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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**

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- (a) Describe an action a legislature in a parliamentary system can take to limit executive power. **1 point**

Acceptable descriptions include:

- Parliaments can dismiss a prime minister at any time through a vote of no confidence.
- Parliaments can remove cabinet officials.
- When the governing party controls a plurality, but not a majority, the legislature can threaten to dissolve the coalition to pressure the prime minister to make a decision or compromise.

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- (b) Explain how a presidential system could lead to an inefficient legislative process. **1 point**

Acceptable explanations include:

- In presidential systems the executive and the legislature are separately elected and may be controlled by opposing parties, which can result in a legislative process that is slow.
- Presidential veto powers can invalidate legislative work because the executive and legislature have the ability to check one another.
- Compromise may be required to produce legislation because the executive and the legislature are elected separately and may be controlled by opposing parties.

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- (c) Explain why the legislative process is often less efficient in a presidential system than in a parliamentary system. **1 point**

Acceptable explanations include:

- Presidential systems can be less efficient because the executive and legislative institutions can be from different parties, which may have different policy preferences that would require negotiation or compromise. In a parliamentary system the executive is chosen by the majority party or governing coalition of the legislature and has shared policy interests with the majority party or coalition.
- Votes of no confidence are not found in presidential systems but are present in parliamentary systems. The threat of a vote of no confidence encourages cooperation and increases legislative efficiency.
- Presidential systems can be less efficient because branches of government are independent from each other, which makes it more difficult to coordinate legislating, whereas a parliamentary system fuses legislative and executive power.
- The legislative process is designed to be slower and more deliberate in a presidential system because founding leaders in some countries were concerned with concentration of power in one branch/political instability with frequent changes in legislators.

(d) Explain how legislative efficiency affects political efficacy in democratic systems. **1 point**

Acceptable explanations include:

- Governments with efficient legislative processes are more likely to respond to the needs of citizens, which would cause citizens to feel that their voices are being heard, thus improving their feelings of political efficacy.
- Governments with inefficient legislative processes are less productive and are less likely to be seen by citizens as a vehicle for social change, thus reducing feelings of political efficacy.
- Legislators in inefficient legislatures may have an oversized influence on the process, which could enable them to represent the interests of their constituents well and enhance feelings of political efficacy.

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 age group in the United Kingdom with the largest percentage of women. **1 point**

An identification includes the following:

- 50–54

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- (b) Using the data in the graph, describe a difference between the population distribution in Nigeria and the population distribution in the United Kingdom. **1 point**

Acceptable descriptions include:

- Nigeria has a larger youth population than the United Kingdom.
- The United Kingdom has a larger elderly population than Nigeria.
- A direct comparison of a difference in a particular age group in Nigeria and the United Kingdom (there is a larger percentage of people who live past age 84 in the United Kingdom compared to Nigeria, for example).

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- (c) Describe how gender equity influences population distributions. **1 point**

Acceptable descriptions include:

- Description of any of the following factors among women leading to lower life expectancy and/or higher fertility rates:
 - High poverty rates
 - Less access to education
 - Less access to employment opportunities
 - Less access to health care
 - Fewer political rights
- Description of any of the following factors among women leading to higher life expectancy and/or lower fertility rates:
 - Low poverty rates
 - More access to education
 - More access to employment opportunities
 - More access to health care
 - Greater political rights among women

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- (d) Using the data in the graph, draw one conclusion about gender equity in the population distributions. **1 point**

Acceptable conclusions include:

- Nigeria has less gender equity than the UK.
- The United Kingdom has more gender equity than Nigeria.
- Men and women in Nigeria are not equal.
- Women in Nigeria have fewer rights than men.
- Men in Nigeria have more rights than women.
- Men and women in the United Kingdom are more equal.

(e) Explain a future political implication of the population distributions shown.

1 point

Acceptable explanations include:

- As Nigeria’s young population starts working, unemployment concerns could lead to the necessity of the government creating jobs or implementing job creation incentives.
- As Nigeria’s young population starts working, unemployment concerns could lead to political instability if the government is unable to meet the demand.
- Because the Nigerian population is disproportionately young, there could be an increase in demand for social services or on the education system for children.
- Because such a large proportion of the Nigerian population will soon be politically active, they may advocate for political change.
- In the United Kingdom, the aging population could require the government to increase social services.
- Because the United Kingdom’s population is disproportionately old, a shrinking workforce could lead to a loosening of immigration rules.
- In Nigeria or the United Kingdom there could be new population policies because the Nigerian population is disproportionately young, and the United Kingdom’s is disproportionately old.

