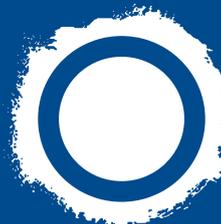


International Baccalaureate
Diploma Programme (IBDP)
Curriculum Guide
16-18/19 Years



Southbank
International School
A school without walls

GLOSSARY

Ab Initio	Beginners' level language course
Advisor/Advisory	Tutor/Tutor group
CAS	Creativity, Action, Service component of Diploma Programme
CIS	Council of International Schools
Discovery Week	Four-day trip taken in September (GRades 6-11)
DP	Diploma Programme (IB curriculum for 16-18/19 year olds)
EAL	English as an Additional Language
Electives	Optional activity outside of the curriculum
Extended Essay	4,000 word essay component of Diploma Programme
IB	International Baccalaureate
IBSCA	International Baccalaureate Schools and Colleges Association of the UK and Ireland
IBTAPS	IB Theatre Arts Programme
ISA	Independent Schools Association
ISSA	International Schools Sports Association
Learner Profile	Aims to develop internationally-minded people
LISA	London International Schools Association
MYP	Middle Years Programme (IB curriculum for 11-16 year olds)
Parent-teacher-student Conference	Where parents and student meet with a teacher
PE	Physical Education
PSAT	Preliminary Scholastic Aptitude Test
PYP	Primary Years Programme (IB curriculum for 3-11 year olds)
SAT	Scholastic Aptitude Test
SIS	School Inspection Service
Student-led Conference	Where a student guides their parent/s through their own learning
ToK	Theory of Knowledge component of Diploma Programme
Town Meeting	School assembly

Contents

SECTION I

- 02 Southbank International School

SECTION II

- 06 The International Baccalaureate Diploma Programme (IBDP)
- 15 A School Without Walls/London As Our Classroom
- 16 Careers and University Counselling
- 17 Library Resource Centre and Information Literacy
- 18 Sport and Physical Education
- 19 Personal and Social Education (PSE)
- 19 Learning Support
- 20 Reporting
- 21 After the DP, What Next?

SECTION III

- 22 **IB Diploma Programme Course Descriptions**

Group 1: Studies in Language and Literature

Language A: Literature

Language A: Language & Literature

Group 2: Language Acquisition

Language B

Language ab initio

Group 3: Individuals and Societies

Business & Management

Economics

Geography

Modern History

Group 4: Experimental Sciences

Biology

Chemistry

Environmental Systems & Societies

Physics

Group 5: Mathematics

Mathematics

Mathematical Studies

Further Mathematics

Group 6: The Arts

Film Studies

Music

Theatre Arts

Visual Arts

- 41 **Glossary**

Southbank International School

Southbank International School is the first school in the UK to have been authorised to offer all three International Baccalaureate (IB) programmes. We have led the way in providing internationally-relevant world class education for more than 30 years and continue to be at the forefront.

The school has flourished from its humble beginnings on London's South Bank with a few dozen students. It is now a tri-campus institution in the heart of London serving more than 700 3-18/19 year olds.

Welcoming students from every country, Southbank is currently home to 70 nationalities (more if you also count staff). We seek to create a harmonious community based on fairness, integrity and respect for others who may hold different opinions.

Our student population is drawn from London's international community – including children of ex-patriates, business people, diplomats, and other professionals. Many students have English as their second language or are bi/multi-lingual and so naturally Southbank offers a strong language programme. The language of instruction at the school is English and we offer 20 other languages. Students who need to learn English as an additional language are supported through dedicated EAL lessons.

The vast majority of our staff has international experience, having worked and lived in a number of countries. They understand and can help students who have moved frequently. Students joining Southbank from abroad arrive all through the year. They are instinctively welcomed and included.



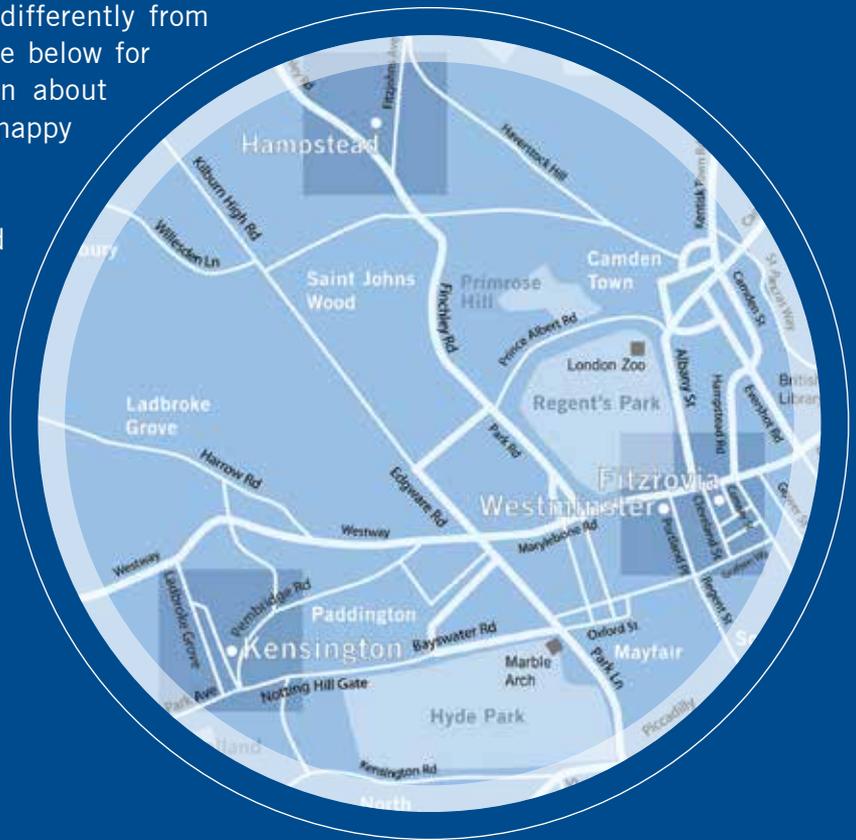
Located in some of the most desirable residential locations in London, we have two Primary schools for 3-11 year olds: Southbank Hampstead is an attractive, purpose-built school behind an Edwardian style façade; Southbank Kensington is a charming building, originally two original Victorian villas, a couple of minutes from Notting Hill Gate tube station.

Both Primary schools feed into Southbank Westminster (11-16 year olds) situated in a superb Grade II listed building, the one-time home of writer Frances Hodgson Burnett, with sumptuous architectural features based on the sketches of Robert Adam (1773). The campus is a stone's throw from Regent's Park and has an annexe for IB Diploma students (16-18/19 year olds) in Conway Street.

Southbank is most definitely not a typical school. There is no uniform, the admissions process requires qualities in addition to academic attainment and students consistently go on to be high achievers. We use London as our classroom, taking full advantage of the city's cultural riches. All Primary students from the age of 5 upwards learn to play a musical instrument. Virtually all students go on to university and their examination results place Southbank in the top division of schools in Britain for academic performance.

Southbank's classes are organised slightly differently from some national school systems. See the table below for comparisons. If you would like information about other systems, our Admissions staff will be happy to provide this.

Southbank is an energetic, enthusiastic and engaged community. Our students' and parents' determination to take action and make a difference means the school raises many thousands of pounds each year for local, national and international charities.



