

**Intent:**

- To have uncompromising aspirations for every individual and for our school to be an exceptional and inspirational community of lifelong learners.
- To ensure all students have the knowledge to critically engage with the legal system and its impact on society.

**Purpose:**

- Law provides students with a framework for understanding the processes by which law is made, applied and enforced.
- Students gain an opportunity to engage in debates about the nature, role and purpose of the law.
- Through creative teaching in a positive atmosphere, the Law department will provide students with an increased understanding of the practical application of the Law and a heightened curiosity about the role of the Law in regulating the behaviour of individuals, groups and communities in societies.

	<b>Paper I – English Legal System and Criminal Law</b>		<b>Paper II – Law Making and the Law of Tort</b>		<b>Paper III – Nature of Law and the Law of Contract</b>	
<i>Unit title and description</i>	<i>Criminal Law</i>	<i>English Legal System</i>	<i>Contract Law</i>	<i>Law Making</i>	<i>Tort Law</i>	<i>Jurisprudence</i>
Substantive Knowledge	<p><b>Principles of Criminal Law</b></p> <ul style="list-style-type: none"> <li>The theories and principles underpinning Criminal Law</li> <li>Defining ‘harm’ for the purposes of the Criminal Law. Determining the level of harm that reaches a criminal threshold determined decides?</li> <li>Actus reus of a crime (the conduct element)</li> <li>Causation in Criminal Law, chains of causation, <i>actus novus interveniens</i></li> <li>Mens Rea of a crime (the fault element)</li> <li>Levels of mens rea: intention, recklessness and negligence</li> <li>Direct and oblique intent</li> <li>Subjective and objective recklessness</li> <li>Strict liability in Criminal Law</li> </ul> <p><b>Substantive Criminal Law</b></p> <ul style="list-style-type: none"> <li>Offences Against the Person – Assault, Battery, Actual Bodily Harm, Grievous Bodily Harm, Malicious Wounding</li> <li>Murder</li> <li>Voluntary Manslaughter (Diminished Responsibility, Loss of Self-Control)</li> <li>Involuntary Manslaughter (Unlawful Act Manslaughter, Gross Negligence Manslaughter)</li> <li>Property Offences (Theft, Robbery and Burglary)</li> <li>Inchoate Offences (attempt)</li> </ul> <p><b>Defences</b></p> <ul style="list-style-type: none"> <li>Mental Capacity – Insanity, Automatism, Intoxication</li> <li>General Defences – Consent, Duress</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Criticisms of Offences Against the Person and Areas for Reform</li> <li>Criticisms of Intoxication</li> <li>Criticisms of Consent</li> </ul>	<p><b>The Criminal Courts</b></p> <ul style="list-style-type: none"> <li>Describe the hierarchy of criminal courts in England and Wales: Magistrates’ Court, Court of Appeal and Supreme Court</li> <li>Describe the jurisdiction of the Magistrates Court – triable either way offences, summary offences</li> <li>Describe the pre-trial processes in the Magistrates Court</li> <li>Describe the jurisdiction of the Crown Court</li> <li>Describe the procedures and trial processes in the Magistrates Court</li> <li>Describe the appeals process from the Magistrates Court</li> <li>Describe the appeals process from the Crown Court</li> <li>Describe the aims of sentencing</li> <li>Describe factors that affect sentences imposed by the criminal courts</li> <li>Describe the training and selection process of lay magistrates</li> <li>Explain the strengths and weaknesses of using magistrates</li> <li>Explain the selection and work of juries in criminal trials</li> <li>Explain the strengths and weaknesses of using juries in criminal trials</li> </ul> <p><b>The Civil Courts</b></p> <ul style="list-style-type: none"> <li>Describe the hierarchy of the civil courts in England and Wales: County Court, High Court, Court of Appeal and Supreme Court</li> <li>Describe the jurisdiction of the County Court (including the track system and case management)</li> <li>Describe the jurisdiction of the High Court and its Divisions</li> <li>Describe the appeals process from the County Court</li> <li>Describe the appeals process from the High Court</li> <li>Describe the awards and remedies available in Civil Courts</li> <li>Describe the strengths and weaknesses of using civil courts to resolve disputes</li> </ul> <p><b>Alternatives to Court</b></p> <ul style="list-style-type: none"> <li>Describe the methods of Alternate Dispute Resolution in civil law: arbitration, mediation, negotiation and conciliation</li> <li>Explain how arbitration works and the rules of arbitration