

Welcome pack

Maths

Your step-by-step guide to becoming part of AQA's maths community and teaching our specifications.



Welcome to AQA

Welcome to AQA, the most chosen general qualifications awarding organisation in England. We're delighted you've decided to join us.

We set and mark around half of all GCSEs and A-levels taken in the UK every year.

We're proud to be an independent education charity with over 120 years of assessment expertise and knowledge. We invest any surplus we make back into education.

We've developed this guide to explain what happens now that you've joined AQA and are ready to deliver one – or all – of our maths qualifications, which include:

- GCSE Mathematics and Statistics
- AS and A-level Mathematics and Further Mathematics
- AQA Certificates at Level 2 (Further Mathematics) and Level 3 (Mathematical Studies)
- Entry Level Certificate.

Learn more about our [maths qualifications](#), our comprehensive maths resources website [All About Maths](#) and how to use [Exampro](#) for revision, homework and topic tests.

We'd love to hear from you. Get in touch with our team of maths experts and start a conversation or ask us any questions you have about AQA maths:

Tel: 0161 957 3852

8am – 5pm Monday to Friday

Email: maths@aqa.org.uk

X: [@AQAMaths](#)

You can also [subscribe](#) for all the latest news, resources and support for your subject.

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What makes us AQA?

We're the UK's leading awarding organisation. Our assessment experts create best-in-class qualifications which are recognised across the globe and accepted by universities worldwide.

But we're more than just an exam board. Our ethos and values are central to what we do and how we do it. We aim never to let a student down and believe that fair and inclusive assessment is at the heart of learning.

Many of our people started out in the classroom and some still teach part-time or volunteer as school governors.

By placing teachers front and centre of everything we do, and by using our world-class research and expertise, we help define the assessment world. Through the expertise of our [Assessment Research and Innovation](#) teams we make sure that we're continuously improving the quality and reliability of our assessments. This work contributes to the development of assessment policy and practice, both in the UK and around the world.



“

It's a privilege to have been asked to be part of such a values-driven organisation, dedicated to providing high-quality qualifications and fair assessments to all students.

Colin Hughes
Chief Executive Officer, AQA

”

Our history

1903

The universities of Manchester, Leeds and Liverpool establish the Joint Matriculation Board (JMB) and become public exam providers.

1953

The Associated Examining Board (AEB) is established as a provider of the new GCE, with its first exams in 1955.



1985

The Northern Examining Association (NEA) is formed, made up of four regional northern CSE exam boards working together in equal partnership with JMB.

1992

JMB merges with NEA to form the Northern Examinations and Assessment Board (NEAB).



2000

NEAB merges with AEB to create the Assessment and Qualifications Alliance (AQA) and becomes the largest exam board in England.



2012

AQA acquires Doublestruck, an educational technology company specialising in formative assessment and reporting products to support teaching.



2016

AQA acquires DRS, experts in data capture and electronic marking.



2022

AQA acquires assessment consultancy AlphaPlus, the platforms Blutick and Project Q and awarding organisation and end-point assessment organisation TQUK.



AQA Maths – the best choice for your students

We believe that a combination of:

- subject experts at the heart of the business
- deep assessment expertise (underpinned by academic research)
- 120 years of designing and delivering assessments

means that we can offer you access to all the expertise and guidance you'll need, as well as a supportive – and growing – maths community.

Our maths qualifications include:

- GCSE Maths
- GCSE Statistics
- AS Maths
- A-level Maths
- AS Further Maths
- A-level Further Maths
- Level 3 Mathematical Studies
- Entry Level Certificate (ELC) Maths
- Level 2 Further Maths.

[Visit our website](#) for the full range of maths curriculum support resources, tools and services and to read our latest blog posts.

Introducing our maths team and your points of contact

Anna Berry – Subject Support Lead – Maths

Anna joined AQA in April 2025 following a 20+ year career in schools. She has worked in various areas of the country including Hertfordshire, Cumbria and County Durham, where she has taught all stages of the Maths curriculum up to A-level Further Maths. Anna has headed several Maths departments as well as holding SLT positions as Assistant and Deputy Headteacher, with specific areas of responsibility mostly around whole school curriculum, timetable and Teaching and Learning. Anna was also an examiner and team leader for AQA GCSE Maths.

