



Regulatory Document

Requirements for setting specified levels of attainment for GCE and GCSE qualifications

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INTRODUCTION

The following document introduces new requirements for setting specified levels of attainment for:

- Pre-reform GCE AS and A level qualifications
- Pre-reform GCSE (A* to G) qualifications
- Reformed GCE AS and A level qualifications
- Reformed GCSE (A* to G) qualifications

The requirements have been introduced because Qualifications Wales has withdrawn the sections of the Code of Practice which cover the current rules for the GCSE (A* to G) qualifications and legacy AS and A levels. The new requirements reflect those in the Code. We are also applying the same provisions to reformed GCE¹ qualifications.

We have published separately Additional Standard Conditions of Recognition for GCE and GCSE qualifications. These cover both reviews, moderation and appeals and setting grade boundaries.

¹ The term 'GCE' (General Certificate of Education) is used throughout this document. This refers to both AS and A level.

REQUIREMENTS FOR SETTING SPECIFIED LEVELS OF ATTAINMENT FOR GCE (PRE-REFORM) QUALIFICATIONS

Additional Standard Condition Q allows us to specify requirements in relation to the setting of specified levels of attainment for GCE (Pre-reform) qualifications.

For ease of reference, the specified levels of attainment used in GCE (Pre-reform) qualifications are referred to below as 'grades'.

Setting specified levels of attainment

1. Aggregate marks must be calculated on the basis of a uniform mark scale:
 - (a) Uniform marks for each unit² must be calculated in such a way as to maintain the Learners' relative position between the raw grade boundaries.
 - (b) Each unit must be reported in uniform marks.
 - (c) Uniform marks for individual assessment units must be added to generate a final grade for the qualification as a whole.
 - (d) Where a Learner has taken more than the required number of units, the awarding body must generate the best grade for the Learner. Results for units that are not included in the aggregation remain available for future use if required.
 - (e) Individual assessment units may be resat before certification, with the best mark counting towards the final grade.
2. The two key grade boundaries are:
 - (a) E/U
 - (b) A/B.

An awarding body must set the grade boundaries in the sequence given above for each unit/Component.

3. Where a unit consists of two or more Components, grade E/U and A/B boundary marks must be determined for each Component separately. The boundary mark for each Component must be scaled as necessary to reflect the weighting for that

² For the purposes of these requirements a 'unit' is the smallest part of a qualification that is formally reported and can be separately certificated. A unit may comprise separately assessed Components.

Component as detailed in the specification, and these scaled Component boundary marks must be added to give unit boundary marks. These unit boundary marks must then be used as the basis for conversion to uniform marks.

4. Where Learners repeat a unit that consists partly of internally assessed work³, moderated marks for their internally assessed work may be carried forward during the lifetime of the specification (if allowed by the specification).
5. An awarding body must determine the other unit/Component grade boundaries arithmetically:
 - (a) The grade B/C, C/D and D/E boundary marks are calculated by dividing the mark interval between the A/B and E/U boundaries by four.
 - (b) Where there is a remainder of one, the extra mark is added to the A to B mark range.
 - (c) Where there is a remainder of two, one extra mark is added to each of the A to B and B to C mark ranges.
 - (d) Where there is a remainder of three, one extra mark is added to each of the A to B, B to C and C to D mark ranges.
6. For all units, raw marks are converted to uniform marks according to the table below. At qualification level, the uniform mark grade boundaries are set at the same percentages of the maximum uniform mark for the qualification.

For GCE	A	B	C	D	E
Percentage of available uniform marks	80	70	60	50	40

7. A mark of zero on the raw mark scale must always be converted to zero on the uniform mark scale. The maximum raw mark for the unit is always converted to the maximum uniform mark for the unit.
8. With the exception of A level qualifications in mathematics and further mathematics, an A* grade will be awarded to Learners who achieve grade A overall and also achieve 90 per cent or more of the maximum uniform mark on the aggregate of the A2 units.

³ For the purposes of these requirements 'internal assessed work' is work undertaken for a form of assessment in which full examination conditions do not apply. The awarding body will specify controls that will apply to how work is set, the conditions under which it will be done and how it will be assessed.

