



SOLIHULL

Admissions Policy

Owner: Admissions Registrar
Reviewer: Senior School Deputy Head (Academic) and Prep School Senior Deputy Head (Academic)
Last Reviewed: September 2026

Version 10

1. Introduction

Solihull is an independent day school open to girls and boys between the ages of 3 and 18 (National Curriculum Years Nursery to 13). The school is divided into two main campuses, Solihull Preparatory School for pupils between the ages of 3 and 11 (National Curriculum Years Nursery to 6) based at Saint Martin's Campus, and the Senior School for pupils between 11 and 18 (National Curriculum Years 7 to 13) based at Warwick Road Campus.

Pupils joining the Nursery

For those pupils who join us in Nursery, they are required to attend the Morning Session each day (Monday - Friday, 8.20 am - 12.00 pm) during the academic year and from the October half term it will also be compulsory for children to attend the Lunchtime Session (12.00 pm - 1.30 pm) each day for the remainder of the academic year. Consumables, mid-morning snack and lunch will be provided unless you request to opt out of these provisions. The Morning Session includes 15 hours government entitlement.

Additionally, during the summer term children will also be required to attend a minimum of two full days per week to further prepare them for a smooth transition to Reception. You may wish to choose additional sessions over and above the minimum requirements.

For those children hoping to join us in Nursery, they must perform sufficiently well in the informal (observational) assessments and have supportive reference(s) where appropriate.

Children who are assessed for entry into **Nursery** and **Reception** will be assessed in English. Pupils will be expected to communicate in an age-appropriate way; for example, responding correctly to instructions and demonstrating understanding and use of everyday vocabulary. Speech is expected to be clear, easy to understand and spoken in sentences. Candidates are also expected to answer simple questions and demonstrate their understanding.

Pupils joining Reception and Infant 1

For those children hoping to join us in Reception and Infant 1, they must perform sufficiently well in the assessments (observational) and have supportive reference(s) where appropriate.

Pupils joining Infant 2

For those children hoping to join us in Infant 2, they must perform sufficiently well in the 6+ assessment and have supportive reference(s) from their current school.

All Infant 2 pupils must sit the 7+ entrance examination for internal benchmarking purposes, however they will ordinarily transfer to Junior School subject to sustained good performance throughout the duration of Infant 2.

Pupils joining the Junior School up to and including the start of Year 5

For those children hoping to join us in the Junior School, they must perform sufficiently well in the age-appropriate entrance examinations and have supportive reference(s) from their current school.

For those pupils who join us in J1 (Year 3), J2 (Year 4) or at the beginning of J3 (Year 5), the Executive Headmaster intends to offer those pupils a place in the Senior School at the end of the first term in J3, following the Christmas term examinations.

If there is any doubt about a Junior School pupil's suitability for the Senior School, this will be communicated at the end of the Christmas term in J3. In such circumstances the Executive Headmaster will use the J3 summer examinations and/or the 11+ entrance examination to determine whether a Senior School place will be offered or not.

Offers of places in the Senior School are subject to sustained good performance throughout the remainder of J3 (Easter and summer terms) and the duration of J4 (Year 6).

Pupils joining the Junior School at the start of Year 6

For those pupils who join us in J4, the acceptance of an offer at 10+ automatically leads to an offer at 11+.

Offers of places in the Senior School are subject to sustained good performance throughout the duration of J4.

Pupils will continue to sit our 11+ Entrance Examination in order to compete for scholarships and to provide baseline data for the school.

It is a requirement that all children must be toilet trained prior to starting the school from Nursery upwards.

Pupils joining the Senior School up to and including the start of Year 10

For those children hoping to join us in the Senior School, they must perform sufficiently well in the age-appropriate entrance examinations, interviews and have supportive reference(s) from their current school.

For prospective pupils with SEND, a specialist assessment, Statement of Special Educational Needs or Education, Health and Care Plan must be submitted to school with the registration form.

