

Skills Exercises

Cambridge International AS & A Level Law 9084

For examination from 2023



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Introduction

The study of Law is usually new to learners at AS and A Level. The reasons learners choose to study Law are many and varied as are the subject backgrounds learners come from and the other subjects they are studying at A Level. It may be the result of curiosity or a desire to move away from more traditional subjects; or for many learners it is a good opportunity to explore an interest before embarking on further study.

It is best to think of Law as a subject in its own right. Learners do need to be able to show written communication skills but the way Law is studied is often very different to the way it is portrayed on television and in films. Lawyers are first and foremost problem solvers and Cambridge International AS & A Level Law introduces the skills helpful for success at A Level and beyond.

Skills and why are they important?

Skills are the key to success. The performance of candidates in AS and A Level Law exams have shown a range of areas where improvement would be helpful and it is these which are addressed in the following exercises.

Some skills relate to the preparatory work that goes into being examination ready:

- learning to think like a lawyer
- gathering information
- retaining information
- getting ready throughout your course.

Some skills relate to examination performance:

- using the right information in the right place at the right time
- analysis and application skills
- evaluation and communication skills.

Skills Exercises explore common themes where effective improvements can be made; they do not attempt to cover all possible issues. They also provide suggestions so you can have confidence that the materials you prepare and use in the classroom are building skills and resilience in your learners.

How will these skills be developed?

Skills Exercises begin with some core skills and go on to address specific skills relating to each of the AS and A Level examination papers. This document should be used alongside the other teaching and learning resources provided on the [School Support Hub](#)

1. Preparatory skills

The skills lawyers use in their work are rooted in the way they have been taught to think. Below are some exercises to help learners consider legal thinking.

Exercise 1: Thinking like a lawyer

Activity 1: How lawyers think

Learners write a sentence to explain each of the statements below and then rank them from 1–10. Learners share and discuss with a partner or a small group and refine the list selecting what they think are the six most important statements.

- Make a quick decision.
- Pick out what is important.
- Look at all the evidence.
- Write long and complex documents.
- Look at both sides of an argument.
- Try to reach a solution.
- Make a judgment and look for evidence or law to back it up.
- Assume all the evidence given is true.
- Be thoughtful.
- Reach a considered decision based on the evidence and the law.

Hopefully learners will have selected these statements:

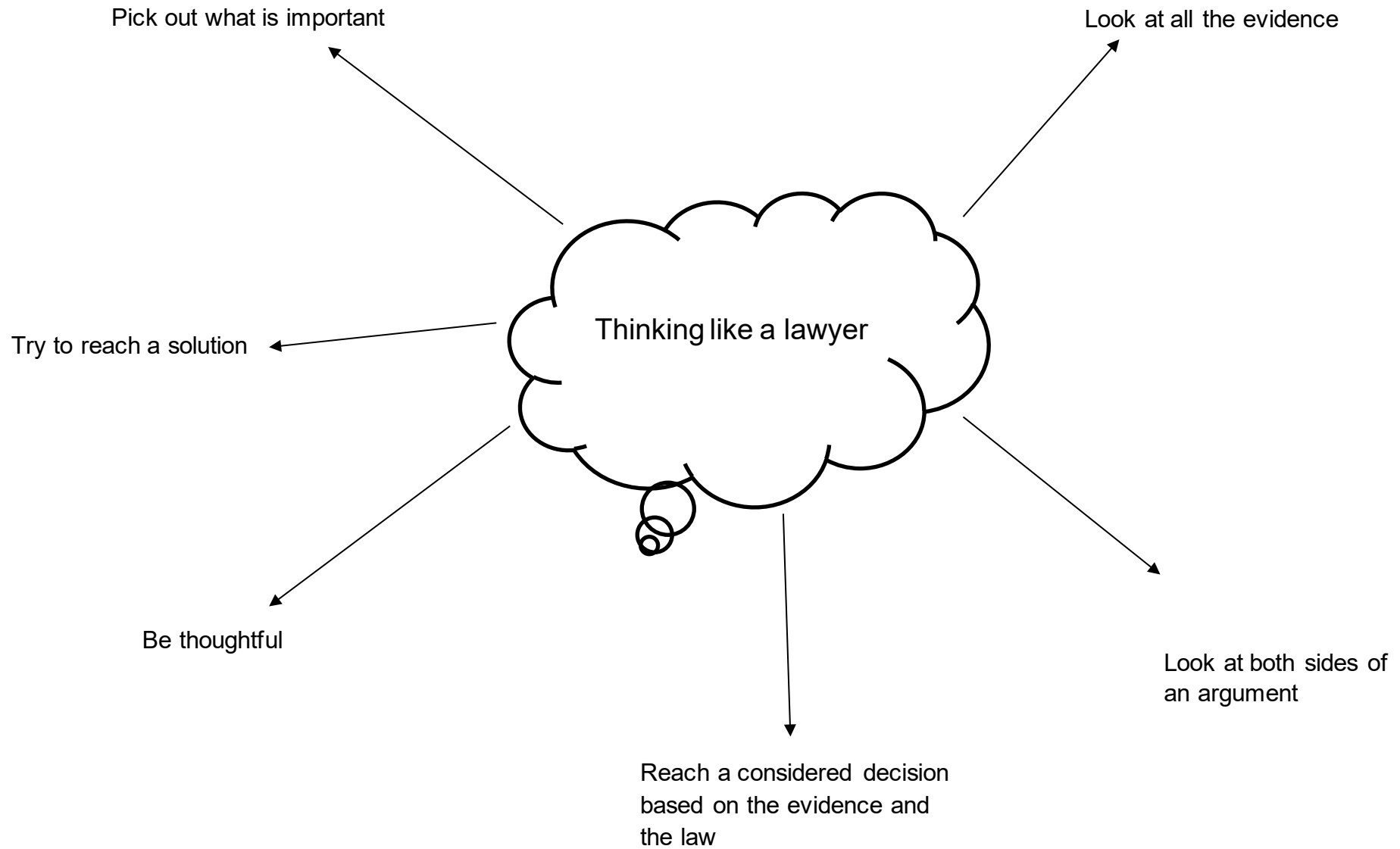
1. Pick out what is important.
2. Look at all the evidence.
3. Look at both sides of an argument.
4. Try to reach a solution.
5. Be thoughtful.
6. Reach a considered decision based on the evidence and the law.

Activity 2: Approaching the study of Law

Use what the class has decided along with any other additional statements, if necessary, to reinforce how to approach the study of Law and draw out what makes it different from other subjects. This could be completed as a chart or as a way of introducing a mind map format.

1. Provide learners with **Worksheet 1: Thinking like a lawyer** and ask them to add their additional statements to the mind map and number the headings to indicate their importance. Learners then add a brief sentence of explanation.
2. Discuss the impact this will have on the way learners approach their work from now on.
3. Guide learners to the conclusion that lawyers make decisions based on evidence and the Law and so the next skill to look at is how they gather that information.

Worksheet 1: Thinking like a lawyer



Exercise 2: Highlighting key information

In a subject like Law there will be reading for learners to do, and they will need a way to remember the key points from what they have read.

Highlighting can help with this but doing it well, so that it is effective, can be more of a challenge. It can be all too easy to highlight huge amounts of information which leave the learner with no sense as to what the key points are, or the essence of what they have just read – it can become an automatic process completed without engaging the brain and ends up with lots of brightly coloured text but not much more.

Learners can work individually or in small groups for this next activity. Use **Worksheet 2: Extracting key information** to encourage learners to think about key information.

Use **Worksheet 2: Extracting key information answers** and ask learners to peer assess each other's work. Lead a class discussion to develop learners' understanding of methods to extract key information. Ensure any misconceptions are addressed.

Worksheet 2: Extracting key information

1. Using the short article below, highlight the key information and then work with a partner to discuss your decisions.

Article

Andrew Smith appeared at Barchester Magistrates' Court yesterday charged with theft. Police Constable Michael Brown was called to a shop where the shop owner showed CCTV footage of a man picking up a chocolate bar and a bottle of water and hiding them in his coat. The man left the shop without paying. The shop owner, Mrs Jones, named the man in the footage as Andrew Smith. PC Brown went to Andrew Smith's house and arrested him at 21.45.

Key points

2. Using your discussion from the article, complete the table below with some key points you can now recommend when highlighting information, and explain why.

Key points	Why?

Worksheet 2: Extracting key information answers might include:

Article

Andrew Smith appeared at Barchester Magistrates' Court on February 1 2021 charged with theft. Police Constable Michael Brown was called to a shop at 19.00 on November 1 2020 where the owner, Mrs Jones, showed CCTV footage of a man picking up a chocolate bar and a bottle of water and hiding them in his coat. The man left the shop without paying. Mrs Jones named the man in the CCTV footage as Andrew Smith. PC Brown went to Andrew Smith's house the same evening and arrested him at 21.45.

Display the version above and ask learners to think about:

- Does it match what they did?
- Where is it different?
- Why is it different?

Generate a class discussion around the highlighted words.

Key points

Use your discussion to draw out some of the key points that learners may have included in their table. They can use this to refer to until they feel confident when highlighting. Extend the chart if other key points are raised.

Key points	Why?
Do not highlight whole sentences	Means task is not done on autopilot Helps to focus on what key information has been selected
Only capture relevant information	Makes reading more active Makes selection of information thoughtful
Be brief	Highlighting is a way of filtering and distilling information to its essentials
Be thoughtful	Highlighting should be an active rather than passive process – thinking about what needs to be captured helps with this

As a final consolidation, set another article as a homework activity and check what learners have done. If you have textbook highlighting as a regular activity, it is useful to check this for a while and then periodically to make sure active highlighting is still taking place.

Exercise 3: Noting

Making notes is a key skill as it allows for information to be organised into manageable amounts which can then form a basis for revision. However, it is not necessarily an easy thing to do well.

Activity 1: Why is noting important?

Provide learners with **Worksheet 3a: Why is noting important?** that contains a list of statements connected with noting. Learners rank them from 1 (most important) to 10 (least important) and write down a sentence of explanation for each of their choices. Ask each learner to explain to the rest of the class how they reached their decision – this might just focus on the top statement, the first three statements or the whole list depending on the size and needs of the class as well as the time available. Learners share their list and explanations.

