

SULS



*Education
Guide
2017*

CLAYTON UTZ

SULS EDUCATION GUIDE 2017

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FOREWORD

Studying at Sydney Law School can be extraordinarily daunting for students. We know that the situations students face can be stressful, confusing and sometimes seem unassailable. Knowing this, we hope that the Education Guide will assist all students - whether they be in first or second year looking for advice and guidance on their core subjects or those in later years who are able to see alternative study options such as overseas courses and placements. The aim of this Guide is to ensure that students are exposed to methods of success at Sydney Law, so they do not have to be uncertain any longer.

This year we have placed an additional focus on how to study most effectively in law school, combining years of knowledge and experience in order to bring each of you something new and innovative that you can take to class with you. We've worked in tips and tricks from students who have ranked courses and have condensed their wisdom into this Guide. By no means should this be considered a final source for your study endeavours - as we know that each of you approaches things in a different way, with

different goals and different aspirations.

Our thanks must go, most importantly, to the amazing team of editors who have worked relentlessly and tirelessly to make this Guide a success. To Nikki Liang, Andrew Serb, Alison Xiao, Patrick Hendy, Brendan Ma and Phoebe Yang - this wouldn't have been what it is without your fantastic effort.

We must also acknowledge and thank Emily Shen (SULS Publications Director) and last year's team of editors who provided guidance and a superb foundation for us to build upon.

Finally, a big thanks to the student contributors who willingly made an effort to write comprehensive answers to help everyone in the Law School - your kindness will not be forgotten or overlooked.

We are delighted to present the 2017 SULS Education Guide and we hope that every student can use it to enhance their experience at Sydney Law.

AJAY SIVANATHAN
Editor-in-Chief

and

ELIZABETH SHEAHAN
Vice-President Education



STUDYING AT LAW SCHOOL

We know that starting law school can be daunting, so this section provides key advice to help you settle in quickly and maximise your potential. High-achieving students share their advice about preparing for class, studying for exams and making the most of assignment marks. Discover some useful study skills and techniques and read about the variety of study support programs available.

PREPARING FOR CLASS

PREPARING FOR LECTURES

Filled to the brim with content and packed out with students, preparing for and attending lectures can be an overwhelming experience. Students who prepare effectively are typically better equipped to grasp content and gain the most value.

At the very least, it is helpful for students to familiarise themselves with what content is to be covered in that lecture so as to effectively structure their lecture notes. Importantly, it is useful to stay on top of the readings for each week - whether this be before or after the lecture.

1 Doing readings in advance

Completing readings in advance allows you to form an understanding of the content which you may then expand upon in lecture notes. This method allows you to effectively structure your notes by the unit of study outline, distinguish key information, and clarify tricky problems in lectures that arose in your prior reading. It is difficult for students who have not done the readings to ask effective questions during lectures. When combining lecture and reading notes, use a different colour so that you know which parts of your notes you may need to revisit.

I do my readings and compile notes before class. I think it makes sense to work harder to get a few weeks ahead during the lull at the start of semester, so you can then neglect readings during the busier exam periods without falling behind.

- SAMUEL HOARE

2 Doing readings after the lecture

Conversely, students may use lectures to form their knowledge base, and expand on these by doing the readings afterwards. Effective use of the lecturing structure can be used to guide your

reading and structure your notes. Students still have the opportunity to ask questions and clarify issues during tutorials.

While attending lectures is essential, it is equally important to complete the relevant readings immediately before or after the lecture. I prefer to do the readings in advance to provide myself with a basic understanding of what is being taught, and to help me distinguish between the critical information and the expendable background.

- MICHAEL GVOZDENOVIC

SUPPLEMENTARY MATERIALS

Lecturers will often recommend supplementary materials for further study (typically the 'un-starred' cases in the unit of study outline). Doing these readings can be beneficial for several reasons:

- They can further your understanding of the lecture material and compulsory ('starred') cases.
- They can help you understand difficult concepts. Try using a second textbook or a study guide (such as those produced by LexisNexis or Butterworths) that uses everyday language or summarises key concepts.
- They often cover particular difficult scenarios and demonstrate how established legal concepts can be applied in novel ways. Lecturers may sometimes use factual scenarios from supplementary cases as the basis for exam questions.
- They clarify the law and help you understand the bigger picture. For example, they can provide a clear statement of the elements of an offence, or provide a contemporary perspective on established law.

NOTES

Whilst viewing others' notes may be useful and save time, this will not optimise your learning. Making your own notes is important for a number of reasons:

- The process of making the notes solidifies your understanding of the content.
- You know exactly what is in the notes, where it is within the notes, and are able to effectively optimise and revise them. You aren't capable of simply skimming around the notes without a full understanding of what they contain.
- You know the notes are up to date. The law can change, and often notes from older students will contain law that is no longer valid, or statutory provisions that have been superseded.

Everyone makes notes differently. Try to find a system that works well for you. The scaffold and example below demonstrate some ways of structuring notes. You can start by making notes from readings, then revise them using lecture notes and later condense.

I don't believe there is a right or wrong way to make notes for law subjects: some people focus on making scaffolds and flowcharts, others on concise and easy to remember case summaries. Personally, I prefer a combination of the two: at the start of my notes for a particular topic, I always have a mini-diagram that shows me how the cases within that topic fit together, as well as how that topic fits together with the entire course. My case summaries are a succinct synthesis of both my notes from the prescribed readings, and the notes I have made during lectures and tutorials.

- MICHAEL GVOZDENOVIC

1 Making notes from readings

Your notes on the set readings will typically consist of case summaries and the content of legislation/legislation. Generally you will structure these based on the unit of study outline, lecture slides, textbook headings, or some combination of these. These will indicate what information is necessary for the course. Essential information to write down about cases includes:

- The principle of law established or supported by the case
- A brief description of the facts relevant to the resolution of the case - make sure not to oversimplify, factual scenarios can often be useful for analogy
- The issues in contention
- The final outcome of the case
- The reasoning employed by the judge(s) to arrive at their decision
- Any conflict between judges' reasoning - particularly where the majority of the court makes separate decisions. Some dissents may also be notable.

Without doing the compulsory readings, it is difficult for you to fully understand the course content. Case summaries rarely capture the full, nuanced reasoning of the case - this is only something you can gain from reading.

2 Review and tidy lecture notes

After making notes in lectures, refine these down to the necessary content. You can do this in the same process as combining them with other reading notes you have done, taking the essential information from both.

3 Make summaries and 'scaffolds'

Many students choose to make condensed versions of their full notes. This is useful for both memorising for closed-book exams, and creating effective notes for open-book exams. Aim to complete your summaries prior to the beginning of STUVAC so that you have enough time to revise and practice them when completing past exam questions.

I can't emphasise enough the value of making concise but exhaustive problem question scaffolds - these are the only way I've been able to survive law school. Every subject that has problem question-based assessments lends itself to making scaffolds.

– AMELIA DALE

Different methods work for different students, but often it can be helpful to present summaries in different ways. Mind maps are typically good for courses with interconnected ideas, while diagrams such as flow charts can aid students with multi-staged legal tests and complex legislation.

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 nitbit 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

EXAMPLE OF EXAM NOTES

SOPHIE LEITCH

Schellenberg v Tunnel Holdings Pty Ltd

Principle:

The maxim *re: ipsa loquitur* [RIL] has no application once the cause of the relevant occurrence has been established.

Facts:

- Plaintiff injured in Respondent's workshop when an air compression hose separated from fitting and struck him
- Trial judge found for Plaintiff on basis of RIL

Held:

- Full court of Supreme Court of WA overturned this, ruling principle inapplicable
- HCA dismissed appeal
- Trial judge found the cause of the occurrence and therefore RIL didn't apply
- No evidence that established that the Defendant was negligent in the assembly, inspection or maintenance of hose and coupling thus no negligence
- RIL is merely a mode of inferential reasoning and is not a rule of law
- HOWEVER if expert evidence suggests a number of causes that enjoy an equal probability of occurrence and all involve negligence, occurrence should be regarded as unexplained, doctrine applies.

LAW EXAMS

PRACTICE QUESTIONS

Make sure you set aside time to complete practice questions in your pre-exam schedule.

1. Start by working through the problem as you would a tutorial question, with your notes beside you. Take the opportunity to practice your structure, technique and writing style.
 - Don't just forget about the questions you have completed. Review them, and get others (especially tutors) to look over them.
2. Closer to exams, practise handwriting your answers under exam conditions.
3. Review your answers. Ask yourself: 'Have I been applying the principles to the facts rather than just stating them? Could my analysis be more succinct? Have I mentioned the facts of the problem question only where they are necessary to apply the law?'
4. As you complete questions, adapt your notes and scaffolds based on what you learn.

The most important thing for me in preparing for exams is to develop a series of scaffolds outlining the key legal principles for each issue that could arise. These scaffolds then provide me with a pre-set structure to apply in the exam.

- CALLUM RYAN

Why do practice questions?

- Absorb information from your notes and apply them to exam-style scenarios.
- Practice using your knowledge in the way that it will be tested by the Law School.
- Test whether your exam notes, scaffolds and checklists are helpful and contain all necessary information.
- Identify gaps in your knowledge and areas you need to work on.
- Gain confidence, improve your time management and refine exam technique.

Doing practice questions before exams will make a massive difference in your ability to efficiently work through problems and discern which issues require more time compared to others.

- TIFFANY WU

If you don't have time to write full responses to practice questions, you can still take time to plan how you might respond to a problem question. This can be simply mean reading a scenario, noting the key issues that arise, and noting down which cases and principles apply to those points. If there is a particular area troubling you, try writing in full just those paragraphs on the topic.

I personally believe there is little value in setting aside one or two hours to complete practice questions as part of my revision for exams. However, I believe there is immense value in setting aside 10 or 15 minutes to practice structuring an answer to as many problem questions as you can find (whether on the library catalogue or asking your lecturer for more). I feel this method produces the exact same benefits as completing a one-hour problem question but in a much shorter time period.

- MICHAEL GVOZDENOVIC

TYPES OF EXAMS

Many students recommend preparing for open-book exams and closed-book exams in a similar fashion. Practically, many students fail to follow this advice, but there are a number of important things you may do to refine your open-book strategy.

Open-Book Exams

Open-book exams can lull students into a false sense of security. Generally there will not be enough time to consult notes in detail. Fast-paced responses require some combination of memorisation, and neatly structured and targeted notes.

You should create a very concise set of exam notes and scaffolds that can easily be referred to in the exam. You should be able to identify key legislative provisions and cases from simply a glance at the relevant page. Try to reduce each topic to only one page. You may also bring in your full notes and textbooks in case the question is unexpected. Many students like to have their notes printed and bound (for example, at Officeworks) so that loose-leaf paper is not a problem.

Closed-Book Exams

For closed-book exams, it is necessary to memorise exam notes. Focus particularly on memorising key headings, scaffolds, definitions and cases. As closed-book exams typically provide a case list, you can memorise case notes in relation to the case list - making sure you know everything on the list. Remember that doing problem questions

I find that knowing the law from memory is still important as a time saving device (and so you pick up all the issues) in open-book exams. The only distinction is obviously the need to fully remember it (rather than just the gist) for a closed-book one.

- SAMUEL HOARE

Take-Home Exams

There is little difference between take-home exams and ordinary exams, except that you are given more time to complete them. There are a few ways to prepare:

- Before the allocated time, undertake the same preparation as you would for an open-book or closed-book exam. Prepare topic summaries which combine your notes on the assigned reading and your lecture notes, and which are organised under headings taken from lecture slides or the reading guide.
- Assess whether your take-home exam is within the confines of the course, or whether it requires additional research.
- Follow the exam instructions regarding referencing - unlike in a formal exam, take-homes may require footnotes.

My study for closed-book exams involves hours of intensely trying to memorise information, whereas with open-book exams I tend to take more milkshake breaks, go out for dinner more, muse on the trajectory of my life, etc. If you structure your notes in a way that answers problem questions, as long as you know precisely where the information is located in your notes, I see no issue with relying on them during an exam.

- WILLIAM RYAN

TYPES OF QUESTIONS

Law exams present two main types of questions: problem questions and essay questions.

Problem Questions

Tips for approaching problem questions

- Avoid unnecessary introductions and use succinct language, though avoid nonsensical sentences;
- Use headings;
- Focus on the directive of the question;
- Raise all the issues, but allocate your time depending on their importance;
- Don't raise issues that clearly do not arise on the facts;
- Don't repeat facts, invent additional facts or speculate unnecessarily ;
- Use authorities for your propositions;
- For written exams, make sure your handwriting is readable. This may require practice beforehand.

How should I structure my answer?

Problem questions can be answered in a variety of ways. Many lecturers recommend 'IRAC', an acronym for 'Issue, Rule, Application, Conclusion'. This involves organising your response around the issues that you will address, usually by stating them in your headings. Don't be too mechanical or feel restricted in your application of acronyms such as IRAC. Better responses often integrate the 'R' and 'A', saving time and adding nuance. Problem questions will vary in the complexity of the 'R' required and the 'A' required, depending on the factual matrix.

In your response you will need to:

1. Identify and consider the parties raised by the question - identify which parties you are required to advise.
2. Consider what actions each party may raise or may be subject to.
3. Systematically address the elements required for each action using IRAC.
4. Offer a tentative conclusion regarding the likely outcome of applying the law. Always consider the possibility that your analysis may fail - what may happen in the alternative?

The two most important aspects when approaching problem questions are structure and using the IRAC formula. During reading time, I think it's best to underline, highlight or write in the margins the issues as you spot them. Once you have finished reading the question, take all these issues and plan your answer carefully into a coherent structure that the marker can follow. If you feel that this can't be done during the reading time allotted, spend as much additional time as you need to ensure this step is completed, rather than rushing into an answer that may not fit together. Finally, when writing your answer, remember to stick to the IRAC formula, which again helps with structure and demonstrating to the marker that you understand the relevant issue.

- MICHAEL GVOZDENOVIC

How should I use my reading time?

Do not simply read and re-read the problem during reading time. You are typically allowed to write on the question paper or planning paper. Some lecturers recommend reading through a problem to gauge its important aspects, then re-reading and annotating. Use highlighters and underline all key facts to make them easy for you

to find, and make sure not to ignore any when writing the paper.

depth, and help to distinguish your response.

Do I need to have a definite answer?

No, you have to show that you recognise the strengths and weaknesses of various arguments in arriving at a conclusion. However, your arguments should suggest whether an action is likely to succeed or not. A statement such as “Joe will likely be convicted of manslaughter” is more convincing than an uncertain statement like “Bob may or may not be convicted of manslaughter”. However, it is inappropriate to suggest that “Bob will be convicted of manslaughter”.

Don't start writing until you've planned and re-planned your answer. At the least, don't start the moment you think you know the answer.

– HARRY ROGERS

Essay Questions

Essay questions will typically address a contentious case, area of the course, or a broader thematic element of the unit.

How should I prepare?

1. Become familiar with all the major cases, and the reasoning employed by the judges. Do not ignore dissenting judgments because they can sometimes form the basis of essay questions.
2. Identify 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!
3. Identify major themes that link several topics within the course. 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 extra information from relevant journal articles or supplementary readings.
4. Practice past exam essay question under exam conditions, using the scaffolds that you have prepared and your topic summaries.

I identify the issues, integrate the law with the facts in my answer, and try to be as brief as possible. I try not to waste time setting out multi-stage tests before then methodically applying them (i.e., don't mechanically apply IRAC), but rather break the tests down and stay close to the facts, explaining each element as it applies directly to them. I think it's generally quite easy to pick which topic areas/issues within courses lend themselves to factual case analogies; in those areas I analogise (but try to keep it brief e.g. “[exam fact] is akin to the X in [case name]”), but otherwise don't waste time with case facts. Try to think commercially/practically about the issues and identify what will help and what risks present to the 'client' in the problem.

– SAMUEL HOARE

Should I address both sides of the question?

Always follow the directive at the end of the question. If you are asked to advise both parties, weight your advice equally to both parties and look for actions on either side. If it asks you to advise one party, you should advise that person on potential claims they may bring, claims against them, and counter-arguments to these claims. All good responses will assess the viability of possible actions and in that sense consider both sides - the degree to which you do this depends on the directive of the question.

Should I bother with counter-arguments?

Always. Never present a one-sided argument that assume the necessity of success. You must recognise the pros and cons of your argument, noting how likely an argument is to succeed. Reading cases can help you learn how receptive courts are to particular arguments.

What about contentious areas?

You are expected to canvass areas of contention. This will give your response an added layer of

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

– NATALIE CZAPSKIE

How should I structure my answer?

Even if you have structured an essay scaffold for responses similar to the question you are given, pay close attention to the requirements of that particular question. If you do not have essay scaffolds that fit the question, use reading time to plan your response. Structure matters, and you must have a clear and concise method of explaining your thinking, using an introduction, body and conclusion.

Introduction

1. Directly address the question asked
2. State your thesis clearly, and directly
3. Define any key terms
4. Provide some brief context and explain the legal debate alluded to by the question
5. Provide a roadmap for the rest of your essay, outlining how you will support your thesis - what are your main arguments for the following paragraphs?

