

United States Government & Politics Section I

4. When selecting a vice-presidential candidate, a presidential nominee is usually concerned primarily with choosing a running mate who
- (A) has significant personal wealth
 - (B) adds balance and appeal to the national ticket
 - (C) comes from the same ideological wing of the party as the President
 - (D) can serve as the most important domestic policy adviser to the President
 - (E) can effectively preside over the Senate
5. The primary function of political action committees (PAC's) is to
- (A) serve as fund-raising organizations for challengers
 - (B) provide members of Congress with unbiased information regarding proposed legislation
 - (C) consult with the President regarding domestic policy
 - (D) encourage broader participation in politics among the electorate
 - (E) raise campaign funds to support favored candidates
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DISTRIBUTION OF INCOME AMONG FAMILIES

(percentage share by economic level)

	1980	1984	1988
Lowest fifth	5.1	4.7	4.6
Second fifth	11.6	11.0	10.7
Third fifth	17.5	17.0	16.7
Fourth fifth	24.3	24.4	24.0
Highest fifth	41.6	42.9	44.0

6. Which of the following conclusions about income distribution during the Reagan administration is supported by the table above?
- (A) The share of income received by the lowest fifth increased, whereas the share received by the fourth fifth decreased.
 - (B) The share of income received by the second fifth increased, whereas the share received by the fourth fifth decreased.
 - (C) The share of income received by the highest fifth increased, whereas the share received by the lowest fifth decreased.
 - (D) The number of people earning high incomes increased.
 - (E) The middle class disappeared.

7. Registered voters directly elect which of the following?
- The President and Vice President
 - Supreme Court justices
 - Members of the Senate
 - Members of the House of Representatives
- (A) I only
(B) IV only
(C) I and II only
(D) III and IV only
(E) II, III, and IV only
8. The role of a conference committee in Congress is to
- hold hearings on proposed legislation
 - oversee the actions of the executive branch of the government
 - decide which bills should be considered by the full Senate
 - conduct hearings that make information available to the public
 - reconcile differences in bills passed by the House and Senate
9. Supreme Court justices were given tenure subject to good behavior by the framers of the Constitution in order to ensure that
- justices are free from direct political pressures
 - justices remain accountable to the public
 - justices are encouraged to make politically popular decisions
 - cooperation between the judicial and legislative branches is assured
 - Presidents are encouraged to seek younger nominees for the Supreme Court
10. The committee system is more important in the House than in the Senate because
- the seniority system plays no role in the House and therefore committees must play a larger role
 - the Constitution mandates the type of committee structure in the House
 - committee members are appointed by the President
 - the House is so large that more work can be accomplished in committees than on the floor
 - the majority party in the House prefers to give priority to the work of the committees
11. The most important source of the Supreme Court's caseload is
- its original jurisdiction
 - its appellate jurisdiction
 - instruction from the solicitor general
 - the special master's certification of cases for review
 - Congress' certification of cases for review
12. A President attempting to influence Congress to pass a legislative program might employ all of the following strategies EXCEPT
- using the media to draw attention to the legislative program
 - assigning legislative liaisons in the Executive Office of the President to lobby legislators
 - denying campaign reelection funds to legislators who oppose the President's policy stand
 - exploiting a partisan majority for the President's party in both the House and Senate
 - reminding legislators of high popularity ratings for the President in public opinion polls

United States Government & Politics Section I

13. Presidents have had the most success in changing the direction of decisions of the federal judiciary by
- (A) threatening to ask Congress to impeach specific judges
 - (B) using the media to build consensus for the President's position
 - (C) requesting that Congress reduce the term of office that judges may serve
 - (D) using the appointment process to select judges with judicial philosophies similar to those of the President
 - (E) pressuring Congress to pass the appropriate legislation to override judicial opinions
14. Which of the following did the most to expand civil rights in the 1950's?
- (A) State legislative decisions desegregating public accommodations
 - (B) State court decisions outlawing poll taxes
 - (C) The passage of voting-rights legislation by Congress
 - (D) Executive orders mandating affirmative action
 - (E) The Supreme Court decision declaring state-mandated school segregation to be unconstitutional
15. Which of the following is true about the right of free speech, as currently interpreted by the Supreme Court?
- (A) It protects the right to express opinions even without the actual use of words.
 - (B) It protects the use of language deemed obscene by the courts.
 - (C) It allows citizens to disobey laws that they believe to be unjust.
 - (D) It is protected from infringement by the federal government but not from infringement by state governments.
 - (E) It cannot be limited in any manner.
16. The importance of Shays' Rebellion to the development of the United States Constitution was that it
- (A) revealed the necessity of both adding the Bill of Rights to the Constitution and creating a new system of checks and balances
 - (B) demonstrated the intensity of antiratification sentiment within the thirteen states
 - (C) indicated that a strong, constitutionally designed national government was needed to protect property and maintain order
 - (D) convinced the delegates attending the Constitutional Convention to accept the Connecticut Plan
 - (E) reinforced the idea that slavery should be outlawed in the new Constitution
17. In a federal system of government, political power is primarily
- (A) vested in local governments
 - (B) vested in the regional governments
 - (C) vested in the central government
 - (D) divided between the central government and regional governments
 - (E) divided between regional governments and local governments
18. Which of the following generalizations about group voting tendencies is true?
- (A) Jewish voters tend to vote Republican.
 - (B) Protestant voters tend to be more liberal than Roman Catholics on economic issues.
 - (C) More women than men identify themselves as Republicans.
 - (D) Rural voters are more likely to support Democratic candidates than are urban voters.
 - (E) African American Democrats tend to support the more liberal candidates within their party.

19. A corporate lobbyist would be LEAST likely to have an informal discussion about a pending policy matter with which of the following?
- (A) A member of the House in whose district the corporation has a plant
 - (B) A member of the White House staff concerned about the issue
 - (C) A member of the staff of the Senate committee handling a matter of concern to the corporation
 - (D) A federal judge in whose court a case important to the corporation is being heard
 - (E) A journalist for a major newspaper concerned about the issue
20. Which of the following is a significant trend in the presidential nominating process over the past three decades?
- (A) Replacement of national party conventions by national primaries for each party
 - (B) Increasing importance of presidential primaries rather than state conventions
 - (C) A sharply declining role for political action committees (PAC's)
 - (D) Decreasing cost of campaigns
 - (E) Increasing control by political party leaders over outcomes
21. Congressional standing committees are best described as
- (A) specially appointed investigative bodies
 - (B) joint committees of the two houses of Congress
 - (C) committees created for each session
 - (D) permanent subject-matter committees
 - (E) advisory staff agencies
22. All of the following powers are granted to the President by the Constitution EXCEPT
- (A) commissioning officers in the armed forces
 - (B) addressing the Congress on the state of the union
 - (C) receiving ambassadors
 - (D) granting pardons for federal offenses
 - (E) forming new cabinet-level departments
23. In which of the following did Congress move to regain powers previously lost to the executive branch?
- (A) Budget and Impoundment Control Act
 - (B) Gramm-Rudman-Hollings Act
 - (C) Presidential Disability Act
 - (D) Gulf of Tonkin Resolution
 - (E) Persian Gulf War Resolution

United States Government & Politics **Section I****COMPETITION IN CONGRESSIONAL ELECTIONS, 1958-1986**

