

# The Quality of Education: Law - Purpose and Provision

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**St Christopher's:**  
A Church of England Academy

That person is like a tree planted by streams of water,  
which yields its fruit in season  
and whose leaf does not wither-  
whatever they do prospers.

Psalm 1:3

# The Purpose of Study

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The A-level law course is designed to give students an understanding of the role of Law in today's society and to raise their awareness of their rights and responsibilities in our judicial system and in wider society. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. These skills will help prepare our students for higher education and employment as they are highly sought after. The course is designed to be really enjoyable for students with interesting and up to date cases, engaging topics across three broad areas of law (criminal, tort and contract) and relevant, linking to stories in the news.

The course will help students to:

- Develop competence in using legal skills through substantive law
- Demonstrate their ability to analyse a scenario by identifying the key facts from which legal issues arise
- Analyse, when forming a legal argument, legislation by applying the rules and principles of statutory interpretation and analyse case law by applying the doctrine of precedent
- Analyse, apply and evaluate the legal rules and principles in areas of private and public substantive law
- Construct clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology
- Construct a persuasive argument including instances where there are no clear legal precedents or there are conflicting precedents to solve a problem
- Analyse and critically evaluate legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints

## The A-level law course focuses on:

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### The Nature of Law and the English Legal System

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Understanding the distinction between legal rules and behaviour norms and criminal and civil law. Knowing the role law plays in society, the meaning and importance of fault in civil and criminal law. The distinction between law and morality and the diversity of moral views in a pluralist society. The relationship between law and morality and its importance and how the law can be used to impose moral values. The meaning of justice and the various theories of justice put forward by legal philosophers, the extent to which the law and legal system achieves justice. An understanding of the constitutional doctrine of the rule of law and its application to law making, the legal system and substantive law.

**Parliamentary law making;** Green and White Papers, the formal legislative process, influences on Parliament, Parliamentary Supremacy and its limitations, the advantages and disadvantages of the influences on parliamentary law making.

**Delegated Legislation;** the types of delegated legislation, parliamentary and judicial controls on delegated legislation, the reasons for the use of delegated legislation and the advantages and disadvantages of delegated legislation.

**Statutory Interpretation;** the rules of statutory interpretation, intrinsic and external aids, the impact of the Human Rights Act and European Union law on statutory interpretation, the advantages and disadvantages of statutory interpretation.

**Judicial Precedent;** the doctrine of judicial precedent, the hierarchy of the courts including the Supreme Court, stare decisis, ratio decidendi, and obiter dicta, law reporting online and the reasons for it, the operation of judicial precedent: following, overruling and distinguishing, the advantages and disadvantages of the doctrine of judicial precedent.

**Law Reform;** the work of the Law Commission: reform, codification, consolidation and repeal. The advantages and disadvantages of reform through the Law Commission.

**The European Union;** the institutions of the European Union, the different sources of European Union law: treaties, regulations and directives, the impact of European Union law on the law of England and Wales.

**Civil Courts and Alternative Dispute Resolution;** a basic understanding of civil courts including the three track and appeal system. Other forms of dispute resolution – the tribunal structure and the role of tribunals. The roles of mediation and negotiation.

**Criminal Courts and Lay People;** understanding of the classification of offences and the appeal system, criminal courts sentencing powers. The role and powers of magistrates in criminal courts and the role of juries in criminal courts. The advantages and disadvantages of using juries in criminal courts.

**Legal Personnel and the Judiciary;** understanding of the different roles of barristers, solicitors and legal executives and their regulation. Types of judges and their roles in civil and criminal courts. The independence of the judiciary and the reasons for and advantages of judicial independence and the methods by which it is achieved.

**Access to justice and funding;** understanding of sources of legal advice and help. Private funding and public funding for criminal and civil trials.

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## Criminal Law

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Rules and principles concerning elements of criminal liability and liability for offences against the person, property and attempt.

**Theory in criminal law;** harm as a basis for criminalising conduct. Autonomy, fault and individual responsibility. Principles in formulating rules of criminal law such as fair labelling, correspondence, maximum certainty and no retrospective liability.

**Elements of liability;** actus reus, omissions and state of affairs, causation, consequences, mens rea, negligence, transferred malice, strict liability and contemporaneity.

