The 2009 AP® United States Government and Politics Released Exam

Contains:

- Multiple-Choice Questions, Answer Key, and Diagnostic Guide
- Free-Response Questions with:
  - Scoring Guidelines
  - Sample Student Responses
  - Scoring Commentary
- Statistical Information About Student Performance on the 2009 Exam

Materials included in this Released Exam may not reflect the current AP Course Description and exam in this subject, and teachers are advised to consider this as they use these materials to support their instruction of students. For up-to-date information about this AP course and exam, please download **the official AP Course Description from the AP Central® Web site at apcentral.collegeboard.com.**

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This chapter will give you a brief overview of the development and scoring processes for the AP United States Government and Politics Exam. You can find more detailed information at AP Central® (apcentral.collegeboard.com).

What Is the Purpose of the AP United States Government and Politics Exam?

The AP United States Government and Politics Exam is designed to allow students to demonstrate the knowledge, understanding, and analytical skills equivalent to those gained by students who have successfully completed a college-level introductory course in American government and politics. The exam is designed to assess students' understanding of critical concepts, theories, and facts pertaining to U.S. government and politics. The exam also assesses students' ability to explain typical political processes, patterns of political behavior, and consequences of political actions. It also requires them to analyze and interpret basic data relevant to U.S. government and politics. A qualifying score on the AP United States Government and Politics Exam thus allows students to begin their college careers without being required to take an introductory U.S. government and politics course.

Who Develops the Exam?

The AP Government and Politics Development Committee, working with content experts at Educational Testing Service (ETS), develops the exam. This committee is appointed by the College Board and is composed of six faculty members from secondary schools, colleges, and universities in the United States. The members provide different perspectives: high school teachers offer valuable advice regarding realistic expectations when matters of content coverage, skills required, and clarity of phrasing are addressed. University faculty members ensure that the questions are at the appropriate level of difficulty for students planning to continue their studies at colleges and universities. Each committee member typically serves for four years.

The Chief Reader, the college professor responsible for supervising the scoring of the free-response questions, also aids in the exam development process. The Chief Reader attends every committee meeting to ensure that the free-response questions selected for the exam can be scored reliably. The expertise of the Chief Reader and the committee members who have scored exams in past years is notable: they bring to bear their valuable experience from past AP Readings and suggest changes to improve the quality and the performance of the questions.

How Is the Exam Developed?

The Development Committee sets the test specifications, determining what will be tested and how it will be tested. It also determines the appropriate level of difficulty for the exam, based on its understanding of the level of subject competence required for studying at the first-year level in colleges and universities. Each AP United States Government and Politics Exam is the result of several stages of development that together span two or more years.

Section I—Multiple Choice

1. Committee members and outside item writers write and submit multiple-choice questions directed to the six major areas of U.S. Government and Politics outlined in the *AP Government and Politics Course Description.* Committee members review and revise all multiple-choice items and select those that are used on the exam.
2. ETS content experts perform preliminary reviews to ensure that the multiple-choice questions are worded clearly and concisely.

3. At the committee meetings, which are held twice per year, the committee members review, revise, and approve the draft questions for use on future exams. They make sure that the questions are clear and unambiguous, that each question has only one correct answer, and that the difficulty level of the questions is appropriate.
4. From the pool of approved questions, the committee selects an appropriate mix of materials for the multiple-choice section of an exam.
5. The committee then thoroughly reviews the draft exam in various stages of its development, revising the individual questions and the mix of questions until it is satisfied with the result.

The committee controls the level of difficulty of the multiple-choice section by selecting a wide range of questions, a subset of which have been used in an earlier exam.

Section II—Free Response

1. Well in advance of the exam administration, the members of the Development Committee write free-response questions for the test. These are assembled into a free-response question pool.
2. From this pool, the committee selects an appropriate combination of questions for a particular exam; it reviews and revises these questions at all the stages of the development of that exam to ensure that they are of the highest possible quality. It considers, for example, whether the questions will offer an appropriate level of difficulty and whether they will elicit answers that allow Readers, the high school and college United States government and politics teachers who score the free-response questions, to discriminate among the responses along a particular scoring scale. An ideal question enables the stronger students to demonstrate their accomplishments while revealing the limitations of less proficient students.

Question Types

The 2009 AP United States Government and Politics Exam contains a 45-minute multiple-choice section, consisting of 60 questions, and a 100-minute free-response section, consisting of four broad conceptual and analytical questions. The two sections are designed to complement each other and to measure a wide range of skills.

Multiple-choice questions are useful for measuring a student's level of competence in a variety of contexts. In addition, multiple-choice questions have four other strengths:

1. They are highly reliable. Reliability, or the likelihood that students of similar ability levels taking a different form of the exam will receive the same scores, is controlled more effectively with multiple-choice questions than with free-response questions.
2. They allow the Development Committee to include a selection of questions at various levels of difficulty, thereby ensuring that the measurement of differences in students' achievement is optimized. For AP Exams, the most important distinctions are between students earning the AP Exam scores of 2 and 3 and scores of 3 and 4. These distinctions are usually best accomplished by using many questions of middle difficulty.
3. They allow comparison of the ability level of the current students with those from another year. A number of questions from an earlier exam are included in the current one, allowing comparisons to be made between the scores of the earlier group of students and those of the current group. This information, along with other data, is used by the Chief Reader to establish AP scores that reflect the competence demanded by the Advanced Placement Program and that can be legitimately compared with exam scores from earlier years.
4. They enable the Development Committee to test across the breadth of the course content.

Free-response questions on the AP United States Government and Politics Exam are a more appropriate tool for evaluating a student's analytical and organizational skills. They allow students to use their powers of analysis to build logical structures with supporting arguments and interconnected elements.

The free-response and multiple-choice sections are designed to complement each other and to meet the overall course objectives and exam specifications. After each exam administration, the questions in each section are analyzed both individually and collectively, and the findings are used to improve the following year's exam.

Scoring the Exam

Who Scores the AP United States Government and Politics Exam?

The multiple-choice answer sheets are machine scored. The faculty who score the free-response section of the AP United States Government and Politics Exam are known as Readers. The Readers are experienced faculty members who teach either an AP United States Government and Politics course in a high school or an equivalent course at a college

or university in the United States. Great care is taken to obtain a broad and balanced group of Readers. Among the factors considered before appointing someone to the role are school locale and setting (urban, rural, and so on), gender, ethnicity, and years of teaching experience. University and high school American government and politics teachers who are interested in applying to be a Reader at a future AP Reading can complete and submit an online application via AP Central (apcentral.collegeboard.com/readers) or request more information by e-mailing apreader@ets.org.

In June 2009, approximately 600 United States government and politics teachers and professors gathered in Daytona Beach, Florida, to participate in the scoring session for the AP United States Government and Politics Exam. Some of the most experienced members of this group were invited to serve as Question Leaders and Table Leaders, and they arrived at the Reading early to help prepare for the scoring session. The remaining Readers were divided into groups, with each group advised and supervised by Question Leaders and a Table Leader. Under the guidance of the Chief Reader and the Assistant Chief Reader, Question Leaders and Table Leaders assisted in establishing scoring guidelines, selecting sample student responses that exemplified the guidelines, and preparing for Reader training. All the free-response questions on the 2009 AP United States Government and Politics Exam were evaluated by the Readers at this single, central scoring session under the supervision of the Chief Reader.

Ensuring Accuracy

The primary goal of the scoring process is to have all Readers score their sets of responses fairly, consistently, and with the same guidelines as the other Readers. This goal is achieved through the creation of detailed scoring guidelines, the thorough training of all Readers, and the various checks and balances that are applied throughout the AP Reading.

How the Scoring Guidelines Are Created

1. As the questions are being developed and reviewed before the Reading, the Development Committee and the Chief Reader discuss the scoring of the free-response questions to ensure that the questions can be scored validly and reliably.
2. During the pre-Reading period, several important tasks are completed. The Chief Reader assigns the Question Leaders the task of producing draft scoring guidelines for the questions assigned to them. Then, the Chief Reader, the Assistant Chief Reader, the Question Leaders, and the Table Leaders review these scoring guidelines and test them by applying them to actual student responses. The guidelines are then revised and adjusted, if necessary, to reflect not only the committee's original intent but also the full range of actual responses that will be encountered by the Readers.
3. Once the scoring of student responses begins, no changes or modifications in the guidelines are made. Given the expertise of the Chief Reader and the analysis of many student responses by the Assistant Chief Reader, the Question Leaders, and Table Leaders in the pre-Reading period, these guidelines can be used to cover the whole range of student responses. Each Question Leader and Table Leader devotes a great deal of time and effort during the first day of the Reading to teaching the scoring guidelines for that particular question and to ensuring that everyone evaluating responses for that question understands the scoring guidelines and can apply them reliably.

Training Readers to Apply the Scoring Guidelines

Because Reader training is so vital in ensuring that students receive an AP score that accurately reflects their performance, the process is thorough:

1. On the first day of the Reading, the Chief Reader provides an overview of the exam and the scoring process to the entire group of Readers. The Readers then break into smaller groups, with each group working on a particular question for which it receives specific training.
2. Question Leaders direct a discussion of the assigned question, commenting on the question requirements and student performance expectations. The scoring guidelines for the question are explained and discussed.
3. Table Leaders, who teach the Readers to apply the scoring guidelines, continue the training process by reading and evaluating samples of student answers that were selected at the pre-Reading session as clear examples of the various score points and the kinds of responses Readers are likely to encounter. Table Leaders explain why the responses received particular scores.
4. When the Table Leader is convinced the Readers understand the scoring guidelines and can apply them uniformly, the scoring of student responses begins. New exams are read in a group setting until the Table Leader is certain the Readers are ready to read independently. Readers begin by reading in teams of two. Each team member scores a set of papers and then exchanges the papers for a second reading. Scores and differences in judgment are discussed until agreement is reached, with

the Table Leader, the Question Leader, the Assistant Chief Reader, or the Chief Reader acting as arbitrator when needed.

5. After a team shows consistent agreement on its scores, its members proceed to score essays individually. Readers are encouraged to seek advice from each other, the Table Leader, the Question Leader, or the Chief Reader when in doubt about a score. A student response that is problematic receives multiple readings and evaluations.
6. Throughout the course of the Reading, Readers discuss with their Table Leader any student response that seems problematic or inappropriate.

Maintaining the Scoring Guidelines

Throughout the Reading, the Table Leaders continue to reinforce the use of the scoring guidelines by asking their groups to review sample responses that they have already discussed as clear examples of particular scores, or to score new samples and discuss their scores with them. This procedure encourages the Readers to adhere to the standards of the group and helps to ensure that a student response will get the same score whether it is evaluated at the beginning, middle, or end of the Reading.

A potential problem is that a Reader could unintentionally score a student response higher or lower than it deserves because that same student performed well or poorly on other questions. This is described as the halo effect. For this reason, each Reader scores single questions, not entire examinations. For AP United States Government and Politics, four different raters evaluate each student's work (one rater for each question). The following steps are taken to prevent this so-called halo effect:

- A different Reader scores each question.
- The student's identity is unknown to the Reader. Thus, each Reader can evaluate student responses without being prejudiced by knowledge about individual students.
- No marks of any kind are made on the students' papers. The Readers record the scores on a form that is identified only by the student's AP number. Readers are unable to see the scores that have been given to other responses in the exam booklet.

Here are some other methods that help ensure that everyone is adhering closely to the scoring guidelines:

- The Table Leader backreads (rereads) a portion of the student papers from each of the Readers in that Leader's group. This approach allows Table Leaders to guide their Readers toward appropriate and consistent interpretations of the scoring guidelines and to correct a score if necessary.
- The Question Leaders backread a portion of the student papers from the Readers in each Table Leader's group, especially if there appear to be problems relating to scores or rate of scoring. This approach allows Question Leaders to monitor their Table Leaders and help resolve scoring issues at each table.
- The Chief Reader and the Assistant Chief Reader consistently review statistical data regarding the scoring of each Reader as a way to identify potentially problematic scores.

Preparing Students for the Exam

It is assumed that most students preparing to take the AP United States Government and Politics Exam will have completed a substantial course of study that will have included instruction in the six content areas outlined in the *AP Government and Politics Course Description* and practice in learning to think critically and to explain ideas and opinions in the context of United States government and politics. On the AP United States Government and Politics Exam, students are asked to apply their knowledge of U.S. politics by writing responses to four broad conceptual and analytical questions drawn from the six content areas.

In order to do their best on the exam, students with the requisite subject knowledge should learn the format and timing of the exam so that they know what to expect when they take the exam.

Essential Features of Student Responses

The first, essential task is to recognize the subject matter or topic of the question. For example, the subject matter may be "political parties," "public policy," or "institutions." This may seem easy, but students should be careful to do more than recognize the overall topic; the substance of the question may well involve a relationship or connection between two or more topics. It may ask the student to focus on only one part of a topic, and certainly not present a general discussion. So the question may not be only about political parties, but rather about the role of political parties within political institutions, or political parties and their role in policy formulation. Students who rush in and immediately start writing run the risk of missing the point or not answering the question at all. Thus, they lower their AP exam score needlessly because they failed to think about and respond to the question(s) posed to them.

The second task is to recognize what the question asks students to do. For example, they may be asked to "explain" or "identify." These are obviously NOT identical tasks, and each requires something different of the student.

Furthermore, the question may call for more than one of these activities, such as "identify and explain." Only when students clearly understand what is being asked of them should they begin developing and presenting their response.

Teaching Free-Response Writing

It is important for AP teachers to devote some course time to reviewing these strategies with their students. Some practice in "identifying factors," "describing a relationship," or "explaining the consequences" will produce different kinds of responses for the student and the teacher to see—different content, different structure, and different length. The most important element of good free-response writing is to understand the question, focus on developing an answer or response to what is asked, and then write the answer clearly and legibly. Teachers can develop their own scheme or order of action verbs for questions and get students to think about how to develop good responses for those requests.

Students should be encouraged to track current events in politics. As part of this, they should be encouraged to analyze arguments presented in editorials and evaluate the validity of the arguments based on the political knowledge they have acquired; this will shape their analytic skills and help to ensure that they understand political events in an appropriate conceptual framework. Training students to read and analyze materials critically and to apply the contents to a broad range of political phenomena will also help to prepare them for the multiple-choice section of the exam.

Chapter II: The 2009 AP United States Government and Politics Exam

- Exam Content and Format
- Giving a Practice Exam
- Instructions for Administering the Exam
- Blank Answer Sheet
- The Exam

Exam Content and Format

The 2009 AP United States Government and Politics Exam is 2 hours and 25 minutes in length and has two sections:

- A 45-minute multiple-choice section consisting of 60 questions accounting for 50 percent of the final score.
- A 100-minute free-response section consisting of 4 conceptual analysis questions accounting for 50 percent of the final score.

