

**2023**

**AP®**



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# **AP® United States History**

## **Sample Student Responses and Scoring Commentary Set 2**

### **Inside:**

#### **Long Essay Question 3**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**Question 3: Long Essay Question, 19th Century Growth of Political Parties**

**6 points**

**General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim  (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"There were many ways that the debates over the role of government in the United States contributed to political party growth from 1800 to 1854."</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Changes in the United States economy in the early 1900s contributed to the development of new regional and national government policies."</i></li> </ul> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>Provide a historically defensible thesis or claim about how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>	
<p><b>Examples that do not earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"While the acquisition of territories to expand the United States contributed to some political debate, the issue of whether the federal government should allow slavery to expand into new territories was the primary cause of political party growth from 1800 to 1854."</i></li> </ul> <p><b>Establish a line of reasoning with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"Political debates over whether the government should intervene in the issues of slavery and internal improvements led to changes in political parties throughout the early nineteenth century."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Debates over the best role for the federal government in promoting business contributed to the growth of political parties."</i> (Minimally acceptable thesis/claim)</li> </ul>		
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization  (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Under the Monroe Doctrine the United States asserted a right to limit European imperialism in the Western Hemisphere."</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The early nineteenth century was an era of significant political change."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>Accurately describe a context relevant to how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.</p> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>American Revolution</li> <li>United States Constitution</li> <li>State ratification conventions</li> <li>Federalists and Antifederalists</li> <li>Washington's Farewell Address</li> <li>Market revolution</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"Disagreement over the powers of the central government that began during the period of the Articles of Confederation persisted even after the United States Constitution was ratified, contributing to debates over economic policy and the formation of political parties."</i></li> <li><i>"In the Revolutionary War, America gained its independence from Britain. At first the government was pretty weak but before long the Constitution created our current government."</i></li> <li><i>"In the days of the early republic, there were those who supported the Constitution and a strong federal government and there were those who opted for a strong state government and opposed the Constitution."</i> (Minimally acceptable context)</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
Row C Evidence  (0-2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the topic of the prompt.	<b>2 points</b> Supports an argument in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>"Federalists and anti-Federalists argued whether or not the U.S. Constitution should be ratified."</i></li> </ul>		<p><b>Responses that earn 1 point:</b></p> <p><u>Identify at least two specific historical examples</u> relevant to how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.</p> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Thomas Jefferson</li> <li>Alexander Hamilton</li> <li>Louisiana Purchase</li> <li>Revolution of 1800</li> <li>Era of Good Feelings</li> <li>John Marshall</li> <li><i>McCulloch v. Maryland</i></li> <li>Supremacy of federal law</li> <li><i>Gibbons v. Ogden</i></li> <li>Commerce clause</li> <li>Second Bank of the United States</li> <li>American System</li> <li>Henry Clay</li> <li>Andrew Jackson</li> <li>Missouri Compromise</li> <li>Nicholas Biddle</li> <li>Internal Improvements</li> <li>Industrialization</li> <li>Democratic Party</li> <li>Whig Party</li> <li>Free Soil Party</li> <li>Republican Party</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>"Henry Clay supported using federal funds to construct internal improvements like canals and roads through the American System."</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p><u>Use at least two specific historical examples</u> to support an argument regarding how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.</p> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>"In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers; this led to their increased prominence."</i> (Uses evidence to support an argument about how the continuity of debates from earlier periods increased the influence of political parties)</li> <li><i>"When Jefferson bought Louisiana despite having previously argued against the Federalists ideas about expansive federal power, he showed that parties like the Democratic-Republicans grew in the 1800s even when there was some agreement about the role of government."</i> (Uses evidence to support an argument about how debates about the power of the federal government didn't always drive political party growth in the early 1800s)</li> <li><i>"Politicians from regions like New England formed the Whig Party because they opposed the efforts of Jacksonian Democrats to deny that the federal government had the power to recharter the Second Bank of the United States."</i> (Uses evidence to support an argument about how debates over economic policy led to the growth of political parties)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about how political compromises contributed to divisions within political parties, with evidence about the effect of the Missouri Compromise and the Compromise of 1850.)</li> </ul>			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning  (0-2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> Must demonstrate the use of historical reasoning to explain how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854, although the reasoning may be uneven, limited, or imbalanced.	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul>	
<b>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li>"Nicholas Biddle was the head of the Second Bank of the United States."</li> </ul>	<b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how attempts to create compromises over the issue of slavery contributed to the decline of the Whig Party.</li> <li>Discussing how the extension of suffrage to most White men by the government fueled support for the Democratic-Republican Party.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>"As a result of attempts to compromise over the expansion of slavery, the inclusion of the Fugitive Slave Act as part of the Compromise of 1850 drove many in the North to begin to support political parties that were vocally antislavery."</i> (Indicates an effect of the federal government not resolving conflicts over the expansion of slavery)</li> </ul>	<b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>The response argues that political parties grew out of debates about how to best use federal power to support the economic interests of Americans. It then corroborates that argument with evidence of how different sections of the United States developed different visions of an ideal society because of the growth of slavery in the South and the growth of industry in the North.</li> <li>The response argues that the Jeffersonian Republican Party first grew because it advocated in favor of restraining the power of the federal government. It then modifies that argument with evidence that Thomas Jefferson used presidential authority to expand United States territory, which contributed to the continued popularity of this party.</li> <li>The response argues that during the period known as the Era of Good Feelings, the collapse of the Federalist Party and decline in political opposition showed that most Americans were supportive of Democratic-Republican approaches to the role of the federal government. It then modifies the argument with evidence about the formation of new political parties due to divisions over the federal role in expanding slavery.</li> </ul>	
<b>Additional Notes:</b> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

- Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Choose one  
Question 2

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

As the United States began to have its first peaceful transition of power with the Election of 1800, political factions were still divided on ~~the means~~ how much power the federal gov. had. Even as the ~~Democ~~ first ~~2~~ party system was abandoned for the 2nd, the same premise of gov. authority influenced the ~~2~~ opposing views. But as the US began expanding west, and gaining more land ~~from~~ from the Mexican Cession, a new debate of slavery emerged as the became the new focus. So, even though the debate in federal power did significantly contribute to the growth of political parties, other pressing issues, such as the slave issue, began influencing the interests of political parties.

~~In the beginning of the 19th century, Jeffersonian Democracy and the power of the federal gov. did determine In the 19th century, the federal power of the federal gov., while influential, was not the only thing separat~~

While political parties did ~~not~~ have the power of the federal gov at mint, sectional differences began dominating political actions.

~~For instance, when Henry Clay's American System proposed internal developments and protective tariff funded / monitored by the~~ For instance, while Andrew Jackson was a key continuation of

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Jeffersonian Democracy, a policy based on the taking away power from the federal gov, his presidency and actions began pointing out the sectional divide between the North and South. One example is with the Tariff of Abominations where Jackson ~~not only the raise~~ increase in tariffs disproportionately benefitted the North. Because the North was based on manufacturing, they could earn more profit while the South had to pay extra for imported goods. This led Jackson's VP, John C Calhoun to betray ~~to~~ Jackson and ignore the political loyalties they had with each other. Not only did Calhoun nullify the tariff, thus ignore Jackson's policy, he threatened that South Carolina would secede. And all of this was done because of Calhoun's ties to the South. So, no more did Calhoun back Jackson up because they both believed in states rights, or <sup>were a part of</sup> supported the same political party. Instead, he put his region's ~~to~~ (the South's) best interest at heart, ~~per~~ showing that the region's interest trumped the beliefs about central gov his political party had. Thus, with this emphasis on regional interests, the Jacksonian Democracy marked a



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shift towards to a political party system where ~~a region~~ regional interests trump political loyalties.

As regional tensions began to grow, political parties began to shift their focus to slavery, as slavery was a key regional conflict. ~~For example, with the Wilmot Proviso & as the horrors of slavery began to gather support from Abolitionists as the South elaborated, as the south began to threaten secession on the basis of slavery, the South, reliant on slavery, became the key demographic for Democrats. And as the expansion of slavery became recognized as legitimate (as seen through Pierce's recognition of a pro-slavery gov in Kansas, the Dred Scott decision allowing slavery everywhere, etc.) the Democratic Party grew stronger. On the other hand, the Whig Party began to dissolve as they broke down into the Free-Soilers, the Know-Nothings, the Abolitionists, etc. And all of these new factions came to be on the basis of slavery. Seeing how all these factions were forming because of slavery, as politics no longer emphasized followed the debate about federal power.~~

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Begin your response to each question at the top of a new page. Do not skip lines.

Yes, the democrats cared about states rights, and the Whig Party was still present, ~~the current~~ America's intention was no longer on federal power. With new land from the Mexican cession and the question of slavery seen through the Comp of 1850, Wilmot Proviso, etc., the US was more focused on maintaining regional balances in the Senate. As seen with Calhoun, regional tensions had threatened secession, so with slavery back in question, political parties molded to fit that question.

In all, while the debate over federal power was important in the beginning of the 19th century, slavery and its expansion regional conflicts began questioning and breaking up the 2-party system, making other debates more important than the one about federal power.



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Begin your response to each question at the top of a new page. Do not skip lines.

*What were the major threats resulting from the rise over sectional approach?*

Due to the varying political concerns regarding the role of southern and Northern Institutions within American politics, ~~abolition~~ and as a result of the Federal government's increased <sup>tyrannical</sup> action under Andrew Jackson, the debate over the role of the federal government contributed heavily to the growth of political parties from 1800 to 1854.

