



## AP<sup>®</sup> United States Government & Politics 2003 Scoring Guidelines

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2003 SCORING GUIDELINES**

**Question 1**

**8 POINT RUBRIC**

**a. (4 points) 1 point for each of two identifications, 1 point for each of two explanations**

**b. (4 points) 1 point for each of two identifications, 1 point for each of two explanations**

<i>Accepted Factors include:</i>	<b>Part A: decrease</b>	<b>Part B: increase</b>
Presidential scandals	yes	generally no; ok if accurate elaboration (e.g., public reaction to Congressional handling of Clinton scandal)
Expectations gap	yes	no
Spin/administrative use of media	NO (ineffective coverage just allows other factors to increase in importance)	yes
Economic conditions	if bad	if good
Foreign policy problems/crises and war (May double-dip with policy and war if very distinct types e.g., 1. Iraq war and 2. hostage crisis)	only if goes badly over prolonged time (waning rally effect)	yes – rally around flag, foreign policy success
Reelection (campaign effect)	no	yes
Decline of popularity over term [“time” minimally acceptable for ID]	yes	no

**Notes:**

Explanation must include *how or why* the factor causes change in approval ratings.

Score of zero (0) for attempted answer that earns no points

Score of dash (—) for blank or off-task answer

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**Question 2**

**6 POINT RUBRIC**

**Part a. (2 points) 1 point for each of two identifications of a form of political participation other than voting.**

Two **different** forms of political participation must be stated for two points.

**Part b. (4 points) 2 points for each explanation of a form of political participation other than voting that was identified in part a.**

Each explanation must be linked to the specific form of political participation identified in part a.

<b>PART A:</b>	<b>PART B:</b>
<b>Accepted examples of political participation other than voting include:</b>	<b>Accepted examples of advantages for each identified form of political participation include:</b>
Litigation	Numerical majority unnecessary; appeal to principle/law as opposed to opinion
Protest	Bring public attention; sympathy; low cost; immediate response; expression of alienation
Contacting (e.g., media, public officials)	Direct access to leaders; magnify representation; specify policy area in expression
Campaign work/voter registration	Contact with potential officials; multiply individual interest; training ground
Campaign contributions	Access; multiply force of individual preference
Running for political office / holding political office	Direct influence on political decision-making; set policy agenda
Political discussion to persuade others toward action	Bring others attention to issues
Membership in an overtly political organization	Solidarity with others of like interests; magnifying effect (specific, obviously political or explained as political)

**Note:** Score of zero (0) for attempted answer that earns no points  
Score of dash (—) for blank or off-task answer

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**Question 3**

**5 POINT RUBRIC**

**Part A: 1 point for two trends**

Acceptable trends include:

- Federal level stays constant
- State/local indicates general increase
- Widening gap between the two lines
- State and local decline after 1990
- Federal level dropped until 1947

**Notes:**

- Identified trend must span more than one data point.
- Trends may be identified anywhere in the essay.

**Part B: (4 points) 2 points for each of two explanations**

**Block grants:**

**First point:**

States able to get more resources *from the federal government* (shift of resources)

OR

Explicit definition of block grants

**Second point: *Must earn point 1 to get point 2***

Must connect to differences in hiring.

**Federal mandates:**

**First point: *Must include understanding of compulsion***

Shift of responsibility to states

OR

Federal government requiring states to do more

OR

State levels higher and Fed lower because Feds achieved policy goals through mandates

OR

Explicit definition of federal mandates

**Second point: *Must earn point 1 to get point 2***

Must connect to differences in hiring.

**Note:** Score of zero (0) for attempted answer that earns no points

Score of dash (—) for blank or off-task answer

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**Question 4**

**8 POINT RUBRIC**

- a. (4 points) 1 point for each of two definitions, 1 point for each of two explanations**  
**b. (4 points) 1 point for each of two identifications, 1 point for each of two explanations**

**Part a:**

Committees: Explanations must go beyond merely linking to definition. All explanations must be clearly in context of defined element to get credit.

- Specialization [members of Congress develop policy expertise] – development of expertise; independence from executive branch; more attention paid to legislation; division of labor; better legislation accepted only if fully explain HOW.
- Reciprocity/logrolling [vote trading/exchanges, bargaining] – speeds process, government more expansive (do more). Explanations related to electoral success NOT accepted. More porkbarrel ok only if clearly in context of reciprocity.
- Party representation on committees [representation is reflective of the chamber as a whole] – party pushes own agenda, determines leadership on committees.

**Part b:**

Party leadership:

Acceptable identifications may include:

- Assignment of members to committees
- Assignment of committee chairs
- Scheduling
- Agenda-setting (rules committee)
- Party discipline
- Leadership use of media
- Recognition on floor
- Leadership control of electoral support

Explanation must specifically indicate HOW the party leadership influences the legislative process.

**Note:** Score of zero (0) for attempted answer that earns no points  
Score of dash (—) for blank or off-task answer