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|---|---|---|
| T1<br>concepts | T1<br>content | T1<br>contexts |
| T1<br>biological approach | T1<br>cognitive approach | T1<br>sociocultural approach |
| T1<br>localisation of function | T1<br>neuroplasticity | T1<br>brain imaging |

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| T1<br>The real-life areas in which psychology is applied. | T1<br>In IB Psychology, the topics studied: health and well-being, human development, human relationships and learning and cognition. | T1<br>In IB Psychology, the six big ideas used to frame questions: bias, causality, change, measurement, perspective and responsibility. |
| T1<br>Explaining behaviour through social groups and culture. | T1<br>Explaining behaviour through mental processes such as memory, thinking and perception. | T1<br>Explaining behaviour through the brain, hormones and genes. |
| T1<br>Techniques, such as fMRI, that show the brain's structure or activity. | T1<br>The brain's ability to change its structure and connections through experience. | T1<br>The idea that particular areas of the brain control particular functions. |

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| T1<br>neurotransmitters | T1<br>synapse | T1<br>hormones |
| T1<br>oxytocin | T1<br>genes | T1<br>twin studies |
| T1<br>gene–environment interaction | T1<br>models | T1<br>predictions |

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| T1<br><br>Chemical messengers released by cells or glands that act on target cells with suitable receptors. | T1<br><br>A junction through which a neuron communicates with another cell, usually using a chemical transmitter. | T1<br><br>Chemical messengers released by neurons to transmit signals across synapses. |
| T1<br><br>Comparing identical and non-identical twins to estimate genetic influence. | T1<br><br>Sequences of DNA that carry information for functional products such as proteins or RNA molecules. | T1<br><br>A hormone that may increase trust. |
| T1<br><br>Expectations of what will happen, which the brain uses to interpret input. | T1<br><br>A simplified representation of a system used to explain, analyse or predict its behaviour. | T1<br><br>Genes and environment working together, so a gene's effect depends on experience. |

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| T1<br>multi-store model | T1<br>working memory model | T1<br>schema |
| T1<br>reconstructive memory | T1<br>heuristics | T1<br>cognitive bias |
| T1<br>anchoring bias | T1<br>confirmation bias | T1<br>leading question |

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| T1<br>A mental framework of knowledge that guides how we understand and remember information. | T1<br>An account of temporary information processing using interacting control and storage components rather than one undivided store. | T1<br>A model of memory that distinguishes sensory, short-term and long-term stores. |
| T1<br>A systematic error in thinking that affects judgements. | T1<br>A practical shortcut or rule of thumb used to solve a problem or make a decision without guaranteeing an optimal or correct result. | T1<br>Memory rebuilt at recall from stored pieces and expectations, so it can change. |
| T1<br>A question worded to suggest an answer. | T1<br>Favouring information that supports what one already believes. | T1<br>Relying too much on the first number or fact given. |

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| T1<br>emotion | T1<br>flashbulb memory | T1<br>social identity theory |
| T1<br>in-group favouritism | T1<br>social learning theory | T1<br>role model |
| T1<br>attention | T1<br>retention | T1<br>reproduction |

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| T1<br>Tajfel's theory that we gain self-esteem from the groups we belong to and favour our own group. | T1<br>A vivid, confident memory of hearing about a shocking event. | T1<br>A psychological state involving feelings and related bodily or behavioural responses. |
| T1<br>A person whose behaviour others copy. | T1<br>Bandura's theory that people learn by observing and imitating others. | T1<br>Treating members of one's own group better than others. |
| T1<br>In social learning, being able to perform the behaviour. | T1<br>In social learning, remembering the observed behaviour. | T1<br>In social learning, noticing the model's behaviour. |

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| T1<br>motivation | T1<br>social norm | T1<br>conformity |
| T1<br>collectivist | T1<br>individualist | T1<br>culture |
| T1<br>enculturation | T1<br>acculturation | T1<br>perspective |

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| T1<br>Changing one's behaviour or expressed beliefs to align with a group or its perceived expectations. | T1<br>An unwritten rule about how a group behaves. | T1<br>The reasons or influences that encourage a person to act or make an effort. |
| T1<br>The shared beliefs, norms and practices of a group, passed on between generations. | T1<br>Of a culture: putting personal goals and independence first. | T1<br>Of a culture: putting the group's goals before the individual's. |
| T1<br>A particular viewpoint from which an issue or experience is understood. | T1<br>The changes people go through when they come into contact with a new culture. | T1<br>Learning the norms and values of one's own culture. |

