

GCSE Mathematics

POST-16 RESULTS

SNAPSHOT 2025

November 2024 exams



How to use this report

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 on the November 2024 resit results:

- access our free Enhanced Results Analysis tool. Find out more at: [AQA | Contact us | Secure services | Enhanced Results Analysis \(ERA\)](#)
- sign in to [Centre Services](#) to download the full Report on the exam for a detailed breakdown
- book on to a [Preparing for event](#). See examples from real student responses to highlight where they did well and where there's room for improvement
- find out more about training for your subject by using our course finder: [AQA | Professional development](#)
- 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.



Contents

November 2024 summary	4
Grade boundaries	5
Paper 1 insights	7
Paper 2 insights	9
Paper 3 insights	12
Stride Maths	14
Next steps	16

November 2024 summary

For the November 2024 exams, entries decreased by around 2,800 (-13%). As expected with a post-16 entry, the overwhelming majority of entries were for Foundation tier (96.6%). This report focuses on that tier.

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.

By comparison, last year, of the 20,770 entries made, 19,048 learners completed Paper 1, 18,820 completed Paper 2 and 18,547 learners completed Paper 3. That is a drop-off rate of 1.2% between Papers 1 and 2, and 1.5% between Papers 2 and 3.

We had received anecdotal feedback from centres about how the improved exam experience had reduced the drop off, but to halve the proportion of learners dropping off between papers is a real endorsement of the improvements made to papers.

The grade boundaries for November 2024 were significantly higher than those of previous November series, but (somewhat surprisingly) the exact same at all grade points as Summer 2024.

In 2022 we began making improvements to our papers, beginning with the Summer 2023 series. Whilst these weren't in place in time for the November 2023 exam, the grade boundaries indicate that learners enjoyed an improved exam experience, with higher attainment than November 2024, reflected by the increase in grade boundaries.

GCSE Mathematics grade boundaries

Series	5	4	3	2	1
N 2019	162	134	98	62	27
N 2022	167	130	97	64	31
N 2023	166	135	101	67	33
N 2024	186	157	117	77	37
S 2024	186	157	117	77	37

How to interpret grade boundaries

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](#) | [Exams admin](#) | [Results days](#) | [Grade Boundaries](#)

Cumulative grade statistics and GCSE exam results statistics for November 2024 can be found on the AQA website:

[Visit AQA](#) | [Exams admin](#) | [Results days](#) | [Results statistics](#)

Statistics for the November 2024 GCSE Maths results are available on the AQA website. Type 'GCSE Maths results 2024' in the search function.



Foundation tier insights

This is only a snapshot. To learn more about every question for the November 2024 series, you can download the full Reports on the exam, by using your **MyAQA** account to access Centre Services.

Age 17

Award/Unit	Entry	Resitters	%
Total	10,031	4,464	45%
Foundation	9,672	4,250	44%
Higher	359	214	60%

Age 18

Award/Unit	Entry	Resitters	%
Total	5,934	4,914	84%
Foundation	5,802	4,948	85%
Higher	132	26	20%

Age 19

Award/Unit	Entry	Resitters	%
Total	1,755	1,408	80%
Foundation	1,701	1,399	82%
Higher	99	9	17%

Age 20+

Award/Unit	Entry	Resitters	%
Total	1,046	720	69%
Foundation	968	698	72%
Higher	78	22	28%

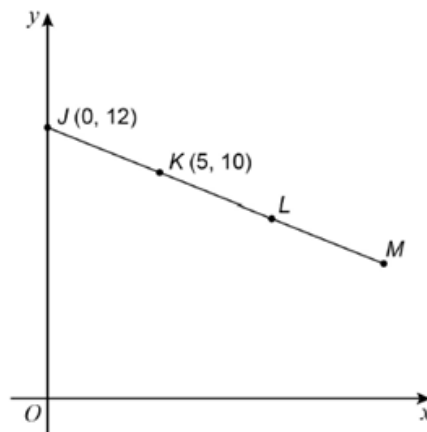


Insights from Paper 1

Areas where students did well

Question 18:

18 $J(0, 12)$ and $K(5, 10)$ are points on the straight line $JKLM$.



$$JK = KL = LM$$

Work out the coordinates of M .

