



COMPASS INTERNATIONAL SCHOOL  
DOHA, MADINAT KHALIFA  
A NORD ANGLIA EDUCATION SCHOOL



# IGCSE GUIDE



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## Introduction

Dear Parents and Students,

When given a choice, it is important to make the right selection so that we can keep our options open for the future. To assist you in this process, I am pleased to offer you some guidance through our IGCSE Options Guide. We have prepared this guide to try to answer some of the questions you might have about what happens next in the educational journey through school to Higher Education and the world of work. If there is anything about which you are unsure at any point in the process, please do ask and we will do our best to clarify the issue for you.

At Compass International School Madinat Khalifa, we are pleased to offer a comprehensive IGCSE programme in Key Stage 4 (Years 10 and 11). This Key Stage marks an important time in every student's education. It sets a path for future success and allows for some choice in the range of subjects chosen without closing doors to the future. Everyone has to study the core subjects of English, mathematics, science and PE combined with a range of options geared towards individual preferences.

The process of taking responsibility for their own education starts here and will continue into the choice of the six IB subjects before the move to university. Study over these two years will lead to important examinations at the end of the course. These are not internal school examinations, set and marked by teachers at Madinat Khalifa. They are recognised qualifications that will help students access university and help them on the way to a successful career in the future.

This booklet, the Information Evening and the one-to-one support sessions are designed to help every student make the right choice. We hope that you find this guide to be a useful starting point for choosing wisely.

Yours truly,

Dr Terry Creissen OBE MBA MA FCIM FRSA  
Principal



## English

### Course titles

Cambridge IGCSE First Language English (0500)  
Edexcel English Literature Level 1/2 (KETO)  
Cambridge IGCSE English as a Second Language (0510)

### Aims

#### English Language & English Literature

In Years 10 and 11, all students with suitable ability will have the opportunity to study two related English courses: IGCSE First Language English and IGCSE English Literature. Each of these syllabuses is designed as a two-year course for examination at age 16-plus.

As English Language and Literature will be studied concurrently, it is expected that students will be able to transfer and apply knowledge and skills across both courses. Throughout their study of Language and Literature, students will examine closely a range of works from the genres of poetry, prose and drama.

Students will have access to a range of literary and language texts, extracts and other resources as required. These courses will enable students to communicate accurately, appropriately and effectively in speech and writing while exploring areas of universal human concern, thus leading to a greater understanding of themselves and others.

#### Syllabus Content

Students with good ability in written English, but who may find the study of Literature too challenging, will be able to study IGCSE First Language English only; thus enabling them to concentrate on increasing their level and confidence in grammar, reading and writing in different registers for a variety of purposes.

#### English as a Second Language

For Year 10 and 11 Second Language students, we offer CIE English as a Second Language. The aims of the course are to develop ability to use English effectively for the purpose of practical communication and to help students form a solid foundation in the skills they will need for further study or employment where English is the medium. The course will also develop the student's awareness of the nature of language learning skills and promote personal development and confidence.

## English

### Assessment

Externally Assessed

Cambridge IGCSE First Language English

Paper 2: Reading Passages (extended) (2 hours) - 50 marks (40%)

AND

Paper 3: Directed Writing and Composition (Core and Extended) (2 hours) - 50 marks (40%)

Edexcel English Literature Level 1/2 (KETO)

Paper 1: Drama and Prose (1 hour 45 minutes) - 60 marks (60%) OR

Paper 1: Unseen Texts and Poetry Anthology (1 hour 30 minutes) - 40 marks (40%)

Cambridge IGCSE English as a Second Language (0510)

Component 2: Reading and writing (Extended) (2 hours) - 90 marks (70%)

AND

Component 4: Listening (Extended) (approximately 45 minutes) - 40 marks (30%)  
Speaking



## Mathematics

### Course title

Edexcel (A 4MA0)

### Aims

Mathematics is one of the core subjects in Years 10 and 11 and therefore is taken by every student. The most important reason for studying it is that it helps to develop logical reasoning skills which are essential for success in any field. There are many applications of Mathematics in everyday life.

