



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**A LEVEL
LAW – COMPONENT 1
A150U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE A LEVEL LAW

COMPONENT 1 – THE NATURE OF LAW AND THE ENGLISH LEGAL SYSTEM

SUMMER 2025 MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Component 1

Component 1 assesses all three assessment objectives: AO1, AO2 and AO3. The assessment objectives focus on the ability to demonstrate knowledge and understanding of the English legal system and legal rules and principles; the ability to apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology; and the ability to analyse and evaluate legal rules, principles, concepts and issues respectively.

The structure of the mark scheme

The mark scheme for both Section A and Section B has two parts:

- indicative content which can be used to assess the quality of the specific response. The content is not prescriptive, and candidates are not expected to mention all the material referred to. Examiners should seek to credit any further admissible evidence offered by the candidates.
- an assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.

Stage 1 - Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly, a mark for the question is awarded.

Stage 2 - Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Section A

1. Explain the advantages and disadvantages of judicial precedent. [5]

Indicative content

NOTE: The content is not prescriptive, and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In explaining the advantages and disadvantages of judicial precedent, candidates are expected to demonstrate knowledge and understanding of the English legal system and legal rules and principles underlying the advantages and disadvantages of judicial precedent. In demonstrating this knowledge and understanding candidates are required to focus on the specific nature of the question and not simply give a general answer on judicial precedent.

The response might consider issues such as:

- Advantages:
 - Like cases treated alike. Consistency, fairness.
 - Impartial system
 - Practical rules – case law is developed in response to real life situations
 - Certainty – claimants can be advised as to the likely outcome of their case
 - Flexibility – case law can change quickly to meet changes in society
- Disadvantages:
 - Retrospective effect – case law can apply to events which took place before the case came to court
 - Complex and unwieldy
 - Rigid – lower courts bound by bad law
 - Undemocratic – judges are not elected

Band	Marks	AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles
3	4-5	Excellent knowledge and understanding of the English legal system and legal rules and principles relating to the advantages and disadvantages of judicial precedent. Response is clear, detailed and fully developed.
2	2-3	Good knowledge and understanding of the English legal system and legal rules and principles relating to the advantages and disadvantages of judicial precedent. Response is generally clear, detailed and developed.
1	1	Basic knowledge and understanding of the English legal system and legal rules and principles relating to the advantages and disadvantages of judicial precedent. Response includes minimal detail.
	0	Response not creditworthy or not attempted.

2. Explain the doctrine of the separation of powers.

[5]

Indicative content

NOTE: The content is not prescriptive, and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In explaining the doctrine of the separation of powers, candidates are expected to demonstrate knowledge and understanding of the nature of the UK Constitution, focusing on the doctrine of the separation of powers. In demonstrating this knowledge and understanding candidates are required to focus on the specific nature of the question and not simply give a general answer on the UK Constitution.

The response might consider issues such as:

- Nature of the UK Constitution and separation of powers being one element of the unwritten Constitution (along with rule of law and Parliamentary sovereignty)
- Montesquieu's theory of separation:
 - 3 branches of the 'State' – executive, legislature and judiciary.
 - Theory of separation dictates that these should be separate functions, and one person should not be a member of more than one branch.
- Discussion of possible overlaps. E.g. historical role of the Lord Chancellor, MPs.
- **Constitutional Reform Act 2005.**

Band	Marks	AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles
3	4-5	• Excellent knowledge and understanding of the English legal system and legal rules and principles relating to the doctrine of the separation of powers. Response is clear, detailed and fully developed.
2	2-3	• Good knowledge and understanding of the English legal system and legal rules and principles relating to the doctrine of the separation of powers. Response is generally clear, detailed and developed.
1	1	• Basic knowledge and understanding of the English legal system and legal rules and principles relating to the doctrine of the separation of powers. Response includes minimal detail.
	0	Response not creditworthy or not attempted.

3. *Read the scenario below and answer the question that follows*

The UK Government has recently become concerned by the number of environmental protesters near Downing Street, some of whom have chained themselves to railings and some of whom are camped in tents. The Government has sought to use enabling powers under the Public Disorder (Fictitious) Act 2023 to ban existing, future and continuing demonstrations in, around and outside of Downing Street. These powers allow a radius of 500 metres around Downing Street to be covered by the ban. Hassan Sayed is a passionate environmental supporter and seeks to challenge the enabling order by Judicial Review so that he can continue protesting.

