

## **A-Level Law**

### **Bridging Unit**

**Specification: AQA**

**Assessment: 3 2-hour exams sat at the end of Year 13:**

<b>Paper 1 (33%):</b>	<b>Paper 2 (33%):</b>	<b>Paper 3 (33%):</b>
The nature of law and the English Legal System (25 marks out of 100). Criminal Law (75 marks out of 100).	The nature of law and the English Legal System (25 marks out of 100). Tort Law (75 marks out of 100).	The nature of law and the English Legal System (25 marks out of 100). Contract law (75 marks out of 100).

Exam questions include a combination of multiple choice, short answer and extended writing questions.



This pack contains a programme of activities and resources to prepare you to start A-level Law in September.

You are required to complete ALL of the activities in this unit ready for the first week of the new academic year.

A-level law is challenging yet rewarding. It will develop your reasoning skills, problem solving skills and expand your knowledge of the English Legal System.

Please bring your booklet to your first Law lesson.

Miss Sinclair

## **Lesson expectations:**

Ensure you come to each lesson prepared with the correct resources, handouts and homework.

There will be case tests at the beginning of each lesson so you need to ensure that you are consolidating your learning in between lessons.

Homework should be handed in on the date set either handwritten or typed and printed.

In order to be a successful student of law it is essential you are organised. You are required to have an A4 folder with a set of dividers. Your notes must be kept in an organised and logical manner. You should attend all lessons with a pad of A4 lined paper.

## **Independent work:**

You should be spending as much time studying outside of lesson, as inside. Some examples of independent work include:

- Recap your notes from a lesson and pick out any key terms or important cases and make sure you understand them.
- Rewrite the notes or workbooks from the lessons in your own unique style which will help you memorise the content. This could be in the form of mind maps or flashcards. These will be excellent revision resources.
- Find the topic studied in the textbook and make additional notes, adding in anything extra or questions you would like to ask your teacher.
- Access the law review articles and find articles which are relevant to the topic studies. Read the articles, make notes or highlight relevant information and store them in your file.
- Complete past paper questions which link to the topic studied and complete them. Attempt these in timed conditions to practice the skills which are necessary in the exam. Access mark schemes and see if you were on the right track.

## **Task 1: The English Legal System**

Question	Answer
Why have I chosen to study this subject?	
What is the difference between laws and rules?	
Make a list of the different types of UK law.	
List careers in Law.	

Key Term	Definition
Defendant	
Prosecution	
Offender	
Magistrate	
Judge	
A Jury	

Solicitor	
Barrister	
Crown Court	
Magistrates Court	
Indictment	

## **Task 2: Weird UK Laws**

As part of your study of A-level law, you will be required to carry out legal research.

For this task, you have been given a number of statements. Some of the statements below are real UK laws. Others are commonly believed myths. You must research and assess each statement. For actual laws, you will be required to note the relevant statute in the final column.

Complete the table below:

Statement	Law/ Myth	Statute (if applicable)
It is illegal to knock on someone's door and walk away.		
All your debts will be written off when you die.		
After 8am it is illegal to beat or shake any carpet, rug or mat in the street.		
It is illegal to handle salmon in a suspicious manner.		
It is illegal to dress up as a police officer in fancy dress.		
Driving in flip flops is illegal.		
It is illegal to die in Parliament.		
It is illegal to gamble in a library.		
It is illegal to be drunk inside a pub.		
All swans are property of the Queen.		
Leaving the interior car light on is illegal.		

### **Task 3: Introduction to Sentencing**

When a person is suspected of committing a crime, their first encounter with the law is often dealt with by the police, who will question them and gather evidence around their involvement in the crime. If the police believe that the person has committed the crime, they will pass this to the Crown Prosecution Service (CPS) who will decide whether there is enough evidence and whether it is in the interests of justice to charge the individual with the criminal offence. It will then be the role of the criminal courts to determine whether the person is guilty or innocent.

When the court case starts the person who has been accused of the crime will be known as the defendant, they will have the opportunity in court to plead guilty or not guilty to the crime. If they plead not guilty, a trial will happen and either a bench of Magistrates (3 people) or a jury (12 people) will decide if the defendant is guilty or not guilty. If the defendant pleads guilty or are later found guilty by the Magistrates or the jury, it will then be the role of the Magistrates or the Judge to sentence the defendant for the crime they have committed. Once they are guilty, the defendant will then be known as the offender.

When the judge or Magistrate is deciding what sentence to give the offender. They will consider a number of things such as:

- The aim of the sentence
- The factors within the case
- Sentencing guidelines.

They will use this to decide the most appropriate sentence for the offender and to reflect the crime that was committed.

The first thing that a Judge or Magistrate will consider is the aim and purpose of their sentence. They will consider what they want to achieve for the offender with the sentence that they will pass. The different aims that they can consider can be found in s57 of the Sentencing Act 2020.

Instructions:

Below you will find an explanation of each of the different aims and purposes of sentencing. You should read each explanation and then using the different types of sentences listed below the table, decide which sentence could be used by the judge to achieve that aim or purpose.

