![AQA — Questions matter]

GCSE Mathematics

RESULTS SNAPSHOT

2025

June 2025 exams

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Welcome

This report provides a snapshot of June's results for GCSE Mathematics. It contains information on grade boundaries and performance by paper.

For more information on the June 2025 results, you can:

- access our free Data Insights tool, at https://www.aqa.org.uk/contact-us/secure-services/data-insights
- download the full Report on the exam from Centre Services. Go to www.aqa.org.uk/contact-us/secure-services/centre-services
- see examples of real student responses to highlight where they did well and where there's room for improvement at a 'Preparing for' event. Go to aqa.org.uk/professional-development
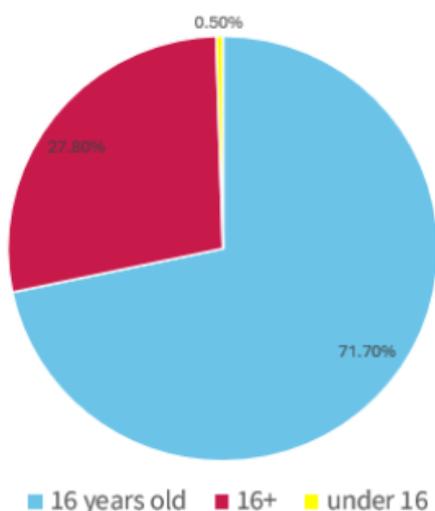
Contents

June 2025 summary

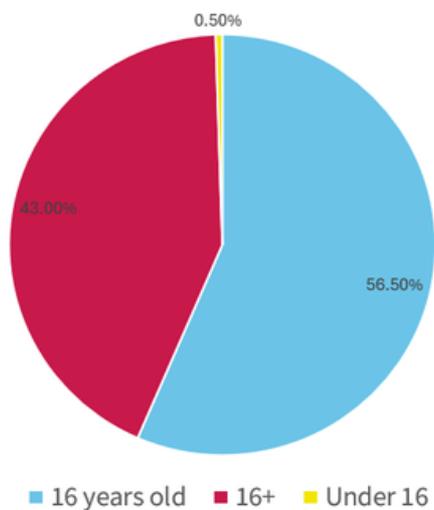For the June 2025 exams, entries decreased by around 11,900 (-5.8%) from 2024.

61.6% of entries were at Foundation tier, with 38.4% at Higher tier. This is a 1.1% increase to Higher tier from 2024.

- Overall, 71.7% of candidates were aged 16, 27.8% were 16+ and 0.5% were under 16.
- Of the 119, 526 entries at Foundation tier, 67, 578 (56.5%) were candidates aged 16, with 51,452 (43%) aged 16+.
- Of the 74,558 entries at Higher tier, 71,547 (96%) were candidates aged 16, with 2553 (3.4%) aged 16+.

Candidates' age range: Both tiers

0.50%
27.80%
71.70%

■ 16 years old   ■ 16+   ■ under 16

Candidates' age range: Foundation tier

0.50%
43.00%
56.50%

■ 16 years old   ■ 16+   ■ Under 16

Candidates' age range: Higher tier

3.40%   0.60%
96.00%

■ 16 years old   ■ 16+   ■ Under 16
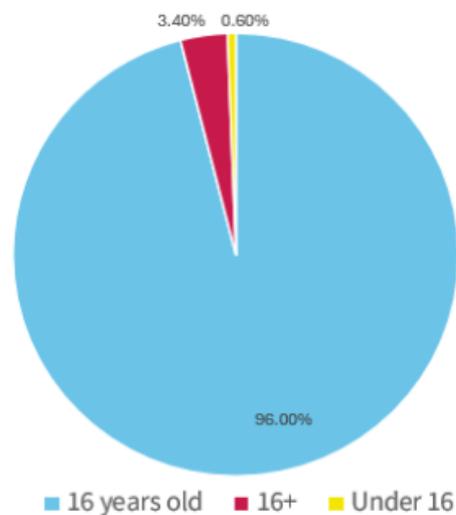
GCSE Mathematics grade boundaries

Foundation					
Series	5	4	3	2	1
S 2019	157	122	89	57	25
S 2022	172	135	101	67	33
S 2023	189	158	117	76	35
S 2024	186	157	117	77	37
S 2025	188	160	119	79	39

