



**D Y PATIL**  
**INTERNATIONAL SCHOOL**  
WORLI

# A LEVELS

H A N D B O O K

**2026-27**



**Cambridge Assessment**  
**International Education**

Cambridge International School



## Message from Head of School

Dear Students,

*"You have to go through the falling down in order to learn to walk. It helps to know that you can survive it. That's an education in itself."*

-By Carol Burnett

Welcome to the enthralling world of International Curriculum!!!

International education aims at developing global citizens who are able to Understand the diversity in culture and respect its similarities and differences. The role of education is to go beyond the realms of conventional schooling. The curriculum should empower students to be critical thinkers and lifelong learners.

At DYPIS, we promise to deliver the most challenging and intellectually stimulating curriculum to our students. We endeavour to create a learning atmosphere that would cater to varying needs of our young students. The learning journey will be full of experiences that would allow students to derive their own understanding of various subjects. Classroom deliveries would be complemented with field trips and workshops to enhance students' knowledge of those subjects.

This booklet contains information about subjects offered at the school. It also contains information about the topics to be covered during this academic year. There is a mention of assessments giving you understanding about what types of assessments will be conducted.

Please feel free to approach the Programme Coordinators for any clarification or help.

The International Curriculum aims at developing global citizens who would understand cultural diversity and accept the differences with an open mind. The learning interactions will aim at developing attributes of the learner profile by the time you graduate from DYPIS and take your first step in the outside world.

We wish you all the best and we hope that the skills built over this academic year will make way for a successful career and a satisfying life.  
Good Luck.

**Ms. Kinnari Shah | Head of School**

# Message from A levels coordinator

**Dear Parents and students,**

Welcome to the Cambridge Advanced Level programme at D Y Patil International school, Worli.

“A level” is a critical point in a student’s educational journey given that it can influence the opportunities available for further education, university and the world of employment and accordingly shape their future.

As students enrol for this programme, they will recognize that flexibility of subject choice, depth of understanding, research-oriented and real-life learning, practical correlation of subjects and objectivity are some key strengths of this curriculum.

They may find that every day presents different challenges, but they will also benefit from rich interactions, perspectives, and experiences, as the course places a high value on learning deeply, viewing problems from multiple perspectives, and developing personal responsibility.

Besides, we believe that curriculum cannot be implemented only within the four walls of the classroom; indeed it is only when students are engaged in activities like community service, educational camps, field trips, hands on experimentation, leadership and communication workshops, debate, extempore, student exchange programs, informative guest lectures, sports or even travel, amongst many others can learning truly be accomplished. Therefore, An A level student sets high

academic goals and develops a sufficient level of motivation and rigour to expand his or her knowledge and grow intellectually so that when they enter into the adult world, they will be equipped with the requisite skills, expertise and self-belief to fulfill their own potential and, in many cases, to become leaders in

I am honoured to be part of this rich educational opportunity and to watch our students grow into the model of a global citizen with the ability to collaborate, be creative, think critically, and communicate clearly. Working with a group of students and educators who share a powerful set of academic skills and strong personal values is a remarkable experience. Together we can continue the tradition of personal growth and strong academic success that our dedicated staff and students have achieved in the past in this school.

The AS/A level years are truly a time of progression and development. I hope that our students will make the most of the learning opportunities encountered in the next two years and not only achieve excellent AS/A level grades but develop solid academic foundations upon which later life-long learning will be built.

Wishing our students a stimulating and delightful learning experience!

**A Level Coordinator**

## DYPIS Mission

To create a community of life-Long Learners working together in a caring, Challenging and nurturing environment that encourages enthusiasm, international mindedness, independence and responsibility where academic and personal potential can be achieved.

## DYPIS Vision

We aspire to be a school from which students gain a sense of personal accomplishment, self-confidence, and a Lifelong love for Learning. By fostering critical thinking through the inquiry process, our students develop a broad range of competencies for their future endeavours. We value a strong partnership where parents contribute to the education and success of their children.

- We foster a well-qualified, highly skilled and approachable faculty, and expect and support their professional development.
- We inspire our students to strive for excellence in all aspects of their development: academic, intellectual, creative, social, physical and emotional
- We expect our students to become productive individuals and principled world citizens.
- We respect every individual and every culture in our community. We believe that our diversity of cultures, languages and experience is a source of strength, inspiration and knowledge.
- We promote the exchange of ideas and an atmosphere of openness amongst students, faculty, parents and administration.

# About Cambridge

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. Over 10,000 schools in more than 160 countries offer Cambridge programmes and qualifications.

Cambridge International Examinations is part of the University of Cambridge. They prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning.

Their international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, they devote their resources to delivering high-quality educational programmes that can unlock learners' potential.

Their programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

# Cambridge Mission & Learner attributes

The CAIE mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, they develop Cambridge learners who are

- Confident in working with information and ideas – their own and those of others.
- Responsible for themselves, responsive to and respectful of others.
- Reflective as Learners, developing their ability to learn.
- Innovative and equipped for new and future challenges.
- Engaged intellectually and socially, ready to make a difference.

These five attributes are Cambridge's way of recognising that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.



Accordingly, the curriculum and assessments are designed bearing in mind these Cambridge learner attributes as they develop not only content but also skills and help learners to bridge the gap to the next stage of education and the world of work.

# Cambridge International

## AS & A Levels

Cambridge Advanced is typically for learners aged 16 to 19 years who need advanced study to prepare for university and higher education. In order to secure a place at university, students must follow a programme where there is heavy emphasis on advanced study to prepare them for higher education.

Cambridge International AS and A Level qualifications have a proven reputation for being excellent preparation for university, employment and life. The syllabuses develop a deep understanding of subjects and independent thinking skills. Universities value the independent research and critical thinking skills, as well as the deep subject knowledge that Cambridge qualifications bring.

Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Many subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

Cambridge International AS & A Levels open doors to the world's best universities – in the UK, Ireland, USA, Canada, Australia, New Zealand, India, Singapore, Egypt, Jordan, the Netherlands, Germany and Spain and beyond and every year thousands of students follow this pathway to success.

In countries such as the United States and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit.

An 'A/AS Level Recognition Handbook' can be downloaded from the CIE website at <http://www.cie.org.uk/programmes-and-qualifications/recognition-and-acceptance/>.

