



2015

UCAS

Qualification Information Profiles (QIPs) for EU and international qualifications

This guide contains comprehensive information on the profiles of selected EU and international qualifications.

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Copies of this publication can be downloaded from www.ucas.com/members-providers/qualifications.

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This guide presents the Qualification Information Profile (QIPs) for a selection of EU and international qualifications within one downloadable document. The information in this guide has been updated for the 2015 entry cycle; qualifications that have been updated since the 2014 edition are labelled “Updated in July 2015”.

The aim of the QIPs guide on EU and international qualifications is to provide objective information on the basis of which HEPs can make informed decisions about the admission of international students.

The initial selection of Level 3 equivalent international qualifications was identified by UCAS on the basis of their growing use within UK higher education (HE) admissions. This was updated following feedback from HEP members of the UCAS New Qualifications Information Service (NQIS) Advisory Group.

The profiles use a common format to provide a detailed overview of qualifications, enabling HE admissions staff to compare less familiar qualifications with more familiar benchmarks.

All entries have been verified with the appropriate authority of the country concerned. UCAS will offer the opportunity to update the current profiles on an annual basis and will also provide the opportunity to submit new EU and International profiles to include in the guide.

Please note the inclusion of qualifications within this guide does not imply recognition or endorsement on the part of UCAS or HEPs for the purpose of entry to HE programmes.

For more information or to comment on the EU and international Qualification Information Profiles (QIPs) email qualsinfo@ucas.ac.uk

In 2012, the UCAS Qualifications Information Review (QIR) made a number of recommendations about the need to provide better access to improved information about qualifications to support more informed admissions decision making and facilitate fair and transparent admissions.

The review found that:

- HE admissions staff require more comprehensive and comparable information about Level 3 qualifications than is currently provided by the UCAS Tariff
- HE admissions staff often undertake time-consuming and difficult research into new or unfamiliar qualifications, due to the number of sources of information and inconsistent presentation formats.
- HEPs identified international qualifications and apprenticeships as priority areas for improved information.

In response to these findings, UCAS has delivered online information in the form of qualification information profiles (QIPs) for UK benchmark qualifications, Access to HE qualifications and advanced level apprenticeships. This document contains QIPs for EU and international qualifications for comparison purposes. Additional qualification profiles will be added in future as the QIPs guides grow and expand.

Until 2014, UCAS published annual qualifications guides providing information about UK and international qualifications. Over the next four years the information in the qualifications guides will be integrated with the QIPs, resulting in information about qualifications being available in a single, consistent format which is digital and searchable. This will facilitate easier side-by-side comparison of qualifications. The 2014 qualifications guides remain available on ucas.com, however these will no longer be updated whilst the information in them is transferred to QIPs. For more information about the proposal to integrate qualifications guides and QIPs please visit

https://www.ucas.com/system/files/ucas_qips_a4_handout_proposal_to_integrate_qualifications_guides_june_15.pdf

QIPs for UK benchmark qualifications, apprenticeships and Access to HE qualifications, as well as the qualifications guides last updated in 2014, can be found here:

<https://www.ucas.com/advisers/guides-and-resources>

UCAS has introduced a new Tariff for use from the 2017 entry cycle onwards. For more information about the new Tariff please visit <https://www.ucas.com/advisers/guides-and-resources/tariff-2017>

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The image features a white background with a large, abstract red shape on the right side. The red shape is composed of several overlapping, semi-transparent rectangular and trapezoidal sections, creating a layered, 3D effect. The word "Bulgaria" is written in a bold, white, sans-serif font, centered within the red area.

Bulgaria

Field	Field Name	Information
1.	Country	Bulgaria Updated in July 2015.
2.	Title	<i>Diploma za sredno obrazovanie</i> (DSO) Diploma for Secondary Education
3.	Education system	<ul style="list-style-type: none"> • Education is not compulsory after the age of 16. • Secondary education (grades nine to 12, ages 16 –19). • Since 2003, successful completion of secondary education culminates in the award of the <i>Diploma za sredno obrazovanie</i> (DSO) for general education and vocational education and training. • Students must pass State matriculation examinations (<i>Darzhaven Zrelosten Izpit</i> or <i>matypa / Matura</i>) in two subjects to achieve their Diploma. • Before 2003 separate diplomas were awarded for the general and vocational pathway <ul style="list-style-type: none"> – <i>Diploma za zavarsheno sredno obrazovanie</i> (General) – <i>Diploma za zavarsheno sredno specialnoobrazovanie</i> (Professional / Vocational).
4.	Level	<ul style="list-style-type: none"> • Acceptable as a group qualification satisfying general HE entrance requirements. • <i>Matura</i> examinations are regarded as comparable to A level grades whilst the Diploma overall is considered comparable to AS level grades.
5.	Structure	<ul style="list-style-type: none"> • The <i>DSO</i> is a group diploma awarded by secondary schools. • Students take a wide range of subjects. These include a combination of compulsory subjects, subjects selected from a restricted group (depending on the student's interests / capabilities and the school profile), and subjects chosen freely. • Compulsory subjects include Bulgarian language and literature, foreign language, mathematics and informatics, social sciences and civic education, science and ecology, arts, lifestyle and technology, physical education and sport. • Students must pass State <i>Matura</i> examinations (<i>Dârzhaven Zrelosten Izpit</i> or <i>matypa</i>) in two subjects to achieve their Diploma.
6.	Subject areas	<ul style="list-style-type: none"> • Arts • Biology and health education • Bulgarian language and literature • Chemistry and protection of the environment • Computer science • Ethics and law • Foreign languages (English, French, German, Spanish etc.) • Geography and economics • History and civilization • Lifestyle and technology • Mathematics and informatics • Music • Physics and astronomy • Physical education • Philosophy • Psychology and logic • Vocational training • World and personality

Field	Field Name	Information
7.	Grading	<ul style="list-style-type: none"> Both the Diploma and the <i>Matura</i> subjects are expressed as scores out of 6, with 6 being excellent and 3 being the minimum pass mark: <ul style="list-style-type: none"> – 6 <i>otlichen</i> (excellent) – 5 <i>mnogo dobur</i> (very good) – 4 <i>dobur</i> (good) – 3 <i>sreden</i> (minimum pass mark) – 2 <i>slab</i> (poor)
8.	Assessment	<ul style="list-style-type: none"> Students are awarded a final average mark for their whole Diploma/study course. Students must pass State <i>Matura</i> examinations (<i>Darzhaven Zrelosten Izpit</i> or <i>матура</i>) in two subjects to achieve their Diploma. For the State <i>Matura</i> examinations Bulgarian language and literature is a compulsory subject for all students. The other subjects are of the student's choice. Students get a mark for each <i>Matura</i> examination. According to current national legislation, if a student fails in a State <i>Matura</i> examination, he/she can sit for it an unlimited number of times.
9.	Contribution of assessment components to overall	Candidates are awarded a final average mark for their whole Diploma / course and a mark for each <i>Matura</i> examination.
10.	Qualification size	The Diploma is regarded as comparable in size to three A levels or six AS levels.
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE within home country	<ul style="list-style-type: none"> The Diploma for Secondary Education is a prerequisite for entry to HEPs in Bulgaria. Few universities in Bulgaria currently use the overall results as an admission component. Most use grades in certain DSO subjects plus results in 1 / 2 / 3 <i>Matura</i> subjects with different weights. Because of the exam's challenging nature, students who request a third <i>Matura</i> subject have a significant advantage in the university admissions process.
15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> UK HEPs tend to focus on results within State <i>Matura</i> subjects as well as average grades. An offer of DSO 6 plus 66 in two <i>Matura</i> subjects (or 664 / 665 in three <i>Matura</i> subjects) would target the top 1 – 2% of the Bulgarian student population. Some UK HEPs require students to undertake additional qualifications or entrance examinations.
16.	Timing of assessment / results	<ul style="list-style-type: none"> State <i>Matura</i> examinations are held at the end of May every year and results are announced at the beginning of June. <i>Diploma za sredno obrazovanie</i> is issued in the second half of June.

Field	Field Name	Information
17.	Certification information	<p>According to the Bulgarian Ministry of Education's website, in 2008:</p> <ul style="list-style-type: none"> • 76,013 students registered for the Matura exams • of them only 1,748 students registered for a third, voluntary subject (2% of total Matura students) • only 845 (1%) passed the third examination successfully. <p>These figures are the most up-to-date currently available to UCAS.</p>
18.	Current or legacy	Current.
19.	Additional information	<p>Ministry of Education, Youth and Science, Bulgaria: www.minedu.government.bg (in Bulgarian)</p>

UCAS has developed this profile in response to requests from its members. UCAS has obtained this qualification information from a range of governmental and awarding body publications and other open-source websites. Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions.



China

Field	Field Name	Information
1.	Country	China Updated in July 2015.
2.	Title	<i>Gaokao</i> – also known as National Higher Education Entrance Examination, the National College Entrance Examination, or NCEE.
3.	Education system	<ul style="list-style-type: none"> • Nine years of compulsory education, starting at six years of age. Generally this is formed from six years of elementary school and three years of junior high school. • All students take the Zhonghkao examination, a summative assessment of the compulsory phase of education and the entrance examination for senior high school. • In 2013, 91.2% of junior high school graduates continue to study. About half of these (55.27%) go to senior high schools and the other half to senior vocational schools (Ministry of Education China Dec 2014). • Students at senior high schools generally choose to specialise in either a science or arts route for their final two years. • At the end of senior high school study students wishing to go on to higher education will take the <i>Gaokao</i>, the entrance examination to universities. • The subjects examined in the <i>Gaokao</i> tend to make up the overwhelming majority of the teaching time in the students' final year at school. • The total period of study for Chinese students taking the <i>Gaokao</i> is 12 years.
4.	Level	<ul style="list-style-type: none"> • Broadly equivalent to UK level 3 and Scottish level 6/7 qualifications. • Regarded as similar level to the UK qualification benchmark of GCE AS.
5.	Structure	<ul style="list-style-type: none"> • Originally a common national examination, since 1985 Shanghai and Guangdong have offered their own versions. There are now 16 provinces and municipalities offering their own versions of the exam, although they are taken on the same days and to the same timetables. • Across China, provincial governments administer one of a range of exam types. The format 3+X is the most common – where 3 is the three national compulsory subjects of Chinese, mathematics and a foreign language and X refers either to arts or science subjects, depending on student choice. This is used in most provinces, and in Beijing, Tianjin and Chongquin. Some provinces add local requirements, for example in Shandong the format is 3+X+1 where 3 represents the three national compulsory subjects, X the arts or science subjects, and 1 a basic living proficiency test. • In all cases Chinese, mathematics and a foreign language are mandatory – the foreign language is usually English, although this may be substituted with Japanese, Russian or French. There are six other subjects, divided into two groups: science (physics, chemistry, biology) and arts (history, geography and political education). Students choose to follow one or other of these routes, and some versions of the <i>Gaokao</i> have an integrated science or integrated arts test, which assesses all three component subjects at the same time.
6.	Subject areas	<ul style="list-style-type: none"> • Chinese • Mathematics • Foreign language (English, Japanese, Russian or French) • Science (chemistry, biology, physics) or arts (history, geography and political education) • Local requirement (if applicable)

Field	Field Name	Information
7.	Grading	<p>The majority of <i>Gaokao</i> scores are out of 750, but there is some variation above and below this.</p> <ul style="list-style-type: none"> • 750 – used by the majority of provinces and based on 3+X subjects at 150 for each compulsory subject and 300 for integrated subjects. • 630 – based on three compulsory subjects and one integrated test and a mark out of 30 based on senior secondary high performance. • 900 – based on compulsory subjects, integrated tests and additional local requirements. • The annual provincial cut-off for entry into Tier 1, Tier 2 and Tier 3 institutions is determined once all the <i>Gaokao</i> results are known. A matrix of provincial quotas, university quotas, and subject quotas is negotiated annually between universities and national and provincial authorities to identify the top 10% of candidates (eligible for Tier 1 universities) and the next 20% (eligible for Tier 2 universities). • Results vary between provinces and between years. However, cut-off scores are given for each province's <i>Gaokao</i> – for the first and second tier universities. Students failing to achieve the cut-off score for first tier universities will not be admitted to them.
8.	Assessment	<ul style="list-style-type: none"> • The <i>Gaokao</i> examinations last nine hours spread over two days. The various examinations contain a mixture of different question types, including an extended essay-based question as part of the Chinese examination. • Taken at the end of high school, the <i>Gaokao</i> is taken over a two-day period across the country in June. • The tests comprise a mix of multiple-choice and short answer questions covering each of the subjects. The Chinese exam includes an essay-based section where the students are required to write an extended response to a stimulus scenario or question. • On completion, the test papers are computer scanned and managed by the Provincial Education Authorities. Multiple-choice questions are marked through a computer program and the sections of the exam requiring individual marking are sent randomly (electronically) to two teachers for marking. If the variation on the mark is greater than five points, the paper is sent to a third teacher for the final mark. • For the 16 provinces that design their own <i>Gaokao</i>, the Ministry of Education (MoE) conducts an evaluation on the quality of the examination papers, after the <i>Gaokao</i> each year. The results are not made public but used as a quality assurance tool to ensure that each province is operating in accordance with the guidelines provided, and is consistent in student outcomes across provinces.
9.	Contribution of assessment components to overall grade	<p>Each of the scores on the component examinations is combined to produce an overall <i>Gaokao</i> score. The total score will be placed in the context of the cut-off scores for the first and second tier universities. Students will be able to see their scores and to identify if they are eligible to apply for entry to Chinese universities.</p>
10.	Qualification size	<p>Students generally work towards the <i>Gaokao</i> in their final year of high school. It is therefore considered similar in size to 4 AS qualifications (4 x 180 = 720 hours).</p>

Field	Field Name	Information
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE within home country	The <i>Gaokao</i> is a prerequisite for undergraduate university entrance in China, and scores will determine which university a student can get in to. There are cut-off scores for the top tier, second tier and third tier universities. Around 9.39 million students took the <i>Gaokao</i> in China in 2014, a 3% increase compared to 2013 (China Education Online, May 2014). Less than 0.2% will enter China's top five universities. Cut-off scores vary depending on the province – around 10% will be eligible for top tier and the next 20% for the second.
15.	Key issues for UK HE admissions	The <i>Gaokao</i> is considered by many UK universities to be at a lower level than those traditionally used to demonstrate readiness for undergraduate study, with students completing 12 years of education. Many students from China who are applying to international universities will also take SATs or other internationally-recognised qualifications. The <i>Gaokao</i> may be considered for entry to foundation degree programmes.
16.	Timing of assessment / results	The examination is held toward the beginning of June (autumn) every year, with results published towards the end of June. There is a limited availability of an additional 'spring' occasion in Shanghai.
17.	Certification information	Statistics are not available.
18.	Current or legacy	Current
19.	Additional information	Sources: <ul style="list-style-type: none"> • http://www.moe.gov.cn (Ministry of Education, China) • www.internationalnewsroom.com/gaokao-or-bust/ • http://sydney.edu.au/ab/committees/admissions/2011/%20AEI_Gaokao_Report.pdf • The Examination System in China: The Case of Zhongkao Mathematics Yingkang (2012) 12th International Congress on Mathematical Education

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Field	Field Name	Information
1.	Country	Hong Kong Updated in July 2015.
2.	Title	Hong Kong Diploma of Secondary Education (HKDSE)
3.	Education system	<ul style="list-style-type: none"> Following the implementation of the new academic structure in 2009, Hong Kong provides 12 years of free primary and secondary education – six-year primary plus three-year junior secondary and three-year senior secondary education. The HKDSE is taken at the end of Senior Secondary Education (year 12).
4.	Level	Level 3 – acceptable as group qualifications satisfying HE general entrance requirements
5.	Structure	<ul style="list-style-type: none"> The HKDSE examination comprises three categories of subjects: Category A Senior Secondary (NSS) subjects, Category B Applied Learning subjects and Category C Other Language subjects. Most Secondary Six students take four core subjects (Chinese language, English language, mathematics and liberal studies) and two to three elective subjects from Category A, B or C (core subjects are in Category A). HKDSE standards are overseen by the Hong Kong Examinations and Assessment Authority (HKEAA). Apart from language-related subjects, all subjects can be taken either in English or Chinese – with common examination papers and marking systems across both languages. The language used in examination is not recorded on the certificate.

Field	Field Name	Information														
6.	Subject areas	<p>There are three categories of subject within the HKDSE.</p> <p>Category A: Senior Secondary subjects – academic focus.</p> <ul style="list-style-type: none"> • Core subjects common to all: Chinese language, English language, mathematics (in mathematics students may choose compulsory part only or compulsory plus and extended (M1 / M2) which are more advanced), and liberal studies. • 20 elective subjects: biology, business, accounting and financial studies, chemistry, Chinese history, Chinese literature, design and applied technology, economics, ethics and religious studies, geography, health management and social care, history, information and communication technology, literature in English, music, physical education, physics, science – integrated science / combined science, technology and living, tourism and hospitality studies, visual arts. <p>Category B: Applied Learning subjects – strong elements of practical learning linked to broad professional and vocational fields.</p> <ul style="list-style-type: none"> • Creative studies • Media & communication • Business, management & law • Services • Applied science • Engineering & production <p>Details about the Applied Learning courses on offer is available at http://www.hkeaa.edu.hk/en/HKDSE/assessment/subject_information/category_b_subjects/</p> <p>Category C: Other Language subjects – assessed through the GCE AS level exam (CIE).</p> <ul style="list-style-type: none"> • French, German, Hindi, Japanese, Spanish, Urdu 														
7.	Grading	<ul style="list-style-type: none"> • Category A subjects: there are five levels of performance, of which 5 is the highest and 1 the lowest. The grading from levels 1 – 5 are standards referenced. Within level 5 there are additional grades of 5* and 5**. 5** is awarded to the highest achieving 10% within level 5 candidates, and level 5* to the next highest achieving 30% (approximately) of level 5 candidates. <table border="1"> <thead> <tr> <th>5* *</th> <th>5*</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td colspan="7"> <ul style="list-style-type: none"> • Category B subjects: 'attained' and 'attained with distinction' reported on certificate. Standards of 'attained' are initially determined by course providers and moderated by panels of judges with reference to the performance descriptors of individual subjects. Candidates awarded 'attained with distinction' are deemed to have performed at a level comparable to level 3 or above for Category A subjects. • Category C subjects: results reported a – e as for GCE AS and at the same level. </td> </tr> </tbody> </table>	5* *	5*	5	4	3	2	1	<ul style="list-style-type: none"> • Category B subjects: 'attained' and 'attained with distinction' reported on certificate. Standards of 'attained' are initially determined by course providers and moderated by panels of judges with reference to the performance descriptors of individual subjects. Candidates awarded 'attained with distinction' are deemed to have performed at a level comparable to level 3 or above for Category A subjects. • Category C subjects: results reported a – e as for GCE AS and at the same level. 						
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Field	Field Name	Information
8.	Assessment	<ul style="list-style-type: none"> • Category A subjects – assessed through combination of externally set and marked examination and school-based assessment (SBA) – HKEAA responsible for grading of all Category A subjects. Reported at levels 1 – 5**. • HKDSE assessment is standards-referenced. Details about standards-referenced reporting is available at www.hkeaa.edu.hk/en/HKDSE/The_Reporting_System/SRR/index.html • The majority of assessment is external – comprising a variety of structured essay, short questions, and multiple-choice questions, depending on the subject. Assessment requirements for subjects are available at http://www.hkeaa.edu.hk/en/hkdse/assessment/subject_information/ • 12 HKDSE subjects have a SBA component. All SBA is school-based, coordinated and moderated. This forms a 15 – 20% typically of the total marks of a subject. • Category B – assessment undertaken by course providers, moderated by HKEAA. • Category C – these are examined through the CIE GCE AS level.
9.	Contribution of assessment components to overall grade	<p>There is no overall grade for the HKDSE as a whole. For each subject achieved the HKDSE certificate lists both subject level results as well as component level results (if any). SBA is an integral part of Category A subjects, so SBA results are not reported separately.</p> <p>Moderated SBA results (for Chinese Language, English Language and Combined Science only) are combined with public examination results to form an overall component or subject level as appropriate. Subject results are reported by level 1 – 5** (Category A subjects), attained / attained with distinction (Category B subjects), grade a – e (Category C subjects). Mathematics is reported separately for compulsory and extended parts.</p>
10.	Qualification size	<ul style="list-style-type: none"> • Size is based on the individual subject components. • The curriculum guides indicate that, for English and Chinese language, the recommended lesson time is around 400 hours. • For mathematics compulsory part, there should be around 270 hours of lesson time. If the elective module (M1 or M2) is included, the lesson time required would be around 400 hours. • For liberal studies and other Category A subjects, the recommended lesson time is 270 hours.
11.	UCAS size bands	Information about size bands will be provided from 2016 for qualifications on the Tariff.
12.	UCAS grade bands	Information about grade bands will be provided from 2016 for qualifications on the Tariff.
13.	UCAS Tariff points	Tariff points for Hong Kong Diploma of Secondary Education can be found on the UCAS website: https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/tariff-tables
14.	Access to HE within home country	HEPs offering four-year degrees in Hong Kong admit mainly on the basis of four core subjects (minimum requirement 'level 3 in Chinese language; Level 3 in English language; level 2 in mathematics (compulsory part); Level 2 in liberal studies') plus one to two elective subjects.

