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| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****Y12****1A****LEGAL SYSTEMS** | **Intent****Why is this taught now?**As the first topic of the course, this topic sets the foundation of the English legal system by focusing on the civil and criminal courts, the legal professions and access to justice. Learners will develop knowledge and understanding of the processes and people involved in the law and the changing nature of the legal system | **The Civil Courts** •Describe the hierarchy of the civil courts in England and Wales: County Court, High Court, Court of Appeal and Supreme Court •Describe the jurisdiction of the County Court (including the track system and case management) •Describe the jurisdiction of the High Court and its Divisions •Describe the appeals process from the County Court •Describe the appeals process from the High Court •Describe the awards and remedies available in Civil Courts •Describe the strengths and weaknesses of using civil courts to resolve disputes **Alternatives to Court** •Describe the methods of Alternate Dispute Resolution in civil law: arbitration, mediation, negotiation and conciliation •Explain how arbitration works and the rules of arbitration under the Arbitration Act 1996 •Explain the process of mediation •Explain the process of negotiation•Describe the strengths and weaknesses of using alternate dispute resolution •Describe the work of Tribunals and explain the tribunal structure in England and Wales •Explain the strengths and weaknesses of using tribunals**The criminal courts**• Describe the hierarchy of criminal courts in England and Wales: Magistrates’ Court, Court of Appeal and Supreme Court •Describe the jurisdiction of the Magistrates Court – triable either way offences, summary offences •Describe the pre-trial processes in the Magistrates Court •Describe the jurisdiction of the Crown Court •Describe the procedures and trial processes in the Magistrates Court •Describe the appeals process from the Magistrates Court •Describe the appeals process from the Crown Court •Describe the aims of sentencing •Describe factors that affect sentences imposed by the criminal courts •Describe the training and selection process of lay magistrates •Explain the strengths and weaknesses of using magistrates •Explain the selection and work of juries in criminal trials •Explain the strengths and weaknesses of using juries in criminal trials**Legal Personnel** •Describe the role of barristers, solicitors and legal executives •Describe the training and qualification processes of barristers, solicitors and legal executives •Describe the senior judiciary (High Court Judge, Court of Appeal Judge, Supreme Court Judge) •Describe the role of judges in the senior courts •Explain how judges are independent in the English Legal System (with examples) •Explain why the independence of the judiciary is important in Parliamentary democracy •Evaluate the extent to which judges are independent from the executive | In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and masteryTeacher assessment during lessonEnd of module testEnd of Year assessmentsStudents will be introduced to 8-mark and 12 mark questions. A focus will be placed on priming students to recall information from the syllabus to develop their explanation (A01) by referring to case law and examples in their answers. |
| **Civil courts and other forms of dispute resolution**¨ County Court and High Court: jurisdictions, pre-trial procedures, the three tracks ¨ Appeals and appellate courts¨ Employment tribunals and Alternative Dispute Resolution ¨ Advantages and disadvantages of using the civil courts and Alternative Dispute Resolution to resolve disputes* **Criminal courts and lay people**
* ¨ Criminal process: jurisdiction of the Magistrates’ Court and the Crown Court, including classification of offences and pre-trial procedures
* ¨ Appeals and appellate courts

**Legal personnel**¨ Barristers, solicitors and legal executives: role and the regulation of legal professions ¨ The judiciary: types and role in civil and criminal courts ¨ The separation of powers and the independence of the judiciary ¨ Evaluation of the judiciary, including the advantages of judicial independence**Access to justice**¨ Government funding for civil and criminal cases ¨ Private funding, conditional fees, other advice agencies ¨ Evaluation of access to justice |
| **Autumn Term****1B****CRIMINAL LAW** | **Intent** **Why is this taught now?