

Contents

WJEC Advanced Subsidiary GCE in Law WJEC Advanced GCE in Law

2007 & 2008

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GCE LAW

Subject/Option Entry Codes	
<i>Advanced Subsidiary (AS) "Cash in" entry</i>	480 80
<i>Advanced Level (AL) "Cash in" entry</i>	076 90
Unit LW1	481 01
Unit LW2	482 01
Unit LW3	483 01
Unit LW4 : Contract & Consumer Law	484 01
Unit LW4 : Criminal Law & Justice	484 02
Unit LW4 : Civil Rights, Individual & the Law	484 03
Unit LW5 : Contract & Consumer Law	485 01
Unit LW5 : Criminal Law & Justice	485 02
Unit LW5 : Civil Rights, Individual & the Law	485 03
Unit LW6 : Contract & Consumer Law	486 01
Unit LW6 : Criminal Law & Justice	486 02
Unit LW6 : Civil Rights, Individual & the Law	486 03

When making entries, the codes listed should be prefixed with a '0' for English medium entries and with a 'W' for Welsh medium entries

Availability of Assessment Units		
Unit	January	June
LW 1	✓	✓
LW 2	✓	✓
LW 3	✓	✓
LW 4		✓
LW 5		✓
LW 6		✓

SUMMARY OF ASSESSMENT

This specification is divided into a total of 6 units, three AS units and three A2 units. Weightings noted below are expressed in terms of the full A level.

ADVANCED SUBSIDIARY

LW 1: Stimulus Response and Essay Unit	(45 minutes)
Candidates answer one stimulus response question from a choice of two.	
LW 2: Essay Unit	(1½ hours)
Candidates answer two essay questions from a choice of six.	
LW 3: Applied Unit	(45 minutes)
Candidates answer one compulsory applied question.	

ADVANCED (the above plus the following A2 units)

For each of the four options the paper is divided into:

LW 4: Problem Unit (1½hrs)
Candidates answer two problem questions from a choice of four.
LW 5: Essay Unit (1½hrs)
Candidates answer two essay questions from a choice of six.
LW 6: Synoptic Unit (1hr)
Candidates answer one compulsory synoptic question.
4 hours Total Duration - 4 hours
50% Total Weighting - 50%

AS Weighting

Weighting

LW 1	40%	Stimulus Response	45 minutes
LW 2	40%	Essay Unit	1½ hours
LW 3	20%	Applied Unit	45 minutes

A2 Weighting

Weighting

LW 4	Problem Unit	15%	1½ hours	Option 01 Contract and Consumer Law Option 02 Criminal Law and Justice Option 03 Civil Rights, the Individual and the Law
LW 5	Essay Unit	15%	1½ hours	Option 01 Contract and Consumer Law Option 02 Criminal Law and Justice Option 03 Civil Rights, the Individual and the Law
LW 6	Synoptic Unit	20%	1 hour	Option 01 Contract and Consumer Law Option 02 Criminal Law and Justice Option 03 Civil Rights, the Individual and the Law

LAW

1 INTRODUCTION

1.1 Criteria for Advanced Subsidiary and Advanced GCE

This specification meets the General Criteria for GCE Advanced Subsidiary (AS) and Advanced Level (AL) and the Subject Criteria for AS/AL Law issued by ACCAC/QCA (March 1999); the GCE AS and AL Qualifications – Specific Criteria and the arrangements for the statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

Both the Advanced Subsidiary and Advanced Level qualifications will be reported on a five-grade scale of A,B, C, D and E. Candidates who fail to reach the minimum standard for Grade E are recorded as U (unclassified), and do not receive a certificate. The level of demand of the Advanced Subsidiary examination is that expected of candidates half way through a full Advanced Level course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the AL award. AS and A2 will each consist of three assessment units, referred to in this specification as LW1, LW2, LW3 (AS) LW4, LW5, LW6 (A2) respectively. This will allow for end of course assessment at AS and/or AL.

Each assessment unit may be retaken once only, in which case the better result will be used for the qualification award. A candidate may, however, retake the qualification more than once. Individual assessment units, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the qualification.

1.2 Progression and Prior Requirements

The specification may build on, but does not depend on, the knowledge, understanding and skills established in a GCSE Law syllabus. It accommodates the needs of candidates with no prior knowledge of the subject. It is expected that candidates will possess adequate literacy skills as evidenced by, for example: study to GCSE Level in subjects which require them to demonstrate a satisfactory level of literacy.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

The specification promotes progression from GCSE through Advanced Subsidiary and Advanced Level and provides an appropriate foundation for further study of the subject in further and higher education. In addition, the syllabus provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in the subject.

Advanced Subsidiary

Advanced Subsidiary courses were introduced in September 2000 for the award of the first qualification in August 2001. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialism;
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full AL course of study.

Advanced Level

The Advanced Level examination is in two parts:

- Advanced Subsidiary (AS) 50% of the total award;
- a second examination - A2 50% of the total award.

The Advanced Subsidiary course and Advanced Level course are modular. The AS comprises of three teaching and learning modules and the A2 comprises of a further three teaching and learning modules. Each teaching and learning module will be assessed through an associated assessment unit. The specification gives details of the relationship between the modules and assessment units.

With the two-part design of Advanced Level courses, centres may devise an assessment schedule to meet their own and candidates' needs. For example:

- assessment units may be taken at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

Details of the availability of the assessment units for each specification are provided in Section 6.

1.3 Prohibited Combinations

There are no prohibited combinations of AS/AL Law with other AS/AL specifications. There is no overlap of content of this specification with other GCE specifications offered by the WJEC.

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 4770.

1.4 Candidates with Particular Requirements

Details of the special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document *Candidates with Special Assessment Needs: Regulations and Guidance*. Copies of this document are available from the WJEC.

1.5 Rationale

The AS provides an introduction to the legal concepts, sources and methodology of the legal system of England and Wales. It introduces the Machinery of Justice and the Personnel responsible for implementing the legal system. For A level candidates, Options 1, 2, 3 and 4 invite a study of a particular area of law. Candidates' understanding of the legal system will be enhanced by the requirement to study European Union Law and, where appropriate, other legal systems: for example, in LW5 options 1-4 in the A2. This syllabus supports the European dimension in education and health education in connection with the report, *Environmental Responsibility : An agenda for further and higher education*. (HMSO, 1993) and the Resolution of the Council of Ministers (EC, 1988).

The study of law can contribute to a candidate's understanding of ethical, moral and cultural issues: for example, Law Reform, European Law Convention on Human Rights and Human Rights Act 1998 as well as Judge made Law and Policy in the specification for the AS. Candidates should be made aware that legal decisions are influenced by the ethics and moral and cultural values of the individuals and the Legal System.

The specification is, therefore, suitable for candidates intending to pursue careers or further studies in the areas of law, social sciences, business studies or as part of a course of general education.

All assessment units require the candidate to exhibit essential skills developed through law, i.e. their ability to analyse, apply and reason in response to different situations, using appropriate techniques, language and vocabulary. The structure of the syllabus draws together different elements of the subject. For example, the AS establishes the principles, procedures and methodology appropriate to the study of law at the appropriate level, which are then developed and illustrated in the specific substantive areas of the A2 assessment units and modules.

These aims apply to both AS and A level specifications.

Most of the aims are reflected in the assessment objectives; others are not because they cannot be readily translated into measurable objectives.

Courses leading to the examination should help candidates to:

- Develop knowledge and understanding of selected areas of law and the legal system in England and Wales.
- Develop an understanding of legal method and reasoning.

- Develop the techniques of logical thinking and the skills necessary to analyse and solve problems by applying legal rules.
- Develop the ability to communicate legal arguments and conclusions with reference to appropriate legal authority.
- Develop a critical awareness of the changing nature of law in society.
- Gain a sound basis for further study.
- Develop knowledge of the rights and responsibilities of individuals as citizens including, where appropriate, an understanding of moral, spiritual and cultural issues.
- Develop, where appropriate, skills in communication, application of number and information technology.
- Improve, where appropriate, their own learning and performance, to facilitate work with others and solve problems in the context of their study of law.
- This specification is available for both AS level and A level. AS certification is available.
- The specification includes the AS/AL Subject Criteria for Law.
- Marks awarded will take into account the quality of written communication used by the candidate.
- The specification content is sufficient to enable the assessment objectives to be attained. It is also of sufficient depth and/or breadth to permit knowledge and understanding of the areas of study and to facilitate the development of key skills and competencies designated in A/AS Subject Criteria for Law.
- The specification content is appropriate to the subject in terms of its concepts, topics, criteria, structure and manageability in terms of time available to candidates for its study.
- Coherence is achieved not only by adherence to the required skills and assessment objectives in all alternatives but also by all areas of study, making a positive contribution to the understanding and illumination of law.
- The depth and breadth required of candidates at AS will be less than that required of AL candidates. At AS level candidates will be expected to demonstrate knowledge and understanding, with a limited amount of in-depth study. AL students will be expected to demonstrate a wider range of knowledge including the study of a particular area of law and a greater depth of understanding of the material. AL students will also be expected to demonstrate greater maturity of thought and expression and more developed analytical skills. They will be able to make synoptic connections between a wider range of topics and sustain an argument which reflects the complexities of the issues.

- The specification will include, as far as possible, references to the Curriculum Cymreig. There will be provision of examination papers through the medium of Welsh. Opportunities will be provided for candidates to develop their Key Skills, especially those in Communication.
- In addition, opportunities for the development of Key Skills are highlighted, especially communication, either through the medium of English or Welsh.

2

AIMS

These aims apply to both AS and A level syllabuses.

Most of the aims are reflected in the assessment objectives; others are not because they cannot be readily translated into measurable objectives.

Courses leading to the examination should help candidates to:

- develop knowledge and understanding of selected areas of law and the legal system in England and Wales;
- develop an understanding of legal method and reasoning;
- develop the techniques of logical thinking, and the skills necessary to analyse and solve problems by applying legal rules;
- develop the ability to communicate legal arguments and conclusions with reference to appropriate legal authority;
- develop a critical awareness of the changing nature of law in society;
- gain a sound basis for further study;
- develop knowledge of the rights and responsibilities of individuals as citizens including, where appropriate, an understanding of moral, spiritual and cultural issues;
- develop, where appropriate, skills in communication, application of number and information technology;
- improve, where appropriate, their own learning and performance, to facilitate work with others and solve problems in the context of their study of law.

3 SPECIFICATION CONTENT

Candidates for the Advanced Subsidiary examination must follow The Legal System of England and Wales Module. Candidates for the Advanced level examination must offer The Legal System of England and Wales, together with one of Options 1 to 4 .

AS	The Legal System of England and Wales
A2	
Option 1	Contract and Consumer Law
Option 2	Criminal Law and Justice
Option 3	Civil Rights, the Individual and the Law

Advanced Subsidiary

The Legal System of England and Wales

The subject content of the Advanced Subsidiary is divided into three: **Legal Concepts, Sources and Methodology; Machinery of Justice and Personnel.**

Where appropriate, comparisons should be made with other legal systems.

