



Oxford Cambridge and RSA

GCE

Law

H018/01: The legal system and criminal law

AS Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:













- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Not Relevant or no response or response achieves no credit
	Correct
	Point
	Developed point
	Developed point extended
	Applied Point
	Acknowledgment of response
	Repeat
	Not answering the question
	Blank Page
	May be used to draw attention to addition material e.g. conclusion, reform, morally acceptable
	May be used to draw attention to a word or phrase which means that the statement or reasoning is inaccurate

12. Subject Specific Marking Instructions

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The co-ordination scripts provide you with examples of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be

confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Assessment Objectives

Three Assessment Objectives are being assessed across the questions: **AO1**: Demonstrate knowledge and understanding of the English legal system and legal rules and principles, **AO2**: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology, **AO3**: Analyse and evaluate legal rules, principles and concepts.

For **AO2**, there are two elements to the assessment objective:

- Apply legal rules and principles to given scenarios
- Present a legal argument using appropriate legal terminology

These two elements should have equal weighting and be awarded jointly according to the guidance given in the level descriptors and indicative content. For example, to achieve level 4, an answer should include excellent application of legal rules and principles and excellent presentation of legal argument. Further guidance will be given in the standardisation meeting when there is an uneven performance across the elements.

Levels of Response

Questions in this paper are marked using a levels of response grid. When using this grid, examiners must use a best-fit approach. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

To use these grids:

Determine the level: start at the highest level and work down until you reach the level that matches the answer.

Determine the mark within the level: consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At the bottom level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

ASSESSMENT OBJECTIVES: BREAKDOWN BY QUESTION**Section A**

Questions 1-3

Assessment Objective:	AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles. 8 marks
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Question 4

Assessment Objective:	AO3 1b: Analyse and evaluate legal principles. 8 marks
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Section B

Question 5

Assessment Objective:	AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles. 8 marks
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Questions 6 and 7

Assessment Objective:	AO2 1a/1b: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology. 8 marks
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Question 8*

Assessment Objective:	AO3 1a: Analyse and evaluate legal principles. 8 marks
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Questions that have an asterisk (*) assess the quality of a candidate's extended response. Level descriptors are identified in the AO3 column in italics.

Answer	Marks	Guidance
<p>1</p> <p>Explain the differences between criminal and civil law.</p> <p>Answers may include the following:</p> <p>Purpose:</p> <ul style="list-style-type: none"> • Criminal: purpose is to maintain law and order • Civil: purpose is to uphold the rights of individuals <p>Courts:</p> <ul style="list-style-type: none"> • Criminal: Magistrates' Court, Crown Court, Court of Appeal (Criminal Division), UKSC • Civil: Country Court, High Court, Court of Appeal (Civil Division), UKSC <p>Parties:</p> <ul style="list-style-type: none"> • Criminal: Crown Prosecution Service - brings the case on behalf of the state. Defendant - the accused • Civil: claimant - the party who brings the court action. Defendant/respondent - the person accused of causing the damage/injury <p>Standard of proof:</p> <ul style="list-style-type: none"> • Criminal: prosecution must prove the case against the defendant 'beyond reasonable doubt' (99% test) • Civil: claimant must prove that, on the balance of probabilities, the defendant caused the damage/injury <p>Outcomes:</p> <ul style="list-style-type: none"> • Criminal: defendant will be found guilty or not guilty and the court could punish the offender by passing a sentence • Civil: defendant will be found liable or not liable and an award of damages, injunction or specific performance could be made. <p>Credit any other relevant point(s)</p>	<p>8</p> <p>AO1</p>	<p>Use Levels of Response criteria</p> <p>Level 4 (7-8 marks) Excellent knowledge and understanding of the English Legal System, rules and principles. The response is accurate, fully developed and detailed.</p> <p>Level 3 (5-6 marks) Good knowledge and understanding of the English legal system, rules and principles. The response is detailed, but not fully developed in places.</p> <p>Level 2 (3-4 marks) Basic knowledge and understanding of the English legal system, rules and principles. The response may lack detail in places and is partially developed.</p> <p>Level 1 (1-2 marks) Limited knowledge and understanding of the English legal system, rules and principles. The response will have minimal detail.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>

