



AP[®] United States History 2001 Scoring Commentary

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Question 1

Sample	Score 1-9	Commentary
HH	8	This essay has a well-developed thesis and an excellent discussion of internal and external fears. It has considerable outside information such as Alger Hiss, Whitaker Chambers, Ethel and Julius Rosenberg, the Hungarian revolution, Cuba and the use of brinkmanship. It has a good analysis of documents and is well organized. Its only error is that Eisenhower did not publicly denounce McCarthy. Its level of analysis keeps it out a 9.
HHH	6	This essay has a clear thesis and contains a good amount of outside information with some limited analysis. It discusses McCarthy, “Red-hunting,” HUAC, Hiss and ties Dulles to massive retaliation. It uses a good number of documents with some analysis. It is stronger on fears than Eisenhower’s response.
III	4	This essay has a rather simplistic approach to the question and is confused. There are some references to the documents, but little analysis. There is some outside information (McCarthy, Korea, the Rosenbergs), but scant application of the material. It has major errors, most notably arguing that Eisenhower fought offensively with nonconventional weapons, while Truman was the opposite. It does tie the 1953 spending increase to Korea, but argues the 1959 increase was due to Vietnam.

Question 2

Sample	Score 1-9	Commentary
AAA	9	This essay has a strong, well-developed and well-supported thesis with excellent analysis. It effectively traces the gradual growth of the institution of slavery in the southern colonies — from localized experimentation to complete dependency. All three factors are addressed and supported by relevant historical information. A clear sense of the sequence of events is present throughout the essay.
FFF	7	This essay has a strong thesis and some outside information such as the discussion of the triangular trade. It addresses all three factors, although the discussion on social factors is weak. Its thin use of outside information and little analysis keep it in the middle category.
DDD	4	This essay has a limited thesis that is not carried out in the essay. Has some outside information such as the triangular trade and indentured servants but very little analysis.

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Question 3

Sample	Score 1-9	Commentary
II	9	This is a sophisticated essay with a clear, well-developed thesis, substantial outside information, and an excellent analysis. After providing excellent background information leading up to Jackson's presidency, the student examines the importance of manhood suffrage, the frontier/log cabin image, the destruction of the second Bank of United States ("a tool of the wealthy...") and the panic of 1837. The discussion of reform is solid with good analysis of abolition, Dorothea Dix, prison and education reform, and women's rights movement. There are a few minor errors which do not detract from the overall quality of the essay.
EE	7	This essay has a strong thesis and an effective analysis of the bank veto and its impact on the common man. The essay is imbalanced in that the analysis on reform movements is weaker. It also lacks clarity on issues such as the treatment of Indian removal as a reform.
DD	4	This essay begins with a weak thesis, but it does address two categories with a general description of each. The discussion on reform is not impressive. There are several errors in the discussion of politics such as the references to the secret ballot and civil service. However, there is an attempt to address the accuracy of the label "common man" in its discussion of the spoils system, increase in voting population and Seneca Falls.

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Question 4

Sample	Score 1-9	Commentary
AAA	9	This essay has a sophisticated thesis and an excellent analysis of issues relating to transportation in the late nineteenth century. It has substantial outside information, which is used effectively to trace major developments in industry and agriculture. It ties in federal land policies, acts and supreme court rulings very well in the discussion of economic developments.
BBB	6	This essay has a thesis and some outside information. It focuses on transportation's (including steamboats and refrigerated rail cars) impact on towns and markets in terms of RR changes generating a need for materials and providing jobs. It has some errors such as the repeated reference to "eliminating overproduction." Its limited analysis of developments in industry keeps it in the middle category.
DDD	4	This essay has an unusual thesis. The essay focuses on how businesses affected transportation and then how transportation affected business. Thus, while the essay mentions a few consequences of transportation developments, most of the evidence is on industry and its primary thrust is the "symbiotic relationship" of industry and transportation. It shows some understanding of the period but not enough to overcome its failure to focus on the question asked. The essay is repetitive and filled with general statements.

Question 5

Sample	Score 1-9	Commentary
II	8	This essay contains a strong thesis that is well developed. It accounts for the rise of nativism by drawing upon numerous examples from the period. The analysis is highly effective, even insightful. A minor error about A. Mitchell Palmer does not detract from the overall quality of the essay.
AA	6	This essay contains a clear thesis and a limited analysis of the issues surrounding the rise of nativism. The essay blends together a nice discussion of the role of labor and politics. However, it focuses on the general history of the times, lacks specifics, and is thin on outside information.
FF	5	This essay has a simplistic thesis that is not well-supported through the essay. There is some information describing nativism and accounting for its rise. The essay remains in the middle of the category because of the paucity of analysis.