

2024



AP[®] United States Government and Politics

Scoring Guidelines Set 2

Question 1: Concept Application**3 points**

A. Describe the implied power of Congress being exercised in the scenario. **1 point**

Acceptable descriptions include:

- Congress is reviewing the actions of the bureaucracy.
- Congress is using oversight by requesting information from the bureaucracy.
- The power of oversight is being exercised when Secretary Ross is testifying under oath in front of the House committee.

B. Explain how the media can influence the use of the power described in part A. **1 point**

Acceptable explanations include:

- The media informs voters of an issue, who could then urge Congress to investigate the bureaucracy.
- Congress can learn about the Census’s problems through the media and use its oversight powers to resolve them.

C. Explain how the chairperson’s actions in the scenario might influence someone engaged in retrospective voting. **1 point**

Acceptable explanations include:

- The retrospective voter model predicts that voters who approve of Maloney’s actions will be more likely to vote for her in the next election.
- Voters who disagree with Maloney’s decision may vote against her in the future, based on the predictions of the retrospective voter model.
- A citizen may choose to vote for Maloney’s party in an upcoming congressional election based on Maloney’s behavior.
- Voters might choose to not vote for the incumbent president because they were dissatisfied with the performance of the Commerce Secretary, who was nominated by the president.

Total for question 1 3 points

Question 2: Quantitative Analysis**4 points**

A. Identify the year with the fewest number of Democratic women candidates for the Senate. **1 point**

Acceptable identifications include:

- 1988

B. Describe the difference in an overall trend in Democratic and Republican women candidates for the Senate as illustrated in the graph. **1 point**

Acceptable descriptions include:

- There is an overall increase in female Senate candidates for both Democrats and Republicans, but the increase for Democrats is larger than it is for Republicans.
- There are more female Democratic candidates than female Republican candidates in every election since 1996.

C. Draw a conclusion that explains an overall trend shown in the graph. **1 point**

Acceptable conclusions include:

- The total number of female Senate candidates increased over time because both parties are responding to voters who want to vote for women.
- The number of women candidates for the Senate increases over time, which might be due to how political parties have changed their messaging over time.
- A broader recognition of the role of women in society has led to more women choosing to run for the Senate.
- Democrats have been more successful in recruiting female Senate candidates to run for office than Republicans.

D. Explain how the data in the graph might affect political participation. **1 point**

Acceptable explanations include:

- Women may be more encouraged to vote when they see female candidates on the ballot.
- Since there are more women candidates for the Senate than before, political participation might increase because different demographic groups will feel more empowered by the political process.
- Participation may decline among individuals who prefer male candidates for office.

Total for question 2 4 points

Question 3: SCOTUS Comparison**4 points**

A. Identify the civil liberty that is common to both *Schenck v. United States* (1919) and *Cohen v. California* (1971). **1 point**

- Freedom of speech

B. Explain how the facts in *Schenck v. United States* and *Cohen v. California* resulted in different holdings. **1 point**

Acceptable responses include:

One point for **describing** relevant information (facts or holding) about the required Supreme Court case.

- Schenck was found guilty of violating the Espionage Act.
- In *Schenck v. United States*, a man was arrested for distributing anti-war pamphlets that called for people to disobey the draft.
- The Supreme Court held that Congress has the power to prevent dangerous speech.
- When ruling in favor of the government, the Supreme Court held that the First Amendment does not protect speech that presents a clear and present danger to public welfare.

OR

Two points for correctly **explaining** how the facts of both cases resulted in different holdings.

**OR
2 points**

- The speech in *Schenck* was a threat, so the Court held that it was not protected, while the Court held that the speech in *Cohen* was protected because, while it was offensive to some, it did not pose a security threat.
- Both cases involved speech in protest of a war, but the Court held in *Cohen v. California* that the government could not limit offensive speech whereas in *Schenck v. United States* it held that speech that presents a clear and present danger can be limited by the government.
- While both cases involve speech, *Schenck* encouraged citizens to act against the government, which the Court held was not protected by the First Amendment, while *Cohen* was simply expressing his opinion, which the Court held was protected by the First Amendment.

C. Explain how the decision in *Cohen v. California* reflects the democratic ideal of limited government. **1 point**

Acceptable explanations include the following:

- The decision in *Cohen* protects an individual's right to wear a jacket with offensive speech, which constrains the government's power to censor speech.
- The decision in *Cohen* upheld civil liberties meant to protect against government overreach.

