



CARIBBEAN
EXAMINATIONS
COUNCIL

SYLLABUS

LAW

CXC A23/U2/17

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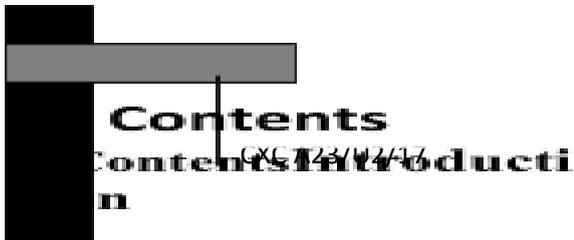
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Please note that the syllabus was revised and amendments are indicated by italics.

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Introduction

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The Caribbean Advanced Proficiency Examination® (**CAPE**®) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under **CAPE**® may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification at the **CAPE**® level. The first is the award of a certificate showing each **CAPE**® Unit completed. The second is the **CAPE**® Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of *eight* **CAPE**® Units including Caribbean Studies, Communication Studies *and Integrated Mathematics*. *Integrated Mathematics is not a requirement for the CXC Associate Degree in Mathematics*. The complete list of Associate Degrees may be found in the CXC Associate Degree Handbook.

For the **CAPE**® Diploma and the CXC Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years. *To be eligible for a CXC Associate Degree, the educational institution presenting the candidates for the award, must select the Associate Degree of choice at the time of registration at the sitting (year) the candidates are expected to qualify for the award.* Candidates will not be awarded an Associate Degree for which they were not registered.



CXC A23/U2/17



Law Syllabus

◆ RATIONALE

L

Law is an essential tool for ensuring relative stability, peace and order in society, for regulating inter-personal behaviour and expectations and for defining public and private rights. The study of Law not only assists students who wish to embark on further study and training for entry into the legal profession, but also addresses the needs of other persons engaged in occupations which require some knowledge of the law, such as law clerks, paralegals, administrators, managers, the police and other public officers. It also serves to inform persons of their rights and obligations, and to inculcate in students certain positive values, which are necessary in any civilised society.

This course in Law at the Advanced Proficiency level provides the basis and scope for promoting a sound knowledge and understanding of legal principles and the role of law in the society, particularly in the evolving and developing Caribbean states. It also facilitates movement by students into professional and other law related programmes. Moreover, in order to motivate students, emphasis is placed on providing an exciting, challenging and intellectually stimulating framework for them to engage in the study of Law as a discrete discipline and an important tool of social engineering. Students who successfully complete this course in Law will have developed an appreciation for the challenges and potential of being Caribbean citizens. They will have an understanding of their own roles and responsibilities in preserving and contributing to their Caribbean heritage. They will have attained the attributes of the Ideal Caribbean Person as outlined in the document, *The Caribbean Education Strategy* (2000).

This syllabus seeks to develop knowledge and understanding of critical legal concepts, as well as, analytical, functional and problem-solving skills, and the ability to synthesise and evaluate legal materials. It also seeks to promote an awareness and appreciation of the role and mechanisms of Law, in the resolution of disputes whether by the courts (civil or criminal); or Alternative Dispute Resolution (ADR), such as, arbitration or mediation. The syllabus will also help students to refine their critical thinking skills and judgments and the acquisition of skills as defined in the UNESCO Pillars of Learning through research. These include the responsibilities of learning to know, learning to do, learning to live together, learning to be and learning to transform oneself and society



AIMS

The syllabus aims to:

1. promote and develop knowledge and understanding of legal principles in selected areas of law in the Commonwealth Caribbean;
2. develop techniques of legal reasoning and the ability to analyse and solve legal problems, with reference to the recognised sources of law;
3. develop an appreciation of the role of law in society;
4. promote respect for the Rule of Law and legal institutions in society;
5. promote a critical awareness of the process of developing Caribbean jurisprudence;
6. encourage an awareness of the fundamental rights and freedoms enshrined in the constitutions of Commonwealth Caribbean states and the methods of their enforcement;
7. sensitise individuals to their right to proper state administration.

◆ SKILLS AND ABILITIES TO BE ASSESSED

The examinations will test candidates' skills and abilities under two Profile Dimensions.

1. Conceptual Knowledge (CK) ability to:
 - recall legal principles, concepts and theories;
 - describe legal procedures;
 - explain legal concepts.
2. Use of Knowledge (UK) The ability to:
 - select and use appropriate facts, concepts, principles and rules in a variety of contexts;
 - apply legal precedent from case material or statute to solve factual or simulated problems;
 - analyse a body of information to determine the legal issues contained therein;
 - analyse material and make logical judgements;
 - interpret *cases and statutes, and material from textbooks, legal journals and other sources*;
 - deduce common themes, synthesise themes in a logical manner;
 - draw conclusions based on legal research.



STRUCTURE OF THE SYLLABUS

The syllabus is arranged into two Units. Each Unit consists of three Modules, each Module requiring 50 hours.

UNIT 1: PUBLIC LAW

Module 1	-	Caribbean Legal Systems
Module 2	-	Principles of Public Law
Module 3	-	Criminal Law

UNIT 2: PRIVATE LAW

Module 1	-	Law of Tort
Module 2	-	Law of Contract
Module 3	-	Real Property

Lists of resources are provided in the syllabus. The lists provide information that may be helpful for the study of each Module.

Each Unit forms a discrete package for certification.

For each Module there are general and specific objectives. The general and specific objectives indicate the scope of the content, on which the examination will be based. However, unfamiliar situations may be presented as stimulus material in a question.



UNIT 1: PUBLIC LAW

MODULE 1: CARIBBEAN LEGAL SYSTEMS

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *develop a general understanding of law;*
2. *appreciate the complex nature of law and the legal institutions;*
3. *understand the dynamic role(s) and functions of law in changing Commonwealth Caribbean societies; and,*
4. *develop skills in applying principles of law to a given set of facts.*

SPECIFIC OBJECTIVES

Students should be able to:

1. *describe the nature of law;*
2. *assess the importance of the contribution of the various sources of law to the development of Commonwealth Caribbean law;*

CONTENT

The Nature of Law:

- (a) *origin, role, and functions;*
- (b) *theories of law: natural law and positive law;*
- (c) *law and religion; and,*
- (d) *law and morality.*

Concepts of the phrase 'sources of law':

- (a) *literary sources – constitution;*
- (b) *legal sources – legislation (primary and subsidiary) and interpretation by the Courts;*
- (c) *historical sources – common law;*
- (d) *equity – origin and development in the Caribbean;*
- (e) *judicial precedent; and,*
- (f) *customs and conventions.*

UNIT 1



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MODULE 1: CARIBBEAN LEGAL SYSTEMS (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

3. *explain* the bases on which the law can be classified;

Classification of Law:
 - (a) reasons for classification;
 - (b) classification bases:
 - (i) subject matter – for example, contract, criminal, tort;
 - (ii) functional – for example, substantive and procedural; and,
 - (iii) conceptual – for example, private law and public law.

