



# IB BELIEVE

IN DOING THINGS DIFFERENTLY

Welcome to Southbank International School  
Upper Seniors  
15–19 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 40 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 2021/22 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 ninth 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

# SCHOOL LEADERSHIP

Our senior leadership team at Westminster has been structured to cater for what matters' in the life of the school, in the context of our Mission and Values, which are largely mirrored in Cognita's triplet of academic excellence, character development, and global perspective.

Our two Heads of School, Head of Lower Seniors (Grades 6-9) and Head of Upper Seniors (Grades 10-12) allow us to make appropriate distinctions between the campus life of our younger students and that of older students who are closer to graduation and the world of higher education

and careers. Our two dedicated Programme Coordinators for the MYP and DP work with the Heads of Faculty to focus on curriculum and assessment development in keeping with IB goals and ensure timely communication for families at critical stages of each programme.



**KEITH BIRCH**  
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."



**ANGELA LIU**  
Deputy Principal of Southbank Westminster

"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."



**SALAH HAJJAJ**  
Head of School – Upper Seniors G10 to G12

"At Southbank Upper Senior school, we focus on building a safe environment for our students and ensure they are treated with dignity and respect. Southbank's Upper Seniors are empowered to grow as IB learners and have the confidence to make key decisions for their futures after they leave school. Southbank students are expected to take full advantage of all the wonderful possibilities of studying in central London. We want them to be creative; to plan for success by risking failure, and to be prepared for the wider world."



**ANGELA JOHNSON**  
Middle Years Programme Co-Ordinator

"One of the things that makes our curriculum unique is that it is rooted in real-world contexts. Teachers regularly reflect on how to connect units of inquiry to issues and events of local and global relevance, using London as a Classroom. Concepts, or big ideas, frame the knowledge that students acquire and the skills that they develop; this kind of conceptual learning supports higher order thinking and facilitates transfer to new situations. The MYP emphasises teaching students how to learn: equipping them with skills and habits that will help them develop into successful lifelong learners."



**FABIENNE FONTAINE**  
Diploma Programme Co-Ordinator

"Southbank is truly an exceptional school that draws upon its international community. We celebrate the diversity of cultures and enjoy hearing numerous languages spoken around the school. This creates an open and welcoming environment for all.

What I love the most about the school is that it is like a multicultural family that cares for each member and offers a supportive environment for students. Our students are taught to be inquisitive, open-minded, and to take risks with their learning to fulfil their potential and become lifelong learners, preparing them for a world beyond school."

# 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.



**BIDITA SADIQ**  
MYP and DP English teacher, Theory of Knowledge teacher and G12 advisor

"I teach English language and literature at MYP and IBDP. I am also a Theory of Knowledge (ToK) teacher in Grade 11 and 12. In my opinion, English and ToK are inextricably linked as they both ask, in varying degrees, the question: "How do we know"? This involves exploring context and issues that contribute to the complex and fascinating creation of texts. Teaching my subject at Southbank International School allows my students opportunities to interpret and apply their perspective to reading a variety of texts and, in the process, become engaging, empathetic learners with a genuine interest in language and literature."



**CHRIS PATON-BARNES**  
Teacher of Design

"Being an effective problem solver is central to good Design, as well as a key to success in life. I love helping students wrestle with a variety of constraints to creatively ideate solutions to the problems they are facing in an ever changing technological world. Students at Southbank have a strong desire to learn and develop new skills and utilise critical thinking to approach real world obstacles in novel and imaginative ways.

I really enjoy the way Design and Technology combines core principles from other subject areas and applies them to the designed world around them; for many students this provides context and the basis for them to discuss moral, ethical and economic needs of a modern society."



**SAHANA BALASINGHAM**  
Head of Mathematics

"At Southbank, collaboration plays a key role in our students' success. Our classrooms buzz with talk as students compare, contrast and critique their strategies. We teach them the skills they need to break down and work through complex problems independently. They learn to find patterns, to make generalisations, to justify their findings when they think they are right, and to find holes in their theories when they think they are wrong. They learn to persevere and tackle challenging problems from different angles and to value the process of learning as much as finding the answer.

