

I BELIEVE

Welcome to the
International Baccalaureate
Diploma Programme
16–19 Years



Southbank
International School

LONDON'S LEADING **IB WORLD** SCHOOL

LONDON'S LEADING IB WORLD SCHOOL

Established in 1979, Southbank International School is a friendly, vibrant school that's focused on academic excellence and developing students who make a positive difference to the world.

We do this by providing a dynamic and exciting International Baccalaureate education for a wide range of 3 to 19-year-olds, who currently come from over 70 countries.

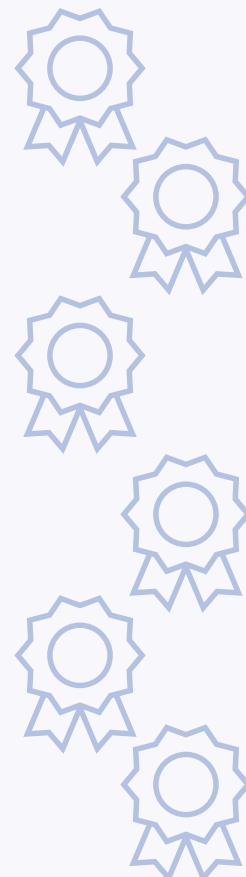
We also place great importance on opening the eyes and minds of our students to the world and all it offers. This includes venturing outside the classroom as much as possible to enjoy and learn from London's unrivalled cultural and historic resources.

As a result, we produce unique young people who think independently, engage confidently with others, and want to give back to communities on a local, national and global level.

We believe this gives our students an excellent platform to go on to a world-leading university and succeed in all aspects of their adult life.

OUR LATEST OFSTED REPORT

Ofsted inspects and regulates education institutions for the UK government. Its latest inspection of Southbank International School Westminster campus took place on 3–5 May 2017.



OUTSTANDING
Overall effectiveness

OUTSTANDING
Effectiveness of leadership and management

OUTSTANDING
Quality of teaching, learning and assessment

OUTSTANDING
Personal development, behaviour and welfare

OUTSTANDING
Outcomes for pupils

OUTSTANDING
Sixth form provision

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WELCOME TO SOUTHBANK

For more than 30 years, Southbank has stood at the forefront of providing a world-class education to children and young people from London's international community and the UK itself.

At the heart of the school are the programmes of the International Baccalaureate. These are challenging curricula that have been carefully developed to encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

We are immensely proud to have been the first school in London to offer all three main International Baccalaureate programmes: the Primary Years Programme, the Middle Years Programme, and the Diploma Programme. From one small school campus originally situated on the Southbank of the Thames, we have grown significantly, and now have three campuses located around central London. This means at the beginning of our 2018/19 school year, we will welcome over 800 students and families, from over 70 countries, to our school.

This special mix of nationalities, cultures and languages really does create a magical atmosphere and a wonderful sense of community. Existing students are always very welcoming and empathetic to new students, because they often understand what it's like to start at a new school, or to come to a new city from a different country.

Enter one of our classrooms and I am sure you'll be impressed by the enthusiasm, confidence and creativity of our students. Thanks to our exceptional teaching staff and the International Baccalaureate curriculum, we help children and young people to become inquisitive learners who love to broaden their minds, always think critically, and do not shy away from challenging assumptions.

Another significant benefit of studying at Southbank is our location in London, one of the greatest cities in the world. It offers an abundance of historic and cultural riches, so as much as possible, our teachers seek opportunities for students to engage in educational experiences outside the classroom.

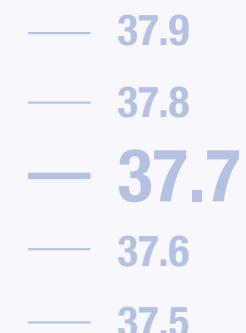
Certainly, our school prides itself on its academic performance; and we are proud to say that we stand in the top division of schools in the UK, with nearly all our students going on to a first-class university. We also provide a superb programme of extra-curricular activities and sports. These activities give our students a fantastic opportunity to develop existing skills, enjoy new hobbies and carry out work which complements studies in class.

Now in my sixth year at Southbank, I realise the more time I spend with our students, staff and parents, the more I see what a unique and remarkable place our school is. I truly hope this is something you discover for yourself. We offer an education like no other. A perfect foundation for the increasingly complex and demanding world we live in.

Siobhan McGrath
Executive Principal

OUR DIPLOMA PROGRAMME

Our class of 2018 achieved Southbank's best IB Diploma results in our history. Every one of them earned the full IB Diploma, which is the second year in a row that our students have achieved a 100% pass rate.



100% PASS RATE

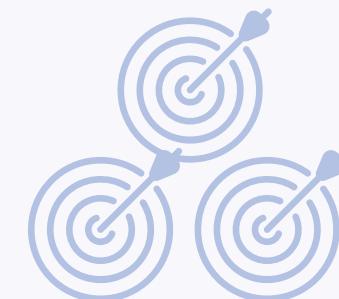
All of Southbank's Diploma students passed the programme in 2018.

37.7 POINTS

In 2018, our Diploma students achieved an overall average score of 37.7.

Top UK universities usually make offers to students who score between 32 and 40.

The average Diploma score achieved by students around the world was 29.8.



3 PERFECT SCORES

Three of our students scored the maximum 45 points.

This was only achieved by 0.2% of students who studied the Diploma Programme.



IBELONG

OUR CAMPUSES

We have three campuses across five sites. These are all situated in some of the most desirable and inspiring areas of London. Visit any of them during the week and we're positive you'll witness outstanding levels of creativity, individuality, collaboration and personal expression.



CONWAY STREET

**Westminster – Diploma Programme
and Middle Years Programme**
southbank.org/westminster

Our Conway Street campus is a striking, modernised building located very close to Fitzroy Square where our students are able to relax and socialise in a beautiful park area. It is just a few minutes walk from Warren Street and Great Portland Street underground stations. It features

a wide range of high-quality facilities including science labs, language suites, and a new gym for students and staff members that has the latest equipment.

We're also particularly proud of our Library Resource Centre (LRC) at Conway street. It offers MYP and Diploma students access to over 3,800 books. Students can also access many leading online resources and databases.

Places of interest near to our Conway Street campus include the Grant Museum of Zoology and the Wellcome Collection, a fascinating museum and library that aims to challenge how we think and feel about health.



CLEVELAND STREET

Westminster – Diploma Programme and Middle Years Programme
southbank.org/westminster-campus-expansion

Our Cleveland Street campus opened in September 2018 and allows an additional 219 students to benefit from the Southbank experience.

Spread over six floors, Cleveland Street is an inspiring, state-of-the-art learning environment which has been created with lots of input from students and teachers. This involved us holding focus groups with students in which they gave us clear ideas about what would help them learn and develop as individuals.

As a result, Cleveland Street features calming colour schemes and brings nature inside the building through living moss walls and artworks. The new campus also offers students the use of a wide range of different environments, including specialised classrooms, a large common space on the top floor, study and learning pods, and a design technology lab in the basement.



PORTLAND PLACE

Westminster – Middle Years Programme
southbank.org/westminster

Our Portland Place campus is a splendid Grade II listed building which is attended by students studying our Middle Years Programme. It features a wealth of excellent facilities, including five science labs, a computer lab, art and music rooms, a small hall / theatre, and a library containing over 5,000 books which students can access, as well as DVDs, CDs, newspapers and journals.

