

Spalding High School

Law Department

*Independent Learning Lessons, Independent Study and
Super-curricular Activities Guide*

Independent Learning Lessons: Rationale

“Independent Learning Lessons provide valuable additional dedicated subject time for each A Level studied. They promote independent study, foster a sense of student agency¹, and develop subject focused study, which enhances student learning and progress.”

What should I do in my Independent Learning Lessons?

Year 12

You will have **two** independent learning lesson per 2-week cycle. Work will always be set for these lessons by your subject teacher(s) and may involve you gaining first exposure to new material (pre-reading) or consolidating or extending learning from the previous lesson. At the end of each lesson, please complete the tracking grid at the end of this booklet outlining what you have done.

Pre-reading

Not only does this encourage students to master fresh concepts in their own time, engendering a sense of accomplishment in thinking and reflecting independently, but it also frees up the teacher from using lesson time to impart information. Instead, the teacher can place greater emphasis on checking for understanding, exploring misconceptions and applying the knowledge to new contexts. By asking students to incorporate foundational information into their long-term memory prior to class, students’ cognitive load² is lightened allowing them to form new and deeper connections and develop more complex ideas. Pre-reading also creates a sense of ownership and responsibility.

Consolidation

Secure schema are formed by repeatedly strengthening connections, forming and recalling chunks of knowledge and developing more secure understanding. We can’t continue to learn more if the foundations for new learning are too weak; consolidation plays a big role in building confidence and positive attitudes to learning.

The key to consolidation is that students embed key ideas repeatedly, themselves; it’s not about telling them things over and over. Tasks should give students the opportunity to use prior knowledge generatively, with the emphasis on practising applying existing knowledge rather than learning anything new.

¹ The concept of student agency, as understood in the context of the OECD Learning Compass 2030, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. **OECD Future of Education and Skills 2030** ‘Conceptual learning framework’

² Cognitive load refers to the amount of effort that is exerted or required while reasoning and thinking. Any mental process, from memory to perception to language, creates a cognitive load because it requires energy and effort. When cognitive load is high, thought processes are potentially interfered with.

Year 13

You will have **two** independent learning lesson per 2-week cycle.

Independent Learning Lesson 1

Work will always be set for these lessons by your subject teacher(s) and may involve you gaining first exposure to new material (pre-reading) or consolidating or extending learning from the previous lesson. At the end of each lesson, please complete the tracking grid at the end of this booklet outlining what you have done.

Independent Learning Lesson 2

You will use these lessons to work through the non-substantive and theory topics from [Flipped Law](#) according to the schedule below. For each topic, you should watch the relevant Flipped Law video and complete the associated worksheet questions and MCQs. Once complete, check your answers against the Flipped Law answers in the shared OneDrive.

Topic	Where can I find it?	Watched Video?	Completed Worksheet?	Completed MCQs?
Judicial Precedent (Part 1)	Law Making			
Judicial Precedent (Part 2)	Law Making			
Criminal Courts and Appeals	ELS Topics - FlippedLaw			
Magistrates	ELS Topics - FlippedLaw			
Juries	ELS Topics - FlippedLaw			
Legal Personnel (Part 1)	ELS Topics - FlippedLaw			
Legal Personnel (Part 2)	ELS Topics - FlippedLaw			
The Judiciary (Part 1)				
Access to Justice	ELS Topics - FlippedLaw			
Statutory Interpretation: Literal and Golden Rules	Law Making			
Statutory Interpretation: Mischief Rule and Purposive Approach	Law Making			
Statutory Interpretation: Intrinsic and Extrinsic Aids	Law Making			
Parliamentary Law Making	Law Making			
Influences on Law Making	Law Making			
Law Reform	Law Making			
Civil Courts	ELS Topics - FlippedLaw			
ADR and Tribunals	ELS Topics - FlippedLaw			
Delegated Legislation	Law Making			
Controls on Delegated Legislation	Law Making			
EU Law (Part 1)	Law Making			
EU Law (Part 2)	Law Making			
The Rule of Law - see 'The Three Principles' video on Flipped Law	Law Making			
Sentencing including CPS, Bail and Youth Sentencing (2 videos)	ELS Topics - FlippedLaw			

What should I do in my study periods generally?

