

WJEC Entry Level/Level 1 Foundation Digital Technology

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [General Foundation Qualifications Approval Criteria](#) which set out requirements for any new General Foundation Qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our General Foundation Qualifications are designed to inspire and support learners, offering a two-year programme that is accessible and engaging. These qualifications help learners build confidence, develop essential knowledge, understanding and skills, and enjoy meaningful success.

A key feature of our General Foundation Qualifications is their unitised structure, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progression, reduces assessment pressure, and gives learners the opportunity to demonstrate achievement throughout the course.

The compensatory nature of our General Foundation Qualifications recognises learners' strengths across different units. Rather than requiring uniform performance in every area, this approach allows high achievement in one unit to offset lower performance in another, promoting an inclusive and supportive assessment experience.

Our General Foundation Qualifications build on the conceptual understanding learners have developed through their Curriculum for Wales learning from ages 3-14 and relate to and support the four purposes and the principles of progression. Although very distinct from GCSEs, we have designed them to provide a broad basis for progression onto our related GCSEs by focusing on similar skills and understanding.

Whether learners continue in the subject or not, they will gain valuable knowledge, understanding and skills, and a sense of accomplishment that prepares them for life, learning, and work.

WJEC Entry Level/Level 1 Digital Technology

SUMMARY OF ASSESSMENT

Unit 1: The Digital World

Digital topic tests: 3 x 20 minutes

30% of qualification

60 marks

Set and marked by WJEC.

The unit will be assessed via three digital topic tests:

- Digital Technology and Digital Systems
- Online Safety and Digital Responsibility
- Digital Technology Careers and its use in the Workplace.

All three tests will include questions requiring objective responses and short answers assessing learners' knowledge and understanding of these topics.

Centres can select from digital and paper formats within a four-week assessment window.

Unit 2: Designing Digital Solutions

Non-examination assessment: suggested timing of approximately 16 hours

35% of qualification

70 marks

Set by WJEC, marked by the Centre and moderated by WJEC.

The assessment will feature tasks based on a contextual theme selected by the candidate. Tasks will be based around:

- Collecting and analysing data to find out the audience's needs for a chosen interactive digital product
- Planning and designing the interactive digital product
- Creating an interactive digital product using digital skills
- Demonstrate digital skills in a screen recording
- Reflecting on the goals and outcomes.

The assignment brief will be available via the WJEC Portal.

Unit 3: Creating and Communicating with Digital Media

Non-examination assessment: suggested timing of approximately 14 hours

35% of qualification

70 marks

Set by WJEC, marked by the Centre and moderated by WJEC.

The assessment will feature tasks based on a contextual theme selected by the candidate. Tasks will be based around:

- Plan a project
- Create a mood board
- Create initial designs
- Creating and export the digital video using digital skills
- Demonstrate digital skills in a screen recording
- Reflecting on the project plan.

The assignment brief will be available via the WJEC Portal.

This is a unitised qualification.

The qualification is not tiered.

The order of the units does not imply a prescribed teaching order.

Units 1 and 2 will be available from 2028. Unit 3 will be available from 2029. The first award of the qualification will be 2029.

Qualification Approval Number: C00/5344/4

1. INTRODUCTION

1.1. Aims

Digital Technology Foundation qualifications must enable learners to:

- become confident users of digital technologies
- develop knowledge of uses and features of digital technologies
- understand the impact digital technologies can have on individuals and wider society
- develop skills in sourcing, selecting and understanding information and data in a digital context
- become creators of digital outputs, in a variety of formats and for a variety of purposes.

These aims are set out in Qualifications Wales' Approval Criteria.

1.2. Curriculum for Wales

This WJEC Entry Level/Level 1 Foundation Digital Technology qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#) and those specific skills and concepts outlined in the [Designing your Curriculum](#) section of the Science and Technology Area of Learning and Experiences.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 26; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WJEC Entry Level/Level 1 Foundation Digital Technology qualification supports the Curriculum for Wales by:

- Supporting the statements of what matters by giving learners the opportunity to:
 - develop curiosity about technology
 - process data to solve a wide range of real-world problems
 - understand computational processes have changed the way we live, work, study and interact with each other and our environment
 - provide the foundation for software and hardware systems
 - create and use digital technologies to their full potential
 - understand how digital technologies work
 - understand that there are broad legal, social and ethical consequences to the use of technology
 - make informed decisions about the future development and application of technology.
- Supporting the principles of progression by encouraging learners to:
 - apply an iterative approach, through trial and improvement, to design processes
 - investigate, explore, analyse, problem-solve and design creative solutions
 - consider ethical and moral dilemmas linked to the use of technology.
- Supporting the subject specific considerations for Digital Technology¹ by giving learners opportunities to:
 - explore the design, development and application of technology, software and systems
 - develop digital skills using a range of technology and software.

