



Key Stage 12 Curriculum Journey:

The curriculum in Law at Ashlawn School gives students an understanding of the role of Law today and raises their awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and critical thinking skills. Higher education and employers highly after seeking all these skills. The Law department at Ashlawn seeks to teach learners the importance of not only law, order, and justice, but also reinforces the concept of British values, which is an important part of not only education but a significant aspect of life and the key to becoming a valuable member of society.

THE YEAR 12 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	English Legal System, Criminal Law, Tort Law	English Legal System, Criminal Law, Tort Law	English Legal System, Criminal Law, Tort Law	English Legal System, Criminal Law, Tort Law	English Legal System, Criminal Law, Tort Law	English Legal System, Criminal Law, Tort Law
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Differences between criminal and civil law. Non-fatal offences Criminal courts Negligence Legal personnel 	<ul style="list-style-type: none"> Lay people Parliamentary law making Fatal offences Negligence Occupiers' Liability 1957 Lay people 	<ul style="list-style-type: none"> Judiciary Access to justice Statutory interpretation Fatal offences Negligence Occupiers' Liability 1984 	<ul style="list-style-type: none"> Theory in tort law Law and morality Civil courts Economic duress Property offences Civil defences 	<ul style="list-style-type: none"> The rule of law Law and society Judicial precedent Criminal defences 	<ul style="list-style-type: none"> Delegated legislation Law and justice European union Fatal offences
Core Knowledge and skills	<ul style="list-style-type: none"> Elements of a crime (actus reus and mens rea) Elements of a physical crime, Types of legal rules and other norms of behaviour, Tort of Negligence, 	<ul style="list-style-type: none"> Types of Bills in Parliament (Hybrid, Public, Private, Private Member's) Process to creating an Act of Parliament. Fatal offences against the person (murder and manslaughter) 	<ul style="list-style-type: none"> Injury and damage to property, nuisance, and lawful visitors, Types of magistrates and judges and aids to statutory interpretation 	<ul style="list-style-type: none"> Law and morality and society (fault). Property crime (theft and robbery) Negligence can be of monetary value 	<ul style="list-style-type: none"> Legal rules in difference societies Necessity and capacity defences (automatism, intoxication, insanity, duress, self-defence, and loss of control) 	<ul style="list-style-type: none"> Law-making bodies, Law and justice and balancing conflicting interests. Work of the Commission, the European Union, and the European Parliament.
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Involuntary and voluntary acts, Make connections to how legal personnel is used. What constitutes lawful visitors and trespassers, 	<ul style="list-style-type: none"> Pillars of parliamentary supremacy, Sentencing and punishment of offenders, 	<ul style="list-style-type: none"> What is a primary and secondary victim (psychiatric injury)? Methods to which statutory interpretation and judicial precedent can be applied 	<ul style="list-style-type: none"> Identify theorists relating to the theory behind law. Sentencing and punishment of offenders who commit property crimes. 	<ul style="list-style-type: none"> What do the government want to achieve from sentencing and punishing offenders? What defences can a person use to excuse or reduce their liability. 	<ul style="list-style-type: none"> Statutory instruments, byelaws, and Orders in Council, The impact of the European Parliament, The Law Commission,
Complex Knowledge	<ul style="list-style-type: none"> Apply knowledge of offences and 	<ul style="list-style-type: none"> The strengths and limitations of 	<ul style="list-style-type: none"> Apply knowledge of the tort of negligence and 	<ul style="list-style-type: none"> Draw conclusions on ethical issues regarding 	<ul style="list-style-type: none"> Evaluate whether the legal system is 	<ul style="list-style-type: none"> Effectiveness of delegated legislation,