	Age (on 1 Sept)	Southbank Class	UK	USA	India	France	Japan
Primary Years Programme	3 years 2 months	Early Childhood 3 (EC3)	Nursery	Nursery	Nursery	Petite Section	K1
	4+	Early Childhood 4 (EC4)	Reception	Pre-K	Lower K	Moyenne Section	K2
	5+	Kindergarten	Year 1	Kindergarten	Upper K	Grande Section	K3
	6+	Grade 1	Year 2	Grade 1	Std. 1	Course Préparatoire	Grade 1
	7+	Grade 2	Year 3	Grade 2	Std. 2	C.E.1	Grade 2
	8+	Grade 3	Year 4	Grade 3	Std. 3	C.E.2	Grade 3
	9+	Grade 4	Year 5	Grade 4	Std. 4	C.M.1	Grade 4
	10+	Grade 5	Year 6	Grade 5	Std. 5	C.M.2	Grade 5
Middle Years Programme	11+	Grade 6	Year 7	Grade 6	Std. 6	Sixième	Grade 6
	12+	Grade 7	Year 8	Grade 7	Std. 7	Cinquième	Grade 1
	13+	Grade 8	Year 9	Grade 8	Std. 8	Quatrième	Grade 2
	14+	Grade 9	Year 10	Grade 9	Std. 9	Troisième	Grade 3
	15+	Grade 10	Year 11	Grade 10	Std. 10	Deuxième	Grade 1
Diploma Programme	16+	Grade 11	Year 12	Grade 11	Std. 11	Première	Grade 2
	17+	Grade 12	Year 13	Grade 12	Std. 12	Terminale	Grade 3

Here's what other people have said about us:

"The learning programme at Hampstead is broad, rich, balanced, varied and interesting... Students feel safe in school and valued as individuals and their pastoral care is excellent." *SIS Inspection Report 2013 for Southbank Hampstead*

"The quality of education is good, with a significant number of outstanding features... Behaviour is excellent. Students are very well cared for... Teaching is overall of high quality." *SIS Inspection Report 2013 for Southbank Kensington*

"Student's personal development is excellent.. The result is a thriving international community with a strong focus on learning... The quality of teaching and assessment is good." *SIS Inspection Report 2013 for Southbank Westminster*

"All initially shy, bookish children, they have developed the confidence to stand up for, and explain, their ideas... They have interesting ideas...and know that if they bring them to school they will be listened to and valued, even if not put into practice. They are conscious that the world is made up of different people and thrive on their different cultures and ideas. They have no qualms in researching a topic if it interests them, whether part of their homework or not. They can stand up and speak in front of a crowd with confidence...I am awed at how incredible my children are becoming thanks to the PYP." *Comment from Parent Survey*

"New students may think that they will have no friends because they are from a different place. But this is an international school so they will make friends from all over the world. Southbank International is a great school to be part of." *Current PYP student*

"My child is learning maths and science well ahead of my expectations. More importantly, she loves learning and looks forward to going to school. But I also appreciate the emphasis on creative skills like drawing and communicating, as well as physical education. Overall, the experience is very well rounded and the teachers are fantastic." *Comment from Parent Survey*

"My son, who is three, is learning so much without realizing he is learning. The program is highly interactive and he loves to join in. He is challenged by his teachers in a very age appropriate manner." *Comment from Parent Survey*

"We can't think of a better place for our son and daughter to be in! We just think that the way you teach is the best way for a child/person to learn and an amazing way to get them ready for the world." *Prospective parent, after visiting our Information Morning*

"There's a lot being written, a lot being questioned about why so many of our youth are irresponsible, feckless, and lacking motivation, courtesy, understanding and respect. We may be no closer to the answer, but I can tell you one thing. There's a very good antidote nestled firmly in the heart of London, and these kids are role models for their generation – and generations to come. Of course it may have something to do with strong teaching, and an even stronger moral code, but my feeling is that it has more to do with belief and expectations, and the results could not be more conclusive." *From an article in SecEd magazine*

Southbank is authorised (and regularly evaluated) by the IB. It is also a member of the UK Independent Schools Association (ISA) and is inspected by the Schools Inspection Service (SIS). Southbank is a member of the Council of International Schools (CIS), a founder member of the London International Schools Association (LISA) and the International Baccalaureate Schools and Colleges Association of the UK and Ireland (IBSCA), and a member of the International Schools Sports Association (ISSA).

For more information, including details of fees and how to apply, visit www.southbank.org



MISSION STATEMENT AND CORE VALUES

Southbank International School is committed to developing students who are internationally minded, independent, enthusiastic about life and learning, and imbued with a sense of service to others. Our school strives for excellence in a happy, caring community founded on integrity and respect.

CORE VALUES

Southbank aims to be:

an international school that:

- respects every individual
- has a curriculum that reflects the international nature of the school
- regards the international backgrounds of its student body as a cause for celebration
- provides a language rich environment and encourages students to study their own language
- promotes active service to the wider community

an open, inclusive community that:

- treats everyone with fairness
- listens to and treats with respect those with different points of view
- makes decisions after wide consultation and seeks consensus
- establishes community spirit through responsibility and accountability
- empowers its members to be proactive
- encourages parents, students and teachers to work together

a school without walls that:

- is open to the outside world and uses London as the classroom
- encourages and supports innovation
- gives rein to the creativity and imagination of its members
- is a community in which all of its members see themselves as learners

a school meeting the individual needs of its students that:

- adapts to different learning styles, interests and aptitudes
- has high expectations in all areas
- believes that everyone can succeed.

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 organisation works with schools, governments and international organisations 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.



The International Baccalaureate Diploma Programme

The International Baccalaureate (IB) Diploma Programme (DP) is a challenging two-year curriculum for students in Grades 11 and 12 (16-18/19 years old). The DP encourages students to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with and understand people from other countries and cultures. It prepares students for the next stage in their education and the qualification is widely-recognised by the world's leading universities. At Southbank, teaching groups normally contain between five and 16 students.

The IB Diploma is a rigorous and balanced programme that comprises:

- six subjects (three at Higher Level and three at Standard Level). An additional (seventh) subject can only be added to a student's programme if it can be accommodated within the published timetable
- Creativity, Action, Service (CAS) activities
- a high-grade critical thinking course entitled Theory of Knowledge (ToK)
- an Extended Essay (a substantial research paper) of about 4,000 words written largely during the second semester of Grade 11 through to the end of the September of Grade 12.



In addition to the core requirements at the centre of the diagram on page 6, students have to choose subjects in each of the first five groups. The sixth subject is chosen either from Group 6 or one of the other groups. At Southbank we offer the following subjects within each group:

Group 1: Studies in Language and Literature

Language A: Literature Higher Level and Standard Level

Language A: Language & Literature Higher Level and Standard Level

All students must study at least one of the courses above. Also, a path for a bi-lingual diploma is to take two Group 1 courses each in a different language in any combination. English, French and Spanish are provided within the school fees. Many other language courses are available at an additional cost. Some already being taught are: Arabic, Chinese, Danish, Dutch, Finnish, German, Hebrew, Italian, Japanese, Norwegian, Portuguese, Russian, Swedish and Turkish.

Group 2: Language Acquisition

Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin the course.

Language ab initio Standard Level - a beginner language course

Language B Standard Level - language acquisition course designed for students who have reached an intermediate level of proficiency in the target language and are ready to start studying some literature

Language B Higher Level - learning acquisition course designed for students who have reached an intermediate level of proficiency in the target language and are ready to start studying some literature

French and Spanish are offered within the school fees. Many other Group 2 languages are offered at an additional cost. Students may be able to take two Group 2 language courses.

Group 3: Individuals and Societies

Business & Management Higher Level and Standard Level

Economics Higher Level and Standard Level

Geography Higher Level and Standard Level

Modern History Higher Level and Standard Level

Group 4: Experimental Sciences

Biology Higher Level and Standard Level

Chemistry Higher Level and Standard Level

Environmental Systems & Societies Standard Level

Physics Higher Level and Standard Level

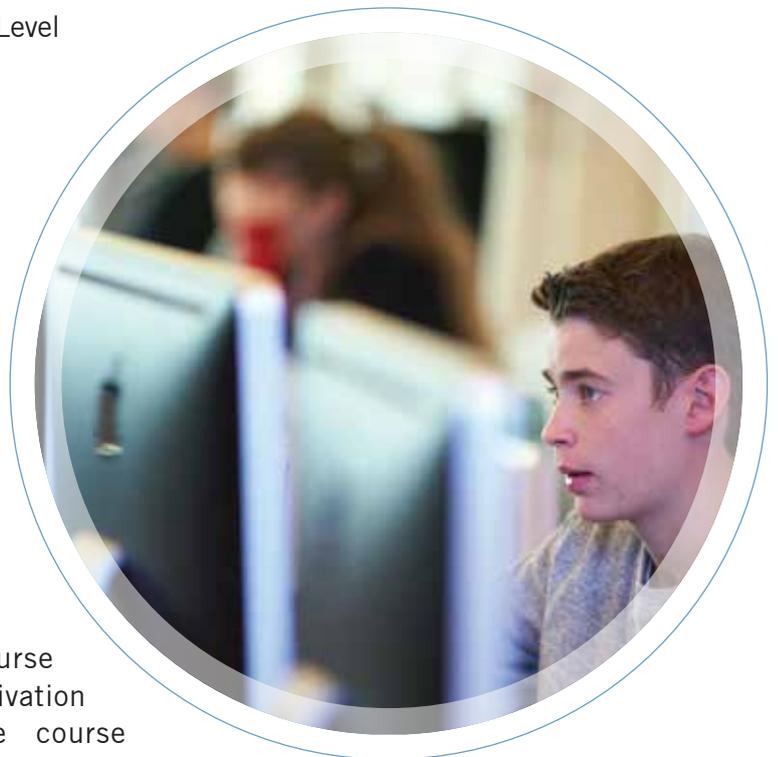
Group 5: Mathematics

Mathematics Higher Level and Standard Level

Mathematical Studies Standard Level

Further Mathematics Higher Level, only as an additional subject.

