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**A-Level Law A level Guide**

**How Law will be taught:**

A level Law will be taught in class seminar/lecture style sessions. There is a lot of information to take in and often the lesson may start with a lot of note taking and questions. It then develops into class discussions and activities to cement this learning and finally scenarios, quizzes and assignments are used to apply this knowledge and prepare for exams.

**Working expectations:**

You are expected to revise, review and relearn the content outside of lessons and you will find that the assignments set often require you to put in as much work out of lessons as in them. There is an expectation that folders and notes are clearly organised and will often be checked to ensure you are organising yourself well. On average expect at least a 1000 word task once a week to be done out of lessons and significant note taking, but accompanied with this you need to be willing to get involved in discussions and raise with the teacher when you don’t feel you have understood a task or content.

**What 100% effort in this subject looks like:**

* As much time out of lesson devoted to law.
* Always back over the lesson via the chapters in the revision guides.
* Using the course content booklets to monitor and map your learning.
* Seeking additional essay questions, doing them as practice and handing them in.
* Making your own law folders with thorough organised content.
* Reading about the wider context, e.g current affairs, politics and news.

**Folder Policy:**

*Your folder should have:*

- Course content booklets and revision booklets which are provided for each topic area.

- All notes in chronological or topic order, this should be clearly indexed.

- Copies of submitted essays or work.

- Example essays should be either in a relevant section or in relevant topic areas.

It is fine for you to have a single folder for both sides of the course in year 12. You will likely need a second for year 13 and many students benefit from having one for each substantive area (English legal system, Criminal, Tort and Contract).

**What Marking looks like:**

* Ordinary class notes are not marked, as there is nothing to assess.
* Some homeworks that are gathering of information will be checked visually but not graded.
* Homeworks that involve your thinking and analysis will be marked with comments.
* Essays will be marked with the relevant cover sheet, comments and development tasks where appropriate.
* Incorrect use of past/present tense or poor grammar and presentation will see work sent back.

**What Homework looks like:**

* Essays; Reading;
* Scenarios
* Group tasks and presentations
* Analysis/ critique of sources
* Research tasks

**Specification at a glance:**

Paper 1

|  |  |  |
| --- | --- | --- |
| Week | Topic | Notes |
| 1 | Personnel involved with a criminal trial: introduction | Start with visual material on a criminal trial |
| 2 | * Role of jury
* Advantages/disadvantages
* Role of judge
 |  |
| 3 | * Role of barristers/solicitors
* Criminal courts
* Funding in criminal cases
 |  |
| 4 | * Role of magistrates
* Sentencing.
 |  |
| 5 | * Nature and features of criminal law
* General elements of liability
 |  |
| 6 | General elements of liability |  |
| 7 | Fatal offences |  |
| 8 | Fatal offences |  |
| 9 | Fatal offences | Light touch evaluation of appropriate topics\* |
| 10 | Non-fatal offences |  |
| 11 | Non-fatal offences |  |
| 12 | Non-fatal offences | Light touch evaluation of appropriate topics |
| 13 | Property offences/attempts |  |
| 14 | Property offences/attempts |  |
| 15 | Property offences/attempts | Light touch evaluation of appropriate topics |
| 16 | General defences |  |
| 17 | General defences |  |
| 18 | General defences | Light touch evaluation of appropriate topics |
| 19 | Problem-solving skills/practice |  |
| 20 | Problem-solving skills/practice |  |
| 21 | Role of judges in making law: precedent  |  |
| 22 | Statutory interpretation |  |
| 23 | Crime theory |  |
| 24 | Law and justice |  |
| 25 | Law and society: fault |  |
| 26 | Revision/end-of-unit test |  |

Paper 2

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| --- | --- | --- |
| Week | Topic | Notes |
| 1 | Nature of civil law |  |
| 2 | Civil courtsRole of judge/barristers/solicitors |  |
| 3 | * Funding
* Alternative dispute resolution (ADR)
 |  |
| 4 | Basic negligence |  |
| 5 | Basic negligence |  |
| 6 | Basic negligence |  |
| 7 | Psychiatric injury |  |
| 8 | PEL/remedies | Light touch evaluation  |
| 9 | OLA 1957 |  |
| 10 | OLA 1984 |  |
| 11 | Nuisance |  |
| 12 | Rylands v Fletcher/remedies | Light touch evaluation  |
| 13 | Vicarious liability | Light touch evaluation  |
| 14 | Problem-solving skills/practice |  |
| 15 | Problem-solving skills/practice |  |
| 16 | Theory/fault |  |
| 17 | Parliamentary law making/law reform |  |
| 18 | Law and morality |  |
| 19 | Revision |  |

Paper 3: contract option

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| Week | Topic | Notes |
| 1 | Review of law making/ delegated legislation/EU |  |
| 2 | Judges/courts/funding |  |
| 3 | Rule of law/introduction to contract |  |
| 4 | Making of contracts |  |
| 5 | Making of contracts |  |
| 6 | Making of contracts | Light touch evaluation of appropriate topics |
| 7 | Contract terms/terms under CRA 2015 |  |
| 8 | Terms under CRA 2015 | Light touch evaluation of appropriate topics |
| 9 | Exclusion clauses |  |
| 10 | Exclusion clauses | Light touch evaluation of appropriate topics |
| 11 | Vitiating factors | Light touch evaluation of appropriate topics |
| 12 | Discharge of contract |  |
| 13 | Discharge/remedies | Light touch evaluation of appropriate topics |
| 14 | Problem-solving practice/skills |  |
| 15 | Problem-solving practice/skills |  |
| 16 | Problem-solving practice/skills |  |
| 17 | Theory/review of justice/morality |  |
| 18 | Law and society: balancing |  |
| 19 | Revision |  |

**Summer preparation**

1. Case/Statute reading

Law involves a huge amount of reading, you will often be exposed to full legal judgements and need to learn to dig beneath what is said and find what is meant.

Ever law and many cases are available online in full. It is not necessary at this point to know the law, but it is worth looking at various examples to get used to how it is presented and become familiar with the legal style.

<http://www.legislation.gov.uk/ukpga/Vict/24-25/100/introduction/enacted>

<http://www.bailii.org/uk/cases/UKHL/1982/6.html>

1. Essay: Why law?

Find an aspect of law which fascinates you, it can be heavy in politics or simply your obsessions with the film Legally Blonde. Whatever the case, write an essay explaining what you find engaging and why this interests you, it will help me to understand what areas of law motivate you and what you want from the course.