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# international qualifications

For entry to university and college in 2007

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## Preface

This guide is primarily intended as a working document for selectors and staff involved in admissions and associated activities in higher education institutions (HEIs). The publication contains information relating to a wide range of international qualifications offered for undergraduate admission in the UK. It will also be of interest and relevance to guidance staff in schools, the further education (FE) sector and careers services that advise overseas applicants on entry to higher education (HE).

Its purpose is to provide up-to-date information, which is easy to access and use, and which will promote the effectiveness and quality of the admissions process. The publication therefore contains details of a range of qualifications available from many countries throughout the world. All entries have been submitted to the appropriate authority of the overseas country concerned to allow an opportunity for comment and update.

UCAS is particularly grateful for the care and attention taken by these overseas correspondents in the updating and constructive suggestions they have given for this publication. Extensive reference has been made to additional sources and publications, including UK and overseas education and examination authorities (see Appendix G).

The aim of the publication is to provide objective information, on the basis of which HEIs can make their own decisions about the admission of overseas students. The inclusion of qualifications does not imply recognition or endorsement on the part of UCAS or HEIs for the purpose of entry to HE programmes.

UCAS would be pleased to receive comments and suggestions about the format and content of this publication for the benefit of future editions.

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# Introduction

Globalisation is leading to a greater mobility of students across the world, and UK HE is benefiting from the recruitment of students from overseas. It is therefore important that HE admissions officers, staff and tutors are fully aware of the qualifications that may be offered by international applicants. The main aim of this publication is to provide accurate and up-to-date information that allows international students to be assessed fairly, and promotes an understanding of the value of their qualifications, giving HEIs the ability to make realistic offers to international students.

Just as in the UK, the political map of the world is constantly changing. This affects educational systems and the qualifications offered by potential applicants to UK HE. It can also make it difficult to obtain information from some countries.

## PRESENTATION OF MATERIAL

The layout of this edition is similar to previous editions, with the entries arranged in alphabetical order of country, and provides the following.

- **Evaluation** – how overseas qualifications offered by applicants compare with UK qualifications.
- **Grading System** – how the examinations are marked or graded by the awarding body or educational system. Where possible, the distribution of grades is given.
- **Education System** - a brief outline of how the system works in each country to inform the assessment of qualifications.
- **Access to Higher Education** - an insight of requirements within each country.

Where changes have been made to text since the last edition, the relevant paragraph has been shaded. Where changes have been made in a table, the heading **GRADING SYSTEM** or the headings for the table itself have been highlighted.

The Appendices include the following information.

- Appendix A covers a number of Awarding Bodies offering examinations to overseas centres.
- Appendix B covers information on the European Baccalaureate.
- Appendix C covers the International Baccalaureate with information on the Middle Years Programme (MYP) and certification.
- Appendix D covers the Option International du Baccalauréat.
- Appendix E covers International Foundation Programmes.
- Appendix F covers English Language Proficiency and embodies information on a wide variety of examinations and tests, which applicants may present as evidence of competence in English.
- Appendix G includes useful email addresses and websites, as well as postal addresses and telephone and fax numbers.

The information in this publication is also available to UCAS member institutions on the UCAS website at [wwwucas.com/candq/inter](http://wwwucas.com/candq/inter)

## COMPARABILITY WITH UK QUALIFICATIONS

Wherever possible, an attempt has been made to provide comparisons with UK qualifications. In approaching overseas applications, it may be apposite to bear in mind that many overseas countries have broadly based school-leaving examinations. The 'group certificates' obtained in such countries usually cannot be readily converted into 'single-subject' equivalencies in terms of UK qualifications; the most appropriate way to evaluate performance may be to look for high marks in subjects of particular relevance to the candidate's application. When the school-leaving qualification of a country is evaluated as acceptable in lieu of GCSE, it will clearly need to be supplemented by acceptable qualifications widely used for entry to UK HE, for example, General Certificate of Education (GCE) or Scottish Qualifications Authority (SQA) awards.

The Bologna Declaration (1999) includes in its objectives the adoption and promotion of a Europe-wide system of comparable degrees based on two main cycles of study, leading to Bachelor's and Master's awards respectively.

The knowledge and capabilities of a graduate from a European Bachelor's programme should, generally, equip them to progress to Master's level study. It is important to note, however, that the selection of candidates to programmes at UK HEIs is determined solely by the institution concerned and is not an automatic right. Progress towards the two-study-cycles system is being made at different rates across the signatory countries. It is intended that future editions of this publication will report more fully on such progress.

## ENGLISH LANGUAGE QUALIFICATIONS

English language proficiency has a particular importance for overseas applicants. For many of them, English is not the mother tongue and, in some instances, the English Language syllabus of their school-leaving examination may be regarded as less than rigorous or, indeed, is known to be inadequate.

It may be prudent to take particular care regarding competence in the English language in respect of applicants with an acceptable 'group qualification'.

The standard qualification is GCSE English Language, but there are other examinations and tests specifically designed for candidates whose first language is not English and which, for a long time, have been regarded as providing evidence of proficiency in English. Although this is not an easy matter to resolve, it may well be that the most useful approach should be in terms of an assessment of the ability to cope; that is, some evidence of competence for the task ahead rather than the achievement of a particular academic qualification. Appendix F lists some of the main English Language Proficiency tests available to international applicants.

Qualifications  
currently offered  
listed by country



## Algeria

### EVALUATION

#### Baccalauréat or Baccalauréat Technique

Considered to be between the BTEC First Diploma and BTEC National Diploma.

#### Baccalauréat de l'Enseignement Secondaire

May be accepted as a group qualification by some institutions as satisfying general entrance requirements, provided that an overall grade of at least 'bien' has been achieved. Can be supplemented with GCE A Level.

#### Diplôme de Technicien Supérieur

Considered to be comparable to BTEC National Diploma/N(S)VQ/AVCE.

### GRADING SYSTEM

20 – 16	très bien	(very good)
15 – 14	bien	(good)
13 – 12	assez bien	(fair)
11 – 10	passable/moyen	(pass)
9 – 0	insuffisant	(fail)

### EDUCATION SYSTEM

Compulsory education is nine years, from the age of six to 15, followed by three years secondary. The medium of instruction is Arabic throughout. French is taught as a first foreign language (from fourth year) and English as a second foreign language (from eighth year) of the Ecole Fondamentale. At the end of the nine years of compulsory primary education, pupils may be awarded a Brevet d'Etudes Fondamentales (BEF) and the more able will transfer to secondary education. At a secondary school, pupils will select a humanities, mathematics or science option and take the Baccalauréat in appropriate subjects after three years. The Education System in Algeria is in the process of being changed with one of the predicted changes being the middle years lasting for four years instead of three.

### ACCESS TO HIGHER EDUCATION

The Baccalauréat is the basic university entrance requirement in Algeria at grades varying from 12 - 18 according to the type of degree to be pursued. In the previous system, the first degree was a **Licence**, achieved after four years in letters or science and five years in engineering. The new system, implemented from 2004/5, adopts a three-year **Bachelor** degree.

## Australia

### EVALUATION

In general, senior secondary certificates of education, which meet the matriculation requirements of universities in Australia, are acceptable in satisfying the general entrance requirements for UK universities.

### GRADING SYSTEM

All grades reported on the senior secondary certificates achieved by students are based on curriculum statements that are developed through accreditation procedures and are community endorsed. School-based assessments are moderated through statistical and consensus-based procedures to ensure comparability.

### EDUCATION SYSTEM

All aspects of primary and secondary education are the responsibility of the individual state or territory government. Systems have distinctive features and are comparable in leading to a reasonably broad matriculation-type examination in most. These examinations, together with school assessment, are seen

as the appropriate basis for entry into a three-year degree or a four-year honours degree in Australia. Although curriculum statements are accredited separately in each system, there is significant and increasing national comparability.

The Senior Secondary Certificate of Education is known by different titles according to the State or Territory issuing authority:

Australian Capital Territory (ACT) - ACT Year 12 Certificate

New South Wales (NSW) - Higher School Certificate (HSC)

Northern Territory - Northern Territory Certificate of Education (NTCE)

Queensland - Senior Certificate

South Australia - South Australian Certificate of Education (SACE)

Tasmania - Tasmanian Certificate of Education (TCE)

Victoria - Victorian Certificate of Education (VCE)

Victorian Certificate of Applied Learning (VCAL)

Western Australia - Western Australian Certificate of Education (WACE)

These certificates are underpinned by quality assurance processes managed by boards of studies in each state/territory. Each board of studies is a member of the Australasian Curriculum, Assessment and Certification Authorities (ACACA) and implements the ACACA guidelines for certification and for assessment quality and equity. Each certificate is also part of the Australian Qualifications Framework (AQF) - a national system of learning pathways covering 12 different levels of qualification and linking universities and vocational education and training with school education.

Student scores for all subjects used for university entrance are placed on the one scale to ensure that students are not disadvantaged by their subject choice or the school they attend. There is separation of university ranking and standards reporting at the end of year 12.

Each senior secondary certificate is associated with an overall ranking of students' achievement in years 11 and 12. For all states and territories, except Queensland, the nationally agreed common index is expressed out of 100 and calculated at intervals of 0.05. It is a percentile rank of that year's cohort, not of the students completing the requirements. For Queensland, Overall Positions (OPs) are reported as one of 25 bands in which Band 1 is the highest.

These measures, calculated in some states by the tertiary admissions centres and in others by the relevant board of studies, allow students to be placed in an academic 'order of merit' for selection to tertiary courses via a nationally agreed common index. This allows comparisons to be made across states and territories. Since 1998, this common index has been called the Universities Admissions Index (UAI) in NSW and ACT, the Equivalent National Tertiary Entrance Rank (ENTER) in Victoria and the Tertiary Entrance Rank (TER) in all other states and territories. These indicators of overall achievement are the same in all states except Queensland, eg a TER of 81.00 in Western Australia is equivalent to a UAI of 81.00 in New South Wales. Queensland reports students' overall achievement in terms of OPs.

Studies include a range of academic disciplines and vocational courses. The format is a mix of directed classroom studies, extensive written assignments and formal examinations, and

may include common assessment tasks. Depending on study alternatives, students may also apply skills, demonstrate understanding and undertake performance, project, group and fieldwork activities.

A concise commentary is provided by the guide to Year 12 Certificates and Tertiary Entrance Statements in Australia, *Leaving School*, published by the Australian Curriculum, Assessment and Certification Authorities and updated each year on its website <http://www.acaca.org.au>.

#### ACCESS TO HIGHER EDUCATION

The universities in Australia are autonomous institutions and set their own faculty and course entrance requirements. Specific subjects and levels of achievement may be prescribed as prerequisites for entry to individual courses. A university's entrance requirement is most clearly linked to the school leaving certificate system in its own state. In New South Wales, the Universities Admissions Centre calculates a UAI reported out of 100 at intervals of 0.05. On this basis, cut-off points for the University of New South Wales in 2006, for commonwealth-supported students, were: law 99.2, science 73, arts 75, architecture 90.5, commerce 93 and computer engineering 85.

The South Australian Tertiary Admissions Centre (SATAC) calculates TERs. Current cut-off points for the University of Adelaide are: arts 65.05, commerce 82.00, computer science 76.55, electrical and electronic engineering 81.55, and law 97.00 (undergraduate entry). For entry to the University of Queensland in 2006, the following OPs were required for courses: arts OP12, commerce OP6, engineering OP9, information technology OP12 and law OP2.

Recent information can be obtained from each state's University Admission Centre website.

## Austria

#### EVALUATION

##### Reifeprüfungszeugnis/Maturazeugnis

Acceptable as a group qualification satisfying general entrance requirements.

#### GRADING SYSTEM

1	sehr gut	(very good)
2	gut	(good)
3	befriedigend	(satisfactory)
4	genügend	(pass)
5	nicht genügend	(failure)

Candidates must achieve grade 4 or better in every subject.

#### EDUCATION SYSTEM

Four years of primary education (Volksschule) and four years of junior secondary (Hauptschule or AHS - Unterstufe) is followed by a further four years in a specialised academic secondary school (allgemein bildende höhere Schule - AHS) categorised according to subject specialisation. The school leaving examination, Reifeprüfung (Matura), may consist of four written subjects, depending on the type of school, and an oral examination in three different subjects or three written and four oral examinations. German, mathematics and a modern foreign language are compulsory in the Matura examinations. It is also possible for students to write a 'scholarly' paper in the first semester of Grade 12 and, in addition, take three written and three oral examinations. The modern foreign language, compulsory from Hauptschule onward, is most commonly English, but need not be so. A comparable Reifeprüfung (called Reife- und

Diplomprüfung), with different subjects and curricula, and one additional school year, may be achieved in a Higher Vocational and Technical School (Berufsbildende Höhere Schule - BHS).

#### ACCESS TO HIGHER EDUCATION

Holders of a Reifeprüfungszeugnis have free and open access to universities and Fachhochschule programmes in Austria. The first degree, **Bakkalaureus/a**, lasts at least three to four years (six to eight semesters).

## Bahrain

#### EVALUATION

##### Tawjahiya (Secondary School Leaving Certificate)

Acceptable at 60% or better in lieu of GCSE on a subject for subject basis (except English Language).

Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

#### GRADING SYSTEM

Marking varies between subjects; the maximum and minimum marks per subject are shown on the certificate, but see below under *Education System*.

#### EDUCATION SYSTEM

Arabic is the medium of instructions in schools. Six years of primary education (English is normally introduced in year three, but an experiment involving 25% of students is underway to introduce English in year one) admits to three years of intermediate education. The Intermediate School Certificate or its equivalent is a prerequisite to proceeding to three years of secondary education culminating in the Secondary School Leaving Certificate. Until recently in secondary education, there was a choice of curriculum between literary, science, commercial applied or technical. The system is undergoing a process of unification of tracks moving towards a comprehensive model for all except the technical stream. The award of the Secondary School Certificate involves a credit-hours system and requires 156 credit-hours, except for technical, which requires 180.

#### ACCESS TO HIGHER EDUCATION

Admission to four-year degree courses in Bahrain is on the basis of the Secondary School Leaving Certificate with an average mark of 60% or more.

## Bangladesh

#### EVALUATION

##### Higher Secondary Certificate (HSC)

Acceptable in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

##### Bachelor of Arts, Science and Commerce (Honours)

Satisfies the general entry requirements for entry into a UK Higher Education Institution (HEI) and may be eligible for entry with credit (advanced standing). Students with high grades may be considered for Masters programmes.

##### Bachelor of Arts, Science and Commerce (Ordinary)

May satisfy general entrance requirements for UK higher education.

See also **Overseas Examinations of UK Awarding Bodies** (Appendix A).

## GRADING SYSTEM

### HSC

Letter Grade	Grade Point	Marks Obtained
A+	5.00	100 – 80
A	4.00	79 – 70
A-	3.50	69 – 60
B	3.00	59 – 50
C	2.00	49 – 40
D	1.00	39 – 33
F	0.00	32 – 0

## EDUCATION SYSTEM

Five years of primary education may be followed by three years of junior secondary and two years of secondary (Class 10, Secondary School Certificate). Two further years (higher secondary) lead to the Higher School Certificate (HSC) in Class 12. The medium of instruction is predominantly Bengali, but English is used in a small number of schools. English is taught as a compulsory subject at secondary and higher secondary levels.

### ACCESS TO HIGHER EDUCATION

The HSC gives access to undergraduate studies in universities, colleges and other institutions of HE in Bangladesh. Such studies include two-year pass degrees, three-year honours degrees, four-year engineering, agricultural and business administration degrees, and five-year medicine and architecture degrees. Pass degrees can be undertaken only in affiliated colleges, although the degree is granted by a university on the basis of examinations administered by the university.

## Belgium

### EVALUATION

#### French-Speaking Community

##### Certificat d'Enseignement Secondaire Supérieur

##### Attestation de succès à un des examens d'admission organisés par les institutions universitaires

##### Diplôme d'aptitude à accéder à l'enseignement supérieur

#### Flemish-Speaking Community

##### Getuignschrif van Hoger Secundair Onderwijs

##### Diploma van Secundair Onderwijs

#### German-Speaking Community

##### Abschluzeugnis der Oberstufe des Sekundarunterrichts

All acceptable as group qualifications satisfying general entrance requirements.

### GRADING SYSTEM

Various, with details on certificates, but most commonly:

#### 10 (maximum) ... 1

### EDUCATION SYSTEM

Due to the federal state structure of Belgium, the Dutch-speaking (Flemish), French-speaking and German-speaking communities have had a very considerable measure of autonomy in educational policy since 1989.

Nonetheless, there are certain broad national guidelines. Six years of primary education is followed by six years of secondary education leading to the school-leaving certificate: Diploma van secundair Onderwijs/Certificat d'Enseignement Secondaire Supérieur/Abschluzeugnis der Oberstufe des Sekundarunterrichts.

Secondary education is arranged in four tracks: General, Technical, Artistic and Vocational. The certificate will record the specialisation. In the vocational track, an extra seventh year of secondary education is needed to obtain the Diploma van Secundair Onderwijs.

Compulsory education covers a period of 12 years, from the age of six.

### ACCESS TO HIGHER EDUCATION

The Flemish Parliament adopted a new HE Act in April 2003, implementing the principles of the Bologna Declaration. The general admission requirement for a Bachelor programme is the Flemish secondary school leaving certificate: Diploma van Secundair Onderwijs. Entry examinations must be passed by any student who wishes to take up study in dentistry, medicine and fine arts.

The institution boards may admit persons who cannot meet the general admission requirement taking into account the concerned legal regulations.

Some professional Bachelor degrees (180 ECTS) give access to subsequent Bachelor programmes (at least 60 ECTS), possibly after a preliminary examination. The boards of the university colleges stipulate which Bachelor degrees give access to these subsequent professional specialisation programmes.

Academic **Bachelor** degrees (180 ECTS) give access to **Masters** programmes (at least 60 ECTS). Some Master degrees will give access to subsequent advanced Masters programmes (at least a further 60 ECTS), possibly after a preliminary examination. The boards of the universities stipulate which Masters degrees give access to these specialised and advanced Master programmes.

Professional Bachelor degrees give access to some Masters programmes after a bridging course ("schakelprogramma"). The programme of the bridging course is determined by the university board.

The Masters degrees give access to doctoral programmes, possibly after a preliminary examination (dependent on field of study).

For the French-speaking community in Belgium, if students do not hold the Certificat d'enseignement secondaire supérieur or its equivalent, universities arrange an admissions examination, which gives entry to HE at universities and Hautes Ecoles. There is an exam for entry on to engineering courses.

Since the 2004/5 academic year, the structure of higher education within the Belgian French community has changed. This follows the implementation of a decree in 31 March 2004. This defines the remit of higher education, facilitates its inclusion within the European higher education sector and provides fresh funding for universities.

Higher education within the French-speaking community is offered within universities and institutions of higher education (Hautes Ecoles).

The Hautes Ecoles offer both short- and long-term studies. Short-term studies in higher education are offered in a unique vocational cycle including three to four years of studies (eg midwifery). This is equivalent to 180 or 240 credits. On completion, a "Bachelier" degree (vocational) is awarded.

Long-term studies in higher education are considered to be at the same level as those within universities and are divided into two cycles. The first cycle of transition consists of three years of study (180 credits) and on completion, an academic "Bachelier" degree is awarded. The second vocational cycle is made up of at least one or two years of study (60 or 120 credits) and on completion, an academic "Master" degree is awarded.

Universities offer long-term courses in two cycles. The first cycle is transitional and consists of a minimum of three years' study (180 credits). On completion, a "Bachelier" degree is awarded. The second cycle is vocational. This is offered in a choice of one, two, three, or four years' studies (60, 120, 180 or 240 credits). An academic "Master" degree is awarded after one or two years' studies.

During the transition period, the formal degrees (licencié, maître, ingénieur, ingénieur industriel, ingénieur commercial, docteur en médecine, docteur en médecine vétérinaire or pharmacien) will continue to be delivered.

## Brazil

### EVALUATION

#### **Certificado de Conclusão de Ensino Fundamental**

Below GCSE standard.

#### **Certificado de Ensino Médio**

Acceptable in lieu of A Levels on a subject for subject basis if grades achieved are 8 or higher (except English Language, which requires official proof of knowledge, such as an IELTS exam certificate or other relevant qualification).

Compulsory subjects, as set in the national curriculum, include: Portuguese, Mathematics, Natural Sciences, Geography, History, Arts, Physical Education, Foreign Language, Cultural Diversity, Environment, and Health.

Students can also opt for the studying the three years of "ensino médio" following a vocational route. Subjects studied vary according to the career path chosen. Students can also follow the standard "ensino médio" route and the vocational route simultaneously.

### GRADING SYSTEM

Marking systems vary between states. However, in general terms:

Either graded on a scale of 10 (maximum) to 1, with a pass mark of 5, or

SS	10 – 9
MS	8 – 7
MM	6 – 5
MI	4 – 3
II	2 – 1
SR	0

### EDUCATION SYSTEM

Organisation of the educational system in Brazil is decentralised: local authorities have responsibility for primary education (Primeiro Grau); states are responsible for secondary education (Segundo Grau); and the Federal Government has responsibility for HE. The Ministry of Education issues guidelines for curricular content at primary and secondary level, but there are still enormous regional variations. In addition to the state system, there is a broad network of private schools and HEIs. The medium of instruction is Portuguese.

Brazilian education is organised in two main blocks. The first is basic, compulsory education from age seven to 14, on completion of which, successful students are awarded the Certificado de Conclusão de Ensino Fundamental. This is followed by a further, voluntary three years of secondary education. The school leaving qualification is the Certificado de Ensino Médio.

Students may take the Exame Nacional Do Ensino Médio (ENEM). This is a test designed to enable the Ministry of Education to

assess national standards. It is not a qualification, but is being increasingly used in Brazil to gain university entrance. Vestibular are university entrance examinations, which are broadly equivalent to GCSEs. The minimum score for entry into HE in Brazil is 3 in Portuguese, 3 in one other subject, and a score greater than 1 in all other subjects. The ENEM is often given a percentage weighting with the Vestibular for the purposes of university entrance. The Programa De Avaliação Seriada (PAS) is another university entrance examination gained over the last three years of secondary education.

### ACCESS TO HIGHER EDUCATION

Demand for HE and competition for places is high. Entrance to HE is based on the Certificado de Ensino Médio (or Certificado de Conclusão de Segundo Grau) and an additional entrance exam (Vestibular). The first degree, **Bacharel, Licenciado** or a Professional title usually take from three to six years depending upon the specialisation.

## Brunei

### EVALUATION

#### **GCE O Level**

Grades 1 to 6 equivalent to GCSE grades A, B, C.

#### **Brunei-Cambridge General Certificate of Education Advanced (BC-GCE A) level examination**

Equates to Advanced GCE standard.

### EDUCATION SYSTEM

The Education System of Brunei provides schooling in a 7+3+2+2 pattern, representing primary, lower secondary, upper secondary and pre-tertiary levels respectively. At the age of five, the student will start pre-school education. Students will proceed to primary school for six years, at the end of which, they sit the Penilaian Sekolah Rendah (PSR), continuing on to three years of lower secondary school and two years of upper secondary school. In the third year of secondary school, students take the Junior Secondary Assessment/Penilaian Menengah Bawah (PMB) and in the fifth, GCE O Levels (or Normal, N levels for the less academic students - these were withdrawn from January 2005). There are two languages of instruction, Malay and English. Students who have adequate and relevant O level results may proceed to the pre-university level. At this level, most students follow a two-year course leading to the Brunei-Cambridge General Certificate of Education Advanced (BC-GCE A) level examination.

### ACCESS TO HIGHER EDUCATION

Students who have completed the PMB or the BC-GCE O Level examinations can pursue vocational education in a Technical or Engineering College offering two- to five-year crafts or technician programmes. Those who complete A level courses with adequate and relevant passes may be eligible for entry to The University of Brunei Darussalam or other tertiary institutions or be awarded scholarships for further studies abroad.

## Bulgaria

### EVALUATION

#### **Diploma za sredno obrazovanie (Diploma of Completed Secondary Education)**

Awarded by standard secondary schools and acceptable as a group qualification satisfying general entrance requirements.

**Diploma za sredno posebno obrazovanje. (Vocational Diploma of Completed Secondary Education)**

**Diploma za sredno obrazovanje**

Awarded by vocational secondary schools and acceptable as a group qualification satisfying general entry requirements.

**GRADING SYSTEM**

6	otličan	(excellent)
5	mnogo dobar	(very good)
4	dobur	(good)
3	sredan	(sufficient) <i>[minimum pass mark]</i>
2	slab	(poor)

**EDUCATION SYSTEM**

The Education System in Bulgaria is structured as follows.

- Pre-School Education (age three to six/seven)
- Basic Education (Grades one to eight – ages six/seven up to age 16)
- Secondary Education (Grades nine to 12) is also offered in vocational and technical schools.

Education is not compulsory after the age of 16.

Education in Bulgaria is regulated by the state and is offered by state schools and by the private sector.

Successful completion of Secondary Education culminates in the award of the Diploma.

**ACCESS TO HIGHER EDUCATION**

The Diploma of Completed Secondary Education is a prerequisite for entry to HEIs in Bulgaria, but admission is related also to competitive entrance examinations organised each year by the Ministry of Education, Science and Technologies in co-operation with the state universities. The autonomy of higher education institutions allows them to define their own entry requirements for enrolment each year. The length of the first degree course varies and ranges from a minimum of four years, according to subject. Private higher education is also available in Bulgaria. Both state and private HEIs are regulated by law.

**Cameroon**

**EVALUATION**

**Baccalauréat**

Acceptable as a group qualification satisfying general entrance requirements provided that an overall grade of at least 'bien' has been achieved.

**Cameroon GCE Ordinary Level**

Acceptable at grade C or better in lieu of GCSE on a subject for subject basis.

**Cameroon GCE Advanced Level**

Acceptable at grades A - E in lieu of GCE A Level on a subject for subject basis.

**GRADING SYSTEM**

**Baccalauréat**

20 – 18	excellent	(excellent)
17 – 16	très bien	(very good)
15 – 14	bien	(good)
13 – 12	assez bien	(fair)
11 – 10	passable/moyen	(pass)
9 – 0	insuffisant	(fail)

Cameroon GCE Ordinary Level A - C (pass), D - F (fail)

Cameroon GCE Advanced Level A - E (pass), F (fail)

**EDUCATION SYSTEM**

The Republic of Cameroon has a unique educational system in Africa with English and French as the languages of instruction in both educational sub-systems. Six or seven years of primary education lead to national examinations in which a pass is a prerequisite for secondary education. Secondary education in the English-medium system involves a first cycle of five years leading to O Level and a second cycle of two further years to A Level. In the French-medium system, the first cycle leads to the Brevet d'Etudes du Premier Cycle and the second to the Baccalauréat, which is a group examination requiring passes in all eight/nine subjects.

**ACCESS TO HIGHER EDUCATION**

Admission to the six universities in Cameroon is based on the Baccalauréat or two A Levels and a minimum of four O Levels. However, each university is entitled to impose its own entry qualifications which may be quite specific, especially in relation to bilingual degrees. The initial qualification after a minimum of three years is the **Licence** or **BA/BSc**.

**Canada**

**EVALUATION**

With one exception (Quebec), the Certificates or Diplomas awarded by provinces on the completion of secondary school studies (usually in Grade 12) are acceptable in satisfaction of general entrance requirements. The following are examples of the level of achievement considered appropriate to meet minimum requirements.

**Alberta:**

65% in five acceptable Grade 12 subjects

**British Columbia:**

Each university in BC determines its general entrance requirements for graduating Grade 12 students. Normally the best four or five courses from a defined list of Grade 12 level courses are chosen. The acceptable percentage can vary from year to year, depending on the number of students applying in a given year and depending on the Faculty. Science programmes usually require a higher overall percentage than Arts programmes.

**Manitoba:**

Two Senior 4 (Grade 12) compulsory credits, one in English Language Arts and one in Maths, plus at least two optional S4 credits are required for graduation from the English programme. In the Français and French immersion programmes, three compulsory S4 credits (Français, English Language Arts and Mathematics), plus at least one optional S4 credit are required for graduation.

**New Brunswick:**

Anglophone schools:

60% in 17 of 20 credits, including seven compulsories in Grades 11 - 12 and at least five credits at the grade 12 level are required for graduation.

Francophone schools:

Accumulate 24 credits of a possible 30, 17 credits of which are associated with the core courses and seven credits selected from the elective courses. The passing grade is fixed at 55%.

**Newfoundland and Labrador (NL):**

University entrance requirements for NL students entering the NL university are as follows.

A 70% average in Grade 12 (Level 3) academic and/or advanced courses from the following categories: English, Maths, Science, Social Science or Modern Language, and an elective. College entrance requirements vary depending on programme. However, high school graduation is required with a minimum of credit received in Grade 12 (Level 3) English, Maths and Science.

Requirements for certain programmes would have a more academic requirement.

#### North West Territories:

65% in five acceptable subjects at Grade 12 (one being English or French Language Arts).

#### Nova Scotia:

65% in five acceptable subjects at Grade 12

#### Nunavut:

65% in five acceptable subjects at Grade 12

#### Ontario:

60% in six Grade 12 U or U/C courses (see below)

#### Prince Edward Island:

65% in five acceptable subjects at Grade 12

#### Saskatchewan:

60 - 80% in five to seven acceptable subjects at Grade 12 (Dependent on the faculty or department).

#### Yukon Territories:

Minimum of five Bs in acceptable subjects at Grade 12

For **Quebec**, the **Diplôme d'Études Collégiales** (DEC) awarded after two years of study at a 'collège d'enseignement général et professionnel' (CEGEP) is acceptable as satisfying general entrance requirements.

#### GRADING SYSTEM

Most of the provincial **Certificates** or **Diplomas** provide individual subject marks on a percentage basis (50% pass), often linked with a literal grade.

#### Diplôme d'Études Collégiales:

On a percentage basis (60% pass).

#### EDUCATION SYSTEM

There is no single system of education in Canada. Public education is the responsibility of the provinces and although systems resemble each other in a number of aspects, each provincial and territorial system has different characteristics. Elementary education in most provinces covers the first eight years of compulsory education and is followed by four years of secondary education. While most provinces and territories use some form of uniform examinations, this varies across jurisdictions in terms of subjects and grades, and students' marks are determined mostly at the school level.

In some provinces, the award of standing is shared between the Department of Education and the local authorities.

In most provinces, pupils must have completed 12 years of study to be awarded the Certificate or Diploma marking the end of secondary education.

#### ACCESS TO HIGHER EDUCATION

Canadian universities have individual admission requirements based primarily on the secondary school qualifications awarded in their own province. Most universities require a Grade 12

qualification with a minimum average mark which varies from province to province, but which is usually in the range 60 - 75%. Faculties with limited enrolments, usually 'professional' faculties, will require higher averages. The most obviously distinctive arrangements have related to Quebec and Ontario.

In **Quebec**, 'out of province' students will gain university entry with a Grade 12 qualification, but admission is usually on the basis of the **Diplôme d'études collégiales** (DEC), a two-year broad-based course designed as a bridge between secondary school and university. An 'out of province' student will have to complete a preparatory programme lasting one year. A lack of proficiency in English or French will be taken into account by the Quebec or Canadian immigration office in the evaluation of the application. The contents of the CEGEP's programmes include a beginning of specialisation usually taught in the first year of the North-American four-year bachelor programmes. Most of the bachelor programmes in Quebec are three-year or four-year programmes; these are more specialised than elsewhere in North America. Some universities in other provinces allow admission on the basis of two semesters' study (one year) for the DEC and will award advanced standing for the completed DEC.

In **Ontario**, secondary education (Grades 9-12) is normally completed in four years. The high school programme is based on a credit system. Students must earn a total of 30 credits (one for every 110-hour course successfully completed) to obtain an Ontario Secondary School Diploma. Students must also complete 40 hours of community involvement activities and must pass the Ontario secondary School Literacy Test, which is taken in Grade 10.

To enter university, students must earn an Ontario Secondary School Diploma or equivalent, and must complete a minimum of six Grade 12 University preparation courses (U) or university/college preparation courses (U/C). A minimum overall academic average of 60% in the highest six courses will be necessary for consideration for admission to an Ontario university. However, actual entrance averages will vary by institution and programme; most institutions/programmes require higher admissions averages. There are also prerequisite courses that must be completed for acceptance to most university programmes.

By means of a university education, students earn the first degree, Bachelor, involving three years of study for a regular degree and four years for an honours degree.

## China

#### EVALUATION

##### Senior High School Examination

Considered to be between GCSE and GCE A Level standard. Those students with high grades may be considered for admission to access or foundation level programmes.

