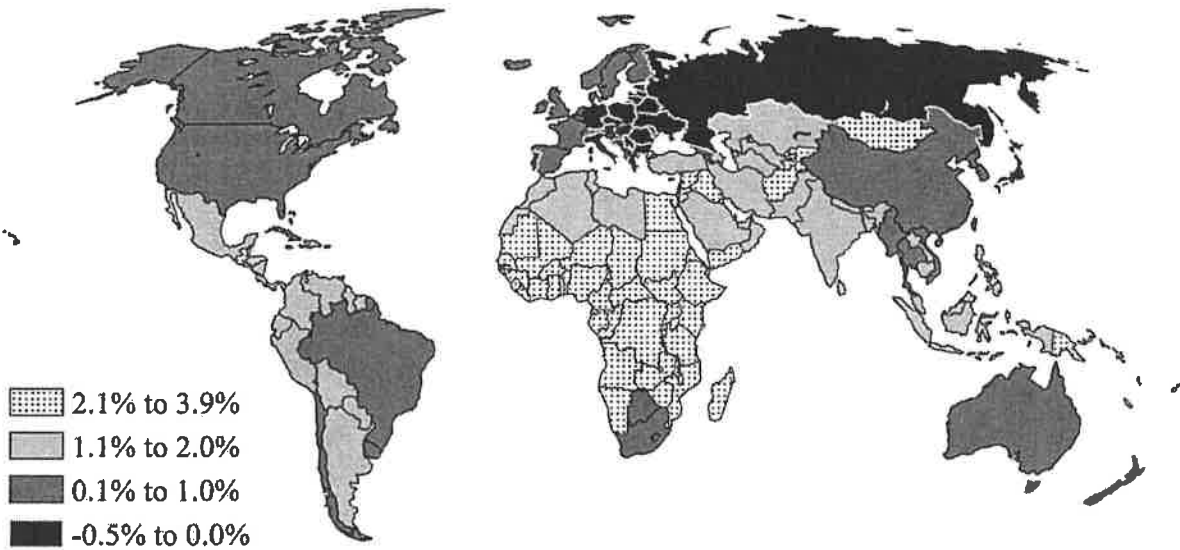


11 - Pop.

2017 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

RATE OF NATURAL INCREASE, 2014



Source: Population Reference Bureau

2. The map shows rates of natural increase in human population.
 - A. Identify the world region on the map with the highest rates of natural increase.
 - B. Using the region identified in part A, explain **THREE** factors that contribute to high population growth rates.
 - C. Describe **ONE** economic incentive that a country with a high population growth rate could use to decrease population growth, and identify **ONE** potential impact of this strategy.
 - D. Describe **ONE** social program or policy that a country with a high population growth rate could use to decrease population growth, and identify **ONE** potential impact of this strategy.

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Question 2

8 points: (1 + 3 + 2 + 2)

A. Region Identification (1 point total)

Africa, sub-Saharan Africa, Africa south of the Sahara, West Africa, Southern Africa, Central Africa, East Africa, or the Sahel, Sahelian

Do not accept: North Africa, South Africa

B. Explain three factors that contribute to high population growth rates

(1 point for each factor, 3 points total (1+1+1). Each category may be used only once.)

1. Lack of access to medical care or contraceptives, or lack of information about family planning	7. Low level of human development, low HDI, or low level of economic development, high rates of poverty
2. High infant or child mortality rates, high incidence of disease or epidemics	8. Primarily agrarian, rural or mainly small village communities
3. Lack of educational access or opportunities for girls and women (Note: It is not about family planning)	9. Early marriages; lack of laws (or lack of enforcement) that set a minimum age for marriage
4. Traditional social practices that discourage women from working outside home	10. Pronatalist government policies, government incentives for families with children, policies that restrict or prohibit family planning programs
5. Children seen as laborers	11. Results of wars, disasters, environmental crises
6. Cultural or religious preference for male children or large families	12. Decreasing death rates

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Question 2 (continued)

C. One economic incentive to decrease population growth
(1 description + 1 impact = 2 points total)

Economic Incentives (1 pt.)
1. Increasing distribution, availability, or affordability of contraceptives to men and women
2. Promoting economic development, poverty reduction, sustainable development
3. Promoting female labor force participation or business ownership (e.g., microcredit, access to capital)
4. Offering incentives for smaller families or disincentives for having larger families
5. Implementing a government economic safety net to support the elderly

D. One social program to decrease population growth
(1 description + 1 impact = 2 points total)

Social Program or Policy (1 pt.)
1. Promoting family planning , or reproductive health education
2. Increasing education of girls, promoting higher education for women
3. Implementing antinatalist policies that limit the number of children
4. Improving healthcare for women , infants, and children
5. Producing media or ad campaigns showing benefits of family planning practices
6. Promoting urbanization
7. Changing, implementing, or enforcing laws about increasing the minimum age at marriage

Potential impact of the strategy

For Both Parts C and D:

Potential Impacts (1 pt.)
a. Reduced birth rates or fertility rates (lower population is not acceptable)
b. Move from stage two to stage three of the demographic transition
c. Fewer children lead to more resources for better education or health care
d. Improved gender equality or female empowerment
e. Conflicts between traditional social norms and new population programs
f. Increased social tension between men and women
g. Skewed gender ratio
h. Increased elderly dependency ratio; population aging; reduced youth dependency ratio

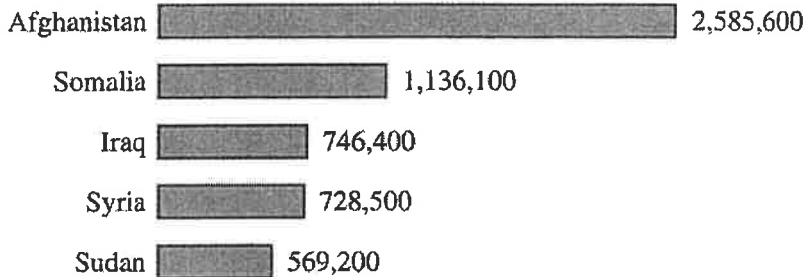
2015 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

III = Language

2. English is the most widely used language in the world, thus becoming the world's lingua franca.
- A. Define the term "lingua franca."
 - B. Identify and describe ONE historical factor that contributed to the worldwide use of English.
 - C. Identify and explain TWO examples that show how globalization is contributing to English becoming the world's lingua franca.

SELECTED REFUGEE POPULATIONS BY COUNTRY OF ORIGIN, 2012

II - Migration
(refugees)



Source: United Nations High Commissioner for Refugees

3. In recent years, the number of refugees has been increasing. However, most refugees come from just a few countries.
- A. Define the term "refugee."
 - B. Discuss ONE political, ONE social, and ONE environmental reason why refugees flee their country of origin.
 - C. Using the chart shown, select a country of origin; then identify and explain ONE reason why refugees have left the country.
 - D. Explain TWO economic impacts that refugees can have on a receiving country.

STOP

END OF EXAM

**AP® HUMAN GEOGRAPHY
2015 SCORING GUIDELINES**

Question 3

In recent years, the number of refugees has been increasing. However, most refugees come from just a few countries.

- A. Define the term "refugee."
- B. Discuss ONE political, ONE social, and ONE environmental reason why refugees flee their country of origin.
- C. Using the chart shown, select a country of origin; then identify and explain ONE reason why refugees have left the country.
- D. Explain TWO economic impacts that refugees can have on a receiving country.

Part A: 1 point total

- 1. A person who flees, is displaced, or is forced to leave his or her home country.

Part B: 3 points total

Political:	1. fear for life during conflict or war
	2. political persecution or political imprisonment (e.g., opposition to government; ideology opposes state)
	3. forcibly evicted by government or military
Social:	1. religious persecution
	2. ethnic/racial persecution (e.g., genocide)
	3. rights or opportunities denied based on gender or sexuality
Environmental: (at country scale)	1. natural disaster (e.g., extended drought or flood, tsunami)
	2. pollution or human-caused disasters
	3. epidemic/disease (e.g., Ebola)
	4. food insecurity/famine

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Question 3 (continued)

Part C: 2 points total

Country	ID (1 point)	Explanation (1 point)
Afghanistan	1. Conflict/War	Taliban vs. NATO (e.g., U.S.) or Taliban vs. Afghanis (no points for USSR)
	2. Religious/Ethnic/ Gender Persecution	Taliban Wahhabis (e.g., Salafist) persecuting other Sunnis or Shiites/Pashtun dominance over other ethnic groups (e.g., Hazara, Uzbeks, Tajiks); rights or opportunities denied based on gender or sexuality
	3. Poverty	Food insecurity, lack of water, little infrastructure, education, or medical care
Somalia	1. Conflict/War	Between warlords; warlords or militants (e.g., Al-Shabaab) vs. UN-backed government
	2. Religious/Ethnic/ Gender Persecution	Militant Wahhabis (e.g., Salafist) persecuting other Sunnis, Animists or Christians; conflicts based on tribal differences; rights or opportunities denied based on gender or sexuality
	3. Poverty, Famine	Food insecurity, lack of water, little infrastructure, education, or medical care
Iraq	1. Conflict/War	U.S. invasion, flight or exclusion of Baathists, fearful U.S. collaborators
	2. Religious/Ethnic/ Gender Persecution	Sunni or ISIS vs. Shia, Muslim vs. non-Muslim (e.g., Christian, Jewish, Chaldean); Arabs vs. Kurds; rights or opportunities denied based on gender or sexuality
	3. Poverty	Food insecurity, failing infrastructure, education, or medical care
Syria	1. Conflict/War	Internal civil war between Baathist (e.g., Assad) and opposition Free Syrian Army, or ISIS
	2. Religious/Ethnic/ Gender Persecution	Sunni vs. Alawite or other Shia; Muslim vs. non-Muslim (e.g., Christian, Druze); Arabs vs. Kurds or other non-Arabs; rights or opportunities denied based on gender or sexuality
	3. Poverty, Drought	Food insecurity, lack of water, failing infrastructure, education, or medical care
Sudan	1. Conflict/War	Government forces or militias (e.g., Janjaweed) vs. minorities
	2. Religious/Ethnic/ Gender Persecution	Muslim vs. non-Muslim (e.g., Christian, Animist); Arabic African versus sub-Saharan African; tribal differences; rights or opportunities denied based on gender or sexuality
	3. Poverty, Famine	Food insecurity, lack of water, little infrastructure, education, or medical care

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Question 3 (continued)

Part D: 2 points total

1.	adds to available low-wage labor pool
2.	competition with locals for limited jobs
3.	additional cost on receiving country to provide services (e.g., housing, food, education, health care)
4.	may result in higher taxes
5.	increased demand for goods and services (e.g., housing, food) that may result in price increases
6.	increased strain on natural resources (e.g., water, energy, forests)
7.	refugee camps financially depend on receiving country
8.	may pose costly security risks for receiving country
9.	refugees may provide skills and knowledge (e.g., some Iraqi doctors now work in Pakistan)

II - Pop.

2013 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

POPULATION AGE 65 OR OLDER IN 2000 AND 2050 (in percent)

Country	Population Age 65 or Older, 2000 (percent)	Population Age 65 or Older, 2050 (percent)	Change in Proportion 65 Years or Older (percent)
Belgium	17	28	65
Denmark	15	24	59
Japan	17	32	86
Russian Federation	13	25	100
Ukraine	14	27	91
United Kingdom	16	25	56

2. The average age of the population in selected developed countries listed in the table above has been increasing.
- A. Identify and explain two reasons that the average population age is increasing in developed countries.
 - B. Identify and explain one social consequence and one economic consequence that countries face as their populations age.

-
3. Over the past 150 years, ~~railroad and highway~~ systems influenced patterns of urban growth in the United States.
- A. Identify and explain one way that railroads affected the size and one way that railroads affected the form of cities in the United States between 1870 and 1920.
 - B. Identify and explain two ways that the Interstate Highway System affected cities in the United States between 1950 and today.

VII - Urban Growth

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY 2013 SCORING GUIDELINES

Question 2

POPULATION AGE 65 OR OLDER IN 2000 AND 2050 (in percent)

Country	Population Age 65 or Older, 2000 (percent)	Population Age 65 or Older, 2050 (percent)	Change in Proportion 65 Years or Older (percent)
Belgium	17	28	65
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Japan	17	32	86
Russian Federation	13	25	100
Ukraine	14	27	91
United Kingdom	16	25	56

The average age of the population in selected developed countries listed in the table above has been increasing.

Part A (4 points)

Identify and explain two reasons that the average population age is increasing in developed countries. (1 point for each identification to a maximum of 2 points; 1 point for explanation associated with identification to a maximum of 2 points.)

Reduced Fertility
<ul style="list-style-type: none"> Improved education of women, more women working, delays in starting families Children are an economic liability in MDCs, too expensive to have several, societal norms (1–2 children) Birth control: cost, availability, accessibility, acceptance, quality More urban societies: less need for children to work on farms Government and private pensions reduce “children as pension”
Increased Life Expectancy
<ul style="list-style-type: none"> Improved health care (e.g., medicine, facilities, research/knowledge, personnel, technologies, accessibility) Improved lifestyle (e.g., knowledge of health risks, improved diets, technology, nutrition and exercise) Improved food security/availability Less conflict (e.g., less crime, fewer wars) Improved work conditions (e.g., less physically demanding labor, better safety standards) Improved public health (e.g., sanitation, water supply, housing, standard of living) Improved financial security for elderly (e.g., pensions, care facilities) Improved safety standards (e.g., sports, transportation, building codes)
Out-migration of Youth
<ul style="list-style-type: none"> Out-migration of youth for better lifestyle (e.g., jobs, security)

AP[®] HUMAN GEOGRAPHY 2013 SCORING GUIDELINES

Question 2 (continued)

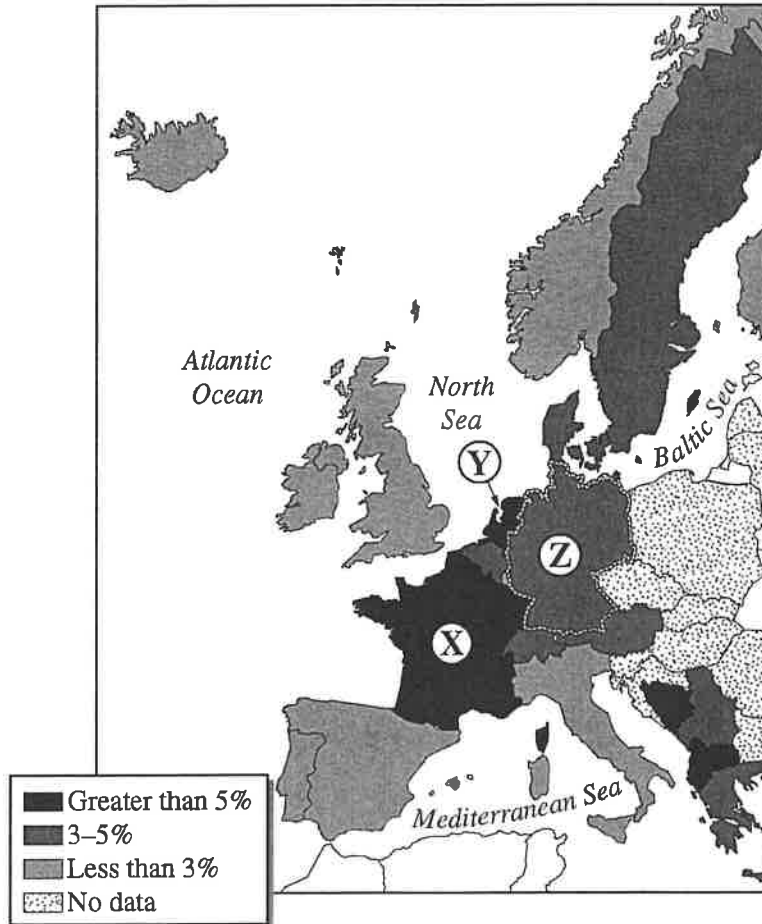
Part B (4 points)

Identify and explain one social consequence and one economic consequence that countries face as their populations age. (1 point for each identification to a maximum of 2 points; 1 point for explanation associated with identification to a maximum of 2 points.)

