

HEADSTART
huish

A-LEVEL LAW



Study Guide

Name:

Contents

01 Introduction

02 Course content overview

03 Textbooks

04 Summer Homework

05 Extension ideas

06 What our students go on to study

01. Introduction –

Studying A-Level Law will give you an understanding of the role of Law in today’s society and raise your awareness of the rights and responsibilities of individuals. You will learn how legal rules apply in real life, you will also develop your analytical ability, decision making, critical thinking and problem-solving skills. All these skills are highly sought after by higher education and employers. Over the two years we will focus on the English Legal System, Criminal Law, Tort Law and Contract Law. If you need more information please contact miket@richuish.ac.uk

The awarding body for this qualification is AQA and you can access their website by following the link: <https://www.aqa.org.uk/subjects/law/as-and-a-level/law-7162>

02 Course Content Overview:

Year 1	Year 2
English Legal System	English Legal System
Criminal Law	Tort Law
	Contract Law

Breakdown of Year 1 Topics:

TOPIC – English Legal System
Sentencing & Criminal Courts
Juries
Magistrates and Judges
Barristers and Solicitors
Law Making – statutory interpretation & precedent
Legal Theory – Fault & Justice



TOPIC – Criminal Law	
1. Basic Principles in Criminal Law	Actus Reus
	Causation
	Mens Rea
	Strict Liability
2. Non-fatal Offences (OAPA 1861)	Assault and battery
	ABH S.47
	GBH S.20
	GBH S.18
3. Fatal Offences <ul style="list-style-type: none"> • Voluntary Manslaughter • Involuntary Manslaughter 	Murder
	Diminished Responsibility – partial defence
	Loss of Control – Partial defence
	Unlawful Act Manslaughter
	Gross Negligence Manslaughter
4. Property Offences	Theft
	Robbery
5. Inchoate Offences (attempts)	
6. Defences	Self-defence & Prevention of Crime
	Insanity
	Automatism
	Intoxication
	Duress

Expectations:

Students will be expected to:

- develop competence in using legal skills during the study of the nature of law, legal issues and the English legal system, and private and public areas of substantive law
- demonstrate their ability to analyse a scenario by identifying the key facts from which legal issues arise
- analyse, when formulating a legal argument, legislation by applying the rules and principles of statutory interpretation and analyse case law by applying the doctrine of precedent
- in respect of each private and public area of substantive law they are required to study, to analyse, apply and evaluate the legal rules and principles of that area of law. Analysis and application must include the ability to identify and breakdown into constituent parts the relevant legal rules and principles for each area of law and apply those legal principles to a hypothetical scenario. Evaluation must require students to formulate a reasoned argument to support a particular proposition by reference to the relevant legal rules and principles that support that argument
- construct clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology
- construct a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem
- analyse and critically evaluate legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.

Assessment:

This is a two-year linear course and you will therefore sit three, two-hour examination papers at the end of your second year. The questions are a combination of multiple choice, short answers and extended writing answers.

Paper 1:
What's assessed The nature of law and the English legal system (25 marks out of 100). Criminal law (75 marks out of 100).
How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours• 100 marks• 33% of A-level

Paper 2:
What's assessed The nature of law and the English legal system (25 marks out of 100). Tort (75 marks out of 100).
How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours• 100 marks• 33% of A-level

Paper 3:
What's assessed Law of contract (75 marks out of 100). The nature of law and the English legal system (25 marks out of 100). OR Human rights (75 marks out of 100). The nature of law and the English legal system (25 marks out of 100).
How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours• 100 marks• 33% of A-level

