GCSE

WJEC GCSE Digital Technology

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.

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

Contents

Aims of the Delivery Guide 3
Qualification Structure 3
Unit 1 3
Unit 2 4
Unit 3 4
Summary of assessment 5
Assessment Objectives 6
Unit 1 6
Unit 2 6
Unit 3 6
Specification and Assessment Pack 7
Understanding the specification amplification 7
Specification Stems 7
Command words 8
Mark Schemes 12
Important Dates 14

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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 Digital Technology consists of 3 units:

	Unit title	Type of Assessment	Weighting
Unit 1	The Digital World	Digital examination	40%
Unit 2	Digital Practices	Non-examination assessment	40%
Unit 3	Communicating in the Digital World	Non-examination assessment	20%

All units are compulsory.

Unit 1

The Digital World

Assessment type: Digital-only examination
40% of qualification
80 marks

Overview of unit
The purpose of this unit is to:

- demonstrate knowledge and understanding of the relationship between analogue and digital data, and how data is measured and stored
- explore ways in which digital technology systems are developed, function, communicate and safeguard data
- demonstrate an awareness of how digital communications methods impact people and organisations
- explore ethical and legal issues surrounding safeguarding data
- consider the evolution of digital technologies.

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Unit 2

Digital Practices

Assessment type: Non-examination assessment
40% of qualification
80 marks

Overview of unit
The purpose of this unit is to:

- use and organise data purposefully
- plan and develop data-informed digital products for a specific audience and purpose
- test and evaluate the success of digital products.

Centres have the option to allow learners to develop either a computer game or a 2D animation.

Centres can select suitable software to develop digital products. Centres should refer to the Decision Guide provided in Appendix D, E and F of the specification to support the choice of software.

Unit 3

Communicating in the Digital World

Assessment type: Non-examination assessment
20% of qualification
60 marks

Overview of unit
The purpose of this unit is to:

- explore social media platforms
- create and manipulate digital media assets for use in a digital marketing campaign video
- plan and create a digital marketing campaign video.

Centres can select suitable software to create and manipulate digital media assets. Centres must refer to the Decision Guide provided in Appendix G, H and I of the specification to support the choice of software.

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Summary of assessment

Unit 1: The Digital World ***Digital examination: 1 hour 30 minutes*** **40% of qualification** **80 marks**
Questions requiring objective responses, short and extended answers.
Unit 2: Digital Practices ***Non-examination assessment: 20 hours*** **40% of qualification** **80 marks**
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will feature tasks based on a client brief which will be set by WJEC each year. The client brief, which will include a scenario, quantitative and qualitative data sources and several tasks, will be available via Portal.
Unit 3: Communicating in the Digital World ***Non-examination assessment: 10 hours*** **20% of qualification** **60 marks**
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will feature tasks based on a client brief which will be set by WJEC each year. The client brief, which will include a scenario, will be available via Portal.

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Assessment Objectives

Unit 1

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
20%	20%	-	-	40%

Unit 2

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
-	-	15%	25%	40%

Unit 3

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
-	5%	5%	10%	20%

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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.

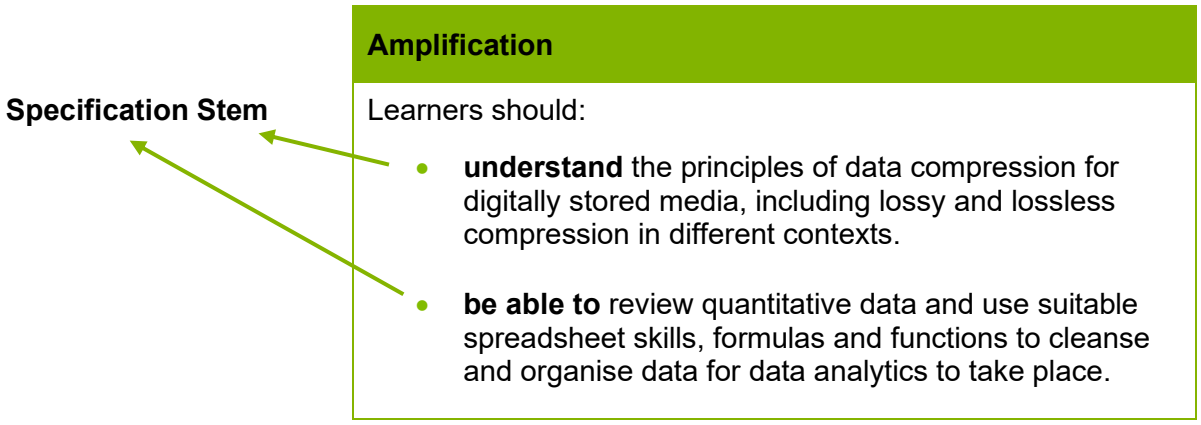
Understanding the specification amplification