Body

1. Introduce each argument using a clear topic sentence that explains how the analysis contained in the paragraph supports your thesis.
2. Use key cases, judgments, legislation and opinions of academics from journal articles or textbooks as authority for your position. Make sure these are relevant and necessary - don't simply quote for no reason, or use quotes disconnected with your thesis.
3. Acknowledge counter-arguments and demonstrate how they shape your argument, the exceptions they create, or note that they do not detract from your thesis.
4. Feel free to use headings. Markers appreciate the order and structure that headings provide.

Conclusion

Despite the time pressure of exam situations, it is still necessary to include a brief conclusion restating your position in relation to the essay question.

You're not smart enough to revolutionise the legal system in the 40-60 minutes you have in an exam to write an essay. As such, just write clear, logical topic sentences, with a bit of uniqueness, but not too much. In preparation, find some novel evidence that others may not have seen (for instance, in Public International Law, research some International Law Commission Draft Articles to drop into your analysis).

- WILLIAM RYAN

Assignments generally resemble one of three types of examination: problem question assignments, research essays and case notes.

PROBLEM QUESTIONS

Problem question assignments should be approached and structured in a similar way to an exam-style problem question. However, they are often more complex or may cover unsettled areas of the law. You will benefit from conducting additional research and consulting supplementary materials. Consulting a textbook may help with areas of the law on which there has been no clear judgment.

For assignments, I generally try to start by writing a fairly comprehensive plan, often so detailed that when I actually write my answer, I am just transforming dot points into full sentences

- CALLUM RYAN

Start early. The point of a research essay is that you are probably not going to learn the content in class, so there's no reason why you can't start it the day the assessment comes out. As such, write a draft, then give it a break for a week, then write another draft with the clarity of time. Have a good number of sources, but it's much more important to have less and use them well. Don't be afraid to use good sources, just because your classmates are as well. Try to consider a unique thesis that works for the sources.

- WILLIAM RYAN

RESEARCH ESSAY

What is a research essay?

Research essays require you to conduct exhaustive research into a specific area and to reference your sources meticulously. Research essay questions are more complex than the 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.

1 Analyse the question

Start by reading the question, focusing especially on the key terms. Note any instructive word 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 the middle ground and explain why. Be careful to provide nuance for your argument, as a moderate position may come off as idle fence-sitting.

The set question is the focus of your essay and should inform each and every aspect of it. Re-read the question at every stage of your preparation to ensure that you stay on topic.

2 Brainstorm possible points

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

3 Conduct research

Preliminary Research

Start the preliminary stage of your research by reading up on the general topic that you identified during your brainstorming. 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 readings are great tools for preliminary research, but it is necessary to go beyond them to obtain a good result. After gaining a better understanding of the general topic, re-evaluate the issues and arguments that you initially identified.

In-Depth Research

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, such as journal articles, case notes, books, cases and legislation. not remember where it came from.

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

– MELISSA CHEN

4 Plan

Begin organising your intended response whilst you are conducting your in-depth research, as you will probably find that 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 provide support for your thesis.

I will try to use sources to expand on the arguments or come up with novel arguments. Then I'll flesh out the body of the essay. I also think it helps to engage with the sources you use by being critical of the arguments where necessary, or pitting different sources against each other argument-wise.

– AMELIA DALE

5 Write the essay

An essay in a law assignment should contain the same essential elements as 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). The standard of expression is also expected to be significantly higher, as is the depth of analysis. Under no circumstances should you attempt to start and finish writing the essay in one night. Referencing alone can take up to several hours, especially if you have never used the AGLC before.

When I am stuck on an assignment, I sometimes try to write continuously in an almost stream-of-consciousness style for a paragraph or so, without worrying about whether it's any good. I find that doing this often gets me out of the rut I was stuck in.

– CALLUM RYAN

6 Edit

During the editing stage you must fix grammatical, punctuation and typographical errors. Sometimes you will find that your essay has veered away from the original question onto an irrelevant tangent. Editing allows you to check that your thesis is consistent throughout the essay and that your information is presented in a logical way that answers the original question. It is often helpful to ask someone else to read your essay, even if they do not do law. used the AGLC before.

Ensure you give yourself plenty of time to not only research and plan your answer, but also time to review what you have written. I prefer to try and write my answer early, and then not to look at the assignment for 2 or 3 days. When I return to examine what I have written, I often find I will reword my thesis, the order in which I have presented the material, or undertake further research on a particular issue. As such, giving yourself a decent amount of time before the assignment is due to reflect and review your own work is critical.

- MICHAEL GVOZDENOVIC

CASE NOTES

What is a case note?

A case note requires you to summarise and analyse a court judgment. This type of assignment assesses your ability to accurately read cases, draw relevant information concisely and reference.

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 section is allocated a certain number of marks. Your role is to identify the information that fits into each category, and how much of it should be included.

Examples of categories may include:

Citation. A citation identifies a case. According to the AGLC, "where a case appears in an 'authorised' report series, this series should be cited in preference to any other reported version" (p. 48). An authorised judgment is one from an official law report. An example of a case citation is *R v Clarke (1927) 40 CLR 227*.

Court and judges. Include the full name of the court and the judges present.

Material facts. Material facts are facts that are critical to the outcome of the case. You should only include facts that are material to the resolution of the case. For example, you might not include trivialities of dates, amounts etc. if

they do not have any bearing on how the law is applied. Conversely, you may include the date if the difference in time between certain events has bearing on the result of the case.

Procedural history. This requires you to give an overview of the case's history. For example, if the case is being heard in the High Court of Australia, then the NSW Court of Appeal and the NSW District Court may be relevant procedural history. If the case is being heard at first instance, it may not have procedural history - however it may be relevant to include prior proceedings if these are the subject of the new case.

Legal issues. You may need to identify the issues to be decided by the case. These may be issues of fact, or of law and should broadly align with your rationes.

Reasoning. Once you have identified the issues, you may have to explain how the court answered each issue. If the judges did not make a unanimous decision, you should highlight the differences in their reasoning.

Rationes Decidendi. The rationes are the resolutions to the main legal issues in the case.

Obiter Dicta. Judges often make comments 'in passing' that raise interesting points of discussion but are not relevant to the legal issues at hand. Points of contention on which the case does not turn will often be obiter.

Orders. Each case will have legal consequence. For instance, look for statements such as 'the appeal was dismissed'.

LEGAL WRITING

For a comprehensive and thorough introduction to legal writing, see Belinda Smith's Sydney Law School Writing Guide (http://sydney.edu.au/law/learning_teaching/legal_writing/index.shtml).

As a starting point, keep in mind these suggestions:

- Omit superfluous words and sentences.
- Include words that are necessary for your sentence to be grammatically accurate.
- Do not use Latin or jargon to try and sound more sophisticated. Only use them when their meaning is clear to the intended audience or if ordinary words do not convey the same meaning with sufficient precision.
- Use an active, not passive, voice.
- Use short sentences/paragraphs in favour of long sentences/paragraphs.
- Use gender neutral language.
- Do not use colloquialisms. An essay should be written using a formal tone and directed to a sophisticated audience.

There are a number of extra study and support programs and networks to supplement students' formal learning in lectures and tutorials.

STUDY GROUPS

Study groups can be a great way to alleviate stress and to work through difficult concepts. In the lead-up to exams, having other people with whom to compare answers to past exam questions can give you the benefit of a variety of approaches. 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

Discussing the concepts with friends and resolving any issues that they might have with the content has been, at least from my personal experience, most valuable in maximising my revision.

– TREVOR TSUI

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 consists 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 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 who 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. Each student leaves PASS with a worksheet that neatly summarises the weekly course content.

PASS is run in the following units for undergraduate (LLB) students:

- LAWS1015 Contracts (Semester 1)
- LAWS1023 Public International Law (Semester 1)
- LAWS1012 Torts (Semester 2)
- LAWS1016 Criminal Law (Semester 2)
- LAWS1017 Torts and Contracts II (Semester 2)

PASS is run in the following units for postgraduate (JD) students:

- LAWS5001 Torts (Semester 1)
- LAWS5002 Contracts (Semester 1)
- LAWS5004 Criminal Law (Semester 2)
- LAWS5005 Public International Law (Semester 2)
- LAWS5006 Torts and Contracts II (Semester 2)

Q & A with PASS Facilitator Michael Gvozdenovic

Q: What are the benefits of attending PASS for law subjects?

PASS in Law involves weekly, one-hour sessions where students work collaboratively to refine their understanding of the course. Having been both a student of PASS, as well as a current PASS Facilitator, I cannot speak highly enough of the benefits of attending PASS sessions:

a. PASS allows students to consolidate and clarify the content from lectures in a relaxed and open environment – PASS encourages students to discuss how the issues within a particular topic fit together, as well as how that topic fits together within the course.

b. PASS also gives you an opportunity to practice applying the law by working in groups on specifically prepared practice questions – PASS therefore helps to develop your legal and critical thinking skills.

c. PASS Facilitators offer guidance and practical study advice – All PASS Facilitators have achieved excellent results in the subjects they run.

d. PASS is also a great opportunity to meet new people and make new friends.

e. Finally, and most importantly, PASS is all about YOU – sessions are run according to what the students want to work on, whether it be theory questions, problem questions or a combination of the two.

Q: Why do you think it might be important for students to attend PASS?

Although PASS is an entirely voluntary learning program, I think it is important and useful to attend PASS sessions as it helps students:

a. Develop good study habits – since PASS typically covers materials from the previous week's lectures, PASS sessions serve as an excellent source of revision, and therefore encourage students to revise topics often earlier than they otherwise would, which

is a useful practice for all law subjects.

b. Be proactive – since PASS sessions encourage students to learn from each other, students become proactive in their learning, rather than relying on others to 'spoon-feed' them the answers.

c. Develop deeper order thinking – not only do PASS sessions help students clarify areas of difficulty, but they also provide students with additional resources to approach the material with a deeper understanding.

Q: How can students make the most of each PASS session?

To make the most of each PASS session, I suggest that students:

a. Actively engage in the discussion – never be afraid to give an answer, as participating in the discussions allows you to identify areas of weakness, as well as help develop your oral presentation skills.

b. Come prepared to the sessions – attending the relevant lectures (and completing the prescribed readings where possible) are important steps to ensure you get the most out of every PASS session.

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 at least a Distinction in the relevant subject. Interested students should fill out the Tutor and Tutoring Application Form available at <http://www.suls.org.au/tutoringservice/>. Students interested in tutoring should email their CV and academic transcript 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.

Law library staff are available during opening hours to be consulted on anything from how to locate a particular case to the meaning of a legal abbreviation.

LEARNING CENTRE PROGRAMS

The Learning Centre provides resources to all University of Sydney students to build and extend the skills they 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 within some faculties, and both online and print resources for students. For more information on any of the programs offered or to sign up, visit the Learning Centre website on http://sydney.edu.au/stuserv/learning_centre/.

FACULTY CONTACTS

For questions about enrolment, degree progression, assessments, timetabling or anything related to the administrative side of your degree, visit the Level 3 desk in the New Law School building.

To make contact with the Law School advisers, book here <http://sydney.edu.au/law/cstudent/jd/contacts.shtml>.

CONTACTING LECTURERS & TUTORS

Don't 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. Their details can be found in your unit outline. Your lecturer should be seen as your second port of call in this instance. Ask a specific question, and explain what you have done to try and answer it yourself. Prove that you have made a solid attempt to tackle the issue yourself by, for example, going through the lecture slides and completing the set reading.
- Booking a consultation if the problem remains 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 they are set for discussion you can identify gaps in your understanding early on and seek help accordingly when there is no lengthy queue for advice.

ACADEMIC SUPPORT

See the SULLS education publication to be found here: https://static1.squarespace.com/static/574a8854e707eb4fe69d75b4/t/593653ba15cf7df0e2759b66/1496732605576/yourrightsatuni_2017_v4.pdf.



CORE SUBJECTS

Before you choose to specialise your units, you must get through all of your compulsory core subjects! This section outlines information about each unit's assessment structures, drawing on advice from past students who have performed highly in their respective subject.

Generally speaking, 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 three (18 credits) or four subjects (24 credits). Due to the heavy workload, many students choose to take three subjects, facilitated by lengthening their degree for an additional year or catching up on subjects through Summer or Winter School.

Some students are eligible to study part-time following an application to the Associate Dean (Professional Law Programs) via law.professional@sydney.edu.au. Usually, part-time study is only granted in exceptional circumstances, for example, where the student has a serious or unmanageable medical condition.

As part of their visa requirements, international students must maintain a full-time load so please seek further advice if you are an international student wishing to reduce your course load.

Even if you are not an international student, should you wish to modify your degree structure, remember to check whether there are prerequisites that may limit your options.

LLB Degree Structure: sydney.edu.au/law/cstudent/undergrad/docs_pdfs/LLB_Degree_Structure.pdf

JD Degree Structure (Full Time/Part Time): sydney.edu.au/law/fstudent/jd/program.shtml

Concurrent Enrolment (LLB): sydney.edu.au/law/cstudent/undergrad/docs_pdfs/LLB_concurrent_enrolment_app.pdf

Summer and Winter School: sydney.edu.au/summer/summer_winter/

FOUNDATIONS OF LAW

Offered in Semester 1

LLB

- 1 x 1hour lecture and 1 x 2hour tutorial each week
- 10% structured tutorial presentation, 10% unstructured tutorial participation, 30% for an analysis of a case midway through semester, 50% for an essay on an area of legal principle at the end of semester

JD:

- Full-time stream: The unit is taught on an intensive basis over four weeks. In addition to the intensive, the unit includes a Legal Research component, consisting of 6 x 2hr seminars/wk, commencing in week 1 of semester.
- Part-time stream: 1x3hr seminar for 13 weeks beginning week 1. Legal Research 3x4.5hr seminars for 3 weeks beginning week 1.
- Daytime stream: Class participation (10%), individual presentation (10%), group work (10%), class test (20%) and final exam (50%).
- Evening stream: Class participation (10%), class presentation (10%), case analysis and commentary exam (40%), 2500wd final essay (40%). Legal Research: Compulsory attendance, eLearning quizzes (10%) and in-class exam (90%).

What tips do you have for the unit?

Consider pacing yourself with readings. Please don't feel like crying when you receive the monstrous brick of subject reader from the copy shop, it's just nothing compared to the amount you'll be reading for the entire course of your law student career. Be committed to the unit, make sure you go to the lectures. As the semester progresses, you might start to think that the readings are too much. But don't give up, be stoic and just read them. Start to Google things, even go to AustLII to check out the full judgment of a case that interests you. And remember, buy a legal dictionary, it's certainly a good investment.

How is study for this subject different to other subjects?

This unit does not teach you how the law works in a technical sense- it won't show you how a contract is formed, how a negligent act is said to be committed, how a civil claim can be pursued in court. Instead, this unit encourages you to think how the law should be. Should judges have the power to 'make laws' in a democratic society, if the separation of powers is to be respected? Should minority rights be better protected? Should the Australian Commonwealth enact a human rights charter? It can be very philosophical, and does involve a value judgement.

—MARTIN CHAN

TORTS

Offered in Semester 2

LLB

- 1 x 2hour lecture and 1 x 1hour tutorial per week.
- 20% mid-semester take-home problem question assignment on intentional torts, 10% tutorial participation, 70% closed book final exam covering the entirety of the course.

JD

- Daytime stream: 2 x 2hour seminars/wk for 10 weeks.
- Evening stream: 1 x 3hour seminar/wk for 13 weeks.
- 1hr interim exam (25%) and final 2hr closed book exam (75%)

What tips do you have for the unit?

The way I studied for Torts was by writing short case summaries as I read through the cases, then transforming those summaries into 'scaffolds' towards the end of semester. A good approach to making scaffolds is to structure them around provisions of the CLA, at least where applicable. I found that it was at this latter stage, when synthesising everything into concise scaffolds, that everything came together for me and the messier aspects of the law became clear.

How is study for this subject different to other subjects?

Like many law subjects, assessment for torts is based almost entirely on answering problem questions – that is, the application of legal principles to often complex and lengthy factual scenarios. This is where the scaffolds come in handy. Torts especially can be quite formulaic, and at times lends itself to an almost mathematical approach.

What did you enjoy most?

I found the problem solving involved in Torts – in particular, the deconstruction and logical analysis of different factual scenarios – to be quite a stimulating and satisfying experience.

How would you describe the content?

In a broad sense, torts is structured fairly logically and formulaically. This is helpful to keep in mind when structuring notes and trying to get a 'big picture' view of the subject. At the micro level, however, it's important to remember that some aspects of tort law are still ambiguous or unsettled, often to an even greater degree than it might seem from what a particular judge, lecturer or textbook says about them.

- CALLUM RYAN

CONTRACTS

Offered in Semester 1

LLB

- 2 x 2 hour lecture and 1 x 2 hour tutorial per week. Tutorials start in the second half of semester, and there is also a break in the lecture series.

- 30% mid-semester take-home problem question assignment, 10% class participation, and a 60% 2 hour closed-book exam.

JD:

- Daytime stream: 2x2hr seminars/wk for 10 weeks.

- Evening stream: 1x3hr seminar/wk for 13 weeks.

- Take-home problem question (30%) and final exam (70%)

What tips do you have for the unit?

Firstly, learn the niches in the law well. By niches, I mean the differences in opinion on rules of law or policy according to different judges or courts. In order to distinguish yourself in your written answers, showcase the diversity of opinion, choose one stance and justify why you chose it, and explain how that implicates the present fact scenario.