The aims of the course are to develop knowledge and understanding of mathematical concepts and techniques;

To give students a foundation of mathematical skills for further study in the subject or related areas;

To enable students to enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems; and

To give students an appreciation of the importance of mathematics in society, employment and study.

### Syllabus content

The IGCSE in Mathematics builds upon the basic skills that have been taught in the four areas of the English National Curriculum: Number; Algebra; Shape and Space; and, Statistics and Probability.

### Assessment

Externally Assessed

Paper 1F: Foundation Tier (2 hours) - 100 marks (50%)

Paper 2F: Foundation Tier (2 hours) - 100 marks (50%)

Paper 3H: Higher Tier (2 hours) - 100 marks (50%)

Paper 4H: Higher Tier (2 hours) - 100 marks (50%)

## Physical Education

### Course title

Physical Education

### Aims

PE Core is a compulsory Physical Education lesson which all students will take part in up until the end of year 11. Physical Education is critical to a complete education. It helps students to make informed choices and understand the value of leading a physically active lifestyle.

The benefits of physical education can also affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful.

A students' growing ability to compare and contrast, analyze, and synthesize information, enables them to apply movement principles in new and meaningful ways. The importance of commitment and dedication in achieving success may be emphasized in physical education.

Participation in physical activity provides important opportunities for challenge, social interaction, group membership, as well as opportunities for continued personal growth in physical skill.

A comprehensive, well-implemented physical education program is an essential component to the total education of students. In these lessons they will take part in 6-7 week blocks of individual and team sports where they will continue to develop their skills and tactics. They will have the opportunity to both maintain and develop a healthy, active lifestyle through physical activity and through learning new information.

### Syllabus content

Students are assessed on the following categories:

Team;

Individual;

Net and wall; and

Outdoor adventurous activities.

### Assessment

No assessments or examinations are required for this option.



## Coordinated Science

### Course title

Cambridge International Examinations (CIE)

IGCSE Sciences - Co-ordinated (Double) (0654)

### Aims

Cambridge IGCSE Co-ordinated Sciences (Double Award) gives learners the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus.

The Double Award prepares the students for the IB Diploma Programme Science subjects.

### Syllabus Content

Learners gain an understanding of the basic principles of Biology, Physics and Chemistry through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

As well as focusing on the individual sciences, the syllabus also helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.

### Assessment

Externally Assessed

Paper 1: Core or Paper 2: Extended (45 minutes) - 40 marks (30%)

A multiple-choice paper consisting of 40 items of the four-choice type.

Paper 3: Core or Paper 4: Extended (2 hours) - 120 marks (50%)

A written paper consisting of short-answer and structured questions.

Paper 6: All candidates (1 hour) - 60 marks (20%)

Alternative to Practical.

Double Award Science allows students to study all three sciences in the curriculum time of two. The IGCSE Science Double Award is equivalent to two IGCSEs.



## Islamic Studies

### Course title

Islamic Studies

### Aims

All Qatari students must take Islamic Studies. Islamic Studies provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, self, and issues of right and wrong. It develops student's knowledge and understanding of their religion. Students read the Qur'an and memorise stories. It offers opportunities for personal reflection and spiritual development.

It enhances awareness and the understanding of religions and beliefs, teachings, practices and forms of expression, as well as the influence of religion on individuals, families, communities and cultures.

### Syllabus Content

The curriculum is developed by the Supreme Education Council and the programme is presented in defined topics.

### Assessment

The attainment targets for Islamic Studies set out the knowledge skills and understanding the students of different abilities and maturity are expected to have by the end of Secondary School. There are half term assessments through written tests. There are no examinations in this subject.



## Arabic

### Course titles

Arabic syllabus code (0544)

### Aims

- To develop the ability to communicate effectively using the target language;
- To offer insights into the culture and society of countries where the language is spoken;
- To develop awareness of the nature of language and language learning;
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- To provide enjoyment and intellectual stimulation;
- To develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum; and
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

### Syllabus Content

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities.

The Topic areas covered are: Everyday activities; Personal and social life; The world around us; The world of work and The international world.

