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AP[®]

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AP[®] Comparative Government and Politics

Scoring Guidelines Set 1

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Question 1: Conceptual Analysis**4 points**

(a) Describe a socialist policy used by governments to address income inequality. **1 point**

Acceptable descriptions include:

- Welfare benefits for the poor provide benefits such as healthcare or family assistance to lower-income people.
- Progressive taxation sets proportionally higher tax rates for higher-income people.
- A higher minimum wage provides more income to people with the lowest income.
- Universal healthcare provides healthcare free at the point of service to all citizens.
- Nationalization of industries/companies takes companies into public/government ownership.

(b) Explain how political culture differs from political ideology. **1 point**

Acceptable explanations include:

- Political culture refers to the shared political beliefs of people within a country, whereas political ideology refers to how people think their beliefs should be applied and protected by the government.
- Political culture refers to widely shared beliefs and values about how citizens relate to government, whereas political ideology refers to a particular set of ideas about the role of government.
- Political culture refers to broadly accepted norms for processes of decision-making in a society, while political ideology refers to a particular set of political preferences about what decisions should be made.
- Political culture refers to political norms and values characteristic of a society as a whole, whereas political ideology normally refers to the political ideas of a group.

(c) Explain how socialist policies might affect economic development. **1 point**

Acceptable explanations include:Negative effects

- Nationalization of private industry might deter investment in other industries, lowering economic growth.
- Socialist policies might reduce incentives or profit motive, reducing economic efficiency or productivity, or innovation.
- Increasing social spending might undermine economic development because it creates greater opportunities for patronage and corruption by centralizing control of the economy under greedy officials.
- Excessive regulation to accomplish social goals might stifle innovation and/or reallocation of resources to more productive ends.

Positive effects

- Nationalization of private industry might result in profits being used for development rather than for individual financial gain.
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- Progressive taxation might increase the government’s ability to make effective investments in infrastructure/education/technology.
 - Higher quality government-provided health, education, or housing might make people more productive.
 - Redistribution of wealth might help lower-income citizens seek more productive opportunities.
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(d) Explain how a government’s implementation of a socialist policy might affect its legitimacy. **1 point**

Acceptable explanations include:

- Socialist policies might be unpopular with citizens, decreasing their acceptance of the government’s right to rule or authority.
 - Socialist policies might be incompetently or corruptly managed, decreasing citizens’ acceptance of the government’s right to rule or authority.
 - Socialist policies might be popular with citizens, increasing their acceptance of the government’s right to rule or authority.
 - Socialist policies might satisfy citizens’ basic needs, helping to secure regime stability.
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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 in 1985 that has the lowest percentage of a population living in urban areas. **1 point**

An identification includes the following:

- China

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- (b) Using the data in the graph, describe the trend in the United Kingdom’s percentage of a population living in urban areas. **1 point**

Acceptable descriptions include:

- It has been steady or constant.
- It has changed little.
- It has gradually increased.
- It has been steady with a slight increase in recent years.
- It has been consistently higher than the other countries shown.

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- (c) Describe how urbanization influences demographic change. **1 point**

Acceptable descriptions include:

- People move from rural areas to cities.
- A growing urban population means rising incomes or growth of the middle class.
- Urbanization reduces the birth rate.
- Urbanization leads to more access to education.
- Cities become more ethnically or religiously diverse.

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- (d) Using the data in the graph, draw a conclusion about what may have been a principal cause of the growing gap in urbanization between China and Nigeria between 2000–2018. **1 point**

Acceptable conclusions include:

China

- Economic liberalization and industrialization policies focused on cities.
- Special economic zones attracted people to cities.
- Emphasis on foreign direct investment attracted people to cities.
- Economic growth created more economic opportunities in cities.
- Economic diversification attracted people to cities.

Nigeria

- Rentier state which reduced investment in other economic sectors.
- Declining oil prices meant less government revenue.
- Less diversified economy meant fewer economic opportunities in cities.

- (e)** Explain how governments have responded to the overall trend in urbanization illustrated in the data. **1 point**

Acceptable explanations include:

- As urbanization increased, social services increased to meet the needs of urban dwellers.
- As urbanization increased, governments increased infrastructure to support larger populations/businesses.
- As urbanization increased, governments increased access to education.
- As urbanization increased, policies were enacted to protect the environment against damage caused by industrialization.
- As urbanization increased, policies were enacted to build more housing to meet demands of a rising urban population.
- As urbanization increased, governments focused fewer resources on rural areas.
- As urbanization increased, governments provided more resources to rural areas. which had been neglected.
- As urbanization increased, national governments devolved power to local governments.
- As urbanization increased in China, the government used the hukou system to control internal migration.

Total for question 2 5 points

Question 3: Comparative Analysis**5 points****(a)** Define a political party system. **1 point****Acceptable definitions include:**

- A political party system is defined by the number of political parties that are able to win elections and govern.
- A political party system is defined by the power, influence, or strength of political parties and the degree of competition between parties.

(b) Describe two different examples of political party systems, each one within a different AP Comparative Government and Politics course country. **2 points****Acceptable descriptions include the following (max one point per country):****China**

- Single/one-party system – In China, only the Chinese Communist Party (CCP) is allowed to govern.

Scoring Note: Responses that say “No other parties are allowed in China” earn no credit. Parties other than the Communist Party are allowed to exist but not govern.

Iran

- Iran lacks a formal political party system as parties operate as loosely formed political alliances.

Mexico

- Multiparty system – In Mexico, current rules allow multiple parties to win elections and govern.
- Dominant party system – Under the PRI/Before 2000, the rules allowed other political parties to compete, but only one party controlled the government in Mexico.

