



## AP<sup>®</sup> United States History 2003 Scoring Commentary

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**Question 1**

<u>Sample</u>	<u>Score</u>	<u>Rationale</u>
1D	4 (Low)	This essay has a thesis that is not adequately supported. It makes generalizations about responses and the changing role of government. Although it uses a number of documents, it simply quotes or paraphrases without understanding the information. It is void of outside information other than bland general statements and consists of a series of general statements lacking substance.
1G	7 (Medium)	This essay has a good thesis and addresses all parts of the question. It has a clear discussion of the problems of the depression, and responses to each of these problems are clearly identified. It has some good analysis, such as its treatment of the TVA, African Americans and Social Security. It makes some confused statements about agriculture. Other documents such as the letter to Wagner and the Lewis radio broadcast are not fully developed. It has some outside information, such as FDIC and African American support for the Democratic party. However, the limited outside information and simplified analysis of some documents keep it out of the top category.
1I	9 (High)	This essay has a clear thesis that is well developed. It has an effective analysis of the responses, their effectiveness and the changing role of the government. It demonstrates a thorough understanding of the economic thrust of the New Deal and has a good sense of chronology. Among the New Deal programs, it makes distinctions between permanent reform and short-term relief measures. It makes substantial use of documents, which are integrated in the essay. It has an abundance of specific and relevant outside information. A few minor errors do not detract from the quality of the essay.

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**Question 2**

<b><u>Sample</u></b>	<b><u>Score</u></b>	<b><u>Rationale</u></b>
E	5 (Low)	Has a dogmatic thesis (“simply useless”) dealing only with the ineffectiveness of the Articles. Has a range of specific, relevant information, though the information is not as rich or as well handled as in stronger papers in this category. Good understanding of the objectives of the government but not many specifics. Has little analysis, though the awkward organization diminishes its effectiveness. Has some errors (i.e., regarding law making), though none are fatal. Organization is barely adequate; writing is acceptable.
G	7 (Medium)	A good thesis that provides historic context and cites strengths and weaknesses of Articles. Positives like successfully conducting the Revolution and passage of the western ordinances are contrasted with inability to tax, to regulate commerce and currency, and deal with Shay’s Rebellion. Nice chronological organization and good writing but not enough development and detail for top category.
I	9 (High)	Excellent thesis statement. Has extensive diverse information and analysis including many topics and issues regarding the effectiveness and ineffectiveness of the Articles. Particularly the interconnected economic problems, as well as less common information such as Britain flooding American markets. Has a minor error in the date of the Northwest Ordinance. Well-written and well-organized. A strong paper relative to others.

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**Question 3**

<u>Sample</u>	<u>Score</u>	<u>Rationale</u>
E	5 (Low)	This essay contains a thesis that partially addresses economic and social change, but is much weaker on the latter. A number of modes of transportation are included, i.e., roads, canals, steamboats, railroads, but there is limited development about them and it is sometimes outside of the time period (Mark Twain, standard time zones).
G	7 (Medium)	Beginning with a clear thesis, this essay goes on to analyze the effects of several transportation developments (improved roads, steamboats, canals, railroads) on economic and social change. The essay has an accurate chronology of transportation developments and offers some analysis of both categories. Although the essay offers solid historical information (steamboats on Mississippi and Missouri Rivers, Erie Canal, growth of specific cities and trade routes linked to transportation, western development), its weaker analysis keeps it out of the top category.
I	9 (High)	This essay contains a clear, well-developed thesis that addresses how developments in transportation created an interdependent economy. The essay then uses excellent specific historical information to support how developments in transportation affected industrial growth, expansion of the West, and sectionalism. It also recognizes that the most important effects of transportation on the trans-Mississippi West came after the Civil War. There is depth of analysis regarding economic change (industrial growth, East-West trade) and social change (westward expansion, sectionalism). It is well-written and well-organized.

**Question 4**

<u>Sample</u>	<u>Score</u>	<u>Rationale</u>
E	5 (Low)	Partially developed thesis that covers the entire time period. Factual, but needs to show more depth of understanding and a more balanced treatment between regions. Limited evaluation.
G	7 (Medium)	This essay presents a clearly stated thesis that is well developed with substantial relevant information. The essay addresses the political and economic developments of the North and West, although there is an imbalance with less of an emphasis on political developments in the West. A few minor errors. The essay is well written and well organized.
I	9 (High)	Strong, articulate, sophisticated thesis that is supported by evidence throughout the essay. Well-balanced treatment of both Northern and Southern economic and political developments, with good use of detail. Excellent conclusion that pulls together the elements of the essay.

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**Question 5**

<u>Sample</u>	<u>Score</u>	<u>Rationale</u>
E	Low	The thesis in this essay is fairly simplistic. The sections on the topic of women contain acceptable generalizations. The section on race in the 1920s is overly brief and that dealing with the 1950s does have some errors. The analysis, however limited, is supported by some pertinent information, which gets the essay into the bottom of the 5-to-7 category.
G	Medium	The thesis explicitly contrasts the two decades in two categories and makes pertinent connections between them. The essay shows some sophistication about the issues and contains copious detail. Its thesis — that the two decades share many characteristics — is somewhat simplistic, and the analysis is not as full or effective as it would need to be in order to be placed into the next category. Minor errors (“the Berger Court”) do not detract from the quality of the essay.
I	High	This essay begins with a clear, well-developed thesis. It deals in an integrated way with consumerism as a comparable, mass phenomenon in both periods. The section of the essay dealing with race relations is especially strong in that it discusses nativism as an aspect of race in America. Although the content of the essay is exemplary, the analysis is more implicit than explicit.