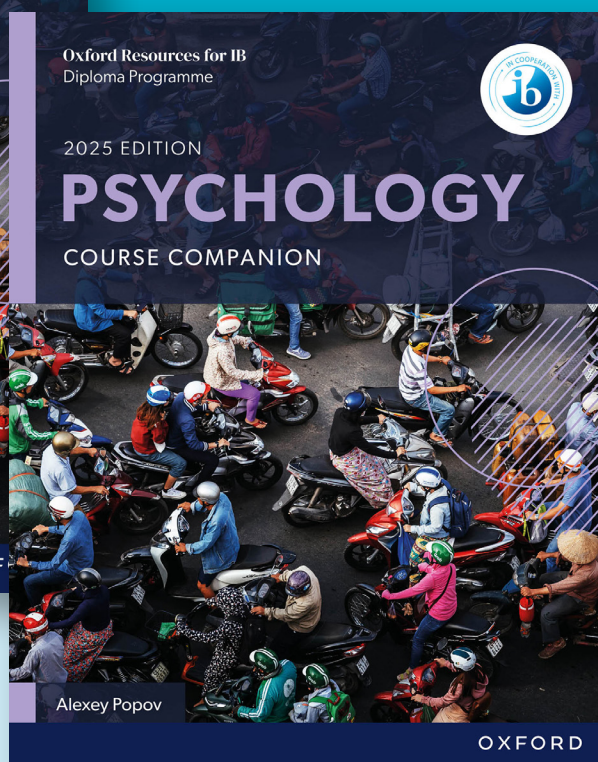
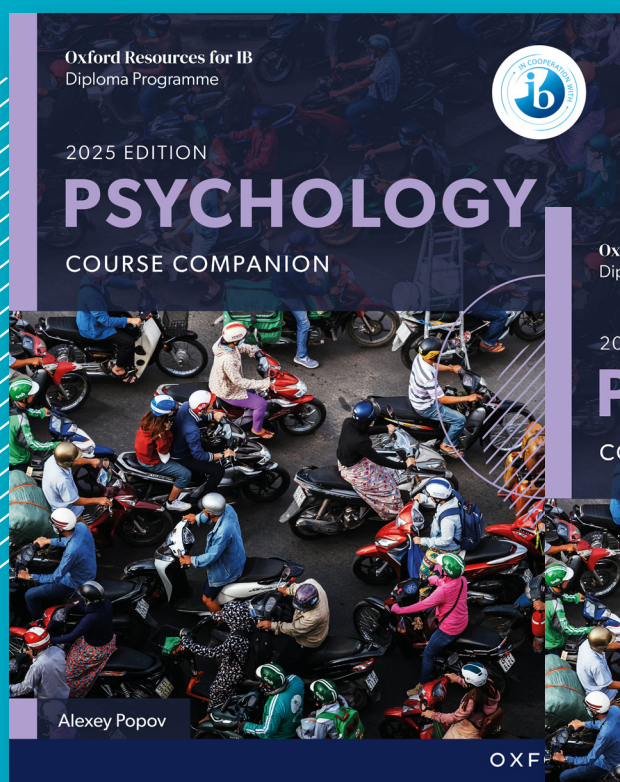




Psychology

Comprehensive coverage of the 2025 syllabus



kerboodle

Use this course guide to:

- Explore the changes to the syllabus and assessment
- Learn about the author
- Find out how to evaluate and order

Exploring the changes to the DP Psychology subject guide

From Alexey Popov

Why has the course changed?

The guide has changed to better align with the challenges that students are facing today, and with the modern understanding of what it means to learn effectively. With the world changing so rapidly, it is now impossible to predict the exact nature of the tasks that young people of today will have to deal with, so they must be prepared to cope with novel and unpredictable situations. This includes not just “knowing” psychology, but understanding how to “do” psychology.

What are the changes?

- **Key concepts have been introduced**

The six concepts (Causality, Perspective, Bias, Measurement, Change and Responsibility) weave through the course, connecting various ideas.

- **Content has been embedded in contexts**

The four contexts (Learning and cognition, Health and wellbeing, Human development, Human relationships) serve as a real-life framework against which all content is considered. Content is no longer separate from contexts of application.

- **Assessment has been refocused from knowing the content to understanding its applications**

Assessment has been redesigned to focus more on high-order skills and less on rote memorisation. Drawing connections between ideas is more important than remembering details of research studies.

- **Data analysis and interpretation has a more prominent role in the course**

This includes the ability to read and understand results of psychological research, interpret the meaning of charts and graphs, and analyse findings reported numerically.

- **Higher Level (HL) extensions represent new ways of looking at the same ideas rather than new content**

The three HL extensions (Motivation, Culture and Technology) are applied to each of the four contexts, but they do not have any distinct extra content. These extensions provide an opportunity for students to extensively practise analysis and evaluation of various psychological claims without the burden of memorising lots of facts.

- **Class practicals have been introduced to provide hands-on experiences with a variety of research methods**

Class practicals add hands-on experience, promoting a deeper understanding of research methodology. There are four class practicals, each using a different research method: observation, interview, survey / questionnaire, and experiment.

How has the assessment changed?

- **More questions with provided research or vignettes**

Many types of questions now include unseen research studies or vignettes. Students are required to demonstrate how they can apply their skills to this unseen material.

- **Knowledge of details of research studies is not assessed**

Although evidence should be used to support responses, students are no longer expected to demonstrate detailed knowledge of studies. Some questions allow real-life examples to be used instead of research studies.

