

Year 13 Topics

In year 13 we teach the following topics over the course of the year. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	<i>Declarative Knowledge (To know that...)</i>	Key Tier 3 Vocabulary	<i>Procedural Knowledge (To know how...)</i>
Biopsychology	Biopsychology is a branch of psychology that analyses how the brain, neurotransmitters, and other aspects of our biology influence our behaviours, thoughts, and feelings.	1. The divisions of the nervous system: central and peripheral (somatic and autonomic).	Nervous system, CNC, ANS, PNS, SNS.	Students will be expected to: <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. apply psychological knowledge and understanding of the content in a range of contexts. analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Knowledge and understanding of research methods, practical research skills and mathematical skills through. designing research conducting research analysing and interpreting data.
		2. The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.	Neurons, sensory, relay and motor neurons, synaptic transmission, neurotransmitters, excitation, inhibition, summation, action potential, myelin sheath, dendrites, axon, nodes of Ranvier, terminal buttons, postsynaptic receptor, acetylcholine, synaptic vesicles, neural network presynaptic terminal, reflex arc, effector, synaptic cleft	
		3. The function of the endocrine system: glands and hormones.	Endocrine system, glands, hormones, adrenaline, thyroid, thyroxine	
		4. The fight or flight response including the role of adrenaline.	Fight or flight, rest and digest, physiological arousal, homeostasis sympathetic, parasympathetic,	
		5. Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.	Functional magnetic resonance imaging fMRI, electroencephalogram EEG, event-related potential, ERPs, post-mortem, haemodynamic response, activation maps, brainwaves, arrhythmic, spatial resolution, temporal resolution.	
		6. Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery after trauma.	Localisation of function, motor area, somatosensory area, visual area, auditory area, Broca's area, Wernicke's area, plasticity, holistic theory, cortical specialisation, hemispheres, lateralisation, grey matter, occipital, temporal, parietal, frontal lobes, sulcus, gyrus, aphasia, neologisms, lobotomy, neurosurgery, cingulotomy, cortical remapping, law of equipotentiality, functional recovery, axonal sprouting, reformation, recruitment of homologous areas, spontaneous recovery, neurorehabilitation, cognitive	

			reserve, DFR, disability free recovery, phantom limb syndrome, split-brain research, hemispheric lateralisation, commissurotomy, corpus callosum, duality, analyser, synthesiser	
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Topic	Rationale	Declarative Knowledge (To know that...)	Key vocabulary	Procedural Knowledge (To know how...)
Schizophrenia	Schizophrenia is a serious and chronic mental illness that impairs a person's thoughts and behaviour, and if untreated, can include psychosis. Individuals afflicted with this thought disorder experience hallucinations, disorganized thinking, and are prone to false and paranoid beliefs.	1. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Issues in diagnosis: co-morbidity, culture and gender bias and symptom overlap.	Schizophrenia, positive symptoms, hallucinations, delusions, negative symptoms, speech poverty, avolition. Diagnosis, classification, co-morbidity, culture bias, gender bias, symptom overlap, paranoid, hebephrenic, ICD10, DSMV, apathy, speech disorganisation, inter-rater reliability, criterion validity, bipolar disorder,	Students will be expected to: <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. apply psychological knowledge and understanding of the content in a range of contexts. analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Knowledge and understanding of research methods, practical research skills and mathematical skills through. designing research conducting research analysing and interpreting data.
		2. Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.	Genetic, dopamine, neural correlates, candidate gene, genome, hyperdopaminergia, hypodopaminergia, ventral striatum, superior temporal gyrus, anterior cingulate gyrus, mutation, agonist, glutamate,	
		3. Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.	Family dysfunction, schizophrenogenic mother, double-bind, expressed emotion, emotional over-involvement, dysfunction al thought process, metarepresentation, central control, automatic thoughts, proximal, distal	
		4. Drug therapy: typical and atypical antipsychotics.	Antipsychotics, typical, atypical, dopamine hypothesis, antagonist, Chlorpromazine, clozapine, agranulocytosis, Risperidone, treatment-resistant, tardive dyskinesia, neuroleptic malignant syndrome, NICE,	
		5. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia.	CBT, family therapy, token economies, therapeutic alliance, institutionalised, secondary reinforcers,	
		6. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.	Interactionist, diathesis-stress, schizogene, schizotypic personality, neurodevelopmental model, HPA	