Activity 2: Consolidation on noting

Using the lists and explanations generated on **Worksheet 3a** divide learners into two groups and ask them to rationalise the lists into one. Use the final list as the basis of a discussion on noting and its importance.

Here is an idea of what might end up being the order, but it could differ in places; however, there should be a clear sense of the most important and least important features.

1. Notes should work for me.
2. Notes need to be memorable.
3. Notes are an important step in developing my understanding.
4. Notes can be done very quickly.
5. Notes need to cover every aspect of what I have read.
6. Notes should always be just words.
7. Notes are just a record of what I have read.
8. Notes need to be full sentences, so I do not miss things out.
9. Notes are best done with a black pen.
10. Notes can be put on a shelf, and I can admire them.

Activity 3: Putting it into practice

Provide learners with **Worksheet 3b: Putting noting into practice** and ask them to select the relevant information, make notes on the article and then feedback to the rest of the class. Answers may include:

PB, 16, Cr Ct – robbery

Prosecution – PB hit victim with hockey stick, took bag – phone and money

Police – PB arrested, hockey stick seen

Defence – PB no recollection

Trial – PB guilty and sentenced

Discuss and reach a consensus as to what is important and what might be helpful techniques for noting. Make a wall display of the best examples and pieces of advice for learners to refer to. Learners share each set of notes with the class and think about what is good and what could be improved. Consolidate further with some noting exercises on legal articles or on sections from the textbook to keep good technique fresh in learners' minds.

Worksheet 3a: Why is noting important?

Rank these statements from 1 (most important) to 10 (least important) and write a sentence of explanation for each of your choices.

Notes are best done with a black pen

Notes should work for me

Notes should always be just words

Notes need to be memorable

Notes can be done very quickly

Notes are just a record of what I have read

Notes are an important step in developing my understanding

Notes need to cover every aspect of what I have read

Notes need to be full sentences so I do not miss things out

Notes can be put on a shelf and I can admire them

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Worksheet 3b: Putting noting into practice

Using the list created for **Worksheet 3a**, highlight the relevant information, and make notes on the article below.

Article

Paul Brown, aged 16, appeared in the Crown Court yesterday charged with robbery of £200 and a mobile phone. The prosecution QC said that on June 5 2020 Brown had run up behind a woman, aged 45, in a park and hit her legs with a hockey stick so that she fell over and he was able to take her handbag. A witness saw Brown run away, take some items from the handbag and then throw it into some bushes. A few days later the woman who had been attacked was shown some photographs by the police and was able to pick out Paul Brown who had committed similar offences before. On July 10 2020 a police officer went to Paul Brown's house and knocked on his door at 17.00. When Paul Brown answered the door he was wearing his pyjamas and eating a sandwich. The police officer could see a hockey stick by the door and Paul Brown was arrested at 17.45. The defence barrister argued that Paul Brown was on his way home from a hockey game where he had been hit on the head and so he had no recollection of attacking the woman. The judge directed the jury and they returned a majority verdict of 11-1 three hours later as there was no evidence of Paul Brown being hit on the head and even if he had been his team mates said he seemed fine before he left for home. Paul Brown was sentenced to two years in prison, suspended for one year, and ordered to pay costs of £900.

Exercise 4: Case notes

Cases are an important part of studying Law and there are a lot of cases to remember. Learners often find this easier if there is a systematic way of organising key information, so they have a pattern of what needs to be remembered. The use of cases is important throughout the course and has relevance in relation to Paper 2, Paper 3 and Paper 4.

The use of index cards works well for cases as they can be organised and divided into sections, plus they can be carried about for consolidation and revision. Most importantly they require learners to be concise, which can help them retain large amounts of information. They are also visual which can make them easier to recall.

Activity 1: Why cases matter

Ask learners to consider why the use of cases in Law is so important. If necessary, provide headings such as those on **Worksheet 4: Why cases matter**, to place their ideas beneath.

Collate all the ideas for each heading in turn and develop what learners have said into a chart on the board with statements on one side and explanations on the other. Add in other learner ideas too.

Activity 2: Case card headings

In pairs learners use **Worksheet 4: Why cases matter** to reflect on what they discovered in Activity 1. Use this information to discuss headings for cards that will help them get the most out of the cases they learn.

As a group discuss what has been suggested and then rationalise using the information in the table on **Worksheet 5: Case card headings**.

Activity 3: Make a case card

Learners make a card on a case of your choosing. Encourage them to use the layout below, the format can be demonstrated with this example:

Morris (1983) (HL)	
<i>Theft/appropriation</i>	
<i>Key facts</i>	<i>Label swapping case – s3TA 1968</i>
<i>Judgment</i>	<i>Appeal succeeded</i>
<i>Ratio</i>	<i>Appropriation means any interference with any of the owner's rights</i>
<i>Obiter</i>	<i>Appropriation has to be without the consent of the owner</i>
<i>Importance</i>	<i>Clarifies what is an appropriation; confuses consent which is resolved by Gomez</i>

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Points for learners to remember:

- encourage a consistent layout
- highlighting the area of law helps with the sorting of cases
- if headings are highlighted having a consistent sequence of colours for each point can aid memory retention
- material included needs to be brief and relevant, so abbreviations are good and there is no need to write in full sentences
- aim to use only one side of the card to encourage brevity and distillation of the essence of the case
- have somewhere to keep completed cards and dividers to sort them into topics.

This method helps to build case knowledge over time. The use of case tests at the end of a topic is a way of reinforcing this knowledge and learners can then use this format to learn and reproduce case information.

Worksheet 4: Why cases matter

Consider why the use of cases in Law is so important. Write your ideas in the second column.

Heading	Explanation
Cases show what the law was like at a particular time	
Cases make an essay more impressive	
Cases show the development of the law	
Cases give useful clues to analysis	
Cases give useful clues to application	
Cases tell a good story	

Worksheet 5: Case card headings

Using **Worksheet 4**, reflect on what you discovered. Use this information to rationalise the headings below and discuss how you can use them to get the most out of the cases you learn about.

Heading	What and why
Case name	The first piece of information to learn – in civil cases two name are normally needed as in <i>Donoghue v Stevenson</i> but in criminal cases rather than <i>R v Donoghue</i> it is acceptable to just say <i>Donoghue</i>
Case date	This helps to place the case in time and should be written as (1932), for example. It can be helpful to include the date of a case but some learners find this hard, in which case having a time sequence of knowing if a case comes before or after an Act of Parliament might be helpful in terms of how the case is applied
Court decision made in	This should be the final court the case reaches. Knowing this can help with the use of the case as it links to its precedent value
Area of law	This helps with sorting cases into useful areas. It also identifies if a case is useful in more than one area of the course
Key facts	This should be a condensed version of the facts to the key elements only. These can be used in a piece of work to show that the learner has the right case in the right place. Key facts help in case study questions as these are often formulated around decided cases so a good knowledge of key facts helps to apply or distinguish the law accurately
Judgment	This is simply the decision in the case – guilty, guilty, not guilty, liable, not liable, appeal successful or appeal quashed. It can help with how the law is applied and can reinforce an argument being developed in an essay
Ratio	This should be a brief statement as to the legal principle in the case
Obiter	This might not always be needed but can be useful in an essay question if a case shows an interesting alternative point of view, for example
Why the case is important	This is the reason why the case has been studied and put onto a case card. In the example of <i>Donoghue v Stevenson</i> , for example, it would be the fact that the case changes the formulation of negligence and created the neighbour principle

Exercise 5: Acts of Parliament

Using Acts of Parliament can be both helpful and important in certain aspects of the A Level course – especially in relation to areas relating to substantive law.

Activity 1: Why are Acts of Parliament so important?

Give learners five minutes to write down good and bad points about the Acts of Parliament. Learners then sort their answers into two columns – some ideas are listed below.

Good points	Bad points
Highest form of law making	How democratic is it?
Democratic law making	Are people in parliament the best ones to decide on laws and pass them?
Definitive statement of the intention of parliament	They can be very difficult to understand
Can react to new issues	They can be subject to change which is not helpful
Subject to a thorough process of checks and balances	They can be outdated
Slow law making so it is more considered	They can be politically driven

Reflect with learners on why these points matter in terms of the importance of Acts of Parliament through to the effect they have and that even though sometimes there are problems this is important law, and they need to be able to find it and then use it accurately.

Activity 2: Find some law

Divide the class into pairs and give them some sections from areas of law studied in the course. Provide pairs with the website www.legislation.gov.uk/ and ask them to find the pieces of law you have given them – give them a few minutes to see how they get on. If a pair is successful, ask them to explain what they did to the rest of the class.

The screenshot shows the homepage of legislation.gov.uk. At the top left is the Royal Coat of Arms and the text 'legislation.gov.uk'. To the right, it says 'delivered by' followed by 'THE NATIONAL ARCHIVES'. Below this is a navigation bar with 'Home', 'Understanding Legislation', 'EU Legislation and UK Law', 'Browse Legislation', and 'Changes To Legislation'. A search bar is located on the right of the navigation bar. Below the navigation bar is a search form with fields for 'Title:', 'Year:', 'Number:', and 'Type:'. The 'Type:' dropdown is set to 'All UK Legislation (excluding originating from the EU)'. There is a 'Search' button and an 'Advanced Search' link. A large yellow banner for 'UK ACTS 1267-PRESENT' is displayed, with sub-text for 'OLD ENGLISH PARLIAMENT STATUTORY INSTRUMENTS', 'LOCAL ACTS PARLIAMENT OF GREAT BRITAIN', and 'CHURCH MEASURES'. To the right of the banner is a box with the text 'What legislation do we hold and how can you use it?' and a 'Find out more >' button. At the bottom, there are navigation tabs for 'Welcome', 'United Kingdom', 'Scotland', 'Wales', 'Northern Ireland', and 'Legislation originating from the EU'.

Go through how to use this search facility using the example below:

1. Title – Theft Act
2. Year – 1968
3. Number – leave blank
4. Type – UK Public General Acts is the most useful
5. Then click Search
6. Choose the UK tab

Activity 3: What to do with an Act

Most often learners will need to be able to understand and then apply sections of an Act. Sometimes they might need to learn some sections as they make up the definition of the law. However statutory wording can be difficult and long, so it is helpful for learners to understand how to break a section down and how much detail they need.

