



Admission Tests and Group Discussions

A guide to what we are looking for from our candidates and how the admissions process works.

Our Mission

- To attract and develop **exceptional boys** and teachers
- from **all backgrounds**
- to serve a **meritocratic** India.

What we are looking for

- General proficiency in English and Mathematics.
- Curiosity, enthusiasm and a desire to learn.
- Great contribution to a classroom, society, house and team.
- A willingness to question what they know and look beyond themselves.

What we are NOT looking for

- Trained parrots who have been at the receiving end of tutors to help them ‘crack’ the admissions test and interviews.
- All the practice you need is online and parents should invest their time rather than their money is helping their child prepare for admission.
- If you think your child needs a tutor to get into The Doon School then it tells you that you need to be choosing another school; we are looking for exceptional boys from all backgrounds.

Admissions tests

- English, Mathematics and Reasoning & Case Study. No Hindi test from now on, a Hindi placement test will be done on arrival.
- We are looking for evidence of how boys think and whether that are able to express that thinking clearly.
- We will give opportunities for boys to show their understanding, creatively and would like to see whether they can apply what they know to new situations.

English

- Are they able to read and follow instructions.
- Can they choose appropriate task based language?
- Can they express themselves clearly?
- Do they have a sense of logic, cause and effect, willingness to take a risk, some spark of creativity?
- Are they able to engage with what they read?

Preparation

- For 7th Class
 - [BBC Bitesize website for KS2](#)
 - Cambridge Examinations (International) [Primary Checkpoint](#)
- For 8th Class
 - [BBC Bitesize website for KS3](#)
 - Cambridge Examinations (International) [Checkpoint and Secondary 1](#)



Preparation; [BBC Bitesize website for KS2](#)

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Bitesize

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KS2

Subjects

Key Stage 2 is a phase of primary education for pupils aged 7 to 11 in England and Wales, or 8 to 11 in Northern Ireland.

Part of [Learn & revise](#)

Art and Design	Computing	Design and Technology	English	French	Geography
German	History	Irish Language	Italian	Mandarin	Maths



Preparation; [BBC Bitesize website for KS2](#)

The screenshot shows the BBC Bitesize website interface. At the top, there is a navigation bar with the BBC logo, a 'Sign in' button, and links for News, Sport, Weather, Shop, Reel, Travel, and More. A search bar is located on the right. Below this is a red and orange header area with the 'Bitesize' logo and a 'Change language' button. A secondary navigation bar includes 'Home', 'Learn & revise', 'Support', 'Careers', 'My Bitesize', and 'All Bitesize'. The main content area is titled 'KS2 English' and is part of the 'Learn & revise' section. It features a large illustration of an open notebook with a hand writing on it. Below the illustration, there is a 'Topics' section with a highlighted item 'Grammar, punctuation and spelling >'. To the right of this, there is a list of topics: 'Spelling', 'Homophones', 'Prefixes and suffixes', 'Punctuation', and 'Grammar'.

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KS2

English

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Topics

Grammar, punctuation and spelling >

- [Spelling](#)
- [Homophones](#)
- [Prefixes and suffixes](#)
- [Punctuation](#)
- [Grammar](#)



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KS2

Homophones

Part of [English](#)

3 learner guides

What are homophones? >

Homophones are groups of words which sound the same when you say them but have different spellings and meanings.



Mathematics

- Do they understand number, angles, proportion and shape?
- Can they turn a visual representation into words?
- Can they spot patterns and make connections?
- Can they represent and interpret data?



Preparation; [BBC Bitesize website for KS2](#)

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KS2

Maths

Part of [Learn & revise](#)

Topics

Games >

Numbers >

[Guardians: Defenders of Mathematica](#)

[Place value](#)

[Negative numbers](#)

[Factors, multiples and primes](#)



Preparation; [BBC Bitesize website for KS2](#)

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KS2

Factors, multiples and primes

Part of [Maths](#)

3 learner guides + [5 class clips](#)

What are factors? >

Take a look at how to work out the factors of a number.



Reasoning and Case Study

- Can they read an article and understand the order of events?
- Can they distinguish fact from opinion and judgment?
- Can they recognise the roles and responsibilities of people involved?
- Can they justify their own view?
- Do they have a sense of ethics and empathy?

P is for Plagiarism: Kolkata Schools Warn Students



KOLKATA: If you have to teach them well, you better start young. Taking this oft-repeated advice to heart, a number of schools in the city have started to instruct pupils about what constitutes plagiarism, and are also taking steps to guard against this malpractice by installing anti-plagiarism software.

Anti-plagiarism steps have, so far, been taken mostly at institutes of higher learning, most notably by the IITs and IIMs, where the copy-pasting of PhD theses has been a vexed issue. Now that schoolkids are also becoming increasingly dependent on the internet for homework or project work, the problem has started early.

