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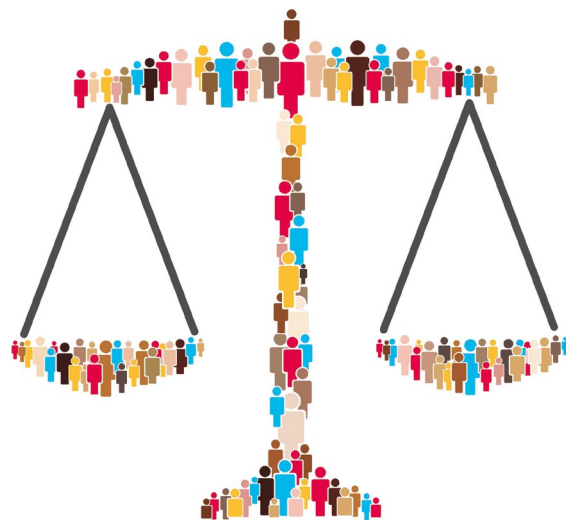


Interactive

Learner Guide

Cambridge International AS & A Level Law 9084

For examination from 2023



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About this guide

This guide explains what you need to know about your Cambridge International AS & A Level Law 9084 course and examinations.

This guide will help you to:

- ✓ understand what skills you should develop by taking this Cambridge International AS & A Level course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ plan your revision programme
- ✓ revise, by providing revision tips and an interactive revision checklist (Section 6).

Following a Cambridge International AS & A level programme will help you to develop abilities that universities value highly, including a deep understanding of your subject; higher order thinking skills (analysis, critical thinking, problem solving); presenting ordered and coherent arguments and independent learning and research.

Studying Cambridge International AS & A Level Law will help you to develop a set of transferable skills, including the ability to use relevant knowledge and understanding, to analyse and learn to apply legal concepts, principles and rules to a range of situations and to communicate an argument through problem-solving and evaluative writing. In particular, studying Cambridge International AS & A Level Law will help you to be:

confident, using statutes, cases, legal principles, and examples, analysing and applying relevant law, and communicating logical and evaluative legal arguments

responsible, considering the application of law within the English legal system and working towards a better understanding of a range of issues which impact on its operation and effectiveness

reflective, considering laws, legal rules, principles and concepts and the ways in which legal issues and problems may be resolved

innovative, approaching learning and tasks with flexible and substantiated thinking

engaged, developing an interest in broader legal issues and exploring the law changing in response to a range of challenges.

1. Syllabus content - what you need to know

This section gives you an outline of the syllabus content for this course. There are two papers at AS Level and two at A Level.

Paper 1 English Legal System (AS Level)	Topics included
1.1 Principles and sources of English Law	1.1.1 English legal system and its context 1.1.2 Parliamentary law making 1.1.3 Delegated legislation 1.1.4 Statutory interpretation 1.1.5 Judicial precedent
1.2 Machinery of justice	1.2.1 Civil courts and civil process 1.2.2 Alternative methods of dispute resolution 1.2.3 Criminal courts and criminal process 1.2.4 Police powers
1.3 Legal personnel	1.3.1 The judiciary – superior and inferior judges 1.3.2 Legal professionals 1.3.3 Lay personnel

Paper 2 Criminal Law (AS Level)	Topics included
2.1 Elements of a crime	2.1.1 <i>Actus reus</i> 2.1.2 <i>Mens rea</i>
2.2 Offences against property	2.2.1 Theft as defined in s1 Theft Act 1968 2.2.2 Robbery as defined in s8 Theft Act 1968 2.2.3 Burglary as defined in s9 Theft Act 1968 2.2.4 Blackmail as defined in s21 Theft Act 1968 2.2.5 Handling stolen goods as defined in s22 Theft Act 1968 2.2.6 Making off without payment as defined in s3 Theft Act 1978 2.2.7 Criminal damage as defined in Criminal Damage Act 1971 2.2.8 Fraud as defined in the Fraud Act 2006
2.3 Sentencing in England and Wales	2.3.1 Adult offenders 2.3.2 Young offenders 2.3.3 Aims of sentencing – what sentences are trying to achieve

Paper 3 Law of Contract (A Level)	Topics included
3.1 Formation of a valid contract	3.1.1 Nature of a contract 3.1.2 Offer and acceptance 3.1.3 Intention to create legal relations 3.1.4 Consideration 3.1.5 Capacity (minors only)
3.2 Contents of a contract	3.2.1 Express terms 3.2.2 Terms implied into a consumer contract by the Consumer 3.2.3 Rights Act 2015 Status of terms 3.2.4 Control of exemption clauses

Paper 3 Law of Contract (A Level)	Topics included
3.3 Discharge of a contract	3.3.1 Performance 3.3.2 Breach 3.3.3 Frustration
3.4 Remedies for breach of a contract	3.4.1 Common law 3.4.2 Equitable

Paper 4 Law of Tort (A Level)	Topics included
4.1 The tort of negligence	4.1.1 Nature of liability in negligence 4.1.2 Duty of care 4.1.3 Breach of duty 4.1.4 Causation and remoteness of damage 4.1.5 Novel duty situations
4.2 Torts affecting land	4.2.1 Occupiers' liability 4.2.2 Private nuisance 4.2.3 <i>Rylands v Fletcher</i> 4.2.4 Trespass to land
4.3 Torts affecting the person	4.3.1 Assault 4.3.2 Battery 4.3.3 False imprisonment
4.4 General defences and remedies	4.4.1 Defences 4.4.2 Remedies

Make sure you always check the latest syllabus, which is available from our [public website](#).

