



UNIVERSITY *of* CAMBRIDGE  
International Examinations

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# SYLLABUS

**Cambridge AS and A Level  
Law**

**9084**

For examination in June and November 2014

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# Contents

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1. Introduction.....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge International AS and A Level?	
1.3 Why choose Cambridge International AS and A Level Law?	
1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma	
1.5 How can I find out more?	
2. Assessment at a glance.....	5
3. Syllabus aims and objectives .....	7
3.1 Aims	
3.2 Assessment objectives	
4. Curriculum content.....	8
4.1 Structure and operation of the English Legal System	
4.2 Law of Contract	
4.3 Law of Tort	
5. Suggested resources .....	14
6. Additional information .....	18
6.1 Guided learning hours	
6.2 Recommended prior learning	
6.3 Progression	
6.4 Component codes	
6.5 Grading and reporting	
6.6 Access	
6.7 Resources	

# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

### Recognition

A Cambridge International AS or A Level is recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada.

Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications

## 1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels have a proven reputation for preparing students well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

## 1.3 Why choose Cambridge International AS and A Level Law?

Cambridge International AS and A Level Law is accepted by universities and employers as proof of an understanding of the main principles of the law in England and Wales. Successful Cambridge International AS and A Level Law students gain lifelong skills, including:

- Knowledge and understanding of the English Legal System and, at A Level, Contract Law and Tort Law;
- Ability to analyse realistic scenarios by applying legal concepts, rules and precedents;
- Greater command of language to express interpretation, reasoning, comment and judgement.

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of Cambridge International AS and A Level.

Cambridge AICE Diploma involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum areas.

The AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

Law (9084) falls into Group 3, Arts and Humanities.

Learn more about the AICE Diploma at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>

## 1.5 How can I find out more?

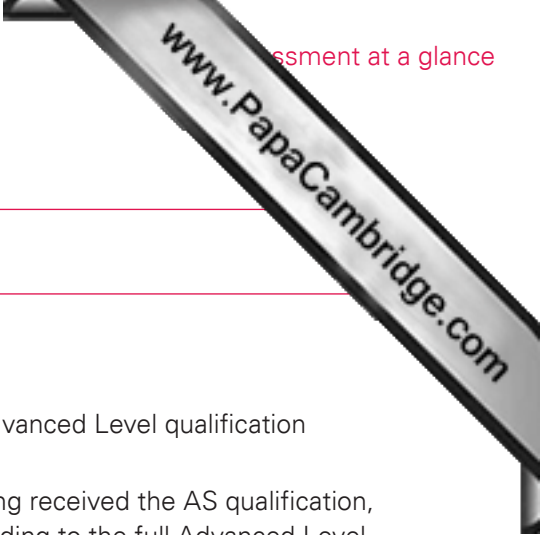
### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [international@cie.org.uk](mailto:international@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge).

Email us at [international@cie.org.uk](mailto:international@cie.org.uk) to find out how your organisation can become a Cambridge school.

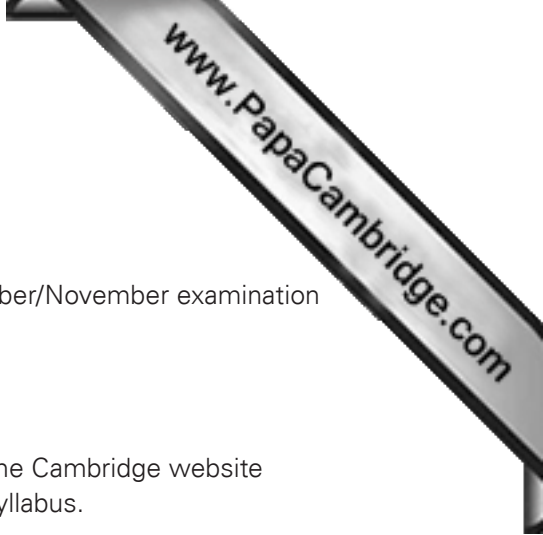


## 2. Assessment at a glance

Centres and candidates may choose to:

- Take all A and AS components at one exam series, leading to the full Advanced Level qualification (Papers 1, 2, 3 and 4) or
- Take the AS components (Papers 1 and 2) at one exam series and, having received the AS qualification, take the additional A2 components (Papers 3 and 4) at a later series, leading to the full Advanced Level qualification or
- Take the AS components only (Papers 1 and 2) at one exam series, leading to the Advanced Subsidiary qualification.

