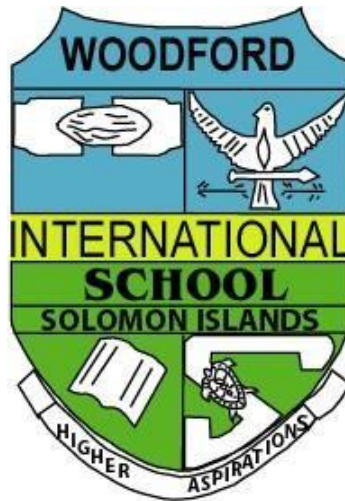


Woodford International School

Honiara, Solomon Islands



IGCSE Award Offerings
(Year 9 and 10)



**Cambridge Assessment
International Education**

Cambridge International School

Contents

	Page
Introduction	3
Why Cambridge IGCSE?	4
Uniquely Woodford	6
Achievements	7
Subject Selection Guide	8
Group 1: Languages	
First Language English	9
English as a Second Language	11
Group 2: Humanities	
Geography	13
Business Studies	14
Group 3: Sciences	
Environmental Management	15
Combined Science	16
Group 4: Mathematics	18
Group 5: Creative, Technical and Vocational	
Information and Communication Technology	19
Physical Education	20
 School-based offerings	 21

Introduction

2013 marked the first year that Woodford International School offered an internationally recognised secondary school qualification, Cambridge International General Certificate of Education (IGCSE). IGCSE is **the world's most popular international qualification** for 14 to 16 year olds. In 2016 we will continue to offer this world-class curriculum to our students.

The following information has been compiled to provide you with information about curriculum offerings at WIS for Year 9 and Year 10. It includes both IGCSE subject offerings as well as school-developed subjects. The aim is to **provide a breadth and depth of studies**, to suit a wide range of abilities and aspirations for all our students.

Students receive a certificate from Cambridge at the end of the two years of study. Student results for IGCSE Exams are generally published in mid-January of the year following exams. The official Cambridge certificate usually arrives at the school in March.

The Subject Guides (pages 9– 22) are of vital importance when it comes to making subject choices for the next two years.

If you have any questions please do not hesitate to contact school by email at woodford@wis.edu.sb or call +677-30186 to make an appointment.

Why Cambridge IGCSE?

Cambridge IGCSE, which celebrated its 25th anniversary in 2010, **attracts almost 500 000 entries every year from over 140 different countries**. Cambridge IGCSE curriculum offers a variety of routes for learners with a wide range of abilities, including those whose first language is not English. It develops learner knowledge, understanding and skills in:

- **Subject content**
- **Applying knowledge and understanding to new as well as familiar situations**
- **Intellectual enquiry**
- **Flexibility and responsiveness to change**
- **Working and communicating in English**
- **Influencing outcomes**
- **Cultural awareness**

**more information can be found at <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/>*

Subjects*

IGCSE subjects are organised into five learning groups.

- Group I: Languages
- Group II: Humanities and Social Sciences
- Group III: Sciences
- Group IV: Mathematics
- Group V: Creative, Technical and Vocational

**The number of subjects offered in each group will be dependent upon a minimum number of students signing up for each subject.*

Syllabuses

Syllabuses support schools by using **learner-centred** and **enquiry-based approaches** to learning. They describe the knowledge; understanding and skills learners will develop and explain how these will be assessed.

The syllabuses are **international in outlook**, but **retain a local relevance**. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

Assessment

Formative assessment is used throughout the two year programme. **Summative assessment takes place at the end of the two-year course (October and November)** and gives options to suit learners, including written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. With a tiered structure in many subjects for different ability levels, learners of all abilities are assessed positively and bright individuals have the chance to excel. Grades are benchmarked using eight internationally recognised grades (A* - G), which have clear guidelines to explain the standard of achievement.

Classroom support for teachers and learners

A wide range of support resources for teachers and learners are available for Cambridge IGCSE. Resources suit a variety of teaching methods in different international contexts.

