



Uniform marks in GCE, GCSE and Functional Skills exams and points in the Diploma

Version 3.0



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 used for:

- all GCEs including Applied GCE
- modular and Applied GCSEs
- GCSE Modern Foreign Languages
- Functional Skills ICT.

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



2. Why we need the UMS

In non-modular specifications, candidates take all papers in the same exam series. After scaling the raw marks to comply with paper weightings¹, candidates' 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 candidates 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 2009, for example, may represent the same level of achievement as a mark of 48 in summer 2009. 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 candidates for each unit. The grades could then be equated to points (for example: A=5, B=4, C=3, D=2, E=1 for GCE or A*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1 for GCSE) and each candidate'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 GCE and GCSE qualifications, as it needs to be modified when the units are not equally weighted and gives the same credit to a candidate 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, candidates 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 GCE 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*.

¹ 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 *RES/INF* (a document sent to centres with results)
- in *Appendix A* of this booklet.

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

Table 1 refers to a GCE 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 GCE 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 candidate has to score 80% of the raw marks (96/120) to obtain grade A on the unit.

For example:

- a candidate 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 candidate who scores 43 will receive a uniform mark of 60
- a candidate who scores 49 will receive a uniform mark of 72
- a candidate 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 modular GCSEs.

When a candidate 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 candidate with a total uniform mark of 209 obtains grade D, while a candidate with a total uniform mark of 199 obtains grade E.

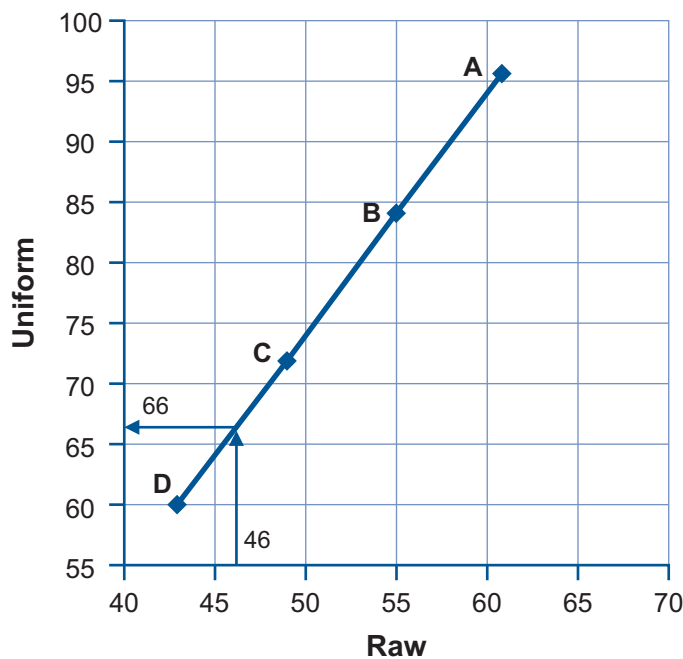
Similarly, using *Table A6* in *Appendix A* for GCSE Modular Mathematics, a candidate with a total uniform mark of 440 obtains grade B, while a candidate with a total uniform mark of 415 obtains grade C, although there are some restrictions on the grades available (see *Section 4.3*).

Table 1 GCE 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

| 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) ² | 31 | 36 |

² The use of N is 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. GCE

By inter-awarding body agreement, the uniform mark grade boundaries in GCE 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.

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 GCE, 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.

4.2. GCSE

By inter-awarding body agreement, the uniform mark grade boundaries in GCSEs (except Modern Foreign Languages) and Applied 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%.

The assessment patterns vary and the maximum uniform marks therefore also vary across specifications. Details are given in *Appendix A*.

4.3. GCSE Mathematics

In non-modular GCSE Mathematics for certification in and before November 2008, uniform marks were used to ensure that the coursework component contributed the intended 20% to the overall assessment. Specifications for certification in and after June 2009 no longer have a coursework element, and uniform marks will not be used in the non-modular Specification A. Instead, component marks will be aggregated in the same way as in two-tier, non-modular specifications in other subjects.

