GCSE and GCE Sciences

GCSE Biology, Chemistry and Physics
GCSE Double Award Science
GCSE Single Award Science
GCE Biology, Chemistry, Physics and Life and Health Sciences

Alternative Awarding Arrangements

Summer 2021

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Agenda

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2. Grade Descriptions
3. Making decisions about Centre Determined Grades
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6. The CCEA Assessment Resource
7. Assessing the evidence against the Grade Descriptions
8. Internal Standardisation
9. Review and Submission
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11. Tiering in GCSE Sciences

Overview

- On 6 January 2021 the Education Minister announced that examinations in Summer 2021 would be cancelled
- Instead, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation
- Centres are being asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA
- The grades will be known as Centre Determined Grades
- This webinar aims to take you through the process of arriving at Centre Determined Grades in GCSE and GCE Sciences.

Grade Descriptions

- Grade descriptions for key grades are included in each GCSE and GCE qualification that CCEA offers
- These grade descriptions set out the characteristics of performance at each key grade in the grade range for a qualification, in terms of both content covered and the skills developed (assessment objectives) over the course of study
- Grade descriptions for GCSE are available at grades A, C and F
- Grade descriptions for AS and A level are available at A and E
- An additional grade description at grade C for AS and A level has been developed for Summer 2021
- CCEA is asking teachers to refer to the grade descriptions for each qualification to arrive at their decisions on the Centre Determined Grades in Summer 2021, based on the evidence they have available

Making Decisions about Centre Determined Grades

Rewarding Learning

1. Consider what you have taught in GCSE and GCE Sciences.
2. Identify sources of evidence available and agree what to use
3. Evaluate the quality of the evidence
4. Establish whether the proposed range of evidence is appropriate for all students
5. Assess the evidence against the grade descriptions for GCSE and GCE Sciences. These can be found in Appendix 1 of the subject guidance documents.
6. Assign a grade.

Examples of Evidence in GCSE and GCE Sciences
(Please refer to individual subject guidance document)

Rewarding Learning

- CCEA 2021 optional Assessment Resource
- Mock Examinations
- Past Papers
- Class tests demonstrating a variety of topics and question styles.
- Homework essays and tasks demonstrating a variety of topics and question styles
- Practical work with suitable analysis and/or evaluation
- Booklet A practical examinations contain no or very few AO1 questions.
- Life and Health Sciences Coursework

Assessment Objective 1 (AO1) 1

- CCEA 2021 optional Assessment Resource
- Mock Examinations
- Past Papers
- Class tests demonstrating a variety of topics and question styles.
- Homework essays and tasks demonstrating a variety of topics and question styles
- Practical work with suitable analysis and/or evaluation
- Life and Health Sciences Coursework

Assessment Objective 2 (AO2) 2

- CCEA 2021 optional Assessment Resource
- Mock Examinations
- Past Papers
- Class tests demonstrating a variety of topics and question styles.
- Homework essays and tasks demonstrating a variety of topics and question styles
- Practical work with suitable analysis and/or evaluation
- Life and Health Sciences Coursework

Assessment Objective 3 (AO3) 3

The CCEA Assessment Resource

- CCEA is providing quality assured question papers and mark schemes for **all** units that normally have examinations.
- Their use is **optional.**
- They contain new questions and tasks not previously released to centres.
- If you choose to use an assessment resource, we would encourage you to do so under high control conditions, where it is safe to do so, to ensure they have the greatest value.
- Disruption to teaching and learning may mean that certain content may not have been covered. In such cases, the assessment resources may be adapted accordingly. An example of how this may work is set out in Section 4 of the Subject Specific Guidance documents.
- Each CCEA Assessment Resource counts as 1 piece of evidence even if split into different parts.

Assessing the Evidence Against the Grade Descriptions

- The following is an example of a process to arrive at a centre determined grade
- **It should not** be considered prescriptive of any grade but rather an illustration of this process.
- This example assumes that unit omissions and/or content reduction due to lost learning has already been applied and the teacher is satisfied that the evidence is an authentic representation of the student's performance

Evidence for GCSE Sciences

- No more than three pieces of evidence are required for any GCSE Science qualification.
- The guidance states that evidence considered should follow the omissions policy.
- For GCSE Biology, Chemistry and Physics the omitted unit is Unit 1.
- For GCSE Double Award Science, the omitted unit is Unit 1 (B1, C1 and P1).
- For GCSE Single Award Science, the omitted unit is Unit 4.
- Evidence should either cover **all units** or the **units which were not omitted**.
- If a centre does not have evidence to cover at least the units which were not omitted, this can be detailed in the CDG policy of the centre and other evidence can be considered (for example for GCSE Biology, Chemistry and Physics: Unit 1 only, Unit 2 only or Unit 1 and Unit 2 only).
- The CDG policy can detail how and why the centre will go beyond the omissions policy if this is necessary (e.g. omit more units/tailor CARs).

