**AP** AP

# AP® United States Government and Politics
## Scoring Guidelines
## Set 2

## Question 1: Concept Application                                3 points

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**A**    Describe the power the bureaucratic agency used in the scenario.    **1 point**

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

- The agency used its discretion, which allows it to make decisions.
- The agency used its rulemaking power when it established new safety requirements.

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**B**    Explain how Congress could counteract the use of the power described in part A.    **1 point**

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

- Congress could defund the agency which would make it more difficult to issue future permits.
- Congress could pass new legislation that would replace the rule made by the agency, limiting the discretion exercised by the agency.
- Congress could use the power of oversight to pressure the agency into changing the rule it made.
- By conducting an investigation, Congress could find evidence that PHMSA exceeded its authority and could take efforts to limit its discretionary authority in the future.

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**C**    Explain how the citizens' groups in the scenario illustrate the concept of pluralist democracy.    **1 point**

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

- Multiple groups were trying to influence the policymaking process on the LNG issue, demonstrating the role of activism in the policy making process.
- Groups engaged in activism in an attempt to influence the political decision making process.
- Groups with different interests on the LNG issue competed for influence over the making of policy.
- Activists and citizens' groups voiced concerns which eventually pressured the PHMSA into creating new safety requirements even though Congress did not require them to do so.

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## Question 2: Quantitative Analysis                                                4 points

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**A**   Identify the percentage of Senate elections won by candidates of the same party as their state's most recent presidential election winner in 2018, according to the data in the line graph.   **1 point**

**Acceptable response:**

- 76%

**Scoring Notes:** Identifications between 75% and 80% (inclusive) are also acceptable.

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**B**   Describe the overall trend in the data shown in the line graph.   **1 point**

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

- Overall, the trend of people choosing a Senate and presidential candidate from the same party is increasing.
- From 1980 to 2022, voters have shown they are more willing to choose candidates from the same political party in Senate and presidential elections.
- The percentage of people voting for candidates from different parties has declined.

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**C**   Draw a conclusion about the level of partisanship among voters since 1980, using the data shown in the line graph.   **1 point**

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

- Partisanship has increased since 1980 as demonstrated by an increase in straight ticket voting.
- Voters are more likely to vote for Senate and presidential candidates of the same political party over time, demonstrating an increase in partisanship.
- Voters who identify with one party were more likely to vote for candidates of the opposite party in 1980 than they are today.

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**D**   Explain how the overall trend shown in the graph could reflect changes in how people acquire political news.   **1 point**

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

- Increased demand for ideologically oriented media could have led voters to seek out information reinforcing their political views.
- The emergence of the internet allowed voters more choices in how they consumed news and made it easier for them to ignore different perspectives, which made them less likely to vote across party lines.
- Social media allows voters to consume the types of news that they want to see rather than a range of perspectives, potentially leading to biases.

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## Question 3: SCOTUS Comparison                                         4 points

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| **A** | Identify the constitutional clause that is the basis for the decisions in both *Shaw* v. *Reno* (1993) and *Bush* v. *Vera* (1996). | **1 point** |

**Acceptable responses:**

- Equal Protection Clause
- Equal Protection Clause of the Fourteenth Amendment

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| **B** | Explain how the facts in *Shaw* v. *Reno* and *Bush* v. *Vera* led to similar holdings. | **1 point** |

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

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

- In *Shaw* v. *Reno*, congressional reapportionment in North Carolina created a majority-minority district.
- The Supreme Court held in *Shaw* that a majority-minority district could be challenged if race was the only factor used in creating that district.

**OR**

**Two points** for correctly **explaining** how the facts in both cases led to similar holdings.

**OR**

**2 points**

- Both cases used race to determine how to draw congressional districts. In both cases, the Court held that using race as the primary factor in redistricting violated the Constitution.
- In *Shaw*, a state used race as a primary factor to draw a congressional district, and the Court held that this was not constitutional. In *Bush*, Texas also used race as a primary factor to draw congressional districts and the Court similarly held that these redistricting plans were not permissible.

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| **C** | Explain how the decision in *Bush* v. *Vera* relates to the democratic ideal of republicanism. | **1 point** |

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

- The decision in *Bush* emphasized that representation, not race, should be the primary focus of congressional redistricting. This reflects the ideal of republicanism in that voters should have a fair opportunity to select who represents them in government.
- The republican ideal is the support for representing the people's will in the government through elected officials. By insisting that all constituencies should have an equal chance at representation in Congress, the decision in *Bush* shows that the Court supported a redistricting plan that would best represent the voices of all Texans.

