

IB PSYCHOLOGY OPTION

	SL	HL
Paper 1	50%	35%
Paper 2	25%	25%
Paper 3	---	20%
IA	25%	20%

COMMAND TERMS
(IB Papers)

SHORT ANSWER QUESTIONS (250 words)

ANALYSE	Break down in order to bring out the essential elements or structure.
APPLY	Use an idea, equation, principle, theory or law in relation to a given problem or issue.
DEFINE	Give the precise meaning of a word, phrase, concept or physical quantity
DESCRIBE	Give a detailed account.
DISTINGUISH	Make clear the differences between two or more concepts or items
EXPLAIN	Give a detailed account including reasons or causes.
OUTLINE	Give a brief account or summary.
STATE	Give a specific name, value or other brief answer without explanation or calculation.

ESSAY QUESTIONS (800 words)

COMPARE	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
COMPARE AND CONTRAST	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
CONTRAST	Give an account of the differences between two (or more) items or situations referring to both (all) of them throughout.
DISCUSS	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
EVALUATE	Make an appraisal by weighing up the strengths and limitations.
EXAMINE	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
TO WHAT EXTENT	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

SL/HL PAPER 1
(Section A)

ANSWER ONE OF THE FOLLOWING WITH A *SHORT ANSWER* COMMAND TERM:

CORE: BIOLOGICAL LEVEL OF ANALYSIS	
	<i>Outline</i> principles that defines the biological level of analysis
	<i>Explain</i> how principles that define the biological level of analysis may be demonstrated in research
	<i>Discuss</i> how and why particular research methods are used at the biological level of analysis
	<i>Discuss</i> ethical considerations related to research studies at the biological level of analysis
	<i>Explain</i> one study related to localization of function in the brain
	Using one or more examples, <i>explain</i> effects of neurotransmission on human behaviour
	Using one or more examples, <i>explain</i> functions of two hormones in human behaviour
	<i>Discuss</i> two effects of the environment on physiological processes
	<i>Examine</i> one interaction between cognition and physiology in terms of behaviour
	<i>Discuss</i> the use of brain imaging technologies in investigating the relationship between biological factors and behaviour
	With reference to relevant research studies, <i>to what extent</i> does genetic inheritance influence behaviour?
	<i>Examine</i> one evolutionary explanation of behaviour
	<i>Discuss</i> ethical considerations in research into genetic influences on behaviour

ANSWER ONE OF THE FOLLOWING WITH A *SHORT ANSWER* COMMAND TERM:

CORE: COGNITIVE LEVEL OF ANALYSIS	
	<i>Outline</i> principles that define the cognitive level of analysis
	<i>Explain</i> how principles that define the cognitive level of analysis may be demonstrated in research
	<i>Discuss</i> how and why particular research methods are used at the cognitive level of analysis
	<i>Discuss</i> ethical considerations related to research studies at the cognitive level of analysis
	<i>Describe</i> schema theory with reference to research studies
	<i>Evaluate</i> two models or theories of one cognitive process
	<i>Explain</i> how biological factors may affect one cognitive process
	<i>Discuss</i> how social or cultural factors affect one cognitive process
	With reference to relevant research studies, <i>to what extent</i> is one cognitive process reliable
	<i>Discuss</i> the use of technology in investigating cognitive processes
	<i>To what extent</i> do cognitive and biological factors interact in emotion
	<i>Evaluate</i> one theory of how emotion may affect one cognitive process

ANSWER ONE OF THE FOLLOWING WITH A *SHORT ANSWER* COMMAND TERM:

CORE: SOCIOCULTURAL LEVEL OF ANALYSIS	
	<i>Outline</i> principles that define the sociocultural level of analysis
	<i>Explain</i> how principles that define the sociocultural level of analysis may be demonstrated in research
	<i>Discuss</i> how and why one particular research method is used at the sociocultural level of analysis
	<i>Discuss</i> ethical considerations related to research studies at the sociocultural level of analysis
	<i>Describe</i> the role of situational and dispositional factors in explaining behaviour
	<i>Outline</i> two errors in attributions
	<i>Evaluate</i> social identity theory, making reference to relevant studies
	<i>Explain</i> the formation of stereotypes and their effect on behaviour
	<i>Explain</i> social learning theory, making reference to two relevant studies
	<i>Discuss</i> the use of compliance techniques
	<i>Evaluate</i> research on conformity to group norms
	<i>Discuss</i> factors influencing conformity
	<i>Define</i> the terms “culture” and “cultural norms”
	<i>Examine</i> the role of two cultural dimensions on behaviour
	Using one or more examples, <i>explain</i> “emic” and “etic” concepts

SL/HL PAPER 1
(Section B)

