



GCE AS MARKING SCHEME

SUMMER 2018

**AS (NEW)
GOVERNMENT AND POLITICS - UNIT 1
2160U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE GOVERNMENT AND POLITICS - UNIT 1

SUMMER 2018 MARK SCHEME

UNIT 1: Government in Wales and the United Kingdom Mark Scheme

Marking guidance for examiners

Summary of assessment objectives for Unit 1

The questions in Section A assess AO1. The questions in Section B assess both AO1 and AO2. The questions in Section C assess both AO1 and AO3. The assessment objectives focus on the ability to demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues (AO1); the ability to interpret and apply political information to identify and explain relevant similarities, differences, and connections (AO2), and the ability to analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions (AO3).

The structure of the mark scheme

The mark scheme for each question has two parts:

- Advice outlining 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.

Deciding on the mark awarded within a band

- 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 final mark for the question can then be awarded.

Organisation and communication

This issue should have bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark in the band.

Level Descriptors

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. The following grid should inform your decision as to which band the answer belongs. (N.B. The majority of questions follow a four band structure. However, when the question has three bands 'Adequate' as a descriptor has been removed.)

	AO1	AO2	AO3
Thorough	<ul style="list-style-type: none"> • Aware of a wide range of detailed and accurate knowledge. • Demonstrates fully developed understanding that shows relevance to the demands of the question. • Evidence/examples are well chosen. • Precision in the use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is consistently applied to the context of the question. • Is able to form a clear, developed and convincing interpretation of evidence that is fully accurate. • Is able to fully identify and explain similarities, differences and connections where relevant. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a consistently appropriate and effective way. • An effective and balanced argument is constructed. • Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Reasonable	<ul style="list-style-type: none"> • Has a range of detailed and accurate knowledge. • Demonstrates well developed understanding that is relevant to the demands of the question. • Evidence/examples are appropriate. • Generally precise in the use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is mainly applied to the context of the question. • Is able to form a clear and developed interpretation of evidence that is mostly accurate. • Is partially able to identify and explain similarities, differences and connections where relevant. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are mostly used in a suitable way and with a good level of competence and precision. • An accurate and balanced argument is constructed. • Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.
Adequate	<ul style="list-style-type: none"> • Shows some accurate knowledge. • Demonstrates partial understanding that is relevant to the demands of the question. • Evidence/examples are not always relevant. • Some use of appropriate terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is partially applied to the context of the question. • Is able to form a sound interpretation of evidence that shows some accuracy. • Makes some attempt to identify and explain similarities, differences and connections where relevant. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. • An imbalanced argument is constructed. • Sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.
Limited	<ul style="list-style-type: none"> • Limited knowledge with some relevance to the topic or question. • Little or no development seen. • Evidence/examples are not made relevant. • Very little or no use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is applied in a weak manner to the context of the question. • Can only form a simple interpretation of evidence, if at all, with very limited accuracy. • Makes weak attempt to identify and explain similarities, differences and connections where relevant. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used with limited competence. • Unsupported evaluation that offers simple or no conclusions.

Section A

Question 1

Using examples, briefly explain what is meant by devolution.

[6]

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 briefly explaining what is meant by devolution, candidates are expected to demonstrate knowledge and understanding of devolution. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on devolution. The response might consider issues such as:

- Definition of devolution in the context of UK governance.
- Development might include: reference to different devolutionary models across the UK (asymmetrical); it being an on-going 'process rather than an event'; contrast with federalism; reference to constitutional history of devolution; consequences of devolution.
- Examples might include: legislation post-1997; Wales, Scotland Northern Ireland, London, issues relating to regional devolution in England; the West Lothian question.
- Any other relevant information.

Band	Marks	AO1
3	5-6	Thorough knowledge and understanding of devolution, using a range of relevant evidence/examples.
2	3-4	Reasonable knowledge and understanding of devolution with some use of evidence/examples.
1	1-2	Limited knowledge and understanding of devolution with limited evidence/examples.
	0	Response not creditworthy or not attempted.

Question 2

Using examples, briefly outline the constitutional role of the UK Supreme Court.

