



## **AP<sup>®</sup> Comparative Government and Politics 2007 Scoring Guidelines**

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# AP<sup>®</sup> COMPARATIVE GOVERNMENT AND POLITICS

## 2007 SCORING GUIDELINES

### Question 1

#### 3 points

One point is earned for each of three correct identifications of functions of political parties common to authoritarian and democratic systems.

- The functions identified must be common to both authoritarian and democratic systems.
- The answer must be contextualized. Simply listing functions will not earn a point(s).

Acceptable functions may include:

- Linkage institutions (connect people to the government).
- Staff government (bureaucracy).
- Recruit leaders.
- Articulate ideology.
- Mobilize citizens.
- Aggregate interests.
- Propose policy/policy formation/shape policy.
- Political socialization/educating the public.
- Legitimacy.

Unacceptable answers include:

- Dictating policy.
- Offering competitive alternatives.
- Peaceful transfer of power from losers to winners.
- “Governing” or “run government” is not enough.
- “Give a voice.”

A score of zero (0) is earned for an attempted answer that earns no points.

A score of dash (—) is earned for a blank or off-task answer.

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## 2007 SCORING GUIDELINES

### Question 2

#### 2 points

One point is earned for the definition of devolution. One point is earned for identifying one institution created by devolution in the United Kingdom in the past 10 years.

Common definitions of devolution are:

- Devolution is the decentralization of national/central power to local units of government.
- Devolution is the decentralization of power from the center to local units.

The definition will not earn a point if it refers exclusively to federal systems.

The definition will not earn a point if it simply says power devolves to the states.

Institutions created by devolution in the UK:

- Scottish Parliament.
- Welsh Assembly.
- Northern Ireland Assembly.
- Mayor of London.

The answer must specify a specific legislative body in the case of Northern Ireland, Wales, and Scotland, but does not have to use the exact name of the institution.

A score of zero (0) is earned for an attempted answer that earns no points.

A score of dash (—) is earned for a blank or off-task answer.

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### Question 3

#### 2 points

One point is earned for each of two correct similarities in the goals of the Great Proletarian Cultural Revolution in China and the Cultural Revolution in Iran.

The focus of the question is on goals and not on process or outcomes.

The Cultural Revolution in Iran is not the Islamic Revolution; it is the revolution that follows.

Acceptable similarities may include:

- Cleansing of Western values/anticapitalism.
- Revising education.
- Purging political enemies
- Reinforcing political legitimacy.
- Purging educational institutions.
- Affirming revolutionary ideals/values.
- Promoting ideological conformity.
- Repressing dissent.
- Attacking intelligentsia/middle class.
- Discrediting the past/old order.
- Elevating the status of the leader/cult of personality.

Unacceptable answers include:

- Equivalence between Red Guards and student mobilization in Iran; student radicalization; closing the universities; making countries stronger; taking of U.S. hostages
- Economics; regime change; describing what a revolution does (change government).

A score of zero (0) is earned for an attempted answer that earns no points.

A score of dash (—) is earned for a blank or off-task answer.

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### Question 4

#### 3 points

One point is earned for describing a characteristic of a command economy. One point is earned for describing a characteristic of a market economy. One point is earned for contrasting these two characteristics.

Definition of a command economy may include:

- Central planning.
- Central power makes all major economic decisions.
- Fixed- or government-set pricing, distribution, production, control over employment and wages.
- Highly restricted property rights, if any.
- State owns most economic resources.
- Use of production quotas; use of plans (3 year, 5 year, 10 year, etc.).

The statement “no private property” does not earn a point.

Definition of a market economy may include:

- Laws of supply and demand determine allocation of resources.
- Private property.
- Income/wage inequality.
- Unemployment.
- Focus on profits.
- Freedom to choose occupations, jobs; freedom to make economic choices in general.
- Emphasis on competition (workers, between businesses).
- Market economies are susceptible to boom and bust.