under the Arbitration Act 1996</li> <li>Explain the process of mediation</li> <li>Explain the process of negotiation</li> </ul>	<p><b>Principles of Contract Law</b></p> <ul style="list-style-type: none"> <li>The theories, principles and ideologies of contract</li> <li>The importance of freedom of contract and the importance of contract law to the British economy</li> <li>The role of contract within the Law of Obligations</li> <li>Definitions of Fault, Breach and Damage in contract</li> <li>The difference between the role of Contract Law and Tort Law</li> </ul> <p><b>Substantive Contract Law</b></p> <ul style="list-style-type: none"> <li>Formation of a contract: the offer and the difference between offers and invitations to treat</li> <li>Formation of a contract: acceptance of an offer and methods of acceptance</li> <li>Privity of Contract: the general rule, exceptions to the rule and the role of the Contracts (Rights of Third Parties) 1999</li> <li>Consideration: the importance of consideration, the rules on consideration and exceptions to the rules on consideration</li> <li>Intention to Create Legal Relations: the situations in which a contract will come into existence</li> <li>Contract Terms: The difference between a term and a representation, determining a term or a representation</li> <li>Contract Terms: Implied Terms – the tests used by common law (business efficacy and officious bystander)</li> <li>Contract Terms: Implied Terms – terms implied by the Consumer Rights Act (s.9-11, s.42) and the remedies for breach of these implied terms</li> <li>Contract Terms: Exclusion clauses and the tests for incorporation and fairness in commercial and consumer scenarios</li> <li>Contract Terms: The difference between a condition and a warranty, the <i>Hong Kong Fir</i> approach</li> <li>Vitiating Factors – Economic Duress</li> <li>Vitiating Factors – Misrepresentation, types of misrepresentation and remedies</li> <li>Discharge of Contract – by performance, by breach and frustration</li> <li>Discharge of Contract – anticipatory breach, fundamental breach and the importance of the term breached (condition/warranty)</li> <li>Remedies for Breach of Contract – Damages, Causation and Remoteness, Equitable Remedies</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Suitability of law on offer and acceptance</li> </ul>	<p><b>Parliamentary Law Making</b></p> <ul style="list-style-type: none"> <li>Describe the law making process in Parliament (Green Paper, White Paper, First Reading, Second Reading, Committee Stage, Report Stage, Third Reading, House of Lords, Royal Assent)</li> <li>Identify the influences on the Parliamentary Law-Making Process</li> <li>Explain the strengths and weaknesses of law making in Parliament</li> <li>Explain the importance of Parliamentary Sovereignty and link to law making</li> <li>Describe what delegated legislation is and why delegated legislation is used</li> <li>Identify examples of delegated legislation</li> <li>Describe the controls on delegated legislation</li> <li>Explain the strengths and weaknesses of using delegated legislation</li> </ul> <p><b>Case Law and Precedent</b></p> <ul style="list-style-type: none"> <li>Describe the doctrine of precedent and <i>stare decisis</i></li> <li>Explain the difference between common law and civil law systems and identify England as a common law jurisdiction</li> <li>Identify the types of precedent – binding, original, persuasive</li> <li>Explain the hierarchy of the court system and how precedent operates within the civil and criminal courts</li> <li>Use examples from case law to explain how the courts have used precedents</li> <li>Explain the strengths and weaknesses of using precedent</li> <li>Describe the rules of statutory interpretation: literal, golden and mischief and give examples to support the operation of each rule</li> <li>Describe the aids used by the courts to help with statutory interpretation</li> </ul> <p><b>Law Reform and Legal Aid</b></p> <ul style="list-style-type: none"> <li>Describe the work of the Law Commission in respect of reforming and updating the law</li> <li>Give examples of the work of the Law Commission (linking to other areas of the specification)</li> <li>Explain the strengths and weaknesses of reforming the law via the Law Commission</li> <li>Identify and describe sources of legal advice and support in England and Wales (Citizen’s Advice, Trade Unions, Law Centres, Bar Pro Bono Unit)</li> <li>Describe the Legal Aid rules for civil and criminal law, including the different financial tests for eligibility</li> </ul>	<p><b>Principles of Tort