3.1 Legal Concepts, Sources and Methodology

Content

- **The Common Law System - General Characteristics**
- **Legislation. Parliamentary Sovereignty, Process and Interpretation**
- **Law Reform**
- **European Law**
- **Judicial Precedent and Legal Reasoning**

Amplification and guidance

The Common Law System - General Characteristics

Development of the common law system. Impact of Equity and its relationship with the Common Law. Developments of the Common Law and Equity today, including remedies. Rule of Law.

Legislation. Parliamentary Sovereignty, Process and Interpretation

Concept and application of Parliamentary sovereignty with reference to international organisations, particularly the EU. Delegated legislation. Approaches to statutory construction (literal and purposive), the use of intrinsic and extrinsic aids.

Law Reform

Role of official law reform agencies. Pressure groups and judicial influences.

European Law

Sources of European Law and its Institutions, including European Convention on Human Rights. The effect of European Law on the legal system of England and Wales. European Court of Justice and European Court of Human Rights with examples of relevant cases of law in each.

Judicial Precedent and Legal Reasoning

Role of judge - made law and policy. Approaches to cases (analogy, role of precedent, binding and persuasive). Identification of *ratio* and *obiter dicta*. Following, over-ruling, and distinguishing.

3.2 Machinery of Justice

Content

- **Criminal Prosecution Process**
- **Bail**
- **Jury Trial**
- **Civil Proceedings**
- **Tribunals, Arbitration and Alternative Dispute Resolutions**
- **Legal Aid, Advice and Assistance**

Amplification and guidance

Criminal Prosecution Process

Criminal courts: structure, powers and appellate functions. Crown Prosecution Service: powers and duties.

Bail

Bail: police and court, problems.

Jury Trial

The operation of the jury system, criticisms and alternatives.

Civil Proceedings

Civil courts: structure, powers and appellate functions.

Tribunals, Arbitration and Alternative Dispute Resolution

Development, role and control of tribunals. Arbitration both within and outside the court system. Alternative Dispute Resolution (ADR) including mediation, conciliation and compromise.

Legal Aid, Advice and Assistance

Legal aid, advice and assistance in criminal and civil matters. Duty solicitor schemes. Legal advice in police stations. The development of advisory services. Conditional fees, legal expenses, insurance and exposure to costs.

3.3 Personnel

Content

- **The Legal Profession**
- **Judiciary**
- **Magistracy**

Amplification and guidance

The Legal Profession

Education, training and the role of the legal profession. Structure of the legal profession including the role of legal executives and para-legals.

Judiciary

Hierarchy, and selection and composition; constitutional position.

Magistracy

Role of lay and stipendiary magistrates; appointment and selection.

Advanced Level

The Advanced level specification consists of two parts: Part 1 (Advanced Subsidiary) and Part 2 (A2).

Part 1: AS

The Legal System of England and Wales

See para. 3.1-3.3

Part 2: A2

The A2 consists of **one** option from Options 1, 2, 3 or 4.

3.4 Option 1: Contract and Consumer Law

Content

- **The Function of the Law of Contract**
- **Freedom of Contract and Statutory Encroachment**
- **Nature and Essential Requirements of Contract**
- **Consumer Protection Legislation**
- **Enforcement and Remedies**
- **Consumer Credit**

Amplification and guidance

The Function of the Law of Contract

How the law has developed to meet the needs of a changing society, particularly in the field of consumer protection. A general awareness of the impact of judicial decisions, legislation and EU provisions on contract and consumer law; the Consumer Action Programme of the EU. Specific Directives issued under the Programme.

Freedom of Contract and Statutory Encroachment

A general understanding of the restrictions on freedom of contract in the areas of restraint of trade and the sale and supply of goods and services.

Nature and Essential Requirements of Contract

Formation: offer, acceptance and consideration, including promissory estoppel and economic duress. Terms, including fair terms and exclusion clauses. Vitiating factors: mistake, misrepresentation, undue influence and duress. Privity of contract. Limitations to the discharge of contract.

Consumer Protection Legislation

Contract: sale and supply of goods and services, including unsolicited goods and services; the development of statutory implied terms; control of exclusion clauses. Unfair terms and standard form contracts, including the role of the Director General of Fair Trading.

Tort: product liability, and statutory strict liability.

Criminal law: nature of criminal liability in relation to unsafe goods, false descriptions and misleading prices. Defences.

Enforcement and Remedies

Small claims procedure. Civil remedies. Criminal enforcement.

Consumer Credit

Consumer credit legislation: licensing of traders, advertising of credit agreements, content of credit agreements, cancellation, liability for defects, default and termination.

3.5 Option 2: Criminal Law and Justice

- **The Role of Law in Law Enforcement**
- **Crime and Society**
- **Principles of Criminal Justice**
- **Factors which may Negate Criminal Liability**
- **Elements of Substantive Criminal Law**
- **Police Powers, Admissibility of Evidence, Remedies for Breach of Police Powers**
- **Role of Courts; Prosecution; and Criminal Trial Process**
- **Sentencing**

Amplification and Guidance

The Role of Law in Law Enforcement

The meaning and scope of the concept of the Rule of Law, including the role of the courts; problems of control and accountability; impartiality of the judiciary and the police. The need for legalised force and for legal limits upon its use.

Crime and Society

Measurement of crime; reported and unreported crime; reliability of statistics; patterns of criminality; clear-up rates.

Principles of Criminal Justice

Definition of crime; elements of crime; *mens rea*, *actus reus*; strict liability; general defences; burden and means of proof. The effect of the European Convention on Human Rights and the Human Rights Act 1998.

Factors which may Negate Criminal Liability

Intoxication by alcohol and other drugs; provocation, mistake; self-defence; duress; duress of circumstances; necessity; automatism; consent; insanity (including disposal).

Elements of Substantive Criminal Law

Homicide; murder, manslaughter, infanticide. Non-fatal offences against the person excluding sexual offences.

Police Powers, Admissibility of Evidence, Remedies for Breach of Police Powers

Discretionary nature of police powers. Powers to stop and search persons, vehicles, property and premises. Powers of arrest, detention and interrogation; rights of persons in police custody. Treatment of persons during detention, including role of custody officer. Admissibility of evidence. Remedies for breach of police powers, including police complaints procedure.

Role of the Courts; Prosecution and Criminal Trial Process

Police discretion in the decision to prosecute, including the use of police cautions. Functions of the Crown Prosecution Service, including outline of the roles of the Attorney-General and the Director of Public Prosecutions. Bail and remand in custody. The trial process, including youth justice.

Sentencing

General principles of sentencing of adults and youths under appropriate legislation. Theories and objectives of sentencing. Empirical data relating to sentencing. Powers of the Magistrates' Courts and Crown Court. Court of Appeal guidelines.

3.6 Option 3: Civil Rights, the Individual and the Law

Content

- **The Function of the Law in regulating Civil Rights and Liberties**
- **Protection of Civil Rights and Liberties**
- **Freedom of the Person**
- **Protection of Privacy**
- **Freedom of Expression**
- **Freedom of Religion and Conscience**
- **Freedom of Assembly and Maintenance of Public Order**
- **Freedom from Discrimination**

Amplification and guidance

The Function of the Law in regulating Civil Rights and Liberties

The distinction between 'liberties' and 'rights', and the role played by Parliament and the courts in their regulation.

Protection of Civil Rights and Liberties

European Convention on Human Rights; scope and application of the Convention; the right of individual petition; relationship with the law of England and Wales as contained in the Human Rights Act 1998; continuing need for a UK Bill of Rights?

Freedom of the Person

The law relating to police powers of stop and search; search of premises; arrest; detention; rights of persons in police custody; admissibility of evidence. Remedies for unlawful interference with personal freedom; trespass; false imprisonment; malicious prosecution.

Protection of Privacy

Enjoyment of property rights; trespass; right to roam; nuisance. Access to information relating to individuals; identity cards; data protection; surveillance; telephone tapping. Protection of reputation; defamation; breach of confidence; remedies against intrusion by the media.

Freedom of Expression

Freedom of speech and communications and its limitations; censorship; control of obscenity and pornography. Contempt of court. National security; Official Secrets legislation. Regulation of the media. Public interest immunity.

Freedom of Religion and Conscience

Freedom of religion, religious expression and worship; legal privileges and disabilities and freedom from discrimination on account of religion; blasphemy.

Freedom of Assembly and Maintenance of Public Order

Freedom to meet, gather, demonstrate and protest; relationship between maintenance of public order and legitimate expression of opinion and dissent. Control of public gatherings, meetings and protests; control of crowds, sporting events, raves and picketing. Offences against public order, including incitement to racial hatred.

Freedom from Discrimination

Equality under the law; European obligations; scope and limitations of legal control of discrimination on grounds of race, sex, disability and age; statutory protection, including roles of Commission for Racial Equality and Equal Opportunities Commission.

4

KEY SKILLS

Key skills are integral to the study of Law and the specification provides opportunities for developing and generating evidence for assessing Key Skills listed below:

- Communication
- Information Technology
- Improving Own Learning Performance
- Problem Solving
- Working with Others

In particular, candidates will be assessed on their ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking into account their use of grammar, punctuation and spelling. In addition, candidates will have the opportunity for developing and, where appropriate, being assessed on the wider Key Skills of Working with Others, Improving Own Learning and Performance, Information Technology and Problem Solving.

Law, is by its nature, a subject which requires candidates to communicate by means of continuous written responses. The quality of written communication will be assessed in the written papers.

4.1 Communication

With regard to Communication Skills, when reading and responding to written materials, the candidates should be able to:

- Select and read appropriate materials for a purpose and review this process.
- Extract and collate the necessary information from the text.
- Summarise coherently the information obtained from different sources.

When producing written material, the candidate should be able to:

- Include accurate and relevant information in suitable form.
- Organise material coherently and use an appropriate style of writing.
- Check that text is legible, and ensure that meaning is clear.
- Use standard conventions of spelling, punctuation and grammar, and present arguments clearly and logically.

4.2 Information Technology

This specification will provide opportunities for candidates to demonstrate their use of IT.

1. Search for and select information for two different purposes.
 - (a) identify information needed and suitable sources;
 - (b) carry out effective searches;
 - (c) select information that is relevant to the purpose.
2. Explore and develop information, and derive new information, for two different purposes.
 - (a) enter and bring together information using formats that help development;
 - (b) explore information as needed for a purpose;
 - (c) develop information and derive new information as appropriate.
3. Present combined information for two different purposes.
 - (a) select and use appropriate layouts for presenting combined information in a consistent way;
 - (b) develop the presentation to suit the purpose and types of information;
 - (c) ensure work is accurate, clear and saved appropriately.

4.3 Problem Solving

This specification will provide opportunities for candidates to produce evidence to demonstrate their skills in Problem Solving in some or all of the following areas:

1. Explore a complex problem, come up with **three** options for solving it and justify the option selected for taking it forward.
2. Plan and implement at least **one** option for solving the problem, review progress and revise approach as necessary.
3. Apply agreed methods to check if the problem has been solved, describe the results and review approach to problem solving.

