

SECTION IV

Time—35 minutes

27 Questions

Directions: Each set of questions in this section is based on a single passage or a pair of passages. The questions are to be answered on the basis of what is stated or implied in the passage or pair of passages. For some of the questions, more than one of the choices could conceivably answer the question. However, you are to choose the best answer; that is, the response that most accurately and completely answers the question, and blacken the corresponding space on your answer sheet.

- In Alaska, tradition is a powerful legal concept, appearing in a wide variety of legal contexts relating to natural-resource and public-lands activities. Both state and federal laws in the United States assign
- (5) privileges and exemptions to individuals engaged in “traditional” activities using otherwise off-limits land and resources. But in spite of its prevalence in statutory law, the term “tradition” is rarely defined. Instead, there seems to be a presumption that its
- (10) meaning is obvious. Failure to define “tradition” clearly in written law has given rise to problematic and inconsistent legal results.

- One of the most prevalent ideas associated with the term “tradition” in the law is that tradition is based
- (15) on long-standing practice, where “long-standing” refers not only to the passage of time but also to the continuity and regularity of a practice. But two recent court cases involving indigenous use of sea otter pelts illustrate the problems that can arise in the application
- (20) of this sense of “traditional.”

- The hunting of sea otters was initially prohibited by the Fur Seal Treaty of 1910. The Marine Mammal Protection Act (MMPA) of 1972 continued the prohibition, but it also included an Alaska Native
- (25) exemption, which allowed takings of protected animals for use in creating authentic native articles by means of “traditional native handicrafts.” The U.S. Fish and Wildlife Service (FWS) subsequently issued regulations defining authentic native articles as those
- (30) “commonly produced” before 1972, when the MMPA took effect. Not covered by the exemption, according to the FWS, were items produced from sea otter pelts, because Alaska Natives had not produced such handicrafts “within living memory.”

- (35) In 1986, FWS agents seized articles of clothing made from sea otter pelts from Marina Katelnikoff, an Aleut. She sued, but the district court upheld the FWS regulations. Then in 1991 Katelnikoff joined a similar suit brought by Boyd Dickinson, a Tlingit from whom
- (40) articles of clothing made from sea otter pelts had also been seized. After hearing testimony establishing that Alaska Natives had made many uses of sea otters before the occupation of the territory by Russia in the late 1700s, the court reconsidered what constituted a
- (45) traditional item under the statute. The court now held that the FWS’s regulations were based on a “strained interpretation” of the word “traditional,” and that the reference to “living memory” imposed an excessively restrictive time frame. The court stated, “The fact that
- (50) Alaskan natives were prevented, by circumstances beyond their control, from exercising a tradition for a

given period of time does not mean that it has been lost forever or that it has become any less a ‘tradition.’

- It defies common sense to define ‘traditional’ in such
- (55) a way that only those traditions that were exercised during a comparatively short period in history could qualify as ‘traditional.’”
1. Which one of the following most accurately expresses the main point of the passage?
- (A) Two cases involving the use of sea otter pelts by Alaska Natives illustrate the difficulties surrounding the application of the legal concept of tradition in Alaska.
- (B) Two court decisions have challenged the notion that for an activity to be considered “traditional,” it must be shown to be a long-standing activity that has been regularly and continually practiced.
- (C) Two court cases involving the use of sea otter pelts by Alaska Natives exemplify the wave of lawsuits that are now occurring in response to changes in natural-resource and public-lands regulations.
- (D) Definitions of certain legal terms long taken for granted are being reviewed in light of new evidence that has come from historical sources relating to Alaska Native culture.
- (E) Alaskan state laws and U.S. federal laws are being challenged by Alaska Natives because the laws are not sufficiently sensitive to indigenous peoples’ concerns.

