



GCE AS MARKING SCHEME

SUMMER 2022

**AS (NEW)
LAW - UNIT 1
THE NATURE OF LAW AND THE WELSH AND
ENGLISH LEGAL SYSTEMS
2150U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

WJEC GCE AS LAW

UNIT 1: THE NATURE OF LAW AND THE WELSH AND ENGLISH LEGAL SYSTEMS

SUMMER 2022 MARK SCHEME

Marking guidance for examiners Summary of assessment objectives for Unit 1

The questions in Section A and Section B assess all three assessment objectives - AO1, AO2 and AO3. The assessment objectives focus on the ability to demonstrate knowledge and understanding of legal rules and principles; the ability to apply legal rules and principles to given scenarios in order to present a legal argument using appropriate terminology, and the ability to analyse and evaluate legal rules, principles, concepts and issues.

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 what is meant by the ratio decidendi and obiter dicta of a judgement. [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 ratio decidendi and obiter dicta of a judgment, candidates are expected to demonstrate knowledge and understanding of legal rules and principles underlying 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:

- an explanation of both *ratio decidendi* and *obiter dicta* and how they can be seen as binding and persuasive precedent respectively
- relationship of the court hierarchy in relation to precedent
- relevant case examples to illustrate the operation of *ratio decidendi* and *obiter dicta* within a judgement

Band	Marks	AO1: Demonstrate knowledge and understanding of legal rules and principles
4	9-10	<ul style="list-style-type: none">• Excellent, detailed knowledge and understanding of legal rules and principles relating to ratio decidendi and obiter dicta.
3	6-8	<ul style="list-style-type: none">• Good knowledge and understanding of legal rules and principles relating to ratio decidendi and obiter dicta.
2	3-5	<ul style="list-style-type: none">• Satisfactory knowledge and understanding of legal rules and principles relating to ratio decidendi and obiter dicta
1	1-2	<ul style="list-style-type: none">• Basic knowledge and understanding of legal rules and principles relating to ratio decidendi and obiter dicta
	0	Response not creditworthy or not attempted.

2. Explain the role of the Law Commission.

[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 what is meant by the purpose of the Law Commission candidates are expected to demonstrate knowledge and understanding of the English legal system and legal rules and principles underlying the purpose of the Law Commission. 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 law reform.

The response might consider issues such as:

- the reasons for establishing the Law Commission, for example the need to set up a full time law reform body
- reference to the Law Commission Act 1965 which created the statutory independent body charged with keeping the law under review and recommending reform where it is needed. The main purpose of the Commission is to ensure that the law is fair, modern, simple and effective
- the Law Commission Act 2009 compels the government to give reasons why it has not implemented any proposal of the Law Commission
- examples of recent work showing its purpose can be utilised, for example the proposals that led to the Criminal Justice and Courts Act 2015

Band	Marks	AO1: Demonstrate knowledge and understanding of legal rules and principles
4	9-10	<ul style="list-style-type: none">• Excellent, detailed knowledge and understanding of legal rules and principles relating to the purpose of the Law Commission.
3	6-8	<ul style="list-style-type: none">• Good knowledge and understanding of legal rules and principles relating to the purpose of the Law Commission.
2	3-5	<ul style="list-style-type: none">• Satisfactory knowledge and understanding of legal rules and principles relating to the purpose of the Law Commission.
1	1-2	<ul style="list-style-type: none">• Basic knowledge and understanding of legal rules and principles relating to the purpose of the Law Commission.
	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 anti- BREXIT protesters in Parliament Square, many of whom are living in tents. The Government has sought to use enabling powers under the Crime and Order (Fictitious) Act 2018 to ban existing, future and continuing demonstrations in, around and outside of Parliament Square. Simon Mayne is a passionate protester against leaving the EU and is seeking to challenge by way of judicial review the enabling order so that he can continue protesting

Using your knowledge of delegated legislation, advise Simon on the ways in which the delegated power could be controlled. [28]

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 Simon 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	AO1: Demonstrate knowledge and understanding of legal rules and principles
4	4	<ul style="list-style-type: none"> Excellent, detailed knowledge and understanding of the controls on delegated legislation Parliament.
3	3	<ul style="list-style-type: none"> Good knowledge and understanding of the controls on delegated legislation
2	2	<ul style="list-style-type: none"> Satisfactory knowledge and understanding of the controls on delegated legislation
1	1	<ul style="list-style-type: none"> Basic knowledge and understanding of the controls on delegated legislation
	0	Response not creditworthy or not attempted.

