



LONDON SOUTH BANK  
UNIVERSITY

## unit guide

### Criminal Law 2 (OLD STYLE)

LAW-2-CR2

LAW-3-CR2

LLB FT, PT and CH law Field

Faculty of Arts and Human Sciences  
Department of Law

2009-2010

Gaye Moran

become what you want to be.

## Contents

1. Unit Statement for Criminal Law 2
2. FAQs
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4. Cover sheet for June 2009 examination - (i.e. the instructions for the examination)

NB A knowledge of Criminal Damage will be presumed in the examination. The notes were included in the unit guide for Criminal Law 1.

UNIT TITLE : CRIMINAL LAW 2

LEVEL : 2

REFERENCE NUMBER : LAW-2-CR2  
LAW-3-CR2

NUMBER OF CREDITS : 15

STUDENT STUDY HOURS : 150

Contact Hours : 36 (30PT)  
Student Managed Learning Hours : 114 (120PT)

**PRE-REQUISITES** : Criminal Law 1

**CO-REQUISITES** : None

**EXCLUDED COMBINATIONS** : None

**PARENT FACULTY** :Arts and Human Sciences

PARENT COURSE : LL.B

**UNIT COORDINATOR** : Gaye Moran  
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**TEACHING TEAM**

*Gaye Moran*

**Nina Tiagi**

*Marsha Prescod*

## INTRODUCTION TO THE UNIT

This unit builds upon the foundations laid by the study of the principles of criminal liability in Criminal Law 1. Students are given the opportunity to explore

the major offences against the person and key Theft Act offences. The emphasis is very much upon the application of the law to fact based scenarios so as to develop skills of legal reasoning, argument and written and oral presentation. Unusually the assessment of this unit encompasses material dealt with in Criminal Law 1 and Criminal Law 2.

**AIMS:**

By building upon the knowledge and skills acquired in Criminal Law 1, this unit aims to:

- (a) provide students with a thorough understanding of the protection afforded by the criminal law to persons and their property;
- (b) emphasise, and exploit for teaching purposes, the most recent case law developments;
- (c) encourage students to analyse more rigorously both legislation, and the decisions of the courts for underlying assumptions, value judgements, and consideration of public policy;
- (d) further develop the student's understanding of the legal process, by focusing attention on the role of Parliament and the courts in the development of criminal law, and the resultant tensions between law reformers, Parliament and the courts;
- (e) further develop, on the part of the student, an understanding of the move towards codification of the criminal law, and the problems attendant upon this process;
- (f) further develop, through research and problem solving, the student's confidence in dealing with the technicalities of the substantive criminal law;
- (g) encourage an interdisciplinary approach to the study of criminal law by drawing, where appropriate, on the student's knowledge of contract law and tortious liability.

## UNIT OUTCOMES:

### Knowledge and understanding

Students successfully completing this unit will be able to demonstrate a knowledge and understanding of:

- (a) the operation of the general principles of criminal liability in English law in the context of specific offences;
- (b) the current debate on, and critiques relating to, the development of the main offences against the person and offences against property;
- (c) how principles of liability can be utilised by both prosecutor and defendant in order to construct a legal argument in the context of criminal law.

### Legal skills

Students successfully completing this unit will be able to demonstrate an ability to:

- (a) assimilate and evaluate complex legal materials from a range of sources
- (b) accurately analyse a factual problem and isolate the issues of criminal liability to which it gives rise;
- (c) drawing on the full range of material covered in Criminal law 1 & 2, competently carry out the primary legal research, involving use of original sources, required for the preparation of advice to prosecutors or defendants as to the likely criminal liability arising from a given set of facts;
- (d) persuasively and cogently argue how the relevant criminal law, covered in both Criminal Law 1 & 2, should be applied to the resolution of a given problem, applying rules of precedent and statutory interpretation as appropriate;
- (e) competently carry out the basic legal research, involving use of original sources, required for the preparation of advice to prosecutors or defendants as to the likely criminal liability, based on material covered in Criminal law 1 & 2, arising from a given set of facts.

### Transferable skills

Students successfully completing this unit will have demonstrated an ability to:

- (a) organise, plan and prioritise self-managed scholarly work using original materials;
- (b) prepare materials according to assignment briefings to meet time critical deadlines
- (c) evaluate and test opposing arguments with a view to rationalising stated preferences for a given line of reasoning, supported by authority and appropriate evidence.

