

## Scheme of Work

# Cambridge International AS & A Level Law 9084

For examination from 2023



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## Contents

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Introduction.....	4
1. English legal system (AS Level).....	7
2. Criminal law (AS Level).....	17
3. Law of contract (A Level).....	25
4. Law of tort (A Level).....	34

## Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class.

### Key concepts

This scheme of work is underpinned by the assumption that studying Law enables learners to become aware of the relevance and role of law in real-world situations and encourages their interest in its use and development. The key concepts are highlighted as a separate item in the new syllabus. Reference to the Key Concepts are made throughout the scheme of work using the key shown below:

**Key Concept 1 (KC1) – Rights, duties and responsibilities, and freedoms**

**Key Concept 2 (KC2) – Liability**

**Key Concept 3 (KC3) – Justice, fairness and morality**

**Key Concept 4 (KC4) – Power and its limits**

**Key Concept 5 (KC5) – Effectiveness and certainty**

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
1. English legal system (AS Level)	It is recommended that this should take about 90 hours/25% of the course.	1
2. Criminal law (AS Level)	It is recommended that this should take about 90 hours/25% of the course.	2
3. Law of contract (A Level)	It is recommended that this should take about 90 hours/25% of the course.	3
4. Law of tort (A Level)	It is recommended that this should take about 90 hours/25% of the course.	4

## Resources

You can find the endorsed resources on the Published resources tab of the syllabus page on our [public website](#)

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All endorsed textbooks are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

[Teaching tools](#) – designed to help you to deliver interactive classroom activities and engage learners.

[Tool to support remote teaching and learning](#) – find out about and explore the various online tools available for teachers and learners.

## School Support Hub

The [School Support Hub](#) is a secure online resource bank and community for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. This scheme of work is available as PDF and an editable version in Microsoft Word format. If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org)

## Websites

This scheme of work includes website links providing direct access to internet resources. 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 scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge International AS & A Level Law 9084 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

**Learning objectives** help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about...'.

**Suggested teaching activities and resources** give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising

**Extension activities** provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

**Past papers, specimen papers and mark schemes** are available for you to download from the [School Support Hub](#). Using these resources with your learners allows you to check their progress and give them confidence and understanding.

**Formative assessment (F)** is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
1.2.2 Alternative methods of dispute resolution	Negotiation, mediation and arbitration, Arbitration Act 1996, Civil Justice Reforms	<p>This topic focuses on alternatives to using the civil courts to resolve disputes. Learners should understand:</p> <ul style="list-style-type: none"> <li>• four different methods of ADR</li> <li>• when to use them</li> <li>• how they work.</li> </ul> <p>They should also understand the advantages and disadvantages of each method as well as comparing and contrasting ADR with using the civil courts.</p> <p><b>Teaching activities:</b> learners create short definitions of each ADR type and match these with examples of issues where they work best. In small groups, learners prepare a presentation on the types of ADR. Provide scenarios to embed application skills in working out which ADR type is most effective. Learners make advantages and disadvantages chart for each type of ADR. Embed learners' evaluative skills by asking them to compare and contrast ADR methods with the civil courts.</p> <p><b>Extension activity:</b> class debate on the effectiveness of ADR.</p> <p><b>Independent study:</b> learners research an example of a given ADR type to feed into class revision materials. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.inbrief.co.uk/preparing-for-trial/alternat">www.inbrief.co.uk/preparing-for-trial/alternat</a>  <a href="http://www.acas.org.uk/">www.acas.org.uk/</a>  <a href="http://www.cedr.com/">www.cedr.com/</a>  <a href="http://www.myworks.co.uk/">www.myworks.co.uk/</a>  <a href="http://legislation.gov.uk/ukpga/1996/23/cont">legislation.gov.uk/ukpga/1996/23/cont</a></p> <p>... can be downloaded from the <a href="#">School Support Hub (F)</a></p>

