



**Form 4 and 5**

# **IGCSE Programme**

## **Waterford Kamhlaba**

## **UWCSA**

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# Form 4 & 5 Academic Programme

This booklet is intended as a guide to the academic programme offered at Waterford Kamhlaba in the Middle School (Forms 4 and 5).

For the first three years of education at WK, a widely-based programme of study is followed. During Forms 4 and 5, students study for the internationally recognised, University of Cambridge International General Certificate of Secondary Education (IGCSE) in their chosen subjects. The IGCSE is a broad-based foundation for further study allowing our students go on to complete the International Baccalaureate (IB) Diploma at Waterford if they so choose to do so. Some students continue onto other institutions to follow an alternative programme of study. The IGCSE examinations allow entry into A and AS Level programmes, the Universities of Swaziland, Lesotho and Botswana as well as some South African colleges and Universities of Technology. Certain US Colleges will accept students with IGCSEs and the SAT examinations.

We expect most students to commence the IGCSE with 9 subjects. It is possible that new students entering WK in Form 4 with a narrow background of study will not be able to fulfil this requirement and may, therefore, take 8 subjects. This is permissible as long as the conditions outlined below are met.

Our prime objective, at this level, is to provide a broad-based education that will not place restrictions on the students' future studies (whether this be at WK or elsewhere) or career possibilities. To ensure this, we recommend students fulfil the requirements for the International Certificate of Education (ICE) group award. This means that certain subjects are compulsory.

The ICE awards a certificate issued by Cambridge on Pass, Merit or Distinction level to students with at least 7 subjects. They should have at least one from each of the following groups and two or more from the Languages group:

- **Group I - Languages:** English Language\* (first language); Spanish (foreign language), French (foreign language), SiSwati (first language)
- **Group II – Humanities and Social Sciences:** English Literature\*, History, Geography, Global Perspectives
- **Group III - Sciences:** Biology, Chemistry, Physics (Compulsory to pick at least one)
- **Group IV - Mathematics:** IGCSE Mathematics\*, AS Level Mathematics,
- **Group V – Creative, Technical and Vocational:** Art, Drama, Music, Business Studies, PE Studies

\* Compulsory subjects at Waterford.

A Distinction is given to students with at least 5 'A' grades and at least a 'C' grade in two other subjects. A Merit is offered to students with 5 'C' grades (or above) and a Pass to students who have achieved grade 'G' or above in their 7 subjects.

In addition to the IGCSE programme all IGCSE students will work towards gaining the International Computer Driving Licence (ICDL) which certifies their computer proficiency. They will also have classes in Life Skills and Physical Education. Form 4 students take part in community service activities organised from time to time for the whole year group while Form 5 students have a weekly slot in which to contribute to a Community Service of their choice.

Extra-mural activities are compulsory and students are encouraged to take part in a range of activities. Individual and team sports are available for beginners and experienced players. Other activities such as chess, debating and public speaking are also offered. Private music lessons are available through the Music department.

The Mathematics and Science departments regularly offer 'help' sessions to students who need to clarify specific aspects of their work. Other departments may offer extra tutorials on request.

This guide should help you to make a more informed choice about what combination of IGCSE subjects to adopt. The courses outlined here will give you an idea of the subject content. If you require more detailed syllabus information you can consult the Cambridge International Examinations website: [www.cie.org.uk](http://www.cie.org.uk). Please do not hesitate to contact us should you have any questions or need advice about which subjects are right for your child.

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# English (as a First Language)

## English Language

In F4 and F5 students are taught to develop their communication skills in order to reach the level required for the English Language examination as specified below.

Students should be able to:

### ***A: Comprehension and Summary***

Understand and convey information; Order and present facts, ideas and opinions; Evaluate information and select what is relevant to specific purposes; Articulate experience and express what is felt and what is imagined; Recognise implicit meaning and attitudes; Communicate effectively and appropriately

### ***B: Composition***

Articulate experience and express what is felt and imagined; Order and present facts, ideas and opinions; Communicate effectively and appropriately

### ***C: Usage***

Exercise control of appropriate grammatical structures; Demonstrate an awareness of the conventions of paragraphing, sentence structures, punctuation and spelling; Understand and employ a range of apt vocabulary; Show a sense of audience and an awareness of register and style in both formal and informal situations.

