

2023



AP[®] Comparative Government and Politics

Scoring Guidelines Set 1

Question 1: Conceptual Analysis**4 points**

(A) Describe regime. **1 point****Acceptable descriptions include:**

- Regime refers to the fundamental rules that control access to and the exercise of political power.
- Regime refers to the set of formal institutions that define the relationship between the state and its citizens.

(B) Describe one difference between authoritarian regimes and democratic regimes. **1 point****Acceptable descriptions include:**

- Authoritarian regimes often do not allow more than one party to exist, while democratic regimes allow competition.
- Authoritarian regimes typically do not have competitive elections, while democratic regimes have free and fair elections.
- Leaders in authoritarian regimes typically retain power over a long period of time, while leaders in democratic regimes alternate power through competitive elections.
- Authoritarian regimes typically limit the role of the people in the political process, while democratic regimes allow citizen participation.
- Authoritarian regimes use rule by law, while democratic regimes use rule of law.
- Authoritarian regimes lack independent branches of government, while democratic regimes typically have independent branches.
- Authoritarian regimes often have a lack of transparency, while democratic regimes are typically transparent.
- Authoritarian regimes typically limit civil liberties and/or human rights, while democratic regimes typically protect civil liberties and human rights.

(C) Explain how authoritarian regimes maintain legitimacy. **1 point****Acceptable explanations include:**

- Authoritarian regimes often hold controlled/noncompetitive elections to maintain legitimacy because they give the people a feeling of efficacy.
 - Authoritarian regimes control the messages people receive through the media, which can cause people to be supportive of the regime.
 - Authoritarian regimes can generate economic growth and stability, which can make people happy and supportive of the regime.
 - Charismatic leadership gives people an emotional attachment to the regime, which makes people support the regime.
 - Tradition or ideology or religion (political culture) unify the people, which encourages them to support the regime.
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(D) Explain why citizens in an authoritarian regime would turn out to vote.

1 point

Acceptable explanations include:

Citizens would turn out to vote because:

- They have a desire to get ahead economically or socially, and participating in elections might be rewarded by political authorities.
- They fear repercussions from the government or political leaders if they fail to turn out to support the government in elections.
- They may be punished or denied benefits and services by the government if they do not participate in elections.
- They believe that by voting, they may be able to affect policy or change the status quo at least in some small way.
- They may support what the regime is accomplishing and vote to demonstrate that support.
- They have been actively recruited or coopted by the regime to act in a certain way, which may include participating in elections.
- They have been persuaded by the state-controlled media that they should vote and support the regime.
- They may believe their vote will make a difference because they believe the election is competitive.

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 with the second highest amount of natural resource rents as a percentage of GDP in 2014. **1 point**

An identification includes the following:

Russia

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- (B) Using the data in the graph, describe a pattern in the amount of natural resource rents as a percentage of GDP in Nigeria from 2010 to 2018. **1 point**

Acceptable descriptions include:

- The amount of natural resource rents fluctuated as a percentage of GDP in Nigeria from 2010 to 2018.
- Resource rents increased from 2010 to 2011, decreased from 2011 to 2016, and increased from 2016 to 2018.
- The amount of natural resource rents as a percentage of GDP decreased in Nigeria from 2010 to 2018.
- The amount of natural resource rents as a percentage of GDP decreased in Nigeria from 2010 to 2018, though it increased between 2010 and 2011.

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- (C) Describe political legitimacy. **1 point**

An acceptable description includes:

- Legitimacy refers to whether a government's constituents believe their government has the right to use power in the way it does.
- People's belief that the government has the right to rule.

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- (D) Using the data in the graph, draw a conclusion about natural resources rents in Iran. **1 point**

An acceptable conclusion includes:

- Because the Iranian economy largely relies on sales of oil, it is not very diversified.
 - The government's reliance on natural resource rents encourages corruption such as in the oil sector, state-owned enterprises, or government spending.
 - The amount of natural resource rents as a percentage of GDP decreased in years where there were international economic sanctions on Iranian oil.
 - Because Iran is a member of an international organization (OPEC) it is subject to external pressures to reduce (or increase) trade production.
 - The world financial crisis in 2008 led to a decrease in oil revenues in Iran due to a decrease in global demand and oil prices.
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(E) Explain what the data in the graph imply about political legitimacy in authoritarian states. **1 point**

Acceptable explanations include:

- Authoritarian states have fewer sources of political legitimacy than democratic states, so successful economic performance is more important for legitimacy in authoritarian states. Therefore, fluctuations in natural resource rents are likely to have a greater effect on political legitimacy in authoritarian states.
- Revenues from the sale of natural resources in authoritarian states help the government maintain legitimacy by using the money to implement policies that are popular with citizens. So, when money from the sale of natural resources decreases, political legitimacy may also decrease.

