



Uniform marks in  
A-level and GCSE exams  
and points in the Diploma

Version 4.2

## 1. Introduction

This booklet explains why the Uniform Mark Scale (UMS) is necessary and how it works. It is intended for Exams Officers and others with a reasonable understanding of the exam system and its terminology.

Uniform marks are currently used for all of our A-level and GCSE exams, except for outgoing GCSE English, English Literature, ICT and Mathematics (non-modular).

A similar system is used for the Diploma. This is explained in *Section 6* of this booklet.

*Appendix A* contains tables showing the relationship between uniform marks and grades for our A-level exams, our outgoing GCSE Mathematics (Specification B) exams and our exams in GCSE science subjects. For details for all other AQA GCSE exams, please refer to the uniform marks section of [aqa.org.uk](http://aqa.org.uk) (Support/Results Statistics/UMS).



## 2. Why we need the UMS

In non-modular specifications, students take all papers in the same exam series. After scaling the raw marks to comply with paper weightings<sup>1</sup>, students' marks are added to give a total mark for the exam as a whole. Using the grade boundaries set by the awarding committee, subject grades are then allocated.

Modular specifications, on the other hand, allow students to take the module/unit exams in different series. Papers for a particular unit may vary slightly in levels of difficulty. A mark of 45 in January 2010, for example, may represent the same level of achievement as a mark of 48 in summer 2010. Some method must therefore be found to put the marks from different series on a common, or uniform, scale so that both 45 (from January) and 48 (from the summer) have the same value when contributing to an overall grade.

One way of resolving this problem would be to award just grades to students for each unit. The grades could then be equated to points (for example: A=5, B=4, C=3, D=2, E=1 for A-level or A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1 for GCSE) and each student's points could be added to give him/her a points total for the subject as a whole. This points method would have disadvantages for A-level and GCSE qualifications, as it needs to be modified when the units are not equally weighted and gives the same credit to a student with a low mark in a particular grade as to one with a high mark in that grade. When results from a large number of units are being combined, the second of these disadvantages is of no consequence, but when only two or three units are combined, students who had performed quite differently would often obtain the same overall grade. The UMS has been developed to avoid the disadvantages of the points method for A-level and GCSE, although the principle is the same.

A version of the points method is used in the Diploma. The disadvantages outlined in the previous paragraph are largely absent because results from a large number of units are being combined and there is only a limited range of possible weightings. The method is described in *Section 6*.

<sup>1</sup> The term 'raw mark' denotes the original mark given when a paper is assessed. The 'weighting' of a paper is its contribution to the total assessment: for example to say that the weighting is 40% means that the paper accounts for 40% of the total assessment. Raw marks often have to be multiplied by some scaling factor (eg 1.5) in order to give them the correct weighting. The new marks are called 'scaled marks'. See *Section 6*.

## 3. How the UMS works

The relationships between uniform marks and grades are shown in the uniform marks section of [aqa.org.uk](http://aqa.org.uk) (Support/Results Statistics/UMS). Details are also provided in Appendix A for A-level and some GCSE specifications.

For further details of how the UMS varies between different qualifications see *Section 4* of this booklet.

Table 1 refers to an AS unit marked out of 80 and with a 30% weighting in a four-unit A-level. The second column shows typical raw mark grade boundaries. These boundaries are determined by an awarding committee following each exam series. For example, the grade A boundary (ie the lowest mark for grade A) is 61 (approximately 76%). The third column (which is extracted from *Table A2* in *Appendix A*) shows the uniform mark boundaries. For a unit with 30% weighting in a four-unit A-level, the maximum uniform mark is 120 and uniform marks in the range 96–120 correspond to grade A. This does not mean that the paper is marked out of 120 or that a student has to score 80% of the raw marks (96/120) to obtain grade A on the unit.

For example:

- a student who scores 61 (the lowest raw mark for grade A) will receive a uniform mark of 96 (the lowest uniform mark for grade A)
- a student who scores 43 will receive a uniform mark of 60
- a student who scores 49 will receive a uniform mark of 72
- a student who scores 46 (exactly half way between 43 and 49) will receive to a uniform mark of 66 (exactly half way between 60 and 72) – see *Figure 1*.

Exactly the same principles apply for other qualifications that use uniform marks, eg our new GCSEs.

When a student has completed all units, his/her uniform marks are added together. The overall subject grade is then determined using the appropriate table in *Appendix A*. For example, using *Table A2* in *Appendix A* for a four-unit A-level, a student with a total uniform mark of 209 obtains grade D, while a student with a total uniform mark of 199 obtains grade E.