Social Consequences	Explanations
Changing roles of children/elders	<ul style="list-style-type: none"> • Adult children tending to the personal needs of elders
Increased grey power	<ul style="list-style-type: none"> • Seniors with more political/personal influence, social and political action on behalf of elderly, more elderly workers, shift in consumerism (e.g., tourism, courses, media, entertainment)
Increased immigration	<ul style="list-style-type: none"> • Increased immigration results in increased cultural diversity, perhaps social conflicts, growth of ethnic neighborhoods
Changing housing stock	<ul style="list-style-type: none"> • Homogeneous seniors' neighborhoods (e.g., smaller homes/condos, less maintenance), increased availability of homes for youth
Decline of services for youth	<ul style="list-style-type: none"> • Closure of schools, reduction in daycares
Need for/growth of services for elderly	<ul style="list-style-type: none"> • Geriatric medical/social services and facilities
Social conflict due to generational differences of opinions	<ul style="list-style-type: none"> • Elderly may resist societal changes desired by young, elders resented for requiring excessive human/capital resources
Accessibility	<ul style="list-style-type: none"> • Changes to building code, signage (e.g., larger font, audio messages)
Development of pro-natalist policies	<ul style="list-style-type: none"> • Created to sustain population
Economic Consequences	Explanations
Increased cost to society due to government programs/taxes	<ul style="list-style-type: none"> • Medical care, housing, accessibility, pensions
Increased economic pressure on the labor force (dependency ratio)	<ul style="list-style-type: none"> • Challenges sustaining the economy, fewer people working, fewer people paying taxes
Labor supply issues	<ul style="list-style-type: none"> • Shortage of labor, hiring of elderly, less competition among youth for jobs, need for increased immigration, automation
Changes in employment opportunities	<ul style="list-style-type: none"> • Growth of senior-based employment • Decline of youth-based employment
Economic pressure on adult children	<ul style="list-style-type: none"> • Financially assist their aging parents, stay at home rather than work, help pay for others to assist, help pay for nursing homes, help pay medical costs

II - Pop/Migration (refugees)

MUSLIMS AS PERCENT OF POPULATION IN EUROPE CIRCA 2006



3. European countries have experienced an increase in Muslim population in recent decades. The map above shows the distribution and proportion of Muslims by country.
 - a. Identify Countries X, Y, and Z on the map above.
 - b. Explain two reasons for the increase in Muslim immigration to one of these countries since 1950.
 - c. For the country you selected in part b, discuss the impacts of the Muslim population increase on the country's
 - i. urban spatial organization
 - ii. population structure
 - iii. social relations

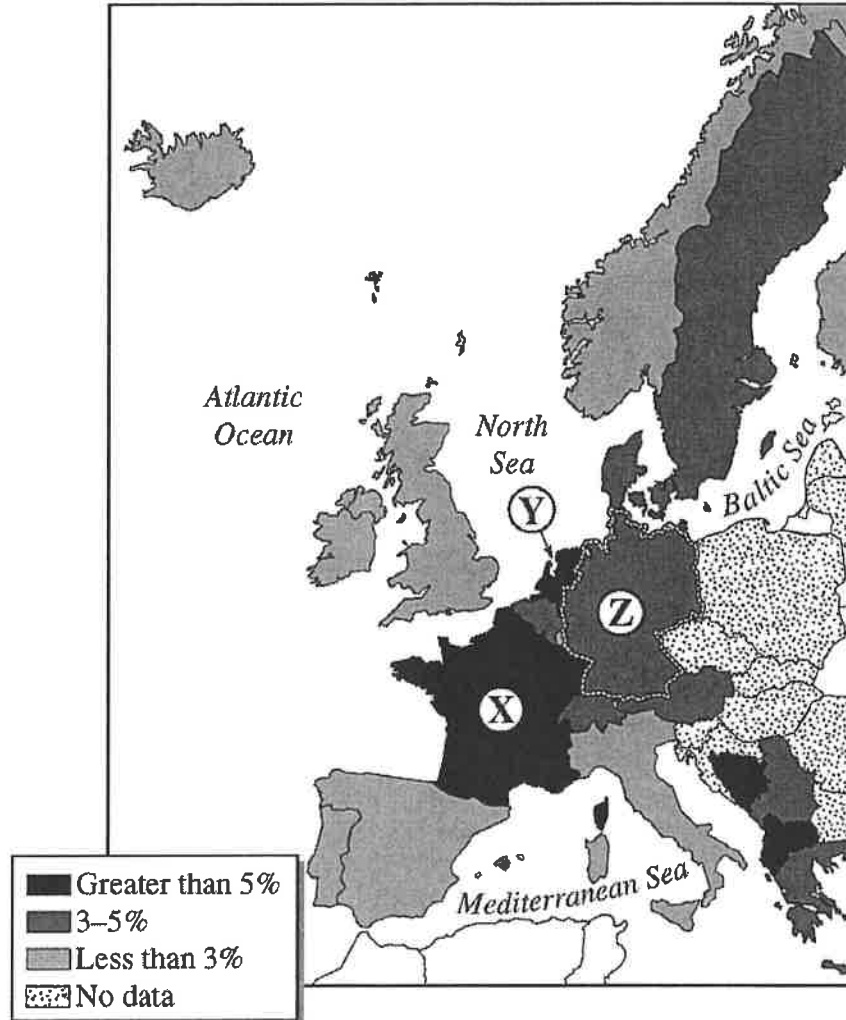
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END OF EXAM

**AP[®] HUMAN GEOGRAPHY
2012 SCORING GUIDELINES**

Question 3

**MUSLIMS AS PERCENT OF
POPULATION IN EUROPE CIRCA 2006**



European countries have experienced an increase in Muslim population in recent decades. The map above shows the distribution and proportion of Muslims by country.

Part a (1 point)

Identify Countries X, Y, and Z on the map above.

Students must identify all three correctly in order to earn this point:

X = France; Y = Netherlands (Holland); Z = Germany

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Question 3 (continued)

Part b (2 points)

Explain two reasons for the increase in Muslim immigration to one of these countries since 1950.

Reasons for increase in Muslim immigration (students must identify a destination country) (1 point for each reason explained):

Sources of immigrants:

- France: immigration from former colonies in North and West Africa and Lebanon/Syria
- Netherlands: immigration from former colonies in Indonesia and Surinam
- Germany: immigration from Turkey and the former Yugoslavia

Push factors in specifically identified regions/countries of origin:

- Political instability/conflict/sectarian violence
- Low standards of living, oppression, gender inequality
- High unemployment and underemployment

Pull factors in destination countries:

- Availability of jobs/economic opportunities, opportunity to send remittances home
- Chance for a better life, educational opportunities, higher standard of living
- Chain migration (must be explained)
- Guest worker programs

Part c (3 points)

For the country you selected in part b, discuss the impacts of the Muslim population increase on the country's

i. urban spatial organization (1 point)

- Ethnic neighborhoods, ethnic enclaves, areas of cheap/high density housing
- Businesses, markets, signs, mosques in specific areas catering to Muslims
- Clustering, segregation

ii. population structure (1 point)

- Higher fertility rates/birth rates among Muslim immigrants
- Younger Muslim immigrants (changes age structure)
- Higher proportion of male immigrants (changes sex ratio)
- Ethnically homogeneous population becoming more diverse with the arrival of immigrants

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2012 SCORING GUIDELINES**

Question 3 (continued)

iii. social relations (1 point)

- Increased social tension (employment, cultural, political, etc.)
- Perceived threat to national unity
- Anti-immigrant policies/political parties/demonstrations/riots
- Germany: changes in citizenship rules for immigrants
- Attempts at assimilation/acculturation
- Cultural contributions to national culture

II - Pop.

2011 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

2. In 1798 Thomas Robert Malthus published *An Essay on the Principle of Population* in which he argued that population growth will inevitably outpace food production, resulting in widespread famine.
- A. Identify and explain TWO reasons why some geographers today believe Malthus' theory can be used to predict future population issues.
 - B. Identify and explain TWO reasons why some geographers today believe Malthus' theory cannot be used to predict future population issues.

AP[®] HUMAN GEOGRAPHY 2011 SCORING GUIDELINES

Question 2

In 1798 Thomas Robert Malthus published *An Essay on the Principle of Population* in which he argued that population growth will inevitably outpace food production, resulting in widespread famine.

Part A (4 points: 1 point for each reason identified [ID] and 1 explanation point per ID)

Identify and explain TWO reasons why some geographers today believe Malthus' theory can be used to predict future population issues.

ID: Population has been rising quickly. **OR**
Population has generally grown as predicted by Malthus.

Explanation

- Limited use of contraception.
- Political policies, economic decisions, cultural beliefs that support population growth.
- Demographic transition model, referring to Stage 2 and/or early Stage 3.

ID: Food supply has increased, but it has not kept up with population increase. **OR**
Food supply has generally grown as predicted by Malthus.

Explanation

- Failure to adopt agricultural innovation, owing to political policies, economic decisions, cultural beliefs.
- Conversion of farmland for urban use.
- Environmental degradation such as desertification, overgrazing, clear cutting, soil erosion, unavailability of fresh water.
- Conversion of life-supporting crops to cash crops (tobacco, sugar, cotton, tea, coffee).
- Rising fuel costs will slow down growth of food production and distribution.
- Climate change will decrease production.

ID: There are other limiting factors on population in addition to food.

Explanation

- Because of resource overuse and/or environmental degradation, we are in danger of exceeding the carrying capacity (clean air, fossil fuel, water, and other resources).

AP[®] HUMAN GEOGRAPHY 2011 SCORING GUIDELINES

Question 2 (continued)

Part B (4 points: 1 point for each reason identified [ID] and 1 explanation point per ID)

Identify and explain TWO reasons why some geographers today believe Malthus' theory cannot be used to predict future population issues.

ID: Population growth has not been rising geometrically/exponentially. **OR**
Population has generally not grown as predicted by Malthus.

Explanation

- Expanded use of contraception.
- Political policies, economic decisions, cultural beliefs that limit population growth.
- Demographic transition model, referring to late Stages 3, 4, and/or 5 (declining birth rate).

ID: Food supply has grown faster than predicted by Malthus. **OR**
Carrying capacity has expanded.

Explanation

- New technologies, such as: mechanization, factory farming, industrial agriculture, agribusiness, use of chemicals, irrigation, GPS.
- Greater efficiencies, such as: larger farms, consolidation of farms, mechanization, multicropping.
- Green Revolution, genetically modified crops, multicropping, improved seeds, high-yielding cultivars.
- Expansion of agricultural lands.
- Human ability to create new techniques.

ID: Our ability to preserve food and/or distribute food to areas of need is much greater than during Malthus' time.

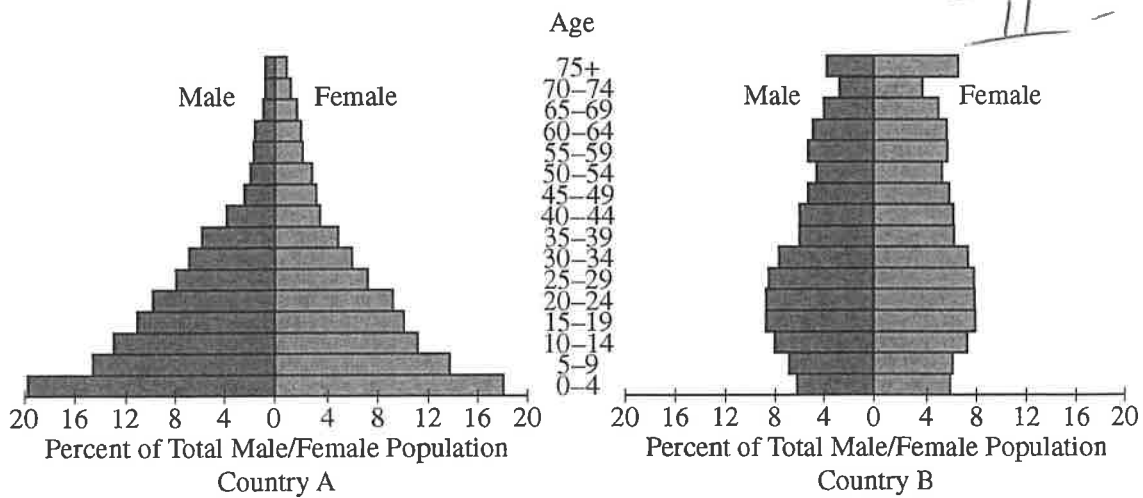
Explanation

- Improvements in any and all methods of transportation (highways, containerization, refrigerated trucks).
- Improvements in food preservation (refrigeration, packing, processed food).

2010 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

IV - Pol. Geog
VI - Industry

2. Since 1950 many states have faced challenges in developing a strong national identity.
- A. Using contemporary examples, explain how each of the following has contributed to the development of national identity and the strengthening of a state.
1. Economic development
 2. Relocation of a state's capital (since 1950)
- B. Using contemporary examples, explain how each of the following may detract from the development of national identity and weaken a state.
1. Ethnicity
 2. Transportation infrastructure



3. The population pyramids above represent two countries at different stages of the demographic transition and economic development.
- A. Explain the demographic characteristics of each country above with respect to the demographic transition model.
- B. Discuss ONE positive impact of EACH country's population structure on its economic development.
- C. Discuss ONE negative impact of EACH country's population structure on its economic development.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY 2010 SCORING GUIDELINES

Question 3

The population pyramids above represent two countries at different stages of the demographic transition and economic development.

Part A (2 points)

Explain the demographic characteristics of each country above with respect to the demographic transition model.

Country A

- Must mention Stage 2 (second or early expanding stage) AND elaborate briefly about its characteristics, such as high birth rate, falling death rate, youthful population, developing country.
- It is not acceptable to suggest Stages 1 or 3 for Country A.

Country B

- Must mention Stage 4 (fourth, final, or low stationary stage) AND elaborate briefly about its characteristics, such as low birth rate, low death rate, aging population, developed country.
- It is acceptable to mention a possible Stage 5 (fifth stage) for Country B.

Part B (2 points)

Discuss ONE positive impact of EACH country's population structure on its economic development.

Country A (1 point)

- Expanding or large workforce
- Youthful population, which can spark creativity, receptivity to change, etc.
- Less need for immigrant labor
- Less need for elder social safety net (e.g., Social Security)

Country B (1 point)

- Educated (skilled, experienced, etc.) workforce
- Low youth dependency ratio
- More women in the compensated workforce
- Tendency to spend discretionary income on needs other than education
- Might need immigrant labor, which would allow citizens to take higher-order jobs

Part C (2 points)

Discuss ONE negative impact of EACH country's population structure on its economic development.

Country A (1 point)

- High youth dependency ratio
- Strain on resources, the environment or society owing to rapid population growth
- Low literacy rate for women
- Fewer women in the compensated workforce

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2010 SCORING GUIDELINES**

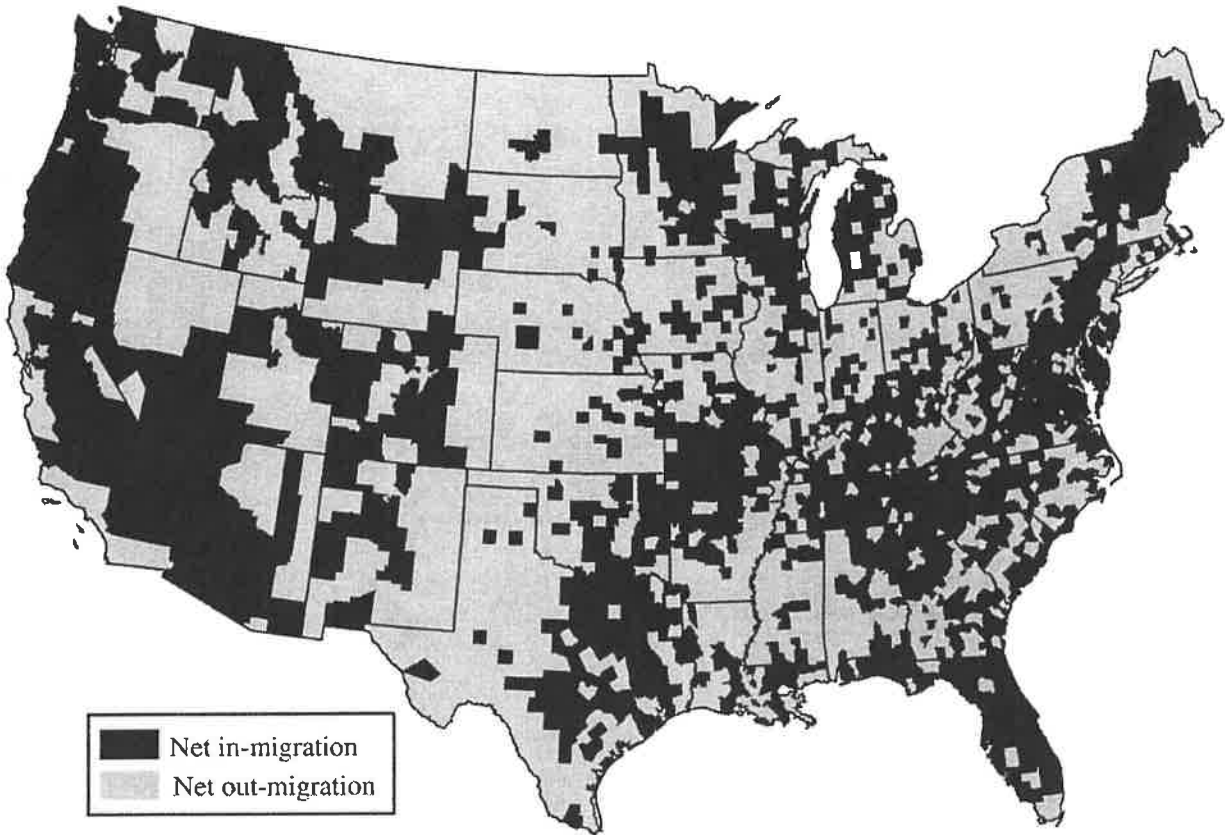
Question 3 (continued)

Country B (1 point)

- High elder dependency ratio
- Possible future labor shortage
- Greater need to fund elder social safety net (e.g., Social Security)

2008 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

COUNTY-LEVEL NET DOMESTIC MIGRATION
2000–2006



2. Regional migration patterns within the contiguous United States are the result of several factors. The map above shows net migration at the county level, but these data support generalizations about migration patterns at the regional scale.
- A. Identify two specific regions that have experienced net in-migration.
 - B. Identify two specific regions that have experienced net out-migration.
 - C. Explain the processes that contribute to the general patterns of migration within the United States shown on the map in terms of each of the following:
 - 1. Economic structure
 - 2. Friction of distance
 - 3. Age structure of the population

AP[®] HUMAN GEOGRAPHY 2008 SCORING GUIDELINES

Question 2

Regional migration patterns within the contiguous United States are the result of several factors. The map above shows net migration at the county level, but these data support generalizations about migration patterns at the regional scale.

Part A (1 point: Two correct responses are required.)

Identify two specific regions that have experienced net in-migration.

