CollegeBoard AP

GOVERNMENT AND POLITICS

UNITED STATES

Course Description

Effective Fall 2014

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The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

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About AP®

The College Board's Advanced Placement Program® (AP®) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admissions process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/ap/creditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers[1]. Additional AP studies are available at www.collegeboard.org/research.

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[1]See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

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Offering AP Courses and Enrolling Students

Each AP course and exam description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

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How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit press.collegeboard.org/ap/committees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

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How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP Exam score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP Exam score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

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AP Government and Politics

INTRODUCTION

The Advanced Placement Program (AP) offers two courses and exams in government and politics. Each is intended for qualified students who wish to complete studies in secondary school equivalent to a one-semester college introductory course in *United States* Government and Politics or in *Comparative* Government and Politics. Each exam presumes at least one semester of college-level preparation. This book describes the areas covered by similar college courses.

The material included in this Course Description is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed therein. The material has been selected by political scientists who serve as members of the AP United States Government and Politics Development Committee. In their judgment, the content reflects important aspects of college courses of study. The exams are representative of these courses and are therefore appropriate tools to measure skills and knowledge in the fields of government and politics.

THE COURSE

An introductory college course in United States Government and Politics is generally one semester in length. In the subject area there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory United States Government and Politics courses.

Teaching AP Government and Politics

There is no prescribed sequence of study, and a school with students taking one of the two exams is not required to have students also taking the other. If, however, a school wishes to prepare students for both AP Government and Politics Exams, there are three possible approaches, each with advantages and disadvantages. The instructor may decide to schedule the AP United States Government and Politics course first because of greater student familiarity with that subject and the consequent ease of introducing political science concepts in the context of familiar institutions and practices. Alternatively, the instructor may prefer to start with Comparative Government and Politics in order to benefit from student interest in a less familiar subject. Also, because the May AP Exam date can constrict a second semester, a teacher may decide to present the Comparative Government and Politics course first. In this case, students will have a longer period in which to prepare for an exam that is bound to include less familiar material. Finally, some AP instructors have successfully used a third alternative: they teach the two courses simultaneously. Teachers can thus emphasize the comparative dimensions, drawing contrasts between political experiences and institutions in the United States and other countries. Schools and instructors should weigh the advantages and disadvantages of each approach.

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In addition to basic course information found on AP Central (apcentral .collegeboard.org), there is an online Teacher Community (OTC) site for each of the AP Government and Politics courses (https://apcommunity.collegeboard.org/web/apgopo-us/home and https://apcommunity.collegeboard.org/web/apgopo-comp/home) that offers reviews of textbooks, articles, Websites, and other teaching resources. These OTCs also provide a moderated forum for exchanging ideas, insights, and practices among members of the AP professional community.

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United States Government and Politics

THE COURSE

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a discussion of these topics and some questions that should be explored in the course.

Course Objectives

Students successfully completing this course will be able to:

- describe and compare important facts, concepts, and theories pertaining to U.S. government and politics
- explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)
- critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

To help students meet these objectives, the course should cover the following topics.

Topics

I. Constitutional Underpinnings of United States Government

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances.

Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: for example, why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the United States Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical

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features of federalism, separation of powers, and checks and balances. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.

II. Political Beliefs and Behaviors

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they evolve, and the processes by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students should know that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students should understand why individuals engage in various forms of political participation and how that participation may affect the political system.

Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors and the political consequences of these differences. To understand these differences, students should focus on the demographic features of the American population and the different views that people hold of the political process. They should be aware of group differences in political beliefs and behavior. Students should also understand how changes in political participation affect the political system.

III. Political Parties, Interest Groups, and Mass Media

Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students should examine the significance of the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. Examination of issues of party reform and of campaign strategies and financing in the electronic age provides students with important perspectives. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment of the development and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties, forms an important segment of this material.

Students must also consider the political roles played by a variety of lobbying and interest groups. Important features of this section of the course include an explanation for why some interests are represented by organized groups while others are not, and the consequences of this difference in representation. Students study what interest groups do, how they do it, and how this affects both the political process and public policy. Why are certain segments of the population able to exert pressure on political institutions and actors in order to obtain favorable policies?