Prior knowledge

No prior knowledge is assumed.

Key concepts

Key concepts are essential ideas that help you to develop a deep understanding of your subject and make links between different aspects of the course. The key concepts for Cambridge International AS & A Level Law are:

- **Rights, duties and responsibilities, and freedoms**
This is about how the law safeguards rights and freedoms, and imposes obligations on how citizens behave.
- **Liability**
This is the notion of legal responsibility for actions or omissions.
- **Justice, fairness and morality**
This is a broad notion of the purpose of law to bring about a state of fairness. This includes how and why laws are enacted and enforced, and how far the civil and criminal law achieve justice through the use of remedies and sentences. This also relates to how morality and the law interlink and whether changing morality within society is reflected in the law.
- **Power and its limits**
This is about who has power within society and how this power is regulated. This also relates to power within the legal system.
- **Effectiveness and certainty**
This is about the aims of law and whether systems and provisions can meet these aims. This also relates to how citizens are aware of their rights and responsibilities to each other and to the state, and what distinguishes certainty in law.

2. How you will be assessed

Cambridge International AS Level Law makes up the first half of the Cambridge International A Level Law course and provides a foundation for the study of Law at Cambridge International A Level.

About the examinations

There are three routes for Cambridge International AS & A Level Law.

Take Paper 1 and Paper 2 only leading to the Cambridge International AS Level qualification.

Follow a staged assessment route by taking Paper 1 and Paper 2 (for the Cambridge International AS Level qualification) in one examination series, then Paper 3 and Paper 4 (for the Cambridge International A Level qualification) in a later examination series).

Take Paper 1, Paper 2, Paper 3 and Paper 4 in the same examination series, leading to the full Cambridge International A Level.

Find out from your teacher which papers you will be taking and when you will be taking them.

About the papers

The table gives you further information about the examination papers:

Component	Time and marks	Questions	Weighting
Paper 1: English Legal System	1 hour 30 minutes 75 marks	Section A: you will need to answer five compulsory questions. There are four short answer questions and one extended answer question. Section B: you will need to write two essays from a choice of three. There are two parts to each essay.	50% of AS Level 25% of A Level
Paper 2: Criminal Law	1 hour 30 minutes 60 marks	Section A: you will need to answer one compulsory scenario-based problem question using source material. There are three parts to the question. Section B: you will need to answer one question from a choice of two. There are two parts to the question: one short answer question and one essay.	50% of AS Level 25% of A Level
Paper 3: Law of Contract	1 hour 30 minutes 75 marks	Section A: you will need to answer one scenario-based problem question from a choice of two. Section B: you will need to write two essays from a choice of three.	25% of A Level
Paper 4: Law of Tort	1 hour 30 minutes 75 marks	Section A: you will need to answer one scenario-based problem question from a choice of two. Section B: you will need to write two essays from a choice of three.	25% of A Level

3. What skills will be assessed

The examiners take account of the following skills areas (**assessment objectives**) in the examinations:

Assessment objectives (AO)	What does the AO mean?
AO1 Knowledge and understanding	Demonstrate knowledge and understanding of legal concepts, principles and rules. Use statutes, cases, examples and legal terminology.
AO2 Analysis and application	Analyse legal concepts, principles and rules. Apply legal concepts, principles and rules.
AO3 Evaluation	Evaluate legal concepts, principles and rules. Communicate legal argument coherently on the basis of evidence.

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work. The approximate weightings of the assessment objectives (AOs) are summarised below. The table shows the assessment objectives as a percentage of each component.

Assessment objectives as a percentage of each qualification

Assessment objective	Weighting at AS Level %	Weighting at A Level %
AO1 Knowledge and understanding	40	45
AO2 Applying knowledge and application	40	30
AO3 Evaluation	20	25
Total	100	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting at AS Level %		Weighting at A Level %	
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding	45	35	50	50
AO2 Applying knowledge and application	30	50	20	20
AO3 Evaluation	25	15	30	30
Total	100	100	100	100

