



AP[®] United States History 2004 Scoring Commentary

The materials included in these files are intended for noncommercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program[®]. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. This permission does not apply to any third-party copyrights contained herein. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here.

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,500 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com

Copyright © 2004 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Central, AP Vertical Teams, APCD, Pacesetter, Pre-AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service. Other products and services may be trademarks of their respective owners.

For the College Board's online home for AP professionals, visit AP Central at apcentral.collegeboard.com.

**AP[®] UNITED STATES HISTORY
2004 SCORING COMMENTARY**

Question 1

Sample: 1A

Score: 5

This essay has a simplistic thesis that nonetheless is developed throughout. It is clearly organized around the three categories and uses a fair number of documents. The essay has considerable outside information, such as Pontiac's rebellion and forts in the Ohio valley. It makes the subtle point that the Sugar Act affected only a small group of people, and because of smuggling it generated less revenue than expected. The essay is stronger on politics and economics than ideology.

Sample: 1B

Score: 7

This essay has a clear thesis that is developed consistently throughout. It has a good sense of change over time. Although it makes a cursory use of documents, it is strong on outside information. The essay displays a sophisticated understanding of territorial acquisition and contains a solid discussion of the economic issues. It has a few minor errors, such as the reference to the Tea Act and Roger Walpole, which do not detract from its quality. Ideological relations are addressed but not clearly developed. The essay has a solid conclusion and uses well information that is outside the time period, such as the Molasses Act.

Sample: 1C

Score: 9

This is an example of an exemplary essay. It contains a thesis that is well developed throughout. While the essay does not explicitly denote political and ideological relations in the topic sentences of paragraphs, it does carefully consider all three categories. The essay makes use of a substantial number of documents, which are integrated nicely into the narrative. It provides abundant and relevant information that supports the explanation of the changes taking place. For example, the essay addresses the origins of the war and subtly notes the role of Native Americans; it explains the changing nature of the war under William Pitt and the views of many colonists at the conclusion of the war. The essay is superior on the changing economic relations, particularly addressing "Grenville's program" and the colonial response in the Stamp Act Congress and the Sons of Liberty.

**AP[®] UNITED STATES HISTORY
2004 SCORING COMMENTARY**

Question 2

Sample: 2A

Score: 6

This essay has an awkwardly constructed thesis and contains some errors (describing “King Cotton” and “industrialization” as 18th century phenomena, inaccurately referring to states considering women’s suffrage, and the slave trade). However, it contains a broad range of relevant information and does a good job of defining Republican Motherhood. It does have some organizational problems.

Sample: 2B

Score: 7

This essay has a thesis that is restated in the conclusion. It has very good information and a sophisticated analysis of slavery, but it is not well organized. It has an understanding of the issue regarding the status of women, but this is not strongly developed. The term abolitionist is misused. The writing is acceptable.

Sample: 2C

Score: 9

This is a well-developed, well-organized, well-written essay that stresses the limitations of the impact of the Revolution on both women and slavery by employing several examples of relevant information to make its case. Its strength lies also in its clarity of analysis. Even though it does not have as much detail as some high-ranking essays, its overall quality pushes it to the top of the 8-9 category.

**AP[®] UNITED STATES HISTORY
2004 SCORING COMMENTARY**

Question 3

Sample: 3A

Score: 5

This essay has a thesis that addresses the question of the effectiveness of political compromise in the time period. It includes some relevant information on slavery, the Tenth Amendment, the Missouri Compromise, the Kansas Nebraska Act, and the Compromise of 1850. There is some analysis: it notes the connection between the slavery issue and the Compromises of 1820 and 1850, mentioning, for example, the Northern reaction (“the Liberty law [sic]”) to the Fugitive Slave Law. The statement that Texas entered the Union as a slave state as part of the Compromise of 1850 is an error that does not seriously detract from the quality of the essay.

Sample: 3B

Score: 7

After establishing various Northern and Southern views on slavery, the essay presents a clear thesis that addresses the effectiveness of political compromise in reducing sectional tension regarding slavery. The author supports the thesis with solid, relevant information (Missouri Compromise, popular sovereignty, Bleeding Kansas, Crittendon Compromise). There is some confusion on the results of the Crittendon Compromise and no explanation of the 1850 Compromise in the conclusion. The essay offers a very good analysis of the effectiveness of compromise in addressing sectional tensions during this time period. It has acceptable organization and writing.

Sample: 3C

Score: 9

This essay begins with a strong thesis. The argument draws on key issues (tariff, slavery) and is well supported with substantial relevant information (Missouri Compromise, Tariff of 1828, the Mexican War, Compromise of 1850, Kansas Nebraska Act). It offers a concise yet thorough analysis of the effectiveness of compromise over time. The essay is well written, organized clearly, and contains solid information. This is an excellent and sophisticated essay.

**AP[®] UNITED STATES HISTORY
2004 SCORING COMMENTARY**

Question 4

Sample: 4A

Score: 5

This essay has a thesis that is well developed. It makes a good compare and contrast argument that is woven throughout. The essay does have an imbalance: the discussions of the New Deal are considerably stronger than the treatment of the Progressive period. It lacks a clear understanding of Progressivism and its policies (with the exception of child labor) and needs more factual information to support its discussions on poverty.

Sample: 4B

Score: 7

This is an excellent essay with a strong thesis that is well developed. It presents solid information on the New Deal and makes nice connections between the Progressive Era and the New Deal. The lack of specific information about Progressive era policies keeps it out of the top category.

Sample: 4C

Score: 9

The essay has a sophisticated thesis that demonstrates an understanding of the reforms of the two time periods. There is good, balanced treatment of the Progressive era and New Deal issues. It has excellent analysis and is well written. The error on Horace Mann is minor and does not keep this essay out of the top category.

**AP[®] UNITED STATES HISTORY
2004 SCORING COMMENTARY**

Question 5

Sample: 5A

Score: 5

This essay has a thesis that is not borne out, and it makes an unsophisticated attempt at analysis. While the essay provides a number of supporting details about the U.S. policy of containment in Vietnam and Cuba, the material is general, not lending itself to a thorough understanding of both the successes and failures of containment throughout two regions.

Sample: 5B

Score: 7

This is a wide-ranging essay that shows a good understanding of the successes and failures of containment in Europe and East and Southeast Asia. This understanding is demonstrated in a balanced essay that owes more to description than analysis; hence, it does not reach the highest scoring range. Minor errors, such as the misstatement about North Vietnamese troops in Saigon, do not seriously detract from the quality of the essay.

Sample: 5C

Score: 8

This essay has an introduction that shows a good understanding of how the Cold War led to the U.S. developing its policy of containment; the introduction sets the stage for the body of the essay, which does a good job of integrating narrative and analysis to show the development of containment from Europe to Asia. While excellent, the writing in the essay is straightforward but not sophisticated enough for it to receive the highest mark.