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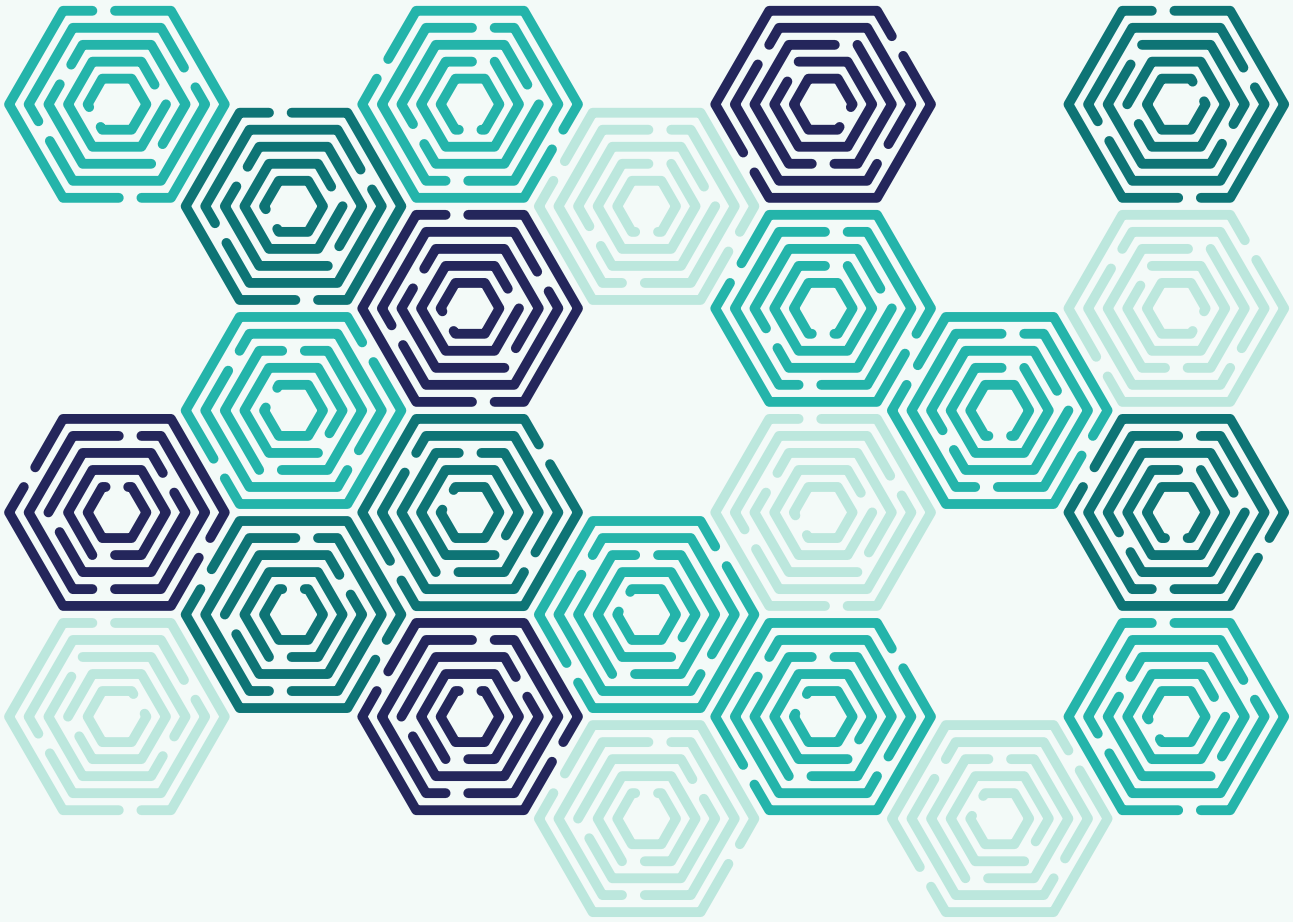

GCSE AND SCOTTISH NATIONAL 5 RESULTS

August 2025

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GCSE Results 2025

Introduction

2025 is the second year that all nations (England, Wales and Northern Ireland) have returned to pre-pandemic conditions for GCSE grading making direct comparisons with 2024 possible. Caution should still be exercised when comparing 2025 results to previous years, especially 2021 which were based on teacher assessed grading. Most of the young people who sat GCSEs in 2025 moved from primary to secondary school in 2020, with the covid pandemic continuing to disrupt education. The data released on results day is followed by more detail later in the year, including demographics beyond gender.

Overall GCSE entries have decreased by 0.4% since 2024. Year 11 entries decreased by 1.4%, against a decrease in the population size of 16-year-olds of 0.3%. 2025 saw a higher number of resits, up 12.1% since 2024. This particularly impacts mathematics and English language, as mandatory subjects for many further qualifications and jobs.

GCSEs are completed across England, Northern Ireland and Wales. In Scotland the equivalent is National 5s, which are covered later in this document.

Results for level 1 and 2 vocational and technical qualifications were also released. However, due to the way the data is published it is not possible to do the analysis we would like on the engineering and technology-related courses at this time. The data is released in more detail to allow for that later in the year.