Higher							
Series	9	8	7	6	5	4	3
S 2019	206	171	136	105	74	43	27
S 2022	214	185	156	121	86	51	33
S 2023	214	186	158	125	92	59	42
S 2024	219	191	163	129	95	61	44
S 2025	219	191	164	130	96	63	46

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 that the statistically recommended marks are sensible for the grade. Boundary setting is overseen by Ofqual. To find out more about grade boundaries and learn how they're set, visit: **aqa.org.uk/exams-administration/results-days/grade-boundaries**

Cumulative grade statistics and GCSE exam results statistics for summer 2025 can be found on the AQA website: **aqa.org.uk/exams-administration/results-days/results-statistics**

Entry profile insights

Aged 16

Age	Entry	%
Total	139,125	71.7%
Foundation	67,578	48.6%
Higher	71,547	51.4%

Foundation

Age	Entry	%
Total	119,525	61.6%
Under 16	495	0.5%
Aged 16	67,578	56.5%
Aged 16+	51,452	43.0%

Aged 16+

Age	Entry	%
Total	54,005	27.8%
Foundation	51,452	95.3%
Higher	2,553	4.7%

Higher

Age	Entry	%
Total	74,560	38.4%
Under 16	550	0.6%
Aged 16	71,547	96.0%
Aged 16+	2,553	3.4%

Insights from Paper 1F

Areas where students did well

Question 2:

2   Here is a card from a game.

	13		32
8		27	
	15		36

2   (a)   Write down the number **from the card** that is a multiple of 5

[1 mark]

Almost all candidates (99.1%) achieved full marks on this question, as would be expected at the start of the paper.

This is only a snapshot. To learn more about every question for the summer 2025 series, download the full Report on the exam from Centre Services via your MyAQA account.
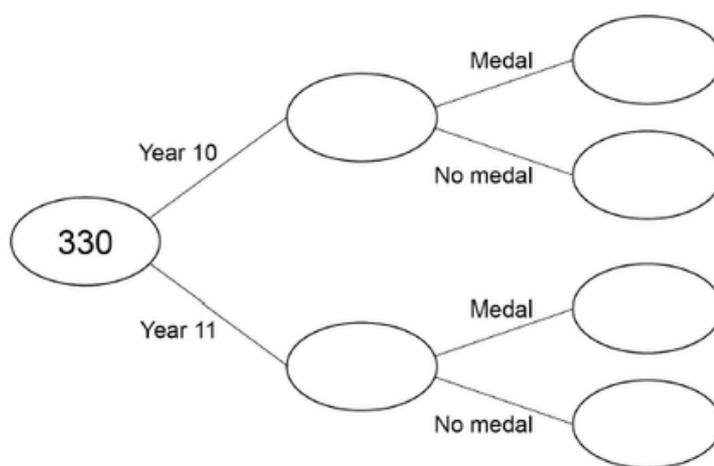
Question 22:

22　　330 students from Year 10 and Year 11 take part in a competition.

- number of students in Year 10 : number of students in Year 11 = 1 : 2
- 125 students win a medal.
- 73 of the students who win a medal are in Year 11

Complete the frequency tree.

[4 marks]

Given its position in the paper, this question was well attempted by most candidates, with 70% of students gaining at least half the marks available, and 45% gaining full marks. Where students made mistakes, the most common was to divide the 330 by 2 (two branches) and work with 165 on each branch. Students generally had 52 and 73 in the correct positions, and the mark scheme then allowed students to go on to score follow-on marks from these values.

Areas where students did less well

Question 5:

5   A number is divided by 8

The answer is 43 remainder 5

Work out the number.

[3 marks]

Only a third of students gained any marks on this question, which is disappointing so early in the paper. This tended to be for attempting to multiply 43 by 8; often students did then not know what to do with the remainder 5. Common errors included multiplying the 8 by 48 (adding the 5 to the 43) or multiplying 8 by 43.5 (treating the 5 as 0.5 and adding to 43).

Question 26:

26

$(x + 2)$ cm

Not drawn accurately

$(x - 5)$ cm
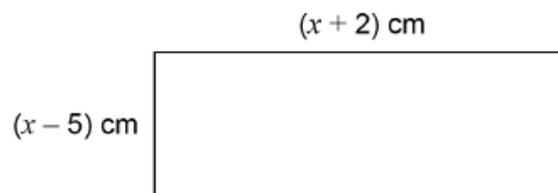
The area of the rectangle is $120 \, \text{cm}^2$

Work out the value of x.