4. *examine the structure* and operation of the court system;

Structure and Hierarchy of the Criminal and Civil Courts
 - (a) *Advantages and disadvantages* of the Judicial Committee of the Privy Council and the Caribbean Court of Justice.
 - (b) Courts of Appeal, High Courts and Supreme Courts.
 - (c) Magistrates' Courts, including Juvenile Court, Family Court and Petty Sessions.

5. evaluate the role and function of named functionaries and institutions of the legal process;

Role and function of:
 - (a) legal personnel (Judges, Registrars, Bailiffs, Marshalls; *Attorney General, Director of Public Prosecution and Attorneys*); and,

UNIT 1



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MODULE 1: CARIBBEAN LEGAL SYSTEMS (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|---|
| | (b) the Jury (eligibility and disqualification, advantages and disadvantages of the jury system). |
| 6. assess alternative methods of dispute resolution; and, | Alternative methods of dispute resolution (ADR) – (arbitration and mediation). |
| 7. evaluate the role and function of the Ombudsman. | The role and function of the Ombudsman. |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Develop scrapbooks of newspaper reports and clippings on issues related to Caribbean legal systems.
2. Collect material on different ADR processes and study developments in their territory.
3. Allow students to participate in panel discussions involving resource persons with expertise in Caribbean legal systems and in ADR processes.
4. Allow students to participate in debates, moots and prepared speeches on issues related to Caribbean legal systems and ADR processes for presentation and critique by peers.
5. Conduct class discussions on issues related to law that are presented on the Editorial Pages of daily newspapers.
6. Use the Internet and electronic media sources to obtain information on new legislation and legal issues in Parliament.
7. Encourage students to attend Court and Parliament and discuss the issues and report on issues of law.
8. Make use of law libraries for research purposes.

UNIT 1

MODULE 1: CARIBBEAN LEGAL SYSTEMS (cont'd)



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RESOURCES

- Antoine, R. *Commonwealth Caribbean Law and Legal Systems (2nd Edition)*. London: Cavendish, 2008.
- Britton, P. Alternative Dispute Resolution. *I Guy L. R.* 108, 1999.
- Eversley, C. A. Law, Religion and Morality. *I Guy L. R.* 3, 1999.
- Eversley, C. A. The Doctrine of Stare Decisis - An Enlightened Judicial Approach. *Guyana Law Journal* 63, 1980.
- Fiadjoe, A. *Commonwealth Caribbean Public Law (3rd Edition)*. London: Cavendish, 2015.
- Liverpool, N. J. O. *The History and Development of the St. Lucia Civil Code*. Bridgetown: ISER, Cave Hill, 1983.
- Newton, V. *Commonwealth Caribbean Legal Systems: A Study of Small Jurisdictions*. Bridgetown: Triumph Publications, 1988.

WEBSITES

www.ebscohost.com

www.proquest.com

www.ebrary.com

UNIT 1
MODULE 1: CARIBBEAN LEGAL SYSTEMS (cont'd)

Suggested Cases

R v Ramsonahai and Duke (1961) 3WIR535

R v George Green (1969) 14WIR204

Davis v R (1962) 4WIR375

Fraser v Greenway (1992) 41WIR136

Forde v Law Society 40 WIR 36

Re Niles (1993) 47 WIR 38

Knüller v DPP (1973) AC A35

Mohamed v Moraine and Another (1995) 49 WIR 37

Shaw v DPP (1967) AC 220

Hyde v Hyde (1866) LR 1P&D 130

Constitutions (for relevant jurisdictions & Charter of Rights for Jamaica)

UNIT 1
MODULE 2: PRINCIPLES OF PUBLIC LAW

For the purpose of this Module the term “Public Law” refers to two areas of law, namely, Administrative and Constitutional Law.

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the *principles of Constitutional Law*;
2. comprehend the principles of Administrative Law; and,
3. develop skills in applying principles of *Constitutional and Administrative Law to a given set of facts*.

SPECIFIC OBJECTIVES

CONTENT

Characteristics of the Constitution of any one Commonwealth Caribbean State:

Students should be able to:

- | | |
|--|--|
| 1. distinguish between supremacy of the Constitution and Parliamentary Sovereignty; | Differences between the supremacy of the Constitution vs. Parliamentary Sovereignty. |
| 2. outline the appointment and functions of the Head of State; | The appointment and functions of the Head of State. |
| 3. outline the composition of Parliament; | The composition of Parliament. |
| 4. analyse the concept of the separation of powers, including the independence of the judiciary; | The concept of the separation of powers, including the independence of the judiciary. |
| 5. analyse the concept of the rule of law; | The concept of the rule of law. |
| 6. <i>explain the process of judicial review</i> ; | The Judicial Review Process:

(a) <i>Locus Standi</i> ; and,

(b) <i>persons/bodies subject to judicial review</i> . |

UNIT 1



MODULE 2: PRINCIPLES OF PUBLIC LAW (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

7. *apply the grounds of judicial review; and,*

8. *explain the remedies available for judicial review.*

CONTENT

Characteristics of the Constitution of any one Commonwealth Caribbean State:

Grounds for Judicial Review:

- (a) breach of one's fundamental rights;
- (b) *breach of a requirement in the statute;*
- (c) breach of principles of natural justice and legitimate expectation;
- (d) improper delegation of powers; and,
- (e) abuse of discretion.