##### Vocational Secondary School Diploma (Zhixiao)

Considered to be comparable to BTEC First Diploma/NVQ level 2.

##### University Entrance Examination

Considered to be between GCSE and GCE A Level standard. It is generally considered more advanced than the Senior High School Examination. Those students with high grades may be considered for admission to access or foundation level programmes.

## GRADING SYSTEM

### Senior High School Examination

Nine subjects are taken and graded A - D (with A being the highest).

A	100 - 80%
B	79 - 70
C	69 - 60
D	Fail

### University Entrance Examination

Five core subjects with each paper being marked out of a possible 150, giving a total mark of 750.

## EDUCATION SYSTEM

Primary and secondary education in China comprises three stages: six years of primary school, three years of junior middle school, and three years of senior middle school. Primary and junior middle school education is compulsory, and commences at age six. To progress from junior middle school, students must pass locally organised entrance examinations. Results of these entrance examinations are used to stream students into a general academic route or a technical and vocational route.

The technical and vocational schools offer the Vocational Secondary School Diploma which includes general knowledge, basic technology and a subject specialism. Senior secondary schools offer the Senior High School Examination, which is usually taken in five or six subjects. As it is taken across the country, but organised on a provincial basis, curricula and standards may vary.

## ACCESS TO HIGHER EDUCATION

Graduation from Senior Secondary School is a prerequisite for sitting the University Entrance Examination, the upper age limit for which is 25 years.

The University Entrance Examination format can vary between provinces, but is taken nationwide. There are five core subjects, of which Chinese, mathematics and politics are compulsory. Competition for university places is high, and a mark of 500 - 550, depending on the provincial arrangements, out of a possible 750 is required for entry into university.

HE is structured into four-year Bachelor programmes (xueshi), three-year Masters programmes (shoshi) and three-year Doctorates (boshi).

## Croatia

### EVALUATION

#### **Matura (Secondary School Leaving Exam) leading to Maturalna svjedočba (Secondary School Leaving Certificate)**

The school leaving examination is taken in two compulsory subjects and one optional subject.

Acceptable as group qualification satisfying general entrance requirements.

#### **Medunarodna matura (International Baccalaureate)**

A baccalaureate style qualification offered by some Gimnazija, which satisfies the general entry requirements for UK HE.

### GRADING SYSTEM

5	Excellent
4	Very Good
3	Good
2	Sufficient
1	Fail

## EDUCATION SYSTEM

Eight years of primary education, with a foreign language introduced in year one, are usually followed by one of the following.

- Four-year grammar schools (Gimnazija), which may be classified as general, linguistic, classical or scientific, with appropriately different curricula.
- Four-year art schools (art and design, music, dance).
- Four-year vocational schools (engineering, healthcare, economics, agriculture, etc).
- Three-year vocational schools (industrial, crafts, etc).

Apart from IB programmes, where the language of instruction is English, the language of instruction in all other schools is Croatian.

Major reforms to the Education System to introduce new national curricular, external evaluation and state school leaving examinations are currently under process.

## ACCESS TO HIGHER EDUCATION

Admission to HE in Croatia is on the basis of the Secondary School Leaving Certificate and a competitive entrance examination operated by the relevant individual university faculty. Croatia is one of the signatories of the Bologna Declaration, and under the Bologna Process has introduced a new higher education system which comprises three levels of study: pregraduate (three to four years), leading to a Bachelor's degree; graduate (one to two years), leading to a Master of Profession's degree; and postgraduate (three years), leading to a Doctor's degree.

## Cyprus

### EVALUATION

#### **Greek-Cypriot System**

##### **Apolytirion (School Leaving Certificate)**

Acceptable in lieu of GCSEs (Grades A - C) on a subject for subject basis (except English Language), where a mark of at least 10 has been achieved. Some HEIs may additionally require one or two UK advanced level qualifications to satisfy specific entry requirements; others accept the Apolytirion as satisfying general entry requirements provided a minimum mark of 16 has been attained.

#### **Turkish-Cypriot System**

##### **Devlet Lise Diploması (State High School Diploma) and Lise Bitirme Diploması (Private High School Finishing Diploma)**

Considered to be at a standard of at least GCSE level. Students with an overall average of four (under the new system, or eight under the old system) may satisfy the general entry requirements of some UK HEIs.

### GRADING SYSTEM

#### **Greek-Cypriot System**

Graded 1 - 20 (with 20 being the maximum), pass mark 10.

#### **Turkish-Cypriot System**

New system - graded 1 - 5 (with five being the highest), pass mark 2.

Old system (prior to 1996) - graded 1 - 10 (with 10 being the maximum), pass mark 5.

### EDUCATION SYSTEM

Under the Constitution of the Republic of Cyprus, the two communities, the Greek and the Turkish community respectively, are responsible for dealing with educational affairs.

### Greek-Cypriot System

Education is co-educational and compulsory until the age of 15. As of academic year 2004/5, pre-primary education also became compulsory, followed by six years of primary education and six years of secondary education. Secondary education is divided into two cycles of three years; three years Gymnasio (compulsory lower secondary), followed by three years Eniaio Lykeio (upper secondary) or Secondary Technical and Vocational Education (SVTE). In 2000/1, the Eniaio Lykeio replaced the former Lykeio of optional subjects which had functioned for 20 years. The students of the last two years of Eniaio Lykeio have the flexibility to form their own timetable according to their interests; at primary, lower secondary level and in the first year (Class A) of Eniaio Lykeio, a core curriculum is followed. The third year of Lykeio culminates in the Ministry of Education and Culture final examinations.

Since 2001/2, STVE is offered in two streams: theoretical and practical. The content of the revised STVE aims to provide technical school graduates with the necessary educational background to enable them to enter the labour market or pursue further studies.

### Turkish-Cypriot System

The Education System follows the same model as Turkey, and has equivalent standards. Education is compulsory between the ages of five until 15 years. Kindergarten education is taught from age five to six years; primary education level I from seven to 11 years; primary education level II from 12-15 years. Optional education is taught at high school (lycée) from age 16-18 years. Students completing primary levels I and II can choose to attend high school. There are six different types of high schools – vocational lise; multi-programmed lise; science lise; art lise; anadolu lise (science and mathematics courses are taught in English); and maarif college (all courses except Turkish literature and Turkish history are taught in English).

### ACCESS TO HIGHER EDUCATION

#### Greek-Cypriot System

Traditionally, candidates have mainly proceeded to study at universities in Greece. However, HE has been available at the University of Cyprus since 1992. Pupils who hold a high school leaving certificate, Apolytirion, are entitled to participate in University Entrance Examinations. University

Entrance Examinations are organised by the Examination Service of the Ministry of Education and Culture and are known as Eisagogikes Exetaseis.

From the school year 2005/6, there will be only one final exam, the Pancyprian Examination, which will satisfy the requirements for graduation and university entrance purposes.

From September 2006, the Open University of Cyprus is going to accept its first students in two postgraduate programmes of study, while, by September 2007, the Technological University of Cyprus is planned to resume operation by accepting students in eight programmes of study. Apart from the public universities, the private institutions of tertiary education accept students with their own criteria, mainly in accredited programmes of study. A new law, approved in July 2005, lays down the requirements for the establishment of private universities and two applications have already been submitted to the relevant committee for evaluation.

#### Turkish-Cypriot System

Access to the higher education universities and institutions of Cyprus and Turkey is through a competitive central entrance examination. Students who have successfully completed high

school and gained the Lise Diplomas need to take the University Entrance Examination to gain entry to universities. This exam is organised by Higher Board of Education (YOK). Local universities also accept students without the YOK Entrance Exam (OSS) on condition that they pass an entrance exam administered by the institutions themselves. In most universities in Turkey, and in all universities in Cyprus, the medium of instruction is English. Therefore, students are obliged to provide proof of at least intermediate level of English (TOEFL or IELTS) or to pass the institution's own English proficiency test. Students who are unsuccessful will study a year's English foundation programme which has an ongoing assessment process, in addition to a final proficiency test at the end of the academic year.

## Czech Republic

### EVALUATION

#### Maturitní Zkouška/Maturita

#### Vysvědčení o Maturitní Zkoušce (Maturita from vocational/technical schools)

Acceptable as a group qualification satisfying general entrance requirements.

### GRADING SYSTEM

1	vyborny	(excellent)
2	chvalitebny	(very good)
3	dobry	(good)
4	dostatecny	(pass)
5	nedostatecny	(fail)

### EDUCATION SYSTEM

Basic school has two levels: the first stage now covers the first to fifth grade (primary level), and the second stage the sixth to ninth grade (lower secondary level). Nine years of basic education is followed by four years of upper secondary education. Successful completion of compulsory school and meeting the entrance requirements (usually including entrance examination) are prerequisites for admission to upper secondary schools. Secondary education is newly structured into three levels depending on the length of the programme.

- Secondary education (1-2 years) (ISCED 2C).
- Secondary education completed by attaining an apprenticeship certificate (výuční list) – two to three years or a shortened study programme for those having completed secondary education with school-leaving certificate (ISCED 3C).
- Secondary education completed by a school-leaving examination (maturitní zkouška) – study programmes of various length, eg after completing a four-year study (ISCED 3A) or, for those with an apprenticeship certificate, a two-year follow-up course (ISCED 4A).

According to the new Education Act (of 24 September 2004) the evaluation of results of education of a pupil included in a school report is expressed by a classifying grade. This concerns both basic and upper secondary schools. There is no final examination at the end of basic school, but in the last year of compulsory school attendance, each school issues to its pupil a final evaluation stating how the pupil concerned has achieved the educational goals stated by the law. The upper secondary course in upper secondary general, technical and vocational schools leads to the traditional matriculation examination, Maturitní Zkouška or Maturita. The passing of the Maturitní Zkouška is a prerequisite for admission to a higher education institution (and also to a tertiary professional school).

### ACCESS TO HIGHER EDUCATION

There are now 25 public institutions, two state institutions and 39 private institutions of HE in the Czech Republic.

By law, higher education institutions are of two types – university type, providing all levels of study programmes, and non-university type, usually offering only Bachelor’s degree programmes. Due to the historical development, all existing higher education institutions established before the new Education Act came into force are university type institutions. Recently established higher education institutions have been accredited as non-university types. This refers to all private institutions as well as to the first newly established public institution “College of Polytechnics” (Vysoká škola polytechnická). All accredited Bachelor’s degree study programmes provide education of ISCED 5A level, ie education that enables students to continue in follow-up Master’s degree study programmes.

The minimum requirement for admission to a higher education institution is secondary education completed by the maturitní zkouška examination. The requirement for admission to a Master’s programme is successful completion of a Bachelor’s programme. The requirements for admission to a Doctoral programme are successful completion of a Master’s programme.

Students may apply for admission to several faculties. Each higher education institution decides on the number of admissions to studies and on specific admission proceedings (upper secondary school results, approval of credits from previous studies of other fields of study or of tertiary professional school, etc). The admission proceedings usually include an entrance examination, in particular, written test, an oral examination or both. If the number of applicants who meet the conditions is higher than the maximum number that can be enrolled, applicants are rank ordered based on the examination results.

## Denmark

### EVALUATION

**Folkeskolens Afgangsprøve (After Class 9 or 10)**

**Folkeskolens 10 - klasseprøve (formerly Folkeskolens**

**Udvidede Afgangsprøve) (After Class 10)**

Acceptable in lieu of GCSE on a subject for subject basis (except English Language).

### Studentereksamen

**Højere Forberedelseseksamen (HF)**

**Højere Handelseksamen (HHX)**

**Højere Teknisk Eksamen (HTX)**

Acceptable as group qualifications satisfying general entrance requirements.

### GRADING SYSTEM

13	exceptionally independent and excellent performance
11	independent and excellent performance
10	excellent but not particularly independent performance
9	good performance, a little above average
8	average performance
7	mediocre performance, slightly below average
6	just acceptable performance
5	hesitant and not satisfactory performance
3	very hesitant, very insufficient and unsatisfactory performance
0	completely unacceptable performance

The percentage distribution of marks of general upper secondary school (gymnasium) candidates in the Studentereksamen and of HF candidates in 2000 was as follows (these proportions do not vary significantly between years).

Mark	Gymnasium%	HF%
13	00.9	00.5
11	07.2	05.2
10	14.1	11.0
9	19.5	16.9
8	21.2	19.7
7	18.1	19.3
6	11.1	13.8
5	05.9	09.4
3	01.8	03.9
0	00.1	00.5
Average Mark	08.06	07.59
No of Marks	156,634	62,044

### EDUCATION SYSTEM

Nine or 10 years in a basic comprehensive school (Folkeskole), with English Language compulsory from the third year, may be followed by three years at a gymnasium culminating in the Studentereksamen (Upper Secondary School Leaving Examination), which consists of oral and written examinations administered by the Ministry of Education. A total of 10 examinations must be taken in order to pass the complete examination, of which up to three may be taken after the first and second years. Another general upper secondary course, which is taken over two years building on to the 10th (voluntary) year of the Folkeskole, leads to the HF (Higher Preparatory Examination). Subjects can be taken at three levels (A - highest, B and C). In addition to Danish and History A level, pupils must take at least two other A levels to obtain the Studentereksamen. To pass the Studentereksamen or the HF requires a minimum average of 6.0 in the marks for both the year’s work and the examination. The HHX and the HTX are broadly comparable final examinations from a business college and a technical college respectively.

### ACCESS TO HIGHER EDUCATION

The four examinations noted above are the usual university entrance qualifications in Denmark. Usually, a university course consists of a three-year programme leading to a **Bachelor’s** degree, followed by a two-year programme leading to a **Master’s** degree. The university sector includes 12 universities, some of which are multi-faculty universities, while others specialise in specific fields. In addition, there are a number of specialist university-level institutions in fields such as architecture, art and music.

## Egypt

### EVALUATION

**Thanaweya A’ama (General Secondary School Certificate)**

**Al-Azhar General Secondary School Certificate**

Acceptable at 70% or better in lieu of GCSE on a subject for subject basis (except English Language).

Will need to be supplemented by acceptable qualifications that are widely used for entry to HE, eg GCE or SQA awards.

### Diploma (Two years)

Comparable to the BTEC National Diploma/Advanced VCE.

### GRADING SYSTEM

The minimum pass mark is 40% except for Arabic and Religion, where 50% is required.

### EDUCATION SYSTEM

All school education is under the centralised control of the Ministry of Education. A nine-year system of ‘basic education’

is followed by three years of secondary education culminating in the School Certificate examination in 13 subjects.

Candidates are required to take the examination over two years. The second and third years of secondary education are considered as two stages of the Thanaweya A'ama. There is a core of compulsory courses plus electives, which must include at least one course from arts and one from science, chosen according to the student's intended career. The medium of instruction is Arabic apart from language schools which use both Arabic and English.

Al-Azhar schools are open only to Muslim children and place additional emphasis on religious education. Boys and girls are strictly segregated. Completion of secondary education leads to the award of the Al-Azhar General Secondary Certificate.

#### ACCESS TO HIGHER EDUCATION

Entry to university in Egypt is based on the results of the School Certificate and is highly competitive. Admission is controlled by the Placement Bureau of the Ministry of Higher Education. An average mark of 70 - 75% is required to meet matriculation requirements and some university faculties (eg engineering and medicine) may demand average grades of 90%. The first degree may take from four to seven years depending upon specialisation.

## Estonia

#### EVALUATION

##### Riigieksamid (State Examinations)

##### Gümnaasiumi Lõputunnistus (Secondary School Leaving Certificate)

Passes in five graduation examinations (a minimum of three being from state examinations) may be considered acceptable as satisfying general entrance requirements of UK HEIs (with the exclusion of English language proficiency requirement).

#### GRADING SYSTEM

All state examinations are assessed on a 100-point scale. For foreign languages, the 100 points are composed of 20 points for oral examination and 80 for written examination. Scores of 20 (the pass mark) and above are regarded as positive and are detailed on the students' Riigieksamitunnistus (State Examination Certificate). From 1997 to 2001, the result for a state examination of at least one point indicated a pass, and the result of 0 indicated a failure. Since 2002 graduation, the passing minimum has been 20. The Riigieksamitunnistus is only valid in conjunction with a Secondary School Leaving Certificate. The marking system used at general secondary level is as follows, with 3 as the pass mark.

90-100%	5	Very good	(väga hea)
70-89	4	Good	(hea)
50-69	3	Satisfactory	(rahuldav)
25-49	2	Unsatisfactory	(puudulik)
0-24	1	Poor	(nõrk)

#### EDUCATION SYSTEM

Compulsory basic education, commencing at the age of seven, takes nine years resulting in the **Põhikooli Lõputunnistus** (Basic School Leaving Certificate). There are two options at secondary level, general secondary school, also called gymnasium (grades 10-12), or vocational education institutions (kutseõppeasutus). Primary and general secondary education are provided in unified schools, where each year of study is directly based on the previous, and enables transfer from one school to another without hindrance. Some general secondary schools also offer specialised courses in commerce, technology and other practical studies as part of a largely academic programme.

Students are required to pass at least three state examinations (in 1997 two state examinations) to complete secondary education, of which one is an essay in the mother tongue. State examinations are taken by all pupils of general secondary schools at the end of Grade 12 but can be taken also by all pupils of vocational schools. Completion of general secondary education is on the basis of the **Gümnaasiumi lõputunnistus** (Secondary School Leaving Certificate), valid only with the **Riigieksamitunnistus**.

#### ACCESS TO HIGHER EDUCATION

The general requirement for HE study is the **Gümnaasiumi Lõputunnistus** (secondary school leaving certificate) or an equivalent recognised qualification attesting the completion of secondary school education, like vocational secondary education certificates giving Access to Higher Education - **Lõputunnistus põhihariduse baasil kutsekeskhariduse omandamise kohta** (Certificate of Vocational Secondary Education Based on Basic Education) and **Lõputunnistus keskhariduse baasil kutsekeskhariduse omandamise kohta** (Certificate of Vocational Secondary Education Based on Secondary Education).

In addition, since 1997, it has been compulsory for secondary school students to pass the state examinations (Riigieksam) administered by the State Examination and Qualification Centre. State examinations usually qualify as entrance examinations to HEIs. Since 1998, the minimum requirement for eligibility for entry to HE in Estonia has been raised from two to three state examinations.

An average mark of 60 points and higher is required by most universities to meet matriculation requirements, but some university faculties (eg law and medicine) may demand average grades as high as 90 points. Specific requirements depend on the higher education institution and the specialisation.

They may include the number of examinations (ranging from two to four); the form of entrance examinations (written/oral examination or interview); additional requirements such as the average grade on the secondary education leaving certificate; the average grade in a given subject.

The basis for admission to public universities is the enrolment control number fixed by the state and covered by state allocation. However, universities have the right to take students for privately funded places in addition to what is determined by the state.

Estonia has adopted a 3 + 2 system in accordance with the Bologna Declaration. After completion of three (until 1999 – four) years' study, students are awarded a **Bakalaureusekraad**, which is comparable to British Bachelor degree standard. The present HE system in Estonia is binary and consists of academic and non-academic qualifications.

## Ethiopia

#### EVALUATION

##### Ethiopian General Education Certificate Examination (EGSLCE)

Taken at the end of Grade 10. These examinations were introduced in 2000/1; evaluation has not yet been possible.

##### Ethiopian Higher Education Entrance Examination (EHEEE)

Taken at the end of Grade 12. These examinations were introduced in 2002/3; evaluation has not yet been possible.

##### Bachelor Degree

Considered to be between the standard of GCE A Level and British Bachelor degree. May be given advanced standing within UK HE.

### GRADING SYSTEM

Ethiopia uses a norm reference which varies from year to year. Subjects are marked as a percentage, with 50 as the minimum pass-mark.

#### Ethiopian General Education Certificate Examination (EGSLCE)

A	100 – 90	excellent
B	89 – 80	very good
C	79 – 60	satisfactory
D	59 – 50	average
E	below 50	fail

#### Ethiopian Higher Education Entrance Examination (EHEEE)

301 – 400	excellent
251 – 300	very good
201 – 250	good
101 – 200	satisfactory
0 – 100	poor

### EDUCATION SYSTEM

The Minister of Education is the Chief Executive in charge of overall educational policies of the country. Ethiopia has restructured the educational system. The 6+2+4 school system has been phased out and replaced by an 8+2+2 school system. The change in the primary school curriculum was completed in September 1999; the new curriculum covers different mother tongue languages as a medium of instruction in various primary schools throughout the country. At the end of lower secondary school in grade 10, students sit for the Ethiopian General Education Certificate Examination.

Following completion of general secondary education, students may proceed to Technical and Vocational Education at different levels (10+1, 10+2, 10+3 (Diploma)), and preparatory programmes. After completing grades 11 and 12 (pre-college or preparatory), students sit for the Ethiopian Higher Education Entrance Qualification Certificate.

### ACCESS TO HIGHER EDUCATION

The Higher Education Sector of the Ministry of Education is responsible for co-ordinating HE activities. The medium of instruction is English. Students are admitted on the basis of their performance in the Ethiopian Higher Education Entrance Examination. Only those with high scores are admitted due to the limited capacity of HEIs. In order to improve the opportunity for access to those students with poor educational facilities, a discrimination scheme is applied for admission. However, students still have to fulfil the minimum entrance requirements.

## Faroe Islands

### EDUCATION SYSTEM

The Education System in the Faroe Islands is based on that of Denmark. The upper secondary school leaving certificate is referred to in Faroese as Studentsprógv.

## Finland

### EVALUATION

#### Ylioppilastutkintotodistus/Studentexamensbetyg (Finnish National Matriculation)

Acceptable as a group qualification satisfying general entrance requirements.

### GRADING SYSTEM

A scale of 4 - 10 is adopted in upper secondary school, with 4 as a fail, 7 as satisfactory and 10 as excellent. The following grading is used in the Matriculation:

7	(L) laudatur	(outstanding)
6	(E) eximia cum laude approbatur	(excellent)
5	(M) magna cum laude approbatur	(very good)
4	(C) cum laude approbatur	(good)
3	(B) lubenter approbatur	(satisfactory)
2	(A) approbatur	(barely satisfactory)
0	(I) improbatur	(below satisfactory)

Note: 1 is not used.

It is anticipated that the grade distribution will be approximately as follows: grade L 5%, E 15%, M 20%, C 24%, B 20%, A 11%, I 5%.

### EDUCATION SYSTEM

On completion of nine years of comprehensive school (peruskoulu/grundskola) students can continue studies either in the three-year general upper secondary school (lukio/gymnasiet), or in upper secondary vocational education, which takes three-years and leads to basic national vocational qualifications. In the lukio, after passing certain compulsory courses in different subjects, the general upper secondary school student can take the corresponding tests in the national Matriculation Examination (ylioppilastutkinto/studentexamen). These tests, four compulsory and one or more optional, can be taken in up to three consecutive examinations (which are arranged in spring and autumn). On completing the upper secondary school curriculum, for which an Upper Secondary School Leaving Certificate (lukion päästötodistus/gymnasiets avgånsbetyg) is awarded, and after passing at least all the compulsory tests in the examination, the student gains the Matriculation Certificate, ie ylioppilastutkintotodistus/studentexamensbetyg.

Approximately 95% of general upper secondary school students study English at some level and about 90% of candidates take an English test in the Matriculation Examination. Although the Swedish-speaking population is a small minority (c 6%), the State guarantees equality of educational opportunity and both language groups have their own institutions from pre-school to university.

### ACCESS TO HIGHER EDUCATION

General eligibility for higher education is given by the Matriculation Examination or the upper secondary vocational qualification. These qualifications require at least 12 years of study. Equivalent foreign qualifications also give general eligibility for higher education. A numerus clausus is in use in all fields and universities or their faculties apply differing selection procedures. Most commonly, students are ranked according to their grades in the Matriculation Examination (and the Upper Secondary School Leaving Certificate) plus entrance tests. In practice, students applying direct from school compete not only against each other, but also against applicants who passed the Matriculation Examination at an earlier date and applicants with other qualifications. Overall, only about 20% are admitted the same year as they pass the Matriculation Examination, but there are considerable differences between disciplines in this respect. Selection by universities has improved, through an evaluation of the selection process, to accelerate placement of students. The aim is that by 2008, 55% of new students will be Upper Secondary school graduates of the same year. Universities are developing student selection strategies to improve study placement, to reduce the number of selection units and to lighten selection procedures.

Admission to polytechnics is based on a joint national system for application. Polytechnics determine their own entry requirements and select their own students. Selection is based on the applicant's school achievement, work experience and often also an entrance test.

Polytechnic studies are measured in credits (opintopiste/ studiepoäng, as of 1 January 2005). Study courses are quantified according to the work load required. One year of studies is equivalent to average 1,600 hours of student work and is defined as 60 credits. The credit system complies with the European Credit Transfer and Accumulation System (ECTS).

The Bachelor-level/first-cycle polytechnic degree (**ammattikorkeakoulututkinto/yrkeshögskoleexamen**) is 210 to 270 credits (3.5 to 4.5 years of full-time study), depending on the field of study. The curriculum comprises basic and professional studies, optional studies, a practical training period and a diploma project.

The Master-level/second-cycle polytechnic degree (ylempi ammattikorkeakoulututkinto/högre yrkeshögskoleexamen) consists of 60 to 90 credits (1 to 1.5 years of full-time study) and is geared towards polytechnic graduates with relevant work experience.

The Bachelor-level/first-cycle university degree, usually called **kandidaatti/kandidat**, is a minimum of 180 credits (three years of full-time study). The Master-level/second-cycle university degree usually consists of a total of 300 credits and a first-cycle degree of at least 180 credits, plus 90-120 credits (minimum total of five years of full-time study). This degree is usually called **maisteri/magister**.

In medicine and in dentistry, the higher academic degree takes six years of full-time study to complete. The degree in these fields is called **lisensiaatti/licentiat**.

After completion of a maisteri/magister, students can undertake doctoral studies of approximately four years' duration, culminating in the award of **tohtori/doktor**. In most fields, a pre-doctoral degree of lisensiaatti/licentiat may be taken before the doctorate degree. In general, two years of full-time study after the lisensiaatti/licentiat can result in achieving the award of tohtori/doktor.

## France

### EVALUATION

#### **Brevet des Collèges (Lower Secondary School Certificate)**

Generally considered to be comparable to four GCSEs below Grade C.

#### **Baccalauréat Général**

#### **Baccalauréat Technologique (BTn)**

#### **Option Internationale du Baccalauréat (OIB)**

Acceptable as group qualifications satisfying general entrance requirements to UK HEIs.

#### **Brevet de Technicien (BT) (Technician's Certificate)**

#### **Baccalauréat Professionnel (Vocational Baccalauréat (BacPro))**

Approximating the BTEC National Diploma/AVCE standard. Aimed at entering directly into employment, this may not be regarded as sufficient for general entrance requirements to UK HEIs.

#### **Brevet de Technicien Supérieur (Higher Technician's Certificate)**

Considered comparable to Foundation Degrees, BTEC HND/N(S)VQ level 4.

### GRADING SYSTEM

#### **Baccalauréat Général and other Baccalauréats**

20 (maximum) ... 0, 10 being the minimum pass

In the Baccalauréat Général, the statistics for the percentage of candidates achieving specific "Mentions" has hardly changed

over the last few years, although there has been a slight increase in figures: Très Bien maximum 4%, Bien maximum 12% and Assez Bien maximum 23%.

### EDUCATION SYSTEM

There are five years of primary education and seven years of secondary education, the last three years being at a Lycée, of which the final two are in preparation for a specific Baccalauréat. There are three series in the Baccalauréat Général - (L) emphasis on literature, history and geography, philosophy and languages; (ES) emphasis on economics, social sciences and history and geography; (S) emphasis on mathematics, physics, chemistry and biology.

In all general Baccalauréats, the study of two languages is offered even if, most of the time, only one is required to take the exam. Usually the more able students take the Baccalauréat Général in which at least eight academic subjects are studied. The immediate award of the Baccalauréat, usually regarded as a prerequisite for HE, requires a weighted mean mark of 10 or more in written and oral examinations. Less successful candidates, whose mean mark is between eight and 10, may sit a second set of examinations. The Certificat de Fin d'Etudes Secondaires (CFES) is awarded to pupils who obtain a mean final mark of between eight and 10 in the Baccalauréat examinations a few days later. The Option Internationale du Baccalauréat is the international version of the Baccalauréat Général taken by bilingual students (see separate entry, Appendix D). The Baccalauréat Technologique has eight series, of which the four best known are (STG) secretarial skills, accountancy and business; (ST) science and industrial technologies; (STL) science and laboratory technologies; and (SMS) medical and social sciences - and can also lead to university entrance.

### ACCESS TO HIGHER EDUCATION

In theory the Baccalauréat admits to all faculties in French universities, but in practice, the specialisation can be important and thus a 'science-type' Baccalauréat is almost essential for medicine and the Baccalauréat Technologique admits to certain faculties only. It is expected that competitive entrance examinations, which involve two years' post-Baccalauréat study (the Classes Préparatoires), will continue to be normal for admissions to the 'Grandes Ecoles'. The first phase of university studies leading to the Diplôme d'Etudes Universitaires Générales (DEUG, which may be considered comparable to the Diploma in Higher Education), usually after two years of study, is being phased out in favour of the Licence.

The **Licence** is awarded after three years of study, and the **Maîtrise**, which was awarded after a further year, is being replaced by the **Master**, which takes a further two years of study after the Licence. The two-year Master will incorporate the Diplôme d'Etude Approfondie (DEA) or the Diplôme d'Etude Spécialisé Scientifique (DESS), usually gained after a further year of study after the Maîtrise, both of which are also being phased out (to comply with the Bologna Declaration).

## Gambia

### EVALUATION

#### **West African Senior School Certificate Examination (WASSCE)**

Regarded as being below the standard of UK A Levels. Those students with high grades may be considered for admission to a bridging programme.

See also **Overseas Examinations of UK Awarding Bodies** (Appendix A).

**GRADING SYSTEM**

A1	excellent
B2	very good
B3	good
C4 - C6	credit/ <i>minimum acceptable pass</i>
D7	pass
E8	pass
F9	fail

**EDUCATION SYSTEM**

Gambia has now adopted the 6+3+3 educational structure which has become common to West African Anglophone countries. Six years of Lower Basic (Primary) education and three years of Upper Basic (Junior Secondary) education lead to the Gambia Basic Education Certificate Examination. A further three years of secondary education culminate in the WASSCE. The examination conducted by the West African Examinations Council is based upon continuous assessment (30%) and external examinations (70%). English is the medium of instruction. The School Certificate and A Level examinations, a legacy from the previous system, were phased out by 1999.

**ACCESS TO HIGHER EDUCATION**

The University of Gambia was inaugurated in September 1999. Admission to a four-year degree is on the basis of passes at credit level (at grade 6 or better) in five subjects including English in the WASSCE.

**Germany**

**EVALUATION**

**Realschulabschluss; Mittlerer Schulabschluss Lower secondary education**

Acceptable at grades 1-4 in lieu of GCSE on a subject for subject basis (except English Language).

**Zeugnis der Allgemeinen Hochschulreife (Abitur) Upper secondary education**

**Zeugnis der Fachgebundenen Hochschulreife**

**Zeugnis der Fachhochschulreife**

Acceptable as group qualifications satisfying general entrance requirements.

**GRADING SYSTEM**

**Realschulabschluss**

1	sehr gut	(very good)
2	gut	(good)
3	befriedigend	(satisfactory)
4	ausreichend	(adequate)
5	mangelhaft	(poor)
6	ungenügend	(very poor)

**Abitur**

15, 14, 13	sehr gut	(very good)
12, 11, 10	gut	(good)
9, 8, 7	befriedigend	(satisfactory)
6, 5, 4	ausreichend	(adequate)
3, 2, 1	mangelhaft	(poor)
0	ungenügend	(very poor)

Both **poor** and **very poor** constitute a fail.

**EDUCATION SYSTEM**

The role of the Federal government in education is limited and specialised. Legislative and administrative responsibility rests firmly with the Länder (states). There is a broad uniformity in the educational systems of the sixteen Länder, although nomenclature and periods of study may vary. Lower and upper secondary education usually covers eight or nine years to Grade 12/13. At

present, in most Länder, the Allgemeine Hochschulreife may be obtained after the successful completion of 13 consecutive school years. In most Länder a gradual conversion to 12 years of schooling is being implemented. In some Länder, this conversion to a 12-year course of education to obtain the Allgemeine Hochschulreife at the Gymnasium is already completed.

