

AP<sup>®</sup>

CollegeBoard

Effective  
Fall 2018

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# AP<sup>®</sup> U.S. Government and Politics Practice Exam

FROM THE COURSE AND EXAM  
DESCRIPTION



## About 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](http://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 and/or advanced placement. 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 admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit [www.collegeboard.org/apcreditpolicy](http://www.collegeboard.org/apcreditpolicy) 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.<sup>1</sup> Additional AP studies are available at [www.collegeboard.org/research](http://www.collegeboard.org/research).

## Offering AP Courses and Enrolling Students

This 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 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](http://www.collegeboard.org/apcourseaudit).

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<sup>1</sup>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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## 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. A list of each subject's current AP Development Committee members is available on [apcentral.collegeboard.org](https://apcentral.collegeboard.org). AP Development Committees define the scope and expectations of the course, articulating through a course 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.

## 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 and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion are scored online. 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 serves as Chief Reader, and with the help of AP readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

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The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of specific AP Exam results from a 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 college courses throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP 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	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

## Additional Resources

Visit [apcentral.collegeboard.org](http://apcentral.collegeboard.org) for more information about the AP Program.

# AP U.S. Government and Politics Exam

## Exam Overview

The AP U.S. Government and Politics Exam is three hours long, divided into two sections as shown in the table below.

Section	Number of Questions	Timing	Percentage of Total Exam Score
<b>I: Multiple Choice</b>	55 questions	1 hour and 20 minutes	50%
<b>II: Free Response</b>	4 questions	1 hour and 40 minutes	50%
<b>Concept Application</b>		20 minutes (suggested)	12.5%
<b>Quantitative Analysis</b>		20 minutes (suggested)	12.5%
<b>SCOTUS Comparison</b>		20 minutes (suggested)	12.5%
<b>Argument Essay</b>		40 minutes (suggested)	12.5%

## Time Management

Students need to budget their time wisely so that they can complete all parts of the exam. They will be able to move from Section I to Section II only after the one hour and 20 minutes time for Section I is completed and their responses to the multiple-choice questions are collected.

Time management is especially important with regard to Section II, which consists of four essay questions. It is recommended that students spend 20 minutes on each of the first three questions, for a total of one hour, and then an additional 40 minutes to develop and write the argumentative essay in response to question 4. Even though proctors will announce the time remaining in this section, students are not forced to move from one question to another.

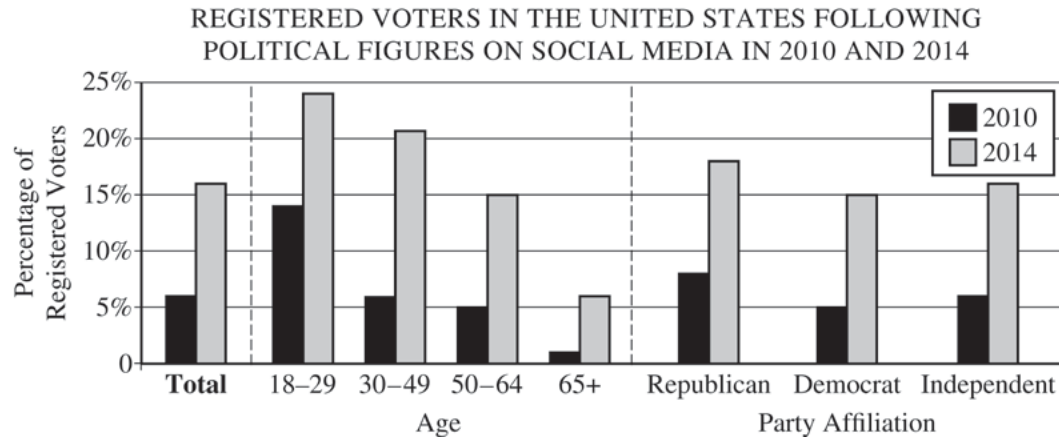
Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

## Practice Exam

After the practice exam you will find a table that shows the learning objectives and disciplinary practice assessed in each question. The table also provides the answers to the multiple-choice questions.

### Section I: Multiple-Choice Questions

Questions 1 and 2 refer to the graph.

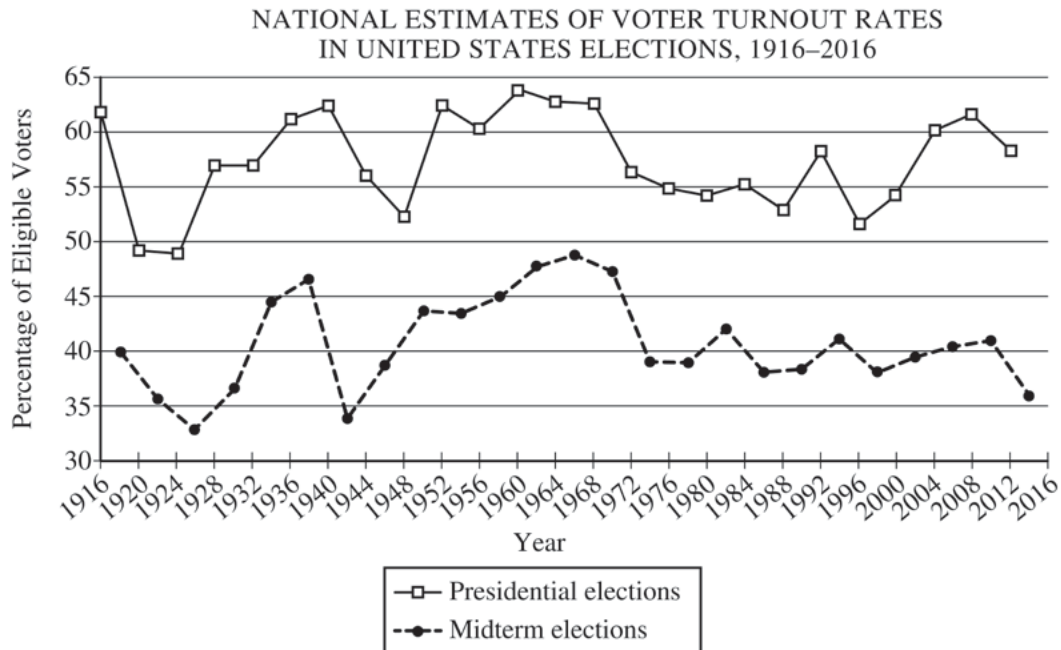


Source: Pew Research Center, 2014. [www.pewresearch.org](http://www.pewresearch.org)