Judicial review remedies

- (a) *Public law:*
 - (i) *Certiorari (quashing order);*
 - (ii) *Mandamus (mandatory order); and,*
 - (iii) *Prohibition (prohibiting order).*
- (b) *Private law:*
 - (i) *damages;*
 - (ii) *injunction; and,*
 - (iii) *declaration.*

UNIT 1



MODULE 2: PRINCIPLES OF PUBLIC LAW (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Allow students to participate in group projects and presentations based on research on different aspects of the relevant principles of public law.
2. Engage students in conducting peer evaluation of the projects on aspects of public law and presentations.
3. Assign students to produce a scrapbook of newspaper clippings and research material on aspects of public law.
4. Develop a law resource library on issues of public law, which can be added to annually.
5. Allow students to participate in moots and debates on public law issues.
6. Allow students to attend Parliamentary sittings and report on issues pertaining to the law.
7. Engage students in a Youth Parliament.
8. Visit Parliamentary websites and examine Hansard reports to conduct research on law issues.

RESOURCES

Alexis, F. *Changing Caribbean Constitutions*, Bridgetown: Antilles Publications, 1983.

Fiadjo, A. *Commonwealth Caribbean Public Law (3rd Edition)*, London: Routledge Cavendish, 2015.

The Constitution of various countries.

Suggested Cases

Thomas v AG (1982) AC 113

Lilleyman v IRC (1972) 18 WIR 227

Collymore v AG (1967) 12 WIR5

Maharaj v AG (1979) AC 385

Hinds v R (1977) AC 195

UNIT 1
MODULE 3: CRIMINAL LAW

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the *various aspects of Criminal Liability*;
2. *understand the principles of Criminal Law* to solve problems in a logical and analytical way, using case material and statute where relevant; and,
3. develop skills in *applying the principles of Criminal Law to a given set of facts*.

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|--|
| <ol style="list-style-type: none">1. explain the basic principles of criminal liability; | <p>Criminal Liability:</p> <ol style="list-style-type: none">(a) <i>actus reus, mens rea; coincidence of actus reus and mens rea;</i>(b) acts, omissions, consequences and surrounding circumstances;(c) specific intention, recklessness; crimes of negligence; strict liability;(d) transferred malice. |
| <ol style="list-style-type: none">2. apply the basic principles of criminal liability to offences against the person; | <p>Offences against the Person:</p> <ol style="list-style-type: none">(a) murder;(b) manslaughter: voluntary and involuntary;(c) assault (<i>including consent as a defence</i>);(d) <i>cruelty to children/ill-treatment and neglect of children</i>; and,(e) wounding. |

UNIT 1



MODULE 3: CRIMINAL LAW (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

3. apply the basic principles of criminal liability to sexual offences;
4. apply the basic principles of criminal liability to offences against property;
5. apply the basic principles of criminal liability to Inchoate offences;
6. explain *the* defences available in Criminal Law; and,

CONTENT

Sexual Offences:

- (a) *child sexual abuse*;
- (b) rape;
- (c) *buggery*; and,
- (d) incest.

Offences against Property:

- (a) theft/larceny;
- (b) robbery;
- (c) burglary; and,
- (d) criminal damage or malicious damage.

Inchoate Offences:

- (a) conspiracy;
- (b) attempt; and,
- (c) incitement.

Defences available in Criminal Law:

- (a) automatism:
 - (i) insane; and,
 - (ii) non-insane.
- (b) insanity;
- (c) diminished responsibility;

UNIT 1

MODULE 3: CRIMINAL LAW (cont'd)



SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|--|
| | (d) provocation; |
| | (e) intoxication; and, |
| | (f) self-defence. |
| 7. evaluate the sentencing theories and practices in the Commonwealth Caribbean. | Sentencing: |
| | (a) theories; |
| | (b) <i>types and practices</i> ; and, |
| | (c) <i>sentencing of young offenders</i> . |

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Assign students to critique films on related criminal law topics.
2. Allow students to participate in moots and debates on criminal law issues, for example, on whether the age of criminal responsibility should be raised.
3. Include analysis of criminal cases in scrapbooks.
4. Allow students to participate in lectures and discussions with visiting resource persons with expertise in areas of criminal law.
5. Allow students to visit criminal courts and report on observations.
6. Arrange with Court Registrar to visit the courts in session and interview personnel (for example, judge, defence counsel and prosecutor).

UNIT 1
MODULE 3: CRIMINAL LAW (cont'd)

RESOURCES

- Alleyne, M. *Textbook on Criminal Law. Oxford University Press (Teacher's Reference Text), 2011.*
- Burgess, M. *Protecting our Children; The Law, Policy and Procedures for Child Protection in the Caribbean.* New York, NY, USA; Plain Vision Publishing, 2016.
- Card, R. and Molloy, J. *Card, Cross and Jones: Criminal Law (22nd Edition).* London: Butterworths, 2016.
- Dugdale, A., Furmston, M., Jones, S. and Sherrin, C. *"A" Level Law.* London: Butterworths, 1996.
- Smith, J. and Hogan, B. *Criminal Law.* London: Butterworths, 2002. (Teachers' Text)

**List of Legislation on Child Maltreatment –
Offences of Cruelty to Children and Child Sexual Abuse**

- S4 (1) Children's Act 2012, Trinidad and Tobago
- S5 Prevention of Cruelty to Children Act 1998, Barbados
- S232 Criminal Code of Anguilla
- S192 Criminal Code 1997 of the Virgin Islands
- 225 Penal Code (2013 Revision), Cayman Islands
- S5 Juveniles Act, Antigua and Barbuda
- S8 Juveniles Act, St Vincent and the Grenadines
- S5 Children and Young Persons Act, Dominica
- S9(4) Child Care and Protection Act, Jamaica
- S5 Children and Young Persons Act, St Lucia
- S93 Criminal Law Offences Act, Guyana

UNIT 1
MODULE 3: CRIMINAL LAW (cont'd)

Websites

www.ebscohost.com

www.proquest.com

www.ebrary.com

www.e-lawresources.co.uk

www.lawteacher.net

Suggested Cases

Woolmington v DPP (1935) AC 462

DPP v Morgan (1975) 2 All ER 347

R v Miller (1954) 2 All ER 534

R v Savage (1991) 4 All ER 698

Director of Public Prosecutions v Smith (1961) AC 290

R v Kingston (1994) Crim. LR 846

Director of Public Prosecutions v Majewski (1977) AC 443

Director of Public Prosecutions v Morgan (1976) AC 182

Pratt and Morgan v AG for Jamaica (1994) AC1

Neville Lewis et al v AG for Jamaica et al (Privy Council) 2000

Newton Spence et al v R (Privy Council) Appeals from St. Lucia and from St. Vincent and the Grenadines, 2002

