



GCE AS MARKING SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 2019 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 the importance of Statute Law within the British Constitution. [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 the importance of Statute Law, candidates are expected to demonstrate knowledge and understanding of Statute Law within the British Constitution. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on the importance of Statute Law. The response might consider issues such as:

- Definition of Statute Law in the context of the British Constitution e.g. more important than other sources due to parliamentary sovereignty.
- Reference to how constitutional legislation differs from other legislation.
- It creates constitutional flexibility.
- Statute law is a written feature of constitutions.
- Examples (from many) might include: Devolution; Human Rights Act; Freedom of Information; Brexit legislation.
- Any other relevant information.

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

Question 2

Using examples, describe the main features of the plenary session in the National Assembly for Wales. [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 describing the main features of the plenary session in the National Assembly, candidates are expected to demonstrate knowledge and understanding of the plenary session. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on the plenary session. The response might consider issues such as:

- Definition of the plenary session and its place with National Assembly business.
- The opportunity offered to hold the executive to account.
- The opportunity for AMs to represent and voice the views of their constituents.
- Debates.
- Being part of the legislative process.
- Examples might reference any issues that come up in the plenary session.
- Any other relevant information.

Band	Marks	A01
3	5-6	Thorough knowledge and understanding of the main features of the plenary session in the National Assembly for Wales, using a range of relevant evidence/examples.
2	3-4	Reasonable knowledge and understanding of the main features of the plenary session in the National Assembly for Wales, with some use of evidence/examples.
1	1-2	Limited knowledge and understanding of the main features of the plenary session in the National Assembly for Wales 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.

Extract A

Identikit of an ideal cabinet minister

- Sets clear department goals.
- Makes decisions; has good judgment.
- Accepts the doctrine of individual ministerial responsibility.
- Can take advice and learn from senior civil servants.
- Has personal resilience and stamina.
- Copes well and maintains good relationships under pressure.
- Knows how to motivate junior ministers and civil servants.
- Has authority within Government, Parliament/Assembly and externally with the media and the public.

[Extract adapted from *The challenge of being a minister*, report of The Institute for Government, 2011]

Using Extract A as well as your own knowledge, compare and contrast the roles of cabinet ministers with those of civil servants. [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 contrast the roles of cabinet ministers and civil servants candidates are expected to demonstrate the ability to interpret and apply political information, and to compare and contrast the differences and similarities between them. In demonstrating this candidates are required to give an answer which is focused on comparing and contrasting the roles of cabinet ministers with those of civil servants in UK and/or Wales governments. The response might consider issues such as:

- Comparing the cases of Individual Ministerial Responsibility to highlight the relationship between cabinet ministers and civil servants in UK and Wales.
- Comparing the political responsibilities of cabinet ministers with that of civil servants.
- The contrast to cabinet ministers with the traditional civil service codes of anonymity, permanence, and neutrality.
- Comparing the role of special advisers with that of civil servants.
- Contrasting the expertise of civil servants with the often transitory and non-specialist cabinet ministers in UK and Wales.
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	7-8	<ul style="list-style-type: none"> Thorough knowledge and understanding in comparing and contrasting the roles of cabinet ministers with those of civil servants. 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 when comparing and contrasting the roles of cabinet ministers with those of civil servants. Thorough explanation of relevant similarities, differences and connections between the roles of cabinet ministers and civil servants.
3	5-6	<ul style="list-style-type: none"> Reasonable knowledge and understanding in comparing and contrasting the roles of cabinet ministers with those of civil servants. 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 when comparing and contrasting the roles of cabinet ministers with those of civil servants. Reasonable explanation of relevant similarities, differences and connections between the roles of cabinet ministers and civil servants.
2	3-4	<ul style="list-style-type: none"> Adequate knowledge and understanding in comparing and contrasting the roles of cabinet ministers with those of civil servants. 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 when comparing and contrasting the roles of cabinet ministers with those of civil servants. Adequate explanation of relevant similarities, differences and connections between the roles of cabinet ministers and civil servants.
1	1-2	<ul style="list-style-type: none"> Limited knowledge and understanding in comparing and contrasting the roles of cabinet ministers with those of civil servants. 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 when comparing and contrasting the roles of cabinet ministers with those of civil servants. Limited explanation of relevant similarities, differences and connections between the roles of cabinet ministers and civil servants.
	0	Response not creditworthy or not attempted.		