Evidence for GCSE Sciences

- Within GCSE Single Award Science and GCSE Double Award Science, the evidence does not have to cover Biology, Chemistry and Physics.
- All assessment objectives (AOs) should be covered across the evidence considered if possible.
- For Booklet A, there is limited or no coverage of AO1.
- Evidence from one unit does not have to include all material for that unit but should be substantive (covers a number of topics).
- Evidence should be of the standard of the GCSE Science Qualification.

Example of evidence for GCSE Sciences

Rewarding Learning

The Chemistry department has agreed to base their GCSE Centre Determined Grades on the following pieces of evidence:

Assessment Evidence	Content	Date completed
1. Mock Exam	GCSE Chemistry Unit 2 (as covered by that time)	December 2020
2. CCEA Unit 2 CAR	Content covered since December 2020	April 2021
3. CCEA Unit 3 CAR	Booklet A Q1 and Booklet B (Q 1-3)	April 2021

Example of Evidence for GCSE Double Award Science

The Science department has agreed to base their GCSE Double Award Science Centre Determined Grades on the following pieces of evidence:

Assessment Evidence	Content	Date completed
1. CCEA Unit 1 Chemistry Class Assessment	DA Science Unit 1 (Partial coverage)	January 2020
2. CCEA Unit B2 CAR	DA Science Unit B2	April 2021
3. CCEA Unit 7 Chemistry CAR	Chemistry Booklet B for Unit 7	April 2021

Evidence for GCE Science

- No more than three pieces of evidence are required for the AS and A2 Science qualifications.
- The guidance states that evidence considered should follow the omissions policy.
- The omissions policy states that up to 60% of assessment may be omitted.
- The table below shows appropriate evidence for a CDG for the AS and A2 Science qualifications.

GCE AS Chemistry and Physics	GCE AS Biology	GCE A2 Biology, Chemistry and Physics
AS1 only	AS1 and AS2	A21 only
AS2 only	AS1 and AS3	A22 only
AS1 and AS2	AS2 and AS3	A21 and A22
AS1 and AS3	All units	A21 and A23
AS2 and AS3		A22 and A23
All units		All units

Evidence for GCE Sciences

- For **Single Award Life and Health Sciences**, evidence should be considered from any 2 or more Units.
- For **Double Award Life and Health Sciences**, evidence should be considered from any 3 or more Units.
- All assessment objectives (AOs) should be covered within the evidence considered.
- Within AS3 and A2 Booklet A for Chemistry and Physics, there is limited or no coverage of AO1.
- Evidence from one unit does not have to include all material for that unit.
- Evidence should be of the standard of the Science Qualification.
- AS Evidence can be used alongside A2 evidence for A2 candidates, if appropriate/necessary.
- The CDG policy can detail how and why the centre will go beyond the omissions policy if this is necessary (e.g. omit more units/tailor CARs).

Example of Evidence for GCE Science (A2 Biology, Chemistry and Physics)

Rewarding Learning

The Chemistry department has agreed to base their GCE Chemistry Centre Determined Grades on the following pieces of evidence from Unit A21 in line with omissions:

Assessment Evidence	Content	Date completed
1. Mock Exam	GCE Unit A21 (as covered at the time)	December 2020
2. CCEA Unit A21 CAR	A21 content covered from December 2020	April 2021
3. Class test	4.1 and 4.2 Class test	April 2021

Example of Evidence for GCE Life and Health Sciences

Rewarding Learning

The Science department has agreed to base their GCE Life and Health Sciences Centre Determined Grades on the following pieces of evidence:

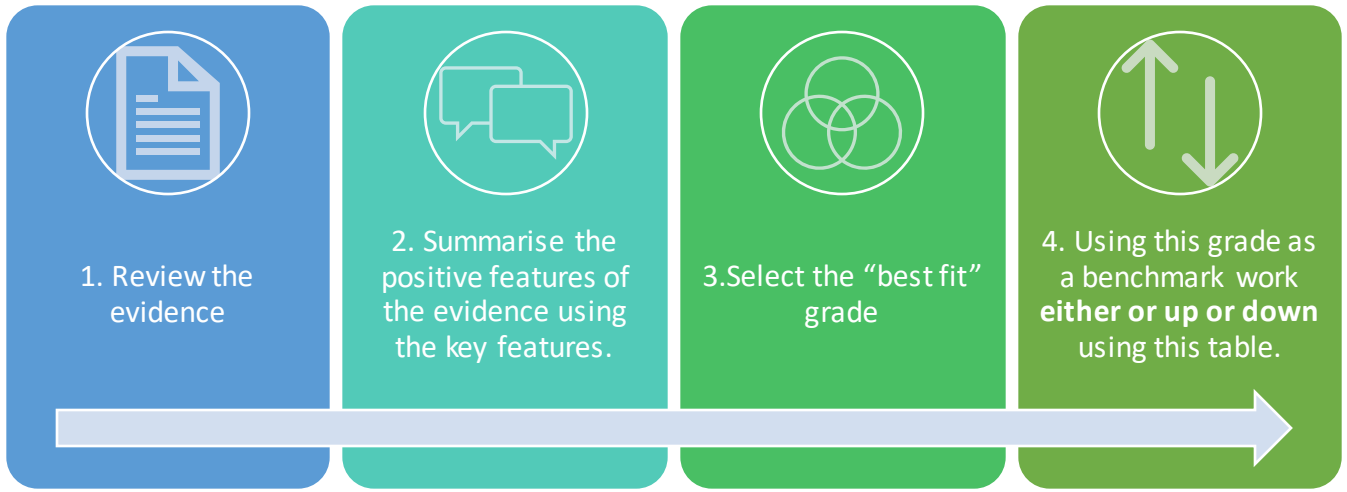
AS Single Award

AS Assessment Evidence	Content	Date completed
1. Mock Exams	AS 2 and AS 3 content	December 2020
2. Coursework	AS 1 coursework completed to date	April 2021
3. CCEA Assessment resource	One unit	April 2021

A2 Double Award

A2 Assessment Evidence	Content	Date completed
1. Mock Exams	A2 2 and A2 5 content	December 2020
2. Coursework	A2 1 coursework completed to date	April 2021
3. Coursework	A2 9 coursework completed to date	April 2021

Steps in the Process



Tables such as the one on the right are found in the subject specific guidance documents.

Grade	Description/Advice
A*	Candidates at grade A* clearly demonstrate all of the features associated with performance at 'A' but in many areas elements of the evidence presented are exceptional, i.e. beyond that which would reasonably be expected of a candidate working at grade 'A'.
A	See Grade A Description.
B	Candidates at grade 'B' may demonstrate some elements of grade 'A' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'A'.
C*	Candidates at grade C* clearly demonstrate all of the features associated with performance at grade 'C' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'C'.
C	See Grade C Description.
D	Candidates at grade 'D' may demonstrate some elements of grade 'C' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'C'.
E	Candidates at grade 'E' clearly demonstrate all of the features associated with performance at 'F' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'F'.
F	See Grade F Description.
G	Candidates at grade 'G' may demonstrate some elements of grade 'F' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'F'.

