**AQA : A-LEVEL LAW**

**EXAMINATION PACK**

**U6**

**CONTENTS**

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**EXAMINATION DATES**

* Paper 1 Crime & ELS TBC
* Paper 2 Tort & ELS TBC
* Paper 3 Contract & ELS TBC

| **Paper 1 – Crime** | **Paper 2 – Tort** | **Paper 3- Contract** |
| --- | --- | --- |
| Nature of law – legal and other rules; civil/criminal distinction and sources. | Nature of law – legal and other rules; civil/criminal distinction and sources. | **Nature of law – legal and other rules; civil/criminal distinction and sources.** |
|  |  | **The rule of law.** |
| Statutory interpretation. | Parliamentary law making. | **Delegated legislation.** |
| Judicial precedent. | Law reform. | **European Union.** |
| The criminal courts and lay people. | Civil courts and other forms of dispute resolution. |  |
| Legal personnel – roles of barristers, solicitors & legal executives; regulation. |  |  |
| The judiciary: types of judge.  Role of judges in criminal courts. | The judiciary: types of judge.  Role of judges in civil courts. | **The judiciary: types of judge.**  **Role of judges in civil courts (contract)** |
|  |  | **Independence of the judiciary.** |
| Access to justice and funding in criminal system. | Access to justice and funding in  civil system. | **Access to justice and funding in civil system (contract)** |
| **Law and society**  **– fault.**   * **Law and justice**. | **Law and society**  **– fault.**   * **Law and morality**. | **Law and society– Balancing conflicting interests**  **-Law and justice**  **Law and morality** |

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Law specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

* AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles.
* AO2: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology.
* AO3: Analyse and ( evaluate) legal rules, principles, concepts and issues. (**ie simply enhanced AO1 & AO2 )**

Assessment objective weightings for A-level Law

| **Assessment objectives (AOs)** | **Component weightings (approx %)** | | | **Overall weighting (approx %)** |
| --- | --- | --- | --- | --- |
| **Paper 1** | **Paper 2** | **Paper 3** |
| AO1 | 13.33 | 13.33 | 13.33 | 40 |
| AO2 | 9 | 9 | 9 | 27 |
| AO3 | 11 | 11 | 11 | 33 |
| Overall weighting of components | 33.33% | 33.33% | 33.33% | 100 |

AQA A LEVEL LAW : COMMAND WORDS

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| **Command word** | **Q** | | **Meaning5 MARKS** |
| --- | --- | --- | --- |
| **Explain** | Nature of Law **6**  /ELS: Non scenario | | Display knowledge & understanding of some aspects of the nature of law/ELS possibly requiring a specified number of points and/or an example |
| **Suggest** | Substantive law; brief scenario | **7** | Display and apply knowledge and understanding of rules and principles of substantive law to support or deny a conclusion given in the instruction. |

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| **Advise** | Substantive law; scenario | **8** | Display knowledge and understanding, supported by analysis, evaluation, and application of relevant rules and principles of substantive law to construct a legal argument on which advice as to criminal or civil liability is given |

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10

= 15 MARKS

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| **Examine** | Nature of Law/Concepts/ELS: non-scenario. | **9** | Analyse some aspect of non-substantive law (a concept, some aspect of the nature of law, or some aspect of ELS) to provide a detailed basis for a required evaluation of substantive law. |
| **& Discuss** | Nature of Law/Concepts/ELS, substantive law: non-scenario. | **9** | Analyse and evaluate some aspect of substantive law within the framework of an analysis of non-substantive law in which a logical, sustained & well-developed line of reasoning is maintained leading to a valid, relevant & substantiated conclusion. |

23

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| **Consider** | Substantive law; extended response scenario | **10**  **&**  **11** | Display knowledge and understanding, supported by detailed analysis, evaluation, and application of relevant rules and principles of substantive law to construct a legal argument in which a logical, sustained and well-developed line of reasoning is maintained leading to a valid, relevant and substantiated conclusion, or range of possible conclusions, as to criminal or civil liability. |

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| **Assess** | Nature of Law/ELS, scenario | **11** | .Analyse and evaluate some aspect of non-substantive law in relation to some aspect of substantive law already introduced in constructing a legal argument arising out of a scenario. |

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# **Subject specific vocabulary**

The following subject specific vocabulary provides definitions of key terms used in our AS and A-level Law specification. Students should be familiar with and gain understanding of these terms

## Actus Reus

Latin: ‘the guilty act’.