9. For each A level qualification in mathematics, an A* grade will be awarded to Learners achieving a grade A overall and 90 per cent or more of the maximum uniform mark on the aggregate of units C3 and C4.
10. For each A level qualification in further mathematics, an A* grade will be awarded to Learners achieving a grade A overall and 90 per cent or more of the maximum uniform mark on the aggregate of their three best A2 units.
11. The maximum uniform mark for a GCE qualification is dependent on the number of units according to the table below.

Number of units	1	2	3	4	5	6	9	12
Maximum uniform mark	100	200	300	400	500	600	900	1,200

12. For double awards, the grade range at qualification level is extended to allow credit for intermediate performance. The uniform mark grade boundaries are set at the percentages of the maximum uniform mark for the qualification according to the table below.

For GCE double award	AA	AB	BB	BC	CC	CD	DD	DE	EE
Percentage of available uniform marks	80	75	70	65	60	55	50	45	40

13. For the applied A level double award, there will be an A*A* and an A*A grade. In each case, Learners will need to achieve an AA grade overall. The A*A* grade will be awarded to those achieving 90 per cent or more of the maximum uniform mark on the aggregate of all of the A2 units. The A*A grade will be awarded to those achieving 90 per cent or more of the maximum uniform mark on the aggregate of the two best A2 units but not achieving A*A*.

REQUIREMENTS FOR SETTING SPECIFIED LEVELS OF ATTAINMENT FOR GCSE (PRE-REFORM) QUALIFICATIONS

Additional Standard Condition Q allows us to specify requirements and guidance in relation to the setting of specified levels of attainment for GCSE (Pre-reform) qualifications graded A* to G.

For ease of reference, the specified levels of attainment used in such qualifications are referred to below as 'grades'.

Setting specified levels of attainment for GCSE (A* to G) qualifications that do not use uniform marks

1. For GCSE and GCSE (short course), non-tiered Components, the three key grade boundaries are:
 - (a) C/D
 - (b) A/B
 - (c) F/G.

An awarding body must set the grade boundaries in the sequence given above.

2. For GCSE and GCSE (short course), tiered Components, the four key grade boundaries are:
 - (a) C/D foundation tier
 - (b) C/D higher tier
 - (c) A/B higher tier
 - (d) F/G foundation tier.

An awarding body must set the grade boundaries in the sequence given above.

3. For GCSE and GCSE (short course), non-tiered and tiered examinations, the three key qualification grade boundaries are:
 - (a) C/D
 - (b) A/B
 - (c) F/G.

An awarding body must set the grade boundaries in the sequence given above.

4. An awarding body must set grade boundaries for the qualification as a whole using the following method:
 - (a) The boundary mark for each Component is scaled as necessary to reflect the mark allocation for that Component as detailed in the specification.
 - (b) The resulting scaled Component boundary marks are added and the result is rounded to the nearest whole number (with fractions of 0.5 and above being rounded up).
5. An awarding body must determine the other qualification grade boundaries arithmetically as follows:
 - (a) The B/C boundary is obtained by dividing the mark interval between the A/B and C/D boundaries by two. Where there is a remainder of one, the extra mark is added to the grade B interval.
 - (b) The D/E and E/F boundaries are set by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is a remainder of two, one extra mark is added to each of the grade D and grade E intervals.
 - (c) In a tiered examination, if the mark range below C/D is equal to, or greater than, twice the B/C to C/D mark range, the grade D/E boundary on the higher tier is provisionally set as far below the grade C/D boundary as the grade B/C boundary is above the grade C/D boundary. If the mark range below C/D is less than twice the B/C to C/D mark range, the grade D/E boundary on the higher tier is provisionally set halfway between the C/D boundary and zero. Where this gap does not divide evenly, the D/E boundary will be rounded down to the lower mark (for example, 35.5 would become 35). Where a review of technical and statistical evidence leads the awarding body to judge that the D/E boundary should be set at a different mark, consideration will be given to moving the grade D/E boundary, and the reasons for this must be recorded.
 - (d) In a tiered examination, the E/U boundary on the higher tier is provisionally set by subtracting half the mark interval between the C/D and D/E boundaries (rounding up half marks) from the D/E boundary. Where a review of technical and statistical evidence leads the awarding body to judge that the E/U boundary should be set at a different mark, consideration will be given to moving the grade E/U boundary, and the reasons for this must be recorded.
 - (e) The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.

