

St Bede's Catholic College

Year 11 into 12 Transition Work

Law



Exam board: OCR

Course length: Two years

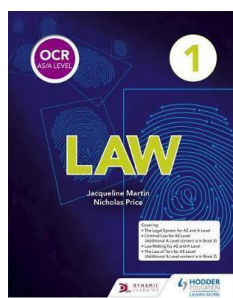
Specification: <https://www.ocr.org.uk/qualifications/as-and-a-level/law-h018-h418-from-2020/>

Exam structure:

Course content	Assessment Overview
The Legal System and Criminal Law (33.3%)	2 hour written exam 80 marks
Law Making and The Law of Tort (33.3%)	2 hour written exam 80 marks
The Nature of Law and the Law of Contract (33.3%)	2 hour written exam 80 marks

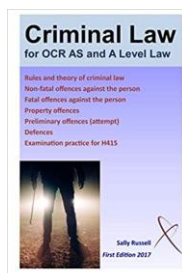
Useful textbooks:

For Criminal and Tort Year 1: 'OCR A Level Law, Second edition by Nigel Briggs, Nicholas Price and Richard Wortley (priced £39.99)



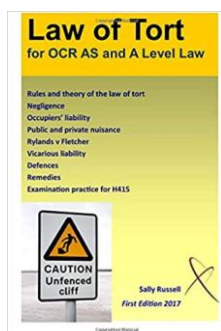
Paperback: 576 pages
Publisher: Hodder Education (June 2021)
Language: English
ISBN-13: 9781398326477

Criminal Law: 'Criminal Law for OCR AS and A Level Law by Sally Russell (kindle ed. £2.50)



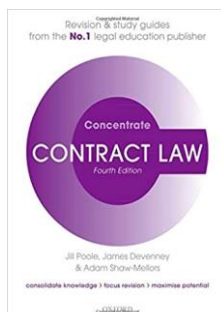
Paperback: 212 pages
Publisher: CreateSpace Independent Publishing
Platform; 1 edition (31 Aug. 2017)
Language: English
ISBN-10: 1975941322
ISBN-13: 978-1975941321

Tort Law: 'Law of Tort for OCR AS and A Level Law by Sally Russell (kindle ed. Only £2.50)



Paperback: 142 pages
Publisher: CreateSpace Independent Publishing
Platform; 1 edition (31 Aug. 2017)
Language: English
ISBN-10: 1976370884
ISBN-13: 978-1976370885

Contract Law: Concentrate Contract Law Fourth edition by J. Poole, J. Devenney and A. Shaw-Mellors



Paperback: 280 pages
Publisher: OUP Oxford; 4 edition (8 Aug. 2019)
Platform; 1 edition (31 Aug. 2017)
Language: English
ISBN-10: 0198840446
ISBN-13: 978-0198840442

Useful websites:

<https://www.e-lawresources.co.uk/>

<https://www.theguardian.com/law>

<https://www.youtube.com/user/TheLawBank>

Sample/past papers:

<https://www.ocr.org.uk/qualifications/as-and-a-level/law-h018-h418-from-2020/assessment/>

Transition work:

Studying law at A level involves learning about how laws are created by Parliament and judges, how the criminal and civil courts work and how judges make decisions. So a proportion of the course is dedicated to what we call legal frameworks and law making. The other aspect of the course is about learning key legal cases and then applying them to scenarios to see how the law works in practice. We cover three main areas of law in this 'application' aspect of the course: criminal, tort and contract. Lastly, you learn how to evaluate principles of the law – for example, to consider the role of the law in modern technology or whether the law actually delivers justice. The following tasks are aimed at giving you a flavour of A level law study as well as covering some of the main topics we will be studying over the next two years.

Task 1: An Introduction to Parliament

First of all, let's consider who makes our laws in England and Wales: Parliament!

Watch the following brief video on Youtube called 'An introduction to Parliament'. You may wish to make notes as you watch. Try to pick out:

- Which three houses make up Parliament
- What is the role of each house?
- How many people are there in each house?
- How do they become a member of one of these houses?
- What's the difference between Government and Parliament?
- Who works behind the scenes to help Parliament?
- How can MPs and Peers scrutinise the Government?
- How often do general elections take place?
- What age do you need to be to vote?
- How can you influence a member of Parliament?