[4 marks]

This was the question with the lowest facility on the paper (12.9%), which is to be expected for the final question. Although students did gain marks for multiplying the two expressions together, beyond this, candidates generally struggled with an algebraic approach. A common, successful approach was to consider the factors of 120 and solve numerically. Some students unsuccessfully attempted trial and error, and some misinterpreted the question as involving perimeter.

Insights from Paper 2F

Areas where students did well

Question 1(a):

1 (a) Solve $w + 8 = 19$

[1 mark]

95.6% of students answered this question correctly. Embedded answers were allowed.

Question 22:

22 A group of adults and students go to a theme park.

Here are the prices.

Adult	£24.50
Student	£16.25

One adult free with every 5 students

In the group there are 48 students.

The total price for the group is £927

How many adults are in the group?

[4 marks]

85% of students gained marks on this question, with over a third of candidates achieving full marks. Most students found the correct amount for students, then correctly subtracted from 927. Common errors included dividing by the cost per student rather than per adult, and rounding 48 ÷ 5 up to 10 rather than down to 9.

Areas where students did less well

Question 4(d):

4 (d)   Simplify $d \div d$

[1 mark]

Only 14.4% of candidates answered this question correctly, which is disappointing at this point of the paper, particularly since question 1 on algebra was a highlight of the paper, and parts a – c on this question had a facility of about 80%. Students failed to recognise that 'anything divided by itself is 1', with common responses being 0 or d.

Question 23(b):

23 (b)   A different fence panel measures 2 metres to the nearest 10 cm
Kim says that the total length of **three** of these fence panels must be less than 6.2 m

Show that Kim is correct.

[2 marks]

This was the question with the lowest facility on the paper, with fewer than 3% of candidates getting both available marks. Students struggled with rounding to the nearest 10, with the upper bound of 204 often being used. When 205cm was correctly used, some students forgot to convert back to metres. Most students simply multiplied 2 by 3 for no marks.

For extra guidance on questions like this, visit AQA's GCSE Maths planning resources and look for our comprehensive Focus on Success AO2 Exam questions teaching pack.

Insights from Paper 3F

Question 3(a):

3 (a) Jodie makes a sandwich using one type of bread and one filling.

Bread	Filling
White (W) or Brown (B)	Cheese (C) or Ham (H) or Tuna (T)

Complete the table of the 6 possible sandwiches they could make.

One has been done for you.

[2 marks]

