

Law Subject Overview

The Appleton School.

Review November 2023



Subject: Law

Curriculum Intent (Covering Year 12 to 13)

Vision.

As a subject we would like our sixth form students to immerse themselves in our Legal system and explore all branches of law and cases happening currently in the law courts. Outside of the class we hope to enrich students with extra-curricular opportunities including visits to the Royal Courts of Justice, the Old Bailey and talks with legal professionals. Moving them through this journey students will focus on the English legal system and areas of both private and public law within the law of England and Wales. Students will be required to show knowledge and understanding of the nature of law and the English legal system. This will provide them with the foundation for the study of both private and public law. The scheme of work will develop learners' understanding of legal method and reasoning through the study of statutory interpretation and judicial precedent. They will be introduced to the concept of legal liability through the study of criminal law and the law of tort. This will enable them to develop and apply the techniques of legal method and reasoning to analyse and offer answers to legal problems, based on legal rules and principles and develop the ability to construct and communicate legal arguments by reference to appropriate legal authorities. Students will develop their knowledge of law through advanced study of an additional legal subject – human rights law or the law of contract. They will develop their critical awareness of the law through the study of the nature of law.

In short we would like our students to develop into **Legal Eagles.**

The following qualities below are expected of legal professionals such as Barristers and Solicitors

E- Excellent interpersonal and social skills

A-Attention to detail with their work

G- Good Judgment

L-Love of learning and embracing of law in the news

E-Enthusiasm and commitment to work in and out of class

S- Skills in case researching and solving problems

How is the curriculum delivered?

The law curriculum is divided into themed modules of work which are generally completed within 6-8 weeks per module. The LEGAL EAGLES vision is incorporated into each themed topic through an incorporation of the following methods outlined below. The curriculum has been developed so that skills and knowledge are reinforced throughout the student's study of law across year 12 and 13.

E Excellent interpersonal and social skills	Students being active listeners of the teacher and peers during class discussions and taking an active interest in what others have to say on a topic. Students being encouraged to express themselves in a calm manner and be respectful of other peoples opinions. A culture of students being open to and asking for feedback from the class teacher and peers.

	<p>Students seeking out opportunities to develop social and interpersonal skills through law enrichment opportunities such as the Napley Legal Challenge and Question and Answer Session with female Judges at The Royal Courts of Justice.</p>
<p>A- Attention to detail with their work</p>	<p>Adopting a quality mind-set that is non-negotiable- They have to stay with an essay/mock exam submission until it is on or above target.</p> <p>Students use of essay plans for the criminal/tort law units that provide a structure for students to attain the detail needed for 20 marker questions. They have to fine tune their responses to exam scenarios ensuring they are concise and to the point.</p> <p>Promoting routine of a minute a mark so that students are spending an appropriate amount of time on an exam question.</p>
<p>G- Good Judgment</p>	<p>Students being aware of their own personal bias when reading cases in the news and recognising that their opinion isn't always the correct one.</p> <p>Students considering opposite points of view with cases. Good judgement is about making the best decision rather than ensuring your viewpoint wins out.</p> <p>Students accepting mistakes identified in their work and being able to take responsibility for mistakes and to take negative feedback when required.</p> <p>Students learning from experiences and banking what worked when completing an exam question and avoid repeating what didn't.</p>
<p>L Love of learning and embracing of</p>	<p>Planning of extracurricular opportunities for students outside of the classroom. Previous opportunities have included visits to seminars at the Old Bailey in London, a filmed question and answer session at The Royal Courts of Justice London and students participating in the Napley Legal Challenge.</p>

<p>law in the news</p>	<p>Sparking pupils intellectual curiosity through an Incorporation of overnight reading challenges on cases that have sparked media interest, getting students to read the article and feedback linking to the curriculum such as what would be the pre trial procedures for the defendant, what sentence do they think the judge could impose.</p> <p>The teacher contributing the design of a engaging curriculum such as facilitating mooting and enacting court cases assigning students legal roles such as defence/prosecution Barristers, Jury members and a Judge.</p>
<p>E - Enthusiasm and commitment to work in and out of class</p>	<p>Ensuring students are aware of their goals across year 12 and 13 with an action plan of how they will be accomplished and checkpoints for review of these.</p> <p>Providing students with an A3 ring binder that contains all resources for the A Level that is colour coded across each unit.</p> <p>Encourage students to work together and learn from each other, making them feel like a part of something bigger.</p> <p>Continual verbal and written feedback to be given to students to ensure students motivation stays high.</p> <p>Deriving motivation from role models during their course of study be it trips to meet with guest speakers and providing media clips to students in the lesson for example https://www.bbc.co.uk/bbcthree/article/51fe5032-193f-4553-9c97-879e02d2dbef</p>
<p>S- Skills in case researching</p>	<p>A weekly challenge of students researching a case in the news. Regularly reading case laws greatly enhances legal research skills.</p> <p>Teaching students to be effective readers and selective in what they read on case facts and judgements.</p>

and solving problems	Engraining an ethos in to pupils when addressing exam questions to remain objective with the story in the exam scenario, listing all the legal issues, identifying the defences and cases to support arguments and cast personal opinion aside.
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How is the curriculum assessed?

Assessments are completed ongoing after each individual topic is delivered, for example once the topic of theft is delivered, students will be given a case study scenario assessing students ability to conclude if a defendant is guilty of theft using their knowledge gained from the teaching through using exemplar questions and past examination questions from the OCR website. At Key Stage three our Level descriptors provide a clear route of progression for students. At Ks5 we use the exam board grade boundaries and mark schemes as well as our own "In-house" front sheet attached to each students work outlining where marks were gained for A01,A02 and A03 with a www and EBI comment. All of the assessment data is collected on a departmental mark book and will inform future teaching and learning. At key points in the year determined by the school, year examinations will take place. These examinations will test knowledge and skills across modules and are again assessed using examination mark schemes and grade boundaries. This data is recorded on the school SIMS and is used to inform future planning and target setting across students.

How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning? Gatsby links

The law curriculum boasts many wonderful extra-curricular opportunities across year 12 and 13. Outlined below are examples of enrichment opportunities that have been provided to students.

	What is the enrichment about	Links to the OCR A Level Law Curriculum
<p>The Legal Apprentice- Kingsley Napley https://www.kingsleynapley.co.uk/the-legal-apprentice</p> <p>This is offered to year 12 Law students and done during lunchtime and after school.</p>	<p>Students entering the competition work as part of a team to complete a series of tasks, designed to encourage them to tap into their "inner solicitor" – using skills and logic to provide legal advice for virtual clients. The competition aims to provide students with first-hand experience of what it is like to be a solicitor.</p>	<p>Criminal process: Jurisdiction of the Magistrates' Court and the Crown Court, including classification of offences and pre-trial procedures.</p> <p>Barristers, solicitors and legal executives: Role, looking at the work they undertake and the regulation of legal professions.</p> <p>Changes and trends in legal services.</p>
<p>The Old Bailey Crime and Punishment Seminars https://old-bailey.com/seminars/</p> <p>This is offered to year 12 and year 13 students as an evening trip.</p>	<p>The seminar hosts three speakers who give a talk on their careers with a Q&A at the end of each segment.</p> <p>Students get an exclusive insight into the English legal system from three different perspectives. It opens students eyes into how</p>	<p>Wider roles beyond court roles in the legal system.</p>

	<p>the law works on a day to day basis from an insider's point of view.</p> <p>In the last visit students were introduced to Peter Collett a psychologist and a former Oxford don. David Tadd one of the top forensics experts in the country. He was the forensic advisor to the Lord Stevens enquiry into the death of Diana Princess of Wales and the third and final speaker was Timothy Langdale QC, who was one of the country's top criminal barristers.</p>	
<p>Judicial question time event at The Royal Courts of Justice</p>	<p>Students get an opportunity to learn more about our legal system. The National Justice Museum has been working with the Diversity and Community Relations Judges at the Judiciary and Young Citizens to develop opportunities for young people to learn more about the work of judges and to celebrate the first 100 years of women in law. Students got to pose questions to the female judges and then eat lunch and further network with them.</p>	<p>The judiciary: selection and appointment, training, role, retirement and removal.</p> <p>The separation of powers and the independence of the judiciary.</p>

<p>Courtroom workshop at The Royal Courts of Justice.</p> <p>https://www.nationaljusticemuseum.org.uk/education/courtroom-workshops/</p>	<p>Students learn about the law and justice system, explore civil or criminal cases in a real courtroom, create, prepare and present a trial, taking on roles such as the judge, jury, barristers, witnesses and defendant and collaborate to reach an outcome or verdict and debate the best sentencing options</p>	<p>Barristers, solicitors and Judges: their work and professional regulation.</p>
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As law is not delivered as a course earlier in the curriculum then no prior entry qualifications are needed when selecting law at A Level. However within Citizenship as outlined by the national curriculum students aims s to ensure that all pupils:

- **acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government**
- **develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced**

What skills and knowledge do students bring with them from Key stage 3 to key stage 4?

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch

- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

What skills do students bring from Key stage 4 to year 12?

Teaching should build on the key stage 3 programme of study of Citizenship to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be know about :

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problem

What skills and knowledge do students bring with them from year 12 in to year 13?

- Identifying questions and sequences of enquiry
- Writing descriptively, analytically and critically
- Communicating their ideas effectively
- Developing an extended written argument
- Drawing well-evidenced and informed conclusions about legal questions and scenarios.
- Formulating a reasoned argument to support a particular proposition by reference to the relevant legal rules and principles that support that argument.
- Constructing clear, concise and logical legal arguments that are substantiated by legal authority, using appropriate legal terminology.
- Knowledge and understanding of the English legal system and areas of both private and public law within the law of England and Wales.
- An understanding of legal method and reasoning as used by lawyers and the judiciary.
- The techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law.
- The ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities.
- Competence in using legal skills during the study of the nature of law, legal issues and the English legal system, and the private and public areas of substantive law.
- An ability to analyse a factual scenario by identifying the key facts from which legal issues arise.
- Analysing legislation by applying the rules and principles of statutory interpretation; and analyse case law by applying the doctrine of precedent.

What will students study- OVERVIEW OF YEAR 12

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>Unit: Law Making</p> <p>This unit focuses on law making in England and Wales as well as the European Union. Learners will study law making methods and their underpinning concepts. They will develop an understanding of legal method and reasoning as used by lawyers and the judiciary.</p>	<p>Unit: Law Making</p> <p>This unit focuses on law making in England and Wales as well as the European Union. Learners will study law making methods and their underpinning concepts. They will develop an understanding of legal method and reasoning as used by lawyers and the judiciary.</p>	<p>Unit: Criminal Law</p> <p>This unit focuses on the rules and general elements of criminal law and non-fatal offences against the person. It provides an introduction to criminal liability. Learners will develop knowledge and understanding of criminal law and the skills to apply their legal knowledge to</p>	<p>Unit: Tort Law</p> <p>This unit focuses on the rules of tort, liability in negligence, occupiers' liability and remedies. It provides an introduction to civil liability. Learners will develop knowledge and understanding of the law of tort and the skills to apply their legal knowledge to scenario-based situations.</p>	<p>Unit: The English Legal system</p> <p>This unit focuses on the legal system, including the nature of law, the civil and criminal courts and the legal profession. Learners will develop knowledge and understanding of the processes and people involved in the law and the changing nature of the legal system.</p>	<p>Unit: The English Legal system</p> <p>This unit focuses on the legal system, including the nature of law, the civil and criminal courts and the legal profession. Learners will develop knowledge and understanding of the processes and people involved in the law and the changing nature of the legal system.</p>

	<p>Topics to be covered Parliamentary law making</p> <p>Delegated legislation</p> <p>Statutory Interpretation</p> <p>Prior learning to be revisited. None</p>	<p>Topics to be covered Judicial precedent</p> <p>Law Reform</p> <p>EU Law</p> <p>Prior learning to be revisited. Parliamentary law making</p>	<p>scenario-based situations.</p> <p>Topics to be covered General elements of criminal liability</p> <p>Non-fatal offences against the person</p> <p>Evaluation of non-fatal offences, defences of intoxication, self-defence and consent - including ideas for reform</p> <p>Prior learning to be revisited. None</p>	<p>Topics to be covered Liability in negligence</p> <p>Occupiers liability</p> <p>Remedies</p> <p>Critical evaluation of liability in negligence, occupiers liability, and vicarious liability - including ideas for reform</p> <p>Prior learning to be revisited. None</p>	<p>Topics to be covered Civil courts and other forms of dispute resolution</p> <p>Criminal courts and lay people</p> <p>Prior learning to be revisited. None</p>	<p>Topics to be covered Legal personnel</p> <p>Access to justice</p> <p>Prior learning to be revisited. None</p>
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	<p>How will learning from this unit be developed in the next unit?</p> <p>Students appreciating that within law making there can be broad, ambiguous phrases in statute hence the need for rules of statutory interpretation.</p>	<p>How will learning from this unit be developed in the next unit?</p> <p>Students understanding of criminal law enshrined in statute law passed by Parliament.</p>	<p>How will learning from this unit be developed in the next unit?</p> <p>Students making links from the consequences of breaking criminal laws as to legal personnel who would be involved in a criminal case.</p>	<p>How will learning from this unit be developed in the next unit?</p> <p>Students making links from the consequences of breaching criminal laws as to legal personnel who would be involved in a criminal case.</p>	<p>How will learning from this unit be developed in the next unit?</p>	<p>How will learning from this unit be developed in the next unit?</p>
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What students will study- Detailed breakdown of unit/topics in Year12

