

A Level

Law

**Induction Material**



**What is the purpose of this guide?**

* To introduce key concepts and topics of the A Level Law course.
* To introduce key elements of the AQA Specification
* To familiarise you with some of the key Legal terminology used throughout the course.
* To introduce and encourage key topic pre-reading activities in order to develop cognitive skills.
* To introduce elements of The Law Super Curriculum which will enable pupils to develop specialist knowledge in areas that already seize their interest, but it can also inspire curiosity about areas previously unknown.
* To introduce and develop fundamental exam skills which will be needed throughout your A Level studies.
* To introduce key literature, AQA endorsed text books and a range of alternative resources.

**How do I use the guide?**

* Work through each activity, following the instructions and the links provided.
* Make reference to the suggested time frame of each activity.
* Ensure you make note of any technical terminology of which you are unsure. Use your time to research these elements and be prepared to seek clarification in September.
* If you have access to a printer, it would be worth printing out this guide and any of the documents within. You will be using subject lever arch files when you begin your A Level course. Why don’t you begin the process now with this material!
* If you haven’t got access to a printer, don’t worry, work through the activities and save them electronically.
* Plan you time effectively. Do not attempt to complete the full booklet at once.
* Good luck and welcome to A level Law.

**Why AQA for A-level Law**

Students of this course should study a variety of types of Law and the English Legal System (eg Criminal ,Tort, Contract and the Courts in which they operate ) and consider:

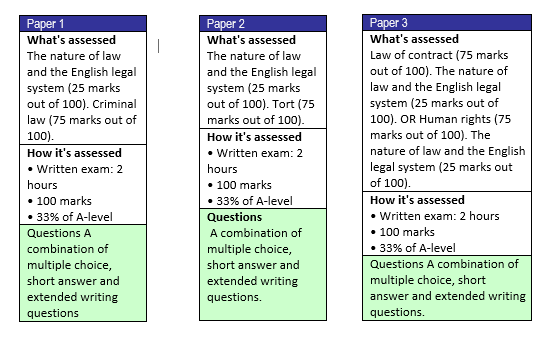
* An understanding of the role of Law in today's society and an awareness of the rights and responsibilities of individuals.
* Learning about legal rules and how and why they apply to real life
* Develop an analytical ability, decision making, critical thinking and problem-solving skills. Skills that are highly sought after by higher education and employers.
* Topics are clearly structured and include: • The nature of law and the English legal system • Private law • Public law • Legal skills

**Subject Content**

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

**Specification at a glance**

1. Criminal Law
2. The Law of Tort
3. The Law of Contract
4. The use and understanding of Sources of Law
5. The use of Criminal courts and sentencing to solve criminal disputes
6. The use of Civil Courts and ADR to solve disputes
7. Legal Personnel in court, Judges, Juries, Magistrates and the Legal Profession

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How to use this task:

Follow along in order of the activities shown below. Some are interactive game-based activities and business articles, designed to test your understanding and application of “The legal system: legal personnel and the judiciary”. Others are based on short videos. You can print it off and annotate it for your own notes, or make your own notes on a separate piece of paper to add to your school file.

**Activity One**

In this activity, students cover the foundations of The legal system: legal personnel and the judiciary

What you will study in this task:

• Basic understanding of the criminal process including the classification of offences,

• Criminal courts and adult offenders.

* The role of lay people: the role of juries in criminal courts.
* judiciary

• Basic understanding of the different roles of barristers, solicitors and legal executives. Basic

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| **Task 1: Video**  In this video, <https://youtu.be/rQjh9H-ymK4> ,(Ctrl and Click to follow link)a court room will appear with various legal personnel and participants. Identify and list below as many legal personnel and participants as you can.  Filmed at City of London C.C. The Legal language used is surprisingly accurate, it is English not US, the narrator clearly appears to have knowledge of the English Legal. No references to the ‘stand’. The video will allow you to identify personnel and technical terms.  **List the key Personnel in the video. You may also make reference to any technical terms used.**  **-**  **-**  **-**  **-**  **-**  **-**  **-**  **-** |