## English Literature

All WK students are required to take English Literature. This counts as a humanity for the ICE group award.

Students are taught to meet the demands of the English Literature examination, namely to demonstrate an appreciation of the prescribed texts in ways which range from straightforward knowledge of context and surface meaning to the communication of an informed response.

Students study texts in detail, drawn from different genres and representing different cultures.

By the end of F5 the students should be able to demonstrate their skills in the three domains shown below.

### ***A: Knowledge with Understanding***

Recall, narrate; Summarise; Paraphrase; Select and discuss relevant detail

### ***B: Critical Interpretation***

Distinguish viewpoint; Detect and explore theme, motivation; Analyse plot, characterisation; Discuss the ways writers achieve their effects

### ***C: Judgement and Personal Response***

Draw inferences and make connections; Interpret, evaluate and formulate opinions; Communicate a considered and reflective personal response.

# Additional Languages

## French and Spanish (as Foreign Languages)

All foreign language courses at IGCSE follow the same basic curriculum.

The aims are to:

- develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all the countries where the language is spoken
- form a sound base of the skills, language and attitudes required for further study, work and leisure
- offer insights into the culture and civilisation of the countries where the language is spoken – this may include literature where appropriate
- encourage fuller integration into the local community, where relevant
- develop a fuller awareness of the nature of language and language learning
- encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- complement other areas of study by encouraging skills of a more general

application (e.g. analysis, memorising, drawing of inferences)

The major assessment objective is

*Communication*, which incorporates the four sub-skills:

- Listening
- Reading
- Speaking
- Writing

Students take four examination papers, one in each of the above categories with a weighting of 25% for each paper. This includes an oral exam.

**Please note:** Neither French nor Spanish are 'beginners' courses. Students should have studied the languages in the year(s) leading up to IGCSE.

## SiSwati (as a First Language)

Topics covered include:

- Language skills and usage – reading and writing
- Grammar
- Culture: Traditional homestead, family as an institution, food, ceremonies, regimentation.
- Literature – both Modern and Traditional: short stories, novels, drama, poetry, folk-tales, traditional poems, praises, proverbs, idioms.

There are 3 examination papers:

- Continuous writing,
- Reading and Directed Writing;
- Literature and Culture.

# Mathematics

All students prepare for Cambridge International Mathematics, course code 0607. This programme offers access to further study both locally and internationally. There is also an accelerated Additional Mathematics class for the most able students.

The options are:

## IGCSE

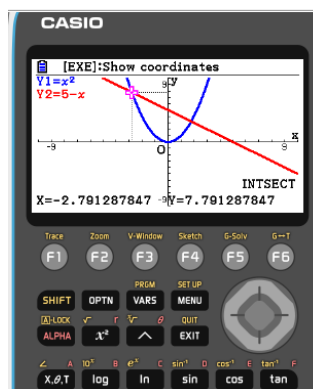
- **Core** – a foundation course for students whose strength is more in concrete rather than abstract Mathematics. The top grade is a grade C. Students can also be awarded grades D, E, F, and G.

**Note:** grade C via Core is sufficient for university entry where IGCSEs are recognised for this purpose. This option is ideal for students who, if they had persevered with the Extended syllabus, risk a obtaining a D or below. The IGCSE certificate does not indicate that a student studied the core option.

- **Extended** - is taken by students aiming for grades A\*, A or B. This course is suitable for students who need a firm grounding in Mathematics to support their studies in other areas such as: science, economics, etc.
- **Additional Mathematics** is for very able mathematicians in the accelerated class starting in Form 3. They complete the extended exam at the end of Form 4

and take Additional Mathematics in Form 5, to the equivalent of Grade 12 in South Africa.

All students use a graphical display calculator, currently the Casio fx CG50 which can be bought at cost through the Maths Department.