## 1. English legal system (AS Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>1.1 Principles and sources of English law</b>		
1.1.1 English legal system and its context  <b>KC3</b> <b>KC4</b> <b>KC5</b>	<p>Legal systems around the world – civil law (codified), common law, customary law, religious law, mixed legal systems</p> <p>Adversarial and inquisitorial systems</p> <p>The rule of law and its application to law making, the legal system and substantive law</p> <p>The difference between civil and criminal law</p> <p>The relationship between law and morality</p> <p>Law and justice</p> <p>The role of law in society</p> <p>The importance of fault in civil and criminal law</p>	<p>This topic focuses on how and why the English legal system has developed and works as it does. It should cover a range of content to show how the different elements of English law fit together. It may be helpful to subdivide how legal systems work and the mechanics used in the English legal system from the more philosophical aspect of the role of law and the principles which underpin it.</p> <p><b>Teaching activities:</b> Law is often a new subject for learners so gaining familiarity with legal structures and vocabulary is helpful. As an introduction ask learners to search out cases, civil or criminal, in local and national news as well as using websites such as <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> or <a href="http://www.theguardian.com/uk">www.theguardian.com/uk</a>. Learners build a bank of definitions of key terms along with relevant examples so they can accurately state, explain and discuss how the law works. Learners match key terms with their definitions, once matched they follow up with an example. Other activities include:</p> <ul style="list-style-type: none"> <li>• quizzes</li> <li>• paired activity of explaining a key word or idea for their partner to identify</li> <li>• matching theorists to theories with examples</li> <li>• writing brief paragraphs to embed knowledge and develop skills</li> <li>• a series of mini case studies where learners can identify the appropriate system or concept.</li> </ul> <p><b>Extension activity:</b> learners work individually or in pairs to explore and give a presentation on an aspect of this topic, including a link to a topical case or news story.</p> <p><b>Independent study:</b> learners choose a news item and make a presentation focusing on the key facts, the area of law at issue and explain how the law was used or explore a type of legal system or legal principle in detail and make a short presentation which can be shared as a whole class resource. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.legalsecretaryjournal.com/legal_systems_throughout_the_world">www.legalsecretaryjournal.com/legal_systems_throughout_the_world</a></p> <p><a href="http://alevellaw.doomby.com/pages/law-and-morality/">http://alevellaw.doomby.com/pages/law-and-morality/</a></p> <p><a href="http://www.youtube.com/watch?v=T94agavDVUw">www.youtube.com/watch?v=T94agavDVUw</a></p> <p><a href="http://www.youtube.com/watch?v=6oMv-azHNCA">www.youtube.com/watch?v=6oMv-azHNCA</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
1.1.2 Parliamentary law making <b>KC3</b> <b>KC4</b> <b>KC5</b>	<p>The legislative process from green paper to Royal Assent, role of the House of Commons and the House of Lords in the process, different types of bills</p> <p>Parliamentary supremacy</p> <p>Influences on parliament – political pressure, public opinion, pressure groups, media</p> <p>The role and composition of the Law Commission</p>	<p>This topic is divided into three elements and should begin by looking at how Parliament makes laws. Learners should have a clear understanding of the procedural steps in each House as well as being able to define the different types of bills and give relevant examples of each. This should be followed by an exploration of parliamentary supremacy in which learners understand this theory and how it is applied in practice. The last element in this topic allows learners to understand the different sources of parliamentary law making so they can define and explain these, supported with relevant examples as well as being able to contrast and evaluate their influence against the work of the Law Commission.</p> <p><b>Teaching activities:</b> learners create a flowchart of the legislative process with appropriate commentary as a useful way to gain an overview of this topic. A class debate on the advantages and disadvantages of parliamentary law making will help reinforce key ideas. A matching exercise on different types of bills with examples helps to embed knowledge. Learners give a short presentation on parliamentary supremacy and take questions from other learners to help them gain confidence in expressing a difficult theory. A research activity on the different influences on parliament, including the Law Commission, provides a useful summary with learners feeding their research into a group mind map.</p> <p><b>Extension activity:</b> learners develop written skills by using these three elements to explore the different assessment objectives after they have been explained.</p> <p><b>Independent study:</b> a more detailed exploration of a particular aspect of influences on law making is a useful activity as it can generate lots of good examples for learners to use in written work. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.parliament.uk/">www.parliament.uk/</a></p> <p><a href="https://learning.parliament.uk/en/resources/360-tour/">https://learning.parliament.uk/en/resources/360-tour/</a></p> <p><a href="http://www.bing.com/videos/search?q=parliamentary+supremacy&amp;&amp;view=detail&amp;mid=43961726F4FFBCB259C943961726F4FFBCB259C9&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dparliamentary%2Bsupremacy%26FORM%3DHDRSC3">www.bing.com/videos/search?q=parliamentary+supremacy&amp;&amp;view=detail&amp;mid=43961726F4FFBCB259C943961726F4FFBCB259C9&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dparliamentary%2Bsupremacy%26FORM%3DHDRSC3</a></p> <p><a href="http://www.lawcom.gov.uk/">www.lawcom.gov.uk/</a></p>
1.1.3 Delegated legislation <b>KC3</b> <b>KC4</b> <b>KC5</b>	<p>Types of delegated legislation – Orders in Council, statutory instruments and bylaws</p> <p>The Legislative and Regulatory Reform Act 2006</p>	<p>This topic explores the types of delegated legislation and the controls on this type of law making. Learners should have a clear understanding of:</p> <ul style="list-style-type: none"> <li>• what delegated legislation is</li> <li>• why it is needed</li> <li>• how it is created.</li> </ul> <p>Once this is understood the controls exerted by both Parliament and the courts need to be clearly understood, in terms of accurate definitions with examples, recognition of the correct type of delegated legislation applicable in a given situation as well as analysis and evaluation of this type of law making.</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>Parliamentary controls on delegated legislation – pre-drafting consultation, scrutiny committees, affirmative and negative resolution</p> <p>Court controls on delegated legislation – judicial review, <i>locus standi</i>, procedural <i>ultra vires</i>, substantive <i>ultra vires</i>, and unreasonableness</p>	<p><b>Teaching activities:</b> learners match types of delegated legislation to their definitions, elements and examples. Application of this knowledge to short scenario questions reinforces learning. Quiz learners on the types of delegated legislation, who can make them and how this is done. Provide definitions and explanations of all types of controls with examples of when these are used. Have one half of the class set ten questions and the other half answer them before swapping the task over. Use scenario questions to help learners understand how to select the most appropriate control in a given situation.</p> <p><b>Extension activity:</b> in pairs, learners consider the advantages and disadvantages of this type of law making to feed into a group revision mind map.</p> <p><b>Independent study:</b> learners research how delegated legislation has been used during the Covid-19 pandemic in England. Construct analytical and evaluative points based on these provisions. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.parliament.uk/site-information/glossary/delegated-or-secondary-legislation/">www.parliament.uk/site-information/glossary/delegated-or-secondary-legislation/</a>  <a href="https://www.youtube.com/watch?v=rIWbB2yBJA">www.youtube.com/watch?v=rIWbB2yBJA</a>  <a href="http://www.legislation.gov.uk/coronavirus">www.legislation.gov.uk/coronavirus</a></p>
<p>1.1.4 Statutory interpretation</p> <p><b>KC3</b> <b>KC4</b> <b>KC5</b></p>	<p>The common law rules of interpretation – literal, golden, mischief, and purposive approach</p> <p>Rules of language – <i>ejusdem generis</i>, <i>expressio unius exclusio alterius</i>, <i>noscitur a sociis</i></p> <p>Intrinsic aids to interpretation – preamble, long and short titles, headings, schedules, marginal notes, interpretation sections</p>	<p>This topic focuses on the different tools judges use to interpret statutes. Learners should understand the different rules, approaches and tools so they can define and apply them, linking them to relevant examples and evaluating their strengths and weaknesses as well as how judges use them to approach the issue of interpretation. Learners should also understand the impact of external sources on the way judges use the rules, approaches and tools available to interpret law.</p> <p><b>Teaching activities:</b> learners create factsheets for use in revision which cover key definitions. Provide matching activities to reinforce key terms and case examples. Learners devise accurate key phrases to cover Latin terminology in rules of language, accompanied by practical and case examples. Application of this knowledge to short scenario questions reinforces understanding of different rules, approaches and tools. Development of evaluative points for each rule, approach and set of tools.</p> <p><b>Extension activity:</b> pairs undertake further research on different specific aspects which then feed into a group revision format.</p> <p><b>Independent study:</b> research in detail on the use of Hansard and explore the wider legal and political issues its use raises in an evaluative written report. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.inbrief.co.uk/legal-system/statutory-interpretation/">www.inbrief.co.uk/legal-system/statutory-interpretation/</a>  <a href="http://www.statutelawsociety.co.uk/wp-content/uploads/2016/12/Modern-Statutory-Interpretation.-P.Sales_.pdf">www.statutelawsociety.co.uk/wp-content/uploads/2016/12/Modern-Statutory-Interpretation.-P.Sales_.pdf</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>Extrinsic aids to interpretation – previous Acts on the same topic, earlier case law, the historical setting, dictionaries of the time, Hansard, reports of law reform bodies, international treaties</p> <p>The impact of European Union law and of the Human Rights Act 1998 on statutory interpretation</p>	<p><a href="https://hansard.parliament.uk/">https://hansard.parliament.uk/</a>  <a href="http://www.youtube.com/watch?v=2z-r8AnDWG0">www.youtube.com/watch?v=2z-r8AnDWG0</a>  <a href="http://www.youtube.com/watch?v=p99R57M7L4E">www.youtube.com/watch?v=p99R57M7L4E</a></p>
<p>1.1.5 Judicial precedent</p> <p><b>KC3</b> <b>KC4</b> <b>KC5</b></p>	<p>The doctrine of judicial precedent</p> <p><i>Ratio decidendi</i>, <i>obiter dicta</i> and law reporting</p> <p>Binding, original and persuasive precedents</p> <p>The hierarchy of the courts</p> <p>The Supreme Court and use of the Practice Statement</p> <p>The Court of Appeal and the exceptions in <i>Young v Bristol Aeroplane Co</i> (1944)</p>	<p>This topic focuses on how judges apply case law, which is important as many areas of law are not covered by statutes. Learners should understand the principles which lie behind precedent and the key elements which make it work. Learners should then understand the different types of precedent, using relevant examples. The next step is to understand the hierarchical structure of the courts, focusing on the way the two highest courts, the Supreme Court and the Court of Appeal, use precedent to apply and develop the law. Learners should also understand the tools judges can use to avoid precedent and through the use of examples, why they might do this as well as assessing the advantages and disadvantages of precedent.</p> <p><b>Teaching activities:</b> learners create factsheets for key terms and definitions. Provide matching activities involving key terms, definitions and case examples. Learners create a map of both civil and criminal courts to show how precedent works. Using short scenarios reinforces the elements of precedent as well as the different types and the ways it can be avoided. Learners make a chart showing the Supreme Court's journey through precedent and the areas in which the Court of Appeal has freedom or is restricted by precedent. Set learners an evaluative writing task on the strengths and weaknesses of precedent.</p> <p><b>Extension activity:</b> class debate on the use and value of precedent.</p> <p><b>Independent study:</b> learners make a short video or presentation on an aspect of precedent which can be compiled into a class revision resource. <b>(I)</b></p> <p><b>Useful websites:</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	Avoidance techniques – overruling, reversing and distinguishing	<a href="http://www.inbrief.co.uk/legal-system/precedent/">www.inbrief.co.uk/legal-system/precedent/</a> <a href="https://publications.parliament.uk/pa/ld199697/ldinfo/ld08judg/redbook/redbk45.htm">https://publications.parliament.uk/pa/ld199697/ldinfo/ld08judg/redbook/redbk45.htm</a> <a href="http://www.supremecourt.uk/docs/practice-direction-03.pdf">www.supremecourt.uk/docs/practice-direction-03.pdf</a> (p 1–2 only) <a href="http://www.youtube.com/watch?v=akp4y9e60Mo">www.youtube.com/watch?v=akp4y9e60Mo</a> <a href="http://www.youtube.com/watch?v=QSA1Q422r-8">www.youtube.com/watch?v=QSA1Q422r-8</a>
<b>1.2 Machinery of justice</b>		