Using your knowledge of delegated legislation, advise Hassan on the ways in which the delegated power could be controlled. [15]

Indicative content

NOTE: The content is not prescriptive, and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In advising Hassan candidates are expected to demonstrate knowledge and understanding of the controls on delegated legislation. Candidates are expected to apply the full range of legal rules and principles that affect the control of delegated legislation. In this case they will apply both parliamentary and judicial controls to the given scenario in order to present a legal argument, using appropriate legal terminology.

The response might consider issues such as:

- Why control of delegated legislation is necessary – to maintain Parliamentary Sovereignty and so that devolved bodies do not exceed their powers
- Control by Parliament: Scrutiny committee, Enabling Act; Negative resolution; Affirmative resolution; Super Affirmative Resolution
- Control by courts: Judicial review; Ultra vires – substantive – *Strickland*; Ultra vires – procedural – *Aylesbury Mushroom*; Unreasonableness – *Wednesbury*, *R (on the application of Rogers) v Swindon NHS Primary Care Trust 2006*

Band	Marks	AO2: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology
4	12-15	• Excellent application of legal rules and principles to the situation. • Excellent presentation of a legal argument using appropriate legal terminology, case law and other legal authorities relating to the application of the controls on delegated legislation. The legal argument is detailed, fully developed and persuasive.
3	8-11	• Good application of legal rules and principles to the situation. • Good presentation of a legal argument using appropriate legal terminology, case law and other legal authorities relating to application of the controls on delegated legislation. The legal argument is generally detailed, developed and persuasive.
2	4-7	• Adequate application of legal rules and principles to the situation. • Adequate presentation of a legal argument using some appropriate legal terminology, case law and other legal authorities relating to application of the controls on delegated legislation. The legal argument includes some detail which is developed in places.
1	1-3	• Basic application of legal rules and principles to the situation. • Basic presentation of a legal argument using minimal legal terminology relating to application of the controls on delegated legislation. The legal argument includes minimal detail.
	0	Response not creditworthy or not attempted.

4. Read the text below and answer the question that follows:

Following concerns about parents taking children out of school during term time, the Welsh Government passed the ***Education Act (Fictitious) 2023***. During the second reading of the Bill, a Minister commented that these powers should only be used on rare occasions where, for example, parents were trying to access cheaper holidays. Schools should have some discretion over granting consent for a prolonged period of absence for a 'valid reason' and for a 'reasonable period of time' and ideally where the child is not of examination age.

Under the ***Education Act (Fictitious) 2023***, a criminal offence is committed if:

Section 1 – a school pupil 'fails to attend regularly'.

Section 2 – 'Regularly' is defined as attendance over 95% and no absence of more than 4 consecutive school days.

Section 3 – 'this offence carries a fine of £1000 and a period of suspension of 2 weeks for the child in question.

Section 4 – It is at the discretion of the school whether to permit a period of absence of up to 7 days.

Matthew is being prosecuted for taking his 6-year-old daughter out of school for a 7-day period to attend a family funeral in a remote part of India. His daughter's attendance before the holiday was good (over 95%). He asked the school for permission to take his daughter on holiday, but the school refused as they do not feel the 7 day absence is 'reasonable'.

Using your knowledge of statutory interpretation, advise Matthew as to whether he is likely to be convicted under the Act. [15]

Indicative content

NOTE: The content is not prescriptive, and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In advising Matthew, candidates are expected to apply the full range of legal rules and principles that affect the application of the rules of statutory interpretation to Matthew's situation. In this case candidates may apply the literal, golden, mischief and purposive rules, plus other aids of interpretation, including both intrinsic and extrinsic aids, to the given scenario in order to present a legal argument.

