



GCE AS MARKING SCHEME

SUMMER 2022

**AS
GOVERNMENT & POLITICS – UNIT 1
2160U10-1**

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.

GCE GOVERNMENT & POLITICS

UNIT 1 - GOVERNMENT IN WALES AND THE UNITED KINGDOM

SUMMER 2022 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 outline the UK's relationship with the UN.

[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 outlining the UK's relationship with the UN, candidates are expected to demonstrate knowledge and understanding of the UK's relationship with the UN. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on the UK's relationship with the UN.

The response might consider issues such as:

- The UK's role in the formation of the UN.
- The UK's position as one of the five permanent members of the UN Security Council ('P5'), including its right of veto over important decisions and its role in selection of a UN Secretary-General.
- The UK's representation in the UN: the role of the UK's Permanent Representative; the Prime Minister's speech to the UN General Assembly's annual 'General Debate'.
- The UK's participation in UN military and peacekeeping missions.
- Examples might include: historic references to the 'Atlantic Charter', 'The Four Policemen', 'The Big Four' and the 'Declaration by United Nations'; military/peacekeeping missions in e.g. Sierra Leone, Iraq, former Yugoslavia, Kosovo, Syria.
- Any other relevant information.

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

Question 2

Using examples, state **two** reasons that would support having a distinct legal jurisdiction 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 stating two reasons that would support having a distinct legal jurisdiction for Wales, candidates are expected to demonstrate knowledge and understanding of reasons that would support having a distinct legal jurisdiction for Wales. In demonstrating this knowledge and understanding, candidates are required to give an answer which is focused on stating two reasons that would support having a distinct legal jurisdiction for Wales.

The response might consider issues such as:

- The Welsh Parliament (Senedd Cymru) is the only full law-making legislature in the world operating without its own corresponding legal jurisdiction.
- Since devolution Wales has managed to develop policies ever more distinct from England; the body of distinct, separate Welsh legislation has grown considerably since 2007.
- Examples might reference any issues that have arisen recently on the matter e.g. Commission on Justice in Wales report (2019); the viewpoints of different political parties in support of a separate Welsh jurisdiction.
- Any other relevant information.

Band	Marks	AO1
3	5-6	Thorough knowledge and understanding of two reasons that would support having a distinct legal jurisdiction for Wales, using a range of relevant evidence/examples.
2	3-4	Reasonable knowledge and understanding of two reasons that would support having a distinct legal jurisdiction for Wales, with some use of evidence/examples.
1	1-2	Limited knowledge and understanding of two reasons that would support having a distinct legal jurisdiction 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

The new Prime Minister's first cabinet

Forming a cabinet is a challenging business. New prime ministers need to reward supporters, punish rivals and give posts to those with ability, seniority and whose policy ideas are in line with their own. They also need to consider their cabinet's overall gender, race and regional balance. The majority of their appointments must be drawn from a relatively small talent pool: their party's MPs.

Boris Johnson's response on taking office was to conduct a wholesale clear out of his predecessor's cabinet. Newspapers portrayed this as 'carnage' and a 'massacre'. Not every minister's departure was a clear-cut dismissal or resignation. In every cabinet reshuffle some ministers choose to go knowing a prime minister is about to sack them, others leave after being offered a lesser post, almost calculated to offend them.

[Extract adapted from the LSE website <https://blogs.lse.ac.uk/politicsandpolicy/boris-johnsons-cabinet-reconstruction/>. accessed 2019]]

Using Extract A as well as your own knowledge, explain the relationship between the UK Prime Minister and the UK cabinet system. **[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 explaining the relationship between the UK Prime Minister and the UK cabinet system, candidates are expected to demonstrate the ability to interpret and apply accurate and relevant information. In demonstrating this, candidates are required to give an answer which is focused on explaining the relationship between the UK Prime Minister and the UK cabinet system.

The response might consider issues such as:

- The relationship between the different factors that show the Prime Minister's power over the UK cabinet, such as appointing cabinet, setting the agenda for cabinet, dismissing cabinet ministers, cabinet reshuffles.
- The Prime Minister and cabinet's adherence to the convention of collective responsibility and the impact of this on the relationship.
- The Prime Minister's exercise of power and the inclusion of 'Big Beasts', rivals and critics in the Cabinet, and the impact of this on the relationship.
- Examples that illustrate the connections between the Prime Minister's power and the wider features of the cabinet system e.g. the Prime Minister decides the composition of cabinet committees (including who chairs them), the Prime Minister can reorganise government (which can impact on composition of cabinet, organisation of government departments and even on the top of the civil service).
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	7-8	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the relationship between the UK Prime Minister and the UK cabinet system. • 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 relationship between the UK Prime Minister and the UK cabinet system. • Thorough explanation of the relationship between the UK Prime Minister and the UK cabinet system.
3	5-6	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the relationship between the UK Prime Minister and the UK cabinet system. • 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 relationship between the UK Prime Minister and the UK cabinet system. • Reasonable explanation of the relationship between the UK Prime Minister and the UK cabinet system.
2	3-4	<ul style="list-style-type: none"> • Adequate knowledge and understanding of the relationship between the UK Prime Minister and the UK cabinet system. • 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 relationship between the UK Prime Minister and the UK cabinet system. • Adequate explanation of the relationship between the UK Prime Minister and the UK cabinet system.
1	1-2	<ul style="list-style-type: none"> • Limited knowledge and understanding of the relationship between the UK Prime Minister and the UK cabinet system. • 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 the relationship between the UK Prime Minister and the UK cabinet system. • Limited explanation of the relationship between the UK Prime Minister and the UK cabinet system.
	0	Response not creditworthy or not attempted.		

