

2021

AP[®]  CollegeBoard

AP[®] United States Government and Politics

Scoring Guidelines

Set 2

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Question 1: Concept Application**3 points**

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- A.** Referencing the scenario, describe the structural barrier to voting that is discussed above. **1 point**

Acceptable descriptions include:

- Taylor Swift’s Instagram post addresses voter registration procedures which are a structural barrier to voting.

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- B.** Explain how the structural barrier described in **part A** may be more of an obstacle in some states than in others. **1 point**

Acceptable explanations include:

- The states get to determine rules for elections. Due to federalism, registration procedures vary from state to state.
- Legislators and citizens in different states have different views on what registration procedures should be in place.

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- C.** If youth voter turnout increases as a result of the actions in the scenario, explain how this could affect the way candidates run campaigns in the future. **1 point**

Acceptable explanations include:

- Candidates might recruit celebrities to campaign for them on social media.
- Candidates are likely to engage their supporters on social media to register, vote, donate money, and/or attend campaign events.
- Candidates may adopt and focus on issues that are more important to younger voters.

Total for question 1 3 points

Question 2: Quantitative Analysis**4 points**

A. Identify the party that won the highest percentage of votes and seats in 1982. **1 point**

- The Democrats won the highest percentage of votes and seats in 1982.

B. Describe a change between the percentage of seats won by Republicans in 1982 and 2012. **1 point**

Acceptable descriptions include:

- The Republicans won more seats in 2012 than in 1982.
- The Republicans won 26% more seats in 2012 than in 1982.

C. Draw a conclusion about the difference in percentage of votes won and seats won in Ohio in the 2012 election as shown in the charts. **1 point**

Acceptable conclusions include:

- While Democrats won 48% of the votes in Ohio in 2012, they only won 25% of the seats. This change could have come about due to redistricting and/or gerrymandering.

D. Explain why the information in the charts could pose a challenge to participatory democracy. **1 point**

Acceptable explanations include:

- The data, which shows that the Republicans won about the same percentage of votes but gained a disproportionate number of seats in Ohio, poses a challenge to participatory democracy, which emphasizes broad participation of constituents.
- Political efficacy can be impacted when voters believe that their votes do not matter and that the system is rigged. Low political efficacy will lead to a narrower participation of constituents.

Total for question 2 4 points

Question 3: SCOTUS Comparison**4 points**

A. Identify the constitutional amendment in the Bill of Rights that is common to both *Gideon v. Wainwright* (1963) and *Betts v. Brady* (1942). **1 point**

- The Sixth Amendment is the constitutional amendment that is common to both cases.

B. Explain how the decision *Gideon v. Wainwright* relates to the reasoning in Justice Black’s dissenting opinion in *Betts v. Brady*.

Acceptable explanations include:

One point for **describing** relevant information about the decision in the required Supreme Court case. **1 point**

- In *Gideon*, the defendant was entitled to a court-appointed attorney or an attorney paid for by the state.

OR**OR**

Two points for correctly **explaining** how the decision in *Gideon* relates to the reasoning in Justice Black’s dissenting opinion. **2 points**

- Justice Black’s dissent in *Betts* argued that the U.S. Constitution protected the right to an attorney which influenced the decision in *Gideon v. Wainwright*.

C. Explain how the decision in *Betts v. Brady* demonstrates the principle of federalism. **1 point**

Acceptable explanations include the following:

- In *Betts*, the Supreme Court did not incorporate the Sixth Amendment to states, which reflects how in federalism many decisions are left to the states.