Question 4

Read the extract below and answer the question that follows.

Extract B

Judicial Independence

The independence of judges in the UK is protected in several ways: judges are independent of the executive and the legislature and do not get involved in political debate. Apart from modern rules relating to age and health, judges of the High Court and above cannot be removed from office without a motion passed by both Houses of Parliament. Judges are almost entirely immune from the risk of being sued or prosecuted for what they do in their capacity as a judge.

The Constitutional Reform Act 2005, which came into force in April 2006, considerably modified the role of the Lord Chancellor and in so doing, strengthened the independence of the Judiciary.

[Extract adapted from *Judicial Independence* from the website of politics.co.uk.] accessed 2018 <http://www.politics.co.uk/reference/judicial-independence>]

Using Extract B as well as your own knowledge, explain how the main features of the Judiciary of the UK connect to the political independence of the Judiciary. [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 how the main features of the judiciary connect to the political independence of the judiciary candidates are expected to demonstrate the ability to interpret and apply political information to these factors. In demonstrating this candidate are required to give an answer which is focused on the connections between the factors which ensure the independence of the judiciary. The response might consider issues such as:

- The connections between the different factors that ensure judicial independence, such as judicial pay.
- Reference to how the connected factors lead to separation of powers and therefore judicial independence.
- The connections of the new safeguards put in place post-Constitutional Reform Act, such as the changed role of the Lord Chancellor and judicial independence.
- Examples that illustrate the connections between the factors, such as the Judicial Appointments Committee and judicial independence.
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	7-8	<ul style="list-style-type: none"> Thorough knowledge and understanding of the features that ensure the independence of the judiciary. 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 the features that ensure the independence of the judiciary. Thorough explanation of relevant similarities, differences and connections between the features that ensure the independence of the judiciary.
3	5-6	<ul style="list-style-type: none"> Reasonable knowledge and understanding of the features that ensure the independence of the judiciary. 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 the factors that ensure the independence of the judiciary. Reasonable explanation of relevant similarities, differences and connections between the features that ensure the independence of the judiciary.
2	3-4	<ul style="list-style-type: none"> Adequate knowledge and understanding of the features that ensure the independence of the judiciary. 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 the features that ensure the independence of the judiciary. Adequate explanation of relevant similarities, differences and connections between the features that ensure the independence of the judiciary.
1	1-2	<ul style="list-style-type: none"> Limited knowledge and understanding of the features that ensure the independence of the judiciary. 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 features that ensure the independence of the judiciary. Limited explanation of relevant similarities, differences and connections between the features that ensure the independence of the judiciary.
	0	Response not creditworthy or not attempted.		

Section C

Question 5

Assess the extent to which devolution has improved the governance of the United Kingdom. [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 the extent to which devolution has improved the governance of the United Kingdom, 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 devolution has improved the governance of the United Kingdom;

- Introduction of regionally developed policies e.g. free prescriptions.
- Innovative policy ideas that have copied across the UK.
- Devolution has kept the UK together by assisting subsidiarity.
- Strong evidence of steady growth of public support for devolution.
- Lasting peace in Northern Ireland.
- Any other relevant material.