Subject entries

STEM subject entries as a proportion of all entries

	Teacher assessed	Examinations	Examinations	Examinations	Examinations
Subject	**2021**	**2022**	**2023**	**2024**	**2025**
Biology	3.2	3.3	3.2	3.2	3.0
Chemistry	3	3.1	3.1	3	2.8
Computing	1.4	1.4	1.5	1.5	1.5
Construction	0	0	0	0	0.0
Design & Technology	1.6	1.5	1.5	1.4	1.4
Digital Technology*	-	-	0.1	0.1	0.1
Economics	0.1	0.1	0.1	0.1	0.1
Engineering	0	0	0	0	0.0
Mathematics	14.1	13.7	13.9	14.2	14.5
Mathematics (Additional)	0.1	0.1	0.1	0.1	0.1
Mathematics: Numeracy	0.6	0.49	0.4	0.4	0.4
Other Sciences	0.1	0.1	0.1	0.1	0.1
Other Technology	0	0	0	0	0.0
Physics	3	3.1	3.1	3	2.8
Science	0.1	0.1	0.1	0.1	0.1
Science: Double Award*	15.6	15.8	15.8	15.9	16.1
Statistics	0.3	0.4	0.4	0.5	0.6

*Digital technology was not included in the data published by JCQ in previous years
* Science: Double Award counts for 2 entries per student

- Entries to STEM subjects have remained relatively stable.
- Core subjects of Science: double award (16.1%) and Mathematics (14.5%) remain the highest entered due to both being compulsory subjects.
- Science double award has increased its proportion of entries since 2019 (15.1% to 16.5%). In comparison entries to triple science subjects (biology, chemistry and physics) have each declined by around 6% between 2024 and 2025.
- This perhaps indicates a further shift in schools away from triple science to science double award.

STEM subjects entries changes 2024 to 2025

Subject	2024	2025	% Change
Biology	194,925	183,539	-5.8
Chemistry	185,274	174,088	-6.0
Computing	95,841	91,619	-4.4
Construction	1,463	1,484	+1.4
Design & Technology	88,607	86,307	-2.6
Digital Technology	8,527	6,992	-18.0
Economics	8,093	7,608	-6.0
Engineering	3,018	2,476	-18.0
Mathematics	878,165	893,198	+1.7
Mathematics (Additional)	4,549	4,463	-1.9
Mathematics: Numeracy	25,355	23,772	-6.2
Other Sciences	3,518	3,346	-4.9
Other Technology	1,036	1,073	+3.6
Physics	185,035	173,227	-6.4
Science	8,746	8,717	-0.3
Science: Double Award*	980,786	989,264	+0.9
Statistics	31,844	34,879	+9.5

* Science: Double Award counts for 2 entries per student

- Entries have increased in 5 of the 17 STEM subjects.
- The largest increases were in statistics (+9.5%), other technology (+3.6%) and mathematics (+1.7%).
- For the second year in a row, statistics had the largest percentage increase of all GCSE subjects.
- Large decreases have occurred in digital technology (-18%) and engineering (-18%), physics has seen the third largest decrease at (-6.4%). it's important to note for digital technology and engineering the number of entries are small so small difference can have an impact on percentage change.
- The decrease in physics should also be seen in the wider context of a decrease in triple science and increased entries to science: double award.

Subject results

Results of GCSEs in England are graded on a numerical scale from 9 to 1, with grades 7 and above broadly equivalent to A and A* under the previous system, while a grade 4 is broadly in line with a C and deemed a standard pass. Wales and Northen Ireland retain the alphabetical system with A* the top grade awarded.

7/A and above in STEM sSubjects

	Teacher assessed	Examinations	Examinations	Examinations	Examinations
Subject	**2021 (%)**	**2022 (%)**	**2023 (%)**	**2024 (%)**	**2025 (%)**
Biology	56	50	42.4	42.2	43.5
Chemistry	54.9	50	44	44.9	46.1
Computing	39.4	34.1	24.6	28.3	29.6
Construction	38.6	34.8	29.4	26.2	30.2
Design & Technology	30.2	26.8	21.1	22.3	22.9
Digital Technology*	-	-	28	24.2	27.7
Economics	52.8	43.5	32.3	32	33.1
Engineering	29.7	23.6	15.8	15	18.2
Mathematics	21	20.1	17.5	16.9	16.6
Mathematics (Additional)	67.5	67.4	64.1	58.3	59.6
Mathematics: Numeracy	22.6	18.7	16.6	13	13.6
Other Sciences	55.9	50.6	38.6	37.9	43.7
Other Technology	12.2	11.8	10.2	7.2	8.4
Physics	55.6	50.6	43.4	44.2	45.2
Science	8.3	8.5	7.6	4.6	5.8
Science: Double Award	12.7	10.7	8.9	9.1	9.3
Statistics	32.7	28	20.5	20	21.0

*Digital technology was not included in the data published by JCQ in previous years

- There have been increases in 16 of 17 STEM subjects for the proportion of students attaining 7/A or above between 2024 and 2025.
- Subjects with the highest increases between 2024 and 2025 are other sciences (+5.8%p), construction (+4%p) and digital technology (+3.5%p)
- Only mathematics (-0.3%p) saw a very small decrease between 2024 and 2025.

