

2025



---

# AP<sup>®</sup> Comparative Government and Politics

## Scoring Guidelines Set 2

**Question 1: Conceptual Analysis****4 points**

---

**A** Describe economic globalization. **1 point****Examples of acceptable responses may include the following:**

- Economic networks that are more interconnected
- A worldwide market with actors unconstrained by political borders
- The interconnectedness of countries through trade
- The unrestricted movement of workers, goods or capital internationally

---

**B** Describe a way that governments support economic globalization. **1 point****Examples of acceptable responses may include the following:**

- Joining a trade organization that supports economic globalization
- Decreasing tariffs
- Decreasing immigration restrictions
- Decreasing trade regulations/quotas/subsidies
- Encouraging foreign direct investment
- Improving infrastructure to encourage foreign direct investment
- Creating special economic zones
- Signing trade agreements with other countries

---

**C** Explain how multinational corporations (MNCs) can present challenges to state sovereignty. **1 point****Examples of acceptable responses may include the following:**

- The political or economic resources controlled by multinational corporations can make governments feel as though they have to agree with their norms/viewpoints, potentially challenging existing policies in the country.
- MNCs may have goals that conflict with domestic economic policies regarding things like labor, the environment, land rights, taxation, or the budget, and they may expect governments to align their domestic policies with these goals.
- MNCs can create situations in which countries compete with each other in order to gain the opportunity to have their investment in the country. This may cause countries to change their environmental regulations, lower labor standards, or give tax breaks.

---

**D** Explain why governments may encourage economic globalization despite the challenges it may present. **1 point****Examples of acceptable responses may include the following:**

- Governments may encourage economic globalization because it can increase GDP or citizens' quality of life, which can in turn increase a government's legitimacy.
-

- While MNCs may create conflict with domestic economic policies (for example, regarding labor, the environment, land rights, taxation, or the budget), states may still encourage economic liberalization because the positive effects on individuals' standard of living outweighs these concerns in many developing countries.
  - If globalization leads to membership in international organizations like the International Monetary Fund, World Bank, or the World Trade Organization, it may increase a country's political and economic stability, despite the challenges the loss of sovereignty that may happen as a result of membership.
-

**Question 2: Quantitative Analysis****5 points**

- 
- A** Using the data in the graph, identify the country where the largest party held the lowest percentage of seats in 2016. **1 point**

**Acceptable identification:**

- Mexico

- 
- B** Using the data in the graph, describe a trend in the percentage of seats held by the largest party in Russia between 2011 and 2020. **1 point**

**Examples of acceptable responses may include the following:**

- Between 2011 and 2020, the largest party in Russia grew its proportion of legislative seats from around 55% to 75%.
- Between 2011 and 2020, the largest party in Russia increased its proportion of legislative seats.
- Between 2011 and 2015, the proportion of the largest party in Russia remained stable just above 50%.
- Between 2016 and 2020, the proportion of the largest party in Russia remained stable.

- 
- C** Describe dominant party systems. **1 point**

**Examples of acceptable responses may include the following:**

- Dominant party systems
  - allow multiple parties to compete but support one-party control of the government
  - have one major party that controls the government in a state
  - make it difficult for new parties to form to challenge the ruling party
  - often restrict opposition candidates' access to the media
  - can maintain control by limiting regional elections

- 
- D** Using the data in the in the graph, draw a conclusion that explains the change in the percentage of seats held by the largest party in Mexico between 2011 and 2020. **1 point**

**Examples of acceptable responses may include the following:**

- The reforms put into place in Mexico before 2011 have kept elections competitive and prevented any one political party in Mexico from dominating the lower house of the legislature.
  - With the greater popularity of other political parties/decrease in popularity of the PRI, people began supporting candidates from these other parties, leading to a decline in seats held by the largest party.
-

- With the establishment of the National Electoral Institute (IFE), Mexico's elections have become more competitive, and its legislative branch is no longer controlled as much by just one political party.