6. An awarding body must provisionally set the A*/A grade boundary as follows:
 - (a) If the mark interval between the A/B boundary and the maximum mark is more than twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set the same number of marks above the A/B boundary as the B/C boundary is below the A/B boundary.
 - (b) If the mark interval between the A/B boundary and the maximum mark is less than or equal to twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set halfway between the A/B boundary and the maximum mark, rounded down where necessary to the nearest whole number below (for example, 78.5 is rounded to 78).
7. Where a review of technical and statistical evidence leads the awarding body to judge that the A*/A boundary should be set at a different mark, consideration will be given to moving the grade A*/A boundary, and the reasons for this must be recorded.

Setting specified levels of attainment for GCSE (A* to G) qualifications that use uniform marks

Use of aggregate marks

8. Aggregate marks must be calculated on the basis of a uniform mark scale:
 - (a) Uniform marks for each unit⁴ must be calculated in such a way as to maintain the Learners' relative position between the raw grade boundaries.
 - (b) Each unit must be reported in uniform marks.
 - (c) Uniform marks for individual assessment units must be added to generate a final total mark for the qualification as a whole. A grade is then generated.
 - (d) Where a Learner has taken more than the required number of units, the awarding body must generate the best grade for the Learner. Results for units that are not included in the aggregation remain available for future use if required.
 - (e) Units that account for at least 40% of the assessment must be taken in the terminal series in which certification is requested. The final qualification grade must include assessment results from that series for the units which satisfy this terminal requirement.

⁴ For the purposes of these requirements a 'unit' is the smallest part of a qualification that is formally reported and can be separately certificated. A unit may comprise separately assessed Components.

- (f) For GCSE specifications except GCSE Science specifications, any individual assessment unit may be resat once before certification, with the better mark counting towards the final grade (subject to the application of the relevant terminal requirements).
- (g) In GCSE Science specifications, individual assessment units may be resat before certification, with the best mark counting towards the final grade. Where a candidate takes more than one GCSE Science qualification, those externally assessed units common to both specifications must be resat. Where the common unit is an internally assessed unit and the context is common to both titles, the result may be used to contribute to awards for both titles.

Non-tiered units/Components

- 9. For GCSE and GCSE (short course), non-tiered units/Components, the three key grade boundaries are:
 - (a) C/D
 - (b) A/B
 - (c) F/G.
- 10. An awarding body must set the grade boundaries in the sequence given above for each unit/Component.
- 11. An awarding body must set the other unit/Component grade boundaries arithmetically as follows:
 - (a) The B/C boundary is obtained by dividing the mark interval between the A/B and C/D boundaries by two. Where there is a remainder of one, the extra mark is added to the grade B interval.
 - (b) The D/E and E/F boundaries are obtained by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is a remainder of two, one extra mark is added to each of the grade D and grade E intervals.
 - (c) The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.
- 12. An awarding body must provisionally set the A*/A grade boundary as follows:

- (a) If the mark interval between the A/B boundary and the maximum mark is more than twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set the same number of marks above the A/B boundary as the B/C boundary is below the A/B boundary.
 - (b) If the mark interval between the A/B boundary and the maximum mark is less than or equal to twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set halfway between the A/B boundary and the maximum mark, rounded down where necessary to the nearest whole number below (for example, 78.5 is rounded to 78).
13. Where a review of technical and statistical evidence leads the awarding body to judge that the A*/A boundary should be set at a different mark, consideration will be given to moving the grade A*/A boundary, and the reasons for this must be recorded.

Tiered units/Components

14. For GCSE and GCSE (short course), tiered units/Components, the four key grade boundaries are:
- (a) C/D foundation tier
 - (b) C/D higher tier
 - (c) A/B higher tier
 - (d) F/G foundation tier.
15. An awarding body must set the grade boundaries in the sequence given above for each unit/Component.
16. An awarding body must determine the other unit/Component grade boundaries arithmetically as follows:
- (a) For the higher tier:
 - (i) The B/C boundary is obtained by dividing the mark interval between the A/B and C/D boundaries by two. Where there is a remainder of one, the extra mark is added to the grade B interval.
 - (ii) If the mark range below C/D is equal to, or greater than, twice the B/C to C/D mark range, the grade D/E boundary on the higher tier is provisionally set as far below the grade C/D boundary as the grade B/C boundary is above the grade C/D boundary. If the mark range below C/D is less than twice the B/C to C/D mark range, the grade D/E

boundary on the higher tier is provisionally set halfway between the C/D boundary and zero. Where this gap does not divide evenly, the D/E boundary will be rounded down to the lower mark (for example, 15.5 would become 15). Where a review of technical and statistical evidence leads the awarding body to judge that the D/E boundary should be set at a different mark, consideration will be given to moving the grade D/E boundary, and the reasons for this must be recorded.

