



General Certificate of Education

LAW (5161/6161)

LAW4 Criminal Law (Offences against the Person) or Contract

Mark Scheme

2006 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

LAW4

Assessment Objectives One and Two

General Marking Guidance

You should remember that your marking standards should reflect the levels of performance of candidates, mainly 18 years old, writing under examination conditions. The Potential Content given in each case is the most likely correct response to the question set. However, this material is neither exhaustive nor prescriptive and alternative, valid responses should be given credit within the framework of the mark bands.

Positive Marking

You should be positive in your marking, giving credit for what is there rather than being too conscious of what is not. Do not deduct marks for irrelevant or incorrect answers, as candidates penalise themselves in terms of the time they have spent.

Mark Range

You should use the whole mark range available in the mark scheme. Where the candidate's response to a question is such that the mark scheme permits full marks to be awarded, full marks must be given. A perfect answer is not required. Conversely, if the candidate's answer does not deserve credit, then no marks should be given.

Levels of Response for Essay Marking

When reading an answer it is useful to annotate your recognition of the achievement of a response level. This will help the Senior Examiner follow your thought processes. Levels of response marking relies on recognition of the highest Level achieved by the candidate. When you have finished reading the essay, therefore, think top-down, rather than bottom-up. In other words, has the candidate's overall answer met the requirements for the top level? If not, the next level?

Citation of Authority

Candidates will have been urged to use cases, statutes and examples whenever appropriate. Even where no specific reference is made to these in the mark scheme, please remember that their use considerably enhances the quality of an answer.

Assessment Objective Three

Quality of Written Communication

The Code of Practice for GCSE, GCSE in vocational subjects, GCE, VCE and GNVQ requires the assessment of candidates' quality of written communication wherever they are required to write in continuous prose. In this unit, this assessment will take place by marking the candidate's script as a whole, by means of the following criteria:

- Level 3** Moderately complex ideas are expressed clearly and reasonably fluently, through well linked sentences and paragraphs. Arguments are generally relevant and well structured. There may be occasional errors of grammar, punctuation and spelling. **8-10 marks**
- Level 2** Straightforward ideas are expressed clearly, if not always fluently. Sentences and paragraphs may not always be well connected. Arguments may sometimes stray from the point or be weakly presented. There may be some errors of grammar, punctuation and spelling, but not such as to detract from communication of meaning. **4-7 marks**
- Level 1** Simple ideas are expressed clearly, but arguments may be of doubtful relevance or be obscurely presented. Errors in grammar, punctuation and spelling may be noticeable and intrusive, sufficient to detract from communication of meaning. **1-3 marks**
- Level 0** Ideas are expressed poorly and sentences and paragraphs are not connected. There are errors of grammar, punctuation and spelling, such as to severely impair communication of meaning. **0 marks**

NOTE

In the mark scheme which follows, there are two standard mark band descriptors:

- The substantive law question mark bands – question parts (a) and (b);
- The evaluative question mark bands – question part (c).

There are versions of both for a scheme with **three** items of potential content and for a scheme with **two** items of potential content.

These mark bands are set out at the beginning and are to be applied to each relevant question part. They are not repeated for each question part.

Substantive law question mark bands (3 potential content)