1.3. Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3 – 14.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a broad basis for progression onto GCSE Digital Technology and other related qualifications. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4. Guided Learning Hours and Total Qualification Time

WJEC Entry Level/Level 1 Foundation Digital Technology has been designed to be delivered within 120 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit and its weighting within the qualification provides an indication of the anticipated percentage of GLH required for each unit.

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities. As General Foundation Qualifications are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used should be as specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up-to-date version of the specification will always be on the website.

1.6. Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of clear and unbiased language and diverse examples. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. SUBJECT CONTENT

2.1. How to read the amplification

The amplification provided in the right-hand column, titled 'Further Information' uses the following four stems:

- 'Learners should be aware of' is used when learners do not need to understand all aspects of the specified content in detail. 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 know' is used when learners are required to demonstrate basic knowledge and understanding.
- 'Learners should understand' is used 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' is used when learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

Unit 1

The Digital World

Topic Tests – 1 hour (3 x 20 mins)

30% of qualification

60 marks

Set by WJEC, marked by WJEC

Overview of unit

The purpose of this unit is to:

- develop learners' understanding of how digital technology works and how it affects individuals, society, and the workplace.

This unit will focus on:

- digital technology: what it is, where it is used, and the components of digital systems
- staying safe and using technology responsibly
- the impact of digital technology on people and society
- digital technology in the workplace.

Centres can select to administer the topic tests either in digital or paper format within a four-week assessment window.

Areas of content

Digital Technology and Digital Systems	
In this topic learners will gain knowledge, understanding and skills in the following areas:	
1.1.1 digital technology services in our everyday lives 1.1.2 components of digital systems 1.1.3 cloud computing	
Section	Amplification
1.1.1 digital technology services in our everyday lives	Learners should know the purpose of digital technology services used in our everyday lives, and examples of those services, including: - digital healthcare services to support patient healthcare, including: - electronic health records - telemedicine - online appointments - digital patient monitoring - NHS apps - education services to support learning, including: - virtual classrooms - e-learning - digital assessments - education management information systems - online learning resources - communication tools - collaboration tools - travel and transport services to manage trips and journeys, including: - GPS navigation and route planning - travel and ticket booking systems - delivery and tracking systems - ride-hailing apps - virtual tours - media services to entertain, including: - streaming platforms - online gaming - social media

1.1.2 components of digital systems	Learners should know the components and purpose of computer hardware, including: • motherboard • CPU (Central Processing Unit) • GPU (Graphics Processing Unit) • RAM (Random Access Memory) • standard and specialist input and output devices. Learners should know the types, characteristics and uses of different storage media including: • cloud storage • magnetic storage • optical storage • solid state storage Learners should know the purpose, uses and examples of software, including: • operating systems • application software • web browsers • firmware. Learners should know the uses of networks and what is needed to connect devices on a network: • network hardware, including: • Network Interface Card (NIC) • router • switch • wired connectivity, including: • ethernet • fibre optics • wireless connectivity, including: • Bluetooth • Wi-Fi.
1.1.3 cloud computing	Learners should understand the uses, similarities and differences between: • cloud computing • cloud storage. Learners should know the uses of modern IT infrastructure used in cloud computing including: • infrastructure support • virtual servers • data storage and management • integration with emerging technologies. Learners should understand the benefits of cloud computing, including:

	• secure storage • scalability • flexibility.
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Online safety and digital responsibility

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 1.2.1 protecting personal information
- 1.2.2 responsible digital behaviour
- 1.2.3 safe use of technology

Section	Amplification
1.2.1 protecting personal information	Learners should understand how digital interactions result in a digital footprint. Learners should know the types and features of digital footprints, including: • active • passive. Learners should understand: • the steps and examples of showing a positive image online, such as: • sharing positive activities such as volunteering • sharing hobbies such as sporting events • using positive language such as thanking someone for help • promoting kindness such as a charity appeal • sharing helpful content such as study tips • the impact of a positive and negative digital footprint on a person's future. Learners should understand the methods and importance of keeping personal details private including: • passwords • privacy settings • Personal Identifiable Information (PII) • Multi-Factor Authentication (MFA) • Safe use of public Wi-Fi • Virtual Private Network (VPN) use.

