

Arnold Bloch Leibler

Lawyers and Advisers

SYDNEY
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LAW SOCIETY

**EDUCATION
GUIDE**



SULS EDUCATION GUIDE 2019

Thank you to all those who contributed to the preparation and production of this year's Education Guide. The Editorial Board is grateful to Arnold Bloch Leibler, the USU and the Sydney Law School for their ongoing support. We appreciate those top students who took the time to share their experiences and advise their peers.

We have compiled this guide to provide tips and tricks to help you navigate your way through the challenge of Law School. With a range of study tips from the best students of subjects, to providing advice on how to prepare for finals, this resource is your go-to for educational queries.

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The Editorial Board acknowledges the original owners and custodians of this land, the Gadigal people of the Eora nation.

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Lawyers and Advisers

FOREWORD

CLAIRE HO EDITOR-IN-CHIEF
MADELEINE ANTRUM SULLS VICE-PRESIDENT (EDUCATION)



CLAIRE HO

There is no doubt that it is a great privilege to receive an education, especially from an institution such as Sydney Law School. However, this privilege often comes with pressure and the difficulties of navigating the complex University landscape. This Guide has been developed to help you forge a path at Sydney Law School with as little stress as possible.

We know that everyone's experiences of Law School will be different and so this Guide has tried to cover a broad landscape. Whether you are a first year law student looking to the Law School Basics transcripts for advice on study, assignment and exam technique, or a final year student choosing electives, there is something useful in here for everyone. We have also included some information on equity services and support schemes, and we'd like to stress how important it is to put your health first while studying.

We would like to give a warm thank you to everyone involved in the making of this Guide, as without them it wouldn't be possible. To the wonderful editors Emma Kench, Grace Lin, Helen Lin, Dasha Moskalenko and Sean Perry who have dedicated many hours to ensuring the quality of this Guide. To our publications director, Jeffrey Khoo, for his support of the publication and to the brilliant Christina Zhang for her design which never fails to impress. A big thank you also to all the students who have contributed their advice, the sponsor Arnold Bloch Leibler and the editorial teams of past years whose work we have built upon.

Law School will be challenging but it should also be an enriching experience. Please use resources such as this guide to ensure you are receiving the support you need. And finally, marks may be important, but know that they are not everything. Your education should be so much more than a number. Work with your peers and help each other along the way, and we guarantee you will receive a fulfilling and holistic education at Sydney Law School.

- Claire + Madeleine



MADELEINE ANTRUM

PRESIDENT'S WELCOME

JEREMY CHAN SULLS PRESIDENT



JEREMY CHAN

Law School is notoriously tough. Sydney Law School is, perhaps, even more so. However, its difficulty does not come without reward. Indeed, our Law School is challenging because it strives to foster the most capable individuals, building on our Law School's existing talent, intellect, and hard-work.

Nevertheless, it is important that we recognise that the end reward is not the only benefit or component of our challenging degree. Indeed, the process and the journey through our Law School is just as, if not more, important than the final conferral of the Law Degree. The subjects we take, the skills we learn, and the knowledge we gain, are all necessary elements to the process of our Law School and its fostering of our capabilities as Australia's next generation of lawyers and leaders.

The SULLS Education Guide is a key resource to help you navigate your journey through the Sydney Law School. Thanks to the hard work of Claire Ho (Editor-in-Chief), Madeleine Antrum, Emma Kench, Grace Lin, Helen Lin, Dasha Moskalenko, and Sean Perry, this Guide provides the foundational information you need for your time at this Law School. It covers a variety of aspects of your education, from the formal and physical processes of your Law Degree to the expansion of your skills through supplementary opportunities.

Despite the competition that we may face in the legal profession in future, we traverse the Law School alongside our friends rather than against them. Our journey is made up of far more than the cases we read, the notes we write, or the final marks we receive. It is made up of all the experiences we gain in our time here alongside our peers. SULLS, through this guide and its portfolios, seeks to provide you with the opportunities to make the most of your Law School experience. As always, where you have more questions or need further guidance, please don't hesitate to reach out to us.

- Jeremy

01

STUDYING AT LAW SCHOOL

Keeping on top of your law readings, doing assignments and preparing for exams can all seem incredibly daunting. This section provides some tips and advice on how to study, and even enjoy yourself while you are at it! Remember that law school is not just about studying – the priority should always be to look after yourself, and there is plenty of support to keep you motivated. For the first time, we have incorporated tips from the Law School Basics seminars for first-hand tips from top students, academics and professionals.

PREPARING FOR & ATTENDING CLASS
CREATING NOTES
LAW EXAMS
LAW ASSIGNMENTS
STUDY SUPPORT

PREPARING FOR & ATTENDING CLASSES

PREPARING FOR LECTURES AND SEMINARS

Lectures may feel like hours of unfamiliar terminology, legislation and difficult reasoning. Seminars can vary according to the instructor and it can be a challenge to remain attentive in the mix of lectures and discussion. Students who are prepared, are better equipped to grasp content and stay focused.

Two methods to prepare for lectures and seminars:

1. Do readings in advance

Complete the set readings before the class and add important points to your notes. This will allow you to wrap your head around the key concepts at your own pace, rather than digesting them five minutes at a time. Preparation means you can distinguish key points from dispensable background information, while ensuring your notes aren't repetitive or random thoughts from streams of consciousness. When adding lecture notes to your reading notes, you could use a different colour or alter formatting (whatever works for you) so that you know which parts of your notes you probably need to revisit and tidy.

It can also be helpful to read through the unit outline before the lecture to familiarise yourself with the major terms and concepts for that week, and to use it to structure your notes.

2. Do readings after the session

After the lecture or seminar, build up on what was just covered by adding notes from the set readings. Your lecturer's emphasis on certain material can help you recognise what is key and what is more peripheral.

What about supplementary material?

On top of necessary readings, lecturers often suggest supplementary materials. These are not compulsory, but can be beneficial to:

- Further your understanding beyond the knowledge provided in class and starred cases.
- Understand difficult concepts. Try using a second textbook or a study guide (such as those produced by LexisNexis or Butterworths) that use simple language or summarise key concepts.
- Clarify and impose structure on the law. Casebooks are important for detail, but don't always help you understand the big picture and can sometimes present conflicting perspectives. A textbook or study guide can provide a clear statement of the elements that may not have been explicit in a case extract. It can also help clarify how cases from readings apply to our jurisdiction.
- Expand the complexity of your argument in essays. If you suspect that your set reading is biased or insular in a particular way, looking further afield can be helpful.

There are a number of online legal encyclopedias accessible via the Law Library Website, such as those found on Westlaw AU or LexisNexisAU, which provide great summaries of key concepts and which I regularly consult when I am experiencing difficulties with course content.

ROB PIETRICHE

However, be careful not to spend so much time on supplementary readings that you lose sight of what is most important! If lecturers or tutors indicate that a specific reading is likely to be useful to understand the course or exam preparation, you should prioritise these readings.

PREPARING FOR TUTORIALS

Participation marks often mean that your contributions in tutorials are assessable. There are three broadly identifiable categories of assessment for participation:

- **Socratic:** tutors cold-call members of the class during any week in semester. This method is said to encourage preparation and class interest but can be stressful.
- **Continual assessment:** tutors expect students to contribute throughout semester.
- **Assigned weeks:** tutors assign students to lead discussion or give a presentation in one week of the course. This makes it very easy to fall behind in readings as it seems there is no imperative to prepare in your non-assigned weeks! Be sure to stay on top of the course content anyway.

How can you best prepare for each category?

- **Socratic:** preparation for every class is key! This may mean creating short note summaries that you can quickly access, answer tutorial questions in advance, and ensure you know the facts and details of important cases.
- **Continual assessment:** go to most classes prepared. The more readings you've completed, the more answers you can volunteer. However, during busy assessment weeks, you can afford to volunteer fewer answers if you haven't had time to prepare.
- **Assigned weeks:** ensure you are well prepared for your assigned week. This will include completing the entire set of readings, and even completing supplementary readings for further detail. However, participating in other non-assigned weeks by adding comments can also give a good impression!

TOP TIP: I attend tutorials having made notes on the readings and lectures, and usually attempt the problem question - even if it's in dot points. Attempting questions like this has two benefits: I identify gaps in my knowledge and can edit my notes as I go, and I tackle difficult concepts before the panic of STUVAC. **HOPE WILLIAMS**

CHOOSING YOUR TUTORIAL

Your class location, your tutor and other students are factors to consider when choosing tutorial times. Everyone has different learning styles and personalities, and your class environment can have a big impact on how you contribute to class discussions.

Whether you prefer a loud and competitive class environment to stimulate your thinking, or a quiet, more structured, tutor-led discussion, keep in mind that you will inevitably encounter both of these scenarios throughout your law studies. To minimise any concerns you may have, the best option is to sign up for the same tutorial as someone you know. Doing this can make you feel more comfortable and willing to speak up and contribute to class debates and discussions.

If after the first tutorial you do not feel comfortable in that class environment, consider speaking to your tutor to ask how they usually run their classes. You may also want to ask other classmates what they thought about the tutorial. As a last resort, consider changing classes. Remember that you generally have until the end of week two to finalise your timetable.

CREATING NOTES

TO CRAM OR BE CONSISTENT?

Ideally, making notes should be something you do on a weekly basis, in preparation for each lecture, tutorial or seminar. Creating your notes gradually can help you to get the most out of tutorials, programs like PASS, and your time in STUVAC.

Maintain focus and commitment throughout semester, but increase the workload towards the end of semester as this ensures that the time prior to an exam is spent practising application, rather than trying to compile study or exam notes.

ROB PIETRICHE

GUIDE TO MAKING NOTES

Scaffolds might work for you as a thorough and systematic way to compile notes for a subject.

TOP TIP: Try to write your final notes for each overarching topic once that topic ends. For example, once you have learnt every topic under trespass to the person (battery, assault, false imprisonment) write your final notes for this topic. Do not start writing them before you've finished the overarching topic, as you won't understand the full picture. On the other hand, do not wait to start them until the end of semester as you will be time poor.

At the end of semester before the exam, go through these notes and this time start making a 'scaffold'. Look at each topic, and at each subtopic within a topic (e.g. assault within trespass to person). Read through your case summaries and pick out the central point from each case. You will notice that these central points form a series of questions you need to ask, or steps that need to be completed, in order to establish a cause of action. Write another set of notes, this time incredibly concise:

- What is the topic/subtopic?
- What are the steps or questions that need to be asked to establish this cause of action, and
- Which case does each step or question come from?

HOLLY PARRINGTON

While you may be tempted to borrow notes from a friend or find them online, these paths can often be dangerous and may not be the best ways to optimise your learning. It can be the actual process of making notes, rather than the notes themselves, which gives you a deep understanding of the content and helps you retain information. However, integrating applicable aspects of another student's notes to your own may be beneficial.

1. Make notes from your readings

The structure for these notes could be based on the reading guide, the lecturer's slides or topic summaries, headings in supplementary materials, or a combination.

CASE SUMMARIES SHOULD BRIEFLY DETAIL:

1. Principle of law established or supported by the case
2. Facts relevant to the resolution of the case
3. Issues in contention
4. Final outcome
5. Reasoning employed by the judge(s) to arrive at their decision
6. Any conflict between the judges' reasoning (see dissents)

While your reading notes will mostly consist of summaries of cases and legislation, there may also be some helpful information in the casebook commentary. Although, this will often repeat itself (in more difficult language) than lecture content. You may also find it helpful to consult supplementary materials such as the recommended readings. These materials often utilise simpler language than set readings, and can help to clarify a confusing area of the course. However, they should not be relied upon as an alternative to completing the compulsory reading as they will not provide you with a sufficiently comprehensive understanding of the course.

2. Review and tidy your lecture notes

After your lecture, review your notes to maximise retention. If you review and tidy your notes soon after class, you are more likely to retain information than if you don't look at them again until you make exam notes. Make sure you combine these notes with any slides and materials that your lecturer has made available.

If you add key lecture points to your reading notes, ensure the additions are coherent. Your review process could be more time efficient if you take lecture notes in a different colour or format.

3. Create super summaries

It is a good idea to condense your notes in preparation for exams, focusing on key principles, relevant cases and legislations. Organise the notes under headings corresponding to legal issues that are likely to arise in the exam. Ideally, reference to cases will be limited to the case name that you will (hopefully) be familiar with at this point of your study. For many of us, this is wishful thinking! It is better to include as much detail as you think you need.

Exam summaries should ideally be completed prior to the beginning of STUVAC, so that you have enough time to revise and practice using them when completing past exam questions. It is likely that your notes will undergo substantial alteration as you go through the process of answering practice questions anyway, so there is no point getting bogged down with perfecting your exam notes only to find that they are not as useful as you thought they would be.

4. Customise your summaries

Manipulate and work with the information to maximise your retention. Try including mind maps, diagrams and tables. Write them on post-it notes, butcher's paper and your mirror to improve your memory.

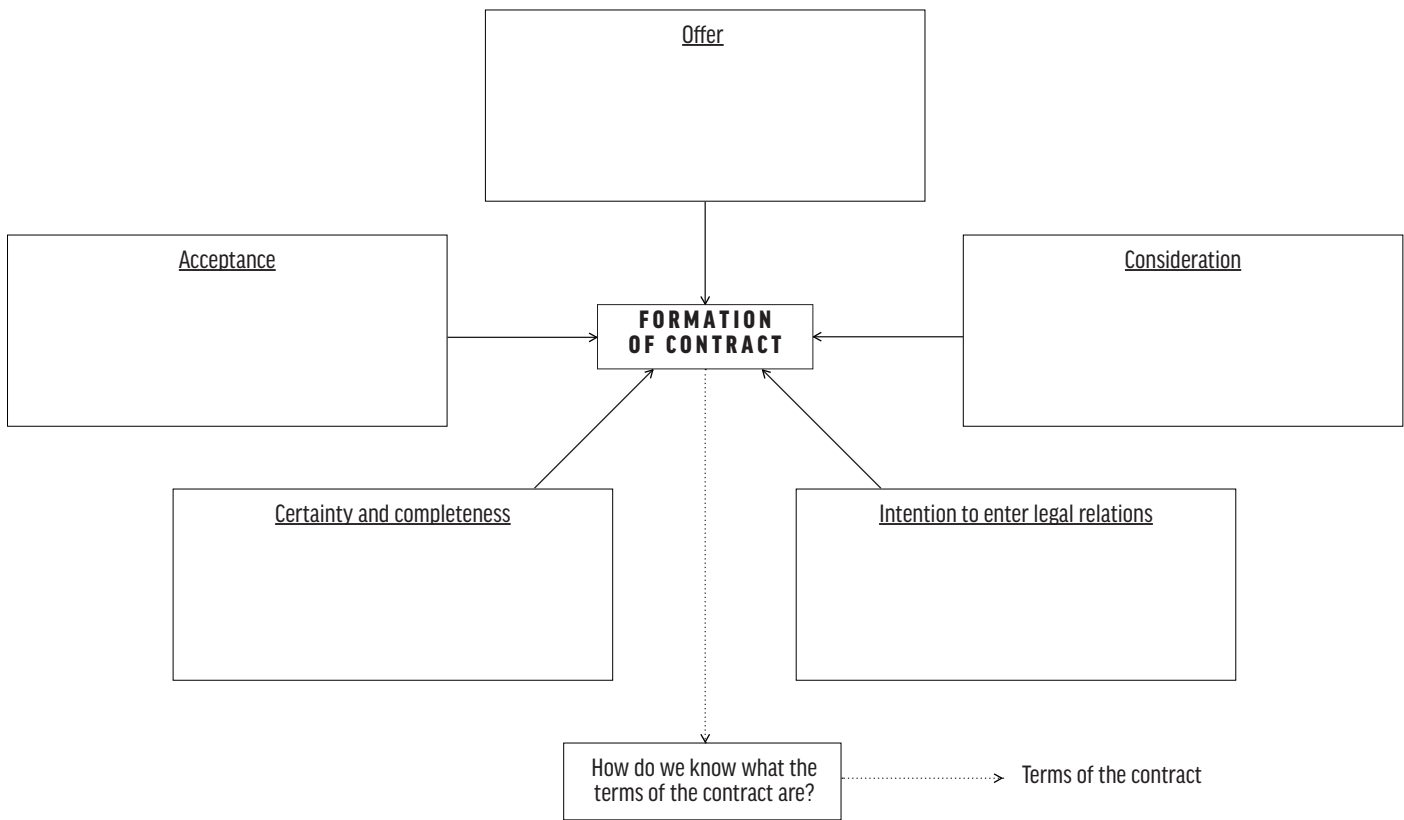
I draw flowcharts. Heaps and heaps of flowcharts. I think the trap people fall into is that they focus too heavily on case summaries and figuring out each little tidbit of what's going on. It's important to understand what's happening in cases, but for me, it's crucial to understand the relationship between the cases, the actual principles they stand for, and which principles we need to solve particular questions.

LAN WEI

SCAFFOLDING

Scaffolding a Unit of Study

Sample Contracts Scaffold



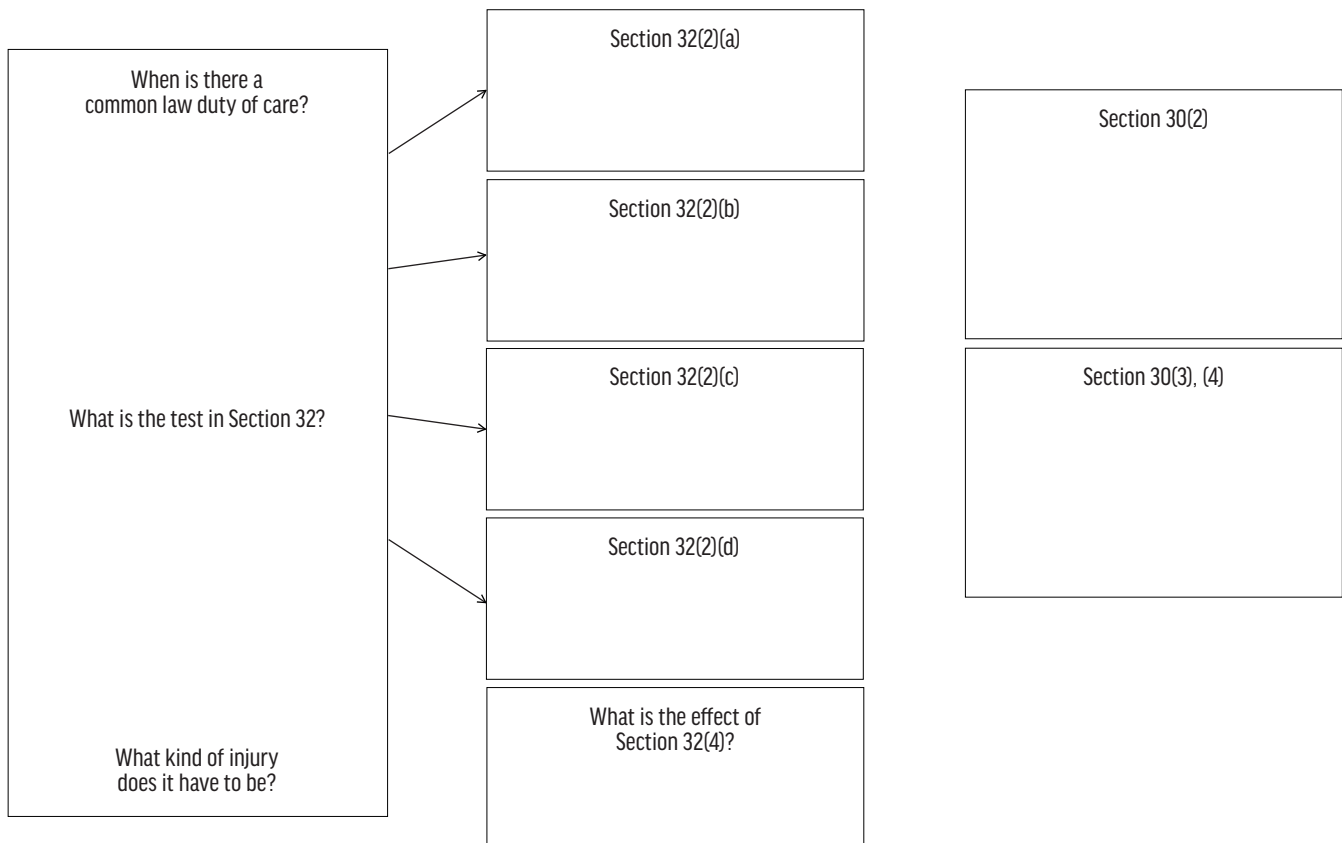
Scaffolding a Topic Within a Unit of Study

Sample Torts Scaffold – Psychiatric Injury

STEP ONE:
What is the starting point?

STEP TWO:
What factors does the court take into account in assessing reasonable foreseeability?

STEP THREE:
Even if the test is met, what limitations could there be to recovery?



LAW SCHOOL BASICS PANEL

STUDY TECHNIQUE

An abridged transcript of the SULLS panel discussion for study technique held in Semester 1, 2019. The panel was moderated by Madeleine Antrum (MA, SULLS Vice-President (Education)) and consisted of Professor Barbara McDonald (BM), Michael Gvozdenovic (MG) and Isobel Smith (IS).

Should I read every case, or just starred cases? If the case is not covered in class, should I still read it?

BM: If you have a course with starred cases, the lecturers have taken the trouble to identify which are the key cases. That should be your main priority. Other cases may possibly be simply illustrations of the starred cases, or they may be included for their historical significance. They may be there for when you have a take-home assignment and the case acts as a springboard for your own research. You should always read the starred cases first and take your guidance from the lectures for what is important in that particular year.

MG: It is confusing when different courses use different methods. In Torts and Contracts II with Barbara, you use the starred system. But in Contracts this semester, they don't use the starred system. The golden rule for me as a student was that if the case was discussed in the lecture, you should be reading it. It is very rare that a starred case is not mentioned in a lecture.

Is it better to use a casebook or a textbook?

BM: Casebooks extract the key aspects of a case and may contain other materials like legislation. If there is a prescribed casebook in a subject, you should get it. The textbook can be used in addition to the casebook. Textbooks are useful resources and give you an explanation of an area; they introduce you to a topic but also give you the additional layers of complexity in a topic. You can use textbooks to read before a lecture on a topic, but also when you are trying to work something out.

How should I prepare for tutorials?

MG: For tutorial preparation, some tutorials have marks attached to tutorial participation. At a bare minimum, always read the tutorial questions before attending the tutorial. My approach to tutorials was to answer the tutorial questions or create a plan for my answer before the tutorial. This allows you to test whether you're right or wrong and learn from that mistake.

I would always summarise my notes before the tutorial. At the minimum, I would reflect on what was in the lecture. – Isobel Smith

Do you recommend any study techniques?

IS: I used flow charts and how-to guides. I would also get my notes printed and bound. Then I would highlight all the important things. Study groups were also very helpful. You can learn how others approach problem questions and essentially combine brains.

BM: Open book exams can be a trap. Most open book exams are set to ensure that you do not have time to look at your notes. They will be complex questions. No examiner wants anyone to write out what is in their notes. The process of making the summaries is that the law is in your brain and you have a structure to answer your exam question. Be careful about open book exams because you need to know what you're talking about before you go into the exam.

Study groups are also a good way to limit procrastination, because you're letting someone else down if you have not done the work. A study group also lets you learn different ways to analyse a problem question. You need to talk to people, take a break and give yourself a reward. These things really keep you going and make law school more fun. – Professor Barbara McDonald

MG: I strongly recommend creating scaffolds. As you begin to refine and collate your notes, you should translate those into a scaffold on how to approach a problem question. It is important to ensure that you practise application. This is because not everything you have in your scaffold will be necessary. Make sure you know how to apply your scaffold to the problem questions. You can get practice questions from PASS worksheets, tutorials and LexisNexis guides.

What are tips for staying focussed and preventing procrastination?

MA: You can go to CAPS for a free one-on-one session where they can give you organisation techniques tailored to you.

The Pomodoro method really worked for me. It's a timer where you work for 25 minutes straight then have 5 minutes off. You can google the timer and by the end of the second timed session, you're really switched on and focused. I also found studying in libraries to be very helpful. – Isobel Smith

BM: When you get an assignment, start doing the assignment admin early. Think about the question, what sources you need and get those sources.

MG: I would always study in two-hour blocks. Giving yourself downtime is important to avoid burning out.

What were your strategies for maintaining a healthy balance with studying? What techniques did you use during busy periods?

IS: Joining a sports team is great. Scheduling and treating bed-time as a cut off worked for me. It's so easy to fall into a cycle of continuous study, but your mood is down so you're less efficient.

MG: You need to eat healthy. It's easy to just order UberEats, but maintaining a balanced diet is extremely important when studying.

MA: Sleep is important. Putting on the sleep time (blue light) setting on your computer makes a big difference.

LAW EXAMS

PREPARATION

Practice Questions

Creating your notes is only the first step. Completing practice questions can make a huge difference to the ultimate outcome. It is incredibly important to integrate practice questions into your pre-exam schedule.

Your guide to practice questions:

1. Start by working through the problem as you would a tutorial question, with your notes beside you.
2. As exam day draws closer, try to complete them in the set time as this will allow you to gauge how long it takes to get through each issue. Try to handwrite your answers as much as possible, as you would in an exam.
3. Once you've answered questions, read through them and ask yourself key reflections.
4. As you complete more exam questions, adapt your notes and scaffolds based on what you learn.

KEY REFLECTIONS TO YOUR PRACTICE QUESTION RESPONSES:

1. Have I been applying the principles to the facts rather than just stating them?
2. Could my analysis be more succinct?
3. Have I mentioned the facts of the problem question only where they are necessary to apply the law, rather than just repeating them to no avail?

Benefits of practice exams:

- They are a great opportunity to apply your knowledge to factual scenarios as you would in the exam.
- Allow you to test whether your exam notes, scaffolds and checklists facilitate a solid response to a question, and can help you shape them into exam-friendly formats.
- Can be the best way to absorb the information you have compiled in your notes.
- May help you identify the areas of improvement and reveal gaps in your knowledge.
- Allow you to set up replicable structures to answering aspects of problem questions.
- Can give you confidence in the exam room with the knowledge that you have 'done this all before'.
- Can put you on track for neater handwriting.
- Improve your time management.