## Appeal

The process by which a more senior court reviews the decision of a lower court.

## Civil law

The system of law concerned with private interactions between members of a community; rather than criminal law.

## Common law

The law developed mainly from judicial decisions based on precedent as opposed to statute; synonymous with case law.

## Consideration

A necessary element of any binding contract; conferring a benefit to the other party, or suffering some detriment or forbearance, in order to legally secure the agreement.

## Damages

Monetary compensation awarded by a court.

## Doctrine

A legal rule or principle.

## Express term

A rule within a contract made explicit; either written or verbal.

## Green papers

Used to gain views about proposed legislation from interested bodies; an initial consultation document, responses to which may or may not be acted upon.

## Guilty

A court's verdict that the person charged with a crime is legally responsible for that crime.

## Implied term

A rule within a contract which is not explicit but is read into the contract either by the courts, to reflect the true intentions of the parties to the contract, or by statute.

## Oblique intention

The defendant foresees that the consequence of their actions is virtually certain.

## Jurisdiction

The territory in which a court can operate and the power it has to deal with particular cases.

## Juror

A member of a jury.

## Jury

A group of people selected to reach a verdict in a legal case, based upon the evidence presented and instructions on the relevant law.

## Lay people

Individuals involved with the legal process but without legal qualifications, eg magistrates and jurors.

## Magistrate

A Justice of the Peace who presides over cases in the magistrates' court.

## Mens rea

Latin: ‘the guilty mind’.

## Obiter Dicta

‘Other things said’; comments and remarks not part of the legal rule.

## Offence

An act or omission which contravenes the criminal law.

## Omission

Failure to perform an act; inaction.

## Parliamentary supremacy

Parliament creates the highest form of law, which must be applied by the courts; Parliament can legislate on any matter and is not bound by its predecessors.

## Precedent

A judicial decision which binds equal or lower courts in its jurisdiction and which can be persuasive to higher courts in cases with similar facts.

## Remedy

Remedy is the means by which the contravention of a legal right is prevented, put right or compensated.

## Ratio Decidendi

The legal reason for a decision; the rule established by the decision, binding on equal or lower courts.

## Stare Decisis

Latin: ‘to stand by things decided’. In legal practice: the principle that precedent should determine legal decision making in cases involving similar facts.

## Statute

A binding piece of legislation, synonymous with Act.

## Statutory interpretation

The process by which courts interpret and apply legislation.

## Subjective recklessness

The defendant is aware of a risk but proceeds regardless.

## Tort law

Rights, obligations and remedies applied by civil courts to provide relief to individuals harmed by the unlawful conduct of others.

## Transferred malice

When the mens rea of one offence can be transferred to another offence.

## White papers

Used to make clear Government’s preferred approach to a future piece of legislation.

