

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 students' 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 students' 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 students' 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.

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Set and published by the Assessment and Qualifications Alliance.

LAW02

Assessment Objectives One and Two

General Marking Guidance

You should remember that your marking standards should reflect the levels of performance of students, mainly 17 years old, who have completed some part of the advanced subsidiary course, 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 students 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 student'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 student's answer does not deserve credit, then no marks should be given.

Citation of Authority

Students will have been urged to use cases and statutes 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

2 marks	The work is characterised by some or all of the following: <ul style="list-style-type: none">• clear expression of ideas• a good range of specialist terms• few errors in grammar, punctuation and spelling• errors do not detract from the clarity of the material.
1 mark	The work is characterised by: <ul style="list-style-type: none">• reasonable expression of ideas• the use of some specialist terms• errors of grammar, punctuation and spelling• errors detract from the clarity of the material.
0 marks	The work is characterised by: <ul style="list-style-type: none">• poor expression of ideas• limited use of specialist terms• errors and poor grammar, punctuation and spelling• errors obscure the clarity of the material.

The level of understanding in AS Law – LAW02

To help you find the level of understanding shown in a script, there will be some of the following characteristics shown. It is important to remember that the assessment is aimed at the notional 17-year-old, so the level of understanding required by these criteria will be that of the notional 17-year-old.

Sound	<ul style="list-style-type: none"> • The material will be generally accurate and contain material relevant to the Potential Content. • The material will be supported by generally relevant authority and/or examples. • It will generally deal with the Potential Content in a manner required by the question. <p>As a consequence, the essential features of the Potential Content are dealt with competently and coherently.</p>
Clear	<ul style="list-style-type: none"> • The material is broadly accurate and relevant to the Potential Content. • The material will be supported by some use of relevant authority and/or examples. • The material will broadly deal with the Potential Content in a manner required by the question. <p>As a consequence, the underlying concepts of the Potential Content will be present, though there may be some errors, omissions and/or confusion which prevent the answer from being fully rounded or developed.</p>
Some	<ul style="list-style-type: none"> • The material shows some accuracy and relevance to the Potential Content. • The material may occasionally be supported by some relevant authority and/or examples. • The material will deal with some of the Potential Content in a manner required by the question. <p>As a consequence, few of the concepts of the Potential Content are established as there will be errors, omissions and/or confusion which undermine the essential features of the Potential Content.</p>
Limited	<ul style="list-style-type: none"> • The material is of limited accuracy and relevance to the Potential Content. • The material will be supported by minimal relevant authority and/or examples. • The material will deal superficially with the Potential Content in a manner required by the question. <p>As a consequence, the concepts of the Potential Content will barely be established, as there will be many errors, omissions and/or confusion which almost completely undermine the essential elements of the Potential Content.</p>

Section A Introduction to Criminal Liability

Total for this question: 45 marks + 2 marks for AO3

0 1 Explain, using three examples, how an omission can be the basis of the <i>actus reus</i> of a crime. (7 marks)
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Potential Content

(A) Explanation with cases and/or examples of any three of the omissions amounting to an *actus reus*. This could include:

- contractual duty, eg **Pittwood**
- public position requiring a person to act, eg **Dytham**
- Act of Parliament requiring action, eg Children and Young Persons Act 1933
- creating dangerous situation, eg **Miller**
- assumption of responsibility, eg **Stone and Dobinson**
- parental responsibility/special relationship, eg **Gibbins and Proctor**.

NB

There must be accurate definitions and illustrations of three bullet points for sound, two for clear and one for some.

Mark Bands

- 7- 6 The student deals with (A) as follows:
one sound.
- 5 - 4 The student deals with (A) as follows:
one clear.
- 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application
- 0 The answer contains no relevant information.

0 2 Briefly explain the meaning of, **and** the reasons for, strict liability in criminal offences.

(8 marks)

Potential Content

(A) Brief explanation of the meaning of offences of strict liability, ie offences requiring no *mens rea* with respect to some/all of the *actus reus*. Possible reference to both statutory and common law offences. Possible discussion of absolute liability.