Cambridge International AS & A Level develops learners' knowledge, understanding and skills in:

- In-depth subject content
- Independent thinking
- Applying knowledge and understanding to new as well as familiar situations
- Handling and evaluating different types of information source
- Thinking logically and presenting ordered and coherent arguments
- Making judgements, recommendations and decisions
- Presenting reasoned explanations, understanding implications and communicating them logically and clearly.
- Working and communicating in English.

## Introduction

Welcome to AS & A Levels at D Y Patil International school and congratulations on your interest in the Cambridge Advanced Level programme which encourages students to be active learners, well-rounded individuals and engaged world citizens.

Students wanting to pursue higher education in both India and abroad will benefit from this experience. The myth that Cambridge derails a student from the Indian way of learning and only helps students ambitious of going abroad is unfounded. The A level programme provides a strong platform for all types of learners to progress from one stage to the next, and is well supported by a host of teaching and learning activities carried out in the classrooms which make them career-ready, grounded in their discipline, articulate, committed to ethical behavior and in possession of the requisite 21st century skills.

The Advanced Level, or A Level, is the 'gold standard' of CIE qualifications. It is accepted as an entry qualification by universities of the European Union and very many around the world, on a par with the French Baccalaureate, the German Abitur, etc.

DYPIS prepares students for universities by offering the necessary experiences and knowledge that will give students confidence and success in their post-secondary education

In Grades 11 and 12, the students embark on their next set of external examinations after IGCSE Examinations. .

At DYPIS, we follow a staged assessment to an A Level by taking the AS qualification in one examination session (February/March of the first year), and the A2 assessment in a subsequent session (February/March of the second year). English General Paper at the AS level is taken in the second year.

NOTE: The A2 examination cannot be taken as a standalone qualification.

A Level examination is usually taken after 13 years of education and is based on approximately 360 hours of guided learning normally over a two-year period. The subject content of each of the A Level syllabuses has been

subdivided into two parts: the AS syllabus content which is expected to be covered in the first half of the course, and part two of the syllabus commonly referred to as 'A2'.

A Levels are highly specialised and a student will normally take three subjects, although occasionally exceptional students take four. Students wishing to go on to university will typically follow four to five AS courses in their first year of study and then continue with at least three subjects to the full A Level in their second year, perhaps alongside another AS Level course.

AS Levels are accepted in all UK universities and carry half the weighting of an A Level.

For example, students may be admitted with suitable grades in two A Levels and two AS Levels (in place of 3 A Levels). Institutions outside the UK which offer credit for A Levels can be expected to offer half that amount of credit for AS Levels.

# Grading System

Each subject that a student takes receives a separate grade. Grades are benchmarked using internationally recognised grades, which have clear guidelines to explain the standards of achievement.

The Cambridge International AS Level is reported on a grade scale from A\* (highest) to E (minimum required performance). There is no A" grade for Cambridge International AS Levels, which run from grade A to E.

AS Level grades are submitted to university applications and are the basis for conditional acceptance to a course a student may wish to study. Teachers use AS Level grades to give students valuable feedback on their performance, identifying strengths and weaknesses before they complete their full Cambridge International AS Level.

As Level grades are submitted to admissions officers at the universities to which the students have applied. It is these final grades that determine whether a student is accepted or rejected by their chosen university.

There are six passing grades (A" – E). Minimum matriculation requirements are at least two pass grades. University courses for which there is not strong demand might accept students with any grades, but typical UK university entrance requirements are closer to three passes at grade C or above for academic courses in established universities.

Very popular courses will often require much higher grades. For example, medical schools in the UK often require grades of AAA and the highly selective universities such as Cambridge and Oxford ask for at least AAA for all courses. Good As Level grades can also be a key to admission for all the world's major Anglophone universities. University course credit and advanced standing is often available in countries such as the USA and Canada, where entrance to university takes place after 12 years of education. Good grades in carefully chosen As Level subjects can result in up to one full year of credit.

The primary discussions that happen in the early stages of the AS Level are about right subject choices; In many cases, this becomes the deciding factor. Therefore, the purpose of this booklet is to make the parents and students familiar with the AS/As Level subject choices.

This handbook will provide you with a clear understanding of the AS/A level courses at D Y Patil International School and will guide you through the requisite Learning and assessment objectives of the various subjects offered.

The Programme is broad in its scope and deep in its provisions. A careful reading of the information in this handbook will provide students and parents with an understanding of what the AS Level involves. In choosing this programme, students will enter a Programme that develops them into lifelong Learners. Students will gain skills in research, writing, critical thinking to provide a foundation for success in university and beyond.

Each subject area has a summary of the content of the AS/A level course and outlines the assessment procedures, as well as gives some reasons why you might want to study that particular discipline, what prior knowledge could be required and what career opportunities will open up.



## At DYPIS

Formative assessments are conducted throughout the term and include work done regularly in class and at home in the form of presentations, quizzes, projects, portfolio, worksheets, written essays, oral questioning, discussions, debates, speeches, role play, etc.

Summative assessments are administered at the end of every term and include term- end examinations.

## Academic Integrity policy

DYPIS is committed to academic honesty and will ensure that all students are aware of what this entails. We encourage students toward a Life directed by the values of uprightness and personal truthfulness. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

# Academic Misconduct and Malpractice

Although the following list is not exhaustive, academic misconduct can, in general, take several forms:

**Plagiarism:** Taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.

**Copying:** Taking the work of another student, with or without his or her knowledge and submitting it as one's own.

**Exam cheating:** Communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.

**Duplication:** Submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

**Falsifying data:** Creating or altering data which have not been collected in an appropriate way.

**Collusion:** Allowing one's work to be copied or submitted for assessment by another.

Cheating and plagiarism are serious offences. Cheating and plagiarism do not reflect the high standards of character, citizenship, and integrity so highly valued at DYPIS and reflected in our school's mission statement.

Academic misconduct of any kind undermines the Learning environment and will not be tolerated at DYPIS.

Our expectations and best practices are set out below.

An academically honest student:

## DOES

- Document source material in a formal and appropriate manner (MLA Format).
- Use direct quotations appropriately.
- Paraphrase and cite others' ideas appropriately.
- Understand the concept of plagiarism.
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments.
- Acknowledge explicitly and appropriately the help provided by another person.
- Follow all exam rules.

## DOES NOT

- Copy from any source without adhering to rules that govern intellectual property.
- Copy the internal assessment work of other students.
- Give another student his/her work to copy.
- Use notes during a test unless allowed by the teacher or permitted by the examination rules.
- Do homework for another student.
- Present material written by another student as his/her own.
- Purchase and submit pieces written by someone else.
- Write essays for other students.