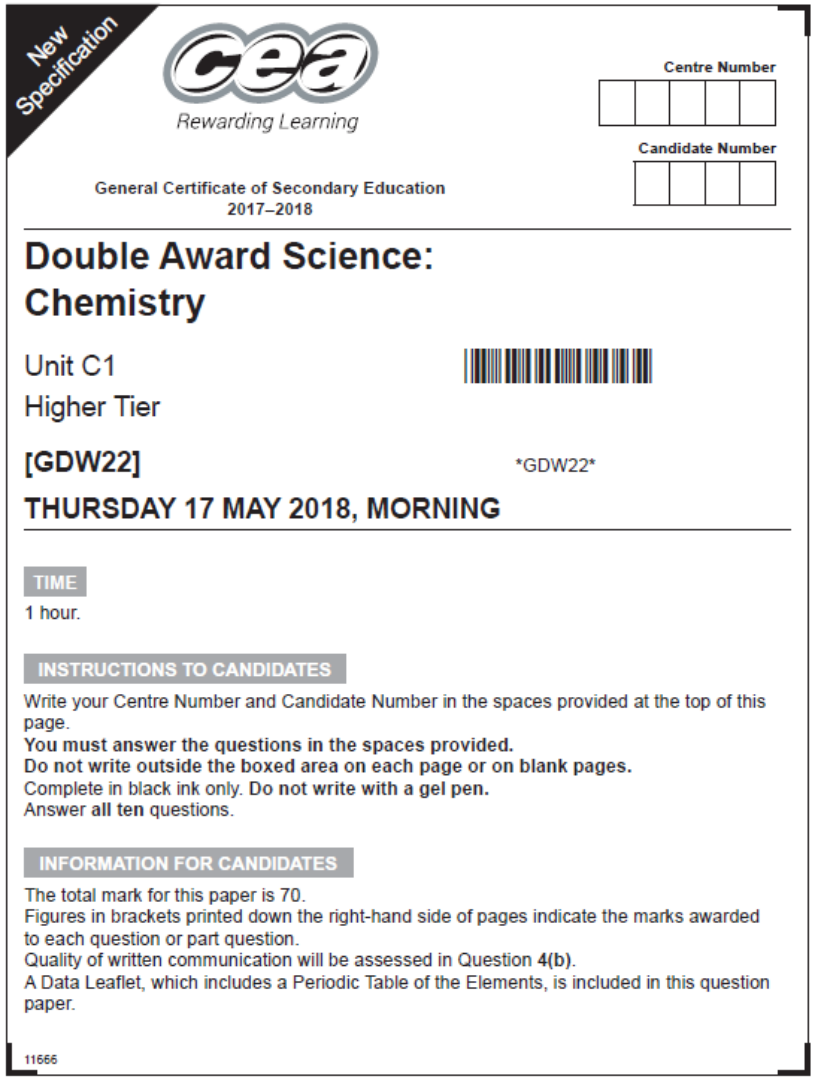
Evidence

- The Science department has agreed to base their GCSE Double Award Science Centre Determined Grades on the following pieces of evidence shown below.
- No science practical work had been carried out with the Double Award Science classes since March 2020 so there is very limited/no suitable evidence for Unit 7.
- As this does not represent all Units or Unit 2 and Unit 7 (as per the omissions), the centre has gone beyond the omissions policy and this would be detailed in their CDG policy with justification in terms of limited practical work carried out.

Assessment Evidence	Content	Date completed
1. CCEA Unit 1 Chemistry Class Assessment (Higher Tier)	DA Science Unit C1 (Range of topics)	January 2020
2. CCEA P1 Examination Grade (Foundation Tier)	DA Science Unit P1	November 2019
3. CCEA Unit B2 CAR (Higher Tier)	DA Science Unit B2	April 2021

Evidence 1:

GCSE Double Award Science C1 Higher Tier Class Test based on May 2018 Unit 1



New Specification

Rewarding Learning

Centre Number

Candidate Number

General Certificate of Secondary Education
2017–2018

Double Award Science: Chemistry

Unit C1
Higher Tier

[GDW22] *GDW22*

THURSDAY 17 MAY 2018, MORNING

TIME
1 hour.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
You must answer the questions in the spaces provided.
Do not write outside the boxed area on each page or on blank pages.
Complete in black ink only. **Do not write with a gel pen.**
Answer **all ten** questions.

INFORMATION FOR CANDIDATES
The total mark for this paper is 70.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.
Quality of written communication will be assessed in Question **4(b)**.
A Data Leaflet, which includes a Periodic Table of the Elements, is included in this question paper.

11666

Rewarding Learning

Step 1: Review

- Part of this unit was used as part of a class assessment carried out under high level of control in class.
- Raw grade mark boundaries were published for this unit.
- All AOs were assessed.
- A candidate obtained 26/36 (72%) in this assessment.

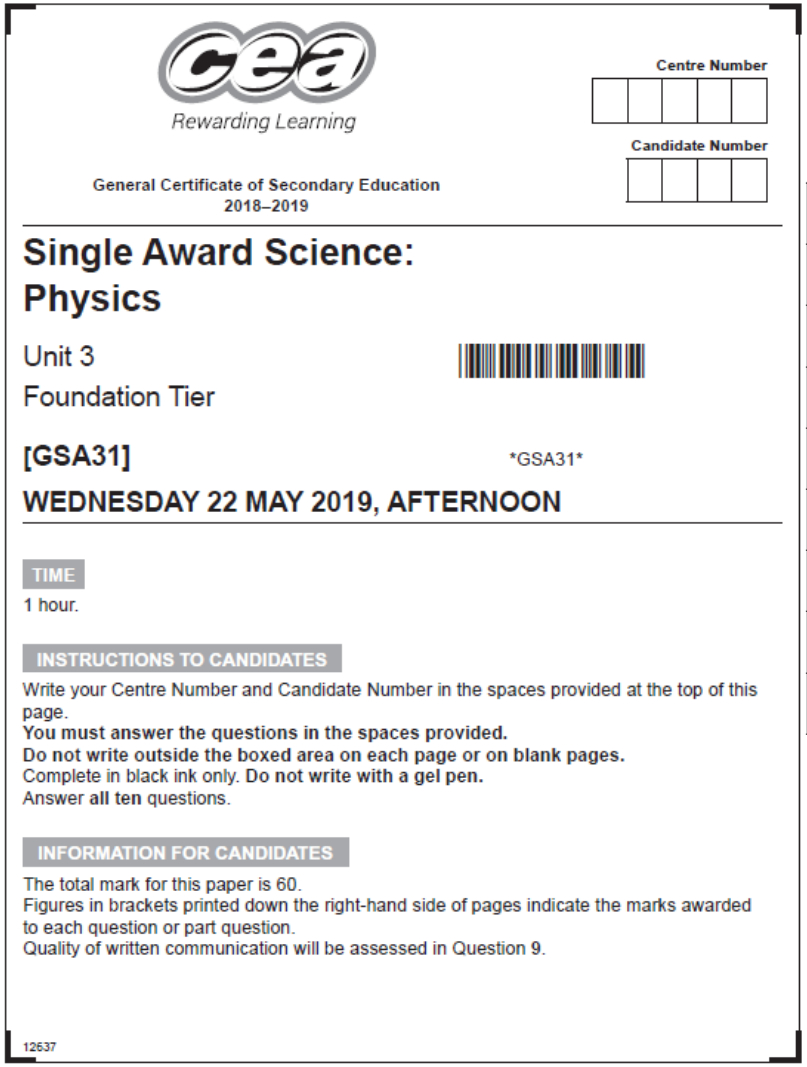
Step 2: Summarise the feature of the evidence