Secondly, understand how smaller cases affect major decisions. A smaller case whose decision contradicts that of a larger case (by larger I mean in a higher court, or precedent that is very much accepted in the legal community) can hold weight, and again, this is another point where you can distinguish yourself by knowing these smaller cases.

Thirdly, start the assignment early. At the very least, read the problem question as soon as you get it, let it simmer in your head, jot down whatever comes to you, and discuss the ideas with your friends/your tutorial classmates as much as possible. Then workshop it as much as you can. Finally, in lectures, pay attention to the commentary your lecturer provides. It is often useful for how to organise your answers

and knowing which cases are more important. Sometimes cases in the textbook say one thing and mean another, so the true meaning is very useful and usually explained by your lecturer.

How would you describe the content?

The content is quite complex, which means you may need to read a case a few times to fully digest it. However, it is very logical and you can often convert it into a sequence of questions or steps.

- MARGERY AI

CIVIL AND CRIMINAL PROCEDURE

Offered in Semester 1

LLB

1 x 2 hour lecture and 1 x 2 hour tutorial per week

- Tutorial participation (20%), report assignment (20%), 2 hour open book final exam (60%)

JD:

- 2 x 2 hour seminars per week

- 20% tutorial participation, 20% mid-semester take-home assignment, 60% open-book final exam

What tips do you have for the unit?

As with all open exams, your notes need to be concise and orderly. The civil and criminal parts of the unit are quite different, so it's worth assembling a separate folder for each.

I found it useful to summarise, in tabular form, the contents of the various Acts (for civil) and the circumstances in which appeals are possible (for criminal). For instance, who can appeal, on what (law or fact), from where, and to where? Is the appeal as of right, or with leave? What is the relevant section?

For the final exam's essay component, it's essential to identify the themes of the course (for both civil and criminal) and to prepare a short list of dot points for each.

- JOEL PHILLIPS

CRIMINAL LAW

Offered in Semester 2

LLB

- 2 x 2 hour seminar per week for 10 weeks.
- 40% research essay assignment, 10% class participations, and 50% 2 hour closed-book exam.

JD:

- Class participation (10%) and 1 x assignment (30%) and 1 x 2hr final exam (60%)

What tips do you have for the unit?

I found it useful to make scaffolds that outlined the elements of different crimes and the principles that applied to each element. I would list the relevant cases for each element in the scaffolds. In this way, I was able to use the scaffolds when I approached any problem question to ensure that I was addressing all the elements of a particular crime. I found that the scaffolds provided me with the basic structure for any problem question and were very helpful in the time-pressured exam.

It is also important to consider any common themes that arise with respect to the different crimes studied, as this is particularly useful in approaching essay questions. By considering crimes thematically I found it easier to develop a thesis to respond to an essay question.

How would you describe the content?

The content of the course is very interesting and well-structured. The course begins with a general introduction to criminal law and later considers the elements of, and issues surrounding, different crimes and defences. The unit follows how many of these crimes have developed throughout history and any difficulties that arise in relation to these crimes and defences in a modern context.

- CASSANDRA SMITH

LLB III

PUBLIC INTERNATIONAL LAW

Offered in Semester 1 (Undergraduate), Semester 2 (JD)

LLB

- 1 x 2 hour lecture; 1x 2 hour tutorial per week
- 20% mid-semester exam, 80% 2 hour final exam

JD:

- 2 x 2 hour seminar per week
- 25% mid-semester test; 75% final exam

What tips do you have for the unit?

Firstly, be careful about what does and does not actually represent the law – your readings and lectures will often mention treaties (or drafts of treaties) with very few or no signatories, which usually (but not always) have no legal effect; if they do, then you need to be able to explain why. Secondly, PIL essays should give a relatively higher weight to legal, rather than policy, content – on a number of issues in international law, the legal position is sufficiently contentious that an essay needs to devote a lot of time to establishing what that position (arguably) is, before making a judgment about its merits. In my experience, the essay questions didn't require readings beyond the textbook and, where not in the textbook, cases (in any case, the textbook is pretty comprehensive).

How is study for this subject different to other subjects?

In my experience, it doesn't differ as much as you might expect. The primary thing to be mindful of is that the legal status of the various cases, instruments, or treaties you study is not always uncontroversial – this varies to a much greater extent than in municipal law subjects, and needs to be adverted to in problem questions.

–HARRISON ROGERS

PUBLIC LAW

Offered in Semester 2

LLB/JD

- 2 x 2 hour seminars per week for 10 weeks
- 30% 1 hour mid-semester test; 70% 2 hour final exam.

What tips do you have for the unit?

Firstly, don't stress too much about the readings, other than of legislation – I found that all of the important details of cases were covered in class, with very few exceptions; on the other hand, you do need to know the relevant legislation (re FOIs, ICAC, etc.) in greater detail than is covered in class. Secondly, make sure that your notes contain good scaffolds – there is a lot to cover in the final (open book) exam, but much of it can be copied out of your notes, with appropriate modifications. Finally, revise seriously for the midsem. If you know the content of the early weeks in detail, then it's relatively easy to do well on the multiple choice component (which is substantial).

How would you describe the content?

Public Law is an introductory unit, so it covers a broad range of topics, and it isn't quite as easy to identify the conceptual links between them as in more contained subjects (but they are important). In problem questions, there is a greater emphasis than in previous subjects on drawing factual (dis)analogies between cases. For the constitutional component of the unit, there are usually a number of competing legal approaches to any issue, which you need to be able to negotiate (this is obviously a difference of degree and not kind).

–HARRISON ROGERS

TORTS AND CONTRACTS II

Offered in Semester 2

LLB

- 1 x 2 hour lecture and 1 x 1 hour tutorial every week starting week 2.
- 30% assignment (in 2015 this focused on measure of damages in contract), 70% final exam

JD:

- Daytime stream: 2x2hr seminars/wk for 10 weeks.
- Evening stream: 1x3hr seminar/wk for 13 weeks.
- Daytime stream: 2000wd assignment (30%) and final 2hr exam (70%).
- Evening stream: 1hr class test (25%) and 2hr final exam (75%)

What tips do you have for the unit?

First, make sure you understand how the course fits together, as well as the various links between each of the topics. Understanding the logic behind moving from one topic to the next helps ensure that you don't get lost in the substantial amount of material. Flowcharts and scaffolds are useful in showing the steps within each topic and the course as a whole.

Second, do not underestimate the amount of material that is covered, especially for the final examination. The course covers a wide range of topics that either extend or supplement the material taught in Contracts and Torts, so a fair amount of memorisation is required.

How would you describe the content?

The 'contract' half of the unit involves two broad themes, the first focusing on extending the material learnt in Contracts by examining the various legal consequences of breach and termination (with a particular focus on damages). The second theme concerns vitiating factors including undue influence, unconscionability, duress and the relevant provisions of the Australian Consumer Law.

The 'torts' half of the unit examines content only mentioned in passing in Torts such as liability for pure economic loss, vicarious liability and proportionate liability, with a strong focus on the relevant case law.

—MICHAEL GVOZDENOVIC

LLB IV AND JD II

ADMIN LAW

Offered in Semester 1

LLB / JD

- 2 x 2 hour seminars per week.
- 40% 2000 word essay; 60% open book final exam

What tips do you have for the unit?

Engage with the legislation (mostly, the ADJR Act) early, print it out, read it properly and mark it up. It is important to understand the (sometimes complex) facts of the cases fully, but also to differentiate between facts that are relevant to the Admin Law points you are looking for, and facts that are specific to the circumstances of that case (eg, provisions of a particular statute at issue in the case) that you don't need extreme detail on. I found that Admin Law cases often encompass many other areas of the law as well, so while I definitely recommend reading the cases in full, read them with an awareness of the principles of Admin Law you are trying to extract and understand. My final tip is to make a big judicial review scaffold for problem questions before an exam - set out your structure, fill it out with the case law / legislation, and work through it systematically in the exam.

How is study for this subject different to other subjects?

The set textbook (Cane and McDonald, when I completed the subject) is quite brief and provides a high-level overview. I found it more helpful to read the cases first, attend the classes, and then read the set textbook chapter as a summary, having already gained some of the knowledge that you need to fully understand the points that Cane and McDonald make.

– ALYSSA GLASS

FEDERAL CONSTITUTIONAL LAW

Offered in Semester 1

LLB/JD

- 2 x 2 hour seminars/week for 10 weeks. While there were no tutorials, the lecturer went through tutorial-type questions in the lectures.
- Either: 30% mid semester problem assignment, 70% final exam (2 hours 30 mins)

What tips do you have for the unit?

As much as possible, stay on top of the readings and do them in advance of the lectures. Attend all the lectures and listen closely to what Professor Gerangelos is saying; his pearls of wisdom will be useful not only for this subject but for your future in the law. I also recommend purchasing the most recent edition of Zines's *The High Court and the Constitution* as it contains useful insights that will help you both for the assignment and the exam.

In the exam, make sure you read the questions carefully and know how many you have to answer if you have a choice of questions. Make sure you allocate enough time to answer each question properly! Practice questions are essential in your preparation for the exam.

How would you describe the content?

This subject focuses on the section 51 heads of power and determining whether a purported exercise of Commonwealth power falls within one of these subject matters. Therefore, it is essential that you have a good understanding of the tests for determining whether an impugned exercise of power falls within the heads of power and is constitutional. There is also a discussion of some prohibitions on power like the implied freedom of political communication. It is useful to understand the grey areas where there is debate regarding the scope of the power. Accuracy in stating the law, appreciation of the grey areas, and an ability to think about how the test would be applied in different factual situations is key, as in all law subjects.

It is important to have clear, concise notes that you can easily and quickly work with in an exam. Try to distil complex principles into their essence and be concise and accurate in your expression, particularly with the assignment. As Professor Gerangelos says, aim for “maximum meaning, minimum words”.

—SARAH IENNA

INTRODUCTION TO PROPERTY & COMMERCIAL LAW



Offered in Semester 1

LLB / JD

- 2 x 2 hour lectures (for 5 weeks), and 1 x 2 hour lecture and 1 x 2 hour tutorial (for 5 weeks)
- 30% 1 hour mid-semester exam, and 70% 2 hour final exam.

What tips do you have for the unit?

I would recommend listening to the lectures a couple of times as some of the more complicated topics can be difficult to grasp first time. I would also advise writing down every single thing your tutor says when answering the practice problem questions - it probably won't make any sense at the time because there's no way a mere human could be that across the subject matter during semester, and because it won't make sense it's tempting to tune out, but if you write everything down at the time, when you come back to it during STUVAC, when you're more across the content, suddenly it will all make sense. Having a basically perfect answer to all the problem questions already in your notes is invaluable. Scott Grattan is fantastic - very kind and willing to answer questions, but also enthusiastic and super knowledgeable about the subject matter.

How would you describe the content?

This subject is great in that it's incredibly structured and lends itself very well to formulaic, scaffold-based problem questions. If you like the structure and easily stepped

out nature of black letter law subjects, then IPCL will feel like Contracts on speed (in a good way). However the subject also focuses on statute for certain topics, so it's important to understand how the statute and case law interact. IPCL also has an interesting review of Personal Property Securities Act and associated regime. Pay attention to the PPSA stuff if you're even contemplating working in commercial law, because it will follow you wherever you go. Overall, I would describe the content as challenging and at times frustrating, but probably the most relevant thing you'll learn for real life practice.

—MILLIE DALE

THE LEGAL PROFESSION



Offered in Semester 1

LLB/JD

- 2 x 2 hour seminars per week for 10 weeks.
- 2500 word interim assessment (40%) and final take-home exam (60%)

What tips do you have for the unit?

While many lectures are spent exploring ethical issues within the law, the assessable content in the unit mainly relates to the rules which govern the legal profession. A thorough understanding of these rules will ensure success in the final assessment, which is worth considerably more than the mid-term assessment.

When writing the current comment, take an original angle with the question. Questions are often quite broad, and approaching the task from the perspective of a different jurisdiction or a particular section within society will help differentiate your response.

Also be aware that every scenario raises various areas of law (contract, tort, equity, professional rules), which means you will probably need to be succinct in your analysis. It's also good to stay on top of the cases raised in semester

of the cases raised in semester because they will be most useful for you in the take-home in terms of being able to identify what the facts are referring to.

Be aware previous years have found the take-home exam quite intense, so be prepared as much as possible beforehand and try and clear your schedule for the week.

—JAMES KWONG

CORPORATIONS LAW

Offered in Semester 2

LLB/JD

- 2 x 2-hour seminars per week for 10 weeks.
- 20% mid-semester exam and 80% final exam

What tips do you have for the unit?

This course requires a detailed understanding of the Corporations Act 2001 (Cth) as well as the cases which have applied and interpreted the statute. In preparation for the exam, it is important to read the statute carefully so that you are able to cite the Act and the specific section for every legal proposition where the Act is relevant. Further, I found it helpful to think about where the common law and statute interact and where I would need to rely more heavily on the cases than simply the 'test' set out in the statute.

In preparation for the exam, it is also helpful to write out answers to problem questions in timed conditions. Even if you're short of time, it is useful to read a question and plan a response within 15 minutes. For me, this helped to give me confidence that I could identify the relevant issues and organise my structure within the timeframe that I would have for planning in an exam.

How would you describe the content?

Corporations law is a content-heavy subject, and the details of cases are not that important, but rather, what is crucial is understandings

the links between topics/cases, and ensuring that you know how everything fits together. While the UOS is a guide for the structure, it is best to work out your own structure across topics before the final exam.

—RAHUL ARORA

EQUITY

Offered in Semester 2

LLB / JD

- 2 x 2 hour seminars per week for 10 weeks.
- Either: optional 20% mid-semester 1-hour exam and 80% final 2-hour or 100% final 2-hour exam

What tips do you have for the unit?

A good starting point for the unit is to focus on the history and origins of equity (the first topic in the course). I found that the history of equity was particularly important because it informs the principles that have developed in the area of trusts, fiduciary duties and obligations of confidence. For example, the maxims of equity may be useful in situations where the law is unclear and you need to go back to first principles.

For the exam, it is important to focus on having a clear structure when answering problem questions. My approach was to understand the different elements of a legal principle (e.g. the elements of estoppel), and to consider the order in which I would tackle the sub-issues when faced with a factual problem. This helped me to ensure that I covered as many issues as possible, cited the relevant cases in my answer, and it also helped me to understand the relevance of various facts which appear in the problem question.

—RAHUL ARORA

EVIDENCE

Offered in Semester 2

LLB/JD

- 2 x 2 hour seminars per week
- Either: 30% optional mid semester test and 70% final exam, or 100% final exam.

What tips do you have for the unit?

I have 3 tips for doing well in Evidence. The first is to think about the Evidence Act as its own complete system of logic. The first part of this is becoming extremely familiar with how all of the fundamental principles of the Act interact. In doing so, it is essential to understand the rationale behind each principle, because unless one understands the rationale, the complex interaction of the sections will not make sense. Although the Act has a mechanical structure with which it is important to be familiar, it will be difficult to do well if one only has a mechanical understanding rather than a deeper understanding of the rationales at play.

The second tip is to buy a printed copy of the Evidence Act. This can be bought from the Commonwealth Legislation website. Having the Act in hard copy allows you to get properly familiar with the interaction between the sections by underlining, annotating and tabbing. Be aware that there are some minor differences between the Commonwealth and NSW Acts, but these can be noted. The benefit of a printed copy in the exam is substantial. The importance of reading the Act and cases yourself, and making your own notes (preferably by hand), cannot be overstated. The holistic understanding of the Act that is needed to do well will not be achieved unless you have done the thinking for yourself.

The third tip is to spend time watching a criminal trial to see the operation of the Act in real life. Working out whether there is a basis to exclude evidence requires familiarity with the types of evidence that are commonly excluded, such as hearsay or opinion. Unless one has enough

familiarity to develop a bit of an instinct as to whether one of the exclusionary principles is enlivened, it can be hard to spot the relevant issues in the exam.

How would you describe the content?

The content is very unique, with few connections to other subjects. There are few subjects in which one Act is basically the entirety of the course, so study time needs to be devoted to becoming familiar with the Act. The mechanical nature of the Act is counterbalanced by the holistic understanding of policy rationales that is required. These are the basis of the Act and it simply does not make sense without them.

—BRADLEY SMITH

REAL PROPERTY

Offered in Semester 2

LLB / JD

- 2 x 2 hour lectures per week for 5 weeks; 1x 2 hour lecture and 1x 2 hour tutorial per week for 5 weeks.
- 30% 1 hour Mid-Semester Test; 70% 2 hours final exam.

LLB Degree Structure:
sydney.edu.au/law/cstudent/
LLB Degree Structure:
sydney.edu.au/law/cstudent/
Time/Part Time): sydney.edu.au/law/student/jd/program

What tips do you have for the unit?

Once you understand which types of interests prevail over which other types of interests, you will be able to prepare a template answer that you can mechanically apply to any problem question. Unlike most other units, this unit draws heavily upon your knowledge of other subjects (in particular IPCL and Equity). Learn to distinguish between equitable and legal interests quickly and confidently.

How would you describe the content?

Much of it deals with old system title and is therefore largely irrelevant today. However, you must not neglect it as a result. It is useful for understanding why we have our current system and will most likely be examinable.

