

2021

AP<sup>®</sup>

 CollegeBoard

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# AP<sup>®</sup> Comparative Government and Politics

## Scoring Guidelines

### Set 1

**Question 1: Conceptual Analysis****4 points**

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**(a)** Define political legitimacy. **1 point****Acceptable definitions include:**

- Legitimacy is the citizens' belief that the government has the right to use power in the way that it does.
- Legitimacy exists when citizens accept that the government has the right or authority to rule.

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**(b)** Describe a source of political legitimacy for a regime. **1 point****Acceptable descriptions include:**

- A constitution outlining the powers of government and the procedures that must be followed produces acceptance for the regime.
- The electoral process and its results are respected by the people, which produces acceptance for the regime.
- Tradition creates unity through appeal to common historical experiences that garners acceptance of the regime.
- Political stability provides predictability that helps to sustain acceptance of the regime by the people.
- Governmental effectiveness provides results that garner acceptance from the people.
- Economic growth provides results that garner acceptance from the people.
- Ideology provides unity through the appeal to a common belief system that garners acceptance from the people.
- Religion creates unity through the belief in a common faith and grants authority based on that faith.
- Nationalism creates a national identity that unifies the people and garners acceptance for the regime.

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**(c)** Explain how a specific factor can undermine the political legitimacy of a regime. **1 point****Acceptable explanations include:**

- Corruption in the political system undermines political legitimacy for the regime because the process is distorted and does not operate as intended. It reduces trust in the system and leaders.
  - A lack of free, fair, and competitive elections undermines political legitimacy for a regime because the results do not accurately reflect the will of the people.
  - The alteration of previously-accepted rules and constitutional provisions to benefit current political leaders undermines political legitimacy because it changes the status quo.
  - Social unrest undermines political legitimacy for the regime because it challenges the effectiveness and capacity of the regime.
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- A weak economy undermines political legitimacy for the regime because it does not provide the economic growth expected from the regime.

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**(d)** Explain why authoritarian regimes seek legitimacy. **1 point**

**Acceptable explanations include:**

- Authoritarian regimes seek legitimacy in order to maintain political stability and resist pressures for regime change.
- Authoritarian regimes seek legitimacy in order to improve their image and gain international support.
- Authoritarian regimes seek legitimacy in order to maintain sovereignty without having to resort to coercion.
- Authoritarian regimes seek legitimacy because with less resistance from the people, it is easier/less costly for the regime to accomplish its goals.

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**Total for question 1      4 points**

**Question 2: Quantitative Analysis****5 points**

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(a) Using the data in the graph, identify the country that is the **SECOND** least corrupt. **1 point**

**An identification includes the following:**

- China

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(b) Using the data in the graph, describe a similarity or difference for Russia and Nigeria in terms of the Human Development Index (HDI) score or Corruption Perceptions Index (CPI) score. **1 point**

**Acceptable descriptions include:**

- Russia and Nigeria have similar CPI scores.
- Russia is perceived as slightly less corrupt than Nigeria according to the CPI.
- Russia is more developed than Nigeria according to the HDI.
- Nigeria is less developed than Russia according to the HDI.

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(c) Describe one component of the Human Development Index. **1 point**

**Acceptable descriptions include:**

- The HDI is an index that includes indicators of per capita income, life expectancy, and education (or average years of schooling), which are predictors of greater human development.
- Per capita income is one of the measures in the HDI because higher incomes are associated with greater human development.
- Life expectancy is one of the measures in the HDI because longevity is an indicator of higher quality of life.
- Educational attainment is one of the measures in the HDI because higher levels of education are related to greater human development.

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(d) Using the data in the graph and your knowledge of AP Comparative Government and Politics, draw a conclusion about how perceived corruption relates to HDI. **1 point**

**Acceptable conclusions include:**

- Despite comparably high levels of corruption in Mexico, Russia, and China on the CPI scores, there is also a similarly high level of human development in these countries according to their HDI score; it would seem there is a weak relationship between CPI and development.
- There is a strong relationship between high-HDI countries and CPI score because the UK has a high CPI score and the other countries, which are not developed, have much lower CPI scores.
- There is a strong relationship between low-HDI countries and CPI scores because Nigeria has a low CPI score and other countries that are more developed have higher HDI scores.