Paper	Weighting	
	Cambridge International AS Level	Cambridge International A Level
<p><b>Paper 1</b> (Structure and operation of the English Legal System) 1 hour 30 mins</p> <p>Candidates answer three essay questions from a choice of six.</p>	60%	30%
<p><b>Paper 2</b> (Data response: the English Legal System) 1 hour 30 mins</p> <p>Candidates answer one question from a choice of two. The paper tests the candidate’s ability to apply their knowledge to examine critically and analyse a given case.</p>	40%	20%
<p><b>Paper 3</b> (Law of Contract) 1 hour 30 mins</p> <p>Section A: 3 essay questions Section B: 3 scenario-based problem questions Candidates answer three questions: one from Section A, one from Section B and one other.</p>	–	25%
<p><b>Paper 4</b> (Law of Tort) 1 hour 30 mins</p> <p>Section A: 3 essay questions Section B: 3 scenario-based problem questions Candidates answer three questions: one from Section A, one from Section B and one other.</p>	–	25%



## Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **[www.cie.org.uk](http://www.cie.org.uk)** for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus.



## 3. Syllabus aims and objectives

### 3.1 Aims

The aims of the Cambridge International AS and A Level Law syllabus are to:

- Provide an introduction to legal concepts and rules and the machinery involved in their introduction, application and enforcement;
- Encourage candidates to explore and understand the substantive rules of law;
- Explore and critically assess the value of legal rules, processes and institutions;
- Develop skills of communication, interpretation, reasoning and analysis.

### 3.2 Assessment objectives

There are three Assessment objectives (AOs) for Cambridge International AS and A Level Law. Candidates are expected to demonstrate:

**AO1: Knowledge and understanding**

An ability to recall, select, use and develop knowledge and understanding of legal principles and rules by means of example and citation.

**AO2: Analysis, evaluation and application**

An ability to analyse and evaluate legal materials, situations and issues and accurately apply appropriate principles and rules.

**AO3: Communication and presentation**

Use appropriate legal terminology to present logical and coherent argument and to communicate relevant material in a clear and concise manner.

In each paper, the relative importance of each assessment objective is different. The percentage of marks for each assessment objective is as follows:

Assessment Objective	Paper 1	Paper 2	Paper 3	Paper 4
AO1: Knowledge and understanding	50	30	50	50
AO2: Analysis, evaluation and application	40	60	40	40
AO3: Communication and presentation	10	10	10	10

## 4. Curriculum content

### 4.1 Structure and operation of the English Legal System

#### Unit 1: Sources of law

This unit introduces candidates to the principal historical and modern day sources of English law.

1. Nature and classification of law
  - Comparison of law, rules and morals.
  - The main classifications of law in England and Wales: criminal/civil law; public/private and public international/private international law. Rules of law within these classifications.
2. Common Law and Equity
  - The development of the Common Law of England and Wales; Custom.
  - Historical development of Equity and its modern day applications.
3. Doctrine of precedent
  - The doctrine of Stare Decisis.
  - Judicial tools: distinguishing, overruling, reversing.
  - Nature and authority of precedent with examples. Hierarchy of courts.
  - Development of doctrine within House of Lords (Practice Statement 1966) and Court of Appeal (Young's case).
  - Advantages and disadvantages.
4. Legislation
  - Why legislation is necessary (to amend or repeal existing legislation, to change or add to the common law, to codify or to consolidate law). Examples of use in each case.
  - The legislative process.
5. Statutory interpretation
  - The role of the judiciary as interpreters of statutes (Acts of Parliament).
  - Common law rules of interpretation, rules of language, presumptions, intrinsic and extrinsic aids (in particular, Hansard and Pepper v. Hart).
6. Delegated legislation
  - The meaning of and reasons for delegated legislation. Importance and reasons for it as a source of law. Types of delegated legislation.
  - Controls: pre-drafting consultation, parliamentary proceedings, judicial review and publicity.
7. Human Rights
  - Introduction to Human Rights.
  - European Convention on Human Rights; reasons for and application of Human Rights Act 1998; role of European Court of Human Rights.
8. Law reform
  - Impetus for reform: role of Parliament and judges; effect of public opinion and pressure groups.
  - Agencies of reform: role of Law Commission; Royal Commissions and other agencies in outline.