This question had the highest facility on the paper, with over 98% of candidates getting at least 1 mark. Where students lost marks, they tended to list combinations with more than one filling.
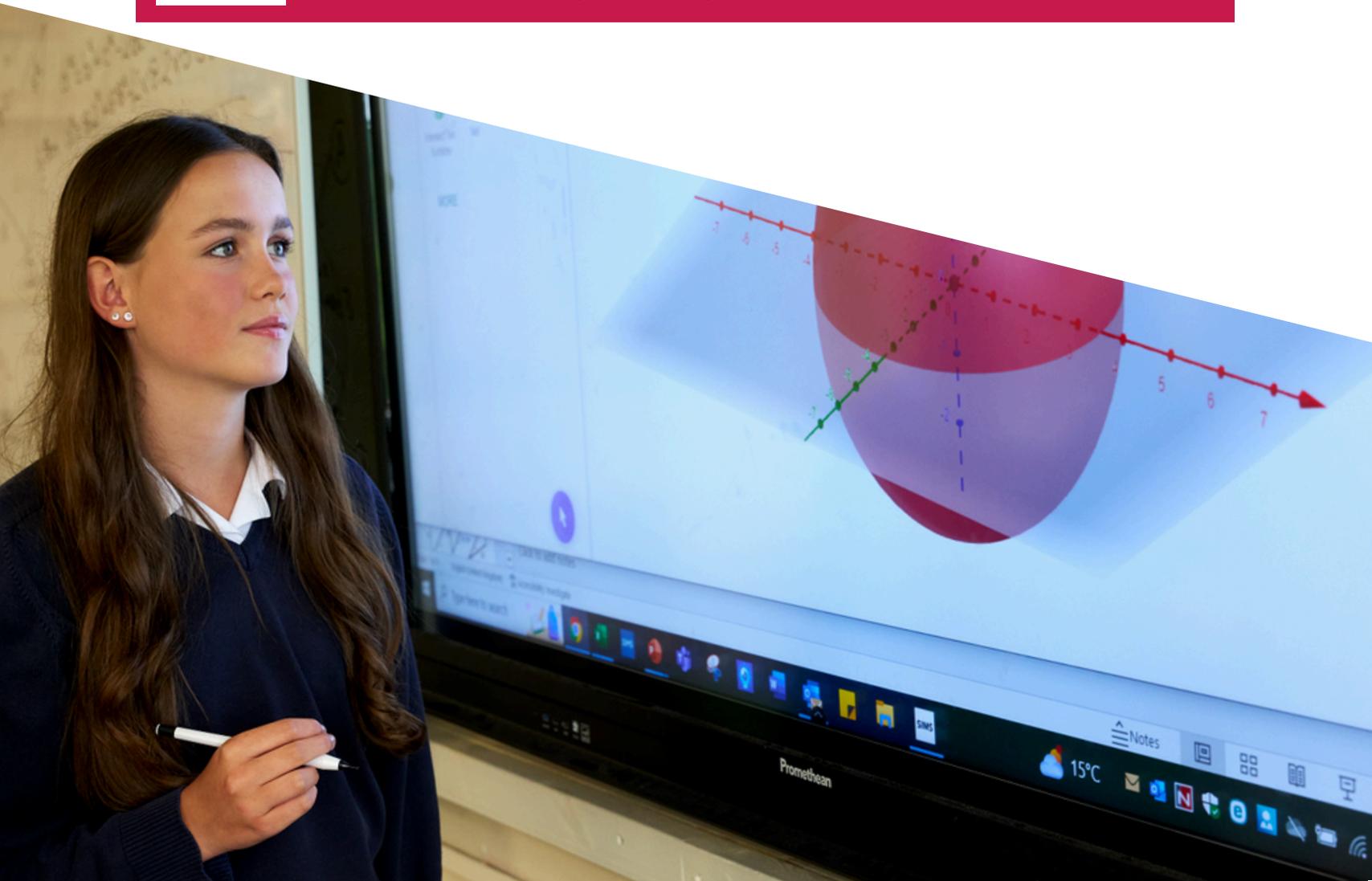
Question 11:

11   Paul buys plates for his cafe.
      The cafe has 20 tables.
      He buys 6 plates for each table plus an extra 70% for spares.

      Work out how many plates Paul buys in **total**.

                                                                    [3 marks]

This was a well-answered question for this stage of the paper, with almost 90% of students gaining some marks on this question, most commonly for 6 × 20 = 120, then adding 70% of 120 (even if this was incorrect). Some students correctly calculated 84 but did not always add this to 120. 70% was generally found by a 'break down' method rather than the use of multipliers. Some students found 70% of 20 rather than 120.
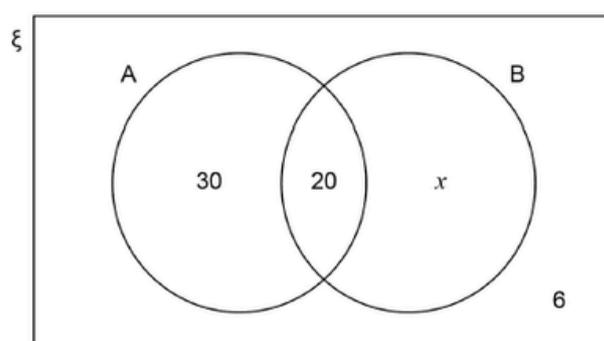
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Areas where students did less well

Question 22:

22   The Venn diagram shows some of the **numbers** of items in each set.

$P(A) = \dfrac{1}{2}$

Work out the value of x.

[2 marks]

The most common mistake on this question was to multiply 30 by 2, taking (A) to be 30 rather than 50. Taking the universal set to be 60, led to an answer of x = 4.

