



KIMBERLEY COLLEGE

A LEVEL LAW

**YEAR 11 into 12
BRIDGING PROJECT**

SUMMER 2021



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Welcome to A Level Law at Kimberley College.

This project is designed to get you to start thinking about the law in the context in which we all live and to practise some of the study skills you will be using during the course.

Although access to a computer, printer and the internet will greatly assist this project, it can still be completed without some or even all of these.

The project is split into 4 key tasks, each approximately a week in duration. You will have an opportunity to 'check-in' with a law teacher as your project proceeds through these tasks to ensure that you are on track and to assist with any queries you may have.

I would advise you to read through all the tasks and supporting information in this pack before you start task 1.

The focus for the project is Covid-19 and the law.

Every aspect of our daily lives has been impacted by Covid-19. The law has a fundamental role in protecting individuals and society particularly during this time.

If you have any queries or concerns about this induction project, or any aspect of the A Level course, please don't hesitate to email me.

Enjoy!

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TASK 1 - RESEARCH

Select **one** sub-topic area to focus on for your project from those below:

- **The Legal System**
- **Law Making**
- **Criminal Law**
- **Human Rights**

There are a set of questions for each of these sub-topics at **appendix 1** to help you to decide and to guide your research. It is not intended as an exhaustive list, nor am I expecting you to specifically answer all the questions or necessarily fully understand the legal issues involved. You may have questions of your own that you seek to answer.

Look for examples of where the law has been used in respect to Covid-19. Focus on English law, although you can consider differing ways the law has been used to deal with situations, by contrast, in other countries.

Use media reports, such as television and newspapers, government websites, social media, etc. Try to use at least two different sources for each piece of information, for example newspapers and government website. Be aware of bias in what you are reading. Newspapers in particular support differing political viewpoints and this may influence the way in which they report a story. Also, check the source of your information - there is a lot of fake news around! Can the story be supported by other reports? Is it a recognised reliable source, for example direct from the relevant guidelines or legislation or from the governments daily 5pm briefing? Wikipedia is not a trusted source of information and should not be relied on.

Textbooks may be helpful to provide a background of the relevant law but remember they will have been written before knowledge of the virus.

See **appendix 3** for websites and textbooks that you may find useful.

Keep notes of your research, including details of sources as you will use this for the proceeding tasks.

This research will also form a basis for shared discussion and a valuable source of legal evidence for your law studies going forward.

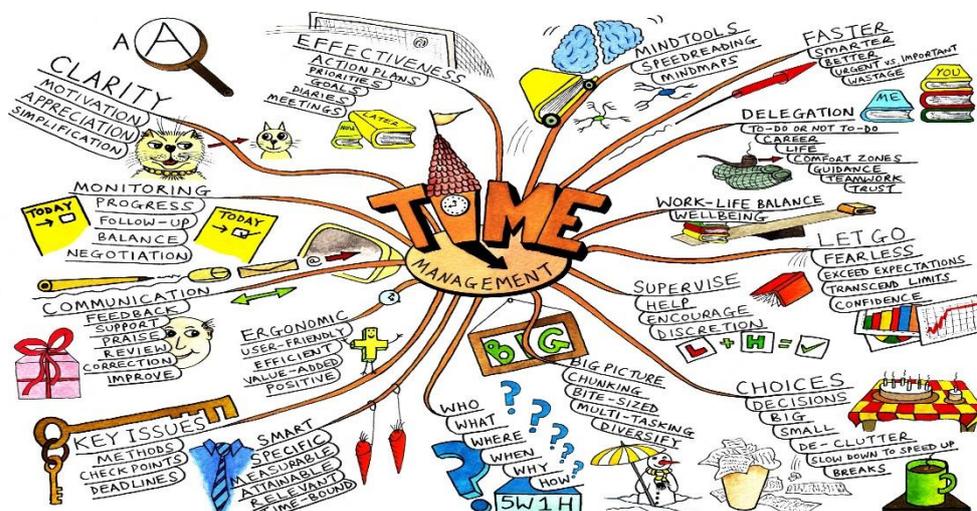
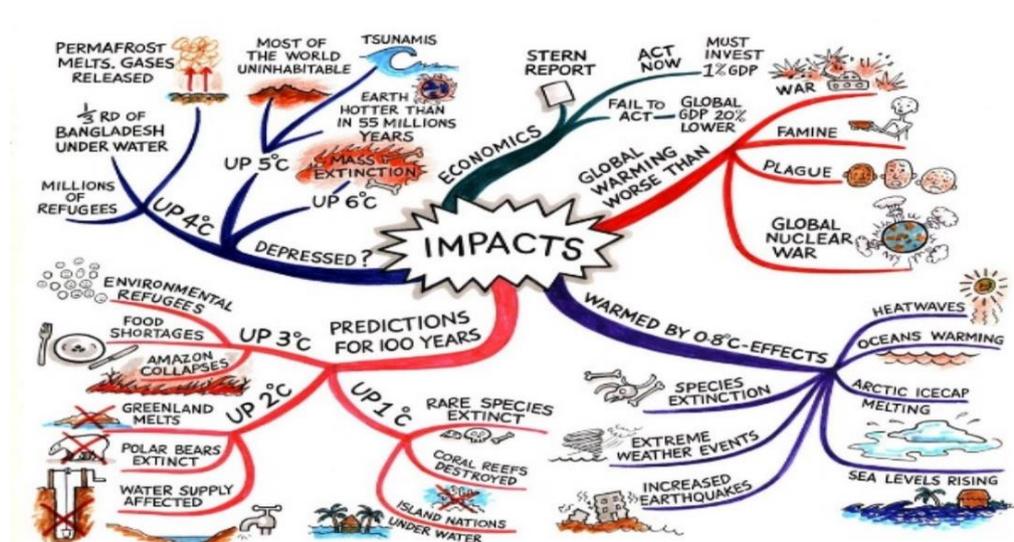
TASK 2 - CONSOLIDATE RESEARCH

