



Department of Physical and Social Education- Applied Law

Year 12 Long Term Plan

Externally Assessed					
Term	Topic	Knowledge	Key content areas		
Autumn term 1 and 2	Unit 1 Dispute Solving in Civil Law	Learning aims In this unit you will: <ol style="list-style-type: none"> Civil dispute resolution Enforcement of civil law How precedent works Application of the law of negligence 	A1 Features of civil law <ul style="list-style-type: none"> Aim and purpose of civil law. Standard and burden of proof in civil cases. A2 Structure and jurisdiction of the English civil courts <ul style="list-style-type: none"> Civil court hierarchy: <ul style="list-style-type: none"> civil courts of first instance civil courts of appeal reasons/permissions/how to appeal. Role of judges in civil cases. A3 Alternatives to the courts in civil dispute resolution Situations for use: <ul style="list-style-type: none"> arbitration conciliation mediation negotiation ombudsman. A4 Legal skills <ul style="list-style-type: none"> Legal sources. Researching and referencing legal information. Methods of appropriate professional communication with colleagues, lawyers 	B1 Sources of advice <ul style="list-style-type: none"> Solicitors. Barristers. Citizens Advice. Law centres. Insurance companies. The internet. B2 Sources of funding <ul style="list-style-type: none"> Own resources. Insurance. State funding. Conditional fees. Trade union membership. Citizens Advice. Pro bono. B3 The cost of taking legal action <ul style="list-style-type: none"> Court costs. Legal representation costs. Awarding of costs against unsuccessful party. Hidden costs, loss of reputation, enforcement of award.process and its institutions 	C1 Precedent <ul style="list-style-type: none"> The doctrine of precedent in the court hierarchy and its role in the development of the law of negligence. Hierarchy of courts. Ratio decidendi. Obiter dicta. Law reporting of decisions. Following precedent: <ul style="list-style-type: none"> powers of the appeal courts binding precedents persuasive precedents. Avoiding binding precedents: <ul style="list-style-type: none"> distinguishing overruling reversing. How to research, find, read and interpret case law. Advantages and disadvantages of the doctrine of precedent
			D1 Duty of care Three stage test: <ul style="list-style-type: none"> proximity foreseeability fair, just and reasonable. D2 Breach of duty <ul style="list-style-type: none"> Objective standard. The reasonable person test: <ul style="list-style-type: none"> special characteristics of defendant professionals learners children. Special characteristics and risk factors of claimant: <ul style="list-style-type: none"> the risk of harm social utility taking of precautions. D3 Damage <ul style="list-style-type: none"> Factual causation: <ul style="list-style-type: none"> the 'but for' test. Remoteness of damage: <ul style="list-style-type: none"> reasonable foreseeability the type of damage caused the thin skull rule. 	D4 Damages <ul style="list-style-type: none"> The aim of awarding damages in negligence. Special damages: <ul style="list-style-type: none"> pecuniary. General damages: <ul style="list-style-type: none"> pain and suffering loss of earnings loss of amenity future medical expenses. Mitigation of loss. Contributory negligence. Payment: <ul style="list-style-type: none"> lump sum structured settlement. Burden of proof and res ipsa loquitur Burden of proof in negligence cases. Res ipsa loquitur 	

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Apply the key elements of crime and sentencing in non-fatal offence case studies	A1 Legal skills A2 Influences on Parliament A3 The law-making procedure in Parliament A4 How statutes are interpreted by the courts	B1 Delegated legislation B2 The European legislative	<table border="1"> <thead> <tr> <th>Pass</th> <th>Merit</th> <th>Distinction</th> </tr> </thead> <tbody> <tr> <td colspan="3">Learning aim A: Explore how statutory rules are made and interpreted</td> </tr> <tr> <td>A.P1 Research and select a statute then explain the influences that impacted on its progress into law.</td> <td>A.M1 Analyse the effect on Parliament's law making of influences and interpretation.</td> <td rowspan="2">AB.D1 Present an evaluation of the law-making processes both inside and outside of Parliament.</td> </tr> <tr> <td>A.P2 Explain the rules of statutory interpretation using given case studies.