

# Writing the Redesigned FRQs for AP Government and Politics

Combined, the 4 FRQ's are worth 50 % of your overall grade on the AP Gov exam. Each of the 4 FRQ's is worth 12.5% of your grade.

Students have 100 minutes total to write the four FRQs.

Students can answer the FRQs in ANY ORDER that they choose.

College Board recommends that the students spend 20 minutes each on FRQ #1, #2, and #3. It is recommended that the students spend 40 minutes on FRQ #4.

# The Format is 100% Predictable

- **QUESTION #1**
  - Always **CONTENT APPLICATION**
  - Always **3 points**
- **QUESTION #2**
  - Always **QUANTITATIVE ANALYSIS**
  - Always **4 points**
- **QUESTION #3**
  - Always **ANALYSIS OF SCOTUS CASES**
  - Always **4 points**
- **QUESTION #4**
  - Always **ARGUMENTATIVE “ESSAY”**
  - Always **6 points**

**FRQ #1**  
**CONCEPT**  
**APPLICATION**

- **Respond to a political scenario, explaining how it relates to a political principle, institution, process, policy, or behavior.**

# FRQ #1

## CONCEPT

## APPLICATION

**Scenario:**

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

- (A) Describe a power \_\_\_\_\_ could use to address the issues/comments outlined in the scenario.**
- (B) In the context of this scenario, explain how the use of \_\_\_\_\_ power described in part (A) can be affected by its interaction with \_\_\_\_\_.**
- (C) In the context of this scenario, explain how the interaction between \_\_\_\_\_ (the actor identified in part A) and \_\_\_\_\_ (the second actor identified in part B) can be affected by \_\_\_\_\_.**

# FRQ #1

## Scoring the Concept Application Question

**A good response should:**

- **Describe a political institution, behavior, or process connected with the scenario (0–1 point)**
- **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)**
- **Explain how the scenario relates to a political institution, behavior, or process in the course (0–1 point)**

## **FRQ #2**

# **QUANTITATIVE ANALYSIS**

- **Analyze quantitative data, identify a trend or pattern, draw a conclusion from the visual representation, and explain how the data relates to a political principle, institution, process, policy, or behavior.**

# FRQ #2

## QUANTITATIVE ANALYSIS

**Stimulus:**

**Use the information graphic to answer the questions.**

- (A) Identify/describe the data/trend/pattern presented in the \_\_\_\_\_.**
- (B) Describe a similarity, difference, trend (OR similarity or difference) in \_\_\_\_\_ illustrated in the \_\_\_\_\_, and draw a conclusion about that similarity, difference, trend (OR similarity or difference).**
- (C) In the context of the scenario, explain how \_\_\_\_\_ is impacted by/demonstrates the principle of \_\_\_\_\_.**

# FRQ #2

## Scoring the Quantitative Analysis Question

**A good response should:**

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



**FRQ #3**  
**SCOTUS**  
**COMPARISON**

- **Compare a non-required Supreme Court case with a required Supreme Court case, explaining how information from the required case is relevant to that in the non-required one.**

# FRQ #3

## SCOTUS

### COMPARISON

**Summary of non-required case:**

- (A) Identify the constitutional provision that is common in both \_\_\_\_\_ (non-required case) and \_\_\_\_\_ (required case).
- (B) Based on the constitutional provision identified in part A, explain how/why the facts of \_\_\_\_\_ (required case) led to a different/similar holding than the holding in \_\_\_\_\_ (non-required case).
- (C) Describe an action that \_\_\_\_\_ who disagree/agree with the holding in \_\_\_\_\_ (non-required case) could take to limit/enhance its impact.

# FRQ #3

## 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)**
- **Provide prompted factual information from the specified required Supreme Court case (0–1 point), 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)**
- **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)**

**FRQ #4**  
**ARGUMENT**  
**ESSAY**

- **Develop an argument in the form of an essay, using evidence from one or more required foundational documents.**

# FRQ #4 ARGUMENT ESSAY

## SCENARIO:

The \_\_\_\_\_ is doing something that involves asking \_\_\_\_\_ to take a position on an issue.

Prepare a response that the person being asked to take a position on the issue would take.

*OR*

## DEVELOP AN ARGUMENT:

Develop an argument that explains which of \_\_\_\_\_ (two or more choices) is preferred because of \_\_\_\_\_.

In your essay you must:

- Articulate a defensible claim or thesis that responds to the question and establishes a line of reasoning.
- Support your claim or thesis 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 (2-3 from the list of nine documents):
  - ◆ Use a second piece of evidence from another foundational document from the list or your study of \_\_\_\_\_.
- Use reasoning to explain why your evidence supports your claim/thesis
- Respond to an opposing or alternate perspective using refutation, concession or rebuttal

## **FRQ #4**

### **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)**
- **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)**
- **Explain how or why the evidence supports the claim or thesis (0–1 point)**
- **Respond to an opposing or alternate perspective using refutation, concession, or rebuttal that is consistent with the argument (0–1 point)**

# FRQ #4

## Tips to Increase Success on the Argument Essay

**TOPIC OF PROMPT**  
What is the question about?

**CLAIM/THESIS**  
Write a defensible claim that responds to the prompt and establishes a line of reasoning (use a "because" statement)

**EVIDENCE 1**  
Use one of the docs from the list in the prompt to support your **CLAIM**

**REASONING**  
How or why does **EVIDENCE 1** support the **CLAIM**?

**EVIDENCE 2**  
Use a 2<sup>nd</sup> doc from the list or specific & relevant info from the area identified in the prompt to support your **CLAIM**

**REASONING**  
How or why does **EVIDENCE 2** support the **CLAIM**?

**ALT. PERSPECTIVE**

1. Identify an alternative view
2. Demonstrate an understanding of that alternative view
3. Refute, concede, or rebut the perspective - "However, this perspective is incorrect BECAUSE..."