<https://www.youtube.com/watch?v=RAMblz3Y2JA>

Task 2: How are laws made?

Now, it's time to go deeper and consider how laws are made. Watch this next clip on the passage of a bill. Some questions to help you make notes are:


- Can the House of Lords veto a bill that comes out of the House of Commons?
- Which House has the most power?
- What are green and white papers?
- What is a bill?
- What is the first reading?
- What is the second reading?
- What are committee and report stages?
- What happens when the bill reaches the House of Lords?
- What is 'ping pong'?
- Do the Commons and Lords both have to agree to a bill?
- How is the Monarch involved?

<https://www.youtube.com/watch?v=g5CJNLRqZXs>

Task 3: Be the Judge

It's not only Parliament who can make decisions about the law, judges can too. Have a go at being a judge by working through these scenarios.

Go to: <https://www.youtube.com/watch?v=HP1-dogWIGk>. You will need sound as you are going to work through two cases, completing the questions below as you go.

Offender	
	
NAME:	Alexander Jackson
AGE:	26
PREVIOUS CONVICTIONS:	Two for domestic burglary
OFFENCE:	Burglary

Burglary & Harassment

Please note: there are other cases you can have a look at, but these two you must complete for this task!

Defendant One: Alexander Jackson – watch from the start up to 8 minutes.

What did he do?

What was the plea?

Which court was it heard in and why?

Who determines sentencing for the defendant?

Relevant information from the police officer:	Relevant information from the Victim:

Will the fact that the victims were at home at the time of the break-in affect your sentence?

Judge's response:

Do you think the fact that an item of sentimental value was taken is significant?

Judge's response:

Relevant information from the police officer:

Relevant information from the Victim:

Would a genuine commitment from Alex to come off drugs affect your sentence?

Yes

Not sure

No

Judge's response:

What other circumstances might be relevant in sentencing?

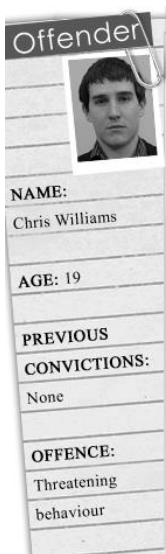
Sentence choices:

1. Prison: 2.5 years (½ in custody + ½ monitored in the community)
2. Prison: 3.5 years (½ in custody + ½ monitored in the community)
3. Prison: 4.5 years (½ in custody + ½ monitored in the community)
4. Prison: 6 years (½ in custody + ½ monitored in the community)

I would choose option _____ because

He was given option _____ because

What is the purpose of sentencing Alex? Link to the aims of sentencing – which do you think was uppermost in the judge's mind?



Defendant Two: Chris Williams – start at 38 minutes 29 – it's entitled 'threatening behaviour'

What did he do?

What was the plea?

Which court was it heard in?

What is the relevant evidence from the victim?	Relevant information from the defendant?

Will the fact that Mrs Dixon is elderly influence your sentence?

Yes

Not sure

No

Judge's response:

Do you think the fact that Chris was provoked is significant?

Yes

Not sure

No

Judge's response:

Mitigating Factors

Aggravating factors

Will the fact that Chris pleaded guilty from the start affect your sentence?

Yes

Not sure

No

Judge's response:

Sentence choices:

1. Fine: £300
2. Community sentence: 80 hours unpaid work + £100 compensation + £90 costs
3. Community sentence: 200 hours unpaid work + weekly supervision meetings with a probation officer for 2 years

4. Prison: up to 3 months (½ in custody + ½ monitored in the community)

I would choose option _____ because

He was given option _____ because

What is the **purpose** of sentencing Chris? Link to the aims of sentencing – which do you think was uppermost in the Magistrate's mind?