# Responsibilities of Students

- The school's mission statement is clear about the active role students have in their own learning. Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement.
- It is expected that all Cambridge students, regardless of the programme, understand and accept the principle of academic integrity and face the challenges associated with it. This is not a task that students can face in isolation, they must have the support of their teachers and the school.
- In an age-appropriate format, schools and teachers are expected to present Cambridge students with policies and rules so they understand the school's stance towards academic integrity from the outset. Once students understand what the school wants to achieve, it will be easier to have their support for any initiative that the school proposes.

**Academic integrity should not be an imposition, but something that the whole school community aspires to.**

- Focusing on processes for managing academic integrity incidents, Cambridge students must support the school, programme coordinators and teachers and are expected to:

- have a full understanding of the school's and the Cambridge's policies .
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators.
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators.
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products.
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy- editing services, pre-written essay banks or file sharing websites.
- abstain from giving undue assistance to peers in the completion of their work.
- show a responsible use of the internet and associated social media plat

## Responsibilities of Parents and Legal Guardians

Although they are not directly involved in daily tasks at school, parents and legal guardians are able to collaborate with the administrative and teaching team in the activities carried out by the school to promote academic integrity while encouraging their children to observe the rules and complete all work according to the expectations.

- Focusing on processes for managing academic integrity incidents, parents and legal guardians of Cambridge students are expected to:
- understand Cambridge policies, procedures and subject guidelines in the completion of course-work or examination papers by their children.
- support their children's understanding of Cambridge policies, procedures and subject guidelines.
- understand school policies and procedures that safeguard the authenticity of their children's work.
- support their children in planning a manageable workload so they can allocate time effectively.
- understand what constitutes student academic misconduct and its consequences.
- understand what constitutes school mal-administration and its consequences.
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the Cambridge.
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- abstain from giving or obtaining assistance in the completion of work to their children.

# AS/A Levels subjects

English language & literature

English General Paper (8021) – AS Level



## Entry Qualifications

Learners starting this course should have studied English language at Cambridge IGCSE™ or equivalent board level.

## What will I study?

Cambridge International AS Level English General Paper develops a set of transferable skills including comprehension, constructing an argument, presenting views, and writing English coherently and persuasively.

This interdisciplinary course aims to develop effective reading and writing skills in English. Learners consider topics within Local and international contexts. They should be able to draw upon knowledge and understanding gained from studying other subjects.

Learners will have the opportunity to gain knowledge and understanding of issues in these three broad topic areas:

1. Economic, historical, moral, political and social.
2. Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics.
3. Literature, Language, the arts, crafts, and the media.

Through the study of these broad topic areas, learners develop effective reading and writing skills in English. They work with information, ideas and opinions. They analyse and evaluate opinions and ideas. They also learn how to build an argument.

### **Aims of the subject**

The subject aims to develop:

- understanding and use of English language in the context of contemporary topics
- a wider awareness and knowledge of contemporary issues through reading.
- independent reasoning skills and hence develop the skills of interpretation, analysis, evaluation and persuasion
- skills in writing structured and developed arguments, and present reasoned explanations the ability to present a point of view clearly, and consider and reflect upon those of others.

## How Will I Study?

Learners will be encouraged to adopt a 'hands on' approach and will be expected to observe and ask questions about the language that surrounds us all and is central to our lives. They shall be encouraged to read widely for general understanding and develop skills to identify relevant information from a variety of sources. They will be motivated to develop a wide range of vocabulary in English and the ability to understand the use of English words and phrases in context as well as understand how information is presented and how the English language is used to convey implicit as well as explicit meaning. They are expected to plan and organise their revision and study appropriately, seeking teacher support as and when required.

## Assessment Overview

Cambridge International AS Level English General Paper candidates take Papers 1 and 2 in the second year (A2).

Component	Duration	Marks	Weightage A level
Paper1 - Essay Candidates answer one essay ques from a choice of 10.	1 hour 15 minutes	30	50%
Paper 2- Comprehension Candidates answer compulsory questionson readingmaterial.	1 hour 45 minutes	50	50%

## Where Next?

The appreciation and understanding of language is central to further studies of any nature. The skills developed through this course are all highly transferable. Learners can apply them across a wide range of subjects and these skills will equip them well for progression to higher education or directly into employment.

# Humanities & Social Sciences

## Psychology (9990)



Students should have studied and passed the AS Level Psychology 9990 syllabus.

## Entry Qualifications

Normal minimum requirements: Grade C or above in IGCSE English Language or any other equivalent board.

## What Will I Study?

This subject encourages learners to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted.

This exploration includes a review of a number of important research studies and an opportunity to look at the ways in which psychology has been applied.

The syllabus uses a wide variety of assessment techniques that will allow students to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

**A Level candidates are also required to study how psychology is applied in two of the following areas, to be chosen by the school:**

- Health Psychology
- Organisational Psychology

## Aims of the course

- knowledge and understanding of psychological concepts, theories and research findings.
- an understanding of psychological approaches, issues and debates and research methodology.
- an awareness of the scientific method and range and limitations of psychological theory and practice.
- improved skills in data analysis, evaluation and drawing conclusions
- an awareness of the relationships between psychological findings and everyday life.
- an understanding of ethical issues in psychology
- an appreciation and understanding of individual, social and cultural diversity.

## How Will I Study?

A variety of teaching methods is used, including teacher-led lessons, group work, presentation of seminars by students, use of videos and computers, timed essays in class, and practical coursework sessions.

On the whole, students are taught to illustrate a wide range of research methods used in psychology, such as experiments, observations, self-reports and case studies. By exploring the relationship between the content of the study and the research methods, the students will gain a broad understanding of how psychologists study experiences and behaviours and why the research took place.

<b>Component</b>	<b>Duration</b>	<b>Marks</b>	<b>Weightage A level</b>
<p><b>Paper 3 – Specialist options: theory</b></p> <p>Candidates answer two questions from two specialist options. Each specialist option is out of 30 marks.</p>	<b>1 hour 30 minutes</b>	<b>60</b>	<b>25%</b>
<p><b>Paper 4 – Specialist options: application</b></p> <p>Section A: Candidates answer questions from two specialist options. Each specialist option is out of 18 marks. Section B: A planning question divided into several parts (24 marks).</p>	<b>1 hour 30 minutes</b>	<b>60</b>	<b>25%</b>

### Where Next?

There are many careers in which a knowledge of Psychology would be useful, especially those involved in dealing with people, for instance; nursing, teaching, social work, probation work, careers advice or personnel management. To become a psychologist, one will need a good Psychology degree, followed by postgraduate training for clinical, educational, prison or occupational psychology.