### Assessment

All candidates take the following three components:  
Grades available: A, B, C, D, E, F, G and each section is worth ca. 33%

Externally Assessed

Paper 2: Reading (1 hour) - 45 marks (33%)

Candidates read a number of texts and answer questions testing comprehension.

Paper 4: Writing (1 hour) - 50 marks (33%)

Candidates respond in the target language to three tasks.

Internally assessed/externally moderated

Paper 3: Speaking\* (approximately 15 minutes) - 100 marks (33%)

Candidates complete two role plays, a topic presentation/conversation and a general conversation.

## First Language Dutch

### Course title

Dutch Cambridge (0503)

### Aims

To enable students to communicate accurately, appropriately and effectively in writing;

To enable students to understand and respond appropriately to what they read; to encourage students to enjoy and appreciate the variety of language;

To complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences); and

To promote the students' personal development and an understanding of themselves and others.

### Syllabus Content

#### Reading

To demonstrate understanding of words within extended texts; to scan for and extract specific information; to identify main and subordinate topics, summarise, paraphrase, re-express; to show some sense of how writers achieve their effects; and to recognise and respond to simple linguistic devices including figurative language.

#### Writing

To express thoughts, feelings and opinions in order to interest; inform or convince the reader; to show some sense of audience; to demonstrate adequate control of vocabulary, syntax and grammar; to exercise care over punctuation and spelling; to write accurate simple sentences; to attempt a variety of sentence structures; to recognise the need for paragraphing; and to use appropriate vocabulary.

### Assessment

Paper 1 (2 hours) - 50 marks

Question 1 - 25 marks

Students answer a series of comprehension questions based on Passage 1.

Question 2 - 25 marks

Students write a summary based on Passages 1 and 2: 60%

Paper 2 (1 hour 15 minutes)

Reading

Students write one composition of 400–600 characters: 40%



## French and Spanish

### Course titles

Cambridge French 0520

Cambridge Spanish 0530

### Aims

To develop the ability to communicate effectively using the target language offer insights into the culture and society of countries where the language is spoken;

To develop awareness of the nature of language and language learning;

To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations provide enjoyment and intellectual stimulation;

To develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

### Syllabus Content

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, students gain insight into target language countries and communities.

The Topic areas are: Everyday activities; Personal and social life; The world around us; The world of work; and The international world.

### Assessment

Externally Assessed

Paper 1: Listening (1 hour) - 45 marks (25%)

Students listen to a number of recordings and answer questions testing comprehension.

Paper 2: Reading (1 hour) - 45 marks (25%)

Students read a number of texts and answer questions testing comprehension.

Paper 4: Writing (1 hour) - 50 marks (25%)

Students respond in the target language to three tasks.

Internally Assessed

Paper 3: Speaking (15 minutes) - 100 marks (25%)

Students complete two role plays, a topic presentation/conversation and a general conversation.

At Compass International  
Doha, Madinat Khalifa  
our students learn to take  
the challenges and  
experience of life  
with both hand



## Art and Design

### Course title

Cambridge (0400)

### Aims

To use their creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design;

To use their investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence;

To use their cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies; and

To use their personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

### Syllabus Content

Students need to develop knowledge, understanding and the capability to evaluate:  
How ideas, feelings and meanings are conveyed and interpreted in images, artefacts and products;

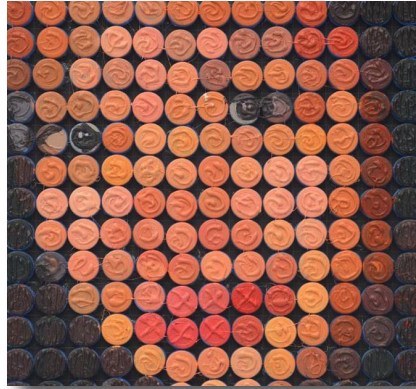
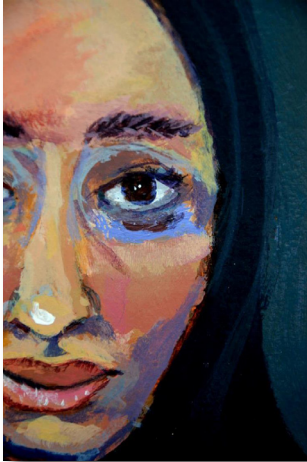
How knowledge and understanding of the work of others can develop and extend their thinking and inform their own work;

Use a range of art, craft and design processes including two and/ or three dimensions, and traditional and new media and technologies;

How images, artefacts and products relate to social, historical, vocational and cultural contexts; and

Use a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures, and their contribution to continuity and change in society.