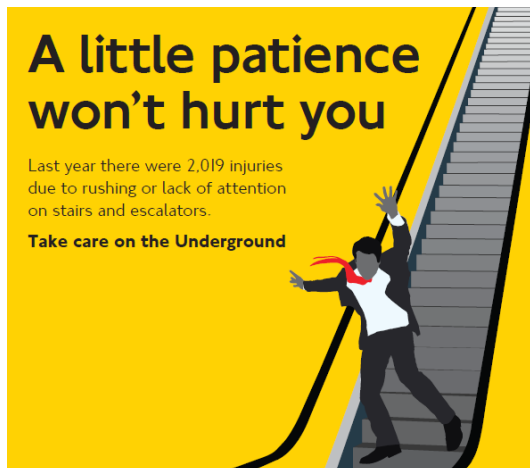
Task 4: Wider Reading on the Law

As a law student, you will be expected to keep up to date with the news and be aware of changes in the law because you need to see how the law fits into the economic and political world around you.

Being able to do independent wider reading is also an essential skill, not only for your Law A level, but for other A levels as well and is great preparation for university where you will be expected to do independent reading and take responsibility for your own learning in general.

For this task, go to the website, read about the legal dilemma and then write your answer in one paragraph. Remember to try to give a balanced answer to each dilemma, showing that you have considered a range of perspectives and legal issues.

a) Slips and injuries out and about



Look at this London underground poster. The blurb reads 'Last year, there were 2,019 injuries due to rushing or lack of attention on stairs and escalators. Take care on the underground'.

Who do you think might be held legally responsible if there is an injury on an escalator on the underground?

Helpful tip: look at the Mirror article, "Tube prankster, 50, left woman 15 % shorter after escalator slide went badly wrong" at <http://www.mirror.co.uk/news/uk-news/tube-prankster-50-left-woman-5359538>

b) The ethical dilemma

Imagine you live in a country that practices the death penalty for child murder. Your client is arrested on suspicion of murdering a teenage boy. He is also suspected of the abduction and possible murder of two teenage girls from your neighbourhood. In the course of your first meeting he confesses to killing the boy. He also tells you that he has killed the two girls and hidden their bodies. He is hazy about how they were killed, but suggests each death was an accident. He draws you a map. He then instructs you not to disclose the location of the bodies unless prosecutors agree not to seek the death penalty. Are you able to offer to get your client to reveal the location if prosecutors undertake not to seek the death penalty?

The police leak your negotiation strategy to the press. There is uproar. The father of one of the girls comes to see you to asks you to tell him where the body is. He says he will tell no one that you told him if you reveal the information. Can you tell him? Should you?

Helpful tip: This relates to a real case of 2007, "the Lake Pleasant bodies case", and is often cited by legal ethicists. Read about the case in 'Law Times' here:

<https://www.lawtimesnews.com/archive/lake-pleasant-bodies-case/260148>

c) Can they sue?

X plc, a drug company, invents a new drug to alleviate GKW, a painful skin condition for which there is at present no other cure. Tests conducted on animals suggest that it is safe, but no one can tell whether it will produce unwanted side effects on humans until it has been tried on them. Wishing to find out, X plc offers the drug to GKW suffers, on condition that they sign a "waiver clause" in which they agree not to sue X plc if any unwanted side effects occur. It quickly emerges that, though the drug helps the great majority of users without producing side effects, in a small minority it causes severe and disabling arthritis. Among the subjects so affected are Tom, Dick and Harry, who wish to claim compensation from X plc, despite the fact that they signed the waiver clause. Advise them.