Year	<u>Members Reelected</u>		<u>Average Vote Won by Member</u>		<u>Members Reelected by 60% or More</u>	
	House	Senate	House	Senate	House	Senate
1958	90%	64%	61.2%	57.5%	63.1%	71.3%
1960	93	97	60.6	54.5	58.9	71.8
1962	92	83	62.1	54.8	63.6	40.0
1964	87	85	61.7	60.3	58.5	63.0
1966	88	88	62.7	52.6	67.7	59.3
1968	97	71	64.2	52.9	72.2	58.9
1970	95	77	65.4	56.3	77.3	45.8
1972	94	74	65.6	60.5	77.8	55.0
1974	88	85	64.0	52.5	66.4	47.8
1976	96	64	65.8	50.8	71.9	68.7
1978	94	60	65.8	52.5	78.0	53.3
1980	91	55	66.1	50.1	72.9	56.2
1982	90	93	65.0	58.6	68.9	50.0
1984	95	90	65.6	61.9	75.1	73.0
1986	98	75	69.5	59.1	81.2	71.4
1958-1986 (mean percentage)	93	77	64.4	55.7	70.2	59.0

24. The data displayed in the table above best support which of the following statements?
- (A) The reelection rate is higher in the Senate than in the House.
(B) The average vote won by Senate members surpasses that won by House members.
(C) House seats are safer from election turnover than are Senate seats.
(D) House members serve more terms than do Senators.
(E) More members of the Senate win reelection by 60% or more of the vote than do members of the House.

25. Which of the following actions can Congress take if the Supreme Court finds a federal law unconstitutional?
- (A) Appeal the Court's decision to the District of Columbia's Court of Appeals.
 - (B) Formally request the President to veto the Court's decision.
 - (C) Remove certain members of the Court and replace them with new members.
 - (D) Try to amend the Constitution.
 - (E) Reenact the same law.
26. Which of the following statements about Congress is true?
- (A) Members of Congress only occasionally are interested in and pay attention to constituents.
 - (B) The legislative process is frequently lengthy, decentralized, and characterized by compromise and bargaining.
 - (C) Lobbyists and political action committees (PAC's) successfully induce most members of Congress to trade their votes for campaign contributions.
 - (D) The growth in the size of Congress as an organization is the principal cause of growth in the federal budget deficit.
 - (E) Debate in both houses is structured by elaborate rules enacted by leaders of the majority party.
27. Which of the following is articulated in the War Powers Resolution?
- (A) The President may declare war.
 - (B) The President must finance any war efforts from a special contingency fund.
 - (C) The President must bring troops home from hostilities within 60 to 90 days unless Congress extends the time.
 - (D) The President may not nationalize state militias without congressional consent.
 - (E) The President may not send troops into hostilities without a declaration of war from Congress or a resolution from the United Nations.
28. In the 1992 election, the membership of Congress was altered significantly by an increase in the number of
- (A) conservative Democrats
 - (B) liberal Republicans
 - (C) third-party representatives
 - (D) political independents
 - (E) minorities and women
29. Discrimination in public accommodations was made illegal in the United States as a direct result of the
- (A) Supreme Court decision in *Brown v. Board of Education of Topeka*
 - (B) Supreme Court decision in *Sweatt v. Painter*
 - (C) Civil Rights Act of 1964
 - (D) Montgomery bus boycott
 - (E) Voting Rights Act of 1965
30. Most of the individual protections of the Bill of Rights now apply to the states because of the Supreme Court's interpretation of the Constitution's
- (A) Preamble
 - (B) necessary and proper clause
 - (C) supremacy clause
 - (D) Tenth Amendment
 - (E) Fourteenth Amendment
31. In *McCulloch v. Maryland*, the Supreme Court established which of the following principles?
- (A) States cannot interfere with or tax the legitimate activities of the federal government.
 - (B) The judicial branch cannot intervene in political disputes between the President and Congress.
 - (C) The federal Bill of Rights places no limitations on the states.
 - (D) The federal government has the power to regulate commerce.
 - (E) It is within the judiciary's authority to interpret the constitution.

United States Government & Politics Section I

32. Political socialization is the process by which
- (A) the use of private property is regulated by the government
 - (B) governments communicate with each other
 - (C) public attitudes toward government are measured and reported
 - (D) political values are passed to the next generation
 - (E) children are trained for successful occupations
33. Which of the following is the most important influence on the choice made by voters in presidential elections?
- (A) Partisan identification
 - (B) Party platform adopted at the national convention
 - (C) Vice-presidential running mate
 - (D) Endorsement by political incumbents
 - (E) Appeal of the candidates' spouses
34. The advantages of incumbency in congressional elections include which of the following?
- I. Incumbents receive more campaign contributions than do challengers.
 - II. Incumbents are able to provide important services for individual voters.
 - III. The government provides campaign funds for incumbents.
 - IV. The President usually endorses incumbents for reelection.
 - V. Most American voters believe Congress does a good job.
- (A) I and II only
 - (B) III and IV only
 - (C) I, IV, and V only
 - (D) II, III, and V only
 - (E) III, IV, and V only
35. Which of the following statements about rules of procedure in the House and Senate is correct?
- (A) Debate by a determined minority in either chamber cannot be halted.
 - (B) The rules in each chamber are determined by the majority whip.
 - (C) The rules are specified in Article I of the Constitution.
 - (D) The rules can be changed by the President during a national emergency.
 - (E) The House operates more by formal rules, while the Senate operates more on informal understandings.
36. Which of the following procedures results in the removal of the President from office?
- (A) The House and Senate vote for impeachment, and the Supreme Court reaches a guilty verdict.
 - (B) The House votes for impeachment, and the Senate conducts a trial and reaches a guilty verdict.
 - (C) The House and Senate both vote for a bill of impeachment.
 - (D) Only the House votes for a bill of impeachment.
 - (E) A criminal court finds the President guilty of "high crimes and misdemeanors."
37. Interest groups and political parties both promote United States democracy by
- (A) expressing detailed, ideologically distinct programs
 - (B) centralizing public authority
 - (C) linking citizens to the political process
 - (D) increasing domination of the political process by elites
 - (E) lobbying members of Congress

38. Which of the following statements accurately describes the selection of the caseload for the United States Supreme Court?
- (A) The United States Constitution spells out all of the categories of cases that the Supreme Court must hear.
- (B) The Chief Justice of the Supreme Court has the authority to select the cases that the Court will hear.
- (C) The Solicitor General in the Department of Justice determines the Supreme Court's agenda.
- (D) The Supreme Court is free to choose the cases it hears with only a few limitations.
- (E) The Attorney General screens cases for consideration by the Court.
39. The boundaries of United States congressional districts are usually determined by
- (A) the Federal Election Commission (FEC)
- (B) the state legislatures
- (C) the House Rules Committee
- (D) a conference committee of the House and Senate
- (E) the director of the United States Census Bureau
40. Public monies are used to help finance which of the following campaigns?
- I. Presidential
II. Congressional
III. Gubernatorial
- (A) I only
(B) II only
(C) I and II only
(D) II and III only
(E) I, II, and III
41. Diversity of public policy throughout the United States is primarily a consequence of
- (A) federalism
(B) separation of powers
(C) innovation within bureaucratic agencies
(D) decentralization in the Senate
(E) lack of party discipline in the House
42. All of the following have contributed to an increase in presidential power in the post-1945 era EXCEPT
- (A) tensions between the United States and the Soviet Union during the Cold War period
- (B) an increase in public expectations for services from the federal government
- (C) economic and domestic problems such as inflation, unemployment, and civil rights issues
- (D) increasing United States involvement in international affairs
- (E) legislation granting the President the power to impound funds appropriated by Congress
43. One of the formal tools used by Congress for oversight of the bureaucracy is
- (A) the line-item veto
(B) authorization of spending
(C) impoundment bills
(D) private bills
(E) senatorial courtesy

