

WWWeb Bumper Edition

Friday, 24th June 2011
Week 5, Term 2

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I would like to take the opportunity in this issue to talk about **community** in reference to a series of important upcoming community events and the involvement of the Westwood community in a number of collaborative/community endeavors.

The issue of "Community" is one that has come up as an area for us to work on as a school. Questions have been raised around how to develop a greater sense of community and school spirit, and how to better support the community that we live in.

In the spirit of what we are trying to achieve I would like to make you aware of a number of events, which do speak to our aim of engaging our community members and being more collaborative and inclusive.

During the April holidays, a few of our DP students did us proud when they spent the better part of their holidays preparing for and volunteering at the *All Africa Athletics Championships*. In addition, the 'Reba bona ha' soccer project, which is held every Saturday morning from 08h00 - 10h00, has continued to grow from strength to strength with more and more children from the vicinity getting involved in the activity. Our tree planting day, which tied in with World Environment Day, was also a huge success. It was also heart-warming to have had so many members of the Westwood Community at the Gamodubu Child Care Centre last week. The support for this project was overwhelming. What our students got back from being a part of this project was a better understanding of the imbalances of peoples' lives and real-life skills of being a part of the bigger picture of the world. It resulted in a positive outcome for all involved.

Thank you to all for your time, energy, and donations.

Amanda WILLIAMS
Deputy Head of School

Westwood International School provides a quality international education that enables students to meet future challenges as confident, socially responsible, life-long learners.

GENERAL SCHOOL ANNOUNCEMENTS

Upcoming events to look forward to this term include:

The Royal Ascot Goat Race will be held on Saturday, July 9.

The annual **Birthday Bash** which has been scheduled for Saturday, July 23.

The Arts Department, in collaboration with the PTA, will be hosting **International Day**, which will be held on Friday, August 5 from 16:00. This special event is a time for us all to come together to share a little of our own cultural backgrounds with other members of the community, as well as a chance for us all to learn lots of exciting and interesting things about the world. It is a whole family community event to look forward to.

Please find in the next pages the updated calendar for more details of upcoming events.

Reminder: Mid- Term Break is from Monday, June 27 to Friday, July 1. Classes will resume on Monday, July 4.

Westwood international school took part in the food drive for the B.S.P.C.A. We had very limited time to collect food but in the end we collected quite a lot of food. Kayla van der Nest and I (Julia dulce Oosthuizen) collected food and did the hand over to the BSPCA. I feel proud to say that Westwood did well.

Julia dulce Oosthuizen

To the WIS community,

I would like to start a Knitting for Charity initiative whereby, we teach people how to knit and they knit scarves that will be donated to children in need. We would like the WIS community to get involved with project by either joining by knitting a 1.5 metre scarf (20 stitches), donating wool and knitting needles to the initiative or by offering your knitting expertise and teaching the skill to others. This project will be run in conjunction with the school's Food and Clothing Drive for Gamodubu.

We hope to get the whole WIS community knitting for a good cause. Hopefully, this will become an annual event where we spread the skill of knitting and help a child in need with a warm piece of clothing for the unforgiving winter cold.

Thamiso Koosimile IB1

Our school tuck shop provides a range of sandwiches, pizza, healthy snack foods and beverages for students during the morning breaks, lunch and after school. Please note that students are not allowed to use the tuck shop other than during these times.

Students may pre-order their lunch, so that it will be prepared and ready by their lunch break. Secondary students may pick up their meals at the tuck shop during lunch time, while primary students will have their meals delivered to their classrooms.

UPCOMING EVENTS

June 2011

Monday 27 June - Mid term break & PYP/MYP training for teachers

Tuesday 28 June - Mid term break & PYP/MYP training for teachers

Wednesday 29 June - Mid term break

Thursday 30 June - Mid term break

July 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Sir Seretse Khama Day	2
3	4	5 MYP Coffee Morning	6	7	8	9 Ascot Goat Race / Inter-school Athletics
10	11 IG Art Exams start / Newsletter	12	13 Interschool Athletics @ Stadium 0900hrs–1200hrs	14 Lower Primary Assembly French/Afrikaans oral exams	15	16
17	18	19	20	21 Start of IG Mock Exams	22	23 Birthday Bash
24	25 Start of IB Mock Exams / Newsletter	26 President's Day	27	28 Talent Show Lower Primary Assembly	29 Civvies Day / Afternoon Activities end	30
31		Upper Primary Production				

August 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 All Mock Exams end	3 International Day / Cultural Evening	4	5	6
7	8 Newsletter	9 Student-Led Conferences Yrs 7 & 8	10 Student-Led Conferences Reception - Yr 6	11 Bumper edition of newsletter	12 End of Term 2	13

FEATURE ARTICLE: SMARTBOARDS

Article by: **Stiaan van Moerkerken**, JOURNALISM CLUB

Smartboards, a new way to enrich teaching at Westwood International School , but how is this sophisticated piece of technology going to boost my child's education?