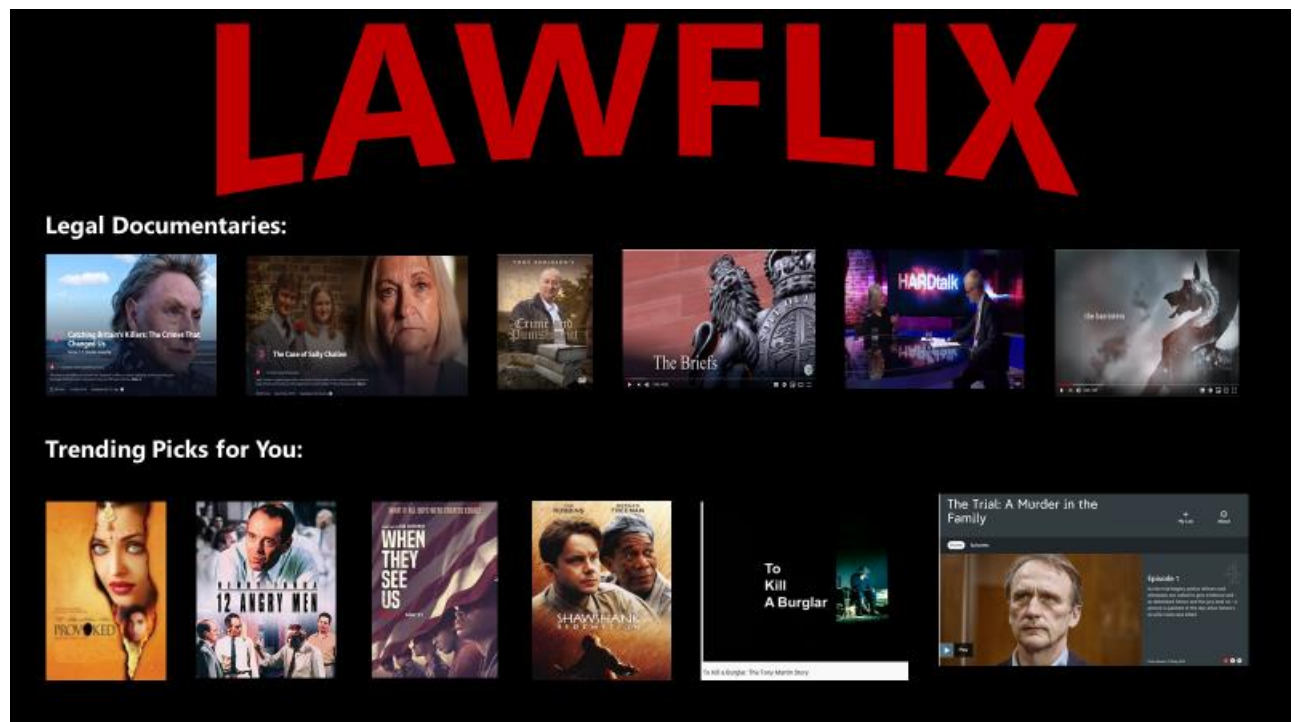
Helpful tip: find out about US law on medical and clinical trials and whether it's legal to waiver your rights. A key word associated with this type of case is 'negligence':

<http://medical-malpractice.lawyers.com/medical-trials.html>

Interested in reading more? Look at the Independent's article : 'Students taking part in clinical trials: what you need to know' at <http://www.independent.co.uk/student/student-life/health/students-taking-part-in-clinical-trials-what-you-need-to-know-8625397.html>

Task 5: Time for leisurely learning!

Here are a range of documentaries and films with legal content:



Title	Origin	Link (if available)
Catching Britain's Killers	iPlayer (BBC)	https://www.bbc.co.uk/iplayer/episode/m0009dz2/catching-britains-killers-the-crimes-that-changed-us-series-1-2-double-jeopardy
The Case of Sally Challen	YouTube	https://www.youtube.com/watch?v=2gLGfJcrljU
The Briefs	YouTube	https://www.youtube.com/watch?v=QWTcg8Ye6fl

HARDtalk interview with Lady Hale	YouTube	https://www.youtube.com/watch?v=i1VozJR_jC8&t=414s
The Bar	YouTube	https://www.youtube.com/watch?v=6d78ROXCPgl
To Kill a Burglar	YouTube	https://www.youtube.com/watch?v=BemcOAg53eM
The Trial: Murder in the Family	All4	https://www.channel4.com/programmes/the-trial-a-murder-in-the-family

Mrs Lindsay and Miss Kirkbright co-teach the law course. If you have any queries about studying law at A level, please email j.lindsay@stbcc.org.