4. Command words

The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

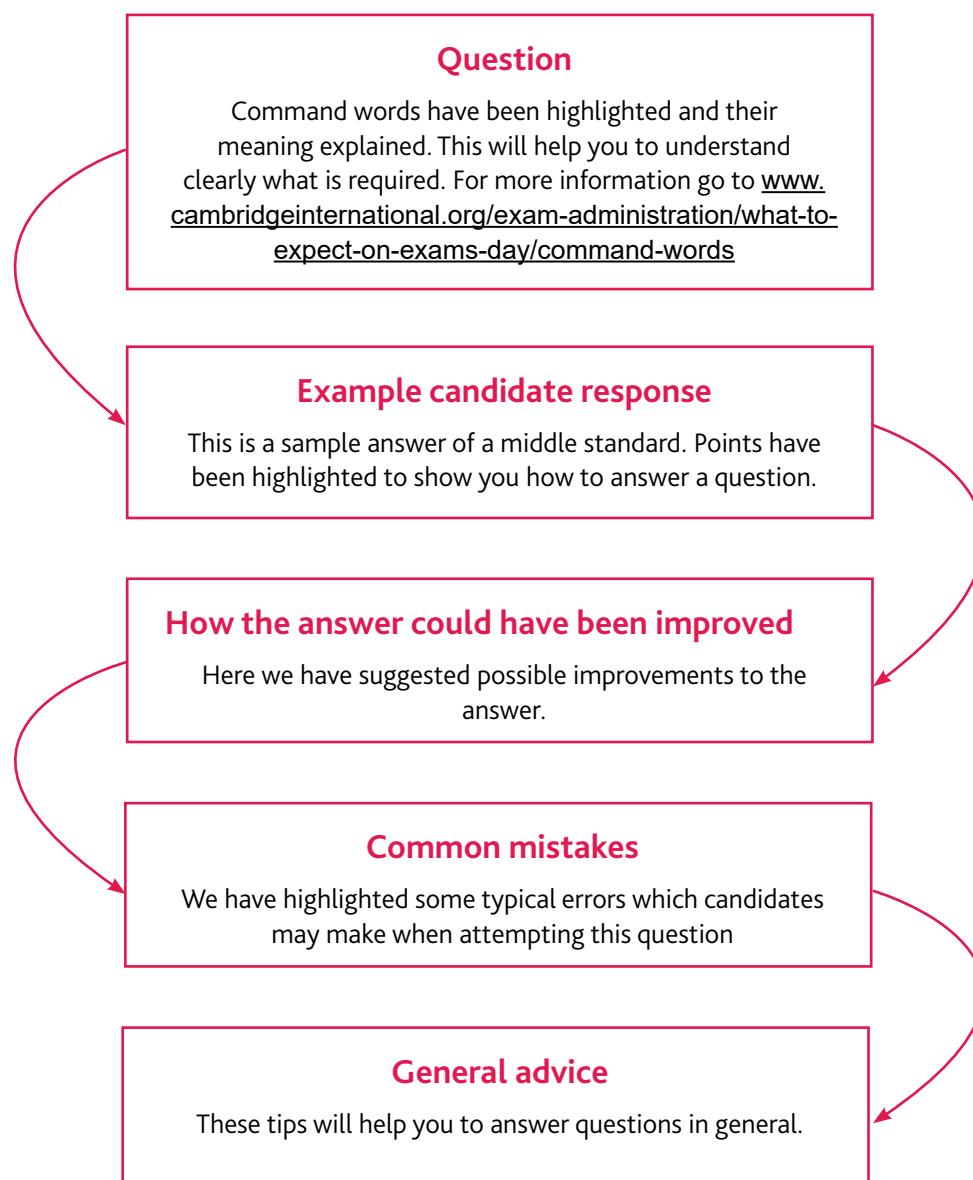
Command word	What it means
Advise	write down a suggested course of action in a given situation
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Assess	make an informed judgement
Compare	identify/comment on similarities and/or differences
Contrast	identify/comment on differences
Define	give precise meaning
Describe	state the points of a topic/give characteristics and main features
Discuss	write about issue(s) or topic(s) in depth in a structured way
Evaluate	judge or calculate the quality, importance, amount, or value of something
Examine	investigate closely, in detail
Explain	set out purposes or reasons/make the relationships between things evident/provide why and/or how and support with relevant evidence
Identify	name/select/recognise
Justify	support a case with evidence/argument
State	express in clear terms

5. Example candidate response

This section takes you through an example question and candidate response. It will help you to see how to identify the command words within questions and to understand what is required in your response. Understanding the questions will help you to know what you need to do with your knowledge. For example, you might need to state something, calculate something, find something or show something.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is separated as follows:



Question

This is the question for Paper 2 Section A Question 1 (a–c)

Section A

Answer **Question 1(a), (b) and (c)** using only the source material provided.

- 1 (a)** Anwar is in a lot of debt and he asks his wealthy employer, Karinna, for a loan but she refuses to help him. That night, when Karinna has left the office where she and Anwar work he sees a diamond ring on her desk. He steals the ring and takes it to a shop where it is valued at £120 000. Anwar sells the ring and clears his debts. The ring was all Karinna had to remind her of her mother, who died when she was a child. Anwar is convicted of theft.

Explain how the Sentencing Council Guidelines will apply to Anwar. [10]

- (b)** Femi is targeted by a local street gang and told to pay them £500 or he will be beaten up. Femi is scared and as he is walking home he sees Sam on his mobile phone. Femi runs up to Sam and steals his mobile phone. Femi sells the phone but it is only worth £200. Sam needed to use his phone for important business calls and he now feels scared when walking in open spaces.

Explain how the Sentencing Council Guidelines will apply to Femi. [10]

- (c)** Carly is part of a group who decide to steal a prize winning dog. The dog belongs to Paul, who lives alone since his wife died a year ago. They make a plan that Carly will invite Paul round to her house for tea whilst others in the group steal the dog from Paul's house. The plan succeeds and the dog is sold for £1500. Paul is so upset that he has to have a week off work as the dog was a birthday gift from his wife. Carly and the others in the group are all convicted of theft.

Explain how the Sentencing Council Guidelines will apply to Carly. [10]

Explain This means to identify the relevant pieces of the source material and then apply them to reach a conclusion in terms of how the Sentencing Council Guidelines will apply in each of parts a – c.

