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AP[®]

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AP[®] Comparative Government and Politics

Scoring Guidelines Set 2

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Question 1: Conceptual Analysis**4 points**

(a) Define rule of law. **1 point**

Acceptable definitions include:

- Citizens and political leaders are equal under the law, even those who make the law.
- Equal treatment for everyone under the law.
- No one is above the law, including government officials.

(b) Describe the difference between rule of law and rule by law. **1 point**

Acceptable descriptions include:

- Under rule by law, citizens experience arbitrary and inconsistent treatment, but under rule of law, citizens and political leaders are equally subject to the same laws.
- Under rule by law, the government uses the law to control citizens, while under rule of law, the law protects citizens from the government.
- Under rule of law, citizens and political leaders are bound by the law, but with rule by law, government officials arbitrarily manipulate the law to advance their own interests.
- Under rule of law, democratic regimes require checks on the power of groups within the government, while under rule by law, authoritarian regimes lack checks on powerful groups.

(c) Explain how a state might strengthen rule of law. **1 point**

Acceptable explanations include:

- They could install checks and balances to prevent arbitrary decisions by one branch of government.
- They could strengthen the independence of the judiciary and/or judicial review by creating life terms for justices or changing the selection process for judges.
- They could conduct fair and competitive elections to hold the government accountable and reduce corruption by political leaders.
- They could strengthen constitutional protections of civil liberties to reduce arbitrary government actions against the people.
- They could increase transparency and provide information about the government to the citizens which exposes corrupt and arbitrary treatment by the government.
- They could promote an open media and strong civil society which could expose corrupt and arbitrary treatment by the government.

(d) Explain how the absence of rule of law affects citizen political participation. **1 point**

Acceptable explanations include:

- With the absence of rule of law, political participation decreases because arbitrary treatment lowers political efficacy.
- With the absence of rule of law, political participation decreases because government corruption lowers political efficacy.
- The absence of rule of law may lower participation due to fear of government retribution.

- The absence of rule of law discourages participation because civil liberties are not protected.
 - The absence of rule of law may lead to protests and social movements resisting the regime’s arbitrary treatment.
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Total for question 1 4 points

Question 2: Quantitative Analysis**5 points**

(a) Using the data in the graph, identify the country that was the most free in 2001. **1 point**

An identification includes the following:

- Mexico

(b) Using the data in the graph, describe a change in the data for Russia between 1991 and 2018. **1 point**

Acceptable descriptions include:

- Russia became less free over time.
- Russia became less free than Mexico.
- Russia moved toward the same level of freedom as China over time, reaching it in 2016.

Scoring Note: Indicating Russia went from a score of 3 to 6.5 with no further clarification is not sufficient for point.

(c) Describe one example of how a country consolidates democracy. **1 point**

Acceptable descriptions include:

- A country consolidates democracy by institutionalizing elements of democracy such as rule of law, free and fair elections, alternation in power, separation of power, protection of rights and liberties.
- All groups within society accept democracy and do not attempt to undermine its institutions.

Scoring Note: A response can discuss any of the elements listed in the first bullet and does NOT have to discuss them all.

(d) Using the data in the graph and your knowledge of AP Comparative Government and Politics, draw a conclusion about democratic consolidation in Russia between 1995 and 2000. **1 point**

Acceptable explanations include:

- From 1995 to 2000 Russia was unable to consolidate democracy. It became an illiberal democracy with censorship, electoral fraud, and restrictions on civil society.
 - From 1995 to 2000 President Yeltsin fired multiple prime ministers and was accused of engaging in corrupt practices. These are all indications that democracy was not consolidating. Thus, Russia's freedom score demonstrates that it became less free.
 - The graph reveals that democracy weakened in Russia from 1995 to 2000. This can be partially explained by political elites reacting to a nostalgia for communism by indulging in their own increasingly authoritarian practices.
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- (e)** Explain one change in Russia that occurred under Putin that has led to Russia and China having the same Freedom House score. **1 point**

Acceptable explanations include:

- Rule by a dominant person/party means that there is a lack of alternation in power.
- Corruption in elections has led to less competition in those elections and less opportunity to hold the government accountable.
- State control of media and restrictions on the internet have prevented the opposition from being able to compete fairly in elections against Putin or United Russia.
- Suppression of opposition or journalists prevents them from challenging the government.
- Restrictions on civil society impedes it from impacting politics.
- Executive abuses of the judicial system discourage it from checking executive power.
- Changing certain governmental positions from being elected to appointed makes the system less democratic.
- A declining emphasis on the rule of law undermines democratic consolidation.

Total for question 2 5 points

Question 3: Comparative Analysis**5 points****(a)** Define social movements. **1 point****Acceptable definitions include:**

- Sustained grassroots organization/action demanding reforms/changes in existing socio-economic or government practices.
- Large and sometimes informal groupings of individuals or organizations that focus on specific political or social issues.
- Loosely organized but sustained campaigns in support of a social goal, typically either the implementation or the prevention of a change in society's structures or values.

