



The following course outline intends to help teachers in their planning. However, we must stress that there are many other ways of organising the specification content, and these suggestions should not be seen as prescriptive. This outline assumes learners will be taught for 4.5 hours per week, though this is merely a guide and some topics may take longer than anticipated. There may be slight differences with the timings due to the different term dates in the UK. The reference to the Teacher Guide activities are those which correspond to the relevant topic in the Teacher Guide.

This plan assumes that learners will be studying the Human Rights and the Criminal options for Unit 3 and Unit 4.



YEAR 2 (COMPLETE A LEVEL DELIVERY)

TERM ONE			
Week	Specification Content	Specification Amplification	Possible Activities
HUMAN RIGHTS			
1	INTRODUCTION 3.1 THE RULES AND THEORY OF HUMAN RIGHTS LAW <i>Rights and liberties</i> <i>The European Convention on Human Rights</i>	<ul style="list-style-type: none"> rules of human rights law distinction between rights and liberties role played by Parliament and courts entrenched nature of Human Rights Act 1998 protection of human rights in the UK constitution. <ul style="list-style-type: none"> the ECHR – history, scope and application the impact of the Human Rights Act 1998; a United Kingdom Bill of Rights criticisms of Human Rights Act 1998 pervasive nature of law and society, law and morality and law and justice on human rights law. 	<p>Introduce concept of human rights and liberties, and overview of specification.</p> <p>Define the terms ‘human rights’ and ‘civil liberties’.</p> <p>Identify civil and political rights, social and economic rights.</p> <p>Explain the distinction and similarities between rights and liberties.</p> <p>Teacher Guide – Activity 1 – p48</p> <p>Explain the main theories – Locke, Rawls, Dworkin and Bentham</p> <p>Teacher Guide – Activity 2 – p48</p> <p>Explain how these theories are incorporated into domestic and international law.</p> <p>Teacher Guide – Activity 3 – p48</p> <p>Explain the history of the Council of Europe and the drafting of the Convention.</p> <p>Discuss the ECHR and the Articles.</p> <p>Teacher Guide – Activity 1 – p50</p> <p>Explain the machinery for protecting human rights under the ECHR, including the role of the European Court of Human Rights</p> <p>Teacher Guide – Activity 2 – p50</p>



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2	3.2 SPECIFIC PROVISIONS WITHIN THE ECHR <i>Article 8</i> <i>Article 10</i> <i>Article 11</i>	<ul style="list-style-type: none"> provisions of <i>Article 8</i>, <i>Article 10</i> and <i>Article 11</i> exceptions to <i>Article 8</i>, <i>Article 10</i> and <i>Article 11</i>. 	<p>Explain and evaluate provisions of Articles 8, 10 and 11. Discuss exceptions to Articles 8, 10 and 11.</p> <p>Teacher Guide – Activity 1 and Activity 2 – p52</p>
3	3.3 RESTRICTIONS ON THE ECHR <i>Public Order Offences</i>	<ul style="list-style-type: none"> freedom to meet, gather, demonstrate and protest relationship between maintenance of public order and legitimate expression of opinion and dissent. 	<p>Teacher Guide – Activity 1 – p61</p> <p>Explain and apply the main provisions of the <i>Public Order Act 1986</i>. Explain and apply the main provisions of the <i>Criminal Justice and Public Order Act 1994</i>. Explain the restrictions to protest in <i>Serious Organised Crime and Police Act 2005</i>.</p> <p>Teacher Guide – Activity 2 – p61</p>
4	3.3 RESTRICTIONS ON THE ECHR <i>Public Order Offences</i>	<ul style="list-style-type: none"> control of public gatherings, meetings and protests offences against public order, including incitement to racial hatred and religious hatred. 	<p>Explain and apply the common law of Breach of the Peace with current relevant cases. Explain and apply obstruction of the highway laws and other public order laws – incitement to racial and religious hatred.</p> <p>Teacher Guide – Activity 3 – p61</p> <p>EXAM PRACTICE: Teacher Guide – Activity 4 – p61</p>