The response might consider issues such as:

- Nature of SI – allows judges to interpret statutes where the meaning is not clear. Use 4 main rules and have other aids (intrinsic and extrinsic, rules of language).
- Literal rule – judges apply the meaning of the words in the statute literally, grammatically, even if an absurd result is produced. (Case law such as *Whitely v Chappel*). Respects Parliamentary sovereignty but can produce absurd results which Parliament could not have intended. Application of the rule to the scenario.
- Golden rule – allows the judge to substitute a more reasonable meaning in light of the statute as a whole when and only when the literal rule has produced an absurd result. (Case law such as *Adler v George*). Allows a more reasonable outcome but no definition of absurdity so gives unelected judge's discretion. If the judge decided the outcome under the literal rule was absurd, he could use the golden rule. Application of the rule to the scenario.
- Mischief rule – laid down in *Heydon's case* and judges consider three questions: i)

what was the law before (in this case, there was none), ii) what was the ‘mischief’ or problem the Act was trying to overcome (in this case, to tackle the problem of parents taking children on holiday during term time), iii) if the case before the judge is still creating the problem, the judge can apply the solution regardless of the wording of the Act Application of the rule to the scenario.

- Purposive approach – allows the judge to apply the broad purpose of the Act. (Case law such as Quintavalle). Application of the rule to the scenario.
- Judges could also refer to Hansard comments (extrinsic aid). Judges could use other intrinsic/extrinsic aids as required. Provide some examples.

Band	Marks	AO2: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology
4	12-15	• Excellent application of legal rules and principles to Matthew’s situation. • Excellent presentation of a legal argument using appropriate legal terminology, case law and other legal authorities relating to statutory interpretation. The legal argument is detailed, fully developed and persuasive.
3	8-11	• Good application of legal rules and principles to Matthew’s situation. • Good presentation of a legal argument using appropriate legal terminology, case law and other legal authorities relating to statutory interpretation. The legal argument is generally detailed, developed and persuasive.
2	4-7	• Adequate application of legal rules and principles to Matthew’s situation. • Adequate presentation of a legal argument using some appropriate legal terminology, case law and other legal authorities relating to statutory interpretation. The legal argument includes some detail which is developed in places.
1	1-3	• Basic application of legal rules and principles to Matthew’s situation. • Basic presentation of a legal argument using minimal legal terminology relating to statutory interpretation. The legal argument includes minimal detail.
	0	Response not creditworthy or not attempted.

Section B

5.(a) Explain the main aims of youth sentencing.

[10]

Indicative content

NOTE: The content is not prescriptive, and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In explaining the aims of youth sentencing, candidates are expected to demonstrate knowledge and understanding of legal rules and principles underlying the main aims in relation to youths. In demonstrating this knowledge and understanding, candidates are required to give an answer which is focused on the aims of youth sentencing.

The response might consider issues such as:

- Sentencing Act 2020 - principal aim of preventing offending. This was originally held under section **37 Crime and Disorder Act 1998**. Also, the court must have regard to the youth offender's welfare, under **section 44 Children and Young Persons Act**.
- Other than this, the five main sentencing theories describing the purposes of sentencing in the English legal system are set out in the **Sentencing Act 2020**. The Act is an attempt to provide a single reference point for the law on sentencing. The Act consolidates all sentencing procedural law into a single 'Sentencing Code' for both adults and young people.
- Section 57/Part 4 of the Sentencing Code sets out that the court must have regard to the following purposes of sentencing: retribution, the reduction of crime by deterrence, the reform and rehabilitation of offenders, the protection of the public and the reparation by offenders to the persons affected by their offence.
- Possible mention of some sentences available for young offenders.

Band	Marks	AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles
4	8-10	Excellent knowledge and understanding of the English legal system and legal rules and principles relating to the aims of youth sentencing. Response is clear, detailed and fully developed.
3	5-7	Good knowledge and understanding of the English legal system and legal rules and principles relating to the aims of youth sentencing. Response is generally clear, detailed and developed.
2	3-4	Adequate knowledge and understanding of the English legal system and legal rules and principles relating to the aims of youth sentencing. Response includes some detail which is developed in places.
1	1-2	Basic knowledge and understanding of the English legal system and legal rules and principles relating to the aims of youth sentencing. Response includes minimal detail.
	0	Response not credit worthy or not attempted.

- 5.(b) 'Trial by jury is unreliable and outdated'. Analyse and evaluate this statement. [15]

Indicative content

NOTE: The content is not prescriptive, and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In order to achieve the highest marks, candidates must demonstrate their ability to draw together details from pervasive areas including the rule of law, the English legal system and the nature of law.

