



AP[®] U.S. Government and Politics

COURSE AND EXAM DESCRIPTION

Effective
Fall 2023

Endorsement by the National Constitution Center



The course framework within this course and exam description is a model of political and ideological balance. It will not only help students understand the U.S. Constitution and the political system but will also help them become informed citizens who are willing to preserve, protect, and defend the rights and liberties at the core of our nation's charter. That is why we are delighted to partner with College Board on a series of classroom lessons and materials that support instruction in AP U.S. Government and Politics and help bring balanced constitutional content to students across America.

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY

Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

About the AP U.S. Government and Politics Course

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course.

Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

College Course Equivalent

AP U.S. Government and Politics is equivalent to an introductory college course in U.S. government.

Prerequisites

There are no prerequisite courses for AP U.S. Government and Politics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Project Requirement

The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course.

Preface

We offer this course framework for AP U.S. Government and Politics to the American public and education community. Dedicated teams of college professors and AP high school teachers have worked on this framework for years, gathering wide-ranging input and feedback from the public at large.

The committee members and AP Program staff worked with a special intensity and care. We realize that this course is more than just one more class period in a crowded school day; it must be a space in which students immerse themselves in the ideas and knowledge essential to our democracy.

AP U.S. Government and Politics offers students the opportunity to see how individuals and their ideas can shape the world in which they live; it invites them to explore central questions of liberty and justice in practice. The Supreme Court opinions explored in this course are not museum pieces but deeply felt expressions. They all represent real choices and decisions with enormous consequences. We aim for students to read them and discuss them with openness and insight.

The ideas at the heart of the American founding remain as vital and urgent as they were more than 200 years ago; it is our task as educators to make them vivid once more. As we reflect on this course, five principles become clear:

1. Command of the Constitution lies at the center of this course, the touchstone for informed citizenship and scholarship.
2. Students are not spectators but analysts; they must analyze the documents and debates that formed our republic and animate public life today.
3. Knowledge matters; we define a focused body of shared knowledge while leaving room for the variety of state standards and the imaginations of individual teachers.

4. We can't avoid difficult topics, but we can insist on a principled attention to the best arguments on both sides as students read and write.
5. Civic knowledge is every student's right and responsibility; we therefore have the obligation to make the best learning resources, such as the National Constitution Center's Interactive Constitution, freely available for all.

The aims of this course framework are timeless, and its roots are deeply embedded in the American experiment and the intellectual traditions that animated our founding.

Aristotle famously described humankind as a "political animal." He argued that a person who lives without a political life is incomplete and alone, like an isolated piece on a game board. For Aristotle, participation in civic life is necessary to live fully. In more modern times, President Eisenhower declared that "politics ought to be the part-time profession of every person who would protect the rights and privileges of free people and who would preserve what is good and fruitful in our national heritage."

We are grateful to the AP community of teachers and their colleagues in colleges across our country, whose shared devotion to students forged this course framework. A framework is only an outline of content and skills; the real craft is in the decisions that knowledgeable teachers make every day in the classroom as they develop their curriculum. We are confident that in the hands of AP teachers, this course framework will open doors of opportunity for students throughout their lives.

—From David Coleman, CEO,
College Board

Introduction

The AP U.S. Government and Politics course detailed in this framework reflects what political science teachers, professors, and researchers agree that a college-level government and politics course should teach students to do: analyze and interpret the Constitution, important political documents, and data to better understand the American national government and the political actors who interact with it.

The AP U.S. Government and Politics Course and Exam Description defines what representative colleges and universities typically expect students to know and be able to do in order to earn college credit or placement. Students practice the skills used by political scientists by studying data, political writings from the founding era to the present, the structure of the government as established by the Constitution, and constitutional interpretations handed down by the Supreme Court. Students will show mastery of these skills on the exam through a variety of means, including concept application, data analysis, Supreme Court case comparisons, and writing political science arguments.

Although the course framework is designed to provide a clear and detailed description of the course content and skills, it is not a curriculum. Teachers create their own curricula to meet the needs of their students and any state or local requirements.