(iii) The E/U boundary is provisionally set by subtracting half the mark interval between the C/D and D/E boundaries (rounding up half marks) from the D/E boundary. Where a review of technical and statistical evidence leads the awarding body to judge that the E/U boundary should be set at a different mark, consideration will be given to moving the grade E/U boundary, and the reasons for this must be recorded.

(b) For the foundation tier:

(i) The D/E and E/F boundaries are obtained by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is remainder of two, one extra mark is added to each of the grade D and grade E intervals.

(ii) The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.

17. An awarding body must provisionally set the A*/A grade boundary as follows:

(a) If the mark interval between the A/B boundary and the maximum mark is more than twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set the same number of marks above the A/B boundary as the B/C boundary is below the A/B boundary.

(b) If the mark interval between the A/B boundary and the maximum mark is less than or equal to twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set halfway between the A/B boundary and the maximum mark, rounded down where necessary to the nearest whole number below (for example, 78.5 is rounded to 78).

18. Where a review of technical and statistical evidence leads the awarding body to judge that the A*/A boundary should be set at a different mark, consideration will be given to moving the grade A*/A boundary, and the reasons for this must be recorded.

General requirements

19. Where a unit consists of two or more Components, the key grade boundary marks must be determined for each Component separately. The boundary mark for each Component must be scaled as necessary to reflect the weighting for that Component as detailed in the specification, and these scaled Component boundary marks must be added to give unit boundary marks. These unit boundary marks must then be used as the basis for conversion to uniform marks.
20. In all GCSE specifications using uniform marks, the raw grade boundary marks for each Component/unit must be converted to the equivalent uniform mark scale boundary marks based on the percentages given in the table below. Awarding bodies must select an appropriate maximum uniform mark for the qualification award in light of the assessment scheme. At qualification level, the uniform mark grade boundaries are set at the same percentages of the maximum uniform mark for the qualification unless affected by tiering arrangements:

For GCSE	A*	A	B	C	D	E	F	G
Percentage of available uniform marks	90	80	70	60	50	40	30	20

21. For all units, a raw mark of zero must convert to a uniform mark of zero. For untiered and higher tier units, the maximum raw mark must be converted to the maximum uniform mark. For foundation tier units, the maximum raw mark must convert to the maximum uniform mark allowed for the grade range, or one below the lowest uniform mark above the targeted grades.
22. The qualification grade awarded for those qualifications that use uniform marks must be determined by the total uniform mark. However, for some qualifications the grade range will be restricted by the tier of entry of the assessment.
23. For GCSE double awards, the grade range allows credit for intermediate performance according to the following table:

For GCSE double award	A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG
Percentage of available uniform marks	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20

REQUIREMENTS FOR SETTING SPECIFIED LEVELS OF ATTAINMENT FOR REFORMED GCE QUALIFICATIONS

Additional Standard Condition Q allows us to specify requirements in relation to the setting of specified levels of attainment for reformed GCE qualifications.

For ease of reference, the specified levels of attainment used in reformed GCE qualifications are referred to below as 'grades'.

Setting specified levels of attainment

1. Aggregate marks must be calculated on the basis of a uniform mark scale:
 - a) Uniform marks for each unit⁵ must be calculated in such a way as to maintain the Learners' relative position between the raw grade boundaries.
 - b) Each unit must be reported in uniform marks.
 - c) Uniform marks for individual assessment units must be added to generate a final grade for the qualification as a whole.
 - d) Where a Learner has taken more than the required number of units, the awarding body must generate the best grade for the Learner. Results for units that are not included in the aggregation remain available for future use if required.
 - e) Individual assessment units may be resat once before certification, with the best mark counting towards the final grade.
2. The two key grade boundaries are:
 - a) E/U
 - b) A/B.

An awarding body must set the grade boundaries given above for each unit.