[6]

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 briefly explaining the role of the UK Supreme Court, candidates are expected to demonstrate knowledge and understanding of the UK Supreme Court. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on the UK Supreme Court. The response might consider issues such as:

- Definition of the constitutional role of the Supreme Court in the context of the governance of the UK.
- Development that might include: reference to the constitutional reforms that created the Supreme Court; the position of the Supreme Court within the judicial structure; judicial review; ultra vires; powers of the Supreme Court; separation of powers; Judicial independence.
- Examples might include: reference to specific cases that have come before the Supreme Court; examples of personnel on the Supreme Court bench; examples that illustrate the independence of the Judiciary.
- Any other relevant information.

Band	Marks	AO1
3	5-6	Thorough knowledge and understanding of the constitutional role of the UK Supreme Court, using a range of relevant evidence/examples.
2	3-4	Reasonable knowledge and understanding of the constitutional role of the UK Supreme Court, with some use of evidence/examples.
1	1-2	Limited knowledge and understanding of the constitutional role of the UK Supreme Court with limited evidence/examples
	0	Response not creditworthy or not attempted.

Section B

Question 3

Read the extract below and answer the question that follows.

What is a committee? A guide to the Welsh Assembly

Committees are one of the key mechanisms that enable the Assembly to fulfil its statutory and constitutional functions.

At the Assembly, a committee is made up of a number of Assembly Members from different party groups who are appointed, by the Assembly in Plenary, to work together to undertake detailed work and carry out specific functions. The Assembly also decides who will be the chair of each committee. Members of an Assembly committee, or sub-committee, may not include anyone who is not an Assembly Member.

Standing Orders do not say which committees must be established. They give the Assembly freedom to design a committee structure that reflects the priorities and circumstances of the day. They do include a requirement to ensure that key functions listed in Standing Orders are delivered by the committee structure.

The Business Committee is responsible for the organisation of Assembly.

[Extract adapted from National Assembly for Wales Assembly Business *Getting involved with Committees*, 2015]

Using Extract A as well as your own knowledge, compare and contrast the work of committees in the National Assembly for Wales and the UK Parliament.

[24]

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 comparing and contrasting the work of committees in the National Assembly for Wales and Parliament of the UK candidates are expected to demonstrate the ability to interpret and apply political information to the roles of committees within the stated legislatures. In demonstrating this candidates are required to give an answer which is focused on the roles of committees. The response might consider issues such as:

- Placing committees into the context of parliamentary/assembly scrutiny of the executive.
- Reference to the different types of committee within the stated legislatures; including impact on legislation.
- Reference to membership and chair of committees, with examples.
- Reference to examples of the committees' work which compare and contrast the committee systems.
- Reference to the resources available to support the committees.
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	7-8	<ul style="list-style-type: none"> • Thorough knowledge and understanding of committees in the NA for Wales and Parliament of the UK. • Evidence/examples used are well-chosen. • Depth and range to material used. • Effective use of terminology. 	13-16	<ul style="list-style-type: none"> • Thorough application of political knowledge to the source. • Thorough interpretation of political information on committees in the NA for Wales and Parliament of the UK. • Thorough explanation of relevant similarities, differences and connections between committees in the NA for Wales and Parliament of the UK.
3	5-6	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of committees in the NA for Wales and Parliament of the UK. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology. 	9-12	<ul style="list-style-type: none"> • Reasonable application of political knowledge to the source. • Reasonable interpretation of political information on committees in the NA for Wales and Parliament of the UK. • Reasonable explanation of relevant similarities, differences and connections between committees in the NA for Wales and Parliament of the UK.

2	3-4	<ul style="list-style-type: none"> • Adequate knowledge and understanding of committees in the NA for Wales and Parliament of the UK. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology. 	5-8	<ul style="list-style-type: none"> • Adequate application of political knowledge to the source. • Adequate interpretation of political information on committees in the NA for Wales and Parliament of the UK. • Adequate explanation of relevant similarities, differences and connections between committees in the NA for Wales and Parliament of the UK.
1	1-2	<ul style="list-style-type: none"> • Limited knowledge and understanding of committees in the NA for Wales and Parliament of the UK. • Evidence/examples used are not made relevant. • Very little use of terminology. 	1-4	<ul style="list-style-type: none"> • Limited application of political knowledge to the source. • Limited interpretation of political information on committees in the NA for Wales and Parliament of the UK. • Limited explanation of relevant similarities, differences and connections between committees in the NA for Wales and Parliament of the UK.
	0	Response not creditworthy or not attempted.		

