

International Advanced Level

Subject: Law

The need for Transferable Skills

Sources: Cognitive/Intrapersonal and Interpersonal skills adapted and taken from the NRC framework

In recent years, higher education institutions and employers have consistently highlighted 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’.

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, the team identified the National Research Council’s (NRC) framework 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. These skills have been interpreted to ensure they are appropriate for this subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification.

Identifying and highlighting these skills in International Advanced Level qualifications ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken the NRC framework skills and provided definitions of how each skill can be interpreted for this subject. This will enable teachers and learners to understand examples of how they can develop each skill through an International Advanced Level qualification.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Cognitive skills				
Cognitive Processes and Strategies				
Critical thinking	<p>Developing knowledge of and a critical perspective on legal theories and concepts by analysing the way legal rules and concepts are applied to solve disputes.</p> <ul style="list-style-type: none"> • Organisation & selection of facts and ideas. • Use of facts, rules & principles. • Inferring meaning, drawing conclusion. • Developing opinions, judgements or decisions. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>Paper 1 SAMs B and C questions (For example: SAM 1, questions 1B and 3C).</p> <p>Paper 2 SAMs A, B and C questions (For example: SAM 2, questions 1A).</p>	<p>Note taking based on spoken or written stimulus;</p> <p>Factual writing, for example on the theories of the laws relationship to morality;</p> <p>Reading text and answering complex questions which require conclusions.</p> <p>Pair work discussion in which students express and justify opinions.</p>

<p>Problem solving</p>	<p>Utilising problem solving skills to explore the various solutions offered to solve legal disputes.</p> <ul style="list-style-type: none"> Developing strategy for decoding unfamiliar language and interpreting facts from cases and case studies. Reading text to find a solution to a problem, for example identifying the relevance of key facts and underlying legal concepts. 	<p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>Paper 2 SAMs A, B and C questions (For example: SAM 2, questions 1A).</p>	<p>Selecting and using appropriate legal rules to solve disputes or develop arguments.</p> <p>Demonstrating an ability to use knowledge to show understanding. This could be with a gap fill exercise or by responding to questions orally, which requires students to understand, for example the distinction between visitors and trespassers under the Occupiers Liability Acts.</p>
<p>Analysis</p>	<p>Analyse and evaluate aspects of legal theories, concepts and rules.</p> <ul style="list-style-type: none"> Understanding and separating a whole text into component parts. Analyse legal problems, showing an understanding of how the law might resolve disputes. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>Paper 1 SAMs B questions (For example: SAM 1, questions 4B and 3C).</p> <p>Paper 2 SAMs B questions (For example: SAM 2, questions 4B).</p>	<p>Activities which require complex scenarios, text and spoken case studies requiring the precise identification of liability and legal responsibility.</p> <p>Case studies, reviewing past cases to identify legal issues.</p>
<p>Reasoning/argumentation</p>	<p>Develop an ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating a depth and breadth of understanding of the subject.</p> <ul style="list-style-type: none"> Giving opinions and judgements on a case study with justification. Evaluate legal theories, concepts, rules and information to make judgements based on that information. Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>Paper 1 SAMs question 5</p> <p>Paper 2 SAMs question 5 (for example: identifying the appropriate offence from a series of facts and evaluating the likelihood of conviction.</p>	<p>Developing the desert island activity concept, create rules that everyone must abide by and create laws with associated parties.</p> <p>For example: identification of the relationship between law and morality.</p> <p>For example: the reason or justification of why an individual may be charged under section 9.1(a) burglary rather than under section 9.1(b).</p>

