CAISL
Carlucci American International School of Lisbon

GRADE 11 ADVANCED PSYCHOLOGY LEVEL 1 - IB PSYCHOLOGY Y1 FRAMEWORK

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THEMES AND CONTENT

The Performance Indicators (shown at the end of this Framework) are developed through **two major themes**: ***criminology*** and ***social influence***. In each theme three different approaches (biological, cognitive and sociocultural) are used to understanding certain human behaviors.

The ***criminology theme*** is designed to investigate a range of factors that may explain criminal behavior (e.g. aggression). While the biological factors are heavily explored in this theme, other key factors in understanding criminal behavior are introduced, such as cognitive and socio-cultural influences. These are explored through the following contents and guiding questions:

1. The brain and behavior: How might brain damage affect our behavior?
2. The brain and decision making: How might brain damage affect the way we think?
3. The brain and emotion: How might our brain affect our experience of emotion?
4. Hormones and behavior: Why are men more aggressive than women?
5. Culture and biology: How can culture affect testosterone levels?
6. Neurotransmission: Can chemicals in our brains cause violent crime?
7. Neuroplasticity: How can the way we think affect our brain?
8. Genetics and behavior: Are we born violent?
9. Social cognitive theory: How can nature affect nurture and vice-versa?

The ***social influence theme*** focuses on how social factors can influence cognition (e.g. schema and memory) and behavior (e.g. conformity, intergroup conflict, discrimination, bystanderism and prosocial behavior). These are explored through the following contents and guiding questions:

1. Conformity: Why do people go along with the group?
2. Enculturation: How can our cultural environment affect our behavior?
3. Acculturation: How can adapting to a new culture affect our behavior?

4. Competition and conflict: How can competition influence conflict?
5. Cooperation and conflict: How can cooperation reduce conflict?
6. Social identity theory: How can belonging to a group affect our behavior?
7. Schema theory: How do we simplify this complex world we live in?
8. Reconstructive memory: Can we trust our memory?
9. Bystanderism: Why don't people help those in need?
10. Prosocial behavior: Why are some people likely to help more than others?
11. Promoting prosocial behavior: How can we encourage people to help others?

Relevant to all themes are the contributions of research methods and ethical considerations in the investigation of the approach to understanding human behavior. Therefore, one other theme is explored in Grade 11 Psychology. This theme is entitled ***quantitative research*** and it explores how knowledge is created in Psychology through the following contents and guiding questions:

1. Quantitative methods: How and why do researchers use quantitative methods in psychology?
2. Sampling methods: How do we gather participants for quantitative studies?
3. Ethical considerations: Why are ethics important in psychological research?
4. Techniques used to study the brain: How and why is technology used to study the brain?
5. Evaluating studies: How do we evaluate studies using quantitative methods in psychology?

INFORMATIONAL TEXTS

Peer-reviewed scientific articles will be used to answer each of the guiding questions mentioned previously. They can be found in the following resources:

Dixon, T. (2017). Themantic Education's IB Psychology: A student's guide. China: Themantic Education.
Dixon, T. (2019). Themantic Education's IB Psychology: A revision guide. China: Themantic Education.

PERFORMANCE INDICATORS

A student who is showing mastery of the standards should be able to answer the guiding questions mentioned previously and demonstrate learning in the following three categories:

1. **Knowing** – being able to comprehend and recall key terms/individual units of information;
2. **Understanding** –relying on the ability of using knowledge to show how things are related in response to a question or problem;
3. **Abstracting** – challenging the understanding by considering if the previously established relationships can apply to a new context or if there are any factors that may influence them.

Overall, by the end of Grade 11, a student who is showing mastery of the standards should be able to:

- develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes (e.g. decision making) and behavior (e.g. aggression);
- understand diverse quantitative methods of inquiry;
- understand the importance of ethical practice in psychological research in general;

- ensure that ethical practices are upheld in all psychological inquiry and discussion;
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

RESEARCH EXPECTATIONS

At least **one** research paper is to be written per theme. 11th Grade Research Papers must:

- Present a specific real world example of a human behavior and summarize it;
- Provide a psychological explanation of the behavior;
- Include at least two counter-arguments for the explanation (e.g. alternative explanations and/or limitations in the evidence);
- Use at least three studies supporting and contradicting the psychological explanation;
- Have in-text citations;
- Have 10 or more sources (correctly cited in APA format with a complete bibliography);
- Be 800 to 1000 words long;
- Be submitted through turnitin.com to check originality.

ASSESSMENT

For students to receive a credit towards their High School Diploma, they must demonstrate mastery in:

- Summative assessments set by the class teacher which may take the form of:
    - in-class or out-of-class essays
    - tests and quizzes which assess both knowledge and skill acquisition
    - oral presentations
    - other types of projects connected to works studied set by the teacher
- A final exam at the end of the year.

Students who are pursuing the IB Diploma in addition to the High School Diploma must complete both years of the program. While there are no internal assessments sent to the IB nor external exams set by the IB during the 1st year of the program, much of the work done will be revised or adapted early in Year 2 to be evaluated by the IB.