



Carshalton High School for Girls

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LAW

**Bridging work
Summer 2026**



Name: Class:

Teacher:

#teamchsg

BRIDGING WORK

Name: _____

There are a variety of tasks for you to have a go at and explore some of the key ideas and aspects of law that we will explore during the next couple of years. You can submit this by email, or bring it with you in the autumn term!

I will be on email if you would like to ask any further questions, or links aren't working.

You will also find, at the end, a suggested 'watch list' of documentaries and films which are relevant to law (and some that are just great fun!)

Task No.	Outline	Completed Please date	JBN Comment on your response
1	Law and Morals- conjoined twins.		
2	Operation of the Supreme Court		
3	The differences between civil and criminal law:		

EXAM BOARD INFORMATION
AQA A-LEVEL LAW (7162)

3 Papers which are worth 100 marks each assessed at the end of the course

Paper 1-What's assessed?

The nature of law and the English legal system (25 marks out of 100).
Criminal law (75 marks out of 100).

Paper 2 What's assessed?

The nature of law and the English legal system (25 marks out of 100).
Tort (75 marks out of 100).

Paper 3 –What's assessed?

Human rights (75 marks out of 100).
The nature of law and the English legal system (25 marks out of 100).

Questions

A combination of multiple choice, short answer and extended writing questions.

Assessment objectives (AOs)

- AO1: Demonstrate knowledge and understanding of the English legal system and legal rules and principles.
- AO2: Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology.
- AO3: Analyse and evaluate legal rules, principles, concepts and issues.

WHAT IS ON EACH PAPER?- PAPER 1

Law Making and ELS Topics in Paper 1

Nature of Law: legal and other rules, criminal/civil distinction and sources of law.	
Statutory Interpretation	
Judicial precedent	
The Criminal courts and lay people	
Legal Personnel - roles of barristers, solicitors and legal executives: regulation	
The judiciary: types of judges. Roles of judges in the criminal courts.	
Access to justice and funding in the criminal system	
Law and society – fault. Law and justice	

Paper 1 Topics:

Assault	
Battery	
ABH	
GBH	
GBH with intent	
Murder	
Loss of control	
Diminished responsibility	
Unlawful Act M/S	
Gross Negligence M/S	
Self-defence	
Intoxication	
Automatism	
Insanity	
Duress	
Theft and robbery	
Attempts	

WHAT IS ON EACH PAPER? PAPER 2

Law Making and ELS Topics in Paper 2	
Nature of Law: legal and other rules, criminal/civil distinction and sources of law.	
Parliamentary Law Making	
Law Reform: The Law Commission	
The Civil Courts and other forms of dispute resolution	
The Judiciary: Types of judges. Role of judges in the civil courts	
Access to justice and funding in civil system	
Law and society – fault. Law and morality.	

Paper 2 Topics:	
Negligence (duty of care, breach and causation)	
Psychiatric injury	
Negligent misstatement	
Occupiers Liability 1957	
Occupiers Liability 1984	
Private Nuisance	
Rylands v Fletcher	
Vicarious liability	
Contributory Negligence	
Consent as a defence	
Remedies	

WHAT IS ON EACH PAPER? PAPER 3

Law Making and ELS Topics in Paper 3

Nature of Law: legal and other rules, criminal/civil distinction and sources of law.	
The rule of Law	
Delegated Legislation	
EU Law	
The Judiciary: Types of judges. Role of judges in the civil courts	
Independence of the Judiciary	
Access to justice and funding in civil system	
Access to Justice and funding in the criminal system (HR)	
Law and Society. Balancing conflicting interests/Law and Justice/Law and Morality.	

Paper 3 Topics:

Rules in Human Rights law	
Theory in Human Rights	
Human Rights in international law	
Human Rights in the United Kingdom prior to the Human Rights Act 1998	
Human Rights in the United Kingdom after the enactment of the Human Rights Act 1998	
The European Convention on Human Rights 1953	
Article 2 of the European Convention on Human Rights 1953	
Article 5 of the European Convention on Human Rights 1953	
Article 8 of the European Convention on Human Rights 1953	
Article 10 of the European Convention on Human Rights 1953	
Article 11 of the European Convention on Human Rights 1953	
Restrictions	
Enforcement	
Human Rights and English law	

CLINICAL LAW

Tuesday 08 January 2019

Separating conjoined twins

An update from a regular series written by Mr Robert Wheeler, director, department of clinical law, where he considers various aspects of clinical law that our nursing staff, medical staff and other professions rely on when caring for patients.

