

# Course description for the course **Legal Methods in Research and Practice (15 ECTS) SPRING 2026**

## **General information about the course**

### *Content and objectives*

This course is the third course in the Master of Laws Programme in European Economic Law.

The course aims to provide specialised knowledge in EU legal theory and methods. The course also aims to further prepare students for qualified application of European economic law in both practical situations, for example dispute resolution and negotiations, and in independent research.

In the first part of the course, students participate in practical exercises in the form of a mock trial (moot court), where they take the role of a legal representative of a party or another legal role in a reality-based dispute resolution situation. Through this exercise, students practise applying the substantive knowledge, argumentation skills, and methodological knowledge they have acquired during the programme's first term.

The second part of the course aims to further prepare students for research in European economic law and to support them in the work with their Master thesis project. Through active participation in a series of seminars, students deepen their knowledge of EU legal theory and methods as well as obtain insight into other relevant scholarly and related approaches, such as comparative methods, law and economics, and empirical research methods. Students will present introductory and methods chapters of their proposed theses and have the opportunity to discuss these with teachers and other students.

### *Learning outcomes*

#### ***Knowledge and understanding***

After successful completion of the course, the student is expected to be able to:

- display detailed knowledge of research and developments in European economic law,
- display detailed methodological knowledge relevant for research and for advanced work in the area of European economic law.

#### ***Skills and abilities***

After successful completion of the course, the student is expected to be able to:

- display the ability to integrate knowledge and to analyse, assess and manage complex events, questions and situations even with limited information;
- plan and carry out qualified legal research in European economic law within specified time frames,
- argue for and against different solutions in European economic law, both orally and in written format,
- formulate relevant scholarly questions within a chosen subject area of European economic law, display the necessary skills to participate in research and development, or to work independently in other specialised activities, such as for a court.

#### ***Judgement and Approach***

After completing the course, the student is expected to:

- display the ability to make assessments taking into consideration relevant scientific, social and ethical issues, as well as display awareness of ethical issues in research and development work;
- demonstrate understanding of the opportunities and limits of knowledge, its role in society, and individuals' responsibility for how it is used

### *Pedagogical approach*

The course consists of three basic learning activities; 1) lectures where the teacher provides the tools for studying an area of law and legal methodology; 2) intense Moot Court sessions, and 3) seminars and workshops in reference to the Moot Court and in reference to the development of the Methodology Chapter, where students are expected to take active part in the discussions.

### *Lectures*

If there are reading instructions provided by the lecturer, preferably, you read the text and materials indicated in advance so that you may take part in the discussion. You are welcome to ask for clarifications and to raise additional questions at the lectures.

### *Workshops*

Workshops are intended to be more hands-on and interactive. Instructions and reading material will be posted in advance on the course website on Athena. Preparing in advance for the workshop is essential.

### *Seminars/Moot Court Sessions*

The Moot Court case and other material will be presented at a special seminar and on the course website. You are expected to prepare the case together with the peers in your group.

Feedback seminars devoted to your draft methodology/introductory chapters will require that you read the drafts of your fellow students and be prepared to comment and give constructive feedback.

### *Attendance requirements*

An attendance requirement must be met in order to obtain a final grade. You need to attend the Moot Court sessions, the feedback sessions on the methodology chapter and 70% of all other lectures and seminars. Exemptions can be made only in exceptional cases e.g. when a medical certificate can justify special treatment.

## **More about the course**

The previous courses in the program have been devoted to different problems of substantive and procedural EU law. They have tackled various aspects of constitutional and institutional EU law, Internal Market Law, EU Competition Law or EU Banking and Financial Law. The current course, as its title suggests, focuses instead on deepening students' knowledge and understanding of legal methods that are relevant in the context of EU legal practice and legal research, respectively. Importantly, the course seeks to improve students' skills to select and apply relevant legal methods in these different contexts.

In line with this overall concept, the course is broadly structured into two parts. The first part builds around a moot court exercise, where students are expected to employ EU legal methods for arguing a case in mock legal proceedings. The second part of the course is devoted to preparing students for writing their master theses. It introduces students to alternative methods and approaches to legal research in EU law and guides students through the important first phase of writing their master thesis, including selecting a topic and identifying the aim and main research question(s) of the thesis, as well as working on a draft introductory chapter of the thesis, with a section on methodology.