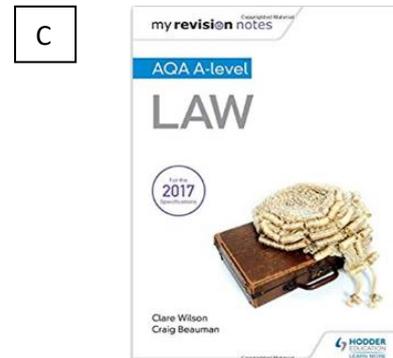
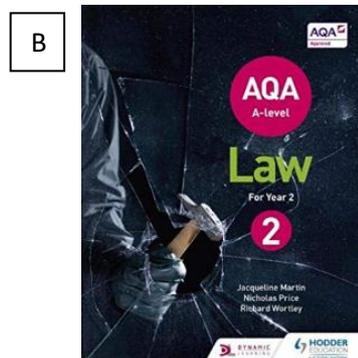
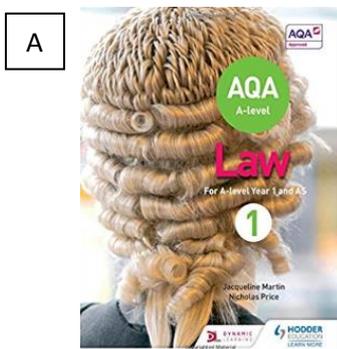
Skills in A-Level Law – Assessment objectives are the areas that AQA will be marking you on – these are **AO1, AO2 & AO3**.

AO1	Demonstrate knowledge and understanding of the English Legal System and legal rules and principles.
AO2	Apply legal rules and principles in given scenarios in order to present a legal argument using appropriate legal terminology.
AO3	Analyse and evaluate legal rules, principles and concepts.

03. Textbooks and online resources:

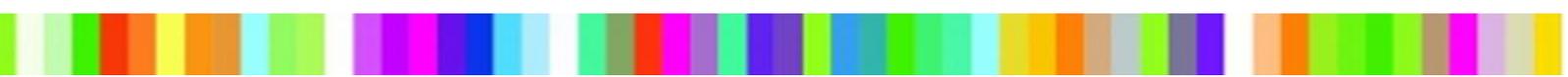
Textbooks are available in the Learning Centre for you to hire. We advise that you buy both course textbook to support your studies. There is also a useful revision guide available. **We suggest that as these are expensive this is something to buy once you have started the course**

Picture	Title	Year	Author (s)
A	AQA A Level Law – Book 1	2017	Jacqueline Martin and Nicholas Price
B	AQA A Level Law – Book 2	2018	Jacqueline Martin and Nicholas Price
C	AQA A Level Law – My Revision Notes	2018	Claire Wilson and Craig Beauman



Online materials: You will have access to the Law Moodle site, which will contain your lesson materials. Below are some useful websites for you to use in your independent study:

- <http://www.e-lawresources.co.uk/>
- <https://getrevising.co.uk/>
- <https://revisionworld.com/a2-level-level-revision/law-level-revision>



04. Summer homework

Task 1 – Criminal Law

Read the story below and answer the questions

Peanut curry death: Restaurant owner Mohammed Zaman jailed



A "reckless" restaurant owner has been jailed for six years for the manslaughter of a customer who had an allergic reaction to a curry. Paul Wilson, 38, suffered a severe anaphylactic shock in January 2014 after eating a takeaway containing peanuts from the Indian Garden in Easingwold, North Yorkshire. Mohammed Zaman, 52, was

found guilty at Teesside Crown Court. The court heard he cut corners by using cheaper ingredients containing peanuts.

In what is thought to be a landmark trial, Zaman, of Aylesham Court, Huntington, denied he was responsible but a jury was told he switched almond powder for a cheaper ground nut mix, which contained peanuts. Mr Wilson, a bar manager from Helperby, North Yorkshire, specified "no nuts" when he ordered a chicken tikka masala - an instruction which was written on his order and on the lid of his takeaway, the court heard.

'Cavalier attitude'

He died three weeks after a different customer with a peanut allergy bought a meal from one of Mr Zaman's six restaurants and had a reaction requiring hospital treatment. The restaurateur had a "reckless and cavalier attitude to risk" and "put profit before safety" at all his outlets, the jury was told. Zaman was almost £300,000 in debt and cut costs by using the cheaper nut powder and by employing untrained, illegal workers, the court heard. Sentencing him, Judge Simon Bourne-Arton, the Recorder of Middlesbrough, said Zaman had remained "in complete and utter denial" and ignored warnings from officials after 17-year-old Ruby Scott suffered a reaction to a curry, three weeks before Mr Wilson's death. He said he had thrown away his successful business and property portfolio worth £2m "in pursuit of profit".



Paul Wilson's parents Margaret and Keith said he loved curry but was always clear with staff about his allergy, asking for his meals not to contain any peanuts "You have done so in such a manner as to bring about the death of another individual", said the judge. "Paul Wilson was in the prime of his life. "He, like you, worked in the catering trade. He, unlike you, was a careful man."