2009 AP United States Government and Politics Exam Format

Multiple Choice (Section I)

60 questions . . . . . 45 minutes

Free Response (Section II)

4 questions . . . . . 100 minutes

(4 conceptual analysis questions)

Giving a Practice Exam

The following pages contain the instructions as they appeared in the 2009 *AP Examination Instructions* for administering the AP United States Government and Politics Exam. Following these instructions are a blank 2009 answer sheet and the 2009 AP United States Government and Politics Exam. If you plan to use this released exam to test your students, you may wish to use these instructions to create an exam situation that closely resembles an actual administration. If so, read only the indented, boldface directions to the students; all other instructions are for the person administering the exam and need not be read aloud. Some instructions, such as those referring to the date, the time, and page numbers, are no longer relevant and should be ignored. Note: the term "grades," which appears in exam and exam instructions that follow, refers to AP Exam scores of 1, 2, 3, 4, or 5.

Another publication you might find useful is the *Packet of 10*—ten copies of the 2009 AP United States Government and Politics Exam, each with a blank answer sheet. You can order this title online at the College Board Store (store.collegeboard.com).

Instructions for Administering the Exam
(from the 2009 *AP Examination Instructions* book)

SECTION I: Multiple-Choice Questions

Do not begin the exam instructions below until you have completed the appropriate General Instructions for your group.

Make sure you begin the exam at the designated time. When you have completed the General Instructions, say:

> **It is Monday morning, May 4, and you will be taking the AP United States Government and Politics Exam. In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program's policies and procedures outlined in the 2008-09 *Bulletin for AP Students and Parents*. You may now open your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. Read the statements on the front cover of Section I and look up when you have finished. . . .**
>
> **Now sign your name and write today's date. Look up when you have finished. . . .**
>
> **Now print your full legal name where indicated. Are there any questions? . . .**

Answer any questions. Then say:

> **Now turn to the back cover and read it completely. Look up when you have finished. . . .**
>
> **Are there any questions? . . .**

Answer any questions. Then say:

> **Section I is the multiple-choice portion of the exam. You may never discuss these specific multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam grade will be canceled. Are there any questions? . . .**

Answer any questions. Then say:

> **You must complete the answer sheet using a No. 2 pencil only. Mark all of your responses on your answer sheet, one response per question. Completely fill in the ovals. There are more answer ovals on the answer sheet than there are questions, so you will have unused ovals when you reach the end. Your answer sheet will be scored by machine; any stray marks or smudges could be read as answers. If you need to erase, do so carefully and completely. No credit will be given for anything written in the exam booklet. Scratch paper is not allowed, but you may use the margins or any blank space in the exam booklet for scratch work. Are there any questions? . . .**

Answer all questions regarding procedure. Then say:

> **You have 45 minutes for this section. Open your Section I booklet and begin.**

Note Start Time here _____. Note Stop Time here _____. You and your proctors should make sure students are marking their answers in pencil on their answer sheets, and that they are not looking at their shrinkwrapped Section II booklets. After 45 minutes, say:

Stop working. Close your booklet and put your answer sheet on your desk, face up. I will now collect your answer sheet.

After you have collected an answer sheet from each student, say:

Take your seals and press one on each area of your exam booklet marked "PLACE SEAL HERE." Fold them over the open edges and press them to the back cover. When you have finished, place the booklet on your desk with the cover face up. . . .

I will now collect your Section I booklet.

As you collect the sealed Section I booklets, check to be sure that each student has signed the front cover. There is a 10-minute break between Sections I and II. When all Section I materials have been collected and accounted for and you are ready for the break, say:

Please listen carefully to these instructions before we take a break. Everything you placed under your chair at the beginning of the exam must remain there. You are not allowed to consult teachers, other students, or textbooks about the exam materials during the break. You may not make phone calls, send text messages, check e-mail, access a computer, calculator, cell phone, PDA, MP3 player, e-mail/messaging device, or any other electronic or communication device. Remember, you are not allowed to discuss the multiple-choice section of this exam with anyone at any time. Failure to adhere to any of these rules could result in cancellation of your grade. Please leave your shrinkwrapped Section II package on top of your desk during the break. You may get up, talk, go to the restroom, or get a drink. Are there any questions? . . .

Answer all questions regarding procedure. Then say:

Let's begin our break. Testing will resume at _____.

SECTION II: Free-Response Questions

After the break, say:

May I have everyone's attention? Place your Student Pack on your desk. . . .

You may now open the shrinkwrapped Section II package. . . .

Read the bulleted statements on the front cover of the pink booklet. Look up when you have finished. . . .

Now place an AP number label on the shaded box. If you don't place an AP number label on this box, it may be impossible to identify your booklet, which could delay or jeopardize your AP grade. If you don't have any AP number labels, write your AP number in the box. Look up when you have finished. . . .

Read the last statement. . . .

Using a pen with black or dark blue ink, print the first, middle, and last initials of your legal name in the boxes and print today's date where indicated. This constitutes your signature and your agreement to the conditions stated on the front cover. . . .

Turn to the back cover and read Item 1 under "Important Identification Information." Print your identification information in the boxes. Note that you must print the first two letters of your last name and the first letter of your first name. Look up when you have finished. . . .

In Item 2, print your date of birth in the boxes. . . .

Read Item 3 and copy the school code you printed on the front of your Student Pack into the boxes. . . .

Read Item 4. . . .

Are there any questions? . . .

Answer all questions regarding procedure. Then say:

I need to collect the Student Pack from anyone who will be taking another AP Exam. If you are taking another AP Exam, put your Student Pack on your desk. You may keep it only if you are not taking any other AP Exams this year. If you have no other AP Exams to take, place your Student Pack under your chair now. . . .

While Student Packs are being collected, read the "At a Glance" column and the instructions on the back cover of the pink booklet. Do not open the booklet until you are told to do so. Look up when you have finished. . . .

Collect the Student Packs. Then say:

Are there any questions? . . .

Answer all questions regarding procedure. Then say:

Now open the Section II booklet and tear out the green insert that is in the center of the booklet. In the upper right-hand corner of the cover, print your name, your teacher's name, and your school's name. . . .

Read the information on the front cover of the green insert. Look up when you have finished. . . .

You have 1 hour and 40 minutes to complete Section II. It is suggested that you spend 25 minutes answering each question. At various points, you will be advised to move on to the next question. You are responsible for pacing yourself, and may proceed freely from one question to the next. You may use the green insert for scratch paper, but you must write your answers in the pink booklet using a pen. Write the number of the question you are working on at the top of each page in the pink booklet. If you need more paper during the exam, raise your hand. At the top of each extra piece of paper you use, be sure to write your AP number and the number of the question you are working on. Are there any questions? . . .

Answer any questions. Then say:

You may begin.

Note Start Time here _____. Note Stop Time here _____. You and your proctors should make sure students are using pens with black or dark blue ink and that they are writing their answers in their pink Section II booklets and not in their green inserts. After 25 minutes, say:

You should move on to Question 2 if you have not already done so.

After 25 minutes, say:

You should move on to Question 3 if you have not already done so.

After 25 minutes, say:

You should move on to Question 4 if you have not already done so.

After 15 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close your exam booklet and green insert. Put your pink booklet on your desk, face up. Put your green insert next to it. Remain in your seat, without talking, while the exam materials are collected. . . .

Collect a pink Section II booklet and a green insert from every student. Check for the following:

- Section II booklet front cover: The student placed an AP number label in the shaded box, and printed his or her initials and today's date.
- Section II booklet back cover: The student completed the "Important Identification Information" area.
- The student wrote answers in the pink booklet and not in the green insert.

The green inserts must be stored securely for no fewer than two school days. After the two-day holding time, the green inserts may be given to the appropriate AP teacher(s) for return to the students. When all exam materials have been collected and accounted for, say:

Your teacher will return your green insert to you in about two days. You may not discuss the free-response questions with anyone until that time. Remember that the multiple-choice questions may <u>never</u> be discussed or shared in any way at any time. You should receive your grade report in the mail about the third week of July. You are now dismissed.

Exam materials should be put in locked storage until they are returned to the AP Program after your school's last administration. Before storing materials, check your list of students who are eligible for fee reductions and fill in the appropriate oval on their registration answer sheets. To receive a separate AP Instructional Planning Report or student grade roster for each AP class taught, fill in the appropriate oval in the "School Use Only" section of the answer sheet. See "Post-Exam Activities" in the 2009 *AP Coordinator's Manual.*

USE PENCIL ONLY FOR THE ENTIRE ANSWER SHEET.

CollegeBoard AP Answer Sheet for May 2009, Form 4FBP

B123456789T

PLACE YOUR AP® NUMBER LABEL OR WRITE YOUR AP NUMBER HERE AT EVERY EXAM.

NAME AND EXAM AREA – COMPLETE THIS AREA AT EVERY EXAM.

To maintain the security of the exam and the validity of my AP grade, I will allow no one else to see the multiple-choice questions. I will seal the multiple-choice booklet when asked to do so, and I will not discuss these questions with anyone at any time after the completion of the section. I am aware of and agree to the AP Program's policies and procedures as outlined in the 2008-09 *Bulletin for AP Students and Parents*, including using testing accommodations (e.g., extended time, computer, etc.) only if I have been preapproved by College Board Services for Students with Disabilities.

A. SIGNATURE _____ Sign your legal name as it will appear on your college applications.

B. LEGAL NAME — Omit apostrophes, Jr., or II.

Legal Last Name—first 15 letters | Legal First Name—first 12 letters | MI

C. YOUR AP NUMBER

STUDENT INFORMATION – COMPLETE THIS AREA ONLY ONCE

I. SEX
① Male
② Female

J. CURRENT GRADE LEVEL
① Not yet in 9th grade
② 9th grade
③ 10th grade
④ 11th grade
⑤ 12th grade
⑥ No longer in high school

K. DATE OF BIRTH

Month	Day	Year
01 ○ Jan.		
02 ○ Feb.		
03 ○ Mar.		
04 ○ Apr.		
05 ○ May		
06 ○ June		
07 ○ July		
08 ○ Aug.		
09 ○ Sept.		
10 ○ Oct.		
11 ○ Nov.		
12 ○ Dec.		

L. SOCIAL SECURITY NUMBER (Optional, but preferred)

D. DATE
MAY

E. TIME OF DAY
○ 6 AM
○ 7 AM
○ 8 AM
○ 9 AM
○ 10 AM
○ 11 AM
○ 12 PM
○ 1 PM
○ 2 PM
○ 3 PM
○ 4 PM
○ 5 PM

M. ETHNICITY/RACE
① American Indian or Alaska Native
② Asian, Asian American, or Pacific Islander
③ Black or African American
④ Mexican or Mexican American
⑤ Puerto Rican
⑥ Other Hispanic, Latino, or Latin American
⑦ White
⑧ Other

N. EXPECTED DATE OF COLLEGE ENTRANCE

Ⓕ Fall	⓪ 2009
Ⓦ Winter/Spring	① 2010
Ⓢ Summer	② 2011
Ⓤ Undecided	③ 2012

O. WHAT LANGUAGE DO YOU KNOW BEST?
① English
② English and another language about the same
③ Another language

P. Complete ONLY if you are a SOPHOMORE or a JUNIOR.
I want the College Board to send information about me to colleges, universities, and government scholarship programs interested in students like me.
○ Yes ○ No

F. AP EXAM I AM TAKING USING THIS ANSWER SHEET

Print exam name: _____ Print form code (e.g., 4FBP-R) from M-C booklet: _____

Fill in the oval below that corresponds to the exam that you are taking.

07 ○ U.S. History 4FBP-Q	43 ○ European History	78 ○ Physics B
07 ○ U.S. History 4FBP-R	48 ○ French Language	80 ○ Physics C: Mech.
13 ○ Art History	51 ○ French Literature	82 ○ Physics C: E & M
14 ○ Art: Studio Drawing	53 ○ Geography: Human	85 ○ Psychology
15 ○ Art: Studio 2-D Design	55 ○ German Language	87 ○ Spanish Language
16 ○ Art: Studio 3-D Design	57 ○ Gov. & Pol.: U.S.	89 ○ Spanish Literature
20 ○ Biology	58 ○ Gov. & Pol.: Comp.	90 ○ Statistics
25 ○ Chemistry	60 ○ Latin: Vergil	93 ○ World History
28 ○ Chinese Lang. & Culture	61 ○ Latin Literature	
31 ○ Computer Science A	62 ○ Italian Lang. & Culture	
33 ○ Computer Science AB	64 ○ Japanese Lang. & Culture	
34 ○ Economics: Micro	66 ○ Calculus AB 4FBP-Q	
35 ○ Economics: Macro	66 ○ Calculus AB 4FBP-R	
36 ○ Eng. Language & Comp.	68 ○ Calculus BC 4FBP-Q	
37 ○ Eng. Literature & Comp.	68 ○ Calculus BC 4FBP-R	
40 ○ Environmental Science	75 ○ Music Theory	

G. ONLINE PROVIDER CODE

H. MULTIPLE-CHOICE BOOKLET SERIAL NUMBER

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Q. PARENTAL EDUCATION LEVEL

Father / Male Guardian	Mother / Female Guardian	
○	○	Grade school
○	○	Some high school
○	○	High school diploma or equivalent
○	○	Business or trade school
○	○	Some college
○	○	Associate or two-year degree
○	○	Bachelor's or four-year degree
○	○	Some graduate or professional school
○	○	Graduate or professional degree

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Fee Reduction Granted ○ Option 1 ○ Option 2

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Exam	Exam
① ②	① ②

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R. This section is for the survey questions in the AP Student Pack. (Do not put responses to exam questions in this section.) Be sure each mark is dark and completely fills the oval.

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2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ	5 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ	8 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ
3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ	6 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ	9 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

S. LANGUAGE—Do not complete this section unless instructed to do so.

If this answer sheet is for the Chinese Language and Culture, French Language, French Literature, German Language, Italian Language and Culture, Japanese Language and Culture, Spanish Language, or Spanish Literature Exam, please answer the following questions. (Your responses will not affect your grade.)