—ZHONGYI WANG

LLB V AND JD III

PRIVATE INTERNATIONAL LAW

Offered in Semester 1 and Semester 2

LLB / JD

- 2 x 2 hour seminar per week for 10 weeks.
- 20% class test; 80% 2 hour final exam.

What tips do you have for the unit?

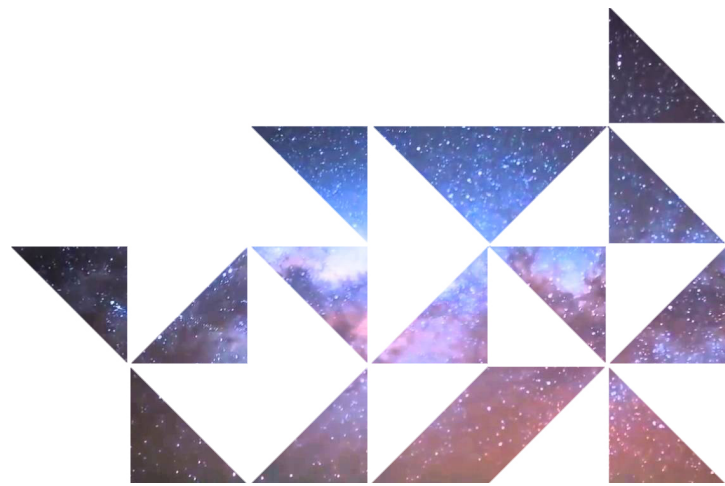
I would suggest the following tips: - Try to stay on top of the readings and make notes progressively during semester. - Ask questions during seminars to clarify concepts well in advance of exams. - Ensure that you develop a relatively concise and well-structured set of notes. - Practice as many problem questions as possible.

Your success in this unit will largely hinge on your ability to develop a structured legal argument in response to particular factual scenarios. Be concise in your writing and make sure you use headings. If possible, seek your instructor's feedback in relation to practice problem questions.

How would you describe the content?

In this unit, you will examine interesting rules that govern the resolution of disputes with an international element. Consider the following example: A person in England (A) publishes material that defames an Australian person (B) on the internet and this material is downloaded in England, Australia and many other countries. Where should B commence proceedings? What country's law will apply to determine B's substantive claim? Can A prevent B from bringing a claim in Australia? If B brings proceedings in England and obtains judgment, can B enforce the judgment against A in Australia? This unit will equip you with the tools to resolve these types of questions which arise in many areas of legal practice.

—LUKE ATKINS



CHOOSING LAW ELECTIVES

The comments in this section are compiled from survey responses by students during 2015 and 2016, and also contain background information about the units. This is not intended to replace Faculty advice about electives being offered, or the formal unit of study surveys. Rather, it can be used as informal advice from a student perspective.

For the Faculty's descriptions of these units, see:

sydney.edu.au/law/cstudent/undergrad/docs_pdfs/Unit_List_2016_LL.B.pdf

sydney.edu.au/law/cstudent/jd/docs_pdf/Unit_List_2016_JD.pdf

CHOOSING ELECTIVES

LLB students must undertake 42 credit points of elective units. Most units of study are worth 6 credit points. This must be broken down into:

- Maximum 36 credit points from Table 1 (General)
- Minimum 6 credit points from Table 2 (Jurisprudence or Legal Philosophy)

Generally, these electives are taken in LLBV. However students may substitute one compulsory unit with one elective unit in each semester of LLBIV. However students cannot enrol in more than two elective units in the penultimate year.

JD students must undertake 42 credit points of elective units. Most units of study are worth 6 credit points.

This must be broken down into:

- Minimum 6 credit points from Part 1 (International, Comparative and Transnational)
- Maximum 30 credit points from Part 2 (General)
- Minimum 6 credit points from Part 3 (Jurisprudence)

JD students cannot enrol in electives until they have completed their compulsory units in JDII. However, there may be scope for flexibility where pre-requisites have been satisfied or students wish to enrol in international units. Students may enrol in a maximum of 12 credit points of Master's electives in lieu of JD electives subject to availability and other unit admission criteria (Please note that the Elective Subjects Guide does not include comments on the Masters electives available to JD students).

LLB TABLE 1 ELECTIVES; JD PART 1/2

ADVANCED CRIMINAL LAW LAWS3404/5104

This unit adopts a theoretical approach to the study of criminal law and critical discussion of relevant academic theories covering criminal law, criminal justice institutions and penal practices form a core part of the unit.

Session: Semester 1.

Coordinator: Associate Professor Arlie Loughnan.

Course structure: 1x 6 hour seminar for 7 weeks.

Assessment Structure and Comments:
Research proposal (pass/fail), 4000 word research essay (75%), class participation (25%).

Students appreciated the flexibility in choice of essay topic but it was noted that students who prefer major essays may find the assessment structure of this course more enjoyable.

Student Assessment:

Students praised Dr Loughnan's teaching methods and style as she facilitated in-depth and thought-provoking discussions in her classes, and she was very knowledgeable about the course content. It was suggested by some students that those who are interested in the theory of criminal law, rather than the practical aspects of it, may gain more satisfaction out of this unit. The course was well-structured as content was updated to cover relevant critical issues.

ADVANCED EVIDENCE LAW LAWS3406/5106

This unit covers in depth the rules of evidence and raises new topics in evidence law theory such as identification evidence, evidence of past sexual history, and the interaction between human rights legislation and evidential rules. It also engages in international comparative analysis with evidential rules jurisdictions.

Session: Semester 1.

Coordinator: Ms Miiko Kumar.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
Class participation (25%) and 4000 word research essay (75%).

Students indicated that there was ample time to prepare both the essay and the class presentation.

Student Assessment:

Students found the material interesting and engaging and the class discussions were dynamic. Some students emphasised that the course was theoretical rather than practical, but they also identified the importance of this subject to the NSW Bar Association exams as Evidence is one of three subject areas covered in those exams.

ADVANCED TAXATION LAW LAWS3409/5109

This unit further expands on Australian Income Tax LAWS3412/5122 and explores more advanced aspects of the Australian tax system, including special rules applicable to entities, international taxation, GST, business cost recovery mechanisms, and tax administration.

Session: Semester 2.

Coordinator: Mr Micah Burch.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Either (1) 2 hour mid-semester exam (30%) and 2 hour final exam (70%); or (2) final exam (100%).

Students appreciated the option of a mid-semester exam as it gave them flexibility in the weighing of their assessment.

Student Assessment:

Students praised Micah's lecturing style as he breaks down difficult concepts into simple terms, and it was also noted that the content is focused on the practical aspects of taxation law.

ADVANCED TORTS LAW LAWS3504/5204

This unit explores the law of torts in greater depth than the compulsory Torts unit, and examines the theoretical debates as to the nature and function of torts, with an additional focus on case law in other jurisdictions.

Session: Intensive March.

Coordinator: Professor Jason Neyers.

Assessment Structure and Comments:

5000 word research essay (90%), class presentation and participation (10%).

Students enjoyed writing the research essay as it applied themes from the course and allowed students to incorporate their own interests in tort issues into the essay.

Student Assessment:

The survey responses for this unit were generally high. The teaching and content of the unit was praised as being thought-provoking, that it encouraged critical thinking, and was relevant to the legal career as common tortious issues that arose in litigation was addressed in this unit.

AUSTRALIAN INCOME TAX

LAWS3412/5122

This unit provides an introduction to income tax, covering the concept and categories of income, capital gains, fringe benefits, deductions and the treatment of capital expenditure, and key concepts evaluating tax policy. This unit is a prerequisite for Advanced Taxation Law LAWS3409/5109.

Session: Semester 1.

Coordinator: Mr Micah Burch.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Either: (1) 2 hour optional mid-semester quiz (30%) and 2 hour final exam (70%); or (2) final exam (100%).

Students appreciated the flexibility in the choice of assessment, noting that the questions in the assessments could be more challenging than those raised in class as they encouraged critical application of theory.

Student Assessment:

Students found this unit personally useful and relevant beyond the practice of commercial law. The teaching style of Micah was praised as being down-to-earth as he was knowledgeable and engaging, keeping the subject interesting and simplifying concepts when necessary as the material could be quite statute-heavy.

BANKING & FINANCIAL INSTRUMENTS LAWS3413/5113

This unit provides an overview of the legal regulation and supervision of banks and ADIs, legal relationships in a banking context, an introduction to negotiable instruments (cheques and bills of exchange), letters of credit and performance bonds, guarantees, and the Personal Property Securities Act (PPSA) 2009 (Cth).

Session: Semester 1.

Coordinator: Professor Roger Magnusson.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

There are three options: (1) 2500 word assignment (50%) and 1 hour exam (50%); (2) 3500 word essay (50%) and 1 hour exam (50%); (3) 2 hour exam (100%).

Students praised the assessment structure for the flexibility in the choice of assessment.

Student Assessment:

Responses were generally positive. The unit was well-structured and the content was extremely relevant and useful to commercial practice. The teaching style was excellent as Professor Magnusson repeated relevant concepts and additional materials provided by the lecturer were comprehensive.

CHINESE LAWS & LEGAL SYSTEMS LAWS3068/5368

This unit provides an overall picture of the Chinese legal system by tracing its role through major social epochs and the role of law in a socialist market economy.

Sessions: Semester 2; Shanghai Summer Intensive (November-December).

Co-ordinator: Professor Vivienne Bath (China); Professor Bing Ling (Sydney).

Course structure: Intensive mode (China); 2 x 2 hour seminars per week (Sydney).

Assessment Structure and Comments:

Sydney stream: optional essay (50%), exam (1 hour and 50%, or 2 hours and 100%); Shanghai stream: closed book exam (100%).

Students noted that the substantial problem questions in the exam were difficult to answer given that the content of the course was largely focused on the historical and political aspects of Chinese law.

Student Assessment:

Professor Bing Ling for the Sydney stream was praised for his knowledge and his efforts to answer questions. While students appreciated the broad and interesting range of Chinese law, it was suggested that there were too many topics covered in a short period of time.

See our 'Offshore Opportunities' section for information, opinions and student perspectives on the Shanghai stream for this unit.

COMMERCIAL DISPUTE RESOLUTION LAWS3412/5116

This unit provides specific dispute resolution skills for matters involving contract, finance and property. Drawing on the theory of ADR in various forms, the unit allows students to become aware of and embark on acquiring the practical skills needed to handle commonly arising issues in litigation.

Session: Semester 2.

Coordinator: Mr Derek Minus.

Course structure: 1 x 4 hour seminar per week.

Assessment Structure and Comments:

3500 word essay (45%), assessable workshops (3 x 15%) and class participation (10%).

Student assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

COMPETITION LAW LAWS3419/5199

This unit centres on Part IV of the Competition and Consumer Act 2010 (Cth), focusing on the fundamental purposes of competition law policies. It covers concepts of the national competition policies and legislation, market definition, market power, mergers and acquisitions, horizontal arrangements, vertical arrangements, and misuse of market power.

Session: Semester 1.

Coordinator: Dr David Howarth, Dr Brett Williams.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Class presentation (10%), essay and peer review (30%), 2 hour exam (60%).

The assessments were considered fair although some students suggested that more information prior to the assessment would have been appreciated.

Student Assessment:

Students found the unit was relevant and the content was interesting, although it was suggested that the unit needed to be better structured and organised, particularly with the long and complicated unit of study outline.

CONTRACT AND EQUITY IN LAND DEALINGS LAWS3422/5122

This unit deals with the principles relating to entry into, performance, and remedies for breach of contracts for the sale of land, and is designed to provide the theoretical foundations necessary for commercial practice in modern conveyancing, including formation of an enforceable contract for sale, performance of the contract, and remedies.

Session: Semester 1.

Coordinator: Ms Patricia Lane.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

3000 word research essay (40%) and take-home exam (60%).

Student Assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

CORPORATE AND SECURITIES REGULATION LAWS3424/5124

This unit explores mergers and acquisitions, covering the major areas of public securities regulations such as takeovers, corporate fundraising, buy-backs and capital reductions from a technical and practical perspective. The course is run by leading M&A partners from Herbert Smith Freehills and Corrs Chambers Westgarth, using real-life stories to illustrate legal principles and practical application of legal principles to the current market.

Session: Semester 2.

Coordinator: Herbert Smith Freehills and Corrs Chambers Westgarth staff.

Course structure: 2 x 2 hour seminars per week (off-campus).

Assessment Structure and Comments:

Class participation and problem questions (10%), 3 hour exam (90%).

Student assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

CRIMINOLOGY LAWS3426/5126

This unit introduces the theoretical issues associated with the definition and explanation of crime, criminality and crime control. It covers rationales for punishment, the impact of the justice system on minority groups, the regulation

of hate crime, and others. Students also take part in visits to a gaol and/or a juvenile detention centre.

Sessions: Semester 1, Semester 2.

Coordinator: Dr Garner Clancey.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

3000 word research essay (60%), 1200 word presentation paper (20%), class participation (20%).

The assessment regime was praised as there was flexibility in choosing the week for class presentations, and it was suggested that students who enjoy research essays would appreciate this unit more.

Student Assessment:

The unit provided an excellent and largely theoretical approach to criminology, applied to contemporary examples. Students thought that the teaching style of Dr Garner Clancey was engaging and encouraged thought-provoking discussions. Students appreciated the prison visit which was insightful and was not offered by any other unit.

DEVELOPMENT, LAW AND HUMAN RIGHTS LAWS3478/5178

This unit exposes students to the role and limits of law in addressing acute problems of socio-economic development and human rights in developing countries through a two-week interactive field school in Nepal, with a particular focus on armed conflict, natural resource disputes and the experiences of women in Nepal.

Sessions: Intensive January (Nepal), Semester 1 (Sydney).

Coordinator: Professor Ben Saul (Nepal), Professor David Kinley (Sydney).

Course structure: Intensive (Nepal); 2 x 2 hour seminars/week (Sydney)

Assessment Structure and Comments:

Take-home exam (40%) and 4000 word research essay (60%).

The mid-semester take-home was considered quite challenging, but this meant that the final assessment was much lighter.

Student Assessment:

Students noted that the content was engaging as it had a theoretical as well as practical application in real-world international law issues. The unit showed the links between international law, human rights, and development law in post-conflict societies. Professor David Kinley and Dr Livingstone Armytage were praised for having expert knowledge and being approachable and easy-going.

See our 'Off-shore Opportunities' section for more information and student perspectives on this subject.

ENVIRONMENTAL LAW LAWS3430/5130

This unit provides a framework for understanding environmental law, outlines the sources of environmental law and provides an overview of the different approaches to environmental regulation. It particularly discusses a range of topical issues, including climate change, water management, environmental planning, development control and environmental impact assessment.

Session: Semester 1.

Coordinator: Ms Katherine Owens.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Essay (50%) and take-home exam (50%).

Students appreciated that there were two take-home assignments.

Student Assessment:

Students found the course content interesting but the language could be technical at times. Students commented that the course was

especially useful for those pursuing opportunities in a number of sectors (including public and NGO areas), e.g. EDO.

EQUITY AND FINANCIAL RISK ASSOCIATION LAWS5174

This unit introduces the role of equity in allocating risk in commercial transactions, introducing doctrines such as penalties, contribution, subrogation, marshalling and set-off.

Session: Semester 1.

Coordinator: Professor John Stumbles.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
3000 word problem question (30%) and 2 hour exam (70%).

Students thought that the assignment was quite comprehensive, although the final exam was daunting as it was closed book.

Student assessment:
Students found the unit highly relevant to real commercial practice and had direct application to situations, but they recognised the complexity of the unit. Although the content was quite dense and Professor John Stumbles tended to move quite quickly through the topics, he was praised for his knowledge and thorough teaching style.

EXTERNAL PLACEMENT PROGRAM LAWS3431/5131

This unit places students in a 'public interest' off-campus site for the equivalent of one day per week. Students must attend fortnightly seminars to discuss the issues that arise over the course of the unit. The course particularly focuses on the development of practical and interpersonal skills in a professional legal environment.

Session: Semester 2.

Coordinator: Ms Irene Baghoomians.

Course structure: 9 x 2 hour seminars per week and external placement 1 day per week.

Assessment Structure and Comments:
Class presentation and performance (30%), site performance (30%) and 3000 word essay (40%).

Student Assessment:
Students generally appreciated the opportunity to volunteer at a site that they may not usually have access to. Inevitably, respondents' experiences varied according to their placement sites; some singled out their placements as engaging. Others suggested that the pricing structure of this unit should be reconsidered, as the course involves relatively limited contact hours; alternatively, that the course could include the teaching of specific and relevant legal principles.

FAMILIES, CHILDREN AND THE LAW LAWS3506/5206

This unit explores the law between parents concerning their children and how State authorities intervene to protect children from abuse and neglect. The unit focuses on the interaction of the law with indigenous families.

Session: Semester 1.

Coordinator: Professor Judith Cashmore.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
2500-3000 word essay (40%) and 2 hour exam (60%).

Student Assessment:
This unit was introduced in 2016. Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

FAMILY LAW LAWS3432/5132

This unit covers the core provisions of the Family Law Act 1975 (Cth) governing parenting and property issues for people in marriage and de facto relationships.

Session: Semester 2.

Coordinator: Professor Patrick Parkinson.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
2500-3000 word assignment (40%) and 105 min exam (60%).