1.2.2 responsible digital behaviour	Learners should understand how to act and react responsibly online, including: • safe communication, such as: • interacting respectfully and kindly • recognising strangers and suspicious messages • responsible use of social media, such as: • privacy, visibility and location settings • app permissions and sharing personal information • suitable social media conduct. Learners should know examples of cyberbullying, such as: • negative repeated messages or comments • public humiliation or harassment • persistent rumour-spreading. Learners should understand: • the impact of cyberbullying, such as: • loss of self-esteem and confidence • social withdrawal • emotional or physical symptoms • suitable ways to deal with cyberbullying, such as: • using privacy settings • using platform reporting • using blocking tools • settings to limit contacts • seeking support from trusted adults or online communities. Learners should know: • how to recognise and respond to online threats, such as: • phishing and suspicious emails • scams • unsafe and fake websites • safe downloading practices, such as: • using trusted sites • checking the website address • checking reviews and ratings.
1.2.3 safe use of technology	Learners should know how to use digital technology safely including: • managing screen time, such as: • balancing online and offline life • avoiding harmful content • protecting mental health and wellbeing, such as: • negative and harmful content • cyberbullying and reporting • device security, such as: • software updates, antivirus software, and secure networks

	avoiding public Wi-Fi for sensitive tasks. Learners should understand the problems with not using digital technology safely.
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1.3 Digital technology Careers and its use in the Workplace

In this topic learners will gain knowledge, understanding and skills in the following areas:

1.3.1 digital careers and employment

1.3.2 technology and working practices

1.3.3 safety in digital practices

Section	Amplification
1.3.1 digital careers and employment	Learners should understand roles and the main responsibilities of digital technology-based jobs, including: - IT Support Technician - Customer Support Agent - App/Web Developer - Graphic Designer - Data Entry Assistant - Content Creator. Learners should know the main skills used in digital technology-based job roles, including: - digital literacy - file management - internet navigation - office software - basic coding & programming - HTML - CSS - JavaScript - data handling - cybersecurity - communication and collaboration tools - social media and digital marketing basics - adaptability and continuous learning - problem-solving and critical thinking.

1.3.2 technology and working practices	Learners should understand common digital technology working practices and examples, including: • video calls, such as: • prepare before the call • have the necessary documents • maintain professional etiquette • use the chat and raise hand features • storing and managing files, such as: • correct naming of files and folders • back up work regularly • track work with versions • use online tools to collaborate • basic standards of home working, such as: • have a suitable workspace • take regular breaks • dress appropriately for video calls • ask for help when required • managing time, such as: • have a clear schedule • have regular working hours • prioritise tasks • logging in and security, such as: • use strong passwords • enable multi-factor authentication (MFA) • check your connections are secure • lock your screen when taking a break • staying connected, such as: • regular check-ins with team or manager • use message systems to keep in touch • keep status visible and up to date • participate in meetings and contribute ideas • keep the camera on in meetings.
1.3.3 safety in digital practices	Learners should know a range of recognised digital technology health and safety risks, including: • physical risks, such as: • poor posture and ergonomics when using computers or devices • eye strain from prolonged screen use • repetitive strain injuries • environmental risks, such as: • electrical hazards from computers, chargers, or cables • overheating equipment • health and wellbeing risks, such as: • fatigue from excessive screen time • stress from heavy workload or constant notifications. Learners should know a range of recognised health and safety practices used in the workplace, including: • ergonomic workspace set up, such as: • correct chair and desk height

	• monitor position • lighting • regular breaks • physical security, such as: • lock devices when away from desk. • keep confidential documents out of sight. • use privacy screens if needed. • passwords and secure login, such as: • strong password creation • multi-factor authentication (MFA) • avoid sharing credentials • secure logout or locked screen.
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Unit 2

Designing Digital Solutions

Non-examination assessment

35% of qualification

70 marks

Set by WJEC, marked by the centre and moderated by WJEC

Overview of unit

The purpose of this unit is to:

- plan, design and create an interactive digital product to meet audience needs, demonstrating digital skills and reflecting on the success of outcomes.

This unit will focus on:

- collecting, and analysing data to establish audience needs
- planning and designing an interactive digital product
- applying digital skills to develop an interactive digital product
- demonstrating and reflecting on outcomes.

