CAMBRIDGE
International Education

Cambridge International AS & A Level

LAW **9084/13**

Paper 1 **May/June 2024**

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:
- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:
- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment objectives

AO1 Knowledge and understanding
- Demonstrate knowledge and understanding of legal concepts, principles and rules.
- Use statutes, cases, examples and legal terminology.

AO2 Analysis and application
- Analyse legal concepts, principles and rules.
- Apply legal concepts, principles and rules.

AO3 Evaluation
- Evaluate legal concepts, principles and rules.
- Communicate legal argument coherently on the basis of evidence.

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Annotations and their Use

Annotation	Use
✓	Used as an indication of relevant and rewardable content in the body of the answer.
X	Indicates where the content is legally incorrect.
?	Indicates where the response is unclear.
NAQ	Used when the answer of parts of the answer are not answering the question asked.
BOD	Used when the benefit of the doubt is given in order to reward a response.
A	Indicates where a relevant Act of Parliament or statutory authority has been used and to indicate where AO2 Analysis and application has been awarded.
C	Indicates where a relevant piece of legal authority has been used to indicate where AO2 Analysis and application has been awarded.
EVAL	Indicates where the answer has demonstrated AO3 Evaluation.
LNK	Indicates that an attempt has been made to link to the question posed.
REP	Indicates where content has been repeated.
SEEN	Indicates that content has been recognised but not rewarded.

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Question	Answer	Marks
1	**Identify the <u>most</u> senior court in the English legal system.** **AO1 Knowledge and understanding** • The Supreme Court. 1 mark for accurately identifying the court.	**1**

Question	Answer	Marks
2	**Identify <u>three</u> rules of language used in statutory interpretation.** **AO1 Knowledge and understanding** • Ejusdem generis. • Expressio unius exclusion alterius. • Noscitur a sociis. 1 mark per rule accurately identified up to a maximum of 3 marks.	**3**

Question	Answer	Marks
3	**Identify <u>five</u> types of judges.** **AO1 Knowledge and understanding** Any five from: • Justices of the Supreme Court. • Lords Justices of Appeal. • High Court Judges. • Circuit Judges. • Recorders. • District Judges. 1 mark per judge accurately identified up to a maximum of 5 marks.	**5**

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Question	Answer	Marks
4	**Define *ratio decidendi* and *obiter dicta.*** **AO1 Knowledge and understanding** Ratio decidendi • Reason for deciding. • Forms the precedent. • Legal basis for the decision. • Can be hard to find. • May be more than one. Obiter Dicta • Other things said. • Not a binding precedent. • May be a hypothetical point. • May become a persuasive precedent. 1 mark for translating the term and up to 2 marks for explaining the term x2	**6**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Discuss the relationship between law and morality.

Table A
Use this table to give marks for each candidate response.

<table>
<tr><th>Level</th><th>AO2 Analysis and application
6 marks</th><th>AO3 Evaluation
4 marks</th></tr>
<tr><td></td><td>Description</td><td>Description</td></tr>
<tr><td>3</td><td>5–6 marks
• Clearly reasoned analysis.
• Effective use of relevant examples.</td><td>4 marks
• Clearly focused evaluation developed with relevant evidence.</td></tr>
<tr><td>2</td><td>3–4 marks
• Some analysis.
• Some use of relevant examples.</td><td>2–3 marks
• Some evaluation which may be developed with some relevant material.</td></tr>
<tr><td>1</td><td>1–2 marks
• Limited analysis.
• Limited use of relevant examples.</td><td>1 mark
• Limited evaluation with little or relevant evidence.</td></tr>
<tr><td>0</td><td>0 marks
• No creditable content.</td><td>0 marks
• No creditable content.</td></tr>
</table>

Indicative content

Responses may include:
Morality
- System of values.
- May be personal or collective.
- Normative/Prescriptive – what ought to be done.
- Acceptable/unacceptable behaviour.
- Often influenced by religious beliefs e.g. the Ten Commandments, the Koran.
- Can change over time.

Law
- Rules based.
- Imposed in all of society.
- What must be done, or not done.
- Can link to religious beliefs.
- Can change, but more slowly than morality.