- 21 - 25 The candidate *soundly* explains and applies the rules of law in **two** of (A)-(C) (**max 21**), and *clearly* explains and applies the rules of law in the other (**max 23** for *some* explanation and application of rules of law in the other)
or
the candidate *soundly* explains and applies the rules of law in **one** of (A)-(C) and *clearly* explains and applies the rules of law in the other **two** (**max 21**).
- 16 - 20 The candidate *soundly* explains and applies the rules of law in **one** of (A)-(C), and *clearly* explains and applies the rules of law in another
or
the candidate *clearly* explains and applies the rules of law in any two of (A)-(C) (**max 18**) and presents *some* explanation and/or application of the other
or
presents *some* explanation and application of the rules of law in all three of (A)-(C) (**max 16**).
- 11 - 15 The candidate *soundly* explains and applies the rules of law in **one** of (A)-(C)
or
the candidate *clearly* explains and applies the rules of law in one of (A)-(C) and presents *some* explanation and/or application of the rules of law in any other one of (A)-(C)
or
the candidate presents *some* explanation and application of any two of (A)-(C) (**max 13**)
or
the answer focuses on explanation of rules of law with no significant application (**max 15** if *sound* on two, **max 13** if *clear* on two, **max 11** if *some* on two)
or
the answer focuses on application to the facts with no significant legal framework (**max 12** where the answer displays a *sound* and *comprehensive* understanding of the elements of the analysis).
- 6 - 10 The candidate presents *some* explanation and/or application of any of the rules of law in (A)-(C).
- 1 - 5 The candidate merely introduces fragments of information or unexplained examples from which no coherent explanation and application can emerge
or
though the candidate attempts to explain and/or apply rules of law, the explanation and/or application are so fundamentally undermined by error and confusion that the answer remains substantially incoherent.
- 0 The candidate presents no information relevant to the question.

Substantive law question mark bands (3 potential content) – list of maximum marks

25	two sound, one clear
23	two sound, one some
21	two sound or one sound, two clear
20	one sound, one clear or two clear, one some (explanation and/or application)
18	two clear
16	three some
15	one sound or two sound explanation or one clear, one some (explanation and/or application) or three clear explanation
13	one clear or one sound explanation or two clear explanation or two some
12	sound application
11	one clear explanation or two some explanation
10	one some explanation and/or application
05	relevant fragments or relevant but incoherent
00	completely irrelevant

Substantive law question mark bands (2 potential content)

- 21 - 25 The candidate *soundly* explains and applies the rules of law in (A) and (B) (**max 21**),
or
the candidate *soundly* explains and applies the rules of law in **one** of (A)-(B) and *clearly* explains and applies the rules of law in the other (**max 23**).
- 16 - 20 The candidate *soundly* explains and applies the rules of law in **one** of (A)-(B) (**max 18**) and presents *some* explanation and application of the other
or
the candidate *clearly* explains and applies the rules of law in both of (A)-(B)
or
the candidate clearly explains and applies the rules of law in one of (A)-(B) and presents *some* explanation and application of the other (**max 18**).
- 11 - 15 The candidate *clearly* explains and applies the rules of law in one of (A)-(B)
or
the candidate presents *some* explanation and application of both of (A)-(B) (**max 13** if one only)
or
the answer focuses on explanation of rules of law with no significant application (**max 15** if *sound* on two, **max 13** if *sound* on one or *clear* on two, **max 11** if *clear* on one or *some* on two)
or
the answer focuses on application to the facts with no significant legal framework (**max 12** where the answer displays a *sound* understanding of the elements of the analysis).
- 6 - 10 The candidate presents *some* explanation and/or application of any of the rules of law in (A)-(B).
- 1 - 5 The candidate merely introduces fragments of information or unexplained examples from which no coherent explanation and application can emerge
or
though the candidate attempts to explain and/or apply rules of law, the explanation and/or application are so fundamentally undermined by error and confusion that the answer remains substantially incoherent.
- 0 The candidate presents no information relevant to the question.

Substantive law question mark bands (2 potential content) – list of maximum marks

25	two sound
23	one sound, one clear
20	one sound, one some or two clear
18	one sound or one clear, one some
15	one clear or two some or two sound explanation
13	one some or one sound explanation or two clear explanation
12	sound application
11	one clear explanation or two some explanation
10	one some explanation and/or application
05	relevant fragments or relevant but incoherent
00	completely irrelevant

Evaluative question mark bands (3 potential content)

