



Stony Point High School
IB Diploma Programme
Course Syllabus
IB Psychology SL



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Tutorials: Tuesday 4:20-5:00 pm

Wednesday and Friday 8:00-9:00am

I. **Course Description**

Through the study of behavior and experience, this course combines both natural and social sciences. Curriculum emphasizes biological, cognitive, and sociocultural perspectives. The process of methodology and ethical procedures of the research are addressed through the individual research project.

II. **Prior Learning for Course**

There is not a prerequisite course for IB Psychology SL.

III. **Course Aims & Objectives**

The course aims to:

- a. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- b. apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- c. understand diverse methods of inquiry
- d. understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- e. ensure that ethical practices are upheld in all psychological inquiry and discussion
- f. develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- g. provide students with a basis for further study, work and leisure through the use of an additional language
- h. foster curiosity, creativity and a lifelong enjoyment of language learning.

IV. **How the course will address TOK**

Students of group 3 subjects study individuals and societies. More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, group 3 subjects explore the interactions between humans and their environment in time, space and place.

As with other areas of knowledge, there are a variety of ways of gaining knowledge in group 3 subjects.

Archival evidence, data collection, experimentation and observation, and inductive and deductive reasoning can all be used to help explain patterns of behaviour and lead to knowledge

claims. Students in group 3 subjects are required to evaluate these knowledge claims by exploring knowledge issues such as validity, reliability, credibility, certainty, and individual as well as cultural perspectives.

The relationship between group 3 subjects and theory of knowledge is of crucial importance and fundamental to the Diploma Programme. Having followed a course of study in group 3, students should be able to critically reflect on the various ways of knowing and on the methods used in human sciences, and in so doing become “inquiring, knowledgeable and caring young people” (IB mission statement).

Questions related to theory of knowledge activities that a psychology student might consider during the course include the following.

- To what extent are the methods of the natural sciences applicable in the human sciences?
- Are the findings of the natural sciences as reliable as those of the human sciences?
- To what extent can empathy, intuition and feeling be legitimate ways of knowing in the human sciences?
- Are there human qualities or behaviours that will remain beyond the scope of the human sciences?
- To what extent can information in the human sciences be quantified?
- Do knowledge claims in the human sciences imply ethical responsibilities?
- To what extent do the knowledge claims of the social sciences apply across different historical periods and cultures?
- Does psychological research ever prove anything? Why do we say that results only indicate or suggest?
- How are ethics involved in the study of psychology? When and how do ethical standards change?
- Noam Chomsky has written, “ ... we will always learn more about human life and human personality from novels than from scientific psychology.” Would you agree?

V. **How the course will address CAS**

CAS plays a crucial role in the DP in the development of personal and interpersonal skills. It also provides an important counterbalance to the academic pressures of the DP, allowing and valuing exploration and engagement beyond the academic.

Examples of CAS experiences with links to psychology include the following:

- acting as a mentor to children in lower years
- designing a welcome pack for students new to the school
- promoting a healthy lifestyle.
- assist others in developing research based study methods.

CAS opportunities will be announced and suggested in class on a regular basis.

VI. **How the course will address Approaches to Learning skills**

Coursework and assessments will address various areas of learning, with a particular emphasis on thinking skills (metacognition & reflection) and communication skills.

1. Thinking skills- Students will learn how to use critical thinking to analyze psychological studies and apply the results to theories.

2. Communication skills- Students must be able to develop written communication with essays using psychology terminology.
3. Social skills- Collaborating with peers in a similar method to researchers in psychology. Students will also assist in reviewing peer work.
4. Self-management skills-
5. Research skills- Finding, summarizing, and citing peer reviewed research

VII. **The approach to teaching the course**

The goal of the course is to address all facets of the IB Learner Profile, while preparing each student for post-secondary education. Through this aim, majority of the course is structured as a college-level course, which includes the use of lecture, demonstrations, interactive discussions & activities, and essay writing.

IB expects that teaching is:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

VIII. **How the course will address the Learner Profile**

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The course will address the following components (through the lens of a social scientist) through debates, questioning, interactive discussions, research, presentations, and essays.

IB learners strive to be:

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

- **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IX. **Assessment details for Internal and External Requirements**

The IB psychology student will be assessed on three components:

1. One simple experimental study (Internal Assessment). The Internal requires the student to conduct a simple experiment based on a previous conducted psychological experiment, approved by the teacher, and sent out to IB for review.
2. Paper #1: A written examination based on the three levels of analysis; Biological, Cognitive, and Socio-Cultural. Paper 1 section A consists of three short answer questions (SAQ) which students will have one hour to answer. Paper 1 section B consists of a written essay in which students will have one hour to complete of which the student will have a choice of question to answer. **Scheduled on May 18, 2023.** (External Assessment).
3. Paper #2: A written examination which applies the three psychological approaches (biological, cognitive, and sociocultural) to ONE of the Options (human relationships, developmental, abnormal, and health psychology). In this course, we will cover the content for abnormal psychology for the purposes of Paper 2. Paper 2, at the Standard Level, requires students to answer one extended response question (written essay) based on the option of their choosing. One hour is given for the completion of this section. **Scheduled on May 19, 2023.** (External Assessment).

X. **Grading Policy and Scale** [The following is a sample list not intended to be comprehensive]

-40% Majors Grades (exams, projects, internal assessment components, presentations, and/or essays)

-60% Minor Grades (reading quizzes, quick writes, class work, and/or homework)

All essays (long or short) are graded using the psychology subject-specific rubric which will be provided to all students.