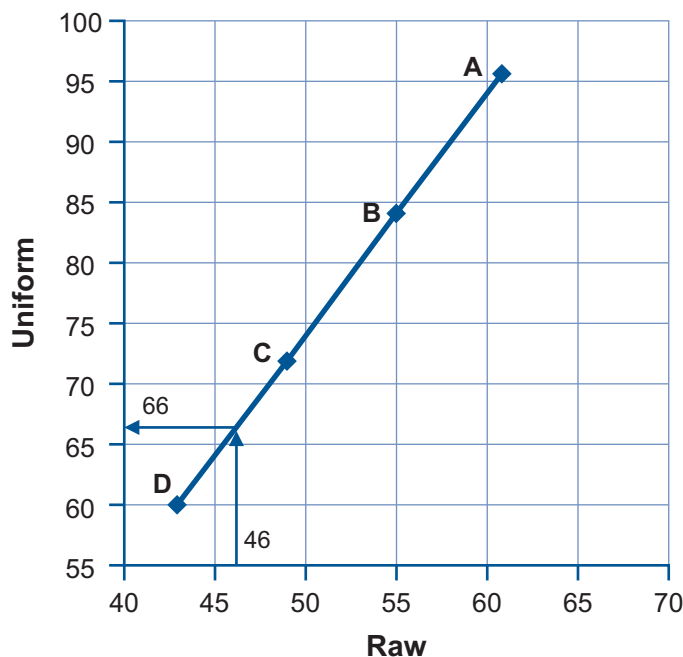
Similarly, using *Table A6* in *Appendix A* for GCSE Modular Mathematics, a student with a total uniform mark of 440 obtains grade B, while a student with a total uniform mark of 415 obtains grade C, although there are some restrictions on the grades available (see *Section 4.3*).

**Table 1 AS unit with maximum raw mark 80 and accounting for 30% of the assessment in a four-unit A-level: typical raw mark grade boundaries, together with the uniform mark boundaries <sup>2</sup>**

Grade	Lowest raw mark in grade (max 80)	Corresponding uniform mark (max 120)
A	61	96
B	55	84
C	49	72
D	43	60
E	37	48
(N)	31	36

<sup>2</sup> The use of the N conversion point is explained in *Section 5*. A2 units additionally have an A\* conversion point, also explained in *Section 5*.

**Figure 1 Conversion to uniform marks (for part of the mark range) for the data in Table 1**



## 4. Uniform mark scales for different qualifications

### 4.1. A-level

By inter-awarding body agreement, the uniform mark grade boundaries in A-level are always at the following percentages of the maximum uniform mark for the unit or qualification:

A 80%, B 70%, C 60%, D 50%, E 40%.

Also by inter-awarding body agreement, the maximum uniform marks are:

- 600 for a six unit Advanced qualification
- 400 for a four unit Advanced qualification
- 200 for a two unit Advanced qualification.

So the uniform mark grade boundaries for a four-unit qualification are:

A 320 (=80% of 400), B 280 (=70% of 400), C 240, D 200, E 160.

In A-level, grade A\* is awarded to students achieving grade A overall and 90 per cent or more of the maximum uniform mark on the aggregate of the A2 units. For example, in a four unit qualification, grade A\* is awarded to students achieving at least 320 uniform marks on the A-level overall and at least 180 uniform marks on the sum of the two A2 units. Mathematics and Further Mathematics follow a different rule - please see *Table A1* in *Appendix A*.

For a unit which accounts for 30% of the total assessment in a four-unit A-level, the maximum uniform mark is 120 (= 30% of 400). The uniform mark grade boundaries for such a unit are:

A 96 (=80% of 120), B 84 (=70% of 120), C 72, D 60, E 48.

(see *Table A2* in *Appendix A* and *Table 1* in *Section 3*).

In Applied A-level, the units are equally-weighted and all have a maximum uniform mark of 100, with grade boundaries:

A 80, B 70, C 60, D 50, E 40.

In Applied A-level, grade A\* is available in the single award and grades A\*A\* and A\*A are available in the double award. See *Table A5* in *Appendix A* for details.

## 4.2. GCSE

By inter-awarding body agreement, the uniform mark grade boundaries in GCSEs are at the following percentages of the maximum uniform mark for the unit/module or qualification:

A\* 90%, A 80%, B 70%, C 60%, D 50%, E 40%, F 30%, G 20%.

As the maximum uniform marks, numbers of units and unit weightings vary, we can't include details for all GCSE specifications in *Appendix A*. Please refer to [aqa.org.uk](http://aqa.org.uk) (see *Support/Results Statistics/UMS*), where you will find the relationship between uniform marks and grades for all our A-level and GCSE qualifications and units.

## 4.3. GCSE Mathematics

The outgoing modular Specification B uses uniform marks, as shown in *Table A6* of *Appendix A*. To meet regulatory requirements, the overall grade awarded is restricted by the tier of entry of Module 5. Thus, a student entered for the Foundation tier of Module 5 cannot receive a grade outside the range C–G and a student entered for the Higher tier cannot receive a grade outside the range A\*–E, even if his/her total uniform mark appears to imply a different grade. For example, a student entered for the Higher tier of Module 5 with a total uniform mark of 230 receives an ungraded result rather than Grade F.

## 5. Notional N, the A\* conversion point and the 'cap'

The tables in *Appendix A* refer to a notional grade N. This is used as a conversion point when calculating uniform marks from raw marks. There is also a conversion point above the highest available grade called the 'cap' and in A2 units there is an A\* conversion point.

