



L-Università  
ta' Malta

**MATSEC**  
Examinations Board



# IM 35 SYLLABUS

## Psychology

**2027**

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## Introduction

The aim of the MATSEC Intermediate Psychology syllabus is to offer a general understanding of psychology as an academic discipline and applied profession. The selected topics offer the student an overview of the subject with insights into the main approaches and theories that form the theoretical framework of psychology.

The different themes and topics provide an integrated perspective on mental processes and human behaviour. Furthermore, the syllabus provides an understanding of human characteristics and phenomena by looking at them through the lens of psychological approaches and psychological theories.

The syllabus has been designed to offer students the possibility of engaging with pertinent issues such as stress, and to have the ability of describing these explainable phenomena.

Additionally, by tackling the topic of research methods, students are exposed to the methodologies that form the basis of the psychological research that informs and validates the theories and approaches that they have navigated.

## List of Subject Foci

1. Introduction to Psychology
2. The Psychoanalytic Approach (Sigmund Freud)
3. The Learning Approach
4. The Humanistic Approach
5. The Biological Approach
6. The Cognitive Approach
7. Social Psychology
8. Developmental Psychology
9. Psychology of Communication
10. Stress
11. Gender
12. Professions in Psychology
13. Psychological Disorders
14. Research Methods

## List of Learning Outcomes

At the end of the programme, I can:

- LO 1. define the term psychology, describe the contributions of the first schools, explain the major paradigms and discuss how the different schools relate to the debates in psychology.
- LO 2. explain Sigmund Freud's theory of personality, the unconscious, the concept of anxiety and defence mechanisms, and describe the psychosexual stages of development. I can evaluate Freud's psychoanalytic approach and compare and contrast it with behaviourism and the humanistic approach.
- LO 3. explain, evaluate and compare and contrast classical and operant conditioning. I can explain and evaluate social learning theory. I can compare and contrast behaviourism with psychoanalytic approach and/or the humanistic approach.
- LO 4. explain Abraham Maslow's Hierarchy of Needs and Carl Rogers' personality theory. I can evaluate the humanistic approach, compare and contrast with the psychoanalytic approach and behaviourism.
- LO 5. explain heredity, describe the nervous system and the structure of the brain, and briefly discuss the neurodiversity paradigm.
- LO 6. explain memory, perception and evaluate the cognitive approach.
- LO 7. define prosocial behaviour, empathy and altruism. I can explain, distinguish and discuss different forms of social influence.
- LO 8. explain and discuss attachment theory. I can explain psychosocial theory of development and explain and evaluate cognitive development.
- LO 9. explain and evaluate the communication model and discuss the skills of effective communication.
- LO 10. define stress, explain the causes and effects, and evaluate methods of coping with stress.
- LO 11. differentiate between gender and sex. I can explain, compare and evaluate the different theories on gender development. I can discuss gender in relation to the nature versus nurture debate.
- LO 12. identify and describe the role of the different psychology professions, and list their place of work and clientele.
- LO 13. describe, compare and contrast the medical and the biopsychosocial models. I can define, list and identify some psychological disorders according to the DSM (latest edition).

LO 14. distinguish between qualitative and quantitative research and describe the different sampling techniques, data collection tools and ethical principles in psychology.

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Introduction to Psychology</b>
<b>Learning Outcome 1:</b>	<b>I can define the term psychology, describe the contributions of the first schools, explain the major paradigms and discuss how the different schools relate to the debates in psychology.</b>

Topic	Sub-Topic	Assessment Criteria
1.1 Introduction to psychology	1.1.1 Definition of psychology	1) Define psychology.
1.2 Early schools of psychology	1.2.1 The beginnings - Wilhelm Wundt	1) Name the father of psychology. <i>Wilhelm Wundt.</i> 2) Describe contribution/s by Wilhelm Wundt. <i>Limited to two contributions.</i>
	1.2.2 Structuralism	3) Name the founder of Structuralism. <i>Edward Titchener.</i> 4) Describe contribution/s of Structuralism. <i>Limited two contributions.</i> 5) Describe critique/s of Structuralism. <i>Limited to two critiques.</i>
	1.2.3 Functionalism	6) Name the main proponent of Functionalism. <i>William James</i> 7) Describe contribution/s of Functionalism. <i>e.g., link to theory of evolution.</i> <i>Limited two contributions.</i> 8) Describe critique/s of Functionalism. <i>Limited to two critiques.</i>

<p>1.3 Major paradigms in psychology</p>	<p>1.3.1 Psychoanalysis</p> <p>1.3.2 Behaviourism</p> <p>1.3.3 Humanism</p>	<p>1) List the major paradigm/s in psychology.</p> <p>2) Briefly explain the major paradigm/s in psychology. <i>Limited to the development of the major paradigm/s.</i></p> <p>3) Name the founder of Psychoanalysis. <i>Sigmund Freud.</i></p> <p>4) Name the main contributor/s of Behaviourism. <i>Ivan Pavlov; John B. Watson; Burrhus F. Skinner.</i></p> <p>5) Name the main contributor/s of Humanism. <i>Abraham Maslow; Carl Rogers.</i></p>
<p>1.4 Debates in psychology</p>	<p>1.4.1 Free will versus determinism</p> <p>1.4.2 Nature versus nurture debate</p>	<p>1) Describe free will and determinism.</p> <p>2) Discuss how the different schools of psychology locate themselves within free will versus determinism. <i>Structuralism; functionalism; psychoanalysis; behaviourism; humanism.</i></p> <p>3) Describe the nature versus nurture debate.</p> <p>4) Discuss how the different schools of psychology locate themselves within the nature versus nurture debate. <i>Structuralism; functionalism; psychoanalysis; behaviourism; humanism.</i></p>