Term 1 and 2	Lesson Title/Topic Focus	Objectives Intent	Knowledge to be learnt-Key terms	Activities	Resources/cases to learn	Homework
Parliamentary law making	Influences on Parliamentary law making	<p>Understand the influences on Parliamentary law making: Political, public opinion, media, pressure groups and lobbyists.</p> <p>Discuss the advantages and disadvantages of influences on Parliamentary law making</p>	<p>Each political party has its own policies and drafts a manifesto before a general election. When elected the Government will be a major influence on the laws it introduces in to Parliament.</p> <p>Strong public opinion or media reports can lead to a change in the law.</p> <p>Groups with a particular interest can bring issues to the attention of the general public and law makers.</p>	<p>Work through theory pack.</p> <p>Students to supplement notes with research from the attached websites to add context to theory notes on pressure groups, media, lobbying and political influences.</p>	<p>R Drive/Business and ICT area/OCR Law/Parliamentary Law making</p> <p>https://labour.org.uk/manifesto/</p> <p>https://www.tutor2u.net/politics/reference/sectional-group</p> <p>https://www.tutor2u.net/politics/reference/causal-pressure-group</p> <p>https://www.thesun.co.uk/news/4036966/sarahs-law-sarah-payne-murder-child-sex-offender-disclosure-scheme/</p> <p>https://www.parliament.uk/get-involved/contact-an-mp-or-lord/lobbying-parliament/</p>	<p>Describe the influence on Parliamentary law-making of any one of the following:</p> <ul style="list-style-type: none"> • Lobbyists or • the media or • pressure groups or • Law commission. <p>[8 marks]</p> <p>Briefly discuss advantages and disadvantages of the influence that you have described in the Question above.</p> <p>[8 marks]</p>

			People who meet MP's in the lobbies of Parliament in order to persuade them to support their cause, often by asking a question in Parliament.			
Parliamentary law making	The Green and white paper and different types of bill.	To understand the difference between the green and white paper and their purpose in the law making process. Identify the various types of bills that can go through Parliament.	There is usually pre-legislative consultation, and green and white papers will set out the government's proposals for a change in the law. Bills can be put before Parliament by the Government or by individual MP's. A government bill is introduced by the Government. A Private Members bill is introduced by a	Work through theory pack. Research the following acts to add as example to different types of bill: 1. Government bill- Criminal Justice and Courts Act 2015. 2. Private Members Bill- Household Waste Recycling Act 2003.	R Drive/Business and ICT area/OCR Law/Parliamentary Law making	Describe with examples, the various types of bills that can be presented before Parliament. (8)

			private MP, likely to be a public bill. A public bill involves matters of public policy which affect the general public. A private bill affects a particular organisation, person or place. A Hybrid bill is introduced by the government but likely to affect a single organisation, person or place.	3. Public Bill- Legal Aid and sentencing and Punishment Act 2012. 4. Private bill- Faversham Oyster Fishery Company Bill 2016 5. Hybrid Bill- Cross rail and HS2 Acts.		
Parliamentary law making	The legislative stages	To be able to describe the legislative stages in the House of Commons and House of Lords and the role of the Crown as well as give advantages and disadvantages	There are several stages in Parliament in both houses before a bill can become an Act. These are first reading, second reading, committee stage, report stage and third reading.	Work through theory pack. Watch videos on the role of the common and house of lords to assist students in appreciating the differences in both houses that make up Parliament. Students form human chain across the classroom	R Drive/Business and ICT area/OCR Law/Parliamentary Law making https://www.youtube.com/watch?v=-U0LhurGWoc https://www.youtube.com/watch?v=FVHZycPVRsg&t=128s	Describe the law-making procedure in the House of Commons. [8 marks] Briefly discuss advantages and disadvantages of the parliamentary law-making procedure. [8 marks]

		es of the law making process.	<p>Advantages of parliamentary law making includes:</p> <ul style="list-style-type: none">• Democratic• Allows full reform of law• Consultation before a bill is presented to Parliament• Discussion in both house during legislative process <p>Disadvantages of Parliamentary law making includes:</p> <ul style="list-style-type: none">• Long process• Limited Parliamentary time may prevent some	in order of the legislative process explain their stage in the process.	https://www.youtube.com/watch?v=dS_SLF92e5A	
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			<p>laws been reformed.</p> <ul style="list-style-type: none"> • Acts can be long and complex • Wording of an act may be difficult to understand and lead to court cases on interpretation and meaning • May need to delegate power to other people to make law. 			
Delegated legislation	By Laws	<p>Understand and explain by-laws.</p> <p>Give example of</p>	Delegated legislation is law made by some person or body other than Parliament, but with the authority of an act of Parliament.	<p>Work through theory pack.</p> <p>Research example of by laws operating in various parts of the country.</p>	R Drive/Business and ICT area/OCR Law/Delegated legislation	Briefly explain by-laws as a form of delegated legislation. [8 marks]

		by-laws in force.	By-laws are made by local authorities or public corporations such as the railways.		https://www.youtube.com/watch?v=rWBbB2yBJA&t=1s https://www.brighton-hove.gov.uk/content/leisure-and-libraries/seafront/bathing-and-boating-bylaws	
Delegated legislation	Orders In Council	<p>Understand and explain orders in council.</p> <p>Give example of orders in council passed.</p>	Orders in Council are made by the queen and privy council typically in times of emergency.	<p>Work through theory pack</p> <p>Read through news articles and make notes on teacher pack of Orders in Council passed. The articles focus on the fuel crises and foot and mouth epidemic.</p> <p>https://www.bbc.co.uk/news/uk-england-12483017</p> <p>https://www.bbc.co.uk/news/magazine-35581830</p>	<p>R Drive/Business and ICT area/OCR Law/Delegated legislation</p> <p>https://www.youtube.com/watch?v=rWBbB2yBJA&t=1s</p>	Briefly explain Orders in Council as a form of delegated legislation. [8 marks]

				http://news.bbc.co.uk/1/hi/uk/924574.stm		
Delegated legislation	Statutory Instruments	Understand and explain statutory instruments. Give example of statutory instruments in force.	Statutory Instruments are rules and regulations made by Government ministers under the authority of the enabling act.	Work through theory pack Students to research and make notes on who the current Government Ministers are and their role.	R Drive/Business and ICT area/OCR Law/Delegated legislation https://www.youtube.com/watch?v=rIWbB2yBJA&t=1s https://www.gov.uk/government/ministers	Statutory instruments are one form of delegated legislation. Describe how statutory instruments are made and used. [8 marks]
Delegated legislation	Parliamentary controls	Understand and explain controls on delegated legislation by Parliament and comment on their effectiveness.	Parliament controls delegated legislation by: The enabling act setting limits on the powers, Delegated Powers Scrutiny Committee, affirmative or negative resolutions, questioning of	Work through theory pack	R Drive/Business and ICT area/OCR Law/Delegated legislation	Explain parliamentary controls on delegated legislation. [8 marks]

			ministers, Joint select Committee on statutory instruments. Super affirmative resolutions.			
Delegated legislation	Judicial Controls	Understand and explain judicial controls on delegated legislation and comment on their effectiveness.	The courts control delegated legislation through the judicial review process when it is ultra vires because, it is beyond the powers given by the enabling act, the decision is made unreasonable, it does not go through the correct procedure and consultation.	Work through theory pack	R Drive/Business and ICT area/OCR Law/Delegated legislation	Explain judicial controls on delegated legislation. [8 marks]
Delegated Legislation	Advantages and disadvantages of delegated legislation	Discuss the advantages and disadvantages of delegated legislation.	Delegated legislation is needed because of the detail needed, consultation required and for expert or local knowledge. The advantages include time saving, use of expertise or local knowledge, use of	Work through theory pack	R Drive/Business and ICT area/OCR Law/Delegated legislation	Briefly discuss advantages and disadvantages of delegated legislation. [8 marks]

			<p>consultation, relatively quick to make and easy to amend.</p> <p>Disadvantages of delegated legislation include: undemocratic, sub delegation, large volume, lack of publicity and can be difficult to interpret.</p>			
Statutory interpretation	The literal rule	<p>To understand the use of the literal rule by judges.</p> <p>To be able to illustrate its use using case law.</p>	<p>Interpretation is needed because of such problems as</p> <p>Failure of legislation to cover a specific point, ambiguity, drafting errors, new technological developments.</p> <p>The literal rule gives words their plain,</p>	<p>Work through theory pack.</p> <p>Examine cases for the literal rule and pick out what phrase was given its plain, ordinary dictionary meaning.</p>	<p>R Drive/Business and ICT area/OCR Law/Statutory Interpretation</p> <p>http://www.e-lawresources.co.uk/Literal-rule.php</p>	<p>Explain the literal rule and its use by judges. [8 marks]</p>

			ordinary, dictionary meaning.		Whitely v Chappell(1868) London and North Eastern Railway Co v Berriman(1946) Fisher v Bell(1961)	
Statutory interpretation	The golden rule	To understand the use of the golden rule by judges. To be able to illustrate its use using case law.	The Golden rule allows modification of words where the literal rule would lead to absurdity, repugnance or inconsistency. There are 2 approaches, the wider approach and narrow approach.	Work through theory pack. Examine cases for the golden rule and pick out what approach the judge used, be it the narrow or wider approach.	R Drive/Business and ICT area/OCR Law/Statutory Interpretation http://www.e-lawresources.co.uk/Golden-rule.php Alder v George(1964) Re Sigsworth(1935)	Explain the golden rule and its use by judges. [8 marks]

					Re Allen(1872)	
Statutory interpretation	The mischief rule	To understand the use of the golden rule by judges. To be able to illustrate its use using case law.	The mischief rule considers the mischief or gap in the old law and interprets the act in such a way that the gap is covered.	Work through theory pack. Examine cases for the Mischief rule and pick out what mischief the judge put a stop too.	R Drive/Business and ICT area/OCR Law/Statutory Interpretation http://e-lawresources.co.uk/Mischief-rule.php Smith v Hughes(1960) Royal College of Nursing v DHSS(1981) Elliot v Grey(1960)	Explain the mischief rule and its use by judges. [8 marks]

					<p>Corkery v Carpenter(1951)</p> <p>DPP v Bull(195</p>	
Statutory interpretation	The purposive approach	<p>To understand the purposive approach and its use by judges.</p> <p>To be able to illustrate its use using case law</p>	<p>The purposive approach is more modern and looks for the intention of Parliament.</p> <p>The purposive approach is the one preferred by most European countries when interpreting their own legislation. It is also the approach which has been adopted by The European Court of Justice in interpreting EU Law.</p>	<p>Work through theory pack.</p> <p>Examine cases for the purposive approach and pick out what the purpose of the act was that judges inferred.</p>	<p>R Drive/Business and ICT area/OCR Law/Statutory Interpretation</p> <p>http://e-lawresources.co.uk/Purposive-approach.php</p> <p>Pepper v Hart(1992)</p>	Explain the purposive approach and its use by judges. [8 marks]

					<p>R v Registrar-General, ex parte Smith(1990)</p> <p>R(on the application of Quintavalle) v Human Fertilisation and Embryology Authority(2003)</p> <p>Pickstone v Freemans Plc(1989)</p> <p>R v Secretary of State for Health ex parte Quintavalle [2003]</p>	
Statutory interpretation	Rules of language	To be able to identify the 3 rules of language and illustrate through case law	<p>The three rules of language are:</p> <p>Ejusdem generis- General words which follow a list are limited to the same kind.</p>	<p>Work through theory pack deconstructing the 3 cases for each rule of language.</p> <p>Students in groups now have to explain in their own words with a</p>	R Drive/Business and ICT area/OCR Law/Statutory Interpretation	Briefly explain each of the following, including how both are used by judges: • the purposive approach to statutory interpretation and •

