

INTERNATIONAL ADVANCED LEVEL

LAW

SPECIFICATION

Pearson Edexcel International Advanced Level in Law (YLA1)

First teaching September 2015

First examination from June 2017

First certification from August 2017

Issue 4



Edexcel, BTEC and LCCI qualifications

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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ISBN 978 1 446 91478 6

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Summary of Pearson Edexcel International Advanced Level in Law specification Issue 3 and 4 changes

Unless otherwise stated, changes listed below have been made for clarification and do not constitute changes to the current specification content.

Summary of changes	Page numbers
<p>In Section <i>About this specification, Key features</i>, the following changes have been made:</p> <ul style="list-style-type: none"> - <i>Content</i>: the following text has been inserted: <p>Where statutes have been amended, they are always referred to in the specification <i>as amended</i>. For example, the Courts and Legal Services Act 1990 should be read as: 'the Courts and Legal Services Act 1990 as amended by the Tribunals, Courts and Enforcement Act 2007'.</p> <p>The latest, revised version of statutory law can be found at: http://www.legislation.gov.uk/</p> <ul style="list-style-type: none"> - <i>Assessment</i>, the following text has been inserted: <p>Candidates are expected to know the law as it stood on the date that their studies commenced. Updates and changes to the law or legal principles will not form part of the assessment for the first two years following the change. For example: the Supreme Court questioned the test for dishonesty in <i>Ivey v Genting Casinos</i> in October 2017 but candidates were not expected to know about this judgment until October 2019.</p>	1
<p>References to question types originally listed in error as 'multiple choice, short open-response, open-response and extended open-response' have been amended to 'short open-response and extended open-response'.</p>	1, 6-7, 9, 14, 19
<p>The qualification is no longer available for assessment in the October session. This series has thus been removed from assessment availability.</p>	6-7, 19-20
<p>In sections <i>1.3 Paper content and 2.3 Paper content</i>, the following general explanatory notes have been added:</p> <p>Subject content provides a broad heading for the area of law that should be taught and may be assessed.</p> <p>What students need to learn provides a more detailed breakdown of the specific areas of law that should be taught and may be assessed; this includes legislation and any specific areas of focus.</p>	10, 15

Summary of changes	Page numbers
<p>In section 1.3 Paper content, 1.1. The nature, purpose of and liability in law, the following changes have been made:</p> <ul style="list-style-type: none"> - heading <i>The distinction between rules and law</i> now reads <i>The distinction between rules and law – definitions, differences, examples</i> - content area 1.1.4 <i>Rights, duties, privileges, liabilities and legal personality</i> now reads <i>1.1.4 Rights, duties, privileges, liabilities and examples of legal personality</i> - content area 1.1.5 <i>Liability and remedies in civil law</i> is now followed by these bullet points: <ul style="list-style-type: none"> o types/branches o terminology relating to parties in court case o burden and standard of proof - content area 1.1.6 <i>Liabilities and sanctions in criminal law</i> is now followed by these bullet points: <ul style="list-style-type: none"> o burden and standard of proof o terminology relating to parties in a court case o different sanctions - content area 1.1.7 <i>Relationship between civil and criminal law sanctions</i> now reads <i>1.1.7 Relationship and differences between civil and criminal law sanctions</i> - content area 1.1.8 <i>Theories of punishment: revenge, retribution, rehabilitation, reparation, restoration, denunciation, deterrence</i> now reads <i>1.1.8 Theories of punishment: revenge, retribution, rehabilitation, reparation, restoration, denunciation, deterrence - examples and applicability of each, including their relationship with sentences/sanctions</i> and the following bullet point has been added: <ul style="list-style-type: none"> o Criminal Justice Act 2003 - heading <i>The relationship between law and morality</i> now reads <i>The relationship between law and morality and relevant theorists</i> - content area 1.1.12 <i>The Hart/Devlin debate</i> now reads <i>1.1.12 The Hart/Devlin debate and the Wolfenden Report</i> - content area 1.1.13 <i>Public and private morality</i> now reads <i>1.1.13 Public and private morality – definitions, examples and application</i> - content area 1.1.14 <i>The legal interpretation of morality</i> now reads <i>1.1.14 The legal interpretation of morality together with the application of examples of specific relevant case law decisions.</i> 	10
<p>In section 1.3 Paper content, 1.2. The sources of English law, its enforcement and administration, the following changes have been made:</p> <ul style="list-style-type: none"> - content area 1.2.1 <i>Creation of an act of Parliament</i> now reads <i>1.2.1 Stages in the creation of an Act of Parliament</i>, and the following bullet points have been added: <ul style="list-style-type: none"> o Parliament Acts 1911 and 1949 	11-13