[3 marks]

This question was answered well, with students showing a good understanding of coordinates and equally spaced points. Based on historic questions and success rates we were expecting learners to score less than half marks on average. This was reflected by its position in the paper, but the average mark was more than 2 out of the possible 3 marks.

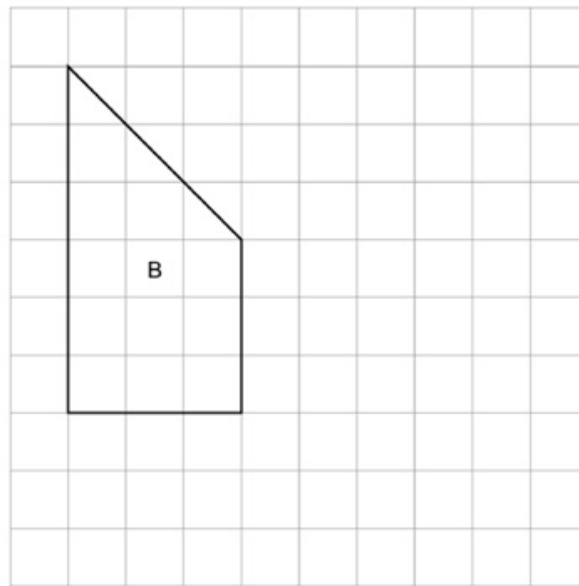
In cases where learners' arithmetic showed errors, those students scored 2 of the marks, as was the case with those learners who confused the x - and y - coordinate with the mark scheme rewarding learners for exhibiting understanding in other areas.

Areas where students did less well

Question 14 (b):

14 (b) On the grid, **enlarge** shape B by scale factor $\frac{1}{3}$

[2 marks]

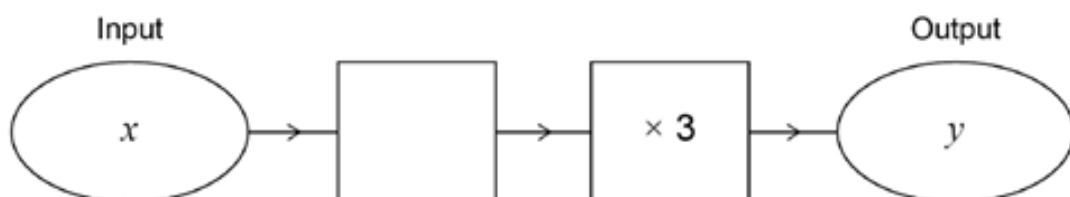


Very few students answered this question well. Of all possible marks available, only 7% were scored by learners. The average mark being 0.14 out of the possible 2. Students appeared to lack understanding that enlargement by a fractional scale factor will make the shape smaller. The vast majority of responses tried to draw an image which was one third larger than the object.

Question 20 (b):

20 (b) Complete this number machine so that $y = 3x - 24$

[1 mark]



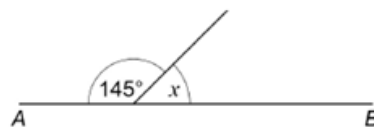
This was the question with the lowest facility on the paper. The most common incorrect answer was -24. Learners who factorised $3x - 24$, acknowledging the role of the $\times 3$ as the 3 in $3(x - 8)$ were successful with the question.

Insights from Paper 2

Areas where students did well

Question 6 (a) 6 (b):

6 (a) AB is a straight line.

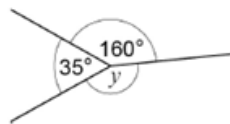


Not drawn accurately

Work out the size of angle x .