Total for question 2 5 points

Question 3: Comparative Analysis**5 points**

(A) Describe the role of the head of government. **1 point****Acceptable descriptions include:**

- The head of government is responsible for formulating, implementing, and executing policies through a cabinet and or various government agencies.
- The head of government serves as the chief executive.
- The head of government oversees the civil service.
- The head of government serves as commander-in-chief.

(B) Describe the selection process for the head of government in two AP Comparative Government and Politics course countries. **2 points****Acceptable descriptions include the following (max one point per country):****China**

In China, the president nominates the premier of the NPC.

Iran

- In Iran, a presidential candidate is vetted by the Guardian Council and is directly elected by the people.
- In Iran, if no candidate for president gets a majority of the votes, there is a runoff election.

Mexico

- In Mexico, the president is selected by a direct election by the people.
- In Mexico, the president is selected by a plurality vote by the people.

Nigeria

- In Nigeria, the president is directly elected by the people.
- In Nigeria, a presidential candidate must have regional support throughout Nigeria to become president. A president must win at least 25% of the vote in two-thirds of Nigeria's states.

Russia

In Russia, the prime minister is appointed by the president with the consent of the State Duma.

United Kingdom

- In the United Kingdom, the prime minister is the head of government and is selected by the majority party or coalition.
- In the United Kingdom, the head of government is selected by the party and officially appointed by the monarch.

- (C)** Explain the extent to which executive power is formally constrained in the two AP Comparative Government and Politics course countries described in (B). **2 points**

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

China

In China, the Politburo Standing Committee is the actual center of power in the Chinese state and as a member of the Politburo, the executive has few constraints.

Iran

- In Iran, the supreme leader sets the political agenda, which can constrain the president because the president must work within the political agenda set by the supreme leader.
- In Iran, the president has term limits, which constrains the president and does not allow them to consolidate power or become a dictator.
- In Iran, the power of the executive is constrained by the Majles by being able to approve and remove ministers from office which limits the power of the executive.

Mexico

- In Mexico, the president may only serve one term, which limits the power of the president because it does not allow them to consolidate power or become a dictator.
- In Mexico, the president may be impeached by the legislative branch, which may constrain the president from engaging in policies that might challenge the legislature.
- In Mexico, the judicial branch can constrain executive power because it can declare acts by the executive as unconstitutional.

Nigeria

- In Nigeria, the president may only serve two terms, which constrains the president because it does not allow them to consolidate power or become a dictator.
- In Nigeria, the president may be impeached by the legislature, which may constrain the president from engaging in policies that might challenge the legislature.
- In Nigeria, the judicial branch can constrain executive power because it can declare acts by the executive as unconstitutional.

Russia

- In Russia, the legislature constrains the president by overriding a presidential veto, therefore the bill becomes a law without presidential approval.
- In Russia, the legislature is controlled by the dominant party of the executive, and thus power is not constrained.
- In Russia, the legislature has the power of impeachment and can vote to remove a president from power, thus constraining executive power.
- In Russia, the legislature has the power of a vote of no confidence and constrains the prime minister through a removal process.
- In Russia, the Duma has the power to approve the president's nominee for prime minister, but this rarely constrains the power of the executive because the president can dissolve the Duma if they do not approve of the nominee.
- In Russia, the Constitutional Court has the power of judicial review and can constrain the executive by declaring executive actions/decrees unconstitutional, although this rarely happens.

United Kingdom

- In the United Kingdom, a vote of no confidence can constrain the power of the executive because it requires the prime minister to have support of the House of Commons to remain in power.
- In the United Kingdom, the power of the executive is not constrained because the prime minister is a part of the legislative branch.

