

# WJEC GCSE Business

Approved by Qualifications Wales

## Delivery Guide

Teaching from 2025

For award from 2027



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

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Ready for the world.



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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. More information on each unit can be found in the separate unit guides.

## Qualification Structure

WJEC GCSE Business consists of 4 units:

	<b>Unit title</b>	<b>Type of Assessment</b>	<b>Weighting</b>
<b>Unit 1</b>	Introduction to the Business World	Written examination	30%
<b>Unit 2</b>	Key Business Considerations	Non-examination assessment	15%
<b>Unit 3</b>	Business Strategies for Success	Written examination	30%
<b>Unit 4</b>	Business Creation	Non-examination assessment	25%

All units are compulsory. The qualification is not tiered.

### Unit 1

The purpose of this unit is to:

- introduce learners to the key concepts to be explored throughout the course
- introduce learners to skills
- introduce learners to business fundamentals
- introduce the business world and build up knowledge to allow for meaningful analysis and investigation of the themes that follow.

The unit will be based on the following concepts:

- business and society
- business fundamentals
- economies
- enterprise
- innovation
- opportunities and challenges
- sustainability.

## Unit 2

The purpose of this unit is to introduce learners to business and society. Learners will apply their knowledge and understanding in the context of one of the key themes that are relevant to the contemporary business environment:

- business ethics
- business and the environment
- business and technology.

The knowledge and understanding gained from Unit 1 will allow learners to fully explore these key themes in the context of real business.

Through this unit learners will be able to develop:

- enquiry and investigation skills
- the ability to present business data
- the ability to analyse and evaluate business data.

The unit will be based on the following concepts:

- business and society
- business fundamentals
- change
- cynefin
- economies
- enquiry and investigation
- ethics
- innovation
- opportunities and challenges
- sustainability.

For this assessment learners are required to investigate a business that operates in their locality. The business they investigate can be a local scale business only operating in the locality or a national or global business that has a presence in the locality.

Learners will be required to undertake research on their chosen business and to use their research findings to produce a report. Part A of the report will be compulsory, but for part B, WJEC will select two themes from the specification content (Business ethics, Business and the environment and Business and Technology) and centres and/or learners will choose **one** of the selected themes.

The assignment, featuring the two selected themes and associated tasks, will be released during the first week of September for assessment for that academic year and will change annually. The themes are published in the Assessment Pack for Unit 2 for five years. This will be updated to ensure there are always five years' worth of themes to allow for forward planning. Centres have the flexibility to decide when, during the assessment year, learners undertake the assignment. However, it is important that centres select the topic from the year that they plan to submit the work for marking as this may be different to the year that the candidates undertake the assessment.

This assessment contributes to 15% of the overall qualification grade and will take 5 hours to complete. The assignment could be completed in one sitting, or in multiple, shorter sessions. The assignment will be marked out of a total of 48 marks.

This unit will be assessed through an externally set assignment and will be set and marked by WJEC. Assessments must be submitted digitally (they may be hand written and scanned, or completed digitally).

## Unit 3

The purpose of this unit is to:

- build on the knowledge and understanding gained from Unit 1
- develop greater critical thinking
- develop learner understanding of the critical issues facing business and ways in which these can be solved
- develop learner understanding of external factors affecting businesses
- introduce learners to effective strategies for success.

The unit will explore the following key business functions:

- financial
- marketing
- human resources
- production.

The unit will be based on the following concepts:

- business and society
- business fundamentals
- business strategies for success
- change
- economies
- enterprise
- ethics
- innovation
- opportunities and challenges
- sustainability.

## Unit 4

The purpose of this unit is to:

- allow for synoptic links to be made to the other three units
- allow learners to consider a wide range of business concepts and themes in a practical sense
- allow learners to consider how businesses are created
- develop a wide range of business skills.

Through this unit learners will be able to further develop:

- enquiry and investigation skills
- creativity skills
- the ability to present business data
- the ability to analyse and evaluate business data
- in the context of planning an entrepreneurial activity.

The unit will be based on the following concepts, due to the synoptic nature:

- business and society
- business fundamentals
- business strategies for success
- change
- cynefin
- economies
- enquiry and investigation
- enterprise/entrepreneurship
- ethics
- innovation
- opportunities and challenges
- sustainability.

For this assessment learners are required to identify an opportunity for an entrepreneurial activity in their locality. This opportunity must meet the needs of people and society.

Learners will be required to carry out primary and secondary market research to collect information for their entrepreneurial opportunity, and to use the research to produce a report that covers key aspects of their proposal.