[1 mark]

6 (b)



Not drawn accurately

Work out the size of angle y .

[2 marks]

Students showed excellent knowledge of basic angle facts. The vast majority scored 3 marks across these questions with an average score of 2.79. In part (b) some students simply added the two given angles. A small number subtracted that sum from 380 or 400, rather than 360.

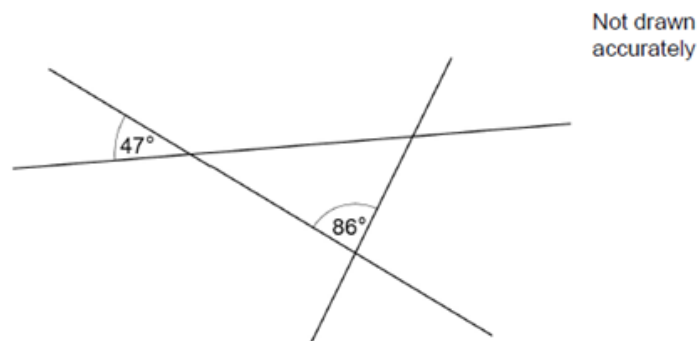


To read the full Report on the exam sign in to Centre Services

Areas where students did less well

Question 6 (c):

6 (c) Three straight lines intersect as shown.



What type of triangle is made?
You **must** show your working.

[3 marks]

Part (c) wasn't as well answered as parts (a) and (b). The average mark was 1 out of the possible 3 marks.

Using the diagram, working out missing angles, was the method which led to the most reward. Knowing that vertically opposite angles are equal was the key to unlocking this question, speaking to a necessity for basic knowledge to be secure for success with multi-step problems.

Knowledge of different types of triangles proved to be an issue for some, even when they had worked correctly to find the missing angles.

Stride Maths (the new diagnostic tool funded by AQA) is perfect for identifying where prerequisite knowledge isn't secure and highlighting areas where individuals, classes or full cohorts need to focus their learning. The benefits of Stride Maths are available to all centres in England for no cost.

Question 1 (c):

1 (c) Here is another sequence.

3 6 12 24

Write down the term-to-term rule for this sequence.

[1 mark]

Many learners knew they had to multiply by 2 to get subsequent terms, but less than half of the marks were scored on this question. It was common for students to state the next term (48) or write the rule as '2n'.

It's crucial that learners read and answer the questions carefully. Our mark schemes reward learners for showing understanding in spite of errors, but when the questions are worth 1 mark, learners are penalised for a lack of accuracy.

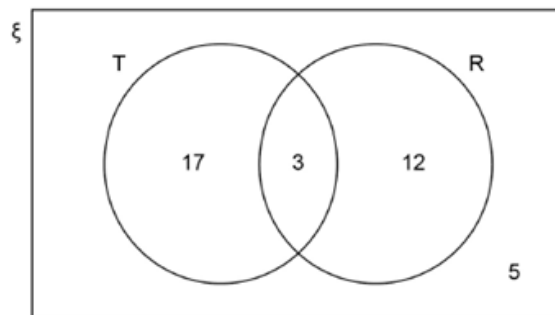


Insights from Paper 3

Areas where students did well

Question 14:

- 14 The Venn diagram shows information about people who work in a gym.
T = people who can work as a trainer.
R = people who can work in reception.



- 14 (a) How many people can work as a trainer **and** in reception? [1 mark]
- 14 (b) How many people can work in reception but **not** as a trainer? [1 mark]

Students were successful with interpreting the Venn diagram, with the very large majority of students achieving 2 marks for parts (a) and (b) and an average score of 1.76. The most common incorrect answer for part (b) was 15, where students had included the people who worked in reception and as a trainer (3).