(b) Describe two different examples of a social movement, each one within a different AP Comparative Government and Politics course country. **2 points****Acceptable descriptions include (max one point per country):**

- In the United Kingdom, the Brexit/Leave movement to withdraw from EU.
- In the United Kingdom, the Scottish Nationalists' effort to declare independence from the United Kingdom.
- In the United Kingdom in the 1990s there were regional independence movements in Wales, Northern Ireland, and Scotland.
- In the United Kingdom, the UK Occupy movement to regulate banking and redistribute wealth.
- In the United Kingdom, the LGBT movement for gay rights and marriage equality.
- In the United Kingdom, there was a Black Lives Matter movement focused on ending racial discrimination, reforming the education system, and ending racial health disparities.
- In Russia, grassroots movements have organized around regional/local environmental issues such as clean water, air pollution, and waste disposal.
- In Russia, there is a movement to ban hostels in order to stop/restrict/regulate urban development in Moscow.
- In Russia, the Left Front is protesting against globalization.
- In Russia, the Federation of Independent Trade Unions is working toward better pay, benefits, pensions.
- In Russia, the March of Millions was organized to protest election fraud.
- In Russia, there is an LGBT/Gay Pride movement for gay rights and marriage equality.
- In China, MinYun (Chinese Democracy Movement) works to encourage democracy.
- In China, there is an Umbrella Movement for democracy/independence/autonomy for Hong Kong.
- In China, the New Citizens Movement fights against corruption.
- In China, there is a movement for an independent Tibet for independence/autonomy for Tibet.
- In China, there is a Tongzhi LGBT movement for gay rights/antidiscrimination.
- In China, Greenpeace/environmental groups work to clean up the environment.
- In China there is a religious movement known as Falun Gong.

- In Nigeria, Labor Congress (NLC) works for better wages, benefits, infrastructure.
- In Nigeria, Occupy Nigeria works against elimination of subsidies for gas, food.
- In Nigeria, there is a Movement for the Actualization of the Sovereign State of Biafra (MASSOB) for recreation of an independent state of Biafra.
- In Nigeria, MEND works on issues such as the environment, local autonomy, and control of oil, and indigenous rights.
- In Nigeria, the Bring Back the Girls movement emphasizes the government’s reaction to the kidnapping of schoolgirls by Boko Haram.
- In Nigeria, the Not-too-Young-to-Run Movement works to lower the age requirement to run for president from 40 to 35.
- In Mexico, there is an LGBT rights movement for gay rights/antidiscrimination.
- In Mexico, there are anti-abortion/pro-life activists.
- In Mexico, teachers’ unions protest fraud/corruption/salary–tenure reductions.
- In Mexico, there are various groups against corruption/cartels.
- In Mexico, EZLN/Zapatistas work for indigenous rights/anti globalism–NAFTA/economic redistribution.
- In Mexico, the movement for women’s rights demands gender equality in areas like politics/gender quotas/protest of femicides.
- In Iran, there is a Green Movement/Green Path for political reform and liberalization.
- In Iran, there is a One Million Signatures campaign for women’s rights.
- In Iran, May Day protests are for higher wages, better benefits.

(c) Explain how the social movements have influenced government policies for each of the two AP Comparative Government and Politics course countries described in part (b). **2 points**

Acceptable explanations include (max one point per country):

- Movements resulted in efforts by the government to restrict/repress/prohibit the social movement and its members.
- Accommodation/cooption of movement members and issues into mainstream party or policy.
- Governments ignore social movement and members until they fade.
- A specific example of social movement success in influencing government policy.

Total for question 3 5 points

Question 4: Argument Essay**5 points**

Reporting Category	Scoring Criteria	
Row A Claim/Thesis (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Do not make a claim that responds to the prompt. 		Responses that earn this point: <ul style="list-style-type: none"> Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning. Provide a defensible claim or thesis that establishes a line of reasoning about whether executive term limits sustain political legitimacy using one or more of the provided course concepts: stability, accountability, or policy implementation.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“Executive term limits do not sustain political legitimacy.”</i> <i>“Executive terms limits are good for a country’s political legitimacy.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“Elections are important for a country’s political legitimacy.”</i> <i>“Executives must remain accountable to the public if they want to remain in office.”</i> 		Examples that earn this point: <ul style="list-style-type: none"> <i>“Executive term limits sustain political legitimacy as it creates stability in the electoral system as seen in the peaceful transfer from one government to the next.”</i> <i>“Executive term limits sustain political legitimacy as they create accountability of the executive through regular elections.”</i> <i>“Executive term limits sustain political legitimacy as they promote more of a focus on creating/implementing policy rather than election support.”</i> <i>“Executive term limits weaken political legitimacy by preventing citizens from re-electing an official and holding them accountable.”</i> <i>“Executive term limits weaken political legitimacy and stability by preventing good officials from being re-elected.”</i> <i>“Executive term limits can weaken political legitimacy, as policy implementation is not consistent over time.”</i>
Additional Notes: <ul style="list-style-type: none"> The claim or thesis must consist of one or more sentences that may be located anywhere in the response. 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. 		