**Fatal Offences Against the Person;** murder, voluntary manslaughter and involuntary manslaughter.

**Non-Fatal Offences;** assault, battery, assault occasioning actual bodily harm, grievous bodily harm and grievous bodily harm with intent.

Property and Preliminary Offences; theft, robbery and attempt.

**Defences;** insanity, automatism, intoxication, self-defence/prevention of a crime, duress of threats and duress of circumstance.

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## Tort

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**Rules of tort law;** liability and fault in actions for negligence, occupier's liability, nuisance and vicarious liability and associated defences and remedies.

**Theory of tort law;** understanding of public policy factors which govern the imposition of a duty of care in a claim for physical injury to people and damage to property, understanding of policy factors in economic loss and psychiatric injury, factors governing the objective standard of care in an action for negligence, understanding of the factors governing the granting of an injunction as a remedy and the way in which conflicting interests are balanced, understanding of the nature and purpose of vicarious liability.

**Liability in negligence for physical injury to people and damage to property;** duty of care, the neighbour principle, the three part Caparo test, breach of duty and the objective standard of care, damage factual and legal causation (remoteness of damage).

**Liability in negligence for economic loss and psychiatric injury;** economic loss caused by negligence acts and negligent misstatements, liability for psychiatric injury sustained by primary and secondary victims.

**Occupiers liability;** liability in respect of visitors (Occupiers' Liability Act 1957), liability in respect of trespassers (Occupiers' Liability Act 1984)

**Nuisance and the escape of dangerous things;** private nuisance, the rule in Rylands v Fletcher.

**Vicarious Liability;** nature and purpose of vicarious liability, testing of employment status and other areas of vicarious liability.

**Defences;** contributory negligence, consent (volenti non fit injuria), defences specific to private nuisance and the rule of Rylands v Fletcher.

**Remedies;** understanding of compensatory damages for physical injury to people, damage to property and economic loss; understanding of the principle of mitigation of loss, injunctions.

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## Contract Law

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**The rules of contract law;** rules concerning formation, terms, vitiating factors, discharge of contract and associated remedies.

**Theory of contract law;** freedom of contract balanced with the need to protect the consumer, the distinction between offers in unilateral contracts and invitation to treat, outline of acceptance including the rationale for the postal rule and its evolution for electronic communications. Rationale for consideration and of the relationship between consideration and privity and between consideration and economic duress. Nature and effectiveness of exemption clauses, nature and effectiveness of remedies including specific consumer remedies.

**Essential requirements of contract;** offer and acceptance, consideration and privity, intention to create legal relations.

**Contract Terms – General;** express and implied term. Conditions, warranties and innominate terms.

**Contract Terms – Specific;** Consumer Rights Act s9-11, s20, s23, s24, s49, s52, s55, s56.

**Contract Terms – Exclusion Clauses;** the nature of exclusion clauses and limitation clauses. Common law control of exclusion clauses, incorporation. Statutory control of exclusion clauses Unfair Contract Terms Act 1977 and Consumer Rights Act 2015

**Vitiating Factors;** misrepresentation (nature, types and remedies), Economic Duress (definition and remedies).

**Discharge of contract;** performance, breach (actual and anticipatory breach), frustration.

**Remedies;** compensatory damages (recoverable loss, causation, remoteness and mitigation), equitable remedies of specific performance and rescission, termination of contract for breach.

# Complementing the School Purpose

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## Foundation Scripture

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But whose delight is the law of the Lord,  
and who meditates on this law day and night.

The Law department seeks to help students understand law and the legal system are flawed as they reflect humans search for truth and justice, virtues which can only truly be found in God. Every student which joins the department is given help and support so that they may achieve all they are capable of and use all their God-given gifts. The department is alive to the fact that not every student will excel in the subject but all will be given the opportunity and the encouragement to achieve their very best.

