GCSE

Law

OCR GCSE in Law   J485

September 2011

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1   About this Qualification

This booklet contains OCR's GCSE specification in Law for teaching from September 2009.

A course based on this specification will provide a basic understanding in Law and the relevant skills for progression to GCE Law. It provides grounding in civil and criminal law, focussing on the courts and processes, and also grounding in substantive law through the study of consumer and employment rights and responsibilities.

The specification focuses on the development of skills which are useful for further study and for the workplace. It encourages candidates to develop the skills of problem solving, interpreting source material, data response, analysis, evaluation and extended writing.

The specification is written in a way which is engaging and relevant to the everyday lives of candidates through the study of substantive areas of law and rights and responsibilities.

1.1   GCSE

From September 2009 the GCSE is made up of **four mandatory** units. These units are externally assessed.

These **four** units are:

B141: *The nature of law. Criminal courts and criminal processes*

B142: *Civil courts and civil processes. Civil liberties and human rights*

B143: *Employment rights and responsibilities*

B144: *Consumer rights and responsibilities*

1.2   Qualification Title and Level

This qualification is shown on a certificate as:

- OCR GCSE in Law.

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.3 Aims and Learning Outcomes

This specification should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and explore ways in which legal, cultural, historical, moral, political, religious and social factors interact to shape the world in which we live today. It should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to enable candidates to:

- actively engage in the study of law to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds;

- develop an understanding of the role of law in underpinning relationships amongst individuals, groups and institutions within society;

- develop enquiry, critical thinking and decision-making skills through investigation of legal issues which are important, real and relevant to the world in which they live, and base reasoned judgements and arguments on evidence;

- know the rights and responsibilities they have as individuals, appreciate their own contribution to society and develop skills which enhance their ability to act in informed roles within different contexts.

1.4 Prior Learning/Attainment

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

2   Summary of Content

2.1   GCSE Units

Unit B141: *The nature of law. Criminal courts and criminal processes*

- What is law?

- Why we need law?

- Where we find the law

- Classifications of law

- Police powers and individual rights

- Court structure, types of offence and provision of legal services

- Sentencing

- Use of lay magistrates and juries

Unit B142: *Civil courts and civil processes. Civil liberties and human rights*

- Civil courts, types of civil action and the provision of legal services

- Tribunals and alternative dispute resolution (ADR)

- The legal professions

- Judges

- Basic freedoms

- Fundamental human rights

Unit B143: *Employment rights and responsibilities*

- Employment status and the importance of the contract of employment

- Protection from discrimination

- Health and safety at work

- Rules on termination of employment

Unit B144: *Consumer rights and responsibilities*

- Basic character of contracts and basic principles of negligence

- Buying goods and buying services

- Unfair terms in contracts

- Product liability and product safety

3   Content

3.1   Unit B141: *The nature of law. Criminal courts and criminal processes*

This unit is in two parts. The first part is a basic introduction to the nature of law, why we have law, law making and the basic classifications of law. The second part is based on areas of knowledge and understanding of criminal courts and processes within the English legal system. Candidates are expected to have an appreciation of the role of the police, their powers and the protection of individuals; the basic structures and processes in the criminal justice process; an understanding of the role played by lay people (both magistrates and juries) in the criminal justice system, and the aims/purpose and practice of sentencing. Candidates are expected to be able to apply principles to factual situations and also to show a critical awareness.

Whereas candidates are encouraged to be aware of the changing nature of law, they are not required to be familiar with innovations coming into effect in the **twelve** months immediately preceding the examination.

3.1.1   The nature of law

What is law?	Basic definition of law; the distinction between law and morals.
Why we need law?	Public order; protecting individual freedoms; regulating relationships; setting standards; providing solutions for legal problems.
Where we find the law	English law can be found in Acts of Parliament and delegated legislation; in the judgments of decided cases; and in the law of the European Union (EU).
Classifications of law	Main distinctions between criminal law and civil law; basic definitions of criminal law; contract law and law of torts.