Her background has been excellent preparation for her role as Subject Lead for Maths, where she enjoys sharing her experience to support practising teachers.





Robin Harris, Subject Support Manager

Having worked in our maths team since 2007, Robin continues to provide invaluable support to countless teachers. Robin also worked on the development of many specifications including the current GCSE. He was able to draw on his experience to compile the Focus on Success CPD packs which were introduced at the Complete Mathematics Conference.



Aysha Rahman, Subject Support Manager

Aysha joined AQA in January 2024, bringing a broad perspective on Mathematics education. She has led the Maths department at an alternative provision school, where she supported students with SEND and complex needs. Aysha also served as Design Lead for Secondary Maths at Ark Curriculum Plus, playing a key role in the development of the Mathematics Mastery KS4 curriculum design, and delivering CPD sessions to teachers nationwide.

Her passion for educational equity and experience in curriculum development contribute to her role as Subject Support Manager (Maths) at AQA.



Colin Warden, Subject Support Manager

Prior to joining AQA in January 2025, Colin taught maths at secondary schools in Derbyshire. He taught for 13 years and was a Curriculum Leader and Deputy head. He is now a NCETM PD lead.

He brings a wealth of experience, from KS3 to A-level Further mathematics, including Core Maths and Level 2 Further Mathematics.

He is passionate about supporting teachers in improving student achievements.

**We'd love to talk to you.
Get in touch with our team of maths
experts and start a conversation.**

Tel: 0161 957 3852

8am – 5pm Monday to Friday

Email: maths@qa.org.uk

X: @AQAMaths

Introducing our Area Account Managers

If you'd like general curriculum guidance or need to make informed choices that fit regional or individual conditions, do get in touch with one of our Area Account Managers.

Helen Arman

Region: South West

E: harman@aqa.org.uk

Tel: 07825 606 431

Annette Caher

Region: North London (North of the Thames), Bedfordshire, Hertfordshire, Buckinghamshire, Northamptonshire

E: annette.caher@aqa.org.uk

Tel: 07866 058 281

Mark Chester

Region: National (MATs)

E: mchester@aqa.org.uk

Tel: 07467 442 351

Alex Daluiso

Region: Central and Yorkshire

E: adaluiso@aqa.org.uk

Tel: 07467 442 342

Rachel Fulcher

Region: Essex, Norfolk, Suffolk, Cambridgeshire, East London

E: rfulcher@aqa.org.uk

Tel: 07795 020 755

Ben Galvin

Region: North West

E: bgalvin@aqa.org.uk

Tel: 07966 922 476

Gregory Thomas

Region: Midlands

E: gthomas@aqa.org.uk

Tel: 07814 071 502

Martin Hanney

Region: South Central

E: mhanney@aqa.org.uk

Tel: 07825 606 429

Suzanne Pearson

Region: National (MATs)

E: spearson@aqa.org.uk

Tel: 07813 724 179

Nick Sandeman

Region: North East and Cumbria

E: nsandeman@aqa.org.uk

Tel: 07825 606 377

Zoe Thomas

Region: South London and Kent

E: zthomas@aqa.org.uk

Tel: 01420 22973
07825 606 478

Rachel Wyatt

National (MATs)

E: rwyatt@aqa.org.uk

Tel: 07977 394 496

Our Assessment Design team, Chief Examiner and Chair of Examiners are also key to the development, delivery and regulation of AQA's maths qualifications – as are many other passionate, committed and expert people.

Your journey with AQA

From registering to become an approved centre to receiving your exam certificates from us, we're here to help, support and advise at every stage of your journey.

Read on to find out what your journey with us might look like.



Step 1 – Get approved

To offer our qualifications, you'll need to become an approved centre. If you're already approved, skip over this section.

If not, here's how:

1 Get in touch

Let us know that you'd like to teach AQA qualifications by emailing centreapproval@aqa.org.uk.

If you're already with another exam board, please include your National Centre Number (NCN) in your initial email.

You can also access our switching pack (which is full of useful information about switching to our GCSE maths specification) by [completing the online form](#).