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 use direct recall.
Learners should understand	When learners are required to demonstrate greater depth than straight identification or recall, for example they can apply knowledge to familiar or unfamiliar contexts and can synthesise and evaluate 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 practical skills and techniques.

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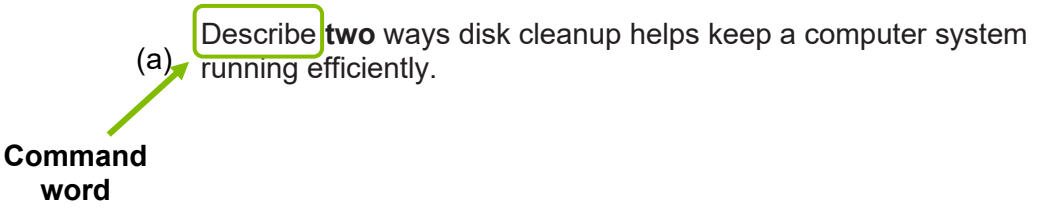
Command words

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.



The following tables are not exhaustive, but will give you a good idea of the command words we typically use:

Command words for direct recall	
Command Word	**Requirements of response**
Account	Give reasons for.
Collate	Collect and combine texts, information, or data.
Define	Give the precise meaning of a term.
Describe	Identify distinctive features and give descriptive, factual detail. *This is one of the most widely used command words. If an explanation is required then use two command words: 'describe and explain'.*
Drag and drop	Move to another part of a screen using a mouse or similar device.
Find	In response to a mathematical problem.
Give	Produce an answer from recall.
Identify / Tick / Click / Circle	Point out and name from a number of possibilities.
Label	To designate with a name.
List	State the factors (with no explanation or elaboration).
Match / Link	To choose something that has the same quality as something.
Name	Identify or make a list.
Outline	Set out the main characteristics.
Place	Put in a particular position.
Sort / Order	Arrange systematically.
State	Express in clear terms.

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Command words for application/demonstration of skills:	
Command Word	**Requirements of response**
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context. Put into effect in an appropriate way.
Calculate	Work out from given facts, figures or information. *This command word should only be used in the context of a mathematical question e.g. calculate the value of.*
Categorise / classify	Arrange into a particular classification or group.
Clarify	Make (an idea or situation) clear by describing it in more detail.
Change	Make an amendment to, for example, code as required by the question
Complete	Add necessary items/information.
Compose	Write or create.
Construct	Create a framework or argument.
Convert	Change data from one specified form to another
Demonstrate	Exemplify, describe with reference to examples.
Design	Decide upon the look and functioning of something by making or drawing plans.
Discuss	Present key points.
Display	Present information diagrammatically.
Draw	Draw a diagram/graph/line/picture.
Estimate	Assign an approximate value.
Explain	Give reasons or causes. Show an understanding of how or why something has occurred.
Express	Use given information to rewrite a number or an expression in a specified form.
Illustrate/Show	Use a diagram or words to make clear how a concept or theory works in a particular context. Present clarifying examples. Refer to a case study or example.
Implement/Run	Put (a decision, plan, agreement, etc.) into effect/action.
Interrogate	Question formally and systematically.
Investigate	Carry out research or study into a subject or problem.
Make/Produce/Create	To create/make/manufacture.
Modify	Make changes to give a new orientation to or to serve a new end.
Perform	To carry out or execute a task, action, or activity.
Place	Put in a particular position.
Plan	A detailed proposal for doing or achieving something.
Populate	Add specified items to

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Present	Communicate in a way that can be clearly followed and understood.
Propose	Suggest a course of action based on supported reasons.
Prove	Demonstrate validity on the basis of evidence
Record	Obtain and store data and information.
Relate	Demonstrate connections between items
Report	To prepare a detailed account or statement about an event or a topic.
Review	Survey information.
Select/Choose	Make an appropriate choice from a range of options.
Simplify	Re-write an expression or a number in a simpler form
Suggest	Put forward an idea, reason or course of action.
Summarise	Give a shortened version of something, stating its main points without detail.
Test	To apply a test as a means of diagnosis.
Transform	To change something into a new form.
Use	Apply the information provided to a particular theory or concept. Employ, take or hold something for a purpose.
Write	Formulate and write down (for example an algorithm).

