

Dated: November 24, 2021

Memorandum to Students

Exam Prospectus

Torts

Fall 2021

University of Oklahoma College of Law

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1. OVERALL POINTS

Purpose: I am writing this document to give you specific information that will help you prepare for and know what to expect on the Fall 2021 Torts final exam.

Fairness: My paramount value in designing and grading the exam is fairness. Over the years, I have thought long and hard about how to make exams and grading more fair, and you will see the product of that reflection in this memo. As a whole, this memo is intended to eliminate the potential for surprise on the exam by disclosing as much as I can about the exam in advance.

My goal and your goal: Your goal in taking the exam is to show your mastery of the material presented in the course and your skills in analyzing legal problems involving the course's subject matter. My goal in designing the exam is to provide you with a full and fair opportunity to do so and to avoid arbitrariness in the results.

Now for some details.

2. THE MOST IMPORTANT INFORMATION ABOUT THE EXAM

The most important information about the exam has already been disclosed via Section X10 of Syllabus Addendum No. 2. That document describes the exam in considerable detail, including how it will be structured and administered. It also includes information about coverage and how I advise you to concentrate your studies—including what I've called the "Correspondence Principle" and the "Focus List." Much of the information that I have in past years included as part of this exam prospectus has already been put into Section X10 of Syllabus Addendum No. 2.

Thus, I suggest you stop reading this document, go to the class webpage, download a copy of Syllabus Addendum No. 2, and read §X10 in its entirety. Then come back to reading this document.

Note that in §X10-0B, I explain that if College or University directives require an exam administration that is not in-person for all students, then I reserve the right

to change the exam so that it is as much as three-quarters essay and as little as one-quarter multiple-choice. That admonition tempers what I say in this exam prospectus document as well. See Syllabus Addendum No. 2 §X10-0B.

3. TOPICS ON THE EXAM/HOW I WILL DESIGN THE EXAM

See §X10 in Syllabus Addendum No. 2 for the main information.

Here's some additional information:

Kinds of questions (legal analysis, theory/policy, etc.): The exam is mostly about applying law to facts.

The essay portion of the exam will call only for you to provide legal analysis (e.g., to analyze the parties' legal positions, including possibly explaining how you would advise a client). There will not be a "theory" or "policy" type question that, for example, calls for you to provide arguments for a change in the law or analyze the law's desirability. Nor will there be any history question.

On the multiple-choice portion, the vast majority of questions will be of the standard type requiring you to apply facts to law. Beyond that, there might be a few questions of different types. You could see a question or so on theory in proportion to the time we spent on theory in the course. And you might see a question or so that is simply about recall – for instance, about legal doctrine or a reading. As an example, sometimes in the past I have included a question where I had a quote from a reading and students were asked to recall something about it, such as which reading it came from. It's possible I might do that again. But such recall questions, if they are included at all, will be very infrequent. And often when I have included such questions, I have designed them so that a conceptual understanding – one that goes beyond pure recall – will aid in guiding a student to the right answer. So, bottom line, I don't recommend trying to memorize trivia. Instead, you should concentrate your preparations on cementing your conceptual understanding that will allow you to apply law to provided facts.

4. MULTIPLE CHOICE: ABOUT THE NUMBER OF QUESTIONS

As I mentioned in §X10-5(a)(5), I anticipate you will have about 50 or so multiple choice questions for Part I.

At 2 hours (120 minutes) in duration, 50 questions works out to 2.4 minutes per question. Note that this is considerably more time per question than the multiple-choice portion of the bar exam, which, when I checked, provided an average of 1.8 minutes per question.

In further pursuit of keeping time pressure from figuring too greatly, I intend to keep the total word volume in check. Some questions may be long, taking up a full page for instance, but I will work to balance such questions with shorter ones.

All that being said, the time you will have to answer multiple-choice questions is not unlimited. You should pace yourself.

I may include a chart to help you with pacing, such as this:

Pacing chart: To finish all questions and have 10 minutes left over, then:					
At this time since starting:	15 min	30 min	1 hour	1 hr 30 min	1 hr 50 min
Be done with question no.:	7	14	27	41	50

It is my strong wish that no one does poorly on the exam because of time-management problems. So please stay aware of the time, and keep yourself on track.

