

CLAYTON UTZ

EDUCATION GUIDE 2018



SYDNEY
UNIVERSITY
LAW SOCIETY

Thank you to all those who contributed to the preparation and production of this year's Education Guide. We are grateful to the USU, Clayton Utz and the Sydney Law School for their ongoing support. We appreciate those top students who took the time to share their experiences and advise their peers.

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

We wish you all the best in your studies.

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

FOREWORD

Navigating Sydney Law School can be a nerve-racking, difficult and overwhelming experience. With this in mind, this Guide aims to demystify study techniques and offer guidance on degree progression, academic support services, and offshore opportunities. Whether you are a first year only just learning about stare decisis or a final year choosing electives, we hope this Guide points you to valuable study advice and critical resources that you can utilise for the remainder of your degree.

To help you maximise your results, we have compiled general study pointers as well as advice from students who have excelled in compulsory law units. Given approaches to study differ from student to student, we have included advice from multiple students where possible. These should not be seen as authoritative, but rather as the building blocks for your own unique method of study.

We would like to thank our excellent editorial team, comprised of Karen Chau, Dane Luo, Thomas Lyons, Sarah Purvis and Chantelle Yeung. This Guide would not have been possible without the considerable hours they devoted to its creation. We are also appreciative of Christina Zhang (SULS Design Officer), Aleks Pasternacki (SULS Publication Director), as well as last year's editors upon whose fantastic work we built upon.

We are also immensely grateful to Clayton Utz for supporting the production of this Guide and for the reflection of one of their graduates on what lies 'Beyond Law School'.

Finally, to all of the students past and present who have contributed their wisdom to this Guide - the time and effort you have graciously provided over the years will not be forgotten.

In the hope that it will enrich your experience at Sydney Law School, we are very pleased to present the 2018 SULS Education Guide.



Emily May
Editor-in-Chief



Eric Gonzales
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SULS President

PRESIDENT'S WELCOME

Education is an entitlement and we are undeniably lucky to be studying here at Sydney Law School. However, it is easy to forget this as the semester's readings start to snowball.

Studying law is not an easy feat. The content is complex and the assessments are purposefully challenging. This is because Sydney Law students are highly capable so our education must be appropriately difficult. You may find that after a whole semester of dogged study, your end mark may not reflect your effort. However this happens to all of us and is not indicative of your intelligence and value as a person. You may find yourself particularly interested in an area of law and hope to look into it further. You may be just starting law school and are trying to decipher problem-based learning. This guide is here to help answer those questions so that you derive as much value from your degree as possible.

Listening and learning from lectures is important, but the processing happens after that. It is integral that we engage with our peers and delve beyond textbooks and memorisation to find creative solutions to problem questions. When you talk to more students and read more widely, both your appreciation and application of your studies is elevated. Learn with your friends, not against them!

Thus I strongly suggest you take a thorough read of the SULS Education Guide, crafted by Emily May (Editor-in-Chief), Chantelle Yeung, Dane Luo, Karen Chau, Sarah Purvis, Thomas Lyons, Eric Gonzales, Christina Zhang and Aleksandra Pasternacki. They have dedicated an admirable amount of energy and time into an engaging read! I hope you discover new insights and take some time to appreciate the privilege we are in to be studying such an important and fascinating degree.

STUDYING AT LAW SCHOOL

Starting law school can be an extremely daunting transition. However, understanding the distinct nature of law assessments and a conscientious attitude can go a very long way.

This section outlines some study skills and techniques that you may find helpful, including advice from high-achieving students. While there is no magic formula to studying successfully at law school, many students have found the following approaches useful.

PREPARING FOR AND ATTENDING CLASSES

PREPARING FOR LECTURES AND SEMINARS

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

Here are two options:

1. Do readings in advance

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

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

2. Do readings after the session

Add notes from the set readings after to build on the basic understanding the lecture or seminar provided to you. Your lecturer's emphasis on certain material can help you recognise what is key and what is more peripheral.

What about supplementary material?

On top of necessary readings, lecturers often suggest supplementary materials. These aren't compulsory, but can be beneficial:

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

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

- Rob Pietriche

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

PLANNING FOR TUTORIALS

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

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

How can you best prepare for each category?

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

TOP TIP

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

- Hope Williams

CREATING NOTES

TO CRAM OR BE CONSISTENT?

Ideally, making notes for law exams is an incremental process and not something which you should start and finish during STUVAC. Creating your notes gradually can help you to get the most out of tutorials, programs like PASS, and your time in STUVAC.

However, some students revealed cramming was their preferred method, especially as the time pressure creates motivation for note-taking and study. Keep in mind that the effectiveness of cramming may depend on factors beyond your control, such as the nature of the subject and exam timetabling. Alternatively, you could use a method which combines both approaches.

TOP TIP

Bind your notes for the exam with page numbers and an easy reference system and complete any available practice questions before the exam. I create separate notes for the essay and problem questions. I also had a long set and short set of notes for problem questions. I use the headings from the textbook to write my notes.

- Carla Brown

YOUR GUIDE TO MAKING NOTES

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

TOP TIP

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

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

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

- Holly Parrington

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

1. Make notes from your readings

The structure for these notes could be based on the reading guide, the lecturer's slides or topic summaries, headings in supplementary materials, or a combination. Whatever structure you select to organise your notes, make sure that it makes sense to you (e.g. tables, OneNote).

Case summaries should briefly detail
Principle of law established or supported by the case
Facts relevant to the resolution of the case
Issues in contention
Final outcome
Reasoning employed by the judge(s) to arrive at their decision
Any conflict between the judges' reasoning (see dissents)

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

2. Review and tidy your lecture notes

After your lecture, review your notes to maximise retention. If you review and tidy your notes soon after class, you are more likely to retain information than if you don't look at them again until you make exam

notes. Make sure you combine these notes with any slides and materials that your lecturer has made available.

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

3. Create super summaries

Many create reduced versions after their main notes are complete. This will be especially important for open book exams.

Exam notes are highly condensed versions of your topic summaries, which focus on key principles and the relevant case or legislative authorities. They are organised under headings corresponding to legal issues that are likely to arise in the exam. Ideally, reference to cases will be limited to the case name that you will (hopefully) be familiar with at this point of your study. For many of us, this is wishful thinking! It is better to include as much detail as you think you need.

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

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

- Rob Pietriche

4. Customise your summaries

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

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

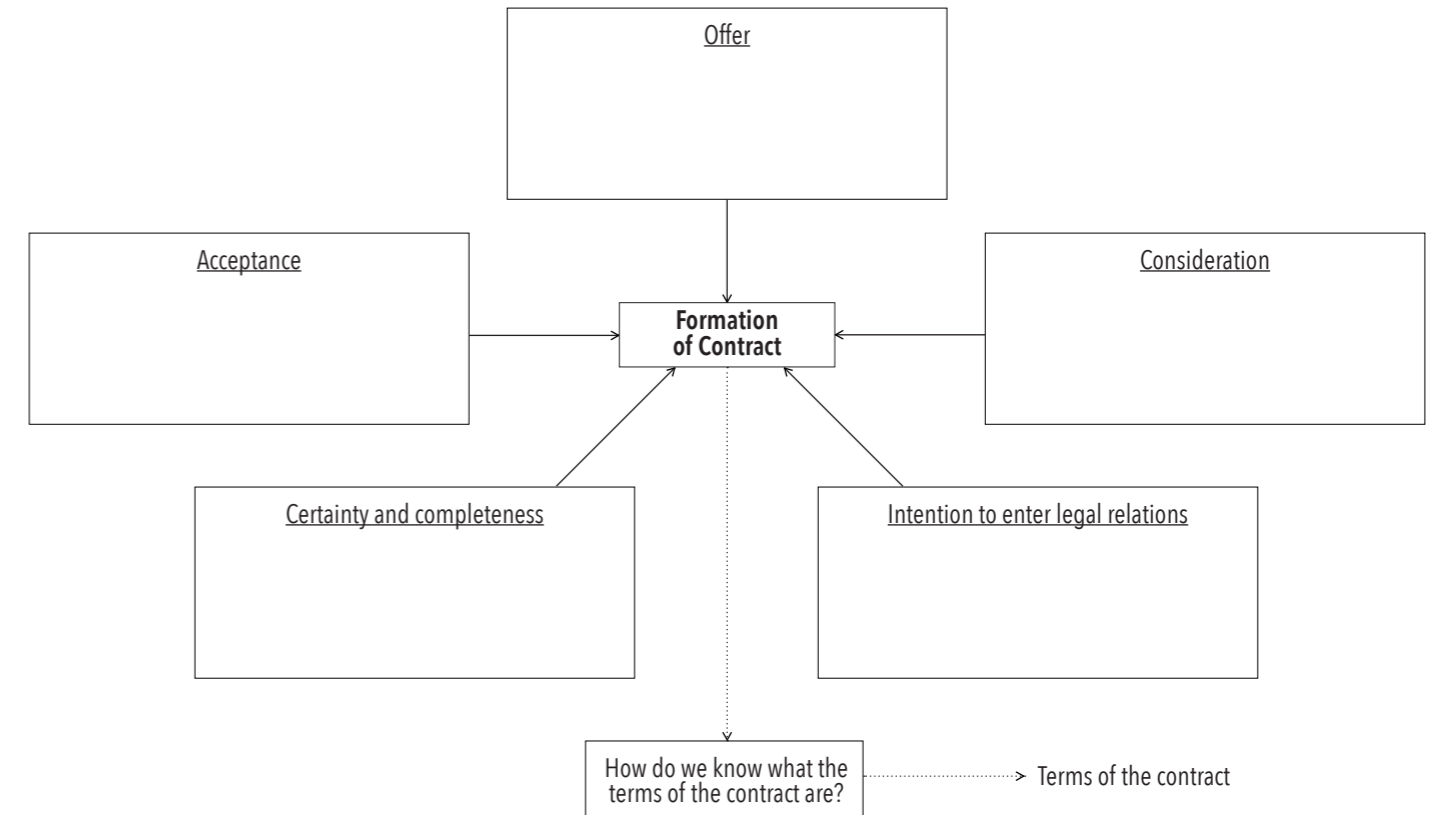
- Lan Wei

SCAFFOLDING

Scaffolding is a form of summarising material in a way that logically guides you through how to answer a problem question. These two scaffolds, courtesy of PASS Team Leader Michael Gvozdencovic, demonstrate how to scaffold a topic or unit of study. Through PASS, students will have the opportunity to build scaffolds with their peers and facilitator.

SCAFFOLDING A UNIT OF STUDY

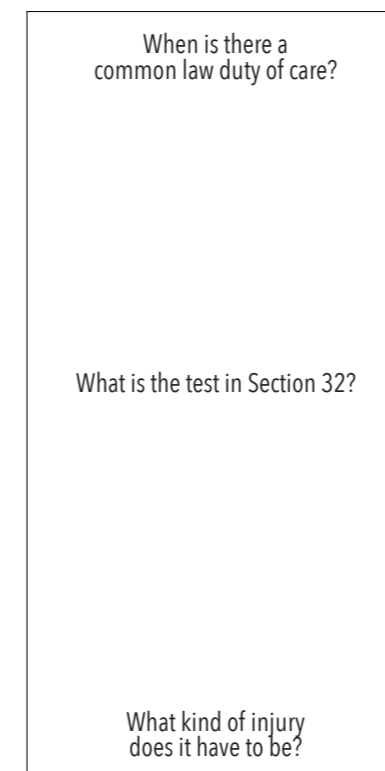
Sample Contracts Scaffold



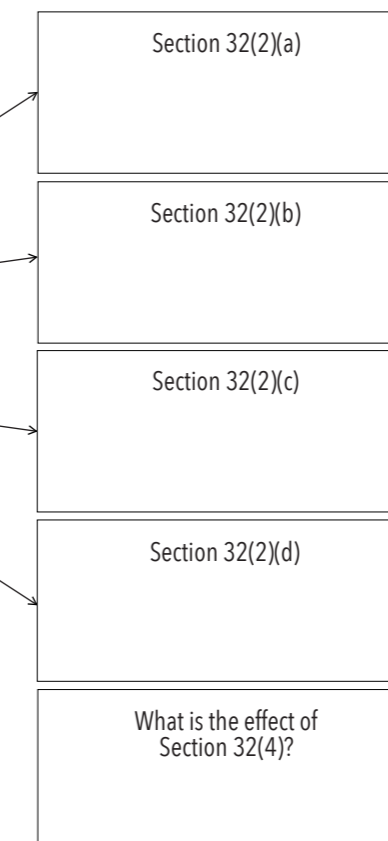
SCAFFOLDING A TOPIC WITHIN A UNIT OF STUDY

Sample Torts Scaffold - Psychiatric Injury

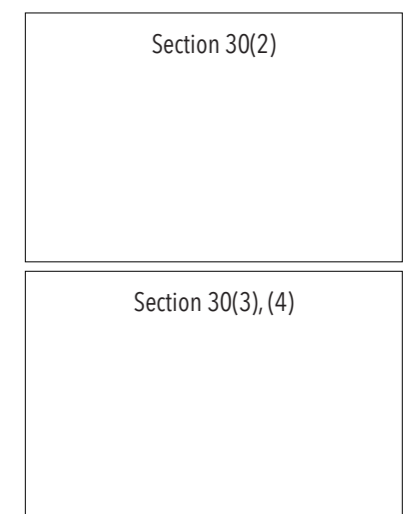
STEP ONE:
What is the starting point?



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



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



LAW EXAMS

PREPARATION

PRACTICE QUESTIONS

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

Your guide to practice questions:

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

Key reflections to your practice question responses

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, rather than just repeating them to no avail?

Benefits of practice exams:

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

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

- Rob Pietriche

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

- Lan Wei

TYPES OF EXAMS

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

OPEN-BOOK EXAMS

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

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

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

- Sarah Ienna

CLOSED-BOOK EXAMS

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

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

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

- Melissa Chen

TAKE-HOME EXAMS

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

How should you prepare?