Command words for synthesis and evaluation	
Command Word	**Requirements of response**
Advise	Suggest a proposal or course of action based on supported reasons.
Analyse	Separate information into components and identify their characteristics.
Argue	Present a reasoned case.
Assess	This is an evaluative question, meaning that there are a number of possible explanations/arguments/outcomes. Make an informed judgement. Make a judgement about the quality or value of something.
Comment	Present an informed opinion.
Compare	Identify similarities only.
Consider	Review and respond to given info.
Contrast	Identify differences only.
Criticise	Assess worth against explicit expectations.
Debate	Present different perspectives on an issue.
Deduce	Draw conclusions from information provided.
Develop	To extend, advance, or elaborate.

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Discuss	Examine an issue in detail in a structured way, taking into account different ideas.
Distinguish	Identify the differences between two or more factors.
Evaluate	Judge from available evidence.
Examine	Investigate closely.
Judge	To form an opinion/decide upon critically.
Justify	Support case with evidence.
Recommend/Improve	To suggest as appropriate.
Reflect	To consider thoughts, experiences, situation or issue.
Review	To consider something with the intention making changes if necessary.
Solve	Obtain the answer(s) using a relevant or specified mathematical method.
Suggest	State a possible reason or course of action.
Support	To maintain or advocate.
Synthesise	Combine information, objects or ideas.

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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.

Question		Answer	AO1	AO2	AO3	Total Mark
8.	(b)	State what G D P R stands for.				
		Award **one** mark for: General Data Protection Regulation (1)	1			1

Points based mark scheme
For short answer questions with a range of possible responses.

Question		Answer	AO1	AO2	AO3	Total Mark
2.	(b)	Explain **one** way data retrieval speed can impact business performance. Use a relevant example to support your answer.				
		Award **one** mark for a correct statement and **one** mark for a relevant example in the context of business performance, up to a to a maximum of **two** marks. Indicative content Faster data retrieval improves operational efficiency. (1) allowing employees to access information quickly. (1) Slow data retrieval can lead to delays in decision-making (1), reducing business productivity. (1) Fast data access enhances customer service (1) enabling quicker response times to enquiries or orders. (1) Poor data retrieval speed may result in system downtime (1), affecting online transactions and services. (1) Businesses with fast data retrieval can process large volumes of data more efficiently (1) improving analytics and forecasting. (1) Credit any other valid responses.		2		2

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Levels based mark schemes
For questions requiring extended responses

Band	**Task 5 (a)** **Evaluate the effectiveness of your ongoing testing of your digital products. Refer to how your testing helped you to:** • **identify and remove errors** • **ensure the digital products operated as expected** • **meet the success criteria.**
	AO4: Develop, test and evaluate digital products that meet the needs of specified audiences.

3	**5 marks**
	• the response is comprehensive, demonstrating a detailed evaluation of how ongoing testing helped achieve the following:
	  • identify and remove errors
	  • ensure the digital products operated as expected
	  • meet the success criteria
	• a comprehensive evaluation of the impact of testing at different stages

2	**3-4 marks**
	• the response is adequate, demonstrating a sound evaluation of how ongoing testing helped achieve the following:
	  • identify and remove errors
	  • ensure the digital products operated as expected
	  • meet the success criteria
	• an adequate evaluation of the impact of testing at different stages, though coverage may lack some depth or detail.

1	**1-2 marks**
	• The response is basic, demonstrating limited evaluation of how ongoing testing helped achieve the following:
	  • identify and remove errors
	  • ensure the digital products operated as expected
	  • meet the success criteria
	• a basic evaluation of impact of testing at different stages, but this may be underdeveloped or lack clarity.

0	**0 marks** No response attempted or nothing worthy of credit.

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Important Dates

First Teaching of WJEC GCSE Digital Technology	September 2026
First assessment for Unit 1	Summer 2028
First release of Unit 2	September 2026
First release of Unit 3	September 2026
First submission of Unit 2	Summer 2027
First submission of Unit 3	Summer 2027
First Certification	Summer 2028

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