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2. The court in the 1991 case referred to the FWS's interpretation of the term "traditional" as "strained" (line 46) because, in the court's view, the interpretation
 - (A) ignored the ways in which Alaska Natives have historically understood the term "traditional"
 - (B) was not consonant with any dictionary definition of "traditional"
 - (C) was inconsistent with what the term "traditional" is normally understood to mean
 - (D) led the FWS to use the word "traditional" to describe a practice that should not have been described as such
 - (E) failed to specify which handicrafts qualified to be designated as "traditional"
3. According to the passage, the court's decision in the 1991 case was based on which one of the following?
 - (A) a narrow interpretation of the term "long-standing"
 - (B) a common-sense interpretation of the phrase "within living memory"
 - (C) strict adherence to the intent of FWS regulations
 - (D) a new interpretation of the Fur Seal Treaty of 1910
 - (E) testimony establishing certain historical facts
4. The passage most strongly suggests that the court in the 1986 case believed that "traditional" should be defined in a way that
 - (A) reflects a compromise between the competing concerns surrounding the issue at hand
 - (B) emphasizes the continuity and regularity of practices to which the term is applied
 - (C) reflects the term's usage in everyday discourse
 - (D) encourages the term's application to recently developed, as well as age-old, activities
 - (E) reflects the concerns of the people engaging in what they consider to be traditional activities
5. Which one of the following is most strongly suggested by the passage?
 - (A) Between 1910 and 1972, Alaska Natives were prohibited from hunting sea otters.
 - (B) Traditional items made from sea otter pelts were specifically mentioned in the Alaska Native exemption of the MMPA.
 - (C) In the late 1700s, Russian hunters pressured the Russian government to bar Alaska Natives from hunting sea otters.
 - (D) By 1972, the sea otter population in Alaska had returned to the levels at which it had been prior to the late 1700s.
 - (E) Prior to the late 1700s, sea otters were the marine animal most often hunted by Alaska Natives.
6. The author's reference to the Fur Seal Treaty (line 22) primarily serves to
 - (A) establish the earliest point in time at which fur seals were considered to be on the brink of extinction
 - (B) indicate that several animals in addition to sea otters were covered by various regulatory exemptions issued over the years
 - (C) demonstrate that there is a well-known legal precedent for prohibiting the hunting of protected animals
 - (D) suggest that the sea otter population was imperiled by Russian seal hunters and not by Alaska Natives
 - (E) help explain the evolution of Alaska Natives' legal rights with respect to handicrafts defined as "traditional"
7. The ruling in the 1991 case would be most relevant as a precedent for deciding in a future case that which one of the following is a "traditional" Alaska Native handicraft?
 - (A) A handicraft no longer practiced but shown by archaeological evidence to have been common among indigenous peoples several millennia ago
 - (B) A handicraft that commonly involves taking the pelts of more than one species that has been designated as endangered
 - (C) A handicraft that was once common but was discontinued when herd animals necessary for its practice abandoned their local habitat due to industrial development
 - (D) A handicraft about which only a very few indigenous craftspeople were historically in possession of any knowledge
 - (E) A handicraft about which young Alaska Natives know little because, while it was once common, few elder Alaska Natives still practice it

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- The literary development of Kate Chopin, author of *The Awakening* (1899), took her through several phases of nineteenth-century women's fiction. Born in 1850, Chopin grew up with the sentimental novels that
- (5) formed the bulk of the fiction of the mid-nineteenth century. In these works, authors employed elevated, romantic language to portray female characters whose sole concern was to establish their social positions through courtship and marriage. Later, when she
- (10) started writing her own fiction, Chopin took as her models the works of a group of women writers known as the local colorists.

- After 1865, what had traditionally been regarded as "women's culture" began to dissolve as women
- (15) entered higher education, the professions, and the political world in greater numbers. The local colorists, who published stories about regional life in the 1870s and 1880s, were attracted to the new worlds opening up to women, and felt free to move within these worlds
- (20) as artists. Like anthropologists, the local colorists observed culture and character with almost scientific detachment. However, as "women's culture" continued to disappear, the local colorists began to mourn its demise by investing its images with mythic significance.
- (25) In their stories, the garden became a paradisaal sanctuary; the house became an emblem of female nurturing; and the artifacts of domesticity became virtual totemic objects.

- Unlike the local colorists, Chopin devoted herself
- (30) to telling stories of loneliness, isolation, and frustration. But she used the conventions of the local colorists to solve a specific narrative problem: how to deal with extreme psychological states without resorting to the excesses of the sentimental novels she read as a youth.
- (35) By reporting narrative events as if they were part of a region's "local color," Chopin could tell rather shocking or even melodramatic tales in an uninflected manner.

