



Chief Reader Report on Student Responses:
2025 AP[®] Comparative Government and Politics Set 2
Free-Response Questions

• Number of Students Scored	27,184		
• Number of Readers	120		
• Score Distribution	Exam Score	N	%At
	5	4,440	16.3
	4	6,329	23.3
	3	8,745	32.2
	2	4,485	16.5
	1	3,185	11.7
• Global Mean	3.16		

The following comments on the 2025 free-response questions for AP[®] Comparative Government and Politics were written by the Chief Reader, Nicholas Clark, Professor, Susquehanna University. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question 1

Task: Conceptual Analysis

Topic: Sovereignty and Economic Globalization

	Max Points:	Mean Score:
(A)	1	0.55
(B)	1	0.74
(C)	1	0.42
(D)	1	0.40

Overall Mean Score: 2.11

What were the responses to this question expected to demonstrate?

The intent of this question was to assess students' ability to describe aspects of economic globalization and to explain the impact of and motivations for economic globalization. Specifically, students were expected to describe the concept of economic globalization, and to describe a way that governments support economic globalization. Students then needed to explain how multinational corporations (MNCs) can present challenges to state sovereignty. Finally, students were expected to explain why governments may encourage economic globalization despite the challenges globalization may present.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Many responses accurately described economic globalization, emphasizing the interconnectedness of countries through trade. The students who had a difficult time with this part of the question focused on one country's actions rather than the interconnected economic network of a multiplicity of states. Most students accurately described a government's support of economic globalization by decreasing tariffs or quotas, encouraging foreign direct investment, or creating special economic zones. Responses which did not earn a point often mentioned privatization; they conflated economic liberalization and economic globalization. Students had a difficult time explaining how multinational corporations can present challenges to state sovereignty. While they were often able to provide a relevant case, such as the problems revolving around a rentier state, many students did not make a causal link between the presence or actions of MNCs and the challenges to state sovereignty beyond re-stating the prompt. A fair number of students misunderstood MNCs to be supranational organizations, such as the European Union (EU) or the World Trade Organization (WTO). Students also had a difficult time explaining why governments may encourage economic globalization. While they often correctly stated that economic globalization increased GDP or led to economic growth, they did not explain why this was a benefit that would motivate a government by mentioning effects, such as an increase in employment, an improvement in citizens' quality of life, or greater political legitimacy.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• Responses limited economic globalization to only one country interacting with other countries. For example, "Economic globalization is the process	<ul style="list-style-type: none">• "Economic globalization is the process by which countries open their markets, so that investment, trade, and corporations from many countries interconnect."

<p>by which a country opens its markets and gets more involved in trade with foreign countries.”</p>	
<ul style="list-style-type: none"> • Responses did not make a causal link between the MNC’s actions and a challenge to state sovereignty. For example, “Multinational Corporations can present challenges to state sovereignty because of the power they can hold as a large companies.” OR “An MNC can pose a threat to state sovereignty because its presence could be seen as foreign interference.” 	<ul style="list-style-type: none"> • “A country may be forced to give up some of its sovereignty for MNCs to operate there. States may have to change certain policies and regulations due to MNC pressure, forcing the state to give up political power to the organization.”
<ul style="list-style-type: none"> • Responses did not adequately explain why governments may encourage economic globalization despite the challenges that globalization presents. For example, “While economic globalization does have disadvantages, it also encourages more economic growth of the state.” 	<ul style="list-style-type: none"> • “Despite the challenges of globalization, governments may encourage economic globalization because it leads to domestic economic growth, which improves quality of life for citizens.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers should provide multiple opportunities for students to practice describing economic globalization. It is important for students to describe the characteristics of concepts throughout the course, especially the concepts found in the CED’s Learning Objectives. AP Teachers can assist students by having periodic, short five-minute vocabulary quizzes, directing students to different parts of the textbook and/or the CED.