### Practical skills

Students successfully completing this unit will have demonstrated the development of:

- (a) communication skills - through participation in small group session discussions and argument; through the preparation of an extended piece of academic writing for coursework submission;
- (b) IT skills - through the research required in preparation for coursework submission; use of electronic information retrieval systems in preparation for small group sessions; through word-processing course work; e-mail communication with teaching staff;
- (c) skills for learning how to learn - the teaching, materials direct students to a range of sources that can be utilised to develop their subject knowledge and further their interest in the unit - on completion of the unit students should be able to conduct basic independent problem solving tasks.

### TEACHING AND LEARNING PATTERNS: FULL-TIME MODE

- |                |   |
|----------------|---|
| Weeks 1 to 12  | : One 2 hour large group session per week<br>: One 2 hour small group session per fortnight |
| Weeks 13 to 15 | : Private study and examinations.   |

The unit is taught by means of weekly two-hour large group sessions and fortnightly two-hour small group sessions. Students are provided with a copy of

all power point slides for large group sessions. Whilst large group sessions are the primary vehicle for the provision of structure and outline on key topics, they are not intended to provide students with all the information necessary for successful completion of the course. At the end of each large group session the student should have not only a clearer understanding of the material covered, but also a grasp of what has been left unanswered and thus what needs to be addressed in private study and small group session preparation. Within the constraints of the time available in large group sessions, emphasis is also placed on the development of a dialogue between staff and students through broadly Socratic techniques. The seminar materials provide students with structured reading on each topic and a selection of past examination questions. Small group sessions are structured to ensure that students: have developed a satisfactory understanding of the relevant law under consideration; are developing the correct techniques of legal problem solving; are aware of the need for and proposals for reform of the area of law under consideration.

#### **TEACHING AND LEARNING PATTERNS: PART-TIME MODE**

Weeks 1 to 12	: Nine 3 hour classes : One 6 hour Saturday session
Weeks 13 to 15	: Private study and examinations.

Given the higher ratio of private study to class contact time on the part-time LL.B as compared to the full-time LL.B, more has to be expected from part-time students in terms of class preparation and class follow-up activities. Notwithstanding these constraints, the teaching methods deployed on the part-time LL.B seek to ensure that part-time students encounter as wide a range of teaching methods as possible. Units offered on the part-time LL.B are delivered by means of whole group classes. Each unit comprises 9 three-hour evening periods and 1 six-hour Saturday. Lecturers are able to use this time in a flexible manner. In the early stages of the course there is likely to be more emphasis on the large group session format, in order to establish a base of knowledge upon which subsequent class work can be based. At appropriate points in the course, the lecturer can provide whole group problem solving classes. The agenda for the Saturday sessions is largely left to negotiation between lecturer and students. Depending upon scheduling of the Saturday session, it can be used for revision of material covered to date, preparation for assessment, or consideration of more small group session based activities. Part-time LL.B students taking Criminal Law will receive the same material as full-time students. Subject to the differences in mode of delivery, the teaching and learning ethos for the unit is as articulated above in relation to full-time students.

## **PRIVATE STUDY TIME**

The teaching materials make explicit those areas that students are required to explore in their own time, in addition to carrying out the reading and research necessary to support material covered in large group sessions and small group sessions. It is essential that students undertake the additional private study work as assessments are designed and marked on the basis that the extra material has been covered.

## **INDICATIVE SYLLABUS CONTENT**

The unit will draw upon aspects of the following:

1. Non-fatal offences against the person - common assault and battery. Words as an assault. The statutory offences - Offences Against the Person Act 1861. Degrees of harm - actual bodily harm - wounding - grievous bodily harm. Problems with statutory interpretation. The urgent need for reform. Maliciously administering a noxious substance - modern scope of the offence.
2. Offences involving sexual intercourse - with a girl under the age of 13 - with a girl under the age of 16. The elements of rape - consent and submission - the problem of the subjective approach to fault. Indecent assault - whether hostility required - on a man - on a woman. The concept of indecency. Consent to harm.
3. Factors affecting fault. The absence of fault due to mistake of fact. The problem of involuntary intoxication. Proposals for reform. Sane and insane automatism. Criticisms of the treatment of mental illness in English criminal law and the proposals for reform.
4. True defences - where D has mens rea. Circumstances giving rise to compulsion. Necessity: duress of circumstances. Private defence. Defending oneself, others and one's property. Proposals for reform.
5. Introduction to the scheme of the Theft Acts. The offence of theft.
6. Theft related offences. Fraud, Robbery - Blackmail and Burglary

## **ASSESSMENT METHOD**

This unit is assessed by one piece of course work and an unseen examination paper. The pass mark for the unit as a whole is 40%, provided that a student



achieves a mark of at least 30% in both the coursework and the examination. Both the course work title and the examination questions will take the form of hypothetical fact scenarios. Students will be required to analyse the given facts and respond either as a prosecutor asked to advise on the possible charges and likely defences that might be raised, or as the defence solicitor asked to advise a client who has been charged with specified offences on the basis of the given facts.

