



General Certificate of Education

Law 6161

**Unit 4 (LAW4) Criminal Law (Offences
against the Person) or
Contract**

Mark Scheme

2007 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.

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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 essay it is useful to annotate your recognition of the achievement of a response level. This will help the Team Leader 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 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

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).

The substantive and evaluative question mark bands are supplied for both a 3 Potential Content and a 2 Potential Content mark scheme, to be applied as appropriate. 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.

Except where otherwise indicated, ‘sound’, ‘clear’ and ‘some’ refer to both explanation and application/evaluation. Where, for any element of potential content, one is achieved at the higher level but the other at a lower level, the overall description for that potential content will tend towards the lower level.

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
the candidate 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 or *clear* on three, *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)-(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 | one sound, one some or 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 |
| 5 | relevant fragments or relevant but incoherent |
| 0 | completely irrelevant |

Note: It follows from the above that, however well the law is explained, answers which contain no application can never achieve more than 15 marks.

Substantive law question mark bands (2 Potential Content)

- 21 - 25 The candidate *soundly* explains and applies the rules of law in (A) and (B)
or
the candidate *soundly* explains and applies the rules of law in **one** of (A) and (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) and (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) and (B)
or
the candidate *clearly* explains and applies the rules of law in **one** of (A) and (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) and (B)
or
the candidate presents *some* explanation and application of both of (A) and (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) and (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
5 relevant fragments **or** relevant but incoherent
0 completely irrelevant

Note: It follows from the above that, however well the law is explained, answers which contain no application can never achieve more than 15 marks.

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** other
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 and 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 | 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 |
| 5 | relevant fragments or relevant but incoherent |
| 0 | completely irrelevant |

Evaluative question mark bands (2 Potential Content)

- 21 – 25 The candidate *soundly* evaluates relevant aspects of the rules of law in (A) and (B)
or
the candidate *soundly* evaluates relevant aspects of the rules of law in **one** of (A) and (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) and (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) and (B)
or
the candidates *clearly* evaluates relevant aspects of the rules of law in **one** of (A) and (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) and (B)
or
the candidate presents *some* evaluation of relevant aspects of the rules of law in both of (A) and (B) (**max 13 for one**).
- 6 – 10 The candidates presents *some* explanation and/or evaluation of relevant aspects of the rules of law in either of (A) and (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 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 |
| 5 | relevant fragments or relevant but incoherent |
| 0 | completely irrelevant |

Maxima

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 |
| 5 | relevant fragments or relevant but incoherent |
| 0 | 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 |
| 5 | relevant fragments or relevant but incoherent |
| 0 | 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 |
| 5 | relevant fragments or relevant but incoherent |
| 0 | 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 |
| 5 | relevant fragments or relevant but incoherent |
| 0 | 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 over-emphasis 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 Petra's criminal liability arising out of the text message sent to Kerry, and for the injuries suffered by Kerry in the bar. (25 marks)

Potential Content

- (A) The text message – possible offence of assault: words, need to prove fear of immediate personal violence, intention or recklessness as to causing such fear. Possible extension to assault occasioning abh (since 'agitation' seems unlikely to qualify as (psychological) abh within the Chan Fook test, answers may legitimately emphasise this aspect)
- (B) The facial injuries – possible offences of wounding or inflicting/causing gbh under s20 and s18 (discussion of assault occasioning abh is not required. On its own, it is a lesser alternative meriting no more than description as some discussion)
- (C) In relation to the facial injuries – the defence of intoxication: the elements of voluntary intoxication and, in particular, the specific/basic intent classification of offences

- (b) Discuss Simon's criminal liability for murder and for **involuntary** manslaughter in connection with the death of Tracey. (25 marks)

Potential Content

- (A) *Actus reus* of unlawful homicide and the causation issue – factual and legal causation, attempted escape, the reasonable foreseeability test (possible reference to 'take your victim' test). These issues may be dealt with specifically in the context of either murder or manslaughter or be discussed separately from both
- (B) Murder and the malice aforethought issue – intention to kill or cause serious injury, the meaning of intention (direct and oblique). Note – the reference to 'revenge', the time-delay, and the other general circumstances in which Simon sets fire to the house should preclude discussion of provocation. Any such discussion should be treated, at best, as enhancing the discussion of murder
- (C) Involuntary manslaughter – unlawful act manslaughter (the 'unlawful act' could be interpreted as criminal damage, or as one of the non-fatal offences against the person); gross negligence manslaughter (based on the act of setting fire to the house). Note – either one suffices. Where both are dealt with, a more superficial treatment can still be regarded as sound overall

- (c) In relation to murder (including voluntary manslaughter) **or** involuntary manslaughter **or** the non-fatal offences against the person, discuss the suggestion that the current law is satisfactory and is **not** in need of reform. (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)

Non-fatal offences

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

Note: In discussing murder and voluntary manslaughter, or involuntary manslaughter, 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.