4/C and above in STEM Subjects

	Teacher assessed	Examinations	Examinations	Examinations	Examinations
Subject	**2021 (%)**	**2022 (%)**	**2023 (%)**	**2024 (%)**	**2025 (%)**
Biology	94.2	92	89.6	89.3	89.3
Chemistry	94.4	93	89.8	90.5	91.0
Computing	82.5	75.3	64.8	68.4	68.8
Construction	89.7	87.9	81.5	76.3	78.5
Design & Technology	77.2	72	65.6	66.2	66.6
Digital Technology*	-	-	70.4	65.8	67.4
Economics	92.5	87	80.3	80.7	81.4
Engineering	79.1	71.3	57.4	55.2	58.0
Mathematics	69.4	65	61.1	59.5	58.9
Mathematics (Additional)	98	97.8	96	94.7	94.9
Mathematics: Numeracy	65.3	59.6	55.4	52.3	52.2
Other Sciences	90.4	86.7	80.4	76.8	78.1
Other Technology	76.2	74.5	66.7	58.1	58.5
Physics	95.3	93.8	90.2	90.3	90.6
Science	68.2	68	61.5	56.9	57.8
Science: Double Award	65.1	60.9	57.1	57.3	57.6
Statistics	81.1	77.8	71	70.3	70.7

*Digital technology was not included in the data published by JCQ in previous years

- There have been increases in 15 of 17 STEM subjects for the proportion of students attaining a 4/C or above between 2024 and 2025.
- The largest increases were in engineering (+6.2%p), construction (+4.4%p) and digital technology (+3.5%p).
- Small drops have been in mathematics (-1.2%p) and mathematics: numeracy (-0.2%p)

STEM vs. non-STEM subjects – 7/A and above

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)
STEM	26.7	24.2	20.5	20.4	20.3
Non-STEM	30.6	27.9	23.2	22.9	23.2
All Subjects	28.9	26.3	22	21.8	21.9

- A fifth of STEM subject entries resulted in a 7/A grade or above being awarded, lower than for non-STEM subjects, a trend seen consistently since 2019.
- The proportion of grade 7/A and above in STEM subjects is marginally down on 2024 (-0.1%p). Non-STEM subjects increased marginally between 2024 and 2025.

STEM vs. non-STEM subjects – 4/C and above

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)
STEM	74.2	70.5	66.4	65.8	65.5
Non-STEM	79.3	75.4	69.7	69	68.8
All Subjects	77.1	73.2	68.2	67.6	67.4

- Around two thirds of STEM subject entries in 2024 resulted in a 4/C grade or above being awarded, lower than for non-STEM subjects, a trend seen consistently since 2019.
- There were slight decreases in the proportion of 4/C grades in all subjects between 2024 and 2025. The decreases in STEM subjects were marginally higher than for Non-STEM subjects (-0.4%p vs. -0.1%p).

