

Congratulations to all those students who achieved AS and A levels in Mathematics and Further Mathematics qualifications this summer, and to those who achieved Core Maths qualifications. Congratulations also to their teachers.

This summer's results include the first awards of the new A level mathematics qualifications, which were available for schools to teach from September 2017, although the overwhelming majority of grades awarded this summer will be for year 13 students taking the previous version of the qualification. Ofqual has worked with awarding bodies to ensure that this summer's small cohort of new A level maths students has not been unfairly disadvantaged by being the first to sit the new qualifications. These students have been entered at the end of their year 12 and most will also be studying Further Maths, so it is to be expected that their results are skewed towards the top grades.

Core Maths is a post-16 level 3 qualification taken alongside A levels, or other level 3 qualifications, for students intending to follow less mathematical pathways in employment/higher education. It aims to develop students' mathematical thinking skills, equipping them to use maths effectively in their future life, work and studies. It focuses on applying mathematics and statistics to solve problems in authentic scenarios. Quantitative skills are vital for all citizens, enabling them to participate fully in our democracy and strengthen our economy. Students who have gained at least grade 4 in GCSE Mathematics, and who are not intending to take AS or A level Mathematics would benefit from choosing to study Core Maths.

MEI was awarded the government contract to manage the [Advanced Mathematics Support Programme](#) (AMSP), which started on 1 May 2018. This programme will run for two years initially. The AMSP supports the teaching and learning of AS/A level Mathematics, AS/A level Further Mathematics and Core Maths in all state-funded schools and colleges in England, building from the successful work of the Further Maths Support Programme and Core Maths Support Programme. The AMSP offers additional support for schools and colleges in Priority Areas - the twelve government Opportunity Areas and other areas of low participation.

To further support increased participation in level 3 mathematics, the [advanced maths premium](#) can provide additional funding to schools and colleges, helping them to improve opportunity and choice for more students to take Maths and Further Maths at A or AS level, or to study Core Maths.

The support for growth in participation in level 3 mathematics is excellent news. It reflects an increasing awareness of the value, supported by [research evidence](#), of Core Maths and the mathematics A levels as a passport to success in higher education and employment across a wide range of subjects.

The [FFT Education Datalab dedicated microsite](#) has just been launched, giving national trends in A level and GCSE results in England, Wales and Northern Ireland from 2014 to 2018 (2018 data is to be added on the respective results days). The data has been sourced from the Joint Council for Qualifications. The Nuffield Foundation has provided funding for the development of the site.

MEI staff have collated and analysed the following level 3 mathematics examination data.

Core Maths Results 2018

June 2018

Total entries 6849

GRADE	A	B	C	D	E	U	TOT
Number attaining this grade	1041	1255	1362	1222	885	1084	6849
Percentage attaining this grade	15.20	18.32	19.89	17.84	12.92	15.83	100
Cumulative percentage	15.20	33.52	53.41	71.25	84.17	100.00	

Notes

1. These results have been put together from separate exam board results as published on 16 August 2018 and do not take account of any future amendments to results.
2. The numbers have been calculated from rounded percentages from the exam boards and then used to calculate percentages at each grade. There are likely to be some rounding errors so the final digit in each number may not be accurate.

Compared with 2017:

For comparison, the June 2017 results are given below, calculated in the same way as above.

Total entries 5376

GRADE	A	B	C	D	E	U	TOT
Number attaining this grade	656	890	1150	1008	789	883	5376
Percentage attaining this grade	12.20	16.56	21.39	18.75	14.68	16.42	100
Cumulative percentage	12.20	28.76	50.15	68.90	83.58	100.00	

Core Maths entrants by gender

	% of entries (female)	% of entries (male)
2017	41.2	58.8
2018	42.9	57.1

Stella Dudzic, who leads MEI's Curriculum and Resources strand, commented:

"It is very encouraging to see the continuing growth in entries and passes for Core Maths qualifications. Students who have studied for Core Maths qualifications have gained valuable skills for understanding the quantitative aspects of their future studies, work and lives. Our congratulations to students and their teachers.

"We hope that the support for schools and colleges from the Advanced Maths Support Programme, together with the additional funding available through the Advanced Maths Premium, will enable Core Maths to become fully established as a key post-16 qualification for students not taking AS/A level Mathematics."