## Key Themes

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- Knowing what it is to be fully alive
- Learning to live together
- Securing wisdom and understanding

The Law curriculum teaches students their roles and responsibilities as active members of society, we help them to understand the norms, rules and law which they must abide by to live a safe and fulfilled life. In law we discuss extensively the harm principle and what it means to have personal freedom but also how to live together, respecting and tolerating others, respecting their personhood and property and ensuring that debate and discussion can occur without intolerance. We allow students to develop a strong sense of self-worth and the confidence to challenge legal issues and the operation of our judicial system. Our classrooms are an environment where students feel they can question and explore issues without the criticism of others. Students are encouraged to critically reflect on the experiences that different groups may have in the justice system, whether that is systemic and institutionalised racism or barriers to entry for legal professions such as the Law Society and the Bar. We carry out analysis of whether the law should play a role in enforcing moral rules and how problematic it can be if the law is seen to be treating like situations in ways which are not alike. The study of sentencing in crime, damages in tort and remedies in contract law all show how the legal system tries to balance conflicting viewpoints and help people to live together after arbitrating a dispute. Law is a challenging and demanding A-level and in the substantive law there is a lot of new and technical information which students must learn in the jurisprudence element of the course we hope students develop wisdom as they wrestle with difficult ideas such as what is justice? What is the role of the law? Is a law goes against divine law should it be followed?

## Christian Virtues

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Christian virtues are explored throughout the curriculum. Justice is the most obvious virtue the subject makes reference to. The theme of justice runs throughout the whole specification including trial by jury, the use of lay magistrates, access to funding and other non-substantive topics. The law on fatal and non-fatal offences especially, is analysed by discussing the inequity between offences and sentences and the injustice created by mandatory life sentences. The law on defences gives the students the opportunity to discuss the relationship between law and justice and the balancing conflicts of interests between victims and defendants and how as a fair and just society we must be prepared to love and forgive those who appear to do wrong. Human rights law also allows the student to recognise the law and their own responsibility to create a society where justice for all is paramount, including the rights of childhood offenders to rehabilitation and those in society whose moral views are different to main stream views also when religious practice needs protecting for example wearing religious symbols or articles of clothing. Discussing theories of justice such as Utilitarianism and Distributive justice develops a sense of fairness in the students which they can promote in their everyday lives. Other virtues such as forgiveness are explored when studying the aims of sentencing such as restorative justice and rehabilitation, giving the students a wider and deeper understanding of how forgiveness benefits not only the person to be forgiven but the forgiver. Restorative justice case studies show how no matter how desperate a situation is if a person is given hope they can overcome obstacles. In the future this will help students in difficult times they may face as adults. In Law patience is found in the hierarchy of the courts and the role of appeals, where justice if not achieved in a first trial maybe corrected through judicial appeals and the Criminal Cases Review Commission.

## Curriculum Aims

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### Provide opportunities for all students to learn and achieve

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Every lesson begins with a quick quiz case test which recaps students learning and helps them to recall the many essential statutes, cases and principles which must be learnt and references for a top grade. All students participate in this activity and sharing their answers, their achievements are celebrated by giving out stickers for those who achieve well and the repetition over days and weeks help students to recall. Students are always asked to participate in helping to decode scenarios and apply their legal understanding to new situations. They are given workbooks which they can fill in and add to in lessons and this will ensure they always have the notes necessary to learn from in their own time. ALPs are used as a guide to students' achievement but as A-level law is a new subject and one that students very often really excel at having never studied it before the department is keen to ensure students have more personalised goals and high expectations of what they can achieve.

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## Promote the moral, cultural, mental and physical development of all students

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The curriculum asks difficult and important questions which challenge students and question their understanding of issues such as euthanasia, abortion, whether consenting behaviour between adults should be criminalised, whether a law is a law because it is made by the correct procedure or whether it requires a deeper moral element. Mental health is discussed through the topics of diminished responsibility and the insanity defence and how those with mental health issues are treated by the legal systems.

## Prepare students for the opportunities and responsibilities of adult life

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Students are aware of the chance they may have to play an active role in the judicial system through the use of jury trials and come to an understanding of what that responsibility would be like. Legal issues by their very nature involve differing viewpoints and adversarial approaches but students are taught to be respectful and tolerant in their dealings with others and in mock trials for example follow the procedures of a courtroom. Many of the students who study law continue to pursue it at undergraduate level and are supported by the department to take up this challenging and rewarding career.

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# Complementing the School Provision

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## 1. Challenge

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Students begin every Law lesson with a challenge through a 10 mark quick quiz to help test their recollection of the important factual knowledge (case names/statutes/keyterms) they need to know for their exams. The subject is new to all students and presents an immediate challenge, however this is navigated by the fact the Department focuses on Law-making and the Legal System in the first term of the first year. This helps to introduce students to the foundational principles of how laws are made and implemented and who is involved in the legal system before they move onto the even more challenging substantive law topics and applying their knowledge to lengthy scenario questions.

