



AP[®] Comparative Government & Politics 2002 Scoring Commentary

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Question 1

Sample U: Score 6

The student describes how a highly centralized power structure and patron-client networks may contribute to political corruption. These descriptions earn credit because the student adequately describes *how* each leads to political corruption (2 points). The student explains that one consequence of corruption in Russia has been the destruction of the Russian economy. The student gives an example of how the established elite gained a disproportionate share of the vouchers during the early privatization period. (2 points). Finally, the student explains that one consequence of corruption for politics in India has been the “decline of dominance by the Congress party.” This decline is tied to abuses of power by India Gandhi and Rajiv Gandhi (2 points).

Sample N: Score 4

The student does not earn credit for the description of bribery or electoral conditions because they are forms of corruption, not conditions that lead to corruption. The student explains how the government’s legitimacy decreases as a result of mafia influence. Mafia influence “causes any of the ordinary citizens to lose trust in their government in turn causing the legitimacy of the government to fall” (2 points). In part (c), the student explains that foreign aid could be decreased or cut as a result of the illegitimate influence of drug lords on elected officials (2 points).

Sample D: Score 1

The student minimally describes how government control of the media might lead to political corruption. The statement that, “They [the public] do not know whether or not the information they receive is true,” describes a situation in which political elites could go unchecked by the public because they are not receiving correct information (1 point). The condition of “interest groups” does not receive credit. The student never adequately describes how having interest groups leads to corruption. In addition, the student does not receive credit for the explanation of a consequence in Russia because the student is addressing the Soviet Union. The explanation that corruption could lead to revolution in Nigeria is too generic to earn credit. There is no country-specific information about either the type of corruption that occurs in Nigeria nor a link to a political consequence.

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Question 2

Sample V: Score 8

(a) The student identifies several threats to the Chinese regime in paragraph two: 100 Flowers Campaign, Democracy Movement of the 1970s, and the Tian An Men Square demonstrations. The student also describes the Chinese regime's response to each of these threats. In part (a), then, the student was given 2 points; the extra identifications do not earn extra points. (2 points)

(b) The student identifies the Algerian conflict as a threat and describes the response of the French government with military intervention to "try to maintain French authority over the colony." (2 points)

(c) The student then explains how these protests challenge regime stability by "challenging the Communist doctrine of one party ideology. The answer explains the top-down nature of the current regime and ends by noting that challenges to this ideology would cause a complete change in the form of Chinese government. (2 points)

(d) The student explains how the pressures from the insurrection challenged the stability of the French regime and challenged the very system of French authority by exerting great "pressure upon regimes, making it difficult for them to remain in power." Both the threat to the regime and the understanding of political system changes are demonstrated in this paragraph. (2 points)

Sample U: Score 5

(a) In the second paragraph the student identifies the Tian An Men Square incident as a threat to Chinese regime stability and correctly describes the use of the People's Liberation Army to break up the protest. (2 points)

(b) The student also identifies the 1968 student protests and describes the response of the 5th Republic, which "negotiated with these students in order to appease them." (2 points)

(c) The student writes that the "legitimacy of the Chinese regime was questioned..." This explanation was sufficient to earn 1 point for a link between the event and the threat to the regime itself; however, there was no clear demonstration that the student understood the difference between a regime and a mere shift in rulers and therefore no additional credit was earned. (1 point)

(d) The student's explanation does not provide an adequate link between the events of 1968 and regime stability, nor is there an explanation of how this event threatened the regime. No credit is earned for this part of the question.

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Question 2 (cont'd.)

Sample T: Score 2

- (a) In paragraph two, the student correctly identifies Tian An Men Square demonstrations as a threat to the stability of the Chinese regime and then describes the response of the regime as taking tanks and police and gas to disperse the students. (2 points)
- (b) There is no correct identification of a threat to the regime in France, nor any description of a regime response.
- (c) The student presents only a vague explanation in paragraph 2 and the link between Tian An Men Square and possible threats to the regime were not clear. The student did not earn any points for this explanation.
- (d) Since there is no correctly identified threat in part (b), there are no points awarded for part (d).

Question 3

Sample Q: Score 8

The student explains that one consequence of fragmentation in Nigeria along ethnic lines has been decreased legitimacy, because the government has trouble maintaining “control for any reasonable length of time with the peaceful, voluntary support of the majority of Nigerians and nonviolent political participation” (2 points). The student then explains that fragmentation has led to an inability for political parties to build “a democratic coalition spanning the entire country” (2 points). The explanation of an effect of globalization on the Nigerian government’s legitimacy is that the oil industry has led to large amounts of money pouring into Nigeria from outside, which in turn has encouraged corruption and decreased legitimacy (2 points). Finally, there is a minimal, but creditable, explanation of how globalization has threatened the sovereignty of the Nigerian state, because external interest in the country’s natural resources could undermine the state’s authority (2 points).

Sample S: Score 6

The student explains that one consequence of fragmentation for India has been a proliferation of political parties and has resulted in the necessity of building coalitions. This explanation is supported by country-specific information (2 points). In addition, there is an explanation of how the state’s sovereignty has been threatened by ethnic fragmentation in Kashmir (2 points). Corruption in the Indian government and pressure from outside economic influences, such as foreign power companies, are explained as effects of globalization leading to a consequence that casts doubt on the legitimacy of the Indian government (2 points). The student’s final statement pertaining to political parties and globalization does not earn any credit.

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Question 3 (cont'd.)

Sample H: Score 2

The student attempts an explanation, using country-specific information, of how fragmentation in India has affected political parties and the sovereignty of the central state. However, neither explanation earns full credit because the student does not explain a specific political consequence of fragmentation for India (2 points). This essay contains no relevant explanation of political consequences of globalization for India; thus, no points are earned in the second half of the question.

Question 4

Sample G: Score 6

(a) This essay correctly describes a Labour Party policy change of increased support for privatization and deregulation. (1 point)

(b) Also, a change in Conservative Party policy away from opposition to the EU toward some consideration of European integration is described. (1 point)

(c) The student identifies public opinion as one factor that contributed to the change in Labour Party policy (1 point), and provides an explanation that the party changed its position in order to maintain public support, supporting the claim with a country-specific example (socialized medicine). (1 point)

(d) Globalization is identified as the contributing factor to Conservative Party policy change (1 point). The explanation is minimal, but credited for the student's assertion that EU membership could help to counterbalance the "power and strength of countries like China and the USA." (1 point)

Sample C: Score 4

(a) In this essay, the student correctly describes a Labour Party policy change of increased support for devolution. (1 point)

(b) A change in the Conservative Party policy away from Thatcher's Euroskepticism is also described. (1 point)

(c) Although regional pressure is identified as a factor that contributed to the change in Labour Party policy (1 point), there is no explanation of this factor.

(d) Finally, Britain's declining position as a global economic power was identified as the contributing factor to Conservative Party policy change (1 point), but again, no explanation is present.

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Question 4 (cont'd.)

Sample Q: Score 2

- (a) This essay correctly describes a Labour Party policy change of increased support for privatization and deregulation (1 point).
- (b) No change in Conservative Party policy is accurately described.
- (c) The change in party leadership is identified as one factor that contributed to the change in Labour Party policy (1 point); however, there is no explanation present.
- (d) Since the essay does not describe an accurate Conservative Party policy change, it cannot earn points for identifying or explaining a contributing factor.