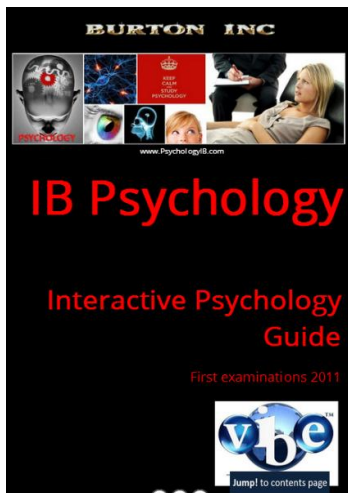


LEARNING OUTCOMES AND EXAMINATION QUESTIONS



The [IB Psychology Guide](#) (the official IBO guide to the IB Psychology syllabus) lists all of the Learning Outcomes associated with each section of the course – the Levels of Analysis and the Options (and even the HL Qualitative Research Methodologies). These learning outcomes guide us as teachers as to what we need to be teaching our students. And, if you don't for some reason or another, trust your IB Psychology teacher then you can monitor what should be being taught in the IB Psychology classroom.

What is great about the IB Psychology course is that the learning outcomes match the examination questions. For example, you are required in the Biological Level of Analysis to learn – **With reference to relevant research studies, to what extent does genetic inheritance influence behaviour?**

The November 2012 IB Psychology exam had the extended response question (i.e., the big 22 mark question that requires answering) – **With reference to psychological research (theories and/or studies), to what extent does genetic inheritance influence behaviour? [22 marks]**. We hope that you can see the pattern!

IB Psychology exam questions closely match the learning outcomes in the course, so closely that they more often than not, appear word-for-word in the examinations. If not word-for-word, then they are very, very close matches.

You can prepare and memorise perfect model answers to the learning outcomes and then regurgitate them in exams. This is the Secret of the 7. You have two years to do this. There can be no excuse for not having your model answers perfected, practiced and memorised after two whole years.

For example, again in the November 2012 examination the short answer question (8 marks) is asked at the Cognitive Level of Analysis: **Explain how one biological factor may affect one cognitive process. [8 marks]**. The

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corresponding learning outcome is: **Explain how biological factors may affect one cognitive process (for example, Alzheimer's disease, brain damage, sleep deprivation).**

The clear links between the IB Psychology learning outcomes and the examination questions also applies to the Options. In May 2013 the learning outcome: **Discuss the use of eclectic approaches to treatment**, was slightly tweaked with the command term being changed to 'Evaluate': **Evaluate the use of eclectic approaches to treatment**. Clearly the strengths and limitations of an eclectic approach to treatment would be covered in a 'Discuss' learning outcome.

Do you need more convincing? Higher Level Paper 3, May 2013 again. The examination question: **Explain two ethical considerations relevant to this study. [10 marks]**, is taken directly from the learning outcome, **Discuss ethical**

The key point here is:

You can prepare and memorise perfect model answers to the learning outcomes and then regurgitate them in exams. This is the **Secret of the 7**: Prepare and memorise model answers to the learning outcomes AND produce a great IA.

You have two years to do this. There can be no excuse for not having your model answers perfected, practiced and memorised after two whole years.

Derek Burton - passionate about IB Psychology

considerations in qualitative research.

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To further illustrate this point. The May 2013 IB Psychology examination questions – Papers 1, 2 and 3 – are listed below. Next to these are their associated learning outcomes. Judge for yourself the closeness of the match and how beneficial it would have been to have walked into these exams with answers prepared and memorised for the learning outcomes. We could have prepared tables for all of the IB Psychology examinations to further support this point, but we do have classes to teach and lesson to prepare!

Actual IB Psychology exam questions	The associated learning outcome
May 2013 – Paper 1: Levels of Analysis	
Describe one study of localization of function in the brain. [8 marks]	Explain one study related to localisation of function in the brain.
Explain how one principle that defines the cognitive level of analysis may be demonstrated in one example of research (theory or study). [8 marks]	Explain how principles that define the cognitive level of analysis may be demonstrated in research (that is, theories and/or studies).
Describe the role of situational and dispositional factors in explaining behaviour. [8 marks]	Describe the role of situational and dispositional factors in explaining behaviour.
Discuss two effects of the environment on physiological processes. [22 marks]	Discuss two effects of the environment on physiological processes.
Examine how cognitive and biological factors interact in emotion. [22 marks]	To what extent do cognitive and biological factors interact in emotion (for example, two factor theory, arousal theory, Lazarus' theory of appraisal)?
Discuss the role of one cultural dimension on human behaviour. [22 marks]	Examine the role of two cultural dimensions on behaviour.
May 2013 – Paper 2: The Options	
Evaluate the use of eclectic approaches to treatment. [22 marks]	Discuss the use of eclectic approaches to treatment.
Discuss cultural and ethical considerations in diagnosis. [22 marks]	Discuss cultural and ethical considerations in diagnosis (for example, cultural variation, and stigmatisation).
Discuss gender variations in the prevalence of disorders. [22 marks]	Discuss cultural and gender variations in prevalence of disorders.
Discuss the role of communication in maintaining relationships. [22 marks]	Discuss the role of communication in maintaining relationships.
Evaluate two theories explaining altruism in humans.	Contrast two theories explaining altruism in humans.
Discuss sociocultural explanations of the origins of violence. [22 marks]	Evaluate sociocultural explanations of the origins of violence.

May 2013 – Paper 3: Qualitative Research Methods

Explain two ethical considerations relevant to this study. [10 marks]	Discuss ethical considerations in qualitative research.
Discuss the use of semi-structured interviews in this study. [10 marks]	Evaluate semi-structured, focus group and narrative interviews.
Describe the use of inductive content analysis (thematic analysis) in this study. [10 marks]	Explain how researchers use inductive content analysis (thematic analysis) on interview transcripts.