Sentencing Council Guidelines – General Theft – Section 1 Theft Act 1968

Step 1 – Determining the offence category

A – High culpability

- A leading role where offending is part of a group activity
- Involvement of others through coercion, intimidation or exploitation
- Breach of a high degree of trust or responsibility

B – Medium culpability

- A significant role where offending is part of a group activity
- Some degree of planning involved
- Breach of some degree of trust or responsibility

C – Lesser culpability

- Performed limited function under direction
- Involved through coercion, intimidation or exploitation
- Little or no planning

Harm – reference is made to the financial loss that results from the theft and any significant additional harm suffered by the victim or others – examples of which significant may include:

- Items stolen were of substantial value to the loser – regardless of monetary worth
- High level of inconvenience caused to the victim or others
- Consequential financial harm to victim or others
- Emotional distress
- Fear/loss of confidence caused by the crime
- Impact of theft on a business

Step 2 – Sentencing

Harm	Culpability A	Culpability B	Culpability C
Category 1 Value over £100 000	Starting point – 3 years 6 months' custody Range – 2 years 6 months' – 6 years' custody	Starting point – 2 years' custody Range – 1 – 3 years 6 months' custody	Starting point – 1 year's custody Range – 26 weeks' – 2 years' custody
Category 2 Value £10 000 – £100 000	Starting point – 2 years' custody Range – 1 – 3 years 6 months' custody	Starting point – 1 year's custody Range – 26 weeks' – 2 years' custody	Starting point – high level community order Range – low level community order – 36 weeks' custody
Category 3 Value £500 – £10 000	Starting point – 1 year's custody Range – 26 weeks' – 2 years' custody	Starting point – high level community order Range – low level community order – 36 weeks' custody	Starting point – B and C fine Range – B and B fine – low level community order
Category 4 Value up to £500	Starting point – high level community order Range – medium level community order – 36 weeks' custody	Starting point – low level community order Range – B and C fine – medium level community order	Starting point – B and B fine Range – Discharge – B and B fine

Example candidate response

Example Candidate Response	Examiner comments
<p>Q: Sentencing can council Guidelines will apply to Anwar the general Theft which is found in section 1 Theft Act 1968. He is suspicious of an act of theft as he has stolen the diamond ring which was for Karina.</p>	
<p>1 The offence category is classified in C lesser culpability which include little or no planning. Anwar was in lot of debt so his moral was down. His act does not making him a victim but he can be morally down that which he has done this. Anwar has commit an act of theft which is an offence. So he has several steps of sentencing which he must followed.</p>	<p>1 This identifies the correct offence category and there is evidence of application as there is reference to a lack of planning.</p>
<p>2 Karina the employer was wealthy for her the ring has a great value as it was the only thing that she has in the memories of her mother as she died when she was child. Furthermore, as Anwar has theft the diamond ring he has done no harm but instead the harm is referred to the financial loss that results from the theft and significant additional harm as she suffered loss from it. The items stolen were of substantial value to the loser and regardless of monetary worth.</p>	<p>2 This is a link to the value of the ring although it cannot be measured in monetary terms.</p>
<p>3 Moreover the act that of theft that Anwar has done has sentencing which include the harm of value over £100,000 therefore, lesser culpability of an starting point of 1 year's custody and a range of 26 weeks - 2 years' custody custody.</p>	<p>3 A link to financial value. 4 Lesser culpability is identified but this is not appropriate given the scenario facts.</p>
<p>5 In addition Anwar has to followed the law as his act has consequence. Having debt does not mean that you have to theft other people an not knowing about the value is for the person. Anwar</p>	<p>5 A limited conclusion.</p>

Example Candidate Response

Examiner comments

b. Section 1 Theft Act 1968 of Sentencing Council Guidelines and general theft. Femi is found guilty of theft. The Sentencing Council Guidelines will apply to Femi for the following steps.

The offence category was which is lesser culpability as it was involved ~~the~~ through coercion, intimidation and exploitation. Femi was targeted by a local street gang ~~we~~ who ~~has~~ have told him to pay them £500. If ever he fail to do some, they will beat him. So Femi ~~is~~ was scared and he think of stealing a phone. Sam who ~~was~~ needed his phone for business purpose. Femi has harm his ~~him~~ by making fear as well as ~~too~~ loss confidence caused by the crime. This reference is made to money the financial loss that results from the theft and any significant additional harm suffered by the victim that is mentally.

Therefore, Sam will not be ~~confide~~ confident of walking across the road as ~~he~~ he has face a theft. Furthermore, doing this kind of ~~to~~ theft include sentencing. Femi's sentence will be in category 4 value up to £500 and lesser culpability which starting point band B fine and a range of discharge ~~to~~ band B fine.

To conclude the Femi is found guilty of his act as he can have gone to the police station to face his problem instead of robbery others. His consequence and sentence ~~are we are~~ have been detailing in the above paragraph.

