



# Admissions Policy

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## Rationale

Emirates International Schools Meadows (EISM) believes that Education is the shared responsibility of the whole school community. As a diverse and fully inclusive school, we welcome applications from all families regardless of nationality, ethnicity, religion and/ or specific learning needs. EISM is fully committed to the inclusion and pastoral welfare of all students and families, including students of determination, students with English as an additional language and more able students, each of these is reviewed on a case by case basis to ensure their needs can be met fully.

## Aims

To support a family's admission to the school while also ensuring a transparent and effective admission process:

- To achieve the vision and mission of EISM
- To support parents in understanding the admission process at EISM.
- To support the school by selecting a diverse student body and to enrich the student community that supplements the values of IB.
- To adhere with the KHDA guidelines and UAE laws while facilitating the student admission.

## Admissions Process

The Admission process begins by visiting the school website and completing the online application form, this is found in the 'Admissions' section of the website.

Key documents are required when completing the form, these documents can be uploaded within the online application or submitted direct to school. The direct link for the online application can be accessed below:

<https://www.eischools.ae/meadows/admission-form>

## Entry Points and Age Guidelines

Entry may take place in any year group; however, not normally into Year 11 or 13 (unless this is a transfer from an IB schools with all subjects aligned).

EISM uses a 31<sup>st</sup> December birthday cut off for determining year group eligibility in Early Years 1 and 2, Year 1 and Year 2. This new school admission age cut-off will take effect starting from the 2026–2027 academic year, and will apply to students who are not enrolled in the 2025-2026 academic year.

It will not apply to:

Students enrolled during the 2025–2026 academic year in schools, nurseries, or early childhood centres, whether public or private. Accordingly, students currently enrolled in the 2025-2026 academic year will continue in their existing grade without any change.

Level	EISM	British Curriculum	Age
Pre-K	EY1 (Early Years 1)	FS 1 (Foundation Stage 1)	3 years old by December 31 of the admission year
KG 1	EY 2 (Early Years 2)	FS 2 (Foundation Stage 2)	4 years old by December 31 of the admission year
KG 2	Year 1	Year 1	5 years old by December 31 of the admission year
Grade 1	Year 2	Year 2	6 years old by December 31 of the admission year

## \*Special and Important Clarification for Children Born Between September 1st and December 31st 2021 (Academic Year 2026–2027)

Parents of children who were not eligible for enrolment in the 2026–2025 academic year due to their date of birth falling between September 1st and December 31st 2021, whether unregistered in any school system or enrolled in Pre-KG, will have the option in the 2027–2026 academic year to register them in either Kindergarten 1 (KG1) or Kindergarten 2 (KG2).

Enrolment decisions in private schools will be subject to the school's assessment of the child's readiness and the availability of seats.

For more details about the KHDA recent updates, please see more details [here in English](#) and [here in Arabic](#).

For students in Year 3 and above, EISM will follow the KHDA transfer certificate from another school within Dubai. For those students outside of Dubai, EISM will use the students current age offering them a place in the appropriate year group as aligned with the KHDA guidelines.

### **Valid Documents**

The documents below, must be provided by the parents when registering your child/ children:

#### **Parents**

- Passport copies of both parents
- Residency visas of both parents
- Emirates ID (both sides of the card) of both parents

#### **Student**

- Passport copy.
- Residency visa.
- Emirates ID of Student (both sides of the card).
- Birth Certificate.
- School report cards (last 2 years of study, if applicable) – copies must be provided in English.
- Vaccination Card – A copy of recent card to school clinic with filled medical form.
- Tenancy agreement or ownership of your residential unit (if you live in the Meadows Emaar Community).

Prior to admission, you may also choose to access the KHDA parent guide. All queries related to admission can be directed to the Registrar's office.

### **Application Fees**

A non-refundable, non-transferable application fee of 525AED\* - per child must be paid when submitting an application. Applications are not accepted unless all documents (including reports) and fees have been received. This fee is non-refundable and does not guarantee that a place will be offered.

\*This fee is inclusive of VAT.

Please be aware, it is the responsibility of the parent to inform the school of any changes in circumstances of a child. For example, should the custodian of the child change, nationality and or contact details.

If a particular year group is full, this fee is payable in order to place the student on the waiting list. Applications will be considered incomplete until all the above has been received.

