



GCE AS MARKING SCHEME

SUMMER 2023

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

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.

GCE GOVERNMENT & POLITICS

UNIT 1 - GOVERNMENT IN WALES AND THE UNITED KINGDOM

SUMMER 2023 MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 1

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

The structure of the mark scheme

The mark scheme for each question has two parts:

- Advice outlining indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all the material referred to. Examiners should seek to credit any further admissible evidence offered by the candidates.
- An assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.

Deciding on the mark awarded within a band

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly a final mark for the question can then be awarded.

Organisation and communication

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

Level Descriptors

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

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

Section A

Question 1

Using examples, briefly explain the role of Collective Responsibility within the Cabinet of either Wales or the UK.

[6]

Indicative content

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In briefly explaining the importance of Collective Responsibility, candidates are expected to demonstrate knowledge and understanding of Collective Responsibility within the Cabinet of either Wales or the UK. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on Collective Responsibility.

The response might consider issues such as:

- Definition of Collective Responsibility in the context of UK and Wales governance.
- Collective Responsibility as an important convention of the British Constitution.
- That the government is collectively responsible to parliament for its actions.
- If a minister disagrees with a government policy, he or she must still publicly support it. That a minister who cannot abide by collective responsibility is expected to resign.
- Examples when Collective Responsibility has been set aside e.g. 2016 referendum.
- Any other relevant information.

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

Question 2

Using examples, briefly outline the main features of an uncodified constitution.

[6]

Indicative content

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In briefly outlining the main features of an uncodified constitution, candidates are expected to demonstrate knowledge and understanding of an uncodified constitution. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on the main features of an uncodified constitution.

The response might consider issues such as:

- That there is no one single document which explains the framework of government.
- It is a mixture of various sources, including statute law, common law, conventions, works of authority and EU law.
- It contrasts with codified constitutions, such as that in the USA.
- It means that the UK constitution is flexible, as no special legal procedure is required to amend the constitution.
- Examples to illustrate the main features of an uncodified constitution.
- Any other relevant information.

Band	Marks	AO1
3	5-6	Thorough knowledge and understanding of the main features of an uncodified constitution, using a range of relevant evidence/examples.
2	3-4	Reasonable knowledge and understanding of the main features of an uncodified constitution, with some use of evidence/examples.
1	1-2	Limited knowledge and understanding of the main features of an uncodified constitution, 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 role of peers in the House of Lords

Members spend more than half their time in the House considering bills (draft laws). All bills have to be considered by both Houses of Parliament before they can become law. During several stages, members examine each bill, line-by-line, before it becomes an Act of Parliament (actual law). Many of these bills affect our everyday lives, covering areas such as welfare, health and education.

Members use their extensive individual experience to investigate public policy. Much of this work is done in select committees – small groups appointed to consider specific policy areas.

Members scrutinise the work of the government during question time and debates in the chamber, where government ministers must respond. In the 2016–17 session, members held the government to account with 7,380 oral and written questions and 154 debates on topical issues and public policy.

[Extract adapted from: <https://www.parliament.uk/business/lords/work-of-the-house-of-lords/what-the-lords-does/>]

Using Extract A as well as your own knowledge, compare and contrast the roles and influence of backbench MPs and peers in the parliament of the UK.

[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 roles and influence of backbench MPs and peers in the parliament of the UK 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 comparing and contrasting the roles and influence of backbench MPs and peers.

The response might consider issues such as:

- Comparing and contrasting the legislative role carried out by MPs and peers.
- Comparing and contrasting the committee work carried out by MPs and peers.
- Comparing and contrasting the various ways that MPs and peers hold the government account.
- Examples to illustrate how recent reforms have impacted upon the roles and influence of MPs and peers.
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	7-8	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the roles and influence of backbench MPs and peers in the parliament of the UK. • Evidence/examples used are well-chosen. • Depth and range to material used. • Effective use of terminology. 	13-16	<ul style="list-style-type: none"> • Thorough application of political knowledge to the source. • Thorough interpretation of political information relating to the roles and influence of backbench MPs and peers in the parliament of the UK. • Thorough comparison of the roles and influence of backbench MPs and peers in the parliament of the UK.
3	5-6	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the roles and influence of backbench MPs and peers in the parliament of the UK. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology. 	9-12	<ul style="list-style-type: none"> • Reasonable application of political knowledge to the source. • Reasonable interpretation of political information relating to the roles and influence of backbench MPs and peers in the parliament of the UK. • Reasonable comparison of the roles and influence of backbench MPs and peers in the parliament of the UK.
2	3-4	<ul style="list-style-type: none"> • Adequate knowledge and understanding of the roles and influence of backbench MPs and peers in the parliament of the UK. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology. 	5-8	<ul style="list-style-type: none"> • Adequate application of political knowledge to the source. • Adequate interpretation of political information relating to the roles and influence of backbench MPs and peers in the parliament of the UK. • Adequate comparison of the roles and influence of backbench MPs and peers in the parliament of the UK.
1	1-2	<ul style="list-style-type: none"> • Limited knowledge and understanding of the roles and influence of backbench MPs and peers in the parliament of the UK. • Evidence/examples used are not made relevant. • Very little use of terminology. 	1-4	<ul style="list-style-type: none"> • Limited application of political knowledge to the source. • Limited interpretation of political information relating to the roles and influence of backbench MPs and peers in the parliament of the UK. • Limited comparison of the roles and influence of backbench MPs and peers in the parliament of the UK.
	0	Response not creditworthy or not attempted.		