Because of Portland Place's close proximity to Regent's Park, we host a wide range of sports and outdoor activities in the royal park. Nearby, students also have the opportunity to visit famous London locations such as The Wallace Collection museum, The London Palladium theatre and Madame Tussauds.



KENSINGTON

Primary Years Programme
southbank.org/kensington

Our Kensington campus consists of two adjoining Victorian villas located in the stunning Notting Hill area of London. Facilities include an IT lab, a music room and two sound-proofed practice rooms, a library / media centre, and a hall which is used for many purposes, including lunches, sport, school 'town meetings' and concerts.

Students attending our Kensington campus also have the opportunity to use a dedicated sports centre, which is a 15-minute bus ride away. It features a large sports hall, climbing wall and dance studio. These are perfect for our wide programme of sports and activities for PYP students.



HAMPSTEAD

Primary Years Programme
southbank.org/hampstead

Our Hampstead campus is a purpose-built building located in one of London's leafiest suburbs. Similar to our Kensington campus, it features excellent facilities for literacy, numeracy, music and art. This includes a vibrant library full of learning resources and an IT suite that gives students access to high-performance Mac computers.

We're also particularly proud of our edible courtyard. It offers a quiet space for vegetable and flower growing, as well as birdhouses and a bug hotel. Students also have easy access to the same sports centre that our Kensington students attend. Plus, Hampstead Heath, one of London's largest and most popular open spaces, is very close by.

LONDON IS OUR CLASSROOM

Without doubt, London is one of the most amazing cities on earth. At every turn, it offers captivating history, dynamic diversity, world-leading culture and art, glorious green spaces, and much, much more.

As a school, we do all we can to help our students enjoy and learn from all the rich resources available to them in London. This includes organising visits to museums, art galleries, historic buildings, theatres, concerts, student conferences and even nature centres to study wildlife.

Our aim is to nurture individuals who are open to the outside world, love to inquire, challenge and create, and want to make a difference in their adult lives.

AWSOME PLACES OUR STUDENTS REGULARLY VISIT IN LONDON



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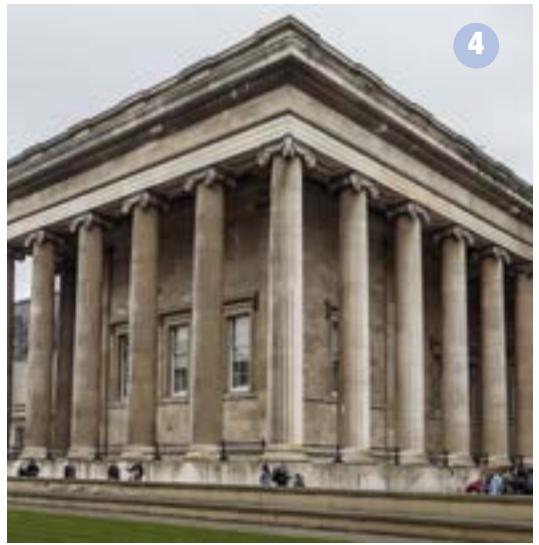
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1 Shakespeare's Globe

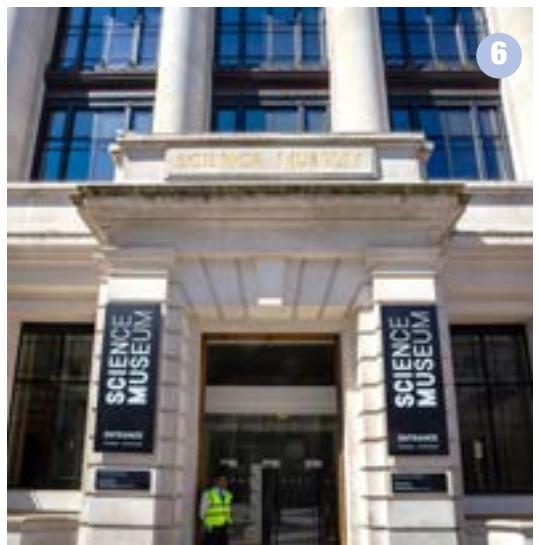
A reconstruction of the Elizabethan playhouse where William Shakespeare saw many of his plays performed.



4

2 Natural History Museum

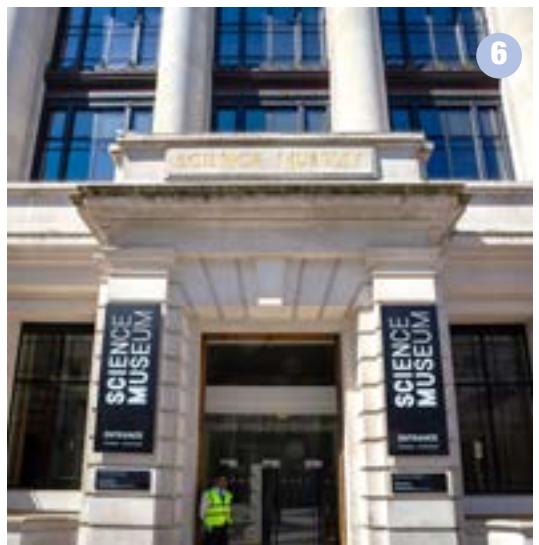
The home to around 80 million life and earth specimens, including dinosaur skeletons and meteorites.



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3 Kew Gardens

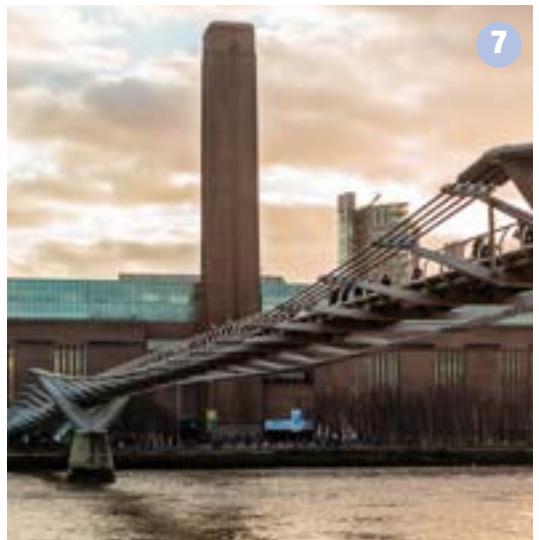
Botanical garden that houses the largest and most diverse collection of plants and fungi in the world.



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4 British Museum

Dedicated to human history, art and culture, it is one of the largest and most comprehensive museums in the world.



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5 Roundhouse Theatre

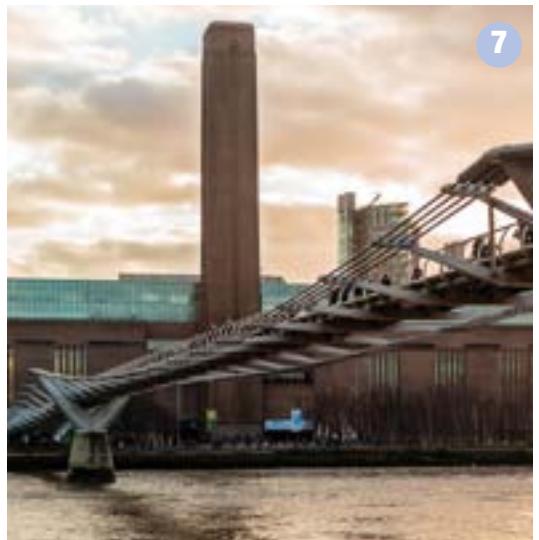
An incredible live performance space that consistently presents a fantastic programme of international artists.