If access arrangements are requested for the entrance exam, such as the use of laptop, rest breaks, prompts or extra time, evidence should be submitted to show history of need and that such an arrangement is a candidate's normal way of working in their current school. Supporting documentation, such as qualifying specific learning difficulties (SpLD) assessment scores or a medical letter, must also be submitted. The amount of evidence required will vary according to the candidate's standardised scores on tests of speed. All requests will be considered by our Learning Support Department and informed by the access arrangements and reasonable adjustments guidelines, specified by the Joint Council for Qualifications (JCQ).

The major points of entry to the school are at 3+ (for entry into Nursery), 4+ (for entry into Reception), 7+ (for entry into Year 3), 11+ (for entry into Year 7) and 16+ (for entry into Year 12). However, assessments/examinations for entry are also set at 5+ (for entry into Year 1), 6+ (for entry into Year 2), 8+ (for entry into Year 4), 9+ (for entry into Year 5), 10+ (for entry into Year 6), 12+ (for entry into Year 8), 13+ (for entry into Year 9) and, on occasions, 14+ (for entry into Year 10).

The school is open to applications from boys and girls, irrespective of race, nationality, colour, ethnic or national origin, religion or creed, disability, sexual orientation, gender reassignment or previous educational background. In particular, the school is fully aware of its responsibilities to ensure compliance with the Special Educational Needs and Disability Act, Equality Act and race and gender discrimination legislation. If a prospective pupil has a Statement of Special Educational Needs and/or an educational psychologist's report, it must

be submitted to the school with the registration form. Solihull is proud of its Learning Support Department which caters for a variety of learning needs throughout the school.

However, should the report(s) raise issues which mean that the school is unable to reasonably provide the level of care and support required and/or admitting the pupil puts the safety and/or education of other members of the school community at risk, the school may decline a place. If a place is declined prior to the examination/assessment, the Registration Fee will be refunded.

If a report on a prospective pupil is submitted after registration or after the offer date and raises issues of the nature outlined above, Solihull reserves the right to decline or withdraw a place offer. All fees paid will be refunded in this case.

The school's intention is to make offers on merit so that it offers the opportunity of education to those pupils who will be successful in relation to the school's academic standards and aims.

The school also makes every effort to encourage as wide a range of applications as possible, through frequent Open Days and meetings for potential candidates, through advertising, through contact with local schools and through the availability of sample papers for candidates from 6+ to 16+.

If a current pupil is off roll for the lesser of either one term or a continuous period of 12 calendar weeks i.e. including school holiday periods, then they will be expected to start the admissions process again for entry the following academic year.

2. The Procedure for Candidates from 3+ to 14+

a) Registration

Every candidate must be registered prior to the date laid down each year by the school. The deadline is usually in November/December for entry into the Prep School, mid September for entry at 11+, 12+, 13+ and 14+. There is a fee that must be paid on registration and this is non-refundable. In certain circumstances late registrations and the late sitting of the examination are allowed at the discretion of the Executive Headmaster.

b) The Examinations/Assessments for Candidates from 3+ to 14+

Stay and Plays/assessments/examinations for entry into Solihull Preparatory School take place on a Saturday in January each year. Details for each age group are attached as Appendix I. Examinations for entry into the Senior School take place on a Saturday in November each year. The syllabuses for 11+, 12+, 13+ and 14+ are attached as Appendices II, III, IV and V. All of the assessments/examinations are, to an extent, based on the National Curriculum, so that there should be no need for any pupil to make extra preparation for them. At 11+ there will also be Verbal and Non-Verbal Reasoning papers and interviews will also take place.

The timing of the assessments/examination, of the announcement of results and of the deadline for acceptance is co-ordinated, as far as possible, with other local independent schools to ensure that candidates have a fair chance to make a decision. Special provision is made for candidates who have been identified as having a specific learning difficulty through an educational psychologist's report. In particular, candidates at 11+, 12+, 13+ and 14+ may be given an appropriate allowance of extra time, and cognisance is taken of any report in the final process of selection for entry into the Preparatory and Senior School.

c) Additional Information

Information about each candidate is requested from the candidate's existing school, nursery, day care provider and this information forms an important part of the decision-making process. In addition, the school may also make direct contact with a candidate's existing setting to ensure that selection is made on the best possible evidence.

d) Interviews

At 11+ candidates are interviewed and at 16+, an interview forms a part of each individual's application process.