**(e)** Explain how the United Kingdom’s regime type is related to the CPI score. **1 point**

**Acceptable explanations include:**

- Consolidated democracies tend to have lower levels of corruption because they can punish corruption via elections.
- Consolidated democracies tend to have less corruption (or perception of corruption) because policymaking in consolidated democracies is more transparent.
- Because consolidated democracies have strong protections of civil rights (like freedom of the press), corruption is usually brought to light and eliminated.
- Consolidated democracies tend to have lower perceptions of corruption because the judicial system usually has a great deal of autonomy, which enables it to effectively prosecute corruption.

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**Total for question 2    5 points**

**Question 3: Comparative Analysis****5 points**

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**(a)** Define civil liberties. **1 point**

**Acceptable definitions include:**

- Guarantees of personal freedoms that government cannot restrict without due process.
- Individual rights protected by law from unjust governmental action.

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**(b)** Describe two different examples of constraints on civil liberties, each one used by a different AP Comparative Government and Politics course country. **2 points**

**Acceptable descriptions include (max one point per country):**

- In the United Kingdom, libel laws constrain freedom of speech/press by punishing speech or media deemed ‘harmful’ to individuals or the government.
- In the United Kingdom, anti-terrorism laws allow restrictions of privacy by giving the government access to citizens’ private information.
- In the United Kingdom, anti-terrorism laws allow arrest and deportation of individuals deemed ‘terrorists’ without due process constraining freedom of movement and expression.
- In the United Kingdom, mass public surveillance cameras restrict privacy by giving the government information on the movement and location of citizens without their consent.
- In Russia, the law concerning foreign agents/NGOs restricts freedom of assembly and petition by disallowing/disbanding/forcing registration of citizen organizations deemed ‘hostile’ to the government.
- In Russia, government ownership/violence against the media restrict freedom of the press.
- In Russia, anti-terrorism laws restrict freedom of religion by defining some religious organizations as ‘extremist.’
- In Russia, laws prohibiting/allowing discrimination against LGBT citizens restrict privacy, assembly, or expression.
- In China, crackdown/arrest/restrictions of protests constrain freedom of expression, assembly, or speech.
- In China, restrictions/cooption of religious organizations constrain freedom of religion.
- In China, restrictions/cooption of national/ethnic identity movements constrain freedom of expression.
- In China, the hukou system constrains freedom of movement by eliminating benefits to those who move without permission.
- In China, social credit system/ranking restricts freedom of expression, speech, assembly, and/or movement by categorizing individuals based on adherence to party principles.

- In Nigeria, Sharia law in the North leads to restrictions on sex, homosexuality, women, and on freedom of religion, expression, or movement.
- In Nigeria, government/military violence against media restricts press freedom.
- In Nigeria, laws prohibiting/allowing discrimination against LGBT citizens restrict privacy, assembly, or expression.
- In Nigeria, curfews constrain freedom of movement.
- In Mexico, police/security force violence against media/politicians/citizens restricts freedom of press and expression.
- In Mexico, crackdowns on protests deemed ‘threatening’ constrain freedom of assembly, petition, or expression.
- In Mexico, corruption weakens protections against violations of civil liberties.
- In Iran, Sharia law leads to restrictions on sex, homosexuality, women, and on freedom of religion, expression, or movement.
- In Iran, censorship of films, media, or the internet or restrictions on freedom of press or expression.
- In Iran, state-sanctioning of demonstrations/use of guards against protests and gatherings constrain assembly, expression, speech.

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**(c)** For each of the two AP Comparative Government and Politics course countries described in part (b), explain how the constraints on civil liberties have influenced popular support for the government. **2 points**

**Acceptable explanations include (max one point per country):**

- Constraints may influence popular support if they are supported by a majority of people who believe the constraints will secure stability and security.
- Constraints may or may not influence popular support if they are only affecting marginalized/minority groups, and not affecting substantial or influential portions of the population.
- Constraints may influence popular support if opposed by the international community.
- Constraints may produce a loss in popular support if opposed by the majority of citizens or a vocal, active minority.
- Constraints may produce a loss in popular support if opposed by active popular media.
- Constraints may produce a loss in popular support if they are affecting a substantial or influential portion of population.
- Constraints may influence popular support by creating fear, which suppresses citizens’ willingness to oppose the government.