3. Where a unit consists of two or more components, grade E/U and A/B boundary marks must be determined for each component separately. The boundary mark for each component must be scaled as necessary to reflect the weighting for that component as detailed in the specification, and these scaled component boundary

⁵ For the purposes of these requirements a 'unit' is the smallest part of a qualification that is formally reported and can be separately certificated. A unit may comprise separately assessed components.

marks must be added to give unit boundary marks. These unit boundary marks must then be used as the basis for conversion to uniform marks.

4. Where Learners repeat a unit that consists of non-examination assessment, moderated marks for their non-examination assessment, may be carried forward during the lifetime of the specification (if allowed by the specification).
5. An awarding body must determine the other unit grade boundaries arithmetically:
 - a) The grade B/C, C/D and D/E boundary marks are calculated by dividing the mark interval between the A/B and E/U boundaries by four.
 - b) Where there is a remainder of one, the extra mark is added to the A to B mark range.
 - c) Where there is a remainder of two, one extra mark is added to each of the A to B and B to C mark ranges.
 - d) Where there is a remainder of three, one extra mark is added to each of the A to B, B to C and C to D mark ranges.
6. For all units, raw marks are converted to uniform marks according to the table below. At qualification level, the uniform mark grade boundaries are set at the same percentages of the maximum uniform mark for the qualification.

For GCE	A	B	C	D	E
Percentage of available uniform marks	80	70	60	50	40

7. A mark of zero on the raw mark scale must always be converted to zero on the uniform mark scale. The maximum raw mark for the unit is always converted to the maximum uniform mark for the unit.
8. An A* grade will be awarded to Learners who achieve grade A overall and also achieve 90 per cent or more of the maximum uniform mark on the aggregate of the A2 units.

REQUIREMENTS FOR SETTING SPECIFIED LEVELS OF ATTAINMENT FOR REFORMED GCSE QUALIFICATIONS

Additional Standard Condition Q allows us to specify requirements in relation to the setting of specified levels of attainment for reformed GCSE qualifications.

For ease of reference, the specified levels of attainment used in reformed GCSE qualifications are referred to below as 'grades'.

Requirements for setting specified levels of attainment in reformed GCSEs A* to G that do not use uniform marks

1. For GCSE and GCSE (short course) qualifications the awarding body must be able to set outcomes for the following grades:
 - a) C
 - b) A
 - c) F
2. For GCSE and GCSE (short course), non-tiered units/components, the grade boundaries that must be determined with reference to a review of candidate work are:
 - a) C/D
 - b) A/B
 - c) F/G
3. For GCSE and GCSE (short course) two tiered units/components, the grade boundaries for each tier that must be set with reference to a review of candidate work are:
 - a) C/D and F/G at foundation tier
 - b) A/B and C/D at higher tier
4. For GCSE and GCSE (short course) three tiered units/components, the grade boundaries for each tier that must be set with reference to a range of statistical and technical evidence, including a review of candidate work where appropriate are:
 - a) B/C, C/D and D/E at intermediate tier
 - b) A/B and C/U at higher tier
 - c) D/E and F/G at foundation tier
5. An awarding body must set grade boundaries for the qualification as a whole using the following method:
 - a) The boundary mark for each component is scaled as necessary to reflect the mark allocation for that component as detailed in the specification.
 - b) The resulting scaled component boundary marks are added and the result is rounded to the nearest whole number (0.5 rounded up).

6. An awarding body must determine the other subject grade boundaries as follows:

For one or two tier examinations

- a) The B/C boundary is obtained by dividing the mark interval between the A/B and C/D boundaries by two. Where there is a remainder of one, the extra mark is added to the grade B interval.
- b) The D/E and E/F boundaries are set by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is a remainder of two, one extra mark is added to each of the grade D and grade E intervals.

For two tier examinations

- c) In a two tiered examination, on the HIGHER tier, if the mark range below C/D is equal to, or greater than, twice the B/C to C/D mark range, the grade D/E boundary is provisionally set as far below the grade C/D boundary as the grade B/C boundary is above the grade C/D boundary. If the mark range below C/D is less than twice the B/C to C/D mark range, the grade D/E boundary on the higher tier is provisionally set halfway between the C/D boundary and zero. Where this gap does not divide evenly, the D/E boundary will be rounded down to the lower mark (for example, 35.5 would become 35). Where a review of technical and statistical evidence leads the awarding organisation to judge that the D/E boundary should be set at a different mark, consideration will be given to moving the grade D/E boundary, and the reasons for this must be recorded.
- d) In a two tiered examination, on the HIGHER tier, the E/U boundary is provisionally set by subtracting half the mark interval between the C/D and D/E boundaries (rounding up half marks) from the D/E boundary. When a review of technical and statistical evidence leads the awarding organisation to judge that the E/U boundary should be set at a different mark, consideration will be given to moving the grade E/U boundary, and the reasons for this must be recorded.

