

DP Psychology

Preparing students for their EAs



PRINT AND GO
TEACHER PACK



Table of Contents

The Foundations of Paper 1	3
Paper 1 Sample Prompts	5
Paper 1 Lesson Plans & Activities	7
The Foundations of Paper 2	11
Paper 2 Lesson Plans & Activities	12
The Foundations of Paper 3 (HL Only)	15
Paper 3 Lesson Plans & Activities	16
Conclusion	19
Teacher Reflection	20
Resource 1: Division of Topics and Prompts	
Resource 2: Sociocultural - Social Identity Theory	
Resource 3: Biological Approach - Pheromones	
Resource 4: Paper 2 and the Command Terms	
Resource 5: Developmental Option - Touch & Oxytocin	
Resource 6: Cognitive Complexity and the Command Terms	

The Foundations of Paper 1

Paper 1 consists of two sections - the first section consists of three compulsory short answer questions on the approaches. This is followed by a section where students choose one essay out of three. Each essay relates to one approach.

This paper assesses three assessment objectives encompassing knowledge skills, analysis and application skills and critical thinking skills.

Frequent multiple choice tests and quizzes in lessons are some of the ways that you can help your students retain knowledge over time to assist them with the knowledge skills required in the course.

To extend this type of testing, asking students to then design quizzes and tests in groups to test other members of the class is an activity where students can help each other in developing their knowledge. Such tests and quizzes work well because they help students retain the framework of knowledge needed to structure question answers.

For application and analysis, activities such as proposing alternative ways to carry out a research study can be fruitful in helping students to apply solutions to problems in research. For example, students could assess how older non-ethical studies could be carried out today. Such activities work well because they enhance diverse thinking on the same theme.

Finally, Paper 1 assesses critical thinking. Class debates are one way to enhance such skills. Students could, for example, debate the strengths and weaknesses of particular research studies. This enables them to consider different points of view, a handy asset in learning to prepare arguments for essay questions.

Notes

Paper 1 Sample Prompts

Explicit teaching of how students should approach each of the examination papers is encouraged so that common misconceptions can be addressed. Regular and repeated exposure to examination-style questions in both collaborative and timed conditions alongside discussions around examination techniques and examiner expectations will all help students become more confident and prepared for their external examinations.

Here are some examples of Paper 1 prompts:

Paper 1 A

- Explain one technique used to study the brain in relation to one behavior.
- Describe the effects of one neurotransmitter on human behavior.

Paper 1 B

- Evaluate the connection between pheromones and human behavior.
- Evaluate an evolutionary explanation for human behaviors.
- To what extent can animal models provide insight into human behavior?
- To what extent do hormones influence behaviour?
- To what extent do pheromones influence behaviour?
- Discuss the effect of ONE neurotransmitter on human behaviour.
- The student's ability to achieve this drawing on a relevant example would be determined by the appropriate mark band for Paper 1-section B.
- Discuss how social variables may affect cognitive development.
- To what extent does culture influence behavior or cognition?

Paper 1 Lesson Plans & Activities

It is important to prepare your students for their Paper 1 so they can feel confident going into this assessment. You can begin preparing them right at the beginning of teaching your course.

Here are some classroom examples of ways you can prepare your students.

Division of Topics and Prompts

Help your students understand how the topics and prompts are divided on this paper so they can understand how the paper is organized.

The resource is one way I expose my students to the topics they will encounter for the Paper 1 A & B exam.

In the resources section, find:

- A worksheet on the division of topics and prompts.

Unethical Versus Ethical Studies

After an introduction to research has been completed, I have students research 10 unethical studies. Later, as we are preparing for Paper 1, to enhance their critical thinking skills, we then revisit the same studies. In groups of three-four, students will choose three studies that they feel could be rewritten, and then carried out ethically. The guide I use for the beginning research is below:

Using reliable sources, evaluate the following studies. Summarize each study, including the Aim, Procedure and Results of each.

- Tuskegee Institute study
- Little Albert study
- Rosenhan study

***Look at ethical considerations on these levels:

1. Culture
2. Gender
3. Ethics
4. Methodology
5. Strengths/limitations

Then Google or search for top 10 unethical studies, and evaluate seven more (for a total of ten), using the format as you have for the first three studies.

Sociocultural focus on Social Identity Theory

Use this activity to scaffold the sociocultural theory with your students.

In the resources section, find:

- A worksheet to use with your students on Social Identity Theory.

Biological Approach

Use this activity to have students explore the controversy of pheromones in humans within the biological approach.

In the resources section, find:

- A worksheet to use with your students on Biological Approach: Pheromones

My notes



The Foundations of Paper 2

Paper 2 requires students to either write one essay if they are an SL student or two essays if they are an HL student.

Exactly like Paper 1, Paper 2 assesses students on three assessment objectives.

To reiterate, these are knowledge skills, analysis and application skills and critical thinking skills.

The types of activities that are beneficial in developing skills to prepare for Paper 1 are similar for Paper 2 since both papers are developing similar Psychology skills.