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| T2<br>concepts | T2<br>contexts | T2<br>depression |
| T2<br>bias | T2<br>causality | T2<br>change |
| T2<br>measurement | T2<br>perspective | T2<br>responsibility |

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| T2<br>A disorder of persistent low mood and loss of interest. | T2<br>The real-life areas in which psychology is applied. | T2<br>In IB Psychology, the six big ideas used to frame questions: bias, causality, change, measurement, perspective and responsibility. |
| T2<br>How behaviour and mental processes develop or can be altered. | T2<br>Whether one variable actually causes a change in another. | T2<br>A systematic tendency for a measurement, estimate or selection process to differ from the true or representative value. |
| T2<br>The ethical duties of researchers and practitioners. | T2<br>A particular viewpoint from which an issue or experience is understood. | T2<br>Finding a quantity by comparing it with a standard unit. |

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| T2<br>validity | T2<br>reliability | T2<br>immune system |
| T2<br>cognitive triad | T2<br>vulnerability factors | T2<br>diathesis–stress model |
| T2<br>cognitive behavioural therapy | T2<br>diagnosis | T2<br>theory of mind |

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| T2<br>The cells, tissues and processes that defend an organism against pathogens and other harmful or foreign material. | T2<br>The consistency of a measurement or assessment when repeated under comparable conditions. | T2<br>How well a measure or study represents the concept or conclusion it is intended to address. |
| T2<br>The idea that a disorder arises when a vulnerability meets stressful events. | T2<br>No close person to talk to, three or. | T2<br>Beck's negative views of the self, the world and the future in depression. |
| T2<br>Understanding that others have beliefs and desires different from one's own. | T2<br>Identifying a mental disorder from a person's symptoms, using a classification system. | T2<br>Therapy that changes unhelpful thoughts and behaviours. |

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| T2<br>attachment | T2<br>Strange Situation | T2<br>bystander effect |
| T2<br>diffusion of responsibility | T2<br>superordinate goals | T2<br>classical conditioning |
| T2<br>operant conditioning | T2<br>testing effect | T3<br>class practicals |

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| T2<br>A reduced likelihood that an individual will help when other observers are present. | T2<br>Ainsworth's procedure for classifying a child's attachment type. | T2<br>The emotional bond between a child and a carer. |
| T2<br>Learning to link a neutral stimulus with one that causes a reflex. | T2<br>Goals that need cooperation between groups, reducing conflict. | T2<br>Feeling less responsible to help when others are present. |
| T3<br>Small research activities done in class to practise methods. | T2<br>Improved later retention resulting from practising retrieval rather than only restudying material. | T2<br>Learning from the consequences of behaviour: reinforcement and punishment. |

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| T3<br>internal assessment | T3<br>research proposal | T3<br>population of interest |
| T3<br>quantitative data | T3<br>qualitative data | T3<br>experiment |
| T3<br>independent variable | T3<br>dependent variable | T3<br>confounding variable |

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| T3<br>The whole group a researcher wants to draw conclusions about. | T3<br>You plan a study for a. | T3<br>A research proposal of 24 marks. |
| T3<br>A planned investigation in which conditions or treatments are manipulated to observe their effects. | T3<br>Data in words, such as descriptions and opinions. | T3<br>Data in numbers. |
| T3<br>A variable other than the IV that may affect the DV. | T3<br>The measured or calculated outcome whose response to changes in another variable is studied. | T3<br>An input or factor whose value is chosen or varied to examine its effect on another quantity. |

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| T3<br>research hypothesis | T3<br>null hypothesis | T3<br>experimental designs |
| T3<br>counterbalancing | T3<br>laboratory experiment | T3<br>ecological validity |
| T3<br>field experiment | T3<br>natural experiment | T3<br>quasi-experiment |

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| T3<br>Ways of allocating participants: independent samples, repeated measures or matched pairs. | T3<br>The default claim about a population parameter that a statistical test assesses against an alternative. | T3<br>A testable prediction of a study's outcome. |
| T3<br>How well findings apply to real-life settings. | T3<br>An experiment in a controlled setting with a manipulated IV. | T3<br>Varying the order of conditions to cancel order effects. |
| T3<br>A study comparing groups by a pre-existing characteristic, such as gender. | T3<br>A study of an IV that varies naturally, not set by the researcher. | T3<br>An experiment in a natural setting with a manipulated IV. |

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| T3<br>random sampling | T3<br>opportunity sampling | T3<br>self-selected sampling |
| T3<br>purposive sampling | T3<br>snowball sampling | T3<br>questionnaire |
| T3<br>Likert scale | T3<br>social desirability bias | T3<br>interview |