Whatever their interests, students have lots of opportunities to tap into their mathematical creativity at Southbank. They learn to appreciate the applications of mathematics in the arts and technology, as well as in more traditional subjects like science and economics. We foster a creative team spirit through a host of competitive and non-competitive events including national and international solo and team competitions."



**JUDY INSKIP**  
Visual Arts teacher

"Despite the school having grown considerably over recent years, Southbank's strength is very much its ability to maintain a warm and friendly teaching and learning environment while still maintaining academic rigour.

Southbank is a school which fully endorses the arts. Creative thinking, which is essential for our 21st century learners, is at the heart of the Southbank curriculum school wide. The rich culture of London and all that it has to offer, is a wonderful opportunity to broaden the experience of art students outside the classroom.

Through a range of fine art media, we develop the art-making experience for students, whether it be painting, printmaking or puppet making. Together, we also question and debate art from a range of cultural backgrounds; past and present, thus developing the student's critical thinking skills and knowledge."

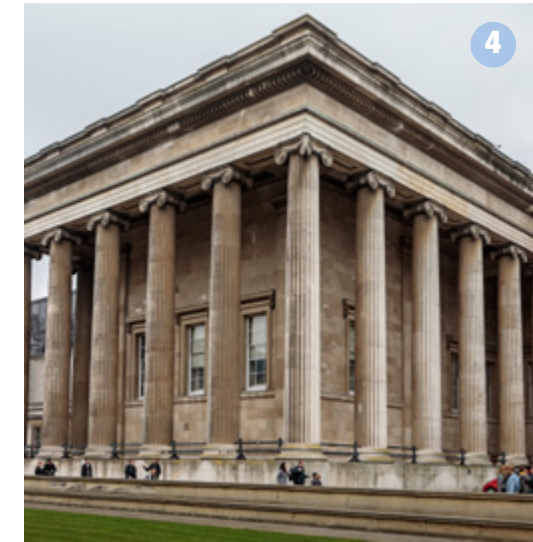
# LONDON IS OUR CLASSROOM

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.

## AWESOME PLACES OUR STUDENTS REGULARLY VISIT IN LONDON



### 1 Shakespeare's Globe

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

### 2 Natural History Museum

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

### 3 Kew Gardens

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

### 4 British Museum

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

### 5 Roundhouse Theatre

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

### 6 Science Museum

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

### 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.

# CULTURE AND COMMUNITY

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. Teachers contact parents regularly in the first few weeks to check how their students are finding the transition to Southbank.

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.

We place a strong emphasis on community and supporting charities through the Service as Action (SA) 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.

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

Our Grade 11 and Grade 12 students attend one PSHEE advisory lesson per week. This focuses on their personal development and life and career choices. Guest speakers are invited to the school to talk about mental health, sexual health education and personal finance matters.

Further time is allocated to study skills, time management, the writing of CVs, applying to universities, the nature of academic honesty, the school's acceptable use policy, the extended essay, and drugs, alcohol and tobacco awareness.

Political awareness and citizenship lessons are also taught in the PSHEE programme. Our senior school's deputy principal gives advice on preparing for mock and IB Diploma exams, exam registration and assessment matters. Our student counsellor helps students plan for the future and is available to talk about issues arising from the PSHEE programme. We also encourage students to provide feedback about the course to their advisors.



IBELIEVE  
IN QUESTIONING EVERYTHING

# 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](http://southbank.org) or [ibo.org](http://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:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.



# INSIDE AN UPPER SENIOR 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.

1



“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 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



## GRADE 10 – A YEAR OF TRANSITION

The final year of the MYP is also an important stepping stone towards further education, whether that be the IB Diploma or an equivalent programme of study. In this year of transition, students begin to narrow their subject choices as they consider requirements for future study. They are supported by their teachers and the pastoral team in developing effective study skills, and they are matched with an advisor from the Higher Education and Careers Department who will guide them through the DP course choice and university applications processes.

### PERSONAL PROJECT (GRADE 10)

From the ages of 11 to 14, all our MYP students undertake some kind of personal project related to their studies. Then, when they reach Grade 10, their personal project takes on a much greater significance. It becomes something they carry out over several months under the guidance of an individual supervisor.