The Realschulabschluss is awarded in Grade 10 (examinations are taken in the majority of the Länder). The Zeugnis der Fachhochschulreife is usually achieved after 12 school years at the Fachoberschule, a vocational secondary school (Grades 11/12). The Zeugnis der Allgemeinen Hochschulreife is awarded in Grade 12/13 and represents the assessment of the two final years of upper secondary schooling including final examination (Abiturprüfung). Subjects chosen from three subject areas must be represented and studied throughout the school career up to, and including, the Abitur examination itself: I languages, literature, arts; II social sciences; III mathematics, natural sciences, technology. At least two subjects are taken as main intensive courses (Leistungskurse) of which one must be German or a foreign language or mathematics or a natural science; the other subjects are taken as basic courses (Grundkurse).

The Abitur examination comprises at least four and at most five components (in most Länder, three written examinations and one oral). The first and second written examinations are in subjects taken as main intensive courses; the third written examination and the oral one are taken in one of the subjects taken as basic courses. Depending on the legislation in place in some Länder, a fifth subject can be examined in either written or oral form, or particular achievements (eg a year paper or results of a project) may be incorporated into the Abitur examination. The final grades of the Abitur are based on the marks obtained in the examinations and on class performance in all subjects (up to 10) during the last two years of upper secondary education. For marks up to the Realschulabschluss, a six-point scale is used in which grade 1 is the highest and grade 4 is adequate. Marks on this scale are converted to the 15-point scale, used for Grades 11 (or Grades 10 - 12 depending on the Länder) and for the Abitur examinations. The overall result (the assessment of two years' work and the examinations) involves a maximum of 840 points, of which at least 280 must be achieved to pass. The overall result is also given in terms of an average grade according to the six-point scale.

English (in some Länder, French) is compulsory to Realschulabschluss level but need not be a major component of the Abitur examination. Nonetheless, one foreign language must be studied during the final two years to the Abitur level and is part of the overall result.

**ACCESS TO HIGHER EDUCATION**

The Zeugnis der Allgemeinen Hochschulreife admits to all courses offered by German HEIs. The Zeugnis der Fachgebundenen Hochschulreife admits only to the courses of the Fachhochschulen (universities of applied sciences) only. The Zeugnis de Fachgebundene Hochschulreife admits to a specified range of courses only.

When applications are expected to substantially outnumber the places available, the number of places will be restricted (numerus clausus) and a selection process will take place. The centralised selection process for 2005 admission included medicine, dentistry, veterinary medicine, psychology, pharmacy and biology. From 2005 on, the centralised selection process includes three main quotas: for 20% of the places, the average grade (Durchschnittsnote) of the entry qualification is the criterion, for another 20%, the waiting time after gaining the HE entry qualification. The remaining 60% are selected by the

universities themselves. The average grade of the entry qualification must have a major significance among the selection criteria. Complementary criteria are, eg the final grades for specific subjects, the results of admissions tests, professional experience and interviews. The majority of the other courses are covered by local or in some cases regional selection processes who follow a similar way.

Traditionally, the first qualification at Universitäten is the **Diplom/Erstes Staatsexamen/Magister**. The **Diplom** (FH) is the first degree at Fachhochschulen. The standard period of study (Regelstudienzeit) to obtain a first degree may vary according to the course chosen and the type of institution of HE. Eight to 10 semesters are laid down for most courses of study leading to the Diplom degree, Magister degree or Staatsexamen, six years and three months for medicine. On an average, however, students take one or two years longer to finish, ie many students only attain the degree after studying for five years or more.

In 1998, a new scheme of first- and second-level degree programmes was introduced to be offered parallel to or in lieu of the traditional programmes. In 2003, the science and research ministers of the various Länder agreed in principle on the implementation of the two-cycle degree system by 2010. Within this two-cycle degree system, the first qualification after three to four years is the **Bachelor**. Graduate second degree programmes (one to two years) lead to **Master** degrees. For acceptance in the labour market and international co-operation, it is necessary to ensure transparency and clarity by restricting the number of different qualification designations. In designating degrees, no distinction is made between the profile types "more practice-oriented" and "more research-oriented". These degree programmes are offered by Universitäten and Fachhochschulen as well as by Musikhochschulen and Kunsthochschulen. The total standard period of study for consecutive Bachelor and Master study courses is a maximum of five years.

To ensure the equivalence of degrees, examination grades and qualifications and the possibility of their transfer from one HEI to another, the Länder have set up an independent Accreditation Council. The accreditation of the degree programmes involves a formalised, objective review process, which is used to assess whether a course meets the required standards in terms of academic content and vocational relevance.

## Ghana

### EVALUATION

**Senior Secondary School Certificate Examination (SSSCE)**  
**West African Senior School Certificate Examination (WASSCE)**  
Regarded as being below the standard of UK A Levels. Those students with high grades may be considered for admission to a bridging programme.

### GRADING SYSTEM

A1	excellent
B2	very good
B3	good
C4 - C6	credit/minimum acceptable pass
D7	pass
E8	pass
F9	fail

### EDUCATION SYSTEM

Before the radical revision of state education began in 1987, six years of primary education and (following a Common Entrance Examination) five years of secondary education led to the West

African School Certificate examinations (WASC) and two further years to the WAHSC. The current education structure is 6+3+3. Six years of primary school is followed by three years of junior secondary school leading to the Basic Education Certificate Examination (BECE), which is below GCSE standard. Those

pupils then admitted to senior secondary school follow one of seven options: agricultural science, business, general arts, general science, home economics, technical, and visual arts; and after three years take the Senior Secondary School Certificate Examination (SSSCE). The senior secondary school leaving examination is currently being harmonised throughout the sphere of the West African Examinations Council as the West African Senior School Certificate Examination (WASSCE). The SSSCE has two components: continuous assessment (30%) and external examination (70%). English is the medium of instruction, except in the initial years of primary school when a local language is used alongside English.

### ACCESS TO HIGHER EDUCATION

Admission to university in Ghana is on the basis of achievement at SSCE. In addition to the SSCE results, admission may also require a University Entrance Examination. The first degree is of a minimum of four years' duration.

## Greece

### EVALUATION

#### Apolytirion of Gymnasio

Acceptable at marks of 11 or better in lieu of GCSE on a subject for subject basis (except English Language).

#### Apolytirion of Eniaio Lykeio (Previously Apolytirion of Lykeio)

Acceptable as a group qualification satisfying general entrance requirements at a mark of 16 or above, normally for entry to year one of a degree programme. Students with marks below 15 may be considered for entry into a foundation year.

### GRADING SYSTEM

20 (maximum) ... 10 (minimum pass) ... 1

As a guide to performance, the following figures give an idea of the distribution of marks for various subjects in 2005.

Subject/Pathway	Percentage of candidates with marks below the base (9.9/20)	Percentage of candidates with top marks (18–20)
Physics/Technology 2	74.98%	0.96%
Mathematics/Technology 2	73.77%	4.60%
History/Arts & Social Sciences	55.30%	7.43%
Physics/General Education	54.46%	9.55%
Ancient Greek/Arts & Social Sciences	52.48%	3.62%
History/General Education	52.04%	7.45%
Physics/Technology 1	51.78%	3.76%
Mathematics/Technology 1	50.18%	14.52%

(source: Ministry of Education)

### EDUCATION SYSTEM

Education in Greece is compulsory for all children aged six to 15 years old. Compulsory education comprises six years of primary education (Dimotiko), followed by three years of lower secondary (Gymnasio). Three-year post-compulsory education consists of two school types: Eniaia Lykeia (Upper Secondary School), which culminates in the Apolytirion of Eniaio Lykeio, and the Technical Vocational Educational Schools (TEE).

Mutual student transfer from one type of school to the other is possible. Post-compulsory secondary education also includes Vocational Training Institutes (IEK), which provide a formal but

unclassified level of education (as they accept both Gymnasio and Lykeio graduates, according to the relevant specialisation they provide).

The Apolytirio of Eniaio Lykeio is based on the performance of the student's final year, which includes the average of two oral and one written examination. Main subjects are examined throughout Greece by a written external examination; other subjects are internally examined and set by the individual schools. The second and third years of the Eniaia Lykeia have three option streams: theoretical (ancient and modern Greek, Latin and history); science (mathematics, science and biology); and technological (mathematics, science, information technology). The curriculum of all three streams has a common course of general education. Assessment is based on oral and written tests over the year and on the official national end-of-year examinations held during the final year of Eniaia Lykeia, on specific subjects.

**ACCESS TO HIGHER EDUCATION**

With a pass (with a minimum mark of 10 out of 20 in all subjects) in the Apolytirion of Eniaia Lykeia, pupils are eligible to enter Greek universities and Technological Education Institutes/ions (TEI). University entry is highly competitive. Scores are generally lower for TEI entrants. Entry to HE is based on the marks obtained in the six special subjects depending on the pupil's choice of stream.

Vevaiosi Prosvasis (Certificate of Access to HE) determines access to HE education.

The overall average grade of Vevaiosi Prosvasis takes into account the following.

- i) The oral grade (this is the average of the Apolytirio oral grade adjusted by +2 or -2 so that its difference to the written grade is not more than two units/monads).
- ii) The written grade (the final grade achieved in the six specialised subjects as explained above).

For the admission grade, the oral grade counts for 30% and the written for 70% of the overall mark.

An example to demonstrate how it will work for a candidate who has an oral grade of 15 in Maths and 10 in the written exam. S/he will get the following average grades for the Apolytirio and the Certificate of Access to HE.

For the Apolytirio:  $(15 + 10) / 2 = 12.5$   
 For the Certificate of Access, the calculation will be: adjustment of two points within the written grade sees the oral grade at 12.

The new oral grade will be multiplied by 0.3 (oral mark is 30% of the overall mark) and the written by 0.7 (the written exam is 70% of the overall mark).

Therefore, we will have  $(12 \times 0.3) + (10 \times 0.7) = 3.6 + 7 = 10.6$

ie the candidate in the example will score 12.5 in the Apolytirio Maths but 10.6 in the Certificate of Access. Thus, Apolytirio scores will appear higher than the Greek Certificate of Access scores, as the two are calculated differently.

**Calculation of general mark for Entry into Tertiary Level Education**

The Entry Score is worked out as follows:

8 x General Mark for Entry into Tertiary Level Education plus

1.3 x Subject Mark of first specialised subject (eg Mathematics for Engineering)  
 plus  
 0.7 x Subject Mark of second specialised subject (eg Physics for Engineering) x 100

Therefore, the top score could be:

$$[(8 \times 20) + (1.3 \times 20) + (0.7 \times 20)] \times 100 = 20,000 \text{ points}$$

To determine whether a Greek candidate is suitable for admittance into a British university, it is strongly advised that admission tutors evaluate his/her Apolytirion scores along with his/her Certificate of Access (Vevaiosi Prosvasis). These two documents will provide a better understanding of the candidate's qualifications.

## Hong Kong

**EVALUATION**

**Hong Kong Certificate of Education (HKCEE)**

Acceptable at grade C or better in lieu of GCSE on a subject for subject basis (except English Language (Syllabus A), Accommodation & Catering Services and Fashion & Clothing).

**Hong Kong Advanced Supplementary Certificate (HKASL)**

Comparable to UK Advanced Supplementary (AS) level.

**Hong Kong Advanced Level Examination (HKALE)**

Grades A - E equate to GCE Advanced Level. However, for mathematics and some science subjects, the level of attainment required for the award of a given grade is recognised as being higher than that awarded in the UK. For these subject areas, many UK HEIs regard a grade D in the HKALE as acceptable in lieu of a grade C at A Level from a UK awarding body.

**Associate Degree**

Satisfies the general entrance requirements for UK higher education. Candidates holding the Associate Degree may be considered eligible for entry into the second year of undergraduate degree programmes.

**GRADING SYSTEM**

**HKCEE, HKALE**

Graded A - F, of which grade A is the highest and F the lowest. Results below grade F are designated as Unclassified (UNCL). Previous to 2002, sub-grades were used, ie A(01), A(02), B(03), B(04) etc.

As a general guide to performance, the following figures provide percentages in the grades achieved in selected high-entry subjects for day school candidates in 2005:

	HKCEE		HKALE	
	Percentage awarded Grade A	Grade A-C	Percentage awarded Grade A	Grades A-C
Biology	4.9	31.4	2.3	17.8
Chemistry	4.1	29.7	3.6	24.6
Chinese Language	3	17.6	-	-
Chinese Language and Culture	-	-	2.8	23.2
Computer Studies	-	-	2.1	27.3
Computer and Information Technology	3.1	23.1	-	-
Economics	2.6	21.2	3.3	21.0
English Language (Syllabus B)	2.5	12.2	-	-
Mathematics	3.4	29.9	-	-
Pure Mathematics	-	-	4.8	28.1
Physics	4.2	27.9	4.4	24.9
Use of English	-	-	0.7	15.3

### Associate Degree

Uses a Grade Point Average system, the scale for which varies between awarding institutions.

#### EDUCATION SYSTEM

Six years' primary education starts at age six and is compulsory. It is followed by a further three years of compulsory junior secondary education. After an additional two years of secondary education, the HKCEE is taken (most day school candidates take seven or eight subjects). The HKALE qualification can then be taken after a further two years of selective senior secondary education. These major public examinations are conducted by the Hong Kong Examinations and Assessment Authority.

With the exception of language-related subjects, all subjects can be taken either in English or Chinese with the syllabuses, examination papers and marking systems common to both media. The experience of the English language may, therefore, vary according to the educational route taken. Since 1998, the Government has been promoting the use of Chinese as the medium of instruction, with the aim of students being biliterate (ie Chinese and English). The language in which the subject is undertaken is not recorded on the certificate. In the HKASL, the Use of English examination at grade E or above, may provide appropriate evidence of proficiency in the English language.

#### ACCESS TO HIGHER EDUCATION

The HEIs offering three-year degrees in Hong Kong admit mainly on the basis of HKALE passes in at least two subjects, or one A Level and two AS Levels. Entrants are also required to have a grade E or better result in both Use of English and Chinese Language and Culture. Degree study may also be pursued at the universities on the basis of other overseas qualifications, at the discretion of individual universities.

The Associate Degree is a two- to three-year programme of study which may be a terminal qualification, or act as a bridging programme to further higher education. An Associate Degree is normally regarded as one-third of a three-year university degree.

## Hungary

#### EVALUATION

##### Érettségi

Acceptable as a group qualification satisfying general entrance requirements.

#### GRADING SYSTEM

School Evaluation	Standard Maturity Exam	Higher Maturity Exam
5 - jeles (excellent)	100 - 80%	100 - 60%
4 - jó (good)	79 - 60	59 - 47
3 - közepes (average)	59 - 40	46 - 33
2 - elégséges (pass)	39 - 20	32 - 20
1 - elégtelen (fail)	19 - 0	19 - 0

#### EDUCATION SYSTEM

Since the major reforms in 1993, an 8+4 system of primary and secondary education has predominated (but not to the exclusion of other variants such as 6+6 and 4+8). Admission to secondary education, both academic and vocational, is based on selective examinations. The school leaving examination (**Erettségi vizsga**) taken at age 18 combines written and oral assessments and consists of at least five subjects, of which four are prescribed (Hungarian language and literature, mathematics, history and a foreign language) and one is optional. From the 2004/5 academic

year, secondary school students have the option to take either standard "**középszintű**" or higher "**emelt szintű**" maturity examinations, both in the prescribed and the optional subjects.

#### ACCESS TO HIGHER EDUCATION

Admission to degree courses is selective, with the Secondary School Leaving Certificate as a prerequisite for admission. From 2004/5, entrance examinations are no longer being held (with a few exceptions where practical examinations or aptitude tests are required).

Admissions scores are based on the result of the maturity examination(s) taken in subject(s) prescribed by the HE institutions concerned (maximum 60 points) and the marks of years 11 and 12, provided application is within designated time limits. These time limits are: for state-funded training, within three years; and for fee-paying training, within five years after secondary school graduation. If application is made within these time limits, a maximum of 50 points from year 11 and 12 marks and a maximum of 10 points from the overall result of the maturity examinations contribute to the admissions score. Beyond the time limits, the admission score is solely calculated from the results of the maturity examination(s) taken in the subject(s) prescribed by the given HE institutions (maximum 60 points, doubled). As a general rule, HE institutions require standard level (középszintű) maturity examination(s), and they reward higher level (emelt szintű) examinations with extra points. Further premium points may be added, eg for the state accredited foreign language examinations. Of the combined basic maximum of 120 points, the acceptable minimum for admission varies by course, but cannot be less than 78 points.

## Iceland

#### EVALUATION

##### Stúdentspróf (Matriculation Examination)

Acceptable as a group qualification satisfying general entrance requirements.

#### GRADING SYSTEM

##### Unit credit system:

Minimum credits for Stúdentspróf: 140

Individual subject grades: 10 (maximum) ... 5 (minimum pass) ... 1. Exceptionally, grade 4 in a subject may be regarded as a pass.

##### Traditional class system:

Subject grades: 10 (maximum) ... 1.

Average of all subjects - minimum grade 5;

Pass for individual subjects - grade 4 but exceptionally grade 1, 2 or 3 may be regarded as a pass in not more than two subjects.

#### EDUCATION SYSTEM

Ten years of compulsory education may be followed by four years of upper secondary schooling leading to a matriculation examination (Stúdentspróf). This can be awarded on the basis of internally set fourth year examinations or from the accumulation of internally set unit-credits. There are three academic programmes of study leading to the matriculation diploma: languages, social sciences and natural sciences. In addition to these three main subjects, an ICT programme of study has been run on an experimental basis since 1999. Icelandic is the medium of instruction. English language is a compulsory subject from Grade 5 (age 10). Within any given academic programme of study, three groups of courses are offered: core subjects, elected fields and free selection.

Vocational education is offered in comprehensive schools, industrial-vocational schools and specialised vocational schools. The length of course varies but the most prevalent are four-year courses. Many forms of vocational education give the students legal certification for certain types of employment. This applies, for example, to the skilled trades where students must finish the Journeyman's Examination (Sveinspróf). Within vocational education, students can choose between training for a skilled trade or training in another area, for example, in the field of fisheries, the travel industry, health or commerce.

#### ACCESS TO HIGHER EDUCATION

University admission in Iceland is generally open to those who have passed the Stúdentispróf but some institutions operate a system of restricted entry. Such a system is in effect in a few faculties at The University of Iceland. First degrees (BA and BSc) require three to four years of study. Those students who have completed vocational education of three-four years of study (including the Sveinspróf) would be required to undertake additional studies prior to being eligible for study at HE level.

## India

#### EVALUATION

##### Indian Certificate of Secondary Education (ICSE)

May be considered acceptable at grades 1 - 6 in lieu of GCSE on a subject for subject basis.

##### All India Senior School Certificate Examination (SSC)

##### Higher Secondary School Certificate

##### All India Senior Secondary School Certificate

##### Indian School Certificate (ISC)

Students with high scores (75%) at Standard XII from the Central Board of Secondary Education and the Council for the Indian School Certificate Examination may satisfy entry requirements, provided an appropriate standard of English has been attained.

##### Higher Secondary School Certificate; Intermediate Certificate

At least 80% from state boards of education may satisfy entry requirements, provided an appropriate standard of English has been attained. It should be noted that there is no national level quality assurance system (see *Education System* below).

#### GRADING SYSTEM

##### SSC

Externally assessed subjects are given numerical scores, with 33% being the pass mark. All students that pass the SSC are given a rank order with A - 1 representing the top eighth, ranging down to D - 2 representing the bottom eighth of candidates that have passed within the cohort. E indicates a failed candidate.

##### ISC

##### 1 (maximum) - 8 (pass) - 9 (fail)

School examinations are marked on a percentage basis and the award is indicated in grades 1 to 8. All subjects are assessed externally. The pass mark is at 40%. The Certificate is awarded with grade 1 to 8.

The Indian School Certificate (ISC) is acceptable at grades 1-3 in lieu of Scottish Highers on a subject for subject basis.

#### EDUCATION SYSTEM

Educational responsibilities are split between the Union Government and state governments. Differences exist between states, but the most common pattern is of 10 years of general education (Standard X) followed by two years of higher secondary education (at Junior or Intermediate Colleges in some regions) and terminating in examinations for one of the various school-

leaving certificates (Standard XII). There may also be two- to two-and-a-half-year preschooling available. School courses are commonly taught in the medium of Hindi, the regional language or English. In many cases, whilst flexibility is offered by examination boards, due to the pressure of numbers in schools, students may be streamed with little option to mix subjects. For the ISC, there is no streaming of students or clustering based on numbers. Students are free to select their combination of subjects, apart from English, which is compulsory. The school year runs from April to March with examination results available in May/June. A high proportion of achievement is based on external final assessment.

It should be noted that there is no national quality assurance system in place in India and that the National Council of Educational Research and Training has highlighted that a "widespread disparity in standards of examinations among 34 boards conducting examinations at the end of Classes X and XII has been experienced and no common or national standards of achievement are available for equating them".

The ISC involves 12 years of schooling. The award of a Pass Certificate in the ISC requires a pass in four or more subjects, including English, at one sitting. In the ISC, English is the medium of instruction.

In addition to undertaking Indian qualifications, some centres may offer students the opportunity to sit A Levels through attending after-school classes. A number of international schools are also offering GCSE / IGCSE and GCE examinations from UK Exam Boards. Students may have also taken College Entrance Examination Board (CEEB) SATs (see entry for *United States of America*). The International Baccalaureate is becoming increasingly popular (see Appendix C).

Several school examination boards have started to offer vocational courses to students, for example, Certificate of Vocational Education Examination offered by the Council for the Indian School Certificate Examinations (CISCE). However, as the learning culture is geared towards HE, only a small proportion of students choose to take this option.

Industrial Training Institutes (ITI) offer craft and skills programmes, of between one and three years' duration, to instruct students in skilled labour.

The National Institute of Open Learning provides distance education at the secondary and senior secondary levels across the whole country.

#### ACCESS TO HIGHER EDUCATION

In theory, university admission in India is open to all students passing a Standard XII examination from a recognised Examination Board in at least four subjects. In practice, however, with over 300 universities including "deemed to be universities", 14,000 colleges and 10 million students, there is fierce competition. Places are awarded with reference to academic merit in the 12th-year examinations and/or in special university entrance examinations, which are often linked to particular degree courses such as business, medicine and engineering. First degrees, both Honours and Pass, of a duration of three years are generally undertaken at colleges affiliated to a specific university. Undergraduate professional degrees, for example, medicine, engineering and architecture, can be between four and five years' duration. Due to the geography of the country, some HEIs offer students multimodal study, including remote teaching utilising computer-aided instruction and multimedia packages. The National Assessment and Accreditation Council (NAAC), an autonomous body, provides quality assurance for HE.

A couple of state governments have enacted the Private Universities Bill. All such universities that have been set up by individual acts passed by state legislature have been evaluated by the Universities Grants Commission (UGC, which regulates universities in India) are now recognised as legitimate universities. The Supreme Court of India has struck down an act passed by Chhattisgarh state that resulted in a large number of institutions being designated as universities. The Court has ordered that such institutions should seek affiliation to existing universities. These institutions are now in the process of seeking affiliation to existing universities or are working with state government to pass individual legislation for these universities.

## Indonesia

### EVALUATION

**Surat Tanda Tamat Belajar Sekolah Menengah Umum Tingkat Atas/STTB: SMA (Senior Secondary School Certificate of Completion)**

Acceptable in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

### GRADING SYSTEM

10	excellent
9	very good
8	good
7	above average
6	average
5	below average
4 – 1	fail

### EDUCATION SYSTEM

The Indonesian Education System recognizes two different paths of education: school education and out-of-school education. Nowadays, Indonesia basically adopts a 6-3-3-4 school education system, which consists of six years of primary (age 6/7-12), three years of junior secondary (age 13-15), three years of senior secondary (age 16-18), and four years of tertiary education.

### ACCESS TO HIGHER EDUCATION

Admission to public higher education in Indonesia is mainly by the UMPN (Entrance Examination to State Universities) in either Sciences or Social Sciences.

The Sarjan Satu (S1) degree (144-160 credits) is awarded after four years of study. Professional disciplines require an additional two to six semesters.

The Magister (S2) (180-194 credits) is awarded after two further years of study.

The Doktor (S3) (230 credits) requires additional coursework and a dissertation after the Magister.

Non-university higher education is offered by polytechnics and academies.

## Iran

### EVALUATION

**Diplom-Metevaseth (National High School Diploma)**

Considered to be above GCSE standard (grades A, B, C) on a subject for subject basis, provided minimum marks of 50% have been obtained, subject to English Language proficiency. Would

need to be supplemented by GCE A Levels, a SQA Award or equivalent qualification.

### Pre-University Certificate

Acceptable as satisfying general entrance requirements in related subjects, provided a minimum mark of 60% has been obtained, subject to English Language proficiency.

### National Entrance Examination (Konkur)

Acceptable as satisfying the general entrance requirements, subject to English Language proficiency.

### Kardani

Acceptable in lieu of BTEC HND (but not necessarily appropriate for direct entry to the third year of an undergraduate course).

### GRADING SYSTEM

#### Konkur

Graded on a scale of 20 (maximum) to 0, where 10 is a minimum pass. Grades can also be expressed as letters:

A	20 - 17.0
B	16.9 - 14.0
C	13.9 - 12.0
D	11.9 - 10.0

### EDUCATION SYSTEM

The first eight years of education are compulsory. The Education System comprises a five-year primary education cycle, followed by a three-year middle (guidance) cycle and a secondary education cycle, which has been reduced from four to three years (grades 9 - 11). English is available as a second language from grade 7. There are qualifying examinations at each break point and national examinations are conducted at the end of each grade of the secondary cycle. There are three main branches of the secondary cycle: theoretical, vocational and technical. Students must complete 96 units within the three years to be awarded the **High School Diploma**. Candidates for HE must undertake a post-Diploma preparatory year. On successful completion of this, they are awarded the Pre-University Certificate and become eligible to sit the university entrance examination (Konkur). Farsi (Persian) is the medium of instruction throughout.

### ACCESS TO HIGHER EDUCATION

Admission is basically related to a candidate's ranking in the Konkur. The Konkur is highly competitive, with university places available for only 25% of applicants. The first degree, Kardani/Technician, usually takes two/three years and the second degree, **Licence/Kar-Shenasi**, usually takes four years. They are awarded on a credit system (146-153 units and 72-80 units respectively, an overall GPA of 12 or better out of 20).

## Iraq

### EVALUATION

**Sixth Form Baccalauréat (Adadiyah)**

Acceptable at 60% or better in lieu of GCSE on a subject for subject basis (except English Language). Would require to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

### EDUCATION SYSTEM

There are six years of primary and six years of secondary education in Iraq. Secondary education is divided into two three-year phases: the Intermediate Cycle (on completion of which students are awarded the Certificate of Intermediate Studies) and the Preparatory Cycle (which leads to Sixth Form Baccalauréat). There is a measure of specialisation in scientific or literary

studies in the last two years of study. The Baccalauréat commonly involves six subjects. Tuition is in Arabic throughout secondary education and mainly so in HE.

**ACCESS TO HIGHER EDUCATION**

The Baccalauréat is the basis of admission to university study in Iraq. The four-year general arts degree has a limited intake and competition is even stronger in the 'professional' areas.

**Ireland (Eire)**

**EVALUATION**

**Ardteistimeireacht (Leaving Certificate)**

The Irish Leaving Certificate has been allocated points in the UCAS Tariff with effect for entry to HE from **2006** onwards. The points are as follows.

**Ordinary level:** A1 - 39, A2 - 26, B1 - 20, B2 - 14, B3 - 7

**Higher level:** A1- 90, A2 - 77, B1 - 71, B2 - 64, B3 - 58, C1 - 52, C2 - 45, C3 - 39, D1 - 33, D2 - 26, D3 - 20

For further information on the UCAS Tariff, please refer to <http://www.ucas.com/candq/tariff/index.html>.

**GRADING SYSTEM**

A1	100 - 90 %
A2	89 - 85
B1	84 - 80
B2	79 - 75
B3	74 - 70
C1	69 - 65
C2	64 - 60
C3	59 - 55
D1	54 - 50
D2	49 - 45
D3	44 - 40
E	39 - 25
F	24 - 10
No Grade	9 - 0

Proportion of candidates falling within each range at the Leaving Certificate Examination 2004

Grade	Higher	(%)	Lower	(%)
A1	10,664	(5)	5,586	(3)
A2	12,829	(6)	9,158	(5)
B1	15,460	(8)	11,916	(7)
B2	20,307	(10)	17,017	(10)
B3	23,539	(12)	20,868	(12)
C1	22,644	(11)	18,812	(11)
C2	23,311	(12)	19,081	(11)
C3	21,725	(11)	17,479	(10)
D1	16,805	(8)	13,142	(8)
D2	12,442	(6)	10,884	(6)
D3	11,102	(6)	10,869	(6)
E	6,342	(3)	8,827	(5)
F	1,391	(1)	3,340	(2)
NG	253	(0)	644	(0)
<b>Total</b>	<b>198,814</b>	<b>(100)</b>	<b>167,623</b>	<b>(100)</b>

**EDUCATION SYSTEM**

Education is compulsory for children from the age of six to 16, which includes six years of primary and three years of lower secondary education. On completion of three years of secondary education (junior cycle), the Junior Certificate is usually taken, and the Leaving Certificate after a further two or three years of study (senior cycle). The Junior Certificate is below GCSE standard and is not used by the Irish universities for entrance purposes. The Leaving Certificate has two levels, Ordinary and

Higher. The Higher level covers the same ground as the Ordinary level but with greater depth. In general, the standard is somewhere between GCSE and GCE A Level. Pupils normally take six to nine subjects, of which six or more would usually be at Higher level in the case of potential university candidates. Instruction in post-primary schools is in English and Irish.

Irish language is compulsory but students are not required to take an examination in the subject. The latter is taken by choice.

Variations of the Leaving Certificate include the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Applied Programme (LCA). The LCVP concentrates on technical subjects with additional vocationally focused modules. The LCA is a pre-vocational programme designed to prepare students for working life through a two-year cross-curricular course. Certification in the LCA is not recognised for entry to HE courses.

**ACCESS TO HIGHER EDUCATION**

Admission to university studies in Ireland is predominantly on the basis of the Leaving Certificate Examination taken after 13 years of schooling. The minimum entry requirement of the four constituent universities of the National University of Ireland (NUI) is six subjects, including Irish, English and a third language.

In certain circumstances, students can claim exemption from the Irish and third language requirements. Further information about exemptions can be found on the NUI website at [www.nui.ie](http://www.nui.ie).

There are variations between institutions but, in general, a minimum of grade C3 at Higher level in two subjects is required (three subjects in the case of Trinity College Dublin) and a minimum of grade D in other specified subjects, including Mathematics in the case of the three non-NUI Universities.

The supply and demand situation between university courses is broadly similar to that in the UK. Overall demand exceeds supply in certain disciplines and competition is strong. This is reflected in stringent entry requirements for areas such as medicine and law, which may involve five or six passes at grade A in Higher level subjects.

In practice, a rank order of candidates who satisfy eligibility requirements is established by converting Leaving Certificate grades for the six best subjects into a points score. A detailed system, with possible additional bonuses, awards 100 points for Grade A1 at Higher level and 60 points for Grade C3. On this basis, examples of minimum levels at which places were offered in 2005 include: University College, Dublin - veterinary 555, law 515, Trinity College Dublin - medicine 590, and University of Limerick - language and cultural studies 355, applied languages with computing 485. University admission may also be obtained on the basis of the Higher Certificate\*or Ordinary Bachelor degree\*awarded by the Higher Education and Training Awards Council (successor to National Council for Education Awards - NCEA), which are broadly comparable to the corresponding BTEC awards. Applicants over 23 years of age may seek admission on the basis of curriculum vitae.

\* These awards were formerly known as the National Certificate and Diploma. The terminology has now been changed under the National Framework of Qualifications.

**Israel**

**EVALUATION**

**Bagrut**

Acceptable as a group qualification satisfying general entrance requirements.

**GRADING SYSTEM**

10	excellent
8	good
7	above average
6	average
5	below average
4 - 1	fail

Successful candidates must take a minimum of 20 study units in seven required subjects and in additional optional subjects. The required subjects are: Hebrew/Arabic, literature, bible, civics, history, English and mathematics. The additional optional questions are selected from prescribed lists, at least one of which must be a five-unit subject. At least one option must also be a general culture subject. Students must not receive more than one grade of 5 or below, and this is not permitted to be in Hebrew or Arabic.

**EDUCATION SYSTEM**

Six years of primary education is followed by three years of lower and three years of upper secondary schooling. The medium of instruction is Hebrew or Arabic. There is some specialisation in the final two years. Although eight is the minimum number of subjects taken in the Bagrut examination, in 12th grade, the number may be as high as 13. Pupils can take a subject at one of three levels, 1, 2, 3, 4 or 5 - basic, normal and high - points/units. The Matriculation Certificate is then awarded based on the Bagrut examinations.