- **Conceptual questions**

Some papers include broad conceptual questions that can be approached in a variety of ways. It is the student's choice how to demonstrate the link between concepts and content. There is no "correct answer", and it is the justification and reasoning that are being assessed.

- **Semi-static questions in papers related to data analysis and research methodology**

Semi-static questions have a structure that is known in advance, but certain words can be replaced, allowing for sufficient variation. This gives students the comfort of knowing what will be asked while still making it impossible to rehearse all possible combinations.

- **Research proposal in the Internal Assessment**

Instead of conducting a study, students now submit a research proposal. This allows for a wider range of topics to be investigated, and a wider range of methods used. Hands-on experience with research methods is provided by class practicals.

What will students gain from the updated course?

- **Deep conceptual understanding** of some key psychological theories and research
- **Balanced awareness** of strengths and limitations of evidence that support psychological ideas
- The ability to **critically analyse** real-life situations of human behaviour
- The ability to **think and act like a psychologist**
- **Hands-on experience** with conducting and evaluating research in psychology



Assessment outline

Standard Level

Assessment Component	Weighting
External Assessment (3 hours)	70%
Paper 1 (1.5 hours) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: two concept-based extended response questions, each from a different context	35%
Paper 2 (1.5 hours) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	35%
Internal Assessment	30%
Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%

Higher Level

Assessment Component	Weighting
External Assessment (4.75 hours)	80%
Paper 1 (1.5 hours) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: two concept-based extended response questions, each from a different context	25%
Paper 2 (1.5 hours) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	25%
Paper 3 (1.75 hours) Data analysis and interpretation of research data (30 marks) Four source-based questions with quantitative and qualitative findings. The focus of the questions will be from one of the HL extensions.	30%
Internal Assessment	20%
Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%

Meet the author



Alexey Popov

Alexey has taught IB Psychology and Theory of Knowledge for over 15 years. He has been involved with the IB educator network as an examiner, workshop leader, curriculum developer, and textbook author. He holds two

Master's degrees (linguistics and psychology) and a PhD in Educational psychology.

Prior to entering the world of IB, he had a variety of roles related to psychology. His research focused on cognitive biases, critical thinking and his own theory of academic potential. He created several psychometric tests and published several dozen research articles. He also worked as a scientific consultant for an HR company that created assessment procedures and predictive algorithms for businesses. For a period of time he practised psychotherapy with private clients, with a focus on Gestalt therapy and transactional analysis. He was involved in social work as well, with a focus on investigating destructive cults and helping people who have suffered their negative impact. He likes leaning on all these experiences in the classroom.

Alexey currently holds the position of Data Innovation Lead at English Schools Foundation, a group of 22 international schools in Hong Kong. In this role he leads a group of software engineers and works with expert educators to design bespoke AI tools that attempt to fuse psychological expertise and artificial intelligence, for the benefit of education.

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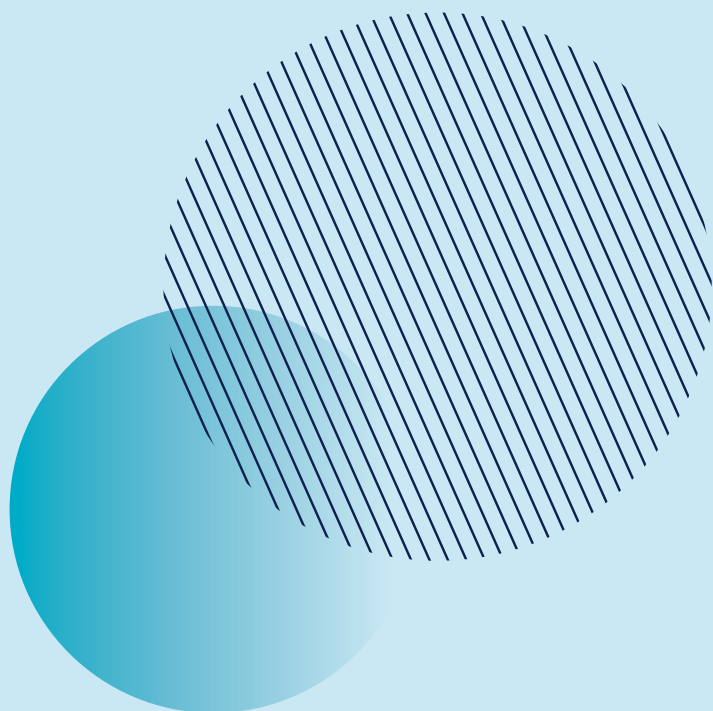
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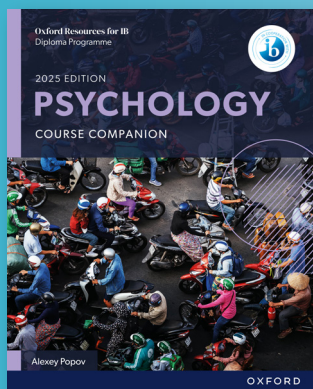
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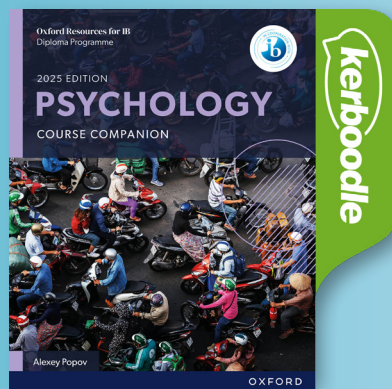


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