## Unit 2: Machinery of justice

This unit introduces candidates to the institutions and processes involved in the resolution of legal matters.

1. Civil courts
  - Jurisdiction of Magistrates Courts, County Court, Crown Court and High Court.
  - The Appeal Courts and appeals system in general, including the appellate jurisdiction of the Divisional Courts within the High Court.
2. Alternative methods of dispute resolution
  - Tribunals, enquiries, conciliation and arbitration.
  - Reasons for establishment; functions; respective advantages and disadvantages.
  - Control of tribunals.
3. Criminal process
  - Police powers: PACE – stop and search; arrest; detention and treatment of suspects at police station.
  - Right to silence.
  - Pre trial matters: bail, mode of trial, committal proceedings.
4. Criminal courts
  - Role and jurisdiction of Magistrates and Crown Courts.
  - The Appeal Courts and appeals system in general, including appeals to the Divisional Court, Court of Appeal and House of Lords.
5. Sentencing principles and sanctions of courts
  - Aims of sentencing; purpose and effect of sentences.
  - Types of sentence: custodial, community, fines and discharge, compensation, other powers.
  - Young offenders.

## Unit 3: Legal personnel

This unit introduces candidates to key legal personnel involved in the resolution of legal matters.

1. Barristers and solicitors
  - Independence; role; recruitment.
  - Overlap of roles.
2. The judiciary
  - Role; recruitment and dismissal; training and education.
  - Judicial independence.
3. The Crown Prosecution Service
  - Function of the service.
4. Role of lay personnel
  - Magistrates: qualifications; selection; training; function in civil and criminal cases; advantages and disadvantages; role of Magistrates' Clerk.
  - Juries: qualifications; role in civil and criminal cases.
  - Alternatives to use of juries.
  - Criticism of the use of lay personnel.
5. Lord Chancellor
  - Appointment; role.

## 4.2 Law of Contract

### Unit 1: Formation of valid contracts

This unit introduces candidates to a key area of substantive law. It explores the nature of contracts and the rules that a court of law applies to determine whether contracts are valid or not.

1. Nature of contract
  - Agreement; unilateral; bilateral; collateral.
2. Offer and acceptance
  - Principles and evidence: offers; invitation to treat; counter offers; requests for information; termination; acceptance.
3. Intention
  - Reason for requirement; presumption and rebuttal in commercial and social/domestic agreements.
4. Consideration
  - Nature and function; sufficiency/adequacy, past, performance of existing duties; promissory estoppel.
5. Capacity
  - Reason for limitation.
  - Minors' contracts: necessities; employment and training; continuing obligations; main provisions of Minors' Act 1987.
  - Corporations, Persons of unsound mind, drunkards: a basic outline.

### Unit 2: Contents of contracts

This unit examines the relative importance of different types of term that contracts may incorporate.

1. Types of term
  - Express; implied (by statute only: Sale of Goods Act 1979 as amended).
2. Status of terms
  - Conditions, warranties, innominate terms.
  - Nature; examples; effects of breach.
3. Control of exemption clauses
  - Common law: rules of incorporation; contra proferentem.
  - Statutory: Unfair Contract Terms Act 1977; Unfair Terms in Consumer Contracts Regulations 1999.

## Unit 3: Vitiating factors

This unit explores two key factors that can lead to seemingly valid contracts being declared invalid and the inter-relationship.

