Revision practice

International Baccalaureate · IB Diploma · Psychology · HL

1 Explanations, studies and inference

- cognitive process
- confounding variable

■ Question 1

What can be concluded from the association alone?

Available marks: 2.

Worked answer

Longer sleep is associated with higher scores in this sample, without establishing causation.

■ Question 2

Explain the mechanism or reasoning in this original case: Students who sleep longer score higher on a memory task. Sleep may matter, but the observation alone does not identify the causal mechanism.

Available marks: 4.

Worked answer

An observational sleep-memory relation might also reflect stress, prior ability or study time. An ethically approved experiment can control some factors, but its task and sample still limit generalization.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Do not invent a published study or claim the original classroom scenario is one. / Add accurate aims, procedure, findings and evaluation for the teacher's selected studies before using them as examination evidence.

2 Culture, social learning and application

- social learning
- generalization

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■ Question 1

Which detail most directly supports a social-learning explanation?

Available marks: 2.

Worked answer

The learner observes both a model's strategy and the praise that follows.

■ Question 2

Explain the mechanism or reasoning in this original case: A learner copies a peer who receives praise for a strategy. Observed consequences may affect imitation, but not every learner responds alike.

Available marks: 4.

Worked answer

In the original classroom case, identify the model, observed behaviour and praise before explaining possible imitation. To apply this to learning and cognition, use an actual study such as Bandura (1961) and explain the limits of transferring its evidence.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Do not treat national identity as a complete explanation of behaviour. / All students study the four contexts (health and well-being, human development, human relationships, learning and cognition); there are no options in this course.

3 Ethical design, data and evaluation

- independent variable
- dependent variable

■ Question 1

Which variable is the dependent variable in this task?

Available marks: 2.

Worked answer

The measured recall score.

■ Question 2

Explain the mechanism or reasoning in this original case: You want to test whether a harmless change in word presentation affects recall. The procedure needs ethical approval before collecting data.

Available marks: 4.

Worked answer

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Compare two approved presentation formats using a justified allocation method. Record recall consistently and retain anonymized raw data. In a class practical, describe the design before choosing suitable descriptive analysis with the teacher.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Avoid deception, sensitive topics and unsupported statistical claims. Class practicals use four methods: an experiment, an interview or focus group, an observation and a questionnaire. / The internal assessment is a research proposal: it plans a study for a population of interest but does not collect data.

4 Evaluating qualitative and quantitative research

- credibility
- transferability

■ Question 1

What is a useful evaluation of the interview study?

Available marks: 2.

Worked answer

Whether recruitment and analysis support its claims about the participants' experiences.

■ Question 2

Explain the mechanism or reasoning in this original case: An interview study gives detailed accounts from six volunteers. Small numbers do not alone make qualitative research worthless.

Available marks: 4.

Worked answer

An interview may reveal how people interpret an experience, but volunteer recruitment can shape whose perspectives appear. Compare themes with quoted evidence and reflect on the researcher's role, rather than judging credibility only by sample size.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Paper 3 gives four to six sources on one HL extension topic; read the data before judging a claim. / Do not apply experimental cause-and-effect standards indiscriminately to an inquiry about lived meanings.

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