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

TYPES OF QUESTIONS

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

PROBLEM QUESTIONS

Quick tips for approaching problems:¹

- Plan your answer.
- Use headings.
- Note what the question asks you.
- Raise all the issues, even if they seem unimportant or can be quickly dismissed as not applicable because of a particular factual circumstance. Weight the issues by importance.
- Summarise but don't repeat the facts, and only when necessary to let the reader know which issue you are addressing.
- Cite case authorities for propositions of law and refer to relevant statutory provisions.
- Don't go into all the legal principles or cases in detail unless crucial to resolving the issue.

How should I structure my answer?

There are a variety of ways to approach a problem question. Many lecturers recommend 'IRAC': an acronym for issue, rule, application, and conclusion. This technique requires organised responses around the issues that you will address, usually by stating them in your headings. D and HD answers may integrate the 'R' and 'A' aspects of this method, stating the rule and its authority in their application of it to the facts. This saves time and shows more finesse in applying the law by avoiding a blunt restatement of your notes.

Issues
Rule
Application
Conclusion

To use this response, you will need to:

1. Consider parties raised by the question.
2. Consider what actions each party may raise or be subject to.
3. Systematically address the elements required for each action.
4. Offer a tentative conclusion regarding the likely outcome of applying the rule of law.²

<i>I. DONNA v JACKSON</i>	
A. BATTERY	
1. Definition	
2. Title to sue?	
3. Was there damage?	
4. Directness	
5. Unlawfulness	
6. Fault	
7. Defences?	
B. NEGLIGENCE	
1. Duty of care	
2. Breach of duty	
3. Damage	
4. Causation/Remoteness	

Should I address both 'sides' of the question?

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

¹ https://sydney.edu.au/law/learning_teaching/legal_writing/problem_question_approach.shtml
² Richard Krever, *Mastering law studies and law exam techniques* (LexisNexis, 7th ed, 2011) 64-5.

Should I bother with counter-arguments?

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

What about contentious areas?

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

Do I need to have a definite answer?

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

How do you use reading time?

Use the reading time to your best advantage. Do not simply read and re-read the problem. You should have enough time to loosely plan your answer, or at least identify all the issues that you will address in your response. Use highlighters and underlining that you can easily refer to when you are writing the paper.

ESSAY QUESTIONS

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

What should I study?

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

- Rob Pietriche

How should I prepare?

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

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

- Natalie Czapski

How should I structure my answer?

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

1. Introduction

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

2. Body

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

3. Conclusion

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

ASSIGNMENTS

Outside the exam room, you'll most likely encounter three types of questions: 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 question. However, expect these questions to be more complex. You may need to engage in legal research or apply supplementary materials to achieve high results.

RESEARCH ESSAYS

What is a research essay?

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

How should I approach a research essay?

1. Analyse the question

Start by reading the question, 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 a middle ground and explain why.

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

The set question is the focal point of your entire essay, and should inform each and every aspect of it. Read the question several times, and continually re-read it at every stage of your preparation to ensure that what you are doing will actually help you answer it.

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 Stage

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

In-depth Stage

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

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

4. Plan

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

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

5. Write the essay

An essay in a law assignment should contain the same essential elements as those of an exam essay response (see above: 'Essay questions' in the section 'Exam Technique'). The major difference is that your sources will need to be meticulously footnoted using the Australian Guide to Legal Citation (AGLC).³ 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. Even referencing using the cumbersome AGLC system can take up to several hours, especially if you have never used it before.

³ Melbourne University Law Review Association Inc., Melbourne Journal of International Law Inc., Australian Guide to Legal Citation (Melbourne University Law Review Association, 3rd ed, 2010).

6. Edit

Editing is an often neglected aspect of assignment writing, as students underestimate how long it will take to finish their research and first draft. However, editing is an easy way to ensure that your essay is cohesive and to fix grammatical, punctuation and typographical errors. Sometimes, you may have lost sight of the question as you delved further into the complexities of your argument. Editing allows you to check that your thesis is consistent throughout the essay and that your information is presented in such a way as to answer the original question.

CASE NOTES⁴

What is a case note?

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

How should I approach a case note?

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

Examples of categories may include:

1. **Citation.** A citation provides identification of a case. Authorised judgments (that is, ones from law reports) are preferable to include. An example of a citation is R v Clarke (1927) 40 CLR 227.
2. **Court and judges.** Include the full name of the court and judges present.
3. **Material facts.** Material facts are critical to the outcome of the case. Do not include mere details which will not be relevant to determining legal issues.
4. **Procedural history.** This requires you to overview the case's history. For example, if the case is being heard in the High Court of Australia, the NSW Court of Appeal and the NSW District Court may be relevant procedural history.
5. **Issues.** You may need to identify the issues to be decided by the case - whether they be issues of fact or law.
6. **Reasoning.** Once you have identified the issues, you may have to explain how the court answered each issue. If judges are not unanimous, you should highlight the different findings here.
7. **Ratio.** Ratio means the resolution to the main legal issue in the case.
8. **Obiter.** Judges often make comments 'in passing' that raise interesting points of discussion but are not relevant to the legal issues at hand.
9. **Order.** Each case will have legal consequence. For example, look for statements such as 'the appeal was dismissed.'

LEGAL WRITING

For a comprehensive and thorough introduction to legal writing, see the university's online resource.⁵

As a starting point, keep in mind these suggestions:

- Omit superfluous words and sentences to avoid repetition.
- Include words that are necessary for your sentence to be grammatically accurate.
- Do not use Latin or jargon simply to 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.
- Employ short sentences/paragraphs in favour of long sentences/paragraphs to enhance clarity.
- Be gender neutral.
- Do not utilise colloquialisms. An essay should be written using a formal tone and directed to a sophisticated audience.

⁴ https://sydney.edu.au/law/learning_teaching/legal_writing/case_notes.shtml

⁵ https://sydney.edu.au/law/learning_teaching/legal_writing/index.shtml

SUPPORT AVAILABLE

TOP TIP

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

- Carla Brown

There are a number of extra study and support programs and networks to supplement law students' formal learning in lectures and tutorials. Refer also to Section 9 - 'When Things Go Wrong'.

STUDY GROUPS

Study groups can be a great way to alleviate stress and work through difficult concepts - providing all group members are prepared. However, students have mixed opinions on the usefulness of study groups - they can be stressful and sometimes cause you to panic.

Some students think that 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 and help to clarify your understanding of complex concepts. It can also point out areas you have missed in your revision, or techniques you hadn't considered applying.

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

- Natalie Czapski

Some students even find asking siblings, parents or housemates with no knowledge of the law a useful source:

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

- Lan Wei

PASS

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

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

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

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)

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

- LAWS5001 – Torts (Semester 1)
- LAWS 5002 – Contracts (Semester 1)

TOP TIP

I found going to PASS very helpful. If you want more study tips and extra practice for essays and problem questions, come along.

- Mala Rigby
PASS Facilitator, Criminal Law Semester 2, 2018

How can I register for PASS?

Registration for PASS is conducted through the Business School's registration webpage: http://sydney.edu.au/business/learning/students/pass/i_want_to_register in week 1 of each semester. As places are limited to ensure small class sizes, register early to secure a spot. If you register but have missed out on a spot, your name will be placed on a waiting list. Although attendance is voluntary, if you miss three consecutive sessions, you will be deregistered to enable students on the waiting list to take advantage of the benefits of PASS.

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

- James Monaghan

Q & A with PASS Facilitator 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:

- 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.
- 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.
- PASS Facilitators offer guidance and practical study advice – all PASS Facilitators have achieved excellent results in the subjects they run.
- PASS is also a great opportunity to meet new people and make new friends.
- 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:

- 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.
- 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.
- 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:

- 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.
- 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. It currently assists around 27 students per semester with finding a suitable tutor. There are 20 active tutors. Students will be emailed a list of available tutors for each subject requested, and may then contact anyone from the list to arrange private tutoring.

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

LAW LIBRARY STAFF

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

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

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 PROGRAM

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

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

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

CONTACTING LECTURERS AND TUTORS

Never hesitate to contact your lecturers and tutors for assistance. Most

academics are happy to respond to students who ask thoughtful questions after making an attempt to understand course content themselves. It is highly likely that if you are unsure about a concept, other students will also be grappling with it too.

Try:

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

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

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

- Rob Pietriche

DEGREE PROGRESSION

Your first point of call should be the School's Canvas site, which can lead you to the most up to date documents: <https://canvas.sydney.edu.au/courses/4533>

FULL-TIME VS PART-TIME

Generally speaking, LLB and JD students (with the exception of JD Part-Time Stream) must be enrolled in a full-time course load in their Law Degree (either 18 credit points - 3 subjects, or 24 credit points - 4 subjects). Many students choose to take 3 subjects to reduce their academic load, extending their degree an additional year or taking classes in Summer or Winter School.

Some students may also be eligible to study part-time. To move to part-time study, you should apply to the Associate Dean (Professional Law Programs) (law.professional@sydney.edu.au). Permission to go part-time is typically only granted in exceptional circumstances, for example, where the student has a serious medical condition.

International students are required to maintain a full-time load as part of student visa requirements, so seek further advice if you are an international looking to reduce your course load.

More generally, if you are seeking to modify your degree structure you should check if there are any prerequisites or other requirements that may limit your options.

CONCURRENT ENROLMENT (LLB STUDENTS)

If you have less than a full-time study load left to qualify for the award of your non-law degree, and wish to commence penultimate year law subjects, you may enrol concurrently enrol in both degrees. Common examples of this include where students have one or two non-law subjects left at the end of the third year of their Combined Law degree, or where students have missed Public International Law (a compulsory 3rd year subject - for instance, as a result of going on an exchange in their other degree). Contact the Law School for more information.

INTENSIVE TEACHING SESSIONS: SUMMER AND WINTER SCHOOL

Intensive units of study usually occur in January, February, June and July. These may be administered by Summer and Winter School and may be beneficial if:

- A full subject load is difficult to manage
- You would like to accelerate your degree progression
- You fail a subject

Enrolments typically open in late September for Summer School, with sessions held in December, January and February. Enrolments open in May for Winter School, with sessions held in July.

Commonwealth supported places are not available for Summer and Winter school subjects, so you will need to pay the full upfront cost of the subject. However, FEE-HELP is available. For more information, see: http://sydney.edu.au/summer/summer_winter/

STUDENT SUPPORT SERVICES

STUDENT ADVOCACY

Students' Representative Council - Undergraduate (LLB)

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

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

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

SRC Help: <http://srcusyd.net.au/src-help/>
SRC Help Email: help@src.usyd.edu.au
P: 02 9660 5222
Welfare Officers' Email: welfare.officers@src.usyd.edu.au

Sydney University Postgraduate Representative Association (JD)

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

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

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

admin@supra.usyd.edu.au
(02) 9351 3715 or 1800 249 950

CLUBS AND SOCIETIES

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

Interfaculty Sport

The SULLS Sports Director organises social sport for interfaculty, and intervarsity events, held at lunchtimes most Wednesdays throughout Semester. Look out for the Facebook events and posters around the Law School, or email sports@suls.org.au.



Interfaculty sport - 3km run, 2018

Sydney Uni Sport and Fitness (SUSF)

Students can choose from a range of membership options to join SUSF in order to stay active and healthy. With membership, students can access sport and recreational clubs located on campus, fitness programs, regular competitions, as well as other sporting facilities. Students can obtain general membership to have access to any facility, or a specific membership to use a particular facility or to take part in a particular course. See <http://www.susf.com.au/> for more information.

Clubs and Societies

There are a number of health and wellbeing-related clubs and societies that you can join with an Access Card. These include the Movement and Dance Society (MADSOC), the Triathlon Club, the Health and Lifestyle Society (HALS), and the Mental Awareness and Health Society (MAHSOC).

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

COPING WITH STRESS, ILLNESS, ANXIETY AND DEPRESSION

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

TOP TIP: MAINTAIN PERSPECTIVE AND BALANCE

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

- Holly Parrington

ON-CAMPUS SUPPORT

Sydney University Law Society (SULLS)

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

Support Portfolios

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

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

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

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

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

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

Counselling and Psychological Services (CAPS)

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

University Health Service

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

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

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

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

OFF-CAMPUS SUPPORT

headspace

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

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

Camperdown and Redfern Community Health

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

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

Therapeutic Axis

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

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

The Black Dog Institute

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

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

DISABILITY SERVICES

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

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

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

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

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

WHEN THINGS GO WRONG

Law School can be difficult and stressful. This section of the guide outlines the programs and procedures in place to make life easier and provide you support during difficult times. It outlines academic support provided by the Law School, as well as student support provided by societies and other organisations.

For further insight, you should view the policy online, read the SULLS Equity Handbook, or contact SULLS' Equity Officer at equity@suls.org.au.

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

SIMPLE EXTENSIONS

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

SPECIAL CONSIDERATION

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

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

DISCONTINUE A UNIT OF STUDY

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

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

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

FAILED ASSESSMENT

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

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

APPEALS

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

Further appeals

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

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

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

PLAGIARISM AND ACADEMIC HONESTY EDUCATION MODULE

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

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

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

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

CORE UNITS: STRUCTURE, ASSESSMENTS, AND TOP STUDENT TIPS

STUDY GUIDE

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

Generally, LLB and JD students (with the exception of JD Part-Time Stream) must be enrolled in a full-time course load during their degree, taking either 3 (18 credit points) or 4 units of study (24 credit points). Due to the heavy workload, some students take 3 units of study and extend their degree an additional year or catch up on subjects at Summer or Winter School. Eligible students may be able to apply for HECS-HELP or FEE-HELP to assist with Intensive units, Summer, or Winter School fees.

Any student wishing to modify their degree structure should remember to check whether there are prerequisites that may limit their subject options.

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

International students must maintain a full-time load as part of their student visa requirements.

LLB Degree Structure: <https://canvas.sydney.edu.au/courses/4533/pages/undergraduate-bachelor-of-laws-degree-structure>

JD Full-Time Degree Structure: <https://canvas.sydney.edu.au/courses/4533/pages/juris-doctor-degree-structure-full-time>

JD Part-Time Degree Structure: <https://canvas.sydney.edu.au/courses/4533/pages/juris-doctor-degree-structure-part-time>

Summer and Winter School: <http://sydney.edu.au/summer/>

LLB 1/II AND JD I

LAWS1006 / LAWS5000 FOUNDATIONS OF LAW

LLB

Session: Semester 1

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

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

JD Full-Time Stream

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

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

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

JD Part-Time Evening Stream

Session: Semester 1

Class structure: 1 x 3hr seminar per week

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

Foundations of Law Top Tips Callum Christodoulou (JD Full-time)

What tips do you have for the unit?

