

Curriculum intent for Law.

Studying Law at A-level provides students with an understanding of the role of Law in today’s society; it raises their awareness of the process of law making and the rights and responsibilities of individuals.

By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. All these skills are highly sought after by higher education and employers.

Through the study of the English Legal System students develop an understanding of how the laws are made; both through Parliament and the Common Law. This aids the student’s ability to question sources of information that they encounter daily. With an understanding of the complexity of the legal system students know to question the existence of some ‘rumoured’ laws.

The curriculum is structured to allow students to develop their understanding of the English Legal System before progressing to non-substantive law. This allows for development in outlining and describing areas of law before progressing to application. Building on student appreciation of the upholding of the law within the court’s daily routine.

Students then progress onto the non-substantive law topics; Tort Law, Criminal Law and Human Rights Law. Students ability to apply the law to a scenario is developed across the two years of study. Through learning how to answer such questions students learn how to build a legal case, to know the law, support it with case authority and apply it to the scenario. This is a skill which can be transferred to other subjects and to further education, particularly if the progressing to study law at degree, as many students aim to do.

Law Year 13				
What are we learning?	Our intention: What knowledge, understanding and skills will we gain?	Evaluation and Assessment methods	Implementation	What additional resources are available?
	<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>Student Mastery will be evident by:</p> <ul style="list-style-type: none"> Students verbalising responses which correctly relate a specific homicide offence to a context scenario. 	<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</p>	

<p>Rules and theories in Criminal Law</p> <p>Homicide</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.</p> <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.</p>	<ul style="list-style-type: none"> • Students verbalising explanations that explain appropriate homicide points of law and how they apply relevant to the scenario at hand. • Students identifying correct cases that support a point of law for the offence and scenario at hand. • 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 • An ability to identify the positive and negative issues related to the law in question 	<p>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 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>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>
<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>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</p>	<p>Student Mastery will be evident by:</p> <ul style="list-style-type: none"> • Students verbalising responses which correctly relate a specific Property offence to a context scenario. • Students verbalising explanations that explain appropriate Property points of law and how they apply 	<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>AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education"</p>

	<p>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 sit a mock exam; this will be there first full paper.</p>	<p>relevant to the scenario at hand.</p> <ul style="list-style-type: none"> • Students identifying correct cases that support a point of law for the offence and scenario at hand. • 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 • An ability to identify the positive and negative issues related to the law in question. 	<p>Students must also follow the writing structure for 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>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>
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>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>	<ul style="list-style-type: none"> • Students verbalising responses which correctly relate a specific defence to a context scenario. • Students verbalising explanations that explain appropriate Defence points of law and how they apply 	<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</p>	<p>AQA A level Law For Year 2</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>Skill: Exam practice and exam question skills. Application questions, preparation for extended questions in final exams.</p> <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.</p>	<p>relevant to the scenario at hand.</p> <ul style="list-style-type: none"> • Students identifying correct cases that support a point of law for the offence and scenario at hand. • 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 • An ability to identify the positive and negative issues related to the defence in question. 	<p>appropriately within the structure of an exam answer.</p>	<p>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>
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</p>	<p>Students are able to recall and verbalise:</p> <ul style="list-style-type: none"> • 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 	<p>Students will look back at previous syllabus material to see how Human Rights context is</p>	<p>“Human Rights for AQA A level Law” Sally Russell</p> <p>AQA A level Law For Year 2</p> <p>Jacqueline Martin, Nicholas Price, Richard Wortley “Hodder Education”</p>

	<p>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 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. 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>European Convention on Human Rights lays the foundations for the Human Rights Act 1998</p> <ul style="list-style-type: none"> • What English Law was like prior to the Act. • 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 • An ability to identify the positive and negative issues within the human rights debate. 	<p>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>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>
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 Human Right Articles which impact English Law</p>	<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>	<ul style="list-style-type: none"> • Students verbalising responses which correctly relate a specific Article and its meaning to a context scenario. • Students verbalising explanations that explain how a violation of an Article has occurred in the scenario at hand. 	<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>	<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</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.</p> <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.</p>	<ul style="list-style-type: none"> • Students identifying correct cases that support a point of law for the Article scenario at hand. • 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 • The ability to confirm if a violation has occurred and why! • An ability to identify the positive and negative issues related to the Article law in question. • An ability to relate the Article to current English law to examine compliance and non-compliance • An ability to relate how the courts enforce HR violations in English Law. 		<p>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>
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 the Nature of Law including Law and Society; Law and Morality & Law and Justice	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.	<ul style="list-style-type: none"> • Students verbalising responses which correctly explain the concepts studied. • Students verbalising explanations that explain how the concepts are applied within English law and examples support this. 	<p>Students are expected to be able to look at English law and the principles learnt and from this confirm:</p> <p>What conflicting interest exist and how the law attempts to balance these.</p>	<p>AQA A level Law For Year 2</p> <p>Jacqueline Martin, Nicholas Price, Richard Wortley “Hodder Education”</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 exempla current laws and explain how these concept play out within them.</p> <p>Skill Exam practice and exam question skills. Application questions, preparation for extended questions in final exams.</p> <p>Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question.</p> <p>Students will sit a mock exam; this will be there first full paper.</p>	<ul style="list-style-type: none"> • Written submissions confirm the verbal comprehension and follow a logical legal argument based upon the context set. • An ability to identify the positive and negative issues related to Nature of the Law principles in question. 	<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 Re – what are the 10 commandments and can you identify a law that relates to them?</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>
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