Law exams are not about regurgitating legal principles and cases (especially if it is an open book exam). Rather, law exams are about the application of those principles to unique facts, so the best way to prepare is to practise your analytical and legal reasoning skills through problem questions and past exam papers.

ROB PIETRICH

Until you answer a practice question, all of your notes are just a narrative inside your head. Only answering questions will help that narrative become an instruction manual.

LAN WEI

TYPE OF EXAMS

Contrary to popular opinion, open and closed-book exams should be approached in the same way.

Open-book Exams

All law exams are fast-paced, so don't let open-book exams lull you into a false sense of security. You will need to rely on your memory because there isn't enough time to consult notes in detail.

Many students recommend making a short set of exam notes and scaffolds (approximately 10 or 15 pages) that can easily be referred to in the exam. Try reducing each topic to one page. You can always bring in your full set of notes, textbooks and lecture material to consult if the question is unexpected!

For open-book exams I make sure that I have a concise, easily accessible set of notes that I know my way around and can flick through quite quickly. However, I try to memorise concepts anyway so I don't need to access the notes during the exam.

SARAH IENNA

Closed-book Exams

If you have a closed-book exam, you will need to memorise much of the content from your exam notes, focusing particularly on memorising headings and scaffolds. Memorise the wording of key phrases, definitions and case names. Remember that doing past exams is a great way of memorising your notes, and much more effective than simply reading over them multiple times.

While many law students fear closed-book exams, they can be a blessing in disguise because they help you to avoid the most common problem in law exam answers – reciting the principles of law without applying them to the facts at hand.

For closed-book exams I tend to keep my notes long and comprehensive, because you never know what will come up, and your brain can always store that extra bit of information.

MELISSA CHEN

Take-home Exams

Take-home exams are no different to ordinary exams, except that you are given a few days or a week to complete them.

How should you prepare?

- Before the allocated time, undertake the preparation you'd use for open or closed book exams. Prepare topic summaries which amalgamate your notes on the assigned reading and lecture notes, and which are organised under headings taken from lecture slides or the reading guide.
- Take into account whether your take-home exam is within the confines of the course, or requires some extra research.
- Follow directions about referencing - unlike in a formal exam, take-homes may require footnotes.

TYPE OF QUESTIONS

Problem Questions

How should I structure my answer?

There are a variety of ways to approach a problem question. Many lecturers recommend 'IRAC': an acronym for issue, rule, application, and conclusion.

IRAC:
Issues
Rule
Application
Conclusion

To use this rule, first, from the set of facts given, determine what the issues are. For each issue, state the rule – that is, the relevant principle found in case law or statute. Then consider how that rule will apply to the facts given. Better responses will consider if there are any limitations on the rule as often there are competing judgements where any of them could likely be applied to the facts of your particular case. This is why you may hear lecturers and tutors say that the conclusion is not important; what is important is your argument. It is, however, still necessary for a brief conclusion as to the likely outcome of the case.

Should I address both 'sides' of the question?

Always look at the directive at the end of the question. It might ask you to advise both parties - in which case you'd weight your advice equally to both parties. It might ask you to advise one party - in which case advise that person of potential claims they could bring, potential claims against them, and their counter-arguments to these claims.

Should I bother with counter-arguments?

Absolutely. Never present a one-sided argument that explains how one party is bound to win the case. The examiner wants you to recognise the pros and cons of your arguments. Like the real world, if you thought an argument was weak, you'd let your client know if it wasn't likely to succeed.

What about contentious areas?

You are expected to briefly canvass any contentious areas. This will give your response an added layer of depth, and help to distinguish you from the pack.

Do I need to have a definite answer?

No! You're not a judge. Present arguments fairly, and reasonably, with authorities. Recognise their strengths and weaknesses. In saying that, come to a conclusion. While it does not need to be 100% certain, a statement such as "Bob will likely be convicted of manslaughter" is much more convincing than "Bob may or may not be convicted of manslaughter".

How do you use reading time?

While you are reading keep in mind the issues that arise, what party did what, and the relationship between the parties. Remember that every fact is there for a reason and you should not overlook something without first questioning why it has been placed there. Try to loosely plan your answer, or at least identify all the issues that you will address in your response. Use highlighters and underlining that you can easily refer to when you are writing the paper.

Essay Questions

Essay questions typically ask you to offer your opinion on a contentious case or area of the course. Keep in mind that as you are writing under exam conditions, your marker's expectations are likely to be lower than for essay assignments during semester.

What should I study?

There are a variety of ways to approach a problem question. Many lecturers recommend 'IRAC': an acronym for issue, rule, application, and conclusion.

Identify the main areas or issues in the course which might be amenable to an essay question. These would normally be areas of the law which are unsettled or which have been the subject of criticism, areas which require reform, or broader 'themes' within the course.
ROB PIETRICH

How should I prepare?

1. Become familiar with all the major cases, and the reasoning employed by the judges. Do not ignore dissenting judgments - these are particularly ripe areas for essay questions.
2. Once you're familiar with content, identify:
 - a. The most contentious or unclear aspects of each topic. The lecturer will usually guide you to these areas, so make sure that you listen carefully in class to save yourself trouble!
 - b. Consistent themes running across the entire course that may be able to draw together several topics.
3. Prepare essay scaffolds based on these themes, which include your position on the issue and the main arguments that you would raise, backed up by relevant authorities. Add to this information from relevant journal articles or supplementary readings.
4. Complete a past exam paper under exam conditions, using the scaffolds that you have prepared and your topic summaries.

I prepare essay scaffolds based upon these different themes and areas, ensuring that I have the relevant definitions, as well as a few relevant sources to back up each possible argument (e.g., key cases and dissents, quotes from judges, articles, statistics, comparisons etc.).
NATALIE CZAPSKI

How should I structure my answer?

Writing a structured answer, rather than a stream of consciousness which regurgitates your notes, can put you on track for a great result. If you don't have an essay scaffold which fits the question, use the reading time to plan your response.

1. Introduction

- Directly address the question asked by, for example, restating it in your own words.
- Define any key terms.
- Provide brief context and explain the legal debate alluded to by the question.
- State your opinion/thesis.
- Outline how you will support your thesis – what are the main arguments that you will set out in the following paragraphs?

2. Body

- Introduce each argument using a clear topic sentence that explains how the analysis contained in the paragraph supports your thesis.
- Use key cases, judgments, legislation, opinions of academics from journal articles or textbooks as authority for your position.
- Acknowledge counter-arguments but try to explain how they do not detract from your thesis.
- Use headings that order and structure your essay.

3. Conclusion

- Although many people decide to dispense with writing a conclusion in stressful exam situations, including even a single sentence restating your position in relation to the original question asked can make your answer appear more complete.
- Tip: If you run out of time, students can still attempt to cover what they have missed in dot points. This can sometimes get you a couple of extra marks.

LAW SCHOOL BASICS PANEL

EXAM TECHNIQUE

An abridged transcript of the SULLS panel discussion for exam technique held in Semester 1, 2019. The panel was moderated by Madeleine Antrum (MA, SULLS Vice-President (Education)) and consisted of Professor Peter Gerangelos (PG), Mala Rigby (MR) and Ashley Varney (AV).

Do you have any advice on turning lecture or tutorial notes into exam notes?

MR: When you go to a lecture, a lot of the time you will be going through cases and pulling out key points of law, and your lecturer will go through how you should read that case. But when you are actually going to an exam you will need to apply that law to a hypothetical scenario so it is really helpful to have your notes in scaffolds so you can step through what you're going to do, because you do not want to miss any steps. If it helps, under each heading you can have your case notes, the relevant principles, more details, etc, but make sure you have them in some kind of structure you can easily apply to a problem question.

PG: I think be mindful to issues that arise. If you listen carefully in class, the lecturer will indicate a particular moot problem or an issue that arises from a topic. Often, the examination problems are set on that as opposed to the straightforward things. It is testing your ability to apply so keep that in mind as point one.

Even though the scaffolding process is important, never lose sight of the big picture because that's the error you can sometimes make. You may focus in on the individual point but your true understanding of the individual point emerges when you have an understanding of 'what is this whole topic about?' and that helps you to see the issues in the scenarios that you get. – Peter Gerangelos

How would you study for an open book vs a closed book exam?

MR: My top tip is to study for open book exam as if it was closed book and have as much information in your head as possible. Law exams are time pressured so make sure you know where everything is in your notes. I would strongly recommend not bringing the textbook into the exam or hundreds of pages of legislation, because you will not have time to flick through it.

For an open book exam, quite often I would approach it by having all my notes together and having a really good set of notes. Regardless of what type of exam it is, I would study for it as if it is a closed book exam and get to know the content really well. The good thing is you will have your notes there just in case there's something you cannot remember, and you want to put details of those things in. The main point is, try to avoid being reliant on heaps and heaps of notes because at the end of the day you're not going to have time to fully use them to answer the questions. – Ashley Varney

What should I bring into an open book exam?

PG: I do not think you need more than your own notes if they are really good. You might want your textbook for support but in the exam, no one is actually looking at their notes; they are straight into it. The ones you see flicking through the book and flicking through their notes all the time – you immediately know they are in trouble.

How should I use reading time in an exam?

I would recommend reading the problem question twice. First time, you underline and highlight the issues that are popping out to you, and second time, you make a plan. – Mala Rigby

MR: If it is an exam where you can write on paper during the planning time, try and do that in as much detail as possible or make a flow diagram of the key issues. I always think it is better taking more time to plan than jumping into a problem question and having arrows everywhere or forgetting issues and having a jumbled structure that makes no sense. It will confuse you and the marker, making the experience way more

stressful. Even if everyone looks like they are madly writing, if you have not finished your plan take an extra 2-3 minutes to finish that off. If that also means you are getting to the end of the exam and you still have not talked about 5 issues, just dot point out your plan so you can show your marker you have spotted all the key issues.

AV: Do as many practice exams as you can and really simulate the exam as much as possible. This is likely to reduce the stress of opening up the exam paper and thinking 'omg I don't know what the answer is immediately'. Practice that reading time, practice planning out essays and taking as much time as you need to plan. This does not mean an in-depth one-page plan but making sure you know what the question is asking.

MA: I really like to read the questions at the bottom first so I can spot issues in the problem question while I'm reading, as it helps me know what I am looking for in that first read. I also want to reiterate that having good notes really helps with good planning in the exam and having a good scaffold will really help you spot key issues.

In the interest of time, is it better to cover every issue briefly or a couple in more detail?

PG: Briefly cover every issue as a general principle, but briefly in the sense of give me the case, give me the resolution of this issue briefly. You might not get HD, but it is like, 'do I do the 2 questions I am really good at and leave the third, or do I do all 3 to an average standard?'. Always pick the three. It is much easier to go from 0-50 then it is to go from 50-65 and then 65-75. It is better to do more overall.

MA: Something I found really useful is when I am stuck on a question or how to approach it, I actually make myself simulate what I would do if I was working in a firm or in practice. It forces me narrow down on what is important and I can put the academic, research stuff aside for a minute and just focus on the issue. It is actually a really useful exercise.

Something I noticed with my first year PASS students is that it's very instinctive to go straight to the conclusion. For example, if the question is "is there a complete contract?" students want to straight away go "yes there is a complete contract". But even if you are briefly covering the issues, the markers do not want you to simply tick off each issue, unless they are very minor. What they want to see is you showing your working. They want to see how you got to your conclusion rather than forming a conclusion from the get-go. They want to see that crucial application of the law to the facts, which is going to be very dependent on how well you understand the cases. – Mala Rigby

LAW ASSIGNMENTS

PROBLEM QUESTIONS

Problem question assignments should be approached and structured in a similar way to an exam style question. However, expect these questions to be more complex. You may need to engage in legal research or apply supplementary materials to achieve high results.

RESEARCH ESSAYS

What is a research essay?

Research essays require you to conduct exhaustive research into the area of law in the question and to reference these sources meticulously. Research essay questions are more complex than essay questions presented in exams - a higher standard is expected of your argument, research and expression. In fact, you may not even be able to identify the precise issue to be discussed until after conducting some preliminary research.

How should I approach a research essay?

1. Analyse the question

Start by reading the question several times, focusing especially on the key terms. Note any instructive words employed by your lecturer – does the essay ask you to ‘discuss’, ‘analyse’, or ‘explain’? The way in which you frame your essay will be influenced by the slightly different demands of these words. If a question wants to know whether you agree or disagree with a proposition (e.g. ‘Does X area of law require reform?’), it is never enough to simply answer affirmatively or negatively. Explain why you have taken a particular position. If you do not positively agree or disagree, you can take a middle ground and explain why. Where the question is a general one, you should not approach it with the same level of generality, but instead narrow the scope of the question. Doing this will let your marker know that you have a nuanced understanding of the question and have thought about it from a critical perspective. This will also narrow the focus area for your subsequent research.

High distinction responses have that extra flair, creativity, and exhaustive research. This is where supplementary materials come in. It could be a bang-on-point journal article, a recent, applicable case, or be persuasive authority for an unsettled point – if you have the time and if you want to get the top marks, supplementary materials are a must.

MELISSACHEN

2. Brainstorm possible points

Note the issues that you believe are raised by the question, and possible arguments, including counter arguments, that you may use as the basis for the body of your essay.

3. Conduct research

Preliminary Stage

It is a good idea to commence your research by reading on the general topic that you identified as being relevant during your brainstorming stage. This will allow you to familiarise yourself with the terms and broad debates that you will encounter when you conduct more in-depth research, easing you into what could otherwise be an overwhelming process. The set textbook and recommended readings are great tools for preliminary research, but it is necessary to go beyond them in order to obtain a good result. After you have wrapped your head around the general topic, re-evaluate the issues and arguments that you initially identified.

In-depth Stage

Gather and read as many sources applicable to the question as possible.

The footnotes and references in the textbooks that you used in the preliminary stage of your research are extremely helpful in locating key primary and secondary sources of law, including journal articles, case notes, books, cases and legislation.

As soon as you read any relevant research material, take notes on the parts that you think you will use in your essay. There is nothing more frustrating than knowing that you have a great idea or piece of evidence, but not being able to use it in your essay because you do not remember where it came from!

4. Plan

Begin organising your intended response whilst you are conducting your in-depth research, as you will probably find that even after reading a few of your sources, you will have formed an opinion on the question (your thesis) and have a fairly good idea of the main arguments and counter-arguments that you will raise.

Having a thesis in mind early on in the research process is crucial to ensuring that you find the most relevant sources and take notes that are designed to provide support for your thesis.

5. Write the essay

An essay in a law assignment should contain the same essential elements as those of an exam essay response (see above: ‘Essay questions’ in the section ‘Exam Technique’). The major difference is that your sources will need to be meticulously footnoted using the Australian Guide to Legal Citation (AGLC).¹ The standard of expression is also expected to be significantly higher, as is the depth of analysis.

6. Edit

Edit your work! Print it out and annotate it. Read it aloud to yourself. Editing is an easy way to ensure that your essay is cohesive and that there are no grammatical or typographical errors. Sometimes, you may have lost sight of the question as you delved further into the complexities of your argument and editing will allow you to check that your thesis is consistent throughout the essay.

CASE NOTES²

What is a case note?

A case note asks you to summarise and analyse a court judgment. They assess your ability to accurately read cases, reference and summarise.

How should I approach a case note?

Where a case note is set as an assessment task, you will usually be provided with a number of headings. Each is allocated a certain number of marks. Your role is to identify the information that fits into each category.

Example case note headings include:

1. **Citation:** A citation provides identification of a case. Authorised judgments (that is, ones from law reports) are preferable to include. An example of a citation is *R v Clarke* (1927) 40 CLR 227.
2. **Court and judges:** Include the full name of the court and judges present.
3. **Material facts:** Material facts are critical to the outcome of the case. Do not include mere details which will not be relevant to determining legal issues.
4. **Procedural history:** This requires you to overview the case's history. For example, if the case is being heard in the High Court of Australia, the initial proceedings heard in the NSW Court of Appeal and the NSW District Court may be relevant procedural history.

¹Melbourne University Law Review Association Inc., Melbourne Journal of International Law Inc., Australian Guide to Legal Citation (Melbourne University Law Review Association, 4th ed, 2018).

²https://sydney.edu.au/law/learning_teaching/legal_writing/case_notes.shtml

5. **Issues:** You may need to identify the issues to be decided by the case - whether they be issues of fact or law.
6. **Reasoning:** Once you have identified the issues, you may have to explain how the court answered each issue. If judges are not unanimous, you should highlight the different findings here.

7. **Ratio:** Ratio means the resolution to the main legal issue in the case.
8. **Obiter:** Judges often make comments 'in passing' that raise interesting points of discussion but are not relevant to the legal issues at hand.
9. **Order:** Each case will have legal consequence. For example, look for statements such as 'the appeal was dismissed.'

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ASSIGNMENT TECHNIQUE

An abridged transcript of the SULLS panel discussion for assignment technique held in Semester 1, 2019. The panel was moderated by Madeleine Antrum (MA, SULLS Vice-President (Education)) and consisted of Andrew Dyer (AD), Jack Fisher (JF) and Dean Psihoyos (DP).

What is the difference between a problem question and an essay assignment?

AD: The main difference is that in a problem question response you're not writing an argument. Instead, you are discussing somebody's legal rights and liabilities. To use torts as an example, you are saying whether somebody is liable in tort. To use criminal law as an example, whether somebody has committed a crime. To use contract law as an example, whether a contract has been formed between the parties, etc. There is no need to set out an introduction, body and a conclusion. You get straight in to applying the law to the hypothetical set of facts with which you have been presented with.

JF: I think the structure of answering an essay question and a problem question share some similarities in the sense that there is a beginning, middle and an end. But for a problem question, the general formula is called IRAC - Identify the issue, state the relevant law, apply the relevant law, and reach a conclusion. The first two are usually quite easy especially if it is an open book exam, but it is quite difficult when it comes to applying the law to the facts you are given. In terms of an essay question as opposed to a problem question, it is more about taking the reader on a journey and presenting arguments which you may not need to do for a problem question. That is, presenting advantages and disadvantages, and thinking more critically about the question rather than just stating the law.

DP: In a problem question you tend to be more restricted by the word count. You have to keep in mind that everything you write is a trade-off - whether what you write in a certain section will get you more marks than what you write in another section.

Where should I start with an essay question?

AD: Start with the argument you want to present. What the marker wants to know is that you've thought about the question and that you have an attitude to that question. It might be asking whether the law should be reformed in a certain way, and ultimately your answer is yes or no, but then you have to give your reasons to support that approach. You start by thinking, what is my attitude to that question? What is the basic argument I'm planning to put forward in this essay? That assumes you have done a little bit of reading in the relevant area. If that is the case, then you will go on to do more reading just to work out whether that is in fact the position you are going to advance and whether it needs in some way to be qualified when you are actually writing the essay.

JF: Pay attention not to word vomit. If the whole essay is 3000 words, how much of that are you going to dedicate to each of the sections? Mapping that out and keeping it at the back of your mind means you won't get carried away.

DP: In terms of a practical approach to starting essay questions, I find it is always good to start with the readings for that topic and what the lecturers have given you. You can get a general sense of the themes and a lot of the readings have the references there for you already, and that's a great way to start your research and make sure you're starting on the right track.

How should students structure their essay?

DP: There is no one-size-fits-all structure for research essays. Something I found helpful is starting off with your own argument and then going into counter-arguments, saying why it is wrong, or why your argument is stronger than the counter-argument. Also, I'm not sure how many HSC students are here, but writing law essays are very different to writing English essays. With English essays you could use big words and lots of flowery language, but with law you must be a lot more targeted and use a strong, persuasive voice rather than just discussing the issue in a vacuum. Where should I start with a problem question?

Unlike essay questions, problem questions are just a mathematical, logical exercise where you get straight to the point - Andrew Dyer

DP: Try to wrap your head around the facts before you start writing. If you are a visual learner, use diagrams. If you get the facts wrong, you are going to lose marks. Choosing the relevant law and applying it is very important as well. Start off by taking a step back and asking yourself what the question is about - especially since a problem question takes much longer to read. Figure out who the relevant people are and what the relevant causes of action are, and who the irrelevant people are.

What format and structure is required for a problem question?

AD: Using a criminal law example, we love it if you can say the first offence that might have been committed is murder. To prove this person has committed murder, the Crown must establish beyond reasonable doubt, that this person has a) performed an act causing death, b) with intent to kill, or intent to cause grievous bodily harm, or with reckless indifference to human life. We like a student who is confident enough to go straight into setting out the elements the Crown must prove, and then directly addressing whether these elements have been made out, having regard to the principles that emerge from the decided cases, and citing those cases as authority for the principles they are discussing.

Be as methodical as you can. Be as structured as you can. Get to the point. Be as clear as you can. Discuss the elements one by one. - Andrew Dyer

Use subheadings where you can because it forces you to have a structure. This is especially important where there are lots of legislation and competing judgements so you do not forget to come to a conclusion. - Jack Fisher

There are three ways you can set out your issues: chronologically, by cause of action, or by parties. - Dean Psihoyos

Do you have any advice about referencing?

AD: Use pinpoint referencing any time you state something that is vaguely of legal character. This shows the marker that you have a good command of the relevant material. For a 2000 piece of work, we expect about 40-50 references.

When you are researching, always keep a link of the webpage. Have a separate word document open where you can keep a list of all the resources and websites. The basic rule is, if it is not your idea, you must reference it. - Jack Fisher

DP: I find it helpful to do shorthand referencing as you go and then come back to it later to do the full referencing.

STUDY SUPPORT

TOP TIP: A law degree is hard and requires lots of regular time put into your subjects to do well. Keep up hobbies during the semester, but in the exam period try to keep focus for this short time, minimise commitments and ask your family/friends/partner for their support.

CARLA BROWN

STUDY GROUPS

Study groups can be a great way to alleviate stress and work through difficult concepts - provided that all group members come prepared. Make sure you are familiar with the content and are prepared to discuss, in order to gain the most out of the group study session. In the lead-up to exams, studying with others to go through notes and compare answers to past exam questions can give you the benefit of a variety of approaches and help to clarify your understanding of complex concepts. It can also point out areas you have missed in your revision, or techniques you hadn't considered applying.

You need to find people to study with who will keep you on task, who you're able to explain ideas to and have them explain ideas back to you, and who don't make you more anxious about your own study when you feel like you don't understand something.

NATALIE CZAPSKI

Try teaching other people the material or ask someone to test you as it will force you to organise your thinking and expose gaps in your understanding.

LAN WEI

PASS

PASS (Peer Assisted Study Sessions) is a free learning program directed towards students in the first three years of their law degree. It provides students with the opportunity to reinforce the major aspects of their course in an informal, laid-back environment, and to make friends with people in their course.

PASS is comprised of weekly, one-hour sessions during which students work collaboratively to answer worksheet activities and problem questions. PASS allows students to direct their own learning, and choose to focus on aspects that they collectively find most challenging.

PASS facilitators are high-achieving law students who have attained an excellent result in the subjects which they are running, and are therefore in a position to share advice based on personal experience. They are not substitute lecturers or tutors, and do not teach course content. Instead, they encourage interaction between members of the class to arrive at conclusions which are satisfactory to the students. Each student leaves PASS with a worksheet that neatly summarises a topic of course content.

In Semester 1 PASS runs in the following law units:

- LAWS1015 – Contracts (LLB)
- LAWS1023 – Public International Law (LLB)
- LAWS5001 – Torts (JD)
- LAWS5002 – Contracts (JD)

In Semester 2 Pass runs in the following law units:

- LAWS1012 – Torts (LLB)
- LAWS1016 – Criminal Law (LLB)
- LAWS1017 – Torts and Contracts II (LLB)
- LAWS5004 – Criminal Law (JD)
- LAWS5005 – Public International Law (JD)
- LAWS5006 – Torts and Contracts II (JD)

How can I register for PASS?

Registration for PASS is conducted through the Business School's registration webpage: http://sydney.edu.au/business/learning/students/pass/i_want_to_register in week 1 of each semester. As places are limited to ensure small class sizes, register early to secure a spot. If you register but have missed out on a spot, your name will be placed on a waiting list. But don't let this discourage you from coming along anyway! You have the option of attending a PASS class as a "guest". Although attendance is voluntary, if you miss three consecutive sessions, you will be deregistered to enable students on the waiting list to take advantage of the benefits of PASS.

The effectiveness of PASS, I think, depends largely on two factors (1) the degree of preparation you are willing to do beforehand (i.e., how up to date you are on notes/learning content), and (2) the willingness of both you and others to share what you know.

JAMES MONAGHAN

Q&A WITH PASS FACILITATOR: MALA RIGBY

How can going to PASS benefit students?

PASS is led by experienced, high-achieving facilitators that typically score Distinctions, High Distinctions or rank within the top three students in their unit of study. This means that PASS is a great place to learn valuable study skills for current and future law studies.

PASS also improves academic success – on average PASS participants score one performance band higher than non-PASS participants! It is also a great place to make friends as you will meet other people in the same course with similar goals in a relaxed and friendly environment.

My favourite part of PASS was testing my knowledge using short hypothetical scenarios and practicing problem questions in a group. Everyone approaches a problem question differently, and getting those other perspectives really helped me to identify weaknesses in my own understanding.

What can students do to gain the most out of PASS classes?

Attend sessions every week! Our statistics show that students who attend more than five PASS sessions generally do the best out of anyone taking a Law unit. PASS sessions are open to everyone, so please come even if you haven't attended a single lecture or done a single reading. Collaborating with other students will help you work out where you need to focus your studies. If you're a stronger student – explaining concepts to other students will help consolidate your own learning and will help you identify areas for improvement in your understanding.

In what ways are tutorials and PASS similar, or different?

PASS is a great complement to the tutorial program. The main difference is that in PASS sessions, the students decide which content to cover each week and work in groups to get to an answer. There also isn't a clear 'teacher-student' divide in PASS sessions.

What was your experience like being a PASS facilitator? I would strongly recommend becoming a PASS facilitator to anyone who is interested! I have made a lot of strong friendships within the program and it is a very supportive and fun working environment. It is also a very rewarding job. The best part about being a PASS facilitator is being able to see a student who was initially struggling but made noticeable improvements by the end of the semester.

SULS TUTORING DATABASE

The SULS Tutor Database is available to assist law students at Sydney University in finding a tutor or becoming a law tutor. Students will be emailed a list of available tutors for each subject requested, and may then contact anyone from the list to arrange private tutoring.