United States Government & Politics Section I

44. Decisions reached by the Supreme Court under the leadership of Chief Justice Earl Warren (1953-1969) did all of the following EXCEPT
- (A) rule against malapportionment in state legislatures
 - (B) void state statutes that permitted school segregation
 - (C) invalidate state abortion statutes
 - (D) expand the rights of criminal defendants
 - (E) increase protection for First Amendment freedoms
45. The “Miranda warning” represents an attempt to protect criminal suspects against
- (A) unfair police interrogation
 - (B) biased jury selection
 - (C) imprisonment without trial
 - (D) illegal wiretapping
 - (E) unjustified police surveillance
46. The reserved powers of the state governments can best be described as those powers
- (A) not specifically granted to the national government or denied to the states
 - (B) implied in the Fifth Amendment
 - (C) listed specifically in the Tenth Amendment
 - (D) exercised by both national and state governments
 - (E) granted to states as part of the implied powers doctrine
47. Critical elections in the United States typically have occurred
- (A) as a result of a temporary shift in the popular coalition supporting one or both parties
 - (B) whenever a third party has secured more than fifteen percent of the presidential vote
 - (C) each time a Republican has been elected President
 - (D) when voter turnout has declined significantly from the previous election
 - (E) when groups of voters have changed their traditional patterns of party loyalties
48. When 18 to 21 year olds received the right to vote in 1971, in the 1972 national elections they did which of the following?
- (A) Voted overwhelmingly for Republican candidates.
 - (B) Voted overwhelmingly for Democratic candidates.
 - (C) Voted overwhelmingly for radical candidates.
 - (D) Turned out at a lower rate than the rest of the electorate.
 - (E) Turned out at the same rate as the rest of the electorate.
49. The largest amount of political coverage in newspapers during presidential campaigns is devoted to
- (A) day-to-day campaign activities
 - (B) the platforms of the major parties
 - (C) candidates’ policy stands on domestic issues
 - (D) candidates’ stands on foreign policy issues
 - (E) candidates’ experience and qualifications
50. A state has 11 electoral votes. In a presidential election, the Democratic candidate receives 48 percent of that state’s popular vote, the Republican candidate receives 40 percent of the vote, and an independent candidate receives 12 percent of the vote.
- If the state is similar to most other states, how will the electoral votes most likely be allocated?
- (A) The Democratic candidate will receive 5 electoral votes, the Republican will receive 4, and the independent will receive 2.
 - (B) The Democratic candidate will receive 6 electoral votes and the Republican will receive 5.
 - (C) The Democratic candidate will receive all 11 electoral votes.
 - (D) The votes will not be allocated until there has been a runoff election between the Democratic and Republican candidates.
 - (E) The House of Representatives will determine the allocation of the electoral votes.

51. Which of the following is the most accurate statement about political parties in the United States?
- (A) Parties increasingly identify themselves with coherent ideologies to attract large blocs of voters.
 - (B) The percentage of voters identifying themselves as either Democrats or Republicans has been declining since the 1970's.
 - (C) National party organizations are generally the strongest party organizations.
 - (D) It is increasingly difficult for third parties to gain more than two percent of the popular vote.
 - (E) Most candidates prefer to run as independents rather than as Democrats or Republicans.
52. The congressional power that has been contested most frequently in the federal courts is the power to
- (A) establish post offices
 - (B) coin money
 - (C) levy taxes
 - (D) regulate commerce with foreign nations
 - (E) regulate interstate commerce
53. Which of the following is an accurate statement about committees in Congress?
- (A) The work of a committee ends when it submits a bill to the full House or Senate for consideration.
 - (B) An individual representative or senator can serve on only one committee and one subcommittee.
 - (C) Membership on key committees such as House Rules and Senate Finance is limited to fixed terms.
 - (D) Standing committees oversee the bureaucracy's implementation of legislation.
 - (E) Committee recommendations tend to have little influence on floor voting.
54. The request of recent Presidents for the line-item veto is a challenge to which of the following principles?
- (A) Separation of powers
 - (B) Senatorial courtesy
 - (C) Eminent domain
 - (D) Executive privilege
 - (E) Congressional oversight
55. Which of the following form an "iron triangle"?
- (A) President, Congress, Supreme Court
 - (B) President, House majority leader, Senate majority leader
 - (C) Interest group, Senate majority leader, House majority leader
 - (D) Executive department, House majority leader, President
 - (E) Executive department, Congressional committee, interest group
56. An election involving more than two candidates in which the person who receives the most votes is the winner is called
- (A) a majority election
 - (B) a proportional election
 - (C) a plurality election
 - (D) a simple election
 - (E) an indirect election

United States Government & Politics Section I

57. Cabinet members often do not have a dominant influence on presidential decision-making because
- (A) cabinet members generally maintain close independent ties to Congress
 - (B) cabinet members generally view their position only as a stepping-stone to further their own political ambitions
 - (C) cabinet members are not permitted to disagree publicly with the President
 - (D) presidential goals often conflict with the institutional goals of individual cabinet-level agencies
 - (E) only half of all cabinet members can be members of the President's party
58. A fundamental source of power for the federal bureaucracy lies in its
- (A) role in moving legislation out of sub-committees
 - (B) role in mediating interstate conflicts
 - (C) ability to convince Congress to fund most projects it supports
 - (D) ability to mobilize public opinion in support of legislative initiatives
 - (E) ability to set specific guidelines after receiving a general mandate from Congress
59. The establishment clause in the First Amendment does which of the following?
- (A) Guarantees freedom of speech to all citizens.
 - (B) Prevents prior restraint of the press.
 - (C) Prohibits the setting up of a state church.
 - (D) Defines the concept of dual citizenship.
 - (E) Allows citizens to enter freely into contracts with other citizens.
60. *Griswold v. Connecticut* and *Roe v. Wade* are similar Supreme Court cases in that both cases are based on the
- (A) rights of gay men and lesbian women
 - (B) right of privacy
 - (C) right to an abortion
 - (D) right to freedom from cruel and unusual punishment
 - (E) right of women to equal protection before the law

END OF SECTION I.

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY
CHECK YOUR WORK ON THIS SECTION.

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

SECTION II

Time — 100 minutes

Percent of total grade — 50

General Instructions

All students must answer all four free-response questions. You should spend approximately 25 minutes answering each of the four questions. All four questions will be weighed equally in determining your score on this section of the test.

Section II of this examination requires answers in essay form. The questions for Section II are printed in the green insert. Use the green insert to organize your answers and for scratchwork, but write your answer in the pink booklet. Number each answer as the question is numbered in the examination. Do not skip lines. Begin each answer on a new page in the pink booklet.

You should write your answers with a pen, preferably one with black or dark blue ink. If you must use a pencil, be sure it has a well-sharpened point. Be sure to write CLEARLY and LEGIBLY. Cross out any errors you make.

No credit will be given for work shown in the green insert.

