



AP[®] U.S. History 2000 Scoring Commentary

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AP[®] U.S. HISTORY
2000 SCORING COMMENTARY

Question 1

Sample C – Score 3

This essay has a limited and undeveloped thesis statement. It briefly cites documents (e.g., Western Union not linked to yellow dog contracts) but has little outside information and no discussion of factors. The essay is simplistic and vague and has a couple of facts. It contains vague general knowledge of the period.

Sample F– Score 6

This essay has a thesis which addresses whether organized labor was effective. It has a good discussion of several factors and uses a substantial amount of outside information. It has decent analysis (e.g., nice linkage with settlement houses). It also has several errors (it misinterprets docs. C and G).

Sample I – Score 9

This essay has a strong thesis carried out throughout the paper. It has a plethora of outside information presented in a sophisticated manner (Debs, Haymarket, Altgeld, “Acres of diamonds,” labor day holiday). It has a number of factors that are nicely analyzed and documents are nicely interwoven into the analysis. There is an error in the use of Doc. A, but other strengths compensate for it.

Question 2

Sample C – Score 8

This essay has a confused thesis. It lists facts with no application to the thesis and has little analysis.

Sample F – Score 6

This essay has a straightforward thesis and a number of specific examples and some analysis. It lacks balance, since it is quite strong on the British and marginal on the French.

Sample I – Score 9

This essay has a clear, well-developed thesis with great deal of supporting information, especially with regard to Spanish/Indian interaction. It has excellent analysis and a sophisticated discussion of both economic and cultural aspects. It has a strong concluding paragraph that clearly contrasts the differences in the experiences of the British and the French.

AP[®] U.S. HISTORY
2000 SCORING COMMENTARY

Question 3

Sample E – Score 4

A very limited thesis and weak examination of the moral arguments (“slavery was immoral”) makes this essay a 4. There is some simplistic understanding and coverage of two factors (Mexican War and Compromise of 1850). The neglect of the nonextension of slavery in the Compromise of 1850, and Texas and Clay’s presidential ambitions are detractors.

Sample H – Score 7

The clear thesis, which is developed with solid discussion of two factors, highlights this essay. There is assessment demonstrated through statements like “The Missouri Compromise temporarily put the lid on the slavery issue.” The student is much stronger with the Missouri Compromise than the Mexican War as the essay suggests that the Mexican Cession territory was open to popular sovereignty before the popularization of the idea.

Sample J – Score 9

A solid, well-developed thesis coupled with the recognition that the moral argument becomes stronger over time makes this essay a solid 9. Both the Missouri Compromise and the Compromise of 1850 are supported with substantial, relevant information (fugitive slave law, personal liberty laws, how the Missouri being a slave state would affect North’s power . . .). Concrete assessment of those moral arguments and political actions round out this first-rate essay.

Question 4

Sample C – Score 3

This essay contains a partially developed thesis where the student attempts to answer question but doesn’t follow through. The essay contains very limited information that confuses causes with objectives (warfare-cause/ suppression -objective). The student does connect objective of helping allies to achievement.

Sample G – Score 7

This essay possesses a strong thesis that the U.S. seemed to have achieved goals but did not. The student clearly connects objectives and outcomes of the war. Although in the second paragraph the economic causes and results are not stated clearly, the economic causes are mixed with the better-stated objectives in the following paragraphs.

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2000 SCORING COMMENTARY**

Question 4 (cont.)

Sample I – Score 9

This essay has a clear thesis that the US for most part did not achieve its objectives, and the argument is consistently developed. The student clearly analyzes the extent of achievement of objectives and clearly recognizes which objectives led to war and which evolved during the war. The thesis is supported with substantial and relevant information. Minor errors do not detract from overall essay.

Question 5

Sample D – Score 3

The thesis restates the question. There is some relevant information in the section on race relations; much of the section on gender roles is out of the time period. In sum, much of the essay does not respond to the question.

Sample G – Score 6

This essay has an acceptable thesis. The form is far more narrative than analytical. Here and there the writing is imprecise, though acceptable. Coverage of two areas is balanced.

Sample J – Score 9

This essay has a fairly sophisticated thesis. The coverage of two areas, gender roles and race relations, is quite good. Analysis is strong throughout the essay and is rich in contextualization. Has conciseness that does not detract from quality. It has a minor error — the incorrect dating of the Brown v Board of Education ruling as 1963.