- 21 - 25 The candidate *soundly* evaluates relevant aspects of the rules of law in two of (A)-(C) (**max 21**) and *clearly* evaluates relevant aspects of the rules of law in the other (**max 23** for *some* evaluation of the other)
or
the candidate *soundly* evaluates relevant aspects of the rules of law in **one** of (A)-(C) and *clearly* evaluates relevant aspects of the rules of law in the other two (**max 21**).
- 16 - 20 The candidate *soundly* evaluates relevant aspects of the rules of law in **one** of (A)-(C) and *clearly* evaluates relevant aspects of the rules of law in **one** other
or
the candidate *clearly* evaluates relevant aspects of the rules of law in **two** of (A)-(C) (**max 18**) and presents *some* evaluation of the other
or
the candidate presents *some* evaluation of the rules of law in all of (A)-(C) (**max 16**).
- 11 - 15 The candidate *soundly* evaluates relevant aspects of the rules of law in **one** of (A)-(C)
or
the candidate *clearly* evaluates relevant aspects of the rules of law in **one** of (A)-(C) (**max 13**) and presents *some* evaluation of relevant aspects of the rules of law in **one**
or
the candidate presents *some* evaluation of relevant aspects of the rules of law in **two** of (A)-(C) (**max 13**).
- 6 - 10 The candidate presents *some* evaluation of relevant aspects of the rules of law in any of (A)-(C).
- 1 - 5 The candidate merely introduces fragments of information or unexplained examples from which no coherent explanation or evaluation can emerge
or
though the candidate attempts to explain and/or evaluate relevant rules of law, the explanation and/or evaluation are so fundamentally undermined by error and confusion that the answer remains substantially incoherent.
- 0 The candidate presents no information relevant to the question.

Evaluative question mark bands (3 potential content) – list of maximum marks

- 25 two sound, one clear
23 two sound, one some
21 two sound **or** one sound, two clear
20 one sound, one clear **or** two clear, one some
18 two clear
16 three some
15 one sound **or** one clear, one some
13 one clear **or** two some
10 one some
05 relevant fragments **or** relevant but incoherent
00 completely irrelevant

Evaluative question mark bands (2 potential content)

- 21 - 25 The candidate *soundly* evaluates relevant aspects of the rules of law in (A)-(B)
or
the candidate *soundly* evaluates relevant aspects of the rules of law in **one** of (A)-(B) and *clearly* evaluates relevant aspects of the rules of law in the other (**max 23**).
- 16 - 20 The candidate *soundly* evaluates relevant aspects of the rules of law in **one** of (A)-(B) (**max 18**) and presents *some* evaluation of the other,
or
the candidate *clearly* evaluates relevant aspects of the rules of law in both of (A)-(B)
or
the candidate *clearly* evaluates relevant aspects of the rules of law in **one** of (A)-(B) and presents some evaluation of the other (**max 18**).
- 11 - 15 The candidate *clearly* evaluates relevant aspects of the rules of law in **one** of (A)-(B)
or
the candidate presents *some* evaluation of relevant aspects of the rules of law in both of (A)-(B) (**max 13 for one**)
- 6 - 10 The candidate presents *some* explanation and/or evaluation of relevant aspects of the rules of law in either of (A)-(B).
- 1 - 5 The candidate merely introduces fragments of information or unexplained examples from which no coherent explanation or evaluation can emerge
or
though the candidate attempts to explain and/or evaluate relevant rules of law, the explanation and/or evaluation are so fundamentally undermined by error and confusion that the answer remains substantially incoherent.
- 0 The candidate presents no information relevant to the question.

Evaluative question mark bands (2 potential content) – list of maximum marks

25	two sound
23	one sound, one clear
20	one sound, one some or two clear
18	one sound or one clear, one some
15	one clear or two some
13	one some
10	one some explanation and/or evaluation
05	relevant fragments or relevant but incoherent
00	completely irrelevant

Substantive law question mark bands (3 potential content) – list of maximum marks

25	two sound, one clear
23	two sound, one some
21	two sound or one sound, two clear
20	one sound, one clear or two clear, one some (explanation and/or application)
18	one sound, one some or two clear or one clear, two some
16	three some
15	one sound or two sound explanation or one clear, one some (explanation and/or application or three clear explanation
13	one clear or one sound explanation or two clear explanation or two some
12	sound application
11	one clear explanation or two some explanation
10	one some explanation and/or application
05	relevant fragments or relevant but incoherent
00	completely irrelevant