**Subject Focus: The Psychoanalytic Approach (Sigmund Freud)****Learning Outcome 2:**

**I can explain Sigmund Freud's theory of personality, the unconscious, the concept of anxiety and defence mechanisms, and describe the psychosexual stages of development. I can evaluate Freud's psychoanalytic approach and compare and contrast it with behaviourism and the humanistic approach.**

Topic	Sub-Topic	Assessment Criteria
2.1 Sigmund Freud's theory of personality	2.1.1 Topographical theory/model	1) Explain Sigmund Freud's topographical theory/model. <i>Unconscious, preconscious and conscious.</i>
	2.1.2 The structure of personality	2) Explain Sigmund Freud's structure of personality. <i>Id, ego and superego.</i> 3) Distinguish between id, ego, and/or superego. 4) Identify the dominant personality structure in a given situation as listed in sub-topic 2.1.2 (2).
	2.1.3 The psychosexual stages of personality development	5) Name Sigmund Freud's psychosexual stage/s. <i>The oral stage; anal stage; phallic stage (Oedipus and Electra complex); latency stage; and genital stage. Excluding Sigmund Freud's personality types.</i> 6) Describe Sigmund Freud's psychosexual stage/s as listed in sub-topic 2.1.3 (5). 7) Identify Sigmund Freud's psychosexual stage/s in a given situation as listed in sub-topic 2.1.3 (5).

<p>2.2 Defence mechanisms</p>	<p>2.2.1 Sigmund Freud's concept of anxiety</p> <p>2.2.2 Defence mechanisms</p>	<ol style="list-style-type: none"> <li>1) Explain Sigmund Freud's concept of anxiety and its relation to defence mechanisms.</li> <li>2) Explain the following defence mechanism/s:             <ol style="list-style-type: none"> <li>i. denial; and/or</li> <li>ii. displacement; and/or</li> <li>iii. regression; and/or</li> <li>iv. rationalisation; and/or</li> <li>v. sublimation.</li> </ol> </li> <li>3) Identify defence mechanism/s in a given situation as listed in sub-topic 2.2.2 (2)</li> <li>4) Explain defence mechanism/s as listed in sub-topic 2.2.2 (2) with reference to a given situation.</li> </ol>
<p>2.3 Evaluation and comparison of the psychoanalytic approach</p>		<ol style="list-style-type: none"> <li>1) Evaluate Sigmund Freud's psychoanalytic approach. <i>Limited to three contributions and to three criticisms.</i></li> <li>2) Compare and contrast Sigmund Freud's psychoanalytic approach with behaviourism and/or the humanistic approach.</li> </ol>

<b>Subject Focus:</b>	<b>The Learning Approach</b>
<b>Learning Outcome 3:</b>	<b>I can explain, evaluate and compare and contrast classical and operant conditioning. I can explain and evaluate social learning theory. I can compare and contrast behaviourism with psychoanalytic approach and/or the humanistic approach.</b>

Topic	Sub-Topic	Assessment Criteria
3.1 Behaviourism		1) Define behaviourism.
3.2 Classical conditioning		<p>1) Explain classical conditioning.</p> <p>2) Describe Ivan Pavlov's experiment. <i>Description of experiment to include the 3- step process of conditioning. Unconditioned stimulus; unconditioned response; neutral stimulus; conditioned stimulus; and conditioned response.</i></p> <p>3) Identify the following term/s in a given situation:</p> <ul style="list-style-type: none"> <li>i. unconditioned stimulus; and/or</li> <li>ii. unconditioned response; and/or</li> <li>iii. neutral stimulus; and/or</li> <li>iv. conditioned stimulus; and/or</li> <li>v. conditioned response.</li> </ul> <p>4) Describe John B. Watson's 'Little Albert' experiment, and its ethical implications. <i>Description of experiment to include the 3- step process of conditioning.</i></p> <p>5) Describe the following:</p> <ul style="list-style-type: none"> <li>i. generalisation; and/or</li> <li>ii. discrimination; and/or</li> <li>iii. extinction; and/or</li> <li>iv. spontaneous recovery.</li> </ul>

		<p>6) Give example/s of classical conditioning in everyday life. <i>Limited to two examples of classical conditioning.</i></p> <p>7) Identify an example of classical conditioning in a given situation.</p> <p>8) Evaluate contribution/s and/or a criticism/s of classical conditioning. <i>Limited to three contributions and to three criticisms.</i></p>
3.3 Operant conditioning		<p>1) Explain operant conditioning.</p> <p>2) Describe Burrhus F. Skinner’s experiment known as ‘The Skinner Box’. <i>Description of experiment to include application of reinforcement.</i></p> <p>3) Explain positive and/or negative reinforcement.</p> <p>4) Give example/s of positive and/or negative reinforcement.</p> <p>5) Explain positive and/or negative punishment.</p> <p>6) Give example/s of positive and/or negative punishment.</p> <p>7) Explain continuous reinforcer and/or partial reinforcer. <i>Schedules of reinforcement are <b>not</b> included.</i></p> <p>8) Give example/s of operant conditioning in everyday life. <i>Limited to two examples of operant conditioning.</i></p> <p>9) Identify an example of operant conditioning in a given situation.</p> <p>10) Evaluate contribution/s and/or criticism/s of operant conditioning. <i>Limited to three contributions and to three criticisms.</i></p> <p>11) Compare and contrast classical conditioning with operant conditioning.</p>
3.4 Albert Bandura	3.4.1 Social learning theory	<p>1) Describe Albert Bandura’s experiment known as ‘The Bobo Doll’ and its main conclusions.</p> <p>2) Give example/s of how social learning theory is found in everyday life.</p> <p>3) Identify example/s of social learning theory in a given situation.</p>

