GCSE Mathematics and Numeracy (Double Award) Qualification Outline

Version 1.0

Summary of Amendments

Version	Description	Page Number
1.0	Document Introduction	N/A

Introduction

This document provides a high-level overview of the WJEC GCSE Mathematics and Numeracy (Double Award) qualification available for first teaching from September 2025.

It is based on Qualifications Wales's Approval Criteria (https://qualifications.wales/media/3i1gwyen/gcse-mathematics-and-numeracy-approval-criteria.pdf). Our qualification **must** meet these requirements.

The qualification outline will provide a guide for the development of the Specification and Sample Assessment Materials (SAMs). Aspects of the outline may need to be revisited if issues arise during the development process.

Qualification Overview

The construct of GCSE Mathematics and Numeracy (Double Award) is based on the five interdependent proficiencies that make up the Curriculum for Wales' principles of progression for the Mathematics and Numeracy Area.[1] The qualification will:

- provide opportunities for learners to develop a conceptual understanding of mathematical concepts and ideas
- provide opportunities for learners to develop an understanding of a wide range of mathematical language and to demonstrate this communication using symbols
- allow learners to demonstrate the use and application of mathematical and numerical skills fluently and accurately
- support leaners to develop and apply logical reasoning when justifying and proving relationships between concepts
- provide opportunities for learners to independently demonstrate strategic competence when using mathematical ideas to solve problems.

The content of GCSE Mathematics and Numeracy (Double Award) qualification will be based on the following mathematical and numerical concepts that make up the Curriculum for Wales' statements of what matters for the Mathematics and Numeracy Area[2]:

- number
- algebra
- geometry and measures
- statistics and probability

Aspects of each concept will be explored in every unit of the qualification, supporting the statement that 'the different areas of mathematics are highly interconnected and dependent on one another' included in the specific considerations for this Area.[3]

The qualification will also support key links with other Areas of the Curriculum for Wales, including developing learners' financial literacy in support of learner wellbeing.

[1] https://hwb.gov.wales/curriculum-for-wales/mathematics-and-numeracy/principles-of-progression/
[2] https://hwb.gov.wales/curriculum-for-wales/mathematics-and-numeracy/statements-of-what-matters/
[3] https://hwb.gov.wales/curriculum-for-wales/mathematics-and-numeracy/designing-your-curriculum/#specific-considerations-for-this-area

Qualification Structure

Unit 1: Financial Mathematics and Other Applications of Numeracy Written examination 30% of qualification
Unit 2: Non-calculator Mathematics Written examination 30% of qualification
Unit 3: Calculator Mathematics Written examination 40% of qualification

The assessment objectives will be targeted as follows:

		Unit 1	Unit 2	Unit 3
AO1	**Recall and use their knowledge of the prescribed content**: • demonstrate conceptual understanding through remembering and using mathematical facts, relationships, concepts and techniques • follow direct instructions to solve problems involving routine procedures fluently	X	X	X
AO2	**Select and apply mathematical methods:** • select and use the mathematics and resources needed to solve a problem fluently • select and apply mathematical methods to solve nonstandard or unstructured, multi-step problems fluently • make decisions when tackling a given task, for example, choosing how to display given information • communicate mathematically, using a wide range of mathematical language, notation and symbols to explain reasoning and to express mathematical ideas unambiguously	X	X	X
AO3	**Demonstrate strategic competence by making connections between different aspects of mathematics and using mathematical skills in unfamiliar contexts:** • demonstrate strategic competence by interpreting and analysing problems and generating strategies to solve them • devise strategies to solve non-routine or unfamiliar problems, breaking them into smaller, more manageable tasks where necessary • construct arguments and proofs using logical reasoning and deduction • interpret findings or solutions in the context of the original problem • use inferences and deductions made from mathematical information to draw conclusions	X	X	X

This will be a unitised qualification.