<p>Interpretation</p>	<p>Apply understanding of legal theories, concepts, rules and the interpretation of case scenarios and legal authority to solve criminal and civil disputes.</p> <ul style="list-style-type: none"> Decoding case scenarios to identifying and understanding importance. Select, organise and present relevant information clearly and logically using appropriate vocabulary and structures. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>Paper 1 SAMs B and C questions.</p> <p>Paper 2 SAMs B and C questions (for example: SAM 2 question 4A).</p>	<p>Listening and/or reading for comprehension. Interpreting facts or legal rules to understand legal issues.</p> <p>For example: learners could be given an extract from a statute (the Theft Act) and asked to interpret the elements of an offence (the offence of theft or robbery).</p>
<p>Decision making</p>	<p>Construct well-informed, balanced and justified arguments and conclusions on matters concerning criminal and civil disputes.</p>	<p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>Paper 1 SAMs question 5</p> <p>Paper 2 SAMs question 5</p>	<p>Role play activities in mock or moot trials, as judges or lay-people, charged with applying law to a scenario to reach a judgement.</p>
<p>Adaptive learning</p>	<p>Responding to unfamiliar and complex case scenarios by showing flexibility of thought; assimilating relevant material, selecting and applying appropriate legal rules.</p>	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>Paper 1 SAMs question 5</p>	<p>Role play activities, group presentations or debates adapting knowledge and understanding to formulate and express and argument. For example: Discuss: 'Juries are effective/ineffective because'</p>

Executive function	<p>Reflect on and develop one's own values, beliefs and attitudes in the light of what one has learnt.</p> <ul style="list-style-type: none"> Carrying out successfully a planned activity, for example planning an essay and completing it to meet the plan. Understand preparation for adult life in a pluralistic society and appreciate the relationship between law and morality. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p>	<p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>Paper 1 SAM question 5 (Evaluate the extent to which it can be said that law always follows morality).</p>	<p>Activities to develop learners' understanding of the relationship between law and morality. Activities that enable learners to investigate a society's shared morality or explore their own attitudes towards morality.</p> <p>Discussions and activities around the Hart/Devlin debate.</p>
Creativity				
Creativity	<p>Creating meaning from complex scenarios which could be interpreted in several ways.</p> <p>Describe appropriate responses to a criminal and civil dispute.</p>	<p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>Paper 1 SAMs B and C questions.</p> <p>Paper 2 SAMs B and C questions.</p>	<p>Giving descriptions of legal cases chosen by students or teachers.</p> <p>Imaginative writing: creating one's own case scenarios for others to solve.</p> <p>Role plays where the student takes on an unfamiliar role. For example: As a magistrate or Member of Parliament.</p>
Innovation	<p>Construct well-informed, balanced and justified arguments and conclusions on matters concerned legal concepts and theories to solve disputes, showing innovative thought processes.</p> <ul style="list-style-type: none"> Using written grammar and vocabulary to write with fluency on matters of legal theory. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>Paper 1 SAMs A questions (For example: SAM 1, questions 1A).</p> <p>Paper 2 SAMs A questions (For example: SAM 2, questions 2A).</p>	<p>Presentation where students are given a limited time to prepare and respond to an unfamiliar scenario.</p> <p>Brief or extended writing exploring topical issues. For example: the right to privacy or freedom of expression issues surrounding new technology and/or social media.</p>

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Intrapersonal skills				
Intellectual openness				
Adaptability	Apply knowledge and understanding of legal theories and concepts in response to different circumstances to analyse solutions to legal disputes.	Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).	AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner. Paper 1 SAMs A and B questions (For example: SAM 1, questions 2A).	Activities requiring students to present or deliver information in different ways. For example: creating an aide-mémoire for a judge or a poster for lay people. Students must be able to respond to the questions set and be discerning as to what information to provide. For example: describe the 'meaning of statutory interpretation' requires a different response to describe the 'rules of statutory interpretation'.
Personal and social responsibility	Reflect upon and develop one's own values, beliefs and attitudes in the light of what has been learnt. <ul style="list-style-type: none"> Using writing to undertake a specific task for which one is accountable or which develops social awareness in response to legal theory. 	Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law). Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).		Students could be asked to prepare a brochure or blog on a topic with the topic being sub divided into mini topics. Individual students are assigned mini topics and are responsible for producing their segment.
Continuous learning	Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion.	Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law). Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration). Paper 2: The Law in Action (2.1 The Market). Paper 2: The Law in Action (2.2 The Criminal Offender). Paper 2: The Law in Action (2.3 The Individual).		Peer review with students regularly completing a questionnaire in pairs. The questionnaire also suggests targets, which students select and teachers then comment on.