Summary of changes	Page numbers
<ul style="list-style-type: none"> ○ Royal Assent Act 1967 - content area <i>1.2.2 The influences on law reform in developing English law</i> now reads <i>1.2.2 The influences on law reform in developing English law – examples of success and disadvantages</i>, and these bullet points: <ul style="list-style-type: none"> ○ political parties ○ pressure groups ○ law reform agencies ○ judges ○ media <p>now read as follows:</p> <ul style="list-style-type: none"> ○ political parties – roles, advantages and disadvantages ○ pressure groups – examples and campaigns ○ law reform agencies, e.g. Law Commission ○ judges ○ media – examples and campaigns - content area <i>1.2.3 Judicial interpretation of statutes</i> now reads <i>1.2.3 Judicial interpretation of statutes – why there is a need for it</i>, and the following bullet points have been added: <ul style="list-style-type: none"> ○ rules of interpretation – literal, golden, mischief, <i>ejusdem generis</i> - advantages and disadvantages of each together with specific relevant case law examples ○ purposive approach, presumptions, intrinsic and extrinsic aids; effect of the Human Rights Act 1998 ○ Interpretation Act 1978 - content area <i>1.2.4 Types of delegated legislation</i> now reads <i>1.2.4 Types of delegated legislation – definitions, examples, advantages and disadvantages</i>, and is now followed by these bullet points: <ul style="list-style-type: none"> ○ orders in council ○ statutory instruments ○ bylaws - in content area <i>1.2.5 Control of delegated legislation</i>, the following bullet point has been added: <ul style="list-style-type: none"> ○ Legislative and Regulatory Reform Act 2006 - content area <i>1.2.7 The doctrine of precedent in the court hierarchy</i> is now followed by these new bullet points: <ul style="list-style-type: none"> ○ <i>stare decisis</i> ○ <i>ratio decidendi</i> ○ <i>obiter dicta</i> ○ court hierarchies 	

Summary of changes	Page numbers
<ul style="list-style-type: none"> ○ process of appeal ○ which courts are bound by others ○ 1966 House of Lords Practice Statement ○ relevant case law decisions - content area <i>1.2.8 The role of equity in developing remedies in contract law</i> now reads <i>1.2.8 The role of equity in developing remedies in contract law – advantages and disadvantages</i>, and is followed by these new bullet points: <ul style="list-style-type: none"> ○ equitable remedies, when available ○ specific performance ○ rescission - heading <i>The impact of EU law and its institutions on English law</i> now reads <i>EU law and its institutions</i> - content area <i>1.2.10 Directives</i> now reads <i>1.2.10 Directives – examples</i> - content area <i>1.2.11 Regulations</i> now reads <i>1.2.11 Regulations – examples</i> - heading <i>Methods of civil dispute resolution</i> now reads <i>Methods of civil dispute resolution and Alternative Dispute Resolution (ADR) – definition, advantages and disadvantages</i> - in content area <i>1.2.13 The courts</i>, the following bullet points have been added: <ul style="list-style-type: none"> ○ hierarchy, three tier system, and financial limits ○ jurisdiction of each court ○ The Civil Procedure Rules - in content area <i>1.2.14 Public tribunals</i>, the following bullet points have been added: <ul style="list-style-type: none"> ○ tiers ○ jurisdiction ○ panel ○ tribunals, courts and Enforcement Act 2007 - heading <i>Role and selection of people in law</i> now reads <i>Role, selection and appointment of people in law – advantages and disadvantages</i> - in content area <i>1.2.20 Judges</i>, the following information has been added: <i>(including the Courts and Legal Services Act 1990 and the Constitutional Reform Act 2005)</i> - in content area <i>1.2.21 The legal profession</i>, the following bullet points have been added: <ul style="list-style-type: none"> ○ solicitors ○ barristers - in content area <i>1.2.22 Lay people in the law</i>, bullet points: <ul style="list-style-type: none"> ○ magistrates 	

Summary of changes	Page numbers
<ul style="list-style-type: none"> ○ jurors now read: ○ magistrates, including the Justices of the Peace Act 1979 ○ jurors, including the Juries Act 1974 - in content area <i>1.2.24 Funding of going to law</i>, the following bullet point: <ul style="list-style-type: none"> ○ state funding now reads: <ul style="list-style-type: none"> ○ state funding, including the Legal Aid, Sentencing and Punishment of Offenders Act 2012. 	
<p>In section 2.2. Assessment information:</p> <ul style="list-style-type: none"> - This paper consists of multiple choice, short open response, open response and extended open-response questions. <p>has been amended to:</p> <ul style="list-style-type: none"> - This paper consists of questions that will require candidates to assess a legal scenario. The question set will be short open-response and extended open-response questions. 	14
<p>In section 2.3 <i>Paper content</i> for Paper 2, <i>2.1 The market</i>, the following changes have been made:</p> <ul style="list-style-type: none"> - in content area <i>2.1.2 Terms in a contract</i>, the following bullet points: <ul style="list-style-type: none"> ○ implied terms in the sale of Goods Act 1979 (as amended) ○ implied terms in the Supply of Goods and Services Act 1982 (as amended) have been deleted, and bullet point: <ul style="list-style-type: none"> ○ exclusion clauses now reads: <ul style="list-style-type: none"> ○ exclusion clauses - including The Unfair Contract Terms Act 1977, sections, 2, 3 and 11; and The Consumer Rights Act 2015, sections 31, 57, 62 and 65 - new content area <i>2.1.3 Consumer Rights Act 2015</i> has been added, accompanied by these bullet points: <ul style="list-style-type: none"> ○ terms implied into a contract to supply goods: section 9 (satisfactory quality), section 10 (fitness for particular purpose), section 11 (description) ○ remedies for the breach of a term implied into a contract to supply goods: section 20 (short term right to reject), section 23 (right to repair or a replacement), section 24 (right to a price reduction or a final right to reject) ○ terms implied into a contract to supply services: section 49 (reasonable care and skill), section 52 (performance within a reasonable time) ○ remedies for the breach of a term implied into a contract to supply services: section 55 (right to repeat performance) and section 56 (right to a price reduction) 	15-16