Law</b></p> <ul style="list-style-type: none"> <li>The theories, principles and ideologies underpinning the Law of Tort</li> <li>The rules of the Law of Tort</li> <li>The role of tort within the Law of Obligations</li> <li>Definitions of Fault, Breach and Damage in Tort</li> <li>The difference between the role of Tort Law and Contract Law</li> </ul> <p><b>Substantive Tort Law</b></p> <ul style="list-style-type: none"> <li>The Tort of Negligence: The duty of care – establishing the duty of care</li> <li>The Tort of Negligence: Breach of the duty of care – standard of care</li> <li>The Tort of Negligence: Damage and Causation (factual and legal)</li> <li>The Tort of Negligence: Remoteness of Damage</li> <li>Occupiers Liability Act 1957 – Definition of occupiers, premises, visitors</li> <li>Occupiers Liability Act 1957 – Duty owed to lawful visitor and breach of this duty</li> <li>Occupiers Liability Act 1957 – Defences for occupiers by claims from lawful visitors</li> <li>Occupiers Liability Act 1984 – Duty owed to a trespasser</li> <li>Occupiers Liability Act 1984 – Breach of the duty owed to a trespasser</li> <li>Occupiers Liability Act 1984 – Warning notices and child trespassers</li> <li>Occupiers Liability Act 1984 – Defences to claims by trespassers</li> <li>Comparison of the law governing Occupiers Liability and the underlying rationale for the differing approaches</li> <li>Land Torts – Private Nuisance: Elements of the Tort, definition of nuisance</li> <li>Land Torts – Private Nuisance: Unreasonable Interference with enjoyment of land or right over, or in connection with it</li> <li>Land Torts – Private Nuisance: who can be sued and defences</li> <li>Land Torts – Private Nuisance: remedies (injunctions, damages)</li> <li>Land Torts – <i>Rylands v Fletcher</i> – Elements of the Tort and Defences</li> <li>Vicarious Liability – Identifying whether defendant is an employee or an independent contractor (Control Test, Integration Test, Economic Reality Test, Akin to Employment, Close or Sufficient Connection)</li> <li>Vicarious Liability – Liability for Torts committed in the course of employment</li> </ul> <p><b>Defences in Tort</b></p> <ul style="list-style-type: none"> <li>Contributory Negligence – operation of the partial defence</li> <li><i>Volenti non fit injuria</i> – operation of the complete defence</li> </ul>	<p><b>The Rule of Law</b></p> <ul style="list-style-type: none"> <li>Define the ‘rule of law’</li> <li>Explain the views of Dicey and Bingham on the rule of law</li> <li>Evaluate the vies of Dicey and Bingham on the rule of law</li> <li>Explain the importance of the rule of law</li> </ul> <p><b>Law and Morals</b></p> <ul style="list-style-type: none"> <li>Explain the difference between law and morality</li> <li>Compare and contrast the characteristics of legal and moral rules</li> <li>Explain the key tenets of legal positivism</li> <li>Explain the theories of classical legal positivists – Austin and Bentham</li> <li>Explain the theories of modern legal positivists – Hart and Kelsen</li> <li>Explain the key tenets of natural law theory</li> <li>Explain the theories of natural law theorist – Lon Fuller</li> <li>Explain the theories of natural law theories – Aquinas</li> <li>Explain why and how society has become moral plural and the implications of this for a common morality</li> <li>Explain the relationship between law and morality, and why this is important</li> <li>Explain the extent to which the law should enforce morality using academic views from Mill, Hart and Devlin</li> <li>Apply examples from the substantive law to the question of whether law should enforce morality (Criminal Law, Contract Law, Tort Law)</li> <li>Evaluate the relationship between law and morality</li> </ul> <p><b>Law and Justice</b></p> <ul style="list-style-type: none"> <li>Describe attempts to define justice: Aristotle, Plato, Aquinas, Bentham, Mill</li> <li>Explain utilitarianism and link this theory to conceptions of justice – Bentham and Mill</li> <li>Describe different theories of justice: Distributive (Marx, Aristotle, Aquinas, Perelman), Social Justice (Rawls, Nozick, Procedural Justice, Natural Justice, Substantive Justice (Criminal Law, Contract Law, Tort Law), Corrective Justice</li> <li>Apply theories of justice to conclude whether the law does provide justice, or if it is possible for a single-unified theory of justice.