Areas of content

2.1 Investigation	
In this topic learners will gain knowledge, understanding and skills in the following areas:	
2.1.1 collecting data about audience needs 2.1.2 formatting and preparing a spreadsheet 2.1.3 analysing data about audience needs	
Section	Amplification
2.1.1 collecting data about audience needs	Learners should be aware of methods to collect suitable data, such as: - data collection forms - surveys - observations. Learners should understand the needs of an audience for an interactive digital product, such as: - topic/theme - preferred style - accessibility needs - usability needs. Learners should understand how to draw out relevant data about the needs of an audience that is suitable for analysis.

2.1.2 formatting and preparing a spreadsheet	Learners should be able to use spreadsheet skills (from Appendix A) to: • create a suitably formatted spreadsheet • prepare a spreadsheet ready to enter and analyse data, using: • correct data types • validations • enter data ready for analysis. Learners should be able to use suitable spreadsheet skills (formatting skills and validation skills) from each level of complexity (categorised as basic and more advanced, as listed in Appendix A).
2.1.3 analysing data about audience needs	Learners should understand how to use suitable data analysis skills (Appendix A) to: • analyse data to find patterns and results, such as: • sorting • filtering • searching • conditional formatting. • create suitable charts to show audience needs using charts such as: • line • pie • bar • pictogram. Learners should understand how to extract the key findings from data analysis about audience needs to inform the development of the interactive digital product. Learners should be able to use suitable spreadsheet skills (data analysis) from each level of complexity (categorised as basic, more advanced and complex, as listed in Appendix A).

2.2 Planning and designing digital products

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.2.1 planning for success

2.2.2 designing interactive digital products

Section	Amplification
2.2.1 planning for success	Learners should be able to develop realistic project goals for their interactive digital product: • that reflect the needs of the audience • that reflect findings from data collection
2.2.2 designing interactive digital products	Learners should be able to design: • visual aspects of the interactive digital product, such as: • colour schemes • layout • typography • sound aspects of the interactive digital product, such as: • background music • sound effects • voiceovers or narration • technical aspects of the interactive digital product, such as: • software requirements • hardware requirements. Learners should be able to communicate the needs of the audience through their designs.

2.3 Implementation

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.3.1 Interactive Digital Product Implementation:

2.3.1 (a) Computer game

2.3.1 (b) Interactive quiz

2.3.1 (c) Interactive storybook

Section	Amplification
2.3.1 (a) Computer game	Learners should be able to apply suitable skills to develop an interactive digital product which could take the form of: A computer game, including: - control computer game behaviour, such as: - player movement - game logic - scoring systems - lives or damage systems - using visuals, game characters/sprites, collectable objects, and environments - adding sound effects and background music to enhance the gaming experience - creating intuitive, interactive and engaging interface elements, such as: - menu screens - win screens - lose screens. Learners should be able to use suitable computer game development skills from each level of complexity (categorised as basic, more advanced and complex, as listed in Appendix A).
2.3.1 (b) Interactive quiz	Learners should be able to apply digital skills to develop an interactive digital product which could take the form of: An interactive quiz, including: - control quiz behaviour, such as: - true/false questions - multiple choice questions - image recognition questions - quiz logic - scoring systems - using quiz visuals, images, moving images, backgrounds - adding sound effects and background music to enhance the quiz experience - creating intuitive, interactive and engaging interface elements, such as: - menu screens - win screens - lose screens.

	Learners should be able to use suitable interactive quiz development skills from each level of complexity (categorised as basic, more advanced and complex, as listed in Appendix A).
2.3.1 (c) Interactive storybook	Learners should be able to apply digital skills to develop an interactive digital product which could take the form of: An interactive storybook including: • control story behaviour, such as: • story branching • triggering sound effects • looping back to previous pages • controlling dialogue • using artwork, images, backgrounds • adding sound effects and background music to enhance the story experience • creating intuitive, interactive and engaging interface elements, such as: • menu screens • option screens • end screens. Learners should be able to use suitable interactive story development skills from each level of complexity (categorised as basic, more advanced and complex, as listed in Appendix A).

2.4 Demonstrating and reflecting on outcomes

In this topic learners will gain knowledge and understanding in the following areas:

2.4.1 demonstrating outcomes

2.4.2 reflect the project goals

Section	Amplification
2.4.1 demonstrating outcomes	Learners should be able to demonstrate the appearance and functionality of the digital product, including: • control behaviour • the use of artwork • the use of development techniques • sound • progression from one stage to another.
2.4.2 reflect the project goals	Learners should reflect on the project goals for the interactive digital product, including: • if audience needs are met • what could be done to improve the interactive digital product.