Candidates will offer an analysis and evaluation of the legal rules, principles, concepts and issues in order to evaluate the outdated nature of jury trial. In order to analyse and evaluate these issues, candidates may argue that trial by jury is a fundamental right but has its flaws due to the participation of lay people. Overall candidates will offer a debate and come to a substantiated judgement regarding whether jury trial is unreliable and outdated.

The response might consider issues such as:

Trial by jury mentioned in Magna Carta

- Jury reliability strengthened by increasing those eligible – **Criminal Justice Act 2003**.
- However, cases such as **R v Abdroidof** and **R v Khan** question whether this
- increased eligibility (police officers, CPS, judges) is appropriate

Trial by jury has several advantages, including (but not limited to):

- Open system of justice
- Secrecy of the jury room
- Jury equity
- Public participation in the legal system

Trial by jury has several disadvantages, including (but not limited to):

- Perverse verdict
- Secrecy
- No reasons for verdicts given
- Distress to jury members

Credit for any relevant citation.

Band	Marks	AO3: Analyse and evaluate legal rules, principles and concepts
4	12-15	• Excellent analysis of legal rules, principles and concepts relevant to whether jury trial is unreliable and outdated. Analysis is detailed with appropriate range of supporting evidence which draws together knowledge, skills and understanding. • Excellent evaluation of whether jury trial is unreliable and outdated, including a valid and substantiated judgement. • Excellent citation of supporting case law and legal authorities.
3	8-11	• Good analysis of legal rules, principles and concepts relevant to the success of whether jury trial is unreliable and outdated. Analysis is generally detailed with appropriate range of supporting evidence. • Good evaluation of the success of whether jury trial is unreliable and outdated, including a valid judgement. • Good citation of supporting case law and legal authorities.
2	4-7	• Adequate analysis of legal rules, principles and concepts relevant to the success of whether jury trial is unreliable and outdated. Analysis includes some detail with some supporting evidence. • Adequate evaluation of the success of whether jury trial is unreliable and outdated, including reference to a judgement. • Adequate citation of supporting case law and legal authorities.
1	1-3	• Basic analysis of legal rules, principles and concepts relevant to the success of whether jury trial is unreliable and outdated. Analysis includes minimal detail. • Basic evaluation of the success of whether jury trial is unreliable and outdated. • Basic citation of supporting case law and legal authorities.
	0	Response not creditworthy or not attempted.

6.(a) Explain the main forms of Alternative Dispute Resolution (ADR).

[10]

Indicative content

NOTE: The content is not prescriptive, and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In explaining the main methods of ADR, candidates are expected to demonstrate knowledge and understanding of legal rules and principles underlying civil justice. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on the main methods of ADR and not give a general answer on civil law or tribunals.

The response might consider issues such as:

- Definition of ADR – alternative to litigation. Aimed at getting parties to settle dispute without the need for court action
- 4 main forms of ADR though candidates may mention others such as Ombudsmen
 - **Negotiation** – informal. With or without a solicitor
 - **Mediation** – third party mediator helps parties reach a solution. Third party plays a facilitative role. Examples of mediation – Mediation, Information and Assessment Meetings (MIAMs), small claims mediation, etc.
 - **Conciliation** – third party conciliator plays a more active role and will suggest areas of compromise. Examples of conciliation – ACAS, pre-claim conciliation
 - **Arbitration** – governed by the Arbitration Act 1996. Formal, binding decision known as an ‘award’. Adjudicative – arbitrator imposes decision on the parties. **Scott v Avery** clauses. Examples of arbitration – sports arbitration

Band	Marks	AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles
4	8-10	• Excellent knowledge and understanding of the English legal system and legal rules and principles relating to the main forms of ADR. • Response is clear, detailed and fully developed.
3	5-7	• Good knowledge and understanding of the English legal system and legal rules and principles relating to the main forms of ADR. • Response is generally clear, detailed and developed.
2	3-4	• Adequate knowledge and understanding of the English legal system and legal rules and principles relating to the main forms of ADR. • Response includes some detail which is developed in places.
1	1-2	• Basic knowledge and understanding of the English legal system and legal rules and principles relating to the main forms of ADR. • Response includes minimal detail.
	0	Response not credit worthy or not attempted.