Since 1967, pupils on the West Bank (Judea and Samaria), have taken the Jordanian **Tawjihi** and those in Gaza the Egyptian **Thanaweya** (see separate entries).

**ACCESS TO HIGHER EDUCATION**

The Matriculation Certificate is the basic requirement for admission to HE in Israel. In practice, however, considerably more than the minimum points are needed for university entry. University applicants must pass the nationally administered Psychometric Entrance Examination (a multiple-choice aptitude test), have proficiency in Hebrew, and in some cases be interviewed. The **Bachelor's** degree normally lasts three years but is longer for professional specialisms (such as engineering and similar BSc degrees).

## Italy

**EVALUATION**

**Diploma di Esame di Stato (formerly Diploma di Maturità) Opzione Classica/Linguistica/Scientifica/Tecnica/ Professionale/Magistrale/Artistica**

Acceptable as group qualifications satisfying general entrance requirements.

**GRADING SYSTEM**

100 (maximum) ... 60 (*minimum pass*) ... 0

**EDUCATION SYSTEM**

Five years of primary education is followed by eight years of secondary education of which the final five years (upper secondary) are spent at a specialised secondary school, with courses leading to one of the above-named Diplomas. 'Classica' provides a general academic route; 'Professionale' is vocationally orientated, more practical than technical; and 'Magistrale' is directed towards social sciences, socio/psycho/didactic disciplines. An Italian Diploma di Esame di Stato may be recorded as Sperimentale to identify experimental courses carried out under the supervision of the Ministry of Education, University and Research. This has the same legal validity as any other Diploma.

Final examinations, which are organised by the Ministry of Education, University and Research, involve three written examinations and one oral examination in all subjects, and are taken in the last year of upper secondary school. The final grade of the Diploma is calculated by combining the mean of the grades achieved in all subjects during the last three years of upper secondary school with the scores from the final year examination.

**ACCESS TO HIGHER EDUCATION**

In theory all pupils who have completed a full five-year upper secondary course and hold a Diploma di Esame di Stato have access to university in Italy. In practice, however, there are restrictions on admissions and entrance examinations are widely used. Up to 2001, universities offered a two- or three-year degree course (Diploma Universitario) or a four- to six-year one (Laurea). From 2001/2, these qualifications have been phased out, and replaced by the **Laurea** (L, three-year first degree course) and the second Laurea (**Laurea Magistrale**, formerly called the **Laurea Specialistica** - LS, 2 years post-L, and second degree course).

## Japan

**EVALUATION**

**Kotogakko Sotsugyo Shomeisho (Upper Secondary School Leaving Certificate)**

Acceptable in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE Advanced Levels, Scottish Highers or Advanced Highers, or a bridging course.

**Associate Degree from a Junior College (Jun-Gakushi) Vocational Degree (Senmon-shi) from a Vocational College**

Acceptable in lieu of BTEC National Diploma or NVQ Level 3 award. Holders may be eligible for direct entry to HE, depending on the subject.

**GRADING SYSTEM**

A 5	
B 4	
C 3	
D 2	<i>minimum pass</i>
F 1	fail

**EDUCATION SYSTEM**

There are three types of basic educational institution: national - financed by central government; public - financed by local government (prefectures, municipalities); and private - financed by private organisations.

Compulsory education in Japan comprises six years of primary school (from age six), and three years of lower secondary school, finishing at 15. However, 97% of students continue on to upper secondary education. They take an entrance exam that determines the level of upper secondary school that they enter. After three years, they graduate with the internally assessed Upper Secondary School Leaving Certificate (Kotogakko Sotsugyo Shomeisho). Students who did not complete upper secondary school can take the Upper Secondary School Equivalence Examination (Daiken), which makes them eligible to take the entrance examinations for Japanese universities. It is thus of an equivalent level to the upper secondary school leaving certificate.

Students at upper secondary school have some choice regarding the subjects they study, but generally cover a much broader curriculum than their counterparts in the UK.

English is currently taught as a compulsory subject from lower secondary school (age 12) upwards, with many primary schools including English lessons as part of their “integrated studies” time; there is continued debate about whether or not to make English compulsory at primary level.

Reforms have introduced some schools that offer integrated lower and upper secondary education within one institution, amended curricular content to include elective elements and reduced the school week to five days instead of six. The aims of these reforms were to create a more flexible learning environment, to increase the scope of the curriculum and to foster greater independence. However, there have been recent moves to return to a more traditional academic curriculum amid fears that standards are falling.

#### ACCESS TO HIGHER EDUCATION

Applicants to national and public universities (Daigaku) in Japan are expected to have successfully completed 12 years of school education, attained an Upper Secondary School Leaving Certificate and taken a preliminary entrance examination, the National Centre for University Entrance Examination, as well as taking the entrance examinations of individual institutions. Some, but not all, private universities also require applicants to take the National Centre for University Entrance Examination as a preliminary examination. The scores obtained in these entrance examinations are accorded more importance than school grades by universities. Most universities operate an American-style grades and credit-based system, leading to a four-year first degree (**Gakushi**).

Junior college associate degree courses (Jun-Gakushi) last two years. Vocational degrees (Senmon-shi) at vocational colleges also last two years. These two qualifications are considered to be of comparable level and holders of either are eligible in Japan for entrance to the third year of a four-year degree course in a related subject.

## Jordan

#### EVALUATION

##### Tawjihi (General Secondary Education Certificate)

Acceptable at 60% or better in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

#### GRADING SYSTEM

Percentage scale with the minimum pass mark shown on the transcript.

#### EDUCATION SYSTEM

There are 10 years of compulsory education in Jordan, six at primary level and four at lower secondary. This may be followed by two years of secondary education. The General Secondary Education Certificate (Tawjihi) is taken at the end of year 12. Instruction is in Arabic but English Language is compulsory from year 5 of basic education.

#### ACCESS TO HIGHER EDUCATION

University admission in Jordan is on the basis of the General Secondary Education Certificate at a minimum standard set annually. Much of the university teaching is in the medium of English. The first degree is credit-based and usually lasts for four years.

## Kazakhstan

#### EVALUATION

##### Attestat/Svidetel' stvo o Srednem Obrazovanii (Certificate of Secondary Education)

Acceptable (if taken at Grade 11) in lieu of GCSE on a subject for subject basis (except English Language).

#### GRADING SYSTEM

5	Excellent
4	Good
3	Satisfactory/ <i>minimum pass</i>
2	Unsatisfactory
1	Totally unsatisfactory

##### Edinyi Natsional'nyi Test – ENT (Unified National Test, UNT)

Edinyi Natsional'nyi Test (Unified National Test) is a new way of independent unified evaluation of secondary school graduates across the country (since March 2004). It is compulsory for all school graduates who are intending to apply for higher education in Kazakhstan, as it serves as both, graduation from secondary school and higher education entry test.

There are four subjects, including three compulsory subjects: Kazakh or Russian language (depends on language of instruction in school), History of Kazakhstan and Mathematics, and one from the following selection (which depends on the area of specialism of the higher education course, given in brackets): Geography (economics), biology (medicine), physics (engineering), world history (law), chemistry (science), literature (philology) or foreign language (international related subjects).

A maximum of 120 points can be gained; some universities will accept a minimum of 40 points for low demand courses.

The UNT is scored from 0-120; this is then converted to a grade of 1-5 which is subsequently amalgamated into the Attestat.

#### EDUCATION SYSTEM

The system consists of primary, secondary (lower secondary and complete secondary) and HE. The nine-year education period, covering primary and lower secondary, is compulsory between the ages of six and 15. Secondary education is provided by general, vocational and specialised secondary schools. Lower secondary education takes five years, on completion of which, students are awarded the Incomplete Secondary Education Certificate.

Following lower secondary education, students may proceed to upper secondary school level or to vocational school. Courses at upper secondary education last two years, leading to the Attestat/ Svidetel' stvo o Srednem Obrazovanii (Certificate of Secondary Education). This qualification, together with Edinyi Natsional'nyi Test or ENT (Unified National Test) in four subjects, gains access to HE in Kazakhstan. Successful completion of vocational training is considered an alternative means of completing secondary education and leads to a diploma.

Students can also progress to secondary specialised education. Specialised education courses last between two and four years, on completion of which, students are awarded the Diplom o Srednem Spetsialnom Obrazovanii (Diploma of Specialised Secondary Education).

#### ACCESS TO HIGHER EDUCATION

HE is provided at universities, polytechnics/technical institutes etc. Admission to HEIs (VUZ) in Kazakhstan is based on the results of Unified National Tests (described above) and the completion of secondary education or the equivalent vocational/specialist training.

Under the former system, the initial qualification, **Diplom**, was usually completed in five years. Under the new system, a **Bakalavr** (Bachelor) degree is awarded after four years of study. Master's degrees are awarded following a further two years of study. For technical/engineering courses, the higher education degree is often called Diploma-Specialist and it takes five years to complete. Medical courses are six years long, and the Diploma-Specialist is also awarded. This is usually followed by one year of clinical **Ordinatura** (practice), which, together with Diploma-Specialist, gives the right to work as a doctor.

## Kenya

### EVALUATION

#### Kenya Certificate of Secondary Education (KCSE)

Considered to be between GCSE and GCE A Level provided a pass of C or above is achieved.

See also **Overseas Examinations of UK Awarding Bodies** (Appendix A).

### GRADING SYSTEM

A, A-	distinction/very good
B+, B, B-	credit/good
C+, C, C-	average
D+, D, D-	fair
E	poor

### EDUCATION SYSTEM

A system culminating in A Levels was discontinued in 1989. The main structural changes were to extend primary education by one year to eight years (completed about aged 14) and to reduce secondary education from six to four years. The medium of instruction is English. The Kenya Certificate of Secondary Education (KCSE), which is administered by the Kenya National Examination Council (KNEC), is sat in the fourth year of secondary education. The examination is taken in seven subjects.

### ACCESS TO HIGHER EDUCATION

Access to HE in Kenya is on the basis of the KCSE examinations. The overall minimum grade required for admission is B- in at least 10 subjects. Admission is regulated by an aggregate of points accumulated from specified subject clusters appropriate to the intended degree course. Points are awarded for four subjects on a scale of A12 ... C+ 7 ... E 1. Cut-off points scores vary from 31 for the **Bachelor of Science (Agriculture)**, a four-year general degree, to 47 for the **Bachelor of Medicine and Surgery** or the **Bachelor of Pharmacy**. Admission to non-university HE studies is on the basis of KCSE for post-secondary programmes. Apprenticeship programmes are organised by industries for their employees. Progression depends on passing a government trade test at various levels.

## Korea (South)

### EVALUATION

#### Ibankye Kodung Hakkyo (General High School Diploma)

Considered to be between GCSE and GCE A Level standard. Those students with grades above 'mi(70 -79)' may be considered for admission to access or foundation level programmes.

Within academic high school education, there are specialised high schools for talented students in arts, sports, science or languages, which are called arts high school, physical education high school, science high school and foreign language high

school respectively. These schools have higher entry requirements and higher-standard education in the academic or practical area is provided. Considered to be equivalent to GCE A Level and students with above 'mi' may be considered for direct admission to first degree in relevant subjects.

#### Silopkye Kodung Hakkyo (Vocational High School Diploma)

Acceptable in lieu of BTEC First Diploma or NVQ level 2.

### GRADING SYSTEM

A (soo)	90% or above
B (woo)	89 - 80
C (mi)	79 - 70
D (yang)	69 - 60
E (ga)	below 60

There is no universal Grading System in Korea. Assessment depends on the individual school and may use grades and/or percentage marks.

### EDUCATION SYSTEM

Korea has a 6+3+3+4 system of primary, lower secondary, upper secondary and HE, the first nine years being compulsory. A National Curriculum covers the 10 years from primary to the first year of upper secondary education. The medium of instruction is Korean (except the study of English), and English is a compulsory subject from the third year of primary school.

Upper secondary education is divided into two streams: academic or vocational, which are taught at separate schools (vocational high school students can request academic classes be arranged for college entrance). On successful completion of academic high school, students are awarded the High School Diploma. Academic high school students must take all National Curriculum subjects plus elective subjects, which make up a minimum total of 204 units.

Vocational high school students take general academic subjects plus vocational subjects, and are awarded the Vocational High School Diploma on completion.

### ACCESS TO HIGHER EDUCATION

Entry to a four-year first degree course in Korea is based on the applicant's high school transcript and results of the national College Scholastic Ability Test (CSAT), but the ratio of each element for student selection depends on the individual institution's decision. The subject areas of the newly revised CSAT consist of five subjects: verbal (Korean), mathematical, English, science, humanities and social studies, vocational studies, and foreign languages - all are optional (students select subjects required by the colleges they wish to attend). The new CSAT adopts two ways of marking: one is raw mark and the other is standard mark.

Subject areas (standard)	Full (raw) mark	Range
Verbal	100	0 - 200
Mathematical	100	0 - 200
English	100	0 - 200
Humanities and Social Studies or Science or Vocational Studies	50	0 - 100
Foreign language or Chinese	50	0 - 100

## Kuwait

### EVALUATION

#### Shahadat-al-thanawia-al-a'ama (General Secondary School Certificate)

Acceptable at 60% or better in lieu of GCSE on a subject for subject basis (except English Language).

Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

### GRADING SYSTEM

The grading varies between subjects; the maximum and minimum marks per subject are shown on the certificate. The main Grading System generally used by HEIs is:

Grade	Percentage	Result
A	100 - 90	Excellent
B	89 - 80	Very Good
C	79 - 70	Good
D	69 - 60	Pass

### EDUCATION SYSTEM

Education in Kuwait is compulsory from the age of six to 14, following a 5+4+3 system - five years elementary, four years intermediate and three years at high school. Intermediate education culminates in the Intermediate School Certificate. To progress to secondary education, students must achieve a minimum of 50% in Islamic education, Arabic, English Language, mathematics, science and social studies. Secondary schooling lasts for four years, with the final two years being streamed. The General Secondary School Certificate is awarded provided students achieve the pass mark of 50% in all subjects. Arabic is the medium of instruction and English Language is compulsory throughout school education, commencing in the first grade.

There are numerous private schools in Kuwait which, while not free, are generously subsidised.

### ACCESS TO HIGHER EDUCATION

Kuwait has one university, several technical schools, with five new private universities recently established. Admission to the university is on the basis of the General Secondary School Certificate. Individual departments set their entry requirements in the examination as a whole (eg 75% in medicine), and in addition require a competitive university entrance examination. The **Bachelor** degree would usually take four years, except in engineering (five) and medicine (seven).

## Latvia

### EVALUATION

#### Atestāts par vispārējo vidējo izglītību (Certificate of General Secondary Education)

May be acceptable for entry to higher education, with the exception of English Language.

Considered by Latvian authorities as comparable to GCE A Level.

### GRADING SYSTEM

Centralised exams are marked A - F. For HE accession, usually grades A - D are needed. In general, the Grading System for subjects appearing on the Certificate of General Secondary Education (Atestāts par vispārējo vidējo izglītību) is as follows:

10	izcili	(with distinction)	
9	teicami	(excellent)	
8	ļoti labi	(very good)	A
7	labi	(good)	B
6	gandrīz labi	(almost good)	
5	viduvēji	(satisfactory)	D
4	gandrīz viduvēji	(almost satisfactory)	E lowest pass mark
3	vāji	(weak)	
2	ļoti vāji	(very weak)	
1	ļoti, ļoti vāji	(very, very weak)	

The mark 8 indicates that the knowledge and skills acquired correspond fully to the expected maximum level. Marks 9 and 10 are evidence of knowledge and skills substantially higher than

expected at the appropriate level of learning and are therefore somewhat like A+ and A++.

### EDUCATION SYSTEM

Two year compulsory pre-school education is provided from the age of five. The nine year compulsory basic education begins at age seven, with four years of primary education, followed by five years of lower secondary education.

The language of instruction at basic level is either Latvian or Russian. At age 16, after completion of compulsory education, students may choose to continue education to upper secondary level. There are two types of upper secondary education programme; general secondary and vocational secondary education and training programmes. The compulsory curriculum of three-year general secondary schools (vidusskola, ģimnāzija), determined by the National Standards, is available in the following profiles: general comprehensive; humanities/social; mathematics/natural sciences/technical; vocational/professional (arts, music, business, sports). General secondary education is aimed at students wishing to pursue their studies to HE level, and comprises eight compulsory and three to six selected subjects according to the profile. Upon graduation, students have to take at least five centralised national examinations. The certificate of secondary education (Atestāts par vispārējo vidējo izglītību) and a certificate of the passed centralised exams detailing scores are awarded to all students who have received a positive assessment in all the subjects according to their chosen profile, and the national examinations.

Vocational education and training programmes have also been developed, with the majority of schools providing three- and four-year vocational education and training programmes at upper secondary level. Graduates of four-year programmes have the opportunity to combine the acquisition of vocational qualification with general secondary education. The number of general education subjects integrated in the four-year vocational educational curricula qualifies the graduates to enter tertiary education programmes.

The secondary vocational education programme culminates in five centralised examinations. One of these is a national qualification or national examination. The remaining four are held in compliance with the terms of general secondary education acquisition. Only holders of a certificate of vocational secondary education (Diploms par profesionālo vidējo izglītību) are eligible for access to tertiary education.

### ACCESS TO HIGHER EDUCATION

The certificate of general secondary education (Atestāts par vispārējo vidējo izglītību) or secondary vocational education (Diploms par profesionālo vidējo izglītību) give the right for entry to HE.

The admission procedure may vary, depending on the level of competition, ranging from one to four competitive entrance examinations, to a ranking of applicants by results of centralised national school-leaving examinations, or final marks in subjects relevant to the programme. The admissions board may conduct interviews. HEIs establish their entry requirements three years prior to enrolment, and five months ahead of first enrolments for new courses.

The HE system is binary, with academic programmes based on fundamental and/or applied science, comprising a thesis at the end of each stage leading to the **Bakalaura** (Bachelor), awarded at the end of the first stage, and **Maģistrs** (Master) degrees. **Maģistrs** or equivalent is required for admission to doctoral studies. Since 2000, professional degrees can also be awarded.

The Diploma of first level professional HE/college programmes is the **Diploms par pirmā līmeņa profesionālo augstāko izglītību** and Diploma of second-level professional HE is called Diploma of Higher Professional Education (**Profesionālās augstākās izglītības diploms**).

## Lebanon

### EVALUATION

#### Baccalauréat

Acceptable at a mark of 11 or better in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

### GRADING SYSTEM

20 – 18	excellent
17 – 15	very good
14 – 12	good
11 – 10	pass
9 – 0	fail

### EDUCATION SYSTEM

Six years of primary education is followed by three years of intermediate and three years of upper secondary education. The Baccalauréat is taken at the end of year 12. Media of instruction in state schools are Arabic/French or Arabic/English.

### ACCESS TO HIGHER EDUCATION

The Baccalauréat may satisfy university entrance requirements in Lebanon, but for some institutions there may also be an entrance examination. The American University of Beirut (AUB), which is linked to New York State University, also requires an English language test and the AUB Scientific-Quantitative General Test for admission to a four-year first degree.

## Liechtenstein

### EVALUATION

#### Berufsmaturität

BTEC National Diploma/AVCE standard. May be considered to satisfy the general entrance requirements of UK HEIs.

#### Matura

Acceptable as a group qualification satisfying general entry requirements.

### GRADING SYSTEM

#### Matura

6	sehr gut	(very good)
5	gut	(good)
4	genügend	(satisfactory)
3	mangelhaft (= 1 Minuspunkt)	(unsatisfactory) (= 1 minus factor)
2	schwach (= 2 Minuspunkte)	poor (= 2 minus factors)
1	sehr schwach (= 3 Minuspunkte)	(very poor) (= 3 minus factors)

In the Oberschule and the Realschule, an average mark of either 3.5 or 4 is needed for promotion to the next grade. In Gymnasium, the promotion depends on the average mark, which has to be better than 4, and the amount of minus factors and insufficient marks. Exceptions are possible in certain cases.

### EDUCATION SYSTEM

The Department of Education holds responsibility for the Education System, vocational training and adult education. Compulsory education is from the age of six to 15. Primary school (Primarschule) is from the age of six to 11. Progression to

secondary school is on the basis of student performance in the fifth year at primary school. There are three types of secondary school: Oberschule (lower secondary school up to age 15), Realschule (intermediate secondary school up to age 15) and Gymnasium Unterstufe (grammar school up to age 14). At the upper secondary level, vocational schools and advanced level vocational schools (Berufsmittelschule) are available, in addition to the grammar school upper cycle (Gymnasium Oberstufe) and a voluntary 10th year at school (Freiwilliges 10 Schuljahr).

The curriculum in Gymnasium is determined by the requirements of the matura. Option groups available are: languages including Latin; modern languages; art, music and education; business and law; maths and natural sciences.

### ACCESS TO HIGHER EDUCATION

Liechtenstein possesses a limited tertiary education sector. In addition to this provision, Liechtenstein has contractual progression arrangements with Switzerland, Austria and the University of Tübingen in the State of Baden-Württemberg (Germany). Entry to higher education is on the basis of the final examination certificate (Maturazeugnis or the Berufsmaturitätszeugnis). In certain cases, practical traineeship, or an additional examination may be required before starting or during higher education studies.

There are three levels of higher education degree: **Bachelor** lasting at least three years, followed by **Master** (at least three semesters) and **Doctor** (at least three semesters).

## Lithuania

### EVALUATION

#### Brandos Atestatas (Maturity Certificate)

Considered acceptable as a group qualification satisfying general entrance requirements where good grades have been achieved.

### GRADING SYSTEM

10	excellent
9	very good
8	good
7	good enough
6	satisfactory
5	satisfactory enough
4	weak minimum pass
3	bad
2	very bad
1	nothing answered

State level matura exams are graded on a 1 to 100 scale. 1 is the lowest pass grade and is awarded to students who get the lowest amount of points required to pass. One hundred is awarded to the 1% of students who achieve the highest result nationwide (norm-referenced assessment). Students who do not gain enough points to receive 1, fail the exam.

### EDUCATION SYSTEM

Compulsory education is from age six to 16 (inclusive). Primary school is from age six to 10, followed by basic secondary education (age 10 to 16). After six years of basic secondary education have been completed, students are awarded a Pagrindines mokyklos baigimo pažymėjimas (PMBP) (Certificate of Completion of Basic Secondary Education School), showing their assessment on the 10-point scale in all subjects. They may then progress to upper-secondary education (Senior Secondary School, or Gymnasium), which is optional, offering a two-year programme of studies leading to the Brandos Atestatas (Maturity Certificate). At this level, schools offer disciplinary diversification

of four subject streams; humanities (humanitarinis profilis), mathematics and natural sciences (realinis profilis), fine arts (menu profilis) and technological (technologinis profilis). Overall, students have to take at least 10 subjects in two years, whereas the maximum number of subjects students may choose to study may not exceed 12. Students are offered courses at two different levels; general B (bendrasis) and extended A (isplestinis). Students have to study at least two but no more than five subjects of the stream chosen at the extended level. Individuals who have completed upper-secondary education take matura examinations. These are of two types: school level or state level. Results of state level matura examinations are used by higher education establishments for admissions purposes.

To be awarded the Brandos atestatas, students have to pass successfully all subjects and four school or state level matura examinations in total. Examination in the Lithuanian Language is compulsory; a further three subjects can be chosen from the curriculum followed. Brandos atestatas lists the examinations passed, their level and points assessment, as well as giving similar information on all subjects for the end of the 12th school year or the year of completion of a course. Brandos atestatas allows access to HE.

**ACCESS TO HIGHER EDUCATION**

Brandos atestatas is required by all HE establishments. Admission is competitive, based on the grades from the end of the 12th school year, in no more than four subjects, and the results of the specific matura examinations. State level matura examinations give more credits than the school level matura examinations. Therefore, students who intend to go to university take the required amount of state level matura examinations.

HE institutions in Lithuania are of two types: universities and colleges. HE establishments can be state or private. Basic university level first stage (pagrindines studijos) lasts for four years, and leads to the Bachelor degree (**Bakalauras**) or a professional qualification (**Diplomas**). University level second stage, lasting two years, leads to specialised studies or the Masters degree (**Magistras**). Integrated studies are also offered, which combine both first and second stages, and must last from five to six years. Doctoral studies may be pursued after completion of the first two stages, and last between three and four years. Universities offer **Masters** and **Doctoral** programmes, whilst colleges offer professional programmes, or non-graduate research. Studies are measured in credits (one credit representing 40 study hours, and corresponding to 1.5 ECTS credits).

**Luxembourg**

**EVALUATION**

**Diplôme de Fin d'Etudes Secondaires**

**Diplôme de Fin d'Etudes Secondaires Techniques**

Acceptable as group qualifications satisfying general entrance requirements.

**GRADING SYSTEM**

60 – 48	très bien	(very good)
47 – 40	bien	(good)
39 – 35	assez bien	(fair)
34 – 30	satisfaisant	(satisfactory)
29 – 20	insuffisant	(unsatisfactory)
19 – 1	mauvais	(poor)

As well as their diploma, students receive an official certificate indicating both the weighted overall average and the points achieved in each subject. Admission staff can therefore ask for

specific results and need not confine themselves to the grades mentioned above.

For 2000/1, 2001/2, 2002/3, 2003/4 and 2004/5 the pass-rate of the Diplôme de Fin d'Etudes Secondaires was respectively 87.9%, 86.7%, 86.6%, 89.2% and 88.2%. Candidates awarded the Diploma were graded as follows:

	2000/1	2001/2	2002/3	2003/4	2004/5
très bien	9.5	9.2	10.5	12.1	9.7
bien	45.7	47.2	47.4	46.5	49.2
assez bien	32.7	34.3	32.8	33.4	31.3
satisfaisant	12.1	9.4	9.4	8.0	9.8

Students who achieve 50 points or more within the très bien range may be regarded as outstanding. Only 4.5% achieved this performance in 2004/5.

**EDUCATION SYSTEM**

After six years of primary education, academic secondary schooling lasts seven years in two cycles of three and four years respectively. Examens de fin d'études secondaires are taken at the end of the second cycle in usually seven to nine subjects. In each subject, the mark awarded is a composite - one third assessments of the final year and two thirds the mark of the final examination. There is a comparable certificate/diploma from technical secondary education which is awarded in three specialisations: business administration, technological studies and medically-related studies. German is the main medium in primary education, but French is taught intensively throughout secondary education and becomes the main medium of instruction in the later years. English is taught in the two cycles of secondary education.

**ACCESS TO HIGHER EDUCATION**

The University of Luxembourg, created in 2003, is currently implementing the structure foreseen by the Bologna process (bachelor, master, PHD). But the offer is limited to a few disciplines, so many Luxembourg pupils look primarily to Belgium, France, Germany and the UK for degree study.

**Malawi**

**EVALUATION**

**Malawi Junior Certificate Examination (JCE)**

Considered to be below GCSE standard.

**Malawi School Certificate of Education (MSCE)**

Acceptable at grades 1 - 6 in lieu of GCSE (grades A, B, C) on a subject for subject basis. Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

See also **Overseas Examinations of UK Awarding Bodies** (Appendix A).

**GRADING SYSTEM**

MARK	GRADE	COMMENTS
1 – 2	A	Distinction
3 – 4	B	Credit
5 – 6	C	Credit
7	D	Ordinary Pass
8	E	Ordinary Pass
9	F	Fail

**EDUCATION SYSTEM**

Education is not compulsory in Malawi. Primary education starts at age six and lasts for eight years, during which the media of instruction are Chichewa and English. It culminates in

the Primary School Leaving Certificate. Malawi introduced free primary education, which makes primary education mandatory, though there is no law that enforces this.

Secondary education takes four years, the first two years of which are spent preparing for the Malawi Junior Certificate Examination (JCE). Students who pass this examination may continue their secondary education with a further two years' study. Secondary school culminates with the Malawi School Certificate of Education (MSCE).

#### ACCESS TO HIGHER EDUCATION

Admission to the University of Malawi and the University of Mzuzu is based on the Malawi School Certificate of Education with a minimum of 20 points from six subject passes, including English Language. In addition, MSCE candidates are required to pass a university entrance examination. Holders of the Cambridge Higher School Certificate (British A-Level), with at least three C grade passes may be admitted with one year of advanced standing into four-year general degree courses. Those with good IGCSE qualifications, with at least six C grade passes are admitted into the first year of general degree courses.

## Malaysia

#### EVALUATION

##### Sijil Pelajaran Malaysia (SPM/Certificate of Education)

Acceptable at grades 1 - 6 in lieu of GCSE grades A - C on a subject for subject basis.

##### Unified Examination Certificate (UEC)

Offered by the Malaysian Independent Chinese Secondary Schools system. Widely recognised as being acceptable at grades 1 - 6 in lieu of Scottish Highers on a subject for subject basis (except English Language).

##### Sijil Tinggi Persekolahan Malaysia (STPM/Malaysia Higher School Certificate)

Acceptable at grades A to C in lieu of GCE A Level on a subject for subject basis.

#### GRADING SYSTEM

##### SPM

1A, 2A	Cemerlang	(distinction)
3B, 4B, 5C, 6C	Kepujian	(credit/minimum acceptable pass)
7D, 8E	Lulus	(pass)
9G	Gagal	(fail)

##### UEC

A1, A2	Distinction
B3 - B6	Credit/minimum acceptable pass
C7, C8	Pass
F9	Fail

##### STPM

A, A-, B+, B, B-, C+, C	Full Pass
C-, D+, D	Partial Pass
F	Fail

The STPM has introduced a new Grading System which corresponds with that of the Matriculation system. The number of grades available has been increased from seven to 11 categories (as above). Each grade is equivalent to subject grade points: grades A to C have subject grade points between 4 and 2 and are considered a full pass; grades C- to D have subject grade points of 1.67 to 1 and are considered partial pass; F is considered to be a fail.

#### EDUCATION SYSTEM

Six years of compulsory primary education is followed by five years of secondary and two years of post-secondary education. The medium of instruction is in the national language, Malay, except for maths and science. English language is compulsory from primary level onwards. An English language syllabus developed with Cambridge International Examinations is a compulsory element of the SPM. Entry to post-secondary education is based on examination performance at the SPM stage. There are two types of pre-university programmes: the STPM (1.5 years) and Matriculation (one year). The SPM and STPM examinations are the responsibility of the Malaysian Examinations Syndicate and the Malaysian Examinations Council respectively under the aegis of the Ministry of Education.

The Malaysian Independent Chinese Secondary Schools System (MICSS) provides a six-year curriculum leading to the Unified Examination Certificate. Chinese is the main medium of instruction, but Malay and English are compulsory subjects as well as mathematics and science (taught in English). The MICSS is recognised in Chinese-speaking areas of south-east Asia but not in Malaysian public institutions.

#### ACCESS TO HIGHER EDUCATION

Admission to three-year first degrees in Malaysia is mainly on the basis of the STPM or matriculation courses. Access to HE is now based on a system of merit, rather than the previously used quota system. Usual minimum requirements are passes in two subjects at STPM, and a compulsory credit level pass in Malay at SPM, but in practice, higher achievements are required due to the severe competition for places. All Malaysian pre-university students are required to sit the Malaysian University English Test (MUET). This covers listening and reading comprehension, speaking and writing. It is graded on a 6-band scale with Band 6 considered as the Excellent User and Band 1 as the Very Limited User. The recommended minimum band for entry to a Malaysian first degree is Band 3 Modest User.

With the introduction of the semester system, local universities are willing to offer credit transfers for relevant subjects taken in Diploma and other post-secondary courses.

## Malta

#### EVALUATION

##### Secondary Education Certificate Examinations (SEC)

Acceptable in lieu of GCSE (grades A - C).

##### Matriculation Certificate - Advanced Level (MC)

Acceptable as a package qualification comprising two subjects at A Level, three subjects at intermediate level and a fourth subject at intermediate level on 'Systems of Knowledge'. This group qualification satisfies general entrance requirements.

See also **Overseas Examinations of UK Awarding Bodies** (Appendix A).

#### GRADING SYSTEM

SEC: 1 - 7 with Un as unclassified  
MC: A - E pass grades with F as fail

#### EDUCATION SYSTEM

Pre-school provision in Malta starts at age three and is attended by over 93% of the cohort. Compulsory primary education begins at age five, continuing for six years.