- Candidates demonstrate good knowledge and understanding of scientific ideas and scientific techniques and procedures.
- Candidates' use of scientific terminology and notation is good.
- Candidates' responses are presented and organised with a satisfactory degree of clarity and coherence.

Marks	26/36
AOs assessed	All
Level of demand	High

Evidence 2:

GCSE Double Award Science P1 Examination Grade (November 2019)



Rewarding Learning

Centre Number

Candidate Number

General Certificate of Secondary Education
2018–2019

Single Award Science:
Physics

Unit 3
Foundation Tier

[GSA31] *GSA31*

WEDNESDAY 22 MAY 2019, AFTERNOON

TIME
1 hour.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
You must answer the questions in the spaces provided.
Do not write outside the boxed area on each page or on blank pages.
Complete in black ink only. **Do not write with a gel pen.**
Answer **all ten** questions.

INFORMATION FOR CANDIDATES
The total mark for this paper is 60.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.
Quality of written communication will be assessed in Question 9.

12637

GDW31		
Grade	**Raw Mark**	**UMS**
MAX	60	48
C*	39	45
C	33	40
D	28	33
E	23	27
F	18	20
G	13	14

Step 1: Review

- The candidate sat the P1 Foundation Tier examination provided by CCEA in November 2019.
- All CCEA Units cover all of the AOs.
- As this was a public examination it was carried out under high level of control.
- Grade boundaries are available for all previous series of GCSE Double Award Science Examinations at: https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-science-double-award-2017/support

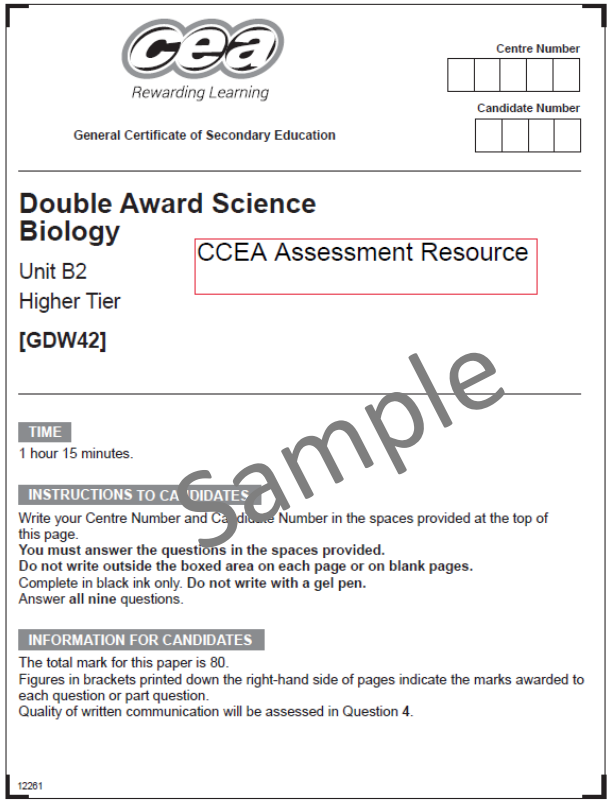
Step 2: Summarise the feature of the evidence

- The candidate was awarded a **Grade C** for this assessment.