Summary of changes	Page numbers
<p>Subsequent content areas in this section have been renumbered accordingly.</p> <ul style="list-style-type: none"> - in content area <i>2.1.4 Validity of contracts</i>, bullet point: <ul style="list-style-type: none"> o misinterpretation <p>now reads:</p> <ul style="list-style-type: none"> o misrepresentation, including the Misrepresentation Act 1967 and the Law Reform (Contributory Negligence) Act 1945 <p>and subpoint:</p> <ul style="list-style-type: none"> o frustration <p>now reads:</p> - frustration, including the Law Reform (Frustrated Contracts) Act 1943 - content area <i>2.1.5 Privity of contract</i> now reads <i>2.1.5 Privity of contract, including the effect of The Contracts (Rights of Third Parties) Act 1999</i>, and bullet points: <ul style="list-style-type: none"> o the privity rule o Contracts (Rights of Third Parties) Act 1999 (as amended) <p>have been deleted as they are redundant</p> - in content area <i>2.1.6 Negligence</i>, bullet point: <ul style="list-style-type: none"> o damage resulting from breach of duty of care <p>now reads:</p> <ul style="list-style-type: none"> o damage resulting from breach of duty of care, including <i>res ipsa loquitur</i> - content area <i>2.1.7 Consumer Protection Act 1987</i> and its accompanied bullet points have been replaced with content area <i>2.1.7 Defences</i>, now accompanied by the following bullet points: <ul style="list-style-type: none"> o <i>volenti non fit injuria</i> (consent) o contributory negligence, including The Law Reform (Contributory Negligence) Act 1945 - in content area <i>2.1.8 Remedies for the market</i>, bullet point: <ul style="list-style-type: none"> o damages <p>now reads:</p> <ul style="list-style-type: none"> o damages, including the mitigation of loss. 	
<p>In section <i>2.3 Paper content</i> for Paper 2, <i>2.2. The criminal offender</i>, the following changes have been made:</p> <ul style="list-style-type: none"> - heading <i>The nature of criminal liability</i> is now accompanied by the following note: 'Sections 18, 20 and 47 of the Offences Against the Person Act 1861 can be used to illustrate the nature to criminal liability.' - content area <i>2.2.2 mens rea</i>, bullet points: <ul style="list-style-type: none"> o intention o recklessness <p>now read:</p> 	17

Summary of changes	Page numbers
<ul style="list-style-type: none"> ○ intention, including transferred malice ○ subjective recklessness - content area <i>2.2.4 The Theft Act 1968</i> is now accompanied by the following bullet points: <ul style="list-style-type: none"> ○ Theft, sections 1-6 ○ Robbery, section 8 ○ Burglary, section 9 ○ Blackmail, sections 21 and 34 - content areas <i>Burglary, Robbery</i> and <i>Blackmail</i> have been deleted - content area <i>2.2. 5 Fraud Act 2006, Sections 2 and 11</i> (as amended) now reads <i>2.2. 5 The Fraud Act 2006</i> and is accompanied by the following bullet points: <ul style="list-style-type: none"> ○ Fraud by false representation, sections 2 and 5 ○ Obtaining services dishonestly, section 11 - content area <i>2.2.6 Making off without payment</i> has been replaced with: <i>2.2.6 The Theft Act 1978</i> and is accompanied by the following bullet point: <ul style="list-style-type: none"> ○ Making off without payment, section 3 - content area <i>2.2.10 Criminal damage</i> has been replaced with <i>2.2.7 The Criminal Damage Act 1971</i> and is now accompanied by the following bullet points: <ul style="list-style-type: none"> ○ Criminal damage, section 1 ○ Without lawful excuse, section 5 - content area <i>2.2.11 Duress</i> has been amended to <i>2.2.8 Duress of threats and duress of circumstances</i> - content area <i>2.2.12 Intoxication</i> has been amended to <i>2.2.9 Voluntary and involuntary intoxication</i> - content area <i>2.2.10 Criminal Justice Act 2003</i> has been added, and subpoints: <ul style="list-style-type: none"> 2.2.13 custodial 2.2.14 community 2.2.15 financial 2.2.16 discharge <p>now read:</p> <ul style="list-style-type: none"> ○ custodial sentences ○ community orders ○ fines ○ discharges 	

Summary of changes	Page numbers
<p>In section 2.3 <i>Paper content</i> for Paper 2, 2.3. <i>The individual</i>, the following changes have been made:</p> <ul style="list-style-type: none"> - heading <i>Freedom of speech common and defamation</i> now reads <i>Freedom of speech and defamation</i> - content area 2.3.1 <i>Defamation</i> now reads 2.3.1 <i>Defamation Act 2013, sections 1, 2, 3 and 15</i> - content area 2.3.2 <i>Protection under the Human Rights Act 1998 with respect to freedom of speech and assembly</i> is now accompanied by the following bullet points: <ul style="list-style-type: none"> o Article 10 The right to freedom of expression o Article 11 The right to freedom of assembly - content area 2.3.3 <i>Appeals to the European Court of Human Rights</i> is now accompanied by the following bullet point: <ul style="list-style-type: none"> o role of the European Court of Human Rights including the claims procedure and the function of the court - content area 2.3.5 <i>Legal actions to protect privacy and confidentiality</i> is now accompanied by the following bullet points: <ul style="list-style-type: none"> o The Data Protection Act 2018 sections 1 – 7, 43, 45 and 170 o Article 8 of the European Convention on Human Rights 1953, the right to respect for family and private life, his home and his correspondence - in content area 2.3.6 <i>Freedom of information Act 2000</i>, bullet point: <ul style="list-style-type: none"> o data protection <p>has been deleted as it is redundant.</p> 	18

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html

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About this specification

The Pearson Edexcel International Advanced Level in Law is part of a suite of International Advanced Level qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

Key features

This specification includes the following key features:

Structure

The Pearson Edexcel International Advanced Level in Law is a linear qualification.