# Humanities & Social Sciences

## Economics (9708)



### Entry Qualifications

Students should have studied and passed the AS Level Economics 9708 syllabus.

### What Will I Study?

Learners will study the price system, government intervention in micro & macroeconomics, macroeconomic theory, and international economic issues.

## Aims of the course

### The aims are to enable students to:

- an understanding of the factual knowledge of economics
- a facility for self-expression, not only in writing but also in using additional aids, such as statistics and diagrams, where appropriate
- the habit of using works of reference as sources of data specific to economics
- the habit of reading critically to gain information about the changing economy we live in
- an appreciation of the methods of study used by the economist, and of the most effective ways economic data may be analysed, correlated, discussed and presented.

## Assessment Overview

Cambridge International A Level candidates take Papers 3 and 4

Component	Duration	Marks	Weightage A level
Paper 3 <b>A Level Multiple Choice</b> 30 multiple-choice questions Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.	<b>1 hour 15 minutes</b>	<b>30</b>	<b>17</b>

<p><b>Paper 4</b></p> <p>A Level Data Response and Essays</p> <p><b>Section A:</b> one data response question (20 marks)</p> <p><b>Section B:</b> one essay from a choice of two focusing mainly on microeconomics; the essay questions are unstructured with no parts (20 marks)</p> <p><b>Section C:</b> one essay from a choice of two focusing mainly on macroeconomics; the essay questions are unstructured with no parts (20 marks)</p> <p>Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.</p>	<p><b>2 hours</b></p>	<p><b>60</b></p>	<p><b>33</b></p>
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In addition to the above, the AS Level components Paper 1 AS Level Multiple Choice (17%) and Paper 2 AS Level Data Response and Essays (33%) constitute 50% of the overall grade received in A Level Economics.

## How Will I Study?

Through the medium of the Economics curriculum it is hoped that students will develop effective study skills and be able to exercise critical, coherent and independent thought. It is also intended that students will develop the capacity to solve problems effectively and make decisions. Economics is a subject which encourages students to form reasoned arguments and to present them clearly. By working both independently and cooperatively students will develop research skills, learn to organise their work effectively, and use a variety of media and technologies to research and to present data.

## Where Next?

An AS/A Level in Economics provides a firm foundation for further study in the subject and can move towards careers in the following areas, business management; government; economic and market research; banking and finance; management consultancy; teaching and retailing.

# Sciences

## Biology (9700)



## Entry Qualifications

Students should have studied and passed the AS Level Biology 9700 syllabus.

## What will I study?

The study of Biology includes the social and environmental aspects of biology wherever possible throughout the syllabus. Students also find practical work motivating and interesting, and it can help them to understand abstract theoretical concepts. Cambridge expects that practical activities will underpin the teaching of the

whole syllabus. This syllabus is designed to give flexibility to candidates and to place emphasis on the understanding and application of scientific concepts and principles, whilst still giving a thorough introduction to the study of Biology.

## Curriculum areas

A Level candidates study:

- Energy and Respiration
- Photosynthesis
- Homeostasis
- Control and coordination
- Inherited Change
- Selection and Evolution

A Level students will also study and be assessed on all the following applications of biology:

- Biodiversity, classification and conservation
- Genetic Technology

## **Aims of the subject**

- recognise the usefulness, and limitations, of scientific method and its application in other subjects and in everyday life.
- be suitably prepared for studies in biological science beyond Cambridge International A Level, in further or higher education, and for professional courses.
- develop a concern for accuracy and precision.
- stimulate interest in, and care for, the local and global environment and help learners to understand the need for conservation.
- promote an awareness that scientific theories and methods have developed, and continue to develop, as a result of groups and individuals working together, and that biological science overcomes national boundaries.

## **How Will I Study?**

Classwork is designed to build up students' understanding of the concepts and ideas in each area. This is achieved through practical work, problem-solving or question/answering and other activities. Written homework is set regularly to aid understanding.

## **Assessment Overview**

Cambridge International A Level candidates take Papers 4 and 5.

<b>Component</b>	<b>Duration</b>	<b>Marks</b>	<b>Weightage A level</b>
<p><b>Paper 4 - A Level Structured Questions</b></p> <p>Structured question based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.</p> <p>Externally assessed</p>	<b>2 hours</b>	<b>100</b>	<b>38.5%</b>
<p><b>Paper 5 - Planning, Analysis and Evaluation</b></p> <p>Questions are based on the practical skills of planning, analysis and evaluation. The context of the questions may be outside the syllabus content.</p> <p>Externally assessed</p>	<b>1 hour 15 minutes</b>	<b>30</b>	<b>11.5%</b>

In addition to the above, the AS Level components Paper 1 - Multiple Choice (15.5%), Paper 2 - AS Level Structured Questions (23%), Paper 3 - Advanced Practical Skills (11.5%) constitute 50% of the overall grade received in A Level Biology.

## Where Next?

Biology is an increasingly important subject in the modern world. You can study Biology because you find living things fascinating for their own sake, or because you need it to gain entry into the applied biological professions, medicine, dentistry, pharmacy, optics, or biodiversity conservation. The biotechnology-based industries, which include pharmaceutical and chemical companies, are also major employers of biologists.

# Sciences

## Chemistry (9701)



## Entry Qualifications

Students should have studied and passed the AS Level Chemistry 9701 syllabus..

## What Will I Study?

Chemistry is all around us. As a fundamental science it has a profound effect on our planet and is involved in nearly every facet of everyday life. Almost every new technological change and important discovery has its foundation in chemistry. Everyday materials such as drugs, dyes, plastics, agrochemicals, detergents, paints and cosmetics are the result of chemical research. The study of Chemistry provides a stimulating insight into the material world in which we live. The AS/A Level course builds upon the knowledge of Chemistry introduced during IGCSE and aims to stimulate interest and enjoyment of the subject. Scientific principles and concepts are explored both practically and theoretically.