Field	Field Name	Information																
15.	Key issues for UK HE admissions	HEPs may wish to make offers based on particular subjects offered within different categories.																
16.	Timing of assessment / results	Exams taken April / May, results mid – July																
17.	Certification information	Total no. of candidates who sat the 2015 HKDSE = 72,859																
		Total no. of subjects sat = 396,505																
		Percentages of levels attained for all Category A subjects (in cumulative %)																
		<table border="1"> <thead> <tr> <th>5**</th> <th>5*</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>U</th> </tr> </thead> <tbody> <tr> <td>1.2</td> <td>4.8</td> <td>11.9</td> <td>33.7</td> <td>59.5</td> <td>83.3</td> <td>95.2</td> <td>4.8</td> </tr> </tbody> </table>	5**	5*	5	4	3	2	1	U	1.2	4.8	11.9	33.7	59.5	83.3	95.2	4.8
5**	5*	5	4	3	2	1	U											
1.2	4.8	11.9	33.7	59.5	83.3	95.2	4.8											
18.	Current or legacy	First examinations for HKDSE were in 2012. HKDSE replaces the HKCEE and HKALE.																
19.	Additional information	<ul style="list-style-type: none"> Information about structure/standards etc. of HKDSE: www.hkeaa.edu.hk/en/hkdse/About_HKDSE/ Information on results/statistics: www.hkeaa.edu.hk/en/HKDSE/Exam_Report/Examination_Statistics/ 																

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A large, red, 3D-style geometric shape, possibly a trapezoid or a folded sheet of paper, is positioned on the right side of the page. The shape is tilted, with its top edge sloping downwards from left to right. The word "Europe" is written in a bold, white, sans-serif font on the front face of the shape.

Europe

Field	Field Name	Information
1.	Country	Europe wide Updated in July 2015.
2.	Qualification group/ family	European Baccalaureate (EB)
3.	Education system	<ul style="list-style-type: none"> The European Baccalaureate (EB) is a group diploma awarded by the 14 Type 1 European schools of the European Union, which were established to educate the children of parents working in European Union institutions. In addition Accredited European Schools (currently 12) have been or are in the process of being established, five of which will already have students taking the European Baccalaureate in 2016. There are currently around 25,000 pupils in the system as a whole, and approximately 2,000 pupils take the final examination every year. All lessons and periods in the secondary section are of 45 minutes duration. The EB examines the final two years of a seven-year secondary education. Only marks received in Year 7 (Year 13 in the English system) count towards the final qualification. A significant and mandatory element of study is undertaken from Year 3 (Year 9 in the English system) and assessed at the final European Baccalaureate in the first Modern Foreign Language, including at least the first Modern Foreign Language itself, History and Geography.
4.	Structure	<ul style="list-style-type: none"> Students take a core of compulsory subjects (including mathematics and at least one science course) and must choose a minimum of two 4-period options. In addition they may choose 3-period advanced courses in some subjects and additional complementary courses. The minimum number of lesson/periods per week is 31 and the maximum is usually 35 or 36. Students must pass each year – if not they must repeat the year, and ultimately leave the school if they fail the same year twice. Students take at least 10 subjects and their final Baccalaureate is based on assessment across these. There are no individual subject pass certificates, but individual subject marks are indicated on the final Baccalaureate certificate.
5.	Subjects	<ul style="list-style-type: none"> Language 1, Language 2 (the first Modern Foreign Language), Mathematics (3 or 5 periods), Sport, Religion or Ethics, Biology, History, Geography, Philosophy, Language 3, Physics, Chemistry, Art, Music, Language 4, Latin, Ancient Greek, Economics, Advanced Language 1, Advanced Language 2, Advanced Mathematics. Complementary courses vary considerably between schools, but might include Laboratory Physics, Laboratory Chemistry, Laboratory Biology, Computing, Introduction to Economics, Sociology, Art, Music, Physical Education, Drama, Politics, and Language 5.
6.	Level	<ul style="list-style-type: none"> Broadly comparable to UK Level 3 qualifications. Acceptable as a group qualification satisfying general HE entrance requirements in all member states of the European Union.

Field	Field Name	Information
7.	Assessment	<ul style="list-style-type: none"> The detailed provisions concerning the EB, including those for students who obtained the EB in 2013 or before, can be seen at www.eursc.eu/index.php?id=96 The assessment structure below is correct for students obtaining the EB from 2014 onwards. The EB is a group diploma and the final mark is based on: <ul style="list-style-type: none"> – internal school examinations of all subjects studied (excluding religion / ethics) in Year 7, which is the final year of their EB course. – internal continuous assessment during Year 7 (excluding religion / ethics). – five final written exams set by the examining board and assessed both internally and externally, in the mother tongue, the first Modern Foreign Language, mathematics and two option elective subjects – three final oral exams set by the teacher and marked by the teacher and an external examiner appointed by the examining board. These are in: <ul style="list-style-type: none"> – mother tongue <ul style="list-style-type: none"> • the first Modern Foreign Language (or History or Geography, which are studied in the first Modern Foreign Language). • Advanced Mathematics (compulsory if taken) or a 4 period option / elective subject (if not taken as a written exam) or a 2 period subject. The list of possible subjects is restricted. • Complementary courses cannot be offered in the final written or oral examinations.
8.	Grading	<ul style="list-style-type: none"> Candidates are awarded a final overall mark expressed in points with two decimal places. The pass level is set at 60 (out of 100). Candidates also receive a mark out of ten for each individual subject. This is calculated as a weighted average of all the assessed components of the subject. No examinations can be retaken to improve marks.
9.	Contribution of assessment components to overall award	<ul style="list-style-type: none"> The detailed provisions concerning the EB, including those for students who obtained the EB in 2013 or before, can be seen at www.eursc.eu/index.php?id=96 Summary from 2014 European Baccalaureate 30% of final grade based on internal school examinations. 20% of final grade based on internal continuous assessment. 35% of final grade based on five final written exams set by the examining board and assessed externally. 15% based on three final oral exams set by the teacher and checked by the external examiner and relevant inspector.
10.	Qualification size	<ul style="list-style-type: none"> The EB is a full-time two year programme. A student taking the minimum number of periods and lessons would receive over 1,500 hours of guided learning during the two year programme. For the purposes of comparison, a candidate studying the compulsory Maths 5 and 3 period courses would have at least 240 and 144 hours of guided learning respectively during the two year EB programme.

Field	Field Name	Information	
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.	
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.	
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.	
14.	Access to HE within home countries	<ul style="list-style-type: none"> 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 HEPs. 	
15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> HEPs tend to focus on the overall result plus marks in the most relevant subjects. When assessing the overall result it should be borne in mind that students have to perform well across a wide range of academic subjects (i.e. at least 10 subjects) to obtain a good score. Language 1 is assessed at mother tongue level, and the pass level (EB6) in the L2 (first Modern Foreign Language) exam equates to level C1 in the Common European Framework of Reference for Languages, with many students operating at C2 or mother tongue level in both languages because they are bilingual and biliterate. In terms of individual subject requirements, historically UK HEPs tend to accept the following grade equivalents. 	
		European Baccalaureate (EB)	A level grade
		EB 9	A*
		EB 8.5	A
		EB 8	B
		EB 7.5	C
		EB 7	D
		EB 6	E
	<ul style="list-style-type: none"> PISA studies (European School of Luxembourg in 2006 and Culham in 2012) rank students working towards the European Baccalaureate in the very top percentiles of performance in reading, mathematics and science. 		
16.	Current or legacy	<ul style="list-style-type: none"> Current. The first awards of the EB were made in 1959. Assessment arrangements were updated for 2013/14. 	

Field	Field Name	Information	
17.	Certification information	<ul style="list-style-type: none"> • More detailed information is available in the Department for Education document for admissions officers of university and other higher education institutions (July 2013). • The average overall mark in the EB across the schools has risen only very slightly over time, and is just over 77 (out of 100) over the last six years. • The number of students obtaining marks of 8 or 9 for individual subjects over the last six years remains stable. • Over a six-year period (2009 – 14) students achieved: 	
		Percentage of students	Student achievements
		1.9%	0 – 60 (fail)
		22%	60 –70
		36.6%	70 – 80
		32.6%	80 – 90
		6.9%	90 –100
18.	Timing of examinations	<ul style="list-style-type: none"> • All subjects are continually assessed. • Some are additionally assessed by tests during normal lesson time. • Five final written exams are taken in June of the final year. • Three final oral exams are taken in June / July of the final year. • All subjects in which a written examination may be taken in the Baccalaureate are examined in January of the final year. • European Baccalaureate results are published in early July. 	
19.	For more information	<ul style="list-style-type: none"> • Department for Education information for admissions officers of university and other higher education institutions (July 2013) – www.gov.uk/government/publications/information-on-the-european-baccalaureate • The European Schools website, which includes links to each individual school and syllabuses – www.eursc.eu/ • University of Cambridge : International Examinations External Evaluation of the European Baccalaureate (2009) Final Report: www.eursc.eu/fichiers/contenu_fichiers1/1261/External%20Evaluation%20-%20Final%20Report.pdf • PISA Report on the European School of Luxembourg (2006): www.euroschool.lu/luxschool/pisa/EE_PISA_2006.pdf • PISA Report on the European School of Culham (2012): www.esculham.co.uk/wp-content/uploads/2013/03/PISA-Based-TestforSchools_The-European-School-Culham-report-ebook-1.pdf 	

UCAS has developed this profile in response to requests from its members. UCAS has obtained this qualification information from a range of governmental and awarding body publications and other open-source websites. Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions.

France

Field	Field Name	Information
1.	Country	France Updated in July 2015.
2.	Title	Baccalauréat Général
3.	Education system	<ul style="list-style-type: none"> From age 15 students enter the <i>Lycée</i> period of education (upper secondary) for three years: <ul style="list-style-type: none"> • seconde (15 –16) • première (16 –17) • terminale (17 –18) There are three types of <i>Lycée</i> – the <i>Général</i>, <i>Technologique</i> and <i>Professionnel</i> (vocational). <i>Général</i> and <i>Technologique</i> courses are provided in standard high schools, whereas the vocational courses are provided in professional high schools. <i>Baccalauréats</i> are available to students achieving in all three courses. In 2013, 38% of French students took the <i>Baccalauréat Général</i>, 15.6% took the <i>Baccalauréat Technologique</i> and 20.1% took the <i>Baccalauréat Professionnel</i>. Around 95% of French students passing the <i>Baccalauréat Général</i>, 85% of those passing the <i>Baccalauréat Technologique</i> and 25% of those passing the <i>Baccalauréat Professionnel</i> will go on to higher education. The third course is primarily designed for students going on to further education.
4.	Level	<ul style="list-style-type: none"> Level 3 – acceptable as group qualifications satisfying HE general entrance requirements.
5.	Structure	<ul style="list-style-type: none"> The <i>Baccalauréat Général</i> is examined over two years (<i>première</i> and <i>terminale</i>). All students choose one of three 'pathways' (<i>séries</i>) within the Baccalaureate – ES (Economics & Social Sciences), S (Scientific) or L (Humanities), which determines the focus of study, particularly in the final year. There are two stages of compulsory examination – initial exams in French language and literature and either history / geography (for students in the Science pathway) or science (for those in the Economics & Social Sciences and Humanities pathways). There are seven compulsory final examinations, plus the students' choice of specialisation (see additional information below for detail). All students take philosophy in the final year. There is a required option for further specialisation within the chosen pathway which includes an additional two hour class in the chosen area and increases the weight of these subjects within the final <i>Baccalauréat</i> – see additional information below. Results are based on the candidate's average score across all examinations.

Field	Field Name	Information				
6.	Subject areas	<ul style="list-style-type: none"> All students study French language and literature and philosophy in the first year of examinations and complete a small-group interdisciplinary project. Those students choosing the ES and L pathways will study science in their first year, and those opting for the S pathway must study history / geography in the first year. In the final year PE / sport is compulsory for all students. The focus of each of the pathways is described below, details of subject options are provided in the 'additional information' section. 				
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7.	Grading	<ul style="list-style-type: none"> All students achieve an overall score out of 20 for their <i>Baccalauréat</i> – this includes fractions. In addition, students who pass each stage of the <i>Baccalauréat</i> examinations first time are eligible for the honours grades. These are awarded on the basis of the average point score achieved. <ul style="list-style-type: none"> <i>Tres bien</i> (very good) = average of 16 or more points. <i>Bien</i> (good) = average of 14 points or more but fewer than 16. <i>Assez bien</i> (Good enough) = average of 12 points or more but fewer than 14. Exceptional marks (usually above 18) can receive unofficial <i>félicitations du jury</i> (jury's congratulations). There are no fixed criteria for obtaining this accolade; it is rewarded at the marking panel's discretion. <i>Sans mention</i> are those students who have achieved a pass, but without the honours grades – either because of a lower score or because they did not pass the component examinations at their first attempt. 				
8.	Assessment	<ul style="list-style-type: none"> There are two rounds of external examinations within the <i>Baccalauréat</i> programme, a round at the end of the <i>première</i> (penultimate) year, and final tests at the end of the <i>terminale</i> year. The examinations are either written or oral, or a combination, with the emphasis on written. These are centrally organised and administered by the French Ministry of Education. 				
9.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> All assessed subjects are marked out of 20, and the <i>Baccalauréat</i> score is the student's overall average score (out of 20). Scores include fractions. 				
10.	Qualification size	<ul style="list-style-type: none"> There is an average of 960 hours per year, making a total of 1,920 for the two examined years of the <i>Baccalauréat</i>. (32 weeks, with between 27 – 32 hours a week). 				

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14.	Access to HE within home country	In theory the Baccalauréat admits to all faculties in French universities, but in practice, the specialisation can be important and thus a Science pathway Baccalauréat is almost essential for medicine.																																														
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16.	Timing of assessment / results	First two weeks in July.																																														
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19.	Additional information	www.education.gouv.fr/cid145/le-baccalaureat-general.html#un-baccalaureat-par-serie

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A red, 3D-style geometric shape, possibly a trapezoidal prism, is shown against a white background. The shape is tilted, with its top edge sloping downwards from left to right. The word "Germany" is written in a bold, white, sans-serif font on the front face of the shape.

Germany

Field	Field Name	Information
1.	Country	Germany Updated in July 2015.
2.	Title	<i>Zeugnis der Allgemeine Hochschulreife (Abitur)</i>
3.	Education system	<ul style="list-style-type: none"> • The role of the federal government in education is limited and specialised. Legislative and administrative responsibility rests firmly with the federal states (<i>Bundesländer</i>). • There is a broad uniformity in the educational systems of the 16 states, although nomenclature and periods of study may vary. • Lower and upper secondary education usually covers eight or nine years to grade 12 / 13. • The <i>Realschulabschluss</i> is awarded in grade 10 across most states. This is seen as acceptable at grades 1 – 4 in lieu of GCSE on a subject for subject basis (except English language). • In most states, the <i>Allgemeine Hochschulreife (Abitur)</i> is obtained after the successful completion of 12 / 13 consecutive school years.
4.	Level	<ul style="list-style-type: none"> • Acceptable as a group qualification satisfying general HE entrance requirements.
5.	Structure	<ul style="list-style-type: none"> • The <i>Zeugnis der Allgemeinen Hochschulreife</i> is awarded in grade 12/13 and represents the assessment of the two final years of upper secondary schooling including final examination (<i>Abiturprüfung</i>). • Subjects are chosen from three subject areas, all of which must be represented and studied throughout the school career up to, and including, the <i>Abitur</i> examination itself: <ul style="list-style-type: none"> i. languages, literature, arts ii. social sciences iii. mathematics, natural sciences, technology. • At least two subjects are taken as main intensive courses (<i>Leistungskurse</i>) of which one must be German or a foreign language or mathematics or a natural science; the other subjects are taken as basic courses (<i>Grundkurse</i>). • Two states (<i>Länder</i>) Baden-Württemberg and Bavaria, have abandoned the differentiation between these course types and all <i>Abitur</i> subjects are taught on the same level.
6.	Subject areas	<ul style="list-style-type: none"> • English (in some states, French) is compulsory to <i>Realschulabschluss</i> level but need not be a major component of the <i>Abitur</i> examination. • Nonetheless, one foreign language must be studied during the final two years to the <i>Abitur</i> level and is part of the overall result.

Field	Field Name	Information														
7.	Grading	<ul style="list-style-type: none"> Germany uses a 6-point grading scale to evaluate the performance of school children: <ol style="list-style-type: none"> <i>sehr gut</i> (very good) <i>gut</i> (good) <i>befriedigend</i> (satisfactory) <i>ausreichend</i> (adequate) <i>mangelhaft</i> (poor) (fail) <i>ungenügend</i> (very poor) (fail) In the senior school classes grades are converted to numbers (points) in order to calculate the average for the <i>Abitur</i>. 														
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<ul style="list-style-type: none"> <i>Abitur</i> subject grades are expressed as marks out of 15, whilst overall <i>Abitur</i> grades are expressed using the six point scale. The final <i>Abitur</i> grade is rounded down to 1.0 even if a student has received 1+ in every subject. When the points system is used, a grade of 4 (5 points) is the lowest passing grade, and 4- (4 points) the highest failing grade. Some states use a more granular scale of 1- (= 1.25), 1-2 (= 1.5), 2+ (= 1.75) or decimal grading (1.0, 1.1, 1.2 and so on). The best possible grade of 1.0 can be achieved if the score ranges between 823 and 900 points. The percentage of students achieving 1 is normally only around 0.3 – 2% (see Certification information). 																
8.	Assessment	<ul style="list-style-type: none"> The <i>Abitur</i> examination comprises at least four and at most five components (in most states, three written examinations and one oral). The first and second written examinations are in subjects taken as advanced courses (<i>Leistungskurse</i>); the third written examination and the oral one are taken in one of the subjects taken as basic courses (<i>Grundkurse</i>). Depending on the legislation in place in some states, a fifth subject can be examined in either written or oral form, or particular achievements (e.g. a year paper or results of a project) may be incorporated into the <i>Abitur</i> examination. 														

Field	Field Name	Information
9.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> The final grades of the <i>Abitur</i> 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. Each semester of a subject studied in the final two years yields up to 15 points for a student, where advanced courses count double. The final examinations each count quadruple. The exact scoring system depends on the federal state (<i>Bundesland</i>) in which the <i>Abitur</i> is taken. Passing the <i>Abitur</i>, in general, requires a composite score of at least 300. Students with a score below that minimum fail and do not receive an <i>Abitur</i>. There are some other conditions that the student also has to meet in order to receive the <i>Abitur</i>, e.g. taking mandatory courses in selected subject areas, and limits to the number of failing grades in core subjects. Students often have the option of omitting some courses from their composite score if they have taken more courses than the minimum required.
10.	Qualification size	For UK HE admissions purposes, the <i>Abitur</i> is regarded as comparable in programme size with 3 A levels.
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE within home country	<ul style="list-style-type: none"> The <i>Zeugnis der Allgemeinen Hochschulreife</i> admits to all courses offered by German HEPs. The <i>Zeugnis der Fachgebundenen Hochschulreife</i> is used in admissions to subject specific courses at universities or <i>Fachhochschulen</i> (universities of applied sciences), depending on the focus of the courses taken at school. When applications outnumber the places available, the number of places will be restricted (<i>numerus clausus</i>) and a centralised selection process will take place. The centralised selection process for admissions is currently operated for medicine, dentistry, veterinary medicine and pharmacy. This process incorporates three main quotas. For 20% of the places, the average grade (<i>Durchschnittsnote</i>) of the entry qualification is the highest priority criterion, for another 20%, the waiting time after gaining the HE entry qualification is the main selection factor. 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 include the final grades for specific subjects, the results of admissions tests, professional experience and interviews. The majority of the other courses are covered by similar local/ regional selection processes.
15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> The <i>Abitur</i> is a broad qualification more akin to a Baccalaureate qualification than the UK A level. Where specific subjects are required at A level, HEPs often require students to take these subjects as <i>Leistungsfächer</i> (LK) – main intensive externally examined courses, as opposed to basic course. See the subject score alignments under grade bands.

Field	Field Name	Information
16.	Timing of assessment / results	<i>Abitur</i> examination dates and publication of the results vary from state to state. Due to Germany's federal structure there is no single results day for the whole country.
17.	Certification information	<ul style="list-style-type: none"> • There are no national figures available on grade distributions. • As a rough guide, it is estimated that less than 2% of <i>Abitur</i> candidates achieve a 1, whilst 12 – 30% achieve between 1.0 and 1.9.
18.	Current or legacy	Current
19.	Additional information	Eurydice https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Germany:Overview

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Greece

Field	Field Name	Information
1.	Country	Greece
2.	Title	<i>Apolytirion of Geniko Lykeio</i> (previously <i>Apolytirion of Eniaio Lykeio</i>)
3.	Education system	<ul style="list-style-type: none"> • Education is compulsory for all children aged five to 15 years. • One year pre-primary education (<i>Nipiagogio</i>). • Six years of compulsory primary education (<i>Dimotiko</i>). • Three years of compulsory lower secondary (<i>Gymnasio</i>). • Three-year post-compulsory phase <i>Eniaia Lykeia</i> (Upper Secondary School) which culminates in the <i>Apolytirio of Geniko Lykeio</i> (previously <i>Eniaio Lykeio</i>). • Post-compulsory secondary education also includes vocational training institutes (IEK). • The second and third years of the upper secondary school allows for students to specialise within one of three option streams (see 'Structure' below), although there is also a common core of general education.
4.	Level	Level 3 – acceptable as group qualifications satisfying HE general entrance requirements for undergraduate degrees at a mark of 15 or above and at 10 or above for foundation degree entry.
5.	Structure	<p>The <i>Apolytirion</i> is taken in the final year of the post-compulsory phase, with students specialising in one of three pathways (Theoretical, Science, Technological (has two sub- pathways)). Students also follow a common course of general education. In addition, students choose one elective subject within their pathway.</p> <p>Overall the students will be assessed in 16 subjects, six of which will be taken as <i>Pan- Hellenic</i> (national) examinations, the remainder as a combination of oral and written school-based assessment. Note, only 15 of these subjects count towards a student's average grade for the <i>Apolytirion</i>. Physical education, although a requirement, is not included.</p> <p><i>Note: a version of the Apolytirion is now awarded in Greece which does not require assessment at national level. This is made clear on the certificate – see additional information below for wording in Greek and English.</i></p>

Field	Field Name	Information																				
6.	Subject areas	General education: Greek language, history, mathematics & elements of statistics, physics, biology – these are core national subjects. There are also additional subjects that will be required within a school (e.g. sociology, foreign language).																				
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Elective subjects: students will take an additional elective subject as part of their chosen pathway.																						
7.	Grading	Pass mark is 10 out of 20 for each subject. See section 17 for information on grade distributions.																				
8.	Assessment	All subjects have a combination of: Oral grade (<i>continuous assessment</i>) The school year is divided into two terms – students are assessed each term for each subject at school level. These assessments are called the ‘oral grades’ and cover a range of aspects of student achievement: participation, learning capacity, diligence and interest, written assignments, homework, overall performance. Oral grades are at subject level and based on the average score of the two terms.																				
		Written grade (<i>examination</i>) The written grade is that achieved by students in their final exams at the end of the academic year. These will be either <i>Pan-Hellenic</i> (six subjects) or internally assessed and marked (11 subjects). National (<i>Pan-Hellenic</i>) external exams in six subjects in final year, depending on pathway as below.																				

