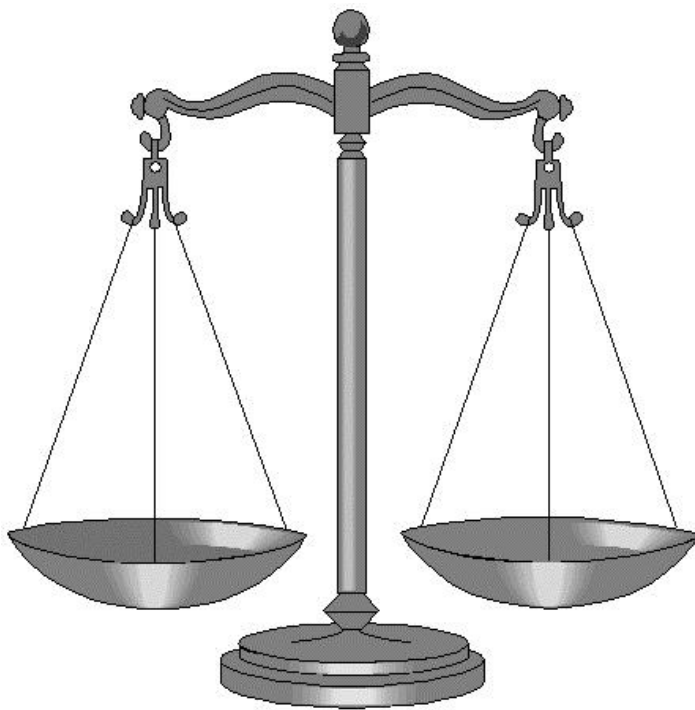




# AQA

## A2 Law New Spec

### Student Handbook



Name:

Form:

Teacher(s):

# Welcome to A2 Law

PAPER	LENGTH OF EXAM	% OF A2 GRADE	DATE
PAPER 1 – Crime	2 hours	33%	
PAPER 2 – Tort	2 hours	33%	
PAPER 3 – Human Rights	2 hours	33%	

## COURSE BREAKDOWN

CRIME	September 2017 – April 2018
TORT	May 2018 – October 2018
HUMAN RIGHTS	November 2018 – April 2019
REVISION	May 2019 – June 2019

For success in this demanding yet fascinating subject, you must be able to write well and think clearly. Studying Law gives students an understanding of the role of Law in today's society and raises their awareness of 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.

**Paper One** – This covers many elements of the English Legal System but the major focus is on **criminal offences** and how they are applied to scenarios. There is also an element of theory, focused on fault and justice.

**Paper Two** – This covers many elements of the English Legal System but the major focus is on **liability for torts** and how this is applied to scenarios. There is also an element of theory, focused on fault and morality.

**Paper Three** – This covers many elements of the English Legal System but the major focus is on **breaches of human rights** and how this is applied to scenarios. There is also an element of theory, focused on justice, morality and the balancing of conflicting interests.

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**Examination Board:** AQA ([www.aqa.org.uk](http://www.aqa.org.uk)) **Specification:** Law

**YOU GET AS MUCH OUT OF THIS COURSE AS YOU PUT IN.**

## Key Skills learned during the study of Law

- Develop competence in using legal skills during the study of the nature of law, legal issues and the English legal system, and private and public areas of substantive law
- Demonstrate their ability to analyse a scenario by identifying the key facts from which legal issues arise
- Analyse, when formulating a legal argument, legislation by applying the rules and principles of statutory interpretation and analyse case law by applying the doctrine of precedent
- In respect of each private and public area of substantive law they are required to study, to analyse, apply and evaluate the legal rules and principles of that area of law.
  - Analysis and application must include the ability to identify and breakdown into constituent parts the relevant legal rules and principles for each area of law and apply those legal principles to a hypothetical scenario.
  - Evaluation must require students to formulate a reasoned argument to support a particular proposition by reference to the relevant legal rules and principles that support that argument
- Construct clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology
- Construct a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem
- Analyse and critically evaluate legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints

## KEY SKILLS EXPECTATIONS FROM ALL STUDENTS

### Communication

- Discussion groups
- Consultation with staff and others
- Critical appraisal of own work and others work
- Presentation to peer group
- Using a range of sources independently
- Critical reading and thinking

### Information and communication technology

- Use internet sources to research the work of others
- Use presentation packages to present information to peers
- Word process required assignments
- Use internet to research case law and keep up to date with the news

### Improving own learning

- Set targets and plan how these will be met
- Keep to a time schedule for producing homework
- Develop action points from tutorials

### Problem Solving

- Outline problems in written form
- Plan and implement ways of solving problems.
- Review and record your progress with a member of staff

### Working with others

- Make a contribution to group activity
- Review work with others and agree ways of improving
- Ask for and develop co-operation with others with regard to making progress.

## HANDING IN WORK AND DEADLINES

You will be set homework regularly by your subject teacher. It is your own responsibility to check this even if you are absent from the lesson. If the teacher is absent from the lesson, work will still be set for you to complete. It is **your responsibility** to organise your time, make sure you are able to access your work and get it handed in on time. To alleviate stress and to ensure enough time is given for completing and marking work, the procedures you **MUST** follow are outlined below:

- It is **your responsibility** to check that you understand the homework that has been set by the subject teacher. You must make sure you know how long the homework should take and the standard to which it should be completed.
- Your homework must be recorded in your planner.
- ALL work handed in must be given directly to the teacher responsible. Do not slip work under an office door or give to another teacher or student to pass on.
- Work must be named on each piece of paper handed in.
- A copy of the work handed in **MUST** be kept by the student on their user area or in their file and on their computer at home. This is for your protection if work is misplaced.
- Students need to pay careful attention to advice/feedback given whether verbally or written.
- Homework and coursework must be word processed unless your teacher informs you otherwise.
- In the case of absences from school on the day of a deadline, work must be sent by e-mail to your teacher. If the student is aware of the absence prior to the date, work needs to be handed in BEFORE the deadline or sent to the member of staff by e-mail.
- Work must be handed in at the start of the lesson on the day of the deadline.
- Work submitted must be the student's own work. **Plagiarism** or paraphrasing is illegal and could cost you your A level. Any quotations must be referenced.
- Research work does not mean JUST downloading from the internet.
- Computer and printer problems are **NOT** an acceptable reason for late work.

**You must:**

1. **Complete your homework to at least TARGET STANDARD.**
2. **Meet the homework deadline. Repeated failure to meet deadlines will result in referral to homework support.**
3. **Send your work in to your subject teacher if you are absent on the deadline day.**

## GRADE BOUNDARIES AND USING UMS MARKS

**Question:** Why is my UMS mark important?

**Answer:** The UMS mark is the mark that matters when calculating your final grade.

**Why do I need to know my UMS mark?**

You need to be able to set yourself targets, using the UMS information, to meet your target grades so you can secure a place on the university course OR the job of your choice. **The tables below will help you calculate what UMS mark and grade you need. Until the first exams under the new specification (in 2019), we will use the old specification boundaries.**

	Max Mark	A*	A	B	C	D	E	U
Percentage	100	86	79	71	64	56	50	0
UMS	100	90	80	70	60	50	40	0

As you are completing your studies you will complete three mock exams, enter your results here:

A2

DATE	PAPER	PERCENTAGE	UMS MARK	GRADE
	PAPER 1			
	PAPER 2			
	PAPER 3			

Target Grade: \_\_\_\_\_

UMS marks needed from Paper 2 + 3 to achieve target grade: \_\_\_\_\_

UMS marks needed from Paper 3 to achieve target grade: \_\_\_\_\_

### PAPER 1: MOCK EXAM RESULT

AM I ON TRACK TO MEET MY TARGET GRADE? Y / N

WEAKNESS	HOW I INTEND TO IMPROVE THIS WEAKNESS

**PAPER 2: MOCK EXAM RESULT**

**AM I ON TRACK TO MEET MY TARGET GRADE? Y / N**

<b>WEAKNESS</b>	<b>HOW I INTEND TO IMPROVE THIS WEAKNESS</b>

**PAPER 3: MOCK EXAM RESULT**

**AM I ON TRACK TO MEET MY TARGET GRADE? Y / N**

<b>WEAKNESS</b>	<b>HOW I INTEND TO IMPROVE THIS WEAKNESS</b>

**PAPER ONE - CRIME**

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	NON-SUBSTANTIVE LAW TOPICS
				Nature of Law
				Statutory Interpretation
				Judicial Precedent
				Criminal Courts and Lay People – magistrates/juries
				Legal Personnel – barristers/solicitors/legal executives
				Judiciary within Criminal Courts
				Access to Justice & Funding in Criminal Courts
				Law and Justice
				Law and Fault