Substantive law question mark bands (2 potential content) – list of maximum marks

25	two sound
23	one sound, one clear
20	one sound, one some or two clear
18	one sound or one clear, one some
15	one clear or two some or two sound explanation
13	one some or one sound explanation or two clear explanation
12	sound application
11	one clear explanation or two some explanation
10	one some explanation and/or application
05	relevant fragments or relevant but incoherent
00	completely irrelevant

Evaluative question mark bands (3 potential content) – list of maximum marks

25	two sound, one clear
23	two sound, one some
21	two sound or one sound, two clear
20	one sound, one clear or two clear, one some
18	one sound, one some or two clear
16	three some
15	one sound or one clear, one some
13	one clear or two some
10	one some
05	relevant fragments or relevant but incoherent
00	completely irrelevant

Evaluative question mark bands (2 potential content) – list of maximum marks

25	two sound
23	one sound, one clear
20	one sound, one some or two clear
18	one sound or one clear, one some
15	one clear or two some
13	one some
10	one some explanation and/or evaluation
05	relevant fragments or relevant but incoherent
00	completely irrelevant

Descriptors

Level	Explanation	Application
sound	The answer correctly identifies and accurately explains the relevant rule(s) in the central aspects of the potential content. Where appropriate, the explanations are supported by relevant statutory and/or case authority and illustration (which is adequately developed where necessary to explain the <i>ratio</i> and/or assist in the application to the facts). Where there are more marginal aspects of the rules, there may be some minor omissions or inaccuracies in the explanation of the rule(s) and/or supporting statutory/case authority and illustration.	The answer selects and emphasises the relevant facts from the scenario and makes close reference to them when explaining how the rules (including any supporting statutory and/or case authority) apply to afford a solution. Where appropriate, the application explores the effect of different interpretations of the rule(s) and/or of conflicting rules and/or of different interpretations of the facts. The solution suggested is clearly based on the explanation and application of the rules and is sustainable.
clear	The answer correctly identifies and accurately explains significant parts of the rule(s) in the central aspects of the potential content, though there are omissions of some part(s) of the rule(s), or errors in the explanation, in those central aspects. There may be a little overemphasis on marginal aspects of the rules at the expense of some of the more central aspects. In the higher part of the level, statutory and/or case authority and illustration are used but there may be a little confusion and error in selection and/or explanation or the explanation may be limited. At the lower end of the level, there may be little evidence of statutory and/or case authority and illustration or more evident inaccuracies.	The answer selects and emphasises some of the relevant facts from the scenario and makes reference to them when explaining how the rules (including any supporting statutory and/or case authority) apply to afford a solution. The application, though otherwise persuasive, may fail to canvass credible alternative solutions (based on alternative interpretations of the law or of the facts) or there may be a little error or confusion in the application to the facts. The solution suggested is broadly based on the explanation and application of the rules, though there may be some evident weakness.
some	The answer correctly identifies and accurately explains a very limited part of the relevant rule(s) in the central aspects of the potential content. There may be a very evident imbalance between explanation of central and of more marginal aspects of the rule(s). Alternatively, the answer explains a more substantial part of the relevant rule(s) in the central aspects of the potential content but the explanations suffer from significant omission, error or confusion. Explanations may emerge only out of attempts to introduce relevant case authority and illustration. If introduced at all, statutory and/or case authority and illustration may be of marginal relevance or the explanation may be highly superficial or subject to significant inaccuracies or not properly used to support the explanation of the relevant rule(s).	The answer selects and emphasises one or two relevant facts from the scenario and makes reference to them without being able to suggest a coherent application. More broad-ranging attempts to identify and make reference to relevant facts display confusion or error. Alternatively, the answer tends to make simple assertions or assumptions about the way in which the rule(s) apply to the facts, so that application is general and unspecific, being unrelated to particular facts. The application fails to canvass credible alternative solutions (based on alternative interpretations of the law or of the facts). Little use is made of whatever statutory or case authority and illustration is incorporated in explanations. The solution suggested is only imprecisely related to the explanation of the rule(s).