The modular Specification B will continue to use 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 candidate entered for the Foundation tier of Modular 5 cannot receive a grade outside the range C–G and a candidate 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 candidate entered for the Higher tier of Module 5 with a total uniform mark of 230 receives an ungraded result rather than Grade F.

4.4. GCSE Modern Foreign Languages

The reasons for using uniform marks outlined in *Section 2* do not apply in this case. Uniform marks are used in these specifications because candidates may take the components (skills) at different tiers, making it impossible to add up the raw marks in the normal way.

The UMS in GCSE Modern Foreign Languages specifications is consistent with the points system which it replaced in 2003. Under that system, used for tiered syllabuses with equally-weighted Listening, Reading, Speaking and Writing components, points on each component were awarded as follows:

A* 8, A 7, B 6, C 5, D 4, E 3, F 2, G 1.

The UMS has a maximum uniform mark of 90 for each component, with the following uniform mark grade boundaries:

A* 80, A 70, B 60, C 50, D 40, E 30, F 20, G 10

(see *Tables A9 and A10 in Appendix A*). Thus, in this scale, A* is 8/9 of the maximum, A is 7/9, B is 6/9 and so on.

Foundation tier candidates will not be awarded uniform marks above top C (59). Higher tier candidates who fall below allowed E do obtain some credit, but the 'rate of exchange' may decrease rapidly. The same thresholds are used in AQA's modular specifications (see *Table A11 in Appendix A*), with the same maximum uniform mark (360) as in the non-modular specifications. Thus Module 1, which accounts for 12½% of the total assessment, has a maximum uniform mark of 45 (12½% of 360). The uniform mark grade boundaries for this module are:

A* 40 (=8/9 of 45), A 35 (=7/9 of 45), B 30, C 25, D 20, E 15, F 10, G 5.

4.5. Functional Skills

The Functional Skills qualification in ICT consists of two units, which candidates may take in different exam series. It uses uniform marks to combine candidates' results from the two units. The level thresholds in terms of uniform marks are shown in *Table A22 in Appendix A*.

5. Notional N and the 'cap'

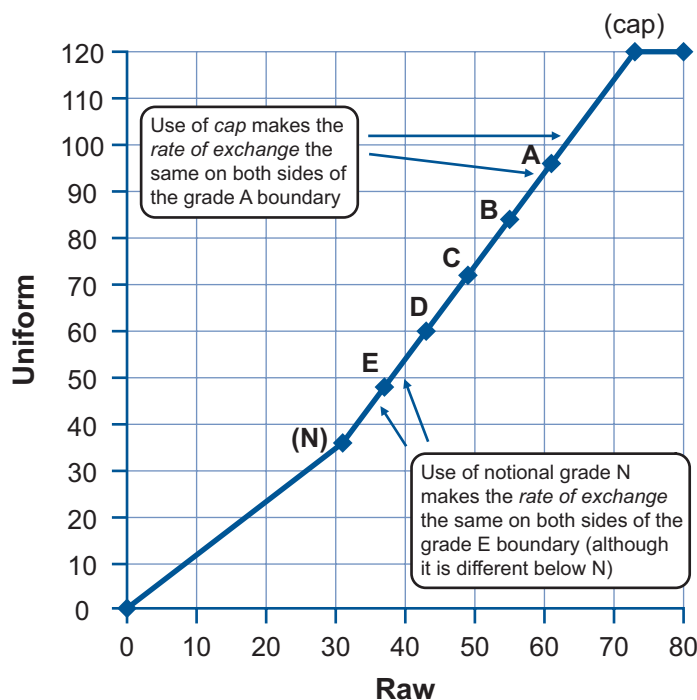
The tables in *Appendix A* refer to a notional grade N. There is also a notional grade above the highest available grade called the 'cap'.