Arguments against the view that devolution has improved the governance of the United Kingdom;

- The devolved institutions have lacked real power to make a sustained impact.
- Perceived failure in key policy areas e.g. education.
- Continued division in Northern Ireland.
- Possible threat of devolution to the union, e.g. demands for independence, and possible breaking up of the union.
- On-going independence campaign in Scotland.
- Inconsistency across the UK in terms of policy and governance.
- 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 devolution has improved the governance of the United Kingdom. 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 devolution has improved the governance of the United Kingdom. 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 devolution has improved the governance of the United Kingdom. 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 devolution has improved the governance of the United Kingdom. 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 devolution has improved the governance of the United Kingdom. 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 devolution has improved the governance of the United Kingdom. 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 devolution has improved the governance of the United Kingdom. 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 devolution has improved the governance of the United Kingdom. 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

Assess the extent to which parliamentary sovereignty is the most important principle of the British Constitution. [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 the extent to which parliamentary sovereignty is the most important principle of the British Constitution 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 parliamentary sovereignty is the most important principle of the British Constitution.

The response might consider issues such as:

Arguments in favour of the view that parliamentary sovereignty is the most important principle of the British Constitution;

- Parliament is the supreme legal authority in the UK, which can create or end any law.
- No parliament may be bound by a predecessor or bind a successor.
- No person or body including a court of law may question the validity of law.
- Long established principle and one reinforced by Supreme Court rulings.
- Any other relevant material.

Arguments against the view that parliamentary sovereignty is the most important principle of the British Constitution’;

- EU membership and the supremacy of European law.
- Executive dominance.
- Unwritten conventions deal with the exercise of power central to the constitution.
- Devolution has impacted upon the principle of parliamentary sovereignty.
- Membership of NATO and UN – pooling of sovereignty.
- Judicial review can have an impact on parliamentary sovereignty.
- Contrasting other factors such as The Rule of Law, constitutional monarchy.
- 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 parliamentary sovereignty is the most important principle of the British Constitution. 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 parliamentary sovereignty is the most important principle of the British Constitution. 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 parliamentary sovereignty is the most important principle of the British Constitution. 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 parliamentary sovereignty is the most important principle of the British Constitution. 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 parliamentary sovereignty is the most important principle of the British Constitution. 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 parliamentary sovereignty is the most important principle of the British Constitution. Adequate discussion with well-developed and balanced arguments. <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> 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 parliamentary sovereignty is the most important principle of the British Constitution. 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 parliamentary sovereignty is the most important principle of the British Constitution. 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

'Prime Ministerial power is greater than the power of the Cabinet.' Analyse and evaluate this statement. [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 'Prime Ministerial power is greater than the power of the Cabinet.' 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 'Prime Ministerial power is greater than the power of the Cabinet.'

Arguments supporting the view that 'Prime Ministerial power is greater than the power of the Cabinet.' might include;

- Prime minister selects the cabinet.
- Prime minister decides who does what within the cabinet.
- The use (and threat) of cabinet reshuffles.
- Collective responsibility.
- Support of Number 10 officials and the Cabinet Office.
- PM has the highest profile with media and in parliament.
- Privy to highest level security information.
- Any other relevant material.

Arguments against the view that 'Prime Ministerial power is greater than the power of the Cabinet.' might include;

- The power of the Prime Minister is not absolute and relies upon the PM being popular and successful.
- The electoral cycle and the size of a PM's parliamentary majority.
- Potential rivals within the Cabinet.
- The role of the Treasury.
- The economy.
- Events.
- Devolution and a changing constitution.
- Collective responsibility.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> Thorough knowledge and understanding of the factors that can give the prime minister power over cabinet colleagues. 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 Prime Ministerial power is greater than the power of the Cabinet. 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 factors that can give the prime minister power over cabinet colleagues. 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 whether Prime Ministerial power is greater than the power of the Cabinet. 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 factors that can give the prime minister power over cabinet colleagues. 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 whether Prime Ministerial power is greater than the power of the Cabinet. 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 the factors that can give the prime minister power over cabinet colleagues. 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 whether Prime Ministerial power is greater than the power of the Cabinet. Limited discussion. Answer lacks structure. Writing demonstrates many errors in grammar, punctuation and spelling. No conclusion.
	0	Response not creditworthy or not attempted.		