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The media are a major force in U.S. politics. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates should be explored and understood by students. Understanding the often symbiotic and frequently conflictual relationship among candidates, elected officials, and the media is also important. Students should be aware of the goals and incentives of the media as an industry and how those goals influence the nature of news coverage. They should also understand the consequences of the increasing concentration of major media outlets in fewer hands, as well as the growing role of the Internet.

IV. Institutions of National Government

Students must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States: the Congress, the presidency, the bureaucracy, and the federal courts. Students should understand that these are separate institutions sharing powers and the implications of that arrangement. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. It is necessary for students to understand that power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crises. Students are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. For example, a study of the conflicting interests and powers of the president and Congress may help explain repeated struggles to adopt a national budget.

V. Public Policy

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the president, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. Students should also investigate policy networks and issue networks in the domestic and foreign policy areas. The study of these will give students a clear understanding of the impact of federalism, interest groups, parties, and elections on policy processes and policymaking in the federal context. Students should be familiar with major public policies.

VI. Civil Rights and Civil Liberties

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Students should also be

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aware of how the Fourteenth Amendment and the doctrine of selective incorporation have been used to extend protection of rights and liberties. Finally, it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tools of social change.

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Curriculum Outline

Below is an outline of the major content areas covered by the AP Exam in United States Government and Politics. The multiple-choice portion of the exam is devoted to each content area in the approximate percentages indicated. The free-response portion of the exam will test students in some combination of the six major categories outlined below. The outline is a guide and is by no means an exhaustive list of topics or the preferred order of topics.

Content Area	*Percentage Goals for Exam (multiple choice section)*
I. Constitutional Underpinnings of United States Government	5–15%
A. Considerations that influenced the formulation and adoption of the Constitution	
B. Separation of powers	
C. Checks and balances	
D. Federalism	
E. Theories of democratic government	
II. Political Beliefs and Behaviors	10–20%
A. Beliefs that citizens hold about their government and its leaders	
B. Processes by which citizens learn about politics	
C. The nature, sources, and consequences of public opinion	
D. The ways in which citizens vote and otherwise participate in political life	
E. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors	
III. Political Parties, Interest Groups, and Mass Media	10–20%
A. Political parties and elections	
1. Functions	
2. Organization	
3. Development	
4. Effects on the political process	
5. Electoral laws and systems	
B. Interest groups, including political action committees (PACs)	
1. The range of interests represented	
2. The activities of interest groups	
3. The effects of interest groups on the political process	
4. The unique characteristics and roles of PACs in the political process	
C. The mass media	
1. The functions and structures of the news media	
2. The impacts of the news media on politics	
3. The news media industry and its consequences	

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Content Area	*Percentage Goals for Exam (multiple choice section)*
IV. Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts	35–45%
A. The major formal and informal institutional arrangements of power	
B. Relationships among these four institutions and varying balances of power	
C. Linkages between institutions and the following:	
1. Public opinion and voters	
2. Interest groups	
3. Political parties	
4. The media	
5. State and local governments	
V. Public Policy	5–15%
A. Policymaking in a federal system	
B. The formation of policy agendas	
C. The role of institutions in the enactment of policy	
D. The role of the bureaucracy and the courts in policy implementation and interpretation	
E. Linkages between policy processes and the following:	
1. Political institutions and federalism	
2. Political parties	
3. Interest groups	
4. Public opinion	
5. Elections	
6. Policy networks	
VI. Civil Rights and Civil Liberties	5–15%
A. The development of civil liberties and civil rights by judicial interpretation	
B. Knowledge of substantive rights and liberties	
C. The impact of the Fourteenth Amendment on the constitutional development of rights and liberties	

THE EXAM

The AP United States Government and Politics Exam is 2 hours and 25 minutes long. It includes a 45-minute multiple-choice section consisting of 60 questions and a 100-minute free-response section consisting of 4 questions.

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Sample Multiple-Choice Questions

The following sample questions reflect both the topics and the levels of difficulty in questions found in the actual exam.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions. An answer key to the sample multiple-choice questions is on page 17.

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.

1. 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

2. 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

3. The voting patterns of members of Congress correlate most strongly with

   (A) the population density of their districts
   (B) their economic background
   (C) their educational level
   (D) their political party affiliation
   (E) the location of their districts

4. The Constitution and its amendments expressly prohibit all of the following EXCEPT

   (A) slavery
   (B) double jeopardy
   (C) cruel and unusual punishment
   (D) unreasonable searches and seizures
   (E) sex discrimination in employment

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5. 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.