5. MULTIPLE CHOICE: FORMAT, SCORING, AND STUDY MATERIALS

The multiple-choice portion of the exam will be similar in format to my released multiple choice questions, including the “Midwest Mishaps” multiple-choice questions and the “Cross-Country Catastrophes” multiple-choice questions that I’ve suggested doing as a practice exam. Thus, Part I of your exam should look very familiar.

Each multiple-choice question will be worth one point. The exception would be if I end up throwing out a question because of error or irregularity. In such a case, the affected question would be worth no points.

There will be no penalty for incorrect answers. So if you don’t know the answer to a question or are running out of time, you should guess.

Look to my [Exam Archive \(http://ericejohnson.com/exam_archive/\)](http://ericejohnson.com/exam_archive/) for all of my publicly released multiple-choice questions. It is very important to note that, with one exception,¹ released multiple-choice questions are not balanced in terms of subject matter so as to match the balance of subjects for any given iteration of the Torts course. In other words, you should not take the frequency of questions on particular subjects in released questions to be a clue as to the frequency with which subjects will come up on the multiple-choice portion of your exam. The same goes for what we used as practice exams this semester. As discussed in §X10, your exam will obey the Correspondence Principle.

6. MULTIPLE CHOICE: HOW TO TACKLE THE QUESTIONS; HOW DIFFICULT THEY MIGHT BE

As you should know by now, I have written an entire memo on how to tackle multiple-choice questions. It’s called [How to Take a Multiple-Choice Exam in Law School \(http://www.ericejohnson.com/docs/Tip_Sheet_on_Multiple-Choice_Questions.pdf\)](http://www.ericejohnson.com/docs/Tip_Sheet_on_Multiple-Choice_Questions.pdf). There’s a link on the class webpage and in the Exam Archive. I strongly recommend that you read it as part of your studying. As I emphasize in that memo, I write multiple-choice questions with fairness as my chief goal. Thus, I seek to avoid tricky questions. Instead, I try to draft questions so that if you know the

¹ The exception is “Cross-Country Catastrophes,” which is the multiple-choice portion of the Fall 2020 exam. That, when combined with the essay section (“Your Kiwi Cousins”), was balanced for the Fall 2020 semester.

material I'm testing, finding the right answer should be straightforward.

That being said, note that "straightforward" does not mean "easy." The regular type of multiple-choice question I use, where you are expected to apply law to facts, is a kind of puzzle. You solve the puzzle by applying the law you've learned. You have to work through the question to eliminate wrong answers and figure out the right one based on the doctrine taught in the course. I wouldn't represent that task as being easy. And, indeed, if you could tell the answer right away just by glancing over the question, it wouldn't be accurate to describe it as a kind of puzzle.

Here's another way to think about it: I've got a lot I keep in mind when I design multiple-choice questions: fairness, accuracy, straightforwardness, correspondence to coverage in the course. Easiness is just not something I worry about. Statistically speaking, what I care about with an individual question is getting a high point biserial (which can be thought of as a measure or indicator of fairness). I do not concern myself with whether a question garners a high percentage of correct responses (which would be a measure of easiness).

Looking over past statistical results, it is clear that some of my questions end up being easy, and some end up being hard. Frankly, before running the test, I can't tell what will be easy and what will be difficult. Many questions that I thought before would be easy end up being answered correctly by only a small percentage of test takers. And I've had questions I thought would be decently difficult be answered correctly by 100% of the class.

All in all, what I find in looking over past statistical results is that **my multiple-choice exams often skew toward being fairly hard**. In one recent class for which I looked up statistical information, a student with a median score² on the multiple-choice section answered fewer than two-thirds of the multiple choice questions correctly. So that was a hard test. And if I used a grading system, as in high school, where a student had to get 83% correct to get a B, then that would be pretty frightening. But my grading system is much, much more forgiving.

To the extent that a test is hard, that can be a very good thing for grading fairness. In truth, **you don't want a test that's super easy**. Instead, **you want a test where what you score is correlated to how much you know** – in other words, a fair test. And if you think about it, an exam that is super easy becomes dangerous: Happen to miss a question or two – perhaps because your mind is randomly drawing a blank on something – and then all of a sudden you are at the bottom of the class.³ A

² Median means right in the middle of the class – with half of test-takers scoring higher and half scoring lower.

