



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

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**Question 1 (DBQ)**

<b><u>Sample</u></b>	<b><u>Score</u></b>	<b><u>Rationale</u></b>
C	Low (3)	This essay offers a minimal thesis about the effectiveness of Progressive reforms at the national level. It then provides a serial summary of the documents that has no clear relationship to the thesis. The essay lacks significant outside information on the Progressive Era. Organization and writing are unclear.
F	Medium (6)	This essay contains a thesis that evaluates the overall success of Progressive reforms. The thesis is supported by some good use of documents (e.g., the juxtaposition of the Hammer case and the Addams passage) and some good use of outside information. A fairly clear sense of the limitations of Progressive reform and a strong conclusion. Some errors, for instance concerning woman suffrage.
I	High (9)	This essay has as its thesis a clear, nuanced evaluation of the success and limitations of Progressive reform. It is supported by strong use of documents and considerable outside information. It shows some understanding of the mind-set of many Progressive reformers and uses this understanding to attempt to explain some of the limitations of reform. Clearly written and well organized

**Question 2**

<b><u>Sample</u></b>	<b><u>Score</u></b>	<b><u>Rationale</u></b>
C	Low (3)	This essay has a limited thesis dealing with one tension for each of the two events discussed. The information offered about the events is mostly general or erroneous. The essay has limited analysis.
G	Medium (7)	This essay contains a reasonably clear analysis of the tensions associated with two events. Supporting information is generally accurate and there is some good analysis regarding social tensions and gender tensions in the Salem trials, but the thesis is not fully developed. The Stono rebellion is treated in more general terms, and a comparison between the two events is made but not developed.
H	High (8)	This essay develops a strong comparison with considerable accurate supporting information. The analysis of the tensions seen in each event is sophisticated and the essay discusses both events effectively in the context of the stresses of colonization. There are some inaccuracies concerning the Salem witch trials (“burned at the stake”), which were considered minor errors.

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**Question 3**

<b>Sample</b>	<b>Score</b>	<b>Rationale</b>
C	Low (3)	This essay contains a minimal thesis expressed in general terms. While it has no major errors, it lacks specifics. It attempts no analysis beyond that suggested by the wording of the question itself.
F	Medium (6)	While the thesis is somewhat general, this essay does offer considerable specific information and some fairly sophisticated comparative analysis of the underlying motivations of the Whiskey Rebellion and the Hartford Convention, as well as a nice contrasting treatment of the relative effectiveness of their different methods.
I	High (9)	This essay has a clear thesis that is well-developed and supported with substantial information. For both events, the essay deals effectively with both the motives of those resisting the government and the effectiveness of their efforts. It also deals well with the reactions of the federal government to two different challenges to its authority. The comparison of the two events could have been developed somewhat more fully.

**Question 4**

<b>Sample</b>	<b>Score</b>	<b>Rationale</b>
C	Low (3)	This essay attempts little in the way of analysis and offers few specifics about the responses of farmers and industrial workers. Organization and writing are minimally competent.
F	Medium (6)	This essay has a clearly stated, though somewhat general thesis that is reasonably well developed. The essay's treatment of farmers' responses is competent. The essay shows some detailed knowledge of the problems faced by labor organizations in the Gilded Age. Mention of "the late 1960's" in the beginning of the second paragraph is considered a minor error, since all the details offered are in the correct time period.
I	High (9)	This essay has a clear thesis that is well developed and supported with a wealth of accurate information on farmers and industrial workers in the period. The essay shows a clear understanding of the limitation of farmers' and industrial workers' ability to improve their condition. The link to the Progressive Age is also effectively argued.

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**Question 5**

<b><u>Sample</u></b>	<b><u>Score</u></b>	<b><u>Rationale</u></b>
D	Low (4)	This essay presents an adequate summary of some of the main political events of the three administrations. It fails to deal explicitly with either the power of the presidency or the role of the media in any of the three. The essay has no historical analysis. Organization is a simple chronological run-through.
H	Medium (7)	This essay presents a reasonably clear thesis about the increasing importance of the media for the presidency and develops it fairly well with considerable accurate supporting information, though the treatment of the Nixon administration is limited. There is little direct reference to the changing powers of the presidency during the three administrations. The essay has a few minor errors.
J	High (9)	This essay has a clear well-developed thesis that successfully links the changing power of the presidency in the three administrations to the growing importance of the media. The essay presents a substantial amount of accurate supporting detail, though its treatment of the Nixon administration is somewhat limited. It is well written and well organized.