1.2.1 Civil courts and civil process  <b>KC 2</b> <b>KC 3</b> <b>KC 4</b> <b>KC 5</b>	Role and jurisdiction of Magistrates' Court, County Court, High Court, Court of Appeal, Supreme Court  The Woolf reforms  Pre-trial procedures  Allocation of cases – small claims, fast and multi-track  Appeals	<p>This topic focuses on the civil courts and how they perform their role as trial courts and on appeal. Learners should understand:</p> <ul style="list-style-type: none"> <li>• the civil court structure</li> <li>• how cases begin their journey</li> <li>• how they are allocated to the correct court</li> <li>• the jurisdiction of those courts.</li> </ul> <p>Learners should understand the appeals structure and be able to apply these roles to scenarios. Lastly learners should understand the reforms which have taken place to create the current civil court system.</p> <p><b>Teaching activities:</b> learners create a flow chart showing the civil court structure with financial limits for trial courts. Learners then make a map showing appeal routes from each trial court to illustrate appeal routes for different types of cases. Learners apply what has been covered to scenario questions to embed understanding. Set learners an evaluative writing task on the reforms which have taken place and the strengths and weaknesses of the civil court system.</p> <p><b>Extension activity:</b> pair activity for learners to give short presentations on each court, including appeals, to feed into a group revision document/chart/mind map.</p> <p><b>Independent study:</b> learners research how to start a civil case in different trial courts. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.judiciary.uk/about-the-judiciary/the-justice-system/jurisdictions/civil-jurisdiction/">www.judiciary.uk/about-the-judiciary/the-justice-system/jurisdictions/civil-jurisdiction/</a>  <a href="http://www.judiciary.uk/you-and-the-judiciary/going-to-court/county-court/">www.judiciary.uk/you-and-the-judiciary/going-to-court/county-court/</a>  <a href="http://www.judiciary.uk/you-and-the-judiciary/going-to-court/high-court/">www.judiciary.uk/you-and-the-judiciary/going-to-court/high-court/</a>  <a href="http://www.judiciary.uk/you-and-the-judiciary/going-to-court/court-of-appeal-home/">www.judiciary.uk/you-and-the-judiciary/going-to-court/court-of-appeal-home/</a>  <a href="http://www.youtube.com/watch?v=wTHrynZIsBo">www.youtube.com/watch?v=wTHrynZIsBo</a>  <a href="http://www.youtube.com/watch?v=oQX0XYCAI6A">www.youtube.com/watch?v=oQX0XYCAI6A</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<p>1.2.2 Alternative methods of dispute resolution</p> <p><b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b></p>	<p>Negotiation, conciliation and mediation</p> <p>Arbitration, Arbitration Act 1996, <i>Scott v Avery</i> clauses</p>	<p><a href="http://www.inbrief.co.uk/claim-preparations/civil-case-start/">www.inbrief.co.uk/claim-preparations/civil-case-start/</a></p> <p>This topic focuses on alternatives to using the civil courts to resolve disputes. Learners should understand:</p> <ul style="list-style-type: none"> <li>• four different methods of ADR</li> <li>• when to use them</li> <li>• how they work.</li> </ul> <p>They should also understand the advantages and disadvantages of each method as well as comparing and contrasting ADR with using the civil courts.</p> <p><b>Teaching activities:</b> learners create short definitions of each ADR type and match these with examples and the kind of issues where they work best. In small groups, learners prepare a presentation on the types of ADR. Provide learners with scenarios to embed application skills in working out which ADR type is most effective. Learners make an advantages and disadvantages chart for each type of ADR. Embed learners' evaluative skills by asking them to compare and contrast ADR methods with the civil courts.</p> <p><b>Extension activity:</b> class debate on the effectiveness of ADR.</p> <p><b>Independent study:</b> learners research an example of a given ADR type to feed into class revision materials. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.inbrief.co.uk/preparing-for-trial/alternative-dispute-resolution-methods/">www.inbrief.co.uk/preparing-for-trial/alternative-dispute-resolution-methods/</a>  <a href="http://www.acas.org.uk/">www.acas.org.uk/</a>  <a href="http://www.cedr.com/">www.cedr.com/</a>  <a href="http://www.fmyorks.co.uk/">www.fmyorks.co.uk/</a>  <a href="http://www.legislation.gov.uk/ukpga/1996/23/contents">www.legislation.gov.uk/ukpga/1996/23/contents</a></p>
<p>1.2.3 Criminal courts and criminal process</p> <p><b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b></p>	<p>Role and jurisdiction of Magistrates' Court and Crown Court</p> <p>Classification of criminal offences – summary, triable either way and indictable</p> <p>Pre-trial process for summary, triable</p>	<p>This topic focuses on the criminal courts and how they perform their role as trial courts and on appeal. Learners should understand:</p> <ul style="list-style-type: none"> <li>• the criminal court structure</li> <li>• the classification of offences</li> <li>• the pre-trial process</li> <li>• the jurisdiction of those courts.</li> </ul> <p>Learners should also understand the appeals structure and apply these roles to scenarios. Learners should understand bail granted by the police and the courts as well as the factors and conditions which can be attached to bail.</p> <p><b>Teaching activities:</b> learners create a flow chart showing the criminal court structure, including how offences are classified. Whole class flash card activity for pre-trial process with cards matched to correct court and type of</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>either way and indictable offences</p> <p>Appeals</p> <p>Police bail – Police and Criminal Evidence Act 1984 (PACE), Criminal Justice and Public Order Act 1994</p> <p>Bail from the court – Bail Act 1976</p> <p>Factors and conditions for bail</p>	<p>offence. Learners create a map showing appeal routes from each trial court to illustrate appeal routes for different types of cases. Learners apply what has been covered to scenario questions to embed understanding. Learners create a mind map for the granting of police and court bail. Application to scenario questions to embed knowledge of factors and conditions. Set learners an evaluative writing task on the advantages and disadvantages of bail.</p> <p><b>Extension activity:</b> in pairs, learners prepare a presentation on each trial and appeal court to feed into class revision materials. In groups, learners make a revision quiz on bail for other learners to answer.</p> <p><b>Independent study:</b> learners research the effectiveness of bail. (I)</p> <p><b>Useful websites:</b></p> <p><a href="http://www.gov.uk/courts">www.gov.uk/courts</a></p> <p><a href="http://www.judiciary.uk/you-and-the-judiciary/going-to-court/magistrates-court/">www.judiciary.uk/you-and-the-judiciary/going-to-court/magistrates-court/</a></p> <p><a href="http://www.judiciary.uk/you-and-the-judiciary/going-to-court/crown-court/">www.judiciary.uk/you-and-the-judiciary/going-to-court/crown-court/</a></p> <p><a href="http://www.youtube.com/watch?v=WeNDacwO5NA">www.youtube.com/watch?v=WeNDacwO5NA</a></p> <p><a href="http://www.youtube.com/watch?v=tZYw_s5R-s">www.youtube.com/watch?v=tZYw_s5R-s</a></p> <p><a href="http://www.cps.gov.uk/legal-guidance/bail">www.cps.gov.uk/legal-guidance/bail</a></p> <p><a href="http://www.legislation.gov.uk/ukpga/1976/63">www.legislation.gov.uk/ukpga/1976/63</a></p>
<p>1.2.4 Police powers</p> <p><b>KC2</b></p> <p><b>KC3</b></p> <p><b>KC4</b></p> <p><b>KC5</b></p>	<p>Stop and search – ss1–7 Police and Criminal Evidence Act 1984 (PACE); PACE Code A; Misuse of Drugs Act 1971; Terrorism Act 2000</p> <p>Arrest – s24 PACE, as amended by Serious Organised Crime and Police Act 2005; PACE Code G</p> <p>Detention of suspects at police stations – time limits</p>	<p>This topic focuses on the powers of the police and the rights of the individual. Learners should understand the particular aspects of police powers indicated here and the corresponding rights of individuals. Through the use of scenario questions learners should understand how these powers and rights are applied in practice. Learners should also understand the extent to which there is an effective balance between the powers of the police and the rights of an individual.</p> <p><b>Teaching activities:</b> provide learners with a matching exercise between statutory sections and applicable Codes. Speed quiz – one learner (or team) to name a section, the next to say what it does, the next to link to the relevant code and the last to give an example of how the law works. Set scenario questions to embed understanding of sections and analytical and application skills. Learners complete an evaluative writing task on the balance between police powers and the rights of the individual to embed and develop AO3 skills.</p> <p><b>Extension activity:</b> learners create a revision chart of sections, Codes and relevant cases.</p> <p><b>Independent study:</b> learners research the use of police powers and the extent to which these have changed over time. (I)</p> <p><b>Useful websites:</b></p> <p><a href="http://www.gov.uk/police-powers-to-stop-and-search-your-rights">www.gov.uk/police-powers-to-stop-and-search-your-rights</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>(ss34–46 PACE; Code C); rights of the detained person (s56 PACE; PACE; Code C); appropriate adult (PACE Code C); interviews (s60 and s60A PACE; PACE Codes E and F)</p> <p>Treatment of suspects at police stations – searches (s54 and s55 PACE; PACE Code C); fingerprints (s61 PACE); samples (s62 and s63 PACE); physical conditions of interview room (PACE Code C); role of the custody officer (PACE Code C)</p> <p>Impact of the breach of these rules – statements obtained through oppression (s76 PACE); exclusion of evidence (s78 PACE)</p>	<p><a href="http://www.gov.uk/police-powers-of-arrest-your-rights">www.gov.uk/police-powers-of-arrest-your-rights</a></p> <p><a href="https://commonslibrary.parliament.uk/research-briefings/cbp-8637/">https://commonslibrary.parliament.uk/research-briefings/cbp-8637/</a></p> <p><a href="http://www.police.uk/advice/advice-and-information/c19/coronavirus-covid-19/coronavirus-covid-19-police-powers/">www.police.uk/advice/advice-and-information/c19/coronavirus-covid-19/coronavirus-covid-19-police-powers/</a></p> <p><a href="http://www.inquest.org.uk/iopc-stats-2020">www.inquest.org.uk/iopc-stats-2020</a></p> <p><a href="http://www.gov.uk/government/collections/policing-statistics">www.gov.uk/government/collections/policing-statistics</a></p> <p><a href="https://www.youtube.com/watch?v=O5DFkGKQol8">www.youtube.com/watch?v=O5DFkGKQol8</a></p> <p><a href="http://www.gov.uk/government/publications/pace-code-c-20191">www.gov.uk/government/publications/pace-code-c-20191</a></p>
<b>1.3 Legal personnel</b>		
<p>1.3.1 The judiciary – superior and inferior judges</p> <p><b>KC3</b></p>	<p>Qualifications</p> <p>Selection and appointment</p>	<p>This topic focuses on the full range of judges who sit in courts. Learners should understand:</p> <ul style="list-style-type: none"> <li>• how they gain their position</li> <li>• how they are trained and do their job</li> <li>• how they can leave their job or be removed from it</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
KC4 KC5	Role Training Retirement and removal Independence	<ul style="list-style-type: none"> <li>• constitutional concept of the separation of powers</li> <li>• the place of the judges within it</li> <li>• what is meant by judicial independence.</li> </ul> <p><b>Teaching activities:</b> learners create mind maps covering key information for both inferior and superior judges. Quick quiz on matching judges to role. Exploration of the separation of powers and how judges demonstrate their independence through cases leading to evaluative writing on this area of the topic. In pairs, learners describe key elements of a particular level of judge for the rest of the class to identify.</p> <p><b>Extension activity:</b> class debate on the merits or otherwise of a career judiciary.</p> <p><b>Independent research:</b> learners investigate cases where judges have shown independence and discuss why. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.judiciary.uk/">www.judiciary.uk/</a>  <a href="http://www.gov.uk/government/statistics/judicial-diversity-statistics-2019">www.gov.uk/government/statistics/judicial-diversity-statistics-2019</a>  <a href="https://www.youtube.com/watch?v=4L-HQR_G1g">www.youtube.com/watch?v=4L-HQR_G1g</a>  <a href="https://www.youtube.com/watch?v=hh5pIZtv1qw">www.youtube.com/watch?v=hh5pIZtv1qw</a></p>
1.3.2 Legal professionals KC3 KC4 KC5	Barristers, solicitors and legal executives Qualifications Training Role Regulation – The Bar Council, Bar Standards Board, The Law Society, Solicitors Regulation Authority, Legal Ombudsman	<p>This topic focuses on the three legal professions. Learners should understand the qualifications and training for each profession and the role they play in the legal system. Learners should also understand how each profession is regulated and the overarching regulation provided by the Legal Ombudsman.</p> <p><b>Teaching activities:</b> learners create flow charts to show the qualifications and training for each profession. Quick quiz on terminology specific to each profession. Class mind map to show different levels of regulation. In small groups learners give clues for each profession and other groups to define which it is. Set learners an evaluative writing task looking at similarities and differences between the professions.</p> <p><b>Extension activity:</b> learners write a letter of advice to someone wanting to enter each of the legal professions.</p> <p><b>Independent learning:</b> learners research differences in starting salaries for each profession alongside their gender and ethnic composition; reflecting on these findings in an evaluative report. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.lawsociety.org.uk/">www.lawsociety.org.uk/</a>  <a href="http://www.barcouncil.org.uk/">www.barcouncil.org.uk/</a>  <a href="http://www.cilex.org.uk/">www.cilex.org.uk/</a>  <a href="http://www.legalombudsman.org.uk/">www.legalombudsman.org.uk/</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
1.3.3 Lay personnel <b>KC3</b> <b>KC4</b> <b>KC5</b>	Role of lay magistrates in civil and criminal cases Qualifications Selection and appointment Training Jury role in criminal courts Qualifications for jury service Vetting and challenges Alternatives to the use of the jury	<p><a href="http://www.thelawyer.com/">www.thelawyer.com/</a></p> <p>This topic explores the involvement of lay people in the legal system by being a magistrate or a juror. Learners should understand:</p> <ul style="list-style-type: none"> <li>• the qualifications needed to be a magistrate</li> <li>• how they are selected and trained</li> <li>• their role in both criminal and civil cases.</li> </ul> <p>Learners should also understand:</p> <ul style="list-style-type: none"> <li>• the role of the jury in a criminal trial</li> <li>• who can be a juror?</li> <li>• the methods by which a juror can be vetted or challenged as well as exploring alternatives to using juries.</li> </ul> <p><b>Teaching activities:</b> give learners an explanation of key terms for each type of lay person creating a table to identify differences and similarities. In teams, learners make a presentation for each of the magistrates and juries. Mini case studies to explore who can and who cannot be a magistrate and a juror. Whole class evaluation of the advantages and disadvantages of using lay people as magistrates and jurors.</p> <p><b>Extension activity:</b> class debate on the effectiveness of magistrates and/or juries.</p> <p><b>Independent study:</b> set learners a research task on how to become a magistrate and on cases where the jurors have broken the rules or delivered verdicts that go against the evidence. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="https://magistrates.judiciary.uk/">https://magistrates.judiciary.uk/</a></p> <p><a href="http://www.magistrates-association.org.uk/about-magistrates">www.magistrates-association.org.uk/about-magistrates</a></p> <p><a href="http://www.legislation.gov.uk/ukpga/1974/23/contents">www.legislation.gov.uk/ukpga/1974/23/contents</a></p> <p><a href="http://www.cps.gov.uk/legal-guidance/juror-misconduct-offences">www.cps.gov.uk/legal-guidance/juror-misconduct-offences</a></p> <p><a href="https://www.youtube.com/watch?v=WeNDacwO5NA&amp;t=5s">www.youtube.com/watch?v=WeNDacwO5NA&amp;t=5s</a></p> <p><a href="https://www.youtube.com/watch?v=-hRTKMhxHoM">www.youtube.com/watch?v=-hRTKMhxHoM</a></p> <p><a href="https://www.youtube.com/watch?v=yQGekF-72xQ">www.youtube.com/watch?v=yQGekF-72xQ</a></p> <p><a href="https://www.youtube.com/watch?v=q8WzuDuXs80">www.youtube.com/watch?v=q8WzuDuXs80</a></p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b>		