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6 Science Museum

Absorbing museum full of interactive exhibitions, iconic objects and stories about incredible scientific achievement.



8

7 Tate Modern

Britain's national gallery of modern art which regularly presents exhibitions from world-renowned artists.

8 Places of worship

These include historic and culturally significant churches, mosques, synagogues, and Hindu and Sikh temples.

TEACHING AND LEARNING

At Southbank, we have recruited outstanding teachers from around the world who encourage a global perspective and educational adventure

Our teachers also place great importance on assessing the individual needs of every single student they teach at our school. This helps them to adapt to the learning style of each student, provide tailored personal and academic support, and challenge students appropriately so they continually progress during their education.

Another important element at Southbank which helps our students excel are our small class sizes. Typically, 5–16 students feature in each Diploma class, which is key to optimising the teaching and learning experience. Having a smaller class size also encourages students to speak more confidently and freely, and helps them collaborate more effectively with other students in their class.

On top of this, our students' learning experience at Southbank is enriched by our excellent libraries and IT facilities. Plus, our teachers also make sure that as many lessons as possible make use of the world-leading museums, galleries, theatres and historic buildings that London has to offer.



AMAL HIRANI
Deputy Principal Diploma Programme

"Southbank really is unique, in that we have an extremely strong sense of community here. Unlike other schools, where it's very much us and them in terms of the teachers and students, we are all one here. We are one big community."

Importantly, we understand that students are coming from different countries, from different education systems, all around the world. So we create an environment for them that suits their individual learning style, helps them to excel and feels like a home in which they are safe and cared for."



DR PAUL WOOD
Principal of Southbank Westminster

"Much of what makes Southbank so special stems from its mission and values. We help our students become curious, motivated learners, who see the views of others as an important part of forming their own."

Another factor in making Southbank so special is its people. We share a commitment to the happiness and success of our students and staff, and together we make our campuses warm and caring places.

Recently, one of our students explained the Southbank experience in the following way: 'We are always encouraged to think, and to have an opinion which we can voice respectfully.' That's so important at our school. Students also summarised Southbank as 'multi-cultural, open and cosy', which I love."



ROBBIE WOODBURN
Head of Humanities

"Our staff members are very communicative with our students to help build strong relationships. We much prefer face-to-face conversations than relying on emails, which are becoming more commonplace in other schools."

Our students are also very inclusive, and particularly with new students. One of the ways that a sense of belonging is fostered is through our extra-curricular activities. Whether in the theatre, the concert hall, the band or the sports field, our students experience the value of teamwork and learn to appreciate the views and skills of others."



ANNA MICHAELIDES
Science teacher

"Until you work at Southbank, it is hard to describe the culture of the school to an outsider. The students are unique – their confidence and ability to hold conversations with adults as well as their astounding general knowledge means you can never have a dull conversation."

We're also extremely lucky to be centrally located in London. This means we can take advantage of a wide range of activities that help enhance our curriculum and really allow students to explore knowledge outside of the classroom."

EXCEPTIONAL PASTORAL CARE

We believe that if a student is happy they are much more likely to be successful in everything they do. As a result, we make sure all our students receive tailored care and guidance throughout their time at Southbank so they can flourish both academically and socially.

This exceptional pastoral care starts as soon as a student joins us. We get to know them personally and make sure they settle in well to life at Southbank. Our teachers also contact parents within two weeks of a student starting our school. This is so the teacher can introduce themselves, let the parent know how their child is doing, and receive feedback from the parent.

All our Diploma students also attend Personal, Social, Health and Economic Education (PSHE) classes once a week throughout the school year. These lessons cover a wide range of topics that give students the opportunity to talk openly about issues affecting their lives and the lives of people around the world.

Our strong programme of assemblies is another way we develop social awareness and an interest in the world that surrounds us. These assemblies provide students and teachers, and sometimes parents, with the opportunity to gather as a community, talk about different religious beliefs and cultures, and celebrate the diversity of our students and their families.

Finally, we place a strong emphasis on community and supporting charities through the Creativity, activity, service (CAS) element of our Diploma Programme, as well as our extra-curricular activities. These help students to gain a better understanding of the needs of others and make a difference in the world.



“Pastoral care at Southbank Westminster aims to ensure that all our students enjoy their learning, feel safe and are happy in their international community.”

Salah Hajjaj, Deputy Principal (Pastoral)

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THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) was founded as a progressive non-profit educational foundation in 1968. Initially, it developed a Diploma Programme to help children acquire the necessary skills and knowledge to live, learn and work in a rapidly globalising world.

By 1994, the IB had introduced its Middle Years Programme for students aged between 11 and 16. It then added the Primary Years Programme for children aged 3 to 11 in 1997; and in 2012, it launched its Career-related Programme for students between the ages of 16 to 19.

Today, the IB works with over 4,000 schools in 148 countries and offers its four programmes to over one million students. At Southbank, we're delighted to be one of these schools. Every year, we see how the IB programmes help to develop inquiring, knowledgeable and caring young people.

We also share the International Baccalaureate's overall aim to create a better and more peaceful world through the understanding and respect of different nationalities and cultures.

For further information about the International Baccalaureate, please visit southbank.org or ibo.org, the official website of the International Baccalaureate.

HOW IB PROGRAMMES DIFFER FROM OTHER CURRICULA



They encourage students of all ages to think critically and challenge assumptions.



They are developed independently of government and national systems, and incorporate quality practice from research and IB's global community of schools.



They encourage students of all ages to consider both local and global contexts.



They develop multilingual students.



OUR IB LEARNER PROFILE

Underpinning the whole International Baccalaureate Diploma Programme at Southbank is our IB learner profile. It describes a broad range of human capacities and responsibilities. Our aim is to develop learners who embody these 10 attributes:

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|----------|--|-----------|---|
| 1 | 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. | 6 | 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. |
| 2 | 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. | 7 | Risk takers – we approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. |
| 3 | 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. | 8 | Balanced – we understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live. |
| 4 | 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. | 9 | 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. |
| 5 | 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. | 10 | 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. |

OUR DIPLOMA PROGRAMME

Our Diploma Programme is a challenging two-year course for 16–19-year-olds that is the gold standard of international education.

The aim of the Programme is to equip students with all the necessary skills and qualities to study at the world's top universities and fulfil all their personal and academic potential. It does this by providing an absorbing and holistic curriculum that's focused on expanding knowledge, developing critical thinking skills and helping creativity and individuality flourish.

Importantly, our Diploma Programme also helps students to develop a strong sense of their own identity and culture, and increases their ability to communicate with, and respect the views of, people from different backgrounds, countries and cultures. Key to achieving this outcome is that we only have around 120 Diploma students, which helps to create a close-knit community of people who support and appreciate each other.



COURSE REQUIREMENTS

Our Diploma Programme is formed of the following parts:

Subject groups

Students choose six subjects from the following six subject areas. They can choose two subjects from the same group, as long as their overall subject selections meet the requirements set out by the IB.