**This topic focuses on the rules and general elements of criminal law and provides an 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.Criminal Law commences in Term 1 of Year 12 as this is a discrete unit and does not overlap like Contract and Tort. It is also a unit that students traditionally find more interesting, even though it is the most complex. The engagement and interest factor at the start of the course, somewhat helps to compensate for the increased difficulty. | **Principles of Criminal Law** • The theories and principles underpinning Criminal Law •Defining ‘harm’ for the purposes of the Criminal Law. Determining the level of harm that reaches a criminal threshold determined decides? •Actus reus of a crime (the conduct element) •Causation in Criminal Law, chains of causation, actus novus interveniens •Mens Rea of a crime (the fault element) •Levels of mens rea: intention, recklessness and negligence •Direct and oblique intent •Subjective and objective recklessness •Strict liability in Criminal Law **Substantive Criminal Law** • Offences Against the Person – Assault, Battery, Actual Bodily Harm, Grievous Bodily Harm, Malicious Wounding •Murder •Voluntary Manslaughter (Diminished Responsibility, Loss of Self-Control) •Involuntary Manslaughter (Unlawful Act Manslaughter, Gross Negligence Manslaughter) • Property Offences (Theft, Robbery and Burglary) •Inchoate Offences (attempt) **Defences** •Mental Capacity – Insanity, Automatism, Intoxication •General Defences – Consent, Duress **Evaluation** •Criticisms of Offences Against the Person and Areas for Reform •Criticisms of Intoxication •Criticisms of Consent | Students will be expected to:1. Demonstrate knowledge and understanding of legal principles and processes (AO1) 2. Apply knowledge and understanding of legal rules, principles and processes to problem-questions (AO2) 3. Evaluate legal theories, principles and processes in order to construct arguments, make judgements and draw conclusions (A03)**Students will have their first 28-mark assessment in October/November. The paper will comprise of at least 1 x 20-mark problem and 1 x 8 mark question.**To achieve this students will be taught how to answer 20 mark problem questions and 20 mark essays in substantive law.Students will then be introduced to 20-mark problem questions. A focus will initially be placed on ensuring students know how to develop answers using case law and legal principles, then developing lines of argument and writing effective conclusions. Once this has been mastered, focus will turn to developing chains of analysis using the IDEAL structure as a writing frame.  |
| **Rules and theory**¨ An outline of the rules of criminal law ¨ An overview of the theories of criminal law**General elements of criminal liability**¨ Actus reus: conduct and consequence crimes; voluntary acts and omissions; involuntariness; causation ¨ Mens rea: fault; intention and subjective recklessness; negligence and strict liability; transferred malice; coincidence of actus reus and mens rea**Fatal offences against the person**¨ Murder: actus reus and mens rea¨ Voluntary manslaughter: defences of loss of control and diminished responsibility under Coroners and Justice Act 2009 ¨ Involuntary manslaughter: unlawful act manslaughter and gross negligence manslaughter**Non-fatal offences against the person**¨ Common assault: assault and battery under s39 Criminal Justice Act 1988 ¨ Assault occasioning actual bodily harm, wounding and grievous bodily harm under s47, s20, s18 Offences Against the Person Act 1861**Offences against property**¨ Theft under s1 Theft Act 1968 ¨ Robbery under s8 Theft Act 1968 ¨ Burglary under s9(1)(a) and s9(1)(b) Theft Act 1968  |
| **Spring Term****2A****CRIMINAL LAW** | **Intent** **Why is this taught now?**This topic continues the focus on the rules and general elements of criminal law and provides an 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 |
|  **Mental capacity defences**¨ Insanity, * Automatism
* intoxication

**General defences**¨ Self-defence, duress by threats, duress of circumstances and necessity ¨ Consent**Preliminary offences**¨ Attempts: the actus reus and mens rea; impossibility**Evaluation**¨ Critical evaluation of: • non-fatal offences against the person • defences: intoxication, self-defence and consent • ideas for reform |
| **Spring Term****2B****LAW MAKING** | **Intent** Why is this taught now?This topic 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. | **Parliamentary Law Making** •Describe the law making process in Parliament (Green Paper, White Paper, First Reading, Second Reading, Committee Stage, Report Stage, Third Reading, House of Lords, Royal Assent) •Identify the influences on the Parliamentary Law-Making Process •Explain the strengths and weaknesses of law making in Parliament •Explain the importance of Parliamentary Sovereignty and link to law making •Describe what delegated legislation is and why delegated legislation is used •Identify examples of delegated legislation •Describe the controls on delegated legislation •Explain the strengths and weaknesses of using delegated legislation**Case Law and Precedent** •Describe the doctrine of precedent and stare decisis •Explain the difference between common law and civil law systems and identify England as a common law jurisdiction •Identify the types of