a test
* pass on information to another student about the content of an examination, this includes facilitating the exchange information between other students in any way
* steal examination papers
* using an unauthorized calculator during an examination

Students must not have unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) in their possession during a testing situation. “In their possession” may be taken to mean on the person of the student, in the student’s immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the test. It is very important to note that guilt will be confirmed by the school administration regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the test. The actual possession of unauthorized material constitutes malpractice; the school administration is not required to establish whether the student used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

The full GWA DP/CP Academic Honesty Policy is located [here](https://docs.google.com/a/ood.gemsedu.com/document/d/14_D19IoHchA5BTatQwOepeLB5ZDX4AnWHxNOqdAz_5A/edit?usp=sharing).

***Late Assessment Policy***

Late assessments are a disciplinary issue and zeros will not be included in student’s progress.

Late Assessments:

Should a student not complete a summative assessment on time (this includes summative drafts) teachers will:

* Speak with the student to find out why the assessment has not been submitted.
* If the assessment is pending, once received, they log the infraction in the “reward and conduct” tab in iSAMS regarding the tardiness of the assessment.
	+ Note: in the case of pending assessments, any arrangements with students will not exceed 24 hours.
* If the assessment has not been submitted on ManageBac, or is not received as promised (as noted in previous point), the teacher will contact parents and copy students into the email noting that the student will be required to remain at school until 3:45 each day (including Thursdays) until such time as the assessment has been completed.
* If a student does not attend after school to work on the assessment, the teacher will confer with the student and, if necessary, refer the incident to the Grade Leader. The Grade Leader will discuss the situation with the student to see if support is required or consequences need to be imposed. The Grade Leader will subsequently record the incident in iSAMS. Further incidents of truancy will be escalated to the Secondary School Administration.
* If there is a second incident of a late submission of an assessment, the teacher will report it in an email to the Grade Leader who may contact parents for a meeting where you may be included. The Grade Leader will record their actions in iSAMS.
* Further incidents of late assessments will be reported to Grade Leaders who will forward the incident(s) to the Secondary School administration who, if warranted, will initiate an in-school suspension where students will complete the assessment until it is completed to standard. A record of the suspension will be recorded in iSAMS and prompt a communication with parents.
* Any subsequent incidents of late assessments will necessitate a parent meeting with a member of the Secondary School Administration to determine the best way forward.

Tests Absenteeism

* + - **Students will not be allowed to sit a summative at any point of the day if they are not present first period.**
		- In cases where students are not in school on a test day, a doctor’s certificate will be required if the student is to write the test without consequence (absenteeism for a school function will be communicated by the supervisor). Should an authorized absence not be received, the student may not be permitted to write the test and an “NA” will appear on the next quarterly report.
		- Aside from school activities, all test absences will be recorded in iSAMS by the teacher with a note in the “record description” whether the test absence was authorized or not. The Grade Level Leader may follow-up with the student, if necessary.
		- Should a student have a legitimate reason for non-attendance, teachers will arrange for the student to sit the summative on the next lesson at which the student is present.
		- Should students have additional unauthorized missed summatives for the same subject, the student will receive a 0 for each missed summative.

***Teacher Assessment Commitments***

***All teachers will:***

* Mark (grade and or provide narrative feedback) all formative assessments within one calendar week of receipt. Managebac will be updated in the same timeframe.
* Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.
* Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).
* Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.
* Return summative assessments to students with feedback no later than three calendar weeks after the due date.
* Update Managebac immediately upon completion of marking/feedback.
* Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. Late assessment procedures are outlined above.
* Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.