Using the material you researched at **task 1**, select the items that you want to include in your finished project. Present this material in the form of a **spiderdiagram** or similar. This may be hand drawn or using a computer. Try to include an evaluation of the information included, ie what are the pros and cons of what is being described.

A good spiderdiagram should have legs or levels and use colours to separate different points or sub-topics and not just to make it look pretty. Try not to include too many words, it should be interesting and a useful revision tool.

It is best to plan it out roughly first.

See examples below:



TASK 3 - PRESENT RESEARCH

You have a choice of how you would like to present your research from task 1 and 2. It can be **either**:

- A 2,000 word essay, or
- A powerpoint presentation, or
- The first 3 pages of a national newspaper

Further guidance for each is given at **appendix 2**.

Choose the method that you think will best illustrate your research and the nature of your sub-topic and demonstrate your own skills.

TASK 4 - REVIEW AND REFLECTION

Answer the questions below in as much detail as possible.

A Level Law - Year 12 Induction Project - review and reflection

Name: _____

School _____

1. Which sub-topic did you choose for your project? Explain why.

2. Do you now wish you had chosen a different sub-topic or are you happy with your choice? Explain why?

3. What challenges did you have conducting the research for your project? How did you try to overcome these challenges?

4. What things surprised or intrigued you about the law during your research?

5. What did you find helpful and not helpful about producing a spiderdiagram to consolidate your research?

6. What method of presentation did you chose for your project? Explain why.

7. What challenges did you have producing your essay, powerpoint or newspaper pages? How did you try to overcome these challenges?

8. Are you happy with the outcome of your project? If no, how would you seek to improve it?

9. What study skills do you think you have developed completing this project?

10. How has completing this project informed your view on what is involved in studying the law?

11. Any other comments?

APPENDIX 1

Use the questions below to help you select and then to focus on the sub-topic you have chosen. You can of course add your own.

Legal System

1. What impact did COVID-19 have on the usual method of enforcing the law through the courts?
2. What types of new cases have the courts had to deal with?
3. What challenges have there been for those that work in the legal system?
4. How has computer technology been used to address some of the challenges?
5. How were/have jury trials been adapted to allow for social distancing?
6. Can you find an example of a case that was suspended due to the risk of the jury infecting each other?
7. How has/may sentencing be impacted due to the virus?
8. How have/may the magistrates court hearings differ?

Law Making

1. Consider how the Parliamentary law-making process has been able to adapt to pass laws quickly.
2. What logistical changes were there in Parliament when debating new laws?
3. Look at some specific new laws relating to the virus. What are they seeking to achieve?
4. How may these new laws reflect the emergency nature of this situation - eg when do they come into force, how long for?
5. To what extent have the media and pressure groups impacted government guidance/new laws in this area?
6. Why have 'by-laws' been particularly helpful in this situation. Can you find some examples?
7. Are there examples where a strict literal interpretation of government rules and guidance would have cause an absurd or unfair outcome?