For three tier examinations

- e) In a three tier examination, the B/C boundary on the HIGHER tier is obtained by dividing the mark interval between the A/B and C/U boundaries by two. Where there is a remainder of one, the extra mark is added to the grade B interval. Where a review of technical and statistical evidence leads the awarding organisation to judge that the B/C boundary should be set at a different mark, consideration will be given to moving the grade B/C boundary, and the reasons for this must be recorded.
- f) In a three tiered examination, on the INTERMEDIATE tier, if the mark range below D/E is equal to, or greater than, twice the B/C to D/E mark range, the grade E/U boundary is provisionally set as far below the grade D/E boundary as the grade B/C boundary is above the grade D/E boundary. If the mark range below D/E is less than twice the B/C to D/E mark range, the grade E/U boundary is provisionally set halfway between the D/E boundary and zero. Where this gap does not divide evenly, the E/U boundary will be rounded down to the lower mark (for example, 35.5 would become 35). Where a review of technical and statistical evidence leads the awarding

organisation to judge that the E/U boundary should be set at a different mark, consideration will be given to moving the grade E/U boundary, and the reasons for this must be recorded.

- g) In a three tier examination, on the FOUNDATION tier, the E/F boundary is set by dividing the mark interval between the D/E and F/G boundaries by two. Where there is a remainder of one, the extra mark is added to the grade E interval.

For all examinations

- h) The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.
7. An awarding organisation must provisionally set the A*/A grade boundary as follows:
- a) If the mark interval between the A/B boundary and the maximum mark is more than twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set the same number of marks above the A/B boundary as the B/C boundary is below the A/B boundary.
 - b) If the mark interval between the A/B boundary and the maximum mark is less than or equal to twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set halfway between the A/B boundary and the maximum mark, rounded down where necessary to the nearest whole number below (for example, 78.5 is rounded to 78).
8. Where a review of technical and statistical evidence leads the awarding organisation to judge that the A*/A or G/U boundary should be set at a different mark, consideration will be given to moving the grade A*/A or G/U boundary, and the reasons for this must be recorded.

General requirements

9. When a unit consists of two or more components, the key grade boundary marks must be determined for each component separately. The boundary mark for each component must be scaled as necessary to reflect the weighting for that component as detailed in the specification, and these scaled component boundary marks must be added to give unit boundary marks.

Requirements for setting specified levels of attainment in GCSEs A* to G that use uniform marks

1. Aggregate marks must be calculated on the basis of a uniform mark scale:
- a) Uniform marks for each unit must be calculated in such a way as to maintain the learners' relative position between the raw grade boundaries.
 - b) Each unit must be reported in uniform marks.
 - c) Uniform marks for individual assessment units must be added to generate a final total mark for the qualification as a whole. A grade is then generated.
 - d) At least 40% of assessment must be completed at the end of the course.

- e) A learner may only re-sit an assessment once with the better result counting towards the qualification.

Non-tiered units/components

2. For GCSE and GCSE (short course) – non-tiered components, the three key grade boundaries are:
 - a) C/D
 - b) A/B
 - c) F/G

3. An awarding organisation must set the other unit/component grade boundaries arithmetically as follows:
 - a) The B/C boundary is obtained by dividing the mark interval between the A/B and C/D boundaries by two. Where there is a remainder of one, the extra mark is added to the grade B interval.
 - b) The D/E and E/F boundaries are obtained by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is a remainder of two, one extra mark is added to each of the grade D and grade E intervals.
 - c) The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.

4. An awarding organisation must provisionally set the A*/A grade boundary as follows:
 - a) If the mark interval between the A/B boundary and the maximum mark is more than twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set the same number of marks above the A/B boundary as the B/C boundary is below the A/B boundary.
 - b) If the mark interval between the A/B boundary and the maximum mark is less than or equal to twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set halfway between the A/B boundary and the maximum mark, rounded down where necessary to the nearest whole number below (for example, 78.5 is rounded to 78).