Criminal Law (Offences against the Person)

1

Total for this question: 75 marks

- | |
|--|
| (a) Discuss the criminal liability of Brent for the injury to Andy, and the criminal liability of Chris for the injuries to Brent. (25 marks) |
|--|

Potential Content

- (A) In relation to the injury to Andy – offences of assault occasioning abh and unlawful and malicious wounding – particular issues involving causation and *mens rea*
- (B) In relation to the injury to Brent – causing gbh and causing gbh with intent (possible lesser alternative in abh) – *mens rea* issues
- (C) In relation to Chris – the defence of self-defence/prevention of crime, raising issues of need for use of force, striking the first blow, proportion between injury inflicted and harm anticipated

- | |
|---|
| (b) Discuss the criminal liability of Debra and of George for the involuntary manslaughter of Eva. (25 marks) |
|---|

Potential Content

- (A) In relation to Debra – unlawful act manslaughter, including the elements of the unlawful act (battery, battery occasioning actual bodily harm) and the possibility of a defence of consent
- (B) In relation to George – gross negligence manslaughter, incorporating discussion of liability based on omissions

Note: An answer which deals with the liability of both Debra and George as gross negligence manslaughter will merit **max 20**.

(c) Choose **one** of the following:

Discuss the criticisms which may be made of the law on murder (including voluntary manslaughter). (25 marks)

OR

Discuss the criticisms which may be made of the law on involuntary manslaughter. (25 marks)

OR

Discuss the criticisms which may be made of the law on the non-fatal offences against the person. (25 marks)

Potential Content

Murder and voluntary manslaughter

- (A) General structural issues - the relationship between murder and manslaughter, the mandatory penalty of life imprisonment, should homicide be more or less structured
- (B) Murder issues - the elements of murder: *actus reus* and *mens rea*
- (C) Partial defence (voluntary manslaughter) issues

Involuntary manslaughter

- (A) Unlawful act issues
- (B) Gross negligence issues
- (C) General overview issues (such as scope of involuntary manslaughter, relationship with rest of homicide - discussion of liability of corporations is not required but will be credited)

Note: Candidates may obtain maximum marks by dealing either with two or with three pc items in any of the above options. Those who deal with three will be expected to introduce less detail than those who deal with two. However, irrespective of the number of pc items dealt with, candidates should be marked on whichever of the schemes gives the greater credit.

Non-fatal offences

- (A) Structural issues (connected, for instance, with sentencing). Language and associated issues
- (B) Specific *actus reus* and *mens rea* issues

2

Total for this question: 75 marks

(a) Discuss the criminal liability of Harry for the injuries suffered by Ian and by Jackie. (25 marks)

Potential Content

- (A) In relation to Ian - the offences of unlawful and malicious infliction of grievous bodily harm (assault occasioning actual bodily harm as a possible lesser alternative), raising *mens rea* issues in particular
- (B) In relation to Jackie - the offence of assault occasioning actual bodily harm. Reliance may be placed on any relevant explanations previously introduced but, additionally, the answer will discuss causation (including 'take your victim') and transferred malice
- (C) In relation to both (A) and (B) - the defence of intoxication and/or of insanity (where both are discussed, less detail on both is required)

(b) Discuss the criminal liability of Harry for the murder of Karl. (25 marks)

Potential Content

- (A) *Prima facie* liability for the offence of murder - *mens rea* issues (intention to kill/cause serious injury, the meaning of intention)
- (B) The defence of provocation - subjective and objective tests (including the relevance of any mental illness)
- (C) The defence of diminished responsibility - general requirements of the defence (including possible relevance of any intoxication). Note: insanity is a possible alternative but, if dealt with rather than diminished responsibility, credit for **explanation** of elements should not be given twice if already dealt with in answering part (a)