			<p>Expressio Unius- The express mention of one thing excludes another.</p> <p>Noscitur a sociis- A thing is known by the company it keeps.</p>	<p>hypothetical act what each rule of language is and test the class as to if they pick the correct rule of language.</p>	<p>http://e-lawresources.co.uk/Aids-to-statutory-interpretation.php</p> <p>Powell v Kempton Park Racecourse (1899)</p> <p>R v Inhabitants of Sedgely (1831)</p> <p>Foster v Diphwys Casson (1887)</p>	<p>one rule of language. [8 marks]</p>
Statutory interpretation	Aids to interpretation: intrinsic and extrinsic aids	Identify internal and external aids that help judges interpreting statutes.	<p>Intrinsic aids are those in the relevant act and include: The short title and preamble, interpretation sections, headings, schedules.</p> <p>Extrinsic aids to interpretation include:</p>	<p>Work through theory pack.</p> <p>Play YouTube video on Hansard and the work of the law commission. They are to add notes taken from the video on to the teacher packs.</p>	R Drive/Business and ICT area/OCR Law/Statutory Interpretation	Outline internal (intrinsic) and external (extrinsic) aids to statutory interpretation. [8 marks]

			<p>Previous acts of Parliament, the historical setting, earlier case law, dictionaries, Hansard, law commission reports and international conventions.</p>		<p>http://e-lawresources.co.uk/Aids-to-statutory-interpretation.php</p> <p>https://www.youtube.com/watch?v=X1-2fsCONEM&t=157s</p> <p>https://www.youtube.com/watch?v=ial41_dqgn8</p>	
Statutory interpretation	Impact of European Union Law and the Human Rights Act 1998 on statutory interpretation	To be able to describe what effect EU law and Human Rights law has on statutory interpretation .	<p>The purposive approach is the one preferred by most European countries when interpreting their own legislation. It is also the approach which has been adopted by The European Court of Justice in interpreting EU Law.</p> <p>Section 3 of The Human Rights Act says that so far as it is possible to do so,</p>	<p>Work through theory pack.</p> <p>Be able to explain how the judges had to interpret domestic law in line with convention law in the case of <i>Mendoza v Ghaidan</i>.</p>	<p>R Drive/Business and ICT area/OCR Law/Statutory Interpretation</p> <p><i>Mendoza v Ghaidan</i>(200)</p>	x

			legislation must be read and given effect in a way which is compatible with the European Convention On Human Rights.			
Judicial precedent	<p>Doctrine of judicial precedent</p> <p>Stare Decisis</p> <p>Ratio decidendi</p> <p>Obita Dicta</p> <p>The civil and criminal court structure</p>	Understand what is meant by the doctrine of precedent, stare decisis, ratio decidendi, obita dicta and the hierarchy of the civil and criminal courts.	<p>The doctrine of precedent is based on stare decisis, keeping to the decision.</p> <p>Ratio decidendi is the reason for deciding and creates a precedent for future cases, the ratio is identified by judges in later cases.</p> <p>Obita Dicta is the rest of the judgement and does not create binding precedent.</p>	<p>Work through theory pack.</p> <p>Students to take the beginning of each phrase to help them understand the Latin meanings</p> <p>Ratio- Reason for deciding</p> <p>Stare decisis- Stand by what's been decided.</p> <p>Obita- Other things said.</p> <p>Allocate students with a court name- they come to the front in a muddle and</p>	<p>R Drive/Business and ICT area/OCR Law/Judicial Precedent</p> <p>https://www.youtube.com/watch?v=akp4y9e60Mo</p>	Outline the main features of the system of judicial precedent. [8 marks]

			Courts lower in the hierarchy must follow precedents set by higher courts.	the class has to sort them in to hierarchies for the civil and criminal court structure.		
Judicial precedent	Flexibility of the Supreme Court departing from previous practice.	To be able to explain the reasons for the creation of the practice statement and its use in the House of Lords pre 2009 and Supreme Court post 2009	The Practice statement was introduced by the Lord Chancellor in 1966 which allowed the House of Lords to depart from previous decisions where it was right to do so. Powers of the Practice Statement were transferred to the Supreme Court in 2009.	Work through theory pack. Students to draw up a timeline of the creation of the practice statement and its use in civil and criminal cases in the House of Lords and Supreme Court.	R Drive/Business and ICT area/OCR Law/Judicial Precedent https://www.youtube.com/watch?v=akp4y9e60Mo London Street Tramways v London County Council (1898) Conway v Rimmer (1968)	Outline both of the following ways judges can avoid binding precedent: the use of the 1966 Practice Statement by the Supreme Court (8)

					<p>Herrington v British Railway Board (1972)</p> <p>Addie v Dumbreck</p> <p>R v Shivpuri (1986)</p> <p>Anderton v Ryan (1985)</p> <p>Austin v London Borough of Southwark (2010)</p> <p>knauer v Ministry of Justice</p>	
Judicial precedent	Flexibility of the Court of Appeal in departing from	To be able to explain the exceptions in Young v Bristol	The Court of Appeal is bound by its own previous decisions: the only exceptions are those set out in	Work through theory pack.	R Drive/Business and ICT area/OCR Law/Judicial Precedent	In the system of judicial precedent, explain the powers of the Court of Appeal when considering an

	previous decisions	Aeroplane and the extra exception provided for the COA criminal division.	Young's case and an extra exception for the criminal division if they feel the law has been misapplied or misunderstood.		<p>Young v Bristol Aeroplane Co. Ltd (1944)</p> <p>Davis v Johnson (1979)</p> <p>Rickards v Rickards (1989)</p> <p>R v Taylor (1950)</p> <p>R v Gould (1968)</p>	earlier precedent of the Court of Appeal itself. [8 marks]
Judicial precedent	Binding, persuasive and original precedent; overruling; reversing;	To understand binding, persuasive, original precedent,	Binding precedent must be followed by courts lower in the hierarchy.	Work through theory pack.	R Drive/Business and ICT area/OCR Law/Judicial Precedent	Explain how judges can use powers of overruling and distinguishing to avoid

	distinguishing	overruling, reversing and distinguishing.	<p>Persuasive precedent can be followed but doesn't have to be.</p> <p>Original precedent is new precedent.</p> <p>Courts higher in the hierarchy can overrule a previous precedent.</p> <p>An appeal court can reverse a decision made by a court below.</p> <p>Judges in later cases do not have to follow precedent if they can distinguish their case from the previous one.</p>		<p>R v R(1991)/Re A Conjoined twins</p> <p>Balfour v Balfour (1919) and Merritt v Merritt (1971)</p>	following a binding precedent. [8 marks]
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Judicial Precedent	Advantages and disadvantages of precedent	Discuss the advantages and disadvantages of judicial precedent.	<p>The advantages of judicial precedent are: certainty, consistency and fairness, precision, flexibility and time saving.</p> <p>The disadvantages of judicial precedent are: rigidity, complexity, illogical distinctions and slowness of growth.</p>	<p>Work through theory pack.</p>	R Drive/Business and ICT area/OCR Law/Judicial Precedent	Briefly discuss advantages and disadvantages of the use of judicial precedent. [8 marks
Law reform	Law reform and the role of the Law Commission	To understand the work of the Law Commission.	The Law Commission was set up by the Law Commissions Act 1965.	<p>Work through theory pack.</p> <p>Research examples of law reformed by the law</p>	R Drive/Business and ICT area/OCR Law/Law Reform	Explain the role of the law commission in reforming the law (8)

	<p>Advantages and disadvantages of the law commission in reforming the law.</p>	<p>Discuss the advantages and disadvantages of reform through the Law Commission.</p>	<p>Its role is to keep all the law under review. This is done by:</p> <ol style="list-style-type: none"> 1. Researching the existing law. 2. Consulting. 3. Drawing up proposals for reform. <p>It can make proposals for</p> <p>Reforming the law, codifying the law, consolidating the law, repealing out of date law.</p> <p>Its proposals are put before Parliament who decides whether or</p>	<p>commission and laws repealed by the law commission.</p>	<p>https://www.lawcom.gov.uk/our-work/statute-law-repeals/</p> <p>https://www.youtube.com/watch?v=ial41_dqgn8&t=1s</p>	
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		<p>not to implement them.</p> <p>Parliament doesn't always implement the Law Commissions law reform reports but the rate of implementation is improving.</p> <p>The advantages of reform through the Law Commission are: law researched by legal experts, its non-political, there is consultation on proposals and they can bring the law on one topic together in to one act. However, the Government is slow to implement reform, some reforms are never implemented,</p>			
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			parliament have lack of time to consider proposals.			
Law reform	The purpose of judge led reviews and Royal Commissions in reforming the law	Understand the difference between Judge led reviews and Royal Commissions as ways of reform of the law.	<p>In the past Royal Commissions have been used to report on possible law reform. They are set up to investigate and report on one specific area and are dissolved after they have completed their task.</p> <p>A judge led review is where a judge is asked to lead an investigation in to specific areas of law or the legal system.</p>	<p>Students are to review new article on the use of Royal Commissions to add to notes on the theory pack.</p> <p>Students are to investigate the Stephen Lawrence Inquiry as an example of a judge led review and add it to their theory pack.</p>	<p>R Drive/Business and ICT area/OCR Law/Law Reform</p> <p>https://www.instituteforgovernment.org.uk/blog/lost-world-royal-commissions</p> <p>http://news.bbc.co.uk/1/hi/uk-politics/258957.stm</p> <p>https://www.theguardian.com/uk-news/2019/feb/22/institutional-</p>	Explain the role of Royal Commissions and Judge led reviews in aiding reform of the law (8)

					racism-britain-stephen-lawrence-inquiry-20-years https://www.theguardian.com/uk-news/2019/feb/22/macpherson-report-what-was-it-and-what-impact-did-it-have	
European Union law	Institutions of the European Union		<p>The institutions that make up the EU are:</p> <p>The Council- responsible for broad policy decisions.</p> <p>The Commission- with one Commissioner from each member state.</p> <p>The European Parliament- with MEP's directly elected by</p>	<p>Work through theory pack.</p> <p>Add notes from the video to theory notes.</p>	<p>R Drive/Business and ICT area/OCR Law/European Union Law</p> <p>https://www.youtube.com/watch?v=O37yJBFrfq</p> <p>https://www.youtube.com/watch?v=8OtLyLHjhgY</p>	<p>Explain the composition and functions of the European Parliament and European Commission. (8)</p>

			<p>citizens in each member state.</p> <p>The Court of Justice of the EU- This has a judge from each member state and to which cases can be referred by national courts in member states.</p>		<p>https://www.youtube.com/watch?v=-jZu0IUUAeM</p> <p>https://www.youtube.com/watch?v=nWpgO1EPO_Y</p> <p>https://www.youtube.com/watch?v=QFJnYt4z_S8</p>	
European Union law	Sources of European Union law		<p>The sources of law of the European Union are:</p> <p>Treaties that become part of our law automatically under The European Communities Act 1972.</p> <p>Regulations are directly applicable.</p> <p>Directives that have to be implemented by member states are</p>	Work through theory pack.	<p>R Drive/Business and ICT area/OCR Law/European Union Law</p> <p>Van Duyn v Home Office (1974)</p> <p>Maccarthys v Smith (1980)</p>	Discuss the various sources of EU and their application using case examples (12)

			usually given a 2-year time period to pass their own domestic legislation. If not implemented they can be relied on against the member state.		Re tachographs: Commission v UK (1979) Van Gen den Loos (1963) Costa v ENEL(1964) R v Secretary of State for Transport, ex parte Factortame ECJ (1990). Marshall v Southampton and South West Hampshire Area Health Authority(1986) Defrenne v. SABENA [1974] Duke v GEC Reliance Ltd(1988)	
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European Union law	The impact of European Union law on the law of England and Wales	To understand the impact of EU law on the law of England and Wales.	European Union law takes precedence over national law even if a later act is passed by Parliament to change the law. The sovereignty of Parliament is affected while the UKL remains a member of the EU.	Work through theory pack.	R Drive/Business and ICT area/OCR Law/European Union Law	Discuss the consequences of the supremacy of EU Law. [12]
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Term 3	Lesson Title/Topic Focus	Objectives Intent	Knowledge to be learnt-Key terms	Activities/Resources	Cases to learn	Homework
General elements of criminal liability	Actus reus: conduct and consequence crimes; voluntary acts and omissions; involuntariness; causation	Understand the concept of Actus Reus, and conduct and consequence crimes. Understand voluntariness and involuntariness.	Actus Reus is the physical element of a crime and it can include conduct, circumstances or consequences. Actus Reus can be a failure to act (an omission) this usually occurs where D is under a duty to act. There is no general duty to act in English law but specific	Work through the teacher theory packs. Teacher theory pack R Drive/Bus ICT area/OCR Law/Criminal Law/Actus Reus Exam questions linked to the topic to be completed.	R v Pittwood(1902) R v Gibbons and Proctor(1918) R v Stone and Dobinson(1977) R v Evans(2009) R v Dytham(1979) R v Miller(1983) Airedale NHS Trust v Bland(1993) R v Paggett(1983) R v Kimsey(1996) R v Blaue(1975) R v Smith(1959) R v Cheshire(1991)	Explain the meaning of the term causation in criminal law(8) Explain how an omission can be the basis of the actus reus of a crime. (8)