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

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

How is study for this subject different to other subjects?

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

What did you enjoy the most?

You learn a lot in a short window – it engages history, philosophy and politics. I really enjoyed the content-learning about the nobility of the common law tradition as well as its many failures. Most of all, I enjoyed this class as an opportunity to make lasting

friendships in my degree – see the unit, not just about content, but about skills and people.

How would you describe the content?

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

LAWS1012 / LAWS5001 TORTS

LLB

Session: Semester 2

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

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

JD Full-Time Stream

Session: Semester 1

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

Assessments: tutorial participation and two tutorial presentations (10%) + take-home assignment (30%) + 2hr closed-book final exam (60%)

JD Part-Time Evening Stream

Session: Semester 1

Class structure: 1 x 3hr seminar per week

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

Torts Top Tips Dean Psihoyos (LLB)

What tips do you have for the unit?

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

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

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

How is study for this subject different to other subjects?

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

practice into their study, as the difficulty comes from applying the law to the facts.

What did you enjoy the most?

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

How would you describe the content?

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

Torts Top Tips Victor Hu (LLB)

What tips do you have for the unit?

I guess the main one would be to try the problem questions for each week, even when you're not going to be assessed for tutorial participation. It really helps to highlight the aspects of the law which you're not 100% on, and it also helps consolidate the content from the lectures and the readings.

Another tip would be to read the facts of each case, not just the legal principles in them. It helps you to remember what principle the case stands for, and besides, the factual situations can be quite amusing!

How is study for this subject different to other subjects?

To do well in Torts, I think the biggest thing is to know the law inside and out. And by inside and out, I don't just mean being able to recite all the principles: it's also about how to apply them to different fact scenarios. Study is often a continual cycle between reading cases and attempting problem questions, through which you refine your knowledge of the law until you're able to confidently analyse whatever facts get thrown at you.

What did you enjoy the most?

Problem questions. I found it fun breaking down different fact scenarios and how the law would apply to them. It's also nice when you see a scenario and recognise the facts (in disguise, of course) from a case in the readings -- those "I see what you did there" moments are great.

How would you describe the content?

Reasonable and structured. For the most part, the principles you'll learn make sense and feel fair, which makes them a bit easier to remember. Moreover, the principles are quite linear, making Torts a good introduction to substantive law.

Torts Top Tips Holly Parrington (JD Full-time)

What tips do you have for the unit?

The content of the Torts unit is very clearly divided into specific topics/causes of action. You will learn about, for example, trespass to the person over several classes. You will then learn about negligence over several classes. It is helpful to understand that these causes of action are separate ideas. You will, for instance, look at a problem question and will identify that this fact scenario is about trespass to the person, so you can put your 'trespass to the person' hat on and focus on that aspect of the course, and what you learnt in those specific weeks.

You will have weeks of classes which fit together to form a singular checklist of sorts for a certain cause of action. The best example of this is negligence. You will have separate lectures about the duty of care, breach of that duty, causation and remoteness of damage, negligent psychiatric injury cases and compensation etc. All of these topics come together to form a single 'scaffold' for answering a question about negligence:

1. is there a duty of care,
2. if so has it been breached,
3. if so is there a causation issue,
4. is this a negligent psychiatric injury claim, and
5. if so, I must apply certain provisions of the CLA as per certain case law etc.

During the semester it can be easy to feel overwhelmed and not understand where, for instance, the duty of care fits into your understanding of the course. Remember, each lecture or topic under negligence is a part of a wider whole. You won't be able to see the shape of that whole until you've learnt each distinct part, but it is important to understand that each topic gives you another step to complete when establishing a negligence claim.

There are quite a lot of cases in this unit, at least it very much seems so when you have never attempted a law subject before. A helpful question to keep in mind when attending a lecture and hearing about a case, or reading the case in your spare time, is 'if Torts were a chess game, what does this particular case tell me about how pieces move, how the game works?' Ultimately, each case gives you a rule or a detail about how the law works within a specified topic - the goal is to understand what that rule or detail is, and to apply it to fact scenarios. It can be easy to get caught up in writing perfect case summaries, and this can be a helpful tool, however always keep the central question in mind because ultimately, in an exam, it is the answer to that question that you truly need to know: what does this case tell me about this cause of action and whether or not I can establish it?

Also keep in mind that cases have different levels of significance. Some will tell you which part of a statute to refer to first when dealing with negligence, some will give you a test for what constitutes directness regarding trespass to the person, some will simply be examples of what is or is not an assault under trespass to the person. Ask yourself:

- What kind of case is this?
- What is this case supposed to be used for (in terms of building a series of questions I need to ask myself), or
- Are there steps I need to follow to answer the problem question?

The Civil Liability Act 2002 NSW features prominently in the negligence part of the course. It may seem like a foe, but it can be your friend. The CLA provides specific sections for each step of establishing a negligence claim (e.g. a section for establishing breach of a duty of care), and if you are across which sections are relevant, and what order you need to use them in to answer a negligence question, you have a structure for answering every negligence question. You will know, for instance, that the case law tells us which order to look at certain sections of the Act in answering a negligent psychiatric injury claim. If you familiarise yourself with this order and what each section essentially requires of you, answering a negligent psychiatric injury question becomes easy and formulaic. If you know the CLA, you will have a

structure for answering any negligence question.

Even if you don't have time to attempt a practice question in an exam type environment, read as many fact scenarios as you can and practice issue spotting. Read through the fact scenarios with a pen and underline facts that make you think of certain topics in the course, identify what those topics are, and ask yourself 'how is this fact going to affect the outcome of this person's claim considering what I've learnt in the course?' Sometimes facts will lead to ambiguity. It may be a fact that could go to either side of the legal argument. It may be that you don't have enough information on the facts to know exactly what the legal result will be. Acknowledge this in your answer, but also form a conclusion, even if you note that your conclusion is not entirely resolute. Always focus on applying the law to the facts. Every person in your cohort has learnt the same law, what distinguishes some students from others is their ability to apply the law to the facts, identify ambiguities, identify key facts that can form certain arguments, and to come to a conclusion through reasoning.

LAWS1015 / LAWS5002 CONTRACTS

LLB

Session: Semester 1

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

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

JD

Session: Semester 1

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

Class structure (part-time evening stream): 1 x 3hr seminar per week

Assessments: class participation (10%) + 1,800wd take-home problem question (20%) + 2hr closed-book final exam (60%)

Contracts Top Tips Margery Ai (LLB)

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.

LAWS1014 / LAWS5003 CIVIL AND CRIMINAL PROCEDURE

LLB

Session: Semester 1

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

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

JD

Session: Semester 1

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

Class structure (part-time evening stream): 1 x 3hr seminar per week

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

Criminal and Civil Procedure Top Tips Carla Brown (JD Part-time)



What tips do you have for the unit?

Keep on top of the assigned readings each week and write notes on a weekly basis. I personally preferred reading before class for this subject and writing my own initial notes, which I then refine during the exam period. However, everyone's study method is different and I understand many people have other commitments.

Aim for good marks in the mid-semester exam to put yourself under less pressure during the final exam period. I was studying this subject simultaneously with Contracts which had a closed-book final exam so it is worthwhile getting on top of Civil and Criminal Procedure during the semester to leave yourself more time for to study for closed-book exams.

Be strict with time in the exam. Unlike other law exams, there are many different parts to the questions so don't get stuck on one question for too long.

How is study for this subject different to other subjects?

Civil procedure in particular is based on a lot of legislation, so I spent a lot less time reading cases. The textbook is also very user-friendly and it was easy to spot the key points in the cases.

I found it difficult to switch from civil to criminal procedure in

the middle of the semester - I felt I had forgotten the whole civil course when I arrived at the exam period! It helps to have a good set of civil procedure notes completed during the mid-semester break.

The exam questions were very different from other law subjects. In my exam paper, they broke up the questions into sub questions; some were worth only 2 marks.

What did you enjoy the most?

I had really great lecturers. One of my lecturers was a judge. I also enjoyed the practice moot, which we did in the criminal procedure component.

How would you describe the content?

If you are prepared and organised, the content in this course may seem a lot easier compared to other law subjects. However, the content is much harder to relate to as it covers processes and topics which you may not have had exposure to through work etc.

LAWS1016 / LAWS5004 CRIMINAL LAW

LLB

Session: Semester 2

Class structure: 2 x 2hr seminars, 10 weeks

Assessments: class participation (10%) + assignment (40%) + 2hr open-book final exam (50%)

JD

Session: Semester 2

Class structure (full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (part-time evening stream): 1 x 3hr seminar per week

Assessments: class participation (10%) + assignment (40%) + 2hr open-book final exam (50%)

Criminal Law Top Tips Daniel Faber (JD Full-time)

What tips do you have for the unit?

Success in criminal law requires excellent scaffolds for use in the final exam.

Always define the crime, state the maximum period for imprisonment, the burden of proof, and the standard of proof. Then set out the physical and mental elements. Be sure to clearly identify the criteria to be met within both elements. I find it helpful to take note of the most contentious aspect of the crime as this is where the marker will expect the bulk of your analysis. For example, in a murder scenario this is likely to be causation. As such, it helps to know the facts of cases because you will be able to apply or distinguish these. This advice applies to defences as well.

As far as essays go, be aware of the overall themes of the unit. Your tutor will make this clear. I would recommend preparing essay outlines for at least 4 crimes/defences. Make sure your outlines are flexible so that you can adapt to the exam question - don't make the mistake of copying out a pre-written essay that doesn't answer the question posed.

An easy way to gain marks in criminal law is through class participation. All you have to do is pre-read the assigned readings, prepare answers to discussion questions, put your hand up in class and say something intelligent.

How is study for this subject different to other subjects?

Criminal law is different from other units because much of the law is covered by statute. This means that the crimes and defences studied can be split into fairly neat and succinct lists: tick all the boxes on the list and the crime has been committed or the defence can be established.

What did you enjoy the most?

Criminal law cases are probably going to be the most interesting ones you'll read during your time at law school. Now that you know this, gaining the motivation to do the readings should be easier!

I was fortunate to be taught by Professor Gail Mason whose teaching style was excellent and the slides are nothing short of a privilege.

How would you describe the content?

The first few classes cover theoretical aspects of criminal law and relate primarily to the essay component of the assignment and final exam. The bulk of the unit entails the study of different crimes and defences to those crimes.

Criminal Law Top Tips *Mala Rigby (LLB)*

What tips do you have for the unit?

My main tip would be not to neglect the essay component of the course and to do the extra theory readings for topics that particularly interest you. To prepare for the essay, try and think about what is problematic about every offence and defence. When it comes to revising for the exam I always find doing problem questions in study groups very helpful as they expose areas that you have misunderstood.

How is study for this subject different to other subjects?

This subject requires more than just learning the law, you also need to think critically about the problems in the law. I found that this course required me to do more theoretical readings than other subjects such as Contracts or Torts.

What did you enjoy the most?

I enjoyed getting my head around some of the more complicated theoretical discussions about the development of criminal law and its place in society.

How would you describe the content?

There is a lot to cover in the course but it is very engaging content with interesting cases. It incorporates more theory than other courses and makes you question assumptions about the law.

I had a typed A4 sheet for each offence that we'd studied. It would have the relevant statutory provision at the top (if there was one), and then each of the elements of the offence with case references/anything I'd need to discuss when answering a problem. Then in the exam, I just took that sheet, and worked down it. So if I encountered a larceny question, I'd just grab my larceny sheet, see the elements of the offence, its statutory/common law basis, and then work down my sheet systematically.

- James Monaghan
Criminal Law

LLB III AND JD I

LAWSIO23 / LAWS5005 PUBLIC INTERNATIONAL LAW

LLB

Session: Semester 1

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

Assessments: class participation (pass/fail) + mid-semester open-book exam (20%) + 2hr open-book final exam (80%)

JD

Session: Semester 2

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

Class structure (part-time evening stream): 1 x 3hr seminar per week

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

Public International Law Top Tips *Samantha Lawford (LLB)*

What tips do you have for the unit?

PIL is a challenging course because learning PIL is really different to learning domestic law. You can't do well by memorising the ratio of cases and applying them, nor is there any real 'structure' for answering problem questions. Instead, I think the lecturers are more interested in seeing that students have a holistic understanding of the major themes and issues of PIL and can discuss them in a nuanced way. Don't think of the cases as binding precedent, think of them more as case studies for how a particular problem may be approached, or what issues may arise in a particular area. The most difficult areas for me were Immunity from Jurisdiction and the law of Use of Force, but these were also some of the more interesting areas because they were so uncertain and complex.

I think it would be difficult to do well in PIL without a solid understanding of the historical trends of the last century. In particular, students should try acquaint themselves with the development of the UN, imperialism, decolonisation, the world wars and some of the more recent civil wars. Many of the cases will not make sense unless you understand the historical and political context behind them. Often, the factual matrix of a case will be more useful than the judgement.

What did you enjoy the most?

I enjoyed being able to approach problem questions in a more creative and conceptual way. I also enjoyed the course more generally because of its conceptual nature. I especially liked learning about the development of customary international law and jus cogens. There aren't as many cases or statutes (treaties) to remember, instead, much of the course is about the development of international law and how it has been treated by states. There is a significant historical aspect to the course.

How is study for this subject different to other subjects?

Many students dislike PIL and feel it is a 'wishy washy' subject. To some extent, this is true. PIL is not really codified - except in some treaties, and much of the law is impossible to enforce. There are even debates as to whether PIL exists! However, you will be doing yourself a disservice if you approach the subject with the belief that it is not a 'real' law subject. Even if you don't care about international relations, I think PIL teaches you a lot about the Rule

of Law more generally and how it shapes the behavior of people and states. It does exist, and whether or not states abide by PIL, it still influences international relations and politics on a domestic level. For Star Wars nerds, think of PIL as being a little like 'The Force': "...it surrounds us and penetrates us; it binds the galaxy [Earth] together."