### **Student Transfer Certificate (Dubai Schools)**

This is a mandatory document required by KHDA. The Transfer Certificate should be requested from the student's current school and submitted to EISM before the first joining day of the academic year applied for.

### **Student Transfer Certificate (Non-Dubai Schools)**

This document is required from Year 3 and above. It requires various attestations based on the country of origin the student is relocating from and must be submitted to EISM before the first joining day of the academic year applied for.

A sample can be found on our website.

### **Assessments**

EISM uses the Cognitive Abilities Test (CAT4) in key year groups as this allows the school to identify the students' academic potential and challenges. CAT4 is divided in to 4 parts which are shapes and patterns (nonverbal reasoning), Words (verbal reasoning), Numbers (quantitative reasoning) and some questions are answered by mentally generating and transforming the visual images (special ability). The assessment supports the school to determine the pace of teaching that is right to the student and to identify any additional support required for the student.

## **\*School Readiness Assessment**

Due to the change in the cut-off date, any student who is eligible an informal observational/ written assessment is conducted by a member of Primary Staff, outcomes are reviewed by the Head of Primary, an interview with child and parent will be conducted if required.

## **Years 1 - 2**

An informal observational/ written assessment is conducted by a member of Primary Staff, outcomes are reviewed by the Head of Primary, an interview with child and parent will be conducted if required.

## **Years 3 - 11**

CAT4 assessment is completed, outcomes are reviewed by the relevant Head of Section, an interview with child and parent will be conducted, if required.

## **Year 12 & 13**

CAT4 assessment is completed, an interview takes place with the relevant IB Coordinator. Year 13 admissions are not considered except for students in good standing transferring from IB Schools and studying courses that match those offered at EISM.

For further details, please review the preconditions for admission on the subsequent pages.

If the student is identified with a Learning Support need at any point within the assessment process, an interview is set up with the Head of Inclusion who will then liaise with the Head of School regarding acceptance of the student.

Invitation for assessment is not guaranteed for all applicants and depends on the anticipated availability of places.

### **Preconditions for admission (Academic Criteria)**

#### **Entry to High School (Years 7 to 11)**

We endeavour to ensure that all our children are able to access the curriculum on offer at EISM, which includes MYP e-assessments or MYP courses/ BTEC in Years 10 and 11 and the Career-related Programme (CP), Diploma Programme (DP) or DP courses.

Whilst EISM does not maintain strict academic cut-off points for entry to Years 7 to 11, given the preconditions to enter Post 16, we strive to ensure that applicants who are offered places are likely to achieve at least three grades of 5 and above in e-assessments. Judgement will be made on the basis of information provided in the application, school reports, references, assessment data and medical/educational psychologists' or other relevant reports.

A course selection interview is required with the MYP Coordinator for students applying for Year 10 or 11. The course selection interview may take place before the admission. The decision is at the discretion of the Head of High School.

#### **Entry to Post 16 (Years 12 and 13)**

For admission to Year 12, results from the previous report cards and the interview response are combined to determine admission.

For Year 12, an interview is required with the relevant IB Coordinator Head in addition to the CAT4 results.

Admission to Year 13 is not considered except for students in good standing transferring from IB schools, taking course that match those offered at EISM. Cat 4 assessment is also applicable for Year 12 and Year 13.

## **Evaluation of the application**

After the assessment has been received by EISM, the application will be reviewed by the Principal, Admissions team, Head of Section, and Head of Inclusion, if necessary.

Together with the information provided in the application and school reports, an admission decision will be given in writing to the parent/guardian.

Further assessment for English as an Additional Language and/or Special Educational Needs may be required in order to reach an admission decision, including possible referral for evaluation by an educational psychologist, or one-on-one assessment with the Head of Inclusion. The school strives to ensure that all individual needs can be met and welcomes applications from students of determination.

Admissions decisions are made at the discretion of the Principal.

Possible admission decisions are as follows:

1. A place is offered.
2. A probationary place is offered, linked to conditions set by EISM which must be accepted and met prior to joining.
3. A place in the 'wait list' is offered (see oversubscription details below).
4. A place cannot be offered.

In the extremely unlikely event that the school is unable to accept a student of determination, a written response will be shared with the parents and the school will inform the KHDA.