Acceptable

- Any specific region that is correctly identified based on the map: for example, Pacific Northwest, Southwest, Northeast, Southeast, Sun Belt, Megalopolis, Mountain West, East Coast, Ozarks, Appalachia, Upper Great Lakes
- The following individual state names are acceptable:

Arizona	Maryland
California	New Hampshire
Delaware	Tennessee
Florida	Vermont
Maine	Virginia

- Other states may be named if accompanied by an appropriate descriptor: for example, western Oregon

Unacceptable

- South, North, East, West, West Coast, Great Lakes, Coastal Plain, urban, or rural (not specific enough)

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Question 2 (continued)

Part B (1 point: Two correct responses are required.)

Identify two specific regions that have experienced net out-migration.

Acceptable

- Any specific region that is correctly identified based on the map: for example, Great Plains, Midwest, the Rust Belt, metropolitan areas such as New York and Los Angeles, Mississippi Delta, Deep/Old South, Great Lakes, Corn Belt, Texas Panhandle, Lower Mississippi
- The following individual state names are acceptable:

Alabama	Massachusetts	North Dakota
Illinois	Mississippi	Ohio
Indiana	Montana	South Dakota
Iowa	Nebraska	Utah
Kansas	New Mexico	
Louisiana	New York	

- Other states may be named if accompanied by an appropriate descriptor: for example, northern Maine

Unacceptable

- South, North, East, West, urban, or rural (not specific enough)

Part C (6 points)

Note: This question deals with *domestic* migration within the United States. If a student's answer refers to immigrants or emigrants, it must discuss their migration *within* the United States in order to receive credit.

Explain the processes that contribute to the general patterns of migration within the United States shown on the map in terms of each of the following:

1. Economic structure (2 points)
(Remember that the question asks about economic *structure*, not the concept of push-and-pull factors.)
 - Changing techniques and/or practices in primary-sector activities (mechanization, corporate farms): Loss of primary-sector jobs leads to out-migration from rural areas.
 - Deindustrialization: Loss of secondary-sector jobs leads to out-migration from these areas.
 - Shift to tertiary- and quaternary-sector jobs (high tech, recreation/resort, health care): Location of these jobs is often based on amenities and/or new technologies, which leads to in-migration to these regions.
 - Suburbanization: Growth of jobs in suburban areas at the expense of the city leads to in-migration to the suburbs.

AP[®] HUMAN GEOGRAPHY 2008 SCORING GUIDELINES

Question 2 (continued)

2. Friction of distance (2 points)

- Gravity model (people migrate to larger places, closer places, etc.): Areas of in-migration may be related to the amount of interaction between places (friction of distance concerns are relevant to migration decisions).
- Telecommuting: It is no longer necessary to live close to work; people can locate outside of main employment centers—i.e., suburbs or beyond (friction of distance is less important than it was previously).
- Suburbanization/sprawl/interregional migration: People are willing to commute or move greater distances because of improved transportation and/or communication (friction of distance is less important than it was previously).
- Change in locational decision making: Footloose industries are more flexible about where they locate, including areas that were not previously part of the economic heartland; this leads to the in-migration of people for these new jobs.

3. Age structure of the population (2 points)

- Retirees move to retirement areas such as the Sun Belt or Florida to take advantage of weather, amenities, etc.
- Young people move to areas for more employment choices or for greater social or cultural opportunities (not for educational purposes).
- Young couples with children move toward suburban locations to provide amenity-rich environments for their families.

Note: In each case, students may earn 1 point for identifying the process and an additional point for explaining the connection between the process and migration. The second point must come from the explanation; it cannot be awarded for a second identification.

HUMAN GEOGRAPHY

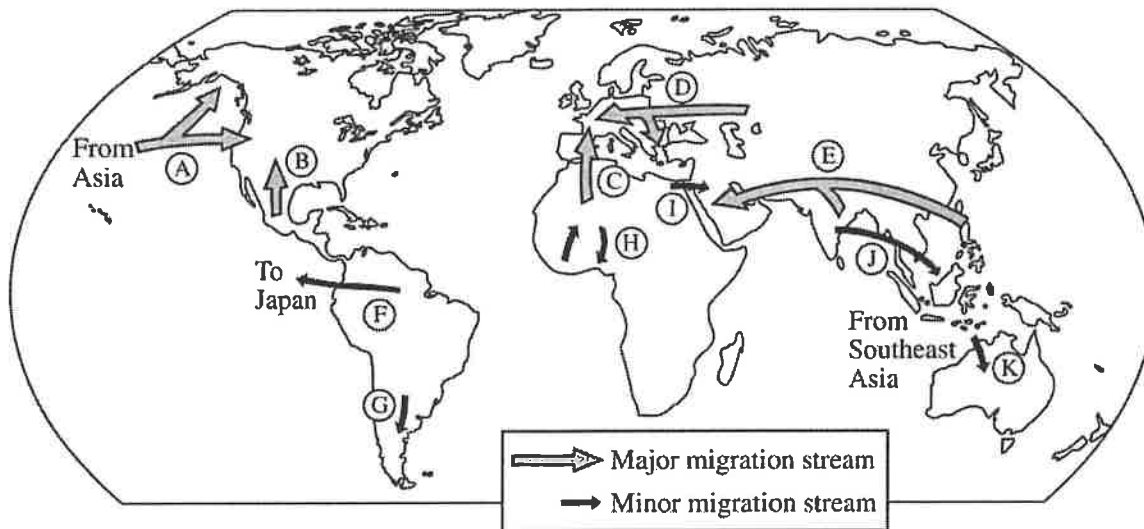
SECTION II

Time—75 minutes

Percent of total grade—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate. Be sure that you number each of your answers, including individual parts, in the answer booklet as the questions are numbered below.

SELECTED MIGRATION PATTERNS
IN THE LATE TWENTIETH CENTURY



1. International migration in the late twentieth century illustrates many important geographic principles.
 - A. Define each of the following principles.
 1. core-periphery
 2. distance decay
 3. chain migration
 - B. For each principle in part A, select a migration stream identified by letter on the map above, and discuss how the stream you choose illustrates the principle. Note: Each lettered migration stream may be used only once.

AP[®] HUMAN GEOGRAPHY
2006 SCORING GUIDELINES

Question 1

PART A (3 Points)

Define each of the following principles.

<u>Principle</u>	<u>Definition</u>
Core-Periphery	<ul style="list-style-type: none">• Uneven spatial distribution of economic, political, or cultural power.• Must show basic understanding of the relationship between more-developed and less-developed regions of the world.
Distance Decay	<ul style="list-style-type: none">• Decreased spatial interaction linked to increased distance.• Decreased influence or intensity of cultural traits and processes with increased distance.
Chain Migration	<ul style="list-style-type: none">• Once migration starts subsequent migrants will follow earlier migrants.

PART B (6 Points)

For each principle in part A, select a migration stream identified by letter on the map and discuss how the stream you choose illustrates the principle. Note: Each lettered migration stream may be used only once.

Discussion

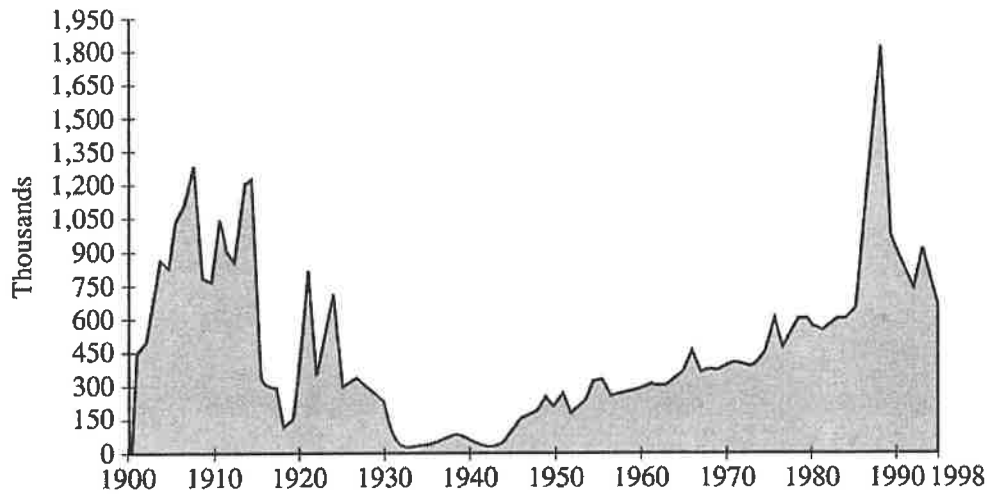
1 point: Must specifically identify regions or the groups of people involved in the migration, correctly linked to the principle defined in part A.

2 points: Discuss specific reason for the migration pattern.

Core-Periphery	<ul style="list-style-type: none">• A discussion that shows an understanding of the characteristics of the migration stream relative to the core-periphery principle.
Distance Decay	<ul style="list-style-type: none">• Greater number of migrants settled at the edge of the country closer to the country of origin, compared to the number settled on the opposite edge of the country.• The diminishing evidence of cultural traits by a group on people, if the explanation clearly shows a link to the fact that due to migration there is less contact between the migrants and their home country.• Explanatory factor behind distance decay relationship (e.g., travel cost, information availability).
Chain Migration	<ul style="list-style-type: none">• Examples must clearly establish a link/transfer of knowledge between the first group of migrants and subsequent groups OR it should be clear that subsequent migrants are from areas of close proximity to the source area of the early migrants, and that they are migrating to the same destination area.

2005 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

IMMIGRANTS ADMITTED TO THE UNITED STATES: 1900-1998



2. Peaks in immigration to the United States reflect changing circumstances at the global scale. Refer to the graph above to answer the following.
- A. Identify the main source areas and explain two key push factors associated with the early twentieth-century peaks.
 - B. Discuss how change in the economic structure of the United States promoted immigration in the early twentieth century.
 - C. Identify the main source areas and explain two key push factors associated with the late twentieth-century peak.
 - D. Discuss how change in the economic structure of the United States promoted immigration in the late twentieth century.

-
3. In the 1990's the central business and residential districts of cities in the United States became the focus of a revitalization process. Discuss how each of the following has contributed to this revitalization process.
- A. Economic factors
 - B. Demographic composition
 - C. Urban policy
 - D. Sense of place

VII Cities

END OF EXAM

**AP[®] HUMAN GEOGRAPHY
2005 SCORING GUIDELINES**

Question 2

This question is concerned with changing patterns of immigration to the United States at the beginning and end of the twentieth century.

Total: 10 points

Early Twentieth Century

A. Identify main source areas (1 point)

Identify Europe OR Eastern Europe OR Southern Europe OR at least ONE country from Eastern or Southern Europe.

NOTE: Must earn "source" point in order to earn "push" points.

Identify push factors (two push factors, 1 point each)

- Political instability (e.g., World War I, Russian Revolution, Austro–Hungarian Empire)
- Poverty/poor economic opportunity; lack of jobs
- Religious persecution/pogroms
- Overpopulation (e.g., due to population growth characteristic of Stage 2 of Demographic Transition)

B. Identify change in U.S. economic structure (1 point)

- Shift to secondary sector (agriculture to industry)
- Shift to manufacturing/industrialization (Fordism)/resource processing

Explain/describe the process (1 point)

- Increased demand for labor
- Impact of industrialization on construction, transportation, and related industries
- Impact of industrialization on city growth

Late Twentieth Century

C. Identify main source areas (1 point)

Must identify TWO source areas for 1 point, e.g., Asia AND Latin America, or two specific countries [one from each region: Latin America (Mexico, Dominican Republic, El Salvador, Colombia, Cuba, Haiti, Nicaragua, Jamaica) and Asia (China, India, Philippines, Vietnam, Korea)].

NOTE: Must correctly identify at least ONE source area in order to earn "push" points.

Identify push factors (two push factors valid for identified source area[s], 1 point each)

- End of Cold War
- Political instability (must provide example)
- Poverty/poor economic opportunity; lack of jobs
- Population pressure in source areas
- Religious/ethnic strife
- Environmental problems (e.g., degradation, hazards)

**AP[®] HUMAN GEOGRAPHY
2005 SCORING GUIDELINES**

Question 2 (continued)

D. Identify change in U.S. economic structure (1 point)

- Shift to tertiary, quaternary, or quinary sector
- Shift to service-oriented economy from processing

Explain/describe the process (1 point)

- Growth of service sector created demand for low-wage jobs, e.g., domestic services and retail
- Growth of ethnic economy, e.g., restaurants, specialty stores
- Growth of agribusiness leading to demand for labor
- Expansion of high technology and information technology in software and hardware production



2. Many countries around the world, including Canada, have more than one official language.
 - A. Identify the primary language spoken by most inhabitants in the shaded area on the map.
 - B. Explain how bilingualism can have a positive impact on a country.
 - C. Explain how bilingualism can have a negative impact on a country.
 - D. Discuss TWO reasons, other than language, why Canada does not fit the nation-state concept.

AP[®] HUMAN GEOGRAPHY 2016 SCORING GUIDELINES

Question 2

A. Using the map, identify the primary language spoken in the shaded area. (1 point total)

French, Québécois French, Canadian French, French Canadian, the Francophone world

B. Explain how bilingualism can have a positive impact on a country (2 points total)

(1 point for basic explanation; 2 points for full explanation)

1. **Cultural diversity/multiculturalism:** Bilingualism fosters an openness to immigrants, minority empowerment, minority rights, and the expression of unique cultural products (e.g. music, literature, film, television).
2. **Political identity:** Bilingualism attempts to establish local, regional, or provincial government, which allows some level of self-government and prevents potential political conflict.
3. **Sense of place:** Bilingualism gives minority language speakers a feeling of belonging or value and produces a unique cultural landscape (e.g., architecture, farming, signage).
4. **Syncretic culture:** The use of two languages leads to mixed figures of speech or synthetic vocabulary, or the use of two languages in a single conversation (code-switching), which leads to diverse social interaction.
5. **Education:** Bilingual students, as opposed to monolingual students, can have more improved knowledge, perspectives, and skill sets.
6. **Political linkages:** Bilingualism improves political relationships and creates additional allies.
7. **Economic advantages:** A multiple-language population can develop global business opportunities and promote tourism.

C. Explain how bilingualism can have a negative impact on a country. (2 points total)

(1 point for basic explanation; 2 points for full explanation)

1. **Cultural tension:** Discrimination, segregation, barriers to social or political interactions, ethnocentrism.
2. **Centrifugal political forces:** Regionalized language areas within the country may seek independence or become areas of political or armed conflict; separatism may affect economy or weaken the political state (devolution).
3. **Challenges to unity:** Loss of understanding and translation problems with the creation of country-wide policies and/or the delivery of services.
4. **Education:** Higher public or private costs incurred to educate language groups separately or to include both languages in a single education system.
5. **Economic disadvantages:** Increased costs to print or broadcast public information, documents, signage, or provide public services, perform elections, or enforce laws and public safety; imposition on businesses, practically or legally, to advertise and provide products and services in more than one language.
6. **External threat:** Irredentism, any country using the excuse of linguistic connections to interfere with internal affairs of the other country.

**AP[®] HUMAN GEOGRAPHY
2016 SCORING GUIDELINES**

Question 2 (continued)

D. Discuss TWO reasons, other than language, why Canada does not fit the nation-state concept. (Two points total)

2 points (1 point for reason with detailed examples + 1 point for reason with detailed examples)

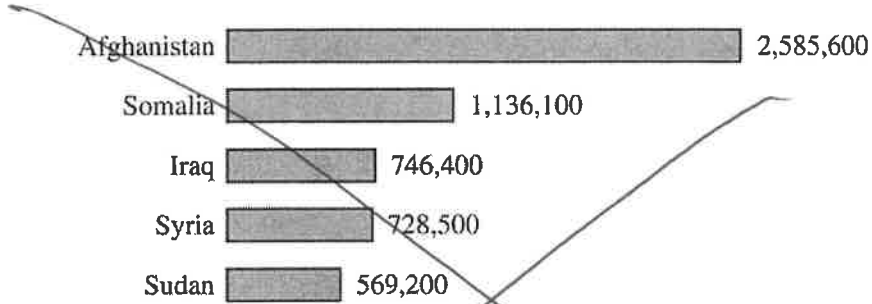
1. **Multiple nations:** Presence of First Nations, indigenous people; Québécois, Anglo Canadians
2. **Multiple ethnicities:** East, South, or Southeast Asians; Eastern Europeans; French Caribbean; Latin Americans; or African immigrants.
3. **Cultural diversity:** Multiple religious groups (e.g. Catholics, Protestants, Hutterites, Muslim, Jews, Buddhist, Eastern Orthodox, Hindu, Sikh, Animist, secularism) or cultural traditions (e.g. food, customs).
4. **Ethnoregionalism:** Federal state is a way to address regionalism; devolution (more power given to Québec and Nunavut in recent years); rise in devolution reduces power in Ottawa; indigenous land rights; Nunavik in Québec.
5. **Regional party politics:** Regionalism that challenges unity; rise of nationalist, separatist or political movements (e.g. FLQ, Parti Québécois, Coalition Avenir Québec, Québec Solidaire) or east-west split in conservative Canadian national politics.
6. **Government policies:** Policies that emphasize multiculturalism over melting pot.
7. **Heterogeneity vs. homogeneity:** Heterogeneity contrasted with the nation-state ideal of homogeneity or discussion that contrasts Canada with another country (e.g. Japan, Iceland, Denmark, Poland).

2015 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

- 2. English is the most widely used language in the world, thus becoming the world’s lingua franca.
 - A. Define the term “lingua franca.”
 - B. Identify and describe ONE historical factor that contributed to the worldwide use of English.
 - C. Identify and explain TWO examples that show how globalization is contributing to English becoming the world’s lingua franca.