Once we've received your email, we'll send you everything you need to apply for approval.

2 Check compliance

Please check that you comply with the Joint Council for Qualifications ([JCQ regulations for approved centres](#) and [JCQ instructions for conducting exams](#)).

Questions about compliance? Email us your questions at centreapproval@aqa.org.uk or, if you're an exams officer, at eos@aqa.org.uk or phone 0800 197 7162 or +44 161 696 5995 (outside the UK) and we'll talk you through it.

3 Apply for approval

Complete your forms and submit them to us using the guidance provided. As the process can take a bit of time to complete, contact us before teaching the course. (NB: you won't be able to enter students for exams until your centre is approved.)

Learn more about [becoming a centre](#) or find out more about the [services and support](#) we provide for [exams officers](#).

Step 2 – Access training and support

Our support package goes well beyond the specification and exam. We're here to support and advise you throughout the exams' lifecycle and we produce a range of tools, training materials and additional guidance – which we're continually adding to.

Training

We know that as your career develops, the skills and knowledge you need will change. Which is why we've developed a range of courses to help you meet the requirements of the latest specifications, with sessions available for both secondary and post-16 schools and colleges.

Whether you're:

- an early career teacher just starting out
- an exams officer trying to make sure your school or college is fully prepared for exams
- keen to get the lowdown on the most recent exam series so you can prepare students for the next

we've got a [training course](#) to suit your needs.

Some of our most popular courses include:

- Getting started – an introduction to GCSE: perfect as you start teaching your Year 10s.
- Feedback events – a look back at the summer exam with a focus on key aspects of student performance.
- Curriculum connect events – a chance to take away key messages from examiner reports as well as finding out about updates to essential resources.

We also believe in the importance of getting out to meet with and talk to teachers face-to-face. Which is why we're proud to have a long history of sponsoring the [Complete Mathematics Conference](#). Do come along, enjoy the conference and talk to us if you can.

Maths resources and support

When it comes to the classroom, our maths experts are well-placed to understand what you need to keep students engaged, on track and working to their potential.

[All About Maths](#) is our dedicated maths website, packed with hundreds of free teaching and learning resources to help you plan and teach our qualifications. Join [All About Maths](#) for free, using your school email address.

In addition to All About Maths, our secure website, Centre Services, contains lots of past exam papers, example answers and examiner commentaries that aren't on our public website. Centre Services is also free to AQA teachers. [Find out more about Centre Services and register here.](#)

Discover the next generation of maths assessment with AQA Stride

When it comes to the classroom, our maths experts are well-placed to understand what you need to keep students engaged, on track and working to their potential.

Stride is our powerful new onscreen diagnostic test to find and fix students' maths gaps. Our revolutionary adaptive tests identify what your learners don't know and why, to help close gaps in their conceptual understanding. Fully funded to transform maths learning for every student, we've drawn on years of assessment research to develop game changing maths assessment.

Personalised to give the right amount of challenge and boost students' confidence, Stride empowers learners to assess their own confidence levels. The five 20-minute tests assess the key concepts central to success in GCSE maths. You'll receive data instantly to give you a crystal-clear view on whole school performance to spot trends, misconceptions and inform future planning. Students will receive a personalised learning task based on their test, with light touch formative feedback and practice. Experience the next generation of adaptive learning with Stride today.

Join the future of maths adaptive assessment. Visit aqa.org.uk/stride to find out more.

AS and A-level Maths and Further Maths – formulae booklets

If you're entering students for AS and A-level Maths and Further Maths specifications you can find the latest versions of the formulae booklets in assessment resources on our website.

- [Formulae and statistical tables for AS and A-level Maths and Further Maths \(7356, 7357, 7366, 7367\)](#) latest version is v1.5 (February 2018)
- [Formulae for A-level Maths \(7356 and 7357\)](#) latest version is v1.2 (August 2017).

Exam copies used in the exams can be reused in future exams series if they remain clean, or can be given to students as classroom copies. Alternatively, classroom copies can be printed for students straight from our website, but exam copies need to be the versions ordered from AQA.

If you do need to order additional hard copies, please use the order form available on our website.