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5	3.3 RESTRICTIONS ON THE ECHR <i>Police Powers</i>	<ul style="list-style-type: none"> Law relating to the police powers of: <ul style="list-style-type: none"> stop and search search of premises arrest detention rights of persons in police custody. 	<p>Teacher Guide – Activity 1 – p58 Explain and apply the main provisions of the <i>Police and Criminal Evidence Act 1984</i> and the Codes of Practice, including stop and search, arrest and detention. Explain and apply the key provisions of the <i>Criminal Justice and Public Order Act 1994</i> and the <i>Serious Organised Crime and Police Act 2005</i> EXAM PRACTICE: Teacher Guide – Activity 2 – p58</p>
6	3.3 RESTRICTIONS ON THE ECHR <i>Police Powers</i>	<ul style="list-style-type: none"> Remedies against the police, including for malicious prosecution and false imprisonment. 	<p>Discuss potential remedies against the police for breach of their powers, including breaches of human rights. Teacher Guide – Activity 3 – p59</p>
7	3.3 RESTRICTIONS ON THE ECHR <i>Breach of confidence</i>	<ul style="list-style-type: none"> Duty of confidentiality – breach of confidence, misuse of private information. 	<p>Teacher Guide – Activity 1 – p54 Define breach of confidence. Explain the civil law relating to breach of confidence with reference to cases. Teacher Guide – Activity 4 – p54</p>
8	3.3 RESTRICTIONS ON THE ECHR <i>Breach of confidence</i>	<ul style="list-style-type: none"> Duty of confidentiality – breach of confidence, misuse of private information. 	<p>Discuss the competing interests of freedom of speech and protection of private life. Teacher Guide – Activity 2 and Activity 3 – p54 Discuss cases post <i>Human Rights Act 1998</i> Teacher Guide – Activity 6 – p54 Critically evaluate the need for a tort of invasion of privacy. EXAM PRACTICE: Teacher Guide – Activity 7 – p54</p>



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9	3.3 RESTRICTIONS ON THE ECHR <i>Defamation</i>	<ul style="list-style-type: none"> tort of defamation – protection of reputation. 	<p>Define and explain the civil law of defamation. Explain the factors a claimant must satisfy, with reference to relevant cases.</p> <p>Explain the defences available.</p> <p>Teacher Guide – Activity 1 and Activity 2 – p56</p>
10	3.3 RESTRICTIONS ON THE ECHR <i>Defamation</i>	<ul style="list-style-type: none"> tort of defamation – protection of reputation. 	<p>Explain the procedure for bringing a defamation case.</p> <p>Teacher Guide – Activity 4 – p56</p> <p>Describe and apply the statutory provisions of the <i>Defamation Acts 1952, 1996 and 2013</i>.</p> <p>EXAM PRACTICE: Teacher Guide – Activity 3 – p56</p>
11	3.3 RESTRICTIONS ON THE ECHR <i>State Surveillance</i>	<ul style="list-style-type: none"> interception of communications – access to information relating to individual telephone tapping. 	<p>Explain the history of state surveillance.</p> <p>Teacher Guide – Activity 1 – p64</p> <p>Explain and apply the provisions of the <i>Police Act 1997</i>, the <i>Regulation of Investigatory Powers Act 2000</i> and the <i>Investigatory Powers Act 2016</i>.</p> <p>Teacher Guide – Activity 3 – p64</p> <p>Discuss and evaluate the right of the State to carry out surveillance versus the right of individual privacy.</p> <p>Teacher Guide – Activity 2 – p64</p>
12	3.3 RESTRICTIONS ON THE ECHR <i>Obscenity</i>	<ul style="list-style-type: none"> arguments for and against restriction problems of definition of obscenity methods of control over books, magazines, films, DVDs, live performances and broadcasting reforms to the law on obscenity. 	



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13	3.3 RESTRICTIONS ON THE ECHR <i>Tort of trespass and harassment</i>	<ul style="list-style-type: none"> torts of trespass and harassment. 	
14	3.4 ENFORCEMENT (cf: 3.1: Rules and theory of human rights law)	<ul style="list-style-type: none"> role of domestic courts the process of judicial review the role of the European Court of Human Rights. 	<p>Understand the enforcement mechanisms available for alleged breaches of human rights law. Teacher Guide – Activity 2 – p66</p> <p>Explain and evaluate the role of domestic courts in enforcing human rights. Teacher Guide – Activity 4 – p66</p> <p>Explain and evaluate the process of judicial review in relation to the enforcement of human rights. Teacher Guide – Activity 3 – p66</p> <p>Explain and evaluate the role of the European Court of Human Rights in the enforcement of human rights. Teacher Guide – Activity 1 – p66</p>