At Westwood International School our goal is to take the education of your child as far as possible. One way of doing this- the new, interactive "Smartboard". On the 10th of June 2011, Westwood International School went one step further in building the ultimate school in Botswana. On this day Westwood International School replaced 12 old projector-boards, in various classes with new Smartboards. These whiteboards are an interactive way of educating your child and developing them to their full potential, but how?

Q: What are Smartboards and how do they work?

Smartboards are interactive white boards used in advanced classes as a whiteboard and/or projector.

Q: Where are these Smartboards?

12 of these boards have been installed at various places in the school, in the primary and secondary classes. These boards are currently being used in classes such as ICT, Science and Additional Maths.

Q: How would these boards benefit the teachers of Westwood?

The boards will not only increase the efficiency of the teachers, but all the teachers will also receive training on how to use these boards to their full ability.

Q: How will these boards benefit Westwood International School ?

Westwood International School is the first school in Botswana with 12 of these boards and we hope that these boards will boost the image of Westwood.

Q: What's next?

By January 2012 Westwood would like to have installed Smartboards in all the classes. The school would also like to expand in ICT and is thinking about installing a Wireless Internet System inside the school.

Q: What does Westwood hope to achieve with these improvements?

In an interview with Mrs. Kotie Pienaar, ICT Teacher at the secondary school and ICT support, Mrs. Pienaar said that: "We want to become the top Technology school in Botswana".

All the students and teachers hope that we really can become this school.

Westwood would like to thank the following people for their time and effort in the installation of these boards:

Mrs Kotie Pienaar- ICT teacher and ICT Support; **Empire Synergy**, who worked 24 hours every day to get these Smartboards installed as soon as possible; The whole **Westwood Community**, for their patience during the installation; **SLT members** and the **School Council**, for their support and making the whole project possible.

Mrs Alma Oosthuizen and **Mrs Martel van Niekerk** (ICT Support)

We would also like to thank a very special person, Saize Ngombe. Saize is our only IT technician in the school. He has to handle all the IT problems in the whole school and maintain 4 ICT Classes and ICT areas. Thank you Saize for your Contribution to the Westwood ICT Community.

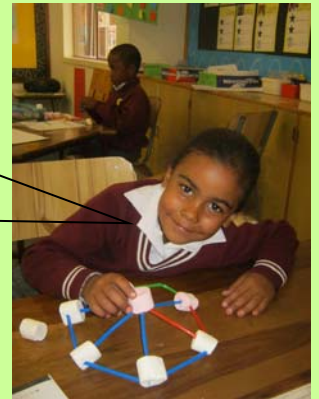


PYP NEWS

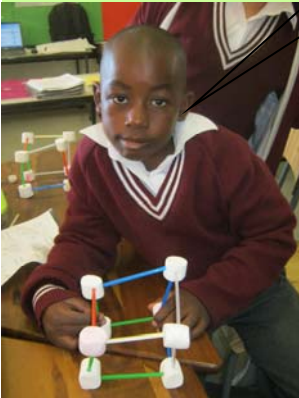


A cube has 6 faces and 8 corners and 12 edges and all the corners are 90 degrees....**Iris**

It is fun doing shapes in class and it can show you how a 90 degree angle looks....**Courtney**



My cube has 8 corners and 12 edges.....**Phazha**

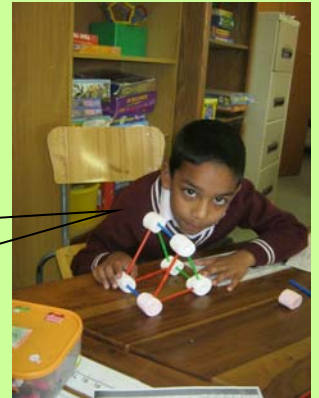


A square has 4 sides and also a square has 90 degree angles....**Kgosi**

My cube has 8 corners and 90 degree angles and 8 marshmallows for the corners.....**Danai**



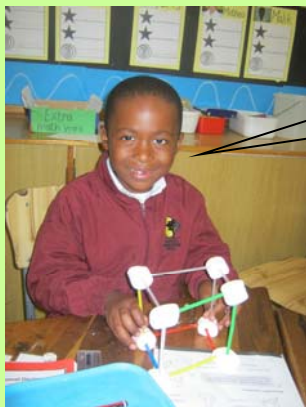
Triangular prism has 6 corners and 10 sides....**Vishva**



My shape has 8 edges and 5 corners. It is a pyramid.....**Clara**



A cube has 8 corners and 6 faces.....**Letso**





Squares have 4 sides and a face of a shape is flat....**Malik**



My shape has 12 sides and 8 vertices. Vertices is another name for corners....**Motheo**

A square has 4 corners and 4 sides.....**Abo**



The shape that I made is a pyramid. It has 5 corners and 8 edges...**Tyler**

A cube has 12 corners and 8 sides. It is a 3-D shape.....**Mustafa**



Shapes can have 90 degree angles and corners...**Liam**



The faces are the 6 squares that you see. The edges are the long lines. I just described a cube....**Peo**

ART AUCTION

ART AUCTION

Venue:- Westwood School - Birthday Bash
23rd July

Each class is kindly requested to submit 3 to 5 selected drawings / paintings etc. on – ‘How we look after the environment at Westwood’ – submission date Fri 15th July. These will then be displayed at the Birthday Bash and presented at a silent auction. People will be able to place a bid for their chosen picture and the highest bid will be successful. A panel of judges will select 12 of these pictures for a calendar at the end of the year.