Marks	**42/48 (UMS)**
AOs assessed	All
Level of demand	High

Evidence 3:

GCSE Double Award Science B2 **Higher Tier** CCEA Assessment Resource (CAR)



Rewarding Learning

General Certificate of Secondary Education

Centre Number

Candidate Number

Double Award Science
Biology

Unit B2
Higher Tier

CCEA Assessment Resource

[GDW42]

TIME
1 hour 15 minutes.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
You must answer the questions in the spaces provided.
Do not write outside the boxed area on each page or on blank pages.
Complete in black ink only. **Do not write with a gel pen.**
Answer **all nine** questions.

INFORMATION FOR CANDIDATES
The total mark for this paper is 80.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.
Quality of written communication will be assessed in Question 4.

12261

Step 1: Review

- The assessment resource was not adapted as the candidate had covered all content in B2.
- It was completed under a high level of control in class.
- All AOs were assessed.
- Raw mark grade boundaries are not available for the CAR but B2 unit level boundaries are available from 2019, which could be used as a reference point to support centre determined grades.
- A candidate obtained 41/80 (51%) in this assessment.

Step 2: Summarise the feature of the evidence

- Good knowledge and understanding of scientific ideas was demonstrated in most questions with some limited knowledge in a few areas of the specification.
- Application of knowledge and understanding was satisfactory.
- Their analysis of scientific information presented was reasonably good and they demonstrated satisfactory evaluation skills.

Marks	**41/80**
AOs assessed	All
Level of demand	High

Grade Descriptors and Key features

The assessment objectives and key features is found in Appendix 1 of the subject support guidance. The tables in the slides which follow are for Double Award Science.

Assessment Objective	AO1		
	A	C	F
Grade Descriptions	Candidates recall, select and communicate precise knowledge and detailed understanding of science. They demonstrate a comprehensive understanding of the nature of science, its laws, its principles and applications and the influences of society on science and science on society. They understand the relationships between scientific advances, their ethical implications and the benefits and risks associated with them. They use scientific and technical knowledge, terminology and conventions appropriately and consistently, showing a detailed understanding of scale in terms of time, size and space.	Candidates recall, select and communicate secure knowledge and understanding of science. They demonstrate understanding of the nature of science, its laws, its principles and applications and the influences of society on science and science on society. They understand how scientific advances may have ethical implications, benefits and risks. They use scientific and technical knowledge, terminology and conventions appropriately, showing understanding of scale in terms of time, size and space.	Candidates recall, select and communicate limited knowledge and understanding of science. They recognise simple interrelationships between science and society. They show a limited understanding that scientific advances may have ethical implications, benefits and risks. They use limited scientific and technical knowledge, terminology and conventions, showing some understanding of scale in terms of time, size and space.

Grade Descriptors and Key features

Rewarding Learning

AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
AO1 questions are typically recall style questions and they are found in all assessments units but have minimal/no coverage in Booklet A of the practical skills unit. The context in which a question is set can alter the assessment objective which is assigned to it.	• Candidates demonstrate excellent knowledge and understanding of scientific ideas and scientific techniques and procedures. • Candidates' use of scientific terminology and notation is excellent. • Candidates' responses are presented and organised with a high degree of clarity and coherence. • Spelling, punctuation and grammar are of a sufficiently high standard to make the meaning clear.	• Candidates demonstrate satisfactory knowledge and understanding of scientific ideas and scientific techniques and procedures. • Candidates' use of scientific terminology and notation is satisfactory. • Candidates' responses are presented and organised with a satisfactory degree of clarity and coherence. • Spelling, punctuation and grammar are of a satisfactory standard to make the meaning clear.	• Candidates demonstrate limited knowledge and understanding of scientific ideas and scientific techniques and procedures. • Candidates' use of scientific terminology and notation is limited. • Candidates' responses are presented and organised with limited clarity and coherence. • Spelling, punctuation and grammar are of a limited standard.

Entry profile of candidate

This candidate was entered for Unit P1, C2, P2 and Unit 7 at Foundation Tier and B1, C1 and B2 at Higher Tier.

The maximum allowed grade is AA for this entry profile.

