

Hey [REDACTED]

Looked at your essays and had some thoughts about presentation, which is a common issue.

1) Issue headings

You could make the grader's life a lot easier by being liberal with headings. Taking Q5 for example, you discuss SOF but don't have a heading that clearly calls it out. They'll be skimming for these big issues, so make it easier for them to see them. So on the first page of this essay (bear in mind that I haven't seen the actual prompt), I might expect to see these headers:

Validity of contract [seems like it was a slam-dunk dismissal that didn't require much analysis]
Statute of frauds
SOF exception – sale of goods

Validity of contract [again, for Charlie]
Offer
Acceptance
Consideration
Etc.

Now the grader can tell you talked about all this. Compare to what you have currently – merely a callout for what I assume are prompts. If the grader was on the fence, this can make the difference between rounding down/up the score.

Similar issues with Q4 – each duty could easily have its own issue heading. Q2 was better.

This is beneficial not only to the grader but also to you. **Issues are the MOST important part of the essay. Of course the other parts are important also, but no issue = no IRAC = no points. Getting down the issues to discuss will arise more naturally if you spend 10-15 minutes setting up an outline with issues and rules.**

If you want some issue checklists/flowcharts as a reference, here are some samples:
<https://www.makethisyourlasttime.com/products/>

2) Commingling R and A

In a similar vein, it's ideal to keep the rule and application separate. Makes it easier to see what law is being applied.

Q5 as an example again, top of page 2 re acceptance – that first paragraph is all about acceptance. It should look like this:

Acceptance

Acceptance under the UCC requires...

Here, Sam signed [no need to say “the facts state”]...

Thus...

These are all separate lines. Writing like a bar taker, not a lawyer, means very mechanical IRAC. Not the time for “creative writing.”

3) Don't write huge paragraphs.

Along the same line, keep it simple to read and understand.

Q2 page 2 as an example (there are many other instances like this in your other essays): The entire content-based vs. neutral analysis is a paragraph with the rule, analysis, and conclusion... Next time, make this three separate paragraphs. The graders will want to fly through their stack of shitty essays. Don't give reasons to get a headache. Get in, get the points, and get out.

Miscellaneous

Q3

- You had an interesting format – arguments, prosecution response, court ruling. I haven't seen the prompt to see whether this was appropriate.
- Bottom of page 2, you conclude ahead of time (“likely guilty”). This is a dangerous game. If the grader has the “right” answer in mind, this can only make the essay look worse but not better.
- Appreciate the headings for sub-issues/elements.

If you get a [BarEssays](#) subscription, you can see what high-scoring answers did. I have a coupon if you decide to go for it.

I think you know the law well from what I can tell in the essays and your MBE score. Just have to demonstrate it properly!

Let me know if you need clarification. Good luck!

Brian