Students were pleased with the mix in the assessment structure and particularly enjoyed the essay component, which allowed them to delve into a specific area of interest.

Student Assessment:

This subject was well received by survey respondents. It was commended for being relevant, regardless of whether or not family law was a future practice, and Professor Patrick Parkinson was praised for being a passionate and highly knowledgeable lecturer.

INSOLVENCY LAW LAWS3445/5145

This unit introduces the statute on bankrupt individuals and insolvent companies. It covers issues such as bankruptcy, liquidation, receivership and voluntary administration. It also considers the impact of insolvency on employees, unsecured creditors, shareholders and trustees of trusts. It has a significant component of statutory interpretation.

Session: Semester 1.

Co-ordinator: Professor John Stumbles.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
3000 word problem question (30%) and exam

(70%).

Students found the assessments quite thorough in assessing understanding of the course

Student Assessment:

Students thought that the content was very practical and relevant, not only for corporate practice, but also family law. This is undoubtedly an extremely comprehensive course. Students noted that the unit was quite content-heavy as the amount of readings was quite demanding, however Professor John Stumbles' teaching was praised for being thorough and absorbing.

INSURANCE LAW AND RISK LAWS3503/5203

This unit covers the principles and concepts of insurance law in practice, focusing on the rights and liabilities arising under contracts of insurance, under statute and at common law. A wide range of matters are covered including categories of insurance, role of insurance brokers and regulation of insurance.

Session: Semester 2.

Coordinator: Mr Peter Mann.

Course structure: 2 x 2 hours seminars.

Assessment Structure and Comments:
2000 word essay or problem based assignment (40%) and 2 hour open book exam (60%).

Student Assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

INTERNATIONAL COMMERCIAL ARBITRATION LAWS3437/5136

This unit covers the entire process of international arbitration: arbitration agreements, procedural and conceptual aspects, arbitral awards, the relevance of mediation in resolving commercial disputes, and the role of specialised forms of international arbitration tribunals.

Session: Semester 2.

Coordinator: Professor Luke Nottage and Professor Chester Brown.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Either: (1) 3500 word assignment (50%) and 2 hour exam (50%); or (2) 3 hour exam (100%).

Student Assessment:

Students found that the teaching style of the lecturers affected their interest in a dynamic area of the law. It was suggested that greater clarity and direction in explaining the law by the lecturers could make this interesting subject more engaging, although Professor Chester Brown also received praise for his insightful teaching and personability.

INTERNATIONAL COMMERCIAL TRANSACTIONS LAWS3438/5138

This unit provides an introduction into areas of international business law with core topics being the international sale of goods, carriage of goods, regulation of international trade, and methods of doing business in foreign markets.

Session: Semester 2.

Coordinator: Professor Vivienne Bath.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Either: (1) 3500 mid-term research essay (50%) and final exam (50%); or (2) final exam (100%).

Student Assessment:

This unit was introduced in 2016. Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

INTERNATIONAL ECONOMIC LAW LAWS3439/5139

This unit largely deals with the law of the World Trade Organisation, considering topics such as the functions and laws in relation to the WTO, the General Agreement on Tariffs and Trade (GATT), dispute resolution, and treaties.

Session: Semester 2.

Coordinator: Dr Brett Williams.

Course structure: 1 x 6.5 hour seminar for six weeks.

Assessment Structure and Comments:

2500 word essay (33.3%) and 2.5 hour exam (66.6%).

Student Assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

INTERNATIONAL HUMAN RIGHTS LAW LAWS3434/5134

This unit introduces the principles and practice of international human rights law, including the particular fora where international human rights law is being produced, particular settings where human rights law is being deployed, and identities/subjects that human rights law shapes, regulates and secures.

Session: Semester 2.

Coordinator: Professor David Kinley.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

4000 word essay (60%) and take-home exam (40%).

Student assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

INTERNATIONAL MOOT LAWS3489/5189

Students participate in one of three international moots, which in 2016, were the Jessup Moot, the Willem C Vis International Commercial Arbitration Moot, and the Tokyo Negotiation and Arbitration Competition. The application process is determined on an annual basis by the responsible member of Faculty.

Sessions: Intensive December, Intensive February, Semester 1.

Coordinator: Professor Chester Brown (Vis Moot); Dr Alison Pert (Jessup Moot); Professor Luke Nottage (Tokyo Negotiation and Arbitration Competition).

Course structure: no formal classes.

Assessment Structure and Comments:

Course preparation and participation (15%), research and writing of memorials (35%) and preparation and participation in the mooting rounds (50%).

Students found the unit extremely time consuming and demanding, requiring extensive, almost full-time commitment during the entire summer holidays, although the marks given for the assessments were generally high.

Student Assessment:

Students suggested that the unit was extremely rewarding in terms of experience, but it could become quite difficult and stressful. Students learn invaluable written, oral, research and teamwork skills, and gain important advocacy skills. Students enjoyed the team environment, particularly the opportunity to be coached by experienced and diligent mooters and legal professionals.

See our 'Supplementing Your Study' section for more information about these international opportunities.

INTERPRETATION LAWS3443/5143

This unit teaches the methods of ascertaining the meaning and content of legal texts, including the principles of statutory interpretation. The course covers aspects of the law of interpretation of statute, private law instruments, the constitution and treaties.

Session: Semester 2.

Coordinator: Ms Patricia Lane.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

2500-3000 word research essay (40%), drafting exercise (20%) and either (1) take home exam; or (2) additional research essay (40%).

Students praised the flexibility of the assessment regime and that the interim assignment was designed with the students' consultation.

Student Assessment:

Students suggested that the material in this unit was vital in practice and that it should become a mandatory course. While the content could sometimes be dry due to the reading and writing involved, the practical aspects, such as drafting legislation and the distinguished guest lectures, received positive responses.

INTRODUCTION TO ISLAMIC LAW LAWS3441/5141

This unit focuses on Shari'ah and explains its relationship with Muslim laws and to the cultural practices of Muslim communities.

Session: Semester 2.

Coordinator: Associate Professor Salim Farrar.

Assessment Structure and Comments:

Class test (10%), class presentation (10%), class participation (10%) and 4000-5000 word research essay (70%).

Student Assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

IP: Copyright and Designs
LAWS3480/5180

This unit focuses on the requirements for the copyright and design protection and investigates the bases upon which infringement action can be brought. Particular emphasis is placed on the expanding scope of copyright and the implications of the internet.

Session: Semester 2.

Coordinator: Professor Kim Weatherall.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
Choice between (1) a 5,000 word research essay (50%) and 1.5 hour exam (50%); or (2) a 2.5 hour exam (100%).

Students praised the flexible assessment regime, particularly the choice in research essay topic – allowing students to manage their own timetables and academic strengths.

Student Assessment:
Students felt that the content was relevant, practical, and a creative-oriented area of law. Professor Kim Weatherall was praised for her knowledge and her engaging classes.

IP: TRADEMARKS AND PATENTS LAWS3479/5179

This unit covers most aspects of the law of registered trademarks (including some references to passing-off and unfair competition), as well as the effect of these areas of law on new marketing practices on the internet. In patent law, there is particular focus on medical method patents, in light of their recent development.

Session: Semester 1.

Coordinator: Mr Fady Aoun.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
Choice between (1) a 5,000 word research essay (50%) and 1.5 hour exam (50%); or (2) a 2.5 hour exam (100%).

Students enjoyed the flexibility of assessment regime, as the optional essay could be written on any topic the student preferred, and it brought benefits for time management.

Student Assessment:
The subject matter was interesting and relevant, with students enjoying learning about the patent system and the law reform discussions. Students found Mr Fady Aoun to be a nice lecturer but the teaching style was occasionally confusing and hard to follow. It was suggested that the course could be improved with better structure in seminars and focusing on important topics.

JAPANESE LAW LAWS3444/5144

This unit is taught in Tokyo/Kyoto during the summer holidays (mid-February). It includes an introductory class in Sydney as well as a study tour to Osaka. It is taught by academics from the Australian Network for Japanese Law (ANJeL) and practitioners in Japan. The unit gives a general overview of how law operates in Japanese society, with topics including legal history, civil and criminal justice, politics and constitutionalism, government and law, dispute resolution, investment and finance law, labour law and corporate governance.

Session: Intensive February.

Coordinator: Professor Luke Nottage.

Assessment Structure and Comments:
Two 750 word reflective notes (20%) and a 4500 word research essay (80%).

Students appreciated the extended deadline for the final research essay (due after students return to Sydney), as this allowed them to take advantage of travel opportunities in Japan.

Student Assessment:
Students praised the variety of academics

teaching the course, and the fact that they were able to meet Japanese students in class. While long days and time constraints are to be expected in an intensive unit, students noted that extending the program by a few days would have made the study load more bearable.

See our 'Off-shore Opportunities' section for more information.

LAW HONOURS LAWS3900

Students are supervised by an academic to produce a 12,000 word dissertation. Department permission is required to participate.

Session: Semester 1 and Semester 2.

Coordinator: Associate Professor Shae McCrystal.

Course structure: At co-ordinator's discretion.

Assessment Structure and Comments: Attendance at a research workshop and a 12,000 word dissertation (100%).

Student Assessment:
See our 'Further Study' section for more information.

LEGAL SYSTEMS IN SOUTH-EAST ASIA LAWS3494/5194

This unit is taught as part of the South-East Asia Winter School, focusing on the colonial, national, Islamic and customary law of Indonesia and Malaysia. Taught at Gadjah Mada University (Indonesia) and the International Islamic University (Malaysia).

Session: Intensive July.

Coordinator: Dr Simon Butt, Dr Salim Farrar.

Course structure: Intensive mode.

Assessment Structure and Comments: Take-home exam (100%).

Student Assessment:

Students praised the engaging lecturers, the interesting nature of the material, and the unit's relevance given the importance of Australia's relationship with South-East Asia, and students enjoyed the incorporation of field trips.

See our 'Off-Shore Opportunities' Section for more information.

MEDIA LAW: CONTEMPT AND OPEN JUSTICE LAWS3451/5151

This unit examines in detail contempt of court, the principle of open justice and suppression orders. It considers contempt of parliament and other restrictions of the reporting of parliamentary proceedings. It also analyses the law relating to the disclosure of journalists' sources and the impact of freedom of information laws on the media.

Session: Semester 1.

Co-ordinator: Associate Professor David Rolph.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments: Four options: (1) 2,500 word assignment (30%) and 2 hour exam (70%); (2) 3,500 word essay (40%) and 2 hr exam (60%); (3) 2,500 word assignment (30%) and 3,500 word essay (40%) and 1 hour exam (30%); or (4) 3 hr exam (100%).

Students appreciated the flexibility of the assessment structure.

Student Assessment:
Both the content and teaching for this unit were praised as interesting and enjoyable. Associate Professor David Rolph received praise for explaining complex issues in a succinct and understandable manner.

MEDIA LAW: DEFAMATION AND PRIVACY LAWS3428/5128

This unit of study provides a detailed examination

of the principles of defamation law relating to liability, defences and remedies. It also examines how different common law legal systems are developing direct legal protection for individuals' privacy against intrusive media coverage. This unit also places these areas of law in their broader historical, international, comparative, social and cultural contexts.

Sessions: Semester 1, Semester 2, Summer Early.

Coordinator: Associate Professor David Rolph.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Students choose between: (1) 2500 word assignment (30%) and 2 hour exam (70%); (2) 3500 word essay (40%) and 2 hour exam (60%); (3) 2500 word assignment (30%), 3500 word essay (40%) and 1 hour exam (30%); or (4) 3 hour exam (100%).

Students enjoyed the flexibility of the regime as the options provided fair assessment and catered to all preferences, although it was suggested that the word count for the takehome exam was quite high.

Student Assessment:

Responses were extremely positive. Students found the course content interesting and praised Associate Professor David Rolph for being engaging, well-prepared, giving thorough explanations of concepts, and motivating students in the class. In particular, students enjoyed the links drawn to current events and other modern issues, such as the role of social media.

MEDICAL LAW LAWS3452/5152

Issues covered include consent to medical treatment, professional liability of health professionals (including different forms of action for medical negligence), confidentiality, privacy, and access to medical records, the regulation of reproduction (including termination of pregnancy), and end-of-life decision-making, including assisted dying or "euthanasia".

Sessions: Semester 1, Semester 2.

Coordinator: Professor Roger Magnusson.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Three options: (1) 1 hour exam (50%) and 3500 word essay (50%); (2) 1 hour exam (50%) and 2500 word assignment, earlier submission date (50%); (3) 1 hour exam (50%) and 2500 word assignment, later submission date (50%).

Students praised the flexibility of the assessment structure, as it allowed them to structure their study based on the schedule in other units and external commitments. The choice between a problem question and an essay in the assignment was also commended. The exam was considered to be short, but otherwise straight-forward and a fair assessment of the course material.

Student Assessment:

The course content was interesting and enjoyable according to survey respondents, particularly for those wishing to practice medical law. Professor Roger Magnusson was praised for being extremely clear and helpful, especially in the way he structured classes and provided useful reading material for students to assist study.

MIGRATION, REFUGEES AND FORCED MIGRATION LAWS3499/5199

This unit is an overview of the scheme for admitting individuals into Australia. It covers the Migration Act 1958, cases by the Migration Review Tribunal, The Refugee Review Tribunal and Administrative

Appeals Tribunal.

Session: Semester 1.

Coordinator: Professor Mary Crock.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
3000 word research essay (50%) and exam (50%).

This assessment structure was ranked highly and generally considered fair.

Student Assessment:

The unit was praised as interesting, useful and relevant as it draws links to issues of international and humanitarian law. Students identified that the unit could be difficult as it was statute-heavy and there was a lot of content, but they indicated that this was ultimately achievable. Professor Mary Crock was praised for her knowledge, engaging teaching, and for organising a class field trip.

POLICING, CRIME AND SOCIETY LAWS3455/5155

This unit includes critical analysis of theoretical and policy issues within contemporary criminal justice, examining issues such as crime control, processes of criminal justice, major theoretical frameworks within crime, challenges for policing and transnational developments in crime and crime control.

Session: Semester 2.

Coordinator: Dr Murray Lee.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
2500-3000 word research essay (60%); 1200 word presentation paper (30%) and class facilitation (10%).

Student assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.

PRIVATE INTERNATIONAL LAW B LAWS3457/5157

Private International Law B deals with the international dimensions of private law and the interactions between global legal systems, addressing topics such as property, marriage validity and personal connective factors.

Session: Semester 2.

Coordinator: Mr Ross Anderson.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
Class test (20%) and open-book exam (80%).

The assessment structure and marking standard were generally considered positive, providing a fair assessment of course material.

Student Assessment:

This subject received high praise for the engaging, enjoyable and highly relevant content. Professor Ross Anderson's teaching was repeatedly commended by students for being clear, knowledgeable and methodical. The course was considered to be well-structured, providing a good balance between breadth and detail.

ROMAN LAW LAWS3460/5160

The unit provides an introduction to private Roman law, including an introduction to Roman legal history and the reception of Roman jurisprudence in modern European legal systems. It addresses topics such as marriage, property, security, succession and contractual obligations. The Institutes of Justinian, in English, are examined in depth.

Session: Semester 1.

Coordinator: The Hon Justice Arthur Emmett.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
2000 word essay (20%) and closed book exam

(80%).

The assessment structure was found to be convenient by students, especially if there were other exams.

Student Assessment:

Students praised the unit for being highly interesting as it deepened their understanding of the common law system. The unit gave an overview and comparison of multiple areas of law and Justice Emmett's teaching was commended for being passionate and knowledgeable.

SOCIAL JUSTICE CLINICAL COURSE LAWS3461/5161

Students may participate in this practical and hands-on experience with one of the various participating organisations such as the Environmental Defenders Office, Public Interest Advocacy Centre, Public Interest Law Clearinghouse or Refugee Advice and Casework Service. Students develop a social and ethical appreciation of the law, whilst developing the essential skills necessary for the legal workplace – including legal research and writing, as well as the ability work both autonomously and in team environments.

Sessions: Semester 1, February Intensive.

Co-ordinator: Professor Peter Cashman (Semester 1); Mr Edward Santow (February intensive).

Course structure: 1 x 2 hour seminar (Semester 1); seminars over 4-5 days at PIAC followed by a two week clinical placement at PIAC (February).

Assessment Structure and Comments:

Written assignment (100%), class presentation and participation (pass/fail) and clinical placement evaluation (pass/fail).

Students appreciated that they had a choice in the question for the assignment and the flexibility of the submission date, but said that there needed to be more instructions/guidelines about the criteria for the presentation and the written assignment.

Student Assessment:

Some students said that the theoretical aspect of the unit needed to be more engaging as a majority of the course was occupied by student presentations. Students' enjoyment of the placements varied depending on their experiences, although they appreciated the opportunity to apply legal knowledge in practice and access work opportunities they would not otherwise have had. In some cases, their placement led to contacts for work experience and PLT placements.

SYDNEY LAW REVIEW LAWS3465/5165

Enrolment in this unit is by special application, limited to 6 students selected on a first-come first-served basis subject to the enrolment criteria. Generally students must be in their final year of study, have a WAM of 70 or above and be able to attend three group meetings to be admitted to this unit, although the specific requirements are determined at the outset of every semester. In the past, students have had to include a cover letter in their applications. Students work to edit and proofread submissions the Review, write a review note (for assessment purposes) and produce a case note for potential publication.