## 2. Explanation

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The Department is confident in their knowledge and ability to provide thorough explanations of the topics in the course, staff keep updated through the use of the Law Review magazine which has a section dedicated to new cases which can link to the specification. Staff and students also regularly discuss cases which are in the news and staff explain and make links as to how these cases fit and can be used in student responses. Students are provided with workbooks for each topic which include all the important information they need to learn but staff complement this by working through them with students and explaining and illustrating concepts and checking student understanding.

## 3. Modelling

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Modelling is used regularly to help prepare students for the application to scenarios skills which must be highly developed and follow a very clear, structured and methodical approach in order to achieve the highest mark band. Students are regularly asked to plan scenario questions and then staff will work with the whole class to write up a strong answer together, addressing common pitfalls and modelling the language and approach students should take. Staff use resources provided by AQA to show other student responses to exam questions, our students are asked to analyse these and pick out the strengths and weaknesses before then examining the commentary provided by the exam board. We have also recalled papers from our own students who have done particularly well, anonymised these and provided them to students for reference and the department regularly used the mark schemes and examiner's reports to show students exactly what they need to do to achieve well. In lesson staff will use the language of the law, case names and statutory phrases regularly.

## 4. Practice

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As explained above exam scenario questions are used at the end of every new topic to check students' knowledge and understanding and help to illustrate what they are required to do in the exam. Students complete low stakes practice through planning questions with their peers and the teacher and checking their answers against the mark scheme in lesson. Additionally they complete exam style questions in timed conditions for milestone assessments and also for homework. Students practice their knowledge of key terms, statutes and cases every lesson through quick quizzes at the start of every lesson.

## 5. Feedback

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Students are given immediate feedback to their case knowledge in the opening case test of every lesson. For longer written pieces of work they receive personalised written feedback in the form of "What Went Well" and "Even Better If". When returning assignments the teacher will also verbally address common mistakes and ways to address these as well as elements completed particularly well. After more demanding milestone assessments and PPEs students will be given detailed feedback sheets which include mark schemes and examiners commentary which the teacher then talks through with students so they can ask questions and check their understanding and what they can do to improve.

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## 6. Questioning

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Every lesson begins with ten quick quiz questions asking students to recall key information from previous lessons and even the previous year's work. Questions are used to check students understanding of topics and in consolidation exercises, helping students to create helpful revision materials. Questions are at the heart of preparation for the A-level exams with regular practice of the different styles of questions students will face; multiple choice, 5 mark, 12 mark, 15 mark and extended 25 mark scenario questions.

In their first lesson of Year 12 all student receive a departmental handbook. This clearly lays out to students the content of the course; what they will learn and when. The department's high expectations regarding behaviour, homework and independent study are all written for them to refer to, including additional tasks and resources which will help them to achieve. Lessons are positive and fun, there is a friendly competitive atmosphere imbued by the lesson by lesson case tests and all students feel comfortable enough to contribute to feedback, discussions and by asking questions themselves.


To encourage students to think about the subject beyond the four walls of the classroom regular reference is made to legal issues in the news and students are directed to the Law Pages of the broadsheet newspapers as well as legal podcasts such as "Law in Action", "Criminal", "Lawyer2Lawyer", "Rights Up" and "Law Pod UK". Students have access to Law Review Magazine in S1 and on Synergy there is a "Resource Library" which includes past papers, exam advice and additional reading which can be accessed by all students on the course. Mock trials have been used to help students understand the workings of the legal system and the different roles involved in a trial. The Law Department has worked with the Politics Department to take groups of students to the Palace of Westminster and for guided tours around the UK Supreme Court. It is a subject of pride within the department that may student choose to apply to study Law at University. Staff assist with the writing of personal statements, help students to find suitable work experience and recommend additional reading and study tasks such as the Open Learn courses.


The Law Department does not have specific entry requirements we welcome all students who have achieve a place at the Sixth Form. As a new subject to almost all students the Law Department offers the opportunity for students to start afresh and commit themselves to a subject which they are often extremely motivated and enthused by. Although ALPs grades are taken into consideration the department does not limit what students can achieve and has often had some wonderful final results which go far beyond a student's predicated grade.

# Ad Gloriam Dei

## To the Glory of God



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