**Williams (Paul) v the State 1999 57 WIR 380*

**Braithwaite v Commissioner of Police 1968 12 WIR 449*

(*These cases are useful for the area of Sentencing)

Trimmingham v State (St. Vincent and the Grenadines) [2009] UKPC

R v. Brown (1993) 2 ALL ER 75 House of Lords/(1994) 1 AC 212

◆ UNIT 2: PRIVATE LAW

MODULE 1: LAW OF TORT

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand *Tort Law and its relationships to other areas of law*;
2. *understand the various Torts*; and,
3. *develop skills of applying Tort Law to a given set of facts.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|---|---|
| 1. outline the nature of the Law of Tort; | nature of Tort:

- definition – wrongful act, damage/injury, remedy. |
| 2. distinguish the Law of Tort from the Law of Contract, Constitutional Law and Criminal Law; | differences between the Law of Tort and:

(a) Law of Contract;

(b) Constitutional Law; and,

(c) Criminal Law. |
| 3. <i>apply the principles of negligence</i> ; | negligence:

(a) duty;

(b) breach; and,

(c) damage:

(i) remoteness and foreseeability; and,

(ii) negligent misstatements. |

UNIT 2



MODULE 1: LAW OF TORT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|---|---|
| 4. | <i>apply</i> the principles of defamation including defences; | amation:

(a) elements of defamation; and,

(b) defences to defamation – justification; fair comment; absolute privilege and qualified privilege. |
| 5. | <i>apply</i> the principles of trespass to the person; | ;pass to the person:

(a) assault and battery;

(b) false imprisonment; and,

(c) malicious prosecution. |
| 6. | <i>apply</i> the principles of nuisance; | sance:

(a) public; and,

(b) private. |
| 7. | <i>apply</i> the principles of liability for animals; | ility for animals. |
| 8. | <i>apply</i> the principles of vicarious liability; and, | arious liability. |
| 9. | <i>apply the principles</i> of occupiers' liability. | upiers' liability. |

UNIT 2

MODULE 1: LAW OF TORT (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Invite guest lecturers with knowledge and experience in the Law of Tort to hold panel discussions with students on issues pertaining to the Law of Tort.
2. Allow students to interpret issues related to the law of Tort through role play and simulated exercises.
3. Compile scrap books of selected cases related to the Law of Tort.
4. Collect newspaper reports on selected cases related to the Law of Tort.
5. Engage students in group work and group research followed by presentation to class.
6. Allow students to attend public lectures on issues related to the Law of Tort and report on major issues.

RESOURCES

Bailey, V.	<i>CAPE® Law: Texts and Cases – Contract Law, Tort Law and Real Property. Author House Inc., 2012.</i>
Jones, M.	<i>Textbook on Torts. London: Blackstone Press, 2003.</i>
Kodilinye, G.	<i>Commonwealth Caribbean Tort Law (5th Edition). London: Cavendish. (2015)</i>
Rogers, W.	<i>The Law of Tort. London: Sweet and Maxwell, 1994. (Recommended Teachers' Text)</i>
Caribbean Examinations Council	<i>Law: Tort, Unit 2, Module I. 2003.</i>

UNIT 2

MODULE 1: LAW OF TORT (cont'd)

Suggested Cases

Austin v AG (1986, High Court, Barbados)

Robley v Placide (1966) 11 WIR 58

Campbell v Clarendon Parish Council (1982, Supreme Court, Jamaica)

Imperial Life Assurance Co. of Canada v Bank of Commerce (Jamaica) Ltd (1985, Court of Appeal, Jamaica)

Philips v Barbados Light and Power Co. Ltd. (1972) 7 Barb LR 154

Bacchus v Bacchus (1973) LRBG 115

British Guiana Rice Marketing Board v Peter Taylor and Co. Ltd. (1967) 11WIR 208

Donoghue v Stevenson (1932) AC 562

Anns v Merton London Borough Council (1978) AC 728

Caparo Industries v Dickman (1990) 1 All ER 568

Blyth v Birmingham Waterworks Company (1856) 11 Exch 781

Barnett v Chelsea & Kensington Hospital Management Committee (1969) 1 QB 428

Overseas Tankship (UK) Ltd v Morts Dock and Engineering Company Ltd (The Wagon Mound (No.1) (1961) AC 388

Wilson v Pringle (1986) 3 WLR 1

Mersey Docks & Harbour Board v Coggins & Griffith (Liverpool) Ltd (1947) AC 1

Lister v Hesley Hall Ltd (2001) 2 All E. R. 769 (HL)

UNIT 2
MODULE 2: LAW OF CONTRACT

GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand the concepts which shape the formation and development of the Law of Contract;*
2. *understand the various legal principles which underlie the Law of Contract; and,*
3. *develop skills in applying the principles of the Law of Contract to a given set of facts.*

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | |
|--|---|
| 1. explain the nature of the Law of Contract; | The nature of the Law of Contract:

(a) definition of contractual obligations; and,

(b) differences from other types of legal obligations, such as tortious liability and criminal liability. |
| 2. analyse the legal rules governing formation of contracts; | The legal rules governing formation of contracts:

(a) offer and acceptance;

(b) intention to create legal relations;

(c) consideration; and,

(d) capacity (minors, insane persons). |
| 3. explain the doctrine of privity of contract; | The doctrine of privity of contract:

(a) definition, scope and application; and,

(b) common law and equitable exceptions. |

UNIT 2
MODULE 2: LAW OF CONTRACT (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

4. explain the legal rules governing contractual terms;

5. *apply the legal rules* relating to misrepresentation;

6. apply the legal rules relating to discharge; and,

CONTENT

The legal rules governing contractual terms:

- (a) express and implied terms;
- (b) conditions, warranties, intermediate or innominate terms; and,
- (c) exclusion or exemption clauses.

Misrepresentation:

- (a) definition of misrepresentation;
- (b) types of misrepresentation (fraudulent, negligent and innocent); and,
- (c) the effect of misrepresentation on a contract.

Discharge:

- (a) definition of discharge;
- (b) methods of discharge:
 - (i) agreement; and,
 - (ii) performance;
- (c) breach; and,
- (d) frustration.