- Chopin did not share the local colorists' growing nostalgia for the past, however, and by the 1890s she
- (40) was looking beyond them to the more ambitious models offered by a movement known as the New Women. In the form as well as the content of their work, the New Women writers pursued freedom and innovation. They modified the form of the sentimental
- (45) novel to make room for interludes of fantasy and parable, especially episodes in which women dream of an entirely different world than the one they inhabit. Instead of the crisply plotted short stories that had been the primary genre of the local colorists, the New
- (50) Women writers experimented with impressionistic methods in an effort to explore hitherto unrecorded aspects of female consciousness. In *The Awakening*, Chopin embraced this impressionistic approach more fully to produce 39 numbered sections of uneven
- (55) length unified less by their style or content than by their sustained focus on faithfully rendering the workings of the protagonist's mind.

8. Which one of the following statements most accurately summarizes the content of the passage?
- (A) Although Chopin drew a great deal of the material for *The Awakening* from the concerns of the New Women, she adapted them, using the techniques of the local colorists, to recapture the atmosphere of the novels she had read in her youth.
- (B) Avoiding the sentimental excesses of novels she read in her youth, and influenced first by the conventions of the local colorists and then by the innovative methods of the New Women, Chopin developed the literary style she used in *The Awakening*.
- (C) With its stylistic shifts, variety of content, and attention to the internal psychology of its characters, Chopin's *The Awakening* was unlike any work of fiction written during the nineteenth century.
- (D) In *The Awakening*, Chopin rebelled against the stylistic restraint of the local colorists, choosing instead to tell her story in elevated, romantic language that would more accurately convey her protagonist's loneliness and frustration.
- (E) Because she felt a kinship with the subject matter but not the stylistic conventions of the local colorists, Chopin turned to the New Women as models for the style she was struggling to develop in *The Awakening*.
9. With which one of the following statements about the local colorists would Chopin have been most likely to agree?
- (A) Their idealization of settings and objects formerly associated with "women's culture" was misguided.
- (B) Their tendency to observe character dispassionately caused their fiction to have little emotional impact.
- (C) Their chief contribution to literature lay in their status as inspiration for the New Women.
- (D) Their focus on regional life prevented them from addressing the new realms opening up to women.
- (E) Their conventions prevented them from portraying extreme psychological states with scientific detachment.

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10. According to the passage, which one of the following conventions did Chopin adopt from other nineteenth-century women writers?
- (A) elevated, romantic language
 - (B) mythic images of “women’s culture”
 - (C) detached narrative stance
 - (D) strong plot lines
 - (E) lonely, isolated protagonists
11. As it is used by the author in line 14 of the passage, “women’s culture” most probably refers to a culture that was expressed primarily through women’s
- (A) domestic experiences
 - (B) regional customs
 - (C) artistic productions
 - (D) educational achievements
 - (E) political activities
12. The author of the passage describes the sentimental novels of the mid-nineteenth century in lines 3–9 primarily in order to
- (A) argue that Chopin’s style represents an attempt to mimic these novels
 - (B) explain why Chopin later rejected the work of the local colorists
 - (C) establish the background against which Chopin’s fiction developed
 - (D) illustrate the excesses to which Chopin believed nostalgic tendencies would lead
 - (E) prove that women’s literature was already flourishing by the time Chopin began to write
13. The passage suggests that one of the differences between *The Awakening* and the work of the New Women was that *The Awakening*
- (A) attempted to explore aspects of female consciousness
 - (B) described the dream world of female characters
 - (C) employed impressionism more consistently throughout
 - (D) relied more on fantasy to suggest psychological states
 - (E) displayed greater unity of style and content
14. The primary purpose of the passage is to
- (A) educate readers of *The Awakening* about aspects of Chopin’s life that are reflected in the novel
 - (B) discuss the relationship between Chopin’s artistic development and changes in nineteenth-century women’s fiction
 - (C) trace the evolution of nineteenth-century women’s fiction using Chopin as a typical example
 - (D) counter a claim that Chopin’s fiction was influenced by external social circumstances
 - (E) weigh the value of Chopin’s novels and stories against those of other writers of her time
15. The work of the New Women, as it is characterized in the passage, gives the most support for which one of the following generalizations?
- (A) Works of fiction written in a passionate, engaged style are more apt to effect changes in social customs than are works written in a scientific, detached style.
 - (B) Even writers who advocate social change can end up regretting the change once it has occurred.
 - (C) Changes in social customs inevitably lead to changes in literary techniques as writers attempt to make sense of the new social realities.
 - (D) Innovations in fictional technique grow out of writers’ attempts to describe aspects of reality that have been neglected in previous works.
 - (E) Writers can most accurately depict extreme psychological states by using an uninflected manner.