</li> </ul> <p><b>Law and Society</b></p> <ul style="list-style-type: none"> <li>Define society and pluralism</li> <li>Explain reasons why the UK is becoming pluralist</li> <li>Explain the role of law in society and the four primary roles of law</li> <li>Explain the difference between formal and informal social control</li> <li>Describe Pound’s theory of social control through law</li> <li>Apply examples from substantive law topics to support the view that the law does/does not promote rules of behaviour that lead to social control.</li> <li>Identify the ways in which law creates consensus and conflict within society</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the strengths and weaknesses of using alternate dispute resolution</li> <li>Describe the work of Tribunals and explain the tribunal structure in England and Wales</li> <li>Explain the strengths and weaknesses of using tribunals</li> </ul> <p><b>Legal Personnel</b></p> <ul style="list-style-type: none"> <li>Describe the role of barristers, solicitors and legal executives</li> <li>Describe the training and qualification processes of barristers, solicitors and legal executives</li> <li>Describe the senior judiciary (High Court Judge, Court of Appeal Judge, Supreme Court Judge)</li> <li>Describe the role of judges in the senior courts</li> <li>Explain how judges are independent in the English Legal System (with examples)</li> <li>Explain why the independence of the judiciary is important in Parliamentary democracy</li> <li>Evaluate the extent to which judges are independent from the executive</li> </ul>	<ul style="list-style-type: none"> <li>Suitability of law on consideration</li> <li>Suitability of law on privity</li> <li>Suitability of law on intention to create legal relations</li> <li>Reform of the law on implied terms</li> <li>Reform of the law exclusion clauses</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the availability of legal aid in civil and criminal trials</li> </ul> <p><b>European Union Law</b></p> <ul style="list-style-type: none"> <li>Describe the institutions of the European Union and their role in law-making</li> <li>Explain the importance of European Union law in England before and after Brexit</li> </ul>	<p><b>Remedies in Tort</b></p> <ul style="list-style-type: none"> <li>Compensatory Damages – distinction between pecuniary and non-pecuniary loss</li> <li>Mitigation of loss</li> <li>Injunctions</li> <li>Comparison with Contractual Remedies</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Overview of the Law on Negligence – duty, breach, standard of care, remoteness of damage</li> <li>Evaluation of the Occupiers Liability Acts – fairness on occupiers, balance between interests of occupiers/visitors, differing standards for trespassers, protection to child trespassers/visitors, meeting the aims of Tort Law</li> <li>Evaluation of Vicarious Liability – interests of employees, employers and claimants, protections offered under the law, definition of employee in the 21<sup>st</sup> Century, role of courts in developing this Tort</li> </ul>	<ul style="list-style-type: none"> <li>Explain realist theories of law making - left realism and right realism</li> <li>Explain the realist view that certainty of law is a myth</li> <li>Evaluate the role of the law and society</li> </ul>
Disciplinary Knowledge	<p><b>Harm:</b> the concept of harm, its definitions and application in different areas of the law underpin the substantive law content. Harm is looked at in Tort – in each of the different Torts (Negligence, Vicarious Liability, Nuisance and Negligence), in Contract (breach of contract) and Criminal Law (all the crimes covered in the syllabus). The role of Parliament and the Judiciary in developing the concept of harm is also considered in Jurisprudence, Law-Making and the English Legal System.</p>	<p><b>Causation:</b> the concept of causation in Law is considered across the substantive law content. In Criminal Law, students examine the rules of causation for conduct/consequence crimes (factual causation and legal causation). In Civil Law, students examine the rules of causation in Tort (legal causation, factual causation and remoteness of damage) and Contract (legal causation, factual causation, expectation loss, reliance loss and remoteness of damage). Students consider the development of the rules of causation and the philosophical/ethical underpinnings for the extension of the rules on causation in Jurisprudence.</p>	<p><b>Justice:</b> the question of justice and whether the English legal system provides justice is a key question that is considered throughout the course. In Jurisprudence, students engage in philosophical debates about the nature of justice and the different perspectives on what constitutes justice. These debates are reinforced with the use of examples from the substantive law content (Criminal Law, Civil Law, Tort Law). In the evaluations of substantive law topics, the issue of whether these aspects of the Civil/Criminal Law are just is also considered (for example, the Law on self-defence/consent or the balance between the rights and responsibilities in Occupiers’ Liability)</p>		