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Experimental Sciences
- Mathematics
- The Arts

They must also select a course from Group 6 (The Arts) or a second course from one of the first five groups.

A student must study three of their courses at Higher Level and three of their courses at Standard Level. The difference between the two levels is that Higher Level courses typically involve 50% more work and students are expected to demonstrate a greater body of knowledge, understanding and skills.

An additional seventh subject can only be added to a student's programme if it can be accommodated within our published timetable.

Core elements

Theory of Knowledge explores the foundations of knowledge and introduces students to university-level critical thinking.

The extended essay is an essay of about 4,000 words. A student largely writes this during the second semester of Grade 11 through to the end of the September of Grade 12.

Creativity, activity, service (CAS) activities require a student to dedicate time to creative projects, physical activity or voluntary work.

OUR SCHOOL DAY

A Diploma student's day starts with registration at 8.40 and typically finishes at 16.10, although some classes do run until 17.00. During this time, students have a lunch hour at either 12.50 or 13.40.

Every day features six periods, with each one lasting 50 minutes. These periods are typically occupied with lessons, although a student may have some free periods during the week.

We also have a seventh period at the end of the school day. Often, this is used for sports and other extra-curricular activities, although lessons may occur in the seventh period, depending on what courses a student is studying.

DISCOVERY WEEK

One of the first things our Grade 11 Diploma students do at the beginning of each school year is take part in Discovery Week. It is a four-day residential trip that helps students and staff to get to know each other and build up a strong sense of community.

Typically, each grade and its staff head off to a separate area of natural beauty in the UK to participate in challenging activities, under the supervision of specialist instructors. Throughout the week, the emphasis is on teamwork, cooperation, initiative, problem solving and decision making.

Recent Discovery Weeks have involved paddle boarding in Jersey, orienteering in Dartmoor, and mountain biking in the Lake District.

ASSESSMENT AND REPORTING

The purpose of Southbank's assessment in the Diploma Programme is to provide students, parents and teachers with the information they need to help identify each student's strengths and weaknesses. This then informs the next steps for their education and learning.

For Grade 11 students, our assessment is provided through:

- interim grades – these are an indication of the progress made in the course up to this point, but they 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.

For Grade 12 students, our assessment is provided through:

- a full report in December
- mock exam results and a full report in early February.

FINAL DIPLOMA RESULTS SCORE

Grade 12 students are awarded a final Diploma results score after receiving scores for their six subject courses and core elements. These scores are determined by written examinations and internal and external assessment tasks, depending on the course. The exams, coursework and tasks may be assessed externally or marked by Southbank teachers and then moderated by the International Baccalaureate.

The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their Theory of Knowledge work and extended essay. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points.

INSIDE A DIPLOMA CLASSROOM

Every one of our classrooms is a genuine melting pot of cultures and languages, which truly helps our students to broaden their minds and see themselves as a global citizen. Our classrooms are also vibrant, stimulating environments that nurture exploration and discovery. Without doubt, this creates independent individuals who are confident and curious learners, ready to fulfil their potential throughout their lives.



“Being in a smaller school, you are encouraged to have your opinion heard, which has been really empowering for me.”

Joya, Diploma Programme student

1 We place great importance on our students learning to collaborate effectively and listening carefully to the perspectives of other individuals and groups.

2 We help our students express their individuality throughout their IB education.

3 Our Diploma students have access to peaceful, relaxing spaces where they can use their skills to analyse complex problems and explore new ideas and strategies.



“The teamwork between the teachers and students makes for a fantastic experience for the student and their family.”

Jacqui, parent of a Southbank student



IBROADEN MY MIND

DIPLOMA PROGRAMME CURRICULUM

GROUP 1

STUDIES IN LANGUAGE AND LITERATURE

All students are required to study a Literature or Language and Literature course from Group 1. This will normally be taught and studied in the student's best or native language.

Students may study their native tongue on the assumption they have mastered fundamentals of the language before embarking on their course. This means the mechanics of the language will be treated incidentally; however, we will encourage students to improve oral and written fluency through experience.

We offer English, French and Spanish courses without additional charge to our fees. Many other languages are available at an extra cost. These include Arabic, Chinese, Danish, Finnish, German, Hebrew, Italian, Japanese, Norwegian, Portuguese, Russian, Swedish and Turkish. We can usually offer other required languages too.

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. This is to strengthen literary analysis and promote the enjoyment of reading literature in an informal manner.

Our Literature course is highly academic at Higher Level and Standard Level, and students are expected to develop writing and oral skills to a refined level.

Assessment

Students are assessed at the end of the course through two written examinations (45%), an externally marked written assignment (25%) and oral presentations (30%).

Language A: Literature (Higher Level or Standard Level)

This course is designed to encourage creative, analytic and intellectual growth, and give students the necessary skills to prepare them for important internal and external assessments. Throughout it, 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. This is to strengthen literary analysis and promote the enjoyment of reading literature in an informal manner.

Our Literature course is highly academic at Higher Level and Standard Level, and students are expected to develop writing and oral skills to a refined level.

Assessment

Students are assessed at the end of the course through two written examinations (45%), an externally marked written assignment (25%) and oral presentations (30%).

Language A: Language and Literature (Higher Level or Standard Level)

The Language and Literature course focuses 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 language used for different social and cultural purposes. There is also a focus on using a range of oral and written forms of communication to analyse, justify and evaluate ideas.

Assessment

Students are assessed at the end of the course through two written examination papers (50%), externally marked written assignments (20%) and oral presentations (30%).

"I really like it that when I enter the school I feel a very positive atmosphere. Everybody knows, talks and gives support to each other. I also really enjoy lessons, because the teachers teach in a very positive and exciting way. This encourages you to work hard."

Nathalie, Diploma Programme student

GROUP 2

LANGUAGE ACQUISITION

This group consists of three language courses which aim to accommodate the different levels of linguistic proficiency students have when they begin the course:

Language ab initio (Standard Level)

This language learning course is designed for students with little or no experience of learning the language they want to study, and who do not normally live in the country where the language is spoken. The main aim of course is to provide a student with the skills and knowledge they need to communicate effectively in a range of everyday situations.

At the heart of the ab initio programme is a desire to improve a student's understanding of cultural diversity, the cultures connected to the language they are studying, and the similarities between it and their own native language. This is achieved through the study of three themes: Individuals and Societies, Leisure and work, Urban and rural environment.

French and Spanish at ab initio level can be studied free of charge. We can also offer the following languages at ab initio level at an additional cost: Arabic, Chinese, German, Italian, Japanese and Russian.

Please note: each ab initio language has a language-specific syllabus.

Language B (Higher Level or Standard Level)

This Language B course is designed for students who have reached an intermediate level of proficiency in a language and are ready to start studying some literature.

At Standard Level, students study three core topics and select two additional subjects from five. At Higher Level, students study two literary works in their chosen language as well as the three core topics and two additional subjects. Standard Level and Higher Level are also differentiated by the number of teaching hours students attend, the depth of syllabus coverage and the level of difficulty and demands of assessment and assessment criteria.

