

2023



AP[®] United States Government and Politics

Scoring Guidelines Set 1

Question 1: Concept Application**3 points**

A. Describe the informal power used by the president in the scenario. **1 point**

Acceptable descriptions include:

- By giving this speech, President Kennedy used the power to persuade by directly communicating with the public and gain support for his agenda.
- The president used the bully pulpit when he gave his speech.

B. In the context of the scenario, explain how the power described in part A could have impacted Congressional oversight. **1 point**

Acceptable explanations include:

- The president’s speech could have encouraged voters to pressure Congress to oversee implementation of the president’s agenda, like holding a hearing on space exploration.
- By bringing more attention to his agenda, the president’s speech could have encouraged opponents in Congress to call for greater oversight of NASA’s activities.

C. Explain how NASA could have impacted the implementation of the president’s agenda described in the scenario. **1 point**

Acceptable explanations include:

- By using its discretionary authority, NASA could have chosen how to best carry out the mission to the moon.
- NASA could have used its rulemaking authority to create the regulations that the mission to the moon will follow.
- The bureaucracy could have used its discretionary and rulemaking authority to address President Kennedy’s policy agenda.

Total for question 1 3 points

Question 2: Quantitative Analysis**4 points**

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- A.** Identify the form of political participation that saw the largest change between the 2018 and 2020 elections, as shown in the bar graph. **1 point**

Acceptable identifications include:

Donated money to a campaign

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- B.** Describe the difference in overall participation between the midterm and presidential elections, as shown in the bar graph. **1 point**

Acceptable descriptions include:

The data show that there was more political participation in the presidential election than in the midterm.

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- C.** Draw a conclusion about how linkage institutions might have contributed to the difference in political participation between the midterm and presidential elections, as shown in the bar graph. **1 point**

Acceptable conclusions include:

- Participation might have been weaker during the midterm election because there was less media coverage than in the presidential election.
- Participation might have been greater during the presidential election because interest groups provided more opportunities for youth involvement than during the midterm election.
- Participation might have been greater during the presidential election because political parties might have concentrated on getting out the youth vote more than during a midterm election.

NOTE: Acceptable responses do not need to identify a specific type of linkage institution.

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- D.** Explain how the different levels of political participation, as shown in the bar graph, might demonstrate the concept of political efficacy. **1 point**

Acceptable explanations include:

- If people believe that voting makes a difference, then they would be more likely to try to convince other people to vote.
- If people believe that midterm elections matter less than presidential elections, then they would be less likely to participate during a midterm election.
- If people believe that their government responds to the voices of the people, then they would be more likely to attend a march or demonstration than people who believe their government is not responsive.

Total for question 2 4 points

Question 3: SCOTUS Comparison**4 points**

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- A.** Identify the First Amendment clause that is common to both *Wisconsin v. Yoder* (1972) and *Cantwell v. Connecticut* (1940). **1 point**

The free exercise clause

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- B.** Explain how the facts in *Wisconsin v. Yoder* and *Cantwell v. Connecticut* resulted in the Supreme Court issuing similar holdings in both cases.

Acceptable responses include:

One point for **describing** relevant information (facts or holding) about the required Supreme Court case. **1 point**

- In *Yoder*, mandatory public school attendance beyond the eighth grade was contrary to the religious beliefs of some Amish parents.
- In *Yoder*, the Court held that exemptions from school attendance requirements for religious students were protected by the free exercise clause.

OR**OR**

Two points for correctly **explaining** how the facts in both cases resulted in the Supreme Court issuing similar holdings. **2 points**

- While *Yoder* was about school attendance and *Cantwell* was about solicitation, both cases concerned legal restrictions on religious practice. In both cases, the Court held that the laws were unconstitutional because they violated the free exercise clause.
- In *Yoder*, parents claimed that a law requiring school past the eighth grade violated their religious beliefs. The Court held that exemptions from school for religious students were protected by the free exercise clause. In *Cantwell*, Jehovah's Witnesses claimed that regulations on door-to-door solicitation were a restriction on a religious practice. The Court held that their solicitation, even without a permit, was also protected by the free exercise clause.

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- C.** Explain how the facts of *Cantwell v. Connecticut* (1940) illustrate the Court's need to balance government power and the rights of citizens. **1 point**

Acceptable explanations include the following:

In *Cantwell*, the Court had to balance the government's power to regulate door-to-door solicitation with the right of citizens to freely practice their religion.