- Which of the following statements is reflected in the data in the chart?
  - Those who are younger are more likely to be registered to vote than those who are older.
  - Among registered voters, there was a steep increase in social media usage to follow political figures across all age groups and party affiliations.
  - Registered voters in the 65+ age group did not increase their use of social media to follow political figures.
  - Of those using social networking sites, those registered as Republican were more likely to vote than those registered as Democrats.
- Which of the following is a potential consequence of the trend illustrated in the bar chart?
  - Social media has led to more candidates running as independents rather than as members of political parties.
  - Elected officials and candidates running for office are increasingly using social media to reach out to voters and constituents.
  - Social networking sites such as Facebook or Twitter have been overrun with political content.
  - Social networking sites have led to increased political polarization in the general public.



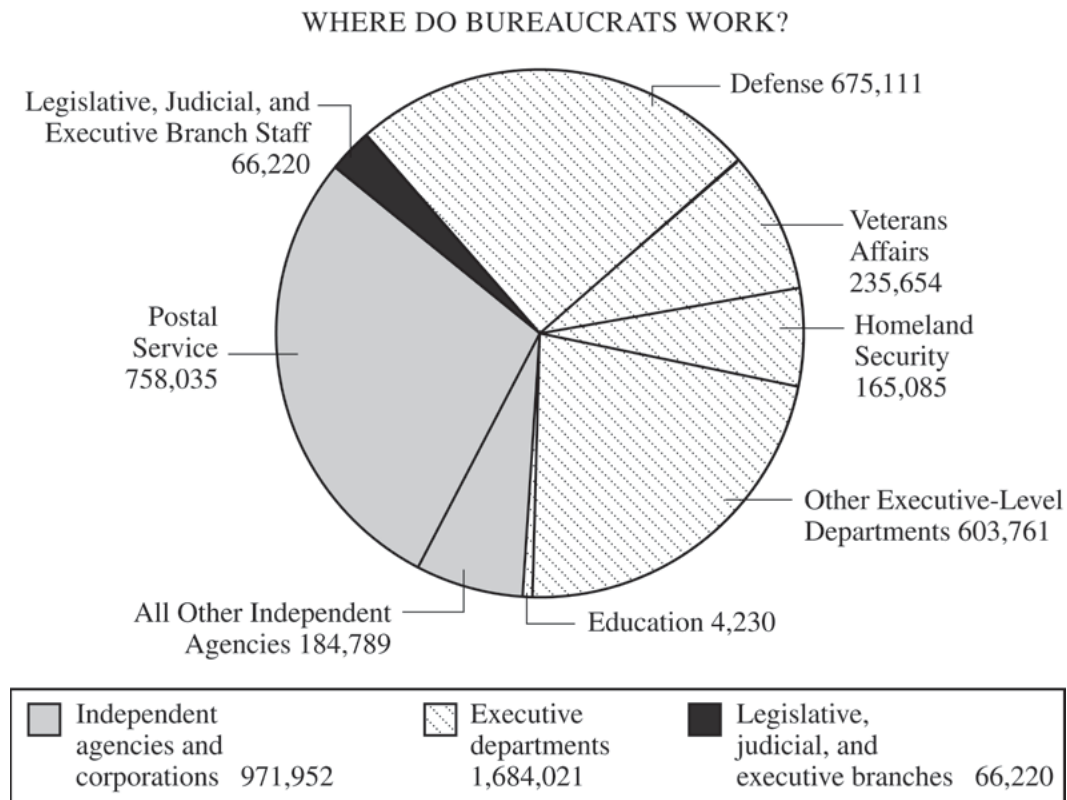
Questions 3 and 4 refer to the graph below.



Source: FairVote. [www.fairvote.org](http://www.fairvote.org)

3. Which of the following best describes a trend in the line graph above?
- (A) Voter turnout in midterm elections increased substantially between 1982 and 2010.
- (B) Voter turnout in presidential elections generally increased between 1940 and 1948.
- (C) Voter turnout in midterm elections generally decreased between 1966 and 2014.
- (D) Voter turnout in presidential elections consistently decreased between 1972 and 2008.
4. Which of the following is an accurate conclusion based on a comparison of the trends in the line graph above and your knowledge of voter behavior?
- (A) More citizens vote in presidential elections because more citizens are eligible to vote in presidential elections than in midterm elections.
- (B) More citizens vote in presidential elections because there is more media coverage of presidential elections than midterm elections.
- (C) More citizens vote in midterm elections because midterm elections are more important than presidential elections.
- (D) More citizens vote in midterm elections because there is more money spent on campaigns in midterm elections than in presidential elections.

Questions 5 and 6 refer to the pie chart below.