## Curriculum areas

Candidates for Cambridge International A Level Chemistry study the AS topics and the following topics highlighted in bold:

- Physical chemistry
- Atomic structure
- Atoms, molecules and stoichiometry
- Chemical bonding
- States of matter
- Chemical energetics
- Electrochemistry
- Equilibria
- Reaction kinetics

## **Inorganic chemistry**

The Periodic Table: chemical periodicity

Group 2

- Chemistry of transitional elements

Group 17

- Nitrogen and sulphur

Organic chemistry

- An introduction to AS Level organic chemistry
- An introduction to A Level organic chemistry
- Hydrocarbons
- Halogen compounds
- Hydroxy compounds
- Carbonyl compounds
- Carboxylic acids and derivatives
- Nitrogen compounds
- Polymerisation
- Organic synthesis

## **Analysis**

- Analytical techniques

## Aims of the subject:

To develop

- attitudes relevant to science
- interest in, and care for, the environment.
- the applications of science may be both beneficial and detrimental to the individual, the community and the environment.
- the use of information technology is important for communication, as an aid to experiments and as a tool for interpretation of experimental and theoretical results.
- an awareness that stimulates students, creates and sustains their interest in Chemistry, and understands its relevance to society.

## How Will I Study?

Classwork is designed to build up students' understanding of the concepts and ideas in each area. This is achieved through practical work, problem-solving or question/answering and other activities. Written homework is set regularly to aid understanding.

## Assessment Overview

Cambridge International Level Physics candidates take Papers 4 and 5.

Component	Duration	Marks	Weightage A level
<b>Paper 4 - A Level Structured Questions</b>  Structured questions based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.  Externally assessed	<b>2 hours</b>	<b>100</b>	<b>38.5%</b>

<p>Paper 5 - Planning, Analysis and Evaluation</p> <p>Questions are based on the practical skills of planning, analysis and evaluation.</p> <p>The context of the questions may be outside the syllabus content.</p> <p>Externally assessed</p>	<p><b>1 hour 15 minutes</b></p>	<p><b>30</b></p>	<p><b>11.5%</b></p>
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In addition to the above, the AS Level components Paper 1 - Multiple Choice (15.5%), Paper 2 - AS Level Structured Questions (23%), Paper 3 - Advanced Practical Skills (11.5%) constitute 50% of the overall grade received in A Level Chemistry.

### Where Next?

The course provides an excellent basis for further study and employment. A Level Chemistry students' progress to a wide range of degree courses ranging from Law to Engineering. A level Chemistry is essential for entry to degree courses in Medicine, Dentistry, Pharmacy, Veterinary Science, Biochemistry and Chemical Engineering in addition to Chemistry itself. Many opportunities exist within the chemical and pharmaceutical industries for employment in research and development, quality assurance, marketing, sales and management. Many chemists are employed in service industries such as forensic science, pollution control, environmental health and hospital laboratories. A degree in Chemistry can gain access to other employment such as accountancy, management and teaching.

# Sciences

## Physics (9702)



### Entry Qualifications

Students should have studied and passed the AS Level Physics 9702 syllabus.

### What Will I Study?

A level Physics deals with the laws and mechanics of the real world to a very high and in-depth level. The subject is split into discrete subject areas: Mechanics, where students learn how to accurately measure data, describe the motion of objects and

the physical laws that they obey; Waves which looks at the motion and rules of waves and the uses to which we put them, such as radio and communications; Electricity and magnetism which deals with electricity generation and uses. The more abstract world of nuclear and quantum physics is also dealt with, trying to explain how and why the universe acts as it does.

### **Curriculum areas**

- General physics
- Newtonian mechanics
- Matter
- Oscillations and waves
- Electricity and magnetism
- Modern physics
- Gathering and communicating information

### **Aims of the subject:**

- develop attitudes relevant to Physics
- stimulate interest in, and care for, the environment.
- develop the applications of science may be both beneficial and detrimental to the individual, the community and the environment.
- develop the use of information technology is important for communication, as an aid to experiments and as a tool for interpretation of experimental and theoretical results.

### **How Will I Study?**

Much of the learning on all our courses is done through lectures and demonstration practicals. On the whole, students are taught as a group but there will be times when students will be expected to work on their own or in small groups, reporting back their findings to the rest of the group. We have a large range of resources including computers which are used as teaching aids and to interface with experimental work.

## Assessment Overview

Cambridge International A Level Physics, candidates take Papers 4 and 5

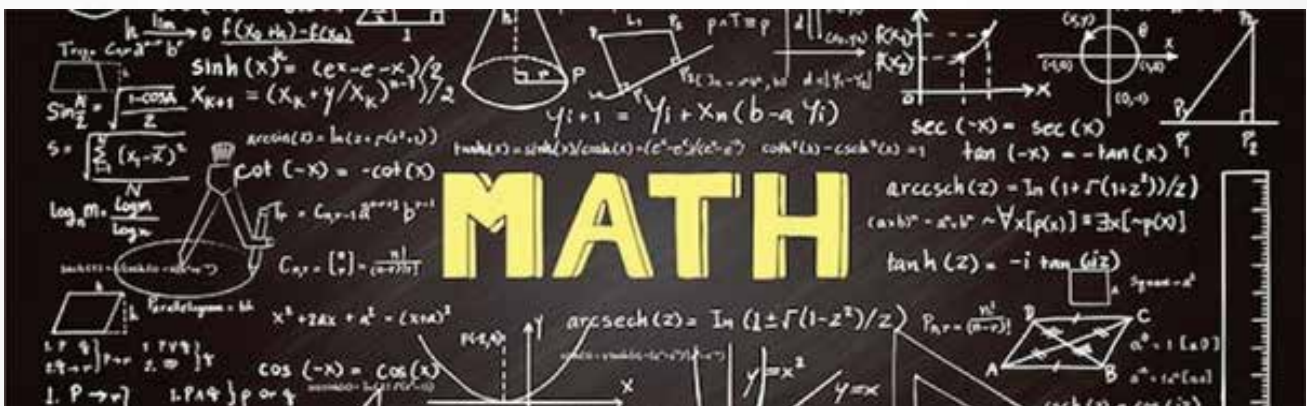
<b>Component</b>	<b>Duration</b>	<b>Marks</b>	<b>Weightage A level</b>
<p>Paper 4 - A Level Structured Questions</p> <p>Structured questions based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.</p> <p>Externally assessed</p>	<b>2 hours</b>	<b>100</b>	<b>38.5%</b>
<p>Paper 5 - Planning, Analysis and Evaluation</p> <p>Questions are based on the practical skills of planning, analysis and evaluation</p> <p>The context of the questions may be outside the syllabus content.</p> <p>Externally assessed</p>	<b>1 hour 15 minutes</b>	<b>30</b>	<b>11.5%</b>

In addition to the above, the AS Level components Paper 1 - Multiple Choice (15.5%), Paper 2 - AS Level Structured Questions (23%), Paper 3 - Advanced Practical Skills (11.5%) constitute 50% of the overall grade received in A Level Physics.