Statement of contrast:

- MUST explicitly show contrast of the defining characteristics, such as outcomes, for this point.
- MUST go above and beyond a one-word connector (like “rather”) and add some new information.

No point is earned for “double dipping” (i.e., stating what a command economy doesn’t do, or saying there is more economic freedom in a market economy in two places, etc.)

No point is earned for stating that a command economy is a defining characteristic of a communist country and a market economy is a defining characteristic of a democracy.

To earn a point, the response must say who or what dictates prices.

A score of zero (0) is earned for an attempted answer that earns no points.

A score of dash (—) is earned for a blank or off-task answer.

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### Question 5

#### 3 points

One point is earned for each of three correct identifications of different forms of political participation in authoritarian systems.

- A simple list of functions will not earn a point(s). The identification must be contextualized to earn a point(s).
- Context must be more than a phrase such as “just like in a democracy.”

Acceptable forms of participation may include:

- Joining political parties, serving as a member of the party, standing for office.
- Petitioning (e-mail, phone calls, letters, face-to-face meetings), expressing political views on the Internet.
- Voting.
- Protests/demonstrations, attending rallies, boycotting, strikes.
- Civil disobedience.
- Coups d'état, revolutions, resistance movements, political violence.
- Forming interest groups, joining social movements, NGOs, citizens' policy meetings (mass line).

Unacceptable answers include:

- Joining the military.
- Patron–client relations used as a “buzz word.”
- The simple naming of an interest group such as the Falun Gong or a location such as Tiananmen Square.
- Campaign contributions, competitive elections, referendums, running for office/election, running ads.

A score of zero (0) is earned for an attempted answer that earns no points.

A score of dash (—) is earned for a blank or off-task answer.

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## 2007 SCORING GUIDELINES

### Question 6

#### 6 points

#### Part (a): 1 point

One point is earned for defining bicameralism.

A common definition is: A legislature with two houses.

- Examples do not count as definitions.

#### Part (b): 1 point

One point is earned for identifying a country covered in the AP Comparative Government and Politics course that has a bicameral legislature.

Acceptable countries: UK, Russia, Mexico, Nigeria.

- For students to earn a point for stating that Iran has a bicameral legislature, they must mention the Assembly of Religious Experts and say that this acts as a de facto upper house.

#### Part (c): 1 point

One point is earned for explaining why a federal democracy is likely to have a bicameral legislature.

Acceptable answer: To ensure that both regions/territories and individuals have representation.

- One point is earned for stating that regions/territories are represented in one of the houses. No point is earned if responses say only that it is because individuals are represented in one of the houses.

#### Part (d): 1 point

One point is earned for providing another reason for a bicameral legislature.

Acceptable answers may include:

- Checks and balances/to reject legislation.
- To postpone legislation.
- To park former prime ministers.
- To represent different classes.
- Division of legislative labor.
- More time for deliberation.
- To divide/weaken legislative power.
- To diffuse legislative power.

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**Question 6 (continued)**

**Part (e): 2 points**

One point is earned for describing each of two implications of federalism for the policy-making process.

Acceptable implications of federalism for the policy-making process may include:

- Slower lawmaking.
- Diffusion of responsibility.
- Greater inefficiencies.
- Disputes between national and subnational governments.
- Uneven distribution of policy costs and benefits (e.g., education).
- Broader representation.
- Multiple points to access the process.
- Diversity of policies.
- Greater legitimacy.

Do not allow “double dipping,” which may occur with (d) and (e).

A score of zero (0) is earned for an attempted answer that earns no points.

A score of dash (—) is earned for a blank or off-task answer.

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## 2007 SCORING GUIDELINES

### Question 7

**6 points**

**Part (a): 2 points**

One point is earned for the definition of a referendum. One point is earned for describing an advantage.

A common definition is: National vote by the electorate on an issue referred by the government.

Acceptable advantages include:

- Avoid responsibility.
- Enhance power of executive.
- Bypass the legislature.
- More democratic.
- Shift accountability.
- Forces decision/shuts off debate.
- Legitimacy.

