



## AP<sup>®</sup> Government & Politics: United States 1999 Scoring Commentary

**The materials included in these files are intended for non-commercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.**

These materials were produced by Educational Testing Service (ETS), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>™</sup>, the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>), and Pacesetter<sup>®</sup>. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2001 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, and the acorn logo are registered trademarks of the College Entrance Examination Board.

**AP<sup>®</sup> GOVERNMENT & POLITICS: UNITED STATES  
1999 SCORING COMMENTARY**

**Question 1**

**Sample Y - 8 Points**

This essay is a clear and explicit 8. The student receives two points for the identification and explanation of the media's focus on candidates' background, and two points for the identification and explanation of image-centered coverage (**4 points**). The student also earns two points for the identification and explanation of candidates' use of television ads, and two points for the identification and explanation of candidates' use of attention getting (**4 points**). These relate to candidate use the media.

**Sample SS - 5 Points**

The student receives two points for identifying and explaining image as one way that the media contribute to candidate-centered campaigns, but the essay does not identify or explain a second way (**2 points**). The student receives two points for identifying and explaining television ads, and one point for identifying, but not explaining, television debates, as two ways that the candidates contribute to candidate-centered campaigns (**3 points**).

**Sample JJ - 3 Points**

The student receives one point for identifying the media's focus on scandal as a way of contributing to candidate-centered campaigns (**1 point**) and two points for identifying, image and choreographed opportunities as two ways candidates contribute to candidate-centered campaigns (**2 points**). However, the 3 essay does not contain any explanations of how the media or candidates use the media to develop candidate-centered campaigns.

**Question 2**

**Sample G - 7 points**

This response addressed all aspects of the question quite well. The student identified Congress as the targeted policymaking institution of AARP and that received one point. Size and voting strength of AARP as well as their financial resources were identified as resources of the organization and those earned two points. The explanation of each of the resources, describing how the characteristic influenced the choice of target was specific and detailed and each explanation earned two points.

**Sample LL - 6 points**

In this response, the student selects AARP as their interest group and identifies Congress as the targeted institution and earns one point for that. The size of the membership is discussed as a resource of the group and the discussion is awarded one point. A specific explanation of that resource (size) is good and earns two points. A second resource, financial support, is discussed and is awarded one point. The general explanation of that resource is awarded 1 point because it is limited.

**AP<sup>®</sup> GOVERNMENT & POLITICS: UNITED STATES  
1999 SCORING COMMENTARY**

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

**Sample CC - 3 points**

The student received one point for identifying the Department of Commerce as the targeted institution of NAM. One point is also earned for identification of a resource (financial/campaign funds) and another point is awarded for general explanation of how this resource influences the choice of Commerce.

**Question 3**

**Sample HH - 4 Points**

The writer is awarded one (1) point for taking the explicit position that Congress is effective in its oversight of the federal bureaucracy. The first specific method of congressional oversight identified by the writer is the ability of Congress “to supply or deny funds based on their perception of the effectiveness of the bureaucracy.” The writer further specifically explains how/why the method is effective and is awarded two (2) points for this identification and explanation. The second specific method of congressional oversight identified by the writer is the ability of Congress, through legislation, to control the jurisdiction of the bureaucracy (i.e. How “the bureaucracy performed its job or what they were entitled to do.”) The writer is awarded one (1) point for this statement that shows a general understanding of this method of oversight.

**Sample W - 3 Points**

The writer is awarded one (1) point for taking the explicit position that Congress has effective oversight over the federal bureaucracy. Two (2) points are awarded for identifying Congress’ “control over money and what the bureaucracy receives” as a specific method Congress uses to exercise oversight and the specific explanation that bureaucracies cannot fulfill any goals or purposes without the money awarded to them by Congress. The writer does not identify a second method of oversight.

**Sample S - 1 Point**

The writer is awarded the first point for taking the explicit position that Congress is not effective in exercising legislative oversight of the federal bureaucracy. The writer is awarded one (1) additional point for the statement that the “bureaucracy’s spending is not strictly controlled or limited”, showing a general understanding of why the failure occurs.

**AP<sup>®</sup> GOVERNMENT & POLITICS: UNITED STATES  
1999 SCORING COMMENTARY**

**Question 4**

**Sample AA - 9 points**

This essay is an example of a straight-forward, concise answer, that identifies entitlements as a barrier (one point) and gives a brief, but adequate explanation of the persistence of this hurdle (two points). Net interest on the debt is identified as a second budgetary barrier (one point) and a good explanation follows (two points). The current “political atmosphere” is identified as a hindrance (one point); the explanation is tied to the gridlock due to extreme partisan conditions in Washington (two points).

**Sample II - 6 points**

The student gives a general discussion of mandatory spending, making a brief, but specific reference to net interest (one point). There is a more detailed explanation of entitlements and why they persist (three points). The non-budgetary barrier identified is the legislative process (one point) and a general discussion is given of why that barrier persists (one point).

**Sample RR - 4 points**

The student identifies entitlements as a barrier (one point) and gives some general discussion without showing persistence (one point). No other budgetary barrier is identified. Interest groups are identified as the non-budgetary barrier (one point) and a general discussion of this barrier is given (one point).