

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	
2012	<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
2013	<i>Explain</i> one study related to localization of function in the brain
2017	Using one or more examples, <i>explain</i> effects of neurotransmission on human behaviour
2011 2016	Using one or more examples, <i>explain</i> functions of two hormones in human behaviour
2014	<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?
2015	<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
2013 2016	<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
2012 2017	<i>Discuss</i> ethical considerations related to research studies at the cognitive level of analysis
2011	<i>Describe</i> schema theory with reference to research studies
	<i>Evaluate</i> two models or theories of one cognitive process
2014	<i>Explain</i> how biological factors may affect one cognitive process
2015	<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	
2014	<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
2012	<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
2013 2016	<i>Describe</i> the role of situational and dispositional factors in explaining behaviour
2011	<i>Outline</i> two errors in attributions
2015	<i>Evaluate</i> social identity theory, making reference to relevant studies
2017	<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	
2015	<i>Discuss</i> how and why particular research methods are used at the biological level of analysis
2011	<i>Discuss</i> ethical considerations related to research studies at the biological level of analysis
2013	<i>Discuss</i> two effects of the environment on physiological processes
2016	<i>Examine</i> one interaction between cognition and physiology in terms of behaviour
2017	<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?
2012 2014	<i>Discuss</i> one evolutionary explanation of one behavior
	<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
2014	<i>Evaluate</i> schema theory with reference to research studies
2012 2016	<i>Evaluate</i> two models or theories of one cognitive process
2011 2017	<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
2015	<i>Discuss</i> the use of technology in investigating cognitive processes
2013	<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
2015	<i>Discuss</i> ethical considerations related to research studies at the sociocultural level of analysis
2014	<i>Discuss</i> two errors in attributions
	<i>Evaluate</i> social identity theory, making reference to relevant studies
2012	<i>Discuss</i> the use of two compliance techniques
	<i>Evaluate</i> research on conformity to group norms
2011	<i>Discuss</i> factors influencing conformity
2013 2017	<i>Examine</i> the role of two cultural dimensions on behaviour

SL/HL PAPER 2*

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

ABNORMAL PSYCHOLOGY OPTION	
2011 2012 2017	<i>To what extent</i> do biological, cognitive and sociocultural factors influence abnormal behaviour?
2015	<i>Evaluate</i> psychological research relevant to the study of abnormal behaviour
2014	<i>Examine</i> the concepts of normality and abnormality
2012	<i>Discuss</i> validity and reliability of diagnosis
2011 2013 2015	<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
2014 2016 2017	<i>Discuss</i> cultural and gender variations in prevalence of disorders
2017	<i>Examine</i> biomedical, individual and group approaches to treatment
2011 2012 2015 2016	<i>Evaluate</i> the use of biomedical, individual and group approaches to the treatment of one disorder
2013	<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	
2011 2012 2015	<i>To what extent</i> do biological, cognitive and sociocultural factors influence human relationships?
2014	<i>Evaluate</i> psychological research relevant to the study of human relationships
	<i>Distinguish</i> between altruism and prosocial behaviour
2011 2013 2014 2016	<i>Contrast</i> two theories explaining altruism in humans
2015 2017	Using one or more research studies, <i>explain</i> cross-cultural differences in prosocial behaviour
2012	<i>Examine</i> factors influencing bystanderism
2015	<i>Examine</i> biological, psychological and social origins of attraction
2013 2017	<i>Discuss</i> the role of communication in maintaining relationships
2016	<i>Explain</i> the role that culture plays in the formation and maintenance of relationships
2012	<i>Analyse</i> why relationships may change or end
2013	<i>Evaluate</i> sociocultural explanations of the origins of violence
2011 2014 2017	<i>Discuss</i> the relative effectiveness of two strategies for reducing violence
2016	<i>Discuss</i> the effects of short-term and long-term exposure to violence

*** SL CANDIDATES ANSWER ONE OF THE ABOVE (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
2017	<i>To what extent</i> can findings be generalized from qualitative studies?
2013 2017	<i>Discuss</i> ethical considerations in qualitative research
2012 2014	<i>Discuss</i> sampling techniques appropriate to qualitative research
2011 2016	<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
2016	<i>Explain</i> reflexivity in qualitative research
2011 2013 2014 2017	<i>Evaluate</i> semi-structured, focus group and narrative interviews
	<i>Discuss</i> considerations involved before, during and after an interview
2011 2013	<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
2016	<i>Evaluate</i> the use of case studies in research
2012	<i>Explain</i> how a case study could be used to investigate a problem in an organization or group
2012	<i>Discuss</i> the extent to which findings can be generalized from a single case study