CAISL
Carlucci American International School of Lisbon

GRADE 12 ADVANCED PSYCHOLOGY LEVEL 2 - IB PSYCHOLOGY YEAR 2 FRAMEWORK

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THEMES AND CONTENT

The Performance Indicators (shown at the end of this Framework) are developed through **two major themes**: ***love and marriage*** and ***post-traumatic stress disorder***. In each theme three different approaches (biological, cognitive and sociocultural) are used to understand certain human behaviors.

The ***love and marriage theme*** is designed to investigate a range of factors that may explain attraction. While the biological factors are heavily explored in this theme, other key factors in understanding attraction are introduced, such as cultural influences. These are explored through the following contents and guiding questions:

1. Evolutionary explanation of behavior: Why are we attracted to some people more than others?
2. Pheromones and behavior: How might pheromones influence attraction?
3. Culture and its influence on behavior: How might cultural values affect attraction?
4. Communication and relationships: Why are some couples happier than others?
5. Culture and relationships: How can cultural factors influence divorce?

The ***post-traumatic stress disorder theme (PTSD)*** focuses on cognitive processes (thinking and memory) and factors (e.g. biological and sociocultural) which influence them. In addition, this theme explores the etiology, prevalence and treatment of PTSD. These are explored through the following contents and guiding questions:

1. The multi-store model: How are memories made?
2. The working memory model: How do we use our short term memory?
3. Emotion and cognition: How can our emotions affect our thinking?
4. Etiologies of PTSD: How might biology and cognition interact in PTSD?
5. Prevalence of PTSD: Are some people more prone to PTSD than others?
6. Biological treatment: How can we use drugs to treat the symptoms of PTSD?
7. Psychological treatment: How can we address the etiologies of PTSD?
8. Culture and treatment: How can our cultural values influence the treatment of psychological disorders?
9. Diagnosing disorders: What are some issues associated with diagnosing disorders?

Students wishing to pursue Advanced Study/IB HL will also study at least one of the following themes:

1. Animal studies and behavior: Should animals be used to study humans?
2. Technology and cognition: Can technology change the way we think?
3. Globalization and behavior: How can the changing world affect the individual?

Relevant to all themes are the contributions of research methods and ethical considerations in the investigation of the approach to understanding human behavior. Therefore, the quantitative research theme explored in Grade 11 is also relevant in Grade 12 Psychology.

Students wishing to pursue Advanced Study/IB HL will also study how knowledge is created in psychology using ***qualitative research***. The following contents and guiding questions will be explored in this theme:

1. Qualitative methods: How and why do researchers use qualitative methods in psychology?
2. Sampling methods: How do we gather participants for qualitative studies?
3. Ethical considerations: How are ethics relevant to qualitative studies?
4. Evaluating studies: How do we evaluate qualitative studies?

After becoming familiar with different methods of inquiry, students conduct their own experiment in order to get first-hand experience of planning, designing, conducting and reporting on a psychological experiment. This reflects the research expectations mentioned below, and in order assist students in meeting them, the following contents and guiding questions will be explored:

1. Planning: How do psychologists plan an experiment?
2. Preparing: What should be done before starting an experiment?
3. Analyzing: How should data be analyzed?
4. Presenting: What is the structure of a psychology research report?

INFORMATIONAL TEXTS

Peer-reviewed scientific articles will be used to answer each one 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 above 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 12, 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. thinking, memory) and behavior (e.g. attraction);
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study (e.g. PSTD);
- Understand diverse methods of inquiry;
- Understand the importance of ethical practice in psychological research in general;
- Observe ethical practice in their own inquiries;
- 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

One research paper (internal assessment) is to be written in Grade 12, reflecting the student's ability to inquire and conduct psychological research. 12th Grade Research Papers must:

- Summarize an experiment published in a peer-reviewed scientific article;
- Describe a background theory or model upon which the summarized experiment is based;
- State the aim of the investigation and explain its relevance;
- State and operationalize the independent and dependent variables in the research hypothesis;
- Explain the research design, sampling technique, choice of participants and materials;
- Apply descriptive and inferential statistics;
- Discuss the findings of the student's investigation with reference to the background theory or model;
- State and explain strengths and limitations of the design, sample and procedure relevant to the investigation;
- State modifications and explicitly link them to the student's investigation;
- Have 5 or more sources (correctly cited in APA format with a complete bibliography);
- Be 1800 to 2200 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 proficiency 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 and will submit the following works to the IBO which will assess them and determine the IB score awarded to the students:

IB DIPLOMA ASSESSMENT—SL

1. **External assessment (75%)**
    - Paper 1 (2 hours) 50%
        - Section A: three short-answer questions on the core approaches to Psychology
        - Section B: one essay from a choice of three on the biological, cognitive and sociocultural approaches to behavior
    - Paper 2 (1 hour) 25%
        - One question from a choice of three on one theme (love and marriage or PTSD)

2. **Internal assessment (25%)**
   This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It is based on the research expectations previously described, consisting of a report on an experimental study taken by the student.

IB DIPLOMA ASSESSMENT—HL

1. **External assessment (80%)**
    - Paper 1 (2 hours) 40%
        - Section A: three short-answer questions on the core approaches to Psychology
        - Section B: one essay from a choice of three on the biological, cognitive and sociocultural approaches to behavior. One, two or all of the essays will reference the additional HL topics.
    - Paper 2 (2 hours) 20%
        - Two questions; one from a choice of three on each of two themes (love & marriage and PTSD)
    - Paper 3 (2 hours) 20%
        - Three short-answer questions from a list of six static questions on approaches to research

2. **Internal assessment (20%)**
   This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It is based on the research expectations previously described, consisting of a report on an experimental study taken by the student.