Worksheet 6: What to do with an act states the basic definition of theft. Learners highlight what they think are the key words. Below is an example of what learners may highlight.

Section 1 Theft Act 1968 – Basic definition of theft.

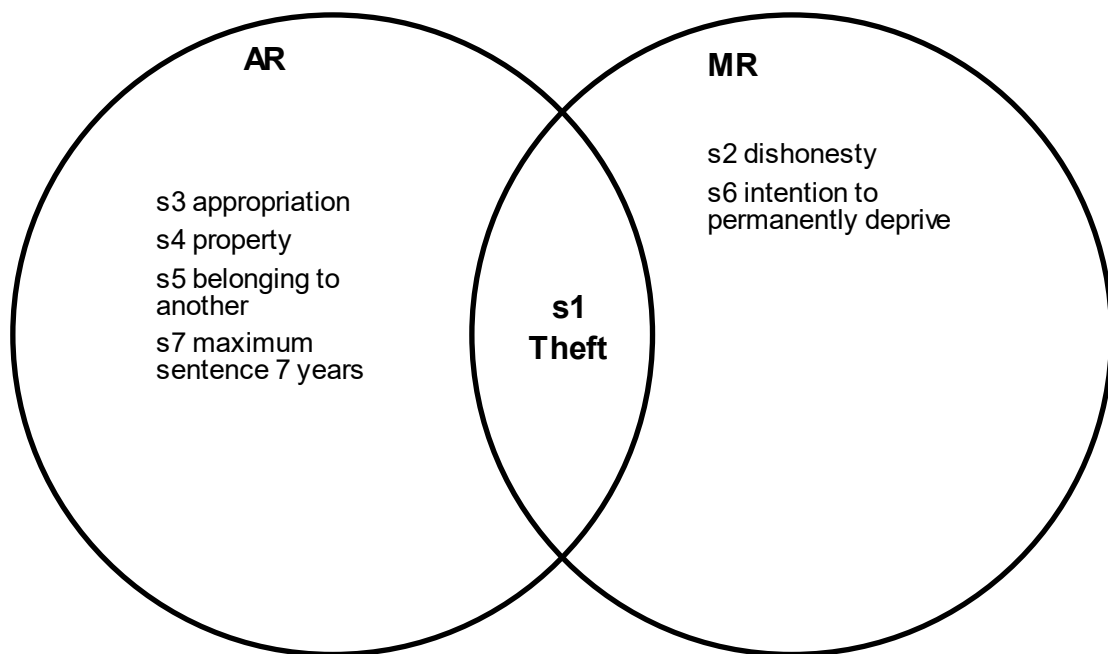
- (1) A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it; and 'thief' and 'steal' shall be construed accordingly.
- (2) It is immaterial whether the appropriation is made with a view to gain, or is made for the thief's own benefit.
- (3) The five following sections of this Act shall have effect as regards the interpretation and operation of this section (and, except as otherwise provided by this Act, shall apply only for purposes of this section).

The highlighted phrases above are the essence of the offence. Ask learners to feedback on the words they highlighted and why. Compare it to what is highlighted above and reflect on any differences.

Develop this by linking to the ss2–6 of the Act, as they define the terms highlighted above.

Ask learners to create a visual summary of theft using also using **Worksheet 6: What to do with an act**. On the next page is an example of what this might look like to show learners when they have completed the worksheet.

Theft Act 1968



Explain that having a visual reminder can be very helpful in a test situation or in the exam room as once a framework can be reproduced quickly it is then easier to fill in the necessary detail. Emphasise that success comes from understanding and using the law – this can then be linked to a conversation about assessment objectives.

Worksheet 6: What to do with an Act

1. Below is the basic definition of theft. Highlight what you think are the key words.

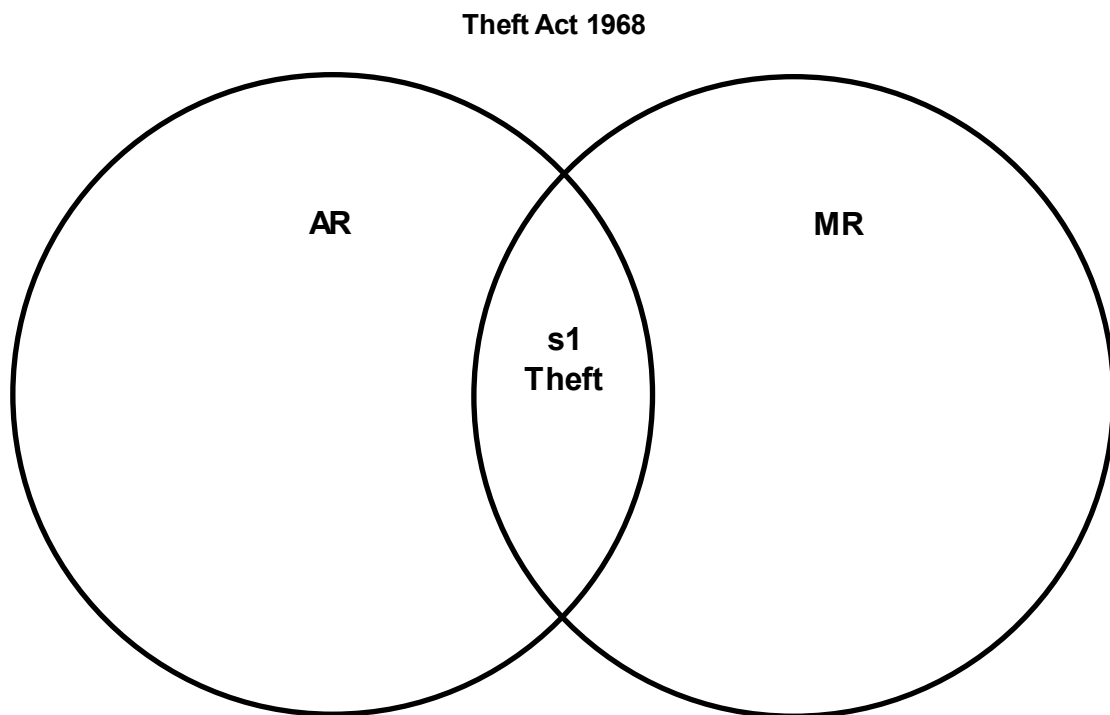
Section 1 Theft Act 1968 – Basic definition of theft.

(1) A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it; and 'thief' and 'steal' shall be construed accordingly.

(2) It is immaterial whether the appropriation is made with a view to gain, or is made for the thief's own benefit.

(3) The five following sections of this Act shall have effect as regards the interpretation and operation of this section (and, except as otherwise provided by this Act, shall apply only for purposes of this section).

2. Create a visual summary of theft using the diagram below:



Exercise 6: Retaining information

This is an activity best begun early in the course as there is a lot of information to remember and learners should practise how to retain information. It is a skill which often benefits from refinement.

Activity 1: Sharing what we know

In pairs, learners discuss how they have revised in the past. Give them some pointers such as:

- How have you revised in the past?
- Did it work?
- How do you know?
- What aspect needs attention?

Activity 2: Ways of revising

Provide learners with **Worksheet 7: Ways of revising** and ask them to rank the phrases into an order based on usefulness. Learners share and refine their ideas in a small group. Then discuss as a class.

Here is an example of what learners might conclude for the second part of **Worksheet 7**:

Most useful	Somewhat useful	Least useful
<i>Making revision notes</i>	<i>Reading my notes</i>	<i>Revising at the last minute</i>
<i>Writing practice questions</i>	<i>Reading the textbook</i>	
<i>Asking for feedback on practice questions</i>		
<i>Using a study buddy</i>		
<i>Making revision mind maps</i>		
<i>Using case cards</i>		
<i>Using cues – mnemonics</i>		

Here are some key points to discuss with learners:

- revising as you go along is helpful as a small challenge is easier to meet
- revision techniques can be refined and developed based on evidence of effectiveness
- active revision is easier to engage with as you are doing something
- active revision is more effective as your brain not only takes in information it then has to communicate it to your hands to make notes, so the message is stronger
- active revision means you have something to show for the time you spent working
- the process of revision has begun long before exams must be sat which is comforting
- once revision exists it can be reduced as the information has been embedded

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- it can make the process of revision more rewarding as materials can be condensed
- it leads to the creation of a manageable set of material which gives confidence
- a brief set of triggers which can be visualised is a way to jog your memory in a test or in the exam room when choosing your questions.

Activity 3: Consolidation

Focus on revision from the beginning of the course in a series of steps.

Step 1 – as soon as you reach the end of the first topic, set a revision task to be completed and handed in so you can see what learners are producing. Ideally ask them to justify why they chose a particular method.

Step 2 – have test activity and ask learners to reflect on the effectiveness of their revision technique.

Feedback key notes:

- Although revision is to some extent personal, there are set parameters as to what needs to be included and expectations as to what is acceptable – be clear what these are.
- Ensure that revision at the end of a topic is sufficiently detailed to embed information and understanding.
- Be sure that revision is in a format which means it can be condensed effectively as exams get closer into trigger words or phrases.

Worksheet 7: Ways of revising

1. Think about the phrases below and number them so they are ranked into an order based on usefulness. Once this is completed, share your ideas in a small group.

Reading my notes

Reading the textbook

Making revision notes

Writing practice questions

Asking for feedback on practice questions

Using a study buddy

Revising at the last minute

Making revision mind maps

Using case cards

Using cues – mnemonics

2. In your group, place these statements and any other ideas you may have into the table below.

Most useful	May be useful	Least useful

Exercise 7: Revision planning

As a key part of retaining information learners need to be able to plan effectively so they have time to focus on tasks such as revision. Learners are likely to have several different subjects competing for their time and they will have other activities and commitments beyond the classroom which they need to fit into their week.

Learning to plan is a useful skill to help them cope with the pressures of study at this level and it helps them organise themselves when they move on to higher education or the world of work.

Helping them plan at the very start of the course can establish good habits early on so they are second nature when exams come around.