		<p>4) Evaluate contribution/s and/or criticism/s of social learning theory. <i>Limited to one contribution and one criticism.</i></p>
<p>3.5 Comparison of behaviourism</p>		<p>1) Compare and contrast behaviourism with psychoanalytic approach and/or the humanistic approach.</p>

<b>Subject Focus:</b>	<b>The Humanistic Approach</b>
<b>Learning Outcome 4:</b>	<b>I can explain Abraham Maslow's Hierarchy of Needs and Carl Rogers' personality theory. I can evaluate the humanistic approach, compare and contrast with the psychoanalytic approach and behaviourism.</b>

Topic	Sub-Topic	Assessment Criteria
4.1 Abraham Maslow	4.1.1 Hierarchy of needs	<ol style="list-style-type: none"> <li>1) Draw a labelled diagram of the hierarchy of needs.</li> <li>2) Explain basic needs. <i>Physiological and safety.</i></li> <li>3) Explain psychological needs. <i>Love/belonging and esteem.</i></li> <li>4) Explain self-fulfilment needs. <i>Self-actualisation.</i></li> <li>5) Identify the need/s in a given situation as listed in sub-topic 4.1.1 (2-4).</li> <li>6) Give example/s of basic needs and/or psychological needs and/ or self-fulfilment needs as listed in sub-topic 4.1.1 (2-4).</li> <li>7) Identify example/s of basic needs and/or psychological needs and/ or self-fulfilment needs in a given situation.</li> </ol>
4.2 Carl Rogers	4.2.1 Personality theory	<ol style="list-style-type: none"> <li>1) Describe the organismic valuing process. <i>Born with innate potential to reach self-actualisation.</i></li> <li>2) Describe conditions of worth. <i>Description to include how developmental situations may enhance or thwart innate potential.</i></li> <li>3) Describe positive regard. <i>Unconditional positive regard, genuineness and empathy.</i></li> <li>4) Identify the organismic valuing process and/ or the conditions of worth and/or positive regard in a given situation.</li> </ol>

		<p>5) Describe the real self and/or ideal self.</p> <p>6) Identify the real self and/or ideal self in a given situation.</p>
<p>4.3 Evaluation and comparison of the humanistic approach</p>		<p>1) Evaluate the humanistic approach. <i>Limited to three contributions and to three criticisms.</i></p> <p>2) Compare and contrast the humanistic approach with the psychoanalytic approach and/ or behaviourism.</p>

**Subject Focus: The Biological Approach****Learning Outcome 5: I can explain heredity, describe the nervous system and the structure of the brain, and briefly discuss the neurodiversity paradigm.**

Topic	Sub-Topic	Assessment Criteria
5.1 Heredity		<ol style="list-style-type: none"> <li>1) Explain heredity in relation to the nature versus nurture debate.</li> <li>2) Explain the use of twin studies to understand the importance of heredity factors.</li> </ol>
5.2 The nervous system		<ol style="list-style-type: none"> <li>1) Describe the structure of a nerve cell. <i>Description to include the following terms; Soma, dendrites, and axon.</i></li> <li>2) Explain the central nervous system (CNS). <i>Limited to: brain, spinal cord, protected by bone and fluid, important for transmission of sensory and motor information, effector and receptor nerves.</i></li> <li>3) Explain the peripheral nervous system (PNS). <i>Limited to: somatic nervous system, autonomic nervous system (sympathetic and parasympathetic).</i></li> </ol>
5.3 Structure of the brain	5.3.1 Regions of the brain	<ol style="list-style-type: none"> <li>1) Name the region/s of the brain. <i>Forebrain (cerebrum &amp; cortex, limbic system [hippocampus &amp; amygdala] thalamus, hypothalamus, basal ganglia); midbrain (tectum, tegmentum and part of the cerebellum); and the hindbrain (cerebellum, medulla oblongata, pons).</i></li> <li>2) Label the region/s of the brain. <i>Forebrain; midbrain and the hindbrain.</i></li> <li>3) Describe the function/s of the region/s of the brain as listed in sub-topic 5.3.1 (1).</li> </ol>

	<p>5.3.2 Cerebral Cortex</p>	<p>4) Define the cerebral cortex.</p> <p>5) Name the lobe/s of the cerebral cortex. <i>Frontal; temporal; parietal; and occipital.</i></p> <p>6) Label the lobe/s of the cerebral cortex as listed in sub-topic 5.3.2 (5).</p> <p>7) Explain the function/s of the lobe/s of the cerebral cortex as listed in sub-topic 5.3.2 (5).</p>
<p>5.4 Neurodiversity</p>	<p>5.4.1 Neurodiversity paradigm</p> <p>5.4.2 Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>5.4.3 Autism Spectrum disorder (ASD)</p>	<p>1) Briefly explain the neurodiversity paradigm.</p> <p>2) Describe ADHD. <i>To include definition and description of behaviours. Limited to 3 behaviours typical of ADHD.</i></p> <p>3) Describe ASD. <i>To include definition and description of behaviours. Limited to 3 behaviours typical of ASD.</i></p> <p>4) Briefly discuss the neurodiversity paradigm in view of ADHD and/or ASD.</p>

**Subject Focus: The Cognitive Approach****Learning Outcome 6: I can explain memory, perception and evaluate the cognitive approach.**