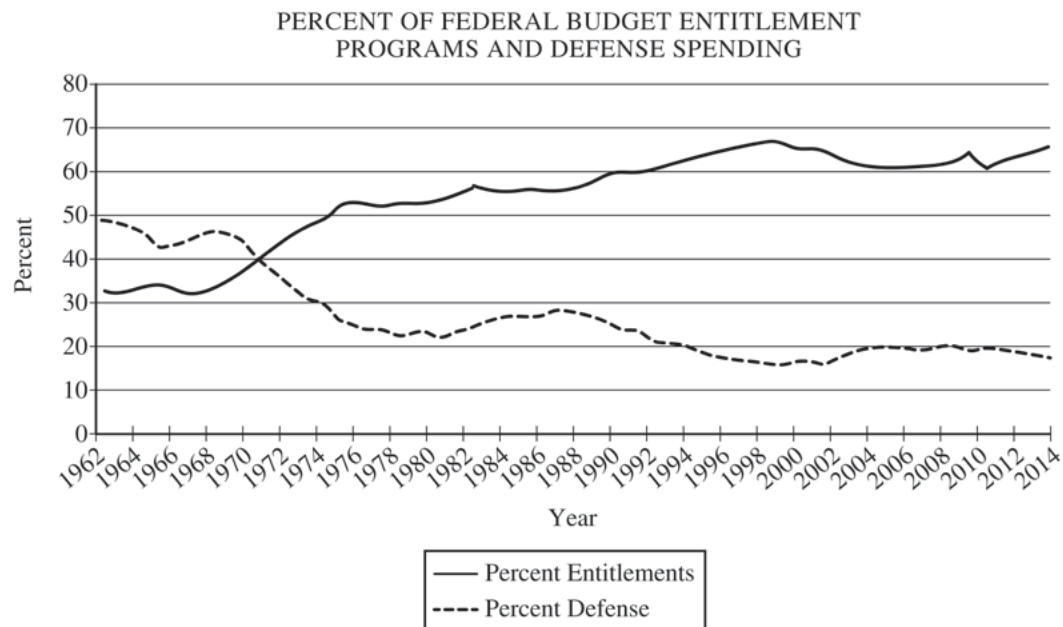


Source: The United States Office of Personnel Management, 2006

5. Which of the following accurately describes the information presented in the pie chart?
- (A) The legislative, judicial, and executive branches employ more bureaucrats than does the Department of Veterans Affairs.
  - (B) The number of federal employees working in Washington, D.C., outnumbers those working in the states.
  - (C) Congress has allocated more money to the Department of Homeland Security than to the Department of Defense.
  - (D) The United States Postal Service has the largest number of employees within the federal bureaucracy.

6. Which of the following best explains the difference in the number of bureaucrats employed by the Department of Education and the Department of Homeland Security?
- (A) The Department of Homeland Security was created before the Department of Education.
  - (B) The Department of Education receives its funding from Congress, while the Department of Homeland Security works directly for the president.
  - (C) The Department of Education primarily addresses state issues, whereas the Department of Homeland Security primarily addresses national issues.
  - (D) The Department of Homeland Security hires more employees at the state level than the Department of Education.

Questions 7 and 8 refer to the graph below.



Source: Office of Management and Budget, 2014.

7. Which of the following is an accurate statement about the information in the line graph?
- (A) Defense spending has consistently been a larger part of the federal budget than entitlement spending.
  - (B) Entitlement spending has steadily become a larger portion of the federal budget.
  - (C) Between 1980 and 2000, defense spending increased faster than entitlement spending.
  - (D) In 2000 entitlement spending passed defense spending as a share of the federal budget.
8. Based on the information in the line graph, which of the following is the most likely implication of entitlement and defense spending as a portion of the federal budget?
- (A) Changes in entitlement spending put pressure on discretionary spending.
  - (B) Discretionary spending levels are set by law and cannot be changed.
  - (C) Congressional budget committees can ignore entitlement spending.
  - (D) Democrats and Republicans generally agree on increasing entitlement spending.

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Questions 9 and 10 refer to the table below.

**UNITED STATES PRESIDENTIAL GENERAL ELECTION RESULTS**

	Presidential Candidate	Electoral Vote		Popular Vote	
1	Republican Party	271	50.4%	50,456,002	47.9%
2	Democratic Party	266	49.4%	50,999,897	48.4%
3	Green Party	0	0	2,882,955	2.7%
4	Reform Party	0	0	448,895	0.4%

Source: [uselectionatlas.org](http://uselectionatlas.org), 2017

9. Based on the results shown in table, which candidate won the election?
- (A) The Democratic Party candidate
  - (B) The Green Party candidate
  - (C) The Reform Party candidate
  - (D) The Republican Party candidate
10. Based on the data shown in the table, which of the following statements is true about the electoral college?
- (A) It can work against the principle of popular sovereignty when a candidate wins without winning the most votes nationwide.
  - (B) It creates a scenario in which electors frequently do not vote for the candidate they pledge to support.
  - (C) It undermines the rights of states to determine their own method of electing the president.
  - (D) It encourages independents and third-party candidates to run for office.

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Questions 11–14 refer to the passage below.

I go further, and affirm that bills of rights, in the sense and in the extent in which they are contended for, are not only unnecessary in the proposed constitution, but would even be dangerous. They would contain various exceptions to powers which are not granted; and on this very account, would afford a colourable pretext to claim more than were granted. For why declare that things shall not be done which there is no power to do? Why for instance, should it be said, that the liberty of the press shall not be restrained, when no power is given by which restrictions may be imposed? I will not contend that such a provision would confer a regulating power; but it is evident that it would furnish, to men disposed to usurp, a plausible pretence for claiming that power.

—Alexander Hamilton, *The Federalist* paper number 84

11. Which of the following statements best summarizes Hamilton’s argument?
- (A) Even though civil liberties are protected by a bill of rights, there are some reasonable exceptions.
  - (B) Listing rights will lead some to assume that government may regulate those rights.
  - (C) Freedom of the press is essential for a functioning democracy.
  - (D) A bill of rights is necessary to protect civil liberties such as freedom of the press.
12. Which of the following constitutional provisions limits the power of the national government in Hamilton’s argument?
- (A) Enumerated powers in Article I
  - (B) Faithful execution of the laws in Article II
  - (C) Judicial review in Article III
  - (D) Supremacy Clause in Article VI
13. Supporters of Hamilton’s view that a bill of rights could be dangerous to liberty could point to which of the following cases?
- (A) *Schenck v. United States* (1919)
  - (B) *Engel v. Vitale* (1962)
  - (C) *New York Times Co. v. United States* (1971)
  - (D) *Tinker v. Des Moines Independent Community School District* (1969)

14. Based on the text, which of the following statements would the author most likely agree with?
- (A) The United States Constitution explicitly prohibits the government from restricting the press.
  - (B) The amendment process would create confusion about the meaning of the United States Constitution.
  - (C) The Bill of Rights could potentially be used to limit civil liberties.
  - (D) The media ought to be held accountable for publishing untrue information about public figures.