## **Study instructions**

### *Reading material*

Students are expected to independently search for relevant material in the form of legislative materials, case law, academic literature etc., both when they are preparing for the Moot Court and when working with the methodology/introductory chapter.

The following book is recommended as a general background reading for the course:

Neergaard, Ulla and Ruth Nielsen (eds), *European Legal Method - In a Multi-level EU Legal Order* (DOJF, Copenhagen, 2012).

In addition, reading material will be provided by lecturers in connection with each lecture. Please check regularly for updates.

### *Detailed instructions*

#### ***Moot Court group submission/ Individual oral presentations for the Moot***

For the purposes of the Moot Court, the class will be divided into study groups and each study group – further divided into two sub-groups (student pairs, or teams). The Moot Court group submissions are to be written and handed in. Each study group participating in the Moot Court prepares 2 written submissions (maximum 7 pages each), one on behalf of the applicant and another one on behalf of the defendant. Thus, each student should in collaboration with the colleagues from his or her team write one Moot Court group submission based upon the Case, i.e. either the applicant’s brief or the defendant’s brief. English is to be used in drafting the written submissions.

The purpose of the Moot Court group submissions is to develop the experience of actively researching a subject in some depth, rather than passively responding to lecturing in the subject, as well as learning to argue for or against different solutions in European Economic Law in an adequate way.

Students are asked to submit one preliminary draft of the written submission, to which they will receive feedback at special group seminars, and one final submission, which will be graded. Deadline for handing in the final Moot Court group submissions is 9 February 2026, at 11:00. The submission should be made via Athena.

Both footnotes and separate bibliography are expected. Furthermore, the group submission should be written in 1½ spaced; font Times New Roman, size 12; and 2,5 cm margins. The page number limit is 7 pages + separate bibliography.

The student will then, during a final Moot session, give a 20 minute (approx.) oral pleading based on (parts of) the Moot Court group submission.

You will receive a grade (and a relative value in points up to 41) for the Moot Court written group submission you took part in.

The oral pleadings, if satisfactory in terms of preparation, structure, analysis and clarity, can each result in a maximum of 9 extra points. The points are assigned individually, adding to your result on the written assignment. These points can either strengthen your existing grade or at the margins lift you a grade. This indicates that we take the oral pleadings as a serious component of the overall Moot Court exercise.

#### ***The Moot Court: Brief instructions to get you started!***

- a) Writing tips for the written group submissions
- 1. Be thorough!

It goes without saying, perhaps: You need to do a lot of work on your written submissions. Working with written submissions usually has two main aspects:

First, you try to understand the case and what law is relevant. Keep full focus on the questions asked to the Court of Justice by the referring court – they are what you need to answer (no more, no less).

Second, you do your actual writing. However, these two elements cannot be isolated from each other and, therefore, you will usually find that the case is not about that thing you thought it was about at the outset – it keeps changing as you work with it. Your understanding of the case does not really come about until you actually work on writing the pleading. Therefore, you should try to start writing as soon as possible.

Being thorough also means thinking all the way through. You need to ask yourself what will be achieved by your argumentation. What is the applicable remedy? Are there any problems with that remedy? Moreover, are you being consistent throughout your pleading? It is very easy to start contradicting yourself.

## 2. Be structured!

Your pleading should be easily accessible. As a general rule, you should follow the structure of the questions asked by the national court in the case. If the structure of those questions leads to repetition, you can make references back to arguments already made.

Use headings and subheadings. Main headings can correspond to the questions asked. A good way of using headings to make your structure clear is to give them numbers and to phrase them as a short statement of the legal or factual point you want to make under that heading. For example, if under a certain heading you are arguing that the applicant's claim is time-barred, the heading can be: "The Applicant's claim is time-barred". And, if you are arguing that such a time-bar is compatible with Union law, the heading can be: "The time-bar in national law is compatible with EU law".

## 3. Be biased!

In law school, you often learn to write either as a judge or as a legal scholar. For the Moot, as Yoda says, you must unlearn what you have learnt. This time, you are the legal representative of a client, and it is your job to argue for that client. Therefore, you should be biased. This does not mean that you should present any more or less reasonable arguments. It means that, while maintaining legal credibility and precision, you take the position of your client. The Moot scenario always includes policy issues that are debatable. Find them! Focus on them! However, in order to do so, you need to learn the hard law first... but once you have, your text on hard law should be cut down to a minimum, in favour of an argumentative and policy-oriented text. Nevertheless, you must make sure to add all legally relevant references in footnotes.