The appropriate level of Mathematics course depends on a student's ability, interest, motivation and requirements for university entry. The course selection process consists of two parts. Students are given a one hour test based on the presumed knowledge for the three courses. This takes place in Grade 10 for existing Southbank students and at the start of Grade 11 for new students.



Students are also provided with information about the different courses, and opportunities to discuss appropriate choices with the mathematics department staff. Once the courses start in Grade 11 there is further monitoring to ensure the best course has been chosen.

Group 6: The Arts

The choices in Group 6 are:

Film Studies Higher Level and Standard Level

Music Higher Level and Standard Level

Theatre Arts Higher Level and Standard Level

Visual Arts Higher Level and Standard Level

NB: It is not possible to take more than one subject in Group 6. Instead of choosing a Group 6 subject a student may select two subjects from another group.

Underpinning the whole IB Diploma Programme is the **IB Learner Profile** whose 10 attributes characterise successful learners as people who are:

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.

Courageous - 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.

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.

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.

Southbank International School's Learner Profile is based on the IB learner profile © International Baccalaureate Organization.

COURSE SELECTION

Students select subjects to study over two years. The demand for courses is assessed and the resulting timetable may prevent certain combinations of subjects. Prospective IBDP students need to read and complete the course selection form. We are happy for new IBDP students and their parents to make an appointment with the Deputy Principal Senior School to discuss choices before finalising the course selection once the student is enrolled in the school. Students also receive counselling from their subject teachers and advisors as to the appropriate nature of their subject and level selections.

Some of the questions to be considered are:

- Where do the student's strengths lie? What are his/her "best" subjects?
- Is a direction emerging for future study e.g specialisation in the sciences, languages, etc.?
- Is the subject of university study decided? If so, what are the implications for Diploma course choice?

Sometimes a student does not follow the full Diploma Programme of the International Baccalaureate. In this case a programme of five or six courses may be chosen which can be accommodated within the published timetable. All courses are IB courses. There are no parallel classes for those students not taking the full Diploma.

What is the difference between Higher and Standard Level?

Higher Level courses involve about 50% more work.

What happens if a student is unhappy with their course choice?

Students may make changes to their chosen programme up to the end of September of Grade 11. Any request for changes must be made on the "Course Add/Drop" form. After the end of September deadline, course changes may be initiated by teachers if they consider a change to be in the student's interest.

HOMEWORK ASSIGNMENTS

On average, Grade 11 and 12 students can expect three hours of homework per night plus reading assignments for Literature and History. Homework is an integral part of the curriculum and must be completed by the time and date set by the teacher. If students or parents feel that students are not being given the appropriate amount of homework, they should talk to the subject teacher concerned or to the advisor.

ASSESSMENT

Students are assessed mainly by examination at the end of two years. Please see the individual course descriptions for more detailed information.

CERTIFICATES AND DIPLOMAS

[The High School Diploma](#)

For those students planning to go to a university in the USA or Japan it is important to gain the "High School Diploma". This is awarded on successful completion of four years of High School.

Most courses that meet for three or four hours each week for a year earn 1 credit. Courses that meet for two hours a week earn 0.5. A credit is earned for each course in which a “3” or better is achieved in both semesters of the school year. IBDP courses are considered to be at honours level and Higher Level courses are awarded 1.5 credits per year. Standard Level courses are awarded 1 credit per year.

The [High School Diploma with Honours](#) is awarded by Southbank to any student who completes two years of study at the full IB Diploma Programme level. This is above and beyond the High School Diploma and recognises the extra achievement involved. All IB courses are regarded as honours level on the student’s record of achievement/ transcript.

IB Diploma Course Programme

IB grades are awarded in individual IB subjects largely on the basis of an external examination in each subject, normally at the end of the two-year programme of study. IB courses at Higher Level with good grades can earn Advanced Placement or first year credit at some American universities.

IB Diploma

Students wishing to enter British, European or many Canadian universities will normally need the IB Diploma. Each of the six subjects is awarded from one to seven points and to gain the IB Diploma a student has to achieve (among other requirements) 24 points (an average of four per subject).

There is a total of three additional points available for the Extended Essay and the Theory of Knowledge course together. The points contributing to the Diploma must satisfy certain other criteria as well. For example students must not score less than three points in a Higher Level subject or less than two in any Standard Level subject.



IB Diploma Programme

Core Elements



CAS (CREATIVITY, ACTIVITY, SERVICE)

IBDP students, in addition to their academic requirements, are expected to be involved in CAS activities.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

The IB goals of educating the whole person and fostering a more compassionate and active citizenry come alive in an immediate way when students reach beyond their books and themselves. The CAS requirement is a fundamental part of the IBDP and takes seriously the importance of life outside the world of school, providing a refreshing counterbalance to academic studies.

The three areas of activity covered are:

Creativity - interpreted broadly to include a range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.

Examples at Southbank might include: working in the school play or on the yearbook; contributing to the school newspaper; designing posters and flyers for fundraising events; Christmas Carol singing for charity.

Activity - includes not only participation in individual and team sports, but also taking part in expeditions and in local or international projects.

Examples at Southbank might include taking part in a project to support a school or orphanage in Africa or working at a local city farm in London.

Service - this encompasses a host of community and social service activities both within and outside of school.

Examples at Southbank might include: organising and hosting a Tea Dance for Age Concern members; taking elderly people Christmas shopping at a local shopping centre; computer coaching for local people; hosting after-school homework clubs for children from other schools; working for a local disability sports club; undertaking work placements at a local hospital.



Southbank has a CAS Co-ordinator who is responsible for providing a varied choice of activities for students – many of which can also be matched to the students' university and career aspirations.

Through all these activities, students should develop greater awareness of themselves and concern for others, as well as the ability to work co-operatively with other people.

A system of self-evaluation encourages students to reflect on the benefits of CAS participation for themselves and others, and to evaluate the understanding and insights acquired. CAS can be a lot of fun and students should try to find activities in which they are interested.

THEORY OF KNOWLEDGE (ToK)

Theory of Knowledge is central to the IBDP and is compulsory for all Diploma students. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers and of the complexity of knowledge, and to recognise the need to act responsibly in an increasingly interconnected world.

The classes are predominantly discussion-based. Key topics explored include: ways of knowing, such as emotion, reason, perception and language; and, areas of knowledge such as the natural sciences, the human sciences, history, the arts, ethics, and mathematics.

School-based assessment of the course comprises class discussion, oral presentations and essays. At the end of the second year, IB Diploma students are required to submit one essay of 1,200–1,600 words in length for external assessment. In addition each student gives an oral presentation which is internally assessed and externally moderated.

EXTENDED ESSAY

Each student must complete a 4,000-word research essay in a subject of special interest to them which is usually linked to one of their Higher Level subjects. The essay should take approximately 40 hours of private study and helps develop the independent research and writing skills needed for university.





Southbank Fitzrovia - our IB Diploma campus - overlooks London's beautiful Fitzroy Square



A School Without Walls

LONDON AS OUR CLASSROOM

Learning does not happen only within school – all our students learn from the rich resources of London and beyond. They will visit museums, historic buildings, galleries and theatres; and attend student conferences and lectures.

As part of the Creativity, Action, Service (CAS) programme, a proportion of the Service element must be involved with the community outside of school.

A great variety of trips, visits and projects take place throughout the year, but Discovery Weeks are perhaps the most special event. Shortly after the beginning of the first term students in Grade 11 go away on residential courses for four days. This allows new and returning students to work and enjoy themselves together in a setting outside the classroom. Students learn to co-operate, develop leadership skills and meet new challenges with one another. New students return more integrated into the school. Community and Service credit is given for this.

The programme changes for the different year levels:

Grade 11 visit Devon for Community Service, and complete light outdoor pursuits, first aid, personal safety and other items relevant to Personal and Social Education.

