



AP[®] United States Government & Politics 2004 Scoring Commentary

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**AP[®] UNITED STATES GOVERNMENT AND POLITICS
2004 SCORING COMMENTARY**

Question 1

Sample: 1A

Score: 1

In part (a), the student identifies “send troops” as a formal constitutional power of the President in making foreign policy (1 point).

In part (b), the student fails to identify any formal constitutional powers of Congress in making foreign policy and therefore earns no points.

In part (c), the student fails to identify any informal power that contributes to the President’s advantage over Congress in making foreign policy and therefore earns no points. The student incorrectly identifies the “necessary and proper clause” as an informal power of the President.

In part (d), the student earns no points because there is no valid identification of informal powers in part (c).

Sample: 1B

Score: 4

In part (a), the student identifies “commander in chief” and “receive ambassadors” as two formal constitutional powers of the President in making foreign policy (2 points).

In part (b), the student identifies “declare war” and “Senate’s power to confirm ambassadors” as the two formal constitutional powers of Congress in making foreign policy (2 points).

In part (c), the student receives no points. “The power to deploy troops” is not accepted because it is derived from the formal power of commander in chief. The student receives no credit for “signing treaties” because it is a formal constitutional power of the President.

In part (d), the student earns no points because there is no valid identification of informal powers in part (c).

Sample: 1C

Score: 7

In part (a), the student identifies “commander in chief” as a formal constitutional power of the President in making foreign policy (1 point).

In part (b), the student identifies “declare war” and “ratify treaties” as the two formal constitutional powers of Congress in making foreign policy (2 points).

In part (c), the student identifies media access of the President and “crisis manager” as two informal powers that contribute to the President’s advantage over Congress (2 points).

In part (d), the student explains media access by stating that it gives the President more control over the policy agenda than Congress (1 point). The student explains “crisis manager” as using the “rally around the flag effect” to give the President public support in carrying out the policy he favors (1 point).

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Question 2

Sample: 2A
Score: 2

In part (a), the student provides no description or explanation for either litigation or grassroots lobbying/mass mobilization (0 points). The student accurately describes campaign contributions as contributions to the Republican and Democratic National Committees (1 point). The student explains that contributions may encourage members of Congress to “keep in mind” that the group donated funds (1 point).

The student does not address part (b) of the question and therefore earns no points.

Sample: 2B
Score: 4

In part (a), the student incorrectly describes and explains litigation (0 points). The student accurately describes campaign contributions as “money that is given to campaigns” (1 point). The explanation for why a group would select this technique is seen when the student argues that contributions ensure “that the person that supports their stance on issues is elected” (1 point). The student provides an incorrect description and explanation of grassroots lobbying/ mass mobilization (0 points).

In part (b), the student provides the accurate association of the NAACP utilizing litigation as its primary technique (1 point). The student correctly explains why this technique is preferable to campaign contributions with the argument that the group lacks the necessary financial resources (1 point).

Sample: 2C
Score: 8

In part (a), the student correctly describes litigation by saying that interest groups “file suits” (1 point). The student explains the reason to select this technique by stating that the case will yield a precedent and by arguing that suits will provide the “rights they deserve” (1 point). Campaign contributions are accurately described as “contributions to people’s campaigns” (1 point); and the student correctly explains the use of contributions by stating that candidates will “return the favor” and that once elected, candidates will make policy favored by the interest group (1 point). Grassroots lobbying/mass mobilization is accurately described and explained with the statement that groups will “encourage people to vote” (1 point description) and these votes will then produce “support from Congress” (1 point explanation).

In part (b), the student properly identifies the primary technique of the NAACP as litigation (1 point). The student’s explanation of why this technique is preferable to others is evident in the discussion of the need to obtain “equal rights” and the inadequacy of other techniques in achieving this goal.

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Question 3

Sample: 3A

Score: 3

In part (a), the student identifies the point of view of the cartoon as throwing away votes (1 point).

In part (b), the student identifies the winner-take-all aspect of the electoral college as a rule that presents an obstacle to third parties (1 point). The student does not identify a second rule of the electoral system that presents an obstacle to third parties and therefore earns no point. The student does not explain how or why any rule presents an obstacle to third parties and therefore earns no explanation points.

In part (c), the student describes new or different ideas or issues as a contribution made by third parties to the U.S. political system (1 point). The student does not describe a second contribution made by third parties to the U.S. political system and does not receive a second point.

Sample: 3B

Score: 5

In part (a), the student identifies the point of view of the political cartoon as throwing away or wasting the vote (1 point).

In part (b), the student identifies the winner-take-all aspect of the electoral college and campaign financing as two rules that present obstacles to third parties (2 points). The student explains how the winner-take-all aspect of the electoral college presents an obstacle to third parties (1 point). The student also explains how the “federal campaign financing law” acts as an obstacle to third parties (1 point).

In part (c), the student does not describe any contributions made by third parties to the U.S. political system and therefore earns no points.

Sample: 3C

Score: 7

In part (a), the student identifies the point of view of the political cartoon “as throwing your vote in the trash can” (1 point).

In part (b), the student identifies single-member plurality districts and federal funding of presidential elections as two rules of the electoral system that present obstacles to third parties (2 points). The student explains how the single-member districts act as obstacles to third parties by stating “therefore, unless a third party wins the plurality, it does not acquire any seats, not even if it receives a substantial percentage of the votes” (1 point). The student explains how federal funding of presidential elections is an obstacle to third parties (1 point).

In part (c), the student describes a contribution of third parties to the U.S. political system as providing a voice for the fringe by stating that “being critics of the other two parties for their ill treatment of the environment, the worker, or laying burdensome tax on the American people” (1 point). The student also describes raising new or different ideas or issues as a contribution made by third parties (1 point).

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Question 4

Sample: 4A

Score: 1

In part (a), the student defines separation of powers instead of divided government and therefore earns no points. An explanation point is not possible without a definition of divided government.

In part (b), the phrase “PAC’s contribute money in exchange for something to aid them, which has led to candidates worrying most about pleasing PAC’s” is a partial explanation of the effect campaign contributions have on trust and confidence in government (1 point). The candidate fails to link this explanation to a decline in trust and therefore does not receive a second point.

In part (c), the student earns no points because no effects on individual political behavior were mentioned.

Sample: 4B

Score: 4

In part (a), the student defines divided government (1 point) and explains its effects, noting that the conflict results in heightened partisanship when “one side or the other . . . will try to kill the bill” (1 point).

In part (b), the student explains that campaign contributions received from interest groups affect elections (1 point). The student links this interest group money to a decline in trust/confidence by noting that the funds make “slaves” of those who receive them (1 point).

In part (c), the student fails to mention any consequences for individual behavior and therefore earns no points.

Sample: 4C

Score: 6

In part (a), the student defines divided government as “when one party controls the presidency and another party controls one or both houses of Congress” (1 point), and then explains that the effect is “a lot of legislative gridlock” (1 point).

In part (b), the student explains a cause of decline in trust and confidence in election campaigns by stating that “a candidate may accept contributions for [sic] opposing interest groups (1 point).” The student links interest group contributions to candidates being “manipulating [sic], untrustworthy, weak, and indecisive,” making it understandable that campaign contributions to opposing interest groups lead to a decline in trust/confidence in the government (1 point).

In part (c), the student notes that cynicism leads to “a decrease in voter turnout (1 point)” and an “increase in independent parties” (1 point).