		<p>Understand when criminal liability can be imposed for a failure to act(omission)</p> <p>Understand the legal rules on causation.</p> <p>Apply the law to factual situations.</p>	<p>duties have been recognised. These are</p> <ol style="list-style-type: none"> 1.Statutory. 2.Under a contract. 3.By a relationship. 4.A duty undertaken voluntarily 		<p>R v Jordan(1956) R v Malcherek(1981) R v Roberts(1972) R v Kennedy(2007)</p>	
General elements of criminal liability	<p>Mens rea: fault; intention and subjective recklessness; negligence and strict liability; transferred malice; coincidence of actus reus and mens rea</p>	<p>Understand the law on intention, both direct and oblique.</p> <p>Understand the law on subjective recklessness.</p> <p>Understand the law on negligence.</p> <p>Understand the principle of transferred malice.</p>	<p>Different crimes require different levels of Mens Rea.</p> <p>Intention is the highest level of Mens Rea: This may be direct intent where D's aim, purpose or desire is to bring about the consequence or It may be oblique where D does not desire the consequence but foresees it as virtually certain.</p> <p>Foresight of consequences is not the same as intention but it is evidence from which a jury may find intention.</p>	<p>Work through the teacher theory packs.</p> <p>Teacher theory pack R Drive/Bus ICT area/OCR Law/Criminal Law/Mens Rea</p> <p>Exam questions linked to the topic to be completed.</p>	<p>Mohan(1975) Moloney(1985) Hancock and Shankand(1986) Nedrick(1986) Woollin(1998) Matthews and Alleyne(2003) Cunningham(1957) Pharmaceutical Society of Great Britain v Storkwain Ltd(1986) Callow v Tillstone(1900) Harrow LBC v Shah and Shah(1999) Cundy v Le Cocq(1884)</p>	<p>Explain the meaning of the coincidence (contemporaneity) rule. (8)</p> <p>Outline the meaning of both of the following terms:</p> <ul style="list-style-type: none"> • oblique (indirect) intention • transferred malice (8)

		<p>Understand the need for coincidence of actus reus and mens rea.</p> <p>Apply the legal principles to factual situations.</p>	<p>Subjective recklessness requires proof that D, knowing of the risk, took that risk.</p> <p>Negligence is where D fails to meet the standards of the reasonable man.</p> <p>Transferred malice is where D intends to commit a crime against one person but inadvertently commits it against another person.</p> <p>There must be coincidence of new Actus Reus and Mens Rea.</p>			
Non-fatal offences against the person	Common assault: assault under s39 Criminal Justice Act 1988	<p>Understand the common law offence of Assault under sec39 of the Criminal Justice Act 1988.</p> <p>Analyse and evaluate this offence.</p>	<p>Actus Reus- An act, which causes the victim to apprehend immediate unlawful force.</p> <p>What does apprehend and immediate mean for the purpose of the Actus Reus.</p> <p>Mens Rea- Intention to cause the victim to</p>	<p>Work through the teacher theory packs.</p> <p>Teacher theory pack R Drive/Bus ICT area/OCR Law/Criminal Law/Non-fatal offences</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p>	<p>R v Nelson(2013) R v Constanza(1997) R v Ireland(1997) R v Lamb(1967) Smith v Chief Superintendent of Woking Police Station(1983)</p>	AQA Unit 3 Criminal Law 2018 Paper question 1

		Apply the law to factual situations.	apprehend immediate unlawful force or Recklessness.	Exam questions linked to the topic to be completed.		
Non-fatal offences against the person	Battery under s39 Criminal Justice Act 1988	Understand the common law offence of Battery under sec39 of the Criminal Justice Act 1988. Analyse and evaluate this offence. Apply the law to factual situations.	Actus Reus- The application of unlawful force to another person. What does unlawful force mean for the purpose of the Actus Reus. How can a battery be committed indirectly and through a continuing act. Men's Rea- An intention to apply unlawful force physical force to another or Recklessness.	Work through the teacher theory packs. Teacher theory pack R Drive/Bus ICT area/OCR Law/Criminal Law/Non-fatal offences Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans Exam questions linked to the topic to be completed	Collins v Wilcock(1984) Wood(Fraser) v DPP(2008) Fagan v Metropolitan Police Commissioner(1968) DPP v K(1990) Haystead v Chief Constable of Derbyshire(2000)	AQA Unit 3 Criminal Law 2016 Paper question 4
Non-fatal offences against the person	Assault occasioning actual bodily harm under sec 47 Offences Against the Person Act 1861	Understand the offence of Assault Occasioning Actual Bodily Harm sec 47 OAPA 1861 Analyse and evaluate this offence.	Actus Reus-Assault or Battery that causes Actual Bodily Harm. What constitutes Actual Bodily Harm. Mens Rea- Needed for the assault or battery but no Mens Rea needed for the actual bodily harm caused.	Work through the teacher theory packs. Teacher theory pack R Drive/Bus ICT area/OCR Law/Criminal Law/Non-fatal offences Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans	T v DPP(2003) Miller(1954) DDP v Smith (Michael)(2006) R v Chanfook(1994)	AQA Unit 3 Criminal Law 2017 Paper question 4

		Apply the law to factual situations.		Exam questions linked to the topic to be completed.		
Non-fatal offences against the person	Wounding and grievous bodily harm s20 Offences Against the Person Act 1861	Understand the offence of wounding or inflicting GBH sec 20 OAPA 1861 Analyse and evaluate this offence. Apply the law to factual situations.	Actus Reus , Malicious wounding or inflicting grievous bodily harm. What is wounding for the purpose of the act. What constitutes Grievous Bodily Harm. What does inflict mean for the purpose of the actus reus. Mens Rea of sec 20 An intention to do the particular kind of harm that was in fact done OR Recklessness as to whether such harm should occur or not take the risk of it.	Work through the teacher theory packs. Teacher theory pack R Drive/Bus ICT area/OCR Law/Criminal Law/Non-fatal offences Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans Exam questions linked to the topic to be completed.	R v Bollom(2004) R v Dica(2004) R v Burstow(1997) R v Parmenter(1991)	AQA Unit 3 Criminal Law 2018 Paper question 4
Non-fatal offences against the person	Wounding and grievous bodily harm s18 Offences Against the Person Act 1861	Understand the offence of wounding or causing GBH sec 18 OAPA 1861 Analyse and evaluate this offence.	Actus Reus- Maliciously wounding or causing grievous bodily harm. Mens Rea- The D must have intent to Do GBH OR Resist or prevent the lawful apprehension or detainer of a person.	Work through the teacher theory packs. Teacher theory pack R Drive/Bus ICT area/OCR Law/Criminal Law/Non-fatal offences Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans	R v Taylor(2009) R v Morrison(1989)	AQA Unit 3 Criminal Law 2018 Paper question 4

		Apply the law to factual situations.	An intention to wound is not sufficient Mens Rea for a sec 18.	Exam questions linked to the topic to be completed.		
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Term 4	Lesson Title/Topic Focus	Objectives Intent	Knowledge to be learnt-Key terms	Activities/Resources	Cases to learn	Homework
Liability in negligence	<p>Liability in negligence for injury to people and damage to property The duty of care: Donoghue v Stevenson (1932) and the neighbour principle, and Caparo test</p> <p>Impact the decision in Robinson (2018) has on the use of</p>	<p>Understand the concept of liability in negligence for injury to people and damage to property. Understand the concept of duty of care and when it is owed: Donoghue v Stevenson (1932) and the neighbour principle and the Caparo Test.</p>	<p>Negligence can be caused by an act or omission which causes loss, injury or damage to another person. Negligence requires proof of a duty of care owed by the defendant to the claimant, a breach of that duty and loss or damage. A duty of care is a legal relationship between the claimant and the defendant. To establish a duty of care there is a 3 stage test: 1. Is there proximity of relationship.</p>	<p>Work through the teacher theory packs.</p> <p>Teacher theory pack R Drive/Bus ICT area/OCR Law/Tort Law/Negligence.</p> <p>Exam questions linked to the topic to be completed.</p>	<p>Donoghue v Stevenson(1932) Caparo v Dickman(1990) Kent v Griffiths (2000) Bourhill v Young(1943)</p> <p>McLoughlin v O'Brien (1982) Hill v Chief Constable of West Yorkshire (1990)</p> <p>Robinson v Chief Constable of West Yorkshire (2018)</p>	OCR Practice Papers. Law Making and the law of tort Part B question 5

	Caparo 3 stage test.		2. Is loss or damage reasonably foreseeable? 3. Is there a public policy reason not to owe a duty of care.			
Liability in negligence	Breach of duty: the objective standard of care and the reasonable man; risk factors	Understand the need to prove breach of duty, the objective standard of care and the reasonable person, risk factors.	Breach of duty means falling below the standard the reasonable person. To judge whether a reasonable person would have acted in the same way as he D matters such as the age of the d and whether he is a professional or experienced can be considered. Risk factors may be used to judge if there has been a breach of duty. The loss of damage must have been caused by the breach of duty.	Work through the teacher theory packs. Teacher theory pack R Drive/Bus ICT area/OCR Law/Tort Law/Negligence. Exam questions linked to the topic to be completed.	Bolam v Friern Barnet Hospital Management Committee (1957) Montgomery v Lanarkshire Health Board (2015) Nettleship v Weston(1971) Mullin v Richards (1998) Paris v Stepney Borough Council (1951) Bolton v Stone (1951) Haley v London Electricity Board(1965) Latimer v AEC Ltd(1953) Roe v Minister of Health (1954) Watt Hertfordshire County Council (1954) Day v High Performance Sports (2003)	OCR Practice Papers. Law Making and the law of tort Part B question 5
Liability in negligence	Damage: factual causation and the 'but	Understand the legal rules on remoteness of damage and causation,	Causation is proved by the "but for" and if there has been an intervening event.	Work through the teacher theory packs. Teacher theory pack	Barnett v Chelsea and Kensington Hospital Management Committee (1969) The Waggon Mound (1961)	OCR Practice Papers. Law Making and the law of tort Part B question 5

	for' test; legal causation	factual causation and the "but for" test and legal causation.	<p>The loss or damage must be reasonably foreseeable and not too remote. The type of injury has to be reasonably foreseeable, not the exact injury suffered. The defendant must take his victim as he finds him.</p> <p>Res Ipsa Loquitur transfers the burden of proof from the claimant The most common remedy for negligence is the payment of damages.</p>	<p>R Drive/Bus ICT area/OCR Law/Tort Law/Negligence.</p> <p>Exam questions linked to the topic to be completed.</p>	<p>Hughes v Lord Advocate (1963) Bradford v Robinson Rentals (1967) Doughty v Turner Asbestos(1964)</p> <p>Smith v Leech Brain and Co (1962)</p>	
Liability in negligence	<p>Defences in negligence</p> <p>Consent and contributory negligence</p>	Understand the defences available in the tort of negligence: Contributory negligence and Consent.	<p>Contributory negligence is a partial defence where the claimant is partly responsible for causing his injuries. If successful, the judge will reduce the amount of damages by the % of responsibility.</p> <p>Consent of the claimant is a complete defence. The consent has to be freely given and with the claimant's full knowledge of its effect.</p>	<p>Work through the teacher theory packs.</p> <p>Teacher theory pack R Drive/Bus ICT area/OCR Law/Tort Law/Negligence.</p> <p>Exam questions linked to the topic to be completed.</p>	<p>Sayers v Harlow Urban District Council(1958)</p> <p>Jayes v IMI (Kynoch) Ltd (1985) O'Connell v Jackson(1972) Froom v Butcher(1976)</p> <p>Stinton v Stinton (1993) Stermer v Lawson(1977)</p> <p>Smith v Baker(1891)</p> <p>Haynes v Harwood (1935) Ogwo v Taylor(1987) Sidaway v Governors of the Bethlem Royal and Maudsley Hospitals (1985) ICT Ltd v Shatwell(1965)</p>	