Field	Field Name	Information			
8.	Assessment				
			Theoretical	Sciences	Technological
		1	History	Mathematics	Mathematics
		2	Ancient Greek	Physics	Physics
		3	Modern Greek literature	Chemistry	Applications development in programming
		4	Latin	Biology	Principles of business management
		5	Modern Greek language		
6	One from: history, mathematics / statistics, physics, biology				
9.	Contribution of assessment components to overall grade	<p>The <i>Apolyterion of Geniko Lykeio</i> contains an overall grade that is printed on the certificate. This grade is based on the average of the oral and written examinations for each subject, and is out of 20.</p> <p>The certificate also provides the following information:</p> <ul style="list-style-type: none"> • results of <i>Pan-Hellenic</i> (national) examinations – six subjects, externally assessed • results of school level examinations – 10 subjects, assessed at school level • a grade for the student's overall 'conduct' – based on a range of assessments of behavior, punctuality, attitude etc. 			
10.	Qualification size	Six subjects nationally externally assessed / examined. 10 subjects assessed at school level – subjects studied over two years = 788 hours per year = 1576 /10 = 158 hours per subject.			
11.	UCAS size bands	Information about size bands will be provided from 2016 for qualifications on the Tariff.			
12.	UCAS grade bands	Information about grade bands will be provided from 2016 for qualifications on the Tariff.			
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.			
14.	Access to HE within home country	<p>The <i>Apolytirion of Geniko Lykeio</i> with a pass (minimum of 10 out of 20 in all subjects) provides eligibility to enter Greek universities and Technological Education Institutions (TEIs). Entry is competitive and marks obtained in the six specialist subjects are used to discriminate between candidates. Note that only <i>Apolytirion</i> taken with <i>Pan-Hellenic</i> (national) examinations are considered suitable for access to Greek universities.</p> <p>Students applying to Greek universities will also have a <i>Vevaiosi Prosvasis</i> (Certificate of Access to HE). The <i>Vevaiosi Prosvasis</i> uses information from assessment for the <i>Apolytirion</i>, but weights the average achieved in oral assessments for subjects at 30% and the average of written grades in the <i>Pan-Hellenic</i> subjects at 70%, to provide an admission grade.</p>			

Field	Field Name	Information
15.	Key issues for UK HE admissions	<p>Offers may require an overall mark for the <i>Apolytirion</i>, but often requirements for individual scores on subjects taken with national (<i>Pan-Hellenic</i>) assessment required. Students following the <i>Apolytirion</i> will have studied a broad range of at a lower level than some UK level 3 qualifications. Additional evidence of study a higher level may be requested in some cases, or foundation degree level</p> <p>Note that national examinations within the specialist pathway are different to within the general pathway with the same name (more specialised). The indicate which version a student has taken.</p> <p>Students holding the <i>Apolytirion</i> with the phrase below have achieved their qualification without the <i>Pan-Hellenic</i> (national) examinations. <i>Apolytirion</i> without <i>Pan-Hellenic</i> examinations does not allow access to Greek universities.</p> <p><i>Το απολυτήριο χορηγήθηκε σύμφωνα με τις διατάξεις του Ν.3966/2011, άρθρο Παράγραφος 12 –</i></p> <p>The <i>Apolytirio</i> was issued according to the provisions of Law 3966 / 2011, Article paragraph 12.</p>
16.	Timing of assessment / results	<i>Pan-Hellenic</i> exams are taken in May. <i>Apolytirion</i> results available end June / early July.

Field	Field Name	Information						
17.	Certification information	% distribution of candidate results by score in <i>Pan-Hellenic</i> (national) examinations 2013						
		Score range						
		Subject	Subject path	18-20	15-17.9	12-14.9	10-11.9	<10
		Modern Greek language	General	1.39	28.06	41.73	15.81	12.98
		History	General	7.94	8.87	11.37	11.68	60.11
		Mathematics & elements of statistics	General	11.09	15.36	19.65	12.05	41.82
		Physics	General	42.66	23.6	14.19	5.25	14.26
		Biology	General	23.72	23.33	14.53	7.89	30.5
		Ancient Greek	Theory	1.7	11.85	19.86	14.68	51.89
		Latin	Theory	18.27	18.42	15.48	8.83	38.97
		Modern Greek literature	Theory	5.07	21.41	25.78	16.13	31.58
		History	Theory	18.71	17.94	13.3	8.61	41.41
		Biology	Science	22.64	35.01	19.15	7.18	15.99
		Mathematics	Science	2.47	14.61	21.42	13.65	47.82
		Physics	Science	9.82	19.12	20.98	12.63	37.42
		Chemistry	Science	22.26	25.68	17.72	7.89	26.42
		Electrology	Tech 1	28.23	33.5	16.75	7.13	14.36
		Mathematics	Tech 1	1.86	11.58	17.37	11.37	57.79
		Physics	Tech 1	10.96	17.37	14.58	12.61	44.46
		Chemistry – biochemistry	Tech 1	29.67	22.64	20.26	9.1	18.29
		Mathematics	Tech 2	0.65	4.55	8.88	7.86	78.03
		Physics	Tech 2	2.55	6.2	10.39	8.88	71.96
		Principles of business admin	Tech 2	20.9	22.55	18.5	12.22	25.81
		Application development in programming environment	Tech 2	13.14	16.44	11.48	7.9	51.01
		Principles of economic theory	Elective	18.69	20.48	15.46	8.67	36.68
		<p>Note: subjects in specialist pathway with the same name as those in general pathway are at a more demanding level.</p> <p>Source: Ministry of Education & Religious Affairs (Greece)</p>						

Field	Field Name	Information
18.	Current or legacy	Current.
19.	Additional information	www.minedu.gov.gr (Greek Ministry of Education & Religious Affairs)

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India

Field	Field Name	Information
1.	Country	India
2.	Title	<p>Higher Secondary School Certificate</p> <p>Also known as:</p> <ul style="list-style-type: none"> • Higher / Senior School Certificate / Examination • Pre-University Certificate • All India Senior School Certificate • Indian School Certificate • Certificate of Vocational Education • Senior Secondary Examination
3.	Education system	<ul style="list-style-type: none"> • Secondary education in India begins after eight years of elementary education and is divided into two years of secondary education (classes IX and X) and two years of senior secondary education (classes XI and XII). • At the end of the secondary phase (class X), students take a set of externally administered examinations from either a state or national (All-India) examination board. Students who pass the secondary examinations earn a certificate usually called the Secondary School Certificate or SSC. These students are eligible for senior secondary school. • After two years of senior secondary school, students are again examined by their school's affiliated board and, if successful, awarded the Higher Secondary (School) Certificate (HSC/HSSC). There are also examinations administered internally by individual secondary schools at the end of class XI. • There are a total of 31 state examination boards and three national boards. Secondary schools are affiliated to either the state board relevant to their location or one of the national boards. See field 19 – Additional information for a full list of national and state education boards. • The overall number of students taking the Standard XII (HSC) Examination in 2008 was almost 9.5 million. Over 94% of those students took state boards with just 5.8% taking either the Central Board of Secondary Education (CBSE) or Council for the Indian School Certificate Examinations (CISCE) exams. • Students who pass the HSC examinations are eligible for university admissions. • Higher Secondary Certificates may also be known as: <ul style="list-style-type: none"> – Higher / Senior School Certificate / Examination (most state boards) – Pre-University Certificate (some state boards) – All India Senior School Certificate (CBSE) – Indian School Certificate (CISCE) – Certificate of Vocational Education (CISCE) – Senior Secondary Examination (All-India) (NIOS).

Field	Field Name	Information
4.	Level	<ul style="list-style-type: none"> • Level 3 – acceptable as group qualifications satisfying HE general entrance requirements. • Regarded as similar to GCE AS levels and Scottish Highers.
5.	Structure	<ul style="list-style-type: none"> • State examinations vary considerably and generally require students to be examined in four or five subjects. • CBSE requires students to take five subjects which are externally assessed in Year XII, plus some internally assessed subjects (general studies, work experience and physical and health education). Students must pass each subject to gain their full qualification. • CISCE award a pass certificate to candidates who pass four (or five) subjects (which must include English) at the same examination sitting and pass the internally assessed socially useful and productive work (SUPW) / work experience and community service. Students must pass each subject to gain their full qualification.
6.	Subject areas	<ul style="list-style-type: none"> • Subjects covered by state boards vary considerably. • CBSE requires students to take and pass examination in five subjects: two languages (to include English or Hindi) plus three electives from: mathematics, physics, chemistry, biology, biotechnology, engineering, graphics, economics, political science, history, geography, business studies, accountancy, home science, fine arts, agriculture, computer science / informatics practices, multimedia and web technology, sociology, psychology, philosophy, physical education, music and dance, entrepreneurship, fashion studies, creative writing and translation studies. Students are also required to pass internally assessed subjects. <p>A PDF detailing CBSE Class XII curriculum and grading guidelines for 2012/13 is available at cbse.nic.in/currisyllabus/senior curriculum-vol-1-2013.pdf.</p> <ul style="list-style-type: none"> • CISCE requires students to take and pass four (or five) subjects, which must include English, at the same examination sitting and pass the internally assessed SUPW / work experience and community service.

Field	Field Name	Information												
7.	Grading	<ul style="list-style-type: none"> The most common grading scale used by most state secondary boards is percentile based: 												
		<table border="1"> <thead> <tr> <th>Grading scale</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>First division</td> <td>60+%</td> </tr> <tr> <td>Second division</td> <td>45 – 59%</td> </tr> <tr> <td>Third /pass</td> <td>33 – 44%</td> </tr> <tr> <td>Fail</td> <td>0 – 32%</td> </tr> <tr> <td>Minimum pass mark</td> <td>30 – 40%</td> </tr> </tbody> </table>	Grading scale	Percentage	First division	60+%	Second division	45 – 59%	Third /pass	33 – 44%	Fail	0 – 32%	Minimum pass mark	30 – 40%
		Grading scale	Percentage											
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		Second division	45 – 59%											
		Third /pass	33 – 44%											
		Fail	0 – 32%											
Minimum pass mark	30 – 40%													
<ul style="list-style-type: none"> Special awards, indicated as distinction, honours or merit certificates are given for grades higher than 70% or 75%, depending on the board. First division with distinction is particularly common. Some state boards may use a relative scale to assess candidate performance rather than use a fixed scale. 														
<p>CBSE / AISSCE</p> <ul style="list-style-type: none"> CBSE uses a relative scale with nine positional grades in each subject, which are based on the performance of ALL the candidates who passed the exam in that subject in a given year. Positional grades are given with marks of 0 – 100, but are based on a comparative curve rather than on absolute grade ranges. Therefore, the CBSE positional grades are a good indication of the quality of the student in relation to his or her peers in that particular year. The minimum pass for CBSE subjects is 33%. All students that pass are given a grade based on their rank order A–1, A–2, B–1, B–2, C–1, C–2, D–1, D–2, with A–1 representing the top eighth of candidates and D–2 representing the bottom eighth of those who pass. E indicates a failed candidate. 														
<p>CISCE / ISC</p> <ul style="list-style-type: none"> ISC examinations are marked on a percentage basis. The pass mark is 40% which is higher than for most state boards. CISCE also gives a positional classification on the basis of marks earned in each subject, but according to set rigid ranges as opposed to the performance curve of the CBSE. Grades are awarded ranging from 1 to 9. Grade 1, 2, 3 indicate very good, 4, 5 or 6 indicates a pass with credit, 7 or 8 indicates a pass, and 9 a failure. The positional grades are provided on a separate 'Pass Certificate' that accompanies the mark sheet. 														
8.	Assessment	<ul style="list-style-type: none"> In Year XI subjects are assessed internally. In Year XII subjects are assessed by external examinations set by either state or national awarding organisations. Some subjects also include practical externally set assessments which are mandatory. 												

Field	Field Name	Information
9.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> The syllabus prescribed for Class XI is examined internally by the school and the syllabus for Class XII is examined externally by the council. Pass certificates are awarded to candidates who pass four / five examined subjects and additional locally assessed subjects. Some boards require all examinations to be taken in one sitting.
10.	Qualification size	Individual HSSC subjects are regarded as comparable in size to Scottish
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE within home country	<ul style="list-style-type: none"> Students who pass the HSC are eligible for university admissions, although some selective colleges or universities require separate admissions examinations. A score of at least 80% in the HSSC from state boards of education may satisfy entry requirements, provided an appropriate standard of English has been attained. Students with high scores (75%) from the CBSE and CISCE boards may satisfy entry requirements, provided an appropriate standard of English has been attained. Admission to professional programs (engineering, architecture, medicine etc) is through competitive state – or national-level entrance examinations. These include the Joint Entrance Examination (Indian Institutes of Technology), the All-India Pre-Medical / Pre-Dental Examination, and the All-India Engineering Entrance Examination. Some universities in India are changing their three-year programmes to four-year degrees (replicating the US model) which may lead to an adjustment of entry criteria, e.g. University of Delhi.
15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> 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”. Over 90% of students are awarded the HSSC by state examination boards. However, a disproportionate number of students taking CBSE and CISCE examinations progress to HE within the UK and the US. HEPs may wish to establish whether applicants have been taught and assessed in the English medium as practices vary across boards and centres. International qualifications such as the IB, US qualifications and the UK GCE A levels are gaining popularity in schools across India.
16.	Timing of assessment / results	Examinations taken in March and April.

Field	Field Name	Information
17.	Certification information	<ul style="list-style-type: none"> Results for CBSE and CISCE examinations can be accessed online. In both cases, you will need the student roll number (ID number) to verify results. The CBSE also administers Teacher, All-India Engineering and Medical/Dental Entrance Examinations. Those results can also be accessed from the website. <p>CBSE: cbseresults.nic.in CISCE: cisce.examresults.net Gujarat Secondary and Higher Secondary Education Board: www.gseb.org</p>
18.	Current or legacy	Current.
19.	Additional information	<ul style="list-style-type: none"> World Education News & Reviews: www.wes.org Central Board of Secondary Education: www.cbse.nic.in/welcome.htm Council for the Indian School Certificate Examinations: www.cisce.org <p>List of Boards of School Education recognised by Council of Boards of School Education in India*.</p> <p>National Boards</p> <ol style="list-style-type: none"> Central Board of Secondary Education Council for the Indian School Certificate Examinations National Institute of Open Schooling

Field	Field Name	Information
19.	Additional information	<p>State Boards</p> <ol style="list-style-type: none"> 4. Board of Secondary Education Andhra Pradesh SSC Board, Chapel (Board of Intermediate Education Andhra Pradesh) 5. Assam Higher Secondary Education Council (Board of Secondary Education Assam) (Bihar Intermediate Education Council) 6. Bihar School Examination Board 7. Goa Board of Secondary and Higher Secondary Education 8. Gujrat Secondary and Higher Secondary Education Board 9. Haryana Board of School Education 10. Himachal Pradesh Board of School Education 11. Jamu & Kashmir State Board of School Education 12. Government of Karnataka Dept. of Pre-University Education (Karnataka Secondary Education Examination Board) 13. Kerala Board of Public Examination 14. Kerala Board of Higher Secondary Education 15. Maharashtra State Board of Secondary and Higher Secondary Education 16. Madhya Pradesh Board of Secondary Education 17. Madhya Pradesh State Open School Board of Secondary Education Campus 18. Board of Education Manipur 19. Council of Higher Secondary Education Manipur 20. Meghalaya Board of School Education 21. Mizoram Board of School Education 22. Nagaland Board of School Education 23. Council of Higher Secondary Education Orissa 24. Punjab School Education Board 25. Board of Secondary Education Rajasthan 26. Tamilnadu Board of Higher Secondary Education 27. Tripurra Board of Secondary Education 28. Uttar Pradesh Board of High School & Intermediate Education 29. West Bengal Council of Higher Secondary Education (West Bengal Board of Primary Education) 30. West Bengal Board of Madrasah Education 31. Ravindra Mukta Vidyalaya 32. Chhatisgarh Board of Secondary Education 33. Uttranchal Shiksha Evm Pariksha Prishad 34. Jharkand Academic Council Ranchi <p>*Extracted from list provided by Council of Boards of School Education in India, with National Boards listed first and Boards of Primary and Intermediate Education in brackets.</p>

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Ireland

Field	Field Name	Information
1.	Country	Ireland Updated in July 2015.
2.	Title	Irish Leaving Certificate (last award 2016)
3.	Education system	<ul style="list-style-type: none"> • The Leaving Certificate (Established) is a two-year programme that aims to provide learners with a broad, balanced education while also offering some specialisation towards a particular career option. • The programme is taken in almost all schools and by an annual cohort of around 55,000 students. • Students following the Leaving Certificate (Established) programme are required to study at least five subjects, one of which must be Irish. Most students take seven subjects for examination. • Each subject within the Irish Leaving Certificates can be taken at Higher or Ordinary level. • The median age on completion is 18, and 96% of candidates are aged 17, 18 or 19 years. The majority of candidates (55%) have completed six years of post-primary education, with almost all of the remainder having completed five. • A variation of the Leaving Certificate is the Leaving Certificate Vocational Programme (LCVP) which concentrates on technical subjects with additional vocationally focused modules. • An alternative to the established Leaving Certificate is the Leaving Certificate Applied Programme (LCA). This is a stand-alone pre-vocational programme designed to prepare students for working life through a two-year cross-curricular course. LCA is not recognised for direct entry to HE courses.
4.	Level	<ul style="list-style-type: none"> • The Leaving Certificate caters for a broad range of candidate achievement and therefore spans Levels 4 and 5 on Ireland's National Framework of Qualifications (NFQ). This corresponds with Levels 2 and 3 on the National Qualifications Framework (NQF) for England, Wales and Northern Ireland. • Irish NFQ Levels 4 and 5 are referenced to EQF Levels 3 and 4. Please see the Irish EQF referencing report at: http://www.qqi.ie/Documents/Referencing%20Irish%20NFQ%20to%20the%20European%20QF%20for%20Lifelong%20Learning.pdf • As the number of subjects studied is greater, Higher Level examinations in individual subjects in the Irish Leaving Certificate are considered to be of a somewhat lower standard than GCE A level. • Examinations at Ordinary Level are of a lower standard than those at Higher Level, but there is some grade overlap between the higher grades at Ordinary Level and the lower grades of Higher Level. For the purposes of admission to Irish higher education courses, Ordinary level grades A1 to C2 receive similar recognition to Higher Level grades C3 to D3 as shown in field 14 below. Ordinary Level grades A1 to C2 represent a similar standard of achievement to NQF Level 3 while those at Ordinary Level C3 or below represent a similar standard of achievement to NQF Level 2.