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15	3.5 THE DEBATE (cf: 3.1: Rules and theory of human rights law)	<ul style="list-style-type: none"> reform of the protection of human rights in the United Kingdom the need for a United Kingdom Bill of Rights the role of the Equality and Human Rights Commission. 	<p>Explain what a Bill of Rights is. Teacher Guide – Activity 1 – p68</p> <p>Discuss whether the UK needs a Bill of Rights. Teacher Guide – Activity 2 – p68 Critically evaluate the need for a Bill of Rights, identifying the advantages and disadvantages of a Bill of Rights. Teacher Guide – Activity 3 – p66 EXAM PRACTICE: Teacher Guide – Activity 4 – p68</p>
CRIMINAL LAW			
16	INTRODUCTION 3.12 THE RULES AND THEORY OF CRIMINAL LAW <i>Rules and Theory</i> <i>Bail</i>	<ul style="list-style-type: none"> rules of criminal law – definition of crime and the purpose of criminal law; burden and standard of proof codification of criminal law bail and remand in custody including police and court bail. 	<p>Introduce concept of human rights and liberties, and overview of specification. Explain the rules of criminal law and theory of criminal law. Define crime and the purpose of criminal law with reference to the burden and standard of proof. Discuss the codification of the criminal law.</p> <p>Explain and evaluate the law on bail and remand in custody. EXAM PRACTICE: Teacher Guide – Activity 1 – p83</p>



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17	3.12 THE RULES AND THEORY OF CRIMINAL LAW <i>Crown Prosecution Service</i> <i>Trial process, Trial procedure and the appeal process</i>	<ul style="list-style-type: none"> Functions of the Crown Prosecution Service. role of the Attorney General and Director of Public Prosecutions the trial process, including youth justice, trial procedure and the appeals process. 	<p>Explain and evaluate the functions of the Crown Prosecution Service.</p> <p>Outline the roles of the Attorney General and Director of Public Prosecutions.</p> <p><i>There are activities on the CPS in the Eduqas Teacher Guide. Also see cps.gov.uk for the latest developments in relation to evaluating the CPS and its effectiveness.</i></p> <p>Explain the criminal trial process for adults and youths.</p> <p>Explain the criminal appeals process.</p>
18	3.13 GENERAL ELEMENTS OF LIABILITY <i>Actus Reus</i> <i>Mens Rea</i> <i>Causation</i>	<ul style="list-style-type: none"> elements of crime: <i>actus reus</i>: to include voluntary and involuntary conduct, consequences and omissions elements of crime: <i>mens rea</i>: fault, to include negligence, recklessness and intention elements of crime: <i>causation</i>: legal and factual causation tests burden and standard of proof. 	<p>Explain and identify the different elements to a crime.</p> <p>Teacher Guide – Activity 1 – p85</p> <p>Explain the definition of actus reus – this can be fulfilled by a voluntary act, a state of affairs or an omission.</p> <p>Discuss the situations when an omission can amount to a crime.</p> <p>Teacher Guide – Activity 2 – p85</p> <p>Explain that there has to be a chain of causation linking the crime to the defendant.</p> <p>Explain and apply the tests of factual and legal causation.</p> <p>Teacher Guide – Activity 3 and Activity 4 – p85</p> <p>EXAM PRACTICE: Teacher Guide – Activity 5 – p86</p>



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19	3.13 GENERAL ELEMENTS OF LIABILITY <i>Strict Liability</i>	<ul style="list-style-type: none"> Strict Liability; including tests in <i>Gammon (Hong Kong) Ltd v A-G of Hong Kong (1985)</i>. 	<p>Explain the concept of strict liability crimes.</p> <p>Teacher Guide – Activity 1 – p88</p> <p>Explain the difference between strict liability and absolute liability.</p> <p>Define the tests used by the courts in deciding whether a crime is one of strict liability.</p> <p>Discuss the problems and benefits of strict liability crimes.</p> <p>Teacher Guide – Activity 2 – p88</p> <p>EXAM PRACTICE: Teacher Guide – Activity 3 – p88</p>
20	3.14 OFFENCES AGAINST THE PERSON <i>Fatal Offences Against the Person</i>	<ul style="list-style-type: none"> fatal offence of murder: elements and application of law. fatal offence of involuntary manslaughter: elements and application of the law of <ul style="list-style-type: none"> unlawful act manslaughter and gross negligence manslaughter. 	<p>Explain and apply the elements of the fatal offence of murder.</p> <p>Teacher Guide – Activity 2 – p91</p> <p>Explain and apply the elements of the fatal offence of involuntary manslaughter</p>
21	3.14 OFFENCES AGAINST THE PERSON <i>Fatal Offences Against the Person</i>	<ul style="list-style-type: none"> fatal offence of voluntary manslaughter: elements and application of the law and defences of: <ul style="list-style-type: none"> loss of control and diminished responsibility. 	<p>Explain and apply the elements of the fatal offence of voluntary manslaughter.</p> <p><i>There are past papers available on the WJEC website for the legacy LA3 Criminal papers that will be useful for this topic area.</i></p>