The federal government increasingly hastened disputes among the North and Southern institutions. As a result of the North's manufacturing institutions and as a result of the South's growing issue of slavery, the impact of the federal government within territorial disputes were great. First seen with the rise of Jackson, opposition to ~~for~~ Jackson's 'common people' party emerged in the form of the Whig Party. Just during his presidency, Jackson was known for his ~~tyrannical~~ tyrannical form of rule. Jackson's refusal to first repeal the Tariff of 1828, or the tariff of abominations, which was designed to protect Northern interests, angered Southerners ~~and~~ alike. One man, John C. Calhoun, would even propose his compact theory, better known as the theory of nullification, in common efforts to better

**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

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**Begin your response to each question at the top of a new page. Do not skip lines.**

combat Jackson's tyrannical ways. Furthermore, through Jackson's war with the bank, and his then - decisive victory against ~~the~~ Biddle, Jackson ensured that he established far-fetched political events. The incident, both extreme reflections of ~~unfair~~ what many deemed unfair tyranny, was a great showing of federal power from Jackson. This form of rule for many, resulted in the creation of the Whig party. The Whig party, specifically created to combat Jackson's Democrats Republicans, was primarily led by Clay, Calhoun and the famous orator, ~~Dan~~ Webster. This political party system resulted in the great rivalry of the Whigs and Democratic Republicans for many years. ~~Furthermore~~ Though Jackson initiated the creation of the Whig party, Jefferson's Louisiana Purchase in 1803, a blatant symbol of federal overreach, angered many, including Federalists, and provided the ~~base~~ base for the rise of Jackson's ~~Democrats~~ Jacksonian - Democrats. ~~Finally~~, the establishment of ~~the~~ through such actions and policies and its direct cause of anger for many, resulted in the grave changes of American political system to a two party system. Hence, as a direct result of

- Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

the long announced Northern and Southern rivalry and the federal government's role within the conflict, and because of the redefinition of the government's role in addressing colonial trade such as seen in ~~the Webster-Hayne debates~~ its promotion of tariffs, changes in debates ~~on the role of~~ the ~~federal government~~ drastically contributed to the growth of political parties from 1800 to 1854.

③ like the Webster-Hayne debates, a major ~~also known~~ ~~debate~~ regarding the rights ~~over~~ of the federal and state governments and its

- Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1	Question 2	Choose one Question 3	Question 4
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Begin your response to each question at the top of a new page. Do not skip lines.

Before the American Rev. the colonists were only exposed to a Monarchical government, with one main power. This led to colonists ~~to~~ being afraid of making the gov. to strong so this led to them making their first constitution, the articles of confederation, really weak. With this realization, the colonists had some debates on how strong the Constitution <sup>should be</sup> and this played a huge role in contributing to the growth of political parties from 1800 to 1854, ~~even though George~~ because of the Federalist & Anti-Federalist ideas, in the 1<sup>st</sup> & 2<sup>nd</sup> Party System.

When the debates first started the Feds. & anti-feds. were just 2 groups of people w/ opposing ideas, because Washington didn't like the idea of political parties & he even warned about them in his farewell address. But this didn't stop colonists from making political parties because they felt so strongly about their ideas of how strong the central gov. should be. The main thing Feds & anti-feds fought over was how strong the gov. should be, so this would point in the direction that the role of federal gov. played a big role in the 1<sup>st</sup> & 2<sup>nd</sup> party system.



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Begin your response to each question at the top of a new page. Do not skip lines.

Some would argue that the French Rev. also played a big role in the growth of political parties, maybe an even bigger role; however they would be forgetting that after the French Rev. ~~ended~~ ended debates over it ended too, but even after the era of good feelings, the ~~the~~ political parties were still arguing & debating over how much power the federal gov. should have, what role it should have, showing that the debates over it made ~~the~~ political parties grow so much.

With all this information & the fact that political parties at the very beginning of the Union & still to this day debate over the Federal Gov.'s role, the changes in debates over the role of federal gov. contributed greatly to the growth of political parties from 1800 to 1860 because of the ideas established by the Federalists & the Anti-Federalists, & the fact they were still debating over it ~~in~~ in the 2<sup>nd</sup> 2 party system emergence.

### Long Essay Question 3

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

#### Overview

- Responses to this prompt were expected to evaluate the extent to which changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.
- Responses needed to address the theme of Politics and Power (PCE) and demonstrate an understanding of the role that governmental decisions had in causing the creation of political parties in the early 19th Century. Responses were expected to demonstrate an understanding of debates about government which could include: the influence of government decisions on the economy, foreign policy and war western expansion, and the institution of slavery.
- Responses also needed to connect how such debates led to the development of the political parties, such as the First and Second Party systems between 1800–1854.
- The question expected students to be able to demonstrate the historical reasoning process of causation. Responses needed to show a cause-and-effect relationship between debates over government and political parties.
- This prompt specifically addressed the following content from the Course and Exam Description: Topics 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.12, and 4.13.