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Questions 15–17 refer to the passage below.

A society that puts equality—in the sense of equality of outcome—ahead of freedom will end up with neither equality nor freedom. The use of force to achieve equality will destroy freedom, and the force, introduced for good purposes, will end up in the hands of people who use it to promote their own interests. On the other hand, a society that puts freedom first will, as a happy by-product, end up with both greater freedom and greater equality. . . . A free society releases the energies and abilities of people to pursue their own objectives. It prevents some people from arbitrarily suppressing others. It does not prevent people from achieving positions of privilege, but so long as freedom is maintained, it prevents those positions of privilege from becoming institutionalized.

—Milton Friedman, *Free to Choose* (1980)

15. Which of the following statements is most consistent with the author’s argument in this passage?
- (A) Equality is not an important outcome in society.
  - (B) There should be more emphasis on governmental action to achieve equality.
  - (C) Undermining freedom will extinguish both freedom and equality.
  - (D) Individual freedom and equality are not compatible values.
16. Which of the following ideological perspectives is most consistent with the passage?
- (A) Liberal
  - (B) Progressive
  - (C) Libertarian
  - (D) Socialist
17. Which of the following governmental policies would the author most likely support?
- (A) Restricting individuals from carrying guns in public
  - (B) Requiring individuals traveling in cars to wear seat belts
  - (C) Establishing minimum age requirements to access adult social media sites
  - (D) Allowing individuals to purchase marijuana for recreational use



Questions 18 and 19 refer to the map below.



18. The map shows the outline of a congressional district. Which of the following statements best explains the motivation behind the way in which it is drawn?
- (A) It has been drawn by a political party to group together moderate voters.
  - (B) It has been drawn cooperatively by both political parties to ensure a fair election.
  - (C) It has been drawn to group together diverse voters to foster highly competitive elections.
  - (D) It has likely been drawn to pack together voters who are registered with the same party.
19. Which of the following is a consequence of the way the district is drawn on the map?
- (A) It will likely lead to a less competitive general election, which could lead to increased partisanship.
  - (B) It will likely lead to a highly contentious and competitive election.
  - (C) It will lead to a seat that will be occupied by a member of a third party.
  - (D) It will lead to very high turnout in the election.

Questions 20 and 21 refer to the cartoon below.

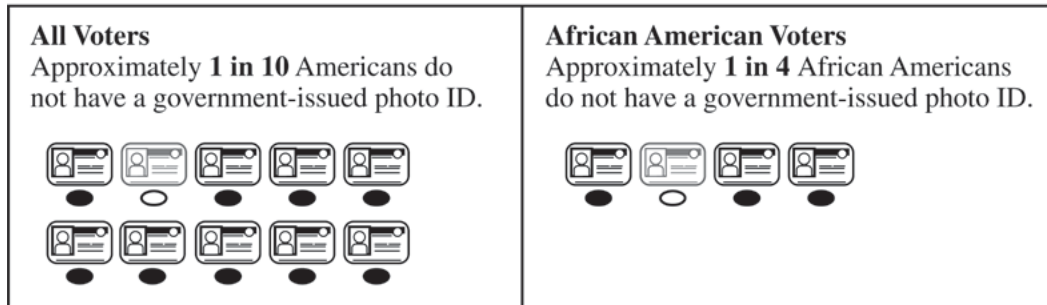


John Cole, The Scranton Times-Tribune

20. Which of the following best describes the message in the political cartoon?
- (A) Contributions from special interests have undermined fair and competitive political campaigns.
  - (B) Placing limits on special interest contributions would not diminish the role of money in elections.
  - (C) Although money garners attention from the media and voters, it does not influence how people vote.
  - (D) Special interests have a large amount of cash but a small number of votes to use to influence elections.
21. Which of the following Supreme Court cases is most relevant to the topic of the cartoon?
- (A) *Baker v. Carr* (1962)
  - (B) *Citizens United v. Federal Elections Commission* (2010)
  - (C) *New York times Co. v. United States* (1971)
  - (D) *Shaw v. Reno* (1993)

Questions 22 and 23 refer to the infographic below.

VOTERS WITHOUT A GOVERNMENT-ISSUED PHOTO ID



Source: Brennan Center for Justice, New York University, 2006.

22. Based on the infographic, which of the following claims would an opponent of state voter-ID laws most likely make?
- (A) Voter-ID laws are likely to decrease turnout among African American voters because they are less likely to have government-issued IDs.
  - (B) (Voter turnout will likely decrease by 10% if voters are required to present a government-issued ID to vote.
  - (C) Voter-ID laws will likely decrease election fraud, which will increase voter confidence in institutions and thereby increase turnout.
  - (D) African American voters who do not have government-issued IDs are likely to participate at the grassroots level and exert influence through channels other than turning out to vote.
23. Based on the infographic, which of the following strategies would a group seeking to increase turnout likely pursue?
- (A) Use radio ads to advocate stricter voter-ID laws
  - (B) Hold a voter registration drive in public high schools
  - (C) Lobby state legislatures to overturn voter-ID legislation
  - (D) Lobby Congress to eliminate the Voting Rights Act
24. Which of the following important functions of democracy would most likely be more difficult without political parties?
- (A) Eliminating corruption in the bureaucracy
  - (B) Educating the public about upcoming elections
  - (C) Ensuring that only eligible voters can vote
  - (D) Reducing gridlock in Congress