At 12+, 13+ and 14+ a number of candidates may be interviewed by the Executive Headmaster and staff who have been involved in the marking of papers, so that there is as much information as possible for the final process of selection.

e) Selection

The final selection of candidates takes into account not only the examination performance or assessment, but also all the other available data.

The final choice from the candidates for Solihull Preparatory School is made by a group comprising the Executive Headmaster, the Head of Solihull Preparatory School, the Deputy Heads of the Preparatory School in consultation with the teaching staff of the Prep School.

The final choice of candidates for the Senior School is made by a group of staff comprising the Executive Headmaster, the Deputy Heads of the Senior School, the Head of the Lower School, the Heads of English and Mathematics and, where appropriate, the Heads of Science and Modern Foreign Languages and the Head of the Middle School. In addition, the Head of Learning Support offers guidance on candidates with specific learning difficulties. At the end of this process, candidates are informed as quickly as possible whether they have been offered a place or not. A number of candidates may also be placed on the waiting list for entry.

f) Scholarships

Academic

The school offers a substantial number of Academic Scholarships at 11+ and Sixth Form entry to internal and external candidates.

At 11+ the entrance examination provides the initial criteria for selection, followed by interview.

At Sixth Form entry, candidates sit a multiple choice scholarship examination. Candidates who perform at an appropriate level in the examinations will be invited for interview. Candidates are expected to be predicted at least six grade 8s at GCSE, with a grade 8 in the relevant subject(s).

Art

Art Scholarships are awarded at 11+ and 16+ entry to internal and external candidates on the basis of performance in two drawing tasks and their submitted portfolio. At 11+

success in the entrance examination and interview or Sixth Form admission interview and GCSE results are a prerequisite.

Music

Music Scholarships and Awards are awarded at 11+ and Sixth Form entry to internal and external candidates on the basis of performance in music auditions. Success in the entrance examination or Sixth Form admission interview is a prerequisite.

Sport

Sports Scholarships are awarded at 11+ and Sixth Form entry to internal and external candidates on the basis of a written application, references and, if shortlisted, a practical assessment in sport. At 11 + success in the entrance examination and interview or Sixth Form admission interview and GCSE results are a prerequisite.

Performing Arts

Performing Arts Scholarships are awarded at 11+ and Sixth Form entry to internal and external candidates on the basis of performance in a workshop and a discussion of the candidate's experience. At 11 + success in the entrance examination and interview or Sixth Form admission interview and GCSE results are a prerequisite.

Successful Scholarship candidates may or may not receive fee remission but all have access to the appropriate Scholars' Programme.

All Scholarships are subject to consistently high academic effort, exemplary conduct and full participation in the Scholar Holders Programme.

g) Bursaries

The school also has Bursaries in the Senior School which enable the school to provide financial support to children who have performed well in the examination and interviews but whose parents cannot afford full fees. These awards, which are means-tested, are on a sliding scale and can provide up to full fee remission. Parents are asked to declare an interest **in writing at registration**. Assessment forms will be sent out and will need to be completed and returned prior to the entrance examination or Sixth Form Interview.

h) Acceptance

All place offers are accompanied by:

- Acceptance Form (to be signed and returned)
- Terms and Conditions
- Details of information on the website

3. Entry into the Sixth Form

a) Procedure

In a normal year up to 50 pupils enter the school from other schools. Candidates should normally be sixteen years of age, but not yet seventeen on 1 September of the

year of entry. Candidates are required to register for entry in the same way as at every other age, but the deadline is early January. Offers for admission are made on the basis of interviews with two senior members of staff, e.g., the Executive Headmaster, the Deputy Heads, the Head of Sixth Form and the Deputy Head of Sixth Form, a confidential report from the Head of the candidate's existing school, predicted and/or mock GCSE results and a brief personal profile provided by the candidate. After the process of interviews a number of conditional offers are made and some candidates are also placed on a waiting list.

