



## AP<sup>®</sup> United States History 1999 Scoring Guidelines

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**AP<sup>®</sup> UNITED STATES HISTORY  
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**Question 1**

**The 8-9 essay:**

- Contains a well-developed thesis that evaluates the *extent* to which colonists developed a sense of their identity and unity as Americans by the eve of the Revolution.
- Presents an effective analysis of the development of an American sense of identity and unity 1750-1776; may weave the two together — may be imbalanced between the two issues.
- Effectively uses a substantial number of documents.
- Supports thesis with substantial and relevant outside information.
- Is well-organized and has clear expression of ideas.
- May contain minor errors.

**The 5-7 essay:**

- Contains a thesis that addresses whether the colonists developed a sense of identity and unity as Americans by the eve of the Revolution.
- Has limited analysis, is mostly descriptive; may have serious imbalance between the two issues.
- Uses some documents effectively.
- Supports thesis with some outside information.
- Shows evidence of acceptable organization and writing; language errors do not interfere with comprehension of the essay.
- May contain errors that do not seriously detract from the quality of the essay.

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**Question 1 (cont.)**

**The 2-4 essay:**

- Contains a limited, confused, and/or poorly developed thesis.
- Deals with both identity and unity in a general manner or only discusses one issue; simplistic explanation.
- Quotes or briefly cites some documents.
- Contains little outside information or information that is generally inaccurate or irrelevant.
- Lack of organization and language errors interfere with comprehension of the essay.
- May contain major errors.

**The 0-1 essay:**

- Contains no thesis or a thesis which does not address the question.
- Exhibits inadequate or inaccurate understanding of the question.
- Contains little or no understanding of the documents or ignores them completely.
- Is so poorly organized or written that it inhibits understanding.
- Contains numerous errors, both major and minor.

**The " — " essay:**

- Is completely off topic or blank.

**SPECIAL NOTE:** Documents may be used implicitly or explicitly.

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**Question 2**

**The 8-9 essay:**

- Contains a clear, well-developed thesis that illustrates how two of the following — major personalities, states rights, and/or economic issues — specifically contribute to the reemergence of the two party system in the period 1820-1840.
- Develops the thesis with considerable, relevant supporting information.
- Has an effective analysis of two factors, and one may be stronger than the other.
- May contain minor errors.

**The 5-7 essay:**

- Contains a thesis that is partially developed.
- Supports the thesis with some factual information.
- Has limited analysis of two factors; may be unbalanced.
- May contain errors that do not detract from overall essay/argument.

**The 2-4 essay:**

- Lacks a thesis, simply restates the question, or presents a thesis that is confused or undeveloped.
- Provides a few relevant facts, or lists facts with little or no application to the thesis.
- Has little or no analysis, describes the impact of two factors in a general way or describes one factor in depth.
- May contain major errors.

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**Question 2 (cont.)**

**The 0-1 essay:**

- Provides an unresponsive or inappropriate response or may only paraphrase the question.
- Has little or no understanding of the question.
- Has substantial information that is completely outside the chronological period.
- May contain substantial factual errors.

**The " — " essay:**

- Blank or off task.

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**Question 3**

**The 8-9 essay:**

- Presents a clear, well-developed thesis.
- Provides effective analysis of the impact of both technological developments and government actions on the lives of the Plains Indians; treatment may be uneven.
- Supports thesis with substantial, relevant information.
- May contain minor errors that do not seriously detract from the essay/argument.

**The 5-7 essay:**

- Presents a thesis with limited development.
- Provides some analysis, mostly describes impact of one factor in detail and one superficially **OR** describes impact of both in a general way.
- Supports thesis with some general factual information.
- May contain errors that do not detract from overall essay/argument.

**The 2-4 essay:**

- Presents a thesis that is confused or undeveloped, or lacks a thesis.
- May simply restate the question as a thesis.
- Little or no analysis; describes impact of both factors in a superficial way **OR** describes impact of only one factor.
- Gives minimal information or lacks supporting information.
- May contain major errors that detract from the essay/argument.

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**Question 3 (cont.)**

**The 0-1 essay:**

- May paraphrase or restate the question.
- Provides an incompetent or inappropriate response.
- Shows little or no understanding of the question.

**The " — " essay:**

- Off task; blank.

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**Question 4**

**The 8-9 essay:**

- Contains a clear, well-developed thesis that presents ways that BOTH economic conditions and developments in the arts and entertainment created the reputation of the Roaring Twenties.
- Supports thesis with substantial, relevant information from BOTH areas. (But not about culture in general. For example, the mention of the “flappers” without a link to the arts or entertainment.)
- A limited amount of unconnected information will not keep the essay out of the top category.
- Discusses BOTH categories (economics and A & E), but may have some imbalance.
- Will have information on arts AND entertainment.
- Emphasizes link of BOTH categories to the reputation of the Roaring Twenties.
- May contain minor errors.

**The 5-7 essay:**

- Presents a thesis that acknowledges BOTH economic conditions and developments in the arts and entertainment and their link to the reputation of the Roaring Twenties.
- Supports thesis with some factual information from BOTH areas.
- May contain information that is not pertinent (for example, culture in general and politics). Such information receives no credit but is not regarded as an error.
- Addresses BOTH categories (economics and A & E), but may be imbalanced (uneven treatment).
- May not have information on both arts AND entertainment.
- Without explanation or elaboration, it acknowledges link of BOTH categories to the reputation of the Roaring Twenties; mostly describes conditions and developments.
- May contain errors that do not seriously detract from overall quality of the essay.



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**Question 4 (cont.)**

**The 2-4 essay:**

- Contains an unsupported thesis, or one that is confused, or lacks a thesis.
- Contains information on the 1920s, but is mostly unrelated to BOTH categories (A “shotgun” approach that fails to focus on the two categories);
- Or gives minimal information on BOTH categories.
- Does not address BOTH categories (economics and A & E), or related information is general.
- May offer links between only ONE category and the reputation of the Roaring Twenties.
- May contain major errors.

**The 0-1 essay:**

- Provides an incompetent or inappropriate response, or is excessively general or vague.
- May simply paraphrase or restate the question.
- Shows little or no understanding of the question.
- May have a few facts; but usually has substantial errors.

**The " — " essay:**

- Is completely off topic or blank.

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**Question 5**

**The 8-9 essay:**

- Presents a clear, well-developed thesis that delineates the degree of success/failure of U.S. containment policies in Asia.
- Supports thesis with substantial relevant information covering the time period.
- Understands the complexity of the question.
- Provides an effective analysis of containment in Asia
- May contain minor errors that do not detract from the overall essay

**The 5-7 essay:**

- Presents a clear thesis with limited development.
- Supports thesis with factual information relevant to the question.
- Addresses the complexity of the question in a general way; may lack depth although breadth will be apparent.
- Provides limited analysis.
- May contain errors.

**The 2-4 essay:**

- Presents an undeveloped thesis; Asia is often incidental to the response.
- Lacks supporting information relevant to the question, or gives minimal information.
- Ignores complexity.
- Offers little or no analysis.
- May contain major errors.

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**Question 5 (cont.)**

**The 0-1 essay:**

- Provides an incompetent or inappropriate response.
- May simply paraphrase or restate the question.
- Shows little or no understanding of the question.

**The " — " essay:**

- Blank, drawing, or off-task essay.

**NOTE:** The key to a strong answer is to demonstrate an understanding of U.S. containment policy in Asia. The strong essays tend to address China, Korea, and Vietnam, although not necessarily to the same degree.