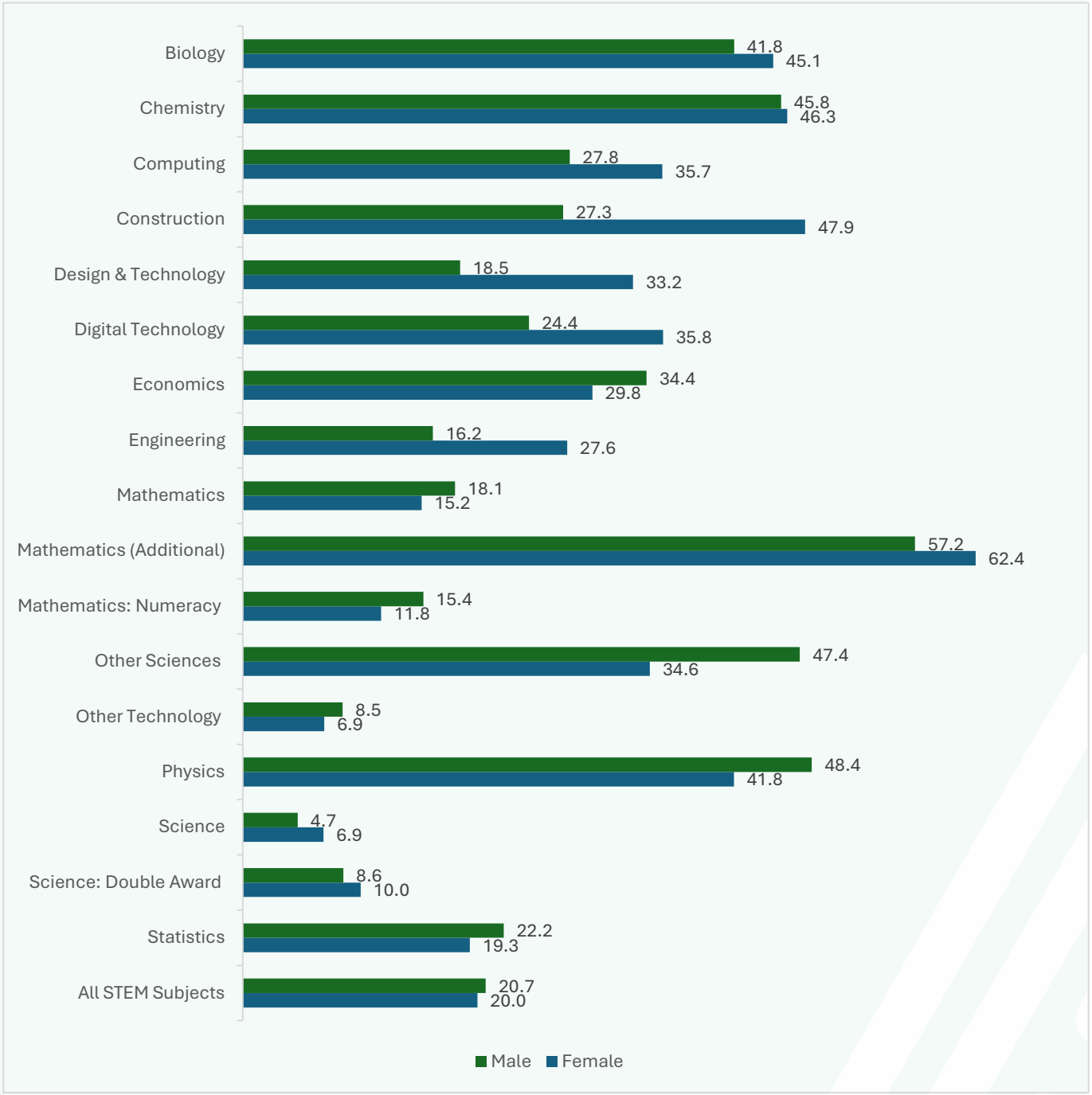
Gender

Entries by Gender

Subject	Total entries	Female entries	% Female	Male entries	% Male
Biology	183,539	90,336	49.2	93,203	50.8
Chemistry	174,088	84,916	48.8	89,172	51.2
Computing	91,619	20,708	22.6	70,911	77.4
Construction	1,484	211	14.2	1,273	85.8
Design & Technology	86,307	26,033	30.2	60,274	69.8
Digital Technology	6,992	2,043	29.2	4,949	70.8
Economics	7,608	2,144	28.2	5,464	71.8
Engineering	2,476	431	17.4	2,045	82.6
Mathematics	893,198	446,786	50.0	446,412	50.0
Mathematics (Additional)	4,463	2,055	46.0	2,408	54.0
Mathematics: Numeracy	23,772	11,980	50.4	11,792	49.6
Other Sciences	3,346	967	28.9	2,379	71.1
Other Technology	1,073	72	6.7	1,001	93.3
Physics	173,227	83,566	48.2	89,661	51.8
Science	8,717	4,274	49.0	4,443	51.0
Science: Double Award	989,264	491,370	49.7	497,894	50.3
Statistics	34,879	15,021	43.1	19,858	56.9
STEM subjects	2,686,052	1,282,913	47.8	1,403,139	52.2

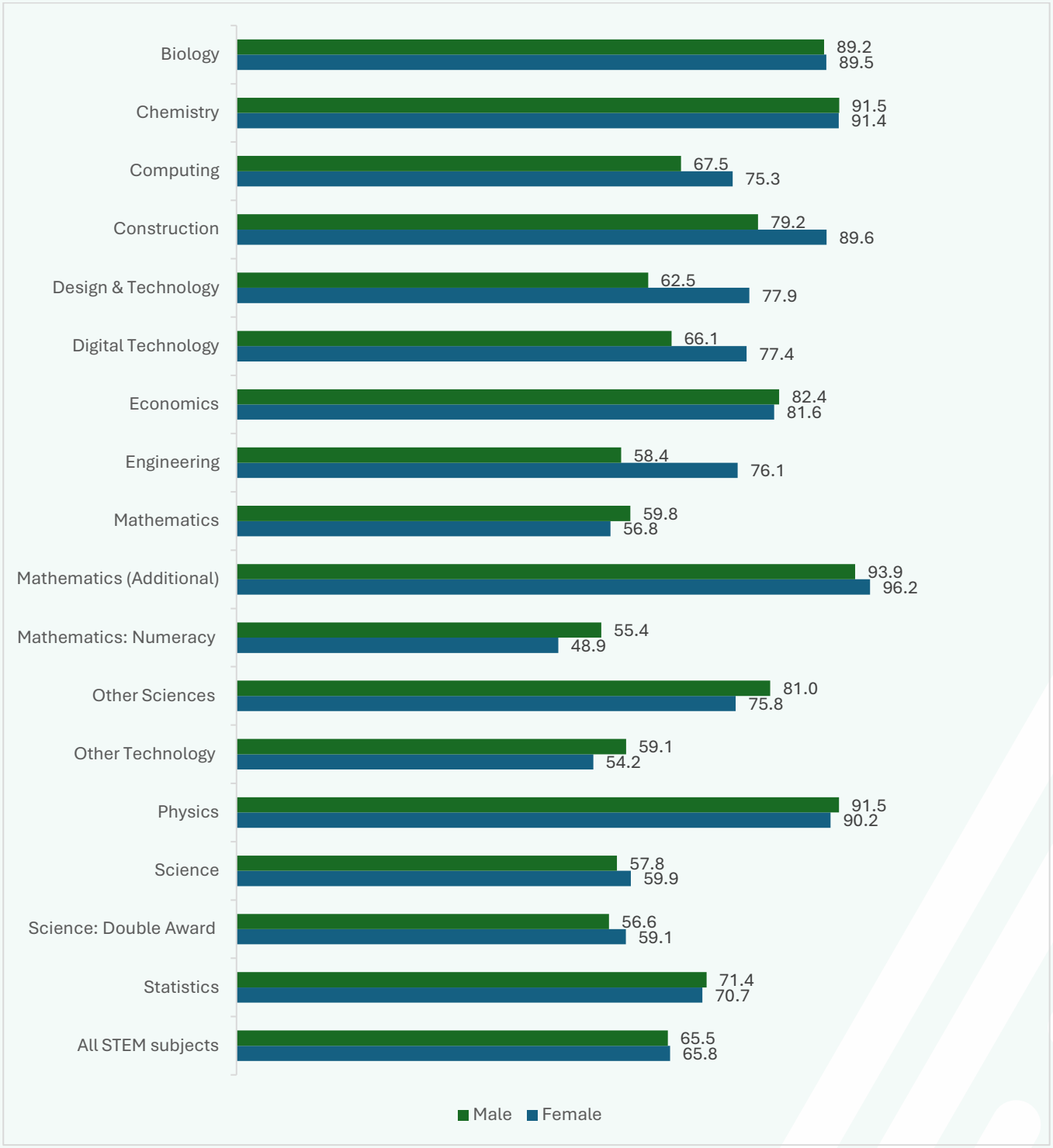
- Male students outnumber female students in 15 of the 17 STEM subjects in 2024.
- As expected, for some of the compulsory subjects the gender split is a lot less defined, with only marginal difference in science and mathematics qualifications.
- The largest male to female split is in other technology (93.3% vs. 6.7%), construction (85.8% vs. 14.2%) and engineering (82.6% vs. 17.4%).