Topic	Rationale	<i>Declarative Knowledge (To know that...)</i>	Key vocabulary	Procedural Knowledge (To know how...)
Aggression	Aggression refers to a range of behaviours that can result in both physical and psychological harm to oneself, other people, or objects in the environment. The expression of aggression can occur in a number of ways including physically, verbally, mentally and emotionally.	<ol style="list-style-type: none"> <li data-bbox="577 169 1155 435">1. Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. <li data-bbox="577 435 1155 702">2. The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. <li data-bbox="577 702 1155 908">3. Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation. <li data-bbox="577 908 1155 1018">4. Institutional aggression in the context of prisons: dispositional and situational explanations. <li data-bbox="577 1018 1155 1161">5. Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming. 	<p data-bbox="1178 169 1615 435">Limbic system, hypothalamus, amygdala, hippocampus, benzodiazepine, reactive aggression, orbitofrontal cortex, metabolite, %-HIAA, testosterone, psychopathy, impulse-control, paroxetine, biosocial model of status, dual-hormone hypothesis, cortisol, MAOA gene, warrior gene, gene-environment interactions, 5-HTT, genetic deletion techniques, fluoxetine</p> <p data-bbox="1178 435 1615 702">Ethological, innate releasing mechanisms, fixed action patterns, adaptive, dominance hierarchies, ritualistic aggression, ballistic, single-purpose, stereotyped, universal, releaser, culture of honour, modal action, anthropologist, paternity uncertainty, cuckoldry, direct guarding, negative inducements, intimate partner violence, bullying, fidelity,</p> <p data-bbox="1178 702 1615 908">SLT, self-efficacy, vicarious reinforcement, mediational processes, reactive, proactive aggression, negative, affect theory, reciprocal determinism, de-individuation, individuated, anonymity, private self-awareness, public self-awareness, flaming, SIDE model,</p> <p data-bbox="1178 908 1615 1018">Institutional aggression, dispositional, situational, criminality, deprivation model, administrative control model,</p> <p data-bbox="1178 1018 1615 1161">Media, computer games, longitudinal, antisocial personality disorder, Taylor Competitive Reaction Time Task, non-equivalence, file draw problem</p>	<p data-bbox="1637 201 1921 225">Students will be expected to:</p> <ul style="list-style-type: none"> <li data-bbox="1637 233 1995 376">• demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. <li data-bbox="1637 384 1995 464">• apply psychological knowledge and understanding of the content in a range of contexts. <li data-bbox="1637 472 1995 584">• analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. <li data-bbox="1637 592 1995 703">• evaluate therapies and treatments including in terms of their appropriateness and effectiveness. <li data-bbox="1637 711 1995 823">• Knowledge and understanding of research methods, practical research skills and mathematical skills through. <li data-bbox="1637 831 1861 855">• designing research <li data-bbox="1637 863 1883 887">• conducting research <li data-bbox="1637 895 1995 919">• analysing and interpreting data.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<p>Gender</p>	<p>Gender—or the different characteristics that begin to define a person as masculine or feminine—consists of several categories apart from the traditional binary ends of the male/female spectrum. Gender is different to sex; while sex refers to certain genetic traits assigned at birth, gender is influenced by a range of societal, environmental, and genetic factors.</p>	<p>1. The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in biological sex. Diversity in sex development, including androgen insensitivity syndrome, Klinefelter’s syndrome and Turner’s syndrome. Biological explanations of gender development, including chromosomes and hormones.</p>	<p>Chromosome, hormone, testosterone, oestrogen, oxytocin, cortisol, DNA, SRY gene, prenatal, PMS, social construction, androgynous, atypical chromosome patterns, Klinefelter’s syndrome, Turner’s syndrome, gynaecomastia, amenorrhoea,</p>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. • apply psychological knowledge and understanding of the content in a range of contexts. • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Knowledge and understanding of research methods, practical research skills and mathematical skills through. • designing research • conducting research • analysing and interpreting data.
		<p>2. Gender identities, including binary, non-binary and gender fluid. How gender has been measured using the Bem Sex Role Inventory.</p>	<p>Gender identity, gender stability, gender constancy, conservation, decenter, egocentric, gender schema theory, ungroup, outgroup,</p>	
		<p>3. Cognitive explanations of gender development, Kohlberg’s theory, gender identity, gender stability and gender constancy, Martin and Halverson’s gender schema theory. Social learning theory as applied to gender development. The influence of culture and media on gender roles.</p>	<p>Social learning theory, differential reinforcement, direct and indirect reinforcement, modelling, mediational processes, biosocial, theory, gender role, culture, media, counter-stereotypes</p>	
		<p>4. Gender incongruence: biological and social/cultural explanations.</p>	<p>Gender identity disorder, dimorphic, BSTc, bed nucleus of the stria terminalis symbiotic fusion, dual pathway theory, personal pathway, separation anxiety</p>	