Recognition

Cambridge IGCSE is widely recognised by higher education institutions and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International A Levels and Cambridge IGCSEs to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of UK GCSE. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

**More information can be located at <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/recognition/>*

A number of UK, Australian and New Zealand universities as evidence of competence for Foundation Studies university entrance recognises many Cambridge IGCSE subjects, including English (at grade C or above).

Adapted from Cambridge Prospectus

Uniquely Woodford

Woodford International School offers a great deal to our IGCSE students. Yes, they receive an internationally recognised qualification but they also benefit from **individualised attention in classes that rarely exceed 24 students**. All of their teachers have received formal training from Cambridge and we are committed to a programme of continuing improvement in learning and the provision of resources. In addition, each student has access to up-to-date textbooks for all their subjects.

However, education is much more than teachers and textbooks. We encourage **our students to develop socially and emotionally and to become well-rounded, active global citizens**. Students at Woodford enjoy **a variety of extra-curricular activities** in the arts, sports, communication, and service

We provide **a nurturing environment**. We know all our students; we know their strengths and their challenges. Our classes are structured around a homeroom and the Homeroom teacher is much more than someone who just takes the register. He or she is a confidant, a mentor, someone who gets to know the students such that they are able to support them when they are stressed or lacking motivation. This underpins the values and respect that form an integral part of **'Woodford Culture'**. Take a walk around the campus and you will see students in study groups or meeting with their teachers. We are proud of our **culture of learning**.

Students at WIS are also heard. Through Student Council and the **leadership opportunities** for Prefects, Head Boy and Head Girl our students have the opportunity to discuss the things that matter to them, to learn skills of negotiation and collaboration and to take action and affect change.

To further support their social and emotional well-being IGCSE 1 students also attend a Leadership Camp that emphasises teamwork, personal and group challenges, leadership, study skills and physical challenges.

Our students undertake an absorbing and complex journey in the two years of their IGCSEs. We see our students grow in confidence, in knowledge, in skills and in maturity. We take pride in preparing them for the next stage of their life journey; confident in the knowledge that they have what it takes to achieve whatever they set their minds to.

Achievements

In our first year of offering IGCSEs one of our students, Joanna Havea earned the Top Mark in the World for IGCSE Travel and Tourism. This is a huge achievement for her and a wonderful reflection on the quality learning offered at Woodford.

In reflecting on her achievement Joanna had this to say:

“This award gives me great pride and joy. It is indeed a result of my hard work, with the help from my wonderful teachers and parents. Earning an award that recognises such a success is definitely one of my greatest achievements. It’s my passport to a bright future! I am really proud as a Solomon Islander to achieve this top mark in the world.

This achievement is certainly a strong motivation for me to continue to work hard at my studies, and also gives me great hope for a rewarding career. Hopefully in the future I can work in the tourism industry in the beautiful Solomon Islands.”



“Most importantly, I would like to thank the teachers at Woodford who have journeyed with me; helping me reach my potential. I appreciate their commitment and dedication and I certainly couldn’t have done it without them.

Having such an internationally recognised qualification will now make it possible for me to advance with further studies overseas. I would like to take this opportunity to encourage other students to grab hold with both hands the opportunities that come about through hard work. Always keep in mind that your education is the most important thing to serve you well in the future. I really hope that I can inspire all of you to set your minds straight and aim high. Work hard and keep improving your knowledge every day, and I assure you rewarding results are guaranteed! If I can achieve such a result, then I am sure other students at Woodford can too. Do your homework, seek help and just study hard!”

More recently in the previous exam series, our students continue to earn top grades. We celebrate their success and will continue to build on this in the coming years.

Subject Offering Guide

Students will choose six subjects in total for the two years of study.*

The following subjects are currently offered at IGCSE:

- English Language
- Mathematics (Core or Extended)
- Combined Science (Core or Extended)
- Environmental Management
- Information and Communication Technology
- Business Studies
- Geography
- Physical Education

Other in-house offerings

- Personal Development (PD)
- Service as Action

IGCSE First Language English

Cambridge IGCSE First Language English is designed for students whose mother tongue is English. The course allows students to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Please Note: Students may follow either the Core curriculum only or the Extended curriculum, which includes both the Core and Extended.

Students aiming for grades A* to C must follow the Extended curriculum. Students aiming at grades D and below must follow the Core curriculum.

