

2024



AP[®] Comparative Government and Politics

Scoring Guidelines Set 2

Question 1: Conceptual Analysis**4 points**

(A) Describe a social movement. **1 point**

Acceptable descriptions include:

- Large groups of people pushing collectively for significant social or political change.
- Multiple groups or individuals collectively advocating for broad social change.

Scoring Note: Responses may include specific social movements if the response correctly *describes* a social movement. Naming an example of a social movement alone is not enough for credit.

(B) Describe a difference between social movements and political parties. **1 point**

Acceptable descriptions include:

- Social movements are informal organizations, while political parties are formal organizations.
- Social movements organize for social change, while political parties organize to win elections.
- Social movements may choose to endorse a candidate(s), while political parties actually select candidates.
- Social movements advocate for a cause or social issue, while political parties create broad policy platforms or ideologies.
- Social movements may use unconventional methods to achieve their goals, while political parties rely more on conventional methods.

(C) Explain how social movements affect political change. **1 point**

Acceptable explanations include:

- By encouraging rallies, protests, and public demonstrations, social movements pressure governments to enact policies.
- Social movements encourage governments to enact policies by supporting specific candidates or parties in elections.
- Members of social movements contact or lobby political officials to pressure governments to enact policies.
- Some social movements may rely on violence to force political changes.

(D) Explain why a democratic regime might impose restrictions on a social movement. **1 point**

Acceptable explanations include:

- A democratic regime might impose restrictions on a social movement in order to:
 - limit the social movement's use of violence.
 - reduce a threat to the security of the regime, state, or people.

Total for question 1 4 points

Question 2: Quantitative Analysis**5 points**

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- (A) Using the data in the table, identify the country that had the lowest Press Freedom Index score in 2018. **1 point**

Acceptable identifications include:

- China

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- (B) Using the data in the table, describe a trend in press freedoms in Nigeria. **1 point**

Acceptable descriptions include:

- Nigeria has experienced decreasing press freedom scores since 2013.
- Between 2018 and 2022 there was a sharp decline in freedom scores in Nigeria.

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- (C) Describe democratization. **1 point**

Acceptable descriptions include:

- Democratization:
 - is a transition from an authoritarian to a democratic regime.
 - results in more competition, fairness, and transparency in elections over time.
 - increases citizen participation in the policy-making process.
 - increases protection of civil rights/civil liberties/rule of law.
 - introduces the equal treatment of citizens to a society.
 - adopts universal suffrage for citizens.
 - results in greater governmental transparency through an open media.

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- (D) Using the data in the table, draw a conclusion about democratization in Mexico. **1 point**

Acceptable conclusions include:

- The decline of press freedom indicates that the democratization process in Mexico is uneven/stalled/regressing.
- While Mexico has experienced some levels of democratization in areas like competitive elections, state or non-state actors have undermined press freedom.

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- (E) Explain how Iran’s Press Freedom Index score relates to its regime type. **1 point**

Acceptable conclusions include:

- Iran’s regime type is authoritarian, and this relates to its low Press Freedom Index score because authoritarian regimes influence or control the media.
- Iran’s low Press Freedom Index score is related to its theocratic regime, which restricts media that is critical of religious leadership or doctrine.
- Iran’s regime type is authoritarian, and this relates to its low Press Freedom Index score. The supreme leader appoints the head of the ministry that regulates most broadcast media.

Total for question 2 5 points

Question 3: Comparative Analysis**5 points**

(A) Define a unitary system. **1 point**

Acceptable definitions include:

- A unitary system concentrates power at the national level.
- Unitary systems centralize most power in a national government that decides how much power to give to subnational or regional governments.
- Unitary systems have most power concentrated in the central government with no guarantees of granting powers to subnational or regional governments.

(B) Describe the division of power between the national and regional governments in two different AP Comparative Government and Politics course countries. **2 points**

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

- China is a unitary system, and subnational governments cannot make policies without CCP approval.

Iran

- Iran is a unitary system, and subnational governments cannot make policies without the approval of theocratic leaders.

Mexico

- Mexico is a federal system that decentralizes some power from the national level of government to regional states in order to grant a degree of local autonomy.

Nigeria

- Nigeria is a federal system that divides power among different levels of government with a degree of local autonomy, while also keeping powers for the national government.

Russia

- Despite being a federal system, power in Russia is highly concentrated at the national level.

The United Kingdom

- The United Kingdom is a unitary system, but the country's central government has devolved varying power to regional assemblies.