Question 4

Read the extract below and answer the question that follows.

Extract B

The UK's work with the UN

The UK is one of the founding members of the United Nations. Plans for the UN were drawn up during the Second World War. On 14 August 1941, US President Franklin D. Roosevelt and UK Prime Minister Winston Churchill proposed a set of principles for international collaboration on peace and security in a document known as the Atlantic Charter.

Since then, the UK has continued to shape the UN and its work.

As one of the five permanent members of the Security Council, the UK has particular responsibility for the maintenance of international peace and security. It plays a key role in the adoption of resolutions on conflict situations, including those that legalise the use of force, and - like the other permanent members - has the right of veto over important decisions.

The UK is the fifth-largest contributor to the UN's regular budget, contributing 5.19% of the budget - or £82m - in 2014. The UK is also the fifth-largest contributor to the UN's separate peacekeeping budget, paying for 6.68% of \$7bn a year.

[Extract adapted from the web site of the United Nations Association, *Guidance on how the UK works with the United Nations.*]

Using Extract B as well as your own knowledge, compare and contrast the UK's relationship with the UN and the EU. **[24]**

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 examining the UK's relationship with UN and the EU candidates are expected to demonstrate the ability to interpret and apply political information to the relationships to compare and contrast the differences and similarities between them. In demonstrating this candidates are required to give an answer which is focused on the connections between the UK's relationship with the stated international bodies. The response might consider issues such as:

- The different international treaties and legislation underpinning the UK's relationship with these international bodies.
- The extent to which sovereignty is pooled in each of the stated international bodies.
- The varying political commitment shown by the UK government towards these international bodies.
- Reference to actual examples to illustrate UK government's varying role with these international bodies.
- Reference to any academic models that attempt to explain UK's relationship with international bodies.
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	7-8	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the UK's relationship with the UN and the EU. • Evidence/examples used are well chosen. • Depth and range to material used. • Effective use of terminology. 	13-16	<ul style="list-style-type: none"> • Thorough application of political knowledge to the source. • Thorough interpretation of political information on the UK's relationship with UN and the EU. • Thorough explanation of relevant similarities, differences and connections between the UK's relationship with UN and the EU.
3	5-6	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the UK's relationship with the UN and the EU. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology. 	9-12	<ul style="list-style-type: none"> • Reasonable application of political knowledge to the source. • Reasonable interpretation of political information on the UK's relationship with the UN and the EU. • Reasonable explanation of relevant similarities, differences and connections between the UK's relationship with the UN and the EU.
2	3-4	<ul style="list-style-type: none"> • Adequate knowledge and understanding of the UK's relationship with the UN and the EU. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology. 	5-8	<ul style="list-style-type: none"> • Adequate application of political knowledge to the source. • Adequate interpretation of political information on the UK's relationship with the UN and the EU. • Adequate explanation of relevant similarities, differences and connections between the UK's relationship with the UN and the EU.
1	1-2	<ul style="list-style-type: none"> • Limited knowledge and understanding of the UK's relationship with the UN and the EU. • Evidence/examples used are not made relevant. • Very little use of terminology. 	1-4	<ul style="list-style-type: none"> • Limited application of political knowledge to the source. • Limited interpretation of political information on the UK's relationship with the UN and the EU. • Limited explanation of relevant similarities, differences and connections between the UK's relationship with the UN, and the EU.
	0	Response not creditworthy or not attempted.		

Section C

Question 5

Discuss how effective Parliament is in legislating for the UK.