Content

The content is updated, engaging and relevant to international customers using English law terminology.

Where statutes have been amended, they are always referred to in the specification as *amended*. For example, the Courts and Legal Services Act 1990 should be read as: 'the Courts and Legal Services Act 1990 as amended by the Tribunals, Courts and Enforcement Act 2007'.

The latest, revised version of statutory law can be found at: <http://www.legislation.gov.uk/>

The content is split into two columns:

Subject content – this gives you a broad heading for the area of law that should be taught and will be assessed.

What students need to learn – this gives a more detailed breakdown of the specific areas of law that need to be taught and will be assessed. This includes legislation and any specific sections of legislation that should be focused on and will be assessed. The content shown should be treated as the broad heading that should be taught. For example, under *2.1.1 Formation of a contract*, students need to learn about what an offer is. This not only covers the formation of an offer, but rejection, counter offers, when an offer ends and when contract law regards the situation as an Invitation to Treat.

Assessment

100 per cent external assessment, written examination with short open-response and extended open-response questions.

Candidates are expected to know the law as it stood on the date that their studies commenced. Updates and changes to the law or legal principles will not form part of the assessment for the first two years following the change. For example: the Supreme Court questioned the test for dishonesty in *Ivey v Genting Casinos* in October 2017 but candidates were not expected to know about this judgment until October 2019.

Approach

This qualification enables students to develop independent thinking and critical thinking skills. It is designed using Pearson's Efficacy Framework, developed in line with world-class principles.

Students who successfully study for this qualification will have a good knowledge and understanding of the principles, concepts and techniques of law. This qualification lays a secure foundation for further study. In addition, it provides a worthwhile course for students who will end their study at the International Advanced Level stage.

Specification updates

This specification is Issue 4 and is valid for first teaching from September 2015. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com.

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of this qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught.

Assessments: use a range of material and are not limited to the examples given. Teachers should deliver this qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in the subject content section.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop a sound understanding of the nature of law and appreciate the role of law in society
- understand the importance of legal institutions and their relationship to other institutions in society
- understand the various branches of law in order to give a fuller picture of the role of law
- develop knowledge of the sources of law, in particular statutes and cases, and of how these are applied to the determination of disputes
- develop an analytical and critical approach to the application of legal principles
- understand the appropriateness of dealing with certain aspects of behaviour within the law.

Qualification abbreviations used in this specification

The following abbreviation appears in this specification:

International Advanced Level – IAL.

Why choose Pearson Edexcel qualifications?

Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Pearson Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Pearson Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Pearson Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world-class qualification process and principles please go to *Appendix 2: Pearson World Class Qualification design principles* or visit our website: uk.pearson.com/world-class-qualifications.

Why choose Pearson Edexcel International Advanced Level qualification in Law?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have made changes that will engage international learners and give them skills that will support their progression to further study of Law and to a wide range of other subjects.

Key qualification features

Structure - the IAL Law qualification consists of a linear structure with 2 main sections - Underlying Principles of Law and the English Legal System and The Law in Action.

The qualification is available in International Advanced Level (IAL) award only.

Clear and straightforward question papers - our question papers are clear and accessible for students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

Broad and deep development of learners' skills - we designed the International Advanced Level qualification to extend students' knowledge by broadening and deepening skills, for example students will:

- develop knowledge of and a critical perspective on legal theories and concepts by analysing the way legal rules and concepts are applied to solve disputes
- direct a discussion to a conclusion and address conflicting viewpoints; use persuasive techniques effectively to convince of a point of view
- widen their learning through a number of key transferable skills, which may be cognitive, intrapersonal or interpersonal.

Progression – this qualification will enable successful progression to further education courses in Law or related subjects. Through our world-class qualification development process we have consulted with a number of universities in the UK, as well as internationally, to validate the appropriateness of this qualification, including content, skills and the assessment structure.

We also offer International Advanced Subsidiary and Advanced Levels in humanities, sciences, mathematics and languages. More information can be found on our website (qualifications.pearson.com) on the Pearson Edexcel International Advanced Level pages.

Supporting you in planning and implementing this qualification

Planning

Our Getting Started Guide gives you an overview of the Pearson Edexcel International Advanced Level in Law qualification to help you understand the changes to content and assessment, and what these changes mean for you and your students.

Teaching and learning

Print and digital learning and teaching resources – promote any time, any place learning to improve student motivation and encourage new ways of working.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- exemplar materials to support formative assessments and mock exams
- examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify the topics and skills where further learning would benefit your students.

Training events

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications.

Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive Pearson Edexcel newsletter for qualification updates and product and service news.

Qualification at a glance

Qualification overview

Pearson Edexcel International Advanced Level in Law

This qualification consists of two compulsory externally examined papers.

Candidates must complete both assessments in the same examination series.