(C) Explain how the division of power between the national and regional governments addresses a challenge posed by a social cleavage in each of the two AP Comparative Government and Politics course countries described in part B. **2 points**

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

- China's national government maintains total sovereignty by not responding to challenges from minority groups seeking autonomy and representation.

Iran

- Iran’s unitary system allows the national government to create policies that lead to oppression of religious minorities and women.

Mexico

- Mexico’s federal system allows varying policies to be enacted in northern states and southern states, according to each region’s needs.
- Mexico allows regional governments to address challenges posed by cleavages because states are constitutionally empowered to adopt policies that meet the unique needs of the indigenous people.

Nigeria

- Nigeria allows state governments to create Sharia Law courts in northern Nigeria where large populations of Muslims live.
- Nigeria’s federal system allows states to meet the needs of the various ethnic groups.

Russia

- Russia’s national government has addressed the challenge posed by cleavages in Chechnya by installing a regional leader to suppress opposition to the national government’s agenda.

The United Kingdom

- The United Kingdom allowed a regional referendum on Scottish independence.

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 parliamentary or presidential systems more effectively check executive power using one or more of the provided course concepts: term limits, removal of the executive, and elections.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“Parliamentary systems are more effective than presidential systems at checking executive power.”</i> <i>“Presidential systems are the most effective system for containing executive power.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“The executive in a parliamentary system is chosen from the national legislature.”</i> <i>“Nigeria and Mexico are two course countries with presidential systems.”</i> 		Examples that earn this point: <ul style="list-style-type: none"> <i>“Presidential systems more effectively limit executive power because presidents are limited in the number of terms they can serve or the number of times they can run for office.”</i> <i>“Parliamentary systems more effectively limit executive power because legislative and executive powers are combined, and it is easier to remove the executive in a parliamentary system.”</i> <i>“Presidential systems more effectively limit executive power because the legislature is elected separately and can be controlled by a different party.”</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>“Parliamentary systems are present in many course countries.”</i> Provide evidence that is not relevant to course concepts in the prompt <ul style="list-style-type: none"> <i>“The Nigerian president serves as both head of state and head of government.”</i> <i>“The United Kingdom has two dominant political parties in its parliament.”</i> 		Examples of acceptable specific and relevant evidence (one example is one piece of evidence): <ul style="list-style-type: none"> <i>“In Mexico, presidents can only serve one six-year term.”</i> <i>“In the United Kingdom, the prime minister can stay in the office indefinitely.”</i> <i>“In Nigeria and in Mexico, presidents can be removed by the legislature at any time through an impeachment process.”</i> <i>“In the United Kingdom, the prime minister can be removed by the legislature through a vote of no confidence.”</i> <i>“In the United Kingdom, the Prime Minister’s mandate is indirect, through the legislature.”</i> <i>“In Mexico and Nigeria, the president has a direct mandate from the people through direct elections.”</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. Examples that do not earn points: <ul style="list-style-type: none"> • <i>“In Mexico, the presidential system functions better than if they had a parliamentary system.”</i> • <i>“Having an impeachment process in Nigeria and/or Mexico strengthens the power of the legislature.”</i> • <i>“In the UK, the fusion of powers between the branches of government limits the prime minister.”</i> 		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 reasoning that explain how evidence supports the claim or thesis: <ul style="list-style-type: none"> • <i>“In a presidential system, executive power is checked by the number of years they can hold office. Term limits can reduce the likelihood of a dictator emerging.”</i> • <i>“Impeachment is a limited check on executive power because it is a difficult process, while the vote of no confidence process for removing a prime minister is easier and can be done nearly any time.”</i> • <i>“Direct popular mandates offer the president a source of legitimacy outside of legislative support and can therefore make it difficult to check executive power.”</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 points Does not meet the criteria for one point.	1 point Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.
(0–1 points)	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>“Some people say that presidential systems more effectively limit the power of the state because they are limited to a certain number of years, which prevents them from being able to accomplish policy goals.”</i> Describe an alternate perspective but do not refute, concede, or rebut that perspective <ul style="list-style-type: none"> <i>“Some people say that parliamentary systems are better because they have a mechanism for removing the executive more easily, that provides a check on executive power.”</i> 	Examples of acceptable responses to an alternate perspective may include: <ul style="list-style-type: none"> <i>“Some might argue that term limits are not an effective check on executive power because once a president is in their final term of office, they are no longer held accountable by voters through reelection; however, term limits are a more effective check because presidents are eventually removed from power.”</i> <i>“While some claim that parliamentary systems do not check executive power because the legislature and executive are fused, the fact that prime ministers can be removed from office with a simple majority vote is a stronger limit on executive power.”</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. 		