Unit 3

Creating and Communicating with Digital Media

Non-examination assessment

35% of qualification

70 marks

Set by WJEC, marked by the centre and moderated by WJEC

Overview of unit

The purpose of this unit is to:

- enable learners to plan, design and create a digital video for an audience and purpose, developing creative and communicating skills.

This unit will focus on:

- proposing, planning and designing a digital video
- creating and exporting a digital video
- demonstrating and reflecting on the success of the digital video.

Areas of content

3.1 Planning and designing a digital video	
In this topic learners will gain knowledge, understanding and skills in the following areas:	
3.1.1 planning a project 3.1.2 creating a mood board 3.1.3 designing a digital video	
Section	Amplification
3.1.1 planning a project	Learners should understand how to plan a project for a digital video for a theme of their choice, including: • chosen theme and purpose • audience characteristics and needs • project success criteria • time and resources, including: • tasks and activities • deadlines and contingencies • resources.
3.1.2 creating a mood board	Learners should understand how to plan their project style in a digital mood board, to reflect project success criteria and audience needs, including: • colour schemes • layout • fonts • style • digital assets.

3.1.3 designing a digital video	Learners should understand how to create an initial design for a digital video that reflects success criteria and audience needs using standard design methods, such as: • wire frames • mock-ups • storyboards. Learners should understand how to annotate initial designs to show visual, sound and technical aspects they intend to use.
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3.2 Implementation of a digital video

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.2.1 creating and exporting a digital video

Section	Amplification
3.2.1 creating and exporting a digital video	Learners should be able to: • prepare digital assets using suitable digital skills (from Appendix B) to enhance the visual appearance • create a digital video which meets audience needs, reflects success criteria, planning and designs • demonstrate digital skills (from Appendix B) to enhance audience enjoyment including: • text editing skills • photo editing skills • graphic editing skills • video editing skills. Learners should be able to use suitable digital skills from each level of complexity (categorised as basic, more advanced and complex, as listed in Appendix B). Learners should be able to export relevant digital assets and completed digital video in a suitable format.

3.3 Skills and success demonstration and reflection

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.3.1 demonstrating digital skills

3.3.2 reflecting on the success of digital videos

Section	Amplification
3.3.1 demonstrating digital skills	Learners should be able to demonstrate suitable digital skills from each level of complexity (categorised as basic, more advanced and complex, as listed in Appendix B) for the digital video, including: • text editing skills • photo editing skills • graphic editing skills • video editing skills.
3.3.2 reflecting on project plan	Learners should be able to reflect on how well the project plan for the digital video was met, including: • how well the purpose was met • how well the audience needs were met • how well the success criteria were met • how well you followed your time plan • how well your resources helped you complete your video.

Opportunities for integration of learning experiences

WJEC Entry Level/Level 1 Foundation Digital Technology generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- engage with local and national organisations and agencies involved in cybersecurity awareness, digital safety campaigns or safeguarding agencies, to develop understanding of digital risks, data protection and ethical use of technology
- engage with the work of digital media creators to develop an appreciation of how digital content is planned, designed and produced, and of the range of careers that use digital media technologies
- explore real-world digital media products and digital systems to understand how audience needs, success criteria and design decisions influence digital outcomes
- develop awareness of careers and pathways related to digital technology and digital media, including creative industries, digital content production, software development and emerging digital technologies.

Further amplification of the opportunities to develop cross-cutting themes, cross-curricular skills and integral skills can be found in Appendix C. The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences into delivery.

3. ASSESSMENT

The Assessment Pack will include all detailed information relating to assessment.

3.1. Assessment Objectives and Weightings

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding of digital devices and systems.

AO2

Apply knowledge and understanding of digital tools and systems in a range of contexts.

AO3

Use knowledge, understanding and skills to plan digital content for identified needs.

AO4

Develop, test and evaluate digital products that meet identified needs.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	30%	20%	-	-	50%
Unit 2	-	-	10%	15%	25%
Unit 3	-	-	10%	15%	25%
Overall weighting	30%	20%	20%	30%	100%

3.2. Assessment Overview

Unit 1: The Digital World

For this assessment candidates are required to take three topic tests within the same assessment window.

- Digital Technology and Digital Systems
- Online Safety and Digital Responsibility
- Digital Technology Careers and its use in the Workplace

The topic tests will consist of a variety of question types including multiple choice questions (MCQ), objective test questions (OTQ) and short answer questions and will be available in both digital and paper formats.