But the judge acknowledged Zaman was of "good character" and the sentence would have an impact on his wife and four children. In a statement read out in court, Mr Wilson's parents, Margaret and Keith, from Sheffield, said they felt "numb, shock and disbelief" over their son's death. "I feel robbed that I won't share the rest of my life with Paul", Keith Wilson said.

'Totally avoidable.' Mrs Wilson said her son was "meticulous" about dealing with peanuts after a reaction to a chocolate bar at the age of seven. She said the smell of peanuts, or accidentally drinking from the same glass as someone who was eating them, could trigger a reaction.

[1] What was the offence that the defendant was charged with and in which court was the case heard?

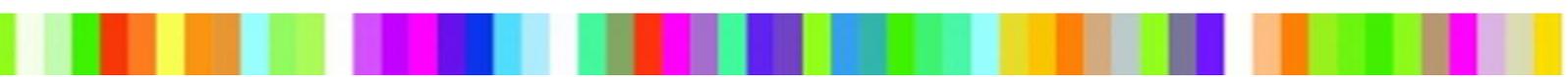
[2] For a defendant to be convicted of Gross Negligence Manslaughter the jury must decide if the defendant has met the requirements set out in a case called Adomako. Find out what happened in this case and the requirements set out for a Gross Negligence Manslaughter conviction.

Facts –

Requirements for the offence –

- (1)
- (2)
- (3)
- (4)

[3] What sentence did the defendant receive and do you think it was fair?



[4] A recent case that covered similar territory was following the death of Megan Lee. Why did the Court of appeal quash the conviction of one of the defendants in this case.

<https://www.telegraph.co.uk/news/2019/05/16/takeaway-boss-has-two-year-manslaughter-sentence-overturned/>

Task 2 – Justice

One of the topics that we study in year 1 of the course is the idea of justice.

What is Justice? Some introductory puzzles

The two scenarios below are all about moral dilemmas and what the just thing to do is. There are no trick solutions they are simply dilemmas and touch on different ideas of justice. There are no right or wrong ideas but they touch on issues of utilitarianism as against natural law and concepts of distributive justice. If you are interested in doing some research the following are helpful links.

Justice

<https://www.youtube.com/watch?v=H0CTHVckm90>

https://www.youtube.com/results?search_query=sandel+justice+episode+1 This is much longer and only if you have time.

Natural Law

https://www.youtube.com/watch?v=r_UfYY7aWko

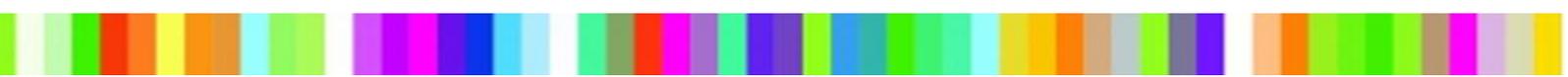
Utilitarianism

<https://www.youtube.com/watch?v=-a739VjqdSI>

[1] The Ticking Bomb scenario

The problem that even the most virtuous people face when thinking about torture is whether there is ever a case when a good result produced by torture justifies the evil act of torturing someone. It's often illustrated by a version of the 'ticking bomb problem', which asks us to put ourselves in the position of a senior law officer facing a situation like this:

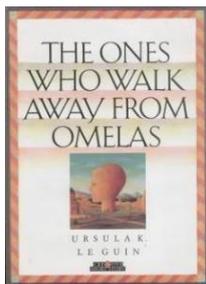
- A terrorist group states that it has concealed a nuclear bomb in London
- The authorities have captured the leader of the group



- He says that he knows where the bomb is
- He refuses to reveal the location
- Torture is guaranteed to produce the information needed to ensure the authorities find and make the bomb safe
- In fact torture is not guaranteed to be useful in producing accurate information, but please just accept this premise in order to focus on the points of principle

Should you torture the suspect?

[2] The ones who walk away from Omelas



This scenario is based on a short story by Ursula K le Guin a famous science fiction novelist. For our purposes you are a citizen of Omelas and have to vote whether to free the child. If you do the standard of life for all the citizens of the city will drastically reduce.

