

Law Unit Overview Year 13

During school closure Law students completed topics on Tort including Personal Injury and Occupiers Liability. In addition to this, they commenced their studies of Human Rights in terms of the background to Human Rights and the need for HR legislation. Students have also been introduced to the key concept of Economic loss caused by negligent acts or misstatement and the legal procedure for building claims for psychiatric injury. Assessments were completed throughout school closure with feedback and feedforward provided for students on a weekly basis. During the first three weeks of September, a review of the lockdown period will take place; feedforward activities will be discussed and unpacked to confirm value and learning. All students will revisit the material covered on Human Rights, Tort Law, Personal Injury; Occupiers Liability; Economic Loss and Psychiatrist Claims during the first three week of September and will be assessed on their understanding of key terminology and AO skills both formally and informally. Although this will initially occur during the first three weeks in September, it will continue throughout year two as much of the material builds on knowledge gained from year 12. Those that are struggling will be able to find all resources on Sharepoint and will be closely monitored by class teachers. Students should be fully caught up at the end of this three-week period. The additional curriculum time will also allow for more recaps to take place. Closer to the exam period, revision in class and additional session will be offered.

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Rules and theories in Criminal Law</p> <p>Homicide</p>	<p>Knowledge: Murder; actus reus, mens rea, mandatory life sentence. Also, Voluntary manslaughter: partial defence to murder; loss of control, diminished responsibility. Involuntary manslaughter; Unlawful act manslaughter, gross negligence manslaughter.</p> <p>Understanding: Students will have an understanding of the elements of the homicide crimes studied in terms of Actus Reus and Mens Rea Points of Law. Students will also be able to identify supporting cases that confirm the points of law concerned. Students will then be able to distinguish offences from a case scenario setting</p> <p>Skill: Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the</p>	<p>Student Mastery will be evident by:</p> <p>Students verbalising responses which correctly relate a specific homicide offence to a context scenario.</p> <p>Students verbalising explanations that explain appropriate homicide points of law and how they apply relevant to the scenario at hand.</p> <p>Students identifying correct cases that support a point of law for the offence and scenario at hand.</p> <p>Written submissions that follow the appropriate structure that shows the correct theory, points of law and case material for an offence which is then applied to the case at hand</p>	<p>Prior knowledge of the elements of a crime is vital for this section of the course</p> <p>The students must be able to comprehend what the elements of a crime are, what Actus Reus is and What Mens Rea is and from this they can build the offence using the points of law for the specific question at hand.</p> <p>Students must also follow the writing structure for</p>	<p>AQA A level Law For Year 2 - Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education"</p> <p>http://www.e-lawresources.co.uk/</p> <p>My revision Notes - AQA Law - Peter Darwant/Ian Yule</p> <p>Revision Express - A level Study Guide/ As and A2 in One Book (Law)</p>

	demands of the exam question. Students will sit a mock exam; this will be their first full paper.	An ability to identify the positive and negative issues related to the law in question	<p>completing a question which was outlined in Year 12 Criminal Law.</p> <ol style="list-style-type: none"> 1 State Offence, Act and Date. 2 Outline Actus Reus POL and cases. 3 Outline Mens Rea POL and Cases. 4 Apply AR/MR to the context at hand. 5 Apply relevant defences. 6 Confirm liability. 	
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Rules and Theories in criminal Law</p> <p>Property Offences</p>	<p>Knowledge: Theft, actus reus and mens rea. Aggravated offence of Robbery, actus reus and mens rea.</p> <p>Understanding: Students will have an understanding of the elements of the Property Offence crimes studied in terms of Actus Reus and Mens Rea Points of Law. Students will also be able to identify supporting cases that confirm the points of law concerned. Students will then be able to distinguish offences from a case scenario setting.</p> <p>Skill: Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question. Students will</p>	<p>Student Mastery will be evident by:</p> <p>Students verbalising responses which correctly relate a specific Property offence to a context scenario.</p> <p>Students verbalising explanations that explain appropriate Property points of law and how they apply relevant to the scenario at hand.</p> <p>Students identifying correct cases that support a point of law for the offence and scenario at hand.</p> <p>Written submissions that follow the appropriate structure that shows the correct theory, points of law and case material for an offence which is then applied to the case at hand</p>	<p>Prior knowledge of the elements of a crime is vital for this section of the course</p> <p>The students must be able to comprehend what the elements of a crime are, what Actus Reus is and What Mens Rea is and from this they can build the offence using the points of law for the specific question at hand.</p> <p>Students must also follow the writing structure for</p>	<p>AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" http://www.e-lawresources.co.uk/ My revision Notes - AQA Law - Peter Darwant/Ian Yule</p> <p>Revision Express - A level Study Guide/ As and A2 in One Book (Law)</p>