One possible classroom activity would be for teachers to prepare slips of paper that have key concepts and characteristics of these concepts, and to distribute these randomly to students. For this question, five good review concepts would be: economic globalization, economic liberalization, multinational corporations, supranational organizations, and sovereignty. Teachers can then instruct students to find their concept ‘family’ by comparing their slips of paper with each other and discussing. Once the ‘families’ are formed, each family group can present their concept and characteristics to the rest of the class indicating how each relates to each other.

Teachers could also create a game where the students compete in teams to answer vocabulary questions. The teacher could create some questions by asking which definitions are correct and others where they are given the definitions, and the students have to figure out which is the correct term or concept. It is possible that the teams can rotate periodically during a ‘game’ so that students get the opportunity to collaborate with different classmates.

AP Teachers should encourage students to understand the purpose behind the task verbs (i.e., *describe*, *explain how*, and *explain why*) so that they are providing responses that fully answer the various prompts. AP teachers can help students gain a better understanding of the task verbs by showing them examples of responses that meet the task verbs and responses that do not. Teachers can also assist students by providing

opportunities to practice writing, keeping in mind the intent behind each of the task verbs in their writing. In many cases, teachers prepared the students with relevant knowledge to understand the general intent behind the prompts, but the students were not able to write full explanations. Teachers can also provide or create very distinct examples of responses to a prompt that both do and don't show an understanding of the task verbs.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources related specifically to this prompt include:
 - AP Daily Video 1 for Topic 5.1 reviews the concept of economic globalization, including key takeaways and common misconceptions.
 - AP Daily Video 3 for Topic 5.1 reviews the concept of multinational corporations, including an overview of the challenges they may present to course countries.
 - AP Daily Video 2 for Topic 5.1 reviews the concept of supranational organizations, which was not a concept covered in this prompt but was one of the most common misunderstandings in student responses.
 - AP Daily Video 3 for Topic 1.2 reviews the concept of sovereignty, both in the context of the course and as a response to an FRQ prompt.
 - AP Daily: Live Review (Practice Sessions 2 and 3) are available through AP Classroom. These videos offer students advice and strategies to develop strong responses to FRQ1 on the AP Comparative Government and Politics Exam.
- Additional resources may be found on the AP Comparative Government and Politics Course on AP Central at: <https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics>
- The Course and Exam Description provides a section on “Developing the Disciplinary Practices” on pages 138–146. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- Sign into AP Classroom to access AP Daily Videos and questions on the topics and skills addressed in this question. AP teachers can assign students short AP Daily Videos as homework, warm-ups, lectures, reviews, and more.
- AP teachers can also use the AP Question Bank in AP Classroom to enable students to practice and get feedback on formative topic questions and past AP Exam questions.
- AP Classroom also contains review videos for the AP Comparative Government and Politics Exam from recent years that have helpful information for students and that review key concepts, theories, and skills.
- The AP Comparative Government and Politics Online Teaching Community (OTC) is another great resource, which includes materials and resources posted not only by the College Board, but also by other teachers. The OTC Discussion Board is the place to ask questions, share resources, and exchange teaching ideas at: <https://apcommunity.collegeboard.org/group/apgopo-comp>

Question 2

Task: Quantitative Analysis

Topic: Largest Party in Lower House in Legislature

	Max Points:	Mean Score:
(A)	1	0.98
(B)	1	0.97
(C)	1	0.51
(D)	1	0.27
(E)	1	0.21

Overall Mean Score: 2.94

What were the responses to this question expected to demonstrate?

The intent of this question was to assess students' ability to interpret, describe, explain, and draw conclusions from quantitative data presented in a graph. Students were presented with a line graph displaying the percentage of seats held by the largest party in the lower house of the legislature for four countries from 2011 to 2020. Students were expected to correctly identify the country whose largest party held the lowest percentage of seats in 2016. Students were expected to correctly describe a trend in the percentage of seats held by the largest party in Russia. Next, students were expected to describe a dominant party system. Then students were asked to draw a conclusion that explains the change in the percentage of seats held by the largest party in Mexico. Finally, students were asked to explain the relationship between the percentage of seats held by the largest party and democratization in Nigeria.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Students were most successful at interpreting the graph by showing proficiency at reading the data presented in the graph and in describing a trend in the data. The vast majority of students were able to identify Mexico as the country with the lowest percentage of seats held by the largest party in 2016. Similarly, a large majority of students were able to describe a trend in the percentage of seats held the largest party in Russia between 2011 and 2020.