Topic	Sub-Topic	Assessment Criteria
6.1 Cognitive Model	6.1.1 The Cognitive Model	1) Describe the cognitive approach.
6.2 Memory	6.2.1 Memory Models, Long Term Memory and Memory Schema	1) Explain the information-processing model. 2) Illustrate by the means of a diagram the R. Atkinson and R. Shiffrin (1968) multistore model of memory. 3) Describe the Richard Atkinson and Richard Shiffrin (1968) multistore model of memory. 4) Evaluate the multistore model of memory. 5) Describe Alan Baddeley and Graham Hitch (1974) working memory model. <i>Central executive, phonological loops, visuo-spatial sketchpad and episodic buffer.</i> 6) Describe long term memory. <i>Declarative – episodic, semantic and autobiographical and non-declarative- priming and skills learning.</i> 7) Explain the schema theory.
6.3 Perception	6.3.1 Sensation, Perception and Visual Perception	1) Define sensation. 2) Define perception. 3) Explain visual perception. 4) Explain the Gestalt theory on perception. <i>Law of Pragnanz – law of proximity, law of similarity, law of good continuation and law of closure and the Figure Ground perceptual organisation.</i>

		<p>5) Explain depth perception. <i>Monocular cue – linear perspective and texture gradient; binocular cue – stereopsis; and oculomotor cue.</i></p>
<p>6.4 Evaluate the Cognitive Approach</p>		<p>1) Evaluate the cognitive approach. <i>Limited to three contributions and/or to three criticisms.</i></p>

<b>Subject Focus:</b>	<b>Social Psychology</b>
<b>Learning Outcome 7:</b>	<b>I can define prosocial behaviour, empathy and altruism. I can explain, distinguish and discuss different forms of social influence.</b>

Topic	Sub-Topic	Assessment Criteria
7.1 Prosocial Behaviour	7.1.1 Prosocial behaviour, empathy and altruism	<ol style="list-style-type: none"> <li>1) Define prosocial behaviour.</li> <li>2) Define empathy.</li> <li>3) Define altruism.</li> <li>4) Give example/s of prosocial behaviour and/ or altruism.</li> <li>5) Name the stage/s of Martin L. Hoffman's theory of empathy development. <i>Global empathy; egocentric empathy; empathy for feelings and empathy for life conditions.</i></li> <li>6) Explain the stage/s of Martin L. Hoffman's theory of empathy development.</li> <li>7) Identify the different stage/s of Martin L. Hoffman's theory of empathy development in a given situation as listed in sub-topic 7.1.1 (5).</li> <li>8) Distinguish between empathy and altruism.</li> </ol>
7.2 Social influence	7.2.1 Majority and minority influence	<ol style="list-style-type: none"> <li>1) Define social influence.</li> <li>2) Define conformity and majority influence.</li> <li>3) Describe Solomon Asch's line study experiment and its main conclusions.</li> <li>4) Describe normative social influence and/or informational social influence with reference to Morton Deutsch and Harold B. Gerard 1955.</li> <li>5) Identify type/s of social influence in a given situation. <i>Normative social influence; informational social influence.</i></li> <li>6) Distinguish between normative social influence and/or informational social influence.</li> <li>7) Explain normative social influence and/or informational social influence by making reference to a given situation.</li> </ol>

	<p>7.2.2 Obedience to authority</p>	<ul style="list-style-type: none"><li>8) Give example/s of normative social influence and/or informational social influence.</li><li>9) Explain minority influence with reference to Serge Moscovici's theory. <i>Consistency; commitment; flexibility; autonomy.</i></li><li>10) Distinguish between compliance and conversion as described by Serge Moscovici.</li><li>11) Distinguish between majority and minority influence.</li><li>12) Give example/s of minority influence.</li><li>13) Identify example/s of majority and/ or minority influence in a given situation.</li><li>14) Define obedience to authority.</li><li>15) Describe Stanley Milgram's 1963 experiment, main conclusions and its ethical implications.</li><li>16) Give example/s of obedience to authority.</li><li>17) Identify example/s of obedience to authority in a given situation.</li><li>18) Discuss obedience to authority and conformity.</li></ul>
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<b>Subject Focus:</b>	<b>Developmental Psychology</b>
<b>Learning Outcome 8:</b>	<b>I can explain and discuss attachment theory. I can explain psychosocial theory of development and explain and evaluate cognitive development.</b>

Topic	Sub-Topic	Assessment Criteria
8.1 Introduction to developmental psychology		<ol style="list-style-type: none"> <li>1) Define human development.</li> <li>2) Describe the area/s of human development across the lifespan. <i>Physical, cognitive and social-emotional.</i></li> <li>3) Give example/s of physical and/or cognitive and/or social-emotional development across the lifespan.</li> <li>4) Identify example/s of physical and/or cognitive and/or social-emotional development in a given situation across the lifespan.</li> <li>5) Discuss how the nature vs nurture debate relates to human development.</li> </ol>
8.2 Attachment and deprivation	8.2.1 Attachment theory	<ol style="list-style-type: none"> <li>1) Define attachment.</li> <li>2) Explain John Bowlby's attachment theory. <i>Monotropy; critical period; maternal deprivation; distress; detachment; and internal working model.</i></li> <li>3) Discuss René Spitz's early 1950's study supporting John Bowlby's deprivation theory.</li> <li>4) Describe Mary D. Ainsworth and Sylvia Bell's 1970 strange situation experiment. <i>Description to include the types of attachment.</i></li> <li>5) Explain Mary D. Ainsworth's and Sylvia Bell's attachment type/s. <i>Secure; insecure resistant; and insecure avoidant.</i></li> <li>6) Explain attachment type/s as listed in sub-topic 8.2.1 (5) by making reference to a given situation.</li> </ol>

