



## AP<sup>®</sup> Comparative Government & Politics 2003 Scoring Commentary

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**AP<sup>®</sup> COMPARATIVE GOVERNMENT AND POLITICS  
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**Question 1**

**Sample 1 COMP J      Score 7**

Part A

Two forms of opportunities for political participation are identified. The discussion of local elections (**1 point**) illuminated the limits and influences leading to increases in participation (**1 point**). The identification of NPC membership changes (**1 point**) is enhanced by a discussion of the extension of representation to include entrepreneurs and the new business class (**1 point**). The student described two acceptable factors responsible for increased participation, including foreign pressures through the open door policy coupled with the threat of China losing trading partners (**1 point**); and domestic pressures from the younger generation for reform (**1 point**).

Part B

That the CCP might relinquish more political power amid citizens' desire for more political liberties (**1 point**) is a logical and acceptable consequence.

**Sample 1 COMP A      Score: 5**

Part A

The student correctly identifies one form of political participation: election of local leaders (**1 point**) and places it in the context of a move at the village and provincial levels toward more-free elections (**1 point**). No credit is given for economic participation as a second form of participation, since a link to politics is not made. Description of leadership change in the CCP as a factor accounting for increased opportunities is accurate (**1 point**), as is the opening of political opportunities following upon economic reform (**1 point**).

Part B

The student correctly describes the expansion of the government to include non-party elites as a consequence of increased participation (**1 point**).

**Sample 1 COMP I      Score: 2**

Part A

The student correctly identifies two forms of participation -- voting (**1 point**) and protest (**1 point**). The attempted discussion of these forms is merely a repetition of the initial identifications, so no credit is given. The factors that the Chinese had tasted the good life and that one taste of honey would make them want the whole jar were not given any points.

Part B

The consequence that those wielding power in China will have to relinquish power is unsupported (not explained as a systematic result of increased participation) and given no points.

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**Question 2**

**Sample 2 COMP I     Score: 6**

Part A

The student accurately compares income distribution in Russia and in Mexico (1 point).

Part B

Citing the Russian policy of economic liberalization earns credit (1 point). The discussion of economic liberalization leading to increased disparity in the overall Russian income distribution, as compared to the income distribution during the communist era, earns credit (2 points).

Part C

The Mexican policy of joining NAFTA is correctly identified (1 point) but only explained in relation to its effect on the lowest quintile (farmers) rather than the overall Mexican income distribution (1point).

**Sample 2 COMP S     Score: 4**

Part A

The student earns credit for characterizing overall income distribution in Russia and Mexico as similar such that the fifth quintile in each country “receives over half of the nation’s total income” (1 point).

Part B

The identification of privatization as Russian policy earns credit (1 point). In the discussion, the student relates this policy to increased income for the oligarchs (1 point). However, no connection is made between privatization and Russia’s overall income distribution.

Part C

The identification NAFTA membership as Mexican policy affecting income distribution in Mexico earns credit (1 point). No explanation of this policy’s effect on overall Mexican income distribution is present.

**Sample 2 COMP N     Score: 2**

Part A

The student correctly compares the fifth income-distribution quintiles of Russia and Mexico (1 point).

Part B

Describing Russia’s “bad economy” does not qualify as identifying a policy.

Part C

The identification of the devaluation of the peso earns credit as a Mexican policy related to income distribution (1 point). No discussion of this policy follows. In addition, the student’s statement that this policy “has made the economy suffer” does not link devaluation to any particular effect on the overall income distribution in Mexico.

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**Question 3**

**Sample 3 COMP F     Score: 5**

Part A

The Indian party system is discussed as a developing multi-party system (**1 point**).

Part B

The first-past-the-post election procedure is accurately described (**1 point**) and used to explain the development of the multi-party coalition system in India (**1 point**).

Part C

Ethnic diversity is described as a non-electoral factor in India (**1 point**) and linked to regionalism, a factor contributing to the multiple-party system posited in Part A (**1 point**).

**Sample 3 COMP S     Score: 3**

Part A

The student competently describes Nigeria as a multi-party system (**1 point**).

Part B

Corruption is not a formal electoral procedure.

Part C

Ethnicity and tribal leadership are correctly identified (**1 point**) and satisfactorily described (**1 point**) as non-electoral procedural factors linked to the multi-party system asserted in Part A.

**Sample 3 COMP T     Score: 1**

Part A

India is identified as a multiparty system, and the student identifies several of the major parties in the Indian party system (**1 point**).

Part B

The vague and brief description of a primary system as a formal electoral factor earns no credit. Note: no credit may be earned in Part B for merely listing an electoral procedure.

Part C

The student inaccurately identifies the Indian Constitution as an informal factor affecting party structure. Note: no credit may be earned in Part C for merely listing a factor other than electoral procedures without an attempted discussion of the factor, even if not relating to the party system.

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**Question 4**

**Sample 4 COMP A    Score: 6**

Part A

The descriptions of France's acceptance (**1 point**) and Great Britain's rejection (**1 point**) of the Euro both earn credit. As well, the account of French (**1 point**) and British (**1 point**) acceptance of EU trade policy earns credit.

Part B

The final section successfully relates the issues discussed in Part A to the larger question of sovereignty for both Great Britain (**1 point**) and France (**1 point**). While the discussion of sovereignty could be more nuanced, the student correctly describes the costs and benefits associated with EU trade and monetary initiatives. Overall, this is an example of a concise, well-organized essay that focuses directly on the question.

**Sample 4 COMP P    Score: 3**

Part A

Credit is given for accurate descriptions of the British (**1 point**) and French (**1 point**) responses to EU monetary policy initiatives. Noting French receptiveness to EU trade policy also earns credit (**1 point**). However, the description of the British response to trade policy ("Great Britain wishes to stay out of the EU's trade initiatives") is incorrect.

Part B

This brief and general discussion of sovereignty is not linked to the policies discussed in Part A.

**Sample 4 COMP Q    Score: 1**

Part A

This essay generally fails to answer the question as it relates to French and British reaction to EU policies. However, the correct description of the French policy toward the Euro counts for credit (**1 point**). The information about Great Britain adopting the Euro is incorrect.

Part B

There is no description of the sovereignty issue.