

For exams January, May and November onwards
For teaching from September 2021 onwards

SPECIFICATION >



Learning
Resource Network

INTERNATIONAL AS AND A-LEVEL LAW (0721)



THE QUEEN'S AWARDS
FOR ENTERPRISE:
INTERNATIONAL TRADE
2020

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BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

ACCOLADES

Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



INTRODUCTION

This specification provides an overview to the LRN International AS & A Level Law¹. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other educational based staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

OBJECTIVE

The LRN International AS & A Level Law is designed to enable international candidates to demonstrate their ability, in theoretical terms across a range of legal concepts, principles and processes. The full range of subject matter is shown below, and includes foundations of English law, the English legal system, law in action (contract) and law in action (tort).

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

PROGRESSION

The LRN International AS & A Level Law has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 3 qualification in Law;
2. LRN Level 3 Diploma in Pre-U Foundation Studies;
3. A higher level of any qualification – e.g.; HNC/HND or Degree'
4. Vocationally Related Qualifications

¹ LRN International AS/A Level are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

QUALIFICATION OVERVIEW

Number	Subject Content	LRN International AS Level	LRN International A Level	AO	Exam
1	Foundations of English law	✓	✓	1, 2 and 3	Combination of written exam papers (externally set and marked).
2	The English legal system	✓	✓	1, 2 and 3	
3	Law in action: The law of contract	-	✓	1, 2 and 3	<p>AS Level</p> <p>Paper 1: Essay Questions</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 50%</p>
4	Law in action: The law of tort	-	✓	1, 2 and 3	<p>Paper 2: Analyse and apply knowledge on a legal development.</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 50%</p> <p>A Level</p> <p>Paper 1: Essay Questions</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 25%</p> <p>Paper 2: Analyse and apply knowledge on a legal development.</p> <p>Duration: 1 hour 30 minutes</p> <p>Weighting: 25%</p> <p>Paper 3: Essay and scenario based questions.</p> <p>Duration: 3 hours</p> <p>Weighting: 50%</p>

BREAKDOWN OF ASSESSMENT OBJECTIVES

AO1 - demonstrate knowledge and understanding of:

- legal principles and rules
- the structure and interrelationships of a legal system
- how legal sources are used and cited.

AO2 – apply knowledge and understanding of:

- how to analyse and evaluate legal materials
- identifying critical and relevant issues in a given set of facts
- apply appropriate legal principles and rules to predict outcomes of legal disputes

AO3 – using legal terminology, rhetoric and dialogue to:

- present logical and coherent advice
- make judgements and draw conclusions
- communicate in a clear and concise manner.

ASSESSMENT

The assessment for this qualification consists of written exam papers, set and marked by the LRN.

Assessment objectives (AOs)	Weighting		
	Paper 1	Paper 2	Paper 3
AO1	40%	30%	40%
AO2	35%	50%	30%
AO3	25%	20%	30%

GUIDED LEARNING HOURS (GLH)

The LRN International AS Level guided learning hours (GLH) are 180 and 360 guided learning hours for LRN International A Level. Please note the hours stated are indicative.

ENTRIES CODES

One entry per qualification is sufficient and will cover all the question papers including certification.

PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

GRADING

The LRN International A Level will be graded on a six-point scale: A*, A, B, C, D and E and LRN International AS Level will be graded on a five-point scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

RE-TAKES

Whereas candidates can re-take each paper as often as they wish, within the shelf-life of the specification.

CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

1	Foundations of English Law		
Aim			
Learners should be able to distinguish laws from other types of rules, identify different categories of law, and describe how law is made.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the nature of law in a modern legal system.	1.1	Distinguish law from morals, norms and other rules of any description.
		1.2	Examine the nature of the Hart/Devlin debate as to the relationship between law and morality.
		1.3	Describe the basic constitutional doctrine of the rule of law.
		1.4	Apply Hart's concept of primary and secondary rules to English law.
		1.5	Compare formal, substantial, distributive and corrective justice.
		1.6	Distinguish criminal and civil law, including in terms of the standard of proof and initiating parties.
		1.7	Describe the subject matter of contract, tort and family law as branches of civil law.
		1.8	Examine how the same event could give rise to actions in criminal law and the various branches of civil law.
		1.9	Differentiate between public and private law
		1.10	Distinguish public international law and private international law
2	Understand the sources of English law.	2.1	Compare the principal sources of law: statute, common law, parliamentary convention, custom and practice and books of authority (e.g. Coke).
		2.2	Describe the doctrine of parliamentary supremacy.

