

# A LEVEL LAW

# CURRICULUM MAP

# YEAR 13

# AUTUMN TERM: SEPTEMBER – DECEMBER

## TORT LAW – PAPER TWO

<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><li>- Remedies</li><li>- Critical evaluation of liability in negligence</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> <li>- Defences</li> <li>- Remedies</li> <li>- Critical evaluation of occupiers' liability</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. Private Nuisance</p>	<ul style="list-style-type: none"> <li>- Private Nuisance</li> <li>- Defences</li> <li>- Remedies</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>4. Rylands v Fletcher</p>	<ul style="list-style-type: none"> <li>- Rylands v Fletcher</li> <li>- Defences</li> <li>- Remedies</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>5. Vicarious Liability</p>	<ul style="list-style-type: none"> <li>- Vicarious Liability</li> <li>- Critical evaluation of vicarious liability</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>

## SPRING TERM: JANUARY – APRIL

### HUMAN RIGHTS LAW – PAPER THREE

<u>TOPIC</u>	<u>CONTENT</u>	<u>KEY QUESTIONS</u>	<u>ASSESSMENT</u>
1. Rules and Theory	<ul style="list-style-type: none"><li>- An outline of the rules of human rights law</li><li>- An overview of the theory of human rights law</li></ul>		
2. Protection of the individual's human rights and freedoms in the UK	<ul style="list-style-type: none"><li>- History of European Convention on Human Rights and the European Court of Human Rights</li></ul>	<ul style="list-style-type: none"><li>- Can students write out writing frames for all areas of human rights?</li><li>- Can students evaluate each area of protection of human rights</li></ul>	<ul style="list-style-type: none"><li>- Mini assessments.</li><li>- At least one 20 mark question on the substantive law.</li></ul>

	<ul style="list-style-type: none"> <li>- Impact and critical evaluation of Human Rights Act 1998</li> <li>- Entrenched nature of the Human Rights Act 1998</li> </ul>	comprehensively offering proposals for reform?	
3, Key provisions of the European Convention on Human Rights	<ul style="list-style-type: none"> <li>- Article 5, restrictions and critical evaluation</li> <li>- Article 6, restrictions and critical evaluation</li> <li>- Article 8, restrictions and critical evaluation</li> <li>- Article 10, restrictions and critical evaluation</li> <li>- Article 11, restrictions and critical evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all areas of human rights?</li> <li>- Can students spot the relevant area of human rights 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 20 mark question on the substantive law.</li> </ul>
4. Human Rights and English law	<ul style="list-style-type: none"> <li>- Public Order offences</li> <li>- Police powers</li> <li>- Interception of communications</li> <li>- Duty of confidentiality</li> <li>- Obscenity</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all areas of human rights?</li> <li>- Can students spot the relevant area of human rights in a given question?</li> <li>- Can students apply the law to a given scenario?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 20 mark question on the substantive law.</li> </ul>

	<ul style="list-style-type: none"> <li>- Torts of defamation and trespass</li> <li>- Harassment</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write a conclusion for all substantive law questions?</li> </ul>	
5. Enforcement of human rights	<ul style="list-style-type: none"> <li>- Role of domestic courts</li> <li>- Judicial review</li> <li>- Role of European Court of Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all areas of human rights?</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 20 mark question on the substantive law.</li> </ul>

## **THE NATURE OF 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. Introduction to the nature of law	<ul style="list-style-type: none"> <li>- Law and rules</li> <li>- Connection between law, morality and justice</li> </ul>	<ul style="list-style-type: none"> <li>- What is the Rule of Law?</li> <li>- How the Rule of Law underpins legal concepts and legal principles.</li> </ul>	-

	<ul style="list-style-type: none"> <li>- Difference between civil and criminal law</li> <li>- Overview of the development of English law – custom, common law, statute law</li> <li>- The Rule of Law- definition and importance</li> </ul>		
2. 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>	<ul style="list-style-type: none"> <li>- One 20 mark question.</li> </ul>



3. 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 20 mark question.
4. 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 with consensus and conflict</li> <li>- The realist approach to law making</li> </ul>	- 'Law has the power to influence and change society'. Discuss the extent to which law does influence and change society.	- One 20 mark question.

<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 (AO<sub>1</sub>).</p> <p>Advise is to demonstrate knowledge and understanding of legal rules and principles (AO<sub>1</sub>), and, in combination, apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology (AO<sub>2</sub>).</p> <p>Discuss is to analyse and evaluate legal rules, principles, concepts and issues. Learners are not expected to give a conclusion (AO<sub>3</sub>).</p> <p>Discuss the extent to which is to demonstrate knowledge and understanding of the English legal system and legal rules and principles (AO<sub>1</sub>), and, in combination, analyse and evaluate legal rules, principles, concepts and issues. Learners are expected to give a conclusion (AO<sub>3</sub>).</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. English Legal System, Law Making, Criminal Law, Law, Law of Torts, the Nature of Law, Human Rights and Police Powers.</p>
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	<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 from Brunel University.</p> <p>Trips carried out to Parliament and local Crown Court and where possible to the Old Bailey.</p>