Question 4

Read the extract below and answer the question that follows.

Extract B

The main principles of the British Constitution.

Parliamentary sovereignty is commonly regarded as the defining principle of the British Constitution. This is the ultimate law-making power vested in a democratically elected Parliament to create or abolish any law.

Other core principles of the British Constitution include the rule of law, the separation of government into executive, legislative, and judicial branches, the accountability of ministers to parliament, and the independence of the judiciary.

Recently, there has been a discussion about the possibility of codified constitution in the UK. But the difficulties of agreeing a written constitution should not be underestimated, and the democratic benefits of a written constitution should not be exaggerated.

[Extract adapted from "What is the UK Constitution?" accessed from <https://www.ucl.ac.uk/constitution-unit/what-uk-constitution/what-uk-constitution>, September 2022]

Using Extract B as well as your own knowledge, explain how the principles of the British Constitution relate to the way the UK is governed today. **[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 relating the principles of the British Constitution to the governance of the UK today 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 relating the principles of the British Constitution to the governance of the UK today.

The response might consider issues such as:

- Reference to the main principles of the British Constitution, including Parliamentary Sovereignty, Rule of Law, Unitary state.
- The extent to which these principles connect to the way the UK is governed today, especially regarding Parliamentary Sovereignty.
- The extent to which devolution has impacted on the way the UK is governed today.
- Reference to the impact of the Human Rights Act on the way the UK is governed today.
- Reference to any changes brought about by recent constitutional reforms on the way the UK is governed today.
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	7-8	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the main principles of the British Constitution. • 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 on how the main principles of the British Constitution relate to the governance of the UK today. • Thorough explanation of relationship between the main principles of the British Constitution and the governance of the UK today.
3	5-6	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the main principles of the British Constitution. • 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 on how the main principles of the British Constitution relate to the governance of the UK today. • Reasonable explanation of relationship between the main principles of the British Constitution and the governance of the UK today.
2	3-4	<ul style="list-style-type: none"> • Adequate knowledge and understanding of the main principles of the British Constitution. • 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 on how the main principles of the British Constitution relate to the governance of the UK today. • Adequate explanation of relationship between the main principles of the British Constitution and the governance of the UK today.
1	1-2	<ul style="list-style-type: none"> • Limited knowledge and understanding of the main principles of the British Constitution. • 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 on how the main principles of the British Constitution relate to the governance of the UK today. • Limited explanation of relationship between the main principles of the British Constitution and the governance of the UK today.
	0	Response not creditworthy or not attempted.		

Section C

Question 5

'The Supreme Court has improved the way the UK is governed'. 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 evaluating the extent to which the Supreme Court has improved the way the UK is governed, 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 the evidence for and against the view that the Supreme Court has improved the governance of the UK.

The response might consider issues such as:

Arguments supporting the view that the Supreme Court has improved the governance of the UK might include:

- It has led to greater openness and transparency, especially in the selection of judges.
- It has led to a greater separation of powers than was previously the case.
- It has given judgement on cases of acute public sensitivity and importance.
- It provides guidance in an increasingly complicated constitutional environment, especially regarding devolution.
- Judicial review has become more important.
- It has provided protection from an overbearing executive.
- The Supreme Court, as well as being the final court of appeal, plays an important role in the development of United Kingdom law.
- Any other relevant material.