Total for question 3 4 points

Question 4: Argument Essay

6 points

Reporting Category	Scoring Criteria	
<p>Row A Claim/Thesis (0–1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Do not make a claim that responds to the prompt. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning. Provide a defensible claim or thesis that establishes a line of reasoning about whether the federal government or the states are more effective in ensuring educational opportunities for all students.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> <i>“There is a debate about whether the federal or state governments should ensure educational equality.”</i> <p>Do not respond to the prompt</p> <ul style="list-style-type: none"> <i>“There are times when states do things that help their citizens out better than the national government.”</i> 		<p>Examples that earn this point:</p> <ul style="list-style-type: none"> <i>“The federal government is more effective at ensuring educational opportunities for all students because the federal government has more resources to address issues of inequality than do individual states.”</i> <i>“The federal government is more effective at ensuring educational opportunities for all students because it can create national policies that apply to all the states.”</i> <i>“State governments are more effective at ensuring educational opportunities for all students because states are closer to citizens and can develop solutions to fit the particular issues that affect the states.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> The claim or thesis must consist of one or more sentences that may be located anywhere in the response. A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria								
<p>Row B Evidence</p> <p>(0–3 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt.</p>	<p>2 points Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u>.</p>	<p>3 points Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u>.</p>					
Decision Rules and Scoring Notes									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="317 406 611 690"> <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Do not provide any accurate evidence. Provide evidence that is not relevant to the topic. </td> <td data-bbox="611 406 963 690"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Provide one piece of evidence relevant to the topic of the prompt. May or may not have a claim or thesis. </td> <td data-bbox="963 406 1417 690"> <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Provide one piece of specific and relevant evidence that supports the claim or thesis. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts. </td> <td data-bbox="1417 406 1942 690"> <p>Responses that earn 3 points:</p> <ul style="list-style-type: none"> Provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence must come from a foundational document listed in the prompt. The other piece of evidence can come from a different foundational document or from knowledge of course concepts. </td> </tr> </table>					<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Do not provide any accurate evidence. Provide evidence that is not relevant to the topic. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Provide one piece of evidence relevant to the topic of the prompt. May or may not have a claim or thesis. 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Provide one piece of specific and relevant evidence that supports the claim or thesis. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts. 	<p>Responses that earn 3 points:</p> <ul style="list-style-type: none"> Provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence must come from a foundational document listed in the prompt. The other piece of evidence can come from a different foundational document or from knowledge of course concepts. 	
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="317 690 611 1323"> <p>Examples that do not earn points:</p> <p>Provide evidence that is not specific</p> <ul style="list-style-type: none"> <i>“Parts of the Constitution support the idea that the federal government is more important than state governments.”</i> <p>Provide evidence that is not relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“State governments share some powers with the federal government.”</i> </td> <td data-bbox="611 690 963 1323"> <p>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</p> <ul style="list-style-type: none"> Equal protection clause Laboratories of democracy Reserved powers Civil Rights Act Title IX <i>Brown v. Board of Education</i> </td> <td colspan="3" data-bbox="963 690 1942 1323"> <p>Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The federal government can make national laws like Title IX of the Education Amendments Act to ensure that there is not discrimination on the basis of sex in educational policy.”</i> <i>“States are useful as testing grounds for various policies that might provide equal access to educational opportunities prior to the federal government passing a national law.”</i> <p>Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The Federal government could use the equal protection clause of the Fourteenth Amendment to require equal treatment in educational policy.”</i> <i>“The reserved powers under the Tenth Amendment reserves the power to determine educational policy to the states.”</i> <i>“Article I of the Constitution gives Congress the power to pass legislation that addresses education at the national level.”</i> </td> </tr> </table>					<p>Examples that do not earn points:</p> <p>Provide evidence that is not specific</p> <ul style="list-style-type: none"> <i>“Parts of the Constitution support the idea that the federal government is more important than state governments.”</i> <p>Provide evidence that is not relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“State governments share some powers with the federal government.”</i> 	<p>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</p> <ul style="list-style-type: none"> Equal protection clause Laboratories of democracy Reserved powers Civil Rights Act Title IX <i>Brown v. Board of Education</i> 	<p>Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The federal government can make national laws like Title IX of the Education Amendments Act to ensure that there is not discrimination on the basis of sex in educational policy.”</i> <i>“States are useful as testing grounds for various policies that might provide equal access to educational opportunities prior to the federal government passing a national law.”</i> <p>Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The Federal government could use the equal protection clause of the Fourteenth Amendment to require equal treatment in educational policy.”</i> <i>“The reserved powers under the Tenth Amendment reserves the power to determine educational policy to the states.”</i> <i>“Article I of the Constitution gives Congress the power to pass legislation that addresses education at the national level.”</i> 		
<p>Examples that do not earn points:</p> <p>Provide evidence that is not specific</p> <ul style="list-style-type: none"> <i>“Parts of the Constitution support the idea that the federal government is more important than state governments.”</i> <p>Provide evidence that is not relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“State governments share some powers with the federal government.”</i> 	<p>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</p> <ul style="list-style-type: none"> Equal protection clause Laboratories of democracy Reserved powers Civil Rights Act Title IX <i>Brown v. Board of Education</i> 	<p>Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The federal government can make national laws like Title IX of the Education Amendments Act to ensure that there is not discrimination on the basis of sex in educational policy.”</i> <i>“States are useful as testing grounds for various policies that might provide equal access to educational opportunities prior to the federal government passing a national law.”</i> <p>Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence):</p> <ul style="list-style-type: none"> <i>“The Federal government could use the equal protection clause of the Fourteenth Amendment to require equal treatment in educational policy.”</i> <i>“The reserved powers under the Tenth Amendment reserves the power to determine educational policy to the states.”</i> <i>“Article I of the Constitution gives Congress the power to pass legislation that addresses education at the national level.”</i> 							
<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn two or three points in Row B, the response must have a defensible claim or thesis (earned the point in Row A). To earn three points, the response must use one of the foundational documents listed in the prompt. 									

