

BTEC Level 3 National Extended Certificate in Applied Law

(Equivalent to full A Level)

2025-2026



Do Now

Introduction

Curriculum

Honesty

What is Law?

Exit Ticket

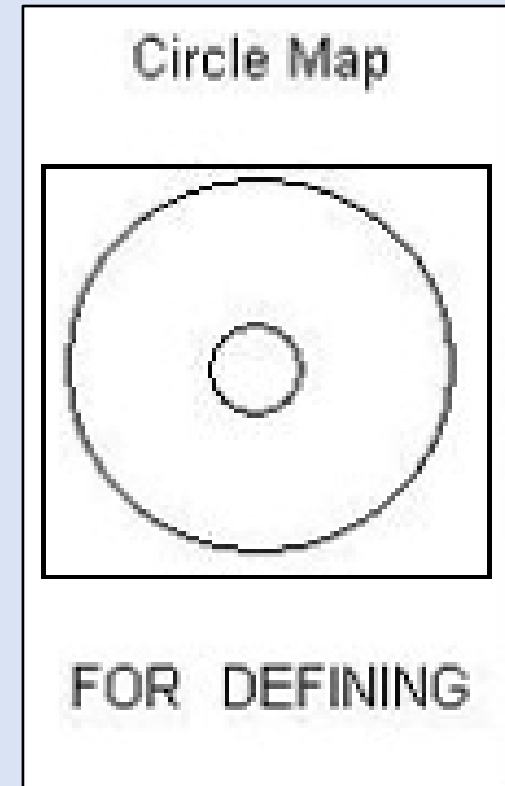
Year 11 Sixth Form Taster Day

Wednesday, 13 August 2020

Task

Use a circle map to note everything you know about Law.

This could be areas of law, our court system, career paths.



Extension: Do you have any questions about the course or law in general?

Write a question on a postit note.

We will go through them at the end.

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What to expect

Pearson BTEC Level 3 National Extended Certificate in Applied Law				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Dispute Solving in Civil Law	90	Mandatory	External
2	Investigating Aspects of Criminal Law and the Legal System	90	Mandatory	Internal
3	Applying the Law	120	Mandatory and Synoptic	External
Optional units – learners complete 1 unit				
4	Aspects of Family Law	60	Optional	Internal
5	Consumer Law	60	Optional	Internal
6	Contract Law	60	Optional	Internal
7	Aspects of Tort	60	Optional	Internal

- Over the two years, we will cover **four** modules.

- 2 Exam
- 2 Coursework

- Year 1:

- Year 2:

Unit 1 – Dispute Solving in Civil War

Unit 1 – Dispute Solving in Civil War

- A task set and marked by Pearson and completed under supervised conditions.
- Learners will be given information about a case one week before a supervised assessment period in order to carry out research.
- The supervised assessment period is a maximum of one and a half hours, in one sitting, on a specified date timetabled by Pearson.
- Submission completed using a computer.
- 60 marks.
- January

- In this unit, you will learn about the courts that deal with civil law disputes, in addition to alternative methods of resolution.
- The basic principles of the law of negligence are considered and applied, together with sources of advice, funding, resolution and remedies.
- You will develop legal skills in research and will use these research skills to investigate the way in which the law is applied.
- You will learn how to reference legal sources and how to communicate professionally with colleagues and clients.
- To complete the assessment task within this unit, you will need to draw on your learning from across your qualification



Unit 4 – Aspects of Family law

Learning Aim A: Explore the legal rules governing the formation of marriages, civil partnerships and cohabitation

Learning Aim B: Examine the various methods for dissolving a relationship

Learning Aim C: Investigate the legal rules governing the distribution of money and property on the breakdown

of a relationship

Learning Aim D; Examine how the courts resolve disputes over children

Unit 4 – Aspects of Family law

- There are various legal regulations governing our family lives and the formation of adult relationships.
- This unit will enable you to understand the distinction between marriage and cohabitation and their legal consequences.
- You will examine the key requirements for the formation of a valid marriage and civil partnership and how these relationships may become either void or voidable.
- You will investigate how individuals may terminate their adult relationships and the financial consequences of a relationship breakdown



Unit 3 – Applying the Law

- A task set and marked by Pearson
 - completed under supervised conditions.
- Learners are given information
 - about two cases two weeks before a supervised assessment period in order to carry out research.
- The supervised assessment period
 - is a maximum of two hours, in
 - one morning sitting, on a specified date timetabled by Written submission.
- 72 marks.

In this unit, you will develop the skills to investigate and research how different laws are made both

- inside and outside Parliament and then interpreted in courts. You will use these research skills to investigate the way in which the law is developed and applied.
- You will investigate who decides the outcome of criminal cases and where advice and representation can be obtained and how it can be paid for.
- You will apply and present this information professionally to clients with the aid of non-fatal offence case studies.



Unit 2 – Investigating Aspects of Criminal Law and the Legal System

- In this unit, you will develop the skills to investigate and research how different laws are made both inside and outside Parliament and then interpreted in courts.

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Classroom Expectations

- Respect each other
- Take part
- Deadlines
- Complete OOCL
 - There will be work that will need to be completed outside of the classroom in order to successfully complete tasks in lesson.
 - If these are not completed, you will not take part in the lesson it relates to.

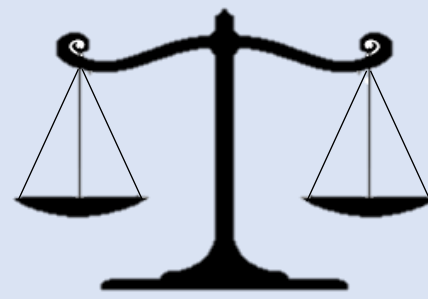
What is Law?



- How would you define the Law?
- A system of rules and consequences that are created and enforced by a government to regulate public behaviour.
- Laws are created to instil a safe society.
- Rules to be obeyed.



What is our Legal system?



- Jurisdictions – The UK has 3 systems
 - England and Wales
 - Scotland
 - Northern Ireland
- E&W: Common Law
- NI: Common Law (Heavily influenced by E&W and Ireland)
- Scotland: Mixed Common and Civil
- Civil law and common law are two primary legal systems. Civil law is based on codified statutes and legal codes, while common law relies on judicial precedent and case law alongside statutes. In essence, civil law emphasises written legal codes as the primary source of law, whereas common law places more emphasis on the decisions of judges in past cases as binding or persuasive authority. Common Law is more adaptable and case lead outcome.



Supreme Court

Criminal Courts

Court of Appeal



Crown Court



Magistrate Courts



Civil Courts

Court of Appeal



High Court (Queen's
Branch, Chancery, and Family)



County Court



‘Our current legal system needs an overhaul as it no longer caters to a modern society’.

How far do you agree with this view?



How do you feel about this view?

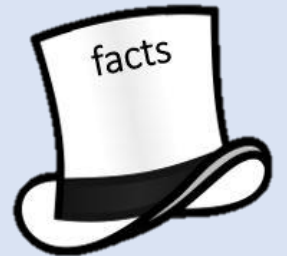


What might be the risks of changing the system?



What might be the benefits be of changing the system?

What are some facts from today's society that could be applied?



What changes could be made?



How has my thinking changed as a result of this lesson?