Language B core topics

- Communication and media
- Global issues
- Social relationships

Language B options (two selected from five)

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

English*, French and Spanish can be studied as a Language B choice without any extra cost. We also offer the following languages at an additional charge: Arabic, Chinese, Danish, Dutch, Finnish, German, Hebrew, Hindi, Italian, Malay, Polish, Portuguese, Japanese, Norwegian, Russian and Swedish. Students may be able to study two Group 2 language courses.

*Please note that English B is only offered at Higher Level.

Assessment

For all three courses, students are assessed at the end of the course through two written examination papers (55%), an externally assessed written assignment (20%) and oral presentations (25%).



GROUP 3 INDIVIDUALS AND SOCIETIES

Studying any one of the courses in this subject group helps a student to develop a critical appreciation of human experience and behaviour; the varieties of physical, economic and social environments that people inhabit; and the history of social and cultural institutions. In addition, each subject is designed to foster in students the capacity to identify, analyse critically and evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Economics (Higher Level or Standard Level)

Our Economics course includes the study of scientific methodologies which feature quantitative and qualitative measures and theories such microeconomics (affecting individuals, firms and markets) and macroeconomics (affecting countries, governments and societies). Importantly, the course also encourages students to develop rounded perspectives of global issues, and it makes them think about their own responsibilities at a local, national and international level.

At Standard Level, students study four topics: microeconomics, macroeconomics, international economics and development economics. At Higher Level, students study the same four topics and some additional sub-topics linked to the four core areas.

Assessment

Students at Standard Level are assessed through two examinations (80%) and Higher Level students are assessed through three examinations (80%). In addition to exams, all students must submit an internal assessment and produce three commentaries which focus on published news articles.

Modern History (Higher Level or 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 our Modern History course, students study first-hand accounts and the work of historians to develop an appreciation of differing interpretations of historical events and the limitations of evidence. We also help students to develop a sound knowledge of the periods in which events took place and the techniques and guidelines historians use.

Higher Level students also sit the following exam:

Paper 3 – a 2.5-hour exam that requires students to write three essays on topics related to the history of Europe. This requires a deep knowledge of many of the topics studied for the other exams.

In addition, all students must complete a coursework investigation of around 2,200 words on a subject of particular interest to them.

Fascinating subjects covered in the course include the Russian Civil War, Mao's China, the causes of the Second World War and Imperial Russia 1853–1924 (Higher Level only).

The weighting of the final grade for Higher Level students is three exams equals 80% and coursework equals 20%. The weighting for Standard Level students is two exams 75% and coursework 25%.

Assessment

At the end of the course, Higher Level and Standard Level students sit the following two exams:

Paper 1 – a one-hour exam that focuses on the topic of The Move to Global War 1918–36

Paper 2 – a 90-minute exam that requires students to write two essays on topics they have selected from a wide range of subjects. The main themes covered are authoritarian states, the causes and effects of 20th century wars and the origins of the Cold War.

Geography (Higher Level or Standard Level)

Our Geography course aims to help all students develop a variety of geographical skills. These include interpreting and analysing geographical material; formulating and undertaking geographical investigations; using quantitative methods of analysis; reading and interpreting maps; and producing written material.

Topics students study as part of the syllabus include:

- 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
- Development of a global perspective of diversity and change.

At Standard and Higher Level, students examine the core theme of Patterns and change, which focuses on:

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

At Standard Level, students study the first two of the following additional themes, while Higher Level students study all three:

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

At Higher Level, students must also study seven compulsory topics relating to the theme 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 and Higher Level students are assessed externally through two exams (80%) and one piece of fieldwork (20%).

This compulsory fieldwork focuses on drainage basins, settlement and sand dune succession. It takes place in Morocco in the spring of the first year of the course.

Please note that in the exams and fieldwork, Higher Level students are expected to display a superior level of knowledge and skills in comparison to Standard Level students.

Business and Management (Higher Level or Standard Level)

Our Business and Management course is an online course delivered by the leading education technology company Pamoja. It's designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. It covers the following topics:

- How and why individuals form organisations
- Organisational problems and life cycles
- The variety of organisations that exist, including profit-making and non-profit 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.

Assessment

Standard Level and Higher Level students are externally assessed through an exam (75%) which consists of two separate papers. In addition, all students must produce an internally assessed report (25%) that either addresses an issue an organisation is facing, or analyses a decision that an organisation needs to make. This involves students conducting new research.

Please note that in the exams and production of the report Higher Level students are expected to display a superior level of knowledge and skills in comparison to Standard Level students.

Global Politics (Higher Level or Standard Level)

Standard Level and Higher Level students are assessed through two external exams. These have a weighting of 75% at Standard Level and 60% at Higher Level.

All students are also asked to produce an up to 2,000-word report on a political issue that's of interest to them. This has a weighting of 25% at Standard Level and 20% at Higher Level.

The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

Standard Level and Higher Level students both study the four core units of: Power, sovereignty and international relations; Human rights; Development; Peace and conflict. They also carry out an in-depth focus on a political issue that's of personal interest to them, which is complemented with research.

In addition, Higher Level students research two of the following six global political challenges and present a case study about each of them: Environment; Poverty; Health; Identity; Borders, Security.

Assessment

Our Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives.

In addition, Higher Level students must deliver two video-recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics. Together, these have a weighting of 20%.

Psychology (Higher Level or Standard Level)

Our Psychology course is an online course delivered by the leading education technology company Pamoja. It aims to develop a student's awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

Assessment

Standard Level students are assessed through two external exams (75%) and a report (25%) on a replication of a simple experimental case study.

Higher Level students are assessed through three external exams (80%) and a report (20%) on a replication of a simple experimental case study. In comparison to the Standard Level course, HL students must demonstrate a knowledge and understanding of qualitative research.



GROUP 4 EXPERIMENTAL SCIENCES

Our Experimental Sciences course aims to develop a student's appreciation of scientific method and the important role that scientific knowledge and its applications can play in solving problems, including those that transcend national boundaries. The course also aims to equip students with the knowledge and skills they need to continue their study of science at a more advanced level. Please note: because Higher Level students study more topics, and in more depth, it's desirable that they have some experience of studying science before they start the course.

Biology (Higher Level or Standard Level)

- Topics studied:
- Statistical analysis
 - Cells
 - The chemistry of life
 - Genetics
 - Ecology and evolution
 - Human health and physiology
 - Group IV project.
- Higher Level students also study:
- Human health and physiology
 - Nucleic acids and proteins
 - Cell respiration and photosynthesis
 - Plant science
 - Genetics
 - Human health and physiology

Chemistry (Higher Level or 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.

Physics (Higher Level or 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 subject for Higher Level; optional for Standard Level)
 - Examination preparation including revision and practise on past exam papers.

In addition to the core topics, students study two topics from the following options:

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

Assessment

Biology, Chemistry and Physics students spend approximately a quarter of their class time on practical work which is internally assessed. This includes a 10-hour individual investigation called the Group IV project (20%).

All Biology, Chemistry and Physics students are also externally assessed through three examination papers (80%):

- Paper 1 (multiple choice)
- Paper 2 (structured questions on core syllabus)
- Paper 3 (structured questions on optional topics).

Environmental Systems and Societies (Standard Level)

Our Environmental Systems and Societies (ESS) course aims to equip students with the knowledge and skills they need to evaluate issues on a scientific, ethical and socio-political level. This involves them studying seven different topics, with the most important element being hands-on work in the laboratory or out in the field.