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 about the appropriate balance of power between the president and Congress.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“The power of the executive and legislative branches of government are important because there is a balance of power.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“The executive branch is the most effective branch of government because the president has many constitutional powers.”</i> 		Examples that earn this point: <ul style="list-style-type: none"> <i>“The power of the executive should be strengthened relative to Congress because Congress is slow to react and sometimes ends up in gridlock.”</i> <i>“The power of Congress should be strengthened relative to the president because Congress is the representative of the will of the people.”</i> <i>“The power of the executive and legislative branches should be equal because no one branch should become too powerful/limited government.”</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>.</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								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="317 423 606 704"> <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. </td> <td data-bbox="606 423 963 704"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Provide one piece of evidence relevant to the topic of the prompt. May or may not have a claim or thesis. </td> <td data-bbox="963 423 1415 704"> <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. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts. </td> <td data-bbox="1415 423 1938 704"> <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. </td> </tr> </table>					<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"> Provide one piece of evidence relevant to the topic of the prompt. May or may not have a claim or thesis. 	<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. 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.
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="317 704 606 1271"> <p>Examples that do not earn points:</p> <p>Provide evidence that is not specific</p> <ul style="list-style-type: none"> <i>“The Constitution establishes the legislative branch.”</i> <p>Provide evidence that is not relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Civil liberties are protections provided to citizens against the actions of the government.”</i> </td> <td data-bbox="606 704 963 1271"> <p>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</p> <ul style="list-style-type: none"> War Powers Act Impeachment Veto with super majority for override Ratifying treaties Confirmation of presidential nominees Federalist 10 Articles of Confederation Any correct check between the executive and legislative branches </td> <td data-bbox="963 704 1938 1271"> <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>“The actions of the executive branch during the Vietnam War showed continued encroachment upon legislative war powers, therefore, Congress passed the War Powers Act in 1973 to limit the President’s power during times of aggression.”</i> <i>“While the president has the power to counteract Congress by vetoing legislation, the veto can be overridden by a supermajority vote in each house of Congress, and the bill will become law.”</i> <i>“It is clear that the executive was not meant to have too much power in foreign policy because the Constitution requires that any treaties negotiated by the president will need to be ratified by Congress as a check on presidential power.”</i> <p>Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The Federalist 70 defends the idea of a single executive. A weak executive is less responsive to crises.”</i> <i>“Declaration of Independence: A too-powerful executive is bad and can threaten liberty.”</i> <i>“The Federalist 51 established a separation of powers/check and balances.”</i> </td> </tr> </table>					<p>Examples that do not earn points:</p> <p>Provide evidence that is not specific</p> <ul style="list-style-type: none"> <i>“The Constitution establishes the legislative branch.”</i> <p>Provide evidence that is not relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Civil liberties are protections provided to citizens against the actions of the government.”</i> 	<p>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</p> <ul style="list-style-type: none"> War Powers Act Impeachment Veto with super majority for override Ratifying treaties Confirmation of presidential nominees Federalist 10 Articles of Confederation Any correct check between the executive and legislative branches 	<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>“The actions of the executive branch during the Vietnam War showed continued encroachment upon legislative war powers, therefore, Congress passed the War Powers Act in 1973 to limit the President’s power during times of aggression.”</i> <i>“While the president has the power to counteract Congress by vetoing legislation, the veto can be overridden by a supermajority vote in each house of Congress, and the bill will become law.”</i> <i>“It is clear that the executive was not meant to have too much power in foreign policy because the Constitution requires that any treaties negotiated by the president will need to be ratified by Congress as a check on presidential power.”</i> <p>Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The Federalist 70 defends the idea of a single executive. A weak executive is less responsive to crises.”</i> <i>“Declaration of Independence: A too-powerful executive is bad and can threaten liberty.”</i> <i>“The Federalist 51 established a separation of powers/check and balances.”</i> 	
<p>Examples that do not earn points:</p> <p>Provide evidence that is not specific</p> <ul style="list-style-type: none"> <i>“The Constitution establishes the legislative branch.”</i> <p>Provide evidence that is not relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Civil liberties are protections provided to citizens against the actions of the government.”</i> 	<p>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</p> <ul style="list-style-type: none"> War Powers Act Impeachment Veto with super majority for override Ratifying treaties Confirmation of presidential nominees Federalist 10 Articles of Confederation Any correct check between the executive and legislative branches 	<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>“The actions of the executive branch during the Vietnam War showed continued encroachment upon legislative war powers, therefore, Congress passed the War Powers Act in 1973 to limit the President’s power during times of aggression.”</i> <i>“While the president has the power to counteract Congress by vetoing legislation, the veto can be overridden by a supermajority vote in each house of Congress, and the bill will become law.”</i> <i>“It is clear that the executive was not meant to have too much power in foreign policy because the Constitution requires that any treaties negotiated by the president will need to be ratified by Congress as a check on presidential power.”</i> <p>Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The Federalist 70 defends the idea of a single executive. A weak executive is less responsive to crises.”</i> <i>“Declaration of Independence: A too-powerful executive is bad and can threaten liberty.”</i> <i>“The Federalist 51 established a separation of powers/check and balances.”</i> 						
<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn two or three points in Row B, the response must have a defensible claim or thesis (earned the point in Row A). To earn three points, 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 Explains how or why the evidence supports the claim or thesis.</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 the claim or thesis. <p>Examples of reasoning that explains how the evidence supports the claim or thesis:</p> <ul style="list-style-type: none"> • <i>“The Declaration of Independence expressed concern that the king had too much power, and therefore a stronger legislative branch accountable to the people would be needed to ensure a constitutional government that respects civil liberty.”</i> • <i>“The Federalist 51 argued that there should be a balance of power between the legislative and executive branches so that one branch does not become overly powerful. This relatively equal balance of power between the branches should be maintained.”</i> • <i>“The Federalist 70 argued that a strong executive is needed to act to protect the nation which sometimes means the executive branch needs to be the most powerful branch of government.”</i> • <i>“The power of the legislative branch to confirm presidential appointments provides a balance of power between the legislative branch and the executive because it prevents the president from unilaterally staffing the Cabinet who could implement laws that subvert the will of Congress.”</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) and support that argument with at least one piece of specific and relevant evidence (earned at least two points in Row B). • The explanation of the relationship between one piece of evidence and the claim or thesis 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 refutation, concession, or rebuttal.</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 refute, concede, or rebut that perspective. Refute a foundational document rather than an alternate perspective to the provided claim or thesis. 	<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 the point:</p> <p>Restate the opposite of the claim or thesis</p> <ul style="list-style-type: none"> <i>“Many believe the president should be more powerful than Congress because the framers gave the president the most powers in the Constitution.”</i> <p>Describe an alternate perspective but do not refute, concede, or rebut that perspective</p> <ul style="list-style-type: none"> <i>“Some would argue that the legislative branch should have more power than the executive branch because it is closer to the voice of the people.”</i> 	<p>Examples of acceptable responses to an alternate perspective may include:</p> <ul style="list-style-type: none"> <i>“While some say the president should be more powerful than Congress because of national security concerns which require immediate action, a more powerful legislature would ensure that those responses are in line with the will of the people.”</i> <i>“While some say that the legislative branch should be more powerful than the executive branch because the legislature is more closely tied to the will of the people, gridlock in the legislative branch could make fast action more difficult.”</i> <i>“While some say that the power between the executive and legislative branches should be equal, it created an inefficient, slow system in response to problems.”</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. 		