## 2. Criminal law (AS Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>2.1 Elements of a crime</b>		
2.1.1 <i>Actus reus</i> <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC5</b>	<i>Actus reus</i> as the conduct element of a crime  <i>Actus reus</i> by omission  Causation	<p>This topic provides an introduction for learners to understand the key terms and principles which underpin criminal law before looking at the conduct element of a crime. Learners should understand:</p> <ul style="list-style-type: none"> <li>• what constitutes an <i>actus reus</i></li> <li>• when a failure to act leads to liability</li> <li>• how the chain of causation is used.</li> </ul> <p><b>Teaching activities:</b> introduce the key terms and principles in criminal law, such as the concept of fault, the burden of proof and the role of the state in setting standards by which people must live. This can link back to the criminal justice system (1.2.3). Use media reports to reinforce terms and principles. Explain the key terms and definitions in relation to <i>actus reus</i>. Use cases to illustrate different types of <i>actus reus</i> as well to explore when the chain of causation is established and how it can be broken. Learners create a mind map to summarise this information. Provide learners with scenarios and ask them to pick out <i>actus reus</i> types and determine whether a chain of causation remains intact or is broken. Give learners a quick quiz on categories of omissions with a definition, an example and a case.</p> <p><b>Extension activity:</b> in pairs, learners explain key facts of a case for other learners to discuss whether the <i>actus reus</i> has been established.</p> <p><b>Independent study:</b> research task on why omissions are a type of <i>actus reus</i>. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.e-lawresources.co.uk/">www.e-lawresources.co.uk/</a>  <a href="https://www.youtube.com/watch?v=vWUneXx4TH4">www.youtube.com/watch?v=vWUneXx4TH4</a>  <a href="https://www.youtube.com/watch?v=vOM7vNPYW-s">www.youtube.com/watch?v=vOM7vNPYW-s</a></p>
2.1.2 <i>Mens rea</i> <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC5</b>	<i>Mens rea</i> as the mental element of a crime  Intention – direct and indirect/oblique  Recklessness	<p>This topic explores <i>mens rea</i> – the mental element of a crime and its links to the way in which blame is allocated. Learners should understand the importance of <i>mens rea</i> and the two most common levels in intention and recklessness.</p> <p><b>Teaching activities:</b> explain the key terms and definitions. Use cases to illustrate different levels of <i>mens rea</i> and the relevant tests. Learners create a table to summarise this information. Give learners scenarios to pick out levels of <i>mens rea</i> and whether the relevant tests have been met. Provide learners with a matching exercise between levels of <i>mens rea</i> and the leading cases. Work on case notes – key facts and legal importance.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><b>Extension activity:</b> revision mind map pulling together both elements of a crime.</p> <p><b>Independent study:</b> research task on the difficulties of establishing <i>mens rea</i> and its importance for proving a case and justifying punishment. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.e-lawresources.co.uk/">www.e-lawresources.co.uk/</a>  <a href="http://www.youtube.com/watch?v=bcnUo-iloSs">www.youtube.com/watch?v=bcnUo-iloSs</a>  <a href="http://www.youtube.com/watch?v=3nOkJtr-SzA">www.youtube.com/watch?v=3nOkJtr-SzA</a></p>
<b>2.2 Offences against property</b>		
<p>2.2.1 Theft as defined in s1 Theft Act 1968</p> <p><b>KC2</b> <b>KC3</b> <b>KC5</b></p>	<p>s2 – dishonesty s3 – appropriation s4 – property s5 – belonging to another s6 – intention to permanently deprive s7 – sentencing</p>	<p>This topic explores the law of theft – the most common property offence and the one which underpins several other offences to be explored in the course. Learners should understand how the offence of theft as found in s1 Theft Act 1968 is defined and applied, including the maximum sentence on conviction. Learners should be able to apply the <i>actus reus</i> and <i>mens rea</i> to scenarios and evaluate the issues which lie behind the law.</p> <p><b>Teaching activities:</b> learners create a Venn diagram of the distribution between <i>actus reus</i> and <i>mens rea</i> elements alongside the charge indicating with arrows how each definition section fits in. Explore key definitions using statute and case law by applying law to scenarios. Use and discuss local or national news cases discussing how the definition applies to the facts. Give learners a matching exercise of cases to <i>actus reus</i> or <i>mens rea</i> elements. Pair ping pong – describe the case facts, name the case, give the relevant section of the Theft Act 1968, give the reason the case is important.</p> <p><b>Extension activity:</b> set learners an evaluative writing task on how well the law of theft works, especially in relation to appropriation and dishonesty.</p> <p><b>Independent study:</b> learners research how the law of dishonesty has changed and why this is important. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.legislation.gov.uk/ukpga/1968/60/contents">www.legislation.gov.uk/ukpga/1968/60/contents</a>  <a href="http://www.e-lawresources.co.uk/">www.e-lawresources.co.uk/</a>  <a href="http://www.cps.gov.uk/cps/news/update-cps-case-redefines-legal-test-dishonesty-criminal-law">www.cps.gov.uk/cps/news/update-cps-case-redefines-legal-test-dishonesty-criminal-law</a>  <a href="http://www.youtube.com/watch?v=801HcxYy8Hg">www.youtube.com/watch?v=801HcxYy8Hg</a></p>
<p>2.2.2 Robbery as defined in s8 Theft Act 1968</p>	<p><i>Actus reus</i> <i>Mens rea</i></p>	<p>This topic focuses on the law of robbery. Learners should understand:</p> <ul style="list-style-type: none"> <li>• the specific circumstances in which theft becomes robbery</li> <li>• the <i>actus reus</i> and <i>mens rea</i> elements which need to be proved</li> <li>• the maximum sentence on conviction.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<p>KC2 KC3 KC5</p>	<p>Sentencing</p>	<p>Learners should also understand how the law of robbery works as an extension to theft by applying the law to scenarios and also understand the issues which lie behind the law.</p> <p><b>Teaching activities:</b> establish key definitions with learners and what makes robbery different from theft. Application to scenario questions to practise seeing if all elements have been applied. Learners complete a case checklist for elements of robbery.</p> <p><b>Extension activity:</b> in pairs, learners write a scenario question for another member of the group to complete.</p> <p><b>Research activity:</b> learners evaluate the law of robbery and why it is needed. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.legislation.gov.uk/ukpga/1968/60/section/8">www.legislation.gov.uk/ukpga/1968/60/section/8</a>  <a href="http://www.e-lawresources.co.uk/">www.e-lawresources.co.uk/</a>  <a href="http://www.sentencingcouncil.org.uk/publications/item/robbery-definitive-guideline-2/">www.sentencingcouncil.org.uk/publications/item/robbery-definitive-guideline-2/</a></p>
<p>2.2.3 Burglary as defined in s9 Theft Act 1968</p> <p>KC2 KC3 KC5</p>	<p>s9(1)(a) and (2) – <i>actus reus</i> and <i>mens rea</i></p> <p>s9(1)(b) – <i>actus reus</i> and <i>mens rea</i></p> <p>s9(3) – sentencing</p> <p>s9(4) – a building</p> <p>Aggravated burglary as defined in s10 Theft Act 1968</p>	<p>This topic explores the law of burglary and aggravated burglary. Learners should understand:</p> <ul style="list-style-type: none"> <li>• the different ways in which burglary and aggravated burglary can be committed</li> <li>• the links to theft</li> <li>• the <i>actus reus</i> and <i>mens rea</i> elements which need to be proved</li> <li>• the maximum sentence on conviction.</li> </ul> <p>Learners should also understand how the law of burglary and aggravated burglary works as an extension to theft by applying the law to scenarios and also understand the issues which lie behind the law.</p> <p><b>Teaching activities:</b> establish key definitions with learners and the <i>actus reus</i> and <i>mens rea</i> elements for the different burglary offences and for aggravated burglary. Apply this to scenario questions to practise seeing which type of burglary is the appropriate offence and if all elements have been applied.</p> <p><b>Extension activity:</b> learners create a revision mind map to make clear what has to be proved for each type of burglary and for aggravated burglary.</p> <p><b>Independent study:</b> learners explore why the offence is so broad, whether it is effective as part of the range of property offences and how it differs from theft and robbery. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.legislation.gov.uk/ukpga/1968/60/section/9">www.legislation.gov.uk/ukpga/1968/60/section/9</a>  <a href="http://www.legislation.gov.uk/ukpga/1968/60/section/10">www.legislation.gov.uk/ukpga/1968/60/section/10</a>  <a href="http://www.sentencingcouncil.org.uk/publications/item/burglary-offences-definitive-guideline/">www.sentencingcouncil.org.uk/publications/item/burglary-offences-definitive-guideline/</a>  <a href="http://www.sentencingcouncil.org.uk/blog/post/what-is-the-difference-between-theft-robbery-and-burglary/">www.sentencingcouncil.org.uk/blog/post/what-is-the-difference-between-theft-robbery-and-burglary/</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
2.2.4 Blackmail as defined in s21 Theft Act 1968  <b>KC2</b> <b>KC3</b> <b>KC5</b>	<i>Actus reus</i> <i>Mens rea</i> Sentencing	<p>This topic focuses on the law of blackmail. Learners will gain an understanding of the <i>actus reus</i> and <i>mens rea</i> elements which need to be proved and the maximum sentence on conviction. Learners will understand how the law of blackmail is used by applying the law to scenarios and also understand the issues which lie behind the law.</p> <p><b>Teaching activities:</b> learners create a flow chart to establish key definitions and the <i>actus reus</i> and <i>mens rea</i> elements for blackmail. Use cases to reinforce how the law is applied and practise this using scenario questions.</p> <p><b>Extension activity:</b> in groups, learners prepare presentations which consider why the offence of blackmail is needed and why the maximum sentence is so high.</p> <p><b>Independent study:</b> learners find a blackmail case in a news report and write a report on what happened, how the law was applied and whether the sentence is just and effective. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.legislation.gov.uk/ukpga/1968/60/section/21">www.legislation.gov.uk/ukpga/1968/60/section/21</a>  <a href="https://uk.practicallaw.thomsonreuters.com/w-0077415?contextData=(sc.Default)&amp;transitionType=Default&amp;firstPage=true">https://uk.practicallaw.thomsonreuters.com/w-0077415?contextData=(sc.Default)&amp;transitionType=Default&amp;firstPage=true</a></p>
2.2.5 Handling stolen goods as defined in s22 Theft Act 1968  <b>KC2</b> <b>KC3</b> <b>KC5</b>	<i>Actus reus</i> <i>Mens rea</i> Sentencing	<p>This topic is about the offence of handling stolen goods. Learners should understand the <i>actus reus</i> and <i>mens rea</i> elements which need to be proved and the maximum sentence on conviction. Learners should understand how the offence works by applying the law to scenarios and also understand the issues which lie behind the law.</p> <p><b>Teaching activities:</b> establish key definitions with learners and the <i>actus reus</i> and <i>mens rea</i> elements for the offence of handling stolen goods using a table format. Use cases for discussion and to reinforce how the law is applied and practise this by applying it to scenario questions.</p> <p><b>Extension activity:</b> in pairs, learners write a scenario question that covers all the different ways in which this offence can be committed and swap with another pair in the group. Learners write answers and discuss them as a class.</p> <p><b>Independent study:</b> learners find a handling stolen goods case report in the media; write a summary of the case and evaluate why this offence is so necessary. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.legislation.gov.uk/ukpga/1968/60/section/22">www.legislation.gov.uk/ukpga/1968/60/section/22</a>  <a href="http://www.localsolicitors.com/criminal-guides/handling-stolen-goods">www.localsolicitors.com/criminal-guides/handling-stolen-goods</a>  <a href="http://www.sentencingcouncil.org.uk/offences/magistrates-court/item/handling-stolen-goods-2/">www.sentencingcouncil.org.uk/offences/magistrates-court/item/handling-stolen-goods-2/</a></p>
2.2.6 Making off without payment as	<i>Actus reus</i> <i>Mens rea</i>	<p>This topic explores the offence of making off without payment in s3 Theft Act 1978. Learners should have an understanding of the <i>actus reus</i> and <i>mens rea</i> elements which need to be proved and the maximum sentence on</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
defined in s3 Theft Act 1978  <b>KC2</b> <b>KC3</b> <b>KC5</b>	s4 – sentencing	<p>conviction. Learners should also understand how the offence works by applying the law to scenarios and also understand the issues which lie behind the law.</p> <p><b>Teaching activities:</b> establish key definitions with learners and the <i>actus reus</i> and <i>mens rea</i> elements of making off without payment using a flow chart. Use cases to discuss and reinforce how the law is applied and practise this using scenario questions.</p> <p><b>Extension activity:</b> learners make a revision mind map of all the property offences studied in the Theft Acts 1968 and 1978.</p> <p><b>Independent study:</b> research task on what led to the creation of the offence of making off without payment and evaluate its fairness and effectiveness. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.legislation.gov.uk/ukpga/1978/31/section/3">www.legislation.gov.uk/ukpga/1978/31/section/3</a>  <a href="http://www.e-lawresources.co.uk/Making-off-without-payment.php">www.e-lawresources.co.uk/Making-off-without-payment.php</a>  <a href="http://www.sentencingcouncil.org.uk/offences/magistrates-court/item/making-off-without-payment-2/">www.sentencingcouncil.org.uk/offences/magistrates-court/item/making-off-without-payment-2/</a></p>
2.2.7 Criminal damage as defined in Criminal Damage Act 1971  <b>KC2</b> <b>KC3</b> <b>KC5</b>	s1 – destroying or damaging property – <i>actus reus</i> and <i>mens rea</i>  s2 – threats to destroy or damage property – <i>actus reus</i> and <i>mens rea</i>  s3 – possessing anything with intent to destroy or damage property – <i>actus reus</i> and <i>mens rea</i>  s4 – sentencing  s5 – ‘without lawful excuse’	<p>This topic explores several different offences of criminal damage in the Criminal Damage Act 1971. Learners should understand the <i>actus reus</i> and <i>mens rea</i> elements which need to be proved for each offence, the maximum sentence on conviction and the defence of lawful excuse. Learners should also understand how the offence works by applying the law to scenarios and understand the issues which lie behind the law.</p> <p><b>Teaching activities:</b> establish key definitions with learners and the <i>actus reus</i> and <i>mens rea</i> elements of each of the criminal damage offences using a mind map. Use cases to discuss and reinforce how the law is applied as well as when the defence of lawful excuse can be used and practise this with scenario questions. Learners make a chart to clarify the differences between these offences. Quiz activity – name a section, give the <i>actus reus</i>, give the <i>mens rea</i> and name a relevant case.</p> <p><b>Extension activity:</b> learners write a series of scenario questions to cover the different ways this offence can be committed. Swap with a partner and discuss the solutions.</p> <p><b>Independent study:</b> learners evaluate the need for these offences and why they are so complex as well as the extent to which they are effective. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.legislation.gov.uk/ukpga/1971/48/contents">www.legislation.gov.uk/ukpga/1971/48/contents</a>  <a href="http://www.e-lawresources.co.uk/Criminal-Damage.php">www.e-lawresources.co.uk/Criminal-Damage.php</a>  <a href="http://www.cps.gov.uk/legal-guidance/criminal-damage">www.cps.gov.uk/legal-guidance/criminal-damage</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
2.2.8 Fraud as defined in the Fraud Act 2006  <b>KC2</b> <b>KC3</b> <b>KC5</b>	s2 – fraud by false representation – <i>actus reus</i> and <i>mens rea</i>  s3 – fraud by failing to disclose information – <i>actus reus</i> and <i>mens rea</i>  s4 – fraud by abuse of position – <i>actus reus</i> and <i>mens rea</i>  s11 – obtaining services dishonestly – <i>actus reus</i> and <i>mens rea</i>	This topic focuses on several different offences of fraud as found in s2, s3, s4 and s11 Fraud Act 2006. Learners should understand the <i>actus reus</i> and <i>mens rea</i> elements which need to be proved for each offence and the maximum sentence on conviction for s11. Learners should also understand how the offence works by applying the law to scenarios and understand the issues which lie behind the law.  <b>Teaching activities:</b> establish key definitions with learners and the <i>actus reus</i> and <i>mens rea</i> elements of each of the fraud offences using a mind map. Use cases to discuss and reinforce how the law is applied and practise this with scenario questions. Pair bingo – name a section, give the <i>actus reus</i> , give the <i>mens rea</i> and name a relevant case.  <b>Extension activity:</b> in groups, learners prepare a presentation on the key elements of a fraud offence to feed into a class revision aid.  <b>Independent study:</b> learners evaluate the need for the Fraud Act 2006 and the extent to which the law provides a clear and effective deterrent. (I)  <b>Useful websites:</b> <a href="http://www.legislation.gov.uk/ukpga/2006/35/contents">www.legislation.gov.uk/ukpga/2006/35/contents</a> <a href="http://www.cps.gov.uk/legal-guidance/fraud-act-2006">www.cps.gov.uk/legal-guidance/fraud-act-2006</a> <a href="http://www.sentencingcouncil.org.uk/offences/magistrates-court/item/fraud/">www.sentencingcouncil.org.uk/offences/magistrates-court/item/fraud/</a>
<b>2.3 Sentencing in England and Wales</b>		
2.3.1 Adult offenders  <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Types of sentence – custodial, community, fines and discharges  Factors in sentencing	This topic focuses on sentencing for adult offenders and the factors which are taken into account when deciding on a sentence. Learners should understand the different categories of sentences and the way these are applied alongside the relevant factors judges must consider by applying these principles to scenarios.  <b>Teaching activities:</b> establish key types of sentences, with a range of examples for each and the factors which must be taken into account using a property offence, such as robbery or burglary as a template for a chart format. Learners practise using this chart by applying it to scenarios. Use media reports to discuss and give key facts about crimes so learners can sentence and provide a rationale for their decisions.  <b>Extension activity:</b> in groups, learners prepare a presentation on the different categories of sentencing and relevant factors to feed into a class revision aid.  <b>Independent study:</b> research activity to find a case where the sentence appears effective and contrast this with a case where the sentence is seen to be too lenient. Discuss and evaluate both decisions and the reasons behind them. (I)  <b>Useful websites:</b> <a href="http://www.sentencingcouncil.org.uk/">www.sentencingcouncil.org.uk/</a>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
2.3.2 Young offenders  <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Types of sentence – custodial and community, parental responsibility Factors in sentencing	<p><a href="http://www.ybtj.justice.gov.uk/">www.ybtj.justice.gov.uk/</a>  <a href="http://www.judiciary.uk/you-and-the-judiciary/sentencing/">www.judiciary.uk/you-and-the-judiciary/sentencing/</a></p> <p>This topic explores the range of sentences available for young offenders and the particular factors which are taken into account when deciding on a sentence. Learners should understand the different categories of sentences and the way these are applied alongside the relevant factors judges must consider by applying these principles to scenarios.</p> <p><b>Teaching activities:</b> establish key types of sentences for young offenders by providing learners with a range of examples for each and the factors which must be taken into account using the same template as for adult offenders for a chart format. Learners practise using this chart by applying it to scenarios. Use media reports to discuss and give key facts about crimes involving young offenders so learners can sentence and provide a rationale for their decisions.</p> <p><b>Extension activity:</b> in groups, learners prepare a presentation on the different categories of sentences for young offenders with examples and relevant factors to feed into a class revision aid.</p> <p><b>Independent study:</b> research activity to find three media reports of cases of different levels of seriousness where young offenders have been sentenced and evaluate the decisions and reasons behind them. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.sentencingcouncil.org.uk/about-sentencing/young-people-and-sentencing/">www.sentencingcouncil.org.uk/about-sentencing/young-people-and-sentencing/</a>  <a href="http://www.ybtj.justice.gov.uk/">www.ybtj.justice.gov.uk/</a>  <a href="https://howardleague.org/wp-content/uploads/2019/01/Sentencing-Young-Adults.pdf">https://howardleague.org/wp-content/uploads/2019/01/Sentencing-Young-Adults.pdf</a>  <a href="https://yjlc.uk/topics/youth-sentencing/">https://yjlc.uk/topics/youth-sentencing/</a>  <a href="http://www.gov.uk/government/organisations/youth-justice-board-for-england-and-wales">www.gov.uk/government/organisations/youth-justice-board-for-england-and-wales</a></p>
2.3.3 Aims of sentencing – what sentences are trying to achieve  <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Adult offenders Young offenders	<p>This topic is focused on the aims which lie behind the sentences given by judges to both adult and young offenders and how these relate to those set down in s142 and s142A Criminal Justice Act 2003. Learners should understand the different aims and how they apply to both categories of offenders by applying the aims to scenarios and evaluating their fairness and effectiveness.</p> <p><b>Teaching activities:</b> learners establish definitions of each of the aims and the order of priority in which they are applied for both adult and young offenders. Learners put this information into two revision mind maps, one for adult and one for young offenders. Use media reports to discuss and give key facts about crimes involving both adult and young offenders so learners can discuss which sentencing aims have been the most important in each case example.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><b>Extension activity:</b> in pairs, learners make a short presentation on one of the sentencing aims and how this relates to both adult and young offenders to feed into a class revision aid.</p> <p><b>Independent study:</b> learners write a report which evaluates the strengths and weaknesses of each sentencing aim for adults and then for young offenders. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.legislation.gov.uk/ukpga/2003/44/section/142">www.legislation.gov.uk/ukpga/2003/44/section/142</a>  <a href="http://www.legislation.gov.uk/ukpga/2003/44/section/142A">www.legislation.gov.uk/ukpga/2003/44/section/142A</a>  <a href="http://www.sentencingcouncil.org.uk/about-sentencing/sentencing-basics/">www.sentencingcouncil.org.uk/about-sentencing/sentencing-basics/</a>  <a href="http://www.bbc.co.uk/bitesize/guides/z3jwb82/revision/4">www.bbc.co.uk/bitesize/guides/z3jwb82/revision/4</a></p>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b></p>		