Field	Field Name	Information		
5.	Structure	<ul style="list-style-type: none"> • Students following the Leaving Certificate (Established) programme are required to study at least five subjects, one of which must be Irish. • Most students take seven subjects for examination. In 2013, 8% took six subjects, 54% took seven, and 31% took eight. • Irish Leaving Certificates subjects can be taken at one of two levels (tiers): Higher or Ordinary. In addition, Irish and Mathematics are available at Foundation Level (a lower tier than Ordinary Level). • Over 30 curricular Leaving Certificate subjects are available to schools. • The Irish Leaving Certificate (ILC) is awarded by the State Examinations Commission (SEC). 		
6.	Subject areas	<table border="1"> <tbody> <tr> <td> <ul style="list-style-type: none"> • Accounting • Agricultural science • Ancient Greek • Applied mathematics • Arabic • Art • Biology • Business • Chemistry • Classical studies • Construction studies • Design and communication graphics • Economics • Engineering • English • French </td> <td> <ul style="list-style-type: none"> • German • Hebrew studies • History • Home economics • Irish • Italian • Japanese • Latin • Mathematics • Music • Physics • Physics and chemistry • Religious education • Russian • Spanish • Technology </td> </tr> </tbody> </table> <p>In addition to these curricular subjects, the State Examinations Commission provides, on a non-curricular basis, mother-tongue examinations (at Higher Level only) to native speakers of recognised languages of the European Union. A total of 16 non-curricular EU languages are currently offered and candidates may only take one of these examinations.</p>	<ul style="list-style-type: none"> • Accounting • Agricultural science • Ancient Greek • Applied mathematics • Arabic • Art • Biology • Business • Chemistry • Classical studies • Construction studies • Design and communication graphics • Economics • Engineering • English • French 	<ul style="list-style-type: none"> • German • Hebrew studies • History • Home economics • Irish • Italian • Japanese • Latin • Mathematics • Music • Physics • Physics and chemistry • Religious education • Russian • Spanish • Technology
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Field	Field Name	Information																														
7.	Grading	<p>Results of the Leaving Certificate examination subjects are given in the form of grades. Each grade represents a percentage range of marks as below.</p> <table border="1"> <thead> <tr> <th>Percentage range</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>90 – 100</td> <td>A1</td> </tr> <tr> <td>85 – 89.99</td> <td>A2</td> </tr> <tr> <td>80 – 84.99</td> <td>B1</td> </tr> <tr> <td>75 – 79.99</td> <td>B2</td> </tr> <tr> <td>70 – 74.99</td> <td>B3</td> </tr> <tr> <td>65 – 69.99</td> <td>C1</td> </tr> <tr> <td>60 – 64.99</td> <td>C2</td> </tr> <tr> <td>55 – 59.99</td> <td>C3</td> </tr> <tr> <td>50 – 54.99</td> <td>D1</td> </tr> <tr> <td>45 – 49.99</td> <td>D2</td> </tr> <tr> <td>40 – 44.99</td> <td>D3</td> </tr> <tr> <td>25 – 39.99</td> <td>E</td> </tr> <tr> <td>10 – 24.99</td> <td>F</td> </tr> <tr> <td>0 – 9.99</td> <td>No grade</td> </tr> </tbody> </table>	Percentage range	Grade	90 – 100	A1	85 – 89.99	A2	80 – 84.99	B1	75 – 79.99	B2	70 – 74.99	B3	65 – 69.99	C1	60 – 64.99	C2	55 – 59.99	C3	50 – 54.99	D1	45 – 49.99	D2	40 – 44.99	D3	25 – 39.99	E	10 – 24.99	F	0 – 9.99	No grade
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25 – 39.99	E																															
10 – 24.99	F																															
0 – 9.99	No grade																															
8.	Assessment	<ul style="list-style-type: none"> • Each subject is assessed by an external examination at the end of the two-year programme of study. All examinations include at least one written paper. Subjects with additional components are as follows: • There are oral and aural tests in Irish, French, German, Italian, Spanish, Russian and Japanese. • There are practical examinations in engineering, construction studies, art and music. • There is practical course work in engineering, construction studies, agricultural economics, agricultural science, Leaving Certificate Vocational Programme modules, history, geography, religious education, design and communication graphics, home economics and technology. 																														
9.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • Students are certified in individual subjects (at Higher or Ordinary Level in each subject) within the Leaving Certificate. • No overall grade is given on the basis of average performance across subjects. However, Irish universities and other HEPs convert candidates' top six grades into a number of points for the purposes of admissions. See field 14 below for details of relative treatment of grades achieved at Higher and Ordinary Levels. 																														
10.	Qualification size	<ul style="list-style-type: none"> • Ordinary Level - each subject requires a minimum of 180 hours guided learning hours (GLH) • Higher Level - each subject generally requires 240 GLH. 																														
11.	UCAS size bands	Information about size bands can be found in the Qualifications List on the UCAS website: https://www.ucas.com/advisers/guides-and-resources/tariff-2017																														
12.	UCAS grade bands	Information about grade bands can be found in the Qualifications List on the UCAS website: https://www.ucas.com/advisers/guides-and-resources/tariff-2017																														
13.	UCAS Tariff points	Tariff points for Irish Leaving Certificate can be found on the UCAS website: https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/tariff-tables																														

Field	Field Name	Information
14.	Access to HE within home country	<ul style="list-style-type: none"> Admission to university studies in Ireland is predominantly on the basis of the Leaving Certificate examination. The minimum entry requirement of the National University of Ireland (NUI) is six subjects, including Irish, English and a third language. There are variations between institutions, but, in general, for direct entry into an Honours degree programme, a minimum of grade C3 at Higher Level in two subjects is required and a minimum of grade D3 in other specified subjects. Entry to Ordinary Level degree programmes in the Institutes of Technology does not include a requirement to have taken any examinations at Higher Level. 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 A grades 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. The points allocations have been collectively agreed by the third-level institutions involved in the Irish Central Applications Office (CAO) scheme, although the relativities that they imply have no official standing in the eyes of the State Examinations Commission or the Department of Education and Skills. 100 points are awarded for grade A1 at Higher Level and 60 points for grade C3. One sitting only of the Leaving Certificate Examination is counted for points purposes. Since 2012, an extra 25 points are awarded to students who attain a Grade D3 or better in Higher Level mathematics. For the purpose of this conversion of grades to points, the participating institutions have long established the following linkages in relative value between grades awarded at Higher and Ordinary Levels. These alignments are based on overall level of achievement and are not subject to a subsequent adjustment for qualification size: <ul style="list-style-type: none"> Higher C3 equates to Ordinary A1 Higher D2 equates to Ordinary A2 Higher D3 equates to Ordinary B1. The above are the only overlapping grades on the points scale and this approach matches the new total Tariff point alignments, but the CAO scale extends beyond this – Irish universities do not award points for grades below D3 at Higher Level, but do award points for grades below B1 at Ordinary Level. Statistics on the distribution of total CAO points obtained by the full cohort of candidates in any year are available at: http://www.cao.ie/index.php?page=points&bb=mediastats
15.	Key issues for UK HE admissions	Most UK HEPs require six ILC grades at Higher Level as an alternative to three GCE A levels.
16.	Timing of assessment / results	<ul style="list-style-type: none"> Written examinations take place over 13 weekdays commencing in early June. Examinations results are issued mid-August annually. Full examinations timetables and schedules are available at www.examinations.ie/index.php?l=en&mc=ex&sc=tt

Field	Field Name	Information
17.	Certification information	<ul style="list-style-type: none"> The programme is taken in almost all Irish schools and by an annual cohort of around 55,000 students. Grade distributions for the last ten years are available here: www.examinations.ie/index.php?l=en&mc=st&sc=r14
18.	Current or legacy	Current
19.	Additional information	<ul style="list-style-type: none"> Curriculum and syllabus: http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Senior-Cycle/ Details of examinations, including open archive of examination papers, marking schemes, and Chief Examiner reports: www.examinations.ie Further information on school and college level options: www.careersportal.ie Information on qualifications, entry requirements, etc.: www.qualifax.ie

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Italy

Field	Field Name	Information
1.	Country	Italy Updated in July 2015
2.	Title	<i>Diploma di Esame di Stato conclusivo dei corsi di istruzione secondaria</i>
3.	Education system	<ul style="list-style-type: none"> • <i>Diploma di Esame di Stato</i> is the upper secondary school leaving certificate (formerly known as <i>Diploma di Maturità</i>). • Students obtaining the Diploma from either <i>licei</i> or technical and vocational <i>istituti</i> satisfy the minimum requirements to access HE. • Central government determines basic curricula for each type of <i>licei/istituti</i> and gives guidance on teaching methods.
4.	Level	<ul style="list-style-type: none"> • Considered to be broadly comparable in standard to UK Level 3 qualifications. • Acceptable as a group qualification satisfying general HE entrance requirements.
5.	Structure	<ul style="list-style-type: none"> • Core subjects common to all institutions are Italian, history, a modern foreign language, mathematics and physical education. • Optional subjects depend on the type of secondary school, e.g. classical, languages, scientific, technical, professional, teaching, and artistic. • Optional teaching cannot exceed 30% of the total teaching timetable in the second two-year period and 20% of the total amount of the final year.
6.	Subject areas	<p>Core subjects common to all institutions are:</p> <ul style="list-style-type: none"> • Italian • history • modern foreign language • mathematics • physical education <p>Optional subjects depend on the type of secondary school, e.g. classical, languages, scientific, technical, professional, teaching, and artistic. For example, in <i>Liceo Artistico</i>, students follow Italian language and literature, foreign language and culture, history and geography, history, philosophy, mathematics, physics, natural sciences, chemistry of materials (1), history of arts, drawing and graphics, geometry, sculpture and plastics, arts, sports, Catholic religion or alternative activities.</p>
7.	Grading	<ul style="list-style-type: none"> • The final mark of the Diploma comes from the sum of the average marks achieved by each student in the last three years of upper secondary school and the marks achieved in the three exams. • 100 (maximum) ... 60 (minimum pass). • For students who reach 100 points without any bonus, the commission can add the <i>lode</i> (cum laude) praise.

Field	Field Name	Information
8.	Assessment	<ul style="list-style-type: none"> • Final year examinations are organised by the Ministry of Education University and Research (<i>Ministero dell'Istruzione, dell'Università e della Ricerca</i>), and consist of three written tests and an oral one covering all subjects. • The first written test aims at verifying the mastery of the Italian language or of the language of teaching, as well as expressive, logical-linguistic and critical abilities of the candidate. • The second test is about one of the subjects chosen by the examiner. • The third test reflects teaching and organisation autonomy of the school and is strictly related to school offer. This latter is a multidisciplinary test about the subjects of the last grade. It consists of open ended and multiple choice questions and the solution of problems or practical and professional cases as well as in the development of projects. It may also test knowledge of a foreign language. • The texts for the first and second written tests are selected by the Minister and sent to the schools by the Ministry of Education; the text of the third written test is developed by the examination board. • The oral test has a multidisciplinary approach and is about the study programmes of the last school grade.
9.	Contribution of assessment components to overall grade	<p>The score is calculated by adding up:</p> <ul style="list-style-type: none"> • Credits – up to 25 points from internal school marks, the top score for students who receive average grades during their final three years of school is 8–10: • Written tests – the overall pass mark is 30 out of 45 points. The candidate sits three written tests. For each test the pass mark is 10 points, the top mark is 15 points. • Oral examination – the pass mark is 20 out of 30 points. <p>Bonus – an extra 5 points can be awarded to the candidate's final score by the examining commission. In order to get the extra 5 points, the (A) score must be at least 15 points, and the (B) + (C) score must be at least 70 points. (A) + (B) + (C) + (D) = final score.</p>
10.	Qualification size	<ul style="list-style-type: none"> • In their third and fourth years students get a minimum annual taught time of 792 hours a year. In the fifth grade this increases to 891 hours a year. • Whilst the course is taken over three years, the resulting Diploma qualification is regarded as comparable in size to 3 A levels (size band 4) for UK HE admissions purposes.
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE within home country	In Italy, all students who have obtained an upper secondary school leaving diploma are entitled to access university. However, in some faculties, such as architecture or medicine, there are restrictions on admissions and it is necessary to pass an admissions test.
15.	Key issues for UK HE admissions	Some HEPs may wish to set subject requirements (based on results of written tests) in addition to an overall Diploma result.

Field	Field Name	Information
16.	Timing of assessment / results	Tests take place according to a calendar established by the Ministry each year. Results are usually published in mid-July.
17.	Certification information	Information on distribution of qualification results / percentage scores will be added when this is available.
18.	Current or legacy	<ul style="list-style-type: none"> • <i>Diploma de Esame di Stato</i> has been available since 1999 (100 marks = maximum score). • Previously students took the <i>Diploma di Maturità</i> (60 marks = max score).
19.	Additional information	<ul style="list-style-type: none"> • Eurydice https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Italy:Overview • Italian Ministry for Education www.istruzione.it (Italian language)

UCAS has developed this profile in response to requests from its members. UCAS has obtained this qualification information from a range of governmental and awarding body publications and other open-source websites. Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions.



Latvia

Field	Field Name	Information
1.	Country	Latvia
2.	Title	<i>Atestāts par vispārējo vidējo izglītību</i> (Certificate of General Secondary Education) Also known as <i>Vispārējās vidējās izglītības sertifikāts</i> (General Secondary Education Certificate)
3.	Education system	<ul style="list-style-type: none"> • In 2009 the National Centre for Education, <i>Valsts izglītības satura centrs (VISC)</i>, was established under the auspices of the Minister of Education and Science. VISC is responsible for the development, administration and grading of centralised examinations and for issuing the <i>atestāts</i> also known as the <i>sertifikāts</i>. • Until 2009 these functions were executed by the Centre for Curriculum Development and Examinations (ISEC). • General upper secondary education programmes last for three years (grades 10 – 12). • Since 2001/2002 general upper-secondary schools have offered four educational programmes: <ul style="list-style-type: none"> – general education programmes with no emphasis on any particular subject group – humanities and social science programmes with emphasis on languages and social sciences – mathematics, natural sciences and technology – vocationally oriented subjects (such as music, sport, economics which do not lead to professional qualification). • All four education programmes have eight compulsory subjects and at least four elective subjects. • Before 2000/2001 basic (<i>pamatkurss</i>) and advanced (<i>profilkurss</i>) curriculum levels were offered in several subjects and students had to take at least one subject at advanced level.
4.	Level	<ul style="list-style-type: none"> • European Qualifications Framework (EQF) Level 4. • Considered to be broadly comparable in standard to GCE AS levels – UK Level 3.
5.	Structure	<ul style="list-style-type: none"> • To receive the General Secondary Education Certificate / Certificate of General Secondary Education and qualify to continue their education, students must complete courses in all subjects (minimum 12) and pass at least four final examinations, including three compulsory subjects and at least one elective. • The three compulsory examinations are in Latvian language, mathematics and a foreign language of the student's choice. All compulsory examinations are centrally marked. • The elective examinations are chosen from examinations administered by VISC or it can be a school-based examination in a subject taught not less than 105 hours. • A number of elective examinations are also centrally marked but some (e.g. geography, economics, informatics) are not.

Field	Field Name	Information								
6.	Subject areas	<ul style="list-style-type: none"> In all education programmes there are eight compulsory subjects: Latvian language, literature, first foreign language, second foreign language, mathematics, Latvian and world history, sports, informatics. Depending on the education programme, the number of elective subjects vary from four to seven. The compulsory examinations are in Latvian Language, mathematics and a foreign language of the student's choice. 								
7.	Grading	<ul style="list-style-type: none"> Until 2012 external examination results in a General Secondary Education Certificate (<i>sertifikāts</i>) were reported on a six-grade scale A, B, C, D, E, F – where A is the highest and F is the lowest level. A student has failed the exam if none of the tasks are done or the exam score is less than 5% of the total possible score. From 2012/13 centrally marked examination results have been expressed as percentage scores. Historically, subjects taken at advanced level (<i>profilkurs</i>) were indicated with a 'p' after the grade on a Statement of Records (<i>Sekmju izraksts</i>). However, in Statement of Records (<i>Sekmju izraksts</i>) issued after 2002 there is no indication of the level of subject (basic or advanced). From 2012/13 student performance in the centralised examinations has been assessed and presented only in the form of percentage. The certificate (<i>sertifikāts</i>) indicates the percentage of the resulting total subject score as well as each part of the exam percentage scores. From school year 2012/2013 centralised examination results in foreign languages in addition to percentage score have also been expressed in proficiency levels B1, B2 or C1 according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). From 2013 the percentage scores in foreign language exam have been expressed in CEFR levels. <table border="1"> <thead> <tr> <th>Total score in percentage</th> <th>CEFR level</th> </tr> </thead> <tbody> <tr> <td>95 – 100%</td> <td>C1</td> </tr> <tr> <td>70 – 94%</td> <td>B2</td> </tr> <tr> <td>40 – 69%</td> <td>B1</td> </tr> </tbody> </table> <p>Foreign language exam scores below 40% will be reported as percentage only.</p>	Total score in percentage	CEFR level	95 – 100%	C1	70 – 94%	B2	40 – 69%	B1
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8.	Assessment	<ul style="list-style-type: none"> A variety of methods of assessment are used to measure achievements through upper secondary school, such as written, oral and integrated tests, evaluation of individual and group work, and different test works such as diagnostic tests, project work, research work, portfolio, laboratory work and examinations. A 10-point grading scale is used to evaluate educational achievements of pupils in upper-secondary education (years 10 – 12) in all the subjects taught: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Grading</th> <th>Educational achievements of pupils</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>distinction (<i>izcilī</i>)</td> </tr> <tr> <td>9</td> <td>excellent (<i>teicami</i>)</td> </tr> <tr> <td>8</td> <td>very good (<i>ļoti labi</i>)</td> </tr> <tr> <td>7</td> <td>good (<i>labi</i>)</td> </tr> <tr> <td>6</td> <td>almost good (<i>gandrīz labi</i>)</td> </tr> <tr> <td>5</td> <td>satisfactory (<i>viduvēji</i>)</td> </tr> <tr> <td>4</td> <td>almost satisfactory (<i>gandrīz viduvēji</i>)</td> </tr> <tr> <td>3</td> <td>weak (<i>vāji</i>)</td> </tr> <tr> <td>2</td> <td>very weak (<i>ļoti vāji</i>)</td> </tr> <tr> <td>1</td> <td>very very weak (<i>ļoti, ļoti vāji</i>)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Pupils receive a school report (<i>liecība</i>) showing grades in every subject at the end of each semester. Upon completion of the upper-secondary education, students must take at least four centralised examinations. Exams in three mandatory subjects and five elective subjects are set, administered and marked centrally. Some electives are centrally set, but administered and marked at school level (see table below). Centrally set exams which are administered and marked by the school, and exams set, administered and marked by the school, are all assessed on a 10 point scale. <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Centralised examinations</th> <th>Centralised examinations</th> <th>Centrally set examinations (administered and</th> </tr> </thead> <tbody> <tr> <td>Latvian (written) Mathematics (written) Foreign language – English, German, French, Russian (combined)</td> <td>Latvian & world history (written) Chemistry (written) Biology (written) Physics (written)</td> <td>Informatics (combined) Geography (written) Economics (written) Russian language/ literature (written)</td> </tr> </tbody> </table> <p>For centrally set exams which are administered and marked by the school, VISC provides common marking criteria and tables for converting exam scores to a 10 point scale.</p>	Grading	Educational achievements of pupils	10	distinction (<i>izcilī</i>)	9	excellent (<i>teicami</i>)	8	very good (<i>ļoti labi</i>)	7	good (<i>labi</i>)	6	almost good (<i>gandrīz labi</i>)	5	satisfactory (<i>viduvēji</i>)	4	almost satisfactory (<i>gandrīz viduvēji</i>)	3	weak (<i>vāji</i>)	2	very weak (<i>ļoti vāji</i>)	1	very very weak (<i>ļoti, ļoti vāji</i>)	Centralised examinations	Centralised examinations	Centrally set examinations (administered and	Latvian (written) Mathematics (written) Foreign language – English, German, French, Russian (combined)	Latvian & world history (written) Chemistry (written) Biology (written) Physics (written)	Informatics (combined) Geography (written) Economics (written) Russian language/ literature (written)
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Field	Field Name	Information
9.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • The Certificate of General Secondary Education is awarded to students who have received positive assessment in all subjects (not less than 12) taught according to the chosen education programme and have passed at least four final examinations. • From 2012/13 student performance in centralised examinations has been reported only in percentages. • In subjects where centralised examinations are organised, students' achievements are certified by a General Secondary Education Certificate (<i>sertifikāts</i>). Exam results in this certificate serve as selection criteria for the enrolment of students in higher education programmes. • The certificate shows a total exam score as well as a score for each part of the exam, expressed as a percentage. • Along with the Certificate (<i>atestāts</i>), the student receives a Statement of Records (<i>Sekmju izraksts</i>). The Statement of Records contains final marks in all subjects taught-results in centrally set General Secondary Education Certificates (<i>sertifikāts</i>), results in non-centralised final exams and – information about participation in subject Olympiads and awards. • A student who has not received evaluation (a yearly mark) in one of the subjects, or has been evaluated with a mark lower than '4' in a subject or a state examination, receives only a school report (<i>liectība</i>).
10.	Qualification size	<ul style="list-style-type: none"> • The minimum total number of 40-minute lessons per week is 36 at grade 12 (24 hours per week). • The regular school year lasts 36 weeks, from the beginning of September until the end of May. • It is therefore estimated that students taking 12 subjects undertake approximately 216 hours per subject across years 10 – 12 (three years).
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.

Field	Field Name	Information
14.	Access to HE within home country	<ul style="list-style-type: none"> • Every student who has met the criteria below is entitled to continue studies in any higher education program in Latvia: <ul style="list-style-type: none"> – received a Certificate of General Secondary Education (<i>Atestāts par vispārējo vidējo izglītību</i>) with positive assessment in all subjects taught according to the chosen programme (certified by a Statement of Records (<i>Sekmju izraksts</i>)) – achieved a positive assessment in national examinations (certified by a General Secondary Education Certificate (<i>Vispārējās vidējās izglītības sertifikāts</i>)). • In subjects where centralised examinations are organised, students' achievements are certified by a General Secondary Education Certificate. Exam results in this certificate serve as selection criteria for the enrolment of students in higher education programmes. • Students are admitted to HE in an open and equal competition on the basis of the results of the centralised examinations, except for people who studied before 2004, those who have studied abroad, or persons with special needs. • After coordination with the Council of Higher Education, a higher education institution may set additional entry requirements.
15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • Compared to the UK, the Latvian upper secondary education system places a greater emphasis on breadth than depth, with students taking 12 subjects, as opposed to three A levels and an AS level, or five Scottish Highers. • Historically some HEPs have accepted students with <i>Atestāts</i> 8+ in final exam subjects in lieu of GCE A level grade ABB entry requirements (7+ in lieu of BBB). • Other HEPs take the view that <i>Atestāts</i> subjects do not sufficiently prepare students for entry to degree programmes, particularly those that set high grade subject- specific entry requirements for A levels. These may require additional evidence of student ability and achievement as evidenced through admissions tests or additional international qualifications. Some may recruit <i>Atestāts</i> students to an additional foundation/access year prior to undergraduate studies.
16.	Timing of assessment / results	Information not currently available to UCAS.