Activity 1: Planning a week

Learners produce a diary for a week showing all their commitments and the work they have to fit in. Ask them for comments relating to what they must do and see if they can be resolved into columns; here are some examples of things they might say:

Good things about my week	Bad things about my week
<i>I have some study time each day to do my work</i>	<i>A lot of my work has to be completed at school which makes it hard to manage</i>
<i>Some subjects give me the same days to hand in work every week</i>	<i>Some teachers set work one day which has to be handed in the next day</i>
<i>My tests are on the same days each week</i>	<i>I have more than one test in a day with only a short break in between</i>
<i>I keep time free to attend the clubs I belong to</i>	<i>Sometimes my work is very short and sometimes I have to write an essay</i>
<i>I can fit in the things I need to do to help my family</i>	<i>I have to use all of my weekend just to catch up so I can't play sport or see my friends</i>

Think about how you can help learners – perhaps by having fixed days to explain and hand in homework as well as having set days for tests. This helps learners plan their week and it can help you manage your workload too. It also means you can expect learners to meet your deadlines as they are always the same so it is hard for them to say, 'I didn't know about...'.

Another way to help learners is to balance activities in terms of the time they take – for example in a week where an essay is due you might set another less time consuming task so they learners do not feel overwhelmed.

Please note that these ideas need to be considered in the context of your centre and your learners. It may also be important to liaise with other academic and pastoral staff to make sure that the balance allows learners to achieve their best.

Activity 2: Getting ready to plan for exams

It is always a good idea to help learners plan for exams and it provides a means by which you can be sure they are allocating enough time to their study of Law.

Learners sort the statements below with the most important first and the least important last:

1. Find out when the exams are
2. Get a revision folder
3. Find your Law textbook
4. Make plans for after the exams are over
5. Find revision notes
6. Start making revision notes

Go through the list with your learners, which might look like this – 1, 2, 5, 3, 6, 4. Add in any other ideas that learners raise.

Use this as an opportunity to discuss the importance of preparation overall and then lead into the next activity.

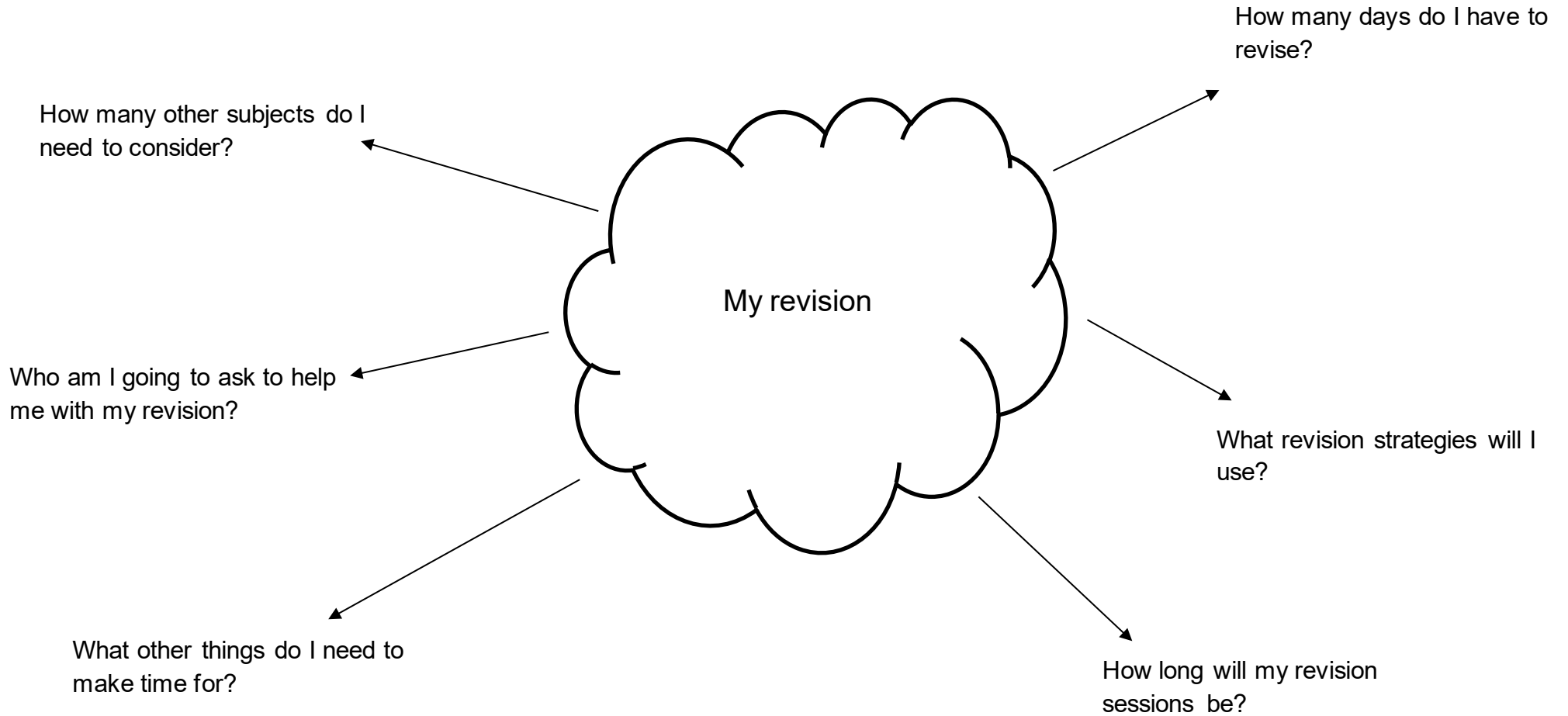
Activity 3: Planning for exams

This might mean starting from the beginning or consolidating what has been done elsewhere.

Learners use a mind map format like the one in **Worksheet 8: Planning for exams** to plot their initial thoughts about their personal revision plan. Explain the importance of them being honest in their planning and their expectations of themselves.

In pairs, learners discuss their individual plans and then discuss as a class to agree on some core principles. As consolidation, learners create a revision plan which you can check and discuss.

Worksheet 8: Planning for exams



Exercise 8: Working smart throughout your course

Activity 1: Tips for studying and revising

Learners look at the two columns on **Worksheet 9: Tips for studying and revising** and sort the contents so that the word or phrase in the left-hand column best matches the explanation in the right-hand column – you can do this as a speed-based activity in the first instance.

There are no right or wrong answers on how learners make their choices, but the table here shows you what might be seen as a ‘best fit’ – they are not in any particular order.

Key word or phrase	Best explanation
Plan	Decide what you want to achieve and how you are going to achieve this
Be organised	Decide how you are going to file your notes. Keep the class materials and your notes for each topic together so it is easy to find when you need it
Use your time well	Work as well as you can; get feedback and use it in the next piece of work – learning how to improve is a key element of a successful revision strategy
Revise thoroughly for all tests	Take tests seriously and build an embedded base of knowledge as you go along takes the pressure off you when it comes to exam revision
Be efficient	Work out a realistic timetable for when you are going to do your work and do your best to stick to it
Work steadily	Prepare as you go along by making revision notes or mind maps when you complete a topic
Do not struggle	If you have questions or haven't understood something, ask your teacher
Master skills	What you know is important in an exam, but showing that knowledge in the appropriate way is equally crucial
Be positive	Believe that success starts right at the beginning of your course and remember that in each lesson and for each piece of work you complete
Check!	Monitor where you are every week, so you keep on top of your work

Skills Exercises

Activity 2: Reinforce through discussion

Learners share their thoughts and choices from Activity 1: Tips for studying and revising in pairs or small groups. Encourage a discussion as to which tips are the most useful and what strategies learners could use to achieve them.

Activity 3: Consolidation and making a commitment

In pairs or small groups each learner makes a list of three tips they are going to implement, how they are going to do so and what impact they hope their strategy will have. These 'top 3s' could go in learner notebooks or files or on a chart – somewhere the learner can easily see what they said they would do so you can see how they are getting on. It also works as a topic of conversation which can be revisited at points during the term or year.

During a review of how they are doing, it might be helpful to change some or all the tips depending on how much they have helped the learner.

Worksheet 9: Tips for studying and revising

Look at the two columns below and sort the contents so that the word or phrase in the left-hand column best matches the explanation in the right-hand column – you can do this by drawing arrows from one column to the other.

Key word or phrase	Best explanation
Plan	Believe that success starts right at the beginning of your course and remember that in each lesson and for each piece of work you complete
Be organised	Monitor where you are every week so you keep on top of your work
Use your time well	Prepare as you go along by making revision notes or mind maps when you complete a topic
Revise thoroughly for all tests	What you know is important in an exam, but showing that knowledge in the appropriate way is equally crucial
Be efficient	Decide how you are going to file your notes. Keep the class materials and your notes for each topic together so it is easy to find when you need it
Work steadily	Take tests seriously and build an embedded base of knowledge as you go along takes the pressure off you when it comes to exam revision
Do not struggle	Decide what you want to achieve and how you are going to achieve this
Master skills	Work as well as you can; get feedback and use it in the next piece of work – learning how to improve is a key element of a successful revision strategy
Be positive	If you have questions or have not understood something, ask your teacher
Check!	Work out a realistic timetable for when you are going to do your work, and do your best to stick to it

Exercise 9: How to revise methodically

Effective revision is a very personal decision, and a good activity is to ask learners to share their own tips. Whatever else you cover it is worth encouraging learners to be methodical.

Activity 1: Why is it good to be methodical when revising?

Ask learners to think about why being methodical in their revision might be a good idea. Put the ideas where everyone can see them, if the ones listed here do not appear introduce them through questioning:

Being methodical means

- I do not miss things out as my list is based on the scheme of work my teacher gave me.
- I can feel like I am making progress as I can tick things off as I go.
- I can show anyone who is interested that I am revising.

Activity 2: Create a methodical list

You can do this by giving learners **Worksheet 10: Create a methodical list** which contains a blank version of the grid below and the key terms in bold. In pairs, learners come up with a meaning for each of the key terms and then work out the best order the key terms should go into the grid – the example below gives you an idea of what learners might have and if not, you can help them.