		<p>7) Identify monotropy and/ or critical period and/ or maternal deprivation and/ or distress and/ or detachment and/or internal working model in a given situation. <i>Limited to the identification of two concepts in a given situation.</i></p> <p>8) Identify attachment type/s in a given situation as listed in sub-topic 8.2.1 (5).</p>
8.3 Psychosocial development	8.3.1 Erik Erikson's theory of psychosocial development	<p>1) Identify crisis/ crises of Erik Erikson's psychosocial development theory experienced in a given situation. <i>Trust vs. mistrust; autonomy vs. shame and doubt; initiative vs. guilt; industry vs. inferiority; identity vs. role confusion; intimacy vs. isolation; generativity vs. stagnation; and integrity vs. despair.</i></p> <p>2) Explain the stage/s of Erik Erikson's psychosocial development theory. <i>Explanation to include crisis.</i></p> <p>3) Relate the stage/s of Erik Erikson's psychosocial development theory to phases throughout the lifespan. <i>Phases: Infancy, early, middle, late childhood, adolescence, early, middle, late adulthood.</i></p> <p>4) Mention the virtue/s associated with crisis/ crises as listed in sub-topic 8.3.1 (1). <i>Hope; will; purpose; competence; fidelity; love; care; and wisdom.</i></p>
8.4 Cognitive development	8.4.1 Jean Piaget's theory of cognitive development	<p>1) Explain the concept/s of assimilation and/or accommodation.</p> <p>2) Describe Jean Piaget's stage/s of cognitive development. <i>Sensorimotor stage; preoperational stage; concrete operational stage; and formal operational stage.</i></p> <p>3) Identify the stage/s of cognitive development in a given situation as listed in sub-topic 8.4.1 (2).</p> <p>4) Evaluate Jean Piaget's theory of cognitive development. <i>Limited to two contributions and two criticisms.</i></p>

**Subject Focus: Psychology of Communication**

**Learning Outcome 9: I can explain and evaluate the communication model and discuss the skills of effective communication.**

Topic	Sub-Topic	Assessment Criteria
9.1 What is Communication?	9.1.1 Definition of Communication	<p>1) <i>Define Communication. Verbal and non-verbal communication.</i></p> <p>2) Explain linear communication and/or interactional communication and/or transactional communication.</p> <p>3) Give example/s of linear communication and/or interactional communication and/or transactional communication.</p>
	9.1.2 Model of Communication	<p>4) Explain the Shannon-Weaver model of communication. <i>Sender/receiver; encode/decode; message and medium; feedback; and noise.</i></p> <p>5) Evaluate the Shannon-Weaver model of communication in view of modern technology.</p> <p>6) Illustrate by the means of a diagram the Shannon-Weaver model of communication.</p> <p>7) Mention type/s of noise in the Shannon-Weaver model of communication. <i>Physiological; semantic; psychological; and physical.</i></p> <p>8) Give example/s of type/s of noise. <i>Physiological (e.g., hearing impairment); semantic (e.g., language barrier); psychological (e.g., stress); physical (e.g., environment sounds).</i></p> <p>9) Identify type/s of noise in a given situation as listed in sub-topic 9.1.2 (6).</p>
	9.1.3 Non-verbal communication	<p>10) Define non-verbal communication.</p> <p>11) Name the main channel/s of non-verbal communication. <i>Facial expressions; eye contact; hand gestures; gesticulating; body posture; proxemics; touch; paralanguage; appearance and accessories.</i></p> <p>12) Explain the main channel/s of non-verbal communication as listed in sub-topic 9.1.3 (10).</p>

	<p>9.1.4 Skills for effective communication</p>	<p>13) Identify non-verbal behaviour/s in a given situation. <i>Limited to: facial expressions (happiness, sadness, fear, surprise, anger and disgust); eye contact (gaze, staring); hand gestures; gesticulating; body posture (closed, open, aggressive, confident); proxemics (close, distant); touch (formal, intimate, abusive); paralanguage (tone of voice, projection); appearance (physical features) and accessories (personal objects).</i></p> <p>14) List skill/s for sending messages. <i>Limited to: knowing what, when and how to say it; deciding on the appropriate time to communicate; establishing the best place to say it (weighing words before speaking); keeping communication simple; speaking clearly; making eye-contact; removal of any kind of distractions; monitoring the receiver's response; giving consistent verbal and non-verbal signals; and summarising the main points and checking if the message was understood by the receiver as necessary.</i></p> <p>15) List skill/s for receiving messages. <i>Limited to: understanding the reason behind the message; being aware of prejudices/biases which can affect thoughts and feelings; asking the speaker for clarifications; active listening; paying attention to the words used and the feelings behind them; making eye-contact; no disruptions; and removal of any kind of distractions.</i></p> <p>16) Discuss the skills required for effective communication with reference to the Shannon and Weaver model of communication, including non-verbal communication as listed in sub topics 9.1.3-4 (13 -14).</p>
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**Subject Focus: Stress****Learning Outcome 10: I can define stress, explain the causes and effects, and evaluate methods of coping with stress.**

Topic	Sub-Topic	Assessment Criteria
10.1 Introduction to stress	10.1.1 Definition of stress	1) Define stress. <i>As an interaction between the environment and the individual.</i>
	10.1.2 Four types of stress effects	2) Explain the transactional model of stress. 3) Give example/s of the transactional model of stress. 4) Outline cognitive appraisal theory (Richard S. Lazarus). <i>Limited to primary and secondary appraisal.</i>
		5) Name the type/s of stress effects. <i>Physiological effect; emotional effect; behavioural effect; and cognitive effect.</i>
		6) Give example/s of the type/s of stress effect/s.
		7) Identify example/s of the type/s of stress effect/s in a given situation.
10.2 Causes of stress	10.2.1 Stressful life events	1) Describe stressful life events. 2) Describe hassles. 3) Distinguish between stressful life events and hassles.
	10.2.2 Work place stress	4) Explain work stress. <i>Low job control; and effort reward imbalance.</i> 5) Define technostress. 6) Explain how work stress may lead to burnout.
10.3 Methods of reducing stress	10.3.1 Drug treatment	1) Explain drug treatment as a form of remedy for stress. 2) Explain possible side effect/s and/or limitation/s of drug treatment in addressing stress.