3.1.2 Criminal courts and processes

Police powers and individual rights	Powers to stop and search; powers of arrest; powers of detention and the treatment of suspects at the police station. The balance between supporting the rights of individuals and allowing the police the power to investigate crime.
Court structure, types of offence and provision of legal services	Classification of offences according to seriousness – summary; triable either way; indictable; the main courts; Magistrates' Court and Crown Court; trial process; the possibility of appeals; provision of duty solicitor scheme.
Sentencing	Sentencing aims and objectives; factors which might be taken into account when sentencing; types of sentence for adults; types of sentence for young offenders, eg custodial, community, fines and discharges, compensation; the need for proportionality in sentencing.
Use of lay magistrates and juries	Reasons for using lay magistrates, appointment and social background; training; role, criticisms of the use of magistrates. Qualification and selection of juries; role in criminal cases (some reference to limited role in civil actions); advantages and disadvantages of using juries, alternatives to using juries.

3.2 Unit B142: *Civil courts and civil processes. Civil liberties and human rights*

This unit is in two parts. The first part is based on areas of knowledge and understanding of civil courts and processes within the English legal system. Candidates are expected to have an appreciation of the basic structures and systems in the civil justice process, including the courts and the alternatives; and an understanding of the part played by legal professionals (barristers and solicitors) and judges. The second part is based on areas of knowledge and understanding of basic civil liberties and fundamental human rights, the restrictions imposed on such freedoms and why rights have to be balanced against each other. Candidates are expected to be able to apply principles to factual situations and also to show a critical awareness.

While candidates are encouraged to be aware of the changing nature of law, they are not required to be familiar with innovations coming into effect in the **twelve** months immediately preceding the examination.

3.2.1 Civil courts and civil processes	
Civil courts, types of civil action and the provision of legal services	The major courts, Magistrates' (Family Proceedings) Court, County Court and High Court; basic principle of the tracking system – small claims, multi-track, fast track; issuing a claim and basic civil procedure; possibility of appeals; problems associated with using the civil courts – including cost of private funding; sources of advice – Citizens' Advice Bureaux (CABx), law centres, trade unions, consumer organisations, insurance, Internet; conditional fee arrangements and public funding.
Tribunals and alternative dispute resolution (ADR)	Reasons for directing claims outside of the courts; general character of tribunals, major types of tribunal, eg Employment Tribunal; types of and character of ADR – arbitration, conciliation, mediation and negotiation; advantages and disadvantages of using these types rather than the courts.
The legal professions	Differences between barristers, solicitors and legal executives; training role and organisation of the main professions; criticisms associated with the legal professions.
Judges	Necessary qualifications and appointment; role; criticisms associated with the judiciary, eg composition and background.

3.2.2 Civil liberties and human rights	
Basic freedoms	The nature of human rights; the development of human rights laws; the main types of freedom and reasons for restricting freedoms; rights and responsibilities.
Fundamental human rights	Existence of the European Convention of Human Rights and its relationship with the Human Rights Act 1998; key rights – Article 2: the right to life, Article 3: not to suffer torture or degrading treatment, Article 4: freedom from slavery, Article 5: the right to liberty apart from lawful arrest, Article 6: the right to a fair trial, Article 8: the right to respect for private and family life, Article 9: freedom of thought, conscience and religion, Article 10: freedom of expression, Article 11: freedom of peaceful assembly and association, Article 14: freedom from discrimination.

3.3   Unit B143: *Employment rights and responsibilities*

This unit is based on some fundamental areas of knowledge and understanding of rights and responsibilities which exist within the employment relationship. Candidates are expected to have an appreciation of the basic contractual nature of the relationship, the fact that identifying employment status is not absolutely straightforward and the fact that most employment protections apply only to employees. The unit also covers two specific aspects of employment protection: laws against discrimination and health and safety at work, as well as the protections for employees and employers where employees are dismissed. Candidates are expected to be able to apply principles to factual situations and also to show a critical awareness.

While candidates are encouraged to be aware of the changing nature of law, they are not required to be familiar with innovations coming into effect in the **twelve** months immediately preceding the examination.