1. Have you lived or studied for one month or more in a country where the language of the exam you are now taking is spoken? ◯ Yes ◯ No
2. Do you regularly speak or hear the language at home? ◯ Yes ◯ No

Indicate your answers to the exam questions in this section. If a question has only four answer options, do not mark option E. Your answer sheet will be scored by machine. Use only No. 2 pencils to mark your answers on pages 2 and 3 (one response per question). After you have determined your response, be sure to completely fill in the oval corresponding to the number of the question you are answering. Stray marks and smudges could be read as answers, so erase carefully and completely. Any improper gridding may affect your grade. Answers written in the multiple-choice booklet will not be scored.

1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	26 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	51 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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FOR QUESTIONS 76-151, SEE PAGE 3.

DO NOT WRITE IN THIS AREA.

Be sure each mark is dark and completely fills the oval. If a question has only four answer options, do not mark option E.

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PT02			
PT03			
PT04			

OTHER

	R	W	O
TOTAL			

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T. YOUR MAILING ADDRESS

- Your grade report will be mailed to this address in July.
- Using the abbreviations given in your AP Student Pack, print your address in the boxes below. If your international address does not fit, see item V, below.
- Indicate a space in your address by leaving a blank box — do not grid that column. Only one oval is to be filled in for each column.

Street Address (street number and name)

City

STATE

1	AL	28	NE
2	AK	29	NV
3	AZ	30	NH
4	AR	31	NJ
5	CA	32	NM
6	CO	33	NY
7	CT	34	NC
8	DE	35	ND
9	DC	36	OH
10	FL	37	OK
11	GA	38	OR
12	HI	39	PA
13	ID	40	RI
14	IL	41	SC
15	IN	42	SD
16	IA	43	TN
17	KS	44	TX
18	KY	45	UT
19	LA	46	VT
20	ME	47	VA
21	MD	48	WA
22	MA	49	WV
23	MI	50	WI
24	MN	51	WY
25	MS	52	Puerto Rico
26	MO		
27	MT	53	Other

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U. COUNTRY CODE

W. TELEPHONE NUMBER

Area Code

INTERNATIONAL TELEPHONE

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Address

Address

City — State or Province

Country — ZIP or Postal Code

X. SCHOOL YOU ATTEND

School Code

School Name, City, and State

← Make sure you have correctly entered your School Code, filled in the appropriate ovals, and completed the information below.

School Name

City

State

Y. COLLEGE TO RECEIVE YOUR AP GRADE REPORT

College Code

College Name and Address

Using the College Code list in the AP Student Pack, indicate the **one** college that you want to receive your AP Grade Report by writing in the college code number, gridding the appropriate ovals, and completing the information below.

College Name

City

State

AP® United States Government and Politics Exam

SECTION I: Multiple-Choice Questions

2009

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
45 minutes
Number of Questions
60
Percent of Total Grade
50%
Writing Instrument
Pencil required

Instructions

Section I of this exam contains 60 multiple-choice questions. Fill in only the ovals for numbers 1 through 60 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question	Sample Answer
Chicago is a	Ⓐ● Ⓒ Ⓓ Ⓔ

(A) state
(B) city
(C) country
(D) continent
(E) village

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

About Guessing

Many students wonder whether or not to guess the answers to questions about which they are not certain. In this section of the exam, as a correction for random guessing, one-fourth of the number of questions you answer incorrectly will be subtracted from the number of questions you answer correctly. If you are not sure of the best answer but have some knowledge of the question and are able to eliminate one or more of the answer choices, your chance of answering correctly is improved, and it may be to your advantage to answer such a question.

The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the government and politics faculty who serve on the AP United States Government and Politics Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

UNITED STATES GOVERNMENT AND POLITICS

Section I

Time—45 minutes

60 Questions

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. The debates between Federalists and Anti-Federalists were primarily about which of the following issues?

   (A) The right of the people to rebel
   (B) The existence of slavery
   (C) The scope of power of the central government
   (D) The need to establish a standard currency
   (E) The representation of large and small states

2. Which of the following statements about gerrymandering is true?

   (A) It has been banned by United States Supreme Court decisions beginning with *Baker* v. *Carr*.
   (B) It was used traditionally to maintain urban control of the House of Representatives.
   (C) It can be used by a political party to draw boundary lines to control as many districts as possible.
   (D) It guarantees greater constituency control over elected representatives.
   (E) It ensures liberal control of the House of Representatives.

3. Which of the following constitutional principles most directly addresses the relationship between the national and state governments?

   (A) Checks and balances
   (B) The Bill of Rights
   (C) Separation of powers
   (D) Representation
   (E) Federalism

4. The term "pork barrel" refers to legislation specifically designed to

   (A) encourage a balanced federal budget
   (B) ensure the careful inspection of farm goods and other foodstuffs
   (C) distribute excess produce to the poor
   (D) provide funding for local projects that are intended to benefit constituents
   (E) equalize representation between farming and nonfarming states

5. Which of the following is a member of the White House Staff?

   (A) The chair of the Federal Reserve Board
   (B) The national security advisor
   (C) The secretary of commerce
   (D) The ambassador to the United Nations
   (E) The attorney general

6. In 1987 the cooperation among the National Association for the Advancement of Colored People (NAACP), the National Organization for Women (NOW), and the American Civil Liberties Union (ACLU) to defeat Robert Bork's nomination to the United States Supreme Court was an example of

   (A) impeachment
   (B) litigation
   (C) coalition building
   (D) the recall process
   (E) the initiative process

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7. The Supreme Court's power of judicial review permits the Court to overrule all of the following EXCEPT

   (A) lower-court decisions
   (B) state legislation
   (C) acts of Congress
   (D) the Bill of Rights
   (E) executive orders

8. Which of the following statements about political parties and the United States Constitution is true?

   (A) According to the Constitution, only two major political parties may exist at any time.
   (B) The Constitution requires political parties to be restricted by both federal and state law.
   (C) The Constitution indicates that political party leaders at the national level be elected by political party leaders at the state level.
   (D) The Constitution specifies that political party leaders must be native-born United States citizens.
   (E) The issue of political parties is not addressed in the Constitution.

9. The free-exercise clause protects

   (A) the president from forcibly revealing private conversations with staff
   (B) individuals who, for religious reasons, refuse to pay Social Security taxes
   (C) voluntary prayer by student groups before school
   (D) a person's right to burn the American flag
   (E) a person's right to practice polygamy

10. Which of the following United States Supreme Court cases established the principle of judicial review?

    (A) *McCulloch* v. *Maryland*
    (B) *Gibbons* v. *Ogden*
    (C) *Wolf* v. *Colorado*
    (D) *Roe* v. *Wade*
    (E) *Marbury* v. *Madison*

11. Which of the following is the most likely consequence of divided government?

    (A) Reorganization of the federal bureaucracy
    (B) Conflicts between states
    (C) Delays in confirmation of federal court nominees
    (D) Conflicts between national government and states
    (E) Elimination of the seniority rule in Congress

12. In *Plessy* v. *Ferguson*, the United States Supreme Court ruled that state-imposed racial segregation is constitutional, based on the

    (A) "clear and present danger" doctrine
    (B) "separate but equal" doctrine
    (C) "dangerous tendency" doctrine
    (D) privileges and immunities clause
    (E) necessary and proper clause

13. Which of the following is a fundamental element of the United States Constitution?

    (A) Recognition of the centrality of political parties in government
    (B) Direct election of members of the executive branch
    (C) An executive branch that is more powerful than the legislature
    (D) Emphasis on a unitary system of government
    (E) Division of government authority across political institutions

14. Which of the following best explains the principle of *stare decisis*?

    (A) It requires that at least four Supreme Court justices agree to hear a case.
    (B) It encourages presidents to take judicial experience into account when nominating judges.
    (C) It encourages judges to follow precedent when deciding cases.
    (D) It reinforces the philosophy of judicial activism.
    (E) It increases the number of cases judges are required to hear.

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15. Which of the following is NOT a way in which the federal government regulates campaigns?

(A) By requirements for disclosure of campaign donations
(B) By establishment of federal agencies to regulate campaign finance activities
(C) By limits on the distribution of soft money
(D) By limits on individual donations to campaigns
(E) By prohibitions on negative advertising

16. Which of the following statements about the Senate is true?

(A) Each state is represented in the Senate according to its population.
(B) The Senate, unlike the House, has a Rules Committee.
(C) Individual senators can exercise substantial influence over the legislative process.
(D) The Senate has a strict time limit on debates.
(E) The Senate is more responsible than the House for initiating appropriations legislation.

17. The framers of the United States Constitution left decisions on voting eligibility to the

(A) civil rights agencies
(B) individual states
(C) United States Supreme Court
(D) House of Representatives
(E) Senate

18. In the process and structure of public policy-making, "iron triangles" refer to the

(A) bargaining and negotiating process between the President and Congress about the direction of domestic policy
(B) dominance of corporate power in setting the national policy agenda for economic expansion
(C) interrelationship among federal, state, and local levels of government in the policy process
(D) networks of congressional committees, bureaucratic agencies, and interest groups that strongly influence the policy process
(E) group of presidential advisers who formulate the President's foreign policy agenda

19. One reason for the persistence of a two-party system in the United States is

(A) the lack of divisive issues in United States politics
(B) the separation of powers
(C) the single-member district electoral system
(D) the lack of a strong labor movement
(E) low voter turnout in most elections

20. Both *Gitlow* v. *New York* and *New York Times* v. *Sullivan* are United States Supreme Court cases that dealt with which of the following amendments to the United States Constitution?

(A) First Amendment
(B) Second Amendment
(C) Fourth Amendment
(D) Fifth Amendment
(E) Fifteenth Amendment

21. Which of the following is true of political action committees (PACs) ?

(A) They are a part of political party organizations.
(B) They make campaign contributions to gain access to legislators.
(C) They are allowed to contribute to only one candidate in a given contest.
(D) They effectively control the presidential campaigns.
(E) They may operate at the state level but not at the national level.

22. All of the following are ways that the legislative branch can check the powers of the executive branch EXCEPT:

(A) Congress may remove the president through its impeachment and conviction powers.
(B) Congress may override a presidential veto.
(C) Congress may pass a law declaring a presidential action unconstitutional.
(D) The Senate may refuse to approve a presidential appointment.
(E) The Senate may refuse to approve a treaty negotiated by the president.

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23. Which of the following best describes the primary formal role of the attorney general?

(A) Providing legal advice for the president and cabinet secretaries
(B) Serving as a liaison between the president and the Supreme Court
(C) Serving as the chief executive officer of the Department of Justice
(D) Directing the Government Accountability Office (GAO)
(E) Persuading the Senate to confirm the president's judicial nominees

24. Which of the following is an example of congressional oversight?

(A) Holding hearings for review of an executive agency's activities
(B) Assisting constituents with particular problems
(C) Reporting campaign contributions to the Federal Election Commission
(D) Signing trade agreements with other countries without input from the president
(E) Conducting ethics investigations of congressional leadership

25. How is a president chosen when none of the candidates receives a majority of the electoral college vote?

(A) There is a national runoff election between the two candidates with the greatest number of electoral votes.
(B) The United States Supreme Court directly elects the president.
(C) The election is ruled null and void and Congress appoints a new president.
(D) The Senate chooses a new president by a majority vote of its entire membership.
(E) The House chooses a new president by a majority vote of its state delegations.

26. The Americans with Disabilities Act, which provides protections for the disabled, is an example of

(A) state supremacy
(B) horizontal federalism
(C) affirmative action
(D) dual federalism
(E) a federal mandate

27. Which of the following best describes the difference between an open and closed primary?

(A) Voters must pay a poll tax to vote in a closed primary, but not in an open primary.
(B) Voters are allowed to split their ticket in a closed primary but not in an open primary.
(C) Only voters who register as members of a political party may vote in that party's closed primary, while independents and others may be eligible to vote in open primaries.
(D) Open primaries require a run-off system, while closed primaries do not.
(E) Candidates must seek the approval of the party organization to run in a closed primary, but anyone may be a candidate in an open primary.

28. Which of the following best describes the concept of political efficacy?

(A) It is the belief that the average citizen can make little or no difference in an election.
(B) It is the belief that an intelligent voting decision cannot be made without information.
(C) It is the belief that the media must provide unbiased information for citizens to be able to make well-informed choices.
(D) It is the belief that one can make a difference in politics by expressing an opinion and acting politically.
(E) It is the belief that politicians must keep the electorate well-informed if they are to govern efficiently.

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29. Which of the following is an example of presidential use of inherent powers?

(A) George H. W. Bush's appointment of Clarence Thomas
(B) Bill Clinton's line-item veto of some congressionally authorized funds to the states
(C) Thomas Jefferson's Louisiana Purchase
(D) Woodrow Wilson's signing of the Treaty of Versailles
(E) Dwight Eisenhower's deployment of troops to Arkansas

30. Which of the following statements about writs of certiorari is accurate?

(A) Cases appealed by the solicitor general are automatically granted certiorari.
(B) The Supreme Court grants certiorari for less than 5% of the cases appealed to it.
(C) The Supreme Court has historically granted certiorari to all separation of powers cases.
(D) The Supreme Court does not grant certiorari to cases involving state laws.
(E) Federal district courts sometimes issue writs of certiorari to state appellate courts.

31. Cooperative federalism can best be described by which of the following statements?

(A) Different levels of government are involved in common policy areas.
(B) Government must have cooperation from the people in order to make legislative decisions.
(C) Local levels of government can make decisions on issues more efficiently than state and national governments can.
(D) The federal government must make regulations that can be applied across every state in the same way.
(E) Business and government can work together to more effectively accomplish shared goals.

32. When independent regulatory agencies make rules, enforce those rules, and adjudicate disputes arising under those rules, they risk violating the constitutional concept of

(A) equal protection of the laws
(B) due process of law
(C) federal supremacy
(D) separation of powers
(E) federalism

33. Explanations for low voter turnout include all of the following EXCEPT

(A) registration requirements
(B) weak party affiliation
(C) laws protecting voting rights for minorities
(D) weekday elections
(E) frequency of elections at the state and local level

34. Which of the following statements about motions for cloture is true?

(A) They force a bill out of committee so that the full House can vote on it.
(B) They are applied to bills that failed in the previous session of Congress.
(C) They are applied only to appropriation bills.
(D) They are used by senators to end a filibuster and bring a bill to a vote.
(E) They occur whenever a bill is reported out of committee.

35. Since 1972, voters in presidential elections have

(A) become more focused on individual candidates
(B) increasingly based their votes on televised candidate debates
(C) become more influenced by party platforms
(D) become more likely to focus on local rather than national conditions
(E) become more likely to rely on print media for information

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GO ON TO THE NEXT PAGE.