Notional N and the cap are used in the conversion of raw marks to uniform marks. They apply only at unit³ level, not at qualification level. They 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 grade⁴. When using the cap, a candidate with a raw mark below the maximum may sometimes obtain the maximum uniform mark.

Figure 2 shows the conversion to uniform marks for the GCE 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
- candidates with a raw mark above the cap obtain the maximum uniform mark (120).

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



³ The term 'unit' is used to refer to unit, module or component, as appropriate. Depending on the specification, it may be that marks for units, marks for modules or marks for components are converted to uniform marks. For example, in GCSE Religious Studies Specification B marks for *units* are converted to uniform marks, in GCSE Modular Mathematics (Specification B) marks for *modules* are converted to uniform marks and in GCSE Modern Foreign Languages Specification A marks for *components* are converted to uniform marks. See *Appendix A*.

⁴ Notional N is not used below grade G in GCSE specifications.

5.1. Calculating the cap in a GCE unit

The mark width between the A and 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*, candidates with 80, 79, 78, 77, 76, 75, 74 or 73 raw marks will all receive 120 uniform marks.

5.2. Calculating notional N in a GCE unit

The mark width between the D and 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*).

5.3. Calculating the cap in a GCSE unit (including Applied GCSE)

Untiered specifications and Higher tier of tiered specifications

The mark width between the A* and A raw mark boundaries is added to the A* boundary. The resulting raw mark is converted to the maximum uniform mark for the unit (see *Appendix A Tables A6 to A21*).

Foundation tier of two-tier specifications

The mark width between the C and D raw mark boundaries is added to the C boundary. The resulting raw mark is converted to the maximum uniform mark available in the Foundation tier for the unit (see *Appendix A Tables A6, A7, A8, A9, A11, A13–A17*).

5.4. Calculating notional N in a GCSE unit (including Applied GCSE)

Higher tier of two-tier specifications⁵

Half of the mark width between the C and D raw mark boundaries is subtracted from the D boundary⁶. This raw mark is converted to the appropriate uniform mark in the unit (see *Appendix A Tables A6, A7, A8, A9, A11, A13–A17*).

5.5. Example

Table 2 shows the January 2008 boundaries for AQA GCSE Science B Unit BLY1H.

The raw mark boundaries are those determined by the awarding committee following the January 2008 exam. The cap and notional N are calculated as explained in *Sections 5.3 and 5.4*:

- the cap is calculated by adding the mark width between the A* and A raw mark boundaries to the A boundary
- notional N is calculated by subtracting half the mark width between the C and D raw mark boundaries from the D boundary.

The uniform mark boundaries are taken from *Appendix A Table A14* (Higher tier). Note that all raw marks between 33 and 45 inclusive are converted to a uniform mark of 100 (the maximum uniform mark available).

⁵ In the Higher tier of two-tier specifications, notional N is the same as allowed E.

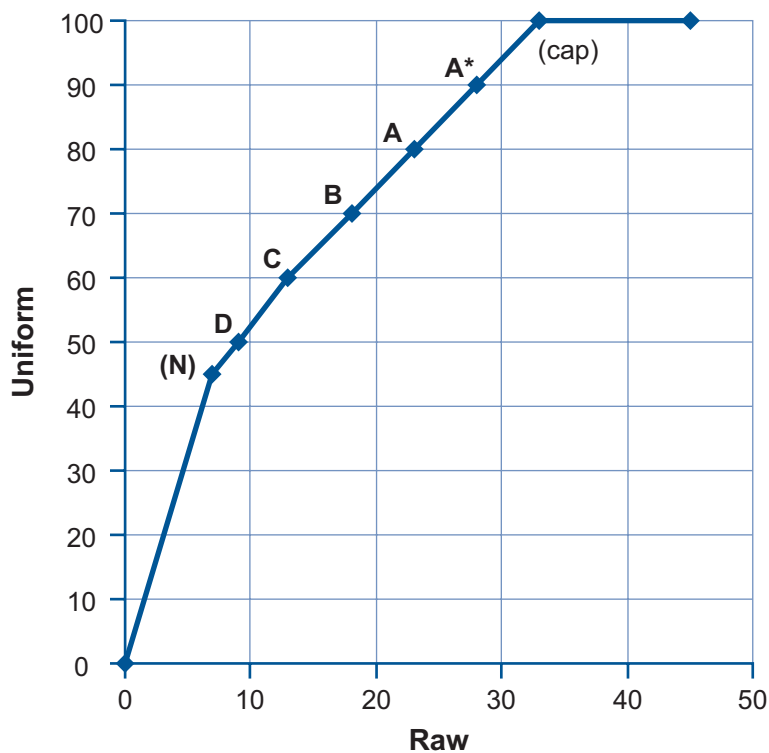
⁶ Where rounding is needed it is carried out in candidates' favour. For example, if the C and D raw mark boundaries are 37 and 30 respectively, then the N boundary is $30 - \frac{1}{2} \times 7 = 26\frac{1}{2}$, which is rounded to 26.