### 3. Law of contract (A Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>3.1 Formation of a valid contract</b>		
3.1.1 Nature of a contract  <b>KC1</b> <b>KC2</b> <b>KC5</b>	Agreement; unilateral; bilateral; collateral	<p>This topic explores what a contract is and provides a contextual introduction to the basic principles involved in different types of agreements and their importance to the law of contract.</p> <p><b>Teaching activities:</b> establish what is meant by an agreement and ask learners to create definitions of each different type of agreement. Use the case of <i>Carlill v Carbolic Smoke Ball Company</i> (1893) as an example of an agreement. In pairs, learners discuss any contracts made, how they were made and what happened if there was a problem – from this share and create a mind map on agreements. Provide scenarios for learners to practise identifying agreement types.</p> <p><b>Extension activity:</b> learners write a short report on why an agreement is a key element of a valid contract.</p> <p><b>Independent study:</b> learners evaluate the strengths and limitations of the different types of agreements in the context of a contract you have made or plan to make in the future. <b>(I)</b></p> <p><b>Useful websites:</b> <a href="http://www.upcounsel.com/how-to-write-a-contract-agreement">www.upcounsel.com/how-to-write-a-contract-agreement</a></p>
3.1.2 Offer and acceptance  <b>KC1</b> <b>KC2</b> <b>KC5</b>	Principles and evidence – offers; invitation to treat; counter offers; requests for information; termination; acceptance; application of the rules to standard form contracts, auction sales, contracts by tender	<p>This topic explores the key elements of offer and acceptance and how they work in practice when applied to different types of contracts. Learners should understand the differing aspects of an offer, an invitation to treat, a counter offer and how an offer can be terminated as well as acceptance in relation to standard form contracts, auction sales and contracts by tender.</p> <p><b>Teaching activities:</b> establish what is meant by an offer, an invitation to treat, a counter offer, how an offer can be terminated and acceptance using a chart format for standard form contracts, auction sales and contracts by tender. Discuss different ways in which an offer can be made and the factors which are important. Learners make a list of as many factors as possible and then discuss them in a group. Link each aspect of offer and acceptance to a case example. Learners create a mind map to summarise the law relating to offer and acceptance. Provide learners with scenarios to practise identifying the key terms.</p> <p><b>Extension activity:</b> in pairs, learners write a scenario on one aspect of offer and acceptance and give a presentation on how the law works.</p> <p><b>Independent study:</b> learners use a case such as <i>Hyde v Wrench</i> (1840) to explain the meaning of a counter offer and evaluate its use in contract law. <b>(I)</b></p> <p><b>Useful websites:</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><a href="http://www.inbrief.co.uk/contract-law/offer-and-acceptance-in-contracts/">www.inbrief.co.uk/contract-law/offer-and-acceptance-in-contracts/</a></p> <p><a href="http://www.e-lawresources.co.uk/Offer-and-acceptance.php">www.e-lawresources.co.uk/Offer-and-acceptance.php</a></p> <p><a href="http://www.youtube.com/watch?v=rox7rOmh-ig">www.youtube.com/watch?v=rox7rOmh-ig</a></p>
<p>3.1.3 Intention to create legal relations</p> <p><b>KC1</b> <b>KC2</b> <b>KC5</b></p>	<p>Reason for requirement; presumption and rebuttal in commercial and social/domestic agreements</p>	<p>This topic explores the vital aspect of an intention to create legal relations. Learners should understand why this requirement exists alongside what is presumed and what can be rebutted in both commercial and social or domestic agreements.</p> <p><b>Teaching activities:</b> establish what is meant by an intention to create legal relations and the links between policy, presumption and rebuttals in this area of law. Learners make a chart of key cases on each aspect of this topic – giving the name and date of the case, a brief summary of the facts and the legal reason for the decision. Use cases such as <i>Balfour v Balfour</i> (1919) and <i>Esso v CCE</i> (1976) to develop understanding of this area. Use scenarios to practise identifying the key terms.</p> <p><b>Extension activity:</b> class discussion – why is an intention to create legal relations such an important area in the law of contract?</p> <p><b>Independent study:</b> learners write a report evaluating the fairness and effectiveness of an intention to create legal relations in both social/domestic and commercial contracts. (I)</p> <p><b>Useful websites:</b></p> <p><a href="http://www.e-lawresources.co.uk/Intention-to-create-legal-relations.php">www.e-lawresources.co.uk/Intention-to-create-legal-relations.php</a></p> <p><a href="https://levisolicitors.co.uk/news/intention-create-legal-relations/">https://levisolicitors.co.uk/news/intention-create-legal-relations/</a></p> <p><a href="http://www.lawble.co.uk/contract-law/">www.lawble.co.uk/contract-law/</a></p> <p><a href="http://www.youtube.com/watch?v=B71xmQGP3aM">www.youtube.com/watch?v=B71xmQGP3aM</a></p>
<p>3.1.4 Consideration</p> <p><b>KC1</b> <b>KC2</b> <b>KC5</b></p>	<p>Nature and function; sufficiency/adequacy ; past; performance of existing duties; part payment of debt; promissory estoppel</p>	<p>This topic explores consideration, another vital aspect of a contract. Learners should understand the nature and function of consideration by looking at aspects such as:</p> <ul style="list-style-type: none"> <li>• adequacy and sufficiency</li> <li>• the performance of existing duties and part payment of a debt</li> <li>• the doctrine of promissory estoppel.</li> </ul> <p><b>Teaching activities:</b> introduce the definitions and key aspects of this topic to support the idea of consideration as a ‘badge of enforceability’. Provide learners with scenarios to clarify where an offer may be made for an existing obligation in different situations. Learners make a summary chart to reinforce understanding. Use Pinnel’s Case (1602) as a starting point on promissory estoppel and ask learners to make a flow chart illustrated with cases to show how this works.</p> <p><b>Extension activity:</b> class debate – ‘This house believes that the role of promissory estoppel is so important in the law of contract that it should be more than a defence’.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><b>Independent research:</b> learners write a summary of the facts and legal principle in <i>Pao On v Lau Yiu Long</i> (1979) and discuss past consideration, economic duress and third party consideration. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.e-lawresources.co.uk/Consideration.php">www.e-lawresources.co.uk/Consideration.php</a></p> <p><a href="http://www.e-lawresources.co.uk/Pao-on-v-Lau-Yiu-Long.php">www.e-lawresources.co.uk/Pao-on-v-Lau-Yiu-Long.php</a></p> <p><a href="http://www.lawble.co.uk/consideration-in-contract-law/">www.lawble.co.uk/consideration-in-contract-law/</a></p> <p><a href="http://www.youtube.com/watch?v=1NA-0fc-flw">www.youtube.com/watch?v=1NA-0fc-flw</a></p>
<p>3.1.5 Capacity (minors only)</p> <p><b>KC1</b> <b>KC2</b> <b>KC5</b></p>	<p>Reason for limitation and possible reform</p> <p>Categories of contracts – necessities; beneficial contracts of service (education, training and employment); voidable (continuing obligations)</p> <p>Remedies against minors – in equity; the Minors' Contracts Act 1987, s2 and s3; limits</p>	<p>This topic explores capacity as it relates to minors and the making of contracts. Learners should understand the categories of contracts minors can and cannot make as well as the remedies available and the limits of those remedies. Learners should also understand the reasons for limitations in this area of law and the ways in which the law may possibly be reformed.</p> <p><b>Teaching activities:</b> after a discussion on what is meant by capacity and why it is important, introduce the basic principles in relations to minors. Learners make a chart of the restrictions placed on a minor's capacity to make a contract with cases examples. Provide learners with scenarios to clarify how the law on minors' contracts works in practice. Class discussion on why capacity is important from a moral and legal perspective.</p> <p><b>Extension activity:</b> in pairs, learners write a scenario on capacity, give to another pair to answer and discuss the solution to feed into a class revision mind map on capacity.</p> <p><b>Independent research:</b> learners write a report evaluating the current law on minors' contracts and the extent to which it is in need of reform. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.legislation.gov.uk/ukpga/1987/13">www.legislation.gov.uk/ukpga/1987/13</a></p> <p><a href="http://www.lawcom.gov.uk/document/minors-contracts/">www.lawcom.gov.uk/document/minors-contracts/</a></p> <p><a href="http://www.inbrief.co.uk/contract-law/contract-with-minors/">www.inbrief.co.uk/contract-law/contract-with-minors/</a></p>
<p><b>3.2 Contents of a contract</b></p>		
<p>3.2.1 Express terms</p> <p><b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC5</b></p>	<p>The distinction between representations and terms, and importance</p>	<p>This topic explores one of the key aspects of the contents of a contract, express terms. Learners should understand the distinction between representation and terms, as well as the importance of this distinction. Learners should also understand some specific aspects of written terms by exploring incorporation by signature and the parol evidence rule.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>Written terms – incorporation by signature; the parol evidence rule</p>	<p><b>Teaching activities:</b> after an introduction to provide context, a good way to explore this topic is through a discussion based on learner experiences of making a contract, using examples relevant to their age and setting. A flow chart of the issues covered, including relevant case examples helps to clarify understanding which can then be reinforced by using scenarios.</p> <p><b>Extension activity:</b> individual presentations based on contracts made, with a focus on the terms and conditions section, to build into basic principles which can be used to make a class based revision aid.</p> <p><b>Independent research:</b> learners write a report evaluating the extent to which the law on express terms has made contracts fairer for both the parties who enter into them. <b>(I)</b></p> <p><b>Useful websites:</b> <a href="http://www.e-lawresources.co.uk/Contents-of-a-contract.php">www.e-lawresources.co.uk/Contents-of-a-contract.php</a></p>
<p>3.2.2 Terms implied into a consumer contract by the Consumer Rights Act 2015</p> <p><b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC5</b></p>	<p>To supply goods – s9 goods to be of satisfactory quality; s10 goods to be fit for a particular purpose; s11 goods to be as described and consumer rights for breach provided by: s20 right to reject; s22 time limit for short-term right to reject; s23 right to repair or replacement; s24 right to price reduction or a final right to reject</p> <p>To supply a service – s49 service to be performed with reasonable care and skill; s52 service to be performed within a reasonable time and consumer rights for breach</p>	<p>This section explores another vital aspect of a contract – terms which are implied into a consumer contract. This area has been the subject of recent legislation in the Consumer Rights Act 2015. Learners should understand a distinction in such contracts between supplying goods and supplying services. In relation to supplying goods this is achieved by exploring s9, s10, s11, s20, s22, s23 and s24 – these cover the criteria goods supplied must meet and the remedies available when these terms are breached. In relation to supplying services this is achieved by exploring s49 and s52 whilst remedies for a breach are explored in s55 and s56.</p> <p><b>Teaching activities:</b> learners explore the relevant sections of the CRA 2015 and distil the statutory words into a chart with section numbers, key definitions and a case or hypothetical example. Use media stories to discuss and help pick out the right sections of the CRA to use. In pairs, learners write short scenarios to reflect the different sections. Quick quiz to embed section numbers and key material in each section.</p> <p><b>Extension activity:</b> in pairs, learners research the origins of the CRA 2015 and write a short report on why the law has changed which can then be discussed in class.</p> <p><b>Independent research:</b> write a report evaluating the effectiveness of the CRA 2015. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.legislation.gov.uk/ukpga/2015/15/contents/enacted">www.legislation.gov.uk/ukpga/2015/15/contents/enacted</a></p> <p><a href="http://www.which.co.uk/consumer-rights/regulation/consumer-rights-act">www.which.co.uk/consumer-rights/regulation/consumer-rights-act</a></p> <p><a href="http://www.citizensadvice.org.uk/about-us/how-citizens-advice-works/citizens-advice-consumer-work/the-consumer-rights-act-2015/">www.citizensadvice.org.uk/about-us/how-citizens-advice-works/citizens-advice-consumer-work/the-consumer-rights-act-2015/</a></p> <p><a href="http://www.theretailombudsman.org.uk/consumer-rights-act-2015/">www.theretailombudsman.org.uk/consumer-rights-act-2015/</a></p> <p><a href="https://consumerarbitration.co.uk/consumer-rights-act-2015-explained/">https://consumerarbitration.co.uk/consumer-rights-act-2015-explained/</a></p> <p><a href="http://www.youtube.com/watch?v=Uiz-RRbByWs">www.youtube.com/watch?v=Uiz-RRbByWs</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	provided by: s55 right to repeat performance; s56 right to a price reduction	
