

GCE

LAW: OFFENCES AGAINST THE PERSON

STATUTORY OFFENCES AGAINST THE PERSON SUGGESTED IDEAS FOR TEACHING AND LEARNING



SUGGESTED IDEAS FOR TEACHING AND LEARNING

Teacher /Lecturer:	
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Course:	A Level Law
Topic:	Offences against the person
Session:	Non-fatal offences

Component:	A Level Components 2 and 3
Ref. to specification:	Criminal Law
Suggested time allocation:	2 - 3 hours

Aims & Objectives: At the end of these sessions the student will be able to:

- **Explain** the statutory offences against the person with definitions and appropriate authority.
- **Analyse** the different offences and define the differences between each.
- **Evaluate** the current law and reform proposals.

Main Teaching and Learning Activities

Teacher/Lecturer Activities:

- Introduce the subject of non fatal offences against the person with links to the previous session on assault and battery. Introduce the Offences Against the Person Act 1861.
- Explain the definition of a section 47 offence with reference to appropriate cases, i.e. Miller (1954), R(T) –v- DPP (2003), Roberts (1971), Savage (1991) – questions and answers throughout.
- Explain the definition of a section 20 offence with reference to appropriate cases, i.e. Martin (1881), Burstow (1997), JCC –v- Eisenhower (1983), Wood (1830), Parmenter (1991) – questions and answers throughout.
- Explain the definition of a section 18 offence with reference to Morrison (1989) – questions and answers throughout.
- Divide the students into small groups and give them flipchart paper and pens. Ask them to either draw up a table or chart of the offences against the person and the requirements of each offence that could be used as a revision tool.
- Discuss the problems with the current law on offences against the person and detail suggestions for possible reform.
- Divide class into two teams and conduct quiz on non-fatal offences against the person.
- Set homework – short answer questions.

Student Activities:

- Takes notes and ask and answer questions throughout presentations
- Small group work – table or chart of offences against the person
- Participate in whole group discussion of current law and reform proposals
- Team quiz

Suggested links / resources:

- PowerPoint/IWB/Whiteboard for aims and objectives
- PowerPoint presentations
- Flipchart paper and pens
- Buzzers for quiz if available

Assessment

During the lesson	Students will be continually assessed on their note taking, asking and answering questions and participation in small and whole group activities. Questions will be addressed to students individually throughout to check understanding
Subsequent to lesson	Students will be set short answer questions on offences against the person in general to cover this and the previous session on assault and battery.

TOPIC: **STATUTORY OFFENCES AGAINST THE PERSON**

Questions:		Expected answers:
1.	What does the term TEW mean?	Some students may be able to state that it means triable either way and be able to explain that this means that it can be tried in the Magistrates or Crown Court depending on the seriousness of the offence.
2.	Referring to cases in your textbook, what definition is provided for assault occasioning actual bodily harm?	Reference should be made to Miller – any act which interferes with the health and comfort of the victim.
3.	The actus reus and mens rea for s 47 is the same as for assault and battery. What are they?	Revision question of previous session work. Students should recall that the actus reus of these offences was putting someone in fear of the use of violence or application of violence and that the mens rea was intention or subjective recklessness as to either action.
4.	Both s 47 and s 20 are subject to the same charge but they are two separate offences. What is the difference between them?	Students should be able to see that there is a difference in the degree of harm caused by the defendant but this should lead to a wider discussion.
5.	There are effectively two separate offences covered in s 20 – malicious wounding and inflicting GBH. How do these differ?	Wounding is where the skin is broken. Inflicting GBH occurs where there has been some 'really serious harm' although this is quite a wide definition. Students can refer to cases like JCC – v- Eisenhower or Dica for illustrations.
6.	What is the difference between s 20 and s 18?	S 20 is a specific intent offence. The charging is significantly different. The degree of seriousness of the offence involved will be higher for s 18.
7.	What are the problems with the law relating to non fatal offences?	Students should pick up on the fact that the statutory offences are contained in an Act that was passed around 150 years ago so the wording is out of date. Words are antiquated and difficult to interpret (link to statutory interpretation).