

GCE

AS and A Level Specification

Law

AS exams 2009 onwards
A2 exams 2010 onwards



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Vertical black lines indicate a significant change or addition to the previous version of this specification.

1 Introduction

1

1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose Law?

The study of law helps develop the learner's analytical ability and critical thinking. It also develops problem-solving skills through the application of legal rules. Study at AS/A2 level provides a useful background for the further study of law either as the main subject or subsidiary part of a degree, foundation degree or for the many professional qualifications which have a law component.

The new AQA specification refines the format of the previous specification. The AS specification is split into two modules of equal weighting. The first module develops knowledge and understanding of the Legal System, together with an evaluation of its operation and performance. The module is in two sections that reflect the previous papers 1 and 2, thus retaining choice for candidates. The second module replaces and expands the options of the previous paper 3. It introduces substantive law and requires simple application of aspects of criminal and civil law. There is now a choice of area of civil law to be studied – tort or contract.

The A2 specification develops the knowledge and skills acquired at AS. The first A2 module retains the format of the previous specification, whilst developing the content to continue to provide a good grounding in knowledge and evaluation of either criminal law or contract law. The main developments are the inclusion of evaluation of the defences in criminal law and aspects of consumer law being introduced in contract law, as well as the inclusion of discussion of possible reforms of the current law. The second module retains the choice between criminal law and the law of tort, but replaces the evaluation of the substantive law with an investigation into the concepts of the law which was a feature of the previous specification, paper 6.

In addition, the specification provides a worthwhile course for candidates of various ages and from diverse backgrounds, in terms of general education and lifelong learning. Equally, material studied would be useful for candidates intending to pursue business careers.

1.3 How do I start using this specification?

Already using the existing AQA Law specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website
http://www.aqa.org.uk/admin/p_entries.html

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a Glance

AS Examinations

Unit 1 – LAW01

Law Making and the Legal System

50% of AS, 25% of A Level

Externally-assessed examination, 1 hour 30 minutes

96 marks

Candidates answer questions on **three** topics

Available January and June

Unit 2 – LAW02

The Concept of Liability

50% of AS, 25% of A Level

Externally-assessed examination, 1 hour 30 minutes

94 marks

Candidates answer questions on **two** scenarios

Available January and June

AS
Award
1161

A2 Examinations

Unit 3 – LAW03

Criminal Law (Offences against the Person) or Contract

25% of A Level

Externally-assessed examination, 1 hour 30 minutes

80 marks

Candidates answer three questions on **one** scenario

Available January and June

Unit 4 – LAW04

Criminal Law (Offences against Property) or Tort, and Concepts of Law

25% of A Level

Externally-assessed examination, 2 hours

85 marks

Candidates answer **two** questions on **one** scenario and **one** essay question

Available in June only

A Level
Award
2161

$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

3 Subject Content

3.1 Unit 1 LAW01 Law Making and the Legal System

Candidates will study **both** section **A** and section **B**. In the examination, they will answer questions on **one** topic from **each** section, and questions on a **third** topic from either section.

Section A

Parliamentary Law Making

Law Making

Outline of influences on Parliament: role of the Law Commission; political, media and pressure group influences; Green and White consultative papers.

Formal UK legislative process: roles of the House of Commons, House of Lords, and the Crown; the types of Bill; stages in the process. Doctrine of Parliamentary supremacy and limitations on it: effect of membership of the European Union; effect of Human Rights Act 1998.

Advantages and disadvantages of the influences on Parliament and of Parliamentary law making.

Delegated Legislation

Statutory Instruments; Orders in Council; By-laws (Local Authority and other bodies). Reasons for delegating powers.

Parliamentary and judicial controls on delegated legislation.

Advantages and disadvantages of delegated legislation.

Statutory Interpretation

Common law approaches to interpretation: literal, golden and mischief rules; purposive approach.

Aids to interpretation: rules of language; internal and external aids.

Advantages and disadvantages of the different approaches and aids to statutory interpretation.

Judicial Precedent

The Doctrine of Precedent: the hierarchy of the courts; *stare decisis*, *ratio decidendi* and *obiter dicta*; law reporting.

The operation of the doctrine: following, overruling, distinguishing and disapproving.

Advantages and disadvantages of the doctrine and operation of precedent.

Section B

The Civil Courts and other forms of dispute resolution

The Criminal Courts and lay people

The Legal Profession and other sources of advice, and funding

The Judiciary

The Legal System

Outline of civil courts and appeal system.

Other forms of civil dispute resolution: tribunals, arbitration, mediation, conciliation and negotiation.

