

Course Title:

**International Advanced Level (IAL) in
Law: Effective Delivery and
Assessment**

Event Code:

Issue 2

Aims and objectives

- Explore different approaches to teaching the content of the new specification.
- Understand the assessment process.
- Consider candidate responses alongside mark schemes from previous examinations.
- Review examiner reports to give feedback on recent candidate performance.
- Address common issues and FAQs.

Session Agenda

10:00 Welcome

10:20 Delivery (Teaching and Learning styles)

12:30 Lunch

13:30 Review and QA (from AM session)

13:45 Assessment – new exam arrangements

15:15 Questions and Answers/Close.

- Please introduce yourself – who are you?
- What do you hope to achieve from today?

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Edexcel qualifications open the doors to the world's most prestigious universities. Demanding, rigorous and empowering, Edexcel International Advanced Levels are developed to Pearson's world-class standards and equip students to excel at degree level.

“I wanted to study a course that allowed me to learn and think in different ways. I liked the mix of lecture style teaching with interactive elements that enabled me to test my skills in different areas. The course was excellent preparation for university.”

Irsa Nasir, studying Medicine, University of Toronto

“I wanted to study subjects that were relevant to a future career and that I enjoyed. Edexcel IALs provide students with a firm knowledge base.”

Nasim Mirzajani, studying Chemical Engineering, Yale University

“I have developed a greater passion and understanding of the subjects I studied. Edexcel qualifications are the most established and popular qualifications in the world and enabled me to progress to the UK university of my choice.”

Cheong Heng Hoe, studying Civil Engineering, Imperial College London

It's been my dream to attend a world-renowned university. Edexcel IALs have given me a solid academic foundation for further studies.

Fei Xue, studying Computer Science, University College London

In addition to expanding my academic knowledge, I also gained other skills such as time management and decision making during my studies.”

Vignesh Ravindra, studying Actuarial Science, London School of Economics and Political Science

“I chose IALs to gain specialist knowledge and entry to a top university. IALs provided me with the knowledge and techniques to have the same chance as other candidates internationally.”

Taiyan Li, studying Mathematics, Oxford University

“Edexcel IAL qualifications place more emphasis on the students' understanding of what they have learnt, not merely testing what they have memorized from a textbook.”

Peggy Ma, studying Law, University of Hong Kong

“Edexcel IALs prepared me so much for university and I was successful in getting offers and a scholarship to the Australian university of my choice.”

Haiyin Lin, studying Mathematics, University of Tasmania

“Edexcel IALs are universally accepted and prepared me well for applying to UK universities. This course of study also gave me a solid foundation for my university studies as it covered lots of different subject areas.”

Xiufeng Li, studying Mathematics, University of Warwick

“Mathematics A-Level provided me with knowledge on a variety of topics that had not been covered in the Spanish system, but were then taught at university. The Physics course provided the appropriate mental structure that allowed me to understand difficult concepts quicker.”

Alvaro Carrillo, studying Mathematics-Physics, University of Madrid

“I would recommend Edexcel IALs as the information is very up-to-date. The course was rigorous and enabled me to think critically to stretch myself further.”

Joseph Kah Seng, studying Medicine, International Medical University, Malaysia

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

- **Externally assessed**
- **Availability: June**
- **First assessment: June 2017 (the specification was refreshed in 2021 to create issue 4)**

Content summary

- **The nature, purpose of and liability in law.**
- **Legal theories are introduced which help develop an understanding of the role, function and benefits of law in society.**
- **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.**
- **Concepts of justice and morality are compared with law both in England and elsewhere.**
- **The role that law plays in society is evaluated through its effectiveness, the impact on participants and its costs.**

Assessment

3-hour examination (weighting: 50% of the total IAL marks).

5 questions worth a total of 100 marks (Candidates must answer all questions).

Questions 1-4 are each worth 20 marks for a range short open response and extended open response questions.

Question 5 is worth 20 marks for a problem-solving question.

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

Content

ONE PAPER - two compulsory topics:

Topics

1. The nature, purpose of and liability in law

The distinction between rules and law - including their definitions, differences, and examples

- **The role, function and benefits of law in society**
- **Legal theories of law and justice – understanding the theorists relating to each theory (together with examples and application)**
- **The relationship between law and morality and relevant theorists**

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

Topics (continued)

2. The sources of English law, its enforcement and administration

- **Legislation**
- **Delegated legislation**
- **Judicial law making**
- **EU law and its institutions**
- **Methods of civil dispute resolution and Alternative Dispute Resolution (ADR) - definition, advantages and disadvantages**
- **Role, selection and appointment of people in law - advantages and disadvantages**
- **The costs of going to law**

Paper 2: The Law in Action

- **Externally assessed**
- **Availability: June**
- **First assessment: June 2017 (the specification was refreshed in 2021 to create issue 4)**

Content summary

- **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**

Assessment

3-hour examination (weighting: 50% of the total IAL marks).

