



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

The International Baccalaureate Diploma Programme



at

UWC Waterford Kamhlaba

UWC Waterford Kamhlaba

UWC Waterford Kamhlaba was founded in 1963 in opposition to the apartheid system of education then being practised in South Africa. The school has historically played an important role in opposing oppression and advocating democracy in southern Africa. Since the end of the apartheid era, countries in Africa that are experiencing conflict or post-conflict conditions have become a particular focus for student recruitment, with the aim of developing leadership potential in the region. In recognition of their shared values and principles, Waterford joined the worldwide UWC movement in 1981.

UWC Mission Statement

UWC makes education a force to unite people, nations and cultures
for peace and a sustainable future.

Contact Details

UWC Waterford Kamhlaba

PO Box 52, Mbabane, Kingdom of Swaziland

Tel: + 268 24220866

Fax: +268 24220088

www.waterford.sz

Email Addresses

Mrs Jackie Otula, Principal: principal@waterford.sz

Ms Elizabeth Cummergen, IB Diploma Coordinator: ibdp@waterford.sz

Ms Ayanda Tshabalala, IB Administrative Assistant: adminib@waterford.szMr

John Storer, Director of Admissions: admissions@waterford.sz

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The International Baccalaureate Diploma Programme

The International Baccalaureate (IB) Diploma programme is a broad and rigorous two-year course, which prepares the student for future further study and development. It is taught throughout the world and is recognised in most countries as a highly prestigious pre-university qualification.

The IB Diploma requires the student to study six subjects in total: three at Higher Level and three at Standard Level. All candidates must study their own and one other language, mathematics, a science, and a humanity. They then select a sixth subject from Art, Theatre, Music or any further subject.

In addition to the six chosen subjects, the candidate is required to follow the Theory of Knowledge course (TOK) and write an Extended Essay (EE). A further and important part of the IB Diploma is the Creativity, Action and Service programme (CAS).

Please note that it is not always possible to accommodate the wishes of every applicant/student: all courses are subject to there being what WK would consider a viable minimum enrolment. The timetable blocking system may also mean that occasionally a particular subject combination might not be possible.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Theory of Knowledge

The Theory of Knowledge (TOK) course is taught over a series of lessons, seminars and discussions.

The aims are to lead students to:

- Engage in reflection on and the questioning of the basis of knowledge
- Be aware of subjective and ideological biases
- Develop a personal mode of thought based on critical examination of evidence and argument
- Formulate rational arguments
- Develop the ability to engage in intelligent discussion.

It achieves this through the study and discussion of contemporary moral, ethical, religious and philosophical issues. It teaches these from a wide cultural and experiential background rather than a single ideological perspective, and challenges the individual to question and understand his/her own personal values and beliefs. The course reflects the educational principles of both the International Baccalaureate and the United World Colleges movement and aims to stimulate personal intellectual development.

Extended Essay

All IB Diploma students write an Extended Essay, to be submitted in their second year at Waterford Kamhlaba. The essay of 4000 words requires the student to conduct individual research, and may be written in any IB subject wherever a supervisor is available.

The Extended Essay offers IB Diploma students a unique opportunity to engage in the process of personal research, communicate ideas and information logically, and develop skills of analysis, evaluation and reasoning. Apart from initial guidance from a student's chosen supervisor, the student is given the chance to develop and learn from the opportunity to create an original piece of work.

CAS

Creativity, Activity and Service enables students to enhance their personal and interpersonal development through experimental learning. At the same time, it provides an important counterbalance to the academic pressures. Students are expected to place themselves in new roles and get involved in activities that have real consequences for themselves as well as the communities with whom they interact. The Service component is highly valued at Waterford and it is timetabled into the weekly schedule. Waterford has many different service projects e.g. caring for abandoned babies, building houses, playing sport with disabled children, teaching literacy, etc. The varied extra-curricular activity programme offered at Waterford caters for Creativity and Activity. Creative activities are those that involve the arts, for example, singing in a choir or painting a mural. It can also involve some original thinking and planning such as the skills needed to set up an attractive stall on UWC day. Activity involves physical activities which contribute to healthy lifestyle such as playing or coaching a sport.

Group 1: Language A

The study of the student's own language promotes an appreciation of the wealth and subtleties of that language, and allows the student to develop appropriate powers of expression, both in oral and written communication.

Two courses are available in Group 1:

- Literature course
- Language and Literature course

At Waterford, **English A Literature** is taught at both Higher and Standard Levels, and **SiSwati A Literature** is taught at Higher and Standard Level. Many other languages may be studied at Standard Level as a **School supported mother tongue (SSMT) A Literature** subject in which the student is given guidance in constructing their own course of literature study. During the Literature course, a number of literary texts are studied in depth, and the student is encouraged to understand, compare, criticise and appreciate the works.

