

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)
Autumn 1	C. Explore the various legal personnel involved in a criminal trial	C1 Criminal trials <ul style="list-style-type: none"> Magistrates' Court Crown Court Court of Appeal Supreme Court 	P5
		C3 Lay people <ul style="list-style-type: none"> Magistrates Jury 	P5
		C4 Judiciary <ul style="list-style-type: none"> Solicitors Barristers Judges 	P5
		C2 Financing advice and representation in a criminal trial <ul style="list-style-type: none"> State funding Means test Merits test Private funding 	P6

		<p>Applying to knowledge to given case studies (Pearson assignment brief)</p> <p>Evaluating the use of lay people</p> <ul style="list-style-type: none"> • The advantages of using lay people • The disadvantages to using lay people. • Compare them to using legal personnel. 	<p>M4 TFP</p> <p>D2 TFP</p>
Autumn 1	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 • Omission • Causation • Mens rea <p>D2 Non-fatal offences</p> <ul style="list-style-type: none"> • Assault • Battery • Actual Bodily Harm • Grievous Bodily Harm (<u>s20</u>) • Grievous Bodily Harm (<u>s18</u>) <p>D3 Aims of sentencing</p> <ul style="list-style-type: none"> • Purposes of sentencing <p>D4 Factors involved in sentencing</p> <ul style="list-style-type: none"> • Aggravating factors • Mitigating factors • Sentencing guidelines 	<p>P7</p> <p>P7</p> <p>P8</p> <p>P8</p>

		D5 Types of sentences <ul style="list-style-type: none"> • Type of sentencing • How the types of sentencing achieve the purposes of sentencing Applying to knowledge to given case studies (Pearson assignment brief) Evaluating the current law on non fatal offences. <ul style="list-style-type: none"> • How is the law effective. • How is the law ineffective. • Research statistics to demonstrate non-fatal offence and punishments. • Research real cases to evaluate the law. 	P8 M5 TFP D3 TFP
			TFP – Coursework marking
Autumn 2	A. Explore how statutory rules are made and interpreted	A3 The law-making procedure in Parliament <ul style="list-style-type: none"> • Pre Parliamentary stages – Green and White Paper. • Legislative stages – House of Commons and House of Lords A2 Influences on Parliament <ul style="list-style-type: none"> • Enactment process • Media • Pressure groups and their tactics • The Law Commission • Political parties 	P1 P1

		<p>Research a statute to show:</p> <ul style="list-style-type: none"> • How it progressed through the enactment process. • How the influences impacted the Act. • Explain which influences had the most impact. <p>A4 How statutes are interpreted by the courts</p> <ul style="list-style-type: none"> • The literal rule. • The golden rule – narrow and broad. • The mischief rule. • The purposive approach. <p>Applying to knowledge to given case studies (Pearson assignment brief)</p>	<p>M1 TFP</p> <p>P2</p> <p>M1 TFP</p>
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"> • Orders in council. • Statutory instruments. • Bye-Laws. • The reasons for delegated legislation. • How it can be challenged. <ul style="list-style-type: none"> • Controls on delegated legislation. • The advantages to the controls. • The disadvantages to the controls. 	<p>P3</p> <p>M2</p>

		B2 The European legislative process and its institutions <ul style="list-style-type: none"> • Types of EU law – treaties, regulations, directives and decisions. • The EU institutions – European Council, The Commission, European Parliament and European Court of Justice. • The impact of EU laws on the UK. • How conflicts between them are resolved. • Applying to knowledge to given case studies (Pearson assignment brief) Evaluating: <ul style="list-style-type: none"> • How are the processes and influences effective. • How are the processes and influences effective. ineffective. 	<p>P4</p> <p>M3 TFP</p> <p>D1 TFP</p>
			TFP – Coursework marking