precedent – binding, original, persuasive •Explain the hierarchy of the court system and how precedent operates within the civil and criminal courts •Use examples from case law to explain how the courts have used precedents •Explain the strengths and weaknesses of using precedent •Describe the rules of statutory interpretation: literal, golden and mischief and give examples to support the operation of each rule •Describe the aids used by the courts to help with statutory interpretationLaw Reform and Legal Aid • Describe the work of the Law Commission in respect of reforming and updating the law •Give examples of the work of the Law Commission (linking to other areas of the specification) •Explain the strengths and weaknesses of reforming the law via the Law Commission •Identify and describe sources of legal advice and support in England and Wales (Citizen’s Advice, Trade Unions, Law Centres, Bar Pro Bono Unit) •Describe the Legal Aid rules for civil and criminal law, including the different financial tests for eligibility•Evaluate the availability of legal aid in civil and criminal trials**European Union Law** •Describe the institutions of the European Union and their role in law-making •Explain the importance of European Union law in England before and after Brexit | Student will continue to develop their skills in 8-mark and 12 mark questions. A focus will be placed on priming students to recall information from the syllabus to develop their explanation (A01) by referring to case law and examples in their answers. Students should be using flipped learning booklets and recalling information from the syllabus to answer these questions. |
| **Parliamentary law making:**¨ Legislative process – Green and White Papers, different types of Bill, legislative stages in the House of Commons and the House of Lords, and the role of the Crown ¨ Advantages and disadvantages of the legislative process* **Delegated legislation**
* ¨ Types of delegated legislation: Orders in Council, Statutory Instruments and By-laws
* ¨ Controls on delegated legislation by Parliament and the courts, and their effectiveness

¨ Reasons for the use of delegated legislation ¨ Advantages and disadvantages of delegated legislation* **Statutory interpretation**

¨ Rules of statutory interpretation: the literal rule, the golden rule and the mischief rule ¨ The purposive approach ¨ Intrinsic and extrinsic aids to interpretation¨ Impact of European Union Law and the Human Rights Act 1998 on statutory interpretation ¨ Advantages and disadvantages of the different rules and approaches to statutory interpretation**Judicial precedent**¨ The Doctrine of Precedent including stare decisis, ratio decidendi and obiter dicta ¨ The hierarchy of the courts including the Supreme Court ¨ Binding, persuasive and original precedent; overruling; reversing; distinguishing ¨ Advantages and disadvantages of precedent**Law reform**¨ Influences on Parliament: political, public opinion, media, pressure groups and lobbyists including the Law Commission ¨ Law reform by the Law Commission ¨ Advantages and disadvantages of influences on law making**European Union law**¨ Institutions of the European Union ¨ Sources of European Union law ¨ Impact of European Union law on the law of England and Wales |
| **Summer Term****3A****LAW OF TORT 1** | **Intent** **Why is this taught now?**This topic 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 and gain a critical awareness of the present state of the law of tortTort Law is the final substantive topic and will at the start of Term 2 in Year 13. Tort Law is the second civil law topic that students will cover and is covered in Year 13 as it is less cohesive than Contract, which makes it more complex for students. By the time the Tort Law content is covered, students will be aware of the key concepts and ideas in civil law and will be able to apply these principles to their study of Tort Law. Due to the combination of Statutory Provisions and Case Law related skills, the teaching of content in Criminal Law and Contract Law will provide a solid foundation for students to be able deal with Tort Law problem questions more successfully. The Tort Law course also contains some very difficult content, notably vicarious liability, which is not as straightforward to apply. | **Principles of Tort Law** •The theories, principles and ideologies underpinning the Law of Tort •The rules of the Law of Tort •The role of tort within the Law of Obligations •Definitions of Fault, Breach and Damage in Tort •The difference between the role of Tort Law and Contract Law**Substantive Tort Law** •The Tort of Negligence: The duty of care – establishing the duty of care •The Tort of Negligence: Breach of the duty of care - standard of care •The Tort of Negligence: Damage and Causation (factual and legal) •The Tort of Negligence: Remoteness of Damage •Occupiers Liability Act 1957 – Definition of occupiers, premises, visitors •Occupiers Liability Act 1957 – Duty owed to lawful visitor and breach of this duty •Occupiers Liability Act 1957 – Defences for occupiers by claims from lawful visitors •Occupiers Liability Act 1984 – Duty owed to a trespasser •Occupiers Liability Act 1984 – Breach of the duty owed to a trespasser •Occupiers Liability Act 1984 – Warning notices and child trespassers •Occupiers Liability Act 1984 – Defences to claims by trespassers •Comparison of the law governing Occupiers Liability and the underlying rationale for the differing approaches •Land Torts – Private Nuisance: Elements of the Tort, definition of nuisance •Land Torts – Private Nuisance: Unreasonable Interference with enjoyment of land or right over, or in connection with it •Land Torts – Private Nuisance: who can be sued and defences •Land Torts – Private Nuisance: remedies (injunctions, damages) • Land Torts – Rylands v Fletcher – Elements of the Tort and Defences •Vicarious Liability – Identifying whether defendant is an employee or an independent contractor (Control Test, Integration Test, Economic Reality Test, Akin to Employment, Close or Sufficient Connection) •Vicarious Liability – Liability for Torts committed in the course of employment**Defences in Tort** •Contributory Negligence – operation of the partial defence •Volenti non fit injuria – operation of the complete defence**Remedies in Tort** •Compensatory Damages – distinction between pecuniary and non-pecuniary loss •Mitigation of loss •Injunctions •Comparison with Contractual Remedies Evaluation •Overview of the Law on Negligence – duty, breach, standard of care, remoteness of damage •Evaluation of the Occupiers Liability Acts – fairness on occupiers, balance between interests of occupiers/visitors, differing standards for trespassers, protection to child trespassers/visitors, meeting the aims of Tort Law •Evaluation of Vicarious Liability – interests of employees, employers and claimants, protections offered under the law, definition of employee in the 21st Century, role of courts in developing this Tort | Students will be expected to:1. Demonstrate knowledge and understanding of legal principles and processes (AO1) 2. Apply knowledge and understanding of legal rules, principles and processes to problem-questions (AO2) 3. Evaluate legal theories, principles and processes in order to construct arguments, make judgements and draw conclusions (A03)Students will be continue to develop their skills in 20-mark problem questions . They will also know how to develop chains of analysis using IDEAL as a writing frame. Students will continue to develop their skills in 20-mark essay questions. Focus will be placed on developing lines of argument and writing effective conclusions. |
| **Rules and theory of Tort**¨ An outline of the rules of the law of tort ¨ An overview of the theory of the law of tort**Liability in negligence**¨ Liability in negligence for injury to people and damage to property ¨ The duty of care: Donoghue v Stevenson (1932) and the neighbour principle, the Caparo test and Robinson v Chief Constable of West Yorkshire (2018) ¨ Breach of duty: the objective standard of care and the reasonable man; risk factors ¨ Damage: factual causation; legal causation**Occupiers’ liability**¨ Liability in respect of lawful visitors (Occupiers’ Liability Act 1957) ¨ Liability in respect of trespassers (Occupiers’ Liability Act 1984) |
| **Summer Term****3B****LAW OF TORT 2** | **Intent** Why is this taught now?This topic continues the focus 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 and gain a critical awareness of the present state of the law of tort |
| **Torts connected to land**¨ Private nuisance ¨ Rylands v Fletcher**Vicarious liability**¨ Nature and purpose of vicarious liability ¨ Liability for employees, including traditional tests of employment status, 'akin to employment' tests, liability for torts committed in or not in the course of employment ¨ Liability for torts 'closely connected' to employment**Defences**¨ Contributory negligence ¨ Volenti non fit injuria ¨ Defences specific to claims connected to private nuisance and Rylands v Fletcher**Remedies**¨ Compensatory damages ¨ Mitigation of loss ¨ Injunctions**Defences in Tort**¨ Contributory negligence ¨ Volenti non fit injuria ¨ Defences specific to claims connected to private nuisance and Rylands v Fletcher**Remedies**¨ Compensatory damages ¨ Mitigation of loss ¨ Injunctions**Evaluation**¨ Critical evaluation of: • liability in negligence • occupiers’ liability • vicarious liability |