UNITED STATES GOVERNMENT AND POLITICS

SECTION II

Time—100 minutes

Directions: You have 100 minutes to answer all four of the following 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. Illustrate your essay with substantive examples where appropriate. Make certain to number each of your answers as the question is numbered below.

1. In the 1990's presidential election campaigns have become more candidate centered and less focused on issues and party labels. This change has been attributed both to how the media cover presidential campaigns and to how candidates use the media. Identify and explain two ways in which the media have contributed to candidate-centered presidential campaigns. Identify and explain two ways in which presidential candidates' use of the media has contributed to candidate-centered campaigns.

Your answer should NOT include a discussion of presidential primary elections.

2. National interest groups often target national-level policymaking institutions to achieve their policy objectives.

Select one of the following national interest groups.

- American Association of Retired Persons (AARP)
- American Medical Association (AMA)
- National Association for the Advancement of Colored People (NAACP)
- National Association of Manufacturers (NAM)

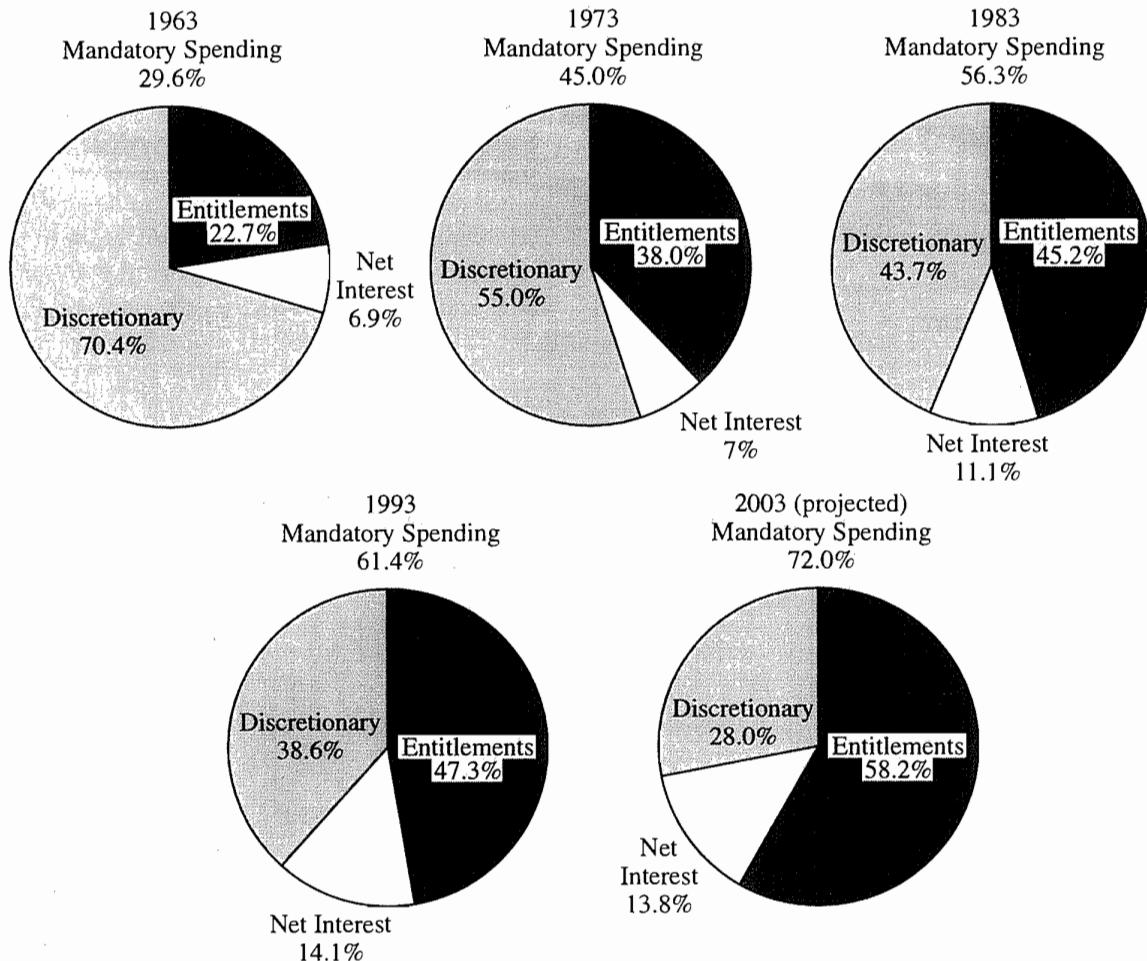
For the group you selected do each of the following.

- a. Identify one major national-level policymaking institution that this group targets.
 - b. Describe one resource or characteristic of the group you have chosen AND explain how it influences the choice of the target you have identified in (a).
 - c. Describe another resource or characteristic of the group you have chosen AND explain how it influences the choice of the target you have identified in (a).
3. Is Congress effective in exercising legislative oversight of the federal bureaucracy? Support your answer by doing ONE of the following.
- Explain two specific methods Congress uses to exercise effective oversight of the federal bureaucracy.

OR

- Give two specific explanations for the failure of Congress to exercise effective oversight of the federal bureaucracy.

GROWTH OF MANDATORY SPENDING IN THE FEDERAL BUDGET



4. Using the information in the pie charts above, identify two budgetary barriers that hinder the creation of new policy initiatives. Explain why each of the barriers you identified persists. Using your knowledge of United States politics, identify one nonbudgetary barrier AND explain how this barrier hinders the creation of new policy initiatives.

END OF EXAMINATION

Chapter III

Answers to the 1999 AP United States Government & Politics Examination

- Section I: Multiple Choice
- Section II: Free Response
 - Student Preparation for the Exam
 - Scoring Guidelines, Sample Student Responses, and Commentary

Section I: Multiple Choice

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

Section I Answer Key and Percent Answering Correctly

Item No.	Correct Answer	Total					
		5	4	3	2	1	Percent Correct
1	D	99	98	97	90	63	92
2	A	93	89	84	79	64	82
3	C	92	88	81	75	59	80
4	B	93	87	73	55	32	70
5	E	94	88	83	72	53	80
6	C	99	98	96	94	81	94
7	D	97	93	86	73	42	81
8	E	91	79	61	37	21	59
9	A	91	85	77	62	34	72
10	D	99	97	92	79	48	86
11	B	91	82	70	57	39	69
12	C	90	83	70	57	43	69
13	D	90	85	79	65	44	74
14	E	89	80	74	65	53	73
15	A	97	93	88	78	62	85
16	C	97	93	82	66	41	77
17	D	90	81	70	57	43	68
18	E	83	70	60	51	36	60
19	D	64	53	42	32	20	42
20	B	87	75	64	52	39	62
21	D	94	86	72	50	22	67
22	E	75	64	57	45	35	55
23	A	74	57	44	36	29	45
24	C	97	93	87	79	56	84
25	D	95	89	78	59	30	72
26	B	95	90	80	64	35	76
27	C	95	87	78	58	31	73
28	E	62	52	46	38	28	44
29	C	71	60	54	49	40	55
30	E	84	68	53	36	24	52

Item No.	Correct Answer	Total					
		5	4	3	2	1	Percent Correct
31	A	89	80	68	53	37	65
32	D	79	66	51	38	21	52
33	A	82	72	63	56	38	63
34	A	89	71	53	38	25	52
35	E	85	72	55	38	20	55
36	B	99	95	90	75	46	84
37	C	90	83	73	58	38	69
38	D	86	81	69	48	25	64
39	B	85	71	54	35	19	52
40	A	46	27	15	10	11	19
41	A	85	74	60	44	26	58
42	E	81	63	47	33	19	48
43	B	95	86	71	42	15	64
44	C	67	52	40	30	22	41
45	A	99	97	92	82	58	89
46	A	90	76	63	44	20	60
47	E	81	62	46	34	16	47
48	D	86	76	66	55	38	66
49	A	64	45	34	26	22	37
50	C	95	87	76	54	26	71
51	B	79	62	48	35	21	49
52	E	85	74	60	44	26	58
53	D	40	33	29	26	19	29
54	A	84	67	49	30	21	49
55	E	88	77	60	38	20	57
56	C	71	54	39	26	13	40
57	D	87	73	54	31	19	54
58	E	73	49	25	15	11	33
59	C	89	74	56	33	13	54
60	B	79	65	51	35	23	51

Section II: Free Response

Comments provided by William P. McLaughlan of Purdue University, the Chief Faculty Consultant for AP Government & Politics.