					Wooldridge v Sumner(1963)	
Liability in negligence	Critical evaluation of liability in negligence	Critically evaluate liability in negligence, showing ideas for reform.	Obtaining compensation for injury, loss or damage caused by negligence requires proof of fault. The requirement to prove fault leads to greater cost for claimants, delay, need for lawyers and greater confrontation. Alternative no fault compensation schemes exist in other countries. Other no fault schemes could be introduced as an alternative to court and fault based resolution.	Work through the teacher theory packs. Teacher theory pack R Drive/Bus ICT area/OCR Law/Tort Law/Negligence. Exam questions linked to the topic to be completed.		Type up Evaluation notes in to bullet point revision style notes.
Occupiers' liability	Liability in respect of lawful visitors (Occupiers' Liability Act 1957)	Understand occupier's liability in respect of lawful visitors (Occupiers Liability Act 1957). Understand the application of relevant defences.	Lawful visitors are owed the common duty of care by an occupier of property. The common duty of care requires the occupier to keep the visitor reasonably safe. Greater care has to be taken by an occupier towards child visitors especially if an allurement is present.	Work through the teacher theory packs. Teacher theory pack R Drive/Bus ICT area/OCR Law/Tort Law/Occupiers Liability. Exam questions linked to the topic to be completed.	Wheat v E. Lacon and Co Ltd(1966) Harris v Birkenhead Corporation (1976) Bailey v Armes(1999) Laverton v Kiapasha Takeaway Supreme(2002) Dean and Chapter of Rochester Cathedral v Debell(2016) Cole v Davis-Gilbert, The Royal British Legion and others (2007)	OCR Practice Papers. Law Making and the law of tort Part B question 6

			<p>Occupiers can expect very young children to be supervised by their parents but will be liable for injury that is reasonably foreseeable. Occupiers can expect workman visitors to be aware of risks associated with their work.</p> <p>The occupier will not be liable for the work of independent contractors if it is reasonable to give the work to another, a reputable contractor is used and if possible the occupier checks the work has been properly done. Lawful visitors who are injured can claim damages for personal injury and damage to property.</p>		<p>Glasgow Corporation v Taylor(1922)</p> <p>Phipps v Rochester Corporation (1955)</p> <p>Jolley v London Borough of Sutton (2000)</p> <p>Roles v Nathan (1963)</p> <p>Haseldine v Daw and Son Ltd. (1941)</p> <p>Bottomley v Todmorden Cricket Club (2003)</p> <p>Woodward v The Mayor of Hastings(1945)</p> <p>Rae v Marris(UK) Ltd(1990)</p> <p>Staples v West Dorset District Council (1995)</p>	
Occupiers' liability	Liability in respect of trespassers (Occupiers' Liability Act 1984)	Understand occupier's liability in respect of trespassers (Occupiers Liability Act 1984). Understand the	<p>The occupier owes a duty to trespasser to ensure the trespasser is not injured by reason of the danger.</p> <p>The duty is owed when: The occupier is aware of the danger or has</p>	<p>Work through the teacher theory packs.</p> <p>Teacher theory pack R Drive/Bus ICT area/OCR Law/Tort Law/Occupiers Liability.</p>	<p>British Rail Board v Herrington (1972)</p> <p>Ratcliff v McConnell (1999)</p> <p>Donoghue v Folkestone Properties (2003)</p> <p>Tomlinson v Congleton Borough Council (2003)</p> <p>Higgs v Foster (2004)</p>	<p>AQA Unit 4 2018 scenario 3 question 5</p> <p>AQA Unit 4 2017 scenario 4 question 8</p>

		application of relevant defences.	<p>reasonable grounds to believe it exists. He knows or believes the trespasser is in the vicinity of the danger and the risk is one against which he is expected to offer the trespasser some protection.</p> <p>The occupier will not be liable if the trespasser is injured by an obvious risk or the injury occurs at an unusual time of day or year. The occupier is not required to spend considerable amounts of money in protecting the trespasser from obvious dangers.</p> <p>Trespassers who are injured can claim damages for personal injury only.</p>	Exam questions linked to the topic to be completed.	<p>Rhind v Astbury Water Park (2004)</p> <p>Keown v Coventry Healthcare NHS Trust(2006)</p> <p>Baldaccino v West Wittering(2008)</p> <p>Westwood v Post Office(1973)</p>	
Occupiers' liability	Critical evaluation of liability of Occupiers liability	Critically evaluate liability in occupiers liability, showing ideas for reform.	<p>Obtaining compensation for injury, loss or damage caused by negligence requires proof of fault. The requirement to prove fault leads to greater cost for claimants, delay, need for lawyers and greater confrontation. Criticism over rights given to trespassers and confusion of</p>	<p>Work through the teacher theory packs.</p> <p>Teacher theory pack R Drive/Bus ICT area/OCR Law/Tort Law/Occupiers Liability.</p> <p>Exam questions linked to the topic to be completed.</p>		Type up Evaluation notes in to bullet point revision style notes.

			occupiers liability spread across 2 acts.			
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What will students study- OVERVIEW OF YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13	<p>Unit: Tort Law</p> <p>This section focuses on the rules of tort, liability in negligence, occupiers' liability and remedies. It</p>	<p>Unit: Criminal Law</p> <p>This section focuses on the rules and general elements of criminal law and provides an</p>	<p>Unit: Further Law</p> <p>This compulsory section focuses on the nature of law. Learners will explore the nature of law in a wider context</p>	<p>Unit: Further Law</p> <p>This compulsory section focuses on the nature of law. Learners will explore the nature of law in a wider context</p>	Exams	Exams

	<p>provides an introduction to civil liability. Learners will develop knowledge and understanding of the law of tort and the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of the law of tort.</p>	<p>introduction to criminal liability through the study of offences against the person and offences against property. Learners will develop their knowledge and understanding of criminal law and the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of criminal law.</p>	<p>and develop their understanding of how the law interacts with morality, justice, society and technology. They will consider the changing nature of law. Learners will be expected to bring together the different areas of knowledge and understanding of the English legal system and the nature of law, legal rules and principles, concepts and issues from across the full course of study.</p>	<p>and develop their understanding of how the law interacts with morality, justice, society and technology. They will consider the changing nature of law. Learners will be expected to bring together the different areas of knowledge and understanding of the English legal system and the nature of law, legal rules and principles, concepts and issues from across the full course of study.</p>		
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	<p>Topics to be covered</p> <p>Rules and theory</p> <p>Negligence</p> <p>Occupiers' liability</p> <p>Torts connected to land</p> <p>Vicarious Liability</p> <p>Defences</p> <p>Remedies</p> <p>Evaluation</p>	<p>Topics to be covered</p> <p>Murder</p> <p>Voluntary Manslaughter</p> <p>Involuntary Manslaughter</p> <p>Offences against property</p> <p>Mental capacity defences</p> <p>General defences</p> <p>Evaluations</p> <p>Prior learning to be revisited.</p> <p>Elements of criminal liability</p>	<p>Topics to be covered</p> <p>Law and morality</p> <p>Law and justice</p> <p>Law and society</p> <p>Evaluation</p> <p>Prior learning to be revisited.</p> <p>None</p>	<p>Topics to be covered</p> <p>Formation</p> <p>Terms</p> <p>Vitiating factors</p> <p>Discharge</p> <p>Remedies</p> <p>Evaluation</p> <p>Prior learning to be revisited.</p> <p>None</p>		
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	<p>Prior learning to be revisited.</p> <p>Negligence</p> <p>Occupiers liability</p> <p>Evaluation</p> <p>How will learning from this unit be developed in the next unit?</p> <p>Students will re visit the defences and remedies that apply to negligence and occupiers liability as these apply to the remainder torts they learn as part of this unit.</p>	<p>Non-fatal offences against the person</p> <p>How will learning from this unit be developed in the next unit?</p> <p>Students will re visit elements of criminal liability focussing on Actus Reus and Mens Rea and using these 2 concepts to apply to the new criminal offences that complete the unit.</p>	<p>How will learning from this unit be developed in the next unit?</p> <p>This is a new topic with no prior knowledge.</p>	<p>How will learning from this unit be developed in the next unit?</p> <p>This is a new topic with no prior knowledge.</p>		
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What students will study- Detailed breakdown of unit/topics in Year13

Term 1	Lesson Title/Topic Focus	Objectives Intent	Knowledge to be learnt-Key terms	Activities	Resources/cases to learn	Homework
Torts connected to land	Private nuisance	Understand the tort of private nuisance.	<p>Private nuisance is “an unlawful (unreasonable) interference with a person’s use or enjoyment of land coming from neighbouring land.”</p> <p>Any person with an interest in the land affected can claim.</p> <p>The D will be the person who caused the nuisance or allowed it to continue.</p> <p>The court will take various factors in to account when considering if the D’s activities are reasonable.</p> <p>Factors include the character of the neighbourhood, duration, sensitivity of the claimant, malice and social benefit.</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Tort Law/Private nuisance.</p> <p>Exam questions linked to the topic to be completed.</p>	<p>Sedleigh Denfield v O’Callaghan (1940)</p> <p>Leakey v National Trust (1980)</p> <p>Anthony v Coal Authority (2005)</p> <p>Hunter v Canary Wharf Ltd (1997)</p> <p>Crown River Cruises Ltd v Kimbolton Fireworks Ltd (1996)</p> <p>Robinson v Kilvert(1889)</p> <p>Network Rail Infrastructure v Morris (2004)</p> <p>Hollywood Silver Fox Farm v Emmett (1936)</p>	OCR Practice Papers. Law Making and the law of tort Part B question 8

			<p>D's can argue defences such as prescription and statutory permission but moving to the nuisance is not an arguable defence.</p> <p>Courts have a wider discretion than in the past when ordering remedy. Damages may be considered more widely than in the past as an appropriate remedy.</p>		<p>Christie v Davey (1893)</p> <p>Miller v Jackson(1977)</p> <p>Sturges v Bridgman(1879)</p> <p>Allen v Gulf Oil Refining (1981)</p> <p>Marcic v Thames Water plc(2003)</p> <p>Gillingham Borough Council v Medway(Chatham) Dock Co (1993)</p> <p>Wheeler v Saunders (1996)</p> <p>Watson v Croft Promo-Sport (2009)</p> <p>Coventry v Lawrence (2014)</p>	
Torts connected to land	Rylands v Fletcher	Understand the tort of Rylands v Fletcher.	The tort was developed in the case of the same name.	Work through the teacher theory packs.	Rylands v Fletcher(1868)	OCR Practice Papers. Law Making and the

		<p>Evaluate the law relating to this tort.</p> <p>Apply the law to factual situations.</p>	<p>It was a strict liability tort providing a claim could be made if material was brought on to land and stored, it was likely to cause mischief if it escapes, which amounted to a non-natural use of the land, and which escaped causing damage on to adjoining land.</p> <p>A person who can take an action has to have an interest in the land affected.</p> <p>A D will be the owner or occupier who satisfies the 4 ingredients of the tort, and he or she must have some control over the land on which the material is stored.</p> <p>The storage of material which escapes must be a non-natural use of the land.</p> <p>The material must escape from one property on to adjoining property.</p>	<p>R Drive/Bus ICT area/OCR Law/Tort Law/Rylands v Fletcher</p> <p>Exam questions linked to the topic to be completed.</p>	<p>Hale v Jennings Bros(1938)</p> <p>LMS International LTD v Styrene Packaging and Insulation Ltd (2005)</p> <p>Stannard v Gore (2012)</p> <p>Rickards v Lothian(1913)</p> <p>British Celanese v AH Hunt Ltd(1969)</p> <p>Read v J Lyons and Co Ltd(1947)</p> <p>Cambridge Water Co v Eastern Counties Leather (1994)</p>	<p>law of tort Part B question 10</p>
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			<p>The damage caused to the adjoining property must be reasonably foreseeable.</p> <p>Various defences are available including act of a stranger, act of god, statutory authority to storage, consent and contributory negligence.</p> <p>The claimant can claim damages for the cost of repairing his property.</p>			
Torts connected to employers	Vicarious liability	<p>Understand the nature of Vicarious liability.</p> <p>Understand liability for employees, including testing employment status and torts in or not in the course of employment.</p> <p>Understand liability for the crimes of</p>	<p>Vicarious liability means that someone other than the person who committed the tort is responsible for his actions and has to pay compensation. It usually applies when an employer has to pay for a tort committed by an employee. Two conditions have to be satisfied: The person who committed the tort is an employee as opposed to an independent contractor and he or she was</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Tort Law/Vicarious liability</p> <p>Exam questions linked to the topic to be completed.</p>	<p>Mersey Docks and Harbour Board v Coggins and Griffiths(Liverpool) Ltd (1947)</p> <p>Hawley v Lumninar Leisure Ltd (2006)</p> <p>Ready Mixed Concrete (South East) Ltd v Minister of Pensions and National Insurance(1968)</p>	OCR Practice Papers. Law Making and the law of tort Part B question 9

