

GCSE

WJEC GCSE Integrated Science (Single Award)

Approved by Qualifications Wales

Delivery Guide

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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Aims of the Delivery Guide

The aim of the Delivery Guide is to give an overview of the qualification and to help teachers understand how we assess the GCSE. It will offer an introduction to the specification, an assessment overview, and will support teachers in better understanding how to prepare their learners for the assessment of the different units in each qualification. More information on each unit can be found in the separate unit guides.

Qualification Structure

WJEC GCSE Integrated Science consists of three units:

	Unit title	Type of Assessment	Weighting
Unit 1	Living on Earth	Written examination (tiered) including pre-release material	45%
Unit 2	Science in a Changing World	Written examination (tiered)	45%
Unit 3	Scientific Enquiry	One enquiry from a choice of two	10%

All units are compulsory.

Unit 1

Living on Earth

(45% of the qualification)

The purpose of this unit is to provide learners with the opportunity to:

- develop their scientific knowledge, understanding and skills across the sciences
- develop scientific thinking
- interpret scientific data and evidence critically
- evaluate scientific information to make informed decisions
- apply learning to relevant and meaningful contexts.

Unit 2

Science in a Changing World

(45% of the qualification)

The purpose of this unit is to provide learners with the opportunity to:

- develop their scientific knowledge, understanding and skills across the sciences
- develop scientific thinking
- interpret scientific data and evidence critically
- evaluate scientific information to make informed decisions
- apply learning to relevant and meaningful contexts.

Unit 3

Scientific Enquiry

(10% of the qualification)

The purpose of this unit is to:

- develop scientific thinking
- use experimental skills and strategies
- undertake practical science experiments as part of a scientific enquiry
- enquire into and apply scientific knowledge relevant to the context of the enquiry.

Summary of assessment

Unit 1: Living on Earth

Written examination (tiered)
1 hour 30 minutes (72 marks)
Includes pre-release Resource Folder
45% of qualification

External assessment, marked by WJEC

Unit 2: Science in a Changing World

Written examination (tiered)
1 hour 30 minutes (72 marks)
45% of qualification

External assessment, marked by WJEC

Unit 3: Scientific Enquiry

One enquiry from a choice of two
The chosen enquiry includes a practical task (1 hour) and written task (1 hour) (28 marks)
10% of qualification

External assessment, marked by WJEC

Assessment Objectives

Unit 1

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
11.25%	22.5%	11.25%	45%

Unit 2

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
11.25%	22.5%	11.25%	45%

Unit 3

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	Total
2.5%	5%	2.5%	10%

Specification and Assessment Pack

When we develop new qualifications, we produce the following documents:

- Specification – this covers all the information and skills that learners are expected to know by the end of their course.
- Assessment Pack – this contains the Sample Assessment Materials (SAMs) i.e.: sample exam papers and sample NEA tasks, relevant controls for the NEA and, mark schemes

This guide builds upon the information in the specification and assessment pack to help further your understanding of said documents.

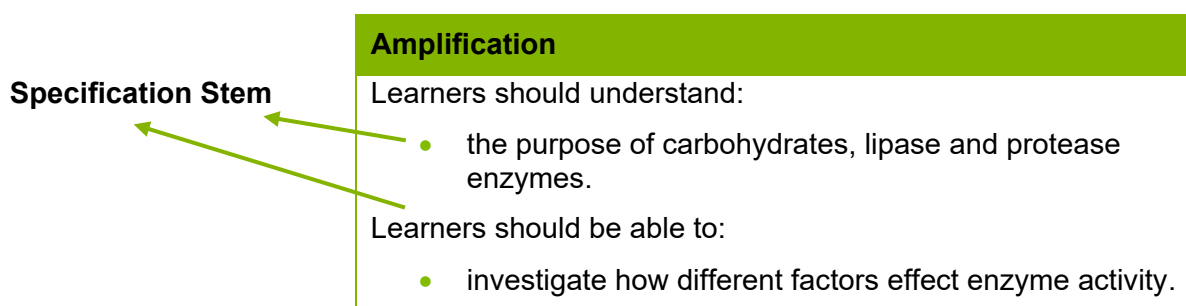
Understanding the specification amplification

Learners should be made aware of:

- the specification stems
- what the specification stems mean.