Student Preparation for the Exam

The questions for the United States Government and Politics Examination are designed to reflect and emphasize core areas of substance that introductory college courses require of students. The 1999 questions asked for concepts and specific examples, and although student performance on these questions certainly varied, there was little disagreement that the concepts and tasks asked of the candidates were relevant, important, and appropriate for introductory college courses. There are several general points that can be emphasized about student performance.

- First, candidates must read the question and understand what is asked of them. Without that understanding at the outset, any attempt to answer a question becomes problematic at best. A question may or may not ask the student to identify factors. Some questions may ask the student to take a stand or a position on an issue. The question that asks for “explanations” requires different treatment than one that asks the student to support a “yes” or “no” answer with evidence. Some questions begin by asking for a conceptual outline or framework and then ask the student to apply it to specific cases. It appears as if there is a more careful reading and understanding of the questions by students than used to be the case. However, even in the 1999 examination, there is some evidence that students failed to understand what was asked of them.
- This leads to a second important point about student performance on the examination. Students had very different levels of mastery of the substantive materials required by the exam. In a remarkable number of cases, results from the multiple-choice questions indicated a lack of mastery of elementary factual and definitional materials. Some free-response essays also reflected striking factual limitations or careless or wrong factual statements. Factual errors in multiple-choice questions were

often fatal. In essay questions, such errors might or might not be fatal to the student’s score on the essay; it depended on how crucial the error was to the student’s conclusions and performance on the tasks contained in the question. At the same time, there were many instances where students demonstrated sophisticated and complete mastery of the substantive material required to answer the questions.

- Students are advised to map out their answers in order to present a stronger free-response essay than the student who just starts writing. Outlining their response benefits the students because it can insure systematic and comprehensive attention to each and every part of the question. Students who think they do not have anything to present, or do not know the answer to the question, should think carefully about the concepts, the subject, and the relationships that are the focus of the question. Candidates may well be able to fashion a satisfactory answer to the question if they think about and organize what they do know about the subject, rather than just panic and throw anything they can think of into an essay.
- Managing time is also an important skill for candidates to bring to the AP Government and Politics Examination. While there was some evidence of time management problems in the 1999 U.S. examination, the essays of many candidates reflected careful attention to required tasks. Twenty-five minutes to prepare and write an essay does not give a candidate a great deal of extra time, but the range and scope of the questions (narrower than the previous format) take the time limits into account.

The result of better time management and closer attention to what the question asked was that most students had plenty of time to address the precise tasks of the questions and to present strong and complete responses. These essays clearly exhibited knowledge and skill in the time available. Unfortunately, some candidates’ essays demonstrated what happens when they don’t have time to convey all they know about the subject. This shotgun approach to writing an essay is perhaps related to the nature of the student’s knowledge about the subject as much as their management of time.

Scoring Guidelines, Sample Student Responses, and Commentary

The answers presented here are actual student responses to the four free-response questions on the 1999 AP United States Government and Politics Examination. The students gave permission to have their work reproduced at the time they took the exam. These responses were read and scored by the Question Leaders assigned to each particular question and were used as sample responses for the training of faculty consultants during the AP Reading in June 1999. The actual scores that these students received, as well as a brief explanation of why, are indicated.

General Comments on Question 1

Question 1 asked students to *identify* and then *explain* two “ways” the media have contributed to candidate-centered presidential campaigns and two “ways” that presidential candidates’ use of the media contribute to candidate-centered presidential campaigns. This means the student needed to identify two ways in which the media contribute to candidate-centered *presidential* campaigns, and then provide explanations for *how* each of the identified ways contributes to this kind of campaign. The connection between the media and campaigns was not always clear in the students’ essays, and some candidates described the influence without linking it to candidate-centered campaigns.

The student was also asked to identify two ways in which candidates use the media to foster candidate-centered presidential campaigns. This was to be followed by explanations of how candidates’ use of the media fosters candidate-centered campaigns. Many students got side-tracked in writing a general essay about media and politics, perhaps because many U.S. government and politics textbooks cover this topic as a full and independent chapter. Such an essay often earned no points, however, because it did not answer Question 1.

The lower-scoring essays were more general than the question called for, and they focused on media and politics rather than presidential campaigns. To score well, students needed to focus their identifications and explanations on presidential campaigns, rather than campaigns in general.

Question 1 Scoring Guidelines

8 points total

■ Two ways MEDIA have contributed to candidate-centered presidential campaigns:

1 point — each identification of a way in which the media have contributed to candidate-centered presidential campaigns (maximum of 2 points)

Note: Must be some linkage to candidate-centered presidential campaigns

1 point — explanation of each way in which the media have contributed to candidate-centered presidential campaigns (maximum of 2 points)

The following are some acceptable ways that the media contribute to candidate-centered presidential campaigns:

- Coverage of candidate's background
- Image-centered coverage/personality
- Talk shows, TV debates
- Horserace, reporting polls
- Candidate sound bites
- De-emphasizing party
- Feeding frenzy
- Coverage of convention
- Investigative reporting/scandals
- Focus on candidate gaffes

■ Two ways presidential CANDIDATES' use of the media has contributed to candidate-centered presidential campaigns:

1 point — each identification of a way in which the candidates' use of the media has contributed to candidate-centered presidential campaigns (maximum of 2 points)

Note: Must be some linkage to candidate-centered presidential campaigns

1 point — explanation of each way in which the candidates' use of the media has contributed to candidate-centered presidential campaigns (maximum of 2 points)

The following are some acceptable ways that candidates' use of the media has contributed to candidate-centered presidential campaigns:

- Negative commercials/mudslinging
- Attention-getting: public appearances to enhance public attention to individual qualities; timing of candidate activities to make free news coverage
- Seeking contributions
- Leaking information
- Image building: positive ads; hiring consultants; TV debates that focus on individual appearance/qualities; getting on talk shows
- Candidate creating choreographed opportunities
- Use of the Internet to disseminate information
- Sound bites

0 for relevant attempted answer that earns no points
— for blank or off-task answer

Point Distribution Matrix

First Media Contribution	Second Media Contribution	First Candidate Use of Media	Second Candidate Use of Media
Identification 1 point	Identification 1 point	Identification 1 point	Identification 1 point
Explanation 1 point	Explanation 1 point	Explanation 1 point	Explanation 1 point
Max. 2 points	Max. 2 points	Max. 2 points	Max. 2 points

Sample Student Responses

Student Response 1

The presidential candidate and the media have an important relationship in that the candidate desires to utilize the media and the media simultaneously desires control over the public's information on the president; such conflicting interests have led to overall focus of campaigns on the candidate's rather than the issues.