6. All of the following are true about the relationship between regulatory agencies and the industries they regulate EXCEPT:

   (A) Agency employees are often recruited from the regulated industry.
   (B) Agencies often rely on support from regulated industries in making budget requests before Congress.
   (C) An agency's relationship with a regulated industry may change when a new president takes office.
   (D) Agencies usually make decisions without consulting the regulated industry.
   (E) Agency employees often are employed by the regulated industry once they leave the agency.

7. 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

8. 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

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9. In *Brown* v. *Board of Education of Topeka*, the Supreme Court established which of the following principles?

   (A) A school official can search a student for drugs.
   (B) Everyone must go to school at least until the age of 16.
   (C) Tuition for private schools cannot be tax deductible.
   (D) Separation of students by race, even in equally good schools, is unconstitutional.
   (E) A moment of silent prayer at the beginning of the school day is allowable under the First Amendment.

10. Which of the following statements best describes the organization of the two major political parties in the United States?

   (A) Parties have no organization except at the national level.
   (B) Parties are centrally organized to provide a smooth transition from one national campaign to the next.
   (C) Parties are organized much like a large corporation, in that decisions flow from national to state and local levels.
   (D) Local and state parties have virtually no power in the party system.
   (E) Separate and largely independent party organizations exist at national, state, and local levels.

11. Which of the following is NOT a core value of United States political culture?

   (A) Legal equality
   (B) Political equality
   (C) Economic equality
   (D) Freedom of religion
   (E) Freedom of speech

12. All of the following were concerns about the Articles of Confederation that led to the calling of the Constitutional Convention of 1787 EXCEPT

   (A) dissatisfaction over safeguards of individual rights and liberties
   (B) fear for the stability of the central government
   (C) desire to promote trade among the states
   (D) the need to give the central government the power to levy taxes
   (E) dissatisfaction with the central government's ability to provide for national defense

13. A member of the House of Representatives who wishes to be influential in the House itself would most likely seek a place on which of the following committees?

   (A) Agriculture
   (B) International Relations
   (C) Transportation and Infrastructure
   (D) Rules
   (E) Veterans' Affairs

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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%

14. 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

15. The primary election system of selecting presidential candidates has had which of the following effects?

    (A) It has increased the importance of state party organizations.
    (B) It has loosened the hold of party leaders over the nomination process.
    (C) It has reduced the role of citizens in the candidate selection process.
    (D) It has lowered the cost of running for office.
    (E) It has led to a decline in the importance of party voter-registration drives.

16. Considering all elections at all levels of government, which of the following best describes electoral behavior in the United States?

    (A) Primary elections tend to elicit a higher voter turnout than do general elections.
    (B) The majority of the electorate does not vote in most elections.
    (C) Voter turnout plays an insignificant role in election outcomes.
    (D) Adult citizens under the age of 30 tend to have the highest rate of voter turnout.
    (E) Voters with strong party identification vote less regularly than do independents.

17. In the United States, which of the following is a rule on voting found in the Constitution or its amendments?

    (A) No person may be denied the right to vote merely for lack of either state or federal citizenship.
    (B) No person eighteen years of age or older may be denied the right to vote on account of age.
    (C) No person may be denied the right to vote merely because he or she has previously served a prison sentence.
    (D) A state may not establish a residency requirement for voting.
    (E) A state may require a person to pay a poll tax in order to register to vote.

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18. 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.

19. In the process and structure of public policymaking, "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

20. Which of the following is argued by James Madison in *The Federalist* paper number 10?

    (A) A system of republican representation helps to limit the excesses of factionalism.
    (B) Small republics are better able to ensure individual liberty than are large republics.
    (C) The presence of a few large factions helps to protect the rights of minorities.
    (D) Participatory democracy is the surest way to prevent tyranny.
    (E) The elimination of the causes of factionalism is the best protection against tyranny.

21. An interest group is most likely to have influence in Congress when the issue at stake

    (A) is narrow in scope and low in public visibility
    (B) is part of the president's legislative package
    (C) has been dramatized by the media
    (D) engages legislators' deeply held convictions
    (E) divides legislators along party lines

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22. Federal spending for which of the following is determined by laws that lie outside the regular budgetary process?