Reporting Category	Scoring Criteria	
<p>Row C Reasoning</p> <p>(0–1 points)</p>	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>Explains how or why the evidence supports the claim or thesis.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Include evidence but offer no reasoning to connect the evidence to the claim or thesis. • Restate the prompt without explaining how the evidence supports the claim or thesis. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Explain the relationship between the evidence provided and the claim or thesis. <p>Examples of reasoning that explain how the evidence supports the claim or thesis:</p> <ul style="list-style-type: none"> • <i>“If a law passed by a state yields excellent results, that policy can be adopted by other states that believe it will also work for them, and it can also be adopted by the federal government.”</i> • <i>“The equal protection clause of the Fourteenth Amendment has been used as a basis for the federal government to pass laws such as the Civil Rights Act of 1964 which has been remarkably effective in addressing equality issues.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • To earn this point, the response must have a defensible claim or thesis (earned the point in Row A) and support that argument with at least one piece of specific and relevant evidence (earned at least two points in Row B). • The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point. 		

Reporting Category	Scoring Criteria	
<p>Row D Responds to Alternate Perspectives (0–1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.</p>
	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Restate the opposite of the claim or thesis. May identify or describe an alternate perspective but do not refute, concede, or rebut that perspective. Refute a foundational document rather than an alternate perspective to the provided claim or thesis. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must describe an alternate perspective AND refute, concede, or rebut that perspective.
	<p>Examples of responses that do not earn the point:</p> <p>Restate the opposite of the claim or thesis</p> <ul style="list-style-type: none"> <i>“Some argue that states’ rights should take priority.”</i> <p>Describe an alternate perspective but do not refute, concede, or rebut that perspective</p> <ul style="list-style-type: none"> <i>“Some people say that the federal government is better at ensuring educational equality but that is just flat out wrong.”</i> 	<p>Examples of acceptable responses to an alternate perspective may include:</p> <ul style="list-style-type: none"> <i>“Some might argue that the federal government is more effective because it has greater resources, but federal laws are ‘one size fits all’ and might not always address the specific needs of states and communities.”</i> <i>“While some argue that states are better suited to ensure educational equality because they are better equipped to meet local needs, state governments also have a long history of discrimination against minorities through Jim Crow laws and other segregationist policies, which requires the federal government to establish uniform policy to ensure equality in education across the states.”</i>
<p>Additional Notes</p> <ul style="list-style-type: none"> To earn this point, the response must have a defensible claim or thesis (earned the point in Row A). Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point. 		