Instead of going away, Grade 12 students stay at school for a Study Week which concentrates on completing the Extended Essay, other key components of subject coursework and internal assessment projects, and starting university applications. This is an extremely important week and sets the students on the correct path for success in the May examination session.



CAREERS AND UNIVERSITY COUNSELLING

Information and advice are available on all aspects of career and university choice. Students attend information sessions about planning for university in both the UK and US systems. We have two dedicated university counsellors (one specialising in North American and American-style universities and one specialising in the UK and covering other university systems worldwide). Both counsellors are available for individual appointments, and evening presentations are organised to inform parents about university planning and entrance procedures.

Throughout the year, admissions officers from UK, North American, and European universities visit the school, and Grade 11 students are taken to a university fair where they have the opportunity to meet representatives from all UK universities. In the final term of Grade 11, students are encouraged to visit universities in the UK for their Open Days. There is also a US University Fair hosted by the Fulbright Commission every September called USA College Day. Southbank students can attend this and meet representatives from a whole host of colleges in one place.

Students heading to universities in certain countries, like the USA or Japan, will usually need to take standardised tests to support their university applications. Southbank provides opportunities for students to take US tests like the PSAT (Preliminary Scholastic Aptitude Test) and the SAT (Scholastic Aptitude Test). Students may wish to participate in London-based SAT preparation courses such as those offered by Stanley Kaplan, Logic ST and Cates Tutoring. There is also an online SAT preparation programme provided by the College Board.

Southbank uses Naviance, an externally hosted service accessible over the internet and supported by most modern web browsers. 'Family Connection', which is part of Naviance, is available for parents and students to help them prepare for university and career planning in the US. It also offers 'PrepMe', which is an SAT preparation course online, individualised for each student.

In the third term, a day is set aside for Grade 11 to participate in careers programming with visiting professionals.



THE LIBRARY RESOURCE CENTRE/INFORMATION LITERACY

The Library Resource Centre (LRC) at Conway Street supports the IB Diploma Programme fully with the acquisition of suitable texts, resources and subscriptions to online databases. Some 3,800 books, DVDs, audiotapes, magazines, local and national newspapers and university prospectuses are available to students in Grade 11 and Grade 12 in the LRC.

The LRC provides a rich learning environment for students and staff. A bank of networked computers with full internet access and key applications allows all students to print out their work. iPads are available for class use or for quick research at school. Students can bring in their laptops and take advantage of the wireless network. A small archive of key topics is culled from the collection of newspapers and magazines for student and staff use.

The importance of academic honesty is highlighted. The librarian issues a research pack to Grade 11 students embarking on the Extended Essay, and in addition refers students to likely research libraries for further study. Southbank has an archive of past essays covering the period from 1996 to the present day, available to consult in the library. Students receive guidance on planning, preparing bibliographies, footnoting, citations and the research process as part of the Information Literacy programme for Grade 11 and Grade 12 students. These are taught in the LRC and the Conway Street hall. Purdue Owl is a recommended site when organising citations and references: <http://owl.english.purdue.edu/owl/resource/school/>

Students can consult the librarian about suitable books, resources and websites. A web directory is available to all students and staff online and in hard copy. Specially tailored booklists are prepared for all students on request and students can suggest titles that they would like to see in the LRC and suggest further titles for adoption in the summer reading lists generated by the co-operation between the LRC and English Department. Reading for recreation informs part of the planning for all students in Grade 11 and 12. The librarian also gives one-to-one and whole class advice on time management and information on careers and universities.

The Access-It Library Management System has been available for staff and students since 2009. Also available to students and staff is the online encyclopaedia called Encyclopaedia Britannica Online (accessible via <http://school.eb.co.uk>). Other databases are available by subscription to students and staff on request, including www.easybib.com which helps students organise their citations and references. JSTOR, a large online database of academic articles from over 50 disciplines is available to Grade 11 and Grade 12 students, as is the vast online resource from EBSCO called Academic Search Complete.



SPORT AND PHYSICAL EDUCATION

As Southbank is an IB school which follows the IB Middle Years and Diploma Programmes, Physical Education is not offered as a subject after Grade 10, but instead is incorporated into CAS.

Southbank is a member school of the International Schools Sports Association (ISSA) through which students aged over 14 can participate in annual tournaments in football (soccer), volleyball, basketball and golf. To complement our involvement in this competition, games are arranged throughout the season against other schools (usually to be played within normal practice times) as a form of preparation for these tournaments. Students can also participate in Cognita Schools' volleyball and London Schools' track & field.

ISA = Independent Schools Association

ISSA = International Schools Sports Association

Sports offered in the after-school programme

Term 1

ISA swimming	October/November (participation by invitation only)
ISSA football – boys	Tournament: beginning of November
ISSA volleyball – boys	Tournament: beginning of November
ISSA volleyball – girls	Tournament: beginning of November
ISSA basketball – boys and girls	Training begins after completion of volleyball

Term 2

ISA cross country	Early February (participation by invitation only)
ISSA basketball – boys and girls	Tournament: mid-March
ISSA football – girls	Training begins after completion of basketball
Golf – open	Training begins after completion of basketball

Term 3

ISSA badminton and tennis	Tournament: mid-May
ISSA football – girls	Tournament: early May
ISA tennis	Tournament: mid-May
ISSA golf – open	Tournament: mid-May
ISA track & field	June.



PERSONAL AND SOCIAL EDUCATION (PSE)

One advisory lesson per week is devoted to PSE, for Grade 11 and Grade 12 students, and focuses on their personal development and life and career choices. Guest speakers are invited to the school to give expert advice on alternative lifestyles, sexual health education and personal finance matters. Further time is allocated to study skills, time management, the writing of CVs, applying to universities in the UK, USA and elsewhere, the nature of academic honesty, the school's acceptable use policy, drugs, alcohol and tobacco awareness and the Extended Essay. Political awareness and citizenship lessons are also taught in the PSE programme. The Deputy Principal Senior School gives advice on the preparation for mock and IB Diploma exams, exam registration and assessment matters. The Student Counsellor helps students plan for the future and can be consulted on issues arising from the programme. Students are encouraged to provide feedback about the course to their Advisors. Care is taken in selecting key textbooks, weblinks, newspaper/journal articles and DVDs.

LEARNING SUPPORT

Southbank offers learning support in accordance with the aims of the International Baccalaureate, that: "All students should be allowed to demonstrate their academic ability."

The goal of the learning support department is to assist students with any learning difficulties within the Diploma Programme. The learning support teacher works closely with students, advisors, parents and teachers in a team approach to support the student as they work towards their academic goals. Please note that the curriculum is not altered or modified in any way. Organisational support only is provided.

All students must have an up-to-date educational psychologist report in order to receive assistance from the learning support department. Minor accommodations can be made to a student's testing environment, within the guidelines set by the International Baccalaureate, following advice from an educational psychologist.



REPORTING

The purpose of assessment in the Diploma Programme is to provide students, parents and teachers with the information they need to help identify student strengths and weaknesses and so to plan the next steps in learning. This information is provided for Grade 11 through:

- interim grades (These are an indication of the progress made in the course up to this point but are not officially recorded on school transcripts)
- conferences between parents, teachers and students
- two full reports
- occasional incidental reports about progress, achievements or particular concerns (any time).

Grade 12 receive a full report in December and mock exam results together with a full report in early February. Attainment grades are on the IB scale of 7 (excellent achievement against all criteria) to 1 (very poor achievement). There is also a letter grade for effort.

See the table below for an explanation of attainment and effort grades.

Attainment Grades		Effort Grades	
7	Excellent	A	Excellent
6	Very Good	B	Very Good
5	Good	C	Good
4	Satisfactory	D	Mediocre
3	Weak	E	Poor
2	Poor	NA	Not Assessed
1	Very Poor		
NA	Not Assessed		

NB Please note that effort grades do not appear on official school transcripts

Attainment Grades criteria	Effort Grades criteria
<ul style="list-style-type: none"> • acquisition of skills, knowledge and understanding • quality of written work and homework • quality of oral contributions • quality of proactical work/performance • level of consistency 	<ul style="list-style-type: none"> • positive attitude towards learning • meets deadlines and submits work promptly • willing to think and enquire • involved and attentive in class • well organised • work neatly presented • willing to work collaboratively with others

Attainment Grades EAL only	
B	Beginners
E	Elementary
LI	Lower Intermediate
IN	Intermediate
UI	Upper Intermediate
A	Advanced

AFTER THE DP, WHAT NEXT?