1. Flipped Law

Before each new topic, watch the relevant [Flipped Law video](#) and complete the associated worksheet questions. You can find out what topic is next by checking your Flipped Law topic tracker (see pp9-10). Once complete, check your answers against the Flipped Law answers in the shared OneDrive.

Alternatively, use the Flipped Law scenario questions to practise applying legal principles and honing your problem-solving skills. Again, you can check your answers against the Flipped Law answers in the shared OneDrive. The worksheets for these questions also provide an excellent structure for creating template AO1 responses (see below).

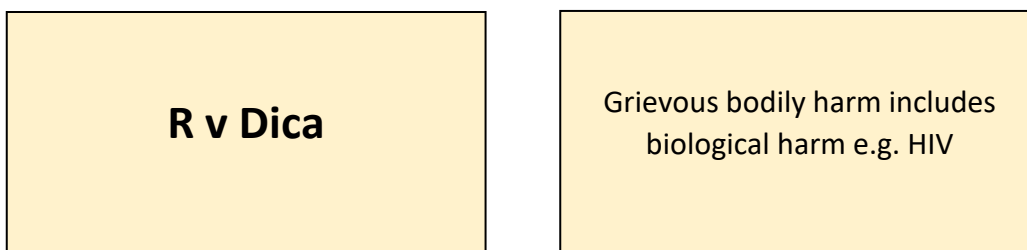
Finally, each Flipped Law topic includes a series of MCQs to test your knowledge and understanding.

2. Flashcards

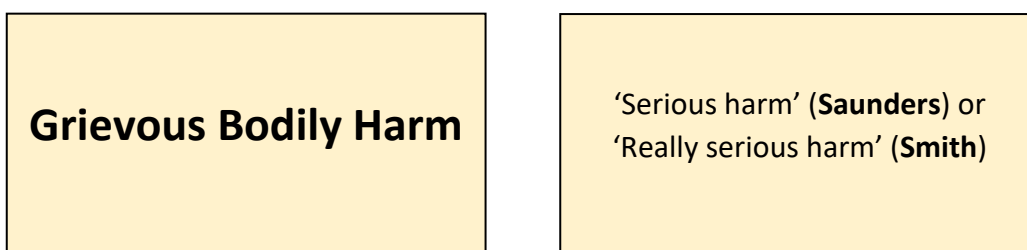
Further strengthen your knowledge and understanding of the relevant legal rules and principles by creating physical flashcards detailing key terms, definitions, case names, case facts and/ or points of law. Alternatively, use a website such as Quizlet to create digital flashcards. [Flashcards, learning tools and textbook solutions | Quizlet](#)

I have included a couple of examples of different styles of flashcard below.

Style 1 – Case name/ point of law



Style 2 – Key term/ definition



LEITNER METHOD

However, simple memorization of flashcards alone may not suffice when you are trying to retain new or complex information.

Sebastian Leitner, a German science journalist, created the flashcard study method called the Leitner System to assist in more effective learning.

The Leitner System employs the concept of spaced repetition, which is an approach to memorization that uses time intervals. Rather than cramming information into your brain all in one sitting, spaced repetition encourages learners to space out learning over periods of time. Under the Leitner System, learners dedicate different time periods to studying certain flashcards and concepts, based on the learner's own needs or preferences.

For further information, visit [The Leitner System: How Does it Work? - MindEdge](#). Alternatively, watch the following clip [The Leitner System - YouTube](#)

3. Past Papers, Mark Schemes and Examiners' Reports

Use past exam papers to practise applying legal principles and honing your problem-solving skills. You don't have to write a full response to questions, rather create a simple bullet point plan of how you'd approach the question and what you think the answer is. Once complete, check your plan against the mark scheme and read the examiner's report. By regularly engaging with examiners' reports, you will find that you start to write and sound like an examiner!