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**Total for question 3 5 points**

**Question 4: Argument Essay****5 points**

Reporting Category	Scoring Criteria			
<b>Row A</b> <b>Claim/Thesis</b>  <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.		
<b>Decision Rules and Scoring Notes</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Do not make a claim that responds to the prompt.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Globalization poses a significant threat to state sovereignty.”</i></li> <li><i>“State sovereignty is not threatened by globalization.”</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Globalization is a threat because it significantly contributes to global warming.”</i></li> <li><i>“Globalization is good because it helps developing countries’ economies grow.”</i></li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning.</li> <li>Provide a defensible claim or thesis that establishes a line of reasoning about whether globalization poses a significant threat to state sovereignty using one or more of the provided concepts: political socialization, international organizations, trade.</li> </ul> <p><b>Examples that earn this point:</b></p> <ul style="list-style-type: none"> <li><i>“International organizations may exert political and economic pressures on countries whose actions violate treaty obligations and global norms, which then pose a challenge to state sovereignty.”</i></li> <li><i>“Globalization brings higher levels of trade, foreign direct investment and multinational corporations, which can pose a challenge to a government’s ability to control what goes on inside its borders.”</i></li> <li><i>“International trade and investment may be accompanied by conditions on local practices around human rights and pose a challenge to state sovereignty.”</i></li> <li><i>“Globalization increases the flow of information and communication that is available to citizens, and as they become politically socialized, they may begin to oppose and resist the current regime constituting a challenge to state sovereignty.”</i></li> <li><i>“Globalization may produce an increase in trade and economic growth, which enhances state sovereignty.”</i></li> <li><i>Globalization can create conditions to help a country exercise sovereignty within its borders, using international organizations that can assist with economic growth.</i></li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Do not make a claim that responds to the prompt.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Globalization poses a significant 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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The claim or thesis must consist of one or more sentences that may be located anywhere in the response.</li> <li>A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>				

Reporting Category	Scoring Criteria		
<b>Row B Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides <u>one</u> piece of specific and relevant evidence from a course country relevant to one of the course concepts in the prompt.	<b>2 points</b> Provides <u>two</u> pieces of specific and relevant evidence from one or more course countries relevant to one or more of the course concepts in the prompt.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Do not provide any accurate evidence.</li> <li>Provide evidence that is not relevant to the course concepts in the prompt.</li> </ul>		<b>Responses that earn 1 or 2 points:</b> <ul style="list-style-type: none"> <li>Provide specific and relevant evidence from required course countries, relevant to the course concepts in the prompt.</li> </ul>	
<b>Examples that do not earn points:</b> <b>Provide evidence that is not specific</b> <ul style="list-style-type: none"> <li><i>“Membership into the WTO helps countries maintain sovereignty.”</i></li> </ul> <b>Provide evidence that is not relevant to course concepts in the prompt</b> <ul style="list-style-type: none"> <li><i>“Globalization has helped China’s economy grow tremendously over the past 20 years.”</i></li> <li><i>“Russia does not allow many foreign non-profit organizations into the country.”</i></li> </ul>		<b>Examples of acceptable specific and relevant evidence (one example is one piece of evidence):</b> <ul style="list-style-type: none"> <li><i>“Membership in the WTO puts pressure on all of the countries (except Iran) to maintain open economic policies in order to remain a member state.”</i></li> <li><i>“The IMF puts pressure on countries like Nigeria, Mexico, and Russia to cut government spending in order to be eligible for loans.”</i></li> <li><i>“Complaints about the immigration policies and requirements that accompanied membership in the EU provoked the UK to hold a referendum on whether or not to leave (Brexit).”</i></li> <li><i>“NAFTA and the changes in trade patterns it caused in Mexico spurred the Zapatista uprising because of the increase in commodity prices.”</i></li> <li><i>“The exploitation of oil in the Niger Delta has stimulated protests such as the MEND to challenge the distribution of wealth and the protection of the environment by the government.”</i></li> <li><i>“Multinational corporations operating in Mexico/Nigeria attempt to influence the country’s policies on access to natural resources.”</i></li> <li><i>“Access to social media gives people the ability to mobilize in Iran, China, or Russia.”</i></li> <li><i>“The spread of Islamic extremism from other parts of the world stimulates the emergence of Boko Haram in Nigeria.”</i></li> <li><i>“The expansion of mobile phone technology in Nigeria has meant that almost everyone has phones and is connected to each other and feels like a part of Nigeria.”</i></li> <li><i>“NDI, UN and other election observers came to observe recent elections in Nigeria and Mexico and brought legitimacy when they said that the elections were fair and free.”</i></li> <li><i>“China’s opening to more international trade after the admission to the WTO has generated high growth rates in past years.”</i></li> <li><i>“Mexico’s involvement in NAFTA has led to more neoliberal reforms and high economic growth.”</i></li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>A response does not need to earn the point in Row A to earn points in Row B.</li> <li>A response does not need to explain the relationship between the evidence and the claim or thesis to earn points in Row B. (That explanation is evaluated in Row C.)</li> </ul>			