In order to be eligible to tutor a law subject, the tutor must have received a minimum mark of a Distinction in the relevant subject. Interested students should fill visit <http://www.suls.org.au/tutoring-service/> and send their CV to education@suls.org.au.

LAW LIBRARY STAFF

The University of Sydney Law Library offers a range of free legal research classes to all students, held in the Law Library's computer rooms.

If you would like an individual consultation on a legal research assignment, you can book an appointment with a member of the law library staff by calling 02 9351 0220 or emailing law.library@sydney.edu.au.

LEARNING CENTRE PROGRAM

The Learning Centre provides resources to all University of Sydney students to build and extend the skills students need for study and research at university.

The Learning Centre's services include a wide range of workshops throughout the year on academic writing, research and other skills, as well as individual consultations, discipline-specific support programs, and online and print resources for students.

For more information on any of the programs offered or to sign up, visit the Learning Centre website at http://sydney.edu.au/stuserv/learning_centre/.

CONTACTING LECTURERS AND TUTORS

Never hesitate to contact your lecturers and tutors for assistance. Most academics are happy to respond to students who ask thoughtful questions after making an attempt to understand course content themselves. It is highly likely that if you are unsure about a concept, other students will also be grappling with it too.

Try:

- Raising the issue in class.
- Asking the lecturer or tutor after class, or in breaks.
- Emailing your tutor directly via email. These details can be found in your unit outline. Your lecturer should be seen as your second point of contact in this instance. Ask a specific question, and explain what you have done to try and answer it yourself. The tutor may not want to help you if he/she thinks you have not made a solid attempt to tackle the issue yourself by, for example, going through the lecture slides or completing the set reading. It is often helpful to explain your own understanding of the issue by prefacing the question with, "It is my understanding that..." This shows that you have made an attempt at understanding the content prior to asking your question.
- Booking a consultation if the problem persists even after the tutor has replied.

Remember that during busy times, such as near the due date of an assignment or the date of an exam, law teaching staff will be overwhelmed with emails from students seeking clarification. If you keep up-to-date with your notes and attempt tutorial questions as you can identify gaps in your understanding early and seek help accordingly when there is no lengthy queue for advice.

In the first few years of my law degree, I regularly sought advice after exams or mid-semester assessments from my lecturers in order to identify areas for improvement. I found that lecturers were generally happy to schedule a time to meet and work through my paper, and it was in this process that I got some of the best advice about answering problem questions, legal writing, etc. I still use this advice when completing assessments to this day. I would highly recommend being proactive and seeking this advice from lecturers by scheduling time to meet, but only where you have something concrete to talk about, such as your result in an exam or assessment.

ROB PIETRICHÉ

STUDENT REPRESENTATIVE COUNCIL - LLB

The SRC is the peak representative body for undergraduate students studying at the University of Sydney. They also provide a range of services to assist students struggling with financial, emotional, legal or academic issues. These include free legal service and caseworkers who can give advice about:

- Budgeting
- Centrelink
- Tenancy issues
- Assessments and special consideration

All contact with a caseworker or solicitor is strictly confidential. Drop into the SRC offices at the bottom of the Wentworth building between 9am-5pm, or call or email at:

SRC Help: <http://srcusyd.net.au/src-help/>

SRC Help Email: help@src.usyd.edu.au

P: 02 9660 5222

Welfare Officers' Email: welfare.officers@src.usyd.edu.au

SYDNEY UNIVERSITY POSTGRADUATE REPRESENTATIVE ASSOCIATION - JD

SUPRA is the representative association for postgraduate students (including JD students) at the University of Sydney. They similarly provide advice, advocacy and support services.

As postgraduates and subscribers to SUPRA, students can take advantage of the Student Advice and Advocacy Officers (SAAOs). SUPRA currently employs four SAAOs at the University who can assist with financial, educational and legal issues such as Centrelink applications, course fees, scholarships and tenancy issues.

Students can make an appointment or drop in on Mondays, Tuesdays and Thursdays from 2-4 pm, or call or email at:

admin@supra.usyd.edu.au

(02) 9351 3715 or 1800 249 950

CLUBS AND SOCIETIES

Health and wellbeing is key to the university experience and our ability to perform at our best academically. There are a variety of avenues to help you maintain a healthy lifestyle and mindset.

Interfaculty Sport

The SULS Sports Director organises social sport for interfaculty, and intervarsity events, held between 10AM - 2PM most Wednesdays throughout Semester. Come along to grab a free SULS shirt and join in on the fun - sometimes there is free food and drinks afterwards. Look out for the Facebook events and posters around the Law School, or email sports@suls.org.au.

Sydney Uni Sport and Fitness (SUSF)

Students can choose from a range of membership options to join SUSF in order to stay active and healthy. With membership, students can access sport and recreational clubs located on campus, fitness programs, regular

competitions, as well as other sporting facilities. Students can obtain general membership to have access to any facility, or a specific membership to use a particular facility or to take part in a particular course. See <http://www.susf.com.au/> for more information.

Clubs and Societies

There are a number of health and wellbeing-related clubs and societies such as the Movement and Dance Society (MADSOC), the Triathlon Club, the Health and Lifestyle Society (HALS), and the Mental Awareness and Health Society (MAHSOC). Joining clubs and societies is a great way to make new friends and to take your mind off your university work.

Check out the full list of clubs and societies here:
<http://www.usu.edu.au/Clubs-Societies/Our-clubs-societies.aspx>

LOOKING AFTER YOUR MENTAL HEALTH

Studying law can be incredibly stressful and there are high rates of mental illness (particularly anxiety and depression) amongst law students. To ensure you get the most out of your education, look after your mental health and seek help where necessary.

TOP TIP: MAINTAIN PERSPECTIVE AND BALANCE

Set aside time to engage in self care, interests, and talk with friends. I always give myself an hour for lunch during the middle of the day and give myself one day a week in which I have to do no form of University work. I always give time to socialising, relaxing, being mindful, interests and other commitments etc. Set aside time to study and be disciplined in that time. Identify what work needs to be done, get it done, and don't allow distractions. Such time is equally important.

HOLLY PARRINGTON

ON-CAMPUS SUPPORT

Sydney University Law Society (SULS)

SULS is committed to supporting students and raising awareness about these kinds of issues. Know that there are a variety of support services and resources available for a whole range of concerns, many of which are easily accessible and completely free. Some of the key ones are outlined below.

SULS Support Portfolios

All members of the SULS Executive are available to help you through any issues you might face at Sydney Law School. However, specific members of the executive may be most helpful to your kind of concern.

Equity: The SULS Equity Portfolio aims to promote equal opportunity, equal access and equal representation at Sydney Law School. The Equity Officer is able to provide up-to-date information about student welfare and support services to assist students in meeting their academic and personal goals while at university. If you're feeling stressed, concerned about a friend or just want to have a chat, please contact the Equity Officer at equity@suls.org.au or swing by the SULS Office.

The SULS Equity Textbook Loan Scheme provides textbooks for core subjects each semester. Eligible students will have access to textbooks for the entire semester, after providing a deposit that is refunded upon return of the textbooks. Please read the Textbook Loan Policy 2019 for information on eligibility criteria and loan conditions. If you would like to apply for a textbook loan, please complete this application form. All questions or concerns regarding the scheme should be directed to the Equity Officer, Deaundre Espejo, at equity@suls.org.au.

The Financial Grants Scheme provides monetary grants to be used for law school-related purchases. Eligible students may be reimbursed for SULS events such as Law Ball or competitions, as well as purchases such as textbooks or stationery. Each grant is non-refundable and up to \$100 in value. Please read the Financial Grants Policy 2019 for information on

eligibility criteria and loan conditions. If you would like to apply for a financial grant, please complete an application form. All questions or concerns regarding the scheme can also be directed to the Equity Officer, Deaundre Espejo, at equity@suls.org.au.

The Student Support Services Handbook: We recognise that a whole range of pressures impact your university experience and add to your stress levels - whether they be health concerns, legal, financial, or academic. The SULS Equity Handbook outlines a variety of support services on and off-campus which can help. It also has a comprehensive section on Mental Health and Wellbeing, including information about anxiety and depression, how to help a friend, what resources are available, and strategies for maintaining a healthy lifestyle.

Queer: The SULS Queer Officer supports and advocates on behalf of all queer-identifying (LGBTI) students in the Sydney Law School. In addition, the portfolio exists to engage the broader Law School community on current issues, as well as the opportunities, that gender and sexually diverse law students face - both in the law school and in broader society. If you have any concerns or queries, don't hesitate to contact the Queer Officer at queer@suls.org.au, or swing by the SULS Office.

Women's: The SULS Women's portfolio aims to promote gender equality, and support all women in the Law School. Despite equal numbers of men and women enrolled in university degrees, sexism is unfortunately still alive and well. If you are ever feeling sexually harassed or if anything has made you feel uncomfortable then please contact the Women's Officer at women@suls.org.au.

International: The SULS International Officer is here for international students who require academic, personal and social assistance. Additionally, the International Officer is also responsible for providing administrative information and other services to the international student body. This is a useful contact point for students to liaise with the law school regarding any issues they may be experiencing. If there you are experiencing any difficulties as an international student please contact the International Students' Officer at international@suls.org.au.

Counselling and Psychological Services (CAPS)

The University of Sydney offers support to students through its Counselling and Psychological Services (CAPS). These are free and confidential, and are available to all currently enrolled undergraduate and postgraduate students of the University. CAPS also offers workshops on issues commonly faced by students, such as procrastination and exam anxiety. A full list of workshops can be found on the CAPS website (http://sydney.edu.au/current_students/counselling/).

University Crisis Line

The University of Sydney has recently announced a partnership with University Crisis Line to provide after-hours mental health support for students. It operates alongside CAPS, and is an alternative option when CAPS is not available. They offer a 24/7 SMS chat service, but if you prefer to call, they are open from 5pm to 9am on weekdays, and 24/7 on weekends and public holidays. Call: 1300 474 065 Text: 0488 884 429

University Health Service

The University Health Service (<http://www.unihealth.usyd.edu.au/services/index.php>) offers experienced general practitioner and emergency medical care services to all members of the University community. Services include treatment of illness, injury, and other physical problems, assistance with emotional difficulties, advice on contraception and sexually transmitted diseases, and advice for students with examination difficulties. The University Health Service is also able to provide referrals to specialists as required, including for mental health issues.

Complaints (both academic and non-academic) - Student Affairs Unit

Contact the Student Affairs Unit for any concerns and read the Student Affairs complaints page to familiarise yourself with the process: <https://sydney.edu.au/students/complaints.html>

Complaints can be received online or by contacting the department at 1800 SYD HLP (1800 793 457) (option 2 for complaints).

OFF-CAMPUS SUPPORT

Headspace

Headspace is the National Youth Mental Health Foundation. If you're aged 12 - 25, you can get health advice, support and information from headspace. headspace has centres across Australia. The closest headspace centre to campus is the Central Sydney headspace, which offers support and information for young people who have general health, mental health, alcohol and other drug worries. They have social workers, psychologists, psychiatrists, nurses, GPs and occupational therapists who can help with a variety of things.

Location: Level 2, 97 Church Street, Camperdown.
Opening Hours: 9am - 5pm, Monday to Friday
Telephone: (02) 9114 4100
Email: headspace.centraisydney@sydney.edu.au

Camperdown and Redfern Community Health

The Camperdown and Redfern Community Health teams provide crisis and case management services to adults experiencing a range of mental health problems, such as depression, mood disorders and severe anxiety. They provide information about mental health problems, individual treatment to assist recovery and can introduce other services that may be able to help.

Location: Camperdown Community Health Centre, Level 5 (Street Level), KGV Building, Missenden Road, Camperdown AND Redfern Community Health Centre, 103 - 105 Redfern Street, Redfern
Telephone: (02) 9515 9000 (Camperdown) AND (02) 9395 0444 (Redfern)
Opening hours: 8.30am - 5pm, Monday - Friday. The after hours telephone number for both services is 1800 011 511.

Therapeutic Axis

The Therapeutic Axis Centre for Wellbeing is located in Glebe and has bulk billing psychologists, alongside massage and natural therapists. If you receive a mental health care plan from your GP your first six sessions are free. Therapeutic Axis can also provide online counselling.

Location: 125 St Johns Road, Glebe
Telephone: (02) 9692 9788

The Black Dog Institute

The Black Dog Institute is a world leader in the diagnosis, treatment and prevention of mood disorders such as depression and bipolar disorder. They also have clinics, but their healthcare professionals require a referral from a patient's managing doctor.

Location: Hospital Road, Prince of Wales Hospital, Randwick
Telephone: (02) 9382 4530
Email: blackdog@blackdog.org.au

DISABILITY SERVICES

The University's Disability Services assists current and prospective students with a disability to access reasonable adjustments. Services and support are provided through Disability Services where:

- A student has a disability as defined in the Disability Discrimination Act (1992). Disabilities can be long term (e.g. blindness), short term (e.g. a broken ankle), physical, and psychological; and
- that disability impacts on the student's University studies in some way; and
- the student has supporting documentation (i.e. medical documentation) describing the disability and any corresponding need for services and/or adjustments.

Services available will depend on the student's individual needs. Examples include, but are not limited to, assistive technology, accessible restrooms, library services, transport, exam adjustments and assignment extensions.

You can contact Disability Services at:
Level 5, Jane Foss Russell Building:
<https://sydney.edu.au/study/academic-support/disability-support.html>
(02) 8627 8422
disability.services@sydney.edu.au

The Law School's Disability Liaison Officer is:
Ms Ghena Krayem
ghena.krayem@sydney.edu.au

WHEN THINGS GO WRONG

When extenuating circumstances mean you're unable to complete assessments or hand them in on time, consider one of the strategies below.

SIMPLE EXTENSIONS

A simple extension is an informal extension of up to 2 days, which is granted directly by a unit of study coordinator. To apply, you should email your unit of study coordinator before the due date of the assessment (where possible). If your request is refused, you may then apply for a Formal Extension through the Special Consideration process.

SPECIAL CONSIDERATION

Special Consideration is available to students in instances of well-attested, short-term serious illness, injury or misadventure that may prevent a well-prepared student from completing an assessment or sitting for an examination. Occasional, brief or trivial illness that occurs one week or more before an assessment is due or an examination is scheduled does not warrant special consideration.

Applications must be submitted as soon as possible. Visit the website for more information: <https://sydney.edu.au/students/special-consideration-and-arrangements.html>

DISCONTINUE A UNIT OF STUDY

If you withdraw from a unit of study before the Census date, you will not incur academic or financial penalty. That is, the subject will not appear on your transcript at all. If you withdraw from a subject after the Census Date, you may have a 'Discontinue - Not to count as Failure' (DC) listed on their transcript rather than a subject failure. A DC is not used to calculate your Weighted Average Mark (WAM). However, you will have to pay this subject's fees.

You may withdraw from a Unit of Study after the Census Date and before the DC deadline set by the University - this is usually around Week 7. Log into Sydney Student to discontinue a unit.

Visit the 'Discontinue a unit of study' page for the more information about what to do: <https://sydney.edu.au/students/discontinue-a-unit-of-study.html>

FAILED ASSESSMENT

If you ultimately fail a subject, you may be able to make up the subject in Summer or Winter School, rather than waiting to re-sit it during the next Semester it is offered.

Alternatively, if you fail an assessment or are otherwise dissatisfied with your mark, you may appeal it through a number of avenues. Before you start, look through the information previously provided about the assessment or exam in question, and the individual and generic feedback which you were provided. Also consider seeking advice from a case-worker from the SRC (for LLB students), or from a SUPRA Student Advice and Advocacy Officer (for postgraduate students). These free and confidential services can provide you with advice on the appeals process and the kind of documentation you may need.

APPEALS

The University believes in fair academic decision-making. If you feel that an academic decision (in Law or another degree) was not fair, you can appeal that decision. Contact the Student Affairs Unit to learn more about the process and note that you need to submit appeals within a certain time period: <https://sydney.edu.au/students/academic-appeals.html>

Further appeals

If you have exhausted the appeals procedures within the University and feel that the University has still not followed its policies or there is procedural unfairness, you can lodge a complaint with the NSW Ombudsman. The Ombudsman can not examine the merits of the decision. It can only examine the process of the decision. Examples of grounds to appeal to the Ombudsman include:

- The university has acted dishonestly, unfairly or unreasonably towards you, and you have been unable to resolve the matter within the university
- The university's policies or procedures are flawed or unfair
- There has been an unreasonable delay
- The university has made a decision that they should have provided reasons for (but did not)
- There is good evidence of maladministration on the university's part

For more information, go to <https://www.ombo.nsw.gov.au/what-we-do/our-work/universities>.

PLAGIARISM AND ACADEMIC HONESTY EDUCATION MODULE

Plagiarism is a form of academic dishonesty where you try and pass off the work of another person as your own. This could occur where you copy the work of another student, copy published work without acknowledgement or without correctly referencing that work (e.g. not using quotation marks when using words from an academic source), or if you pay someone else to do your work for you.

Consequences may include failing the assessment or unit of study, or in very serious cases, being suspended or expelled from the University! Even where you do not intend to plagiarise someone else's work, you may still be found liable for 'negligent plagiarism' and face penalties, so it is important to be diligent when writing assessments and referencing.

The University takes plagiarism very seriously and all students are required to complete the Academic Honesty Education Module in Canvas in their first semester. Read more: <https://sydney.edu.au/students/academic-dishonesty-and-plagiarism.html>

If you are concerned, you can find out more about how to avoid plagiarism by checking out some of the resources provided by the University Learning Centre here: http://sydney.edu.au/stuserv/learning_centre/help/evidence/ev-plagiarism.shtml

CORE UNITS OF STUDY

02

CORE UNITS
LLB I-III & JDI
LLB IV & JDII
LLB V & JDIII

CORE UNITS

STRUCTURE, ASSESSMENTS, & TOP STUDENT TIPS

Before you choose specialised electives, you must first get through all of your compulsory core subjects! This section shares information on degree structure and each unit's class and assessment structures including advice from past high performing students.

DEGREE PROGRESSION & PLANNING

Planning your degree is vital and highly recommended. Generally, LLB and JD students (with the exception of JD part-time stream) must be enrolled in a full-time course load during their degree, taking either 3 (18 credit points) or 4 (24 credit points) units of study. Due to the heavy workload, some students take 3 units of study and extend their degree an additional year or catch up on subjects at Summer or Winter School.

Summer and Winter School is of great assistance in certain situations, such as going on exchange and special considerations, but should not be relied upon as an alternative to in-semester units of study due to limitations around space. Final year law students will have priority, with all other students admitted on a first come first served basis. See this FAQ for information: <https://canvas.sydney.edu.au/courses/4533/pages/law-winter-school-2019>. LLB Students may apply for summer/winter school via the normal Sydney student unit selection process, and JD students must apply through special considerations. Eligible students may be able to apply for HECS-HELP or FEE-HELP to assist with Intensive units, Summer, or Winter School fees.

Going on exchange is very popular at university, but must be planned well so as not to prolong your degree unnecessarily. You can choose to go on exchange either with your law degree in your final year or with your other major in a combined degree. Check your faculty's information for the best time in your degree to study abroad. A great way to help plan your exchange is by attending a Sydney Abroad Seminar, an on-campus information event which is scheduled regularly throughout the semester.

For students required to undertake OLEs and/or are enrolled in the Dalyell stream, it is advised that you take the applicable units at the earliest possible opportunity. For recommendations on when to undertake these units see the appendix for sample degree plans.

Any student wishing to modify their degree structure should remember to check whether there are prerequisites that may limit their subject options. See the appendix for sample degree plans to assist in planning your degree. For more advice on degree planning, book an appointment with a student adviser from the Professional Law Programs (PLP) Team. They are able to help with more complex, degree-related issues that cannot be handled by the University's Student Centre.

LLB I – III & JD I

LAWS1006 / LAWS5000 FOUNDATIONS OF LAW

LLB

Session: Semester 1

Class Structure: 1 x 1hr lecture and 1 x 2hr tutorial per week

Assessments: class participation (10%) + group presentation (10%) + case analysis (30%) + essay (50%)

JD Full-Time Stream

Session: Commences two weeks prior to the beginning of the semester

Class Structure: Lecture and seminar-style classes taught intensively over four weeks

Assessments: class participation (10%) + class presentation (10%) + interim exam (25%) + 3hr closed-book final exam (55%)

JD Part-Time Evening Stream

Session: Semester 1

Class structure: 1 x 3hr seminar per week

Assessments: class participation (10%) + class presentation (10%) + case analysis and commentary exam (40%) + 2,500wd final essay (40%)

FOUNDATIONS OF LAW TOP TIPS: CALLUM CHRISTODOULOU

What tips do you have for the unit?

The Foundations unit is a fantastic introduction to the Australian legal system and in some ways, one of the most important units you will do. Many of the principles covered (including statutory interpretation and the rules of precedent) will recur throughout your degree, so applying yourself to this course is well-rewarded down the track.

Assessment for my cohort (JD) was diverse, involving both structured and unstructured class participation, a mid-sem multiple choice exam, and the final exam. Assessment in the final exam was focused on two core components – a case analysis and an essay touching on some of the broader course themes. Of the materials provided, I spent most of my time with the textbook and found this productive. Use the set cases to practice your case analysis and engage reflectively with the views expressed in the articles. For class participation, be organized in your group work. In discussion, appreciate the privilege that it is to learn with your colleagues over the next few years and practice listening and engaging thoughtfully.

How is study for this subject different to other subjects?

This subject is different to many of the other core units as it requires more conceptual than technical skill. You are rewarded for engaging reflectively with the material. It is also a subject where participation is valued in tutorials more than other units – a real incentive to speak up.

How would you describe the content?

The content is diverse and the textbook provides the core. I read the set readings after reading the textbook first. Also recognise that the reading material is primarily a series of views, arguments and opinions from notable academics and jurists.

What did you enjoy the most?

You learn a lot in a short window – it engages history, philosophy and politics. I really enjoyed the content-learning about the nobility of the common law tradition as well as its many failures. Most of all, I enjoyed this class as an opportunity to make lasting friendships in my degree – see the unit, not just about content, but about skills and people.

LAWS1012 / LAWS5001 TORTS

LLB

Session: Semester 2

Class Structure: 1 x 2hr lecture and 1 x 1hr tutorial per week

Assessments: tutorial participation (10%) + 1,500wd assignment (30%) + 2hr closed-book exam (60%)

JD Full-Time Stream

Session: Semester 1

Class Structure: 1 x 2hr lecture, 1 x 1hr lecture and 1 x 1hr tutorial per week, beginning in week 3

Assessments: tutorial participation and 1x tutorial presentation (10%) + closed-book interim exam (30%) + 2hr closed-book final exam (60%)

JD Part-Time Evening Stream

Session: Semester 1

Class structure: 1 x 3hr seminar per week

Assessments: 45min closed-book interim test (20%) + 2hr closed-book final exam (80%)

TORTS TOP TIPS: DEAN PSIHOYOS

What tips do you have for the unit?

For me, the most difficult part of the unit concerned negligent infliction of mental harm. I'd recommend that students ensure they understand how the common law and CLA interact here, and pay particular attention to s 30(1) of the CLA which limits the scope of the provision (many people missed this issue in the exam).

Furthermore, when discussing negligence generally, establishing a novel duty of care requires a very methodical, and somewhat repetitive, approach. I'd recommend running your scaffold by your tutor to ensure that you address all necessary tests, as the overlap between the proximity test and salient features test can be confusing and repetitive.

How is study for this subject different to other subjects?

This was my first proper law subject, so I only have Contracts to compare it with. However, the subject did seem to be quite methodical in the sense that, once you have identified the relevant test, it comes down to whether the facts satisfy a set list of elements. Therefore, it is very important that students incorporate practice into their study, as the difficulty comes from applying the law to the facts.

How would you describe the content?

The content is not too heavy for this subject. As usual, the tests from landmark cases are the most important, and it is also necessary to understand the factual scenarios of some of the more complex cases. Also, the last few weeks seem intimidating (eg. vicarious liability, compensation to relatives actions, survivor actions), but once you break them down into 3-4 step tests and note where exceptions occur, they become much simpler.

What did you enjoy the most?

I probably enjoyed the first half the most, as battery, assault and false imprisonment have very methodical tests which are easy to apply. Once you begin negligence, there are many more factors to consider when preparing response scaffolds.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

The library has a few copies of a short book called Q&A on Torts. Make sure you are first to borrow it as it is very helpful!

LAWS1015 / LAWS5002 CONTRACTS

LLB

Session: Semester 1

Class Structure: 2 x 2hr lectures per week in weeks 1-3 and 8, 1 x 2hr lecture per week in weeks 9-13, 1 x 2hr tutorial per week in weeks 3-6 and 10-13

Assessments: tutorial participation (10%) + 1,200wd assignment (30%) + 2hr closed-book exam (60%)

ID

Session: Semester 1

Class Structure (full-time): 2 x 2hr lectures per week in weeks 3 and 9, 1 x 2hr lecture and 1 x 2hr tutorial per week in weeks 4-8 and 10-13

Class Structure (part-time): 1 x 3hr seminar per week

Assessments: general & assigned class participation (15%) + mid-semester assignment (25%) + 2hr closed-book final exam (60%)

LAWS1014 / LAWS5003 CIVIL AND CRIMINAL PROCEDURE

LLB

Session: Semester 1

Class Structure: 1 x 2hr lecture and 1 x 2hr tutorial per week

Assessments: 2 x class participation (20%) + 1200wd interim assignment (20%) + 2hr open-book final exam (60%)

ID

Session: Semester 1

Class Structure (full-time): 1 x 2hr lecture and 1 x 2hr tutorial per week, beginning in week 3

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: 2 x class participation (20%) + interim assignment (20%) + 2hr open-book final exam (60%)

CIVIL AND CRIMINAL PROCEDURE TOP TIPS: VICTOR WU

What tips do you have for the unit? How is it different to other subjects?

CCP was my first ever open-book exam, and probably will be many of yours as well. My biggest tip would be to spend a good amount of time throughout the semester compiling a set of exam notes, going over them, and condensing them as much as you can. For problem question notes, this will involve compiling the legislation as well as summarising the case authorities on the issues; for essay notes, write down any issue that you think you could discuss, and come up with general outlines for them which you can use as a platform during the exam. I didn't do much of that when I took the course, and when STUVAC came I found myself enormously under-prepared for the final; although I got there in the end, I feel like I hamstrung myself when it came to my other subjects. Given the sheer amount of content, it is so important to have notes which are easy to navigate (and which you know your way around), because you don't want to be desperately flicking through the textbook trying to find the right provisions to apply. In fact, I'd recommend not even bringing the textbook to the exam – you won't have time to use it, and you won't need it anyway because everything you need will be in your notes.