36. The process of extending the protections of the Bill of Rights by means of the Fourteenth Amendment to apply to the actions of state governments is known as

(A) judicial review
(B) incorporation
(C) broad construction
(D) federalism
(E) *stare decisis*

37. The main intent of "motor voter" laws is to

(A) increase voter registration
(B) increase voter turnout by providing transportation to polls for people without cars
(C) increase the rate at which incumbents are reelected to office
(D) prevent states from using literacy requirements for voting
(E) allow sixteen year olds to vote if they have a valid driver's license

38. Which of the following describes a consequence of the growing concentration of ownership of the news media?

(A) Newspaper prices have gone down.
(B) Coverage of political events has gotten more liberal over time.
(C) Prices for televised campaign ads have gone down.
(D) Candidates get more free airtime.
(E) There is increased similarity of network news coverage.

39. The difference between an appellate court and a district court is that an appellate court

(A) conducts trials by jury
(B) has original jurisdiction
(C) reviews previous court decisions
(D) hears civil cases but not criminal cases
(E) does not follow the principle of stare decisis

OPINIONS ON AFFIRMATIVE ACTION FOR WOMEN

	Men		Women	
Age-Group	Favor	Oppose	Favor	Oppose
18–29	55%	22%	73%	9%
30–44	48%	35%	63%	24%
45–64	59%	31%	75%	9%
65 and older	40%	39%	71%	16%

40. The differences shown in the table demonstrate which of the following?

(A) Political efficacy
(B) Women's greater political participation
(C) Men's greater political participation
(D) Age discrimination
(E) The gender gap

41. The Supreme Court has ruled which of the following concerning the death penalty?

(A) A state may not impose the death penalty on a noncitizen.
(B) Lethal injection is the only constitutionally acceptable method of execution.
(C) Females may not be executed.
(D) The death penalty is not necessarily cruel and unusual punishment.
(E) The death penalty violates the Fifth Amendment of the Constitution.

42. Giving state governments greater discretion in deciding how to achieve the specific goals of welfare reform is an example of

(A) an unfunded mandate
(B) implied powers
(C) dual federalism
(D) devolution
(E) affirmative action

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43. Which of the following is the best example of a categorical grant?

(A) Money given to states for special education programs
(B) Money given to individuals in the form of tax rebates
(C) Money given to states unconditionally
(D) Money given to states to spend at their discretion on transportation
(E) Money given directly to private business for economic development

44. Which of the following is true of the Voting Rights Act of 1965 ?

(A) It was unnecessary because the Fifteenth Amendment effectively guaranteed African Americans the right to vote.
(B) It has never been applied to any group except southern African Americans.
(C) It has been a major instrument for increasing the number of African American and other minority voters.
(D) It was declared unconstitutional by the United States Supreme Court in *Shaw* v. *Reno*.
(E) It requires that minority officeholders be elected.

45. Since the early 1980s, the Republican Party platform has been increasingly influenced by

(A) environmental activists
(B) evangelical Christians
(C) civil libertarians
(D) labor unions
(E) active military officers

46. The role Congress plays in ensuring that executive branch agencies are carrying out their legislated responsibilities is known as

(A) judicial review
(B) legislative oversight
(C) bicameralism
(D) federalism
(E) executive privilege

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GO ON TO THE NEXT PAGE.

PARTISANSHIP AND THE VOTE: 1984

Percent Voting for Presidential Candidates, by Party

Percent Voting for	Democratic Strong	Democratic Weak	Democratic Independent	Independent	Republican Independent	Republican Weak	Republican Strong
Mondale	89	68	79	28	7	6	3
Reagan	11	32	21	72	93	94	97

47. The table above supports which of the following statements about partisanship and the 1984 presidential election?

(A) Democrats were more likely to vote their party identification than were Republicans.
(B) The number of strong Democrats was less than the number of strong Republicans.
(C) Independent Democrats and independent Republicans were the two groups most likely to vote for candidates of the other party.
(D) Partisanship was a good predictor of the way a person voted.
(E) Independents were less likely to vote than were party identifiers.

48. The Constitution states that all revenue bills must originate in

(A) a White House budget resolution
(B) the Congressional Budget Office
(C) the United States Senate
(D) the United States House of Representatives
(E) the Office of Management and Budget

49. Nominations to the Supreme Court must be approved by a

(A) simple majority vote in the Senate only
(B) simple majority vote in both the House of Representatives and the Senate
(C) two-thirds vote in the House of Representatives only
(D) two-thirds vote in both the House of Representatives and the Senate
(E) two-thirds vote in the House of Representatives and the Senate and a majority of the sitting justices on the Supreme Court

50. Which of the following is true of most federal judges appointed by the president?

(A) They serve ten-year terms.
(B) They serve as long as the appointing president stays in power.
(C) They serve for life on good behavior unless removed by the president.
(D) They serve for life on good behavior unless impeached and convicted by Congress.
(E) They serve for life and are not subject to congressional impeachment.

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51. Which of the following describes a fundamental difference between political parties and interest groups?

(A) Political parties are prohibited from sponsoring campaign advertisements, and interest groups are not.
(B) Political parties represent broad arrays of issues, whereas interest groups are more likely to focus on narrow sets of issues.
(C) Political parties are more likely to focus on national politics, whereas interest groups focus on local politics.
(D) Political parties tend to have strength in particular regions, whereas the power of interest groups is more consistent across states.
(E) Political parties are required to disclose their campaign finance activities, whereas interest groups are not.

52. Compared to the general population, delegates to presidential nomination conventions are

(A) less interested in politics
(B) less educated
(C) financially worse off
(D) more likely to register as independent
(E) more ideological

53. Unlike the Articles of Confederation, the Constitution does which of the following?

(A) Restricts the ability of Congress to tax.
(B) Restricts the ability of Congress to establish an army or navy.
(C) Establishes a unitary form of government.
(D) Emphasizes state sovereignty over national sovereignty.
(E) Emphasizes both national sovereignty and federalism.

54. Federal budget entitlements refer to spending

(A) to provide individual benefits established by legislation
(B) by legislators on trips to home states to confer with constituents
(C) by congressional staff while traveling on official business
(D) on behalf of life, liberty, and the pursuit of happiness
(E) targeted to benefit residents of specific congressional districts

55. *Brown* v. *Board of Education of Topeka* (1954) was a significant Supreme Court ruling because it

(A) placed limitations on the federal government and affirmed the rights of people and of the states
(B) made it illegal for members of the Communist party to be schoolteachers
(C) upheld laws allowing for the internment of ethnic groups during wartime
(D) applied the freedom of press provisions of the First Amendment to the states by means of the Fourteenth Amendment
(E) held the "separate but equal" concept to be a violation of the equal protection clause of the Fourteenth Amendment

56. Which of the following is the leading predictor of how an individual will vote in a congressional election?

(A) Newspaper endorsements
(B) Gender
(C) Partisanship
(D) Presidential endorsement
(E) Occupation

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PARTY IDENTIFICATION OF LATINO GROUPS IN THE UNITED STATES, 1991
(in percentages)

	Mexican	Puerto Rican	Cuban
Strong Democrat	31.0	37.2	14.4
Weak Democrat	28.6	26.4	5.1
Independent, closer to Democrat	7.2	7.4	6.0
Independent, other	11.5	1.5	5.7
Independent, closer to Republican	5.5	3.6	4.8
Weak Republican	11.6	7.2	16.2
Strong Republican	4.4	6.7	47.8

57. Which of the following statements is best supported by the data in the table above?

(A) Latinos are fairly homogeneous in their party identification.
(B) Latinos have become substantially more supportive of the Democratic Party than they were in the 1950s.
(C) The majority of Latinos probably voted for Bill Clinton in 1992.
(D) Latinos of Cuban descent are more supportive of the Republican Party than are Latinos of Mexican or Puerto Rican descent.
(E) Latinos of Mexican descent are less likely to consider themselves independent than are Latinos of Cuban or Puerto Rican descent.

---

58. Which of the following is true about the pocket veto?

(A) It is used to strike down a provision of a bill that the President finds disagreeable.
(B) It may be overridden by a two-thirds vote in Congress.
(C) It occurs when the President takes no action on a bill for ten days during which Congress is adjourned.
(D) It is used when the President expects to reach a compromise with Congress about how a bill should be modified.
(E) It is used when both houses of Congress pass separate versions of the same bill.

59. Of the following, which is the most powerful figure in Congress?

(A) The Chair of the House Ways and Means Committee
(B) The Speaker of the House
(C) The Minority Whip of the Senate
(D) The Majority Whip of the House
(E) The Chair of the Senate Finance Committee

60. Interest groups engage in all of the following activities EXCEPT

(A) testifying before congressional committees
(B) sponsoring issue advocacy ads
(C) lobbying federal agencies
(D) filing federal lawsuits
(E) using the franking privilege

END OF SECTION I

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AP® United States Government and Politics Exam

SECTION II: Free-Response Questions **2009**

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
1 hour, 40 minutes
Number of Questions
4
Percent of Total Grade
50%
Writing Instrument
Pen with black or dark blue ink
Suggested Time
25 minutes per question
Weight
The questions are weighted equally.

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name ☐☐
   First letter of your first name ☐
2. Date of birth
   ☐☐ ☐☐ ☐☐☐☐
   Month Day Year
3. Six-digit school code
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4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my grade or its reporting.
   No, I do not grant the College Board these rights. ☐

Instructions

The questions for Section II are printed in the green insert. You may use the insert to organize your answers and for scratch work, but you must write your answers in the pink Section II booklet. No credit will be given for any work written in the insert.

Write clearly and legibly. Number each answer as the question is numbered in the exam. Do not skip lines. Begin each answer on a new page. Cross out any errors you make; crossed-out work will not be graded.

Manage your time carefully. The proctor will announce the suggested time for each question, but you may proceed freely from one question to the next. You may review your responses if you finish before the end of the exam is announced.

UNITED STATES GOVERNMENT AND POLITICS

SECTION II

Time—1 hour and 40 minutes

Directions: You have 100 minutes to answer all four of the following questions. Unless the directions indicate otherwise, respond to all parts of all four questions. It is suggested that you take a few minutes to plan and outline each answer. Spend approximately one-fourth of your time (25 minutes) on each question. In your response, use substantive examples where appropriate. Make certain to number each of your answers as the question is numbered below.

1. In *The Federalist* paper number 10, James Madison expressed concern over the possibility that both majority and minority factions would have too much power over government, and he presented ways of minimizing that danger. The United States Constitution established a democratic government but also contained several provisions that limited majority rule. Throughout the next two centuries, the role of majority rule in the United States government and politics continued to change.

   (a) Identify the part of the national government that was originally most closely tied to citizens and explain how it was tied to citizens.

   (b) Explain two ways the United States Constitution limited majority rule.

   (c) Choose two of the following twentieth-century developments and explain how each moved the United States from a less democratic system to a more democratic system.

   - Primary elections
   - The Seventeenth Amendment
   - Expansion of suffrage

2. In the United States political system, there are several linkage institutions that can connect citizens to government. Elections constitute one such institution. Because of low voter turnout, elections represent an imperfect method of linking citizens to their government. Even when there is low voter turnout, however, other linkage institutions can connect citizens to government.

   (a) Describe how each of the following is related to the likelihood of voting.

   - Age
   - Education

   (b) Identify one current government electoral requirement that decreases voter turnout. Explain how it decreases voter turnout.

   (c) Identify one linkage institution other than elections and explain two ways it connects citizens to government.

---

3. In the United States Congress, the majority party exerts a substantial influence over lawmaking. However, even when one party has a numerical majority in each chamber of the United States Congress, there is no guarantee that legislation supported by that majority party will be passed by both chambers. Rules of each chamber independently influence the likelihood that legislation will pass in that chamber; legislation passed by one chamber is not always passed by the other.

   (a) Describe two advantages the majority party in the United States House of Representatives has in lawmaking, above and beyond the numerical advantage that that majority party enjoys in floor voting.

   (b) Describe two differences between House and Senate rules that may make it likely that legislation may pass in one chamber but not in the other.

   (c) Explain how the differences identified in (b) can lead to the passage of a bill in one chamber but not in the other.

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Viewers' Ages and Frequency of Viewing of Network Nightly News: 1974 and 2002 Combined		
1974	Frequently (%)	Rarely (%)
18–29	45	13
30–44	50	12
45–64	68	8
65 and older	71	5
2002	Frequently (%)	Rarely (%)
18–29	19	22
30–44	22	17
45–64	40	11
65 and older	53	8

Source: Martin Wattenberg, 2004. "The Changing Presidential Media Environment." *Presidential Studies Quarterly* 34(3):557–572. Originally taken from the 1974 National Election Study and the 2002 Pew Center Media Study.

4. One of the most important ways the news media influence politics is through agenda setting.
   (a) Define policy agenda.
   (b) Explain how the national news media engage in agenda setting.
   (c) Explain the primary reason the president tends to have an advantage over Congress in gaining media attention.
   (d) Consider the table above.
      - Describe the difference in the viewing patterns of older and younger age-groups.
      - Describe the change from 1974 to 2002 in viewing habits that exists for all age categories.
   (e) Given the information in the table, describe one implication for presidents in their use of the media to promote their political and policy objectives to the American public.

STOP

END OF EXAM

Chapter III: Answers to the 2009 AP United States Government and Politics Exam

- Section I: Multiple Choice
  - Section I Answer Key and Percent Answering Correctly
  - Analyzing Your Students' Performance on the Multiple-Choice Section
  - Diagnostic Guide for the 2009 AP United States Government and Politics Exam
- Section II: Free Response
  - Comments from the Chief Reader
  - Scoring Guidelines, Sample Student Responses, and Commentary

Section I: Multiple Choice

Listed below are the correct answers to the multiple-choice questions, the percent of AP students who answered each question correctly by AP score, and the total percent answering correctly.