SELECTED REFUGEE POPULATIONS BY COUNTRY OF ORIGIN, 2012

II - Migration (refugees)



Source: United Nations High Commissioner for Refugees

- 3. In recent years, the number of refugees has been increasing. However, most refugees come from just a few countries.
 - A. Define the term “refugee.”
 - B. Discuss ONE political, ONE social, and ONE environmental reason why refugees flee their country of origin.
 - C. Using the chart shown, select a country of origin; then identify and explain ONE reason why refugees have left the country.
 - D. Explain TWO economic impacts that refugees can have on a receiving country.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY 2015 SCORING GUIDELINES

Question 2

English is the most widely used language in the world, thus becoming the world's lingua franca.

- A. Define the term "lingua franca."
- B. Identify and describe ONE historical factor that contributed to the worldwide use of English.
- C. Identify and explain TWO examples that show how globalization is contributing to English becoming the world's lingua franca.

Part A: 1 point total

1. **Common definition:** A language that facilitates communication or trade between people who speak different native languages. (Clear inference of communication barriers being overcome.) **OR**
2. **Original definition:** A common language that consisted of several languages (Italian, French, Spanish, Greek, Arabic), which was formerly spoken in the ports of the Mediterranean. **OR**
3. **Systematic definition:** A system of communication using signage or social symbols that functions like a common language in making individuals comprehensible to one another.

Note: Do not accept definitions that are limited to: "A language that facilitates trade," "A language spoken around the world or across a region," or "A common language." "Sign language" is not acceptable.

Part B: 2 points total

Historical factors

2 points (1 point for identification and description) + (1 point for processes or agents)

1. **British colonialism or imperialism:** British Empire extended to all continents and many former colonies still use English as an official language. Naval, military, and economic dominance spread language.
2. **Role of U. S. Military:** overseas base locations or theaters of operation results in English usage in local communities or businesses (Philippines, Central America, Caribbean, Pacific Islands, Europe, Korean Peninsula, Japan).
3. **Rise of American diplomatic and/or economic power:** founding of supranational organizations such as UN, GATT, WTO or emergence of U.S. as core region (multinational corporations).
4. **Migration of English-speakers:** movement of native English speakers to non-English parts of the world as colonists (Argentina, Israel). Returning migrants bring English back to their native countries.
5. **Early global popularity of English-language arts:** film, theatre, literature (Shakespeare, Mark Twain, Jane Austen).
6. **Religion:** missionaries and mission schools, scriptural translations into English and liturgy from the Reformation onward (King James Bible, Book of Common Prayer), spatial diffusion of British Protestantism.
7. **English seen as a social status symbol among global elite (post 1800):** English boarding schools, university education (Oxford, Cambridge), private English tutors.

AP[®] HUMAN GEOGRAPHY 2015 SCORING GUIDELINES

Question 2 (continued)

Part C: 4 points total

Globalization

4 points (1 point for identification and 1 point for explanation) + (1 point for identification and 1 point for explanation)

1. **Music, radio:** high consumption of English language music, wide transmission of radio media in English (BBC World Service, U.S. Armed Forces Radio, Voice of America), music videos, advertisements, and jingles.
2. **Film, television, sports:** wide distribution and popularity of American and British visual media: Hollywood films, Disney animations, American shows, BBC/ITV television, American TV commercials, CNN.
3. **Internet and English:** Internet development in the U.S. prompted widespread use of English in electronic communications (email, web, text, social media). Many users, regardless of spoken language, type online in English.
4. **Aviation and English:** use of English in all international aviation operations, for safety, navigation, mandated.
5. **Emigration from English-speaking countries:** contemporary return migration to non-English speaking countries.
6. **Industrial design and technology writing:** product directions and manuals for equipment written in English.
7. **Print Publishing:** popularity of English language newspapers, magazines, journals, books, and e-book sales.
8. **Educational opportunities:** schools in non-English speaking countries offer courses in English, exchange programs.
9. **Cool factor or status symbol:** marketing of products with English language logos, symbols, or text seen as a marketing advantage, or consumer preference.
10. **Business/trade/packaging:** language of business, finance, resource development, food, MNCs, or contracts.
11. **Supranational organizations & NGOs:** expansion of international institutions such as UN, WTO, Peace Corps, NGOs, military treaty organizations, reinforces English as a global lingua franca.
12. **Language of academia, science, or medicine:** conferences and journals use English as the operational language.
13. **Tourism and travel:** English is becoming the language of the international tourism industry (hotel employees, taxi drivers, tour guides, travel agents, menus, airline personnel, signage, medical tourism).

2009 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

HUMAN GEOGRAPHY

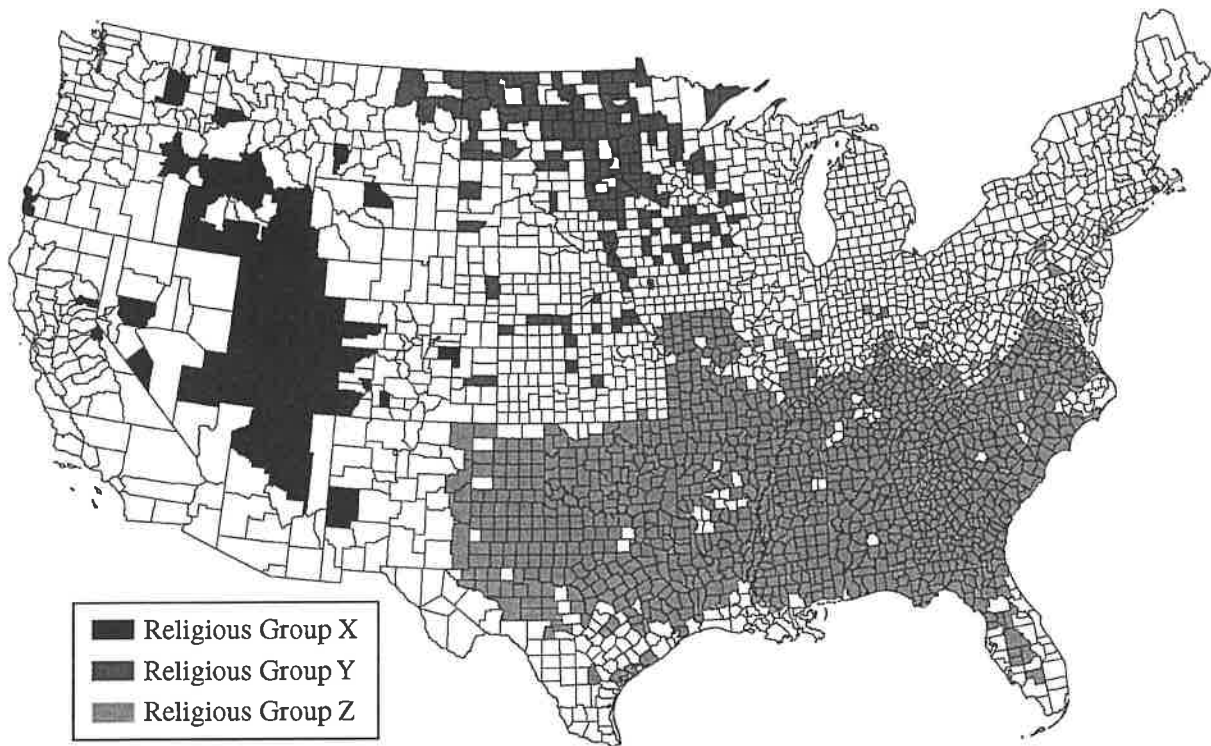
SECTION II

Time—75 minutes

Percent of total grade—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate. Be sure that you number each of your answers, including individual parts, in the answer booklet as the questions are numbered below.

PREDOMINANT CHURCH AFFILIATION BY COUNTY, 2000



1. The map above shows the distribution of three religious groups in the contiguous United States.
 - A. Using the letters in the legend, name the three religious groups shown on the map.
 - B. For ONE of the three religious groups, first identify and then explain TWO factors that have influenced the distribution shown on the map.
 - C. Explain how the map as presented at this scale is an incomplete representation of the geography of religion in the United States.

AP[®] HUMAN GEOGRAPHY 2009 SCORING GUIDELINES

Question 1

The map above shows the distribution of three religious groups in the contiguous United States.

Part A (3 points)

Using the letters in the legend, name the three religious groups shown on the map.

X: Mormon or Latter-Day Saints or LDS—1 point	Y: Lutheran—1 point	Z: Baptist or Southern Baptist—1 point
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Part B (4 points: 2 factor points and 2 explanation points)

For ONE of the three religious groups, first identify and then explain TWO factors that have influenced the distribution shown on the map.

Region X	Region Y	Region Z
<p>Factor 1: Original migration <u>Explanation:</u> Mormonism began in the eastern United States, but believers migrated west to Utah, an area outside the authority of those who persecuted them.</p> <hr/> <p>Factor 2: Subsequent migration <u>Explanation:</u> Mormon families grew and migrated throughout the region to farm new areas that could be cultivated in the intermountain West.</p> <hr/> <p>Factor 3: Lack of in-migration <u>Explanation:</u> During the 1880–1920 great wave of European immigration, no new immigrants with different religions came to this region because of lack of urbanization.</p> <hr/> <p>Factor 4: Physical environment <u>Explanation:</u> Arid, rigorous climate with lack of water.</p>	<p>Factor 1: Original migration from northern and western Europe <u>Explanation:</u> Germans and Scandinavians migrated from Europe in large numbers, bringing with them their religion—Lutheranism. <u>Explanation:</u> Railroad companies and state governments recruited these groups to farm. Chain migration occurred as relatives continued to arrive.</p> <hr/> <p>Factor 2: Lack of later in-migrations of other religions <u>Explanation:</u> Later groups from Europe (Jewish, Catholic, Orthodox) did not come, as the region lacked the pull of cities. <u>Explanation:</u> Upper Midwest did not attract rural-to-urban migration from the South during the twentieth century because of the smaller number of cities.</p>	<p>Factor 1: Indigenous religion with origins in small towns and rural areas of the southeastern United States <u>Explanation:</u> Baptist religion matured as an indigenous religion in the rural South. Based on Calvinism brought from Europe. No requirement for formally credentialed clergy. <u>Explanation:</u> Baptists appealed to African-Americans excluded from mainline Protestant denominations in the South. <u>Explanation:</u> Baptists included other groups that created locally specific church communities.</p> <hr/> <p>Factor 2: Lack of in-migration <u>Explanation:</u> Other groups of European immigrants with different religions were not attracted to this predominantly agricultural region.</p>

AP[®] HUMAN GEOGRAPHY 2009 SCORING GUIDELINES

Question 1 (continued)

Part C (1 point)

Explain how the map as presented at this scale is an incomplete representation of the geography of religion in the United States.

- Map does not show small areas where other religions dominate.
- Map does not show areas where density of adherents is really high. Map gives greater importance to small populations.
- Map masks much “diversity” and “variation” in religions.
- Not able to view subcounty variation.
- Map overgeneralizes.

The following is NOT acceptable to earn the part C point: “Excludes Alaska and Hawaii.”

2007 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

III - Language

2. At the same time that English is solidifying its role as the world's premier lingua franca, lesser-used minority languages (such as Welsh, Basque, and Inuktitut) are undergoing revival.

Discuss three distinct factors promoting the revival of minority languages in the face of globalization.

3. Economic restructuring is transforming the world economy.

VI - Industry

- A. Define and discuss the key features of the new international division of labor (also known as global division of labor).
- B. Explain an impact of the new international division of labor on the socioeconomic structure of the United States.
- C. Explain an impact of the new international division of labor on the socioeconomic structure of developing countries such as Mexico, China, and India.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY 2007 SCORING GUIDELINES

Question 2

At the same time that English is solidifying its role as the world's premier lingua franca, lesser-used minority languages (such as Welsh, Basque, and Inuktitut) are undergoing revival.

Discuss three distinct factors promoting the revival of minority languages in the face of globalization.
(6 points)

Only the first three factors receive credit, **BUT look at ALL supporting evidence for processes. Examples get credit.**

One point for Factor column and 1 point for Process/Example column.

Factor	Process/Example
Groups other than governments try to maintain their distinctive culture by resisting English (folk culture)	Elders teaching young people, etc. Native Americans, minority languages in China, Cornish in England.
Devolution (a transfer of power from a higher to a lower level of government) Separatist—regional autonomy (centrifugal force)	Central government allows a minority language found in a region, within a state, that wishes a separate identity to be used—e.g., Breton, Welsh, Maori, Inuktitut; OR nationalists/separatists promote the local language as a way to resist the central or national political culture—e.g., Basque.
Government policies to promote unity in multicultural state (centripetal force)	The central or national government of a state adopts two or more official languages to reduce the threat of secession; OR examples: Belgium, Canada, South Africa, Singapore, India, Nigeria.
Nationalism —government policies to increase nationalism in country	Some newly independent states reestablish the indigenous language as a statement of political and cultural independence; OR examples such as Ireland/Gaelic, Israel/Hebrew.
Modern electronic communications or improved communications (but not mass media) can enable small groups of people to stay in touch and reinforce the use of a minority language	The rise of mass personal communications tools such as the telephone, Internet, photocopier, and narrowcasting via cable TV, radio and TV stations, and specialized newspapers and magazines can enable minority groups to resist the power of mass media and maintain their language.

**AP[®] HUMAN GEOGRAPHY
2007 SCORING GUIDELINES**

Question 2 (continued)

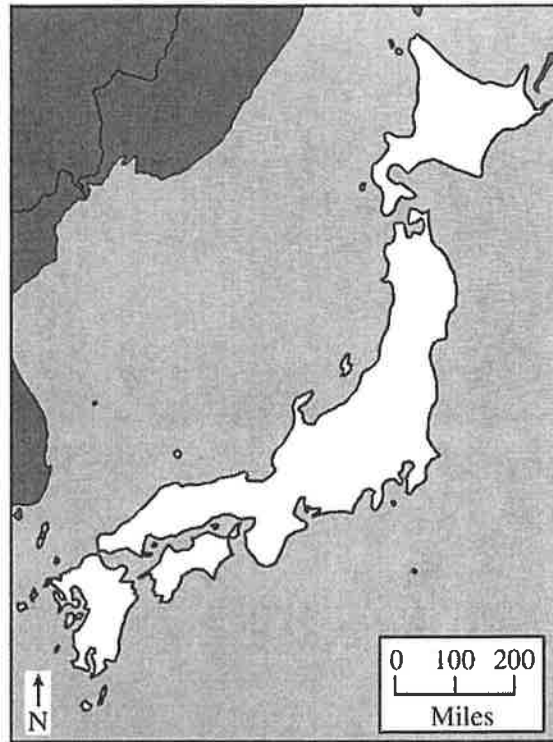
Factor	Process/Example
Tourism	Some minority languages have become part of the tourist landscape because tourists want to see something authentic; examples: Welsh, Irish.
Government policy to support minority language for nonpolitical reasons	European Union's Bureau for Little Used Languages or the end of forced assimilation of Native Americans in the United States. French policy of supporting regional variations of premodern French.

2017 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

GERMANY



JAPAN



3. Political geographers classify most countries as either unitary states or federal states.
- A. Define unitary state and identify the country shown that fits the definition of a unitary state.
 - B. Explain ONE positive and ONE negative impact of a unitary system.
 - C. Identify and explain ONE reason why some countries are governed as federal states.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY SCORING GUIDELINES

Question 3

6 Points: (2 + 2 + 2)

A. Define unitary state and identify the country shown that fits the definition of a unitary state.

2 points (1 definition + 1 identification)

• **Definition:**

- a country organized in such a way that most power is placed in a central government, or there is limited political power at subnational scales of governance

• **Identification:** Japan

B. Explain ONE positive and ONE negative impact of a unitary system.

2 points (1 positive + 1 negative)

Positive Impacts	Negative Impacts
<ol style="list-style-type: none">1. Standardization of laws and their implementation across the country2. Patriotism or pride in one's country is bolstered due to uniformity3. Efficiencies are achieved through less duplication OR faster countrywide implementation of laws or governmental services across multiple scales4. Fewer government or taxation agencies, or fewer scales of government or taxation5. The potential for corruption of local government reduced6. Creation of a national identity that reduces the potential for devolutionary processes	<ol style="list-style-type: none">1. Centralization of power can lead to a disconnect with local areas, minority groups, regional political parties, or disparate regions2. Marginalization of local cultures through standardization at a country level3. Central government may not effectively provide services on a subnational scale4. Decisions and policies of the central government could become dominated by interests of the politically or culturally dominant group5. Central government bogged down by competing local problems OR slow response to local issues. (e.g., natural disasters, infrastructure, public services)
<p>The term centripetal force alone is not worthy of a point unless there is an explanation related to one of the positive impacts listed above.</p>	<p>The term centrifugal force alone is not worthy of a point unless there is an explanation related to one of the negative impacts listed above.</p>

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Question 3 (continued)

C. Identify and explain ONE reason why some countries are governed as federal states.

2 points (1 identification + 1 explanation)

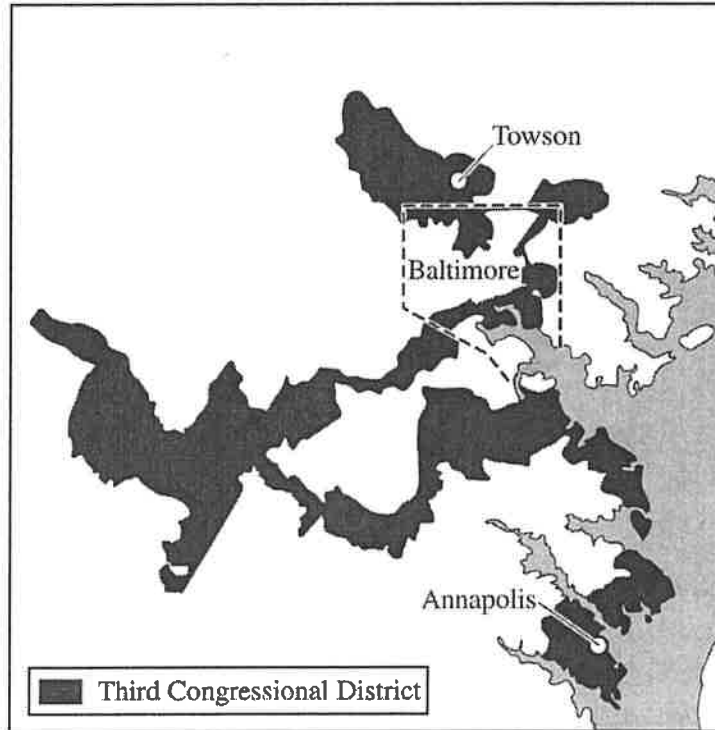
Identify	Explain
1. Multiple nationalities, ethnicities, or cultures	a. Diverse states (e.g., politically, economically, regionally, culturally) devolve power in order to reduce separatist tendencies or to enhance loyalty to the country.
2. To address devolutionary forces arising from physical, economic, or political differences	b. Federal governments are able to maintain national cohesion by bridging physical or cultural barriers or providing means for resolving conflicts between subnational areas.
3. Larger countries, or territorial control over large or fragmented area	c. Large countries devolve power to subnational units in order to maintain legitimacy with local citizens, or allow subnational units to more effectively provide governmental services or address local issues. d. As distance increases from a national capital, people tend to feel better served by decision-makers who are closer to home.

