

Q1	Approx. 20%
Q1	We teach tort law as part of Obligations – overall the exam aspect of the 2 Obligations courses we teach (first and second year) is roughly 50% of the whole (our first year is 100% coursework, in the second year the course is 30% c/w and 70% exam – but of course this covers both contract and tort) .
Q1	70%
Q1	100% (with a possible one-step adjustment based on frequent, quality class participation).
Q1	75%
Q1	95%
Q1	100%
Q1	75%
Q1	70%
Q1	75%
Q1	65%
Q1	100%
Q1	25%
Q1	50%
Q1	70%
Q1	50%
Q1	70%
Q1	100%
Q1	100%
Q1	100% but we operate a plussage system – 20% for a mid-term test and 10% for a tutorial essay. This only operates to the student's advantage, but they must obtain 45% in the final exam for it to operate.
Q1	15%
Q1	50%
Q10	Yes
Q10	See answer above – this largely depends but e.g. if writing a negligence element of a PQ it is fairly easy to stay 'truer' to real life
Q10	Yes
Q10	No (but sometimes yes)
Q10	Yes
Q10	No

Q10	Yes
Q10	No
Q10	Yes
Q10	No
Q10	No
Q10	N/A
Q10	Sometimes – sometimes very realistic, sometimes based on fiction or TV/movie characters
Q10	No
Q10	Yes
Q10	Yes
Q10	Yes
Q10	No
Q10	No
Q10	Most are like this.
Q10	No
Q10	Yes
Q11	Yes, sometimes
Q11	No
Q11	No
Q11	Yes but with additions or modifications
Q11	Occasionally
Q11	No
Q11	Yes
Q11	No
Q11	No
Q11	No
Q11	Sometimes – see Q7
Q11	No
Q11	No
Q11	Yes
Q11	No
Q11	No
Q11	Yes
Q11	Yes

Q11	No
Q11	Yes
Q12	I teach a course comprising an introduction to the entire law of obligations in my jurisdiction, and I sample the students' knowledge in the exam. Tort may, or may not, be part of the final exam. If and when it is, it usually is examined as a problem-solving question with a fact pattern that aims at extracting proof of particular knowledge in the field. The fact pattern, while sometimes inspired by court cases or newspaper articles, is always hypothetical, but I endeavour to make it realistic.
Q12	I may have already done this above! I would like to add that our whole Obligations curriculum is driven by case reading and problem solving and starts in the first year with small problems to solve in seminars and as formative assessments, building up to the final written assessment worth 60%, 75% of the marks for which is based on a contract/tort problem. We continue to focus on problem style questions in the second year (when they know they will have to attempt fairly complex in the exam at the end), getting more and more advanced/detailed etc.
Q12	N/A
Q12	I've out the qualifications above.
Q12	Note that the final exam deals only with negligence, A mid-term exam covers international torts and is usually a single, problem-solving question.
Q12	I found 8&9 tough. I usually take a plausible fact pattern and then tweak it to get the coverage I want, so it becomes unrealistic but not greatly so.
Q12	Any apparent inconsistency in my answers to questions 9 and 10 reflects the fact that most of my questions start off from near-torts that are witness or (nearly) command, Baghdad fill them out further with specific details meant to bring out issues covered in the course
Q12	While we try to include topical events in our hypothetical problems, the combination of events tends to be rather unlikely to occur in real life.  Our students have a choice of three questions – two hypothetical and an essay question – from which they must answer any two. For the essay question, we usually offer a choice of two essay subjects, but they may choose only one. They are therefore allowed to choose two

	hypothetical or one essay and one hypothetical, but not two essays.
Q12	<p>More likely to use adoption of facts reported in case law than the media.</p> <p>I am a strong believer that students should be trained to answer real life scenarios or issues that are similar to those found in real life, and that hypothetical questions should not be designed to confuse or ‘catch students out’. Rather, a student should be able to demonstrate what they know and understand and that they can apply the law and make logical arguments. I have seen some problem questions that have up to 5 or 6 different plaintiffs and the same number of potential defendants – students find it hard to work out who to sue let alone move on to discussing legal principles and their application. I think it is also important in a climate where many universities have international students to be very mindful of using clear language when drafting questions.</p>
Q12	N/A
Q12	<p>Questions 7 and 9 are not well suited to a yes or no answer.</p> <p>My typical fact pattern question starts usually from the facts of one or more cases, and then is altered by me from my own imagination. So it is neither pure imagination nor no imagination.</p> <p>Similarly, most of what happens in the fact pattern could indeed happen in the real world, but usually some smaller aspect of the pattern is added in order to raise certain issues, and that aspect is itself quite unlikely to routinely occur.</p> <p>You may want to rethink the utility of these questions, or qualify them with language like “mainly”. Question 10 seems appropriately qualified (if one-sided) with words like “entirely” and “entirety”.</p>
Q12	N/A
Q12	N/A
Q12	<p>The other 50% is an essay from a mooted exercise (team essays, 3 students per team); some of these involve links with non-law students.</p> <p>The 1 hour exam is for 1 semester; same process is used second semester</p> <p>I have occasionally varied and used compulsory questions only</p> <p>There is one fact pattern given to the students in advance; it has two principal possible actions; students have to discuss all the main issues in one or other action.</p> <p>Mostly the facts are based on real cases, but the combination of issues</p>