Band	Marks	AO2: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology
4	18-24	<ul style="list-style-type: none"> Excellent, detailed application of legal rules and principles to Simon's situation. Excellent presentation of a legal argument, using appropriate legal terminology, case law and other legal authorities relating to the controls on delegated legislation.
3	12-17	<ul style="list-style-type: none"> Good application of legal rules and principles to Simon's situation. Good presentation of a legal argument using appropriate legal terminology, case law and other legal authorities relating to the controls on delegated legislation.
2	7-11	<ul style="list-style-type: none"> Satisfactory application of legal rules and principles to Simon's situation. Satisfactory presentation of a legal argument, using some appropriate legal terminology, case law and other legal authorities relating to the controls on delegated legislation.
1	1-6	<ul style="list-style-type: none"> Basic application of legal rules and principles to Simon's situation. Basic presentation of a legal argument, using minimal legal terminology relating to the controls on delegated legislation.
	0	Response not creditworthy or not attempted.

4. Read the fictitious statute and the scenario below, and answer the question that follows.

Following concerns raised in Parliament about recent animal attacks on children, Parliament passed ***The Control of Domestic Animals to Prevent Injuries to Children Act, 2019***

Section 2 provides that unless the contrary intention appears:

“domestic animal” means dog, cat, mouse, guinea pig, horse or other pet;

“owner” includes registered owner, or any other person in possession of the domestic animal; where a minor is in possession of a domestic animal, the parents or guardians of the minor will be deemed to be the owner;

“restrained” means chained, secured on a lead, or attached to a fixed object; and

“registered owner” means the adult person who has registered the domestic animal

Section 3. All domestic animals must be registered.

Section 4. The owner of any domestic animal in an urban area shall restrain the domestic animal at all times.

Section 5. The owner must control the domestic animal at all times.

Section 6. Any person in possession of an unregistered domestic animal is guilty of an offence.

Section 7. Any person in breach of sections 4 and 5 is guilty of an offence

Frankie has a pet crow, Charlie, which he found last year with a broken wing and he nursed it back to health. Charlie is the mascot for Frankie’s Under 12 Football team. Charlie comes to all the matches with Frankie, and all the children and parents love to see Charlie there.

In March, Frankie, watched by Charlie, is playing in the park at the end of his street with his friends from school. Unexpectedly, Charlie swoops down and injures his friend Joe. Frankie runs home to fetch his mother for help.

Later that day, the police knock at Frankie’s door and charge Frankie’s parents with breaching sections 4 and 5 of the Act.

Using the rules of statutory interpretation, advise Frankie and his family as to whether any offences have been committed in this situation.

[28]

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 Frankie and his family candidates are expected to demonstrate knowledge and understanding of statutory interpretation. Candidates are expected to apply the full range of legal rules and principles that affect the application of the rules of statutory interpretation to Frankie'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, using appropriate legal terminology.