AS/A Level Mathematics and Further Mathematics Results 2018

June 2018

Compared with 2017:

UK

- A level Mathematics numbers are up from 95244 to 97627, an increase of 2.5%.
 - A level Further Mathematics numbers are down from 16172 to 16157, a decrease of 0.1%.
 - Total entries for A levels decreased from 828355 to 811776, a decrease of 2.0%.
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- AS level Mathematics numbers are down from 160450 to 81051, a decrease of 49.5%.
 - AS level Further Mathematics numbers are down from 27980 to 18426, a decrease of 34.1%.
 - Total entries for AS levels decreased from 728039 to 346126, a decrease of 52.5%.
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- A level Mathematics entries as a proportion of the total A level entries increased from 11.5% to 12.0%.
 - AS level Mathematics entries as a proportion of the total AS level entries increased from 22.0% to 23.4%.
 - A level Further Mathematics entries as a proportion of the total A level entries remained at 2.0%.
 - AS level Further Mathematics entries as a proportion of the total AS level entries increased from 3.8% to 5.3%.

AS/A level Mathematics and Further Mathematics entrants by gender

	AS Mathematics			A level Mathematics		
	Total entries	% entries (female)	% entries (male)	Total entries	% entries (female)	% entries (male)
2017	160450	39.5	60.5	95244	39.1	60.9
2018	81051	38.9	61.1	97627	39.3	60.7
	Further Mathematics			A level Further Mathematics		
	Total entries	% entries (female)	% entries (male)	Total entries	% entries (female)	% entries (male)
2017	27980	29.5	70.5	16172	27.5	72.5
2018	18426	29.9	70.1	16157	28.3	71.7

Kevin Lord, Programme Leader of the Advanced Mathematics Support Programme, commented:

“A level Mathematics has yet again seen an increase in entries in 2018 compared with 2017 and A level Further Mathematics has virtually the same number of entries this year as last year. This is despite an overall reduction of 2% in the total number of A levels taken across all subjects. Entries for Mathematics and Further Mathematics by female students both increased by 3%. Entries for the Core Maths qualifications have risen by 27% since 2017 to over 6800 students. At a time when there have been so many changes in the curriculum and post-16 funding, it is excellent news that the popularity of mathematics with 16-19 students, particularly with girls, continues to grow.”

“Over the last two years there has been a dramatic fall in the total number of entries for AS level subjects and the new AS level specifications for mathematics which had their first sitting this summer also saw a decrease in entries. However the proportion of all AS entries that were for Mathematics or Further Mathematics increased (from 22.0% to 23.4% and from 3.8% to 5.3% respectively). The mathematics AS levels are very useful qualifications in their own right, particularly for students wishing to pursue STEM subjects in higher education and employment.”

*“By offering Core Maths and AS/A levels in Mathematics and Further Mathematics, schools and colleges can provide suitable pathways for **all** post-16 students with a grade 4 or above in GCSE Maths to develop the mathematical skills and knowledge they will need for further study or employment, whatever their future aspirations.*”

“The Advanced Mathematics Support Programme (AMSP) congratulates all students who have successfully completed their studies of AS and A level Mathematics and Further Mathematics and Core Maths this summer. Further congratulations are also in order for the hard-working teachers, who have supported these students during their courses.”

Charlie Stripp

MEI Chief Executive and Director of the NCETM



Notes to editors

1. [MEI](#) is an independent charity committed to improving mathematics education and is also an independent UK curriculum development body.
2. MEI is a major provider of professional development for mathematics teachers and manages the [National Centre for Excellence in the Teaching of Mathematics](#) (NCETM) in consortium with [Tribal Education](#).
3. [Charlie Stripp](#) has been Chief Executive of MEI since 2010; since March 2013 he has also been Director of the NCETM.
4. The [Advanced Mathematics Support Programme](#) (AMSP) is a government-funded initiative, supported by the Department for Education and is managed by MEI with support from Tribal Education. It follows on from the very successful 'Further Mathematics Programme', providing support for students and teachers for AS and A level Mathematics and Further Mathematics, and in addition providing support for Core Maths.
5. [Core Maths qualifications](#) are designed for students who have achieved a standard pass (grade 4 or above) in GCSE Mathematics, but who do not intend to take AS/A level Mathematics. They enable learners to strengthen and develop the mathematical knowledge and skills they have learnt at GCSE so that they can apply them to the problems that they will encounter in their other level 3 courses, further study, life and employment.