## **The offer of a place**

The parents/guardians of each applicant will be notified in writing (by email) of the admission decision. To accept a place, offers must be accepted within seven (7) working days by return of the signed Acceptance Form and payment of 10 % deposit of the total annual fees along with other Post-dated cheques.

Delayed payments may result in the offer being revoked.

## **Registration Fees**

Refer to the Fee Policy for details on tuition fees, other charges, and refund details.

## **Oversubscription and Wait Lists**

EISM is a popular school, and most year groups are oversubscribed. Places are offered on a 'first come, first served' basis. If there is a shortage of places in a year group, EISM will consider the following criteria and any other factors specific to the application before making a final decision when offering places from the waiting pool:

- The applicant has a sibling in the school or accepted to join EISM.
- The applicant is a former EISM student.
- The applicant has positive school reports and references.
- The applicant will contribute positively to EISM sport, expressive arts, linguistics, leadership or other areas of interest.

EISM will offer places from the waiting list but this does not guarantee that a place will later be offered. Should a place not be offered for the desired term of entry, the child's application will be 'rolled over' to the following term or the following academic year so long as you respond to the required waiting pool update requests.

## **Students of determination**

EISM welcomes applications from a wide range of students with varying abilities. The admissions policy is aligned with the school's stated mission and vision and is inclusive by nature; however, it is a precondition for admission that the applicant's individual needs can be reasonably catered for within the school's available provision.

Places are only offered after the Head of Inclusion has the all the information needed in order to best determine what is required to meet the individual needs of the student, including but not limited to: information provided in the:

- Application, school reports, references, assessment data and medical/educational psychologists' reports. EISM does not undertake to diagnose specific conditions and may require a formal assessment to be arranged at the parents'/guardians' expense.
- Head of Inclusion will review and determine the appropriate provision for the student, which may include additional costs to the parents/guardians. This could be either/both in the form of 1:1 Learning Support Assistant and/or specialist support from outside agencies (such as speech and language therapy, occupational therapy, etc).
- Head of Inclusion visit to the current educational setting to assess the needs of the student. Parents are expected to give approval to facilitate this visit.
- Feedback from the child's current educational setting. Parents are expected to give approval to facilitate this communication between the educational settings.

All conditions for specific intervention must be agreed to by the parents upon acceptance of the admission offer and put into place after admission. Should additional needs be shared after admission, the offer may be conditional upon acceptance of supplementary educational provision, outside agency involvement and associated costs deemed necessary by the school. If the information provided by the parent is not accurate, the student's place at the school may be revoked.

For additional information regarding our programme offers and additional admissions information, please see appendix 1.

### **Special Circumstances**

Students from Southern Hemisphere countries should be aware that they may lose up to half-year due to moving to the Northern Hemisphere school timetable, this will be dependent on their age.

Students completing their studies for a particular level in the Spring (e.g. March) will only be promoted to the next academic year from September, prior to this time they will remain in the equivalent Year for the final term of the academic year.

KHDA has the final approval in the placement of a child in a specific Year.

### **Conditional Acceptance**

The school may offer a conditional acceptance based on the following:

- Report cards
- Staff observations
- Assessment result
- Inclusion interview

In such situations, clear conditions and timelines will be shared with the parent. If these conditions are not met, the school reserves the right to remove the child from the register or to demote the child from specific year level.

### **KHDA**

KHDA is the Private Schools regulatory body in Dubai. There are certain expectations of the school and its parents:

- All new admission must provide the original Emirates ID of the student and the parents along with the transfer certificate. These documents will need to be uploaded on the KHDA online portal by the school KHDA coordinator.
- **A parent- school contract** must be signed for each child enrolled at school as soon as the parent receives a notification from the KHDA prior to the start date of the school.

**Consequences of Non-Compliance:** Failing to adhere to the above-mentioned conditions and deadlines set by the KHDA can have serious consequences. It may nullify the registration of the student, potentially delaying the start date of their education at the school. This applies even if the school fees have already been paid.

### **Acceptance of policies**

Parents/guardians who accept places at EISM agree to acceptance of all school rules, policies and expectations in force at the school, especially regarding behaviour, safeguarding, respect for others, attendance, use of school equipment, field trips and academic matters.

Proven and intentional breaches of the school's policies including behaviour, safeguarding, anti-bullying and social media use may result in sanctions including suspension from the school.