Question 4

Read the extract below and answer the question that follows.

Extract B

How laws are made for Wales

Bills are proposals for Acts, which Senedd Cymru considers and decides whether or not to 'pass', or in other words make into law.

Senedd Cymru Bills pass through several stages of consideration and debate before they are passed. The Minister and non-government Senedd Members may propose amendments to the Bill at several points during the legislative process.

After Senedd Cymru has passed a Bill, the chief legal advisers to the UK and Welsh Governments may refer the Bill to the UK's Supreme Court if they consider that the Bill may be outside Senedd Cymru's legislative. If they do not refer the Bill to the Supreme Court it may be submitted for Royal Assent and it will then become law.

[Extract adapted from the website of Law Wales <https://law.gov.wales/constitution-government/how-welsh-laws-made/>, accessed August 2021]

Using Extract B as well as your own knowledge, compare and contrast the legislative processes of the UK Parliament and the Senedd Cymru (Welsh 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 legislative processes of the UK Parliament and the Welsh Parliament candidates are expected to demonstrate the ability to interpret and apply political information to the question. In demonstrating this, candidates are required to give an answer which is focused on comparing and contrasting the legislative processes of the UK Parliament with those of the Welsh Parliament.

The response might consider issues such as:

- Comparing the bicameral UK Parliament with the unicameral Senedd Cymru (Welsh Parliament) and the implications of this on the legislative process in each.
- Contrasting the impact of the size of membership of the UK Parliament with the Senedd Cymru (Welsh Parliament) on the legislative process in each.
- Contrasting the legislative competencies of both the UK Parliament and the Senedd Cymru (Welsh Parliament) in terms of the sovereignty of the UK Parliament.
- Comparing the legislative stages of the UK Parliament with those of the Senedd Cymru (Welsh Parliament).
- Contrasting the final formal stages of passing of a bill into law in both the UK Parliament and the Senedd Cymru (Welsh Parliament) (e.g. Royal Assent, waiting period for referral to the UK Supreme Court re: Welsh Parliament bills).
- Contrasting the amount of scrutiny bills receive.
- Opportunities for backbenchers to introduce bills.
- 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 legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament). • 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 political information when comparing and contrasting the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament). • Thorough explanation of relevant similarities, differences and connections between the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament).
3	5-6	<ul style="list-style-type: none"> • Reasonable knowledge and understanding in comparing and contrasting the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament). • 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 political information when comparing and contrasting the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament). • Reasonable explanation of relevant similarities, differences and connections between the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament).
2	3-4	<ul style="list-style-type: none"> • Adequate knowledge and understanding in comparing and contrasting the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament). • 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 political information when comparing and contrasting the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament). • Adequate explanation of relevant similarities, differences and connections between the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament).

Band	Marks	AO1	Marks	AO2
1	1-2	<ul style="list-style-type: none"> Limited knowledge and understanding in comparing and contrasting the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament). 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 the political information when comparing and contrasting the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament). Limited explanation of relevant similarities, differences and connections between the legislative processes of the UK Parliament and the Senedd Cymru (Welsh Parliament).
	0	Response not creditworthy or not attempted.		

Section C

Question 5

Evaluate how effective Parliament is in its role of scrutinising the UK government. [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 evaluating how effective Parliament is in its role of scrutinising the UK government, 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 evaluating how effective Parliament is in its role of scrutinising the UK government.

The response might consider issues such as:

Arguments supporting the view that Parliament is effective in its role of scrutinising the UK government:

- Effectiveness of scrutiny processes such as questions (oral and written), debates and select committees in compelling ministers to explain their own/ their department's actions.
- Select committees are becoming increasingly significant and effective in scrutinising government: holding investigations and publishing reports into government actions and the impact of government legislation.
- Effectiveness of structures for close questioning of the Prime Minister (e.g. PMQs, Liaison Committee).
- Effectiveness of the Official Opposition.
- Any other relevant material.