	<p>10.3.2 Social support: social network and perceived social support</p>	<p>3) Explain social network.          4) Outline the positive and/or negative effect/s of social network in addressing stress.          5) Explain perceived social support.          6) Outline the positive and/or negative effect/s of perceived social support in addressing stress.          7) Distinguish between social network and perceived social support.</p>
	<p>10.3.3 Stress inoculation training (SIT)</p>	<p>8) Define stress inoculation training.          9) Explain the three phases of stress inoculation training.  <i>Limited to assessment, stress reduction techniques and application, and follow through.</i>          10) Mention a benefit and/or limitation of the stress inoculation training.</p>
	<p>10.3.4 Coping strategies: goodness of fit hypothesis</p>	<p>11) Explain problem focused coping.          12) Explain emotion focused coping.          13) Outline the goodness of fit hypothesis (Sandra G. Zakowski, 2001).</p>
	<p>10.3.5 Critical evaluation</p>	<p>14) Evaluate the effectiveness of method/s of reducing stress as listed in 10.3.1 - 10.3.4</p>

<b>Subject Focus:</b>	<b>Gender</b>
<b>Learning Outcome 11:</b>	<b>I can differentiate between gender and sex. I can explain, compare and evaluate the different theories on gender development. I can discuss gender in relation to the nature versus nurture debate.</b>

Topic	Sub-Topic	Assessment Criteria
11.1 Introduction to gender	11.1.1 Gender and sex	<ol style="list-style-type: none"> <li>1) Define sex</li> <li>2) Define gender.</li> <li>3) Explain the difference between gender and sex.</li> <li>4) Describe gender stereotypes.</li> <li>5) Give example/s of male and/or female gender stereotypes.</li> <li>6) Identify example/s of male and/or female gender stereotypes in a given situation.</li> <li>7) Define gender identity.</li> </ol>
11.2 Theories of gender and gender identity development	11.2.1 Social cognitive theory	<ol style="list-style-type: none"> <li>1) Explain social cognitive theory in relation to gender identity development.</li> <li>2) Describe Kay Bussey and Albert Bandura's form/s of learning which promote gender development. <i>Observational learning; enactive experience; and direct tuition.</i></li> <li>3) Identify the form/s of learning which promote gender development in a given situation as listed in sub-topic 11.2.1 (2).</li> </ol>
	11.2.2 Self-socialisation theory	<ol style="list-style-type: none"> <li>4) Explain Carol L. Martin's self-socialisation theory. <i>Including gender schemas.</i></li> </ol>
	11.2.3 Biological theory	<ol style="list-style-type: none"> <li>5) Explain the biological theory on gender development.</li> <li>6) Explain what the Guevedoces phenomenon reveals about gender identity.</li> <li>7) Explain what congenital adrenal hyperplasia reveals about gender identity.</li> </ol>

		<ul style="list-style-type: none"> <li>8) Explain gender dysphoria.</li> <li>9) Discuss how the nature versus nurture debate relates to gender.</li> </ul>
<p>11.3 Models of Gender</p>		<ul style="list-style-type: none"> <li>1) Describe the congruence model in relation to gender.</li> <li>2) List an advantage and/or a disadvantage of the congruence model.</li> <li>3) Describe Sandra L. Bem’s androgyny model.</li> <li>4) List an advantage and/or a disadvantage of Sandra L. Bem’s androgyny model.</li> <li>5) Describe the masculinity model.</li> <li>6) List an advantage and/or a disadvantage of the masculinity model.</li> </ul>
<p>11.4 Comparison and evaluation</p>		<ul style="list-style-type: none"> <li>1) Compare and contrast the social cognitive theory and the self-socialisation theory.</li> <li>2) Evaluate the congruence model and/or androgyny model.</li> </ul>

**Subject Focus:** Professions in psychology

**Learning Outcome 12:** I can identify and describe the role of the different psychology professions, and list their place of work and clientele.

Topic	Sub-Topic	Assessment Criteria
12.1 Professions in psychology		<ol style="list-style-type: none"> <li>1) Distinguish between:               <ol style="list-style-type: none"> <li>i. psychiatrist; and/or</li> <li>ii. psychotherapist; and/or</li> <li>iii. counsellor; and/or</li> <li>iv. psychologist.</li> </ol> </li> <li>2) Describe the role of the different type/s of psychologists. <i>Clinical psychologist; counselling psychologist; educational psychologist; organisational psychologist; forensic psychologist; neuropsychologist; health psychologist; and social psychologist.</i></li> <li>3) Mention the clientele associated with the different type/s of psychologists as listed in topic 12.1 (2). <i>Excluding social psychologist.</i></li> <li>4) List the work setting of the different type/s of psychologists as listed in topic 12.1 (2).</li> <li>5) Name the appropriate type/s of psychologists in a given situation as listed in topic 12.1 (2).</li> </ol>

**Subject Focus: Psychological Disorders**

**Learning Outcome 13:** I can describe, compare and contrast the medical and the biopsychosocial models. I can define, list and identify some psychological disorders according to the DSM (latest edition).