³ To take an extreme example, imagine a hypothetically very easy exam: It has just two questions, worth one point each, and each question is easy enough that 90% of test-takers will get it correct. Further assume there's a lack of correlation between test-takers' correct answers on the two questions. We have a very easy test – but a dangerous one. If you happen to miss just one question, perhaps because of nerves or because you didn't happen to go over that particular topic when studying, then you

test that is decently difficult ends up being forgiving of random little mental blocks and minor slip-ups.

So when you are taking the exam, if you feel like you are missing lots of questions, don't freak out. It doesn't necessarily mean you're doing poorly. You might be doing very well. Just keep moving forward, staying on pace, working through the questions to straightforwardly apply what you have learned in the course.

7. ESSAY: FORMAT AND STUDY MATERIALS

If you haven't already done so, please carefully review Syllabus Addendum No. 2 §X10, which describes the format in depth.

Format basics: Your essay exam will be two hours. Specifically, we will use a 30/90 format, with a 30-minute period for reading and outlining (RO Period) and a 90-minute period for writing your response (EW Period).

About using archived exams for practice: I strongly recommend using old, archived exams for practice!

Two recent examples of two-hour exams are the Fall 2019 exam, [*The Great Northwoods Lumberjack Show*](#), which we went over in class as a practice exam, and the Fall 2018 exam, [*Panic at the Telescope*](#). Both of those are good models for the kinds of instructions you can expect to get for your exam.

A number of other exams in the Exam Archive are two hours. Others have longer or shorter time limits. Regardless, they all provide good practice opportunities.

When you are looking at old exams, please note that prior to Fall 2018, I was at the University of North Dakota where Torts was a year-long sequence: Torts I and Torts II. The distribution of topics changed over the years between Torts I and Torts II, with the exception that Torts I always at least covered negligence. (Together, Torts I and Torts II were five credit hours, although the breakdown varied. Most recently it was three credit hours for Torts I and two credit hours for Torts II.)

Also note that in recent years I have generally used a multiple-choice section that is half of the whole final. But in many previous years, the multiple-choice section was a considerably smaller fraction. That means some of the old Torts essay exams are quite sprawling in terms of facts and very broad in terms of subject-matter coverage, ordinarily covering most of the material from the Torts I or Torts II course, as applicable. Expect that your exam will be more focused in terms of subject matter

are in the bottom 10% of the class. If you happen to miss two questions, then you are in the bottom 1%. A really easy test is like being required to maintain your balance while walking on a five-inch-wide beam suspended over a 200-foot drop with no handrails. If you stumble at all, it's catastrophic. Thus, consider that hard exams are a blessing.

than the broadest exams in the Exam Archive.

Notwithstanding some differences in exam length, topic coverage, and call-of-the-question structure, your Part II will be similar to essay exams I've given in past years and thus I very much recommend doing my old torts essay exams as practice.

The kind of fact patterns I tend to write: I try to make my exams interesting and engaging. In comparison to other law-school exams, you may find that my exams have more narrative, plot, character, and backstory.

As a practicing lawyer, I found that real-life cases are heavy on drama and narrative detail. So I have strived to include the same in my exams. In my view, this gets the exam closer to the real-life practice of law. I also hope building exams this way makes them more engaging for their retirement years when they are used as study aids in the Exam Archive.

A consequence of my writing exams as I do is that the exams end up containing factual details that, while useful for holding the story together, are not fulcrums for the legal analysis. A student once asked me, pointing to a sentence in one of my old exams, "I know that every single sentence in a law school exam is put in there for some reason, so why did you put this sentence in the exam? How does it change the analysis?" Well, my exams aren't like that. There will be various details that don't matter to the analysis. This is the way facts come to your desk in real life: Some are very significant, some are merely useful, others are irrelevant. I aim for my exams to be similar to real case-files in this sense.

Use of images, charts, etc.: You will notice that my exams in the Exam Archive almost always have pictures, and sometimes other things like diagrams, sidebars, and the like. You should know that sometimes photos or graphics have offered something useful to the legal analysis, but often they have just been decoration.