---

<b>E</b>	Explain what the data illustrate about the relationship between the percentage of seats held by the largest party and the level of democratization in Nigeria.	1 point
----------	--	---------

Examples of acceptable responses may include the following:

- While the data shows that one party has held around 60% of the seats in the lower house, Nigerian elections often have numerous political parties compete, reflecting its democratization process since 1999.
  - In Nigeria, the data shows that a single political party has held around 60% of the seats in the lower house of legislature, which indicates that it is still experiencing challenges related to democratization.
-

**Question 3: Comparative Analysis****5 points**

---

**A** Describe civil society. **1 point****Examples of acceptable responses may include the following:**

- The collection of voluntary associations that are autonomous from the state
- The groups that operate independently of the state
- Composed of non-governmental organizations that citizens can join voluntarily

**Scoring notes:** Naming an example of a civil society organization alone is not enough to earn the point.

---

**B** Describe a role of civil society organizations in two different AP Comparative Government and Politics course countries. **2 points****Examples of acceptable responses may include the following:****China**

- Civil society groups in China monitor or lobby the government, exposing government corruption.
- Civil society groups in China represent the interests of members and can provide members with organizational experience.

**Iran**

- Civil society groups in Iran monitor or lobby the government, exposing government corruption.
- Civil society groups in Iran represent the interests of members and can provide members with organizational experience.

**Mexico**

- Civil society groups in Mexico monitor or lobby the government, exposing government corruption.
- Civil society groups in Mexico represent the interests of members and can provide members with organizational experience.

**Nigeria**

- Civil society groups in Nigeria monitor or lobby the government, exposing government corruption.
- Civil society groups in Nigeria represent the interests of members and can provide members with organizational experience.

**Russia**

- Civil society groups in Russia monitor or lobby the government, exposing government corruption.
- Civil society groups in Russia represent the interests of members and can provide members with organizational experience.

**The United Kingdom**

- Civil society groups in the United Kingdom monitor or lobby the government, exposing government corruption.

- Civil society groups in the United Kingdom represent the interests of members and can provide members with organizational experience.

---

<b>C</b>	Explain how regime type may affect civil society organizations in each of the two AP Comparative Government and Politics course countries described in Part (B).	<b>2 Points</b>
----------	--	-----------------

---

**Examples of acceptable responses may include the following:**

**China**

- As an authoritarian regime, China restricts civil society organizations through registration requirements and/or monitoring.
- As an authoritarian regime, civil society groups in China are highly restricted. The Chinese Communist Party uses the Great Firewall to make it difficult for groups to organize and communicate.
- China is an authoritarian regime, and civil society groups are often punished if they are pushing independent political participation perceived to threaten the authority of China's Communist Party.

**Iran**

- As an authoritarian regime, civil society groups in Iran are restricted through censorship, crackdowns, and/or monitoring.
- Iran is an authoritarian regime, and civil society groups are highly restricted. When civil society groups protest or challenge government policies, the government responds with arrests, legal punishments, and/or the use of brute repression.
- As an authoritarian regime, civil society groups in Iran are highly restricted. Iran has restricted independent media from publishing anti-religious material or information detrimental to the national interest.

**Mexico**

- As a democratic regime, Mexico gives civil society organizations specific protections of civil liberties that allow them to operate.
- Mexico is a democratic regime, and civil society groups that advocate for government changes have been allowed to operate. For example, the Zapatista movement was formed in response to socioeconomic inequality.

**Nigeria**

- Nigeria is a democratic state and has put protections in place that allow civil society organizations to freely operate.
- As a state that has been experiencing democratization, Nigeria has recognized that protections of civil society groups are important to this process and have allowed them to operate independently.
- As a democratic regime, civil society groups in Nigeria have been given protections. Groups (like Movement for the Emancipation of the Niger Delta (MEND) or the Movement for the Survival of the Ogoni People (MOSOP)) advocate for the rights of an ethnic minority or protest unjust policies related to oil in the Niger Delta region.