The National Constitution Center and College Board

In partnership with the National Constitution Center, the AP Program has developed a series of classroom lessons and materials related to the U.S. Constitution. This series includes resources to support instruction in AP U.S. Government and Politics, AP Comparative Government and Politics, AP U.S. History, and AP English Language and Composition. These lessons and resources are available to AP teachers via the course homepages at AP Central and to all teachers through the National Constitution Center's website.

Maintaining Political Balance

AP U.S. Government and Politics is a nonpartisan course and has been endorsed by the National Constitution Center as well as a range of conservative and liberal scholars for its political balance. The required readings are the Declaration of Independence, the U.S. Constitution, the Articles of Confederation, representative Federalist Papers, Brutus No. 1, and Martin Luther King Jr.'s "Letter from a Birmingham Jail." In addition, there are required Supreme Court cases. Additional readings and assignments that teachers select to supplement the course must, as a whole, maintain a political balance. It is expected and required that all AP-authorized courses maintain political balance through a nonpartisan curriculum.

Course Framework Components

Overview

This course framework provides a description of the what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 COURSE SKILLS

The skills for this course are central to the study and practice of government and politics. Students should develop and apply the described skills on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. The content is framed by big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

1

AP U.S. GOVERNMENT AND POLITICS

Course Skills

This section presents the skills that students should develop during the AP U.S. Government and Politics course and that form the basis of the tasks on the AP Exam.

AP U.S. Government and Politics Course Skills

The AP U.S. Government and Politics course provides skills that describe what a student should be able to do while exploring course concepts. The table on the next page presents these skills.

The unit guides that follow embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching these skills can be found in the [Instructional Approaches](#) section of this publication.



Course Skills

Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5
Concept Application 1 Apply political concepts and processes to scenarios in context.	SCOTUS Application 2 Apply Supreme Court decisions.	Data Analysis 3 Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.	Source Analysis 4 Read, analyze, and interpret foundational documents and other text-based and visual sources.	Argumentation 5 Develop an argument in essay format.
SKILLS				
1.A Describe political principles, institutions, processes, policies, and behaviors. 1.B Explain political principles, institutions, processes, policies, and behaviors. 1.C Compare political principles, institutions, processes, policies, and behaviors. 1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. 1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	2.A Describe the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases. 2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. 2.C Explain how the facts, issue, holding, reasoning, decision, and majority opinion of a required Supreme Court case compare to a non-required Supreme Court case. 2.D Explain how a required Supreme Court case relates to a relevant political principle, institution, process, policy, or behavior.	3.A Describe the data presented. 3.B Describe patterns and trends in data. 3.C Explain patterns and trends in data to draw conclusions. 3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. 3.E Explain possible limitations of the data provided. 3.F Explain possible limitations of the visual representation of the data provided.	4.A Describe the argument, perspective, evidence, and reasoning presented in the source. 4.B Explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors. 4.C Explain how the implications of the argument or perspective in the source may affect political principles, institutions, processes, policies, and behaviors. 4.D Explain how the visual elements of the source (a cartoon, map, or infographic) illustrate or relate to political principles, institutions, processes, policies, and behaviors.	5.A Articulate a defensible claim/thesis. 5.B Support an argument or claim/thesis using relevant evidence. 5.C Use reasoning to organize and analyze evidence, explaining its significance to justify an argument or claim/thesis. 5.D Respond to opposing or alternate perspectives with rebuttal or refutation.

2

AP U.S. GOVERNMENT
AND POLITICS

Course Content

This course framework provides a description of the course requirements necessary for student success. The framework specifies what students should know and be able to do. The framework also encourages instruction that prepares students for advanced political science coursework and active, informed participation in our constitutional democracy.

UNITS

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

The five units in AP U.S. Government and Politics and their weighting on the multiple-choice section of the AP Exam are listed below.