Question 24(a):

24 (a)   Write down the equation of a straight line parallel to $y - 2x = 9$

[1 mark]

This was the lowest facility question on the paper, with only 8.71% of students achieving the mark, and almost 29% of candidates not attempting it. Some students were able to rearrange to the form y=mx+c, but as it was a 1 mark question this could not be credited. Other students found equivalent equations by multiplying both sides or changed the gradient e.g. y – 3x = 9.
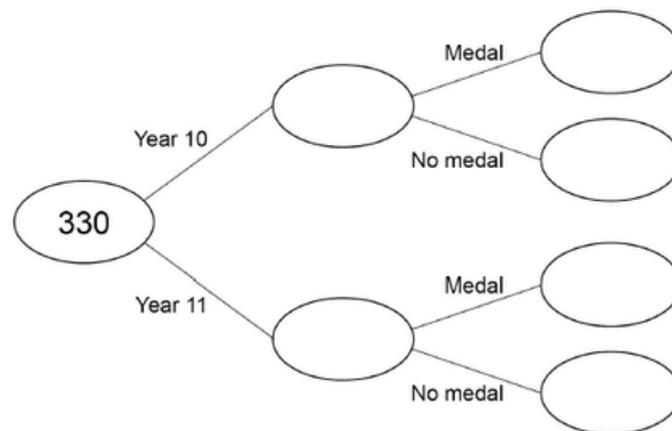
Insights from Paper 1H

Areas where students did well

Question 7:

7   330 students from Year 10 and Year 11 take part in a competition.

- number of students in Year 10 : number of students in Year 11 = 1 : 2

- 125 students win a medal.

- 73 of the students who win a medal are in Year 11

Complete the frequency tree.

[4 marks]

This was well attempted at Higher tier as well as Foundation. On this paper it had a 94% facility, making it the best-answered question. 83% of students scored full marks, with fewer common errors compared to Foundation candidates. Marks were lost for arithmetic errors such as 47 instead of 147 for the bottom right oval.
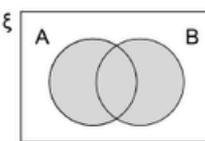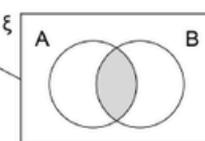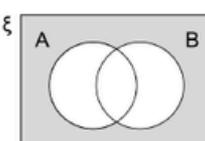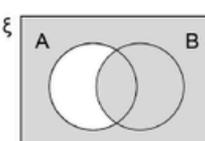
Question 16:

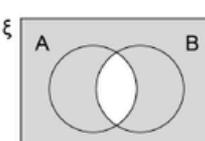**16** A and B are two events.

Match each box on the left to the correct **shaded** area on the Venn diagrams.

One has been done for you.

[3 marks]

This is an interesting variation of a matching question, as there are more options on the right than the left. Over 99% of candidates gained some marks, with almost 60% achieving full marks. The main error was misunderstanding the complement notation, and linking the bottom box to the bottom Venn diagram.

Areas where students did less well

Question 4:

4   Here are 11 numbers.

2	8	10	12	12	14	19	23	26	31	33

Work out the inter-quartile range.

[2 marks]

Considering the position in the paper, we would expect to see higher than the 48% facility achieved on this question. Students may have been thrown by seeing this question out of context. There were a variety of common mistakes, including calculating the range (33-2). Some students recognised how to find quartiles, but misapplied formula.

Question 19(b):

19 (b) $\sqrt{125} = 5^n$

Work out the value of n.

[2 marks]

This was the question with the lowest facility on the paper, just under 25%. The most common answer was 3, with students either missing or getting confused by the square root sign. That was awarded 1 mark.

In Assessment resources at **AQA | Mathematics | GCSE | GCSE Mathematics** find practice papers, mark schemes and further guidance.

Insights from Paper 2H

Areas where students did well

Question 6:

6   Circle the expression which is a factor of $3x + 15$

[1 mark]

$3x$ $x + 12$ $x + 5$ $x + 15$

This was the best answered question on 2H, with a facility of almost 95%. Students clearly understood how to factorise and were not misled by the alternative choices.
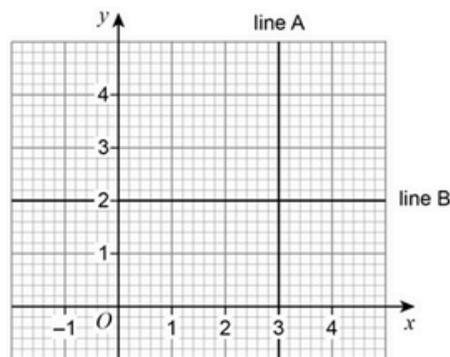
Question 13:

13   Emma and Chan each drive 154 miles from A to B.

Emma drives the whole way at an average speed of 56 miles per hour.

