

## Psychology

The subject of psychology covers different ways of understanding and explaining human behaviour, feelings and thoughts from different psychological perspectives.

### Aim of the subject

Teaching in the subject of psychology should aim at helping students develop knowledge of the complex factors influencing behaviour, feelings and thoughts amongst people both as individuals and together with others. Students should also be given the opportunity to develop an understanding of different psychological perspectives and their importance for a holistic view of people. Teaching should also contribute to students developing a critical approach to different psychological perspectives and their explanatory models. It should also lead to students developing knowledge about the growth of psychology and how it affects and is affected by the present.

Teaching should give students the opportunity to develop the ability to reflect over their own behaviour, and also their own feelings and thoughts, and by this means contribute to greater self-awareness. Students should also be given the opportunity to study and compare people's ways of living and behaviour to develop understanding of, tolerance for, and the ability to appreciate differences.

Teaching should give students the opportunity to reflect over different psychological phenomena and perspectives in relation to their own experiences. By means of this, students should be given the opportunity to develop their understanding of the complexity of people and the subject. Teaching should also give students the opportunity of carrying out simple experiments and observations, and also reflecting over the results.

### Teaching in the subject of psychology should give students the opportunities to develop the following:

- 1) Knowledge of the growth and development of the psychological sciences. Understanding of the relations between psychological development and societal development.
- 2) Knowledge of human behaviour, feelings and thoughts, based on different psychological perspectives, and also the ability to relate this knowledge to personal experiences.
- 3) The ability to critically examine, compare and reflect on the strengths and weaknesses of different psychological perspectives.
- 4) Knowledge of the importance of heredity and the environment for the individual's psychological development, living conditions and health.
- 5) Knowledge of human behaviour, values and attitudes in different social contexts.
- 6) The ability to use and assess different psychological theories and models.

## **Courses in the subject**

- Psychology 1, 50 credits.
- Psychology 2a, 50 credits, which builds on the course, psychology 1.
- Psychology 2b, 50 credits, which builds on the course, psychology 1.

# Psychology 1

The course, psychology 1, covers points 1–5 under the heading Aim of the subject. The course covers basic knowledge in the subject.

## Core content

*Teaching in the course should cover the following core content:*

- Psychology's historical growth. In connection with this, the course covers early explanations of psychoanalysis and behaviourism of human behaviour, feelings and thoughts.
- Cognitive psychology and its applications: how people perceive and understand their surrounding world and themselves. In connection with this, the course covers how the brain receives and processes information.
- Biological psychology and its applications: how people are understood on the basis of mental explanations of thoughts, feelings and behaviour.
- Social psychology and its applications: how people are affected and formed together with others on the basis of the groups and organisations they are members of.
- Perceptions of reality and self-images. How they are affected and created.
- Mental health and ill-health with emphasis on stress, stress management, and also crises and crisis management.

## Knowledge requirements

### Grade E

Students give an account **in basic terms** of parts of the growth and development of the psychological sciences.

Students give an account **in detail** of **limited** parts of the explanations given by cognitive psychology, biological psychology and social psychology for human behaviour, feelings and thinking. In connection with this, students apply **simple** reasoning about psychological relationships and relate this to their own experiences. Students evaluate in **simple** assessments the explanatory value of different psychological perspectives, and apply **simple** reasoning to their importance for a holistic perspective on people.

Students give an account **in basic terms** of the importance of heredity and the environment on individuals' psychological development, living conditions and health. In addition, students apply **simple** reasoning about how people are affected and shaped together with others in different social contexts, and give examples of this.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students give an account **in detail** of parts of the growth and development of the psychological sciences.

Students give an account **in detail** of parts of the explanations given by cognitive psychology, biological psychology and social psychology for human behaviour, feelings and thinking. In connection with this, students apply **well grounded** reasoning about psychological relationships and relate this to their own experiences. Students evaluate in **simple** assessments the explanatory value of different psychological perspectives, and apply **well grounded** reasoning to their importance for a holistic perspective on people.

Students give an account **in detail** of the importance of heredity and the environment on individuals' psychological development, living conditions and health. In addition, students apply **well grounded** reasoning about how people are affected and shaped together with others in different social contexts, and give examples of this.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students give an account **in detail and in a balanced way** of parts of the growth and development of the psychological sciences.

Students give an account **in detail and in a balanced way** of **extensive** parts of the explanations given by cognitive psychology, biological psychology and social psychology for human behaviour, feelings and thinking. In connection with this, students apply **well grounded and balanced** reasoning about psychological relationships and relate this to their own experiences. Students evaluate in **balanced** assessments the explanatory value of different psychological perspectives, and apply **well grounded and balanced** reasoning to their importance for a holistic perspective on people.

Students give an account **in detail and in a balanced way** of the importance of heredity and the environment on individuals' psychological development, living conditions and health. In addition, students apply **well grounded and balanced** reasoning about how people are affected and shaped together with others in different social contexts, and give examples of this.

## Psychology 2a

The course, psychology 2a, covers points 1–5 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Application areas in psychology in relation to changes in society.
- Personality psychology and its applications: how individuals are described on the basis of their characteristics and how these affect individual behaviour, feelings and thoughts.
- Development psychology and its applications: how people develop through life in interaction between heredity and the environment.
- Clinical psychology: mental ill-health and different psychological treatment alternatives. In connection with this, the course covers heredity and the importance of the environment for mental health and ill-health.
- Influence of media, lifestyle and culture on human behaviour, emotions and thoughts.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of how new application areas in psychology occur in relation to changes in society.