**Russia**

- As an authoritarian regime, civil society groups in Russia are restricted through censorship, crackdowns, and/or monitoring.
  - Russia is an authoritarian regime, and civil society groups are highly restricted. The Russian government's nationalization of most broadcast media places rigid controls on these civil society groups.
-

- Russia is an illiberal democracy, and civil society groups in the country are highly restricted from operating independently. The government often punishes social or political participation perceived to threaten the authority of Putin’s United Russia party.

**United Kingdom**

- The United Kingdom is a democratic regime that has ensured that there are protections in place that allow civil society organizations to operate.
  - The United Kingdom is a liberal democracy, and the country’s judicial system includes specific protections for human rights and civil liberties, which encourages civil society by protecting these groups.
-



**Question 4: Argument Essay****5 points**

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Claim/Thesis</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Do not make a claim that responds to the prompt.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning.</li> <li>Provide a defensible claim or thesis that establishes a line of reasoning as to whether judicial independence increases or decreases a government’s political legitimacy using one or more of the provided course concepts: checks and balances, stability, and rule of law.</li> </ul>
	<b>Examples that do not earn this point:</b> <b>Restate the prompt</b> <ul style="list-style-type: none"> <li>“Judicial independence can increase or decrease political legitimacy.”</li> <li>“Judicial independence can increase political legitimacy.”</li> </ul> <b>Do not respond to the prompt</b> <ul style="list-style-type: none"> <li>“Political legitimacy can increase judicial independence.”</li> <li>“Russia is ruled by a dictator.”</li> </ul>	<b>Examples that earn this point:</b> <ul style="list-style-type: none"> <li>“Judicial independence increases a government’s legitimacy because it protects the rule of law.”</li> <li>“Judicial independence can increase a government’s political legitimacy because an independent judiciary can maintain checks and balances by overturning laws passed by the legislature or executive actions.”</li> <li>“Judicial independence increases a government’s legitimacy because it promotes stability.”</li> <li>“Judicial independence decreases a government’s legitimacy because it may inhibit the power of the executive from acting on the will of the people.”</li> <li>“Judicial independence decreases a government’s legitimacy because it uses judicial review to overturn popular legislation resulting in protest and instability.”</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The claim or thesis must consist of one or more sentences that may be located anywhere in the response.</li> <li>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.</li> </ul>	

Reporting Category	Scoring Criteria		
Row B Evidence  (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides <u>one</u> piece of specific and relevant evidence from a course country relevant to one of the course concepts in the prompt.	<b>2 points</b> 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		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"><li>Do not provide any accurate evidence.</li><li>Provide evidence that is not relevant to the course concepts in the prompt.</li></ul>	<b>Responses that earn 1 or 2 points:</b> <ul style="list-style-type: none"><li>Provide specific and relevant evidence from required course countries, relevant to the course concepts in the prompt.</li></ul>	
	<b>Examples that do not earn points:</b> <b>Provide evidence that is not specific</b> <ul style="list-style-type: none"><li>“Some countries use judicial review to increase judicial independence.”</li></ul> <b>Provide evidence that is not relevant to course concepts in the prompt</b> <ul style="list-style-type: none"><li>“The United States uses separation of powers.”</li></ul>	<b>Examples of acceptable specific and relevant evidence (one example is one piece of evidence):</b> <ul style="list-style-type: none"><li>“Nigeria has been working to enhance judicial independence by addressing corruption and implementing reforms that check the other branches.”</li><li>“China, Iran, and Russia do not have independent judiciaries, and therefore the judicial branch in these countries has not protected the rights of people or countered the power of other branches.”</li><li>“In Mexico, an independent judiciary has been used to strike down unconstitutional laws, increasing stability.”</li><li>“The Supreme Court in the United Kingdom uses common law to enforce the rule of law and ensure the government does not infringe on fundamental rights and liberties.”</li><li>“China, Iran, and Russia do not have independent judiciaries, and judicial rulings are used to strengthen the power of the government’s control. This is an example of rule by law, as opposed to rule of law.”</li></ul>	
	<b>Additional Notes</b> <ul style="list-style-type: none"><li>A response does not need to earn the point in Row A to earn points in Row B.</li><li>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.)</li></ul>		