3.3.1	Employment rights and responsibilities
Employment status and the importance of the contract of employment	Employment rights depend on being an employee; the difference between being an employee and being self-employed, the way the status is tested; the requirement for a written contract of employment, factors which must be detailed in this written contract; the fact the parties agree terms of the contract themselves, statute imposes terms (to protect employees) and that courts and tribunals imply terms (to protect employees).
Protection from discrimination	The reasons for protecting against discrimination; the ways in which discrimination can occur – direct discrimination, indirect discrimination, harassment and bullying, victimisation; different types of discrimination; equality in pay between men and women, sex discrimination, discrimination against married employees (and the fact that same rules do not exist for single employees), disability discrimination, more recent developments, eg age, sexual orientation, transsexuals, religion and belief.

Health and safety at work	Why we need to protect the health and safety of employees; three areas of protection – judge made from actual court cases, statute through Acts and delegated legislation, compliance with European Union (EU) Law; judge made duties – provide safe place of work, safe working colleagues, safe system of work, safe equipment, and more recently to protect against psychiatric injury; statute – basic principles of the Health and Safety at Work Act 1974; the 'six pack' regulations (originally introduced in 1992 to comply with European Union (EU) directives) – risk assessment, maintenance of efficient and clean premises, maintenance of plant and equipment, maintenance of personal protection equipment, eg safety boots, reducing manual handling risks, safe use of visual display units (VDUs) and work stations; working time.
Rules on termination of employment	Types of dismissal – summary dismissal, genuine redundancy, wrongful dismissal, unfair dismissal, constructive dismissal; controls on summary dismissal; only three types of genuine redundancy, fact that in mass redundancy consultation must occur; wrongful – basically associated with high earners or those on fixed-term contracts; general categories of automatically unfair dismissal, five occasions when dismissal is potentially fair, need for the dismissal to be fair in fact.

3.4   Unit B144: *Consumer rights and responsibilities*

This unit is based on some fundamental areas of knowledge and understanding of rights and responsibilities which exist for consumers. Candidates are expected to have an appreciation of the basic contractual nature of the relationship but that regulation of consumer contracts is also affected by other areas of law, e.g. negligence. The unit also covers three specific aspects of consumer protection, contractual laws on buying goods and services, the regulation of unfair terms in consumer contracts, particularly those which exempt the seller/service provider from liability, and actions for compensation for losses caused by unsafe products. Candidates are expected to be able to apply principles to factual situations and also to show a critical awareness.

While candidates are encouraged to be aware of the changing nature of law, they are not required to be familiar with innovations coming into effect in the **twelve** months immediately preceding the examination.

3.4.1   Consumer rights and responsibilities

Basic character of contracts and basic principles of negligence	Contracts depend on there being a mutual agreement between the parties (which need not be in writing), and something real, tangible and of economic value given by both sides, and the agreement is intended by the parties to be legally binding on them; parties may agree their own terms but some may be imposed on them; there are also rules against making false or misleading statements about the contract.
	Negligence occurs when one party owes the other a duty of care, breaches this duty by falling below the appropriate standard and causes foreseeable harm.

Buying goods and buying services	Distinction between goods and services; statutory regulation of consumer contracts occurs when the consumer buys from a person selling in the course of a business; statute protects consumers by imposing terms on the sale of goods (in the Sale of Goods Act 1979), and the sale and supply of services (in the Supply of Goods and Services Act 1982); Sale of Goods Act 1979 terms include – that the goods must conform to any description applied to them, that the goods must be of satisfactory quality and be fit for any purpose that the consumer stated that they were to be used for; Supply of Goods Act 1982 terms include – that the service must be carried out with care and skill, and in reasonable time, and if no price was agreed then a reasonable price must be charged; the range of remedies available includes the consumer having his purchase money back.
Unfair terms in contracts	Consumers are usually the weaker parties in a contract so the courts and Parliament (in part driven by the European Union) have created controls to prevent unscrupulous business people taking advantage of consumers particularly where they try to exempt themselves from liability for breaches of contract or for negligence; court controls – the term must be clearly brought to the consumer's notice before the contract is made and must not be ambiguous; statutory controls – cannot exclude liability for death or injury caused by seller's negligence, or for breaches of the Sale of Goods Act 1979 terms – and there should be no unequal terms.
Product liability and product safety	Where there was no contract traditionally there was no remedy for the consequences of defective goods; negligence provides a basic remedy, ie a manufacturer owes a duty to consumers and end users of products not to cause them harm; the European Union Product Safety Directive and the Consumer Protection Act 1987 mean a consumer suffering harm can sue anyone in the chain of manufacture and distribution, although certain types of loss are not covered.