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17.	Certification information	<p>Reporting centralised examination results until 2012</p> <p>Until 2012 external examinations results in a General Secondary Education Certificate were reported on a six-grade scale A – F, where A is the highest level and F is considered unsatisfactory. A student has failed the exam if none of the tasks are done or the exam score is less than 5% of the total score possible.</p> <p>The grading process is largely criteria-related. VISC also uses statistical methods to maintain standards and these have an impact on the relative difficulty of subjects.</p> <p>Grade boundaries in centralised exams in 2011/2012</p> <table border="1"> <thead> <tr> <th>Examination</th> <th>A (%)</th> <th>B (%)</th> <th>C (%)</th> <th>D (%)</th> <th>E (%)</th> <th>F (%)</th> </tr> </thead> <tbody> <tr> <td>Latvian</td> <td>80 – 100</td> <td>65 – 79</td> <td>50 – 64</td> <td>36 – 49</td> <td>21 – 35</td> <td>5 – 20</td> </tr> <tr> <td>Foreign Lang</td> <td>84 – 100</td> <td>68 – 83</td> <td>52 – 67</td> <td>36 – 51</td> <td>19 – 35</td> <td>5 – 18</td> </tr> <tr> <td>History</td> <td>79 – 100</td> <td>59 – 78</td> <td>41 – 58</td> <td>28 – 40</td> <td>20 – 27</td> <td>5 – 19</td> </tr> <tr> <td>Mathematics</td> <td>85 – 100</td> <td>62 – 84</td> <td>40 – 61</td> <td>23 – 39</td> <td>12 – 22</td> <td>5 – 11</td> </tr> <tr> <td>Physics</td> <td>83 – 100</td> <td>65 – 82</td> <td>46 – 64</td> <td>30 – 45</td> <td>19 – 29</td> <td>5 – 18</td> </tr> <tr> <td>Chemistry</td> <td>87 – 100</td> <td>76 – 86</td> <td>58 – 75</td> <td>41 – 57</td> <td>22 – 40</td> <td>5 – 21</td> </tr> <tr> <td>Biology</td> <td>86 – 100</td> <td>75 – 85</td> <td>60 – 74</td> <td>44 – 59</td> <td>30 – 43</td> <td>5 – 29</td> </tr> </tbody> </table> <p>After each examination session VISC prepares and provides a wide range of statistical data, available on its website: www.visc.gov.lv (in Latvian). The table below shows the number and percentage of grades for all centrally marked exams in school year 2011 / 2012.</p>	Examination	A (%)	B (%)	C (%)	D (%)	E (%)	F (%)	Latvian	80 – 100	65 – 79	50 – 64	36 – 49	21 – 35	5 – 20	Foreign Lang	84 – 100	68 – 83	52 – 67	36 – 51	19 – 35	5 – 18	History	79 – 100	59 – 78	41 – 58	28 – 40	20 – 27	5 – 19	Mathematics	85 – 100	62 – 84	40 – 61	23 – 39	12 – 22	5 – 11	Physics	83 – 100	65 – 82	46 – 64	30 – 45	19 – 29	5 – 18	Chemistry	87 – 100	76 – 86	58 – 75	41 – 57	22 – 40	5 – 21	Biology	86 – 100	75 – 85	60 – 74	44 – 59	30 – 43	5 – 29																																																																																																		
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		<p>Reporting centralised examination results from 2013</p> <p>From spring 2013 onwards centrally marked examination results have been expressed in percentages instead of the A – F grade scale.</p> <p>For each, a centrally marked total percentage and a percentage for each part of the exam will be reported. The percentage score shows a proportion of correct answers scored in points, against the maximum points possible in the whole exam or part of the exam.</p> <p>From 2013, centralised exam results in foreign languages (in addition to percentage scores) will also contain information on the proficiency levels B1, B2 or C1 according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).</p> <p>In 2010 VISC carried out a study to determine if foreign language exams complied with CEFR requirements and could be used to assess school-leavers language proficiency according to CEFR levels. Experts from the University of Latvia carried out a thorough study analysing foreign language tasks and results. The study concluded that the foreign language exams were capable of providing tasks for the C1, B2 and B1 levels.</p> <p>From 2013 the percentage scored in foreign language exams are being expressed in CEFR levels as: 95 – 100% C1, 70 – 94% B2, 40 – 69% B1.</p> <p>Centrally set exams which are administered and marked by the school, and exams set, administered and marked by the school, are all assessed on a 10 point scale.</p>
18.	Current or legacy	<ul style="list-style-type: none"> • Changes in regulations led to a gradual transition to a modernised upper secondary curriculum from 2008 / 09. New subject standards were first introduced in physics, chemistry, biology, sciences, mathematics, sports and foreign languages, with other subjects the new standards being introduced the following year. • Schools stopped offering subjects at basic (<i>pamatkurss</i>) and advanced (<i>profilkurss</i>) levels in 2001 / 2002.

Field	Field Name	Information
19.	Additional information	Sources: <ul style="list-style-type: none">• Ministry of Education and Science, Republic of Latvia: http://www.izm.gov.lv/en/• National Centre for Education: www.visc.gov.lv (in Latvian)• VIAA State Education Development Agency: http://www.viaa.gov.lv/eng/

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A large, stylized red geometric shape, resembling a folded piece of paper or a ribbon, is positioned on the right side of the page. It has a white background on the left and a red background on the right. The word "Lithuania" is written in white, bold, sans-serif font on the red part of the shape.

Lithuania

Field	Field Name	Information
1.	Country	Lithuania Updated in July 2015.
2.	Title	<i>Brandos Atestatas</i> (Maturity Certificate)
3.	Education system	<ul style="list-style-type: none"> • Compulsory education starts at age seven. There are four years of primary education, followed by six years of compulsory lower-secondary education. • Compulsory education finishes at age 16 in Lithuania – this may be followed by further study in secondary or vocational schools. • Secondary education is optional and usually lasts for two years. Students follow individual education plans and programmes may include vocational training modules.
4.	Level	Level 3 – acceptable as group qualifications satisfying HE general entrance requirements.
5.	Structure	<ul style="list-style-type: none"> • The <i>Brandos Atestatas</i> summarises the completion of a two-year programme of study of compulsory and optional subjects studied at general level (<i>bendrasis</i> 'B') or extended level (<i>išplėstinis</i> 'A'). Foreign languages are studied to Common European Framework (CEFR) levels (at A1, A2, B1, B2). • In general students study seven to eight subjects. Students aiming for university will tend to choose between four to five subjects at level A and three to four subjects at level B. • There is a minimum of 28 lessons per week. Level A qualifications generally have more taught time than level B, except in the case of foreign languages. Students who plan to enter university tend to take up more subjects overall and more at level A, thus they tend to have more hours (around 32 on average). • Achievement in all subjects is subject to internal assessment. • To be awarded the <i>Brandos Atestatas</i> students have to pass all internal assessment successfully and, in addition, at least two school or state level <i>Matura</i> examinations. School level examinations and state level examinations do not depend on the level of the course followed. But there is a tendency to take level A courses for those subjects that are chosen as state level exams (around four courses). • State level <i>Matura</i> examinations are seen as preparation for university, and are externally sat, marked and graded.
6.	Subject areas	<ul style="list-style-type: none"> • Subjects are drawn from seven streams: languages, social sciences, mathematics and natural sciences, arts, technology, ethics / religion, and sports. • The state-level <i>Matura</i> exams can be taken in: biology, chemistry, physics, geography, information technologies, history, mathematics, foreign language (English, French, German, and Russian). Lithuanian Language and literature is compulsory. • The school-level <i>Matura</i> exams can be taken in: minority (native) languages (Belorussian, Polish, Russian and German), musicology, arts, and technology.

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7.	Grading	<ul style="list-style-type: none"> <i>Brandos Atestatas</i> records individual grades for components of study as follows. All subjects studied in the two year programme (internal assessment). <table border="1"> <thead> <tr> <th>Level of achievement</th> <th>Pass</th> <th>Name</th> <th>Lithuanian</th> </tr> </thead> <tbody> <tr> <td rowspan="2">High</td> <td>10</td> <td>Excellent</td> <td>Puikiai</td> </tr> <tr> <td>9</td> <td>Very good</td> <td>Labai gerai</td> </tr> <tr> <td rowspan="3">Average</td> <td>8</td> <td>Good</td> <td>Gerai</td> </tr> <tr> <td>7</td> <td>Highly satisfactory</td> <td>Pakankamai gerai</td> </tr> <tr> <td>6</td> <td>Satisfactory</td> <td>Vidutiniškai</td> </tr> <tr> <td rowspan="2">Sufficient</td> <td>5</td> <td>Sufficient</td> <td>Patenkinamai</td> </tr> <tr> <td>4</td> <td>Insufficient</td> <td>Pakankamai</td> </tr> <tr> <td rowspan="3">Unsatisfactory</td> <td>3</td> <td>Highly insufficient</td> <td>Nepatenkinamai</td> </tr> <tr> <td>2</td> <td>Poor</td> <td>Blogai</td> </tr> <tr> <td>1</td> <td>Very poor</td> <td>Labai blogai</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Students achieve a grade for each subject, plus an average grade for all subjects studied – The ‘<i>Metinis</i>’. The information will also indicate whether the subject was studied at the extended (A) or general (B) level. Foreign languages indicated according to CEFR levels (A1, A2, B1, B2). All School-level Matura examinations (locally assessed) results can be allocated a written grade (<i>išlaikyta / neišlaikyta</i>) or points. <table border="1"> <thead> <tr> <th>Result</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Pass (<i>Išlaikyta</i>)</td> <td>4 – 10</td> </tr> <tr> <td>No pass (<i>Neišlaikyta</i>)</td> <td>1 – 3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Until 2012 the state level Matura used a normative scale to rank pupil achievement nationally using a 1 – 100 scale for all those passing. From 2013 a criterion-referenced assessment system has been introduced with a scale for the state Matura exam from 16 – 100. <table border="1"> <thead> <tr> <th>Result</th> <th>Level of achievement</th> <th>Foreign language level according to CEFR</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Pass (<i>Išlaikyta</i>)</td> <td>High</td> <td rowspan="2">B2</td> <td>86 – 100</td> </tr> <tr> <td>Average</td> <td>36 – 85</td> </tr> <tr> <td>Sufficient</td> <td>B1</td> <td>16 – 35</td> </tr> <tr> <td>No pass</td> <td>Unsatisfactory</td> <td>–</td> <td>1 – 15</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Pre-2013 pass results were graded 1 – 100. 1 = lowest pass grade. 100 was awarded to the top 1% of students achieving the highest results nationwide and so on. 1 was awarded to the 1% of students achieving the lowest pass rate (norm-referenced achievement). 	Level of achievement	Pass	Name	Lithuanian	High	10	Excellent	Puikiai	9	Very good	Labai gerai	Average	8	Good	Gerai	7	Highly satisfactory	Pakankamai gerai	6	Satisfactory	Vidutiniškai	Sufficient	5	Sufficient	Patenkinamai	4	Insufficient	Pakankamai	Unsatisfactory	3	Highly insufficient	Nepatenkinamai	2	Poor	Blogai	1	Very poor	Labai blogai	Result	Points	Pass (<i>Išlaikyta</i>)	4 – 10	No pass (<i>Neišlaikyta</i>)	1 – 3	Result	Level of achievement	Foreign language level according to CEFR	Points	Pass (<i>Išlaikyta</i>)	High	B2	86 – 100	Average	36 – 85	Sufficient	B1	16 – 35	No pass	Unsatisfactory	–	1 – 15
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Field	Field Name	Information
8.	Assessment	<ul style="list-style-type: none"> All subjects studied are internally assessed, this may include examinations (1 –10 scale). School <i>Matura</i> examination – externally set, locally marked (municipal evaluation centres) (1 –10 scale). State <i>Matura</i> examination – external national examination and marking (Pre-2013 on a normative scale of 1 – 100, post-2013 on criterion referenced scale 16 –100).
9.	Contribution of assessment components to overall grade	<p>The <i>Brandos Atestatas</i> lists:</p> <ul style="list-style-type: none"> The <i>Metinis</i> – individual results of internal assessment of all subjects the student studied in the final two years (11 – 12th) year. Graded on the scale 1 –10. Also recorded is the course level followed (A or B). Foreign languages are studied according to CEFR levels (indicated as A1, A2, B1, B2). Results of school level <i>Matura</i> (if taken). Graded on the scale 1 –10. Results of state level <i>Matura</i> (if taken). Graded on the scale 16 –100 from 2013, previously from 1 –100 – see above.
10.	Qualification size	There is a minimum of 28 lessons per week. Students who plan to enter university tend to take up more subjects and more at level A (which tend to be larger), thus they have more hours (32 average).
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE within home country	<i>Brandos Atestatas</i> allows access to HE. Admission is competitive, based on the results of the compulsory state level Lithuanian language exam, and three other state level exams or average grades in three subjects. The subjects required depend on the course to be followed at university.
15.	Key issues for UK HE admissions	HEPs may wish to make offers based on particular subjects offered at different levels. Students will receive internally-assessed grades for non- <i>Matura</i> subjects which may also have been studied at the higher (A) level. In Lithuania there is a focus on state-level examinations for university entrance.
16.	Timing of assessment / results	Examinations are taken from May until early June. Certification for the <i>Brandos Atestatas</i> is by mid-July.
17.	Certification information	Results are available for the State <i>Matura</i> examinations at http://www.nec.lt/439/ (in Lithuanian). These show pass rates and max-min scores over the previous three years, and results by grade for each subject (by municipality).
18.	Current or legacy	Pre-2013 the State <i>Matura</i> pass grade was based on a 1 –100 normative scale. From 2013 this is criterion-referenced with a range from 16 –100.
19.	Additional information	<ul style="list-style-type: none"> Source: National Examination Centre, for more information: http://www.nec.lt/naujienos/

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A red 3D-style geometric shape, possibly a trapezoidal prism, is shown against a white background. The word "Malaysia" is written in white, bold, sans-serif font on the front face of the shape.

Malaysia

Field	Field Name	Information
1.	Country	Malaysia Updated in July 2015.
2.	Title	<i>Sijil Tinggi Persekolahan Malaysia (STPM)</i> / Malaysia Higher School Certificate)
3.	Education system	<ul style="list-style-type: none"> • Instruction is in the national language, <i>Bahasa Malaysia</i> – English language is compulsory from primary level onwards. • Primary phase – six years of compulsory education (start at age 7). • Secondary phase – five years (three years lower secondary and two years upper secondary). • Common public examinations taken at end of primary, lower secondary and upper secondary levels. • At the end of upper secondary the students take the <i>Sijil Pelajaran Malaysia (SPM)</i>. Entry to post-secondary education is based on performance at the SPM stage. • There are two types of pre-university programme the <i>STPM</i> (18 months) and the Matriculation (one or two year programme).
4.	Level	<ul style="list-style-type: none"> • Broadly equivalent to UK Level 3 and Scottish Level 6 / 7 qualifications. • Regarded as similar level to GCE AS / A levels.
5.	Structure	<ul style="list-style-type: none"> • A modular system was introduced from 2012, replacing the previously linear structure. The <i>STPM</i> is taken during 'Form 6' studies which make up the lower and upper sixth form. Allocation of teaching is eight periods per week for each subject (a period = 40 minutes). The Form 6 period spans 18 months and is divided into three terms. Assessment is now termly. • The <i>STPM</i> curriculum is divided into four topic areas: language and literature; social sciences and religions; science and mathematics; and arts and health. There are 22 subjects across these areas. • Students can take up to five subjects, and can choose any combination. They are strongly encouraged to take General Studies as this is a requirement of local universities. • In addition, the revised <i>STPM</i> includes mandatory 'soft skills'. • Assessment for all subjects is based on a combination of school-based assessment (SBA) weighted at 20 – 40% and centralised examinations weighted at 60 – 80%. • SBA consists of project work, field study and practical work and is carried out over 18 months or as determined by subject requirements. The tasks and questions are set by the Malaysian Examination Council (MEC). • Examinations are centrally set and marked, and results are available at the end of each term.

Field	Field Name	Information					
6.	Subject areas	Language and literature <ul style="list-style-type: none"> • Arabic language (<i>Bahasa Arab</i>) • Chinese language (<i>Bahasa Cina</i>) • Communicative Malay literature (<i>Kesusasteraan Melayu Komunikatif</i>) • General studies (<i>Pengajian Am</i>) • Literature in English • Malay language (<i>Bahasa Melayu</i>) • Tamil language (<i>Bahasa Tamil</i>) 		Social science and religions <ul style="list-style-type: none"> • Accounting (<i>Perakaunan</i>) • Business Studies (<i>Pengajian Perniagaan</i>) • Economics (<i>Ekonomi</i>) • Geography (<i>Geografi</i>) • History (<i>Sejarah</i>) • Islamic studies (<i>Usuluddin</i>) • Sharia - Islamic law (<i>Syariah</i>) 		Sciences and mathematics <ul style="list-style-type: none"> • Biology • Chemistry • Further mathematics • Information & Communications Technology (ICT) • Mathematics (M) (Management)* • Mathematics (T) (Technology)* • Physics 	
		Arts and health <ul style="list-style-type: none"> • Sports science (<i>Sains Sukan</i>) • Visual arts (<i>Seni Visual</i>) 					
		<ul style="list-style-type: none"> • Mathematics M is equivalent to applied mathematics (S) in the pre-2012 system. Mathematics T is equivalent to pure mathematics (T) under the pre-2012 system. Students may only follow T or M. • Soft skills (compulsory): communication skills, teamwork, leadership, critical thinking, problem solving, information management and ethics are included in the new curriculum. 					
7.	Grading	Pre- 2012 exam grade	Pre-2012 subject grades (combined scores)	New exam grades	New subject grades (combined scores)	SGP (subject grade point)	Status
		1	A	A	A	4.00	Full pass
		2	A	A-	A-	3.67	Full pass
		3	B	B+	B+	3.33	Full pass
		4	C	B	B	3.00	Full pass
		5	D	B-	B-	2.67	Full Pass
			D	C+	C+	2.33	Full pass
		6	E	C	C	2.00	Full pass
		7	R	C-	C-	1.67	Partial pass
		8	R	D+	D+	1.33	Partial pass
			R	D	D	1.00	Partial pass
		9	F	F	F	0.00	Fail
		Source: www.spa.gov.my/PortalEng/STPMQualification (in Malay)					

Field	Field Name	Information
8.	Assessment	<ul style="list-style-type: none"> Examinations are now offered on three occasions over the 18 month course (in each of the three terms). School-based assessment (SBA) takes place over the course period. Results are based on combined results from the two forms of assessment, but examinations are weighted more heavily than the SBA element (between 60 – 80%). Examinations include multiple choice, structured and essay questions. Students may retake subject examinations taken in the first and second terms in the third term. Third term exams may also be retaken. SBA cannot be retaken, but an alternative written paper is required for those wishing to improve SBA results. Candidates must achieve a pass in each part of the assessment to achieve the subject overall. The Malaysian Examinations Council (MEC) administers and quality assures the STPM. Additional standards verification is undertaken by Cambridge Assessment – endorsement and certification is based on a joint decision.
9.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> The sub-components of any assessment for a subject (e.g examination and coursework) are combined to provide the overall grade – students must pass all components to achieve a subject-level pass. A cumulative grade point average is calculated as the average of the top four subjects taken and is usually rounded up to two decimal points.
10.	Qualification size	The total time for teaching and learning per subject in the <i>STPM</i> remains at 240 hours (360 periods of 40 minutes).
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE within home country	Admission to three-year first degrees in Malaysia is mainly on the basis of <i>STPM</i> or matriculation courses. Usual minimum requirements are passes in two subjects at <i>STPM</i> and a compulsory credit level pass in Malay at <i>SPM</i> . In practice higher achievement is required because of competition. All students who wish to enter public universities in Malaysia are required to sit the Malaysian University English Test (MUET) with a recommended minimum achievement of Band 3 (of 6).
15.	Key issues for UK HE admissions	Typically students will study up to five subjects and offers may be made on the basis of the individual subjects.
16.	Timing of assessment / results	<ul style="list-style-type: none"> Assessments take place in May or November Please refer to http://portal.mpm.edu.my/en/web/guest/jadual-peperiksaan for details. The results are usually released in March of the following year.
17.	Certification information	Not available.
18.	Current or legacy	Current. The <i>STPM</i> moved to the unitised system described in 2012.

Field	Field Name	Information
19.	Additional information	Sources: <ul style="list-style-type: none">• Malaysian Examinations Council (new <i>STPM</i> assessment system pamphlet and syllabus information) http://webmpm.mpm.edu.my/bi/main.php• Ministry of Education: http://www.moe.gov.my/en/home

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Norway

Field	Field Name	Information
1.	Country	Norway
2.	Qualification Family	<i>Vitnemål-videregåendeopplaering</i> (Certificate of Upper Secondary Education) also known as <i>Vitnemål fra den Videregående Skole</i> (Certificate of Upper Secondary Education).
3.	Education System	<ul style="list-style-type: none"> • Norway has had a unified upper secondary structure since 1976, that coordinates general studies and vocational studies. Around half the pupils attend programmes for general studies and half attend the vocational education programmes. • Upper secondary education and training is organised in 12 different education programmes. • General studies <ul style="list-style-type: none"> – Programme for specialisation in general studies – Programme for sports and physical education – Programme for music, dance and drama. • Vocational education programmes <ul style="list-style-type: none"> – Programme for building and construction – Programme for design, arts and crafts – Programme for electricity and electronics – Programme for healthcare, childhood and youth development programme for media and communication – Programme for agriculture, fishing and forestry – Programme for restaurant and food processing – Programme for service and communication – Programme for technical and industrial production. • General studies take three years (Vg1, Vg2, Vg3) and lead to general university admissions certification. In a few cases it takes four years with a Vg4. There are nine programme areas which qualify for higher education studies. <ol style="list-style-type: none"> 1. Language studies, social studies and economic studies 2. Natural science and mathematics studies 3. Arts, crafts and design studies 4. Music studies 5. Dance studies 6. Drama studies 7. Sport and physical education studies 8. Media and communication studies 9. Agriculture, fishing and forestry studies. • Vocational education and training mainly leads to a craft or journeyman's certificate, usually after two years in school and one year in service training in an enterprise, plus one year's work experience. It is possible for pupils who have finished their vocational education at Vg1 and Vg2 level to take a Vg3 supplementary programme for general university admissions certification. • Students successfully completing academic courses will receive a <i>vitnemål fra den videregående skole</i>, Certificate of Upper Secondary Education, which is the qualification giving access to higher education. Pupils who have met the minimum requirements for university study are known to have achieved <i>studiekompetanse</i>. • The National Curriculum for Knowledge Promotion, introduced in 2006, regulates the core curriculum, quality framework, subject curricula and the distribution of lesson time and subjects.

Field	Field Name	Information
4.	Level	<ul style="list-style-type: none"> • Broadly comparable to UK Level 3 qualifications. • Acceptable as a group qualification satisfying general HE entrance requirements.
5.	Structure	<ul style="list-style-type: none"> • Prior to 2006 students chose from 15 foundation programmes in year Vg1 and progressed to further specialisation in years Vg2 and Vg3. • Students now choose a specialisation from year one from the following programme areas and the level of specialisation increases towards the end of the programme: <ul style="list-style-type: none"> – languages, social sciences and economics – natural sciences and mathematics – arts, crafts and design – sports – music, dance and performance. • Pupils are assessed based on internal coursework and examinations as well as some external examinations, most of which take place during the final year. • Within this programme there are common subjects and programme subjects related to the area of study. Together they have a total of 2,523 / 2,943 teaching hours over three years. • Pupils in programmes for general studies also take a compulsory foreign language course of a minimum of 225 teaching hours over two or three years, in addition to the English course of a minimum 140 teaching hours.
6.	Subjects	<ul style="list-style-type: none"> • Compulsory subjects within the general studies route include Norwegian, mathematics, natural science, English, social science, geography, history, religion and ethics, and physical education. • Students are also required to take a compulsory foreign language and supplementary programme specific subjects.