Nearly twenty years ago, a court was faced with an agonising decision; whether the proposed separation of conjoined twins was lawful. A court decision was necessary; the parents opposed the separation because the operation would lead to the immediate death of one of their twins. This dilemma could re-emerge at any moment, so the decision merits study.

The case, *Re A*, concerned Jodie and Mary, born to devout Catholic parents. The girls each had their own brain, heart, lungs and vital organs; and each had 4 limbs. But the court was told that Mary's cardio-respiratory system was insufficient to support life; she remained alive only because of their connected circulations. Jodie's aorta supplied that of her sister; and their inferior cavae were distally united into a common channel. If Mary had been born as an independent baby, she would not have lived after cessation of placental circulation.

Without separation, the surgeons predicted that Mary would die within three to six months, followed within hours by her sister, who would exsanguinate into her dead sister's circulation. Surgical separation in the neonatal period was feasible, and Jodie would be able to live a relatively normal life, but Mary would die within minutes of the division of the aortic connection. Their parents opposed the operation, believing their children's fate should be left to God, and that terminating Mary's life was wrong.

The legal 'formula' for murder in England requires an intention to kill (as well as an act that causes death) to be established. The Court in *Re A* recognised that each twin was a separate person for the purposes of homicide and that both girls had to be accorded equal rights to life, but considered Mary's death to be justified as 'the lesser of two evils', declaring separation lawful. Nonetheless, the court conceded that the surgeons would by performing the operation 'intend to kill' Mary since her death would be virtually certain once her aorta was clamped. Although one of the reasons for the court's decision was that the surgeons could rely on a defence of necessity (to save Jodie's life), subsequent legal argument suggests that this defence may no longer be available.

Courts have held that the greater the scope for genuine doubt as to where a child's best interests lie, the greater the expectation that the difficult decision will be taken by her parents.

Academic lawyers have suggested that seeking to justify giving priority to the welfare of one or other twin was an exercise too finely balanced for clinicians or judges to arrive at a conclusion with certainty. Put bluntly, it remains uncertain that either twin could mount a strong case that she should thrive at the expense of her sister. In these circumstances, the justification to usurp the parents settled decision to refuse surgery evaporates. At the same time, sociological evidence hints at conjoined twins' profound disinclination to be separated. Plainly this evidence requires close scrutiny.

Taken together, considerable doubt is cast upon the proposition that the judgement in *Re A* can be relied upon by contemporary surgeons, faced with the prospect of needing to sacrifice the life of one twin for the benefit of another. It is arguable that if this sacrifice was made in 2019, the surgeons would need to convince a jury either that the elements of murder were not made out; or alternatively, that a defence against that charge was both available and applicable.

By extension, if the idea that enduring conjoinity was valued by and valuable to conjoined twins withstood critical analysis, courts might view any separation, whether or not imminent death of one twin was anticipated, with sufficient anxiety to defer a decision to separate until the children had capacity to make the choice for themselves.

Task One: Law ethics- Separating conjoined twins

1. Why did Mary depend on Jodie to stay alive?

2. Why did the parents not want the operation to go ahead?

3. What did the court decide about separating the twins?

4. Why was Mary's death legally important in this case?

5. Why do some lawyers think the decision might not always be followed in future cases?

Task Two: Supreme Court

What is the UK Supreme Court? (bbc.co.uk) and watch this documentary available on [What is the Supreme Court? – YouTube](#)

Using a range of the information on in the source, complete each of the information boxes below. Remember to include relevant legal terminology accurately used.

Name and Location:

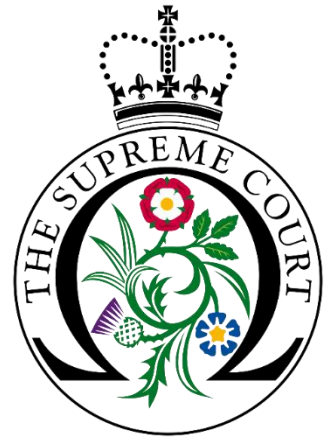
Sum up the kind of cases and decisions that it has made over the last years:

What powers does it have (and what can't it do?):

Make up of the court: What issues do you see With who is on the court (pros and cons)?

