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CAMBRIDGE
International Education

Cambridge International AS & A Level

LAW **9084/11**

Paper 1 English Legal System **October/November 2025**

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 October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level 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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Unclear
	Accurate
	Benefit of the doubt
	Subordinate clause / consequential error
	Incorrect point
	Evaluation
	Dynamic, Horizontal Wavy line that can be expanded
Highlighter	Highlight
	Two statements are linked
	Not answered question
Off page comment	Off Page Comment
	Repeat
	Indicates that the point has been noted, but no credit has been given.
	Indicates that the point has been noted, but no credit has been given
	Correct point
	Dynamic, Vertical Wavy line that can be expanded

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Question	Answer	Marks
1	**Identify one qualification required to become a High Court Judge** **AO1** 1 mark per qualification accurately identified up to a maximum of 1 mark Any one from; • Qualified as barrister for at least seven years or • Qualified as a solicitor for at least seven years or • Have gained experience in law for at least seven years or • Have been a Circuit judge for at least two years • CILEX – through CILEX Judicial Academy.	**1**

Question	Answer	Marks
2	**Identify two Acts of Parliament which provide the police with powers to stop and search.** **AO1** 1 mark per act accurately identified up to a maximum of 2 marks Any two from; • Police and Criminal Evidence Act 1984 • Misuse of Drugs Act 1971 • Terrorism Act 2000.	**2**

Question	Answer	Marks
3	**Describe the three classifications of criminal cases heard in the Magistrates' Court**. **AO1** 1 mark for naming a classification of case and up to 2 marks for describing the classification of case ×3 Three; • Summary offences – the least serious criminal offences, subdivided into different levels, tried in the Magistrates' Court (examples include common assault, drunk and disorderly, and theft where value is under £200) • Triable either way offences – can be tried in Crown Court or Magistrates' Court (examples include assault causing actual bodily harm, theft, burglary). • Indictable offences – pass through the Magistrates Court but tried in the Crown Court (examples include murder, manslaughter, robbery).	**6**

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Question	Answer	Marks
4	**Describe two ways in which Parliament can control delegated legislation** **AO1** 1 mark for naming a control and up to 2 marks for describing the area ×3 Any two from; • The Enabling Act • Delegated Powers Scrutiny Committee • Pre Drafting Consultation • Joint Select Scrutiny Committee on Delegated Legislation • Affirmative resolution • Negative resolution. Credit any other relevant answers	**6**

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

Discuss the disadvantages of using a jury in the criminal justice system.

AO2 Analysis and application and AO3 Evaluation

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:

Disadvantages
- Perverse decisions R v *Ponting 1985, R v Kronlid 1996, R v Randle & Pottle 1991*
- No intelligence tests
- Jury tampering
- Over-reliance on police evidence/easily persuaded by the prosecution
- Inappropriate decision making *R v Young 1995, R v Karakaya 2005*
- Lack of understanding in complex cases
- Media influence *R v Taylor & Taylor 1993*
- May be unrepresentative.

Credit any other valid point

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

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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 case 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)	**Describe the progress of a bill from** first reading **to Royal Assent when making an Act of Parliament.** **AO1 Knowledge and understanding** Use Table B to mark candidate responses to this question. AO1 out of 10 marks. **Indicative content** Responses may include: **House of Commons** • First Reading • Second Reading • Committee Stage • Report Stage • Third reading. **House of Lords** • Similar process • Committee stage may be committee of the whole house • HL amendments may cause bill to be returned to Commons • *Parliament Acts 1911 and 1949.* **Royal Assent** • *Royal Assent Act 1967* • *Scottish Militia Bill 1707.*	**10**

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Question	Answer	Marks
6(b)	**Discuss whether the parliamentary process leads to effective legislation.** **AO2 Analysis and application and AO3 Evaluation** 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: **Effective;** • Democratic • Can reform whole areas at once *Fraud Act 2006* • Can set broad policies and leave detail to DL • Consultation is included • Lengthy discussion • Certain and cannot be challenged by judges. **Not effective;** • Lack of parliamentary time • Lack of legal expertise • Very long process • Complex language • Difficulties when amending parts of act • Confusion over commencement • Involvement of non-elected people, i.e. hereditary peers. Draw any relevant conclusion	**15**

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Question	Answer	Marks
7(a)	**Explain the rules of language used by judges to interpret statutes.** **AO1 Knowledge and understanding** Use Table B to mark candidate responses to this question. AO1 out of 10 marks. **Indicative content** Responses may include: **Ejusdem generis** • Things of the same kind • *Hobbs v CG Robertson Ltd 1970* • *Allen v Emmerson 1944* • *Flack v Baldry 1988* **Expressio unius exclusio alterius** • Express mention of one thing excludes all others • *Tempest v Kilner 1846* • *R v Inhabitants of Sedgley 1831* **Noscitur a sociis** • 'Know it by its companions' – read the words in context • *Inland Revenue Commissioners v Frere 1965* • *Bromley London Borough Council v Greater London Council 1982* **Note: For all three, candidates may also construct their own examples, which should be credited**	**10**

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Question	Answer	Marks
7(b)	**Assess the effectiveness of the rules of language in assisting judges in statutory interpretation.** **AO2 Analysis and application and AO3 Evaluation** 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: **Consider** • the usefulness of the above rules of language • can really only be used alongside a literal approach • limited to where judges use these particular 'list' types • technical rules • confusing Latin terms, not always clear • may not always be appropriate • lists not always detailed enough • may not always reflect Parliament's true intentions • does not allow for change in meanings of words over time. **Note: Candidates may also consider other intrinsic aids and discuss their usefulness in comparison, which might also be credited where appropriate.**	**15**

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Question	Answer	Marks
8(a)	**Explain the pre-trial procedures required before taking a civil claim to court** **AO1 Knowledge and understanding** Use Table B to mark candidate responses to this question. AO1 out of 10 marks. **Indicative content** Responses may include: • Court case should be a last resort • Getting legal advice • Going to court • Filing a claim • Filled in at Court office - initial fee paid • Allocation of case • Under £10 000 Small Claims • £10 000 to £25 000 County Court fast track • £25 000 to £100 000 County Court multi track • Over £100 000 High Court. **Note: Candidates may also consider the new Intermediate track for less complex claims which are valued at more than £25 000 but no more than £100 000 which came into force 1/10/23**	**10**

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Question	Answer	Marks
8(b)	**Discuss the advantages and disadvantages of making a claim in the civil courts** **AO2 Analysis and application and AO3 Evaluation** 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: **Advantages;** • Fair process • Impartial judge • Judge is a legal expert • New intermediate track provides more flexibility • Enforceable decisions in the court • May be some help with funding – limited Legal Aid • No win no fee arrangements. **Disadvantages;** • Cost of taking case • Risk of having to pay winners costs if case lost • Delay due to processes and overcrowded courts • Complex process, usually needs specialist lawyers • Unpredictability of outcome • Confrontational process • May make business relationships worse as there is a winner and loser.	**15**

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