</td><td>10</td></tr>
</table>

Question	Answer	Marks
5	Link • Law and morality often overlap where values are shared by the majority. • Most criminal offences may also be considered immoral. • Morality also in civil law. • Contract – keeping promises, redressing balance where inequal bargaining power. • Tort – requiring damages for harm caused. However, • Law and morality may move at different speeds. • Morals can change quickly; law is less responsive. • Also, all may not share the same moral beliefs enshrined in law. • In an ethnically diverse society, some moral beliefs may not be enshrined in law.	
	AO2	6
	AO3	4

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Section B

Table B

Use this table to give marks for each candidate response for **Questions 6(a)**, **7(a)** and **8(a)**.

Level	AO1 Knowledge and understanding	
	Description	**Marks**
4	• Accurate and detailed in most relevant areas. • Thorough knowledge and understanding of the most appropriate legal concepts, principles and rules, key examples, cases and/or statutory authority, and legal terminology.	**9–10**
3	• Mostly accurate but may not be detailed in some relevant areas. • Good knowledge and understanding of appropriate legal concepts, principles and rules, examples, cases and/or statutory authority, and legal terminology.	**6–8**
2	• Some accuracy but lacks detail in relevant areas. • Some knowledge and understanding of mostly appropriate legal concepts, principles and rules, examples, cases and/or statutory authority, and legal terminology.	**3–5**
1	• Limited accuracy. • Limited knowledge and understanding of legal concepts, principles and rules, examples, cases and/or statutory authority, and legal terminology.	**1–2**
0	• No creditable content.	**0**

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Table C

Use this table to give marks for each candidate response for **Questions 6(b)**, **7(b)** and **8(b)**.

Level	AO2 Analysis and application 8 marks	AO3 Evaluation 7 marks
	Description	**Description**
3	**6–8 marks** • Mostly focused and reasoned analysis throughout. • The analysis is supported by effective and well-developed use of legal concepts, principles and rules, key examples, cases and/or statutory authority.	**6–7 marks** • Mostly focused and reasoned evaluation of most of the relevant issues. • Effectively supported by relevant material. • Coherent argument.
2	**3–5 marks** • Some reasoned analysis. • The analysis is supported by some partially developed use of legal concepts, principles and rules, examples, cases and/or statutory authority.	**3–5 marks** • Some evaluation, reasoned at times, of some of the relevant issues. • Supported by some relevant material. • Some coherent argument.
1	**1–2 marks** • Limited analysis. • The analysis is supported by limited use or makes no use of legal concepts, principles and rules, examples, cases and/or statutory authority.	**1–2 marks** • Limited evaluation of a relevant issue. • Limited or no use of relevant material. • Limited or no argument.
0	**0 marks** • No creditable content.	**0 marks** • No creditable content.

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Question	Answer	Marks
6(a)	**Explain the selection process for jury service.** Use Table B to mark candidate responses to this question. AO1 out of 10 marks. **Indicative content** Responses may include: **AO1 Knowledge and understanding** Process: • Chosen randomly. • Computer selection. • Jury summons sent out. • Form returned with detail on potential disqualification/deferral. • Shown brief video. • May need to wait to be selected. • Can claim an allowance. • Divided into groups of 15, 12 chosen randomly. • Sworn in. • Challenges. • Stand by. • Vetting.	**10**

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Question	Answer	Marks
6(b)	**Assess how far it is true to say that a jury is representative of society.** Use Table C to mark candidate responses to this question. **Indicative content** Responses may include: **AO2 Analysis and application and AO3 Evaluation** Representative: • Chosen randomly by computer. • Wide range of ages and backgrounds. • Now very few professions exempt. • Allows everyone to take part in the system and understand how it works. • Open justice. However, • Not everyone in society on electoral role – homeless, students. • Vetting can remove some people – DBS checks, Authorised checks *ABC Trial (1978), AG's Guidelines (1988).* • Challenge for cause good as removes potential bias *R v Wilson & Sprason (1995).* • But jurors may hide prejudices. • Jury members may be aware of the case in the media. • Challenge to the array can remove biases caused by flaws in jury summons *Romford Case (1993),* but no allowance for lack of multi racial jury R *v Fraser (1987), R v Ford (1989).* • Stand by potentially unfair as no reasons given and can be used for jury 'building'. • Not every jury member may be willing. • Increase in requests for excusals/deferrals. • Presence of judges/lawyers/police on jury may prevent free discussion.	**15**
	AO2	8
	AO3	7

