

Curriculum Map Year Psychology – Year 13 (A2) 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>Clinical Psychology</p> <p>Research methods</p> <p>Schizophrenia</p> <p>Mood (Affective) disorders</p>	Term 1.1 8 weeks	<ul style="list-style-type: none"> Research methods and Issues and debates <p>‘Research methods’ assessment to review AS content and consolidate new concepts in A2.</p> <ul style="list-style-type: none"> Diagnostic criteria for Schizophrenia (ICD-11) Biological explanation of schizophrenia Psychological explanation of schizophrenia Biological and psychological treatments for Schizophrenia Schizophrenia: Freeman et al (2003) Using VR to investigate persecutory ideation Diagnostic criteria for Mood (affective) disorders (ICD-11) Biological and psychological explanation of mood disorders Mood (affective) disorders: Oruc et al: Association analysis of the 5HT_{2C} receptor and 5HT transporter gene in bipolar disorder Treatment and management of mood (Affective) disorders. 	<p>Research methods from AS Psychology</p> <p>Biological approach to Psychology - genetics and biochemicals.</p> <p>Autism and schizophrenia: Baren and Cohen (eyes test) AS.</p> <p>Dement and Kleitman (Sleep and dreams) - neuronal growth.</p> <p>Hölzel et al. (mindfulness and brain scans). Mindfulness training can lead to epigenetic effects specific to the 5-HTT gene.</p> <p>Cognitive psychologists' information processing approach.</p>	<p>Key skills such as critical thinking, evaluation, problem solving, mathematical, communication, data analysis, reasoning and application applied to a range of university course and future careers.</p> <p>Students who study A Level Psychology may wish to apply for a range of university courses including, but not limited to, the following:</p> <ul style="list-style-type: none"> BSC Psychology BSC Psychology and Sociology (join honours) BSC Psychology and Business Sport Psychology Criminology Criminal Psychology Educational Psychology Business and Marketing Clinical Psychology <p>For further details visit Unifrog: Unifrog - The</p>	<p>PRIDE values Cultural diversity</p> <p>Foster equality</p> <p>Prepare for future challenges</p> <p>Developing skills for the future</p> <p>Promote justice</p>	<p>Sustainability: self-esteem and participation</p> <p>Conscious thinking about my Actions</p> <p>Conscious thinking about my Future</p> <p>Conscious thinking about my Health</p>
<p>Clinical Psychology</p> <p>Impulse control disorders</p>	Term 1.2 6 weeks	<ul style="list-style-type: none"> Diagnostic criteria for Impulse control disorders, anxiety and fear related disorders and OCD (ICD-11) Biological and psychological explanations Biological and psychological treatments 	<p>Silverman and Saveedra – Button phobia.</p>	<p>For further details visit Unifrog: Unifrog - The</p>	<p>PRIDE values</p> <p>Foster equality</p>	<p>Sustainability: self-esteem and participation</p> <p>Conscious thinking about my Actions</p>

<p>Anxiety and fear-related disorders</p> <p>Obsessive-compulsive disorder (OCD)</p>		<ul style="list-style-type: none"> • Impulse control disorders: Grant et al (2008) • Anxiety and fear-related disorders: Chapman et al – Blood injection injury phobia and CBT • Obsessive-compulsive disorder (OCD): Lovell et al Telephone administered CBT <p>Skills: data analysis, application, evaluation, problem solving, mathematical, comparison, critical thinking, reasoning.</p> <ul style="list-style-type: none"> • End of unit assessment ‘Clinical Psychology’ following completion of formative assessments on subtopics. 	<p>Theories: classical and operant conditioning and social learning theory.</p>	<p>universal destinations platform.</p>	<p>Prepare for future challenges</p> <p>Developing skills for the future</p>	<p>Conscious thinking about my Future</p> <p>Conscious thinking about my Health</p>
<p>Health Psychology</p> <p>The patient – practitioner relationship</p> <p>Adherence to medical advice</p>	<p>Term 2.1 5.5/6 weeks</p>	<ul style="list-style-type: none"> • Practitioner and patient interpersonal skills • Patient and practitioner diagnosis and style • The patient-practitioner relationship: Savage and Armstrong – The effect of the practitioner style on patient satisfaction • Adherence to medical advice: • Types of non-adherence • Explanations – why do patients not adhere? • Measuring non-adherence • Improving adherence • Yokley and Glenwick – Improving medical adherence using community interventions • 	<p>Research methods and issues and debates from AS/A2 and evaluation skills.</p> <p>Ethical issues (AS).</p>		<p>PRIDE values</p> <p>Cultural diversity</p> <p>Foster equality</p> <p>Prepare for future challenges</p> <p>Take responsibility for a sustainable future</p>	<p>Sustainability: self-esteem and participation</p> <p>Conscious thinking about my Actions</p> <p>Conscious thinking about my Future</p> <p>Conscious thinking about my Health</p>
<p>Health Psychology</p> <p>Pain</p> <p>Stress</p> <p>Health promotion</p>	<p>Term 2.2 6 weeks</p>	<ul style="list-style-type: none"> • Types of pain • Theories of pain: Specificity theory and gate control theory • Measuring pain • Pain: Brudvick et al – comparing pain assessments 	<p>Research methods and issues and debates from AS/A2 and evaluation skills.</p>		<p>PRIDE values</p> <p>Cultural diversity</p> <p>Foster equality</p>	<p>Sustainability: self-esteem and participation</p> <p>Conscious thinking about my Actions</p>

		<ul style="list-style-type: none"> Managing and controlling pain Psychological treatments <ul style="list-style-type: none"> Sources, causes and measures of stress Psychological and biological measures of stress Stress: Bridge et al – relaxation and imagery in the treatment of cancer <ul style="list-style-type: none"> Strategies for promoting health Individual factors in changing health beliefs Positive psychology Health promotion: Shoshani and Steinmetz – using positive psychology in schools to improve mental health <p>Skills: data analysis, application, evaluation, problem solving, mathematical, comparison, critical thinking, reasoning.</p> <ul style="list-style-type: none"> End of unit assessment ‘Clinical Psychology’ following completion of formative assessments on subtopics. 	<p>Divert attention – Andrade Doodling (AS)</p> <p>Mindfulness – Holzel et al (AS)</p>		<p>Prepare for future challenges</p>	<p>Conscious thinking about my Future</p> <p>Conscious thinking about my Health</p>
A2 Level examination	Term 3.1 9 weeks	In school support provided for students during exam time	<p>Review all content for both papers of the A2 exam. Practice exam technique. Review mark schemes.</p> <p>Paper 3: Specialist Options: Approaches, Issues and Debates.</p>		<p>Preparing students for future challenges with open-mindedness and respect.</p>	<p>Sustainability: self-esteem and participation</p> <p>Sustainability: responsibility and creativity</p> <p>Conscious thinking about my Actions</p>

			Paper 4: Specialist Options: Application and Research Methods.			Conscious thinking about my Future Conscious thinking about my Health
A2 Level examination	Term 3.2 2 weeks	In school support provided for students during exam time				