Section I Answer Key and Percent Answering Correctly

Item No.	Correct Answer	Percent Correct by Score					Total Percent Correct
		5	4	3	2	1	
1	C	99	98	95	90	72	90
2	C	80	75	72	67	50	68
3	E	97	91	78	57	27	67
4	D	100	99	95	83	54	85
5	B	80	64	50	39	32	50
6	C	83	68	54	42	27	52
7	D	94	87	81	74	61	78
8	E	99	96	90	75	42	79
9	C	85	74	65	56	46	63
10	E	98	95	89	77	56	82
11	C	82	63	41	19	7	38
12	B	99	98	97	95	84	94
13	E	98	93	83	64	35	72
14	C	88	75	61	44	30	57
15	E	87	77	67	54	33	61
16	C	93	82	65	41	19	57
17	B	94	87	78	66	44	72
18	D	99	97	91	77	47	81
19	C	80	63	46	29	15	43
20	A	95	90	83	72	50	76
21	B	92	86	78	64	37	70
22	C	97	91	79	55	28	67
23	C	69	54	43	36	32	45
24	A	95	87	74	55	34	66
25	E	87	74	57	38	23	52
26	E	82	70	61	50	36	58
27	C	99	98	94	86	64	87
28	D	81	70	60	49	32	56
29	C	45	35	28	20	15	27
30	B	80	65	51	36	23	48
31	A	92	84	71	52	26	62
32	D	75	54	35	21	12	36
33	C	93	87	81	69	44	74
34	D	96	90	80	64	38	71
35	A	65	49	38	25	16	36
36	B	97	90	77	56	25	66
37	A	91	83	74	62	41	68
38	E	81	68	56	45	33	54
39	C	93	85	73	54	29	64
40	E	96	90	83	71	47	76
41	D	94	88	81	69	44	74
42	D	71	56	40	22	10	36
43	A	78	70	64	59	43	62
44	C	96	92	88	81	62	83
45	B	82	71	61	48	30	56
46	B	100	99	95	85	58	87

continued on the next page

Section I Answer Key and Percent Answering Correctly *(continued)*

Item No.	Correct Answer	Percent Correct by Score					Total Percent Correct
		5	4	3	2	1	
47	D	85	72	59	41	21	53
48	D	94	82	63	38	22	56
49	A	91	80	65	41	14	55
50	D	89	81	74	64	44	69
51	B	99	97	94	86	54	85
52	E	99	96	91	79	49	82
53	E	97	93	83	65	32	72

Item No.	Correct Answer	Percent Correct by Score					Total Percent Correct
		5	4	3	2	1	
54	A	85	69	52	37	26	50
55	E	100	99	97	92	68	91
56	C	92	86	78	63	38	70
57	D	99	97	93	84	56	85
58	C	97	94	88	76	49	80
59	B	97	94	90	83	63	84
60	E	98	92	80	57	26	68

Analyzing Your Students' Performance on the Multiple-Choice Section

If you give your students the 2009 exam for practice, you may want to analyze the results to find overall strengths and weaknesses in their understanding of AP United States Government and Politics. The following diagnostic worksheets will help you do this. You are permitted to photocopy them and distribute them to your students for completion.

1. In each section, students should insert a check mark for each correct answer.
2. Add together the total number of correct answers for each section.
3. To compare the student's number of correct answers for each section with the average number correct for that section, copy the number of correct answers to the "Number Correct" table at the end of the Diagnostic Guide.

In addition, under each item, the percent of AP students who answered correctly is shown, so students can analyze their performance on individual items. This information will be helpful in deciding how students should plan their study time. Please note that one item may appear in several different categories, as questions can cross over different topics.

Diagnostic Guide for the 2009 AP United States Government and Politics Exam

Citizen Beliefs and Behavior (Average number correct = 6.2)

Question #	27	28	33	35	40	47	52	56	57
Correct/Incorrect									
Percent of Students Answering Correctly	*87*	*56*	*74*	*36*	*76*	*53*	*82*	*70*	*85*

Civil Rights and Liberties (Average number correct = 5.5)

Question #	9	12	20	36	41	44	55
Correct/Incorrect							
Percent of Students Answering Correctly	*63*	*94*	*76*	*66*	*74*	*83*	*91*

Constitutional Underpinnings (Average number correct = 4.5)

Question #	1	3	8	13	17	53
Correct/Incorrect						
Percent of Students Answering Correctly	*90*	*67*	*79*	*72*	*72*	*72*

Institutions (Average number correct = 14.8)

Question #	4	5	6	7	10	11	14	15	16	22	23	24
Correct/Incorrect												
Percent of Students Answering Correctly	*85*	*50*	*52*	*78*	*82*	*38*	*57*	*61*	*57*	*67*	*45*	*66*

Question #	25	29	31	32	34	39	46	48	49	50	58	59
Correct/Incorrect												
Percent of Students Answering Correctly	*52*	*27*	*62*	*36*	*71*	*64*	*87*	*56*	*55*	*69*	*80*	*84*

Parties/Interest Groups/PACs/Media (Average number correct = 4.4)

Question #	2	19	21	38	45	51	60
Correct/Incorrect							
Percent of Students Answering Correctly	*68*	*43*	*70*	*54*	*56*	*85*	*68*

Diagnostic Guide for the 2009 AP United States Government and Politics Exam *(continued)*

Public Policy (Average number correct = 4.0)

Question #	18	26	30	37	42	43	54
Correct/Incorrect							
Percent of Students Answering Correctly	*81*	*58*	*48*	*68*	*36*	*62*	*50*

Number Correct

	Citizen Beliefs and Behavior	Civil Rights and Liberties	Constitutional Underpinnings	Institutions	Parties/ Interest Groups/ PACs/Media	Public Policy
Number of Questions	9	7	6	24	7	7
Average Number Correct	6.2 (68.9%)	5.5 (78.6%)	4.5 (75.0%)	14.8 (61.7%)	4.4 (62.9%)	4.0 (57.1)
My Number Correct						

Section II: Free Response

Comments from the Chief Reader

Gary Copeland
Department of Political Science
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Norman, Oklahoma

The free-response section of the 2009 AP United States Government and Politics Exam consists of four questions. The free-response section of the exam comprises 50 percent of the composite score.

Each of the four questions has multiple components that, combined, require subject competence across a range of material and various levels of sophistication. The questions are designed so that most students can answer part of each question, but only the most advanced and prepared students will receive a perfect score. Students who achieve the best scores have a broad command of the subject matter, the ability to engage in higher-order thinking, and the capacity to integrate across content areas.

These free-response questions require familiarity with key terms and important concepts; command of basic facts; understanding of significant theories; and the ability to think in causal or explanatory terms, combine theories and facts, reason through material that may be less familiar, integrate across content areas, and interpret basic forms of data presentation. Successful students answer the question asked and offer full explanations when requested.

The questions use terminology that all successful students should know, but it is also true that not all textbooks and instructors use the same terms. Students who score well know the basic vocabulary of American politics, including synonyms for the same concept.

The question-specific comments that follow illustrate these points.

Scoring Guidelines, Sample Student Responses, and Commentary

The answers presented on the following pages are actual student responses to the free-response questions on the 2009 AP United States Government and Politics Exam. The students gave permission to have their work reproduced at the time they took the exam. These responses were read and scored by the Table Leaders and Readers assigned to each particular question during the AP Reading in June 2009. The actual scores that these student responses earned, as well as a brief explanation of why, are indicated.

Question 1—Overview

The intent of this question was to examine students' knowledge of how the framers sought to deal with the power of factions—both majority and minority—in government and of how two of three specific twentieth-century developments have made the United States a more democratic system. The questions asked students: (1) to identify the part of the national government that was originally most closely tied to citizens and explain how that tie was accomplished; (2) to explain two ways the U.S. Constitution limited majority rule; and (3) to explain how democratization in the United States has been promoted by two of three developments—primary elections, the Seventeenth Amendment, or the expansion of suffrage. This question required students to understand how philosophies of government are implemented through institutional arrangements (mechanisms of popular control of government), how these arrangements can be manipulated to make government more or less responsive to the people, and how the United States has become more democratic across its history. The mean score was 2.83 out of a possible 6 points.

In answering part (a), many students were able to identify the House of Representatives (or, more generally, Congress) as the institution closest to the people, but they often were not able to explain why it is. Many knew that direct elections distinguished the House from other offices in the original Constitution. In part (b) students were less successful in explaining how the framers limited majority rule; they frequently wrote generally about separation of powers or checks and balances but didn't tie them to limited majority rule. In part (c) students had some success in explaining how the developments pushed the United States toward a more democratic system. Overwhelmingly, students avoided attempting to explain how the Seventeenth Amendment prompted this move, opting instead to attempt to explain the impact of primary elections and the expansion of suffrage.

Scoring Guidelines for Question 1

6 points

Part (a): 2 points

One point is earned for identifying the House of Representatives or Congress. One point is earned for an explanation of how the House or Congress is most closely tied to citizens. Acceptable explanations are:

- Members of the House are more directly elected than the president and were originally more directly elected than members of the Senate.
- The shorter term length (or frequent elections) ties them to the people.
- Members must live in the state they represent.
- House members represent relatively small districts.

Part (b): 2 points

One point is earned for each of two explanations. Each explanation must show how a constitutional provision or principle limits majority rule.

Any of the following can be used as a reference point in the explanation of how majority rule is limited (this is not an exhaustive list):

Provisions that limit how the majority can have an impact on government	Provisions that limit the power of government
▪ Electoral college ▪ U.S. senators originally selected by state legislatures ▪ Longer terms of senators ▪ Independent judiciary ▪ Life tenure for U.S. Supreme Court justices ▪ Appointment process ▪ Representative form of government	▪ Bill of Rights ▪ Expressed powers ▪ Specific prohibitions (e.g., *ex post facto* laws, bills of attainder) ▪ Separation of powers ▪ Checks and balances ▪ Federalism ▪ Bicameralism

Scoring Guidelines for Question 1 *(continued)*

Part (c): 2 points

One point is earned for each of two explanations. Each explanation must state how the development cited moved the process from a less democratic system to a more democratic system in the twentieth century. Acceptable explanations must indicate how the United States became more democratic through:

- Primary elections—voters gained more control over the nomination process/control taken away from political parties.
- Seventeenth Amendment—mandated direct election of U.S. senators.
- Expansion of suffrage—led to a more representative set of voters/more eligible voters.

A score of zero (0) is assigned to an answer that is attempted but that earns no points.

A score of dash (—) is assigned to a blank or off-task answer.

Sample Student Responses for Question 1
Student Response 1 (Score: 6)

James Madison's concern for government led the concept of equity of power and checks and balances. The United States as such was designed to be a Republic first with democratic aspects to the republic.

The voice of the people was U.S. House of Representatives. The number of Representatives ~~were~~ is based upon population in each state. These were the only members of government directly elected by the people and thus had the closest ties to the people. If something occured that upset the people then it was the representative who was held accountable, and these men were forced to mind the majority as their reelection depended on it.

The Constitution however did not leave the majority to impose its will upon the people. The Senate was the elite appointed body that was there to consider the needs of the minority as they were unswayed by the fear of a looming reelection. With the states appointing them they could detach themselves from the will of the majority. Another check is the Electoral College it eliminates the possibility of a majority from the most populous states of electing a president over all the small states. Instead we have fifty-one seperate elections that are then combined to finally decide who is president.

Originally the Constitution called for Senators to be state appointed, but in the 1910s under Woodrow Wilson the Seventeenth Amendment left the election of senators in the hands of the people just like the House of Representatives. Now senators too had to worry about the majority and reelection. Similarily it was only white, 21 year old, land owning, men who could vote, but after Andrew Jackson land was no longer required, after the Nineteenth Amendment women could vote, while the Fifteenth granted voting to minorities it wasn't until the Voting Rights Act of 1965 that minority voting had an effect, and finally the

Student Response 1 *(continued)*

Twenty-fifth Amendment changed the voting age from 21 to 18.
All these laws of the Constitution and the checks and balances that
Madison defended in the Federalist papers would be unnecessary "If," as Madison
said, "men were angels."

Commentary

This response earned 6 points. In part (a) the student earned both points for identifying the House of Representatives as the part of the national government that was originally most closely tied to citizens and explaining that Representatives "were the only members of government directly elected by the people and thus had the closest ties to the people."

In part (b) the response earned a point for explaining that "The Senate was the elite appointed body that was there to consider the needs of the minority as they were unswayed by the fear of a looming re-election. With the states appointing them they could detach themselves from the will of the majority," as a constitutional feature that limited majority rule. The student earned an additional point for explaining that the "Electoral College . . . eliminates the possibility of a majority from the most populous states of electing a president over all the small states."

The response earned a point in part (c) for explaining how the "Seventeenth Amendment left the election of senators in the hands of the people just like the House of Representatives. Now senators too had to worry about the majority and reelection"—a development that moved the United States from a less democratic system to a more democratic system. The student earned a second point for explaining that the expansion of suffrage moved the United States from a less democratic system to a more democratic system because "after the Ninteenth [*sic*] Amendment women could vote, while the Fifteenth granted voting to minorities it wasn't until the Voting Rights Act of 1965 that minority voting had an effect, and finally the Twenty-fifth Amendment changed the voting age from 21 to 18."

Student Response 2 (Score: 4)

Intro In the Federalist paper #10, James Madison expressed that factions would have too much power. James Madison was a Federalist, so he was strongly in favor of a strong central government. The House of Representatives is the closest related part of the national government to the people. But the Constitution has also put limits on majority rule. Primary elections and the expansion of suffrage have both made us more democratic.

a) The House of Representatives is the most closely tied to citizens. It's tied to the citizens, because each representative is elected by the people of his/her own district. This makes him more closely related to their people, because they reflect the views of their people. If a district is strongly liberal then they will elect a liberal representative. This House is more closely related to the people than the Senate is because Senators have to be moderate, because they represent their whole state, where as representatives only represent their districts.

b) The U.S. Constitution has limited majority rule through things like midterm elections and redistricting. The Constitution limits majority rule through midterm elections, because in midterm elections, the party in power loses seats, because people want something different. The midterm election is halfway during

Student Response 2 *(continued)*

the president term. Another thing in the Constitution is redistricting. By redistricting, the congressional boundaries are changed, and therefore the party controlling that district might not control it anymore. One way politicians use to get districts their way is gerrymandering. When they purposely redraw the districts to get re-elected.

C) Primary elections and the expansion of suffrage have both helped us move towards a more democratic system. Primaries have helped, because in the primaries, you get to vote for who you want as your candidate. This contributes to our democratic system because people are getting involved in the government, by not just voting for the president. The expansion of suffrage has contributed to our democratic system, because women can vote. And women voting means that people are going to be involved in elections. The 19th Amendment for women's suffrage has given women the right to vote.

Conc) Our political system has changed alot over the years. Things like federalism, democracy, and equality have fueled this change. James Madison was right in his concerns, and we have limited the power of factions.

Student Response 2 *(continued)*

Commentary

This response earned 4 points. In part (a) the student earned 1 point for identifying the House of Representatives as the part of the national government most closely tied to the citizens and 1 point for explaining that each representative is elected by the people of his/her own district.

The response did not receive credit for the discussions of mid-term elections and redistricting in part (a) because it does not explain how each process is a constitutional limit on majority rule.