Answer	Marks	Guidance
<p>2 Describe the work of employment tribunals.</p> <p>Answers may include the following:</p> <p>Employment tribunals deal with claims brought against employers by employees including claims for:</p> <ul style="list-style-type: none"> • Discrimination • Equal Pay • Unfair and wrongful dismissal • Redundancy • Wrongful deductions from wages <p>The Tribunal Judge/Chairman will play an active part in the cases including:</p> <ul style="list-style-type: none"> • Encouraging the parties to cooperate • Managing the case • Listen to witness evidence • Undertake preliminary and full hearings • Deliver a judgment e.g. <ul style="list-style-type: none"> • Award compensation • Order the employer to reinstate the employee in their original role • Order the employer to re-engage the employee in a different role <p>Credit any other relevant point(s)</p>	<p>8 AO1</p>	<p>Use Levels of Response criteria</p> <p>Level 4 (7-8 marks) Excellent knowledge and understanding of the English Legal System, rules and principles. The response is accurate, fully developed and detailed.</p> <p>Level 3 (5-6 marks) Good knowledge and understanding of the English legal system, rules and principles. The response is detailed, but not fully developed in places.</p> <p>Level 2 (3-4 marks) Basic knowledge and understanding of the English legal system, rules and principles. The response may lack detail in places and is partially developed.</p> <p>Level 1 (1-2 marks) Limited knowledge and understanding of the English legal system, rules and principles. The response will have minimal detail.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>

Answer	Marks	Guidance
<p>3 Describe the aims of sentencing.</p> <p>Answers may include the following:</p> <p>S.142 Criminal Justice Act 2003 sets out the purpose of sentencing:</p> <p>Punishment of offenders:</p> <ul style="list-style-type: none"> • Based on the idea of retribution – proportional – eye for an eye, tooth for a tooth <p>Reduction of crime (including its reduction by deterrence):</p> <ul style="list-style-type: none"> • Individual deterrent - aimed at ensuring the offender does reoffending through fear of punishment • General deterrence - aimed at deterring would-be offenders by giving harsh. <p>Reform and rehabilitation of offenders:</p> <ul style="list-style-type: none"> • Aimed at changing an offender's behaviour and restoring them to normal life. <p>Protect of the Public:</p> <ul style="list-style-type: none"> • Public needs protection from dangerous offenders. <p>Reparation:</p> <ul style="list-style-type: none"> • Provides offenders with the opportunity to make amends for the harm caused to the victim and/or society <p>Credit any other relevant point(s)</p>	<p>8 AO1</p>	<p>Use Levels of Response criteria</p> <p>Level 4 (7-8 marks) Excellent knowledge and understanding of the English Legal System, rules and principles. The response is accurate, fully developed and detailed.</p> <p>Level 3 (5-6 marks) Good knowledge and understanding of the English legal system, rules and principles. The response is detailed, but not fully developed in places.</p> <p>Level 2 (3-4 marks) Basic knowledge and understanding of the English legal system, rules and principles. The response may lack detail in places and is partially developed.</p> <p>Level 1 (1-2 marks) Limited knowledge and understanding of the English legal system, rules and principles. The response will have minimal detail.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>

Answer	Marks	Guidance
<p data-bbox="114 248 1048 320">4 Discuss the disadvantages of using mediation as a way of solving a civil dispute.</p> <p data-bbox="226 360 725 397">Answers may include the following:</p> <ul data-bbox="271 437 1133 935" style="list-style-type: none"> • No guarantee that the dispute will be resolved therefore court action may be required anyway • The process is based on the continuing consent of both parties and will not work unless both parties are committed and willing to co-operate and reach a compromise • Could go on for a long time without an outcome • Mediators do not require set qualifications and may not have the required talent and skills. In the absence of these skills' mediation can become a bullying exercise in which the weaker party might not stand up for their own rights • Mediation settlements are usually lower than those amounts awarded by the court • Either party can withdraw at anytime • Agreements are not legally binding and therefore cannot be enforced. <p data-bbox="226 979 689 1016">Credit any other relevant point(s)</p>	<p data-bbox="1160 248 1227 352">8 AO3 1b</p>	<p data-bbox="1283 248 1765 285">Use Levels of Response criteria</p> <p data-bbox="1283 325 1570 362">Level 4 (7-8 marks) Excellent analysis and evaluation of a wide range of legal concepts. The response is wide ranging and has a well sustained focus on the question. The key points are fully discussed and fully developed.</p> <p data-bbox="1283 545 1570 582">Level 3 (5-6 marks) Good analysis and evaluation of a range of legal concepts. The response has a mainly consistent focus on the question. Most of the key points are discussed and well developed.</p> <p data-bbox="1283 766 1570 802">Level 2 (3-4 marks) Basic analysis and evaluation of legal concepts. The response is partially focused on the question. Some of the key points are discussed and partially developed.</p> <p data-bbox="1283 954 1570 991">Level 1 (1-2 marks) Limited analysis of legal concepts. The response has limited focus on the question. Discussion of any key points is minimal.</p> <p data-bbox="1283 1142 1921 1211">Level 0 (0 marks) No response or no response worthy of credit.</p>