The assignment, which will include a brief and several tasks, will be issued to centres in an Assessment pack via the WJEC Portal. Tasks are not intended to change for the lifetime of the qualification. If candidates choose to resit this unit at a later date, they must choose another entrepreneurial opportunity to explore. Centres have the flexibility to decide when, during the assessment year, learners undertake the assignment.

This assessment contributes to 25% of the overall qualification grade and will take 8 hours to complete. The assignment could be completed in one sitting, or in multiple, shorter sessions. The assignment will be marked out of a total of 60 marks.

This unit will be assessed through an externally set assignment and will be marked by the centre and moderated by WJEC. Assessments must be submitted digitally (they may be hand written and scanned, or completed digitally).

## Summary of assessment

<b>Unit 1: Introduction to the Business World</b> Written examination: 1 hour 15 minutes <b>30% of qualification</b>	<b>60 marks</b>
Questions requiring objective responses, short and extended answers, with some based around applied situations.	
<b>Unit 2: Key Business Considerations</b> Non-examination assessment: 5 hours <b>15% of qualification</b>	<b>48 marks</b>
<p>Set and marked by WJEC. The assessment will feature tasks based on two themes from the unit content which will be set by WJEC each year. The assignment, which will include a brief and several tasks, will be available via the WJEC Portal.</p>	
<b>Unit 3: Business Strategies for Success</b> Written examination: 1 hour 15 minutes <b>30% of qualification</b>	<b>60 marks</b>
Questions requiring objective responses, short and extended answers, with some based around applied situations.	
<b>Unit 4: Business Creation</b> Non-examination assessment: 8 hours <b>25% of qualification</b>	<b>60 marks</b>
<p>Set by WJEC, marked by the Centre and moderated by WJEC. The assignment, which will include a brief and several tasks, will be available via the WJEC Portal, and will remain the same for the lifetime of the specification.</p>	

## Assessment Objectives

Learners must:

### **AO1**

Demonstrate knowledge and understanding of business terms, concepts, and theories.

### **AO2**

Apply knowledge and understanding of business terms, concepts, and theories to different contexts.

### **AO3**

Analyse, evaluate, or make judgements on business issues using business concepts, theories, and business data.

### **AO4**

Select, use and apply skills and techniques in practice to undertake enquiries relevant to business.

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

#### **Unit 1**

The distribution of the assessment objectives for this unit is:

<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
15%	10%	5%	-	30%

#### **Unit 2**

The distribution of the assessment objectives for this unit is:

<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
-	5%	5%	5%	15%

#### **Unit 3**

The distribution of the assessment objectives for this unit is:

<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
10%	10%	10%	-	30%

#### **Unit 4**

The distribution of the assessment objectives for this unit is:

<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
-	5%	5%	15%	25%

## 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.

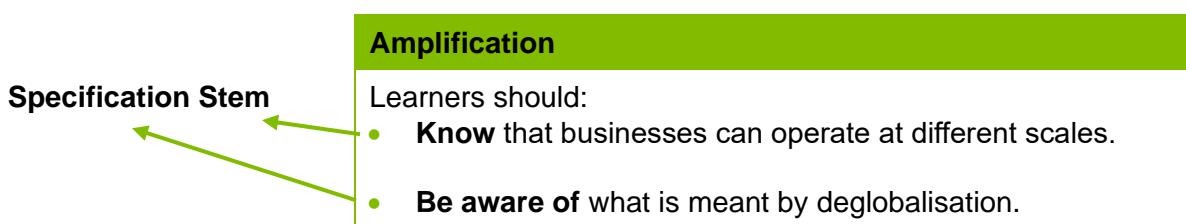
### Understanding the specification amplification

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:

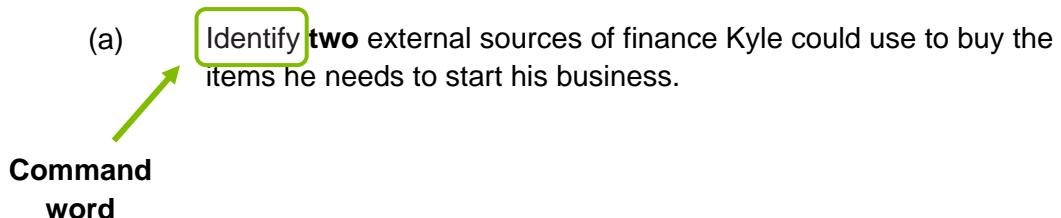
Specification Stem	When it is used
<b>Learners should be aware of</b>	When learners do not need to understand all aspects of the specified content in detail. Teachers should refer to Guidance for Teaching documents for further guidance on the depth and breadth to which this content should be taught.
<b>Learners should know</b>	When learners are required to demonstrate basic knowledge and understanding.
<b>Learners should understand</b>	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.
<b>Learners should be able to</b>	When learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