Any offer that is made is conditional on achieving a minimum of two Grade 7s and four Grade 6s or equivalent in GCSE, normally including at least a Grade 6 in English and Mathematics. For Further Mathematics, a Grade 8 or above in GCSE Mathematics is required. For Biology, Chemistry, Mathematics, Physics or a Modern Foreign Language a Grade 7 or above in the subject is required. For all other subjects a Grade 6 in the appropriate facilitating subject is required; however, a Grade 7 is recommended. To study 4 A levels, it is a requirement that all pupils achieve six GCSEs at Grade 8 or above, including those they wish to study.

b) Transition to the Upper Sixth

Passage to the Upper Sixth Form and the second year of A Level study requires sustained high levels of effort throughout the Lower Sixth Form as evidenced by engagement in learning grades, reports and ongoing teacher feedback. Excellent conduct, a purposeful attitude to work and co-curricular activity, and role model qualities are expected of all members of our Sixth Form community.

c) Scholarships

Scholarships are also available for entry into the Sixth Form for both internal and external candidates. There are Academic Scholarships and also scholarships in Music, Performing Arts and Sport. The Academic Scholarships are awarded on the basis of examination performance, the pupil's general academic profile and behaviour record and the scholarship interview. The paper is designed specifically so that they do not require extra work beyond candidates' existing studies for GCSE. There are also separate tests/assessments for candidates for Music, Performing Arts and Sports that take place in February.

Due cognisance is paid in the selection process to any specific learning difficulty as identified through an Educational Psychologist's report and an appropriate time allowance may be granted in the scholarship examination.

d) Acceptance

All place offers are accompanied by:

- Acceptance Form (*to be signed and returned*)
- Terms and Conditions
- Details of information on the website

4. Unsuccessful Applicants

Decisions are final and staff are not available for meetings to discuss individual cases.

Letters of appeal should be submitted to the Admissions Registrar within five working days of the decision letter. The Executive Headmaster will reply via the Admissions Registrar within ten working days of receipt of the appeal letter. The Executive Headmaster will consider all aspects of each candidate's application and is the final arbiter in all cases.

5. Admissions & Pre-Selection Conditions

The following applies for all entry points:

- The candidate is age appropriate and demonstrates a level of understanding and maturity in keeping with the year group. We normally expect candidates to sit entrance examinations consistent with their chronological age. Exceptions are rare and at the discretion of the Executive Headmaster.
- If the candidate has any Special Educational Needs, learning difference and/or disability this is disclosed fully on the Registration Form.
- For a pupil with SEN, learning difference and/or disability, the school is able to facilitate the child's learning alongside his/her peers, making reasonable adjustments as appropriate and has the capacity to ensure they can access education at the same level as other pupils.
- There is no evidence of unsatisfactory attitudes or behaviours on the part of the parents/guardians of the candidate from their present/previous school.
- No fee arrears – we reserve the right to establish from any present/previous school or educational establishment that no fees or supplemental charges remain unpaid.
- Our Registration Fee is non-refundable irrespective of whether or not the candidate attends our Entrance Examination or Assessment.
- Parents/guardians shall cooperate with the school and school staff in good faith, and including in particular by:
 - Maintaining a constructive relationship with school staff
 - Encouraging their child in his or her studies and giving appropriate support at home
 - Keeping the school up-to-date and informed of matters which affect or may affect their child
 - Ensuring that all details or other information notified or otherwise disclosed to the school about themselves and/or their child are accurate, truthful and not misleading and that relevant details and information (or changes to it) are not withheld
 - Providing cooperation and assistance to the school so that their child can participate and benefit from the school's provision of education, pastoral care and co-curricular activities

Appendix I

SOLIHULL PREPARATORY SCHOOL ENTRANCE ASSESSMENT & EXAMINATION SYLLABUS

Nursery

During the assessments the candidate will have the opportunity to participate in various activities for example, simple numeracy work, shape and pattern activities, phonics, writing/drawing. The assessment is approximately 30 minutes in duration.

Reception

During the assessments the candidate will have the opportunity to participate in simple number work, shape and pattern activities, phonics, writing/drawing. The assessment is approximately 45 minutes in duration.

Infant 1

The assessment consists of number recognition, counting, simple number work, reading simple sentences/high frequency words, writing simple sentences/keywords. The assessment is approximately one hour in duration.