**The Nature of Law & the English legal system**

**AQA A LEVEL LAW SPECIFICATION 7162**

|  |  |
| --- | --- |
| Nature of law | * Basic understanding of the distinction between enforceable legal rules and principles and other rules and norms of behaviour. * Basic understanding of the differences between criminal and civil law and between different sources of law including custom, statute law and the common law. |
| Nature of law: law and society | * The role law plays in society. * The effect of law on enforceable rights and the balance required between competing interests (eg public and private). * The meaning and importance of fault in civil and/or criminal law. |
| Nature of law: law and morality | * The distinction between law and morality and the diversity of moral views in a pluralist society. * The relationship between law and morality and its importance. * The legal enforcement of moral values. |
| Nature of law: law and justice | * The meaning of justice and theories of justice. * The extent to which the law (civil and/or criminal) achieves justice. |
| The rule of law | Basic understanding of the constitutional doctrine of the rule of law and its application to law making, the legal system and substantive law:   * no person shall be sanctioned except in accordance with the law * equality before the law * fairness and clarity. |
| Law making: parliamentary law making | Parliamentary law making including:   * Green and White papers * the formal legislative process * the influences on parliament * the doctrine of parliamentary supremacy and limitations on it * the advantages and disadvantages of influences on parliamentary law making. |
| Law making: delegated legislation | * Types of delegated legislation: orders in council, statutory instruments, bylaws (from local authorities and public bodies). * Parliamentary and judicial controls on delegated legislation. * The reasons for the use of delegated legislation. * The advantages and disadvantages of delegated legislation. |
| Law making: statutory interpretation | * The rules of statutory interpretation: literal, golden and mischief rules; the purposive approach. * Internal (intrinsic) and external (extrinsic) aids. * The impact of European Union law and of the Human Rights Act 1998 on statutory interpretation. * The advantages and disadvantages of the different approaches to statutory interpretation. |
| Law making: judicial precedent | * The doctrine of judicial precedent. * The hierarchy of the courts including the Supreme Court. * Stare decisis, ratio decidendi and obiter dicta; law reporting in outline and the reasons for it. * The operation of judicial precedent: following, overruling and distinguishing. * The advantages and disadvantages of the doctrine of judicial precedent and the operation of precedent. |
| Law making: law reform | * The work of the Law Commission: reform, codification, consolidation and repeal. * The advantages and disadvantages of reform through the Law Commission. |
| Law making: the European Union | * The institutions of the European Union: the Council, the Commission, the Parliament and the Court of Justice of the European Union and their functions. * The different sources of European Union law: treaties, regulations and directives. * The impact of European Union law on the law of England and Wales. |
| The legal system: the civil courts and other forms of dispute resolution | * Basic understanding of civil courts, including the track system and the appeal system. * Other forms of dispute resolution: outline of the tribunal structure and the role of tribunals. The roles of mediation and negotiation. |
| The legal system: the criminal courts and lay people | * Basic understanding of the criminal process including the classification of offences, and the appeal system. * Criminal court powers and sentencing of adult offenders. * The role of lay people: the role and powers of magistrates in criminal courts and the role of juries in criminal courts. * The advantages and disadvantages of using juries in criminal courts. |
| The legal system: legal personnel and the judiciary | * Basic understanding of the different roles of barristers, solicitors and legal executives. * Basic understanding of the regulation of legal personnel. * The judiciary: types of judge. * The role of judges in civil and criminal courts. * The independence of the judiciary: security of tenure, immunity from suit, independence from the Executive. * Reason for and advantages of judicial independence and the methods by which it is achieved. |
| The legal system: access to justice and funding | * Basic understanding of alternative sources of legal advice: help lines, Citizens Advice Bureau (CAB), law centres and trade unions. * Private funding: own resources, insurance and conditional fee agreements. * Basic understanding of public funding: criminal and civil state funding. |

Criminal law

| **Content** | **Additional information** |
| --- | --- |
| The rules of criminal law | Rules and principles concerning general elements of criminal liability and liability for offences against the person, property offences and attempt. |
| Theory in criminal law | Harm as the basis for criminalising conduct.  Autonomy, fault and individual responsibility.  Principles in formulating rules of criminal law:   * fair labelling * correspondence * maximum certainty * no retrospective liability. |
| General elements of liability | Actus reus:   * conduct; acts and omissions and state of affairs * voluntariness and involuntariness * causation * consequences.   Additional fault elements:   * mens rea; intention and subjective recklessness * negligence * transferred malice.   No fault: strict liability.  Coincidence of actus reus and mens rea. |
| Fatal offences against the person | Common law offence of murder:  voluntary manslaughter:   * loss of control (s54 Coroners and Justice Act 2009) * diminished responsibility (s2 Homicide Act 1957 as amended).   Common law offence of involuntary manslaughter:   * unlawful act manslaughter * gross negligence manslaughter. |
| Non-fatal offences against the person | Common assault:   * assault * battery.   Offences Against the Person Act 1861:   * s47 assault/battery occasioning actual bodily harm * s20 unlawful and malicious wounding or inflicting grievous bodily harm * s18 unlawful and malicious wounding or causing grievous bodily harm with intent to cause grievous bodily harm. |
| Property offences | Theft (s1 Theft Act 1968).  Robbery (s8 Theft Act 1968). |
| Preliminary offence | Attempt (s1 Criminal Attempts Act 1981). |
| Defences  Capacity defences | * Insanity. * Automatism. * Intoxication. |
| Defences  Necessity defences | * Self-defence/prevention of crime. * Duress. * Duress of circumstances |