State secondary education follows in two types of school - Junior Lyceum, which has a qualifying examination for entry,

or Secondary School, with no qualifying entrance requirements. Both school types have a five-year course of general education, divided into a first cycle of common curriculum and some optional subjects, followed by a second cycle of common core and further optional subjects. There is no vocational orientation in compulsory education. After completion of Form V, at age 16, all pupils sit the Secondary Education Certificate. This is offered by the MATSEC Board of the University of Malta. Since 2000, this consists of two papers – Paper I is a core paper, Paper II has A and B options for different abilities.

The Matriculation Certificate Examination is offered in the University of Malta Junior College, the Higher Secondary School and non-state Sixth Forms and on condition of six passes at SEC or six GCE O level passes in specified subjects. The Matriculation Certificate Examination covers a package of subjects from both the humanities and the science areas. Candidates offer six subjects in all, two of which must be at Advanced Level, and three at Intermediate Level, in addition to 'Systems of Knowledge'. Each subject is graded separately, as well as an overall grade awarded as an average of all six subjects. Media of instruction are English and Maltese.

#### ACCESS TO HIGHER EDUCATION

The University of Malta is Malta's only HEI. The main entry qualification is the Matriculation Certificate.

Further requirements are English and Mathematics in the SEC at grade 5 or better. Some courses may have additional special requirements. **Bachelor** degrees last for three years (Ordinary Degree) and four years (Honours). Medicine is a five-year course and Law six years. **Master's** degrees are of two years' duration following a three-year first cycle degree and one year preceded by an Honours Degree. **PhD** studies last for three to six years.

## Mexico

#### EVALUATION

##### Bachillerato General

Considered comparable to at least GCSE standard (grades A, B, C) on a subject for subject basis (except English Language).

##### Bachillerato Tecnológico

Considered comparable to BTEC First Diploma /N(S)VQ Level 2.

##### Educación Profesional Técnica

Considered comparable to BTEC First Diploma /N(S)VQ Level 2.

#### GRADING SYSTEM

Marking is on a scale of 0 - 10 (highest), with 6 as the minimum pass mark.

#### EDUCATION SYSTEM

Compulsory education in Mexico comprises six years of primary education (starting at age six) and three years of lower secondary education. Upper secondary education is non-compulsory and has three main types: general upper secondary, technical professional education and technological education. General upper secondary education (also known as the preparatory cycle) is offered to those students who have successfully completed primary and lower secondary schooling, and takes three years. It leads to the award of Bachillerato General. Technical professional education leads to the Bachillerato Tecnológico which can qualify the holder to enter a profession or HE. Technological education leads to a terminal qualification called the Técnica. The medium of instruction is Spanish.

#### ACCESS TO HIGHER EDUCATION

The usual entrance requirement is the Bachillerato. In addition, students normally take a university entrance examination. Courses leading to the **Licenciado** normally last four years, five years for certain professional qualifications (eg engineering, dentistry, architecture) and six years for medicine. With effect from the 1993 educational reforms, the credit system is the same as that used in the United States, which has been introduced into certain institutions. Admission to non-university HE studies would require Bachillerato Tecnológico.

## Morocco

#### EVALUATION

##### Baccalauréat

Acceptable as a group qualification satisfying general entrance requirements provided that an overall grade of at least 'bien' has been achieved.

#### GRADING SYSTEM

20 – 16	très bien	(very good)
15 – 14	bien	(good)
13 – 12	assez bien	(fair)
11 – 10	passable	(pass)
9 – 0	insuffisant	(fail)

Candidates with 9/20 may be passed exceptionally by the examination committee.

#### EDUCATION SYSTEM

Fundamental education is compulsory and lasts for nine years. It is divided into two cycles of six and three years respectively. Following fundamental education students go on to either General Secondary Education (usually at a lycée) or Technical Education (offered at Technical Secondary School), and study for a further three years. This culminates in the Baccalauréat in arts/economics/mathematics/ sciences. Assessments counting towards the award of the Baccalauréat are made twice a year (February and June) in each of three senior secondary years. Both Arabic and French are used in teaching.

#### ACCESS TO HIGHER EDUCATION

There are 13 universities in Morocco. The Baccalauréat is the basis of entry to university in Morocco but there are restrictions on numbers admitted, especially to the 'professional' areas where specific entrance examinations may be an additional requirement. Two years of study lead to the **Diplôme d'Etudes Universitaires Générales (DEUG)** and a further two years to the **Licence**.

## Myanmar

#### EVALUATION

##### Basic Education High School Examination/Matriculation

Considered comparable to GCSE standard (grade A, B, C) on a subject for subject basis (except English Language).

##### Government Technical Institute (GTI) Diploma

Considered to be comparable to BTEC National Diploma/N(S)VQ/AVCE.

#### GRADING SYSTEM

Marking is on a percentage scale; minimum average of 40% is normally accepted as a pass mark for High School Examination.

**EDUCATION SYSTEM**

The Education System provides 11 years of schooling. Primary education covers the first five years of education grade 1 - grade 5, beginning at age six. Secondary education lasts five years, divided into two cycles: four-year middle secondary and two-year higher secondary. Middle schooling covers grades 6 – 9 (previously standard 5 - standard 8). At the end of grade 9, students sit an examination, used to route them into the arts or sciences stream for higher secondary grades 10 and 11. In year 11, students can take the Basic Education High School Examination (Matriculation). Both English and Burmese are compulsory subjects in the matriculation examination.

The GTI Diploma certificate is awarded after the successful completion of two years of study.

**ACCESS TO HIGHER EDUCATION**

Admission is based on the matriculation results (or grade). Some HE institutions, such as the Defence Service Academy, require students to sit an entrance examination. Myanmar's universities and colleges were reopened in late July 2000 after being closed for most of the previous 12 years.

## Netherlands

**EVALUATION****Diploma Hoger Algemeen Voortgezet Onderwijs (Senior General Secondary Education) (HAVO)**

Acceptable at grade 6 or better in lieu of GCSE with grades A, B or C on a subject for subject basis (except English Language).

**Diploma Middelbaar Beroepsonderwijs, niveau 4 (Senior Secondary Vocational Education, level 4) (MBO)****Diploma Voorbereidend Wetenschappelijk Onderwijs (University Preparation Education) (VWO)**

Acceptable as a group qualification satisfying general entrance requirements.

**GRADING SYSTEM**

10	uitmuntend	(outstanding)
9	zeer goed	(very good)
8	goed	(good)
7	ruim voldoende	(very satisfactory)
6	voldoende	(satisfactory/pass)
5	binja voldoende	(almost satisfactory/fail)
4	onvoldoende	(unsatisfactory)
3	zeer onvoldoende	(very unsatisfactory)
2	slecht	(poor)
1	zeer slecht	(very poor)

It should be noted that scores of 1, 2, 3, 9 and 10 are rarely awarded.

**EDUCATION SYSTEM**

Primary education lasts eight years beginning at age four (with English introduced in the seventh year), after which, pupils can choose between various streams of secondary education. Two of these streams, HAVO and VWO, offer general secondary education which prepares students for HE. The HAVO diploma is obtained after five years of study and is the minimum entry requirement for admission to bachelor's programmes in the applied arts and sciences, in the type of higher education known as hoger beroepsonderwijs (HBO). HBO is in most cases offered by hogescholen (universities of professional education). The VWO diploma is obtained after completion of six years of study and is required for admission to bachelor's programmes in research-oriented disciplines in the type of higher education known as wetenschappelijk onderwijs (WO). WO is in most cases offered by universiteiten (universities).

During the last two years of the HAVO and the last three years of the VWO (upper secondary education), students focus on completing the requirements of at least one of four subject clusters (profielen). Each cluster specialises in a particular field of study in addition to satisfying general education requirements: science and technology; science and health; economics and society; culture and society. Each cluster is designed to prepare students for related programmes of study at tertiary level and fulfils entry requirements to HE in the Netherlands. Some subjects may be assessed internally in the penultimate year by means of examination, dissertation or project. All subjects examined nationally are taken at the end of the final year.

**ACCESS TO HIGHER EDUCATION**

The VWO Diploma is the main entrance requirement for admission to bachelor's courses in WO disciplines, primarily offered by universities and institutions of comparable level in the Netherlands. An average final grade of 6 is the lowest pass, but a maximum of two grades of 5 may be compensated for by sufficiently high grades in other subjects. Admission to WO programmes is possible also on the basis of a pass in the first year examination of a hogeschool. In addition to the HAVO diploma, admission to HBO bachelor's courses is also possible after completion of a three- or four-year MBO (senior secondary vocational education programme), level 4. Students who complete HAVO or VWO are required to have completed one of the subject clusters listed above for admission to HE. Admission to some WO courses (most commonly medicine, dentistry and veterinary science) is based on a weighted lottery, though institutions are allowed to select a certain percentage of the students themselves (decentralized admission). There are also additional categories for mature students, foreign students and for students transferring from an HBO bachelor's programme.

Since 2002, both universities and universities of professional education offer bachelor's and master's degrees. A WO bachelor's course in a research-oriented discipline lasts three years, followed by a master's degree lasting from one to three years, depending on the field of study. An HBO bachelor's course in the applied arts and sciences lasts four years, and in many cases can be followed by a master's degree lasting from one to two years, depending on the discipline.

## New Zealand

**EVALUATION**

Applicants may satisfy general entrance requirements by achieving:

- (i) The required achievement in approved standards registered on the National Qualifications Framework (NQF); OR
- (ii) Discretionary or Provisional Entrance to a university in New Zealand and the subsequent successful completion of the first year.

**GRADING SYSTEM****National Certificate for Educational Achievement**

E	excellent
M	merit
A	achieved
NA	not achieved

The 'Percentage Grade Distribution' table below provides a summary of the percentage grade distribution in 2005 for the major subjects taken by year 13 candidates. It includes all internal and external achievement standard results. The 'Average Grade' column provides an indication of the level of

difficulty across the different subject areas. This has been calculated by assigning weighted values to the four result levels (excellence = 4, merit = 3, achieved = 2 and not achieved = 1).

**Percentage Grade Distribution** - Major subjects in 2005 taken by year 13 candidates (subjects with more than 2,000 candidates from a total candidature of approximately 30,619):

Subject	E (%)	M (%)	A (%)	NA (%)	Average Grade
Accounting	9.2	23.2	38.9	28.7	2.1
Biology	7.0	19.7	43.1	30.2	2.0
Chemistry	16.2	17.4	36.9	29.5	2.2
Classical Studies	11.1	27.4	35.5	26.0	2.2
Design (Practical Art)	19.6	30.5	45.7	4.2	2.7
Drama	17.7	29.5	37.2	15.6	2.5
Economics	6.4	13.2	45.4	35.0	1.9
English	8.6	22.3	48.5	20.6	2.2
Geography	9.6	24.2	47.1	19.2	2.2
History	14.1	25.3	40.8	19.8	2.3
Mathematics with Calculus	5.6	18.2	49.3	27.0	2.0
Media Studies	13.4	26.3	48.9	11.4	2.4
Painting (Practical Art)	15.7	26.0	55.5	2.9	2.5
Physical Education	13.1	29.5	57.5	0.0	2.6
Physics	11.3	18.9	43.1	26.6	2.2
Statistics and Modelling	13.6	28.7	42.7	15.0	2.4

**EDUCATION SYSTEM**

The Education System for schools comprises 13 year levels. Children may start school at age five and the majority do so, although schooling is not compulsory until the age of six and remains compulsory until age 16. There is a compulsory national curriculum for Years 1 - 10. Students progress to the next year of schooling at the beginning of each school year, except for entry to Years 12 and 13 (in which case each school decides its own policy). Multi-level study in Years 11, 12 and 13 is common. This means that the majority of students remain at school until year 11, although retention rates at Years 12 and 13 are reasonably high. A small number of schools offer Year 14 programmes.

The general education qualifications are:

- National Certificate of Educational Achievement (NCEA) Level 1: Year 11 qualification;
- National Certificate of Educational Achievement (NCEA) Level 2: Year 12 qualification;
- National Certificate of Educational Achievement (NCEA) Level 3: Year 13 (final secondary) qualification.

**National Certificate of Educational Achievement**

The NCEA is a qualification registered on New Zealand's NQF. Since 2004, school leavers present results related to the NCEA and other nationally registered qualifications to gain entrance to university. These results are gained in nationally registered unit standards and achievement standards, both of which establish learning outcomes and provide assessment criteria. Achievement standards and unit standards are assigned a credit value, which represents the extent of learning involved. Credit is awarded in each standard when the required level is achieved. High performance may be recognised in achievement standards through merit and excellence levels. Results for unit standards are reported as achieved credit only, without categories of merit or excellence. Assessment for the NCEA is both internal, or school-based, and external, through examinations conducted by the Qualifications Authority. These are generally written examinations, or for some subjects are based on inspection of portfolios of student work. Each subject grouping includes both

internally and externally assessed standards. Unit standards are all internally assessed.

A full year's study in a subject is represented by standards totalling between approximately 20 and 24 credits (depending on the subject). Schools make their own decisions about how many standards will be assessed from a full year's study in a particular subject and, as standards are of varying credit value (usually between three and six credits), this means that the number of credits a student may potentially gain will vary among subjects. Generally, students study five subjects, although in some cases they may study a combination of 'full subjects' and 'part subjects' depending upon the way different standards are combined within the teaching and learning programmes available in their school.

Students build upon NCEA levels 1 and 2 to achieve level 3. NCEA level 3 is designed to acknowledge achievement across a range of learning areas in the New Zealand curriculum to provide an advanced foundation for further study and a basis for employment. Students certified at level 3 are identified as having the knowledge and skills to solve unfamiliar problems, access, analyse and use information effectively and work independently. All NCEA awards are gained by accumulating credits, with credits achieved at levels greater than or equal to level 2 contributing to level 3. Level 3 requires a minimum of 80 credits, 60 of which must have been achieved at this level, and 20 at level 2 or above. The NCEA level 3 replaced the University Entrance Bursaries and Scholarship award in 2004.

New Zealand Scholarship was introduced in 2004 to recognise outstanding achievement. Scholarship is externally assessed and is a monetary award for top students. It does not attract credits nor contribute towards a qualification. Scholarship enables students to be assessed against challenging standards, and is demanding for the most able students in each subject. Scholarship students are required to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

**ACCESS TO HIGHER EDUCATION**

University entrance is gained on the basis of credits gained in level 3 NQF standards in approved areas of study. Students will be qualified for entrance to a university in New Zealand if they have obtained:

- a minimum of 42 credits at level 3 or higher on the NQF, including a minimum of 14 credits at level 3 or higher in each of two subjects from the approved subject list, with a further 14 credits at level 3 or higher taken from no more than two additional domains on the NQF or approved subjects;
- a minimum of 14 numeracy credits at level 1 or higher in mathematics or Pangarau on the NQF;
- a minimum of eight literacy credits at level 2 or higher in English or Te Reo Maori; four credits must be in reading and four credits must be in writing.

Students in Year 12 may apply for discretionary or provisional entrance to a specific university and course of study. One of the factors considered for applicants is their achievement in the Year 12 qualification. Discretionary entrance regulations apply to students who studied towards NCEA qualifications and provisional entrance regulations apply to students who studied towards Sixth Form Certificate or an equivalent qualification gained in 2005 or later, but not NCEA. Only a small number of students apply for discretionary and provisional entry.

Admission to some university degree programmes such as medicine is restricted and usually requires achieving higher than a minimum specified standard. A Bachelor's degree requires either three or four years' full-time study (depending on the particular qualification) or equivalent. Requirements for entry to non-university degree programmes or other tertiary courses are established by individual teaching institutions.

## Nigeria

### EVALUATION

#### Senior School Certificate Education (SSCE)

#### West African Senior School Certificate Examination (WASSCE)

Regarded as being below the standard of UK A Levels. Those students with high grades may be considered for admission to a bridging programme.

### GRADING SYSTEM

#### SSCE

1	excellent
2	very good
3	good
4 – 6	credit/ <i>minimum acceptable pass</i>
7 – 8	pass
9	fail

#### WASSCE

A1	excellent
B2	very good
B3	good
C4 – C6	credit/ <i>minimum acceptable pass</i>
D7	pass
E8	pass
F9	fail

### EDUCATION SYSTEM

Six years of primary education may be followed by six years of secondary education: three years in junior secondary school and three years in senior secondary school. Senior secondary education is evaluated by continuous assessment and by a national examination conducted by the West African Examinations Council (WAEC), leading to the award of the West African Senior Secondary School Certificate. (This replaced a system of O and A Levels in 1989.) The WASSCE, harmonised throughout the WAEC's member countries, is awarded on the basis of 30% continuous assessment and 70% external examination. In the initial primary years, instruction is usually in the medium of a local language, but thereafter, English mainly is used.

### ACCESS TO HIGHER EDUCATION

WASSCE passes with credit in five relevant subjects, obtained at not more than two sittings, together with an acceptable standard in the competitive University Matriculation Examination administered by the Joint Admissions and Matriculation Board (JAMB), secures admission in Nigeria to a degree course of not less than four years in length.

## Norway

### EVALUATION

#### Vitnemål - grunnskolen (Lower Secondary Leaving Certificate)

Acceptable in lieu of GCSE on a subject for subject basis (except English Language).

#### Vitnemål - videregående opplæring (Upper Secondary Leaving Certificate)

Acceptable as a group qualification satisfying general entrance requirements, provided it is endorsed '**generell studiekompetanse**'.

### GRADING SYSTEM

Lower secondary school 6 (maximum), 5, 4, 3, 2, 1

Upper secondary school 6 (maximum), 5, 4, 3, 2 (pass), 1, 0

Certificates contain two separate columns of grades. Grades in the 'Vitnemål' are given for overall achievement based on continuous assessment as well as performance in the final examinations in some subjects. Examinations are set by and assessed under the supervision of The Directorate for Education and Training. The examinations may be: written = S(skriftlig); oral = M(muntlig); combined = K(kombinert); or practical = P(praktisk), as shown on the Certificate under 'Prøveform'. 'Deltatt' means that the student has followed the teaching in this subject but chosen not to be assessed with a mark.

### EDUCATION SYSTEM

The 'Avgangsprøve' (Vitnemål - grunnskolen) is taken at the end of 10 years of compulsory education (nine for those born earlier than 1991). Pupils then have a statutory right to proceed to three years of upper secondary education and training. Until 2005, they chose one from a selection of 15 foundation courses for their first year and specialised advanced courses, I and II, for their later years. From the academic year 2006/7 the reform called Knowledge Promotion (Kunnskapsløftet) will be introduced. Pupils can then choose between a selection of 12 education programmes. Three of the available programmes lead to academic/general advanced courses fulfilling the admission requirements to higher education, while nine are vocational. Pupils from vocational areas of study can meet the HE entrance requirements after completion of a supplementary one-year general study course. Vocational courses lead to a tradesman's or journeyman's certificate and are generally taken on the basis of two years in school and two years of work placement. Successful completion of either routes, academic or vocational, will make the pupil eligible for the 'Vitnemål - videregående opplæring' (Upper Secondary Leaving Certificate). Since 1997, English is compulsory from the first grade of primary school.

### ACCESS TO HIGHER EDUCATION

The basic requirements for entry to all HE in Norway are usually met by the 'Vitnemål' endorsed '**generell studiekompetanse**'. For admission to some faculties/studies, for example medicine and technological studies, there are additional requirements. Since 2001, universities and university colleges have had the right to admit students without sufficient formal entrance qualifications on the basis of age (25 years or more), and a combination of formal and non-formal learning. The relevant institution decides if the applicant is qualified for their study programme.

Since autumn 2002, the degree system in higher education has been changed to **bachelor's (three years), master's (two years)** and **phd** degrees. A number of institutions changed their programmes in 2002, while the rest of the institutions changed all programmes for first-year students from the academic year 2003/4. The European Credit Transfer Scheme Grading System has been adopted (A Excellent, B Very Good, C Good, D Satisfactory, E Sufficient, FX Fail - more work required before the credit can be awarded, F Fail -considerable further work is required).

A transition period, with the old and the new degree systems and grading systems in use at the same time, lasted until June 2005 for the lower, or first degree 'cand.mag', and will last until June 2007 for the higher, or second, degrees (eg cand.philol, cand.polit and cand.scient).

For students who began their university or university college studies up to, and including, the academic year 2002/3, the first or lower degree (**cand.mag**) could be obtained after three-and-a-half to four years of study. The higher degree (**cand.philol**, **cand.scient**, **cand.polit** etc) is usually achieved after two additional years of full-time study, and includes a thesis. Public (ie State) University Colleges (serving about one half of all HE students) are integrated with the university system and transfers are possible with full credit (all the institutions are legally bound to grant full credit transfer unless there is overlap in the academic content of courses). Private HE caters for more than 10% of students in HE. In HE, the most common old style marking system ranges from 1.0 (maximum) to 6.0 (4.0 = minimum pass), ie the reverse of the school grading system.

## Oman

### EVALUATION

#### Thanawiya Amma (Secondary School Leaving Certificate)

Acceptable at 70% or better in lieu of GCSE on a subject for subject basis (except English Language).

Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

### GRADING SYSTEM

Percentage scale, with no minimum pass mark.

### EDUCATION SYSTEM

Six years of primary education and three years of preparatory education are followed by three years of secondary education, with an option to choose either science or arts stream from Year 2. The medium of instruction is Arabic, but English is taught from Primary 4. The Secondary School Leaving Certificate is a Year 12 examination.

Since the 1998/9 school year, a new 10-year system of Basic Education has been in the process of being introduced. Under this new system, two cycles of four and six years respectively are followed by two years of secondary education. The medium of instruction is Arabic, but English is taught from grade 1. More schools are added to the new system each year, with it due to be fully implemented by 2007. The Secondary School Certificate remains a Year 12 examination, but its title is being reviewed.

### ACCESS TO HIGHER EDUCATION

Admission to university in Oman, for a **Bachelor** degree course of a minimum of four years, is on the basis of the Thanawiya Amma, in theory at an overall mark of 65%, but competition for places commonly ensures an entrance level of over 70% and of 90% for medicine. Study in faculties other than Islamic studies is preceded by a one-and-a-half-year preparatory course in English and science.

## Pakistan

### EVALUATION

#### Intermediate/Higher Secondary School Certificate (HSSC)

Acceptable at 50% or better in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

See also **Overseas Examinations of UK Awarding Bodies** (Appendix A).

### GRADING SYSTEM

A1	100 - 80%	outstanding
A	79 - 70	excellent
B	69 - 60	very good
C	59 - 50	good
D	49 - 40	satisfactory
E	39 - 33	pass
F	32 - 0	fail

### EDUCATION SYSTEM

Education is compulsory at primary and secondary levels.

Primary education commences at age five and continues for five years, largely in the medium of Urdu. It is followed by five years of secondary education, the last two years of which are streamed into either science or general studies. A further two years at a higher secondary/intermediate college leads to the Intermediate/Higher Secondary School Certificate or the Diploma of Faculty of Arts/Science (FA/FSc). English is widely used in higher secondary and university education.

The Punjab Government is giving a monthly stipend to those students considered deserving in order to promote literacy, particularly with female students. Additional legislation is underway by the Provincial and Federal Governments in order to further improve education policies.

### ACCESS TO HIGHER EDUCATION

The HSSC gives access to a two-year pass degree and three-year honours degree in Pakistan. Pass degrees are usually taken at an affiliated college and honours degrees at a university. The Higher Education Commission Pakistan is in the process of ensuring that by 2007 all undergraduate degrees will be of four years' duration.

## Poland

### EVALUATION

#### Matura (Secondary School Certificate)

Acceptable as a group qualification satisfying general entrance requirements.

### GRADING SYSTEM

A percentage marking system accompanies the introduction of the new Matura. Thirty percent in each compulsory oral and written subject at the basic level constitutes a minimum pass. It is not yet possible to provide correlation between the two Grading Systems.

Up until 2004:

6	celujacy	(excellent)
5	bardzo dobry	(very good)
4	dobry	(good)
3	dostateczny	(satisfactory/pass)
2	mierny	(mediocre)
1	niedostateczny	(unsatisfactory)

### EDUCATION SYSTEM

The Education System consists of primary schools, middle schools and secondary schools (general grammar, technical grammar and vocational schools). Tuition in state schools is free and mandatory until the age of 18.

Following reforms introduced from 1999, pupils begin their education at the age of six in szkoła podstawowa (primary school). This six-year period culminates in national testing, to provide information on how much pupils have learned. Progression is on to gimnazjum (middle school); as a rule pupils attend the school nearest their place of residence.

The three-year period at middle school concludes with an examination, split into humanities, mathematics and natural science papers. Secondary schools are selected on the basis of the results of this examination. Students choose from three-year general education grammar schools (liceum), four-year technical grammar schools (technikum), two-three-year vocational schools (szkola zasadnicza) or three-year specialised upper secondary schools (liceum profilowane).

Education at vocational schools concludes with a professional examination, which, from 2004, is externally assessed. Specialised upper secondary schools offer a combination of academic and vocational study, which can act as a base to obtain professional qualifications in post-secondary schools (szkola policealna). Specialised upper secondary and general and technical grammar schools culminate with the matura.

From 2006/7 a new system of matura examinations is being implemented. Assessment is through externally assessed written examinations and oral examinations assessed in school (both in the case of Polish/mother tongue/modern languages). Subjects are available at basic and advanced levels.

#### ACCESS TO HIGHER EDUCATION

On passing the matura school-leaving examination, students may continue their education at an institution of tertiary education (university or college). Dependent on the type of institution, field and duration of study, students read for the **Licentiate** (normally three years of study) or a **Master's** degree (five to six years of study). On graduation, holders of the master's degree may begin doctoral or postgraduate studies.

## Portugal

#### EVALUATION

##### Diploma de Ensino Secundário (previously known as Certificado do 12º ano)

The Diploma de Ensino Secundário is granted after successful completion of the 12th year of schooling. Acceptable as a group qualification satisfying general entrance requirements provided that an overall grade of at least 'bom' has been achieved.

#### GRADING SYSTEM

20 – 18	muito bom	(excellent)
17 – 14	bom	(good)
13 – 10	suficiente	(pass)
9 – 5	mediocre	(poor)
4 – 0	mau	(very poor)

#### EDUCATION SYSTEM

Nine years of compulsory basic education is followed by three years of secondary education, which may comprise courses with a general, technical or professional emphasis. The emphasis will be made clear by the school leaving certificate awarded in Year 12 on the basis of national examinations. English is an optional subject.

#### ACCESS TO HIGHER EDUCATION

Access to Higher Education is subject to a numerus clausus according to the legislation in force. Students wishing to qualify for admission to HE in Portugal in 2006 must sit for a national competition (concurso nacional) for public institutions and a local competition (concurso local) for private institutions. In both cases, students have to fulfil general conditions for access to HE in Portugal:

- have successfully completed the 12th year of schooling or the equivalent;

- have completed the national specific examinations in accordance with the HE course the student wishes to attend;
- have obtained a minimum mark when required;
- have fulfilled the prerequisites for the HE course the student wishes to attend, if required.

Students at polytechnic institutions may enrol in courses leading to the degrees of bacharel (three years), or licenciado (four years); cursos bietapicos de licenciatura are also offered at polytechnic institutions (these courses are organised into two cycles, the first one leading to the bacharel and the second one leading to the licenciado degree; the first cycle has a duration of six semesters, while the second cycle has a two- to four- semesters' duration).

The first degree obtained at a university is the licenciado degree, which may last from four to six years.

With the publication of law number 49/2005, dated 30 August, that introduced several changes into the Basic Law on the Education System in order to comply with the Bologna Process, the structure of the degree system is as follows.

**Licenciado degree** – 1st cycle

**Mestre degree** – 2nd cycle

**Doutor** – 3rd cycle

Non-university and university institutions can award the **Licenciado** and **Mestre degree**. The Doutor degree can only be awarded by universities. Higher education institutions can run courses that do not award any type of degree, but do award a diploma upon successful completion of the course.

## Qatar

#### EVALUATION

##### Thanawaya Aa'ma Qatari (Qatar General Secondary Education Certificate)

Acceptable at 70% or better in lieu of GCSE on a subject for subject basis (except English Language). Will need to be supplemented by acceptable qualifications that are widely used for entry to HE in the UK, eg GCE or SQA awards.

#### GRADING SYSTEM

Percentage scale; the minimum overall pass mark is 50%.

#### EDUCATION SYSTEM

The Supreme Education Council and the Ministry of Education administers the Qatar school Education System with central control of the curriculum. Education is free for Qatari nationals of both sexes. Six years of primary and three years of preparatory education lead to a three-year secondary course and examinations for the General Secondary Education Certificate in grade 12. Education is compulsory up to the ninth grade. Whilst the medium of instruction in state schools is Arabic, English is introduced as the main foreign language in the first grade and is taught up to the end of compulsory education. In recently opened scientific and independent schools, the medium of instruction is English. Vocational training is available for boys at preparatory and secondary levels in a six-year course at a vocational school. A Diploma is awarded after a successful two-year training period. Special vocational courses are available for adults to enable them to find employment.

#### ACCESS TO HIGHER EDUCATION

Admission to four-year Bachelor degrees at the University of Qatar is on the basis of the General Secondary Education Certificate.

## Romania

### EVALUATION

#### Diploma de Bacalaureat

Acceptable as a group qualification satisfying general entrance requirements.

#### Secondary Vocational Diploma

Comparable to BTEC National Diploma/NVQ 3/Advanced VCE Double Award.

### GRADING SYSTEM

10 (maximum) ... 5 (minimum pass) ... 1

### EDUCATION SYSTEM

Following political change, the structure of school education was reshaped by the Education Decree of 1999. Provision for evening classes and extra-mural courses in later years may lead to slight variations, but in general, the pattern is one of four years of primary, four years of gymnasium and two years of lower secondary education (grades 9 and 10) – that means 10 years of compulsory education (starting with the 2004/5 school year). After grade 8, between gymnasium and lower secondary education, students have to pass a 'National Test of Knowledge', which decides whether they continue into the theoretical or vocational stream of education. Non-compulsory upper secondary education is available in grades 11 to 12/13 at a lyceum.

Admission to upper secondary education is by competitive entrance examination. Upper secondary education is divided into general, technical and vocational (theological, artistic and military) streams. The school-leaving diploma (Bacalaureat) is taken in five subjects, of which two are chosen by the student. Each subject examination is internally assessed, and marked out of 100, then converted to the 10-point scale.

Students in the vocational stream receive the Vocational Diploma, but with the introduction of the 10-year compulsory education, they are allowed to further their education in non-compulsory upper secondary education. The pass mark for Bacalaureat examinations is 5 for each subject and 6 for the final average.

### ACCESS TO HIGHER EDUCATION

Access to HE is based on *numerus clausus*. The average the candidates obtain in the entrance examination is made up of the marks they get from the entrance examination +30% - 100% out of the average of the Bacalaureat examination (this will vary from one university to another). All aspects of HE, including the curriculum, admission requirements are centrally controlled. Holders of a Diploma de Bacalaureat are eligible to sit the entrance examination for HE establishments (*Examen de Admitere*). The first degree, Diploma de Licenta (which is considered comparable to British Bachelor (Ordinary) standard) may be achieved after four, five or six years. For engineers and architects, there are *Diplome de Inginer* and *Diploma de Arhitect* (comparable to British Bachelor (Ordinary) degree standard). Students with high grades may be considered for admission to postgraduate study.

Having signed the Bologna Declaration, from 2005, Romania introduced a restructured HE system (3+2+3 – Bachelor+Master+Doctoral studies).

## Russia

### EVALUATION

#### Attestat o (Polnom) Srednem Obshchem Obrazovanii (Certificate of Secondary Education)

Acceptable (if taken at Grade 11) in lieu of GCSE on a subject for subject basis (except English Language). Would need to be

supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

#### Diplom o Srednem Professionalnom Obrazovanii (Secondary Vocational Education Diploma)

Comparable to NVQ level 2.

### GRADING SYSTEM

5	excellent
4	good
3	satisfactory/ <i>minimum pass</i>
2	unsatisfactory
1	totally unsatisfactory

### EDUCATION SYSTEM

The first nine years of education are compulsory and comprise primary education (from age six to 10) and senior school (age 11 to 15). Students completing this basic education are eligible to enter senior secondary school (lyceum or gymnasium) or vocational secondary school (technikum) for a further two years. Secondary education leads to the award of *Attestat o (Polnom) Srednem Obshchem Obrazovanii* (Certificate of Secondary Education) for general education, and *Diplom o Srednem*

*Professionalnom Obrazovanii* (Secondary Vocational Education Diploma) for vocational education. The *Attestat o (Polnom) Srednem Obshchem Obrazovanii* has a considerable element of oral examining and all subjects taken must be passed to qualify for the Certificate. Although instruction in one of a large number of local languages may occur in the early primary years, Russian language dominates in secondary and HE.