- **Revised** means you have made revision notes or a mind map – whatever system works for you.
- **Factual test** means you have checked what you know – it is a good idea to revise a topic in the morning and check what you can remember later that day or the next day.
- **Peer test** means having a revision buddy – it might be a friend in your class, but it can be anyone else. They ask you some questions about what you have revised, and you explain your answers to them; this helps you to clarify your thinking and articulate your thoughts.
- **Past paper test** means writing an answer to a previous exam question in the appropriate amount of time for the exam and getting some feedback on what you have written.
- **Consolidate** means reflecting on the previous steps and then refining further the information you need and the skills you must demonstrate.
- **Exam ready** means what it says, you are confident with this topic.

Topic	Revised	Factual test	Peer test	Past paper test	Consolidate	Exam ready
Civil courts						
ADR						

Activity 3: See if the grid works!

This activity is best introduced early in the course to create and encourage good habits – you can revisit it as many times as you like. If learners get used to being methodical for one topic it will be easier to extrapolate a skill they have mastered into revision of the entire course for their final exams.

Learners use the grid to revise a topic and then have a test. Ask them to reflect on whether the list helped them or not and whether they have any suggestion to make it work better for them – there might be ideas that come from this to share among the group.

Worksheet 10: Create a methodical list

- Using the grid below look at the key term for each column. With a partner find a meaning for each of these key terms and decide the best order the key terms should go into the grid.

Topic/key terms	Revised	Factual test	Peer test	Past paper test	Consolidate	Exam ready
Civil courts						
ADR						

- Use the grid to revise a topic and then test each other. With a partner reflect on how the list helped you taking note of any suggestion to make it work better and sharing these ideas with your class.

Exercise 10: How to revise effectively

Activity 1: What works for me?

Provide learners with **Worksheet 11: New things to think about** and ask them to think of three things each that help them revise effectively. Share these ideas with the group.

Activity 2: New things to think about

If any of the key words or phrases from **Worksheet 11: new things to think about** do not come up introduce them and ask pairs or small groups to think about what they mean. Once learners have come up with some ideas see if they match any of the descriptions below – draw some consensus from what learners say and what is here.

As an alternative activity give learners both the headings and the descriptions mixed up so they can do a matching exercise as an individual, then in a pair through discussion and then as a class group.

Active revision	reading a book or your notes is less efficient than doing something that keeps you focused. Make sure you are making notes, key cards or mind maps when revising.
Honest and realistic revision	work out what revision strategies work for you – check this using test results. Then make a revision plan you can stick to - think about times of day when you work best and how long you can work for at a stretch with breaks built in.
Comfortable revision	revise in a suitable space where you feel comfortable; preferably at a table or desk and without distractions such as your phone. Listen to music only if it honestly helps you work better.
User-friendly revision	pages and pages of notes can become unwieldy so make briefer ones that work for you or key cards you can carry around and look at from time to time. Make your notes memorable – layout, colours and images can all help reinforce information and trigger your memory in an exam situation.
Practical revision	focus on mastering difficult and challenging material; revisiting material you can do well gives comfort, but you need confidence across the whole course. Practise writing to time limits, especially if this is something you find hard.
Expert revision	look at previous work you have done and the feedback you were given to check you have acted on it. Use sample exam questions, mark schemes and other information provided by Cambridge to help you build strong answers.
Warm revision	look after yourself as you need to be at your best when you revise and sit your exams. Eat and sleep well, get exercise, and give yourself treats to keep you motivated. Do not stop having some fun or you might resent your revision and that makes it hard to do your best.

Skills Exercises

Activity 3: Taking this forward

After a discussion, learners name at least one new thing they will do in relation to each heading. Revisit regularly to embed and consolidate.

Worksheet 11: New things to think about

- Write three things that help you revise effectively:
 -
 -
 -
- With a partner discuss whether any of your descriptions above match with the key phrases in the table below. Complete the table to explain as best you can what each of the key phrases mean to you.

Key word or phrase	Best explanation
Active revision	
Honest and realistic revision	
Comfortable revision	
User friendly revision	
Practical revision	
Expert revision	
Warm revision	

2. Exam skills

Exercise 11: Understanding the exam structure

Making sure learners are confident about what they have to do in an exam, and the time in which they have to do it, is really helpful so they can stay calm or get over any initial panic more quickly and feel in control.

Activity 1: Creating confidence early

As Law is likely to be a new subject for all learners giving everyone a sense that success is possible helps create both individual and class confidence.

As the course is likely to start with Paper 1 use an early lesson to explore the difference between civil and criminal courts – you can use your own article to do this or the one here.

Fred has been charged with the offence of burglary because he broke into Anna's house and stole a valuable picture. Whilst Fred was inside the house he was disturbed by Anna and he hit her with a stick breaking her leg. Fred ran off but was arrested by the police later. He appeared at the magistrates court and because burglary is a serious offence he was sent for trial at the Crown Court. The jury convicted Fred and he was sent to prison for three years. Anna was a very successful model but because her leg was so badly broken she was never able to work again. Anna sued Fred for compensation for her lost earnings and she was going to bring an action in the County Court but when her solicitor calculated how much money she had lost the action was begun in the High Court. Anna was awarded damages of £100 000.

Learners identify key words for civil and criminal law and place them in a table like the one below with a few examples of words they might choose for starters.

Criminal law	Civil law
Charged	Sued
Burglary	Compensation

In pairs, learners discuss the difference between civil and criminal law based on the article and identify the civil and criminal courts mentioned in the article.

Give learners the question: *Identify two courts in the civil court hierarchy.*

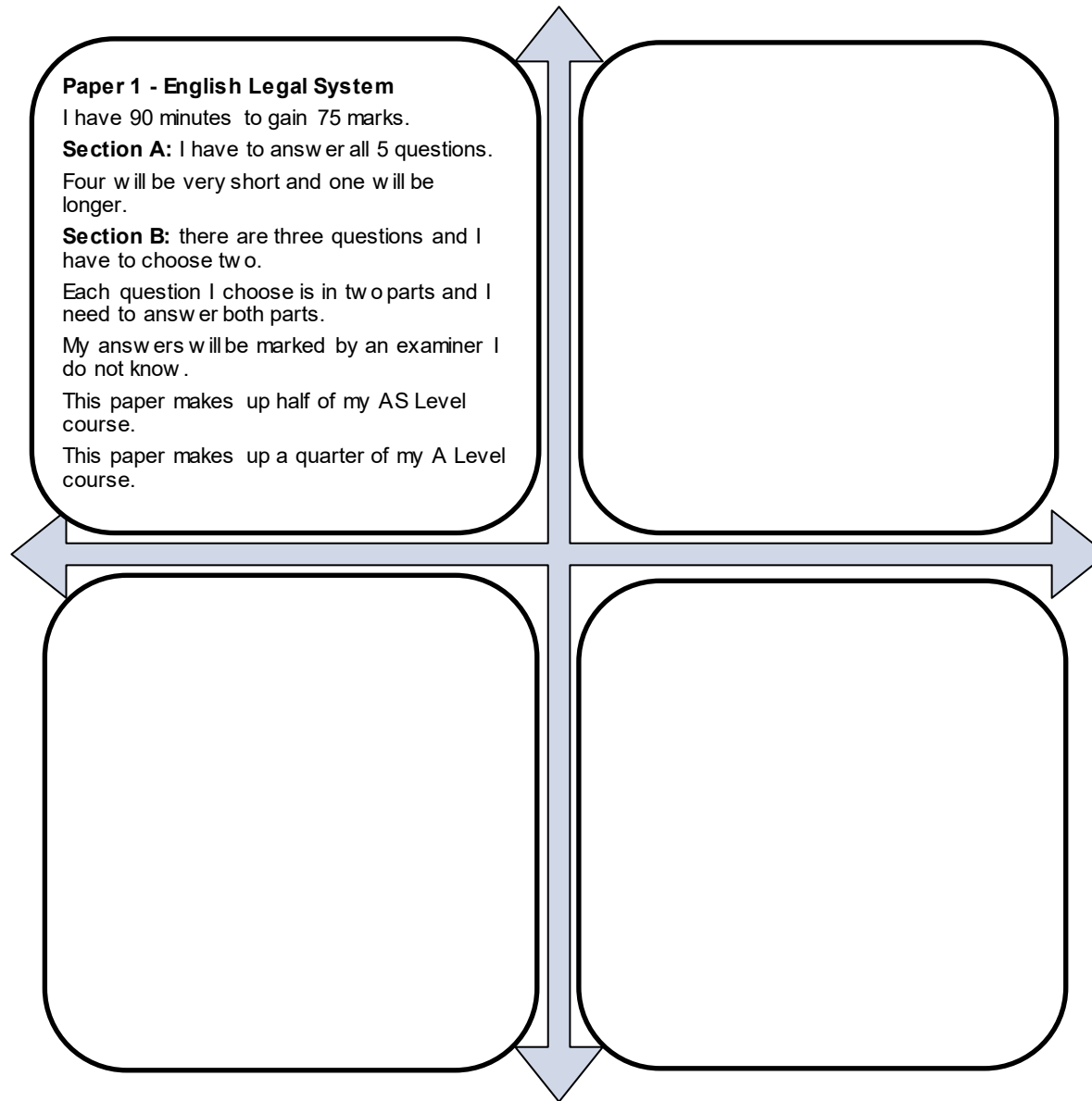
Learners write down their answers and discuss and share their ideas. Follow this by telling your learners that they have just answered one of the questions from Specimen Paper 1 (for examination from 2023).

Activity 2: Confidence through understanding

This activity may be used as part of an overview of the course at the beginning of the course. It also works well if done when you get to each of the four different areas covered in the course, and as a consolidation exercise when the revision programme begins.

Using a blank sheet of paper marked with a cross, or a diagram like the one shown on **Worksheet 12: Assessment overview for Papers 1–4**, learners use their own words to explain the overview for each of the examination papers.

Worksheet 12: Assessment overview for Paper 1, Paper 2, Paper 3 and Paper 4



If possible, show learners the specimen assessment material or a past paper alongside this activity so they can see what a real paper looks like and they can begin to understand what they are aiming for at the end of one or two years of study.

Assessment overview

Paper 1

English Legal System 1 hour 30 minutes

75 marks

Section A: five compulsory questions.