## 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:

<b>Command words for direct recall</b>	
<b>Command Word</b>	<b>Requirements of response</b>
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. <i>This is one of the most widely used command words. If an explanation is required then use two command words: 'describe and explain'.</i>
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.

### 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. <i>This command word should only be used in the context of a mathematical question e.g. calculate the value of.</i>
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
Collaborate	Make a contribution to the work of a team, supporting team members as required.
Communicate, write and speak	Share information by speaking or writing.
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.
Explore	Investigate without preconceptions about the outcome.
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.
Monitor	Observe, check, or keep a continuous record of something.
Participate	Play a role in.
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
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.
Shift	Use arithmetic shift functions
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.
Translate	Change words into a different language.
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)

<b>Command words for synthesis and evaluation</b>	
<b>Command Word</b>	<b>Requirements of response</b>
Advise	Suggest a proposal or course of action based on supported reasons.
Analyse	Separate information into components 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 <b>similarities</b> .
Consider	Review and respond to given info.
Contrast	Identify <b>differences only</b> .
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.
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 <b>a relevant or specified</b> mathematical method.
Suggest	State a possible reason or course of action.
Support	To maintain or advocate.
Synthesise	Combine information, objects or ideas.

## 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
1.	Identify which one of the following is a secondary market research method.  Award one mark for:  Sales information.				
		1			1

### Points based mark scheme

For short answer questions with a range of possible responses

Question	Answer	AO1	AO2	AO3	Total Mark
3.	Kyle is planning to start a new window cleaning business in his local area. He has identified the following items that he needs to buy to start his business: <ul style="list-style-type: none"> <li>• buckets</li> <li>• cleaning supplies</li> <li>• ladder</li> <li>• marketing material</li> <li>• van.</li> </ul> Kyle has no savings so he will need to use external sources of finance.				
(a)	Identify <b>two</b> external sources of finance Kyle could use to buy the items he needs to start his business.  Award <b>one</b> mark for each external source of finance, up to a maximum of <b>two</b> marks:  <ul style="list-style-type: none"> <li>• bank loans</li> <li>• government grants</li> <li>• leasing/hire purchase</li> <li>• new investors</li> <li>• overdraft</li> <li>• share issue</li> <li>• trade credit.</li> </ul> Credit any other valid response.	2			2

**Levels based mark schemes**

For questions requiring extended responses

**Task 5**

Evaluate the potential success of your entrepreneurial proposal using Elkington's triple bottom line model.

**AO3****Marks available**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Minimal evaluation of the potential success of the entrepreneurial proposal using Elkington's triple bottom line. Points are one-sided. Partial coverage of one or more elements of Elkington's triple bottom line model are considered but lack context.	Limited evaluation of the potential success of the entrepreneurial proposal using Elkington's triple bottom line. Points may be one-sided. At least two elements of Elkington's triple bottom line model are considered but may lack context.	Some evaluation of the potential success of the entrepreneurial proposal, using Elkington's triple bottom line. Points may be one-sided. At least two elements of Elkington's triple bottom line model are considered and most are in context.	Detailed evaluation of the potential success of the entrepreneurial proposal using Elkington's triple bottom line. Points may be one-sided. All elements of Elkington's triple bottom line model are considered and mostly are in context.	Effective and detailed evaluation of the potential success of the entrepreneurial proposal, using Elkington's triple bottom line, which may lack balance. All elements of Elkington's triple bottom line model are considered in context.	Highly effective, balanced and highly detailed evaluation of the potential success of the entrepreneurial proposal using Elkington's triple bottom line. All elements of Elkington's triple bottom line model are fully considered in context.
<b>Total: /6</b>					

## Important Dates

First Teaching of WJEC GCSE Business	2025
First assessment for Unit 1 (external assessment)	2026
First assessment for Unit 3 (external assessment)	2026
First release of Unit 2 NEA assignment brief	2026
First release of Unit 4 NEA assignment brief	2027
First submission of Unit 2 NEA	2026
First submission of Unit 4 NEA	2026
First Certification	2027