



Law

GCSE 2012

Law

Specification

J485

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1.1 Overview of GCSE Law

<p>Unit B141 <i>The nature of law. Criminal courts and criminal processes</i></p>	<p>Written paper 1 hour – 60 marks 25% of the qualification Candidates answer all questions. This unit is externally assessed.</p>
+	
<p>Unit B142 <i>Civil courts and civil processes. Civil liberties and human rights</i></p>	<p>Written paper 1 hour – 60 marks 25% of the qualification Candidates answer all questions. This unit is externally assessed.</p>
+	
<p>Unit B143 <i>Employment rights and responsibilities</i></p>	<p>Written paper 1 hour – 60 marks 25% of the qualification Candidates answer all questions. This unit is externally assessed.</p>
+	
<p>Unit B144 <i>Consumer rights and responsibilities</i></p>	<p>Written paper 1 hour – 60 marks 25% of the qualification Candidates answer all questions. This unit is externally assessed.</p>

1.2 Guided learning hours

GCSE Law requires 120–140 guided learning hours in total.

1.3 Aims and learning outcomes

This specification should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and explore ways in which legal, cultural, historical, moral, political, religious and social factors interact to shape the world in which we live today. It should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to enable candidates to:

- actively engage in the study of law to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop an understanding of the role of law in underpinning relationships amongst individuals, groups and institutions within society
- develop enquiry, critical thinking and decision-making skills through investigation of legal issues which are important, real and relevant to the world in which they live, and base reasoned judgements and arguments on evidence
- know the rights and responsibilities they have as individuals, appreciate their own contribution to society and develop skills which enhance their ability to act in informed roles within different contexts.

1.4 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

2.1 Unit B141: *The nature of law. Criminal courts and criminal processes*

This unit is in two parts. The first part is a basic introduction to the nature of law, why we have law, law making and the basic classifications of law. The second part is based on areas of knowledge and understanding of criminal courts and processes within the English legal system. Candidates are expected to have an appreciation of the role of the police, their powers and the protection of individuals; the basic structures and processes in the criminal justice process; an understanding of the role played by lay people (both magistrates and juries) in the criminal justice system, and the aims/purpose and practice of sentencing. Candidates are expected to be able to apply principles to factual situations and also to show a critical awareness.

While candidates are encouraged to be aware of the changing nature of law, they are not required to be familiar with innovations coming into effect in the **twelve** months immediately preceding the examination.

2.1.1 The nature of law

What is law?	Basic definition of law; the distinction between law and morals.
Why we need law?	Public order; protecting individual freedoms; regulating relationships; setting standards; providing solutions for legal problems.
Where we find the law	English law can be found in Acts of Parliament and delegated legislation; in the judgments of decided cases; and in the law of the European Union (EU).
Classifications of law	Main distinctions between criminal law and civil law; basic definitions of criminal law; contract law and law of torts.

2.1.2 Criminal courts and processes

Police powers and individual rights	Powers to stop and search; powers of arrest; powers of detention and the treatment of suspects at the police station. The balance between supporting the rights of individuals and allowing the police the power to investigate crime.
Court structure, types of offence and provision of legal services	Classification of offences according to seriousness – summary, triable either way, indictable; the main courts; Magistrates' Court and Crown Court; trial process; the possibility of appeals; provision of duty solicitor scheme.
Sentencing	Sentencing aims and objectives; factors which might be taken into account when sentencing; types of sentence for adults; types of sentence for young offenders, e.g. custodial, community, fines and discharges, compensation; the need for proportionality in sentencing.

Use of lay magistrates and juries

Reasons for using lay magistrates, appointment and social background; training; role; criticisms of the use of magistrates.

Qualification and selection of juries; role in criminal cases (some reference to limited role in civil actions); advantages and disadvantages of using juries, alternatives to using juries.