UNIT 2

MODULE 2: LAW OF CONTRACT (cont'd)

SPECIFIC OBJECTIVES

CONTENT

Students should be able to:

- | | | |
|----|--|---|
| 7. | outline the effect of illegality on a contract | Illegality:

(a) <i>Types of illegal contracts:</i>

(i) <i>by statute; and,</i>

(ii) <i>at common law on the grounds of public policy.</i>

(b) Effect of illegality on a contract. |
|----|--|---|

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Invite guest speakers to lecture on issues related to the Law of Contract and engage students in group work and group research followed by presentation to class.
2. Encourage students to interpret issues related to the Law of Contract through role play and simulated exercises.
3. Develop scrapbooks on cases related to the Law of Contract.
4. Develop scrapbooks of newspaper reports on cases related to the Law of Contract.
5. Encourage students to attend public lectures on issues related to the Law of Contract and have them write reports or summarise their findings.

RESOURCES

- | | |
|------------------------------|---|
| <i>Bailey, V.</i> | CAPE® <i>Law: Texts and Cases – Contract Law, Tort Law and Real Property. Author House Inc., 2012.</i> |
| Cavendish Publishing Limited | <i>Cavendish Law Cards – Contract Law.</i> London: Cavendish Publishing Limited, 2001. |
| Cavendish Publishing Limited | <i>Cavendish Law Cards – A' Level Law.</i> London: Cavendish Publishing Limited, 1997. |

UNIT 2



MODULE 2: LAW OF CONTRACT (cont'd)

RESOURCES

- Chaudhary, R. *West Indian Law of Contract*. Barbados: Heroco International Limited, 1995.
- Eversley, C. *Contractual Freedom vs Business Fairness and Illegality*. *Guyana Law Review Vol. 1 No. 1. 41*, 1999.
- Poole, J. *Casebook on Contract (13th Edition)*. Hampshire: Ashford Color Press, 2016.
- Smith, J. and Thomas, J. *Smith and Thomas – A Casebook on Contract Law (11th Edition)*. London: Sweet and Maxwell, 2015.

Suggested Cases

Storer v Manchester City Council (1974) 3 All ER 824

Carlill v Carbolic Smoke Ball Company (1893) 1 QB 256

Gibson v Manchester City Council (1979) 1 All ER 972

Partridge v Crittenden (1968) 2 All ER 421

Pharmaceutical Society of Great Britain v Boots Cash Chemists (Southern) Ltd (1952) 2 QB 795

Entores v Miles Far East Corporation (1955) 2 All ER 493

Adams v Linsell (1818) 1 B & Ald 681

Currie v Misa (1875) LR 10 Ex 153

Pao On v Lau Yiu Long (1979) 3 All ER 65

Balfour v Balfour (1919) 2 KB 571

Derry v Peek (1889) 14 App Cas 337

Jarvis v Swan Tours Ltd (1973) 1 All ER 71

UNIT 2
MODULE 3: REAL PROPERTY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the term 'real property';
2. understand how interests in property are acquired;
3. understand the rights and obligations of owners of real property; and,
4. develop skills in applying the principles of the Law of Real Property *to a given set of facts*.

SPECIFIC OBJECTIVES

Students should be able to:

- (a) explain the term 'real property';

CONTENT

Real Property

- (a) Explanation of the term 'real property'.
- (b) Differences between the following terms:
- (i) realty and personality;
 - (ii) corporeal and incorporeal property; and,
 - (iii) moveable and immoveable property.

- (b) *distinguish* between fixtures and chattels;

Fixtures and Chattels

- (a) *Differences:*
- (i) intention;
 - (ii) degree of annexation;
 - (iii) mode and purpose of annexation; and,
 - (iv) custom and usage.

UNIT 2



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MODULE 3: REAL PROPERTY (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

- (c) *apply the principles* of land ownership in any one Commonwealth Caribbean state;

- (d) *distinguish between* leases and licences;

CONTENT

Land Ownership

- (a) Definition of the terms 'tenure' and 'estate'.
- (b) Description of types of estates:
- (i) fee simple or freehold estate;
 - (ii) leasehold estate;
 - (iii) life estate; and,
 - (iv) legal and equitable interests.
- (c) Distinction between legal and equitable interests.
- (d) Concurrent interests or Co-ownership:
- (i) the characteristics of a joint tenancy; and,
 - (ii) the characteristics of a tenancy-in-common.

Leases and Licences

- (a) The nature, acquisition and termination of the following:
- (i) licences; and,
 - (ii) leases.
- (b) Differences between a lease and a licence.

MODULE 3: REAL PROPERTY (cont'd)

SPECIFIC OBJECTIVES

Students should be able to:

(e) *explain the law of easements; and,*

(f) *examine the law relating to mortgages.*

CONTENT

- (c) The landlord (lessor) and the tenant (lessee):
 - (i) types of tenancies;
 - (ii) the implied covenants of:
 - the landlord (lessor); and,
 - the tenant (lessee).
 - (iii) the consequences of a breach of covenant by:
 - the landlord; and,
 - the tenant.

Easements

- (a) characteristics of an Easement;
- (b) methods by which an Easement may be acquired:
 - (i) statute; and,
 - (ii) prescription.
- (c) *Extinguishment of an Easement.*

Mortgages:

- (a) Definition of mortgage, mortgagor and mortgagee.
- (b) Rights of the mortgagor.
- (c) Rights of the mortgagee.

UNIT 2



MODULE 3: REAL PROPERTY (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Invite resource persons with knowledge and experience in Real Property to engage students in discussions.
2. Encourage students to interpret issues related to Real Property through role play and simulated activities.
3. Develop scrapbooks on cases related to Real Property.
4. Engage students in group work and group research followed by presentation to class.
5. Encourage students to conduct interviews with mortgage companies to find out major issues confronting these companies.

RESOURCES

- Bailey, V.* **CAPE® Law: Texts and Cases – Contract Law, Tort Law and Real Property.** Author House Inc., 2012.
- Kodilinye, G.* *Commonwealth Caribbean Property Law (5th Edition).* London: Cavendish. (2015)
- Caribbean Examinations Council *Law: Real Property, Unit 2 Module III.* 2002.