3.2.3 Status of terms  <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC5</b>	Conditions, warranties, innominate terms – nature; effects of breach	<p>This topic focuses on the status of terms within a contract. Learners should understand the nature of conditions, warranties and innominate terms as well as the effect of a breach of each type of term.</p> <p><b>Teaching activities:</b> an introduction to the historical development from conditions and warranties to innominate terms to provide context for this area. Learners then construct a flow chart to illustrate the decision making process for categorisation of a term and include summaries for key cases in the chart. Use the case of <i>Hong Kong Fir v Kawasaki</i> (1961) to explore conditions and do the same for warranties and innominate terms. Use scenarios to clarify understanding using the websites below.</p> <p><b>Extension activity:</b> in pairs or small groups, learners prepare a presentation of the status of a given term and a relevant case for a second group to spot the type of term and a third group to explain the effect of a breach to build into a class revision aid.</p> <p><b>Independent research:</b> research task to find a media report on each of a condition, a warranty and an innominate term, summarising the facts and evaluating the decision reached in the case. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.e-lawresources.co.uk/Conditions.-warranties-and-innominate-terms.php">www.e-lawresources.co.uk/Conditions.-warranties-and-innominate-terms.php</a>  <a href="http://www.which.co.uk/consumer-rights//warranties">www.which.co.uk/consumer-rights//warranties</a>  <a href="http://www.youtube.com/watch?v=_dMIJSySAVo">www.youtube.com/watch?v=_dMIJSySAVo</a></p>
3.2.4 Control of exemption clauses  <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC5</b>	Common law – rules of incorporation; the <i>contra proferentem</i> rule  Statutory  Unfair Contract Terms Act 1977 (business to business contracts only) – s1(3)	<p>This topic explores exemption clauses in a contract and the ways they are controlled. Learners should understand common law controls through the laws of incorporation and the contra proferentem rule. For business to business contracts there are statutory controls in Unfair Contract Terms Act 1977, with a particular focus on s1(3), s2, s3 and s11. For trader and consumer contracts these are found in the Consumer Rights Act 2015, with a particular focus on s2, s31, s57, s61, s62, s65 and s68.</p> <p><b>Teaching activities:</b> introduce the importance and use of exemption clauses, using easy practical examples. Learners make a chart of the common law controls with a summary definition and examples for each type. In pairs or small groups, learners work on explanations and examples for each statutory control and bring these together into a class mind map on UCTA 1977 and CRA 2015. Use scenarios to embed understanding as to the different categories of exemption clauses and the control mechanisms. Quick quiz – give a section number or name of a</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>definition; s2 negligence</p> <p>liability; s3 liability arising in contract; s11 reasonableness test</p> <p>Consumer Rights Act 2015 (trader and consumer contracts s61) – s2 definition; s31 exclusion of liability goods contracts; s57 exclusion of liability service contracts; s62 requirement for contract terms to be fair; s65 negligence liability; s68 requirement for transparency</p>	<p>control, first hand up gives a definition and then identifies another learner to give an example who asks another learner to give another section number or control and so on.</p> <p><b>Extension activity:</b> in pairs or small groups, learners make a presentation on the impact of a particular control to feed into a class revision mind map on this topic.</p> <p><b>Independent research:</b> set learners an essay on exemption clauses using a scaffold showing the allocation of marks for each assessment objective. (I)</p> <p><b>Useful websites:</b></p> <p><a href="http://www.legislation.gov.uk/ukpga/1977/50">www.legislation.gov.uk/ukpga/1977/50</a></p> <p><a href="http://www.inbrief.co.uk/contract-law/what-are-exemption-clauses/">www.inbrief.co.uk/contract-law/what-are-exemption-clauses/</a></p> <p><a href="http://www.lawble.co.uk/exclusion-clause-in-contract-law/">www.lawble.co.uk/exclusion-clause-in-contract-law/</a></p> <p><a href="http://www.e-lawresources.co.uk/Unfair-terms---regulation-by-common-law.php">www.e-lawresources.co.uk/Unfair-terms---regulation-by-common-law.php</a></p> <p><a href="http://www.youtube.com/watch?v=j6jJtfZwEt4">www.youtube.com/watch?v=j6jJtfZwEt4</a></p>
<h3>3.3 Discharge of a contract</h3>		
<p>3.3.1 Performance</p> <p><b>KC1</b> <b>KC3</b> <b>KC5</b></p>	<p>The entire or strict performance rule</p> <p>Exceptions to the entire or strict performance rule – substantial performance; voluntary acceptance of partial performance; divisible contracts; prevention of performance; tender</p>	<p>This topic explores performance of a contract, beginning with the entire or strict performance rule. Learners should understand this rule and the exceptions to it in:</p> <ul style="list-style-type: none"> <li>• substantial performance</li> <li>• voluntary acceptance of partial performance</li> <li>• divisible contracts</li> <li>• prevention of performance</li> <li>• tender of performance</li> <li>• time of performance</li> <li>• vicarious performance.</li> </ul> <p><b>Teaching activities:</b> introduce the basic rule relating to performance and then the exceptions to that rule. Learners make a mind map of all the different categories with definitions and examples for each. Matching activity – categories of exceptions with definitions. Use scenarios to embed understanding.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	of performance; time of performance; vicarious performance	<p><b>Extension activity:</b> in pairs, learners write a scenario question which covers more than one type of exception to the entire performance rule.</p> <p><b>Independent research:</b> research task to explore the extent to which the law on performance is necessary to provide fairness between contracting parties. (I)</p> <p><b>Useful websites:</b>  <a href="https://hallelis.co.uk/performance-of-contracts/">https://hallelis.co.uk/performance-of-contracts/</a>  <a href="http://www.e-lawresources.co.uk/Discharge-through-performance.php">www.e-lawresources.co.uk/Discharge-through-performance.php</a></p>
3.3.2 Breach KC1 KC3 KC5	Actual breach and anticipatory breach	<p>This topic focuses on what happens when one party to a contract is in breach. Learners should understand the two kinds of breach – actual and anticipatory.</p> <p><b>Teaching activities:</b> introduce the basic principles on breach and ask learners to make a chart for the two kinds of breach, including the sub types of actual breach, with the key elements and case examples so as to understand the differences between them. Make use of cases found in the media to illustrate the different types of breach and use scenarios to embed understanding. As a class, create a flow chart to show how the process works, who has to prove breach and what happens as a consequence.</p> <p><b>Extension activity:</b> in pairs, learners prepare a short presentation on an aspect of breach to build into a class revision aid.</p> <p><b>Independent research:</b> set written work to evaluate why the law on breach is needed and the extent to which the law is effective. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.e-lawresources.co.uk/Discharge-by-breach.php">www.e-lawresources.co.uk/Discharge-by-breach.php</a>  <a href="http://www.inbrief.co.uk/contract-law/breach-of-contract/">www.inbrief.co.uk/contract-law/breach-of-contract/</a>  <a href="http://www.lawble.co.uk/breach-of-contract/">www.lawble.co.uk/breach-of-contract/</a></p>
3.3.3 Frustration KC1 KC3 KC5	Types of frustrating event – impossibility of performance; supervening illegality; change of circumstance making performance pointless	<p>This topic explores the concept of frustration in contract law. Learners should understand the different kinds of frustrating events, the limitations on the doctrine of frustration and the effect of frustration at common law and under the Law Reform (Frustrated Contracts) Act 1943 with a particular focus on s1(2) and s1(3).</p> <p><b>Teaching activities:</b> introduce the events which can give rise to frustration:</p> <ul style="list-style-type: none"> <li>• impossibility of performance</li> <li>• supervening illegality</li> <li>• a change of circumstances which makes performance pointless.</li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>Limitations on the doctrine of frustration – contractual provision; inconvenience or additional expense; foreseen or reasonably foreseeable event; self-induced</p> <p>The effect of frustration at common law</p> <p>The effect of frustration under the Law Reform (Frustrated Contracts) Act 1943, s1(2) and s1(3)</p>	<p>These can be summarised by learners into a chart with key definitions and examples.</p> <p>The same can be completed for limitations on frustration:</p> <ul style="list-style-type: none"> <li>• contractual provision</li> <li>• inconvenience or additional expense</li> <li>• a foreseen or reasonably foreseeable event</li> <li>• self-induced frustration.</li> </ul> <p>Once the effect of frustration at common law and under statute has been explored all this can be combined into a revision mind map and scenarios used to clarify and embed understanding. Discussion on frustration using the article from The Guardian below.</p> <p><b>Extension activity:</b> each group member to write a scenario which other group members resolve and discuss.</p> <p><b>Independent research:</b> research task on cases dealing with different aspects of frustration which build into class case notes ready for revision. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.e-lawresources.co.uk/Frustrated-contracts.php">www.e-lawresources.co.uk/Frustrated-contracts.php</a></p> <p><a href="http://www.pinsentmasons.com/out-law/guides/english-contracts-frustration-coronavirus">www.pinsentmasons.com/out-law/guides/english-contracts-frustration-coronavirus</a></p> <p><a href="http://www.theguardian.com/money/2020/may/22/frustrated-contracts-law-holiday-refunds-coronavirus">www.theguardian.com/money/2020/may/22/frustrated-contracts-law-holiday-refunds-coronavirus</a></p> <p><a href="http://www.legislation.gov.uk/ukpga/Geo6/6-7/40/section/1">www.legislation.gov.uk/ukpga/Geo6/6-7/40/section/1</a></p>
<b>3.4 Remedies for breach of a contract</b>		
<p>3.4.1 Common Law</p> <p><b>KC2</b> <b>KC3</b> <b>KC5</b></p>	<p>Purpose and nature of damages</p> <p>The measure or calculation of damages – the categories of expectation loss, reliance loss, non-pecuniary loss</p> <p>Limitations on recovery – causation; remoteness; mitigation</p>	<p>This topic explores the common law remedies available when a contract fails. Learners should understand:</p> <ul style="list-style-type: none"> <li>• the nature and purpose of damages</li> <li>• how they are calculated or measured</li> <li>• the limitations on recovery due to causation, remoteness and mitigation. (learners should also understand the evaluative aspect of common law damages as a remedy).</li> </ul> <p><b>Teaching activities:</b> discussion on why common law damages are needed and what features make them a good remedy. After an introduction to the range of common law damages learners make a summary chart on damages incorporating key definitions and cases or examples. Use of case examples to embed and clarify understanding as well as to make a revision resource.</p> <p><b>Extension activity:</b> learners work in a group to create different scenarios in which there might be a breach of contract. Learners pass the scenario to another group who has to decide if a breach has taken place and how the remedy of common law damages is likely to be applied.</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	Evaluation of the use of the remedy of damages	<p><b>Independent research:</b> research task evaluating the use of damages as a common law remedy and the extent to which this is fair and effective. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.caserevision.co.uk/resources/contract_law?page=damages-in-contract-law">www.caserevision.co.uk/resources/contract_law?page=damages-in-contract-law</a></p> <p><a href="https://cielawtutor.com/law-of-contract/unit-4-remedies-for-breach/common-law-remedies/">https://cielawtutor.com/law-of-contract/unit-4-remedies-for-breach/common-law-remedies/</a></p> <p><a href="https://gibsons-law.com/2017/01/have-common-law-remedies-been-excluded/">https://gibsons-law.com/2017/01/have-common-law-remedies-been-excluded/</a></p> <p><a href="http://www.e-lawresources.co.uk/Contract-remedies.php">www.e-lawresources.co.uk/Contract-remedies.php</a></p>
3.4.2 Equitable <b>KC2</b> <b>KC3</b> <b>KC5</b>	Purpose of equitable remedies Nature of specific performance; specific restitution; rescission; injunction Limitations on their award in contract law Evaluation of the use of equitable remedies	<p>This topic explores the equitable remedies available when a contract fails. Learners should understand:</p> <ul style="list-style-type: none"> <li>• the purpose of equitable remedies</li> <li>• the nature of specific performance</li> <li>• specific restitution</li> <li>• rescission and injunctions (learners should then explore the limitation on the awarding of equitable remedies in contract).</li> </ul> <p><b>Teaching activities:</b> discussion on relevant material covered in earlier units, such as breach leading to a consideration of why equitable remedies might be used or preferred to damages. Provide a list of cases which deal with equitable remedies. Learners write a short summary of each.</p> <p><b>Extension activity:</b> in groups, learners create scenarios leading to each of the equitable remedies to share and discuss the extent to which the present rules are fair.</p> <p><b>Independent research:</b> make a revision mind map and research evaluative points that can be added in preparation for an essay question on this topic. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="https://lawexplores.com/equitable-remedies-of-injunctions-and-specific-performance/">https://lawexplores.com/equitable-remedies-of-injunctions-and-specific-performance/</a></p> <p><a href="https://cilexlawschool.ac.uk/wp-content/uploads/2018/10/HQ05-Equity-and-Trusts-Sample-2018.pdf">https://cilexlawschool.ac.uk/wp-content/uploads/2018/10/HQ05-Equity-and-Trusts-Sample-2018.pdf</a></p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b>		