Advantages and disadvantages of the civil courts and other forms of dispute resolution, including comparisons with each other.

Outline of criminal courts and appeal system, including classification of offences.

Lay magistrates: qualification, selection and appointment; composition of bench; training; role and powers. Jurors: qualification and selection; role.

The advantages and disadvantages of using lay people in the criminal courts.

Barristers, solicitors and legal executives: qualification, diversity, training and work of each group. Other sources of legal advice.

Outline of private funding: own resources, insurance and conditional fees. Outline of state funding: Community Legal Service and Criminal Defence Service.

Simple evaluation of the legal profession, of other sources of advice and of funding.

Judges: qualification; selection and appointment; composition of the bench; role and work; training; dismissal.

The independence of the judiciary: security of tenure, immunity from suit; independence from the Executive; the separation of powers.

Simple evaluation of the judiciary.

3.2 Unit 2 LAW02 The Concept of Liability

Candidates will study **either** Sections A **and** B **or** Sections A **and** C.

Section A

Underlying principles of Criminal Liability

Introduction to Criminal Liability

Actus reus: voluntary acts and omissions; causation.

Mens rea: intention and subjective recklessness; transferred malice; coincidence of *actus reus* and *mens rea*.

Concepts of *actus reus* and *mens rea* in the context of non-fatal offences.

Common assault: assault and battery.

Offences Against the Person Act 1861: actual bodily harm; wounding and grievous bodily harm; wounding and grievous bodily harm with intent.

Strict liability, including areas of application, and reasons for its imposition.

The Courts: Procedure and Sentencing

Outline of Criminal Courts: Magistrates and Crown.

Classification of offences: summary; indictable (triable either way and indictable only) – explored in the context of non-fatal offences.

Outline procedure to trial: bail, plea and sending for trial.

Outline of burden and standard of proof.

Sentencing: outline of aims of sentencing; outline of sentences available for adult offenders; outline of aggravating and mitigating factors in sentencing.

Section B

Liability in Negligence

Introduction to Tort

Liability in negligence for physical injury to people and damage to property.

Duty of care: neighbour principle; Caparo three-part test.

Breach of duty: concept of the reasonable man; risk factors, including characteristics of the defendant and claimant, magnitude of risk, practicality of precautions, social utility of the risk.

Damage: factual causation and legal causation (remoteness of damage).

The Courts: Procedure and Damages

Outline of Civil Courts: County Court, High Court.

Outline procedure to Trial: claim form; opportunities for Alternative Dispute Resolution (ADR); case management; three tracks.

Outline of burden and standard of proof, including *res ipsa loquitur*.

Outline of compensatory damages: compensation for personal injuries and property; mitigation of loss; general and special; pecuniary and non-pecuniary; lump sums and structured settlements.

Section C

Formation of Contract

Breach of Contract

The Courts: Procedure and Damages

Introduction to Contract

Offer: distinction between offer and invitation to treat; communication and duration of offer; counter-offer; rejection and revocation of offer.

Acceptance: method and communication of acceptance; postal rules.

Intention to create legal relations: commercial agreements; social and domestic arrangements.

Consideration: nature of consideration; past consideration.

Actual breach; anticipatory breach.

Outline of Civil Courts: County Court, High Court.

Outline procedure to Trial: claim form; opportunities for Alternative Dispute Resolution (ADR); case management, three tracks.

Outline of burden and standard of proof.

Outline of compensatory damages; causation and remoteness of damage; mitigation of loss.

3.3 Unit 3 LAW03 Criminal Law (Offences against the Person) or Contract Law

Candidates will study **either** Section A **or** Section B

Section A

Murder

Voluntary manslaughter

Involuntary manslaughter

Non-fatal offences against the person

Defences

Evaluation

OR

Section B

Formation

Contract terms

Vitiating factors

Discharge of contract

Remedies

Evaluation

Criminal Law (Fatal and non-fatal offences against the person)

Actus reus (including causation), *mens rea* (malice aforethought).

Defences of loss of control and diminished responsibility.

Gross negligence manslaughter, unlawful act manslaughter.

Assault, battery, actual bodily harm, wounding and grievous bodily harm, wounding and grievous bodily harm with intent.

Insanity, automatism, intoxication, consent, self-defence/prevention of crime.

Critical evaluation of all of the above (with the exception of involuntary manslaughter), including consideration of proposals for reform.

Contract

Offer, acceptance, consideration (including privity of contract), intention to create legal relations.