Teacher Tip

The command terms explain what expectations there are for depth and complexity of a response. This is a clue for teachers to know how much time to spend on a content objective. In addition, teachers need to know which part of the curriculum a content objective falls.

Paper 2 Lesson Plans & Activities

Here are some learning activities and lesson plans to help you plan out this part of the course.

Paper 2 and the Command Terms

The following is a learning activity I give to my students that give them practice with Paper 2 and learning the demands of the Command Terms.

In the resources section, find:

- A student guide on Paper 2 and the Command Terms

Developmental Option

Create activities where students can do some hands-on, small group work for the Developmental Option. This will give students more opportunities for inquiry as they learn and study this option. This activity focuses on the Developmental Option-Touch & Oxytocin.

In the resources section, find:

- A worksheet for students on the Developmental Option - Touch & Oxytocin.

Cognitive Complexity and the Command Terms

This activity can be used to help students prepare for DP-style essays on Paper I and Paper II. It focuses on the differences in the cognitive complexity for the Command Terms (AO1, AO2, AO3).

In the resources section, find:

- A guide for students on Cognitive Complexity and the Command Terms for Paper 2.

The Foundations of Paper 3 (HL Only)

Paper 3 is taken only by HL students and is based on quantitative and qualitative research methods.

This paper uses static questions, and so the questions that are going to be asked are outlined in the psychology guide.

The assessment objectives that are examined in Papers 1 and 2 are also examined in paper 3, i.e., AO1, AO2 and AO3 - knowledge skills, analysis and application skills and critical thinking skills respectively.

Given that the questions are known in advance, although not all will be asked in one exam sitting, this means that preparation for this paper can be entirely focused on these questions. Question 1 and question 2 test knowledge of content so activities here can be regular content quizzes, multiple choice tests and true/false decision tests.

Developing games can be a fun way of testing research methods. For example Who Wants to be a Millionaire?

Question 1 also tests application and analysis and using activities that test how students utilize such skills should be built into the teaching of Paper 3. One example is to give students a research scenario and to ask them to assess in a group activity which alternative method could be used in the scenario and to present their reasons for their choice.

Question 3 is based on critical thinking hence activities such as asking students to note down ideas on the board for a class discussion can be highly effective.

Paper 3 Lesson Plans & Activities

Here are some learning activities and lesson plans to help you plan out this part of the course.

Break Down the Questions

Students need to be taught how to break down the questions as follows:

1. Students need to understand what the command term(s) is/are asking.
2. Students start by rewriting the question and replacing the command term with the definition of the term.
3. Define any psychological terminology that is in the question and/or used by the student in their response.
4. Explain and evaluate the research they use.
5. Link the research back to the question, explaining how the research addresses this question.

APRILS

When my students begin evaluating research, one strategy I use is giving them the following acronym to utilize:

A - aim of study

P - Procedure

R - Results

I - Impact

L - Limitations of study (may be cultural, gender, ethics, methodology, etc.-looking for generalization)

S - Strengths of study (looking for validity)

By using APRILS, students have enough information to start thinking critically and questioning the research, as well as comparing it to other research. When answering an SAQ, students need to know the aim, procedure and results of research they choose. By learning APRILS about each source, students are able to evaluate and link research more easily. When answering an ERQ, students will most likely need all the information provided by APRILS.

Conclusion

Every learner in the DP program will encounter external assessments, and as DP Psychology teachers we want to make sure our students are prepared for these examinations so they can do their best and be successful.

Here are some final tips for you as you are preparing your students for their EAs:

- A final tip would be that it is important to have students focus on terminology and research from the beginning. Come up with an activity that reinforces this.
- This is an activity I use. I have my students make notecards over each theory and/or study as a way to make flashcards for themselves that they are expected to study. At the end of each approach and/or option, I write down all of the names of researchers and the theories we have covered. I post these around the classroom, and give each student one minute at each to write as much as they remember. They have to read what has already been written, and add to it. Students rotate around the classroom either reinforcing what they know, or finding out what they don't know.

This activity always demonstrates the need to study these materials.

- As an instructor, it is also important that you help your students make the connections in research and between the Approaches. I talk to my students about pieces of a puzzle in how these fit together.
- From day one, you are working toward assessment.

Teacher Reflection

Which EA do you think your students will do best on? Why?

Which do you think they will struggle with? What are some strategies you can use to support your students?

- ---
- ---
- ---
- ---
- ---
- ---

Resources

Find all the printables that were discussed in this Print and Go Pack by downloading the individual files in this Pack.



Ready to learn more?



[Teacher Toolkits](#)

Subscribe to a full year of tools with an Ibtrove teacher toolkit. The toolkits break down all the subject information you need to be more successful!

[Click Here](#)

[Print and Go Unit Plans](#)

Make planning easier with print and go unit plans, which include the official unit plan, daily lessons, and supplementals.

[Click Here](#)



[IB Books & Resources](#)

Find all the IB books and resources you need to teach your IB subject on the IB Source website.

[Click Here](#)

