

**GCSE Mathematics**

**POST-16 RESULTS SNAPSHOT**

**Spring 2026**

**November  
2025 exams**



# Welcome

This report provides a snapshot of November's results for Foundation tier maths. It contains information on grade boundaries and performance by paper.

## For more information and guidance, you can:

- access our free Data Insights tool. Find out more at: [AQA | Data Insights](#)
- sign in to [Centre Services](#) to download the full Report on the exam for a detailed breakdown
- book on to a Curriculum Connect. Join the AQA Maths community as we explore the key headlines from the November 2025 exams: [AQA | Professional development | GCSE Maths Feedback On The 2025 November Exams Post 16](#)
- find out more about training for your subject by using our course finder: [AQA | Professional Development | Course Finder](#)
- watch the GCSE Maths Inside Assessment presentation video. It covers the principles that underpin maths mark schemes, including how marks are allocated to be fair to all students: [AQA | Professional Development | Inside Assessment](#)



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# November 2025 summary

For the November 2025 exams, entries decreased by around 1,750 (-9.4%). As expected with a post-16 entry, the overwhelming majority of entries were for Foundation tier (95.6%). This report focuses on that tier.

Of the 16,263 entries at Foundation, 15,191 learners completed Paper 1, 15,011 completed Paper 2 and 14,922 learners completed Paper 3. That is a drop-off rate of 1.2% between Papers 1 and 2, and 0.6% between Papers 2 and 3.

By comparison, last year, of the 18,143 entries at Foundation, 16,911 learners completed Paper 1, 16,806 completed Paper 2 and 16,688 learners completed Paper 3. That is a drop-off rate of 0.6% between Papers 1 and 2, and 0.7% between Papers 2 and 3.

The grade boundaries for November 2025 were within 2 marks of both November 2024 and summer 2025 for all grade points. This demonstrates the consistency in our assessments since we improved accessibility in 2023, ensuring that learners continue to enjoy an improved exam experience.

## GCSE Mathematics grade boundaries

Year	5	4	3	2	1
N 2025	186	158	118	78	39
N 2024	186	157	117	77	37
N 2023	166	135	101	67	33
N 2022	167	130	97	64	31
S 2025	188	160	119	79	39

Grade boundaries are set using a combination of statistics and expert judgement. Our research team uses a range of statistics to make predictions that suggest the most appropriate grade boundaries. The statistical evidence considers the prior attainment of the given cohort as well as the distribution of marks. Senior examiners then review a script sample to confirm the statistically recommended marks are sensible for the grade. Boundary setting is overseen by Ofqual. To find more grade boundaries and learn how they are set, visit: [AQA Grade boundaries](#)

Cumulative grade statistics and GCSE exam results statistics for November 2025 can be found on the AQA website: [AQA Results statistics](#)

## Foundation tier insights

### Age 17

	Entry	Resitters	%
<b>Total</b>	8918	3674	41%
<b>Foundation</b>	8482	3383	40%
<b>Higher</b>	436	291	67%

### Age 19

	Entry	Resitters	%
<b>Total</b>	1,859	1,472	79%
<b>Foundation</b>	1,801	1,455	81%
<b>Higher</b>	58	17	29%

### Age 18

	Entry	Resitters	%
<b>Total</b>	5232	4201	80%
<b>Foundation</b>	5089	4165	82%
<b>Higher</b>	143	36	25%

### Age 20+

	Entry	Resitters	%
<b>Total</b>	999	635	64%
<b>Foundation</b>	891	614	69%
<b>Higher</b>	108	21	19%

# Paper 1F insights

## Areas where students did well

### Question 8:

Jay is buying eggs to make omelettes.

They will

- make 7 omelettes
- use 3 eggs for each omelette.

They buy 2 boxes of eggs.

There are 15 eggs in each box.

How many eggs does Jay have left after making all 7 omelettes?

[3 marks]

Facility: 94.17%

This was a well answered question with the majority of students understanding what needed to be done. There were arithmetic errors, but in those instances, marks were awarded for the method seen. The most common method was  $2 \times 15 - 3 \times 7$



This is only a snapshot. To learn more about every question for the November 2025 series, download the full Report on the exam from Centre Services via your [MyAQA](#) account.

### Question 10:

Ethan and Sal bought some items.

Ethan

- paid with two £20 notes
- was given a £5 note, two £2 coins and a 50p coin as change.

Sal bought

- a bag for £13.49
- a necklace for £17.29

Who spent more, Ethan or Sal?

You **must** show your working.

[5 marks]

Facility: 80.19%

This was well answered with most students understanding how to answer the question. There were arithmetic errors, but for the main part, students were aiming to get to the two values of £30.50 and £30.78 and compare from there. There was quite often one £20 note or one £2 coin missing, but students were still able to score up to 4 marks if no other error was made and they made a correct comparison. There was an excellent level of working shown.