Express and implied terms, including terms implied by the Sale of Goods Act 1979, as amended, as to description (s13), satisfactory quality (s14(2)) and fitness for purpose (s14(3)), and by the Supply of Goods and Services Act 1982 as to description (s3), satisfactory quality and fitness for purpose (s4), reasonable care and skill (s13), and performance within a reasonable time (s14). Conditions, warranties and innominate terms. Common law and statutory approaches to, and control of, exclusion and limitation clauses.

Misrepresentation.

Performance, frustration, breach.

Damages and equitable remedies, the right to reject in contracts for the sale and for the supply of goods and, in consumer contracts, to rescind or require repair, replacement or reduction in price.

Critical evaluation of all of the above (with the exception of discharge of contract), including consideration of proposals for reform.

3.4 Unit 4 LAW04 Criminal Law (Offences against Property) or Tort, and Concepts of Law

Candidates will study **either** Sections A **and** C or Sections B **and** C.

Section A

Theft and Robbery

Burglary

Blackmail

Fraud

Making off without payment

Criminal Damage

Defences

OR

Section B

Negligence

Occupiers' Liability

Nuisance and escape of dangerous things

Vicarious Liability

Defences

Remedies

Criminal Law (Offences against Property)

Actus reus (appropriation, property, belonging to another).

Mens rea (dishonesty, intention permanently to deprive) (s1 Theft Act 1968).

Theft with use or threat of use of force (s8 Theft Act 1968).

Elements of s9(1)(a) and s9(1)(b) Theft Act 1968, burglary in dwellings and other buildings.

Unwarranted demand with menaces (s21 Theft Act 1968).

Fraud by false representation (s2 Fraud Act 2006) and obtaining services dishonestly (s11 Fraud Act 2006).

Making off without payment (s3 Theft Act 1978).

Basic (s1(1), Criminal Damage Act 1971) and aggravated (s1(2), Criminal Damage Act 1971) and by fire (arson s1(3), Criminal Damage Act 1971).

Intoxication, duress, duress of circumstances, self-defence/prevention of crime.

Law of Tort

Issues of duty, breach and damage with respect to personal injury, damage to property, product liability, medical care, pure economic loss, negligent misstatement, psychiatric harm.

Liability in respect of visitors and trespassers.

Elements of public and private nuisance, and of the tort in **Rylands v Fletcher**.

Liability of the employer for torts committed by employees in the course of employment.

Contributory negligence, consent. Specific defences to nuisance and **Rylands v Fletcher**.

Damages. Injunctions.

PLUS**Section C****Concepts of Law**

In the examination, candidates will be required to answer one essay question from a choice of three.

Candidates will be expected to relate their knowledge of legal processes, institutions and substantive law, gained in studying any of the modules, to the concepts which follow, where possible with reference to contemporary issues.

Law and Morals

The distinction between law and morals; the diversity of moral views in a pluralist society; the relationship between law and morals and its importance. The legal enforcement of moral values.

Law and Justice

The meaning of 'justice', theories of justice. The extent to which substantive legal rules, legal institutions and processes achieve justice or create barriers to justice.

Judicial Creativity

The extent to which the judges are able to display creativity in the operation of the system of judicial precedent and in statutory interpretation. Consideration of the balance between the roles of Parliament and the judiciary.

Fault

The meaning and importance of fault in civil and/or criminal law.

Balancing conflicting interests

Identification of the different interests of parties to disputes. Public interests against private interests, the subordination of individual rights to community interests.

4 Scheme of Assessment

4.1 Aims

AS and A Level courses based on this specification should encourage candidates to:

- develop and sustain their enjoyment of, and interest in, Law
- develop knowledge and understanding of selected areas of the law of England, Wales and Northern Ireland
- 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.

4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

All candidates must be required to meet the following Assessment Objectives. The Assessment Objectives are to be weighted in all specifications as indicated in the table below. The Assessment Objectives for AS and A Level are the same.

Assessment Objectives		Weighting		
		AS level	A2 level	A level
AO1	Demonstrate knowledge and understanding of legal rules and principles by selecting and explaining relevant information and illustrating with examples and citation.	45–55%	35–45%	40–50%
AO2	Analyse legal material, issues and situations and evaluate and apply the appropriate legal rules and principles.	30–40%	45–55%	37.5–47.5%
AO3	Present a logical and coherent argument and communicate relevant material in a clear and effective manner using appropriate legal terminology.	5–15%	5–15%	5–15%

The Assessment Objectives apply to the whole specification.

Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in all units by means of Assessment Objective 3.

Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall weighting of AOs (%)
	Unit 1	Unit 2	
AO1	31.25	23.40	54.65
AO2	15.63	24.47	40.10
AO3	3.13	2.13	5.26
Overall weighting of units (%)	50	50	100

Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	15.63	11.70	9.38	10.29	47
AO2	7.81	12.23	14.06	13.24	47.34
AO3	1.56	1.06	1.56	1.47	5.65
Overall weighting of units (%)	25	25	25	25	100

4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for Law
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

4.4 Prior Learning

The specification builds on, but does not depend upon, the knowledge, understanding and skills specified for GCSE Law. No prior knowledge of law is necessary. It is suggested, however, that candidates should be able to demonstrate good communication skills equivalent to those required to

gain at least a Grade C in GCSE English. It must be emphasised that this is not a requirement for candidates wishing to study the course offered through this specification. Any requirements are set at the discretion of centres.

4.5 Synoptic Assessment and Stretch and Challenge

Introduction

The study of law requires candidates to:

- analyse and evaluate, interpret and use legal material to consider issues and/or problems appropriate to the areas covered in the specification;
- communicate a clear, concise and logical argument substantiated by legal authority.

This is demonstrated in the tasks, processes and assessment used in this specification.

Tasks and processes

The tasks are developed from AS to A2. At AS level, the tasks involve recall with limited application and evaluation. In Unit 1, the tasks are concerned with the English Legal System. The topic areas reflect the key areas of law making and the people who are involved in applying and administering the law. Candidates are required to make some evaluation of these areas so as to have an appreciation of the advantages and disadvantages apparent. In Unit 2, an introduction to substantive law is made, covering both criminal law and one civil law area. Knowledge and understanding are displayed through both theoretical explanation of the underlying concepts and application of a limited area of the law to simple problems.

At A2, the level of sophistication of the tasks increases. In Unit 3, there is a choice of detailed study of an area of criminal or civil law, being a development of material and principles studied in Unit 2. This starts the development of a more synoptic approach to the study of law as the problem-solving techniques must be applied to complex problems involving selection and explanation of appropriate areas of substantive law and defences or remedies. This is precisely the technique used by lawyers in their day-to-day work, candidates having to deal with a range of related areas of law. In addition, candidates must be prepared to evaluate one or more areas of law. This requires understanding of the merits and faults in the current law and proposals for reform. This involves an appreciation of the practical issues involved in the creation and administration of the law, and uses the knowledge and understanding gained in Unit 1.

In Unit 4, a different area of criminal or civil law is studied and applied in a similar manner to Unit 3. This broadens the range of knowledge and understanding whilst confirming problem solving techniques in a different challenging situation. Rather than repeating the evaluative process, the study of law is drawn together in a final extended essay. The five concepts of law require candidates to develop understanding of challenging jurisprudential issues, highly theoretical in nature, with reference to international academic and judicial opinion; to illustrate these with detailed reference to the areas of substantive law and the legal processes they have already studied; and to demonstrate an ability to discuss and apply the concepts in a practical manner in new contexts. The concepts cannot be studied in isolation from the rest of the specification.

Assessment

At AS level, the assessment recognises the candidate's ability to recall selected relevant material in a given context and to make limited evaluation or application of the material in a given context. To gain the highest marks candidates are required to provide not only a detailed, accurate explanation of relevant law, but also thoughtful evaluation and precise application to short scenarios.

At A2, the proportion of marks allocated to the higher level skills of analysis, evaluation and application significantly increases. Candidates who rely on mere description will therefore merit a low maximum on the mark scheme. To achieve the highest marks candidates will be required to identify, explain and illustrate relevant law; apply it consistently and coherently to arrive at sustainable conclusions; and develop arguments, supported by authority, that display understanding and perception.

The development from AS to A2 is characterised by increased complexity of material and problems to be solved. The length of response is also increased from no more than a 20 minute response at AS to an hour-long essay in Unit 4. The challenge of sophisticated problem-solving and synoptic essay writing in Unit 4 will challenge all students to demonstrate their true ability and will inevitably include tasks that will only be tackled well by the most able.

4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all the competences had been addressed. This will be kept under review and may be amended in the future.

5 Administration

5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	AS	A2	AS	A Level
January 2009	1, 2	–		
June 2009	1, 2	–	✓	
January 2010	1, 2	3	✓	
June 2010	1, 2	3, 4	✓	✓
January 2011 onwards	1, 2	3	✓	✓
June 2011 onwards	1, 2	3, 4	✓	✓

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – LAW01

Unit 2 – LAW02

Unit 3 – LAW03

Unit 4 – LAW04

AS certification – 1161

A Level certification – 2161

5.3 Private Candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of '*Supplementary Guidance for Private Candidates*'.

5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5 Language of Examinations

We will provide units for this specification in English only.

5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in Law, and
- AQA Advanced Level GCE in Law.