	<p>defences to scenario questions,</p> <ul style="list-style-type: none"> Effectiveness of legal personnel in criminal cases Apply knowledge of the tort of negligence and defences to scenario questions. 	<p>parliamentary law-making.</p> <ul style="list-style-type: none"> Apply knowledge of offences to scenario questions, 	<p>defences to scenario questions.</p> <ul style="list-style-type: none"> Advantages and disadvantages of statutory interpretation 	<p>law, morality, and society (fault).</p> <ul style="list-style-type: none"> Apply knowledge of offences and defences to scenario questions, 	<p>successful in achieving justice.</p> <ul style="list-style-type: none"> Effectiveness of sentencing and punishment aims, 	<ul style="list-style-type: none"> Analyse the competing theories as to whether the law should enforce morality Analyse the work of the European Union and Law Commission,
Literacy (including reading)	<ul style="list-style-type: none"> To be able to identify differences between common law and statute. Knowing how to apply key legal terminology. 	<ul style="list-style-type: none"> To be able to identify differences between common law and statute. Students to be able to apply legal terminology confidently. 	<ul style="list-style-type: none"> Students are able to correctly identify and explain key Acts of Parliament relevant to the area of law. Students to be able to recite verbally and written definitions of offences. 	<ul style="list-style-type: none"> Ability to analyse case law and apply to various scenarios. Students to be able to independently create good legal judgement and conclusions whilst referring using correct legal terminology. 	<ul style="list-style-type: none"> Students ability to independently analyse situations of crime or wrongdoing. Students to be able to independently create good legal judgement. Students to be able to analyse situations where a defence may be permissible. 	<ul style="list-style-type: none"> Students ability to independently analyse situations of crime or wrongdoing. Students to be able to independently reach good legal judgement and conclusions whilst referring using correct legal terminology. Students to be able to include a theoretical area of law to a scenario based question.
Cultural Capital	<ul style="list-style-type: none"> Students to be able to understand the punishments in place for committing crimes in the UK. Students to be able to identify the impact of sentencing on society. 	<ul style="list-style-type: none"> Students to be able to understand the punishments in place for committing crimes in the UK. Students to be able to identify which type of sentence would be justified by society. 	<ul style="list-style-type: none"> Students to be able to understand the punishments in place for committing crimes in the UK. Students to be able to identify cases where a miscarriage of justice has occurred. 	<ul style="list-style-type: none"> Students to be able to apply and analyse the punishments available for different offences. Students to be able to explain how sentencing impacts civil liberties. Student to be able to identify key areas of moral differences. 	<ul style="list-style-type: none"> Students to be able to apply and analyse the punishments available for different offences. Students to be able to identify that all individuals have the right to use criminal defences to avoid a miscarriage of justice. 	<ul style="list-style-type: none"> Students to be able to apply and analyse the punishments available for different offences. Students to be able to identify that justice differs for all of society. Students to be able to respect philosophical viewpoints regarding justice.
Social, Moral, Spiritual and	<ul style="list-style-type: none"> To understand that offences against the 	<ul style="list-style-type: none"> Understand the consequences of 	<ul style="list-style-type: none"> To understand how offences such as 	<ul style="list-style-type: none"> Students acknowledge the social, economic 	<ul style="list-style-type: none"> Students acknowledge the social impacts of 	<ul style="list-style-type: none"> Students acknowledge the