Cases and/or examples in support, eg **A/G v PYA Quarries, Harrow LBC v Shah, Blake, Smedleys v Breed, Alphacell v Woodward.**

Brief explanation of the reasons for offences of strict liability, ie regulatory offences designed to protect public interest; easier to prove; saving court time; etc.

NB

Max 5 if either 'reasons for' or 'meaning of' omitted.

Mark Bands

8 - 7 The student deals with (A) as follows:
one sound.

6 - 5 The student deals with (A) as follows:
one clear.

4 - 3 The student deals with (A) as follows:
one some.

2 - 1 The student demonstrates limited understanding capacity for explanation
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation.

0 The answer contains no relevant information.

0 3 Discuss the criminal liability of Wayne for the injuries suffered by Vlad.

(10 marks + 2 marks for AO3)

Potential Content

- (A) Discussion and application of inflicting grievous bodily harm s20 (definition and application), ie *actus reus* of inflicting really serious harm (evidenced by broken bones and permanent injury); *mens rea* being maliciously, ie recklessness or intention as to some harm; whether slamming car door shut is intention to cause some harm or recklessness as to causing some harm.

Cases/examples in support of gbh such as; **Bollom, Mowatt, Savage, Smith, Brown and Stratton.**

NB

Credit may be given for a discussion of s18 or s47 ABH only, Max 7.

Credit may be given for a discussion of battery only, Max 4.

No credit for discussion of offence of assault only.

Mark Bands

- 8 - 10 The student demonstrates a sound understanding of (A).
 5 - 7 The student demonstrates a clear understanding of (A).
 3 - 4 The student demonstrates some understanding of (A).
 2 - 1 The student demonstrates limited understanding of (A).
 0 The answer contains no relevant information.

Please remember to award a separate AO3 mark for this question.

Assessment Objective Three

2 marks	The work is characterised by some or all of the following: <ul style="list-style-type: none"> • clear expression of ideas • a good range of specialist terms • few errors in grammar, punctuation and spelling • errors do not detract from the clarity of the material.
1 mark	The work is characterised by: <ul style="list-style-type: none"> • reasonable expression of ideas • the use of some specialist terms • errors of grammar, punctuation and spelling • errors detract from the clarity of the material.
0 marks	The work is characterised by: <ul style="list-style-type: none"> • poor expression of ideas • limited use of specialist terms • errors and poor grammar, punctuation and spelling • errors obscure the clarity of the material.

0 4 Discuss the criminal liability of Vlad for the incident when he drove the car at Wayne.
(8 marks)

Potential Content

(A) Recognition of the crime of assault

Reference to S.39 Criminal Justice Act 1988

Discussion and application of the *actus reus* and *mens rea* of assault. This should include a recognition of the fear/apprehension of unlawful force and the lack of the need for any physical injury; a discussion of intention or recklessness as to creating the fear/apprehension of immediate unlawful force can be applied to the driving at Wayne. Reference to cases such as **Savage, Logdon, Smith v Chief Constable of Woking Police Station, Ireland.**

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation.
- 0 The answer contains no relevant information.

0 5 Outline the procedure, up to the start of the trial, which would be followed if Vlad were charged with a summary offence. *(5 marks)*

Potential Content

- (A) Outline and application of procedure. This could include:
- first appearance at Magistrates Court
 - duty solicitor
 - plea
 - legal representation
 - pre-trial review
 - bail
 - trial to be at Magistrates Court.

Mark Bands

- 5 The student deals with (A) as follows:
one sound.
- 4 The student deals with (A) as follows:
one clear.
- 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

0 6 Assuming that Wayne had been convicted of an offence, discuss the factors that the court would consider before deciding on sentence. <i>(7 marks)</i>

Potential Content

- (A) Outline of the relevant factors, both jurisdictional and personal:
- aggravating factors such as racist attack, unprovoked attack, possible previous convictions, use of car door as a weapon
 - possible mitigating factors such as early plea, cooperation with police etc
 - possible reference to pre-sentence reports
 - recognition of maximum penalty available/linked to trial venue
 - possible recognition of the 'seriousness' criteria (CJA 1991), other relevant legislation and aims of sentencing.

