

Inspiring Excellence • Instilling Wisdom



### Mission

“Westwood International School provides a quality international education that enables students to meet future challenges as confident, socially responsible lifelong learners.”



Westwood International School has been operating since May 1988, and began as a grassroots effort in early 1987 among the business, professional and diplomatic communities resident in Gaborone, who wished to create and secure places for their children in a quality English-Medium school.

### The Founding Members of the school include:

- The US Embassy
- The British High Commission
- Barclays Bank of Botswana
- Sefalana Group
- Inco holdings
- Maru-a-pula School
- Debswana Diamond Company
- Senn Foods

The school operated until December 1992 on a temporary site on a corner of Maru-a-pula School, and moved to its current location – on a 46,000 SQM plot in Gaborone West, Phase 4, along the main Lobatse Road.

The overall purpose of the school is to provide an international standard of education to children of all backgrounds.

### WIS Curriculum:

At WIS, we provide a continuum of education, consisting of three IB programmes that are united by the IB's philosophy and approaches to learning and teaching.

The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development.

The IB programmes incorporate quality practice from national and international research and the IB global community. They encourage students to be internationally-minded, within a complex and hyper-connected world.

### What is an IB Education:

International Baccalaureate® (IB) programmes aim to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed. The Programmes strive to develop students who will build a better world through intercultural understanding and respect.

The IB's programmes are different from other curricula because they:

- Encourage students of all ages to think critically and challenge assumptions
- Develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- Encourage students of all ages to consider both local and global contexts
- Develop multilingual students



## THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Westwood International School (WIS) has offered the International Baccalaureate Diploma Programme since 2002. With its origins in Geneva in 1968, the IB Diploma Programme is not a new programme of study. A group of educators promoted the idea that an international programme of studies was needed to accommodate the growing number of mobile international students who belonged more to the world than to any single country. The IB Diploma enjoys widespread recognition and credibility.



The IB Diploma Programme is a 2 year pre-university course open to students between the ages of 16 to 19 years leading either to the IB Diploma or to separate subject certificates (IB course options), depending on the student's plans for further education. The programme offers an opportunity for students to follow a rigorous course of study spanning studies in literature (English or mother tongue), science, mathematics, humanities, language acquisition and the arts. It is externally examined and recognised by universities worldwide.



Achieving the Diploma will not secure automatic admission to any university, however it does mean that a student with an IB Diploma will receive the same consideration for admission as a student holding the national qualification of that country. Some universities offer second year standing to holders of the IB Diploma or give university credit for satisfactory passes in individual courses.

The IB Diploma Programme can be offered only in schools and colleges which have been assessed and approved by the IB Executive Committee known as IB World Schools. At WIS teachers are qualified in their subject areas and undergo regular professional development both within the institution as well as through the IB and other educational organisations.

Students start the programme in January and write their examinations in November of their second year of study.

## STANDARDS AND DESIRABLE ATTRIBUTES FOR ENTRY INTO THE IB DIPLOMA PROGRAMME

- Completion of the MYP; or an IGCSE Certificate if a student is enrolled at a non-IB World School with six (I)IGCSE's at Grade C;
- Subjects selected for Higher Level study should be at Grade 5-7, MYP, Grade B (IGCSE/BGCSE);
- Positive work ethic;
- A portfolio of developed (or the ability to develop) organisational skills;
- An interest in international and community issues;
- Evidence of (or the ability to develop) autonomous learning;
- Students will be required to have academic proficiency in English. Testing may be required;
- Where the School is unable to verify prior academic attainment to the standards outlined above, the school may agree to administer tests in the following areas:
  - Mathematics;
  - English Language (written and oral);
  - English Literature Analysis;
  - Verbal and/or non-verbal reasoning (curriculum free).
- Where possible, all students will undertake a personal interview with the IB Diploma Coordinator.

## CREATIVITY, ACTIVITY AND SERVICE (CAS)

CAS is one of the three essential elements of the core of the Diploma Programme. It involves students in a range of activities alongside their academic studies and provides students with the benefits of experiential learning. Students apply academic learning to real-life situations and are able to realise the benefits of their actions and recognise that they have the capacity to make a difference. CAS develops students' problem-solving skills and their sense of responsibility and accountability.

The three strands of CAS are Creativity, Activity and Service:

- Creativity is interpreted broadly to cover a wide range of arts and other activities and includes creativity by the individual student in designing and carrying out service projects.
- Activity can include participation in expeditions, individual

and team sports and physical training; it can also include carrying out creative and service projects.

- Service encompasses community and social service, as well as environmental projects. Students are encouraged to think globally, act locally when carrying out service projects.

