

# Year 13 Psychology | Yearly Overview

Term 1   Approaches	Term 2   Research Methods	Term 3   Gender	Term 4   Schizophrenia	Term 5   Addiction	Term 6   Issues & Debates
<b>Past Explorations:</b> Previously in Psychology students have explored Research Methods, Memory, Social, Attachment, Psychopathology and Biopsychology.	<b>Past Explorations:</b> Previously in Psychology students have explored Research Methods, Memory, Social, Attachment, Psychopathology, Biopsychology and Approaches.	<b>Past Explorations:</b> Previously in Psychology students have explored Research Methods, Memory, Social, Attachment, Psychopathology, Biopsychology and Approaches.	<b>Past Explorations:</b> Previously in Psychology students have explored Research Methods, Memory, Social, Attachment, Psychopathology, Biopsychology, Approaches and Gender.	<b>Past Explorations:</b> Previously in Psychology students have explored Research Methods, Memory, Social, Attachment, Psychopathology, Biopsychology, Approaches, Gender and Schizophrenia.	<b>Past Explorations:</b> Previously in Psychology students have explored Research Methods, Memory, Social, Attachment, Psychopathology, Biopsychology, Approaches, Gender, Schizophrenia and Addiction.
<p>This will help the students in this unit because they will have already encountered the different approaches in psychology, including:</p> <ul style="list-style-type: none"> <li>• Learning theories (Attachment)</li> <li>• Cognitive theories (Memory)</li> <li>• Biological theories (Biopsychology)</li> </ul> <p>This will help the students to build on their prior understanding and to consolidate their knowledge of the key principles of the different approaches.</p>	<p>This will help the students in this unit because they will have applied their knowledge of the research methods to a range of different studies and theories from across the different year one topics. Students will now develop their knowledge further by looking at more complex Research Methods concepts including ways of assessing and improving reliability and validity, and statistical testing. Furthermore, students will have an understanding of the key features of science from their study of the different Approaches in Psychology which they will now study from a research methods perspective to determine whether psychology, or the different branches of psychology, should be considered scientific.</p>	<p>This will help the students in this unit because they will understand key biological systems including the nervous system and endocrine system that will help them to explain the difference between sex and gender from a biological perspective.</p> <p>Furthermore, the study of the Approaches in Psychology will help the students in this unit because they will be able to apply their knowledge of the approaches to the development of gender from a behavioural, social learning, biological and Psychodynamic perspective.</p>	<p>This will help the students in this unit because they will understand the key biological mechanisms that are involved in the development of schizophrenia. These include regions of the brain; neurotransmitters and genetics. These areas have been previously studied within the Psychopathology and Biopsychology topics and students will draw on their knowledge of these areas to understand complex theories, including the dopamine hypothesis.</p>	<p>This will help the students in this unit because they will be able to draw on their knowledge and application of the different approaches in psychology and apply this knowledge to the explanation and treatment of smoking and gambling addictions. In particular, students will draw on their knowledge of different biological explanations from Psychopathology, Biopsychology and Schizophrenia and apply this to the explanation and treatment of smoking. Likewise, students will draw on their knowledge of behavioural and cognitive explanations from Attachment, Approaches and Schizophrenia and apply this to the explanation and treatment of gambling.</p>	<p>This will help the students in this unit because they will draw on their knowledge of different theories, studies and approaches from across the entire course and apply these to the different issues and debates within psychology. For example, students can draw on their knowledge of Attachment (Bowlby's Theory versus Learning Theory) and apply this to the nature-nurture debate. Likewise, students can draw on their knowledge of biological and behavioural explanations of smoking and apply this to the concepts of free will versus determinism. This final unit is synoptic in nature and allows the students to draw links to every area of the course, providing a useful consolidation/revision exercise.</p>
<b>Termly Exploration Question:</b> How has psychology changed over the last 100 years? Is psychology now considered a science?	<b>Termly Exploration Question:</b> How can psychologists design and conduct scientific experiments? Should psychology be considered a scientific discipline?	<b>Termly Exploration Question:</b> How do psychologists explain the difference between sex and gender? Why is gender one of the most hotly debated topics in psychology?	<b>Termly Exploration Question:</b> Why is Schizophrenia so misunderstood? Why do people believe that schizophrenia is the same as 'split-personality disorder' (dissociative identity disorder)? How do psychologists classify and explain schizophrenia?	<b>Termly Exploration Question:</b> Why are some people more likely to addicts?	<b>Termly Exploration Question:</b> Is our behaviour the results of our genes or the environment? Do we really have free will? Why are these some of the most important questions in psychology?
<b>Termly Overview:</b> In this topic, students will explore the development of psychology over time, starting with Wilhelm Wundt in 1879 to the present	<b>Termly Overview:</b> In this topic, students will explore the fundamentals of psychological research and consider the different research methods and	<b>Termly Overview:</b> In this topic, students will explore the concepts of sex and gender and the different influences on 'masculinity' and	<b>Termly Overview:</b> In this topic, students will explore how psychologists classify and diagnose schizophrenia and the issues that the	<b>Termly Overview:</b> In this topic, students will explore the signs, symptoms, theories and treatments of addiction. Students will apply their	<b>Termly Overview:</b> In this topic, students will explore some of the most pressing issues and debates that have grasped psychologists for many years.