Part (b) was awarded 1 point for the discussion of how primary elections moved the United States to a more democratic system, "In the primaries, you get to vote for who you want as your candidate," and "This contributes to our democratic system because people are getting involved in the government." An additional point was earned for explaining that suffrage "means more people are going to be involved in elections" and using the example that "The 19th Amendment, for women's suffrage, has given women the right to vote."

Student Response 3 (Score: 1)

The National Government must be somewhat tied with its citizens. The state was ~~most~~ closely tied with its citizens it a different way. The state was its own ~~sense~~ series of judiciary and law enforcing. If one were to commit a crime in a state they are not a resident of, then they must fall under that states jurisdiction.

The State is also assigned a specific number of electoral votes allowed. The is determined by the population. The Constitution claimed this be the most appropriate method of voting, supposedly speaking majority ruled.

The expansion of suffrage gave ~~not only~~ women, but African Americans the right to vote. The more traditionally outlook on politics and government began appealing more to the democratic eye. This started to give more people rights and closeness to the government and political decisions.

Primary elections ~~gave~~ made is easier to vote or elect candidate into parties. This gave citizens a chance to change their country. It gave citizens rights the state or country couldn't change.

Commentary

This response earned 1 point. In part (a), the response did not receive a point because it identifies the state as the part of the national government most closely tied to the citizen. This erroneous identification means that no explanation point could be awarded.

In part (b) the student does not explain how the Electoral College limits majorities. No other explanation of the limiting power of a constitutional provision or principle is offered, so no points were awarded.

The response to part (c) earned a point for explaining how "The expansion of suffrage gave . . . women . . . the right to vote. . . . This started to give more people rights and closeness to the government and political decisions." The part of the response that attempts to explain how primary elections have made the U.S. political system more democratic in the twentieth century is general and off the mark.

Question 2—Overview

The intent of this question was for students to discuss the linkage institutions that connect citizens to government, such as elections, interest groups, political parties, and media. Students were asked: (1) to describe how both age and education are related to the likelihood of voting; (2) to identify a current government electoral requirement that has the effect of decreasing voter turnout and to explain how that requirement serves to decrease voter turnout; and (3) to identify a linkage institution other than elections and explain two ways that it connects citizens to government. The first two parts of the question required basically factual answers, but the explanation needed in the second part raised the expectations for students. The third part of the question required students to draw from a separate part of the U.S. Government and Politics curriculum. The mean score was 4.58 out of a possible 7 points.

When answering part (a) students were usually able to describe the relationship between age and the likelihood of voting, as well as the relationship between education and the likelihood of voting. Students were also able to identify a governmental electoral restriction on voting (part [b]), but they often failed to explain how the restriction created obstacles for potential voters. In part (c) most students were able to identify a linkage institution besides elections (either interest groups, political parties, or the media), though fewer were able to explain how the linkage institution served to connect citizens to government. A common student error was to discuss the relationship between age and/or education and other citizen characteristics, such as knowledge, efficacy, and ideology. Another common mistake was to identify something other than a governmental obstacle that reduced voter turnout, such as apathy or cynicism. The most prevalent error was a failure to identify a linkage institution other than elections, when students discussed participation in public opinion surveys or other citizen-based activities independent of a linkage institution.

Scoring Guidelines for Question 2

7 points

Part (a): 2 points

One point is earned for describing any aspect of the relationship between age and the likelihood of voting. Acceptable descriptions for *age* include:

- Older people are more likely to vote.
- Turnout is lowest for young people.
- The likelihood of voting declines in the oldest populations.

One point is earned for describing the relationship between education and the likelihood of voting. The only acceptable descriptions for *education* are:

- People with more education are more likely to vote.
- People with less education are less likely to vote.

Part (b): 2 points

One point is earned for identifying an electoral requirement that decreases voter turnout. Acceptable examples are:

- Citizenship
- Age
- Disfranchisement of certain groups (felons, the mentally incompetent)
- Residency
- Registration
- Limited opportunities to vote (midweek, limited hours, single day)
- Need to show identification
- Generally have to vote in person
- Closed primaries
- Process of obtaining absentee ballots

Scoring Guidelines for Question 2 *(continued)*

One point is earned for explaining how or why the requirement cited decreases the likelihood of voting. Acceptable explanations include:

- The requirement makes a person ineligible to vote.
- The requirement puts up obstacles or makes it harder to vote.

Part (c): 3 points
One point is earned for identifying one of the following linkage institutions:

- Media
- Interest groups (PACs)
- Political parties

One point is earned for each of two explanations. The student must explain how the media, interest groups, or political parties connect citizens to the government. (Note: the student must earn the point for identifying an institution in order to receive a point for explaining how that institution connects citizens to the government.)

	Media	Interest Groups/ PACs	Parties
"Ways" that connect	▪ Convey the views of the people to government ▪ Convey information about the government to the people	▪ Express group members' preferences to policymakers ▪ Convey policy information to group members ▪ Raise and spend money to advocate for the interests of the group with policymakers	▪ Gather information about voters for use by candidates and policymakers ▪ Provide information to voters about candidates running for office ▪ Connect voters to elected officials/candidates through campaign activities
"Ways" in which connections are made	▪ Interviewing citizens ▪ Reporting on government activities ▪ Presenting poll results ▪ Interviewing public officials ▪ Covering protests and/or opposition ▪ Providing an outlet for citizen opinion	▪ Letter-writing campaigns ▪ Campaign activities ▪ Lobbying ▪ Grassroots movement ▪ Litigation ▪ Media campaigns ▪ Disseminating information about government affairs	▪ Campaigns ▪ Mailings ▪ Voter mobilization ▪ Recruiting candidates ▪ Recruiting activists ▪ Endorsing party platforms ▪ Funding candidates ▪ Aggregating interests ▪ Articulating interests ▪ Mobilizing interests

Simply identifying and/or describing items in the second row of the table is not sufficient to earn a point.

A score of zero (0) is assigned to an answer that is attempted but that earns no points.

A score of dash (—) is assigned to a blank or off-task answer.

Sample Student Responses for Question 2
Student Response 1 (Score: 7)

In general, the older you are, the more likely you are to vote. This trend occurs because as people age their party identification becomes stronger, providing increased motivation to vote. Also, the more education you have, the more likely you are to vote. Educated individuals tend to know more about current issues and can make informed decisions on which candidate they might to vote for.

One current government electoral requirement that decreases voter turnout is voter registration. Many Americans do not register to vote by the deadline, ~~[illegible]~~. As a result, organizations such as ACORN attempt to get more individuals to register to vote. And while the Motor Voter Act, passed in the 1990s, attempted to make registering easier, it has done little to increase voter turnout. While registration is not a difficult or cumbersome process, many Americans either are uninformed of how to register, forget to register, or are simply too lazy to register.

Another linkage institution ~~[illegible]~~ is political parties. ~~[illegible]~~ Political parties connect individuals to government by allowing them to choose which party to vote for. For example, ~~[illegible]~~ after the Bush administration and the Republican-dominated Congress received low approval ratings, voters put the other party into power, because they had a ideology different from that of the Republicans. In addition, because a party's

Student Response 1 *(continued)*

Ideology can constitute an entire spectrum, primaries exist so as to choose which facet of the party is best. And if neither of the two parties ~~g~~ match your beliefs, third-party candidates exist, such as Ralph Nader and Joseph Lieberman.

Another image institution is interest groups. While generally perceived as corrupt and a threat to democracy, interest groups also connect citizens to government. For example, they inform citizens of upcoming legislation, generally having to do with their interest, and prompt citizens to contact their local Congressman about it. Furthermore, they make sure that Congressmen pay attention to what is beneficial or detrimental to their constituents, by informing them of the impact certain bills will have on their district.

Commentary

This response earned 7 points. Part (a) earned 2 points for stating that "the older you are, the more likely you are to vote," and "the more education you have, the more likely you are to vote," correctly describing the positive relationship between both age and education and the likelihood of voting.

The response earned 2 points in part (b) for providing the example of "voter registration" as a government electoral requirement that limits voter turnout and for explaining that "Many Americans do not register to vote by the deadline" as the reason registration decreases the likelihood of voting.

Part (c) earned 3 points. The student was awarded 1 point for identifying "interest groups" as a linkage institution and 2 points for explaining how interest groups link citizens to government, using two examples: "they inform citizens of upcoming legislation," and "they make sure that Congressmen pay attention to what is beneficial or detrimental to their constituents."

Student Response 2 (Score: 4)

The United States tries to link its citizens to the government by voting, however this is an imperfect linkage due to low voter turnout. Reasons for this are age and education. Older people vote more than younger people, so if a person is older he or she will vote more often. Education plays a big part to the higher the education the more you know about the government, and the more you care. Therefore ~~why so serious~~ college degree carrying people will vote more often.

One thing that decreases voter turnout is the fact that you have to register. This is a problem cause most people don't care about registering till it is too late, or they are just to lazy to do so. No registering means no voting so obviously it would decrease voter turnouts.

Although voter turnout may be low there are other ways to get citizens linked to the government. One of these ways is through writing letters to a local congressmen. This makes the citizen feel involved because they get to tell someone with authority what they think and if that idea becomes a bill and then a law it makes the citizen feel like they made a difference.

Commentary

This response earned 4 points. Part (a) earned 2 points for correctly describing the relationships between both age and education and the likelihood of voting: "Older people vote more than younger people," and "college degree carrying people will vote more often."

The student earned 2 points in part (b) for stating "you have to regester [*sic*]," and that citizens may not try to register until it is "too late," identifying voter registration requirements as a current government electoral requirement that serves to decrease voter turnout and explaining how the requirement reduces the likelihood of voting.

In part (c) the response neglects to identify a linkage institution or explain how that linkage institution connects citizens to government and thus earned no points. "[W]riting letters to a local congressman" is an example of how citizens can connect to government without relying on linkage institutions like interest groups, the media, or parties.

Student Response 3 (Score: 1)

Voting is very ~~essential~~ essential to the United States government. But in recent years there has been low voting turnouts. Things like age and ~~education~~ education inf. Hence these results.

Age is one of the factors that result in low voting turnouts. Past studies have shown most people aged 18-21 aren't even registered to vote. Measures have been taken to try and increase this age group voting totals such as hip-hop mogul P. Diddy "Vote or Die" campaign. The media is really pushing for younger people to vote. Still younger people have got the message.

Education is another factors. People who aren't ~~educated~~ educated (at least H.S. diplomas) are more likely not to vote. The reason being the are illiterate or are homeless. Education is really important when it comes to the voting process.

In conclusion voting is important to

the United States and we need more people to vote.

Commentary

The response earned 1 point. Part (a) earned 1 point for correctly describing the positive relationship between education and the likelihood of voting: "People who arent [*sic*] educated (at least H.S. diplomas) are more likely not to vote." The student fails to describe the relationship between age and the likelihood of voting and did not earn the second point.

In part (b) the student does not identify or explain a current government electoral requirement that decreases voter turnout and thus earned no point.

Part (c) earned no points because the student does not identify a linkage institution or explain how a linkage institution connects citizens to government.

Question 3—Overview

This question asked students: (1) to describe advantages of the majority party in the House of Representatives (beyond numerical superiority); (2) to describe differences between House and Senate rules that may make it likely that legislation passes in one chamber but not in the other; and (3) to explain how the rules differences can lead to passage of legislation in one chamber but not the other. Students needed to have a factual knowledge of the U.S. Congress and an understanding of how rules structure can facilitate political conflict in order to do well on this question. The mean score was 1.75 out of a possible 6 points: about one-third of students earned a score of 0 or didn't even attempt a response.

When answering part (a), many students were able to discuss advantages of the majority party in the House, most commonly describing the Speaker of the House and the Rules Committee, but many mentioned the Speaker or the Rules Committee without explaining how either provides an advantage to the majority party. Students had greater difficulty describing differences in rules in the two chambers in part (b). When they did, they most commonly described the filibuster in the Senate and the Rules Committee in the House. Students also often failed to differentiate between constitutional differences between the two bodies and the rules of each chamber (part [c]). This part of the question required a higher order of understanding, and most students were unable to explain how the concepts mentioned in part (b) could lead to passage of a piece of legislation in one chamber but not the other.

Scoring Guidelines for Question 3

6 points

Part (a): 2 points
One point is earned for each of two descriptions of majority party advantage in the House of Representatives.

The description must include three components:

- Majority party
- Advantage
- Factual statement about the advantage

Acceptable answers may include:

- Holds committee chairs
- Controls Rules Committee
- Sets the agenda
- Controls debate
- Chooses Speaker of the House
- Holds majority on each committee
- Assigns bills to committees

Part (b): 2 points
One point is earned for each of two descriptions of rules differences between the House and Senate. Acceptable answers may include:

	House	Senate
Procedures and rules	More formal	Less formal
Filibuster	No	Yes
Holds	No	Yes
Unanimous consent agreements	No	Yes
Germaneness requirement	Yes	No
Rules Committee	Yes	No

Scoring Guidelines for Question 3 *(continued)*

Part (c): 2 points

One point is earned for each of two explanations of how a rules difference identified in part (b) affects passage of a bill in one chamber as opposed to the other. Acceptable answers may include:

- Filibuster—even though the House may pass a bill, the Senate can kill the bill with a filibuster.
- Holds—even though the House may pass a bill, the Senate can delay or stop it with a hold.
- Unanimous consent agreements—the Senate can ease passage of a bill with unanimous consent agreements, while the House has no such mechanism.
- Germaneness—the Senate can add unrelated content that members of the House might find objectionable.
- Rules Committee—even though the Senate may pass a bill, the House Rules Committee can hinder passage of that bill in the House.

A score of zero (0) is assigned to an attempted answer that earns no points.

A score of dash (—) is assigned to a blank or off-task answer.

Sample Student Responses for Question 3
Student Response 1 (Score: 6)

A. The majority party in the U.S. House of Representatives enjoys multiple advantages. For example, the majority party typically controls the position of the Speaker of the House, who presides over all debate and holds the most power in the House. As well, the majority party has greater control over assigning the heads of committees and subcommittees, which increases the likelihood that legislation favorable to the majority party will be passed rather than rejected or kept locked in committee. The majority party also has the power to bring bills out of committee for debate on open floor.

B. There are multiple differences between the House and the Senate rules that make it difficult for legislation to pass in one but not the other. For example, the Senate allows unlimited debate time-wise (called the filibuster), while the House does not. As well, the Senate typically assigns heads of committees by the tradition of senatorial courtesy (in which the longest-serving senators are granted the head position), while the House does not. The House of Representatives also has the power to bring a bill out of committee for debate on the open floor, while Senate does not.