Many students were able to describe dominant party systems. Some students, however, incorrectly described a dominant party system by demonstrating a misunderstanding of its defining characteristics beyond the reuse of the term dominant.

Students often encountered difficulty in fully explaining Mexico's shifting percentage of seats held by the largest party. While some accurately described the graph's trajectory, they failed to provide an explanation for the change. Others did not elaborate on the methods by which these changes occurred.

Students struggled the most to explain the relationship between the percentage of seats held by the largest party in Nigeria and Nigeria's level of democratization. Often students mentioned how they were related, but did not explain the relationship between the two concepts. Successful students used the graph to identify key data points. For example, they noticed Nigeria's percentage of seats was not nearly as high as Russia's, or that Nigeria and the United Kingdom had similar percentages of seats for their largest party. Building upon these observations, they then described the level of democratization in Nigeria.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Responses were too general and/or relied on the root word for their description. For example, “Dominant party systems are electoral systems in which one party consistently dominate the others in elections.” 	<ul style="list-style-type: none"> • “Dominant party systems are when one political party overwhelming controls the government.”
<ul style="list-style-type: none"> • Responses identified a trend rather than drawing a conclusion based on the data. For example, “The percentage of seats held by the largest party in Mexico between 2011 and 2020 slowly decline over the years starting at around 45% in 2011 and decreasing to about 39% by 2020.” 	<ul style="list-style-type: none"> • “One reason for this downward trend is the way the seats are won in the lower house of the legislature in Mexico. Some of the seats are reserved for proportional representation and multi-member districts, while others are reserved for first past the post and single-member districts. The PR and MMD seats allow Mexican citizens to elect representatives from multiple parties, which means that the dominant party holds less seats.”
<ul style="list-style-type: none"> • Responses identified correlation between Nigeria’s percentage of seats held by the largest party and the level of democratization rather than explaining the relationship between the two. For example, “In Nigeria, as the country’s level of democratization has increased, the percentage of seats held by the largest party has increased.” 	<ul style="list-style-type: none"> • “Because the number of seats hovers from 50-60% in the legislature, this opens the avenue for other parties to take up the remaining 40-50% and provide legislative representation to maintain democratization and bridge the divide.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Students performed well in interpreting the data presented in the graph, so teachers should continue to expose their students to a variety of quantitative data charts, graphs, or tables throughout the course. Teachers could work to strengthen how students write descriptions on trends in data as students struggle at times to accurately describe trends. One strategy is to have students analyze various data sets, describe the trends or patterns they observe, and then exchange their descriptions with a classmate. The goal is for the students to accurately reconstruct the original data solely from the description.

Teachers should continue to teach the different party systems (one-party, dominant party, two-party, and multi-party) using clear descriptions and country specific examples from the course. One strategy is to have students create graphic organizers defining, giving examples, and describing potential causes and effects of party systems.

Teachers should also practice with students writing on the drawing a conclusion prompt. Drawing a conclusion requires that students bring in outside knowledge that is specifically not mentioned or addressed by the graph. Similarly, on the explain the relationship prompt, students failed to connect and explain two different concepts and their relationship. Students should practice “closing the loop” while