## Areas where students did less well

### Question 7a:

- 7 (a) Four numbers have a range of 10  
Three of the numbers are 11, 15 and 18  
Work out the **two** possible values of the other number.

[2 marks]

Facility: 37.06%

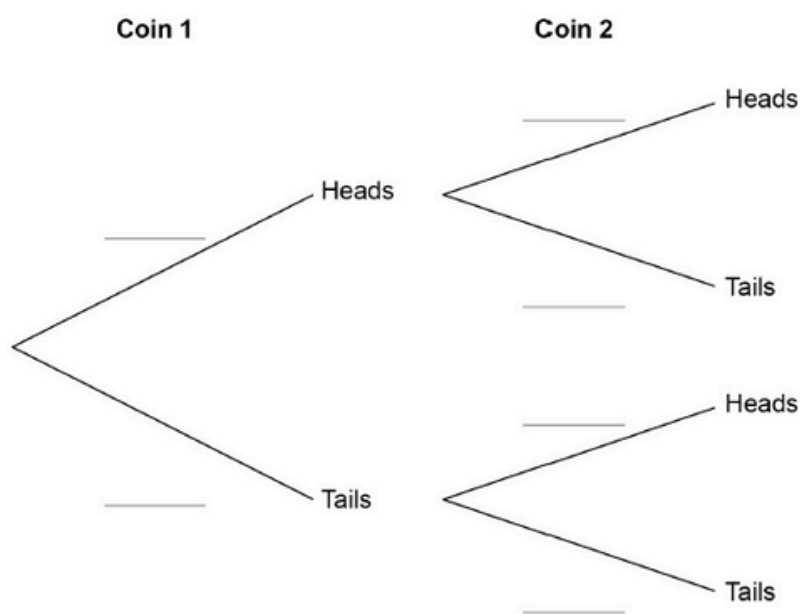
In (a), many students got 8 or 21 but gave the other number as an integer that would fall within the set of four numbers they'd created, e.g. 20 and 21. Another common answer was to give two numbers that had a range of 10, regardless of their effect on the given numbers.

## Question 18:

- 18** Two coins are spun.  
 Coin 1 is fair.  
 Coin 2 is **three** times as likely to land on heads as tails.

- 18 (a)** Complete the tree diagram.

[2 marks]



- 18 (b)** Work out the probability that **both** coins land on heads.

[2 marks]

Part (a) facility: 29.80%

Part (b) facility: 5.10%

Very few were able to produce a fully correct probability tree. The majority of students that scored anything scored 1 mark for 0.5 on each branch although many students put 50 on each instead of 50%. On the second set of branches, it was rare to see the correct probabilities. In (b), the students who made an attempt usually added the probabilities instead of multiplying or involved incorrect pairs of branches.



This is only a snapshot. To learn more about every question for the November 2025 series, download the full Report on the exam from Centre Services via [MyAQA](#).

# Paper 2F insights

## Areas where students did well

### Question 5:

100 cards are laid out for a game.

7 of the cards are winning cards.

Ellie picks a card at random.

Write down the probability that she picks a winning card.

**[1 mark]**

Facility: 86.07%

The vast majority knew how to write the probability correctly. Common errors were to give the answer  $\frac{1}{100}$  or 0.07%. Other errors seen were to involve 93 or 107 in a fraction or to give the answer as a ratio.

## Question 14:

- 14 The number of hours that Jodie works on two days is shown.

Friday	Saturday
7	4

- 14 (a) On Friday, Jodie is paid £98  
Assume that she gets the **same** hourly rate of pay on Saturday.  
Work out the **total** amount she is paid for the two days.

[3 marks]

- 14 (b) In fact, Jodie gets a higher hourly rate of pay on Saturday.  
What does this mean about the total she is paid for the two days?  
Tick **one** box.

[1 mark]

- It is greater than the answer to part (a)
- It is the same as the answer to part (a)
- It is less than the answer to part (a)
- It is not possible to say

Part (a) facility: 87.44%; part (b) facility: 88.59%

Part (a) was very well answered, with approximately 80% being awarded full marks. It was quite common for students to correctly work out the pay for Saturday and either stop there or add on £14, the hourly rate of pay, instead of the pay for Friday. It was quite common to assume the pay for the two days was the same and double £98 or to think the rate of pay was £98 and work out  $(£98 \times 4) = £1078$

For part (b), the vast majority chose the correct option, with the next most common option being that it is not possible to say.

## Areas where students did less well

### Question 21:

Towns P and Q are 35 km apart.

On a map, the distance PQ is 2 cm

Work out the scale of the map.