Intellectual interest and curiosity	<p>Undertaking self-directed research – pursuing a line of personal interest using a range of research methods, including information technology and wider knowledge sources.</p> <ul style="list-style-type: none"> Develop one’s interest and curiosity in legal theories and concepts. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p>	<p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Students choose a sub topic from the prescribed list and prepare a short power point/slide show on an aspect relating to their own life.</p> <p>Students could be asked to select criminal or civil law as an area of special interest and, using news or social media, they could keep a record of changes to the law over time.</p>
Work ethic/ conscientiousness				
Initiative	<p>Apply initiative in exploring legal theories and concepts by analysing established legal theory.</p>	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>Paper 2 SAMs A and B questions (For example: SAM 2, questions 3A).</p>	<p>Activities requiring learners to apply knowledge and understanding to extract subtle information from scenarios to identify the correct legal approach to solving disputes.</p> <p>For example: understanding the subtle differences between Theft and Making-off, 9.1(a) and 9.1(b) Burglary, Criminal damage and aggravated criminal damage or Trespassers and Visitors, Contract law and the law of Negligence.</p>
Self-direction	<p>Planning and carrying out research activity under own direction.</p>	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p>	<p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Preparing for and talking about a given legal theory or concept.</p>

Responsibility	Develop one's ability to take responsibility to construct well-argued, well-informed, balanced and structured written arguments, demonstrating a depth and breadth of understanding of legal theories, concepts and rules.	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>SAMs 1 and 2 question 5</p>	Reviewing written work which has been seen by the teacher and acting based on the teacher's comments on how to improve.
Perseverance	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.	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>SAMs 1 and 2 question 5</p>	Students prepare for a discussion around the longer response question 5 in SAM paper 1 (Evaluate the extent to which it can be said that law always follows morality) this will require detailed research and perseverance to understand and use the various theories effectively in their discussion.
Productivity	Demonstrating an ability to develop knowledge, understanding and evaluative skills.	<p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>SAMs 1 and 2 question 5</p>	Students produce a piece of writing which is well structured and balanced, using relevant vocabulary and formulating a justified conclusion.

Self-regulation (metacognition, forethought, reflection)	Developing strategies over time, including self-assessment and critical review, for reflecting on the success or otherwise of the work.	Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law) . Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration) .	AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories. AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation. AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes. AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.	Students review teacher comments and incorporate suggestions in their written work. Students can identify mistakes in a piece of writing and correct these mistakes overtime. Students review each other's work, leading to them being able to review their own work.
Ethics	Producing written work with a specific moral purpose or exploring the ethical intentions of a text.	Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law) .	AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories. AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.	Students develop a sense of the 'rule of law' .
Integrity	Maintain an honesty in exploring the impact of legal concepts and rules on society.	Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law) .	AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories. AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.	Students can produce written work which is accurately referenced and not plagiarised.
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	Developing the self-motivated habit of planning, completing, and reviewing one's own work as a matter of habit, critically and constructively.	Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law) . Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration) .	AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories. AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation. AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes. AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.	Students could be asked to give a brief explanation of what they have tried to achieve in a written piece of work. For example, 'I have tried to use relevant precedent, accurately to establish the existence of a duty of care in negligence'.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
Interpersonal skills				
Teamwork and collaboration				
Communication	<p>Demonstrate and utilise a number of different opportunities to exhibit communication skills.</p> <ul style="list-style-type: none"> Respond to a variety of prompts. Communicate arguments clearly. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>Paper 1 SAMs B and C questions.</p> <p>Paper 2 SAMs A, B and C questions.</p>	<p>Activities that prepare students to communicate complex legal authority clearly and concisely.</p> <p>Writing a text to improve the quality of written communication.</p>
Collaboration	<p>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.</p>	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Working on a group presentation.</p> <p>Creating a class activity such as Moot or Mock trial around a scenario question from SAMs paper 2</p>