writing to help strengthen their answers to an explain prompt. One strategy is to have students do a “quick write” explaining potential connections or relationships between two random concepts from the course, for example democratization and legitimacy. This can also help strengthen students’ descriptions of vocabulary terms that are often seen in the (C) prompt.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources related specifically to this prompt include:
 - AP Daily Video 2 for Topic 1.1 reviews how political scientists use both empirical and quantitative analysis to make comparisons across course countries to draw conclusions about politics.
 - AP Daily Video 1 for Topic 4.3 describes the characteristics of political party systems using the examples of China as a one-party system and Russia as a dominant party system.
 - AP Daily: Live Review (Practice Sessions 4) are available through AP Classroom. These videos offer students advice and strategies to develop strong responses to FRQ2 on the AP Comparative Government and Politics Exam.
- Additional resources may be found on the AP Comparative Government and Politics Course on AP Central at: <https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics>
- The Course and Exam Description provides a section on “Developing the Disciplinary Practices” on pages 138–146. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- Sign into AP Classroom to access AP Daily Videos and questions on the topics and skills addressed in this question. AP teachers can assign students short AP Daily Videos as homework, warm-ups, lectures, reviews, and more.
- AP teachers can also use the AP Question Bank in AP Classroom to enable students to practice and get feedback on formative topic questions and past AP Exam questions.
- AP Classroom also contains review videos for the AP Comparative Government and Politics Exam from recent years that have helpful information for students and that review key concepts, theories, and skills.
- The AP Comparative Government and Politics Online Teaching Community (OTC) is another great resource, which includes materials and resources posted not only by the College Board, but also by other teachers. The OTC Discussion Board is the place to ask questions, share resources, and exchange teaching ideas at: <https://apcommunity.collegeboard.org/group/apgopo-comp>

Question 3

Task: Comparative Analysis

Topic: Role of Civil Society

	Max Points:	Mean Score:
(A)	1	0.43
(B)	2	1.04
(C)	2	1.22

Overall Mean Score: 2.69

What were the responses to this question expected to demonstrate?

The intent of this question was to assess students' understanding of civil society. Students were expected to describe civil society, including its key characteristics. In addition, students were expected to describe the role of civil society organizations in two different AP Comparative government countries. Finally, they were expected to explain how regime types in the selected countries affect civil society organizations in each country.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Although most students understood that a civil society organization is a voluntary association of people with shared interests, many failed to include in their description of civil society organizations that they are independent from the state. Many students wrote about the type of regimes in the selected countries rather than describing the role or types of actions that civil society organizations engage in. Specifically, when discussing authoritarian political systems, many students did not understand that the question was not asking for a general assessment of the success of civil society organizations in a country but rather for the kinds of activity that these organizations engage in. In addition, several students were unclear about the difference between civil society organizations and corporatist groups established by authoritarian regimes. Finally, most students almost always successfully identified the regime type of the country. However quite a few students failed to explain how specific policies and rules of the regime affect civil society organizations.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Responses did not recognize that a key characteristic of civil society organizations is that they are independent of the government/regime. For example, “Civil society is a group or organization that stands up for their own human rights.” 	<ul style="list-style-type: none"> • “Civil society organizations are voluntary groups, independent of the state, made up of citizens who wish to engage in activities to promote shared goals.” • “Civil society organizations are non-governmental organizations made up of citizens who come together to promote an agenda.”
<ul style="list-style-type: none"> • Responses did not adequately describe the role of civil society in the country. For example, “In China, civil society is restricted, and organizations are required to register with the government.” 	<ul style="list-style-type: none"> • “In China civil society groups advocate for environmental issues or against corruption at the local level.” • “In Iran civil society groups have protested against strict enforcement of religious dress codes for women.” • “In Nigeria groups like MOSOP have exposed human rights abuses and environmental damage by the oil industry.”
<ul style="list-style-type: none"> • Responses did not explain how civil society in a country were affected by a regime type’s policies/laws/constitutional features/rules in the country. For example, “Regime type may affect civil society organizations from Iran and Russia because if the regime type changes from authoritarian to democratic, it would shift the need to protest such laws.” 	<ul style="list-style-type: none"> • “The Mexican constitution ensures legal protection for civil society activity except in the most severe cases of violence. This encourages the formation of civil societies free from threat of government retaliation.” • “The UK provides legal protection from the state to civil society organizations and the right to free speech and to lobby parliament. Civil society organizations can participate in public debate without fear of retribution.” • “In Russia civil society organizations are prohibited to receive foreign funding. This limits access to resources necessary for effective participation.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

It is important for students to practice defining and describing civil society and examining the many different roles played by civil society organizations in each of the countries. It is also important that students are able to distinguish corporatist organizations from those organizations that are not state sponsored/controlled.