There are four short answer questions and one extended answer question.

Section B: two essays from a choice of three.

There are two parts to each essay.

Externally assessed

50% of the AS Level

25% of the A Level

Paper 3

Law of Contract 1 hour 30 minutes

75 marks

Section A: one scenario-based problem question from a choice of two

Section B: two essays from a choice of three

Externally assessed

25% of the A Level

Paper 2

Criminal Law 1 hour 30 minutes

60 marks

Section A: one compulsory scenario-based problem question using source material. There are three parts to the question.

Section B: one question from a choice of two.

There are two parts to the question: one short answer question and one essay.

Externally assessed

50% of the AS Level

25% of the A Level

Paper 4

Law of Tort 1 hour 30 minutes

75 marks

Section A: one scenario-based problem question from a choice of two

Section B: two essays from a choice of three

Externally assessed

25% of the A Level

Exercise 12: How to structure a response to a question – assessment objectives (AO)

Sometimes the pressure to get through a large amount of material can make it feel imperative to focus on knowledge. However, the way marks are allocated shows that **how** knowledge is used is just as vital.

Activity 1: Working out what needs to be done

Using the information on the next page learners work in pairs to devise simple explanations of how the assessment objectives work – do not focus on what they mean as that comes next but on how they fit together.

Ask one pair to explain their conclusions to the group and see if there is consensus or modify as needed to reach a version all learners can understand and write down.

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.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of each qualification

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

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding	45	35	50	50
AO2 Analysis and application	30	50	20	20
AO3 Evaluation	25	15	30	30
Total	100	100	100	100

Skills Exercises

The following activities can be used as a general overview of the assessment objectives but works well when it is broken down and linked to a particular topic within the syllabus. This means the detail required by the terms in the overarching heading and the two bullet points can be explored more fully.

This also provides a good opportunity to introduce learners to mark schemes or you can use the specimen papers and specimen paper mark schemes.

Activity 2: What is AO1 Knowledge and understanding?

Ask learners to write answers to each of the questions below in the format of a mind map or chart:

1. What is AO1 knowledge?
2. What is AO1 understanding?
3. How are they similar?
4. How are they different?

In pairs, learners add detail to each of the key terms in the two bullet points under AO1.

Consolidate this into a group mind map or chart.

Activity 3: What is AO2 Analysis and application?

Learners write answers to each of the questions below in the format of a mind map or chart:

1. What is AO2 analysis?
2. What is AO2 application?
3. How are they similar?
4. How are they different?

In pairs learners add detail to each of the key terms in the two bullet points under AO2

Consolidate this into a group mind map or chart.

Activity 4: What is AO3 Evaluation?

Learners write answers to each of the questions below in the format of a mind map or chart:

1. What is AO3 evaluation?
2. What is AO3 communication?
3. How are they similar?
4. How are they different?

In pairs learners add detail to each of the key terms in the two bullet points under AO3

Consolidate this into a group mind map or chart.

Activity 5: What is weighting and why does it matter across the whole of A Level Law?

Use the first of the two weighting tables on the previous pages and begin by seeing what learners know – they might already have worked through this in previous qualifications. In any event a recap will be helpful.

Learners think and share what impact the weighting of the assessment objectives across the whole course will have on their approach to the course.

After a class discussion refine learners' conclusions into a key chart or a mind map.

Activity 6: Why does weighting matter in an individual paper?

Use the second of the two weighting table above and ask learners to discuss how this will impact on the way they answer questions in each of the four papers.

Have a similar discussion as in Activity 1 and reach some conclusions that can be written down.

Activity 7: Why does weighting matter in an individual question?

Next learners think about the way in which these weightings can be seen in relation to any given question. Collect learners' thoughts and ideas and lead this into a discussion on using a mark scheme.

Use the mark scheme to discuss how marks are awarded and the way this links to weighting – the same approach will work for any question which assesses more than one assessment objective.

The table on the following page relates to the specimen assessment material for Paper 2.

Table B

Use this table to give marks for each candidate response for **Questions 2(b) and 3(b)**.

Level	AO1 Knowledge and understanding 10 marks	AO2 Analysis and application 6 marks	AO3 Evaluation 9 marks
	Description	Description	Description
4	9–10 marks <ul style="list-style-type: none"> Accurate and detailed in most relevant areas. Thorough knowledge and understanding of the most appropriate legal concepts, principles and rules, key examples, cases and/or statutory authority, and legal terminology. 		
3	6–8 marks <ul style="list-style-type: none"> Mostly accurate but may not be detailed in some relevant areas. Good knowledge and understanding of appropriate legal concepts, principles and rules, examples, cases and/or statutory authority, and legal terminology. 	5–6 marks <ul style="list-style-type: none"> Mostly focused and reasoned analysis throughout. The analysis is supported by effective and well developed use of legal concepts, principles and rules, key examples, cases and/or statutory authority. 	7–9 marks <ul style="list-style-type: none"> Mostly focused and reasoned evaluation of most of the relevant issues. Effectively supported by relevant material. Coherent argument.
2	3–5 marks <ul style="list-style-type: none"> Some accuracy but lacks detail in relevant areas. Some knowledge and understanding of mostly appropriate legal concepts, principles and rules, examples, cases and/or statutory authority, and legal terminology. 	3–4 marks <ul style="list-style-type: none"> Some reasoned analysis. The analysis is supported by some partially developed use of legal concepts, principles and rules, examples, cases and/or statutory authority. 	4–6 marks <ul style="list-style-type: none"> Some evaluation, reasoned at times, of some of the relevant issues. Supported by some relevant material. Some coherent argument.
1	1–2 marks <ul style="list-style-type: none"> Limited accuracy. Limited knowledge and understanding of legal concepts, principles and rules, examples, cases and/or statutory authority, and legal terminology. 	1–2 marks <ul style="list-style-type: none"> Limited analysis. The analysis is supported by limited use or makes no use of legal concepts, principles and rules, examples, cases and/or statutory authority. 	1–3 marks <ul style="list-style-type: none"> Limited evaluation of a relevant issue. Limited or no use of relevant material. Limited or no argument.
0	0 marks <ul style="list-style-type: none"> No creditable content. 	0 marks <ul style="list-style-type: none"> No creditable content. 	0 marks <ul style="list-style-type: none"> No creditable content.

Learners think about this table and discuss what it means in terms of how they structure their answer.

Learners highlight key words and define what they mean.

Now link this to question 2(b) on the following pages:

Question	Answer	Marks
EITHER		
2(a)	<p>Describe the offence of making off without payment.</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Offence found in s1 Theft Act 1978. • Triable either way offence. • Sentence – maximum of two years in custody. <p><i>Actus reus:</i></p> <ul style="list-style-type: none"> • Making off – this means leave. • Without payment – this is a question of fact. • When it is required or expected on the spot – this is question of fact based on a need to pay arising. • For goods or services done – this must be something legal. <p><i>Mens rea:</i></p> <ul style="list-style-type: none"> • There must be knowledge that payment is required or expected on the spot – this is a question of fact. • The defendant must be dishonest – this has the same meaning as in theft. • There must be an intention to avoid payment – this means an intention never to pay. <p>Each point made is worth 1 mark up to a maximum of 5.</p>	5
2(b)	<p>Evaluate the role of intention in the criminal law.</p> <p>Use Table B to mark candidate responses to this question. AO1 out of 10 marks. AO2 out of 6 marks. AO3 out of 9 marks.</p> <p>Indicative content</p> <p>Responses may include:</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • The defendant means to bring about/cause an unlawful consequence. • In murder it [intention] is often referred to as malice aforethought. • It is the most serious level of <i>mens rea</i>. • It is required for relatively few offences. • It indicates a high level of blameworthiness/fault. • It is not the same thing as a motive for committing a crime. <p>Direct intent:</p> <ul style="list-style-type: none"> • The unlawful consequence that occurs is the defendant's purpose and they set out to bring it about – <i>Mohan</i>. <p>Oblique/indirect intent:</p> <ul style="list-style-type: none"> • The unlawful consequence that occurs is not the defendant's clear purpose but it is a result of their actions. It is linked to their ability to foresee the consequences of their actions. 	25

Question	Answer	Marks
2(b)	<ul style="list-style-type: none"> • S8 Criminal Justice Act 1967 created a subjective test which said foresight of consequences was only part of the evidence from which intention could be inferred. • The concept has been developed by the courts to the law in <i>Nedrick and Woollin</i>. <p>AO2 Analysis and application</p> <p>Analysis:</p> <ul style="list-style-type: none"> • Intention is an indicator of blame which helps with sentencing. • Intention often leads to a higher sentence which is important to reflect blameworthiness – for example, robbery. • It can help to distinguish between offences which is vital for fair labelling and sentencing practicalities – for example, murder and manslaughter. • The development of the law shows complexity as statutory and common law definitions are not the same. • Although vital in relatively few offences it is hard for juries to know what is in a defendant's mind. <p>AO3 Evaluation</p> <ul style="list-style-type: none"> • As intention indicates blame it often leads to higher sentences and so juries need to be very sure before they convict; this is not always the case so they may only convict of lesser offences even if this is not the most likely conclusion based on the evidence. • In murder a conviction using intention leads to a mandatory life sentence and a significant stigma for the defendant which might make juries less willing to convict. • As the test for oblique/indirect intent, and especially the element of probability, can be hard for a jury to apply this can lead to uncertainty and inconsistency. • Many juries decide using their common sense rather than the tests which raises questions about justice, fairness and effectiveness. • There have been proposals for change in relation to murder and manslaughter offences but these have not happened which might suggest that the law is good enough; critics argue there is still a problem but no political will to resolve it. <p>Accept all valid responses.</p>	
AO1		10
AO2		6
AO3		9

Ask learners for their initial responses to this mark scheme in terms of the assessment objectives and the marks for each objective. What does this tell them?

How does what is in the mark scheme help them understand what the assessment objectives mean?

Has this changed from what they thought before? If not, why not? If yes, then how?

Learners now think about the mark scheme in relation to Table B – what conclusions can they draw? What impact will this have on how they answer questions?

Before moving on think about question 2(a) – how is this question different? How does this affect the way in which the question should be answered?