</td> <td></td> </tr> <tr> <td colspan="3">Learning aim B: Examine how legislation is made outside of Parliament</td> </tr> <tr> <td>B.P3 Apply the various forms of delegated legislation and their controls in given case studies.</td> <td>B.M2 Analyse the effectiveness of the controls on delegated legislation.</td> <td rowspan="2">C.D2 Evaluate the impact of using lay people in the criminal justice trial process as opposed to legal personnel, providing a justified conclusion.</td> </tr> <tr> <td>B.P4 Research, select and explain examples of actual regulations, directives and decisions.</td> <td>B.M3 Assess the impact of EU laws on the UK and the resolution of any conflicts, using actual recent examples.</td> </tr> <tr> <td colspan="3">Learning aim C: Explore the various legal personnel involved in a criminal trial</td> </tr> <tr> <td>C.P5 Using given case studies of criminal trials in different courts, explain the roles of both the lay and legal personnel involved.</td> <td>C.M4 Compare and contrast the roles of the various personnel involved and the financing of advice and representation in given criminal case studies.</td> <td rowspan="2">D.D3 Evaluate the current law on non-fatal offences against the person and related current sentencing trends.</td> </tr> <tr> <td>C.P6 Explain the advice and representation available in given criminal case studies.</td> <td></td> </tr> <tr> <td colspan="3">Learning aim D: Apply the key elements of crime and sentencing in non-fatal offence case studies</td> </tr> <tr> <td>D.P7 Explain, using given case studies, the elements of the different non-fatal offences.</td> <td>D.M5 Analyse and apply the current law on specific non-fatal offences to given case studies to determine the charges and possible sentences in these situations.</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>D.P8 Discuss the aims of sentencing and the types of sentences for specific offences in given case studies.</td> <td></td> <td></td> </tr> </tbody> </table>	Pass	Merit	Distinction	Learning aim A: Explore how statutory rules are made and interpreted			A.P1 Research and select a statute then explain the influences that impacted on its progress into law.	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Autumn term 1 and 2	Unit 3 Applying the Law	<p>Learning aims</p> <p>In this unit you will:</p> <p>a. The laws relating to homicide: murder, voluntary manslaughter and involuntary manslaughter</p> <p>b. The laws relating to corporate manslaughter</p> <p>c. An introduction to offences against property: theft, robbery, burglary,</p> <p>d. Introduction to general defences in criminal law</p> <p>e. An overview of police powers</p>	<p>A1 Murder</p> <ul style="list-style-type: none"> Actus reus of murder – legal definition of a human being with application of relevant case law. Proving causation in murder – establishing causation through both factual and legal causation, application of relevant case law. Mens rea of murder – difference between direct and oblique intention and the meaning of indirect intention. Criticisms of the current law and proposals for reform. <p>A2 Voluntary manslaughter</p> <ul style="list-style-type: none"> Introduction to the role of voluntary manslaughter as a partial defence to murder. Loss of control: <ul style="list-style-type: none"> o the difference between loss of control under Section 54 of the Coroners and Justice Act 2009 and the old law of provocation under Section 3 of the Homicide Act 1957 o key elements of loss of control – loss of self-control, the meaning of a qualifying trigger and its limitations, degree of tolerance and self-restraint, application of relevant case law. Diminished responsibility: <ul style="list-style-type: none"> o the difference between diminished responsibility under Section 52 of the Coroners and Justice Act 2009 and the old law of diminished responsibility under Section 2 of the Homicide Act 1957 o key elements of diminished responsibility – the meaning of abnormality of mental functioning, what a recognised medical condition is, the ways that an individual’s mental ability must be impaired, application of relevant case law. Criticisms of the current law and proposals for reform. 	