

UNIT 2: INVESTIGATING ASPECTS OF CRIMINAL LAW AND THE LEGAL SYSTEM.

Cornerstones – Catholic – Inclusive – Broad – Knowledge Rich

Calendar	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Autumn 1	A. Explore how statutory rules are made and interpreted	<p>A1 Legal skills</p> <ul style="list-style-type: none"> • Researching legal information. • Finding appropriate and reliable sources. • Referencing sources in learners’ work. • Using, interpreting and applying information from sources and authorities. • Presenting information verbally and in writing. <p>A2 Influences on Parliament</p> <ul style="list-style-type: none"> • Pressure groups. • Law commission. • Media. <p>A3 The law-making procedure in Parliament</p> <ul style="list-style-type: none"> • Separation of powers and Parliamentary sovereignty. • Pre-legislative stages: <ul style="list-style-type: none"> ➤ Green and White Papers ➤ different types of bills, e.g. public bills, private members’ bills, private bills, hybrid bills. • The legislative stages: 	<p>TFP</p> <p>Coursework Practice scenario 1.</p> <p>Coursework Practice scenario 2.</p>	Follow Homework Book

		<ul style="list-style-type: none"> ➤ House of Commons (first reading, second reading, committee stage, report stage) ➤ House of Lords ➤ royal assent ➤ commencement of an act. <p>A4 How statutes are interpreted by the courts The rules of statutory interpretation:</p> <ul style="list-style-type: none"> • literal rule • golden rule • mischief rule • purposive approach. 		
Autumn 2	B. Examine how legislation is processes in a leaflet format. made outside of Parliament	<p>B1 Delegated legislation</p> <ul style="list-style-type: none"> • Types of delegated legislation: <ul style="list-style-type: none"> ➤ orders in council ➤ statutory instruments ➤ by-laws. • Controls on delegated legislation: <ul style="list-style-type: none"> ➤ judicial controls, e.g. procedural and substantive ultra vires and Wednesbury unreasonableness ➤ parliamentary controls, e.g. negative and affirmative resolution; scrutiny committees; the parent act. <p>B2 The European legislative process and its institutions</p> <ul style="list-style-type: none"> • Types of EU laws, e.g. regulations, directives and decisions. • Outline of the role of the European law-making institutions, e.g. European Council, European Commission, European Parliament, European Court of Justice. 	TFP Coursework Draft 1 and actual marking.	Follow Homework Book

		<ul style="list-style-type: none"> • Impact of EU laws on the UK, e.g. how conflicts between EU and domestic legislation are resolved. 		
Spring 1	C. Explore the various legal personnel involved in a criminal trial	<p>C1 The legal profession</p> <ul style="list-style-type: none"> • The work of solicitors, barristers and legal executives in criminal cases; how they are paid. • Regulation and complaints against legal professionals. <p>C2 Financing advice and representation in a criminal trial</p> <ul style="list-style-type: none"> • Legal advice at the police station. • Funding for representation at the magistrates' and the crown courts. <p>C3 Lay people</p> <ul style="list-style-type: none"> • Magistrates: <ul style="list-style-type: none"> ➤ selection and appointment ➤ training ➤ role in a criminal trial. • Juries: <ul style="list-style-type: none"> ➤ qualification and disqualification ➤ selection, e.g. summoning and challenging ➤ role in a criminal trial. <p>C4 Judiciary</p> <ul style="list-style-type: none"> • The role of judges in criminal trials. 	<p>TFP Coursework Practice scenario 3.</p> <p>Coursework Practice scenario 4.</p>	Follow Homework Book
Spring 2	D. Apply the key elements of crime and sentencing in non-fatal offence case studies	<p>D1 Elements of a crime</p> <ul style="list-style-type: none"> • Actus reus acts and omissions; causation; mens rea; strict liability; coincidence of actus reus and mens rea. <p>D2 Non-fatal offences</p> <ul style="list-style-type: none"> • The actus reus and mens rea of: <ul style="list-style-type: none"> ➤ assault and battery 	<p>TFP Coursework First draft and actual marking.</p>	Follow Homework Book

		<ul style="list-style-type: none">➤ Section 18 – grievous bodily harm (GBH) with intent – Offences Against the Person Act 1861➤ Section 20 OAP – grievous bodily harm➤ Section 47 OAP – actual bodily harm (ABH). <p>D3 Aims of sentencing</p> <ul style="list-style-type: none">• Purpose of sentences imposed by the criminal courts, e.g. reducing the crime rate, protecting the public, punishing the offender, deterrence, rehabilitating the offender. <p>D4 Factors involved in sentencing</p> <ul style="list-style-type: none">• Mitigating and aggravating factors.• Sentencing guidelines. <p>D5 Types of sentences</p> <ul style="list-style-type: none">• The types of sentences that the court can impose, e.g. prison, suspended sentences, community orders, fines, discharges.		
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