After successfully completing the IB Diploma Programme, Southbank students go to top universities around the world, including University of Oxford, University of Cambridge, LSE and Imperial College in the UK; University of Pennsylvania, Stanford University, Yale University, University of Columbia, University of California Berkeley and New York University in the USA; University of Tokyo in Japan; McGill University in Canada; and leading universities throughout Europe, including University of Stockholm and Università Bocconi.

Worldwide, there have been over half a million IB Diploma Programme graduates in more than 140 countries since 1968.

If a student leaves Southbank before he or she completes their IB education, there are more than 2,300 schools in 141 countries authorised to deliver the IB Diploma Programme.

We are developing an alumni network, which ensures that past students keep in contact with the school and students, and their families are encouraged to come back and visit when they are in town.



IB Diploma Programme Course Descriptions

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

All Diploma candidates are required to study a Language course in Group 1. This will normally be the candidate's best or native language. Students may study their native tongue on the assumption they have mastered fundamentals of the language before embarking on this course, and therefore the mechanics of the language will be treated incidentally. Students will, however, be encouraged to improve oral and written fluency through experience. English, French and Spanish are provided without additional charge, and many other languages are available at extra cost. Some taught are: Arabic, Chinese, Danish, Finnish, German, Hebrew, Italian, Japanese, Norwegian, Portuguese, Russian, Swedish and Turkish. Other languages can usually be offered as required.



LANGUAGE A: LITERATURE (HIGHER LEVEL AND STANDARD LEVEL)

The IB Diploma course is designed to encourage creative, analytic and intellectual growth and to give students the necessary skills to prepare them for important internal and external assessments. During the course, students develop a sophisticated understanding of literary texts, and explore the distinctive intentions of writers from a variety of cultures. The ability to recognise the techniques used to create individual works is an important focus. The detailed study of different genres and periods and the relationships between different works are given considerable emphasis to strengthen literary analysis, and promote the enjoyment of reading literature in an informal manner. It is a highly academic course in the study of literature at both Higher Level and Standard Level, and students are expected to develop writing and oral skills to a sophisticated level.

The course is divided into four sections as follows:

	Standard Level (10 literary works)	Higher Level (13 literary works)
Part 1: Works in translation	A literary study of two works in translation	A literary study of three works in translation
Part 2: Detailed study	Close study and analysis of two works, each of a different genre	Close study and analysis of three works, each of a different genre and one of which is poetry
Part 3: Literary genres	Literary study of three works of the same literary genre	Literary study of four works of the same literary genre
Part 4: Options	Three works are chosen by the school; the approach to the study of works is chosen from four options	Three works are chosen by the school; the approach to the study of works is chosen from four options

Assessment

Assessment at the end of the course consists of two written examinations (45%), an externally marked written assignment (25%) and oral presentations (30%).



LANGUAGE A: LANGUAGE & LITERATURE (HIGHER LEVEL AND STANDARD LEVEL)

The Language & Literature course focusses on the use of language in many different contexts. Students study works from a variety of sources and genres, both literary and non-literary. They learn critical techniques that allow them to analyse meanings created by language as it is used for different social and cultural purposes. There is also a focus on developing students' ability to use a range of oral and written forms of language to analyse, justify and evaluate ideas.

The course is divided into four sections as follows:

	Standard Level	Higher Level
Part 1: Language in cultural context	Texts are chosen from a variety of sources, genres and media	Texts are chosen from a variety of sources, genres and media
Part 2: Language and mass communication	Texts are chosen from a variety of sources, genres and media	Texts are chosen from a variety of sources, genres and media
Part 3: Literature texts and contexts	Two literary works, one of which is a work in translation	Three literary works, one of which is a work in translation
Part 4: Literature – critical study	Two literary works, each chosen from the IB's prescribed book list for the language studied	Three literary works, all of which are chosen from the IB's prescribed book list for the language studied

Assessment

Assessment at the end of the course consists of two written examination papers (50%), externally marked written assignments (20%) and oral presentations (30%).



GROUP 2: LANGUAGE ACQUISITION LANGUAGE B (HIGHER LEVEL AND STANDARD LEVEL)

Language B is a language acquisition course developed at two levels: Standard Level and Higher Level (both for students with some background in the target language). While acquiring a language, students explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The Language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at Standard Level and Higher Level, plus two literary works at Higher Level, students build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive and interactive skills.

Standard Level and Higher Level are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at Higher Level, and the level of difficulty and demands of assessment and assessment criteria.

The core, with topics common to both levels, is divided into **three** areas and is a required area of study:

- Communication and media
- Global issues
- Social relationships

In addition, at both Standard Level and Higher Level, teachers select **two** from the following **five** options:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Also, at Higher Level, students read **two** works of literature.

English, French and Spanish B are offered free of charge. The following languages may be offered at an additional cost: Arabic, Chinese, Danish, Dutch, Finnish, German, Hebrew, Hindi, Italian, Malay, Polish, Portuguese, Japanese, Norwegian, Russian and Swedish.

Assessment

Assessment at the end of the course consists of two written examination papers (50%), an externally assessed written assignment (20%) and oral presentations (30%).

NOTE: ENGLISH 'B' IS ONLY OFFERED AT HIGHER LEVEL



LANGUAGE AB INITIO (STANDARD LEVEL)

This language learning course is designed for students with little or no experience of learning the target language, and who do not normally live in the country where the language is spoken. The main aim is to provide the learner with the necessary linguistic tools to respond and interact appropriately in a defined range of everyday situations.

Through the study of three themes: Individual and society, Leisure and work, Urban and rural environment, students should gain an insight into the culture and civilisation of the country or countries where the language is spoken. Intercultural understanding or the ability to demonstrate an understanding of cultural diversity and/or similarities between the target language and the students' own is at the heart of the ab initio programme.

Each ab initio language has a language-specific syllabus.

French and Spanish at ab initio level are offered free of charge. The following languages ab initio may be offered at an additional cost: Arabic, Chinese, German, Italian, Malay, Japanese and Russian.

Assessment

Assessment at the end of the course consists of two written examination papers (55%), an externally assessed written assignment (20%) and oral presentations (25%).



GROUP 3: INDIVIDUALS AND SOCIETIES ECONOMICS (HIGHER LEVEL AND STANDARD LEVEL)

The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, Economics uses scientific methodologies that include quantitative and qualitative measures. The course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

The Economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level.

At both Standard and Higher levels, candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics with some sub-topics within these reserved solely for Higher level. These sections are assessed by two examinations at Standard level and three examinations at Higher level. In addition to the examination, candidates must submit an internal assessment. Both Standard level and Higher level Economics students must produce a portfolio of three commentaries based on articles from published news media.

Assessment

Two exams are set externally lasting 2 hours and 1 hour (75%). These consist of short response questions and essays questions. Internal assessment is comprised of a report of a simple experimental study conducted by the student (25%).

MODERN HISTORY (HIGHER LEVEL AND STANDARD LEVEL)

Far more than a simple narrative of events, the study of history involves recording, reconstructing and interpreting past events through the investigation of a variety of sources.

Throughout the course, students engage in dialogue with both primary accounts and the work of historians, and thus develop a deeper appreciation of the limitations of sources of evidence and differing historical interpretations. Underpinning this, students must develop a sound knowledge of the events of the periods studied and a good working knowledge of historical methods.

The course equips students with skills required by many of the professions, including analysis, synthesis of information and the capacity to write formal essays and debate.



Students have the opportunity to attend historical conferences which afford them the chance to hear distinguished academics speak on topics directly relevant to their studies. Students take advantage of the school's location and explore the many historical sites and museums in and around London.