Reflect on the discussion and aim to reach certain conclusions, including:

- taking time to understand the assessment objectives can help a learner improve their performance
- they can strike a better balance between knowledge and how they use it
- they can demonstrate higher level skills which help them move up the mark levels
- they can be more confident that they are doing what the question is asking them to do
- they can be calmer in an exam situation as they understand what is expected of them.

Capture other ideas learners have and add them into any exam preparation resources or produce a chart to display on the classroom wall.

Exercise 13: Understanding command words in questions

A key element in writing an answer to a question which is effective and confident is to do exactly what a particular question is asking for – that is done by understanding the command word used.

Activity 1: What command words are there and what do they mean?

Display the following words on the board:

<i>Advise</i>	<i>Analyse</i>	<i>Evaluate</i>	<i>Examine</i>
<i>Assess</i>	<i>Compare</i>	<i>Explain</i>	<i>Identify</i>
<i>Contrast</i>	<i>Define</i>	<i>Justify</i>	<i>State</i>
<i>Describe</i>	<i>Discuss</i>		

Learners write down what they think each command word means.

In pairs, learners discuss what they have written and decide on a definition for each word. There is no need to be completely accurate – these are first thoughts which can be refined by the following activities.

Activity 2: Match to meanings

Give learners **Worksheet 13: Understanding command words** to match up the command words and definitions.

Worksheet 13: Understanding command words

Match the command words on the left to the correct definition on the right by writing the letter in the checkbox.

Command word	What it means
A. Advise	<input type="checkbox"/> Express in clear terms
B. Analyse	<input type="checkbox"/> Investigate closely, in detail
C. Assess	<input type="checkbox"/> Identify/comment on similarities and/or differences
D. Compare	<input type="checkbox"/> Support a case with evidence / argument
E. Contrast	<input type="checkbox"/> Name / select / recognise
F. Define	<input type="checkbox"/> Set out purposes or reasons / make the relationship between things evident / provide why and/or how and support with relevant evidence
G. Describe	<input type="checkbox"/> Judge or calculate the quality, importance, amount or value of something
H. Discuss	<input type="checkbox"/> Examine in detail to show meaning, identify elements and the relationship between them
I. Evaluate	<input type="checkbox"/> State the points of a topic / give characteristics and main features
J. Examine	<input type="checkbox"/> Write down a suggested course of action in a given situation
K. Explain	<input type="checkbox"/> Give precise meaning
L. Identify	<input type="checkbox"/> Identify / comment on differences
M. Justify	<input type="checkbox"/> Make an informed judgement
N. State	<input type="checkbox"/> Write about issue(s) or topic(s) in depth in a structured way

Class discussion to see how learners matched the words and definitions – the table below shows the correct answers.

Command word	What it means
A. Advise	N. Express in clear terms
B. Analyse	J. Investigate closely, in detail
C. Assess	D. Identify/comment on similarities and/or differences
D. Compare	M. Support a case with evidence / argument
E. Contrast	L. Name / select / recognise
F. Define	K. Set out purposes or reasons / make the relationship between things evident / provide why and/or how and support with relevant evidence
G. Describe	I. Judge or calculate the quality, importance, amount or value of something
H. Discuss	B. Examine in detail to show meaning, identify elements and the relationship between them
I. Evaluate	G. State the points of a topic / give characteristics and main features
J. Examine	A. Write down a suggested course of action in a given situation
K. Explain	F. Give precise meaning
L. Identify	E. Identify / comment on differences
M. Justify	C. Make an informed judgement
N. State	H. Write about issue(s) or topic(s) in depth in a structured way

Activity 3: Using the command word and the meaning together

As a consolidation exercise learners produce sentences or a short paragraph using areas of the course they have studied which show how command words can be used but without using the command word itself. They can cover each command word separately or write a short paragraph which relates to more than one.

Here are two examples:

'I can express the definition in s1 Theft Act 1968 in clear terms that theft is the dishonest appropriation of property belonging to another with the intention to permanently deprive the other of it. (an example of State).'

'The law of theft has been refined by parliament to make it work better. It is important that the law is clear because theft is a common offence and it needs to work well so that it can act as a deterrent but also treat people fairly if they are convicted of an offence. (an example of Evaluate).'

Once learners have completed this activity they can swap and share with another pair to see how easily what they have written can be linked to the command word they were writing for. This is another way to consolidate and embed what is needed for each command word.

Exercise 14 Planning

Activity 1: Why does planning matter?

Learners discuss in pairs whether they plan? Do they think it is a good idea or not?

Add their answers to a chart like the one below and consider adding the ideas below if they do not come up in the discussion.

Why I plan	Why I do not plan
<i>Gives breathing space</i>	<i>I do not have time</i>
<i>Allows for a better-quality response</i>	<i>It is a distraction</i>
<i>Unclutters my brain so I can focus</i>	<i>I have to focus on one thing at once</i>
<i>Gives me a checklist for later</i>	<i>It does not get me marks</i>
<i>It helps me make better decisions</i>	<i>There is no point as I never look at it</i>

Activity 2: How should I plan?

For an individual piece of work

Give learners a copy of the table below but with the right-hand column left blank. Learners write a few sentences with their thoughts on each of the key phrases in the right column – things they might say or suggestions for what they should say have been added to the table below in the column on the right:

Useful questions	My answers
What do I need to make a plan about?	<i>I highlight the key words and phrases in the question, including the command word/words so I know what I have to focus on in my plan</i>
How long should my plan take?	<i>In the early stages I might need 5-10 minutes to sort out key information and the points I need to make based on the question. I get faster with practice</i>
How detailed should my plan be?	<i>At the start I might have lots of detail and I am not quite sure how to divide it up. I get better at this the more I plan, and I use key words rather more detail</i>
Where should my plan be?	<i>I need my plan to be somewhere I can see it – either on a separate sheet or in an exam I would make my it on the left-hand page of a booklet so I can see it for longer</i>
How does my plan help?	<i>It clarifies my thinking as to the factual information I need and I can note key evaluative points for an essay on a given topic. Planning helps me refine and check I am answering the question</i>
Is my plan worth making?	<i>Yes. It helps me write a confident answer and so I am more likely to access the range of levels in the assessment objectives. It also helps me communicate as what I write is structured and easier for the reader as I do not have crossings out, arrows or stars to things I missed, footnotes etc.</i>

As part of personal revision:

Plans can be a really useful way learners can refine knowledge and understanding commonly needed in a question on particular topic areas. It can also help them develop a quick list of evaluative points which can then be refined to suit a particular question. The following activity may be helpful to encourage learners to plan:

- Set several titles on a particular topic.
- Ask learners to indicate key material they would need to use in each topic.
- Then ask them to indicate particular points that relate to the specific title.
- Give learners feedback and make planning a regular activity until it is embedded.

As part of assessing progress during revision:

As it may not be practical for learners to write a timed answer in class on every topic more detailed revision plans can help you assess the progress they are making, and they can practise selecting and thinking through how they will answer different questions.

- Set a question – essay titles work particularly well.
- Learners write a full introduction and conclusion and make a detailed plan for the main body of their essay – this encourages them to get used to material they will commonly include and to indicate how they will use it to support their AO2 and AO3 marks.
- A useful detailed plan may well be two sides of paper but can be marked and allows good consolidation.

In an exam:

- An exam plan needs to be short, sharp and to the point – the use of key or trigger words can be really helpful as can case names or sections of Acts.
- A blank sheet of paper divided into the number of questions to be answered is useful so a learner can note down things that come to mind as they read through the questions. Those preliminary notes can then be worked into a plan for each question in a few minutes. It is a good idea to encourage learners to plan all of the questions before they start so they can work efficiently and are not trying to recall what they need for the final question when they might be starting to feel tired or pressured by time.
- Learners write an essay type plan in a time limit on a question you give – get them to share what they did and how they reached their decisions.
- Reflect on this and create some key strategies for all learners to use.

Activity 3: Consolidate planning skills

If all the work on planning above has gone well this should be a useful consolidation activity.

Learners arrange the following points in the most useful order.

1. Look at your plan as you write your answer.
2. Skim read all the questions so you can discount any you have not revised for.
3. Choose the order in which you will answer the questions – make it clear what you have done.
4. Before you finish your answer check what you have written matches your plan.
5. Read the remaining questions carefully, noting down key pieces of information that strike you.
6. Choose the question you are answering first and make a plan in the answer booklet to include key facts, statutes and cases as needed and the analysis, application evaluative points as required.
7. Read the remaining questions again highlighting key facts and the command words on the question paper to check you can answer what has been set.

The best order would be 2, 5, 7, 3, 6, 1, 4

Exercise 15: How to prepare for exams

Activity 1: How do you prepare?

Learners write down things they do as part of their revision. Give some guidance for them to think about their approach to writing the best answer they can and how they can find out if they are on the right track. Ask them to share and reflect as a group. Here are some things they might come up with. If not, these can be suggested and discussed.

How I prepare	Why I do that
<i>Practise writing questions to the appropriate time limit</i>	<i>So I know how much I can do in the time limit and what it feels like so it is not a nasty shock on exam day.</i>
<i>Use past paper questions</i>	<i>These help me see the sort of things that have been asked in the past but I can't assume they will come up in an identical way again so I use them to refine my answering technique and to think through my analytical and evaluative points.</i>
<i>Unpack questions</i>	<i>This helps me know what to do and I use a highlighter to indicate key words or important pieces of information in a case study</i>
<i>Understand the command word/s</i>	<i>As I have learnt what the different words mean I can quickly select key information, use it appropriately and be confident in answering the question the best I can.</i>
<i>Understand how my paper will be marked</i>	<i>I can look at OCR published mark schemes that go with exam papers and the published sample assessment material. These show me how marks are awarded and it helps me think about the assessment objectives, the levels for the different questions and how I can move up through them.</i>
<i>Check the mark allocations</i>	<i>I can do this in relation to the levels for each exam paper in the specification and in the mark scheme. This helps me balance my time and write answers of an appropriate length.</i>
<i>Read examiner reports</i>	<i>These are written by the lead marker once marking is completed and they contain information about how the paper performed, as well as good advice for future candidates. I can ask my teacher to access the most recent one.</i>

Exercise 16: Good practice in the exam

Exams can often lead to stressful situations and whilst a little stress can be helpful it is really important to help learners be as calm as possible so they can achieve their very best.