Students on the exam often confused civil society with civil rights, socialization, and political culture. Exercises designed to make students aware of the differences between the three would lead to an accurate understanding of civil society. A chart of the four with the characteristics of each would make a useful study guide.

The ability to explain how regime types, through laws, policies or rules, allow for or inhibit civil society activity is central to providing a contextual background and the ability to evaluate the success/failure of civil society institutions to achieve their goals.

Teachers can also assist students by discussing the benefits and consequences of various methods used by civil society organizations based upon different types of regimes. One suggestion is to have students participate in a jigsaw activity of working in small groups and assign them a course country and explore different civil society organizations. Students could describe the roles of the organizations and their relative impact and explain how these groups are either encouraged or restricted in a course country.

Providing students with a list of NGOs and asking them to research them to see if they fulfill the characteristics of a civil society organization would reinforce a systematic approach to identifying and describing civil society organizations.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources related specifically to this prompt include:
 - AP Daily Videos 1 and 2 for Topic 3.1 describe the concept of civil society and how it applies in course countries.
 - AP Daily Videos 1 and 2 for Topic 4.5 describe how social movements and interest groups create political change in different types of regimes.
 - AP Daily: Live Review (Practice Sessions 5 and 6) are available through AP Classroom. These videos offer students advice and strategies to develop strong responses to FRQ3 on the AP Comparative Government and Politics Exam.
- Additional resources may be found on the AP Comparative Government and Politics Course on AP Central at: <https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics>
- The Course and Exam Description provides a section on “Developing the Disciplinary Practices” on pages 138–146. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- Sign into AP Classroom to access AP Daily Videos and questions on the topics and skills addressed in this question. AP teachers can assign students short AP Daily Videos as homework, warm-ups, lectures, reviews, and more.
- AP teachers can also use the AP Question Bank in AP Classroom to enable students to practice and get feedback on formative topic questions and past AP Exam questions.
- AP Classroom also contains review videos for the AP Comparative Government and Politics Exam from recent years that have helpful information for students and that review key concepts, theories, and skills.

- The AP Comparative Government and Politics Online Teaching Community (OTC) is another great resource, which includes materials and resources posted not only by the College Board, but also by other teachers. The OTC Discussion Board is the place to ask questions, share resources, and exchange teaching ideas at: <https://apcommunity.collegeboard.org/group/apgopo-comp>

Question 4

Task: Argument

Topic: Judicial Independence and Political Legitimacy

	Max Points:	Mean Score:
(Thesis Claim Score)	1	0.82
(Evidence Score)	2	1.22
(Reasoning Score)	1	0.49
(Alternate Perspective Score)	1	0.31
Overall Mean Score:	2.84	

What were the responses to this question expected to demonstrate?

The intent of this question was to assess student's understanding of judicial independence and its effects on political legitimacy, while using one or more of the course concepts: checks and balances, rule of law, or stability. Students were expected to articulate a defensible claim/thesis with two pieces of relevant evidence from a course country; use reasoning to explain why the evidence provided supports the thesis; and respond to an alternative perspective using refutation, concession, or rebuttal. Students were expected to write an argumentative essay, demonstrating each of the skills mentioned above. Specifically, students needed to demonstrate their understanding of how judicial independence influences legitimacy using the course concepts to establish the connection between judicial independence and the concepts by providing a defensible claim. Students needed to further demonstrate their knowledge of the course countries by providing specific, relevant, and accurate evidence from the countries that reflect course concepts the students used in their thesis. Students also needed to be able to demonstrate their understanding of how the evidence they described was linked to the relationship between judicial independence and political legitimacy in their thesis. Finally, students needed to demonstrate their understanding of alternative explanations by describing an alternative thesis and then either refuting that thesis, rebutting it, or conceding to it.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