		<p>employees and liability for independent contractors.</p> <p>Evaluate the law relating to this liability.</p> <p>Apply the law to factual situations.</p>	<p>acting in the course of her employment. Whether a person is employed or self-employed is a legal test which may involve: The control test- how much control the employer had over the employee in the way, and how the employee worked. The integration test- if a person's work is fully integrated in to the business, he or she will be considered an employee. The economic reality or multiple test- looks at the whole situation between the worker and the employer including ownership of tools, equipment or uniform, payment of wages, deductions from wages, job description, taking of orders and hours to be worked. An employer will be liable for a criminal act of an employee if there is a close connection between the crime and the work he or she is required to do. For an</p>		<p>McE v De La Salle Brothers (2007)</p> <p>E v English Province of Our Lady of Charity(2012)</p> <p>JGE CV trustees of the Portsmouth Roman Catholic Diocesan Trust(2012)</p> <p>Catholic Child Welfare Society v Various Claimants FC and the Institute of the Brothers of the Christian Schools(2012)</p> <p>Cox v Ministry of Justice (2016)</p> <p>Fletcher v Chancery Supplies Ltd(2017)</p> <p>Viasystems (Tyneside) Ltd v Thermal Transfer (Northern) Ltd (2005)</p>	
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			<p>employee who is doing his job but acts against orders. If the employee does his job negligently. An employer will not be liable for an employee who is on a frolic of his own, for the tort of an independent contractor.</p> <p>If the employer has to pay compensation it can be recovered from the employee under the authority of the Civil Liability(Contribution)Act 1978.</p>	<p>Limpus v London General(1862)</p> <p>Rose v Plenty(1976)</p> <p>Twine Bean's Express (1946)</p> <p>Beard v London General Omnibus Co(1900)</p> <p>Lister v Helsey Hall(2001)</p> <p>N v Chief Constable Merseyside Police(2006)</p> <p>Mattis v Pollock(2003)</p> <p>Mohamud v Morrison's Supermarkets (2016)</p> <p>Century Insurance v Northern Ireland</p>	
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					Road Transport Board(1942) Hilton v Thomas Burton (Rhodes) Ltd (1961) Smith v Stages(1989)	
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Term 2	Lesson Title/Topic Focus	Objectives Intent	Knowledge to be learnt-Key terms	Activities	Resources/cases to learn	Homework
Fatal Offences Against The Person	Murder: actus reus and mens rea	Understand the Actus Reus of murder.	Murder is the unlawful killing of a reasonable person in being under the Queens Peace with malice	Work through the teacher theory packs.	R v Vickers (1957) R v Moloney(1985) R v Nedrick(1986) R v Woolin(1998)	AQA Unit 3 Criminal Law

		<p>Understand the Mens Rea of murder.</p> <p>Evaluate the law on murder.</p> <p>Apply the law on murder to scenario based questions.</p>	<p>aforethought express or implied.</p> <p>For the Actus Reus of murder it has to be proved that:</p> <ol style="list-style-type: none"> 1.D killed. 2.A reasonable creature in being. 3.Under the queen's peace. 4.And the killing was unlawful. <p>For the Mens Rea there must be express malice aforethought which is intention to kill or implied malice aforethought which is intention to cause GBH.</p> <p>Foresight of consequences is only evidence of intention so that: A jury should be directed that they can't find the necessary intention unless they feel sure that death or serious injury was virtually certain as a result of the D's actions and</p>	<p>Teacher theory pack R Drive/Bus ICT area/OCR Law/Criminal Law/Murder</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>		<p>2018 Paper question 2</p>
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			that the D appreciated that such as the case.			
Fatal Offences Against The Person	Voluntary manslaughter: defence of loss of control	Understand the partial defence of loss of control. Evaluate the law on loss of control. Apply the law on loss of control to scenario based questions.	For loss of control there must be: 1. Actual loss of control. 2. Which must be due to a qualifying trigger, and 2. Which must be due to a qualifying trigger and 3. A person of D's sex and age with a normal degree of tolerance and self restraint and in the circumstances of D, might have reacted in the same or similar way.	Work through the teacher theory packs. R Drive/Bus ICT area/OCR Law/Criminal Law/Loss of control Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans Exam questions linked to the topic to be completed	R v Jewell(2014) R v Ward(2012) R v Dawes(2013) R v Zebedee(2012) R v Hatter(2013) R v Bowyer(2013) R v Clinton(2012)	OCR Exemplar paper The Legal System and Criminal Law question 6
Fatal Offences Against The Person	Voluntary manslaughter: defence of diminished responsibility	Understand the partial defence of diminished responsibility. Evaluate the law on diminished responsibility.	For Diminished Responsibility the D must show that: They were suffering from an abnormality of mental functioning and that this arose from a recognised medical condition	Work through the teacher theory packs. R Drive/Bus ICT area/OCR Law/Criminal Law/Diminished Responsibility	R v Byrne(1960) R v Golds(2016) R v Dietschmann(2003) R v Wood(2008)	OCR Exemplar paper The Legal System and Criminal Law question 6

		Apply the law on diminished responsibility to scenario based questions.	and substantially impaired d'S ability: 1. Understand the nature of his conduct. 2. Form a rational judgement. 3. Exercise self-control and Provides an explanation for D's conduct.	Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans Exam questions linked to the topic to be completed.		
Fatal Offences Against The Person	Involuntary manslaughter: unlawful act manslaughter	Understand the elements of unlawful act manslaughter. Evaluate the law on unlawful act manslaughter. Apply the law on unlawful act manslaughter to scenario based questions	For unlawful act manslaughter there must be: 1. An unlawful act, a crime. 2. That act must be objectively dangerous. 3. The act must cause death. 4. The D must have the Mens Rea for the unlawful act.	Work through the teacher theory packs. R Drive/Bus ICT area/OCR Law/Criminal Law/Unlawful act manslaughter Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans Exam questions linked to the topic to be completed	R v Lamb(1967) R v Lowe(1973) R v Larkin(1943) R v JM and SM(2012) R V Goodfellow(1986) R v Dawson(1985) R v Watson(1989) R v Bristow, Dunn and Delay(2013) R v Cato(1976) R v Dalby(1982) R v Kennedy(2007)(DPP v Newbury and Jones(1976)	OCR Exemplar paper The Legal System and Criminal Law question 5

Fatal Offences Against The Person	Involuntary manslaughter: gross negligence manslaughter	<p>Understand the elements of gross negligence manslaughter.</p> <p>Evaluate the law on gross negligence manslaughter.</p> <p>Apply the law on gross negligence manslaughter to scenario based questions.</p>	<p>For Gross negligence manslaughter there must be:</p> <p>1.The existence of a duty of care.</p> <p>2.A breach of that duty of care which causes death.</p> <p>3.Gross negligence which the jury considers criminal.</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Gross negligence manslaughter</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>	<p>R v Adomako(1994) R v Singh(1999) R v Litchfield(1997) R v Wacker(2002) R v Stone and Dobinson(1977) R v Bateman(1925) R v Misra and Srivastava(2004)</p>	OCR Exemplar paper The Legal System and Criminal Law question 5
Offences against property	Theft under s1 Theft Act 1968	<p>Understand the Actus Reus of Theft.</p> <p>Understand the Mens Rea of Theft.</p> <p>Evaluate the law on Theft.</p> <p>Apply the law on Theft to</p>	<p>Theft is defined in sec 1 of The Theft Act 1968.</p> <p>In order to prove theft there must be:</p> <p>Appropriation</p> <p>Of property</p> <p>Belonging to another</p> <p>With the intention of permanently</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Theft</p> <p>Lesson plan R drive/Bus ICT area/OCR</p>	<p>R v Pitham and Hehl(1977) R v Morris(1983) Lawrence v Commissioner for Metropolitan Police(1972) R v Gomez(1993) R v Hinks(2000) R v Atakpu and Abrahams(1994) R v Kelly and Lindsay(1998)</p>	OCR Exemplar paper The Legal System and Criminal Law question 8

		<p>scenario based questions</p>	<p>depriving that other of it.</p> <p>Dishonesty.</p> <p>Appropriation occurs where there is an assumption of the rights of an owner.</p> <p>Property includes money and all other property real or personal.</p> <p>Things which cannot be stolen include knowledge, fruits, flowers, foliage and mushrooms all growing wild unless taken for commercial purposes. Wild creatures who are not in captivity and electricity.</p> <p>Property belongs to another if they have possession or control of it or any proprietary interest or obligation or by mistake.</p> <p>Dishonesty is not defined in the Theft</p>	<p>Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>	<p>Oxford v Moss(1979) R v Turner(No2)(1971) R v Woodman(1974) R (on the application of Ricketts) v Basildon Magistrates Court(2010) R v Webster(2006) R v Hall(1972) R v Klineberg and Marsden(1999) Davidge v Bunnett(1984) A-G Ref No1 of 1983, 1985. R v Gilks(1972) R v Holden(1991) R v Robinson(1977) R v Small(1987) R v Ghosh(1982) R v Velumyl(1989) DPP v Lavender(1994) R v Lloyd(1985) R v Easom(1971)</p>	
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			<p>Act 1968 . The Ghosh test states that D is dishonest if what was done was dishonest according to the standards of reasonable honest people and D realised that what they were doing was dishonest by those standards.</p> <p>D is regarded as having the intention to permanently deprive if it is their intention to treat the thing as their own to dispose of.</p>			
Offences against property	Robbery under s8 Theft Act 1968	<p>Understand the Actus Reus and Mens Rea of Robbery under sec 8 of The Theft Act 1968.</p> <p>Evaluate the law on Robbery.</p> <p>Apply the law on Robbery to scenario based questions.</p>	<p>It is defined in sec 9 of the Theft Act 1968.</p> <p>There are 2 ways of committing burglary: Sec 9(1)(a) entering a building or part of building as a trespasser intending to steal, inflict GBH or do unlawful damage. Sec 9(1)(b) having entered a building or part of a building as a trespasser, steals or attempts to steal or</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Burglary</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p>	<p>R v Brown (1985) R v Ryan(1996) B and S v Leathley(1979) Norfolk Constabulary v Seekings and Gould(1986) R v Walkington(1979) R v Collins(1972) R v Smith and Jones(1976)</p>	OCR Exemplar paper The Legal System and Criminal Law question 9

			<p>inflicts or attempts to inflict GBH.</p> <p>Being a trespasser includes where D goes beyond the permission to enter.</p> <p>Building includes inhabited vehicles and boats.</p>	Exam questions linked to the topic to be completed.		
Mental Capacity defences	Insanity	<p>Understand the defence of insanity.</p> <p>Evaluate the law on insanity.</p> <p>Apply the law on insanity to scenario based situations.</p>	<p>The definition of insanity is based on the M'Naughten Rules.</p> <p>D must prove that he/she was labouring under a defect of reason, from a disease of the mind, as not to know the nature and quality of the act he was doing, or if he did know it, that he did not know he was doing what was wrong.</p> <p>Disease of the mind includes physical diseases, which affect the mind: it does not include the effect of an external factor.</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Insanity</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>	<p>M'Naughten(1843)</p> <p>R v Clarke(1972)</p> <p>R v Kemp(1956)</p> <p>R v Sullivan(1984)</p> <p>R v Hennessy(1989)</p> <p>R v Burgess(1991)</p> <p>R v Quick(1973)</p> <p>R v Coley(2013)</p> <p>R v Oye(2013)</p> <p>R v Windle(1952)</p> <p>R v Johnson(20047)</p>	AQA Unit 3 Criminal Law 2017 Paper question 4