Student Response 1 *(continued)*

C. Even though legislation may be passed in the House, due to a filibuster, it may not pass in the Senate. In the Senate, the bill may be effectively "talked to death" until it is finally so delayed that it is rejected or shunted off to the side. As well, a bill favoring the majority party in the House may be passed due to the advantage of the majority party to assign heads of committee; however, in the Senate, because of senatorial courtesy the heads of committee may not offer the majority party the same advantage, and the bill may be rejected. As well, because a bill can be dragged out of committee in the House, it may pass on the open floor; however, in the Senate, the bill cannot be dragged out of committee, and so it might be locked in committee indefinitely (called pigeonholing).

Commentary

This response earned 6 points because it correctly answers each of the three parts of the question. The student earned a point in part (a) for stating that "the majority party typically controls the position of the Speaker of the House, who . . . holds the most power in the House." A second point was awarded for the statement that "the majority party has . . . greater control over assigning the heads of committees . . . which increases the likelihood that legislation favorable to the majority party will be passed."

In part (b), the response earned a point for correctly describing that "the Senate allows unlimited debate . . . (called the filibuster), while the House does not." The response earned a second point for stating that the "House of Representatives also has the power to bring a bill out of committee for debate on the open floor, while Senate does not."

In part (c), the response earned a point for stating that "even though legislation may be passed in the House . . . it may not pass in the Senate." The student earned a second point for correctly explaining that "because a bill can be dragged out of committee in the House, it may pass on the open floor; however, in the Senate, the bill cannot be dragged out of committee, and so it might be locked in committee indefinitely."

Student Response 2 (Score: 4)

a.) The majority party in the House of Representatives has numerous advantages in lawmaking. First, the majority party determines the Speaker of the House which wields power over lawmaking by determining which speaker on the floor is acknowledged, setting the agenda, and by ~~determinism~~ settling debate over rules/arguements on the floor. The majority party also has influence over committees, all of which have majority member leaders. In effect, the majority party has some power in determining which bills make it to the floor. As evidenced, the majority party exercises extensive control in the House of Representatives.

b/c.) Differing rules between the House and Senate may cause different voting outcomes on legislation. For example, in the House there is limited debate permitted on issues, while in the Senate debate is relatively unlimited. Thus in the House a bill can be discussed less and therefore not recieve the same decision as the Senate which might have had more time to work out the issues. Also, the House has 435 members based upon population within a state while the Senate only has 100 members based upon voting equality for each state. Therefore,

Student Response 2 *(continued)*

it is possible for the Senate to vote differently ~~for~~ than the House because it has fewer members ~~states are equal~~ and states have an equal votes instead of population based voting in the House. Both these slight differences in rules allow for different outlooks on bills to occur and thus have different votes on the bill between Houses.

Commentary

This response earned 4 points. The student earned a point in part (a) for stating that "the majority party determines the Speaker of the House which wields power over lawmaking." The student was awarded a second point for stating that all committees "have majority member leaders," which gives the majority party "some power in determining which bills make it to the floor."

Part (b) earned a point for stating that "in the House there is limited debate permitted on issues, while in the Senate debate is relatively unlimited."

The response earned a point in part (c) for explaining that "in the House a bill can be discussed less and therefore not recieve [*sic*] the same decision as the Senate which might have had more time to work out the issues." The response failed to earn a second point in either parts (b) or (c) with the discussion of the size of the two chambers of Congress rather than rules of the chambers.

Student Response 3 (Score: 1)

The majority party in the House of Representatives enjoys the advantage of setting voting schedules for legislation, and for creating rules for each piece of legislation. In the Senate, there is no set schedule for voting procedures, and any party or individual may have the floor for as long as he or she remains speaking. In the Senate it is possible to filibuster, but in the House, voting procedures and times are set and very rigid. A fear or threat of filibuster may cause committees to re-think the details of a particular bill, leading to possible rejection of a bill. Also, as representation in the House of Representatives is based on the population of a state, if a state like California or Texas is in favor of a bill, it will most likely pass the House, but in the Senate, smaller states have just as much power as larger states.

Commentary

The response earned 1 point. Part (a) earned no points because it fails to describe an advantage of the majority party in the House of Representatives.

The student earned 1 point in part (b) for stating that "In the Senate it is possible to filibuster, but in the House, voting procedures and times are set and very rigid." The response did not merit an additional point because it does not describe a second difference in rules between the two chambers.

The response failed to earn a point in part (c) because it does not explain how the filibuster can lead to passage of a bill in one chamber but not the other. Since the response does not correctly identify a second difference in rules between the two chambers, it could not earn a point in this section.

Question 4—Overview

This question was designed to evaluate several aspects of students' performance: their ability to read a table and apply information from a table in a meaningful way to a substantive question; their understanding of the policy agenda and of the national media and the media's role in the agenda-setting process; and their knowledge of how presidents and the Congress use the media. The question asked students: (1) to define the policy agenda; (2) to explain how the national news media engage in agenda setting; (3) to explain the primary reason the president tends to have an advantage over Congress in gaining media attention; (4) to describe the difference in nightly news viewing patterns of older and younger age-groups and the change from 1974 to 2002 in viewing habits that exists for all age categories; and (5) to describe one implication for presidents in their use of the media to promote their political and policy objectives to the American public. The mean score was 2.64 out of a possible 6 points.

The most glaring error occurred in part (a), where many students could not give a correct definition of policy agenda. The definition of policy agenda has three components: (1) a set of issues; (2) that is viewed as important; (3) by government. Students often confused policy agenda with party platforms, issue positions, or views held by individuals rather than a shared sense that an issue should be addressed by government. In part (b) students often did not link agenda setting by the media to the government. They would more often explain the connection between media attention and citizens' attention but not connect this to why political or policy leaders then focus on the issue. In part (c) students seemed to have a general sense of why the president has an advantage, but very often they failed to construct a complete explanation. They provided the primary reason but no explanation, or they provided an explanation (or several explanations) without the primary reason(s). In part (d) most students earned both points, but those who earned only 1 point often misread some of the data in the table. In part (e) students often did not clearly describe one implication for presidents in their use of the media to promote their political and policy objectives to the American public. Instead, many students wrote generally about candidates and elections and the role of the media.

Scoring Guidelines for Question 4

6 points

Part (a): 1 point

One point is earned for a correct definition of policy agenda. A correct definition must include each of the following:

- A policy agenda is a set of issues, problems, or subjects
- that gets the attention of/is viewed as important by
- people involved in policymaking (e.g., government officials, government decision makers).

Part (b): 1 point

One point is earned for a correct explanation of how the national news media engage in agenda setting. A correct explanation must include each of the following:

- Raise awareness, provide information, draw attention, demonstrate the importance or consequences of the problem, or get the public's attention.
- Get the attention of government/policymakers.

Part (c): 1 point

One point is earned for an explanation of the primary reason the president has an advantage over Congress in gaining media attention. A correct response must include the following:

- An explanation that the president is one person, while Congress is composed of many members.
- An explanation of how that fact gives the president an advantage over Congress in gaining media attention.

Possible explanations might include:

- The president speaks with a single voice, while Congress has many voices.
- The president represents the nation; members of Congress represent states/districts.
- The president is the national leader/leader of the country.

Scoring Guidelines for Question 4 *(continued)*

- The president is more powerful than any single member of Congress.
- The president has constitutional powers that Congress does not have.

Part (d): 2 points
One point is earned for each of two responses: one explaining the difference in viewing patterns of older and younger age-groups, and one explaining the change in viewing habits from 1974 to 2002 for all age-groups:

- Young people view less TV news than older people./Older people view more TV news than younger people.
- People in all age categories viewed less TV news in 2002 than they did in 1974.

Part (e): 1 point
One point is earned for describing one implication for presidents in their use of the media to promote their objectives to the public. The answer must state at least one of the following:

- Presidents must rely on alternative media to gain the attention of the public.
- Presidents purposely target older viewers through the use of nightly news programs.
- The nightly news is not as effective in promoting the president's agenda as it used to be.

A score of zero (0) is assigned to an attempted answer that earns no points.

A score of dash (—) is assigned to a blank or off-task answer.

Sample Student Responses for Question 4
Student Response 1 (Score: 6)

a. Definition: The policy agenda is the set of political issues that the public cares about and that governmental institutions choose to focus on.

b. The national news media engages in agenda setting by heavily covering only a few specific issues. This focus in the media on only a few issues makes it so that the public thinks that those few issues are the most important. The public then places pressure on governmental institutions to address those specific few issues.

C. The primary reason that the president tends to have advantage over congress in gaining media attention is that he is a single, central figure, in comparison to the hundreds of members of congress. It is much simpler for the media to focus on the policies and actions of this one person than it is for them to focus on the policies and actions of the hundreds of members of congress. also, the public tends to view the president as the "head" of the U.S. government for the same reason: he is a single, central, and relatively simple to follow figure. This central, powerful role gives the president an "electronic throne" of media coverage,

which he can use to set the policy agenda.

d. 1) The table shows that older people view network nightly news more often than younger people. In 2002, 53% of people 65 and older said that they viewed these news programs frequently, compared to only 19% of people 18-29 years old.

2) From 1974 to 2002, the percentage of people watching network nightly news programs declined significantly for all age groups. In every group, the percentage of people watching these programs frequently was much less in 2002 than it was in 1974. In all groups the percentage of people watching these programs rarely was higher in 2002 than it was in 1974.

e. one implication of the trends shown in the table for presidents is that they cannot rely on network nightly news coverage to promote their policies to young voters. This is evident because in 2002, only 19% of people ages 18-29 said that they frequently viewed network nightly news. It is evident that in order to reach younger voters, the president must use new tactics and focus on media coverage other than the network nightly news. The president might try to reach young

Student Response 1 *(continued)*

voters by getting coverage on internet blog websites or cable news programs such as "the colbert Report". These are examples of "the new media", which is more frequently accessed by young people than network news programs. For this reason, the "new media" is recieving an increasing amount of focus from politicians such as the President.

Commentary

This response earned 6 points. In part (a) the student earned 1 point for the correct definition of the policy agenda: "The policy agenda is the set of political issues that the public cares about and that governmental institutions choose to focus on."

Part (b) was awarded 1 point for correctly explaining how the national news media engages in agenda setting: "The national news media engages in agenda setting by heavily covering only a few specific issues. This focus in the media on only a few issues makes it so that the public thinks that those few issues are the most important. The public then places pressure on governmental institutions to address those specific few issues."

The student earned 1 point for providing a correct explanation of the primary reason why the president tends to have an advantage over Congress in gaining media attention: "he is a single, central figure, in comparison to the hundreds of members of Congress. . . . the public tends to view the president as the 'head' of the U.S. government."

In part (d) the response earned 1 point for correctly describing the difference in viewing patterns of older and younger age-groups: "The table shows that older people view network nightly news more often than younger people." Part (d) was awarded an additional point for providing a correct description of the change from 1974 to 2002 in viewing habits that exists for all age categories: "From 1974 to 2002, the percentage of people watching network nightly news programs declined significantly for all age groups."

The response earned 1 point in part (e) for the explanation that "one implication of the trends shown in the table for presidents is that they cannot rely on network nightly news coverage to promote their policies to younger voters. . . . It is evident that in order to reach younger voters, the president must use new tactics and focus on media coverage other than the network nightly news. The president might try to reach young voters by getting coverage on internet websites or cable news programs such as 'the Colbert Report.'" These statements are a correction description of one implication for presidents of their use of the media to promote their political and policy objectives to the American public.

Student Response 2 (Score: 3)

Policy agenda in relation to news media is the news media deciding what news they will cover and trying to shape how the story is covered to fill their political agenda.

Almost all national news media have engaged in a Liberal agenda. The exception is FOX news. The National news decides which stories to cover and covers them with a liberal twist in an effort to preach their doctrine and try to make the country more liberal. They try to steer the countrys thinking.

Congress has 535 members while the president is just one man. Naturally the leader of the executive branch gets more coverage than 1/535 of the legislative. Also the president was elected by the nation while congressmen are elected by small districts. The average American doesn't care what the congressman from the 2nd district in Wisconsin does, they want to know what the President is doing.

The table above shows that as you get older you watch more news programs. It also shows that in all age categories news viewing has decreased since 1974.

The media steers the public to either agree or disagree with a presidents agenda. For example

Student Response 2 *(continued)*

they destroyed George W. Bush and made it seem like his "No child left behind," "Patriot Act" and tax cuts for trickle down economics were terrible things. In 20 years these will be looked at as wonderful ideas. On the other side the media has made everyone of President OBAMA's ideas look incredible. The media has incredible influence.

Commentary

This response earned 3 points. Part (a) earned no points because the statement that "the news media deciding what news they will cover and trying to shape how the story is conveyed" is an incorrect definition of policy agenda; it does not include any of the three components necessary to define policy agenda.

In part (b) the statement that "The National news media decides which stories to cover" fails to explain how the national news media engages in agenda setting because it does not link media to government.

The response to part (c) earned a point since the statement "Congress has 535 members while the president is just one name. The president was elected by the nation while congressmen are elected by small districts" indicates the correct primary reason and explanation of why the president tends to have an advantage over Congress in gaining media attention.

Part (d) earned both points. The response earned 1 point for a correct description about the difference in viewing patterns of older and younger age groups: "as you get older you watch more news programs." The student earned a second point for accurately describing the change from 1974 to 2002 in viewing habits that exists for all age categories: "in all age categories news viewing has decreased since 1974."

The student did not earn the point for part (e) because "The media steers the public to either agree or disagree with a president's agenda" is an incorrect description of one implication for presidents in their use of the media to promote their political and policy objectives to the American public.