Criminal Law

1. Can you find examples of actual or potential criminal liability based on people spreading the virus?
2. Have there been new offences emerging due to the virus?
3. Do the current sentencing guidelines deal appropriately with some of these new cases?
4. How have the police sought to uphold the law using existing and emerging legislation?
5. What difficulties have the police had in upholding the law?
6. Has the virus impacted on the nature and occurrence of theft, robbery and burglary? Is there any evidence to support this? Why might this be so?

Human Rights

1. Look for examples of where government guidance/new laws may have impacted the following rights under the Human Rights Act 1988:
 - a. Article 5 - liberty and security
 - b. Article 6 - fair trial
 - c. Article 8 - respect for family and private life
 - d. Article 10 - freedom of expression
 - e. Article 11 - freedom of assembly and association
2. Consider how differing rights may be balanced - between different individuals and between society and individuals and how they are being enforced.
3. To what extent are police powers being/have been amended and how do they balance with the above rights and freedoms.

APPENDIX 2

1. LAW ESSAY

If possible, type your essay and aim for around 2,000 words, or about 3 sides of A4. Choose a title for your essay which may be in the form of a question. This will enable you to improve the focus of your essay.

Start with an introduction that sets the scene and gives some background to give the rest of your essay context.

The body of your essay should consist of a number of separate but related points. Separate these into paragraphs but try to ensure that the essay flows from one to the next. Each point should be fully explained and with supporting evidence. (ie point, explain, evidence). This evidence from your research could be for example a case or a quote. Always reference any quotes you use with the source and date, either in the text or as footnotes or endnotes. Try to ensure you are focusing on the legal aspects of your question and not just describing the current situation. You should try to evaluate, ie explain the pros and cons of a particular point you are making. This is also an opportunity for you to start to use the correct legal terminology. A list of some key words you may wish to use are included as a guide at **appendix 4**. Be careful that you check their meaning if you are unsure before using them. Add the definitions to the grid and any new words that you come across.

Finish your essay with a conclusion that brings the points together but isn't just repeating the points you have already made.

Don't write in the first person. Instead of writing "I think that", use "It would appear that...". At this stage of your law career you are focusing on understanding and explaining the opinions of more eminent legal scholars rather than giving your own!

2. POWERPOINT PRESENTATION

You may have an opportunity to present this to an audience next term.

TOP 10 TIPS

1. Plan

Don't be tempted to rush to the computer. Decide the message you want to get across, think about the key material you will use and plan your presentation on paper first.

2. Structure

Keep it simple, it is a presentation, not a document. Be selective with your material and use the 'rule of three'. We can remember three things at any one time - so structure your presentation into no more than three key messages and if using bullets, then three points maximum per slide.

3. Background

Use templates if they add to your presentation, otherwise keep it simple with plain or graduated blocks of colour throughout.

4. Colour

Black text on a white background will always be the best for memory retention but also the most boring choice. Some people find it hard to read black on white, a light blue or green background may be better. If you want to play with colors, keep it easy on the eyes and always keep good contrast in mind. Don't weaken the color effect by using too many colors and remember, colours have an emotional impact, chose colours that suits the message of your slide.

5. Text

Don't overload a slide with text or you will be tempted to read it. If using text, then keywords only, no sentences. Use a simple font (eg comic sans) and left justify text as far as possible. We read from left to right, not from the middle. Try to avoid using smaller than 32pt in body of text.

6. Graphics

Images are key elements of every presentation. A good visual cue will help your audience understand your message much better. Use interesting and individual photos and images specific to your presentation to help visualize and explain - a picture or chart can say more than a thousand words, but make sure they are simple. Embedded video and audio will add interest but make sure you rehearse

it beforehand. Remember, images are there to reinforce your message, not just to decorate your slides.

7. Animations

Use sparingly and consistently, or you will make your audience sea sick!

8. Consistency

Make sure your font sizes, backgrounds and colours are consistent. A common theme running through your slides will keep your audience focused.

9. Engage

First impressions are important - your first slide must hook your audience in. But, remember that your slides are only there to support, not to replace your talk. If you read your slides your audience will get bored and stop listening.