Being biased also has implications for the style to use in writing. For instance, you shouldn't write: "The general view seems to be that such a time-bar is compatible with EU law", or "In my view, this time-bar is compatible with EU law". Instead, you write: "This time-bar is compatible with EU law." Period! Write with confidence, as if you know what the law is and you know the judges will agree with you. Write as if what you are saying is (or should be) supported by all lawyers. And yet, never forget to present sound arguments for each and every point you make (Be thorough!).

## 4. Be readable!

Your text should be like a story. Make sure sentences flow and are logically connected with the previous and the next sentence. Avoid long sentences. Instead, make them connect by using words like "Therefore,...", "However,...", "Nevertheless,...", and the like (read ECJ case law and see!). Make sure sections cross over into each other and that everything under a specific heading belongs under that heading.

Your text should be concise – and it will need to be in order to fit within the 7-page limit. However, make an effort to include rhetorical tropes of different kinds. That will make for a more interesting and engaging reading. Furthermore, it can serve to emphasize your main points. Therefore, you should use them for that end.

For further guidance, you are strongly recommended to refer to Christopher Kee's book "The Art of Argument" (CUP, 2007) and Steven Lynn's "Rhetoric and Composition" (CUP, 2010). Of course, any guide to legal writing and/or to rhetoric in writing may help. Ask the librarians at the law library for help in finding suitable books.

b) Moot sessions (oral pleadings)

General information

Moot sessions are mandatory seminars.

Moot sessions are a very intense learning experience – both when you are watching others and when you are pleading/counselling yourself. As you prepare, you will find (again!) that it is a lot of work involved in preparing an oral pleading. It is quite different from just reading a written pleading out loud. You need to structure differently, as speaking takes time, and you need to phrase yourself differently, as spoken language is different from written language.

Moreover, the panel will interrupt you to ask questions. It will take time to answer these questions. Therefore, it is advisable to prepare (e.g.) a 15-minute presentation for a 20-minute pleading.

Procedure

The rules and procedure of each session follow the rules and structure of ELMC sessions. For more detail, see the ELMC Rules, found at <https://europeanlawmootcourt.eu/official-rules/>.

You will all appear before the judges in different capacities, in accordance with a schedule to be posted at the course website. All students will appear as pleader, for the Applicant or for the Defendant – at least once. Naturally, students are expected to work collaboratively within their respective teams and help each other with preparations. You can schedule time for moot practicing without teachers – please use this opportunity!

The scope of the oral arguments is not limited to the scope of your written submissions. In effect, your written submissions are irrelevant to the subsequent stages of the competition. Where appropriate, therefore, do feel free to change your arguments in any and all ways possible.

Members of the judging panel are invited and encouraged to question the speaker on any point of the argument. Questions will mainly focus on the issues of the Case, but as we proceed, questions of a more general EU law nature may be included.

Pleading time

The arguments of the applicant and the defendant shall each be presented within 15-20 minutes. Reply and rejoinder shall take no more than 5 minutes each. A timekeeper will indicate (signs 5, 1, 0) the last minutes of the time allocated to the speaker and will inform the Court when the available time has expired.

Pleading style

Please remember that you are expected to argue as practicing lawyers, trying to make points in your client's best interest.

Nevertheless, never forget to be polite to your colleagues and, of course, to the judges. For instance, it is advisable to begin and to finish your pleadings and reply/rejoinder with a polite sentence of greetings/thanks to the members of the court and your distinguished colleagues.

Please remember also to have prepared your pleading well enough to enable you to speak without reading from manuscripts. Most pleaders have some sort of manuscript, perhaps a full text manuscript, but in most cases a manuscript consisting of keywords. However, you should be able to speak with your papers resting on the table beside you and without glancing at it too much.

Furthermore, you need to be able to get back on track smoothly after answering questions from the judges. At best, you can slip from answering a question to continuing pleading without listeners noticing!

#### Judges

Judges are addressed as “Your lordship”, with the exception of the president, who is addressed as “Madam/Mr President”. The judges will interrupt you now and then to ask questions. They may very well try to confuse you with their questions – keep cool! Moreover, you may politely ask the judge to repeat the question if you do not understand it the first time around. The clock stops ticking when the judge speaks.