Scoring Note: The response must be political, not only economic.

Total for question 2 5 points

Question 3: Comparative Analysis**5 points**

(a) Define the concept of a social cleavage. **1 point****Acceptable definitions include:**

- A social cleavage is an internal division that structures society and may be based on differences such as religion, ethnicity, class, or territory (rural vs. urban; north vs. south).
- A social cleavage is a division among identity-based groups that is relevant to political participation.

(b) Describe two different examples of a politically relevant social cleavage, 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**

- There are ethnic and regional divisions between the majority Han ethnic group and at least 55 recognized ethnic minorities, such as the Uighurs in the Northwest and the Tibetans in the Southwest.
- There are cleavages between regional areas that have developed at different rates (for example, between the Western and Eastern or rural vs. urban areas).
- There are political–economic cleavages between wealthy Communist elites and the masses or poor.

Iran

- Within Islam, there are divisions between the Shi'a majority and those who are Sunni.
- There are religious divisions between the Shi'a Muslim majority and members of other religions, such as Christianity, Judaism, and Zoroastrianism.
- There are ethnic cleavages between the majority Persians and several ethnic minorities, including Azerbaijanis and Kurds.
- Iran has a significant generational cleavage where younger people support secular and democratic change while older groups tend to be more religiously fundamentalist.

Mexico

- There are regional cleavages in Mexico, such as between the industrialized North and the agrarian South or between rural and urban areas.
- Ethnic divisions exist among the Amerindian (indigenous) populations, whites, and mestizos.

Nigeria

- Ethnic divisions are important among more than 250 ethnic groups (including Hausa-Fulani, Yoruba, and the Igbo).
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- There are religious and regional cleavages between the predominantly Muslim North and the primarily Christian South.
- There are economic and territorial (North/South or rural/urban) divisions.

Russia

- Cleavages exist between ethnic Russians, who tend to be Russian Orthodox, and other ethno-religious minorities.
- There is a political–economic cleavage between the elite oligarch class and the masses.

United Kingdom

- There are ethnic and regional cleavages between nations such as the Scottish, English, Welsh, and Irish.
- There are religious differences between Protestants and Catholics in Northern Ireland.
- There are class cleavages that often overlap with access to higher education and wealth.
- There are tensions between whites and non-European minorities whose heritage is related to the United Kingdom’s colonial history (for example, those from India and Pakistan).

Scoring Note: Responses must go beyond identification by providing specificity or context to earn a point.

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| (c) | Explain how the social cleavages either strengthen or undermine political legitimacy for each of the two AP Comparative Government and Politics course countries described in part (b). | 2 points |
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Acceptable explanations where the social cleavage strengthened legitimacy include the following (max one point per country):

- In Nigeria, ethnic, religious, and regional cleavages prompted government institutions to create election rules encouraging diverse representation, which have strengthened political unity and legitimacy.
- In the United Kingdom, the regional cleavages have motivated referendums to devolve government powers to Scottish and Welsh regional assemblies. This responsiveness to local needs has increased the legitimacy of the state.
- In Russia, the cleavage between Russia and Chechnya has united Russians and fueled nationalistic rhetoric and strengthened legitimacy of the state.
- In Iran, religious cleavages have prompted quotas or reserved seats for minorities in the Majles, which has enhanced political legitimacy.

Acceptable explanations where the social cleavage undermined legitimacy include the following (max one point per country):

- In Nigeria, ethnic, religious, and regional cleavages reinforce each other and undermine the legitimacy of the state because wealth and natural resource

control is unequally distributed between the Muslim North and the largely Christian South.

- In the United Kingdom, greater regional autonomy has strengthened support for further independence, while delegitimizing the British government.
- In China, ethnic cleavages between the Uighur and Han prompt repressive measures by government, which undermine state legitimacy.
- In Russia, class cleavages undermine legitimacy because the average person perceives oligarchs' political and economic power as a result of widespread corruption in government.
- In Mexico, the ethnic cleavages between the indigenous minority groups and the majority undermined legitimacy because the state provided unequal public goods and services to indigenous peoples, which stimulated the Zapatista uprising.

Scoring Note: Responses must connect the social cleavage to political legitimacy outcomes clearly to earn a point.