	<p><b>Fault:</b> the concept of fault is considered throughout the course. Students need to appreciate the concept of fault in civil law (Tort – breach of a duty of care, private nuisance, vicarious liability, Contract – breach of contract) and Criminal Law (the <i>mens rea</i> elements of the crimes and strict liability). The role of the Judiciary in developing the concept of fault is also considered in the English Legal System and Law Making. The philosophical discussions as to the approach to fault in Criminal and Civil Law are considered in Jurisprudence.</p>	<p><b>The Common Law:</b> understanding the characteristics and development of the English Common Law is a key tenet that underpins the syllabus. The features of the common law system in England and Wales are distinct and students consider how and why these features have led to the development of the Criminal Law, Tort Law and Contract Law. Students also examine features of the common law system in the English Legal system (the Courts, juries and legal personnel) and Law Making (precedent). In Jurisprudence, the development of the common law is considered in respect to questions of morality and justice.</p>	<p><b>The Rule of Law:</b> this concept also underpins the syllabus. Students learn in the Law Making, Legal System and Jurisprudence units about the importance of the rule of law and its operation to the English Legal system. In the Law Making content, the rule of law is considered in respect of the wider issue of sovereignty and democracy. In Criminal Law, students consider why most crimes are defined by Acts of Parliament, rather than by judicial invention and how this approach differs from the Civil Law. In Jurisprudence, students consider the importance of the rule of law to questions of justice.</p>		
Procedural Knowledge	<ol style="list-style-type: none"> <li>Demonstrate knowledge and understanding of legal principles and processes (AO1)</li> <li>Apply knowledge and understanding of legal rules, principles and processes to problem-questions (AO2)</li> <li>Evaluate legal theories, principles and processes in order to construct arguments, make judgements and draw conclusions (AO3)</li> </ol>				
	<p>How to answer 20 mark problem questions and 20 mark essays in substantive law</p> <p>Students will be introduced to 20-mark problem questions . A focus will initially be placed on ensuring students know how to develop answers using case law and legal principles. Once this has been mastered, focus will turn to developing chains of analysis and the use PEEL as writing frame.</p> <p>Students will be introduced to 20-mark essay questions. Focus will initially be placed on developing lines of argument and writing effective conclusions.</p>	<p>Introduction to 8-mark and 12 mark questions. A focus will be placed on priming students to recall information from the syllabus to develop their explanation (AO1) by referring to case law and examples in their answers.</p>	<p>Students will be continue to develop their skills in 20-mark problem questions . A focus will initially be placed on the distinction between problem questions in criminal law and civil law, ensuring students know how to develop answers using case law and legal principles. Once this has been mastered, focus will turn to developing chains of analysis and the use PEEL as writing frame.</p> <p>Students will be continue to develop their skills in 20-mark essay questions. Focus will be placed on developing lines of argument and writing effective conclusions. Students should be using wider reading and knowledge from across the syllabus to develop synopticity.</p>	<p>Student will continue to develop their skills in 8-mark and 12 mark questions. A focus will be placed on priming students to recall information from the syllabus to develop their explanation (AO1) by referring to case law and examples in their answers.</p> <p>Students should be using flipped learning booklets and recalling information from the syllabus to answer these questions.</p>	<p>Students will be continue to develop their skills in 20-mark problem questions . A focus will initially be placed on the distinction between problem questions in criminal law and civil law, ensuring students know how to develop answers using case law and legal principles. Once this has been mastered, focus will turn to developing chains of analysis and the use PEEL as writing frame. Greater focus on completing these problem questions under timed conditions and as part of a complete exam paper.</p> <p>Students will be continue to develop their skills in 20-mark essay questions. Focus will be placed on developing lines of argument and writing effective conclusions. Students should be using wider reading and knowledge from across the syllabus to develop synopticity. Greater focus on completing these problem questions under timed conditions and as part of a complete exam paper.</p>
