

WJEC GCSE Chemistry and Careers in Chemistry

Find examples of the most relevant careers for subsections of the curriculum and link through to up to five job profiles for further information. The profiles will give your students real world examples of jobs in the aspects of chemistry they enjoy most. They are written by teachers for teachers.

Simply click on the job title to go to the job profile on
A Future in Chemistry.

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Unit 1 – Chemical substances, reactions and essential resources

1.1 The nature of substances and chemical reactions

- › [Chemistry engineer, nuclear](#)
- › [Senior laboratory technician](#)
- › [Laboratory scientist apprentice](#)
- › [Soil scientist](#)
- › [Scientist, food and pharmaceuticals](#)

1.2 Atomic structure and the Periodic Table

- › [Chief chemist](#)
- › [Museum scientist](#)
- › [Chemistry engineer, nuclear](#)
- › [Radioactive waste consultant](#)

1.3 Water

- › [Analyst – higher apprentice, organic chemistry](#)
- › [Research scientist, microplastics](#)
- › [Laboratory analyst and higher degree apprentice, water](#)
- › [Soil scientist](#)

1.4 The ever-changing Earth

- › [Environmental chemist](#)
- › [Section leader, wind](#)
- › [Principal air quality consultant](#)
- › [Sustainability manager](#)
- › [Research fellow, battery recycling](#)

1.5 Rate of chemical change

- › [Chief executive officer](#)
- › [Senior principal scientist](#)
- › [Secondary school science teacher](#)

1.6 Limestone

- › [Environmental process specialist](#)
- › [Senior curator](#)
- › [Secondary school science teacher](#)

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Unit 2 – Chemical bonding, application of chemical reactions and organic chemistry

2.1 Bonding, structure and properties

- › [Bionanotechnology PhD student](#)
- › [Senior software developer](#)
- › [Co-founder and machine learning lead of tech startup Ignota Labs](#)
- › [Cosmetics, technical services chemist](#)
- › [Laboratory scientist apprentice](#)

2.2 Acids, bases and salts

- › [Chemistry engineer, nuclear](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Chief chemist](#)
- › [Senior laboratory technician](#)

2.3 Metals and their extraction

- › [Bioleaching lab technician](#)
- › [Project manager, world gold council](#)
- › [Environmental process specialist](#)
- › [Research fellow, battery recycling](#)
- › [Laboratory scientist apprentice](#)

2.4 Chemical reactions and energy

- › [Chemistry engineer, nuclear](#)
- › [Secondary school science teacher](#)
- › [Director](#)

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2.5 Crude oil, fuels and organic chemistry

- › [Analytical technician, plastics](#)
- › [Head of research and sustainability](#)
- › [Microplastics toxicologist](#)
- › [Principal air quality consultant](#)
- › [Professor of biorefineries](#)

2.6 Reversible reactions, industrial processes and important chemicals

- › [Pollution control officer](#)
- › [Principal air quality consultant](#)
- › [Secondary school science teacher](#)

Unit 3 – Practical assessment

Section A – Obtaining results

- › [Laboratory analyst and higher degree apprentice, water](#)
- › [Microplastics toxicologist](#)
- › [Principal air quality consultant](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Senior laboratory technician](#)

Section B -Analysing and evaluating results

- › [Laboratory analyst and higher degree apprentice, water](#)
- › [Microplastics toxicologist](#)
- › [Principal air quality consultant](#)
- › [Scientist, food and pharmaceuticals](#)
- › [Senior laboratory technician](#)