

2023



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# AP<sup>®</sup> United States Government and Politics

## Scoring Guidelines Set 2

**Question 1: Concept Application****3 points**

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- A.** Describe the model of voting behavior that best reflects most voters' choice to recall the governor in the scenario. **1 point**

**Acceptable descriptions include:**

- Most voters used the retrospective model of voting behavior which considers Governor Davis's past performance when deciding how to vote.
- The model takes into account how voters tend to consider elected officials' past performance when deciding how to vote.

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- B.** In the context of the scenario, explain how the media's role as a linkage institution might have affected the voting behavior described in part A. **1 point**

**Acceptable explanations include:**

The media's reporting on Governor Davis's performance and his responsibility for the bad economy might have persuaded others to vote to recall Davis.

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- C.** Explain how the electoral process for removing Governor Davis is different from the process for removing a sitting president of the United States. **1 point**

**Acceptable explanations include:**

- In the scenario, a simple majority of voters is required to remove the governor. A sitting U.S. president is removed with a two-thirds majority in the U.S. Senate.
- In the scenario, the process of removing Governor Davis began when citizens initiated a recall by collecting signatures. To remove a sitting president, the House begins the impeachment process by filing formal charges, which must be approved by a majority of the House.
- The process to remove the governor in the scenario is controlled by voters, while the impeachment process to remove a sitting U.S. president is controlled by elected representatives.

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**Total for question 1 3 points**

**Question 2: Quantitative Analysis****4 points**

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- A.** Identify the generation that is projected to have the lowest percentage of eligible voters in 2028, as shown in the bar graph. **1 point**

**Acceptable identifications include:**

The Silent Generation

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- B.** Describe the trend over time in the data, as shown in the bar graph. **1 point**

**Acceptable descriptions include:**

- Over time, the percentage of eligible voters increases among people born later.
- Over time, the percentage decreases among people born earlier.
- Over time, the percentage of eligible voters among the Silent Generation decreases while the percentage of eligible voters among Generation Z increases.

- C.** Draw a conclusion about how a trend in the data could affect a 2032 presidential candidate’s strategy to mobilize eligible voters. **1 point**

**Acceptable conclusions include:**

- As the percentage of eligible voters in Generation Z increases, a campaign could shift to a media platform Generation Z uses more, such as social media.
- As the percentage of eligible voters among Baby Boomers decreases, a campaign could shift its platform to move away from issues that Baby Boomers care about the most.

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- D.** Explain how life cycle effects, as shown in the bar graph, could influence a candidate’s policy platform. **1 point**

**Acceptable explanations include:**

As a generation gets older and its share of overall eligible voters changes, the issues that matter the most to the public may change. A candidate would respond to these changes by adopting popular positions on the issues that matter the most.

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**Total for question 2 4 points**

**Question 3: SCOTUS Comparison****4 points**

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- A.** Identify the clause in the First Amendment that is common to both *Engel v. Vitale* (1962) and *Zelman v. Simmons-Harris* (2002). **1 point**

The establishment clause

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- B.** Explain how the facts in *Engel v. Vitale* and *Zelman v. Simmons-Harris* led to different holdings in the two cases.

**Acceptable responses include:**

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

- In *Engel*, a group of parents objected to the daily, voluntary recitation of a nondenominational prayer in schools.
- The Court held that the school sponsorship of prayer violated the establishment clause.

**OR****OR**

**Two points** for correctly **explaining** how the facts in *Engel* AND *Zelman* led to different holdings in the two cases. **2 points**

- In *Engel*, parents sued to stop a public school from encouraging prayer. In *Zelman*, people sued to stop the state from letting families pay for religious schools with vouchers. While school prayer was a violation of the establishment clause in *Engel* because the government approved a religious practice, school vouchers were not a violation in *Zelman* because families had the freedom to choose.
- In *Engel*, parents sued to stop a public school from encouraging prayer. The Court held that the school sponsorship of prayer violated the establishment clause. In *Zelman*, people sued to stop the state from letting families pay for religious schools with vouchers. The Court held that the program did not violate the establishment clause because families were choosing whether to use the vouchers for religious schools.

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- C.** Explain how the holding in *Zelman* might affect educational policy in states with legislatures that support the ruling. **1 point**

**Acceptable explanations include the following:**

States would be more likely to pass laws that allow for public funding of school vouchers.