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25. Which of the following is a consequence of candidate-centered campaigns?
- (A) The electoral success of third-party candidates sharply increases.
  - (B) Parties tighten their control over candidate fund-raising to ensure compliance with regulations.
  - (C) Candidates have less accountability for their positions because the importance of the party platform increases.
  - (D) Candidates' ability to appeal to voters can outweigh the importance of experience and policy positions.
26. Which of the following may the president do to limit the Supreme Court's power?
- (A) Fire and replace justices
  - (B) Refuse to enforce a ruling by the Court
  - (C) Adopt new constitutional amendments
  - (D) Veto parts of the Court's decisions
27. The legislative process at the national level of government reflects the intent of the framers of the Constitution to create a legislature that would be
- (A) less powerful than the executive
  - (B) slow and deliberate in the law-making process
  - (C) able to involve as many citizens as possible in the law making process
  - (D) able to ensure that all citizens are equally represented
28. Members of the United States House of Representatives Committee on Veterans Affairs are concerned about the quality of services at hospitals run by the Department of Veterans Affairs. Which of the following is an action the committee can take to address the problem?
- (A) Holding a hearing and subpoenaing high-level officials in the Department of Veterans Affairs to testify
  - (B) Impounding funding for veterans hospitals until problems are resolved
  - (C) Placing a referendum on the ballot in each state to increase health-care funding for veterans
  - (D) Appointing a new secretary of the Department of Veterans Affairs

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29. The application of the death penalty has been limited in recent decades and cannot be applied to minors and people who are found to be mentally incompetent. Which of the following is a reason for this?
- (A) The Supreme Court redefined what constitutes an unreasonable intrusion under the Fourth Amendment.
  - (B) The Supreme Court changed its interpretation of what constitutes cruel and unusual punishment under the Eighth Amendment.
  - (C) The Fifth Amendment's due process clause motivated state legislatures to limit the death penalty.
  - (D) The right to an attorney guaranteed by the Sixth Amendment led to limited application of the death penalty.
30. Which of the following best illustrates the concept of iron triangles?
- (A) The tendency of interest groups to hire former legislators, lobbyists, and judges
  - (B) The inability of third-party candidates to garner public attention through media coverage
  - (C) The long-term relationships between agencies, congressional committees, and interest groups in specific policy areas
  - (D) The practice of congressional leaders diverting PAC funds meant for certain popular candidates to those in more competitive races
31. A member of the House of Representatives has introduced a bill to raise the minimum wage, but it has been in committee for 36 days and is unlikely to make it to the floor. Which of the following is the best course of action for the representative to take to get a vote on the bill?
- (A) Presenting a cloture motion
  - (B) Placing a hold on the bill
  - (C) Introducing a concurrent resolution
  - (D) Filing for a discharge petition

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32. Based on previous rulings, the Supreme Court is most likely to view a case concerning which of the following as a right-to-privacy case?
- (A) A university whose admissions standards prevent women from attending the institution
  - (B) A person who is licensed to carry a handgun and brings one to a political rally
  - (C) A high school student who leaves class at a specified time during each school day for daily prayer
  - (D) A woman who is prevented from an abortion
33. Which of the following statements describes a difficulty presidents face in the policy implementation process?
- (A) Members of the bureaucracy often lack the expertise to carry out the president's preferred policies.
  - (B) Members of the president's Cabinet can be removed at any time by Congress.
  - (C) Because of civil service laws, it is not easy for the president to remove professional bureaucrats when they disagree with the president's agenda.
  - (D) Congress generally gives specific details about how the laws they pass will be executed by members of the professional bureaucracy.
34. Based on previous court rulings, which of the following scenarios would most likely violate the equal protection clause of the Fourteenth Amendment?
- (A) A police officer inspects the contents of a computer hard drive without a warrant.
  - (B) A mayor refuses to allow an unpopular group to hold a political rally.
  - (C) A public school system uses race-based segregation.
  - (D) The federal government passes a law prohibiting assault rifles.
35. The Omnibus Budget Reconciliation Act of 1985 authorized the government to deny income tax deductions for employer health plans that did not offer employees the option of keeping their health insurance after leaving the job. Which enumerated power allowed Congress to make the law?
- (A) Regulating commerce among the states
  - (B) Declaring laws unconstitutional
  - (C) Borrowing money on the credit of the United States
  - (D) Issuing copyrights and patents
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36. Which of the following actions by public school students would most likely be protected symbolic speech based on the precedent established by *Tinker v. Des Moines Independent Community School District* (1969)?
- (A) Leading prayers over the school's public address system
  - (B) Publishing an editorial in the school newspaper
  - (C) Protesting a school board decision by disrupting a school assembly
  - (D) Wearing t-shirts objecting to a school board decision
37. Which of the following scenarios would most likely be considered a violation of the Fourth Amendment?
- (A) A suspect is interrogated without being informed of the right to an attorney.
  - (B) A person is tried twice for the same crime.
  - (C) A suspect's cell phone is analyzed by police before a warrant is issued.
  - (D) A person is prosecuted for a federal crime without a jury.
38. A new president has been elected and has a number of positions to fill within the federal bureaucracy. Which of the following is an example of filling a position based on political patronage?
- (A) Choosing a secretary of state to appease members from the opposition party
  - (B) Nominating a high-level campaign fund-raiser to serve as an ambassador to New Zealand
  - (C) Reappointing the secretary of defense even though he or she was appointed by the previous president, who is a member of the opposite party
  - (D) Asking the chair of a prestigious university's economics department to serve as chair of the Council of Economic Advisers