			<p>If the D knows the act is legally wrong then they cannot use the defence.</p> <p>If the defence is successful the verdict is not guilty by reason of insanity.</p>			
Mental Capacity defences	Automatism	<p>Understand the defence of automatism.</p> <p>Evaluate the law on automatism.</p> <p>Apply the law on automatism to scenario based situations.</p>	<p>This is an act done by the muscles without any control of the mind.</p> <p>Automatism can be classes as insane or non-insane.</p> <p>Where D is not at fault in getting In to a non-insane automatic state then there is a defence and D is not guilty.</p> <p>I the automatism is self-induced, D will be able to use the defence for a specific intent offence.</p> <p>If the automatism is self-induced because of D's recklessness, D will have no defence</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Automatism</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed</p>	<p>Hill v Baxter(1958)</p> <p>R v T(1990))</p> <p>A-G ref (No2 of 1992)(1993)</p> <p>R v Bailey(1983)</p> <p>R v Hardie(1984)</p>	<p>AQA Unit 3 Criminal Law 2017 Paper question 2</p>

			for a basic intent offence.			
Mental Capacity defences	Intoxication	<p>Understand the defence of intoxication.</p> <p>Evaluate the law on intoxication.</p> <p>Apply the law on intoxication to scenario based situations.</p>	<p>Voluntary Intoxication (VI) can only be a defence to a specific intent(SI) offence.</p> <p>Where D is so intoxicated that he does not have the necessary Mens Rea for the offence.</p> <p>VI is not a defence to a basic intent(BI) offence as becoming intoxicated is a reckless course of conduct.</p> <p>Involuntary Intoxication (II) is a defence to crimes of SI where d did not have the necessary Mens Rea for the offence.</p> <p>II can be a defence to crimes of BI as D has not been reckless in becoming intoxicated.</p> <p>Where D makes a mistake because he/she is intoxicated,</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Intoxication</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>	<p>DPP v Beard(1920)</p> <p>A-G for Northern Ireland v Gallagher(1963)</p> <p>DPP v Majewski(1977)</p> <p>R v Harris(2013)</p> <p>R v Kingston(1994)</p> <p>R v Lipman(1970)</p> <p>R v O'Grady(1987)</p> <p>R v Hatton(2005)</p> <p>Jaggard v Dickinson(1980)</p>	OCR Exemplar paper The Legal System and Criminal Law question 7

			then if the mistake means that D did not have Mens Rea for the offence, D can use intoxication as a defence.			
General defences	Self-defence	<p>Understand the law on self-defence.</p> <p>Evaluate the defence of self-defence.</p> <p>Apply the law on self-defence to scenario based questions.</p>	<p>This includes the need to defend oneself and action taken to defend another.</p> <p>Sec 76 of The Criminal Justice and Immigration Act 2008 sets out rules:</p> <ol style="list-style-type: none"> 1. Degree of force must be reasonable and not disproportionate. 2. In householder cases the degree of force must not be grossly disproportionate. 3. Where D is acting under a mistake, he/she is judged on the facts as they genuinely believed them to be. 4. Where D is acting under a drunken mistake she/he cannot use the defence. 	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Self defence</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>	<p>R v Hussain(2010)</p> <p>Collins v Sec of State for Justice(2016)</p> <p>R v Gladstone Williams(1984)</p> <p>A-G ref (No 2 of 1983)(1984)</p> <p>R v Bird(1985)</p> <p>R v Clegg(1995)</p> <p>R v Martin (2002)</p>	<p>AQA Unit 3 Criminal Law 2018 Paper question 1</p>

<p>General defences</p>	<p>Duress by threats, duress of circumstances</p>	<p>Understand the law on duress by threats and circumstances.</p> <p>Evaluate the defence duress by threats and circumstances.</p> <p>Apply the law on defence duress by threats and circumstances to scenario based questions</p>	<p>This is where D is effectively forced by threats to commit an offence.</p> <p>Not available for murder, attempted murder and possibly treason.</p> <p>The threat must be of death or serious injury- but cumulative effects of threats can be considered.</p> <p>The threat must be to D, or his family.</p> <p>There are 2 tests: 1. Subjective- was D compelled to act as he/she did because he/she reasonably believed that he/she had good cause to fear death or serious injury? 2. Objective- would a sober person of reasonable fitness sharing the same characteristics as D have responded in the same way?</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Duress</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>	<p>R v Howe(1987) R v Wilson(2007) R v Gotts(1992) R v Valderrama-Vega(1985) R v Graham(1982) R v Martin(DP)(2000) R V Hudson and Taylor (1971) R v Abdul-Hussain(1999) R v Cole(1994) R v Sharp(1987) R v Shephard(1987) R v Hassan formerly z)(2005) R v Willer(1986) R v Conway(1988) R v Martin(1989) R v Pommell(1995) R v Cairns(1999)</p>	<p>AQA Unit 4 Criminal Law 2018 Paper question 3</p>
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			Relevant characteristics include age, pregnancy, gender, serious physical disability, recognised mental illness or psychiatric disorder.			
General defences	Necessity	<p>Understand the law on necessity.</p> <p>Evaluate the defence of necessity.</p> <p>Apply the law on necessity to scenario based questions.</p>	<p>This is where circumstances force a person to act to prevent worse evil. Criminal courts have been reluctant to recognise the defence. Civil courts have recognised the defence. In the criminal case of R v Shayler(2001) it was concluded that necessity and duress were the same defence.</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR Law/Criminal Law/Necessity</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>	<p>R v Dudley and Stephens(1884)</p> <p>Re F(mental patient:sterilisation)(1990)</p> <p>Re A(2000)</p> <p>R v Shayler(2001)</p>	Research cases on necessity.
General defences	Consent	<p>Understand the law on consent.</p> <p>Evaluate the defence of consent.</p>	<p>Consent can be a defence to some offences against the person.</p> <p>1. It cannot be a defence to murder</p>	<p>Work through the teacher theory packs.</p> <p>R Drive/Bus ICT area/OCR</p>	<p>R v Donovan(1934)</p> <p>R v Slingsby(1995)</p> <p>R v Tabassum(2000)</p> <p>R v Olugboja(1982)</p> <p>R v Dica(2004)</p> <p>R v Golding(2014)</p> <p>R v Barnes(2004)</p>	AQA Unit 3 Criminal Law 2018 Paper question 4

		Apply the law on consent to scenario based questions.	<p>nor where serious injury is caused.</p> <p>2. The consent must be real.</p> <p>3. V must have knowledge of relevant facts such as D being HIV positive.</p> <p>4. There is implied consent to ordinary jostling's in everyday life.</p> <p>In sport there is consent to contact within the rules of the game.</p> <p>For minor injuries it has been held that it is not in the public interest that people should try to cause each other bodily harm for no good reason.</p> <p>The exceptions to this rule include properly conducted sports game, lawful chastisement, reasonable surgical interference, dangerous exhibitions.</p>	<p>Law/Criminal Law/Consent</p> <p>Lesson plan</p> <p>R drive/Bus ICT area/OCR</p> <p>Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed.</p>	<p>R v Brown (1993)</p> <p>R v Jones(1986)</p> <p>R v Aitken(1992)</p> <p>R v Emmett(1999)</p> <p>R (on the application of Pretty) v DPP(2001)</p> <p>R (on the application of another of Nicklinson and another) v Ministry of Justice 2014.</p>	
Preliminary offences	Attempts: the actus reus and mens rea; impossibility	Understand the actus reus of attempts.	Attempts Defined in sec 1(1) of The Criminal Attempts Act 1981.	Work through the teacher theory packs.	<p>R v White(1910)</p> <p>A-G Ref (NO 1 of 1992)(1993)</p> <p>R v Gullefer(1987)</p>	

		<p>Understand the Mens Rea of attempts.</p> <p>Understand the problems that arise with impossibility of completed offences.</p> <p>Evaluate the law on attempts.</p> <p>Apply the law on attempts to scenario based situations.</p>	<p>The Actus Reus of attempt is doing an act which is more than merely preparatory to the commission of the offence.</p> <p>The mens rea of attempt is that D must have the mens rea required for the full offence.</p> <p>For murder there must be an intent to kill.</p> <p>There can be a conditional intent i.e where D intends to steal if there is something worth stealing.</p> <p>Recklessness is not normally sufficient Mens Rea of attempt.</p> <p>Impossibility Originally the courts held that if the full offence was impossible to commit, then D could not be guilty of an attempt.</p>	<p>R Drive/Bus ICT area/OCR Law/Criminal Law/Preliminary offences attempts and impossibility</p> <p>Lesson plan R drive/Bus ICT area/OCR Law/Criminal Law/Essay Plans</p> <p>Exam questions linked to the topic to be completed</p>	<p>R v Geddes(1996) R v Campbell(1990) R v Boyle and Boyle(1987) R v Totsi(1997) R v Jones(1990) R v Easom(1971) R v Husseyn(1977) R v Whybrow(1951) R v Millard and Vernon (1987) A-G ref (No3 of1992) (1994) Anderton v Ryan (1985) R v Shivpuri(1986)</p>	
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			In R v Shivpuri the courts overruled their previous decision and held that a person could be guilty of an attempt even though the commission of the full offence was impossible.			
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Term 3	Lesson Title/Topic Focus	Objectives Intent	Knowledge to be learnt-Key terms	Activities	Resources/cases to learn	Homework
The Nature of Law	Law and Morality	<ul style="list-style-type: none"> The distinction between law and morals The diversity of moral views in a pluralist society The relationship between law and morals and its importance 	<p>Morality is normative or prescriptive, that is, it specifies what ought to be done and delineates acceptable and unacceptable behaviour.</p> <p>There are various characteristics that</p>	<p>Work through exemplar essay adding on additional research notes in the margin. Pupils to learn rote fashion the essay.</p> <p>R Drive/Bus ICT area/OCR Law/The Nature of Law/Law and Morality</p>	<p>Sarah's Law- Child Sex Offender Disclosure scheme.</p> <p>Recent ongoing news debate on legalising euthanasia- Recent challenge is that of Phil Newby</p> <p>Moral issues surrounding the <u>Counter-Terrorism and Border Security Act 2019</u></p> <p>R v Brown</p> <p>Hart Devlin debate</p>	<p>'The moral values of a society should be reflected in its laws.'</p> <p>Discuss the extent to which the English legal system achieves a balance between law and morality. (20)</p>

		<ul style="list-style-type: none"> •The legal enforcement of moral values 	<p>differentiate laws from morals.</p> <p>Laws and morals share a number of common characteristics.</p> <p>Changing moral values can lead to developments in the law and vice versa.</p> <p>Judges and Parliament are often forced to confront complex moral issues, Parliament can choose whether to legislate, Judges have no choice.</p>		<p>The Wolfenden debate surrounding legalisation of homosexuality.</p> <p>The Marriage Same Sex Couples act of 2013</p>	
The Nature of Law	Law and Justice	<ul style="list-style-type: none"> •The meaning of justice •Theories of justice 	Justice is a concept that can be defined as fairness, equality or even handedness.	Work through exemplar essay adding on additional research notes in the margin.	R v Birmingham ex parte Jowitt (1974) R v Ponting Mullins v Richards Nettleship v Weston	'The aim of the law should be to achieve justice.' Discuss the extent to

		<ul style="list-style-type: none"> • The extent to which the law achieves justice 	<p>There are many theories of justice such as distributive justice and procedural Justice.</p> <p>Justice is essential in the law. The extent to which it is achieved varies with respect to different aspects of procedural and substantive law. Examples of justice can be seen in both criminal and civil law. Sometimes justice hasn't been achieved in our English Legal system with cases such as the Guilford 4.</p>	<p>Pupils to learn rote fashion the essay.</p> <p>R Drive/Bus ICT area/OCR Law/The Nature of Law/Law and Justice</p>	<p>The Birmingham 6 case</p> <p>The Guilford 4 case</p> <p>The case of Derek Bentley</p>	<p>which the English legal system achieves justice. (20)</p>
The Nature of Law	Law and Society	<ul style="list-style-type: none"> •The role law plays in society •The law as a social control mechanism 	<p>Law plays the following role in society</p> <ul style="list-style-type: none"> • Protect people from harm 	<p>Work through exemplar essay adding on additional research notes in the margin.</p> <p>Pupils to learn rote fashion the essay.</p>	<p>The Marriage (Same Sex Couples) Act 2013</p> <p>The Sex Offences Amendment Act of 2000</p> <p>The London Riots of 2011</p> <p>The poll tax riots</p> <p>The case of Sarah Payne</p>	<p>'Law has the power to influence and change society'. Discuss the extent to</p>

		<ul style="list-style-type: none"> • The way in which the law creates and deals with consensus and conflict • The realist approach to law making 	<ul style="list-style-type: none"> • Ensure a common good • Settle arguments and disputes • Persuade people to do the right thing <p>Sometimes it can be difficult for the law to balance competing interests.</p> <p>Right realists argue that crimes even minor ones need to be dealt with rigorously through policies like zero tolerance in order to maintain social order and coherent communities. They believe in "Just deserts" and retribution when an offender is punished.</p>	R Drive/Bus ICT area/OCR Law/The Nature of Law/Law and Society.	David Attenborough's fight against plastic	which law does influence and change society. (20)
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			<p>With Left realists, their argument is that social deprivation is a cause of crime.</p> <p>Its not just the law that influences society, influencers can also be pressure groups and the media.</p>			
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Term 4	Lesson Title/Topic Focus	Objectives Intent	Knowledge to be learnt-Key terms	Activities	Resources/cases to learn	Homework
Contract Law Formation	Offer and acceptance, including the rules of communication and	Understand offer and acceptance including the rules of communication and revocation. Evaluate formation of	Agreement in the formation of contract of contract requires an offer to be accepted while it is open. An offer is a statement of the terms upon which a person is prepared to be	A new unit so work in progress	Gibson v Manchester City Council(1979) Partridge v Crittenden (1968) Carlill v Carbolic Smoke Ball Co (1839) Fisher v Bell (1961)	A new unit so work in progress