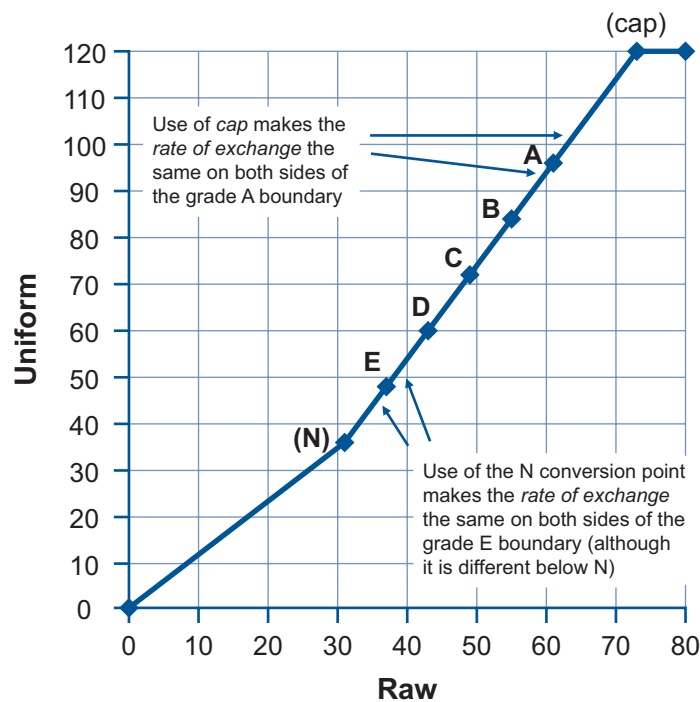
Notional N and the cap (and, in A2 units, notional A\*) are used to ensure that, on conversion to uniform marks, raw marks have the same value just above and just below the boundary for both the highest available grade and the lowest available grade<sup>3</sup>. When using the cap, a student with a raw mark below the maximum may sometimes obtain the maximum uniform mark.

In A-level, it is important to note that A\* is not a grade at unit level and is not reported. It is only reported at subject level.

*Figure 2* shows the conversion to uniform marks for the AS data in *Table 1*. It extends *Figure 1* to cover the whole mark range. The plotted points correspond to grade boundaries (including the maximum mark, the cap, notional N and zero). You can see that:

- the slope of the graph is the same on both sides of grade A, indicating that raw marks have the same value just above and just below this boundary
- similarly, the slope is the same on both sides of grade E
- students with a raw mark above the cap obtain the maximum uniform mark (120).

<sup>3</sup> Notional N is not used below grade G in GCSE specifications.

**Figure 2 Conversion to uniform marks for the data in Table 1**


### 5.1. Calculating the cap in an AS unit

The mark width from the A to B raw mark boundaries is doubled and added to the A boundary.

For example, in *Table 1* the cap is

$$2 \times 6 + 61 = 73 \text{ raw marks.}$$

This raw mark is converted to the maximum uniform mark for the unit (120 in this case). Thus, in *Table 1*, students with 80, 79, 78, 77, 76, 75, 74 or 73 raw marks will all receive 120 uniform marks.

### 5.2. Calculating notional A\* and the cap in an A2 unit

- (i) Where the mark width from the A raw mark boundary to the maximum is more than twice that from A to B, the A\* conversion point is normally the same amount above A as B is below A.
- (ii) Where the mark width from the A raw mark boundary to the maximum is less than or equal to twice that from A to B, the A\* conversion point is normally halfway between A and the maximum raw mark. This is rounded down, where necessary, to the nearest whole number below (eg  $78\frac{1}{2}$  is rounded to 78).
- (iii) In both (i) and (ii) the cap is the same number of raw marks about A\* as A is below A\*. This is converted to the maximum uniform mark for the unit. The A\* conversion point is converted to 90% of the maximum uniform mark.

Examples are shown in *Tables 2 (i) and (ii)* and *Figure 3 (i) and (ii)*. The raw mark boundaries are set by the awarding committee, with A\* calculated as explained above. The uniform mark boundaries are fixed at A: 80% of the maximum, B: 70%, etc. Note that in (ii) the A\* conversion point is calculated to be  $56\frac{1}{2}$ , and this is rounded down to 56, according to the rules described above.

**Table 2** A2 unit with maximum raw mark 60 and maximum uniform mark 80: two sets of typical A and B raw mark grade boundaries together with the uniform mark boundaries, the A\* conversion point and the cap

(i)

	Lowest raw mark in grade	Corresponding uniform mark
Maximum	60	80
(cap)	57	80
(A*)	52	72
A	47	64
B	42	56

(ii)

	Lowest raw mark in grade	Corresponding uniform mark
Maximum	60	80
(cap)	59	80
(A*)	56	72
A	53	64
B	48	56