IV - Pol.
Gerrymandering

HUMAN GEOGRAPHY
SECTION II
Time—75 minutes
Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. You may use the unlined space below each question for notes. Be sure to write your answers on the lined pages immediately following each question.

MARYLAND'S THIRD CONGRESSIONAL DISTRICT



1. In the redistricting that occurred in 2012, voters in Maryland approved a redrawn Third Congressional District, as shown in the map above. A geospatial analysis firm named it the least compact district in the nation.
 - A. Identify the political phenomenon represented on the map.
 - B. Explain the relationship between redistricting and the census.
 - C. Identify and discuss TWO political consequences that could result from redistricting.

AP[®] HUMAN GEOGRAPHY 2015 SCORING GUIDELINES

Question 1

In the redistricting that occurred in 2012, voters in Maryland approved a redrawn Third Congressional District as shown in the map above. A geospatial analysis firm named it the least compact district in the nation.

- Identify the political phenomena represented on this map.
- Explain the relationship between redistricting and the United States Census.
- Identify and discuss **TWO** political consequences that could result from redistricting.

Part A: (1 point total)

1. **Gerrymandering**

Also acceptable: packing, cracking, wasted-vote, excess-vote, stacked-vote.

Part B: (2 points total)

Redistricting and the census

(1 point for basic or partial explanation; 2 points for full explanation)

- Proportional Representation:** U.S. Constitution requires a census every 10 years to reset proportional representation in the House of Representatives.
- Allocating the number of seats:** Census results are used to reapportion the number of seats allocated to each state in the House of Representatives.
- Redraw boundaries:** Census results are used to examine demographic changes to redraw district boundaries.
- Geographic Information Systems (GIS):** Census data is analyzed by state political parties and political consultants using GIS programmed to determine the most advantageous house district boundary alignments.

Part C: (4 points total)

Two consequences

(1 point for identification + 1 point for discussion) + (1 point for identification + 1 point for discussion)

- Partisan Power:** Redistricting by state governments often results in elections that strengthen/weaken the power of a particular party. This creates party-safe districts and may create/break congressional gridlock.
- Lack of Social Cohesion/Sense of Community:** Gerrymandered districts can be represented by a congressperson who lives far from other district residents or is not of the same ethnic or socioeconomic background as most district residents, resulting in greater tension or disillusionment.

MARYLAND'S THIRD CONGRESSIONAL DISTRICT



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Question 1 (continued)

3. **Advantage/Disadvantage to individual candidates:** Redistricting plans designed to protect or weaken the seats of incumbent candidates; weaken or improve the election possibility for challengers. Candidates can become more politically extreme.
4. **Advantage/Disadvantage for a voting bloc:** Gerrymandered districts can strengthen the political power of certain voting blocs. It can disenfranchise at-risk communities and citizens from the political process. It links or divides areas of voters with similar characteristics (race/ethnicity, socioeconomic, labor, religious, urban/suburban/rural, etc.).
5. **Create or preserve minority-majority district:** To create a district favoring an ethnic group, or to accommodate surrounding minority-majority districts.
6. **Lower voter participation:** Confusion over the changing spatial patterns of districts, or the elimination of candidates who were redistricted out; can discourage some voters from participating in the political process.
7. **Judicial challenges:** States can be sued over the shape and contiguity of redistricting plans once they are signed into state law. Courts can order district boundaries to be redrawn under judicial supervision.
8. **Preclearance:** Prior to 2013, redistricting plans in some states had to be "precleared" by the U.S. Department of Justice (DOJ) or a three-judge panel in DC, due to past federal discrimination cases regarding violation of the Voting Rights Act. The U.S. Supreme Court ended this practice in specific jurisdictions on June 25, 2013. DOJ and judges still have the power to preclear or intervene in redistricting plans but rules are unclear (as of 9/25/2013).

VI - Development

HUMAN GEOGRAPHY

SECTION II

Time—75 minutes

Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. You may use the unlined space below each question for notes. Be sure to write your answers on the lined pages immediately following each question.

1. Rostow's five-stage model of economic growth and the core-periphery concept of Wallerstein's three-part world system theory are two of the more common economic development models.
 - A. Identify and compare three differences between the stages of economic growth and the core-periphery model.
 - B. Use one of the two models to explain the level of economic development in either Mexico or Brazil.
 - C. Give two examples of how the core-periphery concept can be applied below the national scale.

-
2. The international borders of African countries are a legacy of colonialism.
 - A. Describe the concept of a superimposed boundary.
 - B. Describe three political or cultural consequences of superimposed boundaries in Africa.
 - C. Identify and explain one challenge landlocked African countries face in developing viable economies.

IV - Pol. Geo.
colonialism

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Question 2

The international borders of African countries are a legacy of colonialism.

Part A (1 point total)

Define the concept of a superimposed boundary.

- A boundary line or border line placed over and ignoring an existing cultural pattern **OR** arbitrarily imposed by external powers.

Part B (3 points total)

Describe three political or cultural consequences of superimposed boundaries in Africa.

Consequences	
Multinational or multiethnic state	separate nations within the same territory
Multistate nation	culture group split into pieces, made into minority groups
Internal struggle	increased likelihood of religious, ethnic, or tribal conflict
External struggle	increased likelihood of international, regional, or cross-border conflict
Loss of culture	loss of language, cultural traditions, etc.
New language	European or regional languages (Swahili) become official language or <i>lingua franca</i>
Cultural syncretism (synthesis)	between culture groups of a single country
Migration	may increase number of refugees or internally-displaced persons; traditional or seasonal migration patterns disrupted
Government change	nation-building difficulties, non-viable states, formation of new independent states, relocated capitals
Lost or limited access to natural resources	economic dependency
Ineffective governance	governments, antecedent treaties and laws less effective
Political and economic hubs	diffusion patterns extend from ports along coasts to points inland

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Question 2 (continued)

Part C (2 points total)

Identify and explain one challenge landlocked African countries face in developing viable economies.

Landlocked Economies	
Identify	Explain
Access to the sea	lack of easy access to maritime trade or ocean resources
Increased cost of imports	due to customs, tariffs, tolls, distance, or transportation costs
Increased cost to export goods	due to customs, tariffs, tolls, distance, or transportation costs
Limited road or rail transportation for imported goods in bulk	more break-of-bulk points
Economic cooperation	communications needed between landlocked and bordering states (including provisions and resources under the Law of the Seas)
Vulnerability	can be cut-off from global trade and/or political support by hostile neighbors; economically dependent

HUMAN GEOGRAPHY

SECTION II

Time—75 minutes

Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate. Be sure that you number each of your answers, including individual parts, in this booklet as the questions are numbered below.

1. Walls and other barriers built by countries to establish their borders are some of the oldest and most controversial elements in the cultural landscape.
 - a. Identify three examples of walls or other barriers built by countries in the twentieth and twenty-first centuries.
 - b. Explain the purpose of one of the examples you identified in part a.
 - c. For each of the categories listed below, discuss a consequence faced by countries as a result of walls or other barriers established along their borders.
 - i. social or political
 - ii. economic
 - iii. environmental

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Question 1

Walls and other barriers built by countries to establish their borders are some of the oldest and most controversial elements in the cultural landscape.

Part a (3 points)

Identify three examples of walls or other barriers built by countries in the twentieth and twenty-first centuries.

Examples of walls or other barriers that have been controversial and were constructed during the designated time frame (1 point each)

- U.S.–Mexico wall
- Berlin Wall (East Berlin–West Berlin)
- North Korea–South Korea Demilitarized Zone
- Israel–Palestine (or Israel–West Bank or Israel–Gaza) wall (Green Wall)

Part b (1 point)

Explain the purpose of one of the examples you identified in part a.

Purposes of the examples identified in part a

- U.S.–Mexico wall: to slow/control the flow of illegal immigrants/goods from Mexico
- Berlin Wall (East Berlin–West Berlin): to prevent East Germans from fleeing to the West
- North Korea–South Korea Demilitarized Zone: to act as a buffer zone in order to reduce the likelihood of violence
- Israel–Palestine (or Israel–West Bank or Israel–Gaza) wall (Green Wall): to reduce the threat of terrorist activity

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Question 1 (continued)

Part c (3 points)

For each of the categories listed below, discuss a consequence faced by countries as a result of walls or other barriers established along their borders.

- i. social or political
- ii. economic
- iii. environmental

Social or political consequences (1 point)

- Increased tension between neighboring countries or among citizens within a “walled” country (e.g., East Berlin)
- Increased isolation (reduction in the diffusion of culture)
- Stigmatizing of excluded population (either internally or externally)
- Promotes nationalism, reduces foreign influences, increases xenophobia
- Illegal crossing of the border becomes more dangerous
- Separation of families, friends, relatives, cultural groups
- International censure
- Increased protection/security from either real or perceived threats
- Reduced face-to-face interaction between people of neighboring countries
- Increased virtual communication between people of neighboring countries
- Generates increased creativity in terms of how to get past the barriers
- Reduced seasonal migration

Economic consequences (1 point)

- Cost of construction, maintenance, staffing
- Creates jobs: construction, maintenance, staffing
- Reduction in flow of illegal goods
- Reduction in flow of illegal labor and potential savings in social costs
- Loss of job opportunities for those excluded, less money earned/sent home, reverse remittances
- Loss of cheap labor
- Increased cost of smuggling (humans, drugs, other goods)
- Reduced seasonal migration

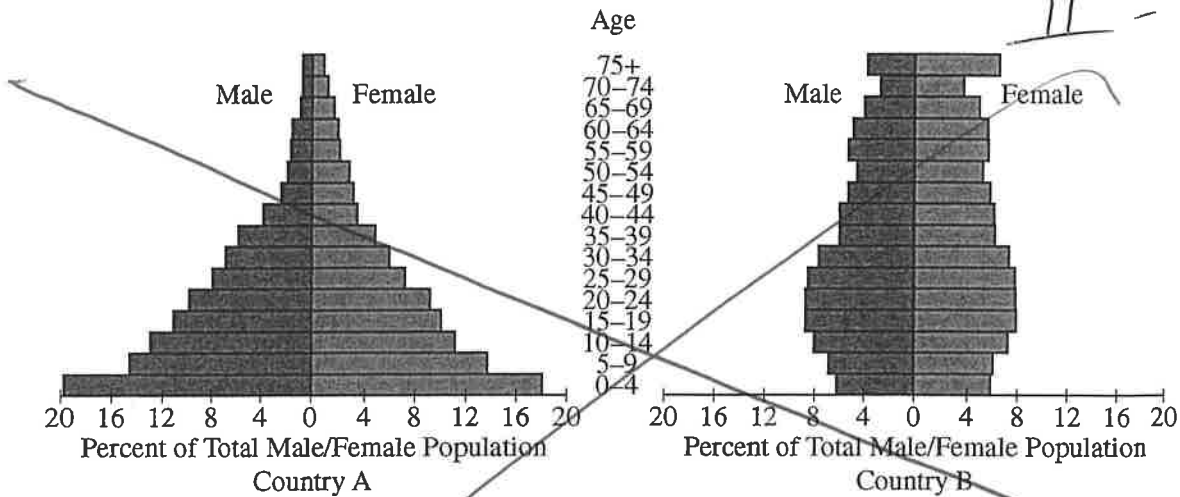
Environmental consequences (1 point)

- Interrupts the migration of various species (plants or animals or both)
- Impact on natural habitats as a result of barrier construction or new smuggling routes through pristine areas, or both
- Visual scarring on the landscape (aesthetics, urban blight)

2010 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

IV - Pol. Greg
VI - Industry

2. Since 1950 many states have faced challenges in developing a strong national identity.
- A. Using contemporary examples, explain how each of the following has contributed to the development of national identity and the strengthening of a state.
1. Economic development
 2. Relocation of a state's capital (since 1950)
- B. Using contemporary examples, explain how each of the following may detract from the development of national identity and weaken a state.
1. Ethnicity
 2. Transportation infrastructure



3. The population pyramids above represent two countries at different stages of the demographic transition and economic development.
- A. Explain the demographic characteristics of each country above with respect to the demographic transition model.
- B. Discuss ONE positive impact of EACH country's population structure on its economic development.
- C. Discuss ONE negative impact of EACH country's population structure on its economic development.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY 2010 SCORING GUIDELINES

Question 2

Since 1950 many states have faced challenges in developing a strong national identity.

Part A (4 points)

Using contemporary examples, explain how each of the following has contributed to the development of national identity and the strengthening of a state.

1. Economic development
2. Relocation of a state's capital (since 1950)

	Examples of states (1 point)	Explanation of factor (1 point)
A1. Economic development (to strengthen national identity and the state)	China, Japan, Mexico, South Africa, South Korea, United States	<ul style="list-style-type: none"> • Strong economy creates jobs, supports a sense of well-being, and supports confidence in leadership and loyalty to the state — all lead to unity. • Economic prosperity tends to mask ethnic divisions. • National pride reinforces national identity.
A2. Relocation of political state's capital (to strengthen national identity and the state)	Brazil, Nigeria, Pakistan	<ul style="list-style-type: none"> • Centralized capital that breaks ties with colonial past is intended to overcome regional imbalance and strengthen the state; OR • May strengthen historic focus on the interior; OR • May focus on poorly developed interior/resource frontier; OR • May return to a historically symbolic location.

Part B (4 points)

Using contemporary examples, explain how each of the following may detract from the development of national identity and weaken a state.

1. Ethnicity
2. Transportation infrastructure

	Examples of states (1 point)	Explanation of factor (1 point)
B1. Ethnicity (to weaken national identity and the state)	Belgium, Canada, Russia/USSR, Yugoslavia	<ul style="list-style-type: none"> • Ethnic tension erodes loyalty to the state. • Tension between ethnic groups can lead to balkanization, separatism, devolution, regionalism, sectionalism, ethnonationalism. • Placement of political boundaries without regard to traditional ethnic territories can lead to fissure between ethnic groups who lose or gain territory. Ethnic strife defeats any attempts at nationalism. • Immigration causes cultural change.
B2. Transportation infrastructure (to weaken national identity and the state)	Chile, Democratic Republic of the Congo, India, Russia	<ul style="list-style-type: none"> • Poor transportation infrastructure contributes to isolation and a sense of separation. • Friction of distance, e.g., topography/other barriers. • Size or shape of a state may hinder development of transportation infrastructure. • Colonial legacy affects transportation networks.

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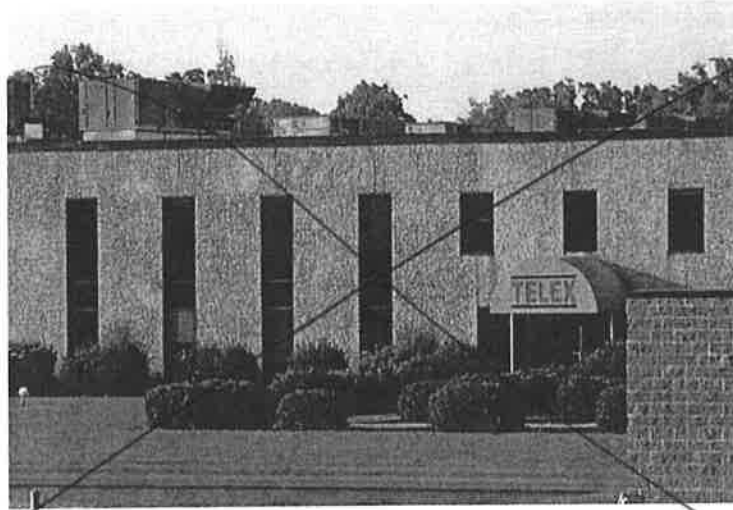
Question 2 (continued)

Notes

- The example must be a politically independent state (e.g., United States, United Kingdom), *not* a political subdivision (e.g., Arizona, Northern Ireland).
- Race does *not* equal ethnicity.
- Appropriate state + wrong explanation = 1 point; wrong state or no state + correct explanation = 1 point; appropriate state + correct explanation = 2 points.

VI Industry

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2. The photograph above, taken in a small town in Arkansas, shows a customer service call center in a building that until recently was an automotive parts manufacturing plant.
- A. Identify two reasons why businesses would choose to locate their call centers in small southern towns.
 - B. Discuss three disadvantages in the use of call centers as a local economic development strategy.