Field	Field Name	Information
7.	Grading	<ul style="list-style-type: none"> The following grading scale is used in the <i>Vitnemål</i> certificates: <ul style="list-style-type: none"> – 6 – <i>framifrå</i> (excellent / exceptionally high degree of competence in the subject) – 5 – <i>mykje god</i> (very good / high degree of competence in the subject) – 4 – <i>god</i> (good / high degree of competence in the subject) – 3 – <i>nokså god</i> (fair degree of competence in the subject) – 2 – <i>låg</i> (poor / low degree of competence in the subject) – 1 – <i>sværtlåg</i> (fail / very low degree of competence in the subject). For non-final tests and mid-term evaluations the grades are often followed by + /-. It is also common to use grades such as 5/6 or 4/3 indicating borderline grades. However, the grades students get on their diploma (<i>Vitnemål</i>), are single-digit grades 1, 2, 3, 4, 5 or 6. A description of the syllabus taught on the basis of local curricula and / or other additional information is enclosed with the Diploma certificate. The relevant national curriculum stipulates the forms of assessment that apply to different subjects. For an examination mark, there will also be an indication as to whether the exam form was written ("S" for "<i>skriftlig</i>"), oral ("M" for "<i>muntlig</i>"), oral-practical ("MP" for "<i>muntlig- praktisk</i>") or practical ("P"). Marks for order and conduct are given as Good / Fair / Poor. The certificate contains the name and date of birth (11 digits), as well as information about the location, school and date it was issued. The certificate is signed by two persons. A valid certificate has the certificate number inscribed at the bottom left, consisting of a V for "<i>Vitnemål</i>" (certificate) or K for "<i>Kompetansebevis</i>" (certificate of competence), the school's organisation number, the year and a serial number of four digits.
8.	Assessment	<ul style="list-style-type: none"> Pupils are assessed based on internal coursework and examinations as well as some external examinations, most of which take place during the final year. For a list of examined subjects see https://pgsf.udir.no/dokumentlager/EksamensOppgaver.aspx?proveType=EV (in Norwegian) Certain subjects are assessed externally as well as by internal examinations and coursework. Subjects which are taken as options but which are not graded are indicated on the certificate with the word <i>deltatt</i> (has followed the teaching) or <i>bestått / ikkebestått</i> (passed / not passed). Students are given a <i>Vitnemål</i> (represented as 'V') to indicate exams passed. 'K' indicates that a student has followed a course, but not completed all requirements necessary to pass.
9.	Contribution of assessment components to overall	The Diploma Certificate / <i>Vitnemål</i> provides a transcript of the students grades for all subjects over three years, showing examined subjects taken in the final year.
10.	Qualification size	Over three years students working towards the <i>Vitnemål</i> undertake 2,888 – 3,308 teaching hours.
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.

Field	Field Name	Information
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE in home country	<p>Minimum requirements for higher education entrance include two components.</p> <ul style="list-style-type: none"> • Successful completion of three years of upper secondary education including upper secondary level 1, 2 and 3 (regardless of area of study) or possession of a recognised vocational qualification / trade or journeyman's certificate. • Studies corresponding to a specific level of attainment, determined in periods per week, within the general subject areas of Norwegian, English, social studies, mathematics, natural science and history.
15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • Example certificates suggest students often take 12+ subjects and undertake six external examinations of various types. • Many UK HEPs accept an average <i>Vitnemål</i> grade of 5 in lieu of AAA/ AAB, a grade 4 in lieu of ABB/ BBB, and a grade 3 in lieu of BCC/ CCC. • UK HEPs that set A/ B/ C grade subject-specific entry requirements for home students tend to require Norwegian students to achieve 5/ 4/ 3 grades in comparable subjects.
16.	Timing of assessment/results	<ul style="list-style-type: none"> • Final year exams are taken in June. • Results / certificates are published by mid-July.
17.	Certification information	<ul style="list-style-type: none"> • Nearly 200,000 pupils in upper secondary education in the school year 2012/ 2013. • About half the population takes the <i>Vitnemål</i>.
18.	Current or legacy	<ul style="list-style-type: none"> • <i>Vitnemål</i> fra den Videregående Skole was introduced in 1982. • The <i>Vitnemål</i> replaced the <i>Examen Artium</i> (University Preparatory Examination).
19.	Additional information	<p>Sources</p> <ul style="list-style-type: none"> • For more curriculum and syllabus details: • www.udir.no/Stottemeny/English/Curriculum-in-English • Eurydice: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Norway:Overview

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Romania

Field	Field Name	Information		
1.	Country	Romania		
2.	Title	<i>Diploma de Bacalaureat</i>		
3.	Education system	<ul style="list-style-type: none"> • Schooling starts at the age of seven, and is compulsory until the 10th grade (which corresponds with age 16 or 17). • At the end of the 8th year of school (at age 14 or 15) a nation-wide test is taken by all students. Starting in 2004, this examination is called <i>Testarea Națională</i> (The National Test) and can be taken only once, in June. • Students that pass can enrol into a high school and those that fail join a School of Crafts and Trades for two years. • There are five types of high schools in Romania that provide access to the <i>Bacalaureat</i> exam (and therefore access to university), offering different programmes of education (Science theoretical / Humanities theoretical / Technical / Vocational / Services and Economics programs). Students follow many subjects (often 12 – 15 per year). • The school educational cycle ends in the 12th grade, when graduating students take the <i>Bacalaureat</i>. • Qualifications are set by the Ministry of Education, Research, Youth and Sports, according to the National Qualifications Register. 		
4.	Level	<ul style="list-style-type: none"> • Considered to be broadly comparable in standard to UK Level 3. 		
5.	Structure	<ul style="list-style-type: none"> • Graduating high school students are required to take the <i>Diploma de Bacalaureat</i> or <i>Examenu National de Bacalaureat</i> (or <i>Bac</i>). • To achieve the <i>Bacalaureat</i> candidates must take two oral exams and three written exams, over one and a half weeks. • Hungarians living in Romania take Hungarian language and literature as an additional fourth written examination. These are centrally set and often centrally marked. 		
6.	Subject areas	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Ancient Greek • Art • Biology • Chemistry • Computer programming • Design • Economics • Geography • History • Latin • Literature </td> <td> <ul style="list-style-type: none"> • Logic • Mathematics • Modern languages • Music • Philosophy • Physics • Psychology • Religious education • Romanian language and literature • Technically-based subjects (e.g. calibration of technical measurement machines, locomotive mechanics) </td> </tr> </table>	<ul style="list-style-type: none"> • Ancient Greek • Art • Biology • Chemistry • Computer programming • Design • Economics • Geography • History • Latin • Literature 	<ul style="list-style-type: none"> • Logic • Mathematics • Modern languages • Music • Philosophy • Physics • Psychology • Religious education • Romanian language and literature • Technically-based subjects (e.g. calibration of technical measurement machines, locomotive mechanics)
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7.	Grading	<ul style="list-style-type: none"> • For oral exams the candidate receives a qualification aligned to the relevant European assessment standards (Europass, Common European Framework of Reference for Languages). • Written examination subjects are marked out of 100, then converted to the 10-point scale. • The pass mark for <i>Bacalaureat</i> examinations is 5 for each subject and 6 for the final average. • Students scoring a perfect 10 will be given special honours. 		

Field	Field Name	Information
8.	Assessment	<ul style="list-style-type: none"> • Oral exam for assessing digital competences. • Exam A/1 – an oral exam for Romanian language and literature. This is a public examination where the student is required to answer questions in front of three people. • Exam C/1 – similar to exam A/1 but is only given to students who are taught in a language other than Romanian (usually a language of a certain ethnic group). • Exam B – an oral exam for any of the foreign languages taught in high school. Students choose between English, French, Italian, German, Spanish, Portuguese and Russian at the point of registration. • If candidates have IELTS/TOEFL/CAE they are not required to sit the English oral test. • Exam A/2 – a written exam on the Romanian language and literature. This exam can last for three hours. • Exam C/2 – organised just like Exam A/2 but only given to schools where the medium of teaching is in another language. • Exam D – involves a compulsory subject which depends on the academic profile of the school. For example, students might be made to take maths or Romanian history. The difficulty of the exam shall also be determined by the high school's academic program. This written exam lasts for three hours. • Exam E – the subject is chosen by the student from the subjects offered by their high school. This written exam lasts for three hours. • Exam F – the subject is chosen by the student from subjects not usually offered by their high school program. This written exam lasts for three hours. <p>Written exams are externally set and internally assessed. No computers are involved in these exams, and they are manually graded by two separate correctors.</p>
9.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • In order to pass the exam, a student must score at least 5.00 for each individual exam, and must gain an average of 6.00 for all the exams. • Students are allowed to retake examinations they have failed.
10.	Qualification size	Each examined subject is taken as broadly equivalent to a GCE AS level in size – 180 hours.
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.
14.	Access to HE within home country	<ul style="list-style-type: none"> • The <i>Bacalaureat</i> is required for students who wish to enrol in a university. Without it a student is not considered as having graduated from high school. However, admission methodologies differ across universities / courses and increasingly consider candidates performance in university entrance examinations (written exams or interviews). • <i>Bacalaureat</i> results historically play a limited role in admissions to Romanian universities. • It is not yet clear what impact new assessment arrangements introduced by the Government in 2010 to combat fraud (which have led to a significant drop in pass rates) will have on university admissions practices.

Field	Field Name	Information										
15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> Some UK HEPs regard the <i>Bacalaureat</i> as acceptable as a group qualification satisfying general HE entrance requirements. New anti-fraud measures were introduced in 2010 to cut back on student cheating. These appear to have had a significant impact on the numbers of students that pass the <i>Bacalaureat</i>. According to results published by the National Centre for Evaluation and Examination: 										
		<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage of students</th> </tr> </thead> <tbody> <tr> <td>2011 / 12</td> <td>24.27%</td> </tr> <tr> <td>2010 / 11</td> <td>44.47 %</td> </tr> <tr> <td>2009 / 10</td> <td>69.3%</td> </tr> <tr> <td>2008 / 09</td> <td>81.4%</td> </tr> </tbody> </table>	Year	Percentage of students	2011 / 12	24.27%	2010 / 11	44.47 %	2009 / 10	69.3%	2008 / 09	81.4%
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16.	Timing of assessment / results	Late June / July with resits in September.										
17.	Certification information	<ul style="list-style-type: none"> The results of the <i>Bacalaureat</i> are published on http://bacalaureat.edu.ro (in Romanian) According to the National Centre for Evaluation and Examination before appeals, 99,442 candidates registered for the August – September 2012 <i>Bacalaureat</i> exams session. 85,117 students were present and 239 were eliminated at national level, for fraud or fraud attempt reasons. Numbers of candidate achieving grade ranges in this exam session: <ul style="list-style-type: none"> – 16,881 candidates obtained a final grade between 6 and 6.99 – 3,374 candidates obtained a final grade between 7 and 7.99 – 378 candidates obtained a final grade between 8 and 8.99 – 29 candidates obtained a final grade between 9 and 9.99 – no candidates received a final grade of 10. 										
18.	Current or legacy	Current.										
19.	Additional information	<ul style="list-style-type: none"> Eurydice: eacea.ec.europa.eu/education/eurydice/eurypedia_en.php For more information about education in Romania see the government website: www.edu.ro (in Romanian) 										

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Singapore

Field	Field Name	Information
1	Country	Singapore
2.	Title	Singapore-Cambridge GCE A level
3.	Education System	<ul style="list-style-type: none"> • Primary phase – six years of compulsory education. • Secondary phase – four to five years students placed in Special, Express, Normal (Academic) or Normal (Technical) course depending on performance in primary school leaving examinations. <ul style="list-style-type: none"> – Students in Special / Express courses take GCE O levels. – Students on Normal courses take GCE N levels after four years and progress to GCE O levels in their fifth year. – All students take part in at least one co-curricular activity. • Pre-university phase – two-year junior college or three-year centralised institute course. The current curriculum was introduced in 2006 to emphasise breadth of learning and flexibility. This involved the development of new syllabuses and examinations based on collaboration between the Singapore Ministry of Education (MoE), Singapore Examinations & Assessment Board (SEAB) and the University of Cambridge Local Examinations Syndicate (UCLES).
4.	Level	Level 3 – acceptable as group qualifications satisfying HE general entrance requirements.
5.	Structure	<ul style="list-style-type: none"> • The Singapore Cambridge GCE A level is conducted jointly by the Singapore Ministry of Education (MOE), Singapore Examinations and Assessment Board (SEAB) and the University of Cambridge Local Examinations Syndicate (UCLES). As a collaboration between the MOE and UCLES, the Singaporean A level is a different version of the international A level. • Under the curriculum candidates select subjects from three levels of study Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3). H1 is broadly equivalent to AS and H2 to A level. H3 subjects are taken as an extension to H2 level (replacing the previous 's' paper) and allow more in-depth study and advanced content. They are not available in all subjects. • Subjects are divided into knowledge skills and content-based subjects. Knowledge skills subjects include General Paper, Knowledge and Inquiry and Project Work; content-based subjects are divided into languages, humanities and the arts, and mathematics and sciences. • The basic combination is: <ul style="list-style-type: none"> – three H2 content-based subjects – one H1 content-based subject – H1 Mother Tongue (MT) language – H1 General Paper (GP) – H1 Project Work • Students must take at least one of the four content-based subjects from a contrasting discipline. • Students may also offer Knowledge and Inquiry in place of GP, or offer MT language & literature at H2 level. Academically strong students may also choose to take on an additional H1 or H2 subject OR up to two H3 subjects.

Field	Field Name	Information					
6.	Subject areas	Discipline	Subject	H1	H2	H3	
		Knowledge Skills	General Paper	X			
			Project Work	X			
			Knowledge and Inquiry		X		
		Languages	Chinese /Malay / Tamil	X			
			French	X			
			German	X			
			Japanese	X			
		Humanities & the arts	Art	X	X	X	
			Economics	X	X	X	
			Geography	X	X	X	
			History	X	X	X	
			Literature in English	X	X	X	
			China studies in English	X	X	X	
			China studies in Chinese	X	X		
			India studies	X	X		
			English language & linguistics		X		
			General studies in Chinese	X			
			Chinese language &		X	X	
			Malay language & literature		X	X	
			Tamil language & literature		X	X	
			Music		X	X	
			Theatre studies & drama		X		
			Management of business		X		
			French		X		
			German		X		
			Japanese		X		
			Mathematics & science	Biology	X	X	X
		Chemistry		X	X	X	
		Physics		X	X	X	
		Mathematics		X	X	X	
		Computing			X		
		Principles of accounting			X		

Field	Field Name	Information	
7.	Grading	Grading of H1, H2 and H3 courses	
		H1 and H2	H3
		A	Distinction
		B	Merit
		C	Pass
		D	Ungraded
		E	
		S (sub-pass)	
		Ungraded	
Students achieve a grade for each subject studied at each level.			
8.	Assessment	<p>Examinations are taken in a single sitting at the end of pre-university education, with the exceptions below.</p> <ul style="list-style-type: none"> • One H1 content-based subject may be sat at the end of the penultimate year of pre-university study (but not again in the final year). • H1 Mother Tongue language may be sat at the end of the penultimate year of pre-university study and again at the end of the final year, if required. • Project Work – examined at the end of the penultimate year of pre-university study only. • Most subjects have terminal examinations with a variety of forms, including structured questions, essay-based questions, and multiple choice. There may be only one paper or several. 	
9.	Contribution of assessment components to overall grade	The sub-components of any examination are combined to provide the overall grade. Students achieve a separate qualification for each subject studied.	
10.	Qualification size	Based on information provided, the H1 and H3 qualifications equate roughly to the size of an AS qualification (180 hours) and the H2 to the size of an A level (360 hours).	
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.	
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.	
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.	
14.	Access to HE within home country	The minimum threshold for application to Singapore universities is at least two H2 passes, an attempt in General Paper (GP) and a sub-pass in Mother Tongue Language (MT). The H2 subjects and GP must be taken at the same sitting.	
15.	Key issues for UK HE admissions	Typically students will study three subjects to H2. Not all students will be offered the opportunity to take subjects at H3.	
16.	Timing of assessment / results	<ul style="list-style-type: none"> • Mother Tongue languages – from June to September. • Other subjects – from late October to early December. • The results are usually released in March of the following year. 	

Field	Field Name	Information
17.	Certification information	In 2012, 90.6% of candidates achieved at least 3 H2 passes, with a pass in General Paper (GP) or Knowledge and Inquiry (KI). The total number of candidates was 14,025. More detailed information is not available.
18.	Current or legacy	Current. The current A level curriculum was introduced in 2006.
19.	Additional information	Source: Ministry of Education http://www.moe.gov.sg/cpdd/alevel2006/experience/exp.htm

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UK

Field	Field Name	Information
1.	Country	UK International
2.	Qualification Family	International Baccalaureate (IB) Diploma
3.	Education System	<ul style="list-style-type: none"> • The IB Diploma programme is awarded by the IBO, a Swiss based charitable foundation, established in Geneva in 1968. • Initially designed as a programme for students in international schools, IB diploma examinations were first taken by about 300 candidates in 11 schools in 1970. • In 2014, internationally, there were 137,000 students completing IB Diploma programme exams in around 2,200 schools, including approximately 5000 students attending UK schools • IB Diploma students follow a broad range of Higher Level (HL) and Standard Level (SL) subjects over the two years of the programme, but can at the same time specialise in those subject areas of greatest interest to them. • Students are expected to develop the critical thinking skills, independent learning styles and knowledge of academic research that are expected for successful university level study. • They are also expected to consider the nature of knowledge, to engage in community service and promote international understanding, valuing cultural diversity.
4.	Level	<ul style="list-style-type: none"> • Level 3 – acceptable as a group qualification satisfying general HE entrance requirements. • As two-year linear courses, both higher level and standard level subjects are regarded as comparable with A levels.
5.	Structure	<ul style="list-style-type: none"> • Three subjects (or occasionally four) are studied at higher level, and three subjects (occasionally two) at standard level. • All subjects are two-year linear courses, with examinations in May of the second year (Year 13). • The IB also offers another examination session in November for students based in the southern hemisphere. • Diploma candidates may choose to take, at most, two standard level subjects after the first year of study. However, this is unusual in the UK (although more common in schools in the US). • Candidates are allowed, at most, three different examination sessions in which to gain their Diploma. • It is possible for candidates to enter individual subjects, the Extended Essay or Theory of Knowledge and receive certificates for these on their own, without obtaining the full Diploma. Individual subjects are known as IB Diploma Courses.

Field	Field Name	Information
6.	Subject areas	<ul style="list-style-type: none"> The subjects available for study are divided into six groups. <ul style="list-style-type: none"> Group 1: a literature course or a language and literature course in the student's best language Group 2: second language course (a modern or classical language) Group 3: individuals and societies, including history, geography and economics Group 4: experimental sciences, including biology, chemistry and physics Group 5: mathematics and computer sciences, including two standard level courses (mathematical studies and mathematics standard) and two higher level courses (mathematics higher level and further mathematics higher level) Group 6: the arts, including visual arts, music and theatre. Students must study one subject from each of groups 1 to 5. Their sixth subject may come from Group 6, be a second choice from one of the other groups, or be an authorised school-devised syllabus. IB Diploma students will normally study three of the above subjects at higher level and three at standard level. All IB Diploma students also complete the Diploma Core: this consists of a course in epistemology called Theory of Knowledge and a 4,000 word academic Extended Essay; both of these elements are graded. Students also complete 150 hours of Creativity, Action and Service.
7.	Grading	<ul style="list-style-type: none"> Diploma Programme students follow six courses at higher level or standard level. The grades awarded for each course range from 1 (lowest) to 7 (highest) at both higher and standard level. 4 is regarded as the lowest pass mark by the IBO for awarding the Diploma (a level 4 is comparable to a C grade at A level). Students can also be awarded up to three additional points for their combined results in the Diploma Core, consisting of Theory of Knowledge and the Extended Essay. The highest total that a Diploma student can be awarded is 45 points. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole Diploma (e.g. score a minimum of 12/9 points from their higher / standard level subjects respectively and have no more than three scores of 3 or below) and satisfactory participation in Creativity, Action and Service (CAS).

Field	Field Name	Information
7.	Grading	<ul style="list-style-type: none"> • The IB Diploma will be awarded to a candidate provided all the following requirements have been met: <ol style="list-style-type: none"> a. CAS requirements have been met. b. The candidate's total points are 24 or more. c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject. d. There is no grade E awarded for theory of knowledge and/or the extended essay. e. There is no grade 1 awarded in a subject/level. f. There are no more than two grade 2s awarded (HL or SL). g. There are no more than three grade 3s or below awarded (HL or SL). h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count). i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL). j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
8.	Assessment	<ul style="list-style-type: none"> • For most subjects, there are three or four assessment components, with one of them being internally assessed coursework. • The examination papers take a variety of forms, some multiple-choice, but mainly short answer, structured response or essay type questions. There are also data analysis papers, text commentary papers and case study papers. • Some subjects have a coursework component that is externally assessed. • The Extended Essay and Theory of Knowledge essay are produced under coursework conditions and are also externally assessed. • Externally assessed work is marked by examiners around the world, whose marking is moderated by sample re-marking. Most assessment is by e-marking. • Moderation by sample re-marking is also applied to internal assessment. • Grade award meetings are held by the senior examiners for each subject to determine final grade boundaries on a component basis.
9.	Contribution of assessment components to overall award	<ul style="list-style-type: none"> • Points from standard, higher and core subjects are added together to make the Diploma points score. • The maximum possible Diploma points score is 45. Fewer than 1% of students achieve this score (0.18% of candidates in the May 2013 exam session). • Candidates who gain at least 24 points, subject to certain conditions relating to the distribution of grades, are awarded the Diploma. • The contribution of assessment methods to overall marks varies across subjects. For example, geography at higher level involves an external written examination covering core theme (25%), an external written examination covering optional themes (50%) and a field work report of 2,500 words which is internally assessed (25%). 24% of the assessment for chemistry is carried out by teachers during practical work and externally moderated.
10.	Resit arrangements	<ul style="list-style-type: none"> • Students can retake whole IB subjects in either November or May. • Candidates have a maximum of three examination sessions in which to obtain the Diploma.