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Until the 1950s, most scientists believed that the geology of the ocean floor had remained essentially unchanged for many millions of years. But this idea became insupportable as new discoveries were made.

- (5) First, scientists noticed that the ocean floor exhibited odd magnetic variations. Though unexpected, this was not entirely surprising, because it was known that basalt—the volcanic rock making up much of the ocean floor—contains magnetite, a strongly magnetic mineral that was already known to locally distort compass readings on land. This distortion is due to the fact that although some basalt has so-called “normal” polarity—that is, the magnetite in it has the same polarity as the earth’s present magnetic field—other basalt has reversed polarity, an alignment opposite that of the present field. This occurs because in magma (molten rock), grains of magnetite—behaving like little compass needles—align themselves with the earth’s magnetic field, which has reversed at various times throughout history. When magma cools to form solid basalt, the alignment of the magnetite grains is “locked in,” recording the earth’s polarity at the time of cooling.

As more of the ocean floor was mapped, the magnetic variations revealed recognizable patterns, particularly in the area around the other great oceanic discovery of the 1950s: the global mid-ocean ridge, an immense submarine mountain range that winds its way around the earth much like the seams of a baseball.

- (30) Alternating stripes of rock with differing polarities are laid out in rows on either side of the mid-ocean ridge: one stripe with normal polarity and the next with reversed polarity. Scientists theorized that mid-ocean ridges mark structurally weak zones where the ocean floor is being pulled apart along the ridge crest. New magma from deep within the earth rises easily through these weak zones and eventually erupts along the crest of the ridges to create new oceanic crust. Over millions of years, this process, called ocean floor spreading, built the mid-ocean ridge.

This theory was supported by several lines of evidence. First, at or near the ridge crest, the rocks are very young, and they become progressively older away from the crest. Further, the youngest rocks all have normal polarity. Finally, because geophysicists had already determined the ages of continental volcanic rocks and, by measuring the magnetic orientation of these same rocks, had assigned ages to the earth’s recent magnetic reversals, they were able to compare these known ages of magnetic reversals with the ocean floor’s magnetic striping pattern, enabling scientists to show that, if we assume that the ocean floor moved away from the spreading center at a rate of several centimeters per year, there is a remarkable correlation between the ages of the earth’s magnetic reversals and the striping pattern.

16. Which one of the following most accurately expresses the main idea of the passage?
- (A) In the 1950s, scientists refined their theories concerning the process by which the ocean floor was formed many millions of years ago.
- (B) The discovery of basalt’s magnetic properties in the 1950s led scientists to formulate a new theory to account for the magnetic striping on the ocean floor.
- (C) In the 1950s, two significant discoveries led to the transformation of scientific views about the geology of the oceans.
- (D) Local distortions to compass readings are caused, scientists have discovered, by magma that rises through weak zones in the ocean floor to create new oceanic crust.
- (E) The discovery of the ocean floor’s magnetic variations convinced scientists of the need to map the entire ocean floor, which in turn led to the discovery of the global mid-ocean ridge.
17. The author characterizes the correlation mentioned in the last sentence of the passage as “remarkable” in order to suggest that the correlation
- (A) indicates that ocean floor spreading occurs at an extremely slow rate
- (B) explains the existence of the global mid-ocean ridge
- (C) demonstrates that the earth’s magnetic field is considerably stronger than previously believed
- (D) provides strong confirmation of the ocean floor spreading theory
- (E) reveals that the earth’s magnetic reversals have occurred at very regular intervals
18. According to the passage, which one of the following is true of magnetite grains?
- (A) In the youngest basalt, they are aligned with the earth’s current polarity.
- (B) In magma, most but not all of them align themselves with the earth’s magnetic field.
- (C) They are not found in other types of rock besides basalt.
- (D) They are about the size of typical grains of sand.
- (E) They are too small to be visible to the naked eye.