**ANSWER ONE OF THE FOLLOWING WITH AN *ESSAY* COMMAND TERM
(FROM A CHOICE OF THREE):**

CORE: BIOLOGICAL LEVEL OF ANALYSIS	
	<i>Discuss</i> how and why particular research methods are used at the biological level of analysis
	<i>Discuss</i> ethical considerations related to research studies at the biological level of analysis
	<i>Discuss</i> two effects of the environment on physiological processes
	<i>Examine</i> one interaction between cognition and physiology in terms of behaviour
	<i>Discuss</i> the use of brain imaging technologies in investigating the relationship between biological factors and behaviour
	With reference to relevant research studies, <i>to what extent</i> does genetic inheritance influence behaviour?
	<i>Discuss</i> one evolutionary explanation of one behaviour
	<i>Discuss</i> ethical considerations in research into genetic influences on behaviour
CORE: COGNITIVE LEVEL OF ANALYSIS	
	<i>Discuss</i> how and why particular research methods are used at the cognitive level of analysis
	<i>Discuss</i> ethical considerations related to research studies at the cognitive level of analysis
	<i>Evaluate</i> schema theory with reference to research studies
	<i>Evaluate</i> two models or theories of one cognitive process
	<i>Discuss</i> how social or cultural factors affect one cognitive process
	With reference to relevant research studies, <i>to what extent</i> is one cognitive process reliable
	<i>Discuss</i> the use of technology in investigating cognitive processes
	<i>To what extent</i> do cognitive and biological factors interact in emotion
	<i>Evaluate</i> one theory of how emotion may affect one cognitive process
CORE: SOCIOCULTURAL LEVEL OF ANALYSIS	
	<i>Discuss</i> how and why particular research methods are used at the sociocultural level of analysis
	<i>Discuss</i> ethical considerations related to research studies at the sociocultural level of analysis
	<i>Discuss</i> two errors in attributions
	<i>Evaluate</i> social identity theory, making reference to relevant studies
	<i>Discuss</i> the use of two compliance techniques
	<i>Evaluate</i> research on conformity to group norms
	<i>Discuss</i> factors influencing conformity
	<i>Examine</i> the role of two cultural dimensions on behaviour

HL PAPER 2*

**ANSWER ONE OF THE FOLLOWING WITH AN ESSAY COMMAND TERM
(FROM A CHOICE OF THREE):**

ABNORMAL PSYCHOLOGY OPTION	
	<i>To what extent do biological, cognitive and sociocultural factors influence abnormal behaviour?</i>
	<i>Evaluate</i> psychological research relevant to the study of abnormal behaviour
	<i>Examine</i> the concepts of normality and abnormality
	<i>Discuss</i> validity and reliability of diagnosis
	<i>Discuss</i> cultural and ethical considerations in diagnosis
	<i>Describe</i> symptoms and prevalence of one disorder from two of the following groups: anxiety disorders, affective disorders, eating disorders
	<i>Analyse</i> etiologies of one disorder from two of the following groups: anxiety disorders, affective disorders, eating disorders
	<i>Discuss</i> cultural and gender variations in prevalence of disorders
	<i>Examine</i> biomedical, individual and group approaches to treatment
	<i>Evaluate</i> the use of biomedical, individual and group approaches to the treatment of one disorder
	<i>Discuss</i> the use of eclectic approaches to treatment
	<i>Discuss</i> the relationship between etiology and therapeutic approach in relation to one disorder

**ANSWER ONE OF THE FOLLOWING WITH AN ESSAY COMMAND TERM
(FROM A CHOICE OF THREE):**

PSYCHOLOGY OF HUMAN RELATIONSHIPS OPTION	
	<i>To what extent do biological, cognitive and sociocultural factors influence human relationships?</i>
	<i>Evaluate</i> psychological research relevant to the study of human relationships
	<i>Distinguish</i> between altruism and prosocial behaviour
	<i>Contrast</i> two theories explaining altruism in humans
	Using one or more research studies, <i>explain</i> cross-cultural differences in prosocial behaviour
	<i>Examine</i> factors influencing bystanderism
	<i>Examine</i> biological, psychological and social origins of attraction
	<i>Discuss</i> the role of communication in maintaining relationships
	<i>Explain</i> the role that culture plays in the formation and maintenance of relationships
	<i>Analyse</i> why relationships may change or end
	<i>Evaluate</i> sociocultural explanations of the origins of violence
	<i>Discuss</i> the relative effectiveness of two strategies for reducing violence
	<i>Discuss</i> the effects of short-term and long-term exposure to violence

***SL STUDENTS ARE EXPECTED TO ANSWER ONE QUESTION
(FROM A CHOICE OF SIX)**

HL PAPER 3

ANSWER THREE OF THE FOLLOWING BASED ON AN ABSTRACT OR AN EXTRACT FROM A STUDY, INTERVIEW, OBSERVATION OR SCENARIO:

QUALITATIVE RESEARCH IN PSYCHOLOGY	
	<i>Distinguish</i> between qualitative and quantitative data
	<i>Explain</i> strengths and limitations of a qualitative approach to research
	<i>To what extent</i> can findings be generalized from qualitative studies?
	<i>Discuss</i> ethical considerations in qualitative research
	<i>Discuss</i> sampling techniques appropriate to qualitative research
	<i>Explain</i> effects of participant expectations and researcher bias in qualitative research
	<i>Explain</i> the importance of credibility in qualitative research
	<i>Explain</i> the effect of triangulation on the credibility/trustworthiness of qualitative research
	<i>Explain</i> reflexivity in qualitative research
	<i>Evaluate</i> semi-structured, focus group and narrative interviews
	<i>Discuss</i> considerations involved before, during and after an interview
	<i>Explain</i> how researchers use inductive content analysis (thematic analysis) in interview transcripts
	<i>Evaluate</i> participant, non-participant, naturalistic, overt and covert observations
	<i>Discuss</i> considerations involved in setting up and carrying out an observation
	<i>Discuss</i> how researchers analyse data obtained in observational research
	<i>Evaluate</i> the use of case studies in research
	<i>Explain</i> how a case study could be used to investigate a problem in an organization or group
	<i>Discuss</i> the extent to which findings can be generalized from a single case study