Suggested Cases

- Stanley Johnson v R. Terrier and Auir* [1974] 22WIR, 441
- Panton v Roulstone* [1976] 24 WIR 462
- O'Brien v Missick* [1977] B.L.R 49
- Mitchell v Cowie* [1964] 7 WIR 118
- Isaac v Hôtel de Paris* [1960] IAIER, 348, [1960] IWLR, 239
- Street v Mountford* [1985] / AIER, 289, [1985] 2WLR, 877
- Edwards v Brathwaite* [1978] 32 WIR, 85
- Facchini v Bryson* [1952] ICLR 1386
- Kreglinger v New Patagonia and Cold Storage Co. Ltd.* [1914] AC.25

◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The same scheme of assessment will be applied to each Module in each Unit. Grades will be awarded independently for each Unit.

The assessment will comprise two components, one external and one internal. Candidates must complete the School-Based Assessment for the first Unit for which they register and write. Candidates may carry forward the School-Based Assessment mark for the first Unit written to the second Unit (irrespective of the mark earned), or may opt to complete the School-Based Assessment for the second Unit as well.

EXTERNAL ASSESSMENT FOR EACH UNIT (80%)

Written Papers – 4 hours

Paper 01 (1 hour 30 minutes)	The paper will consist of forty-five (45) compulsory multiple-choice items. There will be fifteen (15) items based on each Module.	30%
Paper 02 (2 hours 30 minutes)	This paper will consist of <i>three</i> extended-response questions with <i>one</i> on each Module. Candidates will be required to answer <i>all THREE questions</i> .	50%

SCHOOL-BASED ASSESSMENT FOR EACH UNIT (20%)

Paper 031

A research paper of approximately 1500 words, (exclusive of appendices and footnotes) based on any topic covered in any of the three (3) Modules of the Unit, will be required.

Candidates who, in the same year, register for both Units of **CAPE**[®] Law may opt to:

- submit a single School-Based Assessment for both Units OR; and,
- submit separate School-Based Assessment assignments for each Unit.

Candidates who are doing two Units of **CAPE**[®] Law at the same sitting and submitting a single School-Based Assessment must indicate from which Unit the School-Based Assessment was selected.

If a candidate is repeating a Unit, he or she may use the same moderated School-Based Assessment score obtained for a Unit from a previous sitting for both Units being taken at the same time.

Students must work in groups to conduct research and to submit their reports. No two group reports should be identical. The report should be approximately 1500 words (not including appendices). Wherever a *report* exceeds the maximum length for the project by more than 10 per cent, the teacher must impose a penalty of 10 per cent of the score that the *group* achieves on the project. On the script, the teacher should clearly indicate the original score, *that is*, the score before the deduction is made, the marks which are to be deducted, and the final score *received* after the

deduction has been made. Only the final score is to be indicated on the record sheets which are submitted to **CXC**[®].

Paper 032

Private candidates are required to write an Alternative Paper to the School-Based Assessment – Paper 032. Details are on page 37.

MODERATION OF SCHOOL-BASED ASSESSMENT

A sample of the tasks performed in class and the outputs kept on the local electronic submission facility will be requested by **CXC**[®] for moderation purposes. These samples will be moderated by **CXC**[®] Examiners. The marks assigned by the classroom teacher may therefore be adjusted to bring them in alignment with **CXC**[®] s standards. The Examiner’s comments will be sent to schools.

Copies of students’ projects that are not submitted to **CXC**[®] must be retained by the school until three months after publication of the examination results by **CXC**[®].

GUIDELINES FOR CONDUCT OF SCHOOL-BASED ASSESSMENT

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their *School-Based* Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of the assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are consistent with the **CXC**[®] standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments from each centre.

ASSESSMENT DETAILS

External Assessment by Written Papers (80% of Total Assessment)

Paper 01 (1 hour 30 minutes – 30% of Total Assessment)

1. Composition of Paper

This paper will consist of forty-five (45) multiple-choice items. There will be fifteen (15) questions based on each Module. All questions are compulsory.



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2. Syllabus Coverage

- (a) Knowledge of the entire syllabus is required.
- (b) The intention of this paper is to test candidates' knowledge across the breadth of the syllabus.

3. Question Type

Each multiple-choice *item* will test either Conceptual Knowledge or Use of Knowledge.

4. Mark Allocation

- (d) One mark will be assigned for each question.
- (e) The total number of marks available for this paper is 45, and will be weighted to 90.
- (c) This paper contributes 30% towards the final assessment.

Paper 02 (2 hours 30 minutes – 50% of Total Assessment)

1. Composition of Paper

- (a) The paper will consist of *three* questions, with *one* question based on each Module.
- (b) Candidates will be required to answer *all* THREE questions.

2. Syllabus Coverage

- (a) Each question requires a greater depth of understanding than those questions in Paper 01.
- (b) Each question may assess one topic or more from the Module on which it is based.
- (c) Each question may be based on a single theme or unconnected themes.
- (d) The purpose of this paper is to test candidates' in-depth knowledge of the syllabus.

3. Question Type

- (a) A question may require a short response with an extended response *as a subpart*.



- (b) *The questions will test both Conceptual Knowledge and Use of Knowledge.*

4. Mark Allocation

- (a) Each question will be allocated 25 marks.
- (b) The maximum marks available for this paper is 75, and will be weighted to 150.
- (c) This paper contributes 50% towards the final assessment.

School-Based Assessment

A research paper of approximately 1500 words, (exclusive of appendices and footnotes) based on any topic covered in **any** of the three (3) Modules of the Unit, will be required.

Research Paper – Paper 031

1. Requirements

The research paper presents an opportunity for students to demonstrate the accomplishment of the skills referred to on page 2 of the syllabus. Specifically, in the research paper, the student will be required to:

- (a) identify an issue in the community;
- (b) analyse the law relating to that issue;
- (c) apply the relevant legal principles to the issue in the community by using analytical and problem-solving skills;
- (d) demonstrate a sound understanding of the legal issues and concepts;
- (e) synthesise the legal issues and debates related to the topic being studied; and,
- (f) where appropriate, make suggestions for reform.

Primary Sources of Data

Candidates should use primary sources of data in their research activities. These include legislation treaties and cases. Information gathered through questionnaires, and face-to-face interviews may also be used.

Secondary Sources of Data

Secondary sources of data may also be used. These may include text books, law journals, newspapers, professional law journals, law commission reports or other legal reports and documentation on cases studied.