First, this is shown in the style of the media's campaign coverage since the 1990s. The media has tended to stray from the ~~candidate~~ candidate's policies and platforms and instead shows various aspects of the president's personality ~~and~~ character, and history. The campaign coverage tends to focus on the day-to-day events of the candidates' campaigns, mentioning more about a candidate's visit to groups of children, workers, etc. than the candidate's political views, promises, and policies. The media as a whole will show the arbitrary aspects of the campaign—the public greetings and addresses—more than it will address actual political content. Further, the media has both a need and desire to sensationalize the news, for entertainment and creating interest in consumers. As a result, personal facts and histories are critically investigated and brought to the public eye. For example, when the cases of both Jennifer Flowers and Paula Jones arose amidst Bill Clinton's 1992 presidential campaign, the media had a feeding frenzy, emphasizing these stories for their sensational natures. This led to a better portrait of the man as a human, which the ~~masses~~ masses are intrigued by.

The presidential candidate himself, of course, also leads to the media's candidate-based nature

of campaign coverage. The ~~opp~~ candidate tends to use the media as a campaign enhancer, a tool by which he (or she) may gain great amounts of publicity for his (or her) ~~own~~ benefit. The candidate will encourage the campaign-time mediacircus in the fact that campaign coordinators will tend to purposely arrange ~~other~~ public events or appearances for the media to cover. Such continuous footage of, perhaps a president shaking hands, kissing babies, or playing golf ~~will~~ consequently show the human side of a candidate ~~and~~ and tend to overshadow the prevalence of the issues in the campaign. Also, the candidates may use the media to their benefit through negative advertisements. Stations will ~~be~~ readily accept ads. The trend tends to be toward negatively portraying the opposing candidates. For instance, the Clinton/Gore '92 campaign attacked Bush for his personal failure to uphold promises from his '88 campaign. Though the ad attacked his policies as well, the focus tended toward attacking his integrity and honesty as a person. This, of course, tarnishes the opposing candidate, a goal of so many campaigns today. These focuses on the people and not so much their policies and proposals have led the ^{start} nature of the media in a campaign to move more toward a public image of the people themselves rather than their political make-ups.

Commentary:

This student did an excellent job of answering all parts of the question. There is a clear identification of the media's efforts to develop candidate-centered presidential campaigns. First, the media's focus on background and personality of candidates is identified and is well explained. The essay also identifies and explains a second example of the media's focus — the use of investigative reporting. The other dimension of the question — candidates' use of the media — is also well developed. The student earns full credit for the identification and explanation of (1) attention getting and (2) negative television ads by candidates. Score = 8.

Student Response 2

With the media playing a greater role in presidential campaigns, these elections have become less issue focused & more & more candidate focused. One such reason is the role played by the media, which does a "horse race" journalism & focuses on the activities of the candidate instead of the issues or party labels. The candidates themselves use the media to their advantage, selling themselves instead of their ideals and using the media to discredit their opponents. They have also found

Candidates, not party/issues get the spotlight in horse-race journalism. In this type of media, newspapers & news channels report on how well the candidate is faring in different states; by how much they are winning/losing in the polls. Although this makes the voters aware of how others are voting, it draws attention away from the issues of the race; & turns it into nothing more than that - a race for the finish line.

The media has also discovered that the public doesn't care as much about presidential election ~~or~~ conventions as much as it cares about the actual activities of the candidate. The public would much rather see a candidate "kissing babies" than speaking about their party's platform.

The presidential candidates themselves have also drawn attention away from their issue by selling their personal image. Research has found that w/ the advent of P.U., the public is likely to vote on personal appeal of the candidate w/out considering their party identification or issues. Therefore the candidates have been using P.U. to get recognition, ~~reputation~~ or to discredit their

opponents through mud slinging or attacking their character - rarely their issues.

The public ~~is~~ also holds rather strong opinions on certain issues - such as abortion. If candidates were to concentrate on issues, they are likely to alienate one half or another of their electorate. Therefore, they use the media to draw attention away from specific issues & instead make broad, unspecific promises about their policies. Instead they try to focus on their personal capabilities & qualifications for president.

The ~~candidate's~~ ^{presidential} campaign's have drifted ~~farther~~ farther and farther from issues & party labels for a variety of reasons, mostly reasons associated w/ the media. Horse race journalism & voter interest in the candidate themselves are two such reasons. Another two reasons are the fact that the candidates have used the media to promote their personal image & avoid hot topics that could lose them their base of support.

Commentary:

This student clearly earns full credit for identifying and explaining horserace journalism as one way the media contribute to candidate-centered campaigns. However, the second media contribution — the focus on candidate image — though identified, is not explained, so it only receives 1 of the 2 possible points. The student receives full credit for the identification and explanation of candidates' use of image manipulation. In addition, the student identifies and explains attention getting as the second way candidates contribute to candidate-centered campaigns. Score = 7.

Student Response 3

The media's increasing role in the covering of presidential campaigns has turned the races into more candidate centered by the media. Our use of "horse races" and focus on character and the candidates focus on high-profile speeches and more ~~glamorous~~ ^{glamorous} attitudes. These programs have changed the ~~face~~ ^{image} of elections in the 1990's from being less focused on issues and more focused on the candidates themselves.

The media's role in making election more candidate centered has ~~come~~ ^{come} through its ~~use~~ ^{use} of "horse races" and focus on the candidate character. The former media coverage focused on all candidates and may have given a little time to each; however, now the media may put all their time into two candidates ~~making~~ ^{making} them the primary focus of what the public sees. These "horse races" help determine what the voters see and do ~~not~~ ^{not} see, and create their opinions of the candidate. A candidate's entire political ~~stance~~ ^{stance} may be ~~overlooked~~ overlooked if the media well represents him. In addition, the media will often ~~cover~~ ^{cover} ~~more~~ ^{more} ~~human~~ ^{human} ~~interest~~ ^{interest} stories on the candidate, rather than his ideological background. The candidate's ~~grass~~ roots or struggles to get to the point he is at now have more appeal to the public than do his ~~opinion~~ ^{opinion} on gays in the military, for example. By focusing on only

a few candidate, the media is able to manipulate what the election is about. As increasingly, elections are ~~about~~ not about the candidate and not his issues.

The candidate himself can also manipulate the media to re-focus a campaign. By making high profile speeches about family values and including it his family in the campaign, the candidate seems more real to the voting public. Creating an image for the media of a family man with traditional values, the candidate is looked at from his character and not his political views. Also, candidates have ~~become~~ ^{become} more ~~glamorous~~ ^{glamorous} in recent election. Instead of coming off as a political robot, candidates have become more ~~shy~~ ^{shy} and composed and seem like men the public would like to meet and be friends with. These personalities have come off through the media's coverage of election creating a new outlook for the candidate.

In ~~another~~ conclusion, the changing role of the media in the coverage of elections has refocused the ~~to~~ election to more candidate and less political elections.

Commentary:

The student receives 1 point for identifying horse race journalism as a media contribution, but there is no explanation of that contribution. The identification and explanation of image as a second way that the media contribute to candidate-centered presidential campaigns earns 2 points. The student receives full credit (2 points) for the identification and explanation of candidate image-creation, but there is no additional identification or explanation of another way candidates use the media. Score = 5.