Many thanks
Birthday Bash Committee

ADVENTURE CLUB

The newly formed Adventure Club kicked off at the start of Term 2. The idea of the adventure club is to take the students to exciting and adventurous places in order to enjoy the beautiful outdoors on offer around greater Gaborone. The club is on Friday afternoons and is open to all secondary students. Transport is provided as we have access to the Westwood bus driven by our ever patient driver, Diesel! The adventures so far include:-

Kgale Hill Climb: this was our first outing with only three students. The word of a fun filled few hours on a Friday soon got out and the numbers swelled to 11 students by our next adventure at;



Mogonye Gorge: is situated about 40 km's south of Gaborone. It involved a bus trip to Mogonye village, where we paid our entrance fee and picked up our guide followed by a very adventurous drive up to the gorge along a very narrow rocky road. It is a national heritage site and the guides are necessary to ensure the unspoiled beauty remains that way. Information is available at the National Museum in the centre of town.



Gaborone Dam Canoeing: a fun filled few hours were spent at the Gaborone dam where the dusty Westwood fleet of Canadian canoes were launched after a long time in storage. The students donned their life jackets and gingerly braved the icy waters of Gaborone Dam. For some of the students this was their very first time on open water!



GAMODUBU VISIT

The clothes and food drive was a huge success, thank you to all who contributed so generously. Some of our IB Diploma students have been actively involved in Gamodubu as part of their CAS projects and have been visiting the Trust on a regular basis. It was great to see other members of the Westwood Community come together at Gamodubu on Saturday to demonstrate our commitment to the project and experience what the school is involved in.

Upon arrival we were greeted formally by the children of Gamodubu and the Counselor, on behalf of the village Chief. Members of our staff spoke about The Day of the African Child and the importance of sustainability. No time was wasted in getting involved in the various activities. Students, staff and parents were kept busy digging in the vegetable garden, planting trees, helping with the preparation of food, making bricks under the close watch of Sam and his team and of course football. The ReBaBonaHa football coaches had the children practising their already impressive football skills followed by informal matches and rumor has it that they have spotted some talent which they hope to utilise. Ms Kebapetse spent time with the young girls addressing some of the social issues that are being experienced in the village. Prior to lunch being served we did a handover of the clothes which proved to be quite difficult, we now know how to sort the clothes before taking them out. The children were absolutely delighted to be receiving 'new' and warm clothing.

We are hoping as a school community to become even more involved with Gamodubu providing assistance on a regular basis and in a consistent manner. Thank to those who joined us on the day, your support is much appreciated and thank you too for your suggestions as to how we can continue to support the children at Gamodubu.

Mokolodi Nursery sponsored five of the fruit trees that were planted on Saturday and transported all of the trees, seedlings and manure for us. **PPC Cement** sponsored a generous number of bags of cement necessary for the making of the bricks. **Afrox** have sponsored a 48kg cylinder of gas which will make the preparation of food a lot easier for the helpers. We would like to thank these sponsors for assisting the Gamodubu Child Care Trust.



MYP NEWS

YEAR 5A DIAMANTE POEMS

TINY

Miniature, little
Cramped, uncomfortable, squashed
Minute, microscopic,
giant, spaces
Enormous, gigantic,
goliath
Big, large

HUGE
Liam O Hara

DISARRAY

Insurmountable,
inadequate
Grubby, untidy,
mucky,
Stampede, junk,
peace, calmness
Relaxing, attracting,
welcoming
Uncluttered
Elegant-looking
ORDERLY

Bosa Gubago

BLACK

Ebony, dark
Murky, dusty,
gloomy
Jet black
Ivory, creamy
Silvery, snow white,
Off white

WHITE
Ben Holden

MEN

Muscular, dependable
Trustworthy, robust,
entertaining
Attractive, Well-groomed,
angelic, caring
Intelligent, delicate,
emotional
Caring, dependable
WOMEN

Tyron Golding

STRIKE

Dangerous, harmful
Fighting, catastrophe,
exaggerating
War, business,
peace
Complaining, boring,
Harmless, arid

WORK
Kya Bergh

BIG

Giant, huge
Gigantic, enormous,
rotund
Whale, cow, house,
germ
Microscopic, small-
minded, mini
Tiny, minute