Grade C is also available on the Core curriculum.

Reading	
Core - All students should:	Extended - In addition to what is required in the Core, students following the Extended curriculum should:
<ul style="list-style-type: none"> • demonstrate understanding of words within extended texts • scan for and extract specific information • identify main and subordinate topics, summarise, paraphrase, re-express • show some sense of how writers achieve their effects • recognise and respond to simple linguistic devices including figurative language. 	<ul style="list-style-type: none"> • show a more precise understanding of extended texts • recognise the relationship of ideas • draw inferences, evaluate effectiveness, compare, analyse, synthesise • show understanding of how writers achieve their effects • recognise and respond to more sophisticated linguistic devices.
Writing	
<ul style="list-style-type: none"> • express thoughts, feelings and opinions in order to interest, inform or convince the reader • show some sense of audience • demonstrate adequate control of vocabulary, syntax and grammar • exercise care over punctuation and spelling • write accurate simple sentences • attempt a variety of sentence structures • recognise the need for paragraphing • use appropriate vocabulary. 	<ul style="list-style-type: none"> • show a wider and more varied sense of different styles to interest, inform or convince the reader • show a clear sense of audience • demonstrate a sophisticated use of vocabulary and structures • demonstrate accuracy in punctuation and spelling • write accurate complex sentences • employ varied sentence structures • write in well-constructed paragraphs • use imaginative and varied vocabulary.

Assessment

Students take either:	Or:
Paper 1: Reading Passage (Core) 1 hour 45 minutes Students answer two questions on one passage of 700–800 words. Eligible for Grades C–G. 50% of total marks.	Paper 2: Reading Passages (Extended) 2 hours Students answer three questions on two passages of 600–700 words each, linked by a common theme. Eligible for Grades A–E on this component.* 50% of total marks.
And either:	Or:
Paper 3: Directed Writing and Composition 2 hours Students answer one question on a passage or passages totalling 700–800 words. Students also answer one composition task from a choice of 6 titles. Eligible for Grades A–G on this component.* 50% of total marks.	Component 4: Coursework Portfolio Students submit three assignments, each of 500–800 words. Eligible for Grades A–G on this component.* 50% of total marks.

Please note that in addition to the formal component of IGCSE First Language English students will also undertake literature studies including works of Fiction and Drama.

Group 1: Languages

English as Second Language

IGCSE English as a Second Language

Cambridge IGCSE English as a Second Language is proof of ability to understand and communicate in English. It is aimed at students whose first language is not English, but who use it as a lingua franca or language of study. Successful English as a Second Language students have better educational or employment prospects and gain lifelong skills, including:

- better communicative ability in English
- improved ability to understand a range of social registers and styles
- a greater awareness of the nature of language and language-learning skills
- a greater international perspective
- a sound foundation for progression to employment or further study

Curriculum Content

Reading	
Core: All students should be able to	Extended: In addition to what is required for the Core, students taking Extended papers should
<ul style="list-style-type: none"> • Demonstrate the ability to recognise public notices and signs (including timetables and advertisements). • Demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds. • Scan for particular information, organise the relevant information and present it in a logical manner/given format. 	<ul style="list-style-type: none"> • Demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people. • Demonstrate the ability to identify the important points or themes within an extended piece of writing. • Draw conclusions from and see relations within an extended text.
Writing	
<ul style="list-style-type: none"> • Carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus. • Demonstrate the ability to describe, report, give personal information. • Identify, organise and present given material in a particular form. 	<ul style="list-style-type: none"> • Carry out longer writing tasks on a wider range of topics in response to a written stimulus.
Listening	
<p>Demonstrate understanding of specific details, information and semi-formal announcements e.g. news, weather, travel, and in interviews, dialogues and telephone conversations.</p> <ul style="list-style-type: none"> • Demonstrate general comprehension of the speaker's intentions where appropriate. 	<ul style="list-style-type: none"> • Identify the important points or themes of the material they hear, including attitudes. • Draw conclusions from and identify the relationships between ideas within the material they hear. • Show awareness of major variations in register. • Take notes from material they have heard.