**Figure 3(i)** (illustrating Table 2(i))

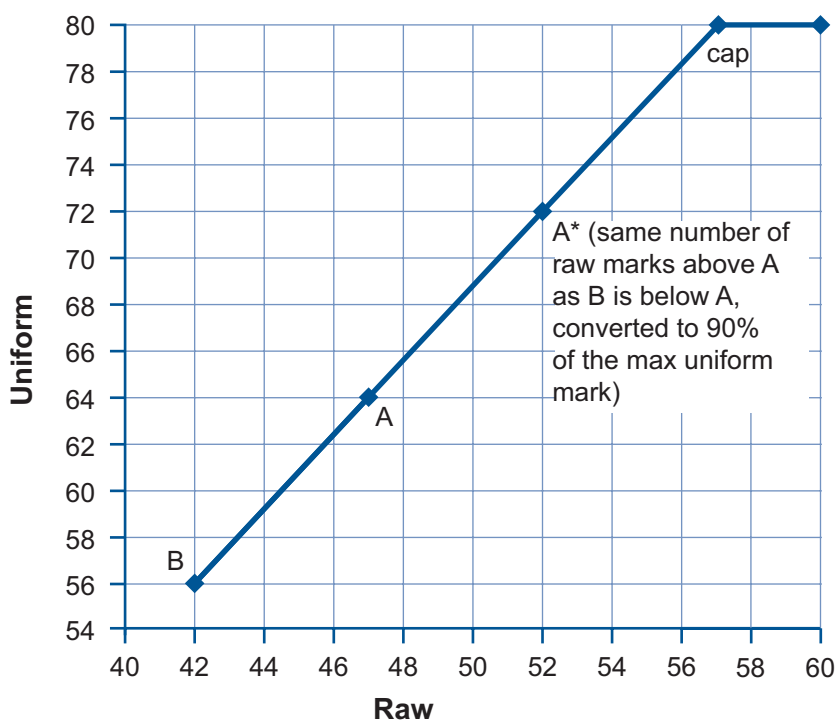
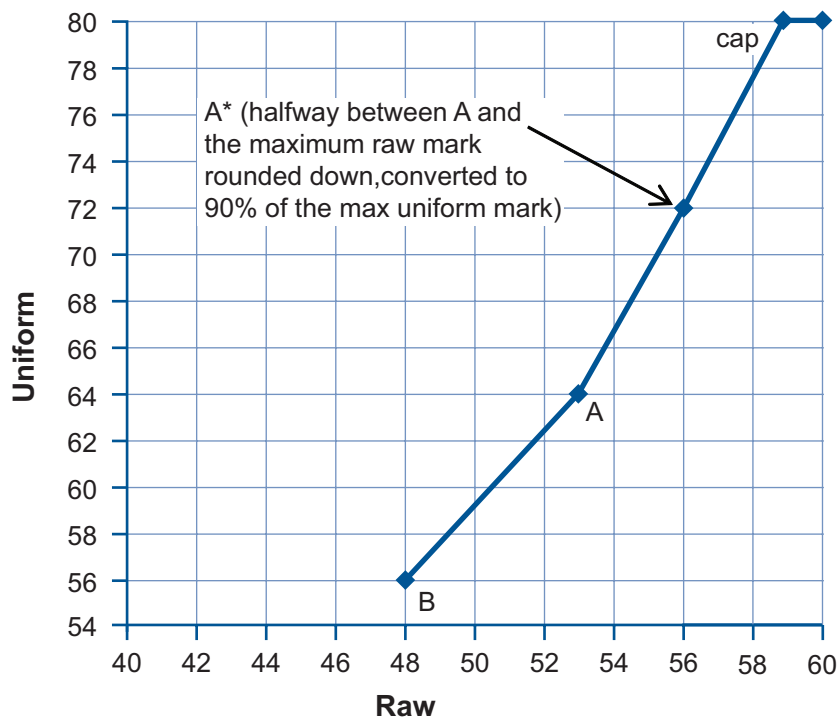


Figure 3(ii) (illustrating Table 2(ii))



### 5.3. Calculating notional N in an AS or A2 unit

The mark width from the D to E raw mark boundaries is subtracted from the E boundary.

For example, in Table 1 notional N is

$$37 - 6 = 31 \text{ raw marks.}$$

This raw mark is converted to the appropriate uniform mark (36 in Table 1).

### 5.4. Calculating A\* and the cap in any untiered or Higher tier GCSE unit

From June 2011, the A\* boundary in new GCSE units is calculated as follows:

- (i) Where the mark width from the A raw mark boundary to the maximum is more than twice that from A to B, the A\* boundary is the same amount above A as B is below A.
- (ii) Where the mark width from the A raw mark boundary to the maximum is less than or equal to twice the mark width from A to B, the A\* boundary is halfway between A and the maximum. This is rounded down, where necessary, to the nearest whole number below (eg  $78\frac{1}{2}$  is rounded to 78).

This is the same procedure as that used for A2 units in A level. Previously in GCSE, the A\* boundary was always calculated according to (i) above. That method is still used in outgoing specifications<sup>4</sup>, ie A\* is the same amount above A as B is below A. In new and outgoing specifications, the position of A\* can be adjusted following a review of statistical and technical evidence.

The cap is always the same number of raw marks above A\* as A is below A\*. This is converted to the maximum uniform mark for the unit.

### 5.5. Calculating the cap in a Foundation tier GCSE unit

The cap is the same number of raw marks above C as D is below C. This is converted to the maximum uniform mark for the Foundation tier of the unit (equivalent to the top of grade C).