The response might consider issues such as:

- Applying the four rules of statutory interpretation to the scenario:
 - **Literal:** gives words the natural and grammatical meaning, even if the result is absurd – *Whitely v Chappel*, *Lees v Secretary of State*, *Fisher v Bell*, *London LNER v Berriman*. Application of the rule to the scenario: for instance, is a crow a domestic pet?
 - **Golden:** allows words in a statute to be modified in order to avoid an absurdity or repugnant result – *Sweet v Parsley*, *Adler v George*, *Re Sigsworth*, *R v Allen*. Application of the rule to the scenario: for instance, are there any absurdities or repugnancies when the statute is interpreted?
 - **Mischief:** looks at the gap in the law Parliament intended to fill. Established in *Heydon's Case*. Used in *Smith v Hughes*, *Royal College of Nursing v DHSS*, *Pepper v Hart*. Application of the rule to the scenario: for instance, how would the Act be interpreted if it was introduced with the purpose of filling a gap in the Common Law?
 - **Purposive:** looks at the 'spirit of the law' and looks to see what Parliament intended. *Magor v St Mellons*, *Quinatown*, *Jones v Tower Boot Company*. Application of the approach to the scenario: for instance, are there any indications as to the intention of Parliament?
- Applying other methods of interpretation:
 - Intrinsic aids (short title, long title, preamble interpretation sections, margin notes, Rules of Language)
 - Extrinsic aids (Hansard, dictionaries, textbooks, Human Rights Act 1998, international conventions)
 - Presumptions

Band	Marks	AO1: Demonstrate knowledge and understanding of legal rules and principles
4	4	<ul style="list-style-type: none"> • Excellent, detailed knowledge and understanding of statutory interpretation.
3	3	<ul style="list-style-type: none"> • Good knowledge and understanding of statutory interpretation.
2	2	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of statutory interpretation.
1	1	<ul style="list-style-type: none"> • Basic knowledge and understanding of statutory interpretation.
	0	Response not creditworthy or not attempted.

Band	Marks	AO2: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology
4	18-24	<ul style="list-style-type: none"> • Excellent, detailed application of legal rules and principles to Frankie's situation. • Excellent presentation of a legal argument, using appropriate legal terminology, case law and other legal authorities relating to the rules of statutory interpretation.
3	12-17	<ul style="list-style-type: none"> • Good application of legal rules and principles to Frankie's situation. • Good presentation of a legal argument, using appropriate legal terminology, case law and other legal authorities relating to the rules of statutory interpretation.
2	7-11	<ul style="list-style-type: none"> • Satisfactory application of legal rules and principles to Frankie's situation. • Satisfactory presentation of a legal argument, using some appropriate legal terminology, case law and other legal authorities relating to the rules of statutory interpretation.
1	1-6	<ul style="list-style-type: none"> • Basic application of legal rules and principles to Frankie's situation. • Basic presentation of a legal argument, using minimal legal terminology, relating to the rules of statutory interpretation.
	0	Response not creditworthy or not attempted.

Section B

5. (a) Explain the process of appeal from the Crown Court. [8]

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 appeal process from the Crown court candidates are expected to demonstrate knowledge and understanding of legal rules and principles underlying the criminal justice system. In demonstrating this knowledge and understanding, candidates are required to be aware of the procedure for appealing from the Crown court to the High court, Court of Appeal and Supreme Court.

The response might consider issues such as:

- Candidates may discuss the appellate function of the Crown Court – to hear appeals from the Magistrates' Court.
- Queen's Bench Division of the High Court – hears appeals by way of case stated from the Magistrates' Court from the Crown Court where that court has heard an appeal from the Magistrates' Court / Also hears claims for judicial review.
- Criminal Division of the Court of Appeal: hears appeals from the Crown Court against conviction and/or sentence. Appeals require leave. Not a retrial: the case is conducted by argument before usually 3 judges - (but can be as many as 6 – two judges can hear appeal against sentence). Also hears appeals by the prosecution against rulings of the Crown Court.
- Supreme Court – hears appeals on a point of law only from the Divisional Court and Court of Appeal. Leave is always required. Appeals require the court below to certify that a point of law of public importance is involved.

Band	Marks	AO1: Demonstrate knowledge and understanding of legal rules and principles
3	6-8	<ul style="list-style-type: none">• Excellent, detailed knowledge and understanding of legal rules and principles relating to the process of appeal from the Crown Court.
2	3-5	<ul style="list-style-type: none">• Good knowledge and understanding of legal rules and principles relating to the process of appeal from the Crown Court.
1	1-2	<ul style="list-style-type: none">• Basic knowledge and understanding of legal rules and principles relating to the process of appeal from the Crown Court.
	0	Response not creditworthy or not attempted.