Content and assessment overview

Paper 1: Underlying Principles of Law and the English Legal System	*Paper code: YLA1/01
Externally assessed Written examination: 3 hours Availability: June First assessment: June 2017 100 marks	50% of the total IAL
Content overview <ul style="list-style-type: none">• The nature and purpose of law• Legal theories are introduced which help develop an understanding of the role, function and benefits of law in society• Concepts of justice and morality are compared with law both in England and elsewhere• Parliamentary and judicial law making• How legal disputes are resolved by a range of people involved in that process• The effectiveness, impact and costs of the law	
Assessment overview <p>This paper consists of short open-response and extended open-response questions. Candidates must answer all five questions, each worth 20 marks.</p>	

Paper 2: The Law in Action	*Paper code: YLA1/02
Externally assessed Written examination: 3 hours Availability: June First assessment: June 2017 100 marks	50% of the total IAL
<p>Content overview</p> <ul style="list-style-type: none"> • The overlap between civil and criminal outcomes from the same event • Separate legal consequences of activities • The application of legal principles • Outcomes in dispute resolution in decided cases and statutes • The contrast in the use of law is explored through different contexts 	
<p>Assessment overview</p> <p>This paper consists of short open-response and extended open-response questions. Candidates must answer all five questions, each worth 20 marks.</p>	

* See *Appendix 1: Codes* for a description of this and all other codes relevant to this qualification.

Law content

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Paper 1: Underlying Principles of Law and the English Legal System

International Advanced Level compulsory paper

Externally assessed

1.1 Paper description

In this paper, students will learn about the nature and purpose of law. Legal theories are introduced which help develop an understanding of the role, function and benefits of law in society. In particular, concepts of justice and morality are compared with law both in England and elsewhere.

The theoretical background is explored through the ideas of parliamentary and judicial law making and how legal disputes are resolved by a range of people involved in that process.

The role that law plays in society is evaluated through its effectiveness, the impact on participants and its costs.

1.2 Assessment information

- First assessment: June 2017.
 - The assessment is 3 hours.
 - The assessment consists of five questions.
 - The assessment is out of 100 marks.
 - Candidates must answer all questions.
 - This paper consists of short open-response and extended open-response questions.
-

1.3 Paper content

Subject content provides a broad heading for the area of law that should be taught and may be assessed.

What students need to learn provides a more detailed breakdown of the specific areas of law that should be taught and may be assessed; this includes legislation and any specific areas of focus.

Subject content	What students need to learn:
1.1 The nature, purpose of and liability in law	The distinction between rules and law – definitions, differences, examples 1.1.1 Certainty 1.1.2 Enforcement 1.1.3 Sanctioned by the state
	The role, function and benefits of law in society 1.1.4 Rights, duties, privileges, liabilities and examples of legal personality 1.1.5 Liability and remedies in civil law: <ul style="list-style-type: none"> • types/branches • terminology relating to parties in court case • burden and standard of proof 1.1.6 Liability and sanctions in criminal law: <ul style="list-style-type: none"> • burden and standard of proof • terminology relating to parties in a court case • different sanctions 1.1.7 Relationship and differences between civil and criminal law sanctions 1.1.8 Theories of punishment: revenge, retribution, rehabilitation, reparation, restoration, denunciation, deterrence – examples and applicability of each, including their relationship with sentences/sanctions: <ul style="list-style-type: none"> • Criminal Justice Act 2003
	Legal theories of law and justice – understanding the theorists relating to each theory together with examples and application 1.1.9 Positivism 1.1.10 Natural law 1.1.11 Utilitarianism
	The relationship between law and morality and relevant theorists 1.1.12 The Hart/Devlin debate and the Wolfenden Report 1.1.13 Public and private morality – definitions, examples and application 1.1.14 The legal interpretation of morality together with the application of examples of specific relevant case law decisions

Subject content	What students need to learn:
<p>1.2 The sources of English law, its enforcement and administration</p>	<p>Legislation</p> <p>1.2.1 Stages in the creation of an Act of Parliament:</p> <ul style="list-style-type: none"> • Parliament Acts 1911 and 1949 • Royal Assent Act 1967 <p>1.2.2 The influences on law reform in developing English law – examples of success and disadvantages:</p> <ul style="list-style-type: none"> • political parties – roles, advantages and disadvantages • pressure groups – examples and campaigns • law reform agencies, e.g. Law Commission • judges • media – examples and campaigns <p>1.2.3 Judicial interpretation of statutes – why there is a need for it:</p> <ul style="list-style-type: none"> • rules of interpretation – literal, golden, mischief, <i>ejusdem generis</i> – advantages and disadvantages of each together with specific relevant case law examples • purposive approach, presumptions, intrinsic and extrinsic aids; effect of the Human Rights Act 1998 • Interpretation Act 1978
	<p>Delegated legislation</p> <p>1.2.4 Types of delegated legislation – definitions, examples, advantages and disadvantages:</p> <ul style="list-style-type: none"> • orders in council • statutory instruments • bylaws <p>1.2.5 Control of delegated legislation:</p> <ul style="list-style-type: none"> • judicial • parliamentary • Legislative and Regulatory Reform Act 2006 <p>1.2.6 Advantages and disadvantages of delegated legislation</p>

Subject content	What students need to learn:
	<p>Judicial law making</p> <p>1.2.7 The doctrine of precedent in the court hierarchy:</p> <ul style="list-style-type: none"> • <i>stare decisis</i> • <i>ratio decidendi</i> • <i>obiter dicta</i> • court hierarchies • process of appeal • which courts are bound by others • 1966 House of Lords Practice Statement • relevant case law decisions <p>1.2.8 The role of equity in developing remedies in contract law – advantages and disadvantages:</p> <ul style="list-style-type: none"> • equitable remedies, when available • specific performance • rescission <p>1.2.9 Advantages and disadvantages of judicial law making</p>
	<p>EU law and its institutions</p> <p>1.2.10 Directives – examples</p> <p>1.2.11 Regulations – examples</p> <p>1.2.12 Decisions of the European Court of Justice and the role of the European Commission</p>
	<p>Methods of civil dispute resolution and Alternative Dispute Resolution (ADR) – definition, advantages and disadvantages</p> <p>1.2.13 The courts:</p> <ul style="list-style-type: none"> • hierarchy, three tier system, and financial limits • jurisdiction of each court • The Civil Procedure Rules <p>1.2.14 Public tribunals:</p> <ul style="list-style-type: none"> • tiers • jurisdiction • panel • tribunals, courts and Enforcement Act 2007 <p>1.2.15 Arbitration</p> <p>1.2.16 Conciliation</p> <p>1.2.17 Mediation</p> <p>1.2.18 Negotiation</p> <p>1.2.19 Ombudsman</p>