Table 2 Grade boundaries and conversion to uniform marks for AQA GCSE Science B Higher tier Unit BLY1H (January 2008)

| | Lowest raw mark | Corresponding uniform mark |
|---------|-----------------|----------------------------|
| Maximum | 45 | 100 |
| (cap) | 33 | 100 |
| A* | 28 | 90 |
| A | 23 | 80 |
| B | 18 | 70 |
| C | 13 | 60 |
| D | 9 | 50 |
| (N) | 7 | 45 |

Figure 3 shows diagrammatically the conversion to uniform marks for the data in Table 2

Figure 3 Conversion to uniform marks for the GCSE Science data in Table 2



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 candidate'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 GCE the maximum number of uniform marks for a unit is at least 60.

Although candidates have to complete elements such as Functional Skills and Additional & Specialist Learning (ASL)⁷ 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 3 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 3 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 between the A* and 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 3* the cap is 43 and a candidate who scores 43–48 will receive 10 points.

The points corresponding to all raw marks can be determined from *Table 3*. 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 candidates' benefit. For example, the mark range 33–37 corresponds to 6 and 7 points, so

- a candidate who scores 33 or 34 will receive 6 points
- a candidate 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 candidate who scores 11–22 (a range of 12 raw marks) will receive 1 point
- a candidate who scores 0–10 (a range of 11 raw marks) will receive 0 points.

⁷ There is no ASL requirement for the Progression Diploma.

7. Raw and scaled marks

In the results documentation, candidates' 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, candidates' 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. Candidates' total marks for the unit are subsequently converted to uniform marks.

In non-modular GCSE specifications (except Modern Foreign Languages), uniform marks are not used. A candidate'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

Table A1 Six unit GCE 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% | | |
| Max uniform mark | 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 | - | - |

Table A4 GCE Mathematics (Pilot)

| | Grade boundaries in terms of uniform marks according to weighting of unit | | | |
|---|---|-------|------------------|------------------------|
| Weighting as % of total AS assessment | 33.3% | 66.7% | AS subject award | Advanced subject award |
| Weighting as % of total Advanced assessment | 16.7% | 33.3% | | |
| Max uniform mark | 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 | - | - |

Table A5 Applied GCE

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 | |
|---|-----|
| Max uniform mark | 100 |
| A | 80 |
| B | 70 |
| C | 60 |
| D | 50 |
| E | 40 |
| (N) | 30 |

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

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

| Grade boundaries for double award in terms of uniform marks | | |
|--|-----------|-----------------|
| | AS | Advanced |
| Max uniform mark | 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 |

