



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

The International Baccalaureate Diploma Programme



at



UWC

WATERFORD KAMHLABA
UNITED WORLD COLLEGE OF SOUTHERN AFRICA



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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.

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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).

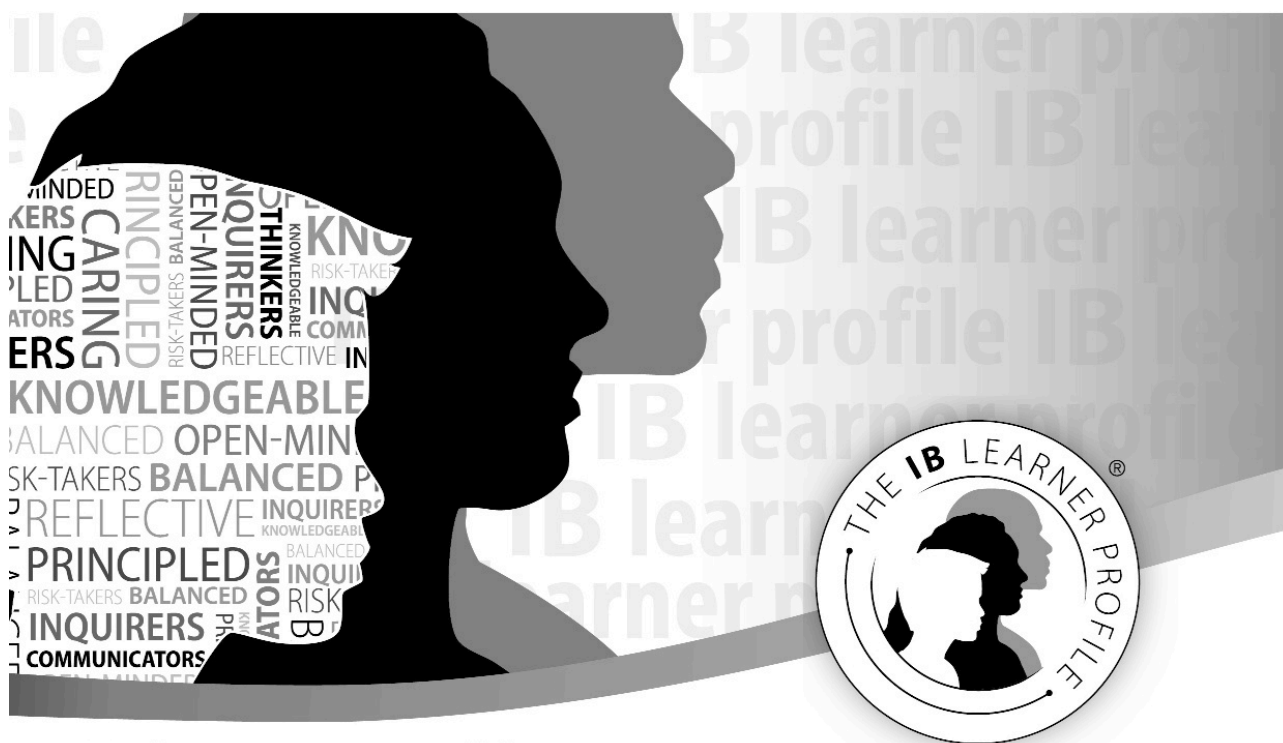
Please note that it is not always possible to accommodate the wishes of every applicant/student: all courses are subject to there being what WK would consider a viable minimum enrolment. The timetable blocking system may also mean that occasionally a particular subject combination might not be possible.

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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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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 Standard Level. Many other languages may be studied at Standard Level as a **Self-Taught 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 skills and reinforcing critical thinking.

The final assessment for all students includes one or more World Literature Assignments, two formally assessed oral exercises, and two written examination papers.

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

For example, some Swazi students choose both English A and siSwati A.

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 – Standard Level **Language B French – Higher Level**

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 – Standard Level

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.

Other Ab Initio languages may be offered according to the number of students interested.

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 and 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

The IB Global Politics programme course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. No prior study of political science is expected though an interest in current events is essential.

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. Three courses are available reflecting the wide range of mathematical ability and interest for which the IB caters.

It is sometimes difficult for a student to decide upon the most suitable mathematical course: students who arrive into our IB programme from outside WK will sit a short test which will help us place the student in the most suitable course. External applicants wishing to opt for Higher Level will sit the Higher Maths entrance test.

Mathematics Higher Level – This programme is designed for students with a high skill and a good background in Mathematics prior to coming to Waterford. Students choose the course because they have a genuine interest in the subject, or because they require the subject for further education in related subjects such as engineering.

Mathematics Standard Level – This programme aims to provide a good grounding in mathematics, for those not wishing to take mathematics at Higher level. It is a demanding syllabus, covering a wide variety of mathematical topics, and some background knowledge. It is intended to provide a sound mathematical basis for those students planning to pursue further studies in such fields as the natural sciences, economics, geography and business administration.

Mathematical Studies Standard level – This course is designed to provide a realistic option for students with varied backgrounds and abilities. The emphasis is placed on the application of mathematics to real-life situations.

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 (Art and Design) - 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 programme 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.