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- In a public opinion poll of a representative sample of a population, 1,200 people were asked to agree, disagree, or express neutrality toward the following statements.
- Statement A: The government should spend more money on welfare.  
Result: 35-percent of the respondents agreed.
- Statement B: The government should spend more money on helping the poor.  
Result: 60-percent of respondents agreed.
39. Which of the following most likely accounts for the different results?
- (A) The questions were not open-ended.
  - (B) There were no welfare recipients in the sample.
  - (C) The sample size was not large enough to be reliable.
  - (D) The questions contained a difference in wording.
40. A nonprofit advocacy group seeks to block an expensive subsidy to what it believes is an environmentally destructive project. Which of the following accurately depicts the free-rider problem in this scenario?
- (A) The public can expect to reap the benefits of blocking the subsidy without making any contribution to the nonprofit group.
  - (B) The public will recognize that the cost of the project greatly outweighs the benefit, so they can expect their legislators to vote against the subsidy.
  - (C) The advocacy group will be able to carry out activities at an unusually low cost because of discounts and tax breaks afforded to nonprofit organizations.
  - (D) A company can purchase support from certain members of the public who will persuade their legislators to vote in favor of the subsidy.
41. Senator Smith votes her conscience on bills that her constituents care little about, but she votes according to the wishes of the majority of her constituents on other bills. Which model of representation do her actions embody?
- (A) The politico model
  - (B) The trustee model
  - (C) The majoritarian model
  - (D) The delegate model
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42. A recent poll indicates that 60 percent of all people in the United States support a flat tax system. Which of the following supports the credibility of the poll result?
- (A) The poll reported a sampling error.
- (B) The poll was conducted online and open to anyone who wished to participate.
- (C) The poll was administered to several thousand people who were stopped while shopping in malls across the country.
- (D) Before the question was asked, respondents were told that a flat tax system is fairer than a progressive tax and will lead to economic growth.
43. Which of the following is an accurate comparison of Federalist and Anti-Federalist views on government?

	<u>Federalist</u>	<u>Anti-Federalist</u>
(A)	Favored a weak central government and strong state governments	Favored a strong central government and weak state governments
(B)	Believed the creation of a bill of rights was necessary	Believed the creation of a bill of rights was not necessary
(C)	Favored the legislative branch having more power than the executive	Favored increasing the power of the national judiciary over the states
(D)	Believed a large republic ensured the best protection of individual freedoms	Believed only a small republic could best ensure protection of individual freedoms

44. Which of the following is an accurate comparison of the two court cases?

	<i>McCulloch v. Maryland (1819)</i>	<i>United States v. Lopez (1995)</i>
(A)	Declared an act of Congress unconstitutional	Recognized the importance of state sovereignty and local control
(B)	Decided that Congress had implied powers	Ruled that state laws were supreme to national laws
(C)	Led to an increase in power for the national government	Established limits to Congress' power under the commerce clause
(D)	Decided that a state had the power to tax a national bank	Declared the Gun-Free School Zones Act unconstitutional

45. Which of the following is an accurate comparison of constitutional provisions?

	<u>Enhance Federal Power</u>	<u>Enhance State Power</u>
(A)	Necessary and proper clause	Fourteenth Amendment
(B)	Commerce clause	Tenth Amendment
(C)	Supremacy clause	Seventeenth Amendment
(D)	Fifth Amendment	Article V

46. Which of the following is an accurate comparison of the House of Representatives and the Senate?

	<u>House of Representatives</u>	<u>Senate</u>
(A)	Only the Speaker of the House can initiate the legislative process by proposing bills	Only the majority leader can initiate the legislative process by proposing bills
(B)	Members can delay the policy-making process by invoking cloture	Members can delay the policy-making process through the use of a filibuster
(C)	Members are elected by constituents in a local district based on population	Members are elected by constituents of an entire state
(D)	Members serve six-year terms	Members serve two-year terms

47. Which of the following is an accurate comparison of conservative and liberal views concerning social policy?

	<u>Conservative</u>	<u>Liberal</u>
(A)	The federal government should have a stronger role in shaping education	The federal government should provide more funding for public schools
(B)	Licensed gun-owners should be permitted to openly carry firearms in public	The federal government should not conduct background checks for gun purchases
(C)	Racial and gender considerations should be taken into account to promote diversity in workplace hiring decisions	Job promotion should be based on skills and experience, not race or gender
(D)	Individuals should not rely on government aid for their economic well-being	The government should be responsible for helping to improve the economic position of low-income people

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48. Which of the following policies is most likely to cause tension between the competing values of individualism and equality of opportunity?
- (A) Expanding the national defense system
  - (B) Reducing environmental regulations
  - (C) Decreasing funding for space exploration
  - (D) Implementing affirmative action programs
49. Which of the following is contained in the Fourteenth Amendment and was likely an inspiration for Martin Luther King, Jr.'s "Letter from a Birmingham Jail"?
- (A) The guarantee that citizens have the right to a speedy and public trial regardless of gender, race, or age
  - (B) The principle that all people should be equal under the law, as embodied in the equal protection clause
  - (C) The guarantee that all people, regardless of race, religion, gender, or sexual orientation, have the right to free speech
  - (D) The due process clause, which implies the right to vote, shall not be denied on the basis of race
50. Which of the following measures would a president adhering to Keynesian economic principles most likely employ during an economic recession?
- (A) An executive order to increase the amount of money in circulation in the economy
  - (B) A budget with significant increases in spending for unemployment benefits and public works projects
  - (C) Legislation to cut individual and corporate income tax rates and decrease regulation of the economy
  - (D) A national budget with dramatic cuts in federal spending on entitlement programs like Social Security
51. Which of the following scenarios would be considered an unconstitutional use of state power?
- (A) A state passes a law that increases the pay of state legislators.
  - (B) A state enacts a law prohibiting smoking in all public places.
  - (C) A state places a tax on furniture made overseas.
  - (D) A state raises the drinking age to 25 years of age.

