



GCE AS MARKING SCHEME

SUMMER 2023

**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 2023 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 2023 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 the process a Bill goes through to become an Act of the UK Parliament. [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 process a Bill goes through to become an Act of Parliament, candidates are expected to demonstrate knowledge and understanding of legal rules and principles underlying the legislative process. In demonstrating this knowledge and understanding, candidates are required to focus on the specific nature of the question and not simply give a general answer on the role of Parliament.

The response might consider issues such as:

- Green Paper; white paper
- an explanation of the different types of Bills; Public, private and private members Bills;
- the role of the House of Commons, Lords and Monarch in the legislative process
- First reading, second reading, committee stage, report stage and third reading, Royal Assent
- Parliament Acts 1911 & 1949; example of Bills passed without the Lords approval e.g Hunting Act 2004

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 process of a Bill becoming an Act of Parliament.
3	6-8	<ul style="list-style-type: none">• Good knowledge and understanding of legal rules and principles relating to the process of a Bill becoming an Act of Parliament.
2	3-5	<ul style="list-style-type: none">• Satisfactory knowledge and understanding of legal rules and principles relating to the process of a Bill becoming an Act of Parliament.
1	1-2	<ul style="list-style-type: none">• Basic knowledge and understanding of legal rules and principles relating to the process of a Bill becoming an Act of Parliament.
	0	Response not creditworthy or not attempted.

2. Explain the role of Hansard in the interpretation of statutes.

[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 role of Hansard in the interpretation of statutes, candidates are expected to demonstrate knowledge and understanding of the use of Hansard as an extrinsic aid in the interpretation of statutes. 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 all extrinsic aids.

The response might consider issues such as:

- Discussion of Hansard within the context of the various rules of interpretation. e.g mischief and purposive approaches
- The historical position and the significance of the ruling in *Pepper v Hart* that in limited circumstances the courts could refer to Hansard
- Restrictions on referring to Hansard, for example, *Wilson v Secretary of State for Trade & Industry* (2003) where the House of Lords imposed restrictions on when the courts could refer to Hansard. Only statements made by a Minister or other promoter of legislation can be looked at by the court, other statements recorded in Hansard have to be ignored.

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 role of Hansard in the interpretation of statutes.
3	6-8	<ul style="list-style-type: none">• Good knowledge and understanding of legal rules and principles relating to the role of Hansard in the interpretation of statutes.
2	3-5	<ul style="list-style-type: none">• Satisfactory knowledge and understanding of legal rules and principles relating to the role of Hansard in the interpretation of statutes.
1	1-2	<ul style="list-style-type: none">• Basic knowledge and understanding of legal rules and principles relating to the role of Hansard in the interpretation of statutes.
	0	Response not creditworthy or not attempted.

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

On June 21st 2019 an emergency application was made to the High Court by a hospital in respect of a refusal of treatment by an adult woman. The adult woman had been in labour for more than 3 days with her second child and in order to save both lives an emergency cesarean had to be performed on the mother. Due to significant blood loss during the operation the woman required an emergency blood transfusion however both she and her husband refused consent to this on religious grounds. The hospital is seeking a declaration that the blood transfusion can be performed lawfully even without the mother's consent. The issue of the mother's consent to a blood transfusion was left open in a previous case heard in the Court of Appeal and there is no other case on this point in Welsh and English law.

Using your knowledge of judicial precedent, advise the hospital as to the possible outcomes of this case. [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 the hospital candidates are expected to demonstrate knowledge and understanding of the doctrine of judicial precedent. Candidates are expected to apply the full range of legal rules and principles that affect the application of judicial precedent within the court hierarchy. In this case they will apply the rules of precedent to the given scenario in order to present a legal argument, using appropriate legal terminology.