SMALL
Hannes Pienaar

DOG

Loud, friendly
Barking, cheeky,
playing
Amusement, enjoyment,
solitary, quiet,
Unique, unfriendly,
speedy. Soft, silky

CAT
Bianca Franta

STRIKE

Poor, easy, messy,
breaking, wanting
Empty, mortification,
happy, full
Cleaning, fixing, enriching
Hard

WORK
Danelle Moller

SUNSHINE

Warm. Dry
Burning, sizzling,
blazing
Midday, sunlight,
summer, water,
Soaking, dampening,
dripping,
Cool, wet,

RAIN
Nodoka Murakami

INDOORS

Tint, arid,
Freezing, comforting,
shivering,
Wind, Aircon, sun,
burning,
Steaming, exciting,
humid
Playful, burning

OUTDOORS
Olorato Johnson

Desert

Uncultivated, Barren
Burning, solitary,
dry,
Cacti, Sahara, vines,
Amazon,
Humid, clammy, sultry,

Cultivate, dense
RAINFOREST
Maja Verreyne

TUNDRA

Cool, chilly
Freezing, chattering,
shivering
Winter, ice, summer,
sun

Sweating, sizzling,
sweaty,
Dry, steamy
DESERT
Aaditya Pai

STRIKE

Terrible, horrible,
 Executing, complain-
 ing, fighting
 Not going to work,
 running away,
 Typing, writing,
 meeting,
 Driving
 WORK

Craig Musamera

DESERT

Humid, hot,
 Burning, boiling, steam-
 ing,
 Sun, sand, trees, plants
 Raining, thickening,
 soggy,
 Moist, thick,

RAINFOREST

Sefalana Makgatlhe

COFFEE

String, hot,
 Light, weak, sugar-
 less,
 Drinkable, tactile,
 crunchy, hazy
 Glass, brown, green
 String, tiny

TEA

Diane

PRODIGIOUS

Bulky, burly
 Gargantuan, radius,
 elephantine,
 Straws, immense,
 precise, exiguous
 Scanty, pygmy, Lilli-
 putian,
 Poky, dinky

DIMINUTIVE

Kgosi Phaladze

CINQUAIN POEMS FROM YEAR 5B

Gum

Sweet, delicious
 Sticking, chewing, bit-
 ing
 Blowing bubbles, lots
 of fun

Minty

Megha

Dog

Tough, scary
 Growling, biting, chas-
 ing

Strangers around the
 house

Bulldog

Ret

Jelly

Sweet, cold
 Jiggling, bouncing, slip-
 ping

Jiggling out of my
 mouth

Yummy!

Osego

Fried Chicken

Messy, juicy
 Delicious, golden
 brown, yummy
 Between my fingers
 and teeth

Delicious

Kelly

Ice -Cream

Icy, creamy
 Cold, refreshing, deli-
 cious
 Around my mouth and
 fingers

Saucy

Hazel

Ocean

Wavy, blue
 Gushing, whirling, rac-
 ing

Deep, blue and fun

Sea

Tracey

Season
Sunny, hot
Drinking, playing,
swimming
Best days for picnics
Summer
Burm-hee

Jelly
Messy, weird
Jiggle, bouncing
From my bowl to
mouth
Delicious
Andre

Dogs
Cute, naughty
Playful, energetic,
sleepy
Fun crazy and dumb
Labradors
Louise

Dog
Nasty, naughty
Hunting, running, play-
ing
Chasing the cat around
Bulldog
Michel

Black ops.
Awesome, fun
Exploding, flying,
shooting
A great game for me
Entertaining
Boyd

Bird
Smart, agile
Stealing, pecking, fly-
ing
Dark evil little birds
Crows
Henri

Trampoline
Big, strange
Jumping, bouncing,
bumping
Very nice and funny
Skipping
Marion

Siblings
Sweet, cute
Annoying, crying,
playing
Arm biting and ener-
getic
Brothers
Palesa

Hunting
Bloody, Heavy
Aiming, Thrilling,
Waiting
Stealthily until you
shoot
Killing
Caleb

MYP TECHNOLOGY

MYP Technology at Westwood International School follows a guide provided by IB.

Every term students are given a situation/ scenario to work on. They are required to follow the design cycle (shown on the right) to create a solution to a problem. The solution will include the folder and a product. In the process of solving these problems the students are guided during research with activities which facilitate learning.

The scenarios are tailor made to include the use of ICT and Design and Technology. It must be recognized that MYP does not prescribe the old ICT or Design and Technology as superior to the other. The students are required to use the available resources to come up with a solution.

Example of Student work from last term.



Students reactions to MYP Technology

MYP technology is a system that allows students to design and make objects that can be used to solve or use in real life.

Almone and Craig year 8a

MYP Technology helps us to be practical and all rounded through out our work. This term, we have been working on Steady Hand Games by researching in books and on the internet.