4.4 Working with Others

1. Plan complex work with others agreeing objectives, responsibilities and working arrangements.
2. Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.
3. Review work with others and agree ways of improving collaborative work in the future.

4.5 Improving own Learning and Performance

This specification will provide opportunities for candidates to produce evidence to demonstrate how candidates have improved their own Learning and Performance in some or all of the following areas:

1. Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.
2. Take responsibility for learning by using a plan, seeking feedback and support from relevant sources, to help meet targets.

Improve performance by:

- Studying complex subjects;
 - Learning through a complex practical activity;
 - Further study or practical activity that involves independent learning.
3. Review progress on **two** occasions and establish evidence of achievements, including how there has been learning from other tasks to meet new demands.

Some suggestions about the ways in which evidence of achievement in Key Skills may be produced by candidates studying this specification are detailed in Appendix 1. The WJEC intends to publish a fuller exemplification of Key Skills, including further examples of good teaching and learning practice in due course.

Opportunities for developing and generating evidence for assessing the key skills of Communication are outlined in Appendix 1 of this specification.

5

ASSESSMENT OBJECTIVES

The following statement is intended to provide an indication of the knowledge and abilities which the examination will be designed to test in conjunction with the subject matter listed. The detailed breakdown shown under each heading is intended to amplify the type of ability included under the general heading. These objectives apply to both AS and A level specifications.

5.1 Assessment Objective 1 - Knowledge and Understanding

The examination will assess each candidate's knowledge and understanding of:

- (i) the subject content outlined in the specification;
- (ii) the concepts and principles underlying the workings of the law as described in the subject content;
- (iii) the way in which the law operates and is applied in practice;
- (iv) current debates, and criticisms and major proposals for reform of the law;
- (v) need to analyse and evaluate, interpret and use legal material to consider issues and/or problems appropriate to the areas covered in the specification.

5.2 Assessment Objective 2 - Skills

The examination will assess each candidate's ability to:

- (i) evaluate how the law operates and is implemented, and the extent to which it protects rights and imposes duties;
- (ii) categorise factual problems in order to apply relevant legal principles;
- (iii) conduct legal argument, applying law to facts and supporting conclusions by the citation of authority and by analysis and analogy;
- (iv) analyse and evaluate, interpret and use legal material including statutes and other sources of law.
- (v) in addition, the A level specification will require candidates to:
 - study one or more areas of substantive law in depth;
 - develop the skills necessary to analyse and solve problems by applying legal rules.

5.3 Assessment Objective 3 – Language and Argument

The examination will assess each candidate's ability to:

- (i) present a logical and coherent argument and communicate relevant material in a clear and effective manner using appropriate legal terminology;
- (ii) use specialist terms and conventions appropriately;
- (iii) organise and present information, ideas, descriptions and arguments clearly and coherently, using appropriate and accurate language;
- (iv) use clear expression and presentation with accuracy in spelling, punctuation and grammar.

5.4 Summary of Assessment Objectives and Weighting

All candidates must be required to meet the following assessment objectives. The assessment objectives are weighted in the specification as follows.

Assessment Objectives		Weighting		
		AS	A2	AL
A01	Recall, select, deploy and develop knowledge and understanding of legal principles accurately and by means of example and citation;	55%	40%	47½%
A02	Analyse legal material, issues and situations, and evaluate and apply the appropriate legal rules and principles;	35%	50%	42½%
AO3	Present a logical and coherent argument and communicate relevant material in a clear and effective manner using appropriate legal terminology.	10%	10%	10%

5.5 Quality of Written Communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- include accurate and relevant information in suitable form;
- organise material coherently and use an appropriate style of writing;
- check that text is legible, and ensure that meaning is clear;

- use standard conventions of spelling, punctuation and grammar and present arguments clearly and logically.

The assessment of the quality of written communication is included in all three assessment objectives.

5.6 Synoptic Assessment

The specification will include a minimum of 20% synoptic assessment. Synoptic assessment in Law will draw on all three of the AS and AL assessment objectives and will require candidates to demonstrate an understanding of at least one branch of law using legal methods and reasoning to analyse legal material, to select appropriate legal rules and apply these in order to draw legal conclusions and to draw together and make connections between this area of law and between legal structures and/or legal processes and/or legal issues.

6 SCHEME OF ASSESSMENT

Advanced Subsidiary and A level qualifications are available on this specification.

Where the term AS is used this refers to the first three Assessment Units of the qualification (i.e. Assessment Units LW1, LW2 and LW3). The term A2 refers to the last three Assessment Units of the qualification (i.e. Assessment Units LW4, LW5 and LW6). The term A level refers to all six Assessment Units.

6.1 Availability of Modules

The assessment will be available in English and Welsh.

The Assessment Units will be available as shown below.

AS certification is available.

Availability of Assessment Units

Unit	January	June
LW 1	✓	✓
LW 2	✓	✓
LW 3	✓	✓
LW 4		✓
LW 5		✓
LW 6		✓

Relationship between AS and A level

AS Law consists of 50% of the total assessment for the specification, A2 consists of the other 50%. Certification for AS will be available separately for those who choose not to go on to take the full A level.

Advanced Subsidiary

The scheme of assessment consists of three assessment units:

<p>LW 1 Candidates answer one stimulus response question.</p>
<p>LW 2 Candidates answer two structured essay questions from a choice of six.</p>
<p>LW 3 Candidates answer one compulsory applied question.</p>

The focus of each paper will be as follows:

LW1 - Specification Content 3.2 namely Machinery of Justice;

LW2 - Specification Content 3.1; 3.2; 3.3 namely all aspects of the AS Specification;

LW3 - Specification Content 3.1 namely Legal Concepts, Sources and Methodology.

Advanced Level (A2)

The Advanced level specification which follows is distinguished from the Advanced Subsidiary specification by presenting candidates with greater challenges through:

- the nature, breadth and depth of content studied;
- the requirement to investigate more specific substantive legal issues;
- the range of contexts and issues encountered;
- the complexity and range of concepts addressed.

The Advanced level specification consists of two parts: Part 1 (Advanced Subsidiary) and Part 2 (A2).

Part 1 (Advanced Subsidiary) may be taken separately and added to A2 Assessment Units 1, 2 and 3; or both AS and A2 may be taken together.

The two parts correspond to two components: Paper 1 (Part 1), which comprises the Advanced Subsidiary, and Paper 2 (Part 2), comprising the A2.

Part 1 : Advanced Subsidiary

<p>LW 1 Candidates answer one stimulus response question.</p>
<p>LW 2 Candidates answer two structured essay questions from a choice of six.</p>
<p>LW 3 Candidates answer one compulsory applied question.</p>

The focus of each paper will be as follows:

LW4 - questions on this section maybe drawn from any part of the A2 specification.

LW5 - questions on this section maybe drawn from any part of the A2 specification.

LW6 - this maybe **either** an essay or a case scenario. The question will be drawn from the A2 specification and elements of the AS specification as required.

Part 2 : A2

One option is chosen from the following:

- Option 1: Contract and Consumer Law
- Option 2: Criminal Law and Justice
- Option 3: Civil Rights, the Individual and the Law

Each option is divided into three components.

<p>LW4 Candidates answer two problem questions from a choice of four.</p>
<p>LW5 Candidates answer two essay questions from a choice of six.</p>
<p>LW6 Candidates answer one compulsory synoptic question.</p>

6.2 Weighting of Components

Within the A level scheme, components will be weighted as follows:

AS	A2
LW1, LW2, LW3	LW4, LW5, LW6
50%	50%

6.3 Weighting of Assessment Objectives

The assessment objectives will be assessed in the different units in the following proportions:

<i>Assessment Objectives</i>	<i>Weighting</i>		
	<i>AS</i>	<i>A2</i>	<i>AL</i>
AO1 Knowledge and Understanding	55%	40%	47½%
AO2 Skills	35%	50%	42½%
A03 Skills	10%	10%	10%
Total	100%	100%	100%

It is strongly recommended that candidates study the AS subject content before the A2 subject content. The standard of assessment at AS is that expected of an A level candidate at the end of one year of study. The standard of assessment at A2 is that expected after two full years' study.

6.4 Distribution of marks for AS and A2 Assessment Units.

	AO1	AO2	AO3	Total
LW1	14	8	3 x 2 =	50
LW2	14	8	3 x 2 =	50
LW3	14	8	3 x 1 =	25

	AO1	AO2	AO3	Total
LW4	10	12	3 x 2 =	50
LW5	10	12	3 x 2 =	50
LW6	10	12	3 x 1 =	25

7 GRADE DESCRIPTIONS

Advanced Level

The following grade descriptions indicate the level of attainment characteristic of the given grade at AL. They give a general indication of the required learning outcomes of each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates are able to recall a substantial body of relevant information and present a well structured response to the question identifying a range of issues. They are able consistently to integrate descriptive and evaluative material, make connections where appropriate, demonstrate strong analytical and problem solving skills and construct a sound, coherent and relevant argument supported appropriately.

Grade C

Candidates recall a sound body of information and are able to relate it to issues raised by the question. They demonstrate some analytical and problem solving skills, make connections and present a sound argument with some use of authority or other evidence.

Grade E

Candidates either provide generally accurate accounts of some relevant, descriptive material and/or identify issues raised by the question, identify connections and offer a basic evaluation drawing simple conclusions.

7.1 Principles of Marking and Level Descriptors for AS and A2**Advanced Subsidiary**

1. The assessment is based upon four levels of attainment for Objective AO1, AO2, AO3, as indicated in the Assessment Matrix (attached).
2. The levels of assessment used in the matrix indicate the relative value of knowledge, understanding and skills which are relevant and may occur in the answers. In order to allow for different approaches by the candidates and to achieve flexibility, the sub-totals of each assessment objectives must be indicated at the end of each answer, in accordance with AS suggested weighting.
3. The range of marks allocated to each of the levels for each of the objectives is recorded on the Assessment Matrix.

Levels-of-response marking is to be used in all questions and parts of questions. The whole response is to be read and then, taking everything into account, allocated to the level of 'best fit' on the Assessment Matrix with the level descriptors given below. There is usually a band of marks allocated to each level: discrimination will be made with reference to the development of the answer.

4. The question specific mark scheme indicates the kind of material and analysis that a candidate might display in his/her answer. This is neither prescriptive nor exhaustive but indicates the general level likely to be achieved by a 17 year old under examination conditions having followed an appropriate course of study. Other approaches of equal merit will be awarded the appropriate level. The question specific mark scheme is **Not** a set of Model answers and every point does not need to be covered in order to achieve full marks.
5. Examiners should not hesitate to award full marks to answers which are well argued and well presented or which show a freshness of treatment even if they do not fall fully within the suggested marking scheme, provided the answer demonstrates a high level of understanding and argument relevant to the question as set.