Infant 2

The assessment consists of Writing, Mathematics and Reading. The assessment is approximately one hour in duration.

Junior School

The exam papers test skills based on, but also go beyond, the National Curriculum benchmarks for the relevant age groups. Listed below are details of the minimum content assessed.

ENGLISH

There will be one paper lasting one hour.

7+ and 8+.

Comprehension of a fiction text with mainly literal and deductive questions, with some inferential questions. Pupils may provide shorter written answers, in full sentences, to 1 mark questions. Children are expected to explain their answers in more detail when answering questions worth more than one mark, by using evidence from the text.

Creative writing – a short story using a given title.

9+ and 10+

Comprehension of a longer fiction passage. Short written answers are expected for some simpler literal questions, alongside detailed written responses to more searching deductive, inferential and evaluative questions, which carry more marks.

Creative writing – a story using a given title. Marks are awarded for composition, punctuation and organisation.

MATHEMATICS

There will be one written paper lasting 45 minutes to one hour depending on age.

7+

Number sequences, place value, odd/even, words and figures
Vertical and column addition and subtraction, with carrying/decomposition
Simple word and number problems, including money
2D shapes, bar charts, tallying
Drawing fractions – half, quarter
Basic multiplication

8+

Number sequences, place value, words and figures
Number operations - addition, subtraction, multiplication and division
Rounding to nearest 10, 100 and 1000
2D and 3D shape
Time – analogue and duration
Length and weight
Fractions of shapes and amounts
Word and number problems, including money
Reflective symmetry
Bar charts, scales

9+

Numbers, place value, sequencing and patterns
Number operations - addition, subtraction, multiplication and division, both vertically and in columns
Use of < and >
Fractions of amounts, shapes, equivalence
Angles
Area and Perimeter
2D and 3D shapes
Time – analogue, digital, 24 hour clocks and timetables
Coordinates
Word and number problems, investigations and puzzles
Bar charts and line graphs

10+

Numbers, place value, sequencing and patterns
Number operations - addition, subtraction, multiplication and division, both vertically and in columns
Use of < and >
Fractions of amounts, shapes, equivalence
Measurement – mm, cm, m and km, g and kg, ml and l
2D and 3D shapes
Coordinates in 4 quadrants
Time – analogue, digital, 24 hour clocks and timetables
Reflective symmetry
Area and perimeter
Data handling
Percentages, decimals and fractions
Word problems, investigations and puzzles

Appendix II

SOLIHULL SCHOOL

11+ ENTRANCE EXAMINATION SYLLABUS

In the 11+ age group candidates sit English and Mathematics papers plus Verbal & Non-Verbal Reasoning papers.

ENGLISH

There will be one paper lasting one hour. It will contain two tasks.

Task 1 will test the candidates' reading skills. They will be assessed on their ability to comprehend and understand a fiction passage. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language. They might be required to use quotations from the text to support their points.

Task 2 will allow the candidates to write a composition. Credit will be given for imagination, clarity of expression, grammatical accuracy and quality of imagery.

MATHEMATICS

There will be one paper lasting one hour. It will contain three sections.

Section A

This section will consist of a series of short questions in which the candidates will not be required to show working.

Sections B and C

These sections will consist of longer problems, often with several parts, where the candidates are asked to think through more complex and testing situations.

Calculators will not be allowed in the examination.

SUMMARY OF WORK TO BE COVERED

- Addition, subtraction, multiplication and division of whole numbers (but not complicated long division)
- Simple fractions
- Simple decimals
- Time and the 24 hour clock
- Recognition of patterns of numbers
- Finding areas of squares and rectangles
- Simple direct proportion
- Time, distance and speed in simple cases
- Averages
- Problems involving money
- Very simple probability

12+ ENTRANCE EXAMINATION SYLLABUS

In the 12+ age group candidates sit English and Mathematics papers.

ENGLISH

There will be one paper lasting one and a half hours. It will contain two sections.

Section A

The Response to Reading Task will test the candidates' reading skills. They will be assessed on their ability to comprehend and understand a fiction prose passage or poem. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language.