### 5.6. Calculating notional N (allowed E) in a Higher tier GCSE unit

Half of the number of raw marks between C and D is subtracted from D. This raw mark is notional N (allowed E). It is converted to the uniform mark halfway between D and E<sup>5</sup>.

### 5.7 Example

Tables 3(i) and (ii) show two sets of boundaries for a Higher tier new GCSE unit with maximum raw mark 60 and maximum uniform mark 90.

The raw mark boundaries (A – D) are set by the awarding committee. In Table 3(i) A\* is calculated using the procedure in Section 5.4(i) as the mark width from A to the maximum is more than twice the mark width from A to B. In Table 3(ii) A\* is calculated using the procedure in Section 5.4(ii) as the mark width from A to the maximum is less than twice the mark width from A to B. In both tables notional N (allowed E) is calculated as a raw mark of 26½, which is rounded down to 26.

Uniform mark boundaries are fixed at A\*: 90% of the maximum, A: 80%, B: 70% etc. Notional N is a uniform mark of 40½, which is rounded up to 41.

**Table 3** New GCSE Higher tier unit with maximum raw mark 60 and maximum uniform mark 90: two sets of typical raw mark grade boundaries with uniform mark boundaries, N (or allowed E) and the cap

(i)

	Lowest raw mark in grade	Corresponding uniform mark
Maximum	60	90
(cap)	58	90
A*	52	81
A	46	72
B	40	63
C	34	54
D	29	45
(N)	26	41

(ii)

	Lowest raw mark in grade	Corresponding uniform mark
Maximum	60	90
(cap)	59	90
A*	53	81
A	47	72
B	40	63
C	34	54
D	29	45
(N)	26	41

<sup>5</sup> Rounding is always carried out in students' favour. This means rounding *down* for raw marks and rounding *up* for uniform marks. For example, if the C and D raw mark boundaries are 37 and 30 respectively, the N (or allowed E) boundary is  $30 - \frac{1}{2} \times 7 = 26\frac{1}{2}$ , which is rounded to 26. If the D and E uniform mark boundaries are 55 and 44 respectively, the N boundary is  $55 - \frac{1}{2} \times 11 = 49\frac{1}{2}$  which is rounded to 50.

## 6. Points in the Diploma

The points method used in the Diploma is a simplified version of the UMS system. The same principles apply – raw marks for each unit are converted to points, and a student's points are added together, using a look-up table to convert the points total to an overall grade. The main difference between the UMS system and the points method is that the maximum number of points per unit is much less than the maximum number of uniform marks. The maximum number of points available for a unit in the Diploma is between 4 and 28 (depending on the weighting and level), while in A-level the maximum number of uniform marks for a unit is at least 60.

Although students have to complete elements such as Functional Skills and Additional & Specialist Learning (ASL)<sup>5</sup> to be eligible for a Diploma, the Diploma grade is based on results in Principal Learning and the Project. Therefore, only units in these parts of the Diploma use the points system.

The weightings of units are measured in terms of guided learning hours (glh). In the Foundation and Higher Diplomas, all Principal Learning units have 30 or 60 glh and the Project has 60 glh. In the Advanced Diploma, all Principal Learning units have 30, 60 or 90 glh and the Project has 120 glh. Units with 30, 60, 90 and 120 glh have, respectively 1, 2, 3 and 4 points per grade. This is shown in *Tables B1–B3* in *Appendix B*.

*Table 4* refers to a Higher Principal Learning unit marked out of 48 with 60 glh. The second column shows typical raw mark grade boundaries. These are determined by an awarding committee following each exam series. The third column (which is extracted from *Table B2* in *Appendix B*) shows the points boundaries.

**Table 4** Higher Principal Learning unit with maximum raw mark 48 and 60 glh

Grade	Lowest raw mark in grade (max 48)	Corresponding points (max 10)
(cap)	43	10
A*	38	8
A	33	6
B	28	4
C	24	2

Note that there is a cap, calculated in exactly the same way as in GCSE:

- the mark width from the A\* to A raw mark boundaries is added to the A\* boundary
- the resulting raw mark (called the cap) is converted to the maximum points score for the unit
- in *Table 4* the cap is 43 and a student who scores 43–48 will receive 10 points.

The points corresponding to all raw marks can be determined from *Table 4*. Where a mark range cannot be divided equally to give the same number of marks per point, the cut-off is determined to be in students' benefit. For example, the mark range 33–37 corresponds to 6 and 7 points, so

- a student who scores 33 or 34 will receive 6 points
- a student who scores 35–37 will receive 7 points.

Thus, the *three* higher raw marks correspond to 7 points and the *two* lower raw marks correspond to 6 points.

The same rule applies below the lowest grade. So:

- a student who scores 12–23 (a range of 12 raw marks) will receive 1 point
- a student who scores 0–11 (a range of 12 raw marks) will receive 0 points.

## 7. Raw and scaled marks

In the results documentation, students' scaled marks (sometimes abbreviated to 'sca') are listed for each unit or component. For most specifications, scaled marks are the same as raw marks. They may be different in the small number of specifications where a unit is divided into two (or more) components.