The coursework and examination questions will assess the knowledge of students in relation to material covered in **BOTH** Criminal Law 1 and Criminal Law 2. The marking criteria adopted for both the coursework and the examination will give particular credit to the logical structure of argument, cogency of analysis and clarity of application to the problem under consideration.

For the coursework students will be asked to provide a statement of advice in response to one compulsory title. This course work contributes 40% of the total unit marks, with a word limit of 2,000 words.

The examination will comprise three further unseen compulsory questions. Students will be permitted two hours to attempt two of the three questions with 15 minutes reading time. The examination contributes 60% of the total unit marks.

The resit coursework title will be posted on the unit's Blackboard site after the exam board in July.

## **LEARNER SUPPORT MATERIAL**

### **Core texts**

Criminal Law Text, Cases and Materials Janet Loveless OUP

### **Background texts**

**Other books that you may want to 'dip into' from time to time (i.e. borrow from the library):**

Always ensure that you use the most recent edition. Check in the first few pages which will tell you the "law as at \*\*\*\*\*)

Criminal Law, Text, Cases and Materials: Herring Oxford University Press.

Sourcebook on Criminal Law: Molan Cavendish Publishing  
Principles of Criminal Law: Andrew Ashworth OUP  
Criminal Law: Smith & Hogan Butterworths  
Criminal Law: Michael Jefferson Pearson/ Longman  
Criminal Law: Michael J. Allen Blackstone Press  
Criminal Law: William Wilson Longman Law Series  
Criminal Law Theory and Doctrine: Simester and Sullivan Hart Publishing

### **Law Reform - official publications:**

Law Commission Consultation papers and Reports including:

'A Criminal Code for England and Wales' (Law Com. No. 177)  
'Legislating the Criminal Code - Offences Against the Person and General Principles' (Law Com No 218)  
'Conspiracy to Defraud' (Law Com No.228)  
'Intoxication and Criminal Liability' (Law Com No.229)  
'Involuntary Manslaughter' (Law Com No.237)  
'Assisting and Encouraging Crime' (Law Com Consultation Paper No 131)  
'Consent and Offences Against the Person' (Law Com Consultation Paper No 134)

### **Optional texts**

Reconstructing Criminal Law - Text and Materials: Lacey and Wells (2nd ed) Butterworths  
Offences Against the Person: Richard Stone (1<sup>st</sup> ed) Cavendish Publishing Limited  
The Law of Theft: J.C. Smith (9th ed) Butterworths  
Text and Materials on the Criminal Justice Process: Nicola Padfield (1<sup>st</sup> ed) Butterworths  
Textbook of Criminal Law: Glanville Williams (2nd ed) Sweet & Maxwell  
The Investigation of Crime: Lidstone and Palmer (2nd ed) Butterworths  
Civil Liberties: Bailey, Harris and Jones (4th ed) Butterworths

**Criminal Law 2**  
**2009/2010**  
**Frequently asked questions (FAQs)**

**Why should I study Criminal Law 2?**

If you want to have a qualifying law degree the professional bodies such as the Law Society and the Bar Council will need to see that you have passed both Criminal Law 1 and 2. Beyond that, Criminal Law 2 provides you with an understanding of the relationship between the individual and the State, and the extent to which morality and pragmatism underpin the content of the substantive law.

**What does the unit actually cover?**

The unit provides you with an introduction to the principles and doctrines of criminal liability and the major criminal offences. The emphasis is very much on a critical evaluation of the content of the substantive law.

**But isn't criminal law about the criminal justice system, what goes on in court, miscarriages of justice and sentencing?**

In the broader sense it is, but there is no way those matters could be covered in anything other than a superficial way in the time available. Hence, police powers is dealt with in more depth in Civil Liberties units; evidence is covered in two dedicated optional units; punishment is considered in Criminal Justice (when offered).