	<p>sit a mock exam; this will be there first full paper.</p>	<p>An ability to identify the positive and negative issues related to the law in question.</p>	<p>completing a question which was outlined in Year 12 Criminal Law.</p> <ol style="list-style-type: none"> 1 State Offence, Act and Date. 2 Outline Actus Reus POL and cases. 3 Outline Mens Rea POL and Cases. 4 Apply AR/MR to the context at hand. 5 Apply relevant defences. 6 Confirm liability. 	
<p>What are we learning?</p>	<p>What knowledge, understanding and skills will we gain?</p>	<p>What does mastery look like?</p>	<p>How does this build on prior learning?</p>	<p>What additional resources are available?</p>
<p>Rules and theories in Criminal Law</p> <p>Capacity defences</p>	<p>Knowledge: Attempts; definition, actus reus, mens rea. Capacity defences; insanity, automatism and intoxication. Definitions and case law of the defences. Necessity defences; self-defence, duress of threat, duress of circumstance. Definitions and case law of the defences. Necessity defences; self-defence, duress of threat, duress of circumstance.</p> <p>Understanding: Students will have an understanding of the elements of the specific defences that can be used within the criminal system when an offender is charged with an offence in relation to specific points of law. Students will also be able to identify supporting cases that confirm the points of law concerned. Students will then be able to distinguish defences applicable in case scenario settings.</p>	<p>Students verbalising responses which correctly relate a specific defence to a context scenario.</p> <p>Students verbalising explanations that explain appropriate Defence points of law and how they apply relevant to the scenario at hand.</p> <p>Students identifying correct cases that support a point of law for the offence and scenario at hand.</p> <p>Written submissions that follow the appropriate structure that shows the correct theory, points of law and case material for use within the defence which is then applied to the case at hand</p>	<p>Students need to know the Homicide and Property offences.</p> <p>They then need to know which defence is applicable to which offence and why?</p> <p>Students also need to know the Points of Law for the offences so that they can apply the defence appropriately within the structure of an exam answer.</p>	<p>AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" http://www.e-lawresources.co.uk/ My revision Notes - AQA Law - Peter Darwant/Ian Yule</p> <p>Revision Express - A level Study Guide/ As and A2 in One Book (Law)</p>

	<p>Skill: Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question. Students will sit a mock exam; this will be their first full paper.</p>	<p>An ability to identify the positive and negative issues related to the defence in question.</p>		
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>An introduction to the Rules and Theories in Human Rights Law</p>	<p>Knowledge: Students need to be aware of the rules and theory in human rights; theories of human rights, rights contrasted with liberties, the scope of rights. Students also need to know "Human rights in international law; impact of WW2, UN, Council of Europe, and the EU. on fundamental human rights. Finally, students must know "Human rights in the UK before and after the Human Rights Act 1998" detail on the European convention, impact of the ECtHR, entrenched nature of the HRA 1998.</p> <p>Understanding: Students will have an understanding of the Pre-European Convention of Human rights world and what legitimized breaches existed throughout the Students will then be able to identify show the UN Charter and the European Convention have attempted to redefine law making by underpinning human rights thinking into the forefront of law making. Students will be able to look at examples of this in the English legal system.</p> <p>Skill: Exam practice and exam question skills. Application questions, preparation for extended questions in final exams.</p>	<p>Students are able to recall and verbalise: Why there is a need for Human Rights legislation in the modern world. What human right violations were legitimized by law makers in society. How the UN Charter on Human Rights and the European Convention on Human Rights lays the foundations for the Human Rights Act 1998 What English Law was like prior to the Act.</p> <p>Students can make accurate written submissions that follow the detail the correct historical evidence with regards to pre 1998 law making within an exam question scenario</p>	<p>Students will look back at previous syllabus material to see how Human Rights context is built into legislation created and studied.</p> <p>Students will look at historical scenarios such as racial segregation in USA/South Africa & Nazi Germany as examples of legitimized domestic legislation passed by democratic process that created Human Rights abuses.</p>	<p>"Human Rights for AQA A level Law" Sally Russell</p> <p>AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" http://www.e-lawresources.co.uk/ https://www.aqa.org.uk/subjects/law/as-and-a-level/law-7162/assessment-resources https://www.thestudentroom.co.uk/showthread.php?t=3200921</p>

	Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question. Students will sit a mock exam; this will be there first full paper.	An ability to identify the positive and negative issues within the human rights debate.		
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
An understanding of Human Right Articles which impact English Law	<p>Knowledge: Students will learn about: Article 2 Right to Life; Article 5 Right to liberty; Article 8 Right to Private Life; Article 10 Freedom of Expression; Article 11 Freedom of Assembly. Students also need to know how English law is compliant with the above mentioned Articles and how the courts enforce Article breaches by the nation state or by an individual.</p> <p>Understanding: Students will have an understanding of the elements of the specific Articles in question Students will also be able to identify supporting cases that confirm the points of law concerned within each Article. Students will then be able to apply their knowledge of the Articles to the scenario presented.</p> <p>Skill Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question. Students will sit a mock exam; this will be there first full paper.</p>	<p>Students verbalising responses which correctly relate a specific Article and its meaning to a context scenario.</p> <p>Students verbalising explanations that explain how a violation of an Article has occurred in the scenario at hand.</p> <p>Students identifying correct cases that support a point of law for the Article scenario at hand.</p> <p>Written submissions that follow the appropriate structure that shows the correct theory, points of law and case material for an offense which is then applied to the case at hand</p> <p>The ability to confirm if a violation has occurred and why!</p> <p>An ability to identify the positive and negative issues related to the Article law in question.</p> <p>An ability to relate the Article to current English law to examine compliance and non-compliance</p>	Students are expected to be able to look at English law and the principles learnt and from this confirm how the law complies with the Article in question.	<p>AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley “Hodder Education”</p> <p>“Human Rights for AQA A level Law” Sally Russell http://www.e-lawresources.co.uk/</p> <p>https://www.aqa.org.uk/subjects/law/as-and-a-level/law-7162/assessment-resources</p> <p>https://www.thestudentroom.co.uk/showthread.php?t=3200921</p>

		An ability to relate how the courts enforce HR violations in English Law.		
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What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>An understanding of the Nature of Law including Law and Society; Law and Morality & Law and Justice</p>	<p>Knowledge: Students will learn about: The role that law plays in society; the effect of law on enforceable rights; the meaning of fault; Law and morality including how laws attempt to uphold morality and the conflict that this causes; Law and justice including theories of justice and how these impact on law creation in English Law.</p> <p>Understanding: Students will learn appropriate theories of morality, justice the Hart Devlin debate. They will also examine conflicting interests and how the courts attempt to resolve these. From this students will be able to exemplify current laws and explain how these concepts play out within them.</p> <p>Skill Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question. Students will sit a mock exam; this will be their first full paper.</p>	<p>Students verbalising responses which correctly explain the concepts studied.</p> <p>Students verbalising explanations that explain how the concepts are applied within English law and examples support this.</p> <p>Written submissions confirm the verbal comprehension and follow a logical legal argument based upon the context set.</p> <p>An ability to identify the positive and negative issues related to Nature of the Law principles in question.</p>	<p>Students are expected to be able to look at English law and the principles learnt and from this confirm:</p> <p>What conflicting interests exist and how the law attempts to balance these.</p> <p>What differing levels of fault must be proven within English law to prove "fault"</p> <p>How theories of justice have shaped our laws?</p> <p>From Roman Law – what are the 10 commandments and can you identify a law that relates to them?</p>	<p>AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" http://www.e-lawresources.co.uk/ My revision Notes - AQA Law - Peter Darwant/Ian Yule</p> <p>Revision Express - A level Study Guide/ As and A2 in One Book (Law)</p>