



XV. GIMNAZIJA
International Baccalaureate Department
Diploma Programme



PSYCHOLOGY
SL & HL
COURSE OUTLINE

WHAT IS THE COURSE ABOUT?

Psychology fascinates many of us as it enables the study of human behaviour—a subject of endless curiosity and relevance to our lives. Given that we are all human, why are our individual behaviours so different from one another? Why do we behave one way in groups and another when alone? How do our social and cultural background, our genetic inheritance and our developing cognition affect our behaviour? It is because Psychology can help us explore these questions and try to understand and explain our behaviour and that of others that it is such a useful and compelling subject.

Psychology is the scientific study of human and animal cognition and behaviour with the goal of solving problems and increasing the quality of life for individuals and their communities. Psychologists attempt to describe, explain, predict and change behaviour by observing humans, forming hypotheses and theories regarding behaviour and testing them empirically. However, Psychology is also a human science and looks for the meaning behind human behaviour through conversations and inquiry.

AIMS:

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

1. develop knowledge and understanding of psychological concepts, content and contexts, including models and theories
2. think critically and creatively about behaviour and cognitive processes
3. engage with problems facing individuals, groups and societies using psychological understanding and skills.

OBJECTIVES:

By the end of the Psychology course at SL or at HL, students will be expected to demonstrate the following.

Knowledge and understanding (AO1)

- A range of psychological concepts, content and contexts including theories, models and examples.
- Biological, cognitive and sociocultural approaches to understanding human behaviour.
- Research methodology for understanding human behaviour.

Application and analysis (AO2)

- Explain and formulate arguments in response to a specific question or prompt using relevant/appropriate concepts and psychological research.
- Apply and analyse a range of psychological theories and models.
- Apply and analyse knowledge relevant to Psychology in a variety of contexts.
- Interpret data to draw conclusions for experimental and non-experimental research. (HL)

Synthesis and evaluation (AO3)

- Evaluate psychological theories and research.
- Draw conclusions from different types of evidence.
- Justify a position and critique claims.
- Discuss how psychological concepts interact.
- Design a study to investigate a research question.
- Draw conclusions about the influence of culture, motivation and technology on human behaviour. (HL)

ASSESSMENT STRATEGIES:

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives. Formative assessment in IB Psychology includes misconception checks, worksheets, ungraded quizzes, class discussions and debates, practice writing, peer feedback, etc.

- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement. Summative assessment in IB Psychology consists of the same types of questions (short-answer and extended-response or essay questions) as those used in IBDP final examinations. Students write an exam after each unit, as well as at the end of the 3rd grade (year 11) and mock exams during the 2nd semester of the 4th grade (year 12). In the 4th grade (year 12), students also write an Internal Assessment report.

3HL (DP1 HL)

EXAM CONTENT	PAPER/SECTION(S)	GRADING ELEMENT	% OF GRADE
1 st practical	Paper 2 Section A	Knowledge & understanding	7.5
	Paper 2 Section B	Synthesis & evaluation	7.5
Learning and thinking	Paper 1 Section A & B	Knowledge & understanding	2
1 st and 2 nd practical	Paper 2 Section A	Knowledge & understanding	10
Learning and thinking, Cognitive processes	Paper 1 Section A & B	Knowledge & understanding	4
	Paper 1 Section C	Synthesis & evaluation	4
Group behaviour	Paper 1 Section A & B	Knowledge & understanding	2
Learning and thinking, Cognitive processes	Paper 1 Section C	Synthesis & evaluation	4
1 st , 2 nd and 3 rd practical	Paper 2 Section A	Knowledge & understanding	12.5
	Paper 2 Section B	Synthesis & evaluation	12.5
Group behaviour, Interpersonal relationships	Paper 1 Section A & B	Knowledge & understanding	4
	Paper 1 Section C	Synthesis & evaluation	4
Mental health problems	Paper 1 Section A & B	Knowledge & understanding	2
Group behaviour, Interpersonal relationships	Paper 1 Section C	Synthesis & evaluation	4
Learning and thinking, Cognitive processes, Group behaviour, Interpersonal relationships, Mental health problems	Paper 1 Section A & B	Knowledge & understanding	10
Learning and thinking, Cognitive processes, Group behaviour, Interpersonal relationships	Paper 1 Section C	Synthesis & evaluation	10

- To obtain the final grade, multiply the grade from each exam by the appropriate percentage in the table. Repeat this procedure for all exams and then add up all the results (also see the * note below). For example, if the total is equal to 6.49, the final grade is 6. If the total is equal to 6.5 or higher, the final grade is 7.
- *throughout the school year – engagement (if the student showed IB learner profile attributes consistently, the teacher may add 0.2 (not more) to the result of the final grade formula at the end of the school year at his discretion)

3SL (DP1 SL)

EXAM CONTENT	PAPER/SECTION(S)	GRADING ELEMENT	% OF GRADE
1 st practical	Paper 2 Section A	Knowledge & understanding	7.5
	Paper 2 Section B	Synthesis & evaluation	7.5
Learning and thinking	Paper 1 Section A & B	Knowledge & understanding	2.5
1 st and 2 nd practical	Paper 2 Section A	Knowledge & understanding	10
Learning and thinking, Cognitive processes	Paper 1 Section A & B	Knowledge & understanding	5
	Paper 1 Section C	Synthesis & evaluation	5
Group behaviour	Paper 1 Section A & B	Knowledge & understanding	2.5
Learning and thinking, Cognitive processes	Paper 1 Section C	Synthesis & evaluation	5
1 st , 2 nd and 3 rd practical	Paper 2 Section A	Knowledge & understanding	12.5
	Paper 2 Section B	Synthesis & evaluation	12.5
Group behaviour, Interpersonal relationships	Paper 1 Section A & B	Knowledge & understanding	5
	Paper 1 Section C	Synthesis & evaluation	5
Learning and thinking, Cognitive processes, Group behaviour, Interpersonal relationships, Mental health problems	Paper 1 Section A & B	Knowledge & understanding	10
Learning and thinking, Cognitive processes, Group behaviour, Interpersonal relationships	Paper 1 Section C	Synthesis & evaluation	10