5 questions worth a total of 100 marks (Candidates must answer all questions).

Question 1: 20 marks short open response and extended open response questions

Question 2: 20 marks short open response and extended open response questions

Question 3: 20-mark, multi-part, problem-solving questions

Question 4: 20-mark, multi-part, problem-solving questions

Question 5: 20-mark, problem-solving question.

Paper 2 – Law in Action

Content

ONE PAPER - three compulsory topics:

1. The Market

- **The law of contract**
- **Liability in negligence as an alternative to contract**

Paper 2 – Law in Action

Content

2. The criminal offender

- **The nature of criminal liability**
- **Property offences**
- **General defences**
- **Sanctions and sentencing**

Paper 2 – Law in Action

Content

3. The individual

- Freedom of speech and defamation
- Human Rights Act 1998
- Right to privacy
- Occupiers' liability

180 taught hours each year – guideline

- Course can be taught sequentially:
(Y12 – Lower - then Y13 – Underlining Principles then Law in Action).
- The timings given here reflect the need for Y13 revision time.
- OR: you could teach Principles and Law in Action side by side across the timeframe.

Paper 1: Underlying Principles of Law and the English System

Topics		Time (approx hours)
1.1	The nature, purpose of and liability in law	65
1.2	The sources of English law, its enforcement and administration	115
Total teaching time (hours)		180

Paper 2: The Law in Action

Topics		Time (approx hours)
2.1	The market	55
2.2	The criminal offender	55
2.3	The individual	40
Revision time		30
Total teaching time (hours)		150

Planning and delivering the linear IAL in Law

- The IAL in Law qualification is linear, with assessments taken at the end of the course. There will be no January assessment window.
- If a sequential approach is adopted, centres will need to ensure that they leave sufficient time at the end of the course to revisit topics studied in the first year.

Delivery models

- One of the first decisions that centres will have to make is whether they intend to offer a sequential or thematic approach. A linear International A level offers a more flexible approach as topics can be selected in an order that meets the needs of students.

- Getting Started guide provides teachers with essential guidance, overview and a model scheme of work (SOW).
- Designed by teachers for teachers, the SOW should be used, amended and updated to reflect your centre's needs, timetable and students. **Please use – and amend as suitable for your teaching plan.**

- Essential principles of the course:

Clear specification

Progression, not repetition

Reflects today's global world

Clear assessments

Clear mark schemes

Skills for progression

We believe that the syllabus is '*user-friendly*' and enables you to deliver a lively and engaging programme of study.

Teaching and Learning

International A Level in Law offers students the chance to study:

- a dynamic, modern subject
- ethical and moral controversies
- understand legal systems and processes
- an academic and vocational subject with links to a wide range of employment sectors such as government, commerce and industry, charities and legal careers themselves
- develop academic and employability skills.

Law can be taught using a wide range of teaching delivery styles.

No one style is preferred – teachers should play to their strengths and use a range of activities to bring learning alive.

Teachers should play to their strengths but remember that variety is the very spice of life!

Engaged and inspired learners will go the extra mile – therefore, if we can inspire our learners, then we will see them flourish.

- International A Level in Law is suited to traditional teaching pedagogy.
- Talk and chalk or 'stand and deliver' teaching can be effective, especially where teachers can use case law to bring the subject alive.
- This method of teaching can help ensure that learners have a good set of legal notes to revise and study from – essential with two terminal exams.
- Teachers are the main resource in the classroom and have control.
- **This pedagogy *may* not create independent learners *but* could easily be used with a variety of teaching methodologies (see the following slides).**

- How do you ensure that your students have an adequate set of legal notes to learn and later revise from?
- How do learners interact with printed notes? How do you make learning interactive?
- Note-taking and discussion strategies?

Law contains a huge volume of rules and knowledge; how we manage this transfer of information is a key role for us to consider.

Teaching strategies to support the development of cognitive skills

Remembering	
Interpretation	
Analysis	
Reasoning/ argumentation	What strategies or activities do you use to help students to construct well-argued, well-informed, balanced and structured written arguments, demonstrating a depth and breadth of understanding of the subject.
Critical thinking	
Problem Solving	
Decision making	
Adaptive learning	
Executive function	

- English Law is developed through decisions in courts dealing with real-life stories. For example, the law of negligence can be found almost exclusively through case law. Case studies offer ideal opportunities that students can relate to.
- Activity – Case study

Access Case studies:

- Case summaries: E-lawresources.co.uk (other sites can also be used.)
- Discussion

Most law textbooks are technical. It is best to select a range of books that can be used as resources such as:

- Elliot C and Quinn F – *Criminal Law*, 12th Edition (Pearson, 2018) ISBN-13: 978-1292208480
- Elliot C and Quinn F – *Contract Law*, 12th Edition (Pearson, 2019) ISBN-13: 9781292251400
- Elliot C and Quinn F – *Tort Law*, 12th Edition (Pearson, 2019) ISBN-13: 978-1292251448

Other sources of information:

- General resources: <https://e-lawresources.co.uk/Home.php>
- General resources: <https://www.lawteacher.net/>
- Information about the Human Rights Act 1998:
<https://www.equalityhumanrights.com/en/human-rights>
- Information about the right to privacy:
<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>
- Information about the Consumer Rights Act 2015:
<https://www.citizensadvice.org.uk/about-us/our-work/citizens-advice-consumer-work/the-consumer-rights-act-2015/>

Students with a clear career path are likely to be more focused and successful – not always!

Visit websites to find out more about careers involving IAL Law:

Discuss studying this subject with your law teacher(s).

Visit your careers office/internet to find out more about careers and higher education courses that need IAL Law.

Career net: <http://www.careernet.com/>

Law Careers: <http://www.lawcareers.net/>

National Careers Service: <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Visit websites to find out what higher education courses are available HE that include Law:

UCAS website: www.ucas.com/

Visit the Pearson qualifications website to obtain a full copy of the [Pearson Edexcel International A Level in Law specification](#).

Students can access a range of useful resources:

BBC

Times

Guardian

The Information Commissioner's website

Professional Law sites

The Law Bank

<https://www.youtube.com/user/TheLawBank>

Subscription-based – designed for AQA/OCR – clear overlaps.

* Some teachers use digital resources such as Zig-Zag – we do not recommend any specific web resource but understand that they can be useful resource supplements in the classroom; some students respond well to these opportunities.

- Not always an academic source but can be another way of engaging learners and encouraging independent study.
- Students should be made aware of the dangers and limitations of social media.
- You may wish to set up your own Twitter account with links to reputable sources; may also be a good way to communicate and remind students of deadlines.*

* Always remember safeguarding comes first – keep such accounts professional and open for access.



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LISTS
2

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23 16

View summary



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Student law societies are much more than fancy balls and networking gu.com/p/4ht74/stw #lawstudents



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#ArianaOnCapital

Just started trending

#ThingsIWantSirToSay

11.5K Tweets

Hans Zimmer

Just started trending

Danny Drinkwater

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Use Pinterest?

Information Learning Technologies (ILT)



- Many ILT options are available for classroom management, voting (excellent for debates), devising quizzes (excellent for checking progress and understanding) and for checking learning.
- Centres are free to use a variety of software – these are excellent classroom tools; they create variety and can be very engaging.

- Our specification requires study of the legal institutions of England and Wales.
- Court visits can bring law to life – they will reveal the significance, human impact and gravity of legal proceedings.
- Wherever you teach these visits, if permissible, you can bring law alive – just make sure that students remain focused on the specification for assessment purposes (England and Wales).

In your country?

- What are the differences between your legal system and that of England and Wales?
- How does Civil law and Criminal law differ?
- How are laws made and implemented here?
- Students will enjoy studying the key differences between legal systems and approaches to the law. This will also help develop understanding and awareness of key issues.

Law Mooting – remains a fantastic way of developing legal skills and an appreciation of the work of the lawyer.

Existing Mooting programmes

(<https://global.oup.com/ukhe/disciplines/law/?cc=gb&lang=en>) can be used and often your local university will help set up an experience – maybe even using their mock court facilities.

Debating and Public Speaking – distinct activities but again excellent for developing linguistic and analytical skills.

Both can be developed as classroom activities.

- The debate between traditional and modern delivery styles will continue.
- We recommend that you play to your strengths but a variety of teaching styles in law is likely to have the greatest impact.
- Careful planning of this law course will enable you to develop and use a variety of teaching ideas.

Review and any issues arising from the AM session?

PM Session

Assessment

Assessment weightings

Assessment objectives and weightings

		% in IAL
A01	Demonstrate knowledge and understanding of legal terms, concepts, cases, statutes and theories.	23–25
A02	Apply appropriate knowledge and understanding of legal rules and principles to a situation.	22–24
A03	Analyse legal problems, showing an understanding of how the law might resolve disputes.	27–28
A04	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			
	A01	A02	A03	A04
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%

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

- **External assessment: written examination**
- **Total marks: 100**
- **Weighting: 50% of the total IAL marks**
- **Examination time: 3 hours**

Paper 1 Assessment

100 marks. Time allowed: 3 hours.