And last term, we made mechanical toys. In the previous year, we made puzzles, miniature bridges and a hovercraft.

Done By Caitlin, Lauriane, Tania And Kinjal.

MYP itself was hard to adjust to in the beginning because the teachers had different expectations to PYP. We enjoy Technology in MYP

because it give us the opportunity to understand. So far we have learned how to use Microsoft word and the process we go through to make things. **PW and Kristen**



IGCSE MATHEMATICS COURSEWORK

The Y11 students have just finished their IGCSE mathematics coursework. Here four of them describe the work that they did.

I based my IGCSE Maths Coursework on the question, “**Are some languages easier to learn than others?**” I have always had a great interest in languages and so I wanted to find out if in fact some languages are easier to learn than others. As I could not investigate all languages, I decided to concentrate on **Chinese, Hindi and English**, being the most commonly spoken languages in the world (as I thought perhaps they are easier to learn since so many people speak them); as well as **Setswana**, being in Botswana and Setswana being the language of my home. My work was mostly statistics-based, but I also surveyed students from **Year 1, 6, 10 and 12** at Westwood in order to find out some of my own statistics within my school. I asked each student how many languages they speak and asked them to specify the name of each language they speak. From this, I managed to find out that **Year 6** is the most multilingual class out of the classes I surveyed. I also found that they have the widest variation of languages. From my results, I found that most students speak only 1 language, which in almost every case was **English**. To further my investigation, I experimented on all of the students in **Year 11**. I split the students up into groups and (with the help of **Chinese and Hindi** speakers) taught each group how to say, “My name is *[insert name here]*.” in their group’s specific language. Being at an English Medium school it was hard for me to primarily investigate how hard English is to learn, especially since all the students in Year 11 already speak English and almost all the students at Westwood already speak English. For that reason, I discarded English from my experiment and instead concentrated on Chinese, Hindi and Setswana. It was hard to make an accurate conclusion from my experiment as there are a lot of other factors to consider such as being situated in Botswana and students hearing Setswana on a daily-basis which perhaps could give the language an unfair advantage in this experiment. Nonetheless, from my experiment I found that students seemed to pick up **Hindi and Setswana** easier than students picked up **Chinese**. In the end, I concluded that some languages are indeed easier to learn than others. From the 4 languages I concentrated on, I said that if living in the Southern African region, Setswana is the easiest language to learn but, that aside, I concluded that Hindi is the easiest language to learn to *speak*, based on the fact that students picked it up easily. In addition, unlike English, Hindi is pronounced as it is written. Although the language does not use the Latin alphabet and has a large phonetic alphabet (the number of distinctive sound units the entire language can be broken up into), I think that once one learns all the phonemes in the language (all the distinctive sound units in the language), the language will come easily to learners.

Kim Makin

For my maths coursework I decided to choose a topic that would require lots of calculations and collecting lots of figures as well as being relevant to real life. That is why I chose to investigate **if recycling is economically viable in Gaborone**. The investigation involved collecting a lot of information and statistics from recycling companies, comparing them with statistics on recycling in some developed cities and using calculations to see if there was enough money being made in recycling in Gaborone. This topic is relevant to the future of Botswana as we know that with time more and more waste will be produced and collected. The other reason why I chose to investigate recycling is because it involves checking lots of variables which is perfect for maths.

Candid Lyamuya

I chose to do my coursework project on 'Tiling with Spidrons'. I chose to do this because I found it to be a very interesting topic as I enjoy geometry. A spidron is a shape that is made up of alternating isosceles and equilateral triangles; it was discovered by a man named Daniel Erdély. So in my coursework I had to find as many different ways as possible to tile an endless 2D plane and prove Erdély's theory. I also tested what effect using different angles in a spidron would have on the spidron itself. All in all this was a great and interesting experience but it was also a lot of hard work.

Philippa Betts

The topic for my maths coursework was 'Symmetry and Transformations in Architecture.' I investigated how symmetry and transformation methods like enlargements, rotations, reflections and shears were used to make patterns so accurate even in the times when there was less technology. This topic was quite hard but it was very helpful as I am planning to study architecture in the near future.

Soundarya Venkataraman

WORLD ENVIRONMENT DAY

Plant-A-Tree Day at Westwood International School

Many thanks to all the people who supported this event, the day was a great success. Around 30 – 40 trees were planted! Special thanks go to **Karen Duthie** for delivering trees and compost from Mokolodi Indigenous Nursery.

SOME COMMENTS

Huzaifah 1B – 'Well I remember that I watered the tree'.

Rafaela 1B – 'I liked pushing down the soil'.

Toby 1B – 'I remembered putting in the tree and carrying water'.

Ashley 1A – 'I planted a tree with my Mum and Rieco and I poured water with Rieco. I played with Rieco and Muale. Also I went to the picnic with my Mum and had fun'.

Rieco 1A – 'I liked to water the plants with Ashley. After that I went to have a picnic and played with Toby.