<p>A3 Involuntary manslaughter</p> <ul style="list-style-type: none"> Introduction to the difference between voluntary and involuntary manslaughter. Unlawful act manslaughter: <ul style="list-style-type: none"> o key elements of unlawful act manslaughter – meaning of unlawful act, dangerous act and causing death, application of relevant case law. o Gross negligence manslaughter: <ul style="list-style-type: none"> o difference between gross negligence manslaughter and unlawful act manslaughter o key elements of gross negligence manslaughter – meaning of duty of care and the various types of duty that exist, when there will be a breach of duty causing death, meaning of gross negligence, application of relevant case law 	<p>C1 Theft: Section 1–6 of the Theft Act 1968</p> <ul style="list-style-type: none"> Actus reus of theft with application of relevant case law: <ul style="list-style-type: none"> o appropriation o property o belonging to another. Mens rea of theft with application of relevant case law: <ul style="list-style-type: none"> o dishonesty – definition of honesty contained in the act and development of dishonesty in case law o intention to permanently deprive. <p>C2 Robbery: Section 8 of the Theft Act 1968</p> <ul style="list-style-type: none"> Actus reus of robbery with application of relevant case law: <ul style="list-style-type: none"> o actus reus of theft o force. Mens rea of robbery: <ul style="list-style-type: none"> o mens rea of theft o intention or recklessness as to the use of force. <p>C3 Burglary: Section 9 of the Theft Act 1968</p> <ul style="list-style-type: none"> Distinction between burglary under Section 9(1)(a) and 9(1)(b) of the Theft Act 1968. Meaning of entry, building and trespasser with application to relevant case law. <p>C4 Fraud by false representation: Section 2 of the Fraud Act 2006</p> <ul style="list-style-type: none"> Actus reus of fraud by false representation with application of relevant case law: <ul style="list-style-type: none"> o representation – distinction between express and implied representations, representations as to fact, law, state of mind and to a machine o meaning of false. Mens rea of fraud by false representation with application of relevant case law: <ul style="list-style-type: none"> o dishonesty o intention to make a gain or cause a loss. <p>C5 Criminal damage: Section 1 of the Criminal Damage Act 1971</p> <ul style="list-style-type: none"> Section 1(1) Criminal Damage Act 1971 – basic offence of criminal damage. Section 1(2) aggravated criminal damage. Section 1(3) arson. Section 1(4) aggravated arson
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Year 13 Long Term Plan cont'd

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Autumn term 1 and 2	<p>Unit 3 Applying the Law</p>	<p>Learning aims In this unit you will:</p> <ol style="list-style-type: none"> a. The laws relating to homicide: murder, voluntary manslaughter and involuntary manslaughter b. The laws relating to corporate manslaughter c. An introduction to offences against property: theft, robbery, burglary, d. Introduction to general defences in criminal law e. An overview of police powers 	<p>D1 Duress</p> <ul style="list-style-type: none"> • Duress by threats: <ul style="list-style-type: none"> o what will amount to a threat o who threats can be made to o establishing duress by threats – subjective and objective elements o self-induced duress. • Duress by circumstances: <ul style="list-style-type: none"> o difference between duress by threats and duress by circumstances o establishing duress by circumstances – subjective and objective elements. <p>D2 Intoxication</p> <ul style="list-style-type: none"> • Public policy surrounding the availability of the defence. • Difference between voluntary and involuntary intoxication. • Distinction between specific and basic intent crimes. <p>D3 Self-defence</p> <ul style="list-style-type: none"> • Distinction between self-defence at common law and prevention of crime under Section 3 of the Criminal Law Act 1967. • Necessity of force and application of relevant case law. • Reasonableness of force and application of relevant case law. <p>D4 Insanity and automatism</p> <ul style="list-style-type: none"> • Distinction between the outcomes of a successful plea of insanity and a successful plea of automatism. • Outline of key requirements for a successful plea of insanity 'and application of relevant case law'. • Outline of the key requirements for a successful plea of automatism 'and application of relevant case law'