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19. If the time intervals between the earth's magnetic field reversals fluctuate greatly, then, based on the passage, which one of the following is most likely to be true?
- (A) Compass readings are most likely to be distorted near the peaks of the mid-ocean ridge.
 - (B) It is this fluctuation that causes the ridge to wind around the earth like the seams on a baseball.
 - (C) Some of the magnetic stripes of basalt on the ocean floor are much wider than others.
 - (D) Continental rock is a more reliable indicator of the earth's magnetic field reversals than is oceanic rock.
 - (E) Within any given magnetic stripe on the ocean floor, the age of the basalt does not vary.
20. Which one of the following would, if true, most help to support the ocean floor spreading theory?
- (A) There are types of rock other than basalt that are known to distort compass readings.
 - (B) The ages of the earth's magnetic reversals have been verified by means other than examining magnetite grains in rock.
 - (C) Pieces of basalt similar to the type found on the mid-ocean ridge have been found on the continents.
 - (D) Along its length, the peak of the mid-ocean ridge varies greatly in height above the ocean floor.
 - (E) Basalt is the only type of volcanic rock found in portions of the ocean floor nearest to the continents.
21. Which one of the following is most strongly supported by the passage?
- (A) Submarine basalt found near the continents is likely to be some of the oldest rock on the ocean floor.
 - (B) The older a sample of basalt is, the more times it has reversed its polarity.
 - (C) Compass readings are more likely to become distorted at sea than on land.
 - (D) The magnetic fields surrounding magnetite grains gradually weaken over millions of years on the ocean floor.
 - (E) Any rock that exhibits present-day magnetic polarity was formed after the latest reversal of the earth's magnetic field.

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Passage A

Central to the historian's profession and scholarship has been the ideal of objectivity. The assumptions upon which this ideal rests include a commitment to the reality of the past, a sharp separation

(5) between fact and value, and above all, a distinction between history and fiction.

- According to this ideal, historical facts are prior to and independent of interpretation: the value of an interpretation should be judged by how well it accounts
- (10) for the facts; if an interpretation is contradicted by facts, it should be abandoned. The fact that successive generations of historians have ascribed different meanings to past events does not mean, as relativist historians claim, that the events themselves lack fixed
- (15) or absolute meanings.

- Objective historians see their role as that of a neutral judge, one who must never become an advocate or, worse, propagandist. Their conclusions should display the judicial qualities of balance and
- (20) evenhandedness. As with the judiciary, these qualities require insulation from political considerations, and avoidance of partisanship or bias. Thus objective historians must purge themselves of external loyalties; their primary allegiance is to objective historical truth
- (25) and to colleagues who share a commitment to its discovery.

Passage B

- The very possibility of historical scholarship as an enterprise distinct from propaganda requires of its practitioners that self-discipline that enables them to
- (30) do such things as abandon wishful thinking, assimilate bad news, and discard pleasing interpretations that fail elementary tests of evidence and logic.

- Yet objectivity, for the historian, should not be confused with neutrality. Objectivity is perfectly
- (35) compatible with strong political commitment. The objective thinker does not value detachment as an end in itself but only as an indispensable means of achieving deeper understanding. In historical scholarship, the ideal of objectivity is most compellingly embodied in
- (40) the *powerful argument*—one that reveals by its every twist and turn its respectful appreciation of the alternative arguments it rejects. Such a text attains power precisely because its author has managed to suspend momentarily his or her own perceptions so as
- (45) to anticipate and take into account objections and alternative constructions—not those of straw men, but those that truly issue from the rival's position, understood as sensitively and stated as eloquently as the rival could desire. To mount a telling attack on a
- (50) position, one must first inhabit it. Those so habituated to their customary intellectual abode that they cannot even explore others can never be persuasive to anyone but fellow habitués.

- Such arguments are often more faithful to the
- (55) complexity of historical interpretation—more faithful even to the irreducible plurality of human perspectives—than texts that abjure position-taking altogether. The powerful argument is the highest fruit of the kind of thinking I would call objective, and in it neutrality

- (60) plays no part. Authentic objectivity bears no resemblance to the television newscaster's mechanical gesture of allocating the same number of seconds to both sides of a question, editorially splitting the difference between them, irrespective of their perceived merits.