### ACCESS TO HIGHER EDUCATION

Entry to HE in Russia is based on possession of the school leaving certificate and upon a competitive entrance examination. After four years of study, the **Bakalavr** is awarded. Following a further year of study, the **Specialist Diploma** is awarded or two years for a **Magistr's** degree.

## Saudi Arabia

### EVALUATION

#### Tawjihyah (General Secondary Education Certificate - GSEC)

Acceptable at 60% or above in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers or a bridging course.

### GRADING SYSTEM

100 - 90%	excellent
89 - 75	very good
74 - 60	good
59 - 50	pass
49 - 0	fail

### EDUCATION SYSTEM

Education in Saudi Arabia is free, but not compulsory. General education comprises six years of primary school, three years of intermediate school and three years of secondary school. Education is strictly segregated along gender lines at all stages, and boys and girls follow a slightly different curriculum and take different exams. Religious and cultural education form a significant element of the curriculum. Arabic is the medium of instruction, apart from technological and scientific courses at HE level.

Throughout their intermediate and secondary education, students must pass end-of-year exams each year to progress

to the next stage. Primary education commences at age six. On successful completion of final year primary education examinations, students then progress to intermediate school where they study for three years.

In the first year of general secondary school, students follow a common curriculum. Students are streamed on the basis of their first year end-of-year examinations to follow a scientific or literary curriculum. Students obtaining 60% or above in the end-of-year examination can choose which curriculum to follow. Those obtaining below 60% must follow the literary stream.

Secondary education culminates with the General Secondary Education Certificate (Tawjihyah). At secondary level, students can also attend technical/vocational schools, which award the Secondary Vocational School Diploma, the Secondary Commercial School Diploma or the Secondary Agricultural Diploma.

A new secondary school system is currently being piloted. However, the decision whether to fully implement this system has yet to be taken.

#### ACCESS TO HIGHER EDUCATION

University admission in Saudi Arabia is based primarily on the results of the GSEC, although some faculties may administer their own university entrance examination in addition. A national aptitude test has been introduced to provide, in addition to the GSEC, a measure of student ability. It covers areas that are not traditionally covered in GSEC, such as logical thinking and quantitative methods. It consists of two main sections; language and quantitative abilities. The test is administered by an independent examination body, QYAS, developed by the Ministry of Higher Education. An average GSEC mark of 90% is necessary for entry into medicine courses and 80% for others.

## Serbia and Montenegro (previously Yugoslavia)

#### EVALUATION

##### Secondary School Leaving Diploma

Acceptable as a group qualification satisfying general entrance requirements.

#### GRADING SYSTEM

5 (maximum) ... 2 (minimum pass) ... 1

#### EDUCATION SYSTEM

In Serbia and Montenegro, primary education currently encompasses the eight years of compulsory education, usually between the ages of seven and 15. In the next academic year, a preparatory pre-school year will be introduced. A foreign language, mostly English, is introduced as early as the first year throughout Serbia, and a second foreign language (French, German or Russian) is introduced from the fifth year. Four years of secondary education allows some specialisation and invariably includes a vocational element. The award of the Diploma is based on assessments throughout secondary school. The medium of instruction is Serbian.

#### ACCESS TO HIGHER EDUCATION

The Secondary School Leaving Diploma is the basic requirement for admission to HE in Serbia and Montenegro. Students from gymnasiums, or with a high vocational/technical content in their Diploma, have to sit entrance examinations. In any event, some institutions operate a numerus clausus.

Two to three years of study may lead to the '**Diploma viseg obrazovanja**' (Diploma of Further Education) and four to six years of study to a full degree, the '**Diploma visokog obrazovanja**' (Bachelor's Degree) although some universities have already started changing their degree structures according to the Bologna process by establishing a system of credits (ECTS). Therefore, a Bachelor degree can be obtained after three years of study.

## Sierra Leone

#### EVALUATION

##### West African Senior School Certificate Examination (WASSCE)

Regarded as being below the standard of UK A Levels. Those students with high grades may be considered for admission to a bridging programme.

#### GRADING SYSTEM

A1	excellent
B2	very good
B3	good
C4 – C6	credit/minimum acceptable pass
D7	pass
E8	pass
F9	fail

#### EDUCATION SYSTEM

Under the 6+3+3 structure, after six years of primary education, pupils take a National Primary School Examination (NPSE) before proceeding to three years of junior secondary education, at the end of which, the Basic Education Certificate Examination (BECE), which is below GCSE standard, may be taken. The results in the BECE give access to three years of senior secondary education and a WASSCE evaluated on the model of 30% continuous assessment and 70% terminal assessment. The WASSCE was conducted for the first time in 2000, while the SC/GCE O Level was phased out in 1999 and the A Level in 2000. The medium of instruction is English.

#### ACCESS TO HIGHER EDUCATION

Admission to a four-year degree in Sierra Leone is on the basis of passes (at grade 6 or better) in five subjects, including English, in the WASSCE. Good GCE A Level results will achieve advanced standing. On the basis of WASSCE results, the same passes (at grade 6 or better) in five subjects form the entry requirement.

## Singapore

#### EVALUATION

##### Singapore/Cambridge GCE Ordinary Level

Acceptable at grades A1 - C6 in lieu of GCSE grades A, B and C on a subject for subject basis.

##### Singapore/Cambridge GCE Advanced Level

Acceptable at grades Distinction and A - E in lieu of GCE A Level on a subject for subject basis.

##### International Baccalaureate Diploma

Grades are awarded for each of the six courses of study ranging from 1 point (lowest) to 7 points (highest). The diploma is awarded to those who score a minimum of 24 points, subject to certain minimum levels of performance across all subjects, as well as satisfactory participation in creativity, action and service. The total highest score is 45 points, as students can also be awarded up to three points for their combined results on theory of knowledge and the extended essay.

### Polytechnic Diplomas

There are five polytechnics that offer two- to three-year diplomas to GCE O and A Level graduates. These range from business management, engineering, life sciences, health sciences, computing, media studies, sports and wellness to hospitality management.

### GRADING SYSTEM

Grading is based on the Grade Point Average (GPA) system of computation as follows:

Grade	GPA
A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
E	0.5
F	0

GPA = Total score  
 $\sum$  (course/module credit value)

### EDUCATION SYSTEM

Compulsory education (six years for the primary years) was introduced from 2003. Six years of primary education is followed by four or five years of secondary education. Students are streamed according to academic ability from Primary 4 onwards. The majority of students complete secondary education and study for GCE O levels, either through a four-year 'Express' course, or a five-year 'Normal' course.

A seamless education where the top 10% of secondary students can proceed to pre-university without taking the GCE O level examination was introduced in 2004 to provide them with an enriched education where the curriculum is more broad-based and multi-disciplinary. Students under this Integrated Programme (IP) will skip the GCE O levels and take the GCE A Levels or International Baccalaureate Diploma after six years of study.

The medium of instruction in schools is English, with pupils offering their mother tongue (Chinese, Malay or Tamil) as their second language. GCE O and A Levels are provided by Cambridge Assessment (formerly known as University of Cambridge Local Examinations Syndicate).

The Singapore Ministry of Education is responsible for subjects examined in the mother tongue.

### ACCESS TO HIGHER EDUCATION

Eligibility for higher education is based on results obtained in GCE A Levels, International Baccalaureate Diploma or a Diploma from one of the five local polytechnics - Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic, Nanyang Polytechnic and Republic Polytechnic.

GCE A Level students must have attained at least two H2 passes, attempted General Paper or Knowledge Enquiry in the same sitting and achieved a minimum of grade 'S' in their mother tongue. In addition, the universities may also consider students' achievements in other areas, such as co-curricular activities and community involvement programmes.

Polytechnic diploma holders must have achieved excellent academic performance (top 10% to 20% of their cohort) for entry into the local universities.

Entry to the local universities is very competitive due to the strong demand for places and high standards for entry are usually expected.

General **Bachelor** degrees take three years to complete, with an additional year for an **Honours** degree (usually offered to the top 10% to 15% of the cohort) and five years for medicine.

## Slovakia

### EVALUATION

#### Vysvedčenie o Maturitnej Skúške/Maturita

Acceptable as a group qualification satisfying general entrance requirements.

### GRADING SYSTEM

1	v ýborn ý	(excellent)
2	chválitebn ý	(very good)
3	dobr ý	(good)
4	dostato čn ý	(pass)
5	nedostato čn ý	(fail)

### EDUCATION SYSTEM

Schooling for the duration of 10 years is compulsory (from age six to the end of school year in which student reaches 16). Nine years of basic education is followed by a four- or five-year secondary education course in a gymnasium, a secondary vocational school or a secondary specialised school. All these secondary education courses lead to the matriculation examination, Vysvedčenie o Maturitnej Skúške or Maturita. The gymnasium curriculum involves a broad-based core and some specialisation in science, humanities or mathematics, but the matriculation examination is usually taken in only four subjects, of which mother tongue and literature, is compulsory. In addition to marks for individual examination subjects, a "cumulative assessment" by the Examination Board considers achievements throughout the secondary course, grading students as having passed with honours; passed very well; passed; or failed. The medium of instruction is Slovak or Hungarian.

### ACCESS TO HIGHER EDUCATION

The Maturita remains a prerequisite for HE in Slovakia, but each faculty of the 25 institutions has considerable autonomy and they may use more specialised and selective admissions procedures, commonly involving written examinations. The first degree of **Bakalár** takes three or four years of study and may be followed by a two-year programme leading to a **Master's** degree. Medicine and veterinary medicine involve six years of study.

## Slovenia

### EVALUATION

#### Maturitetno Spricevalo (Secondary School Leaving Certificate)

Acceptable as a group qualification satisfying general entrance requirements.

### GRADING SYSTEM

5	excellent
4	very good
3	good
2	sufficient ( <i>minimum pass</i> )
1	insufficient

### EDUCATION SYSTEM

Compulsory education is from age six to 15. There is a gradual implementation from 1999 to 2009 of a nine-year schooling system of primary to lower secondary school. Upper secondary education in Slovenia consists of general, vocational and

technical education. There are two types of gimnazija: general and specialised. Programmes last four years, at the end of which, students are awarded the Maturitetno Spricevalo (Secondary School Leaving Certificate). Students are examined in five subjects.

Instruction is offered in Italian, Hungarian and Slovenian to serve the regions accordingly.

#### ACCESS TO HIGHER EDUCATION

HE is provided by universities (there are three universities in Slovenia), faculties, art academies and professional colleges. There were a number of changes in legislation up to 2003, creating single institutions from separate faculties.

Non-university HE offers technical/vocational programmes over two years, leading to a Diploma, distinct from the more academic university levels. Entrance to university requires the Matura or equivalent.

Universities offer professional or academic programmes. Professional programmes usually last three to four years, culminating in the **Diploma**, with the opportunity to progress to further degrees if desired. The HE Grading System is as follows: excellent (10), very good (9 and 8), good (7), poor (6), and unsatisfactory (1 through 5, which are failing marks).

Academic programmes last from four to six years and lead to the **Diploma** examination. A further year of study - the Absolventsko Leto - enables students to achieve the full requirements for the first degree (dissertation).

Second cycle university study leads to **Specializacija, Magisterij** and **Doktorat Znanosti**.

## South Africa

#### EVALUATION

##### Senior Certificate with or without Matriculation Endorsement

Standard Grade: Acceptable at grades A - D in lieu of GCSE on a subject for subject basis.

Higher Grade: Acceptable at grades A - D in lieu of qualifications widely used for entry to UK HE, eg GCE or SQA awards. Passes in five subjects at Higher Grade may satisfy general entry requirements.

#### GRADING SYSTEM

A	100 - 80%
B	79 - 70
C	69 - 60
D	59 - 50 <i>minimum acceptable</i>
E	49 - 40
F	39 - 33
FF	33 - 30

The official pass mark for Higher Grade subjects is 40% except for second language Higher Grade subjects as well as all Standard Grade subjects where the pass mark is 33.3%. The mean mark in any subject is usually about 55. Only a small proportion of candidates score an A in any subject (from as little as 2% to a maximum of about 10% in subjects taken by highly select groups). A further 8 - 15% are likely to gain a B and about 20 - 25% achieve a C grade. Though variations will occur from year to year, this may be considered as a typical distribution. The Senior Certificate is a group certificate and records an aggregate mark (a minimum of about 40%). (See also *Access to Higher Education* below.)

#### EDUCATION SYSTEM

Following from the new constitution of 1996, the Department of Education has the responsibility for all general educational

policy to be implemented by nine provincial education departments and two independent providers. Nine years of compulsory education constitute the general education and training phase. This phase is followed by three years of non-compulsory senior secondary education leading to examinations for a Senior Certificate at the end of Grade 12. The Senior Certificate will be replaced by the National Senior Certificate (NSC) which is being phased in from Grade 10 in January 2006. The last senior certificate examination will be concluded nationally in 2007 and the first NSC examination will be conducted in 2008. Senior certificate candidates will be allowed to supplement single senior certificate subjects until 2011. The phasing in of the NSC will complete the process of curriculum and assessment change that was introduced in 1994. A specific GETC for adult learners was developed for award from 2002. A statutory body, the General and Further Education and Training Quality Assurer (known as Umalusi) is responsible for quality assuring the GETC and the current senior certificate as well as the future NSC. Currently the Senior Certificate requires a minimum of six subjects selected from six different groups, of which two official languages are compulsory. Subjects may be taken at either Higher or Standard Grade or at N3 level for the National Senior Certificate (not to be confused with the future NSC), a vocational qualification. The Senior Certificate aggregate is on a total (for the best six subjects, though some subjects' results must be counted even if not in the best six) of between 1,800 and 2,100. For a Senior Certificate to be awarded, a candidate must achieve an aggregate of 720 marks; for university entrance a candidate must achieve an aggregate of at least 950 and **endorsement**. Since 2001, senior certificates are awarded with distinction (1,680+ marks) and merit (1,260+ marks). A relatively small percentage of candidates, 2.9%, obtained their certificates with distinction and a further 12.9% with merit in a typical distribution. For the numerus clausus degree programmes, an aggregate of 1,440 and performance in specified subjects would as a rule qualify the holder for university admission.

#### ACCESS TO HIGHER EDUCATION

The certification of the minimum requirement for admission to university in South Africa was administered from 1992 by the South African Certification Council (SAFCERT), which validated the various Senior Certificates. The functions of SAFCERT were taken over by Umalusi. Umalusi also endorses senior certificates where the candidate has met the matriculation requirements set by the universities (these requirements are set out in ministerially approved minimum requirements, the universities do this through their Matriculation Board). These requirements include passing in at least five subjects at one sitting, with an average mark of 45% or better; having at least four of the subjects passed at the Higher Grade; and including passes in two official languages at the Higher Grade (of which one must be a university medium of instruction). The Matriculation Board also issues certificates of complete or conditional exemption from the endorsement requirement to candidates who qualify in terms of ministerially approved regulations. Individual institutions may have additional requirements and many set specific faculty requirements. Different points systems are used by individual institutions, but a typical points system for admission awards Higher Grade passes at A - E, 6 - 2 points and Standard Grade passes 4 - 2 points. Institutions specify a minimum points score, over and above matriculation endorsement for admission. These minima will range from 23 to 33 on this scale. Other scales are used by various institutions. The Bachelor degree may be taken over three years' specialisation followed by a further year for honours candidates.

## Spain

### EVALUATION

#### Graduado en Educación Secundaria (GES)

Acceptable in lieu of GCSE on a subject for subject basis (except English Language).

#### Título de Bachiller

Acceptable at an average mark of 6 or better as a group qualification satisfying general entrance requirements.

### GRADING SYSTEM

10	Distinction
9	Outstanding
8 and 7	Very Good
6	Good
5	Pass (allows access to Spanish universities)
Under 5	Fail

Subject marks are usually an average of three internal assessments. This average grade, expressed in numbers, as above, is shown on the certificate. The specialisation will be noted and also a mean mark covering all subjects taken in the two years of the Bachillerato.

### EDUCATION SYSTEM

The Ministry of Education and Science controls the general policy, inspectorate, validation and curriculum development, but there is considerable devolution in detail to 17 'autonomous' communities. The Graduado en Educación Secundaria is taken at the end of 10 years of compulsory education (six years of primary and four years of secondary). This is at age 16. Pupils may then embark on a two-year course leading to the Título de Bachiller. The Baccalaureate studies are organised in three broad specialities (modalidades): arts; humanities and social studies; and natural science, health and technology. Pupils may also embark on a two-year vocational course (different specialities) leading to the Título de Técnico de Grado Medio.

### ACCESS TO HIGHER EDUCATION

Holders of the Título de Bachiller are qualified for admission to university in Spain, which effectively means that they can attempt the entrance examination (Selectividad), a group of six or seven tests, set jointly by the universities of each autonomous community. The final mark for university entry is made up of 40% from the Selectividad and 60% from the last two years at school. The Selectividad is not needed for Vocational Studies of advanced level, which can also be followed after the Bachiller and lead to a **Técnico Superior** degree after two years of study. First degree studies take three years and lead to the **Título de Diplomado**, **Ingeniero Técnico** or **Arquitecto Técnico**. Four, five or six years of study are required for the **Título de Licenciado**, the **Título de Arquitecto** or the **Título de Ingeniero**. The Spanish government are currently considering how to adapt the HE system in line with the Bologna declaration.

## Sri Lanka

### EVALUATION

#### Sri Lanka Ordinary Level

Acceptable at credit and distinction levels in lieu of GCSE on a subject for subject basis (except English Language).

#### Sri Lanka Advanced Level

Acceptable at grades A, B and C in lieu of GCE A Level on a subject for subject basis.

### GRADING SYSTEM

#### O Level

100 - 75%	D	Distinction
74 - 50	C	Credit
49 - 35	S	Pass
34 - 0		Fail

#### A Level

100 - 75%	A	Distinction
74 - 65	B	Very good pass
64 - 55	C	Credit
54 - 40	S	Ordinary pass
39 - 0	F	Fail

### EDUCATION SYSTEM

Five years of primary education and six years of secondary education culminate in the Sri Lanka O Level. A two-year collegiate course leads to A Levels in a minimum of three subjects. Sinhala and Tamil are the media of instruction. English is taught as a secondary language from the fourth year of primary education, but is not compulsory.

### ACCESS TO HIGHER EDUCATION

Entrance to university in Sri Lanka is at A Level standard for a three-year general or four-year honours degree. Candidates are required to have three A Level passes. Professional courses tend to be taught in English, which is used also in the later stages of most other degrees.

## Sudan

### EVALUATION

#### Sudan School Certificate (SSC)

Acceptable at 50% or better in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by Advanced GCE, SQA Awards or an equivalent qualification.

### GRADING SYSTEM

A	100 - 80%
B	79 - 70
C	69 - 60
D	59 - 50
49 and below is a fail	

The percentage is calculated from the four compulsory subjects plus the three highest optional subjects.

### EDUCATION SYSTEM

Education in Sudan comprises eight years of basic education and three years of secondary education. The three-year academic secondary school course ends with the School Certificate examinations. Certificates are awarded provided students have passes in four compulsory subjects (Arabic, English, mathematics and Islamic or Christian religion), plus one or more optional subjects or three compulsory passes (including Arabic Language), plus two or more optional subjects. The third year of secondary education involves a choice between arts and science streams. The medium of instruction is Arabic, but English language is compulsory from the beginning of secondary education and is widely used for secondary teaching in the south of the country.

### ACCESS TO HIGHER EDUCATION

Passes at 60% in the SSC examinations qualify candidates for entry to a four-year general degree in Sudan, although prestigious institutions require higher marks (70 - 80%), especially in competitive areas such as medicine where 88% is required. The National Council of Higher Education is the government body responsible for HE.

## Sweden

### EVALUATION

#### Slutbetyg från Grundskola

Acceptable at grade G or better in lieu of GCSE on a subject for subject basis (except English Language).

#### Fullständigt Slutbetyg från Gymnasieskolan

#### Slutbetyg från Komvux

Acceptable as group qualifications satisfying general entrance requirements, provided three years at upper secondary school completed.

### GRADING SYSTEM

Grades are criteria-related and a top grade of MVG (Excellent) is given only when there is an indication of exceptional results.

Mycket väl godkänd	MVG	Excellent
Väl godkänd	VG	Very Good
Godkänd	G	Pass
Ikke Godkänd	G	Fail

### EDUCATION SYSTEM

After a nine-year compulsory course of comprehensive education, with English introduced in grade 3, 90% of all pupils proceed to upper secondary school (gymnasium), having chosen to pursue one of the 16 national programmes available. Two of the programmes - natural science and social science - focus more on university entrance. There are no formal external school leaving examinations. The Slutbetyg från Gymnasieskolan (school leaving certificate), awarded usually after three years at a gymnasium, gives a mark in each course, including compulsory and optional courses. A subject can include several courses. Courses are judged by continuous internal assessment with the syllabuses and criteria for the various grades defined nationally. The certificate will specify the programme undertaken: F for completed, U for extended or R for reduced. The document will also show the points required for the particular programme and the points achieved by the candidate (Elevens studieplan). A school leaving certificate (Slutbetyg Fullständigt programme) requires at least 2,150 points. Slutbetyg från Komvux (local governmental administrated adult education) requires 1,970 points. Since 2003, in order to achieve the Slutbetyg, a points total of 2,500 is required with subject courses valued as 50-, 100- or 150-point courses.

### ACCESS TO HIGHER EDUCATION

Provided pupils have Fullständigt Slutbetyg with pass in at least 90% of the courses and they fulfil the general requirements in Swedish and English, they qualify, in theory, for university admission in Sweden. In practice, high marks are needed and specific requirements must also be satisfied for some programmes. Competition is usually keen and a numerus clausus operates for all study programmes. A general first degree, **Kandidat**, is achieved by accumulating credit points (120, with at least 60 in one subject) and takes three years (180 ECTS points).

## Switzerland

### EVALUATION

Schweizerisch Anerkanntes Kantonales Maturitätszeugnis  
 Certificat de Maturité Cantonal Reconnu par la Confédération  
 Attestato di Maturità Cantonale Riconosciuta dalla  
 Confederazione

### Eidgenössisches Maturitätszeugnis

### Certificat de Maturité Federale

### Attestato di Maturità Federale

Acceptable as group qualifications satisfying general entrance requirements.

### GRADING SYSTEM

6 (maximum), 5, 4: satisfactory

3, 2, 1: insufficient

### EDUCATION SYSTEM

Considerable educational autonomy rests with the 26 cantons. Systems thus vary in many quite basic respects, especially between cantons in different linguistic regions. There is, however, considerable agreement upon nine years of compulsory education followed by three or four years of upper-secondary education leading to the school leaving qualification, a Cantonal Maturity Certificate or a Federal Maturity Certificate, the name identifying the first language as German, French or Italian, as noted above. The structure and duration of schooling up to maturity certificate varies from canton to canton, but it must be of at least 12 years' duration.

### ACCESS TO HIGHER EDUCATION

The Cantonal Maturity Certificate is the basic qualification for university admission. Most such certificates are specifically endorsed as 'federally recognised'; those which are not are often specialised (eg artistic or pedagogic) and have uncertain currency, especially outside the specific canton. A Federally recognised Maturity Certificate is required for entry to medicine, dentistry, veterinary medicine and pharmacy. There is a numerus clausus for studies in medicine and veterinary medicine. The first degree, **Diploma/Licentiate**, is obtained after a minimum of four years.

At present, all Swiss universities are in the process of introducing Bachelor and Master degrees in order to bring their system into line with the Bologna Declaration. The Bachelor is obtained after six semesters of study (180 ECTS credits), the Master after three to four semesters of study (90-120 ECTS credits).

## Syria

### EVALUATION

#### Al Shahada Al Thanawiya/Baccalaureat (Secondary School Leaving Certificate)

Acceptable at 60% or better in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

### GRADING SYSTEM

Literary stream: 240 (maximum) ... 102 (*minimum pass*)

Scientific stream: 260 (maximum) ... 104 (*minimum pass*)

### EDUCATION SYSTEM

Six years of primary education and three years of preparatory education lead, on the basis of a selection examination, to a three-year course, at the end of which, pupils take the Secondary School Leaving Certificate. The first year of the secondary course is general and a choice must then be made between literary and scientific streams. Arabic is the medium of instruction.

### ACCESS TO HIGHER EDUCATION

University admission in Syria is on the basis of the Secondary School Leaving Certificate. First degrees are of four to six years in length.

## Taiwan

### EVALUATION

#### Senior High School Diploma

Acceptable at grade C or better in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

### GRADING SYSTEM

A	100 - 80%
B	79 - 70
C	69 - 60 <i>minimum pass mark</i>
D	59 - 50

### EDUCATION SYSTEM

A school system on the US model has six years of primary education, three years of junior high school and three years of senior high school. The Senior High School Diploma may be completed in Year 12 and the award requires marks of 60 or above in all prescribed subjects and a total of 160 credits from the three years of senior high school. Chinese is the medium of instruction but English is a compulsory subject from Grade 3 onwards.

### ACCESS TO HIGHER EDUCATION

Admission to a four-year general degree in Taiwan is primarily on the basis of the Joint College Entrance Examination (JCEE) and is highly competitive in some areas. Alternatives include a special examination for outstanding students recommended by high schools and the exemption from entrance examination of gifted students.

## Tanzania

### EVALUATION

#### Certificate of Secondary Education (CSE)

Acceptable at grade C or better in lieu of GCSE on a subject for subject basis.

### GRADING SYSTEM

<b>CSE</b>	A	Excellent
	B	Very Good
	C	Good
	D	Satisfactory
	F	Fail

<b>ACSE</b>	A	Excellent
	B	Very Good
	C	Good
	D	Fair
	E	Satisfactory
	S	Basic/Subsidiary Pass
	F	Fail

The Certificate of Secondary Education (CSE) and the Advanced Certificate of Secondary Education (ACSE) are both awarded in four Divisions. Though variations will occur from year to year, this may be considered as a typical distribution.

Division	I	II	III	IV
CSE	2.84%	3.65%	11.81%	45.56%
ACSE	7.40%	20.20%	38.05%	24.20%

### EDUCATION SYSTEM

Seven years of primary education, in the medium of Kiswahili, leads to the Primary School Leaving Certificate. The Certificate of Secondary Education is taken after four years. Two years in High

School lead to the ACSE. Both the CSE and the AVCE are taught through the medium of English.

For evaluation of performance, 50% is derived from continuous assessment carried out by the National Examination Council.

### ACCESS TO HIGHER EDUCATION

Minimum entrance requirements to first degree courses in Tanzania are:

CSE (or equivalent), with passes in five appropriate subjects obtained prior to the sitting of the ACSE (or equivalent) and two principal level passes in appropriate subjects at the same sitting, with total points not below 5, based on the scale A=5, B=4, C=3, D=2, E=1, F=0; or

two principal level passes (in appropriate subjects) not at the same sitting, provided they are both of grade C or above; or an appropriate equivalent Diploma/Certificate of not less than second class/credit level and approved by the Senate.

## Thailand

### EVALUATION

#### Mathayom Suksa 6 (M6)

Mathayom 6 is the final examination taken by students at the end of their three years of upper secondary education and is acceptable at Grade 1 or better in lieu of GCSE on a subject for subject basis, except in English Language. It would need to be supplemented by GCE A levels, Scottish Highers or Advanced Highers, or a bridging course, as well as an appropriate English qualification.

### GRADING SYSTEM

4	excellent
3	good
2	fair
1	pass
0	fail

### EDUCATION SYSTEM

The system has been going through two reforms in the last five years – basically the first nine years of education to Mathayom 3 are compulsory. The last three years of the upper secondary level to M6 is divided between academic or vocational routes. For the academic route, students choose either an Arts or Science stream, and in either stream, choose three to five specialised subjects.

There is a new emphasis on vocational qualifications, which students can use to enter the workforce or continue to HE.

### ACCESS TO HIGHER EDUCATION

Prior to 2004, admission to university for a four-year degree course was dependent on an M6 certificate, with a pass in three main subjects, including Thai and English, plus high marks in a very competitive, national examination administered by the Ministry of University Affairs. Since 2004, 25% of the accumulated Grade Point Average (GPA) in the M4, M5 and M6 has been an additional requirement, and some institutions, particularly private universities, have additional or separate entrance procedures that involve examinations and interviews.

From 2006 students are considered on a score made up of 30% of a school-based assessment and 70% of an examination-based assessment.

The examination-based assessment is divided into two parts, the O-Net (Ordinary National Education Test) and the A-Net

(Advanced National Education Test). University departments determine what subjects and scores they require in the O-Net and the A-Net. The elements determining HE admission are weighted as follows.

- GPAX (Grade Point Average) of M4-M6 curriculum 10%
- GPA of three to five specialised/elected subjects 20%
- O-NET result 35-70%
- A-NET result 0-35%

Students can progress from vocational as well as academic routes. Academic is for M6 students leading to Bachelor, Master and Doctorate levels. Vocational is for both academic and vocational upper secondary school students to study at Diploma or Bachelor level, which is aimed at producing technicians.

During this year and the next two years, the entry system to Thai universities is being radically changed.

## Tunisia

### EVALUATION

#### Baccalauréat

Acceptable as a group qualification satisfying general entrance requirements provided that an overall grade of at least 'assez bien' has been achieved.

#### GRADING SYSTEM

20 – 16	très bien	(very good)
15 – 14	bien	(good)
13 – 12	assez bien	(fair)
11 – 10	passable	(pass)
9 – 0	insuffisant	(fail)

### EDUCATION SYSTEM

Nine years of compulsory basic education (école de base) may be followed by four years of more advanced and specialised study leading to the Baccalauréat examinations. For the final three year period, a choice is made to specialise in Lettres, Sciences Mathématiques, Mathématiques Techniques, Sciences Experimentales or Sciences Economiques. The medium of instruction is Arabic for literature and human sciences, while French is used for scientific subjects.

#### ACCESS TO HIGHER EDUCATION

The Baccalauréat is the basis of admission to a four-year first degree (**Maîtrise**) in Tunisia. Arabic and French are the media of instruction at university level.

## Turkey

### EVALUATION

#### Devlet Lise Diplomasi (State High School Diploma)

#### Lise Bitirme Diplomasi (Private High School Diploma)

Considered to be at a standard of at least GCSE level. Students with an overall average of four satisfy the general entrance requirement of some British HEIs.

#### Anadolu Lisesi (Anatolian High School Diploma)

Anatolian high schools are selective institutions, which were established with the aim of preparing students for university, and at the same time, combining students of similar interests and abilities together. These schools offer a four-year programme, again with an initial year of intensive foreign language tuition. This is usually English, and English continues as the primary language of instruction in certain core subjects, such as science and mathematics. The demand for places in

the Anatolian high schools is very high and admission is through a competitive entrance examination. Graduates are generally successful in the university entrance exam. The graduates who have Grade Point Averages above 4.5 and whose English skills are satisfactory are mostly eligible for first-year entry into British HEIs.

#### Science High School (Fen Lisesi)

Science high schools were established with the aim of providing education to exceptionally gifted students in the areas of mathematics and science. All students are encouraged to engage in scientific research activities. These schools offer a three-year programme with a curriculum that emphasises science and mathematics. The language of instruction is Turkish. Entrance to science high schools is through an extremely competitive examination. The graduates of these schools generally achieve the highest scores in the university entrance exam for all Turkey.

#### Private Foreign Language Medium Schools (Yabancı Dil Ağırlıklı Özel Lise)

A group of schools offering international curriculum and International Baccalaureate Diploma option to their students. Some of them are very reputable and the teaching quality is excellent. Most of their students are eligible for first-year entry to UK HEIs.

#### Devlet Teknik Lise Diplomasi (State Technical four-year High School Diploma)

#### Devlet Meslek Lise Diplomasi (State Vocational High School Diploma)

Considered to be between BTEC First Diploma and BTEC National Diploma and of similar standard to State High School Diploma. Caution should be taken as these diplomas may be less suitable as a preparation for academic study.

#### GRADING SYSTEM

100 - 85%	5	A (very good)
84 – 70	4	B (good)
69 – 55	3	C (average)
54 – 45	2	D (pass)
44 – 0	1	E (fail)

### EDUCATION SYSTEM

Education is compulsory from the age of six. Eight years of 'basic' education allows entry to secondary education, which covers general (three years), vocational (three years) or technical education (four years). Three-year courses lead to the Lise Diplomasi and four-year courses to the Devlet Lise

Diplomasi. In the second year of secondary education, students can choose to specialise in natural sciences, literature and mathematics, the social sciences, foreign languages, art or physical education. The Lise Diplomasi is awarded locally on the basis of a wide range of assessments, including written and oral examinations, homework and extra-mural activities. Vocational secondary school prepares students for entry into a profession or HE.