Typically for a Grade 10 Personal Project, a student investigates a topic relating to a global issue that's of personal interest to them. An investigation that leads to the production of a significant piece of work that draws on many aspects of what they've learnt while studying the Middle Years Programme.

In the past, Personal Projects have involved students making a short film, writing a book of poetry, starting up a small business, building a computer, organising a charity fundraiser, and hosting a football tournament to improve community relations.

### SERVICE AS ACTION

We place a strong emphasis on community and supporting charities through the Service as Action (SA) programme, part of the MYP curriculum, 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.

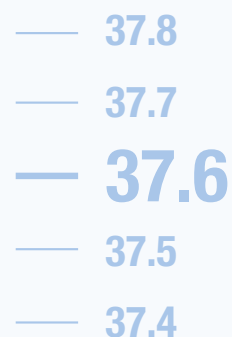
# OUR DIPLOMA PROGRAMME

Our class of 2021 achieved excellent IB Diploma results. These results helped every single one of our graduates secure places at their first choice university.



## 100% PASS RATE

All of Southbank's Diploma students passed the programme in 2021.



## 37.6 POINTS

In 2021, our Diploma students achieved an overall average score of 37.6.

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 32.9.



## 8 PERFECT SCORES

Eight of our students scored the maximum 45 points.

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

**IB** BELIEVE  
THERE'S A BETTER WAY

**DIPLOMA PROGRAMME  
CURRICULUM**

# 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 15.30, although some classes do run until 16.30. Students have a 50 minute lunch break at 11.50.

We have a two-week timetable. Every day features 4 periods, lasting 80 minutes long, apart from Wednesdays where lessons are 65 minutes long. These periods are typically occupied with lessons, although a student may have some free periods during the week.

At the end of the school or during lunch time, students can attend extra-curricular activities, but may have a lesson 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.

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

Grade 12 students enjoy the campus to themselves, for a week of concentrated learning, both independent and teacher-led, with a particular focus on the core programme.

### 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:

- indicative grades – these are an indication of the progress made in the course up to this point
- conferences between parents, teachers and students
- academic reports setting out targets and strategies
- 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.

## 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, Dutch, German, Greek, Hebrew, Icelandic, Italian, Japanese, Lithuanian, Norwegian, Portuguese, Russian, Serbian, Swedish and Turkish. We can usually offer other required languages too.

#### 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 examination papers (70%) and the individual oral (30%) for SL and two written examinations papers (60%), an essay (20%) and the individual oral (20%) for HL.

#### 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 (70%) and the individual oral (30%) for SL and two written examinations papers (60%), an essay (20%) and the individual oral (20%) for HL.

**“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 five themes:

- identities
- experiences
- human ingenuity
- social organisation
- sharing the planet.

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, Danish, Dutch, German, Italian, Japanese, Mandarin, Russian and Swedish.

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 develop their ability to communicate in the target language and understand how the language works.

At Standard Level and Higher level, students develop their receptive, productive and interactive skills using the language by studying the five prescribed themes. At Higher Level, students will also study a minimum of two literary works originally written in the target language. Standard level and Higher level teaching is differentiated by the depth of syllabus coverage, the level of difficulty and demands of assessment and assessment criteria.

The five themes prescribed are:

- identities
- experiences
- human ingenuity
- social organisation
- sharing the planet

#### Language B options (two selected from five)

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 German, Hebrew (SL only), Italian, Japanese, Norwegian, Portuguese, 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

Students are assessed at the end of the course through the individual oral (25%) and two examination papers: a writing paper (25%), and a listening and reading comprehension paper (50%).



### 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 uses quantitative and qualitative methods to study broad topic areas of microeconomics (affecting individuals, firms and markets), macroeconomics (affecting countries, governments and societies), and the global economy (including trade and development). The course encourages students to develop considered and balanced perspectives of current global issues, and it makes them think about their own responsibilities at a local, national and international level.

At Standard Level, students study four units: foundations of economics, microeconomics, macroeconomics, and the global economy. At Higher Level, students study the same four units and some additional sub-topics and more emphasis on quantitative methods linked to the four core areas.

#### Assessment

Students at Standard Level are assessed through two examination papers (70%) and Higher Level students are assessed through three examination papers (80%). In addition to exams, all students must submit an internal assessment (30% for Standard Level and 20% for Higher Level).