Cultural Development	person can vary in severity and acknowledge the impact it has on society.	trespassing and acknowledge that this impacts people of society in the modern day.	murder and manslaughter can impact the individual and the impact it has on society.	and impacts of crime and how this affects the running of the United Kingdom.	tension topics on the modern-day society and to respect others' views and perspectives.	social impacts of miscarriages of justice. <ul style="list-style-type: none"> To acknowledge that justice can vary dependant on the culture of the victim.
Fundamental British Values	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with regards to criminal, civil and contractual elements of law. 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with regards to criminal, civil and contractual elements of law. 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with regards to criminal, civil and contractual elements of law. 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with regards to criminal, civil and contractual elements of law. 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with regards to criminal, civil and contractual elements of law. 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with regards to criminal, civil and contractual elements of law.
Assessment	<p>5- and 10-mark questions (Outline, Explain, Describe) one for each topic.</p> <p>Topics:</p> <ul style="list-style-type: none"> Criminal courts, Duty of care, Barristers, Solicitors. <p>15- & 20-mark questions (Evaluate, Analyse)</p> <p>Topics:</p> <ul style="list-style-type: none"> Negligence, Breach of duty, Damages, 	<p>5- and 10-mark questions (Outline, Explain, Describe) one for each topic.</p> <p>Topics:</p> <ul style="list-style-type: none"> Parliamentary law making, Magistrates, Juries, Lay people. <p>15- & 20-mark questions (Evaluate, Analyse)</p> <p>Topics:</p> <ul style="list-style-type: none"> Lawful visitors, Trespassers, 	<p>5- and 10-mark questions (Outline, Explain, Describe) one for each topic.</p> <p>Topics:</p> <ul style="list-style-type: none"> Statutory interpretation, Judiciary Fatal offences <p>15- & 20-mark questions (Evaluate, Analyse)</p> <p>Topics:</p> <ul style="list-style-type: none"> Role of judges, Impact of statutory interpretation 	<p>5- and 10-mark questions (Outline, Explain, Describe) one for each topic.</p> <p>Topics:</p> <ul style="list-style-type: none"> Automatism. Intoxication <p>15- & 20-mark questions (Evaluate, Analyse)</p> <p>Topics:</p> <ul style="list-style-type: none"> Criminal defence evident in scenario-based question, Types of judicial precedent 	<p>5- and 10-mark questions (Outline, Explain, Describe) one for each topic.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> Rule of law Judicial precedent <p>15- & 20-mark questions (Evaluate, Analyse)</p> <p>TOPICS:</p> <ul style="list-style-type: none"> Law and society Insanity duress 	<p>5- and 10-mark questions (Outline, Explain, Describe) one for each topic.</p> <p>TOPICS:</p> <ul style="list-style-type: none"> Delegated legislation European union <p>15- & 20-mark questions (Evaluate, Analyse)</p> <p>TOPICS:</p> <ul style="list-style-type: none"> Law and justice. Murder



	<ul style="list-style-type: none"> • Role of legal personnel, • Non-fatal offences. <p>30-mark questions (Discuss, Analyse, Examine)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Assault, • Battery, • S.47 OAPA 1861 • S.20 OAPA 1861 • S.18 OAPA 1861 <p>Feedback and re-drafting.</p>	<ul style="list-style-type: none"> • Legislative process. <p>30-mark questions (Discuss, Analyse, Examine)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Occupiers' Liability 1957 – workmen. • Occupiers' Liability 1957 – children. • Occupiers' Liability 1957 – adults. • Occupiers' Liability 1984 <p>Feedback and re-drafting</p>	<ul style="list-style-type: none"> • Murder <p>30-mark questions (Discuss, Analyse, Examine)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Non-substantive topics added to scenario questions • Involuntary manslaughter • Murder <p>Feedback and re-drafting</p>	<p>30-mark questions (Discuss, Analyse, Examine)</p> <p>Feedback and re-drafting</p>	<p>30-mark questions (Discuss, Analyse, Examine)</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • Assault & Battery & Intoxication • S.20/ S.18/ S.47 & Insanity <p>Feedback and re-drafting</p>	<p>30-mark questions (Discuss, Analyse, Examine)</p> <p>TOPICS:</p> <ul style="list-style-type: none"> • Involuntary manslaughter • Voluntary manslaughter. <p>Feedback and re-drafting</p>
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Key Stage 13 Curriculum Journey:

The curriculum in Law at Ashlawn School gives students an understanding of the role of Law today and raises their awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and critical thinking skills. Higher education and employers highly after seeking all these skills. The Law department at Ashlawn seeks to teach learners the importance of not only law, order, and justice, but also reinforces the concept of British values, which is an important part of not only education but a significant aspect of life and the key to becoming a valuable member of society. Furthermore, because the Law department follows the AQA A-Level Law specification, this course is linear.

Therefore, the students have their exams at the end of their studies in Year 13. Throughout their studies students, learn several key components of the legal system, and this is categorised into four key areas of law, these being Tort law, English Legal system and Criminal law, the final area of law comes in the form of contract law which is the main focus of learning in year 13, as the doctrine of contract law is examined in an exam paper by itself.