[22]

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 discussing how effective Parliament is in legislating for the UK, candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the evidence for each side of the discussion. The response might consider issues such as:

Arguments supporting the view that Parliament is effective in legislating for the UK:

- Examples that illustrate how legislation from Parliament has had a powerful impact across the UK.
- The role parliamentary committees play in ensuring properly scrutinized legislation.
- The exhaustive legislative process, including the pre-parliamentary process.
- The broad range of skills and experience brought to parliament by both MPs and Lords.
- The role of the House of Lords as a secondary revising chamber.
- The enhanced role of MPs during periods of coalition and small majorities.
- Parliament passes lots of legislation; some of which can be radical and controversial.
- Any other relevant material.

Arguments against the view that that Parliament is effective in legislating for the UK:

- The complexities of devolution means that UK wide legislation is not as effective as it once might have been.
- The strong party whip system ensures that the will of the executive will usually prevail.
- The House of Lords has limited powers of delay and will in the end give way to the Commons. The Lords has no power on financial bills.
- The large government majority leaves parliament much less able to have an impact upon legislation.
- Committees lack the resources to properly scrutinise legislation.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the extent to which Parliament is effective in legislating for the UK. • Evidence/examples used are well-chosen. • Depth and range to material used. • Effective use of terminology. 	10-12	<ul style="list-style-type: none"> • Thorough analysis and evaluation of the extent to which Parliament is effective in legislating for the UK. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • Writing demonstrates accurate grammar, punctuation and spelling. • An appropriate conclusion is reached based on evidence presented.
3	6-8	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the extent to which Parliament is effective in legislating for the UK. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology. 	7-9	<ul style="list-style-type: none"> • Reasonable analysis and evaluation of the extent to which Parliament is effective in legislating for the UK. • Reasonable discussion with well-developed and balanced arguments. • Structure is mostly logical. • Writing demonstrates reasonably accurate grammar, punctuation and spelling. • A reasonable conclusion is reached based on evidence presented.

2	3-5	<ul style="list-style-type: none"> • Adequate knowledge and understanding of the extent to which Parliament is effective in legislating for the UK. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate • Use of terminology. 	4-6	<ul style="list-style-type: none"> • Adequate analysis and evaluation of the extent to which Parliament is effective in legislating for the UK. • Adequate discussion with well-developed and balanced arguments. OR Reasonable discussion with only one side of the argument. • Structure is reasonable. • Writing demonstrates some errors in grammar, punctuation and spelling. • A superficial conclusion is reached
1	1-2	<ul style="list-style-type: none"> • Limited knowledge and understanding of the extent to which Parliament is effective in legislating for the UK. • Evidence/examples used are not made relevant. • Very little use of terminology. 	1-3	<ul style="list-style-type: none"> • Limited analysis and evaluation of the extent to which Parliament is effective in legislating for the UK. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
0	Response not creditworthy or not attempted.			

Question 6

"The UK Constitution is no longer fit for purpose." Discuss.

[22]

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 discussing whether "The UK Constitution is no longer fit for purpose", candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on deliberating whether "The UK Constitution is no longer fit for purpose." The response might consider issues such as:

Arguments in favour of the view that the "The UK Constitution is no longer fit for purpose." :

- No entrenched protection for human rights.
- Executive dominance – elective dictatorship.
- No rule-book to deal with potential constitutional crises.
- UK one of the few modern states not to have a written constitution.
- Reform needed to address an increasingly complex and pluralistic state, including devolution.
- A weak legislature unable to control an executive determined to enact legislation.
- The judiciary not adequately protected from political interference.
- Unfinished constitutional reforms post-1997.
- Any other relevant material.