<p>day field of cognitive neuroscience. Students will consider how each of the main approaches (learning, cognitive, biological, psychodynamic and humanistic) have developed and what each approach has contributed to our knowledge and understanding of human behaviour.</p>	<p>tools that psychologists have available. Students will explore a range of experimental (e.g. laboratory studies) and non-experimental (e.g. observational) methods and evaluate which method should be used in a range of different situation. Students will also design and plan their own research and consider how to obtain data, how to present data and how to analyse their data to determine whether their results are significant or not. Throughout this unit, students will consider whether psychology should be considered a scientific discipline.</p>	<p>'femininity'. They will explore whether gender is determined through our biological-makeup or whether gender is determined by psychological and/or social influence (e.g. society, peers, culture and media). Finally, students will explore what happens when an individual does not conform to a typical sex/gender by looking at atypical chromosome patterns and atypical gender development.</p>	<p>two main classifications systems (DSM-5 and ICD-10) present. Thereafter, students will explore a range of explanations for schizophrenia, including biological, cognitive and family-based theories. Finally, students will evaluate the effectiveness of different therapies, also exploring biological, cognitive and family-based therapies.</p>	<p>knowledge from other areas of the course (e.g. biological, behavioural and cognitive psychology) to attempt to explain why some people become addicts and how psychology can be used to help treat people suffering from addictions. Throughout this unit, students will apply their knowledge to two different types of addiction: smoking and gambling and consider which theories/approaches are better at explaining and treating these two different addictions.</p>	<p>These include the free will versus determinism debate; the nature-nurture debate; the holism and reductionism debate; the idiographic versus nomothetic approach to research. Students will apply their knowledge of these debates to the different approaches studied and key studies from across the course. This topic will help students to revise/consolidate their knowledge of other areas while deepening their understanding of the questions/approaches that different researchers take.</p>
<p><b>Future Explorations:</b> Going forward in Psychology, students will explore more Research Methods, Gender, Schizophrenia, Addiction and Issues &amp; Debates.</p>	<p><b>Future Explorations:</b> Going forward in Psychology, students Gender, Schizophrenia, Addiction and Issues &amp; Debates.</p>	<p><b>Future Explorations:</b> Going forward in Psychology, students will explore Schizophrenia, Addiction and Issues &amp; Debates.</p>	<p><b>Future Explorations:</b> Going forward in Psychology, students will explore Addiction and Issues &amp; Debates.</p>	<p><b>Future Explorations:</b> Going forward in Psychology, students will explore Issues &amp; Debates.</p>	
<p>This unit will help them because it will provide them with a solid understanding of the different Approaches in Psychology and help them to understand the key features of science which they will encounter in the next Research Methods unit.</p>	<p>This unit will help them with this because they will have a complete knowledge of research methods, including a number of new concepts like assessing and improving reliability and validity; content analysis; statistical testing. The concepts of reliability and validity feature heavily at the start of the Schizophrenia unit when students study a range of factors that affect the reliability and validity in the diagnosis and classification of schizophrenia.</p>	<p>This unit will help them with this because they will be able to apply many of the concepts/theories to the Issues &amp; Debates unit. For example, the biological explanations of Gender allows students to discuss the concepts of free will versus biological determinism; the biological and social explanations of Gender allow students to discuss the nature-nurture debate. Finally, many areas of this topic are socially sensitive in nature and have wide-spread implications for society, which is studied in the final sections of the issues and debates unit.</p>	<p>This unit will help them with this because they will be able to apply many of the concepts/theories to the Issues &amp; Debates unit. For example, the biological explanations of Schizophrenia allow the students to discuss the issue of biological reductionism versus holism. Furthermore, the study of interactionist approaches to schizophrenia (e.g. the diathesis-stress model) will provide students with an opportunity to evaluate the nature-nurture debate and the interactionist approach within the Issues &amp; Debates unit.</p>	<p>This unit will help them with this because they will be able to apply many of the concepts/theories to the Issues &amp; Debates unit. Students will be able to discuss the issues of biological and environmental reductionism to the different explanations of smoking/gambling. Students will be able to discuss the issue of free will versus determinism in relation to the risk factors that make individuals more susceptible to addiction.</p>	