Presumed Knowledge for Psychology HL 2018-2019

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Psychology at the HL level will include many review and familiar terms and studies. The following is *not* intended to be a complete list but includes concepts that you are expected to know as you begin the course.

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| Terms/Concepts | Studies/Psychologists |
| Why we study each level of analysis | H.M. |
| Ethical Considerations | Clive Wearing |
| Technology scans (description and pros/cons) | Loftus and Palmer |
| Difference between hormones and neurotransmitters | Darley and Gross |
| Schema Theory | Bandura |
| Social Learning Theory | Tajfel |
| Social Identity Theory | Cialdini |
| Attributions and Errors in Attributions | Asch/Berry |

•How to structure an 8 and 22 Mark Essay Prompt

• How to organize an essay appropriately, including introduction, body, and conclusion

• How to meet deadlines.

• How to follow instructions.

• How to keep track of all assignments.

• How to use Schoology

• How to upload documents to Schoology, Google, and Turnitin.com.

Biological Level of Analysis: (for 8 or 22 mark questions)

General Learning Outcomes:

* Outline principles that define the biological level of analysis and explain how principles may be demonstrated in research –that is, theories and/or studies.
* Discuss how and why particular research methods are used at the biological level of analysis (for example, experiments, observations, correlational studies).
* Discuss ethical considerations related to research studies at the biological level of analysis.

Physiology and Behavior

* Explain one study related to localization of function in the brain (for example, Wernicke, Broca, Gazzaniga, and Sperry, Gage, H.M., Clive).
* Using one or more examples, explain the effects of neurotransmission on human behavior (for example, the effect of serotonin on hallucinations).
* Using one or more examples, explain functions of two hormones in human behavior(testosterone on aggression levels).
* Discuss two effects of the environment on physiological processes (for example, effects of deprivation on neuroplasticity, effects of environmental stressors on depression, mirror neurons).
* Examine one interaction between cognition and physiology in terms of behavior (for example, amnesia).
* Discuss the use of brain imaging technologies (for example, CAT, PET, fMRI) in investigating the relationship between biological factors and behavior.

Genetics and Behavior

* With reference to relevant research studies, to what extent does genetic inheritance influence behavior (IQ and twin studies)
* Examine one evolutionary explanation of behavior (disgust)
* Discuss ethical considerations in research into genetic influences on behavior. (genetics and ethics)

Cognitive Level of Analysis: (for 8 or 22 mark questions)

General Learning Outcomes:

* Outline principles that define the cognitive level of analysis and explain how principles may be demonstrated in research-that is, theories and/or studies.
* Discuss how and why particular research methods are used at the cognitive level of analysis (for example, experiments, observations, interviews).
* Discuss ethical considerations related to research studies at the cognitive level of analysis.

Cognitive Processes

* Evaluate schema theory with reference to research studies.
* Evaluate two models or theories of one cognitive process (for example, memory) with reference to research studies.
* Explain how biological factors may affect one cognitive process (for example, Alzheimer’s disease, brain damage).
* Discuss how social or cultural factors affect one cognitive process (for example, schema and memory).
* With reference to relevant research studies, to what extent is one cognitive process reliable (for example, reconstructive memory, decision-making/heuristics)?
* Discuss the use of technology in investigating cognitive processes (for example, MRI scans in memory research, fMRI scans in decision-making research).

Cognition and Emotion

* To what extent do cognitive and biological factors interact in emotion (for example, two factor theory, arousal theory, Lazarus’ theory of appraisal)?
* Evaluate one theory of how emotion may affect one cognitive process (for example, state-dependent memory, flashbulb memory, affective filters).

Sociocultural Level of Analysis: (for 8 or 22 marks)

General Learning Outcomes:

* Outline principles that define the sociocultural level of analysis and explain how principles may be demonstrated in research (that is, theories and/or studies).
* Discuss how and why particular research methods are used at the sociocultural level of analysis (for example, participant/naturalistic observation, interviews, case studies).
* Discuss ethical considerations related to research studies at the sociocultural level of analysis.

Sociocultural Cognition

* Describe the role of situational and dispositional factors in explaining behavior.
* Discuss two errors in attributions (for example, fundamental attribution error, illusory correlation, self-serving bias).
* Evaluate social identity theory, making reference to relevant studies.
* Explain the formation of stereotypes and their effect on behavior.

Social Norms

* Explain social learning theory, making reference to two relevant studies
* Discuss the use of compliance techniques (for example, lowballing, foot-in-the-door, reciprocity).
* Evaluate research on conformity to group norms.
* Discuss factors influencing conformity (for example, culture, groupthink, minority influence).

Cultural Norms

* Define the terms “culture” and “cultural norms”.
* Examine the role of two cultural dimensions on behavior (for example, individualism/collectivism, power distance, uncertainty avoidance, Confucian dynamism, masculinity/femininity).
* Using one or more examples, explain “emic” and “etic” concepts.