IV Pol. Geo



3. The viability of any state depends on a balance between centripetal and centrifugal forces.
- A. Define the concepts “centripetal force” and “centrifugal force.”
 - B. Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map above.
 - C. With reference to a different specific example, explain a centrifugal force that affects the viability of any of the states shown on the map above.

STOP

END OF EXAM

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Question 3

PART A (2 points)

Define the concepts "centripetal force" and "centrifugal force."

- 1 point: Generalized definition of centripetal and centrifugal without explicit reference to "viability of a state" OR one correct definition.
- 2 points: Centripetal forces unify a state (provide stability, strengthen, bind together, create solidarity)
Centrifugal forces divide a state (lead to balkanization/devolution, disrupt internal order, destabilize, weaken).

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Question 3 (continued)

PART B (2 points: 1 point for generalized identification of a force with a country specified; 2 points for identification of a force with country specified and specific details)

Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map.

Centripetal force examples	Specific details
Religion	Hinduism in India or Nepal; Islam in Pakistan or Bangladesh; Buddhism in Bhutan
Language	Urdu (official language), Punjabi or English in Pakistan; Hindi or English in India; Bengali in Bangladesh
Expressions of national pride/symbols (generalized: anthem, sports teams, flag...)	Cricket in India; Place name changes in India
Transportation/Communication infrastructure	Railroads in India
Raison d'être/Shared history	History of British imperialism; Creation of states (India, Pakistan, Bangladesh)
External threat	India, Pakistan
Morphology/Compact state	Sri Lanka, Bhutan
Charismatic or strong leader	Absolute monarchy in Nepal; Military leader in Pakistan
Forward capital	Capital of Pakistan moved from Karachi to Islamabad
Disaster response	Earthquake in Pakistan; Cyclones or flooding in Bangladesh; Tsunami in India/Sri Lanka—must reference unifying effect on population
Economic-development programs	Self-sufficiency program in India
Physical geography	Pakistan as a river valley, isolated by mountains and desert
Government	India's representative democracy

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Question 3 (continued)

PART C (2 points: 1 point for generalized identification of a force with a country specified; 2 points for identification of a force with country specified and specific details)

With reference to a different specific example, explain a centrifugal force that affects the viability of any of the states shown on the map.

Centrifugal force examples	Specific details
Religion	Islam/Hindu in India or Bangladesh; Buddhist/Hindu in Sri Lanka; Sunni/Shiite Muslims in Pakistan; Islam/Hindu in Kashmir; Sikhs/Hindu in India; Jains/Hindu in India
Language	India 14–18 official languages (4 language families); disputes regarding place name changes in India
Federal Government/Regionalism	Federal system (28 states) in India
Ethnicities/Separatist movements	Sikhs in India; Muslims in Kashmir, Tamil/Sinhalese in Sri Lanka, Maoist rebels in Nepal
Morphology/Fragmented or Prorupt	Bangladesh exclave in India; Prorupt portion of India
External threat	India, Pakistan
Territorial Disputes	Kashmir dispute between Pakistan and India
Multicore state	Several large cities in India
Physical geography	Mountains divide communities in Nepal

WILL NOT ACCEPT:

- Examples with countries not on the map (e.g., Afghanistan, Burma, Madagascar)
- Same force and country for both B and C (MAY use same country with different forces or same force with different countries)

2005 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS**HUMAN GEOGRAPHY****SECTION II****Time—75 minutes****Percent of total grade—50**

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate. Be sure that you number each of your answers, including individual parts, in the answer booklet as the questions are numbered below.

1. The modern state system is engaged in a struggle between the forces of supranationalism and devolution.
 - A. Define both terms and give a geographic example for each.
 - B. With reference to the political and economic geography of Europe, briefly discuss three changes resulting from supranationalism.
 - C. With reference to the political and economic geography of Europe, briefly discuss three changes resulting from devolution.

**AP[®] HUMAN GEOGRAPHY
2005 SCORING GUIDELINES**

Question 1

This question is concerned with the political geography concepts of supranationalism and devolution.

Total: 10 points

A. Define supranationalism (1 point)

- Political, economic, and/or cultural cooperation among national states to promote shared objectives
- Tendency for states to give up political power to a higher authority in pursuit of common objectives (political, economic, military, environmental)
- Venture involving multiple national states (two or more, many, several) with a common goal

Provide example (1 point)

Acceptable:

- EU, EEC, Common Market, Benelux, NAFTA, ASEAN, UN, NATO, Warsaw Pact, League of Nations, Arab League, SEATO, OAS, CARICOM, ACS, Andean Group, MERCOSUR, AU, ECOWAS, APEC, CIS, OPEC, NORDEN, Central American Common Market

Not acceptable:

- U.S.S.R., East and West Germany, United Kingdom

Define devolution (1 point)

Acceptable:

- Relinquishing of autonomy to internal units
- Process whereby regions within a state demand and gain political strength and growing autonomy at the expense of the central government
- Breakup of a state (balkanization)

Not acceptable:

- Creation of new states

Provide example (1 point)

- Breakup of a state, e.g., Yugoslavia/Balkans, former U.S.S.R., Czechoslovakia, Ethiopia/Eritrea, Austria-Hungary, British India
- Demand for greater autonomy (requires identification of internal units or groups), e.g., UK (Scotland, Wales, Ireland, Northern Ireland), Belgium, Canada (Quebec, Nunavut, native peoples), Spain (Basques, Catalonians), Italy (Padania, Tyrol), France (Corsica), U.S. (Hawaii, native peoples), India, Pakistan

B. Discuss three changes resulting from supranationalism in Europe (3 points)

- Larger market (greater trade, free trade, reduced tariffs, greater economic prosperity)
- Greater international influence (greater political/economic power, greater ability to compete with economies of other countries)
- Open borders (labor, tourists)
- Common currency
- Common policy (resources, agriculture, economic, environment, trade, military) OR loss of control over individual policy

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Question 1 (continued)

- Loss of identity (only with explanation in terms of political/economic situation)
- War is less likely

NOTE: If students list Chunnel, Airbus, Eurostar, etc., they must identify them as manifestations of a larger process.

C. Discuss three changes resulting from devolution in Europe (3 points)

- Formation of new states/governments
- More power to regions (petitioning for/formation of new legislatures, local control over policy)
- Local ethnonationalism (linguistic/religious revival)
- Regional separatism
- Political instability (civil war, fighting, hostility, ethnic cleansing, conflict)
- Economic instability (economy declining, with supporting explanation)
- Mass migration (refugees, emigration)



Photo Y



Photo Z

Photo Y, © Richard van Kesteren / age fotostock; Photo Z, © Sisse Brimberg / Cotton Coulson / Keenpress / Exactostock

3. The pictures show two types of agriculture in the world.
- A. Identify the grain crop shown in each photo.
 - B. Discuss TWO economic differences between subsistence agriculture and commercial agriculture.
 - C. Identify ONE environmental impact resulting from the type of agriculture shown in photo Y.
 - D. Identify ONE environmental impact resulting from the type of agriculture shown in photo Z.

STOP

END OF EXAM

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Question 3

A. Identify the grain crop shown in each photo: (1 point total)

(1 point for identification of both)

Photo Y

Rice (wet or paddy rice is OK)

Photo Z

Wheat, oats, barley, rye, flax, millet, triticale,
canola, rice (only upland or dry)

B. Discuss TWO economic differences between subsistence agriculture and commercial agriculture. (4 points total)

4 points (2 points for a difference and a corresponding comparison) + (2 points for a difference and a corresponding comparison)

	Subsistence	Commercial
Labor/mechanization/technology	High inputs of human labor or intensive Hand tools/limited mechanization Low technology	Low inputs of human labor or extensive Machinery/mechanization High technology
Economic purpose	Family or communal For households With surplus to local markets	Profit drive/agribusiness For trade Large scale markets (reg./nat./global)
Size or scale of farm	Small plots	Large farms
Level of Economic development	Predominant in LDCs/less developed	Common (but not limited to) MDCs/developed
Financial investment	Low levels of financial/capital investment	High levels financial/capital investment, loans
Inputs	Lower use of chemical fertilizers and pesticides	Higher levels of chemical fertilizers and pesticides
Percent labor in agriculture	Countries have higher percent of labor force in agriculture	Countries have lower percent of labor force in agriculture
Gender	Large percent of farm workers are female	Small percent of farm workers are female

C. Identify ONE environmental impact resulting from the type of agriculture shown in Y. (1 point total)

1. **Habitat loss:** Destruction of natural wetlands, lakes, streams, forested regions; loss of species (aquatic/terrestrial plants and animals)
2. **Water quality:** Pesticides and fertilizers used in paddy farming or to control mosquitoes can affect bird reproduction and downstream aquatic ecology
3. **Increased wetlands:** Increased water surface areas for migratory birds, reptiles, sedentary fish, or other water-dependent species.

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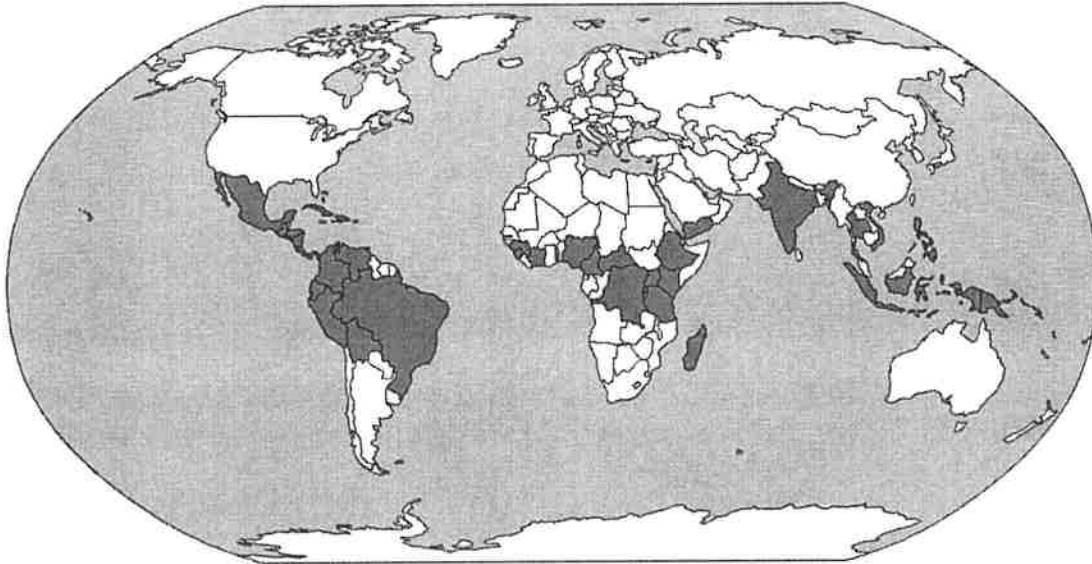
Question 3 (continued)

4. **Changes to natural systems by landscape modification:** Specific to rice farming: terracing, diversion of streams, rivers, deforestation, increase in arable land and wetlands; and increased CH₄ emissions from organic decomposition in rice paddies adds to the greenhouse effect.
5. **Disease:** Increases water borne disease, mosquitoes, malaria, and other diseases.
6. **Soil quality:** Improvement from burning rice straw, deposition/sedimentation.
7. **Air quality:** Smoke from burning rice paddies/straw; CH₄ (methane) from organic decomposition.

**D. Identify ONE environmental impact resulting from the type of agriculture shown in Z.
(1point total)**

1. **Air quality:** Degradation from spraying agricultural chemicals (herbicides, pesticides, fertilizers), vehicle exhaust, and dust:
2. **Water quality:** Downstream effects of water diversion, increased sedimentation, and chemical pollution; dead-zones in lakes and oceans at or near the mouths of rivers.
3. **Soil quality:** Erosion, nutrient loss, moisture capacity loss, salinization, land exhaustion, accumulation of agricultural chemical (herbicides, pesticides, fertilizers)
4. **Modified biodiversity:** Destruction of natural grasslands, wetlands, plains' fauna and flora; super pests; decreased crop variety from monoculture Airborne or other mechanized pesticide spraying damages natural insect ecology and harms animals that prey upon insects; agricultural chemicals and vehicle exhaust contribute to greenhouse effect.
5. **Water availability:** Depletion of streams, groundwater, and aquifers from irrigation in dry regions or during dry climate cycles.

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3. Agricultural systems, such as the production of coffee, are part of a global network.
 - A. Describe a common characteristic shared by the coffee producing countries shown on the map.
 - B. Explain two impacts of coffee farming on producing countries.
 - C. Identify and explain one way increased coffee consumption outside of coffee growing areas affects its production.
 - D. Explain one change in the urban landscape in the developed world associated with coffee consumption.

STOP

END OF EXAM

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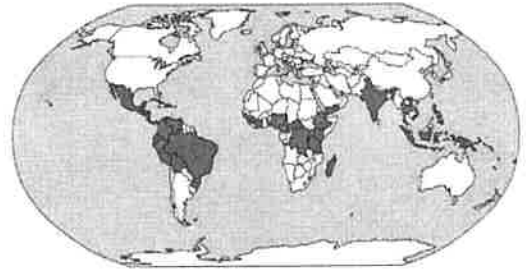
Question 3

Agricultural systems, such as the production of coffee, are part of a global network.

Part A (1 point total)

Describe a common characteristic shared by the coffee producing countries shown on the map below.

1	Less developed, developing, peripheral, semi-peripheral
2	Tropical regions or between tropic lines, low latitudes, equatorial
3	Former colonies
4	Utilize plantation or small-scale agriculture



Part B (2 points total)

Explain two impacts of coffee farming on producing countries.

1	Economic development	increased employment; growth of GNP; development of infrastructure; cash/export crop; improved foreign exchange; increased global trade/better international relations
2	Single commodity dependency	economic dependence on a single crop; coffee prices set by global traders; negatively impact farmers' income and quality of life; proliferation of low wage jobs; underdevelopment as a result of profits leaving the country
3	Environmental	harmful effects of agricultural chemicals; water use issues; deforestation; biodiversity loss; soil erosion
4	Agricultural land use	coffee, or other cash crop, versus food; coffee production limits what other crops/livestock can be grown to meet local needs; shift from traditional to commercial agriculture

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Question 3 (continued)

Part C (2 points total)

Identify and explain one way increased coffee consumption outside of coffee growing areas affects its production.

ID		Explanation
1	Increased production	Increased resources dedicated to coffee production (land, machines, chemicals, labor); adoption of new techniques dedicated to coffee production; increased profit; new players in the coffee industry
2	Increased fair trade production	Increased farm earnings/workers' wages; fewer links in the commodity chain; more environmentally friendly farming techniques
3	Increased organic production	More environmentally friendly farming techniques; price premium
4	Increased demand for certain blends	More acreage devoted to specialty varieties at the expense of traditional varieties

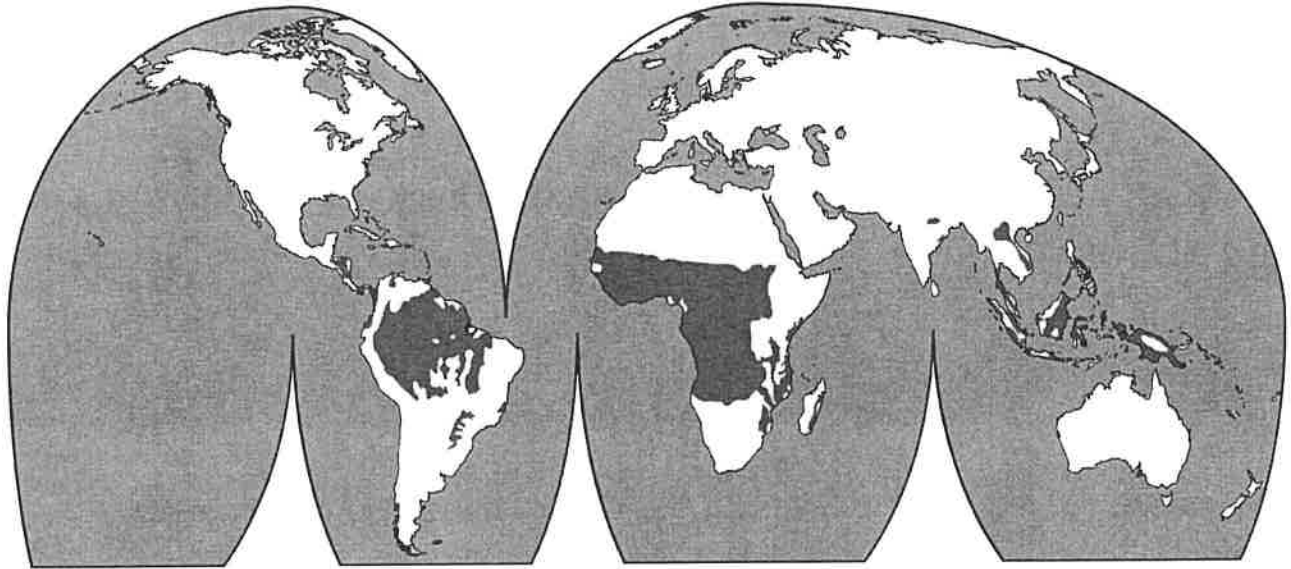
Part D (2 points total)

Explain one change in the urban landscape in the developed world associated with coffee consumption.