Be aware of the call of the question: In keeping with the fact that the essay portion is only two hours, **I will be narrowing the ground for your answer and channeling your analysis to answer particular questions. So make sure to read the call of the question carefully.** For instance, I might instruct you to omit discussion of a certain claim, or omit discussion of one or all affirmative defenses. Similarly, I might instruct you to make sure you address some particular issue or aspect. If I provide such instructions in the call of the question, be sure to heed them. I won't take away points for your discussing something I said not to discuss. But **I cannot and will not give credit for analysis I ask you to exclude.** And going off into excluded subject matter will necessarily squander your time, lessening your capacity for doing the analysis I've asked you to do. **In the past, I have observed that a number of students would likely have done a bit better if they had just been more careful in heeding the call of the question.** I know that exam-taking can cause anxiety and that students inevitably feel rushed. I understand that makes it hard to focus on things like the call of the question. But it would not be fair for me to give one student points for talking about something that other students didn't discuss because they were following my specific instructions. **So force yourself to pay attention to the question**

and my instructions about how to answer it.

Organization, separated questions, etc.: Organization is important. To help on that front, I will likely prescribe that you organize your response in a certain way. I will likely require a response broken up into distinct questions, maybe different subparts. See [The Great Northwoods Lumberjack Show](#) and [Panic at the Telescope](#) for examples. By requiring all exam responses to adhere to the same format, I can grade all the exams in the same way, which helps me to be as fair as possible. And as I've said, fairness is my paramount goal.

Note that the different questions and/or subparts will not be separately weighted. The entire essay response will be graded as one. So spend relative amounts of time on them as you judge to be appropriate.

8. ESSAY: THE 30-MINUTE READING/OUTLINING PERIOD

As already mentioned, the administration of the Part II essay portion will start with a 30 minute period for reading and outlining (the RO Period). During this period you will not be able to start typing on your computer or writing in your bluebook.

It is my hope that the RO Period will push you to read the facts and think through the analysis carefully and deeply, and that it will encourage you to not race ahead to put down in your response everything you can think of as fast as you can think of it. So, during the RO Period, you should read the facts carefully, scratch out an outline, and be alert for difficult bits that will require deft handling in the analysis.

Note that you would be within the rules to start writing your response on scratch paper during the RO period and then spend part of the EW period copying what you've written on scratch paper into the computer response file or into your bluebook – but this would be a terrible idea! Please take advantage of the RO Period to do careful and deep issue-spotting and analytical thinking. I am confident doing so will get you a much better result.

9. ESSAY: ABOUT THE LENGTH AND STYLE OF YOUR RESPONSE

There will be no word limit, but concision is admirable. Be plain and direct. Of course, you should aim for being complete in your analysis. But steer away from writing that is periphrastic or verbose. Put differently, value substance over word count. My observation is that the number of words in an essay does not correspond well to the grade it earns. I've never analyzed that numerically with a spreadsheet, but it's my sense based on years of experience as a grader. To be sure, people can have analysis that is too truncated in terms of substance and lose points that way. But I commonly see people being needlessly wordy in their responses, and that seems sometimes to correspond with people not getting through the whole essay or not thinking as carefully as they should about the substance. Thus, I urge you to use your time to work carefully and thoroughly rather than trying to throw as many words onto paper as possible. Bottom line, I strongly believe you'll do better if you concentrate on quality rather than quantity.

In a similar vein, don't worry about stylistic aspects of writing. Be functional in your writing. I have noticed sometimes people lose effectiveness in their writing because they are aiming for aesthetics. Don't do that! For instance, it is a bad idea to open up a thesaurus and start looking for synonyms of "because." The word "because" is like that ideal pair of jeans that can be worn to the office, to the game, on a date, and while doing yard work. It's never *not* appropriate. Sometimes, because of sentence structure, a "therefore" works better. That's good too. But don't purposefully aim for variety. Write functionally.

I've spoken with students who omitted legal/doctrinal words and phrases (like "actual causation," "foreseeability," or "reasonable person") because they felt like their writing was getting repetitive and boring using the same words and phrases over and over again. Yikes! That is not a good strategy! Use the legal/doctrinal words and phrases as many times as is appropriate for the substance of what you are talking about. Your goal as a test-taker is not to entertain me. It's to show me that you know the law and that you know how to apply the law to a novel set of facts.

10. ESSAY: ABOUT THE OPEN-BOOK NATURE OF THE ESSAY PORTION

I've heard of instructors allowing students to bring to the exam only the assigned textbook or only materials that the students, themselves, have authored. Let me be clear: There is no such requirement in this class. For Part II, you can bring in any material on paper that you wish. See Syllabus Addendum No. 2. §X10-5(b)(3).