		2.3	Evaluate the effect of Human Rights Act, The European Convention on Human Rights, or The European Court of Human rights on parliamentary supremacy.
		2.4	Explain the doctrine of judicial precedent (<i>stare decisis</i>).
		2.5	Distinguish <i>ratio decidendi</i> and <i>obiter dicta</i>
		2.6	Describe how legislation (statutes and statutory instruments) is made.
		2.7	Analyse the rules used in the interpretation of statutes including the Interpretation Acts and common law presumptions.
		2.8	Distinguish intrinsic and extrinsic aids in statutory interpretation.
		2.9	Describe extrinsic aids in statutory interpretation, in particular Hansard and <i>Pepper v. Hart</i>
		2.7	Describe the role of case law in statutory interpretation.
		2.10	Summarize how to use a case citation.
		2.11	Explain how case law is reported.

2	The English Legal System		
Aim			
Learners should be able to describe the nature and functions of institutions and personnel in the resolution of legal disputes.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the system of courts in England and Wales.	1.1	Explain the terms <i>court of first instance</i> and <i>appellate court</i> .
		1.2	Describe the functions and jurisdictions of the (i) magistrates' courts, (ii) county courts, and (iii) Crown courts, and (iv) High courts
		1.3	Describe the constitution of the Senior Courts of England & Wales after the Constitutional Reform Act 2005.
		1.4	Examine the function and jurisdiction of the Court of Appeal and the Supreme Court.
		1.5	Summarise what was meant by The Supreme Court and the House of Lords before the Constitutional Reform Act 2005.
		1.6	Compare alternative approaches to dispute resolution within the English legal system: arbitration; tribunals; inquiries
		1.7	Assess the advantages and disadvantages of alternative dispute resolution
		1.8	Explain how the decisions of higher courts bind the decisions of lower courts.
2	Understand the role of individuals within the English legal system.	2.1	Differentiate between barristers and solicitors in terms of role and training.
		2.2	Discuss the extent to which the roles of barristers and solicitors may overlap.
		2.3	Discuss advantages and disadvantages of the distinction between the roles of barristers and solicitors.
		2.4	Describe how judges are appointed, trained and dismissed.

		2.5	Explain what is meant by the independence of the judiciary and why this is considered important.
		2.4	Describe the role and function of the Lord Chancellor.
		2.5	Describe the role of juries in the English legal system and the advantages and disadvantages of juries.
		2.6	Compare other ways that lay people are involved in the administration of justice.
3	Understand the process by which criminal matters are resolved in England and Wales	3.1	Identify the protections given to persons suspected of criminal offences, especially while in custody.
		3.2	Explain in outline the difference between summary and indictable offences.
		3.3	Describe in outline the key stages in the trial of an indictable offence.
		3.4	Distinguish between custodial and non-custodial sentences
		3.5	Assess the range of possible sentences available to the criminal courts.
4	Understand the process by which civil matters are resolved in England and Wales	4.1	Explain in outline the key stages in a civil proceedings.
		4.2	Explain what is meant by damages, injunctions, and costs.
5	Understand the appeals process in England and Wales	5.1	Describe the processes of appeal in criminal and civil matters.
		5.2	Describe the general powers of an appellate court

3	Law in action (1): Contract law		
Aim			
Learners should be able to apply knowledge of the principles of contract law to a given set of facts and suggest whether a valid contract exists and/or has been discharged.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand when a contract has been validly created	1.1	Describe unilateral, bilateral and collateral contracts.
		1.2	Summarize the six key ingredients of a contract: agreement; intent; consideration; capacity; certainty; within public policy
		1.3	Explain how the absence of any single ingredient means that there is no contract
		1.4	Explain the basis of general rules for contracts, including that an oral contract is a valid contract.
		1.5	Analyse the components of an agreement in terms of offer and acceptance
		1.6	Distinguish offers from invitations to treat
		1.7	Examine what is and is not valid consideration
		1.8	Explain what is meant by capacity with specific reference to minor's contracts
		1.9	Explain when a contract between family members could include an intention to create legal relations
2	Understand the relative importance of different types of term that a contract may incorporate.	2.1	Distinguish conditions, warranties and innominate terms by reference to the effect of a breach of the term.
		2.2	Distinguish ordinary consumer contracts and business to business contracts.
		2.3	Explain what is meant by an exclusion clause, and the attitude of the courts towards such clauses
		2.4	Differentiate between express and implied terms.