- 6.(b) Analyse and evaluate the advantages and disadvantages of Alternative Dispute Resolution (ADR). [15]

Indicative content

NOTE: The content is not prescriptive, and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates. In order to achieve the highest marks, candidates must demonstrate their ability to draw together details from areas including civil courts, the English legal system and the nature of law.

Candidates will offer an analysis and evaluation of the legal rules, principles, concepts and issues in order to evaluate the advantages and disadvantages of ADR. In order to analyse and evaluate these issues, candidates might consider issues such as the unique advantages and disadvantages of each form of ADR. Overall candidates will offer a debate and come to a substantiated judgment regarding the advantages and disadvantages of ADR in Wales and England.

The response might consider issues such as:

- Definition of ADR – alternative to litigation. Aimed at getting parties to settle dispute
- without the need for court action. Cheaper and quicker, in general.
- Increased use of ADR since the Woolf reforms, particularly with **Rule 1.4 of the Civil Procedure Rules**
- 4 main forms of ADR though candidates may mention others such as Ombudsmen

Negotiation

- Advantages:
 - Informal; with or without a solicitor
 - Costs reduced
 - Less intimidating
 - Quick resolution
 - Private and confidential
- Disadvantages:
 - Not binding
 - Can take longer if lawyers are involved
 - Can be costly if lawyers are involved

Mediation

- Advantages:
 - Third party helps parties reach a solution
 - Based on compromise and not strict application of the law
 - Relationships can be maintained
 - Avoids adversarial conflict of court
 - CEDR claims over 80% of cases are settled at mediation
 - Cheaper than litigation
- Disadvantages:
 - Mediator's role is only facilitative
 - Parties have to want to reach a compromise
 - Not normally legally binding
 - If mediation fails, court may be necessary anyway, increasing delay and overall cost

- Amounts paid in mediated settlements often lower than amounts agreed in other settlements: weaker party can be forced into a settlement
- More accessible than litigation.

Conciliation

- Advantages:
 - third party conciliator plays a more active role and will suggest areas of compromise
 - Can avoid further action – e.g. ‘Early conciliation in employment disputes
 - Cheaper and quicker
 - Private and usually informal
 - More accessible than litigation
- Disadvantages
 - Parties have to want to reach a compromise
 - If conciliation fails, court may be necessary anyway, increasing delay and overall cost
 - Not normally legally binding

Arbitration

- Advantages:
 - Formal, binding decision known as an ‘award’
 - Adjudicative – arbitrator imposes decision on the parties
 - Scott v Avery clauses
 - The parties may choose their own arbitrator
 - Can use experts in the field
 - The hearing, time and place can be arranged to suit both parties
 - The procedure is flexible
 - More informal and relaxed hearing than in court.
- Disadvantages:
 - Parties may not be on an equal footing with regards to legal representation
 - Legal aid is not available
 - An unexpected legal point may arise
 - Fees can be expensive for professional arbitrators and formal hearings
 - The rights of appeal are limited
 - Delays for commercial and international arbitration

Band	Marks	AO3: Analyse and evaluate legal rules, principles and concepts
4	12-15	• Excellent analysis of legal rules, principles and concepts relevant to the advantages and disadvantages of ADR. Analysis is detailed with appropriate range of supporting evidence which draws together knowledge, skills and understanding. • Excellent evaluation of the advantages and disadvantages of ADR, including a valid and substantiated judgement. • Excellent citation of supporting case law and legal authorities.
3	8-11	• Good analysis of legal rules, principles and concepts relevant to the advantages and disadvantages of ADR. Analysis is generally detailed with appropriate range of supporting evidence. • Good evaluation of the advantages and disadvantages of ADR including reference to a judgement. • Good citation of supporting case law and legal authorities.
2	4-7	• Adequate analysis of legal rules, principles and concepts relevant to the advantages and disadvantages of ADR. Analysis includes some detail with some supporting evidence. • Adequate evaluation of the advantages and disadvantages of ADR, including reference to a judgement. • Adequate citation of supporting case law and legal authorities.
1	1-3	• Basic analysis of legal rules, principles and concepts relevant to the advantages and disadvantages of ADR. Analysis includes minimal detail. • Basic evaluation of the advantages and disadvantages of ADR. • Basic citation of supporting case law and legal authorities.
	0	Response not creditworthy or not attempted.