22. Both passages are concerned with answering which one of the following questions?
- (A) What are the most serious flaws found in recent historical scholarship?
- (B) What must historians do in order to avoid bias in their scholarship?
- (C) How did the ideal of objectivity first develop?
- (D) Is the scholarship produced by relativist historians sound?
- (E) Why do the prevailing interpretations of past events change from one era to the next?
23. Both passages identify which one of the following as a requirement for historical research?
- (A) the historian's willingness to borrow methods of analysis from other disciplines when evaluating evidence
- (B) the historian's willingness to employ methodologies favored by proponents of competing views when evaluating evidence
- (C) the historian's willingness to relinquish favored interpretations in light of the discovery of facts inconsistent with them
- (D) the historian's willingness to answer in detail all possible objections that might be made against his or her interpretation
- (E) the historian's willingness to accord respectful consideration to rival interpretations

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24. The author of passage B and the kind of objective historian described in passage A would be most likely to disagree over whether
- (A) detachment aids the historian in achieving an objective view of past events
 - (B) an objective historical account can include a strong political commitment
 - (C) historians today are less objective than they were previously
 - (D) propaganda is an essential tool of historical scholarship
 - (E) historians of different eras have arrived at differing interpretations of the same historical events
25. Which one of the following most accurately describes an attitude toward objectivity present in each passage?
- (A) Objectivity is a goal that few historians can claim to achieve.
 - (B) Objectivity is essential to the practice of historical scholarship.
 - (C) Objectivity cannot be achieved unless historians set aside political allegiances.
 - (D) Historians are not good judges of their own objectivity.
 - (E) Historians who value objectivity are becoming less common.
26. Both passages mention propaganda primarily in order to
- (A) refute a claim made by proponents of a rival approach to historical scholarship
 - (B) suggest that scholars in fields other than history tend to be more biased than historians
 - (C) point to a type of scholarship that has recently been discredited
 - (D) identify one extreme to which historians may tend
 - (E) draw contrasts with other kinds of persuasive writing
27. The argument described in passage A and the argument made by the author of passage B are both advanced by
- (A) citing historical scholarship that fails to achieve objectivity
 - (B) showing how certain recent developments in historical scholarship have undermined the credibility of the profession
 - (C) summarizing opposing arguments in order to point out their flaws
 - (D) suggesting that historians should adopt standards used by professionals in certain other fields
 - (E) identifying what are seen as obstacles to achieving objectivity

S T O P

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION IN THE TEST.

Acknowledgment is made to the following sources from which material has been adapted for use in this test booklet:

W. Jacquelyne Kious and Robert I. Tilling, *This Dynamic Earth: The Story of Plate Tectonics*. ©1996 by the United States Geological Survey.

“Open Your Mind.” ©2002 by The Economist Newspaper Limited.

Elaine Showalter, *Sister's Choice: Tradition and Change in American Women's Writing*. ©1991 by Elaine Showalter.

Jennifer L. Tomsen, “‘Traditional’ Resource Uses and Activities: Articulating Values and Examining Conflicts in Alaska.” ©2002 by Alaska Law Review.

**Wait for the supervisor's instructions before you open the page to the topic.
Please print and sign your name and write the date in the designated spaces below.**

Time: 35 Minutes

General Directions

You will have 35 minutes in which to plan and write an essay on the topic inside. Read the topic and the accompanying directions carefully. You will probably find it best to spend a few minutes considering the topic and organizing your thoughts before you begin writing. In your essay, be sure to develop your ideas fully, leaving time, if possible, to review what you have written. **Do not write on a topic other than the one specified. Writing on a topic of your own choice is not acceptable.**

No special knowledge is required or expected for this writing exercise. Law schools are interested in the reasoning, clarity, organization, language usage, and writing mechanics displayed in your essay. How well you write is more important than how much you write.

Confine your essay to the blocked, lined area on the front and back of the separate Writing Sample Response Sheet. Only that area will be reproduced for law schools. Be sure that your writing is legible.

Both this topic sheet and your response sheet must be turned over to the testing staff before you leave the room.

Topic Code _____	Print Your Full Name Here		
	Last	First	M.I.
Date / /	Sign Your Name Here		

Scratch Paper

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LSAT Writing Sample Topic

Directions: The scenario presented below describes two choices, either one of which can be supported on the basis of the information given. Your essay should consider both choices and argue for one over the other, based on the two specified criteria and the facts provided. There is no “right” or “wrong” choice: a reasonable argument can be made for either.

The biggest newspaper in a large market is deciding whether to continue to write all of its local stories in-house or to contract out much of this work off-site to local freelancers. The largest section of the newspaper is devoted to local coverage. Using the facts below, write an essay in which you argue for one choice over the other based on the following two criteria:

- The newspaper wants to maximize the quality of its local coverage.
- The newspaper wants to minimize the costs of producing local stories.