<b>Aim/Purpose of Sentencing</b>	<b>Explanation</b>	<b>The sentence type that would achieve this aim</b>
<b>Punishment of Offenders</b>	The offender's behaviour deserves to be punished. The sentence should be seen as giving the offender 'just deserts' and the punishment should fit the crime that they have committed.	
<b>Reduction in Crime</b>	Here the offender will receive a sentence that will aim to reduce crime, this could be done by giving a harsh	

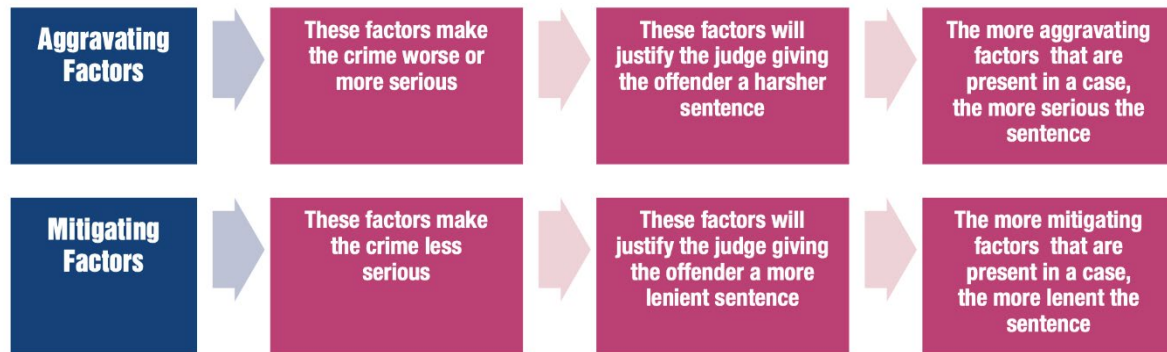
	sentence to deter the offender and other people from committing crimes again in the future. The offender and others in society will not commit future crimes because they will be in fear of receiving harsh punishments.	
<b>Reform and Rehabilitation of Offenders</b>	The sentence will aim to reform or rehabilitate the offender. The sentence will change the offender's behaviour and tackle the reasons why they commit a crime in the hope that they will not commit crimes again.	
<b>Protection of the Public</b>	This aim works upon the principle that the public needs to be protected from dangerous offenders. The sentence will remove the offender from society as a whole or parts of it to ensure that the offender is incapable of committing crimes, so the public are protected from them.	
<b>To Make Reparation to the People affected by their Offences</b>	This aim will require the offender to compensate the victim or society for the crime they have committed. Here, the sentence will make sure that the offender will repay the victim of the crime and society as a whole.	

**Possible Sentencing Types:**

- A fixed term prison sentence that is proportionate to the crime e.g. murder is committed then a life sentence is given.
- Drug and Alcohol treatments or education requirements
- Long prison sentences, curfew, prohibited activity order.
- Compensation order or unpaid work within society.
- A long prison sentence or a large fine.

## **Task 4: Sentencing Factors**

When the Magistrate or the judge is trying to decide the most appropriate sentence for the offender, they will look at the facts (story) of the case and identify any aggravating or mitigating factors that could help them determine how serious or lenient the sentence should be.



Using the definitions of aggravating and mitigating factors, look at the list of factors below and identify if the factor is aggravating or mitigating.

<b>Aggravating Factors (These make the crime seem worse)</b>	<b>Mitigating Factors (These make the crime seem less serious or bad)</b>

<b>A vulnerable victim</b>	<b>The offender is suffering from a mental illness</b>	<b>Showing no remorse</b>	<b>Racially aggravated crimes</b>	<b>The offender has no previous convictions</b>
<b>The offender is a child</b>	<b>Use of a weapon</b>	<b>The offender has previous convictions</b>	<b>An early guilty plea</b>	<b>Co-operating with the police</b>



## **Task 5: You Be The Judge**

Task: Go to <https://youbethejudge.org.uk/>. You will need sound as you are going to work through two cases, completing the questions below as you watch.

**Defendant One: Adam Khan**

What did he do?

What was the plea?

Which court was it heard in?

Who determines sentencing for the defendant?

Offender	
Name:	Adam Khan
Age:	23
Offence:	Robbery
Previous Convictions:	Theft Possession of a bladed article

What is the relevant evidence from the victim?	What is the relevant information from the defendant?

Do you think Adam's previous offences should be taken into account during sentencing?

Yes

Not Sure

No

Judges response:

Do you think the fact that the victim was physically and psychologically harmed is significant?

Yes

Not Sure

No

Judges response:

Aggravating Factors	Mitigating Factors

Will the fact that Adam pleaded guilty from the start affect your sentence?

Yes

Not Sure

No

Judges response:

What other circumstances might be relevant in sentencing?

Sentence choices

- A) 4 years' custody
- B) 6 years' custody
- C) 8 years' custody
- D) 9 years' custody

I would choose option \_\_\_\_\_ because.....

He was actually given option \_\_\_\_\_ because....

What is the purpose of sentencing Adam? Link to the aims of sentencing – which do you think was the uppermost in the judge's mind?

## Defendant Two: Terry Bracey

What did he do?

What was the plea?

Which court was it heard in?

Offender	
Name: Terry Bracey	
Age: Unknown	
Offence: Assault Against an Emergency Worker	
Previous Convictions: Alcohol-related	

What is the relevant evidence from the victim?	What is the relevant information from the defendant?

Do you think the fact that Terry was drinking will be a significant factor in light of previous convictions?

Yes

Not Sure

No

Judges response:

Do you think the fact that the emergency worker was heavy handed will be taken into account in sentencing?

Yes

Not Sure

No

Judges response:

Aggravating Factors	Mitigating Factors

Will the fact that Terry pleaded guilty from the start affect your sentence?

Yes

Not Sure

No

Judges response:

What other circumstances might be relevant in sentencing?

Sentence choices:

- A) A community order with 300 hours of unpaid work.
- B) Four months' custody, suspended for two years, meaning the defendant will not go to prison immediately but could do so if they commit another offence within the next two years, and they must comply with any requirements set by the court
- C) Four months' custody, meaning the defendant will be immediately imprisoned.
- D) Six months' custody, meaning the defendant will be immediately imprisoned.

I would choose option \_\_\_\_\_ because.....

He was actually given option \_\_\_\_\_ because....

What is the purpose of sentencing Terry? Link to the aims of sentencing – which do you think was the uppermost in the judge's mind?