Arguments against of the view that the "The UK Constitution is no longer fit for purpose.":

- Parliamentary has proved an effective means of protecting human rights.
- The potential difficulty in framing a written constitution that gained the agreement of all sides.
- Constitutional flexibility to adapt to changing times.
- Evidence that the legislature and the judiciary are able to control the executive.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> • Thorough knowledge and understanding of whether the UK Constitution is no longer fit for purpose. • Evidence/examples used are well-chosen. • Depth and range to material used. • Effective use of terminology. 	10-12	<ul style="list-style-type: none"> • Thorough analysis and evaluation of whether the UK Constitution is no longer fit for purpose. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • Writing demonstrates accurate grammar, punctuation and spelling. • An appropriate conclusion is reached based on evidence presented.
3	6-8	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of whether the UK Constitution is no longer fit for purpose. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology. 	7-9	<ul style="list-style-type: none"> • Reasonable analysis and evaluation of the view that UK Constitution is no longer fit for purpose. • Reasonable discussion with well-developed and balanced arguments. • Structure is mostly logical. • Writing demonstrates reasonably accurate grammar, punctuation and spelling. • A reasonable conclusion is reached based on evidence presented.
2	3-5	<ul style="list-style-type: none"> • Adequate knowledge and understanding of whether the UK Constitution is no longer fit for purpose. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology. 	4-6	<ul style="list-style-type: none"> • Adequate analysis and evaluation of the view that the UK Constitution is no longer fit for purpose. • Adequate discussion with well-developed and balanced arguments. OR • Reasonable discussion with only one side of the argument. • Structure is adequate. • Writing demonstrates some errors in grammar, punctuation and spelling. • A superficial conclusion is reached.
1	1-2	<ul style="list-style-type: none"> • Limited knowledge and understanding of whether the UK Constitution is no longer fit for purpose. • Evidence/examples used are not made relevant. • Very little use of terminology. 	1-3	<ul style="list-style-type: none"> • Limited analysis and evaluation of the view that the UK Constitution is no longer fit for purpose. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.		

Question 7

Assess the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. [22]

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 discussing whether ‘The office of Prime Minister of the UK and First Minister of Wales are mainly determined by the person holding the office candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the issue of whether which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. The response might consider issues such as:

Arguments that the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office might include:

- The power of patronage offered by both of the offices, including examples.
- The doctrine of Collective Responsibility reinforces the ability of FM and PM to shape the office as they wish.
- Executive dominance of the legislature – role of the party whips.
- The significant resources available to both PM/FM to carry out their roles i.e. civil service and advisers, No.10 Office.
- Any other relevant material.

Arguments against the view that the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office might include:

- Limits on the role of First Minister set by the devolution settlement.
- Limited pool of talent for key posts limits the power of patronage.
- ‘Events dear boy, events’: The dynamic and unpredictable nature of politics.
- The economic situation will restrict or enhance the ability of PM/FM to shape their office.
- The potential of the cabinet to be an alternative power base to that of the PM/FM, with examples including Thatcher and John Major.
- The likelihood of potential rivals with powerful supporters, with the Blair/Brown relationship as a key example.
- The argument that power lies elsewhere with the civil service or advisers.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. • Evidence/examples used are well-chosen. • Depth and range to material used. • Effective use of terminology. 	10-12	<ul style="list-style-type: none"> • Thorough analysis and evaluation of the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • Writing demonstrates accurate grammar, punctuation and spelling. • An appropriate conclusion is reached based on evidence presented.
3	6-8	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology. 	7-9	<ul style="list-style-type: none"> • Reasonable analysis and evaluation of the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. • Reasonable discussion with well- developed and balanced arguments. • Structure is mostly logical. • Writing demonstrates reasonably accurate grammar, punctuation and spelling. • A reasonable conclusion is reached based on evidence presented.

2	3-5	<ul style="list-style-type: none"> • Adequate knowledge and understanding of the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office.. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology. 	4-6	<ul style="list-style-type: none"> • Adequate analysis and evaluation of the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. • Adequate discussion with well-developed and balanced arguments. <p>OR</p> <ul style="list-style-type: none"> • Reasonable discussion with only one side of the argument. • Structure is adequate. • Writing demonstrates some errors in grammar, punctuation and spelling. • A superficial conclusion is reached.
1	1-2	<ul style="list-style-type: none"> • Limited knowledge and understanding of the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. • Evidence/examples used are not made relevant. • Very little use of terminology. 	1-3	<ul style="list-style-type: none"> • Limited analysis and evaluation of the extent to which the powers of the Prime Minister of the UK and the First Minister of Wales are mainly determined by the person holding the office. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.		