



# THE BRITISH SCHOOL

New Delhi, India

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## GROUP 1

### First Language

#### English / Hindi A1

The Language A1 programme is primarily a pre-university course in literature. Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

## GROUP 2

### Second Language

#### Language B - French, Spanish, English and German

The aims of the Language B programme are to enable the students to communicate accurately and effectively in speech and in writing within a range of contexts. It also develops the ability to understand and respond to the language demands of transactional and social contacts. It offers insights into the culture of the countries where the language is spoken. Most importantly, it provides an opportunity for enjoyment, creativity and intellectual stimulation and the end of the programme; the students have a sound linguistic base for further study, work and leisure.

N.B. For students who have had no previous education in a foreign language, Spanish is also offered at the Ab Initio level. This is for students who have had no Spanish in the last two years and less than two years in total.

## GROUP 3

### Individual & Societies

#### Business and Management

IB Business Management is a rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. All students are expected to learn the skill of decision-making which involves an inter-play of the financial, marketing, operational or human resource related issues that occur in any business. All higher level businesses are further required to understand strategic analysis, choice and implementation in the world of business.

#### Geography

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography

describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives. Within group 3 subjects, Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The Diploma Programme Geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

#### History

History is an exploratory subject, which poses questions without providing definitive answers. In order to understand the past students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. IB History provides Both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between but not judgements of, different cultures, political systems and national traditions. We follow Route 2 that encompasses the main developments in 20th Century World History. At the higher level students study the history of Asia and Oceania in the modern times and it encourages an in-depth, interlocking study of political, social, economic and cultural developments in the region.

#### Economics

Economics is a dynamic social science, forming part of the study of individuals and societies. It incorporates elements of History, Geography, Psychology, Sociology, Political Studies and many other related fields of study.

IB Economics is taught using the scientific approach which is a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion. It involves studying the empirical observations of positive economics, formulating normative questions and exploring such questions. The syllabus renders itself to internationalism as students are taught to consider economic theories, ideas and happenings from the points of view of different individuals, nations and cultures in the world economy. An integral part of the economics course is the Internal Assessment which enables candidates to demonstrate the application of their knowledge of economic theory to real-world situations in the form of portfolio of four commentaries, each based on a news media extract.

#### Psychology

The Psychology course looks at various levels of analysis into the field of Psychology. The curriculum takes us through Biological, Social and Cognitive theories then explores in depth developmental psychology. Research methods are examined in each section and are a vital part of the Internal Assessment and final exam. We also look at themes of ethics, free-will, cultural and gender issues and the nature/nurture debate. Exams are essay based, thus writing is a key focus of the course.

## **GROUP 4**

### **Experimental Sciences**

#### **Biology**

This course involves the teaching and learning of Biology as an experimental science. It encourages scientific thinking and provides ample opportunities to follow the scientific method in solving problems. The purpose of the course is to enable students acquire a sound knowledge and understanding of the living world and appreciate that human beings are part of a highly interactive and interdependent web of life. The Biology course will prepare students for further education in the fields of pure and applied biology, medicine and a number of interdisciplinary fields. It will equip them with experimental and research skills.

#### **Physics**

At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of Mathematics, which is the language of Physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

#### **Chemistry**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. The Diploma Programme Chemistry course includes the essential principles of the subject but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students.

#### **Environmental Systems & Societies**

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach therefore needs to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

## **GROUP 5**

### **Mathematics & Computer Science**

#### **Computer Science**

Computer Science involves a full understanding of logical problem solving as well as a detailed knowledge of how computers operate. Students are expected to acquire mastery of the specified aspects of Java that are taught over two years. Mastery will be demonstrated through work submitted in the programme dossier. The Computer Science standard level (SL) course focuses on software development, fundamentals of computer systems and the relationship between computing systems and society. The higher level (HL) course encompasses all these elements but is extended to include: computer mathematics and logic; advanced data structures and algorithms; further system fundamentals; and file organisation.

#### **Mathematical Studies SL (Standard Level)**

This course is available at standard level only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of Mathematics in students

who do not anticipate a need for Mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

#### **Mathematics SL (Standard Level)**

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics, Psychology and Business Administration.

#### **Mathematics HL (Higher Level)**

This course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as Physics, Engineering and Technology. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems.

## **GROUP 6**

### **The Arts**

#### **Visual Arts**

The study of Visual Arts encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving. It continually creates new possibilities for the visualisation of art and encourages the student to challenge traditional boundaries by understanding different medium like linoprint, screen printing, clay and fibreglass sculpture, digital manipulation, acrylics on canvas, photography and mixed media. The course consists of studio work, which is practical exploration and artistic production and the research workbook which is a journal with independent contextual, visual and critical investigation, exploration, new ideas, critical commentary and medium trials. The course encourages an active exploration of Visual Arts within the students' own and other cultural contexts. It is taught at both HL and SL levels with Option A students concentrating more on the studio work, and Option B students more on the research workbook.

#### **Theatre**

The IB Theatre course encompasses three core elements, Theatre in the world, Theatre in the making and Theatre in performance. It is around these core elements that students are encouraged to develop the organisational and technical skills needed to express themselves creatively in theatre. Students enter a journey of exploration, developing their understanding of what theatre is and a holistic approach to the practical application of theatre. Students study culture through their research of theatre from around the world and are given the opportunity to apply their learning to the practical workshops they are involved in. They experience how theatre is made and what brings a performance together, how theatre is communicated in many different languages and is the gateway to a global community. It is through the research and application of theatre that students build their skills as practitioners, playwrights, performers and designers.

#### **Music**

The IB Music course provides an enriching and valuable course of study for students with the opportunity to engage in the world of music as lifelong participants as well as a strong foundation for a music career. It is designed to offer students the opportunity to build on prior experience in music and develop their knowledge and potential as musicians, both personally and collaboratively, while encouraging a broad approach to the subject and developing new skills, techniques and ideas. While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

The course comprises of three units - musical perception, creating and solo or group performance. It encourages the development of creative skills through exploration, control and development of musical elements, performance skills through solo or group music making and critical-thinking skills through reflective thought.