5. Where a review of technical and statistical evidence leads the awarding organisation to judge that the A*/A or G/U boundary should be set at a different mark, consideration will be given to moving the grade A*/A or G/U boundary, and the reasons for this must be recorded.

Tiered units/components

6. For GCSE and GCSE (short course) – tiered components, the four key grade boundaries are:
 - a) C/D foundation tier
 - b) C/D higher tier

- c) A/B higher tier
- d) F/G foundation tier.

7. An awarding organisation must determine the other unit/component grade boundaries arithmetically as follows:

In the higher tier:

- a) The B/C boundary is obtained by dividing the mark interval between the A/B and C/D boundaries by two. Where there is a remainder of one, the extra mark is added to the grade B interval.
- b) If the mark range below C/D is equal to, or greater than, twice the B/C to C/D mark range, the grade D/E boundary on the higher tier is provisionally set as far below the grade C/D boundary as the grade B/C boundary is above the grade C/D boundary. If the mark range below C/D is less than twice the B/C to C/D mark range, the grade D/E boundary on the higher tier is provisionally set halfway between the C/D boundary and zero. Where this gap does not divide evenly, the D/E boundary will be rounded down to the lower mark (for example, 15.5 would become 15). Where a review of technical and statistical evidence leads the awarding organisation to judge that the D/E boundary should be set at a different mark, consideration will be given to moving the grade D/E boundary, and the reasons for this must be recorded.
- c) The E/U boundary is provisionally set by subtracting half the mark interval between the C/D and D/E boundaries (rounding up half marks) from the D/E boundary. When a review of technical and statistical evidence leads the awarding organisation to judge that the E/U boundary should be set at a different mark, consideration will be given to moving the grade E/U boundary, and the reasons for this must be recorded.

In the foundation tier:

- d) The D/E and E/F boundaries are obtained by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is remainder of two, one extra mark is added to each of the grade D and grade E intervals.
- e) The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.

8. An awarding organisation must provisionally set the A*/A grade boundary as follows:

- a) If the mark interval between the A/B boundary and the maximum mark is more than twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set the same number of marks above the A/B boundary as the B/C boundary is below the A/B boundary.
- b) If the mark interval between the A/B boundary and the maximum mark is less than or equal to twice the mark interval between the A/B and B/C boundaries, the A*/A boundary is set halfway between the A/B boundary and the maximum

mark, rounded down where necessary to the nearest whole number below (for example, 78.5 is rounded to 78).

9. Where a review of technical and statistical evidence leads the awarding organisation to judge that the A*/A or G/U boundary should be set at a different mark, consideration will be given to moving the grade A*/A or G/U boundary, and the reasons for this must be recorded.

General requirements

10. When a unit consists of two or more components, the key grade boundary marks must be determined for each component separately. The boundary mark for each component must be scaled as necessary to reflect the weighting for that component as detailed in the specification, and these scaled component boundary marks must be added to give unit boundary marks. These unit boundary marks must then be used as the basis for conversion to uniform marks.
11. In all GCSE specifications using uniform marks, the raw grade boundary marks for each component/unit must be converted to the equivalent uniform mark scale boundary marks based on the percentages given in the table below. Awarding organisations must select an appropriate maximum uniform mark for the subject award in light of the assessment scheme. At qualification level, the uniform mark grade boundaries are set at the same percentages of the maximum uniform mark for the qualification unless affected by tiering arrangements.

For GCSE	A*	A	B	C	D	E	F	G
Percentage of available uniform marks	90	80	70	60	50	40	30	20

- a. For all units, a raw mark of zero must convert to a uniform mark of zero. For un-tiered and higher tier units, the maximum raw mark must be converted to the maximum uniform mark. For foundation tier units, the maximum raw mark must convert to the maximum uniform mark allowed for the grade range, or one below the lowest uniform mark above the targeted grades.
- b. The subject grade awarded for those qualifications that use uniform marks must be determined by the total uniform mark. However, for some qualifications the grade range will be restricted by the tier of entry of the assessment.
- c. For GCSE double awards, the grade range allows credit for intermediate performance according to the following table.

For GCSE double award	A*A*	A*A	A	A	B	B	C	C	D	D	E	E	F	F	G	G
Percentage of available	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	

uniform marks															
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