Topic	Sub-Topic	Assessment Criteria
13.1 Introduction to psychological disorders	13.1.1 Normal behaviour and psychological disorder	1) Define psychological disorders. <i>Deviance, distress and dysfunction (3'Ds).</i> 2) Explain the criteria used to distinguish between normal behaviour and psychological disorder. <i>Norm violation; statistical rarity; personal distress; and maladaptive behaviour.</i>
	13.1.2 Understanding psychological disorders from the medical and biopsychosocial model/approach.	3) Describe the medical model. 4) Describe the biopsychosocial model/approach. 5) Compare and contrast the medical model with the biopsychosocial model.
	13.1.3 Nature versus nurture debate	6) Discuss how the nature versus nurture debate relates to the below psychological disorder/s.
	13.1.4 Diagnostic and statistical manual of mental disorders (DSM)	7) Define DSM. 8) Outline the use of the DSM. 9) Mention benefit/s and/ or criticism/s of the DSM. <i>Limited to two benefits and/ or two criticisms.</i>
	13.1.5 Concept of stigma in mental health	10) Define stigma as defined by the APA Dictionary of Psychology.



	<p>13.2.3 Specific phobia</p>	<p>8) Define specific phobias.</p> <p>9) List symptom/s of specific phobias according to the DSM.</p> <ul style="list-style-type: none"> <li><i>I. Marked fear or anxiety about a specific object or situation (e.g., flying, heights, animals, receiving an injection, seeing blood). Note: In children, the fear or anxiety may be expressed by crying, tantrums, freezing, or clinging;</i></li> <li><i>II. The phobic object or situation almost always provokes immediate fear or anxiety;</i></li> <li><i>III. The phobic object or situation is actively avoided or endured with intense fear or anxiety;</i></li> <li><i>IV. The fear or anxiety is out of proportion to the actual danger posed by the specific object or situation and to the sociocultural context; and</i></li> <li><i>V. The fear, anxiety, or avoidance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.</i></li> </ul> <p><i>The above symptoms are not the effects of a substance (e.g., a drug of abuse, a medication) or another medical condition.</i></p> <p><i>Limited to 5 symptoms.</i></p> <p>10) List category/ies and/or example/s of specific phobias.</p> <p><i>Animal (spiders, insects, dogs); natural environment (heights, storms, water); blood-injection-injury (needles, invasive medical procedures); and situational (aeroplanes, elevators, enclosed places).</i></p> <p><i>Limited to two examples for each category.</i></p> <p>11) Identify the category/ies of specific phobia in a given situation as listed in sub-topic 13.2.3 (10).</p>
<p>13.3 Obsessive compulsive disorder (OCD)</p>		<p>1) Define OCD.</p> <p><i>To include definitions of obsessions and compulsions.</i></p> <p>2) Distinguish between obsessions and compulsions.</p> <p>3) List symptom/s of OCD according to the DSM.</p> <p><i>The presence of obsessions, compulsions, or both that are excessive and/ or time-consuming.</i></p>

	<p><b>Obsessions are defined by:</b>  <i>Recurrent and persistent thoughts, urges, or images that are experienced, as intrusive and unwanted, and that in most individuals cause marked anxiety or distress.</i></p> <p><b>Compulsions are defined by:</b>  <i>repetitive behaviours or mental acts that the individual feels driven to perform in response to an obsession or according to rules that must be applied rigidly; and the behaviours or mental acts are aimed at preventing or reducing anxiety or distress, or preventing some dreaded event or situation; however, these behaviours or mental acts are excessive.</i></p> <p><i>The above symptoms are not the effects of a substance (e.g., a drug of abuse, a medication) or another medical condition.</i></p> <p>4) Identify symptom/s of OCD in a given situation as listed in topic 13.3 (3).</p> <p>5) Give example/s of obsessions and/or compulsions.  <i>Limited to two examples of obsessions and/ or two examples of compulsions.</i></p>
<p>13.4 Depressive disorders</p>	<p>1) Define major depressive disorder.</p> <p>2) List symptom/s of major depressive disorder according to the DSM.  <i>Symptoms that usually occur most of the day or nearly every day:</i></p> <ul style="list-style-type: none"> <li><i>I. depressed mood;</i></li> <li><i>II. diminished interest or pleasure in activities;</i></li> <li><i>III. fatigue or loss of energy;</i></li> <li><i>IV. feelings of worthlessness or excessive or inappropriate guilt; and</i></li> <li><i>V. suicidal thoughts.</i></li> </ul> <p><i>The above symptoms are not the effects of a substance (e.g., a drug of abuse, a medication) or another medical condition.</i></p> <p><i>Limited to 5 symptoms.</i></p> <p>3) Identify symptom/s of major depressive disorder in a given situation as listed in topic 13.4(2).  <i>Limited to 5 symptoms.</i></p>

## 13.5 Bipolar I disorder

- 1) Define bipolar I disorder.
- 2) Distinguish between mania and hypomania.
- 3) Define major depressive episodes.
- 4) List symptom/s of bipolar I disorder according to the DSM.

*For a diagnosis of bipolar I disorder, it is necessary to meet the following criteria for a manic episode. The manic episode may have been preceded by and may be followed by hypomanic or major depressive episodes.*

**A manic or hypomanic episode is characterised by:**

- I. inflated self-esteem or grandiosity;*
- II. decreased need for sleep (e.g., feels rested after only 3 hours of sleep);*
- III. more talkative than usual or pressure to keep talking;*
- IV. flight of ideas or subjective experience that thoughts are racing; and*
- V. excessive involvement in activities that have a high potential for painful consequences (e.g., engaging in unrestrained buying sprees, sexual indiscretions, or foolish business investments).*

**A major depressive episode is characterised by:**

- I. depressed mood most of the day, nearly every day, as indicated by either subjective report (e.g., feels sad, empty, or hopeless) or observation made by others (e.g., appears tearful). (Note: In children and adolescents, can be irritable mood.);*
- II. markedly diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day (as indicated by either subjective account or observation);*
- III. fatigue or loss of energy nearly every day;*
- IV. feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day (not merely self-reproach or guilt about being sick); and*
- V. recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide.*