	Answer	Marks	Guidance
5	<p>Explain what is meant by <i>transferred malice</i> in criminal law</p> <p>Answers may include the following:</p> <ul style="list-style-type: none"> • Common law doctrine where the <i>mens rea</i> of an offence can be ‘transferred’ to another <i>identical</i> offence • <i>Mens rea</i> of intention is required, not recklessness • Example: a defendant intends to cause injury to a specific person or damage specific property but by mistake a different victim is injured or property damaged • Under the doctrine the Law ‘transfers’ the intention from the intended victim or intended property to the actual victim or property, <i>Latimer</i> (1886), <i>Gnango</i> (2011). • Prevents defendants arguing that there was no <i>mens rea</i> for the ultimate victim’s injury or damage to an alternative property • Law generally doesn’t transfer intent from one crime to another, <i>Pembliton</i> (1874), although an alternative offence can be secured, <i>AG Ref No.3 1994</i> (1997) – death of premature ‘baby’. <p>Credit any other relevant point(s).</p>	8 AO1	<p>Use Levels of Response criteria</p> <p>Level 4 (7-8 marks) Excellent knowledge and understanding of the English legal system, rules and principles. The response is accurate, fully developed and detailed. There will be excellent citation of fully relevant statutes and case law.</p> <p>Level 3 (5-6 marks) Good knowledge and understanding of the English legal system, rules and principles. The response is detailed, but not fully developed in places. There will be good citation of mostly relevant statutes and case law.</p> <p>Level 2 (3-4 marks) Basic knowledge and understanding of the English legal system, rules and principles. The response may lack detail in places and is partially developed. There will be some reference to statutes and case law.</p> <p>Level 1 (1–2 marks) Limited knowledge and understanding of the English legal system, rules and principles. The response will have minimal detail. Citation of statutes and case law is limited.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>

	Answer	Marks	Guidance
6	<p>Advise how the law relating to non-fatal offences against the person will apply to Layla.</p> <p>Answers may include the following:</p> <p>Layla: In the case of Layla punching Kareem</p> <ul style="list-style-type: none"> • Punching Kareem, involves unlawful force (battery) • The punch involves a hurt or injury calculated to interfere with the health or comfort of Kareem. • There is clear evidence that Layla acted intentionally, and/or was subjectively recklessness. • Identify s47 OAPA 1861 as the likely offence. <p>In the case of Kareem hitting his hand causing a severe cut</p> <ul style="list-style-type: none"> • When Kareem suffers the severe cut this could be a wound. • As the cut was severe it could also be GBH • It is unlikely Layla acted intentionally, although arguably she foresaw the risk of some harm, which would satisfy the MR. • Identify s20 OAPA 1861 as the likely offence. <p>Credit any other relevant point(s).</p>	<p>8 AO2 1a/1b</p>	<p>Use Levels of Response criteria</p> <p>Level 4 (7-8 marks) Excellent application of legal rules to a given scenario. Excellent presentation of a legal argument which is accurate, fully developed and detailed. Fully appropriate legal terminology is used.</p> <p>Level 3 (5-6 marks) Good application of legal argument application of legal rules to a given scenario. Limited presentation of a legal argument which has minimal detail and is unstructured and/or unclear. Minimal legal terminology is used.</p> <p>Level 2 (3-4 marks) Basic application of legal rules to a given scenario. Limited presentation of a legal argument which has minimal detail and is unstructured and/or unclear. Minimal legal terminology is used.</p> <p>Level 1 (1–2 marks) Limited application of legal rules to a given scenario. Limited presentation of a legal argument which has minimal detail and is unstructured and/or unclear. Minimal legal terminology is used.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>