Sequencing – why is this taught and why now?	<p>Criminal Law commences in Term 1 of Year 12 as this is a discrete unit and does not overlap like Contract and Tort. It is also a unit that students traditionally find more interesting, even though it is the most complex. The engagement and interest factor at the start of the course, somewhat helps to compensate for the increased difficulty.</p> <p>Criminal Law is also co-taught alongside the English Legal System content and we commence with the Criminal Court material. This makes sense as students can learn the substantive criminal law and develop links between this and the components of the legal system where Criminal Law is dealt with. Students gain a fuller understanding of the links between the substantive law and the courts that apply the doctrines and principles of the Criminal Law.</p>	<p>Contract Law is the next topic and will commence half way through Year 12 (typically Term 4) and continue into Year 13 (Term 1). Contract Law is the first civil law topic that students will cover and is more cohesive than Tort Law, which makes it better suited as the first civil law topic. Students will already have covered the civil court system and so will be aware of the courts that deal with matters relating to contract law.</p> <p>As with Criminal Law, students will also be taught the material on law-making and the legal process. In particular, the material on precedent and statutory interpretation will reinforce understanding on how contractual principles and doctrines have progressed over time. The work of the Law Commission also examines areas of Contract Law that have been reformed by the Law Commission proposals, enabling students to see the link between the areas of the syllabus. By Christmas of Year 13, students will be able to answer all of Paper 1 (Criminal Law) and a complete Contract Paper (Paper 3), enabling feedback to be given on Civil and Criminal Law.</p>	<p>Tort Law is the final substantive topic and will at the start of Term 2 in Year 13. Tort Law is the second civil law topic that students will cover and is covered in Year 13 as it is less cohesive than Contract, which makes it more complex for students. By the time the Tort Law content is covered, students will be aware of the key concepts and ideas in civil law and will be able to apply these principles to their study of Tort Law. Due to the combination of Statutory Provisions and Case Law related skills, the teaching of content in Criminal Law and Contract Law will provide a solid foundation for students to be able deal with Tort Law problem questions more successfully. The Tort Law course also contains some very difficult content, notably vicarious liability, which is not as straightforward to apply.</p> <p>The final unit is the Nature of Law. This is taught last as this is almost entirely synoptics. It applies legal theory and ideas to criticise the Law. It also relates to abstract principles of morality and justice. Students need to be able to use examples from across the course to succeed in these questions, which means that students need to have completed the other units before starting this content. In addition, by this point, students should have started to revise Year 1 and Year 2 content, which helps with the teaching of this unit. Students will need to refer to content from Unit 1 and 2 to succeed with this topic, so it encourages revision.</p>		

Assessment	1. Students will have their first 28-mark assessment in November. The paper will comprise of 1 x 20-mark problem and 1 x 8 mark question.	2. Students will sit January exams as directed by the whole-school policy. This 60-mark paper will comprise of 2 x 20-mark problems, 1 x 20-mark essay 3. Students will sit an 80-mark exam at the end of March. This paper will be a complete Paper 1	4. Students their mock exams in May as directed by the whole-school policy. Students will sit 2 x 80-mark papers. The papers will mirror Paper 1 and Paper 3 set by OCR.			