Speaking	
Demonstrate competence in a range of speech activities e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs. • Conduct a sustained conversation.	<ul style="list-style-type: none"> • Demonstrate greater flexibility in dealing with new, topical ideas. • Show a sense of audience.

Assessment

Students take either:	Or:
Paper 1: Reading and writing (Core) 1 hour 30 minutes Eligible for grades C–G 70% of total marks	Paper 2: Reading and writing (Extended) 2 hours Eligible for grades A*–E 70% of total marks
And either:	Or:
Paper 3: Listening (Core) Approx. 30–40 minutes Eligible for grades C–G 15% of total marks	Paper 4: Listening (Extended) Approx. 45 minutes Eligible for grades A*–E 15% of total marks
And either:	Or:
Component 5: Oral Approx. 10–15 minutes 15% of total marks	Component 6: Oral coursework n/a 15% of total marks

Please note that in addition to the formal component of IGCSE English as a Second Language students will also undertake literature studies including accessible works of Fiction and Drama.

IGCSE Geography

Successful Cambridge IGCSE Geography students develop lifelong skills, including:

- An understanding of the impacts which both physical and human geography can have and the processes which affect their development;
- A sense of place and an understanding of relative location on a local, regional and global scale;
- The ability to use and understand geographical data and information;
- An understanding of how communities and cultures around the world and how they are affected and constrained by different environments.

Units of Study

The curriculum is divided into three themes, which have been designed to develop an understanding of both the natural and the human environment:

1. **Population and settlement**
 - Population dynamics, Migration, Population structure, Population distribution and density
 - Settlements and service provision, Urban Settlements, Urbanisation
2. **The natural environment**
 - Earthquakes and volcanoes, Rivers, Coasts, Weather, Climate and Natural Vegetation
3. **Economic development**
 - Development, Food Production, Industry, Tourism, Energy, Water
 - Environmental risks of economic development

Assessment

Students take:	
Paper 1 Geographical Themes Candidates 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	1 ³ / ₄ hours 45% of total marks
Paper 2 Geographical Skills Candidates 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	1 ¹ / ₂ hours 27.5% of total marks
Paper 4 Alternative to Coursework Candidates answer two compulsory questions, completing a series of written tasks. The fieldwork scenarios for the two questions will be taken from different aspects of the Syllabus content. The questions involve an appreciation of a range of techniques used in fieldwork studies.	1 ¹ / ₂ hours 27.5% of total marks

IGCSE Business Studies

Cambridge IGCSE Business Studies allows students the opportunity to develop understanding of business concepts and techniques across a range of different types of businesses.

Successful IGCSE Business Studies students gain lifelong skills, including:

- ✓ Understanding different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance;
- ✓ An appreciation of the critical role of people in business success;
- ✓ Confidence to calculate and interpret business data;
- ✓ Communication skills including the need to support arguments with reasons;
- ✓ Ability to analyse business situations and reach decisions or judgements.

Units of Study

1. Business and the environment in which it operates
2. Business structure, organisation and control
3. Business activity to achieve objectives
4. People in business
5. Regulating and controlling business activity

Assessment

Students take:	
Paper 1 Short-answer questions and structured/data response questions.	1 ¾ hours 50% of total marks
Paper 2 Questions arising from a given case study (not pre-released)	1 ¾ hours 50% of total marks

Group 3: Sciences-Environmental Management

IGCSE Environmental Management

Cambridge IGCSE Environmental Management is concerned with developing knowledge and understanding of issues concerning sustainable development and how the earth's resources are used.

Students studying this syllabus:

- draw upon disciplines such as biology, earth science, geography, economics and anthropology;
- consider the interdependence of the earth's natural systems, and how people use natural resources;
- examine the impact of development on the environment considering issues such as environmental pollution and resource depletion;
- explore ways in which we may change the nature of future development to make it more sustainable.

The Syllabus Matrix/Units of Study

The Environmental Management syllabus is organised as a matrix

The syllabus is designed to emphasise that:

- a) life on Earth as we know it is an integrated and interdependent whole;
- b) its future is endangered by the impact of human development on natural resources;
- c) its survival for future generations will depend on concerted action to conserve and manage the environment as a self-sustaining resource base.