Please note: because ESS 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 may allow students to study an additional subject from Groups 1 to 6.

Assessment

ESS students are externally assessed through two written examinations (75%). These allow students to demonstrate an understanding of environmental issues, information, concepts, methods, techniques and explanations. They must also complete an individual investigation of an ESS research question that they have designed and implemented. The investigation is submitted as a written report (25%).

Assessment

Standard Level and Higher Level students are assessed through three external exams (80%). All students must also complete an individual investigation (20%).

Sports, Exercise and Health Science (Higher Level or Standard Level)

Sports, Exercise and Health Science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition.

Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

Both the Standard Level and Higher Level have a common core syllabus, internal assessment scheme, and overlapping elements in the options studied. While the skills and activities are common to all students, HL requires additional material and topics within the options.

Assessment

Students are assessed through two external exams (60%) and an internal design project that's of personal interest to a student (40%).

Design Technology (Standard Level)

Our Design Technology course aims to develop internationally minded students whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

Inquiry and problem solving are at the heart of the subject. Design Technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently.

This subject achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context.

While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

Assessment

Standard Level and Higher Level students are assessed through three external exams (80%). All students must also complete an individual investigation (20%).

GROUP 5 MATHEMATICS

Mathematics: Analysis and Approaches (Higher Level or Standard Level)

Our Mathematics: Analysis and Approaches course is new for 2019. It's intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content.

In particular, it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Topics covered include: number and algebra; functions; geometry and trigonometry; statistics and probability; calculus.

Assessment

Standard Level students are assessed through two external exams (80%) and a piece of written work (20%) that involves investigating an area of mathematics that's of personal interest. This is internally assessed and externally moderated.

Similarly, Higher Level students are assessed through three external exams (80%) and an internal report (20%) that involves investigating an area of mathematics that's of personal interest.

Mathematics: Applications and Interpretation (Higher Level or Standard Level)

Our Mathematics: Applications and Interpretation course is new for 2019. It's designed for students who enjoy describing the real world and solving practical problems using mathematics.

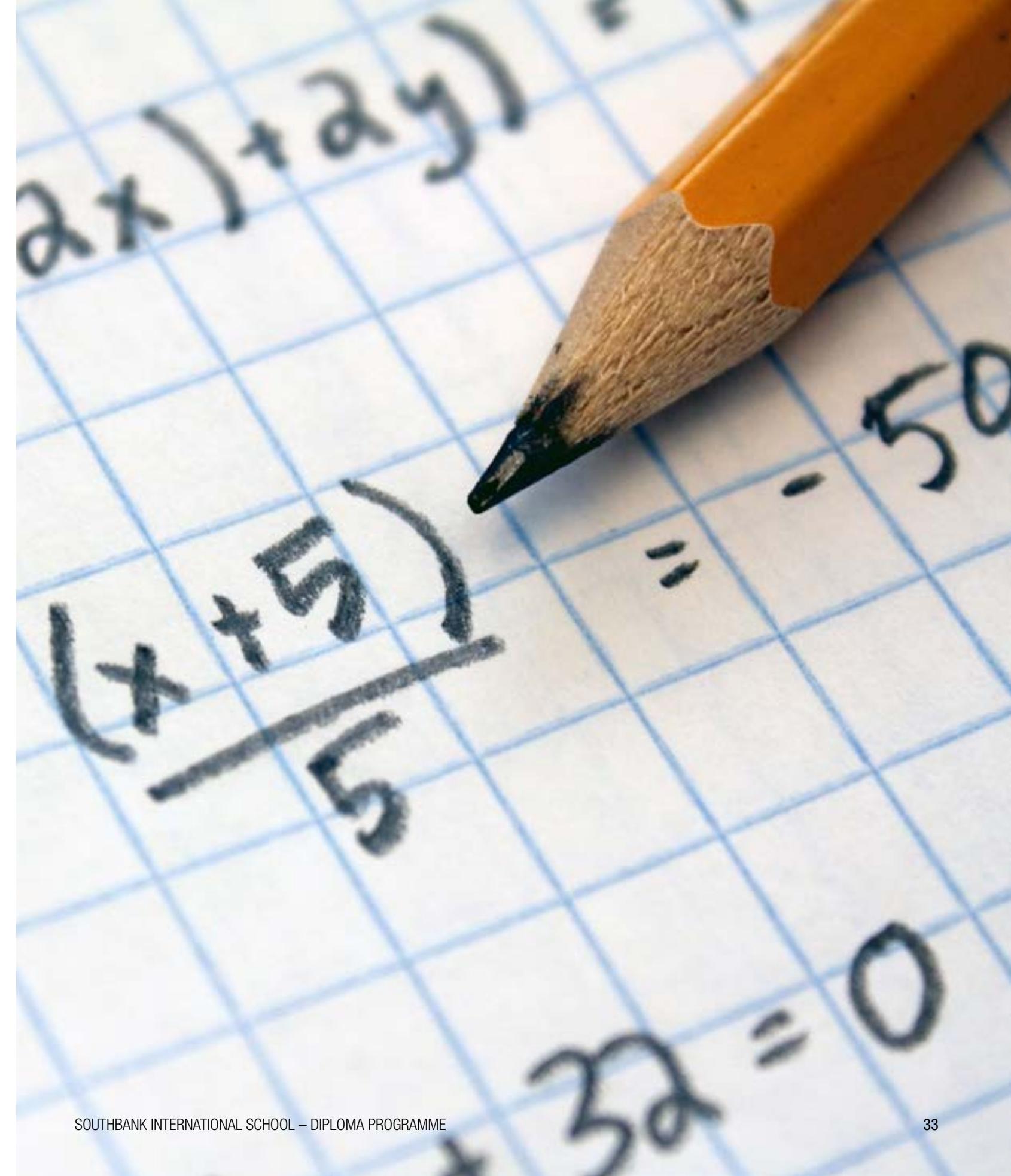
In particular, it will suit students who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics.

Topics covered include: number and algebra; functions; geometry and trigonometry; statistics and probability; calculus.

Assessment

Standard Level students are assessed through two external exams (80%) and a piece of written work (20%) that involves investigating an area of mathematics that's of personal interest. This is internally assessed and externally moderated.

Similarly, Higher Level students are assessed through three external exams (80%) and an internal report (20%) that involves investigating an area of mathematics that's of personal interest.



GROUP 6 THE ARTS

Please note: it is possible to take more than one course in Group 6. Some students can also decide not to select a course from this group and instead study two subjects from Groups 1 to 5.

Film (Higher Level or Standard Level)

Our Film course teaches the history, theory and practice of filmmaking, helping students to develop both academically and creatively over the course of the two years. It benefits from a fluid syllabus which can be shaped towards student interest while at the same time delivering transferrable professional skills, analytic and critical competence as well as solid historical and theoretical knowledge.

This is excellent preparation for any student who wants to study a film theory, filmmaking or any arts or communications course at university, or aims to work in the film industry.

Textual analysis (SL 30% / HL 20%)

Students demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract from that film. Students consider the cultural context of the film and a variety of film elements.

Comparative study (SL 30% / HL 20%)

Students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.

Film portfolio (SL 40% / HL 25%)

Students undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.

Drama electives and productions

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

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

Please note: Theatre students are required to get involved in drama electives. In the first term, they provide an excellent forum to develop individual projects, which are then performed at the end of this term.