Although there is no limit on the what paper materials you can bring with you, there is a possible danger in having too much paper. You don't want to be bogged down by looking stuff up and re-reading your notes instead of doing analysis. I personally think the most important thing you can have in terms of paper is a single sheet of paper to use as a "menu outline." (See what I say about this in the "OVERALL THOUGHTS ..." section, below.)

Note that non-paper reference materials are not permitted. That means no electronic or interactive resources. You may of course use a computer/device running exam software to write your exam (and I recommend this), but you may not reference files stored thereon during the examination session. See Syllabus Addendum No. 2. §X10-5(b)(3).

11. ISSUES WITH TEXT: REPEATING, WRITING, TYPING, ETC.

Here are some specific pieces of advice for your writing.

Repetition: Be complete, but avoid redundancy in the substance of what you are saying. Specifically, do not repeat the exact same analysis with substituted parties. I will not give double the points for the same content that appears twice. (Along these lines, computer users should probably avoid the copy-and-paste function.)

Instead of repeating yourself, to the extent called for, you may incorporate

analysis by reference to another portion of your answer. For example, it may be appropriate to say something like, “The analysis with regard to Party B is the same as that for Party A, except that _____.”

Spelling, grammar, etc: There are no points to be won or lost for spelling, grammar, or stylistic aspects of writing, so long as I can understand what you are saying. If grammar or spelling issues render text ambiguous, then it’s a problem. But not otherwise. Substantive content is what matters.

Abbreviations: I may include in the exam a table of pre-defined abbreviations for you to use in your response, if you like. You’ll find examples among my more recent exams in the Exam Archive. You can use other reasonable abbreviations as well; although if they are not completely obvious, you should define them the first time you use them.

Computer-typed exams: Don’t worry unduly about typos. As long as I can understand what you are saying, you’re fine. There’s no premium on prettiness.

Handwritten exams: If you are handwriting, please write only on one side of the page in your bluebooks and use a blue or black pen. Skip lines. Finally, I cannot grade what I cannot read, so be sure that your handwriting is readily legible. (If you’re on the fence about whether to type or handwrite, go with typing – it ensures that legibility won’t be an issue.)

12. ESSAY: WHAT MAKES FOR A GOOD ESSAY RESPONSE

As you should know by now, I have written an entire memo on what makes for a good essay response. It’s called [Tip Sheet on How to Write a Law School Essay Exam](#).⁴ You should scrutinize it: It tells you exactly how to maximize your grade by providing solid legal analysis. Another document I’ve written to help you understand what makes for a good essay response is [Three Examples of Exam Writing](#).⁵ Both of these documents can be found via links in the Exam Archive. I strongly recommend reading these documents as exam preparation.

Another resource you could take a look at is an exam writing exercise I did in class in Fall 2016: [Gerald v. Stephen, Exam Writing Exercise - In-Class](#) (http://ericejohnson.com/courses/torts_1617/m/Torts_I_exam_writing_exercise_in-class.pdf). It contains multiple examples of exam writing for an intentional torts issue. There is also, of course, the exam writing exercise we did this year, Paavo v. Darielle. The class webpage has links to the written product from that exercise from this and past semesters.

For advanced technique on how to do a great job, I recommend looking over the model answers for Torts essay exams in the Exam Archive, particularly the most recent ones. The model answers aren’t perfect, but for the most part they show

⁴ http://www.ericejohnson.com/docs/Tip_Sheet_on_Exam_Writing.pdf

⁵ http://www.ericejohnson.com/docs/Three_Examples_of_Exam_Writing.pdf

effective technique.

13. MAKE SURE YOU PUT YOUR EXAM ID NUMBER ON THE EXAM QUESTION BOOKLETS

Make sure you've read Syllabus Addendum No. 2. §X10-2. It is crucial that you write your exam identification number in the space provided on cover page of the question booklet and that you turn the booklet back in at the end of the exam period. This goes for the multiple-choice-question booklet for Part I and the issue-spotter/essay-question booklet for Part II. And it is particularly crucial for Part I. Please don't forget. And make sure you are using your current exam number. They change every term/semester.