6 Some identification of Category C is given and application of why the offence is one of lesser culpability.

7 Here is application of three factors relating to harm: inconvenience, loss to Sam's business and fear.

8 Here is a specific link to loss of confidence using the facts of the scenario.

9 Clear identification of Category 4 and application by linking it to the value of the mobile phone.

10 A clear link to the potential level of sentence.

11 A clear conclusion that Femi is guilty.

Example Candidate Response	Examiner comments
<p>The Sentencing council guidelines will apply to Carly through the general theft found in section 1 theft act 1968. Carly is sup suspect suspected of theft. She has taken Paul out of his house so as her group can enter Paul's house to steal the dog and sell it.</p>	
<p>12 Her offence is also category in the B - medium culpability as a significant role where offending is part of a group activity. They have planned to steal the</p>	<p>12 Clear identification of Category B and application using the scenario facts to explain why this was chosen.</p>
<p>13 dog which was a great value for Paul as this was a gift of his dead wife on his birthday. Carly does not think of the consequence as this has harm</p>	<p>13 Here is linked application as there is evidence of some planning.</p>
<p>14 Paul. The harm reference is made to the financial loss that results from the theft and any significant additional harm suffered by the victim.</p>	<p>14 A clear link to two types of harm: the value of the dog and additional harm.</p>
<p>15 Paul has suffered emotional distress as he has not gone to work for over week as the dog was a birthday gift from his wife. His moral was done and was not able of doing anything.</p>	<p>15 Some more detailed application on the emotional distress Paul has suffered.</p>
<p>16 Making this kind of thing has sentence as the harm category 3 score which value is £500 - £10,000. The sentence will follow through B medium culpability starting point 2 year's custody and a range of 1-3 years 6 months' custody.</p>	<p>16 A correct identification of a Category 3 offence.</p>
<p>17 In addition, Carly and her friends instead of planning to steal someone has can have work and get their own money. This will not have done so much harm. Now Carly is found guilty of her act.</p>	<p>17 A limited conclusion.</p>

Examiner comments

Part (a) – the candidate identifies and uses the levels of culpability to apply the law to Anwar by saying that there is little evidence of planning in his actions. Some application is credited as they say that the ring is of substantial value and they make the point that this is based on more than monetary worth. There is more application where they specifically link to the financial value of the ring.

Part (b) – there is clear identification of the correct level of culpability and this choice is explained by application of the fact that Femi had been intimidated by the gang into stealing the phone. There is also identification and application of harm related to the inconvenience, financial harm and fear Sam suffers. Identification of a Category 4 offence is valid as it is clearly linked to the value of the phone. A clear conclusion is reached as to the likely level of sentencing.

Part (c) – there is clear identification of an appropriate level of culpability and this is explained by application of the fact that Carly is playing a significant role in the theft of Paul's dog. There is also application in the reference to the fact that Carly has been involved in planning the theft. There is identification and application of the harm criteria as there is reference to the fact that Paul suffers emotional distress. There is correct identification of a Category 3 offence but this is linked to an inappropriate sentencing range.

How the answer could have been improved

Overall, this is typical of a response that would gain a middle-range mark.

Part (a) – this is a Level 1 response for AO1 and Level 3 for AO2. The category of the offence could have been specifically identified, although there is an implicit link through the use of the value of the ring. The information in the scenario indicates that a higher level of culpability would have been more appropriate given the fact that Anwar stole from his employer and so he had breached a high level of trust. Using the information in the source material based on the category of the offence and level of culpability is seems likely that Anwar would have been given a sentence higher up the scale than indicated in this response.

Part (b) – this is a Level 2 response for AO1 and Level 4 for AO2. It would have been helpful to pick up on the fact that the theft was opportunistic and to indicate where in the sentencing range Femi might be placed.

Part (c) – this is a Level 2 response for AO1 and Level 3 for AO2. It would have been helpful to have clearer application for the Category 3 offence and accurate linking to the likely sentencing range. With reference to the level of culpability there could have been application that there was a breach of trust as Carly made friends with Paul and the offence would not have been possible without her.

Common mistakes

The most common mistakes learners make are:

- Rewriting the question – this takes time and does not attract any marks.
- Writing out the source material – this takes time and it is usually enough to reference the element of the source material being used. Sometimes it might be helpful to include a few key words or a phrase from the source but the marks come from accurate and relevant identification of law which is then applied.
- Being vague in references to the source material – as the learner has the source material in the examination, references made should be accurate; for example if the source is an Act it is best to give the appropriate section and any subsections that are relevant so it is clear to the examiner that the learner has made a precise and accurate selection which they then apply.
- Not having a conclusion or having one which is vague. A learner who has accurately selected and applied relevant law should be able to reach a definitive conclusion. It is better to use a phrase such as, 'Fred will be guilty because...' rather than 'Fred might be guilty because...'

General advice

In order to answer this type of question well:

- Always read all parts of the question carefully, noticing the command words and key instructions. You may want to underline or highlight them to help you remember to refer back to them.
- Once you have read the question it is helpful to pause and to think about which aspects of the source material are relevant. Make a note of them and be aware that it is very unlikely you will be using the same part of the source material over and over again. If you can see you are doing that stop and check before you write your answer.
- Use the law in the source material to help you resolve the situation in the scenario. This means selecting the most appropriate part of the source material and applying it. It is important to refer to the relevant law, however there is no need to write it out in your answer.
- Spread your time equally across all three parts of the question as each part is worth the same number of marks.
- Remember that most of the marks are for your skill in applying the relevant law to the facts. Also remember to reach a conclusion based on the source material, especially if this is what the question asks you to do. Be confident in your conclusion; rather than saying, 'the defendant may be guilty' say, 'the law as given in the source material states the defendant will or will not be guilty'. In some questions the source material will include information about sentencing and if this is the case use that as an element of your application.
- If you have had a good attempt at a question and still not managed to finish it, it is best to move on to another question and come back to it later.
- Try to keep a few minutes at the end of the examination to check your work so your answers are your very best work.