**Part (b): 2 points**

One point is earned for correctly identifying the official who has the power to call a referendum in Great Britain. One point is earned for correctly describing one example.

Individual: Prime Minister/Tony Blair (through an act of Parliament).

- “The queen“ does not earn a point.
- Naming previous prime ministers does not earn a point.
- No point is earned for stating an incorrect title with a name.

Acceptable referendums may include:

- Scottish Parliament.
- Welsh Assembly (parliament is OK).
- Northern Ireland Assembly.
- Single currency/EMU/euro (proposed).
- EU constitution (proposed).

Information given on the referendum must be accurate to earn credit.

No point is given for the House of Lords proposal or joining the EU as an example of a British referendum.

**Part (c): 2 points**

One point is earned for correctly identifying the official who has the power to call a referendum in Russia. One point is earned for correctly describing one example.

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## Question 7 (continued)

Individual: President/Vladimir Putin.

- Naming previous presidents does not earn a point.
- No point is earned for stating an incorrect title with a name.

Acceptable referendums may include:

- Ratification of the Russian Constitution.
- Yeltsin as President.
- Chechnya.

Proposed referendum refers to a national governmental initiative: e.g., “white paper.” No point is earned for citizens’ initiatives, press, public debates, or proposals by external organizations.

The national referendum described in parts (b) and (c) must have been proposed by the chief executive and be in regard to one of the nations in the multinational state.

A score of zero (0) is earned for an attempted answer that earns no points.

A score of dash (—) is earned for a blank or off-task answer.

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**Question 8**

**5 points**

**Part (a): 1 point**

One point is earned for describing a similarity in the procedures for selecting the President in Iran and in Nigeria.

Acceptable similarities may include:

- Direct popular election.
- More than one candidate.
- Fixed election cycle
- President cannot run for a third consecutive term.

**Part (b): 2 points**

One point is earned for describing each of two differences in the procedure for selecting the President in Iran and in Nigeria.

- There must be an explicit comparative statement about the difference between Iran and Nigeria in order to earn a point.
- Listing a fact without a comparison will not earn a point

Acceptable differences may include:

- Guardian Council vets candidates.
- Requirement for regional support throughout Nigeria.
- Religious qualifications.
- Differences in formal criteria (e.g., minimum age qualification).
- Role of electoral commissions.
- Exclusion of female candidates.
- Nature of term limits.
- Transparency; election observers.
- Party affiliation.
- Military coups.

**Part (c): 2 points**

To earn 1 point, responses can state a reason why the Nigerian President is more powerful than the Iranian President, without elaboration.

To earn 2 points, responses must elaborate on the reason provided and do so in a comparative context.

This part of the question does not award a second point for presenting two reasons for the greater power of the Nigerian President.

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### Question 8 (continued)

Acceptable responses may include:

- No Guardian Council in Nigeria.
- No Expediency Council in Nigeria.
- No higher authority/Supreme Leader in Nigeria.
- Nigerian President is the commander-in-chief.
- The Nigerian Parliament is more compliant.
- Parties play a more significant role in empowering the Nigerian President because his party controls the legislature and helps get his agenda passed.
- The Nigerian President receives more international support.
- There is no dual executive in Nigeria.

The Guardian Council may be used in answering both parts (b) and (c). In (b), the Guardian Council must be used to discuss the selection process; if included in (c), it must be used to discuss the powers of the President. This is NOT considered “double dipping.”

Unacceptable responses include:

- Just saying that the President is more powerful because the constitution gives him more power; the response must say specifically HOW the constitution gives more power.
- There is no dual executive in Nigeria.

A response listing criteria such as a minimum age earns no point.

No point is earned in part (c) for “corruption.” A response may earn a point with a thorough discussion of informal politics.

A score of zero (0) is earned for an attempted answer that earns no points.

A score of dash (—) is earned for a blank or off-task answer.