| **Autumn Term****Y13****1A & B****LAW OF CONTRACT** | **Intent** **Why is this taught now?**This topic focuses on the central elements of contract law from the formation of contracts to their enforcement. Learners will develop knowledge and understanding of the law of contract, the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of the law of contract.Contract Law is the first civil law topic that students will cover and is more cohesive than Tort Law, which makes it better suited as the first civil law topic. Students will already have covered the civil court system and so will be aware of the courts that deal with matters relating to contract law. As with Criminal Law, students will also be taught the material on law-making and the legal process. In particular, the material on precedent and statutory interpretation will reinforce understanding on how contractual principles and doctrines have progressed over time. The work of the Law Commission also examines areas of Contract Law that have been reformed by the Law Commission proposals, enabling students to see the link between the areas of the syllabus. By Christmas of Year 13, students will be able to answer all of Paper 1 (Criminal Law) and a complete Contract Paper (Paper 3), enabling feedback to be given on Civil and Criminal Law. | **Principles of Contract Law** • The theories, principles and ideologies of contract •The importance of freedom of contract and the importance of contract law to the British economy •The role of contract within the Law of Obligations •Definitions of Fault, Breach and Damage in contract •The difference between the role of Contract Law and Tort Law**Substantive Contract Law** •Formation of a contract: the offer and the difference between offers and invitations to treat •Formation of a contract: acceptance of an offer and methods of acceptance •Privity of Contract: the general rule, exceptions to the rule and the role of the Contracts (Rights of Third Parties) 1999 •Consideration: the importance of consideration, the rules on consideration and exceptions to the rules on consideration •Intention to Create Legal Relations: the situations in which a contract will come into existence •Contract Terms: The difference between a term and a representation, determining a term or a representation •Contract Terms: Implied Terms – the tests used by common law (business efficacy and officious bystander) •Contract Terms: Implied Terms – terms implied by the Consumer Rights Act (s.9-11, s.42) and the remedies for breach of these implied terms •Contract Terms: Exclusion clauses and the tests for incorporation and fairness in commercial and consumer scenarios •Contract Terms: The difference between a condition and a warranty, the Hong Kong Fir approach •Vitiating Factors – Economic Duress •Vitiating Factors – Misrepresentation, types of misrepresentation and remedies •Discharge of Contract – by performance, by breach and frustration •Discharge of Contract – anticipatory breach, fundamental breach and the importance of the term breached (condition/warranty) •Remedies for Breach of Contract – Damages, Causation and Remoteness, Equitable Remedies**Evaluation** • Suitability of law on offer and acceptance•Suitability of law on consideration •Suitability of law on privity •Suitability of law on intention to create legal relations •Reform of the law on implied terms •Reform of the law exclusion clauses | Students will be expected to:1. Demonstrate knowledge and understanding of legal principles and processes (AO1) 2. Apply knowledge and understanding of legal rules, principles and processes to problem-questions (AO2) 3. Evaluate legal theories, principles and processes in order to construct arguments, make judgements and draw conclusions (A03)Students will be continue to develop their skills in 20-mark problem questions . A focus will initially be placed on the distinction between problem questions in criminal law and civil law, ensuring students know how to develop answers using case law and legal principles. They will also know how to develop chains of analysis using IDEAL as a writing frame. Students will continue to develop their skills in 20-mark essay questions. Focus will be placed on developing lines of argument and writing effective conclusions. Students should be using wider reading and knowledge from across the syllabus to develop synopticity. |
| **Rules and theory**¨ An outline of the rules of the law of contract ¨ An overview of the theory of the law of contract**Formation**¨ Offer and acceptance, including the rules of communication and revocation¨ Intention to create legal relations: domestic and commercial, presumptions and rebuttals* ¨ Consideration: adequacy, sufficiency, past consideration, pre-existing duties
* ¨ Privity: the rights of third parties under the Contract (Rights of Third Parties) Act 1999 and common law exceptions