Synopsis

The only chronological element of the work is that it begins by describing the first day of summer in Omelas, a shimmering city of unbelievable [happiness](#) and delight. In Omelas, the summer solstice is celebrated with a glorious festival and a race featuring young people on horseback. The vibrant festival atmosphere, however, seems to be an everyday characteristic of the blissful community, whose citizens, though limited in their advanced technology and communal (rather than private) resources, are still intelligent, sophisticated, and cultured. Omelas has no kings, soldiers, priests, or slaves. The specific socio-politico-economic setup of the community is not mentioned; the narrator merely claims not to be sure of every particular.

The [uncertain narrator](#) reflects that "Omelas sounds in my words like a city in a fairy tale, long ago and far away, once upon a time. Perhaps it would be best if you imagined it as your own fancy bids, assuming it will rise to the occasion, for certainly I cannot suit you all." Everything about Omelas is so abundantly pleasing that the narrator decides the reader is not yet truly convinced of

its existence and so elaborates upon the final element of the city: its one atrocity. The city's constant state of serenity and splendour requires that a single unfortunate child be kept in perpetual filth, darkness, and misery.

Do you vote to free the child?

If you wanted to torture the suspected terrorist but free the child what is the difference?

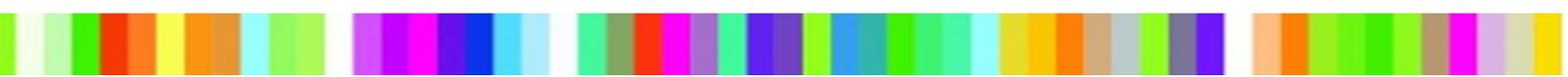
Changing the ticking bomb scenario slightly. Your suspect won't crack under torture but you know that if you torture his five year old child in front of him he will give you the information you want. What do you do now?

[3] The Face mask manufacturer [a bit topical]

You own a factory that manufactures face masks which are largely purchased by the NHS who pay £1.00 a mask . There is a pandemic and a foreign government is offering to buy the masks for £2.00. If you supply them you will be unable to supply the NHS. Two responses.

[1] I live in a free market. I am entitled to sell the masks to who ever pays the highest price. It will be good for me, my family and my employees. Rising prices will encourage more manufacturers into the market and increase supply and will in the end be a good thing.

[2] You are price gouging and taking advantage of a tragedy. You owe it to the society to continue to supply the NHS at the existing price.



What is your view?

05 Extension activities

The following are some suggestions for activities that might be worth doing over the summer.

Reading

The following are a couple of books that are quite an easy read. They are normally available quite cheaply on the usual sites and The Secret Barrister is free with a trial of Amazon Audible.



Watching

[a] Michael Sandel What is the right thing to do. There are a whole series of lectures on you tube. They are fairly academic but well done. The link is to the first one.

<https://www.youtube.com/watch?v=kBdfcR-8hEY>

[b] Netflix. For those who have Netflix I would recommend all the following. They are mainly from the US but are quite good in showing the format of criminal trials or raise issues about miscarriages of justice.

- [i] The people v OJ Simpson
- [ii] The Staircase
- [iii] Making of a murderer
- [iv] When they see us



Listening

There is a big archive of old editions of Law IN Action on Radio 4. You can search and there are interesting episodes about the Law of Murder, Magna Carta and the legal changes caused by Covid 19 amongst many others.

Open Learning

There are some open learning introduction to law courses. Some of the material is heavy going but if you have time they introduce some key ideas. The links below are to free Open University material.

<https://www.open.edu/openlearn/society-politics-law/starting-law/content-section-0?active-tab=description-tab>

<https://www.open.edu/openlearn/society-politics-law/judges-and-the-law/content-section-0?active-tab=description-tab>

06 What our students do next

[a] Law degrees

Last year as is typical over 30 of our students went on to study Law at Degree Level. Amongst the Universities that our students have gone on to in recent years are: Cambridge, Oxford 'Bristol' Durham, Kings College London, Bristol , Manchester, Warwick, Reading, Cardiff, Kent Newcastle Exeter, Southampton , Sheffield , Nottingham , Leeds and many more.

[b] Other degrees

Many students go on to do other degrees and in recent years this has included Medicine, English , History , Economics , Psychology, Nursing, Food Science , Sociology and many more subjects.

[c] Employment

An increasing number of students are looking at higher level apprenticeships and this has included working at the BBC and prestigious national Law Firms.