### Assessment

Externally Assessed

Component 1: Broad-based assignment - 100 marks (50%)

Consists of a choice of 10 interpretative or observational based briefs to choose from.

Supporting Studies - Students have an unlimited time in year 11 term 2 in which to produce their supporting studies

Controlled Test - Students take a controlled 8 hour test

Component 2: Design-based assignment - 100 marks (50%)

Consists of a choice of 10 craft and graphic design based briefs to choose from.

Supporting Studies

Students have an unlimited time in year 11 term 2 in which to produce their supporting studies.

Controlled Test - Students take a controlled 8 hour test



## Business Studies

### Course titles

Cambridge Business Studies (0450)

### Aims

To develop knowledge and understanding of the different forms of business organisations and how they operate through both their functional areas and the external environment;

Apply knowledge and critical understanding to current issues and problems in a wide range of business contexts, from small to global organisations;

Develop awareness of how and why businesses operate, the different marketing methods a business employs to reach their target market, factors considered in producing products and services, calculating and interpreting financial data and how staff are recruited and managed within an organisation; and

Acquire essential skills within literacy and numeracy by analysing different business scenarios to reach balanced decisions or judgement.

### Syllabus Content

The syllabus content is organised around six topic areas:

Understanding business activity;

People in business;

Marketing;

Operations management ;

Financial information and decisions; and

External influences on business activity.

### Assessment

Externally Assessed

Paper 1: (1 hour 30 minutes) - 80 marks (50%)

Written examination consisting of four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions.

Paper 2: (1 hour 30 minutes) - 80 marks (50%)

Written examination consisting of four questions based on a previously unseen case study, provided as an Insert with the paper. Candidates answer all questions.



## Economics

### Course title

Cambridge Economics (0455)

### Aims

To distinguish between facts and value judgements in economic issues and use economic analysis in particular situations;

Be aware of the economies in developed and developing nations and develop an appreciation of the relationships between the two;

Gain an understanding of economics and how it impacts everyday life. Thus enabling a better understanding of the world we live in and a higher ability to take a greater part in decision making in their personal lives; and

Develop essential skills in literacy and numeracy.

### Syllabus Content

The syllabus content covers the following topics:

Basic economic problem: choice and the allocation of resources;

The allocation of resources: how the market works and market failure;

The individual as producer, consumer and borrower;

The private firm as producer and employer;

Role of government in economy;

Economic indicators;

Developed and developing economies: trends in production, population and living standards; and

International aspects

### Assessment

Externally Assessed

Paper 1: (45 minutes) - 30%

Multiple choice - Candidates answer 30 multiple choice questions.

Paper 2: (2 hours 15 minutes) - 70%

Written examination where candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six.



## Geography

### Course titles

Cambridge CIE (0460)

### Aims

To encourage students to develop an understanding of location on a local, regional and global scale;

To develop an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments;

To develop an understanding of the ways in which people interact with each other and with their environment;

To develop an awareness of the contrasting opportunities and constraints presented by different environments;

To develop an appreciation of and concern for the environment; and

To develop an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

### Syllabus Content

Theme 1 – ‘Population and Settlement’

This covers: Population dynamics; Migration; Population structure; Population density and distribution; Settlements and service provision; Urban settlements; and Urbanisation.

Theme 2 – ‘The Natural Environment’

This covers: Earthquakes and volcanoes; Rivers; Coasts; Weather; and Climate and natural vegetation.

Theme 3 – ‘Economic Development’

This covers: Development; Food production; Industry; Tourism; Energy; Water; and Environmental risks of economic development





### Assessment

Externally Assessed

Paper 1: Geographical Themes (1 hour 45 minutes) - 75 marks, weighted to 100 marks (45%)

Students answer three questions, each worth 25 marks. The paper has three sections and each section will be based on Themes 1, 2 or 3. Candidates must answer one question from each section:

Theme 1: Population and settlement, Theme 2: The natural environment, Theme 3: Economic development.