	<p>would be rare in reality; each individual portion would be relatively common (even if not often litigated).</p> <p>I have no issue with confidentiality, so you can disclose my identity to Rick if he wants to know more.</p>
Q12	<p>Some questions may have the appearance of a problem question when the intention is also to encourage the students to explore a 'grey' area in the law of tort or one which is currently under consideration for reform.</p>
Q12	<p>I often use media extracts to present the facts of an actual event and then ask questions. Since media extracts are presented in lay language, and include many facts that may not be legally relevant, this method is more likely to approximate the way a lawyer would be presented with a story by a client than if I draft the facts myself.</p>
Q12	N/A
Q12	N/A
Q12	<p>Some of the questions are based on real cases, some on purely hypothetical stories.</p>
Q12	<p>Our format can vary from year to year.</p> <p>This year there was very little choice and on the whole we were happy with the paper, and may follow the same format next year.</p>
Q12	<p>It may be worth noting that here Torts is a full year course, and the final exam for the year effectively only tests the material from semester 2 (mainly covering the law of Negligence.) there is similar 15% exam at the end of sem 1, to which all the above answers would also apply.</p>
Q12	<p>My response to Q1 is against the background of my teaching a small-group ion torts this year, as I did last year. In those years where I have a large group (circa 60 students) the final exam is worth 100% of the grade (unless they did better on the mid-term exam, in which case the final exam is worth only 70%).</p> <p>I said that my exams offered students no choice, but I typically offer a little choice within a question insofar as I might ask students to argue either for or against a certain proposition. That is, I don't offer choice of subject matter, but I offer choice of position.</p> <p>In question7 I said that the problems are products of my invention, but I sometimes crib from old exams from other instructors (usually at other institution), and in those cases I don't know whether the fact situations are products of their invention or were lifted from life. But</p>

	<p>usually, even in those cases, I find that I have to change the fact situation around a fair bit to suit my needs.</p> <p>With respect to question 9 and 10, I like to use relatively realistic fact patterns. Usually my hypos involve negligence and it's easy to draft negligence hypos that raise several issues but are nevertheless realistic. I think this is harder for people who do a lot of intentional torts. They have to craft fact patterns of the spot-the-tort variety where the same fact pattern arguably gives rise to claims in assault, battery, false imprisonment, slander, conversion and so on. Those end up being pretty unrealistic.</p>
Q2	3 hours
Q2	3 hours
Q2	2.5-3 hours
Q2	3.5hours
Q2	2 hours
Q2	3:45 hours
Q2	3 hours
Q2	2.5 hours
Q2	2.5 hours
Q2	3 hours
Q2	2.5 hours
Q2	3 hours
Q2	2 hours
Q2	1 hour
Q2	3 hours
Q2	2 hours
Q2	3 hours
Q2	2 hours
Q2	5 hours
Q2	3 hours
Q2	3 hours
Q2	3 hours
Q3	10 short-answer questions, 2essay and/ or problem solving questions
Q3	3 questions
Q3	2
Q3	1 or 2
Q3	1

Q3	3
Q3	3
Q3	2
Q3	2
Q3	1
Q3	2
Q3	4
Q3	1 fact pattern, 1 essay and 1 section of short answer
Q3	1
Q3	3
Q3	3
Q3	1
Q3	2
Q3	5
Q3	3
Q3	2
Q3	5
Q4	Yes
Q4	Yes – although there is one compulsory question that they all must do
Q4	Yes
Q4	No
Q4	No
Q4	No
Q4	No
Q4	Yes
Q4	No
Q4	No
Q4	No
Q4	Yes
Q4	Sometimes the essay question has a choice of 2
Q4	Yes
Q4	Yes
Q4	No
Q4	No
Q4	No
Q4	No
Q4	This varies from year to year – this year we gave them no choice.

Q4	No
Q4	No
Q5	4
Q5	10
Q5	3
Q5	N/A
Q5	N/A
Q5	
Q5	N/A
Q5	3
Q5	N/A
Q5	N/A
Q5	N/A
Q5	8-10
Q5	2 essays – choose 1
Q5	2
Q5	7
Q5	N/A
Q5	N/A
Q5	N/A
Q5	XXX
Q5	Last year they had to do three out of four questions.
Q5	N/A
Q5	Not applicable
Q6	50%
Q6	Our compulsory question is a problem style question encompassing elements of both contract and tort. The remainder of the questions are more essay-style
Q6	75-100%
Q6	100%
Q6	100%
Q6	100%
Q6	67%
Q6	66.66%
Q6	100%
Q6	100%
Q6	75%



Q6	50%
Q6	60-65%
Q6	100%
Q6	70%
Q6	50%
Q6	100%
Q6	50%
Q6	100%
Q6	At least two thirds.
Q6	100%
Q6	40%
Q7	Mostly, but some inspiration may be drawn from court cases and/ or newspaper articles
Q7	Yes (or of my colleagues, or worked through together)
Q7	No
Q7	Yes
Q7	Yes
Q7	Yes
Q7	Yes
Q7	Yes
Q7	Sometimes, I may invent facts but only to the extent that they would reflect real life scenarios.
Q7	Yes
Q7	No
Q7	Yes, though potentially inspired by anecdotes and very occasionally real life cases
Q7	Most of the time, unless there is an interesting very new case to pattern the question on
Q7	Yes
Q7	Yes
Q7	Sometimes
Q7	Yes
Q7	Yes
Q7	Yes/No (Both)
Q7	Yes
Q7	Yes
Q7	Yes



Q9	Yes
Q9	No
Q9	No
Q9	No
Q9	Yes
Q9	Yes
Q9	Not typically but have done so.
Q9	Yes
Q9	No