Student Response 3 (Score: 1)

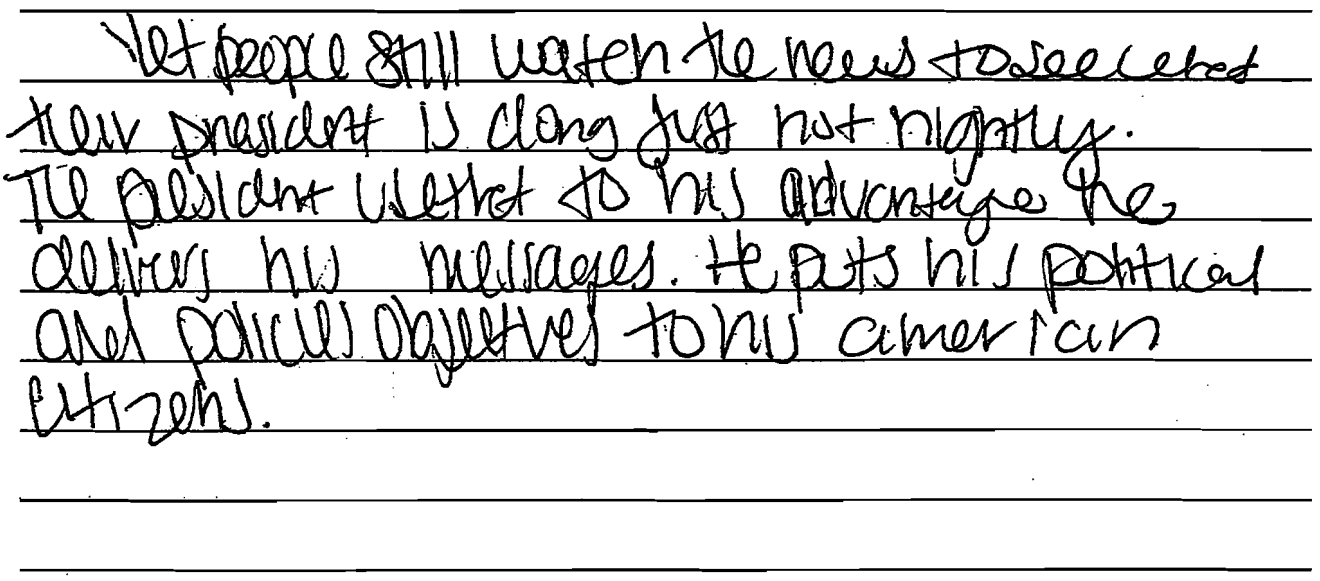
Policy Agenda is what the political parties have planed to do. Their list of things that need to be accomplished & where & with who. They have to plan what states they are going to & how they are going to get the media to cover it.

The national media engages in the agenda because every thing has to be set for them to broad cast what ever the canadidates is doing. The Agenda is based on the media coverage. Its going to get.

The president tend to get more media coverage then congress because the citizens are always wanting to see the president mess up. They dont even realize that acrech congress is running the show. Also the President is known because their is only one of him & congress has many people.

As the years passed people dont want to watch politics as their form of Entertainment. From 1974-2002 the percentage of people from the age groups of 18-24, 30-44, 45-64 and les-older have dropped significantly.

Student Response 3 *(continued)*



Commentary

This response earned 1 point. Part (a) did not earn a point because the statement that the "Policy Agenda is what the political parties have power to do. Their set of things that need to be accomplished & where & with who" is an incorrect definition of policy agenda; it does not include any of the three components necessary to define policy agenda.

In part (b) the statement that "national media engages in the agenda because everything has to be set for them to broad cast what ever the canadidates is doing [*sic*]" fails to explain how the national news media engages in agenda setting because it does not link media to government.

The student was not awarded the point in part (c) because while the statement "their [*sic*] is only one of him & Congress has many people" indicates the correct primary reason, it does not include a correct explanation of that reason.

In part (d) the statement that "people dont [*sic*] want to watch politics as their source of entertaiment [*sic*]" is an incorrect description of the difference in viewing patterns of older and younger age-groups. Part (d) earned 1 point for a correctly describing the change from 1974 to 2002 in viewing habits that exists for all age-groups: "From 1974–2002 the percentage of people from the age groups . . . have dropped significantly."

Part (e) earned no credit since the statement that "The president use that to his advantage he delivers his messages" is an incorrect description of one implication for presidents in their use of the media to promote their political and policy objectives to the American public.

Chapter IV: Statistical Information

- Table 4.1—Section II Scores
- Table 4.2—Scoring Worksheet
- Table 4.3—Score Distributions
- Table 4.4—Section I Scores and AP Scores
- How AP Scores Are Determined
- College Comparability Studies
- Reminders for All Score Report Recipients
- Reporting AP Scores
- Purpose of AP Scores

This chapter presents statistical information about overall student performance on the 2009 AP United States Government and Politics Exam.

Table 4.1 shows and summarizes score distributions for each of the free-response questions. The scoring worksheet presented in Table 4.2 provides step-by-step instructions for calculating AP section and composite scores and converting composite scores to AP Exam scores. Table 4.3 includes distributions for the overall exam scores. The score distributions conditioned on multiple-choice performance presented in Table 4.4 are useful in estimating a student's AP Exam score given only the student's multiple-choice score.

College comparability studies, which are conducted to collect information for setting AP score cut-points, are briefly discussed in this chapter. In addition, the purpose and intended use of AP Exams are reiterated to promote appropriate interpretation and use of the AP Exam and exam results.

Table 4.1—Section II Scores

The following table shows the score distributions for AP students on each free-response question from the 2009 AP United States Government and Politics Exam.

Score	Question 1		Question 2		Question 3		Question 4	
	No. of Students	% at Score	No. of Students	% at Score	No. of Students	% at Score	No. of Students	% at Score
7			32,534	17.64				
6	13,633	7.39	38,870	21.08	4,465	2.42	1,833	0.99
5	22,803	12.36	20,398	11.06	6,765	3.67	10,439	5.66
4	36,114	19.58	46,365	25.14	21,465	11.64	28,932	15.69
3	30,551	16.57	19,945	10.81	27,722	15.03	58,746	31.85
2	31,409	17.03	15,921	8.63	30,900	16.75	57,826	31.35
1	26,677	14.46	4,963	2.69	30,466	16.52	15,856	8.60
0	15,897	8.62	4,128	2.24	50,817	27.55	6,036	3.27
No Response	7,341	3.98	1,301	0.71	11,825	6.41	4,757	2.58
Total Students	184,425		184,425		184,425		184,425	
Mean	2.83		4.58		1.75		2.64	
Standard Deviation	1.79		1.84		1.67		1.24	
Mean as % of Maximum Score	47		65		29		44	

Table 4.2—Scoring Worksheet

Section I: Multiple Choice

[_____ − (1/4 × _____)] × 1.0000 = _____

Number Correct (out of 60) | Number Wrong | Weighted Section I Score (If less than zero, enter zero; do not round)

Section II: Free Response

Question 1	_____ (out of 6) × 2.5000 =	_____ (Do not round)
Question 2	_____ (out of 7) × 2.1428 =	_____ (Do not round)
Question 3	_____ (out of 6) × 2.5000 =	_____ (Do not round)
Question 4	_____ (out of 6) × 2.5000 =	_____ (Do not round)
	Sum =	_____ Weighted Section II Score (Do not round)

AP Score Conversion Chart United States Government and Politics

Composite Score Range	AP Score
91–120	5
79–90	4
62–78	3
42–61	2
0–41	1

Composite Score

_____ + _____ = _____

Weighted Section I Score | Weighted Section II Score | Composite Score (Round to nearest whole number)

Table 4.3—Score Distributions

More than 55 percent of the AP students who took this exam earned a qualifying score of 3 or above.

	Exam Score	Number of Students	Percent at Score
Extremely well qualified	5	24,255	13.15
Well qualified	4	31,602	17.14
Qualified	3	47,143	25.56
Possibly qualified	2	44,595	24.18
No recommendation	1	36,830	19.97
Total Number of Students		184,425	
Mean Score		2.79	
Standard Deviation		1.30	

Table 4.4—Section I Scores and AP Scores

For a given range of multiple-choice scores, this table shows the percentage of students receiving each AP score. If you have calculated the multiple-choice score (**Weighted Section I Score**) by using the formula shown in Table 4.2, you can use this table to figure out the most likely score that the student would receive based only on that multiple-choice score.

Multiple-Choice Score	AP Score					Total
	1	2	3	4	5	
51 to 60	0.0%	0.0%	1.8%	23.0%	75.2%	12.5%
41 to 50	0.0%	1.8%	39.2%	46.0%	13.0%	28.7%
31 to 40	0.8%	42.8%	52.3%	4.1%	0.1%	25.8%
21 to 30	29.3%	67.1%	3.6%	0.0%	0.0%	17.8%
11 to 20	93.0%	7.0%	0.0%	0.0%	0.0%	10.3%
0 to 10	100.0%	0.0%	0.0%	0.0%	0.0%	5.0%
Total	20.0%	24.2%	25.6%	17.1%	13.2%	100.0%

How AP Scores Are Determined

As described in Chapter II, the AP United States Government and Politics Exam has two sections. Section I has 60 multiple-choice questions and a score range from a minimum possible score of 0 to a maximum possible score of 60 points. Section II has 4 free-response questions; scores range from a minimum possible score of 0 to a maximum possible score of 6 points for questions 1, 3, and 4; and from 0 to 7 points for question 2.

The scores on the different parts of the exam are combined to produce a composite score that ranges from a minimum possible score of 0 to a maximum possible score of 120 points. In calculating the composite scores, scores on different parts are multiplied by weights.

Composite scores are not released to students, schools, or colleges. Instead, the composite scores are converted to scores on an AP 5-point scale, and it is these scores that are reported. The process of calculating the composite score and converting it to an AP Exam score involves a number of steps that are shown in the Scoring Worksheet (Table 4.2) and described in detail here.

1. **The score on Section I is calculated.** In calculating the score for Section I, a fraction of the number of wrong answers is subtracted from the number of right answers. With this adjustment to the number of right answers, students are not likely to benefit from random guessing. The value of the fraction is 1/4 for the five-choice questions in the AP United States Government and Politics Exam. The maximum possible weighted score on Section I is 60 points, and it accounts for 50 percent of the maximum possible composite score.
2. **The score on Section II is calculated.** The 4 questions in Section II are weighted equally. The weighted scores on the questions of Section II are summed to give the total weighted score for Section II. The maximum possible weighted score on Section II is 60 points, and it accounts for 50 percent of the maximum possible composite score.
3. **AP Exam scores are calculated.** Composite scores are calculated by adding the weighted Section I and weighted Section II scores together. The AP Exam scores are calculated by comparing the composite scores to the four composite cut-scores selected during the score-setting process. A variety of information is available during the score-setting process to help determine the cut-scores corresponding to each AP score:
   - Statistical information based on test score equating
   - College/AP score comparability studies, if available
   - The Chief Reader's observations of students' free-response performance
   - The distribution of scores on different parts of the exam
   - AP score distributions from the past three years

See Table 4.3 for the score distributions for the 2009 AP United States Government and Politics Exam.

If you are interested in more detailed information about this process, please visit AP Central (apcentral.collegeboard.com). There you will also find information about how the AP Exams are developed, how validity and reliability studies are conducted, and other data on all AP subjects.

College Comparability Studies

The Advanced Placement Program has conducted college grade comparability studies in all AP subjects. These studies have compared the performance of AP students with that of college students in related courses who have taken the AP Exam at the end of their course. In general, AP cut-points are selected so that the lowest AP 5 is equivalent to the average A in college, the lowest AP 4 is equivalent to the average B, and the lowest AP 3 is equivalent to the average C (see below).

AP Score	Average College Grade
5	
	A
4	
	B
3	
	C
2	
	D
1	

Research studies conducted by colleges and universities and by the AP Program indicate that AP students generally receive higher grades in advanced courses than do students who have taken the regular first-year courses at the institution. Colleges and universities are encouraged to periodically undertake such studies to establish appropriate policy for accepting AP scores and ensure that admissions and placement standards remain valid. It is critical to verify that admissions and placement measures established for a previous class continue for future classes. Summaries of several studies are available at AP Central. Also on the College Board Web site is the free Admitted Class Evaluation Service™ (http://professionals.collegeboard.com/higher-ed/validity), which can predict how admitted college students will perform at a particular institution generally and how successful they can be in specific classes.

Reminders for All Score Report Recipients

AP Exams are designed to provide accurate assessments of achievement. However, any exam has limitations, especially when used for purposes other than those intended. Presented here are some suggestions for teachers to aid in the use and interpretation of AP scores:

- AP Exams in different subjects are developed and evaluated independently of each other. They are linked only by common purpose, format, and method of reporting results. Therefore, comparisons should not be made between scores on different AP Exams. An AP score in one subject may not have the same meaning as the same AP score in another subject, just as national and college standards vary from one discipline to another.
- Score reports are confidential. Everyone who has access to AP scores should be aware of the confidential nature of the scores and agree to maintain their security. In addition, school districts and states should not release data about high school performance without the school's permission.
- AP Exams are not designed as instruments for teacher or school evaluation. Many factors influence AP Exam performance in a particular course or school in any given year. Thus, differences in AP Exam performance should be carefully studied before being attributed to the teacher or school.
- Where evaluation of AP students, teachers, or courses is desired, local evaluation models should be developed. An important aspect of any evaluation model is the use of an appropriate method of comparison or frame of reference to account for yearly changes in student composition and ability, as well as local differences in resources, educational methods, and socioeconomic factors.
- The AP Instructional Planning Report is sent to schools automatically and can be a useful diagnostic tool in reviewing course results. This report identifies areas of strength and weakness for the students in each AP course. The information may also provide teachers with guidance for course emphasis and student evaluation.
- Many factors can influence exam results. AP Exam performance can be affected by the degree of agreement between a course and the course defined in the relevant AP Course Description, use of different instructional methods, differences in emphasis or preparation on particular parts of the exam, differences in curriculum, or differences in student background and preparation in comparison with the national group.

Reporting AP Scores

The results of AP Exams are disseminated in several ways to students, their secondary schools, and the colleges they select:

- College and student score reports contain a cumulative record of all scores earned by the student on AP Exams during the current or previous years. These reports are sent in July. (School score reports are sent shortly thereafter.)
- Group results for AP Exams are available to AP teachers in the AP Instructional Planning Report mentioned previously. This report provides useful information comparing local student performance with that of the total group of students taking an exam, as well as details on different subsections of the exam.

Several other reports produced by the AP Program provide summary information on AP Exams:

- State, National, and Canadian Reports show the distribution of scores obtained on each AP Exam for all students and for subsets of students broken down by gender and by ethnic group.
- The Program also produces a one-page summary of AP score distributions for all exams in a given year.

For information on any of the above, please call AP Services at 609 771-7300 or e-mail apexams@info.collegeboard.org.

Purpose of AP Scores

AP scores are intended to allow participating colleges and universities to award college credit, advanced placement, or both to qualified students. In general, an AP score of 3 or higher indicates sufficient mastery of course content to allow placement in the succeeding college course, or credit for and exemption from a college course comparable to the AP course. Students seeking credit through their AP scores should note that each college, not the AP Program or the College Board, determines the nature and extent of its policies for awarding advanced placement, credit, or both. Because policies regarding AP scores vary, students should consult the AP policy of individual colleges and universities. Students can find information in a college's catalog or Web site, or by using the AP Credit Policy search at www.collegeboard.com/ap/creditpolicy.