6. Wholly narrative or descriptive answers to questions requiring analysis and evaluation can only receive marks for Assessment Objective 1 (Knowledge and Understanding) and full marks can be awarded within this section if the answer so justifies.
7. The level of assessment is **below** that of Advanced (A2) Level and an answer should not be equated with what would be expected at A2. AS represents an intermediate stage between GCSE level and Advanced (A2) level.
8. For evaluation, at the top of AS level, it will be sufficient for candidates to demonstrate a sound analysis of reasoning and arguments in relation to legal issues. Candidates at the top level of A2 will be expected to have progressed beyond this, as demonstrated by the level 4 descriptor for Assessment Objective 2 in the A2 matrix.

ASSESSMENT MATRIX ADVANCED SUBSIDIARY

	AO1	AO2	AO3
Level	Knowledge and Understanding	Skills	Argument and Language *
4	<p>Candidates display a sound knowledge and understanding of the subject content relevant to the question and a good perception of the concepts and principles underlying that subject content. They display a sound understanding of the practical application of the law and are aware of current debate and criticism including the major proposals for reform.</p> <p style="text-align: right;">12 – 14</p>	<p>Candidates demonstrate a sound evaluation of how the law operates, or an accurate and well-substantiated application of the law to a given fact situation. This is achieved through their selection of legal authorities, by appropriate methodologies and by their ability to apply the law to a given question. They support their conclusions by citation, analysis and analogy.</p> <p style="text-align: right;">7 - 8</p>	<p>The candidate's use of language, including grammar, punctuation and spelling will be excellent. The structure and presentation of ideas and clarity of expression will be excellent. There is consistently appropriate use of language, technical and specialist terms. The candidate will present a fully logical and coherent argument, which is effectively communicated.</p> <p style="text-align: right;">3 Marks</p>
3	<p>Candidates display an adequate knowledge and understanding of the subject content relevant to the question and have a perception of some of the concepts and principles underlying that subject content. They display a general understanding of the practical application of the law and are aware of aspects of current debate and criticism.</p> <p style="text-align: right;">8 - 11</p>	<p>Candidates demonstrate an adequate evaluation of how the law operates, or a generally accurate and substantiated application of the law to a given fact situation. This is achieved through their selection of legal authorities, by appropriate methodologies and by their ability to apply the law to a given question and support their conclusions by citation.</p> <p style="text-align: right;">5 - 6</p>	<p>The candidate's use of language, including grammar, punctuation and spelling will be adequate. The structure and presentation of ideas and clarity of expression will be satisfactory. There is a generally appropriate use of language, technical and specialist terms and conventions. The candidate will present a logical and mostly coherent argument which is satisfactorily communicated.</p> <p style="text-align: right;">2 Marks</p>

	AO1	AO2	AO3
Level	Knowledge and Understanding	Skills	Argument and Language *
2	Candidates display a limited knowledge and understanding of the subject content relevant to the question with limited insight into some of the concepts and principles underlying that subject content. They display a limited understanding of the practical application of the law and are aware in general terms of some of the current criticisms. 4 - 7	Candidates demonstrate a limited evaluation of some of the points of how the law operates, or apply the law to a given fact situation in a partly accurate and occasionally unsubstantiated way. This is achieved through a limited selection of legal authorities and limited ability to apply the law to a given question. 2 - 4	The candidate will demonstrate an elementary use of language, including grammar, punctuation and spelling. The structure and presentation of ideas and clarity of expression will be elementary. There is a reasonably coherent use of language, technical and specialist terms and conventions. The candidate will present an argument of limited logic and with adequate communication coherence. 1 Mark
1	Candidates display a basic knowledge and understanding of the subject content relevant to the question and/or identify some of the relevant principles. They demonstrate occasional basic insights into some of the concepts and principles underlying the subject content. They display a basic understanding of the practical application of the law. 0 - 3	Candidates demonstrate a basic evaluation of one of the simpler points of how the law operates or apply the law to a given factual situation in a generally inaccurate and unsubstantiated way. There will be little or no reference to legal authorities and points will not be developed. There will be very limited evidence of structure in the candidate's response. 0 - 1	The candidate's use of language, including grammar, punctuation and spelling is unsatisfactory. The structure and presentation of ideas and clarity of expression will be unsatisfactory. There will be an insecure grasp of language and lack of use of specialist terms and conventions. The candidate will present a very limited argument which is unsatisfactorily communicated. 0 Marks

* Ability to use language, including grammar, punctuation and spelling accurately and effectively;
Ability to structure, present and express ideas effectively and clearly.

Advanced Level

1. The assessment is based upon four levels of attainment for Assessment Objectives 1, 2, 3 as indicated in the Assessment Matrix (attached).
2. The levels of assessment used in the matrix indicate the relative value of knowledge, understanding and skills which are relevant and may occur in the answers. In order to allow for different approaches by the candidates and to achieve flexibility, the sub-totals of each assessment objectives must be indicated at the end of each answer, in accordance with A2 suggested weighting.
3. The range of marks allocated to each of the levels for each of the objectives is recorded on the Assessment Matrix.

Levels-of-response marking is to be used in all questions and parts of questions. The whole response is to be read and then, taking everything into account, allocated to the level of 'best fit' on the Assessment Matrix. There is usually a band of marks allocated to each level: discrimination will be made with reference to the development of the answer.

4. The question specific mark scheme indicates the kind of material and analysis that a candidate might display in his/her answer. This is neither prescriptive nor exhaustive but indicates the general level likely to be achieved by an 18 year old under examination conditions having followed an appropriate course of study. Other approaches of equal merit will be awarded the appropriate level. The question specific mark scheme is **Not** a set of Model answers and every point does not need to be covered in order to achieve full marks.
5. Examiners should not hesitate to award full marks to answers which are well argued and well presented or which show a freshness of treatment, provided the answer demonstrates a high level of understanding and argument relevant to the question as set. Examiners should consult with the Chief Examiners in the case of any difficulty.
6. Wholly narrative or descriptive answers to questions requiring analysis and evaluation can only receive marks for Assessment Objective A (Knowledge and Understanding) and full marks can be awarded within this section if the answer so justifies.

ASSESSMENT MATRIX ADVANCED LEVEL

	AO1	AO2	AO3
Level	Knowledge and Understanding	Skills	Argument and Language
4	<p>Candidates display a sound knowledge and understanding of the subject content relevant to the question and a good perception of the concepts and principles underlying that subject content. They display a sound understanding of the practical application of the law and are aware of current debate and criticism including the major proposals for reform.</p> <p style="text-align: right;">9 – 10</p>	<p>Candidates demonstrate a sound evaluation of how the law operates, or an accurate and well-substantiated application of the law to a given fact situation. This is achieved through their selection of legal authorities, by appropriate methodologies and by their ability to apply the law to a given question. They support their conclusions by citation, analysis and analogy.</p> <p style="text-align: right;">11 - 12</p>	<p>The candidate's use of language, including grammar, punctuation and spelling will be excellent. The structure and presentation of ideas and clarity of expression will be excellent. There is consistently appropriate use of language, technical and specialist terms. The candidate will present a fully logical and coherent argument which is effectively communicated.</p> <p style="text-align: right;">3 Marks</p>
3	<p>Candidates display an adequate knowledge and understanding of the subject content relevant to the question and have a perception of some of the concepts and principles underlying that subject content. They display a general understanding of the practical application of the law and are aware of aspects of current debate and criticism.</p> <p style="text-align: right;">6 – 8</p>	<p>Candidates demonstrate an adequate evaluation of how the law operates, or a generally accurate and substantiated application of the law to a given fact situation. This is achieved through their selection of legal authorities, by appropriate methodologies and by their ability to apply the law to a given question and support their conclusions by citation.</p> <p style="text-align: right;">7 - 10</p>	<p>The candidate's use of language, including grammar, punctuation and spelling will be adequate. The structure and presentation of ideas and clarity of expression will be satisfactory. There is a generally appropriate use of language, technical and specialist terms and conventions. The candidate will present a logical and mostly coherent argument which is satisfactorily communicated.</p> <p style="text-align: right;">2 Marks</p>

	AO1	AO2	AO3
Level	Knowledge and Understanding	Skills	Argument and Language *
2	<p>Candidates display a limited knowledge and understanding of the subject content relevant to the question with limited insight into some of the concepts and principles underlying that subject content. They display a limited understanding of the practical application of the law and are aware in general terms of some of the current criticisms.</p> <p style="text-align: right;">3 – 5</p>	<p>Candidates demonstrate a limited evaluation of some of the points of how the law operates, or apply the law to a given fact situation in a partly accurate and occasionally unsubstantiated way. This is achieved through a limited selection of legal authorities and limited ability to apply the law to a given question</p> <p style="text-align: right;">3 - 6</p>	<p>The candidate will demonstrate an elementary use of language, including grammar, punctuation and spelling. The structure and presentation of ideas and clarity of expression will be elementary. There is a reasonably coherent use of language, technical and specialist terms and conventions. The candidate will present an argument of limited logic and coherence with adequate communication.</p> <p style="text-align: right;">1 Mark</p>
1	<p>Candidates display a basic knowledge and understanding of the subject content relevant to the question and/or identify some of the relevant principles. They demonstrate occasional basic insights into some of the concepts and principles underlying the subject content. They display a basic understanding of the practical application of the law.</p> <p style="text-align: right;">0 - 2</p>	<p>Candidates demonstrate a basic evaluation of one of the simpler points of how the law operates or apply the law to a given factual situation in a generally inaccurate and unsubstantiated way. There will be little or no reference to legal authorities and points will not be developed. There will be very limited evidence of structure in the candidate's response.</p> <p style="text-align: right;">1 – 2</p>	<p>The candidate's use of language, including grammar, punctuation and spelling is unsatisfactory. The structure and presentation of ideas and clarity of expression will be unsatisfactory. There will be an insecure grasp of language and lack of use of specialist terms and conventions. The candidate will present a very limited argument which is unsatisfactorily communicated.</p> <p style="text-align: right;">0 Marks</p>

* Ability to use language, including grammar, punctuation and spelling accurately and effectively;
Ability to structure, present and express ideas effectively and clearly.

8

AWARDING AND REPORTING

Both the WJEC Advanced Subsidiary in Law and WJEC Advanced GCE in Law will comply with the grading, awarding and certification requirements of the revised GCE Code of Practice for courses starting in September 2000.

Candidates' results for both AS and A level will be graded on a seven point scale A - E and U (Unclassified).

The standard for Grade A at Advanced Subsidiary will be that reached by a candidate who, with further study, might be expected to achieve Grade A in a full A level examination.

A candidate's result for AS may be carried forward to be aggregated with the candidate's result in the A2 examination to give an A level grade. AS can be carried forward only once. A candidate may also enter for AS and A2 at the same sitting, when both AS and A level grades will be awarded.

Advanced Level

- When Paper 2 has been taken, an A level award will be made.
- Once an A level award has been made, candidates may carry forward, once only, the total AS marks and retake the whole of A2 to obtain a new A level award.

Resit Rules

Each individual assessment unit may be retaken once only: the better result must count towards the final award; candidates may, however, retake the whole qualification more than once and individual assessment unit results, prior to certification of the qualification, will have a shelf-life limited only by the shelf-life of the qualification.