### Where Next?

Students studying physics in high school can pursue careers as research scientists, engineers, data scientists, medical physicists, science educators, and aerospace scientists. With a strong foundation in problem-solving, critical thinking, and mathematical skills, physics graduates are attractive candidates for a wide range of industries. Employers in unrelated fields also hold it in high regard because of its intellectual rigour.

## Mathematics (9709)



### Entry Qualifications

Students should have studied and passed the AS Level Mathematics 9709 syllabus.

## What Will I Study?

Cambridge International AS Level Mathematics provides a suitable foundation for the study of Mathematics or related courses in higher education. Learners will study Problem solving Mathematics which is fundamentally problem solving and representing systems and models in different ways. They will also study Communication via Mathematical proof and reasoning expressed using algebra and notation. They will also understand Mathematical modelling which can be applied to many different situations and problems, leading to predictions and solutions.

## Aims of the subject

- develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment
- develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject
- acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying
- develop the ability to analyse problems logically, recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem
- use mathematics as a means of communication with emphasis on the use of clear expression and acquire the mathematical background necessary for further study in this or related subjects.

## Assessment Overview

Component	Duration	Marks	Weightage A level
<b>Paper 3 - Pure Mathematics 3</b> 9 to 11 structured questions based on the Pure Mathematics 3 subject content Written examination Externally assessed <b>Compulsory for A Level</b>	<b>1 hour 50 minutes</b>	<b>75</b>	<b>30%</b>
<b>Paper 6 - Probability &amp; Statistics 2</b> 6 to 8 structured questions based on the Probability & Statistics 2 subject content Written examination Externally assessed Offered only as part of A Level	<b>1 hour 15 minutes</b>	<b>50</b>	<b>20%</b>

In addition to the above, the AS Level components (Paper 1 - Pure Mathematics 1 (30%) and Paper 5 - Probability & Statistics 1 (20%)) constitute 50% of the overall grade received in A Level Mathematics.

## How Will I Study?

In most lessons mathematical theories and techniques are introduced in a formal style. Mathematics is however a practical subject and great emphasis is placed on allowing students to develop their problem-solving skills. All students will be expected to make conscientious efforts in learning the Mathematical concepts and presenting them in a proper way.

## Where Next?

Mathematics is a requirement for many university courses. The problem solving skills developed by studying mathematical techniques are transferable across many subject areas and provides a sound basis for almost any career, specifically science, business and economics. It is also of particular value to those thinking of higher education based on the sciences, especially Physics or Engineering or increasingly Economics, Accounting, Financial Studies related courses.

# Creative & Professional

## Accounting (9706)



## **Entry qualifications**

Students should have studied and passed the AS Level Accounting 9706 syllabus.

## **What Will I Study?**

Cambridge International Accounting provides an understanding of how to plan, budget and manage financial resources. IT helps to develop an ability to critically apply, analyse and evaluate accounting policies and practices and to understand how to use accounting information to make viable business decisions.

## **Aims of the syllabus**

- understand the role of accounting as an information system for monitoring, problem-solving and decision-making
- appreciate the ethical issues that underpin the practice of accounting and their impact on the behaviour of the accountant and of businesses
- appreciate the place of accounting in managing business change in response to economic, social and technological developments
- develop the ability to apply and evaluate accounting concepts, principles, policies and practices develop skills of communication, analysis, interpretation and presentation of both qualitative and quantitative accounting information
- develop skills and knowledge needed for further study or employment in accounting or business.

## How Will I Study?

All students will be expected to make conscientious efforts in their theory and practical work. They will be encouraged to understand the bigger picture, and how different topics relate to one another, thereby helping them to comprehend, and recall their work better. It isn't just enough to know 'how' to solve a problem or approach an assignment. Students will also know 'why' you have to do things in a certain way. Understanding 'why' will help them attain a deeper understanding of the work, and will consequently help them to internalise it more effectively. This is particularly true in the field of accounting and taxation.

## Curriculum areas

- Financial accounting
- Cost and Management accounting

## Assessment overview

Cambridge International A Level Accounting candidates take Papers 3 and 4.

Component	Duration	Marks	Weightage A level
<b>Paper 3 - Financial Accounting</b> Three structured questions Questions are based on section 3 of the subject content; knowledge of material from the AS Level subject content is assumed. Externally assessed	<b>1 hour 30 minutes</b>	<b>75</b>	<b>30</b>

<p><b>Paper 4 - Cost and Management Accounting</b></p> <p>Accounting</p> <p>Two structured questions</p> <p>Questions are based on section 4 of the subject content; knowledge of material from the AS Level subject content is assumed.</p> <p>Externally assessed</p>	<p><b>1 hour</b></p>	<p><b>50</b></p>	<p><b>20</b></p>
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In addition to the above, the AS Level components Paper 1 - Multiple Choice (14%) and Paper 2 - Fundamentals of Accounting (36%) constitute 50% of the overall grade received in A Level Accounting.

### **Where next?**

Accounting will give you a number of transferable skills that will help enhance your CV and make you a desirable employee to a range of employers. You will develop strong numerical and quantitative skills, with advanced analytical and problemsolving capabilities. Job opportunities are available as chartered accountant in accountancy firms, insurance companies and banks. It is particularly useful for those looking to work as Finance Managers or controllers, Financial advisor or consultant, Company Secretary, Chief Financial Officer and other accounting and finance related positions.

# Business (9609)



## Entry qualifications

Students should have studied and passed the AS Level Business 9609 syllabus.

## What Will I Study?

Cambridge International A Level Business allows students to experience the diverse and dynamic world within which businesses exist. With a focus on how decisions are made, students will gain the knowledge to understand how businesses operate within real contexts, analyse alternative courses of action and develop the ability to make justified recommendations.

