

GCSE

WJEC GCSE

The Sciences (Double 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 Science (Double Award) consists of 7 units:

	Unit title	Type of Assessment	Weighting
Unit 1	Biology – Basis of Life	Written examination (tiered)	14.3%
Unit 2	Chemistry – Chemical Substances and How They Behave	Written examination (tiered)	14.3%
Unit 3	Physics – Forces, Motion and the Universe	Written examination (tiered)	14.3%
Unit 4	Biology – Continuity of Life	Written examination (tiered)	15.7%
Unit 5	Chemistry – Chemical Bonding, Reactions and Resources	Written examination (tiered)	15.7%
Unit 6	Physics – Waves, Electricity and Energy	Written examination (tiered)	15.7%
Unit 7	Scientific Enquiry	Learners are required to complete two enquiries from a choice of three Each chosen enquiry includes a practical task (1 hour) and a written task (1 hour)	10%

All units are compulsory.

Unit 1

Biology – Basis of Life

(14.3% of the qualification)

The purpose of this unit is to:

- explore phenomena scientifically to explain how the living world works
- apply knowledge, understanding and skills from biology to real life contexts
- develop scientific thinking
- use experimental skills and strategies.

Unit 2

Chemistry – Chemical Substances and How They Behave

(14.3% of the qualification)

The purpose of this unit is to:

- explore phenomena scientifically to explain how matter behaves – shaping our lives and defining the universe
- apply knowledge, understanding and skills from chemistry to real life contexts
- develop scientific thinking
- use experimental skills and strategies.

Unit 3

Physics – Forces, Motion and the Universe

(14.3% of the qualification)

The purpose of this unit is to:

- explore phenomena scientifically to explain forces and energy
- apply knowledge, understanding and skills from the physics content to real life contexts
- develop scientific thinking
- use experimental skills and strategies.

Unit 4

Biology – Continuity of Life

(15.7% of the qualification)

The purpose of this unit is to:

- explore phenomena scientifically to explain how the living world works
- apply knowledge, understanding and skills from biology to real life contexts
- develop scientific thinking
- use experimental skills and strategies
- use existing knowledge to make connections and relationships between different topics in biology.

Unit 5

Chemistry – Chemical Bonding, Reactions and Resources

(15.7% of the qualification)

The purpose of this unit is to:

- explore phenomena scientifically to explain how matter behaves – shaping our lives and defining the universe
- apply knowledge, understanding and skills from the chemistry content to real life contexts
- develop scientific thinking
- use experimental skills and strategies
- use existing knowledge to make connections and relationships between different topics in chemistry.

Unit 6

Physics – Waves, Electricity and Energy

(15.7% of the qualification)

The purpose of this unit is to:

- explore phenomena scientifically to explain forces and energy
- apply knowledge, understanding and skills from the physics content to real life contexts
- develop scientific thinking
- use experimental skills and strategies
- use existing knowledge to make connections and relationships between different topics in physics.

Unit 7

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 enquiry skills relevant to the context of the enquiry.

Summary of assessment

Unit 1: Biology – Basis of Life

Written examination (tiered)
1 hour 15 minutes (56 marks)
14.3% of qualification
External assessment, marked by WJEC

Unit 2: Chemistry – Chemical Substances and How They Behave

Written examination (tiered)
1 hour 15 minutes (56 marks)
14.3% of qualification
External assessment, marked by WJEC

Unit 3: Physics – Forces, Motion and the Universe

Written examination (tiered)
1 hour 15 minutes (56 marks)
14.3% of qualification
External assessment, marked by WJEC

Unit 4: Biology – Continuity of Life

Written examination (tiered)
1 hour 15 minutes (64 marks)
15.7% of qualification
External assessment, marked by WJEC

Unit 5: Chemistry – Chemical Bonding, Reactions and Resources

Written examination (tiered)
1 hour 15 minutes (64 marks)
15.7% of qualification
External assessment, marked by WJEC

Unit 6: Physics – Waves, Electricity and Energy

Written examination (tiered)
1 hour 15 minutes (64 marks)
15.7% of qualification
External assessment, marked by WJEC

Unit 7: Scientific Enquiry

Learners are required to complete **two** enquiries from a choice of three
Each chosen enquiry includes a practical task (1 hour) and a written task (1 hour)
Each enquiry has 28 marks (56 marks in total)
10% of qualification
External assessment, marked by WJEC

This is a unitised qualification.