(c) Choose **one** of the following:

Discuss the criticisms which may be made of the law on murder (including voluntary manslaughter). (25 marks)

OR

Discuss the criticisms which may be made of the law on involuntary manslaughter. (25 marks)

OR

Discuss the criticisms which may be made of the law on non-fatal offences against the person. (25 marks)

Potential Content

Murder and voluntary manslaughter

- (A) General structural issues - the relationship between murder and manslaughter, the mandatory penalty of life imprisonment, should homicide be more or less structured
- (B) Murder issues - the elements of murder: *actus reus* and *mens rea*
- (C) Partial defence (voluntary manslaughter) issues

Involuntary manslaughter

- (A) Unlawful act issues
- (B) Gross negligence issues
- (C) General overview issues (such as scope of involuntary manslaughter, relationship with rest of homicide - discussion of liability of corporations is not required but will be credited)

Note: Candidates may obtain maximum marks by dealing either with two or with three pc items in any of the above options. Those who deal with three will be expected to introduce less detail than those who deal with two. However, irrespective of the number of pc items dealt with, candidates should be marked on whichever of the schemes gives the greater credit.

Non-fatal offences

- (A) Structural issues (connected, for instance, with sentencing). Language and associated issues
- (B) Specific *actus reus* and *mens rea* issues

Contract Law

3

Total for this question: 75 marks

- (a) Having regard to the relevant elements in the formation of contract, consider whether Richard has any rights and remedies against Paul in connection with the unpaid extra commission. *(25 marks)*

Potential Content

- (A) Intention to create legal relations. Varying rebuttable presumptions in relation to commercial and family agreements. Classification of the agreement and operation of presumptions. Brief examination of the legal consequences if intent to create legal relations cannot be established
- (B) On the alternative assumption that intent is established, discussion of consideration in contracts and, in particular, performing (or promising to perform) existing duties in return for extra reward. Examination of Richard's remedy if consideration has been supplied for the extra commission

- (b) Having regard to the rules on breach and frustration in contracts, consider the rights, duties and remedies of Paul and of Sue. *(25 marks)*

Potential Content

- (A) The issue of breach - anticipatory breach by Sue and refusal to accept the breach by Paul (consequence if the contract is subsequently frustrated). The remedy for breach if the contract is not frustrated - expenses and losses incurred by Paul
- (B) The issue of frustration - is the contract frustrated by the cancellation of the protest march? Is this a case of frustration of the common venture? Effect of the Law Reform (Frustrated Contracts) Act 1943 if the contract is frustrated - recovery by Sue of sums already paid, claim for expenses incurred/benefit provided by Paul

(c) EITHER

Consider how satisfactory the rules are in **one** element in the formation of contracts (offer and acceptance **or** consideration **or** intention to create legal relations). *(25 marks)*

OR

Consider how satisfactory the rules are in any **one** method of termination of contracts (breach **or** frustration **or** performance **or** agreement). *(25 marks)*

Potential Content**Offer and acceptance**

- (A) Issues concerning offers: for example, problems of distinguishing between offers and invitations to treat, and between counter offers and requests for further information; rules on withdrawal of offers
- (B) Issues concerning acceptance: for example, in different forms of communication, such as face-to-face, electronic and via the postal service; interpretation of prescriptive forms of acceptance

Note: These issues may be approached as part of a consideration of broader problems, such as the ‘battle of the forms’ or the difficulties in adapting the rules to cope with new technology.

Consideration

- (A) Issues concerning adequacy of consideration
- (B) Issues concerning sufficiency (past consideration, existing duties as consideration)

Intention to create legal relations

- (A) General issues concerning the need for intention and the relationship with consideration
- (B) Issues concerning the classification of agreements and the associated presumptions

Frustration

- (A) Issues concerning, for example, the meaning and classification of types of frustrating event, the notions self-induced frustration and of events for which provision has been made
- (B) Issues concerning, for example, the legal effects of frustration - the statutory method of distributing the losses

Breach

Issues arising, for example, out of anticipatory breach, repudiatory and lesser breaches (perhaps related to the classification of terms)

Performance

Issues arising, for example, out of substantial and partial performance, divisible contracts, time (as of the essence, or not)

Agreement

Issues arising, for example, out of the need for consideration ('accord and satisfaction'), variation, waivers

Treat the above as one Potential Content.