Writing all local stories in-house requires maintaining an extensive staff for this purpose. This involves expenditures for salaries, benefits, and overhead. Staff must also be reimbursed for employee business expenses associated with gathering stories. The day-to-day management of personnel frictions in a sizable staff can be challenging. Training and communicating with in-house staff is direct. This allows for the effective adoption and maintenance of strict standards. Different approaches and innovation tend to be discouraged.

Contracting out much of the responsibility for local coverage would tend to encourage different approaches and innovation. It would free up some staff time for potentially more rewarding work such as conducting in-depth investigations of local concerns. The only compensation for the freelancers contracted for local coverage would be a fixed amount for each accepted story, depending on its length after editing by in-house staff. There would be a high turnover of these freelancers. Their loyalty to the company would be relatively low. Hiring replacements would require staff time. Training and communicating with freelancers would be relatively difficult. This includes efforts to inculcate and enforce strict standards.

Scratch Paper

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LAST NAME (Print)

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MI

[illegible]

FIRST NAME (Print)

SIGNATURE

Writing Sample Response Sheet

**DO NOT WRITE
IN THIS SPACE**

**Begin your essay in the lined area below.
Continue on the back if you need more space.**

[illegible]

Directions:

1. Use the Answer Key on the next page to check your answers.
2. Use the Scoring Worksheet below to compute your raw score.
3. Use the Score Conversion Chart to convert your raw score into the 120–180 scale.

Scoring Worksheet

1. Enter the number of questions you answered correctly in each section.

**Number
Correct**

SECTION I _____

SECTION II _____

SECTION III _____

SECTION IV _____

2. Enter the sum here: _____

This is your Raw Score.

Conversion Chart

**For Converting Raw Score to the 120–180 LSAT
Scaled Score
LSAT PrepTest 63**

Reported Score	Raw Score	
	Lowest	Highest
180	100	101
179	99	99
178	98	98
177	97	97
176	—*	—*
175	96	96
174	95	95
173	94	94
172	93	93
171	92	92
170	90	91
169	89	89
168	88	88
167	86	87
166	85	85
165	83	84
164	82	82
163	80	81
162	78	79
161	77	77
160	75	76
159	73	74
158	71	72
157	69	70
156	67	68
155	66	66
154	64	65
153	62	63
152	60	61
151	58	59
150	56	57
149	54	55
148	53	53
147	51	52
146	49	50
145	47	48
144	46	46
143	44	45
142	42	43
141	41	41
140	39	40
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138	36	37
137	35	35
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134	30	31
133	29	29
132	28	28
131	27	27
130	25	26
129	24	24
128	23	23
127	22	22
126	21	21
125	20	20
124	19	19
123	18	18
122	—*	—*
121	17	17
120	0	16

*There is no raw score that will produce this scaled score for this test.

SECTION I

- | | | | |
|------|-------|-------|-------|
| 1. C | 8. E | 15. C | 22. B |
| 2. B | 9. D | 16. D | 23. B |
| 3. C | 10. A | 17. C | 24. E |
| 4. D | 11. D | 18. E | 25. A |
| 5. B | 12. B | 19. C | |
| 6. A | 13. D | 20. B | |
| 7. B | 14. D | 21. E | |

SECTION II

- | | | | |
|------|-------|-------|-------|
| 1. E | 8. C | 15. A | 22. C |
| 2. B | 9. D | 16. B | 23. D |
| 3. A | 10. A | 17. B | |
| 4. C | 11. B | 18. B | |
| 5. E | 12. E | 19. C | |
| 6. B | 13. C | 20. E | |
| 7. D | 14. E | 21. A | |

SECTION III

- | | | | |
|------|-------|-------|-------|
| 1. E | 8. B | 15. E | 22. A |
| 2. D | 9. C | 16. E | 23. C |
| 3. E | 10. A | 17. D | 24. A |
| 4. A | 11. B | 18. A | 25. A |
| 5. D | 12. A | 19. C | 26. A |
| 6. D | 13. B | 20. E | |
| 7. B | 14. B | 21. B | |

SECTION IV

- | | | | |
|------|-------|-------|-------|
| 1. A | 8. B | 15. D | 22. B |
| 2. C | 9. A | 16. C | 23. C |
| 3. E | 10. C | 17. D | 24. B |
| 4. B | 11. A | 18. A | 25. B |
| 5. A | 12. C | 19. C | 26. D |
| 6. E | 13. C | 20. B | 27. E |
| 7. C | 14. B | 21. A | |