Session: Semester 2. Students selected for this unit must be prepared to serve for six months, so that duties may start before, and may continue after, the formal teaching and examination period.

Coordinator: Professor Joellen Riley.

Course structure: At co-ordinator's discretion.

Assessment Structure and Comments:

1000 word review note (20%), 6000 word case note (80%), participation in editorial tasks (assessed as Satisfactory).

Students felt the assessment structure fairly reflected the unit's purpose and content, and appreciated the flexible deadlines. It was generally agreed that the assessments gave a good insight into the process of producing an academic article from start to finish.

Student Assessment:

Students who enjoy working independently

strongly praised this unit's focus on self-directed learning. It was noted that enjoyment and academic success may hinge upon a good relationship with the supervising academic.

UNITED STATES CONSTITUTIONAL LAW LAWS3496/5196

The unit introduces students to US Constitutional Law, addressing the functions of the US Supreme Court, constitutional interpretation and differing approaches to key provisions of the constitutions. Topics include issues such as freedom of religion, voting and race and gender discrimination.

Session: Semester 1.

Coordinator: Professor Helen Irving.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

Class participation (15%) and either (1) 2500 word essay/problem question (35%) and final 2 hour exam (50%); or (2) 3 hour exam (85%).

Students appreciated the flexibility in the assessment structure, although it was noted that having a range of topics to choose from for the essay would have been helpful.

Student Assessment:

Professor Helen Irving was praised as approachable and very knowledgeable about the unit, creating a dynamic atmosphere in her classes that, along with the content, encouraged critical thinking. The breadth of the course was also praised as a broad range of topics were covered.

WAR LAW: USE OF FORCE AND HUMANITARIAN LAW LAWS3483/5183

This unit explores two key areas of international law devoted to regulating intense violence involving governments or non-State actors: (1) international law on the use of armed force, and (2) international humanitarian law. Topics include controversies over pre-emptive self-defence, humanitarian intervention and the "Responsibility to Protect", peacekeeping, the status and treatment of combatants and non-combatants and others, and the relationship between human

rights law and humanitarian law.

Session: Semester 2.

Coordinator: Professor Ben Saul

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:

3000 word assignment (30%) and 2 hour exam (70%).

Students thought this was a fair assessment structure.

Student Assessment:

Reviews for the course were consistently positive. Students enjoyed the content and its relevance to current international affairs. Alison Pert was particularly commended for her competency and lively teaching style.

INTERNATIONAL/COMPARATIVE JURISPRUDENCE LAWS3436/5136

This unit considers theoretically the relationship between law and its social context. By applying comparativist theory and empirical methodology from different perspectives, the unit provides students an appreciation of the operation of society's law in settings of different cultural systems, nation states, multicultural societies and on the international level.

Session: Semester 1.

Coordinator: Associate Professor Alex Ziegert.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
1000-2000 word research plan (40%) and 3750-5000 word research paper (60%).

Students suggested the research-based assessment regime was clear in what was expected and that the lecturer was a fair marker. While a challenging experience, students largely appreciated the opportunity to complete an extended research project.

Student Assessment:
Reviews for this unit were generally high, and although the teaching style lacked engagement, the lecturer was commended as approachable and friendly.

LAW AND ECONOMICS LAWS3447/5147

This unit provides economic analysis of the law, addressing the difference between legal argument and public policy. It addresses topics including: theoretical concepts of social justice, social insurance; monopoly and environmental regulation; economics of property and contract

law; labour law and bargaining power; tort rights and remedies; asymmetric information, adverse selection and moral hazard with applications to medical malpractice; agency, corporate governance and bankruptcy; family law; taxation; and the measurement of inequality.

Session: Semester 2.

Coordinator: Professor Patricia Apps.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
1000 word essay (15%), 1000 word essay (15%), class participation (10%) and 2 hour exam (60%)

Student Assessment:
Students appreciated the interesting but conceptually challenging course content.

PHILOSOPHY OF INTERNATIONAL LAW LAWS3454/5175

This course examines and evaluates traditional theories of law in the context of world society and global governance. It particularly focuses on the nature and role of customary international law, enforcement and compliance, transnational authority, human rights and international responsibility.

Session: Semester 1.

Coordinator: Dr Michael Sevel.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
Class participation (10%), 1500 word mid-semester report (30%) and 4000 word essay (60%).

Students appreciated that there were two take-

home assignments and that class participation is taken into account.

Student Assessment:

Students praised the course for providing varied perspectives on law. They also praised Dr Michael Sevel for his lively teaching style and attempts to make the course content more understandable.

PHILOSOPHY OF INTERNATIONAL LAW LAWS3454/5175

This unit aims to provide students with a critical understanding of the central issues in philosophy of law understood as a general, abstract, normative reflection on law as such rather than an examination of a concrete legal system. A stream of this unit is offered at Humboldt University in Berlin.

Sessions: Winter (Humboldt University, Berlin), Semester 2 (Sydney).

Coordinator: Professor Wojciech Sadurski.

Course structure: Intensive (Winter); 2 x 2 hour seminars per week (Semester 2).

Assessment Structure and Comments: Berlin: Pre-course 2000 word reaction note (20%), class participation (20%), 4000 word take-home exam (60%). Sydney: Class participation (20%), class presentation and 1000 word essay or written note (30%), 3000 word take-home exam (50%).

Student Assessment:

Students who attended the Berlin stream enjoyed the travel and the cultural experience associated with the unit. However, it was indicated the course required heavy pre-reading and it was difficult for students with no background in philosophy to grasp the content over the short length of the course.

Unfortunately, we did not receive feedback specific to the Sydney stream of this course. See our 'Off-Shore Opportunities' section for more information and student perspectives on the Berlin course.

SOCIOLOGICAL THEORIES OF LAW LAWS3462/5162

The unit applies sociological theory and methodology to the law by linking concepts such as power, norm, role, group and social structure to the operation of legal systems.

Session: Semester 1.

Coordinator: Associate Professor Alex Ziegert.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments: 1000-2000 word research note (40%), 3750-5000 word research paper (60%).

Students appreciated that there was no exam and that the essay questions corresponded strongly to the course material, but noted that assessment instructions were unclear and there was insufficient individual feedback for the research note.

Student Assessment:

Students suggested that the course could best be approached by relying on extensive personal study to bring greater clarity to the material studied in class. It was suggested that the lecture aids and unit of study outline could be better structured. While students found Associate Professor Alex Ziegert's style of teaching not open to class participation, he was very enthusiastic, approachable and knowledgeable about the area.

THEORIES OF CONSCIENTIOUS OBEDIENCE LAWS3471/5171

This unit addresses obedience of legal norms in relation to morality, assessing whether there is a moral obligation to obey the law.

Session: Semester 2.

Coordinator: Dr Kevin Walton.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
Class participation (20%), 1500 word report (20%) and 4000 word essay (60%).

Students enjoyed the flexibility of the assessment structure.

Student Assessment:

Students praised the engaging teaching style and approachability of Dr Kevin Walton. Some remarked the unit was conceptually difficult so students from a philosophy background were advantaged. However, the unit was considered interesting and intellectually stimulating.

THEORIES OF THE STATE LAWS3501/5201

This unit enables critical reflection on various philosophical and sociological conceptions of the state and various arguments for and against it.

Session: Semester 1.

Coordinator: Dr Kevin Walton.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
Class participation (20%), 1500 word report (20%) and 4000 word essay (60%).

The assessment structure was praised for encouraging critical thinking and analytical skills, but it was suggested that the marking rubric for the assessments could be laid out in more detail.

Student Assessment:

The unit received strong praise overall, particularly Dr Kevin Walton's teaching style as he was very knowledgeable, engaging and encouraged thought-provoking and interesting class discussions. While it was noted that students who did not have an Arts background may find the content difficult to understand as it seemed more like a politics unit, Dr Kevin Walton was always willing to read initial ideas and give feedback before students submitted assignments.

THE RULE OF LAW AND ITS VALUE LAWS3495/5195

This unit examines the nature and value of the rule of law through a critical examination of classical and contemporary writings. Readings include historical sources from the ancient Greek and early modern periods, contemporary essays in legal, moral and political theory, and other primary legal sources.

Session: Semester 1.

Coordinator: Dr Michael Sevel.

Course structure: 2 x 2 hour seminars per week.

Assessment Structure and Comments:
Class participation (10%), 1500 word mid-semester report (30%) and 4000 word essay (60%).

Student Assessment:

Unfortunately there were insufficient reviews for this unit of study to provide a student perspective on this unit.





OFF-SHORE OPPORTUNITIES

Exchange is a rewarding experience that allows students the opportunity for academic and personal growth. Students are challenged academically and given the chance to broaden their intellectual horizons. Furthermore, immersing oneself in different environments and cultures 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 THE EXCHANGE WORK?

The exchange program allows students to complete a full semester of study overseas and to receive credit for this study towards their degree at the University of Sydney. 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 exchange you must:

- Be in the penultimate or final semester of your JD or LLB when undertaking the exchange.
- Have a credit average (65 per cent or above) for university wide exchange and a high credit average (70 per cent or above) for faculty-specific exchange. Many destinations require a higher WAM such as US destinations that require a minimum WAM of 75.
- Be enrolled full-time at the University of Sydney (24 credit points) whilst on exchange.
- Produce evidence that you are proficient in the language of instruction if applying to an institution where classes are taught in a language other than English (French for Universite Paris 1-Sorbonne; Japanese for Kobe; German for Humboldt).

do so under the faculty-specific program as US law schools will not accept law students under university-wide agreements.

The following institutions are available for a faculty-specific exchange in 2017:

- Austria - University of Vienna
- Belgium - Katholieke Universiteit Leuven
- Canada - Queen's University, Ontario
- Canada - University of Victoria, British Columbia
- China - East China University of Political Science and Law
- China - Renmin University of China
- Denmark - University of Copenhagen
- France - Sciences Po, Paris
- France - Universite Paris 1 Pantheon- Sorbonne
- Germany - Bucerius Law School, Hamburg
- Germany - Humboldt University, Berlin
- Ireland - Trinity College, Dublin
- Japan - Kobe University, Kobe
- Singapore - National University of Singapore
- The Netherlands - Radboud University, Nijmegen
- The Netherlands - Utrecht University, Utrecht
- The Netherlands - Vrije University, Amsterdam
- United Kingdom - University of Nottingham
- United States - Cornell University, Ithaca
- United States - Duke University, Durham
- United States - Harvard University, Cambridge
- United States - University of Virginia, Charlottesville

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 the Law faculty, so they can be credited towards your Sydney degree.

The following institutions offer law programs in English:

- Canada - University of British Columbia
- Canada - University of Ottawa
- Canada - University of Toronto
- Denmark - University of Aarhus

CHOOSING A DESTINATION

FACULTY-SPECIFIC EXCHANGE

Sydney Law School sends approximately 40 students overseas on faculty-specific exchanges to universities throughout North America, Europe and Asia. Students may be drawn to this 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

- Finland - University of Helsinki
- Israel - Hebrew University of Jerusalem
- Israel - Tel Aviv University
- Korea - Yonsei University
- New Zealand - University of Auckland
- Norway - University of Bergen
- Norway - University of Oslo
- Sweden - Lund University
- Sweden - Uppsala University
- The Netherlands - Leiden University
- The Netherlands - University of Groningen
- United Kingdom - University of Glasgow
- United Kingdom - University of Manchester
- United Kingdom - 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, 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

Places in the faculty-specific exchange program are limited and highly coveted. In particular, there is strong competition for US exchanges. Hence, it would be advisable to consider more than one destination preference. Whilst you will be assessed for your first preference, if placements are exhausted then it is very likely that you will be considered for your lower preferences.

APPLICATION

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 and curriculum vitae. You must also provide two academic referee reports (including at least one law referee). The selection committee will consider your suitability and preparedness for an exchange in addition to your academic performance. The application closing date for a faculty-specific exchange in both semester 1 and semester 2 2018 is 4pm Monday 4 July 2017.

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 May, to go on exchange in the first semester of the following year; and one in October, to go on exchange in the second semester of the following year. You can nominate up to five university preferences. Applications are made through Sydney Student and require a statement of purpose, your academic study plan for each of your preferences and the contract details of two academic referees. Application processes, deadlines, eligibility criteria and the finer details vary from one institution to another so we recommend you refer to the exchange brochure for your chosen host university.

COSTS AND SCHOLARSHIPS

By remaining enrolled at the University of Sydney, students are not required to pay tuition fees to the host institution but must pay their usual University of Sydney 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, etc. Costs will vary depending on the exchange rate and the cost of living in each country.

There are a number of options available to help fund the exchange. Sydney Law School offers

a limited number of 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 up to 350 International Exchange Scholarships each year that are awarded on the basis of academic merit. There is no separate application process and most nominated students will be automatically considered for these scholarships. Students may also be eligible for the government funded OS-HELP loan scheme that assists students to undertake some of their study overseas.



OFF-SHORE UNITS

SHORT TERM OFF-SHORE STUDY

Sydney Law School has cooperation agreements with leading law schools around the world. As part of these agreements, offshore units of study offer undergraduate and postgraduate students the exciting opportunity to undertake study in Asia and Europe. These units are taught intensively during Summer and Winter breaks.

For information from the faculty about these courses, including application procedures, conditions and costs for each unit, see: <http://sydney.edu.au/law/offshore/>.

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.

HIMALAYAN FIELD SCHOOL

The unit 'Development & Human Rights' is conducted over two weeks at the Kathmandu School of Law in Nepal. The unit 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 an elective unit for credit towards undergraduate or postgraduate law degrees at Sydney Law School. Students in the LLB program must have completed at least third year Combined Law or first year Graduate Law. 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.

KYOTO AND TOKYO SEMINARS

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 is available to current undergraduate, Juris Doctor and postgraduate law students at the University of Sydney. Students in the LLB program must have completed at least third year Combined Law, or first year Graduate Law. 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.

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, students 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 assessments?

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 transferrable 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 the 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.

- MATT BLAKE

SHANGHAI WINTER SCHOOL

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 and the implementation of law. 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 to current undergraduate, Juris Doctor and postgraduate law students from the University of Sydney. Students in the LLB program must have completed at least third year Combined Law, or first year Graduate 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. Eligible students may apply to defer their tuition fee payment using FEE-HELP.

What motivated you to apply for an offshore unit?

I think the units provide a great means to get ahead (or catch up) in your degree without the usual drudgery of summer/winter school. Likewise, completing the unit at the end of 3rd year has given me insight into the various areas of law covered which one does not usually have at that point in their degree progression. Specifically, I think some knowledge and understanding of Chinese law (and China itself) is especially valuable to Australians given our economic and geostrategic position.

What were your thoughts about the classes and assessment?

Although the quality of teaching varied somewhat due to the different guest lecturers for each topic, the course was well taught and very interesting. While there was obviously a huge amount of content to cover in 3 weeks, the lectures and readings focused attention towards the key points (including key areas of difference relative to Australian law) and gave a good understanding of the gist of these areas. The facilities and support from the East China University of Political Science and Law (ECUPL) were excellent, and the ECUPL

students who helped us were lovely.

Assessment for LLB and JD was a 100% exam, into which we were permitted to take an unannotated brick of legislation but no notes or readings. It involved a choice of four questions – two essays and two problem questions – of which we had to complete three. Compared to Australian units, doing well required not so much a detailed technical knowledge of the law per se (although of course this was expected to some degree), but more an understanding of its significance from a political and/or commercial perspective (evaluating risk, etc). This reflects the significance of extra-legal considerations to real-life outcomes in the Chinese market. From speaking to others, I believe that the exam was marked quite fairly.

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

I would say that the unit was the best experience (so-far) of my degree. Academically I found it fascinating, a feeling that was definitely added to by being within the culture we were learning about. Socially it was also excellent, as everyone must stay on campus (in newly renovated accommodation). The University set up a WeChat group for us all, making it easier to stay in contact given the lack of Facebook. This contributed to the very fun atmosphere, Shanghai being an amazing city in which we went out exploring just about every day. The University also organised a trip to the neighbouring city of Hangzhou, home of the beautiful West Lake, which was very enjoyable. I honestly could not recommend this unit of study enough.

What was the most noteworthy experience of your trip?

Either the night when a (presumably very wealthy and/or very foolish) Australian ex-pat allowed around 40 of us to exploit his bottle service at one of Shanghai's best bars, or the night I spent exploring the underground jazz bars of the French Concession (Xintiandi) with a friend before crashing a party at the second tallest bar in the world across the river in Pudong.

What challenges did you face?

I think the key challenge of the course was balancing the need to study with the desire to explore and experience the city, as in addition to 9 to 3:30pm class, we of course had two extremely thick readers to get through (one commentary, one legislation). Given the course began three days after the last day of Semester Two 2015 exams, it was also somewhat hard to get straight back into study. Nevertheless, as I emphasised earlier, the content itself was fascinating, making this far less of an issue than one would expect. The fact that everyone got along and studied together also helped with this point.

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

To bring more hand luggage?! Cathay Pacific lost my bags for the first four days of the trip, leaving me in the same clothes for the better part of a week! More seriously, I do not think there is anything in particular I should have known beforehand. The University ran an information session several weeks prior to our departure to Shanghai where all the relevant information was provided. USYD staff are also in residence at ECUPL, meaning that if you have any questions or issues, support is there.