How would you describe the content?

If I were to be honest, I found most of the content very dry, especially the civil procedure content (your mileage may vary). There is a lot of legislation involved, and it can be a little overwhelming as you go through it all. On the flip side, it's largely quite methodical, and there are fewer areas of uncertainty in the law compared to torts or contracts, say.

What did you enjoy the most?

It'd have to be the tutorials – the questions offer a good opportunity to apply and wrestle with the law in (sometimes quite funny!) factual scenarios.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

I didn't use any resource other than the prescribed text (aside from the NSW legislation website, I suppose), so I can't really comment on this. I will, however, reiterate the importance of the process of developing a good set of notes. From what I can remember, the main challenge of the course is getting a handle on the breadth of material, rather than grappling with difficult interpretive issues in the law. I found that simply spending time digesting the provisions, condensing them to their core effect and fitting them into a broader framework was the best way for me to get on top of it.

LAWS1016 / LAWS5004 CRIMINAL LAW

LLB

Session: Semester 2

Class Structure: 2 x 2hr seminars, 10 weeks

Assessments: class participation (10%) + 2000wd research essay (40%) + 2hr open-book final exam (50%)

ID

Session: Semester 2

Class Structure (full-time): 2 x 2hr seminars for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: class participation (10%) + 2000wd research essay (40%) + 2hr open-book final exam (50%)

CRIMINAL LAW TOP TIPS: JARROD HOFFMAN

What tips do you have for the unit?

Unlike other subjects Criminal Law assesses both the jurisprudence of criminalisation / criminal justice reform as well as your ability to answer problem questions. It is important to make notes and study for both.

To prepare for problem questions I would start by focusing on distilling your notes into simple scaffolds that you can take into the exam and work through systemically. Then do practice problems with these scaffolds prior to the exam so you get used to bringing the various elements and defences together in a logical manner.

How is study for this subject different to other subjects?

Overall studying for Criminal Law is not that different from studying for other subjects. The primary difference is most people believe they have an understanding of what constitutes an offence / defence based off what they've seen on TV, in the news etc (often from the US / UK). It is important that you leave these preconceptions at the door. Always focus on establishing the elements of an offence / defence – the devil is in the details.

How would you describe the content?

The content of criminal law can be confronting - but it's certainly memorable. This is because the course largely covers the darker side of human nature. However, judging by the popularity of true crime shows and podcasts in pop-culture I'm sure many people will find the cases far more interesting than other subjects.

What did you enjoy the most?

I enjoyed the discussion on criminal justice reform that was baked into the course. Many courses tell students what the law is. Criminal law does this to, but it also gets students to think about what the law ought or could be.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

When studying for Criminal Law I just focused on studying for the content in the course outline – after all that's what you're assessed on. To learn the assessable material I just relied on the prescribed textbook and lecture slides.

However, having an interest in criminal law in general is going to help you indirectly. So even things like watching the news, listening to true crime podcasts like 'The Teacher's Pet' or reading books like Geoffrey Robertson's 'The Justice Game' or Helen Garner's 'Joe Cinque's Consolation' will give you a head start. However as I said earlier always remember that the law governing offences / defences in these secondary materials might be different than what you're learning in the course – so always defer to prescribed materials for the definitive answer.

LAWS1023 / LAWS5005 PUBLIC INTERNATIONAL LAW

LLB

Session: Semester 2

Class Structure: 1 x 2hr lecture and 1 x 1hr tutorial per week

Assessments: class participation (pass/fail) + mid-term test or assignment (20%) + 2hr final exam (80%)

JD

Session: Semester 2

Class Structure (full-time): 2 x 2hr seminars for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: 1hr interim exam (25%) + 2hr open-book final exam (75%)

PUBLIC INTERNATIONAL LAW TOP TIPS: SHRUTI JANAKIRAMAN

What tips do you have for the unit?

I think my most helpful tip for the subject would be first and foremost to go to PASS sessions. There's a lot of content to cover in PIL and unfortunately there won't be enough class time to synthesise all of the topics and figure out how they're inter-related, so without the opportunity PASS provided to consolidate everything we've learnt I don't think I would have quite grasped overarching ideas as well, such as how state responsibility, one of the later topics, provides a scaffold for every problem question you'll encounter in PIL. Also because of the sometimes uncertain nature of international law, answers to problem questions can at times feel overly general, but even so its important to continue citing precedents even when addressing whether certain laws are established in customary international law.

How is study for this subject different to other subjects?

PIL is perhaps more thematic and foundational than typical for law subjects and a large portion of the course involves introducing broad concepts in international law, such as sources of law or how to interpret treaties, in a way that's reminiscent of Foundies. This is important to bear in mind because recalling the theoretical substance of each topic or the principles behind certain laws can help in writing a good essay come exam time.

How would you describe the content?

The content, in my opinion, is a little more than usual for law courses, but is also less centred around a set of statutes and precedents to learn by heart. As much as you're learning the key laws which govern foreign relations, you're also learning the mechanisms of how international law operates and the principles which underlie it, and both are equally important in this subject.

What did you enjoy the most?

This is the first subject with an international dimension that you really encounter in law school and I really enjoyed being able to better understand how international law works (both in theory and in practice) to shape foreign affairs and current events.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

I think in PIL if you're finding it hard to think of current examples or formulate an opinion on a given topic for essay questions, blogs such as *opinio juris* can be really helpful because posts are usually short and responsive to counterarguments.

LAWS1017 / LAWS5006 TORTS AND CONTRACTS II

LLB

Session: Semester 1

Class Structure: 1 x 2hr lecture, 1 x 1hr lecture for 10 weeks and 1 x 1hr tutorial per week for 10 weeks, beginning in week 2

Assessments: mid-semester 1.5hr closed-book exam (30%), tutorial participation (10%) + closed-book final exam (60%)

JD Full-Time Stream

Session: Semester 2

Class Structure: 1 x 2hr lecture, 1 x 1hr lecture and 1 x 1hr tutorial for 10 weeks

Assessments: mid semester closed book exam for 1.5hrs (30%), tutorial participation (10%) + 2hr closed-book final exam (70%)

JD Part-Time Evening Stream

Session: Semester 1

Class structure: 1 x 3hr seminar per week for 13 weeks

Assessments: 45min interim test (20%) + 2hr closed-book final exam (80%)

TORTS AND CONTRACTS II TOP TIPS: ANTHONY SPITERI

What tips do you have for the unit?

My main piece of advice would be to develop comprehensive frameworks or mental models to guide your responses to problem questions. The course covers a wide range of material supplementing and extending the learnings from the core Torts and Contracts units. To this end, having strong analytical frameworks allows you to understand how the entire of the course fits together and draw links between each of the topics.

How is study for this subject different to other subjects?

From a practical standpoint, the exam is closed book and students are only allowed to take an annotated Unit of Study into the exam room. For many students, this will mean a more comprehensive memorisation process than normal prior to the exams. Additionally, at times the legal principles studied in the course can lack clearly defined legal criteria. Particularly within the pure economic loss section of the course, answering problem questions requires strong engagement with the facts and analogising closely from decided courses.

How would you describe the content?

As you would expect, the course is split into a separate Contracts and Torts competent. Mainly, the course focuses on rounding off student's preliminary knowledge from the core Contracts and Torts units, going into depth on topics like contract damages, tortious liability for pure economic loss and vicarious liability. However, some of the topics introduced will likely be completely new to students such as Australian Consumer Law and the statutory scheme of proportionate liability.

What did you enjoy the most?

I enjoyed learning about Misleading and Deceptive Conduct as part of Australian Consumer Law. Completing TC2 gave me an understanding of the commercial significance of this statutory cause of action and its ubiquity in modern litigation.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

The combined resources of the lectures, tutorials and prescribed text are more than adequate to excel in this course. I would encourage students to make particular use of the tutorial program. Active participation in tutorials and attempting practice problem questions is the best way to internalize legal principles by applying them to a wide range of factual settings.

LAWS1021 / LAWS5007 PUBLIC LAW

LLB

Session: Semester 2

Class Structure: 2 x 2hr seminars per week for 10 weeks

Assessments: 1hr interim exam (30%) + 2hr final exam (70%)

JD

Session: Semester 2

Class Structure (full time): 2 x 2hr seminar for 10 weeks

Class Structure (part time): 1 x 3hr seminar per week for 13 weeks

Assessments: 1hr interim exam (30%) + 2hr open-book final exam (70%)

PUBLIC LAW TOP TIPS: PATRICK HENDY

What tips do you have for the unit?

I would strongly advise students to keep up with the readings and come to class prepared. I know that many students intend to do this but end up slipping behind midway through the semester. With this course however, I think your preparation for class is particularly important. It can be quite difficult to extract all of the key principles from readings and formulate these into a logical structure that you can think through easily and apply in an exam. That's why it's so important to be prepared for seminars. Seminars allow you to clarify your understanding of issues with the lecturer, and often your lecturer will clear these up in the course of their lecturing in any case. The readings for this course are more manageable than some others, and catching up on content after the relevant seminar makes life much more difficult. As with any other subject, practicing answering problem questions is also key.

How is study for this subject different to other subjects?

Much like other subjects, this course is broken up into several distinct sections. Unlike other courses however, these sections can sometimes be as short as one or two weeks and can have very little relationship with other parts of the course (e.g. the week on the FOI Act). This course also specifies considerably fewer case law readings than, for example, Torts and Contracts 2, which many LLB students take during the same semester. This means there is less reading and distilling of information to do, but also means that you need to know the content that is specified in more detail.

How would you describe the content?

The content is a mix of administrative law and constitutional law. That means the readings range from combing through statutes in detail to looking at constitutional case law. Some sections of the course have considerable contemporary implications (e.g. s 44 of the *Constitution*), while others just give a general introduction to constitutional issues (e.g. constitutional history, steps to alter the Commonwealth and State constitutions).

What did you enjoy the most?

I just used the assigned textbook for the unit – Blackshield & Williams, 'Australian Constitutional Law and Theory: Commentary and Materials'. The course readings were quite focused on the commentaries and sections of cases that are quoted in this textbook. Whilst the textbook really presents all the readings you need, you shouldn't be afraid to look at the original copies of the cases themselves. Often more recent cases will contain judicial statements summarising the case law before presenting whatever novel principle for which the case stands. These summaries typically don't make it into the textbook, so reading the cases for yourself can give you a far better understanding of how the High Court itself sees these constitutional issues.

LAWS2010 / LAWS5010 ADMINISTRATIVE LAW

LLB

Session: Semester 1

Class Structure: 2 x 2hr seminars per week for 10 weeks

Assessments: 200wd essay (30%) + 2hr open book final exam (70%)

JD

Session: Semester 1

Class Structure (full-time): 2 x 2hr seminars for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: 2,000wd essay (40%) + 2hr final open-book exam (60%)

ADMINISTRATIVE LAW TOP TIPS: HARRY ALEXANDER XAVIE ROGERS

What tips do you have for the unit?

Be patient: it will take time for the subject to make sense as a whole. Pay attention to statutory construction in problem questions, which will typically involve decisions made under fictitious statutes. In the exam, address the review grounds last, and deal with everything else – jurisdiction, standing, jurisdictional error (and whether it is necessary to establish it) and remedies – first, because how you approach the review grounds will turn on remedial/jurisdictional issues.

How is study for this subject different to other subjects?

The unit is not composed of several different legal issues with some underlying conceptual unity. Instead, the unit is basically concerned with one thing – judicial review of administrative action – and doesn't make a great deal of sense until you've covered the whole course. Most of the review grounds are outgrowths of statutory construction and so closely interrelated. Any given problem question will typically engage most of the topics in the course.

How would you describe the content?

Despite the ADJR Act, the content is primarily case law, mostly dealt with at a reasonable level of detail.

LLB IV & JD II

What did you enjoy the most?

I most enjoyed the seminars on jurisdictional issues, and to a lesser extent constitutional entrenchment. The material is conceptually interesting, there are recent leading cases, and it is relevant beyond the strict bounds of administrative law.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

Other than for one or two contentious issues and the assignment, I'm not sure you need to go beyond the reader and the textbook (and, honestly, you can get by fine with just the former).

LAWS2011 / LAWS5011 FEDERAL CONSTITUTIONAL LAW

LLB

Session: Semester 1

Class Structure: 2 x 2hr seminars per week for 10 weeks

Assessments: compulsory problem assignment (30%) + final 2.5hr exam (70%)

JD

Class Structure (full-time): 2 x 2hr seminars for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: optional assignment (20%) + 2hr final open-book exam (80% or 100%)

LAWS2012 / LAWS5008 INTRODUCTION TO PROPERTY AND COMMERCIAL LAW

LLB

Session: Semester 1

Class Structure: 2 x 2hr lectures per week (for 5 weeks) and 1 x 2hr lecture and 1 x 2hr tutorial per week (for 5 weeks)

Assessments: 1hr mid-term open-book exam (30%) + 2hr final open-book exam (70%)

JD

Session: Semester 1

Class Structure (full-time): 2 x 2hr lectures per week (for 5 weeks) and 1 x 2hr lecture and 1 x 2hr tutorial per week (for 5 weeks)

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: 1hr mid-term open-book exam (30%) + 2hr open-book final exam (70%)

IPCL LAW TOP TIPS: JOHN-PATRICK ASIMAKIS

What tips do you have for the unit?

Do the readings and engage with the tutorials. I'd say that for any course.

How is study for this subject different to other subjects?

In my experience, IPCL is at the same time very conceptual and very technical, which sets it apart from most other subjects which tend to lean more one way than the other. This means it is important to have a clear picture of how law and equity fit together and also to be across the detail of each specific rule taught in the course and how it is applied to particular facts.

How would you describe the content?

Interesting and challenging. You'll find what you're learning is very relevant to many aspects of your life.

What did you enjoy the most?

The whole course was incredibly enjoyable, but without a doubt the material concerning assignment and disposition of interests was for me the most engaging law covered in the course.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

Heydon and Leeming, Cases and Materials on Equity and Trusts. There is a new edition out now (not yet published when I studied the course) which is worth the investment. The text asks thought-provoking questions and gives useful extracts from, and commentary on, the most important authorities relevant to the course's study of assignment and disposition. I recommend it thoroughly.

LAWS2013 / LAWS5009 THE LEGAL PROFESSION

LLB

Session: Semester 1

Class Structure: 2 x 2hr lectures for 10 weeks

Assessments: 1500wd interim assignment (40%) + final 3000wd assignment (60%)

JD

Session: Semester 1

Class Structure (full-time): 2 x 2hr seminars for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: 1500wd interim assignment (40%) + final 3000wd assignment (60%)

LAWS2014 / LAWS5014 CORPORATIONS LAW

LLB

Session: Semester 2

Class Structure: 2 x 2hr lectures for 10 weeks

Assessments: compulsory interim exam (20%) + 2hr open-book final exam (80%)

JD

Session: Semester 2

Class Structure (full-time): 2 x 2hr seminars for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: compulsory interim exam (30%) + 3hr open-book final exam (70%)

CORPORATIONS LAW TOP TIPS: CAITLIN LEE

What tips do you have for the unit?

Keeping up to date with content and readings was critical - the subject has been designed to constantly build upon the content learned in previous weeks (as opposed to each week or seminar effectively covering a standalone concept). Setting a good foundation each week meant I could really consolidate my understanding throughout the semester, which put me in good stead as content became more complex. This also meant that as soon as it came time to begin preparing for the exam, I had a solid set of notes and a fairly good understanding of the issues, so that I could devote those crucial pre-exam weeks to past papers and reviewing any remaining problem areas.

How is study for this subject different to other subjects?

The main difference that springs to mind stems from the way the assessments are structured. The 20% mid-semester exam is closed book and consists of multiple choice and short answer questions. In such a format there is very little room for error, so students were expected to have a good grasp on the key concepts and be familiar enough to sit the exam without notes. The final, problem-based exam is more typical of other law subjects, and so preparation for that was not particularly different. As always, I would suggest that

completing past exams and problem questions is a better way to study than poring over notes, as after a while you can detect patterns in factual scenarios and this prepared me well for the final exam.

How would you describe the content?

Incredibly practical - throughout the semester Dr Olivia Dixon would regularly connect course content to current affairs or notable events from the past, so the real world value and applicability of the subject was not lost on any of us.

What did you enjoy the most?

Corporations Law is an incredibly practical and important subject, and I continue to apply what I learnt in that course pretty much every day in my work as a paralegal. I also really enjoyed that it helped me make better sense of the news, and gain a better understanding of the workings of the commercial world.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

I pretty much exclusively relied on the textbook and it was an incredibly useful resource. Otherwise, the discussion forum on Canvas was a good way to seek help from the teaching staff in the lead-up to the exam.

LAWS2015 / LAWS5015 EQUITY

LLB

Session: Semester 2

Class Structure: 2 x 2hr lectures for 10 weeks

Assessments: optional interim exam (20%) + 2.5hr min closed-book final exam (80% or 100%)

JD

Session: Semester 2

Class Structure (full-time): 2 x 2hr seminars for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: optional interim exam (20%) + 2.5hr min closed-book final exam (80% or 100%)

LAWS2016 / LAWS5013 EVIDENCE

LLB

Session: Semester 2

Class Structure: 2 x 2hr lectures for 10 weeks

Assessments: optional mid-term exam or essay (20%) + 2hr open-book final exam (80% or 100%)

JD

Session: Semester 2

Class Structure (full-time): 2 x 2hr seminars for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: compulsory 4x blogs (of which 2 will be formally assessed) (20%), optional mid-term exam (20%) + 2hr final exam (60% or 80%)

LAWS2017 / LAWS5012 REAL PROPERTY

LLB

Session: Semester 2

Class Structure: 2 x 2hr lectures per week (for 5 weeks) and 1 x 2hr lecture and 1 x 2hr tutorial per week (for 5 weeks)

Assessments: compulsory 1hr interim exam (30%) + 2hr open-book final exam (70%)

JD

Session: Semester 2

Class Structure (full-time): 2 x 2hr lectures per week (for 5 weeks) and 1 x 2hr lecture and 1 x 2hr tutorial per week (for 5 weeks)

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: compulsory 1hr interim exam (30%) + 2hr open-book final exam (70%)

REAL PROPERTY TOP TIPS: JOHN-PATRICK ASIMAKIS

What tips do you have for the unit?

Do the readings and engage with the tutorials. I'd say that for any course.

How is study for this subject different to other subjects?

There is a lot of statutory material to learn, more perhaps than in many other subjects.

How would you describe the content?

Extremely interesting and fun to learn. You may be familiar with several of the locations that appear in the cases!

What did you enjoy the most?

Studying electronic conveyancing. It's happening right now and its implications are significant.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

Butt's Land Law might be the prescribed text (it certainly was when I studied the course) but it's worth an endorsement anyway. It is one of the clearest and most useful textbooks you will encounter. Sackville and Neave's Australian Property Law also has useful content, although you may find more of the materials than you would wish are taken from jurisdictions other than New South Wales.

LLB V & JD III

LAWS2018 / LAWS5017 PRIVATE INTERNATIONAL LAW A

LLB

Session: Semester 1 or Semester 2

Class Structure: 2 x 2hr seminars per week for 10 weeks

Assessments: 2000wd optional assignment (20%) + 2hr final closed-book exam (80% or 100%)

JD

Session: Semester 1 or Semester 2

Class Structure (full-time): 2 x 2hr seminars per week for 10 weeks

Class Structure (part-time): 1 x 3hr seminar per week for 13 weeks

Assessments: 2000wd optional assignment (20%) + 2hr final closed-book exam (80% or 100%)

PRIVATE INTERNATIONAL LAW A TOP TIPS: ALEXANDER HENRY SCHATZ

What tips do you have for the unit?

My number one tip is to find the full judgments of half-a-dozen or so of the key cases and read them start to finish. This is the best way, I found, to get one's head around the different issues that Private International Law deals with and the context in which those issues arise. It helps to see in these cases how issues of jurisdiction and choice-of-law (among others) are addressed by Courts and how they are resolved. I found the structure of some of these judgments helps in structuring exam responses.

Tip number 2 - as you read those cases try to think about how the legal and philosophical justification for Private International Law rules play out, and whether there are gaps or grey-areas in the law where application of a particular justification might help solve a future or hypothetical problem.

How is study for this subject different to other subjects?

This Unit of Study is quite unlike others studied in law school in that it integrates one's knowledge of legal principle from a variety of areas. It has been referred to as a 'law in the round' unit and often one has to consider, as a background, principles from tort, contract, equity, procedure, and other areas. Try to keep these in the back of your mind as you approach problem questions.

How would you describe the content?

The content is an interesting amalgam of rules from case law and statute as well as the underlying justifications and explanations for international law rules.

What did you enjoy the most?

Charting the development of some of the rules and principles in this area and integrating knowledge from a variety of subject areas.

Is there a particular textbook or resource (other than the prescribed text) that is helpful?

I used a copy of Mortensen's text in my exam preparation and revision however reading the cases and the lecture slides was the most useful resource.

LAW ELECTIVES

03

This section summaries elective units from the 2019 Law School Handbook including unit name, teaching session, coordinator, description, and assessment. It is not intended to replace Faculty advice about the electives on offer.

For the complete Law School Handbook, see:

<https://sydney.edu.au/handbooks/law/undergraduate/laws.shtml>

https://sydney.edu.au/handbooks/law/postgraduate/coursework/juris_doctor/juris_doctor.shtml

For LLB students:

Students must successfully complete 42 credit points of elective units of study, including:

- A maximum of 36 credit points from Part 1 – Elective Units of Study;
- A minimum of 6 credit points from Part 2 – Jurisprudence Units of Study; and
- No more than 24 credit points of Master’s level Elective Units of Study.

Most units of study are worth 6 credit points. Generally, these electives are taken in LLB V, however, students may substitute one compulsory unit with one elective unit in each semester of LLB IV. Students cannot enrol in more than one elective unit per semester in their penultimate year.

For JD students:

Students must complete 42 credit points of Elective Units of Study, including:

- A maximum of 36 credit points from Part 1 – Elective Units of Study;
- A minimum of 6 credit points from Part 2 – Jurisprudence Units of Study; and
- No more than 24 credit points of Master’s level Units of Study in the Juris Doctor

Most units of study are worth 6 credit points. Penultimate JD students may substitute one compulsory unit with one elective unit in each semester.

LLB&JD PART 1 ELECTIVES

LLB, JD & MASTER OF LAWS PART 2
– JURISPRUDENCE ELECTIVES

LLB & JD PART 1 ELECTIVES

UNIT	COORDINATOR	SEMESTER	CLASSES	ASSESSMENT
<i>LAWS3401/5101 Advanced Constitutional Law</i>	Prof Peter Gerangelos	1	2 x 2hr seminars/week for 10 weeks	Class-participation/presentation (20%); and 6000wd research essay (80%). Students can elect to replace the research essay with a moot upon request. Further, any student by request may be permitted to substitute the 6000wd research essay for a 4000wd research essay plus a 2.5hr exam (40%). The class participation is redeemable.
<i>LAWS3402/5102 Advanced Contracts</i>	Assoc Prof Yane Svetiev	2	2 x 2hr seminars/week	Class presentation (10%), 3 x 800wd reaction papers (30%), 1 x 5000wd research paper or final 2hr exam (60%)
<i>LAWS3403/5103 Advanced Corporate Law</i>	Dr Kym Sheehan	2	1 x 3hr seminars/week for 13 weeks	Class participation (10%), class presentation (20%), either 4,500wd research essay (70%) or final 2hr exam (70%)
<i>LAWS3404/5104 Advanced Criminal Law</i>	Assoc Prof Arlie Loughnan	1	2 x 2hr seminars/week for 10 weeks	Research proposal (pass/fail), 4000wd research essay (75%), class participation (25%)
<i>LAWS3406/5106 Advanced Evidence</i>	Prof David Hamer	1	2 x 2hr seminars/week for 10 weeks	Class participation (5%), short presentation (of prescribed text) (10%), long presentation (work-in-progress on research essay) (20%), 4000wd research essay (65%)
<i>LAWS3408/5108 Advanced Public International Law</i>	Prof Mary Crock, Prof Chester Brown	1	2 x 2hr seminars/week for 10 weeks	3,000wd essay (30%), 2hr exam (70%)
<i>LAWS3409/5109 Advanced Taxation Law</i>	Mr Micah Burch	2	2 x 2hr seminars/week for 10 weeks	1hr in-class test (30%), 2hr exam (70%)
<i>LAWS3411/5111 Anti-Discrimination Law</i>	Assoc Prof Belinda Smith	2	2 x 2hr seminars/week for 10 weeks	Class participation (10%), online short answer exam (25%), 2hr exam (65%)
<i>LAWS3412/5112 Australian Income Tax</i>	Mr Micah Burch (daytime stream), Assoc Prof Celeste Black (evening stream)	1	2 x 2hr seminars/week for 10 weeks	Daytime stream: optional 2hr mid-semester quiz (30%), 2 hr final exam (70% or 100%); Evening stream: compulsory 3 x online tests (30%), 2hr final exam (70%).
<i>LAWS3413/5113 Banking and Financial Instruments</i>	Prof Roger Magnusson	1	2 x 2hr seminars/week for 10 weeks	Either: (i) 2,500wd assignment (50%), 1hr exam (50%); (ii) 3,500 wd essay (50%), 1 hr exam (50%); or (iii) 2hr exam (100%).
<i>LAWS3068/5368 Chinese Laws and Chinese Legal Systems</i>	Prof Bing Ling	Intensive December	This unit is undertaken intensively (2 weeks) in November/December in Shanghai, China as part of the Shanghai Winter School.	1000wd interim essay (20%), final 5000wd essay (80%)
<i>LAWS3417/5117 Commercial Land Law</i>	Assoc Prof Fiona Burns	1	2 x 2hr seminars/week for 10 weeks	Structured class presentation (20%), 2000wd research essay (30%), 1hr open book exam (50%). NB Assessment subject to change and dependent on enrolment numbers.
<i>LAWS3419/5119 Competition Law</i>	Mr David Howarth	2	2 x 2hr seminars/week for 10 weeks	3000wd essay and peer review (30%), 2hr exam (60%)
<i>LAWS3422/5122 Contract and Equity in Land Dealings</i>	Ms Patricia Lane	1	2 x 2hr seminars/week for 10 weeks	3000wd problem questions (40%), take-home exam (60%)
<i>LAWS3426/5126 Criminology</i>	Prof Murray Lee (semester 1), Dr Garner Clancey (semester 2)	Both semesters	2 x 2hr seminars/week for 10 weeks	Class participation (10%), 1200wd paper on prison visit (30%), 3000wd research essay (60%)
<i>LAWS3427/5127 Death and Inheritance Law</i>	Assoc Prof Fiona Burns	1	2 x 2hr seminars/week for 10 weeks	Structured class presentation (20%), 2500wd research essay (40%), 1hr open-book exam (40%). NB Subject to change and dependent on enrolment numbers.