The Ministry of National Education announced in June 2005 that from the 2005/6 academic year, the length of education in all Turkish high schools will be extended to four years.

#### ACCESS TO HIGHER EDUCATION

Admission to HE is centralised and based on Lise Diplomasi and a Student Selection Examination (OSS). A minimum score of 185 qualifies a student for entry to four-year undergraduate programmes and a score of 160-185 qualifies a student for two-year HE programmes. In 2006, the exam structure will be slightly different from previous years. The exam will be held in

one session and there will be 10 different question booklets each consisting of eight tests, each containing 30 questions. It will be sufficient for an examinee to complete six tests and answer 180 questions. Detailed information can be obtained from the British Council team in Turkey.

The two-year programmes lead to the award of **Onlisans Derecesi/Diploma** (pre-licentiate or Associate Degree); the four-year programmes to the award of a **Lisans Diploma**. Entry is highly competitive. Applicants may express a preference, but both the institution and the course offered depend upon the results of the entrance examination.

There is particular pressure for places in engineering, medicine, economics and business-related courses.

## Uganda

### EVALUATION

#### Uganda Certificate of Education (UCE)

Acceptable at grades 1 - 6 in lieu of GCSE on a subject for subject basis.

#### Uganda Advanced Certificate of Education (UACE)

Acceptable at grades A - E in lieu of GCE A Level on a subject for subject basis.

### GRADING SYSTEM

#### UCE

1, 2	distinction
3 - 6	credit/minimum acceptable pass
7, 8	pass
9	fail

#### UACE

A - E	pass
F	fail

In nine high-entry subjects at A Level, in recent years, an average of 0.8% of the candidates achieved grade A and an average of 11.7% were awarded grades A - C. (The Uganda National Examinations Board suggests that candidates who take UACE and also University of London A Levels achieve comparable results, especially in science and mathematics.)

### EDUCATION SYSTEM

After seven years of schooling, at about age 14, the Primary Leaving Examination serves as a qualifying test for post-primary institutions. Four years of lower secondary education leads to the UCE examination in not less than eight subjects, which must include English. UCE results are the basis of selection for advanced secondary education. The UACE is taken after a further two years in at least three subjects and a General Paper. English is the medium of instruction throughout the educational system.

### ACCESS TO HIGHER EDUCATION

Admission to a three-year degree course in Uganda would usually involve a minimum requirement of six UCE and two UACE passes.

## Ukraine

### EVALUATION

#### Atestat pro Povnu Zagal'nu Sersdnu Osvitu (Certificate of Complete General Secondary Education)

Acceptable in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

### GRADING SYSTEM

5	excellent
4	good
3	satisfactory
2	unsatisfactory

### EDUCATION SYSTEM

Since independence in 1991, the Ukraine has pursued educational reforms that are ongoing. At present, nine years of compulsory school education may be followed, currently by about one-half of the year-group, by two or three years in an upper school. At the end of the upper school course, the Atestat is taken.

### ACCESS TO HIGHER EDUCATION

Admission to HEIs in the Ukraine, which have as yet been less obviously reformed from the Soviet model than the schools, is on the basis of the Certificate of Complete General Secondary Education and highly competitive entrance examinations and interviews. Two systems currently co-exist. The first is the **Dyplom**, which is usually completed, depending upon the institution and the subject specialisation, in four to six years. The second, which was more recently introduced, offers several degree levels.

## United Arab Emirates

(Abu Dhabi, Ajman, Dubai, Rujairah, Ras al-Khaimah, Sharjah, Umm al Qaiwain)

### EVALUATION

#### Tawjihyya (Secondary School Certificate)

Acceptable at 70% or better in lieu of GCSE on a subject for subject basis (except English Language). Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course. Dependent on the syllabus offered, HEIs may consider that the depth of study involved approaches GCE A Level standard on a subject for subject basis.

### GRADING SYSTEM

The maximum score available in each subject is shown on the School Certificate and varies according to the subject's weighting in calculating the overall assessment of the award.

### EDUCATION SYSTEM

After six years of primary education, a selection examination admits to three years of preparatory education and three years of secondary education, ending in examinations for the Secondary School Certificate. Since 1998, a 20-year reform programme, called Vision 2020, has been embarked upon under which there may be reforms to the structure of the school system. Arabic is the medium of instruction.

### ACCESS TO HIGHER EDUCATION

University admission in the United Arab Emirates is on the basis of the Secondary School Certificate with an overall average mark of 60 - 80% depending upon the course of study and an English level of IELTS band 5 or equivalent. Some courses may also require an interview. The **Bachelor** degree is awarded on the basis of credit units in a semester system and would commonly be of four years in length.

## United States of America

### EVALUATION

#### High School Graduation Diploma

On its own, at a minimum, can be considered acceptable in lieu of GCSE (grades A, B, C) provided an average grade C is obtained

in subjects which have counterparts in the GCSE syllabus (see Education System below).

#### College Entrance Examination Board (CEEB) Tests

Minimum of 600 in writing, critical reading and mathematical elements of the SAT Reasoning Test and a minimum of 600 in relevant SAT Subject Tests taken or a score of 26 or higher in the ACT (which covers English, mathematics, reading, science and writing) may be regarded as satisfying general entrance requirements.

#### Advanced Placement (AP) Tests

Grades of 3 and above in at least two, and preferably three, subjects may be regarded as satisfying general entrance requirements. AP Tests are currently being considered for inclusion in the UCAS Tariff. For information on the UCAS Tariff, please refer to <http://www.ucas.com/candq/tariff/index.html>.

#### GRADING SYSTEM

##### CEEB SAT Tests

Scaled score 800 - 200 in each test.

800 – 700	exceptional
699 – 600	high
599 – 480	above average
479 – 420	average
419 – 200	generally unacceptable

##### AP Tests

5	extremely well qualified
4	well qualified
3	qualified
2	possibly qualified
1	no recommendation

#### EDUCATION SYSTEM

In 2001, the No Child Left Behind Act was created to institute national reading and math standards in primary education. However, there is no national curriculum. Education is the responsibility of the individual states and the educational structure varies, notably in primary and middle school. The most common structure includes four years of high school with a total of 12 years overall. The High School Graduation Diploma is awarded on the basis of satisfactory completion of required coursework with an average of grade C or better. The individual subjects of the Diploma are generally graded A (excellent) - B - C - D (pass) - F (fail). High School Diplomas are based on internal assessment with little standardisation (state-mandated performance guidelines), but may be regarded as providing useful supplementary evidence for purposes of admission to HE courses in the UK. If requested by the pupil, a school will supply a transcript of courses with grades and a school profile that gives an indication of the kind of high school attended, the level of courses offered and of student performance in courses and tests (district, state, national, SAT, etc).

The majority of schools also permit students to participate in the Advanced Placement programme of the College Board. This programme allows students to take college-level introductory courses in selected subjects. Examinations are offered in each subject at the end of an academic year.

#### ACCESS TO HIGHER EDUCATION

In addition to the High School Diploma (or General Education Development (GED) programme as substitute credential), many universities in the US require the SAT Reasoning Test and Subject Tests or ACT for entry to the first year of a broadly-based four-year degree. Institutions of a high standing would

expect Honours and College Preparatory courses to be taken in high school; they would expect a combined SAT score of around 1,800 or above for entrance, although there is variation among institutions.

Candidates taking AP Examinations who obtain scores of 3 or above in designated subjects may be placed in a corresponding upper-level course for a given subject at a college or university and/or be awarded academic credit toward the degree. However, for this purpose, the more competitive institutions usually require scores of 4 or 5. The institution decides the score requirement for each AP subject and sets a limit on the amount of credit available; credit for a full year or more may be awarded in some cases.

The College-Level Examination Program (CLEP) exams, a nationally-recognized College Board examination, are another entry route to higher education. There are 35 subject-based exams on offer; although no coursework is required, students can take the tests in which they have sufficient knowledge. Non-traditional students, including those who have completed military service, are most likely to have taken CLEP exams. However, traditional, college-bound students are now beginning to take the exams as a way to earn college credits (which are determined by each college/university).

The Associate Degree in Arts or Science is awarded by two-year post-secondary colleges, which offer a range of academic and vocational courses. Holders of this qualification may be allowed to transfer into the third year of a Bachelor's degree programme in the US. Holders of an Associate Degree would not be able to apply for a postgraduate programme or equivalent.

## Uzbekistan

#### EVALUATION

##### Attestat o srednem obrazovanii (Certificate of Secondary Education)

Acceptable in lieu of GCSE on a subject for subject basis (except English Language).

#### GRADING SYSTEM

100 - 86 %	Excellent
85 – 71	Good
70 – 56	Satisfactory
55 or less	Unsatisfactory

#### EDUCATION SYSTEM

Four years of primary education is followed by five years of lower secondary and a further two years in a specialized academic secondary school or a professional college. Uzbek is the medium of instruction in the majority of schools, although Russian is still widely used. English has replaced Russian as the foreign language of choice for most students. There is a wide range of HE institutions in Uzbekistan, although those located outside the capital are generally more poorly resourced.

#### ACCESS TO HIGHER EDUCATION

On completion of their secondary education, students sit a nationally administered multiple-choice examination for entry into HE. Application can be made to only one university in a given year. A pass mark is set by each university and students achieving this are eligible for government scholarships. Increasing numbers of fee-paying or 'contract' students are also being accepted.

## Venezuela

### EVALUATION

#### Bachillerato

##### Título de Bachiller

Comparable to GCSE standard (grades A, B, C) on a subject for subject basis (except English Language).

#### Técnico Medio

Comparable to BTEC First Diploma standard.

#### Técnico Superior

Considered comparable to BTEC National Diploma standard.

### GRADING SYSTEM

The grading is on a scale of 20 - 1, with 10 as the minimum pass mark.

The academic year is divided into three or more periods. Grades are given for each period. At the end of the year, the grades are averaged to form a *previa* grade.

### EDUCATION SYSTEM

There are nine years of basic compulsory education combining primary and secondary from the age of six to 14. At secondary level (age 14 to 16), students can choose diversified secondary and train for the *Bachillerato* in science, arts and/or humanities; or they can train for the *Técnico Medio* at an *Educación Media Profesional*. Studies are divided into industrial husbandry, commercial and health sectors. The medium of instruction is Spanish.

### ACCESS TO HIGHER EDUCATION

Admission to university level and non-university level studies (technical/vocational type) requires students to have obtained the *Bachillerato* with the minimum mark of 10, and sit the *Prueba de Aptitud Académica* aptitude test.

On successful completion of upper secondary school education, pupils are awarded the *Bang Tot Nghiep Pho Thong Trung Hoc* (Upper Secondary School Graduation Certificate).

Vocational training is provided at three levels: vocational elementary, vocational secondary and vocational diploma. Courses are delivered by vocational training centres, vocational secondary schools and vocational colleges.

Elementary level courses last one month, three months or six months, depending on the demand of employers. Vocational secondary level courses admit graduates of upper secondary schools or lower secondary schools for one-and-a-half to two years or three years respectively. Vocational diploma courses admit graduates of upper secondary schools or vocational secondary schools for two-and-a-half to three years, or one to one-and-a-half years respectively.

The vocational system ensures good articulation between the three levels and between the vocational and academic routes, eg learners from lower secondary schools can take a three-year course at vocational secondary schools to get certificates in certain trades and upon graduation, they can sit the national examination to enter universities.

### ACCESS TO HIGHER EDUCATION

Admission is made on the basis of completed upper secondary education and a national entrance examination. Post-school education is provided by public and private universities, HE and research institutes, and teacher training colleges.

Associate Degree (**Cao Dang**): this is the first university-level qualification awarded after three years of study. The **Tot Nghiep Dai Hoc** (Degree) is comparable to a British Bachelor (Honours) degree and is awarded after four to six years of study.

## Vietnam

### EVALUATION

#### Lower Secondary School

Generally considered to be below the standard of GCSE.

#### Tot Nghiep Pho Thong Trung Hoc (Upper Secondary School Graduation Certificate)

Considered to be between GCSE and A Level standard.

### GRADING SYSTEM

10 - 9.0	Excellent
8.0 - 7.0	Good
6.5 - 5.0	Pass
4.5 and below	Fail

### EDUCATION SYSTEM

The system comprises 12 grades of which the first five are, in principle, compulsory. The language of instruction is Vietnamese, although some ethnic minority students receive pre-school and primary instruction in their own language while learning Vietnamese.

Upper school - on completion of a nine-year basic education, pupils can either continue their studies at upper secondary school or move to vocational training. Upper secondary education lasts three years, covering Grades 10, 11 and 12. Upper secondary schools admit those who have completed basic education and prepare pupils for further education. The syllabus at upper secondary schools is a continuation of that at the basic education schools. Examinations are taken at the end of each term.

## West Indies/Caribbean

In this context, the West Indies is taken to be the following English-speaking Caribbean Commonwealth territories which have a considerable measure of shared educational tradition and practice:

Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St Kitts/Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands.

### EVALUATION

#### Caribbean Examinations Council, Caribbean Secondary Education Certificate (CSEC)

Acceptable at the General or Technical Proficiency levels on a subject for subject basis in lieu of GCSE, provided that grade III or better has been achieved. Would require to be supplemented by Caribbean Advanced Proficiency Examinations (CAPE), GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

#### Caribbean Examinations Council, Caribbean Advanced Proficiency Examination (CAPE)

Acceptable at the two-unit level in lieu of GCE A Levels on a subject for subject basis.

#### Overseas Examinations of UK Awarding Bodies

Some prospective candidates for HE in the UK will have prepared on the basis of GCSE and A Level examinations (see Appendix A).

**Bahamas General Certificate of Secondary Education (BGCSE)**

Acceptable at grade C or better in lieu of GCSE on a subject for subject basis. Would require to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

**College of the Bahamas Associate Degree Programme**

Acceptable as a group qualification satisfying general entrance requirements.

**Barbados Community College Associate Degree Programme**

Acceptable as a group qualification satisfying general entrance requirements.

**Bermuda Secondary School Certificate (BSSC)**

Acceptable in lieu of GCSE on a subject for subject basis, provided that a grade-point average of 2.0 has been achieved. Would require to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

**Bermuda College University Transfer Programme (Diploma in Arts and Science)**

Acceptable as a group qualification satisfying general entrance requirements.

**GRADING SYSTEM****CSEC**

I, II, III (*minimum acceptable*) ... VI

There is no pass/fail mark.

**CAPE**

I	Excellent
II	Very Good
III	Good
IV	Satisfactory
V	Acceptable
VI	Limited
VII	Very Limited

**BGCSE**

Seven grades, A – G

**College of the Bahamas Associate Degree Programme**

4.00 - 3.45	Distinction
3.44 - 2.85	Credit
2.84 - 2.00	Pass

**Barbados Community College Associate Degree Programme**

Letter	Mark	Definition	Grade Point
A*	100 – 90	Exceptional	
A	89 – 80	Excellent	4.0
B+	79 – 75	Very Good	3.5
B	74 – 70	Good	3.0
C+	69 – 65	Fairly Good	2.5
C	64 – 60	Satisfactory	2.0
D	59 – 50	Passing	1.0
F	49 – 00	Failing	0.0

**BSSC**

A	4.0	outstanding
B	3.0	very good
C	2.0	good
D	1.0	satisfactory
E	0.0	unsatisfactory

Bermuda College University Transfer Programme (Diploma in Arts and Science)

Individual subjects:

A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Pass	1.0
E	Fail	Fail

Overall classification: Grade Point Average (GPA): 3.50 minimum award for Distinction, 3.00 minimum for Merit, 1.50 minimum for Diploma

**EDUCATION SYSTEM**

Although there are local variations, the common structure throughout the West Indies/Caribbean is six years of primary education followed by five years of secondary education leading to the Caribbean Examinations Council (CXC) Secondary Education Certificate (CSEC) or to GCSE or their equivalent. A further one to two years may lead to the Caribbean Advanced Proficiency Examination (CAPE) and two years may lead to A Levels of UK Awarding Bodies.

CAPE was first administered in May/June 1998, by the CXC. CAPE syllabuses are structured as one- or two-unit courses. A one-unit course consists of three modules, 150 credit hours, which include contact time and time spent on projects and other assignments. The unit is based on content, knowledge and skills drawn from specific subject areas. A two-unit course consists of two one-unit courses designed to cover a well defined subject area and to contain the core content of the A Level and additional content considered to be relevant to the needs of the region in a global environment. Each unit is separately examined and certified by internal and external examinations.

CXC have recently introduced Associate Degrees in nine areas: Business Studies, Environmental Science, General Studies, Humanities, Computer Science, Mathematics, Modern Languages, Natural Science and Technical Studies. These degrees will be awarded based on performance at Grades I to V in seven CAPE Units, including Caribbean Studies and Communication Studies. While most school candidates will achieve their CXC Associate Degrees in two years, candidates have a maximum of five years to acquire the minimum of seven units required. The first CXC Associate Degrees will be awarded in 2006, using a four-point GPA.

I	4.0
II	3.5
III	3.0
IV	2.5
V	2.0

English is the medium of instruction throughout the West Indies/Caribbean educational system.

**ACCESS TO HIGHER EDUCATION**

The University of the West Indies, which has campuses in Barbados, Jamaica and Trinidad and Tobago, and the University of Guyana admit to a three-year degree on the basis of at least six CAPE units, including two one-unit courses, Caribbean Studies and Communication Studies, or two two-unit CAPE subjects. They also admit on the basis of at least two GCE A Level and three GCSE/CSEC passes. English Language is compulsory.

Alternatively, entry may be on the basis of five GCSE/CSEC passes into a four-year degree, beginning with a preliminary year. Qualifications gained are **BSc; BA; BEd; MBBS; LLB; BMedSci; DDS; DVM; BPharm; MPhil; MSc; MA;** (Honours and Ordinary); **Doctorate.**

The United Kingdom National Recognition Information Centre (UK NARIC) has advised UK universities that six CAPE units will be accepted. As universities in Canada and the United States accept students on the basis of the CSEC, CXC is discussing with these institutions the award of credits and advanced standing to persons with CAPE certification.

## Zambia

### EVALUATION

#### Zambia School Certificate

Acceptable at grades 1 - 6 in lieu of GCSE on a subject for subject basis.

Would need to be supplemented by GCE A Levels, Scottish Highers or Advanced Highers, or a bridging course.

See also **Overseas Examinations of UK Awarding Bodies** (Appendix A).

### GRADING SYSTEM

1, 2	Distinction
3, 4	Merit
5, 6	Credit/ <i>minimum acceptable performance level formerly required for a GCE O level pass</i>
7, 8	Satisfactory
9	Unsatisfactory

Grade boundaries are fixed for each examination session by an Awards Committee based on the examiners' recommendations, background information about the candidates and performance statistics. The grade boundaries will, therefore, vary from subject to subject and, within a subject, from year to year.

### EDUCATION SYSTEM

The medium of instruction is English. There are seven years of primary education, two years of junior secondary education and three years of senior secondary education culminating in the joint examination for the Zambia School Certificate and General Certificate of Education (Ordinary Level). All the requirements for the School Certificate must be satisfied at the same examination sitting. To qualify for the award of a School Certificate, a candidate must reach a satisfactory general standard as judged by their best performance in six subjects and either:

- pass in six subjects (including English Language) with credit or better in at least one of these; or
- pass in five subjects (including English Language) with credit or better in at least two of these.

Candidates who do not meet the requirements for the award of a School Certificate are awarded a General Certificate of Education in the subjects in which they attain grade 8 or above. The Zambia School Certificate is equivalent to the School Certificate formerly issued by Cambridge Assessment (formerly the University of Cambridge Local Examinations Syndicate) to candidates in Zambia. The Examinations Council of Zambia does not offer A Level examinations, but it is responsible for students who prepare for A Levels of a UK Awarding Body. It is also possible for other institutions to prepare students for A Levels of a UK Awarding Body.

### ACCESS TO HIGHER EDUCATION

Most degree programmes last for four years, except for engineering and veterinary medicine, which take five years, and the degree in medicine, which takes seven years. Admission to university degree programmes is on the basis of a minimum of five passes at credit level in the joint School Certificate and

General Certificate of Education examinations. Entrants with GCE A Level passes in relevant subjects may be given exemption from the first year of university courses.

## Zimbabwe

### EVALUATION

#### Certificate of Secondary Education (CSE)

Ordinary Level pass acceptable at grade C or better in lieu of GCSE.

#### Advanced Certificate of Secondary Education (ACSE)

Acceptable at Grades A - E in lieu of GCE A Level on a subject for subject basis.

### GRADING SYSTEM

#### CSE

A	Excellent
B	Very good
C	Good
D	Fair
E	Unsatisfactory
U	Fail

#### ACSE

A	Excellent
B	Very good
C	Good
D	Fair
E	Pass
O	Subsidiary of O Level
F	Fail

### EDUCATION SYSTEM

Previously, a system of O and A Levels was administered by Cambridge International Examinations (CIE). Responsibility for O Levels was localised in November 1999, and A Levels in November 2002. The examination system is now organised by the Zimbabwe Schools Examination Council (ZIMSEC).

The school system is made up of seven years of primary education for ages six to 13. After four years of lower secondary school, pupils attain CSEs, and after a further two years, they attain ACSEs. The language of instruction throughout the school system is English.

National examinations are held in Grade 7, followed by progression to lower secondary school. In Form 2 of secondary school, students take the Zimbabwe Junior Certificate. CSEs are taken in Form 4 at the end of lower secondary education. Students are required to achieve at least five passes at CSE in order to progress to upper secondary school. ACSEs are taken at the end of Form 6.

### ACCESS TO HIGHER EDUCATION

Admission for three- and four-year degrees is based on five CSE passes and three ACSE passes in relevant subjects. A relevant Higher National Diploma may also be considered. Entry into universities is highly competitive. Admission to polytechnics and teacher training colleges is based on five CSE passes, including English Language.

## Appendix A – Overseas examinations of UK awarding bodies

A number of UK awarding bodies offer examinations overseas, particularly in Commonwealth and former Commonwealth countries. Examinations are offered by AQA, Edexcel, CIE, NCC Education and Trinity College London.

Over the last 20 years, the administrative arrangements in many countries have changed to permit the participation of new indigenous examination boards (councils) leading to a smaller presence of UK awarding bodies.

### UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE) QUALIFICATIONS OVERVIEW

#### International General Certificate of Secondary Education (IGCSE)/International Certificate of Education (ICE)/GCE O Level/School Certificate/GCE Alternative Ordinary (AO Level)

IGCSE was developed by CIE primarily as a qualification for overseas candidates that aims to prepare students for further academic success, including progression to A and AS level study. The qualification is equivalent in standard to GCSE and may be considered acceptable at Grades A, B or C in lieu of GCSE on a subject for subject basis. Detailed information can be obtained from CIE.

The IGCSE is assessed on an eight-point scale of grades: A\* - G. Since 1994, there has been an additional grade of A starred (A\*) to reflect a level of performance above grade A, and to reward outstanding achievement.

If a student passes seven CIE IGCSE examinations, from particular groupings, they will qualify for the **International Certificate of Education (ICE) Diploma**. The Diploma is awarded at Distinction, Merit and Pass. Fuller information is available from CIE.

GCE O Levels continue to be taken in approximately 80 countries around the world. The qualification is equivalent in standard to GCSE and may be considered acceptable at Grades A, B or C in lieu of GCSE on a subject for subject basis. Detailed information can be obtained from CIE.

Passing grades at O Level are A – E, with A being highest.

If a student passes six CIE O Level examinations, from particular groupings, they will qualify for the **School Certificate**. The Certificate is awarded with First, Second and Third Divisions. Fuller information is available from CIE.

**Alternative Ordinary** papers, designated AO level, are provided in many subjects and intended primarily for candidates of greater maturity than is normally expected at Ordinary level.

#### Higher International General Certificate of Secondary Education (HIGCSE)

The HIGCSE, an as yet restricted development, has a close affinity to the IGCSE, but involves a further year of study. The curriculum is essentially an extended IGCSE (core and supplement), with additional content studied in greater depth. HIGCSE is graded 1 (high) to 4. Grades 1-3 have been accepted for undergraduate admission in the Republic of South Africa.

At present, this certificate is limited to southern Africa, notably Namibia.

#### GCE International Advanced and Advanced Subsidiary Level/Higher School Certificate (HSC)

Acceptable at grades A - E in lieu of UK GCE A and AS level on a subject for subject and grade for grade basis.

It should be noted that Cambridge International A Levels are different in structure from UK A Levels. Whereas UK A Levels are modular and students can retake individual components, International A Levels have a linear structure, which encourages a more integrated study of the entire subject.

Most candidates take all their A Level papers in one session. Candidates who take AS Level first and then want to retake it must generally retake the whole of the AS. HEIs may feel it appropriate to take the structure of the International A Levels into account when making an offer.

HSC is a group award comprised of principal subjects (AL) and subsidiary subjects (AS). Subsidiary subjects usually include a General Paper and a local language.

#### CIE Advanced International Certificate of Education (AICE) Diploma

The AICE Diploma offers an international pre-university curriculum and examination system, which emphasises the value of broad and balanced study for academically able students.

It is a group award that requires the study of subjects drawn from three curriculum areas (Mathematics and Science; Languages; and Arts and Humanities), plus the option of research projects. AICE draws upon the full portfolio of Cambridge's post-16 provision (A level, AS level and a smaller half-credit programme in Mathematics or English unique to AICE). The individual choice of subjects within these areas is intended to provide a flexible, comprehensive and integrated curriculum programme.

A candidate needs to take and pass subjects equivalent to a minimum of six credits to obtain the AICE Diploma. The credit rating of counting qualifications is A level = 2, AS level = 1, AICE Half Credit = 0.5 and Research Projects = 1.

The AICE Diploma is awarded on the basis of a points system, as shown in the following table.

DOUBLE CREDIT STUDY A LEVEL		FULL CREDIT STUDY AS LEVEL		HALF CREDIT STUDY AICE HALF CREDIT	
Grade	Points	Grade	Points	Grade	Points
A	120	A	60	A	30
B	100	B	50	B	25
C	80	C	40	C	20
D	60	D	30	D	15
E	40	E	20	E	10

Three levels of AICE Diploma are awarded: Pass, Merit and Distinction.

Candidates scoring 320 points and above will be awarded a Distinction, 220-315 points a Merit and 120-215 points a Pass. Where a student takes more than the minimum number of subjects for the AICE Diploma, the best results that satisfy the subject group requirements will count towards the award.

### **CIE International Diploma (CID)**

CIDs (formerly Cambridge Skills and Career Awards) assess the practical application of career-based knowledge across a range of business-focused areas. CIDs at Advanced level are equivalent to A level, and CIDs at Standard level are equivalent to GCSE.

Diplomas satisfying university matriculation requirements in lieu of A level are:

- CID in Business (Advanced Level)
- CID in Travel and Tourism (Advanced Level)
- CID in Computing

The CIDs in IT Skills and ICT and Cambridge CLAIT International are of a more practical application, and candidates presenting these qualifications at Foundation and Standard level can be considered to have fulfilled their IT Key Skills requirements.

Diplomas are modular in structure, and to achieve a full Diploma at a given level, candidates need to pass both the compulsory core modules and the requisite number of optional modules.

The assessment methods include written examinations and assignments, all externally assessed by Cambridge.

Successful Diploma candidates are awarded Pass or Distinction, where Distinction level may be taken as performance equivalent to the award of higher A level grades. Three types of certification can be awarded - Full Diploma, Core Module and Modular.

Institutions are advised to accept only those applicants presenting a Full Diploma.

### **AQA**

AQA-approved centres overseas may prepare and enter their internal candidates for any AQA specification for which they can provide the teaching and necessary supervision and/or assessment. The specifications and examinations offered overseas are the same as those offered in the UK and are available for GCSE, Advanced Subsidiary and A level GCE (including Applied subjects), and Entry Level. For specifications that include coursework, staff from the centre must attend an annual teacher standardization meeting held in the UK. AQA does not accept entries from overseas centres for VCE and GNVQ.

AQA does not accept entries for any of its examinations from private candidates overseas; only the internal candidates of overseas centres may be entered by those centres.

### **EDEXCEL**

Candidates may enrol for any of the following qualifications through an approved Edexcel Centre, either through their school, college or through their local overseas authority (normally the British Council) as a private candidate.

#### **A Level and Advanced Supplementary Level**

Students are still able to sit A level examinations in Accounting, Ancient History and Law. All other subjects are available as GCE Advanced and GCE Advanced Subsidiary examinations (see below). Pass grades are A-E.

#### **GCE Advanced and GCE Advanced Subsidiary**

These qualifications, now established around the world, are either exactly the same as the UK specification or have an alternative specifically designed for international students. Pass grades are A-E and are accepted by HEIs in the same way as those taken by students in the UK.

### **General Certificate of Secondary Education (GCSE)**

The GCSE is the same qualification as that taken in the UK, and is popular with both expatriate and local students. These courses can only be followed at centres approved by Edexcel to offer GCSE qualifications, and as such, are not available to private candidates.

### **International General Certificate of Secondary Education (IGCSE)**

Edexcel has introduced a suite of IGCSE qualifications, including mathematics, English and ICT. IGCSEs can be considered acceptable at grades A\*, A, B or C in lieu of GCSEs on a subject for subject basis.

### **BTEC National Certificates and Diplomas**

BTEC National Certificates and Diplomas are unit-based awards that assess a student's ability to apply knowledge and understanding to practical, real-life situations. Each unit is graded Pass, Merit or Distinction and students must pass every unit in order to achieve the award, although students who have not completed the full suite of units are still eligible to transfer credits as appropriate.

BTEC National courses are accepted as equivalent to GCE Advanced qualifications by UK HEIs, and as such, allow students to enter the first year of undergraduate programmes.

### **BTEC Higher National Certificates and Diplomas**

BTEC Higher National Certificates and Diplomas are advanced unit-based awards that assess a student's ability to apply knowledge and understanding to practical, real-life situations. Each unit is graded Pass, Merit or Distinction and students must pass every unit in order to achieve the award, although students who have not completed the full suite of units are still eligible to transfer credits as appropriate.

BTEC Higher National courses are accepted by many HEIs as equivalent to the first two years of study of a degree course.

### **NCC EDUCATION**

NCC Education offers students the opportunity to gain internationally recognised qualifications at one of their global network of Accredited Partner Centres.

#### **NCC Education International Foundation Year**

A one-year programme for overseas students seeking entrance to university.

It covers English as a foreign language; business and computing; maths for computing and business; personal computer (PC) competence; study skills and understanding overseas cultures, and is assessed by examination and coursework. Grading is on a pass/fail basis.

#### **NCC Education International Certificate in Computer Studies**

Introductory academic programme aimed at those looking for a foundation course. Modules covered are basic mathematics for computing; English for business communication, fundamental concepts of computing, introduction to programming and databases, PC competence. It is assessed by examination, assignment and coursework, and the grading is on a pass/fail basis.

#### **NCC Education International Diploma in Computer Studies (IDCS)**

A one-year academic programme covering business communication, business organisation, computer technology, systems development and a choice of majors in computer networking, computer programming, internet and multimedia and eCommerce. It is assessed by assignment, examination and

coursework, and is graded pass, merit or distinction. IDCS have been given advance standing by many HEIs.

#### **NCC Education International Diploma in Business (IDB)**

NCC Education International Diploma in Business is recognised by a variety of UK and overseas universities as equivalent to Year 1 of a UK undergraduate degree.

Accreditation for Prior Learning is available to successful graduates of the IDB to apply to enrol at those universities, as well as setting them on a path to successfully seeking employment in the growing world of international business.

#### **NCC Education International Advanced Diploma in Computer Studies (IADCS)**

A one-year academic course suitable for those who have completed IDCS or an equivalent qualification. IADCS covers business systems analysis, business systems design, enterprise networking, database design and development.

Students have a choice of majors in advanced programming, internet systems, business management or multimedia. Elective streams include C++ programming, advanced Java, internet systems administration, advanced programming, internet security, business management, visual basic.NET, computer forensics, principles of web design and managing business projects. It is assessed by assignment, examination and coursework, and is graded pass, merit or distinction. IADCS has been given advanced standing by many HEIs.

#### **NCC Education International Advanced Diploma in Business (IADB)**

NCC Education International Advanced Diploma in Business is recognised by a variety of UK and overseas universities as equivalent to Year 2 of a UK undergraduate degree.

Accreditation for Prior Learning is available to successful graduates of the IADB to apply to enrol at those universities, as well as setting them on a path to successfully seeking employment in the growing world of international business.