You will find every **old specification** AQA paper, mark scheme and examiner's report in the shared OneDrive.

AQA Old Specification		
What topic are you revising?	Where you will find it...	
	Unit	Question
Non-fatal offences	Unit 2	3,4
	Unit 3	1,4
Fatal offences	Unit 3	2,5
Defences	Unit 3	1,2,4,5
Property offences	Unit 4	1,2,3,4
Tort	Unit 4	5,6,7,8
Negligence	Unit 2	9, 10

New specification AQA past papers and mark schemes are available through the AQA website.

[AQA | A-level | Law | Assessment resources](#)

OCR, **Edexcel** and **Eduqas** also deliver A Level Law. You can access their past papers and mark schemes here:

OCR: [AS and A Level - Law - H018, H418 - OCR](#)

Edexcel: [Edexcel International Advanced Level Law | Pearson qualifications](#)

Eduqas: [AS and A Level Law | Eduqas](#)

4. AO1 Templates

Whilst the way you are expected to apply the law might change paper to paper, the actual law itself will remain the same. As a consequence, it is possible to prepare AO1 templates in advance of assessments and examinations. For example, for unlawful act manslaughter, there are four criteria, the first of which is that D must commit an unlawful act.

An AO1 template for this might look something like this:

*“Firstly, unlawful act manslaughter requires an unlawful act which must be a crime. A tort (**Franklin**), a breach of contract or an omission (**Lowe**) is not enough. Where there is no crime, there can be no conviction (**Lamb**).”*

This template can now be used in every unlawful act manslaughter assessment, regardless of the facts of the scenario.

5. Knowledge Organisers

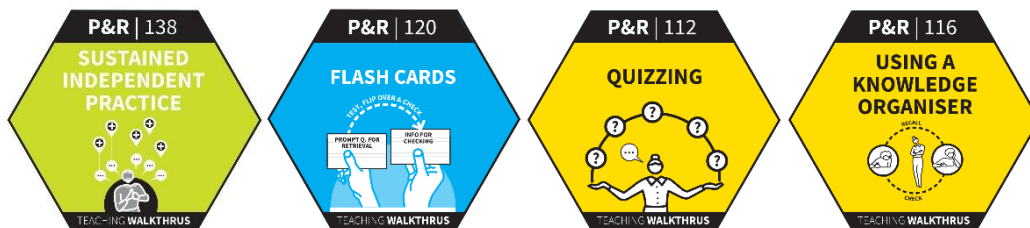
Create a knowledge organiser for each topic. Remember, knowledge organisers are intended as a summary; not a comprehensive, exhaustive list of all that could be known. However, they only serve a purpose if they are used effectively, linked to retrieval techniques e.g. quizzing or blurting³.

To this end, present the key information in a format that supports self-quizzing. Avoid using extended prose and ensure that information is clearly visible. Useful features include:

- Tables with columns of related information allowing one or more columns to be covered.
- Bullet point lists of key ideas.
- Sequences shown in flow diagrams.
- Labelled and unlabelled versions of diagrams.
- Clear mind maps or timelines.

By way of example, I have included some examples of knowledge organisers in the shared OneDrive.

6. Revision Strategies



³ Blurting is an active recall technique that is often used as part of the exam revision process. Blurting is often also referred to as a memory dump. Blurting involves quickly reading a section of a textbook, an exam specification, or other study guide and then closing the book and writing down as much of the information as you can remember.

Super-curricular Activities

1. Massive Open Online Courses (MOOCS)

MOOCS on platforms such as [Coursera](#) or [FutureLearn](#) might be a way to get a taste for the subject of law and its study, especially in an academic way. Many introductory law courses on these platforms are free to take and are offered by universities from around the world. The [Middle Temple Library](#) has a list of resources that might be of interest as well.