Reporting Category	Scoring Criteria		
Row B Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides <u>one</u> piece of specific and relevant evidence from a course country relevant to one of the course concepts in the prompt.	2 points 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.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> Do not provide any accurate evidence. Provide evidence that is not relevant to the course concepts in the prompt. 		Responses that earn 1 or 2 points: <ul style="list-style-type: none"> Provide specific and relevant evidence from required course countries, relevant to the course concepts in the prompt. 	
Examples that do not earn points: Provide evidence that is not specific <ul style="list-style-type: none"> <i>“Mexico has no term limits which is why democracy has not been consolidated in the country.”</i> Provide evidence that is not relevant to course concepts in the prompt <ul style="list-style-type: none"> <i>“The United Kingdom holds elections every 5 years, and the elections act as term limits for prime ministers.”</i> 		Examples of acceptable specific and relevant evidence (one example is one piece of evidence): <ul style="list-style-type: none"> <i>“Mexico’s one six-year term limit, which provides a reliable expectation that elections will occur regularly.”</i> <i>“Nigeria, Iran, and Russia each have a limit of two-terms, which provides a reliable expectation that elections will occur regularly.”</i> <i>“Xi’s removal of term limits for president changes the expectation of regular transfer of power in China.”</i> <i>“Putin revised the executive term limits in Russia to have his term start over, decreasing his accountability to the people.”</i> <i>“Putin revised the executive term limits in Russia to have his term start over, creating more consistent policy implementation for Russia.”</i> <i>“In Iran, term limits are not effective because the Supreme Leader and Guardian Council have a say in the candidates for president.”</i> <i>“China has no executive term limits, so they are able to maintain consistent policy and stability.”</i> <i>“In Iran, the Supreme Leader has no term limits, and is seen as a stabilizing, religious leader for the theocratic country.”</i> <i>“UK has no term limits for prime minister, but regular elections are held to maintain accountability of the government to the people.”</i> 	
Additional Notes: <ul style="list-style-type: none"> A response does not need to earn the point in Row A to earn points in Row B. 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.) 			

Reporting Category	Scoring Criteria	
<p>Row C Reasoning</p> <p>(0–1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Explains how or why the evidence supports the claim or thesis.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Include evidence but offer no reasoning to connect the evidence to the claim or thesis. • Restate the prompt without explaining how the evidence supports the claim or thesis. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Explain the relationship between the evidence provided and the claim or thesis.
<p>Examples that do not earn this point:</p> <ul style="list-style-type: none"> • <i>“The Nigerian president can serve for a maximum of two terms.”</i> • <i>“The Iranian executive may only serve 2 terms, which helps to sustain political legitimacy and stability.”</i> 		<p>Examples of reasoning that explain how evidence supports the claim or thesis:</p> <ul style="list-style-type: none"> • <i>“The presence of a viable expectation of leadership change through term limits promotes stability, enhancing legitimacy of the regime.”</i> • <i>“Fixed term limits promote more efficient use of one’s governing time in crafting policy that will be implemented in a short amount of time with lasting effects, enhancing legitimacy of the regime.”</i> • <i>“Since term limits allow executives to be in office for a certain amount of time, citizens are less able to hold their executives accountable when they make poor decisions or are corrupt. This undermines the regime’s legitimacy as voters can’t hold the executive accountable.”</i> • <i>“Term limits do not sustain legitimacy, as countries that do not have term limits may have more consistent policies that can enhance legitimacy.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • To earn this point, the response must have a defensible claim or thesis (earned the point in Row A). • The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point. 		

Reporting Category	Scoring Criteria	
<p>Row D Responds to Alternate Perspectives</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.</p>
<p>(0–1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Restate the opposite of the claim or thesis. May identify or describe an alternate perspective but do not refute, concede, or rebut that perspective. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must describe an alternate perspective AND refute, concede, or rebut that perspective.
	<p>Examples of responses that do not earn this point:</p> <p>Restate the opposite of the claim or thesis</p> <ul style="list-style-type: none"> <i>“Even with evidence to the contrary, many try to argue that term limits are not effective at creating political legitimacy for a country.”</i> <p>Describe an alternate perspective but do not refute, concede, or rebut that perspective</p> <ul style="list-style-type: none"> <i>“There are those who argue that regularly held, free and fair elections are the best source of political legitimacy for a country.”</i> 	<p>Examples of acceptable responses to an alternate perspective may include:</p> <ul style="list-style-type: none"> <i>“While term limits could lead to instability due to inconsistency in policy from one leader to the next, the term limits are long enough to mitigate that threat to legitimacy.”</i> <i>“While term limits allow less time for executives to build and strengthen policies or establish expertise, the length of the terms are long enough to mitigate that threat to legitimacy.”</i> <i>“While term limits keep power from amassing with one individual over time, citizens are unable to vote a person out of office due to term limits, weakening accountability and legitimacy.”</i> <i>“While term limits may sustain legitimacy in the short term, there are other ways to sustain long term legitimacy that are more important than term limits, such as the success and continuity of economic and religious polices found in countries that do not have executive term limits.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn this point, the response must have a defensible claim or thesis (earned the point in Row A). Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point. 		