    (A) Military procurement
    (B) Regulatory agency funding
    (C) Government-subsidized housing programs
    (D) Educational assistance programs such as student loans
    (E) Entitlement programs such as Social Security

23. Which of the following is true of *amicus curiae* briefs?

    (A) They are used by interest groups to lobby courts.
    (B) They are used exclusively by liberal interest groups.
    (C) They are used exclusively by conservative interest groups.
    (D) They are now unconstitutional.
    (E) They are the means by which a litigant seeks Supreme Court review of a lower court decision.

24. 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

25. Which of the following is true of a presidential veto of a piece of legislation?

    (A) It is rarely overridden by Congress.
    (B) It is not binding unless supported by the cabinet.
    (C) It can only be sustained on revenue bills.
    (D) It is automatically reviewed by the United States Supreme Court.
    (E) It is subject to approval by a congressional committee.

Answers to Multiple-Choice Questions

1–C	6–D	11–C	16–B	21–A
2–A	7–E	12–A	17–B	22–E
3–D	8–D	13–D	18–B	23–A
4–E	9–D	14–E	19–D	24–D
5–C	10–E	15–B	20–A	25–A

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Sample Free-Response Questions

In the free-response section of the exam, students have 100 minutes to answer four questions. The score on each response will account for one-fourth of the student's total free-response score, so students should spend approximately one-fourth of their time (25 minutes) answering each question. The questions generally ask students to integrate knowledge and respond to questions from the different content areas. They may require a discussion of examples, the elucidation or evaluation of general principles of U.S. government and politics, and/or the analysis of political relationships that exist and events that occur in the United States. Students are expected to show both analytic and organizational skills and to incorporate specific examples in their responses. A student may be expected to interpret and analyze material in a table, chart, or graph and draw logical conclusions from such data in relation to general concepts or relationships in politics. Students should read each question carefully and perform the tasks asked for by each question.

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.

1. There are several different approaches to representation within a democratic political system.
   (a) Define direct democracy.
   (b) Define republican form of government.
   (c) Describe one reason the framers of the United States Constitution chose a republican form of government over a direct democracy.
   (d) Describe each of the models of congressional representation.
      - Trustee model (attitudinal view)
      - Delegate model (representational view)
   (e) Explain why a member of Congress might sometimes act as a trustee (attitudinal view) rather than a delegate (representational view).

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2. Political parties play important roles in United States elections and government institutions. Over the past several decades, the influence of political parties in elections has declined while their strength in Congress has increased.

   (a) Describe two important functions of political parties in United States elections.

   (b) Describe one important role political parties play within Congress to promote the party's public policy agenda.

   (c) Explain how each of the following factors has weakened the influence of political parties over the political process.

   - Direct primaries
   - Candidate-centered campaigns

   (d) Explain how party polarization has strengthened party influence in Congress.

PRESIDENTIAL APPOINTMENTS TO THE FEDERAL JUDICIARY BY SELECTED DEMOGRAPHIC CHARACTERISTICS, 2000–2011 (in percent)						
President	African American	Hispanic	Asian American	White	Women	Men
Barack Obama	22%	11%	8%	59%	46%	54%
George W. Bush	7%	9%	1%	82%	22%	78%

Source: Alliance for Justice, August 2011
Percentages do not add up to 100.

3. Presidents consider many factors when nominating candidates to the federal courts, and getting their nominees confirmed is often difficult.

   (a) Using the chart above, describe ONE similarity between President Barack Obama's judicial appointments and those made by President George W. Bush.

   (b) Using the chart above, describe TWO differences between President Barack Obama's judicial appointments and those made by President George W. Bush.

   (c) Explain why a president's party affiliation accounts for differences in presidential appointments to the judiciary.

   (d) Describe one way a president can increase the chances of having judicial nominations to federal courts confirmed.

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4. The public policy process is complex. The formation, enactment, and implementation of public policy involve many government institutions.
   (a) Explain the importance of each of the following in the formation of the policy agenda.
      - Media
      - Elections
   (b) Describe the roles of each of the following in the enactment of public policy.
      - Congressional committees
      - Executive orders
   (c) Explain the importance of each of the following in the implementation of public policy.
      - Bureaucratic discretion
      - Issue networks OR iron triangles

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