LAWSIO17 / LAWS5006 TORTS AND CONTRACTS II

LLB

Session: Semester 1

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

Assessments: 2,000wd assignment (30%) + 2hr closed-book final exam (70%)

JD Full-Time Stream

Session: Semester 2

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

Assessments: 2,000wd assignment (30%) + 2hr closed-book final exam (70%)

JD Part-Time Evening Stream

Session: Semester 1

Class structure: 1 x 3hr seminar per week

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

Torts & Contract II Top Tips *Haiqiu Zhu (LLB)*

What tips do you have for the unit?

1. Stay on top of your readings. This is probably said too often, but I do recommend staying on top of your readings. This unit has a lot of content, so it helps - especially come exam time - to stay up to date throughout the semester.

2. Do extra reading. While it's fairly easy to glean the ratio of a case from the headnote or a case summary, reading the whole case (if you have the time) helps you to gain a better understanding of the reasoning underlying the ratio, and of other details and principles - all leading to a more comprehensive view of the law. There is also abundant academic criticism on many of the topics within this unit, which can be useful for clarifying any uncertainties.

3. Ask questions and have discussions. Think critically about the cases and principles that you're learning and don't hold back from asking questions. If you have queries about the content, chances are your friends do too. Be sociable, take a break from the law library, and talk about Torts and Contracts II with your friends!

How is study for this subject different to other subjects?

This subject examines both the common law and statutory incursions on that law, while also providing a glimpse of equity.

Understanding how these different areas interact can be quite challenging.

Also, some topics addressed in this subject are characterised by a lack of settled principle. In lieu of clearly defined elements, study for this subject requires an ability not only to accept that certain questions remain unresolved, but also to understand and apply competing interpretations in answer to such questions.

What did you enjoy the most?

Torts and Contracts II builds on content learnt in both Torts and Contracts, completing the picture that was started in those classes. Additionally, by dealing with both torts and contracts the course shows how different areas of law, which have previously been taught as discrete topics, interact with each other.

How would you describe the content?

There is a lot of content, spanning many different topics. Nevertheless, the nature of the content is fairly familiar, as this course builds on content which has already been explored in other units.

LAWSIO21 / LAWS5007 PUBLIC LAW

LLB

Session: Semester 2

Class structure: 2 x 2hr seminars, 10 weeks

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

JD

Session: Semester 2

Class structure (full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (part-time evening stream): 1 x 3hr seminar per week

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

Public Law Top Tips *Alex Verdicchio (LLB)*

How is study for this subject different to other subjects?

Unlike other subjects, this course has more of a focus (especially in the first half) on setting public law in its historical context and so many early classes were almost like an Australian history lesson.

For this reason, some of the assessments were slightly different to other courses. The mid-term was particularly unusual for a law course, using multiple choice questions to test students' understanding of the foundation of the Australian legal system, etc. This was a nice break from problem-based assessment but it did mean that we had to focus our study on historical facts and figures, as well as the cases/rules which we were taught.

What did you enjoy the most?

I enjoyed the diversity of the course content - the topics were very different week to week and it made studying for the unit a lot more enjoyable.

Notwithstanding the historical framing of the course, some of the content also related to current affairs e.g the dual citizenship saga in Federal Parliament.

How would you describe the content?

An interesting mix of constitutional law principles and learning about the historical development of the Australian constitutional system. It's a refreshing change of pace from other law units.

LLB IV AND JD II

LAWS2010 / LAWS5010 ADMINISTRATIVE LAW

Session: Semester 1

Class structure (LLB and JD full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

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

Administrative Law Top Tips Ashley Kelaita (LLB)

What tips do you have for the unit?

The first tip is to ensure that you note the jurisdiction of the legislation (Cth v State) in problem questions, as it can lead to drastically different results. It is also very important to consider the remedy your client wants as that will inform the grounds of review that must be raised in your answer. It is also key to understand that the outcome in most of the cases is very fact-specific, and note how a slight change in facts may lead to a different result. Therefore, distinguishing the facts in the cases from those in the final exam problems will demonstrate that you have a good understanding of the material.

For the final exam, I recommend making a large scaffold on judicial review covering the entire course material. This will ensure that you do not forget any issues in the final exam.

How is study for this subject different to other subjects?

Most of the principles are extracted from the decided cases. Reading the cases should be your first point of call, as the set textbook (Cane and McDonald) does not mention many cases in depth and just summarises the basic principles.

How would you describe the content?

The content can seem dry at first, but the cases are actually quite interesting and demonstrate how important it is to ensure that public decision-makers are accountable.

LAWS2011 / LAWS5011 FEDERAL CONSTITUTIONAL LAW

Session: Semester 1

Class structure (LLB and JD full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

Assessments (LLB and JD full-time stream): compulsory problem question assignment (30%) + 2.5hr final exam (70%)

Assessments (JD part-time evening stream): optional assignment (20%) + 2hr open-book final exam (80% or 100%)

LAWS2012 / LAWS5008 INTRODUCTION TO PROPERTY AND COMMERCIAL LAW

Session: Semester 1

Class structure (LLB and JD full-time stream): 2 x 2hr lectures per week for 5 weeks, 1 x 2hr lecture and 1 x 2hr tutorial per week for 5 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

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

Introduction to Property and Commercial Law Top Tips Dawen Lin (LLB)

What tips do you have for the unit?

This was one of the more difficult subjects during my law studies. It is very important to have a good grasp of the key concepts. A good way to do this is to make detailed notes during lectures or to watch all of the lectures back during STUVAC. It is also essential to make good notes during tutorials, even if you don't quite understand what is going on from week to week because the tutorial questions are a great indication of what will be tested in the final exam. Having the solutions on hand for the problem questions are invaluable to your final exam preparations so make sure you pay attention during tutorials!

How is study for this subject different to other subjects?

This subject is more structured and lends itself well to problem question scaffolds so once you've understood all of the content, it may be a good idea to write up some scaffolds/flowcharts to make sure you understand how all of the content within the course is intertwined.

What did you enjoy the most?

I enjoyed how relevant this subject is to everyday life. The cases you study are ones that you can actually envision occurring in the future.

How would you describe the content?

The content is very interesting but extremely difficult (and at times very frustrating to get your head around). Despite its difficulties, its relevance makes it slightly easier to learn.

Introduction to Property and Commercial Law Top Tips Ashley Kelaita (LLB)

What tips do you have for the unit?

I recommend being very organised in your approach to this unit and read the cases both before and after the lectures. The cases can be quite dense and contain several complex principles that are impossible to understand in just one reading. I would also attempt as many practice problems as possible before the final exam, and always make an effort to attempt the problem question before the tutorial. I would also make scaffolds for each topic for the final exam and break down each topic as much as possible to avoid running out of time.

How is study for this subject different to other subjects?

The topics in this unit can seem very separate so it can be difficult to make links between them until you've covered all the course material.

How would you describe the content?

The content in IPCL is quite challenging as most of the principles, especially in the 'Introduction to Real Property' topic, are very complex. It can be easy to get overwhelmed at the start, so patience with the material is key.

LAWS2013 / LAWS5009 THE LEGAL PROFESSION

Session: Semester 1

Class structure (LLB and JD full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

Assessments: 2,000wd interim assignment (40%) + final take-home exam (60%)

The Legal Profession Top Tips James Kwong (LLB)

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 takehome exam quite intense, so be prepared as much as possible beforehand and try and clear your schedule for the week.

LAWS2014 / LAWS5014 CORPORATIONS LAW

Session: Semester 2

Class structure (LLB and JD full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

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

Assessments (JD): compulsory interim exam (20%) + 3hr open-book final exam (80%)

Corporations Law Top Tips Ruby Curtis (LLB)

What tips do you have for the unit?

Corporations Law is a content-heavy subject that requires detailed understanding of the Corporations Act. It is important to familiarise yourself with the relevant provisions as you will be required to be aware of particular provisions in the true/false questions, as well as in the final exam. I found extensive detail of the cases was not necessary, but it is useful to understand how they interact with statute, and any developments in the case law. For example, legislation sometimes mirrors common law or provides illustrative applications of the statute.

I found it helpful to write out a general overview or "scaffolds" of each topic. This way I could set out the rules for each topic and visualise how all of the topics fit together. I found the content from the lectures incredibly useful and relied on my lecture notes when compiling my scaffolds.

Also, don't forget about the earlier topics in the course for the final exam. A large portion of the final exam was dedicated to topics that were covered pre-midsem.

How is study for this subject different to other subjects?

The structure of the exam is different to most law exams, so it is important to do practice short-answer questions in advance within a planned time limit. Doing this helps you figure out how much you should be writing in each question, and allows you to plan accordingly. Even 15 minutes goes by very quickly!

It is also useful to do lots of practice true/false questions for the mid-sem. The wording of the questions can be very technical, and it is easy to overlook crucial points.

Also remember to consider questions that are not fact-based. Some general questions of content and discussion may arise which provide a good opportunity to illustrate your detailed understanding of concepts in the course.

What did you enjoy the most?

Although content-heavy, I really enjoyed this unit because it is very methodical. The questions are not too misleading and it should be clear what they are asking you. Once you have wrapped your head around the content, applying information to the facts should be formulaic.

How would you describe the content?

The unit is centred around the Corporations Act and is quite content-heavy, but has a clear structure. In-depth analysis of judgments and principles is not required. Rather, it's important to develop an understanding of the legislation and how it interacts with the common law.

LAWS2015 / LAWS5015 EQUITY

Session: Semester 2

Class structure (LLB and JD full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

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

Equity Top Tips Rahul Arora (LLB)

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.

LAWS2016 / LAWS5013 EVIDENCE

Session: Semester 2

Class structure (LLB and JD full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

Assessments: optional interim exam or 2,000wd research essay (30%) + 2hr open-book final exam (70% or 100%)

Evidence Top Tips Bradley Smith (LLB)

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.

LAWS2017 / LAWS5012 REAL PROPERTY

Session: Semester 2

Class structure (LLB and JD full-time stream): 2 x 2hr lectures per week for 5 weeks, 1 x 2hr lecture and 1 x 2hr tutorial per week for 5 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

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

Real Property Top Tips Zhongyi Wang (LLB)

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.

LLB V AND JD III

LAWS2018 / LAWS5017 PRIVATE INTERNATIONAL LAW A

Session: Semester 1 or Semester 2

Class structure (LLB and JD full-time stream): 2 x 2hr seminars, 10 weeks

Class structure (JD part-time evening stream): 1 x 3hr seminar per week

Assessments (Bath/Douglas groups): optional take-home exam (20%) + 2hr closed-book final exam (80% or 100%)

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

Private International Law A Top Tips Luke Atkins (JD)

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?

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.



ELECTIVES

This section summarises elective units and includes unit names, teaching session, coordinator, structure and assessments. This is not intended to replace Faculty advice about electives being offered.

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

<https://canvas.sydney.edu.au/courses/4533/files/949269/download?wrap=1>

<https://canvas.sydney.edu.au/courses/4533/files/949267/download?wrap=1>

CHOOSING LAW ELECTIVES

LLB students must complete 42 credit points of elective units, being:

- Maximum 36 credit points from Part 1
- Minimum 6 credit points from Part 2 (Jurisprudence)

Most units are worth 6 credit points. Generally, electives are taken in LLB V but penultimate students may enrol in up to two electives during their penultimate year by substituting one compulsory unit with one elective unit per semester.

JD students must complete 42 credit points of elective units, being:

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

Penultimate JD students may enrol in up to two electives during their penultimate year by substituting one compulsory unit with one elective unit per semester.

LLB V and JD students who have completed 96 credit points may now also enrol in a maximum of 24 credit points of Master's electives in lieu of Bachelor of Laws electives. Enrolment in Master's Units requires Special Permission through Sydney Student. See Master's Electives below for unit descriptions.

LLB PART I ELECTIVES / JD PART I/2 ELECTIVES

Unit codes and names	Semester	Coordinator	Structure	Assessments
LAWS3401 / LAWS5101 <i>Advanced Constitutional Law</i>	1	Professor Peter Gerangelos	2 x 2hr seminars, 10 weeks	Class participation/presentation (20%) + 6,000wd research essay (80%)
LAWS3402 / LAWS5102 <i>Advanced Contracts</i>	2	Associate Professor Yane Svetiev	2 x 2hr seminars, 10 weeks	Class presentation (10%) + 3 x 800wd reaction papers (30%) + 5,000wd research paper or 2hr final exam (60%)
LAWS3403 / LAWS5103 <i>Advanced Corporate Law</i>	2	Dr. Kym Sheehan	2 x 2hr seminars, 10 weeks	Class participation (10%) + class presentation (20%) + 4,500wd research essay or 2hr final exam (70%)
LAWS3404 / LAWS5104 <i>Advanced Criminal Law</i>	1	Associate Professor Arlie Loughnan	2 x 2hr seminars, 10 weeks	Research proposal (pass/fail) + 4,000wd research essay (75%) + class participation (25%)
LAWS3412 / LAWS5112 <i>Australian Income Tax</i>	1	Mr. Micah Burch	2 x 2hr seminars, 10 weeks or 1 x 3hr seminars, 13 weeks (evening stream)	Optional 2hr mid-semester quiz (30%) + 2hr final exam (70% or 100%); OR 3 x compulsory online tests (30%) + 2hr final exam (70%) (evening stream)
LAWS3408 / LAWS5108 <i>Advanced Public International Law</i>	1	Professor Mary Crock, Professor Chester Brown	2 x 2hr seminars, 10 weeks	3,000wd essay (30%) and 2hr final exam (70%)
LAWS3409 / LAWS5109 <i>Advanced Taxation Law</i>	2	Mr. Micah Burch	2 x 2hr seminars, 10 weeks	1hr in-class test (30%) and 2hr final exam (70%)
LAWS3411 / LAWS5111 <i>Anti-Discrimination Law</i>	2	Associate Professor Belinda Smith	2 x 2hr seminars, 10 weeks	Class participation (10%) + online short answer exam (25%) + 2hr exam (65%)
LAWS3413 / LAWS5113 <i>Banking and Financial Instruments</i>	1	Professor Roger Magnusson	2 x 2hr seminars, 10 weeks	2,500wd assignment (50%) + 1hr exam (50%) OR 3,500wd essay (50%) + 1hr exam (50%) OR 2hr exam (100%)
LAWS3417 / LAWS5117 <i>Commercial Land Law</i>	1	Associate Professor Fiona Burns	2 x 2hr seminars, 10 weeks	Class presentation (20%) + 2,000wd research essay (30%) + 1hr open book exam (50%)