Section B

The Composition Exercise will allow the candidates to write a composition of their choice, from a range of options. These might include a short story, a description of an imagined or real event, or merely the opening chapter to a longer narrative. There might be an opportunity to write the words of a speech, a letter or article. Credit will be given for imagination, clarity of expression, grammatical accuracy and quality of imagery.

MATHEMATICS

There will be one paper lasting one and a half hours.

Calculators will not be allowed in the examination.

SUMMARY OF WORK TO BE COVERED

- Addition, subtraction, multiplication and division of whole numbers (but not complicated long division)
- Addition and subtraction of decimals and simple fractions.
- Time and the 24 hour clock
- Recognition of patterns of numbers
- Finding areas of squares and rectangles
- Simple direct proportion
- Time, distance and speed in simple cases
- Averages
- Problems involving money
- Interpretation of simple bar charts (drawing of them is not required)
- Very simple probability
- The use of letters in Algebra
- Substitution of positive numerical values for letters

Appendix IV

SOLIHULL SCHOOL

13+ ENTRANCE EXAMINATION SYLLABUS

In the 13+ age group candidates sit English, Mathematics, Science and a Modern Language paper.

ENGLISH

There will be one paper lasting one hour. It will contain two sections.

Section A

The Response to Reading Task will test the candidates' reading skills. They will be assessed on their ability to comprehend and understand a fiction prose passage or poem. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language.

Section B

The Composition Exercise will allow the candidates to write a composition of their choice, from a range of options. These might include a short story, a description of an imagined or real event, a discursive essay, the words of a speech, a letter or the opening chapter to a longer narrative. Credit will be given for imagination, clarity of expression, grammatical accuracy and quality of imagery.

MATHEMATICS

There will be one paper lasting one hour.

Please note that in this paper questions on trigonometry **will not** be set and the questions set in Algebra **will** assume an understanding of directed numbers. Candidates must bring their own geometrical instruments to the examination, however calculators will not be allowed in the examination.

SUMMARY OF WORK TO BE COVERED

- Addition, subtraction, multiplication and division of integers, fractions and decimals; the correct use of brackets; simple percentages
- Indices
- The area of the triangle, rectangle
- The volume of the cuboid
- Elementary statistical ideas, e.g. averages, simple bar charts, pie charts
- Simple probability
- Simple direct proportion
- Simple equations (but NOT simultaneous equations)
- The meaning and use of co-ordinates
- Straightforward travel graphs and their interpretation
- Angle properties of parallel lines, the angle sum of a triangle, angle properties of isosceles and equilateral triangles

SCIENCE

The Science paper will last one hour and will be based on the National Curriculum Key Stage 3 Science Programme of Study. An understanding of basic scientific principles and ideas will be expected.

Questions may involve:

- Recall of factual knowledge
- Application of scientific principles
- Manipulation and presentation of data
- Interpreting data, including line graphs, bar charts, pie diagrams as well as interpreting tabulated data
- Comprehension

Useful background books:

- Longmans: Science 11 - 14. Chemistry, Physics, Biology (Separate books)
- So You Really Want to Learn Science: Book 2, Galore Park
- Any Key Stage 3 Science Revision Guide

MODERN LANGUAGES

Candidates will sit one paper lasting forty-five minutes with a choice of French, Spanish or German.

The following points are a guide as to what we expect candidates to have studied: the list is not exhaustive. Most importantly, the candidate should have an idea of the key grammatical foundations of their chosen language.

FRENCH

- Present tense and Imperative of common verbs
- Adjectival agreement
- Partitive article, demonstrative adjectives
- Perfect tense with avoir and etre but not of reflexive verbs
- One direct object pronoun before verb
- Negatives: ne...pas, ne...rien
- Comparison of adjectives
- Immediate future with 'aller'

GERMAN

- Verb forms: ich, du, er, sie, es
- Adding 'gern'
- Introductions, name, age, birthday
- Family and home
- School items, subjects and uniform
- Clothes and appearance
- Pets, sport, hobbies and favourite things

SPANISH

- Present tense and Imperative of common verbs
- Feminine and plural forms of adjectives
- Use of verbs 'ir, estar, ser, vivir'
- Present tense regular verbs
- Use of the infinitive form of the verb after 'gustar'
- Describing towns and houses
- Reflexive verbs
- Expressing likes and dislikes about school subjects

ALL LANGUAGES

- Regular plural of nouns
- Definite and Indefinite articles
- A simple question asked and answered
- Possessive adjectives
- Numbers 1-100, date and time

Appendix V

14+ ENTRANCE EXAMINATION SYLLABUS

In the 14+ age group candidates sit English, Mathematics, Science and a Modern Language paper.