(See tables at the end of the presentation – relative portion below)

Unit 1 (B1, C1 and P1)	**Unit 2 (B2, C2 and P2)**	**Unit 7**	**Max Grade**
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Foundation Tier	AA

Selecting the overall best fit grade (Steps 3 and 4)

Evidence 1 (Class Test based on C1 May 2018 Higher Tier)

- Candidates demonstrate good knowledge and understanding of scientific ideas and scientific techniques and procedures.
- Candidates' use of scientific terminology and notation is good.
- Candidates' responses are presented and organised with a satisfactory degree of clarity and coherence.
- **A grade B would be suggested for this piece of evidence.**

Evidence 2 (P1 Examination November 2019 Foundation Tier)

- **Grade C** awarded (by CCEA)

Evidence 3 (CCEA Assessment Resource B2 Higher Tier)

- Good knowledge and understanding of scientific ideas was demonstrated in most questions with some limited knowledge in a few areas of the specification.
- Application of knowledge and understanding was satisfactory.
- Their analysis of scientific information presented was reasonably good and they demonstrated satisfactory evaluation skills.
- **A grade C* would be suggested for this piece of evidence**

Grade	Description/Advice
A*	Candidates at grade A* clearly demonstrate all of the features associated with performance at 'A' but in many areas elements of the evidence presented are exceptional, i.e. beyond that which would reasonably be expected of a candidate working at grade 'A'.
A	See Grade A Description.
B	Candidates at grade 'B' may demonstrate some elements of grade 'A' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'A'.
C*	Candidates at grade C* clearly demonstrate all of the features associated with performance at grade 'C' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'C'.
C	See Grade C Description.
D	Candidates at grade 'D' may demonstrate some elements of grade 'C' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'C'.
E	Candidates at grade 'E' clearly demonstrate all of the features associated with performance at 'F' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'F'.
F	See Grade F Description.
G	Candidates at grade 'G' may demonstrate some elements of grade 'F' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'F'.

Rewarding Learning

Overall Best Fit:
Grade C*C*

Moving up/down:
Candidate performance was reviewed as BC* as some evidence above grade C was present but not enough to justify a BB grade.

Grade awarded:
Grade BC*

Internal Standardisation

- Internal standardisation helps to ensure that all markers have applied the mark scheme consistently and accurately.
- It should include cross-marking samples of work across the full range of attainment and include students' work from each class to ensure a common standard within a department is applied.
- Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.
- Where a teacher is seen to be lenient or severe in their marking they should revisit their marking and have it checked by the Head of Department.
- Teachers must securely store and be able to retrieve evidence to support their decisions.
- The Head of Department needs to be able to stand over the process and be satisfied that the agreed standard has been followed by each teacher.
- Teachers in single person departments should try to 'buddy' with colleagues in similar departments.

Review and Submission

- When Centre Determined Grades have been assigned, these must be reviewed across subjects and at overall centre level to ensure fairness to all students and that standards are consistent.
- This centre moderation activity will be undertaken in conjunction with senior leadership teams in your centre.
- **21 May 2021** A/AS grades submitted to CCEA
- **4 June 2021** GCSE grades submitted to CCEA
- **25 May 2021 to 30 June 2021 - Review Stage**
  CCEA will sample one subject at one qualification level
  CCEA will identify the subject and students (one at each grade awarded)
  Assessment evidence should be submitted to CCEA within 48 hours of request

Support from CCEA

Team	Contact
Centre Support – Compliance	centresupport@ccea.org.uk
Special Consideration	specialconsideration@ccea.org.uk
Helpline	helpline@ccea.org.uk
Dedicated website area	www.ccea.org.uk/summer-2021
Register for communication updates	www.ccea.org.uk/sign-up
Subject Officer (Biology)	Gareth Wilson gwilson@ccea.org.uk
Subject Officer (Chemistry/Double Award Science)	Alyn McFarland amcfarland@ccea.org.uk
Subject Officer (Physics/Single Award Science)	Gavin Gray ggray@ccea.org.uk
Subject Officer (Life and Health Sciences)	Paul Wright pwright@ccea.org.uk
Specification Support Officer	Nola Fitzsimons nfitzsimons@ccea.org.uk

Tiering in GCSE Sciences

- The entry profile for a candidate should be considered in terms of the maximum grade which can be awarded.
- The following slides shows the tables of maximum grades awarded for GCSE Sciences.

Tiering for GCSE Sciences (Biology, Chemistry and Physics)

Rewarding Learning

The table below shows the different combination of Units at Foundation and Higher Tiers with the maximum grade possible. One grade is different for GCSE Physics due to the difference in the weighting of the units.

Unit 1	Unit 2	Unit 3	Max Grade
Higher Tier	Higher Tier	Higher Tier	A*
Foundation Tier	Higher Tier	Higher Tier	A* A in Physics
Higher Tier	Foundation Tier	Higher Tier	A
Foundation Tier	Foundation Tier	Higher Tier	B
Higher Tier	Higher Tier	Foundation Tier	A*
Foundation Tier	Higher Tier	Foundation Tier	A
Higher Tier	Foundation Tier	Foundation Tier	A
Foundation Tier	Foundation Tier	Foundation Tier	C*

Tiering for GCSE Sciences (Single Award Science)

Rewarding Learning

The table below shows the different combination of Units at Foundation and Higher Tiers for Single Award Science with the maximum grade possible. All 4 Units in Single Award Science have equal weighting.