LAWS3419 / LAWS5119 <i>Competition Law</i>	2	David Howarth	2 x 2hr seminars, 10 weeks	3,000wd essay and peer review (30%) + 2hr final exam (60%)
LAWS3422 / LAWS5122 <i>Contract and Equity in Land Dealings</i>	1	Patricia Lane	2 x 2hr seminars, 10 weeks	3,000wd problem questions (40%) + take-home exam (60%)
LAWS3426 / LAWS5126 <i>Criminology</i>	Both	Dr. Garner Clancey	2 x 2hr seminars, 10 weeks	Class participation (10%) + 1,200wd paper on prison visit (30%) + 3,000wd research essay (60%)
LAWS3507 / LAWS5207 <i>Energy Law: Renewables and Emerging Technologies</i>	1 (Intensive)	Dr. Penelope Crossley	1 x 7hr seminar, 6 weeks	Mock negotiation exercise (30%) + in-class test (30%) + take-home exam (40%)
LAWS3430 / LAWS5130 <i>Environmental Law</i>	1	Dr. Kate Owens	2 x 2hr seminars, 10 weeks	Essay (50%) + take-home exam (50%)
LAWS3432 / LAWS5132 <i>Family Law</i>	Both	Professor Patrick Parkinson	2 x 2hr seminars, 10 weeks	Optional 2,500wd assignment (40%) + 1.5hr final exam (60% or 100%)
LAWS3435 / LAWS5135 <i>Indigenous Peoples and Public Law</i>	2	Tanya Mitchell	1 x 3hr seminar, 13 weeks (evening)	Class presentation (20%) + 5,000wd essay (80%)
LAWS3503 / LAWS5203 <i>Insurance Law and Risk</i>	2	Peter Mann	2 x 2hr seminars, 10 weeks	2,000wd essay or problem assignment (40%) + 2hr open-book final exam (60%)
LAWS3445 / LAWS5145 <i>Insolvency Law</i>	1	Lindsay Powers	2 x 2hr seminars, 10 weeks	3,000wd problem question assignment (30%) + 2hr exam (70%)
LAWS3437 / LAWS5137 <i>International Commercial Arbitration</i>	2	Professor Chester Brown	2 x 2hr seminars, 10 weeks	3,500wd assignment (30%) + 2hr final exam (70%)
LAWS3438 / LAWS5138 <i>International Commercial Transactions</i>	2	Professor Vivienne Bath	2 x 2hr seminars, 10 weeks	3,500wd research essay (50%) + final exam (50%) OR exam (100%)
LAWS3434 / LAWS5134 <i>International Human Rights Law</i>	2	Professor David Kinley	2 x 2hr seminars, 10 weeks	3,500wd research essay (50%) + final exam (50%) OR exam (100%)
LAWS3489 / LAWS5189 <i>International Moot</i>	February intensive & Semester 1	Professor Chester Brown (Vis), Dr. Alison Pert (Jessup), Professor Luke Nottage (Tokyo Competition)	Varies	3,000wd essay (50%) + 3,000wd take-home exam (50%)
LAWS3443 / LAWS5143 <i>Interpretation</i>	2	Patricia Lane	2 x 2hr seminars, 10 weeks	3,000wd essay (40%) + 1,000 drafting exercise (20%) + take-home exam, 3,000wd research essay or 3,000wd problem assignment (40%)
LAWS3441 / LAWS5141 <i>Introduction to Islamic Law</i>	2	Associate Professor Salim Farrar	2 x 2hr seminars, 10 weeks	Class participation (10%) + blog (30%) + 4,000-5,000wd research essay (60%)
LAWS3480 / LAWS5180 <i>IP: Copyright and Designs</i>	1	Associate Professor Kim Weatherall	2 x 2hr seminars, 10 weeks	5,000wd research essay or problem question assignment (50%) + 1.5hr exam (50%)
LAWS3479 / LAWS5179 <i>IP: Trademarks and Patents</i>	1	Fady Aoun	2 x 2hr seminars, 10 weeks	5,000wd research essay (50%) + final exam (50%) OR final exam (100%)
LAWS3446 / LAWS5146 <i>Labour Law</i>	1	Professor Joellen Riley	1 x 3hr seminar, 13 weeks	2,000wd assignment (30%) + 2hr open book exam (70%)
LAWS3900 <i>Law Honours</i>	Both	Associate Professor Arlie Loughnan (S1) and Dr. Trayner Thwaites (S2)	Attendance at research workshop	12,000wd dissertation (100%)
LAWS3428 / LAWS5128 <i>Media Law: Defamation and Privacy</i>	2 or Summer	Professor David Rolph	2 x 2hr seminars, 10 weeks	2,500wd assignment (30%) + 2hr exam (70%) OR 3,500wd essay (40%) + 2hr exam (60%) OR 2,500wd assignment (30%) + 3,500wd essay (40%) + 1hr exam (30%) OR 3hr exam (100%)

LAWS3452 / LAWS5152 <i>Medical Law</i>	Both	Professor Roger Magnusson	2 x 2hr seminars, 10 weeks	1hr exam (50%) + 3,500wd essay (50%) OR 1hr exam (50%) and 2,500wd assignment with earlier submission date (50%) OR 1hr exam (50%) and 2,500wd assignment with later submission date
LAWS3499 / LAWS5199 <i>Migration, Refugees and Forced Migration</i>	1	Professor Mary Crock	2 x 2hr seminars, 10 weeks	3,000wd research essay (50%) + 2hr exam (50%)
LAWS3455 / LAWS5155 <i>Policing, Crime and Society</i>	1	Professor Murray Lee	2 x 2hr seminars, 10 weeks	2,500-3,000wd research essay (60%) + 1,200wd presentation paper (30%) + class presentation (10%)
LAWS3457 / LAWS5157 <i>Private International Law B</i>	2	Ross Anderson	2 x 2hr seminars, 10 weeks	In-class test (20%) + 2hr final exam (80%)
LAWS3514 / LAWS5214 <i>Race and the Law</i>	2	Dr. Louise Boon-Kuo	2 x 2hr seminars, 10 weeks	Class presentation (20%) + 750wd reflective note (10%) + 4,000wd essay (70%)
LAWS3460 / LAWS5160 <i>Roman Law</i>	1	The Hon Justice Arthur Emmett	2 x 2hr seminars, 10 weeks	2,000wd essay (20%) + take-home exam (80%)
LAWS3484 / LAWS5184 <i>Secured Transactions in Commercial Law</i>	2	Professor Sheelagh McCracken	2 x 2hr seminars, 10 weeks	3,000wd assignment (30%) + 2hr exam (70%)
LAWS3461 / LAWS5161 <i>Social Justice Legal Clinic A</i>	February intensive & Semester 1	Professor Peter Cashman	4-5 days seminars + 2-week clinical placement (Feb intensive); 1 x 2hr seminar/week and 1 day/week at placement site	Written assignment (100%) + class presentation and participation (pass/fail) + clinical placement evaluation (pass/fail)
LAWS3431 / LAWS5131 <i>Social Justice Legal Clinic B</i>	2	Professor Simon Rice	8-9 x 2hr seminars/semester and weekly placement	Class presentation and performance (30%) + site performance (30%) + 3,000wd essay (40%) + satisfactory attendance and reflective journal (pass/fail)
LAWS3465 / LAWS5165 <i>Sydney Law Review</i>	2	Professor Joellen Riley	6-month role at Sydney Law Review	1,000wd review note (20%) + 6,000wd case note (80%) + participation in editorial tasks
LAWS3483 / LAWS5183 <i>War Law: Use of Force & Humanitarian Law</i>	2	Professor Ben Saul	2 x 2hr seminars, 10 weeks	3,000wd assignment (30%) + 2hr final exam (70%)
LAWS3508 / LAWS5208 <i>Interdisciplinary Project</i>	Both	Dr. Scott Grattan	Online material, seminars/workshops and group work	Group plan (10%) + group presentation (20%) + group project (50%), 2,000wd individual report (20%)
LAWS3510 / LAWS5210 <i>Industry and Community Projects</i>	Both	Professor Simon Rice	Seminars/workshops with accompanying online material but varies according to project	1,200wd reflective essay (20%) + group project outline (10%) + group project presentation (20%) + group project report (50%) (may vary according to project)
LAWS5360 <i>Independent Research Project</i>	Both	Supervisor		7,500wd research paper (100%)

LLB PART 2 AND JD PART 3 ELECTIVES

Unit codes and names	Semester	Coordinator	Structure	Assessments
LAWS3447 / LAWS5147 <i>Law and Economics</i>	2	Professor Patricia Apps	2 x 2hr seminars, 10 weeks	2 x 1,000wd problem essays (30%) + class participation and presentation (10%) + 2hr exam (60%)
LAWS3512 / LAWS5212 <i>Law and Social Theories</i>	1 (Intensive)	Dr Deborah Whitehall	1 x 5hr seminar, 8 weeks	2,000wd reflective essay (30%) + 4,000wd final reflective essay (70%)
LAWS3513 / LAWS5213 <i>Philosophy of Criminal Law</i>	1	Associate Professor Arlie Loughnan	2 x 2hr seminars, 10 weeks	Class participation (10%) + oral presentation (10%) + 1,000wd report (20%) + 4,000wd research essay (60%)
LAWS3475 / LAWS5175 <i>Philosophy of International Law</i>	2	Dr Michael Sevel	1 x 3hr seminar, 13 weeks (evening)	Class participation (10%) + 1,500 report (30%) + 4,000wd essay (60%)
LAWS3454 / LAWS5154 <i>Philosophy of Law</i>	2 (Intensive)	Professor Wojciech Sadurski	1 x 6hr seminars, 7 weeks	Class presentation and 2,000wd written report (20%) + class participation (20%) + take-home exam (60%)
LAWS3495 / LAWS5195 <i>The Rule of Law and its Value</i>	2	Dr Michael Sevel	2 x 2hr seminars, 10 weeks	Class participation (10%) + 1,500wd mid-semester report (30%) + 4,000wd essay (60%)
LAWS3471 / LAWS5171 <i>Theories of Conscientious Obedience</i>	2	Dr Kevin Walton	2 x 2hr seminars, 10 weeks	Class participation (10%) + emailed comments on readings (10%) + 1,500wd mid-semester essay (20%) + 4,000wd final essay (60%)
LAWS3468 / LAWS5168 <i>Theories of Justice</i>	1	Dr Kevin Walton	2 x 2hr seminars, 10 weeks	Class participation (10%) + emailed comments on readings (10%) + 1,500wd mid-semester essay (20%) + 4,000wd final essay (60%)
LAWS3469 / LAWS5169 <i>Theories of Law</i>	1	Dr Kevin Walton	2 x 2hr seminars, 10 weeks	Class participation (10%) + emailed comments on readings (10%) + 1,500wd mid-semester essay (20%) + 4,000wd final essay (60%)



LLB PART 1 AND JD PART 1/2 MASTER'S ELECTIVES

LLB V and JD students who have completed 96 credit points may also enrol in a maximum of 24 credit points of Master's electives in lieu of Bachelor of Laws/Juris Doctor electives.

As the Master of Laws is a postgraduate master's course, there is currently an enrolment cap of 10 LLB/JD students per Master's class. Many Master's electives are taught in intensive format, allowing for flexibility in order to accommodate other work and study commitments.

Enrolment in Master's Units requires Special Permission through Sydney Student.

Unit codes and names	Semester	Coordinator	Structure	Assessments
LAWS6141 <i>Asia Pacific Environmental Law</i>	August intensive	Dr Saiful Karim, Dr Manuel Solis	4 x 8hr seminars	Class participation (20%) + 7,000wd essay (80%)
LAWS6165 <i>Biodiversity Law</i>	April intensive	Associate Professor Ed Couzens	4 x 8hr seminars	Class presentation and 2,000wd essay (25%) + 6,000wd essay (75%)
LAWS6105 <i>Child Sexual Abuse: Diverse Perspectives</i>	2	Associate Professor Rita Shackel, Professor Judith Cashmore	1 x 2hr lecture	4,500wd essay (60%) + critical review comprising oral presentation (20%) + written paper (20%)
LAWS6091 <i>Chinese International Taxation</i>	May intensive	Professor Jinyan Li	4 x 6.5hr seminars	Class participation (20%) + take-home exam (80%)
LAWS6320 <i>Climate Justice and Disaster Law</i>	September intensive	Professor Rosemary Lyster	4 x 8hr seminars	Class participation (10%) + 8,000wd essay (90%)
LAWS6314 <i>Coastal and Marine Law</i>	March intensive	Professor Rosemary Lyster, Associate Professor Ed Couzens	4 x 8hr seminars	Presentation and 2,000wd essay (25%) + 6,000wd essay (75%)
LAWS6128 <i>Comparative International Taxation</i>	March intensive	Professor Michael Dirkis, Associate Professor Celeste Black	5 x 6.5hr seminars	Class work (30%) + 2hr exam (70%)
LAWS6222 <i>Corporate Governance</i>	March intensive	Professor Jennifer Hill	4 x 7hr seminars	Class participation and specialised seminar discussion (20%) + written quiz in final class (20%) + essay or take-home exam (60%)
LAWS6318 <i>Corporate Innovation and Regulation</i>	Nov-Dec intensive	Professor Elizabeth Pollman, Associate Professor Hilary J Allen	4 x 7hr seminars	Class participation and specialised seminar discussions (20%) + written class quiz (20%) + essay or exam (60%)
LAWS6140 <i>Corporate Social Responsibility: Theory & Policy</i>	July intensive	Associate Professor Ian B Lee	4 x 7hr seminars	Class participation (15%) + assignment (10%) + 6,000wd essay (75%)
LAWS6032 <i>Crime Research and Policy</i>	1	Professor Judith Cashmore	1 x 2hr lecture	Class participation (10%) + 2,000wd research problem (30%) + 4,000wd research proposal (60%)
LAWS6325 <i>Crime, Responsibility and Policy</i>	August intensive	Professor Thomas Crofts	4 x 8hr seminars	Take-home exam (30%) + 5,000wd essay (70%)
LAWS6193 <i>Criminal Justice: Prevention and Control</i>	May intensive	Dr Garner Clancey	4 x 8hr seminars	1,500wd seminar paper (35%) + 5,000wd essay (65%)
LAWS6889 <i>Death Law</i>	Apr-May intensive	Professor Cameron Stewart	4 x 8hr seminars	Class presentation (20%) + assignment or 7,000wd essay (80%)
LAWS6066 <i>Discretion in Criminal Justice</i>	October intensive	Adjunct Professor Nicholas Cowdery	4 x 8hr seminars	Take-home exam (60%) + essay (40%)
LAWS6355 <i>Energy and Water Security Law</i>	September intensive	Professor Rosemary Lyster	4 x 8hr seminars	Class participation (10%) + 8,000wd essay (90%)