Units	Exam Weighting
Unit 1: Foundations of American Democracy	15–22%
Unit 2: Interactions Among Branches of Government	25–36%
Unit 3: Civil Liberties and Civil Rights	13–18%
Unit 4: American Political Ideologies and Beliefs	10–15%
Unit 5: Political Participation	20–27%

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages contain the required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

BIG IDEAS

The course focuses on five big ideas which allow students to create meaningful connections among concepts across the units. Connecting these big ideas across the different course units will help students develop a deeper conceptual understanding of the course content. Big ideas are spiraled throughout the curriculum through the topics. Below are the big ideas of the course and a brief description of each.

BIG IDEA 1: CONSTITUTIONALISM

The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.

BIG IDEA 2: LIBERTY AND ORDER

Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY

Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate

BIG IDEA 4: COMPETING POLICYMAKING INTERESTS

Multiple actors and institutions interact to produce and implement possible policies.

BIG IDEA 5: METHODS OF POLITICAL ANALYSIS

Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP U.S. Government and Politics curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing options are provided for teaching the course for a full year and for a single semester.
- Progression of topics within each unit.
- Spiraling of the skills across all units.

Teach

COURSE SKILLS

Course skills spiral across units.

- | | |
|------------------------------|--------------------------|
| 1 Concept Application | 3 Data Analysis |
| 2 SCOTUS Application | 4 Source Analysis |
| | 5 Argumentation |

Assess

Assign the Progress Checks—either as homework or in class—for each unit. Each Progress Check contains formative multiple-choice and free-response questions. The feedback from the Progress Checks shows students the areas where they need to focus.

UNIT 1		Foundations of American Democracy
~16/~8 Class Periods		15–22% AP Exam Weighting
1	1.1	Ideals of Democracy
4	1.2	Types of Democracy
1	1.3	Government Power and Individual Rights
4	1.4	Challenges of the Articles of Confederation
1	1.5	Ratification of the U.S. Constitution
4	1.6	Principles of American Government
5	1.7	Relationship between the States and National Government
2	1.8	Constitutional Interpretations of Federalism
5	1.9	Federalism in Action

Progress Check 1

- Multiple-choice: ~20 questions**
Free-response: 3 questions
- Concept Application
 - Argument Essay (partial)
 - Argument Essay (partial)

UNIT 2		Interactions Among Branches of Government
~28/~14 Class Periods		25–36% AP Exam Weighting
1	2.1	Congress: The Senate and the House of Representatives
3	2.2	Structures, Powers, and Functions of Congress
2	2.3	Congressional Behavior
3	2.4	Roles and Powers of the President
1	2.5	Checks on the Presidency
4	2.6	Expansion of Presidential Power
1	2.7	Presidential Communication
2	2.8	The Judicial Branch
1	2.9	The Role of the Judicial Branch
2	2.10	The Court in Action
1	2.11	Checks on the Judicial Branch
4	2.12	The Bureaucracy
1	2.13	Discretionary and Rulemaking Authority
3	2.14	Holding the Bureaucracy Accountable
3	2.15	Policy and the Branches of Government

Progress Check 2

- Multiple-choice: ~45 questions**
Free-response: 3 questions
- Concept Application
 - Quantitative Analysis
 - SCOTUS Comparison

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT 3

Civil Liberties and Civil Rights

~26/~13 Class Periods **13–18%** AP Exam Weighting

1	3.1 The Bill of Rights
2	3.2 First Amendment: Freedom of Religion
5	3.3 First Amendment: Freedom of Speech
4	3.4 First Amendment: Freedom of the Press
4	3.5 Second Amendment: Right to Bear Arms
5	3.6 Amendments: Balancing Individual Freedom with Public Order and Safety
2	3.7 Selective Incorporation
5	3.8 Amendments: Due Process and the Rights of the Accused
1	3.9 Amendments: Due Process and the Right to Privacy
4	3.10 Social Movements and Equal Protection
2	3.11 Government Responses to Social Movements
2	3.12 Balancing Minority and Majority Rights
1	3.13 Affirmative Action

Progress Check 3

Multiple-choice: ~30 questions

Free-response: 3 questions

- SCOTUS Comparison
- Argument Essay (partial)
- Argument Essay (partial)