At The Heritage School, students have strictly been asked to adhere to the rules. "We have told them that they should read the relevant information two or three times and then express the idea in their own words," said principal Seema Sapru.

Reasoning and Case Study

Examples of what we might ask students to think about:

Plagiarism is the act of taking another person's work and claiming it as your own. What is wrong with doing this? What harm can be caused by plagiarising? Is copying someone's answer and submitting it different from copying a 2000 INR note and using it?

Schools are now asking students to submit their work electronically so that it can be checked against a global database of work. Is this fair? Do you think that all students have the same understanding of what is right and wrong? Where do our ideas of what is right and wrong come from?

School Reports; what counts?

- Schools report in all sorts of ways.
- Evidence of **student engagement** in the classroom and of **consistent practice and improvement**.
- Evidence of **having an impact** at school.
- Correspondence between the scores on our tests and their English and Maths scores in school.
- STAs and ECAs come through the reports.

Representational certificates

- Evidence of competing at district, state or national level.
- We are not looking for piles of participation certificates and models that boys made with their robotics activity.

Interview

- A conversation with a group of 4 boys.
- Looking for boys who can listen to others, share an opinion and find out what others think.
- Demonstrate critical reasoning.
- Recognition of divergent views.
- Prepared to make a guess and apply what they know to something unfamiliar.
- Not being afraid to be wrong.

What we asked last year

- We asked them what they had learned from what they read.
- We asked them to read out loud and talk about the material. How does it relate to an 11 year old boy in India?
- We asked them to make an estimate of some area or volume of an object in the room, some problem to solve that had no known answer.

What we asked last year

- We asked them to draw a map of the world or India.
- To stop before they had finished and to make improvements to another person's work.
- We asked them to comment on what the other person had done well and what they had done to improve it.
- We asked them to look at some pictures of things going on in the world and talk to us about what they saw.
- We ask them what they love to do and why.

Global Impression Marking

- Our **mission** is “To attract and develop **exceptional boys** and teachers from **all backgrounds** to **serve a meritocratic India**; **inspire** them to be **just** and **ethical citizens**; **train** them to be **wise** and **principled leaders**; and prepare them to enter one of the strongest alumni **fraternities** – for life

Global Impression Marking

- **Exceptional:** *Standing out without stopping others shining.*
- **Diverse:** *Bringing something to the table that others do not as well as being prepared to share it and help others learn from it.*
- **Meritorious:** *Being good at something they do and allowing others to be good at something they do. Free of entitlement and arrogance.*

Global Impression Marking

- **Inspiration:** *Positively influential in a group and sharing with others an infectious enthusiasm, joy and curiosity.*
- **Just & Ethical:** *Able to articulate the dilemmas of life and act on a visible moral compass, even when no one is looking.*
- **Trainable:** *Learning oriented, curious and not so certain that they cannot see the perspective of others or have their mind changed by experience or evidence; not cynical.*



Global Impression Marking

- **Wisdom:** *Having learned from their experiences, mistakes and failures as well as those of others. Non judgmental.*
- **Principled:** *Able to be upstanding, to support others who are in need and to call others out on their actions and choices when required.*
- **Brotherly:** *Able to give care and support to another in a way that is both honest and kind.*

Allocating a place

- We will allocate a weighting of 70% to the admissions tests and the school reports.
- We will then allocate a weighting of 30% to the interview.
- We will fix the cut-offs after re-marking those on the boundaries.
- The final result will be a pass to the interview or an offer of a place; we will not be publishing the results because a range of 2% may have 30 boys in it and we are not interested in negotiating with 30 sets of parents who believe that their son deserves a place more than others.

What we look for in parents

- Do you believe your child is almost perfect?
- Do you like rules and regulations until your child breaks them?
- Are you happy gossiping about the school to anyone, but reluctant to talk to the head?
- Do you go off the deep end when someone criticizes your child?
- Are you an expert because you went to school?

What we look for in parents

- If you answer yes to **any** of the questions above then we are likely to have a difficult working relationship for six years and this will not be good for your son. You are looking for a different kind of school and we are looking for a different kind of parent.
- But if you can answer yes to the following then we are going to be able to work well together, and that's great for your son.



What we look for in parents

- Are you prepared to work with the school and pull your weight?
- Can you strike a balance between being a Velcro parent and a ghost?
- Can you support your child and support the school through difficult times?
- Can you suppress your frustrated ambitions and let your child be himself?
- Will you deflect rumour and find out the facts from the school?

Admissions timeline

- Sunday October 6th is testing day.
- Interviews in the first two weeks of November.
- Offers made in early December.
- Financial aid applications reviewed by end of December.