### **Terms and Conditions**

- All new admissions must sign the Registration related forms in the registration department and the parent school contract with the KHDA coordinator before the first day of school for the child/ children.
- All fees due for your child's/ children's placement must be completed within the stipulated time. Please refer to EISM School Fee Policy for further details and terms & conditions.
- The Parent or Guardian, whose name appears as the billing name on the online application form or who has signed the given form, shall be jointly and severally liable to EISM for the payment of any and all outstanding School Fees.

### **Links to other policies**

Scholarship

Assessment

Inclusion

EAL

Learning & Teaching

Safeguarding and Child Protection

### **Appendix 1**

#### **English as an Additional Language (EAL)**

We support students for whom English is not their first language or has not been their medium of instruction in the previous schools. Students may be evaluated by the EAL teachers in order to determine if English acquisition requires support to enable successful learning.

The EAL course fee is AED 5,000/ per student per year. The EAL fee is non-refundable, non-transferable and is paid in advance.

#### **Early years - Extended Hours Programme**

Students in EY 1 and EY 2 can enrol for the Extended Hours programme (1pm to 2:50pm) after completing their regular school day. The students are supervised by our EY staff. Attendance in the programme requires an additional fee of AED 4,000/per student per year, please refer to the School Fee Policy.

#### **Arabic Language Lessons**

As per the Ministry of Education and KHDA curriculum expectations, Arabic is taught to all students as Arabic 281225 EISM Admissions Policy

for native speakers (Arabic A) and Arabic for non-native speakers (Arabic B). Placement in these classes is based on the nationality in the student's passport and Emirates ID.

### **Islamic Lessons**

As per the Ministry of Education and KHDA curriculum expectations, Islamic is taught to specific students who meet the necessary religious requirements. Placement in these classes is based on the religion. For students who do not attend Islamic lessons, a non-curriculum lesson is taught by teaching staff.

### **Toilet Policy (Early Years)**

All children should be fully toilet trained (both urinary and faecal) by the time of starting school and must accept the school's policy on toileting. The school recognises that accidents, both urinary and faecal incontinence, do occur at times, but if the class teacher is concerned with the frequency of accidents, the child must stay at home until the parents/guardians are confident that the child can return to school fully toilet trained.

### **Mother tongue programme**

The school offers a Mother Tongue programme after school hours, as the languages change with our cohort of students, please contact the Academic Team for more details.

### **Transportation**

M/S. Diamond Lease is the provider for the school transport services. All enquiries regarding the school bus service should be made directly to the Team Leader of Operations, Mr. Ameer (971 56 8206422 or 04-8852200, [school@diamondlease.com](mailto:school@diamondlease.com))

### **Uniform**

M/S. Right Fit Readymade Garments located at our EIS Jumeirah Primary campus entrance.

Contact; 971 50 9034694, [rightfituniforms@eischools.ae](mailto:rightfituniforms@eischools.ae)

Operating Hours 9am to 2pm / 3pm to 5.45pm. (Monday to Friday)

## **Appendix 2**

### **Diploma & Career-related Programme Supplement**

#### **EISM Entrance Requirement for the IBDP**

*"The Diploma Programme is academically demanding..... success is possible for a much wider range of students than is often perceived"*

(The Diploma Programme: From Principles into Practice, p. 20).

\*\*For further details on IBDP please refer to - [General Regulations for the International Baccalaureate Diploma Programme](#)

#### **[Entrance Requirements for the Full Diploma Programme](#)**

Year 11 students:

- **[Will be considered for the Diploma Programme when:](#)**

Their average MYP grade of courses that lead into their Diploma Programme is 5 or higher and all their MYP grades are 3 or above. However, students will require discussions with the counselor and/or the DP Coordinator regarding subject selection as subject requirements vary.

- **Will not be enrolled in the Full Diploma programme if**

If their average MYP grade of courses that lead into their Diploma Programme is below a 5 or they have a grade of 2 or less in any subject area. Year 11 Language Acquisition courses are not considered when calculating a student's MYP average.

**\*\*Students that fall into the category described above will be permitted to study IB courses (certificates) during Year 12 and Year 13.**

### **Higher Level (HL) subject choices and considerations**

Subject selection is a critical aspect of entry into the IBDP years. The suitability and acceptance into HL subjects should be carefully considered. The demands of HL subjects varies and poor selection of HL subjects can lead to students failing their diploma. EISM has the following expectations related to HL subject selection. Any contradiction to these points must be approved by the DP Coordinator.