UNIT 4

American Political Ideologies and Beliefs

~22/~11 Class Periods **10–15%** AP Exam Weighting

1	4.1 American Attitudes About Government and Politics
3	4.2 Political Socialization
3	4.3 Changes in Ideology
4	4.4 Influence of Political Events on Ideology
3	4.5 Measuring Public Opinion
3	4.6 Evaluating Public Opinion Data
1	4.7 Ideologies of Political Parties
4	4.8 Ideology and Policymaking
3	4.9 Ideology and Economic Policy
4	4.10 Ideology and Social Policy

Progress Check 4

Multiple-choice: ~30 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- Quantitative Analysis

UNIT 5

Political Participation

~18/~9 Class Periods **20–27%** AP Exam Weighting

1	5.1 Voting Rights and Models of Voting Behavior
3	5.2 Voter Turnout
1	5.3 Political Parties
4	5.4 How and Why Political Parties Change and Adapt
3	5.5 Third-Party Politics
3	5.6 Interest Groups Influencing Policymaking
1	5.7 Groups Influencing Policy Outcomes
5	5.8 Electing a President
5	5.9 Congressional Elections
5	5.10 Modern Campaigns
2	5.11 Campaign Finance
5	5.12 The Media
2	5.13 Changing Media

Progress Check 5

Multiple-choice: ~30 questions

Free-response: 3 questions

- Quantitative Analysis
- Argument Essay
- Argument Essay

Exam Overview

The AP U.S. Government and Politics Exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam is 3 hours long and includes 55 multiple-choice questions and 4 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Multiple-choice questions	55	50%	80 minutes
II	Free-response questions	4	50%	100 minutes (recommended timing below)
	Question 1: Concept Application (3 points)		12.5%	20 minutes
	Question 2: Quantitative Analysis (4 points)		12.5%	20 minutes
	Question 3: SCOTUS Comparison (4 points)		12.5%	20 minutes
	Question 4: Argument Essay (6 points)		12.5%	40 minutes

The AP Exam also assesses the five units of the course with the following exam weighting on the multiple-choice section:

Units	Exam Weighting
Unit 1: Foundations of American Democracy	15–22%
Unit 2: Interactions Among Branches of Government	25–36%
Unit 3: Civil Liberties and Civil Rights	13–18%
Unit 4: American Political Ideologies and Beliefs	10–15%
Unit 5: Political Participation	20–27%

How Student Learning Is Assessed on the AP Exam

The AP U.S. Government and Politics course skills are assessed on the AP Exam as detailed below.

	Multiple-Choice Section	Free-Response Section
<i>Skill Category 1: Concept Application</i>	Individual and set-based multiple-choice questions assess students’ ability to apply political concepts and processes in hypothetical and authentic contexts. Students will need to describe, explain, and compare political principles, institutions, processes, policies, and behaviors.	Free-response question 1 focuses exclusively on Skill Category 1.
<i>Skill Category 2: SCOTUS Application</i>	Individual and set-based multiple-choice questions will assess students’ ability to apply Supreme Court decisions in authentic contexts. Students will need to describe and compare relevant information about the required Supreme Court Cases. Students will also need to explain how required Supreme Court cases relate to non-required Supreme Court Cases, foundational documents, and other sources.	Free-response question 3 focuses primarily on Skill Category 2.
<i>Skill Category 3: Data Analysis</i>	Set-based multiple-choice questions will assess students’ ability to analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics. Students will need to describe and explain data and explain the relationship between the data and political principles, institutions, processes, policies, and behavior.	Free-response question 2 focuses exclusively on Skill Category 3.
<i>Skill Category 4: Source Analysis</i>	Set-based multiple-choice questions will assess students’ ability to read, analyze, and interpret foundational documents and other text-based and visual sources. Students will need to describe and explain claims, evidence, perspective, and reasoning in sources. Additionally, students will need to explain how text-based and visual sources relate to political principles, institutions, processes, policies, and behaviors.	Skill Category 4 is not explicitly assessed in the free-response section.
<i>Skill Category 5: Argumentation</i>	No multiple-choice questions explicitly assess the argumentation skill.	Free-response question 4 focuses exclusively on Skill Category 5.