Give your answer in the form  $1 : n$

**[2 marks]**

Facility: 1.28%

It was very rare to see a correct solution to this question.  $35 \times 2 = 70$  and  $35 \div 2 = 7.5$  were very common responses. Those who did attempt conversion of units often did so incorrectly, mistakenly using  $100\text{m} = 1\text{km}$

### Question 29:

A track is a circle of diameter 15 metres.

A horse runs at an average speed of 6 metres per second.

Work out the time, in seconds, the horse takes to run around the track.

Give your answer as a decimal.

**[3 marks]**

Facility: 6.05%

Very few were able to access the marks as they were unable to find the circumference. It was very common to give 2.5 as their answer from dividing 15 by 6. It was also fairly common to find  $15\pi$  and then multiply by 6 rather than divide. Some thought it necessary to double the radius as the first step.



For extra guidance on questions like this, visit [AQA's GCSE Maths planning resources](#) and look for our comprehensive [Focus on Success pack, Circle Geometry](#).

# Paper 3F insights

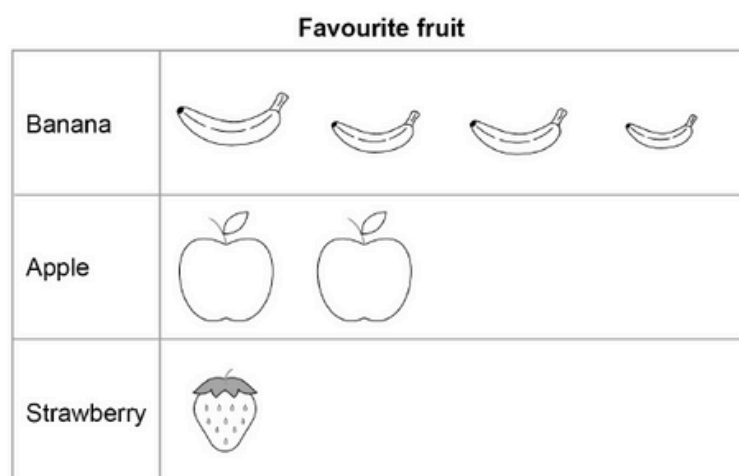
## Areas where students did well

### Question 9:

30 children named their favourite fruit.

Banana	16
Apple	10
Strawberry	4

Sally drew this pictogram to represent the data.



The strawberry row is correct.

Write down **three** mistakes she has made.

[3 marks]

Facility: 65.29%

This AO2 question on critically evaluating a pictogram was answered well by the majority of students. The most common error was for students to repeat mistakes for the wrong number of apples, e.g. stating both  $2 \times 4 = 8$  not 10 and there are 28 children not 30. Many students did not mention that each fruit had a different symbol and there were irrelevant statements written, e.g. no title on the side of the pictogram; she didn't write favourite next to the fruit names. Some students incorrectly stated drawing a bar chart instead of pictogram.

### Question 11a:

$$t = q^2 + 2c$$

Work out the value of  $t$  when  $q = 3$  and  $c = -7$

**[2 marks]**

Facility: 78.94%

This substitution question was well answered. Common errors included correctly working out 9 and 14 but then not using a calculator to work out  $9 - 14$ , difficulty with substituting  $c = -7$  into  $2c$  with a common incorrect response of  $3^2 + 2 - 7$  followed by  $9 - 5 = 4$



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## Areas where students did less well

### Question 14:

1 and 64 are square numbers **and** cube numbers.

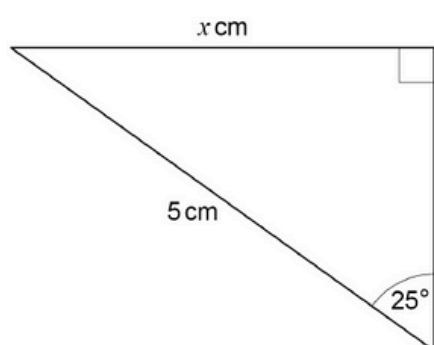
Work out the **next** number after 64 that is both a square number **and** a cube number.

[3 marks]

Facility: 33.16%

The square and cube AO3 problem question was not well answered, with a large number of non-attempts. Students were more confident in identifying square numbers than cube numbers. Some students listed squares and cubes but did not identify the correct answer, with 81 shown as a common incorrect answer. The method of applying the cube root of a square number or the square root of a cube number was seldom seen.

### Question 21:



Not drawn accurately

Use trigonometry to work out the value of  $x$ .

You **must** show your working.

[3 marks]

Facility: 24.98%

A minority of students correctly worked out a length in a right-angled triangle using sine, and there were a large number of non-attempts. Common misconceptions included attempts at Pythagoras, angles in a triangle with  $180 - 90 - 25 = 65$ , calculating  $\chi = 5 \times \cos(25)$ ; incorrect variations of a sine calculation were also seen including  $\chi = 25 \times \sin(5)$ ,  $\sin(\frac{5}{25})$  and use of  $\sin^{-1}$

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