LAWS3428/5128 <i>Media Law: Defamation and Privacy</i>	Prof David Rolph	Semester 1a, Semester 2, Summer Main	Semester 1: 1 x 7hr seminar/week for 6 weeks. Semester 2: 2 x 2hr seminars/week for 10 weeks.	Either: (i) 2,500wd assignment (30%), 2hr exam (70%); (ii) 3,500wd essay (40%), 2hr exam (60%); (iii) 2,500wd assignment (30%), 3,500wd essay (40%), exam (30%); or (iv) 3hr exam (100%).
LAWS3430/5130 <i>Environmental Law</i>	Dr Kate Owens	1	2 x 2hr seminar/week for 10 weeks	Essay (50%), take-home exam (50%)
LAWS3431/5131 <i>Law and Social Justice Clinic</i>	Prof Simon Rice	2	8/9 x 2hr seminars/semester	Class presentation and performance (30%), site performance (30%), 3000wd essay (40%), satisfactory attendance at placement and maintenance of a reflective journal (pass/fail)
LAWS3432/5132 <i>Family Law</i>	Dr Ghena Krayem (semester 1), Ms Felicity Bell (semester 2).	Both Semesters	2 x 2hr seminar/week for 10 weeks	2500wd assignment (40%), final exam (60%)
LAWS3434/5134 <i>International Human Rights Law</i>	Ms Irene Baghoomians	2	2 x 2hr seminar/week for 10 weeks	3000wd essay (50%), 3000wd take-home exam (50%)
LAWS3435/5135 <i>Indigenous Peoples and Public Law</i>	Ms Tanya Mitchell	2	1 x 3hr seminar/week for 13 weeks (evening stream)	Class presentation (20%), 5000wd essay (80%)
LAWS3437/5137 <i>International Commercial Arbitration</i>	Prof Luke Nottage	2	2 x 2hr seminars/week for 10 weeks	Mid-term assignment (40%), final research essay (60%)
LAWS3438/5138 <i>International Commercial Transactions</i>	Prof Vivienne Bath	2	2 x 2-hr seminars/week for 10 weeks	Either 3500wd mid-term research essay (50%), final exam (50%); or final exam (100%).
LAWS3441/5141 <i>Introduction to Islamic Law</i>	Assoc Prof Salim Farrar and Mr Aftab Malik	2	2 x 2hr seminars per week	Class participation (10%), blog (30%), 4000-5000wd research essay (60%)
LAWS3443/5143 <i>Interpretation</i>	Ms Patricia Lane	2	2 x 2-hr seminars/week for 10 weeks	3,000wd research essay (40%), 1000wd drafting exercise (20%), end of course take home exam OR 3000wd optional additional research essay OR 3000wd long problem (40%)
LAWS3444/5144 <i>Japanese Law</i>	Prof Luke Nottage	Intensive February	Undertaken intensively in February in Kyoto and Tokyo. Introduction class held in Sydney prior to departure. Includes field trips such as a study tour to Osaka.	2x 750wd reflective notes (20%), 4500wd research essay (80%)
LAWS3445/5145 <i>Insolvency Law</i>	Mr Lindsay Powers	1	2 x 2hr seminar/week for 10 weeks	3000wd answer to a problem question (30%), 2hr exam (70%)
LAWS3446/5146 <i>Labour Law</i>	Prof Joellen Riley	1	1 x 3hr seminar/week (evening stream)	3000wd research assignment (40%) which students may undertake individually or in groups, 2 hour open book exam (60%)
LAWS3451/5151 <i>Media Law: Contempt and Open Justice</i>	Prof David Rolph	2	2 x 2hr seminars/week for 10 weeks	Either: (i) 2,500wd assignment (30%) and 2 hr exam (70%); (ii) 3,500wd essay (40%) and 2 hr exam (60%); (iii) 2,500wd assignment (30%) and 3,500wd essay (40%) and 1hr exam (30%); or (iv) 3 hr exam (100%). Subject to change.
LAWS3452/5152 <i>Medical Law</i>	Prof Roger Magnusson	1	2 x 2hr seminar/week for 10 weeks	Either: (1) 1hr exam (50%), 3,500wd essay (50%); (2) 1hr exam (50%), 2,500wd assignment, earlier submission date (50%); (3) 1hr exam (50%), 2,500wd assignment, later submission date (50%).
LAWS3455/5155 <i>Policing, Crime and Society</i>	Prof Murray Lee	1	2 x 2hr seminar/week for 10 weeks	2,500-3,000wd research essay (60%), 1,200wd presentation paper (30%), class presentation (10%)
LAWS3457/5157 <i>Private International Law B</i>	Mr Ross Anderson	2	2 x 2hr seminar/week for 10 weeks	Class test (20%), 2hr final exam (80%)
LAWS3460/5160 <i>Roman Law</i>	The Hon Justice Arthur Emmett	1	2 x 2hr seminar/week for 10 weeks	2,000wd essay (20%), take-home exam (80%)

LAWS3461/5161 <i>Public Interest Law Clinic</i>	Prof Peter Cashman	Intensive February, Semester 1	Semester 1: 1 x 2hr seminar/week and the equivalent of one day per week for the semester at a pre-selected placement site. February Intensive: seminars held over 4-5 days at PIAC followed by a two week clinical placement at PIAC (Public Interest Advocacy Centre) during February.	1 x written assignment (100%), compulsory class presentation and participation (pass/fail), Clinical Placement evaluation (pass/fail)
LAWS3463/5163 <i>Sports Law</i>	Mr David Thorpe	1	2 x 2hr seminars/week for 10 weeks	2 x Class presentation and 1200wd written report (40%), 3,600wd assignment (60%)
LAWS3465/5165 <i>Sydney Law Review</i>	Prof Joellen Riley	1	Three lunch time meetings across the semester.	1,000wd review note (20%), 6,000wd case note (80%), participation in editorial tasks (assessed as Satisfactory)
LAWS3478/5178 <i>Development, Law and Human Rights</i>	Prof David Kinley	Intensive February, Semester 1	Sydney Semester 1: 2 x 2hr seminars/week for 10 weeks. Offshore February intensive: Taught intensively in January and February in Nepal.	1 x 2000wd assignment / take-home exam (40%), 4000wd research essay (60%)
LAWS3479/5179 IP: <i>Trademarks and Patents</i>	Dr Fady Aoun	1	2x2hr seminars/week for 10 weeks	Either: (i) 5,000wd research essay (50%) and final exam (50%); (i) final examination (100%). Subject to change.
LAWS3480/5180 <i>IP: Copyright and Designs</i>	Mr Rob Clark, Mr Angus Lang	2	1 x 4hr seminar/week for 10 weeks	Either: (i) 5,000wd research essay (50%) and 1.5hr exam (50%); (ii) 2.5 hr examination (100%). Subject to change.
LAWS3483/5183 <i>War Law: Use of Force and Humanitarian Law</i>	Prof Ben Saul	1	2x2hr seminars/week for 10 weeks	3000wd assignment (30%), 2hr exam (70%)
LAWS3484/5184 <i>Secured Transactions in Commercial Law</i>	Prof Sheelagh McCracken	2	2x2-hr seminars/week for 10 weeks	3000wd assignment (30%), 2hr exam (70%)
LAWS3489/5189 <i>International Moot</i>	Prof Chester Brown (Vis Moot), Dr Alison Pert (Jessup Moot), Prof Luke Nottage (Tokyo Negotiation and Arbitration Competition)	Intensive December, Intensive February, Semester 1	There are no formal classes scheduled for this unit.	Tokyo Negotiation and Arbitration Competition: Course participation, general participation and preparation as required (15%), research and writing of memorials (35%), preparation and participation in mooting rounds and competitions (50%). Jessup Moot and Vis Moot, students are assessed generally on their contribution to the research for and drafting of the written memorials, team work, oral skills, and preparation and participation in the mooting rounds and competitions.
LAWS3492/5192 <i>Legal History</i>	Prof David Rolph	2	1 x 3hr seminar/week for 13 weeks	1 x online quiz (10%), 1 x in-class test (30%), 5000wd research essay (60%)
LAWS3496/5196 <i>United States Constitutional Law</i>	Prof Helen Irving	1	2 x 2hr seminars/week for 10 weeks	Class participation (10%) and either: (i) 2,500wd mid-semester written assignment (30%), final 2hr exam (60%); (ii) 3hr exam (90%)
LAWS3499/5199 <i>Migration, Refugees and Forced Migration</i>	Prof Mary Crock	2	2 x 2hr seminars/week for 10 weeks	3000wd research essay (50%), 2hr exam (50%)
LAWS3503/5203 <i>Insurance Law and Risk</i>	Mr Peter Mann	2	2 x 2hr seminars/week for 10 weeks	2000wd essay or problem-based assignment (40%), 2hr open-book final exam (60%)
LAWS3507/5207 <i>Energy Law: Renewables and Emerging Tech</i>	Dr Penelope Crossley	1a	Taught intensively as 1 x 7hr seminar/week for six weeks	Mock negotiation exercise (30%), in-class test (30%), take-home exam (40%)

LAWS3508/5208 <i>Interdisciplinary Project</i>	Prof Simon Rice	Both Semesters	Blended learning (online seminar/workshop and group work)	Assessment may vary if the University alters the design of the interdisciplinary group project units. As of semester 1, 2019 it is likely to include: group plan (10%), group presentation (20%), 5000 wd group project report (50%), 1500 wd individual report (20%) Practical field work: Law students will be undertaking an interdisciplinary group project with students from other faculties across the University who may be enrolled in this unit or INDP3000.
LAWS3510/5210 <i>Industry and Community Projects</i>	Prof Simon Rice	Both Semesters	Weekly classes consist of seminars/workshops with accompanying online material	Assessment will vary according to the project. In semester 1, 2019 it is likely to include: class participation (10%), analytical essay (30%), trial preparation outline (10%), conduct of the trial (40%), personal reflection (10%) As of semester 2, 2019 it is likely to include: class participation (10%), a law reform field report (20%), campaign proposal (40%), presentation of the campaign proposal (20%), personal reflection (10%)
LAWS3514/5214 <i>Race and the Law</i>	Dr Louise Boon-Kuo	2	2 x 2hr seminar/week	Oral presentation and class presentation (20%), 750wd reflective note (10%), 4000wd essay (70%)
LAWS3515/5215 <i>Citizenship and Nationality Law</i>	Dr Rayner Thwaites	2	7 x 7hr seminars	General class participation (10%), oral presentation (15%), research outline and presentation (pass/fail), 4000wd research essay (75%)
LAWS3516/5216 <i>International Law and China</i>	Prof Bing Ling	2	2 x 2hr seminar/week for 10 weeks	Optional 3000wd research essay (50%), 2hr final exam (50% or 100%)
LAWS3900 <i>Law Honours</i>	Dr Rayner Thwaites	Both Semesters		Attendance at a research workshop and 12,000wd dissertation (100%)
LAWS5360 <i>Independent Research Project</i>		Both Semesters		7,500wd research paper

LLB/JD PART 1 - MASTER'S LEVEL ELECTIVES

UNIT	COORDINATOR	SEMESTER	CLASSES	ASSESSMENT
LAWS6013 <i>Advanced Employment Law</i>	Prof Joellen Riley	Intensive June	May 10, 11, 24, 25 (9 - 5pm)	Either: (i) class participation (20%), 6000wd essay (80%); (ii) class participation (20%), 2 x 3000wd problem assignments (40% each); (iii) class participation (20%), 3000wd problem assignment (40%), 3000wd essay (40%)
LAWS6032 <i>Crime Research and Policy</i>	Prof Judith Cashmore	1	1 x 2hr lecture/week	Class participation (10%), 2000wd research problem (30%), 4000wd research proposal (60%)
LAWS6037 <i>International Import/Export Laws</i>	Adj Prof Alan Bennett	1	1 x 3hr seminars/week for 13 weeks	Class participation (10%), class presentation (20%), either 4,500wd research essay (70%) or final 2hr exam (70%)
LAWS6041 <i>Environmental Litigation</i>	Justice Nicola Pain, Justice Rachel Pepper	Intensive August	May 1-4 (9 - 5pm)	4000wd paper on a practical topic (50%), 4000wd essay (50%)
LAWS6047 <i>Law of the Sea</i>	Assoc Prof Ed Couzens	Intensive November	Oct 17, 18 and 24, 25 (9 - 5pm)	5000wd essay (60%), take-home exam (40%)
LAWS6052 <i>Government Regulation, Health Policy and Ethics</i>	Prof Cameron Stewart	Intensive October	Sep 26, 27 and Oct 17, 18 (9 - 5pm)	Class presentation (20%), 7000wd essay (80%)
LAWS6054 <i>Health Care and Professional Liability</i>	Prof Cameron Stewart	Intensive April	Mar 28, 29 and Apr 11, 12 (9 - 5pm)	Class presentation (20%), assignment or 7000wd essay (80%)
LAWS6061 <i>International Environmental Law</i>	Assoc Prof Ed Couzens	Intensive April	Apr 5, 6 and 12, 13 (9 - 5pm)	Compulsory in-class practical assessment (40%), assignment (60%)
LAWS6063 <i>World Trade Organization Law I</i>	Dr Brett Williams	Intensive September	30, 31 (9 - 5.30pm)	3000 to 3500wd essay (40%), take-home exam (60%)
LAWS6066 <i>Discretion in Criminal Justice</i>	Adj Prof Nicholas Cowdery	Intensive September	Aug 23, 24 and 30, 31 (9 - 5pm)	Take-home exam (60%), essay (40%)
LAWS6091 <i>Chinese International Taxation</i>	Prof Jinyan Li	Intensive May	May 8-10 and 13, 14 (9 - 3.30pm)	Class participation (20%), take-home exam (80%)
LAWS6096 <i>Work Health and Safety: Law and Policy</i>	Prof Richard Johnstone	Intensive October	Sep 13, 14 and 20, 21 (9 - 5pm)	4000wd essay (50%), assignment (50%)
LAWS6109 <i>UK International Taxation</i>	Prof Malcolm Gammie	Intensive October	Sep 25-27 and Sep 30, Oct 1 (9 - 3.30pm)	Class assessment (20%), take-home exam (80%)
LAWS6119 <i>The State and Global Governance</i>	Assoc Prof Jacqueline Mowbray	Intensive September	Sep 6, 7 and 13, 14 (9 - 5pm)	1000-2000wd critique of a selected reading (25%), 250wd essay abstract and one page reading list (10%), 5000-6000wd essay (65%)
LAWS6128 <i>Comparative International Taxation</i>	Prof Brian Arnold	Intensive November	Oct 29, 30 and Nov 4, 5 (9 - 5pm)	In-class test (20%), 2hr exam (80%)
LAWS6130 <i>Dispute Resolution in Australia</i>	Prof Tania Sourdin	Intensive April	Apr 5, 6 and 12, 13 (9 - 5pm)	Problem question (50%), 3000wd essay (50%)
LAWS6165 <i>Biodiversity Law and Heritage Law</i>	Assoc Prof Ed Couzens	Intensive September	Sep 6, 7 and 13, 14 (9 - 5pm)	Class presentation and 1000-1500wd essay (20%), 7000wd essay (80%)
LAWS6171 <i>US International Taxation</i>	Prof Ethan Yale	Intensive August	Aug 21-23 and 26, 27 (9 - 3.30pm)	In-class assessment (30%), 2hr exam (70%)

LAWS6177 <i>Tax Treaties</i>	Prof Richard Vann	Intensive May	May 1-3 and 6, 7 (9 - 3.30pm)	In-class assessment (30%), 2hr exam (70%)
LAWS6193 <i>Criminal Justice: Prevention and Control</i>	Dr Garner Clancey	Intensive May	Apr 11, 12 and May 10, 11 (9 - 5pm)	1500wd seminar paper (35%), 5000wd essay (65%)
LAWS6214 <i>Goods and Services Tax Principles A</i>	Prof Rebecca Millar	Intensive April	Mar 13-15 and 27, 28 (9 - 4pm)	Classwork/test (35%), 2hr exam (65%) A research essay may be undertaken in lieu of the exam with the permission of the Unit Coordinator
LAWS6222 <i>Corporate Governance</i>	Prof Jennifer Hill	Intensive February	Feb 18, 19 and 27, 28 (9 - 4pm)	General class participation and specialised seminar discussion (20%), class quiz (20%), essay or take-home exam (60%)
LAWS6302 <i>Human Rights and Environmental Law</i>	Dr Kate Owens (Coordinator), Prof Rosemary Lyster	Intensive May	May 17, 18 and 24, 25 (9 - 5pm)	Class participation (20%), 8000wd essay (80%)
LAWS6307 <i>Expert Evidence and Class Action Procedure</i>	Prof Peter Cashman	1	1x2-hr lecture/week	4000wd expert evidence essay (50%), 4000wd class action essay (50%) Information on non-assessable tasks will be made available in the unit outline for enrolled students
LAWS6320 <i>Climate Justice and Disaster Law</i>	Prof Rosemary Lyster	Intensive August	Aug 16, 17 and 23, 24 (9 - 5pm)	Class participation (10%), 8000wd essay (90%)
LAWS6330 <i>Fundamentals of Regulation</i>	Dr Belinda Reeve	Intensive September	Intro Class: Sep 9 (6-8) then Sep 12, 13 and Oct 11, 12 (9 - 4pm)	Students can choose a combination of the following culminating in 100%: class presentation (20%), short response question (20%), problem question (40%), 5000wd essay (60%) or 7000wd essay (80%)
LAWS6342 <i>Environmental Markets</i>	Dr Kate Owens	Intensive April	Mar 15, 16 and 22, 23 (9 - 5pm)	Class participation (10%), 8000wd essay (90%)
LAWS6343 <i>International Law and Technology</i>	Dr Rebecca Connolly	Intensive November	Oct 30 - Nov 2 (9 - 5pm)	Class participation (10%), class presentation (20%), 7000wd essay (70%)
LAWS6344 <i>Work, Care and Gender</i>	Assoc Prof Belinda Smith	Intensive May	Intro Class: Apr 2 (6-8) then Apr 12, 13 and May 3, 4 (9 - 5pm)	Either: (i) class participation (10%), 1000wd assignment (25%), 6000wd assignment (65%); (ii) class participation (10%), 1000wd assignment (25%), class presentation (10%), 6000wd assignment (55%)
LAWS6345 <i>Principles of Financial Regulation</i>	Prof Luca Enriques	Intensive April	Apr 17, 18 and 23, 24 (9 - 5pm)	Class participation (10%), take-home exam (90%)
LAWS6350 <i>Criminal Law: History and Theory</i>	Prof Arlie Loughnan	Intensive October	Sep 27, 28 and Oct 4, 5 (9 - 5pm)	Class participation (10%), class presentation (20%), 6000wd essay (70%)
LAWS6352 <i>Mergers and Acquisitions in Asia</i>	Assoc Prof Umakanth Varottil	Intensive May	May 3, 4 and 10, 11 (9 - 4pm)	Class participation (10%), assignment (90%)
LAWS6355 <i>Energy and Water Security Law</i>	Prof Rosemary Lyster	Intensive October	Sep 20, 21 and 27, 28 (9 - 5pm)	Class participation (10%), 8000wd essay (90%)
LAWS6356 <i>Critical Victimology</i>	Assoc Prof Tyrone Kirchengast	Intensive November	Oct 18, 19 and Nov 1, 2 (9 - 5pm)	Class participation (20%), 1200wd essay synopsis (20%) and 5000wd essay (60%)
LAWS6357 <i>The Statutory Foundations of Negligence</i>	Justice Mark Leeming	Intensive April	Apr 5, 6 and May 3, 4 (9 - 5pm)	1500-2000wd case note or statute (20%), 6000wd essay (80%) or 8000wd essay (100%)
LAWS6839 <i>Critical Issues in Public Health Law</i>	Prof Roger Magnusson	Intensive April	Intro Class: Mar 11 (6-8) then Mar 21, 22 and Apr 29, 30 (9 - 5pm)	Either: (i) short response question or short presentation (20%), 6000wd essay (80%); (ii) short response or short presentation (20%), 3000-3500wd essay (40%), take-home exam (40%); (iii) short response or short presentation (20%), 2 x 3000-3500wd essays (40% each)

LAWS6844 <i>US Corporate Law</i>	Prof Jennifer Hill	Intensive April	Mar 18, 19 and 28, 29 (9 – 4pm)	Class participation (10%), quiz (20%), essay or take-home exam (70%)
LAWS6862 <i>Hate Crime</i>	Prof Gail Mason	Intensive April	Mar 15, 16 and 29, 30 (9 – 5pm)	Assignment (30%), 5000wd essay (70%)
LAWS6877 <i>Mental Illness: Law and Policy</i>	Adj Prof Duncan Chappell	Intensive September	Aug 19, 20 and Sep 5, 6 (9 – 5pm)	3000wd assignment (40%), 4500wd essay (60%)
LAWS6889 <i>Death Law</i>	Prof Cameron Stewart	Intensive June	May 16, 17 and 30, 31 (9 – 5pm)	Class presentation (20%), assignment or 7000wd essay (80%)
LAWS6896 <i>International and Comparative Criminal Justice</i>	Prof Thomas Crofts	Intensive May	May 3, 4 and 17, 18 (9 – 5pm)	Class participation (10%), 4000wd essay (40%), assignment (30%)
LAWS6916 <i>International Investment Law</i>	Prof Chester Brown	Intensive March	Mar 5, 6 and 12, 13 (9 – 5pm)	6000wd essay (70%), assignment (30%)
LAWS6920 <i>Global Health Law</i>	Prof Lawrence Gostin	Intensive July	Jul 9-12 (10 - 5.30pm)	Either: (i) 7000wd essay (80%), simulation participation and contribution (20%); (ii) 4000wd essay (50%), simulation participation and contribution (20%), assignment (30%)
LAWS6928 <i>Law, Justice and Development</i>	Adj Prof Livingston Armytage	Intensive June	May 17, 18 and 24, 25 (9 – 5pm)	Class participation (10%), journal (10%), 2 x 3000wd essays (40% each)
LAWS6932 <i>Law and Investment in Asia</i>	Prof Simon Butt (Coordinator), Prof Luke Nottage	Intensive April	Mar 29, 30 and Apr 5, 6 (9 – 5pm)	Assignment (30%), 6000wd essay (70%)
LAWS6944 <i>Market Manipulation and Insider Trading</i>	Dr Greg O'Mahoney	Intensive December	Nov 8, 9 and Dec 2, 3 (9 – 4pm)	Class participation (20%), presentation (20%), 5000wd essay (60%)
LAWS6947 <i>Advanced Obligations and Remedies</i>	Prof Elisabeth Peden	Intensive July	Jul 15-19 (9 – 5pm)	Either: (i) case note (20%), 6000wd essay (80%); (ii): 8000wd essay (100%)
LAWS6964 <i>Global Energy and Resources Law</i>	Dr Penelope Crossley	Intensive September	Sep 5, 6 and 12, 13 (9 – 5pm)	Either: (i) Take-home exam (100%); (ii) take-home exam (70%), essay or problem question (30%)
LAWS6984 <i>Economics of Tax Policy</i>	Prof Patricia Apps	Intensive October	Sep 30, Oct 1 and Oct 8, 9 (10 - 5pm)	Class participation and presentation (10%), 5000-6000wd essay (90%)
LAWS6990 <i>Principles of Oil and Gas Law</i>	Dr Penelope Crossley	Intensive July	Jun 28 - Jul 3	Either: (i) take-home exam (100%); (ii) take-home exam (70%), essay or problem question (30%)
LAWS6997 <i>Cross-Border Deals</i>	Mr Ronald C Barusch	Intensive November	Oct 11, 12 and 18, 19 (9 – 5pm)	Class participation (10%), in-class quiz (20%), assignment (70%)

UNIT	TEACHER	SEMESTER	CLASSES	ASSESSMENT
<i>LAWS3447/5147 Law and Economics</i>	Professor Patricia Apps	2	2 x 2hr seminars/week for 10 weeks	2 x 1000wd essays on a set problem (30%), class participation and presentation (10%), 2hr exam (60%)
<i>LAWS3454/5154 Philosophy of Law</i>	Prof Wojciech Sadurski	Intensive July	Sydney: 7 x 6 hr seminars/wk for 7 weeks Berlin: Taught intensively from 19 – 25 July	Sydney: class presentation and 2000wd written report (20%), class participation (20%), final take-home exam (60%) Berlin: pre-course 2000wd reaction note (20%), class participation (20%), 4000wd take-home exam (60%)
<i>LAWS3468/5168 Theories of Justice</i>	Dr Kevin Walton	1	2 x 2hr seminar/week for 10 weeks	Structured class-participation (10%), reflections on readings (10%), 1500wd mid-semester essay (20%), 4000wd final essay (60%)
<i>LAWS3469/5169 Theories of Law</i>	Dr Kevin Walton	1	2 x 2hr seminar/week for 10 weeks	Structured class-participation (10%), reflections on readings (10%), 1500wd mid-semester essay (20%), 4000wd final essay (60%)
<i>LAWS3471/5171 Theories of Conscientious Obedience</i>	Dr Kevin Walton	2	2 x 2hr seminar/week for 10 weeks	Structured class-participation (10%), reflections on readings (10%), 1500wd mid-semester essay (20%), 4000wd final essay (60%)
<i>LAWS3475/5175 Philosophy of International Law</i>	Dr Michael Sevel	2	1 x 3hr seminar/week for 13 weeks (evening stream)	Class participation (10%), 1500wd mid-semester report (30%), 4000wd essay (60%)
<i>LAWS3495/5195 The Rule of Law and its Value</i>	Dr Michael Sevel	2	2 x 2hr seminars/week for 10 weeks	Class participation (10%), 1500wd mid-semester report (30%), 4000wd essay (60%)
<i>LAWS3500/5200 Law, Morals and Politics</i>	Dr Arthur Glass, Mr Robert Shelley	1	2 x 2hr seminars/week for 10 weeks	Class-participation (10%), 1500wd mid-semester paper (30%), 3500wd essay (60%)
<i>LAWS3512/5212 Law and Social Theories</i>	Dr Deborah Whitehall	1	Taught intensively as 1 x 5hr seminars/week for 8 weeks	2000wd reflective essay 1 (30%), 4000wd reflective essay 2 (70%)

MASTER'S LEVEL JURISPRUDENCE ELECTIVES

<i>LAWS6187 Functional Analysis of Law and Social Control</i>	Assoc Prof Alex Ziegert	Intensive April	Mar 22, 23 and 29, 30 (9 – 5pm)	1000wd research note (30%), 7000wd essay (70%)
<i>LAWS6837 Morals and the Analysis of Legal Doctrine</i>	Adj Prof Christopher Birch	2	1 x 2hr lecture/week	Structured class presentation (20%), 7000wd essay (80%)

04 OFFSHORE OPPORTUNITIES

EXCHANGE OPPORTUNITIES
OFFSHORE UNITS

EXCHANGE OPPORTUNITIES

Exchange is a rewarding experience that allows students the opportunity for academic and personal growth. You will be challenged and given the opportunity to broaden your intellectual horizons. Furthermore, immersing oneself in a different environment and culture fosters a greater sense of independence and self-confidence. Exchange can also benefit students when entering the graduate market as it not only offers a point of differentiation, but also the opportunity to build international contacts.