The response might consider issues such as:

- Explanation of the operation of judicial precedent
- Candidates should refer to the distinction between obiter and ratio.
- Candidates should refer to the doctrine of precedent within the context of the hierarchy of the courts.
- The operation of the 1966 Practice Statement with accurate citation
- Discussion of the circumstances in which the Court of Appeal is bound by precedent, as exemplified in *Young v Bristol Aeroplane (1944)* is relevant. In this case, the Court of Appeal held that it was normally bound by previous decisions, subject to the following exceptions: where its own previous decisions conflict, the Court of Appeal must decide which to follow and which to reject; the Court of Appeal must refuse to follow a decision of its own which cannot stand with a decision of the House of Lords / Supreme Court; the Court of Appeal need not follow a decision of its own if it is satisfied that it was given carelessly or by mistake.
- Candidates may refer to when Judges should make law, for example, adapting to social change; consensus law making; respecting parliamentary opinion, protecting individual rights.
- Candidates should be rewarded for accurate citation

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 operation of judicial precedent.
3	3	<ul style="list-style-type: none"> Good knowledge and understanding of the operation of judicial precedent.
2	2	<ul style="list-style-type: none"> Satisfactory knowledge and understanding of the operation of judicial precedent.
1	1	<ul style="list-style-type: none"> Basic knowledge and understanding of the operation of judicial precedent.
	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 the hospital's situation. Excellent presentation of a legal argument, using appropriate legal terminology, case law and other legal authorities relating to the ways in which judicial precedent operates.
3	12-17	<ul style="list-style-type: none"> Good application of legal rules and principles to hospital's situation. Good presentation of a legal argument using appropriate legal terminology, case law and other legal authorities relating to the ways in which judicial precedent operates.
2	7-11	<ul style="list-style-type: none"> Satisfactory application of legal rules and principles to hospital's situation. Satisfactory presentation of a legal argument, using some appropriate legal terminology, case law and other legal authorities relating to the ways in which judicial precedent operates.
1	1-6	<ul style="list-style-type: none"> Basic application of legal rules and principles to hospital's situation. Basic presentation of a legal argument, using minimal legal terminology relating to the ways in which judicial precedent operates.
	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 the increases in pollution caused by motor vehicles, Parliament passed ***The Reduction of Emissions Act 2020***

Section 1: Any motor vehicle used for private driving which consumes petrol at a rate of less than 25 miles per gallon (mpg) is classified, for the purposes of this Act, as a gas guzzler.

Section 1(1): A gas guzzler must be fitted with a Tachograph to check that it has not been used on a long journey.

Section 2(1): It is an offence, punishable by a fine of £1,000, to drive a gas guzzler on long journeys.

Section 2(2): A long journey consists of 200 miles inside 24 hours.

Joanna has just imported a minibus from France to use for her taxi business, the minibus only manages 15mpg and has no Tachograph when it arrives. While waiting for a Tachograph to be fitted, she needs to drive a distance of 500 miles in 24 hours to take customers to the airport and when stopped by the police she admits this. Joanna is charged with an offence under Section 2.

Gary owns a vintage car which runs at 20mpg but he only drives it two or three times a year to vintage car rallies. He normally takes two days to drive to the rallies but when it breaks down on the way to a rally, he drives it over 200 miles in one day to get to a vintage car rally in time. Unfortunately, he is stopped by the police as he enters the rally field and, after checking his Tachograph, he is charged with an offence under Section 2.

Using the rules of statutory interpretation, advise Joanna and Gary 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 Joanna and Gary 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 their situations. 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, favoured approach of interpretation of EU Law – *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 Joanna and Gary'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 Joanna and Gary'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 Joanna and Gary'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 Joanna and Gary'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 way in which judges are appointed. [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 appointment procedure for judges candidates are expected to demonstrate knowledge and understanding of legal rules and principles underlying the current appointment process. In demonstrating this knowledge and understanding, candidates are required to be aware of the procedure for appointing all judges including those to the Supreme Court.

The response might consider issues such as:

- The old procedure for appointing judges; secret soundings, role of the Lord Chancellor.
- New procedure; Constitutional Reform Act 2005 established the Judicial Appointments Commission. Composition of the Commission; not involved in appointing judges to the Supreme court
- Tribunals Courts and Enforcement Act 2007 eligibility to become a judge is based on number of years of post-qualification experience
- CRA 2005 - appointing judges to the Supreme Court; judges must have held high office for at least 2 years or been a qualifying practitioner for at least 15 years; appointed on the recommendation of the Prime Minister

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 appointment procedure of judges.
2	3-5	<ul style="list-style-type: none">• Good knowledge and understanding of legal rules and principles relating to the appointment procedure of judges.
1	1-2	<ul style="list-style-type: none">• Basic knowledge and understanding of legal rules and principles relating to the appointment procedure of judges.
	0	Response not creditworthy or not attempted.