Subject content	What students need to learn:
<p>1.2 The sources of English law, its enforcement and administration (continued)</p>	<p>Role, selection and appointment of people in law – advantages and disadvantages</p> <p>1.2.20 Judges (including the Courts and Legal Services Act 1990 and the Constitutional Reform Act 2005)</p> <p>1.2.21 The legal profession</p> <ul style="list-style-type: none"> • solicitors • barristers <p>1.2.22 Lay people in the law:</p> <ul style="list-style-type: none"> • magistrates, including the Justices of the Peace Act 1979 • jurors, including the Juries Act 1974 • tribunal members • mediators • conciliators • ombudsman • arbitrators
	<p>The costs of going to law</p> <p>1.2.23 The cost of taking legal action:</p> <ul style="list-style-type: none"> • court costs • legal representation costs • awarding of costs against unsuccessful party • hidden costs of loss of reputation <p>1.2.24 Funding of going to law:</p> <ul style="list-style-type: none"> • insurance • state funding, including the Legal Aid, Sentencing and Punishment of Offenders Act 2012 • conditional fees • trade union membership • Citizens Advice Bureau • <i>pro bono</i>

Paper 2: The Law in Action

International Advanced Level compulsory paper

Externally assessed

2.1 Paper description

In this paper, students will explore, in depth, specific areas of substantive law. The overlap between civil and criminal outcomes from the same event will be recognised, as will the separate legal consequences of activities.

The theoretical background to aspects of civil and criminal law and human rights are developed through the application of the legal principles. The use of decided cases and statutes allows students to explore potential outcomes in dispute resolution. The contrast in the use of law is explored through different contexts.

2.2 Assessment information

- First assessment: June 2017.
- The assessment is 3 hours.
- The assessment consists of five questions.
- The assessment is out of 100 marks.
- Candidates must answer all questions.

This paper consists of questions that will require candidates to assess a legal scenario. The question set will be short open-response and extended open-response questions.

2.3 Paper content

Subject content provides a broad heading for the area of law that should be taught and may be assessed.

What students need to learn provides a more detailed breakdown of the specific areas of law that should be taught and may be assessed; this includes legislation and any specific areas of focus.

Subject content	What students need to learn:
<p>2.1 The market</p>	<p>The law of contract</p> <p>2.1.1 Formation of contract:</p> <ul style="list-style-type: none"> • offer • acceptance • consideration • legal intention • capacity <p>2.1.2 Terms in a contract:</p> <ul style="list-style-type: none"> • express • implied • condition • warranty • exclusion clauses – including The Unfair Contract Terms Act 1977, sections, 2, 3 and 11; and The Consumer Rights Act 2015, sections 31, 57, 62 and 65 <p>2.1.3 Consumer Rights Act 2015:</p> <ul style="list-style-type: none"> • terms implied into a contract to supply goods: section 9 (satisfactory quality), section 10 (fitness for particular purpose), section 11 (description) • remedies for the breach of a term implied into a contract to supply goods: section 20 (short term right to reject), section 23 (right to repair or a replacement), section 24 (right to a price reduction or a final right to reject) • terms implied into a contract to supply services: section 49 (reasonable care and skill), section 52 (performance within a reasonable time) • remedies for the breach of a term implied into a contract to supply services: section 55 (right to repeat performance) and section 56 (right to a price reduction)

Subject content	What students need to learn:
<p>2.1 The market (continued)</p>	<p>2.1.4 Validity of contracts:</p> <ul style="list-style-type: none"> • misrepresentation, including the Misrepresentation Act 1967 and the Law Reform (Contributory Negligence) Act 1945 • mistake • discharge of contract <ul style="list-style-type: none"> - performance - agreement - breach - frustration, including the Law Reform (Frustrated Contracts) Act 1943 <p>2.1.5 Privity of contract, including the effect of The Contracts (Rights of Third Parties) Act 1999</p> <p>Liability in negligence as an alternative to contract</p> <p>2.1.6 Negligence:</p> <ul style="list-style-type: none"> • duty of care • breach of the duty of care • damage resulting from breach of duty of care, including <i>res ipsa loquitur</i> • damages as a remedy <p>2.1.7 Defences:</p> <ul style="list-style-type: none"> • <i>volenti non fit injuria</i> (consent) • contributory negligence, including The Law Reform (Contributory Negligence) Act 1945 <p>2.1.8 Remedies for the market:</p> <ul style="list-style-type: none"> • damages, including the mitigation of loss • injunctions

