



## **AP<sup>®</sup> Comparative Government & Politics 2004 Scoring Commentary**

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**AP<sup>®</sup> COMPARATIVE GOVERNMENT AND POLITICS**  
**2004 SCORING COMMENTARY**

**Question 1**

**Sample: A**  
**Score: LOW: 2**

In part (a), the student incorrectly defines a unitary system as “only the national government and no state or local government,” therefore earning no point for this section. The student correctly defines a federal system as one “when there is a separation of power between the national government and state or local governments” (1 point).

In part (b), the student describes an advantage of the unitary system as “having uniform laws throughout the country. There will not be any conflicting laws” (1 point). The student incorrectly identifies an advantage of the federal system “that the federal government has less power” and therefore earns no points.

In part (c), the student does not describe how British or Russian legislatures reflect either a unitary or federal system. The student earns no points for part (c).

In part (d), the student does not describe how Britain is becoming more federal or how Russia is becoming more unitary. The student earns no points for part (d).

**Sample: B**  
**Score: MEDIUM: 4**

In part (a), the student correctly defines a unitary system (1 point) and a federal system (1 point).

In part (b), the student describes an advantage of the federal system as one where “people can take care of their own concerns more quickly” (1 point). The student describes an advantage of the unitary system as one where “laws and bills can be quickly established” (1 point).

In part (c), the student describes the unitary system in Britain referring to the executive department only and does not describe how it is reflected in the legislature. The student identifies the Russian system as federal, describing separate institutions without explaining how they relate to federalism. The student earns no points in part (c).

In part (d), the student describes the British system becoming more federal by explaining the relationship between the House of Lords, the House of Commons, and the Prime Minister with no description as to how this relates to federalism. The student provides no relevant description of Russia’s move toward federalism. The student earns no points for part (d).

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**Question 1 (cont'd.)**

**Sample: C**

**Score: HIGH: 8**

In part (a), the student correctly defines a unitary system (1 point). The student correctly defines a federal system (1 point).

In part (b), the student describes an advantage of a federal system as one where power “can be shared” with “tasks...delegated more efficiently” (1 point). The student also describes an advantage of the unitary system as one where decisions “will not be overridden by local government” (1 point).

In part (c), the student adequately describes the British legislative system as unitary by stating “all decisions made by the House of Commons affect all of Britain” (1 point). The student describes the Russian legislature as federal by stating “local governments... can pass laws specific to their areas, and also remain under national laws” (1 point).

In part (d), the student describes that Russia is becoming more unitary as “Putin has begun stripping local governments of their rights.” The student also refers to the “conflict in Checheya” (Chechnya) (1 point). The student describes Britain as becoming more federal, correctly referring to devolution in Northern Ireland and Scotland. “These areas now have their own parliaments...” (1point).

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**Question 2**

**Sample: A**

**Score: LOW: 2**

In part (a), the student fails to identify and describe a social cleavage in France. Ethnicity is mentioned but because the different sides of the cleavage are not elaborated, the student earns no credit on this section. The student identifies a specific party and how it reacted to this factually correct but underdeveloped statement on cleavage by stating that the National Front is very nationalistic and does not want anything to do with other countries (1 point).

In part (b), the student identifies a consequence of the party reaction identified in part (a) by noting the National Front has gained support for its cause (1 point).

In part (c), the student fails to correctly identify and describe a social cleavage in Mexico. Region is mentioned but the discussion is not developed to identify north and south and what separates them. The Zapatista movement is incorrectly placed in the north. The student identifies a specific party but incorrectly identifies the response by stating the PRI policy has “usually led to military occupation.” The student earns no points for part (c).

In part (d), the student fails to identify a consequence of the party reaction identified in part (c). The student earns no points for part (d).

**Sample: B**

**Score: MEDIUM: 4**

In part (a), the student identifies and describes the conflict between the bourgeoisie and working class in France as the part of a social cleavage in France (1 point). The student identifies a specific party and how it reacted to this cleavage by discussing the Socialist Party and its support for welfare programs (1 point).

In part (b), the student fails to identify clearly a consequence of the party reaction identified in part (a) with the redundant reference to the welfare state. The student earns no points in part (b).

In part (c), the student fails to identify and describe a social cleavage in Nigeria, instead simply noting regions without elaboration, and therefore earns no points on this section. The student identifies a specific party and its response by discussing Obasanjo’s party and its inclusive stance on ethnicity (1 point).

In part (d), the student identifies a consequence of the party reaction identified in part (c) by stating that this response may lessen regional tension (1 point).