Table A6 AQA GCSE Modular Mathematics (Specification B (4307) two tier without coursework - first certification June 2009)

| 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 | |
| Weighting | 18% | 18% | 27% | 27% | 55% | 100% |
| Max uniform mark | 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 | |
| Weighting | 18% | 18% | 27% | 27% | 55% | 100% |
| Max uniform mark | 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 | |
| Weighting | 33.3% | 33.3% | 66.7% | 66.7% | 100% |
| Max uniform mark | 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 Functional 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 AQA tiered GCSE Modern Foreign Languages (Specification A) and short courses

| | Grade boundaries in terms of uniform marks | | | |
|-------------------------|--|----------------------------|------------------------------|------------|
| | Each Foundation tier component | Each Higher tier component | Coursework (where available) | GCSE award |
| Weighting | 25% | 25% | 25% | 100% |
| Max uniform mark | 59 | 90 | 90 | 360 |
| A* | - | 80 | 80 | 320 |
| A | - | 70 | 70 | 280 |
| B | - | 60 | 60 | 240 |
| C | 50 | 50 | 50 | 200 |
| D | 40 | 40 | 40 | 160 |
| (N) | - | 35 | - | - |
| E | 30 | - | 30 | 120 |
| F | 20 | - | 20 | 80 |
| G | 10 | - | 10 | 40 |

Table A10 AQA untiered GCSE Modern Foreign Languages

| | Grade boundaries in terms of uniform marks | |
|-------------------------|--|------------|
| | Each component | GCSE award |
| Weighting | 25% | 100% |
| Max uniform mark | 90 | 360 |
| A* | 80 | 320 |
| A | 70 | 280 |
| B | 60 | 240 |
| C | 50 | 200 |
| D | 40 | 160 |
| E | 30 | 120 |
| F | 20 | 80 |
| G | 10 | 40 |

Table A11 AQA GCSE Modular Modern Foreign Languages (Specification B)⁸

| Foundation tier | Grade boundaries in terms of uniform marks | | | | |
|-------------------------|--|----------|----------|----------|------------|
| | Module 1 | Module 2 | Module 3 | Module 4 | GCSE award |
| Weighting | 12½% | 25% | 12½% | 50% | 100% |
| Max uniform mark | 45 | 59 | 45 | 119 | 360 |
| A* | 40 | - | 40 | - | 320 |
| A | 35 | - | 35 | - | 280 |
| B | 30 | - | 30 | - | 240 |
| C | 25 | 50 | 25 | 100 | 200 |
| D | 20 | 40 | 20 | 80 | 160 |
| E | 15 | 30 | 15 | 60 | 120 |
| F | 10 | 20 | 10 | 40 | 80 |
| G | 5 | 10 | 5 | 20 | 40 |

| Higher tier | Grade boundaries in terms of uniform marks | | | | |
|-------------------------|--|----------|----------|----------|------------|
| | Module 1 | Module 2 | Module 3 | Module 4 | GCSE award |
| Weighting | 12½% | 25% | 12½% | 50% | 100% |
| Max uniform mark | 45 | 90 | 45 | 180 | 360 |
| A* | 40 | 80 | 40 | 160 | 320 |
| A | 35 | 70 | 35 | 140 | 280 |
| B | 30 | 60 | 30 | 120 | 240 |
| C | 25 | 50 | 25 | 100 | 200 |
| D | 20 | 40 | 20 | 80 | 160 |
| (N) | - | 35 | - | 70 | - |
| E | 15 | - | 15 | - | 120 |
| F | 10 | - | 10 | - | 80 |
| G | 5 | - | 5 | - | 40 |

⁸ Module 2 Foundation tier and Module 4 Foundation tier are shown together in the same table, but candidates may mix tiers if they wish. Similarly, Module 2 Higher tier and Module 4 Higher tier are shown in the same table.