Subject content	What students need to learn:
<p>2.2 The criminal offender</p>	<p>The nature of criminal liability</p> <p>2.2.1 <i>actus reus</i>:</p> <ul style="list-style-type: none"> • causation • liability for omissions <p>2.2.2 <i>mens rea</i>:</p> <ul style="list-style-type: none"> • intention, including transferred malice • subjective recklessness <p>2.2.3 Strict liability</p> <p>Note: Sections 18, 20 and 47 of the Offences Against the Person Act 1861 can be used to illustrate the nature of criminal liability.</p>
	<p>Property offences</p> <p>2.2.4 The Theft Act 1968:</p> <ul style="list-style-type: none"> • Theft, sections 1-6 • Robbery, section 8 • Burglary, section 9 • Blackmail, sections 21 and 34 <p>2.2.5 The Fraud Act 2006:</p> <ul style="list-style-type: none"> • Fraud by false representation, sections 2 and 5 • Obtaining services dishonestly, section 11 <p>2.2.6 The Theft Act 1978:</p> <ul style="list-style-type: none"> • Making off without payment, section 3 <p>2.2.7 The Criminal Damage Act 1971:</p> <ul style="list-style-type: none"> • Criminal damage, section 1 • Without lawful excuse, section 5
	<p>General defences</p> <p>2.2.8 Duress of threats and duress of circumstances</p> <p>2.2.9 Voluntary and involuntary intoxication</p>
	<p>Sanctions and sentencing</p> <p>2.2.10 Criminal Justice Act 2003:</p> <ul style="list-style-type: none"> • custodial sentences • community orders • fines • discharges

Subject content	What students need to learn:
2.3 The individual	Freedom of speech and defamation 2.3.1 Defamation Act 2013, sections 1, 2, 3, 4 and 15: <ul style="list-style-type: none"> • libel • slander • defences and remedies
	Human Rights Act 1998 2.3.2 Protection under the Human Rights Act 1998 with respect to freedom of speech and assembly: <ul style="list-style-type: none"> • Article 10 The right to freedom of expression • Article 11 The right to freedom of assembly 2.3.3 Appeals to the European Court of Human Rights: <ul style="list-style-type: none"> • role of the European Court of Human Rights including the claims procedure and the function of the court 2.3.4 Effect on the government of successful appeals to the European Court of Human Rights
	Right to privacy 2.3.5 Legal actions to protect privacy and confidentiality: <ul style="list-style-type: none"> • The Data Protection Act 2018 sections 1–7, 43, 45 and 170 • Article 8 of the European Convention on Human Rights 1953, the right to respect for family and private life, his home and his correspondence 2.3.6 Freedom of information Act 2000: <ul style="list-style-type: none"> • access to official, government and personal records
	Occupiers' liability 2.3.7 Occupiers' Liability Act 1957 2.3.8 Occupiers' Liability Act 1984
	2.3.9 Trespass to land: <ul style="list-style-type: none"> • unlawful entry • intentional and direct interference • continuing trespass and remedies
	2.3.10 Remedies for the individual

Assessment information

Assessment requirements

The Pearson Edexcel International Advanced Level in Law consists of two externally examined papers.

Candidates must complete both assessments in the same examination series.

From June 2017, both papers will be assessed in June for the lifetime of the qualification.

Paper	Assessment information	Number of raw marks allocated in the paper
Paper 1: Underlying Principles of Law and the English Legal System	Written examination. First assessment: June 2017. The assessment is 3 hours. The assessment consists of five questions. Candidates must answer all questions. This paper consists of short open-response and extended open-response questions.	100 marks
Paper 2: The Law in Action	Written examination. First assessment: June 2017. The assessment is 3 hours. Candidates consists of five questions. Candidates must answer all questions. This paper consists of short open-response and extended open-response questions.	100 marks

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International Advanced Level in Law Sample Assessment Materials (SAMs)* document.

A full list of command words that will be used in the assessments can be found in *Appendix 6: Command word taxonomy*.

Assessment objectives and weightings

		% in IAL
AO1	Demonstrate knowledge and understanding of legal terms, concepts, cases, statutes and theories.	23–25
AO2	Apply appropriate knowledge and understanding of legal rules and principles to a situation.	22–24
AO3	Analyse legal problems, showing an understanding of how the law might resolve disputes.	27–28
AO4	Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.	25–27

Relationship of assessment objectives to papers for the International Advanced Level qualification

Paper number	Assessment objective			
	AO1	AO2	AO3	AO4
Paper 1	10–15%	10–15%	10–15%	10–15%
Paper 2	10–15%	10–15%	10–15%	10–15%
Total for International Advanced Level	23-25%	22-24%	27-28%	25-27%

NB Totals have been rounded either up or down.

Assessment availability

Paper	June
1	✓
2	✓
IAL award	✓

From 2021, this subject is assessed in the May/June examination series only.

Administration and general information

Entries and resitting of papers

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com.

Resitting of papers

Candidates must resit both papers if they resit the qualification.

Individual paper resits are not permitted.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English only. All student work must be in English.

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual candidate with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The Pearson Edexcel International Advanced Level in Law will be graded on a six-point scale from A* to E. Individual paper results will be reported. Both papers will contribute to the International Advanced Level grade.

The first certification opportunity for the Pearson Edexcel International Advanced Level in Law will be in August 2017. A pass in an International Advanced Level subject is indicated by one of the six grades A*, A, B, C, D, E, of which grade A* is the highest and grade E the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Qualification grading

Grade boundary marks for each paper will be determined judgementally for the key boundaries:

- E/U
- A/B

After key grade boundaries for each paper have been set, provisional boundaries for the qualification as a whole will be established for the key judgemental grades. The boundary mark for each paper is scaled as necessary to reflect the weighting for that paper as detailed in the specification. The other grade boundaries are determined arithmetically. The grade B/C, C/D and D/E boundary marks are calculated by dividing the mark interval between the A/B and E/U boundaries by four.