**Sample: 3A**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 2**

**Analysis and Reasoning: 2**

**Total Score: 6**

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it responds to the prompt with a historically defensible claim in the introduction. At the end of the introduction, it states that “even though the debate in federal power did significantly contribute to the growth of political parties, other pressing issues, such as the slave issue, began influencing the interests of political parties.”

#### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization because it relates the topic of the prompt to a broader context within the time period. It describes that even after the Election of 1800, “political factions were still divided” and that from the establishment of the first party system to the second party system, the “premise of gov. authority influenced the opposing views.”

### Long Essay Question 3 (continued)

#### C. Evidence (0–2 points): 2

The response earned 2 points for evidence. It earned the first point for describing at least two pieces of specific evidence relevant to the prompt. The response accurately describes Jeffersonian Democracy, the Tariff of Abominations, John C. Calhoun, the Democratic and Whig parties, and the Mexican Cession.

The response earned the second evidence point because it supports an argument using two specific historical examples. It explains how the Tariff of Abominations helped further sectional political divisions. Additionally, it explains how the debate over slavery in the territories helped solidify Southern support for the Democratic Party.

#### D. Analysis and Reasoning (0–2 points): 2

The response earned 1 point for historical reasoning. It explains how the debate over slavery caused the dissolution of the Whig Party in the 1850s, resulting in the creation of new political factions like the Free Soilers and the Know Nothings.

The response earned 1 point for demonstrating a complex understanding of the historical development that is the focus of the prompt. It provides a nuanced argument about John C. Calhoun's opposition to the Tariff of Abominations created a shift in political divisions as political loyalties gave way to sectional loyalties.

**Sample: 3B**

**Thesis/Claim: 1**

**Contextualization: 0**

**Evidence: 2**

**Analysis and Reasoning: 1**

**Total Score: 4**

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it responds to the prompt with a historically defensible claim in the first paragraph. It establishes a line of reasoning by stating that the growth of political parties was due to “the role of Southern and Northern Institutions within American politics” and “the Federal governments increased tyrannical action.”

#### B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because it did not establish a broader historical context relevant to the prompt.

### Long Essay Question 3 (continued)

#### C. Evidence (0–2 points): 2

The response earned 2 points for evidence. The response earned the first point because it describes several specific, relevant historical examples (Jackson, the Whig Party, John C. Calhoun, nullification, Webster-Hayne debates) within the time period of the prompt.

The response earned the second point because it uses these examples to show how the Whig Party was “created to combat Jackson’s democratic Republicans.” Specifically, the response explains how Jackson’s refusal to repeal the Tariff of 1828 “angered Southerners” like John C. Calhoun. Additionally, it explains how the bank war with Nicholas Biddle “established far-fetched political enemies” for Jackson, leading to the creation of the Whig Party.

#### D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for historical reasoning. For example, it explains how Jackson’s “unfair tyranny” caused the formation of the Whig Party in opposition to Jackson, creating “the great rivalry of Whigs and Democratic Republicans.” The incorrect use of “Democratic Republicans” to describe Jackson’s party does not seriously detract from the reasoning explained.

The response did not earn the point for demonstrating a complex understanding. There is no attempt made to use evidence to modify, corroborate, or qualify an argument.

**Sample: 3C**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 1**

**Analysis and Reasoning: 0**

**Total Score: 3**

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it presents a historically defensible claim in the introduction and repeats it in the conclusion. It claims that “debates on how strong the constitution should be” contributed to the growth of political parties in the period 1800–1854.

#### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization because it describes a broader context before the time period of the prompt. The response discusses the American colonial experience with monarchical rule and the eventual transition to the Articles of Confederation.

### Long Essay Question 3 (continued)

#### C. Evidence (0–2 points): 1

The response earned 1 point for providing at least two pieces of specific evidence relevant to the prompt. In the third paragraph, it describes that the French Revolution played a role in the creation of political parties in its aftermath. Additionally, it states that in the Era of Good Feelings, “the political parties were still arguing & debating over how much power the federal gov. should have.” These examples are considered minimally acceptable to award the evidence point. In the second paragraph, there is a discussion of George Washington’s fear of political parties and the debates between the Federalists and Anti-Federalists. However, this information is outside the time period of the prompt.

The response does not earn the second evidence point because it does not support an argument in response to the prompt.

#### D. Analysis and Reasoning (0–2 points): 0

The response did not earn the point for historical reasoning. While there is an attempt to establish the French Revolution as a cause for the rise of political parties, the limited extent of the argument is not sufficient to earn the point.

The response did not earn the point for demonstrating a complex understanding. There is no attempt made to use evidence to modify, corroborate, or qualify an argument.