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| T3<br>Participants volunteer, for example by answering an advert. | T3<br>Using people who are available at the time. | T3<br>Sampling in which everyone in the population has an equal chance of being chosen. |
| T3<br>A set of written questions. | T3<br>Finding participants by asking existing participants to recruit people they know. | T3<br>Choosing participants for a particular characteristic. |
| T3<br>Asking questions face to face. | T3<br>Answering in ways that seem socially acceptable. | T3<br>A rating scale, often from strongly agree to strongly disagree. |

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| T3<br>focus group | T3<br>observation | T3<br>behaviour checklist |
| T3<br>inter-rater reliability | T3<br>participant bias | T3<br>demand characteristics |
| T3<br>researcher bias | T3<br>double-blind | T3<br>generalisability |

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| T3<br>A list of behaviours an observer records. | T3<br>Information obtained by carefully watching, measuring or examining something. | T3<br>A group interview discussing a topic. |
| T3<br>Clues in a study that let participants guess its aim and change their behaviour. | T3<br>Participants changing their behaviour because they are being studied. | T3<br>How far two or more observers agree when they record the same behaviour. |
| T3<br>How far findings apply beyond the sample. | T3<br>Neither participants nor the researcher running the study know the condition. | T3<br>The researcher's expectations influencing the results. |

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| T3<br>credibility | T3<br>triangulation | T3<br>transferability |
| T3<br>informed consent | T3<br>right to withdraw | T3<br>deception |
| T3<br>debriefing | T3<br>protection from harm | T3<br>confidentiality |

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| T3<br>How far qualitative findings can apply to other settings or groups. | T3<br>Using several methods or sources to check findings. | T3<br>The degree to which a source, claim or speaker deserves to be trusted. |
| T3<br>Misleading participants about a study's aims. | T3<br>Participants may leave a study at any time. | T3<br>Voluntary agreement to participate after receiving and understanding information about what participation involves and its relevant risks. |
| T3<br>Keeping participants' data private. | T3<br>Keeping participants safe from physical and psychological harm. | T3<br>Telling participants the full aims after a study. |

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| T4<br>culture | T4<br>motivation | T4<br>technology |
| T4<br>data analysis and interpretation | T4<br>cultural dimensions | T4<br>individualism–collectivism |
| T4<br>etic | T4<br>emic | T4<br>intrinsic motivation |

| | | |
|---|---|---|
| T4<br>The application of knowledge, methods and tools to practical tasks. | T4<br>The reasons or influences that encourage a person to act or make an effort. | T4<br>The shared beliefs, norms and practices of a group, passed on between generations. |
| T4<br>A dimension from valuing the self to valuing the group. | T4<br>Measurable ways cultures differ, such as individualism. | T4<br>Making sense of data with statistics and drawing conclusions. |
| T4<br>Doing something because it is enjoyable or meaningful. | T4<br>Studying a culture from inside, on its own terms. | T4<br>Studying a culture from outside, looking for universals. |

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| T4<br>extrinsic motivation | T4<br>self-determination theory | T4<br>autonomy |
| T4<br>competence | T4<br>relatedness | T4<br>overjustification effect |
| T4<br>mean | T4<br>median | T4<br>mode |

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| T4<br>Feeling in control of one's own actions. | T4<br>The theory that people are motivated by autonomy, competence and relatedness. | T4<br>Doing something for an outside reward. |
| T4<br>A reward reducing interest in an activity that was enjoyed for its own sake. | T4<br>Feeling connected to others. | T4<br>Feeling able and effective. |
| T4<br>The value or category occurring most frequently in a data set. | T4<br>The middle value when data are arranged in order, or the mean of the two middle values for an even number of observations. | T4<br>The sum of a set of values divided by the number of values. |

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| T4<br>range | T4<br>standard deviation | T4<br>inferential tests |
| T4<br>statistically significant | T4<br>correlation coefficient | T4<br>thematic analysis |
| T4<br>content analysis | | |

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| T4<br>Statistical tests that show whether a result is likely due to chance. | T4<br>A measure of spread equal to the square root of the variance. | T4<br>The largest value in a data set minus the smallest value. |
| T4<br>Analysing qualitative data by coding it and grouping the codes into themes. | T4<br>A number from $-1$ to $+1$ showing the strength and direction of a relationship. | T4<br>Unlikely to be due to chance, usually $p < 0.05$. |
| | | T4<br>Turning qualitative material into data by counting categories. |