## Aims of the syllabus

- understand and appreciate the role of enterprise and the contribution of business to society – locally, nationally and internationally.
- develop critical understanding of business organisations, the markets they serve and the process of adding value.

- evaluate business behaviour from the perspective of a range of stakeholders and consider their relative influence on business organisations
- develop an awareness of the political, economic, social, technological, legal, environmental and ethical issues that influence or may be influenced by business activity
- apply quantitative, problem-solving, decision-making and communication skills
- develop skills and knowledge needed for further study or employment in business.

### **How Will I Study?**

Students will be encouraged to prepare a lot of mind maps which are believed to be a very effective tool that summarise a large amount of information in a neat, easily accessible manner. They will also indulge themselves in case studies where students are expected to come up with a solution to some of history's toughest business problems. Cases are commonly used as the driver for interactive classroom discussions and an interesting mix of real-life newsmakers and well-known topics will be usually involved in these discussions.

### **Curriculum areas**

- Business and its environment
- Human resource management
- Marketing
- Operations management
- Finance and accounting

## Assessment overview

Cambridge International A Level Business, candidates take Paper 3 and Paper 4.

<b>Component</b>	<b>Duration</b>	<b>Marks</b>	<b>Weightage A level</b>
<p>Paper 3 Business Decision-Making Five questions based on a case study. There are three parts to Question 3 and two parts to Question 4 Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.</p>	<b>1 hour 45 minutes</b>	<b>60</b>	<b>30%</b>
<p>Paper 4 Business Strategy Two essay questions based on a case study. Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.</p>	<b>1 hour 15 minutes</b>	<b>40</b>	<b>20%</b>

## Where next?

These transferable skills are essential for anybody working in a business environment and can facilitate further study within business related areas. Business is one of the most international study subjects in the world, due to how broad the subject is. As a broad subject in the social sciences, business studies opens the study field to a focus of specialties such as accountancy, finance, organisation, human resources management and marketing.

## Art and Design (9479)



### Entry Qualifications

Students should have completed the AS Level Art & Design Coursework (Component 1) and should have started working on their Personal Investigation (Component 3)

## What Will I Study?

Cambridge International AS & A Level Art & Design provides opportunities for

learners to develop their personal practice, enrich their understanding of key concepts and improve their practical skills in a wide range of traditional and contemporary techniques. It allows learners to explore and build on their interests. The syllabus encourages independent expression and the development of a critical, reflective practice. It is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of teachers to be fully exploited. The intention is for candidates to follow a field of study in research, development and realisation, at some depth.

The syllabus encourages personal responses that are based on knowledge and

understanding and skills in art, craft and design. The areas of study are listed below:

- Fine art
- Graphic communication
- Fashion Designing

Aims of the subject:

- develop an inquisitive, creative approach to research and problem-solving
- develop the ability to record from first-hand observation, personal experience and other sources
- effectively communicate their personal response by improving technical skills in a range of processes and media

- develop independent expression by analysing, evaluating and applying concepts and techniques
- articulate ideas and responses to their work and the work of others using a relevant vocabulary
- develop a clear contextual framework that aids critical reflection of their work
- develop a critical understanding of important concepts and formal elements of art and design
- develop the skills needed to study art and design at higher education.

### **How Will I study?**

The Cambridge International A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

### **Assessment Overview**

Students taking the A Level Art and Design course are required to submit all their work in this year. Our centre follows a staged assessment route, where the coursework is completed in the first year (AS Level) and they start working on the personal investigation, whereas the Externally Set Assignment is

Component	Duration	Marks	Weightage AS & A level	
			AS	A level
<p>Externally Set Assignment Candidates choose one starting point to develop into a personal response. There are two parts to the assignment : supporting studies, created during the preparation period and – a final outcome, produced during a supervised test of 15 hours' total duration.</p>	<b>15 hours</b>	<b>100</b>	<b>50%</b>	<b>25%</b>
<p>Personal Investigation Candidates investigate a theme, idea, concept or process that is personal to them. There are two parts to the investigation: – practical work and – written analysis (1000–1500 words). The practical work and written analysis must form an integrated submission.</p>	<b>Over the course of 2 years (A level)</b>	<b>100 marks (weighed to 200 marks)</b>	<b>--</b>	<b>50%</b>

## Where Next?

An Art and Design qualification at this level will enable the student to apply for a further course at college or university. However, the skills developed on the course are sufficient for the student to pursue their own course of personal study for individual, or commercial purposes or careers as a graphic designer, animator, multimedia artist, Art director, Art conservator etc. Also, many careers (not only Art related) benefit from these creative skills.

## Sports at DYPIS

At DYPIS, we believe in a balanced program where students can develop new skills and take away experiences above what the academic curriculum has to offer.

We believe sport plays a core part of the school community, with the aim of helping students maintain balance in their lives, take risks and participate in the wider aspects of school and society, beyond academic study.

Our students practice a variety of sports like Football, Athletics, Cricket, Swimming, Squash, Lawn Tennis, Badminton, Chess, Carom, and Table Tennis under age appropriate groups. They are also encouraged to participate in Inter school tournaments in Football, Athletics, Chess, Table Tennis, Squash, Badminton, Lawn Tennis, Swimming conducted by ISSO, MISA, DSO, MSSA and various other associations hosting and inviting us to participate.

We also encourage students to participate in sports other than those mentioned above in which they train in their individual capacity as it is beneficial for them later in life.

## Extra-Curricular Activities at DYPIS

Outside the standard framework of any educational curriculum, there are endless opportunities for students to learn new skills and ignite new passions. Extracurricular activities are a vital element in any learner's development, often building on lessons and learnings that begin during school hours. Extra-curricular activities form an integral part of the educational environment at DYPIS. We believe in channelizing the energy of our students into a fruitful direction of personality development through these activities.

We offer a vibrant and balanced programme encompassing sport, music, art, drama and many other activities to underpin a culture of creativity, innovation and excellence, but also to provide opportunities for service to others, self-reliance and leadership.

In order to ensure the hidden potential of students is harnessed and they develop the necessary competency and skills, students at DYPIS choose one of the different activities offered such as Design & Technology, Art & Design, Music, MUN, Dance, Drama, Foreign languages, Photography.

## Contemporary Art

*“Every artist was first an amateur. Ralph Waldo Emerson”*

This activity is designed to provide an opportunity for students to learn advanced drawing and painting skills. The aim of this activity is also to get students interested and prepare them better for A levels Art & Design.