There are two tiers of entry for this qualification:

Higher Tier: A* – D

Foundation Tier: C – G

Learners may be entered at different tiers across units.

There is a hierarchy in which the units are presented. Units 1, 2 and 3 should be taught before Units 4, 5 and 6. Unit 7 should be taken during the final year of study.

Units 1, 2 and 3 will be available for the first time in summer 2027, and each summer thereafter. Units 4, 5 and 6 available for the first time in summer 2028, and each summer thereafter. Unit 7 will be available in the spring term from 2028 and each spring term thereafter.

The qualification will be awarded for the first time in summer 2028.

Assessment Objectives

Unit 1

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
3.6%	7.2%	3.6%	-	14.3%

Unit 2

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
3.6%	7.2%	3.6%	-	14.3%

Unit 3

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
3.6%	7.2%	3.6%	-	14.3%

Unit 4

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
3.9%	7.9%	3.9%	-	15.7%

Unit 5

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
3.9%	7.9%	3.9%	-	15.7%

Unit 6

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
3.9%	7.9%	3.9%	-	15.7%

Unit 7

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	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.

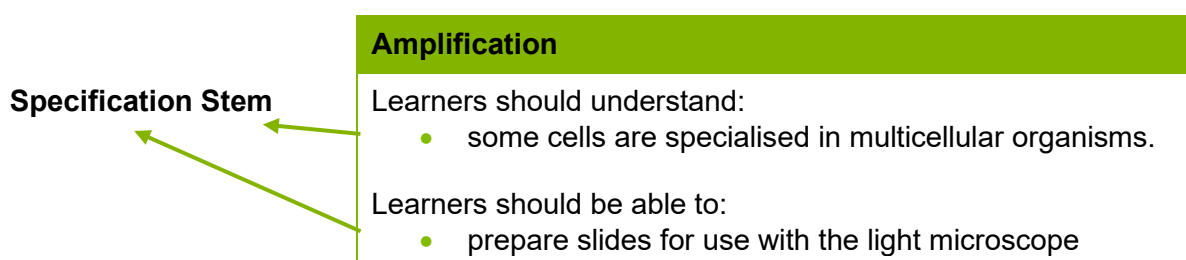
Understanding the specification amplification

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.

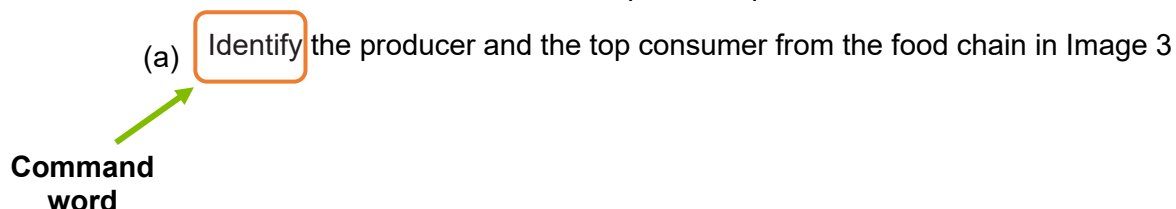
Specification Stem	When it is used
Learners should know	When learners are required to demonstrate knowledge and understanding.
Learners should understand	When learners are required to demonstrate greater depth of knowledge and understanding, application of knowledge to familiar or unfamiliar contexts 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.
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.

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.

Question			Marking details	Marks available					
				AO1	AO2	AO3	Total	Maths	Enquiry Skills
3.	(a)	(ii)	Transfer of energy/is eaten by	1			1		

Points based mark scheme

For short answer questions with a range of possible responses

Question			Marking details	Marks available					
				AO1	AO2	AO3	Total	Maths	Enquiry Skills
		(ii)	Any one (x1) from Cell wall (1) Chloroplast (1) Vacuole (1)		1		1		

Important Dates

First Teaching of WJEC GCSE The Sciences (Double Award)	September 2026
First assessment for Unit 1 (external assessment)	Summer 2027
First assessment for Unit 2 (external assessment)	Summer 2027
First assessment for Unit 3 (external assessment)	Summer 2027
First assessment for Unit 4 (external assessment)	Summer 2028
First assessment for Unit 5 (external assessment)	Summer 2028
First assessment for Unit 6 (external assessment)	Summer 2028
First assessment for Unit 7 (external assessment)	Spring term 2028
First Certification	Summer 2028