## 4. Law of tort (A Level)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
<b>4.1 The tort of negligence</b>		
4.1.1 Nature of liability in negligence  <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Personal liability, vicarious liability (in outline only) and joint liability	<p>This topic introduces the tort of negligence. Learners should understand the nature of liability in negligence by exploring personal and joint liability alongside an outline exploration of vicarious liability.</p> <p><b>Teaching activities:</b> discussion to discover the meaning of a ‘tort’ and the reasons why the law is active in this area leading into why those with responsibilities should discharge them properly. Learners create definitions for each type of liability. Use simple scenarios to clarify basic principles and to identify types of liability. Discuss and explore the basic principles which apply to vicarious liability, including case examples. Learners make a chart to cover all types of liability with relevant cases.</p> <p><b>Extension activity:</b> in pairs, learners research and report on a news story that features negligence focusing on the type of liability.</p> <p><b>Independent research:</b> using the case of <i>Donoghue v Stevenson</i> (1932) learners write a short report on the key issues in the case and the factors which led the court to make their decision. (I)</p> <p><b>Useful websites:</b>  <a href="https://uk.practicallaw.thomsonreuters.com/0-107-6876?contextData=(sc.Default)&amp;transitionType=Default&amp;firstPage=true">https://uk.practicallaw.thomsonreuters.com/0-107-6876?contextData=(sc.Default)&amp;transitionType=Default&amp;firstPage=true</a>  <a href="https://lawyerinterrupted.co.uk/donoghue-v-stevenson-1932-ac-562/">https://lawyerinterrupted.co.uk/donoghue-v-stevenson-1932-ac-562/</a>  <a href="http://www.inbrief.co.uk/employers/employer-vicarious-liability/">www.inbrief.co.uk/employers/employer-vicarious-liability/</a>  <a href="http://www.youtube.com/watch?v=v0FQb6uX5r4">www.youtube.com/watch?v=v0FQb6uX5r4</a></p>
4.1.2 Duty of care  <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	The neighbour principle and the modern three-part test (Caparo test)  The importance of policy considerations	<p>This topic explores the first element in the tort of negligence – a duty of care. Learners should understand the neighbour principle and the modern three-part test as defined in <i>Caparo v Dickman</i> (1990) as well as exploring the importance of policy considerations in this part of the law.</p> <p><b>Teaching activities:</b> starting with <i>Donoghue v Stevenson</i> and running through to <i>Robinson v Chief Constable of West Yorkshire</i> (2018) learners create a timeline to show the evolution of the test for the duty of care using key cases with a summary of the facts and the test in each. Provide learners with a matching exercise of case name to test and key facts to clarify understanding. Use scenarios to discuss and embed tests and develop application skills. Learners make a revision mind map on this aspect of negligence.</p> <p><b>Extension activity:</b> learners write a scenario on duty of care and work in pairs to resolve the scenario at different dates to show how the test has changed.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<p><b>Independent research:</b> learners write an essay – ‘The development of the duty of care in negligence means the law in this area is effective.’ (I)</p> <p><b>Useful websites:</b>  <a href="http://www.e-lawresources.co.uk/Duty-of-care.php">www.e-lawresources.co.uk/Duty-of-care.php</a>  <a href="https://cilexlawschool.ac.uk/wp-content/uploads/2018/10/HQ13-Law-of-Tort-Sample-2018.pdf">https://cilexlawschool.ac.uk/wp-content/uploads/2018/10/HQ13-Law-of-Tort-Sample-2018.pdf</a>  <a href="http://www.supremecourt.uk/cases/uksc-2016-0082.html">www.supremecourt.uk/cases/uksc-2016-0082.html</a>  <a href="http://www.youtube.com/watch?v=EHln71f9al8">www.youtube.com/watch?v=EHln71f9al8</a></p>
<p>4.1.3 Breach of duty</p> <p><b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b></p>	<p>The standard of care and the objective test</p> <p>The standard of care and different classes of defendant – children, experts and professionals</p>	<p>This topic explores the second element in the tort of negligence – a breach of duty. Learners should understand the standard of care and the objective test alongside the way in which the standard operates in relation to children, experts and professionals.</p> <p><b>Teaching activities:</b> after an introduction looking at the objective test and how this has developed via cases, learners construct a chart with key definitions and case examples. Discuss how the law might apply to children, experts and professionals and see if this matches with decided cases – add these to the chart. Quick quiz – name of case, summary of facts, area of breach, point of law, importance of case. Use scenarios to discuss and embed understanding. Learners make a revision mind map on this aspect of negligence.</p> <p><b>Extension activity:</b> class debate – who is a reasonable man and what is a reasonable standard of care?</p> <p><b>Independent research:</b> learners find a media story which illustrates an aspect of breach, explain the case and evaluate the extent to which the decision is fair. (I)</p> <p><b>Useful websites:</b>  <a href="http://www.e-lawresources.co.uk/Breach-of-duty.php">www.e-lawresources.co.uk/Breach-of-duty.php</a>  <a href="https://levisolicitors.co.uk/news/professional-negligence-basics-breach-duty/">https://levisolicitors.co.uk/news/professional-negligence-basics-breach-duty/</a>  <a href="http://www.bitsoflaw.org/tort/negligence/study-note/degree/breach-of-duty-standard-reasonable-care">www.bitsoflaw.org/tort/negligence/study-note/degree/breach-of-duty-standard-reasonable-care</a></p>
<p>4.1.4 Causation and remoteness of damage</p> <p><b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b></p>	<p>Factual and legal causation, multiple causes and intervening acts</p> <p>The test for remoteness of damage</p>	<p>This topic focuses on the third element in the tort of negligence – causation and remoteness of damage. Learners should understand:</p> <ul style="list-style-type: none"> <li>• factual and legal causation</li> <li>• multiple causes</li> <li>• and intervening acts alongside an exploration of the test for remoteness of damage.</li> </ul> <p><b>Teaching activities:</b> introduce the basic tests on causation and remoteness of damage. Learners link these to the basic summaries on key cases such as <i>Hotson</i>, <i>McGhee</i>, <i>Wagon Mound</i>, <i>Re Polemis</i>, <i>Jobling</i> and <i>Fairchild</i>. Spot</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
KC5		<p>the case – give clues on an area of law, a key fact, date of case, point of law – this can be played by individuals or in teams. Use scenarios to discuss and embed understanding. Learners make a revision mind map on this aspect of negligence.</p> <p><b>Extension activity:</b> in pairs or groups, learners prepare a presentation on a different aspect of negligence to build into a class revision aid.</p> <p><b>Independent research:</b> learners create a revision mind map condensing all the aspects of negligence into one. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="https://cielawtutor.com/law-of-tort/unit-5-negligence-and-occupiers-liability/breach-of-duty/">https://cielawtutor.com/law-of-tort/unit-5-negligence-and-occupiers-liability/breach-of-duty/</a>  <a href="http://www.lawteacher.net/modules/tort-law/causation-and-remoteness/causation/">www.lawteacher.net/modules/tort-law/causation-and-remoteness/causation/</a>  <a href="http://www.e-lawresources.co.uk/Remoteness-of-damage.php">www.e-lawresources.co.uk/Remoteness-of-damage.php</a>  <a href="http://www.e-lawresources.co.uk/Causation.php">www.e-lawresources.co.uk/Causation.php</a>  <a href="http://www.youtube.com/watch?v=TLJhRrPZY54">www.youtube.com/watch?v=TLJhRrPZY54</a></p>
<p>4.1.5 Novel duty situations</p> <p>KC1 KC2 KC3 KC4 KC5</p>	<p>Pure economic loss and liability for negligent misstatement</p> <p>Liability for nervous shock; restrictions on the scope of the duty and policy considerations; possible reforms</p>	<p>This topic explores two novel duty situations in the tort of negligence. Learners should first understand pure economic loss and negligent misstatement before going on to explore liability for nervous shock. In relation to the latter duty situation there should be a particular focus on restrictions on the extent of a duty, policy considerations and possible reforms to the law of nervous shock.</p> <p><b>Teaching activities:</b> using the facts and decision in <i>Hedley Byrne v Heller</i> (1963) introduce the specific area of negligent misstatement. Develop a chart with the key elements and leading cases as illustrations of different aspects of the topic. Learners make a revision mind map on this duty situation. Introduce the basic principles relating to nervous shock. Learners make a chart with case examples to illustrate the different aspects. As a class, make a time line on secondary victims to show how the law has developed and add evaluative comments to explain why the changes happened. Turn this information into a revision mind map on nervous shock. Use scenarios to discuss, clarify and embed understanding.</p> <p><b>Extension activity:</b> learners write a scenario question on each negligent misstatement and nervous shock to share and discuss with a partner.</p> <p><b>Independent research:</b> learners explore potential reforms in nervous shock and write a report evaluating the effectiveness of the current law and the extent to which it is fair. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.southbanklegal.com/negligent-misstatement/">www.southbanklegal.com/negligent-misstatement/</a>  <a href="https://cielawtutor.com/law-of-tort/unit-5-negligence-and-occupiers-liability/duty-of-care-negligent-misstatement/">https://cielawtutor.com/law-of-tort/unit-5-negligence-and-occupiers-liability/duty-of-care-negligent-misstatement/</a>  <a href="http://www.inbrief.co.uk/personal-injury/negligence-and-nervous-shock/">www.inbrief.co.uk/personal-injury/negligence-and-nervous-shock/</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
		<a href="http://www.lawgazette.co.uk/news/nervous-shock-four-recent-cases-which-have-grappled-with-the-concept-of-nervous-shock-caused-to-a-relative-when-a-family-member-is-terminally-ill-due-to-medical-negligence-/19729.article">www.lawgazette.co.uk/news/nervous-shock-four-recent-cases-which-have-grappled-with-the-concept-of-nervous-shock-caused-to-a-relative-when-a-family-member-is-terminally-ill-due-to-medical-negligence-/19729.article</a>
<b>4.2 Torts affecting land</b>		
4.2.1 Occupiers' liability  <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Lawful visitors and the Occupiers' Liability Act 1957 – special duty owed to children; persons carrying out a trade or calling; liability for torts of independent contractors; exclusion of liability and defences  Unlawful visitors and the Occupiers' Liability Act 1984 – scope of the duty, exclusion of liability and defences	This topic explores the area of Occupiers' Liability. Learners should understand the situation relating to lawful visitors under the Occupiers' Liability Act 1957, as well as exploring the special duty owed to children, persons carrying out a trade or calling and liability for torts of independent contractors as well as when liability can be excluded and relevant defences. Also to explore is the law relating to unlawful visitors under the Occupiers' Liability Act 1984 through the scope of the duty, when liability can be excluded and the availability of any relevant defences.  <b>Teaching activities:</b> introduce the principles behind making occupiers liable in tort and then assist learners to summarise the key provisions of OLA 1957, paying particular attention to section numbers and subsections with case examples into a chart. Use scenarios to discuss, clarify and embed understanding. Class discussion as to problems with 1957 Act and why this led to 1984 Act. Learners make a chart of the key provisions alongside accurate citation and relevant case examples. Merge both charts into a revision mind map. Use scenarios to discuss, clarify and embed understanding. Quiz bingo – in teams question and answer based on section numbers, cases and/or definitions. Use media reports to highlight areas of both Acts and to embed how the law is applied.  <b>Extension activity:</b> in pairs, learners summarise a key section of the 1957 or 1984 Act and present this to the rest of the group to build a class revision aid.  <b>Independent research:</b> set learners an evaluative writing task on the shortcomings of the 1957 Act. 'To what extent have the changes made in the 1984 Act made the law in this area effective?' (I)  <b>Useful websites:</b> <a href="http://www.legislation.gov.uk/ukpga/Eliz2/5-6/31/contents">www.legislation.gov.uk/ukpga/Eliz2/5-6/31/contents</a> <a href="http://www.legislation.gov.uk/ukpga/1984/3/contents">www.legislation.gov.uk/ukpga/1984/3/contents</a> <a href="http://www.e-lawresources.co.uk/Occupiers-liability.php">www.e-lawresources.co.uk/Occupiers-liability.php</a> <a href="http://www.inbrief.co.uk/land-law/occupiers-liability/">www.inbrief.co.uk/land-law/occupiers-liability/</a>
4.2.2 Private nuisance	Nature of liability; parties to the case  Meaning of unreasonable interference and	This section focuses on another tort involving land, private nuisance. Learners will gain an understanding of the nature of liability and who can be a party in a case as well as the meaning of unreasonable interference and the factors considered by the courts such as locality, duration, sensitivity and malice before exploring the defences of prescription and statutory authority.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>factors considered by the courts such as locality, duration, sensitivity and malice</p> <p>Defences – prescription; statutory authority</p>	<p><b>Teaching activities:</b> introductory discussion as to what might constitute a nuisance in law. Introduce information on basic definitions and the categories of nuisance. Learners make a flow chart to summarise the steps in an action for private nuisance. Class exploration of <i>Hunter v. London Dockland Organisation</i> (1997) to clarify issues. Use key cases to develop a timeline of the development of the law and a pie chart to show factors which make up liability. Use scenarios to clarify and embed understanding.</p> <p><b>Extension activity:</b> in pairs, learners create scenarios to resolve and discuss as a class.</p> <p><b>Independent research:</b> learners make a revision mind map on this topic and add in any relevant examples found in media reports. (I)</p> <p><b>Useful websites:</b></p> <p><a href="http://www.inbrief.co.uk/land-law/private-nuisance/">www.inbrief.co.uk/land-law/private-nuisance/</a>  <a href="https://wqlaw.co.uk/the-law-of-private-nuisance/">https://wqlaw.co.uk/the-law-of-private-nuisance/</a>  <a href="http://www.e-lawresources.co.uk/Nuisance.php">www.e-lawresources.co.uk/Nuisance.php</a>  <a href="https://publications.parliament.uk/pa/ld199697/ldjudgmt/jd970424/hunter01.htm">https://publications.parliament.uk/pa/ld199697/ldjudgmt/jd970424/hunter01.htm</a></p>
<p>4.2.3 <i>Rylands v Fletcher</i></p> <p><b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b></p>	<p>Nature of strict liability; relationship between <i>Rylands</i> and other torts relating to land</p> <p>Definition and conditions of liability</p>	<p>This topic explores another tort involving land, which is derived from the case of <i>Rylands v Fletcher</i> (1868). Learners should understand:</p> <ul style="list-style-type: none"> <li>• the nature of strict liability created by this tort</li> <li>• its relationship with other torts relating to land</li> <li>• how the tort is defined and the conditions of liability.</li> </ul> <p><b>Teaching activities:</b> after an introduction to the relevant basic principles, learners research and summarise the key aspects of the case of <i>Rylands v Fletcher</i> case and make a time line to show how the law has developed. Discussion based around the modern law using the case of <i>Transco v. Stockport MBC</i> (2003). Use scenarios to clarify and embed understanding to lead to creation of a mind map on this topic.</p> <p><b>Extension activity:</b> learners prepare a presentation on this tort and explore alternative ways of creating liability.</p> <p><b>Independent research:</b> set an evaluative writing task to explore whether the law in <i>Rylands v Fletcher</i> is fair and the extent to which alternative solutions are more effective. (I)</p> <p><b>Useful websites:</b></p> <p><a href="https://lawyerinterrupted.co.uk/rylands-v-fletcher-1868-1r-3-hl-330/">https://lawyerinterrupted.co.uk/rylands-v-fletcher-1868-1r-3-hl-330/</a>  <a href="http://www.e-lawresources.co.uk/Rylands-v-Fletcher.php">www.e-lawresources.co.uk/Rylands-v-Fletcher.php</a>  <a href="https://publications.parliament.uk/pa/ld200203/ldjudgmt/jd031119/trans-1.htm">https://publications.parliament.uk/pa/ld200203/ldjudgmt/jd031119/trans-1.htm</a>  <a href="http://www.youtube.com/watch?v=A0ChLlaiSIs">www.youtube.com/watch?v=A0ChLlaiSIs</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
4.2.4 Trespass to land <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Nature of trespass – unlawful entry; intentional and direct interference; continuing trespass	<p>This topic explores another tort involving land, trespass to land. Learners should understand the nature of this tort by exploring the key elements of unlawful entry, plus intentional and direct interference as well as what is meant by a continuing trespass.</p> <p><b>Teaching activities:</b> introduce the historical context of the law and what constitutes trespass to land. Learners make a chart based on key cases to illustrate classes of claimants and defendants. Advise a client – make a liability tick list to show the steps a lawyer would take when constructing liability. Use scenarios and decided cases to see how the law works in practice and to embed understanding.</p> <p><b>Extension activity:</b> learners write a scenario with a partner covering different aspects of trespass to land for sharing and discussion.</p> <p><b>Independent research:</b> learners find a media case report on trespass to land and summarise the key facts, the legal issue and the decision, as well as evaluating the fairness of the decision. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.inbrief.co.uk/land-law/trespass/">www.inbrief.co.uk/land-law/trespass/</a>  <a href="https://commonslibrary.parliament.uk/research-briefings/sn05116/">https://commonslibrary.parliament.uk/research-briefings/sn05116/</a>  <a href="https://cielawtutor.com/law-of-tort/unit-7-trespass/trespass-to-land/">https://cielawtutor.com/law-of-tort/unit-7-trespass/trespass-to-land/</a></p>
<b>4.3 Torts affecting the person</b>		
4.3.1 Assault <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Definition and elements required to establish liability, actionable per se  Actions which may amount to assault; words and silence	<p>This topic focuses on the first of the torts affecting the person, assault. Learners should understand the nature of this tort by establishing a definition and the elements required to create liability, as well as exploring what is meant by the term ‘actionable per se’ before establishing what actions can amount to an assault and the particular rules which apply to words and silence.</p> <p><b>Teaching activities:</b> introduction to consider the need for a tort of assault and then how it is defined. Learners make a chart of the key elements which establish an assault and include case examples. Use media reports of cases to practise how the law would be applied in a real life situation. Provide learners with scenarios to discuss and embed understanding.</p> <p><b>Extension activity:</b> learners prepare a short presentation on an aspect of assault (this will be added to in relation to the other torts affecting the person to build into a class revision aid covering all three torts).</p> <p><b>Independent research:</b> set an evaluative writing task to consider the extent to which assault provides fairness for claimants and defendants. <b>(I)</b></p> <p><b>Useful websites:</b> <a href="http://www.e-lawresources.co.uk/Assault.php">www.e-lawresources.co.uk/Assault.php</a></p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
4.3.2 Battery <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Definition and elements required to establish liability, actionable per se  Meaning of force and relevance of hostility  Defences of consent, self-defence and necessity	<p>This topic focuses on the second of the torts affecting the person, battery. Learners should understand the nature of this tort by establishing a definition and the elements required to create liability, as well as exploring what is meant by the term 'actionable per se', the meaning of force and the relevance of hostility. Learners should also explore the defences of consent, self-defence and necessity.</p> <p><b>Teaching activities:</b> introduction to consider the need for a tort of battery, how it is defined and the ways in which it differs from assault. Learners make a chart of the key elements which establish a battery and include case examples. Create a flow chart of what has to be proved to create liability, including that the tort is actionable per se and expanding on the issues relating to force and hostility. Provide learners with scenarios to discuss and embed understanding. Class discussion on the fairness of the law and leading into information on defences.</p> <p><b>Extension activity:</b> learners prepare a short presentation on an aspect of battery (this will be added to in relation to the other torts affecting the person to build into a class revision aid covering all three torts).</p> <p><b>Independent research:</b> learners write an evaluative report to consider the extent to which the tort of battery and its defences makes it fair and effective. <b>(I)</b></p> <p><b>Useful websites:</b> <a href="http://www.e-lawresources.co.uk/Battery.php">www.e-lawresources.co.uk/Battery.php</a></p>
4.3.3 False imprisonment <b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b> <b>KC5</b>	Definition and elements required to establish liability  Requirements of total restraint and knowledge of restraint; lawful restraint	<p>This topic explores the third of the torts affecting the person, false imprisonment. Learners should understand how the tort is defined and the elements required to establish liability, as well as the requirement of total restraint and knowledge of restraint alongside what is meant by lawful restraint.</p> <p><b>Teaching activities:</b> introduce the reasons for having a tort of false imprisonment, how and when it is used, and consider particular issues related to consent. Learners make a chart of the key elements needed to establish false imprisonment and include case examples. Provide learners with scenarios to discuss and embed understanding.</p> <p><b>Extension activity:</b> learners write a summary on a media report of a case where false imprisonment was involved to present to the group which can now be merged with material in relation to the other torts affecting the person to build into a class revision aid covering all three torts.</p> <p><b>Independent research:</b> learners write an evaluative report to consider the extent to which the tort of false imprisonment is necessary and effective. <b>(I)</b></p> <p><b>Useful websites:</b>  <a href="http://www.donoghue-solicitors.co.uk/actions-against-the-police/false-imprisonment/">www.donoghue-solicitors.co.uk/actions-against-the-police/false-imprisonment/</a>  <a href="http://www.lawgazette.co.uk/law-reports/false-imprisonment/5042124.article">www.lawgazette.co.uk/law-reports/false-imprisonment/5042124.article</a>  <a href="http://www.standard.co.uk/news/uk/manchester-students-false-imprisonment-claims-a4557336.html">www.standard.co.uk/news/uk/manchester-students-false-imprisonment-claims-a4557336.html</a></p>
<b>4.4 General defences and remedies</b>		