9

CANDIDATES WITH PARTICULAR REQUIREMENTS

Details of special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for General Qualifications document *Candidates with Special Assessment Needs: Regulations and Guidance*. Copies of this document are available from the WJEC.

10

LIST OF SUGGESTED BOOKS AND REFERENCES

For the benefit of centres and private candidates, a list of books and references has been prepared and is available from the WJEC. This list is not to be regarded as prescribed reading, nor is it exhaustive.

APPENDIX 1: THE EXEMPLIFICATION OF KEY SKILLS

The following tables give some examples of Law contexts in which naturally occurring key skills evidence could be accumulated.

For each skill two context examples are given, one in an AS Unit and the other in an A2 Unit. The same general context is given at each of Levels 1-3 in each skill to illustrate how candidates in the same teaching group may be engaged in similar work in the same topic area at different levels appropriate to their ability. See Appendix 2 and Appendix 3 for other exemplification.

Note: If producing certain types of evidence creates difficulties due to disability or other factors, the candidate may be able to use other ways to show achievement. The candidate should ask the tutor or supervisor for further information.

COMMUNICATION: LEVEL 1

C1.1 TAKE PART IN A DISCUSSION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> provide information that is relevant to the subject and purpose of the discussion speak clearly in a way that suits the situation listen and respond appropriately to what others say. 	Records from an assessor who observed each discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussions.	Candidates watch a video or read a section of a textbook together and then answer questions on the material seen or studied. <i>3.1 The impact of Equity and its relationship with the Common Law)</i> <i>3.7 option 4: Role of lawyers and mediation</i>
C1.2 INFORMATION GATHERING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> read relevant material identify accurately the main points and ideas in material use the information to suit the purpose. 	A record of what the student reads and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Records of how the student used the information. Eg in discussions for C1.1 or writing for C1.3.	Candidates read accounts and study photographs in illustrated textbooks, pamphlets or websites and write notes or answer questions 3.2 Criminal Courts: powers/structure. 3.4 Option 1: Contract and Consumer Law - How the Law has developed to meet the needs of a changing society, particularly in the field of consumer protection.
C1.3 WRITING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	<ul style="list-style-type: none"> present relevant information in a form that suits the purpose ensure text is legible make sure that spelling, punctuation and grammar are accurate so the meaning is clear. 	The two different documents might include a letter, a short report or essay, with an image such as a chart or sketch.	Candidates write about the topic they have researched in C1.2. They produce an annotated poster on the main facts and an explanatory report on an aspect of its meaning.

COMMUNICATION: LEVEL 2

C2.1a CONTRIBUTE TO A DISCUSSION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> • make clear and relevant contributions in a way that suits the purpose and situation • listen and respond appropriately to what others say • help to move the discussion forward. 	A record from an assessor who observed the discussion and noted how the student met the requirements of the Unit, or an audio/video tape of the discussion.	Classroom discussion on a legal issue. Candidates discuss. 3.1 The effect of European Law on the legal system of England and Wales.
C2.1b GIVE A SHORT TALK			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
give a short talk about a straightforward subject using an image.	<ul style="list-style-type: none"> • speak clearly in a way that suits the subject, purpose and situation • keep to the subject and structure the talk to help listeners follow what the student says • use an image to illustrate clearly the main points. 	A record from an assessor who observed the talk, or an audio/video tape of the talk. Notes from preparing and giving the talk. A copy of the image used.	A presentation of an argument on one side of an issue, using slides to illustrate or an OHP transparency to summarise the main points. 3.1 Legal concepts, sources and methodology. European Law - Sources of European Law and its Institutions, including European convention on Human Rights. 3.4 Option 1: Contract and Consumer Law: Consumer Protection Legislation: Contract: sale and supply of goods and services.
C2.2 INFORMATION GATHERING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	<ul style="list-style-type: none"> • select and read relevant material • identify accurately the lines of reasoning and main points from text and images • summarise the information to suit the purpose. 	A record of what is read and why, including a note or copy of the image. Notes, highlighted text or answers to questions about the material read. Evidence of summarising information could include the student's notes for the talk, or one of the documents written.	Candidates read and study photographs in textbooks (including, where appropriate, legal texts) on the topic in C.2. They produce notes or annotation of different sources relating to the topic. 3.1 Legal concepts, sources and methodology - Role of Judge made law and policy. 3.4 Option 1: Contract and Consumer Law Criminal Law: nature of criminal liability in relation to unsafe goods, false descriptions and misleading prices.

C2.3 WRITING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.	<ul style="list-style-type: none"> • present relevant information in an appropriate form • use a structure and style of writing to suit the purpose • ensure the text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear. 	The two different documents might include a report or an essay, with an image such as a chart, graph or diagram, a business letter or notes.	Candidates write about the topic studied in C2. They produce an annotated poster on the findings, including variations in practice or viewpoint, and an explanatory report on contrasting views of the topic.

COMMUNICATION: LEVEL 3

C3.1a TAKE PART IN A DISCUSSION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
contribute to a group discussion about a complex subject.	<ul style="list-style-type: none"> • make clear and relevant contributions • listen and respond appropriately • create opportunities for others to take part. 	A record from someone who has observed discussion or has made video/ audio tape of discussion.	Classroom debate on a complex issue or problem, in which there are more than one clearly defined viewpoint. 3.2 Machinery of Justice Justice Trial - The operation of the jury system, criticisms and alternatives. 3.5 Option 2: Criminal Law and Justice Factors which may Negate Criminal Liability.
C3.1b MAKE A PRESENTATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
make a presentation about a complex subject, using at least one image to show complex points.	<ul style="list-style-type: none"> • speak clearly and use suitable style • structure ideas and information • use a range of techniques. 	A record from someone who has observed discussion or has made video/ audio tape of discussion or preparatory notes with images.	Present one side or aspect of the argument in a classroom debate on a complex issue or problem, using an OHP transparency to tabulate evidence. 3.2 Legal Aid, Advice and Assistance Legal aid, advice and assistance in criminal and civil matters. 3.7 Option 4: The Family and the Law Marriage - Social importance of marriage, including statistics.
C3.2 INFORMATION GATHERING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
select and synthesise information from two extended documents that deal with a complex subject One of these documents should include at least one image.	<ul style="list-style-type: none"> • select and read material that contains information needed • identify accurately, and compare, the lines of reasoning and main points from texts and images • synthesise the key information in a suitable form. 	A record of what was read and why, including a note of the image. Notes, highlighted text or answers to questions about material read. Evidence of synthesising information from notes of a presentation or a written document.	Notes or annotation of different sources relating to a complex issue or problem in Law. These should include different types of sources ie. written, visual, graphical. 3.3 Personnel The Legal Profession Education, training and the role of the legal profession. Structure of the legal profession including the role of legal executives and para-legals. 3.7 Option 4: The Family and the Law. Breakdown of the Family Relationship. Divorce Incidence of breakdown in England and Wales, including official statistics. Legal basis of divorce reform.

C3.3 WRITING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<p>write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.</p>	<ul style="list-style-type: none"> • select and use appropriate style of writing • organise relevant information clearly and coherently, using specialist vocabulary • ensure text is legible, spelling, punctuation and grammar are accurate, and that meaning is clear. 	<p>The two different documents might include an extended essay or report, with an image such as a chart, graph or diagram and a letter or memo.</p>	<p>Notes taken down in a classroom lesson or summary of section from book. An essay or piece extended writing including a diagram relating to a key issue or problem in Law.</p> <p>3.2 Machinery of Justice Criminal Prosecution Process Criminal courts: structure, powers and appellate functions. Crown Prosecution Service: powers and duties.</p> <p>3.6 Option 3: Civil Rights, the Individual and the Law Protection of Civil Rights and Liberties European convention on Human Rights; scope and application of the Convention; the right of individual petition; relationship with the law of England and Wales as contained in the Human Rights Act 1998.</p>

A more detailed example of opportunities for developing Communication skills at Level 3 in a Law AS context will be found in Appendix 3.

INFORMATION TECHNOLOGY: LEVEL 1

IT 1.1 FIND, STORE AND DEVELOP INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> • find and select relevant information • enter and bring in information, using formats that help development • explore and develop information to meet the student's purpose. 	<p>Print-outs and copies of the information the student selects to use.</p> <p>A record from an assessor who observed the student using IT when exploring and developing information or working drafts with notes of how the student met the requirements of the Unit.</p>	<p>Search for legal data, written/ visual sources on a website or CD Rom. The information found could be used to inform a discussion, develop an assignment etc.</p> <p>3.1 Legal Concepts, Sources and Methodology ECJ and EC of Human Rights with examples of relevant cases of law in each.</p> <p>3.5 Option 2: Criminal Law and Justice Measurement of crime; reported and unreported crime, clear up rates.</p>
IT 1.2 PRESENT INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
present information for two different purposes. The student's work must include at least one example of text, one example of images, and one example of numbers.	<ul style="list-style-type: none"> • use appropriate layouts for presenting information in a consistent way • develop the presentation so it is accurate, clear and meets the purpose • save information so it can be found easily. 	<p>Working drafts showing how the student developed the presentation or records from an assessor who saw the student's screen displays.</p> <p>Print-outs or prints of a static or dynamic screen display of the students final work, including examples of text, images and numbers. Records of how the student saved information.</p>	<p>Following the search for appropriate data on the Web or CD Rom, the information could be set out for presentation as a leaflet or in summary form as a poster, including a graphic illustration and a table of figures</p> <p>3.3 Personnel Judiciary Hierarchy, and selection and composition; constitutional position.</p> <p>3.5 Option 2: Criminal Law and Justice Crime and Society Measurement of crime reported and unreported crime; reliability of statistics; clear up rates.</p>

INFORMATION TECHNOLOGY: LEVEL 2

IT 2.1 SEARCH FOR AND SELECT INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
search for and select information for two different purposes.	<ul style="list-style-type: none"> • identify the information needed and suitable sources • carry out effective searches • select information that is relevant to the student's purpose. 	Print-outs of the relevant information with notes of sources and how the student made searches, or a record from an assessor who observed the student using IT when searching for information.	<p>Search for legal data, written/ visual sources on a website or CD Rom. The information found could be used to inform a discussion, develop an assignment, etc.</p> <p>3.3 Personnel: Structure of the legal profession, including the role of legal executives and para legals.</p> <p>3.6 option 3: Civil Rights, the individual and the Law: Remedies for unlawful interference with personal freedom; trespass, false imprisonment.</p>

IT 2.2 EXPLORE AND DEVELOP INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> • enter and bring together information using formats that help developments • explore information as needed for the purpose • develop information and derive new information as appropriate. 	Print-outs, or a record from an assessor who observed the student using IT, with notes to show how the student explored and developed information and derived new information.	<p>Following the search for appropriate data on the Web or CD Rom, the information could be developed and enhanced, to present, for example, information about the selection and composition of the legal profession in the form of a poster, leaflet, table or composition or an illustrated flowchart</p> <p>3.3 Personnel Judiciary - practices of selection. Magistracy - role of lay and stipendary magistrates; appointment and selection.</p> <p>3.7 Option 4: The Family and the Law Orders in respect of children: legal aid; child's welfare as paramount consideration; residence orders.</p>

IT 2.3 PRESENT COMBINED INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
present combined information for two different purposes. The student's work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> • select and use appropriate layouts for presenting combined information in a consistent way • develop the presentation to suit the purpose and the types of information • ensure the work is accurate, clear and saved appropriately. 	Working drafts, or a record from an assessor who observed the screen displays, with notes to show how the student developed content and presentation. Print-outs, or prints of static or dynamic screen displays, of the final work, including examples of text, images and numbers. Records of how the information was saved.	<p>Information obtained through the use of IT, and developed using a variety of software packages (eg word processing, graphics, DTP) could be presented in an extended essay and as a presentation on a topic in Law.</p> <p>3.2 Machinery of Justice Civil Proceedings Civil courts: structure, powers and appellate functions.</p> <p>3.5 Option 2: Criminal Law and Justice Crime and Society - measurement of crime; reported and unreported crime; reliability of statistics; patterns.</p>

INFORMATION TECHNOLOGY: LEVEL 3

Candidates must plan and carry through at least **one** substantial activity that includes a number of related tasks for IT3.1, IT3.2 and IT3.3.