NB

Cannot score more than 4 marks without application to Wayne.

Mark Bands

- 7- 6 The student deals with (A) as follows:
one sound.
- 5 - 4 The student deals with (A) as follows:
one clear.
- 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

Section B Introduction to Tort

Total for this question: 45 marks + 2 marks for AO3

07 Explain how the law decides whether a duty of care is owed in negligence. (8 marks)

Potential Content

(A) Explanation with cases of the meaning of the term duty of care:

- **Caparo** 3-part test
- would a reasonable person in the defendant's position have foreseen that the claimant might be injured? Explained through a case such as **Kent v Griffiths**
- is there proximity by space, time or relationship between claimant and defendant? Explained through cases such as **Bourhill v Young, McLoughlin v O'Brien**
- is it fair, just and reasonable to impose a duty of care? Explained through cases such as **Hill v Chief Constable of West Yorkshire, Mitchell v Glasgow City Council**.

NB

All three bullet points must be covered for sound, two for clear and one for some. Reference to **Donoghue v Stevenson** and the neighbour principle may enhance the answer

Reference to **Donoghue v Stevenson**/neighbour principle only – max Some 3.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

08 Breach of duty requires the defendant's conduct to have fallen below the standard of the reasonable man. This is decided by applying one or more of various risk factors.

Outline what is meant by the reasonable man **and** briefly explain **one** of the risk factors.
(8 marks)

Potential Content

- (A) Outline with cases and/or examples of the meaning of the reasonable man
- objective test – explained through a case such as ***Blyth v Birmingham Waterworks***
 - special characteristics of the defendant
 - professionals – explained through a case such as ***Bolam v Friern Barnet HMC***
 - learners – explained through a case such as ***Nettleship v Weston***
 - children – explained through a case such as ***Mullins v Richards***.
- (B) Brief explanation with cases of the meaning of any one risk factor and the effect that has on the standard of care, for example:
- special characteristics of the claimant – if known to the defendant to be more vulnerable, then higher standard expected – explained through a case such as ***Paris v Stepney BC***
 - the size of the risk – the reasonable man does not take care against minute risks, but does against big risks – explained through a case such as ***Bolton v Stone***
 - practical precautions – taking reasonable but not excessive precautions – explained through a case such as ***Latimer v AEC***
 - the benefits of taking the risk – emergencies and public utility – explained through a case such as ***Watt v Herts CC***.

Mark Bands

- 8 - 7 The student deals with (A) and (B) as follows:
Max 8: **one** sound, **one** clear
Max 7: **one** sound, **one** some or **two** clear
- 6 - 5 The student deals with (A) and (B) as follows:
Max 6: **one** sound or **one** clear, **one** some
Max 5: **one** clear or **two** some
- 4 - 3 The student demonstrates some understanding of (A) or (B), or limited understanding of (A) and (B)
- 2 - 1 The answer consists of brief, fragmented comments or examples so that no coherent explanation emerges
- Or
- Mistakes and confusion fundamentally undermine a more substantial attempt at explanation.
- 0 The answer contains no relevant information.

09	Discuss whether Sam owed a duty of care to Tanya.	<i>(8 marks + 2 marks for AO3)</i>
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Potential Content

- (A) Discussion and application with appropriate conclusion of duty owed.
This should include application of **Caparo** 3 part test:
- It is foreseeable that someone in her position would suffer loss as a result of the defective brakes;
 - She is proximate in time and space to the accident which is a consequence of the work done;
 - There is no reason to exclude liability as there is no public policy reason for this on the grounds of extending categories of liability or protecting public services. Authority in support.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application
- 0 The answer contains no relevant information.

Please remember to award a separate AO3 mark for this question.

Assessment Objective Three

2 marks	The work is characterised by some or all of the following: <ul style="list-style-type: none"> • clear expression of ideas • a good range of specialist terms • few errors in grammar, punctuation and spelling • errors do not detract from the clarity of the material.
1 mark	The work is characterised by: <ul style="list-style-type: none"> • reasonable expression of ideas • the use of some specialist terms • errors of grammar, punctuation and spelling • errors detract from the clarity of the material.
0 marks	The work is characterised by: <ul style="list-style-type: none"> • poor expression of ideas • limited use of specialist terms • errors and poor grammar, punctuation and spelling • errors obscure the clarity of the material.