6. Revision

This advice will help you revise and prepare for the examinations. It is divided into general advice and specific advice for each of the papers.

Use the tick boxes to keep a record of what you have done, what you plan to do or what you understand.

General advice

Before the examination

Plan ahead by finding out when the examinations are and make a revision timetable so you have plenty of time to revise and consolidate each topic, as well as keeping some time to do other things you enjoy.

Be honest in terms of how long you can work for and make a revision timetable you can keep to. Revise small sections of the syllabus at a time and test yourself before you move on.

Start making your revision notes early, ideally as you get to the end of each topic. You can reduce them further as you get closer to the examinations but they will give you a basis to start from. Beginning this process early also gives you chance to refine the type of revision that works for you.

As the examinations get closer make sure you know how long each examination is and how many questions you have to answer.

Check that you understand the meaning of the command words used in questions and think about how you would respond to each of them. You can find these on page 27 in the syllabus.

Once you have consolidated your factual knowledge get someone to test you – a revision buddy or a family member can be really helpful. Explain what you know to help you put information and ideas into your own words. Then practise putting what you know down on paper. Build your confidence by practising questions on each of the topics.

Look at specimen assessment material and past paper questions so you become familiar with the format of each examination paper.

Use these questions to practise your writing skills and complete them under timed conditions so you get used to the length of an examination and how to allocate your time between questions.

Look at mark schemes to help you to understand how the marks are awarded for each question and the assessment objectives relevant to the question. Detail on what the assessment objectives mean are in the syllabus. Ask your teacher if you can see the reports published by the examiners which can provide helpful information.

Revise steadily and methodically and do not leave everything to the last minute.

During the examination

Read the instructions carefully and answer the correct number of questions.

If there are optional questions read all the questions carefully and then make your selection. Write a few key notes for each question so that when you come back to make your plan you have something to work from.

Check the number of marks for each question or part question. This helps you to judge how long you should spend on each response and have time at the end to check your work.

Answer the questions in the order you prefer – for example in Paper 3 and Paper 4 you may prefer to answer the scenario questions before you write any essays. This is perfectly acceptable but number your questions clearly to help the examiner.

Read each question very carefully. Misreading a question can cost you marks:

- Identify the command words – underline or highlight them and think about what they mean.
- Identify other key words and factual information if it is appropriate and underline or highlight that too.
- Make a short plan in note form and make sure it links to the question.

Before you start to write your answer take a moment to think – ‘Am I answering the question?’

Try not to have crossings out or arrows or stars to new parts of an answer – making a plan will help with this. If you do need to add in extra material make it very clear where the examiner can find it.

Try to keep a few minutes at the end of the examination to check through your work. Read through what you have written slowly and silently so you know what you have actually written rather than what you think you have said.

If you run short of time use bullet points in the last five minutes.

Make your writing as neat as possible so the examiner can read what you have written easily.

Advice for Paper 1

In Section A you have to answer all questions so make sure your revision is broad enough to deal with any questions that are asked.

In Section B you must answer two of the three questions – this means part (a) and (b) for each question you choose.

Highlight the command words so that you structure your answer correctly.

Highlight other key information and make a short plan so that you include your material in the correct part of the question.

Read the part (b) questions carefully so you answer exactly the question you have been asked.

Advice for Paper 2

In Section A Question 1 use only the source material you have been given. Highlight key information in the scenario and work out the most relevant law in each part before you begin your answer as you are unlikely to keep using the same law.

Identify the relevant law in your answer and apply it clearly to the scenario facts. There is no need to write out the source material – an accurate reference to the section, subsection and case is enough.

Reach a clearly explained conclusion based on your application.

In Section B you must answer both parts of either Question 2 or Question 3 – you cannot mix and match. Check that you can write a good answer to part (b) before you make your final choice as that question is worth 25 marks.

In your part (a) answer you need to make 5 points that show your knowledge and understanding. In your part (b) answer highlight the key words in the question to make sure you give the correct information and respond to the command word which has been used.

Advice for Paper 3 and Paper 4

In Section A you must answer one question from a choice of two. Read each question carefully to make sure you choose the one where you can give the best answer.

Once you have made your selection, highlight the key pieces of information which will help you apply the law accurately.

Plan your answer so you are sure what you write is relevant to the question you have been asked. Take note of the command work in the question and make sure you deal with all aspects of what you have been asked to do.

In Section B you must answer two questions for a choice of three. Make sure your revision is broad enough to cover the range of topics which can be examined.

Take note of the command work in the question and structure your response accordingly.

Plan your answer so that it is structured and easy to read.

Revision checklists

In the next part of this guide we have provided some revision checklists. These include information from the syllabus that you should revise. They don't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

The table headings are explained below:

Topic	You should be able to	R	A	G	Comments
Here is a list of the topics you need to cover and work through.	Content in the syllabus you need to cover	<p>You can use the tick boxes to show when you have revised an item and how confident you feel about it.</p> <p>R = RED means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help</p> <p>A = AMBER means you are reasonably confident but need some extra practice</p> <p>G = GREEN means you are very confident.</p> <p>As your revision progresses, you can concentrate on the RED and AMBER items in order to turn them into GREEN items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p>			<p>You can:</p> <ul style="list-style-type: none"> • add more information about the details for each point • add notes • include a reference to a useful website and other resources • highlight areas of difficulty or things that you need to talk to your teacher about or look up in a textbook.