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## 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** | |
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| | **Responses that do not earn this point:** <br>• Only restate the prompt. <br>• Do not make a claim that responds to the prompt. | **Responses that earn this point:** <br>• Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning. <br>• Provide a defensible claim or thesis that establishes a line of reasoning as to whether an elected legislature or an independent judiciary is more effective in preserving limited government. |
| | **Examples that do not earn this point:** <br><br>**Restate the prompt** <br>• *"There are debates about whether an elected legislature or an independent judiciary is more effective in preserving limited government."* <br><br>**Do not respond to the prompt** <br>• *"The executive branch best protects limited government."* | **Examples that earn this point:** <br>• *"An elected legislature is more effective at preserving limited government because they are elected by the majority and are held accountable to the will of the people."* <br>• *"An elected legislature is better able to preserve limited government because checks and balances allow the legislature to limit the other branches of government."* <br>• *"An independent judiciary is better able to preserve limited government because checks and balances allow the judiciary to limit the other branches of government."* <br>• *"The independent judiciary is more effective at preserving limited government because they are not accountable to the wishes of the majority."* |

**Additional Notes:**
- 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**<br>**Evidence**<br><br>**(0–3 points)** | **0 points**<br>Does not meet the criteria for one point. | **1 point**<br>Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt. | **2 points**<br>Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u>.<br>**OR**<br>Provides two pieces of evidence that are relevant to the topic of the prompt. | **3 points**<br>Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u>. |
| | **Decision Rules and Scoring Notes** | | | |
| | **Responses that do not earn points:**<br>• Do not provide any accurate evidence.<br>• Provide evidence that is not relevant to the topic. | **Responses that earn 1 point:**<br>• 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. | **Responses that earn 2 points:**<br>• Provide one piece of specific and relevant evidence that supports the claim or thesis.<br>**OR**<br>• 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. | **Responses that earn 3 points:**<br>• 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. |
| | **Examples that do not earn points:**<br><br>**Provide evidence that is not specific**<br>• *"Legislatures have representatives."*<br><br>**Provide evidence that is not relevant to the topic of the prompt**<br>• *"The Constitutional Convention of 1787 was held in Philadelphia."* | **Examples of evidence that are relevant to the <u>topic</u> of the prompt:**<br>• *"The principle of republicanism is found in the design of our government."*<br>• *"Article III of the Constitution establishes the judicial branch of government."*<br><br>**Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence):**<br>• *"Legislative processes are conducted by officials who are directly elected by a majority of citizens."*<br>• *"Article III establishes that federal judicial officials serve for a term of good behavior."*<br>• *"Federalist No. 51 discusses how each branch can check the power of the other branches."*<br>• *"Federalist No. 78 explains that the judicial branch is not elected and holds lifetime appointments."*<br>• *"Article I establishes the legislative branch as well as qualifications for holding office, elections to the office, and the powers of the office."* | | |
| | **Additional Notes:**<br>• 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.<br>• To earn three points in Row B, the response must have a defensible claim/thesis (earned the point in Row A).<br>• To earn three points in Row B, the response must use one of the foundational documents listed in the prompt. | | | |

| Reporting Category | Scoring Criteria | |
|---|---|---|
| **Row C Reasoning**<br><br>**(0–1 points)** | **0 points**<br>Does not meet the criteria for one point. | **1 point**<br>Uses reasoning (classification, process, causation, or comparison) to explain how or why the evidence supports an argument relevant to the prompt. |
| | **Decision Rules and Scoring Notes** | |
| | **Responses that do not earn this point:**<br>• Include evidence but offer no reasoning to connect the evidence to the claim or thesis.<br>• Restate the prompt without explaining how the evidence supports the claim or thesis. | **Responses that earn this point:**<br>• Explain the relationship between the evidence provided and an argument. |
| | | **Examples of reasoning that explains how the evidence supports the claim or thesis:**<br>• *"Article I establishes the legislative branch as well as qualifications for holding office, elections to the office, and the powers of the office. Article I preserves limited government because it allows voters to respond to decisions made by the legislature through elections."*<br>• *"Federalist No. 51 discusses how each branch can check the power of the other branches. A legislative override of a presidential veto is one way to check the power of the president and preserve limited government."*<br>• *"Federalist No. 51 discusses how each branch can check the power of the other branches. The Supreme Court preserves limited government through the use of judicial review, which allows them to decide if laws passed by Congress or executive orders issued by the president are constitutional."*<br>• *"Federalist No. 78 explains that the judicial branch is not elected and holds lifetime appointments. The judicial branch protects limited government because it is insulated from political pressures and can protect against the abuse of power by other branches."* |
| | **Additional Notes:**<br>• To earn this point, the response must have provided at least one piece of specific and relevant evidence.<br>• 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 | |
|---|---|---|
| **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 rebuttal or refutation. |
| | **Decision Rules and Scoring Notes** | |
| | **Responses that do not earn this point:** • 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. | **Responses that earn this point:** • Must describe an alternate perspective AND rebut or refute that perspective. |
| | **Examples of responses that do not earn the point:** **Restate the opposite of the claim or thesis** • *"An elected legislature is also a strong way to protect limited government."* **Describe an alternate perspective but do not rebut or refute that perspective** • *"Some may argue the executive branch is the best protector of limited government, which I would agree."* | **Examples of acceptable responses to an alternate perspective may include:** • *"Some people might say that an independent judiciary would best preserve limited government because they are not influenced by public opinion. However, an elected legislature better protects limited government because elections make them responsive to the will of the people."* • *"It can be argued that an elected legislature is more likely to preserve limited government because they are elected by their constituents. However, since an independent judiciary is not elected, they are not subject to the will of the people and therefore more likely to preserve limited government."* |
| | **Additional Notes** • 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. | |