Assignments not turned in on the due date will be marked as missing “M” in the grade book. Missing assignments are calculated as 0% in the grade book. No single assignment or assessment grade shall count for more than 30% of the total average; and no two assignments or assessment grades shall count for more than 50% of the total average, regardless of the grade category.

Major projects may comprise more than one assignment. Students should receive notice of major projects that will count for more than one assignment upon receipt of that multi-assignment project; additionally, students shall be informed of the number of assignments that the project will equal.

Students can expect a minimum of 2-3 exam grades per nine-weeks. Students can also expect a minimum of one grade per week within a marking-period.

Scaled Markbands

The following markbands are taken from the May 2019 exam. The IA markbands will remain the same throughout the life of this curriculum; however, the exam markbands may vary in different exam sessions.

Paper I SL			
7	35+	3	11 - 15
6	29 - 34	2	6 - 10
5	22 - 28	1	0 - 5
4	16 - 21		

Paper II SL			
7	18+	3	6 - 8
6	15 - 17	2	3 - 5
5	12 - 14	1	0 - 2
4	9 - 11		

X. Course Sequence

- Ethics and Research Methods in Psychology
- Biological Approach
- Cognitive Approach
- Internal Assessment
- Sociocultural Approach

- Option: Abnormal Psychology

XI. IA Checkpoint dates and final IA Deadlines

The Internal Assessment (IA) in psychology is the replication of a simple experiment generally revolving around cognition. The following are important IA dates:

- a. IA Assigned- TBD
- b. IA Rough draft due- Feb 28
- c. IA Final draft due- March 24

XII. Sample Exam Questions

Paper 1a Example

Explain the use of **one** research method in **one** study using the biological approach to understanding human behaviour.

Paper 1b Example

Evaluate research on the role of neurotransmission on behaviour.

Paper 2 Example

Contrast two explanations for one or more disorders.

- XIII. Stony Point Academic Honesty Policy:** All students are expected to abide by the SPHS Academic Honesty Policy. This policy is available on the SPHS IB website at www.stonypointib.com under Handbooks.

Students should expect to take notes over assigned readings to ensure they are prepared for class.

Examples of cheating include, but are not limited to: Copying the work of others or allowing others to copy your work, including unauthorized collaboration on homework; Asking about, sharing, or receiving questions, answers, or other information pertaining to tests or quizzes; possession or attempted possession of tests, quizzes, or other teacher materials without permission; “cheat sheets” of any type in any form (i.e., answers, formula, data, or other information that can be used without the teacher’s knowledge during a graded assessment); use of private communication concerning graded assessments by any means, including electronic and telecommunication devices, gestures, sign language, talking, leaving the room, etc.; sabotaging the work of others; organized attempts to subvert the goals, purposes, or design of lessons; unauthorized use of on-line language translators.

XII. Writing an Extended Essay in Psychology

The Extended Essay (EE) is a 4,000 word research paper that all IB students are required to complete to earn the IB Diploma. Topics within psychology are often very popular. In order to successfully complete a psychology EE, students must investigate a wide array of sources, including (but not limited to) the American Psychological Association (APA), scholarly peer-reviewed journals, EBSCO databases, and contemporary & historical psychological studies.

Students may not conduct any psychological research.

Examples of topics for extended essays in psychology include:

- To what extent does emotional intelligence improve job performance in the workplace?
- To what extent is nudging useful in promoting healthy eating in adolescent boys?
- To what extent can acculturative stress be a risk factor for depression?

XIII. Classroom Policy & Procedure

Late Assignments

Teachers may assign a late penalty to any assignment turned in after the due date in accordance with previously established guidelines approved by the supervising administrator and disseminated to students. **Late assignments will not be accepted after the 10th calendar day from when an assignment is due as specified in TAC.**

The assignment should be evaluated based on the pre-established grading criteria. Once a grade has been assigned, late penalties will be assessed. The late penalty at Stony Point HS is a 70.

Make-up Work

For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

Each student will be responsible for obtaining and completing the make-up work, to include tests, in a satisfactory manner and will be governed by a “day for a day” procedure.

For example, if a student is absent for two days, they will have two days upon their return to turn in all required work that was missed due to the absence.

Students shall be permitted to complete make-up work in any class missed because of an absence, truancy or suspension. No grade penalties shall be imposed for make-up work, unless turned in after the teacher’s specified due date.

Students are expected to make arrangements with teachers in advance of school-related absences for work due during the time period absent.

XIV. Materials Needed

Students are expected to bring the following materials to class each day:

Interactive Student Notebook (can be physical or digital notebook)- Physical is preferred.

Textbooks

<https://www.thinkib.net/psychology> (online textbook)

XV. Maturity in a Psychology Class

IB Psychology SL requires the study of many sensitive subjects. I will expose students to a number of articles and films. These presentations are important because of the accuracy with which they highlight course curriculum and help to bridge the gap from fiction to real-world applications. Though the articles, films, and documentaries highlight appropriate subject matter, in some cases, they use strong verbal language, images of nudity & illicit drugs, and/or deal with intense situations. If for any reason you do not want your student to read or watch any of these presentations please indicate by emailing me immediately at cassandra_youngblood@roundrockisd.org. These students will not be penalized in any way, and they will be asked to complete an alternative assignment.

XVI. Classroom Behavior Management Plan

The following procedures will be followed in the event of disruptive behavior.

1st Offense: Verbal Warning

2nd Offense: Phone call home

3rd Offense: Office Referral