Further tips concerning the oral pleadings can be found under the following link:

<https://europeanlawmootcourt.eu/oral-phase-tips/>.

#### Grades

When the moot ends, judges/teachers will deliberate to set your grade in accordance with the grading criteria. The grade will be a balanced grade based on the legal and rhetorical composition of your pleadings in moot sessions.

If you want instant feedback on your pleading, do not hesitate to ask any of the present teachers. Notice, however, that teachers will not be able to give any indication on your grade.

#### Citation

In oral pleadings, legal materials such as Treaty articles and cases are usually cited very briefly. You may say “TFEU” if you want to, as tongues may slip when you try to say “Treaty on the Functioning of the European Union”. For cases, you usually refer to, e.g., “the Mangold case”. For secondary legislation, you can refer to, e.g., “the Data Retention Directive”. No need for further data, but you could add the year in which it was delivered/adopted when you mention it for the first time.

### ***The Methodology/Introduction chapter for the master thesis***

The central element in the second part of the course is writing a draft methodology/introduction chapter for your master thesis. To prepare you for this task there is a series of lectures on legal research methodology, introducing you to alternative methods and approaches that can be used in academic legal writing in EU law, such as: doctrinal EU legal method, comparative law method, law and economics, empirical approaches, etc.

Deadline for handing in the methodology/introduction chapter for the thesis is 20 March 2026, at 11:00. The chapter should be handed in via the platform Athena.

The chapter should include: (i) aim and research question(s) of the thesis; (ii) (de-)limitations; (iii) reflection on the choice of method(s) to be employed; (iv) comments on research conducted in the field (state of the art). Both footnotes and separate bibliography are expected. Furthermore, the paper should be written in 1½ spaced; font Times New Roman, size 12; and 2,5 cm margins. The page number limit is 6 pages + separate bibliography.

You should write your Methodology/Introduction chapter independently. However, we have mandatory seminars where you will discuss yours and fellow students’ draft chapters. For these seminars, you need to submit your draft beforehand and you will need to read and give comments on your group members’ chapters.

## **Examination**

### *Examined moments*

All intended learning outcomes, to various degree, are assessed and measured on the basis of three forms of examination, which also provide the bases for assessment and grading of knowledge and skills at the Course:

- Moot Court written submissions

- Individual pleadings
- Draft methodology chapter for the master thesis (methodology/introductory chapter)

These three bases for assessment and grading are attributed different weight in the final grade for the Course:

- Moot Court group submission and individual pleadings: 50%
- Methodology / introductory chapter of thesis: 50%

You can obtain 0-50 points for the Moot Court group submissions and individual pleadings and 0-50 points for the methodology/introductory chapter of the thesis.

The scores obtained for each assessment base translate into a grade (A, B, C, D, E, Fx, or F in the ECTS system, or AB, Ba, B, or U in the Swedish system. Normally A and B correspond to AB, C and D to Ba, and E corresponds to B, while Fx and F is U). The final grade is based on the sum of all learning outcomes quantified in the overall score. However, the grade levels may be slightly adjusted depending on the level of complexity of the Moot Court Case.

### *Grading criteria on the A-F(x) grading scale*

The grading system uses a criterion-referenced scale of seven grades with passing grades of A (Excellent), B (Very good), C (Good), D (Satisfactory), or E (Sufficient). Failing grades are Fx (Insufficient) or F (Entirely insufficient). For grading criteria, see below, Appendix 1-4.

### *Request for grade review:*

Requests for grade reviews are submitted on a special form to the course administrator/teaching assistant. The request must be carefully supported.

## **Studying with a disability**

### *General*

Stockholm University offers various forms of extra pedagogical support for people with permanent disabilities. The support offered depends on the individual's situation and is intended to facilitate studies. The goal is for all students to have an opportunity to study on equal terms.

To take advantage of the support offered, students must submit an application to the university's Disability Services (part of the Student Services). To do this, they must log into the system NAIS via a link found on Student Services's web page (Stockholm University > Education > Studying with a disability > how to apply for support) and fill in the online form. To complete the application, a certificate confirming the disability must be attached.

When the application is received, the student will be contacted by the Student Services to book a personal meeting.

Once the student is granted support, they will need to contact their department's contact person and submit the certificate issued by the Student Services. International master students must contact the Office of International Affairs at [master@juridicum.su.se](mailto:master@juridicum.su.se).