The topic tests will be available for completion within a four week-long window with the first assessment in summer 2028.

The topic tests contribute to 30% of the overall qualification grade. Each topic test takes 20 minutes to complete. A candidate does not have to complete all tests in the same session but must complete each individual test within a session. The test must be sat under invigilated examination conditions. This could be done in a classroom. Please see 'JCQ Instructions for Conducting Examinations (ICE)' www.jcq.org.uk for details.

The test will be set and marked by WJEC.

Unit 2: Designing Digital Solutions

Learners will create an interactive digital product that meets the needs of a specified audience.

Learners may choose to develop either a computer game, an interactive quiz, or an interactive storybook. During dedicated research time, learners will collect and select digital assets to use in their product.

Learners must gather information about their intended audience to inform decisions about the theme, style and content. They will then plan and design their chosen interactive digital product. Learners will apply digital skills from Appendix A to enhance the functionality and presentation of their product. Finally, learners will demonstrate the digital skills used and reflect on how effectively their product meets their goals and audience needs.

Learners may complete the assessment anytime during the course. However, centres should ensure that assessment is completed only when learners have undertaken the necessary teaching and learning and developed the required skills and knowledge.

Teachers have the right to refuse unsuitable themes for the interactive digital product.

The assessment contributes to 35% of the overall qualification and has a recommended assessment duration of 16 hours which should incorporate all aspects of the design process. The unit will be marked out of a total of 70 marks.

This unit will be assessed by the centre and externally moderated by WJEC.

Unit 3 Creating and Communicating with Digital Media

Learners will create a digital video on a theme of their choice that meets the needs of a specified audience.

During dedicated research time, learners will collect and select digital assets to enhance and use in their product.

Learners must plan, design and create the digital video using digital skills in text editing, photo editing, graphic editing and video editing, found in Appendix B. Learners will demonstrate their digital skills of their digital video in a screen recording. Learners will reflect on plans.

Learners may complete the assessment anytime during the course. However, centres should ensure that assessment is completed only when learners have undertaken the necessary teaching and learning and developed the required skills and knowledge.

Teachers have the right to refuse unsuitable themes for the digital video.

The assessment contributes to 35% of the overall qualification and has a suggested assessment duration of 14 hours which should incorporate all aspects of the design process. The unit will be marked out of a total of 70 marks.

This unit will be assessed by the centre and externally moderated by WJEC.

3.3. Managing the assessment

All units of this qualification are assessed through non-examination assessment. Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examination assessment (NEA) must adhere to the instructions included in *JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications)*. Please note that the JCQ guidance for *GCE and GCSE Specifications* is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examined assessment is guided by controls in five areas: time, resources, supervision, authentication, and collaboration.

- Time: Each assessment pack specifies the total time available or will state that there is no time restriction; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate.
- Resources: Any specific resource requirements will be outlined in the assessment pack.
- Supervision and authentication: Learners should normally be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced.

- Collaboration: Group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

Task Marking for internally assessed non-examination assessment (Units 2 and 3)

All marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (e.g. presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- both learners and teachers sign declarations confirming the authenticity of submitted work
- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4 Resubmission of internally assessed non-examination assessments

In Units 2 and 3 where the NEA is assessed by the centre, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking before the final marks are submitted for moderation. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 5.4).

Please note – For Unit 1, which is assessed by WJEC, teachers **must not** allow a learner an additional opportunity to improve their evidence before the work is submitted to WJEC for marking. **Teachers must follow the instructions included in the assessment pack.**

4. MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for Entry Level/Level 1 Foundation Digital Technology.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

5. TECHNICAL INFORMATION

5.1. Making entries

This is a unitised qualification. Candidates are entered for each unit separately.

Assessment opportunities will be available in the summer series until the end of the life of this specification.

Unit 1 will be available in summer 2028 (and every summer thereafter). Units 2 and 3 will be available in summer 2029 (and every summer thereafter).