At Waterford, the **English A Language and Literature** is taught at both Higher and Standard Levels. This course is aimed at students with a very good prior knowledge of English, or who are bilingual. Through the study of literature, media, language and culture, it focuses on refining the student's language and literature skills and reinforcing critical thinking.

All students offering two languages in Group 1 (instead of a second language from Group 2) will be awarded a Bilingual Diploma.

Approximately 1/3 of Waterford graduates achieve bilingual diplomas.

Group 2: Language B

All students are required to study a second language for the IB Diploma and the current Group 2 programme caters for a wide range of different abilities.

Students may select from the following: -

Language B Spanish and French

The language B programmes are designed to develop a student's prior knowledge of the language, and a background (such as O level or IGCSE) in that language is required. The course covers both oral and written aspects of the language. There is great emphasis on oral production and presentation; up-to-date authentic written material and some literary texts are used.

Language Ab Initio Spanish and French

These Ab Initio courses are intended for those students who have no background in a second language prior to coming to Waterford Kamhlaba. The emphasis is mainly on communication, and candidates are expected to reach a standard that is just short of IGCSE after the 2 years.

Group 3: Individuals and Societies

This group of subjects includes a selection of the Humanities and Social Sciences. All courses aim to develop the student's capacity to study, analyse and appreciate the different aspects of the history, culture and social environment in which we live. The following are available at Waterford Kamhlaba:

Business Management – Higher and Standard Level

Business management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. The ideals of international cooperation and responsible citizenship are at the heart of Business & Management. A quarter of the course assessment comes from a research project undertaken by the students in regard to a real organisation. The subject is suitable for students who have a real interest in current business and political events.

Economics – Higher and Standard Level

The courses are designed to equip the students with the basics of economics, which will provide a firm foundation for advanced university courses in economics as well as in comprehensive knowledge of the day-to-day operations of the global economy. A wide range of topics is covered, encompassing conventional micro- and macro-economic theory.

Geography – Higher and Standard Level

The IB Geography programme takes major themes in contemporary society, such as population, development, resources, the environment and natural hazards. It explores the ways in which decision-making in the modern world inevitably has spatial elements and consequences. The course aims to equip students to be able to describe, explain and analyse the interactions between natural processes and human decisions, and ultimately to play a role in informing and improving those decisions. The course involves a field trip to study coastal processes and management along the Durban coast. Students wishing to take Geography at Higher level will need to have a reasonable background in both Physical and Human Geography.

Global Politics – Higher and Standard Level

Global Politics is centred on the theme of people, power and politics and encourages students to understand the complex ways in which these three components shape the world they live in. It incorporates elements of multiple disciplines including economics, geography, political theory and international relations. Students are encouraged through primary research assessment to engage with their own political realities and develop a nuanced understanding of how social organizations are managed. Students will learn to critically analyse political issues at multiple levels, from the community through to the global. No prior study of politics is expected to undertake the subject.

History – Higher and Standard Level

The IB History course is a world history course based on a comparative and multi-perspective approach to history. It emphasizes the importance of encouraging the student to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. It is divided between 20th century World History, and African History. The focus on African history (Higher Level only) is unique to Waterford Kamhlaba among the UWCs, and offers an unparalleled opportunity to understand the continent in which the college is situated.

Psychology - Higher and Standard Level

Psychology is the systematic study of mental processes and behaviour. It is a multidisciplinary programme that includes knowledge from the natural and social sciences, including biology, sociology and anthropology. Psychology is a subject well suited for understanding others and oneself, with an important emphasis on intercultural understanding and respect. No prior study of psychology is expected and the necessary skills are developed during the course itself.

Social and Cultural Anthropology - Higher and Standard Level

The social and cultural anthropology course offers an opportunity to explore and understand humankind in all its diversity through the comparative study of culture and human societies. It explores the general principles of social and cultural life, and the

characteristics of specific societies and cultures. It operates with local and global perspectives and is concerned with urban as well as rural society, regional inequalities and all aspects of modern nation states. Students will come to appreciate how anthropology contributes to an understanding of contemporary issues, such as war and conflict, the environment, poverty, injustice, inequality and human and cultural rights. No prior study of anthropology is expected and the necessary skills are developed during the course itself.

Group 4: Experimental Sciences

All students must choose one of the sciences offered at Waterford Kamhlaba and it is not uncommon for students to also choose a further science as their 6th subject. Although it is not possible to study all three of the major experimental sciences within the IB Diploma, this has not been found to limit the choice of subjects that can be studied at university.