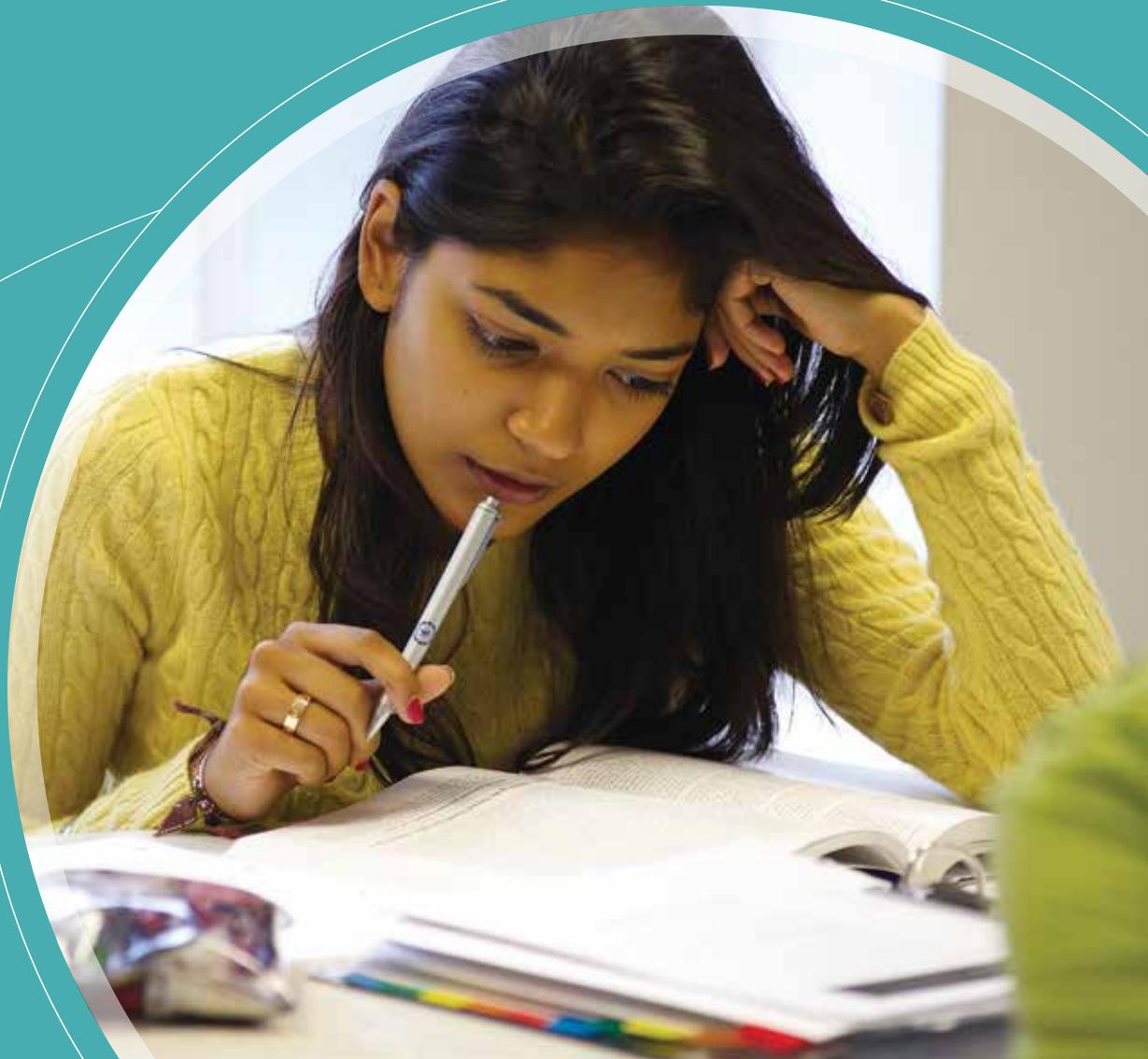
Assessment

At the end of the course all students sit a one hour examination paper based around document analysis on the topic of peacemaking, peacekeeping - international relations 1918–36.

All students also sit a one and a half hour paper which requires them to choose two essays from a wide choice of topics. The main themes are the causes, practices and effects of wars, the origins and development of authoritarian and single-party states, and the origins of the Cold War. The course addresses these themes from a global perspective, and the students have the opportunity of study a fascinating range of topics such as the Russian Civil War, Mao's China and the causes of World War II.

Higher Level students also sit a two and a half hour paper during which they write three essays on questions related to the history of Europe and the Middle East. This requires a deeper knowledge of many of the topics studied for the other papers. In addition, Higher Level students also study Russia during the tumultuous years of 1853-1924.

All students complete a coursework investigation of around 2,000 words on a subject of particular interest to them.



GEOGRAPHY (HIGHER LEVEL AND STANDARD LEVEL)

Geography at both Standard and Higher Levels emphasises a variety of geographical skills such as: interpreting and analysing geographical material, formulating and undertaking geographical investigations, using quantitative methods of analysis, reading and interpreting maps, and producing written material.

The development of an understanding of the interrelationships between people, places, spaces and the environment; the development of a concern for human welfare and the quality of the environment; understanding of the need for planning and sustainable management; the appreciation of the relevance of geography in analysing contemporary issues and challenges; and development of a global perspective of diversity and change, all form the basis of the IB Geography syllabus.

Both Standard and Higher Level students examine the core themes of Patterns and Change:

- Populations in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resources consumption.

Two optional themes are required at Standard Level; three optional themes are required at Higher Level:

- Fresh water - issues and conflicts
 - Hazards and disasters – risk assessment and response (Higher Level only)
 - Food and Health

There are seven compulsory topics in the Higher Level extension of 'Global Interactions':

- Measuring global interactions
- Changing space – the shrinking world
- Economic interactions and flows
- Environmental change
- Sociocultural exchanges
- Political outcomes
- Global interactions at the local level.

Assessment

Standard Level students are assessed on the basis of two externally-set exams (Paper 1 and 2 comprising 80% of the mark) and one piece of fieldwork (comprising 20% of the mark). Fieldwork of drainage basins, settlement and sand dune succession is a compulsory part of the course and takes place in the spring of the first year in Morocco.

Higher Level students are assessed on the basis of two externally-set exams (Paper 1 and Paper 2 comprising 80% of the mark). Fieldwork (comprising 20% of the mark) on drainage basins, settlement and sand dunes succession is a compulsory part of the course and takes place in the spring of the first year in Morocco.

BUSINESS & MANAGEMENT (HIGHER LEVEL AND STANDARD LEVEL)

This course covers the following aims and topics:

- how and why individuals form organisations
- organisational problems and life cycles
- the variety of organisations that exist including profit-making and non-profit-making organisations
- the principles of organisation and the techniques widely practised in the ongoing process of decision-making
- the interdependency of organisations and the effect on problem-solving
- the role of individuals and groups within organisations.

The main themes of organisational resources and challenges are set against a background of decision-making, communication and change.

Assessment

For both Standard (SL) and Higher Level (HL) there is an external examination weighting to 75% of the module (subject) component consisting of two separate papers (Paper 1 and Paper 2).

Similarly, for both Levels there is an internal assessment weighting to 25% of the module (subject) component. The internal assessment consists of a report (under supervision of an IB teacher) which would address an issue facing an organisation(s) or analyses a decision to be made by an organisation(s). Students must gather primary research; however, HL students incorporate HL extension material from the syllabus.



GROUP 4: EXPERIMENTAL SCIENCES

The study of science at Diploma level aims to develop in students an appreciation of the nature of the scientific method and the important role that scientific knowledge and its applications play in society. The curriculum addresses the international nature of science and its potential for solving problems that transcend national boundaries.

Both Higher Level and Standard Level students develop knowledge and skills that will allow them to continue their study of science at more advanced levels, but Higher Level students study more topics in more depth and some background in the subject is desirable before starting the course.

Assessment

Approximately 25% of class time is spent on internally-assessed practical work. This includes a 10-hour interdisciplinary investigation involving all science students, referred to as the Group IV project.

All science students are externally-assessed by three examination papers:

Paper 1 (multiple choice)

Paper 2 (structured questions on core syllabus)

Paper 3 (structured questions on optional topics).

BIOLOGY (HIGHER LEVEL AND STANDARD LEVEL)

- Statistical analysis
- Cells
- The chemistry of life
- Genetics
- Ecology and evolution
- Human health and physiology

Higher level also study:

- Human health and physiology
- Nucleic acids and proteins
- Cell respiration and photosynthesis
- Plant science
- Genetics
- Human health and physiology

CHEMISTRY (HIGHER LEVEL AND STANDARD LEVEL)

Topics studied in Grade 11:

- Stoichiometry and atomic theory
- Bonding
- Energetics
- State of matter
- Equilibria
- Acids and bases
- Oxidation and reduction
- Periodicity
- Group IV project.



Topics studied in Grade 12:

- Kinetics
- Organic chemistry
- Chemical industries
- Examination preparation including revision and practise on past exam papers.