Some courses that might interest you are:

- [A Law Student's Toolkit](#) (Yale University)
- [Exploring Law: Studying Law at University](#) (Cambridge University)
- [Introduction to English Common Law](#) (University of London)
- [How to Become a Lawyer](#) (University of Law)
- [The Modern Judiciary](#) (King's College London)

2. Books

There are many books on legal subjects and written for aspiring law students in particular. Some titles that may be worth a look are:

- [What About Law?](#) — Catherine Barnard, Janet O'Sullivan & Graham Virgo
- [Letters to a Law Student](#) — Nick McBride
- [Glanville Williams: Learning the Law](#) — A.T.H. Smith
- [The Rule of Law](#) — Tom Bingham
- [Unlawful Killings](#) — Her Honour Wendy Joseph KC
- [Justice: What's the Right Thing to Do?](#) — Michael Sandel
- [How to Do Things with Rules](#) — William Twining & David Miers;
- [Eve was Framed: Women and British Justice](#) — Helena Kennedy
- [Law: A Very Short Introduction](#) — Raymond Wacks

3. Podcasts

Podcasts that may be of interest include:

- [Law in Action](#) (BBC 4)
- [Serial](#) Season 3 examines the US Justice System in the Cleveland, Ohio courts (*This American Life/The New York Times*)
- [The Hearing](#) (Thompson Reuters)
- [Law Pod UK](#)
- [Lawyer 2 Lawyer](#)
- [Thinking Like a Lawyer](#)
- [Rightsup](#) (University of Oxford)

4. Newspapers

Another super-curricular classic! Ideally, you should have some idea of the workings of the British political system. Read a good-quality "broadsheet" newspaper (such as The Times, The Telegraph, or The Guardian), and listen to topical political programmes such as [The Today Programme](#) and [Newsnight](#). We would certainly recommend that you take a keen interest in the political issues of the day, especially constitutional debates which are in the news regularly. The Guardian is free to read [online](#).

5. Blogs

Blogs are another resource you can use to develop your legal supercurriculars. Some blogs to take a look at are:

- [UK Human Rights Blog](#)
- [Public Law for Everyone](#)
- [Barrister Blogger](#)
- [The Secret Barrister](#)

6. Other Online Resources

The University of Cambridge's '[Law in Focus](#)' YouTube channel, [McBride's Guides](#), and Flipped Law's new '[Articles](#)' feature, are other great useful resources for aspiring law students to learn more about the subject.

Flipped Law Topic Tracker: Substantive Law

Paper 1: Criminal Law

Criminal law topics	Watched Video?	Completed Worksheet?	Completed Scenarios?	Completed MCQs?
Actus Reus				
Mens Rea				
Strict Liability				
Causation				
Common Assault				
Actual Bodily Harm				
Wounding and GBH				
Murder				
Diminished Responsibility				
Loss of Control				
Unlawful Act Manslaughter				
Gross Negligence Manslaughter				
Theft				
Robbery				
Burglary				
Attempts				
Self-defence				
Intoxication				
Consent				
Insanity and Automatism				
Duress and Necessity				

Paper 2: Tort

Tort law topics	Watched Video?	Completed Worksheet?	Completed Scenarios?	Completed MCQs?
Duty of Care (1)				
Duty of Care (2)				
Breach of Duty				
Damage				
Psychiatric Harm				
Economic Loss				
OLA 1957				
OLA 1984				
Private Nuisance				
Public Nuisance				
Rylands v Fletcher				
Vicarious Liability				
Defences				
Remedies				

Paper 3: Human Rights

Human Rights topics	Watched Video?	Completed Worksheet?	Completed Scenarios?	Completed MCQs?
Article 2: Life				
Article 5: Liberty				
Police Powers				
Article 8: Private Life (1)				
Article 8: Private Life (2)				
Article 10: Expression (1)				
Article 10: Expression (2)				
Defamation				
Article 11: Assembly and Association				
Public Order				