Nigeria

- Multiparty system – In Nigeria, there are rules that allow multiple parties to win elections and govern.
- Two-party system – In Nigeria, two major parties, the APC and the PDP, regularly win elections and govern.
- Dominant party system – Under the PDP/Before 2015, the rules allowed other political parties to compete, but only one party controlled the government in Nigeria.

Russia

- Dominant party system – The rules allow other political parties to compete, but only one party, United Russia, controls the government in Russia.
- Multiparty system – Under Yeltsin/Before 2001, multiple parties existed and won seats in the legislature.

United Kingdom

- Multiparty system – In the United Kingdom, there are rules that allow multiple parties to win elections and govern.
- Two-party system – Two major parties, Conservatives and Labour, regularly win the most seats in the legislatures and are able to form the ruling government.

Scoring Note: The United Kingdom can be called a multiparty system, a 2-party-plus system, or a 2-½ party system.

- (c) Explain how the political party systems shape political efficacy in each country described in part (b). **2 points**

Acceptable explanations include the following (max one point per country):

- In the UK/Mexico/Nigeria, multiparty systems increase efficacy because they offer more than one viable option for diverse interests to be represented.
- In UK/Nigeria, the two-party system limits efficacy because there are limited options for representation and minority voices.
- In Russia's/Mexico's/Nigeria's dominant party system citizens lack efficacy because it is clear which party will always win elections and dominate the system.
- Russia's/Mexico's/Nigeria's dominant party system gives the appearance of a competitive party system so citizens may feel political efficacy.
- In China's single party system efficacy is limited because there are no viable alternative options.
- In China's single party system some citizens may have political efficacy because the party system allows for participation through party institutions and organizations that have real power.

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 as to whether having direct elections strengthens the authority and stability of nondemocratic regimes using one or more of the provided course concepts: competition, legitimacy, political participation.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“Direct elections strengthen the authority and stability of authoritarian regimes.”</i> <i>“Direct elections weaken the stability of nondemocratic regimes.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“Nondemocratic regimes sometimes have direct elections when they are not quite authoritarian.”</i> <i>“Competition is not required in direct elections in authoritarian regimes.”</i> 		Examples that earn this point: <ul style="list-style-type: none"> <i>“Direct elections in nondemocratic regimes can help build legitimacy by creating the appearance of competition and mass participation, which leads to more authority and stability.”</i> <i>“Direct elections in authoritarian regimes can undermine their authority and stability when there is evidence of widespread electoral fraud, which also undermines legitimacy.”</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>“Elections are somewhat competitive in Russia.”</i> Provide evidence that is not relevant to course concepts in the prompt <ul style="list-style-type: none"> <i>“China does not have direct elections.”</i> 		Examples of acceptable specific and relevant evidence (one example is one piece of evidence): <ul style="list-style-type: none"> <i>“Competition is limited in Russia since opposition leaders like Navalny were banned from running in the 2018 presidential elections.”</i> <i>“The 2011 Duma elections in Russia were perceived as fraudulent and resulted in protests that shook the Russian government’s authority.”</i> <i>“Iran’s elections to the Majlis and presidency are competitive after the vetting process by the Guardian Council.”</i> <i>“Green Movement protests following the 2009 presidential elections in Iran challenged the regime’s authority.”</i> <i>“By allowing local elections at the village level, the CCP gives an outlet for citizen participation other than widespread protests.”</i> <i>“China does not have direct elections for any of its national positions and yet it has legitimacy through economic performance and CCP ideology.”</i> <i>“Until the 1990s, when the regime was non-democratic, Mexico had direct elections for national and state-level offices.”</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	
Row C Reasoning (0–1 points)	0 points Does not meet the criteria for one point.	1 point Explains how or why the evidence supports the claim or thesis.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <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. 	Responses that earn this point: <ul style="list-style-type: none"> • Explain the relationship between the evidence provided and the claim or thesis.
	Examples that do not earn this point: <ul style="list-style-type: none"> • <i>“Elections in which the regime-supported candidate or party wins are good for Russia.”</i> • <i>“Having direct elections in China strengthens the authority and stability of the regime.”</i> 	Examples of reasoning that explain how evidence supports the claim or thesis: <ul style="list-style-type: none"> • <i>“Elections in which the regime-supported candidate or party wins make an authoritarian regime look legitimate and thus more stable.”</i> • <i>“Competitive elections, even if the choice is limited, make citizens feel as if their voices are heard, and increase authority and stability.”</i> • <i>“Protests after elections, especially when there is a perception of electoral fraud by the regime, undermine popular acceptance of the regime, and so decrease authority and stability.”</i> • <i>“Elections give citizens an outlet, so they don’t turn to other means of participation, such as protest, which could undermine stability and authority.”</i>
Additional Notes: <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>“Many scholars disagree, arguing that direct elections undermine the stability of authoritarian regimes.”</i> <p>Describe an alternate perspective but do not refute, concede, or rebut that perspective</p> <ul style="list-style-type: none"> <i>“Only some authoritarian regimes have direct elections.”</i> 	<p>Examples of acceptable responses to an alternate perspective may include:</p> <ul style="list-style-type: none"> <i>“Some may argue that having direct elections promotes legitimacy by allowing the people’s voices to be heard, and that this strengthens the authority and stability of nondemocratic regimes. However, this is not the case since these elections usually involve corruption, so instead of increasing legitimacy, the elections lead to protests which actually undermine the stability of the regime.”</i> <i>“An alternative viewpoint may be that having direct elections undercuts a nondemocratic regime’s stability and authority because they allow for competition, which may result in the formation of opposition movements which destabilize a regime. It is true that opposition movements may form, but nondemocratic regimes have many repressive policies that they can use to suppress the movements and still allow for the façade of elections which give the regime legitimacy and so enhance its authority.”</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. 		