2.2 Unit B142: *Civil courts and civil processes. Civil liberties and human rights*

This unit is in two parts. The first part is based on areas of knowledge and understanding of civil courts and processes within the English legal system. Candidates are expected to have an appreciation of the basic structures and systems in the civil justice process, including the courts and the alternatives; and an understanding of the part played by legal professionals (barristers and solicitors) and judges. The second part is based on areas of knowledge and understanding of basic civil liberties and fundamental human rights, the restrictions imposed on such freedoms and why rights have to be balanced against each other. Candidates are expected to be able to apply principles to factual situations and also to show a critical awareness.

While candidates are encouraged to be aware of the changing nature of law, they are not required to be familiar with innovations coming into effect in the **twelve** months immediately preceding the examination.

2.2.1 Civil courts and civil processes

Civil courts, types of civil action and the provision of legal services

The major courts, Magistrates' (Family Proceedings) Court, County Court and High Court; basic principle of the tracking system – small claims, multi-track, fast track; issuing a claim and basic civil procedure; possibility of appeals; problems associated with using the civil courts – including cost of private funding; sources of advice – Citizens' Advice Bureaux (CABx), law centres, trade unions, consumer organisations, insurance, internet; conditional fee arrangements and public funding.

Tribunals and alternative dispute resolution (ADR)

Reasons for directing claims outside of the courts; general character of tribunals, major types of tribunal, e.g. Employment Tribunal; types of and character of ADR – arbitration, conciliation, mediation and negotiation; advantages and disadvantages of using these types rather than the courts.

The legal professions

Differences between barristers, solicitors and legal executives; training role and organisation of the main professions; criticisms associated with the legal professions.

Judges	Necessary qualifications and appointment; role; criticism associated with the judiciary, e.g. composition and background.
Classifications of law	Main distinctions between criminal law and civil law; basic definitions of criminal law; contract law and law of torts.

2.2.2 Civil liberties and human rights

Basic freedoms	The nature of human rights; the development of human rights laws; the main types of freedom and reasons for restricting freedoms; rights and responsibilities.
Fundamental human rights	Existence of the European Convention of Human Rights and its relationship with the Human Rights Act 1998; key rights – Article 2: the right to life, Article 3: not to suffer torture or degrading treatment, Article 4: freedom from slavery, Article 5: the right to liberty apart from lawful arrest, Article 6: the right to a fair trial, Article 8: the right to respect for private and family life, Article 9: freedom of thought, conscience and religion, Article 10: freedom of expression, Article 11: freedom of peaceful assembly and association, Article 14: freedom from discrimination.

2.3 Unit B143: *Employment rights and responsibilities*

This unit is based on some fundamental areas of knowledge and understanding of rights and responsibilities which exist within the employment relationship. Candidates are expected to have an appreciation of the basic contractual nature of the relationship, the fact that identifying employment status is not absolutely straightforward and the fact that most employment protections apply only to employees. The unit also covers two specific aspects of employment protection: laws against discrimination and health and safety at work, as well as the protections for employees and employers where employees are dismissed. Candidates are expected to be able to apply principles to factual situations and also to show a critical awareness.

While candidates are encouraged to be aware of the changing nature of law, they are not required to be familiar with innovations coming into effect in the **twelve** months immediately preceding the examination.

2.3.1 Employment rights and responsibilities

Employment status and the importance of the contract of employment

Employment rights depend on being an employee; the difference between being an employee and being self-employed, the way the status is tested; the requirement for a written contract of employment, factors which must be detailed in this written contract; the fact the parties agree terms of the contract themselves, statute imposes terms (to protect employees) and that courts and tribunals imply terms (to protect employees).

Protection from discrimination

The reasons for protecting against discrimination; the ways in which discrimination can occur – direct discrimination, indirect discrimination, harassment and bullying, victimisation; different types of discrimination; equality in pay between men and women, sex discrimination, discrimination against married employees (and the fact that same rules do not exist for single employees), disability discrimination, more recent developments, e.g. age, sexual orientation, transsexuality, religion and belief.

Health and safety at work

Why we need to protect the health and safety of employees; three areas of protection – judge made from actual court cases, statute through Acts and delegated legislation, compliance with European Union (EU) Law; judge made duties – provide safe place of work, safe working colleagues, safe system of work, safe equipment, and more recently to protect against psychiatric injury; statute – basic principles of the Health and Safety at Work Act 1974; the 'six pack' regulations (originally introduced in 1992 to comply with European Union (EU) directives) – risk assessment, maintenance of efficient and clean premises, maintenance of plant and equipment, maintenance of personal protection equipment, e.g. safety boots, reducing manual handling risks, safe use of visual display units (VDUs) and work stations; working time.