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52. Appointments to the federal judiciary are often contentious for which of the following reasons?
- (A) The House of Representatives can undermine presidential authority by overriding judicial appointments.
  - (B) Life terms for federal judges mean that presidential appointments will continue to have influence long after the president's term is over.
  - (C) The president selects nominees based on political orientation, while the Senate focuses on the academic credentials of nominees.
  - (D) Federal judges are given a platform to legislate from the bench, and the Senate is hesitant about relinquishing power to the judiciary.
53. Bureaucratic rule-making is best defined as
- (A) legally binding decisions made by Congress to constrain regulatory agencies
  - (B) guidelines issued by government agencies, which provide specific details about how a policy will be implemented
  - (C) directions given by the president to the bureaucracy regarding how a specific policy will be applied
  - (D) review and supervision of departments and agencies conducted by congressional committees
54. During the Civil War, President Lincoln suspended the right of habeas corpus and detained thousands of citizens who protested the war. Which of the following statements best illustrates this scenario?
- (A) When the public does not support the rights of others, those rights tend to no longer be applied.
  - (B) There is nothing in the Constitution that guarantees the right to a fair trial.
  - (C) There is a tension between civil liberties and public order.
  - (D) Freedom of speech is an absolute right.
55. The president is most likely to use an executive order to make important policy when
- (A) Congress is dominated by the president's party
  - (B) a compromise cannot be reached with Congress
  - (C) the Supreme Court is divided along ideological lines
  - (D) a negotiation with foreign heads of state reaches an impasse
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## Section II: Free-Response Questions

**Directions:** It is suggested that you take a few minutes to plan and outline each answer. It is suggested that you spend approximately 20 minutes each on questions 1, 2 and 3 and 40 minutes on question 4. Unless directions indicate otherwise, respond to all parts of all four questions. In your response use substantive examples where appropriate.

1. Consumers complained after EpiPen maker Mylan “hiked the price of the emergency auto-injector by \$100 in recent months for no obvious reason. . . . The price has increased 450 percent since 2004, when a dose cost \$100 in today’s dollars, to its current price of more than \$600. . . . The medication itself isn’t expensive. Analysts calculate that the dosage contained in a single pen is worth about \$1.”

*Washington Post, August 23, 2016*

After reading the scenario, respond to A, B, and C below:

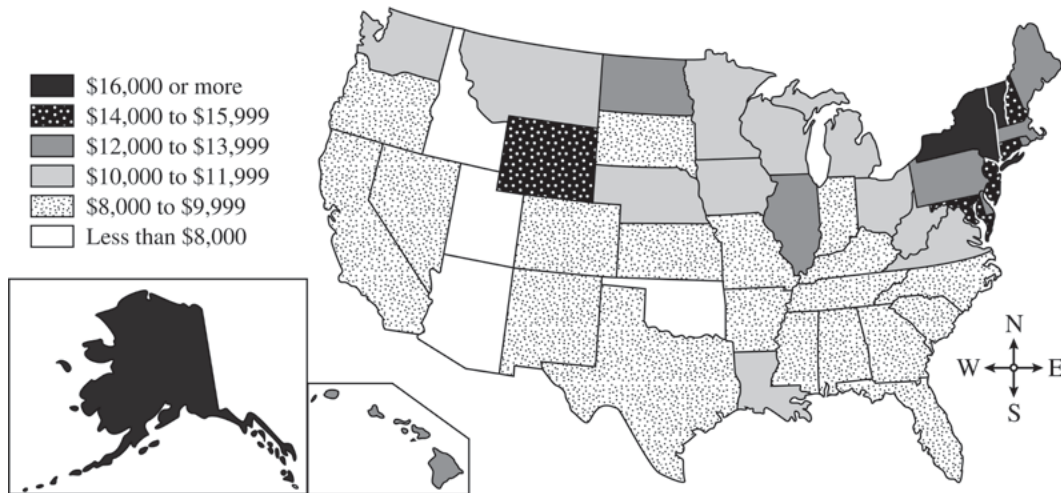
- (A) Describe a power Congress could use to address the comments outlined in the scenario.
- (B) In the context of the scenario, explain how the use of congressional power described in Part A can be affected by its interaction with the presidency.
- (C) In the context of the scenario, explain how the interaction between Congress and the presidency can be affected by linkage institutions.

### Scoring the Concept Application Question

A good response should:

- Describe a political institution, behavior, or process connected with the scenario (0–1 point) (Disciplinary Practice 1.a)
- Explain how the response in part (A) affects or is affected by a political process, government entity, or citizen behavior as related to the scenario (0–1 point) (Disciplinary Practice 1.d)
- Explain how the scenario relates to a political institution, behavior, or process in the course (0–1 point) (Disciplinary Practice 1.d)

PUBLIC EDUCATION SPENDING: AMOUNT SPENT PER PUPIL BY STATE IN 2014



Source: [www.census.gov](http://www.census.gov)

2. Use the information graphic to answer the questions.
- Identify the most common level of education spending by states in the Southeast.
  - Describe a similarity or difference in public education spending by state or region, as illustrated in the information graphic, and draw a conclusion about that similarity or difference.
  - Explain how public education spending as shown in the information graphic demonstrates the principle of federalism.

## Scoring the Quantitative Analysis Question

A good response should:

- Identify or describe the data in the quantitative visual (0–1 point) (Disciplinary Practice 3.a)
- Describe a pattern, trend, or similarity/difference as prompted in the question (0–1 point) (Disciplinary Practice 3.b) and draw a conclusion for that pattern, trend, or similarity/difference (0–1 point) (Disciplinary Practice 3.c or 3.e)
- Explain how specific data in the quantitative visual demonstrates a principle in the prompt (0–1 point) (Disciplinary Practice 3.d)

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3. Monthly town board meetings in Greece, New York, opened with a prayer given by clergy selected from the congregations listed in a local directory, but nearly all the local churches were Christian, so nearly all of the participating prayer givers were, too. A lawsuit was filed alleging that the town violated the Constitution by preferring Christians over other religious groups and by sponsoring sectarian prayers. Petitioners sought to limit the town to “inclusive and ecumenical” prayers that referred only to a “generic God.”