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| **Task 2: Study Notes**  These study notes will enable you to develop additional understanding in relation to:  **Ensure that you make note of any new key Legal terminology for your A Level subject file.**  The table below refers to the differences between civil law and criminal law. In the spaces marked **(a)** to **(f)**, write an appropriate word or phrase to show the relevant difference between civil and criminal law. <https://uk.practicallaw.thomsonreuters.com/5-636-2498?transitionType=Default&contextData=(sc.Default)&firstPage=true&bhcp=1#co_anchor_a879356> Ensure you scroll down to the end for section on Civil Criminal Law and the Courts |

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| **Civil Law** | **Criminal Law** |
| A civil case involves a wrong committed against the individual. | A criminal case involves a wrong committed against  **(a)** |
| A civil case is brought to court by the claimant. | A criminal case is usually brought to court by  **(b)** |
| A civil case involves the defendant being found either  **(c)** | A prosecution involves the accused being found either guilty or not guilty. |
| A civil case in court must be proved  **(d)** | A criminal case must be proved beyond all reasonable doubt (‘so they are sure’). |
| Civil trials are usually decided by professional judges. | Verdicts in criminal trials are usually decided by  **(e)** |
| Successful civil cases involve the granting of a remedy by the court, eg  **(f)** | Successful criminal prosecutions involve the court imposing a sentence on the defendant, eg fines or imprisonment. |

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|  | **Task 3: Written Task**  **You are required now to explain the difference between criminal and civil law using the information from the chart and**<https://uk.practicallaw.thomsonreuters.com/5-636-2498?transitionType=Default&contextData=(sc.Default)&firstPage=true&bhcp=1#co_anchor_a879356>  **(5 marks)**  Outline any **three** differences between civil law and criminal law. |
|  | **Difference 1** |
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|  | **Difference 2** |
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|  | **Difference 3** |

**Task 4-The Criminal Courts –Identify the criminal courts and appeal routes in criminal courts. Place the names in the boxes. Using chart on the page fill in the chart.**[**https://www.judiciary.uk/about-the-judiciary/the-justice-system/court-structure/**](https://www.judiciary.uk/about-the-judiciary/the-justice-system/court-structure/)

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| **Task 5: -Legal Personnel: the Legal profession .How to become a Solicitor or Barrister. Using the Becoming a Barrister PDF on Bar Council website for barristers** [**https://www.barcouncil.org.uk/resource/becoming-a-barrister-2019.html**](https://www.barcouncil.org.uk/resource/becoming-a-barrister-2019.html) **and for Solicitors the Law Society** [**https://www.lawsociety.org.uk/law-careers/becoming-a-solicitor/**](https://www.lawsociety.org.uk/law-careers/becoming-a-solicitor/) **perform the following tasks :** |

Samantha is studying for her A-levels and is considering a career in the legal profession.

**Explain to Samantha what she would need to do to become a solicitor.**

### [5 marks]

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**8 (a) (ii)** Explain to Samantha what she would need to do to become a barrister.

### [5 marks]

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Below is a description of some of the possible qualification and selection requirements to become a solicitor or a barrister. Several of these requirements are for **solicitors only**, several are for **barristers only** and several could apply to both **solicitors and barristers**.

Law degree

Legal Practice examinations

Bar Vocational examinations

(Post-)Graduate Diploma in Law

Training contract

Pupillage

**QUALIFICATION AND SELECTION REQUIREMENTS**

called to the Bar

Enrolment on the Rolls of the Supreme Court

Degree in a subject other than law

Fellowship of the Institute of Legal Executives

In each of the boxes below, identify any **two** of these requirements.

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| Requirements which apply to solicitors only |
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| Requirements which apply to barristers only |
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| Requirements which could be for solicitors and barristers |
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