Emphasis is placed on understanding the elements of Art and Principles of Design as a basis for composition in a fun way. Students will explore a variety of art techniques, processes, and materials such as charcoal drawing, decoupage, still life, object drawing, canvas painting, M-seal craft, fluid art, etc. This activity will give them an opportunity to establish their art portfolio which will further help them in the university admission process. Prerequisite: Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

## MUN

Model United Nations (MUN) conferences have become a significant part of the co-curricular world at schools and colleges today. An activity driven by extensive knowledge and preparation, MUNs sit at the intersection of professional skills, communication skills and global know-how. The training is designed to acquaint students with all aspects of MUNs, and will cover each element – research, presentation, interjection, documentation and mock simulation in great detail. Learners will understand the MUN Fundamentals, a comprehensive overview of the United Nations, its aims, objectives, components and functions to acquaint students with the fundamentals of the MUN, the art of constructive research in form of knowing where to look, filtering out relevant information and organising it into clear, logical and compelling arguments.



Learners will also build as a skill of Drafting of Resolution, a UN legal document, with a focus on structuring, writing and editing effective clauses, position papers, resolutions, and amendments. Debate and Delegation will help learners the effective debating techniques, debate direction, argument defence, interjections and diplomacy whereas Speech Writing and Public Speaking will enable the student on his tonality, body language, content presentation and improvisation and Self Presentation Experienced and skilled learners get the opportunities to foster leadership skills and teamwork through training on using Rules of Procedure in advances, addressing fellow delegates, and appropriate debate conduct. Also the opportunity of Chairing skills enables the learners to master their roles - conducting debates, steering and moderating committees, choosing awards and developing the committee charter. Lastly, the Mock MUN simulations and drills to get hands-on experience of the MUN setup, along with real-time guidance and precise feedback to translate training into tangible learning.

## Music



Headed by international pianist and composer Mr. Jonathan Paul, students interested in this activity will gain exposure to global music practices, multiple music instrument skills, music theory and technical knowledge as well learn to perform solo and as a band to their favourite songs on stage. Students will choose between Keyboard, Guitar, Drums, Violin & Flute. Some of the key highlights of music as an extracurricular activity would be an Introduction to music and the globally accepted form of music communication, getting to know your music instrument, basics of music theory & customised musical exercises, music appreciation and ear training, how to learn your favourite song, how to work as a team and a band, how to record your music & make a music video as well how to perform on stage and in public. In conclusion every student will make their first music video.

## Basketball

In addition to being a fun and exciting activity for students, basketball can also provide a range of physical and mental health benefits. It can improve cardiovascular fitness, develop hand-eye coordination and balance, and promote teamwork and communication skills.

Basketball can be adapted to suit the skill level, and physical abilities of different students. It can be played in a full-court or half-court setting, with modifications to the rules, equipment, and game structure as needed.



Overall, basketball can be a valuable activity in school settings, providing students with a fun and engaging way to stay active while also developing important physical and social skills.

## Service

In the context of the AS/A Level curriculum, service refers to a specific type of activity that involves volunteering providing community service. or It encourages students to become actively involved in their community, and to develop a sense of responsibility and social awareness. It is an opportunity for students to contribute to society, to learn new skills, and to gain valuable experience that can help them in their future careers.



The service component can take many different forms, depending on the interests and skills of the individual student. Some examples of service activities might include volunteering at a local charity or non-profit organisation, participating in a community service project, or helping out at a school or community centre.

Overall, the service component is an important part of the A Level programme at DYPIS, as it helps to develop students' social and emotional skills, while also encouraging them to become active and engaged members of their communities. By participating in service activities, students can gain a sense of purpose and fulfilment, while also developing valuable skills and experiences that will serve them well in the future.

## **DYPIS Counselling Support**

In an effort to help our students make more informed educational and career choices, DYPIS has tied up with Eduabroad Consulting.

Eduabroad Consulting is headed by one of India's foremost educationist, study abroad experts and the best career counsellor in Mumbai – Dr. Pratibha Jain.

Our school counsellors provide support to our students to explore different career options, analyse their interests and fortify their strengths. Group sessions and workshops are conducted throughout the year, supplemented with individual one on-one meetings to carefully plan each learner's academic pathway.

Careers and Education counselling includes and is not limited to the following:

- Guidance for appropriate subject selection.
- Advising learners and parents on high school programs and academic curriculum.
- Building resumes, which include test and grades results, examples of student work, and extracurricular activities.
- Exploration and exposure to different courses, careers and universities. Guidance to narrow focus for future study.
- Undergraduate university and course choices: India vs Abroad, STEM vs non STEM.
- Interest mapping to choose of country and course for higher education internationally and within India.

At DYPIS Worli, career counselling is about more than securing learners' admission but empowering learners for lifelong success through personal, social and intellectual growth.

## Behaviour Expectations

The behaviour expectations at our school are aligned with the values and beliefs that we want to instil in our students to help them become responsible world citizens. School expectations are-

1. Respect the school timings. Students are expected to report to school by 8:10 am every day. There is a grace period of 10 minutes awarded to accommodate traffic congestion issues faced in the city. However, If they report after this designated time, entry to the school premises will not be permitted.

2. Respect the school timings. Students are expected to report to school by 8:10 am every day. There is a grace period of 10 minutes awarded to accommodate traffic congestion issues faced in the city. However, if they report after this designated time, entry to the school premises will not be permitted. Students are expected to be polite and respectful at all times to everybody they have contact with. The school does not approve use of rude, derogatory, racist or defamatory language.

3. Keep the school tidy and respect their own safety as well as that of others:

- By not littering and vandalising school property in any way.
- By not tampering with any safety equipment placed in the school.

4. Students are expected to adhere to the uniform policy and dress code.

- Students of Grades 6-10 are expected to wear the school uniform or the PE uniform on all days of school.
- Students of Grades 11 and 12 are not expected to wear the school uniform except on designated days. But they are not allowed to wear clothing that has offensive, rude, derogatory, racist or defamatory messages or images. The clothes that the students wear must abide by the norm of modesty in our cultural setting.

There is zero tolerance towards substance abuse. Any incident of substance found in possession of any student or of consumption by any student will not be tolerated. Such an incident may lead to suspension/removal of the student from the school.



**D Y PATIL**  
**INTERNATIONAL SCHOOL**  
WORLI

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Please note : The syllabus for the Academic Year 2026 – 2027  
is subject to change

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