- To obtain the final grade, multiply the grade from each exam by the appropriate percentage in the table. Repeat this procedure for all exams and then add up all the results (also see the * note below). For example, if the total is equal to 6.49, the final grade is 6. If the total is equal to 6.5 or higher, the final grade is 7.
- *throughout the school year – engagement (if the student showed IB learner profile attributes consistently, the teacher may add 0.2 (not more) to the result of the final grade formula at the end of the school year at his discretion)

4HL (DP2 HL)

EXAM CONTENT	PAPER/SECTION(S)	GRADING ELEMENT	% OF GRADE
Internal assessment	N/A	Internal assessment	20
Paper 3 – Statistics	questions 1 and 2	Knowledge & understanding	2.5
	question 4	Synthesis & evaluation	2.5
1 st , 2 nd , 3 rd and 4 th practical	Paper 2 Section A	Knowledge & understanding	6.25
observation, experiment, survey, interview	Paper 2 Section B	Synthesis & evaluation	6.25
Paper 3 – Statistics, Qualitative research	questions 2 and 3	Knowledge & understanding	5
	question 4	Synthesis & evaluation	5
Learning and thinking, Cognitive processes, Group behaviour, Interpersonal relationships, Mental health disorders	Paper 1 Section A & B	Knowledge & understanding	9
Learning and thinking, Cognitive processes, Group behaviour, Interpersonal relationships, Mental health disorders	Paper 1 Section C	Synthesis & evaluation	9
1 st , 2 nd , 3 rd and 4 th practical	Paper 2 Section A	Knowledge & understanding	6.25
observation, experiment, survey, interview	Paper 2 Section B	Synthesis & evaluation	6.25
Mental health disorders, Health problems	Paper 1 Section A & B	Knowledge & understanding	3.5
Mental health disorders, Health problems	Paper 1 Section C	Synthesis & evaluation	3.5
Paper 3 – Statistics, Qualitative research, Validities and reliability	questions 2 and 3	Knowledge & understanding	7.5
	question 4	Synthesis & evaluation	7.5

- To obtain the final grade, multiply the grade from each exam by the appropriate percentage in the table. Repeat this procedure for all exams and then add up all the results (also see the * note below). For example, if the total is equal to 6.49, the final grade is 6. If the total is equal to 6.5 or higher, the final grade is 7.
- *throughout the school year – engagement (if the student showed IB learner profile attributes consistently, the teacher may add 0.2 (not more) to the result of the final grade formula at the end of the school year at his discretion)

4SL (DP2 SL)

EXAM CONTENT	PAPER/SECTION(S)	GRADING ELEMENT	% OF GRADE
Internal assessment	N/A	Internal assessment	30
Mental health disorders	Paper 1 Section A & B	Knowledge & understanding	2.5
Group behaviour, Interpersonal relationships	Paper 1 Section C	Knowledge & understanding	5
1 st , 2 nd , 3 rd and 4 th practical	Paper 2 Section A	Knowledge & understanding	8.75
observation, experiment, survey, interview	Paper 2 Section B	Synthesis & evaluation	8.75
Learning and thinking, Cognitive processes, Group behaviour, Interpersonal relationships, Mental health disorders	Paper 1 Section A & B	Knowledge & understanding	10
Learning and thinking, Cognitive processes, Group behaviour, Interpersonal relationships	Paper 1 Section C	Synthesis & evaluation	9.5
1 st , 2 nd , 3 rd and 4 th practical	Paper 2 Section A	Knowledge & understanding	8.75
observation, experiment, survey, interview	Paper 2 Section B	Synthesis & evaluation	8.75
Mental health disorders, Health problems	Paper 1 Section A & B	Knowledge & understanding	4
Mental health disorders, Health problems	Paper 1 Section C	Synthesis & evaluation	4

- To obtain the final grade, multiply the grade from each exam by the appropriate percentage in the table. Repeat this procedure for all exams and then add up all the results (also see the * note below). For example, if the total is equal to 6.49, the final grade is 6. If the total is equal to 6.5 or higher, the final grade is 7.
- *throughout the school year – engagement (if the student showed IB learner profile attributes consistently, the teacher may add 0.2 (not more) to the result of the final grade formula at the end of the school year at his discretion)

IMPLEMENTATION:

DP Year 1: The school offers 4 Psychology lessons per week for students taking the subject at Standard Level and 5 Psychology lessons per week for students taking the subject at Higher Level.

DP Year 2: The school offers 3 Psychology lessons per week for students taking the subject at Standard Level and 5 Psychology lessons per week for students taking the subject at Higher Level.

TOPICS:

Research methods

Class practicals (observation, experiment, survey, interview)

Biological approach

Cognitive approach

Sociocultural approach

Learning and cognition

Human relationships

Health and well-being

Developmental Psychology

Internal assessment

The role of culture, motivation and technology in shaping human behaviour (HL)