Specification Stems

When you look through the specification you will notice in the amplification column, we use a variety of wording before the list of content learners need to know; we call this a stem:



Each stem is used for a slightly different reason:

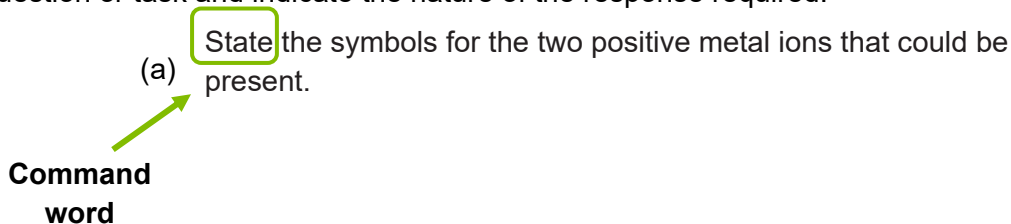
Specification Stem	When it is used
Learners should know	When learners are required to demonstrate basic knowledge and understanding.
Learners should be aware of	When learners do not need to understand all aspects of the specified content in detail. This statement is used to set the content into a context. Teachers should refer to Guidance for Teaching documents for further guidance on the depth and breadth to which this content should be taught.
Learners should understand	When learners are required to demonstrate greater depth of knowledge and understanding, application of knowledge to familiar or unfamiliar contexts, and analysis and evaluation of information for a given purpose.
Learners should be able to	When learners need to apply their knowledge and understanding to a practical situation or demonstrate application of scientific enquiry skills.

Command words

Learners should be made aware of:

- what command words are
- what each command word means
- what each command word assesses.

Command words are the words and phrases used in assessments that tell learners how they should answer the question or complete the task. Command words direct the learner through the question or task and indicate the nature of the response required.



Mark Schemes

Mark schemes and/or assessment criteria test the intended learning outcomes for a component. They describe the knowledge and skills (and possibly attitude) that a candidate is expected to demonstrate in their responses and they are then used in marking the work.

Objective based mark scheme:

For very short answer questions requiring one correct response.

Human activity has an effect on the carbon cycle.

Complete the sentence below about carbon footprint by underlining the correct word in the brackets.

Carbon footprint is the total equivalent amount of carbon

(**monoxide** / **dioxide** / **trioxide**) generated by human activity.

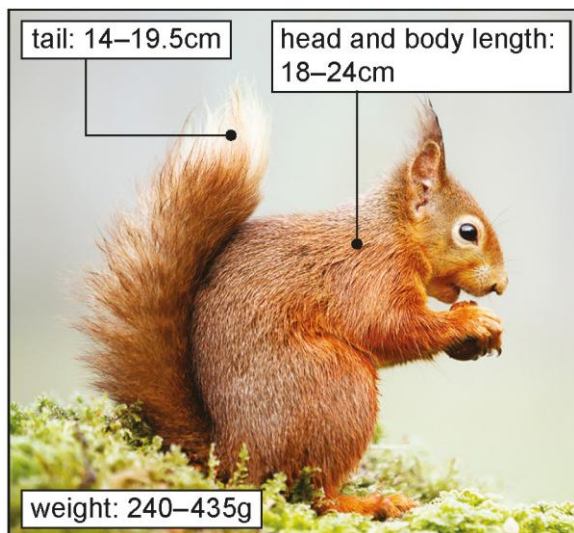
Question		Marking details
6.	(b)	dioxide

Points based mark scheme

For short answer questions with a range of possible responses

Red squirrel populations in Great Britain have decreased since the introduction of the grey squirrel in 1876.

The pictures below show some features of red and grey squirrels.



Use the information in the pictures and your own knowledge to suggest **three** reasons why the introduction of grey squirrels caused the number of red squirrels to decrease since 1876.

Question		Marking details
5.	(a)	Any 3 × (1) from: They are smaller Less successful at competing for food / water Less successful at nesting / habitats / shelter More predation Spread of disease Poorer camouflage

Important Dates

First Teaching of WJEC GCSE Integrated Science	September 2026
First assessment for Unit 1 (external assessment)	Summer 2027
First assessment for Unit 2 (external assessment)	Summer 2028
First assessment for Unit 3 (external assessment)	Spring term 2028
First Certification	Summer 2028