

## **2019 AP® US GOVERNMENT AND POLITICS FREE-RESPONSE QUESTIONS**

4. The United States Constitution establishes a federal system of government. Under federalism, policy making is shared between national and state governments. Over time, the powers of the national government have increased relative to those of the state governments.

Develop an argument about whether the expanded powers of the national government benefits or hinders policy making.

Use at least one piece of evidence from one of the following foundational documents:

- The Articles of Confederation
- *Brutus 1*
- *The Federalist 10*

In your essay, you must:

- ✓ Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.
- ✓ Support your claim or thesis with at least TWO pieces of accurate and relevant evidence.
  - One piece of evidence must come from one of the foundational documents listed above.
  - A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may be from your knowledge of course concepts.
- ✓ Use reasoning to explain why your evidence supports your claim or thesis.
- ✓ Respond to an opposing or alternative perspective using refutation, concession, or rebuttal.

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**Begin your response to this question at the top of a new page in the Free Response booklet  
and fill in the appropriate circle indicating the question number.**

**STOP**

**END OF EXAM**

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**Question 4**

**6 points**

**Row A:** Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.

<b>0 points</b>	<b>1 point</b>
	Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.

**Decision Rules and Scoring Notes**

<b>Responses that do not earn this point:</b>	<b>Responses that earn this point:</b>
<ul style="list-style-type: none"><li>The intended claim or thesis only restates the prompt.</li><li>The intended claim or thesis does not make a claim that responds to the prompt.</li></ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Restates the prompt:</b></p> <ul style="list-style-type: none"><li><i>“Because of my knowledge of the United States Government, I believe the expanded powers of the national government benefit policy making.”</i></li></ul> <p><b>Does not respond to the prompt:</b></p> <ul style="list-style-type: none"><li><i>“The federal government has expanded power over time.”</i></li></ul>	<ul style="list-style-type: none"><li>The claim or thesis responds to the prompt rather than restating or rephrasing the prompt and establishes a line of reasoning.</li><li>The response includes a defensible claim or thesis that establishes a line of reasoning about whether the expanded powers of national government benefits or hinders policy making.</li></ul> <p><b>Examples that earn this point:</b></p> <ul style="list-style-type: none"><li><i>“The expanded powers of the national government have made it more efficient, and if states had more power it would be dangerous.”</i></li><li><i>“The expanded powers of the national government benefit policy making because of the strength of the Constitution, the increase of cooperative federalism, and the advantages of fiscal federalism.”</i></li></ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>The claim or thesis must consist of one or more sentences that may be located anywhere in the response.</li><li>A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li></ul>	

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**Question 4 (continued)**

**Row B:** Support your claim or thesis with at least TWO pieces of accurate and relevant evidence.

<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
	Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt.	Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u> .	Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u> .

**Decision Rules and Scoring Notes**

<b>Responses that do not earn points:</b>	<b>Responses that earn 1 point:</b>	<b>Response that earns 2 points:</b>	<b>Response that earns 3 points:</b>
<ul style="list-style-type: none"><li>Do not provide any accurate evidence</li><li>Provide evidence that is not relevant to the topic</li></ul>	<ul style="list-style-type: none"><li>Must provide one piece of evidence relevant to the topic of the prompt</li><li>May or may not have a claim or thesis</li></ul>	<ul style="list-style-type: none"><li>Must provide one piece of specific and relevant evidence that supports the claim or thesis. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts.</li></ul>	<ul style="list-style-type: none"><li>Must provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence <b>must come from a foundational document listed in the prompt</b>. The other piece of evidence can come from a different foundational document or from knowledge of course concepts.</li></ul>

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**Question 4 (continued)**

		<b>Example that earns 2 points:</b> <ul style="list-style-type: none"><li data-bbox="838 382 1135 1142">• <i>"The U.S. has already tried giving states more power than the national government, and it has proved to be ineffective. The Articles of Confederation are a prime example of why a strong national government is better. With the Articles, the government could do very little. It made the states more independent by allowing them to have their own currency and impose their own taxes."</i></li></ul>	<b>Example that earns 3 points:</b> <ul style="list-style-type: none"><li data-bbox="1173 382 1465 734">• <i>"According to Federalist 70, a strong executive benefits the country because it is easier for one person than a group to make decisions, and someone is held accountable."</i></li></ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li data-bbox="164 1248 1465 1311">• To earn 2 or 3 points in Row B, the response must have a defensible claim or thesis (earned the point in Row A).</li><li data-bbox="164 1311 1372 1343">• To earn 3 points, the response must use one of the foundational documents listed in the prompt.</li></ul>			

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**Question 4 (continued)**

**Row C:** Use reasoning to explain why your evidence supports your claim or thesis.

<b>0 points</b>	<b>1 point</b>  Explains how or why the evidence supports the claim or thesis
<b>Decision Rules and Scoring Notes</b>	
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"><li>• Include evidence but offer no reasoning to connect the evidence to the claim or thesis</li><li>• Restate the prompt without explaining how the evidence supports the claim or thesis</li></ul>	<b>Response that earns this point:</b> <ul style="list-style-type: none"><li>• Must explain the relationship between the evidence provided and the claim or thesis</li></ul> <b>Examples that earn this point:</b> <ul style="list-style-type: none"><li>• <i>“The Articles of Confederation made it harder to pass laws because each state has very different agendas, and it required over a majority of them to agree. To amend, it required a unanimous decision. This makes it nearly impossible to add a new amendment to change policy.”</i></li><li>• <i>“This efficiency and accountability from a strong executive benefits policy making.”</i></li></ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"><li>• To earn this point, the response must have a defensible claim or thesis (earned the point in Row A) <b>and</b> support that argument with at least one piece of specific and relevant evidence (earned at least 2 points in Row B).</li><li>• The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point.</li></ul>	

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**Question 4 (continued)**

**Row D:** Respond to an opposing or alternative perspective using refutation, concession, or rebuttal.

<b>0 points</b>	<b>1 point</b> Responds to an opposing or alternate perspective using refutation, concession, or rebuttal
<b>Decision Rules and Scoring Notes</b>	
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"><li>• Restate the opposite of the claim or thesis</li><li>• May identify or describe an alternate perspective but do not refute, concede, or rebut that perspective</li><li>• Refute a foundational document rather than an alternate perspective to the provided claim or thesis</li></ul>	<b>Response that earns this point:</b> <ul style="list-style-type: none"><li>• Must describe an alternate perspective AND refute, concede, or rebut that perspective</li></ul> <b>Example that earns this point:</b> <ul style="list-style-type: none"><li>• <i>“Some people may argue that the federal government is too large, and that states are best suited to address the needs of their people without interference from the federal government. However, this is not true. The state governments are not equipped to handle all of the problems they face without the federal government. The federal government can act with uniformity to affect all states, to ensure everyone is guaranteed the same protections as everyone else.”</i></li></ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"><li>• To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li><li>• Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point.</li></ul>	

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

A score of NR is assigned to a blank essay. A score of NR cannot be assigned to only one task within the essay. If an NR is assigned, it must be applied to all four tasks.