For each of the four spheres of the Earth's environment (lithosphere, hydrosphere, atmosphere and biosphere), the following aspects are considered.

1. Resources: How does the natural system work?
2. Development: How do people use natural resources?
3. Impact: How does development change the environment?
4. Management: How can the environment be developed sustainably?

Assessment

Students take:	
Paper 1 Six compulsory structured short-answer questions	1 ½ hours 30% of total marks
Paper 2 A number of compulsory structured questions, involving short answer and free response, based upon related source material concerning environmental issues of global impact. Students are expected to use case studies to illustrate issues of environmental management.	1 hour 45 minutes 40% of total marks
Paper 4 Alternative to Coursework Students are given data about an environmental problem. They are required to identify issues raised by the data, and to indicate ways in which a project could be organised to identify a possible management strategy.	1 ½ hours 30% of total marks

IGCSE Combined Science

Cambridge IGCSE Combined Sciences gives students the opportunity to study biology, chemistry and physics, each covered in separate syllabus sections. Students learn about the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

Candidates learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus enables candidates to better understand the technological world they live in, and take an informed interest in science and scientific developments.

Curriculum Content

Students can follow either the core curriculum only, or they can follow the extended curriculum which includes both the core and the supplement. Students aiming for grades A* to C should follow the extended curriculum.

Aims

The aims are:

1. to provide a worthwhile educational experience for all candidates, through well-designed studies of experimental and practical science. In particular, candidates' studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics and, where appropriate, other related sciences so that they may
 - become confident citizens in a technological world, able to take an informed interest in matters of scientific importance
 - recognise both the usefulness and limitations of scientific method, and appreciate its applicability in other disciplines and in everyday life
 - be suitably prepared to embark upon certain post-16 science-dependent vocational courses and studies
2. to develop abilities and skills that
 - are relevant to the study and practice of science
 - are useful in everyday life
 - encourage safe practice
 - encourage effective communication
3. to stimulate
 - curiosity, interest and enjoyment in science and its methods of enquiry
 - interest in, and care for, the environment
4. to promote an awareness that
 - the study and practice of science are co-operative and cumulative activities subject to social, economic, technological, ethical and cultural influences and limitations
 - the applications of science may be both beneficial and detrimental to the individual, the community and the environment
 - the concepts of science are of a developing and sometimes transient nature
 - science transcends national boundaries and that the language of science is universal

In addition to these general aims, Cambridge IGCSE Combined Science seeks:

5. to emphasise that some principles and concepts are common to all science, while others are more particular to the separate sciences of biology, chemistry and physics
6. to promote interdisciplinary enquiry through practical investigations and through the co-ordination of the subject matter of the three sciences

Assessment

Students take:	
Paper 1 Multiple-choice paper	45 minutes 30% of total marks
And either Core curriculum:	
Paper 2 Grades C to G available Theory paper consisting of short-answer and structured questions, based on the core curriculum.	1 hour 15 min 50% of total marks
Or Extended curriculum:	
Paper 3 Grades A* to G available Extended theory paper consisting of short-answer and structured questions. The questions will be based on all of the material, both from the core and supplement, and will allow students to demonstrate their knowledge and understanding.	1 hour 15 min 50% of total marks
And	
Paper 6 Alternative to Practical assessment	1 hour 20% of total marks

IGCSE Mathematics

Cambridge IGCSE Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful Cambridge IGCSE Mathematics students gain lifelong skills, including:

- ✓ the development of their mathematical knowledge;
- ✓ confidence by developing a feel for numbers, patterns and relationships;
- ✓ an ability to consider and solve problems and present and interpret results;
- ✓ communication and reason using mathematical concepts;
- ✓ a solid foundation for further study.

Curriculum Content

Students may follow either the Core curriculum only or the Extended curriculum which involves both the Core and Supplement. **Students aiming for Grades A*–C** should follow the Extended Curriculum.