Field	Field Name	Information
11.	Qualification size	<ul style="list-style-type: none"> • IB Diploma – 2,045 Guided Learning Hours (GLH) (Ofqual Register). • Higher level courses – 360 GLH (Ofqual Register)/240 teaching hours IBO documents. • Standard level courses – 225 GLH (Ofqual Register)/150 teaching hours IBO documents. • Core – 300 hours (Extended Essay 50 hours, Theory of Knowledge 100 hours, CAS 150 hours).
12.	UCAS size bands	Information about size bands can be found in the Qualifications List on the UCAS website: https://www.ucas.com/advisers/guides-and-resources/tariff-2017
13.	UCAS grade bands	Information about grade bands can be found in the Qualifications List on the UCAS website: https://www.ucas.com/advisers/guides-and-resources/tariff-2017
14.	UCAS Tariff points	Tariff points for International Baccalaureate Diploma can be found on the UCAS website: https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/tariff-tables
15.	Examination and results timetables	<ul style="list-style-type: none"> • There are two examination sessions per year, in May and November. • IB results are published on 5 July each year (for the May exam session).
16.	Additional information and Issues for UK HE admissions	<ul style="list-style-type: none"> • Many universities making offers specify both an overall IB point score (or range) and specific points to be achieved in higher level subjects. • Research by the Fischer Family Trust demonstrates that, for students with the same (GCSE) prior attainment (regardless of school type), the grade distribution of IB higher level compares to A levels as an exact match (A*= IB7, A=6, B=5, C=4) in all subjects, except IB higher level mathematics (where A*=IB6, A=5, B=4). (www.ibo.org). IB statistics show that average point scores and pass marks have remained consistent over time. • About 78% of Diploma students internationally are awarded the Diploma each examination session (have achieved 24+ IB points and met Diploma requirements). • Fewer than 4% of candidates score grades over 40 points each session, whilst fewer than 1% of students gain 45 points (109 candidates worldwide in May 2013). • 50 % of IB students attend state schools; this is also the case in the UK (May 2013).
17.	Current or Legacy qualification?	Current. The basic structure of the Diploma Programme (six subject groups with three additional core requirements) has remained unchanged since its introduction
18.	Certification information	<p>For summary statistics of the Diploma Programme examination session, and comparisons with previous years, see IB's latest statistical bulletin on the IBO website http://www.ibo.org/facts/statbulletin/index.cfm</p> <p>These statistics show that internationally the average IB point score and pass mark have remained consistent over time. Details are available in the World Statistical Bulletin (see above).</p>

Field	Field Name	Information
19.	For more information	<ul style="list-style-type: none"> • The UK network of schools and colleges offering the IB Diploma (IBSCA) publishes an annual guide for universities, available at http://www.ibsca.org.uk/index.php/universities-and-ib/introduction • All the statistics in this profile have been provided by the IBO. The IB publishes an annual world statistical bulletin following each exam session, which is available at http://www.ibo.org/en/about-the-ib/facts-and-figures/statistical-bulletins/diploma-programme-statistical-bulletin/ • For more details visit www.ibo.org

UCAS has developed this profile in response to requests from its members. UCAS has obtained this qualification information from a range of governmental and awarding body publications and other open-source websites. Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions.



USA

Field	Field Name	Information												
1.	Country	USA												
2.	Qualification family	ACT												
3.	Education system	<ul style="list-style-type: none"> While the US Government provides funding and national standards for schools, authority over public (state-funded) school education in the US rests primarily with individual state departments of education. As most policies are set at the state and local levels, the school curriculum can vary from state to state and even between school districts within a state. Formal education is generally mandatory from age 5/6 to 16, varying slightly by state. School-level education is organised into 'grades'. Grades K (kindergarten) – 12 correspond with Years 1–13 in the UK. 												
		<table border="1"> <thead> <tr> <th>Age</th> <th>Level of study</th> <th>US grade</th> <th>UK year</th> </tr> </thead> <tbody> <tr> <td>11 – 13</td> <td>Middle school</td> <td>6th – 8th</td> <td>Years 7 – 9</td> </tr> <tr> <td>14 – 18</td> <td>High school</td> <td>9th – 12th (freshman – senior)</td> <td>Years 10 – 13</td> </tr> </tbody> </table>	Age	Level of study	US grade	UK year	11 – 13	Middle school	6th – 8th	Years 7 – 9	14 – 18	High school	9th – 12th (freshman – senior)	Years 10 – 13
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<ul style="list-style-type: none"> Although there is no national curriculum, the general content of the high school curriculum across the country has many consistencies. The state will usually set a list of basic required courses for high school graduation. These may include English, mathematics, foreign language, physical education, art and/or music, general science, and social studies (a subject that combines history, government and geography). Students continue to have flexibility in choosing the level of their classes and elective subjects. Many high schools will also have 'tracks' for students wishing to study a four-year university bachelor's degree (BA/BSc), pursue a vocational or technical degree at a two-year college, or enter the workforce following high school. Students are generally assessed continually throughout the semester by a combination of tests, mid-term and final exams, essays, quizzes, homework assignments, classroom participation, group work, projects and attendance. This assessment culminates with a final grade for each course awarded at the end of the semester. Marks can be given as letters (A+, A, B+, B, etc), or as numbers out of 100%. These grades are averaged over the student's high school career, resulting in a Grade Point Average (GPA). Students may also receive a class rank, ranking his/her GPA amongst other members of his/her grade (year in school). On satisfactory completion of 12th grade and the state graduation requirements, the student receives a high school diploma (the requirements for which are set by each state). 														
4.	Level	Level 3 – acceptable as a group qualification satisfying HE general entrance requirements.												

Field	Field Name	Information																								
5.	Structure	<ul style="list-style-type: none"> • The ACT is a standardised syllabus-based test aimed at university entrance. This is independent of the high school syllabus taken by students. • There are two versions of the ACT, the ACT (No Writing) and the ACT Plus Writing. Both versions contain four multiple choice tests: <ul style="list-style-type: none"> – English – mathematics – reading – science • The ACT Plus Writing includes an additional Writing Test. 																								
6.	Subject areas	<p>The ACT is composed of four multiple choice tests.</p> <table border="1"> <thead> <tr> <th>Test area</th> <th>No. of question</th> <th>Time allowed</th> <th>Areas measured</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>75</td> <td>45</td> <td>Standard written English and rhetorical skills.</td> </tr> <tr> <td>Mathematics</td> <td>60</td> <td>60</td> <td>Mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.</td> </tr> <tr> <td>Reading</td> <td>40</td> <td>35</td> <td>Reading comprehension.</td> </tr> <tr> <td>Science</td> <td>40</td> <td>35</td> <td>The interpretation, analysis, evaluation, reasoning, and problem- solving skills required in the natural sciences.</td> </tr> </tbody> </table> <p>There is also an optional essay-based Writing Test.</p> <table border="1"> <tbody> <tr> <td>Optional Writing Test</td> <td>1 prompt</td> <td>30</td> <td>Writing skills emphasised in high school English classes and in entry- level college composition courses.</td> </tr> </tbody> </table>	Test area	No. of question	Time allowed	Areas measured	English	75	45	Standard written English and rhetorical skills.	Mathematics	60	60	Mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.	Reading	40	35	Reading comprehension.	Science	40	35	The interpretation, analysis, evaluation, reasoning, and problem- solving skills required in the natural sciences.	Optional Writing Test	1 prompt	30	Writing skills emphasised in high school English classes and in entry- level college composition courses.
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7.	Grading	<ul style="list-style-type: none"> Each ACT subject test score ranges from 1 to 36; all scores are integers. The English, mathematics and reading tests also have subscores ranging from 1 to 18. The subject score is not the sum of the subscores – there are seven subscores as follows: 																		
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		<ul style="list-style-type: none"> The seven subscores range from 1 (low) to 18 (high). There is no direct arithmetic relationship between subscores and test scores. The optional Writing Test is scored from 2 –12 (based on scoring from 1– 6 by two trained readers). Students taking this test receive this score, a combined English / writing score ranging from 1 – 36 (based on the writing score and the English score), and one to four comments on the essay from the essay scores. The Writing Test score does not affect the composite score. Results are given as scores and subscores and each is also provided in terms of their relative percentage ranking within the US population taking the ACT. 																		

Field	Field Name	Information
8.	Assessment	<ul style="list-style-type: none"> The mandatory subjects within the ACT (English, mathematics, reading, science) are all assessed through multiple choice tests ranging from 35 minutes to 60 minutes in length and between 40 and 75 items (see Structure, above). The optional Writing Test is a 30 minute essay-based test. Tests are national and available on six occasions each year at designated test centres. Each question correctly answered is worth one raw point, incorrect answers are not penalised. Raw scores are converted to 'scale scores'. Composite scores and each subject test score range from 1 (low) to 36 (high). The composite score is the average of the four mandatory test scores, rounded to the nearest whole number. To improve the result, students can retake the test: 55% of students who retake the ACT improve their scores, 22% score the same, and 23% see their scores decrease.
9.	Contribution of assessment components to overall award	<ul style="list-style-type: none"> The composite score is the average of the four test scores earned during a single test administration, rounded to the nearest whole number. Individual forms of the ACT tests are equated to ensure comparability across tests. Students taking the optional Writing Test receive two additional scores: Combined English and Writing Test scores (scaled 1 – 36) and a Writing Test subscore ranging from 1 –12 reflecting performance on the Writing Test only.
10.	Qualification size	Although syllabus-based there is no formal teaching time associated with the ACT.
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.

Field	Field Name	Information																		
14.	Access to HE in home country	<p>Students are assessed for university entry based on a variety of information including:</p> <ul style="list-style-type: none"> Grade Point Average (GPA) – the following is a general percentage letter grade scale for classes taken at US schools: <table border="1"> <thead> <tr> <th>Letter grade</th> <th>Percentage</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90 – 100%</td> <td>4.0</td> </tr> <tr> <td>B</td> <td>80 – 89%</td> <td>3.0</td> </tr> <tr> <td>C</td> <td>70 – 79%</td> <td>2.0</td> </tr> <tr> <td>D</td> <td>65 – 69%</td> <td>1.0</td> </tr> <tr> <td>F (fail)</td> <td>Below 65%</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Class rank within the year group. Rigour of classes taken (AP, honours, regular). Admissions tests: ACT / SAT I / SAT II (subject tests) are used to supplement secondary school record and help admissions officers put local data – such as grades and class rank – in a national context. Universities often require a threshold score in admissions tests. <p>The most competitive US institutions will require ACT students to take the 'ACT Plus Writing'. ACT or SAT I on their own are not normally sufficient for competitive HE admissions. Candidates would be expected to offer SAT II and/or APs.</p>	Letter grade	Percentage	GPA	A	90 – 100%	4.0	B	80 – 89%	3.0	C	70 – 79%	2.0	D	65 – 69%	1.0	F (fail)	Below 65%	0
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15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> HEPs may wish to make offers using a range of indicators – including GPA, AP results, ACT / SAT scores – for example requiring an overall GPA of 4.0 together with a score of 29 in their ACT. Student choice – admissions tests in the US allow students to choose which results they allow universities to see. They may choose only to show their best results, or may prefer to show results from all test occasions. Some universities do request that all attempts are disclosed. Superscoring – some US universities allow, or prefer, the process of 'superscoring' results of the admissions tests. This means that for students who have sat tests on more than one occasion, the university selects the best combination of subscores achieved by the candidate, combining different subscores from different test occasions if this provides a 'better' outcome than a single occasion. This advantages the student, by providing a higher 'score' but may also benefit the university in terms of measures of student average scores on entry. Access to admissions tests – although it has traditionally been the case that students would have sat for either the SAT or the ACT tests, it is becoming increasingly common in the US for students to sit for both – this is seen as an advantage since some students perform significantly better in one compared to the other. There are published equivalences 'concordance' of test scores for the ACT and SAT tests. These are summarised in the 'Additional information' section below and a reference to the full information about this agreement is also given. <p><i>Note that these tests are widely taken outside of the US, particularly in Canada</i></p>																		

Field	Field Name	Information																																								
16	Timing of assessments / results	<ul style="list-style-type: none"> • ACT tests are available on six opportunities per year in September, October, December, February, April and June. • Scores are available for viewing 2.5 weeks after test dates; reports are released three – eight weeks after. 																																								
17.	Certification information	2012 results – % of students at each score range																																								
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18.	Current or legacy	Current. Established 1959 – online versions available from 1999. Optional Writing Test available from 2005.																																								

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19.	Additional information	<ul style="list-style-type: none"> • General information: www.act.org • Results: www.act.org/newsroom/data/2012/profilereports.html • Equivalence between ACT & SAT tests: the tables below show the agreed equivalences between SAT and ACT scores – called the concordance. See research.collegeboard.org/publications/content/2012/05/act-and-sat-concordance-tables for detailed information. <p>Table 1 Concordance between ACT composite score and sum of SAT Critical Reading and Mathematics (SAT CR & M) scores</p> <table border="1"> <thead> <tr> <th>SAT CR & M</th> <th>ACT composite</th> <th>SAT CR&M (single score)</th> </tr> </thead> <tbody> <tr><td>1600</td><td>36</td><td>1600</td></tr> <tr><td>1540 –1590</td><td>35</td><td>1560</td></tr> <tr><td>1490 –1530</td><td>34</td><td>1510</td></tr> <tr><td>1440 –1480</td><td>33</td><td>1460</td></tr> <tr><td>1400 –1430</td><td>32</td><td>1420</td></tr> <tr><td>1360 –1390</td><td>31</td><td>1380</td></tr> <tr><td>1330 –1350</td><td>30</td><td>1340</td></tr> <tr><td>1290 –1320</td><td>29</td><td>1300</td></tr> <tr><td>1250 –1280</td><td>28</td><td>1260</td></tr> <tr><td>1210 –1240</td><td>27</td><td>1220</td></tr> <tr><td>1170 –1200</td><td>26</td><td>1190</td></tr> <tr><td>1130 –1160</td><td>25</td><td>1150</td></tr> <tr><td>1090 –1120</td><td>24</td><td>1110</td></tr> <tr><td>1050 –1080</td><td>23</td><td>1070</td></tr> <tr><td>1020 –1040</td><td>22</td><td>1030</td></tr> <tr><td>980 –1010</td><td>21</td><td>990</td></tr> <tr><td>940 – 970</td><td>20</td><td>950</td></tr> <tr><td>900 – 930</td><td>19</td><td>910</td></tr> <tr><td>860 – 890</td><td>18</td><td>870</td></tr> <tr><td>820 – 850</td><td>17</td><td>830</td></tr> <tr><td>770 – 810</td><td>16</td><td>790</td></tr> <tr><td>720 – 760</td><td>15</td><td>740</td></tr> <tr><td>670 – 710</td><td>14</td><td>690</td></tr> <tr><td>620 – 660</td><td>13</td><td>640</td></tr> <tr><td>560 – 610</td><td>12</td><td>590</td></tr> <tr><td>510 – 550</td><td>11</td><td>530</td></tr> </tbody> </table>	SAT CR & M	ACT composite	SAT CR&M (single score)	1600	36	1600	1540 –1590	35	1560	1490 –1530	34	1510	1440 –1480	33	1460	1400 –1430	32	1420	1360 –1390	31	1380	1330 –1350	30	1340	1290 –1320	29	1300	1250 –1280	28	1260	1210 –1240	27	1220	1170 –1200	26	1190	1130 –1160	25	1150	1090 –1120	24	1110	1050 –1080	23	1070	1020 –1040	22	1030	980 –1010	21	990	940 – 970	20	950	900 – 930	19	910	860 – 890	18	870	820 – 850	17	830	770 – 810	16	790	720 – 760	15	740	670 – 710	14	690	620 – 660	13	640	560 – 610	12	590	510 – 550	11	530
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19.	Additional information	<p>Table 2 Concordance between ACT Combined English/Writing Score and SAT Writing Score</p> <table border="1"> <thead> <tr> <th>SAT Writing (score range)</th> <th>ACT English/ Writing score</th> <th>SAT Writing (single score)</th> </tr> </thead> <tbody> <tr><td>800</td><td>35</td><td>800</td></tr> <tr><td>770 – 790</td><td>34</td><td>770</td></tr> <tr><td>730 – 760</td><td>33</td><td>740</td></tr> <tr><td>710 – 720</td><td>32</td><td>720</td></tr> <tr><td>690 – 700</td><td>31</td><td>690</td></tr> <tr><td>660 – 680</td><td>30</td><td>670</td></tr> <tr><td>640 – 650</td><td>29</td><td>650</td></tr> <tr><td>620 – 630</td><td>28</td><td>630</td></tr> <tr><td>610</td><td>27</td><td>610</td></tr> <tr><td>590 – 600</td><td>26</td><td>590</td></tr> <tr><td>570 – 580</td><td>25</td><td>570</td></tr> <tr><td>550 – 560</td><td>24</td><td>550</td></tr> <tr><td>530 – 540</td><td>23</td><td>530</td></tr> <tr><td>510 – 520</td><td>22</td><td>510</td></tr> <tr><td>480 – 500</td><td>21</td><td>490</td></tr> <tr><td>470</td><td>20</td><td>470</td></tr> <tr><td>450 – 460</td><td>19</td><td>450</td></tr> <tr><td>430 – 440</td><td>18</td><td>430</td></tr> <tr><td>410 – 420</td><td>17</td><td>420</td></tr> <tr><td>390 – 400</td><td>16</td><td>400</td></tr> <tr><td>380</td><td>15</td><td>380</td></tr> <tr><td>360 – 370</td><td>14</td><td>360</td></tr> <tr><td>340 – 350</td><td>13</td><td>340</td></tr> <tr><td>320 – 330</td><td>12</td><td>330</td></tr> <tr><td>300 – 310</td><td>11</td><td>310</td></tr> </tbody> </table> <p>www.act.org/aap/concordance/understand.html (relationship between SAT and ACT)</p>	SAT Writing (score range)	ACT English/ Writing score	SAT Writing (single score)	800	35	800	770 – 790	34	770	730 – 760	33	740	710 – 720	32	720	690 – 700	31	690	660 – 680	30	670	640 – 650	29	650	620 – 630	28	630	610	27	610	590 – 600	26	590	570 – 580	25	570	550 – 560	24	550	530 – 540	23	530	510 – 520	22	510	480 – 500	21	490	470	20	470	450 – 460	19	450	430 – 440	18	430	410 – 420	17	420	390 – 400	16	400	380	15	380	360 – 370	14	360	340 – 350	13	340	320 – 330	12	330	300 – 310	11	310
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Field	Field Name	Information												
1.	Country	USA												
2.	Title	Advanced Placement (AP)												
3.	Education system	<ul style="list-style-type: none"> While the US government provides funding and national standards for schools, authority over public (state-funded) school education in the US rests primarily with individual state departments of education. As most policies are set at the state and local levels, the school curriculum can vary from state to state and even between school districts within a state. Formal education is generally mandatory from age 5/6 to 16, varying slightly by state. School-level education is organised into 'grades'. Grades K (kindergarten) – 12 correspond with years 1–13 in the UK. 												
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<ul style="list-style-type: none"> Although there is no national curriculum, the general content of the high school curriculum across the country has many consistencies. The state will usually set a list of basic required courses for high school graduation. These may include English, mathematics, foreign language, physical education, art and/or music, general science, and social studies (a subject that combines history, government and geography). Students continue to have flexibility in choosing the level of their classes and elective subjects. Many high schools will also have 'tracks' for students wishing to attend a four-year university course (BA/BSc), pursue a vocational or technical degree at a two-year college or enter the workforce following high school. Students are generally assessed continually throughout the semester via a combination of tests, mid-term/final exams, essays, quizzes, homework assignments, classroom participation, group work, projects and attendance. This assessment culminates with a final grade for each course awarded at the end of the semester. Marks can be given as letters (A+, A, B+, B, etc), or as numbers out of 100%. These grades are averaged over the student's high school career, resulting in a Grade Point Average (GPA). Students may also receive a class rank, ranking his/her GPA amongst other members of his/her grade (year in school). On satisfactory completion of 12th grade and the state graduation requirements, the student receives a high school diploma (the requirements for which are set by each state). 														
4.	Level	Level 3 – acceptable as a group qualification satisfying HE general entrance requirements.												

Field	Field Name	Information
5.	Structure	<ul style="list-style-type: none"> • Advanced Placement (AP) exams and courses were introduced to be at first year university standard. They were called Advanced Placement because if students did well enough they would bypass initial university requirements for initial study in relevant subjects. Although excellent performance does still allow for exemption from initial course study on some university courses, this is at the discretion of each US university, and the AP has become more associated with the high school provision for more able honours students – often becoming the de facto honours curriculum, and is commonly used as an admissions tool by universities. • High schools may seek AP authorisation of their courses, undergoing an audit process – this allows the use of the AP designation on students’ transcripts. However, this is not required, and schools can develop their own courses for subjects and students can still sit for the AP exam. As a national course and examination the AP provides a national standard at a higher level than most high school courses that are familiar to universities. • Each subject has a Development Committee, composed of college faculty and secondary AP teachers. Their role is to: <ul style="list-style-type: none"> – develop course description / curriculum – determine general content and ability level of each exam – determine requirements for course syllabi – write and review exam questions • They also guide and review research and data analyses undertaken – including curriculum and standard-setting studies to ensure alignment of course and exam content. • Courses are typically taken over a year during the students’ 11th and 12th grade of school – the greatest number of exams is taken in the 12th (senior) grade. • The AP examinations are based on the AP course curriculum and are generally two to three hours in length. Apart from studio art exams, which have portfolio assessments, AP exams contain multiple-choice and writing (free-response) sections. World languages also have a speaking component and the music theory exam has a sight-singing task. • These are summative examinations, taken in May, with results published in July.