Rules on termination of employment

Types of dismissal – summary dismissal, genuine redundancy, wrongful dismissal, unfair dismissal, constructive dismissal; controls on summary dismissal; only three types of genuine redundancy, fact that in mass redundancy consultation must occur; wrongful – basically associated with high earners or those on fixed-term contracts; general categories of automatically unfair dismissal, five occasions when dismissal is potentially fair, need for the dismissal to be fair in fact.

2.4 Unit B144: *Consumer rights and responsibilities*

This unit is based on some fundamental areas of knowledge and understanding of rights and responsibilities which exist for consumers. Candidates are expected to have an appreciation of the basic contractual nature of the relationship but that regulation of consumer contracts is also affected by other areas of law, e.g. negligence. The unit also covers three specific aspects of consumer protection, contractual laws on buying goods and services, the regulation of unfair terms in consumer contracts, particularly those which exempt the seller/service provider from liability, and actions for compensation for losses caused by unsafe products. Candidates are expected to be able to apply principles to factual situations and also to show a critical awareness.

While candidates are encouraged to be aware of the changing nature of law, they are not required to be familiar with innovations coming into effect in the **twelve** months immediately preceding the examination.

2.4.1 Consumer rights and responsibilities

Basic character of contracts and basic principles of negligence

Contracts depend on there being a mutual agreement between the parties (which need not be in writing), and something real, tangible and of economic value given by both sides, and the agreement is intended by the parties to be legally binding on them; parties may agree their own terms but some may be imposed on them; there are also rules against making false or misleading statements about the contract.

Negligence occurs when one party owes the other a duty of care, breaches this duty by falling below the appropriate standard and causes foreseeable harm.

Buying goods and buying services

Distinction between goods and services; statutory regulation of consumer contracts occurs when the consumer buys from a person selling in the course of a business; statute protects consumers by imposing terms on the sale of goods (in the Sale of Goods Act 1979), and the sale and supply of services (in the Supply of Goods and Services Act 1982); Sale of Goods Act 1979 terms include – that the goods must conform to any description applied to them, that the goods must be of satisfactory quality and be fit for any purpose that the consumer stated that they were to be used for; Supply of Goods Act 1982 terms include – that the service must be carried out with care and skill, and in reasonable time, and if no price was agreed then a reasonable price must be charged; the range of remedies available includes the consumer having his purchase money back.

Unfair terms in contracts

Consumers are usually the weaker parties in a contract so the courts and Parliament (in part driven by the European Union) have created controls to prevent unscrupulous business people taking advantage of consumers particularly where they try to exempt themselves from liability for breaches of contract or for negligence; court controls – the term must be clearly brought to the consumer's notice before the contract is made and must not be ambiguous; statutory controls – cannot exclude liability for death or injury caused by seller's negligence, or for breaches of the Sale of Goods Act 1979 terms – and there should be no unequal terms.

Product liability and product safety

Where there was no contract traditionally there was no remedy for the consequences of defective goods; negligence provides a basic remedy, i.e. a manufacturer owes a duty to consumers and end users of products not to cause them harm; the European Union Product Safety Directive and the Consumer Protection Act 1987 mean a consumer suffering harm can sue anyone in the chain of manufacture and distribution, although certain types of loss are not covered.

3.1 Overview of the assessment in GCSE Law (J485)

For GCSE Law candidates must take **all** four units.

Unit B141: *The nature of law. Criminal courts and criminal processes*

25% of the total qualification

1 hour written paper

60 marks

Candidates answer **all** questions.

This unit is externally assessed.

Unit B142: *Civil courts and processes. Civil liberties and human rights*

25% of the total qualification

1 hour written paper

60 marks

Candidates answer **all** questions.

This unit is externally assessed.

