

2020

AP[®] CollegeBoard

AP[®] Comparative Government and Politics

Scoring Guidelines Aligned with the 2020 Rubric
From the 2018 Scoring Pilot

Free-Response Section Scoring Guidelines

Question 4: Argument Essay

5 points

Learning Objectives: PAU-1.B PAU-1.C DEM-1.C IEF-1.A DEM-2.B

Develop an argument for why an authoritarian or a democratic regime type is more effective in reducing corruption.

Use one or more of the following course concepts in your response:

- Civil liberties
- Civil society organizations
- Elections

In your response, you should do the following:

- Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning using one or more of the provided course concepts.
- Support your claim with at least TWO pieces of specific and relevant evidence from one or more course countries. The evidence should be relevant to one or more of the provided course concepts.
- Use reasoning to explain why your evidence supports your claim or thesis using one or more provided course concepts.
- Respond to an opposing or alternate perspective, using refutation, concession, or rebuttal.

AP Comparative Government and Politics 2020 Scoring Guidelines (Applied to Student Responses from 2018 Pilot)

Reporting Category	Scoring Criteria	
<p>Row A Claim/Thesis (0-1 points)</p> <p>5.A</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restates the prompt. Does not make a claim that responds to the prompt. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restating or rephrasing the prompt and establishes a line of reasoning. Provide defensible claim or thesis that establishes a line of reasoning about why an authoritarian or democratic regime type is more effective in reducing corruption, using one or more of the provided course concepts: civil liberties; civil society organizations; or elections.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> <i>“While authoritarian regimes look less corrupt on paper, democratic regimes are the most effective when it comes to reducing corruption because of their civil liberties, civil society, and elections.” [Sample J]</i> <i>“A democratic government is more effective in reducing corruption than an authoritarian one.”</i> <i>“An authoritarian government is more effective in reducing corruption than a democratic one.”</i> <p>Do not respond to the prompt</p> <ul style="list-style-type: none"> <i>“A democratic government has a high rate of political transparency.”</i> <i>“An authoritarian government can act swiftly without having to consult the people.”</i> 		<p>Examples that earn this point:</p> <ul style="list-style-type: none"> <i>“Russia, on the other hand, has a lack of civil liberties & political rights which allows power to be concentrated & a higher chance of corruption to occur. Thus, by studying both countries it is evident that democratic regimes are more effective in reducing corruption than authoritarian regimes, as seen through the UK & Russia.” [Sample A]</i> <i>“In general, however, democratic regimes are more effective at reducing corruption due to increased accountability in elections and more transparency that is due to greater civil liberties.” [Sample D]</i> <i>“A democratic government is more effective in reducing corruption than an authoritarian one because it is more transparent as a government and treats civil society organizations fairly.” [Sample I]</i>
<p>Additional Notes:</p> <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. 		

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Reporting Category	Scoring Criteria		
<p>Row B Evidence (0-2 points)</p> <p>5.B</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>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.</p>	<p>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.</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 course concepts in the prompt. 	<p>Responses that earn 1 or 2 points:</p> <ul style="list-style-type: none"> Provide specific and relevant evidence from required course countries, relevant to the course concepts in the prompt. 	
	<p>Examples that do not earn points:</p> <p>Provide evidence that is not specific</p> <ul style="list-style-type: none"> <i>“Nigeria, like Mexico, has been getting better but they have had many hiccups along the way.” [Sample C]</i> <p>Provide evidence that is not relevant to course concepts in the prompt</p> <ul style="list-style-type: none"> <i>“Barclay’s a bank in the UK was convicted of a corruption scandal and allegedly wants an independent investigation . . . this shows that the UK is willing to investigate.” [Sample I]</i> 	<p>Examples of acceptable specific and relevant evidence (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“In Nigeria, a democratic state, the press has continued to gain more freedom in recent years. They have begun to report more and more on the government, policies, officials, etc.” [Sample D]</i> <i>“In China, where a strong authoritarian government is in place, citizens are not even able to elect higher officials like the president.” [Sample E]</i> <i>“The UK allows for freedom of the press and this allows the press or media to call out and draw attention to any corruption.” [Sample H]</i> 	
<p>Additional Notes</p> <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.) 			

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Reporting Category	Scoring Criteria	
<p>Row C Reasoning (0-1 points)</p> <p>5.C</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Explains how or why the evidence supports the claim or thesis.</p>
	<p>Decision Rules and Scoring Notes</p>	
	<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 the claim or thesis.
		<p>Examples of reasoning that explain how evidence supports the claim or thesis:</p> <ul style="list-style-type: none"> • <i>“Some news platforms have reported about specific case of corruption, and because of this, corruption is slowly becoming less common in Nigeria.” [Sample D]</i> • <i>“...where a strong authoritarian government is in place, citizens are not even able to elect higher officials like the president. This makes secret deals and trades for support much easier, which can lead to corruption.” [Sample E]</i> • <i>“If an official is corrupt, they can easily be removed from office or not voted in for the next election.” [Sample H]</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). • The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point. 		

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<p>Row D Responds to Alternate Perspectives (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.</p>
Decision Rules and Scoring Notes		
<p>5.D</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 an alternate perspective but do not refute, concede, or rebut that perspective. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must describe an alternate perspective AND refute, concede, or rebut that perspective.
	<p>Examples of responses that do not earn this point:</p> <p>Restate the opposite of the claim or thesis</p> <ul style="list-style-type: none"> <i>“Contrary to popular opinion, authoritarian governments are more successful at reducing corruption than democratic governments.”</i> <p>Describe an alternate perspective but do not refute, concede, or rebut that perspective</p> <ul style="list-style-type: none"> <i>“Although some argue that that authoritarian governments are more effective at reducing corruption due to their coercive powers, they are wrong.”</i> 	<p>Examples of acceptable responses to an alternate perspective may include:</p> <ul style="list-style-type: none"> <i>“Although, some do argue that authoritarian states like China limit corruption through consolidation of power. This power allows officials to crack down on corruption by firing anyone that is corrupt. However, this may be true in a few cases, in most cases when a ruler or party has absolute power, it causes even more corruption. This is because there is no one to keep this party/person in check because said party/person holds all the power.” [Sample H]</i> <i>“The opposite perspective may be that authoritarian govts may prevent corruption by having such a strong hold on society. This could be true, but is currently not because in any country that has a strong hold in its government, they are taking actions that are helping corruption because no one can challenge them.” [Sample I]</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. 	