

## Curriculum Map Year Psychology – Year 12 (AS) Cambridge International (9990)

Topic Name	Term	Content / skills developed with link to NC / exam board subject content (if applicable)	Reflection on previous learning	Progress to future learning	Global Citizenship links	Qatar National Identity links
<p><b>Research Methods and Issues and Debates</b></p> <p><b>The social approach</b></p>	Term 1.1 8 weeks	<ul style="list-style-type: none"> <li>Research methods used by psychologists to conduct ethical research. These include experiments, self-reports such as interviews, and questionnaires, observations, correlational studies and case studies.</li> <li>Methodological concepts and data analysis</li> <li>Ethical issues</li> <li>Issues and debates</li> </ul> <p><b>Skills:</b> data analysis, application, evaluation, problem solving, mathematical, comparison.</p> <ul style="list-style-type: none"> <li>End of unit assessment</li> </ul> <ul style="list-style-type: none"> <li>Key assumptions of <b>social psychologists</b></li> <li>Milgram (obedience)</li> <li>Perry et al (personal space)</li> <li>Piliavin et al (Subway Samaritans)</li> </ul> <p><b>Skills:</b> critical thinking, application, evaluation.</p> <ul style="list-style-type: none"> <li>End of unit assessment</li> </ul>	Core knowledge of research methods and skills applied to all twelve key studies on the AS (Y12) specification examining a range of approaches to studying human behaviour.	<p>Core knowledge of research methods and evaluation skills applied to all 10 key studies on the specification for A Level Psychology (Y13).</p> <p>Knowledge of core concepts: ethics, validity, reliability, sampling, controls, experimental design applied to all key studies in AS (Y12) and A2 (Y13).</p> <p>Evaluation of core studies and embedding issues and debates A2 (Y13)</p>	<p>PRIDE values</p> <p>Prepare for challenge</p> <p>Developing skills for the future</p> <p>Cultural diversity</p> <p>Foster equality</p>	<ul style="list-style-type: none"> <li><b>Sustainability:</b> self-esteem and participation</li> <li><b>Sustainability:</b> responsibility and creativity</li> <li>Conscious thinking about my Actions</li> </ul>
<b>The Biological approach</b>	Term 1.2 6 weeks	<ul style="list-style-type: none"> <li>Key assumptions of biological psychologists Dement and Kleitman (sleep and dreams)</li> <li>Hassett et al (monkey toy preferences)</li> <li>Holzel et al (mindfulness and brain scans)</li> </ul> <p><b>Skills:</b> critical thinking, application, evaluation, data analysis.</p>	<p>Application of IGCSE Biology content covering EEG and the central nervous system (CNS).</p> <p>Drawing on research methods topic for application</p>	<p>Biological explanations (genetics, biochemical) for Schizophrenia, Mood (affective) disorders, Impulse control, Phobias and OCD.</p>	<p>PRIDE values</p> <p>Cultural diversity</p> <p>Prepare for challenge</p> <p>Developing skills for the future</p>	<ul style="list-style-type: none"> <li><b>Sustainability:</b> self-esteem and participation</li> <li>Conscious thinking about my Actions</li> <li>Conscious thinking about my Future</li> </ul>

		<ul style="list-style-type: none"> <li>End of unit assessment</li> </ul>	and evaluation of procedure, results and conclusions drawn.	Evaluation of core studies and embedding issues and debates A2 (Y13)		<ul style="list-style-type: none"> <li>Conscious thinking about my Health</li> </ul>
<b>The cognitive approach</b>	Term 2.1 5.5/6 weeks	<ul style="list-style-type: none"> <li>Key assumptions of cognitive psychologists Andrade (doodling)</li> <li>Baron-Cohen et al (eyes test)</li> <li>Pozzulo et al (line ups)</li> </ul> <p><b>Skills:</b> critical thinking, application, evaluation, data analysis.</p> <ul style="list-style-type: none"> <li>End of unit assessment</li> </ul>	<p>Draw on knowledge from IT curriculum at KS3/KS4 to support in understanding the computer analogy of cognition put forth by Cognitive Psychologist.</p> <p>Drawing on research methods topic for application and evaluation of procedure, results and conclusions drawn.</p>	<p>Cognitive/ psychological assumptions links to explanations for clinical disorders such as depression and health topics such as pain and stress.</p> <p>Evaluation of core studies and embedding issues and debates A2 (Y13)</p>	<p>PRIDE values</p> <p>Cultural diversity</p> <p>Prepare for challenge</p> <p>Developing skills for the future</p> <p>Foster equality</p>	<ul style="list-style-type: none"> <li><b>Sustainability:</b> responsibility and creativity</li> <li>Conscious thinking about my Actions</li> <li>Conscious thinking about my Future</li> <li>Conscious thinking about my Health</li> </ul>
<b>The learning approach</b>	Term 2.2 6 weeks	<ul style="list-style-type: none"> <li>Key assumptions of behavioural psychologists Bandura et al (aggression)</li> <li>Fagen et al (elephant learning)</li> <li>Saveedra and Silverman (button phobia)</li> </ul> <p><b>Skills:</b> critical thinking, application, evaluation, data analysis.</p> <ul style="list-style-type: none"> <li>End of unit assessment</li> </ul>	<p>Theories: classical and operant conditioning and social learning theory.</p> <p>Drawing on research methods topic for application and evaluation of procedure, results and conclusions drawn.</p>	<p>Diagnostic criteria (ICD-11) for fear and anxiety related disorders.</p> <p>Psychological explanations: classical and operant conditioning applied to study of fear and anxiety related disorders.</p> <p>Evaluation of core studies and embedding issues and debates A2.</p>	<p>PRIDE values</p> <p>Cultural diversity</p> <p>Prepare for challenge</p> <p>Developing skills for the future</p>	<ul style="list-style-type: none"> <li><b>Sustainability:</b> responsibility and creativity</li> <li>Conscious thinking about my Actions</li> <li>Conscious thinking about my Future</li> <li>Conscious thinking about my Family</li> <li>Conscious thinking about my Health</li> <li>Conscious thinking about my Role Models</li> </ul>

<p><b>A2 Level examination</b></p>	<p>Term 3.1 9 weeks</p>	<p>In school support provided for students during exam time</p>	<p>Review all content for both papers of the AS exam. Practice exam technique. Review mark schemes.</p> <p><b>Paper 1:</b> Approaches, Issues and Debates</p> <p><b>Paper 2:</b> Research Methods</p>	<p>AS research methods content linked to A2 Paper 4 research methods and application.</p> <p>AS theory and application Biological approached linked to A2 study of Clinical Psychology.</p> <p>AS theory and application Cognitive approached linked to A2 study of Clinical Psychology and Health Psychology. Students are required to provide psychological explanations for disorders.</p>	<p>PRIDE values</p> <p>Cultural diversity</p> <p>Prepare for challenge</p> <p>Developing skills for the future</p> <p>Foster equality</p>	<ul style="list-style-type: none"> <li>• <b>Sustainability:</b> self-esteem and participation</li> <li>• <b>Sustainability:</b> responsibility and creativity</li> <li>• Conscious thinking about my Future</li> <li>• Conscious thinking about my Health</li> <li>• Conscious thinking about my Role Models</li> </ul>
<p><b>A2 Level examination</b></p>	<p>Term 3.2 2 weeks</p>	<p>In school support provided for students during exam time</p>				