Grades 7/A and above in STEM subjects by gender



- Female students outperform male students in 10 of the 17 STEM subjects for the proportion attaining a grade 7/A or above in 2025.
- Female students outperform male students most in construction (20.6%p), design & technology (14.7%p) and engineering (+11.4%p)
- Male students outperform female students most in other sciences (12.8%p), physics (6.6%p) and economics (4.6%p).

Grade C/4 and above in STEM subjects by gender



- Female students outperform male students in 9 of the 17 STEM subjects for the proportion attaining grade 4/C or above in 2024.
- The subjects where female students outperform male students most are engineering (17.7%p), design & technology (15.4%p) and digital technology (15.4%p)
- the subjects where male students outperform female students the most are in mathematics: numeracy (6.5%p), other sciences (5.2%p) and other technology (5%p).

Scottish National 5 results 2025

Introduction

National 5 exams are the Scottish equivalent to GCSEs in the rest of the UK. Full assessments returned in 2024 and have remained the same for 2025. This makes accurate comparisons to the previous year possible for the first time since the Covid pandemic.

Subject entries

STEM subject entries as a proportion of all entries

Subject	2021	2022	2023	2024	2025
Mathematics	12.2	12.3	11.7	11.2	10.4
Applications of Mathematics	3.6	4.6	5.9	7.4	8.3
Biology	7.1	7.3	7.1	6.8	6.6
Chemistry	5.1	5.0	4.8	4.8	4.6
Physics	4.4	4.3	4.1	4.1	4.1
Practical Woodworking	2.3	2.3	2.5	2.6	2.7
Computing Science	2.1	2.1	2.1	2.1	2.0
Administration and IT	1.8	1.7	1.7	1.6	1.6
Design and Manufacture	1.5	1.4	1.3	1.3	1.2
Engineering Science	0.6	0.6	0.6	0.6	0.6
Practical Metalworking	0.5	0.5	0.5	0.5	0.5
Health and Food Technology	0.6	0.6	0.5	0.5	0.5
Practical Electronics	0.2	0.2	0.2	0.2	0.2
Fashion and Textile Technology	0.2	0.2	0.2	0.2	0.2
Economics	0.1	0.1	0.2	0.1	0.2
Environmental Science	0.1	0.1	0.1	0.1	0.1
Matamataig (Mathematics)*	0.0	0.0	0.0	0.0	0.0

*Matamataig (Mathematics) is mathematics taught in the Scottish language

- Mathematics remains the most popular STEM subject, mainly due to it being a compulsory subject at National 5 level.
- Entries to mathematics have declined in recent years, which aligns with the emergence of the applications of mathematics. Applications of mathematics is a subject that explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement.
- applications of mathematics now has the second largest share of entries among all STEM subjects, and third largest among all subjects (8.3% in 2025 up from 1.5% in 2019).

- Half of the 10 most popular subjects in 2025 were STEM subjects: mathematics (10.4%), applications of mathematics (8.3%), biology (6.6%), chemistry (4.6%) and physics (4.1%).
- Science subjects (biology, chemistry and physics) are not compulsory subjects in the same way that science is in the rest of the UK.

STEM subject entry changes 2023 to 2024

Subject	2024	2025	% Change
Administration and IT	5,185	5,350	3.2
Applications of Mathematics	24,260	27,655	14.0
Biology	22,345	22,090	-1.1
Chemistry	15,895	15,210	-4.3
Computing Science	6,745	6,585	-2.4
Design and Manufacture	4,120	3,990	-3.2
Economics	445	510	14.6
Engineering Science	2,000	2,135	6.7
Environmental Science	465	350	-24.7
Fashion and Textile Technology	615	680	10.6
Health and Food Technology	1,530	1,540	0.7
Matamataig (Mathematics)*	90	75	-16.7
Mathematics	36,600	34,775	-5.0
Physics	13,355	13,680	2.4
Practical Electronics	760	825	8.6
Practical Metalworking	1,775	1,755	-1.1
Practical Woodworking	8,365	9,040	8.1

*Matamataig (Mathematics) is mathematics taught in the Scottish language

- Economics has seen the largest increase in entries among STEM subjects between 2024 and 2025 (14.6%)
- Applications of mathematics has seen the second largest percentage increase in entries between 2024 to 2025 with a 14% increase. It has also seen a 520% increase since 2019 with entries increasing from 4,460 to 27,655.
- Entries to practical subjects, practical electronics (8.6%) and practical woodworking (8.1%), have increased between 2024 and 2025, they have also seen large increases between 2019 and 2025.
- Since 2019, entries to practical electronics have increased by 293% (210 to 825), practical metalworking (1,265 to 1,755) has increased by 39% and practical woodworking (5,300 to 9,040) has increased by 71%. this is in the context that GCSE design and technology, the

most comparable course in the rest of the UK, has been declining in recent years, halving entries since 2016.