4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

GCSE Law (J485)	
Unit B141: *The nature of law. Criminal courts and criminal processes*	
25% of the total GCSE marks 1 hr written paper 60 marks	Candidates answer **all** questions.
	This unit is externally assessed.
Unit B142: *Civil courts and civil processes. Civil liberties and human rights*	
25% of the total GCSE marks 1 hr computer-based test or 1 hr written paper 60 marks	Candidates answer **all** questions.
	This unit is externally assessed.
Unit B143: *Employment rights and responsibilities*	
25% of the total GCSE marks 1 hr written paper 60 marks	Candidates answer **all** questions.
	This unit is externally assessed.
Unit B144: *Consumer rights and responsibilities*	
25% of the total GCSE marks 1 hr written paper 60 marks	Candidates answer **all** questions.
	This unit is externally assessed.

Computer-based tests (CBT)

Computer-based tests are an alternative to traditional paper-based assessment. Instead of sitting exams on paper, candidates complete electronic tests at a PC. This requires centres to install and manage software on their PC network, for which there are minimum technical requirements (see Appendix B).

Computer-based tests are optional; candidates can be entered for computer-based tests or for traditional written papers (see section 5.1). The computer-based tests and traditional written papers are timetabled at the same time and the questions in these assessments will be the same, although they may be formatted and displayed differently to suit the different media. For example, candidates may be required to tick a box on paper or select a 'radio button' on screen, to answer a question.

For every unit with a CBT option, a practice test will be provided within *Connect Plus*. These practice tests, which have accompanying mark schemes, can be taken by students as 'mock' examinations.

4.2   Entry Options

GCSE candidates must be entered for all four units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

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4.3   Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.4   Assessment Availability

There is one examination series each year, in June.

Assessment availability can be summarised as follows:

Unit	June 2010	June 2011	June 2012 etc
B141	✓	✓	✓
B142	✓	✓	✓
B143	✓	✓	✓
B144	✓	✓	✓

In 2010 onwards, all GCSE units will be assessed.

GCSE certification is available is available for the first time in June 2011, and each June thereafter.

4.5   Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1   Recall, Select and Communicate

- recall, select and communicate their knowledge and understanding of legal structures, processes and issues;

AO2   Apply Knowledge and Understanding

- apply knowledge and understanding in a range of contexts both familiar and unfamiliar;

AO3   Analyse and Interpret

- analyse and interpret information, sources and arguments.

AO weightings – GCSE

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B141: *The nature of law. Criminal courts and criminal processes*	10	7.5	7.5	25%
Unit B142: *Civil courts and civil processes. Civil liberties and human rights*	10	7.5	7.5	25%
Unit B143: *Employment rights and responsibilities*	7.5	7.5	10	25%
Unit B144: *Consumer rights and responsibilities*	7.5	7.5	10	25%
	35%	30%	35%	100%

4.6 Quality of Written Communication

Quality of written communication is assessed in units B141, B143 and B144. It is not assessed in Unit B142, the unit which can be sat as a computer-based test or a traditional written paper.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;

- present information in a form which suits its purpose;

- use a suitable structure and style of writing.

5 Technical Information

5.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

It is essential that unit entry codes are quoted in all correspondence with OCR.

For all units candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of the components. It is not possible for centres to offer both components within the same series.

Unit Entry code	Component code	Assessment method	Unit titles
B141	01	*Written Paper*	*The nature of law. Criminal courts and criminal processes*
B142	01	*Computer-based test*	Civil courts and civil processes. Civil liberties and human rights
	02	*Written Paper*	
B143	01	*Written Paper*	Employment rights and responsibilities
B144	01	*Written Paper*	*Consumer rights and responsibilities*

5.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for the full course qualification certification.

Units can be taken in any order as long as the terminal rules are satisfied.

5.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for the qualification an unlimited number of times.

5.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

• GCSE certification (entry code J485).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available is available for the first time in June 2011, and each June thereafter.

5.5 Grading

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

In unitised schemes candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses uniform marks to enable this to be done.

A candidate's uniform mark is calculated from the candidate's raw marks. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, eg 41/60.