Basic		Complex
1	More coffee shops	Discussion related to special concept/explanation/geographic theory; proximity to consumers (exit ramps, malls, office buildings, campus areas); central place theory (population threshold, range, density of coffee shops); diffusion (uniform/homogenous landscapes, placelessness)
2	Multi-function/specialty coffee shops	Destination coffee shops used as gathering spots (for the arts, business meetings, study, Wi-Fi); coffee-related merchandise (mugs, t-shirts, beans, gift packs)
3	Coffee shop as catalyst	Revitalization of CBD/neighborhood (real estate value enhancer, foot traffic multiplier, gentrification magnet, streetscape upgrades, agglomeration economies)
4	Environmental impact	Change in the urban viewscape (litter and signage); emissions and traffic congestion at drive-through windows; open space loss/urban sprawl

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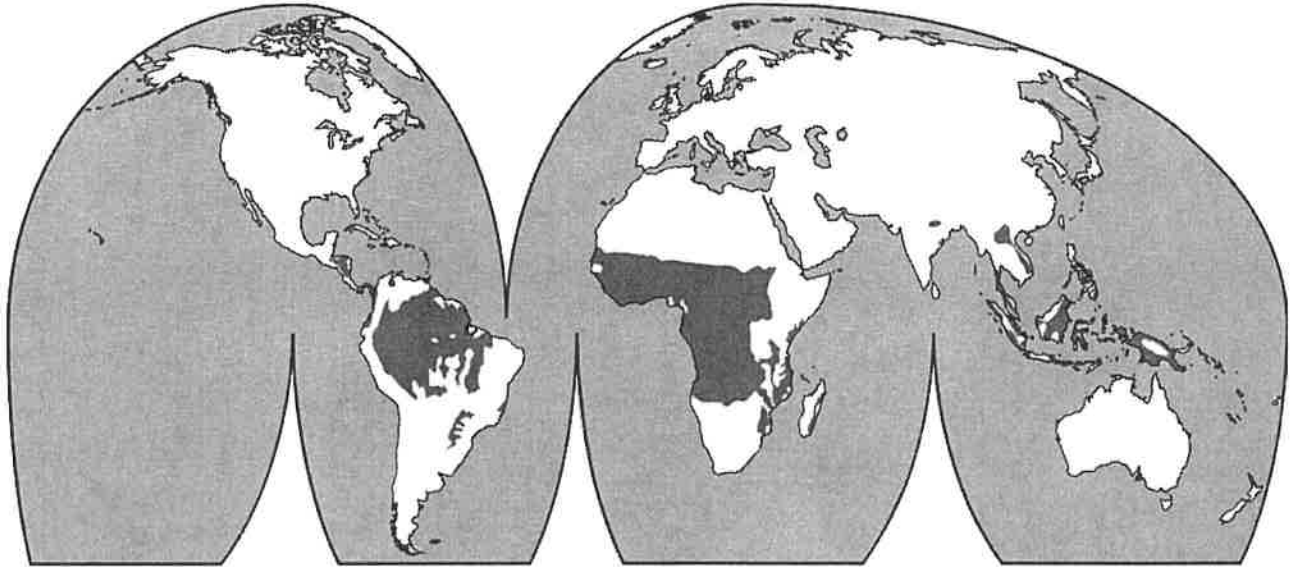
V - Ag



2. The map above shows areas of shifting cultivation, a form of subsistence agriculture.
- Define subsistence agriculture.
 - Describe the practice of shifting cultivation.
 - Explain one reason why shifting cultivation was sustainable in the past.
 - Explain two reasons why shifting cultivation is expected to diminish during the twenty-first century.

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2012 SCORING GUIDELINES**

Question 2



The map above shows areas of shifting cultivation, a form of subsistence agriculture.

Part A (1 point)

Define subsistence agriculture.

Any of the following is a correct response:

- Food grown for the farmer or farmer's family/kin
- Food grown for *local consumption* for village/community market
- Food NOT grown for commercial purposes/sold for revenue

Note: Students cannot earn this point by explaining the market alone.

Part B (1 point)

Describe the practice of shifting cultivation.

Students must describe all three of the following processes to earn this point:

Clearing

(e.g., slash-and-burn
swidden, milpa,
patch, chitemene,
ladang)

→

Farming

(until land is no
longer fertile because of
nutrient depletion)

→

Moving (shifting) to another plot of land

Note: Referencing "crop rotation" is incorrect.

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Question 2 (continued)

Part C (1 point)

Explain one reason why shifting cultivation was sustainable in the past.

Either of the following is a correct response:

- Must link *lower/smaller/less* population AND *more* available land/cultural adaptation/environmental adaptation. *Note:* References to global land are incorrect.
- Lower *physiologic/nutritional/agricultural* density. *Note:* References to lower population density are incorrect.

Part D (4 points)

Explain two reasons why shifting cultivation is expected to diminish during the twenty-first century.

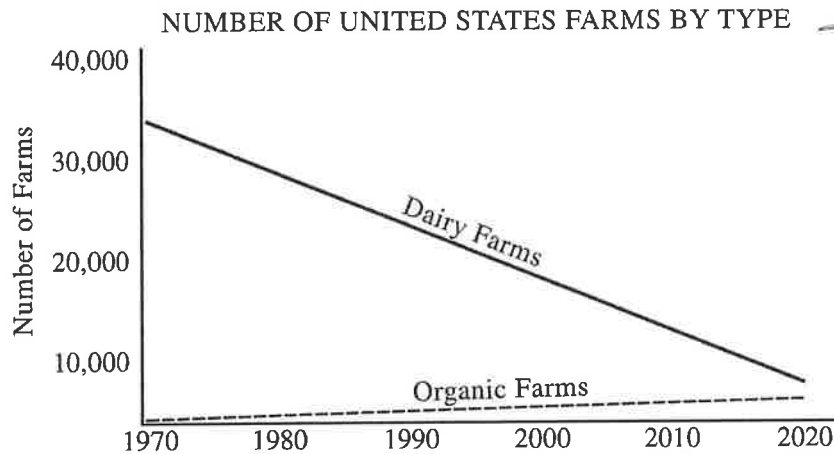
Reasons (2 points)	Explanation (2 points)
Technological advancements (e.g., fertilizers, hybrid seeds, pesticides)	<ul style="list-style-type: none"> • Leads to increased yields/food quantity • Leads to sedentary farming • NOT just “Green Revolution”
Expanding/growing population (NOT just “world population”)	<ul style="list-style-type: none"> • Less available land • Higher physiologic/nutritional/agricultural density • Reduced soil fertility owing to shortened fallow period
Commercial agriculture	<ul style="list-style-type: none"> • Profitable • Efficient • Plantation/agribusiness/cash cropping/ranching
Competing land-use activities (e.g., logging, corporate investment, other employment opportunities)	<ul style="list-style-type: none"> • Students must state that these occur at the expense of shifting cultivation (e.g., that they lead to environmental degradation)
Government/environmental policy	<ul style="list-style-type: none"> • Controls on deforestation • Restrictions on land rights or usage • Limiting carbon dioxide emissions

Note: Two reasons and two explanations must come from two different boxes but need NOT be connected only in the manner shown above.

2009 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

VII - Cities

2. A large proportion of urban residents in the megacities of the periphery of the world system live in squatter settlements.
- A. Describe a typical location of squatter settlements within urban areas of megacities on the global periphery.
 - B. Describe two factors that contribute to the formation of squatter settlements.
 - C. Give a detailed account of THREE consequences of the rapid growth of squatter settlements. The three consequences you discuss may be social, economic, political or environmental.



V - Ag

3. Agriculture in the United States has changed significantly in the past few decades. With respect to the past, present, and projected trends in agriculture shown in the diagram above, answer the following:
- A. First identify and then explain TWO factors contributing to the steady decline in the number of dairy farms since 1970.
 - B. First identify and then explain TWO factors contributing to the increase in the number of organic farms since 1970.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY 2009 SCORING GUIDELINES

Question 3

Agriculture in the United States has changed significantly in the past few decades. With respect to the past, present, and projected trends in agriculture shown in the diagram above, answer the following:

Part A (4 points)

First identify and then explain TWO factors contributing to the steady decline in the number of dairy farms since 1970.

Factors (1 point per factor; max 2 points)	Explanations (1 point per explanation; max 2 points)
Increased production of milk	Cows produce higher yields, meaning fewer cows are needed to meet the demand for milk; therefore there are fewer farms.
Increased mechanization	Mechanization/technological changes in the milking process have enabled farmers to increase the size of their dairy herds . This efficiency has made small farms unprofitable.
Development of agribusiness, economies of scale, factory farms, industrialization of agriculture; changes from labor-intensive to less labor-intensive forms of agriculture	The number of farms, including dairy farms, in the United States is decreasing, owing to one or more of these factors [elaboration required].
Displacement by urbanization	Dairy farmers close to cities where dairy farms traditionally have been located (milk shed) have been displaced by urbanization, leading to a decline in the number of dairy farms overall.

Scoring Notes:

- Students must identify and then explain **TWO** factors—that is, link the decline in the number of farms (EFFECT) to a factor (CAUSE). Just saying “agribusiness” or “industrialization” is insufficient to earn 2 points.
- Do not award points for discussions of the **LOCATION** of dairy farms (a repetition of von Thünen’s ideas) that are not directly related to the decline in the **NUMBER** of farms.

AP[®] HUMAN GEOGRAPHY 2009 SCORING GUIDELINES

Question 3 (continued)

Part B (4 points)

First identify and then explain TWO factors contributing to the increase in the number of organic farms since 1970.

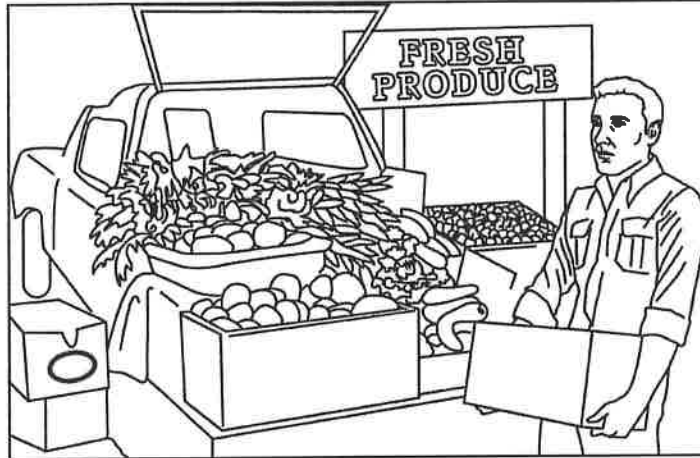
Factors (1 point each; max 2 points)	Explanations (1 point each; max 2 points)
<p>Increasing demand for organic products has made organic agriculture profitable and led to a growth in organic farming (both large-scale and small-scale).</p>	<ul style="list-style-type: none"> • Consumers in the U.S. seek alternatives to the industrial products of modern agriculture because of (media-driven) concerns about the nutrition and healthiness of commercial agricultural products. • Consumers have become wary of the insecticides, herbicides, fertilizers, and genetically modified organisms (GMOs) used in agriculture and to produce foodstuffs and have become concerned about related long-term health issues. • Population of the U.S. is increasing in wealth and is better able to afford (and willing to pay) higher prices for organic products. • Buying organic food is an example of conspicuous consumption to display cultural preferences (a green lifestyle). • Some consumers switch to organic products because they are concerned about the humane treatment of animals. • Households have declined in size and have more disposable income to spend on higher-quality (organic) food rather than lower-quality (nonorganic) food. • Better advertising and marketing systems have made organic products more appealing to consumers, thereby increasing the demand for goods and profitability. • The demand has increased, aided by the growth of chains of supermarkets dedicated to organic products, which has increased profitability and led to the growth of suppliers for these chains.
<p>Shifts in organic agriculture have led to better care for the land (land stewardship, sustainability, environmental concerns).</p>	<ul style="list-style-type: none"> • As stewards of the land, farmers/consumers wish to sustain it in the same state they found it rather than exhaust it or otherwise degrade it by the application of agricultural chemicals. • Some consumers switch to organic products because they wish to eat foods that have a less negative impact on the environment (wish to live in greater harmony with nature).
<p>Small farms competing with large-scale farms (agribusiness) are forced to shift to more profitable agriculture.</p>	<ul style="list-style-type: none"> • The economies of scale achieved by large-farm operations have kept the retail price of food low. Because small-farm operations cannot achieve these economies, they have to either go out of business or shift to more intensive forms of agriculture or supply specialty food for niche markets that bring higher prices and greater profitability, e.g., producing higher-priced, higher-quality organic products.

Scoring Notes:

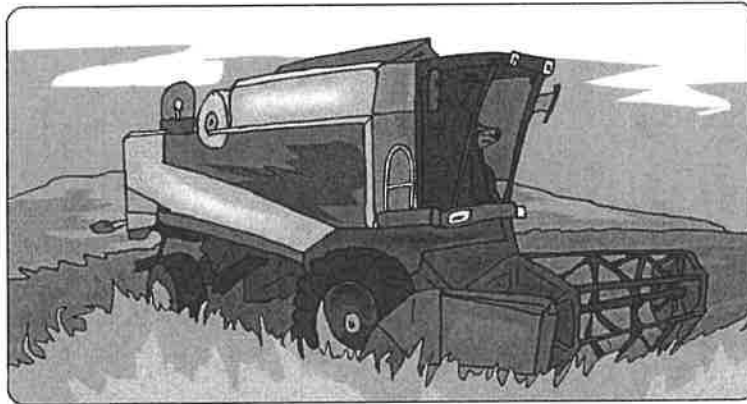
- For parts A and B, factor points and explanation points are independent; students can earn one without the other.
- For both parts, do not award full credit for a “double dip”—e.g., two explanations of demand for organic foods.

2007 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

V - Ag.



X



Y

1. The drawings above reflect agricultural activities in the hinterland of a large urban area.
 - A. Apply the underlying principles of von Thünen's agricultural land-use model to predict the locations of the activities shown in X and Y relative to a large urban area.
 - B. Choose either activity X or activity Y and apply the underlying principles of von Thünen's agricultural land-use model to explain the location of the activity.
 - C. Discuss two factors that explain why agricultural land-use patterns today differ from those developed by von Thünen's model in 1826.

**AP[®] HUMAN GEOGRAPHY
2007 SCORING GUIDELINES**

Question 1

PART A (1 Point)

Apply the underlying principles of von Thünen's agricultural land-use model to predict the locations of the activities shown in X and Y relative to a large urban area.

Must identify the location of **BOTH** agricultural activities relative to the city.

- **X** is located closer to the city, or in the city, and **Y** is located farther from the city.

PART B (2 Points: 1 point for identifying a concept, and 1 point for explanation)

Choose either activity X or activity Y and apply the underlying principles of von Thünen's agricultural land-use model to explain the location of the activity.

1 point: Must identify a concept that relates to the location of the agricultural activity at either X or Y.

- X—intensive agriculture, higher-value land, perishable goods, accessibility to market, where the farmer can maximize profit
- Y—extensive agriculture, lower-value land, fewer perishable goods, less accessibility to market, where the farmer can maximize profit

1 point: Explanation of why the concept caused this type of farming to locate at X or Y.

PART C (4 Points: 1 point for the identification of each of two factors, and 1 point for each of two discussions)

Discuss two factors that explain why agricultural land-use patterns today differ from those developed by von Thünen's model in 1826.

1 point: Must identify and briefly explain a factor that results in agricultural land-use patterns different than those proposed in von Thünen's model:

- refrigeration and food preservation
- improved transportation
- regional, global markets; corporate decision making
- government policy
- agricultural products used for purposes other than food (multiple use)
- forests no longer occupy a zone close to the market

1 point: The discussion must relate to today's spatial pattern of agricultural land use compared to the pattern suggested by von Thünen's model of 1826 (pattern-based discussion).

2004 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

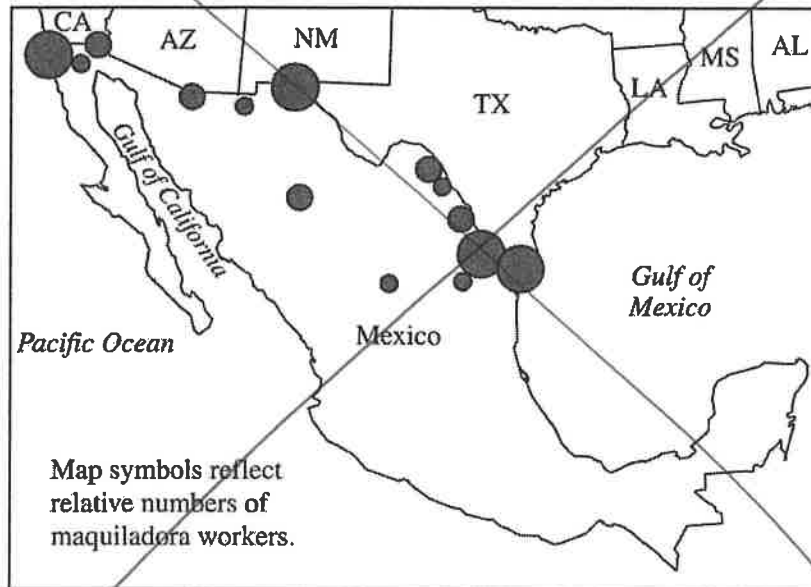
HUMAN GEOGRAPHY

SECTION II

Time—60 minutes

Percent of total grade—50

Directions: You have 60 minutes to answer all three of the following questions. It is suggested that you take a few minutes to plan and outline each answer. Spend approximately one-third of your time (20 minutes) on each question. Illustrate your essay with substantive examples where appropriate. It is not enough to answer a question by merely listing facts. You should present a cogent argument based on your critical analysis of the questions posed and your understanding of geography. Make certain to number each of your answers in the pink booklet as the question is numbered below.



VI - Industry

1. The map above shows the main maquiladora centers in Mexico in the year 2000.
 - A. Define a maquiladora.
 - B. Refer to the map above to explain the spatial distribution of maquiladoras within Mexico.
 - C. Discuss **FOUR** factors that explain why Mexico has emerged as an important location in the current global system of industrial organization.