For example, if Component 1 is marked out of 30, Component 2 is marked out of 60 and each is intended to account for 50% of the assessment of a unit, students' marks for Component 1 must be multiplied by two before being added to the marks for Component 2. Thus, a Component 1 raw mark of 24 out of 30 becomes a scaled mark of 48 out of 60. For Component 2, no scaling is needed, so scaled marks are the same as raw marks. Students' total marks for the unit are subsequently converted to uniform marks.

In non-modular GCSE specifications (English, English Literature and ICT), uniform marks are not used. A student's marks for the various components are scaled if necessary and then added to give the total mark for the exam as a whole.

## Appendix A

### Relationship between uniform marks and grades

New specification GCSEs are not shown here. Please consult the uniform marks page of [aqa.org.uk](http://aqa.org.uk)

**Table A1 Six unit A-level**

	Grade boundaries in terms of uniform marks according to weighting of unit								
Weighting as % of total AS assessment	20%	30%	33.3%	35%	40%	46.7%	100%	AS subject award	Advanced subject award
Weighting as % of total Advanced assessment	10%	15%	16.7%	17.5%	20%	23.3%	50%		
<b>Max uniform mark</b>	60	90	100	105	120	140	300	300	600
A	48	72	80	84	96	112	240	240	480
B	42	63	70	74	84	98	210	210	420
C	36	54	60	63	72	84	180	180	360
D	30	45	50	53	60	70	150	150	300
E	24	36	40	42	48	56	120	120	240
(N)	18	27	30	32	36	42	90	-	-

In the A-level subject qualification, grade A\* is awarded to students achieving grade A overall (ie at least 480 uniform marks) and 90% or more of the maximum uniform mark (ie at least 270 uniform marks) on the aggregate of the three A2 units.

In A-level Mathematics, grade A\* is awarded to students achieving grade A overall (ie at least 480 uniform marks) and 90 per cent or more of the maximum uniform mark (ie at least 180 uniform marks) on the aggregate of units MPC3 and MPC4.

In A-level Further Mathematics, grade A\* is awarded to students achieving grade A overall (ie at least 480 uniform marks) and 90 per cent or more of the maximum uniform mark (ie at least 270 uniform marks) on the aggregate of their three best A2 units.

**Table A2 Four unit A-level**

		Grade boundaries in terms of uniform marks according to weighting of unit						
Weighting as % of total AS assessment	30%	40%	50%	60%	70%	AS subject award	Advanced subject award	
Weighting as % of total Advanced assessment	15%	20%	25%	30%	35%			
<b>Max uniform mark</b>	60	80	100	120	140	200	400	
A	48	64	80	96	112	160	320	
B	42	56	70	84	98	140	280	
C	36	48	60	72	84	120	240	
D	30	40	50	60	70	100	200	
E	24	32	40	48	56	80	160	
(N)	18	24	30	36	42	-	-	

In the A-level subject qualification, grade A\* is awarded to students achieving grade A overall (ie at least 320 uniform marks) and 90% or more of the maximum uniform mark (ie at least 180 uniform marks) on the aggregate of the two A2 units.

**Table A3 Two unit A-level**

	Grade boundaries in terms of uniform marks according to weighting of unit		
Weighting as % of total AS assessment	100%	AS subject award	Advanced subject award
Weighting as % of total Advanced assessment	50%		
<b>Max uniform mark</b>	100	100	200
A	80	80	160
B	70	70	140
C	60	60	120
D	50	50	100
E	40	40	80
(N)	30	-	-

In the A-level subject qualification, grade A\* is awarded to students achieving grade A overall (ie at least 160 uniform marks) and 90% or more of the maximum uniform mark (ie at least 90 uniform marks) on the A2 unit.

**Table A4 A-level Mathematics (Pilot)**

	Grade boundaries in terms of uniform marks according to weighting of unit		AS subject award	Advanced subject award
Weighting as % of total AS assessment	33.3%	66.7%		
Weighting as % of total Advanced assessment	16.7%	33.3%		
<b>Max uniform mark</b>	100	200	300	600
A	80	160	240	480
B	70	140	210	420
C	60	120	180	360
D	50	100	150	300
E	40	80	120	240
(N)	30	60	-	-

In the A-level subject qualification, grade A\* is awarded to students achieving grade A overall (ie at least 480 uniform marks) and 90% or more of the maximum uniform mark (ie at least 180 uniform marks) on unit XMCA2.

**Table A5 Applied A-level**

Each unit accounts for:

- 33.3% of the assessment for AS single award
- 16.7% of the assessment for AS double award
- 16.7% of the assessment for Advanced single award
- 8.3% of the assessment for Advanced double award.

Grade boundaries for each unit in terms of uniform marks	
<b>Max uniform mark</b>	100
A	80
B	70
C	60
D	50
E	40
(N)	30

Grade boundaries for nine unit award (Advanced with Advanced Subsidiary (additional)) in terms of uniform marks	
<b>Max uniform mark</b>	900
AA	720
AB	675
BB	630
BC	585
CC	540
CD	495
DD	450
DE	405
EE	360

Grade A\*A is awarded to students achieving grade AA overall (ie at least 720 uniform marks) and 90% or more of the maximum uniform mark (ie at least 270 uniform marks) on the aggregate of the three A2 units. Grade A\*A\* is not available for this qualification.