Subject results

Grade A in STEM subjects

	Teacher Assessed	Exam	Exam	Exam	Exam
Subjects	**2021**	**2022**	**2023**	**2024**	**2025**
Administration and IT	49.2	31.1	31.7	34.3	33.4
Applications of Mathematics	22.7	25.0	25.2	25.6	29.1
Biology	36.5	32.6	34.2	28.0	28.7
Chemistry	45.0	42.5	42.5	41.5	45.3
Computing Science	45.5	40.9	42.4	45.1	49.8
Design and Manufacture	33.5	24.6	22.9	26.8	32.1
Economics	83.1	71.6	60.2	69.7	68.6
Engineering Science	52.7	57.0	51.7	49.3	52.9
Environmental Science	34.3	17.1	10.8	5.4	7.1
Fashion and Textile Technology	47.1	15.5	19.0	17.9	27.2
Health and Food Technology	34.4	24.1	28.8	21.9	31.5
Matamataig (Mathematics)*	45.5	42.9	41.7	50.0	20.0
Mathematics	37.8	36.8	28.3	39.8	39.7
Physics	43.4	34.9	34.7	34.4	32.8
Practical Electronics	36.2	39.8	40.9	33.6	32.1
Practical Metalworking	37.3	44.1	41.5	22.8	29.3
Practical Woodworking	42.8	50.5	49.4	31.2	36.0
All STEM subjects	39.0	35.7	33.4	34.1	35.6

*Matamataig (Mathematics) is mathematics taught in the Scottish language

- There has been an improvement in the proportion of A grades in 11 of the 17 STEM subjects at National 5 level between 2024 and 2025.
- Health and food technology (+9.6%p), fashion and textile technology (9.3%p) and practical metalworking (+6.5%p) have seen the largest increases in the proportion of students attaining an A from 2024 to 2025.
- Matamataig (Mathematics) saw the largest decrease between 2024 and 2025 (-30%p), however with very few students entering for this subject year on year variability is high.
- Physics (-1.6%p), practical electronics (-1.6%p) and economics (-1%p) saw smaller decreases between 2024 and 2025.

Grade A to C in STEM Subjects

	Teacher Assessed	Exam	Exam	Exam	Exam
Subject	**2021**	**2022**	**2023**	**2024**	**2025**
Administration and IT	92.6	81.0	80.1	80.5	80.2
Applications of Mathematics	64.0	64.8	61.9	59.3	62.1
Biology	75.8	71.9	72.9	64.5	65.7
Chemistry	81.9	79.8	77.9	76.6	79.7
Computing Science	86.2	78.0	78.7	78.8	81.9
Design and Manufacture	86.3	80.6	76.6	74.5	77.6
Economics	98.3	92.5	89.8	89.9	94.1
Engineering Science	86.1	85.4	84.3	79.8	84.5
Environmental Science	82.1	64.3	45.8	57.0	45.7
Fashion and Textile Technology	90.2	69.0	72.2	74.8	77.2
Health and Food Technology	85.0	79.5	77.6	69.6	79.2
Matamataig (Mathematics)*	100.0	78.6	75.0	83.3	66.7
Mathematics	73.0	69.7	62.4	68.1	69.3
Physics	81.3	74.0	70.9	73.9	72.6
Practical Electronics	86.7	81.4	86.1	75.0	73.9
Practical Metalworking	87.1	88.0	82.7	73.8	80.3
Practical Woodworking	92.0	91.8	90.1	81.9	85.4
All STEM subjects	78.4	74.2	71.0	69.8	71.5

*Matamataig (Mathematics) is mathematics taught in the Scottish language

- There has been an improvement in the proportion of A to C grades in 12 of the 17 STEM subjects at National 5 level between 2024 and 2025.
- Some of the largest increases in the proportion of A to C grades in STEM subjects are in health and food technology (+9.6%p), practical metalworking (+6.5%p) and engineering science (+4.8%p)
- Matamataig (Mathematics) has seen the largest decline (-16.7%p), however the number of young people entering this subject is very small resulting in high variability.
- Environmental science (-11.3%p) and physics (-1.3%p) are the other subjects to have seen drops between 2024 and 2025.

STEM subjects vs. non-STEM subjects – A grade

	Teacher Assessed	Exam	Exam	Exam	Exam
Subjects	**2021**	**2022**	**2023**	**2024**	**2025**
STEM	39.0	35.7	33.4	34.1	35.6
Non-STEM	52.3	43.8	42.6	41.0	41.9
All subjects	46.7	40.3	38.6	38.0	39.2

- Overall, a higher proportion of students attain an A grade in non-STEM subjects than they do in STEM subjects. This has consistently been the case since 2021.
- However, the proportion of A grade attained in STEM subjects has improved since 2023 with the full return to pre-pandemic courses. And the increase seen between 2024 to 2025 was larger than seen in non-STEM and the average across all subjects.

STEM subjects vs. non-STEM subjects – A to C grades

	Teacher Assessed	Exam	Exam	Exam	Exam
Subjects	**2021**	**2022**	**2023**	**2024**	**2025**
STEM	78.4	74.2	71.0	69.8	71.5
Non-STEM	91.2	85.9	84.8	83.1	83.7
All subjects	85.8	80.8	78.8	77.2	78.4

- A higher proportion of students attain an A to C grade in non-STEM subjects than they do in STEM subjects. This has consistently been the case since 2021.
- The proportion of A to C grades has improved for STEM, non-STEM and the average across all subjects between 2024 and 2025. However, the increases for STEM subjects (+1.7%p) were above those of non-STEM subjects (+0.6%p).