**Why are certain areas of substantive law left out of the syllabus?**

There are literally thousands of criminal offences. There is no way we could cover them all. In any event that is not the point of the course. Once you have become familiar with the general principles of criminal liability you will be able to look up most criminal offences, whether you have studied them before or not, and apply the general principles to discover what the offences comprise and what the legal issues are. As a result we will not be covering some well-known offences such as handling stolen goods, false accounting, counterfeiting, kidnapping, public order offences, terrorist offences, crimes relating to pornography, drugs offences and motoring offences.

Note that, although there is no lecture on the offence of Criminal Damage as such, the offence is pervasive, popping up in our examination of recklessness, intoxication and manslaughter. Please consult the notes at the back of this unit guide for an outline of the offence. You will be assumed to have read this for the purposes of the examination at the end of Criminal Law 2.

### **What teaching methods are used in these units?**

Two-hour lectures every week - where a Socratic approach is adopted (i.e. the lecturer asks you questions and invites your views). Fortnightly two-hour seminars, where students will take part in role playing exercises or be led through problem solving exercises.

### **How important are the lectures? Why should I bother to attend?**

The lectures are not designed to give you all the information you need to know. In most cases the lecture will outline a particular topic, examine the key points in the development of the relevant law, and provide a critique. The emphasis will be on current developments and the reforms that should be considered. The lectures will give you a good idea of the topics the examiner is keen on and the contentious issues that might feature in examination questions. The lectures also provide you with an opportunity to ask questions related to the topic under consideration. Developments in the law that occur after the printing of the unit guide will also be covered in lectures. From time to time the lecturer will indicate that certain topics, although listed in the lecture guide, are not going to be specifically covered in lecture time. This means that you should read up the topic in your own private study time. If you have questions arising out of this reading, ask at the next lecture. You should not assume that simply because an issue has not been covered by the lecturer in the lecture it will not be covered in the examination.

### **House rules for lectures**

#### **(i) Taping**

I do not agree to your taping lectures and will require evidence that you have some valid reason for taping the lectures.

If you want to tape lectures given by other members of staff please ask them first.

### **(ii) Latecomers**

**If you arrive after the start of the lecture please find a seat quickly without distracting the rest of the class. If you are very late, wait for the break.**

### **(iii) Questions**

Please do ask questions relating to matters of general interest to the class in lectures - I will deal with as many as time allows.

### **Will the seminars help me to prepare for the examination?**

The seminars are not designed to coach you for the examination at the end of Criminal Law 2. The seminars provide an opportunity for you to assess your understanding of the subject, and to develop transferable skills by taking part in role playing exercises. Each seminar, or group of seminars, has a seminar work sheet. The seminar work sheets provide you with an opportunity to:

- (i) test your knowledge and understanding of the substantive law
- (ii) develop and demonstrate your ability to carry out research
- (iii) develop your fact management and problem solving skills
- (iv) develop your oral communication skills
- (v) resolve any difficulties you may have in understanding and applying the relevant law.

Each seminar is designed to concentrate on particular areas of the substantive law and the development of particular skills.

The reading indicated on each work sheet is intended to provide you with a basis for your research. In addition you should carry out research using original sources, such as cases and statutes, in the library and LRC. Feel free to introduce material encountered in your wider reading where relevant.

You should not assume that every topic covered in lectures is also going to be covered in seminars. Likewise you should not assume that because a topic has not been covered in seminars or assessments in Criminal law 1 it will not appear in the Criminal law 2 examination paper. Seminars will concentrate on problem scenarios, the examination will contain some problem solving questions.

Many of the seminar questions have been framed as practical exercises where you are required to engage in role play, perhaps as a solicitor advising a client, a prosecutor advising on appropriate charges, counsel dealing with a substantive point during a trial, counsel appearing before the appeal courts, or even as the judge ruling upon submissions.

This approach has been adopted to introduce a degree of realism into what would otherwise be somewhat sterile academic discussions, and to ensure that you become more accustomed to the cut and thrust of oral argument. Obviously they will only work if you enter into the spirit of the exercises and take them seriously by carrying out adequate preparation.

It is widely acknowledged that students learn far more effectively when they are active participants than when they are passive observers. If you come to seminars ill-prepared, simply waiting to discover the 'right answer' from fellow students or your tutor, you will not only miss out on the fun of role playing, but you will be at a disadvantage in terms of the development of transferable skills and preparation for the examination.

Bear in mind that the seminars are designed to explore your understanding of the substantive law (i.e. the law relating to the elements of offences and defences) hence you will not be required to explore issues relating to procedure, evidence or sentencing in any depth.

When preparing for seminars, make a note of those issues that you find particularly difficult to understand and remember to raise them with the tutor when it is appropriate to do so.