Sample Exam Questions

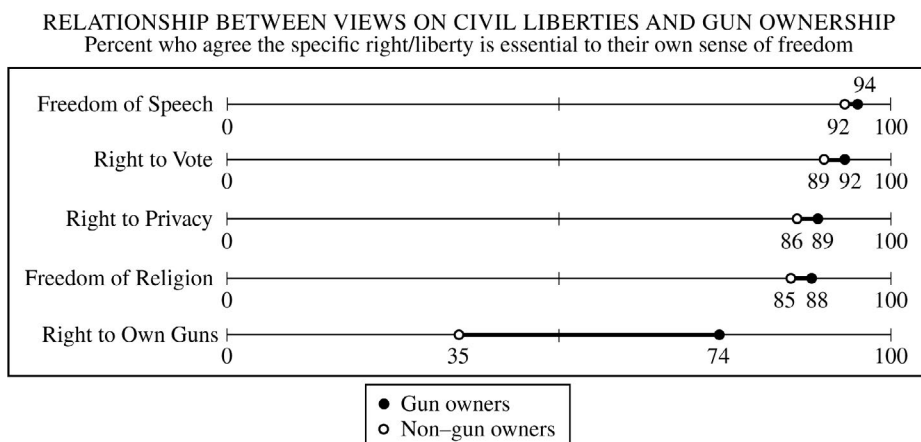
The sample exam questions that follow illustrate the relationship between the course framework and the AP U.S. Government and Politics Exam and serve as examples of the types of questions that appear on the exam. After the sample questions is a table that shows to which skill, learning objective(s), and unit each question relates. The table also provides the answers to the multiple-choice questions.

Section I: Multiple-Choice

1. Despite concerns raised by her constituents, a member of the House of Representatives votes in favor of a bill, believing that in the long term it is in the best interest of her constituents. This is an example of which of the following models of representation?
(A) Delegate
(B) Politico
(C) Trustee
(D) Virtual
2. Which of the following is an accurate comparison of the arguments made in *The Federalist* 10 and *Brutus* 1?

<i>The Federalist</i> 10	<i>Brutus</i> 1
(A) Factions are inevitable with popular sovereignty.	A strong national government is needed.
(B) Factions are most dangerous at the local level.	Small republics are best for stable governments.
(C) Power should be concentrated in the executive branch to address factions.	National government is too far from the people.
(D) The effects of factions cannot be controlled.	Popular sovereignty leads to anarchy.

Questions 3 and 4 refer to the chart.



Source: Survey of United States adults conducted March 13-27 and April 4, 2017, Pew Research Center

3. According to the data, both gun owners and non-gun owners
 - (A) answered similarly regarding the importance of the right to own guns
 - (B) believed that the right to vote was less essential than freedom of religion
 - (C) chose freedom of speech as most essential to their own liberty
 - (D) demonstrated deep division between one another in most categories
4. Which of the following best explains how poll respondents regard the relationship between the right to own guns and personal freedom?
 - (A) The poll shows there is an ongoing debate over whether gun control laws promote or interfere with individual rights.
 - (B) The poll shows that gun owners and non-gun owners have widely different views over a range of civil liberties issues.
 - (C) The poll shows that party polarization has a sizable impact on elections and policymaking at each level of government.
 - (D) The poll shows that even Congress has mixed opinions as to whether the second amendment involves individual liberty.
5. Which of the following powers allows both the federal and state governments to make policies involving taxation?
 - (A) Concurrent powers
 - (B) Exclusive powers
 - (C) Implied powers
 - (D) Enumerated powers
6. In which of the following ways could the president try to limit the impact of a Supreme Court decision?
 - (A) Calling for the removal of the Supreme Court justices
 - (B) Instructing the Department of Justice to delay enforcement of a provision in the decision.
 - (C) Passing legislation that overrides the Court's opinion
 - (D) Changing the jurisdiction of the Supreme Court

Questions 7–9 refer to the excerpt below.

The vice of the groupist theory is that it conceals the most significant aspects of the system. The flaw in the pluralist heaven is that the heavenly chorus sings with a strong upper-class accent. Probably about 90 percent of the people cannot get into the pressure system.