Table A12 AQA GCSE Religious Studies (Specifications A and B)

| | Grade boundaries in terms of uniform marks | | |
|-------------------------|--|--------------------|-------------------|
| | Any module | Short Course award | Full Course award |
| Max uniform mark | 100 | 100 | 200 |
| A* | 90 | 90 | 180 |
| A | 80 | 80 | 160 |
| B | 70 | 70 | 140 |
| C | 60 | 60 | 120 |
| D | 50 | 50 | 100 |
| E | 40 | 40 | 80 |
| F | 30 | 30 | 60 |
| G | 20 | 20 | 40 |

Table A13 GCSE Science (Specification A)

| | Grade boundaries in terms of uniform marks | | | |
|-------------------------|--|--------------------------------------|-------------------------|------------|
| | Each objective test (Foundation tier) | Each objective test (Higher tier) | Centre-assessed unit | GCSE award |
| Weighting | 12½% | 12½% | 25% | 100% |
| Max uniform mark | 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 A14 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) | Centre-assessed unit | GCSE award |
| Weighting | 25% | 25% | 25% | 100% |
| Max uniform mark | 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 A15 GCSE Biology, Chemistry, Physics⁹

| | Grade boundaries in terms of uniform marks | | | | | |
|-------------------------|--|-----------------------------------|--------------------------------------|----------------------------------|----------------------|------------|
| | Each objective test (Foundation tier) | Each objective test (Higher tier) | Each written paper (Foundation tier) | Each written paper (Higher tier) | Centre-assessed unit | GCSE award |
| Weighting | 12½% | 12½% | 25% | 25% | 25% | 100% |
| Max uniform mark | 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 A16 GCSE Additional Applied Science

| | Grade boundaries in terms of uniform marks | | | | GCSE award |
|-------------------------|--|--------------------------------|-------------------------|---------------------------------|------------|
| | Unit 1 (Centre- assessed) | Unit 2 (Foundation tier) | Unit 2 (Higher tier) | Unit 3 (Centre- assessed) | |
| Weighting | 20% | 40% | 40% | 40% | 100% |
| Max uniform mark | 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 A17 GCSE Applied Science (Double Award)

| | Grade boundaries in terms of uniform marks | | | | |
|-------------------------|--|-----------------------------|-------------------------|-----------------------------|-----------------------------|
| | Unit 1 (Centre-assessed) | Unit 2 (Foundation tier) | Unit 2 (Higher tier) | Unit 3 (Centre-assessed) | Unit 4 (Centre-assessed) |
| Weighting | 10% | 35% | 35% | 27½% | 27½% |
| Max uniform mark | 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 |
| Max uniform mark | 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 A18 GCSE Applied Performing Arts

| | Grade boundaries in terms of uniform marks | | | |
|--|--|--------|--------|--------|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Weighting as % of single award assessment | 70% | 30% | - | - |
| Weighting as % of double award assessment | 35% | 15% | 35% | 15% |
| Max uniform mark | 140 | 60 | 140 | 60 |
| A* | 126 | 54 | 126 | 54 |
| A | 112 | 48 | 112 | 48 |
| B | 98 | 42 | 98 | 42 |
| C | 84 | 36 | 84 | 36 |
| D | 70 | 30 | 70 | 30 |
| E | 56 | 24 | 56 | 24 |
| F | 42 | 18 | 42 | 18 |
| G | 28 | 12 | 28 | 12 |

| | Grade boundaries for single award in terms of uniform marks |
|-------------------------|---|
| Max uniform mark | 200 |
| A* | 180 |
| A | 160 |
| B | 140 |
| C | 120 |
| D | 100 |
| E | 80 |
| F | 60 |
| G | 40 |

| | Grade boundaries for double award in terms of uniform marks |
|-------------------------|---|
| Max uniform mark | 400 |
| A*A* | 360 |
| A*A | 340 |
| AA | 320 |
| AB | 300 |
| BB | 280 |
| BC | 260 |
| CC | 240 |
| CD | 220 |
| DD | 200 |
| DE | 180 |
| EE | 160 |
| EF | 140 |
| FF | 120 |
| FG | 100 |
| GG | 80 |