ENVIRONMENTAL SYSTEMS AND SOCIETIES (STANDARD LEVEL)

Through studying Environmental Systems and Societies (ES&S) students will be provided with a coherent perspective of the interrelationship between environmental systems and societies. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues.

ES&S is an interdisciplinary course. Because it is an interdisciplinary course, students can study this course and have it count as either a group 3 or a group 4 course or as both a group 3 and group 4 course. This leaves students the opportunity to study (an) additional subject(s) from any group of the hexagon including (an) additional subject(s) from groups 3 or 4.

During the course, students will study seven different topics. The most important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

PHYSICS (HIGHER LEVEL AND STANDARD LEVEL)

Topics studied in Grade 11:

- Measurement
- Forces and motion
- Momentum and energy
- Thermal physics and global climate
- Electric charge, fields and circuits
- Electromagnetism and fossil fuels power production
- Group IV project.

Topics studied in Grade 12:

- Oscillations and waves
- Nuclear physics
- Nuclear energy and renewable energy sources
- Quantum physics and digital technologies (Core Higher Level, Optional Standard Level)
- Examination preparation including revision and practise on past exam papers.

In addition to the core topics, two optional topics are studied, including some of the following:

- Astrophysics
- Relativity and particle physics
- Communications
- Electromagnetic waves
- Medical physics.



GROUP 5: MATHEMATICS

MATHEMATICS (HIGHER LEVEL)

This course is aimed at students with both a strong background and keen interest in mathematics and is often a pre-requisite for university courses in mathematics, physics, astronomy, engineering and economics, amongst others. The syllabus is rigorous and demanding in both level and workload. It is expected that students starting this course will have already reached a high level of attainment in the subject.

The syllabus is divided into these core topics:

- algebra
- functions and equations
- circular functions and trigonometry
- vectors
- statistics and probability
- calculus.

There is also an additional topic chosen from: statistics and probability; sets, relations and groups; calculus or discrete mathematics.

Assessment

There are three examinations at the end of the course (80%) and an individual exploration (20%). The exploration consists of a piece of written work that involves investigating an area of mathematics.

MATHEMATICS (STANDARD LEVEL)

This course is designed for students who are both particularly interested in and have a good background of mathematics, especially those working towards university level science. The subject content is a subset of the Higher Level, and examination questions are more straight forward, although students will need a good level of attainment in the subject before starting the course.

The syllabus is divided into these topics:

- algebra
- functions and equations
- circular functions and trigonometry
- vectors
- statistics and probability
- calculus.

Assessment

Two examinations at the end of the course (80%) and an individual exploration (20%). The exploration consists of a piece of written work that involves investigating an area of mathematics.

MATHEMATICAL STUDIES (STANDARD LEVEL)

This course is designed for students who do not require Mathematics Higher Level or Mathematics Standard Level for university entrance or who find mathematics challenging.

The syllabus is divided into these topics:

- number and algebra
- descriptive statistics
- logic, sets and probability
- statistical applications
- geometry and trigonometry
- mathematical models
- introduction to differential calculus.

Assessment

Two examinations at the end of the course (80%) and a project (20%) on a free-choice topic of interest chosen by the student.



GROUP 6: THE ARTS

FILM STUDIES (HIGHER LEVEL AND STANDARD LEVEL)

The IB Film Studies course teaches both the theory and practice of filmmaking. It is designed to provide students with basic filmmaking skills and to expand their general knowledge about film, history and theory. The course prepares the students to join an undergraduate course in filmmaking or the arts. It also puts them in a good position for a basic job in the film or television industry. Students develop intellectually and creatively throughout the two years.

This course has no written examination and is well-balanced between the theoretical and practical aspects of filmmaking. It requires the students to produce three pieces of work.

The Production Portfolio (or Short Film) (50%)

The production portfolio represents the largest part of the student's grade. It is composed of a short film, a brief write-up to document the filmmaking process and (at HL only) a trailer for the film. The students work in groups. Each student must act in a primary filmmaking role. These roles are defined by the IB as being Director, Writer, Cameraman, Editor or Sound Designer. Throughout their first year the students are taught aspects of the practical skills needed to fulfil any of the roles. In the second year they are taught the skills with which to specialise in their chosen position. While each group produces only one cut of the film, each student must produce their own write-up and (if at Higher Level) trailer.

Writers: As writers, the students are taught Hollywood script format (both the form and nature of the content). They are taught basic screenwriting rules but are encouraged to use their imagination and personal vision in order to write their scripts. The students may make a short film of any genre, including an animation or documentary if they wish (extra guidance is offered for an unconventional choice). They are not permitted to make an advert or a music video.

Directors: As directors, students often direct their own material and are encouraged to communicate with the other main production roles. As directors, the students also look at casting and actor direction. All students are taught to value co-operation, creative input from others and respect for one another's opinions.

Cameraman: The cameraman is responsible for the image in the film in terms of framing, camera movement and lighting. The students are taught how to use basic digital film cameras in the first year, as well as basic rules of composition. They are taught the terminology for camera movement and shot sizes, and basic lighting analysis. In the second year, the students are taught to use the more advanced Canon XL-1 camera, controlling exposure and focus, as well as practical lighting skills. They are offered some lighting gels and some camera filters, and are taught their use.

Editing: The students are taught basic editing technique, continuous and discontinuous editing and effective scene coverage as well as track-laying and sound editing. They begin editing on iMovie and progress to Final Cut Xpress.

Sound Design: All students are taught basic recording technique with a rifle microphone. They are taught basic differences between microphones, the importance of sound, how to achieve a good recording, and the concept of foley sound. Detailed sound recording and design techniques are not taught unless a student decides to dedicate themselves to this particular role. Composing music does not fulfil the requirement of the sound designer position.

The Write-up: The short film must be accompanied by a piece of critical writing. This write-up must describe the process of making the film from each student's point of view, from pre-production through to completion.

Independent Study (25%)

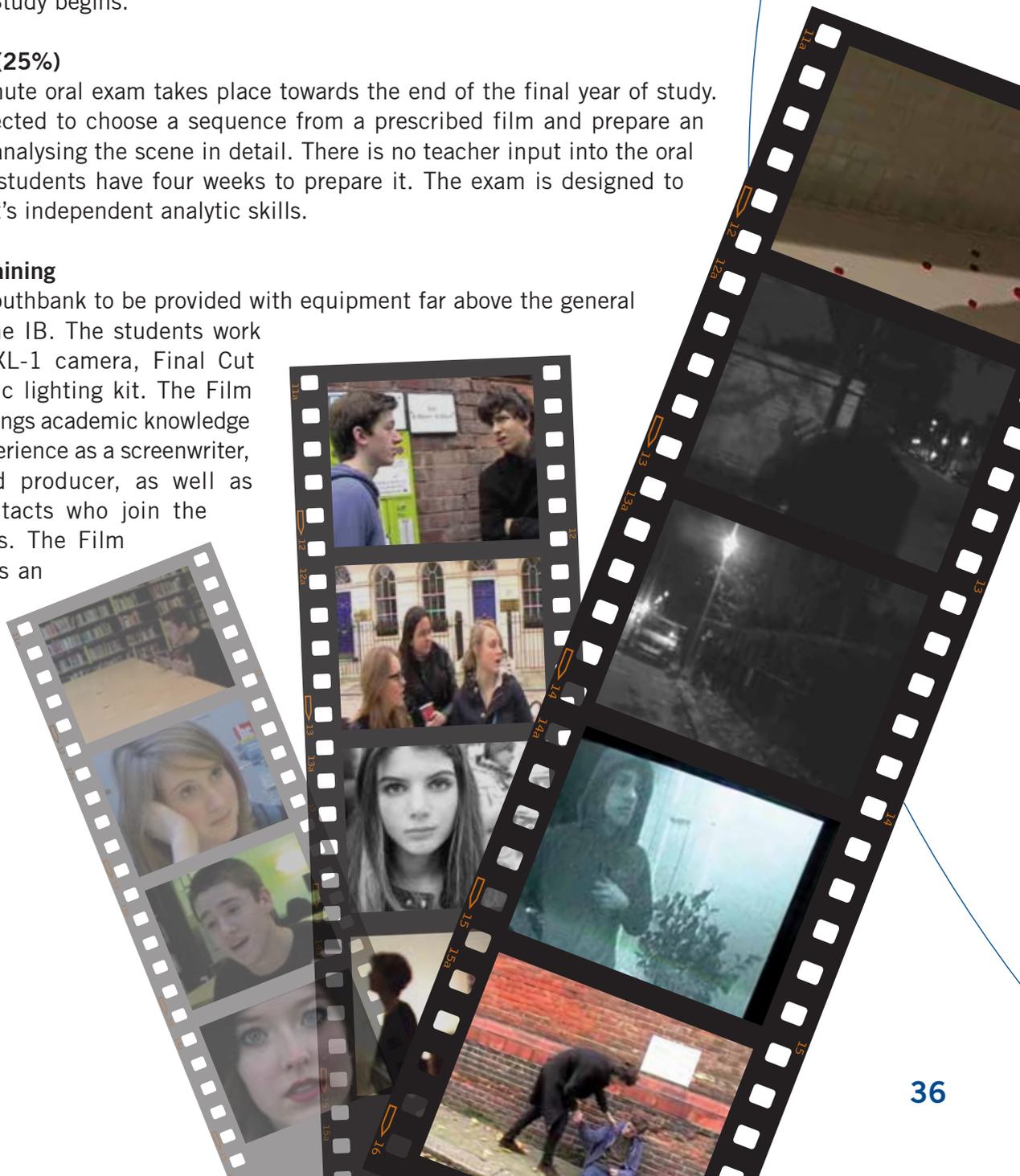
There are several levels on which this piece is assessed. Firstly, this is an academic piece which assesses the student's ability to research and discuss an area of film theory and history. In order to prepare them for this, the students spend time during their first year studying well-known film movements or classic films, modern classics and present-day innovative filmmaking or developments in filmmaking. This allows students to gain a good academic overview of film history as well as to explore their own tastes and develop their own filmmaking philosophy and analytic skills. For the Independent Study, the approach must be multi-cultural: students are expected to analyse films from at least two different cultures and it is a requirement that they undertake work and research into at least one culture unfamiliar to them. The second aspect which is analysed is the students' ability to think creatively. The piece is set out in the form of a documentary film script. Students must focus on the relationship between sound and imagery as well as on presenting their information or argument in a manner which is attractive to a viewer. The third aspect is the format itself. Documentary script format is taught early in the first year; students practise writing in this format and receive detailed feedback on their work before the Independent Study begins.