Entry for individual units must be made by submitting the relevant unit shown below:

		Entry Codes	
		English medium	Welsh medium
Unit 1	Topic tests	6490U1	6490N1
Unit 2	Non-examination assessments	6490U2	6490N2
Unit 3	Non-examination assessments	6490U3	6490N3

5.2. Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code	6490Q0	6490C0

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

5.3. Grading, awarding and reporting

WJEC Entry Level/Level 1 Foundation Digital Technology is reported on a 4 point scale: Entry 1 Pass, Entry 2 Pass, Entry 3 Pass and Level 1 Pass (where Level 1 Pass is the highest grade). Candidates who do not achieve the uniform marks required to achieve an Entry 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	MAX.	Weighting	UMS	Level 1	Entry 3	Entry 2	Entry 1
Unit 1	60	30%	90	72	54	36	18
Unit 2	70	35%	105	84	63	42	21
Unit 3	70	35%	105	84	63	42	21

The mark achieved in this assessment will have an equivalent UMS which will contribute towards the qualification.

	MAX.	Weighting	UMS	Level 1	Entry 3	Entry 2	Entry 1
Subject Award	-	-	300	240	180	120	60

5.4. Resitting assessments

Candidates may resit Unit 1, the WJEC marked assessment twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit Units 2 and 3, the centre marked assessments, once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

If a candidate has been entered for an assessment but is marked absent (a), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

5.5. Retaking the qualification

If a candidate enters Unit 1, the WJEC marked assessment, for a fourth time or Units 2 or 3, a centre marked assessment, for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at Unit 1, the WJEC marked assessment and up to two attempts at Unit 2 and Unit 3, the centre marked non-examination assessments. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Digital skills for Unit 2

Levels of complexity: *** Complex (Level 1) ** More advanced (Entry 2/Entry 3) * Basic (Entry 1/Entry 2)			
Spreadsheet Skills (spec reference: 2.1.2)	Computer game skills (spec reference 2.3.1 a)	Interactive quiz skills (spec reference 2.3.1 b)	Interactive storybook skills (spec reference 2.3.1 c)
Task 2 skills to make your spreadsheet look suitable. Basic formatting skills Applying font styles (bold, italic, underline) * Changing font size and colour * Applying cell fill colour * Adding borders * More advanced formatting skills Aligning text and numbers (horizontal and vertical alignment) ** Wrapping text ** Merging and centring cells ** Adjusting column width and row height **	- Controlling movement (e.g. Arrow keys) * - Adding a background * - Importing a sprite/character * - Simple loop (e.g. Repeat forever) * - Collision detection (e.g. If touching colour...) ** - Adding sound effects (e.g. on collision or scoring) ** - Automated enemy movement (e.g. Bounce on edge) ** - Collectable objects (Hide/Show) ** - Menu and Win/Lose screens ** - Scoring variables (Points) ***	- Linear navigation (Next Question buttons) * - Inserting text questions * - Inserting image stimuli * - Basic slide/screen transitions * - Hyperlinked answers * (Right/Wrong buttons) ** - Sound effects on click (Audio feedback) ** - Simple "Try Again" navigation ** - Consistent layout (Master slide/background) ** - Scoring system (Variable: Score = Score + 1) *** - Input validation (typing a text answer) ***	- Linear navigation (Next/Back buttons) * - Inserting static character images * - Adding background music * - Simple text narration * - Triggering sound effects on click ** - Simple animation (movement on page load) ** - Controlling dialogue (Speech bubbles) ** - Menu screen implementation ** - Story Branching (Choice A leads to Page X; Choice B leads to Page Y) ***

Skills to make sure data entered is correct. Basic Basic data types (text, number) * Check box * Evidence of a visual check (no black cells, data sensible and correct) * More advanced More advanced data types (currency, dates) ** Drop down menu ** Custom rules ** Error message ** Skills to find and show audience needs Basic data analysis skills Sorting data * Filtering one category * Basic conditional formatting * Pictogram * Basic chart – no labels. More advanced data analysis skills Searching for specific data ** Applying filters on multiple fields ** Using formulas (COUNT, SUM) ** Bar Chart with suitable labels **	• Lives/Health variables (Damage system) *** • Broadcasting messages between sprites *** • Random spawning (Random X/Y position) ***	• Randomised feedback messages *** • Reset function (Restart quiz) ***	• Looping structures (Return to start) *** • Timed events (Wait x seconds then show...) ***
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Complex data analysis skills Complex conditional formatting (multiple rules or conditions) *** Pie or Line Charts with suitable labels and title ***			
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Appendix B: Digital skills for Unit 3

Levels of complexity:

*** Complex (Level 1)

** More advanced (Entry 2/Entry 3)

* Basic (Entry 1/Entry 2)