### How do the seminars work for part-time students?

Part-time LL.B students can attempt the seminar exercises in whole class sessions from time to time, depending on the progress being made by the lecturer in covering the substantive material. Part-time students are expected to undertake more private study work, given the nature of the part-time course.

### Are there any lecture handouts?

The unit guide provides you with basic information about the operation of the unit. Additional teaching materials containing a plan for each lecture, complete with all the case references, extracts from key judgments and statutory

provisions, has been provided. Copies of all materials will be available from the unit's Blackboard site.

### **How should I use the teaching materials?**

Where they are provided ahead of the lecture you should bring the relevant lecture handouts to the class as lectures will be delivered on the assumption that you have the guide in front of you. The lecturer will not stop to dictate extracts from judgments or statutory provisions – they will be set out for you in the handouts. Hence more time can be spent on discussion and analysis, rather than the transmission of information. The best advice is to read through the relevant section of the materials BEFORE a lecture, so that you are at least familiar with the type of issues that will be discussed.

### **What happens if the law changes during the course of the year?**

If there are significant changes to the law as the course progresses these will be brought to your attention. You should aim to keep as up to date as you can.

### **What books should I buy?**

You may choose any up to date criminal law text book although the recommended text is *Criminal Law Text, Cases and Materials* by Janet Loveless.

This unit encourages the use of IT by students, but I do not know how to use e-mail, or surf the net – how do I get help?

Contact the LRC – courses are provided for students.

### **How should I use my private study time?**

You do not study a unit simply by attending classes. For each of the Criminal Law units you are expected to spend at least 115 hours engaged in private study – more if you are a part-time student. Private study involves reading for the seminars and preparing for assessments. Use the lecture guide as an indication of the cases you should be reading. The seminar work sheets will guide you as regards further reading.

### **How is the unit assessed?**

This unit is assessed by one piece of course work and an unseen examination paper. The course works counts for 40% of the marks and the examination the remaining 60%.

*(a) Course work*

For the coursework students will be asked to provide a statement of advice in response to one compulsory title with a word limit of 2,000 words. Feedback will be provided in the form of written comments on the course work front sheet.

*(b) Examination*

The examination will comprise three unseen problem questions. Students will be permitted two hours to attempt two of the three questions with 15 minutes reading time.

**Do I have to pass both elements?**

The pass mark for the unit as a whole is 40%, provided that you achieve a mark of at least 30% in both the coursework and the examination.

**What sort of questions are used for the assessments?**

Both the course work title and the examination questions will take the form of hypothetical fact scenarios. You will be required to analyse the given facts and respond either as a prosecutor asked to advise on the possible charges and likely defences that might be raised, or as the defence solicitor asked to advise a client who has been charged with specified offences on the basis of the given facts. The marking criteria adopted for both the coursework and the examination will give particular credit to the logical structure of argument, cogency of analysis and clarity of application to the problem under consideration.

**What material do the assessments cover?**

The coursework and examination questions will assess the knowledge of students in relation to material covered in **BOTH** Criminal Law 1 and Criminal Law 2.

**Why does the examination in Criminal law 2 cover the material dealt with in Criminal Law 1 and Criminal Law 2?**



Traditionally Criminal Law has been taught over the length of one academic year. With the introduction of units and semesters the course had to be divided into two equal blocks of time - hence Criminal Law 1 and Criminal Law 2. This means that some topics are dealt with in separate units, even though, in real life, they could be linked. Issues covered in Criminal Law 1, such as actus reus, mens rea, accessory liability and inchoate offences, are part of the general principles of criminal law and underpin any problem question. Hence the assessment in Criminal Law 2 seeks to bring together all the material covered, and will present you with problem questions that reflect the way in which issues can combine in real life.

**So we have to learn everything for the Criminal Law 2 exam?**

Yes.

**What about resits?**

The resit coursework title will be posted on the unit's Blackboard site after the July exam board meeting.

**Why is there an exam in Criminal Law 2?**

It is doubtful that the professional bodies would allow us to teach Criminal Law without some unseen element of assessment done under exam conditions.

If a topic is covered in the coursework question does that mean it will not be in the examination?

No

If a topic is covered in the assessments for Criminal Law 1 does that mean it will not be in the examination for Criminal Law 2?

No

**How well do students perform in this unit?**

Students generally score lower overall grades in Criminal Law 2, compared with Criminal Law 1. The major difficulty arises in respect of problem solving and

legal method. The implication is that students find the unseen examination to be a difficult and challenging form of assessment. In recent years, however, the grades for the course work element have improved dramatically.