Paper 2: Geographical Skills (1 hour 30 minutes) - 60 marks (27.5%)

Students answer all the questions. The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate. The questions will not require specific information about places but will require the use of a 1:25 000 or 1:50 000 map with a key.

Paper 4: Alternative to Coursework (1 hour 30 minutes) - 60 marks (27.5%)

Candidates answer two compulsory questions, completing a series of written tasks. The field work scenarios for the two questions will be taken from different aspects of the Syllabus content (see section 5). The questions involve an appreciation of a range of techniques used in fieldwork studies.



## History

### Course title

Edexcel (4HI0)

### Aims

The Edexcel International GCSE in History qualification will enable students to:  
Acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues;  
Use historical sources critically, in context, recording significant information and reaching conclusions;  
Organise and communicate their knowledge and understanding of history; and  
Draw conclusions and make historical judgements.

### Syllabus Content

The syllabus content is organised around four topic areas:

Development of dictatorship: Germany, 1918-45

The establishment of the Weimar Republic and its early problems; The recovery of Germany, 1924-29; The rise of Hitler and the Nazis; Life in Nazi Germany; Germany during the second world war.

A world divided: Superpower relations, 1945-62

Reasons for the Cold War; Early developments in the Cold War, 1945-49; The Cold War in the 1950s; The Berlin Crisis of 1961; The Cuban Missile Crisis

The origins and course of the First World War, 1905-18

The alliance system and international rivalry, 1905-14; The struggle for control in the Balkans, 1905-14; The growth of tension in Europe, 1905-14; The Schlieffen Plan and deadlock on the Western Front; The War at Sea and Gallipoli; The defeat of Germany

The changing role of international organisations: the League and the UN, 1919-2000

The creation and aims of the League and the UN; Similarities and differences in the organisation of the; League and the UN; Changes in the work of the League and UN agencies; Successes of the League and UN; The weaknesses of the peacekeeping roles of the League; and the UN, 1919-2000

### Assessment

Paper 1 code 4HI0/01: (1 hour 30 minutes) - 50 marks (50%)

Students are assessed through an examination based on their depth studies. Students answer two questions, one on each of the depth studies they have studied.

Paper 2 code 4HI0/02: (1 hour 30 minutes) - 80 marks (50%)

Students are assessed through an examination based on their historical investigation and breadth study in change. Students answer two questions, one question on their historical investigation and one question on their breadth study in change.

## Information Communication Technology

### Course title

Cambridge IGCSE (0417)

### Aims

To help students to develop and consolidate their knowledge, skills and understanding in ICT and be aware of new and emerging technologies;

To encourage students to develop further as autonomous users of ICT;

To encourage students to continue to develop their ICT skills in order to enhance their work in a variety of subject areas;

To provide opportunities for students to analyse, design, implement, test and evaluate ICT systems;

To encourage students to consider the impact of new technologies on methods of working in the outside world and on social, economic, ethical and moral issues;

To help students to improve their skills and increase their awareness of the ways in which ICT is used in practical and work-related situations.

### Syllabus Content

The content is set out in eight interrelated sections:

Types and components of computer systems;

Input and output devices;

Storage devices and media;

Computer networks;

Data types;

The effects of using ICT;

The ways in which ICT is used; and

Systems analysis and design.

### Assessment

Externally Assessed

Paper 1: Written (2 hours) - 40%

All questions are compulsory: mostly multiple choice or short answer questions, but also some requiring longer responses.

Internally Assessed

Paper 2 and 3: (each paper is 2 hours 30 minutes) - 60% total for both papers

Knowledge, skills and understanding of the assessment criteria and some core knowledge and understanding from syllabus content.



## Music

### Course title

Cambridge IGCSE Music (0410)

### Aims

To enable students to acquire and consolidate a range of music skills, knowledge and understanding through listening, composing and performing;

To enable students to engage actively in the study of music, develop musical skills and interests, including the ability to make music individually and in groups;

To help candidates develop a perceptive and critical response to the main historical styles and periods of western music; and

To help candidates to recognise and understand music from non-western traditions, and thus to form an appreciation of cultural similarities and differences.