- (b) Analyse and evaluate the significance of judges in terms of them being representative of society. [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 judges are representative of society. In order to analyse and evaluate these aspects, candidates may discuss factors such as their class background and ethnicity. Overall candidates will offer a debate and come to a substantiated judgment regarding whether judges are representative of society in Wales and England.

The response might consider aspects such as:

- Unrepresentative of sectors of society notably women and racial minorities.
- The impact of failure to ensure that Judges are not a statistical cross section of society is that it is not possible for people to understand and empathise with those who are not from the same background.
- The general stereotype for a judge is now pictured to be a white (British) man, relatively old, middle to upper class and of right-wing bias. Their backgrounds are also rather similar, with 80% being educated at a public school and 80% studying at Oxford and Cambridge. This narrow background has led to them being rather 'out of sync' with modern day society.
- Lack of variation in the judges characteristics could and most likely will lead to cases
- being judged unfairly and inefficiently, due to the judges not understanding the situations and the lives of the people bringing forth a case. Their political bias could also seriously interfere with cases involving political issues.
- The Courts and Legal Services Act 1990 allowed solicitors to become solicitor advocates and this gave them rights of audience in all of the courts and this widened the entry to the judiciary.
- The Tribunals, Courts and Enforcement Act 2007 now also allows legal executives to become judges and as 60% of these are women, this should eventually filter through to the judiciary but it may take some time.
- Effect of the Crime and Courts Act 2013
- Judicial Annual Diversity statistics

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 judges are representative of society. • Excellent evaluation of whether judges are representative of society 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 judges are representative of society. • Good evaluation whether judges are representative of society 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 judges are representative of society. • Satisfactory evaluation of whether judges are representative of society 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 judges are representative of society. • Basic evaluation whether judges are representative of society in Wales and England. • Basic use of supporting case law and legal authorities.
	0	Response not creditworthy or not attempted.

6. (a) Explain the role of juries in criminal cases in Wales and England. [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 role of juries in criminal cases, candidates are expected to demonstrate knowledge and understanding of legal rules and principles underlying the jury system. In demonstrating this knowledge and understanding, candidates are required to give an answer which is focused on the role of the criminal jury only.

The response might consider issues such as:

- Jury sits in the Crown Court – 12 people – random and representative
- Jury decides verdict – guilty or not guilty
- Types of cases: indictable cases where defendant pleads not guilty
- Magna Carta – trial by one’s peers. Jury equity – R v Ponting, R v Wang.
- Unanimous/majority verdict.

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 role of the jury in criminal cases.
2	3-5	<ul style="list-style-type: none">• Good knowledge and understanding of the legal rules and principles relevant to the role of the jury in criminal cases.
1	1-2	<ul style="list-style-type: none">• Basic knowledge and understanding of the legal rules and principles relevant to the role of the jury in criminal cases.
	0	Response not creditworthy or not attempted.

- (b) Analyse and evaluate the arguments for and against the jury 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 the arguments for and against the jury system in Wales and England. In order to analyse and evaluate these issues, candidates may discuss the pros and cons of the jury system, arguing the range of key issues and concerns, such as reliability and representation and also possible reforms. Overall candidates will offer a debate and come to a substantiated judgment regarding the jury system in Wales and England.

The response might consider issues such as:

Factors for 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).

Factors against the jury system:

- Jurors may not understand case presented to them – research by Middlesex University – 43% of jurors understood everything. see 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.
- Difficult to research because of Contempt of Court 1981 – R v Mirza (2004).
- Contempt – R v Banks (2011), R v Fraill (2011), A-G v Davey & Beard (2013)
- 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 jurors reach their verdicts – R v Young
- Media Influence is a strong disadvantage – R v Taylor & Taylor (1993)
- Members of the jury can be very distressed at the evidence and in some cases may need counselling – R v West (1996)
- Reforms

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 arguments for and against the jury system. • Excellent evaluation of the arguments for and against the jury 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 the arguments for and against the jury system. • Good evaluation of the arguments for and against the jury 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 arguments for and against the jury system. • Satisfactory evaluation of the arguments for and against the jury 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 arguments for and against the jury system. • Basic evaluation of the arguments for and against the jury system in Wales and England. • Basic use of supporting case law and legal authorities.
	0	Response not creditworthy or not attempted.