	<p>revocation</p>	<p>contract in relation to offer and acceptance.</p> <p>Apply the law to given situations.</p>	<p>bound by a contract.</p> <p>An offer differs from an invitation to treat as only an offer can form the basis of a contract.</p> <p>An advertisement is an invitation to treat. It can only be an offer when there is a unilateral contract.</p> <p>Other invitations to treat include goods in a shop window or on a shop shelf, lots at an auction and requests for information.</p> <p>It is essential to know when an offer has been communicated so</p>		<p>Pharmaceutical Society of Great Britain v Boots Cash Chemists (1953)</p> <p>British Car Auctions v Wright (1972)</p> <p>Harvey v Facey(1893)</p> <p>Tornton v Shoe Lane Parking(1971)</p> <p>Taylor v Laird(1856)</p> <p>Stevenson v McClean(1880)</p> <p>Routledge v Grant(1828)</p> <p>Dickinson v Dodds(1876)</p> <p>Hyde v Wrench(1840)</p> <p>Ramsgate Victoria Hotel v Montefiore(1866)</p> <p>Felthouse v Bindley(1863)</p> <p>Yates v Pullen(1975)</p> <p>Reville Independent LLC v Anotech International (UK) Ltd (2016)</p> <p>Adams v Linsell(1818)</p>	
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		<p>that it is open, and when it ends.</p> <p>An offer can end through revocation, rejection, lapse of time, death and when accepted.</p> <p>Acceptance must be communicated to be effective, there are special rules in some circumstances where there is acceptance using the post.</p> <p>Evaluation of offer and acceptance includes distinctions between an offer and an invitation to treat and how the rules with respect to acceptance are</p>		<p>Entores v Miles Far East(1955)</p> <p>Brinkibon v Stahag Stahl(1983)</p> <p>Byrne v Van Tienhoven(1880)</p>	
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			dealt with in the modern world.			
Contract Law Formation	<p>Intention to create legal relations : domestic and commercial, presumptions and rebuttals</p> <p>Consideration: adequacy, sufficiency, past consideration, pre-existing duties • Privity: the</p>	<p>Understand intention to create legal relations, domestic and commercial , presumption and rebuttals.</p> <p>Understand consideration, adequacy, sufficiency, past consideration and pre-existing duties.</p> <p>Understand privity: the rights of third parties under the</p>	<p>There must be an intention to create legal relations for there to be a valid contract.</p> <p>There is a distinction between business or commercial contracts and those that are of a social and domestic nature.</p> <p>Consideration involves each party to a contract giving something of value to the other.</p> <p>There are 5 rules with respect to what amounts to consideration.</p>	A new unit so work in progress	<p>Edwards v Skyways Ltd(1969) Jones v Vernin Pools(1938) Esso Petroleum Co Ltd v Commissioners of Customs and Excise(1976) McGowan v Radio Buxton(2001) Kleintworth Benson Ltd v Malaysian Mining Corporation (1989) Sadler v Reynolds(2005) Balfour v Balfour(1919) Merritt v Merritt(1971) Jones v Padavatton(1969) Simpkins v Pays(1955) Parker v Clarke(1960) Thomas v Thomas(1842) Chappell v Nestle CoLtd(1960) White v Bluett(1853) Ward v Byham(1956) ReMcArdle(1951) Re Caseys Patient(1892) Lampleigh v Braithwaite(1615) Tweddle v Atkinson(1861) Collins v Godefroy(1831) Stilk v Myrick(1809) Shadwell v Shadwell (1840) Scotson v Pegg(1861) Glasbrook Bros v Glamorgan County Council(1925)</p>	A new unit so work in progress

	rights of third parties under the Contract (Rights of Third Parties) Act 1999 and common law exceptions	Contract(Rights of third parties) Act 1999 and common law exceptions. Evaluate the law relating to consideration and intention to create legal relations. Apply the law to given situations.	Privity of contract means that only a party to a contract can take legal action on it. There are exceptions to the doctrine of privity, both from case law and statute.		Hartley v Ponsonby(1857) Williams v Roffey Bros and Nicholls(Contractors) Ltd(1990) Pinnells Case(1602) Foakes v Beer(1884) Central London Property Trust Ltd v High Trees House Ltd (1947) Re Selectmove Ltd (1955) D and C Builders v Rees(1965) Dunlop v Pneumatic Tyre Co Ltd v Selfridge and Co Ltd(1915) Jackson v Horizon Holiday Ltd(1975) Shanklin Pier Ltd v Detel Products Ltd(1951) Tulk v Moxhay(1848) Beswick v Beswick(1967)	
Contract Law Terms	Express and Implied terms	Understand express and implied terms Understand the types of term- Conditions, warranties	Terms are of three types- Conditions, warranties and innominate terms. The courts have to decide whether a statement is a representation or a term.	A new unit so work in progress	Poussard v Spiers and Pond (1876) Bettini v Gye(1876) Hong Kong Fir Shipping Co. Ltd v Kawasaki Kisen Kasiha Ltd (1962) Couchman v Hill(1947) Oscar Chess v Williams(1957) Dick Bentley v Harold Smith Motors (1965) Routledge v Mackay(1954) The Moorcock(1889)	A new unit so work in progress

		<p>and innominate terms.</p> <p>Apply the law to given situations.</p>	<p>Terms can be implied in a contract by the common law and/or by statute.</p> <p>Breach of a term gives rise to possible different remedies.</p> <p>The Consumer Rights Act 2015 uses the nomenclature of rights rather than terms.</p>		<p>Schawel v Reade(1913) Hutton v Warren(1836) Hilas v Arcos(1932) Shell UK Ltd v Lostock Garage Ltd(1977) Egan v Static Control Components (Europe) Ltd(2004) Marks and Spencer plc v BNP Paribas Securities Services Trust Company Jersey Ltd (2015)</p> <p>Sec 13 Sale of Goods Act 1979/Re Moore and Co and Landauer and Co Arbitration(1921) Sec 14(2) Sale of Goods Act 1979 Sec 14(3) Sale of Goods Act 1979/Baldry v Marshall(1925) Sec 3 Supply of Goods and Services Act 1982 Sec 4 Supply of Goods and Services Act 1982 Sec 13 Supply of Goods and Services Act 1982/Thake v Maurice(1986) Sec 14 Supply of Goods and Services Act 1982 Consumer Rights Act 2015- Sec 9, 10, 11, 20, 23, 24, 49, 52.</p>	
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<p>Contract law Vitiating factors</p>	<p>Misrepresentation, including omission in consumer contexts</p> <p>Economic duress</p>	<p>Understand the concept of a vitiating factor in a contract.</p> <p>Understand misrepresentation, including omission in consumer contracts and remedies.</p> <p>Understand economic duress and its remedies.</p> <p>Apply the law to factual situations.</p>	<p>Vitiating factors include misrepresentation and duress.</p> <p>Misrepresentation occurs where a person is induced to enter a contract as a result of statements made that are false.</p> <p>There are three types of misrepresentation each with its own remedies: innocent, negligent and fraudulent.</p> <p>Economic duress arises where there is the threat to damage a business or a person financially. The court will consider each case involving economic duress according to its</p>	<p>A new unit so work in progress</p>	<p>Fletcher v Krell(1873) With v O'Flanagan(1936) Dimmock v Hallett(1866) Tate v Williamson(1866) Lambert v Co-operative Insurance Society BV(2000) Bisset v Wilkinson(1927) Edgington v Fitzmaurice(1885) Attwood v Small(1838) Redgrave v Hurd(1881) Museprime Properties Ltd v Adhill Properties Ltd(1990) Clarke v Dickinson(1858) Long v Lloyd(1958) Leaf v International Galleries(1950) Lewis v Averay(1972) Hedley Byrne and Co Ltd v Heller and Partners Ltd(1964) Howard Marine v Ogden & Sons (1978) Royscot Trust Ltd v Rogerson (1991) Derry v Peek((1889) Smith New Court v Scrimgeour Vickers (1996) East v Maurer(1991) Atlas Express v Kafco(1989) Universe Tankships v International Transport Workers Federation, The Universe Sentinel(1983) Pao on v Lau yiu Long(1979) CTN Cash & Carry v Gallagher(1994)</p>	<p>A new unit so work in progress</p>
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			individual circumstances.		Progress Bulk Carriers Ltd v Tube City(2012)	
Contract Law Discharge	Performance Frustration Breach of contract : actual and anticipatory breach	Understand the concept of discharge of contract. Explain discharge by performance. Explain discharge by frustration and relevant remedies. Explain breach of contract: actual and anticipatory breach, and relevant remedies.	A contract can be discharged by performance(the usual method) frustration or breach (failure to perform in whole or in part). Performance must be complete and exact, but there are exceptions such as where part performance is accepted. If the contract is not discharged by frustration there will be a breach of contract . Breach and frustration have different remedies. Breach can be a condition, a	A new unit so work in progress	Cutter v Powell(1795) Ritchie v Atkinson(1808) Dakin & Co v Lee (1916) Hoenig v Isaacs(1952) Bolton v Mahadeva(1972) Young v Thames Properties (1999) Planche v Colburn(1831) Sumpter v Hedges(1898) Union Eagle Ltd v Golden Achievement Ltd(1997) Charles Rickards Ltd v Oppenheim(1950) Taylor v Caldwell(1863) Jackson v Union Marine Insurance Co Ltd(1874) Robinson v Davidson(1871) Condor v The Baron Knights (1966) Denny, Mott and Dickinson Ltd v James B Fraser & Co Ltd (1944) Re Shipton Anderson & Co and Harrison Bros &Co (1915) Krell v Henry(1903) Herne Bay Steamboat Co v Hutton(1903) Maritime National Fish Ltd v Ocean Trawlers Ltd (1935) Gamerco SA v ICM Fair Warning (Agency) Ltd and Missouri Storm Inc (1995)	A new unit so work in progress

		Apply the law to given situations.	warranty or an innominate term. Breach can be actual or anticipatory.		Armchair Answercall v People in Mind(2016) Poussard v Spiers and Pond (1976) Hochester v de la tour (1853) Geden Operations Ltd v Dry Bulk Handy Holdings Inc (Bulk Uruguay) (2014)	
Contract Law Remedies	Damages: compensatory damages; causation and remoteness of damage; mitigation of loss • Equitable remedies • Consumer remedies under the Consum	Understand the way in which damages are assessed in contract law, compensatory damages, causation and remoteness of damage, mitigation of loss. Understand equitable remedies. Understand consumer remedies under the	Remedies for breach of contract can either be legal or equitable remedies. Compensatory damages are the most common form of damages and are compensation for losses suffered. In specific circumstances, more than the actual loss suffered will be awarded. Contracts sometimes try to establish what damages will be payable if there is a breach. These	A new unit so work in progress	Hadley v Baxendale (1854) Victoria Laundry Ltd v Newman Industries Ltd(1949) Czarnikow Ltd v Koufos(The Heron II)(1969) H Parsons (Livestock) Ltd v Uttley Ingham(1978) Wellesley Partners LLP v Withers LLP(2015) Staniforth v Lyall (1830) Wrotham Park Estate Co Ltd v Parkside Homes Ltd (1974) Experience Hendrix LLC v PPX Enterprises Inc. (2003) Bence Graphics International Ltd v Fasson UK Ltd (1996) Charter v Sullivan(1957) WL Thompson Ltd v Robinson Gunmakers Ltd (1955) Victoria Laundry Ltd v Newman Industries Ltd(1949) Chaplin v Hicks (1911) Anglia Television Ltd v Reed (1972) Farley v Skinner(2001) Ruxley Electronics and Construction Ltd v Forsyth(1996)	A new unit so work in progress

	<p>er Rights Act 2015</p>	<p>Consumer Rights Act 2015.</p> <p>Apply the law to given situations.</p>	<p>are valid terms if considered liquidated damages, but not if they are considered a penalty.</p> <p>Equitable remedies are discretionary.</p> <p>Injunctions usually aim to prevent breach of contract.</p> <p>Specific performance requires delivery of goods but is not available for contract of services.</p>		<p>Westinghouse Electric v Underground Electric Railways (1912)</p> <p>Thai Airways v K I Holdings(2015)</p> <p>Dunlop Pneumatic Tyre Co v New Garage and Motor Co (1914)</p> <p>Cavendish Square Holding BV v Talal El Makadessi and Parkingeye Ltd v Beavis(2015)</p> <p>Upton Rural District Council v Powell(1942)</p> <p>Steven v Bromley(1919)</p> <p>DeBarnady v Harding(1853)</p> <p>A B v C D(2014)</p> <p>Page One Records Ltd v Britton(1967)</p> <p>Airport Industrial G P Ltd v Heathrow Airport Ltd (2015)</p>	
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