	Grade boundaries for single award in terms of uniform marks	
	AS	Advanced
<b>Max uniform mark</b>	300	600
A	240	480
B	210	420
C	180	360
D	150	300
E	120	240

In the A-level subject qualification, grade A\* is awarded to students achieving grade A overall (ie at least 480 uniform marks) and 90% or more of the maximum uniform mark (ie at least 270 uniform marks) on the aggregate of the three A2 units.

	Grade boundaries for double award in terms of uniform marks	
	AS	Advanced
<b>Max uniform mark</b>	600	1200
AA	480	960
AB	450	900
BB	420	840
BC	390	780
CC	360	720
CD	330	660
DD	300	600
DE	270	540
EE	240	480

In the Advanced subject qualification, grade A\*A\* and grade A\*A are available. To be eligible for these grades, students need to achieve grade AA overall (ie at least 960 uniform marks). Grade A\*A\* is awarded to those achieving 90% of the maximum uniform mark (ie at least 540 uniform marks) on the aggregate of the six A2 units. Grade A\*A is awarded to those achieving 90% or more of the maximum uniform mark (ie at least 270 uniform marks) on the aggregate of their three best A2 units.

**Table A6 GCSE Modular Mathematics (Specification B) (4307)**

Foundation tier (as determined by Module 5 tier of entry)	Grade boundaries in terms of uniform marks					GCSE award
	Module 1 Foundation	Module 1 Higher	Module 3 Foundation	Module 3 Higher	Module 5 Foundation	
<b>Weighting</b>	18%	18%	27%	27%	55%	100%
<b>Max uniform mark</b>	75	108	112	162	230	600
A*	-	97	-	146	-	-
A	-	86	-	130	-	-
B	-	76	-	113	-	-
C	65	65	97	97	198	360
D	54	54	81	81	165	300
(N)	-	49	-	73	-	-
E	43	-	65	-	132	240
F	32	-	49	-	99	180
G	22	-	32	-	66	120

Higher tier (as determined by Module 5 tier of entry)	Grade boundaries in terms of uniform marks					GCSE award
	Module 1 Foundation	Module 1 Higher	Module 3 Foundation	Module 3 Higher	Module 5 Higher	
<b>Weighting</b>	18%	18%	27%	27%	55%	100%
<b>Max uniform mark</b>	75	108	112	162	330	600
A*	-	97	-	146	297	540
A	-	86	-	130	264	480
B	-	76	-	113	231	420
C	65	65	97	97	198	360
D	54	54	81	81	165	300
(N)	-	49	-	73	149	-
E	43	-	65	-	-	240
F	32	-	49	-	-	-
G	22	-	32	-	-	-

**Table A7 GCSE Mathematics (Pilot)**

	Grade boundaries in terms of uniform marks				GCSE award
	Unit 2 Foundation	Unit 2 Higher	Unit 3 Foundation	Unit 3 Higher	
<b>Weighting</b>	33.3%	33.3%	66.7%	66.7%	100%
<b>Max uniform mark</b>	69	100	139	200	300
A*	-	90	-	180	270
A	-	80	-	160	240
B	-	70	-	140	210
C	60	60	120	120	180
D	50	50	100	100	150
(N)	-	45	-	90	-
E	40	-	80	-	120
F	30	-	60	-	90
G	20	-	40	-	60

**Table A8 GCSE Use of Mathematics (Pilot)**

Max uniform mark		Grade boundaries for Foundation FSMQ units in terms of uniform marks
FSMQ grade	GCSE grade	
119		
A	D	100
B		85
C		70
D		55
E	G	40

The maximum uniform mark available from a Foundation FSMQ (119) is equivalent to the top of GCSE grade D.

Max uniform mark		Grade boundaries for Intermediate FSMQ units in terms of uniform marks
FSMQ grade	GCSE grade	
200		
A	A*	180
B		165
C		150
D		135
E	C	120
(N)		113

	Grade boundaries for the Level 2 Mathematics unit in terms of uniform marks	Grade boundaries for the GCSE Use of Mathematics qualification in terms of uniform marks
Max uniform mark	200	600
GCSE grade		
A*	180	540
A	160	480
B	140	420
C	120	360
D	100	300
E	80	240
F	60	180
G	40	120

**Table A9 GCSE Science (Specification A)**

	Grade boundaries in terms of uniform marks			
	Each objective test (Foundation tier)	Each objective test (Higher tier)	Teacher-assessed unit	GCSE award
<b>Weighting</b>	12½%	12½%	25%	100%
<b>Max uniform mark</b>	34	50	100	400
A*	-	45	90	360
A	-	40	80	320
B	-	35	70	280
C	30	30	60	240
D	25	25	50	200
(N)	-	23	-	-
E	20	-	40	160
F	15	-	30	120
G	10	-	20	80