In the ensuing case, *Town of Greece v. Galloway* (2014), the Supreme Court held in a 5–4 decision that no constitutional violation existed. The majority opinion stated that legislative prayer in this situation lent gravity to public business, reminded lawmakers to transcend petty differences to pursue a higher purpose, reflected values that were a part of the nation’s heritage, provided a spirit of cooperation, and celebrated the changing of seasons. The audience was primarily lawmakers themselves, and though many bowed their heads during the prayer, they did not solicit similar gestures by the public. It was delivered as a ceremonial portion of the town’s meeting.

- (A) Identify the constitutional clause that is common to both *Greece v. Galloway* (2014) and *Engel v. Vitale* (1962).
- (B) Based on the constitutional clause identified in part A, explain why the facts of *Engel v. Vitale* led to a different holding than the holding in *Greece v. Galloway*.
- (C) Describe an action that members of the public who disagree with the holding in *Greece v. Galloway* could take to limit its impact.

## Scoring the SCOTUS Comparison Question

A good response should:

- Identify a similarity or difference between the two Supreme Court cases, as specified in the question (0–1 point) (Disciplinary Practice 2.c)
- Provide prompted factual information from the specified required Supreme Court case (0-1 point) (Disciplinary Practice 2.a), and explain how or why that information from the specified required Supreme Court case is relevant to the non-required Supreme Court case described in the question (0–1 point) (Disciplinary Practice 2.c)
- Describe or explain an interaction between the holding in the non-required Supreme Court case and a relevant political institution, behavior, or process (0–1 point) (Disciplinary Practice 2.d)

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4. Develop an argument that explains which of the three models of representative democracy—participatory, pluralist, or elite—best achieves the founders’ intent for American democracy in terms of ensuring a stable government run by the people.

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 with at least TWO pieces of accurate and relevant information:
  - ◆ At least ONE piece of evidence must be from one of the following foundational documents:
    - Brutus 1
    - Federalist No. 10
    - U.S. Constitution
  - ◆ Use a second piece of evidence from another foundational document from the list or from your study of the electoral process
- Use reasoning to explain why your evidence supports your claim/thesis
- Respond to an opposing or alternative perspective using refutation, concession, or rebuttal

## Scoring the Argument Essay

A good response should:

- Articulate a defensible claim or thesis that responds to the question and establishes a line of reasoning (0–1 point) (Disciplinary Practice 5.a)
- Describe one piece of evidence that is accurately linked to the topic of the question (1 out of 3 points); use one piece of specific and relevant evidence to support the argument (2 out of 3 points); use two pieces of specific and relevant evidence to support the argument (3 out of 3 points) (Disciplinary Practice 5.b)
- Explain how or why the evidence supports the claim or thesis (0–1 point) (Disciplinary Practice 5.c)
- Respond to an opposing or alternate perspective using refutation, concession, or rebuttal that is consistent with the argument (0–1 point) (Disciplinary Practice 5.d)



# Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Disciplinary Practice	Enduring Understanding/ Learning Objective	Unit
1	B	3.b	PRD-3.B	5
2	B	3.c	PRD-3.B	5
3	C	3.b	MPA-3.C	5
4	B	3.c	MPA-3.C	5
5	D	3.a	PMI-2.B	2
6	C	3.d	CON-2.A	1
7	B	3.a	CON-3.A	2
8	A	3.d	CON-3.A	2
9	D	3.a	PRD-2.A	5
10	A	3.d	PRD-2.B	5
11	B	4.a	CON-2.B	1
12	A	4.b	CON-2.B	1
13	A	2.b	LOR-2.A	3
14	C	4.c	LOR-2.A	3
15	C	4.a	PMI-4.E	4
16	C	4.b	PMI-4.E	4
17	D	4.c	PMI-4.E	4
18	D	4.a	CON-3.C	2
19	A	4.c	CON-3.C	2
20	A	4.a	PRD-2.E	5
21	B	2.b	PRD-2.E	5
22	A	4.a	MPA-3.C	5
23	C	4.c	PMI-5.G	5
24	B	1.b	PMI-5.B	5
25	D	1.b	PRD-2.E	5
26	B	1.a	CON-5.B	2
27	B	1.b	LOR-1.A	1
28	A	1.e	PMI-2.C	2
29	B	1.b	LOR-2.D	3
30	C	1.a	PMI-5.E	5

Multiple-Choice Question	Answer	Disciplinary Practice	Enduring Understanding/ Learning Objective	Unit
31	D	1.e	CON-3.B	2
32	D	2.d	LOR-3.B	3
33	C	1.b	PMI-2.A	2
34	C	2.d	PMI-3.A	3
35	A	1.e	CON-2.B	1
36	D	2.a	LOR-2.C	3
37	C	1.e	LOR-3.B	3
38	B	1.d	PMI-2.A	2
39	D	3.e	MPA-2.A	4
40	A	1.e	PMI-5.F	5
41	A	1.d	CON-3.C	2
42	A	3.e	MPA-2.A	4
43	D	1.c	CON-1.A	1
44	C	2.c	CON-2.B	1
45	B	1.c	CON-2.B	1
46	C	1.c	CON-3.A	2
47	D	1.c	PMI-4.E	4
48	D	1.e	MPA-1.A	4
49	B	2.d	PRD-1.A	3
50	B	1.e	PMI-4.D	4
51	C	1.d	CON-2.A	1
52	B	1.e	CON-4.B	2
53	B	1.a	CON-4.B	2
54	C	2.d	LOR-2.D	3
55	B	1.d	CON-4.A	2

Free-Responses Questions	Question Type	Enduring Understandings/Learning Objectives	Unit
1	Concept Application	CON-3.A, CON-4.A, PMI-2.C, PMI-5.E, PRD-3.A	2, 5
2	Quantitative Analysis	CON-2.A	1
3	SCOTUS Comparison	CON-5.A, LOR-2.C, PRD-1.A, PMI-4.B, PMI-5.E	2, 3, 4, 5
4	Argument Essay	LOR-1.A, LOR-1.B, CON-1.A, MPA-3.A, PMI-5.B, PMI-5.D, PRD-2.B	1, 5