The specification is graded on a Uniform Mark Scale (UMS). The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
25%	60	54	48	42	36	30	24	18	12	0

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale.

Qualification	Max UMS	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	240	216	192	168	144	120	96	72	48	0

Awarding Grades

The written papers will have a total weighting of 75% and the computer-based test a weighting of 25%.

A candidate's uniform mark for each will be combined to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

5.6   Enquiries about Results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries About Results deadline).

Please refer to the JCQ Post-Results Services booklet and the OCR Admin Guide for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

5.7   Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

5.8   Guided Learning Hours

GCSE Law requires 120–140 guided learning hours in total.

5.9 Code of Practice/Subject Criteria/Common Criteria Requirements

This specification complies in all respects with the current *GCSE, GCE, principal learning and project Code of Practice* as available from the Ofqual website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Law.

5.10 Classification Code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4770.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

5.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of assessment
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	Practical assessments
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
MQ papers	Y	All written examinations
Extra time	Y	All written examinations

5.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

5.13 Computer-Based Tests

If the computer-based test options are used for the externally assessed units, centres should use the information in Appendix E to ensure that the centre has the technical capability to administer the tests required. **It is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system and venue requirements.** The Exams Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

To get started with computer-based tests, centres need to make entries and when these are received, OCR sends a letter to the centre containing the centre registration code. This allows the centre to register and log in to OCR's CBT system, *Connect Plus*. The centre will need to register, log in and run a 'familiarisation test' to demonstrate that the computer-based tests will run on the centre's computer system. Supporting documents and user guides are provided within the CBT system.

Any queries concerning computer-based tests should be directed to etest@ocr.org.uk.

6   Other Specification Issues

6.1   Overlap with other Qualifications

There is a very small degree of overlap between the content of this specification and that of GCSE Citizenship.

6.2   Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

6.3   Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offers opportunities that can contribute to an understanding of these issues in the following topics:

Unit	Spiritual	Moral	Ethical	Social	Legislative	Economic	Cultural
B141		✓	✓	✓	✓		✓
B142		✓	✓	✓	✓		✓
B143		✓	✓	✓	✓		✓
B144		✓	✓	✓	✓	✓	✓

There are no spiritual issues covered in this specification.

6.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

This specification supports these issues, consistent with current European Union agreements, in the following topics:

Unit	Sustainable Development	Health and Safety Considerations	European Developments
B141			✓
B142			✓
B143		✓	✓
B144		✓	✓

There are no sustainable development issues covered in this specification.

6.5 Avoidance of Bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

6.6 Language

This specification and associated assessment materials are in English only.

6.7   Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B141	✓	✓			✓		✓	✓	✓	✓	✓	✓
B142	✓	✓			✓		✓	✓	✓	✓	✓	✓
B143	✓	✓			✓		✓	✓	✓	✓	✓	✓
B144	✓	✓			✓		✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

6.8   ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of law.

The assessment of this course requires may require candidates to:

• research areas of the specification content using the internet;

• complete the external assessment for Unit B142 through computer-based assessment.

6.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section identifies where the programme of study for Citizenship might be complemented by this specification.

Programme of Study for Citizenship (2007)	
1.1 – Democracy and justice	
b	Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
c	Considering how democracy, justice, diversity, tolerance, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
1.2 – Rights and responsibilities	
a	Exploring different kinds of rights and obligations and how these affect individuals and communities.
b	Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
c	Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try and balance these.
2.1 – Critical thinking and enquiry	
c	Interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias.
2.2 – Advocacy and representation	
a	Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree.
b	Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes.
c	Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.

	2.3 – Taking informed and responsible action
d	Assess critically the impact of their actions on communities and the wider world, now and in the future, and make recommendations to others for future action.
	3 – Range and content
a	The study of citizenship should include political, legal and human rights and freedoms in a range of contexts from local to global.
b	The study of citizenship should include the roles and operation of civil and criminal law and the justice system.
c	The study of citizenship should include how laws are made and shaped by people and processes, including the work of parliament, government and the courts.
f	The study of citizenship should include the development of, and struggle for, freedoms (speech, opinions, association and the vote) in the UK.
k	The study of citizenship should include the rights and responsibilities of consumers, employers and employees.
	4 – Curriculum opportunities
a	Opportunity for candidates to debate, in groups or whole class discussions, topical and controversial issues, including those of concern to young people and their communities.
g	Opportunity for candidates to take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues.
h	Opportunity for candidates to take into account a range of contexts, such as school, neighbourhood, local, regional, national, European, international and global, as relevant to different topics.
i	Opportunity for candidates to use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates recall, select and communicate basic knowledge and understanding of some aspects of legal structures, processes and issues. They use some basic terminology.