THE YEAR 13 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	English Legal System, Criminal Law, Tort Law, and Contract Law	English Legal System, Criminal Law, Tort Law, and Contract Law	English Legal System, Criminal Law, Tort Law, and Contract Law	English Legal System, Criminal Law, Tort Law, and Contract Law	English Legal System, Criminal Law, Tort Law, and Contract Law	English Legal System, Criminal Law, Tort Law, and Contract Law
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Differences between criminal and civil law - recap Non-fatal offences <ul style="list-style-type: none"> Negligence Offer and Acceptance (Contract law) 	<ul style="list-style-type: none"> Lay people Fatal offences Negligence Occupiers' Liability 1957 - recap Consideration & Intention to create legal relations (Contract law) 	<ul style="list-style-type: none"> Judiciary - recap Access to justice Fatal offences <ul style="list-style-type: none"> Negligence Express & Implied Terms (Contract law) 	<ul style="list-style-type: none"> Law and morality Economic duress Privity of contract (Contract law) Property offences <ul style="list-style-type: none"> Civil defences 	<ul style="list-style-type: none"> Law and society Misrepresentation Vicarious liability (Contract Law) Criminal defences 	<ul style="list-style-type: none"> Law and justice Fatal offences Contract law Remedies & Termination of contract <ul style="list-style-type: none"> Private nuisance
Core Knowledge and skills	<ul style="list-style-type: none"> Elements of a crime (actus reus and mens rea) Elements of a physical crime, Types of legal rules and other norms of behaviour, Tort of Negligence, 	<ul style="list-style-type: none"> Types of lay people – juries and magistrates Fatal offences against the person (murder and manslaughter) Differences between lawful visitor and trespasser. 	<ul style="list-style-type: none"> Injury and damage to property, nuisance, and lawful visitors, Differences between express and implied terms of a contract. 	<ul style="list-style-type: none"> Law, morality, and society (fault). Elements of a contract – Offer, Acceptance, Consideration, Privity, and Intention to create legal relations Property crime (theft and robbery) 	<ul style="list-style-type: none"> Discharge of a contract (performance, breach, misrepresentation), Necessity and capacity defences (automatism, intoxication, insanity, duress, self-defence, and loss of control) 	<ul style="list-style-type: none"> Law-making bodies, Law and justice and balancing conflicting interests. Difference between voluntary and involuntary manslaughter.
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Involuntary and voluntary acts, Make connections to how legal personnel is used. 	<ul style="list-style-type: none"> Pillars of parliamentary supremacy, 	<ul style="list-style-type: none"> What is a primary and secondary victim (psychiatric injury)? 	<ul style="list-style-type: none"> Identify theorists relating to the theory behind law. Types of contract terms (express or implied), 	<ul style="list-style-type: none"> Remedies of a contract (damages and specific performance) <ul style="list-style-type: none"> What do the government want to 	<ul style="list-style-type: none"> Identify areas of reform of the doctrine of contract law