## **Student influence and course development**

All students are asked to complete an anonymous electronic course evaluation at the end of the course. The course evaluation is of great importance for the quality assurance of the course content and its pedagogical structure. The course is constantly changing and evolving, and the views and ideas expressed in the course evaluation are always carefully considered.

## **Administrator**

Asnate Maddalo  
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## **Course Director**

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## **Teachers**

Antonina Bakardjieva Engelbrekt (ABE)  
Vladimir Bastidas, guest teacher  
Rob van Gestel, guest teacher  
Sascha Hurst (SH)  
Branka Marusic (BM)  
Niousha Nademi (NN)  
Alexander Ottosson (AO)  
Jaan Paju (JP)  
Eleonora Rosati (ER)  
Patricia Shaughnessy (PS)

**Appendix 1:**

**The Methodology chapter**

Grade	Criteria
<p>A 45-50</p>	<p>In all, a very well-structured and exclusively formulated relevant scholarly question within a chosen subject area of European economic law, displaying excellent detailed knowledge of research and development in the relevant field of European economic law. Display of excellent necessary skills to be able to participate in research and development necessary for the work conducted. The student shows that he/she has in-depth methodological knowledge relevant for research and for advanced work in the area of European economic law, and has a plan to carry out qualified legal research in European economic law within specified time frames. This also includes excellent understanding of the opportunities and limits of legal science, its role in society, and individuals' responsibility for how it is used. Thus, the student should display excellent ability to make assessments taking into consideration relevant scientific, social and ethical issues, as well as display awareness of ethical issues in research and development work.</p>
<p>B 39-44</p>	<p>In all, a well-structured, highly relevant and well formulated scholarly question within a chosen subject area of European economic law, displaying detailed knowledge of research and development in the relevant field of European economic law. Display of considerable skills to be able to participate in research and development necessary for the work conducted. The student shows that he/she has very good methodological knowledge relevant for research and for advanced work in the area of European economic law, and has a plan to carry out qualified legal research in European economic law within specified time frames. This also includes a highly detailed understanding of the opportunities and limits of the legal science, its role in society, and individuals' responsibility for how it is used. Thus, the student should display highly detailed ability to make assessments taking into consideration relevant scientific, social and ethical issues, as well as display awareness of ethical issues in research and development work.</p>
<p>C 33-38</p>	<p>In all, a well-structured and relevant formulated scholarly question within a chosen subject area of European economic law, displaying a detailed knowledge of research and development in the relevant field of European economic law. Display detailed skills to be able to participate in research and development necessary for the work conducted. The student must show that he/she has methodological knowledge relevant for research and for advanced work in the area of European economic law, and has a plan to carry out qualified legal research in European economic law within specified time frames. This also includes a detailed understanding of the opportunities and limits of the legal science, its role in society, and individuals' responsibility for how it is used. Thus, the student should display detailed ability to make assessments taking into consideration relevant scientific, social and ethical issues, as well as display awareness of ethical issues in research and development work.</p>

<p>D 27-32</p>	<p>In all, a transparent question within a chosen subject area of European economic law, displaying some knowledge of research and development in the relevant field of European economic law. Display some skills to be able to participate in research and development necessary for the work conducted. The student must show that he/she has some methodological knowledge relevant for research and for advanced work in the area of European economic law, and has a crude plan to carry out qualified legal research in European economic law within specified time frames. This also includes some understanding of the opportunities and limits of the legal science, its role in society, and individuals' responsibility for how it is used. Thus, the student should display some ability to make assessments taking into consideration relevant scientific, social and ethical issues, as well as display awareness of ethical issues in research and development work.</p>
<p>E 21-26</p>	<p>In all, a question within a chosen subject area of European economic law, displaying little knowledge of research and development in the relevant field of European economic law. Display some skills to be able to participate in research and development necessary for the work conducted. The student must show that he/she has some methodological knowledge relevant for research and for advanced work in the area of European economic law, and has a crude plan to carry out qualified legal research in European economic law within specified time frames. This also includes minor understanding of the opportunities and limits of the legal science, its role in society, and individuals' responsibility for how it is used. Thus, the student should display minor ability to make assessments taking into consideration relevant scientific, social and ethical issues, as well as display awareness of ethical issues in research and development work.</p>
<p>Fx 15-20</p>	<p>In all, a question which observe some aspects of European economic law, displaying a insufficient knowledge of research and development in the relevant field of European economic law. Display very little or no skills to be able to participate in research and development necessary for the work conducted. The student has no methodological knowledge relevant for research and for advanced work in the area of European economic law, and has no plan to carry out qualified legal research in European economic law within specified time frames. This also includes no or minor understanding of the opportunities and limits of the legal science, its role in society, and individuals' responsibility for how it is used. Thus, the student should display no or minor ability to make assessments taking into consideration relevant scientific, social and ethical issues, as well as display awareness of ethical issues in research and development work.</p>
<p>F 0-14</p>	<p>Blank to a reproduction of disjointed facts with insufficient reasoning</p>