IT 3.1 SEARCH AND SELECT INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
compare and use different sources to search for, and select, information required for two different purposes.	<ul style="list-style-type: none"> plan how to obtain and use information choose appropriate techniques for searches make selections based on judgements. 	<p>Print-outs with notes of sources and how searches made and selected information</p> <p>A record from someone who observed use of IT to search for and explore information.</p>	<p>Search for legal data, written/ visual sources on a database or CD Rom. The information found could demonstrate conflicting viewpoints or interpretations of an issue or question in Law.</p> <p>3.1 Legal Concepts, sources and Methodology Legislation, Parliamentary Sovereignty, Process and Interpretation Concept and application of Parliamentary sovereignty with reference to international organisations, particularly the EU. Delegated legislation.</p> <p>3.6 Option 3: civil Rights, the individual and the Law: Access to information relating to individuals; identity cards; data protection; surveillance; telephone tapping.</p>

IT 3.2 DEVELOP INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
explore, develop and exchange information and derive new information to meet two different purposes.	<ul style="list-style-type: none"> bring together information in consistent form create and use appropriate structures use methods for exchanging information. 	<p>Print-outs or record of someone who observed use of IT showing how information has been exchanged, explored and developed.</p> <p>Notes of automated routines</p>	<p>Following the search for appropriate data on disc or CD Rom, the information could be developed and enhanced, to present, for example, information about legal ideas in an alternative form such as a table of opposing views or diagram of relationships</p> <p>3.1 Jury Trial, criticisms and alternatives. e.g. 3.5 Option 2: The Discretionary nature of police powers.</p>

IT 3.3 PRESENT INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<p>present information from different sources for two different purposes and audiences. One example of text, one of images and one of numbers.</p>	<ul style="list-style-type: none"> • develop structures and content • present information effectively • ensure work is accurate. 	<p>Working drafts or a record from an assessor who observed screen displays, showing how developed for presentation.</p> <p>Print-outs or a static or dynamic screen display of final work, including text, images and numbers.</p>	<p>Information obtained through the use of IT, and developed through a variety of software packages eg word processing, graphics, DTP, could be presented as evidence in an extended essay, a presentation or a piece of personal research into an issue or question in Law.</p> <p>3.1 Jury Trial, criticisms and alternatives.</p> <p>3.5 Option 2: The Discretionary nature of Police powers.</p>

A more detailed example of opportunities for developing Information Technology skills at Level 3 in a Law AS context will be found in Appendix 3.

WIDER KEY SKILLS

PROBLEM SOLVING: LEVEL 1

Candidates must provide at least **two** examples of meeting the standard for PS1.1, PS1.2 and PS1.3.

PS 1.1 CONFIRM PROBLEMS AND IDENTIFY OPTIONS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
confirm understanding of the given problem and identify at least two options for solving it, with help from an appropriate person.	<ul style="list-style-type: none"> • check that the problem is understood, and how to succeed in solving it • identify different ways of tackling the problem • decide, with help, which options are most likely to be successful. 	<p>Descriptions of the two problems and how they have been solved.</p> <p>Descriptions of ways for solving the two problems and the options most likely to be successful.</p> <p>Records of help given.</p>	<p>Students are given a Law topic for an extended essay and make notes or essay plans considering two ways of approaching it, or consider alternative ways of persuading others to adopt a point of view (eg through display, discussion, presentation, website). This could involve group/class discussion of aspects/approaches and of possible sources of information (eg alternative ways of finding information).</p> <p>The topic might itself contain a problem on which there are different legal perspectives.</p> <p>3.1 The varying approaches to statutory interpretation. Delegated legislation.</p> <p>3.7 The social, importance of marriage, including statistics.</p>
PS 1.2 PLAN AND TRY OUT OPTIONS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
plan and try out at least one option for solving the problem, using given evidence and support.	<ul style="list-style-type: none"> • confirm with an appropriate person the option to be tried for solving the problem • plan how to carry out this option • follow through the plan, making use of advice and support given by others. 	<p>Statements on how the student confirmed the options to be tried out.</p> <p>A plan for trying out each option.</p> <p>Records of what was done in following the plan, with notes on the advice and support given.</p>	<p>Present notes or essay plan which is discussed with the teacher and then executed through the writing of an assignment or development of a display, presentation, website, etc.</p> <p>Review the piece of work produced with a view to modifying, expanding or restructuring it.</p>
PS 1.3 CHECK AND DESCRIBE RESULTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
check if the problem has been solved and describe the results, including ways to improve the approach.	<ul style="list-style-type: none"> • check whether the problem has been solved successfully • describe clearly the results of tackling the problem • identify ways of improving the approach to problem solving. 	<p>Records of the methods given and they were used.</p> <p>Descriptions of the results of tackling the problems and ways to improve the approach to problem solving.</p>	<p>Discuss with teacher the piece of work to ensure that the problem or issue has been addressed appropriately.</p> <p>Describe the results in a log of procedural research</p>

PROBLEM SOLVING: LEVEL 2

Candidates must provide at least **two** examples of meeting the standard for PS2.1, PS2.2 and PS2.3.

PS 2.1 IDENTIFY PROBLEMS AND OPTIONS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
identify the problem and come up with two options for solving it.	<ul style="list-style-type: none"> identify the problem, accurately describing its main features and how to show success in solving it come up with different ways of tackling the problem decide which options have a realistic chance of success, using help from others when appropriate. 	<p>Descriptions of the two problems and how the student is going to show they have been solved successfully.</p> <p>Descriptions of ways for solving the two problems.</p> <p>Records of how the student decided which options were most realistic, including the help obtained.</p>	<p>Students identify a legal topic for an extended essay and make notes or essay plans considering two ways of approaching it, or consider alternative ways of persuading others to adopt a belief or point of view (eg through display, discussion, presentation, website). This could involve group/class discussion of aspects/approaches and of possible sources of information (eg alternative ways of finding information). The topic might itself contain a problem on which there are different legal perspectives.</p> <p>3.3 Personnel: The role of lay and stipendiary magistrates.</p> <p>3.5 Option 2: The need for legalised force and for legal limits on its use.</p>
PS 2.2 PLAN AND TRY OUT OPTIONS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
plan and try out at least one option for solving the problem, obtaining support and making changes to the plan when necessary.	<ul style="list-style-type: none"> confirm with an appropriate person the option to be tried for solving the problem, and plan how to carry it out follow the plan, organising the relevant tasks and making changes to the plan when necessary obtain and effectively use support needed. 	<p>Statements on how the options were confirmed and tried out.</p> <p>A plan for trying out each option.</p> <p>Records of what was done, including any changes made to the plan.</p> <p>Notes of the support obtained and how this was used effectively.</p>	<p>Present notes or essay plan which is discussed with the teacher and then executed through the writing of an assignment or development of a display, presentation, website, etc.</p> <p>Review the piece of work produced with a view to modifying, expanding or restructuring it.</p>
PS 2.3 CHECK AND DESCRIBE RESULTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
check if the problem has been solved by applying given methods, describe the results and explain the approach to problem solving.	<ul style="list-style-type: none"> apply accurately the methods given to check whether the problem has been solved successfully describe clearly the results, and explain the decisions taken at each stage of tackling the problem identify the strengths and weaknesses of the approach to problem solving and describe what would be done differently if a similar problem were met. 	<p>Records of the methods used, the results of the checks carried out and explanations of the decisions taken.</p> <p>Descriptions of the strengths and weaknesses of the approach to the problem solving activities, and what would be done differently in future.</p>	<p>Discuss with teacher the piece of work to ensure that the problem or issue has been addressed appropriately.</p> <p>Describe the results in a log of procedural research.</p>

PROBLEM SOLVING: LEVEL 3

Candidates must provide at least **one** substantial example of meeting the standard of PS3.1, PS3.2 and PS3.3.

PS 3.1 EXPLORE PROBLEMS AND OPTIONS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
explore a complex problem, come up with three options for solving it and justify the options selected for taking it forward.	<ul style="list-style-type: none"> • explore the problem, accurately analysing its features, and agree with others on how to show success in solving it • select and use a variety of methods to come up with different ways of tackling the problem • compare the main features of each possible option, including risk factors, and justify the option selected to take it forward. 	<p>Description of the problem, the analysis of its features and methods used for exploring it</p> <p>Statements endorsed by appropriate people of how problem was going to be solved</p> <p>Descriptions of the three options for solving the problem, with notes on the methods used for coming up with these and comparisons of their main features</p> <p>A note to justify the chosen option.</p>	<p>Make illustrative diagrams or essay plans considering different ways an issue in Law could be tackled, through discussion and possibly through a piece of extended writing or essay or development of a display, presentation, website, etc.</p> <p>3.1 Approaches to cases (analogy, role of precedent, binding and persuasive).</p> <p>3.4 Option 2: Remedies for breach of police powers, including police complaints procedure.</p>
PS 3.2 PLAN AND IMPLEMENT OPTIONS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
plan and implement at least one option for solving a problem, review progress and revise approach as necessary.	<ul style="list-style-type: none"> • plan how to carry out the chosen option and obtain agreement to go ahead from an appropriate person • implement plan, effectively using support and feedback from others • review progress towards solving the problem and revise approach as necessary. 	<p>A plan, with notes of changes made, and endorsed statement of how agreement to go ahead with chosen option was obtained</p> <p>Records of how plan is implemented, including how support and feedback was used and how progress was reviewed.</p>	<p>Present notes or essay plan which is then executed through a piece of extended writing or essay or development of a display, presentation, website, etc.</p> <p>Review the piece of work produced with a view to modifying or restructuring it</p>
PS 3.3 CHECK AND REVIEW APPROACH			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
apply agreed methods to check if the problem has been solved, describe the results and review approach to problem solving.	<ul style="list-style-type: none"> • agree, with an appropriate person, methods to check if the problem has been solved • apply these methods accurately, draw conclusions and fully describe the results • review approach problem solving, including whether alternative methods and options might have proved more effective. 	<p>Description of the methods used, the results and conclusions</p> <p>Records of review, including notes of any alternative methods and options which might be predicted to have been more effective.</p>	<p>Discuss with teacher the piece of work to ensure that the problem or issue has been addressed appropriately.</p> <p>Describe the results in a log of procedural research.</p>