ENGLISH

There will be one paper lasting one hour. It will contain two sections.

Section A

The Response to Reading Task will test the candidates' reading skills. They will be assessed on their ability to comprehend and understand a fiction prose passage or poem. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language.

Section B

The Composition Exercise will allow the candidates to write a composition of their choice, from a range of options. These might include a short story, a description of an imagined or real event, a discursive essay, the words of a speech, a letter or the opening chapter to a longer narrative. Credit will be given for imagination, clarity of expression, grammatical accuracy and quality of imagery.

MATHEMATICS

There will be one paper lasting one hour.

Please note that in this paper questions on trigonometry **will not** be set and the questions set in Algebra **will** assume an understanding of directed numbers. Candidates must bring their own geometrical instruments to the examination, however calculators will not be allowed in the examination.

SUMMARY OF WORK TO BE COVERED

- Addition, subtraction, multiplication and division of integers, fractions and decimals; the correct use of brackets; simple percentages
- Indices
- The area of the triangle, rectangle
- The volume of the cuboid
- Elementary statistical ideas, e.g. averages, simple bar charts, pie charts
- Simple probability
- Simple direct proportion
- Simple equations (but NOT simultaneous equations)
- The meaning and use of co-ordinates
- Straightforward travel graphs and their interpretation
- Angle properties of parallel lines, the angle sum of a triangle, angle properties of isosceles and equilateral triangles

SCIENCE

The Science paper will last one hour and will be based on the National Curriculum Key Stage 3 Science Programme of Study. An understanding of basic scientific principles and ideas will be expected.

Questions may involve:

- Recall of factual knowledge
- Application of scientific principles
- Manipulation and presentation of data
- Interpreting data, including line graphs, bar charts, pie diagrams as well as interpreting tabulated data
- Comprehension

Useful background books:

- Longmans: Science 11 - 14. Chemistry, Physics, Biology (separate books)
- So You Really Want to Learn Science: Book 2, Galore Park
- Any Key Stage 3 Science Revision Guide

MODERN LANGUAGES

Candidates will sit one paper lasting forty-five minutes with a choice of French, Spanish or German.

The following points are a guide as to what we expect candidates to have studied: the list is not exhaustive. Most importantly, the candidate should have an idea of the key grammatical foundations of their chosen language.

FRENCH

- Present tense and Imperative of common verbs
- Use of simple past tenses – Perfect tense
- Immediate Future Tense
- Adjectival agreement
- Partitive article, demonstrative adjectives
- Perfect tense with avoir and etre but not of reflexive verbs
- One direct object pronoun before verb
- Negatives: ne...pas, ne...rien
- Comparison of adjectives
- Immediate future with 'aller'

GERMAN

SPANISH

- Present tense and Imperative of common verbs
- Use of simple past tenses – Preterite
- Immediate Future Tense
- Feminine and plural forms of adjectives
- Use of verbs 'ir, estar, ser, vivir'
- Present tense regular verbs
- Use of the infinitive form of the verb after 'gustar'
- Describing towns and houses
- Reflexive verbs
- Expressing likes and dislikes about school subjects

ALL LANGUAGES

- Verb forms: ich, du, er, sie, es
- Use of simple past tenses – Perfect and Imperfect
- Immediate Future Tense
- Adding 'gern'
- Introductions, name, age, birthday
- Family and home
- School items, subjects and uniform
- Clothes and appearance
- Pets, sport, hobbies and favourite things
- Regular plural of nouns
- Definite and Indefinite articles
- A simple question asked and answered
- Possessive adjectives
- Numbers 1-100, date and time