Total for question 3 4 points

Question 4: Argument Essay**6 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 regarding whether interest groups or social movements better reflect the participatory model of democracy.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“Interest groups better reflect the participatory model of democracy.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“Social movements are better at pressuring the government to change laws.”</i> 		Examples that earn this point: <ul style="list-style-type: none"> <i>“Interest groups better reflect the participatory model because they bring together people with common goals.”</i> <i>“Interest groups better reflect the participatory model of democracy because they are an established part of the policy making process.”</i> <i>“Social movements better reflect the participatory model, and they are inclusive.”</i> <i>“Social movements better reflect the participatory model of democracy since people can directly and immediately create the change they seek.”</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			
<p>Row B Evidence</p> <p>(0–3 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt.</p>	<p>2 points Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u>. OR Provides two pieces of evidence that are relevant to the topic of the prompt.</p>	<p>3 points Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u>.</p>
Decision Rules and Scoring Notes				
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Do not provide any accurate evidence. Provide evidence that is not relevant to the topic. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must provide one piece of evidence relevant to the topic of the prompt. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts. 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Provide one piece of specific and relevant evidence that supports the claim or thesis. <p>OR</p> <ul style="list-style-type: none"> Must provide two pieces of evidence relevant to the topic of the prompt. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts. 	<p>Responses that earn 3 points:</p> <ul style="list-style-type: none"> Provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence must come from a foundational document listed in the prompt. The other piece of evidence can come from a different foundational document or from knowledge of course concepts. 	
<p>Examples that do not earn points:</p> <p>Provide evidence that is not specific</p> <ul style="list-style-type: none"> <i>“Social movements give power to the people.”</i> <p>Provide evidence that is not relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Letter from a Birmingham Jail was a statement in a local newspaper.”</i> 	<p>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</p> <ul style="list-style-type: none"> <i>“Political parties organize voters based on their ideological interests.”</i> <i>“Social media has made it easier for groups of people to organize.”</i> <i>“Federalist No. 10 discussed the impact that factions can have on a republic.”</i> <i>“The First Amendment allows people to petition the government for change.”</i> <i>“Letter from a Birmingham Jail advocates for social movements, like the Civil Rights Movement.”</i> <p>Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“Political efficacy is the feeling that you can influence what government does. Interest groups give people a wide variety of ways to influence governmental actions.”</i> <i>“Representatives in Congress are concerned about re-election, which makes them sensitive to activists and social movements in the places they represent.”</i> <i>“In Federalist No. 10, the Federalists advocated for a large republic because they were concerned about factions, their word for interest groups, and how factions would have too much power in a small republic or a direct democracy.”</i> <i>“The First Amendment protects the rights of assembly and free speech, which means that people can express their political views easily.”</i> <i>“In Letter from a Birmingham Jail, Martin Luther King suggests that people shouldn’t wait for the courts to change unjust laws and argues that people should protest instead.”</i> 			
<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn one or two points in Row B, the response does not need to have earned the point for claim/thesis in Row A. To earn three points in Row B, the response must have a defensible claim/thesis (earned the point in Row A). To earn three points in Row B, the response must use one of the foundational documents listed in the prompt. 				

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 Uses reasoning (classification, process, causation, or comparison) to explain how or why the evidence supports an argument relevant to the prompt.</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 an argument. <p>Examples of reasoning that explains how the evidence supports the claim or thesis:</p> <ul style="list-style-type: none"> • <i>"Interest groups are made up of elites, lobbyists, and concerned citizens. By bringing together a wide range of voices, interest groups reflect the participatory model of democracy because interest groups desire to satisfy the needs of their members.</i> • <i>"Through the right of protest, which is protected by the First Amendment, social movements can get the attention of policymakers, which directly connects the people to the government and is closer to the participatory model of democracy."</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • To earn this point, the response must have provided at least one piece of specific and relevant evidence. • The explanation of the relationship between one piece of evidence and a well reasoned argument relevant to the prompt 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 rebuttal or refutation.</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 rebut or refute that perspective. Rebut or refute a foundational document rather than an alternate perspective. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must describe an alternate perspective AND rebut or refute that perspective. 	
<p>Examples of responses that do not earn the point:</p> <p>Restate the opposite of the claim or thesis</p> <ul style="list-style-type: none"> <i>“Social movements better reflect the participatory model of democracy.”</i> <p>Describe an alternate perspective but do not rebut or refute that perspective</p> <ul style="list-style-type: none"> <i>“Some people might argue that social movements better reflect the participatory model because they include people who are typically outside the system.”</i> 	<p>Examples of acceptable responses to an alternate perspective may include:</p> <ul style="list-style-type: none"> <i>“It might be true that social movements include more people, but this is only true in times of crisis or injustice. On the other hand, interest groups are always working to increase participation.”</i> <i>“Some people might argue that social movements better reflect the participatory model of democracy because they include large groups of people. However, social movements do not always target wide segments of the population and some deliberately limit their membership to certain groups of people.”</i> <i>“Interest groups aren’t as inclusive as one might think, since many require members to have resources. Social movements offer participation that requires little from people except their time and their voices.”</i> <i>“Some people might argue that interest groups better represent the participatory model because they have more direct access to members of Congress. However, even with better access, interest groups only benefit a certain segment of the population, while social movements have the potential to include a much broader range of people.”</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. 		