The A* boundary is set as follows:

The A* boundary is set the same number of marks above the A boundary as the B boundary is below the A boundary. If the mark interval between the A/B boundary and the maximum mark is less than or equal to twice the mark interval between A/B and B/C, then the A* boundary is set halfway between the A/B boundary and the maximum mark, rounded down where necessary to the nearest whole number (e.g. 78.5 is rounded to 78).

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to further studies in law or a range of other subjects.

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Appendix 1: Codes

Type of code	Use of code	Code
Paper codes	Each paper is assigned a paper code. This paper code is used as an entry code to indicate that a student wishes to take the assessment for that paper. Centres will need to use the entry codes only when entering students for their examination.	Paper 1: YLA1/01 Paper 2: YLA1/02

Appendix 2: Pearson World Class Qualification design principles

Pearson’s World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education." Sir Michael Barber.

Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International Advanced Subsidiary (IAS)/International Advanced Level (IAL) development process

May 2014

“We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future-oriented and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidence-based process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel IAS and IAL qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Dr Peter Hill

Former Chief Executive, ACARA

Professor Jonathan Osborne

Stanford University

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Janice Kay

Provost, University of Exeter

Jason Holt

CEO, Holts Group

Professor Lee Sing Kong

Dean and Managing Director, National Institute of Education International, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Dame Sally Coates

Director of Academies (South), United Learning Trust

Professor Bob Schwartz

Harvard Graduate School of Education

Jane Beine

Head of Partner Development, John Lewis Partnership

All titles correct as at May 2014

Appendix 3: Transferable skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in law and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: qualifications.pearson.com

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Analysis • Reasoning/argumentation • Interpretation • Decision making • Adaptive learning • Executive function 	Develop an ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating a depth and breadth of understanding of the subject.
	Creativity	<ul style="list-style-type: none"> • Creativity • Innovation 	
Intrapersonal skills	Intellectual openness	<ul style="list-style-type: none"> • Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity 	Actively seeking new ways to continue to improve one's own learning despite setbacks, with willingness to re-draft, undertake further reading or keep at a task until completed.
	Work ethic/ conscientiousness	<ul style="list-style-type: none"> • Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity 	
	Positive core self-evaluation	<ul style="list-style-type: none"> • Self-monitoring/self-evaluation/self-reinforcement 	
Interpersonal skills	Teamwork and collaboration	<ul style="list-style-type: none"> • Communication • Collaboration • Teamwork • Cooperation • Empathy/perspective taking • Negotiation 	Engaging in pair or group discussion or work designed to practise a skill and/or embed content. For example, through case studies, Moots and Mock trials.
	Leadership	<ul style="list-style-type: none"> • Responsibility • Assertive communication • Self-presentation 	

Appendix 4: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside International Advanced Level (IAL) qualifications. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education institutions for the skills it develops
- is worth half of an International Advanced Level (IAL) qualification at grades A*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to an IAL subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example, an investigation based on predominately secondary research)
- an investigation/field study (for example, a practical experiment)
- a performance (for example, in music, drama or sport)
- an artefact (for example, creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is non-examined assessment-based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example, research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

How to link the Extended Project with Law

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace through the exploration of either an area of personal interest or a topic of interest from within the law qualification content.

Through the Extended Project, students will develop skills that support their study of law, including:

- independent research skills, including skills in primary research and the selection of appropriate methods for data collection
- extended reading and academic writing, including reading academic articles
- planning/project management, including the refining of research questions
- evaluation of arguments and processes, including evaluation of the research process
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating law arguments and using qualitative and quantitative evidence to support informed judgements and propose evidence-based solutions to law issues.

Types of Extended Project related to Law

Students may produce a dissertation on any topic that can be researched and argued, for example:

- the impact of the overlap between civil and criminal outcomes from the same event
- an investigation into the ease of the application of legal principles

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

- a study of the impact of the outcomes in dispute resolution in decided cases and statutes.
- a statistical survey of the contrast in the use of law is explored through different contexts.

A field study might consider an issue that lends itself to primary research, for example: an investigation into separate legal consequences of activities.

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in law. Students can demonstrate extension in one or more dimensions:

- **deepening understanding** – where a student explores a topic in greater depth than in the qualification content. A student could choose to conduct a deeper analytic study about a topic, or exploration of a concept such as civil and criminal law
- **broadening skills** – where a student learns a new skill. This might be learning a new statistical technique that can be used in the analysis of either primary or secondary data collected by the student
- **widening perspectives** – where the student's project spans different subjects. Cross-curricular exploration that involves examining, for example, the political, social, philosophical or psychological aspects of a topic.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

Appendix 5: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework/non-examined assessment. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
International Advanced Level	Abbreviated to IAL.
Linear	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.

Appendix 6: Command word taxonomy

Command word	Definition
Analyse	Examine in detail. Break down into individual components methodically. Identify relationships between separate elements.
Assess	Weigh up factors and events that may apply and identify which are the most important or relevant.
Describe	Paint a picture with words. Give an account which demonstrates the meaning of a legal term.
Evaluate	Identify and analyse relevant areas of law, review information and draw on evidence. Use understanding of the law to justify an argument or apply to a scenario and come to a conclusion.
Explain	Requires a linked justification/exemplification of a point.
Give/state	Requires the recall of one or more piece of information.
Identify	Find individual components, which requires recall of law information.

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Getty Images: Alex Belmonlinsky



ISBN 978-1-4469-1478-6