Tort

| **Content** | **Additional information** |
| --- | --- |
| The rules of tort law | Rules and principles concerning liability and fault in actions for negligence, occupiers' liability, nuisance and vicarious liability, and associated defences and remedies. |
| Theory of tort law | Analysis and evaluation of when tort law imposes liability, with particular reference to the issues specified below:   * basic understanding of the public policy factors governing the imposition of a duty of care (the Caparo three-part test) in a claim for physical injury to people and damage to property * basic understanding of the policy factors governing imposition of liability for pure economic loss and psychiatric injury * basic understanding of the factors governing the objective standard of care in an action for negligence * basic understanding of the factors governing the grant of an injunction as a remedy, and the way in which conflicting interests are balanced * basic understanding of the nature and purpose of vicarious liability. |
| Liability in negligence for physical injury to people and damage to property | * Duty of care: the 'neighbour' principle; the Caparo three-part test. * Breach of duty: the objective standard of care. * Damage: factual causation and legal causation (remoteness of damage). |
| Liability in negligence for economic loss and psychiatric injury | * Liability for pure economic loss caused by negligent acts and negligent misstatements. * Liability for psychiatric injury sustained by primary and secondary victims. |
| Occupiers' liability | * Liability in respect of visitors (Occupiers’ Liability Act 1957). * Liability in respect of trespassers (Occupiers' Liability Act 1984). |
| Nuisance and the escape of dangerous things | * Private nuisance. * The rule in Rylands v Fletcher. |
| Vicarious liability | * + Nature and purpose of vicarious liability   + Testing employment status   + Other areas of vicarious liability |
| Defences | * Contributory negligence. * Consent (volenti non fit injuria). * Defences specific to private nuisance and the rule in Rylands v Fletcher. |
| Remedies | * Basic understanding of compensatory damages for physical injury to people, damage to property & economic loss; basic understanding of mitigation of loss.Injunctions. |

Law of contract

| **Content** | **Additional information** |
| --- | --- |
| The rules of contract law | Rules and principles of contract law concerning formation, terms, vitiating factors, discharge of a contract and associated remedies. |
| Theory of contract law | Analysis and evaluation of the voluntary nature of a contract and of principles governing contract law, with particular reference to the issues specified below:   * outline of the theory of freedom of contract and the competing need to protect the consumer * outline of the distinction between offers, offers in unilateral contract and invitation to treat; outline of acceptances including the rationale for the postal rule and its relationship to electronic communications * outline of the rationale for consideration, and of the relationships between consideration and privity, and between consideration and economic duress * outline of the nature and effectiveness of exemption clauses * outline of the nature and effectiveness of remedies including specifically consumer remedies. |
| Essential requirements of contract | * Offer and acceptance. * Consideration (including privity of contract). * Intention to create legal relations. |
| Contract terms: general | * Express and implied terms. * Conditions, warranties and innominate terms. |
| Contract terms: specific terms implied by statute law in relation to consumer contracts | Consumer Rights Act 2015   * Terms implied into a contract to supply goods:   + s9 (satisfactory quality)   + s10 (fitness for particular purpose)   + s11 (description). * Remedies for the breach of a term implied into a contract to supply goods:   + s20 (short term right to reject)   + s23 (right to repair or a replacement)   + s24 (right to a price reduction or a final right to reject). * Terms implied into a contract to supply services:   + s49 (reasonable care and skill)   + s52 (performance within a reasonable time). * Remedies for the breach of a term implied into a contract to supply services:   + s55 (right to repeat performance)   + s56 (right to a price reduction). |
| Contract terms: exclusion clauses | * Basic understanding of the nature of exclusion and limitation clauses. * Common law control of exclusion clauses: rules relating to incorporation; brief understanding of the rules relating to construction. * Statutory control of exclusion clauses: Unfair Contract Terms Act 1977 (s2 and s3); Consumer Rights Act 2015 (s31, s57 and s65). |
| Vitiating factors | * Misrepresentation (nature, types and remedies). * Economic duress (definition and remedies). |
| Discharge of a contract | * Performance. * Breach (actual and anticipatory breach). * Frustration. |
| Remedies | * Compensatory damages (including categories of recoverable loss, causation, remoteness and mitigation). * Equitable remedies of specific performance and rescission. * Termination of contract for breach. |