Independent Learning (Stretch and Challenge)	<p>Students are provided with additional reading from the leading undergraduate textbook: <i>Criminal Law: Text, Cases and Materials</i>, 10<sup>th</sup> Edition by Jonathan Herring. This outlines the cases and key principles discussed in the Criminal Law in more depth and allows students to access a wider range of academic debates and criticisms in respect of the Criminal Law.</p> <p>They are also able to read additional Criminal Law topics that are not covered on the syllabus but may be of interest (Drug Laws, Conspiracy, Fraud).</p> <p>Students are also able to participate in the weekly debate club to develop argument skills and to consider the wider impact of the law on society in Thursday Paper Review.</p> <p>As part of enrichment, mooting opportunities may be available.</p> <p>Subject officials to present a monthly law update to students.</p>	<p>To promote independent learning in respect of the English Legal System, students will be provided with a booklet to complete in study periods. This will allow them to research key areas of the English Legal System and enhance their knowledge before attending lessons. The booklets will tie to topics that are be taught in-class, providing effective flipped learning.</p> <p>Students will be encouraged to visit the Royal Courts of Justice/Old Bailey during enrichment to see the law in action.</p> <p>Subject officials to present a monthly law update to students.</p>	<p>Students are provided with additional reading from the leading undergraduate textbook: <i>Contract Law: Text, Cases and Materials</i>, 11<sup>th</sup> Edition by Ewan McKendrick and <i>Jill Poole's Casebook on Contract Law</i>, 15<sup>th</sup> Edition. This outlines the cases and key principles discussed in Contract Law in more depth and allows students to access a wider range of academic debates and criticisms in respect of Contract Law.</p> <p>They are also able to read additional Contract Law topics that are not covered on the syllabus but may be of interest (E-commerce, Estoppel, Mistake).</p> <p>Students are also able to participate in the weekly debate club to develop argument skills and to consider the wider impact of the law on society in Thursday Paper Review.</p> <p>As part of enrichment, mooting opportunities may be available.</p> <p>Subject officials to present a monthly law update to students.</p>	<p>To promote independent learning in respect of the Law Making Process, students will be provided with a booklet to complete in study periods. This will allow them to research key areas of the Law Making Process and enhance their knowledge before attending lessons. The booklets will tie to topics that are be taught in-class, providing effective flipped learning.</p> <p>Students will be encouraged to visit Parliament and Courts of Justice/Old Bailey during enrichment to see the relationship between law-making and the application of legal rules by the courts.</p> <p>Subject officials to present a monthly law update to students.</p>	<p>Students are provided with additional reading from the leading undergraduate textbook: <i>Tort Law: Text, Cases and Materials</i>, 5<sup>th</sup> Edition by Ewan McKendrick. This outlines the cases and key principles discussed in Tort Law in more depth and allows students to access a wider range of academic debates and criticisms in respect of Tort Law.</p> <p>They are also able to read additional Tort Law topics that are not covered on the syllabus but may be of interest (Libel, Slander, Deceit, Privacy, Gendered Harms).</p> <p>Students are also able to participate in the weekly debate club to develop argument skills and to consider the wider impact of the law on society in Thursday Paper Review.</p> <p>As part of enrichment, mooting opportunities may be available.</p> <p>Subject officials to present a monthly law update to students.</p>	<p>As part of the additional resources for substantive law (Criminal Law, Tort Law and Contract Law), students will be provided with academic criticisms of the law from a variety of perspectives. Students will be able to identify the key themes and perspectives in these readings and apply them as examples to support work in class.</p> <p>Copies of key jurisprudential texts will be available in the Library for students to access and read – e.g. <i>Law's Empire</i> by Ronald Dworkin, <i>Taking Rights Seriously</i> by Ronald Dworkin, <i>Jurisprudence</i> by J. G. Riddall.</p> <p>Students are also able to participate in the weekly debate club to develop argument skills and to consider the wider impact of the law on society in Thursday Paper Review.</p> <p>As part of enrichment, mooting opportunities may be available.</p> <p>Subject officials to present a monthly law update to students.</p>