The notion that the pressure system is automatically representative of the whole community is a myth fostered by the universalizing tendency of modern group theories. *Pressure politics is a selective process* ill designed to serve diffuse interests. The system is skewed, loaded, and unbalanced in favor of a fraction of a minority.

—E. E. Schattschneider, *The Semisovereign People*, 1960

7. Which of the following best captures the author's argument regarding the forms of democracy?
 - (A) Pluralist democracy, which seeks to shield elites from popular opinion, functions best when individual citizens do not participate in the process.
 - (B) Participatory democracy, which emphasizes limited participation, marginalizes those who do not have the economic means to participate.
 - (C) Pluralist democracy, though it involves groups at different stages of the process of developing policy, excludes a significant portion of the population.
 - (D) Participatory democracy, which emphasizes expanded participation, creates too much conflict within the system.
8. Which of the following statements about interest groups would the author most likely agree with?
 - (A) Interest groups play the important function of including more people in elections.
 - (B) Interest groups undermine stability by creating too much conflict and polarization in politics.
 - (C) Interest groups tend to over-represent elite interests.
 - (D) Interest groups have less power in American government than political parties have.
9. Which of the following activities would the author most likely be concerned about interest groups engaging in?
 - (A) Educating and mobilizing citizens around their cause
 - (B) Introducing legislation that limits the power of others
 - (C) Representing broad segments of society and sparking emotional political debates
 - (D) Forming iron triangles with bureaucratic agencies and congressional committees

10. According to the United States Constitution, all revenue bills must
- (A) be passed by a conference committee
 - (B) originate in the House of Representatives
 - (C) be passed by two-thirds of the Senate
 - (D) be reviewed by the Supreme Court
11. Which of the following illustrates an economic policy most likely supported by an ideologically liberal individual?
- (A) The Federal Reserve increasing interest rates
 - (B) Congress placing regulations on the marketplace by increasing the minimum wage
 - (C) A bill that would decrease funding for the food stamp program
 - (D) A state lowering income taxes to attract businesses

Questions 12 and 13 refer to the political cartoon.



12. Which of the following is the best interpretation of the political cartoon?
 - (A) Members of Congress are richer than the people they represent.
 - (B) Members of Congress represent a wide diversity of political and economic interests.
 - (C) Members of Congress receive political contributions from many special interest groups.
 - (D) Members of Congress are specialists in economic policy issues.
13. Which of the following Supreme Court cases is most related to the topic in the cartoon?
 - (A) *United States v. Lopez* (1995)
 - (B) *McDonald v. Chicago* (2010)
 - (C) *Shaw v. Reno* (1993)
 - (D) *Citizens United v. Federal Elections Commission* (2010)
14. Which of the following arguments best supports a claim that the Electoral College does not fully support democratic principles?
 - (A) The winner-take-all system encourages candidates to campaign in every state, which limits the attention each state will receive from the candidates.
 - (B) Electors are chosen by the voters in each state, which gives parties undue influence over candidates' success.
 - (C) At times, a candidate who receives the most popular votes may not win the presidential election.
 - (D) The Electoral College lacks transparency because electors frequently switch their vote during the national convention.

Section II: Free-Response

The following are examples of the kinds of free-response questions found on the exam.

Concept Application (Free-Response Question 1 on the AP Exam)

The National Association of Home Builders, a national interest group that represents over 140,000 members in the home construction industry, has endorsed David Valadao (R) for reelection in California's Twenty-First Congressional District in the 2018 midterm election.

"Rep. Valadao has made housing and home ownership a top national priority and understands that expanding housing opportunities for all Americans is essential to the economic and social well-being of our nation," said Randy Noel, chairman of the National Association of Home Builders.

"We are proud to endorse Rep. Valadao for reelection in November because he helped to shepherd the landmark tax reform bill through Congress that will put more money into the pockets of hard-working families, reduce the tax burden for small businesses and promote job and economic growth," Noel said.