General Comments on Question 2

Question 2 asked students to select one of the listed interest groups. In part (a) the student was asked to identify a national policymaking institution that one of the listed interest groups targets. Some students failed to select one of the national institutions that makes or develops policy in this country. Parts (b) and (c) of the question then asked the student to describe one resource or characteristic of the selected interest group *and to* link that resource or characteristic to the group's selection of institution.

Resources and characteristics are different features of interest groups, but a number of students chose to describe instead the general activities of their chosen group. Thus, weaker answers often explained how the group might use the selected resource or characteristic to influence policymaking. These students did not focus on how a resource or characteristic influences the selection of a policy-making institution. Parts (b) and (c) asked how the resource or characteristic of the group *structured the group's choice* of institution, not how that resource or characteristic was used to influence policy making.

Question 2 Scoring Guidelines

7 points total

The student must identify the national interest group he/she is discussing

(a) **1 point total** for a correct identification of a national policymaking institution that the selected group would target

- The President
- The Legislature (credit given for identifying either the House or the Senate)
- The Judiciary
- The Bureaucracy or a specific agency

If a student identifies a specific agency it should be clearly and substantively connected to the interest group, e.g., AARP focuses on Social Security Administration, Medicare portion of HHS, FDA and specific health remedy. AMA might focus on the FDA or the Dept. of HHS. NAACP might focus on the Dept. of Justice Civil Rights Division or the EEOC. NAM focuses on FTC, Dept. of Commerce, Transportation, Labor (OSHA).

Note: Incorrect answer is a non-national institution or non-policymaking institution.

(b) 3 points total

- **1 point** for *identifying* a characteristic or resource of the selected group. All that is required here is an identification of a relevant characteristic or resource of the group. Note: Candidate may receive 1 point here without earning the point in (a).
- **2 points** (maximum) for *explaining how* the characteristic or resource identified influences the choice of the policymaking institution targeted.
- **No points** are awarded if a student did not earn the point in (a) for identifying the targeted institution.
- **1 point** for only a general explanation that provides some linkage of the characteristic or resource to the choice of target institution.
- **2 points** for a specific or full explanation that describes **HOW** the characteristic or resource influences the choice of target.

(c) 3 points total

- **1 point** for *identifying* a second characteristic or resource of the selected group. All that is required here is an identification of a relevant characteristic or resource of the group. Note: Candidate may receive 1 point here without earning the point in (a).

- 2 points (maximum) for *explaining how* the second characteristic or resource identified influences the choice of the policymaking institution targeted.
 - **No points** are awarded if a student did not earn the point in (a) for identifying the targeted institution.
 - **1 point** for only a general explanation that provides some linkage of the characteristic or resource to the choice of target institution.
 - **2 points** for a specific or full explanation that describes **HOW** the characteristic or resource influences the choice of target.
- 0** for relevant attempted answer that earns no points
— for blank or off-task answer

Point Distribution Matrix

Policymaking Institution	First Group Characteristic or Resource	Second Group Characteristic or Resource
Identification 1 point	Identification 1 point	Identification 1 point
	Explanation 1 or 2 points	Explanation 1 or 2 points
Max. 1 point	Max. 3 points	Max. 3 points

Sample Student Responses

Student Response 1

Congress is considered policy-making because it passes laws makes policy

NAM

The ~~NATO~~ influences many major national-level policy-making institutions such as Congress.

NAM

One of the most important resources the ~~NATO~~ has is its ^{influential} large membership and ~~large~~ lots of money. Because NAM is made up of many manufacturing corporations, it has a good deal of money to be used by NAM for promoting policy which will help manufacturers. This money is often used to give to members of Congress's campaigns or to take them on trips. The financial support for campaigns is very important to win elections, and NAM can offer this support to the members. This relationship with ~~large~~ ^{NAM's influential members} also comforts Congressmen about possible employment after Congress ~~leaves~~ ^{leaves} part of an "iron triangle".

NAM is also an united interest groups because Manufacturers are all interested in the same basic things such as tax breaks and restriction on their workers' unions. Because their interests are similar, there are no "cross-cutting interests" to divide their support. As the interest groups of larger size ~~get~~ a more diverse membership, crossing interests will appear. But because ~~the~~ NAM does not deal with cross-cutting interests, it can provide the full support of its membership behind specific purpose. It is much easier for Congress to successfully pass ^{the} legislation which NAM desire because these issues are specific of Congressmen will indicate that by not enacting certain legislation, it will anger most of the corporations in NAM.

In conclusion, NAM is a powerful interest group that is influential in influencing Congress because it links a moneyed influential corporation that have similar interests with no glaring differences to direct them. Unfortunately, their main resources do not necessarily reflect those views and therefore, many people question the helpfulness of interest groups...

Commentary:

The candidate selects the NAM as the interest group and then identifies Congress as the targeted institution. One group resource selected is "influential membership." The discussion of this resource earns full credit. The specific explanation of how this resource influences the choice of the targeted institution is developed well.

"Money" is also discussed as a resource of the organization, and that identification is awarded 1 point. The specific explanation of that resource is very sound, and this results in full credit. This essay is an example of one that directly treats all the components of the question with specificity. Although the student also indicates that group cohesion is a resource of the NAM, this is not necessary since two other resources are quite adequately treated. Score = 7.

Student Response 2

A) The American Association of Retired Persons targets Congress to achieve their policy objectives.

B) One characteristic of this group is the fact that the elderly make up a large percentage of the voting population. Because of this, they have a large say in who gets into office and who stays in office.

Also because they are retired, they have more time to find out about the issues. They aren't an uneducated voting block. Congressional candidates must know their platform and how it helps the AARP. Also because of the voting percentage, AARP issues are important to Congress: issues like Medicare and Medical and Social Security.

C) Another characteristic of the AARP is that tends to be slightly conservative economically and slightly liberal socially. Congress must work with this if they want to be reelected. Congress's decisions must be influenced by the AARP because they are their backers.

Commentary:

The student selects AARP as the interest group and identifies Congress as the targeted institution. That identification clearly warrants a point. "Voter strength" is specified as a resource, and is given full credit. The specific explanation of this resource is very sound. A second resource of AARP, the "time members have," is also identified and that earns 1 point. This is a difficult resource to treat analytically and there is really no discussion of that resource contained in the essay. The last paragraph, focusing on the "conservatism" of the AARP, is not a resource. Score = 5.

Student Response 3

Although National interests groups have always had an influence on policy making institution, their influence was never as great as it is today.

An interest group at the forefront of this struggle to achieve policy objectives is The American Association of Retired Persons or the AARP.

The majority of the AARP's efforts have been concentrated on pushing Congress to implement social security reform to allow the retired to reap the benefits that they have earned. Currently if Congress was to keep the current Social Security measure in place, then within the next 50 years it is projected that the government would run out of money to pay for their social security. This would be tragic for the economy of the country as well as its overall well being.

The AARP have two major points to use for leverage to pass the bill. First, the elderly make up a large portion of the voting population. And as a direct result, if their needs will not be met by an individual running for Congress or for the Presidency, then those individuals will surely lag behind in the poll. These people are either elderly or disabled and so they need to retire. They have the right to receive their social security benefits after putting so much money into the system for so long. The AARP stick to this necessity and will not vote for individuals who will not provide for them.