Students should have an MYP grade of 6 or higher in an MYP subject area to transition into a corresponding DP subject (see -Appendix 1: MYP to DP pathways section of this document).

- Students may not enroll in a DP Higher Level class with a grade of less than 5 in the relative MYP subject area (see -Appendix 1: MYP to DP pathways section of this document).

### **Building the Full Diploma Programme**

- Students are required to take three Higher Level (HL) courses and three Standard Level (SL) courses.
- One course must be taken from each of groups 1-5. The sixth course can be taken from group 6 or a second course may be taken from groups 3-4 (several restrictions may apply).
- Students must complete all aspects of the Diploma Programme core: the Extended Essay, CAS and the Theory of Knowledge course
- Students must complete the above requirements and score at least 24 points when DP results are released in July at the end of the second year of the programme. See *“article 13” in the General Regulations: Diploma Programme* for a detailed explanation of the requirements that must be met in addition to achieving 24 points.

### **Continuation in the Full Diploma Programme**

Following Year 1 of the Diploma Programme, all students will have their progress reviewed to determine whether or not their academic progress is a fit for continuing in the Full Diploma Programme. Continuation is assessed at key checkpoints throughout the two-year programme.

### ***The following are required to continue in year 2 of the Full Diploma Programme:***

- A strong academic profile, with the majority of subject grades at Level 4 or above
- No more than one subject currently at Level 2
- All subjects achieving at least Level 1
- A cumulative score of 12 or more points across SL courses
- A cumulative score of 14 or more points across HL courses
- Successful engagement with the Extended Essay, completed in line with guidance provided by the EE Coordinator
- Positive engagement, attitude to learning, and conduct, as evidenced across subjects
- CAS progress assessed as “on track”
- An overall point total of 26 points or above

### **Diploma Courses/Certificates**

Students can opt to follow a DP Courses (certificates) during Year 12 and 13. Students will also follow the DP courses (certificates) pathway if they fail to meet the requirements at the end of Year 11 to enter the full

diploma or for continuation at the end of Grade 11. The DP courses (certificates) pathway is detailed below:

- Students are not required to take any Higher Level (HL) courses with the exception of Arabic B to align with Ministry of Education requirements.
- Students must take a full schedule of six courses in each of groups 1-5 with the sixth coming from Group 6 or Groups 3-4, unless prior agreement has been sought with the DP coordinator for a reduced schedule
- Students are offered the opportunity to study the TOK programme or complete the Extended Essay but it is not a requirement.
- The CAS requirements for students taking the Diploma Courses route are as follows:
  - Must participate in one substantial creativity, activity and service experience in each year of the programme.
  - As part of these CAS experiences, students must meet each of the seven learning outcomes at least once
  - Students complete a quality reflection for each CAS experience
  - The Diploma Courses CAS requirements is a graduation requirement.

### **Career-related Programme (IBCP)**

“Career-related Programme students will access a broad, flexible education which will give them knowledge, practical training, intellectual engagement, and international-mindedness, while developing higher-order cognitive skills and academic behaviours that will enhance their employability and dramatically alter their world view.”

*Dr Siva Kumari, IB Director General 2014*

*Career-related Programme: From Principles into Practice, p. 6*

### **Synopsis of pathways related to the IBCP**

The descriptions below are included to help understand the admission requirements and options available that are described in this document. They relate to the IBCP but do not all result in the completion of the IBCP (iBTEC only pathways for example).

### **The Career Related Programme at EISM**

The IBCP requires students to complete the Pearson iBTEC Level 3 National Foundation Diploma in one of the subjects that is on offer at the school. Students must combine this with the completion of three IBDP subjects and the IBCP core. The IBDP subjects may be taken at a Higher Level (HL) or Standard Level (SL). The IBCP core includes Community Engagement, Reflective Project, Personal & Professional Skills and Language & Cultural Studies. More details related to the IBCP and the IBCP core can be found in the International Baccalaureate Career-related Programme General Regulations document.

\*\*It is important to note that any student following the IBCP route would only meet equivalency with the MOE based on the vocational pathway of choice.