1. Vitiating factors
  - Reasons; invalidating effect.
2. Misrepresentation
  - Definition; when actionable.
  - Types: innocent; negligent; fraudulent.
  - Effects on validity of contract; remedies at Common Law, in Equity and by statute (Misrepresentation Act 1967).
3. Mistake
  - General rule and exceptions.
  - Operative mistakes: common, mutual (cross purpose), unilateral.
  - Mistakenly signed documents; non est factum.
  - Effect at Common Law and in Equity.
4. Passing of title under void and voidable contracts.
  - General rule.
  - Nemo Dat Rule; sale under voidable title (Sale of Goods Act 1979 as amended).

## Unit 4: Remedies for breach

This unit introduces candidates to the various types of remedy for breach of contract, their purpose and the limitations on their award.

1. Common Law
  - Damages: nature; purpose.
  - Mitigation; remoteness.
2. Equitable
  - Specific performance; specific restitution; injunction.
  - Nature; purpose.
  - Limitations on awards in contract law.

## 4.3 Law of Tort

### Unit 5: Negligence and occupier's liability

This unit offers candidates the opportunity to explore the nature of legal liability in a variety of situations.

1. Liability in negligence
  - Nature and justification: personal; vicarious (outline only \*); joint tortfeasors.
2. Duty of care
  - Neighbour principle; methods of establishing duty; negligent misstatement; nervous shock.
3. Breach of duty
  - Standard of care; subjective considerations.
4. Causation
  - 'But for' test; foreseeability; intervening acts; remoteness.
5. Occupier's liability
  - Standards of care.
  - Lawful visitors: at Common Law; by Statute (Occupier's Liability Act 1957).
  - Unlawful visitors: at Common Law; by Statute (Occupier's Liability Act 1984).
  - Exclusion of liability.
6. Defences
  - Consent: express/IMPLIED; knowledge of nature and extent.
  - Volenti non fit injuria: voluntary nature; effect of Road Traffic Act 1988; rescue situations.
  - Contributory negligence: nature and effect (Law Reform(Contributory Negligence) Act 1948).
  - Inevitable accident; act of God.

\* Vicarious liability: Candidates need to know and be able to comment on and criticise the circumstances under which individuals may not be held solely liable for their own torts. Candidates should be able to explore the employer/employee and the employer/independent contractor relationships as a minimum and understand the rules that mean that the 'employer' can be held vicariously liable for the torts committed by one but not the other. Candidates should know and understand not merely the basic principle but how and why it exists.

### Unit 6: Private nuisance and Rylands v. Fletcher

This unit introduces candidates to an area of the law that regulates behaviour at home and at work as it affects the rights of those around us and enables them to explore the concepts of fault-based and strict liability in tort.

1. Private nuisance
  - Definition; nature of liability; who can sue and be sued.
  - Relevance of locality, utility, sensitivity, duration and malice to liability.
  - Defences: prescription; statutory authority.
2. Rylands v. Fletcher
  - Definition; nature of liability (strict v. fault based); conditions of liability; relationship with nuisance.
  - Defences: consent; act of stranger; statutory authority; act of God; default of claimant.

## Unit 7: Trespass

This unit enables candidates to explore areas that deal with unlawful direct interference with the person and his or her land.

1. Trespass to land
  - Unlawful entry; intention; continuing trespass.
  - Defences: lawful authority; licence; right of entry.
2. Trespass to the person
  - Assault and battery: elements; conditions of liability; defences of consent, lawful authority and necessity.
  - False imprisonment: elements; conditions of liability; defence of lawful detention (powers to arrest and detain in outline).

## Unit 8: Remedies

This unit introduces candidates to the various types of remedy in tort, their purpose and the limitations on their award.

1. Common Law
  - Damages: nature; purpose.
  - Mitigation; remoteness.
2. Equitable
  - Specific performance; specific restitution; injunction.
  - Nature; purpose.
  - Limitations on awards in the law of tort.

## 5. Suggested resources

### Recommended textbooks

Suitable class textbooks are **The English Legal System** by **Martin** (for Papers 1 and 2), **Contract Law** by **Elliott & Quinn** (for Paper 3) and **Tort Law** by **Elliott & Quinn** (for Paper 4). These are the textbooks that we recommend students should have. Details are given in the following pages. Check the Internet for more recent editions.