To read the full Report on the exam sign in to Centre Services

Areas where students did less well

Question 2:

2 Simplify fully $y + y + y$

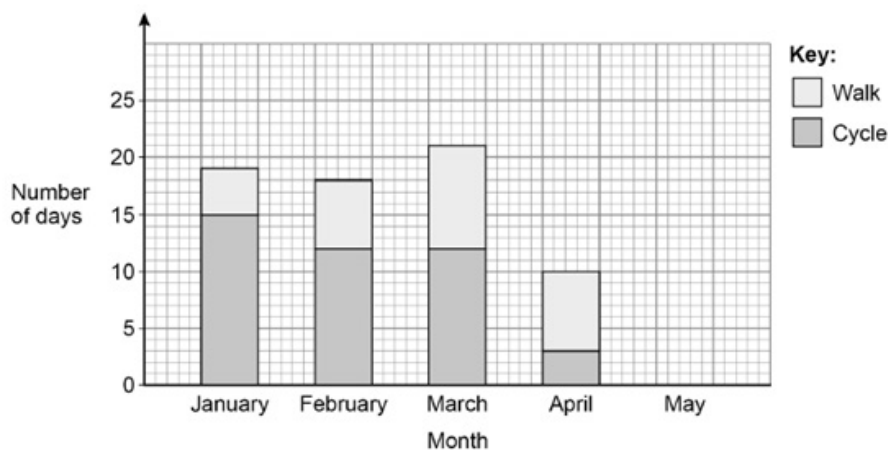
[1 mark]

Given its position in the paper, with an expectation that all learners can experience success with the question, it was surprising how many students incorrectly wrote y^3 rather than $3y$.

In many cases, the abstract nature of algebra causes students difficulty, and using the CPA approach will allow learners to make meaning with tactile models such as algebra tiles, transfer this knowledge through a pictorial approach such as bar models, before then working in the abstract.

Question 5:

5 The composite bar chart shows some information about how Calum travelled to school.



Whilst most learners answered Question 5 well, part (b) was the most challenging part of this question. Some students incorrectly included March in their answer, leading to a success rate of 64%.

Making use of Goal-Free Problems, available on All About Maths, can help to develop a method where learners will engage with images and questions without a specific goal in mind, annotating the graph above with the number of days for example. This lessens the cognitive load associated with the question, allowing the student to solely concentrate on the relationship between the numbers.

STRIDE INTO *THE FUTURE* OF ASSESSMENT

Transforming maths with
revolutionary new adaptive tests.



Join the future of maths
adaptive assessment.

Visit aqa.org.uk/stride
to find out more.



Pinpoint where your students need extra help with diagnostic tests from Stride Maths

By getting your students to take our smart on-screen GCSE Maths tests, you can see exactly **where** they have knowledge gaps, and **why** these gaps exist.

This enables you to focus your teaching on the areas that will really impact how your students do in their exams.

- Fit 20-minute tests easily into your maths lessons.
- Regularly check student progress.
- Tests are auto-marked, so you don't have to do any marking.
- Clearly see student performance and conceptual knowledge gaps via a dashboard.
- Use it in Year 9 or 10 to build foundation GCSE skills, or at the beginning of Year 12 to assess your cohort for resits.

Start a Stride Maths demo

[Register for Stride Maths now](#)

AQA Stride

[AQA | Stride Maths | Get Started with Stride](#)

Next steps

Take a look at our resources

With resources and expertise you can trust, we can help you to support your students and enable them to realise their potential.



Considering switching to AQA? Find out how at aqa.org.uk/switching-to-aqa

Access our full suite of support and resources:

[Preparing for 2025](#)

[Reports on the exam](#)

[GCSE Mathematics resits](#)

[Enhanced Results Analysis](#)

Visit [Exampro](#) for past papers, related mark schemes and examiner comments

Watch our [Inside Assessment](#) videos to find out more about how your subject is assessed

Contact us today

T: 0161 957 3852
E: maths@aqa.org.uk

aqa.org.uk/maths