LAWS6051 <i>Environmental Litigation</i>	August intensive	Justice Nicola Pain, Justice Rachel Pepper	4 x 8hr seminars	4,000wd paper on practical task/topic (50%) + 4,000wd essay (50%)
LAWS6307 <i>Expert Evidence and Class Action Procedure</i>	1	Professor Peter Cashman	1 x 2hr lecture	3,000wd expert evidence essay (30%) + 7,000wd class actions essay (70%)
LAWS6334 <i>Gender Inequality and Development</i>	August intensive	Dr Jeni Klugman	4 x 8hr seminars	Class participation (10%) + presentation (40%) + 5,000wd essay (50%)
LAWS6964 <i>Global Energy and Resources Law</i>	May intensive	Dr. Penelope Crossley	4 x 8hr seminars	Take-home exam (100%) OR take-home exam (70%) + essay or problem question (30%)
LAWS6920 <i>Global Health Law</i>	July intensive	Professor Lawrence Gostin	4 x 7.5hr seminars	7,000wd essay (80%) + participation and contribution (20%) OR 4,000wd essay (50%) + participation and contribution (20%) + assignment (30%)
LAWS6214 <i>Goods and Services Tax Principles A</i>	September intensive	Professor Rebecca Millar	4 x 7hr seminars	Class work/test (35%) + 2hr exam (65%)
LAWS6052 <i>Government Regulation, Health Policy and Ethics</i>	Sep-Oct intensive	Professor Cameron Stewart	4 x 8hr seminars	Class presentation (20%) + 7,000wd essay (80%)
LAWS6054 <i>Health Care and Professional Liability</i>	Apr-May intensive	Professor Cameron Stewart	4 x 8hr seminars	Class presentation (20%) + 7,000wd essay (80%)
LAWS6022 <i>International and Comparative Labour Law</i>	April intensive	Professor Elizabeth Barmes	4 x 8hr seminars	Class participation (10%) + 1,000wd assignment (20%) + 6,000wd essay (70%)
LAWS6061 <i>International Environmental Law</i>	Apr-May intensive	Professor Rosemary Lyster, Associate Professor Ed Couzens	4 x 8hr seminars	In-class practical assessment (40%) + assignment (60%)
LAWS6037 <i>International Import/Export Laws</i>	1	Adjunct Professor Alan Bennett	1 x 2hr seminar	Class assignments (10%) + mid-semester take-home exam (25%) + final take-home exam (65%)
LAWS6932 <i>Law and Investment in Asia</i>	April intensive	Professor Simon Butt, Professor Vivienne Bath	4 x 8hr seminars	Assignment (30%) + 6,000wd essay (70%)
LAWS6928 <i>Law, Justice and Development</i>	April intensive	Adjunct Professor Livingston Armytage	4 x 8hr seminars	Class participation (20%) + 2 x 3,000wd essays (80%)
LAWS6047 <i>Law of the Sea</i>	October intensive	Professor Tim Stephens	4 x 8hr seminars	5,000wd essay (60%) + take-home exam (40%)
LAWS6848 <i>Law, Business and Healthy Lifestyles</i>	Aug-Sep intensive	Professor Roger Magnusson	2hr intro class + 4 x 7.5hr seminars	Short response question (20%) + 6,000wd essay (80%) OR short response question (20%) + 3,000-3,500wd essay (40%) + take-home exam question (40%) OR short response question (20%) + 2 x 3,000-3,500wd essays (80%)
LAWS6944 <i>Market Manipulation and Insider Trading</i>	Oct-Nov intensive	Dr Greg O'Mahoney	4 x 7hr seminars	Class participation (20%) + presentation (20%) + 5,000wd essay (60%)
LAWS6877 <i>Mental Illness: Law and Policy</i>	August intensive	Adjunct Professor Duncan Chappell	4 x 8hr seminars	3,000wd assignment (40%) + 4,500wd essay (60%)
LAWS6065 <i>Pollution, Corporate Liability and Governance</i>	May-Jun intensive	Professor Rosemary Lyster, Dr Kate Owens, Dr Gerry Bates	4 x 8hr seminars	Class participation (10%) + 8,000wd essay (90%)
LAWS6345 <i>Principles of Financial Regulation</i>	May intensive	Associate Professor Hilary J Allen	4 x 8hr seminars	Class participation (10%) + take-home exam (90%)
LAWS6194 <i>Punishment</i>	Mar-Apr intensive	Professor Gail Mason	4 x 8hr seminars	Assignment (30%) + 5,000wd essay (70%)

LAWS6317 <i>Regulation of Corporate Crime</i>	April intensive	Dr Olivia Dixon	4 x 7hr seminars	Class participation (10%) + 2,500wd case study (35%) + 5,500wd essay (55%)
LAWS6888 <i>Risk, Fear and Insecurity</i>	April intensive	Professor Murray Lee	4 x 8hr seminars	Compulsory topic summary (not assessed) + 3,000wd essay (40%) + 4,000wd policy assessment assignment (60%)
LAWS6177 <i>Tax Treaties</i>	April intensive	Professor Richard Vann	4 x 8hr seminars	Classwork (30%) + 2hr exam or 7,000wd essay (70%)
LAWS6119 <i>The State and Global Governance</i>	Apr-May intensive	Associate Professor Jacqueline Mowbray	4 x 8hr seminars	1,000-2,000wd critique of a selected reading (25%) + 250wd essay abstract and one-page reading list (10%) + 5,000-6,000wd essay (65%)
LAWS6109 <i>UK International Taxation</i>	September intensive	Professor Malcolm Gammie	4 x 6.5hr seminars	Take-home exam or 7,000wd essay (100%)
LAWS6844 <i>US Corporate Law</i>	Apr-May intensive	Professor Jennifer Hill	4 x 7hr seminars	Class participation (10%) + quiz (20%) + essay or take-home exam (70%)
LAWS6171 <i>US International Taxation</i>	May intensive	Professor Ethan Yale	4 x 6.5hr seminars	In-class assessment (30%) + 2hr exam (70%)
LAWS6096 <i>Work Health and Safety: Law and Policy</i>	May intensive	Professor Richard Johnstone	4 x 8hr seminars	Class participation (10%) + 3,000wd essay (40%) + assignment (50%)
LAWS6063 <i>World Trade Organisation Law 1</i>	Aug-Sep intensive	Dr Brett Williams	4 x 8.5hr seminars	3,000-3,500wd essay (40%) + take-home exam (60%)
LAWS6192 <i>Young People, Crime and the Law</i>	October intensive	Dr Garner Clancey, Professor Murray Lee	4 x 8hr seminars	Class presentation (10%) + 3,000wd essay (40%) + take-home exam (50%)

LLB PART 2 AND JD PART 3 MASTER'S ELECTIVES

Unit codes and names	Semester	Coordinator	Structure	Assessments
LAWS6187 <i>Functional Analysis of Law and Social Control</i>	March intensive	Associate Professor Alex Ziegert	4 x 8hr seminars	1,000wd research note (30%) + 7,000wd essay (70%)
LAWS6827 <i>Legal Responsibility and Philosophy of Mind</i>	2	Adjunct Professor Christopher Birch	1 x 2hr seminar	Class participation exercise (20%) + 6,000wd essay (80%)
LAWS6388 <i>The Nature of the Common Law</i>	May intensive	Dr Michael Sevel	4 x 8hr seminars	Assignment (20%) + 7,000wd essay (80%) OR 8,000wd essay (100%)
LAWS6316 <i>Theories of the Judiciary</i>	June intensive	Dr Michael Sevel	4 x 8hr seminars	Class presentation (20%) + 7,500wd essay (80%)

OFFSHORE OPPORTUNITIES

Exchange is a rewarding experience that allows students the opportunity for academic and personal growth. You can be challenged and given the chance to broaden 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 EXCHANGE WORK?

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

ELIGIBILITY

To be eligible for Law exchange you must:

- Be in your penultimate or final semester in your JD or LLB degree when undertaking the exchange
- Have a credit average (65 or above) for university wide exchange and a high credit average (70 or above) for faculty specific exchange. Some destinations vary and may require a higher WAM, such as US destinations require a minimum WAM of 75
- Be enrolled full-time at the University of Sydney (24 credit points) whilst on exchange
- 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. For example, French for Universite Paris 1-Sorbonne; Japanese for Kobe; German for Humboldt.

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

University contact: law.offshore@sydney.edu.au

FACULTY-SPECIFIC EXCHANGE

Sydney Law School sends approximately 20 -25 students in first semester, and 45-50 students in second semester 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 do so under the faculty-specific program as US law schools will not accept law students under university-wide agreements. The following institutions were most recently available for a faculty-specific exchange.

Country	University
Austria	University of Vienna
Belgium	Katholieke Universiteit (Leuven)
Canada	Queen's University (Ontario) University of Victoria (British Columbia)
China	East China University of Political Science and Law (Shanghai) Renmin University of China (Beijing)

Denmark	University of Copenhagen
France	Sciences Po (Paris) Universite Paris 1 Pantheon (Sorbonne)
Germany	Bucerius Law School (Hamburg) Humboldt University (Berlin)
Ireland	Trinity College (Dublin)
Japan	Kobe University
Singapore	National University of Singapore
Netherlands	Radboud University (Nijmegen) Utrecht University Vrije University (Amsterdam)
United Kingdom	University of Nottingham (semester 2 only)
United States	Cornell University (Ithaca, NY) Emory University (Atlanta, GA) University of Texas (Austin) University of Virginia (Charlottesville)



Cornell University, Law Library
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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:

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

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



The University of Texas (Austin)

HOW DO I CHOOSE AN EXCHANGE DESTINATION?

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

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

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.

APPLICATIONS

Students who apply for faculty-specific exchange are required to complete an online application form. You will have to provide information about yourself, reasons for your motivation for exchange 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.

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.

ENROLMENT FOR LAW EXCHANGE

Whilst undertaking a Law exchange, you will be enrolled at the University of Sydney in either LAWS3044 (LLB) or LAWS5344 (JD).

Although you may want to complete language or other units in your exchange, you need to complete 24 credit points of law units. This is equivalent to 30-40 European Credit Transfer System units (ECTS) or 12 American Bar Association units (ABA).

For your exchange units to count towards your degree:

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

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



Cornell University; Cornell Law School

Studying at Cornell in upstate New York gave me a valuable insight into the New York legal market, as well as the much vaunted international perspective. Learning about a completely different legal system was the perfect capstone for my studies, and complemented the broader experience of cultural immersion. I was able to join the tight-knit law school community and enjoy campus life and the Collegetown hub of bars and restaurants. I had plenty of opportunities to explore Manhattan on weekends - doing everything from shopping on Bleeker St, to seeing a surprise Amy Schumer performance at the Comedy Cellar. I have no doubt that my exchange will be a professional advantage, particularly if I decide to work overseas. I would recommend it to all law students!

- Claudia Sheridan

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. Students may also be eligible for the government funded OS-HELP loan scheme that assists you to undertake some overseas study.

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 hundreds of scholarships each year that are awarded on the basis of academic merit and successful placement with Super Partners. There is no separate application process and most nominated students will be automatically considered for these scholarships. See the Sydney Abroad brochure pages, 'Scholarships and funding' for more information.

OFFSHORE UNITS

SHORT TERM OFFSHORE STUDY

Sydney Law School has cooperation agreements with leading law schools around the world. As part of these agreements, students can undertake exciting 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: <https://sydney.edu.au/law/study-law/experiential-learning/offshore-study-opportunities.html>. Eligible students can defer tuition fee payment for some of these courses using HECS-HELP or FEE-HELP. Scholarships and OS-HELP may also be available.

HIMALAYAN FIELD SCHOOL

LAWS3478 / LAWS5178
Development, Law and Human Rights (Himalayan Field School)

Session: Jan - Feb intensive in Nepal

Coordinator: Professor David Kinley

Assessments: take-home assessment (50%) + 4,000wd research essay (50%)

Enrolment in this unit requires special application.

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

Eligibility

The Field School is 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. 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.

By combining lectures, site visits and cultural exchanges, the offshore unit emphasises that our personal experiences are highly valuable in understanding classroom content. It's one thing to learn about constitutionalism in the safety of our lecture theatre. But nothing will replace the feeling of walking through a bhanda (strike), where lines of police behind barbed wire try to contain a march of hundred of women demanding their voice on the eve of the deadline for the new *Constitution* on 21 January.

- Angela Chan

KYOTO AND TOKYO SEMINARS IN JAPANESE LAW

[LAWS3444 / LAWS5144](#)
[Japanese Law \(Kyoto and Tokyo Program\)](#)

Session: February intensive

Coordinator: Professor Luke Nottage

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

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

Eligibility

Enrolment in the Kyoto and Tokyo Seminars 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. 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.

