

Legal Profession Admission Board

March 2022

Equity

Examiner's Comments

General observations

1. As in past examinations, students were advised that all topics covered in the course were examinable. The examination paper consisted of two compulsory questions worth 60% of the final mark. Students also had to do two further questions from a choice of 3 questions. These two questions were worth 20% of the final mark. The remaining 20% of the final mark came from the compulsory assignment for the course. The examination contained compulsory questions to ensure that students covered all the materials in the course when preparing for the examination.
2. All but one of the questions were problem style questions in which students were asked to give advice to one of the persons involved in the question. In other words, they were asked to play out the role of a legal practitioner. The non-problem style question was not one of the compulsory questions.
3. In answering the questions, the quality of answers varied significantly. Those that did well did so because they were able to correctly identify the issues raised by the problem questions. Poor marks in answering particular questions generally flowed from raising the wrong issues. In a few cases, students may have raised the right issue but either did not detail the relevant legal principle at all or did so poorly. Six (20.7%) of the 29 students who failed did not answer the required number of questions.
4. As the examination was a confidential examination, these comments cannot identify the specific issues in the questions.
5. Four students (4.04%) received Pass with Distinction grade. Twelve students (12.12%) received a Pass with Merit grade. Fifty-four students (54.55%) received a Pass grade. Twenty-nine students (29.29%) failed the course. The failure rate above that of the previous session (22.43%). The increase in the failure rate over the past couple of sessions may be a consequence of the course being taught online rather than face-to-face, due to the restrictions imposed by COVID. Many of the students in this cohort of students are likely to have had no face-to-face classes in any subject that they have completed in the program.