Maddie 1B – 'I liked when I was picking the plants on the wall, they were wild cucumbers. I liked going with my brother's class and having my picture taken with them.

Thanks from **THE GREEN COMMITTEE**



“RE BA BONA HA”

Westwood Centre

Re Ba Bona Ha (RBBH) sports development program provides a healthy activity through its recreational and small sided games programs. These programs emphasize FUN and de-emphasize winning at all cost. Every child is guaranteed playing time. The game is taught in a fun and enjoyable atmosphere.

RBBH youth sports development initiative is non-profit and educational. It's mission is to foster the physical, mental, emotional and development of our youth (at grass root level) through sport, —soccer, netball, softball to mention but a few. Our job, as coaches, is also to make it fun and instill in young players a lifelong passion for sport.

Big up to Botswana National Sports Council, the Westwood International School is fully functional now. I would also like to thank all the parents who made it possible for us to set up this structure for the benefit of the kids and babying it till it could crawl and stand as it is now.

Here at the Westwood Center we have already registered more than **sixty children** between the ages of 5 and 16; and have assembled about five teams: U7, U9, U11, U 13 and U15. Most of these kids turn up for practice every Saturday from 08:00 am to 10:00 am. We have already started playing friendly games with other Centers.

We were home to OLD NALEDI CENTER on Sat 27th May 2011 with only two teams. Our U13 scored 4 -1 to Old Naledi and U15 scored 3-0 to Old Naledi.

The second game we were away in Broadhurst to the EXTENTION 27 Center. They too did not have the Under 7s, the U9s and the U11s so our first game was with U13 and the score was 7-1. We went on to win the next game (U15) 4 -3.

What impressed me the most in the two games that we played was the fact that most if not all of the players who played for OLD NALEDI in the first game had never played on turf before and the second game in Broadhurst was the other way round. Most if not all of our players has never played on sand before. It was such a great experience for both camps. This shows how far back Botswana sport is in terms of equipment and facilities.

Thanks to all parents who accompanied us to Broadhurst. Hope to meet on Saturday.

M. Chaenda
Coordinator / Head Coach

IB DIPLOMA NEWS

WHAT IS THE DIPLOMA PROGRAMME?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

THE CURRICULUM

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

ASSESSMENT

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

QUALITY ASSURANCE AND PROFESSIONAL DEVELOPMENT

Any school wishing to offer the Diploma Programme and attain IB World School status must first go through the authorization process. The requirements for authorization are the same for all schools, even though the process is administered slightly differently in each IB region. The process is designed to ensure schools are well prepared to implement the programme successfully.

This is a challenging programme that demands the best from both motivated students and teachers. Schools can access an extensive package of IB professional development for teachers and administrators and commit to ongoing professional development. Schools are required to participate in an ongoing process of review and development, using standards and practices that apply to all IB World Schools.

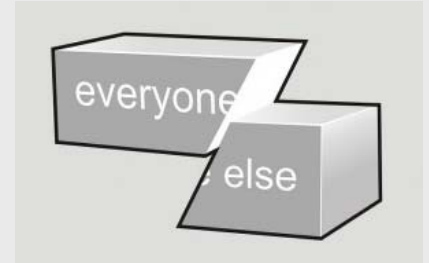
Source: <http://www.ibo.org/diploma/>

CAREERS - WORK PLACE EXPERIENCE

To Be or Not to Be...

IB1 Report back on the Workplace Exercise of April 12-14, 2011.

Westwood International School would like to thank the community for supporting this initiative of the school. Our learners came back with a wealth of experience and awareness which they shared with the group. A special mention must be made of two of our parents: **Dr Michael Tolle** who volunteered to host three students at the Baylor Centre and **Mr Engels** who took on a student at very short notice. Re a leboga! We appreciate your support.



For my workplace experience I chose to visit Northside Primary School, where I was given the opportunity to work with children in the year 2 and year 4 classrooms as well as do some work with teachers within the special needs department. Unfortunately our work placement only lasted a few days so that meant I didn't have the opportunity to visit that many classrooms and interact with kids of a wide age range, but I still really enjoyed getting to work with the younger kids because they were always so full of energy and enthusiasm.

Spending time in the special needs department and getting to understand what the criteria for child assessment was, was something I found very interesting but I spent the majority of my time in the year 2 classrooms, where I got to work with kids on their reading and writing skills, and their math time's tables (which proved to be a harder job than I thought it would). By being in this classroom I came to learn that trying to teach kids with so much energy can be a very taxing job. As a teacher you often have to have a lot of patience as well as a high tolerance for mess and noise! However teaching does have its definite upsides as well, I may not be able to put them across to you at this very moment in time, but they are definitely there!

I went into my work placement at Northside with a lot of goals and I can safely say that when I left they had all been reached. I got a lot of one on one teaching time with the kids in the classroom which was something I had really been looking forward too, and I had the opportunity to sit and interact with kids in the special needs lessons as well which was something I had not initially expected to have done, but I was surprised to find that it was something I found very interesting and fun at the same time. I think that I was lucky to have enjoyed and gotten a lot more than I had originally expected out of my work placement.

