

NOTICE – ADVANCE/STANDARD MATHS & SCIENCE IN GRADE IX & X (BATCH 2026-27 & 2027-28)

Dear Parents,

As your ward enters **Class IX**, the transition from the middle years to the secondary stage marks an important phase in their academic journey. At this stage, students begin to develop greater academic independence, identify their areas of strength and interest, and gradually make choices that may influence their future learning pathways.

In keeping with the broader vision and the evolving academic framework of the **Central Board of Secondary Education (CBSE)**, students and parents may encounter differentiated learning and assessment pathways in **Mathematics and Science**.

The purpose of this communication is not merely to explain the structure, but to help parents understand the **rationale, expectations and implications of the choice**, so that the decision is made thoughtfully and in the best academic interest of the child.

1. Understanding the Two-Level Approach

Mathematics and Science may be offered through two levels of academic engagement:

A. Standard Level – Foundational Pathway

The Standard level provides a strong foundation in the subject and is designed to ensure that students develop:

- Conceptual clarity and fundamental understanding.
- Application of knowledge to real-life situations.
- Scientific and mathematical reasoning.
- Problem-solving abilities.
- Experiential and practical learning.
- Competency-based understanding rather than mere memorisation.

This pathway is appropriate for students who wish to build a sound academic foundation while maintaining a balanced approach across subjects.

B. Advanced Level – Enrichment and Higher-Order Pathway

The Advanced level is intended for students who demonstrate a **strong aptitude, sustained interest and readiness for greater academic challenge**.

It places greater emphasis on:

- Analytical and logical reasoning.
- Higher Order Thinking Skills (HOTS).
- Multi-step and unfamiliar problems.
- Deeper conceptual understanding.
- Application and interpretation.
- Independent learning.
- Complex problem-solving.
- Academic perseverance and intellectual curiosity.

The Advanced level should therefore be viewed as an **opportunity for academic enrichment**, rather than as a measure of a student's intelligence, ability or status.

2. How the Advanced Assessment Works

For students opting for the Advanced pathway, the assessment will include an additional component:

- Students will appear for the **common 80-mark Standard paper**.
- In addition, they will appear for a **25-mark Advanced paper of 1-hour duration**.
- The additional Advanced paper will be conducted **only in the Annual Examination and the Class X Board Examination**.
- The Advanced component provides an opportunity for students to demonstrate higher-order competencies beyond the foundational level.
- **Marks obtained in the Advanced paper will not adversely affect the student's overall percentage.**
- Students securing **50% or above in the Advanced examination** will receive a **special mention on the final mark sheet and Class X Board result**, as applicable under the prescribed framework.
- If a student scores **below 50%** in the Advanced component, there will be **no such mention** in the Board result.

The additional assessment should therefore be understood as an **opportunity to demonstrate advanced competency**, and not as an additional burden or a competition among students.

3. Who Should Consider the Advanced Pathway?

The decision should not be based solely on current examination marks.

Parents and students may consider the following questions:

Does the student—

- Enjoy solving unfamiliar or challenging problems?
- Ask questions beyond what is discussed in the classroom?
- Show curiosity about *why* something happens, rather than only *what* happens?
- Enjoy mathematical reasoning, scientific investigation and logical puzzles?
- Demonstrate the ability to apply concepts in new situations?
- Take initiative for independent learning?
- Remain persistent when a problem does not have an immediate solution?
- Demonstrate the ability to manage additional academic challenge without compromising other subjects?
- Show sustained—not merely temporary—interest in Mathematics and Science?

If the answer to several of these questions is **yes**, the Advanced pathway may provide a suitable academic challenge.

4. What Parents Should NOT Do

We strongly advise parents **not to choose the Advanced pathway merely because**:

- Other students are opting for it.
- Friends or relatives consider it more prestigious.
- They believe the Advanced level will automatically lead to better Board results.
- They want their child to pursue engineering or medicine without considering the child's actual interest and aptitude.
- They wish to compare their child's academic performance with peers.
- They believe choosing Standard indicates lower ability.

Every learner is different. A student's academic success depends not only on the level chosen but also on conceptual understanding, consistency, motivation, emotional readiness, time management and overall well-being.

5. Advanced Does Not Mean “Better”

It is important for every parent and student to understand this distinction.

Advanced is not a ranking. Standard is not a deficiency.

The purpose of differentiated academic pathways is to provide students with an opportunity to learn at an appropriate level of challenge. A student who performs exceptionally well at the Standard level should not feel inferior to a student pursuing the Advanced pathway.

The right choice is the one that enables the student to **learn deeply, remain motivated and progress confidently**.

6. The Role of Parents / Students

Parents play an important role in helping children make this decision.

We encourage you to:

1. Discuss the choice openly with your child.
2. Listen to the child's interests and concerns.
3. Review the student's learning pattern rather than looking only at marks.
4. Consider feedback from subject teachers.
5. Assess whether the child is ready for sustained higher-order learning.
6. Avoid comparison with siblings, classmates or friends.
7. Allow the child to make the choice with appropriate adult guidance.
8. Focus on long-term learning rather than short-term recognition.

A conversation such as **"Which level will help you learn better?"** is more meaningful than **"Which level are your friends taking?"**

7. The Role of the School

The School will continue to support students through **academic observation, classroom performance, teacher feedback and appropriate guidance**.

Teachers will help students understand their strengths and areas for development so that the choice is based on **evidence, aptitude and readiness**, rather than assumptions.

Parents are requested to consider the School's academic guidance as one of the inputs while making the final decision.

10. An Informed Decision

We request parents to have a meaningful conversation with their ward before making the choice.

Please remember:

The objective is not to choose the most difficult pathway. The objective is to choose the most appropriate pathway for the learner.

The School remains committed to ensuring that every student receives the right academic challenge, appropriate support and opportunities to realise their potential.

We look forward to your cooperation in making this transition **purposeful, informed and student-centred**.

Warm regards,

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