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**Question 2 (cont'd.)**

**Sample: C  
Score: HIGH: 5**

In part (a), the student identifies and describes the social cleavage in France between the Moslem immigrants and the French who “are fiercely against losing their own cultural identity” (1 point). The student identifies a specific party and how it reacted to this cleavage by discussing the National Front as anti-immigration (1 point).

In part (b), the student identifies a consequence of the party reaction identified in part (a) by explaining that while the National Front is popular it has also “lost supporters because of its racist ideas” (1 point).

In part (c), the student identifies and describes a social cleavage in India as revolving around religion and the Hindu-Moslem split (1 point). Without using its name, the student accurately describes a “party that stands for democratic principles but is also a supporter of Hindu issues” and its response (1 point).

In part (d), the student earns no credit because the discussion does not link back to part (c). No credit is earned in part (d).

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**Question 3**

**Sample: A**

**Score: LOW: 2**

In part (a), the student identifies two economic liberalization policies: private ownership of businesses (1 point) and “farmers were allowed to sell their excess crop for a profit” (1 point). Although the second identification does not name a specific policy, it does give an adequate description of a substantive policy.

In part (b), the student does not explain why economic liberalization policies are challenging the authoritarian rule in China. The student earns no points in part (b).

In part (c), the student does not describe any strategies nor give any examples on how the Chinese Communist regime has maintained political control. The student earns no points in part (c).

**Sample: B**

**Score: MEDIUM: 4**

In part (a), the student identifies privatization, “the advent of small self-run business,” as a policy of economic liberalization (1 point). The “introduction to Westernism” statement does not identify or describe a specific economic liberalization policy and therefore receives no points.

In part (b), the student explains how Western thought has created a challenge to the authoritarian rule in China: “These new thoughts help to undermine the authoritiveness of the CCP” (1 point).

In part (c), the student describes the strategy of military control (1 point), with the example of Tiananmen Square, as helping to maintain political control of the Chinese Communist regime (1 point). No other strategy or example is given and therefore no further points are earned.

**Sample: C**

**Score: HIGH: 7**

In part (a), the student identifies two economic liberalization policies: the international trading of goods (1 point) and privatization (1 point).

In part (b), the student explains that the exposure to Western ideas “caused a surge of political activism against authoritarian rule,” therefore challenging authoritarian rule in China (1 point). The student also explains that authoritarian rule is challenged because “in order to achieve a more liberalized economy other rights and freedoms had to be given to the Chinese people” (1 point).

In part (c), the student describes two strategies for maintaining political control: military control (1 point), with the example given of the handling of the incident at Tiananmen Square (1 point), and the control of the media (1 point), with no example given.

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**Question 4**

**Sample: A**

**Score: LOW: 1**

In part (a), the student describes a significant change in economic performance: the upward trend in Mexican economic performance (1 point). The student does not describe a significant change in single-party dominance or military rule and therefore earns no points.

In part (b), the student does not identify nor explain a factor contributing to the change in economic performance. The student earns no points in part (b).

In part (c), the student does not identify nor explain a factor contributing to the change in single-party dominance or military rule. The student earns no points in part (c).

**Sample: B**

**Score: MEDIUM: 3**

In part (a), the student describes significant changes in economic performance and single-party dominance since 1985: the downward trend in the Nigerian economy (1 point) and “the switch from a military regime to a democratic Nigeria” (1 point).

In part (b), the student identifies increasing foreign ownership of Nigerian “businesses or resources” as contributing to the decline in economic performance (1 point), but the student does not explain how that factor contributes to the change in economic performance and therefore earns no points.

In part (c), the student does not identify nor explain a factor contributing to the change in single-party dominance or military rule. The student earns no points in part (c).

**Sample: C**

**Score: HIGH: 5**

In part (a), the student describes significant changes in economic performance and single-party dominance since 1985: the output of the Indian economy “is increasing . . . greatly” (1 point) and “the end of the reign of the Congress Party and the rise of parties like the BJP” (1 point).

In part (b), the student identifies “foreign investment” as contributing to the improvements in economic performance after 1985 (1 point) and explains that these policies contributed to these improvements in a variety of ways, including that “it has created jobs” (1 point).

In part (c), the student identifies corruption under Indira Gandhi’s and Rajiv Gandhi’s rule as contributing to the change in single-party dominance of the Congress Party (1 point), but the student does not explain how that factor contributes to the change in single-party dominance and therefore earns no points.