1. Thanks you for your hard work as represented by your excellent performances on the final exam.

2. Let me mention the range of exam scores. A perfect score was 282 (no one achieved a perfect score). The greater majority of the class had raw scores of 200-272 raw points. And, of course, unfortunately, some students had raw scores that were lower than 200.

3. Out of the total of 9 questions, 7 were worth 36 points each, 1 was worth 18 points, and 1 worth 12.

4. The top two examination answers books are available for review on the course website and on the library webpage for review (and are password), and the exam itself is on the course webpage.

5. As it is not practical to review the entire examination in a one hour review session, I have established a review procedure. It is as follows:

   a. If you want to make an appointment to discuss your particular performance on the exam, you must first review the two "model" answers on reserve. Remember that the model answers represent the best student answers to the exam and do not represent perfect answers to each question. They only represent what was needed to achieve the top grade last semester.

   b. Once you have reviewed the model exams and if you want to review your exam, you should email me at mcrusto@wulaw.wustl.edu and set up an appointment. I will need your section number and exam number so I can pull the exam from the files.

   c. Once an appointment is set, we can meet to discuss your performance. Remember that grades cannot be changed (unless there is a serious mathematical error in tabulating the scores) and that the purpose for the individual meeting is not to debate the correctness of your answers. The goal is to assist you in future exam-taking performance.

6. Some have asked me to make general observations about what were the features or attributes of an A exam. (The following observations should not be much of a surprise, as they were the same as the advice I gave prior to the exam.)

   First, pay attention to the instructions and answer the questions asked.

   Second, prepare for a time intensive experience.

   Third, know the material, the issues and the rules.
Fourth, most importantly, in addition to knowing the law and following the answer format, know how to apply the rules analytically and draw correct conclusions.

Fifth, be comprehensive.

One hallmark of an A exam was getting as close as possible 282 points. One area where very good exams failed to get the maximum points was in the application section where answers were merely repeated or where there was no analytical content. Ideally, in each application subsection, one should have identified the specific rule at issue, and showed how the facts applied in such a way as to support applying the rule or failing to support the rule. Such as when asked when future interests in a grant are created for RAP purposes, the application would first cite the rule as to when interests are created: by will when the grantee dies and by gift when it becomes irrevocable. Then in reference to the facts in the exam question (#5), as the grant of the future interests were by gift and the fact that gift was made irrevocable on December 25, 2005, then the interests were created on December 25, 2005.

Sixth, don’t under-analyze; don’t fail to spot issues. For example, in Question #3, there were two major topics contained in the question. The first related to the issue of what type of estate is created (life estate or fee simple) and can you restrain alienation (White) case. The second related to the issue of what type of defeasible estate is created when you make a grant subject to a “but if” clause. Many students failed to identify both set of issues. Others additionally incorrectly stated that “but if” created a possibility of reverter rather than a right of entry. And some failed to discuss how the courts would negate an absolute restraint on alienation and if the granting language were ambiguous would find a greater estate, such as a fee simple.

7. Questions?

Thanks you for your attention.