Note: the tables below cannot contain absolutely everything you need to know, but it does use examples wherever it can.

Paper 1 English Legal System

Topic	You should be able to	R	A	G	Comments
Principles and sources of English law	<p>Use key terms to explain how legal systems work.</p> <p>Understand the role of law and its underlying principles.</p> <p>Describe the procedure for making law.</p> <p>Explain parliamentary supremacy in theory and practice.</p> <p>Understand the different sources of parliamentary law making.</p> <p>Evaluate parliamentary law making.</p> <p>Describe and explain the types of delegated legislation.</p> <p>Describe and explain the controls on delegated legislation.</p> <p>Evaluate delegated legislation.</p> <p>Describe and explain the rules and approaches in statutory interpretation.</p> <p>Describe and explain the rules of language, intrinsic and extrinsic aids.</p> <p>Understand the impact of EU law and the HRA1998.</p> <p>Evaluate statutory interpretation.</p> <p>Describe and explain ratio decidendi, obiter dicta and law reporting.</p> <p>Describe and explain binding, original and persuasive precedents.</p> <p>Describe and explain the hierarchy of the courts and their role.</p> <p>Describe and explain avoidance techniques in precedent.</p>				

Topic	You should be able to answer the following questions	R	A	G	Comments
	Evaluate precedent.				
Machinery of Justice	<p>Describe and explain the role and jurisdiction of civil courts.</p> <p>Describe and explain pre-trial procedures and allocation of civil cases.</p> <p>Describe and explain civil appeals.</p> <p>Evaluate civil courts.</p> <p>Describe and explain ADR – negotiation, conciliation, mediation and arbitration.</p> <p>Evaluate ADR.</p>				
	<p>Describe and explain the role and jurisdiction of criminal trial courts.</p> <p>Describe and explain the classification of criminal offences and pre-trial processes.</p> <p>Describe and explain criminal appeals.</p> <p>Evaluate criminal courts, procedure and appeals.</p> <p>Describe and explain police bail – PACE 1984, CJPOA1994.</p> <p>Describe and explain bail from the court – Bail Act 1976.</p> <p>Describe and explain factors and conditions for bail.</p> <p>Evaluate bail.</p> <p>Describe and explain police powers of stop and search – PACE 1984, Misuse of Drugs Act 1971, Terrorism Act 2000, Code A.</p> <p>Describe and explain police powers of arrest – PACE 1984, SOCPA 2005, Code G.</p> <p>Describe and explain police powers of detention of suspects at police stations – PACE 1984, Codes C, E and F.</p>				

Topic	You should be able to answer the following questions	R	A	G	Comments
	<p>Describe and explain police powers of treatment of suspects at police stations – PACE 1984, Code C.</p> <p>Describe and explain impact of the breach of these rules – PACE 1984.</p> <p>Evaluate police powers.</p>				
Legal personnel	<p>Describe and explain the qualifications, selection and appointment, role, training, retirement and removal for superior and inferior judges.</p> <p>Describe and explain the independence of the judiciary.</p> <p>Evaluate the judiciary.</p> <p>Describe and explain the qualification, training, role and regulation of barristers.</p> <p>Describe and explain the qualification, training, role and regulation of solicitors.</p> <p>Describe and explain the qualification, training, role and regulation of legal executives.</p> <p>Evaluate the legal professions.</p> <p>Describe and explain the qualifications, selection and appointment, training and role of lay magistrates in civil and criminal cases.</p> <p>Describe and explain the qualifications, vetting, challenges and role of jurors in criminal trials and alternatives to juries.</p> <p>Evaluate lay people in the law.</p>				

Paper 2 Criminal Law

Topic	You should be able to	R	A	G	Comments
Elements of crime	<p>Describe and explain actus reus by conduct and omission.</p> <p>Describe and explain causation in actus reus.</p> <p>Describe and explain mens rea – intention and recklessness.</p> <p>Evaluate elements of a crime.</p>				
Offences against property	<p>Describe and explain theft – s1 – s7 Theft Act 1968.</p> <p>Describe and explain robbery – s8 Theft Act 1968.</p> <p>Describe and explain burglary – s9 and s10 Theft Act 1968.</p> <p>Describe and explain blackmail – s21 Theft Act 1968.</p> <p>Describe and explain handling stolen goods – s22 Theft Act 1968.</p> <p>Describe and explain making off without payment – s3 Theft Act 1978.</p> <p>Describe and explain criminal damage – s1 – s5 Criminal Damage Act 1971.</p> <p>Describe and explain fraud by false representation – s2 Fraud Act 2006.</p> <p>Describe and explain fraud by failing to disclose information – s3 Fraud Act 2006.</p> <p>Describe and explain fraud by abuse of position – s6 Fraud Act 2006.</p> <p>Describe and explain obtaining services dishonestly – s11 Fraud Act 2006.</p> <p>Evaluate property offences.</p>				
Sentencing	Describe and explain types of sentences for adults.				

Topic	You should be able to	R	A	G	Comments
	Describe and explain factors in sentencing for adults.				
	Describe and explain types of sentence for young offenders.				
	Describe and explain factors in sentencing for young offenders.				
	Evaluate types of sentencing and factors.				
	Describe and explain aims of sentencing for adult offenders.				
	Describe and explain aims of sentencing for young offenders.				
	Evaluate aims of sentencing.				