		2.5	Cite three sources of implied term in consumer contracts (statute, custom and practice and business efficacy)
		2.6	Explain why terms are implied in consumer contracts.
3	Understand the effect of mistake and misrepresentation on a contract.	3.1	Differentiate between void and voidable contracts.
		3.2	Describe the general effect of mistake on a contract, and when a mistake is an operative mistake rendering a contract void
		3.3	Distinguish fraudulent, negligent and innocent misrepresentation in terms of their nature and the effect on the contract.
4	Understand how a contract may be discharged and the effects of breach.	4.1	Explain when a contract may be discharged through performance, agreement, breach or frustration
		4.2	Explain what is meant by the term <i>privity of contract</i> and how this might impact on someone effected by a breach.
		4.3	Explain what is meant by a <i>force majeure</i> clause
		4.4	Assess the remedies available to the court in the event of a contract being discharged by way of breach or frustration.

4	Law in action (2): Tort		
Aim			
Learners should be able to apply knowledge of various torts to a given set of facts and suggest whether an actionable tort or torts has been committed.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand when acts or omissions might amount to actionable negligence	1.1	Describe the tort of negligence in terms of the neighbour principle in <i>Donoghue v. Stevenson</i> .
		1.2	Explain what is meant by a duty of care in terms of proximity, foreseeability and public policy, including rule in <i>Robinson v Chief Constable of West Yorkshire Police</i> (2018).
		1.3	Describe factors (probability, level of risk, practicability and social utility) that are relevant in deciding whether the duty of care has been breached.
		1.4	Explain the application of the doctrine of <i>res ipsa loquitur</i> .
		1.5	Describe when an intervening event might break the chain of causation between breach and damage.
		1.6	Describe when damage might be said to be too remote from the breach of duty.
2	Understand when acts or omissions might amount to an actionable nuisance	2.1	Explain the torts of public and private nuisance.
		2.2	Explain the difference in the damage required for an action in private and public nuisance.
		2.3	Summarise the circumstances considered in deciding whether interference amounts to unlawful interference in a case of private nuisance
		2.4	Evaluate the defences to a claim in nuisance.
		2.5	Describe the remedies available to the victim of a private nuisance: damages, injunctions and abatement.

3	Understand how the rule in Rylands v Fletcher might give rise to an actionable tort	3.1	Explain when the rule in Rylands v. Fletcher will apply (collection; non-natural purpose; foreseeability of damage; escape; resultant damage)
		3.2	Analyse how the act of a stranger or an “act of god” may be a defence to the rule.
		3.3	Analyse how statute may authorise the collection of dangerous things on land.
4	Understand how trespass gives rise to an actionable tort.	4.1	Distinguish trespass to land and trespass to person (assault and false imprisonment)
		4.2	Describe what constitutes a trespass to land, including that damage is not required.
		4.3	Examine how minimal and unintentional (but voluntary) interference can amount to a trespass.
		4.4	Describe what is meant by trespass to person (false imprisonment) by reference to <i>Collins v Willcock</i> and <i>Meering v. Grahame-White Aviation</i> .
		4.5	Assess the minimal requirements for a trespass to person (assault): an intentional act leading to the apprehension of immediate force.
		4.6	Explain how consent, self-defence or lawful authority might justify a trespass to person
5	Understand who may be liable in tort and general defences available	5.1	Explain what is meant by <i>strict liability</i> .
		5.2	Evaluate how strict liability applies to the law of tort.
		5.3	Summarise what is meant by <i>vicarious liability</i> .
		5.4	Describe when a defendant may be liable for the acts of an employee.
		5.3	Describe the general defences of (i) contributory negligence, (ii) <i>volenti non fit injuria</i> , (iii) illegality, (iv) necessity and (v) mistake of fact