There is no hierarchy implied by the order in which the units are presented. Therefore, the order does not imply a prescribed teaching order.

Content will be prescribed for each unit to support the teaching of a unitised structure.

Examinations allowing the use of a calculator will make up 70% of assessment, and a non-calculator paper will make up the remaining 30%.

Unit Information

Unit 1: Financial Mathematics and Other Applications of Numeracy

The purpose of this unit is to:

- **introduce and develop learners' understanding of topics and concepts relating to finance and to support learners' confidence in relation to financial wellbeing**
- **allow learners to use their knowledge and apply mathematical methods to personal, real-world contexts, including those related to money and the workplace.**

The assessment will focus on a range of topics from across all four statements of what matters in Mathematics and Numeracy that support the purpose of the unit, including some aspects of statistics and algebra, and the numeracy aspects of measures and number. Calculator will be allowed in this examination.

The examination will include a mix of questions that are in context and questions without context.

The examination will include a mix of question types that target AO1, AO2 and AO3, and the weighting across assessment objectives will be as follows:

	AO1	AO2	AO3	Total
Unit 1	10.5%	13.5%	6%	30%

The duration of the examination is likely to be 1 hour 45 minutes at higher tier and 1 hour 30 minutes at foundation tier.

There will be no optionality in this examination.

Unit 2: Non-calculator Mathematics

The purpose of this unit is to:

- **explore mathematical topics and concepts that don't require the use of a calculator**

The assessment will focus on a range of topics from across all four statements of what matters in Mathematics and Numeracy that support the purpose of the unit, including non-calculator number work, algebra, geometry and probability.

Calculator will not be allowed in this examination.

The examination will include a mix of questions that are in context and questions without context.

The examination will include a mix of question types that target AO1, AO2 and AO3, and the weighting across assessment objectives will be as follows:

	AO1	AO2	AO3	Total
Unit 2	19.5%	4.5%	6%	30%

The duration of the examination is likely to be 1 hour 45 minutes at higher tier and 1 hour 30 minutes at foundation tier.

There will be no optionality in this examination.

Unit 3: Calculator Mathematics

The purpose of this unit is to:
- **explore topics and concepts that are most appropriately assessed with a calculator.**

The assessment will focus on a range of topics from across all four statements of what matters in Mathematics and Numeracy that support the purpose of the unit, including elements of number, geometry, measures and algebra that require a calculator, and statistics.

Calculator will be allowed in this unit.

The examination will include a mix of questions that are in context and questions without context.

The examination will include a mix of question types that target AO1, AO2 and AO3, and the weighting across assessment objectives will be as follows:

	AO1	AO2	AO3	Total
Unit 3	20%	12%	8%	40%

The duration of the examination is likely to be longer than unit 1 and unit 2, being 2 hours at higher tier and 1 hour 45 minutes at foundation tier. This reflects the higher weighting of this unit.

There will be no optionality in this examination.

Availability of first assessment and first award

Units 1 and 2 will be available for the first time in summer 2026 and will then be available every summer and November exam series. This will give centres the flexibility to decide on their preferred order of teaching the qualification content, and if learners take one unit before the other, which one of these units is taken first.

Unit 3 will then be available for the first time in November 2026.

After the first award, all three units will be available in November and summer sessions.

Approach to tiering

The Approval Criteria for GCSE Mathematics and Numeracy states that:

12. The assessments for the GCSE Mathematics and Numeracy (Double Award) qualification must allow Learners to achieve the following grades in each tier:
    - 12.1. higher tier – A*-D
    - 12.2. foundation tier – C-G

All three units will have a higher tier and a foundation tier. WJEC will allow a mixed tier approach, where learners can be entered for different tiers across units. This will support centres to make the most appropriate decisions when entering learners for assessment and ensure that learners are not inappropriately capped as they mature and progress over the two-year course. This approach supports the Curriculum for Wales' aspirations to develop ambitious learners.