### **How do I get a good mark in the assessment?**

In Criminal Law 2, unlike Criminal Law 1, the emphasis is much more tightly focussed on problem solving, logical construction of argument and application of substantive law. The key to doing well in Criminal law 2 is to practice answering problem type questions, in order to develop a concise and precise style, and an ability to see difficult legal issues.

### **What feedback can I expect on my assessed work?**

Each piece of coursework is returned with a comments coversheet. In Criminal Law 2, students will normally receive an outline solution to the coursework problem when their work is returned. Beyond this, you can always ask your seminar tutor to spend a few minutes looking at your work so that s/he can give an indication of where you might have gone wrong. Feedback on examination performance is not generally provided.

### **What should I do if I feel I am losing my grip on the subject?**

Given the pace at which material is covered it is essential that you keep up with the course. If you feel you are getting out of your depth do not wait until the end of the course in the hope that you can catch up. Speak to your seminar tutor, tell him or her what your problem is and ask their advice. If you show that you are serious about trying to do well in a subject most staff will be prepared to give you some extra assistance.

### **If I have any suggestions for ways in which the unit could be improved [within the confines of what has been validated by the professional bodies] will anyone listen?**

Yes. Speak to the unit co-ordinator, or drop her a note. The units are refined every year in the light of our experiences. We would welcome your suggestions.

### **What should I do if I am not happy about the teaching on this unit?**

It is always best to speak to the member of staff concerned first. Remember to be polite and constructive in the way in which you deal with the issue. If you

feel that your complaint has not been considered properly, you should tell the member of staff that you are still unhappy and refer the matter to the Course Director.

**What should I do if I think this unit is really good?**

Tell the Vice Chancellor.

**CRIMINAL LAW 2 (OLD STYLE)****FULL-TIME LLB AND CH LAW FIELD SCHEDULE 2009/2010****SEMESTER 2 2009/2010**

Date of lecture (all lectures are 11.00-13.00 Friday)	Semester week Number	Lecture Topic	Seminars held on Thursday/Friday	Seminar topic That week
29 January	1	Non-fatal offences against the person	No seminars	No seminars
5 February	2	Non-fatal offences against the person - Sexual Offences	students in 'week 1' groups to attend	Accessory liability and inchoate offences - Wk 1
12 February	3	Sexual Offences & Consent	students in 'week 2' groups to attend	Accessory liability and inchoate offences - Wk 2
19 February	4	General defences: Insanity & intoxication	students in 'week 1' groups to attend	Assaults and sexual offences - Wk 1
26 February	5	General defences: Intoxication & compulsion	students in 'week 2' groups to attend	Assaults and sexual offences - Wk 2
5 March	6	General defences: compulsion	students in 'week 1' groups to attend	General Defences - Wk 1
12 March	7	Theft	students in 'week 2' groups to attend	General Defences - Wk 2
19 March	8	Theft	students in 'week 1' groups to attend	Theft Act Offences Seminar 1 - Wk1
26 March	9	Deception	students in 'week 2' groups to	Theft Act Offences

			attend	Seminar 1 - Wk 2
<b>EASTER RECESS</b>	<b>27<sup>TH</sup> March - 19<sup>th</sup> April</b>			
23 April	10	Deception	students in 'week 1' groups to attend	Theft Act Offences Seminar 2 - Wk 1
30 April	11	Robbery, Blackmail and Burglary	students in 'week 2' groups to attend	Theft Act Offences Seminar 2 - Wk 2
7 May	12	No Lecture	No seminar	
14 May	13	No Lecture	No Seminar	

## CRIMINAL LAW 2

### PART-TIME LLB SCHEDULE 2009/2010

#### SEMESTER 2 2009/2010

Date of class	Semester week Number	Topic/Activity
TBC		

Please see Nina Tiagi or Blackboard site.

*Faculty of*  
**Arts and**  
**Human Sciences**



Session 2008/2009

No: 000

Course: LL.B & Combined Honours Law Field

Mode: Full-Time/Part-Time

Level: 2 & 3

Unit: **Criminal Law 2**

Unit Code: LAW-2-CR2 & LAW-3-CR2

Date: TBA

Time:

Length: Two Hours and Fifteen Minutes (there is no extra reading time)

**Instructions to Candidates**

Answer TWO questions.

Both questions carry equal marks.

NO MATERIALS ARE ALLOWED.