Table A19 GCSE Applied Physical Education

| | Grade boundaries in terms of uniform marks | | | |
|--|--|--------|--------|--------|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Weighting as % of single award assessment | 20% | 80% | - | - |
| Weighting as % of double award assessment | 10% | 40% | 10% | 40% |
| Max uniform mark | 40 | 160 | 40 | 160 |
| A* | 36 | 144 | 36 | 144 |
| A | 32 | 128 | 32 | 128 |
| B | 28 | 112 | 28 | 112 |
| C | 24 | 96 | 24 | 96 |
| D | 20 | 80 | 20 | 80 |
| E | 16 | 64 | 16 | 64 |
| F | 12 | 48 | 12 | 48 |
| G | 8 | 32 | 8 | 32 |

| | Grade boundaries for single award in terms of uniform marks |
|-------------------------|---|
| Max uniform mark | 200 |
| A* | 180 |
| A | 160 |
| B | 140 |
| C | 120 |
| D | 100 |
| E | 80 |
| F | 60 |
| G | 40 |

| | Grade boundaries for double award in terms of uniform marks |
|-------------------------|---|
| Max uniform mark | 400 |
| A*A* | 360 |
| A*A | 340 |
| AA | 320 |
| AB | 300 |
| BB | 280 |
| BC | 260 |
| CC | 240 |
| CD | 220 |
| DD | 200 |
| DE | 180 |
| EE | 160 |
| EF | 140 |
| FF | 120 |
| FG | 100 |
| GG | 80 |

Table A20 GCSE Applied Media

| | Grade boundaries in terms of uniform marks | | | |
|--|--|--------|--------|--------|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Weighting as % of single award assessment | 25% | 75% | - | - |
| Weighting as % of double award assessment | 12½% | 37½% | 20% | 30% |
| Max uniform mark | 50 | 150 | 80 | 120 |
| A* | 45 | 135 | 72 | 108 |
| A | 40 | 120 | 64 | 96 |
| B | 35 | 105 | 56 | 84 |
| C | 30 | 90 | 48 | 72 |
| D | 25 | 75 | 40 | 60 |
| E | 20 | 60 | 32 | 48 |
| F | 15 | 45 | 24 | 36 |
| G | 10 | 30 | 16 | 24 |

| | Grade boundaries for single award in terms of uniform marks |
|-------------------------|---|
| Max uniform mark | 200 |
| A* | 180 |
| A | 160 |
| B | 140 |
| C | 120 |
| D | 100 |
| E | 80 |
| F | 60 |
| G | 40 |

| | Grade boundaries for double award in terms of uniform marks |
|-------------------------|---|
| Max uniform mark | 400 |
| A*A* | 360 |
| A*A | 340 |
| AA | 320 |
| AB | 300 |
| BB | 280 |
| BC | 260 |
| CC | 240 |
| CD | 220 |
| DD | 200 |
| DE | 180 |
| EE | 160 |
| EF | 140 |
| FF | 120 |
| FG | 100 |
| GG | 80 |

Table A21 Applied GCSE (Double Award) specifications (except Applied Science, Applied Media, Applied Performing Arts and Applied PE)

| | Grade boundaries in terms of uniform marks | | | | Grade boundaries in terms of uniform marks |
|-------------------------|--|--------|--------|-------------------------|--|
| | Unit 1 | Unit 2 | Unit 3 | | GCSE award |
| Weighting | 33.3% | 33.3% | 33.3% | Max uniform mark | 300 |
| Max uniform mark | 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 |

Table A22 Functional Skills ICT

Level 2 qualification

| | Unit 1 | Unit 2 | Qualification |
|-------------------------|--------|--------|---------------|
| Weighting | 25% | 75% | 100% |
| Max uniform mark | 50 | 150 | 200 |
| Level 2 | 35 | 105 | 140 |
| Level 1 | 15 | 45 | 60 |

Level 1 qualification

| | Unit 1 | Unit 2 | Qualification |
|-------------------------|--------|--------|---------------|
| Weighting | 25% | 75% | 100% |
| Max uniform mark | 50 | 150 | 200 |
| Level 1 | 35 | 105 | 140 |

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 |
| Max points | 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 |
| Max points | 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 |
| Max points | 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 |