How does exchange work?

The exchange program allows you to complete a full semester of study overseas and receive credit for this study towards your USYD degree. There are two types of exchange programs: faculty-specific and university-wide. Both programs are available to LLB and JD students.

Eligibility:

To be eligible for Law exchange you must:

- Be in your penultimate or final semester in your JD or LLB degree when undertaking the exchange;
- Have a credit average (65 or above) for university wide exchange and a high credit average (70 or above) for faculty specific exchange. Some destinations vary and may require a higher WAM, such as US destinations require a minimum WAM of 75;
- Be on track to complete compulsories;
- Be enrolled full-time at the University of Sydney (24 credit points) while on exchange; and
- Evidence that you are proficient in the language of instruction if you are applying to an institution where classes are taught in a language other than English. For example, French for Université Paris 1-Sorbonne; Japanese for Kobe University; German for Humboldt University.

For combined LLB students, you may complete an exchange in your first three years for your first degree but you may not enrol in any law units. If you are considering this option, make sure you plan out your degree as you still need to complete your law prerequisites to progress into your fourth and fifth year. Note that you are still eligible to undertake exchange in your Law degree even if you have taken exchange in your first degree. University contact: law.offshore@sydney.edu.au.

FACULTY-SPECIFIC EXCHANGE

Sydney Law School sends approximately 45 students overseas on faculty specific exchanges to universities in North America, Europe and Asia. Students are drawn to the exchange program due to the highly reputable law schools on offer, the quality of the legal education at those institutions, as well as the range and availability of creditable law units. If you are seeking to study in the US you can only do so under the faculty-specific program as US law schools will not accept law students under university-wide agreements.

Country	University
Austria	University of Vienna
Belgium	Katholieke Universiteit (Leuven)
Canada	Queen's University (Ontario) University of Victoria (British Columbia)
China	East China University of Political Science and Law (Shanghai) Renmin University of China (Beijing)
Denmark	University of Copenhagen
France	Sciences Po (Paris) Université Paris 1 Pantheon (Sorbonne)

Germany	Bucerius Law School (Hamburg) Humboldt University (Berlin)
Ireland	Trinity College (Dublin)
Japan	Kobe University
Singapore	National University of Singapore
Netherlands	Radboud University (Nijmegen) Utrecht University Vrije University (Amsterdam)
United Kingdom	University of Nottingham

UNIVERSITY-WIDE EXCHANGE

The university-wide exchange program allows law students to study law subjects at other universities not available through the faculty specific program. Any classes you enrol in at your host university need to be approved by Sydney Law School, so they can be credited towards your Sydney degree. The following institutions offer law programs in English:

Country	University
Canada	University of British Columbia University of Ottawa University of Toronto
Denmark	University of Aarhus
Finland	University of Helsinki
Israel	Hebrew University of Jerusalem Tel Aviv University
Korea	Yonsei University
New Zealand	University of Auckland
Norway	University of Bergen University of Oslo
Sweden	Lund University Uppsala University
Netherlands	Leiden University University of Groningen
United Kingdom	University of Glasgow University of Manchester University of Stirling

University-wide exchanges which offer law programs in languages other than English may also be available, but you are required to provide evidence of near native fluency to participate.

How do I choose an exchange destination?

When thinking about where you may go, you may consider:

- the language of instruction;
- the host university's reputation;
- overall competition or demand for exchange places;
- how your personal, academic and recreational interests fit with the lifestyle offered by that campus;
- when the academic year runs within your host university's country;
- how much it will cost, and whether there are scholarships available for that course; and
- the big picture and reasons for going so that you are open to whatever opportunity may arise from your application.

Applications

Students who apply for faculty-specific exchange are required to complete an online application form. You will have to provide information about yourself, reasons for your motivation for exchange, a study plan and curriculum vitae. The selection committee will consider your suitability and readiness for an exchange in addition to your academic performance. Students who want to apply for university-wide exchange must attend an information session and register in order to access the online application form. There are two rounds of applications each year: one in July, to go on exchange in the first semester of the following year; and one in November, to go on exchange in the second semester of the following year. You can nominate up to three university preferences. Applications are made through Sydney Student and require a statement of purpose and an academic study plan. Application processes, deadlines, eligibility criteria and the finer details vary from one institution to another. Refer to the exchange brochure for your chosen host university.

Enrolment for Law Exchange

While undertaking a Law exchange, you will be enrolled at the University of Sydney in either 24 credit point units LAWS3044 (LLB) or LAWS5344 (JD). Although you may want to complete language or other units in your exchange, you need to complete 24 credit points of law units. For 24 credit points this is equivalent to 30-40 European Credit Transfer System units (ECTS) or 12 American Bar Association units (ABA). For your exchange units to count towards your degree:

- before you depart, you are required to nominate the units of study and have them approved by the Associate Dean (International);
- once you arrive and enrol, you need to confirm your unit of study selections with the Associate Dean (International);
- during the exchange, ensure that any variations to your unit selections are approved by the Associate Dean (International); and
- give the Sydney Law School a copy of your academic transcript from your exchange institution listing the units of study undertaken and the results achieved.

It is important to note that the results you achieve at the exchange institution will not contribute to your USYD WAM but you will need to satisfy the exchange unit requirements to pass and receive credit.

Costs and Scholarships

By remaining enrolled at USYD, students are not required to pay tuition fees to the host institution but must pay their usual USYD tuition fees. However, you may be required to pay an administrative fee. Students are required to pay for return airfare, visa and living expenses whilst overseas. A general estimate is AU\$10,000 - \$15,000 for one semester to cover living expenses, airfares, travel and health insurance. Costs will vary depending on the exchange rate and the cost of living in each country. Students may also be eligible for the government funded OS-HELP loan scheme that assists you to undertake some overseas study, if they are CSP students that have six credit points to complete following period overseas. Sydney Law School offers a limited number of \$2000 exchange scholarships to students undertaking a faculty-specific exchange. These are awarded on the basis of equity and you should apply for them at the same time that you apply for the exchange. Sydney Abroad offers hundreds of scholarships each year that are awarded on the basis of academic merit and successful placement with Super Partners. These include:

- **Academic Merit Scholarships** - \$1500, 70 WAM requirement
- **Vice Chancellor's Global Mobility Award** - \$5000, available under E12 scheme or other Educational Access Scheme
- **Vice Chancellor's Global Mobility Scholarship** - \$2000, available to students accepted into semester exchange program with Super Exchange Partners

There is no separate application process and most nominated students will be automatically considered for these scholarships. See the Sydney Abroad pages, 'Scholarships and funding' for more information.

OFFSHORE UNITS

Short Term Offshore Study

Sydney Law School has agreements with leading law schools around the world. As part of these agreements, students can undertake exciting studies in Asia and Europe. These units are taught intensively during Summer and Winter breaks. More information from the faculty about these courses, including application procedures, conditions and costs for each unit, see: <https://sydney.edu.au/law/study-law/experiential-learning/offshore-study-opportunities.html>. Eligible students can defer tuition fee payment for some of these courses using HECS-HELP or FEE-HELP. Scholarships and OS-HELP may also be available.

DEVELOPMENT, LAW AND HUMAN RIGHTS (HIMALAYAN FIELD SCHOOL) LAWS3478 / LAWS5178

Session: January – February intensive

Load: Semester 1

Coordinator: Professor David Kinley

Assessments: take-home assessment (40%) + 4,000wd research essay (60%)

Enrolment in this unit requires special application.

The unit is conducted over two weeks at the Kathmandu School of Law in Nepal and explores the role and limits of law in addressing acute problems of socioeconomic development and human rights facing a developing country like Nepal. Themes of the unit include the transition from armed conflict to peace, the interaction between local disputes over natural resources, the legal protection of refugees, as well as the experience of women in development and human rights debates. The unit will also provide opportunities to stay in a rural tribal village, visit a refugee camp and explore Nepal's cultural and natural heritage.

Eligibility:

The Field School is a 6 credit point elective unit for credit towards undergraduate or postgraduate law degrees at Sydney Law School. Students in the LLB program must be on track to complete their first degree by the end of Semester Two to be eligible to apply. JD students need to have completed the full-time equivalent of one year of a JD program. A maximum of 30 students will be accepted into the program, with an initial 15 places held for postgraduate students currently enrolled with Sydney Law School. The unit is offered on a Commonwealth supported (CSP) and full-fee basis. An additional in-country fee covering in-Nepal expenses is also required. Eligible students may apply to defer their tuition fee payment using FEE-HELP, however this cannot be used to defer fee payment for in-country expenses.



2019 Himalayan Field School

STUDENT EXPERIENCE - HIMALAYAN FIELD SCHOOL RASA BERGIN

What motivated you to apply for an offshore unit?

I have always had an interest in human rights broadly, so I thought this would be a great experience to learn in-depth about one country, which I really had no prior knowledge of.

What were your thoughts about the classes and assessment?

It was quite relaxed in terms of the content of classes while we were actually in Nepal, they were more of a group discussion. In saying this, some days we had 3 lectures and a site visit to consolidate our knowledge, so it was full on...but rewarding! It definitely helped to do the readings prior so that you could properly engage in the issue. The course was fast paced with new topics each day and there was no time to do any work there.

The assessments were done back in Sydney. They were challenging but really pushed us to consider what could practically be done to address the issues we were exposed to while in Nepal. While this was difficult, I think it was really important because we can so easily read about an issue and make wild judgments, but this made us step into reality and consider what does and does not work in development and how problems can be solved.

What do you think were the advantages of completing an offshore unit?

Being immersed in the country helped my learning immensely - we were able to interview locals and those in some of the highest positions in the UN, World Bank and National Human Rights Commission. It was these interviews and the information gathered that formed the basis of our assignments. In addition, the fact I had been in the country for three weeks and connecting with so many lovely, intelligent people meant I really wanted to do the experience justice by putting a decent effort into the assignment. It definitely wasn't a subject I felt like I could throw together an essay just for the sake of getting it done.

What was the most noteworthy experience of your trip?

Travelling to Melamchi to spend 3 days learning about the Melamchi Water Supply Project which has been in the works for 19 years, with the objective of providing clean drinking water to the people of Kathmandu.

Spending the course with students from the Kathmandu School of Law - they were so welcoming and extremely helpful in our learning by giving us a youthful insight into the country and the perspectives that young people hold.

Also going on a Trek prior to the course (highly recommend!) - apart

from the amazing views this actually helped me with the subject as I could experience the diversity in living standards in the country as I was able to meet people living at an altitude of 3000 metres in the difficult to access mountain ranges.

What challenges did you face?

I think we all went into the subject thinking we would get answers to why things are the way they are in Nepal, but as we went on we had to come to the realisation that it is extremely complex and frustrating at times. For example, you can look at all the rubbish on the street and think "Wow that's not great for the environment", but then you remember that because there is no drinking water from taps in Kathmandu everyone must buy plastic bottles and there is also no rubbish collection. The access to drinking water is a whole other issue that is underscored by the geography of Nepal, funding, corruption, environmental issues and access to information. Something as simple as water, which is so readily available in our everyday lives, presents so many issues in Nepal.

What challenges did you face?

Don't treat the subject as an easy one because you get to go and travel - it is demanding!

KYOTO AND TOKYO SEMINARS IN JAPANESE LAW LAWS3444 / LAWS5144

Session: February intensive

Load: Semester 1

Coordinator: Professor Luke Nottage

Assessments: 2 x 750wd reflective notes (20%) + 4,500wd research essay (80%)

The Kyoto and Tokyo Seminars offer a unique opportunity to study Japanese Law in global and socio-economic context. The program aims to develop the general skills of comparative lawyers, to effectively and critically assess contemporary developments in the legal system of one of the world's wealthiest democracies. Classes are taught in English on an intensive basis across two weeks. The 'Kyoto Seminar' is held at the Ritsumeikan University Law School in Kyoto and provides an introduction to how law operates in Japanese society. The 'Tokyo Seminar' is held at the Ritsumeikan University campus in Tokyo and examines in more detail business law topics in a socio-economic context. The program also includes field trips to various legal institutions.

Eligibility:

Enrolment in The Kyoto and Tokyo Seminars unit is available as a 6 credit point elective to current undergraduate and postgraduate law students at the University of Sydney. Students in the LLB program must have completed at least third year Combined Law, and be on track to have met all the requirements of their first degree by Semester Two. JD students need to have completed the full-time equivalent of one year of a JD program. A maximum of 35 students though Sydney Law School will be accepted into each seminar. The Kyoto and Tokyo Seminars are offered both on a Commonwealth supported (CSP) and full-fee basis. An additional Ritsumeikan Service Fee is required. Eligible students may apply to defer their tuition fee payment using FEE-HELP, however this cannot be used to defer fee payment for in-country expenses.

STUDENT EXPERIENCE – KYOTO AND TOKYO SEMINARS IN JAPANESE LAW

MATT BLAKE

What motivated you to apply for an offshore unit?

I decided to participate in the Japanese Law program because I wanted to study an unconventional law unit. Perhaps what made Japanese law the most appealing option was the large variety of topic areas that are covered in the course. Among others, we learn about tax law, constitutional law, criminal law and the interaction between law and Japanese popular culture. The course's focus on breadth not depth allowed for a more encompassing and holistic understanding. I also felt that studying Japanese Law made logical sense from an Australian perspective given the two nations share strong economic links that will most likely become stronger in light of the Trans Pacific Partnership. Of course, the prospect of studying a law subject overseas and doing more than a little travel before and after was another big drawcard.

What were your thoughts about the classes and assessment?

The topic areas were taught by an impressive number of international and local academics who specialised in different fields. Most seminars were taught by two academics, which provided a greater degree of insight and experience to the topics. Unlike other law subjects, the teaching style also emphasised a degree of interactivity and class engagement. We also had the opportunity to sit in on a hearing in the Osaka District Court and hear from expatriate lawyers practicing in Tokyo. Japanese Law also broke the 'one mid-semester assessment and one final exam' formula. Instead, the unit required two Reflective Notes (worth 10% each) and one final essay (worth 80%). The Reflective Notes were particularly interesting, allowing you to personally engage and argue about any topic you have come across in the course. These assessments left more room to develop personal opinions and views than other law subjects I have previously studied.

What do you think were the advantages of completing an offshore unit?

The best advantage of completing an offshore unit like Japanese Law is to develop your understanding of comparative legal analysis. Very few elective units give you the ability to immerse your thinking into a different legal system; one that rests upon unique legal traditions and philosophies. This exposure is transferable to Australian law units and will no doubt be of use to practicing lawyers who deal with Japanese transactions or clients. It also goes without saying that the opportunity to travel and get to know new people provides a rare opportunity. Memories of singing karaoke, clubbing in Kyoto or eating at local ramen shops inevitably form the foundations for strong and lasting friendships.

What was the most noteworthy experience of your trip?

It is always difficult to pinpoint one particular experience. One memory that does stand out however, was our visit to the Osaka District Court to attend a criminal hearing. Naturally, the hearing was all in Japanese. The majority of us spent our time trying to work out the nature of the hearing and identifying the parties of the proceeding, something that was made harder by the different configuration of Japanese courts. Upon leaving the hearing, we congregated outside to hear one of the professors explain that it was an attempted murder trial. Most of us had imagined something far different. From a travelling perspective, the most noteworthy experience I had was visiting Mount Fuji on a day trip from Tokyo.

What challenges did you face?

The very nature of travelling another country with a different language will always raise certain challenges. You must always be aware of differences in language and cultural customs, as well as be weary of navigation. I remember numerous times that my friends and I got lost in the sprawling Tokyo streets. However, the interesting thing about Japan is that the locals will always stop and

ask you if you need help. Some may even offer to walk you to your building, even when this is far out of their way. Their knowledge of English and ability to understand so-called 'Japlish' (attempted Japanese-English) also means that the language barrier is never an issue. For someone wishing to study this unit, I would recommend that they carefully plan out their travel beforehand. This is because internal travel can be expensive if not properly coordinated and timed with the Japanese Rail Pass.

What do you wish you had known before completing the unit?

First, I wish I had known that the Japanese Law unit is not a study of "case law" that focuses on reading lengthy cases and trying to synthesise complex legal principles. Instead, the unit is more about understanding the unique interaction between society and law in a Japanese context. I also wish I had known that the program at Ritsumeikan University includes students from local universities, as well as from around Australia and the Asia Pacific. This means that the unit gives you the opportunity to meet a diverse range of people that you are unlikely to meet otherwise.

SHANGHAI WINTER SCHOOL LAWS3068 / LAWS5368

Session: December intensive 2019

Load: Semester 2

Coordinator: Professor Bing Ling

Assessments: optional interim 1,500wd essay (20%) + 2hr exam completed in Shanghai (80% or 100%)

The Shanghai Winter School is an intensive three week introduction to Chinese law at the East China University of Political Science and Law. The unit creates an overall picture of the modern Chinese legal system and examines the concept of law as a political function, whilst experiencing life in the country. Content of the unit may include Chinese legal history; constitutional law; criminal law and procedure; contract law; financial law; foreign trade law; intellectual property law and environmental law. It is anticipated that there will also be a visit to a Chinese law firm and/or a Chinese court. Lectures are given in English. Students are provided with copies of English translations of relevant legislation and a selection of readings to complement the lectures.

Eligibility:

Enrolment in the Shanghai Winter School is available as a 6 credit point elective to current undergraduate and postgraduate law students from the University of Sydney. Students in the LLB program must have completed at least third year Combined Law. JD students need to have completed the full-time equivalent of one year of a JD program. A maximum of 60 students will be accepted into the program and applicants are strongly urged to submit applications without delay to avoid disappointment. The Shanghai Winter School is offered on a full-fee basis only. Commonwealth supported places (HECS-HELP) are not available. An additional in-country fee covering in-Shanghai expenses is also required. Eligible students may apply to defer their tuition fee payment using FEE-HELP, however this cannot be used to defer fee payment for in-country expenses.

PRINCIPLES OF OIL AND GAS LAW LAWS6990

Session: July Intensive

Load: Semester 2

Coordinator: Dr. Penelope Crossley

Assessments: Options: (i) take-home exam (100%) or (ii) take-home exam (70%) and optional essay or problem question (30%)

Held in Stavanger, Norway, this unit offers an introduction to the basic legal concepts relating to oil and gas exploration and production and an understanding of the characteristics of the key legal devices through which this activity is organised. It will survey how states develop and operate the legal regimes reflecting key issues and policy concerns.

It is designed both for lawyers who wish to begin to develop a specialised competence in the field of oil and gas law, and for non-lawyers active in or in connection with the industry, who need an appreciation of the legal context in which its activities are carried on.

The program will be offered on an intensive basis, including a free day for reading and other activities. Students will be taught by Dr Penelope Crossley of the University of Sydney with guest lectures delivered by leading expert, Professor Kim Talus, Professor of European Economic and Energy Law at UEF Law School, Director of the Centre for Climate Change, Energy and Environmental Law and Professor of Energy Law at the University of Helsinki.

On completion of the unit, participants should be able to explain the specific legal problems posed by the physical characteristics of oil and gas; to identify different approaches to the resolution of those problems, their strengths and weaknesses; to identify and analyse the special issues presented by offshore oil and gas resources on the one hand, and onshore resources on the other; to compare the approaches of different states to the exploitation of their oil and gas resources, and the different legal vehicles used to support and control the involvement of private capital is involved in this task; to identify the problems that may arise at each stage of the exploration, production and disposition of oil and gas, and to analyse their legal solution; to outline the legal approach to any special environmental and occupational safety problems posed by oil and gas operations; and to consider how legal regimes for oil and gas exploration and production may be evaluated in terms of political and legal risk.

ADVANCED OBLIGATIONS AND REMEDIES LAWS6947

Session: July Intensive

Load: Semester 2

Coordinator: Professor Elisabeth Peden

Assessments: Option 1: case note (20%) and 6000wd essay (80%) or Option 2: 8000wd essay (100%)

The Sydney Law School is offering the opportunity for law students to enrich their university experience by studying a comparative unit in the setting of an historic and renowned university, taught by experts from some of the world's leading law schools.

The aim of this unit is to explore a number of contentious issues arising in the law of civil obligations and remedies in a broad legal context. It will build on prior study of the fundamentals in the areas of torts, contracts, equity and property and place particular emphasis on the interaction of these three fields of the law and on comparative perspectives of Australian law and the laws of the United Kingdom.

The program will be offered on an intensive basis over five days in Cambridge, including one free day for reading and preparation.

Advanced Obligations and Remedies is a July intensive unit of study and is counted toward a Semester 2 load.

PHILOSOPHY OF LAW (BERLIN) LAWS3454 / LAWS5154

Session: July Intensive

Load: Semester 2

Coordinator: Professor Wojciech Sadurski

Class structure: 1-week intensive at Humboldt University, Berlin

Assessments: Pre-course 2,000wd reaction note (20%) + class participation (20%) + 4,000wd take-home exam (60%)

The unit introduces fundamental notions of jurisprudence as they pertain to the aims, functions and values of law and the legal system, providing students with the conceptual means to conduct critical scrutiny of legal systems and rules. A stream of this unit is also taught off-shore, with the intensive Berlin course featuring guest lectures by distinguished German legal scholars on German jurisprudential traditions and controversies. Students participating in the off-shore course should prepare for heavy pre-reading, with its short duration meaning it may best suit those with a philosophical background. In Humboldt University (Berlin), the unit Philosophy of Law aims to provide a critical understanding of the fundamental principles of legal theory and philosophy of law. Content of the unit includes discussion of the concept of law, the notions of obligation, authority, and legitimacy of law; the main theories of legal interpretation; and the special role of the concept of 'rights' in legal theory. This unit will satisfy the Jurisprudence elective requirement for the LLB and JD.

Eligibility:

Enrolment into the Philosophy of Law off-shore unit is available to Bachelor of Laws and Juris Doctor students in their penultimate or final year. Students must be eligible to undertake elective units. Sydney JD students must ensure they have made satisfactory progress in their core units to be eligible to enrol (usually a minimum of 72 credit points at the commencement of the program). The unit is usually capped at 30 students, with an initial quota of 10 places reserved for postgraduate students. Fees include the University of Sydney tuition fee (which varies depending on your enrolment) and an In-Berlin fee covering in-country expenses. Eligible students may apply to defer their tuition fee payment using FEE-HELP, however this cannot be used to defer fee payment for in-country expenses.

Undertaking my Jurisprudence elective at Humboldt University in Berlin under the teaching of Challis Professor Wojciech Sadurski was an incredible opportunity. It permitted us to explore the fundamental underpinnings of our legal system in a relevant cultural context that enhanced class discussion and as a result our understanding of course materials. Professor Sadurski also organised a distinguished Italian Professor to visit and provide a lecture on his area of expertise. There was also opportunity for us to visit some significant sites and experience German culture with our Sydney Law School classmates. **LUKAS HEJTMANEK**

05

**SUPPLEMENTING
YOUR STUDY**

**& DEVELOP
YOUR SKILLS**

COMPETITIONS AND WORKSHOPS

VOLUNTEERING

FACULTY INTERSHIPS

COMPETITIONS & WORKSHOPS

Law school and legal practice encompasses much more than problem questions and essays, and SALS offers a wide range of competitions to cater for a range of interests. Using written, oral and analytical skills, competitions allow students to foster their legal writing, oral, advocacy and analytical skills through mooting, client interviewing, negotiations and witness examination. Providing insight into the legal profession, such competitions are often adjudicated by distinguished legal professionals, including former High Court Justices, current District Court Judges, members of the Bar and academics at the law school.

INTERNAL COMPETITIONS

SALS holds many Mooting and Skills Competitions internally which are tailored towards competitors of all levels and abilities. The problems which you will tackle in the moots tend to correlate with what you have learnt or are learning in your course work and so most students will move through the SALS mooting program as they progress through their studies. The internal competitions usually run from Week 4 and finish at least a week before Stu-Vac. Generally, the competitions consist of two preliminary rounds, quarter-finals, semi-finals, and a grand-final. Registration will open in Week 1 of each semester and will close at the end of Week 2, depending on the specific competition.

For more information, please visit <http://www.sals.org.au/new-page-4/>

Competitions include:

- Torts Law Moot (Semester 1)
- Jones Day Public International Law Moot
- Federal Constitutional Law Moot (Semester 1)
- Clayton Utz Negotiations Competition (Semester 1)
- Henry Davis York Client Interviewing Competition (Semester 1)
- The First Year Moot (Semester 2)
- Criminal Law Moot (Semester 2)
- Herbert Smith Freehills Contract Law Moot (Semester 2)
- King and Wood Mallesons Witness Examination Competition (Semester 2)

TOP TIPS FROM NEGOTIATIONS GRAND CHAMPIONS 2018 EMILY MAY (EM) & OWEN JAMES (OJ)

What motivated you to join this competition?