They apply a basic knowledge and understanding in a range of contexts. They recognise and provide a partial description of some legal issues or debates. They apply a basic understanding of a few legal structures and processes.

They use a limited range of methods, sources, information and data uncritically and in a simple manner to find out about issues or topics. They present simple conclusions that are sometimes supported by evidence.

Grade C

Candidates recall, select and communicate a sound knowledge and understanding of legal structures, processes and issues. They use appropriate terminology.

They apply a sound knowledge and understanding in a range of contexts. They recognise and describe relevant legal issues or debates, and select arguments to examine issues. They identify some straightforward links between legal structures, processes and issues to produce partial analyses and explanations, and reach broadly relevant conclusions.

They select and use a range of methods, sources, information and data to find out about legal issues or topics. They examine the main elements of legal issues or debates. They handle a variety of information and data, and evaluate their evidence in relation to the arguments to make reasoned judgements and present plausible conclusions that are supported by evidence.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of legal structures, processes and issues. They use terminology accurately and appropriately.

They apply relevant knowledge and understanding accurately in a range of contexts. They recognise, describe and examine in detail legal issues or debates and select appropriate arguments. They recognise and systematically analyse the links between legal structures,

processes and issues to produce substantiated analyses and explanations, and reach valid and reasoned conclusions.

They identify, select and use a wide range of appropriate methods, sources, information and data to investigate questions or issues, and justify their selection. They analyse and interpret accurately and appropriately information and data presented in a variety of forms. They critically evaluate the relevance of evidence to construct valid arguments and reasoned judgements.

Appendix B: Centre Audit for Running Computer-Based Tests

Please use this information to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Exams Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

If there are any difficulties in completing the audit, please contact etest@ocr.org.uk.

Requirements for OCR Computer-based Tests

- *Ensure that the Head of Centre, Exams Officer, Systems Manager/Technician, subject teacher and SENCo (if appropriate) are clear about what is involved.*

- *Check that the centre can meet the technical and venue requirements.*

It is essential that all stakeholders within the Examination Centre plan the process for running computer-based tests carefully and methodically. The technical set up of the hardware and software is likely to take a little time and application and so should be carried out well in advance to allow for any technical issues to be resolved in good time.

Before starting teaching the specification – planning and approval

1. Agree who is to be the Test Administrator, responsible for making sure that the tests are conducted properly. The Exams Officer may fulfil this role or may delegate it to a colleague.

2. Audit the centre against the Centre Checklist. This checks that the centre is able to meet the technical eligibility requirements. The school or college Systems Manager/Technician must be part of this process.

3. Ensure that the member of staff responsible for the Centre Network is aware of the plan to use computer-based testing. Consider the implications of using computer-based testing carefully.

Before entries are made for a computer-based test – setting up

1.   The Technician must ensure that the necessary hardware and software has been set up before entries are made. The set up must be done according to the instructions provided with the software.

2.   The Technician installs the software according to instructions and runs all necessary diagnostic tests.

3.   The Technician checks that the programs are running correctly and communicating properly with each other and the outside world.

4.   The Technician checks that the software is running properly on the machines to be used for the live computer-based tests. It is important that an early decision is made on which room and equipment is to be used for the live tests.

5.   Entries are made following the usual procedure, ahead of the entries deadline.

At least one month before the test date

The subject teacher and Test Administrator run a practice test for candidates so that they are familiar with the format and look of computer-based tests.

Prior to the live test

1.   The Test Administrator and Technician ensure that all hardware and software is running appropriately in the room where the tests are to take place.

2.   The Test Administrator and Technician ensure that they understand the process for downloading and accessing the live tests.

2.   The Test Administrator checks the mouse, keyboard, screen and headphones (if required) on each candidate workstation.