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	CRIME THEORY
				Criminal Principles
				Theory – Actus Reus
				Theory – Causation
				Theory – Mens Rea
				Theory – Transferred Malice
				Theory – Coincidence of AR & MR
				Theory – Strict Liability

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	OFFENCES
				Assault
				Battery
				s.47
				s.20
				s.18
				Murder
				Voluntary Manslaughter - Loss of Control
				Voluntary Manslaughter - Diminished Responsibility
				Involuntary Manslaughter - Gross Negligence Manslaughter
				Involuntary Manslaughter - Unlawful Act Manslaughter
				Theft
				Robbery
				Attempts

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	DEFENCES
				Insanity
				Automatism
				Intoxication
				Self-defence/Prevention of Crime
				Duress by Threats
				Duress of Circumstances



**PAPER TWO - TORT**

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	NON-SUBSTANTIVE LAW TOPICS
				Nature of Law
				Parliamentary Law Making
				Law Reform
				Civil Courts and Alternative Dispute Resolution
				Judiciary within Civil Courts
				Access to Justice & Funding in Civil Courts
				Law and Morality
				Law and Fault

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	TORT THEORY
				Tort Principles
				Theory – Public Policy Factors Duty of Care
				Theory – Policy Factors Economic Loss & Psychiatric Injury
				Theory – Objective Standard of Care
				Theory – Injunctions and Balancing Interests
				Theory – Vicarious Liability

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	TORTS
				Negligence – People and Property
				Negligence – Economic Loss & Negligent Misstatement
				Negligence – Psychiatric Injury
				Occupiers Liability Act 1957
				Occupiers Liability Act 1984
				Private Nuisance
				Rylands v Fletcher Rule
				Vicarious Liability

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	DEFENCES & REMEDIES
				Contributory Negligence
				Consent
				Defences Specific to Nuisance/Rylands v Fletcher
				Damages
				Mitigation of Loss
				Injunctions

**PAPER THREE – HUMAN RIGHTS**

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	NON-SUBSTANTIVE LAW TOPICS
				Nature of Law
				The Rule of Law
				Delegated Legislation
				European Union
				Judiciary in Criminal Courts (Human Rights Cases)
				Independence of the Judiciary
				Access to Justice & Funding in Criminal Courts (Human Rights)
				Law and Balancing Conflicting Interests
				Law and Justice
				Law and Morality

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	HUMAN RIGHTS THEORY
				Human Rights Principles
				Theory – Rights
				Theory – Rights Contrasted with Liberties
				Theory – Scope of ‘fundamental human’ rights
				Theory – Human Rights in International Law
				Theory – Human Rights in UK before HRA 1998
				Theory – Human Rights in UK after HRA 1998
				Criticisms of Human Rights

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	EUROPEAN CONVENTION ON HUMAN RIGHTS
				Art 2 ECHR – Right to Life
				Art 5 ECHR – Right to Liberty and Security of Person
				Art 8 ECHR – Right to Respect for Private Life
				Art 10 ECHR – Right to Freedom of Expression
				Art 11 ECHR – Right to Peaceful Assembly
				Restrictions on Rights
				Enforcement
				Judicial Review

WRITTEN NOTES	QUIZ CARDS	QUESTIONS WITH NOTES	QUESTIONS WITHOUT NOTES	HUMAN RIGHTS IN THE UK
				The Right to Life
				Deprivation of Liberty
				Privacy and Communication
				Expression, Assembly and Association
				Reform of Human Rights in the UK

## **EXAM FORMAT**

In the exam, the **substantive law (offences/torts/breaches of human rights)** will be examined in a range of ways.