Questions 1-4 are multi-part response questions based on a substantive area of law. For example, a question on the sources of English law, its enforcement and administration could be:

- a) Describe two types of delegated legislation.*
- b) Explain the advantages of delegated legislation.*
- c) Assess how effectively the courts control delegated legislation.*

Question 5 will always be a single 20-mark question on a single topic, for example:

- a) Evaluate if law should follow morality or whether morality should follow the law.*

Paper 2: The Law in Action

- **External assessment: written examination**
- **Total marks: 100**
- **Weighting: 50% of the total IAL marks**
- **Examination time: 3 hours**

Assessment

100 marks. Time allowed: 3 hours.

- Question 1: 20 marks - closed, short to medium response questions
- Question 2: 20 marks - closed, short to medium response questions
- Question 3: 20-mark - multi-part, problem-solving questions
- Question 4: 20-mark - multi-part, problem-solving questions
- Question 5: 20-mark - problem-solving question

Both papers follow similar assessment models

- Making sure that students are familiar with the paper is essential.
- ACTIVITY

- We use the command words provided on the next slide.
- It is essential that students understand the requirements of each command word and what is required from them.
- ACTIVITY – matching exercise.

What would you expect candidates to do with these command words?

Command Word	Meaning
Analyse	
Assess	
Describe	
Evaluate	
Explain	
Give/state	
Identify	

Command word	Question types
Give/state	Requires the recall of one or more piece of information.
Identify	Short open-response questions, points-based one-step answers. Find individual components, which requires recall and/or application of legal information.
Describe	Short open-response questions, points-based one-step answers. Paint a picture with words. Give an account which demonstrates the meaning of a legal term.
Explain	Short open-response questions. Requires a linked justification/exemplification of a point.
Analyse	Short open-response questions. Examine in detail. Break down into individual components methodically. Identify relationships between separate elements.
Assess	Extended open-response questions. Weigh up factors and events that may apply and identify which are the most important or relevant.
Evaluate	Extended open-response questions. 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. Extended open-response questions.

Delegates to briefly review specimen papers.

Accessing past papers and specimen materials

- Activity based on materials.
- Two actual papers from the 2021 series.
- Mark and grade.
- Discussion on activity.

Sample materials

- What the A grade looks like....
- And the E grade....

Activity

What are the key points for you and your students arising out of the Examiner Report?

Common mistakes in Question-answering:

Avoiding answering the set examination question by substituting with a general answer, hoping that some of the response might be correct.

b. Insufficient and limited use of legal authorities to back up arguments.

c. Poor time management, often spending too long on some questions, leaving insufficient time to answer all required questions. Use the time allocation as a guide.

d. Superficial reading of questions.

Discussion – a typical scenario:

Two students:

- *One has encyclopedic knowledge but never completes their exams.

- *The other has modest knowledge and very good exam technique and time management.

Who will achieve the highest grade?

How do we maximize the performance of both students?

- Peer marking is a very effective way for students to learn from each other.
- It can give weaker and moderate learners an insight into what is required at a higher level.
- It can give higher-performing learners a chance to reflect on their own performance.
- Peer marking needs to be introduced carefully and sensitively but can have a high impact on performance.

- How will the new assessment model impact on your teaching strategies?
- How will you build assessment opportunities into your planning?

Any other questions?

- Has today been a success?
- Have we answered your queries?
- Thank you for participating in this training event.

For more information, useful links and contact details for International A Level in Law can be found here: <http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/law-2015.html#tab-Teaching>

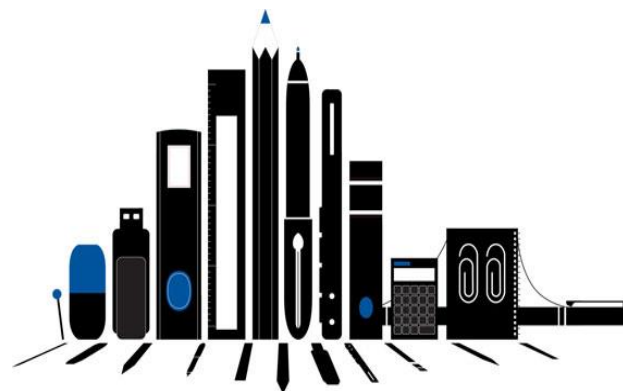
Statistics

If you would like to know more about examination statistics, you may find these links of interest to you:

Examination Results Statistics

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-statistics.html>

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.



Grade Boundaries

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

This page shows the minimum marks needed to achieve a certain grade for all Pearson Edexcel examinations.

Also refer to the examiner reports, available for download with other documents from the [qualification homepage](#).

Statistics continued

ResultsPlus

<http://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

- Pearson Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Pearson Edexcel national averages.



Thank you

We constantly look to improve the training we provide

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