The different tasks within this question required students to demonstrate several critical thinking skills, applying their substantive knowledge about judicial independence and legitimacy, while using argumentation. This type of question required the content knowledge from the course to be integrated with the practice of providing a defensible thesis, providing specific and relevant evidence and reasoning, and responding to an alternative perspective. Most responses provided a defensible thesis, usually incorporating checks and balances or rule of law. Many responses successfully described evidence relevant to the course concepts, usually incorporating checks and balances and rule of law. Those responses that demonstrated understanding of the course concepts and offered accurate evidence were generally able to use reasoning to connect evidence to the thesis. Many responses sufficiently described an alternate perspective, but significantly fewer extended to rebuttal, refutation, or concession. Others restated the original thesis in contradictory terms or simply offered a third piece of evidence in an effort to show an example that did not confirm the original thesis.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Understanding of the role of the judiciary and their powers, often confusing it with legislative or executive bodies in the evidence. For example, “The UK’s House of Lords enforces rule of law.” 	<ul style="list-style-type: none"> “The U.K’s practice of common law---following historical precedents in decision-making---within the judicial system effectively prevents abuses of power when prosecuting individuals and checking legislative power.”
<ul style="list-style-type: none"> Responses that lack specific evidence from a course country and a connection to one or more of the provided course concepts. For example, “Mexico has an independent court system.” 	<ul style="list-style-type: none"> “In China, the judiciary is directly connected to the CCP, acting as an extension of it. In such a system, the government is free to enact whatever they wish, without oversight or regulation from the judiciary. Rule of law is unable to take place in this scenario.”
<ul style="list-style-type: none"> Responses that were not able to use reasoning to explain why the evidence supports the claim or thesis, using one or more of the provided course concepts. For example, “Independent judiciaries increase a government’s political legitimacy because people accept its authority.” 	<ul style="list-style-type: none"> “The combination of judicial power and its ability to carry out checks and balance within government branches, powerfully enhances government legitimacy, as citizens are more likely to support passed laws.”
<ul style="list-style-type: none"> Alternate perspective lacks rebuttal, refutation, or concession. For example, “Some may argue that an independent judiciary decreases the legitimacy of the government because it overrules the will of the people.” 	<ul style="list-style-type: none"> “Some may argue that an independent judiciary decreases the legitimacy of the government because it is not effective at enforcing its rulings...the lack of enforcement mechanisms for an independent judiciary may lead some to believe that they only serve to decrease legitimacy by disagreeing with government actions. However, the ability of an independent judiciary to remind government representatives of their obligations to the Constitution and the rights of the people is instrumental in preserving stability and rule of law.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers could provide frequent opportunities for students to define and explain key vocabulary terms (especially the difference between judicial independence and the separation of powers), concepts, and principles, and discuss contemporary examples illustrating said vocabulary, concepts, and principles in the six course countries (especially the differences in judicial systems in the 6 countries).

Teachers could help students identify relevant evidence, and practice using reasoning to connect that evidence to a thesis statement by having students compile a list of specific facts about the judicial systems in all 6 countries on note cards and then challenging them to make connections with each of the Big Ideas (power and authority, legitimacy and stability, and democratization).

Teachers could outline how to develop an alternative or opposing line of thought, and how to write a rebuttal, refutation, or concession of that line of reasoning by using student samples that are posted on AP Central. In addition, teachers could review released scoring guides with students and allow students to see valid examples of high, medium, and low answers. Students can further practice by assessing released prompts to see what appropriate responses may look like.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources related specifically to this prompt include:
 - AP Daily Video 1 for Topic 2.8 investigates the structures and functions of judicial systems in China, Iran, and Mexico, while Video 2 covers Nigeria, Russia, and the United Kingdom.
 - AP Daily Video 1 for Topic 2.9 explains the importance of independent judiciaries relative to other political institutions.
 - AP Daily: Live Review (Practice Sessions 7 and 8) are available through AP Classroom. These videos offer students advice and strategies to develop strong responses to FRQ3 on the AP Comparative Government and Politics Exam.
- Additional resources may be found on the AP Comparative Government and Politics Course on AP Central at: <https://apcentral.collegeboard.org/courses/ap-comparative-government-and-politics>
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