5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A level qualification will be graded on a six-point scale: A*, A, B, C, D and E. To be awarded an A* candidates will need to achieve a grade A on the full A level qualification and an A* on the aggregate of the A2 units. For

both qualifications candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

5.8 Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a

qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.

Appendices

A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. 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 (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

AS Performance Descriptions

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objectives	Demonstrate knowledge and understanding of legal rules and principles by selecting and explaining relevant information and illustrating with examples and citation.	Analyse legal material, issues and situations, and evaluate and apply the appropriate legal rules and principles. appropriate legal terminology.	Present a logical and coherent argument and communicate relevant material in a clear and effective manner using
A/B boundary performance descriptions	Candidates characteristically: a) show detailed knowledge and understanding of legal rules and principles, selecting and explaining relevant material b) relate appropriate legal rules and principles within the context of the question paper.	Candidates characteristically: a) demonstrate good application, analysis and evaluation of appropriate legal rules and principles in the context of the question paper.	Candidates characteristically: a) present an argument in response to the question set with a definable and coherent structure, using appropriate legal terminology b) use standard conventions of spelling, punctuation and grammar with accuracy.
E/U boundary performance descriptions	Candidates characteristically: a) show some limited knowledge and understanding of legal rules and principles b) relate material and principles that have some relevance to the question.	Candidates characteristically: a) demonstrate some limited skills of application, analysis and evaluation of legal rules and principles relevant to the question paper.	Candidates characteristically: a) present a basic argument in response to the questions, supported by limited legal terminology b) use standard conventions of spelling, punctuation and grammar with limited accuracy.

A2 Performance Descriptions

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objectives	Demonstrate knowledge and understanding of legal rules and principles by selecting and explaining relevant information and illustrating with examples and citation.	Analyse legal material, issues and situations, and evaluate and apply the appropriate legal rules and principles.	Present a logical and coherent argument and communicate relevant material in a clear and effective manner using appropriate legal terminology.
A/B boundary performance descriptions	Candidates characteristically: a) demonstrate extensive and accurate knowledge and understanding of legal rules and principles b) select, explain and evidence relevant material using examples and citation with a high degree of accuracy and relevance to the question.	Candidates characteristically: a) demonstrate accurate and relevant application and/or evaluation of appropriate legal rules and principles in the context of the question, coming to a reasoned conclusion b) demonstrate high-level analytical and/or problem-solving skills c) identify correctly most of the issues central to the question.	Candidates characteristically: a) present a well-structured argument in response to the questions b) support the argument with appropriate legal terminology c) use standard conventions of spelling, punctuation and grammar with a high degree of accuracy.
E/U boundary performance descriptions	Candidates characteristically: a) demonstrate some knowledge and understanding of legal rules and principles evidenced with some relevant material b) select, explain and evidence material with some degree of accuracy and some relevance to the question.	Candidates characteristically: a) demonstrate limited application and/or evaluation of appropriate legal rules and principles in the context of the question, without necessarily coming to a conclusion b) demonstrate limited analytical and/or problem-solving skills c) identify some issues that are relevant to the question.	Candidates characteristically: a) present a response to the question set with some form of structure b) construct a limited argument supported by some legal terminology c) use standard conventions of spelling, punctuation and grammar with some accuracy.

B Spiritual, Moral, Ethical, Social and other Issues

Spiritual, Moral, Ethical, Social and other Issues

The study of Law contributes to candidates' understanding of Spiritual, Moral, Ethical, Social and Other Issues. These issues tend to permeate the subject, affecting any discussion of what law **should** be. They are specifically raised in Unit 4, in which candidates are required to draw on a range of material from other modules.

Candidates should be aware that society is made up of individuals with a variety of opinions and moral codes and from a range of cultural backgrounds. They should be encouraged to develop an understanding that differing values and attitudes exist, and to reflect on these and their own beliefs, within the legal framework.

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "Environmental Responsibility: An Agenda for Further and Higher Education" 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

C Overlaps with other Qualifications

There is a potential overlap between aspects of GCE Law and GCE Business.

D Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information Technology.

The units for the ‘wider’ Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Law can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted on the next page.

The above information is given in the context of the knowledge that Key Skills at level 3 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website: <http://web.aqa.org.uk/qual/keyskills/com04.php>.

Key Skills Opportunities in Advanced Subsidiary and Advanced Level Law

	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
Information Technology				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓
Working With Others				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓
Improving Own Learning and Performance				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
Problem Solving				
PS3.1	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓



GCE Law (2160) 2009 onwards

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<http://events.aqa.org.uk/ebooking>

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