### Introductory Reading

Understanding the Law, by Geoffrey Rivlin, provides interesting reading for students considering taking or just beginning the course. The 5th edition of this book was published in 2009 by Oxford University Press, ISBN 0199547203.

### General texts

Author	Title	Date	Publisher	ISBN
Charman, M., Vanstone, B. and Sharratt, L.	AS Law, 5th Ed.	2008	Willan	184392417X
Dugdale, A.M., Birmingham, V., Furmston, M.P., Jones, S.P., Sherrin, C.H.	A Level Law, 4th Ed.	2002	Butterworths	0406924058
Elliott, C. and Quinn, F.	AS Law, 3rd Ed.	2006	Longman	1405836180
Hunt, M.	A Level & AS Level Law, 2nd Ed.	2003	Sweet & Maxwell	0421798300
Hunt, M.	Cases & Materials for Cambridge International AS Level Law	2004	Sweet & Maxwell	0421876808
Martin, E. and Law, J.	A Dictionary of Law, 7th Ed.	2009	OUP	0199551243
Martin, J. and Turner, C.	OCR Law for AS, 2nd Ed.	2008	Hodder	0340959398
Mitchell, A.	AS Law, 3rd Ed.	2008	Routledge	0415458528
Riley, L.	OCR Law for AS: Teacher's Resource CD-ROM	2008	Hodder	0340968850



## Structure and operation of the English Legal System

Author	Title	Date	Publisher	ISBN
Elliott C.	English Legal System Sourcebook	2006	Longman	1405821345
Elliott, C. and Quinn, F.	English Legal System, 10th Ed.	2009	Longman	1408204525
Holland, J. and Webb, J.	Learning Legal Rules, 7th Ed.	2010	OUP	0199557748
Ingman, T.	The English Legal Process, 13th Ed.	2010	OUP	0199581940
Martin, J.	The English Legal System, 6th Ed.	2010	Hodder Education	1444107585
Martin, J.	Looking at the English Legal System, 2nd Ed.	2003	Hodder Arnold	0340811048
Partington, M.	Introduction to the English Legal System, 4th Ed.	2008	OUP	0199238103
Slapper, G., Kelly, D.	The English Legal System, 10th Ed.	2009	Routledge – Cavendish	0415480965
Smillie, J.	The English Legal System Course Companion and Revision Guide	2006	Trafford Publishing	1425107672
Zander, M.	The Law Making Process, 6th Ed.	2004	CUP	0521609895
Zander, M.	Cases and Materials on the English Legal System, 10th Ed.	2007	CUP	0521675405

## Law of Contract

Author	Title	Date	Publisher	ISBN
Burrows, A.	A Casebook on Contract, 2nd Ed.	2009	Hart Publishing	1841139939
Elliot, C. and Quinn, F.	Contract Law, 7th Ed.	2009	Longman	1405899352
Richards, P.	Law of Contract, 9th Ed.	2009	Longman	1405899077
Smith, J.C. and Thomas, J.A.	A Casebook on Contract, 11th Ed.	2000	Sweet & Maxwell	0421716908

## Law of Tort

Author	Title	Date	Publisher	ISBN
Deakin, S. and Johnston, A., Markesinis, B.	Tort Law, 6th Ed.	2007	OUP	0199282463
Elliot, C. and Quinn, F.	Tort Law, 7th Ed.	2009	Longman	1405899336
Harpwood, V.	Modern Tort Law, 7th Ed.	2008	Routledge – Cavendish	0415458463
Hedley, S.	Tort (Core Texts Series), 6th Ed.	2008	OUP	0199234426
Hodge, S.	Tort Law, 3rd Ed.	2004	Willan Publishing	1843920980
Jones, M.A.	Textbook on Torts, 8th Ed.	2002	OUP	0199255334
Kidner, R.	Casebook on Torts. 10th Ed.	2008	OUP	0199232288
Matthews, M., O'Conneide, C. and Morgan, J.	Hepple and Matthews' Tort: Cases and Materials, 6th Ed.	2008	OUP	0199203849
Turner, C.	Tort Law, 2nd Ed.	2007	Hodder Education	034094160X

## Internet resources

In addition to the textbooks identified above, the following web addresses can provide useful sources of up to date information and of recent legal developments in the UK.