Reporting Category	Scoring Criteria	
<p><b>Row C Reasoning</b></p> <p><b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Explains how or why the evidence supports the claim or thesis.</p>
<p><b>Decision Rules and Scoring Notes</b></p>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Include evidence but offer no reasoning to connect the evidence to the claim or thesis.</li> <li>• Restate the prompt without explaining how the evidence supports the claim or thesis.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• <i>“The IMF puts pressure on Mexico to cut government spending in order to be eligible for loans.”</i></li> <li>• <i>“Globalization poses a significant threat to state sovereignty and political socialization in China.”</i></li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Explain the relationship between the evidence provided and the claim or thesis.</li> </ul> <p><b>Examples of reasoning that explain how evidence supports the claim or thesis:</b></p> <ul style="list-style-type: none"> <li>• <i>“International organizations may influence states whose actions violate international agreements, treaties, and global norms by raising awareness about the problems, which pushes them to respond and change their policies in order to get continued international funding, support or respect which undermines state sovereignty.”</i></li> <li>• <i>“Host countries have incentives to offer multinational corporations favorable treatment or lower labor and environmental standards in order to attract foreign investment which undermines state sovereignty.”</i></li> <li>• <i>“Globalization would bring new funding and ideas that would increase the state’s ability to provide public goods and services which would increase state sovereignty.”</i></li> <li>• <i>“Globalization increases the flow of information and communication that is available to citizens, which changes their political ideas and values, and they may be able to organize resistance covertly and oppose the regime which undermines state sovereignty.”</i></li> <li>• <i>“Globalization brings international organizations that can help promote economic liberalization policies increasing state sovereignty.”</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>• The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row D</b>  <b>Responds to Alternate Perspectives</b></p>	<p><b>0 points</b>                      Does not meet the criteria for one point.</p>	<p><b>1 point</b>                      Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.</p>
<p><b>(0-1 points)</b></p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Restate the opposite of the claim or thesis.</li> <li>May identify or describe an alternate perspective but do not refute, concede, or rebut that perspective.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must describe an alternate perspective AND refute, concede, or rebut that perspective.</li> </ul>
	<p><b>Examples of responses that do not earn this point:</b></p> <p><b>Restate the opposite of the claim or thesis</b></p> <ul style="list-style-type: none"> <li><i>“Even with evidence to the contrary, many try to argue that globalization poses a significant threat to state sovereignty.”</i></li> </ul> <p><b>Describe an alternate perspective but do not refute, concede, or rebut that perspective</b></p> <ul style="list-style-type: none"> <li><i>“There are those who argue that globalization brings about economic development, which is good for all countries.”</i></li> </ul>	<p><b>Examples of acceptable responses to an alternate perspective may include:</b></p> <ul style="list-style-type: none"> <li><i>“Although some may suggest globalization may undermine the sovereignty of states by increasing their dependence on foreign trade, investment, and finance, globalization may alternatively promote economic growth that may lead to more capacity to provide services and infrastructure to its citizens. This could enhance the political authority and sovereignty of states.”</i></li> <li><i>“Although some may suggest globalization may bring pressures from a growing number of international organizations that may limit state sovereignty, they can also enhance it by providing financial support and information about best practices and assisting in effective policy implementation.”</i></li> <li><i>“Although some may suggest that globalization can enhance sovereignty through neoliberal reforms and economic growth, globalization ultimately threatens state sovereignty as international organizations and multi-national corporations now have influence on state decisions.”</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point.</li> </ul>		