Exploring a Case:

Pick one of the cases which the article or documentary highlights. Summarise the facts, question and decision by the court. End with a critical comment on your view of the case and decision:



Critical Response:

Task Three: The difference between Criminal Law and Civil Law

Classifying the different types of law can become complicated. A simple way to categorise the law in to two main areas is to distinguish between criminal law and civil law. Below are two cases, one criminal and one civil. Read the facts and the decision of each before discussing the main issues that arise in both cases:

A Civil Case:

Donoghue v Stevenson (1932)

Mrs Donoghue went to a café in Paisley with her friend to discuss her upcoming wedding arrangements. The friend bought Donoghue a bottle of ginger beer made by Stevenson’s drinks company. Donoghue drank some of the ginger beer not knowing that there was a dead snail inside the opaque bottle. When she saw the snail, she sued Stevenson for negligence claiming that she was entitled to compensation. Donoghue had been bought the drink by a friend and therefore, she could not make a claim under contract law.

Verdict: FOR THE CLAIMANT

The House of Lords held: Stevenson had been negligent, and he owed a duty of care to Donoghue who was the ultimate consumer of their product.

Lord Atkin said:

‘The rule that you are to love your neighbour becomes in law: You must not injure your neighbour, and the lawyers’ question: Who is my neighbour? receives a restricted reply. You must take reasonable care to avoid acts or omissions which you can reasonably foresee would be likely to injure your neighbour. Who then, in law, is my neighbour? The answer seems to be persons who are so closely and directly affected by my act that I ought reasonably to have them in contemplation as being so affected when I am directing my mind to the acts or omissions which are called in question.’

1. What are the important facts of this case?

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2. Who won the case?

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3. What did the claimant want from the defendant?

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4. What law comes from this case?

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5. How does this law affect you?

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Task Three: The difference between Criminal Law and Civil Law

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A Criminal Case:

R v Dudley & Stephens (1884)

Facts: Four sailors were sailing a yacht from Southampton to Australia to deliver it to its new owner. The yacht capsized and sank during a storm and the four-man crew took to a small lifeboat. They had two tins of turnips but no water. They survived on the turnips and by eating a turtle they caught but after 15 days at sea Parker (the cabin boy) was ill from drinking sea water. The other three crew members discussed drawing lots to decide who should be sacrificed and eaten by the others according to the Customs of the Sea (shipwrecked sailors would do this if they were stranded days from land). One of the crew members (Brooks) refused to be involved so Dudley and Stephens killed the unconscious cabin boy, Parker. All three eat him and then were rescued by a passing boat after 24 days at sea.

When they reached Cornwall all three were arrested for murder. The charges were dropped against Brooks so he could give evidence for the prosecution. Dudley and Stephens argued that there was no case to answer due to the established Custom of the Sea. This was rejected and the Home Secretary and Attorney General decided to prosecute the defendants for murder. They argued that they had to kill Parker under the law of necessity.

Held: The defendants were found guilty of murder. The court was not convinced that it was necessary to kill Parker to save themselves. The defendants avoided the death penalty but were granted a pardon and sentenced to six years imprisonment.

1. What are the important facts of this case?

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2. What defence did they raise?

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3. What was the verdict?

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4. What law comes from this case?

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5. What would your decision have been?

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STRETCH- Documentaries/Programmes about Law

Below are a range of documentaries and legally linked films...

The original PowerPoint slide you have access to contains all of the links to any open access sources – just click on the **link**.

Title	Origin	Link (if available)
Crime and Punishment (History of the Law)	YouTube	https://www.youtube.com/watch?v=kn1gdZMLtrk
The Briefs	YouTube	https://www.youtube.com/watch?v=QWTcg8Ye6fl
HARDtalk interview with Lady Hale	YouTube	https://www.youtube.com/watch?v=i1VozJR_jC8&t=414s
To Kill a Burglar	YouTube	https://www.youtube.com/watch?v=BemcOAg53eM
The Trial: Murder in the Family	All4	https://www.channel4.com/programmes/the-trial-a-murder-in-the-family
Barristers –fighting for justice.	All4	Watch Barristers: Fighting for Justice Stream free on Channel 4

Books:

- Books:**
- The Rule of Law, Tom Bingham (Lord Bingham, the senior Law Lord). This is viewed as the best book for anyone to read if they are interested in the profession.
 - LAW- A very short introduction; Raymond Wacks
 - Eve was framed 'Women and British Justice' Helena Kennedy
 - Misjustice: How British Law is Failing Women- Helena Kennedy
 - The Secret Barrister. Catherine Barnard,
 - Letters to a Law Student, N.J.McBride
 - Spider woman- Lady Hale
- If you enjoy fiction you may enjoy reading works with legal themes such as**
- Charles Dickens, Bleak House
 - Harper Lee, To Kill a Mocking Bird
 - Franz Kafka, The Trial