**Terms**¨ Express and implied terms, including the Consumer Rights Act 2015¨ Types of term: conditions, warranties, innominate terms¨ Exclusion and limitation clauses, including the Unfair Contract Terms Act 1977 and the Consumer Rights Act 2015**Vitiating factors**¨ Misrepresentation (including omission in consumer contexts and the Misrepresentation Act 1967)¨ Economic duress**Discharge**¨ Performance ¨ Frustration¨ Breach of contract: actual and anticipatory breach**Remedies**¨ Damages: compensatory damages; causation and remoteness of damage; mitigation of loss ¨ Equitable remedies ¨ Consumer remedies under the Consumer Rights Act 2015**Evaluation**¨ Critical evaluation of: • formation• contract terms • ideas for reform |
| **Spring term****2A****NATURE OF LAW** | **Intent** **Why is this taught now?**This topic focuses on the nature of law. Learners will explore the nature of law in a wider context and develop their understanding of how the law interacts with morality, justice, and society. 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.Nature of Law is the final unit. It is taught last as it is almost entirely synoptics. It applies legal theory and ideas to criticise the Law. It also relates to abstract principles of morality and justice. Students need to be able to use examples from across the course to succeed in these questions, which means that students need to have completed the other units before starting this content. In addition, by this point, students should have started to revise Year 1 and Year 2 content, which helps with the teaching of this unit. Students will need to refer to content from Unit 1 and 2 to succeed with this topic, so it encourages revision. | **The Rule of Law** •Define the ‘rule of law’ •Explain the views of Dicey and Bingham on the rule of law •Evaluate the vies of Dicey and Bingham on the rule of law •Explain the importance of the rule of law**Law and Morals** • Explain the difference between law and morality •Compare and contrast the characteristics of legal and moral rules •Explain the key tenets of legal positivism •Explain the theories of classical legal positivists – Austin and Bentham •Explain the theories of modern legal positivists – Hart and Kelsen •Explain the key tenets of natural law theory •Explain the theories of natural law theorist – Lon Fuller •Explain the theories of natural law theories – Aquinas •Explain why and how society has become moral plural and the implications of this for a common morality •Explain the relationship between law and morality, and why this is important •Explain the extent to which the law should enforce morality using academic views from Mill, Hart and Devlin •Apply examples from the substantive law to the question of whether law should enforce morality (Criminal Law, Contract Law, Tort Law) •Evaluate the relationship between law and morality**Law and Justice** • Describe attempts to define justice: Aristotle, Plato, Aquinas, Bentham, Mill •Explain utilitarianism and link this theory to conceptions of justice – Bentham and Mill •Describe different theories of justice: Distributive (Marx, Aristotle, Aquinas, Perelman), Social Justice (Rawls, Nozick, Procedural Justice, Natural Justice, Substantive Justice (Criminal Law, Contract Law, Tort Law), Corrective Justice •Apply theories of justice to conclude whether the law does provide justice, or if it is possible for a single-unified theory of justice.**Law and Society** • Define society and pluralism •Explain reasons why the UK is becoming pluralist •Explain the role of law in society and the four primary roles of law •Explain the difference between formal and informal social control •Describe Pound’s theory of social control through law •Apply examples from substantive law topics to support the view that the law does/does not promote rules of behaviour that lead to social control. •Identify the ways in which law creates consensus and conflict within society •Explain realist theories of law making - left realism and right realism •Explain the realist view that certainty of law is a myth •Evaluate the role of the law and society | **2. Students will sit January exams as directed by the whole-school policy. This 60-mark paper will comprise of 2 x 20-mark problems, 1 x 20-mark essay** |
| **Introduction to the nature of law**¨ Law and rules: the difference between enforceable legal rules and principles and other rules and norms of behaviour ¨ The connections between law, morality and justice¨ The differences between civil and criminal law ¨ An overview of the development of English Law: custom, common law, statute law ¨ The rule of law: definition and importance**Law and morality**¨ The distinction between law and morals ¨ The diversity of moral views in a pluralist society¨ The relationship between law and morals and its importance ¨ The legal enforcement of moral values**Law and justice**¨ The meaning of justice ¨ Theories of justice ¨ The extent to which the law achieves justice**Law and society**¨ The role law plays in society ¨ The law as a social control mechanism ¨ The way in which the law creates and deals with consensus and conflict ¨ The realist approach to law making |
| **Spring term 2B****REVISION** | **Revision and assessment of all units**  |  | **3. Students will sit an 80-mark exam at the end of March. This paper will be a complete Paper 1** |