Teamwork	Working with others on researching a theme related to legal theories and concepts. For example, the relationship between law and morality.	<p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	Creating a class activity such as Moot or Mock trial around a scenario question from SAMs paper 2. Students could be placed into groups: 2 legal teams and a jury.
Co-operation	Sharing resources such as own language skills and knowledge with other students in a project over time.	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	Students help each other produce a text or complete some research. For example, groups or individuals could be assigned different legal theories (Positivism, Natural law and Utilitarianism) to research on behalf of the class.
Interpersonal skills	Using verbal and non- verbal communication skills in a discussion.	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Activities such as: small group discussions or paired conversations.</p> <p>Students could also form debate teams and develop 'rules of debate'.</p>

Empathy/perspective taking	<p>Advocating the position of another in an oral presentation or during a discussion.</p> <ul style="list-style-type: none"> Engage with questions of fairness, morality and law and their influence on society and behaviour, while recognising different viewpoints and legal theories. 	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p> <p>SAMs Paper 1 question 5</p>	<p>Role plays where the student takes on a persona other than themselves.</p> <p>Students could evaluate case law on morality and decide if it was correctly decided and whether the concept of morality is certain and thereby enforceable. For example, compare the 1960 R v Penguin Ltd trial of Obscenity in the book Lady Chatterley's Lover with the 1971 Obscenity trial of the Oz magazine, Mary Whitehouse. Anti-obscenity campaigner, or other, more current cases on morality.</p> <p>For more example see the 'Getting started guide'.</p>
Negotiation	<p>Discussing an issue, attempting to reach shared conclusions with others, compromising where appropriate by using negotiation skills.</p>	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Role plays with an element of negotiation including Moots and Mock trials.</p> <p>Students could be asked to negotiate a settlement (to reinforce their knowledge and understanding of alternative dispute resolution) or damages in civil disputes.</p>
Leadership				
Leadership	<p>Leading others in a group activity to effectively develop learning.</p>	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Students could be asked to lead on a project such as a presentation or production of a resource for the class</p>

Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Preparing for and participating in a group presentation to the class.</p> <p>Working as a group on a poster or in preparation for a Moot, which must be completed by a set date.</p>
Assertive communication	Directing a discussion to a conclusion and addressing conflicting viewpoints; using persuasive techniques effectively to convince of a point of view.	<p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Mock trials, Moots and debates with a panel where students take on roles and discuss an issue. For example: Does a caterer owe a duty of care to an egg-allergy sufferer who assumes that no eggs will be served at a Sikh wedding?</p>
Self-presentation	Utilise several different opportunities to exhibit communication skills in variety of ways including written and verbal.	<p>Paper 1: Underlying Principles of Law and the English Legal System (1.1 The nature, purpose of and liability in law).</p> <p>Paper 1: Underlying Principles of Law and the English Legal System (1.2 The sources of English law, its enforcement and administration).</p> <p>Paper 2: The Law in Action (2.1 The Market).</p> <p>Paper 2: The Law in Action (2.2 The Criminal Offender).</p> <p>Paper 2: The Law in Action (2.3 The Individual).</p>	<p>AO1: Demonstrate knowledge and understanding of legal terms concepts, cases, statutes and theories.</p> <p>AO2: Apply appropriate knowledge and understanding of legal rules and principles to a situation.</p> <p>AO3: Analyse legal problems, showing an understanding of how the law might resolve disputes.</p> <p>AO4: Evaluate how the law and legal theories are applied in context, using areas of law studied in a coherent and logical manner.</p>	<p>Students could be asked to give a presentation or convey information in a suitable form without precise guidance as to that 'form'. The student will therefore have to select the most appropriate form to effectively communicate the information.</p> <p>For example, in the 'getting started guide it is suggested that students "give a presentation on the different types of EU law and how the EU affects the UK". Students could do it with or without visual aids, using role-play or by creating a poster or a flow-diagram.</p>