

## Year 13

### Issues & debates

Culture and gender bias, nature vs nurture, free will vs determinism, holism vs reductionism, idiographic vs nomothetic approaches and social sensitivity.

### Schizophrenia

Symptoms, issues in the diagnosis of it, biological explanations, psychological explanations and interaction of both for explaining and treating the disorder.

### Relationships

Evolutionary explanations of partner preferences, factors affecting attraction, theories of successful long-term relationships, the process involved in the breakdown of a relationship and the formation of online and parasocial relationships.

### Forensics

Offender profiling, biological and psychological explanations of criminal behaviour and how to deal with it through custodial sentencing, token economy, anger management and restorative justice.

### Approaches, biopsychology & research methods

The psychodynamic and humanistic approach, the brain and ways to study it, biological rhythms.  
Statistical testing, report writing, reliability and validity of research, peer review.



Knowledge	Attributes / Character	Skills	Experiences
<p>Students will learn:</p> <ul style="list-style-type: none"> <li>The key issues (gender and culture bias) and debates in psychology such as nature vs nurture and free will vs determinism.</li> <li>How schizophrenia develops from a biological and psychological perspective whilst also investigating how best to treat it.</li> <li>The formation of romantic relationships by investigating factors that affect attraction and successful long-term relationships (both face-to-face and online).</li> <li>What causes people to commit crime from both a biological and psychological perspective whilst also assessing the effectiveness and appropriateness of methods such as custodial sentencing for dealing with this.</li> </ul> <p>Alongside these topics, students will also build upon the approaches, biopsychology and research methods topics that were started in Year 12.</p>	<ul style="list-style-type: none"> <li><b>Confidence:</b> <ul style="list-style-type: none"> <li>Students work together to design, carry out and present research to build confidence in their communication and team working skills.</li> <li>Students debate key issues in psychology to build confidence in sharing opinions in a sensitive manner.</li> <li>Students learn about behaviours they may not have come across before so they build their confidence in knowing how to approach different people in their future endeavours.</li> </ul> </li> <li><b>Organisation:</b> <ul style="list-style-type: none"> <li>Students are set weekly homework tasks that require them to take an organised approach to their learning. Homework involves reviewing recent and old material so they build skills in organising their time across new and old material.</li> <li>Students are expected to bring their folders to every lesson to access learning.</li> <li>Students cover a large amount of material across the two year curriculum so they develop their ability to manage studying multiple topics at a time.</li> </ul> </li> <li><b>Resilience:</b> <ul style="list-style-type: none"> <li>Students learn about resisting the pressures faced within society that can be applied to remain resilient in everyday life.</li> <li>Students are not able to 'opt-out' in lessons. Students are active participants who are required to put maximum effort into every lesson and are encouraged to learn from any mistakes made.</li> </ul> </li> <li><b>Empathy:</b> <ul style="list-style-type: none"> <li>Students learn about how behaviours are often predetermined by factors out of our control, building empathy for those they may encounter in later life who face the difficulties they learn about and communicate with them with an ability to understand them.</li> </ul> </li> </ul>	<p>Students will</p> <ol style="list-style-type: none"> <li>Plan, design and run effective research in Psychology. Here, students have to utilise their writing and oracy skills to justify decisions made and to interact with 'participants'.</li> <li>Critically analyse research by considering the appropriateness and effectiveness of the design and implementation.</li> <li>Application of each key approach in psychology to explain why people behave the way that they do.</li> <li>Compare different approaches for explaining behaviour in Psychology.</li> <li>Think critically about situations in society to understand and explain both verbally and in writing why they occur from a psychological perspective.</li> <li>Be self-motivated and organised to understand their own strengths/ areas for development and how to interleave topics throughout revision to support this.</li> <li>Writing and communication skills to discuss key issues and debates in both verbal discussions and extended writing.</li> </ol>	<p>Videos help students see how psychological research takes place and they hear directly from many famous researchers. For example, they view a therapist using systematic desensitisation with a client to eliminate a phobia. They also see Milgram and Zimbardo describe their research into conformity and obedience.</p> <p>Students also have many opportunities to design and conduct their own research whilst ensuring validity of procedures and ethical protection. They also take part in replication of key psychological studies covered in the curriculum to understand their own behaviour.</p> <p>Students have access to the Psychology Review magazine and the QR code library to read further around the subject.</p> <p>They are also present with real life examples of key behaviours studies to apply their learning to.</p> <p>Students will also be able to engage in various trips to help them apply their knowledge. For example, students sit in the galleries of court rooms to understand methods of dealing with offending behaviour.</p>