#### 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.

Students also have the opportunity to attend historical conferences, which give them the chance to hear distinguished academics speak on topics relevant to their studies. They are also encouraged to take advantage of the school's location in London and explore the many historical sites and museums available to them.

Fascinating subjects covered in the course include a sweep of Russian History from the Tsarist Imperial period starting 1853 through to the era of Communism 1917 - 1991 and then onwards into the post-communist period to Putin, Mao's China, Castro's Cuba, the causes of the Second World War, and Italy under Mussolini.

#### 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.

#### 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.

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%.

### **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 exams and fieldwork.

Exams constitute 80% of the grade for HL students and 75% for SL students.

The remaining grade comes from the compulsory fieldwork known as the IA. This fieldwork trip is a longitudinal river study and is often the highlight of the course. The trip takes place in Morocco in the spring of the first year of the course

### **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)**

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.

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**

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.

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%).



### **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**

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

### **Design Technology (Higher Level or 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 Students are assessed through two external exams (60%) and an internal design project that's of personal interest to a student (40%).

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

## **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.

### 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.

### Arts extra-curricular activities/productions and “A School Without Walls”

Arts extra-curricular activities occur throughout the week. While many ECAs are one session week, larger scale projects - such as theatrical productions - may have two or more sessions. Arts ECAs provide opportunities for students to pursue and develop their artistic and creative skills. We encourage all of our Group 6 students to take part in a creative elective: in particular, school productions offer the benefits of a multi-disciplinary approach.

With London as our classroom, we also encourage students to visit galleries, theatres, concert halls and films, seeing how these art forms exist in the past in present, and imagining what they will be in the future.



### Theatre (Higher Level or Standard Level)

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and the presentation of ideas to others. The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating.

Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

### Distinction between SL and HL

The assessment tasks clearly indicate a distinction between SL and HL. They allow for greater breadth and depth in the teaching and learning at HL through an additional assessment

### Assessment

#### Research presentation (SL 30% / HL 20%)

Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they evidence their academic and practical explorations of a performance convention from a world theatre tradition they have not previously studied.

The research presentation is distinctive among the theatre assessment tasks as it requires students to hypothetically

cross time and space in order to authentically engage with a dynamic theatre tradition of another culture. As a significant encounter with the unfamiliar, there will be challenges and rewards which will shape the outcomes of this learning encounter differently for each student. Students should be encouraged to view this task as a carefully considered and respectful “opening-the-door” experience in search of cultural insight and creative inspiration, appreciating that to master the skills of the world theatre traditions prescribed in this task would take many years and, in many cases, require total immersion in the culture from which the tradition arises. A list of all sources cited and any additional resources used by the student during the presentation is required.

#### Collaborative project - external assessment (SL 40% HL 25%)

Students at SL and HL collaboratively create, stage and perform an original piece of theatre (lasting 7–10 minutes) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. The audience is selected by the students. A project report (a maximum of 10 pages of written text and images) plus a list of all sources used is also required.

#### Production Proposal - internal assessment (SL 30% HL 20%)

Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. The student’s ideas are presented in the form of a production proposal. The student

is not required to stage the play. A production proposal (a maximum of 12 pages of written text and images\*) plus a list of all sources used is required.

#### 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, stage and present a solo theatre piece (4-7 minutes) to an audience that demonstrates the practical application of the aspect(s) of theory. A report (2,500 words maximum) plus a list of all primary and secondary sources cited is also required.

### 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. Mozart, Fiona Apple, Blues, Tango, Gagaku, they can follow their interests and passions while deepening their knowledge and skills.

Four areas of inquiry underpin their inquiry: music for socio-cultural and political expression, music for dramatic impact, movement and entertainment, music for listening and performance, and music technology in the electronic and digital age. There is also a great emphasis on using source material from personal, local and global contexts. A truly global, innovative curriculum.

## Assessment

Students create, perform, participate in and analyse music from their own backgrounds 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. Research and creative work is framed through four areas of inquiry: Music for sociocultural and political expression, music for listening and performance, music for dramatic impact, movement and entertainment, and music technology in the electronic and digital age. Students submit through two external and two

internally assessed portfolios which allow students great flexibility in the music they choose to study.

