# Grade 11 Psychology

## Course Description

### Two Year Plan

- **Year One**
  - Unit One – Research in Psychology
  - Unit Two – The Sociocultural Level of Analysis
  - Unit Three – The Cognitive Level of Analysis
  - Unit Four – The Biological Level of Analysis

- **Year Two**
  - Unit One – Internal Assessment
  - Unit Two – Abnormal Psychology
  - Unit Three – The Developmental Level of Analysis
  - Unit Four – Qualitative Research

### Grade 11 Course Description

#### Unit 1 (HL/SL)

<table>
<thead>
<tr>
<th><strong>Unit title</strong></th>
<th>Research in Psychology</th>
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<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>1 month</td>
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#### Learning Outcomes

- Understand the research process.
- Examine experimental methods.
- Examine non-experimental methods.

#### LP Link

- Inquirer

#### TOK link

- Analyse critically knowledge claims, their underlying assumptions and their implications.

### Description of the unit

This introductory unit focuses on the nature of the subject and methods for investigating psychological issues. It provides the requisite background to enter into productive discussions and investigations of the three core levels of analysis that follow. Higher-level students investigate qualitative research methods and their application in greater detail.

### Key Knowledge and Skills addressed

Students will be able to:

- Identify what Psychology is as a discipline with a historical appreciation of its development into a distinct discipline.
- Gain an understanding of the considerations psychologist make when setting up a research experiment.
- Gain an understanding of the strengths and limitations of experimental design compared to a more qualitative approach.
- Gain an understanding of the importance of a representative sample and how can one be obtained.

### Main Summative and/or Internal Assessment

- DP Written Assignment
Unit 2 (HL/SL)

<table>
<thead>
<tr>
<th>Unit title</th>
<th>The Sociocultural Level of Analysis</th>
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<tbody>
<tr>
<td>Duration</td>
<td>2 months</td>
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| Learning Outcomes        | - Identify situational variables and how they may influence behavior.  
                           | - Examine how behavior is influenced by society.  
                           | - Examine how psychologists study the effect of socio-cultural factors on human behavior. |
| LP Link                  | Thinker                              |
| TOK link                 | Demonstrate an understanding of different perspectives on knowledge issues based on cultural or group identity. |

Description of the unit

It is important to understand that the biological and cognitive systems that make up the individual are embedded in an even larger system of interrelationships with other individuals – this is where the sociocultural level of analysis comes in. Human behavior can be fully understood only if the social context in which behavior occurs is also taken into account. This will lead us into investigations of social influence, that is, how the presence and behavior of one or a few people affect the behavior and attitudes of another individual.

Key Knowledge and Skills addressed

Students will be able to:
- Explain the role sociocultural cognition and external/internal factors influence behavior.
- Explain how social and cultural norms influence behavior.
- Gain an understanding how prejudice and discrimination can be supported by cultural norms.

Main Summative and/or Internal Assessment

DP Past Paper Exam

Unit 3 (HL/SL)

<table>
<thead>
<tr>
<th>Unit title</th>
<th>The Cognitive Level of Analysis</th>
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<tbody>
<tr>
<td>Duration</td>
<td>2 months</td>
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</table>
| Learning Outcomes        | - Develop an understanding of how our minds are organized and process data.  
                           | - Investigate how cultural, social and biological factors may influence memory.  
                           | - Explore how psychologists study memory. |
| LP Link                  | Inquirer                         |
| TOK link                 | Analyse critically knowledge claims, their underlying assumptions and their implications related to humans as information processors. |

Description of the unit

Our cognitive system includes our cognitions, emotions and behaviors. Cognitive psychology represents a vast array of research areas including cognitive psychology, cognitive science, cognitive neuropsychology and cognitive neuroscience. Topics such as memory, perception, artificial intelligence, amnesia and social cognition are studied.

Key Knowledge and Skills addressed

Students will be able to:
- Explain cognitive processes.
- Explain cognition and emotion.
- Understand an integrative look at happiness.

Main Summative and/or Internal Assessment

DP Past Paper Exam
Unit 4 (HL/SL)

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<tr>
<th>Unit title</th>
<th>The Biological Level of Analysis</th>
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<tr>
<td>Duration</td>
<td>2 months</td>
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| Learning Outcomes| - Determine what role our biological systems play in determining our behavior.  
|                  | - Investigate how psychologists study the effect of biological factors on human behavior.  
|                  | - Explore the extent to which behavior may be inherited. |
| LP Link          | Thinker                          |
| TOK link         | Demonstrate an understanding of different perspectives on knowledge issues specifically related to nature vs. nurture debates related to human behavior. |

**Description of the unit**

At the most basic level of analysis, human beings are biological systems. Our cognitions, emotions and behaviors are products of the anatomy and physiology of our nervous and endocrine systems. Students explore a reductionist view in relation to explaining human behavior through historical investigation and reviewing contemporary research in this specific field of psychology.

**Key Knowledge and Skills addressed**

Students will be able to:
- Understand physiology and behavior.
- Understand genetics and behavior.
- Develop research skills determining if a link between biological and criminal behavior exists.

**Main Summative and/or Internal Assessment**

DP Past Paper Exam