Chan drives

85 miles at an average speed of 50 miles per hour

and then

the rest of the way at an average speed of 60 miles per hour.

Who takes **less** time, Emma or Chan?

Show working to support your answer.

[4 marks]

This question was very well answered, particularly for a wordier question with several steps. Over three quarters of candidates achieved full marks. There were still some errors converting units of time, e.g. 1.15 hours = 1 hour 15 minutes. Almost all students who gained the method marks made a correct decision to gain the final mark too.

Areas where students did less well

Question 2:

2   Here are lines A and B.

Complete these statements.

[2 marks]

The **equation** of line A is _____

The **gradient** of line B is _____

80% of students gained at least 1 mark on this question, mostly for correctly identifying the equation of line A. Only 30% achieved 2 marks; this was mostly because misreading or misunderstandings led to responses of y = 2 for the gradient of line B. For the second question on the paper, it's unusual that 20% of students were not awarded any marks.

Question 25:

25    $f(x) = ax + b$ and $g(x) = \dfrac{x+b}{a}$ where a and b are positive integers.

Prove that $fg(x) - af^{-1}(x)$ is always a multiple of 3

[4 marks]

As expected for the final question, students found this challenging, with 19% not attempting it, and a further 25% being awarded 0 marks. Students generally coped better with finding the composite function than the inverse function. Sign errors and poor presentation were also common issues.

Insights from Paper 3H

Areas where students did well

Question 1:

1   Convert 8.25 pounds into kilograms.

Use   2.2 pounds = 1 kilogram

[2 marks]

95% of students achieved full marks on this question, although there were some instances where candidates mixed up their units. There was a lack of fluency with conversions for some candidates, and they chose to use a build-up method.

Question 17:

17

119°

Not drawn accurately

6.3 cm

31°

x
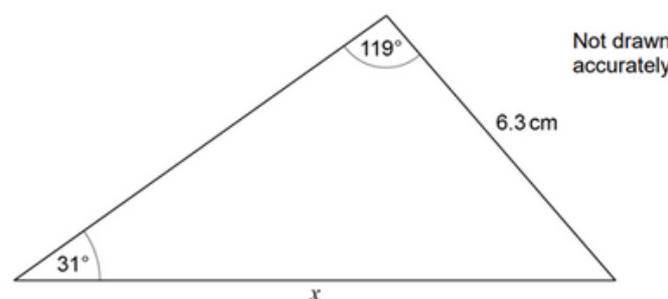
Use the sine rule to work out x.

[2 marks]

Almost 80% of students gained full marks on this question, which is high for this stage in the paper, and fewer than 1% did not attempt it. Directing students to use the sine rule clearly helped them to achieve on this question. Errors included calculators being in the wrong mode; incorrectly rearranging the sine rule for x; premature rounding of 12.232 to give an answer outside the acceptable range; and miscopying of 6.3 as 63.

Areas where students did less well

Question 16:

16   x is a **positive even number**.

$y = (x - 3)(x - 5)(x + 6)$

Without expanding brackets,
explain why there is only one value of x for which y is **negative**.

[3 marks]

Only 5% of students gained full marks on this question, while 62% got 0 marks for their attempts. A further 12% of candidates did not attempt it. The most successful attempts involved substituting 2, 4 and 6 into the equation with correct evaluations seen. Less successful methods involved consideration of positive and negative numbers. Common errors included expanding brackets, evaluating incorrectly, and addition of brackets.

Question 20 (b):

20 (b)   A sequence has nth term $3n^2 + 5n + 2$

Are any of the terms in the sequence a prime number?
Tick a box.

Yes ☐   No ☐

Give a reason for your answer.

[1 mark]

Fewer than 7% of students gave an appropriate reason for the sequence not including any prime numbers. Some recognised that the sequence would only consist of even numbers, but did not expand to refer to 2 not being in the sequence. Common errors included stating facts about prime numbers that were not relevant to the question or were incorrect. Almost no students referred to the factorised form of the quadratic from part (a) in their reason.

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