### Exploring Music in Context (SL 30% HL 20%).

Students research a broad exploration of diverse musical material in authentic ways. Diversity and breadth are achieved by a choice of contrasting materials from personal, local and global contexts in at least two areas of inquiry, evidenced through written work and audio recordings. Students use this research as a springboard for a performance and a composition.

### Presenting Music (SL 40% HL 30%).

This portfolio is a culmination of the students' best achievements as researchers, creators and performers across all four areas

of inquiry, demonstrating that the student is a holistic and well-rounded musician at the end of their studies.

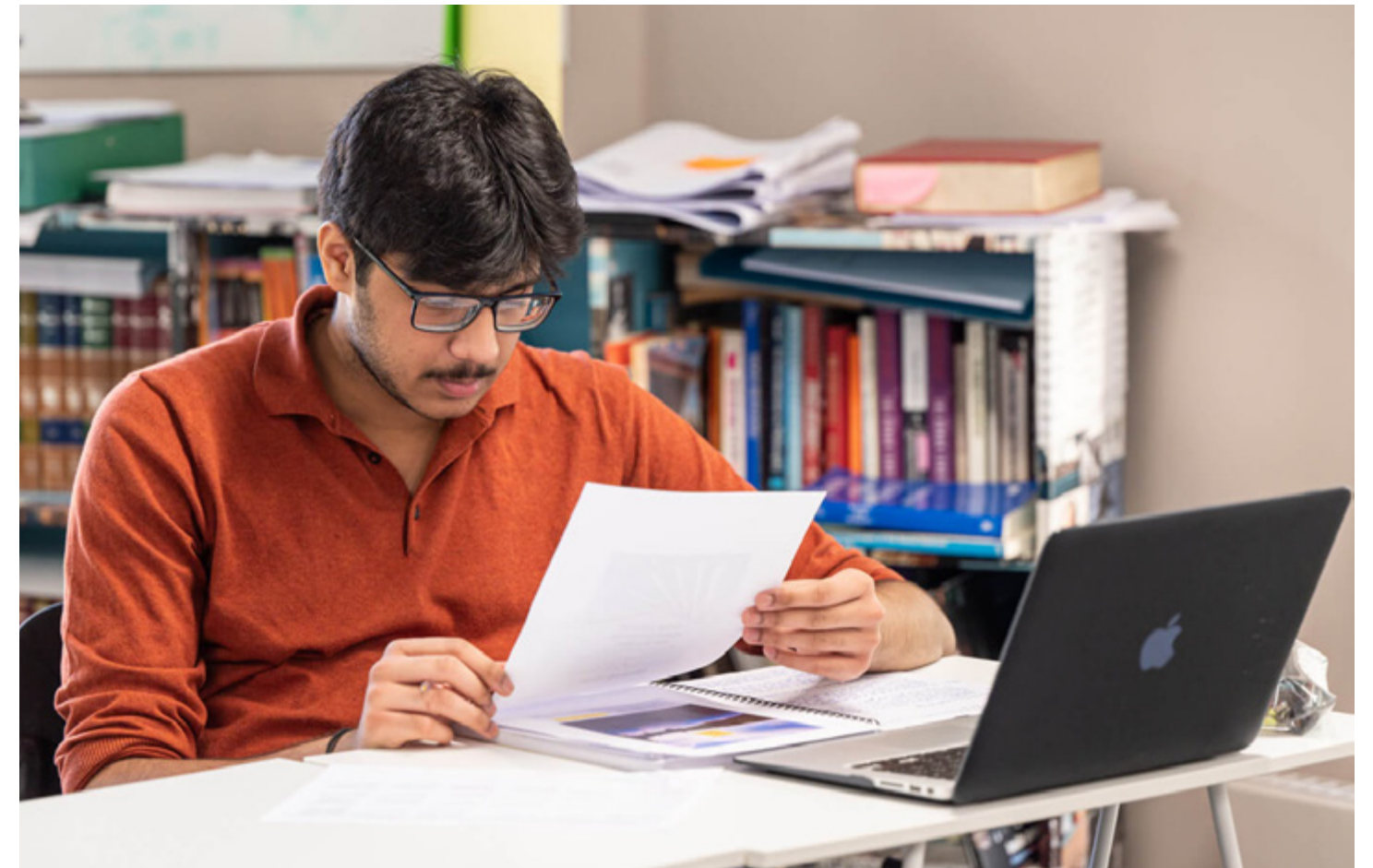
### Experimenting with Music (SL 30% HL 20%)

Students prepare a report explaining the processes for a series of musical experiments in creating and performing, based on their selected stimuli. Submissions will show experiments with unfamiliar music from local and global contexts. This is a demonstration of the experimentation and creative process, rather than a collection of polished works - a kind of process portfolio.