IB Mathematics courses have these entrance requirements:

- [?] Higher Maths (Analysis and Approaches): a good pass in Additional Maths or an A\* at IGCSE
- [?] Higher Maths (Applications and Interpretations): a good pass in Additional Maths or an A at IGCSE
- [?] Standard Maths (Analysis and Approaches): a B at IGCSE
- [?] Standard Maths (Applications and Interpretations): students should have completed IGCSE or equivalent. Core IGCSE students will be directed to this option in IB Mathematics

# Experimental Sciences

We offer **all three** of the **pure Sciences: Biology, Chemistry and Physics** at Form 4 level although every student need only take one of these Sciences. Within each course, three domains underpin the aims of content-specific syllabuses:

**(A)** Knowledge with understanding –

Students develops knowledge of scientific facts, laws, concepts, theories, instruments and apparatus, as well as scientific applications with their social, environmental and economic implications.

**(B)** Handling information and solving problems – Students develop skills to locate, select, organize and present information relevant to a problem; manipulate numerical and other data; use information to draw inferences; present reasoned explanations of patterns, phenomenon and relationships; make predictions and propose hypothesis and solve problems.

**(C)** Performing experiments and investigations - Much of the science course is “hands on”, students use techniques, materials and apparatus to generate data relevant to a problem, evaluate this data and interpret the results critically in light of theory. As with other IGCSE courses, each syllabus consists of a “core” (mandatory) and “supplementary” (optional) topics: our policy is to teach both the core and the supplementary topics to all the candidates in each of the

sciences. The final examination is based on a multiple choice paper, short answer structured paper and a practical examination

Students who are scientifically inclined can take all three Sciences but we do not recommend this as it impacts negatively on the balanced curriculum for which we strive. If a student does intend taking all three Sciences, he or she must meet with the Academic Co-ordinator to discuss this decision. Students who think they may plan to do Higher Level Science as part of their International Baccalaureate Diploma Programme (IBDP) should take two Science. Taking only one Science, however, does not exclude a student from the IBDP. It is possible for students to take any one of the Sciences as a Core subject – meaning that they are able to obtain a maximum C grade. This is a good option for those who struggle with the extended theory. Core students remain in class with extended students, but the scope and depth of material they cover is less. A decision on whether a student should do Core is taken during the course of Form 5.



# Humanities

## History

Three of the main aims of the IGCSE History course are to:

- stimulate an enthusiasm about the past
- encourage international understanding
- promote an understanding of the nature of: cause and effect, continuity and change, significance and perspective, including similarity and difference.

Through this course, students will develop better communication and essay writing skills whilst enhancing their knowledge and understanding of the past and how it impacts on the present.

The two-year programme provides students with the opportunity to study some of the major issues of the 20<sup>th</sup> century such as: the world wars, making peace after a conflict, international co-operation, events in the inter-war years, and the Cold War.

There are also regional options for in-depth study. WK has opted for: the end of Apartheid in South Africa (rights and protest), the USA (causes and effects of the depression) and Germany.

The final examination is based on three papers.

Students are prepared for: essay writing (Paper4 – alternative to course work), source-based analysis and evaluation (Paper 2) and demonstration of their understanding through focussed short answers (Paper1).

## Geography

IGCSE Geography encourages students to think about different environments and communities around the world, to apply geographical principles and to develop a “sense of place” which will enable them to deal effectively with geographical issues on different scales, from local (e.g. urban patterns in Mbabane) through to global (e.g. the greenhouse effect).

Students gain an understanding of location on a local, regional and global scale. They learn about the characteristics, patterns, distribution and processes affecting contrasting physical and human environments. They explore the ways in which people interact with each other and with their environment. They examine the contrasting opportunities and constraints presented by different environments and gain an appreciation of and concern for the environment, the earth including its people, places, landscapes, natural processes and phenomena. The topics studied are as follows:

- Population and settlements
- Earthquakes and Volcanoes
- Rivers and Coasts
- Weather Climate and ecosystems
- Development
- Food Production
- Industry
- Energy
- Environmental risks of economic development
- Resource conservation and management



## Global Perspectives

Global Perspectives is a multi-disciplinary course and covers a range of subject areas.

The syllabus aims to introduce students to a number of global issues and to consider these on a personal level, a local level and look at their global impact. Students will develop skills in research and enquiry and learn to express their own opinions and reflections on issues.