## Creativity/Activity/ Service (CAS):



### Some highlights of CAS activities

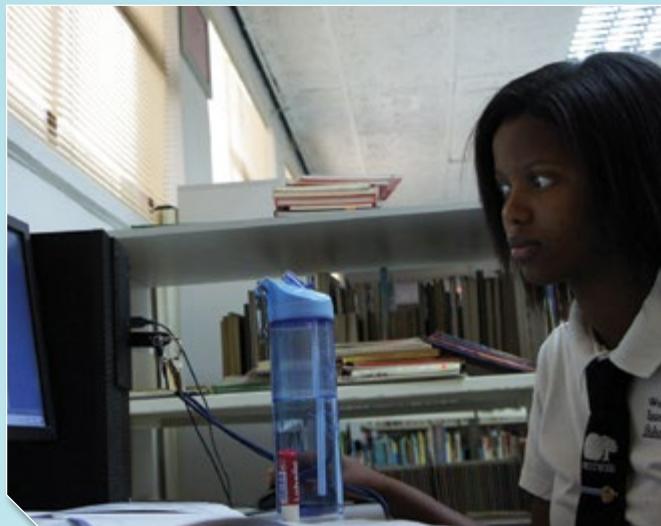
Bruno Smet initiated “Neighbourhood PatrOwl” to protect and preserve our depleting local owl population, which in turn assists the community to control the rodent population.

## TRIPS

A number of team building, CAS and subject specific trips are undertaken, locally and/or abroad. The cost of all trips (including costs of the accompanying teacher(s)) will be borne by the group of parents whose children will be undertaking the trip(s).

## IB DIPLOMA CURRICULUM

Students pursuing the Diploma take six courses, usually from six different subject areas, with three (or four) of them taken at higher level (HL) and the rest at standard level (SL). Higher level subjects require 240 hours of teaching time, and standard level subjects 150 hours.



Students must study one course from each of the first five groups, plus either an Arts course or an elective from Groups 3 or 4.

Group	Course
1	Studies in Language and Literature
2	Language Acquisition
3	Individuals and Societies
4	Sciences
5	Mathematics
6	The Arts

Students may study a second Group1 instead of Group 2; however this would be a school supported self-taught option.

## THE CORE OF THE CIRCLE

All Diploma Programme students participate in the three course requirements that make up the core of the circle:

Theory of Knowledge (TOK)
Extended Essay (EE)
Creativity, Activity and Service (CAS)

Candidates who choose the course option may select any subject (up to 6) from those offered in any combination including TOK and Extended Essay.



*College and Career: University Preparation*



*CAS Project*

## INTERNATIONAL BACCALAUREATE SUBJECT CERTIFICATES

Students who do not wish to embark on the full IB Diploma may choose to study individual subjects. The IB issues individual subject certificates upon successful completion and students may use these to seek admission into some tertiary institutions.



*Celebrating CAS*



*CIS University Fair*



IB Graduation Ceremony

Alumni: Most of our IB graduates have been placed in University programmes all over the world. Some of our global citizens are:

- a. Lefika Bathobakae - St Georges, Grenada: Medicine
- b. Mmoloki Chingabe - St Georges, Grenada: Medicine
- c. Unami Dima - McGill, Canada: Economics and Finance
- d. Parveen Goolamun - Swansea, UK: Accounting and Finance
- e. Kuda Masalila - Toronto, Canada: Financial Economics
- f. Alvin Mogaetsho - Laurentian, Canada: Mining Engineering
- g. Keamogetse Mosienyane - British Columbia, Canada: International Economics
- h. Wame Mothibi - Swansea, UK: Economics and Finance
- i. Tebatso Mothupi - Laurentian, Canada: Mining engineering
- j. Thuso Orekeng - McGill, Canada: Mining Engineering
- k. Wesley Bray - Newcastle: Art
- l. Sharif Miller - Wits, SA: Accounting
- m. Charlene Tlagae - Grenada: Medicine
- n. Kristo Kruger - Rhodes: Economics
- o. Luka Jurassic - McGill: Engineering
- p. MengXin - British Columbia: Computer Programming
- q. Anton Golazinski - Holland: European Studies
- r. Jennifer Muyenga - Namibia: Medicine
- s. Kayla van der Nest - Hospitality, Cape Town

## ALUMNI FEEDBACK



Dimitrije Radonjic - The IBDP is a rigorous programme that sharpened my mind and my intrigue for learning bloomed. Through the IB and many of its challenges, I grew as a learner. The biggest skills I gained from the IB is time management and understanding the need for discipline with studies.



Asad Sattarov - The IBDP has taught me to always plan ahead and prioritize tasks. After graduating I often find myself using these useful skills in everyday life. The IBDP has not only allowed me to continue my education at university but also challenged me to step out of my comfort zone and that is something I intend to carry on doing in order to grow as a person.



Danita Blokker - IB is a tough journey which requires a lot of hard work and dedication. However, when you reach the finish line it is extremely rewarding. My personal journey has taught me a lot of life skills. One of the major skills it taught me is time management. It was constantly essential for me to do the work as soon as I received it in order to be able to still compete in my sports and to have a social life. My only advice to prospective IB students is to stay focused, stay committed, persevere, work hard, prepare well for tests and exams and manage your time wisely. GOOD LUCK, I wish you all the best and I know you can do it. I promise it's all worth it at the end.

Danita was accepted at the North West University in South Africa to study a 4 year, BhSC (medical degree) in Biokinetics. I started my course in January. It is evident how the IBDP has benefited me and taught me skills that all the other students have yet to learn. Even small aspects such as making a bibliography or referencing things. I know there is no course in the world that is as enriching to a prospective university student, no matter the direction of study they hope to go into, than IB.

## THE IBDP IN ACTION AT WIS





Westwood International School