



AP[®] Government and Politics: United States 1999 Scoring Guidelines

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Question 1

8 total points possible on this question.

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 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 campaigns:

- Coverage of background of candidate
- 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 campaigns:

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

NOTE: Must be some linkage to candidate-centered campaigns

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

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Question 1 (cont.)

The following are some acceptable ways that **CANDIDATES'** use of the media has contributed to candidate-centered 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 Internet to disseminate information
- Sound bites

Score of zero (0) for relevant attempted answer that earns no points

Score of dash (—) for blank or off-task answer .

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Question 2

7 total points possible on this question.

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

If 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 one point here without earning the point in (a).

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Question 2 (cont.)

- **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 one 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.

Score of zero (0) for relevant attempted answer that earns no points

Score of dash (—) for blank or off-task answer

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Question 3

5 total points possible on this question.

- **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 one or two 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.

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Question 3 (cont.)

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 one or two points for the explanation of the reason.

Notes:

- 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 for the answer that gives the student the most points.

Score of zero (0) for relevant attempted answer that earns no points

Score of dash (—) for blank or off-task answer

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Question 4

9 total points possible on this question.

BUDGETARY BARRIERS

First barrier: identification = **1 point**

- Budgetary barriers are
- Entitlements
- Interest payments
- Limited discretionary spending available
- Mandatory spending
- Explanation of why barrier persists (2 points maximum)
- 1 point if explanation includes only a general discussion of the barrier
- 2 points if explanation is complete about WHY the barrier persists

Second barrier: identification = **1 point**

- Budgetary barriers are
- Entitlements
- Interest payments
- Limited discretionary spending available
- Mandatory spending
- Explanation of why barrier persists (2 points maximum)
- 1 point if explanation includes only a general discussion of the barrier
- 2 points if explanation is complete about WHY the barrier persists

NONBUDGETARY BARRIER

Identification of barrier = **1 point**

- Some possible examples of non-budgetary barriers are

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Question 4 (cont.)

- “Not my programs” orientation toward budget cuts or siphoning money to new programs
- Interest group influence/competition that maintains status quo
- Lack of strong party system
- Incremental spending
- Budgetary “walls”
- Partisanship
- Multiple access points for hindering new programs (legislative “process” limitation)
- Explanation of how this barrier hinders creation of new policy initiatives (**2 points** maximum)
- **1 point** if explanation is only a general discussion of the barrier
- **2 points** if explanation is complete about HOW this barrier hinders creation of new policy initiatives

NOTE: This question does NOT ask for treatment of change over time; therefore, the identification of barriers does NOT require recognition of growth in entitlements or debt service over time.

Score of zero (0) for relevant attempted answer that earns no points

Score of dash (—) for blank or off-task answer