Assessment is achieved through:

- A portfolio of work collected over the course of the two years. This can be multimedia and will include extended writing. This counts for 40% of the final grade.
- A group-work project which will allow students to demonstrate how well they work together while undertaking an in-depth study of a particular issue. This component counts for 30% of the final grade.
- An examination which will assess how well students are able to analyse an

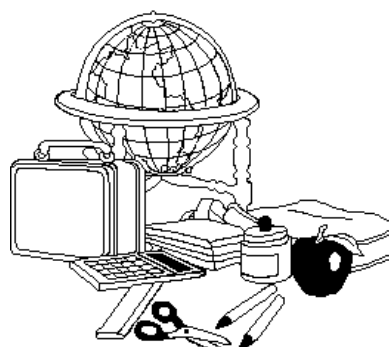
issue and look at it from a range of perspectives. This component counts for 30% of the final grade.

The Areas of Study from the syllabus which Waterford is likely to undertake include:

- Poverty and Inequality
- Conflict and Peace
- Disease and Health
- Climate Change
- Technology and the Economic Divide
- Tradition, Culture and Language
- Water

Other possible topics include: Education for All, Employment, Fuel and Energy, Humans and Other Species, Belief Systems and many others.

The Global Perspectives course is excellent preparation for students wishing to study the IB Diploma. It gives students a chance to develop independent research skills and it allows students to deepen their understanding of current affairs.



# Vocational Subjects

## Business Studies

This course aims to give the students a broad understanding of the business world, including: setting up businesses, different types of businesses, the way businesses are run and the various influences on business.

The syllabus integrates: Introduction to Business, Human Resources, Marketing, Finance and Production, giving the students a good grounding in business terminology, theory and practice and consequently teaching them to apply their knowledge and critical thinking to current issues.

This course is assessed through two written examinations, paper 1: short case study questions and paper 2: long case study questions. The distribution of the assessment is 50% for each paper.

## Physical Education Studies

The IGCSE syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment of physical activity. The knowledge gained enables candidates to develop an understanding of effective and safe physical activity.

By the end of the course, candidates will be able to:

- plan, perform, analyse, improve, and evaluate physical activities.

- display their knowledge, skills and understanding of a range of physical activities.

The syllabus content includes:

- Factors affecting performance, such as skill, motivation, mental preparation, fitness, physique and drugs.
- Reasons and opportunities for participation in physical activity, leisure and recreation, facilities, participation, amateur vs. professional sport, the role of the media and issues surrounding women in Sport.

The syllabus has the following key features:

### **A: Written Examination (1 ½ hours, 50% of total marks):**

This will assess candidates' knowledge and understanding of factors affecting performance and reasons for and opportunities to participate in physical activity.

### **B: Practical Coursework (50% of total marks)**

This assesses a candidate's physical performance; their ability to interrelate planning, performing and evaluating whilst undertaking activity; their ability to analyse and improve their own and others' performance in two games.



# Creative Subjects

## Art and Design

Art and Design takes students on a practical, creative journey- from the inception of an idea, through a well-documented process of development to a refined final outcome.

The course comprises two equally weighted components (50% each) – an internally set coursework component, and an externally set assignment that are externally assessed.

The course aims to encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical approaches.

Art and Design complements literary, mathematical and scientific subjects. It is especially concerned with the development of perception and aesthetics. Art and Design is a form of visual communication in which students can express their ideas and philosophies.

Students can work in a range of creative processes, including:

- Painting
- Drawing
- Sculpture
- Ceramics
- Printmaking
- Computer Aided Design
- Computer Generated images
- Stop-motion animation
- Filmmaking

## Drama

The Drama course develops, through individual and group work, the student's confidence and sense of self. Students learn about the different elements that contribute towards a dramatic presentation, and they study a range of dramatic styles and texts.

Students have the opportunity to develop their performance skills, using speech and movement appropriate to character and situation. They learn to evaluate their own and others' work, and regularly reflect on work-in-progress and on final performances. Some plays are studied in detail.

### Assessment

The course is divided into two parts: There is a written paper of 2 ½ hours at the end of the two-year course, during which candidates answer questions on an extract from a play which has already been studied (40% of final mark); The practical work of each candidate is internally assessed and externally moderated by means of a video sent to the examining board (60% of mark).