ASSESSMENT POLICY

**A-level Law Department Assessment Policy 2019-2021**

Updated May 2020 for Covid-19 Situation

**The Importance of Feedback and Learning Outside of the Classroom – ’50:50’**

Learning rarely happens instantly and it takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information, explore new areas of the course, research and consolidate your learning. This process is vital for success in law, the course is heavy in content and in topic areas. ‘Exploring’ a new topic and an area of law outside of the lesson helps you to learn more and develop an informed and explorative approach to studying law. Furthermore in the process of learning and in studying law, you will make mistakes but hopefully your effort in trying, persevering, reviewing and checking your work, recapping assignment work in class and from feedback, this will enhance your understanding of a new subject and enable you to learn more and see your areas of mistakes or misunderstandings. It is better to try and make mistakes and correct misunderstandings, during the year and overcome them, rather than give up and expect all your learning to be attained within the classroom, than make your first mistake in the final exam! Which is why your effort in trying and gaining confidence in your own self learning and from feedback is essential for your development on the course and this will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self-reflection and review (where you assess yourself) - as we have moved to remote learning, this last feedback process has become even more important and is incorporated in the lesson worksheets and in reviewing the exam technique in a problem question within your MS Teams sessions.

There are 66 weeks of teaching weeks in total at College to help you to learn and prepare for your final assessments. In your first year studying law, you have 1 sole teacher – who is your lead subject tutor, this is to help you to settle into the course. In Year 2 the classes are shared equally between two teachers for 2.25 hours a week, with one teacher delivering the remaining Crime and Tort topics for Paper 1 and 2 and your second law teacher will cover the whole of Contract law (Paper 3) topics with you, starting in September 2020 – following an introduction to contract law as part of your summer assignment work. In your second year, one of your tutors (law teachers) will be the Lead Subject Tutor, who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans.

In line with the College’s ’50-50’ initiative, each week, homework will be set and could take between 4.5 to 6 hours in total. In Year 1 your sole teacher will set you the equivalent of 4.5 to 6 hours of work, which will organised/split over the week.

In Year 2 - each teacher therefore could set you up to 2.25 to 3 hours homework per week and you will need to be organised to complete in advance of your lessons for each teacher.

**The Final Assessment**

At the end of the two years, students will complete three two hour exams worth 100% of their final grade – each paper has the same exam format as detailed below and is equally worth 33.3% of your overall examination grade;

|  |  |  |
| --- | --- | --- |
| **PAPER 1: Crime** | **PAPER 2:Tort** | **PAPER 3:Contract** |
| * Q1 - 5 Multiple Choice Questions (5) * Q6 – 5 mark **explain** question * Q7 – 5 mark **suggest** question * Q8 – 10 mark – **advise** question * Q9 – 15 mark essay question – **examine & discuss** * Q10 – 30 mark problem scenario question – **consider** * Q11 – 30 mark scenario question 23- **consider** (problem scenario) - 7 mark **assess** (non-substantive). | * Q1 - 5 Multiple Choice Questions (5) * Q6 – 5 mark **explain** question * Q7 – 5 mark **suggest** question * Q8 – 10 mark – **advise** question * Q9 – 15 mark essay question – **examine & discuss** * Q10 – 30 mark problem scenario question – **consider**   Q11 – 30 mark scenario question 23- **consider** (problem scenario) - 7 mark **assess** (non-substantive). | * Q1 - 5 Multiple Choice Questions (5) * Q6 – 5 mark **explain** question * Q7 – 5 mark **suggest** question * Q8 – 10 mark – **advise** question * Q9 – 15 mark essay question – **examine & discuss** * Q10 – 30 mark problem scenario question – **consider**   Q11 – 30 mark scenario question 23- **consider** (problem scenario) - 7 mark **assess** (non-substantive). |

**Types of Assessment**

* **Assignment work – (Homework) (Weekly):** Homework does not necessarily need to be completed at home! You should also use free periods during the day to complete your varied law assignment tasks outside of lessons. To keep a good work/life balance, you might like to treat College as a 0845 to 1615 day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and might make you more productive. Furthermore assignment work is generally split into the start of the week, midweek and end of week work to help you to organise your time effectively. We advise students to break down each assignment tasks to complete over 3 x 1.5 hours of independent study, rather than trying to complete it all in one period of time, each teacher will have a different approach and clear expectation of you, which will be clear to you, within your induction period and explained further in Year 2 – with the split of two law teachers.
* Weekly Assignment Work Tasks will range from reading text books or watching videos (flipped law and law bank) in advance of studying a topic or afterwards to consolidate class work. Students may also be directed to carry out research tasks, prepare exam style answers and produce revision materials on an on-going basis and end the end of each law topic. This work will be reviewed and will be used to gain regular feedback on progress and guidance about how to improve your understanding of the subject and with exam technique. Assignment tasks which are to be completed for the following week are always set on the last law lesson of the week – students are given printed copies of the assignment work and a follow up reminder email is also sent, in case you might misplace your task sheets or have been absent – being absent in the lesson when work is set, is not a reason not to complete the assignment work.