Unit B143: *Employment rights and responsibilities*

25% of the total qualification

1 hour written paper

60 marks

Candidates answer **all** questions.

This unit is externally assessed.

Unit B144: *Consumer rights and responsibilities*

25% of the total qualification

1 hour written paper

60 marks

Candidates answer **all** questions.

This unit is externally assessed.

3.2 Assessment objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select and communicate their knowledge and understanding of legal structures, processes and issues;
AO2	Apply knowledge and understanding in a range of contexts both familiar and unfamiliar;
AO3	Analyse and interpret information, sources and arguments.

3.2.1 AO weightings – GCSE Law

Unit		% of GCSE			Total
		AO1	AO2	AO3	
Unit B141	<i>The nature of law. Criminal courts and criminal processes</i>	10	7.5	7.5	25%
Unit B142	<i>Civil courts and civil processes. Civil liberties and human rights</i>	10	7.5	7.5	25%
Unit B143	<i>Employment rights and responsibilities</i>	7.5	7.5	10	25%
Unit B144	<i>Consumer rights and responsibilities</i>	7.5	7.5	10	25%
	Total	35%	30%	35%	100%

3.3 Grading and awarding grades

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/60.

This specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
25%	60	54	48	42	36	30	24	18	12	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE	240	216	192	168	144	120	96	72	48	0

The candidate's grade will be determined by the total uniform mark.

3.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

3.4.1 Grade F

Candidates recall, select and communicate basic knowledge and understanding of some aspects of legal structures, processes and issues. They use some basic terminology.

They apply a basic knowledge and understanding in a range of contexts. They recognise and provide a partial description of some legal issues or debates. They apply a basic understanding of a few legal structures and processes.

They use a limited range of methods, sources, information and data uncritically and in a simple manner to find out about issues or topics. They present simple conclusions that are sometimes supported by evidence.

3.4.2 Grade C

Candidates recall, select and communicate a sound knowledge and understanding of legal structures, processes and issues. They use appropriate terminology.

They apply a sound knowledge and understanding in a range of contexts. They recognise and describe relevant legal issues or debates, and select arguments to examine issues. They identify some straightforward links between legal structures, processes and issues to produce partial analyses and explanations, and reach broadly relevant conclusions.

They select and use a range of methods, sources, information and data to find out about legal issues or topics. They examine the main elements of legal issues or debates. They handle a variety of information and data, and evaluate their evidence in relation to the arguments to make reasoned judgements and present plausible conclusions that are supported by evidence.

3.4.3 Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of legal structures, processes and issues. They use terminology accurately and appropriately.

They apply relevant knowledge and understanding accurately in a range of contexts. They recognise, describe and examine in detail legal issues or debates and select appropriate arguments. They recognise and systematically analyse the links between legal structures, processes and issues to produce substantiated analyses and explanations, and reach valid and reasoned conclusions.

They identify, select and use a wide range of appropriate methods, sources, information and data to investigate questions or issues, and justify their selection. They analyse and interpret accurately and appropriately information and data presented in a variety of forms. They critically evaluate the relevance of evidence to construct valid arguments and reasoned judgements.

3.5 Quality of written communication

Quality of written communication is assessed in units B141, B143 and B144 and is integrated in the marking criteria. It is not assessed in Unit B142.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing.

4.1 Free resources available from the OCR website

The following materials are available on the OCR website:

- GCSE Law specification
- specimen assessment materials for each [unit](#)
- [Teacher's Handbook](#)
- a sample scheme of work and lesson plan for each [unit](#).

4.2 Other resources

OCR offers centres high quality published support with 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

4.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials



Hodder is the publisher partner for OCR GCSE Law.

Hodder produces the following resource for OCR GCSE Law:

- *OCR Law for GCSE, Chris Turner, Andrew Shepherd, Sue Teal, Craig Beauman (ISBN: 9780340984307).*

4.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.



These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

4.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see [Event Booker](#) for further information.

4.4 OCR support services

4.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Law specification.



Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

4.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the [OCR website](#).

