

# A LEVEL LAW

# CURRICULUM MAP

# YEAR 13

# AUTUMN TERM: SEPTEMBER – DECEMBER

## TORT LAW – PAPER TWO

### THE NATURE OF LAW – PAPER THREE

<u>TOPIC</u>	<u>CONTENT</u>	<u>KEY QUESTIONS</u>	<u>ASSESSMENT</u>
1. Negligence	<ul style="list-style-type: none"><li>- Duty of Care</li><li>- Breach of Duty</li><li>- Damage</li><li>- Defences</li></ul>	<ul style="list-style-type: none"><li>- Can students write out writing frames for all torts?</li><li>- Can students spot the relevant tort in a given question?</li><li>- Can students apply the law to a given scenario?</li><li>- Can students write a conclusion for all substantive law questions?</li><li>- Can students evaluate each tort comprehensively offering proposals for reform?</li></ul>	<ul style="list-style-type: none"><li>- Mini assessments.</li><li>- At least one 25 mark question on the substantive law.</li></ul>

<p>2. Occupiers' Liability</p>	<ul style="list-style-type: none"> <li>- 1957 Act</li> <li>- 1984 Act</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all torts?</li> <li>- Can students spot the relevant tort in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each tort comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 25 mark question on the substantive law.</li> </ul>
<p>3. Public and Private Nuisance</p>	<ul style="list-style-type: none"> <li>- Public Nuisance</li> <li>- Private Nuisance</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all torts?</li> <li>- Can students spot the relevant tort in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each tort comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 25 mark question on the substantive law.</li> </ul>

4. Rylands v Fletcher	- Rylands v Fletcher	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all torts?</li> <li>- Can students spot the relevant tort in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each tort comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 25 mark question on the substantive law.</li> </ul>
5. Vicarious Liability	- Vicarious Liability	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all torts?</li> <li>- Can students spot the relevant tort in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each tort comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 25 mark question on the substantive law.</li> </ul>
<b>PAPER THREE</b>	<b>PAPER THREE</b>	<b>PAPER THREE</b>	<b>PAPER THREE</b>

6. Law and Morality	<ul style="list-style-type: none"> <li>- The distinction between law and morals</li> <li>- The diversity of moral views in a pluralist society</li> <li>- The relationship between law and morals and its importance</li> <li>- The legal enforcement of moral values</li> </ul>	<ul style="list-style-type: none"> <li>- What is the relationship between law and morals?</li> <li>- Should all laws be based on morals?</li> </ul>	- One 25 mark question.
7. Law and Justice	<ul style="list-style-type: none"> <li>- The meaning of justice</li> <li>- Theories of justice</li> <li>- The extent to which the law achieves justice</li> </ul>	<ul style="list-style-type: none"> <li>- Describe theories of justice.</li> <li>- To what extent does the law achieve justice?</li> </ul>	- One 25 mark question.
8. Law and Society	<ul style="list-style-type: none"> <li>- The role law plays in society</li> <li>- The law as a social control mechanism</li> <li>- The way in which the law creates and deals</li> </ul>	- 'Law has the power to influence and change society'. Discuss the extent to which law does influence and change society.	- One 25 mark question.

	<ul style="list-style-type: none"> <li>with consensus and conflict</li> <li>- The realist approach to law making</li> </ul>		
9. Law and Technology	<ul style="list-style-type: none"> <li>- The intersection of law and technology</li> <li>- Key issues, including privacy and data protection and cyber-crime</li> <li>- Cross-border issues and future challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Privacy and data protection are the greatest technological challenges facing the law'. Discuss the extent to which this statement is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>- One 25 mark question</li> </ul>

## **SPRING TERM: JANUARY – APRIL**

### **CONTRACT LAW – PAPER THREE**

<b><u>TOPIC</u></b>	<b><u>CONTENT</u></b>	<b><u>KEY QUESTIONS</u></b>	<b><u>ASSESSMENT</u></b>
1. Formation of Contract	<ul style="list-style-type: none"> <li>- Offer</li> <li>- Acceptance</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all areas of contract?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini Assessments only</li> </ul>

	<ul style="list-style-type: none"> <li>- Consideration</li> <li>- Intention to Create Legal Relations</li> <li>- Privity</li> </ul>	<ul style="list-style-type: none"> <li>- Can students spot the relevant area of contract in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each area of contract comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- One large assessment covering all topics</li> </ul>
2. Consumer Law	<ul style="list-style-type: none"> <li>- Sale of Goods</li> <li>- Supply of Goods</li> <li>- Exclusion Clauses</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all areas of contract?</li> <li>- Can students spot the relevant area of contract in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each area of contract comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 25 mark question on the substantive law.</li> </ul>
3, Vitiating Factors	<ul style="list-style-type: none"> <li>- Misrepresentation</li> <li>- Economic Duress</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all areas of contract?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> </ul>

		<ul style="list-style-type: none"> <li>- Can students spot the relevant area of contract in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> </ul>	<ul style="list-style-type: none"> <li>- At least one 25 mark question on the substantive law.</li> </ul>
4. Discharge of Contract	<ul style="list-style-type: none"> <li>- By Performance</li> <li>- By Frustration</li> <li>- By Breach</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all areas of contract?</li> <li>- Can students spot the relevant area of contract in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 25 mark question on the substantive law.</li> </ul>
5. Remedies	<ul style="list-style-type: none"> <li>- Damages</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all areas of contract?</li> <li>- Can students spot the relevant area of contract in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 25 mark question on the substantive law.</li> </ul>



<p>Literacy/numeracy/SMSC/Character</p>	<p><b><u>LITERACY</u></b></p> <p>Explain or describe is to demonstrate knowledge and understanding of the English legal system and legal rules and principles (AO1).</p> <p>Advise is to demonstrate knowledge and understanding of legal rules and principles (AO1), and, in combination, apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology (AO2).</p> <p>Discuss is to analyse and evaluate legal rules, principles, concepts and issues. Learners are not expected to give a conclusion (AO3).</p> <p>Discuss the extent to which is to demonstrate knowledge and understanding of the English legal system and legal rules and principles (AO1), and, in combination, analyse and evaluate legal rules, principles, concepts and issues. Learners are expected to give a conclusion (AO3).</p> <p><b><u>SMSC</u></b></p> <p>The specifications provide an opportunity for students to gain an understanding of the moral and ethical issues in society through consideration of legal principles, rules and sanctions and how these are affected by changing morality and values in society.</p> <p>They also provide opportunities for students to gain an understanding of social and cultural issues by the study of the role of legal institutions in society, e.g.</p>
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	<p>English Legal System, Sources of Law, Criminal Law, Law of Contract, Law of Torts, Police Powers, Law Making and Law of Torts.</p> <p>The spiritual matters are limited in nature but some are considered in terms of whether laws have any religious connotations attached to them and whether the law has any right to intervene when it comes to religious matters – see The Nature of Law, in particular Law and Morality.</p>
<p>Enrichment opportunities and futures</p>	<p>Futures in the subject embedded across lesson plans and presentations both directly and indirectly. Career options displayed on the display board including further education options. In-house visits are from Worcester University and Brunel University.</p> <p>Trips carried out to Parliament and local Crown Court and where possible to the Old Bailey.</p>