EM: I've always enjoyed public speaking and wanted to try a new challenge by entering a SALS comp. I entered negotiations believing it would be the hardest and was surprised at how enjoyable it was.

OJ: I joined the competition because I'd always wanted to try out a SALS comp and one day a friend suggested it would be fun to do negotiations together. Really just wanted to see what it was like.

What's involved with a negotiation?

EM: There are general facts usually about a page long about a dispute, and each team are given additional secret facts that are about 2 pages. Each round begins with a performance of handshakes, acknowledgment of practising in good faith, without prejudice, and advising if your party has binding authority. After the negotiation to hopefully come to a resolution, there is time for reflection with judges.

OJ: There are two teams. They get a factual scenario, some kind of dispute. Each team represents a party to the dispute. They get secret instructions from the party. The aim is to negotiate a favourable outcome for whoever you are representing. The

negotiation itself is just the two teams sitting together trying to establish what each other wants, and trying to accommodate that as best as they can while still getting what their client wants. It's a fun strategic push and pull. A lot of trying to read when the other team is bluffing and not.

What's the most challenging aspect that you've faced in the competition?

EM: Responding appropriately under pressure as each situation is new and each team has a different communication style. Practising this skill while remaining focused, polite and open-minded is an exhilarating challenge.

OJ: Probably the fact that every team is very different. You never have the same negotiation twice. Each time you have to adopt a completely different approach that caters to the negotiating style of your new opponents. This can become a bit challenging on the spot sometimes.

How has negotiations improved your skills and how has it related to your law degree?

EM: It has helped me think like a lawyer, consider different approaches to problems, and enhanced my communication skills. These dispute resolution skills are invaluable and helped build confidence about my abilities.

OJ: I have definitely developed skills that are useful for handling formal meetings and workplace disputes more generally. It's not really something they teach in class, but the skills are essential to dispute resolution, which is a core element of legal practice.

What are the most important aspects of negotiations in your perspective?

EM: Open-mindedness for a good outcome, excellent team preparation, and remain aware of your client goals.

OJ: Learning to sit down with someone who fundamentally wants the opposite outcome to you and come a compromise.

Do you have any advice or tips for others?

EM: Be honest, remember your manners, and smile! Expect, and accept, the unexpected as a negotiation never goes to plan, but strive for a good outcome for your client.

OJ: Do not go in with inflexible goals. Always be flexible while remaining within your client's interests.

NEGOTIATIONS TIP FROM GUEST JUDGE CHRIS RONALDS AO SC *Negotiations Semi Final 2018*

"Always be charming"

**TOP TIPS FROM
CLIENT INTERVIEWING GRAND CHAMPIONS 2018
RAGAVI SRIKANTHA**

What motivated you to join this competition?

I was drawn to client interviewing because I knew I would enjoy the opportunity to solve a broad range of legal problems by offering legal and non-legal solutions. The opportunity to build relationships with a diverse range of clients was extremely rewarding and was what made my partner and I look forward to each competition.

What's involved with an interview?

A client interview is a simulation of the first time two lawyers meet their prospective client. Around half of the interview involves questioning of the client to discern all the legal issues they are facing. It is then necessary to ascertain the client's goals and any financial limitations in order to present realistic and effective solutions to the client's problems. It's also important to ensure that the lawyer addresses all potential ethical issues in line with the professional rules.

What's the most challenging aspect that you've faced in the competition?

I found interviews where we had clients who were extremely reluctant to share information (because they were scared of being liable for something or being judged) extremely challenging. While I was keen to ask questions, I needed to make sure that I didn't sound interrogative or harsh in any way to avoid the client feeling uncomfortable.

How has client interviewing improved your skills and how has it related to your law degree?

I learnt how to foresee risks facing the client and was given the opportunity to offer strategic and practical solutions which were tailored specifically to the client's needs. I'm sure these skills will be useful in practice. I also improved my communication skills as client interviews gave me the chance to express legal issues and solutions in a clear and concise manner.

What are the most important aspects of interviewing in your perspective?

Building a relationship of trust and confidence with the client is the most important aspect of client interviewing. Without this, the client won't be willing to share crucial information about the legal issues they are facing and their goals, which will hinder the 'lawyer's' ability to conduct a good interview.

Do you have any advice or tips for others?

Competitors should prepare a structure for their interview and ensure they allocate an appropriate amount of time for each section of the interview. It's also really important to stick to the structure and ensure that you discuss one issue at a time to avoid confusing yourself and the client.

INTERVARSITY COMPETITIONS

SULS enters teams into intervarsity competitions consisting of 'Head-to-Head' moots against other universities and National Tournaments.

For more information, please visit <http://www.suls.org.au/new-page-5/>

Competition	Semester
The Sir John Peden Contracts Moot	1
Intervarsity Skills Competition (SULS v Macquarie University)	1
Allen and Overy Private Law Moot	1
Administrative Appeals Tribunal National Mooting Competition	2
Castan Centre for Human Rights Moot Competition	2
Justice William Gummow Cup	2
Baker and McKenzie National Intervarsity Women's Mooting Tournament	2
Streeton Lawyers Criminal Law Moot	1
QUTS Torts Moot	2
Sir Harry Gibbs Constitutional Law Moot	2
The Hon Michael Kirby Contract Law Moot Competition	2

INTERNATIONAL

Students who enjoy and display high levels of competency may participate in international law moots and competitions, representing Sydney University. Participation in these competitions contribute to units of study and standard credit points apply.

For more information, please visit <http://www.suls.org.au/new-page/>

Competitions
International Maritime Law Arbitration Moot (IMLAM)
Herbert Smith Freehills NUL Delhi International Negotiation Competition
Philip C Jessup Law Moot Court Competition
Willem C. Vis International Commercial Arbitration Moot



2019 Jessup Moot Team:
Charlotte Lewis, Jane Spencer, Ruben Robertson, Alyssa Glass (coach), Meg Winton, Jacqueline Krynda.

STUDENT EXPERIENCE - IMLAM MOOT MAY YANG

What motivated you to apply for IMLAM?

I applied for IMLAM because I really enjoy mooting. It's very exhilarating to have a conversation with the bench about a niche topic of law and to persuade the judges why you are right. The international element of the competition is also really exciting.

What's involved in the competition? What level of time commitment is required?

As with any moot, IMLAM requires a lot of research, preparation, and work before you actually get to the moot. The competition typically starts in January when the question is released, and ends in July. The team will research and formulate written and oral arguments until the submissions are as strong as they could possibly be.

In terms of time commitment, it is no less than a unit of study.

What has been the most challenging aspect of IMLAM?

I think the most challenging aspect is that moots can be unpredictable. You can prepare all the right things but there will always be one or two aspects (if you're lucky) that never quite go according to plan. The arbitrators may have a niche interest in equity and drag every question back to equity or your opposing counsel could run really rogue arguments – you just never know!

How has the moot enhanced your legal knowledge and skills? How applicable are these skills to your law degree?

Mooting has definitely enhanced my knowledge of the law. Since you need to learn an area of law in huge detail to prepare for questions from the bench, you're not going to forget it quickly. It is also a valuable opportunity to hone both written and oral advocacy skills. It's very important to have a clear structure for submissions, which is equally true for writing good legal arguments.

What was it like working with other students, academics and/or professionals?

It has been very rewarding to work with everyone. People volunteer their time to coach, edit drafts, judge after work and on weekends, and help out whenever and wherever they can. Academic and professional judges also help the IMLAM team in practice moots so it is a very rewarding learning experience. Teamwork is a very big part of this competition but it would also not be possible without support from the mooting community.

What advice do you have for students looking to apply?

IMLAM is challenging, both in terms of the work load and time commitment so do take that into account when planning your semester. Other than that, try a few moots out, and just have fun!

STUDENT EXPERIENCE - VIS MOOT LUCY NASON

What motivated you to apply for VIS?

I wanted to participate in mooting to develop oral advocacy skills. Doing VIS was an opportunity to moot in amazing locations in Europe, and it also appealed to my interest in research. You get the chance to work on a long-term project, beyond the scope of most units of study, and research the legal issues in detail.

What's involved in the competition? What level of time commitment is required?

Doing the VIS Moot is a six-month commitment. A 60-page problem question is released in October and the team, with the support of the coaches, works on producing two written memoranda (one for each party in the dispute) which explain the issues involved and why the Tribunal should decide in favour of your client. Once the memoranda are submitted, you develop your oral arguments by doing practice moots multiple times per week. The team then flies to Europe and participates in pre-moots, which gives you the chance to test your arguments against other teams before you compete in the real competition in Vienna.

You receive subject credit for doing VIS, and the workload is definitely equivalent to a unit of study. You do need to be able to dedicate time to it over the summer break, but members of my team were able to juggle doing VIS with clerking and other commitments.

What has been the most challenging aspect of VIS?

The most challenging aspect was balancing VIS with my other subjects and part-time work. Especially in the first few weeks, getting your head around the legal issues can be difficult and requires a lot of reading. For example, our problem question dealt with the concept of 'hardship' which is well known in civil law jurisdictions, but which we hadn't heard of before we started VIS. It's a steep learning curve and you're still learning and refining your arguments while you're doing pre-moots.

What has been the most rewarding aspect?

The most rewarding aspect by far was working together with the team and getting to know everyone. The friends I made is the most important thing I will be taking away from this experience! Of course, it is academically enriching too. Being able to look back on the first practice moot and seeing how much you have improved in the course of a few weeks makes the challenges worth it.

How has the moot enhanced your legal knowledge and skills? How applicable are these skills to your law degree?

Participating in Vis introduced me to international commercial arbitration, which is a field of law I didn't know anything about before the moot. For me, it has sparked an interest in litigation and dispute resolution. VIS was also an opportunity to build upon my knowledge of contract law from my first year at Law School. From a skills perspective, submitting the memoranda was an exercise in succinct legal writing, which is directly applicable to answering problem questions. Learning how to structure and 'sell' arguments orally – and how this differs to written work – was also very valuable.

What was it like working with other students, academics and/or professionals?

The greatest aspects of VIS were the professionals, academics, and VIS alumni who gave up their time to arbitrate your practice moots and provide feedback. We felt supported through every step in the process. I also learnt so much from my coaches and teammates – I couldn't imagine working with better people.

What advice do you have for students looking to apply?

My advice would be to think clearly about why you want to do VIS and let that come through in your application. VIS definitely requires team effort and enjoying working in small groups is a must. I would encourage anyone who is interested to apply; it's a memorable and worthwhile experience.



2019 VIS Moot Team: Brendan Hord (co-coach), Kilian Elkinson, Nina Mao, Lucy Nason, Beata Szabo and Andrew Bell (co-coach).

WOMEN'S MOOTING PROGRAM

The Women's Mooting Program is not a moot. It is a program open to all female-identifying and non-binary identifying Sydney Law School students and aims to cater to all levels of mooting experience. The commitment is usually 2 hours per week from Weeks 3 to 11, with no additional preparation required outside of that in Semester 2.

Participants are allocated to a mooting group based on availability, and attend 6 mooting workshops with peers in that group. Workshops are facilitated by experienced female student mooters, with the assistance of external mentors. There are some additional optional events for participants, including speaker events, skills workshops, and socials.

At the conclusion of the Women's Mooting Program at the end of Week 11, there is a competitive moot over 2 days, which participants can choose to participate in.

MOOTING ADVICE JANE SPENCER

What motivated you to join mooting and why have you continued?

I decided to sign up for mooting in first year because I thought it would be fun to try it out. I've always enjoyed public speaking activities so I thought it would be interesting to take part in one that involves law. I've continued to moot because I love it!

What's involved in a moot?

A moot involves a lot of preparation before actually standing up to argue your case in front of a judge. This includes researching the relevant law, figuring out your arguments and also considering possible questions that the judges may ask. During the moot you get the chance to present your arguments to the judge in a conversational manner and respond to their questions. It's also important to be able to respond to the arguments the opposing side makes in their oral submissions.

What's the most challenging aspect that you've faced in a competition?

When a judge asks a constant stream of difficult questions and you realise that in the panic of the moment you've said something that damages your case and now you need to dig yourself out of a hole!

How has mooting improved your skills and how has it related to your law degree?

Mooting has helped me to become more flexible and creative in thinking of different arguments based on the law especially where I'm arguing the weaker side. It has also helped me to improve my ability to think on my feet which is not a skill that I have naturally. Mooting is also a good opportunity to research areas of the law in more depth than when we study the subjects at uni.

What is the most important aspect of mooting in your perspective?

I think the research beforehand is the most important part of a moot because even though you need to have a good manner in presenting, if you don't know the law well enough and how it applies to the arguments you're making you're not going to win over the judges.

Do you have any further advice or particular tips for other mooters?

Mooting is definitely something that you improve at as you do more of it. So it is very important not to be put off if your first experiences of it aren't great. It can take a while to get the hang of how it works.

VOLUNTEERING

There are also a number of volunteer opportunities available to students on and off campus to extend their legal experience. Volunteer opportunities are generally available at community legal centres as well as through the Sydney Law School's Social Justice Program. Volunteer placements at community legal centres enable students to gain practical experience, ranging from client interviewing, case management and social justice issues. Below are just some of organisations students have volunteered at and their experience.

REDFERN LEGAL CENTRE

Redfern Legal Centre (RLC) provides free legal advice and casework for disadvantaged people as well as delivering community legal education and engaging in law reform. They specialise in tenancy and public housing law, police accountability, employment law, discrimination, credit, debt and consumer law, domestic violence and issues affecting International Students. They also provide advice targeted to disabled peoples, Aboriginal and Torres Strait Islander people and those from culturally and linguistically diverse backgrounds. The University of Sydney also offers the Sydney Law School Social Justice Program at RLC.

Duties

They welcome volunteer legal assistants and Practical Legal Training (PLT) students to join their practice, where students have the opportunity to gain insight in the practicalities of the legal profession. More specific duties are as listed:

- Legal Information and Referral
- Client Intake and interviewing
- Casework follow-up
- Additional duties including administrative reception work.

Selection Criteria and Desirable Qualities

- Completion of at least two years of a combined undergraduate law degree, one year of a graduate law degree, or relevant experience
- Demonstrated understanding of and commitment to social justice causes and volunteering in the community
- Demonstrated understanding of legal ethical issues affecting community legal centres including conflict of interest and maintaining client confidentiality
- Excellent written and verbal communication skills
- Ability to work as part of a team.
- Experience in administration or customer service
- Ability to speak a community language.

Commitment

- Be able to work one half-day shift per week (4 hours), for a minimum of 12 months
- Be available for 3 possible shifts in a week

Intake

- November 2018 Intake: Applications Open September 2018
- February – March 2019 Intake: Applications Open December 2018

To find more information and to apply, please visit <https://rlc.org.au/jobs-volunteers>.

STUDENT EXPERIENCE - REDFERN LEGAL CENTRE DENEA BASCOMBE



What motivated you to apply for the RLC program?

I was drawn to a career in the legal profession for the opportunity to both have a rewarding career and provide a much-needed service to society.

What is involved duty wise and what level of time commitment is required?

As a Volunteer Legal Assistant, you are asked only to dedicate one half-day per week for a minimum of six months. The tasks mainly include establishing client relations, which means hearing out a person's story and trying to extrapolate legal issues that RLC might be able to help with. Once a Volunteer discerns what these issues are, the client is booked in for an appointment with the appropriate solicitor, or referred to other avenues for assistance, where appropriate. Often, Volunteers lend an empathetic ear, and try to connect somebody in need to legal services. In between establishing client relations, Volunteers may help with other administrative tasks around the office.

What has been the most challenging aspect?

It is not uncommon for people to be in much distress when they contact the RLC. Some of the issues that people contact the RLC with are very triggering. However, clients are usually very grateful to feel that they are one step closer to resolving their issue, and Volunteers are always able to discuss an issue with their Supervisor, and take a mental health break if needed.

What has been the most rewarding aspect?

The sheer volume of people calling and walking in to the RLC is very telling of the need for legal services in the community. It is extremely rewarding knowing that you are responsible for putting these people in contact with a professional who can provide legal assistance.

How has the program enhanced your legal knowledge and skills? Are there any that can be applied to your law degree?

During every shift, members of the community contact the RLC with their individual story. Often, the legal issues they are facing aren't immediately clear. Your ability to assess a distressed caller's convoluted query to understand what help they need and what avenue they might best receive it from, is an exercise in issue spotting, connecting that issue with a particular practice area, and summarising fact scenarios. This process is done within minutes, multiple times per shift.

What advice do you have for students looking to apply?

Consider your ability to empathise with others while maintaining personal boundaries. In the application, draw on your experience in engaging with others in this way, particularly in regards to vulnerable members of the community. Refer to any unique motivating factors for wanting to assist in the provision of legal services.

INNER CITY LEGAL CENTRE

Inner City Legal Centre (ICLC) is a Community Legal Centre based in Kings Cross offering state-wide services on LGBTQIA legal advice, Safe Relationships Project (SRP) and Sex Workers Legal Service (SLS). They also provide assistance for Sydney's Northern Suburbs, and will give advice and referral to a variety of other community legal centres. The ICLC also accepts applications from law graduates intending to complete their Practical Legal Training, for an unpaid placement of at least 3 days a week.

Duties

- Administration
- Reception
- Research activities

Selection Criteria and Desirable Qualities

- Currently completing an undergraduate law degree

Commitment

- Undergraduate students attend the Centre on a weekly or fortnightly basis

To find more information and to apply, please visit <http://www.iclc.org.au/volunteer-program/>.

SHOPFRONT YOUTH LEGAL CENTRE

The Shopfront is a joint project of the law firm Herbert Smith Freehills, Mission Australia and The Salvation Army located in Darlinghurst. They serve homeless and disadvantaged young people under the age of 25.

They specialise in:

- court representation on criminal charges, traffic matters and apprehended violence orders
- advice on dealing with police
- help to deal with unpaid fines
- assistance with victims compensation claims
- general legal rights for young people, including leaving home, medical treatment, contracts, school issues
- family law, including child protection law
- complaints and appeals against government decisions
- tenancy
- employment
- discrimination
- debts

Duties

- answering telephone calls
- taking referrals from potential clients
- legal research
- drafting and filing court documents
- analysing evidence
- preparing submissions

Selection Criteria and Desirable Qualities

- law students or graduates doing practical legal training (PLT) placements
- students with backgrounds in social work, youth work or welfare – related work are preferred

Commitment

- regular attendance over a sustained period
- required to attend an orientation and training session
- available on a weekday for at least one full day per week

To find more information and to apply, please visit <http://www.theshopfront.org/27.html>.

MARRICKVILLE LEGAL CENTRE

Marrickville Legal Centre provides free legal aid to people who experience social and economic disadvantage. They service the inner west, south west and Southern Sydney, including the areas of Ashfield, Auburn, Bankstown, Burwood, Canada Bay, Canterbury, Hurstville, Kogarah, Marrickville, Rockdale, Strathfield and Sutherland. They specialise in tenancy service and domestic violence support. Their evening advice includes the General Law, Employment Law and Family Law Clinic.

Duties

- front of desk duties
- general administration
- responding to requests of the public and clients
- referrals and research

Selection Criteria and Desirable Qualities

- Completion of at least two years of combined undergraduate law degree or one year of a JD
- Understanding of and commitment to social justice issues and volunteering in the community
- Understanding of legal ethical issues affecting community legal centres

Commitment

- Be available for at least one daytime shift: Monday to Friday from 9.30am to 1.00pm, or 2.00pm to 5.00pm. Volunteer shifts begin after training
- The Centre requires front desk assistants to volunteer for one daytime shift (either in the morning or afternoon) on a weekly basis, for a minimum of six months.
- For Evening Volunteers, be available for either Tuesday, Wednesday or Thursday evenings from 6:30-9pm.

To find more information and to apply, please visit <http://www.mlc.org.au/volunteers/#daytim-volunteers>.

HIV / AIDS LEGAL CENTRE

HIV/AIDS Legal Centre (HALC) is a not-for-profit Community Legal Centre based in Surry Hills providing free legal assistance to people in NSW with HIV or Hepatitis-related legal matters. HALC provides volunteer placements for law students, including those undertaking their Practical Legal Training placement.

Duties

- Direct client contact
- Submission writing
- Strategising client outcomes
- Drafting legal documents
- Occasional court appearances

Selection Criteria and Desirable Qualities

- Currently completing a law degree or undertaking Practical Legal Training (PLT) placement

Commitment

- Student volunteers are required to commit to a minimum of 3 days per week.
- Students undertaking their PLT placement are required to commit to a minimum of 4 days per week.

To find more information and to apply, please visit <http://halc.org.au/volunteering/>.

VOLUNTEERING INSIGHTS - HIV / AIDS LEGAL CENTRE MICHAEL GVOZDENOVIC

What motivated you to volunteer at the HIV/AIDS Legal Centre?

I wanted to volunteer at the HIV/AIDS Legal Centre (HALC) for three main reasons. First, I wanted to experience and further understand the importance of social justice, working with people who have dedicated themselves to contributing to the lives of others. Second, I wanted more hands-on experience and knew that working at a community legal centre (CLC) would expose me to a broad range of legal issues. Finally, I specifically wanted to volunteer at HALC because it is one of the few centres worldwide that is an HIV/AIDS and viral hepatitis specialist legal centre, providing free legal assistance to anyone with an HIV-related legal problem, as well as undertaking community legal education and engaging in law reform activities in relation to HIV/AIDS.

What is involved duty wise and what level of time commitment is required?

One of the great things about volunteering at HALC is the variety of work undertaken. Since only 4 solicitors staff the centre, volunteers are expected to do a lot of work, leading to a challenging but incredibly rewarding experience. My duties included conducting client intakes and interviews, delivering legal advice under the direct supervision of the solicitors, drafting advices, submissions and applications to courts and tribunals, as well as undertaking legal research work for both cases and community materials. During my time at HALC, I was also fortunate enough to assist on a High Court case concerning the meaning of "intent" in a criminal transmission matter. This typified the wide range of law that volunteers are regularly exposed to, which included criminal law, immigration law, employment law, discrimination law, housing and tenancy disputes and privacy matters.

The time commitment depends on the number of volunteers working, though obviously (like all CLCs) the more time you can commit to the better. Volunteers at HALC are required to commit to a minimum of 3 days per week.

What has been the most challenging aspect?

The most challenging aspect of volunteering at a CLC is realising from day one that no amount of legal study will prepare you for your first face-to-face client interaction. The clients HALC assisted often had complex problems that required the holistic service of not only legal advice, but financial and social counselling, advocacy and mental health assistance. The work was not easy and required a fierce determination to make a significant difference in the lives of others.

How has volunteering improved your skills and how has it related to your law degree?

During my time at HALC, I developed invaluable and practical legal, research and cross-cultural skills. By participating in client interviews, I gained experience in interacting with clients both face-to-face and over the phone; by conducting legal research and drafting various submissions, I learned to multi-task and improve my organisational and time management skills; by sitting in court and tribunal hearings, I saw how to identify legal issues out of real world problems and scenarios; and by the end of my time at HALC, I had acquired a sense of fulfilment by helping vulnerable people access justice.

What was it like working with other professionals?

HALC delivers around 17,000 hours of legal support for around 1,000 people per year through a team of four paid solicitors and numerous volunteers, including law students, professional legal training placements and recent law graduates. HALC focuses on ongoing case-work that typically involves longer and more complex matters than most other CLCs. This means that the work is always very practical and intense. As a small CLC, there is a real sense of comradeship in the office. Teaching was a clear and important part of the day-to-day operations of the centre, with the solicitors always friendly, patient and happy to teach the volunteers a wide variety of skills. All the lawyers have a vast amount of knowledge and experience, and clearly enjoyed mentoring the volunteers.

Overall, my time at HALC was an insightful and humbling experience. I would highly recommend HALC to any student looking to volunteer at a not-for-profit practice. But if HALC is not for you, I would still encourage all students to volunteer at a CLC, even if only for a couple of weeks – the following weblink provides a list of all the CLCs in NSW and whether they are currently seeking volunteers: http://www.clcvolunteers.net.au//search_results.

FACULTY INTERNSHIPS

CENTRE FOR ASIAN AND PACIFIC LAW (CAPLUS)

CAPLUS offers up to two internship positions to the University of Sydney Law School students in each semester of the academic year. Interns must be available to work the equivalent of one day per week for the duration of the semester. Interns are involved in the full range of the Centre's activities, including research, hosting public seminars and conferences, assisting with the organisation of the Centre's offshore academic programs, drafting policy submissions and so on. There are also some administrative duties. Interns report to the Centre Director and will work closely with the director and associate directors, the administrator, and the associates of the Centre. Interns interested in Japan may also be invited to work with the Australian Network for Japanese Law on projects agreed with CAPLUS. Please note that internship positions are unpaid.

Selection Criteria

Applicants must have a strong overall academic record. Preference will be given to applicants with a demonstrated interest in Chinese, Japanese, Malaysian or Indonesian law, but students interested in other Asian jurisdictions are also strongly encouraged to apply. An Asian language would be beneficial but is not essential.

THE CONSTITUTIONAL REFORM UNIT

The Constitutional Reform Unit will offer one or two internships per semester to the University of Sydney Law School students. An intern must be available to work one day per week for the duration of one semester. The intern will be involved in the full range of the Unit's activities, including research, organizing events, drafting submissions to parliamentary committees, and the like. Interns will report to the Unit's Director or Deputy Director, as advised.

Applicants must have a strong overall academic record and excellent writing skills. They must also have completed the units of study 'Public Law' and 'Federal Constitutional Law'. Preference may be given to applicants with a demonstrated interest in public law, constitutional law or comparative constitutional law. Preference may also be given to students towards the end of their degree who will not have the opportunity to apply to be interns in the future.

SYDNEY INSTITUTE OF CRIMINOLOGY

The Institute of Criminology's Internship Program is open to undergraduate and postgraduate students of Sydney Law School.

This is a recently established program undertaken on a pro-bono basis. One internship position is currently offered in each semester of the academic year. Interns must be available to work one full (8 hour) day per week (or equivalent by agreement) for the duration of one semester (10 weeks). Students can also apply for admission to the program by intensive mode during winter and summer break.