Field	Field Name	Information										
6.	Subject areas	<p>AP courses and examinations are available in 34 subjects:</p> <ul style="list-style-type: none"> • Art history • Biology • Calculus AB • Calculus BC • Chemistry • Chinese language and culture • Computer science A • English language and composition • English literature and composition • Environmental science • European history • French language and culture • German language and culture • Government and politics: comparative • Government and politics: United States • Human geography • Japanese language and culture • Latin • Macroeconomics • Microeconomics • Music theory • Physics B • Physics C: electricity and magnetism • Physics C: mechanics • Psychology • Spanish language and culture • Spanish literature and culture • Statistics • Studio art: 2-D design • Studio art: 3-D design • Studio art: drawing • United States history • World history 										
7.	Grading	<p>AP exam scores are equated to ensure comparability over time. They are reported on a 5 point scale:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">5</td> <td>Extremely well qualified*</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Well qualified*</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Qualified*</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Possibly qualified**</td> </tr> <tr> <td style="text-align: center;">1</td> <td>No recommendation**</td> </tr> </table> <p>* Qualified to receive college credit or Advanced Placement. ** No recommendation to receive college credit or advanced placement.</p> <ul style="list-style-type: none"> • These definitions are recommendations that the College Board provides to colleges and universities. However, each college decides for which scores it will accept for credit or placement. 	5	Extremely well qualified*	4	Well qualified*	3	Qualified*	2	Possibly qualified**	1	No recommendation**
5	Extremely well qualified*											
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2	Possibly qualified**											
1	No recommendation**											
8.	Assessment	<p>The AP examinations are generally two to three hours in length. Apart from studio art, which have portfolio assessments, AP exams contain multiple-choice and writing (free-response) sections. These are summative examinations, taken in May, with results published in July.</p>										
9.	Contribution of assessment components to overall award	<p>The assessment components (generally multiple-choice and free-response) scores are weighted and combined into a composite score. Information on weighting for different subjects is available at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html</p>										
10.	Qualification size	<p>Size is based on a typical course teaching time of 90 hours per year, plus 30 hours study time – a total of 120 hours</p>										

Field	Field Name	Information																		
11.	UCAS size band	Information about size bands can be found in the Qualifications List on the UCAS website: https://www.ucas.com/advisers/guides-and-resources/tariff-2017																		
12.	UCAS grade bands	Information about grade bands can be found in the Qualifications List on the UCAS website: https://www.ucas.com/advisers/guides-and-resources/tariff-2017																		
13.	UCAS Tariff points	Tariff points for Advanced Placement can be found on the UCAS website: https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/tariff-tables																		
14.	Access to HE in home country	<p>Students are assessed for university entry based on a variety of information including:</p> <ul style="list-style-type: none"> Grade Point Average (GPA) – The following is a general percentage / letter grade scale for classes taken at US schools: <table border="1"> <thead> <tr> <th>Letter grade</th> <th>Percentage</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90 – 100%</td> <td>4.0</td> </tr> <tr> <td>B</td> <td>80 – 89%</td> <td>3.0</td> </tr> <tr> <td>C</td> <td>70 – 79%</td> <td>2.0</td> </tr> <tr> <td>D</td> <td>65 – 69%</td> <td>1.0</td> </tr> <tr> <td>F (fail)</td> <td>below 65%</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> class rank within the year group rigour of classes taken (AP, honours, regular) <p>Admissions tests: ACT/SAT I/SAT II (subject tests) / AP subject exams – used to supplement secondary school record and help admission officers put local data – such as grades and class rank – in a national context. Universities often require a threshold score in admissions tests.</p>	Letter grade	Percentage	GPA	A	90 – 100%	4.0	B	80 – 89%	3.0	C	70 – 79%	2.0	D	65 – 69%	1.0	F (fail)	below 65%	0
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D	65 – 69%	1.0																		
F (fail)	below 65%	0																		
15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> Universities and colleges may wish to make offers using a range of indicators – including GPA, AP results, ACT/SAT scores – for example requiring an overall GPA of 4.0 together with grades of 5 and 4 in two AP tests. Student access to admissions tests: Not all schools and colleges in the US provide AP courses or tests; students may not have had the opportunity to take these. Students taking the AP tests will generally take them in only two or three subjects. It is also the case that it is becoming more common for students to take multiple admissions tests; this may include both the AP and SAT II tests. Student choice: although a formal system of ‘student choice’ does not operate for AP results students may withhold scores from US universities. Note that these tests are widely taken in Canada. 																		
16.	Timing of assessment and	AP tests are administered over two weeks in May each year. Scores are reported in July.																		

Field	Field Name	Information																																																		
17.	Certification information	<ul style="list-style-type: none"> Nearly 3.7 million AP examinations were taken in 2012 by over 2 million students. The most frequently offered courses (Calculus A/B, English language, English literature, US history) were available at between 11,000 and 13,000 high schools. 2012 largest subject results 																																																		
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<p>http://research.collegeboard.org/programs/ap/data/participation/2012 – all results available at this source.</p>																																																				
18.	Currency or legacy	Current - AP courses and exams are accredited by the College Board and administered by ETS – the College Board was formed in 1900 to develop common entrance exams. The College Board first acquired administration of the Advanced Placement programme in 1955.																																																		
19.	For more information	<p>Sources</p> <ul style="list-style-type: none"> http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html (course information at subject level) http://research.collegeboard.org/programs/ap/data/participation/2012 (performance data) 																																																		

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Field	Field Name	Information												
1.	Country	USA												
2.	Title	Scholastic Aptitude Test (SAT I) and SAT Achievement Tests (SAT II)												
3.	Education System	<ul style="list-style-type: none"> While the US Government provides funding and national standards for schools, authority over public (state-funded) school education in the US rests primarily with individual state departments of education. As most policies are set at the state and local levels, the school curriculum can vary from state to state and even between school districts within a state. Formal education is generally mandatory from age five/six to 16, varying slightly by state. School-level education is organised into 'grades'. Grades K (kindergarten) – 12 correspond with years 1 –13 in the UK. 												
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		11 – 13	Middle school	6th – 8th	Years 7 – 9									
		14 – 18	High school	9th – 12th (freshman –	Years 10 – 13									
<ul style="list-style-type: none"> Although there is no national curriculum, the general content of the high school curriculum across the country has many consistencies. The state will usually set a list of basic required courses for high school graduation. These may include English, mathematics, foreign language, physical education, art and / or music, general science, and social studies (a subject that combines history, government and geography). Students continue to have flexibility in choosing the level of their classes and elective subjects. Many high schools will also have 'tracks' for students wishing to study a four-year bachelor's degree (BA / BSc), pursue a vocational or technical degree at a two-year college, or enter the workforce following high school. Students are generally assessed continually throughout the semester by a combination of tests, mid-term / final exams, essays, quizzes, homework assignments, classroom participation, group work, projects and attendance. This assessment culminates with a final 'grade' for each course awarded at the end of the semester. Marks can be given as letters (A+, A, B+, B, etc), or as numbers out of 100%. These grades are averaged over the student's high school career, resulting in a Grade Point Average (GPA). Students may also receive a class rank, ranking his/her GPA amongst other members of his/her grade (year in school). On satisfactory completion of 12th grade and the state graduation requirements, the student receives a 'high school diploma' (the requirements for which are set by each state). 														
4.	Level	Level 3 – acceptable as a group qualification satisfying HE general entrance requirements.												

Field	Field Name	Information																		
5.	Structure	<ul style="list-style-type: none"> • SAT tests are admissions tests aimed at university entrance. They are independent of the high school syllabus taken by students. • There are two types of SAT test. <p>SAT I, or the SAT Reasoning Test</p> <ul style="list-style-type: none"> • Designed to measure critical thinking and analytical skills, the test covers three areas: <ul style="list-style-type: none"> – critical reading – mathematics – writing • The test is made up of 10 sections: <ul style="list-style-type: none"> – one 25-minute essay – six 25-minute sections (mathematics, critical reading and writing) – two 20-minute sections (mathematics, critical reading and writing) – one 10-minute multiple-choice writing section • Total test time: 3 hours and 45 minutes <p>SAT II – Achievement or Subject Tests</p> <ul style="list-style-type: none"> • One-hour long content-based multiple-choice tests available in 20 subjects. • For SAT II, students can take up to three tests per sitting but can take as many SAT II tests as they wish up to the twenty available in total. 																		
6.	Subject areas	<ul style="list-style-type: none"> • SAT I – test areas: critical reading, mathematics, writing. • SAT II – Achievement / Subject Tests. • One-hour multiple-choice test – 200 – 800 point range. <table border="1"> <thead> <tr> <th>Category</th> <th colspan="2">Subjects</th> </tr> </thead> <tbody> <tr> <td>English</td> <td colspan="2">• Literature</td> </tr> <tr> <td>History</td> <td>• US history</td> <td>• World history</td> </tr> <tr> <td>Mathematics</td> <td>• Mathematics level 1</td> <td>• Mathematics level 2</td> </tr> <tr> <td>Science</td> <td>• Biology E / M • Physics</td> <td>• Chemistry</td> </tr> <tr> <td>Languages</td> <td>• Chinese with listening • French with listening • German with listening • Italian • Korean with listening • Spanish</td> <td>• French • German • Modern Hebrew • Japanese with listening • Latin • Spanish with listening</td> </tr> </tbody> </table>	Category	Subjects		English	• Literature		History	• US history	• World history	Mathematics	• Mathematics level 1	• Mathematics level 2	Science	• Biology E / M • Physics	• Chemistry	Languages	• Chinese with listening • French with listening • German with listening • Italian • Korean with listening • Spanish	• French • German • Modern Hebrew • Japanese with listening • Latin • Spanish with listening
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Field	Field Name	Information
7.	Grading	<p>SAT I</p> <ul style="list-style-type: none"> • Raw scores are calculated for each section based on the number of correct or incorrect questions. 1 point for correct answers, $\frac{1}{4}$ point deduction for incorrect multiple-choice. Essays are marked out of 6 by two separate markers to give a mark out of 12. • Raw scores are equated to a scaled score (reported on a 200 – 800 scale) for each of the three sections. • SAT I scores are reported on a scale from 200 – 800, with additional subscores reported for the essay (ranging from 2 – 12) and for multiple-choice writing questions (on a 20 – 80 scale). • Average scores and percentiles are given at national, state and school levels so that student achievement can be compared and ranked. <p>SAT II (Subject Tests)</p> <ul style="list-style-type: none"> • Raw scores are calculated based on the number of correct or incorrect questions. 1 point for correct questions, $\frac{1}{4}$ point deduction for each incorrect 5-choice question, $\frac{1}{3}$ point deduction for each 4-choice question, $\frac{1}{2}$ point deduction for each 3-choice question. Raw scores are equated to a scaled score (reported on a 200 – 800 scale). • SAT II Subject Test scores are reported on a scale from 200 – 800. Subscores on the Subject Tests are used to compute the total score, but their individual contributions differ between the different tests. Subscores are reported on a 20 – 80 scale. For the French, German, and Spanish with Listening Tests, the reading subscore counts twice as much as the Listening subscore. For the Chinese, Japanese, and Korean tests, subscores are weighted equally. • Average scores and percentiles are given at national, state and school levels so that student achievement can be compared and ranked.

Field	Field Name	Information			
8.	Assessment	<ul style="list-style-type: none"> The SAT I has a range of assessment forms including multiple-choice, essay and student response (mathematics). The overall assessment time is three hours 45 mins. 			
		Test area	Points	Time allowed	Form of test
		Critical reading	200 – 800	70 1 x 20 min section 2 x 25 min section	<ul style="list-style-type: none"> Passage-based reading – tests comprehension Sentence completion questions – tests vocabulary and understanding of sentence structure
		Mathematics	200 – 800	70 1 x 20 min section 2 x 25 min section	<ul style="list-style-type: none"> Multiple-choice – problem solving Student produced responses
		Writing	200 – 800	60 1 x 10 min section 2 x 25 min section	<ul style="list-style-type: none"> Improving sentences – correct faults in usage and sentence structure Identifying sentence errors – recognise faults Improving paragraphs – revise sentences / organise and develop paragraphs Essay – present and support a point of view
		<ul style="list-style-type: none"> The SAT II Subject Tests are all multiple-choice although some languages have additional Listening elements. Each test is one hour long. 			
9.	Contribution of assessment components to overall award	<p>SAT I</p> <ul style="list-style-type: none"> Students will receive a score between 200 – 800 for each of the three sections (critical reading, mathematics, writing). These are sometimes combined to give a total score (out of a possible 2,400). <p>SAT II Subject Tests</p> <ul style="list-style-type: none"> Students will receive a score between 200 – 800 for each Subject Test. 			
10.	Qualification size	There is no formal teaching time associated with any SAT test.			
11.	UCAS size bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.			
12.	UCAS grade bands	Not available. This information is provided for qualifications that are on the UCAS Tariff.			
13.	UCAS Tariff points	This qualification does not currently attract UCAS Tariff points.			

Field	Field Name	Information																		
14.	Access to HE in home country	<p>Students are assessed for university entry based on a variety of information including:</p> <ul style="list-style-type: none"> GPA – the following is a general percentage / letter grade scale for classes taken at US schools: <table border="1"> <thead> <tr> <th>Letter grade</th> <th>Percentage</th> <th>Grade Point Average</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90 – 100%</td> <td>4.0</td> </tr> <tr> <td>B</td> <td>80 – 89%</td> <td>3.0</td> </tr> <tr> <td>C</td> <td>70 – 79%</td> <td>2.0</td> </tr> <tr> <td>D</td> <td>65 – 69%</td> <td>1.0</td> </tr> <tr> <td>F (fail)</td> <td>Below 65%</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Class rank within the year group. Rigour of classes taken (AP, honours, regular). Admissions tests – ACT or SAT I / SAT II (Subject Tests) are used to supplement secondary school record and help admission officers put local data – such as grades and class rank – in a national context. Universities often require a threshold score in admissions tests. <p>Students may take two to three SAT II Subject Tests of their choice.</p> <p>ACT or SAT I on their own are not normally sufficient for competitive HE admissions. Candidates would be expected to offer SAT II and / or APs.</p>	Letter grade	Percentage	Grade Point Average	A	90 – 100%	4.0	B	80 – 89%	3.0	C	70 – 79%	2.0	D	65 – 69%	1.0	F (fail)	Below 65%	0
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15.	Key issues for UK HE admissions	<ul style="list-style-type: none"> HEPs may wish to make offers using a range of indicators – including GPA, AP results, ACT / SAT scores – for example requiring an overall GPA of 4.0 together with a score of at least 600 in each element of their SAT and 700 in one SAT II. Student choice – admissions tests in the US allow students to choose which results they allow universities to see. They may choose only to show their best results, or may prefer to show results from all test occasions. Some universities do request that all attempts are disclosed. Superscoring – some US universities allow, or prefer, the process of ‘superscoring’ results of the admissions tests. This means that for students who have sat tests on more than one occasion, the university selects the best combination of subscores achieved by the candidate, combining different subscores from different test occasions if this provides a ‘better’ outcome than a single occasion. This advantages the student, by providing a higher ‘score’ but may also benefit the university in terms of measures of student average scores on entry. Access to admissions tests – although it has traditionally been the case that students would have sat for either the SAT or the ACT tests, it is becoming increasingly common in the US for students to sit for both. This is seen as an advantage since some students perform significantly better in one compared to the other. There are published equivalences ‘concordance’ of test scores for the ACT and SAT tests. These are summarised in the ‘Additional information’ section below and a reference to the full information about this agreement is also given. <p><i>Note that these tests are widely taken outside of the US, particularly in Canada.</i></p>																		

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16.	Timing of assessments / results	<ul style="list-style-type: none"> SAT I tests are national and available on seven occasions each year (October, November, December, January, March, May and June). SAT II Subject Tests are national and available on six occasions each year although not all subjects are available on each occasion (October, November, December, January, May and June). Results are available about three weeks after the test is taken. Students cannot take SAT I and SAT II Subject Tests on the same day. 																																																				
17.	Certification information	<p>SAT I percentiles: scores 2012</p> <table border="1"> <thead> <tr> <th>Percentile</th> <th>Critical reading</th> <th>Mathematics</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>95+</td> <td>700</td> <td>720</td> <td>690</td> </tr> <tr> <td>90</td> <td>650</td> <td>680</td> <td>650</td> </tr> <tr> <td>80</td> <td>605*</td> <td>620</td> <td>590</td> </tr> <tr> <td>70</td> <td>555*</td> <td>580</td> <td>550</td> </tr> <tr> <td>60</td> <td>525*</td> <td>545*</td> <td>515*</td> </tr> <tr> <td>50</td> <td>495*</td> <td>515*</td> <td>485*</td> </tr> <tr> <td>40</td> <td>465*</td> <td>485*</td> <td>455*</td> </tr> <tr> <td>30</td> <td>435*</td> <td>455*</td> <td>425*</td> </tr> <tr> <td>20</td> <td>395*</td> <td>415*</td> <td>395*</td> </tr> <tr> <td>10</td> <td>360</td> <td>370</td> <td>355*</td> </tr> <tr> <td>Mean</td> <td>496</td> <td>514</td> <td>488</td> </tr> <tr> <td>S.D.</td> <td>114</td> <td>117</td> <td>114</td> </tr> </tbody> </table> <p>* = Estimate where score not available for precise percentile.</p> <ul style="list-style-type: none"> Source data: http://media.collegeboard.com/digitalServices/pdf/research/SAT-Percentile-Ranks-2012.pdf SAT II test data is available at: professionals.collegeboard.com/testing/sat-subject/scores/data 	Percentile	Critical reading	Mathematics	Writing	95+	700	720	690	90	650	680	650	80	605*	620	590	70	555*	580	550	60	525*	545*	515*	50	495*	515*	485*	40	465*	485*	455*	30	435*	455*	425*	20	395*	415*	395*	10	360	370	355*	Mean	496	514	488	S.D.	114	117	114
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18.	Current or legacy	Current. SATs are owned and operated by College Board – formed in 1900 to develop common entrance exams. SAT first administered in 1926.																																																				

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19.	Additional information	<p>Sources:</p> <ul style="list-style-type: none"> • sat.collegeboard.org/practice/sat-practice-questions • sat.collegeboard.org/register • sat.collegeboard.org <p>Equivalence between ACT & SAT tests: the tables below show the agreed equivalences between SAT and ACT scores – called the concordance. For detailed information see http://www.act.org/solutions/college-career-readiness/compare-act-sat/</p> <p>Table 1 Concordance between ACT composite score and sum of SAT critical reading and mathematics scores including English (note this is the two element score). The three element score (out of 2,400) can be assessed as individual scores of the composite + writing score – Table 2.</p> <table border="1"> <thead> <tr> <th>SAT CR & M</th> <th>ACT composite</th> <th>SAT CR&M (single</th> </tr> </thead> <tbody> <tr><td>1600</td><td>36</td><td>1600</td></tr> <tr><td>1540 –1590</td><td>35</td><td>1560</td></tr> <tr><td>1490 –1530</td><td>34</td><td>1510</td></tr> <tr><td>1440 –1480</td><td>33</td><td>1460</td></tr> <tr><td>1400 –1430</td><td>32</td><td>1420</td></tr> <tr><td>1360 –1390</td><td>31</td><td>1380</td></tr> <tr><td>1330 –1350</td><td>30</td><td>1340</td></tr> <tr><td>1290 –1320</td><td>29</td><td>1300</td></tr> <tr><td>1250 –1280</td><td>28</td><td>1260</td></tr> <tr><td>1210 –1240</td><td>27</td><td>1220</td></tr> <tr><td>1170 –1200</td><td>26</td><td>1190</td></tr> <tr><td>1130 –1160</td><td>25</td><td>1150</td></tr> <tr><td>1090 –1120</td><td>24</td><td>1110</td></tr> <tr><td>1050 –1080</td><td>23</td><td>1070</td></tr> <tr><td>1020 –1040</td><td>22</td><td>1030</td></tr> <tr><td>980 –1010</td><td>21</td><td>990</td></tr> <tr><td>940 – 970</td><td>20</td><td>950</td></tr> <tr><td>900 – 930</td><td>19</td><td>910</td></tr> <tr><td>860 – 890</td><td>18</td><td>870</td></tr> <tr><td>820 – 850</td><td>17</td><td>830</td></tr> <tr><td>770 – 810</td><td>16</td><td>790</td></tr> <tr><td>720 – 760</td><td>15</td><td>740</td></tr> <tr><td>670 – 710</td><td>14</td><td>690</td></tr> <tr><td>620 – 660</td><td>13</td><td>640</td></tr> <tr><td>560 – 610</td><td>12</td><td>590</td></tr> <tr><td>510 – 550</td><td>11</td><td>530</td></tr> </tbody> </table>	SAT CR & M	ACT composite	SAT CR&M (single	1600	36	1600	1540 –1590	35	1560	1490 –1530	34	1510	1440 –1480	33	1460	1400 –1430	32	1420	1360 –1390	31	1380	1330 –1350	30	1340	1290 –1320	29	1300	1250 –1280	28	1260	1210 –1240	27	1220	1170 –1200	26	1190	1130 –1160	25	1150	1090 –1120	24	1110	1050 –1080	23	1070	1020 –1040	22	1030	980 –1010	21	990	940 – 970	20	950	900 – 930	19	910	860 – 890	18	870	820 – 850	17	830	770 – 810	16	790	720 – 760	15	740	670 – 710	14	690	620 – 660	13	640	560 – 610	12	590	510 – 550	11	530
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UCAS has developed this profile in response to requests from its members. UCAS has obtained this qualification information from a range of governmental and awarding body publications and other open-source websites. Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions.



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