Physics, Chemistry and **Biology** are taught at Higher and Standard Levels. Most students studying a Group 4 subject at Higher Level will have achieved a good grade at 'O' Level/IGCSE or equivalent level examination prior to starting the course. In addition, those students choosing to study Physics or Chemistry are advised to take either Mathematics at Higher level or Standard level. All Group 4 subjects include a large experimental component and many hours are spent in the laboratory.

Environmental Systems and Societies is offered at Standard Level. The Environmental Systems and Societies course provides a broad introduction to the issues of Human Ecology. The main topics include Ecology, Human Populations, Biodiversity and Conservation, Pollution, and The Issue of Global Warming. Like other Group 4 subjects, practical investigations are a large component of the course.

Group 5: Mathematics

All students sitting the IB diploma must study Mathematics. Two strands will be offered in a new syllabus starting at Waterford in January 2020.

For the keen Mathematician or Scientist the **Analysis and Approaches** strand contains material which formerly would have been described as Pure Mathematics. The emphasis is on developing an understanding of the subject at an advanced level with an introduction to formal proof. On the other hand creative use of the graphical calculator is required to aid problem solving.

The **Applications and Interpretation** strand is more suited to students who wish to apply Mathematics in other disciplines. The graphical calculator is a central tool in developing problem solving skills. This course includes new topics such as Voroni diagrams.

Both strands will be offered at Higher and Standard levels at Waterford. Common topics will be taught at the beginning of the programme to give students a chance to determine the best course for them.

The approach to teaching Mathematics at Waterford is designed in line with IB principles so that it “gives students opportunities in the classroom for undertaking an inquiry-based approach and focusing on conceptual understanding of the content, developing their awareness of mathematics in local and global contexts, gives them opportunities for teamwork and collaboration as well as time to reflect upon their own learning of mathematics” (IBO, 2019, Mathematics: Applications and Interpretation guide, first assessment 2021).

Group 6: Arts/Elective Group

For their sixth subject, candidates must choose either from one of the subjects offered in Group 6, or alternatively may select any other subject from Groups 1 – 4. It is not possible to choose more than one of the subjects in Group 6.

Visual Arts - Higher and Standard Level

Waterford Kamhlaba has an active Visual Arts Department, which is situated in the Sheila and Richard Attenborough Fine Arts Centre. Currently, a range of technical skills are taught, including drawing, painting, ceramics, sculpture, printmaking and computer aided design. A multi-media approach is employed, integrating both technical and media skills. Although the international background of students is recognized, focus on local and southern African art is particularly encouraged, especially for the purpose of the Research Workbook. As the college is relatively isolated from the mainstream art galleries, contact with the southern African art scene is strongly maintained through Art Trips, and also with the Fine Arts Department of the University of the Witwatersrand in Johannesburg.

Music – Higher and Standard Level

At both levels, the creative and practical aspects of music are balanced with the theoretical and academic. Both Western and non-Western music are considered. The student may choose to focus on performance or composition for their final examination. Aspects of the course curriculum can be negotiated to suit interest and experience. The ability to read music is essential.

Piano, voice, guitar, bass and flute lessons are currently available at college but unfortunately there are not always music teachers available to teach other instruments. However, every effort will be made to help and encourage students, whatever instrument they play. Music students are invited to sing in the weekly choir, and ensemble work can be arranged, dependent on the students currently at college.

Theatre – Higher and Standard Level

The Theatre programme contains considerable freedom within its syllabus. Outside the “core area” (which includes the detailed study of three of four theoreticians and playtexts), it presents the student with the opportunity to study areas of their own particular interest, and to develop both a theoretical understanding and associated practical skills. This practical component is introduced through class exercises and over the course of the two years; students are expected to cover all of the basic skills required of an actor, including improvisation, voice work and movement.

The technical requirements of production are also covered, and include lighting, sound, set design and construction, costume and make-up.

Waterford Kamhlaba normally presents at least one large production every year, and there are ample other opportunities for students to act. Students who follow this course at either Higher or Standard Level would be very well prepared for either an academic based or practical theatre course in higher education. The Theatre Program is a highly demanding course designed for those who are passionate about the art of the theatre. It is not an acting course, although a significant amount of time is spent exploring this aspect of the theatre both practically and through research. The emphasis in the course is on students developing a comprehensive appreciation for, and insight into, all aspects of theatrical practice, the theoretical as well as the practical. It is also international in its outlook. Students wishing to take this subject must also appreciate that, although there is no final written exam, fifty percent of the overall assessment is based on written coursework submissions. This aside, the course demands energy, initiative and passionate commitment from students who have a genuine interest in creative performance work.