Text editing skills	Photo editing skills	Graphics editing skills	Video (Moving Images) editing skills
- Font Colour: Select a colour that contrasts with background * - Font Size: Make text readable/fit design * - Font Style: Choose basic fonts (serif, sans-serif) * - Alignment: Left, centre, or right align * - Position: Place text at top, bottom, or centre * - Duration: Set how long text stays on screen ** - Background: Add colour block behind text ** - Animation: Basic entry (Fade In, Slide) ** - Shadow: Apply simple drop shadow ** - Outline: Add border to text characters **	- Brightness: Increase/decrease lightness * - Contrast: Adjust light/dark difference * - Flip: Mirror horizontally/vertically * - Rotate: Turn 90 degrees left/right * - Crop: Trim edges to focus on subject * - Filters: Apply preset styles (e.g. Sepia, B&W) ** - Saturation: Enhance colour intensity ** - Text: Add captions over photos ** - Borders: Add decorative frames ** - Vignette: Darken edges of photo **	- Shapes: Draw basic shapes (rectangles, circles) * - Lines: Draw lines (straight/freehand) * - Fill: Add solid colours to shapes * - Stroke: Change outline colour of a shape * - Text: Add simple labels to graphics * - Gradients: Use two-colour fills ** - Layers: Arrange objects (Bring to Front/Back) ** - Opacity: Make shapes semi-transparent ** - Effects: Simple shadows or glows ** - Patterns: Fill shapes with textures **	- Trimming: Cut start/end of a clip * - Sequencing: Place clips in order * - Rotation: Fix orientation of video * - Volume: Mute or Unmute audio * - Playback: Play/Pause to review * - Transitions: Fades, wipes, dissolves between clips ** - Audio: Add background music track ** - Speed: Simple slow motion/fast forward ** - Text Overlay: Add titles on top of video ** - Voiceover: Record simple narration **

• Effects: Glow, Blur, or 3D appearance *** • Transitions: Smooth text exit/entry effects *** • Spacing: Adjust line height (leading) *** • Layering: Place text behind/in front of objects *** • Opacity: Make text semi-transparent ***	• Cloning: Remove simple blemishes/spots *** • Layers: Combine two images (Compositing) *** • Transparency: Remove simple backgrounds *** • Adjustment Layers: Non-destructive colour changes *** • Export: Save as PNG (transparent) vs JPG ***	• Grouping: Group multiple shapes to move as one *** • Alignment Tools: Use grid/guides to align exactly *** • Vector Points: Edit the points of a shape *** • Export: Save as SVG or high-res PNG *** • Masking: Hide parts of a shape ***	• Split/Cut: Remove middle sections of clips *** • Audio Mixing: Dip music volume for voiceover *** • Picture-in-Picture: Overlay video/image on video *** • Green Screen: Simple chroma key removal *** • Keyframing: Simple movement (Ken Burns effect) ***
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Appendix C: Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Local, National & International Contexts	1.2., 1.3	2.3	3.1, 3.2
Sustainability aspects of Local, National & International Contexts	1.3	2.3	
Relationships and Sexuality Education	1.2, 1.3	2.2, 2.3, 2.4	3.1
Human Rights Education	1.2, 1.3	2.1, 2.3, 2.4	3.1, 3.2
Careers and Work-Related Experiences	1.2, 1.3	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3
Cross-curricular Skills – Literacy			
Listening	1.1, 1.2, 1.3	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3
Reading	1.1, 1.2, 1.3	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3
Speaking	1.1, 1.2, 1.3	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3
Writing	1.1, 1.2, 1.3	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Developing Mathematical Proficiency		2.1, 2.2, 2.3	3.1, 3.3
Understanding the number system helps us to represent and compare relationships between numbers and quantities		2.1, 2.2, 2.3	3.1, 3.3
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world		2.2	3.2, 3.3
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions		2.1, 2.3	3.3
Citizenship	1.2, 1.3	2.1, 2.3	3.1, 3.2
Interacting and Collaborating	1.3	2.1, 2.2, 2.3	3.1, 3.2, 3.3
Producing	1.3	2.1, 2.2, 2.3	3.1, 3.2, 3.3
Data and Computational Thinking	✓	2.3	3.1, 3.2, 3.3

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Creativity and Innovation		2.2	3.1
Critical Thinking and Problem Solving	1.1, 1.2, 1.3	2.2, 2.3, 2.4	3.1, 3.2, 3.3
Planning and Organisation	1.2, 1.3	2.2, 2.3, 2.4	3.1, 3.2, 3.3
Personal Effectiveness	1.1, 1.2, 1.3	2.2, 2.3, 2.4	3.1, 3.2, 3.3



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