Arguments against the view that Parliament is effective in its role of scrutinising the UK government:

- There is no requirement for government to act upon recommendations contained in select committee reports.
- Select committees lack the resources to scrutinise the government effectively.
- Ineffectiveness of Prime Minister's Questions (PMQs).
- Party discipline and the whip system means light-touch scrutiny by the governing party's backbench MPs.
- Executive dominance of the parliamentary timetable, including limiting time for scrutiny.
- Willingness and ability of MPs to scrutinise fully: career MPs in governing party; MPs still lacking expertise, knowledge, research support and time to scrutinise government effectively.
- The government controls the flow of information to Parliament.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> Thorough knowledge and understanding of how effective Parliament is in its role of scrutinising the UK government. 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 how effective Parliament is in its role of scrutinising the UK government. 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 how effective Parliament is in its role of scrutinising the UK government. 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 how effective Parliament is in its role of scrutinising the UK government. 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 how effective Parliament is in its role of scrutinising the UK government. 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 how effective Parliament is in its role of scrutinising the UK government. 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 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 how effective Parliament is in its role of scrutinising the UK government. 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 how effective Parliament is in its role of scrutinising the UK government. 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

'Despite many recent challenges, the British Constitution is still effective.' 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 British Constitution is still effective, candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on discussing whether the British Constitution is still effective.

The response might consider issues such as:

Arguments in favour of the view that the British Constitution is still effective:

- Evidence that the legislature and the judiciary are able to control the executive and protect human rights; constitutional reform is not an absolute guarantee of rights or an improvement on the existing protections.
- Lack of widespread demand or interest in constitutional reform - there are more pressing political issues of concern for the British public.
- Pragmatic evolution and flexibility of the existing UK constitution means it continues to adapt to changing times and deal with constitutional crises e.g. role of the Speaker of the House of Commons, Brexit.
- Historic constitutional principles such as the rule of law and parliamentary sovereignty have survived and remained central to effective, democratic government in Britain.
- Any other relevant material.

Arguments against the view that the British Constitution is still effective:

- Recent examples of government seemingly threatening to defy longstanding constitutional conventions, e.g. breaking of the pairing convention in House of Commons votes (2018), Prime Minister Johnson's intended prorogation of parliament (2019), Prime Minister May's minority government abstaining on opposition motions.
- Allegations of political interference by the judiciary.
- Constitutional uncertainties need to be removed and procedures made clear, e.g. role of Monarch in the event of hung parliament.
- The existing constitution is not effective in managing an increasingly complex and pluralistic state e.g. the ever-growing powers and demands of devolved institutions.
- 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 British Constitution is still effective. • 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 British Constitution is still effective. • 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 British Constitution is still effective. • 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 the British Constitution is still effective. • 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 British Constitution is still effective. • 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 the British Constitution is still effective. • 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 whether the British Constitution is still effective. • 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 the British Constitution is still effective. • 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 First Minister of Wales is powerful in the role.

[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 assessing the extent to which the First Minister of Wales is powerful in the role, 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 assessing the extent to which the First Minister of Wales is powerful in the role.

The response might consider issues such as:

Arguments supporting the view that the First Minister of Wales is powerful in the role:

- Key political figure: responsible for setting and coordinating overall vision and strategy of government (e.g. programme for government); develops domestic policy in devolved areas (e.g. prescription charges); liaison with the rest of the UK and abroad.
- Patronage power to appoint ministers and deputy ministers to the Welsh Government and reshuffle cabinet.
- Most recognisable public figure in the Welsh Government and Welsh Parliament generally.
- Direct support mechanisms aid the First Minister e.g. Office of the First Minister and previously the First Minister's Delivery Unit.
- First Minister is leader of their political party in the Welsh Parliament.
- Any other relevant material.

Arguments against the view that the First Minister of Wales is powerful in the role:

- Constitutional constraints: First Minister's powers of patronage are explicitly laid down in law - numerical size of cabinet and Welsh Government are restricted by GoWA 2006.
- Welsh Parliament's size provides only a small 'talent pool' for a First Minister to choose a Welsh Government from.
- Constraints of coalition or minority Welsh Governments on First Minister since devolution.
- First Minister's authority can be reined in by events and good/ bad fortune.
- MSs can hold a vote of no confidence against the First Minister (e.g. Alun Michael, 2000) and fail to confirm a First Minister post-election (e.g. Carwyn Jones, 2016).
- Scrutiny by the Welsh Parliament acts as a constraint on the First Minister e.g. FMQs, Committee for the Scrutiny of the First Minister.
- Views of the First Minister can be overridden by the UK Prime Minister e.g. Brexit.
- 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 First Minister of Wales is powerful in the role. • 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 First Minister of Wales is powerful in the role. • 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 First Minister of Wales is powerful in the role. • 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 First Minister of Wales is powerful in the role. • 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 First Minister of Wales is powerful in the role. • 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 First Minister of Wales is powerful in the role. • 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 First Minister of Wales is powerful in the role. • 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 First Minister of Wales is powerful in the role. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.		