Matt Blake

What motivated you to apply for an offshore unit?

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

What were your thoughts about the classes and 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 transferable to Australian law units and will no doubt be of use to practicing lawyers who deal with Japanese transactions or clients. It also goes without saying that the opportunity to travel and get to know new people provides a rare opportunity. Memories of singing karaoke, clubbing in Kyoto or eating at local ramen shops inevitably form the foundations for strong and lasting friendships.

What was the most noteworthy experience of 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.

SHANGHAI WINTER SCHOOL

[AWS3068 / LAWS5368](#)
[Chinese Laws and Chinese Legal Systems](#)

Session: Nov-Dec 3-week intensive in Shanghai, China

Coordinator: Professor Vivienne Bath

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

The Shanghai Winter School is an intensive three week introduction to Chinese law at the East China University of Political Science and Law. The unit creates an overall picture of the modern Chinese legal system and examines the concept of law as a political function and the implementation of law for three weeks. 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. 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.

Samuel Hoare

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 third 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 assessments?

Although the quality of teaching varied somewhat due 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 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 the 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 9am 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 2 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.

SOUTHEAST ASIA FIELD SCHOOL

[LAWS3494 / LAWS5194](#)
[Legal Systems in South East Asia](#)

Session: July intensive in Indonesia and Malaysia

Coordinator: Dr. Simon Butt, Dr. Salim Farrar

Assessments: reflective blog (25%) + take-home exam (75%)

The Southeast Asia Field School allows students to visit two Southeast Asian countries and spend a week in each location – 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. 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.

Kathy Tran

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 assessments?

The classes were fantastic. We had different lecturers every day 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 the 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 inmates.

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 downtime 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.

SYDNEY LAW SCHOOL IN EUROPE

LAWS3454 / LAWS5154
Philosophy of Law

Session: July intensive (Berlin)

Coordinator: Professor Wojciech Sadurski

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

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

The unit introduces fundamental notions of jurisprudence as they pertain to the aims, functions and values of law and the legal system, providing students with the conceptual means to conduct critical scrutiny of legal systems and rules. Locations include Robinson College at the University of Cambridge, Humboldt University (Berlin), the Academy of Arts and Social Sciences (Amsterdam) and Prato (near Florence). A stream of this unit is also taught off-shore, with the intensive Berlin course featuring guest lectures by distinguished German legal scholars on German jurisprudential traditions and controversies. Students participating in the off-shore course should prepare for heavy pre-reading, with its short duration meaning it may best suit those with a philosophical background.

For example, in Humboldt University (Berlin), the unit 'Philosophy of Law' aims to provide a critical understanding of the fundamental principles of legal theory and philosophy of law. Content of the unit includes discussion of the concept of law, the notions of obligation, authority, and legitimacy of law; the main theories of legal interpretation; and the special role of the concept of 'rights' in legal theory. This unit will satisfy the Jurisprudence elective requirement for the LLB and JD.

Eligibility

Students must be eligible to undertake elective units. Sydney JD students must ensure they have made satisfactory progress in their core units to be eligible to enrol (usually a minimum of 72 credit points at the commencement of the program).

The unit is usually capped at 30 students, with an initial quota of 10 places reserved for postgraduate students.

Lucas Hejzmanek

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

These programs are offered on an intensive basis over five days in Cambridge, including one free day for reading and preparation. LAWS6947 is delivered by Professors Elisabeth Peden and Barbara McDonald, in conjunction with guest lectures by leading academics specialising in the law of obligations at the University of Cambridge. The course will be conducted at Gonville and Caius College, in the heart of historic Cambridge, which is a one-hour express train ride from London. Student accommodation is available for participants, in the nearby modernist style Harvey Court.

Particular topics in 2018 depend on the availability of guest lecturers but are likely to include:

- The law of restitution and unjust enrichment in the UK and Australia
- Issues in contractual damages
- Unconscionable transactions
- Accessorial liability in tort and/or equity in Australia and the United Kingdom
- Tort liability of public authorities
- Duties of good faith
- Injunctions
- Vicarious liability for criminal conduct in the UK and Australia
- The developing law of breach of confidence and privacy in the UK and Australia

Cambridge courses are open to a limited number of eligible Bachelor of Laws and Juris Doctor in their penultimate and final year. All students must have completed Torts, Contracts, Torts and Contracts II, and Equity. It occurs in July each year as a semester 2 elective unit. Places are offered on a first-in basis. An initial quota of 10 places has been reserved for Masters students.

LAWS6947

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

LAWS6341

- 2000wd casenote (30%), 7000wd essay (70%)

In addition to tuition fees, students pay an In-Cambridge fee between \$800 and \$1500.

Millie Dale

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 assessments?

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 moot nerd, I loved that I could finally use my extracurricular 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.



SUPPLEMENT YOUR STUDY AND DEVELOP YOUR SKILLS

COMPETITIONS AND WORKSHOPS

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

SULS holds many Mooting and Skills Competitions internally which are tailored towards competitors of all levels and abilities. The problems which you will tackle in the moots tend to correlate with what you have learnt or are learning in your course work and so most students will move through the SULS mooting program as they progress through their studies.

The internal competitions usually run from Week 4 and finish at least a week before Stu-Vac. Generally, the competitions consist of two preliminary rounds, quarter-finals, semi-finals, and a grand-final. Registration will open in Week 1 of each semester and will close at the end of Week 2, depending on the specific competition.

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

Competitions include:

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



Negotiations Grand Champions, 2018

Top Tips from Negotiations Grand Champions 2018 Emily May & Owen James

What motivated you to join this competition?

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

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

What's involved with a negotiation?

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

Owen: There are two teams. They get a factual scenario, some kind of dispute. Each team represents a party to the dispute. They get secret instructions from the party. The aim is to negotiate a favourable outcome for whoever you are representing. The negotiation itself is just the two teams sitting together trying to establish what each other wants, and trying to accommodate that as best as they can while still getting what their client wants. It's a fun strategic push and pull. A lot of trying to read when the other team is bluffing and not.

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

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

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

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

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

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

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

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

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

Do you have any advice or tips for others?

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

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

**Top Tips from Client Interviewing Grand Champion 2018
Ragavi Srikantha**

What motivated you to join this competition?

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

What's involved with a negotiation?

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

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

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

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

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

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

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

Do you have any advice or tips for others?

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



Client Interviewing Grand Champions, 2018



2018 team: Jane Spencer, Harlan Ikin, Dominik Breznik, Coach Harry Stratton, and Shivangi Paisal. The team made it to the quarter finals, won the prize for Best Overall Memoranda and the prize for Best Overall Respondent Memorandum.

INTERVARSITY COMPETITIONS

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

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

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

INTERNATIONAL

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

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

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

Advice from Jane Spencer, Mooting

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

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

What's involved in a moot?

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

important to be able to respond to the arguments the opposing side makes in their oral submissions.

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

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

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

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

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

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

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

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

WOMEN'S MOOTING PROGRAM

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

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

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



Women's Mooting Program

VOLUNTEERING

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

REDFERN LEGAL CENTRE

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

DUTIES

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

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

SELECTION CRITERIA AND DESIRABLE QUALITIES

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

COMMITMENT

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

INTAKE

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

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

Volunteering Insights at Redfern Legal Centre Ferdous Bahar



What motivated you to volunteer at Redfern Legal Centre?

I was motivated to volunteer at Redfern Legal Centre because I was seeking hands-on legal experience in a place that was conducive to notions of social justice and enabling access to justice. As a community legal centre, and indeed one of the first CLCs established in Australia, RLC had a long history of enabling access to justice for some of the most disadvantaged and marginalised in our community. In addition to some of the generalist practices such as tenancy, credit and debt, employment and discrimination, RLC also offers state-wide legal advice service for international students as well as matters involving the abuse of police powers.

What's involved duty wise and what's the time commitment?

As a communications intern my duties involved working closely with the communications coordinator to help monitor relevant areas of interest in the media, assist with editing our e-bulletins and annual report, assist with social media strategy and co-produce a video which involved working with Sydney Film Studios, going 'on site' and interviewing the family of one of our clients and providing SFS with feedback in post-production - the final video actually still features on the RLC homepage so go check it out!

As a legal assist my duties involved a lot more face-to-face client interaction. A legal assistant has the crucial role of engaging with client, media, all external communications via the phone or in person. In particular, the role demands strong verbal communications skills, attention to detail and, above all, an ability to display compassion and empathy to clients.

As a communications intern the time commitment was at least one full day per week and as a legal assistant the time commitment was at least one half day per week. While for the most part these are the time commitments, they may change according to demand so double check this point when applying!

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

The most challenging aspect I've faced throughout volunteering has probably been communicating with especially distressed or aggressive clients. When I first started, it would be difficult to properly comprehend and process some of the devastating circumstances surrounding a client's matters. After volunteering for a few more shifts however, it became increasingly easier to communicate with clients in an effective manner - without compromising on my ability to empathise - and I genuinely believe it is one of the most rewarding aspects of volunteering at a CLC.

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

Volunteering at RLC has exponentially improved my verbal communication skills, attention to detail and 'big picture' thinking - all of which I believe are essential to being a good law student and eventual legal practitioner. You undertake various tasks at RLC when volunteering as a legal assistant including media monitoring, writing up solicitor instructions, client summaries, sending important emails, conducting legal research for solicitors and diarising. Especially when confidential client information is involved, which is often, attention to detail is paramount and we all know how important attention to detail is

when writing up assignments! Above all, it is so important not to lose sight of WHY you are studying the law and who the law exists to serve and the best way to truly appreciate this is by engaging with the very people seeking justice through the law.

What was it like working with other professionals?

Working with solicitors, media and communications coordinators, tenancy advocates and PLTs at Redfern Legal Centre has provided me with a more holistic understanding of the numerous, distinct 'cogs' in our legal system that, together, enable access to justice. I've been incredibly fortunate to work with such excellent and approachable professionals at RLC who have been so willing to share personal experiences and career advice - invaluable to a law student and aspiring legal practitioner. You get to work with people doing important work in various areas of law and this offers practical understandings of the law that you cannot appreciate by simply studying the law.

I have been volunteering, and now working, at RLC for over three years and my experience has definitely strengthened my existing verbal and written communication skills, interpersonal skills, provided me with invaluable networking opportunities and given me greater clarity about my career aims and aspirations. Because of the flexibility RLC offers, I've been able to work and volunteer elsewhere at the same time, so if the opportunity comes around, I would absolutely recommend volunteering at RLC or any other CLC for some incredible, practical legal experience!

INNER CITY LEGAL CENTRE

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

DUTIES

- Administration
- Reception
- Research activities

SELECTION CRITERIA AND DESIRABLE QUALITIES

- Currently completing an undergraduate law degree

COMMITMENT

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

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

SHOPFRONT YOUTH LEGAL CENTRE

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

They specialise in:

- Court representation on criminal charges, traffic matters and apprehended violence orders
- Advice on dealing with police
- Help to deal with unpaid fines
- Assistance with victims compensation claims
- General legal rights for young people, including leaving home, medical treatment, contracts, school issues
- Family law, including child protection law
- Complaints and appeals against government decisions
- Tenancy
- Employment
- Discrimination
- Debts

DUTIES

- Answering telephone calls
- Taking referrals from potential clients
- Legal research
- Drafting and filing court documents
- Analysing evidence
- Preparing submissions

SELECTION CRITERIA AND DESIRABLE QUALITIES

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

COMMITMENT

- Regular attendance over a sustained period.
- Required to attend an orientation and training session.
- Available on a weekday for at least one full day per week.

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

MARRICKVILLE LEGAL CENTRE

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

DUTIES

- Front of desk duties
- General administration
- Responding to requests of the public and clients
- Referrals and research

SELECTION CRITERIA AND DESIRABLE QUALITIES

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

COMMITMENT

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

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

Volunteering Insights at Marrickville Legal Centre *Nicholas Horgan*

What motivated you to volunteer at 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 duty wise and what's the time commitment?

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's the most challenging aspect that you've faced in throughout volunteering?

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

How has volunteering improved your skills and how has it related 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?

The legal professionals at Marrickville Legal Centre are 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.

HIV/AIDS LEGAL CENTRE

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

DUTIES

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

SELECTION CRITERIA AND DESIRABLE QUALITIES

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

COMMITMENT

Student volunteers are required to commit to a minimum of 3 days per week.

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

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

Volunteering Insights at HIV/AIDS Legal Centre *Michael Gvozdenovic*



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

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

What's involved duty wise and what's the time commitment?

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

law, immigration law, employment law, discrimination law, housing and tenancy disputes and privacy matters.

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

What's the most challenging aspect that you've faced throughout volunteering?

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

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

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

What was it like working with other professionals?

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

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

FACULTY INTERNSHIPS

CENTRE FOR ASIAN AND PACIFIC LAW (CAPLUS)

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

the associates of the Centre. Interns interested in Japan may also be invited to work with the Australian Network for Japanese Law on projects agreed with CAPLUS. Please note that internship positions are unpaid.