In law – we do set a full allocation of work each week to ensure students are fully working to the 50; 50 approach – rather than students creating and working on their own initiative and interpretation of what else they could do – we do find students feedback that ‘law sets the most amount of work above any of my other subjects’ and this is why, as we prefer to guide you to specific tasks rather than find them for yourself, this proves to be a more effective and productive use of your time.

* **Mock Exams and Benchmark Checkpoints (Half-Termly):** After a period of teaching, there will be the opportunity to sit short ‘mock exams’ which will be an assessment under timed conditions. Each mock exam will allow you to access the full grade range from A\* to U grade, given the topics covered so far on the course and in developing exam technique. They are an indicator of how well you have understood the course content and in how you can apply the content to questions you will meet in the final exams at the end of the two years. Mock exams are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback. You will make mistakes in these assessments and so the follow up work is to test whether you have learned from those mistakes to become better at the subject and exam technique and to develop exam readiness and resilience. Law is 100% exam based and timed exam practise is an important element of the course. We will provide you with a minimum of three weeks advance notice of a benchmark, confirm the topics to revise and the format of exam questions for you to practise in readiness for your benchmark.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to advise you directly of concerns but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If your lead tutor feels you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods (such as in your commitment to assignment work or behaviour in class) then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive and productive manner.

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2020), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).** Benchmark 3 and 4 would normally carry more weight than 1 and 2 but since they have been carried out remotely under the current Covid-19 scenario, although still valid, they will be taken into consideration alongside other factors which is your ‘Approach to Learning’ before and after lockdown to signal your academic potential. As advised in your MS Teams sessions we are monitoring your activity on GOL and assignment submissions, your effort and commitment to the course is the key evidence we are looking at whilst working remotely.
2. **Approach to Learning (before 20th March 2020):** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.
3. **Approach to Learning (after 20th March 2020):** How you were engaging in your learning remotely, evidenced by the ability to meet weekly deadlines with quality work, attendance at any remote lessons (unless previously communicated to state your unavailability) and communication with your teachers via Email and/or Microsoft Teams.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable and are reflective of your effort levels and potential during the current challenges to learning. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts. This applies to assignments set via remote learning – the deadlines are clear and we expect you to follow them, but to also advise us of when you are facing difficulties. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team and a phone call home to parents.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted. Some weekly assignment tasks set via remote learning are assessed on your effort and others will be formally graded with more detailed feedback and for you to then follow this feedback up in your own self-reflection.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2020/21**

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| --- | --- | --- |
|  |  |  |
| **YEAR 2** |  | **Below is an overview of all the key assessment checkpoints** |
| **Benchmark 5 Checkpoint** | SEP 2021 | **Paper 1:10 MCQ 1 X ADVISE; 20 MARKS TOTAL P1**  **Paper 3: 5MCQs & 5 suggest 10 MARKS TOTAL P 3**   * Further folder checks for remote learning work, completion of remote learning study packs and summer assignment work (September) effort and completion level recorded to be recorded on mark-book. |
| **Parents Evening (All)** | Oct 2021 | **Meetings with your parents to discuss how you have settled in to the second phase of learning:**   1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer assignment work, remote learning and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher) 2. **Performance** with reference to your coursework mark and to talk about the final deadline for after half-term. 3. **How to support you:** Discuss how parents can further support you and what is coming up in this year |
| **Benchmark 6 Checkpoint** | Dec 2021 | **1 hour Mock Exam on Paper 1**  10 MCQ: 1 ADVISE: 1 CONSIDER (ALL SUBSTANTIVE) 50 MARKS = 60 MINS  & some Practice Qs Paper 3 |
| **Student Review 3** | Dec 2021 | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade |
|  |  | **XMAS BREAK** |
| **Benchmark 7 Checkpoint** | FEB 2021 | **TBC 90 Minute Mock Exam PAPER 2 PAPER 3 Mock AFTER EASTER** |
| **Student Review 4** | Mar 2021 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)**   1. Approach to Learning 2. Performance Grade (based upon benchmark 7 Mock Exam only) compared to Predicted Grade |
| **Parents Evening (Targeted)** | Apr 2021 | **Meetings with your parents -primarily where teachers may have a concern about your progress since Student Review 4.** |
|  |  | **EASTER BREAK** |