### Contemporary Music Maker (HL only 30%)

Based on a real-world scenario, students prepare a multimedia

presentation evidencing the effective leadership, planning and development of a real-life, collaborative music project. This could be composing/performing music for a student film, or for an art installation, for dance, or another real-world event or circumstance...the possibilities are endless!



## CORE ELEMENTS

### Theory of Knowledge

Theory of Knowledge (ToK) is central to the Diploma Programme and is compulsory for all Diploma students. It challenges students and their teachers to reflect critically on diverse Areas of Knowledge and ways of thinking, and to consider the role knowledge plays in our global society. It encourages students to become more aware of themselves as thinkers and to consider the complexity of knowledge and recognise the need to act responsibly in an increasingly interconnected world.

ToK classes are primarily discussion-based. Key topics explored include 'Areas of Knowledge' such as the natural sciences, the human sciences, mathematics, history and the arts. There is also a consideration of the theme knowledge and the knower, as well as optional themes which include language, politics, technology, religion and indigenous societies.

Internal assessment of the course comprises class discussion and an exhibition where students choose three objects to address a prompt in 950 words. At the end of their second year, students write a 1600 word essay, choosing one of six titles as their external assessment.

### 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.

### **Personal, Social, Health and Economic Education (PSHEE)**

Our Grade 11 and Grade 12 students attend one PSHEE advisory lesson per week. This focuses on their personal development and life and career choices. Guest speakers are invited to the school to talk about mental health, sexual health education and personal finance matters.

Further time is allocated to study skills, time management, the writing of CVs, applying to universities, the nature of academic honesty, the school's acceptable use policy, the extended essay, and drugs, alcohol and tobacco awareness.

Political awareness and citizenship lessons are also taught in the PSHEE programme. Our senior school's deputy principal gives advice on preparing for mock and IB Diploma exams, exam registration and assessment matters. Our student counsellor helps students plan for the future and is available to talk about issues arising from the PSHEE programme. We also encourage students to provide feedback about the course to their advisors.

**“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**



# IBELIEVE

IN QUESTIONING EVERYTHING

## 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.

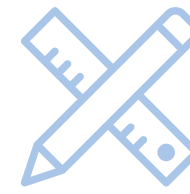
After every one of our three school terms, students have the opportunity to change their extra-curricular choices. This is so they can sample as many of our free clubs as possible and mix with a wider range of students. We also encourage students to play a role in leading activities, if they feel happy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

# HIGHER EDUCATION 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 three dedicated university counsellors, whose combined expertise covers the UK as well as North American and American-style universities, and university systems in Europe and as far away as Australia. 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 sometimes 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

### Canada

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

### 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)





# IB BELIEVE

I'M DESTINED FOR GREAT THINGS

## 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 | G10–12 Westminster – Diploma Programme and Middle Years Programme [southbank.org/westminster](https://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 and language suites.

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 | G10–12**  
**Westminster – Diploma Programme**  
**and Middle Years Programme**  
[southbank.org/westminster-campus-expansion](https://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 | G6–9**  
**Westminster – Middle Years Programme**  
[southbank.org/westminster](https://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](https://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](https://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.



# IBELIEVE

## IN DOING THINGS DIFFERENTLY

### 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

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You can find further information about our school, campuses and curriculum at [southbank.org](http://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


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If you have a question about any aspect of Southbank, please email us at [admissions@southbank.org](mailto: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

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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.

 [/southbankinternationalschool](https://www.facebook.com/southbankinternationalschool)

 [/southbankschool](https://twitter.com/southbankschool)

 [/southbankschool](https://www.instagram.com/southbankschool)

# LONDON'S LEADING IB WORLD SCHOOL