WORKING WITH OTHERS: LEVEL 1

Students must provide at least **one** example of meeting the standard for WO1.1, WO1.2 and WO1.3

- **one** example must show work in one-to-one situations
- **one** example must show work in group situations

WO 1.1 CONFIRM WHAT TO DO			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
confirm what needs to be done to achieve given objectives, including responsibilities and working arrangements.	<ul style="list-style-type: none"> • check understanding of the objectives the student has been given for working together • identify what needs to be done to achieve them and suggest ways the student could help • make sure that the student is clear about her/ his responsibilities and working arrangements. 	Records from someone who observed the student's discussions with others or audio/video tapes. Notes of the objectives, responsibilities and working arrangements.	<p>A group activity in Law, eg students contribute to a display of work on an aspect of a Law.</p> <p>3.1 Criminal courts: structure, powers and appellate functions.</p> <p>3.6 Option 3: Offences against Public Order, including incitement to racial hatred.</p>

WO 1.2 WORK TOWARDS OBJECTIVES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
work with others towards achieving the given objectives, carrying out tasks to meet responsibilities.	<ul style="list-style-type: none"> • carry out tasks to meet responsibilities • work safely, and accurately follow the working methods the student has been given • ask for help and offer support to others, when appropriate. 	Records of how the student carried out tasks to meet responsibilities. Notes of the help given and the support the student offered others. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes.	Students establish links with other individuals within the class to gather information/illustrations or produce text/diagrams/ drawings etc. They exchange ideas with others in the group.

WO 1.3 IDENTIFY PROGRESS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
identify progress and ways of improving work with others to help achieve given objectives.	<ul style="list-style-type: none"> • identify what has gone well and less well in working with others • report any difficulties in meeting responsibilities and what was done about them • suggest ways of improving work with others to help achieve objectives. 	Statements (written or recorded). Records of answers to questions about any difficulties and what the student did about them. Notes of ways to improve work with others.	Review of progress made in collecting and presenting legal information or evidence, reflecting on ways collaborative working could be improved.

WORKING WITH OTHERS: LEVEL 2

Students must provide at least **two** examples of meeting the standard WO2.1, WO2.2 and WO3.3

- **one** example must show working in one-to-one situations
- **one** example must show working in group situations

WO 2.1 PLAN WORK			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
plan straightforward work identifying objectives and clarifying responsibilities and confirm working arrangements.	<ul style="list-style-type: none"> • identify the objectives of working together and what needs to be done to achieve these objectives • exchange relevant information to clarify responsibilities • confirm working arrangements with those involved. 	Records from someone who observed the student's discussions with others or audio/video tapes. Note of the information provided, with details of the identified objectives, responsibilities and working arrangements of those involved.	<p>A class or group activity in Law, eg students plan and organise a presentation or a display of work on an aspect of law. They agree how tasks are to be assigned to individuals.</p> <p>3.1 The role of official law reform bodies.</p> <p>3.7 Option 4: Financial, property and succession rights of co-habitees during cohabitation.</p>

WO 2.2 WORK TOWARDS OBJECTIVES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
work co-operatively with others towards achieving the identified objectives, organising tasks to meet responsibilities.	<ul style="list-style-type: none"> • organise own tasks so the student can be effective in meeting responsibilities; • carry out tasks accurately and safely, using appropriate working methods • support co-operative ways of working, seeking advice from an appropriate person when needed. 	Records of how the student organised and carried out tasks, supported co-operative work and sought advice. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs with notes.	Students establish links with other individuals within the class to research the topic and gather information/illustrations or produce text/diagrams/ drawings etc.. Regularly exchange information or evidence gathered with others in the group

WO 2.3 EXCHANGE INFORMATION ON PROGRESS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
exchange information on progress and agree ways of improving work with others to help achieve objectives.	<ul style="list-style-type: none"> • provide information on what has gone well and less well in working with others, including the quality of work • listen and respond appropriately to progress reports from others • agree ways of improving work with others to help achieve objectives. 	Statements on progress (written or recorded) including details about the quality of work and how the student responded to other reports on progress. Notes of what the student agreed to do to improve work with others and help achieve objectives.	Review of progress made in collecting and presenting legal information or evidence, reflecting on ways collaborative working could be improved.

WORKING WITH OTHERS: LEVEL 3

Students must provide at least **one** substantial example of meeting the standard for WO3.1, WO3.2 and WO3.3 in both one-to-one and group situations.

WO 3.1 PLAN WORK			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
plan complex work with others, agreeing objectives, responsibilities and working arrangements.	<ul style="list-style-type: none"> • agree realistic objectives for working together and what needs to be done to achieve them • exchange information, based on appropriate evidence to help agree responsibilities • agree suitable working arrangements with those involved. 	Reports which describe how the student planned work with others, including objectives, responsibilities, and working arrangements. Records from someone who observed the discussions with others or audio/video tape.	Plan a research into a problem or issue in Law with others in the class or with selected individuals, eg plan and organise an exhibition or a debate on an aspect of a law. 3.2 The Jury System - criticism and alternatives. 3.4 Option 1: How the law has developed to meet the needs of a changing society, particularly in the field of consumer protection.
WO 3.2 WORK TOWARDS OBJECTIVES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
seek to establish & maintain cooperative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.	<ul style="list-style-type: none"> • organise and carry out tasks to show effectiveness and efficiency in meeting responsibilities and produce the quality of work required • seek to establish and maintain cooperative working relationships, agreeing ways to overcome any difficulties • exchange accurate information on progress of work, agreeing changes where necessary to achieve objectives. 	Records of how the student organized and carried out tasks and maintained cooperative working relationships, including a progress report. These records could include a log, statements written by others with whom the student worked, audio/video tape recordings, photographs, or products made, with notes.	Establish links with other individuals within the class or outside (eg leaders or members of a faith community etc), with a view to researching a problem or issue in Law. Regularly exchange information or evidence gathered with people with whom they are working
WO 3.3 REVIEW WORK			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
review work with others and agree ways of improving collaborative work in the future.	<ul style="list-style-type: none"> • agree the extent to which work with others has been successful and the objectives have been met • identify factors that have influenced the outcomes • agree ways of improving work with others in the future. 	Statements (written or recorded) from both the student and others on the extent to which the agreed objectives were achieved. Reports produced with others on ways to improve future collaborate work.	Monitor progress made in collecting legal evidence, reflecting on ways collaborative working could be improved

IMPROVING OWN LEARNING AND PERFORMANCE: LEVEL 1

The candidate must provide at least **two** examples of meeting the standards for LP1.1, LP1.2 and LP1.3.

LP 1.1 CONFIRM TARGETS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
confirm understanding of targets and how these will be met, with the person setting them.	<ul style="list-style-type: none"> make sure targets clearly show what is wanted to be achieved identify action points and deadlines for each target make sure the dates for reviewing progress and how to get support needed are known. 	<p>Records of discussions which show the student checked her/his understanding of targets and knew how to get the support.</p> <p>Two action plans with action points, deadlines and dates for reviewing progress.</p>	<p>Establish with the teacher targets for enhancing performance, eg identification of a topic and plan of action for a study. The activity-based learning could include gathering of information during a visit to a magistrate's court.</p> <p>3.1 The role of lay and stipendary magistrates' courts.</p> <p>3.5 Option 2: The trial process, including Youth Justice.</p>

LP 1.2 FOLLOW A PLAN			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<p>follow plans, using support given by others to help meet targets. Improved performance by</p> <ul style="list-style-type: none"> studying a straightforward subject learning through a straightforward practical activity. 	<ul style="list-style-type: none"> work through the action points to complete tasks on time use support given by others to help in the meeting of targets use different ways of learning suggested by supervisor and make changes suggested by the person supervising the student, when needed. 	<p>A log of study-based and activity-based learning, with notes of the support given.</p> <p>Records from those who have seen the work and which shows the tasks were completed on time and how any suggested changes were made.</p>	<p>Produce a log showing stages of development of a study in accordance with targets.</p>

LP 1.3 REVIEW PROGRESS AND ACHIEVEMENTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
review achievements and progress in meeting targets, with an appropriate person.	<ul style="list-style-type: none"> say what it is thought has gone well and less well, what was learned and ways learning took place identify targets met and evidence of achievements check that the student understood how to improve. 	<p>Records of</p> <ul style="list-style-type: none"> what was said about the student's progress her/his achievements what to do to improve <p>Examples of work which show the student learned from studying two subjects and two practical learning activities to show targets met.</p>	<p>Keep a portfolio of tasks which have been assessed during a course of study and how, possibly through a log, learning and performance have been improved from comments, both verbal and written, made by the teacher and others.</p>

IMPROVING OWN LEARNING AND PERFORMANCE: LEVEL 2

The candidate must provide at least **two** examples of meeting the standard for LP2.1, LP2.2 and LP2.3.

LP 2.1 SET TARGETS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
help set short-term targets with an appropriate person and plan how these will be met.	<ul style="list-style-type: none"> • provide accurate information to help set realistic targets for achieving what is to be done • identify clear action points for each target • plan how time will be used effectively to meet targets, including use of support and a date for reviewing progress. 	Records information provided to help set targets. Two action plans with action points, timetable and notes of support needed.	Establish with the teacher and/or others, through one-to-one and group discussion, targets for enhancing performance. The activity-based learning could include development of a questionnaire to gather information during a visit to a crown court. 3.1 The operation of the Jury System, criticisms and alternatives. 3.5 Option 5: Powers of the Crown Court.
LP 2.2 USE A PLAN			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Take responsibility for some decisions about learning, using a plan and support from others to help meet targets. Improve performance by <ul style="list-style-type: none"> • studying straightforward subject • learning through a straightforward practical activity. 	<ul style="list-style-type: none"> • use action points to help manage time well and complete tasks • identify when support is needed and use this effectively to help the meeting of targets • select and use different ways of learning to improve performance. 	A log of learning, with notes of: <ul style="list-style-type: none"> • when the student asked for support and it was used • when and how the student worked without close supervision • any changes made to the plan. Records from those who saw the work which show the student managed her/his time well and completed tasks	Produce a log of procedural research, monitoring progress and how issues and problems were tackled in the context of study Log should include details of how a straightforward topic or issue in Law was approached (eg. gathering together evidence and sources for the assignment)
LP 2.3 REVIEW PROGRESS AND ACHIEVEMENTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
review progress with an appropriate person and provide examples of evidence of achievements, including how learning was used from one task to meet the demands of a new one.	<ul style="list-style-type: none"> • identify what and how was learnt, including what has gone well and what has gone less well • identify targets met, and examples of evidence of achievements • identify ways of improving own performance. 	Records of information provided on progress and ways of improving performance. Examples of work which show what was learned from two study-based and two activity-based learning activities. Notes on personal action plans to show targets met.	Keep a portfolio of tasks which have been assessed during a course of study and how, possibly through a log, learning and performance have been improved from comments, both verbal and written, made by the teacher and others.