Janine Lewis

I went to Camelthorn Media Trust, a non-profit Production House based in Gaborone that is responsible for the drama Re Bina Mmogo, which has aired two seasons on Botswana Television, as well as the Welcome to Westwood short film that educates prospective teachers, students and parents on the schools policies and role within the community.

I spent two days there learning to use a variety of different software and equipment used in filming, editing, producing, and distributing films. I got to help manufacture and package one of Camelthorn's newest films, which has yet to be distributed and made specifically for the Botswana College of Agriculture, as well as learning how to use the CeltX script-writing software and the Final Cut Pro editing software.

I also learnt how to use professional filming equipment such as cameras and booms. Though I had time to write a short two-page script (which was not very good), there was no time to shoot it using one of Camelthorn's cameras. The founder and CEO, Ernst Engels, was extremely helpful and, despite being pressed for time for the days I was there, still talked to me about the different aspects of filmmaking.

Camelthorn Media Trust's Official Website: www.camelthornmedia.org.bw

Jack Warner

Working at an advertising company in the photography section was very interesting because I learned about the life-style that comes along with the profession. It's definitely not a job for people who prefer working in an office for a set number of hours each day. The amount of work depends on the time of year, unfortunately there was not much work for me to do while I was there. I had the opportunity to learn about the different programs that are used for photographs and editing. On my first day I had the chance to speak to some employees in different sections of the company, they gave me insight into what the advertising world is all about and how it works. They showed me some of their most well known adverts and some projects they were working on at the moment. Overall my work experience was a very pleasant one and I certainly learned a great deal from it.

Title from: disabilityartsonline.org.uk

Dina Dragic

The workplace experience exercise, enabled me to be attached at DEBSWANA's Jwaneng mine, where I was exposed to the work of chemical and metallurgical engineers in the treatment department. There I witnessed the extraction of metals, mainly diamonds. It was really eye-opening comprehending the different processes involved in the extraction and treatment area which was heavily aided by technology. It was apparent that 'people' skills were essential in the field as there was a significant amount of collaborations between various employees.

IB 2 Student

For my work placement I went to work in the Ministry of Agriculture and Forest Range Recourses. In the three days I worked there I performed various tasks from creating a power point presentation, shadowing different workers to making coffee. One of the highlights, though, that broke my dull workflow was a trip to Sojowe, a village outside Gaborone where there was a project going on which needed to hire three villagers to be employed as lumber jacks. We held interviews in the villages to find the most suitable candidates. This was extremely hard because every person applied for the position even though we wanted young strong man. So we had to first sort out the old and the children and then interview the rest. Over all, I think I learned a lot about office work and the everyday life of an employee as well as what it means to be an agricultural engineer.

Fabian Ismael Zimmermann

For my work place experience (April 12-14), I interned at a local Botswana law firm, Collin's Newman and Co. I was exposed to the workings of Botswana's judicial customs and law. Something I really enjoyed about this experience was being able to read the case studies and learn new things about the way the law works. The worse experience I had was realizing that everyone deserves a chance at justice yet, some may not always be able to receive it. I am pleased with myself for during this internship all my misconceptions were diminished and I feel far more confident with my choice to study law at university.

Megan Wantenaar

We shadowed Dr Tolle who arranged for us to shadow members of staff in the clinic (Baylor Centre). Over the 3 day period we were able to shadow the clinical psychologist who is in charge of understanding why patients have not kept their times of taking their medication. We followed the volunteer doctors whilst they performed check-ups on patients.

We did a variety of things including observing a lesson in adherence by the well trained nurses at the clinic. In Journal Club, we watched very interesting presentations about 'cleft palette surgery' by a professional plastic surgeon and breastfeeding with regards to Mother to Child transmission.

We learnt a lot about ourselves, the practice of medicine and the patience required performing check ups. Gorata translated for a morning whilst in one of these sessions, while during the others a translator was called. We learnt about the importance of HIV prevention, and how it can be effectively treated.

Gorata, Evan and Neetika.

For my workplace experience this year I had the privilege of having being able to shadow Tracy Simmons, who owns Physio and Rehab. This is mainly physiotherapy for people, not animals, but I decided to go because the work applies to animals as well, which is what I'd like to do in the future. My time with Tracy can only be explained by one word: AWESOME. I worked as an assistant and was able to sit in on a huge range of patient consultations. I helped with patients ranging from minor scoliosis, knee-replacement operations to sports men and women who needed to be treated after an event. All along Tracy taught me about the muscles, their treatments and I was able to witness some acupuncture as well!!! Tracy also hosts Pilate's sessions, which I was able to attend twice a day, and I learnt that Pilates is not as easy as it seems.

In general my time at Physio and Rehab was a great learning curve and I enjoyed it a lot.