Total for question 3 5 points

Question 4: Argument Essay

5 points

Reporting Category	Scoring Criteria	
<p>Row A Claim/Thesis (0–1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Only restate the prompt. • Do not make a claim that responds to the prompt. 		<p>Responses that earn this point:</p> <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 populism increases or decreases political stability using one or more of the provided course concepts: corruption, sovereignty, cleavages.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>“Populism has had little impact on states since the global financial crisis.”</i> • <i>“Populism can be on the left or right of the political spectrum.”</i> <p>Do not respond to the prompt</p> <ul style="list-style-type: none"> • <i>“Populism is a big problem in many of the countries studied in this course.”</i> • <i>“The global financial crisis has changed states.”</i> 		<p>Examples that earn this point:</p> <ul style="list-style-type: none"> • <i>“Populism has led to changes in public policy since the global financial crisis, increasing political stability through the use of policies that diminish corruption.”</i> • <i>“Populist policies support the interests of the common people over the elite. Populism has decreased political stability because it often increases tensions between cleavages such as the rich and the poor.”</i> • <i>“Populism increases stability through nationalist claims that prioritize domestic policies over international pressures.”</i> • <i>“Populist movements, such as Brexit, and leaders, such as the SNP, encourage independence movements that can destabilize the existing regime.”</i>
<p>Additional Notes:</p> <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>“Populism is bad for China’s economy.”</i> Provide evidence that is not relevant to course concepts in the prompt <ul style="list-style-type: none"> <i>“Iran has both an SMD and MMD voting system.”</i> 	Examples of acceptable specific and relevant evidence (one example is one piece of evidence): <ul style="list-style-type: none"> <i>“Populist nationalism has been used to justify Russia’s invasion of Ukraine.”</i> <i>“Manuel Lopez Obrador, leader of the MORENA party and a self- identified populist, was elected president of Mexico in the 2018 election.”</i> <i>“China’s President Xi has often used populist rhetoric about corruption to crack down on opponents in his ‘Flies and Tigers’ campaign.”</i> <i>“The UK’s populist referendum on Brexit led to Britain leaving the EU.”</i> <i>“Since the referendum on Brexit, there has been increasing support by Scottish voters for independence.”</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 of responses that do not earn this point: Include evidence but offer no reasoning to connect the evidence to the claim or thesis. <ul style="list-style-type: none"> • <i>“Populism in the UK has made clear that the majority of Scottish voters want to remain in the EU.”</i> Restate the prompt without explaining how the evidence supports the claim or thesis. <ul style="list-style-type: none"> • <i>“The global financial crisis has affected countries around the world. Populist leaders, campaigning on issues that focus on ‘the people,’ have gained in popularity since this time.”</i> 		Examples of reasoning that explain how evidence supports the claim or thesis: <ul style="list-style-type: none"> • <i>“Populist policies that reduce corruption generally increase stability and support for the government because citizens feel protected.”</i> • <i>“Brexit may have increased British sovereignty, but it has decreased political stability by encouraging independence movements.”</i> • <i>“In Russia, populism has led to an increase in nationalism and patriotism and suppressed existing cleavages, thus increasing stability.”</i> • <i>“Populist attacks on the elite and established institutions like those under Obrador often destabilize the regime by encouraging citizens to take the law into their own hands.”</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	
Row D Responds to Alternate Perspectives (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <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. 		Responses that earn this point: <ul style="list-style-type: none"> Must describe an alternate perspective AND refute, concede, or rebut that perspective.
Examples of responses that do not earn the point: Restate the opposite of the claim or thesis <ul style="list-style-type: none"> <i>“Many observers think populism is unimportant.”</i> Describe an alternate perspective but do not refute, concede, or rebut that perspective <ul style="list-style-type: none"> <i>“Only countries with somewhat competitive elections are shaped by populism.”</i> 		Examples of acceptable responses to an alternate perspective may include: <ul style="list-style-type: none"> <i>“Many people argue that populism decreases political stability because it aggravates ethnic and economic cleavages, but populist policies that reduce corruption and encourage patriotism more often lead to greater stability by increasing trust in the government.”</i> <i>“Some say that populism has increased stability through nationalist claims that support domestic policies over international policies. However, populism has decreased stability because nationalist policies such as imposing tariffs result in economic decline.”</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). Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point. 		