Question	Answer	Marks
7(a)	**Explain the different types of delegated legislation, giving examples of their use.** Use Table B to mark candidate responses to this question. AO1 out of 10 marks. **Indicative content** Responses may include: **AO1 Knowledge and understanding** Orders In Council: • Made by Queen & Privy Council. • Privy Council – Prime Minister, leading members of government. • Can be used to bring Acts into force, making law in emergencies, transferring responsibilities between government departments. • Must be an enabling act to allow Orders In Council to be made. • Civil Contingencies Act 2004, Misuse of Drugs Act 1971. Statutory Instruments: • Made by government ministers. • Can make SIs for their area of responsibility. • Can be very short. • Major method of law-making. • Sometimes over 3000 a year. • The Chemicals Regulations 2009, Police Codes of Practice. Bylaws: • Made by local authorities. • Issues covering within their own area. • Often involve traffic control or regulating behaviour i.e. drinking, smoking. • Can also be made by corporations. • British Airport Authority, railway companies.	10

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Question	Answer	Marks
7(b)	**Discuss the advantages of delegated legislation.** Use Table C to mark candidate responses to this question. AO2 out of 8 marks. AO3 out of 7 marks. **Indicative content** Responses may include: **AO2 Analysis and application and AO3 Evaluation** • Time saving – quicker to pass and amend. • Allows MPs to concentrate on policy in law making (Enabling Acts) rather than detail. • Speed – can provide a quick response in an emergency, especially when Parliament is not sitting. • Expertise – allows expert s to create detail where MPs may not have the knowledge required. • Local knowledge can be used in Bylaws. • Flexibility – DL can be easily amended or revoked. • Can also be used to bring parts of Acts of Parliament in piecemeal. • Controlled by parliament. • Enabling acts limit powers. • Affirmative resolution allows Parliament to debate proposed DL. • Scrutiny Committees can review all SIs and may refer back to parliament if they impose a tax, have retrospective effect, go beyond the powers given or are unclear in some way. • Courts can declare DL ultra vires, either substantive *R v Home Secretary ex p Fire Brigades Union (1995), R v S of State for Education ex p NUT (2000*) or procedural *Aylesbury Mushrooms (1972).* • Can also be declared 'Wednesbury unreasonable'.	**15**
	AO2	8
	AO3	7

Question	Answer	Marks
8(a)	**Explain how cases are allocated in the civil courts.** Use Table B to mark candidate responses to this question. AO1 out of 10 marks. **Indicative content** Responses may include: **AO1 Knowledge and understanding** Allocation: Decision made as to which court used. When claim issued and defended has to be allocated to a track. Decision made by District Judge in High Court or a Master in the Hight Court. Parties are sent an allocation questionnaire. Small Claims Track: • Under £10 000. • In the County Court. • Claimants bring their own case. • Lawyers discouraged. • Inquisitorial. • Can be a paper trial if no witnesses. Fast Track: • County Court. • £10 000 to £25 000. • Personal injury cases over £1000 and up to £25 000. • Housing cases over £1000 and up to £25 000. • DJ decides if case is suitable. • Timetable set. • Aims to be heard within 30 weeks. • Normally heard by Circuit Judge in open court. • Hearing limited to one day. Multi Track: • Claims for more than £25 000. • Can be in County Court. • High Court if claim over £100 000 or complex law. • Circuit judge. • Timetabled and managed. • Can require ADR prior to trial.	**10**

Question	Answer	Marks
8(b)	**Discuss how far the Woolf reforms have improved the civil process.** Use Table C to mark candidate responses to this question. AO2 out of 8 marks. AO3 out of 7 marks. **Indicative content** Responses may include: **AO2 Analysis and application and AO3 Evaluation** Woolf reforms: • Encouraged use of ADR. • Simpler forms and language. • Increased Small claims track limit. • Created fast track for moderate value cases. • Gave judges responsibility for case management. • Introduced strict timetables. Advantages of Woolf reforms: • More co-operation between parties. • Encouraged out of court settlements to free up court time. • Judges actively managing cases. • Quicker hearings doe Small Claims track cases. However, Small Claims: • No legal funding available. • If opponent is a business likely to have legal advice. • DJ not always helpful. • Even if won, hard to recover award, only 60% are successful in this. Fast track: • Formal court setting. • Needs legal representation. • Adversarial system. • May still need to pay winners' costs if loser. Multi track: • As Fast track. • Need to use ADR may slow down process with little advantage. • Very limited legal aid.	**15**
	AO2	8
	AO3	7

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