It is a good idea to spend time on good exam technique and encourage this during the course not just when preparing for the exam. Even the most confident learners can get nervous so having basic tips will help.

Activity 1: Tips you can share

Learners list 10 things that help them get ready for and be at their best in the exam room.

When completed learners share and reflect with a neighbour.

Discuss and reflect as a class.

Activity 2: Consolidate a list of tips

Make a list of learners' tips and share the points below:

- Read all the instructions on the answer book and the question paper carefully.
- Use your time wisely – divide it up so you do not spend too long on any one question.
- Make sure you answer the correct number and combination of questions.
- Read all the questions carefully and then decide which optional questions are best for you.
- Write down a few key points for each question as you read to help you start your plans.
- Highlight key terms and command words about what to do in the question.
- Plan all your answers first – this will keep you focused and help you stay calm.
- Demonstrate a wide, accurate and detailed base of knowledge relevant to the context of the question; for example, if you are using cases, focus on the law rather than lots of facts.
- Practise linking cases and statute law to legal principles and analysis of the law so you can do it quickly and effectively.
- Have a range of evaluative points ready so you can use the most appropriate ones for the question.
- Answer the question – do not rely on pre-planned answers to previous questions.
- Answer questions in the order that suits you best – you might prefer to answer case study or application questions first while you are mentally fresh and have time to think.
- Marks are given for quality not the length of an answer; writing a lot will not always achieve marks.
- Leave time to check your work. Read your answer slowly so you see mistakes or how to improve it.
- If you run out of time use bullet points in the last few minutes of the exam.
- Take care with your presentation; make your answers are easy to navigate with clear and accurate numbering of questions and do not rush – write clearly so that it is easy to read everything.
- Avoid lots of crossings out and arrows to different parts of your answer. If you need to do this, perhaps because you have missed something out, make sure it is clear directions for the examiner.

3. Skills specific to each paper

Paper 1 – English Legal System

It will be helpful to work through this section using either the Cambridge International AS & A Level 9084 Law Specimen Paper 1 and Specimen Paper 1 Mark Scheme (for examination from 2023) which is available on the [School Support Hub](#) or a relevant past paper.

Key information

This will always be the same:

- Answer **seven** questions in total.
- **Section A:** answer **all** questions.
- **Section B:** answer **two** questions.
- The exam is 1 hour 30 minutes long.
- The total mark for this paper is 75.
- The number of marks for each question or part question is shown in brackets []

Exercise 17: Understanding the requirements of Paper 1

Activity 1: What do you need to do for each question?

Learners work on each section of the question paper in turn and write responses to the following questions:

1. What do the different command words mean?
2. What difference will that make to the way I write my answers?

Activity 2: Consolidate an approach

In pairs, learners reflect on their answers for Activity 1 and consolidate their thoughts.

Learners use the question paper and mark scheme to reflect on the following:

1. How much AO1 should I aim to include in each answer given the time I have?
2. How much AO2 and/or AO3 should I aim to include in each answer given the time I have?
3. How does reading the mark scheme help me in planning my answers?

Activity 3: Reflections on Paper 1

As a class create a mind map to show the key points to think about for Paper 1. Cover all the points learners have raised and if necessary, add in the ones below:

- make sure you have revised everything you have been taught so that you are prepared to answer every question
- in Section A take care not to write too much for lower mark questions
- do exactly what the questions ask you to do – do not be tempted to do more just because it is something you have revised well
- use the command words to guide your answer, even if it is different to the way you have answered questions in the past – this allows a revision of the work completed in Section 2.3
- in Section B read the part (b) questions first to help you make your choice as they are worth more marks than part (a)
- use the information you have learned from the mark scheme to consider how to put each type of answer together, so you meet the assessment objectives – this allows a revision of the work completed in Section 2.2.1 and 2.2.2.

Paper 2 – Criminal Law

It will be helpful to work through this section using either the 9084 Law 2023 Specimen Paper 02 and 9084 Law 2023 Specimen Paper Mark Scheme 02 which is available on the [School Support Hub](#) or a past paper relating to the 9084 Law syllabus (for examination from 2023).

Key information

This will always be the same:

- Answer **two** questions in total.
- **Section A:** answer **Question 1**.
- **Section B:** answer **one** question.
- The exam is 1 hour 30 minutes long.
- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets []

Exercise 18: Understanding the requirements of Paper 2

Activity 1: Check what you need to do for each question?

Learners work on each section of the question paper in turn and write responses to the following questions:

1. What do the different command words mean?
2. What difference will that make to the way I write my answers?
3. In what ways is this paper structured differently to Paper 1?
4. What impact will the instructions under the headings of Section A and Section B have on the way I write my answers?

Activity 2: Consolidate an approach

In pairs, learners reflect on their answers for Activity 1: Check what you need to do for each question and consolidate their thoughts.

Learners use the question paper and mark scheme to reflect on the following:

1. How much AO1 should I aim to include in each answer given the time I have?
2. How much AO2 and/or AO3 should I aim to include in each answer given the time I have?
3. How does reading the mark scheme help me in planning my answers?

Activity 3: Reflections on Paper 2

As a class create a mind map to show the key points to think about for Paper 2. Cover all the points learners have raised and if necessary, add the ones below:

- Question 1 is compulsory and worth half of the marks on the paper, so it is important to do a good job
- use the command word to guide your approach in your answers for Question 1
- follow the Section A instructions carefully – use only the material in the source in your answer
- plan your answer for each part of Question 1 before you begin to write to check you are not repeating too much information – each part is likely to focus on different sections of the source material.
- pay particular attention to the way marks are distributed between the assessment objectives in Section A
- always aim to reach a conclusion in each part of Question 1

- try to be definite in your conclusion so use phrases like 'X is guilty' or 'X has committed an offence' or 'on the evidence it appears X will be guilty' rather than phrases like 'Y might be guilty' or 'Y may have committed an offence'
- in Section A take care not to write too much for lower mark questions
- in Section B read the part (b) questions first to help you make your choice as they are worth more marks than part (a)
- use the command words to help you structure your answer
- follow the Section B instructions and do not refer to the source material for Section A in your answers
- use the information you have learned from the mark scheme to consider how to put each type of answer together, so you meet the assessment objectives.

Paper 3 – Law of Contract and Paper 4 – Law of Tort

It will be helpful to work through this section using either the 9084 Law 2023 Specimen Paper 03/04 and 9084 Law 2023 Specimen Paper Mark Scheme 03/04 which is available on the [School Support Hub](#) or a past paper relating to the 9084 Law syllabus (for examination from 2023).

The key principles and ideas learners need to explore for each paper are the same, but these activities can be done twice to reflect the different subject matter. It is possible doing so might have an impact on some of the reflections learners bring forward, which can then be worked into Activity 3: Reflections on Paper 3 and Paper 4.

Key information

This will always be the same:

- Answer **three** questions in total.
- **Section A:** answer **one** question.
- **Section B:** answer **two** questions.
- The exam is 1 hour 30 minutes long.
- The total mark for this paper is 75.
- The number of marks for each question or part question is shown in brackets []

Exercise 19: Understanding the requirements of Paper 3 and Paper 4

Activity 1: Check what you need to do for each question?

Learners work on each section of the question paper in turn and write responses to the following questions:

1. What do the different command words mean?
2. What difference will that make to the way I write my answers?
3. In what ways is this paper structured differently to Paper 1 and Paper 2?

Activity 2: Consolidate an approach

In pairs, learners reflect on their answers for Activity 1 and consolidate their thoughts.

Learners use the question paper and mark scheme to reflect on the following:

1. How much AO1 should I aim to include in each answer given the time I have?
2. How much AO2 and/or AO3 should I aim to include in each answer given the time I have?
3. How does reading the mark scheme help me in planning my answers?

Activity 3: Reflections on Paper 3 and Paper 4

As a class create a mind map to show the key points to think about for Paper 3 and Paper 4. Cover all the points learners have raised and if necessary, add the ones below in:

- all of the questions are worth the same number of marks, so it is important to allocate your time fairly between them
- read all the questions carefully before you make your choices – do not make your selection based only on the area of law you see on a quick read through
- there is no requirement to answer the questions in a particular order
- it might be helpful to complete Section A whilst your mind is fresh
- plan before you start every question; this is particularly important in Section A so you can work out the issues and apply the law in a way which is logical and coherent
- use the command words to guide your approach in your answer
- pay particular attention to the way marks are distributed between the assessment objectives in both sections of the paper and use the information in the mark scheme to help you put each type of answer together.

4. Further ideas for learning

Studying Law may be new to your learners. Explain to learners that it is a subject which will play a part in their lives even if they decide not to take their academic studies further. Success at AS or A Level Law requires effort and the mastery of good skills, but the subject is rooted in an understanding of wider societal values and issues.

Learners will have the material provided as part of their course to help them succeed but they can gain a much wider and deeper understanding by taking their learning further and deeper. Here are some ideas to share with learners and to help them do that:

- Use high quality and objective news websites to develop understanding of topical legal issues and wider matters that can impact on the law.
- Read the blogs of people writing about the law, e.g., search for articles by the BBC legal affairs correspondent.
- Search for programmes that focus on English law to find out about wider topical legal issues. There are a lots of law related podcasts too. Learning a little about other legal systems also builds up a wider awareness. Remember that work on this course, for the most part, focuses on the English legal system so that should be the priority.
- Read a good quality newspaper – access a lot of material free online; titles such as *The Guardian* and *The Independent* have pages devoted to law.
- Watch videos: search for law-related videos; again, making sure the focus is on ones that deal with the English legal system, especially if you use websites such as TED. Another good source of high-quality information and ideas are videos posted by reputable universities. These can be found through links on department website pages, and some have their own YouTube channels too; universities such as Oxford, Cambridge, LSE, UCL and King's College London are good ones to start with. Most universities also provide material on how you will be taught and what you will learn if you join their department which is useful if you are thinking of applying for a law degree.
- Follow law-related issues on social media but take the time to investigate their objectivity.

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