The second point of leverage is that the elderly make up a large portion of America's economy. Most elderly rely on their social security as their only source of income because they have nothing else. If they do not continue to receive their benefits in the future then they will not be able to buy anything and the economy ~~will~~ would suffer severely. Henceforth by bringing light to this issue by appealing to Congress, the AARP does its best to influence Congress into providing for the retired. Likewise they can fund the campaign of those that will ^{provide} ~~the~~.

It is clear that the AARP is a National interest group which targets Congress in order to maintain that their constituents will continue to reap the benefits of their hard work. If their needs are ignored then the candidates will not be elected and if they are totally ignored by all candidates then the American economy is doomed.

Commentary:

The student identifies a targeted institution of the AARP — Congress. That earns 1 point. "Size" is discussed as a resource of the group and earns a point. The general explanation of that resource earns 1 point under the grading standard, although its substance and its specificity are scattered in the essay rather than contained in a single paragraph. The candidate attempted to use the same resource (size) a second time in a different context. However, this received no credit under the rubric. The essay contains many correct statements, but they are not related to the question and thus earn no points. Score = 3.

General Comments on Question 3

Question 3 asked students to evaluate the regulative role of Congress. Students were asked to evaluate the effectiveness of congressional oversight of the federal bureaucracy. The question presumed that the student knew something about what the federal bureaucracy is, and what constitutes congressional oversight. At the outset of the essay, the student had to decide whether Congress is “effective” or “not effective.” A general discussion of both sides of the issue was not a correct response to the question, nor was a discussion in which the student took one position and then argued the opposite case. The question required that the student take an explicit position, best stated in a thesis sentence. Next, the question asked the student to give two methods or reasons explaining either congressional success or failure in overseeing agencies.

Students were usually familiar with the budgetary and jurisdictional functions of Congress, but they were less sure of the “sunset” legislation and the role of oversight agencies like the GAO and CBO. Some students who chose the affirmative argument that

Congress is effective were able to make the budgetary oversight argument and the authorization/reauthorization case with ease. Students who argued that Congress is ineffective generally provided vague arguments about bureaucratic size and complexity. They often had difficulty showing how and why the oversight was not effective. The best essays here discussed the vagueness of enabling legislation, the labor-intensive efforts required of Congress to oversee a technical bureaucracy, and the lack of political payoff for undertaking an investigation of an agency or program. Points were awarded on how well the student explained the various methods chosen to illustrate congressional oversight. Sometimes students used specific examples without giving general principles. Some students focused on the size of the bureaucracy and ignored any discussion of complexity or duplication of effort inherent in large complex public organizations. Neither a discussion of checks and balances nor explanations of how a bill becomes a law were acceptable responses to this question.

Question 3 Scoring Guidelines

5 points total

1 point for taking an explicit position: “Yes, Congress is effective” or “No, Congress is not effective” in providing oversight of the bureaucracy.

If the writer takes the affirmative (Congress exercises effective oversight):

2 points (maximum) for a complete explanation of first specific method Congress uses to exercise effective oversight.

- Award **1 point** for a statement showing general understanding of method of oversight.
- Award **2 points** for a specific explanation showing **How/Why** the method is effective.

Methods of effective oversight *may* include:

- Budget control
- Reauthorization/jurisdiction of agencies

- Setting guidelines for new agencies
- Hearings, committee investigations
- Power to organize/reorganize agency
- “Sunset” legislation
- Congressional support agencies — GAO, CBO
- Iron triangles as a source of information
- Casework as a source of information
- Influence over selection of leadership
- Program evaluation

2 points (maximum) for a complete explanation of a second specific method Congress uses to exercise effective oversight. Use the guidelines above for the first method in awarding 1 or 2 points for the explanation of the method.

If the writer takes the negative (Congress fails to exercise effective oversight):

2 points (maximum) for a complete explanation of the first reason for this failure.

- Award **1 point** for a statement showing general understanding of why failure occurs.
- Award **2 points** for a specific explanation of **How/Why** the oversight method is not effective.

Reasons for the failure *may* include:

- No electoral payoff /political ramifications
- Oversight is labor intensive/hard work
- Lack of technical expertise
- Logrolling
- Lack of budget control
- Enabling legislation is vague
- Interest groups/PACs encourage members to overlook effective administration
- Failure to “use” available powers or ineffective use of them

- Iron triangles/cozy relationship with agencies
- Bureaucratic pathologies (for example, Congress creates opportunities for casework through red tape; firing administrators is difficult)

2 points (maximum) for complete explanation of the second reason congressional oversight fails. Use the guidelines above for the first reason in awarding 1 or 2 points for the explanation of the reason.

Points to remember when scoring Question 3:

- A general discussion of checks and balances is not acceptable and does not receive credit.
- If the thesis contradicts the discussion or reasons or explanations, score the answer that gives the student the most points.

0 for relevant attempted answer that earns no points
— for blank or off-task answer

Point Distribution Matrix

Position on Effective Oversight	First Specific Method or Explanation	Second Specific Method or Explanation
1 point	1 or 2 points	1 or 2 points
Max. 1 point	Max. 2 points	Max. 2 points

Sample Student Responses

Student Response 1

The federal bureaucracy is made up of institutions that serve to control or regulate some area of policy in the United States. Some members are in the Department of Transportation, Defense, State, and Commerce.

The Congress is effective in exercising legislative oversight of the federal bureaucracy, through their use of finance and congressional mandates.

All money for the United States government is controlled by Congress. Any bill concerning finance must be presented to the House of Representatives first. Through the president (more accurately, his Office of Management and Budget) prepares the government budget, the representatives must approve it. Through central of the purse strings, Congress effectively oversees the federal bureaucracy. Without money, the bureaucracy cannot function, and if Congress is displeased, they can withdraw money, according to the Budget and Impoundment Act. When President Clinton sent troops to Kosovo, the Department of Defense was powerless without money from Congress. If the DOD upsets Congress, Congress can withdraw money, effectively exercising legislative oversight.

Also important in Congress: legislative oversight is its use of congressional mandates. Even though the individual members of the bureaucracy make the actual policy, Congress is the institution that sets the mandates. To the Department of Transportation, is allowing ~~Interstate~~ roads to deteriorate, Congress can set a mandate

that says the road must be improved. The Department of Transportation will be the ones to develop the projects and allocate the money, but the Congress is the driving impetus behind it. Through mandates, Congress effectively sets goals for the Federal bureaucracy, and enforces legislative oversight.

Congress is effective in exercising legislative oversight on the federal bureaucracy through financial control and the use of mandates. Without money, the bureaucracy is powerless, and without mandate they are directionless. Congress controls them by controlling both their power and direction.

Commentary:

The student takes the explicit position that Congress is effective in exercising legislative oversight of the federal bureaucracy. The first specific method of effective oversight identified is "the use of finance" by Congress. The writer identifies this as being "all money for the United States government is controlled by Congress" and receives a point for this identification. The explanation of this method as "control of the purse strings," meaning Congress can withhold funding of a bureaucracy if displeased with its policies, is well developed. The second specific method of oversight identified is "the use of congressional mandates" to define the parameters within which the bureaucracy may then implement actual policy. This part of the analysis demonstrates the candidate's understanding of this method of oversight by indicating that although the bureaucratic agency may develop the policy, "Congress is the driving impetus behind" agency policy, since the legislature has set the broad goals under which the bureaucracy must function. Score = 5.