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

THE CONSTITUTIONAL REFORM UNIT

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

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

SYDNEY CENTRE FOR INTERNATIONAL LAW (SCIL)

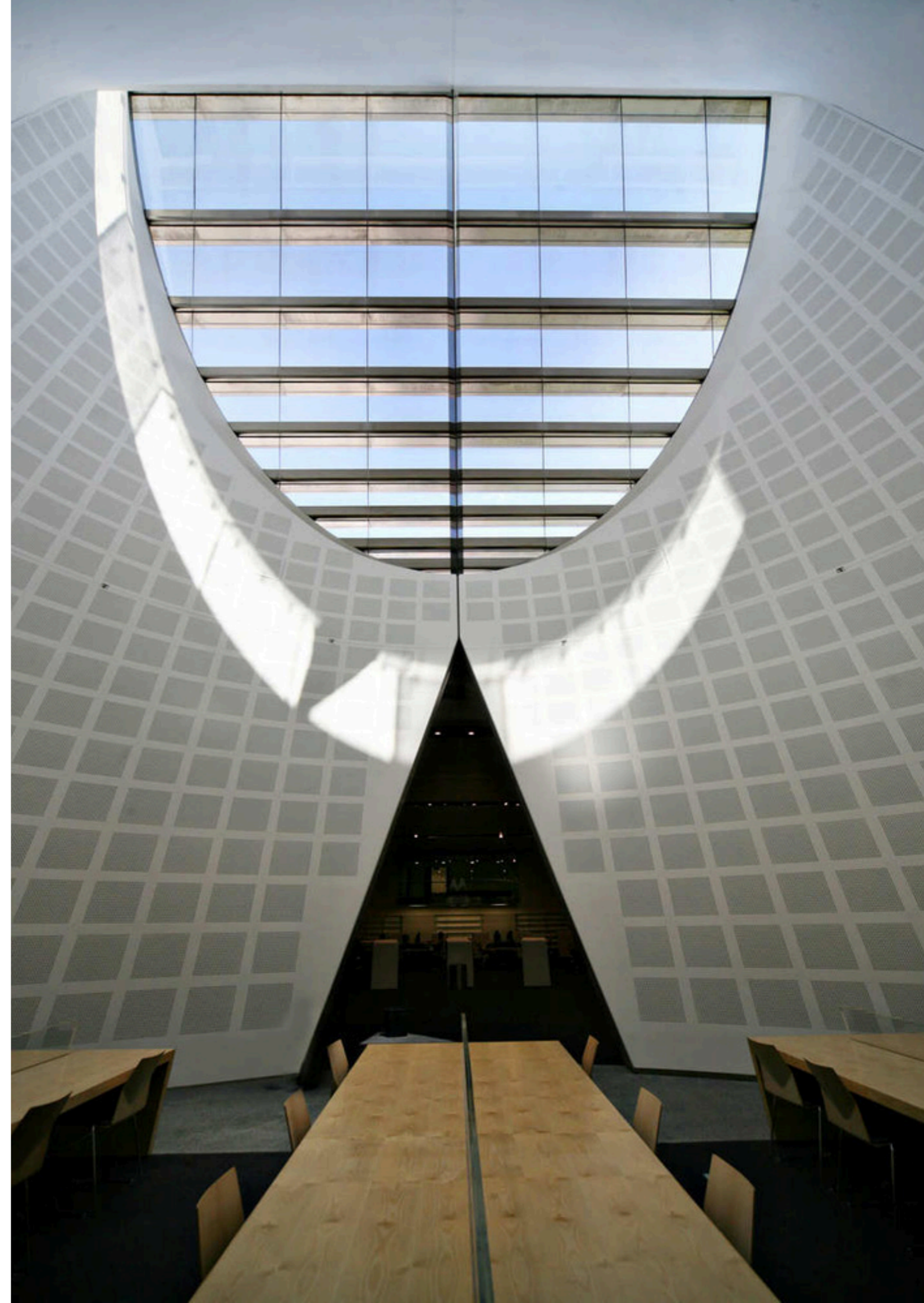
SCIL offers internship positions to Sydney Law School students in each semester of the academic year, as well as during some summer sessions. Interns must be available to work one day per week for the duration of the semester. In addition, students must be enrolled in the Combined Bachelor of Laws (LLB)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

SYDNEY INSTITUTE OF CRIMINOLOGY

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

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

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



BEYOND LAW SCHOOL

CLAYTON UTZ GRADUATE

CLAYTON UTZ

WHAT HAPPENS AFTER LAW SCHOOL?

Some students might go on to practice in NSW so then need to complete their Practical Legal Training (PLT). Read the SALS Careers Guide to begin exploring your options.



CLAYTON UTZ GRADUATE

Tom Gardner
BA / LLB

Recommendations for those applying for Grad jobs

1. Talk to anyone and everyone who may be able to give you some insight into where you'd be a good fit. I think this is the best way to find somewhere you're likely to be happy and thrive.
2. Consider the kinds of skills your prospective employers want (other than black-letter law). How do your skills help with problem-solving? Client service? Business development? Innovation?
3. Show a bit of personality in your applications and interviews!

Top study tip

Read the cases! Notes and textbooks are helpful, but are a poor substitute for the actual judgments. Even if you disagree, reading and using judgments efficiently and accurately is a core skill for a lawyer and needs to be developed during law school.

Favourite unit/s and why?

I enjoyed Equity, and Equity and Financial Risk Allocation, for their intellectual rigour and private/commercial law applications. Roman Law was interesting because it showed how very dissimilar societies in very different contexts needed to solve the same legal conundra and often came up with the same solutions.

Best pearl of wisdom from a lecturer or tutor

"Integrity is when you do the right thing even though nobody is watching or will ever find out".

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

Grab every opportunity with both hands!

FURTHER STUDY

LAW HONOURS PROGRAM

WHAT IS LAW HONOURS?

The Law Honours Program involves the completion of a 12,000 word thesis as part of the 12-credit point unit LAWS3900 Law Honours. The thesis will be completed under the supervision of an academic member of staff of your choosing (subject to their availability) over one semester in either your penultimate or final semester.

Students must attend an introductory, compulsory research workshop at the beginning of semester, and a specified number of individual meetings with their supervisor.

AM I ELIGIBLE FOR LAW HONOURS, AND HOW DO I APPLY?

Applications for Law Honours must be submitted in your penultimate year, generally after the release of Semester 2 results. Admission to Honours requires:

- The completion of at least 16 compulsory units (including Legal Research I and II)
- A minimum WAM of 75 based on all Law School compulsory units (excluding Foundations of Law)
- Submission of a research proposal and supervisor's approval

Entry into the program is highly competitive, with only the top 20% of the cohort being eligible for admission. Therefore, achieving the requisite WAM does not guarantee a place in the Honours program.

Students with a WAM of 74+ and a strong record of achievement in academic essay writing or high level research may still apply for Honours by writing to the Dean for special entry. This application should be a 300 word statement outlining their capacity for high level research and academic writing skills.

The Law Honours website is generally updated with the required WAM cut-off, a list of available supervisors for that year and the Honours Application Form (to contain their research proposal) in mid-October. Applications generally close in December.

Applicants will be notified of the outcome of their application in February. Successful applicants can then submit a departmental permission request to enrol in Honours in Sydney Student.

WHY SHOULD I ENROL IN LAW HONOURS?

The Honours Program is a unique opportunity for students to tailor their studies to reflect their interests. Some other reasons to consider undertaking Law Honours include:

INTELLECTUAL REWARD

- Opportunity to further an interest in a particular research topic
- Satisfaction of working independently
- Interaction with academic leaders in their respective fields
- Possibility of publication

PREPARATION FOR FURTHER STUDY

- Valuable research training for those considering postgraduate research
- Competitive advantage for entry to postgraduate coursework

EMPLOYMENT CONSIDERATIONS

- Employers value the skills gained and attitude demonstrated by Honours students, not just the award of Honours
 - Interpersonal skills
 - Time-management and organisational ability
 - Intellectual interest in the law

For further information, you can visit the Law School Honours Program page here, which contains other FAQs and former Honours students' testimonials:

<https://canvas.sydney.edu.au/courses/4533/pages/experiential-learning-honours>

Honours Student Perspective

Hope Williams
BA/LLB, Hons 1 2017

Why did you decide to undertake Law Honours?

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

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

What are the benefits of doing Law Honours?

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

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

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

I also chose to supplement my research by conducting interviews with journalists relevant to my field of investigation, which necessitated the additional process of seeking approval from the University's Human Research Ethics Committee. It's also important to keep in mind that you will be studying one or two other units alongside Honours - in my case it was my final elective unit, Contempt and Open Justice, which fed well into the topic of my thesis.

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

Look for a supervisor who fits two criteria.

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

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

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

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



Hope Williams
BA/LLB Hons 1 2017

POSTGRADUATE COURSEWORK

Sydney Law School offers a variety of highly regarded postgraduate coursework programs for those looking to acquire specialist legal knowledge and training.

MASTER OF LAWS (LLM)

The Sydney LLM is the Law School's flagship postgraduate degree, providing graduates with expert in-depth specialist legal knowledge in the fields of their choice. The LLM requires the completion of eight units of study (48 credit points), including at least one capstone unit which consists of a 7,000-10,000 word research essay. Candidates can choose to complete their master's degree through semester-length units of study taught at night, or in intensive delivery mode over four to five full days in order to accommodate their other commitments. There are more than 120 units of study available which cover a variety of fields of study, from International Law to Environmental Law.

Admission is restricted those who have completed a law degree with at least a credit average, or have achieved an equivalent qualification.

SPECIALIST MASTERS

Sydney Law School also offers a number of specialist masters degrees which are open to graduates who do not hold a law degree:

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

GRADUATE DIPLOMA IN LAW (GRADDIPLAW)

The Graduate Diploma in Law offers those unable to or unsure about committing to the full LLM a taste of Sydney Law School's postgraduate coursework program, by allowing students to complete four postgraduate units of study (24 credit points).

Candidates may choose to transfer to a master's degree to complete the required four further units of study on completion of the Diploma.

The Graduate Diploma requires a minimum six months to complete for full-time students, and one year for part-time students.

SPECIALIST GRADUATE DIPLOMAS

Sydney Law School also offers a number of specialist graduate diplomas:

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

POSTGRADUATE RESEARCH

Sydney Law School offers research programs that equip graduates for careers in advanced research, policy development, tertiary teaching or professional leadership. Candidates can develop sophisticated research and analytical skills on a topic of their choice within one of the Law School's 21 specialist research themes, spanning Asian and Islamic law to taxation.

DOCTOR OF PHILOSOPHY (PHD)

PhD candidates must complete a thesis of 80,000 words on an approved topic under the supervision of a School research academic. The thesis must make a substantially original contribution to its subject. It is also compulsory for PhD candidates to undertake the units of study Legal Research 1, 2 and 3.

MASTER OF LAWS (LLM) – RESEARCH

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

MASTER OF CRIMINOLOGY – RESEARCH

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

POSTGRADUATE AND RESEARCH SCHOLARSHIPS

Sydney Law School offers a number of postgraduate and research scholarships to help students fund their studies, based on factors such as access, merit and financial need.

For a full list of available scholarships, please see the Law School's Scholarships page here: <https://sydney.edu.au/law/study-law/law-scholarships.html>

Here are some additional tips for preparing scholarship applications:

- Leave sufficient time to organise your application - these usually require a lot of paperwork and supporting documentation, such as official academic transcripts, personalised recommendations letters and statements of purpose.
- Speak to Sydney Law School academics or Scholarships Office staff about the requirements.
- For scholarships awarded by particular institutions, familiarise yourself with them and the work that they do.
- Refine your personal statement - emphasise the different elements of your experience and skillset in accordance with each scholarship's different requirements.
- Take the time to develop and tailor your research proposal, and define the original contribution you hope to make to a particular area of study.

OXBRIDGE PATHWAYS: FURTHER YOUR LAW STUDIES WITH CAMBRIDGE OR OXFORD

Sydney Law School offers a unique collaboration with the United Kingdom's leading law schools, the universities of Cambridge and Oxford. The Pathways program allows high-achieving final-year LLB or JD students to achieve a Cambridge Masters of Laws, Cambridge Masters in Corporate Law, an Oxford Bachelor of Civil Law or an Oxford Master of Law and Finance in addition to their Australian law degree.

Successful applicants will complete the final semester of their degree in the UK in late September, upon successful completion of their penultimate semester in Sydney. The program allows the time taken to complete both awards to be reduced by one semester.

Pathways students are not required to pay University of Sydney final semester tuition fees but will need to pay for all associated tuition, travel and living expenses.

CAMBRIDGE MASTER OF LAWS (LLM)

Cambridge's one-year LLM coursework program offers outstanding students the opportunity to pursue their legal studies at an advanced level in a challenging and supportive environment. The program has rich historical traditions and attracts students from both common and civil law jurisdictions from around the world.

The Cambridge LLM comprises four courses ('papers') spanning a wide variety of legal fields. Students have the choice to undertake a general LLM incorporating papers from various legal fields, or can specialise in commercial, European, international or intellectual property law by choosing three papers from that field.

CAMBRIDGE MASTERS DEGREE IN CORPORATE LAW (MCL)

The Cambridge MCL is a nine month program taught by the Cambridge Law Faculty's team of corporate lawyers. It provides students the opportunity to study aspects of corporate law from an in-depth theoretical and practical perspective.

The curriculum of the MCL comprises study of corporate transactions, finance, governance and insolvency, and four module electives on challenging corporate topics, such as corporate taxation and international merger control.



University of Cambridge

OXFORD BACHELOR OF CIVIL LAW (BCL)

The Oxford BCL is one of the most highly esteemed master's level qualifications in the common law world.

The 10-month BCL program comprises four courses from around 40 different options, including a dissertation option. Taught in a combination of lecture and interactive tutorial format, the diversity of student background will stimulate the variety and depth of in-class discussions of legal and underlying policy problems.

OXFORD MASTERS OF LAW AND FINANCE

The MSc in Law Finance is taught jointly by the Faculty of law and the Saïd Business School.

The Masters requires two-week pre-course training in Maths and Financial Reporting. Students then undertake three core courses (First Principles of Financial Economics, Finance and Law and Economics of Corporate Transactions) before choosing two law elective subjects (which may include a dissertation option).



University of Oxford

AM I ELIGIBLE?

LLB or JD students who have completed four semesters of law study at Sydney and have undertaken all compulsory requirements prior to enrolment at Oxford or Cambridge (including the Jurisprudence requirements are eligible to apply.

Students undertaking law exchange are not eligible to apply. If you have accepted an exchange place and subsequently withdraw as a result of an acceptance to Oxford or Cambridge you will not gain credit towards the Sydney LLB or JD under this agreement.

Students will be assessed on their academic results of all units of study completed up until the end of their penultimate year.

HOW DO I APPLY?

Students must apply directly to the institution of their choice.

Cambridge applications close in mid-November of each year.

Oxford applications close in late January of each year.

For further information, please see the Law School Cambridge Oxford Pathways page and Cambridge and Oxford's respective websites: <https://canvas.sydney.edu.au/courses/4533/pages/experiential-learning-cambridge-and-oxford>



SYDNEY
UNIVERSITY
LAW SOCIETY



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