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Spring 1 and 2	Unit 6 Contract Law	Learning aims In this unit you will: a. Examine the necessary legal requirements to form a valid contract b. Explore the types of terms that are found in a contract c. Investigate the validity of a contract to determine contractual rights d. Review the ways in which a contract may end and the remedies available	A1 Offers and invitation to treat A2 Acceptance A3 Consideration A4 Intention to create legal relations	B1 Express terms in different types of contract B2 Implied terms B3 Exclusion clauses process and its institutions	<table border="1"> <thead> <tr> <th>Pass</th> <th>Merit</th> <th>Distinction</th> </tr> </thead> <tbody> <tr> <td colspan="3">Learning aim A: Examine the necessary legal requirements to form a valid contract</td> </tr> <tr> <td>A.P1 Explain in given case studies whether the legal requirements for the formation of contract have been met.</td> <td>A.M1 Apply the law on formation of contracts in given case studies, analysing the impact of each stage of a series of negotiations up to formation of contract.</td> <td>A.D1 Evaluate, using current case law to justify a conclusion, how parties would ensure enforceable contracts when using modern communication methods.</td> </tr> <tr> <td colspan="3">Learning aim B: Explore the types of terms that are found in a contract</td> </tr> <tr> <td>B.P3 Explain the types of express terms in a given standard form contract.</td> <td>B.M2 Apply the law on express and implied terms in given contracts, analysing their impact on the parties.</td> <td>B.D2 Evaluate the meaning and legality of terms in specific case study contracts.</td> </tr> <tr> <td colspan="3">Learning aim C: Investigate the validity of a contract to determine contractual rights</td> </tr> <tr> <td>C.P5 Explain in given contract case studies rights under contract and the different ways contracts can be invalid.</td> <td>C.M3 Apply the law on validity and rights in given contracts, analysing any impact on the parties.</td> <td rowspan="2">CD.D3 Evaluate the legal position and appropriate remedies in given contract case studies.</td> </tr> <tr> <td colspan="3">Learning aim D: Review the ways in which a contract may end and the remedies available</td> </tr> <tr> <td>D.P6 Discuss using given contract case studies, the ways in which a contract may be discharged and the remedies available.</td> <td>D.M4 Apply the law on discharge and remedies, analysing the impact in given case study materials.</td> <td></td> </tr> </tbody> </table>	Pass	Merit	Distinction	Learning aim A: Examine the necessary legal requirements to form a valid contract			A.P1 Explain in given case studies whether the legal requirements for the formation of contract have been met.	A.M1 Apply the law on formation of contracts in given case studies, analysing the impact of each stage of a series of negotiations up to formation of contract.	A.D1 Evaluate, using current case law to justify a conclusion, how parties would ensure enforceable contracts when using modern communication methods.	Learning aim B: Explore the types of terms that are found in a contract			B.P3 Explain the types of express terms in a given standard form contract.	B.M2 Apply the law on express and implied terms in given contracts, analysing their impact on the parties.	B.D2 Evaluate the meaning and legality of terms in specific case study contracts.	Learning aim C: Investigate the validity of a contract to determine contractual rights			C.P5 Explain in given contract case studies rights under contract and the different ways contracts can be invalid.	C.M3 Apply the law on validity and rights in given contracts, analysing any impact on the parties.	CD.D3 Evaluate the legal position and appropriate remedies in given contract case studies.	Learning aim D: Review the ways in which a contract may end and the remedies available			D.P6 Discuss using given contract case studies, the ways in which a contract may be discharged and the remedies available.	D.M4 Apply the law on discharge and remedies, analysing the impact in given case study materials.		C1 Validity of a contract C2 Who has rights under a contract	D1 Discharging a contract based on performance or breach D2 Damages and injunctions as remedies for breach D4 Factors involved in sentencing D5 Types of sentences	<p>Legal advice provided based on case studies; presentation to a professional audience or to a client. Evaluation of the current law.</p> <p>Legal advice provided based on case studies; presentation to a professional audience or to a client. Evaluation of the current law.</p> <p>Legal advice provided based on case studies; presentation to a professional audience or to a client. Evaluation of the current law.</p>
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