10	Ignoring factual causation, outline the law on remoteness of damage in negligence and discuss whether any of Tanya's losses are too remote. (8 marks)
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Potential Content

- (A) Outline and application with appropriate conclusion of remoteness of damage; this should include foreseeability, the **Wagon Mound** test.

Type of damage as in **Hughes v Lord Advocate** – crush injuries/loss of some mobility within the expected type of loss.

Thin Skull rule as in **Smith v Leech Brain** – extent of the loss highly unusual but not too remote. Therefore inability to work/play sport is not too remote.

NB

No credit can be given for the 'but for' test and factual causation.
Max 5 if no application to Tanya.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

1 1 Assuming that Sam is sued for negligence by Tanya, outline the procedure which would be followed before a trial took place. <i>(5 marks)</i>
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Potential Content

(A) Outline procedure. This could include:

- negotiation of claim or other possible methods of dispute resolution
- pre action protocol
- claim form
- response to claim by defendant
- case management
- disclosure of documents
- track
- venue

Mark Bands

- 5 The student deals with (A) as follows:
one sound.
- 4 The student deals with (A) as follows:
one clear.
- 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

1 2	Assuming that Sam was found liable in negligence, discuss how the court would calculate an award of damages to Tanya.	<i>(8 marks)</i>
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Potential Content

(A) Discussion of the explanation of the calculation of damages. This could include:

- aim/purpose of damages
- general and special damages; pecuniary and non-pecuniary
- heads of damage (damage to property and expenses incurred, loss of future earnings, loss of amenity, pain and suffering, ‘tariff’ award based on the injury itself)
- mitigation
- structure of awards (lump sum or structured settlement).

Application to Tanya (general damages personal injury and pain and suffering, loss of amenity, loss of future earnings and special damages for damage to van and quantifiable loss of earnings up to trial).

(Account should be taken of depth and breadth, ie a strong application can be balanced by a weaker framework explanation or vice versa).

NB

Max 5 if no application.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

Section C Introduction to Contract

Total for this question: 45 marks + 2 marks for AO3

1 3 Explain the meaning of, and distinguish between, an offer and an invitation to treat.

(8 marks)

Potential Content

(A)

- Meaning of offer – a statement of the terms by which the offeror is prepared to be bound.
- Meaning of invitation to treat – an invitation to make an offer, eg
 - goods in a shop
 - advertisements
 - other areas such as auctions and machines
- Explanation of the differences between an offer and an invitation to treat:
 - offers can be accepted to form a contract, invitations cannot
 - invitation is a preliminary to negotiations; offer is part of negotiations
- Cases or examples, eg *Fisher v Bell*, *Partridge v Crittenden*, *Pharmaceutical Society of GB v Boots*, *Harvey v Facey*.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

14	Explain the meaning of, and distinguish between, 'actual breach' and 'anticipatory breach'.	<i>(8 marks)</i>
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Potential Content

- (A) Explanation of actual breach – either failure to perform or poor/incomplete performance by either party to the contract.

Explanation of anticipatory breach – where one party to the contract states or otherwise indicates that performance will not take place as contracted.

Distinctions between them include: anticipatory breach occurs before the due time for performance/actual breach when performance is due; anticipatory breach – contract can be terminated without waiting to see if the contract will be performed on the due date.

Cases and/or examples, eg *Poussard v Spiers*; *Bettini v Gye*; *Hochester v De La Tour*; *Frost v Knight*; *Avery v Bowden*.

NB

Max 5 if only one concept dealt with.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

1 5 Briefly discuss the stages of offer and acceptance in the agreement between Angi and Boris **and** identify the consideration in this agreement. *(8 marks + 2 marks for AO3)*

Potential Content

(A) The following stages should be discussed with a reasoned conclusion as to: request for information; invitation to treat, offer, counter offer and/or acceptance.