	Answer	Marks	Guidance
7	<p>Advise how the law relating to non-fatal offences against the person will apply to Mia.</p> <p>Answers may include the following:</p> <p>Mia: In the case of Mia pointing the electric drill at the back of Ben's head</p> <ul style="list-style-type: none"> • The sound of the drill behind his head would be likely to cause Ben to apprehend the application of unlawful force. • As the drill is at the back of his head the threat is immediate. • Mia has a clear intention to put Ben in fear. • Identify assault as the likely offence. <p>In the case of Mia pushing the end of the drill into Ben's face</p> <ul style="list-style-type: none"> • A blinding in one eye would be classed as a serious injury and amount to GBH • Alternatively, if two layers of skin are broken on his face this could be seen as a wound. • Mia acts intentionally as she deliberately pushes the drill into Ben's eye, clearly intending to cause serious harm. • Identify s18 OAPA 1861 as the likely offence. <p>Credit any other relevant point(s).</p>	<p>8 AO2 1a/1b</p>	<p>Use Levels of Response criteria</p> <p>Level 4 (7-8 marks) Excellent application of legal rules to a given scenario. Excellent presentation of a legal argument which is accurate, fully developed and detailed. Fully appropriate legal terminology is used.</p> <p>Level 3 (5-6 marks) Good application of legal argument application of legal rules to a given scenario. Limited presentation of a legal argument which has minimal detail and is unstructured and/or unclear. Minimal legal terminology is used.</p> <p>Level 2 (3-4 marks) Basic application of legal rules to a given scenario. Limited presentation of a legal argument which has minimal detail and is unstructured and/or unclear. Minimal legal terminology is used.</p> <p>Level 1 (1–2 marks) Limited application of legal rules to a given scenario. Limited presentation of a legal argument which has minimal detail and is unstructured and/or unclear. Minimal legal terminology is used.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>

	Answer	Marks	Guidance
8	<p>Discuss the problems with the common law offence of battery and the extent to which reform of the law would make it more morally acceptable.</p> <p>Candidates may develop the following points:</p> <ul style="list-style-type: none"> • No statutory definition of battery allows a wide interpretation • Heavy reliance on case law development for definition • Requires the merest of application of unlawful force to another person i.e., a touching • Definition requires ‘force’ not ‘violence’ perhaps blurring a criminal action • Can be a battery even where there is no threat of violence e.g., a slap on the back or an unwanted kiss. • Close boundary overlap with definition of s.47 OAPA 1847 – when does a battery become ABH? • Battery can be caused indirectly which appears to overstate the definition e.g., setting a trap or blocking a door • <i>Mens rea</i> is complex – establishing the knowledge of a risk of application of force is complicated • A Law Commission Report in 2015 which suggested codifying and updating the law has not been implemented but re-drawing the definitions and sentences would make the law easier to 	<p>8 AO3 1a</p>	<p>Use Levels of Response criteria</p> <p>Level 4 (7-8 marks) Excellent analysis and evaluation on of a wide range of legal rules principles and concepts. The response is wide ranging and has a well sustained focus on the ques on. The key points are fully discussed and fully developed to reach a valid conclusion, where appropriate to the ques on. <i>There is a well- developed line of reasoning which is clear and logically structured. The information on presented is relevant and substantiated.</i></p> <p>Level 3 (5-6 marks) Good analysis and evaluation on of a range of legal rules, principles and concepts. The response has a mainly consistent focus on the ques on. Most of the key points are well discussed and well developed to reach a valid conclusion, where appropriate to the ques on. <i>There is a line of reasoning presented with some structure. The information on presented is in the most-part relevant and supported by some evidence.</i></p> <p>Level 2 (3-4 marks) Basic analysis and evaluation on of legal rules, principles and concepts. The response is par ally focused on the ques on. Some of the key points are discussed and par ally developed to reach a basic conclusion, where appropriate to the ques on. <i>The information on has some relevance and is presented with basic structure. The information on is supported by limited evidence.</i></p> <p>Level 1 (1-2 marks)</p>

	<p>understand/more morally acceptable in the 21st century</p> <ul style="list-style-type: none">• A new definition could better reflect issues connected to both physical and mental health and the acceptability of indiscriminate 'touching'• Better defined offences and sentencing would give the criminal justice system greater credibility as it would have a clearer moral basis. <p>Credit any other relevant point(s).</p>		<p>Limited analysis of legal rules, principles and concepts. The response has limited focus on the ques on. Discussion of any key points is minimal. <i>The information on is limited and communicated in an unstructured way. The information on is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
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