Maxima

Sound: 21 marks

Clear: 16 marks

Some: 11 marks

4**Total for this question: 75 marks**

- (a) Having regard to the relevant rules on making agreements in contract, consider the rights, duties and remedies of Laura and of Mobleys. *(25 marks)*

Potential Content

- (A) The initial categorisation of the advertisement as offer or as invitation to treat (do small numbers of students imply that supply would exceed demand, so that there is no need to insist that this can only be an invitation to treat?)
- (B) Analysis of rights, duties and remedies on the basis that the advertisement is an offer. Laura's reply as an acceptance. The failure to fulfill the order in a timely manner as a repudiatory breach. Damages
- (C) Analysis of rights, duties and remedies on the basis that the advertisement is an invitation to treat. Laura's reply as an offer. The failure to fulfill the order in a timely manner as a failure to accept the offer before a reasonable time has elapsed. No remedy for Mobleys, recovery of deposit by Laura

- (b) Having regard to the rules on misrepresentation and breach, consider the rights, duties and remedies of Laura and of Nell. *(25 marks)*

Potential Content

- (A) The meaning of misrepresentation, including the need for reliance. The kinds of misrepresentation - fraudulent, innocent, negligent. Remedies
- (B) The notion of breach of condition and breach of warranty. The notion of termination by breach of contract if one party fails to perform obligations. Remedies

(c) **EITHER**

Consider how satisfactory the rules are in **one** element in the formation of contracts (offer and acceptance **or** consideration **or** intention to create legal relations). (25 marks)

OR

Consider how satisfactory the rules are in **either** mistake **or** misrepresentation in contracts. (25 marks)

Potential Content

Offer and acceptance

- (A) Issues concerning offers: for example, problems of distinguishing between offers and invitations to treat, and between counter offers and requests for further information; rules on withdrawal of offers
- (B) Issues concerning acceptance: for example, in different forms of communication, such as face-to-face, electronic and via the postal service; interpretation of prescriptive forms of acceptance

Note: These issues may be approached as part of a consideration of broader problems, such as the 'battle of the forms' or the difficulties in adapting the rules to cope with new technology.

Consideration

- (A) Issues concerning adequacy of consideration
- (B) Issues concerning sufficiency (past consideration, existing duties as consideration)

Intention to create legal relations

- (A) General issues concerning the need for intention and the relationship with consideration
- (B) Issues concerning the classification of agreements and the associated presumptions

Mistake

- (A) Issues concerning, for example, the general notion of mistake and the application of objective criteria in the construction of the contract, distinction between fundamental and non-fundamental mistakes
- (B) Issues concerning, for example, particular forms of mistake (common, mutual, unilateral) and the effects related to the different kinds

Misrepresentation

- (A) Issues concerning, for example, the distinction between terms and representations and the definition of the elements of misrepresentation
- (B) Issues concerning, for example, the classification of misrepresentations and the remedies available

ASSESSMENT GRID

(to show the allocation of marks to Assessment Objectives)

A Level Law (LAW4)**(One question to be answered from 4)**

UNIT 4	AO1	A02	AO3
Question 1 (a)	7	18	10
Question 1 (b)	7	18	
Question 1 (c)	7	18	
Question 2 (a)	7	18	10
Question 2 (b)	7	18	
Question 2 (c)	7	18	
Question 3 (a)	7	18	10
Question 3 (b)	7	18	
Question 3 (c)	7	18	
Question 4 (a)	7	18	10
Question 4 (b)	7	18	
Question 4 (c)	7	18	
Total marks	21	54	10
% of the A2	7.5	19	3.5
% of the A Level	3.75	9.5	1.75