	<ul style="list-style-type: none"> What constitutes lawful visitors and trespassers, 	<ul style="list-style-type: none"> Sentencing and punishment of offenders, 	<ul style="list-style-type: none"> Methods to which implied and express terms can be applied 	<ul style="list-style-type: none"> Sentencing and punishment of offenders who commit property crimes. 	<ul style="list-style-type: none"> achieve from sentencing and punishing offenders? 	<ul style="list-style-type: none"> The impact of the justice system on society.
Complex Knowledge	<ul style="list-style-type: none"> Apply knowledge of offences and defences to scenario questions, Effectiveness of legal personnel in criminal cases Apply knowledge of the tort of negligence and defences to scenario questions. 	<ul style="list-style-type: none"> The strengths and limitations of parliamentary law-making. Apply knowledge of offences to scenario questions. 	<ul style="list-style-type: none"> Apply knowledge of the doctrine of contact law to scenario questions. Advantages and disadvantages of the judiciary. 	<ul style="list-style-type: none"> Draw conclusions on ethical issues regarding law, morality, and society (fault). Reforms of contract law, Apply knowledge of the doctrine of contact law to scenario questions. 	<ul style="list-style-type: none"> Evaluate whether the legal system is successful in achieving justice. Effectiveness of sentencing and punishment aims, 	<ul style="list-style-type: none"> Analyse the competing theories as to whether the law should enforce morality Apply knowledge of the doctrine of contact law to scenario questions.
Literacy (including reading)	<ul style="list-style-type: none"> Ability to apply key legal terminology when necessary. Ability to analyse and examine legal principles and statutes and apply to scenario-based situations. 	<ul style="list-style-type: none"> Ability to apply key legal terminology when necessary. Ability to analyse and examine legal principles and statutes. Students to be able to communicate effectively to reach a sound judgement using case law to support. 	<ul style="list-style-type: none"> Ability to apply key legal terminology when necessary. Ability to analyse and examine legal principles and statutes. Ability to include an array of case law to support and provide depth to a scenario-based question. To research legal and philosophical areas of law that affect conflicting interests. 	<ul style="list-style-type: none"> To be able to independently analyse philosophical and historical legal viewpoints to create sound judgements. To be able to create sound legal arguments that include a detailed analysis of relevant case law and legislation where relevant. To research legal and philosophical areas of law that affect morality. 	<ul style="list-style-type: none"> To be able to independently analyse philosophical and historical legal viewpoints to create sound judgements. To be able to create sound legal arguments that include a detailed analysis of relevant case law and legislation where relevant. Students to be able to effectively refer to areas of law that need reform. 	<ul style="list-style-type: none"> To be able to independently analyse philosophical and historical legal viewpoints to create sound judgements. To be able to create sound legal arguments that include a detailed analysis of relevant case law and legislation where relevant. Students to be able to provide a critical analysis of areas of law and philosophy.
Cultural Capital	<ul style="list-style-type: none"> Students to empathise with those who commit crimes and to have respect for individual 	<ul style="list-style-type: none"> Students to empathise with those who commit crimes and to have respect for individual capabilities 	<ul style="list-style-type: none"> Students to empathise with those who commit crimes and to have respect for individual capabilities and 	<ul style="list-style-type: none"> Students to be able to provide, explain and analyse different crimes that present balancing 	<ul style="list-style-type: none"> Students to be able to provide, explain and analyse different crimes that present balancing 	<ul style="list-style-type: none"> Students to be able to provide, explain and analyse different crimes that present



	<p>capabilities and disabilities (defences of criminal and civil crimes / claims)</p> <ul style="list-style-type: none"> Students to be able to identify areas of law that may pose risks of balancing conflicting interests. 	<p>and disabilities (defences of criminal and civil crimes / claims).</p> <ul style="list-style-type: none"> Students to be able to identify areas of law that may pose risks of moral importance. 	<p>disabilities (defences of criminal and civil crimes / claims).</p> <ul style="list-style-type: none"> Students to be able to identify areas of law that may pose risks of balancing conflicting interests regarding societal and liberty of freedom. 	<p>conflicting interests in society.</p> <ul style="list-style-type: none"> Students to be able to create succinct and well-justified arguments relating to areas of nature of law and the moral implications law has on society and the English legal system. Students to be able to include case law that has affected society. 	<p>conflicting interests in society.</p> <ul style="list-style-type: none"> Students to be able to create succinct and justified arguments relating to areas of nature of law and the moral implications law has on society and the English legal system. Students to be able to apply various cases and viewpoints that demonstrate an impact on society. 	<p>balancing conflicting interests in society.</p> <ul style="list-style-type: none"> Students to be able to create succinct and justified arguments relating to areas of nature of law and the moral implications law has on society and the English legal system. Students to be able to apply philosophical viewpoints in order to demonstrate how theory has impacted the legal culture in the United Kingdom.
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> To understand that offences against the person can vary in severity and acknowledge the impact it has on society. 	<ul style="list-style-type: none"> Understand the consequences of trespassing and acknowledge that this impacts people of society in the modern day. 	<ul style="list-style-type: none"> To understand how offences such as murder and manslaughter can impact the individual and the impact it has on society. 	<ul style="list-style-type: none"> Students acknowledge the social, economic and impacts of crime and how this affects the running of the United Kingdom. 	<ul style="list-style-type: none"> Students acknowledge the social impacts of tension topics on the modern-day society and to respect others' views and perspectives. 	<ul style="list-style-type: none"> Students acknowledge the social impacts of injustices. To acknowledge that justice can vary dependant on the culture of the victim.
Fundamental British Values	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of different faiths and beliefs with 	<ul style="list-style-type: none"> To have a clear understanding of the rule of law and how this affects democracy. To have mutual respect for others' views, beliefs, and perspectives, whilst maintaining individual liberty. To possess and display tolerance of