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**Total for question 3 4 points**

**Question 4: Argument Essay**

**6 points**

Reporting Category	Scoring Criteria	
<p><b>Row A</b>  <b>Claim/Thesis</b>   <b>(0–1 points)</b></p>	<p><b>0 points</b>                      Does not meet the criteria for one point.</p>	<p><b>1 point</b>                      Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Do not make a claim that responds to the prompt.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning.</li> <li>Provide a defensible claim or thesis that establishes a line of reasoning regarding whether constitutional checks and balances or citizen participation in social movements is more effective in ensuring the people’s will is represented.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li><i>“History has shown that citizen participation in social movements ensures that the people’s will is represented.”</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Checks and balances are a feature of the Constitution.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <ul style="list-style-type: none"> <li><i>“Checks and balances are more effective in ensuring the people’s will is represented because they guarantee that parts of the government that defy the people will be counteracted or removed entirely.”</i></li> <li><i>“Social movements are more effective because they act independently of the government and can force the government to respond to the will of the people.”</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The claim or thesis must consist of one or more sentences that may be located anywhere in the response.</li> <li>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.</li> </ul>		

Reporting Category	Scoring Criteria			
<b>Row B Evidence</b>  <b>(0–3 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt.	<b>2 points</b> Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u> .	<b>3 points</b> Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u> .
<b>Decision Rules and Scoring Notes</b>				
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Do not provide any accurate evidence.</li> <li>Provide evidence that is not relevant to the topic.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Provide one piece of evidence relevant to the topic of the prompt.</li> <li>May or may not have a claim or thesis.</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>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, <b>or</b> from knowledge of course concepts.</li> </ul>	<b>Responses that earn 3 points:</b> <ul style="list-style-type: none"> <li>Provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence <b>must</b> 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.</li> </ul>	
<b>Examples that do not earn points:</b>  <b>Provide evidence that is not specific</b> <ul style="list-style-type: none"> <li><i>“Checks and balances constrain the government.”</i></li> </ul> <b>Provide evidence that is not relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“Citizens work in social movements to promote change.”</i></li> </ul>	<b>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</b> <ul style="list-style-type: none"> <li>Social movements such as LGBTQ+, workers, or women’s rights.</li> <li>Description of any check in the political system.</li> </ul>	<b>Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence):</b> <ul style="list-style-type: none"> <li><i>“The women’s suffrage movement used protests and rallies to raise public awareness to promote the right to vote.”</i></li> <li><i>“An elected official that abuses the power of the office is not responsive to the will of the people and can be removed from office through impeachment.”</i></li> </ul> <b>Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence):</b> <ul style="list-style-type: none"> <li><i>“Federalist 10 advocates for a large republic to counter the danger of factions.”</i></li> <li><i>“Article I establishes checks and balances by requiring both chambers of Congress to pass legislation before being signed or vetoed by the president.”</i></li> <li><i>“‘Letter from a Birmingham Jail’ argues that civil disobedience, which can be used by social movements, is the most effective means for showing the injustices of the system.”</i></li> </ul>		
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two or three points in Row B, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>To earn three points, the response must use one of the foundational documents listed in the prompt.</li> </ul>				

Reporting Category	Scoring Criteria	
<b>Row C Reasoning</b>  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Explains how or why the evidence supports the claim or thesis.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Include evidence but offer no reasoning to connect the evidence to the claim or thesis.</li> <li>• Restate the prompt without explaining how the evidence supports the claim or thesis.</li> </ul>		<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Explain the relationship between the evidence provided and the claim or thesis.</li> </ul> <b>Examples of reasoning that explains how the evidence supports the claim or thesis:</b> <ul style="list-style-type: none"> <li>• <i>“In Letter from a Birmingham Jail,’ King explains that waiting for the government to check itself has led to greater suffering for African Americans therefore, social movements increase pressure on policymakers to gain outcomes favorable to their cause.”</i></li> <li>• <i>“Article I provides Congress with the power to override a presidential veto. This power can be very effective in representing the will of the people, because it can be used to stop a president that vetoes legislation for selfish or personal reasons.”</i></li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• 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).</li> <li>• The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row D</b>  <b>Responds to Alternate Perspectives</b></p>	<p><b>0 points</b>                      Does not meet the criteria for one point.</p>	<p><b>1 point</b>                      Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.</p>
<p><b>(0–1 points)</b></p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Restate the opposite of the claim or thesis.</li> <li>May identify or describe an alternate perspective but do not refute, concede, or rebut that perspective.</li> <li>Refute a foundational document rather than an alternate perspective to the provided claim or thesis.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must describe an alternate perspective AND refute, concede, or rebut that perspective.</li> </ul>
	<p><b>Examples of responses that do not earn the point:</b></p> <p><b>Restate the opposite of the claim or thesis</b></p> <ul style="list-style-type: none"> <li><i>“Many would argue that social movements are better, but this is simply untrue.”</i></li> </ul> <p><b>Describe an alternate perspective but do not refute, concede, or rebut that perspective</b></p> <ul style="list-style-type: none"> <li><i>“Some would argue that social movements are better because they can put extra pressure on government to represent the will of the people.”</i></li> </ul>	<p><b>Examples of acceptable responses to an alternate perspective may include:</b></p> <ul style="list-style-type: none"> <li><i>“While social movements are broadly based and can pressure the government to respond to what the people want, this is not the same as holding elected officials accountable to the people. Thus, social movements are more limited in what they can achieve, while checks and balances are able to protect against a much larger set of problems.”</i></li> <li><i>“While checks and balances are designed to hold the government accountable to the will of the people, they can also be used to ignore the will of the people. Because social movements are motivated by the people’s desire to hold the government accountable, they are more effective.”</i></li> </ul>
<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point.</li> </ul>		