### **The iBTEC only pathway**

In some rare cases, students may not meet the requirements to study the IBCP or may consider the programme to be too demanding. For this reason, the iBTEC only route is also available by invitation only for students at EISM.

\*\*It is important to note that any student that follows the iBTEC only pathway would not meet MOE equivalency.

### **Entrance Requirements for IBCP**

**Year 11 students will be considered for the IBCP when:**

- Their MYP grade of the subject that leads into their iBTEC is 3 or higher
- Their MYP grade of the subjects that lead into their 2 chosen DP subjects are 4 or higher (see Appendix 1: MYP to discreet DP Course Pathways).

\*\*Students must discuss subject selection with the school guidance counselor and/or the CP Coordinator.

\*\*Student applications for iBTEC courses without prior experience in the subject area (see Appendix 1: MYP to iBTEC Subjects) will only be considered following a discussion with the CP Coordinator.

### **Higher Level (HL) DP subject choices and considerations:**

Students may wish to include IBDP subjects at Higher Level within their IBCP. The suitability and acceptance into DP HL subjects should be carefully considered in these instances. The demands of HL subjects can vary and poor selection of HL subjects could lead to students failing their CP.

EISM has the following expectations related to HL subject selection. Any contradiction to these points must be approved by the CP Coordinator

- Students should have an MYP grade of 5 or higher in the subject area to transition into a corresponding HL DP subject (see - Appendix 1: MYP to discreet DP Course Pathways).

### **Continuation in the IBCP (Year 12 to Year 13 transition):**

Following Year 1 of the Career-related Programme, all students will have their performance reviewed to determine whether or not their academic progress warrants continuation in the IBCP.

### ***The following are required to continue into year 2 of the IBCP***

The student must:

- Attain a 3 or above in both of the selected DP subjects.
- Attain at least passing grade in the chosen iBTEC
- Be 'on track' in all aspects of the IBCP Core

### ***The following are required to continue into year 2 of the iBTEC only route***

The student must:

- Attain at least passing grade in the chosen iBTEC
- Be 'on track' in the IBCP Core (internally assessed)

\*\*Attain at least a 3 in DP subjects where applicable (equivalency route)

## **Supplement Appendix 1 - Subject Pathways**

### ***MYP to discrete DP Course Pathways:***

<i>MYP Subject area</i>	<i>IBDP courses/group</i>
English Language & Literature	English Language & Literature SL and HL as per subject guide
Language Acquisition	French B SL & HL Spanish B SL & HL Arabic B HL Ab Initio French Ab Initio Spanish
Individuals and Societies	all Group 3 courses

Science	Group 4 courses with the exception of Design Technology
Design elective	SL Design Technology Prerequisite for HL Design Technology
Standard Mathematics Extended Mathematics	Mathematics Application or Analysis SL Mathematics Application or Analysis HL
Visual Arts elective	Visual Arts
Music elective	Music
Drama elective	Theatre
PHE elective	Sports, Exercise, Health Science

### ***MYP to iBTEC Subjects***

<i>MYP subject area</i>	<i>iBTEC subject</i>
Individuals and Societies	Pearson iBTEC level 3 National Foundation Diploma in Business Pearson iBTEC level 3 National Foundation Diploma in Travel & Tourism
PHE	Pearson iBTEC level 3 National Foundation Diploma in Sport

### ***Supplement Appendix 2 - equivalency of MYP to other curricular***

The table below should be used to guide non MYP applicants for DP/CP at EISM. Outcomes from different curriculum models are reflected against MYP outcomes at EISM for admission to DP.

	<i>iGCSE</i>		CBSE		<i>US</i>	
<b>MYP</b>	<b>Letter</b>	<b>Number</b>	<b>Numerical Range</b>	<b>Letter</b>	<b>Numerical Range</b>	<b>GPA</b>
7	A*	9	95%	A	90-100	4.0
	A	8	90%			

6		7	85%	B	80-90	3.0
5	B	6	80%			
4	C	5	75%	C	70-80	2.0
	D	4	70%			
3		3	Below 70%	D	60-70	1.0
2	E	2		F	Below 60	0
	F	1				
1	G					
0	U	U				

\* \*iGCSE letter to number conversion taken from [www.bbc.com/news/education](http://www.bbc.com/news/education) & [www.independent.co.uk/news/education/education-news](http://www.independent.co.uk/news/education/education-news)