**Table A10 GCSE Science (Specification B) and GCSE Additional Science**

	Grade boundaries in terms of uniform marks			
	Each written paper (Foundation tier)	Each written paper (Higher tier)	Teacher-assessed unit	GCSE award
<b>Weighting</b>	25%	25%	25%	100%
<b>Max uniform mark</b>	69	100	100	400
A*	-	90	90	360
A	-	80	80	320
B	-	70	70	280
C	60	60	60	240
D	50	50	50	200
(N)	-	45	-	-
E	40	-	40	160
F	30	-	30	120
G	20	-	20	80

**Table A11 GCSE Biology, Chemistry, Physics<sup>6</sup>**

	Grade boundaries in terms of uniform marks					GCSE award
	Each objective test (Foundation tier)	Each objective test (Higher tier)	Each written paper (Foundation tier)	Each written paper (Higher tier)	Teacher-assessed unit	
<b>Weighting</b>	12½%	12½%	25%	25%	25%	100%
<b>Max uniform mark</b>	34	50	69	100	100	400
A*	-	45	-	90	90	360
A	-	40	-	80	80	320
B	-	35	-	70	70	280
C	30	30	60	60	60	240
D	25	25	50	50	50	200
(N)	-	23	-	45	-	-
E	20	-	40	-	40	160
F	15	-	30	-	30	120
G	10	-	20	-	20	80

**Table A12 GCSE Additional Applied Science**

	Grade boundaries in terms of uniform marks				GCSE award
	Unit 1 (Teacher-assessed)	Unit 2 (Foundation tier)	Unit 2 (Higher tier)	Unit 3 (Teacher-assessed)	
<b>Weighting</b>	20%	40%	40%	40%	100%
<b>Max uniform mark</b>	80	111	160	160	100
A*	72	-	144	144	360
A	64	-	128	128	320
B	56	-	112	112	280
C	48	96	96	96	240
D	40	80	80	80	200
(N)	-	-	72	-	-
E	32	64	-	64	160
F	24	48	-	48	120
G	16	32	-	32	80

**Table A13 GCSE Applied Science (Double Award)**

	Grade boundaries in terms of uniform marks				
	Unit 1 (Teacher-assessed)	Unit 2 (Foundation tier)	Unit 2 (Higher tier)	Unit 3 (Teacher-assessed)	Unit 4 (Teacher-assessed)
<b>Weighting</b>	10%	35%	35%	27½%	27½%
<b>Max uniform mark</b>	80	195	280	220	220
A*	72	-	252	198	198
A	64	-	224	176	176
B	56	-	196	154	154
C	48	168	168	132	132
D	40	140	140	110	110
(N)	-	-	126	-	-
E	32	112	-	88	88
F	24	84	-	66	66
G	16	56	-	44	44

	Grade boundaries in terms of uniform marks
	GCSE award
<b>Max uniform mark</b>	800
A*A*	720
A*A	680
AA	640
AB	600
BB	560
BC	520
CC	480
CD	440
DD	400
DE	360
EE	320
EF	280
FF	240
FG	200
GG	160

**Table A14 Outgoing Applied GCSE ICT (Double Award) (final exam 2011)**

	Grade boundaries in terms of uniform marks				Grade boundaries in terms of uniform marks
	Unit 1	Unit 2	Unit 3		GCSE award
<b>Weighting</b>	33.3%	33.3%	33.3%	<b>Max uniform mark</b>	300
<b>Max uniform mark</b>	100	100	100	A*A*	270
A*	90	90	90	A*A	255
A	80	80	80	AA	240
B	70	70	70	AB	225
C	60	60	60	BB	210
D	50	50	50	BC	195
E	40	40	40	CC	180
F	30	30	30	CD	165
G	20	20	20	DD	150
				DE	135
				EE	120
				EF	105
				FF	90
				FG	75
				GG	60

## Appendix B

### Relationship between points and grades in the Diploma

**Table B1 Foundation Diploma**

	Grade boundaries in terms of points according to the number of guided learning hours for the unit		Grade boundaries in terms of points for the qualification	
	30 glh	60 glh (including Project)	Principal Learning qualification (240 glh)	Diploma
<b>Max points</b>	4	8	32	40
A*	3	6	24	30
A	2	4	16	20
B	1	2	8	10

**Table B2 Higher Diploma**

	Grade boundaries in terms of points according to the number of guided learning hours for the unit		Grade boundaries in terms of points for the qualification	
	30 glh	60 glh (including Project)	Principal Learning qualification (420 glh)	Diploma
<b>Max points</b>	5	10	70	80
A*	4	8	56	64
A	3	6	42	48
B	2	4	28	32
C	1	2	14	16

**Table B3 Advanced Diploma (including Progression Diploma)**

	Grade boundaries in terms of points according to the number of guided learning hours for the unit				Grade boundaries in terms of points for the qualification	
	30 glh	60 glh	90 glh	Project (120 glh)	Principal Learning qualification (540 glh)	Diploma
<b>Max points</b>	7	14	21	28	126	154
A*	6	12	18	24	108	132
A	5	10	15	20	90	110
B	4	8	12	16	72	88
C	3	6	9	12	54	66
D	2	4	6	8	36	44
E	1	2	3	4	18	22