- (b) Analyse and evaluate whether jury trial should be abolished in Wales and England. [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.

Candidates will offer an analysis and evaluation of the legal rules, principles concepts and issues in order to analyse and evaluate whether jury trial should be abolished. In order to analyse and evaluate these aspects, candidates must understand that trial by jury is a feature of the Welsh and English legal system but is not without criticism. Overall candidates will offer a debate and come to a substantiated judgment regarding whether jury trial should be abolished in Wales and England.

The response might consider aspects such as:

Advantages of the jury system:

- Ancient institution. Lord Devlin – “lamp that shows freedom lives”
- Ordinary person participating in justice system. Magna Carta – right to be tried by one’s peers.
- Representative of society – should include members of the defendant’s class and race.
- Fair verdict rather than legally correct – R v Owen (1992) – found defendant not guilty despite evidence against him.
- Common sense decisions, impartial and based on fact.
- 12 opinions are better than 1 single judge.
- Discussions within the jury room are secret, so protected from outside influence.
- Jury not case hardened.
- Less prosecution minded.
- Concept of jury equity means that juries cannot be influenced by the judge – R v Wang (2005), R v Ponting (1985), Bushell’s Case (1670)
- Criminal Justice and Courts Act 2015 – new offences may be more of a deterrent for contemptuous behaviour.

Criticisms of the jury system:

- Jurors may not understand case presented to them – research by Middlesex University – 43% of jurors understood everything. R v Pryce (2013)
- Dominance by strong individuals. R v Alexander and Steen – “amorous juror case”
- May be taken in by experts and the appearance of legal personnel. Dr Penny Derbyshire – age, gender, socio economic status will affect jury verdict.
- Members of the jury can be very distressed at the evidence and in some cases may need counselling – R v West (1996)
- Difficult to research because of Contempt of Court 1981 – R v Mirza (2004).
- Contempt – R v Banks (2011), R v Frail (2011), A-G v Davey & Beard (2013). Influence of media/internet.
- Risk of bias where police officers or legal professionals are serving on a jury – R v Abdroikov (2007), R v Khan (2008)
- We don’t know how juries reach their verdicts – R v Young
- Media Influence is a strong disadvantage – R v Taylor & Taylor (1993)
- Danger of Jury Tampering – R v Twomey and others – more reliable to have judge only trial?
- Reforms / Alternatives to the jury system

Band	Marks	AO3: Analyse and evaluate legal rules, principles, concepts and issues
4	18-24	<ul style="list-style-type: none"> • Excellent, detailed analysis of legal rules, principles, concepts and issues relevant to whether jury trial should be abolished in Wales and England • Excellent evaluation of whether jury trial should be abolished in Wales and England including a valid and substantiated judgement. • Excellent use of supporting case law and legal authorities.
3	12-17	<ul style="list-style-type: none"> • Good analysis of legal rules, principles, concepts and issues relevant to whether jury trial should be abolished in Wales and England. • Good evaluation whether jury trial should be abolished in Wales and England, including reference to a judgement. • Good use of supporting case law and legal authorities.
2	7-11	<ul style="list-style-type: none"> • Satisfactory analysis of legal rules, principles, concepts and issues relevant to whether jury trial should be abolished in Wales and England. • Satisfactory evaluation of the reliability whether jury trial should be abolished in Wales and England, including reference to a judgement. • Satisfactory use of supporting case law and legal authorities.
1	1-6	<ul style="list-style-type: none"> • Basic analysis of legal rules, principles, concepts and issues relevant to whether jury trial should be abolished in Wales and England. • Basic evaluation whether jury trial should be abolished in Wales and England. • Basic use of supporting case law and legal authorities.
	0	Response not creditworthy or not attempted.