Finally, we have a wide range of maths textbooks that are 'AQA approved' to support you and your students with AS and A-level, GCSE and AQA Certificate specifications.

Links to these textbooks can be found in the 'Teaching resources' tab on each qualification's webpage.



Step 3 – Apply for access arrangements

Access arrangements allow a candidate with particular requirements, for example special educational needs, health conditions, impairments or temporary injuries, to take our exams and assessments. They are made before an examination series.

Detailed information can be found in the Joint Council for Qualifications (JCQ) [Access Arrangements and Reasonable Adjustments](#) document.

AQA's [access arrangements](#) are described in more detail on our website.



Step 4 – Make entries

An entry is how a school or college lets us know which students, and how many, will sit which exams.

We need this information so that we can make sure that:

- we send you the correct question papers for your students
- we have enough examiners to mark the question papers
- your students get their results on time.

Teaching A-level Maths and Further Maths? You'll also need to order formulae books using the order form on our website.

Entries need to be made before a set date, so we've created this [useful table containing key entry dates](#).

Visit our student support area to find out how to make [entries for private candidates](#).



Step 5 – Carry out non-exam assessment (NEA)

Non-exam assessment measures subject-specific skills which can't always be tested by written exam papers. Assessment is internal, in that it takes place in the centre – and comes in the form of coursework, controlled assessment and non-exam assessment. Marks are then submitted to AQA.

An AQA moderator selects a sample that, for most subjects, still needs to be [sent to our moderator](#) by post.

Check our list of dates for the deadlines for each [subject's NEA components](#).

The AQA website also contains [further information on NEA](#).

(NB: most AQA Maths specifications don't have an NEA component, but our Entry Level Certificate (ELC) does.)



Step 6 – Conduct exams

Prepare for exam season with our video on planning and conducting exams, including invigilation and what to do if the unexpected happens.

Watch the video: [Preparation for running exams](#)

Exam arrangements are governed by the [JCO](#). These regulations:

- are reissued each academic year
- set out the key admin requirements
- reference the national agreements on the conduct of exams and special arrangements for individuals with particular requirements.

Supplementary regulations exist for overseas centres and for [private candidates](#).

[Refer to our website](#) for further information on assessment materials, question papers and stationery and what to do if you suspect malpractice.*



* Malpractice is any breach of regulations that apply to an exam or assessment being taken.

Step 7 – Receive results

We'll issue results on the published day. The [results days page](#) of our website lets you know what's available when. We also have a [student page](#) for students, parents and other candidates.

Grade boundaries (which show the minimum number of marks you need for each grade) are also published on AQA's website on results day. These are set by senior examiners and assessment experts and help us to maintain standards and stop grade inflation.



Step 8 – Review results

If you have questions about a student's results or if you're unhappy with it – or one of your students doesn't have a result – then you can use one of our [post-results services](#).

If you're a private candidate we recommend that you speak to the exams officer in your school or college first. For more information go to our [private candidate page](#).



Step 9 – Receive certificates

We send your exam certificates to you three months after results day. These show the final, confirmed results. Check you have all the certificates and give them to students as soon as possible (using secure post if sending by mail).

Our [exam certificates](#) page has more information, including how to deal with lost or damaged items and how to obtain replacement or corrected certificates.



Glossary

We know that education is full of jargon. Below is a list of some key terms and definitions which will, we hope, help clarify things.

Access arrangements – adjustments that can be made to support a student with specific requirements in accessing an exam. These adjustments are called ‘reasonable adjustments’ and can include the use of assistive technology, breaks during an exam or specially adapted exam papers to support visual impairments.

Approved centre – centre approval from an exam board confirms that a provider or ‘centre’ has met a set of standards and has the relevant qualified or experienced employees and resources to deliver qualifications. Approved centres can be schools, colleges, training providers or sole providers.

AQA centre – a school, college or training provider with approval for delivering AQA’s qualifications.

AQA certificate mathematics – the AQA Level 3 Certificate Mathematical Studies specification aims to build on the knowledge, understanding and skills established in GCSE maths. It’s often taken by students who have achieved Level 4 or above at GCSE and have chosen not to take the subject at A-level but who want to continue to study maths.