Topics covered:		
Number, set notation and language	Squares and cubes	Directed numbers
Vulgar and decimal fractions and percentages	Ordering	Standard form
The four rules	Estimation	Limits of Accuracy
Ratio, proportion, rate	Percentages	Electronic Calculators
Measures	Time	Money
Personal & household finance	Graphs in practical situations	Graphs of functions
Straight line graphs	Algebraic representations and formulae	Algebraic manipulation
Functions	Indices	Solutions of equations and inequalities
Linear programming	Geometrical terms and relationships	Geometrical constructions
Symmetry	Angle Properties	Locus
Mensuration	Trigonometry	Statistics
Probability	Vectors in two dimensions	Matrices & Transformations

Assessment

Core curriculum students Grades C to G available		Extended curriculum students Grades A* to G available	
Paper 1 Short Answer Questions	1 hour 35 % of total marks	Paper 2 Short Answer Questions	1 ½ hours 35% of total mark
Paper 3 Structured Questions	2 hours 65% of total marks	Paper 4 Structured Questions	2 ½ hours 65% of total marks

Group 5: Creative, Technical & Vocational - Information Communication Technology (ICT)

IGCSE Information and Communication Technology

Cambridge IGCSE is internationally recognised by schools, universities and employers. The Cambridge IGCSE Information and Communication Technology syllabus encourages students to develop lifelong skills including:

- the ability to understand and implement new and emerging technologies within a business environment
- how to analyse, design, implement, test and evaluate Information and Communication Technology (ICT) systems
- considering the impact which new technologies will have on ways of working and the social, economic and ethical issues associated with them
- awareness of the ways ICT can help in practical and work-related scenarios.

Curriculum Content

The curriculum content is set out in eight interrelated sections.

The sections are:

1. Types and components of computer systems
2. Input and output devices
3. Storage devices and media
4. Computer networks
5. Data types
6. The effects of using ICT
7. The ways in which ICT is used
8. Systems analysis and design

Assessment

Students take:	
Paper 1 Written paper testing sections 1–8 of the syllabus and assessing the skills in Assessment objective AO2. It may also assess knowledge and understanding from sections 9–16 of the syllabus. All questions compulsory: mostly multiple choice or short answer questions, but also some requiring longer responses	2 hours 40% of total marks
And:	
Paper 2 Practical test assessing knowledge, skills and understanding of sections 9–16 of the syllabus. It may also assess some core knowledge and understanding from sections 1–8 of the syllabus.	2 ½ hours 30% of total marks
And:	
Paper 3 Practical test assessing knowledge, skills and understanding of sections 9–16 of the syllabus. It may also assess some core knowledge and understanding from sections 1–8 of the syllabus.	2 ½ hours 30% of total marks

IGCSE Physical Education

Universities and employers accept Cambridge IGCSE Physical Education as proof that students have knowledge, skills and an understanding of a range of relevant physical activities. Students' knowledge, skills and understanding come from studying both practical and theoretical aspects of Physical Education.

Successful Cambridge IGCSE Physical Education students gain lifelong skills, including:

- an ability to plan, perform, analyse and improve, and evaluate physical activities
- knowledge, skills and understanding of a range of relevant physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world
- an excellent foundation for advanced study
- an enjoyment of physical activity

Units of Study

Unit 1: Factors affecting performance

Unit 2: Health, safety and training

Unit 3: Reasons and opportunities for participation in physical activity

Assessment

Students take:	
Paper 1 Section A: Students answer short answer questions on the three units studies Section B: Students answer three structured questions, one from each of the three units they have studied	1 Hour 45 minutes 40% of total marks
Coursework Students choose to undertake four practical activities from at least two of the seven categories listed (50% of total marks). Students must show the ability to analyse and improve practical performance in one of their four chosen practical activities (10% of marks)	60% of total marks

School-based offerings

Woodford offers an opportunity for students to look beyond academics and widen their awareness of self and the community. Offerings such as Personal Development (PD) and Service as Action are intended to provide an opportunity to students to explore and engage beyond core subject areas.

After School Activities

After School Activities will also be offered throughout the year. Students may sign up to a wide variety of activities ranging from Sport, Arts Community Service.

References

Cambridgeinternational.org. (2018). *Cambridge Assessment International Education Official Website*. [online] Available at: <http://www.cambridgeinternational.org/> [Accessed 26 Apr. 2018].