Collaborative film project (HL only 35%)

Bringing together all they have encountered during their Film course, students at HL work collaboratively in a core production team to plan and create an original completed film.

Equipment and training

The quality of the equipment used in the final products is seen as secondary to the quality and originality of the work achieved, and particularly the effectiveness of planning and reflective skills showcased by the students in their portfolios. Nevertheless, students joining this course work with high-quality, lightweight equipment, up-to-date technology and industry standards are seen as something to aim for from the first lesson. In recent years, students have had the opportunity to observe two working film sets and take part in practical workshops run by industry professionals.



Theatre (Higher Level or Standard Level)

Our Theatre course teaches the theory and practice of theatre arts. This involves the study of contemporary theatre around the world and the history of the theatre. We also help students develop their own dramatic and presentation skills and teach them about sourcing, designing and constructing sets, costumes and props, as well as stage lighting and sound production. In addition to learning individual skills, students work cooperatively in ensembles to help them appreciate other people's attributes, contributions and skills.

Every student will spend time taking part in drama games and exercises to support group bonding and ensemble building, and to refresh and develop the skills necessary for drama. Throughout the course, frequent

improvisation sessions are held to help students use their imagination and build confidence. The course also provides students with the opportunity to examine a director's point of view and study texts from varying theatrical traditions and cultures.

Assessment Director's notebook (SL 20% / HL 35%)

Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits a director's notebook (20 pages maximum) which includes the student's presentation of their final directorial intentions and the intended impact on an audience.

Research presentation (SL 20% / HL 30%)

Students plan and deliver an individual presentation (15 minutes

maximum) to their peers in which they present and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits a video recording of the live presentation (15 minutes maximum).

Collaborative project (SL 25% / HL 35%)

Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience. Each student submits a process portfolio and a video recording evidencing the student's contribution.

Solo theatre piece (HL only 35%)

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.

Each student submits a report (3,000 words maximum), a video recording of the solo theatre piece (4–8 minutes), and a list of all primary and secondary sources cited.

International Baccalaureate Theatre Arts Programme Symposium (IBTAPS)

During their two years, Theatre students participate in IBTAPS, which consists of masterclasses in a wide range of theatre practices and workshops. As well as having many educational aspects, IBTAPS allows our students to meet and share ideas with students from other IB schools.

Visual Arts (Higher Level or Standard Level)

Our Visual Arts course give students the opportunity to develop their personal visual language in a range of two and three-dimensional media. As they progress through the course, they begin to direct their own visual enquiry and reach a point where they are behaving like practising artists and designers.

Initially, we challenge preconceptions about visual arts to help students approach the fundamentals of art and design from fresh perspectives. Throughout the courses, students keep workbooks in which they record their research, experiment with and develop ideas, and reflect upon their progress. We also place significant emphasis on developing a student's critical thinking and ability to put their work, and the work of other artists, into context.

Comparative study (SL and HL 20%)

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. All students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). HL students submit three to five additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.



Process portfolio (SL and HL 40%)

Students submit screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students, the 9–18 screens of submitted work must be in at least two art-making forms. HL students submit 13–25 screens which must have been created in at least three art-making forms.

Exhibition (SL and HL 40%)

Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of

their technical accomplishment during the Visual Arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

Students submit a curatorial rationale (400 words for SL, 700 words for HL) along with four to seven artworks for SL and 8–11 for HL, along with two photos of their overall exhibition. All students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to

assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

Music (Higher Level or Standard Level)

Our Music course gives students the chance to develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts.

Students create, participate in and analyse music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

All Music students are required to study musical perception. Standard Level students are then required to choose one of three options: creating, solo performing or group performing. Higher Level students are required to present both creating and solo performing.

Assessment

Students are assessed externally through a listening paper (30%), which features musical perception questions, and a musical links investigation (20%), which focuses on the significant musical links between two or more pieces from distinct musical cultures. Higher Level students are also internally assessed for their work in the creating and solo performing aspects of the course (25% each), while Standard Level students may choose one option from creating, solo performing or group performing (50%).

Listening paper (SL and HL 30%)

The listening paper at SL consists of one question on one of two set works, which are usually by a famous composer such as Bach or Gershwin. The other questions require students to analyse and contextualise an unknown excerpt of music. These excerpts are a mix of music from the Western Art Music tradition, from world music, and also from the popular modern music traditions including film music and musical theatre. HL students have an extra question which compares the two set works.

Solo portfolio (SL 50% option / HL 25%)

Students learn, practise and perform pieces from a wide range of styles and genres: Mozart, Fiona Apple, Bizet... whatever makes their hearts sing! SL students

submit a 15-minute portfolio recorded over the duration of the course; HL students submit 20 minutes.

Group portfolio (SL 50% option)

Students who choose the group option at SL must commit to one or more musical ensembles for the duration of the course, such as a choir or string orchestra. Group performance students submit a portfolio of 20–30 minutes. Please note that this option is only available for students who can access an appropriate school-based ensemble.

Composition portfolio (SL 50% option / HL 25%)

Standard Level and Higher Level students will study the techniques needed for composing and arranging, which includes the

use of various kinds of music technology. Students may also choose to learn the techniques of improvisation as part of this assessment. Students submit a portfolio of scores and reflections (two pieces for SL and three pieces for HL)

Musical links investigation (SL and HL 20%)

This component asks students to inquire into at least two pieces of music from separate musical cultures, and to identify and analyse at least two significant links between them. For example, Indonesian music and modern gospel may be based on syncopation and a pentatonic scale. The investigation is presented as a media script of the student's choice, such as a lecture or magazine article.





CORE ELEMENTS

Theory of Knowledge

Theory of Knowledge (ToK) is central to the Diploma Programme and compulsory for all 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 the complexity of knowledge, and to recognise the need to act responsibly in an increasingly interconnected world.

ToK 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.

Internal assessment of the course comprises class discussion, oral presentations and essays. At the end of the second year, Diploma students are required to submit one essay of 1,200–1,600 words 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 on a subject of special interest, which is usually linked to one of their Higher Level subjects. This should normally take around 40 hours of private study to complete. The significant benefit of the extended essay is that it helps to develop the independent research and writing skills that are needed for university.

Please note: students can achieve up to three points towards their Diploma by completing the Theory of Knowledge course and extended essay.

Creativity, activity, service (CAS)

In addition to academic requirements, Diploma students are expected to participate in CAS activities over the course of the programme.

The IB goals of educating the whole person and developing compassionate and active citizens come alive in an immediate way when students reach beyond their books and themselves. The CAS requirement is a fundamental part of the Diploma Programme and takes seriously the importance of life outside the world of school and provides a refreshing counterbalance to academic studies.

Creativity – interpreted broadly to include a range of arts activities, as well as the creativity students demonstrate in designing and implementing service projects. Examples include working on the school play or yearbook; contributing to the school newspaper; designing posters and flyers for fundraising events; singing Christmas Carols to raise money for a charity.

Activity – because Southbank is an IB school, we do not offer Physical Education as a subject after Grade 10. Instead, for Diploma students, it's incorporated into the Activity element of CAS. But Activity is not just about participation in individual and team sports. It can also involve a student taking part in a school expedition

or a local or international project. Examples include volunteering as part of 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 include organising and hosting a tea dance to raise money for Age UK; taking elderly people Christmas shopping; offering computer coaching to local people; hosting after-school homework clubs for children from other schools; working for a local disability sports club.