Zandri Rademan



PTA NEWS

The PTA has been very busy preparing for the July 9th “Westwood Ascot Goat Races”. This event promises to be a great fundraiser for the school and the Gamodubu Childcare Trust.

Join us at
Westwood International School
for the Premiere
“Ascot Goat Races”
Sat. 9th July 2011
12h00 - 17h00
★
BIG raffle ticket prizes
Kids Corner
International Food & Beverages
Best Ascot Dress Prizes

Own your own Goat for the day
Feel the thrill of the race!

For more information or to register call +267 75306832 / 76202943 or email ptawestwood@gmail.com

Proceeds from the Kids Corner to be donated to the Gamodubu Childcare Trust

Planning has also started for Westwood’s International Day/Cultural Evening, coming in early August. In addition to the Fine Arts, Music and Dance featured in the evening, the diverse nationalities of the Westwood community will be invited to showcase their local dishes and dress. Stay tuned for more details!

The PTA would like to welcome all new Westwood families! If you missed our Welcome Coffee, please don’t hesitate to contact us (ptawestwood@gmail.com) if you’d like to meet up and learn more about Westwood and the PTA!

Marlize Verreyne, PTA Chair
Sheila Comeau, PTA Secretary

UNLEVELED SURFACE

Story by By **Robin Hampshire 10A**

The darkness began to creep as we hit the edge of the Kalahari Desert. My legs were insufferably stiff, as they generally are when one is flying. My silk black, Boss suit was beginning to stick to me with perspiration and I was becoming increasingly impatient.

The attractive blond stewardess was ambling down the aisle, giving out drinks to the awaiting passengers as a small child began to cry. "Typical", I remember myself thinking with resentment. The heat was bearing down on me from the window adjacent to me, so I stole one last glance outside the plastic window. I gazed upon the wing, outlined by the seemingly never-ending silky desert, before shutting the magnificent view out. As I was closing the blind I heard an abrupt splutter and a cough which sounded disturbingly like an old battered engine but then...nothing. It happened so quickly I thought nothing of it. I suppose looking back now I should have taken it as a warning of what was to come.

The captain turned off the aisle lights, plunging us into an amber glow emitting from the overhead and occasional reading lights. I closed my eyes, my last glimpse the checkered blue seat in front of me, with the aircraft safety manual protruding out from the pouch. I wish I had read it, looking back on it now. I then drifted off into an uncomfortable slumber, never quite falling asleep but resting my eyes all the same. A noise pierced my light sleep; a wheeze like a cat with a hair ball yet strangely mechanic. A brief moment of panic washed over me like a rock in the ocean.

A thought struck me. I slightly elevated myself off the seat and spotted the stewardess. I recognized that look instantly, without a shadow of doubt. It was the look that was bestowed upon my face only moments before. My worries were rekindled. A quick scout around the plane told me other passengers were aware something was amiss. Suddenly, the fasten seat-belt sign was triggered by a severe bout of turbulence. My seat was a rodeo and for the first time in my life the airplane seat-belts were of use.

With trembling hands I managed to slide open my window. My heart missed a beat. My breaths grew quicker and shallower. I reached for the sick bag in front of me, just in time. Stowing the sick bag back in the pouch, I glanced outside again, hoping it was all a terrible terrifying nightmare. I pinched myself. Nothing... it was confirmed, the propeller really had stopped and a small dazzling fire had ignited beside it. I hurriedly closed my window so as not to alarm the other passengers. The pilot could not keep this up for long. Soon enough the plane will begin its deathly spin ending in a vicious nose dive that will almost certainly lead to our final breaths.

More turbulence. Over head lockers flung themselves open in protest as angrily as a jack-in-the-box. A couple of destructive bags found their mark upon two unsuspecting passengers, rendering them unconscious. The baby screeched louder, like a hawk stuck in a cage. However, I realized I was no longer feeling anger towards the enfant but sorrow. The baby was infinitesimal on the scale of life and not going to have the chance to make an imprint on our society. The baby clung to the mother like a barnacle to a ship; I had to look away.

A loud explosion invaded my thoughts and I wrenched open my blind. Although the fire had grown slightly in size it was not the source of the commotion. I shot a look to my right through the open window, and to my horror was the opposite wing engulfed in flames. Others began noticing not just that wing but mine too. I cursed myself. The plane lurched violently upward and let out a groan in protest. A cold sweat dribbled down my face and a shiver raced up my spine.

People were reduced to their last resort. In front of me they started praying furiously. Behind me they were merely crying out of panic and confusion. The silky sand below blew in different directions, making it appear horribly like a dark whirlpool awaiting our humble plane. All lights went out. The plane blended in with the night's sky invisible but for the rapidly growing fire.

"Emergency position!" yelled the stewardess through a quavering voice. I closed my eyes and a tear crept down my face. The plane began to spiral. I realised that the end was just a few seconds away.