TERM TWO			
Week	Specification Content	Specification Amplification	Possible Activities
22	3.14 OFFENCES AGAINST THE PERSON Non-Fatal Offences Against the Person	<ul style="list-style-type: none"> Non-fatal offences: <ul style="list-style-type: none"> Assault and Battery - <i>Criminal Justice Act 1988</i> 	<p>Explain and apply the non-fatal offences of assault and battery as per the <i>Criminal Justice Act 1988</i>.</p> <p><i>There are past papers available on the WJEC website for the legacy LA3 Criminal papers that will be useful for this topic area.</i></p>
23	3.14 OFFENCES AGAINST THE PERSON Non-Fatal Offences Against the Person	<ul style="list-style-type: none"> Non-fatal offences: <ul style="list-style-type: none"> Actual bodily harm – <i>s47 Offences Against the Person Act 1861</i> Grievous bodily harm – <i>s20 Offences Against the Person Act 1861</i> Grievous bodily harm with intent – <i>s18 Offences Against the Person Act 1861</i> 	<p>Explain and apply the non-fatal offences of actual bodily harm, grievous bodily harm and grievous bodily harm with intent as per the <i>Offences Against the Person Act 1861</i>.</p> <p>EXAM PRACTICE: Teacher Guide – Activity 1 – p91</p> <p>Evaluate the law on fatal and non-fatal offences against the person, including any reforms.</p>
24	3.15 PROPERTY OFFENCES Theft Robbery	<ul style="list-style-type: none"> Theft: <ul style="list-style-type: none"> Actus Reus Mens Rea <i>s1 Theft Act 1968</i> Robbery: <ul style="list-style-type: none"> Actus Reus Mens Rea <i>s8 Theft Act 1968</i> 	<p>Explain the actus reus and mens rea of theft.</p> <p>Apply the law of theft to a given scenario.</p> <p>Discuss reform on the law of theft.</p> <p>Teacher Guide – Activity 1, 2, 3 and 4 – p95</p> <p>EXAM PRACTICE: Teacher Guide – Activity 5 – p96</p> <p>Explain the actus reus and mens rea of robbery and what distinguishes this property offence.</p> <p>Apply the law of robbery to a given scenario.</p> <p>Discuss reform on the law of robbery.</p> <p>Teacher Guide – Activity 1 – p93</p>



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Week	Specification Content	Specification Amplification	Possible Activities
25	3.15 PROPERTY OFFENCES <i>Burglary</i>	<ul style="list-style-type: none"> Burglary: <ul style="list-style-type: none"> - Actus Reus - Mens Rea - <i>s9(1)(a) and s9(1)(b) Theft Act 1968</i> 	Explain the actus reus and mens rea of burglary and what distinguishes this property offence. Apply the law of burglary to a given scenario. Discuss reform on the law of burglary. <i>Teacher Guide – Activity 2 – p93</i>
26	3.16 CAPACITY DEFENCES <i>Intoxication Insanity</i>	<ul style="list-style-type: none"> Capacity defences: <ul style="list-style-type: none"> - Intoxication by alcohol - Intoxication by drugs - Insanity 	Explain and apply the capacity defences of intoxication and insanity. <i>Teacher Guide – Activity 1 – p98</i>
27	3.16 CAPACITY DEFENCES <i>Automatism</i>	<ul style="list-style-type: none"> Capacity defences: <ul style="list-style-type: none"> - Insane automatism - Non-insane automatism. 	Explain and apply the capacity defences of automatism and non-insane automatism.



TERM THREE			
Week	Specification Content	Specification Amplification	Possible Activities
28	3.16 NECESSITY DEFENCES <i>Self Defence</i> <i>Duress</i> <i>Duress of circumstances</i>	<ul style="list-style-type: none"> Necessity defences: <ul style="list-style-type: none"> Self Defence 	Explain and apply the necessity defence of self defence.
29	3.16 NECESSITY DEFENCES <i>Duress</i> <i>Duress of circumstances</i>	<ul style="list-style-type: none"> Necessity defences: <ul style="list-style-type: none"> Duress Duress of circumstances 	Explain and apply the necessity defences of duress and duress of circumstances. EXAM PRACTICE: Teacher Guide – Activity 2 – p98 Evaluate the law on defences, including any reforms.
30	3.17 ATTEMPT OFFENCES	<ul style="list-style-type: none"> Statutory definition of attempt: <i>actus reus</i> and <i>mens rea</i>. Attempts to do the impossible. 	Explain the <i>actus reus</i> and <i>mens rea</i> of attempts. Teacher Guide – Activity 1 – p101 Discuss whether the law on attempts is satisfactory. Teacher Guide – Activity 3 – p101 EXAM PRACTICE: Teacher Guide – Activity 2 – p101
31	EXAM PRACTICE		
32	EXAM PRACTICE		