	different faiths and beliefs with regards to criminal, civil and contractual elements of law.	faiths and beliefs with regards to criminal, civil and contractual elements of law.	regards to criminal, civil and contractual elements of law.	regards to criminal, civil and contractual elements of law.	regards to criminal, civil and contractual elements of law.	different faiths and beliefs with regards to criminal, civil and contractual elements of law.
Assessment	<p>5- and 10-mark questions (Outline, Explain, Describe) TOPICS:</p> <ul style="list-style-type: none"> • Offer, • Acceptance, • Legal rules. <p>15- & 20-mark questions (Evaluate, Analyse) TOPICS:</p> <ul style="list-style-type: none"> • Assault, battery. • S.47 /S.20 / S.18 • Breach of contract. <p>30-mark questions (Discuss, Analyse, Examine) TOPICS:</p> <ul style="list-style-type: none"> • Contract law • Negligence. • Non-fatal offences. <p>Feedback and re-drafting</p>	<p>5- and 10-mark questions (Outline, Explain, Describe) TOPICS:</p> <ul style="list-style-type: none"> • Magistrates. • Juries. • Lay people. <p>15- & 20-mark questions (Evaluate, Analyse) TOPICS:</p> <ul style="list-style-type: none"> • Consideration. • Murder. • Manslaughter. <p>30-mark questions (Discuss, Analyse, Examine) TOPICS:</p> <ul style="list-style-type: none"> • OLA 1957, • Negligence, • Voluntary manslaughter • Involuntary manslaughter. <p>Feedback and re-drafting</p>	<p>5- and 10-mark questions (Outline, Explain, Describe) TOPICS:</p> <ul style="list-style-type: none"> • Judiciary, • Funding. <p>15- & 20-mark questions (Evaluate, Analyse) TOPICS:</p> <ul style="list-style-type: none"> • Diminished responsibility, • Loss of control. <p>30-mark questions (Discuss, Analyse, Examine) TOPICS:</p> <ul style="list-style-type: none"> • Unlawful act manslaughter. • Gross negligence manslaughter. • Contract law. <p>Feedback and re-drafting</p>	<p>5- and 10-mark questions (Outline, Explain, Describe) TOPICS:</p> <ul style="list-style-type: none"> • Compensatory damages. • Theft. <p>15- & 20-mark questions (Evaluate, Analyse) TOPICS:</p> <ul style="list-style-type: none"> • Law and morality, • Economic duress, • Robbery. <p>30-mark questions (Discuss, Analyse, Examine) TOPICS:</p> <ul style="list-style-type: none"> • Theft, • Robbery, • Contract law. <p>Feedback and re-drafting</p>	<p>5- and 10-mark questions (Outline, Explain, Describe) TOPICS:</p> <ul style="list-style-type: none"> • Vicarious liability. • Consent. <p>15- & 20-mark questions (Evaluate, Analyse) TOPICS:</p> <ul style="list-style-type: none"> • Law and society, • misrepresentation <p>30-mark questions (Discuss, Analyse, Examine) TOPICS:</p> <ul style="list-style-type: none"> • contract law • negligence <p>Feedback and re-drafting</p>	<p>5- and 10-mark questions (Outline, Explain, Describe) TOPICS:</p> <ul style="list-style-type: none"> • contractual remedies, • nuisance. <p>15- & 20-mark questions (Evaluate, Analyse) TOPICS:</p> <ul style="list-style-type: none"> • law and justice • elements of a contract. <p>30-mark questions (Discuss, Analyse, Examine) TOPICS:</p> <ul style="list-style-type: none"> • private nuisance, • contract law. • Fatal offences (diminished responsibility & unlawful act manslaughter) <p>Feedback and re-drafting</p>