To join this course it is not necessary to have studied Drama or Theatre previously. What is required is a genuine interest in Drama, a willingness to work with others and a curiosity

about the world of performance. This means three things:

- 1) Being interested in acting (in front of an audience), studying plays and making your own plays
- 2) Being ready and able to work with other people and give of your own time to rehearse with them
- 3) Being willing to play.

It is a fun and challenging course that tests your creativity, ability to write about Drama and ability to work with others. If you give it the time and effort it requires, it will reward you greatly!

## Music

We take a conceptual and active approach to learning in Music. You will learn to recognise and describe lots of big ideas and concepts. You will use and manipulate these ideas to create your own music; you will understand them better to perform pieces more musically, and you will describe and analyse them in various styles, genres and cultures of music.

You learn through all kinds of practical, theoretical and analytical activities. There is a healthy mixture of individual, group and class work. There is room for experimentation and exploration. Our aim is to enable you to become a better musician over time. We want you to get better at understanding, creating and performing music.

You are assessed through coursework and in a final exam. After learning and practising lots of composition and performance skills, you will

work hard over time to produce a folio of two original compositions, and two recorded performances. The exam asks you to demonstrate your knowledge and understanding of music, through questions that are based on our historical, cultural and theoretical studies.

### Composing

You will learn how to compose your own music. You will be taught how to use and manipulate different compositional building blocks such as rhythm, melody, harmony, texture and timbre. You will develop your ability to use Music Technology. It helps if you can read and write music when we start the course, but this is not compulsory.

### Performing

You will learn lots of skills in this part of the course. You will improve how you practise. You will improve your skills and musicality by practising and performing to others. You will develop your self-awareness, confidence and communication skills.

Students specialize in at least one instrument or voice. Private lessons are advantageous but not compulsory, though commitment to practice and improvement is! Students are strongly encouraged to join at least one school ensemble. The department has a range of excellent equipment to facilitate this work. It helps if you learn an instrument or take singing lessons, but this is not compulsory.



## **Listening and Understanding**

In this part of the course, you learn to listen more carefully to music so that you can understand it better. You develop your understanding of musical concepts through historical, cultural and theoretical studies. You learn to analyse and describe what you hear in pieces of music. You develop your musical vocabulary.

This is a long-established and very well devised course, flexible enough to be just-right-challenging for all kinds of students. It is academic, creative, practical, theoretical, challenging and fun.

# Additional Activities

## Computer Literacy

The course is compulsory in Form 4 and 5 and follows the syllabus for the International Computer Driving Licence (ICDL), an internationally recognised qualification in computer literacy. It helps students gain practical skills and certification in computer usage.

There are many modules available but the ones we focus on relate to the most-used office applications: Word Processing, Spreadsheets and Presentations, as well as a module covering the use of the Internet. In addition, if time permits, there are some more advanced modules on web and image editing. Students will receive a certificate for the modules they complete successfully by the end of Form 5.

For further information about the ICDL please visit the website: [www.icdl.org.za](http://www.icdl.org.za)

## Community Service

Throughout their time at Waterford, students are encouraged to participate in activities which benefit others and serve the community in which they live and the broader community around them. To this end we have programmes which involve Form 4 students in specific community service projects held on service days run throughout the year. Form 5 students choose a regular weekly community service project which is incorporated into their academic timetable.

Activities range from running sessions at local pre-schools to constructing houses for those who are not able to do so for themselves.

## Physical Education

Physical education is compulsory for all students in Form 4. The focus in these lessons is on active participation in a variety of sporting codes. Form 5 students do not have this opportunity but all students are encouraged to participate in after-school sporting activities in order to keep fit and healthy.

## Life Skills

Compulsory Life Skills sessions are held for students in Forms 1 to 5. Life Skills lessons specifically focus on social responsibility, sex education, strategies for self-growth and communication skills.

Students are encouraged to communicate their thoughts in an open and non-critical environment and the lessons are used as an opportunity to discuss either specific issues that have arisen at school, or more general problems encountered by teenagers.