### Syllabus Content

When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic development, self-discipline and creativity; Learners study music of all styles; each style is placed in its historical and cultural context; and

Learners are encouraged to be perceptive, sensitive and critical when listening.

### Assessment

Externally Assessed

Paper 1: (1 hour 15 minutes) - 40%

Section A: Unprepared Western repertoire.

Section B: World Music.

Section C: Skeleton Score-questions on written piece of music, adding rhythmic and melodic dictation.

Section D: Set Work – detailed questioning on a chosen set work.

Internally Assessed

Performing Music : 30%

The final IGCSE performance should be at least Grade 3 ABRSM standard and tests musical and technical competence on an instrument. It consists of a recital performance of a solo work for chosen instrument or voice and an ensemble performance and recording.

Composing Music : 30%

Each student will compose two compositions. This part of the course will test discrimination and imagination in free composition. Pupils should have a sound basic knowledge of music notation and theory. Notated scores will need to be submitted as well as a recording of the composition for assessment.

## Physical Education

### Course title

EDEXCEL (2PE01)

### Aims

To Develop your knowledge and practical skills in a range of physical activities;  
 To examine the effects of exercise and how training can improve performance;  
 To find ways to improve your own performances in a variety of roles;  
 To identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity; and  
 To appreciate the benefits of promoting 'sport for all'.

### Syllabus Content

Healthy active lifestyle;  
 Influences on your healthy, active body;  
 Exercise and fitness as part of your healthy, active lifestyle;  
 Physical activity as part of your healthy, active lifestyle;  
 Your personal health and well-being;  
 Physical activity and your healthy mind and body;  
 A healthy active lifestyle and your cardiovascular system;  
 A healthy active lifestyle and your respiratory system;  
 A healthy active lifestyle and your Muscular system;  
 A healthy active lifestyle and your skeletal system;  
 Performance in physical education Practical performance; and  
 Performance in physical education analysis of performance.

### Assessment

Internally Assessed

Students are required to offer two performances, in practical contexts, in the role of either player/participant, official or leader. At least one of the two performances must be in the role of player/participant.

Externally Assessed

Unit 1: Written Examination (1 hour and 30 minutes) 40%

Unit 2: Section 1 – four Practical performances in the role of either player/participant, leader or official. You can achieve 48% of the marks from your four performances, two of which may be in the role of a leader or official.

Unit 2: Section 2 - Analysis of performance in one of the chosen activities. This will be worth 12% of the marks and should include planning, performing and evaluating a Personal Exercise Programme.



# Other Subject Options



## Psychology

### Course titles

Edexcel 2PS01

### Aims

Enables students to engage in the process of psychological enquiry to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds;

To develop an awareness of why psychology matters;

To acquire knowledge and understanding of how psychology works and its essential role in society;

To develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues, and its impact on everyday life;

To develop an understanding of ethical issues in psychology;

To develop an understanding of the contribution of psychology to individual, social and cultural diversity; and

To develop a critical approach to scientific evidence and methods.

### Syllabus Content

Content is defined by five key areas of study:

Topic A: How do we see our world?

This topic focuses on perception and illusions, drawing on biological and cognitive psychology.

Topic B: Is dreaming meaningful?

This topic addresses Freud's dream theory and the theory of activation synthesis.

Topic C: Do TV and video games affect young people's behaviour?

This topic covers causes of aggression including psychological and social causes.

Topic D: Why do we have phobias?

This topic considers social learning, conditioning and evolutionary causes of phobias.

Topic E: Are criminals born or made?

This topic considers proposed biological and social causes of criminality.

### Assessment

Externally Assessed

Paper 1: Written (1 hour 15 minutes) - 60 marks (40%)

The paper consists of multiple-choice and short-answer questions on Topics A and C.

Paper 2: Written (1 hour) - 90 marks (60%)

The paper consists of multiple choice questions, short answers and some extended writing on topics C, D and E.



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