**Appendix 2: The Moot Court group submission**

The criteria are weighted but not absolute. Even if it is e.g. more important to show knowledge than to master the language, the text must be comprehensible for an initiated reader.

<b>Points</b>	<b>Criteria</b>
<p>A 36-41</p>	<p>Excellent clear and well-structured submission. Excellent ability to make assessments taking into consideration relevant scientific, social and ethical issues; displaying excellent ability to integrate knowledge and to analyse, assess and manage complex events, questions and situations even with limited information; display the necessary skills to work independently in other specialised activities, such as for a court. Very high ability to argue for and/or against different solutions in European economic law. Great analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her (their) own analysis with possible legal solutions on the basis of existing legal rules and practice. Excellent written presentations in terms of structure, stringency, systematics, and language, incl. adopting and abiding to a certain style and the ability to respond to criticism in a relevant way; Extensive references to and correct use of legal sources and clear and well-structured conclusion(s).</p>
<p>B 30-35</p>	<p>A clear and well-structured submission. Great ability to make assessments taking into consideration relevant scientific, social and ethical issues; displaying great ability to integrate knowledge and to analyse, assess and manage complex events, questions and situations even with limited information; display the necessary skills to work independently in other specialised activities, such as for a court. Great ability to argue for and/or against different solutions in European economic law. Good analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her (their) own analysis with possible legal solutions on the basis of existing legal rules and practice. Good written and oral presentations in terms of structure, stringency, systematics, and language, incl. adopting and abiding to a certain style and the ability to respond to criticism in a relevant way. Much references to and correct use of legal sources and clear and well-structured conclusion(s).</p>
<p>C 24-29</p>	<p>A clear and well-structured submission. Ability to make assessments taking into consideration relevant scientific, social and ethical issues; displaying ability to integrate knowledge and to analyse, assess and manage complex events, questions and situations even with limited information; display the necessary skills to work independently in other specialised activities, such as for a court. Ability to argue for and/or against different solutions in European economic law. Adequate analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her (their) own analysis with possible legal solutions on the basis of existing legal rules and practice; Good written and oral presentations in terms of structure, stringency, systematics, and language, incl. adopting and abiding to a certain style and the ability to respond to criticism in a relevant way; Convincing references to and correct use of legal sources and somewhat clear and well-structured conclusion(s).</p>

<p>D 17-23</p>	<p>Adequately clear and well-structured submission. Adequate ability to make assessments taking into consideration relevant scientific, social and ethical issues; displaying adequate ability to integrate knowledge and to analyse, assess and manage complex events, questions and situations even with limited information; display the necessary skills to work independently in other specialised activities, such as for a court. Adequate ability to argue for and/or against different solutions in European economic law, signs of analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her (their) own analysis with possible legal solutions on the basis of existing legal rules and practice. Adequate written and oral presentations in terms of structure, stringency, systematics, and language, incl. adopting and abiding to a certain style and the ability to respond to criticism in a relevant way. Adequate references to and correct use of legal sources and somewhat clear and well-structured conclusion(s).</p>
<p>E 11-16</p>	<p>A transparent submission. Signs of ability to make assessments taking into consideration relevant scientific, social and ethical issues; displaying signs of ability to integrate knowledge and to analyse, assess and manage complex events, questions and situations even with limited information; display the necessary skills to work independently in other specialised activities, such as for a court. Signs of ability to argue for and/or against different solutions in European economic law, signs of analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her (their) own analysis with possible legal solutions on the basis of existing legal rules and practice</p>
<p>F 0-10</p>	<p>A reasoning which observes aspects that are relevant to the questions posed but insufficient reference to legal sources and relevant facts and/or no signs of analysis and argumentation including proof of independence in formulating, systematizing and presenting his or her (their) own analysis with possible legal solutions on the basis of existing legal rules and practice.</p>

**Appendix 3: The Individual oral pleadings**

The criteria are weighted but not absolute. Moreover, there is a minimum level of quality for each element of the examination. If e.g. the oral pleading is outstanding the overall grade may still be Fx or F in the absence of intelligible comments even if the attendance requirements are met.