6. (a) Explain the civil court structure and appeal process. [8]

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 civil court structure and appeal process, candidates are expected to demonstrate knowledge and understanding of legal rules and principles underlying the civil justice system. In demonstrating this knowledge and understanding, candidates are required to give an answer which is focused on the structure of the civil courts and the mechanisms for appeal.

The response might consider issues such as:

- The main appellate courts are the Divisional Courts, the Court of Appeal and the House of Lords.
- Elaboration on the role of the Divisional Courts.
- The Court of Appeal Civil Division was set up by the Judicature Act 1873 and was intended to be the final court of appeal. However the position of the House of Lords and the final appellate court was reinstated by the Appellate Jurisdiction Act 1876.
- The Supreme Court is the final court of appeal in England and Wales.
- The mechanisms available in terms of permission to appeal and the appeal routes in civil cases.

Band	Marks	AO1: Demonstrate knowledge and understanding of legal rules and principles
3	6-8	<ul style="list-style-type: none"> • Excellent, detailed knowledge and understanding of the legal rules and principles relevant to the civil court structure and appeal process.
2	3-5	<ul style="list-style-type: none"> • Good knowledge and understanding of the legal rules and principles relevant to the civil court structure and appeal process.
1	1-2	<ul style="list-style-type: none"> • Basic knowledge and understanding of the legal rules and principles relevant to the civil court structure and appeal process.
	0	Response not creditworthy or not attempted.

- (b) Analyse and evaluate the effectiveness of the tribunal system in Wales and England. [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.

Candidates will offer an analysis and evaluation of the legal rules, principles, concepts and issues in order to evaluate effectiveness of the tribunal system in Wales and England. In order to analyse and evaluate these issues, candidates may argue that the recent reforms to the tribunal system have greatly improved the service. Candidates might consider challenging this by arguing the range of key issues and concerns with the tribunal service, such as costs and representation. Overall candidates will offer a debate and come to a substantiated judgment regarding the effectiveness of the tribunal system in Wales and England.

The response might consider issues such as:

Factors that support that the service is effective:

- Cost – parties encouraged to represent themselves
- Speed – Tribunal Judges take on case management duties
- Expertise – at least one member of the tribunal will be an expert
- Informality – much less formal than court. Less intimidating
- Independence – Judicial Appointments Commission (JAC) appoint Tribunal
- Judges. Tribunal Service now unified – Leggatt Reforms

Factors that suggest the service is less effective:

- Lack of funding – some claimants cannot afford to take case to a tribunal
- Delay – particularly if the case is complex
- Intimidated parties – may want to hire legal representation which in turn increases costs
- Lack of precedent – can lead to inconsistencies and unpredictability
- Lack of openness

Band	Marks	AO3: Analyse and evaluate legal rules, principles, concepts and issues
4	18-24	<ul style="list-style-type: none"> • Excellent, detailed analysis of legal rules, principles, concepts and issues relevant to the effectiveness of the tribunal system in Wales and England. • Excellent evaluation of the effectiveness of the tribunal system in Wales and England, including a valid and substantiated judgement. • Excellent use of supporting case law and legal authorities.
3	12-17	<ul style="list-style-type: none"> • Good analysis of legal rules, principles, concepts and issues relevant to effectiveness of the tribunal system in Wales and England. • Good evaluation of the effectiveness of the tribunal system in Wales and England, including reference to a judgement. • Good use of supporting case law and legal authorities.
2	7-11	<ul style="list-style-type: none"> • Satisfactory analysis of legal rules, principles, concepts and issues relevant to the effectiveness of the tribunal system in Wales and England. • Satisfactory evaluation of the effectiveness of the tribunal system in Wales and England, including reference to a judgement. • Satisfactory use of supporting case law and legal authorities.
1	1-6	<ul style="list-style-type: none"> • Basic analysis of legal rules, principles, concepts and issues relevant to the effectiveness of the tribunal system in Wales and England. • Basic evaluation of the effectiveness of the tribunal system in Wales and England. • Basic use of supporting case law and legal authorities.
	0	Response not creditworthy or not attempted.