#### **Degree and Masters/Postgraduate Degrees**

NCC Education works in conjunction with universities, including Nottingham, Huddersfield, Portsmouth and Salford, to deliver both local and overseas final year degree top-ups and postgraduate diplomas and Masters. For further information, please contact NCC Education directly.

#### **TRINITY AND ASSESSMENTS IN THE PERFORMING ARTS**

Trinity College London is an international examinations board, active in 50 countries, offering qualifications from introductory to diploma level across the communicative and performing arts.

In March 2004, Trinity College London and Guildhall School of Music and Drama merged to form Trinity Guildhall Examinations. There will be no changes to music qualifications until January 2007. In August 2004, Trinity issued a new Drama and Speech syllabus, incorporating Music Theatre, which was available for examination from January 2005. This syllabus was republished with minor changes as the Trinity Guildhall Drama and Speech syllabus in the summer of 2005, for first examination in January 2006.

Trinity's graded examinations in Music for 32 instruments cover keyboard, strings, woodwind, brass, percussion and voice. They span eight grades, plus a First Concert Certificate and an Initial 'taster' examination, which assess performance and technical skills from beginner to accomplished performer. Those who wish to go further can take a Performer's Certificate and Associate, Licentiate and Fellowship Diplomas in music performance, composition, directing – including employment-related qualifications in all these areas – and in theory, classroom teaching and individual tutoring.

The Trinity Guildhall Drama and Speech syllabus goes well beyond the traditional areas of elocution and public speaking to give students the widest choice from Drama, Musical Theatre and Performance Arts to Speech and Communication. There is even a sequence of examinations devoted solely to Shakespeare. There are assessments for individuals, pairs or groups, from beginner to Diploma level. Trinity provides the National Diplomas and Certificates within the UK Government's Dance and Drama Awards Scheme for the highly talented.

The schemes of assessment for all these qualifications are based upon a clearly defined syllabus of incremental standards and repertoire (coupled with candidate choice). Wherever possible, the examiners go to the candidates' own institutions or localities, enabling the candidates to perform at their best.

Trinity examiners are fully qualified and professionally active, and are obliged to attend training and standardisation events every year.

Trinity's graded examinations span Entry level to Advanced level of the QCA National Qualifications Framework. Trinity diplomas are placed at levels 4 to 7. The full range extends from primary education to postgraduate research.

#### **NATIONAL QUALIFICATIONS**

FRAMEWORK	TRINITY GRADES
Level 7	Fellowship diplomas
Level 6	Licentiate diplomas
Level 4	Associate diplomas
Advanced - Level 3	Grades 6, 7 & 8
Intermediate - Level 2	Grades 4 & 5
Foundation - Level 1	Grades 1, 2 & 3

## Appendix B – European Baccalaureate

COMPULSORY SUBJECTS		OPTIONAL SUBJECTS		COMPLEMENTARY ACTIVITIES
Column 1	Column 2 (2 periods)	Column 3 (4 periods)	Column 4 (3 periods)	Column 5 (2 periods)
Language I (4 periods)	Biology	Latin*	Advanced Language I	Practical Physics
Language II (3 periods)	History	Ancient Greek*	Advanced Language II	Practical Chemistry
Mathematics (3 periods)	Geography	Geography	Advanced Mathematics <sup>^</sup>	Practical Biology
or	Philosophy	Philosophy		Computing
Mathematics (5 periods)		Language III		Elementary Economics <sup>o</sup>
Religion/Ethics (1 period)		Language IV		Sociology
Physical Education (2 periods)		History		Art <sup>o</sup>
		Economics		Music <sup>o</sup>
		Physics		Physical Education
		Chemistry		Drama
		Biology		
		Art		
		Music		

\* Students may take these subjects only if they have taken them in Years 4 and 5.

<sup>^</sup> Advanced Mathematics may only be taken in conjunction with 5-period Mathematics.

<sup>o</sup> Not allowed if already chosen in Column 3.

The European Baccalaureate (EB) is a group diploma awarded only by the 13 European schools of the European Union (see below), which provide free education for children of its staff.

Article 5 (2) (b) of the Statute of the European Schools, an international treaty to which the UK has acceded, provides that holders of the EB shall: "have the same right as nationals with equivalent qualifications to seek admission to any university in the territory or the Contracting Parties". In this context "university" applies to all HEIs.

### STRUCTURE

The EB examines the final two years of a seven-year secondary education cycle. A significant element of study is always undertaken in the first foreign language, including History and Geography from Year 3. With the exception of the mother tongue, the syllabuses in the 14 language sections are identical, and the same standards of attainment are required of all. Not all schools are able to offer all language options. If an option course cannot be offered in Language I, it may be offered in either the working language of the student concerned, or in the language of the school's host country.

- Students must take all subjects in Column 1.
- Biology, History, Geography and Philosophy must be chosen in either Column 2 or 3.
- Biology is compulsory unless Physics or Chemistry is chosen in Column 3.
- Students must choose at least two four-period subjects to ensure their weekly timetable consists of at least 31 periods.

They may choose a maximum of 2 additional courses from Column 5, bringing their timetable to a maximum of 35 periods per week.

### ASSESSMENT

The EB is a group diploma and candidates are awarded a final overall mark expressed as a percentage. Candidates who achieve an overall mark of 60% or above are awarded the Baccalaureate. The final mark is the result of:

- a) Internal assessment of all subjects studied during Year 7 by means of:
  - internal school examinations – 25%;
  - continuous assessment – 15%.
- b) Final written exams set by the Examining Board, in the mother tongue, first foreign language, mathematics and two elective subjects – 36%.
- c) Four final oral exams set by the teacher and an external examiner appointed by the Examining Board, in mother tongue, first foreign language, History or Geography, and a fourth compulsory or elective subject – 24%.

### ADMINISTRATION

The European Schools are administered by a Board of Governors, which consists of representatives of the member states, and a representative of the European Commission. The EB is administered and directly supervised by an external Examining Board appointed annually by the Board of Governors.

The Examining Board is chaired by a university professor and is composed of examiners from each of the European Union countries. These representatives must meet the requirements laid down in their home countries for appointment to the Examining Board.

### ACCEPTABILITY

While British students make up the majority of applicants to UK HE, applications are made by students of other nationalities who may have completed their studies in a language other than English. The substantial compulsory element of the EB should also be taken into account when making admissions decisions. Candidates will have continued some subjects which would have been discarded in a three-GCE-A-level choice. Offers to EB students are generally expressed in terms of gaining a Diploma mark of 60% (the pass mark) or above, or by specifying the final EB score and marks in selected individual subjects.

### FURTHER INFORMATION

The Department for Education and Skills (DfES) has produced a booklet entitled *The European Schools and the European Baccalaureate*, which provides guidance for admissions tutors on

the assessment of applications from holders of the EB. Copies may be obtained from the European Schools Team of the DfES (see Appendix G for contact details).

The European schools are located in Belgium (Brussels I, II, III and Mol), Germany (Frankfurt, Karlsruhe and Munich), Italy (Varese), Luxembourg (I and II), the Netherlands (Bergen), Spain (Alicante) and the UK (Culham).

Complementary activities cannot be offered in the final written or oral examinations; they contribute only to internal assessment. At least two of the four orals are in one of the candidate's foreign languages. There are no individual subject pass certificates, but individual subject marks are calculated at all stages, and are indicated on the final Baccalaureate certificate. Students receive the Diploma, which is their formal record of achievement, and the marks for each subject at about the same time in early July. The subject results are in simple tabular form.

No GCSEs or other national examinations are taken at the European schools.

## Appendix C – International Baccalaureate middle years programme, certificate and diploma

### MIDDLE YEARS PROGRAMME (MYP)

The Middle Years Programme (MYP) offered by the International Baccalaureate Organization (IBO) provides a framework of academic and life skills for students aged 11-16. The five-year programme follows on from the Primary Years Programme and serves as a preparation for the Diploma Programme.

The MYP provides a framework of concepts and skills in the traditional disciplines, and pedagogy aimed at increasing the student's awareness of the relationships between subjects themselves and of their interaction in real life.

The "areas of interaction" are at the core of the programme, enhancing the students' understanding through contribution by all subjects. They are grouped as: approaches to learning; community and service, health and social education, environment and homo faber. These pervade and recur throughout the five years of the MYP, through the eight subject groups, and also through interdisciplinary teaching and projects, whole school activities and the MYP personal project. The areas of interaction are not directly assessed nor awarded individual grades, since they are perspectives rather than subjects, although they inspire the students' choice of personal project and form part of its assessment. The personal project may be an essay, artistic production or other form of expression.

The curriculum model for MYP:

- Arts – visual arts and performing arts;
- Humanities – history and geography;
- Language A – student's best language, usually the school's language of instruction;
- Language B – a modern foreign language learned at school;
- Mathematics – course includes the five branches of mathematics: number, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics;
- Physical Education – course includes health and fitness, individual and team sports;
- Sciences – biology, chemistry, physics;
- Technology – computer and design technology.

### ASSESSMENT

Teachers assess students' work with guidance from IBO according to prescribed, published criteria that state final levels of achievement in each discipline. All MYP schools are responsible for organising their own student assessment and reporting procedures according to the objectives of the programme. Schools can opt for the MYP certificate, accompanied by a record of achievement issued by the IBO. These are formal documents limited to schools that elect to have their own student assessment validated by IBO through a rigorous process of external moderation.

The IBO also provides all schools with a portfolio of achievement for each student. This allows the school to document the student's accomplishments at the end of the course. The portfolio includes papers from IBO describing the programme. The school may add its own certificates, academic results and awards, a self-evaluation by the student, information about community and service, the personal project and any other achievements.

### GENERAL GRADE DESCRIPTORS

- Grade 1** **Minimal** achievement in terms of the objectives.
- Grade 2** **Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support**.
- Grade 3** **Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is only **able to apply** them fully in normal situations **with support**.
- Grade 4** A **good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.
- Grade 5** A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a variety of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.
- Grade 6** A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. **Consistent** evidence of analysis, synthesis and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.
- Grade 7** A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces **work of high quality**.

### AWARD OF INTERNATIONAL BACCALAUREATE CERTIFICATES

A candidate who is not offering the full Diploma may register for examination in one or more subjects, provided that the recommended number of teaching hours (Higher Level (HL) 240, Standard Level (SL) 150) has been completed for each subject. Such a candidate is classified as a certificate candidate and receives a certificate recording the result(s) obtained. Candidates who have registered for the full Diploma, but who have not fulfilled all the requirements for the award, will receive a certificate indicating the results obtained in individual subjects. Certificates are not available for the Extended Essay, Theory of Knowledge or Creativity, Action, Service (CAS).

A Diploma candidate who wishes to offer more than the six subjects required for the Diploma may register as an extra-certificate candidate for the subject(s) at either HL or SL.

### THE DIPLOMA PROGRAMME (DP)

The International Baccalaureate Diploma Programme is an international academic qualification administered by the

International Baccalaureate Organization (IBO). It is a two-year pre-university programme designed to promote international understanding within a context of intellectual rigour.

All students, irrespective of their particular interests, are required to follow six subjects in a range of disciplines. Three of these must be at Higher Level (HL) and three at Standard Level (SL). The recommended teaching time for each HL is 240 hours, and for each SL 150 hours over the two-year period of the programme. The examined subjects must include two languages, one subject from Individuals and Societies, an Experimental Science, Mathematics, and one option. All subjects are required to incorporate international perspectives. The IBO has three working languages, English, French and Spanish, and almost all examination papers are available in each of these languages. The six subjects are bound together in a coherent form by the Theory of Knowledge course followed by all students, and by an Extended Essay, which encourages research skills. A further requirement is that candidates be involved in Creativity, Action, Service (CAS), which contributes to their humanitarian/international education.

Only an authorised member school can enter candidates for IB qualifications.

The Diploma is a two-year programme, although a maximum of two SL examinations may be taken in the penultimate year according to policies adopted in schools.

The IB has now been accredited within the NQF. The IB is recognised by UK HEIs as fulfilling the minimum matriculation requirements for entry. The IBO recommends that institutions make offers to applicants based on a total points acquisition by the candidate.

Offers to IB students that are expressed in terms of gaining the Diploma and with specific grades, usually in HL subjects, should not be made by equating IB grades to GCE A level grades. The equivalence is not valid. Additionally, neglecting the overall score does not take account of, and give credit for, the breadth of study required in the IB Diploma Programme.

Candidates choose their programmes of six subjects from the following:

#### **GROUP 1 – LANGUAGE A1**

The candidate's best language or mother tongue, including the study of a selection from world literature in translation.

#### **GROUP 2 – LANGUAGE A2, LANGUAGE B, AB INITIO**

##### **Language A2**

For bilingual candidates or candidates with a high level of competence in the target language. The course is based on the study of both literature and language. Or

##### **Language B**

A foreign language learning course for students with previous experience of learning the language. The main focus of the programme is on language but a variety of texts also forms part of the course. Or

##### **Ab initio**

A foreign language learning course over two years at SL for students with no previous experience of learning the target language.

Classical Greek  
Latin

#### **GROUP 3 - INDIVIDUALS AND SOCIETIES**

Business and Management  
Economics  
Geography  
History  
Islamic History  
Information Technology in a Global Society  
Philosophy  
Psychology  
Social and Cultural Anthropology

#### **GROUP 4 - EXPERIMENTAL SCIENCES**

Biology  
Chemistry  
Design Technology  
Environmental Systems  
Physics

#### **GROUP 5 - MATHEMATICS**

Computer Science (elective)  
Mathematics (HL)  
Mathematics (SL)  
Mathematical Studies (SL)  
Further Mathematics (SL)

All students must do a course in Mathematics

#### **GROUP 6 - ARTS**

Music  
Theatre Arts  
Visual Arts. Or  
School-based syllabus (SBS)

A syllabus designed by the school according to its own needs, interests and expertise, and approved by the IBO. A candidate may choose only one such subject. Or

A candidate may offer, instead of a Group 6 subject, a third modern language, a second subject from Individuals and Societies, a second subject from Experimental Sciences or Further Mathematics SL.

All Diploma Programme candidates will also undertake:

- Theory of Knowledge - a 100-hour course taught over two years, which is an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience.
- Extended Essay - a substantial piece of independent research work about 4,000 words long. It must be written in a Diploma Programme subject.

- Creativity, Action, Service (CAS) - the CAS programme is provided by the school and monitored by the IBO.

#### **ASSESSMENT METHOD**

Assessment in the IB varies widely across the disciplines and includes multiple choice, essay, data analysis, short answer and structured questions.

In most subjects the teachers contribute 25% of the marks through internal assessment. Candidates not completing all the requirements for a Diploma may be awarded certificates for individual subjects.

Assessment procedures are kept constantly under review to ensure both integrity and quality. Their validation includes, amongst other activities, question paper and marking scheme review by external advisers, standardisation of examiners, marking, moderation, grade awarding and arbitration procedures, an Enquiry Upon Results service, and public reporting of statistics.

**GRADING**

The recommendation for the award of the final grade in each subject is normally the responsibility of the Chief Examiner. A grade will not normally be awarded to a candidate in any subject for which any of the required assessment components have not been completed. The grading scheme for IB examinations is as follows:

1	very poor
2	poor
3	mediocre
4	satisfactory
5	good
6	very good
7	excellent

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of Diploma.

The Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- numeric grades have been awarded in all six subjects registered for the diploma;
- an approved programme of CAS has been completed;
- grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an extended essay, with a grade of at least D in one of them;
- there is no grade 1 in any subject;
- there is no grade 2 at HL;
- there is no more than one grade 2 at SL;
- overall, there are no more than three grades 3 or below;
- at least 12 points have been gained on HL subjects (candidates who register for four HL subjects must gain at least 16 points at HL);
- at least 9 points have been gained on SL subjects (candidates who register for two SL subjects must gain at least 6 points at SL);
- the final award committee has not judged the candidate to be guilty of malpractice.

The Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- numeric grades have been awarded in all six subjects registered for the diploma;
- an approved programme of CAS has been completed;
- grades A to E have been awarded for both Theory of Knowledge and an extended essay, with a grade of at least D in one of them;
- there is no grade 1 in any subject;
- there is no more than one grade 2 at HL;
- there are no more than two grades 2 at SL;
- overall, there are no more than three grades 3 or below;

- at least 11 points have been gained on HL subjects (candidates who register for four HL subjects must gain at least 14 points at HL);
- at least 8 points have been gained on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL);
- the final award committee has not judged the candidate to be guilty of malpractice.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.

**ACCEPTABILITY**

The IB has now been accredited within the National Qualifications Framework.

The IB is recognised by UK HEIs as fulfilling the minimum matriculation requirements for entry. The IBO recommends that institutions make offers to applicants based on a total points acquisition by the candidate.

Offers to IB students that are expressed in terms of gaining the Diploma and with specific grades, usually in HL subjects, should not be made by equating

IB grades to GCE A level grades. The equivalence is not valid. Additionally, neglecting the overall score does not take account of, and give credit for, the breadth of study required in the IB Diploma Programme.

The IB Diploma Programme has been awarded the following UCAS Tariff points with effect from 2008 entry to higher education.

GRADE	TARIFF POINTS
45	768
44	744
43	722
42	698
41	675
40	652
39	628
38	605
37	582
36	559
35	535
34	512
33	489
32	466
31	442
30	419
29	396
28	373
27	350
26	326
25	303
24	280

**FURTHER INFORMATION**

Expected entry requirements for IB applicants for 2007 entry are given in the CD-ROM associated with the *Big Guide – For entry to university and college in 2007* and in Course Search on the UCAS website. More detailed information about the IB and advice can be obtained from the IBO (see Appendix G for contact information).

## Appendix D – Option International du Baccalauréat

The Option International du Baccalauréat (OIB) is an integral part of the French Baccalauréat and is thus acceptable as a group certificate satisfying general entrance requirements. It is a fully bilingual (or multilingual) programme available to students in a small number of designated French state schools.

Several national options are available, including British, American and Spanish. The international options are administered by education authorities in the various countries; for the British option, the responsible authority is the University of Cambridge Local Examinations Syndicate.

The international option enables candidates studying in the academic streams of the French Baccalauréat to substitute specially created language/literature and history-geography courses, in the appropriate language and taught by foreign national teachers, for the equivalent Baccalauréat courses. The courses, and the examinations to which they lead, are geared to the standard set in the foreign country. Students in the international option fulfil all the requirements of the French Baccalauréat and may apply for admission to French universities (see entry for France).

The British option examinations are set and moderated by examiners appointed jointly by the Cambridge Assessment (formally University of Cambridge Local Examinations Syndicate) and the French Ministry of Education. Each option subject is examined by a four-hour written paper and an oral examination.

Candidates for the Baccalauréat will have studied at least six academic subjects and will receive marks for individual subjects, as well as an overall assessment of performance in the Baccalauréat as a whole.

### GRADING SYSTEM

20 (maximum) ... 0, 10 being the minimum pass

20-16	très bien
15-14	bien
13-12	assez bien
11-10	passable/moyen

In practice, the top mark-band (20-16) is awarded to about 1% of candidates, identifying students of outstanding ability.

Further information about the OIB can be obtained from Cambridge Assessment (see Appendix G).

## Appendix E – International Foundation Programmes

International Foundation Programmes are usually one-year diploma courses designed especially for international students who wish to study for a degree in the UK. The programmes' design depends on the individual institution, although the aim is the same: to bridge the gap between those students whose school-leaving and/or English language qualifications require an extra year's study to be appropriate for entry to a UK undergraduate degree course.

Foundation programmes usually include a set number of subject modules (for example, Economics, Business, Law, Politics) and a number of compulsory modules (for example, English Language, Academic Writing, University Studies, Project). Some institutions will also include one or two other modules from Year 1 of the undergraduate curriculum.

HEIs that offer their own Foundation programmes, may take foundation students on as undergraduates if their performance meets the entrance requirements for the institution. Some programmes will guarantee progression, while others may specify overall grades and/or a certain mark for specific courses. HEIs will often accept students from other Foundation programmes, provided that they are suitably validated.

Programmes can range from 30-36 weeks and can be geared to a number of different degree destinations so that students are able to start their studies prepared for the specific academic demands of their chosen degree.

Some institutions will cater specifically for students within the European Union, while others may concentrate mainly on those outside it. All courses will be tailored to those students who wish to obtain recognised and accredited qualifications that satisfy the general entrance requirements for a British degree programme.

Foundation programmes are also available through FE colleges, which are often linked to a local university and validated by them. Additionally, an increasing number of private language schools run Foundation programmes.

HEIs should ensure that the programmes have been suitably validated.

### **INTERNATIONAL FOUNDATION PROGRAMME – SCOTLAND (IFPS)**

The programme is an established and recognised course for overseas students hoping to enter Scotland's unique system of higher education.

The purpose of the Foundation Programme is to enable overseas students to obtain the grades needed to enter their chosen courses, by way of the Scottish Qualifications Authority qualifications and Foundation examinations.

Prospective university students sit SQA Highers and the Foundation English Examination.

Students who do not achieve all the required Higher grades have the opportunity to take the Foundation examinations. These examinations are accepted by the Scottish institutions of higher education as the equivalent of Highers, and give Foundation students a second opportunity to achieve the necessary grades. Foundation students can enter higher education with a combination of Higher and Foundation results.

The opportunity to upgrade Higher grade results through the Foundation examinations is a special feature of the Foundation Programme, and is available only to Programme students. In effect, it allows Programme students to resit their examinations in the same year as they attempt Highers.

Contact information for **ifps** is given in Appendix G.

## Appendix F – English Language Proficiency

In the case of a candidate whose mother tongue is other than English, the following may be acceptable as evidence of proficiency in English.

### Anglia Examination Syndicate

- Proficiency  
Pass or better

### Assessment and Qualifications Alliance (AQA) Certificates in English Language Skills (ESOL)

- SET 2  
Performance is not graded but candidates do receive marks (within 5%) achieved in reading, writing, listening and speaking

### Cambridge English for Speakers of Other Languages (ESOL)

- First Certificate in English  
National Qualifications Framework [NQF] Level 1
- Certificate in Advanced English  
NQF Level 2
- Certificate in Proficiency in English  
NQF Level 3
- Business English Certificate Vantage  
NQF Level 1
- Business English Certificate Higher  
NQF Level 2
- Certificate in English Language Skills  
A combination of reading, listening, oral interaction and writing certificates. Higher level corresponds to NQF Level 2, and Vantage level to NQF Level 1. There are two passing grades: Pass and Pass with Merit
- Skills for Life (NQF Level 1 and 2)  
A three-mode qualification covering Writing, Reading, and Speaking and Listening, based on the ESOL Core Curriculum and the Adult Literacy Standards. There is one passing grade: Pass

### University of Cambridge International Examinations (CIE)

- GCE O Level English Language (Syllabus numbers 1119, 1120, 1123, 1124, 1125, 1126)  
Grade C or better
- IGCSE English as a Second Language (Syllabus number 0510) Grade C or better
- IGCSE First Language English (Syllabus number 0500)  
Grade C or better

### Certificate in ESOL Skills for Life

Offered by Cambridge ESOL, City and Guilds, Edexcel, Education Development International plc, English Speaking Board, Open College of the North West and Trinity College London. The Levels are set to equivalent NQF Levels.

### City and Guilds

- English for Business Communication  
Level 2 First Class Pass, or Level 3 Pass for more linguistically exacting courses
- International ESOL and International Spoken ESOL  
Expert level (NQF Level 2)

### Edexcel

- International GCE O Level English Language  
Grade C or better
- IGCSE English Language  
Grade C or better

- IGCSE English as a Second Language  
Grade C or better

### English Speaking Board

- English as an Acquired Language (EAL)/ESOL Spoken Communication and Presentation  
Level 3 (NQF Level 3)  
Level 2 (Step 1) and Level 2 (Step 2) (NQF Level 2)
- Schools EAL  
Advanced 1 and Advanced 2 (NQF Level 2)

### Hong Kong Examinations and Assessment Authority

- Hong Kong Advanced Level Examination: Use of English  
Grade E or better
- Hong Kong Advanced Supplementary Level Examination: Use of English Grade  
E or better
- Hong Kong Certificate of Education (HKCEE)  
Prior to 2007:  
English Language (Syllabus B)  
Grade C or better  
2007 onwards: English Language Level 5 or 5\*

### International English Language Testing System (IELTS)

Regulated by Cambridge ESOL, the British Council and the International Development Program Education Australia. Most UK HEIs require an overall score of 5.0 - 7.5 depending on the content of the course. The test report form is recommended as valid for two years, and candidates receive a band score for each of the following skill areas: reading, writing, listening and speaking. Applicants should offer academic rather than general training reading and writing modules.

### Institute of Linguists

- Diploma in English for International Communication Tests  
English language skills at degree-equivalent level.  
Last awarded 2004.

### London Chamber of Commerce and Industry International Qualifications

- English for Business (EFB)  
Pass at Level 3
- English for Commerce (EFC)  
Pass at Level 3
- Spoken English for Industry and Commerce (SEFIC)  
Pass at Level 3
- English Language Skills Assessment (ELSA) Reading & Listening Test  
Score of 383/500

### Malaysian University English Test (MUET)

For further information, please contact: Malaysian Examinations Council, Bangunan MPM, Persiaran 1, Bandar Baru Selayang, 68100 Batu Caves, Selangor Darul Ehsan, Malaysia  
t +60 (0) 3 6136 9663  
f +60 (0) 3 6136 1488  
e ceo@mpm.edu.my  
// www.mpm.edu.my

### Michigan English Language Assessment Battery (MELAB)

A score of 80 or above for admission to higher education in the UK, and 90 or above should be required for programmes with high literary content.

### Trinity

- ESOL
  - Acceptable at Grade 7 or above as evidence of spoken English ability
- Integrated Skills Test in English (ISE) Level II and above
  - Level 1 Certificate in ESOL Skills for Life (all modes)
  - Level 1 Certificate in ESOL Skills for Life (speaking and listening)

### Test of English as a Foreign Language (TOEFL)

In the paper-based test, a score of 550 or above (600 or above is recommended for degrees with a literary content). Comparable scores for the computer-based test are 213 or above, and 250 and above.

Comparable scores for the internet-based test are 79 or above, and 100 and above.

### University of Reading

- **Test in English for Educational Purposes (TEEP)**

Reading, Listening and Writing are reported on the performance certificate, both as independent scores and as an overall composite score. An additional Language Knowledge paper is taken into account when estimating the overall composite score for Band Scores 5.0 - 6.5. Scores above and below this range are not affected.

## Appendix G – Additional sources

**Accredited Institutions of Post-Secondary Education and Programs;** American Council on Education, One Dupont Circle, Washington DC 20036-1193, USA.

t (202) 939 9300  
// www.acenet.edu

**American Colleges, Barron's Profiles of (published annually)**

Barron's Educational Series Inc, 250 Wireless Boulevard, Hauppauge, NY 11788, USA.

t 1 800 645 3476  
// www.barronseduc.com

**Assessment and Qualifications Alliance (AQA)**

Stag Hill House, Guildford, Surrey GU2 7XJ.

t 01483 506 506  
f 01483 300 152  
e mailbox@aqa.org.uk  
// www.aqa.org.uk

**The Association of Language Testers in Europe (ALTE)**

ALTE, Secretariat, 1 Hills Road, Cambridge CB1 2EU.

t 01223 552780  
f 01223 553036  
e alte@ucles.org.uk  
// www.alte.org

**Australian Curriculum, Assessment and Certification Authorities (ACACA);** Leaving School 1998. This edition published on behalf of ACACA by the Board of Studies, GPO Box 5300, Sydney, NSW 2001, Australia.

e syllabus@ozemail.com.au  
// www.boardofstudies.nsw.edu.au/acaca

**The British Council,** 10 Spring Gardens, London SW1A 2BN.

t 020 7930 8466  
f 020 7389 6347  
e general.enquiries@britcouncil.org  
// www.britishcouncil.org.uk

**Cambridge International Examinations (CIE)**

Syndicate Buildings, 1 Hills Road, Cambridge CBI 2EU.

t 01223 553554  
f 01223 553558  
e international@ucles.org.uk  
// www.cie.org.uk

**Caribbean Examinations Council,** The Garrison, Barbados.

e cxcezo@cx.org  
// www.cxc.org

**Canadian Universities, Directory of (published annually),**

Association of Universities and Colleges of Canada (AUCC), 350 Albert Street, Suite 600, Ottawa, Ontario K1R 1B1, Canada.

t (613) 563 1236  
f (613) 563 9745  
e publications@aucc.ca  
// www.aucc.ca

**Central Application Office (CAO)**

Tower House, Eglinton Street, Galway, Ireland.

t 00 353 091 509800  
f 00 353 091 562344  
// www.cao.ie

**City and Guilds International (C&G)**

1 Giltspur Street, London EC1A 9DD.

t 020 7294 3505  
f 020 7294 2425  
e international@cityandguilds.co.uk  
// www.city-and-guilds.com

**College Entrance Examination Board**

45 Columbus Avenue, New York, NY 10023, USA.

t (212) 713-8000  
// www.collegeboard.com

**Commonwealth Universities Yearbook (published annually)**

Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF.

t 020 7380 6731  
f 020 7387 2655  
e info@acu.ac.uk  
// www.acu.ac.uk

**Edexcel International**

One90 High Holborn, London WC1V 7BH.

t 0190 884 7750 Fax: 020 7190 5700  
// www.edexcel-international.org

**Eire Department of Education and Science**

Marlborough Street, Dublin 1, Ireland.

t 00 353 1 8896400  
f 00 353 1 8746409  
e info@education.gov.ie  
// www.gov.ie/educ

**English Speaking Union of the Commonwealth**

English as a Foreign Language, Framework Project Chart; ESU, Dartmouth House, 37 Charles Street, London W1X 8AB.

t 020 7529 1550  
f 020 7495 6108  
e esu@esu.org  
// www.esu.org

**European Schools Team, Department for Education and Skills**

Level 4, Caxton House, Tothill Street, London SW1H 9NA.

t 020 7340 4385/6  
f 020 7340 4121

**Eurydice**

Eurydice Unit for England, Wales and Northern Ireland, National Foundation for Educational Research, The Mere, Upton Park, Slough, Berkshire SL1 2DQ.

e eurydice@nfer.ac.uk  
// www.eurydice.org

**Hong Kong Examinations and Assessment Authority**

12-14/Floor, Southorn Centre, 130 Hennessy Road, Wanchai, Hong Kong.

// eant01.hkeaa.edu.hk/hkea/new\_look\_home.asp

**International Foundation Programme – Scotland**

77 Southpark Avenue, Glasgow G12 8LE.

t 0141 3570123

e enquiries@ifps.ac

// www.ifps.ac

**INCA**

International Review of Curriculum and Assessment Frameworks Project, National Foundation for Education Research, The Mere, Upton Park, Slough, Berkshire SL1 2DQ.

e s.odonnell@nfer.ac.uk

// www.inca.org.uk

**International Association of Universities, IAU/UNESCO**

International Handbook of Universities; (published triennially); World Guide to Higher Education; UNESCO, 7 Place de Fontenoy, Paris 75700; Information Centre on Higher Education, UNESCO House, 1 rue Miollis, 75732 Paris Cedex 15, France.

t (33 1) 45 68 48 02

f (33 1) 47 34 76 05

e centre.iau@unesco.org

// www.unesco.org/iau/whed.html

**International Baccalaureate Organization**

Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff CF23 8GL.

t 02920 547777

f 02920 547778

e ibca@ibo.org

// www.ibo.org

**NCC Education**

The Towers, Towers Business Park, Wilmslow Road, Didsbury, Manchester M20 2EZ.

t 0161 438 6200

f 0161 438 6240

e customerservices@nccedu.com

// www.nccedu.com

**Singapore/Cambridge, Examinations and Assessment Branch,**

Ministry of Education, 1 North Buona Vista Drive, Singapore 138675.

// www.moe.gov.sg

**South African Qualifications Authority**

Postnet Suite 248, Private Bag X06, Waterkloof, 0145, South Africa.

e saqainfo@saqa.org.za

// www.saqa.org.za

**Trinity College London**

89 Albert Embankment, London SE1 7TP.

t 020 7820 6100

f 020 7820 6161

e info@trinitycollege.co.uk

// www.trinitycollege.co.uk

**UK NARIC**

Oriel House, Oriel Road, Cheltenham, Glos GL50 1XP.

t 0870 990 4088

f 0870 990 1560

e info@naric.org.uk

// www.naric.co.uk/index.asp

This guide is intended as a working document for selectors and staff involved in admissions and associated activities in higher education institutions. The publication contains information relating to a wide range of international qualifications offered for undergraduate admission in the UK. It will also be of interest and relevance to guidance staff in schools, the further education sector and careers services that advise overseas applicants on entry to higher education.

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