Source	Website
ACAS – Advisory, Conciliation and Arbitration Service	<a href="http://www.acas.org.uk">www.acas.org.uk</a>
Acts of Parliament	<a href="http://www.opsi.gov.uk/acts.htm">www.opsi.gov.uk/acts.htm</a>
A-level-law links [Asif Tufal]	<a href="http://www.a-level-law.com">www.a-level-law.com</a>
AS/A Level Law Notes [St Brendan’s VI Form]	<a href="http://www.stbrn.ac.uk/other/depts/law/">www.stbrn.ac.uk/other/depts/law/</a>
British and Irish Legal Information Institute – cases	<a href="http://www.bailii.org/">www.bailii.org/</a>
British University Billboard for Libraries	<a href="http://www.bubl.ac.uk/link/l/lawlinks.htm">www.bubl.ac.uk/link/l/lawlinks.htm</a>
Delia Venables’ Legal Resources	<a href="http://www.venables.co.uk">www.venables.co.uk</a>
E-lawstudent	<a href="http://www.e-lawstudent.com">www.e-lawstudent.com</a>
Guardian newspaper	<a href="http://www.guardian.co.uk/">www.guardian.co.uk/</a>
Incorporated Council of Law Reporting – cases	<a href="http://www.lawreports.co.uk/">www.lawreports.co.uk/</a>
Infolaw	<a href="http://www.infolaw.co.uk/">www.infolaw.co.uk/</a>
Law Society	<a href="http://www.lawsociety.org.uk">www.lawsociety.org.uk</a>
Law Links – Legal information on the Internet	<a href="http://library.ukc.ac.uk/library/lawlinks/">http://library.ukc.ac.uk/library/lawlinks/</a>
Ministry of Justice	<a href="http://www.justice.gov.uk/">www.justice.gov.uk/</a>
Mooting	<a href="http://www.mooting.net/">www.mooting.net/</a>
Official Government website for citizens	<a href="http://www.open.gov.uk">www.open.gov.uk</a>
Parliament	<a href="http://www.parliament.uk/">www.parliament.uk/</a>
The Times newspaper	<a href="http://www.thetimes.co.uk/">www.thetimes.co.uk/</a>
Web Journal of current legal issues	<a href="http://webjcli.ncl.ac.uk/">http://webjcli.ncl.ac.uk/</a>

Resources are also listed on Cambridge’s public website at [www.cie.org.uk](http://www.cie.org.uk). Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers’ email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the Cambridge Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered Cambridge Centres.

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## 6. Additional information

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### 6.1 Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

### 6.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Law previously.

### 6.3 Progression

Cambridge International A Level Law provides a suitable foundation for the study of Law or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Law, or as part of a course of general education.

Cambridge International AS Level Law constitutes the first half of the Cambridge International A Level course in Law and therefore provides a suitable foundation for the study of Law at A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in Law or some other subjects. It is also suitable for candidates intending to pursue careers or further study in Law, or as part of a course of general education.

### 6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## 6.5 Grading and reporting

Cambridge International A Level results are shown by one of the grades A\*, A, B, C, D or E indicating the standard achieved, Grade A\* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at either Cambridge International AS Level or A Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e indicating the standard achieved, Grade a being the highest and Grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at Cambridge International AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

For languages other than English, Cambridge will also report separate speaking endorsement grades (Distinction, Merit and Pass) for candidates who satisfy the conditions stated in the syllabus.

The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level.

Percentage uniform marks are also provided on each candidate's statement of results to supplement the grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade a obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade b obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade c obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade d obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade e obtains a percentage uniform mark of 40%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade c and the minimum for a Grade d (and whose grade is therefore d) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

## 6.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## 6.7 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/alevel**. Click the Subjects tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