Paper 3 Law of Contract

Topic	You should be able to	R	A	G	Comments
Formation of a valid contract	Understand the nature of a contract.				
	Describe and explain offer and acceptance.				
	Describe and explain intention to create legal relations.				
	Describe and explain consideration.				
	Describe and explain capacity (minors only).				
	Evaluate each aspect involved in the formation of a contract.				
Contents of a contract	Describe and explain the distinction between representations and express terms and their importance.				
	Describe and explain written terms – incorporation by signature and the parole evidence rule.				
	Describe and explain terms implied into a consumer contract by the CRA 2015 – s9, s10, s11, s20, s22, s23, s24, s49, s52, s55, s56.				

Topic	You should be able to	R	A	G	Comments
	<p>Describe and explain the status, nature and effect of breach of conditions, warranties and innominate terms.</p> <p>Describe and explain common law control of exemption clauses.</p> <p>Describe and explain statutory controls of exemption clauses in UCTA 1977 – s1(3), s2, s3, s11; CRA 2015 – s2, s31, s57, s62, s65, s68.</p> <p>Evaluate each aspect of the contents of a contract.</p>				
Discharge of a contract	<p>Describe and explain the entire or strict performance rule.</p> <p>Describe and explain the exceptions to this rule.</p> <p>Describe and explain breach and anticipatory breach.</p> <p>Describe and explain the types of frustrating event.</p> <p>Describe and explain the limitations on frustration.</p> <p>Describe and explain the effect of frustration at common law and under the Law Reform (Frustrated Contracts) Act 1943, s1(2) and s1(3).</p> <p>Evaluate each aspect of discharging a contract.</p>				
Remedies for breach of a contract	<p>Describe and explain the remedy of damages at common law.</p> <p>Evaluation of the use of damages as a remedy.</p> <p>Describe and explain the purpose and nature of equitable remedies and the limitations on their award in contract law.</p> <p>Evaluation of the use of equitable remedies.</p>				

Paper 4 Law of Tort

Topic	You should be able to answer the following questions	R	A	G	Comments
Tort of negligence	<p>Describe and explain the nature of liability in negligence – personal, vicarious (in outline only) and joint.</p> <p>Describe and explain the duty of care.</p> <p>Describe and explain breach of duty.</p> <p>Describe and explain factual and legal causation, multiple causes and intervening acts.</p> <p>Describe and explain the test for remoteness of damage.</p> <p>Describe and explain novel duty situations – pure economic loss, negligent misstatement and nervous shock.</p> <p>Evaluate negligence.</p>				
Torts affecting land	<p>Describe and explain liability to lawful visitors in OLA 1957.</p> <p>Describe and explain liability to unlawful visitors in OLA 1984.</p> <p>Describe and explain private nuisance and its defences.</p> <p>Describe and explain <i>Rylands v Fletcher</i>.</p> <p>Describe and explain trespass to land.</p> <p>Evaluate torts affecting land.</p>				
Torts affecting the person	<p>Describe and explain assault.</p> <p>Describe and explain battery.</p> <p>Describe and explain false imprisonment.</p> <p>Evaluate torts affecting the person.</p>				

Topic	You should be able to answer the following questions	R	A	G	Comments
General defences and remedies	<p>Describe and explain defence of volenti non fit injuria (consent).</p> <p>Describe and explain defence of contributory negligence.</p> <p>Describe and explain defences of inevitable accident, Act of God, statutory authority, illegality and necessity.</p> <p>Evaluate general defences.</p> <p>Describe and explain the common law remedy of damages.</p> <p>Evaluate the common law remedy of damages.</p> <p>Describe and explain the equitable remedy of injunctions.</p> <p>Evaluation of the use of injunctions in tort.</p>				

7. Useful websites

The websites listed below are useful resources to help you study for your Cambridge International AS and A Level Law.

Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this guide of work were selected when the guide was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

www.bbc.co.uk

www.guardian.co.uk

These websites contain general news and articles about law and legal issues.

Paper 1 English Legal System

www.parliament.uk/

<https://hansard.parliament.uk/>

These websites contain information about law making and interpretation.

www.judiciary.uk/about-the-judiciary/the-justice-system/jurisdictions/civil-jurisdiction/

www.gov.uk/courts

These websites contain information about civil and criminal courts.

Your rights and the law - GOV.UK (www.gov.uk)

This website contains information about police powers.

www.judiciary.uk/

www.lawsociety.org.uk/

www.barcouncil.org.uk/

www.cilex.org.uk/

These websites contain information about judges and legal professionals.

www.magistrates-association.org.uk/about-magistrates

www.cps.gov.uk/legal-guidance/juror-misconduct-offences

These websites contain information about lay people in the law.

Paper 2 Criminal Law

www.legislation.gov.uk

www.e-lawresources.co.uk/

These websites contain information about offences against property.

www.sentencingcouncil.org.uk/

www.ybtj.justice.gov.uk/

www.judiciary.uk/you-and-the-judiciary/sentencing/

These websites contain information about sentencing.

Paper 3 Law of Contract and Paper 4 Law of Tort

www.legislation.gov.uk

www.e-lawresources.co.uk/

These websites contain information about legislation.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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