Retrieval	<ul style="list-style-type: none"> <li>• Due to the nature of the Law syllabus, students need to be able to retrieve information from different areas of the syllabus. As such, there is a key focus on knowledge retrieval in Law.</li> <li>• At the start of most lessons is a knowledge retrieval exercise (particularly with a substantive law topic), which is either based on a 'brain dump', true or false exercise or the application of content from a previous lesson to a new set of given facts. This approach ensures familiarity with the syllabus content and allows students to gain confidence in applying legal skills and content.</li> <li>• For the Law Making and English Legal System topics, these are entirely AO1 questions (with some AO3) – we will interleave this content into the substantive content will necessary. For example, if looking a breach of contract and a claim for damages, we would also consider what court this case would be heard in, the different tracks it could be put on and the judges who might hear this case. This approach ensures that students are able to apply their knowledge of the substantive law (in the example, breach of contract) to another part of the syllabus (in the example, the court that would hear a breach of contract case). This should help to provide familiarity with content.</li> <li>• Assessments will also promote retrieval – in-class problem questions will be based upon different areas of the law, which must be applied to fully answer the requirements of the question. The same approach will be adopted in respect of formal assessments/mock exams.</li> <li>• We will also use the online learning platform to set additional retrieval quizzes/tasks that are to be completed outside of lessons, which will help with knowledge recall.</li> <li>• The Jurisprudence topic is entirely synoptic and students will have to apply disparate areas of the syllabus to address questions of morality, justice and the impact of law on society. To facilitate this, questions on morality and justice are interleaved within the teaching of substantive law topics that allow for these debates. Retrieval tasks during the Jurisprudence unit will help to forge these cross curricular links.</li> <li>• Flipped learning will be used – students will be expected to allocate time in study periods to work on an exercise/research task before a certain lesson. Tasks in this lesson will be structured to retrieve the knowledge/information from the flipped learning exercise.</li> </ul>					
British Values	<p>Taught throughout the course:</p> <ul style="list-style-type: none"> <li>• An understanding of how democracy and the law works in Britain, in contrast to other forms of government in other countries – Throughout the course, but notably Paper 2</li> <li>• An understanding of how citizens can influence decision-making through the democratic process</li> <li>• An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> <li>• An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</li> <li>• An understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>					
Careers	<p>We examine the careers available in the legal profession and the different ways in which students can enter the legal profession after Sixth Form – this include the LLB (Law) Degree, Legal Apprenticeships, Paralegals and general work in Law Firms</p> <p>We look at potential careers with Citizen's Advice Bureaux/charities/trades unions and the police (with Criminology)</p> <p>We will provide mooting opportunities through enrichment, enabling students to develop skills in formulating arguments and presentation</p>					
Cross Curricular Links	<p><b>Politics:</b> Law-making in Parliament, the influences on the law making process, the role of Parliament in British Society, Parliamentary Sovereignty, the independence of the judiciary, the impact of judicial review, the role of the EU and post-Brexit landscape, the ways that citizens can participate in the law-making process through election, the rule of law and justice</p> <p><b>Sociology:</b> The relationship between law and society, the ways in which law is applied to different socio-economic groups, the extent to which the law making process is fair on key socio-economic groups, the extent to which there is sufficient diversity within the law, the role of the British Empire on the development of the common law system, the use of laws (such as Criminal Laws on theft) to entrench inequality and protect elites, Marxist theories of distributive justice</p> <p><b>Philosophy:</b> The philosophical underpinnings for the law and its operation in society, questions of law and moral, questions of law and justice</p> <p><b>Criminology:</b> The development of laws in Parliament, the operation of the criminal court system and the roles of juries/magistrates, the realist approach to law making, the aims of sentencing/punishment, the interaction of the criminal justice system with key socio-economic groups, the impact of laws on society and social cohesion, the influences on the law making process</p> <p><b>Media Studies:</b> The representation of certain groups in the media and the impact of this on formulating stereotypes that are applied by legal personnel and others in the law-making process, the role of the media in creating moral panics that influence the formation and application of the law, the portrayal of the law in the media and the use of selective news reporting/news values to influence the law making process</p> <p><b>Economics/Business Studies:</b> The importance of contract law and freedom of contract to the free market economy, the extent to which freedom of contract should be limited by intervention and paternalism, the balance between large corporations and small traders, the role of Consumer Rights Act 2015 and the balance between parties since this legal change occurred</p> <p><b>Science:</b> The extent to which the law is able to keep pace with scientific and technological developments</p> <p><b>Art/Drama:</b> The extent to which the law affects creativity and freedom of expression – particularly through criminalising graffiti, the condemnation of exhibits thar offend public morals, censorship, libel/slander</p>					