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 a regime change towards authoritarianism would be supported by citizens using one or more of the provided course concepts: political stability, civil society, economic development.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“A regime change to authoritarianism would not be supported by citizens in a society.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“If given a choice, citizens will always choose to live in democracies because they get more freedoms in a democracy.”</i> 		Examples that earn this point: <ul style="list-style-type: none"> <i>“A regime change to authoritarianism would be supported by citizens because it leads to political stability and they would value the security and peace.”</i> <i>“A regime change to authoritarianism would not be supported by citizens because it could lead to instability and conflict.”</i> <i>“A regime change to authoritarianism would be supported by citizens because enhanced governmental control would promote higher economic development.”</i> <i>“A regime change to authoritarianism would not be supported by citizens because it undermines the ability to conduct business, reducing economic development.”</i> <i>“A regime change to authoritarianism would be supported by citizens because it would restore societal harmony, protecting traditional values and/or slowing the impact of globalism on civil society.”</i> <i>“A regime change to authoritarianism would not be supported by citizens because it would lead to restrictions on civil society.”</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>“Russia has an authoritarian regime.”</i> Provide evidence that is not relevant to course concepts in the prompt <ul style="list-style-type: none"> <i>“The Chinese government allows citizens to vote in some local elections.”</i> 	Examples of acceptable specific and relevant evidence (one example is one piece of evidence): <ul style="list-style-type: none"> <i>“The alternation of political parties has created more stability and less conflict in the country. Nigerians have come out in high numbers to vote in recent democratic elections.”</i> <i>“In Russia, Putin’s move toward increasing authoritarianism has led to political stability in a heterogeneous country spread across 11 time zones that experienced political instability following the collapse of the Soviet Union (the Yeltsin years).”</i> <i>“Chinese citizens have supported an authoritarian regime because of high economic growth rates over time with high GNP, high literacy, rising life expectancy.”</i> <i>“Nigeria’s period of coups and military regimes was associated with rising debt and economic crisis.”</i> <i>“Russia’s authoritarian government allowed the country to achieve sustained economic growth and improved the living standards of its country.”</i> <i>“Putin’s moves to centralize power and restrict civil society, especially international NGOs, was met with protests, ex. Pussy Riot, etc.”</i> <i>“Attempts by the Chinese government to reduce Hong Kong’s political autonomy spurred protests from citizens.”</i> <i>“China’s restrictions on the activity of international civil society groups in China as well as the domestic civil society groups have been integral to the country’s high level of political stability and robust economic growth.”</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>
<p>Decision Rules and Scoring Notes</p>		
<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>Examples that do not earn this point:</p> <p>Include evidence but no reasoning</p> <ul style="list-style-type: none"> • “Chinese citizens support authoritarianism” <p>Restate the prompt without explanation</p> <ul style="list-style-type: none"> • “A move to authoritarianism would be supported by the citizens.” 		<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 of reasoning that explain how evidence supports the claim or thesis:</p> <ul style="list-style-type: none"> • “The move to authoritarianism leads to political stability and predictability and higher economic development so it would therefore be supported by its citizens.” • “The move to authoritarianism would be supported by the citizens because it would increase the political stability and reduce the conflict and political tensions (disharmony) that democratic competition brings to the political system.” • “A move toward authoritarianism would not be supported by citizens because of the political instability it would create and the economic upheaval that could occur.” • “A move toward authoritarianism would also not be supported because citizens would not have input on policy making which could lead to a decrease in legitimacy and an increase in political unrest.”
<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>“A regime change to authoritarianism would be supported by citizens because it does not undermine the private sector and ability to conduct business, reducing economic development.”</i> <p>Describe an alternate perspective but do not refute, concede, or rebut that perspective</p> <ul style="list-style-type: none"> <i>“Democratic countries may experience economic problems and have differing opinions on how to bring about economic growth that results in gridlock.”</i> 	<p>Examples of acceptable responses to an alternate perspective may include:</p> <ul style="list-style-type: none"> <i>“Alternatively, citizens might support a change to authoritarianism if it came with the promise of political stability. However, authoritarian regimes cannot provide enduring economic development or space for civil society, meaning that protests will ensure and political instability will prevail in the long run.”</i> <i>“Alternatively, citizens might support a change to authoritarianism if it came with the promise of political stability. However, protections for civil society and for institutions that can support economic development are far more important than the illusion of political stability.”</i> <i>“Alternatively, citizens might support a change to authoritarianism if it came with the promise of political stability. Without stability economic development may stagnate and civil society protections may wane. Thus, democracies should treat threats to political stability with great care if they wish to endure.”</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. 		