2. The aims of the research project are to:

- (a) promote self-learning;
- (b) allow teachers the opportunity to engage in the formative assessment of their students;
- (c) allow students to enhance their understanding of the nature of law through local studies; and,
- (d) allow students to explore more fully some areas of the Unit that may not be assessed adequately in an external examination.

3. Management of the Research Paper

The candidate must

- (a) write a proposal as early as possible.
- (b) prepare a timetable showing tasks to be completed during the eight month period.
- (c) acknowledge all sources used throughout the research paper by using appropriate references using OSCOLA. See the following link for further guidance

https://www.law.ox.ac.uk/sites/files/oxlaw/oscola_4th_edn_hart_2012.pdf

- (d) submit aspects of the research paper according to the timetable agreed to along with the teacher.

4. Guidance to Teachers

- (a) Advise students on the areas suitable for investigation.
- (b) Assist in the refinement of the topic. The topic must: (i) fall within the scope of the Unit; (ii) be related to an issue affecting the community; (iii) must be capable of being resolved by law (either by existing law, or by law reform).
- (c) Assist students *in identifying and formulating* the aims and objectives of the research.
- (d) Approve research proposal and timetable for completion.
- (e) Advise students on most suitable legal resources to be used.
- (f) Devise appropriate strategies to monitor student progress during the eight-month period



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(g) *Employ appropriate strategies to establish the authenticity of the work submitted by the student. These techniques may include*

- *oral questioning*
- *in class presentations*
- *ongoing review of the student's work*
- *having students summarising and presenting findings from both primary and secondary sources of data.*

5. Presentation and Assessment

The research paper *should* be submitted *online* and bear the candidates' numbers, name of subject (Unit indicated) and the date submitted.

The format for the presentation of the research report and the marks for each component are given in the table below.

Section	Marks
(a) Title and table of contents	2
(b) Description of research problem/issue - Statement of the law	4
(c) Aims and objectives	4
(d) Description of methodology employed	3
(e) Presentation of Findings	4
(f) Discussion of findings — analysis of applicable legal principles/data	6
(g) Conclusions and recommendations (where appropriate)	4
(h) Referencing	3

MARK SCHEME FOR SCHOOL-BASED ASSESSMENT

Total marks awarded for the SBA report is 30. Teachers must ensure strict adherence to the guidelines stated in the following criteria for marking to guarantee reliability of the mark.

DETAILED CRITERIA AND MARK SCHEME



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The candidate should be able to select and present an investigation into a specific legal issue using appropriate legal concepts, principles and theories.

ABILITIES	COMPONENT	MARKS
TITLE/TABLE OF CONTENTS		2
The candidate use table of contents to indicate the organization of the research report.	<ul style="list-style-type: none"> Title of research relates to the objectives in the syllabus and to the investigation, is clearly stated and table of contents is <i>logically laid out</i>. 	2
	<ul style="list-style-type: none"> Title of research relates to the objectives in the syllabus and to the investigation, is clearly stated but table of contents is missing. 	1
	<ul style="list-style-type: none"> Research is outside the scope of the syllabus but table of contents is included. 	1
	<ul style="list-style-type: none"> Research is outside the scope of the syllabus and there is no table of contents 	0
DESCRIPTION OF RESEARCH PROBLEM/ISSUE: STATEMENT OF THE LAW		4
<p>The candidate</p> <p>(a) selects a relevant legal issue within the scope of the syllabus</p> <p>(b) Narrows the topic to a problem</p> <p>(c) Outlines the law relating to the problem.</p> <p>(d) Establishes the importance of investigating the problem.</p> <p>(e) Proposes a possible solution.</p>	<p><i>The problem statement is a clearly stated guide to the research that logically and coherently connects all the different parts of the investigations clearly indicates its importance connects naturally to the relevant law.</i></p>	4
	<p><i>Problem statement and relevant law are clearly stated, connection made to the research but the importance of the investigation is not obvious.</i></p>	3
	<p><i>Problem statement and relevant law are stated but connection to the research and the importance of the investigation are not obvious.</i></p>	2
	<p><i>Problem statement and relevant law are stated but there is no connection to the rest of the investigation.</i></p>	1
	<p><i>No attempt at a problem statement.</i></p>	0
DESCRIPTION OF METHODOLOGY		3
The candidate selects and employs appropriate method and procedures in conducting the research.	<ul style="list-style-type: none"> The research methodology is clearly described realistic in its scope, and appropriate for the study. 	3
	<ul style="list-style-type: none"> The research methodology appropriate for the study but is not clearly described. 	2
	<ul style="list-style-type: none"> The research design is very limited in its scope, inappropriate for the study. 	1

AIMS AND OBJECTIVES		4
The candidate narrows the topic to clearly defined, focused aims/objectives	<ul style="list-style-type: none"> • Aims/ objectives are relevant, clearly defined and help to focus the topic. 	4
	<ul style="list-style-type: none"> • Aims/ objectives are somewhat relevant, defined and narrow the topic. 	3
	<ul style="list-style-type: none"> • Aims/ objectives somewhat relevant not clearly defined. 	2
	<ul style="list-style-type: none"> • Aims/ objectives are not relevant. 	1
PRESENTATION OF FINDINGS		4
The candidate has presented legal information using appropriate forms of presentation.	<ul style="list-style-type: none"> • Findings are comprehensive, clear and accurate, and presented using forms that are appropriate to the research problem 	4
	<ul style="list-style-type: none"> • Findings are comprehensive, clear and accurate, and forms of presentation are somewhat appropriate to the research problem 	3
	<ul style="list-style-type: none"> • Findings are presented using forms that are somewhat appropriate to the research problem 	2
	<ul style="list-style-type: none"> • Findings are poorly presented with several inaccuracies, and forms are mostly inappropriate. 	1
DISCUSSION OF FINDINGS — ANALYSIS OF APPLICABLE LEGAL PRINCIPLES/DATA		6
The candidate <ul style="list-style-type: none"> • Interprets the findings and explain how they relate to existing body of information. • Recognises the limitations of the investigation and it impact on the findings. • Relates findings to the law and or legal theories. 	<i>Discussion is comprehensive, coherent, accounts for the findings and makes links to existing law/legal theories while outlining the impact of the limitations on the investigations.</i>	5-6
	<i>Discussion is a coherent, accounts of the findings and relates them to the law/legal theories.</i>	3-4
	<i>Discussion accounts of the findings and relates them to the law/legal theories but lack coherence.</i>	2
	<i>Discussion is limited and is not coherent.</i>	1
CONCLUSIONS AND RECOMMENDATIONS		4