- **Q1-2** Multiple choice substantive focus (1 mark each)
- **Q7** Suggest why the offence/defence would fail (5 marks)
- **Q8** Advise the defendant on a specific area of law (10 marks)
- **Q9** Examine how fault/justice/morality/conflicting interests applies to a specific area of law (5+10 marks)
- **Q10** Criminal liability of the defendant in 3 areas of law (30 marks)
- **Q11** Criminal liability of the defendant in 2 areas of law AND relate it to ELS/Sources of Law (23+7 marks)

The **non-substantive (English Legal System/Nature of Law)** will be examined in just a few questions.

- **Q3-5** Multiple choice non-substantive focus (1 mark each)
- **Q6** Explain three elements of an area of non-substantive law (5 marks)
- **Q9 & Q11** have elements of non-substantive law within them

## **Assessment Objectives**

- AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles.
- AO2: Apply legal rules/principles to scenarios in order to present a legal argument using legal terminology.
- AO3: Analyse and evaluate legal rules, principles, concepts and issues.

<b>ASSESSMENT OBJECTIVES (AOS)</b>	<b>COMPONENT WEIGHTINGS (APPROX %)</b>			<b>OVERALL WEIGHTING (APPROX %)</b>
	<b>PAPER 1</b>	<b>PAPER 2</b>	<b>PAPER 3</b>	
AO1	13.33	13.33	13.33	40
AO2	9	9	9	27
AO3	11	11	11	33
Overall weighting of each paper	33.33%	33.33%	33.33%	100

## **EXAM PRACTICE**

All revision materials, past papers and model answers are available on Pupilshare in the Law folder. Students can access these direct from school PCs or through home access. During study leave students will have 2 hours each day where Law revision sessions will be provided.

Any past papers or exam questions which are completed in students' own time will be marked by L Freeman within a 2 day turnaround and given an exam grade.

## READING LIST

It is important that you extend your knowledge of this subject. The texts listed below are recommended; you are not expected to read them all. There are also several books as well as other resources available in the LRC– just ask your teacher or the librarian for advice.

### **Several important cases to investigate are:**

Smith v Hughes [1960] 1 WLR 830

LNER v Berriman (1946) 1 AC 278

Re Sigsworth [1935] Ch 89

R v Allen (1872) LR 1 CCR 367

Royal College of Nursing v DHSS [1981] AC 800 826

Eisenhower (1984) 78 Cr. App. R. 48.

Donoghue v Stevenson [1932] UKHL 100

Caparo Industries plc v Dickman [1990] 2 AC 605

Bolton v Stone [1951] AC 850, [1951] 1 All ER 1078

Hill v Chief Constable of West Yorkshire [1988] HL

The Wagon Mound Case [1961] A.C. 888

## USEFUL WEBSITES/APPS

As the law is a fluid, ever changing subject, the internet is far more useful than any book will ever be. You must keep up to date with new case law and statutes as they come into effect. The following website will not only be a source of new law, but also old case law which will help you understand the tests and theories which we study throughout the course.

<http://sixthformlaw.info/>

<http://www.lawobserver.co.uk/index.html>

<http://www.npia.police.uk/digest>

<http://www.peterjepson.com/law/LAW.HTM>

[http://www.bailii.org/openlaw/english\\_legal\\_system.html](http://www.bailii.org/openlaw/english_legal_system.html)

[http://a-level-law.com/aqa\\_page.htm](http://a-level-law.com/aqa_page.htm)

<http://www.a-level-law.net/>

<http://www.legalmax.info/>

<http://www.e-lawstudent.com/index.php>

<http://www.helpwithlawexams.co.uk/>

<http://www.venables.co.uk/studentsresources.htm>

<http://www.vtstutorials.ac.uk/tutorial/law>

## GLOSSARY OF TERMS

Term	Definition
Common law	
Statute	
Precedent	
Delegated legislation	
Statutory interpretation	
Liability	
Normative	
Pluralistic	
Positivism	
Natural Law	
Obiter dicta	