Useful Websites:

- These websites are so useful in helping you create notes as well as providing essential case law, revision tools, games and practice papers.
- The Student room offers great law resources to view and create as well as support from real life students. The content includes notes, flashcards and mind maps. <https://www.thestudentroom.co.uk/a-level/subjects/law/>
- This website gives a good overview of the main areas of law we will be covering together with case summaries and revision games. <http://www.e-lawresources.co.uk/A-Level-Law-books.php>
- The Student Lawyer is a free online resource that brings together legal news and articles in an accessible format for future lawyers. The site is written by law students or practising professionals and is intended for law students of all levels: <http://thestudentlawyer.com/>
- There are a number of legal blogs that you may find interesting, including:
 - LB Graduate Lorraine offers her perspectives on the challenges of law school and the process of becoming a lawyer. [London Law Student – Sharing my journey from London Law Student to Future Tech Lawyer \(lifeofalondonlawstudent.com\)](http://lifeofalondonlawstudent.com)
 - The Legal Feminist is a blog curated by a collective of solicitors and barristers who are passionate about giving a voice to feminist issues in the law. This blog offers feminist perspectives and analysis on a wide variety of specialist areas in law. legalfeminist.org.uk
 - You may already have seen ‘The Secret Barrister’ bestselling books in your local bookshop, but do not forget about the award-winning Secret Barrister blog! [The Secret Barrister – Barrister, Blogger and Sunday Times No.1 Bestselling Author](http://thesecretbarrister.com)
 - Another award-winner is Matthew Scott’s Barrister Blog, which offers legal commentary and discussion on a range of topics. Most commonly, Scott is demystifying cases that are big in the media and critiquing new legislation [BarristerBlogger – Matthew Scott's Legal Comment Argument and Discussion. Comment Awards 2015 Best Independent Blog](http://barristerblogger.com)
- Legal Cheek- These posts come from people at all stages of their legal career and are mostly opinion-based articles on current legal topics. Again, these articles are a good way to gain new perspectives on current legal issues or debates, keep up your commercial awareness and of course, learn a thing or two! The website also has resources to help you on your journey to becoming a solicitor as well as opportunities to attend virtual law fairs [Legal Cheek – news, market insight and law careers advice](http://legalcheek.com)

The three traditional routes to become a barrister, solicitor or legal executive are outlined below:

	Step 1	Step 2	Step 3
Barrister	3 or 4 year law degree (LLB)	1 year Bar Professional Training Course (BPTC)*	1 year Pupillage
Solicitor	3 or 4 year law degree (LLB)	1 year Legal Practice Course (LPC)	2 year Training Contract*
Legal Executive	2—5 year legal apprenticeship (Professional Higher Diploma in Law)	Becoming a Fellow of the Chartered Institute of Legal Executives*	Optional: becoming a solicitor through the LPC

**indicates the point of qualifying*

It is also possible to study any degree you wish at undergraduate level and convert your studies into law through the Graduate Diploma in Law (GDL) in order to become a barrister or solicitor. This is a good option if you wish to discover personal interests before kick-starting your legal career. It is also a good option if you want to combine your personal interests with its legal sector.

Example 1: You have a personal interest in the human body and so pursue a 3-year undergraduate degree in biology. You feel that your curiosity about the human body has been satisfied and you want to help people who have faced legal issues at the GP's surgery, hospital, lab work, etc. You complete the GDL and combine your knowledge of biology with law and become a medical lawyer.

Example 2: You have a personal interest in how ancient societies developed and so pursue a 3-year undergraduate degree in history combined with sociology.

You feel that you have understood how strong societies come into existence and you want to shape the legal aspect of today's society.

You complete the GDL and combine your knowledge of history with law and become a legal historian who advises the government on legal developments.

For more information about people in the legal sector and how they got there, read about their success stories below:

Aspiring Solicitors (Solicitor success stories): <https://www.aspiringsolicitors.co.uk/testimonial/>

CILEX (Legal Executive success stories): <https://www.cilexcareers.org.uk/about-us/resources/casestudies>

The below websites will help you decide what kind of legal career you may want to pursue:

- UCAS: <https://www.ucas.com/explore/subjects/law>
- Prospects: <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/law-sector>
- All about Law: <https://www.allaboutlaw.co.uk/school-leaver>

You can also go straight from school into an apprenticeship; Read all about it on the websites below;

[Legal sector apprenticeships | The Law Society](#)

[Legal Apprenticeships Guide: Law Firm Opportunities \(thelawyerportal.com\)](#)