Unit 1, 2 and 3	**Max Grade**
4 Units at Higher Tier	A*
3 Units and Higher Tier and 1 Unit at Foundation Tier	A*
2 Units at Higher Tier and 2 Units at Foundation Tier	A
1 Unit at Higher Tier and 3 Units at Foundation Tier	B
4 Units at Foundation Tier	C*

Tiering for GCSE Double Award Science

Rewarding Learning

The table below shows the different combination of Units at Foundation and Higher Tiers with the maximum UMS and grade possible.

Unit 1 (B1, C1 and P1)	Unit 2 (B2, C2 and P2)	Unit 7	Max Grade
All Units at Higher Tier	All Units at Higher Tier	Higher Tier	A*A*
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	All Units at Higher Tier	Higher Tier	A*A*
2 Unit 1 at Foundation Tier; 1 Unit 1 Higher Tier	All Units at Higher Tier	Higher Tier	A*A*
3 Unit 1 at Foundation Tier	All Units at Higher Tier	Higher Tier	A*A*
All Units at Higher Tier	1 Unit 2 at Foundation Tier; 2 Unit 2 at Higher Tier	Higher Tier	A*A*
All Units at Higher Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Higher Tier	A*A*
All Units at Higher Tier	3 Unit 2 at Foundation Tier	Higher Tier	A*A
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	1 Unit 2 at Foundation Tier; 2 Unit 2 at Higher Tier	Higher Tier	A*A*
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Higher Tier	A*A
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	3 Unit 2 at Foundation Tier	Higher Tier	A*A
2 Unit 1 at Foundation Tier; 1 Unit 1 Higher Tier	1 Unit 2 at Foundation Tier; 2 Unit 2 at Higher Tier	Higher Tier	A*A*
2 Unit 1 at Foundation Tier; 1 Unit 1 Higher Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Higher Tier	A*A
2 Unit 1 at Foundation Tier; 1 Unit 1 Higher Tier	3 Unit 2 at Foundation Tier	Higher Tier	AA
3 Unit 1 at Foundation Tier	1 Unit 2 at Foundation Tier; 2 Unit 2 at Higher Tier	Higher Tier	A*A
3 Unit 1 at Foundation Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Higher Tier	AA
3 Unit 1 at Foundation Tier	3 Unit 2 at Foundation Tier	Higher Tier	AB

Tiering for GCSE Double Award Science

Rewarding Learning

The table below shows the different combination of Units at Foundation and Higher Tiers with the maximum UMS and grade possible.

Unit 1 (B1, C1 and P1)	Unit 2 (B2, C2 and P2)	Unit 7	Max Grade
All Units at Higher Tier	All Units at Higher Tier	Foundation Tier	A*A*
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	All Units at Higher Tier	Foundation Tier	A*A*
2 Unit 1 at Foundation Tier; 1 Unit 1 Higher Tier	All Units at Higher Tier	Foundation Tier	A*A
3 Unit 1 at Foundation Tier	All Units at Higher Tier	Foundation Tier	AA
All Units at Higher Tier	1 Unit 2 at Foundation Tier; 2 Unit 2 at Higher Tier	Foundation Tier	A*A
All Units at Higher Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Foundation Tier	A*A
All Units at Higher Tier	3 Unit 2 at Foundation Tier	Foundation Tier	AA
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	1 Unit 2 at Foundation Tier; 2 Unit 2 at Higher Tier	Foundation Tier	A*A
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Foundation Tier	AA
1 Unit 1 at Foundation Tier; 2 Unit 1 Higher Tier	3 Unit 2 at Foundation Tier	Foundation Tier	AB
2 Unit 1 at Foundation Tier; 1 Unit 1 Higher Tier	1 Unit 2 at Foundation Tier; 2 Unit 2 at Higher Tier	Foundation Tier	AA
2 Unit 1 at Foundation Tier; 1 Unit 1 Higher Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Foundation Tier	AB
2 Unit 1 at Foundation Tier; 1 Unit 1 Higher Tier	3 Unit 2 at Foundation Tier	Foundation Tier	BB
3 Unit 1 at Foundation Tier	1 Unit 2 at Foundation Tier; 2 Unit 2 at Higher Tier	Foundation Tier	AA
3 Unit 1 at Foundation Tier	2 Unit 2 at Foundation Tier; 1 Unit 2 at Higher Tier	Foundation Tier	BB
3 Unit 1 at Foundation Tier	3 Unit 2 at Foundation Tier	Foundation Tier	BC*

Rewarding Learning

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