On the day of the test

1.   The Test Administrator runs the tests according to the instructions and within the bounds of the Instructions on the Conduct of Examinations document provided by Joint Council for Qualifications.

2.   The Test Administrator uploads candidates' responses according to the instructions.

CENTRE CHECKLIST FOR RUNNING COMPUTER-BASED TESTS

Technical Requirements	
Minimum Requirements for each Candidate Workstation	
Processor speed	1.0 GHz
Memory (RAM)	128 MB RAM (256 MB recommended)
Hard disk space	At least 250 MB of available hard disk space
Operating system	Windows XP/2000/2003
Browser	Internet Explorer 6 (or above)
Display	High colour 32 bit display or better. Resolution 1024 x 768
	Mouse Re-writable CD or DVD drive 16-bit soundcard Headphones with adjustable volume for candidates requiring a reader or taking a test involving audio
Admin rights	PC/Network Administration rights for installation
Protocols supported	TCP/IP
Player	Flash Player version 8
Minimum Requirements for Test Administrator Computer (as above plus)	
Processor speed	1.0 GHz
Memory (RAM)	512 MB RAM
Hard disk space	At least 1.5 GB of available hard disk space
Adobe application	Adobe Acrobat reader installed
Printer	Connection to a printer
Minimum Server Requirements	
Processor speed	1.7 GHz or above (single CPU Server) 1.2 GHz or above (multiple CPU or dual core CPU Server)
Memory (RAM)	512 MB RAM
Hard disk space	Minimum 2 GB free space
Operating system	Windows 2000 Server (Service Pack 4 or later) Windows 2003 Server[**] Windows 2003 Server Release 2[**]
Network Infrastructure Guidelines	
Network connection	1 GB LAN interface card
Cabling	Category 5/5e/6 UTP Cabling
Server connection speed	1 GB server connection
Workstation connection	Switched 100 Mbps connection recommended
Connection sharing	Shared 100 Mbps connections if necessary but a maximum of 24 users per switch feed. Hubs, where used, should not be cascaded

Administration Requirements
Workstation Requirements
Capacity for a minimum of seven candidates (8 PCs)
A spare capacity of one workstation for every seven
One workstation within the same room as the candidate workstations to run administrative functions
Test Room Requirements
A quiet room or rooms, free from distractions and interruptions
A room or rooms and equipment dedicated to the test during the session
Good lighting, without disruptive glare on screens
Proper ventilation and heating (where necessary)
Walls free from display material
Appropriate furnishing to give candidates maximum comfort
Adjustable chairs
Adequate space at each workstation to allow candidates to take notes
Secure workstations. Seating arrangements should prevent candidates from being able to see a fellow candidate's screen. The minimum distance between the outer edge of one screen and the next should be 1.25 m, unless the monitors are positioned back to back or separated by dividers high enough to prevent other candidates from overlooking the work of others. In this case, the minimum distance need not apply. However, if the screens are diagonally opposite and not separated by dividers, 1.25 m may not be sufficient. The principal objective is to ensure that no candidate's work can be overseen by others, and Exams Officers must take appropriate steps to ensure that this can be achieved.
A clock or clocks in the room visible to all candidates, or the provision of alternative arrangements
A means of summoning assistance (e.g. phone) and support contact details available in the test room for emergencies
Disabled access to the test room and to workstations or the provision of alternative arrangements, e.g. a ground floor room.
Facilities for registration and ID checking
Requirements Outside the Test Room
None
Administrative Personnel
An Exams Officer who will be available during all OCR computer based test live sessions.
A minimum of one invigilator per room for each session. If there are more than 25 candidates in a room, there should be a further ratio of 1 invigilator to every 25 candidates.
The Exams Officer and invigilator must be familiar with the emergency procedures for the test venue.

OCR computer-based tests will normally be administered at the centre, providing the centre has a venue that meets the above technical criteria, **or can be run at an external test venue** where authorisation has been given by OCR, for example where a candidate is in hospital on the day of the examination. An external test venue may be an appropriate multimedia room at a school or college or other venue suitable for computer-based testing but must meet the same technical criteria. The venue must have technical support personnel who will be available during all OCR computer-based tests live sessions.