- Initial enquiry by Angi
- Response by Boris
- Angi's requirement for the work to be finished by noon
- Taking the van to Boris
- Boris starting work.

Identification of consideration – doing the work and an implied promise to pay a reasonable amount.

NB

Max 6 if no consideration.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

Please remember to award a separate AO3 mark for this question.

Assessment Objective Three

2 marks	The work is characterised by some or all of the following: <ul style="list-style-type: none">• clear expression of ideas• a good range of specialist terms• few errors in grammar, punctuation and spelling• errors do not detract from the clarity of the material.
1 mark	The work is characterised by: <ul style="list-style-type: none">• reasonable expression of ideas• the use of some specialist terms• errors of grammar, punctuation and spelling• errors detract from the clarity of the material.
0 marks	The work is characterised by: <ul style="list-style-type: none">• poor expression of ideas• limited use of specialist terms• errors and poor grammar, punctuation and spelling• errors obscure the clarity of the material.

1 6 Outline the meaning of 'intention to create legal relations' and briefly explain how this applies to the agreement between Angi and Boris. (8 marks)

Potential Content

- (A) Outline of and application to the scenario intention to create legal relations – a basic requirement of a valid contract.
- rebuttable presumptions in relation to commercial situations – explained through cases such as *Rose & Frank v Crompton Bros*; *Jones v Vernons Pools*; *Esso Petroleum v Commissioners of Customs and Excise*
 - rebuttable presumptions in relation to social/domestic situations – explained through cases such as *Balfour v Balfour*, *Merritt v Merritt*, *Simpkins v Pays*.
 - this is a commercial situation between Angi and Boris so intention to create legal relations is presumed.

NB

Max 5 if no application.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

- | |
|---|
| <p>1 7 Outline the three-track case management system used in the civil courts and identify which track and which court would be used in any claim that Angi could make against Boris.
<i>(5 marks)</i></p> |
|---|

Potential Content

- (A) Outline of tracks (small claims, fast and multi) and financial limits.
Civil Procedure Act 1997.

Application to Angi's claim (small claims, as maximum loss £500 and therefore within small claims financial limits); County Court.

Mark Bands

- 5 The student deals with (A) as follows:
one sound.
- 4 The student deals with (A) as follows:
one clear.
- 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

1 8 Briefly explain the law relating to the awarding of damages in contract and briefly discuss how this would apply to Angi's claim against Boris. <i>(8 marks)</i>
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Potential Content

- (A) Brief explanation of the way in which court calculates an award of damages, ie the two stage test in *Hadley v Baxendale*; mitigation.

Application to Angi's claim – Loss of profit from usual sales; discussion of whether claim relating to sales to cycle club will be successful or not foreseeable.

Cases such as *Victoria Laundry v Newman*; *The Heron II*.

NB

Max 5 if no application.

Mark Bands

- 8 - 7 The student deals with (A) as follows:
one sound.
- 6 - 5 The student deals with (A) as follows:
one clear.
- 4 - 3 The student deals with (A) as follows:
one some.
- 2 - 1 The student demonstrates limited capacity for explanation and/or application but neither is clear
or
mistakes and confusion fundamentally undermine a more substantial attempt at explanation and application.
- 0 The answer contains no relevant information.

ASSESSMENT GRID

(to show the allocation of marks to Assessment Objectives)

Advanced Subsidiary Level Law (LAW02)

		AO 1	AO 2	AO 3
Section A:				
Question	0 1	5	2	
Question	0 2	6	2	
Question	0 3	3	7	2
Question	0 4	3	5	
Question	0 5	4	1	
Question	0 6	4	3	
Totals Section A		25	20	2
Section B:				
Question	0 7	5	3	
Question	0 8	5	3	
Question	0 9	3	5	2
Question	1 0	3	5	
Question	1 1	3	2	
Question	1 2	3	5	
Totals Section B		22	23	2
Section C:				
Question	1 3	5	3	
Question	1 4	5	3	
Question	1 5	0	8	2
Question	1 6	5	3	
Question	1 7	3	2	
Question	1 8	4	4	
Totals Section C		22	23	2