*The above symptoms are not the effects of a substance (e.g., a drug of abuse, a medication) or another medical condition.*

*Limited to 5 symptoms for manic or hypomanic episodes and 5 symptoms for major depressive episodes.*

		<p>5) Identify symptom/s of bipolar I disorder in a given situation as listed in topic 13.5(4). <i>Limited to 5 symptoms for manic or hypomanic episodes and 5 symptoms for major depressive episodes.</i></p>
<p>13.6 Personality disorders</p>	<p>13.6.1 narcissistic personality disorder</p>	<p>1) Define personality disorders.</p> <p>2) List symptom/s of narcissistic personality disorder according to the DSM.</p> <ul style="list-style-type: none"> <li><i>I. Has a grandiose sense of self-importance (e.g., exaggerates achievements and talents, expects to be recognized as superior without commensurate achievements);</i></li> <li><i>II. believes that he or she is “special” and unique and can only be understood by, or should associate with, other special or high-status people (or institutions);</i></li> <li><i>III. has a sense of entitlement (i.e., unreasonable expectations of especially favourable treatment or automatic compliance with one’s expectations);</i></li> <li><i>IV. is interpersonally exploitative (i.e., takes advantage of others to achieve one’s own ends); and</i></li> <li><i>V. lacks empathy: is unwilling to recognize or identify with the feelings and needs of others.</i></li> </ul> <p><i>The above symptoms are not the effects of a substance (e.g., a drug of abuse, a medication) or another medical condition.</i></p> <p><i>Limited to 5 symptoms.</i></p> <p>3) Identify symptom/s of narcissistic personality disorder in a given situation as listed in sub-topic 13.6.1 (2). <i>Limited to 5 symptoms.</i></p>

<b>Subject Focus:</b>	<b>Research Methods</b>
<b>Learning Outcome 14:</b>	<b>I can distinguish between qualitative and quantitative research and describe the different sampling techniques, data collection tools and ethical principles in psychology.</b>

Topic	Sub-Topic	Assessment Criteria
14.1 Introduction to research in psychology		<ol style="list-style-type: none"> <li>1) Explain the goal/s of research. <i>Describing behaviour; understanding behaviour; predicting behaviour; and controlling behaviour.</i></li> </ol>
14.2 Quantitative and qualitative methodology		<ol style="list-style-type: none"> <li>1) Explain quantitative methodology.</li> <li>2) Explain qualitative methodology.</li> <li>3) Distinguish between quantitative and qualitative methodology.</li> <li>4) Identify quantitative and/ or qualitative research question/s in a given situation.</li> <li>5) List advantage/s and/or disadvantage/s of quantitative and/or qualitative methodologies. <i>Limited to three advantages and three disadvantages.</i></li> </ol>
14.3 Population and sampling methods	<p>14.3.1 Quantitative sampling techniques</p> <p>14.3.2 Qualitative sampling techniques</p>	<ol style="list-style-type: none"> <li>1) Explain the term target population.</li> <li>2) Define the term sampling.</li> <li>3) Explain sampling bias.</li> <li>4) Describe random sampling and/or stratified sampling technique/s.</li> <li>5) Describe purposive sampling and/ or snowball sampling technique/s.</li> <li>6) Identify the most appropriate sampling technique to be used in a given situation.</li> </ol>

<p>14.4 Data collection tools</p>	<p>14.4.1 One to one interview</p> <p>14.4.2 Focus group</p> <p>14.4.3 Close - ended questionnaire/survey</p> <p>14.4.4 Experiments</p>	<p>1) Describe structured and/ or semi-structured; and/ or unstructured interviews.</p> <p>2) Mention advantage/s and/ or disadvantage/s of structured and/ or semi-structured; and/or unstructured interviews. <i>Limited to two advantages and two disadvantages.</i></p> <p>3) Describe focus groups.</p> <p>4) Mention advantage/s and/ or disadvantage/s of focus groups. <i>Limited to two advantages and two disadvantages.</i></p> <p>5) Describe the role of the facilitator in focus groups.</p> <p>6) Describe a close - ended questionnaire/survey.</p> <p>7) Mention advantage/s and/ or disadvantage/s of close - ended questionnaire/survey. <i>Limited to two advantages and two disadvantages.</i></p> <p>8) Describe laboratory and/or field and/or quasi experiments.</p> <p>9) Mention the advantage/s and/or disadvantage/s of laboratory and/or field and/or quasi experiments. <i>Limited to two advantages and two disadvantages.</i></p> <p>10) Identify the most appropriate data collection tool/s in a given situation.</p> <p>11) Identify the appropriate research methodology to be used in a given situation. <i>Including data collection and sampling technique.</i></p>
<p>14.5 Ethics in research</p>		<p>1) List ethical principle/s in research. <i>Confidentiality and anonymity; deception; physical and psychological discomfort and harm; informed consent; non-participation and withdrawal; and the right to privacy.</i></p> <p>2) Discuss ethical principle/s in research as listed in topic 14.5 (1).</p>

## Scheme of Assessment

The Assessment consists of a three-hour written paper divided into three sections.

Section A will cover 15 compulsory short-answer questions, testing ALL Learning Outcomes and will carry 30% of the mark.

Section B will consist of a case study (detailed given situation), with compulsory questions related to the case study and will carry 30% of the mark.

In Section C candidates will have to choose two out of four long answer questions and will carry 40% of the mark. Each question in this section carries 20 marks.

The paper will be set in English and will assess ALL Learning Outcomes.