5.1 Equality Act information relating to GCSE Law

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.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.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Yes	All written examinations
Scribes	Yes	All written examinations
Practical assessments	Yes	
Word processors	Yes	All written examinations
Transcripts	Yes	All written examinations
Oral language modifiers	Yes	All written examinations
BSL signers	Yes	All written examinations
Modified question papers	Yes	All written examinations
Extra time	Yes	All written examinations

5.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

6 Administration of GCSE Law

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the June 2013 examination series:

- At least 40% of the assessment must be taken in the examination series in which the qualification is certificated.
- Candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the June 2013 examination series, please refer to the previous version of this specification [GCSE Law \(September 2011\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

6.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Law certification is available in June 2014 and each June thereafter.

	Unit B141	Unit B142	Unit B1413	Unit B144	Certification availability
June 2014	✓	✓	✓	✓	✓
June 2015	✓	✓	✓	✓	✓

6.2 Certification rules

For GCSE Law from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

6.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

6.4 Making entries

6.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

Unit entry code	Component code	Assessment method	Unit titles
B141	01	Written paper	<i>The nature of law. Criminal courts and criminal processes</i>
B142	02	Written paper	<i>Civil courts and civil processes. Civil liberties and human rights</i>
B143	01	Written paper	<i>Employment rights and responsibilities</i>
B144	01	Written paper	<i>Consumer rights and responsibilities</i>

6.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates must enter for:

- GCSE Law certification code J485.

6.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

6.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4770.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

7.1 Overlap with other qualifications

There is a very small degree of overlap between the content of this specification and that for GCSE Citizenship.

7.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

7.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations and the GCSE subject criteria for Law*. All documents are available on the [Ofqual website](#).

7.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

7.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers opportunities which can contribute to an understanding of these issues in the following topics.

Unit	Spiritual	Moral	Ethical	Social	Legislative	Economic	Cultural
B141		✓	✓	✓	✓		✓
B142		✓	✓	✓	✓		✓
B143		✓	✓	✓	✓		✓
B144		✓	✓	✓	✓	✓	✓

There are no spiritual issues covered in this specification.

7.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, as outlined below.

Unit	Sustainable Development	Health and Safety Considerations	European Developments
B141			✓
B142			✓
B143		✓	✓
B144		✓	✓

There are no sustainable development issues covered in this specification.

7.8 Key skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving at Levels 1 and/or 2*. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B141	✓	✓			✓		✓	✓	✓	✓	✓	✓
B142	✓	✓			✓		✓	✓	✓	✓	✓	✓
B143	✓	✓			✓		✓	✓	✓	✓	✓	✓
B144	✓	✓			✓		✓	✓	✓	✓	✓	✓

7.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. This specification provides candidates with opportunities to use ICT in order to further their study of law.

Opportunities for ICT may include:

- researching areas of the specification content using the internet.

7.10 Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship.

This section identifies where the programme of study for Citizenship might be complemented by this specification.

Programme of Study for Citizenship (2007)

1.1 Democracy and justice	
b	Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
c	Considering how democracy, justice, diversity, tolerance, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
1.2 Rights and responsibilities	
a	Exploring different kinds of rights and obligations and how these affect individuals and communities.
b	Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
c	Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try and balance these.
2.1 Critical thinking and enquiry	
c	Interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias.
2.2 Advocacy and representation	
a	Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree.
b	Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes.
c	Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.
2.3 Taking informed and responsible action	
d	Assess critically the impact of their actions on communities and the wider world, now and in the future, and make recommendations to others for future action.

3 Range and content; the study of citizenship should include:

a	Political, legal and human rights and freedoms in a range of contexts from local to global.
b	The roles and operation of civil and criminal law and the justice system.
c	How laws are made and shaped by people and processes, including the work of parliament, government and the courts.
f	The development of, and struggle for, freedoms (speech, opinions, association and the vote) in the UK.
k	The rights and responsibilities of consumers, employers and employees.

4 Curriculum opportunities; opportunity for candidates to:

a	Debate, in groups or whole class discussions, topical and controversial issues, including those of concern to young people and their communities.
g	Take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues.
h	Take into account a range of contexts, such as school, neighbourhood, local, regional, national, European, international and global, as relevant to different topics.
l	Use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

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