



Psychology II (12) - International Baccalaureate Diploma Program

Instructor Information

Instructor: Courtney Maxwell-Shey

Email: cshey@riverstoneschool.org

Course Description

In the second year of IB DP Psychology at Riverstone International School, students deepen their understanding of the intricacies explored in the first year. Delving into advanced psychological theories, the curriculum addresses specialized topics such as abnormal psychology, developmental psychology, and health psychology. Engaging in more sophisticated discussions, students analyze real-world applications of psychological concepts. A significant component of the second year is the Internal Assessment, where students design and conduct their own psychological research. This hands-on project allows them to apply theoretical knowledge to practical scenarios, fostering independent inquiry skills. By the end of the course, students emerge with a comprehensive grasp of psychology and a completed Internal Assessment showcasing their research prowess.

Prerequisites

Psychology I (11) - International Baccalaureate Diploma Program

Materials

- Study Guide: [Psychology for IB Diploma Course Preparation](#). Seath, Darren and Parker, Lee. ISBN: 9781382004947
- Supplementary Readings: Various psychological studies - provided in class.



Assessment - IB Exams (Spring, Second Year)

- Paper One: 40%
- Paper Two: 20%
- Paper Three (HL): 20%
- Internal Assessment: 20%

Class Schedule

Psychology IA:

- Week 1: Introduction
- Week 2: Exploration
- Week 3: Analysis
- Week 4: Evaluation

Unit 4: Option One

- Schedule depends on option chosen out of the four possible: Abnormal Psychology, Developmental Psychology; Health Psychology; Human Relationships.
- Thorough analysis and examination of Option One.

Unit 5: Option Two

- Schedule depends on the second option chosen out of the four possible: Abnormal Psychology, Developmental Psychology; Health Psychology; Human Relationships.
- Thorough analysis and examination of Option Two.

Unit 6: Paper Three (HL Only)

- Paper Three is practice stimulus pieces and practice exam for HL students.

Unit 7: Class Review/Exam Preparation

- Unit consists of thorough review of expectations for Paper 1, Part A and B, and Paper 2 with practice and examination sessions.

External Assessment



- Exams: Spring, Second Year.
 - Format:
 - Paper One: Part A: Three SAQs, one on each of the approaches; Part B: ERQ on one of the approaches.
 - Paper Two: SL ; One question on the Options; HL Two questions on the Options.
 - Paper Three: HL Only; Stimulus piece - assessing/examining a study/experiment.

Final Exam: No final exam for year II students as they prepare for their DP exams.

DP Exam Schedule:

- Wednesday 6 May, Afternoon Session: HL Paper 1; SL Paper 1
- Thursday 7 May, Morning Session: HL Paper 2 & 3; SL Paper 2

Policies

- AI Usage: In the Humanities, we prioritize the development of each student's independent voice, critical thinking, creativity, and analytical writing. Understanding how large language models (LLMs) function is essential for engaging with the modern world and offers insight into how language itself operates; however, the exploration of these tools will occur through teacher-directed activities. Students may not use AI to generate, develop, or refine any part of their written work unless explicitly instructed to do so as part of a lesson. Any unauthorized or undisclosed use will be treated as a violation of the school's academic honesty policy.
- Attendance: [Riverstone Attendance Policy](#)
- Academic Integrity: [Academic Integrity](#)
- Communication: Communication between myself, students, and parents/guardians will be open, continual, and respectful.
- Cell Phones: See [Handbook](#)
- Grade Appeal: [Grade Appeal Process](#)
- Late Work: Not accepted. See me with extenuating circumstances.

Resources and Support

- IB Resources: Any IB resources associated with the DP Psychology course.

Grading Scale



All DP grades are awarded on a 1-7 scale. When considering marking a student's work, it is imperative that teachers take the IB recommendations on how to assess a student fully into consideration.

- An emphasis on criterion-related (as opposed to norm-referenced) assessment.
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it
- IB grade boundaries published after each examination session. This helps the teacher to measure a student's ability numerically and compare that result to historical results.

Please see the descriptions below to understand what it means for a student to earn a specific IB number grade.

[DP Grade boundaries](#) for each subject (in progress)

IB Grade	Grade Boundary	Grade Translation	GPA Points	Grade Descriptor
7	Each Diploma Program class has different grade boundaries.. These are updated into each individual Managebac class in alignment with the DP guidance by group and subject. Please check your student's grade in Managebac and you can use this table to convert to A-F and the 4.0 GPA scale.	A+ A	4.0	Consistently produces innovative work demonstrating insight into the task beyond what was addressed in class. The work exemplifies a high degree of accuracy without the assistance of the teacher. Consistently demonstrates novel and creative ideas to transfer knowledge and skills to complex classroom topics as well as real-world situations.
6		A	4.0	Sometimes produces innovative work demonstrating insight into the task beyond what was addressed in class. The work is satisfactory to the task representative of a thorough understanding of the knowledge and skill necessary to carry out similar work that might be unfamiliar.
5		A- B+	3.75 3.5	Produces generally high quality work representative of attempts to apply critical thinking. Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology. When introduced to unfamiliar concepts, knowledge and skills are attempted to be used in application, but requires some assistance.
4		B B-	3.25 3.0	Produces good quality work representative of a basic understanding of concepts addressed within the context of class. Demonstrates an adequate usage of subject specific terminology limited to items discussed within the class setting. Application to real-world settings requires significant assistance.
3		C+ C C-	2.75 2.25 2.0	Produces work of acceptable quality. Inability to use subject specific terminology reveals gaps in understanding or misunderstandings. There are some attempts at creative and critical thinking with support, but ultimately unable to make conceptual leaps in the real-world.
2		D	1.0	Produces work of limited quality. Infrequent demonstration of understanding with very little to no use of subject specific terminology. Even with support provided, there is little effort to think critically.
1		F	0.0	Insufficient evidence to assess student work.



Note

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated to students in a timely manner.