Arguments supporting the view that the Supreme Court has not improved the governance of the UK might include:

- A lack of diversity amongst the senior judges on the Supreme Court.
- The over-politicisation of the Supreme Court, perhaps inspired by the European Court of Human Rights.
- The Supreme Court has protected civil liberties at the expense of national security.
- Unaccountable and unelected judges.
- An unwritten constitution and parliamentary sovereignty prevents judges from limiting executive dominance.
- Excessive use of judicial review, treading on the proper role of government.
- 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 Supreme Court has improved the governance of the UK. • Evidence/examples used are well-chosen. • Depth and range to material used. • Effective use of terminology. 	10-12	<ul style="list-style-type: none"> • Thorough analysis and evaluation of the extent to which the Supreme Court has improved the governance of the UK. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • Writing demonstrates accurate grammar, punctuation and spelling. • An appropriate conclusion is reached based on evidence presented.
3	6-8	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the extent to which the Supreme Court has improved the governance of the UK. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology. 	7-9	<ul style="list-style-type: none"> • Reasonable analysis and evaluation of the extent to which the Supreme Court has improved the governance of the UK. • Reasonable discussion with well-developed and balanced arguments. • Structure is mostly logical. • Writing demonstrates reasonably accurate grammar, punctuation and spelling. • A reasonable conclusion is reached based on evidence presented.
2	3-5	<ul style="list-style-type: none"> • Adequate knowledge and understanding of the extent to which the Supreme Court has improved the governance of the UK. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology. 	4-6	<ul style="list-style-type: none"> • Adequate analysis and evaluation of the extent the Supreme Court has improved the governance of the UK. • 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 the extent to which the Supreme Court has improved the governance of the UK. • Evidence/examples used are not made relevant. • Very little use of terminology. 	1-3	<ul style="list-style-type: none"> • Limited analysis and evaluation of the extent to which the Supreme Court has improved the governance of the UK. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.		

Question 6

Assess where power actually lies in the core executive of the UK.

[22]

Indicative content

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In assessing where power actually lies in the core executive, 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 assessing where power actually lies in the core executive of the UK.

The response might consider issues such as:

- Identifying the key elements that make up the core executive.
- Assessing the power of the PM relative to other parts of the core executive.
- Assessing the power of the cabinet (including cabinet committees) relative to other parts of the core executive.
- Assessing the power of ministers and government departments relative to other parts of the core executive.
- Identifying whether some departments are more powerful than others, for example, the Treasury.
- Assessing the power of the senior civil servants (in, for example, the cabinet office and departments) relative to other parts of the core executive.
- Identifying and analysing the role of special advisers.
- The importance of the concepts of collective responsibility and individual ministerial responsibility.
- The extent to which the core executive is subject to parliamentary scrutiny.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the core executive. • 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 where power actually lies in the core executive. • 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 core executive. • 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 where power actually lies in the core executive. • 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 core executive. • 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 where power actually lies in the core executive. • 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 core executive. • 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 where power actually lies in the core executive. • 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

Evaluate the effectiveness of the Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. [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 the effectiveness of the Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny, 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 an evaluation of the effectiveness of the Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny.

The response might consider issues such as:

Arguments that the Welsh Parliament (Senedd Cymru) is effective in its roles of legislation and scrutiny might include:

- The plenary sessions allow the effective scrutiny of the executive.
- Debates within the Senedd give MSs the opportunity to hold the executive to account.
- Opposition parties are given opportunities to raise and debate issues of their choice.
- A growing body of legislation is being examined by Members of the Senedd.
- There is a range of committees that allow Members of the Senedd to carry out detailed scrutiny of legislation and scrutiny of the executive.
- Members of the Senedd are more representative of the electorate than other similar institutions thus enabling more effective scrutiny of the executive.
- Petitions enable issues of genuine public interest to be introduced to the National Assembly.
- MSs attend functions, visit schools and businesses and generally try to meet as many people as possible. This gives MSs further insight and context into issues they may discuss when they carry out their legislative and scrutiny work in the Senedd.
- Any other relevant material.

Arguments that the Welsh Parliament (Senedd Cymru) is not effective in its roles of legislation and scrutiny might include:

- There are insufficient MSs in the Welsh Parliament (Senedd Cymru) to ensure it effectively carries out its roles of legislation and scrutiny.
- The business of the Welsh Parliament (Senedd Cymru) does not often generate large amounts of publicity or public interest.
- The Welsh Parliament (Senedd Cymru) has been criticised for failing to hold the executive to account in key policy areas.
- Committees of the Welsh Parliament (Senedd Cymru) can be criticised for having too broad a remit.
- The size of the Welsh Parliament (Senedd Cymru) has resulted in insufficient expertise and breadth amongst the MSs for its key roles.
- The 'rainbow' coalition of opposition parties fail to unite to hold the executive to account.
- The Welsh Parliament (Senedd Cymru) still lacks the range of legislative powers to make a major impact on the lives of Welsh people.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. • 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 effectiveness of the Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. • 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 Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. • 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 effectiveness of the Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. • 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 Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. • 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 effectiveness of the Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. • 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 Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. • Evidence/examples used are not made relevant. • Very little use of terminology. 	1-3	<ul style="list-style-type: none"> • Limited analysis and evaluation the effectiveness of the Welsh Parliament (Senedd Cymru) in its roles of legislation and scrutiny. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.		