IMPROVING OWN LEARNING AND PERFORMANCE: LEVEL 3

Candidates must provide at least **one** substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

LP 3.1 AGREE TARGETS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
agree targets and plan how these will be met over an extended period of time, using support from appropriate people.	<ul style="list-style-type: none"> seek information on the ways to achieve what they want and identify factors that might affect plans use this information to agree realistic targets with appropriate people plan how time will be effectively managed and use support to meet targets, including alternative action for overcoming possible difficulties. 	Records to show how the student obtained and used information to agree targets An action plan for an extended period of time (eg. about three months) including alternative courses of action and a note of support needed.	Establish with teachers and others, through one-to-one and group discussion, targets for enhancing performance. The activity-based learning could include an empirical investigation carried out during visits to courts, including interviewing members of the bench, barristers or solicitors. Education, training and role of the legal profession. 3.3 Personnel: Structure of the legal profession. 3.5 Option 5: The trial process including Youth Justice.

LP 3.2 USE A PLAN			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<ul style="list-style-type: none"> take responsibility for learning by using plan, seeking feedback and support from relevant sources, to help meet targets improve performance by: <ul style="list-style-type: none"> studying a complex subject learning through a complex practical activity further study or practical activity involving independent learning. 	<ul style="list-style-type: none"> manage time effectively to complete tasks, revising plan if necessary seek and actively use feedback and support from relevant sources to meet targets select and use different ways of learning to improve performance, adapting approaches to meet new demands. 	A log of learning, with notes of: <ul style="list-style-type: none"> how the student learned in different ways and adapted his/her approach when the student sought feedback and support and how he/she used it any revisions made to the plan Records from those who have seen the work managed effectively and tasks were completed.	Produce a log of procedural research, monitoring progress and how issues and problems were tackled in the context of study Log should include details of how a complex problem in Law was approached (eg. gathering together evidence and sources for the assignment)

LP 3.3 REVIEW PROGRESS AND ACHIEVEMENTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
review progress on two occasions and establish evidence of achievement, including how learning from other tasks has been used to meet new demands.	<ul style="list-style-type: none"> provide information on the quality of learning and performance, including factors that have affected the outcome identify targets met, seek relevant sources to establish evidence of achievements exchange views with appropriate people to agree ways to further improve performance. 	Records of information provided by the student on his/her learning and performance, including how he/she used learning from other tasks to meet new demands Examples of work which show what the student learned from studying complex subjects, through practical activity and independent learning Records of discussions which show how the student sought evidence of his/her achievements and exchanged views on ways to improve performance Note on action plan to show targets that have been met.	Keep a portfolio of all tasks which have been assessed during a course of study and how, possibly through a log, the student has learnt and improved performance from comments, both verbal and written, made by the teacher and others.

APPENDIX 2: AN OVERVIEW OF KEY SKILLS IN CONTEXT

The discrete examples given above and in Appendix 3 are meant to show how ‘normal’ class teaching can generate evidence of key skills attainment. They assume that one key skill is addressed at a time. It is possible to adopt more integrated approaches, addressing several skills more-or-less simultaneously, either through ‘normal’ class teaching or through special projects that allow both for group work and for individual work. Although coursework is not required in GCE Law, some teachers may wish to set coursework projects as a means of improving motivation and developing students’ interest, enabling them at the same time to develop and gain credit for key skills. The process of preparing for, progressing in and completing a coursework project allows candidates to acquire a significant amount of naturally occurring evidence. This is summarised below.

Problem Solving

The design of a coursework project could begin with the identification of a problem in Law and discussion with students of ways of addressing it. The development, completion and evaluation of the coursework can fulfil the Problem Solving criteria. All units include suitable topics for investigation.

Communication

Group and class discussions of an issue allow opportunities for the assessment of C1.1a/C2.1a/C3.1a at any convenient point in a course of study.

Presentations by students (C2.1b/C3.1b) can provide a stimulus early in the course of the project, or can be made at its end when research has been completed, or indeed at any convenient intermediate point.

Opportunities for reading (C1.2/C2.2/C3.2) and writing (C1.3/C2.3/C3.3) exist throughout the course and in relation to every unit and topic in the Specification.

Information Technology

There is an abundance of material on websites that is relevant to some of the topics in some units of the Specification. Much of it, however, is difficult to find, or written in language that students may find difficult, or biased, or requiring much selectivity on candidates’ part before it can be used. Teachers will need to make their own searches to satisfy themselves that there is sufficient useful material to which they can guide candidates. Where such material exists, there is scope for candidates to use the web as a resource to gather information and opinions which can be fed into discussions, assignments, presentations and coursework, demonstrating IT skills. IT can be used to format and present materials for class displays, exhibitions and debates, as well as for essays and coursework.

Working With Others

Joint activities such as the development of displays and exhibitions, the organisation, preparation and conduct of debates, and the arrangement of visits to places of worship provide many opportunities for cooperative work which can generate key skills evidence if properly sequenced, monitored and subsequently evaluated. Most units in the Specification include topics that lend themselves to some kind of display and all include debatable issues.

Improving Own Learning and Performance

This is normally done informally and in an *ad hoc* way. To meet Key Skills Criteria will entail training candidates in a systematic approach, developing documentation and creating time in the teaching programme for discussion and monitoring of progress. Coursework provides an ideal context, but other assignments of work could also serve as vehicles. All units and most topics within those units could provide appropriate subject matter.

**APPENDIX 3: EXAMPLES OF PROVIDING OPPORTUNITIES FOR ACQUIRING
NATURALLY OCCURRING KEY SKILL EVIDENCE THROUGH GCE Law**

Law Context	
Suggested 'normal' teaching programme	Opportunities for Key Skill evidence collection
<p>Over a series of lessons students work individually, in pairs and/or in groups with the teacher's assistance to examine the education, training and role of the legal profession; including the role of legal executives and para-legals. Each student gives a presentation to the class/group of one aspect of the issue using an image such as a photograph, graph, a table of key texts or a graphic summary of points.</p> <p>NOTE: Either cassette audio/visual recordings must be made or appropriate witness statements must be entered in the student's logbook.</p>	<p>C3.1a Contribute to a group discussion about a complex subject.</p> <p>Evidence must show the student can:</p> <ul style="list-style-type: none"> • make clear and relevant contributions • listen and respond appropriately • create opportunities for others to take part
<p>Over a series of lessons students work individually, in pairs and/or in groups with the teacher's assistance to examine the education, training and role of the legal profession; including the role of legal executives and para-legals. Each student gives a presentation to the class/group of one aspect of the issue using an image such as a photograph, graph, a table of key texts or a graphic summary of points.</p> <p>NOTE: Either cassette audio/visual recordings must be made or appropriate witness statements must be entered in the student's logbook.</p>	<p>C3.1b Make a presentation about a complex subject, using at least one image to show complex points.</p> <p>Evidence must show the student can:</p> <ul style="list-style-type: none"> • speak clearly and adapt the style of presentation to suit the purpose, subject, audience and situation • structure the presentation so that the sequence of information and ideas can be easily followed • use a range of techniques to engage the audience, including effective use of an image
<p>For homework students research in depth attitudes towards fusion of the legal profession. This will involve them reading primary source documents, such as statements from the various legal bodies and articles representing different points of view. The exercise requires students to summarise two extended documents (which might be chapters from two books, newspaper articles or discussion papers from legal sources, etc), synthesise, evaluate and draw conclusions.</p> <p>NOTE: Evidence that this key skill has been acquired will be provided by the written work.</p>	<p>C3.2 Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least ONE image.</p> <p>Evidence must show the student can:</p> <ul style="list-style-type: none"> • select and read material that contains the information needed • identify accurately, and compare, the lines of reasoning and main points from texts and images • synthesise the key information in a form that is relevant to the purpose
<p>Students gather all of their material on present structure and the future of the legal profession, including notes taken in class or distributed by the teacher, notes taken during other students' presentations and the work they have researched on legal attitudes. They reorganise and extend it to produce two documents:</p> <ul style="list-style-type: none"> • a set of tabulated notes setting out the arguments for and against fusion of the legal profession. • an essay outlining the present structure and the future of the legal profession as a result of the 1999 Access to Justice Act. (The essay will need to include an image to meet the Key Skills requirements although this would not normally be expected in Law.) 	<p>C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.</p> <p>Evidence must show the student can:</p> <ul style="list-style-type: none"> • select and use a form and style of writing appropriate to the purpose and to complex subject matter • organise relevant information clearly and coherently, using specialist vocabulary when appropriate • ensure text is legible, spelling, punctuation and grammar are accurate, and that meaning is clear

Suggested 'normal' teaching programme	Opportunities for Key Skill evidence collection
<p>After an introductory lesson on the effect of European Law on the legal system of England and Wales, students select one example and explore websites for further information. Their brief is to find and evaluate the usefulness of different websites that describe and explain the significance of recent case law to illustrate the effect of European Law on our legal system. The information derived is to be used in two ways: as a basis for their own notes, or to inform a presentation to the rest of the class, or as the basis of a web page reviewing the usefulness of the sites visited or of a new and original web page. They will need to keep a record of the techniques they used to find the websites.</p>	<p>IT3.1 Compare and use different sources to search for, and select, information required for two different purposes.</p> <p>Evidence must show the student can:</p> <ul style="list-style-type: none"> • compare different sources and select for purpose • choose appropriate techniques for searches • make selections based on judgements
<p>Following the search for appropriate data, the findings are disseminated and discussed in class both in terms of the knowledge and understandings of European Law that has been gained and in terms of the usefulness and deficiencies of existing websites.</p> <p>Further teaching on European Law follows in the normal way, and further information and ideas are sought from textbooks and other written sources.</p> <p>Candidates develop and enhance the information acquired, to present, for example, information about European Law in an alternative form such as a table of opposing views or diagram of relationships, or by bringing together text and images from different sources.</p>	<p>IT.2 Explore, develop and exchange information and derive new information to meet two different purposes.</p> <p>Evidence must show the student can:</p> <ul style="list-style-type: none"> • bring together information in consistent form • create and use appropriate structures • use methods for exchanging information
<p>The information obtained through the use of IT, and developed through a variety of software packages (eg word processing, graphics, DTP) is presented as evidence in an extended essay, a presentation, a web page, or a piece of personal research.</p>	<p>IT3.3 explore, develop and exchange information and derive new information to meet two different purposes.</p> <p>Evidence must show the student can:</p> <ul style="list-style-type: none"> • develop structures and content for others • present information effectively • ensure work is accurate