- SAMUEL HOARE

SOUTH-EAST ASIA FIELD SCHOOL

The Southeast Asia Field School allows students to visit two Southeast Asian countries and spend a week in each location. In 2016, the course was held in Indonesia and Malaysia. The aim of the course is to provide students with an introduction to the legal systems of both countries, with emphasis on features of those systems which differ from the Australian and other common-law legal systems. In addition, the unit will examine the important cultural, economic and religious settings in which the law operates. Classes are taught in English on an intensive basis. There will be field trips to sites of legal and/or cultural significance such as courts, prisons and religious sites.

Eligibility

Enrolment in the Southeast Asia Field School is available to current undergraduate, Juris Doctor and postgraduate law students from the University of Sydney. Students in the LLB program must have completed at least third year Combined Law, or first year Graduate Law. JD students need to have completed the full-time equivalent of one year of a JD program.

The Southeast Asia Field School is offered on a full-fee basis only. Commonwealth supported places (HECS-HELP) are not available.

What motivated you to apply for an offshore unit?

I'd always wanted to study abroad and found that short-term winter study was the best way to do it. It was a great way to break up an otherwise very stressful year (fourth year) and also completely immerse myself in two very different & unique legal systems.

What were your thoughts about the classes and assessment?

The classes were fantastic. We had different lecturers everyday and each specialised in a different area of either Indonesian or Malaysian law. In Malaysia we also had great guest speakers ranging from lawyers from ZICO Law Firm to a Malaysian judge who'd served on the country's longest court case. The assessments are also very reasonable. We were assessed on class participation, and after returning from the trip we had a four day take-home exam.

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

The practical advantage is that you finish an elective unit during the winter break, so you can underload the following semester (woot woot!) The academic advantage is that you've studied in two different legal systems in the course of two weeks, travelled to Indonesian prisons (and karaoked with the in-mates), climbed volcanoes in open-roof Jeeps and learnt from great academics who were engaging, switched-on and who encouraged

critical, radical thinking.

What was the most noteworthy experience of your trip?

Definitely the time we visited an Indonesian prison and found ourselves in a prison hall singing 'Fly Me to the Moon' with a band comprising of 5 prison in-mates.

What challenges did you face?

It is a very fast-paced and non-stop trip (if you want it to be). There is a lot of down time at night, but because you're in such exciting cities there's always the drive to explore (not a bad challenge). Another challenge might be the weather - it got pretty humid in Malaysia.

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

How to tackle the take-home! But four days, and several red bulls later, all was well.

- KATHY TRAN

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

Students must be eligible to undertake elective units in 2017. 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).

Normally the unit will be capped at 30 students, with an initial quota of 10 places reserved for postgraduate students.

CAMBRIDGE UNIVERSITY ENGLAND: ADVANCED OBLIGATIONS & REMEDIES

This unit intends to explore a number of contentious issues arising in the law of civil obligations and remedies, and revise and build on the fundamentals in the areas of torts, contracts and equity and place particular emphasis on the interaction of these three fields of the law.

The course is open to a limited number of eligible Bachelor of Laws, Juris Doctor and Postgraduate students.

What motivated you to apply for an offshore unit?

The prestige of studying at Cambridge (even if only for a week), along with the ability to knock off a whole unit in a week were both significant factors. I was also interested in the subject matter and had heard rave reviews from friends who had undertaken the unit the year prior.

What were your thoughts about the classes and assessment?

The assessment structure was interesting and unlike anything I've done before. Our first assessment was due on our very first morning arriving in Cambridge, and was a group project broken down into a moot, a mediation and a case analysis. There was also an individual assessment component, where we had to draft a defence to a statement of claim and an issues paper. Being a mooting nerd, I loved that I could finally use my extra-curricular skills for course credit, and also lucked out with an amazing group.

The final assessment was a take home research essay on a choice of topics we had studied over the week. The only drawback was that the essay was due while we were still all holidaying in Europe, so I was a little pressed for time and had to finish my essay on the Eurostar to Paris.

The classes were each taught by a different academic (either from Cambridge or on tour from Australia), which made for great variety.

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

It was fun pretending to be real Cambridge students and staying in the residential colleges, and knocking over a whole unit in a couple of weeks is great.

What was the most noteworthy experience of your trip?

Experiencing the very rowdy Cambridge nightlife. We also got free time to explore Cambridge and the surrounding areas, and on one sunny afternoon hired bikes and rode to the nearby Grantchester Village for Pimms in the orchard.

What challenges did you face?

Group assignments are never easy, and coordinating seven people all in different countries proved a little hard, but my group was great and we all pulled our weight. It was a little stressful having to do assignments while travelling, and I would have preferred that the take home essay be due once Semester Two had started rather than while we were still overseas because it did cut into our travel opportunities significantly.

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

There was no need to carry the two huge tomes of readers we were given about two days before leaving the country all the way to Europe - all the cases were available online so I would have saved myself much more room in my carry on had I just left them behind! I also wish I had known that you really need to get a taxi from the train station in Cambridge to the college, because trying to get a bus and then walking all over the village of Cambridge dragging our suitcases in the pouring rain meant we had a pretty spectacular entrance, half an hour late to our first class and sopping wet.

- MILLIE DALE



SUPPLEMENTING YOUR STUDY

While focusing on the academic side of your law degree is a priority, students often turn to interning, volunteering or mooting to apply their knowledge in practice. Discover what opportunities are available!

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 on campus through Compass (such as the Compass Days and Compass Regional Schools Visit) and 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

About

Redfern Legal Centre (RLC) is a key provider of affordable legal services for disadvantaged and marginalised people. Areas of specialty include domestic violence, consumer complaints, government accountability and discrimination, and human rights. RLC also provides general advice to people with disabilities, Aboriginal and Torres Strait Islander people, as well as to those from culturally and linguistically diverse backgrounds.

Duties and Educational Focus

As a volunteer or Practical Legal Training (PLT) student, the RLC will facilitate insight into legal service provision, legal reform to reduce inequalities in the law, legal education and organisational resourcing. Moreover, the role will include assisting with policy and funding submission whilst maintaining a strong understanding of ethical practice issues affecting community legal centres.

Desirable Qualities

- Completion of at least two years of a combined undergraduate law degree or one year of a graduate degree
- Demonstrated understanding of, and commitment to social justice

- Ability to speak a relevant community language, such as Arabic, Farsi, Mandarin, Indonesian and Russian

Positions Available

RLC accepts volunteer legal assistants in two intakes per year. Volunteers usually work one four-hour shift per week, with a minimum commitment of twelve months expected.

How to Apply

See www.rlc.org.au/how-apply-volunteer-legal-assistants for more information on key dates.

INNER CITY LEGAL CENTRE

About

Inner City Legal Centre is a not-for-profit, community based legal Centre located in Kings Cross, ICLC aims to provide innovative, empowering and high quality legal services through the provision of advice, representation, education and advocacy. Free legal services are offered to members of the LGBTIQ community as well as residents in the inner city and the Northern Beaches.

Duties and Educational Focus

Duties include administration, reception and research activities. Students will have the opportunity to interact with clients, work on files and undertake research.

Desirable Qualities

- Completing an undergraduate law degree
- A strong sense of social justice and awareness of social justice issues
- Ability to speak multiple languages is also beneficial

Positions Available

Volunteers usually attend the Centre on a weekly or fortnightly basis. The ICLC also accepts applications from law graduates intending to complete their Practical Legal Training.

How to Apply

Phone the centre on 02 9332 1966 or visit www.iclc.org.au/volunteer-program/ for more information on volunteer opportunities.

SHOPFRONT YOUTH LEGAL CENTRE

About

A joint project of Herbert Smith Freehills, Mission Australia and the Salvation Army, SYLC was formed to provide legal services to homeless and disadvantaged young people aged below 25. It also has the capacity to provide referrals to services for accommodation, health, alcohol and other drug services, financial assistance, and specialised counselling.

Duties and Educational Focus

Duties include taking referrals from potential clients, legal research, drafting and filing court documents, analysing evidence and preparing submissions.

Desirable Qualities

- Law student or law graduate looking to complete their Practical Legal Training
- Interest in volunteering at Shopfront over a period of time

Positions Available

Volunteers need to be available on a weekday for at least one full day a week (or in exceptional circumstances, half a day).

How to Apply

Please visit www.theshopfront.org/ for more information regarding applications.

MARRICKVILLE LEGAL CENTRE

About

Marrickville Legal Centre aims to promote social justice by providing pro bono and accessible legal services to people in the community whose socio-economic circumstances place them at a disadvantage and otherwise prevent them from otherwise accessing these services, including young people, tenants, victims of domestic violence, members of the LGBTQIA community and Indigenous people.

Furthermore, the Centre seeks to educate the community about legal issues and works in collaboration with the community and other community legal centres to develop lasting law reform to the community.

Duties and Educational Focus

Volunteers at the Marrickville Legal Centre are responsible for front of desk duties, including general administration, responding to requests of the public and clients, dealing with referrals and research tasks. They can expect to develop skills in case management, legal knowledge and skills and also deficiencies in the law.

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

Positions Available

Marrickville Legal Centre accepts daytime front desk volunteers, evening volunteer legal assistants and volunteer tenancy intake officers at the Northern Sydney Area Tenants' Service (NSATS). They are usually recruiting for daytime front desk volunteers and volunteer tenancy intake officers but accept expressions of interest year-round.

How to Apply

See www.mlc.org.au/volunteering for more information on how to apply. They usually run training sessions in January/February and June/July.

VOLUNTEER INSIGHTS

What motivated you to volunteer with the MLC?

I was motivated to volunteer with Marrickville Legal Centre largely because I wanted a chance to gain more hands-on legal experience than I had previously attained, and because I had a desire to see how the law could have a practical positive influence on people's lives.

What's involved with volunteering at MLC? What was the time commitment required??

Involved with MLC was primarily answering phones, assessing whether people came under the categories that Marrickville Legal Centre were able to assist, booking appointments, summarizing relevant facts about the client's legal issues, ascertaining whether the potential client's fact scenario fit into an area to which Marrickville Legal Centre could provide advice, and assisting with general administrative tasks such as filing, photocopying and document location. Time commitment for Marrickville Legal Centre is a half day shift (either morning or afternoon) weekly, with the option to take on more shifts if you are feeling particularly keen.

What was the most challenging aspect?

The most challenging aspect is probably dealing with phonecalls from particularly desperate people who do not fit the strict criteria that Marrickville Legal Centre sets out.

What was the most rewarding aspect?

The most rewarding aspect is feeling as if you have provided some assistance to someone in their efforts to resolve their legal issue.

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

Marrickville Legal Centre has enhanced my legal knowledge substantially in a general sense, as I saw which real life fact scenarios activate legal disputes or queries, which were often more outlandish or unbelievable than the most dramatic criminal law problem questions. In terms of legal skills, the most important skill developed was probably the development of a keener ear to listen past legally irrelevant facts involved within a client's situation, and the ability to ask questions that would facilitate the drafting of an accurate, concise and relevant fact summary which would assist the lawyer in providing the client with advice when they attended their appointment. Juggling multiple tasks at once was another skill required at Marrickville Legal Centre, which I think has been substantially development from my time there.

What was it like working with other professionals and academics?

All the legal professionals at Marrickville Legal Centre were highly competent, approachable and brilliant at their jobs. It was a privilege to work with them, and to be part of the very important work that they do.

What advice do you have for others looking to apply?

It cuts a lot of the time out of the application process to just know someone who works at the legal centre, so make sure you have at least one friend before you think of volunteering somewhere.

- NICHOLAS HORGAN

COMPETITIONS

Law school and legal practice encompasses much more than problem questions and essays, and the Sydney University Law Society 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

The internal mooting and skills competitions offered by SALS are tailor made to suit particular subjects or legal skills. Alongside the listed competitions, SALS provides mooting workshops and skills boot camps.

- + Allens Torts Moot
- + Public International Law Moot
- + Federal Constitutional Law Moot
- + First Year Moot
- + Herbert Smith Freehills Contracts Moot
- + Criminal Law Moot
- + Henry Davis York Client Interviewing Competition
- + Clayton Utz Negotiations Competition
- + Lander and Rogers First Year Moot
- + Witness Examination Competition

INTERVARSITY

SALS also enters teams into intervarsity competitions enabling students to compete against law students of other universities around Australia, which range from bilateral to national competitions, including:

- + Sir John Peden Contract Law Moot
- + Nicholas Cowdery Criminal Law Moot
- + Justice William Gummow Cup
- + QUT National Torts Moot
- + Castan Centre Human Rights Moot
- + Baker & McKenzie National Women's Mooting Tournament
- + The Hon Michael Kirby Contracts Moot
- + Ashurst Private Law Moot
- + Administrative Appeals Tribunal National Mooting Competition
- + The Sir Harry Gibbs Constitutional Law Moot
- + Intersivity Skills Competition (SALS v MULS)

INTERNATIONAL

Students who enjoy and display high levels of competency may be given the opportunity to participate in international law moots and competitions. Aside from the opportunity to travel whilst representing Sydney University (and indeed Australia), they may be eligible to receive academic credit.

- + Philip C Jessup Law Moot Court Competition
- + Willem C. Vis International Commercial Arbitration Moot
- + International Maritime Law Arbitration Moot
- + Herbert Smith Freehills NUL Delhi International Negotiation Competition





FURTHER STUDY

In this section, you can learn more about pursuing an Honours year of law or doing postgraduate study. You can also find out about applying for study opportunities overseas, including at Cambridge, Oxford, Harvard and NUS.

HONOURS AT SYDNEY LAW SCHOOL

What is it?

Honours at Sydney Law School is open to students enrolled in the combined law (LLB) programme who are in their last year of study. Integrated into the students' coursework, Honours is not technically 'further study' but is included as a bridging step towards undertaking postgraduate research in law.

Honours requires the completion of a thesis – an extensive piece of writing that is an original and substantive contribution to legal scholarship. Students choose a topic of personal or professional interest within the law, working closely with a supervisor selected from within the faculty to complete a detailed dissertation.

In order to be eligible for the programme, students must have a Weighted Average Mark (WAM) of at least 75 for all compulsory law units (except Foundations of Law). Please note that the exact WAM required is reassessed annually. Entry into the programme, too, is highly competitive – roughly only the top 20 per cent of the cohort is, generally speaking, eligible.

For those who are eligible, however, the programme offers amazing benefits for further study or your future legal career.

Why do it?

Honours may seem daunting, however the skills garnered from researching and writing an original piece of scholarship will reap far greater rewards than simply the satisfaction of handing a mere essay. In particular, whether you want to pursue a career in legal academia, in the legal profession, or any field beyond, the intensive research and communication skills required to complete an Honours thesis will prove themselves beneficial to you wherever your future takes you. The process of completing such a detailed and original dissertation will make you a master of time management and organisation skills. Likewise, your communication skills will benefit from the actual writing: you may soon find that 12,000 words are not nearly enough to express

your ideas. These skills are fully transferrable to any career, within or beyond the profession.

Still not sold?

The supervisor-supervisee relationship forged in the Honours Programme presents a great opportunity to learn from an expert in your preferred area of law. Working in a one-on-one environment with academic leaders in their respective fields to develop research strategies and produce a polished piece of academic writing provides an opportunity for students to engage with the wider academic vocation.

Finally, Honours is an intensely rewarding experience. Beyond the benefits to future academic and career endeavours, students routinely rate their Honours experience as a period of personal growth. By exploring an area of personal interest, students gain greater insight into their chosen career paths, as well as a better understanding of their capabilities and capacity.

Undertaking the Honours program was one of the most rewarding, yet difficult, experiences that I undertook at Sydney Law School. Writing a thesis in law was at the same time exhilarating (in being able to research areas of interest that had not yet been adequately addressed by the literature) and excruciating (consider the constant self-doubt that accompanied such an endeavour: "Have I selected the right topic? Does it add to the literature? Am I right in my assertions of the law?" Why did I choose to do Honours in the first place?"). However, if you are looking for a challenge, thinking about postgraduate study (having an Honours degree, whether first or second class, is almost a prerequisite for some of the big universities overseas), or simply have a burning passion to write about a discrete area of law, then the Honours program is definitely something for you.

When I started the Honours semester, I truly had no idea what to write for my thesis. I had enjoyed most of my subjects at Sydney Law School, and so felt as if I didn't have a single passion or topic on which I wanted to devote my 12 000 words. I therefore chose a supervisor who I respected, and under his guidance, my thesis ended up being about whether or not offshore oil operators in Australia could be held liable, under international or domestic law, for damage caused by offshore oil pollution to fishing communities living in Australia's neighbouring states.

Though I can only speak from my own experience, here are the top five tips that I wish I had known before undertaking Honours:

1. Choose a supervisor who will push you to produce the best quality paper possible. You don't necessarily have to have been taught by them (indeed, when writing your proposal you quite likely haven't even had the chance to take any elective units). Most academics will be happy to meet with you for a quick chat as long as you sound keen about exploring their areas of academic interest. Ask older students about their experiences

with different supervisors.

2. Don't be worried if your thesis proposal is completely different from your final product. That is to be expected after you have done more research into your area. However, once you have settled on your final topic, don't doubt yourself – stick with it, and put all your energy into your writing and research.