Oral presentation (25%)

This 10 or 15 minute oral exam takes place towards the end of the final year of study. Students are expected to choose a sequence from a prescribed film and prepare an oral presentation analysing the scene in detail. There is no teacher input into the oral presentation and students have four weeks to prepare it. The exam is designed to assess the student's independent analytic skills.

Equipment and training

We are lucky at Southbank to be provided with equipment far above the general expectations of the IB. The students work with the Canon XL-1 camera, Final Cut Xpress and a basic lighting kit. The Film Studies teacher brings academic knowledge and first-hand experience as a screenwriter, director, AD, and producer, as well as film industry contacts who join the classes as experts. The Film Studies course has an excellent track record.



THEATRE ARTS (HIGHER LEVEL AND STANDARD LEVEL)

In this course, students gain an understanding of the subject in contemporary society, throughout history and the world. They have the opportunity to develop their knowledge and understanding and explore all aspects of theatre through academic study, practical work, active involvement in productions, theatre visits, participation in workshops, watching film, listening to speakers, and visiting venues of interest such as The Globe Theatre.

Students develop their own dramatic and presentation skills as well as developing skills in the sourcing or design and construction of sets, costumes, props and in the technical areas of lighting and sound production.

As well as developing individual skills, students have extensive practice at working co-operatively in an ensemble which encourages an appreciation of other people's attributes, contributions and skills. Because of its interactive nature and its culmination in performance, drama helps students develop social and physical confidence.

Students are assessed for both practical and theoretical work and the course is divided into four areas for assessment:

- Research investigation (25%)
- Practical performance proposal (25%)
- Independent project portfolio (25%)
- Theatre performance and production presentation (25%).

The nature of theatre means that the course demands a high level of motivation and time commitment to practical projects. Students can join this course without previous experience but a previous active interest in drama is preferable.

Every new group spends some time on drama games and exercises for group-bonding and ensemble-building and to refresh and develop the skills necessary for drama. Practical lessons begin with warm-up activities. There are frequent improvisation sessions to give students the opportunity to use their imaginations freely and to build confidence.

As well as a variety of practical projects and theoretical learning, including the staging of a playscript from a director's point of view, students are required to study texts from varying theatrical traditions and cultures, thereby widening their appreciation of world theatre. Higher Level students are expected to use the extra time available to develop their personal research, practise in theatre and expand their understanding of the ideas encountered during the course. The word length requirement for Higher Level students for all written assessment tasks is longer, and the oral presentation is 30 minutes rather than 20 minutes for Standard Level students.

International Baccalaureate Theatre Arts Programme Symposium (IBTAPS)

During their two years, IB Theatre Arts students participate in IBTAPS which consists of masterclasses in a wide range of theatre practices and workshops which cover the different elements of their course. As well as its educational aspects, it allows the students to meet and share ideas and theatrical experiences with Theatre Arts students from other IB schools.

Drama Electives and Productions

Drama elective occurs after school twice a week and is open to all students in Grades 9-12 who can meet the individual and collective commitment required. The run-up to a production is a very busy time and requires absolute commitment from all involved.

The drama elective provides opportunities for students to develop their drama skills and pursue their interest in performance and/or production work. The electives begin with ensemble-building activities and progress to the rehearsal of a play or drama pieces for which there will be between two or three performances for school and public audiences usually in the second term.

Grade 9-12 elective is a requirement for Theatre Arts students, and is used in the first term as the forum in which they develop their individual projects, performed at the end of this first term.



VISUAL ARTS (HIGHER LEVEL AND STANDARD LEVEL)

The Grades 9-12 programme encourages students to develop their own visual language in a personal and increasingly sophisticated way. Great emphasis is placed on their use of workbooks, in which they record their research, conduct experimental development of their ideas, and reflect upon their progress. The students may work with a range of media, both two and three dimensional, including printmaking, painting in a variety of media, and using digital media. Emphasis is placed on process rather than a fixed outcome, and students are encouraged to develop a high degree of personal involvement in their artwork.

The two year Diploma Programme enables students to develop their personal visual language to a point where they are directing their own visual enquiry, behaving more like practising artists and designers than students. Initially, preconceptions about the subject are challenged and students approach the fundamentals of art and design from fresh perspectives. Students keep research workbooks throughout the course, and great emphasis is placed on their ability to put their work and the work of other artists and designers into context, and on the development of their critical faculties.

This course requires students to maintain a high degree of self-motivation and commitment, particularly in the use of research workbooks at home.

VISUAL ARTS (STANDARD LEVEL)

Students have a choice of either:

Option A: This involves preparing an exhibition and portfolio of work (60% of the grade, externally assessed), and submitting research workbooks (40% of the grade, internally assessed). At the end of the second year, students exhibit their work and submit their research workbooks to an external examiner. The examiner interviews them with their work, and grades using the same criteria that the students have been assessing themselves against for the previous eighteen months.

Option B: This is designed for students whose interest in art is mainly critical, cultural and historical. They work mainly in their research workbooks (60% of the grade, externally assessed), and also explore artistic techniques and ideas through studio work (40% of the grade, internally assessed).



VISUAL ARTS (HIGHER LEVEL)

This course is designed for students who show considerable ability in this subject. The course starts with a series of exercises to challenge students' preconceptions about the subject. Projects become more student-directed throughout the two years, with the teacher's role being that of guide, advisor and technician. Eventually the students prepare an exhibition, and submit all their workbooks for assessment at the end of the course.

An external examiner, who conducts an interview with the student in front of their exhibited work, assesses it. The level of research, critical thinking and intellectual engagement is of a demanding level. Personal progress and motivation are emphasised. The Fine Arts Forum described below is a compulsory element of the course.

Fine Arts Forum (required of all Visual Arts students)

Most weeks we visit exhibitions, or have artists leading workshops, and full use is made of London as an international arts capital. These trips provide students with many ideas, inspiration and research material. We also use this time to run life-drawing classes in which students draw from the human figure.

MUSIC (HIGHER LEVEL AND STANDARD LEVEL)

Music is newly available at the IB Diploma Programme level at Southbank. In addition students in Grade 11 and Grade 12 are welcome to join the school's vocal and orchestral groups. The groups rehearse weekly, either after school or during a lunch period, and perform several times a year.





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Southbank Hampstead (3-11yrs)
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