Reporting Category	Scoring Criteria	
Row C Reasoning	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Explains how or why the evidence supports the claim or thesis.
(0–1 points)	Decision Rules and Scoring Notes	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Include evidence but offer no reasoning to connect the evidence to the claim or thesis.</li> <li>• Restate the prompt without explaining how the evidence supports the claim or thesis.</li> </ul> <p><b>Examples that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• <i>“Judicial independence can increase legitimacy.”</i></li> <li>• <i>“Overturning unpopular policies can increase legitimacy.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Explain the relationship between the evidence provided and the claim or thesis.</li> </ul> <p><b>Examples of reasoning that explain how evidence supports the claim or thesis:</b></p> <ul style="list-style-type: none"> <li>• <i>“Judicial independence can increase a government’s legitimacy because an independent judiciary can maintain checks and balances, which prevents the executive from becoming a dictator. As a result, the executive is held accountable for their actions, which increases legitimacy in the regime.”</i></li> <li>• <i>“Judicial independence can increase a government’s legitimacy because an independent judiciary can establish the rule of law by holding government officials accountable and protecting the civil rights and liberties of minority groups, which increases the people’s support for the regime.”</i></li> <li>• <i>“Judicial independence can increase a government’s legitimacy because an independent judiciary can prevent the executive or legislature from taking authoritarian actions such as tolerating corruption by the ruling party, reducing civil liberties, or ignoring election results that oust the ruling party, which decreases the potential for protests and increases the stability of the regime.”</i></li> <li>• <i>“Judicial independence can decrease a government’s political legitimacy because an independent judiciary may overturn or delay popular policies made by an elected executive or legislators, which may lead to protests or loss of citizen support that undermine stability.”</i></li> <li>• <i>“Judicial independence can decrease a government’s political legitimacy because an independent judiciary can create internal confusion about what is lawful, when its decisions conflict with executive rulings, which may decrease stability.”</i></li> <li>• <i>“Judicial independence can decrease a government’s political legitimacy because an independent judiciary may be influenced by unelected civil society groups and non-governmental organizations which may gain benefits that are not available to other groups, hindering rule of law and decreasing support for the regime.”</i></li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>• The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point.</li> </ul>	

Reporting Category	Scoring Criteria	
<b>Row D</b> <b>Responds to Alternate Perspectives</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.
	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Restate the opposite of the claim or thesis.</li> <li>May identify or describe an alternate perspective but do not refute, concede, or rebut that perspective.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must describe an alternate perspective AND refute, concede, or rebut that perspective.</li> </ul>
	<b>Examples of responses that do not earn the point:</b>  <b>Restate the opposite of the claim or thesis</b> <ul style="list-style-type: none"> <li><i>“Judicial independence can also increase or decrease legitimacy.”</i></li> </ul> <b>Describe an alternate perspective but do not refute, concede, or rebut that perspective</b> <ul style="list-style-type: none"> <li><i>“Others might argue that judicial independence can decrease a government’s political legitimacy because they have an independent judiciary.”</i></li> </ul>	<b>Examples of acceptable responses to an alternate perspective may include:</b> <ul style="list-style-type: none"> <li><i>“Others might argue that judicial independence can decrease a government’s political legitimacy because an independent judiciary can overturn popular policies made by elected legislators. However, an independent judiciary can limit authoritarian policies made by a legislature, increasing support for the regime.”</i></li> <li><i>“Some political scientists may believe that judicial independence can increase a government’s political legitimacy because an independent judiciary can maintain checks and balances which prevents a dictatorship. However, an independent judiciary can undermine public confidence when decisions overturn popular legislation, creating confusion for citizens.”</i></li> </ul>
<b>Additional Notes</b> <ul style="list-style-type: none"> <li>To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point.</li> </ul>		