2

Total for this question: 75 marks

- | | | |
|-----|---|------------|
| (a) | Discuss the criminal liability of Lorna and of Nadia arising out of the incidents in the underpass. | (25 marks) |
|-----|---|------------|

Potential Content

- (A) Lorna – possible offence of assault: words and conduct, fear of immediate personal violence, intention or recklessness as to causing such fear
- (B) Nadia – possible offences of assault (battery) occasioning abh and unlawful and malicious infliction of gbh (for *sound* treatment, both should be discussed, though one may be heavily emphasised over the other)
- (C) In relation to Nadia – 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 Otto's criminal liability for the murder of Millie. | (25 marks) |
|-----|---|------------|

Potential Content

- (A) Prima facie liability for murder – *actus reus* (causation and negligent medical treatment) and *mens rea* (significance of single stab and chest wound)
- (B) The defence of provocation – the subjective and objective tests (with particular reference to the relevance, if any, of Otto's personality problems and their origins)
- (C) The defence of diminished responsibility – based on Otto's personality problems (particular reference to the drug addiction and its possible effects) (insanity is a possible alternative, though it is unlikely to be a successful defence)

- | | | |
|-----|---|------------|
| (c) | In relation to murder (including voluntary manslaughter) or involuntary manslaughter or the non-fatal offences against the person, discuss the suggestion that the current law is satisfactory and is not in need of reform. | (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)

Non-fatal offences

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

Note: In discussing murder and voluntary manslaughter, or involuntary manslaughter, 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.

Contract Law

3

Total for this question: 75 marks

- (a) Having regard to the contractual rules on terms and on breach, consider what rights and remedies, if any, are available to Chris and Delia in connection with the hire of the stall. *(25 marks)*

Potential Content

- (A) The categorisation of the term in relation to the position of the stall as condition, warranty, or innominate term
- (B) Analysis of the issue of breach, considering whether the breach is by Chris or by Delia
- (C) Analysis of remedies emerging from conclusions in relation to the discussion in (A) and (B)

- (b) Having regard to the relevant rules on mistake and on breach of contract, discuss the rights and remedies, if any, available to Ed in connection with the purchase of the antique table. *(25 marks)*

Potential Content

- (A) The meaning of mistake – operative and non-operative mistakes, common and mutual mistakes
- (B) The effect of operative and non-operative mistakes – contract void if, say, fundamental mutual mistake; remedies for breach in the event that an enforceable contract exists (damages and, possibly, specific performance (unique item))

Give credit to discussion of intention to create legal relations, as appropriate, to enhance either (A) or (B)

- (c) What criticisms would you make of the rules on formation of contracts? Relate your answer to the rules on offer and acceptance **or** consideration **or** intention to create legal relations. *(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

4

Total for this question: 75 marks

- (a) Having regard to the relevant rules on formation of contracts, consider whether Ulric is legally entitled to accept Yan's offer of £90 for the box of tools. *(25 marks)*

Potential Content

- (A) Formation issues in relation to Vernon: offer and acceptance, (non) instantaneous communications, lapse of time, intention to create legal relations
- (B) Formation issues in relation to Wayne: offer and invitation to treat, counter offers and requests for further information

- (b) Having regard to the relevant rules on misrepresentation and on breach of contract, consider the rights and remedies which may be available to Bina in connection with her purchase of the power drill from Alexa. *(25 marks)*

Potential Content

- (A) Breach – the question whether the variable speed of the power drill is a term of the contract and, if so, the status of the term as condition or otherwise, and appropriate remedies
- (B) Misrepresentation – the meaning of an actionable misrepresentation, and the different kinds, and appropriate remedies

- (c) What criticisms would you make of the rules on formation of contracts? Relate your answer to the rules on offer and acceptance **or** consideration **or** intention to create legal relations. *(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

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 |