Students also give an account **in basic terms of limited** parts of the explanations given by the psychology of personality and development psychology for human behaviour, feelings and thinking. In connection with this, students apply **simple** reasoning about psychological relationships and relate this to their own experiences. Students evaluate in **simple** assessments the explanatory value of different psychological perspectives, and apply **simple** reasoning to their importance for a holistic perspective on people. Students give an account **in basic terms** of the importance of heredity and the environment on individuals' mental health, ill-health and occurrence of mental disturbances. Students also give examples of **some** psychological treatment alternatives, and also give an account **in basic terms** of their underlying basic ideas. In addition, students apply **simple** reasoning about how people are affected and shaped by cultures, media and lifestyles, and also make connections between this and their own experiences.

#### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students give an account **in detail** of how new application areas in psychology occur in relation to changes in society.

Students give an account **in detail** of parts of the explanations from the psychology of personality and development for human behaviour, feelings and thinking. In connection with this, students apply **well grounded** reasoning about psychological relationships and relate this to their own experiences. Students evaluate in **simple** assessments the explanatory value of different psychological perspectives, and apply **well grounded** reasoning to their importance for a holistic perspective on people.

Students give an account **in detail** of the importance of heredity and the environment on individuals' mental health, ill-health and occurrence of mental disturbances. Students also give examples of **some** psychological treatment alternatives, and also give an account **in detail** of their underlying basic ideas. In addition, students apply **well grounded** reasoning about how people are affected and shaped by cultures, media and lifestyles, and also make connections between this and their own experiences.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students give an account **in detail and in a balanced way** of how new application areas in psychology occur in relation to changes in society.

Students give an account **in detail and in a balanced way** of **extensive** parts of the explanations from the psychology of personality and development for human behaviour, feelings and thinking. In connection with this, students apply **well grounded and balanced** reasoning about psychological relationships and relate this to their own experiences. Students evaluate in **balanced** assessments the explanatory value of different psychological perspectives, and apply **well grounded and balanced** reasoning to their importance for a holistic perspective on people. Students give an account **in detail and in a balanced way** of the importance of heredity and the environment on individuals' mental health, ill-health and occurrence of mental disturbances. Students also give examples of **several** psychological treatment alternatives, and also give an account **in detail and in a balanced way** of their basic underlying ideas. In addition, students apply **well grounded and balanced** reasoning about how people are affected and shaped by cultures, media and lifestyles, and also make connections between this and their own experiences.

## Psychology 2b

The course, psychology 2b, covers points 2–3 and 6 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- In-depth studies in some psychological perspectives e.g. cognitive psychology, biological psychology, social psychology, psychology of personality, development psychology or clinical psychology.
- Psychological areas of application relevant to students' education, e.g. sports psychology, financial psychology, culture oriented psychology, traffic psychology, technical psychology, work and organisational psychology, environmental psychology, forensic psychology, gender related psychology, ecological psychology, customer psychology, media psychology, family psychology and pedagogical psychology.
- Application of psychological theories and models, and also experiments and observations.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of explanations from some psychological perspectives on human behaviour, feelings and thinking in chosen application areas. Students also give an account **in basic terms** of psychological contexts and phenomena based on **simple** issues. Students relate this to their own experiences. Students evaluate in **simple** assessments the explanatory value of psychological perspectives, and apply **simple** reasoning to their importance for a holistic perspective on people.

Students formulate **with some certainty simple** psychological issues, and use **with some certainty some** psychological theories and models. Students test issues with the help of **specific** experiments and observations. In addition, students apply **simple** reasoning about the results, and draw **simple** conclusions.

#### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

#### Grade C

Students give an account **in detail** of explanations from some psychological perspectives of human behaviour, feelings and thinking in chosen application areas. Students also give an

account **in detail** of psychological context and phenomena based on issues. Students relate this to their own experiences. Students evaluate in **simple** assessments the explanatory value of psychological perspectives, and apply **well grounded** reasoning to their importance for a holistic perspective on people.

Students formulate e **with some certainty** psychological issues, and choose **with some certainty some** psychological theories and models. Students test issues with the help of **chosen** experiments and observations, **and also carry out experiments and observations with satisfactory results**. In addition, students apply **well grounded** reasoning about the results, and draw **well grounded** conclusions.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students give an account **in detail and in a balanced way** of explanations from some psychological perspectives of human behaviour, feelings and thinking in chosen application areas. Students also give an account **in detail and in a balanced way** of psychological contexts and phenomena based on **complex** issues. Students relate this to their own experiences. Students evaluate in **balanced** assessments the explanatory value of psychological perspectives, and apply **well grounded and balanced** reasoning to their importance for a holistic perspective on people.

Students formulate **with certainty complex** psychological issues, and use **with certainty some** psychological theories and models. Students test issues with the help of **chosen** experiments and observations, **give the reasons for their choices, and also carry out experiments and observations with good results**. In addition, students apply **well grounded and balanced** reasoning about the results, and draw **well grounded and balanced** conclusions.