Grade	Criteria
A 8-9	Great ability to make assessments taking into consideration relevant scientific, social and ethical issues. Great ability to argue for and against different solutions in European economic law. Great factual knowledge and insight in the subject, including insights into economic practice and theory. Great analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her own analysis with possible legal solutions on the basis of existing legal rules and practice; Extensive references to and correct use of legal sources and clear and well-structure conclusion(s); and excellent oral pleadings in terms of structure, stringency, systematics, and language, incl. the ability to respond to criticism in a relevant way.
B 6-7	Great ability to make assessments taking into consideration relevant scientific, social and ethical issues. High ability to argue for and against different solutions in European economic law, Much factual knowledge and insight in the subject, including insights into economic practice and theory; good analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her own analysis with possible legal solutions on the basis of existing legal rules and practice; Much references to and correct use of legal sources, clear and well- structured conclusion(s) and good oral pleadings in terms of structure, stringency, systematics, and language, incl. the ability to respond to criticism in a relevant way.
C 4-5	Ability to make assessments taking into consideration relevant scientific, social and ethical issues; Ability to argue for and against different solutions in European economic law; Convincing factual knowledge and insight in the subject, including insights into economic practice and theory; Adequate analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her own analysis with possible legal solutions on the basis of existing legal rules and practice. Convincing references to and correct use of legal sources and clear and well-structured conclusion(s). Good oral pleadings in terms of structure, stringency, systematics, and language, incl. the ability to respond to criticism in a relevant way.



D 2-3	Some ability to make assessments taking into consideration relevant scientific, social and ethical issues. Some ability to argue for and against different solutions in European economic law. Convincing factual knowledge and insight in the subject, including insights into economic practice and theory; signs of analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her own analysis with possible legal solutions on the basis of existing legal rules and practice; Adequate references to and correct use of legal sources and clear and well-structured conclusion(s); and adequate oral pleadings in terms of structure, stringency, systematics, and language, incl. the ability to respond to criticism in a relevant way.
E 1	Some ability to make assessments taking into consideration relevant scientific, social and ethical issues. Some ability to argue for and against different solutions in European economic law, Some factual knowledge and insight in the subject, including insights into economic practice and theory; signs of analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her own analysis with possible legal solutions on the basis of existing legal rules and practice; Some references to and correct use of legal sources and clear and well-structured conclusion(s); and acceptable oral pleadings in terms of structure, stringency, systematics, and language, incl. the ability to respond to criticism in a relevant way.
Fx 0	A reasoning which observes aspects that are relevant to the comments; significant gaps in the criticism or approval of the analysis; on basis of unclear or scattered comments presented in a way that does not reveal an ability to conduct an analysis and argumentation, including proof of independence in formulating, systematizing and presenting his or her own analysis with possible legal solutions on the basis of existing legal rules and practice
F 0	Nothing to a reproduction of disjointed facts with insufficient reasoning.

**Appendix 4: Final grade**

<b>Grade</b>	<b>Criteria</b>
A 85-100	Passes all grounds for assessment and grading with excellent praise.
B 69-84	Passes all grounds for assessment and grading with praise, or passes some grounds for assessment and grading with excellent praise.
C 53-68	Willingly accepted results not without praise at all examinations, or passes some grounds for assessment and grading with praise.
D 37-52	Willingly accepted results at all examinations, or willingly accepted results not without praise at some of the examinations.
E 21-36	Accepted results at all examinations, or willingly accepted results at some of the examinations.
Fx 5-20	Not accepted result at any or some of the examinations but meets nevertheless the requirements for Fx indicated in appendix 1- 2 with respect to the relevant ground(s) for assessment and grading.
F 5-0	Not accepted result at any or some of the examinations and does not meet the requirements for Fx indicated in appendix 1- 2 with respect to the relevant ground(s) for assessment and grading.

**Good Luck!**