The candidate presents conclusions that are based on the findings and make sound recommendations.	<ul style="list-style-type: none"> • Conclusions are sound, plausible and based on the findings of the research. Recommendations relate to the conclusion drawn. 	3-4
	<ul style="list-style-type: none"> • Conclusions are sound but are not entirely supported by the findings of the research. 	2
	<ul style="list-style-type: none"> • Conclusions are flawed and not based on the findings of the research. 	1
REFERENCING		3
The candidate has prepared acknowledges all sources of information using an internationally accepted format	<ul style="list-style-type: none"> • Referencing is consistently and accurately done and bibliography is well organised, in appropriate format and includes all relevant details 	3
	<ul style="list-style-type: none"> • Bibliography is fairly well organised, in appropriate format and includes some relevant details 	2
	<ul style="list-style-type: none"> • Bibliography is poorly organised, format is not appropriate 	1
TOTAL		30

◆ REGULATIONS FOR PRIVATE CANDIDATES

Paper 032 (1 hour 30 minutes)

1. Composition of Paper

- (a) For each Unit, the Paper is based on the topic for that year as indicated in the table below.
- (b) There will be one compulsory question. The question may be divided into parts.
- (c) The Paper tests skills similar to those listed for the School-Based Assessment (Paper 031).

2. Question Type

- (a) The question requires candidates to respond either in the form of an extended essay or a short paragraph.

- (b) The candidates may refer to their prepared notes on the topic for that year.
- (c) The question will test both Conceptual Knowledge and Use of Knowledge.

3. Mark Allocation

The Paper is worth 30 marks (weighted to 60 marks) and contributes 20% towards the final assessment.

4. Award of Marks

Marks are awarded for expression, organisation (logical coherence) and content.

TOPICS FOR PAPER 032

YEAR	UNIT 1	UNIT 2
2016	Common Law and Equity	Strict Liability in Tort
2017	Fundamental Rights	Contract Terms
2018	Sentencing	Landlord and Tenants
2019	<i>Sources of Law</i>	<i>Nuisance</i>
2020	<i>Child Abuse</i>	<i>Formation of Contracts</i>
2021	<i>Judicial Review</i>	<i>Fixtures and Chattels</i>
2022	<i>Common Law an Equity</i>	<i>Strict Liability in Tort</i>
2023	<i>Fundamental Rights</i>	<i>Contract Terms</i>
2024	<i>Sexual Offences</i>	<i>Land Ownership</i>

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must rewrite Papers 01 and 02 of the examination for the year for which they re-register. These candidates may elect not to repeat the School-Based Assessment component provided they rewrite the examination no later than two years following their first attempt.

Candidates may reuse any moderated SBA score within a two-year period. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50% in a particular Unit. Candidates re-using SBA scores should register as "Re-sit candidates" and must provide the previous candidate number when registering.

Resit candidates must be entered through a school, approved educational institution or the Local Registrar's office.

◆ ASSESSMENT GRID

The Assessment Grid for each Unit is indicated below, showing marks assigned to each paper, each Module, and the percentage contribution of each paper to total scores.



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PAPERS	MODULES			TOTAL		(%)
	Module 1	Module 2	Module 3	Raw	Weighted	
External Assessment Paper 01 Multiple-choice (1 hour 30 minutes)	15	15	15	45	90	(30)
Paper 02 Extended-response (2 hours 30 minutes)	25	25	25	75	150	(50)
School-Based Assessment Paper 031	20	20	20	60	60	(20)
<i>Paper 032</i> (1 hour 30 minutes)	20	20	20	60	60	(20)
TOTAL	60	60	60	180	300	(100)

◆ GLOSSARY OF TERMS USED IN THE LAW EXAMINATION

KEY TO ABBREVIATIONS

UK –Use of Knowledge

CK – Conceptual Knowledge

WORD

DEFINITION/MEANING

Advise

Analyse

Examine methodically and in detail the elements of a scenario, a law, etc. and then draw (a) conclusion(s).

Apply

Use knowledge and or principles law to resolve a legal situation. This will require making references or drawing conclusions

Assess	Present reasons for the importance of particular structures, relationships or processes. <i>This involves comparing the advantages and disadvantages or the merits and demerits of a particular structure, relationship or process to determine relative value</i>
Cite	<i>Provide an example of a case, a quotation or a reference.</i>
Classify	<i>Divide into groups according to observable characteristics.</i>
Comment	<i>State opinion or view with supporting reasons.</i>
Compare	<i>State, describe and elaborate on the similarities and differences.</i>
Deduce	Make a logical connection between two or more pieces of information; use data to arrive at a conclusion.
Define	<i>Provide a precise statement giving the nature or the scope or the meaning of a term; or use the term in one or more sentences so that the meaning is clear and precise.</i>
Describe	Provide detailed information of the appearance or arrangement of a specific structure or sequence of a specific process. Description may be done by using words, drawings or diagrams or an appropriate combination. Drawings or diagrams should be annotated to show appropriate detail where necessary.
Develop	Expand or elaborate an idea or argument with supporting reasons
Differentiate or Distinguish	State or explain briefly those differences between or among items which can be used to define the items or place them into separate categories
Discuss	<i>Write an extended answer defining key concepts, stating what is, exploring related concepts and issues, present reasoned arguments for and against, using detailed examples but not necessarily drawing a conclusion.</i>
Evaluate	Weigh evidence and make judgements based on given criteria. The use of logical supporting reasons for a particular point is more important than view held; usually both sides of an argument should be considered.
Examine	<i>Write an extended answer defining key concepts, stating what is and exploring related concepts and issues.</i>
Explain	<i>Provide statements on what happened, how it happened and why it happened. Provide elaboration of particular terms, concepts, approaches.</i>
Give/State	<i>Provide short, concise statements.</i>
Identify	Name specific components or features. <i>Point out, indicate without explanation or recognise and select.</i>

Interpret	Explain the meaning of
Justify	<i>Explain the correctness of/give reasons for the selection of.</i>
Outline	<i>Provide main points, or features only without details.</i>
Suggest	<i>Offer an explanation deduced from information provided or previous knowledge and consistent with subject knowledge.</i>

Western Zone Office
25 September 2017