14. OVERALL THOUGHTS ON STUDYING; YOUR STUDY PLAN

Documents on exam technique: The most important thing in studying is to prepare for what you need to do on exam day. That means first of all to know what you are doing in terms of exam-taking technique. For that, use the documents I've provided (which I've already referenced above), including most importantly: *Tip Sheet on How to Write a Law School Essay Exam*, *Three Examples of Exam Writing*, and *How to Take a Multiple-Choice Exam in Law School* (links on the class webpage, in the Exam Archive, and above). Then, when studying the content, concentrate on the Focus List (see Syllabus Addendum No. 2. §X10-4). And throughout your preparations, you should bring exam-writing technique and substantive knowledge together by working through old exams from the Exam Archive. I particularly recommend trading your responses with classmates: That is an extremely effective way to find your weaknesses and strengths, and reading various student responses can allow you to start to develop something of a graders' perspective.

And, of course, do old multiple-choice questions.

The benefits of a "menu outline": I STRONGLY RECOMMEND that you prepare a miniaturized outline of the course to serve as a quick-reference sheet for issue spotting on the essay portion. What I'm recommending here is a very simplified list of what we learned during the semester. I'm not talking about an outline that explains anything, just an outline that reminds you of what we covered, what you already know. I call this a "menu outline," but if you like videogame analogies, you can think of this as a "weapons inventory." The point is, it's a list of the doctrines, tests, and so forth you can choose from in order to bring them to bear on the hypothetical facts of the essay booklet for the purpose of producing a thorough analysis.

I keenly encourage you to use one page only for this. I emphasize this because, for an open-book exam, many students work to accumulate a huge volume of materials they can reference as they work. You need to decide what's right for you, of course. But I tend to think this kind of accumulation of paper provides a false sense of security. At any rate, the larger the volume of materials you have, the more important it will be to have an ultra-concise one-page outline to use as a ready reference.

Don't wait to do old exams: As I have said a number of times, I believe the best use of study time is doing old exams. If you don't yet have a completed outline and you haven't yet reviewed all the course material, consider letting those wait and getting your feet wet with an old exam as an active learning exercise. You might spend just an hour or less looking over the topics from the semester and then diving into an old exam. If you want to save for later the more recent exams, that's fine; pick up one of the older exams. Try doing it without timing yourself, and just use it as a way to get your mind engaged in the task of analyzing facts using the law you've soaked up over the semester. I think that will help you stay focused on what matters once you turn to other modes of studying (reviewing, outlining, etc.). Then keep taking breaks to do more old exams. And also, of course, take breaks to just relax a little to maintain your sanity.

Some random things to point out:

- **Last semester's exam:** The Fall 2020 Torts exam is posted in its entirety. There's a link on the class webpage under the "Some study resources" heading. Additionally, the multiple-choice portion and essay portion are each separately posted to the Exam Archive as "Cross-Country Catastrophes" and "Your Kiwi Cousins," respectively.
- **Wypadkis:** In case it is helpful, you should know that I have made available class-wide group outlines from years past. These are called "wypadkis." There's a link to these on the class webpage under the "Some study resources" heading. They may or may not be useful to you, but I just want to point out that they exist.
- **Torts Lightning Review Audio:** In Summer 2017, I made an audio recording and accompanying slideshow that I called a "lightning review." My main audience was rising 2Ls, rising 3Ls, and recent grads, and my aim was to "interrupt the forgetting process," thus bridging the gap between 1L year and the bar exam. The coverage will not be a perfect match for your course, and it may or may not be useful to you in studying. But I mention it in case, for instance, you have a long car ride coming up and don't want to stop studying while you drive. Listening would be less dangerous than re-reading your notes. Again, there's a link on the class webpage under the "Some study resources" heading. The direct link is: <http://ericejohnson.com/audio/>.

15. FEEDBACK ON PRACTICE EXAM ESSAY RESPONSES AND MULTIPLE-CHOICE QUESTIONS

I am happy to do essay response review or multiple-choice-question review on an in-person basis in the context of an office visit. But I do not this over e-mail.

If you would like me to look over a practice exam essay response you have done, please bring a typed, printed copy of your exam response when visiting during office hours. It helps if you bring a second copy for you to reference at the same time. I am then happy to look over it while meeting with you. I am also happy to discuss, in the context of an office visit, your answers to released multiple-choice questions,

including why the correct choice is the correct choice, etc.

16. FINAL THOUGHTS

Don't get too anxious. The fact is, you know far more than you think you do. Try to stay relaxed. Study the big concepts, pay attention to the Focus List, remember the tips on exam-taking technique, and get a good night's rest. I wish you the best of luck!