We have a CAS coordinator who is responsible for providing a varied choice of activities for students.

Many of these activities can also be matched to students to help them achieve their university and career aspirations.

Through all these activities, students should develop a greater awareness of themselves and concern for others, as well as the ability to work cooperatively with other people. This is encouraged through a system of self-evaluation that asks students to reflect on how they and others have benefited from their participation and the knowledge and skills they've developed.

"The close-knit environment means you have a personal relationship with almost all of your teachers. I have had teachers email me about charity events they think I should attend, essay competitions I should apply for and lectures I would be interested in."

Joya, Diploma Programme student



SPORT AT SOUTHBANK

Southbank offers our Diploma students many opportunities to practise and compete in a wide range of sports. We believe this involvement can play a key role in helping them mature physically, emotionally and socially. Participation also gives our students access to a number of excellent sporting facilities in London and inspiring coaches who can improve their skills, leadership qualities and work ethic.

Because we are a member of the International Schools Sports Association (ISSA), we also provide students aged over 14 with the chance to compete in football (soccer), volleyball, basketball and golf tournaments which can take place all over the world. To complement this involvement, we arrange friendly matches against other schools to prepare for these tournaments.

In addition, our annual sports day is always a fun event that brings everyone together and allows students to put on their friendly competition hats for the day.

Sports our Diploma students can participate in

-
- Athletics
- Badminton
- Basketball
- Climbing
- Football (soccer)
- Golf
- Gym work
- Softball
- Tennis
- Volleyball



GO SHARKS!

Since Southbank's foundation, our students have earned significant individual and team sporting honours as members of the Southbank Sharks.

Recently, this included our boys team winning every single division of the ISSA varsity tennis tournament, and our girls tennis team coming second overall in the same competition.

Both our varsity basketball teams achieved 3rd place in their ISSA tournaments in March 2018 and we also won titles in the Westminster Schools League Basketball tournaments with our U14 girls, U16 girls and U16 boys all being crowned champions.

One of our students also won the individual title in the ISSA Golf October 2017.

OUR EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are an integral part of life at Southbank. During each school week a Diploma student usually takes part in at least one of these activities.

We believe this is important because extra-curricular activities are an excellent way to extend what students learn in the classroom. They're also fantastic at stimulating intellectual curiosity and encouraging students to take care of their mind and body. All of which helps to develop independent, confident, curious and lifelong learners who go on to fulfil their potential and do great things in their adult life.

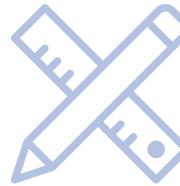
After every one of our three school terms, students have the opportunity to change their extra-curricular choices. This is so they can sample as many of our free clubs as possible and mix with a wider range of students. We also encourage students to play a role in leading activities, if they feel happy to do this.



ACTIVITIES OUR DIPLOMA STUDENTS CAN GET INVOLVED IN

Extra-curricular activities are offered before and after school, and during lunch times.

Please note: the availability of activities may change because demand determines whether it's feasible for the school to provide them.



Arts clubs

- Composition club
- Concert band
- Open choir
- School production (art direction)
- School production (rehearsals)
- SING (a capella group)
- String orchestra
- Suzuki violin



Science clubs

- Biomedical society
- Chemistry support
- Physics club
- Science club



International clubs

- Global Issues Network
- Model United Nations
- United States Academic Decathlon



Other clubs

- Debate club
- Environment club
- Geography study club
- London Exploration Society
- Spanish support
- Student investor challenge
- Student newspaper
- Wine appreciation society
- Yearbook club

GLOBAL ADVENTURES

We pride ourselves on being a truly international school that exposes our students to the many incredible cultures, languages and societies the world has to offer.

One of the valuable ways we do this is by organising trips abroad which tie in with our students' academic work and extra-curricular activities. First-hand they get to experience people, places, art and culture, as well as food and drink, which they may have never encountered before.

In 2018, this included Grade 11 Diploma students representing Southbank at the United States Academic Decathlon in Frisco, Texas.



UNIVERSITY AND CAREER SUPPORT

We offer our students comprehensive information and advice on all aspects of choosing a university and pursuing a career. This includes information sessions about planning for universities all over the world.

We also have two dedicated university counsellors, who separately specialise in North American and American-style universities, and UK and all other non-American university systems. They offer students one-to-one support and host evening events for parents to help them plan for university and entrance procedures.

Throughout the year, our school is visited by admissions officers from UK, North American and European universities. Under supervision, Grade 11 students also visit a university fair where they can meet and speak to representatives from all UK universities.

In the final term of Grade 11, students are encouraged to visit open days held by UK universities. There is also a US University Fair hosted by the Fulbright Commission, which is held every September and called USA College Day. Southbank students can attend this and meet representatives from many colleges in one place.

In the third term, we also set a day aside for Grade 11 students to visit businesses and other organisations to gain a greater understanding of careers they are interested in.

"Southbank has provided me with work experience Grade 9, where I volunteered in an elderly home. The school has also provided links throughout the years to various open days, fairs and volunteering jobs, which have all played a role in building up my personal statement."

Cansu, Diploma Programme student



ADDITIONAL SUPPORT FOR APPLYING TO AMERICAN UNIVERSITIES

Students who wish to study in the USA or Japan, or any other country which uses an American system, will usually need to take a standardised test to support their university application. At Southbank, we offer students the opportunity to take tests such as PSAT (Preliminary Scholastic Aptitude Test) and SAT (Scholastic Aptitude Test).

We can also help students 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 which we can talk to students about.

In addition, we can speak to students and parents about an online service called Family Connection, which can help students prepare for university or a career in the US. Family Connection also offers an SAT preparation course called PrepMe, which can be personalised for each student.

IN RECENT YEARS, OUR STUDENTS HAVE GONE ON TO ATTEND MANY WORLD-LEADING UNIVERSITIES. THESE INCLUDE:

United Kingdom

Bath University
Bristol University
Durham University
Imperial College London
Kent University
King's College, University of London
The London School of Economics and Political Science (LSE)
University of Cambridge
University College London
University of St Andrews

USA

Boston University
Harvard University
New York University
Parsons School of Design, New York
Stanford University

Europe

Aalto University (Finland)
IE University (Spain)
Sciences Po / Columbia University (France / New York)
Università Bocconi (Milan, Italy)
Utrecht University (Netherlands)

Canada

Bishop's University (Sherbrooke, Quebec)
McGill University (Montreal, Quebec)
University of Toronto

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FURTHER INFORMATION

We hope this prospectus has given you a good insight into what life is like as a Southbank student and why our school offers so much more than an education. However, if you would like to find out more about us, please make use of the following options:

Visit our website

You can find further information about our school, campuses and curriculum at southbank.org

On our website, you will also find details about how to apply for a place at Southbank, as well as an online application portal.

Contact us

If you have a question about any aspect of Southbank, please email us at admissions@southbank.org, or call us on +44 (0)20 7243 3803. We're more than happy to help you with any query.

Get to know us more

A great way to find out more about life at Southbank is to take a look at our Facebook, Twitter and Instagram pages. Just click on the links below and start to follow us.



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LONDON'S LEADING IB WORLD SCHOOL