3. Write early, and often. It is only when you have substantive words on a page that you can really start structuring your arguments. Writing early will also help you work out if your topic is too narrow or too broad.

4. Send drafts to your supervisor/friends/family as soon as you can to get early feedback – you may find that this is instrumental in shaping your final product.

5. Expect to feel stressed and lacking in confidence as the due date approaches. Writing a thesis may be an entirely new experience for you (as it was for me), and from the outset the process is daunting. However, as long as you stay committed to your work from the beginning, and have a sustained focus on it during the semester, there is no reason why you can't produce an excellent paper.

- MELISSA CHEN – BA/LLB 2015

POSTGRADUATE COURSEWORK

There are two avenues of postgraduate coursework available to students at Sydney Law School: the Master of Laws (LLM) and Graduate Diplomas.

THE SYDNEY LLM

The Master of Laws programme at the University of Sydney is one of the most reputable postgraduate law coursework programmes in Australia and internationally. It comprises of 48 credit points (equivalent to eight units of study). Masters candidates have a great degree of flexibility in their choice of subjects and areas of specialisation: the programme covers a number of areas of law, from taxation to environment law, human rights to commercial practice, reflecting the diversity of areas of legal practice. This flexibility enables candidates to tailor their own degree program, picking subjects relevant to their personal interests or professional needs.

Admission is restricted to those who have completed a law degree or equivalent.

SPECIALIST MASTERS

In addition to the Master of Laws programme, Sydney Law School also offers thirteen specialist masters courses. These are:

- + Master of Administrative Law and Policy
- + Master of Business Law
- + Master of Criminology
- + Master of Environmental Law
- + Master of Environmental Science and Law (jointly with the Faculty of Science)
- + Master of Global Law
- + Master of Health Law
- + Master of International Law
- + Master of International Taxation
- + Master of Jurisprudence
- + Master of Labour Law and Relations
- + Master of Law & International Development
- + Master of Taxation

GRADUATE DIPLOMAS

For prospective students unwilling or unable to commit to the 48 credit point Sydney LLM, but who would like to pursue postgraduate study, Sydney Law School offers Graduate Diplomas in Law (GradDipLaw). These require the completion of 24 credit points from one of eleven areas of specialisation. The minimum time commitment to complete this course is six months for full time students, and one year for part time students.

Upon completion of the Sydney GradDipLaw, candidates may upgrade to a Master of Laws (LLM) if they wish to pursue further study.

The eleven Graduate Diplomas offered are:

- + Graduate Diploma in Commercial Law
- + Graduate Diploma in Corporate Securities and Finance Law
- + Graduate Diploma in Criminology
- + Graduate Diploma in Environmental Law
- + Graduate Diploma in Health Law
- + Graduate Diploma in International Business Law
- + Graduate Diploma in International Law
- + Graduate Diploma in Jurisprudence
- + Graduate Diploma in Law
- + Graduate Diploma in Public Health Law
- + Graduate Diploma in Taxation

POSTGRADUATE RESEARCH

The University of Sydney offers four programs in postgraduate research designed to further develop candidate's research, communication and organisational skills, and to prepare them for careers in legal academia, as well as in public and private practice.

DOCTOR OF PHILOSOPHY

As with Honours, candidates in the PhD programme at Sydney Law School are expected to produce a substantial and original thesis in a topic of their choosing, working closely with a supervisor from the department. In 2015, the thesis is required to be 100,000 words. Furthermore, candidates in the programme undertake studies in Legal Research to further develop these skills. In line with the flexibility of the postgraduate coursework programmes, students with insufficient research skills may opt to commence a Masters of Law by Research, and upgrade to the PhD programme once sufficient progress is demonstrated.

The PhD program requires a minimum commitment of three years full time, and may be extended to a maximum of eight years part-time. Admission is assessed by reference to prior academic qualifications, research and publication experience, and the suitability of the proposed course of study and research. Generally speaking, students are expected to have completed a law degree with at least a high second class honours. These requirements are uniform across the postgraduate research programs outlined below.

DOCTOR OF JURIDICAL STUDIES

The Doctor of Juridical Studies (SJD) is a combination of coursework and research, with a thesis component of 75,000 words. In this regard, the SJD is a bridge between the LLM by Coursework and the PhD.

MASTER OF CRIMINOLOGY BY RESEARCH & MASTER OF LAWS BY RESEARCH

At their core, these programs both entail writing an original thesis of 50,000 words. The key difference is that the Master of Criminology by Research is tailored to focus upon criminal law and criminology, and hence there is a greater emphasis on social aspects. Both programs require candidates to undertake a compulsory legal research unit of study.

Many Sydney Law School graduates also pursue further study in the form of a Master of Laws

(LLM) or a PhD at an overseas university. Studying overseas is a great way to experience life in a foreign country and to be exposed to a different legal environment and educational system.

The admission requirements and application processes differ depending on which university and program you choose to pursue. Admission into these programs can be incredibly competitive and the costs of studying overseas can be very high. If you are interested in postgraduate study, it would be advantageous to consider your options as early as possible.

SCHOLARSHIPS AND FUNDING

Many scholarships are available to fund your postgraduate studies overseas, such as the University of Sydney Travelling Scholarships, Cambridge Australia Scholarships, John Monash Scholarships, Fulbright Scholarships, Frank Knox Memorial Fellowships and the Lionel Murphy Postgraduate Scholarship. However, they are all very competitive, so it is important to plan ahead.

- Scholarship applications usually require a great amount of paperwork, such as official transcripts, personalised recommendation letters from academics or employers, statements of purpose. Leave enough time to organise all of this.
- - Speak to Sydney Law School academics or Scholarships Office staff about the requirements. If the scholarship is awarded by a particular institution, it is a good idea to familiarise yourself with them as the awarding committee may be looking for something that is not immediately apparent in promotional material.
- Refine your personal statement for each scholarship. The requirements and focus of each scholarship are different, so you will have to emphasise different elements of your experience and skillset. Take care to perfect your personal statement because it will be your first impression towards the selection committee.
- Spend time developing and tailoring your research proposal, defining the original contribution that you hope to make to a particular area of scholarship.

OXFORD & CAMBRIDGE PATHWAYS

OXFORD

Sydney Law School has entered into a pathways agreement with Oxford Law that will allow high-achieving students to be offered early admission into Oxford's Bachelor of Civil Law or Masters of Law and Finance.

Students who have completed their first law degree may apply for either the Bachelor of Civil Law (BCL) or the Masters of Law and Finance (MLF) at the University of Oxford. Instead of completing their final semester of law at Sydney, successful applicants will commence either the BCL or the MLF. After successfully completing their studies, students are awarded both a Sydney LLB or JD and a Masters degree.

The BCL and the MLF at Oxford are internationally renowned degrees that attract a diverse range of students and practitioners. The courses have been designed to accommodate applicants from a diversity of civil and common law backgrounds.

Students are eligible to apply if they have completed 4 semesters of law at Sydney in either the LLB or the JD and will have undertaken all compulsory requirements prior to enrolment at Oxford. Students undertaking a law exchange are not eligible to apply. Entry is assessed on academic merit and students must apply directly to the University of Oxford.

Successful graduates of the Oxford BCL may pursue The Masters of Philosophy in Law (MPhil), a one-year full-time research degree. Students will complete a course on research methodology and produce a 30,000 word thesis with supervision. The MPhil is a necessary platform for students who wish to commence The Doctor of Philosophy (DPhil) – the highest research law qualification, in which students write a 75,000-100,000 word supervised thesis over a period of three or four years.

BACHELOR OF CIVIL LAW (BCL)

The BCL is a one-year full-time commitment in which candidates will complete four law electives, one of which may be an optional 12,000 word supervised thesis. Whilst this degree does not offer a formal qualification to practice law in England or Wales, it is nonetheless a degree that is highly regarded by prospective employers in both legal and academic fields.

MASTERS OF LAW AND FINANCE (MLF)

The MLF is a one-year full-time commitment in which candidates complete two law electives, three finance and economic courses, and one interdisciplinary subject of law and finance. Similar to the BCL, students may substitute one of their law electives with a 10,000-12,500 word supervised thesis. The Masters program is aimed at preparing students for practice in the disciplines of law, finance and economics.

The experience of studying at Oxford is, without doubt, unique. From the first meal in a wood-panelled college dining hall, one is surrounded by people who are, or will be, leaders in their fields: neuroscientists, cyber security experts, mathematicians, policy wonks, classicists and, of course, lawyers.

The array of extracurricular activities is no less diverse than Oxford's global cohort of students and teachers. Among many other experiences, I have spoken in a debate at the Oxford Union and seen a variety of characters hold forth in that fabled chamber: the defence lawyer of Norwegian mass murderer Anders Breivik, former English test cricket captain Andrew Strauss, a former Prime Minister of Pakistan and France's National Front leader, Marine Le Pen (to name but a few).

There has been some captivating teaching. Adrian Zuckerman, doyen of English civil procedure scholarship, is still plying his trade, confounding students' preconceptions about

the correct way to run civil trials. It was thrilling to attend his lectures and then to challenge him face-to-face in a tutorial with just one other student in the room.

Former High Court justice, Dyson Heydon, attended a term of seminars in another of my subjects. I enjoyed hearing his responses to the Oxford dons' highly theoretical approach to private law.

The curriculum frequently takes black-letter areas of law (e.g. evidence, commercial remedies, trusts, private international law) and problematises their conceptual underpinnings to a degree that one may not have previously thought possible (or, indeed, desirable). Some classes are taught in seminar format, placing an emphasis on student discussion that is often pitched at a very high level. Frequently, too, these seminars are led by several teachers who may disagree with each other's ways of understanding the relevant area of law. The course on Restitution is one example.

During the BCL, one takes four courses for the entire nine months. One of the four may be a dissertation. Except for the dissertation option, assessment is in almost all courses constituted by exams at the end of the degree. Each exam usually consists of three essay questions to be completed in three hours (although in some instances there are problem questions). The emphasis is upon high-level theoretical debate and critical analysis of the law, rather than on its application to concrete problems. The contrast with one's experience at Sydney Law School can be jarring.

For most subjects (though not all), there is a total of four tutorials throughout the year. A tutorial involves a small group of students (sometimes as few as one or two) discussing, with the tutor, essays they have prepared in advance. These are not like the research essays that are sometimes the basis of assessment at Sydney Law School. There is no formal citation. Nor does one necessarily need to conduct extensive research of one's own. The idea is to write essays like those that students have one hour to write in an exam.

Putting questions of the considerable cost to one side, there are a number of factors a Sydney Law School graduate should weigh when considering whether to do a BCL at Oxford. Foremost among them is that the BCL is the consummate lawyer's law degree. By contrast, many American law schools offer more courses that have a regulatory, policy, political or historical bent. The assumption in the Oxford BCL is very much that students wish to practise law (often at the Bar) and are genuinely interested in its intricacies. If you are interested in pursuing other avenues, you should consider this very hard. However, if you are eager to practise law in the UK or Europe, the constant, active recruitment of Oxford students by firms and other organisations should count in favour of the BCL.

- DANIEL WARD

CAMBRIDGE

The Sydney Law School has also entered into a pathways agreement with the Faculty of Law at the University of Cambridge. The agreement allows high-achieving students to be offered early admission into the Master of Laws (LLM) or the Masters degree in Corporate Law (MCL) at Cambridge. Instead of completing their final semester of law at Sydney students commence either the LLM or the MCL. After successfully completing their studies, students are awarded both a Sydney LLB or JD and a Masters degree.

The Cambridge Law Faculty is one of the leading centres for studying law globally. The university is host to a number of prestigious legal research facilities and homes many highly qualified academic staff as well as widely regarded guest scholars.

Sydney students are eligible to apply if they have completed 4 semesters of law at Sydney in either the LLB or the JD and will have undertaken all compulsory requirements prior to enrolment at Cambridge. Students undertaking a law exchange are not eligible to apply. Entry is assessed on academic merit and students must apply directly to the University of Cambridge.

MASTER OF LAWS (LLM)

The Cambridge LLM is a world-renowned one-year coursework program. Candidates will study at an advanced level and complete four law electives. These electives may include: commercial equity, law of restitution, European social rights and economic integration, European legal history, international intellectual property law, external relations law of the European Union, foundations of international law, international criminal law, and a number of other legal fields. The Cambridge LLM program attracts outstanding students from both common law and civil law jurisdictions.

The Cambridge LLM is one of the most highly-regarded Masters programs in the world. The LLM is ideal for students who wish to test their capacity for lateral thinking and develop an appreciation for the rich historical traditions that underpin many legal jurisdictions. The LLM gives students the opportunity to specialise in a certain area of the law, or to build their understanding of a different jurisdiction. It also furthers career prospects, whether in practice, academia or government service.

With an intake of approximately 150 students per year, the degree is a fantastic way to meet students from all around the world. 40-50 countries on average are represented in the program and class sizes remain small (10-15 students on average).

MASTERS DEGREE IN CORPORATE LAW (MCL)

The Cambridge MCL combines practical insights with academic rigour and is ideal for anyone who wants to strengthen their business law credentials, as well as anyone interested in pursuing a career in academia. Candidates complete four law electives as part of the MCL. These electives may include: accounting and finance, comparative corporate governance, corporation tax, international merger control, shareholder litigation or US corporate law.

The MCL is the first new graduate law course to be introduced to Cambridge since the nineteenth century and is an exciting opportunity for students who wish to advance their careers as

business lawyers. This program is led by a team of corporate lawyers from the Cambridge Law Faculty, who aim to prepare their students for professional work through a comprehensive and holistic understanding of corporate and finance law. The Faculty also liaises with practitioners from key legal firms in London.

The MCL is ideally suited to those seeking a strong corporate orientation in the graduate work they pursue. It focuses exclusively on corporate-related issues, thus providing an excellent academic platform for fledgling corporate lawyers. MCL enrolment is restricted to no more than 30 students, which is a much smaller cohort than the LLM.

MCL students take four one-term modules alongside two year-long electives, studying a total of six subjects within their one-year course. These six subjects are an equivalent course load to the LLM, in which students study four subjects.

To read all about Mitchell Cleaver's Cambridge LLM experience, please visit <http://sydney.edu.au/news/law/436.html?newsstoryid=15923>.

THE NATIONAL UNIVERSITY OF SINGAPORE

THE SINGAPORE LLM

The National University of Singapore (NUS) has one of the highest-regarded law schools in the Asia-Pacific region. In the 2015 QS rankings, NUS received the fourteenth highest law school ranking in the world – and the highest of a non-Australian university in Asia.

The Singapore LLM is a year-long coursework program taught in English. Students have the opportunity to specialise in one of five focus areas:

- + Corporate and Financial Services Law
- + Intellectual Property and Technology Law
- + International and Comparative Law
- + Maritime Law
- + Asian Legal Studies

One advantage of the Singapore LLM is geographical proximity to Australia. Unlike other English language legal institutions, for which attendance requires twenty-four hour flights valued at \$1,500 or more, Singapore is a mere eight-hour flight from Sydney, and flights are comparably quite cheap.

One advantage of the Singapore LLM is geographical proximity to Australia - Singapore is a mere eight-hour flight from Sydney. Singapore is also a common law country, so prospective students will not be overwhelmed by having to learn an entirely different system of law. Likewise, Singapore's ethnic diversity and location in Asia enables students to gain a greater cross-cultural understanding, as well as offering the opportunity to gain or develop language skills in one of the three non-English languages of the island-state: Malay, Tamil or Mandarin.

With respect to funding, the National University of Singapore offers a range of scholarships and bursaries to international students.

For further information, see: law.nus.edu.sg/giving_to_law/scholarships.html.

HARVARD LAW SCHOOL

THE HARVARD LLM

Harvard is widely renowned as one of the best law schools in the United States. In 2015, it was ranked by QS as the world's best law school, outranking both Cambridge and Oxford. The LLM program at Harvard Law School is a year-long program designed to further immerse candidates in the philosophy of law.

Students can choose from more than 300 subjects across Harvard Law School's areas of expertise, as well as from related fields in other faculties. Furthermore, students have the flexibility of opting to submit an extensive research paper of 50 pages on a topic of their choosing, developed in consultation with a supervisor from the law faculty.

For international students holding legal qualifications from outside the US and Puerto-Rico, demonstrated knowledge of the US legal system is required. This involves completing one of the following American law subjects: Civil Procedure, Constitutional Law, Contracts, Corporations, Criminal Law, Family Law, Legislation and Regulation, Property, Taxation, and Torts. Furthermore, Harvard strongly encourages prospective candidates to the LLM program to take courses on American legal theory and history.

SCHOLARSHIPS AND FINANCIAL SUPPORT

A number of scholarships are on offer, through Harvard Law School, for international students.

For further information, see: law.harvard.edu/prospective/jd/why/academics/index.html.

FULBRIGHT SCHOLARSHIP

However, of particular note is the Fulbright Scholarship. This is an agreement between Australian and American universities, whereby postgraduate candidates may be eligible to receive funding towards completion of a postgraduate program at an American university, including Masters programs. The Fulbright Scholarship provides successful applicants with medical insurance, and living and travel expenses, to the value of \$40,000. Furthermore, the prestige of a Fulbright Scholarship affords to successful candidates networking opportunities as well as media publicity.

For further information on the Fulbright Postgraduate Scholarship, see: fulbright.com.au/index.php/australian-applicant/postgraduate.