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
4.4.1 Defences <b>KC2</b> <b>KC3</b> <b>KC5</b>	<p><i>Volenti non fit injuria</i> – meaning of consent and importance of knowledge and understanding; application in cases of employment, medical treatment and sport</p> <p>Contributory negligence – nature of a partial defence, apportionment of blame and reduction of damages</p> <p>Inevitable accident, Act of God, Statutory authority, illegality and necessity</p>	<p>This topic explores a range of defences available in the law of tort. Learners should understand <i>volenti non fit injuria</i> (also known as consent) by exploring the meaning of consent and how important knowledge and understanding are in its use as well as its application in cases involving employment, medical treatment and sport. Learners should understand contributory negligence, which is a partial defence, by exploring what this concept means and looking at the issues of apportioning blame and the reduction of damages that can be a consequence. Lastly, learners should understand the way the defences of inevitable accident, Act of God, statutory authority, illegality and necessity apply in tort.</p> <p><b>Teaching activities:</b> introduce defences by linking back to how they were used in criminal law and in contract as a lead into their role in tort, their application and the principles which lie behind them. After this learners can construct a chart which gives key definitions, case examples and links to the torts to which these defences most usually apply. Provide learners with media reports and scenarios to embed understanding.</p> <p><b>Extension activity:</b> share out defences in pairs or small groups for learners to prepare and deliver a presentation which can be drawn together into a class revision aid.</p> <p><b>Independent research:</b> set an evaluative writing task on the role of defences in the law of tort and the extent to which they provide justice. (I)</p> <p><b>Useful websites:</b></p> <p><a href="http://www.e-lawresources.co.uk/Defences-in-tort-law.php">www.e-lawresources.co.uk/Defences-in-tort-law.php</a></p> <p><a href="http://www.sheilds.org/volenti-non-fit-injuria-valid-defence-workers-rights/">www.sheilds.org/volenti-non-fit-injuria-valid-defence-workers-rights/</a></p> <p><a href="http://www.e-lawresources.co.uk/Contributory-negligence.php">www.e-lawresources.co.uk/Contributory-negligence.php</a></p> <p><a href="http://www.legislation.gov.uk/ukpga/Geo6/8-9/28/contents">www.legislation.gov.uk/ukpga/Geo6/8-9/28/contents</a></p>
4.4.2 Remedies <b>KC2</b> <b>KC3</b> <b>KC5</b>	<p>Damages – purpose of damages in tort; calculation of damages; special and general damages; non-compensatory damages; damages for personal injuries, issues relating to future losses and death; policy issues and possible reforms</p>	<p>This topic explores remedies in tort. Learners should understand:</p> <ul style="list-style-type: none"> <li>• the common law remedy of damages by exploring the purpose of damages in tort</li> <li>• how damages are calculated</li> <li>• the areas of special and general damages</li> <li>• non-compensatory damages along with damages for personal injuries</li> <li>• issues relating to future losses and death</li> <li>• policy issues and possible reforms.</li> </ul> <p>Learners should also understand equitable remedies by exploring the use of:</p> <ul style="list-style-type: none"> <li>• mandatory, prohibitory and interlocutory injunctions</li> <li>• the use of damages in lieu of an injunction</li> <li>• and evaluation of the use of injunctions in the law of tort.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities and resources
	<p>Equitable remedies in tort; the use of injunctions; mandatory, prohibitory and interlocutory injunctions; damages in lieu of an injunction; evaluation of the use of the injunction in tort</p>	<p><b>Teaching activities:</b> reflect on the use of remedies in contract as a lead into the range of remedies in tort leading to a discussion of why remedies are needed and what factors are important in a good remedy. Learners make a mind map of both common law and equitable remedies with definitions, case examples and links to the areas of tort where each defence is used. Provide learners with media reports and scenarios to discuss and embed understanding. Matching activity – using a simple scenario based on a decided case learners to match the facts to the correct case, identify the remedy and explain why that was the best solution on the facts.</p> <p><b>Extension activity:</b> in pairs or small groups, learners write a scenario for a particular remedy to be resolved by other learners.</p> <p><b>Independent research:</b> learners find a media report on a case involving the granting of each of the different kinds of injunction and write an evaluative summary of each case and the extent to which the remedy was fair and effective. <b>(I)</b></p> <p><b>Useful websites:</b></p> <p><a href="http://www.bitsoflaw.org/tort/negligence/study-note/degree/remedies-damages-assessment-non-pecuniary-payment">www.bitsoflaw.org/tort/negligence/study-note/degree/remedies-damages-assessment-non-pecuniary-payment</a></p> <p><a href="http://www.bitsoflaw.org/tort/negligence/study-note/degree/remedies-injunctions">www.bitsoflaw.org/tort/negligence/study-note/degree/remedies-injunctions</a></p> <p><a href="http://www.taylorwessing.com/download/article-privacy-injunctions-and-english-courts.html">www.taylorwessing.com/download/article-privacy-injunctions-and-english-courts.html</a></p> <p><a href="http://www.shoosmiths.co.uk/insights/articles/use-of-injunction-in-modern-trespass-cases-14251">www.shoosmiths.co.uk/insights/articles/use-of-injunction-in-modern-trespass-cases-14251</a></p> <p><a href="http://www.inbrief.co.uk/civil-court/mandatory-and-prohibitory-injunctions/">www.inbrief.co.uk/civil-court/mandatory-and-prohibitory-injunctions/</a></p> <p><a href="http://www.youtube.com/watch?v=JJ0C8HOsYKw">www.youtube.com/watch?v=JJ0C8HOsYKw</a></p>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b></p>		

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