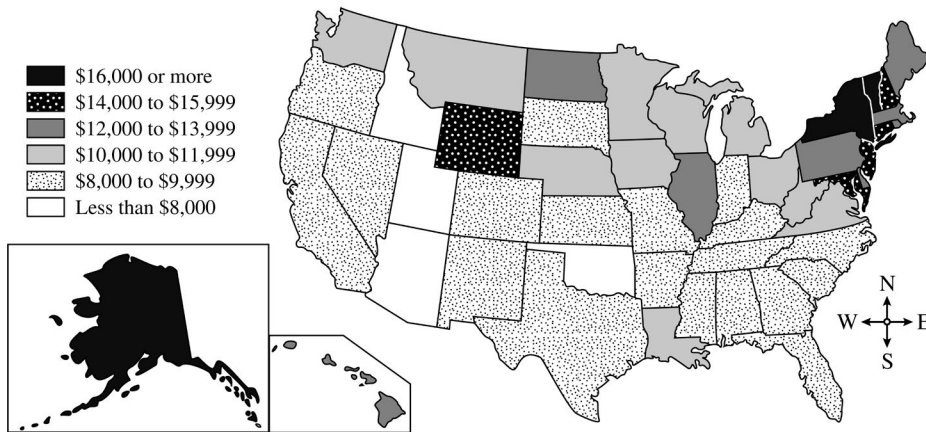
Recent polls show Valadao holding an 11-point lead over Democratic challenger T. J. Cox.

Source: "Valadao Picks Up Several Endorsements," *Hanford Sentinel*
(Hanford, CA), October 19, 2018.

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

- (A) Describe an action being taken by the National Association of Home Builders in the scenario.
- (B) Explain how the action described in Part A affects policymaking in Congress.
- (C) Another group interested in conserving land in California supports the Democratic candidate in the election. Rather than having 140,000 members, the group is led by a few very wealthy families. Explain how this difference will likely affect the conservationist group's strategy in the election.

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



Source: FairVote. www.census.gov

Quantitative Analysis (Free-Response Question 2 on the AP Exam)

Use the information graphic to answer the questions.

- (A) Identify the most common level of education spending by states in the Southeast.
- (B) Describe a similarity or difference in public education spending by state or region, as illustrated in the information graphic.
- (C) Draw a conclusion about that similarity or difference in public education spending by state or region illustrated in the information graphic.
- (D) Explain how public education spending as shown in the information graphic demonstrates the principle of federalism.

SCOTUS Comparison (Free-Response Question 3 on the AP Exam)

This question requires you to compare a Supreme Court case you studied in class with one you have not studied in class. A summary of the Supreme Court case you did not study in class is presented below and provides all of the information you need to know about this case to answer the prompts.

In 1935, Congress passed the National Labor Relations Act (NLRA), which among other things guaranteed workers the right to join a labor union and collectively bargain with employers. The law also established the National Labor Relations Board (NLRB), an independent agency responsible for enforcing the law.

The Jones and Laughlin Steel Corporation fired ten workers attempting to unionize its plant located in Aliquippa, Pennsylvania. When the National Labor Relations Board determined this to be in violation of the recently passed NLRA, the company sued claiming that labor relations had only an indirect effect on commerce, and thus Congress did not have the constitutional power to regulate it.

In the subsequent case, *National Labor Relations Board v. Jones and Laughlin Steel Corporation* (1937), the Supreme Court ruled in favor of the National Labor Relations Board by a 5–4 vote, holding that the Jones and Laughlin Steel Corporation conducted interstate commerce and that industrial labor relations affects that commerce.

- (A) Identify the constitutional clause that is common in both *United States v. Lopez* (1995) and *National Labor Relations Board v. Jones and Laughlin Steel Corporation* (1937).
- (B) Explain how the facts in *United States v. Lopez* led to a different holding than in *National Labor Relations Board v. Jones and Laughlin Steel Corporation*.
- (C) Explain how the holding in *National Labor Relations Board v. Jones and Laughlin Steel Corporation* affected the balance of power between the states and the national government.

Argument Essay (Free-Response Question 4 on the AP Exam)

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.

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

- Brutus 1
- Federalist No. 10
- U.S. Constitution

In your response, you should do the following:

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