Gender

Entries by gender

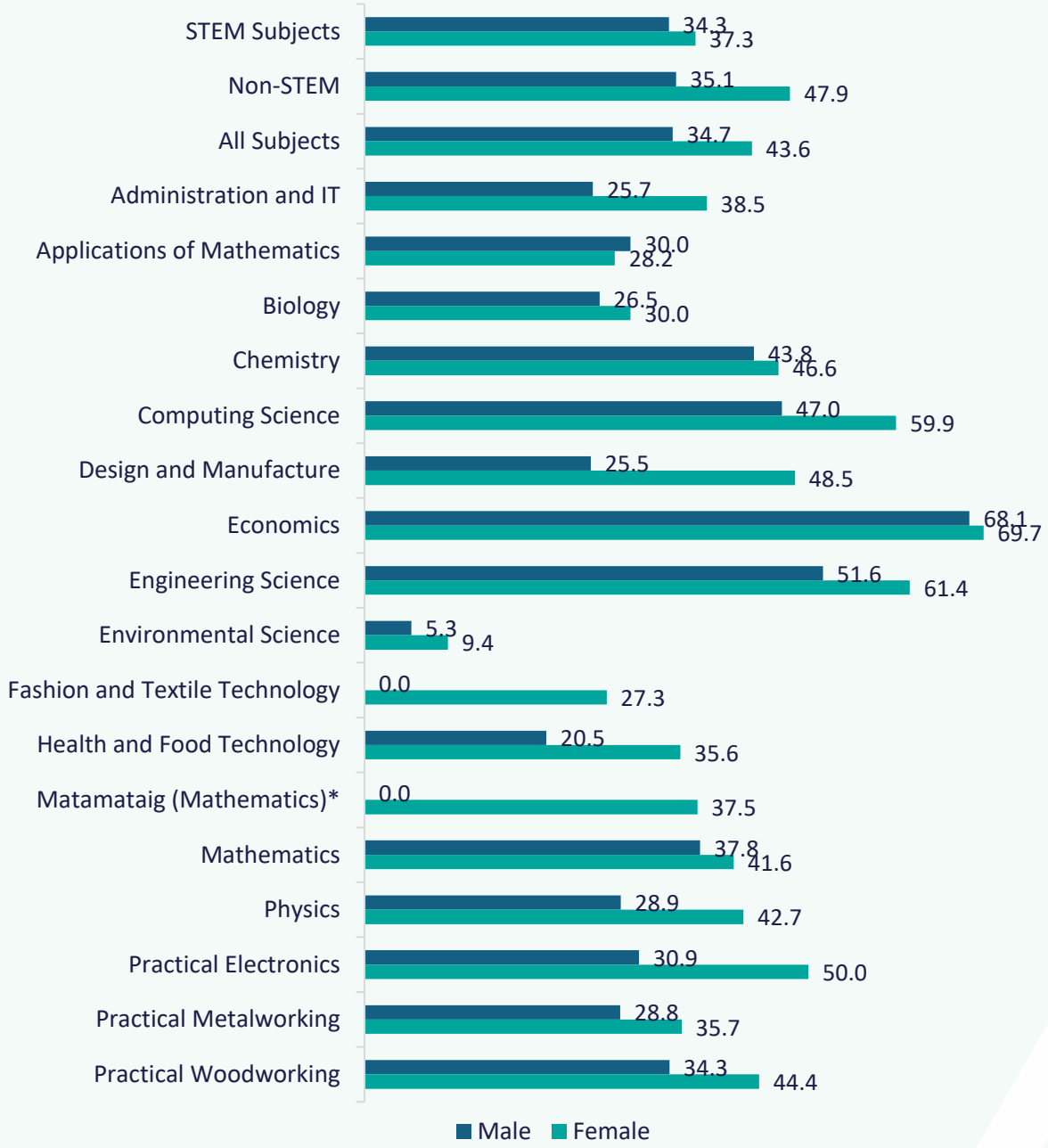
Subject	Total entries	Female	% Female	Male	% Male
Administration and IT	5,350	3,230	60.4	2,120	39.6
Applications of Mathematics	27,655	13,645	49.3	14,005	50.6
Biology	22,090	14,440	65.4	7,650	34.6
Chemistry	15,210	7,990	52.5	7,220	47.5
Computing Science	6,585	1,445	21.9	5,140	78.1
Design and Manufacture	3,990	1,145	28.7	2,845	71.3
Economics	510	165	32.4	345	67.6
Engineering Science	2,135	285	13.3	1,850	86.7
Environmental Science	350	160	45.7	190	54.3
Fashion and Textile Technology	680	660	97.1	20	2.9
Health and Food Technology	1,540	1,125	73.1	415	26.9
Matamataig (Mathematics)*	75	40	53.3	35	46.7
Mathematics	34,775	17,210	49.5	17,555	50.5
Physics	13,680	3,855	28.2	9,825	71.8
Practical Electronics	825	60	7.3	760	92.1
Practical Metalworking	1,755	140	8.0	1,615	92.0
Practical Woodworking	9,040	1,395	15.4	7,645	84.6
All STEM subjects	146,245	66,990	45.8	79,235	54.2

*Matamataig (Mathematics) is mathematics taught in the Scottish language

- Generally male students outnumber female students on STEM subjects. This is the case in 11 of the 17 National 5 subject in 2025.
- Subjects with the largest male to female student difference in entries are practical electronics (92.1% vs. 7.3%), practical metalworking (92% vs. 8%) and engineering science (86.7% to 13.3%).
- Subjects with the largest female to male student difference in entries are fashion and textile technology (97.1% vs. 2.9%), health and food technology (73.1% vs. 26.9%) and biology (65.4% vs. 34.6%).
- There are interesting gender splits in science subjects. Science subjects are not compulsory in the same way as they are in the rest of the UK. biology entries are higher among female students than male students (65.4% vs. 34.6%). physics entries are higher among male

students than female students (71.8% vs. 28.2%). chemistry is much more even with male students making up 52.5% of entries compared to 47.5% by female students.