10. Practice delivery

Know your slides inside out and use small cards in the palm of your hand if necessary as crib notes, not sheets of paper or copies of your slides. Check the timings and any embedded videos are all correctly working. Arrive early and check the room layout, lighting and all equipment. If using the internet, check the connection is working reliably on the day.

3. NEWSPAPER

Put yourself in the role of a newspaper journalist who has been given the first 3 pages, including the front cover, of a national newspaper to fill.

Produce a number of newspaper style articles using your research from task 1 and 2. You can use a computer package, such as publisher or produce by hand 'cutting and sticking' to design and create the first three pages. It is up to you where and how you place the articles, how many you include and which have images associated with them. Do not just use a collection of existing printed articles, you are writing these yourself - make them interesting and original. Try to ensure your articles explain the relevant legal aspects, in a way that members of the public can understand, rather than just describing what happened. You can intersperse your articles with 'fake' advertising and other items, but don't spend too long on this part of the task.

Remember, editors want to sell their newspapers. Consider how you can make your newspaper stand out and be the one that is most likely to be selected from the news stand.

APPENDIX 3 - A Level Law - useful sources of information

Websites	
https://learning.parliament.uk/resources/	Parliament UK Education Download or order free resources available for Post 16
https://www.law.ac.uk/resources/schools-and-colleges/resources-for-teachers/	Career guides and podcasts for students studying Law
https://www.judiciary.uk/about-the-judiciary/who-are-the-judiciary/diversity/schools-engagement/resources-for-teachers-and-learners/	Resources for teachers and learners. Includes judges talking about their work and info about professional bodies
https://www.lawsociety.org.uk/law-careers/	The Law Society website has info about solicitors and their work
https://www.bbc.co.uk/news/topics/cz4pr2gdg4dt/law-and-order	BBC news stories and articles relating to Law and Order
https://www.bbc.co.uk/news/topics/cdmk1zlg338t/legal-profession	BBC news articles related to the legal profession
https://www.bbc.co.uk/programmes/b006tgy1/episodes/downloads	"Law in action" podcasts featuring reports and discussions on matters related to law
https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=68341&section=1	Search the Open university website for free videos and info as available

Textbooks	
OCR A Level Law Second Edition ISBN: 978-1-3983-2647-7	Essential course textbook - year 1 & 2 Available to pre-order for 27.08.2021
OCR A Level Law - my revision notes ISBN: 978-1-5104-2632-0	Recommended textbook - year 1 & 2
Unlocking Criminal Law - 7th edition 978-0367244736	Useful textbook - year 1 & 2
Human Rights for OCR ... Sally Russell ISBN: 978-1722741365	Useful textbook - covers Human Rights and nature of law.

APPENDIX 4 - A Level Law - key terminology

Word(s)	Definition
acquitted/acquittal	
actus reus	
advocate/advocacy	
appeal/appellant/appellate	
appropriation	
arbitration/arbitrator	
arrest	
assault	
automatism	
battery	
bias	
binding	
civil law	
claimant	
codify	
common law	
conciliation/conciliator	
contempt	
crime/criminal/criminality	
damages	

defence/defendant	
delegation	
denunciation	
derogation	
deterrent	
diminished responsibility	
directive	
dissenting	
distinguishing	
due diligence	
duress	
duty	
equity/equitable	
extrinsic	
foreseeability	
guilty	
habeas corpus	
illegal	
immunity	
indictable/indictment	
injunction	
insanity	
intention	

intoxicated/intoxication	
intrinsic	
judicial review	
judiciary	
jurisdiction	
jurisprudence	
justice	
law/lawful	
lay	
legislation	
liable	
liberty	
litigant/litigation	
lobbying	
manslaughter	
mediation/mediator	
mens rea	
mitigation	
moral/morality	
murder	
natural law	
negligence/negligent	
negotiation/negotiator	

normative	
obiter dicta	
objective	
offence	
persuasive	
pluralistic	
positivism	
point of law	
precedent	
pro bono	
prosecution/prosecutor	
protocol	
psychiatric	
ratio decidendi	
recklessness	
reformation	
rehabilitation	
remoteness	
repeal	
reparation	
retribution	
rights of audience	
robbery	

rule	
sovereignty	
stare decisis	
statute	
strict liability	
subjective	
substantive law	
sue/sued	
supremacy	
theft	
tort/tortious	
trial	
tribunal	
ultra virus	
vexatious	
vicariously liable	
Add words of your own	