The Internship Program will be of interest to those students seeking to gain experience in research and public policy in criminal justice. Interns will be provided with the opportunity to participate in a broad range of Institute activities and to interact, both formally and informally, with Institute staff members.

SYDNEY CENTRE FOR INTERNATIONAL LAW (SCIL)

SCIL offers internship positions to Sydney Law School students in each semester of the academic year, as well as during some summer sessions. Interns must be available to work one day per week for the duration of the semester. In addition, students must be enrolled in the Combined Bachelor of Laws (LLB) or Juris Doctor (JD) programs, and must have completed the *Public International Law* unit of study. Interns are involved in the full range of the Centre's activities, which may include international law research, drafting legal opinions, policy submissions to parliamentary committees or law reform bodies, hosting public seminars, and the production of the Australian International Law Journal. Interns report to Dr. Alison Pert as well as the Centre Director(s), and work closely with the Director(s) and other SCIL Associates.

STUDENT EXPERIENCE - SYDNEY CENTRE OF INTERNATIONAL LAW (SCIL) ISABELLE JAMES



I applied for the SCIL internship program because I was taking Public International Law and was absolutely loving the class. I thought working at SCIL would be a great opportunity to further develop my research skills and to dive deeper into some of the interesting facets of PIL. Additionally, I was working a few days a week as a paralegal and the time commitment for SCIL worked well with my work and summer travel schedule. As part of the internship, you must complete 13 days in the SCIL office throughout the summer conducting research, compiling cases to be included in the Australian Yearbook for International Law, and summarising those cases for the Yearbook. The coordinator also had us do some research about Julian Assange for a series of blog posts she was writing about the allegations made against him, his time in the Ecuadorian Embassy in London (he has since been released), and how international law played a role in his detainment. Based on our research, we actually predicted the way in which Assange would ultimately leave the Embassy!

One of the most exciting and rewarding aspects of the internship program is seeing the cases we selected and summarised as notable cases in international law in 2018 being presented by the coordinator at the SCIL International Law Conference which is held at Sydney Law School each year. The deadline was a bit tight, but we managed to prepare and summarise the case list in time! The SCIL Conference was also an amazing opportunity to meet leading international law professionals, including professors from overseas and Barristers practicing international law in London and the Hague. We were also able to further refine our legal research skills, writing skills, and our knowledge of the AGLC, all skills that readily transfer to our law degree.

I really encourage anyone with an interest in learning more about international law, refining their legal research skills, and learning to write legal case briefs, to apply to the SCIL internship program. There are amazing opportunities to network at the SCIL Conference, establish close relationships with various international law professors at the Law School, and to do research on topical cases and events involving international law. It was also a great way to meet the other interns from the Law School and form close friendships throughout the summer.

FURTHER STUDY

06

HONOURS PROGRAM
POSTGRADUATE COURSES
POSTGRADUATE RESEARCH
OXFORD & CAMBRIDGE PATHWAYS
BEYOND LAW SCHOOL

HONOURS PROGRAM

WHAT IS HONOURS?

Honours at Sydney Law School is a research program that allows students to work with experienced supervisors and academics to gain further insight into an area of law. Instead of completing an additional Honours year, students will enrol into a 12-credit point research unit (LAWS3900) in lieu of two electives in their penultimate or final semester, and submit a 12,000 word dissertation.

Students will also be required to attend a non-assessable research workshop, and a series of meetings with their supervisor.

AM I ELIGIBLE AND HOW DO I APPLY?

Students will apply for Law Honours in their penultimate year of study. The minimum WAM required is 75, but a higher WAM cut-off may be implemented in any given year. This will be determined by the Honours Committee on an annual basis. Admission to Honours requires the completion of at least 16 compulsory units, and a minimum WAM of 75 in all compulsory units of study (except for Foundations of Law). Entry is a competitive process, and typically only the top 20% of the cohort will be eligible.

The application process involves the preparation of a thesis proposal with a statement of the methodology to be used as well as a preliminary literature review. A list of available supervisors and relevant areas of interest will be provided, although it is the student's own responsibility to contact and organise an appropriate supervisor.

WHY SHOULD I DO IT?

While Honours may sound like a daunting process, it is an immensely rewarding opportunity that will allow you to develop a higher-level understanding of the law and enhance your career potential.

You will develop valuable skills in critical, rational, and analytical thinking, and learn how to craft clear and persuasive arguments. The research and communication skills you learn from completing an Honours thesis will give you a lift in time management and organisation, which are transferrable to any career.

You will also graduate with an internationally respected honours qualification and a valuable network of professionals to advance your employability in a highly competitive job market. The mentor-mentee relationship you gain from working with a renowned academic will help you grow your career in the legal academia and legal profession.

HONOURS STUDENT PERSPECTIVE HOPE WILLIAMS - BA / LLB, HONS 1 2017

Why did you decide to undertake Law Honours?

After five years of compulsory units of study and non-negotiable exam periods, the opportunity to select any topic to investigate in detail, on my own terms, was an extremely exciting one. My primary motivations for applying were honing my research skills and exploring whether I would be interested in a further career in academia. It was also an opportunity to explore a topic which I was extremely passionate about.

My thesis explored the emerging genre of 'new true crime' podcasts such as Serial and their Australian equivalents. It raised concerns about their potential to negatively impact the accused's right to a fair trial and diminish public confidence in the administration of justice.

What are the benefits of doing Law Honours?

Law Honours provides a stimulating semester of independent study, the opportunity to develop a close relationship with your supervisor, and the ability to read and think widely and at your own pace. Speaking pragmatically, many postgraduate opportunities also view an Honours degree as an essential entry requirement, and an Honours thesis also offers a route towards publication in legal journals or attending legal conferences.

What were some of the challenges you faced during your Honours year?

The Law School's Honours program is rare in that it only takes a semester, rather than a complete academic year. This means the timeline was tight: I needed to select a thesis topic, conduct extensive research and write 12,000 words in about three months. This did mean completing some preliminary work in January and February.

I also chose to supplement my research by conducting interviews with journalists relevant to my field of investigation, which necessitated the additional process of seeking approval from the University's Human Research Ethics Committee.

It's also important to keep in mind that you will be studying one or two other units alongside Honours - in my case it was my final elective unit, Contempt and Open Justice, which fed well into the topic of my thesis.

What are some important factors that students should consider when finding a supervisor?

Look for a supervisor who fits two criteria.

First, they should be an expert in your topic area so that they can be a springboard for your ideas (and a critic when necessary).

Secondly, they need to be someone who you can imagine working with closely for an extended period of time. Many students select supervisors who they developed closer connections with during their elective subjects.

Any other general advice you'd like to offer prospective Law Honours students?

Choose a topic that excites you and don't be afraid to push the boat out. This thesis will become your life for a Semester, and so you will need a topic that makes you excited every day of the week!

POSTGRADUATE COURSES

Sydney Law School offers a number of postgraduate coursework programs to graduates who are looking to develop their knowledge within the practice and profession of law.

MASTER OF LAWS (LLM)

The LLM is the Law School's flagship postgraduate degree, which provides lawyers with an internationally recognised postgraduate qualification, expert in-depth legal knowledge, and the option to tailor the program to suit individual needs. To qualify for the award of LLM, students must complete 48 credit points, including at least one capstone unit of study assessed primarily with a long research essay (7,000-10,000 words in length).

Admission to the LLM requires a Bachelor of Laws or Juris Doctor with a minimum credit average from the University of Sydney, or an equivalent qualification.

SPECIALIST MASTERS

In addition to the LLM, Sydney Law School also offers a range of specialist masters courses. They are as follows:

- Master of Administrative Law and Policy
- Master of Business Law
- Master of Criminology
- Master of Environmental Law
- Master of Health Law
- Master of International Law
- Master of Jurisprudence
- Master of Labour Law and Relations
- Master of Taxation

Sydney Law School offers a variety of programs in postgraduate research designed to further develop candidates' research, communication and organisation skills, and to prepare them for careers in legal academia and the legal profession.

DOCTOR OF LAWS (LLD)

The degree of LLD is awarded, on the recommendation of the Sydney Law School, for publishing work that has been recognised by scholars in the field concerned as a distinguished contribution to knowledge. Persons contemplating the submission of work for the LLD should first consult the Dean of the Law School. The degree may also be awarded on an honorary basis in recognition of distinguished achievement.

DOCTOR OF PHILOSOPHY (PHD)

The degree of Doctor of Philosophy (PhD) is awarded by the University on the basis of a thesis, which is regarded by the examiners as a substantially original contribution to the area in which it is written.

Candidates are required to submit a thesis of approximately 80,000 words (including footnotes), which may be exceeded by no more than 20,000 words with the permission of the Associate Dean. An applicant for admission to candidature for the degree of Doctor of Philosophy (PhD) must submit to the Sydney Law School a proposed program of advanced study and research. The applicant must submit satisfactory evidence of training and ability to pursue the proposed program.

DOCTOR OF JURIDICAL STUDIES

To be eligible for admission to candidature by the Associate Dean, an applicant must have the following requirements the degree of Bachelor of Laws with first or second class honours from the University of Sydney; or

GRADUATE DIPLOMAS (GRADDIPLAW)

For prospective students who do not wish to commit to a full master's degree but have already completed a law degree, it is worthwhile considering the Graduate Diploma in Law. There are more than 120 units of study on offer each year and more than 20 areas of specialisation, with units taught by Sydney Law School experts and international visitors. Students are expected to complete 24 credit points for this course, with the option to upgrade to a Master of Laws later if they wish.

The graduate diploma courses on offer are:

- Graduate Diploma in Business Law
- Graduate Diploma in Criminology
- Graduate Diploma in Environmental Law
- Graduate Diploma in Health Law
- Graduate Diploma in International Law
- Graduate Diploma in Jurisprudence
- Graduate Diploma in Law

POSTGRADUATE RESEARCH

the degree of Master of Laws by coursework with a minimum distinction average from the University of Sydney, including a research component equivalent to 25 percent of one year full time enrolment.

MASTER OF LAWS - RESEARCH

A Research Master of Laws is awarded upon completion of a 50,000 word supervised thesis which makes a substantial contribution to its field. Candidates are required to undertake the unit of study Legal Research 1. Completion of a Research LLM takes up to two years of full-time study, or four years part-time study.

MASTER OF CRIMINOLOGY - RESEARCH

A Research Master of Criminology is awarded on completion of a 50,000 word supervised thesis which makes a substantial contribution to its field. Candidates are invited to explore social and cultural aspects of criminal law and justice, such as forensic psychiatry, drug policy, gender and race relations, and policing in society. This degree requires completion of the Legal Research 1 unit of study. Completion of a Master of Criminology requires two years' full-time study or four years part-time study.

POSTGRADUATE AND RESEARCH SCHOLARSHIPS

There are many scholarships on offer from the Law School to assist those in need and reward high achievers. The scholarships offer opportunities to connect with academic scholars, undertake internship or research opportunities, and strengthen employability skills. For a full list of postgraduate and research scholarships, visit the scholarships website: <http://sydney.edu.au/scholarships/postgraduate/faculty/law.shtml>.

OXFORD & CAMBRIDGE PATHWAYS

Sydney Law School offers a unique collaboration with the faculties of Law at the universities of Cambridge and Oxford, the United Kingdom's leading law schools. The pathway programs allow high-achieving students to receive a Sydney LLB or a Sydney JD as well as a Cambridge Master of Laws (LLM) or Masters in Corporate Law (MCL), or an Oxford Bachelor of Civil Law (BCL) or Master of Law and Finance (MLF).

The program is open to final-year students at Sydney Law School. Admission is competitive and applications are assessed by the chosen destination law school. Instead of completing the final semester of your degree in Sydney, you will commence your studies in the UK in late September, after successful completion of your penultimate semester in Sydney. At the completion of your UK studies you will be awarded both a Sydney LLB or JD and a Masters degree from either Cambridge or Oxford. Under these agreements, the time taken to complete both awards will be reduced by one semester.

Please note that students need to pay all tuition, travel, and living expenses associated with these programs but you will not be required to pay final semester tuition fees at Sydney.

CAMBRIDGE MASTER OF LAWS

The Cambridge Law Faculty offers a world-renowned, internationally-respected LLM (Master of Laws) program. The one-year coursework gives highly-qualified and intellectually-outstanding students the opportunity to pursue their legal studies at an advanced level in a challenging and supportive environment. The program has rich historical traditions and attracts students of the highest calibre from both common law and civil law jurisdictions.

CAMBRIDGE MASTERS IN CORPORATE LAW (MCL)

The MCL is taught by the Cambridge Law Faculty's team of corporate lawyers, widely recognised as one of the strongest in the corporate law field. The MCL, as the first new law degree to be established by Cambridge University since the nineteenth century, has been designed to combine practical insights with academic and theoretical rigor, thus constituting the ideal graduate program for those wishing to strengthen their credentials as business lawyers or who have an academic career in mind.

OXFORD BACHELOR OF CIVIL LAW (BCL)

Oxford University's Bachelor of Civil Law (BCL) is one of the most highly esteemed master's-level qualifications in the common-law world. You will be expected to analyse complex material critically and consider it from a variety of perspectives. Attention to legal puzzles is combined with discussion of underlying policy problems, and you are expected to contribute to debate. You are likely to find students from a range of countries and backgrounds in the seminars – a diversity that stimulates variety and depth in discussion.

OXFORD MASTERS OF LAW AND FINANCE (MLF)

The Masters of Law and Finance consists of core and elective study. You will undertake the following core courses:

- Finance I
- Finance II
- First Principles of Financial Economics
- Law and Economics of Corporate Transactions.

You then have the option of completing either a further two law courses, or one dissertation and one law course.

ELIGIBILITY AND APPLICATION

You can apply if you have completed the equivalent of four full-time semesters of law study at Sydney in either the LLB or the JD and will have completed all compulsory requirements prior to enrolment at Oxford or Cambridge (including the Jurisprudence elective requirements). Students undertaking a law exchange are not eligible to apply. If you have accepted an exchange place and subsequently withdraw as a result of acceptance to Oxford or Cambridge, you will not gain credit towards the Sydney LLB or JD under this agreement. You will be assessed on four semesters of academic results in the Sydney LLB or Sydney JD.

You must apply directly to the institution. The deadline for Oxford is late January of each year, and the deadline for Cambridge is mid-November of each year. You will commence your studies in September of the following year. Should you be accepted you will need to contact the Law School so that your studies at Sydney may be suspended while you complete your studies at Oxford or Cambridge.

More information on the programs can be found at: <https://canvas.sydney.edu.au/courses/4533/pages/experiential-learning-cambridge-and-oxford>

BEYOND LAW SCHOOL

**ARNOLD BLOCH LEIBLER - GRADUATE
NICOLE PHILLIPS**



Recommendations for those applying for graduate jobs

Apply widely and make sure that the workplace aligns with your values. Law students often fall into the trap of applying to corporate firms according to name or prestige and later find out that that style of firm does not suit them at all. Ask around, do your research and it will make the application process slightly less overwhelming. When it comes to writing your CV and cover letter, think about the unique things that set you apart the crowd and (as corny as it sounds) be true to yourself.

Top study tip(s)

Discover which method of study works best for you and stick to that. For me, I studied best with friends to check that I wasn't scrolling Insta! I also found that I am a visual learner so I simplified my notes into tables with lots of colour. Little tricks like this made study time much more enjoyable. Also remember – it's cool to learn new things and grow your mind!

Favourite unit(s) and why?

I loved studying Intellectual Property as an elective. Our lecturer was so passionate about protecting the rights of artists and musicians and had a creative take on all the technicalities of copyright law. I loved how tangible the idea of rights are in this area of law, there's also not many classes where it's mandatory to listen to music and watch Youtube clips instead of reading cases.

Best pearl of wisdom from a lecturer or tutor

Your legal education is about 20% what you learn in the classroom and 80% what you learn through hands on experience. Applying for internships and work experience in as many different areas of law as you can will help you figure out what really peaks your interest.

If you could go-back in time and tell yourself something about Law School, what advice would you give?

You will never have this much free time and access to opportunity as during your uni days. Get involved in as many extra-curricular opportunities as possible, both inside and outside the Law School. My uni life was enriched from putting my hand up for whatever came my way including attending model UNs, volunteering at legal centres and producing a uni radio show. It's not all about the CV, getting involved in all different areas of uni life shapes you into a diverse individual and allows you to make lifelong friends along the way.

Arnold Bloch Leibler
Lawyers and Advisers

07 APPENDIX

JURIS DOCTOR - FULL TIME

JURIS DOCTOR - PART TIME

COMBINED LAW YEARS 1-3

TRANSFER STUDENTS

INTERNATIONAL STUDENTS - MID YEAR ENTRY

COMBINED LAW YEAR 4/5 (LLB PENULTIMATE YEAR)

COMBINED LAW YEAR 5/6 (LLB FINAL YEAR)

BLANK PLANNER

JURIS DOCTOR – FULL TIME

CODE	UNIT OF STUDY	CREDIT POINTS	PRE-REQUISITES
YEAR 1			
<i>SEMESTER 1</i>			
LAWS5000	Foundations of Law #	6	
LAWS5018	Legal Research +	0	
LAWS5001	Torts	6	
LAWS5002	Contracts	6	
LAWS5003	Civil and Criminal Procedure	6	
<i>SEMESTER 2</i>			
LAWS5004	Criminal Law	6	Civil and Criminal Procedure
LAWS5006	Torts and Contracts II	6	Torts / Contracts
LAWS5005	Public International Law	6	
LAWS5007	Public Law	6	
YEAR 2			
<i>SEMESTER 1</i>			
LAWS5010	Administrative Law	6	
LAWS5011	Federal Constitutional Law	6	
LAWS5008	Introduction to Property and Commercial Law	6	
LAWS5009	The Legal Profession	6	
<i>SEMESTER 2</i>			
LAWS5014	Corporations Law	6	
L AWS5015	Equity	6	
LAWS5013	Evidence	6	Civil and Criminal Procedure
LAWS5012	Real Property	6	Introduction to Property and Commercial Law
YEAR 3			
<i>SEMESTERS 1 OR 2</i>			
LAWS5017	Private International Law A	6	
	1 Elective unit of study selected from Part 1 (International, Comparative & Transnational)	6 (minimum)	
	5 Elective units of study selected from Part 2	30 (maximum)	
	1 Elective unit of study selected from Part 3 (Jurisprudence)	6 (minimum)	
Juris Doctor Total Credit Points		144	

Foundations of Law is a pre-requisite for all other law units.

+ Students who completed Legal Research within the unit LAWS5000 Foundations of Law prior to the introduction of LAWS5018 Legal Research in 2017 are not required to complete LAWS5018 Legal Research.

JURIS DOCTOR - PART TIME

CODE	UNIT OF STUDY	CREDIT POINTS	PRE-REQUISITES
YEAR 1			
<i>SEMESTER 1</i>			
LAWS5000	Foundations of Law #	6	
LAWS5001	Torts	6	
LAWS5018	Legal Research +	0	
<i>SEMESTER 2</i>			
LAWS5005	Public International Law	6	
LAWS5007	Public Law	6	
YEAR 2			
<i>SEMESTER 1</i>			
LAWS5003	Civil and Criminal Procedure	6	
LAWS5002	Contracts	6	
<i>SEMESTER 2</i>			
LAWS5004	Criminal Law	6	Civil and Criminal Procedure
L AWS5006	Torts and Contracts II	6	Torts / Contracts
YEAR 3			
<i>SEMESTER 1</i>			
LAWS5010	Administrative Law	6	Public Law
LAWS5011	Federal Constitutional Law	6	Public Law
<i>SEMESTER 2</i>			
LAWS5014	Corporations Law	6	
L AWS5013	Evidence	6	Civil and Criminal Procedure
YEAR 4			
<i>SEMESTER 1</i>			
LAWS5008	Administrative Law	6	Public Law
LAWS5009	Federal Constitutional Law	6	Public Law
<i>SEMESTER 2</i>			
LAWS5015	Equity	6	
L AWS5012	Real Property	6	Introduction to Property and Commercial Law

YEARS 5 & 6			
SEMESTERS 1 OR 2			
LAWS5017	Private International Law A	6	
	1 Elective unit of study selected from Part 1 (International, Comparative & Transnational)	6 (minimum)	
	5 Elective units of study selected from Part 2	30 (maximum)	
	1 Elective unit of study selected from Part 3 (Jurisprudence)	6 (minimum)	
Juris Doctor Total Credit Points		144	

Foundations of Law is a pre-requisite for all other law units.

+ *Students who completed Legal Research within the unit LAWSS5000 Foundations of Law prior to the introduction of LAWS5018 Legal Research in 2017 are not required to complete LAWS5018 Legal Research.*

COMBINED LAW YEARS 1-3

CODE	UNIT OF STUDY	CREDIT POINTS	SEMESTER	PRE-REQUISITES
YEAR 1				
LAWS1006	Foundations of Law #	6	1	
LAWS1012	Torts	6	2	
LAWS1013	Legal Research +	0	Semester 1- students in Faculty of Arts; Semester 2- students in all other faculties	
YEAR 2				
LAWS1015	Contracts	6	1	
LAWS1014	Civil and Criminal Procedure	6	1	Torts
LAWS1016	Criminal Law	6	2	Civil and Criminal Procedure
YEAR 3				
LAWS1023	Public International Law	6		
LAWS1017	Torts and Contracts II	6		Torts / Contracts
LAWS1021	Public Law	6		
LAWS1019	Legal Research II +	0	Semester 1- students in Faculty of Arts; semester 2- students in all other faculties	

Foundations of Law is a pre-requisite for all other law units.

+ For students commencing LLB in 2020, Legal research I and II is merged into one unit and undertaken in the first year of study.

TRANSFER STUDENTS

CODE	UNIT OF STUDY	CREDIT POINTS	SEMESTER	PRE-REQUISITES
YEAR 2				
LAWS1006	Foundations of Law #	6	1	
LAWS1015	Contracts	6	1	Co-requisite: LAWS1006 Foundations of Law
LAWS1012	Torts	6	2	
LAWS1021	Public Law	6	2	
LAWS1013	Legal Research +	0	Semester 1- students in Faculty of Arts; Semester 2- students in all other faculties	
YEAR 3				
LAWS1014	Civil & Criminal Procedure	6	1	Torts
LAWS1023	Public International Law	6	1	
LAWS1016	Criminal Law	6	2	Civil & Criminal Procedure
LAWS1017	Torts and Contracts II	6	2	Torts / Contracts
LAWS1019	Legal Research II +	0	Semester 1- students in Faculty of Arts; semester 2- students in all other faculties	

Foundations of Law is a pre-requisite for all other law units.

+ For students commencing LLB in 2020, Legal research I and II is merged into one unit and undertaken in the first year of study.

INTERNATIONAL STUDENTS - MID YEAR ENTRY

CODE	UNIT OF STUDY	CREDIT POINTS	SEMESTER	PRE-REQUISITES
YEAR 1 - SEMESTER 2 - NO LAW STUDY				
YEAR 2				
LAWS1006	Foundations of Law *	6	1	
LAWS1012	Torts	6	1	
LAWS1021	Public Law	6	2	
LAWS1013	Legal Research I +	0	Semester 1- students in Faculty of Arts; semester 2- students in all other faculties	
YEAR 3				
LAWS1015	Contracts	6	1	
LAWS1014	Civil and Criminal Procedure	6	1	Torts
LAWS1016	Criminal Law	6	2	Civil and Criminal Procedure
LAWS1017	Torts and Contracts II	6	2	Torts / Contracts
LAWS1019	Legal Research II +	0	Semester 1- students in Faculty of Arts; semester 2- students in all other faculties	
YEAR 3				
LAWS1023	Public International Law	6		
LAWS1017	Torts and Contracts II	6		Torts / Contracts
LAWS1021	Public Law	6		
LAWS1019	Legal Research II +	0	Semester 1- students in Faculty of Arts; semester 2- students in all other faculties	
YEAR 4 - SEMESTER 1				
LAWS1023	Public International Law	6	1	

Foundations of Law is a pre-requisite for all other law units.

+ For students commencing LLB in 2020, Legal research I and II is merged into one unit and undertaken in the first year of study.

International students who commence mid-year will enrol in their penultimate law year in Year 4 Semester 2.

COMBINED LAW YEAR 4/5

Combined Law students enrol in their penultimate law year in Year 4 after completion of their first degree. The exception to this is Engineering/Law students who complete their Engineering degree in Year 4 and commence their penultimate law year in Year 5.

Students may substitute one compulsory unit with one elective unit in each semester of their penultimate year, deferring the compulsory unit(s) to final year. Students cannot enrol in more than two elective units in their penultimate year.

CODE	UNIT OF STUDY	CREDIT POINTS	PRE-REQUISITES
<i>SEMESTER 1</i>			
LAWS2010	Administrative Law	6	Public Law
LAWS2011	Federal Constitutional Law	6	Public Law
LAWS2012	Introduction to Property and Commercial Law	0	
LAWS2013	The Legal Profession	6	
<i>SEMESTER 2</i>			
LAWS2014	Corporations Law	6	
LAWS2015	Equity	6	
LAWS2016	Evidence	6	Civil and Criminal Procedure
LAWS2017	Real Property	6	Introduction to Property and Commercial Law

COMBINED LAW YEAR 5/6 (LLB FINAL YEAR)

CODE	UNIT OF STUDY	CREDIT POINTS	PRE-REQUISITES
<i>SEMESTERS 1 OR 2</i>			
LAWS2018	Private International Law A	6	
	6 Elective units of study selected from Part 1	36 (maximum)	
	1 Elective unit of study selected from Part 2 (Jurisprudence)	6 (minimum)	
LLB Total Credit Points		144	

BLANK PLANNER

PLAN YOUR OWN DEGREE BY FILLING IN YOUR UNITS BELOW

UNIT OF STUDY	CREDIT POINTS	PRE-REQUISITES?	OTHER
YEAR 1			
<i>SEMESTER 1</i>			
<i>SEMESTER 2</i>			

YEAR 2			
<i>SEMESTER 1</i>			
<i>SEMESTER 2</i>			

YEAR 3			
<i>SEMESTER 1</i>			
<i>SEMESTER 2</i>			

YEAR 4			
<i>SEMESTER 1</i>			
<i>SEMESTER 2</i>			

YEAR 5			
<i>SEMESTER 1</i>			
<i>SEMESTER 2</i>			



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