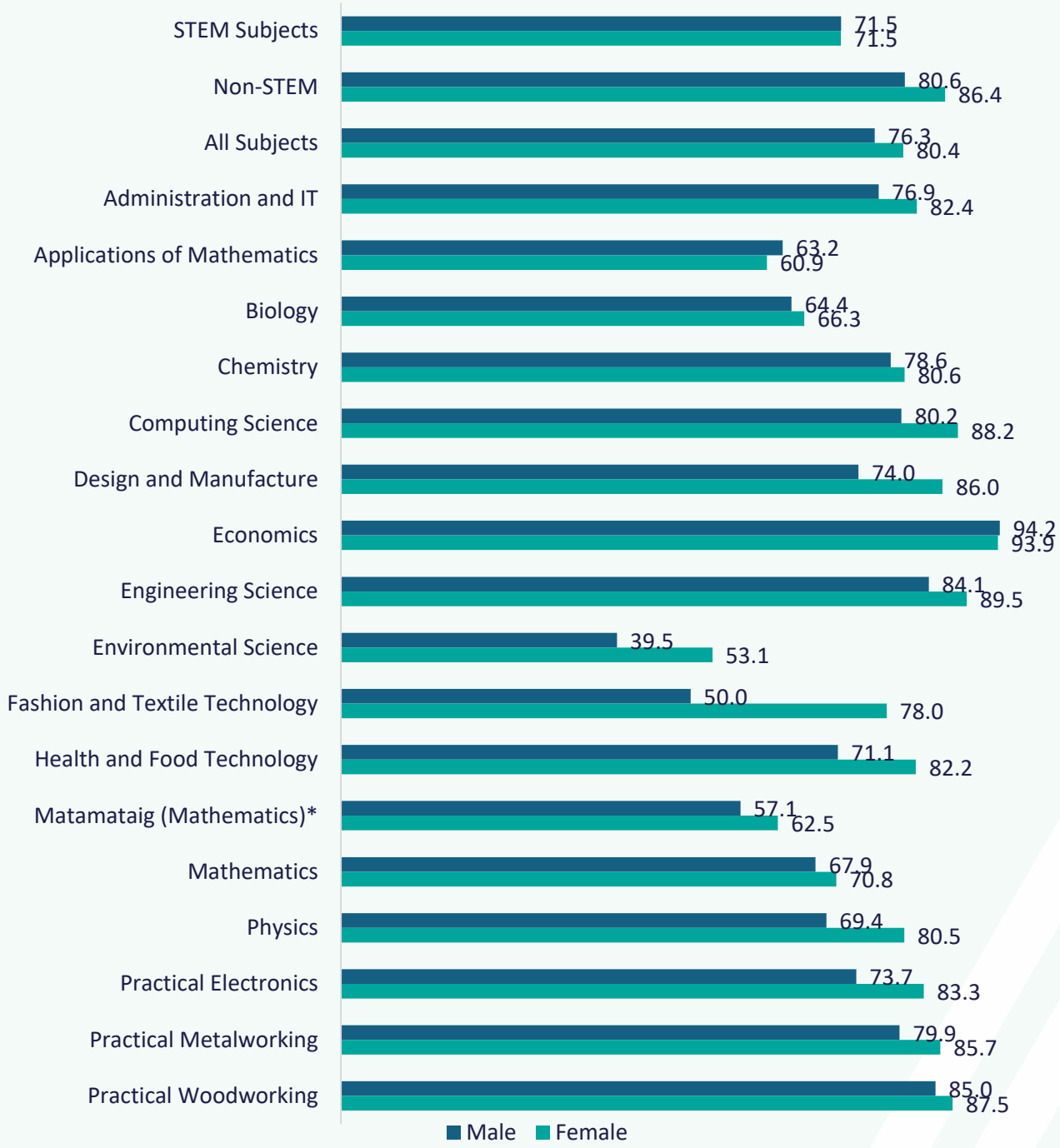
A grade in STEM subject by gender



*Matamataig (Mathematics) is mathematics taught in the Scottish language

- Female students outperform male students in 16 of the 17 STEM subjects at A grade.
- The largest gap between female and male students is in matamataig (mathematics) (37.5% vs 0%) although the numbers entered for this exam are quite small causing quite high variability.
- Other subjects where female students outperform male students are fashion and textile technology (27.3% vs. 0%), design and manufacture (48.5% vs. 25.5%) and practical electronics (50% vs. 30.9%)
- Male students only perform better than female students in applications of mathematics (30% vs. 28.2%).

A to C grade in STEM subject by gender



*Matamataig (Mathematics) is mathematics taught in the Scottish language

- Female students outperform male students in 15 of the 17 STEM subjects at A to C grade.
- Female students outperform male students most in fashion and textile technology (78% vs. 50%), environmental science (53.1% vs. 39.5%) and design and manufacture (86% vs. 74%)
- Male students only perform better than female students in applications of mathematics (63.2% vs. 60.9%) and very marginally in economics (93.9% vs. 94.2%)