AS and A-levels – following on from GCSEs, AS and A-levels usually take two years to complete during full-time study at school or college. The first year of study is known as the AS (Advanced subsidiary) level with the full qualification being the A-level (Advanced level).

Assessment policy – a set of goals, expectations or objectives linked to an assessment approach, set out in the form of a policy, documentation or guidance.

Awarding organisation – in the UK an awarding organisation or awarding body is an exam board that sets exams and awards qualifications such as GCSEs and A-levels.

Compliance – in an exams context, compliance refers to regulatory compliance or the act of conforming to a set of rules, policies, standards or laws relating to the creation and delivery of assessments.

CPD – continued (or continuing) professional development is the process of ongoing training and development. It allows teachers to carry on with learning relevant to their role and which benefits short-term objectives and longer-term career goals.

ECT – Early Career Teacher, previously known as NQT (Newly Qualified Teacher).

Entries – the numbers of students sitting particular exams.

Entry Level Certificates – also known as ELCs, are qualifications offered in England, Wales and Northern Ireland. They sit at the Entry Level of the National Qualifications Framework and are pitched at just below GCSE level.

Exams Officer – also known as Exams Manager or Exams Administrator, the Exams Officer is responsible for the efficient and effective running of the administration of all internal and external exams within a school or college, including liaising with staff, students, invigilators and exam boards, adhering to national regulations and guidelines and an annual budget.

GCSEs – short for General Certificate of Secondary Education. The GCSE is an academic qualification offered for a range of subjects in England, Wales and Northern Ireland.

Grade boundaries – the minimum mark you need to achieve a certain grade.

Invigilation/invigilator – to supervise students in an exam/the person with responsibility for supervising students during an exam.

Malpractice – any breach of regulations that apply to an exam or assessment being taken.

Moderator – a moderator is the person appointed to do ‘moderation’, which is an internal check on marking to ensure that marking criteria have been applied in a fair and consistent manner.

National centre number – a five-digit number that all schools and colleges (centres) entering candidates into exams need to have.

NEA – non-exam assessments. These measure subject-specific skills or knowledge that can’t be tested by timed written papers in an exam setting.

Post-results – a range of services offered to centres and candidates after the distribution of exam results, eg a clerical recheck or review of results.

Private candidate – also known as an external candidate, a private candidate is a person who enters an exam but is not enrolled as a student at the centre in which they sit the exam.

Qualifications – qualifications can be academic, vocational or skills-related and are grouped into levels. They show universities and employers the depth and breadth of your learning and what you're likely to be able to do as a result.

Reasonable adjustments – agreed in advance, these are changes to an exam (either to the paper itself or the conditions in which it is sat) which allow individuals with specific needs to access the exam.

Regulation – an official rule, or the act of controlling something.

Script – a candidate's answer to an exam paper.

Specifications – exam specifications describe the specific content areas of an exam and stipulate the number and proportion of items for each assessed competency.

Switching – the act of changing examination boards.

Useful links

Below are some links to websites you might find useful – either as general sources of information and support, or for support and guidance specific to maths.

DfE – [Department for Education](#).

JCQ – [Joint Council for Qualifications](#).

Ofqual – [The Office for Qualifications and Examinations Regulation](#).

Advanced maths support programme – [a DfE funded initiative, providing support for teachers and students in state-funded schools and colleges in England](#).

Association of Teachers of Mathematics – [ATM is ‘dedicated to the teaching and promotion of mathematics’](#).

Mathematical Association – [The MA was the first teachers’ subject association to be formed in England, in 1871](#).

National Centre for Excellence in the Teaching of Mathematics – [Founded in 2006 NCETM was set up to improve maths teaching in England](#).



Thanks and feedback

Thanks for reading this guide – we hope you found it useful.

Please send any thoughts, suggestions, comments or feedback to:
welcome@aqa.org.uk

We'll use these to inform or improve future versions.

We look forward to working with you.

Contact us

Tel: 0161 957 3852

Email: maths@aqa.org.uk

Visit: aqa.org.uk/subjects/mathematics

Make Assessment Count

aqa.org.uk

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