2. The restructuring of agriculture in the late twentieth century has had important implications for rural land use and the distribution of poultry (chicken and turkey) production in the United States.
 - A. List **TWO** factors that have increased the demand for poultry.
 - B. Briefly describe **TWO** characteristics of the present economic organization of poultry production in the United States.
 - C. Describe **TWO** features of the present geographic distribution of poultry production in the United States.

V - Ag

**AP® HUMAN GEOGRAPHY
2004 SCORING GUIDELINES**

Question 2

A. List TWO factors that have increased the demand for poultry. (One-word answers acceptable; 2 points)

- Population increase (national or global)
- Health benefits (e.g., low fat diets)
- Safety of poultry vs. other meats like beef & pork (e.g., "mad cow")
- Enhanced image of poultry (e.g., ease of preparation, appearance, marketing, advertising)
- Availability (e.g., growth of poultry-based franchises like Chick Fil-A, restaurant menus) *NB Supply based arguments not acceptable*
- Everydayness: shift in cultural tradition to the consumption of poultry more frequently (not just special occasions like Thanksgiving)
- Some groups have ethnic/religious/cultural taboos against beef and pork
- Falling prices (compared to other meats, or historically), *NB Supply based arguments not acceptable*

B. Briefly describe TWO characteristics of the present economic organization of poultry production in the U.S. (2 points)

- A corporation controls multiple elements of poultry production (feed production-delivery of feed & chicks-raising-processing-marketing) (i.e., vertical integration/commodity chains)
- Large scale operations (as seen in the number of birds per farm)
- Specialized farms (they raise poultry only)
- Application of manufacturing process (mass production style/factory-like) (e.g., use of chemicals to produce a healthier & faster growing product, inputs-outputs, assembly line process)

C. Describe TWO features of the present geographic distribution of poultry production in the U.S. (2 points)

- Regional concentration or clustered in a particular location. *NB Not acceptable: regional names only, explanations based on references to climate or grain growing*
- Proximity to markets or transportation corridors
- Regional concentration in economically depressed farming areas
- Regional concentration in areas with low wage rates
- Attraction of an immigrant work force
- Effects of concentration of poultry into small areas (e.g., environmental concerns, land use conflicts), *NB Ethical arguments not acceptable*

2016 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

HUMAN GEOGRAPHY

SECTION II

Time—75 minutes

Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. You may use the unlined space below each question for notes. Be sure to write your answers on the lined pages immediately following each question.

1. Development results in a number of economic and social changes within a country.
 - A. Identify primary, secondary, and tertiary economic activities.
 - B. Explain TWO different reasons for each of the following changes that typically occur as a country develops over time.
 1. Declines in primary sector employment
 2. Decreases in infant mortality rate
 3. Improvements in women's social status

AP[®] HUMAN GEOGRAPHY 2016 SCORING GUIDELINES

Question 1

A. Identify the three main economic activities. (1 point total)

(1 point for identifying all three)

Primary: Production of raw materials or natural resource extraction (e.g., agriculture, mining, energy, timber, fishing)

Secondary: Processing or refining of natural resources (e.g., manufacturing finished goods, industry, building construction, assembly, factory work, value-added, blue collar)

Tertiary: Provision of services (e.g., healthcare, technology, communications, financial, wholesale and retail trade, transportation, personal, professional, business services, white collar)

B. Changes as a result of development. (6 points total)

1. **Primary Sector Employment:** Employment in the primary sector decreases as countries develop. This is a result of TWO of the following categories:

2 points (1 point for explanation + 1 point for explanation)

- a. **Technological improvements:** Reduced need for human labor as primary industries add mechanized equipment or processes.
- b. **Industrialization:** Shift toward an increasing percentage of jobs in secondary and/or tertiary (also quaternary, quinary) sectors resulting from changes (e.g., increased demand for manufactured products, agribusiness, higher pay, greater profits, improved education).
- c. **Off-shoring, outsourcing, or colonization:** Reduced employment opportunities as colonies or less-developed countries are utilized for primary resources, rise of multinational/transnational corporations, globalized trade and connectivity.
- d. **Rural to urban migration:** Increased secondary and tertiary-sector employment opportunities in towns and cities draw people away from rural places of primary sector production.
- e. **Environmental change:** Human causes (e.g., resource depletion and/or unsustainable practices, overfishing, deforestation); natural causes (e.g., land becomes less arable, desertification, flooding, extended drought); promotion of sustainability.

2. **Infant Mortality Rate:** Increased funding and access to services for mothers and children (under one years old) lead to a reduction in the IMR as a result of TWO of the following categories:

2 points (1 point for explanation + 1 point for explanation)

- a. **Healthcare:** Improved access to (social and spatial) and/or quality of medical care for expectant mothers and/or their infants, vaccination.
- b. **Social or cultural changes:** Improved health education, infant safety devices, laws that indirectly influence a reduction in IMR, fewer teenage pregnancies, reduced disparities in health care provision and education, improved maternity leave policies, longer spacing between births.
- c. **Environmental factors:** Improved sanitation, clean water supplies, removal of toxic materials and hazardous wastes, infectious disease prevention, reduced air pollution
- d. **Diet or nutrition:** Improved infant and/or maternal nutrition, encouraging breastfeeding, increased access to vitamin supplements (prenatal or for mother), increased access to food and/or food safety (e.g., regulations).

**AP[®] HUMAN GEOGRAPHY
2016 SCORING GUIDELINES**

Question 1 (continued)

3. **Women's Social Status:** As a country develops, there is increased equity and access for women as a result of TWO of the following categories:

2 points (1 point for explanation + 1 point for explanation)

- a. **Employment:** Increased employment opportunities in the paid labor force, increased opportunities for equal access to all levels of education leading to higher earning potential, improved maternity leave policies, greater self-sufficiency.
- b. **Societal changes:** Greater gender equality/decline in patriarchal society, reduced gender favoritism of infants, increased social justice and human rights for women, global pressure from other cultures, improved social standing due to education.
- c. **Healthcare:** Increased access to women's healthcare, contraception, family planning.
- d. **Political:** Increased political participation, universal voting rights, increased candidacy by women and political leadership roles, law enforcement protections for women, government funding of women's programs.
- e. **Demographic:** Increased average age of marriage and/or initial motherhood, fewer teenage pregnancies.
- f. **Finance:** Increased access to capital (loans or microloans), decline in barriers for women to start new businesses, increased land tenure.

VI - Development

HUMAN GEOGRAPHY

SECTION II

Time—75 minutes

Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. You may use the unlined space below each question for notes. Be sure to write your answers on the lined pages immediately following each question.

1. Rostow's five-stage model of economic growth and the core-periphery concept of Wallerstein's three-part world system theory are two of the more common economic development models.
 - A. Identify and compare three differences between the stages of economic growth and the core-periphery model.
 - B. Use one of the two models to explain the level of economic development in either Mexico or Brazil.
 - C. Give two examples of how the core-periphery concept can be applied below the national scale.

-
2. The international borders of African countries are a legacy of colonialism.
 - A. Describe the concept of a superimposed boundary.
 - B. Describe three political or cultural consequences of superimposed boundaries in Africa.
 - C. Identify and explain one challenge landlocked African countries face in developing viable economies.

IV - Pol. Geo. colonialism

AP[®] HUMAN GEOGRAPHY 2014 SCORING GUIDELINES

Question 1

Part A (3 points total)

Identify and compare three differences between the stages of economic growth and the core-periphery model.

	Stages of economic growth (Rostow)	Core-periphery model (Wallerstein)
A1	Accurately names/describes all five stages (traditional society, preconditions for take-off, take-off, drive to maturity, mass consumption)	Accurately names all three parts of the system (core, periphery, semi-periphery)
A2	National economies developing forward over time (not moving backward)	Countries are static or can move backward in development
A3	National-level analysis	International-level analysis
A4	Economic change that focuses on a single country	Economic change that focuses on spatial relationships between countries (e.g., trade, interdependence, interaction)
A5	Uneven global development can be lessened	Uneven global development is a basic characteristic
A6	Countries fund investment for economic growth internally	Peripheral countries are dependent on core countries to finance investment for economic growth
A7	International trade may help countries to grow economically	International trade strengthens development in core countries (e.g., exporting manufactured goods) and constrains development in peripheral countries (e.g., exporting resources)
A8	Does not emphasize the role of colonialism/imperialism or neocolonialism	Emphasizes the role of colonialism/imperialism or neocolonialism
A9	Western/capitalist or liberal viewpoint	Marxist/structuralist viewpoint

Notes:

One point is earned for each difference compared.

To earn one point for a difference, the response must make a corresponding comparison of both models.

**AP[®] HUMAN GEOGRAPHY
2014 SCORING GUIDELINES**

Question 1 (continued)

Part B (2 points total)

Use one of the two models to explain the level of economic development in either Mexico or Brazil.

Country	Rostow	Wallerstein
Mexico or Brazil	Take-off (or Stage 3) Agriculture is mechanized and commercialized OR Manufacturing investment in export-based economy OR Shift from primary to secondary economic sector	Semi-periphery (or between core and periphery) [Newly] industrializing countries (NICs) OR Countries able to exploit peripheral countries (LDCs), but are themselves exploited by the core countries (MDCs)
	Transition from preconditions for take-off to take-off (or Stage 2 to Stage 3) At least one characteristic listed under take-off	
	Drive to maturity (or Stage 4) Economic output exceeds population growth rate OR Increased manufacturing specialization and integration into the global economy OR Increased incorporation of advanced technology	
	Transition from take-off to drive to maturity (or Stage 3 to Stage 4) At least one characteristic listed under drive to maturity	

Notes:

One point is earned for identifying a "stage" or "part." One point is earned for an explanation of the "stage" or "part."

Both identification and explanation must be from the same model.

One point may be earned for an explanation without identifying or correctly identifying a "stage" or "part."

**AP[®] HUMAN GEOGRAPHY
2014 SCORING GUIDELINES**

Question 1 (continued)

Part C (2 points total)

Give two examples of how the core-periphery concept can be applied below the national scale.

Type	Core	Periphery
C1	Central Business District (CBD)	Zone of transition/residential zone/suburb
C2	City	Suburb/edge city or rural/hinterland
C3	Small town	Remote areas or rural/hinterland
C4	Political center	Less powerful center/area/region
C5	Large/primate city or metropolitan area	Small/medium city or nonmetropolitan area/region
C6	Populated area/region	Less populated area/region
C7	Productive area/region	Less developed/impoverished area/region
C8	Core state or province	Peripheral state or province

Notes:

One point is earned for each type of core-periphery example identified from the list in the table below.

Spatial or geographically-bounded terminology **must** be evident for both core and periphery examples.

Global-scale and country-scale examples earn no credit.

2013 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

VI - Industry

HUMAN GEOGRAPHY

SECTION II

Time—75 minutes

Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate. Be sure that you number each of your answers, including individual parts, in this booklet as the questions are numbered below.

1. The high-tech centers of Silicon Valley in California and the Research Triangle in North Carolina developed in the past 40 years.
 - A. Discuss the following three factors that contributed to the rise of such industrial regions.
 1. Investment capital
 2. Labor
 3. Government
 - B. Define the concept of agglomeration and explain its role in the continuing expansion of such regions.

AP[®] HUMAN GEOGRAPHY 2013 SCORING GUIDELINES

Question 1

The high-tech centers of Silicon Valley in California and the Research Triangle in North Carolina have developed in the past 40 years.

Part A (6 points total)

Discuss the following three factors that contributed to the rise of such industrial regions: investment capital, labor, and government.

Investment Capital (2 points)	
Source (1 point)	Target (1 point)
<ul style="list-style-type: none"> • Investors taking risks • Wealthy technology pioneers or individuals • Companies, firms, businesses • Banks (lenders) • Venture capitalists • Entrepreneurs • University investment 	<ul style="list-style-type: none"> • To develop technologies and/or innovations • New computing hardware. (e.g., iPads, iPods, PCs) • Communications technology (e.g., smart phones, telecommunications) • Robotics • Data storage (e.g., cloud) • Programming (e.g., gaming) • Software (e.g., apps) • Pharmaceuticals • Biotechnology • Materials science (e.g., electronics, medical, energy)

Labor (2 points)	
Pool (1 point)	Outcome (1 point)
<ul style="list-style-type: none"> • University/professionally educated • Skilled labor (e.g., high or technical) • Highly specialized (e.g., trained labor) • Scientists • Engineers • Creative, innovative, or inventive people 	Developing: <ul style="list-style-type: none"> ○ knowledge ○ ideas ○ technologies ○ products ○ companies

Government (2 points)
<ul style="list-style-type: none"> • Federal/state funding for research and development • Locating federal and state agencies in high-tech centers • Zoning to promote high-tech and research facilities (Note: no credit for just the term zoning) • Government funding for transportation, communication or utility infrastructure • State/local economic development (e.g., tax reduction, tax holidays, subsidies) • Government subcontracting to local high-tech firms

**AP[®] HUMAN GEOGRAPHY
2013 SCORING GUIDELINES**

Question 1 (continued)

Part B (2 points total)

Define the concept of agglomeration and explain its role in the continuing expansion of such regions.

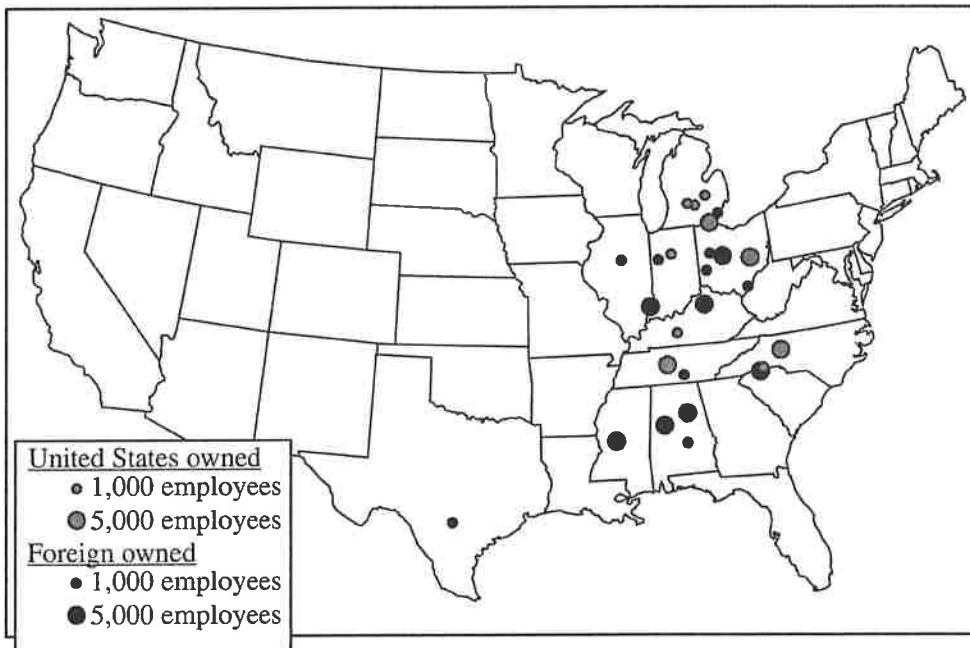
Agglomeration	
Definition (1 point)	Role in Regional Expansion (1 point)
The clustering of similar or related firms in close proximity to one another Note: no credit for merger or consolidation of companies	<ul style="list-style-type: none">• Urbanization links to or location on the edge of existing cities providing operating cost advantages• Attracting similar companies to share a specialized or educated local labor pool/infrastructure• Multiplier effects of attracting business services, personal services or labor

2011 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

AUTOMOBILE FACTORIES BUILT IN THE UNITED STATES BEFORE 1986



AUTOMOBILE FACTORIES BUILT IN THE UNITED STATES BETWEEN 1986 AND 2006



3. Industrial location models are used to explain geographic patterns of economic activity. The maps above show automobile factories built before and after 1986 in the United States.
- Identify TWO changes in the geography of automobile factory construction shown by the maps.
 - Identify and explain TWO factors related to industrial location that may have contributed to the changes.

AP[®] HUMAN GEOGRAPHY 2011 SCORING GUIDELINES

Question 3

Industrial location models are used to explain geographic patterns of economic activity. The maps above show automobile factories built before and after 1986 in the United States.

Part A (2 points)

Identify TWO changes in the geography of automobile factory construction shown by the maps.

1. International-based change in the geography of plant construction
 - a. Increase in the number/investment of foreign-owned automobile plants **OR**
 - b. Increase in both small and especially larger-size, foreign-owned automobile plants

Note: Students cannot earn 2 points for listing two international-based changes.

2. Domestic-based change in the geography of plant construction
 - a. Increase in the number/investment of automobile plants in the South or Southeast part (Sun Belt) of the United States
 - b. Increase in number/investment of automobile plants built away from the traditional core of the American manufacturing belt (Rust Belt)
 - c. Decrease in the number of American-owned automobile plants
 - d. Decrease in the number/investment of automobile plants west of the Mississippi River

Notes

- Students cannot earn credit by simply counting the change in number of plants per state.
- Students may earn 2 points for identifying TWO domestic-based changes.

Part B (4 points)

Identify and explain TWO factors related to industrial location that may have contributed to the changes.

Identification (1 point each)	Explanation (1 point each)
1. Low-cost labor (not low-skilled or uneducated workforce)	<ul style="list-style-type: none"> • More nonunionized labor in the South (or Southeast or Sun Belt). • Right-to-work states in the South (or Southeast or Sun Belt).
2. Market	<ul style="list-style-type: none"> • More foreign-owned companies to minimize shipping costs (cheaper transportation costs). • More foreign-owned companies to avoid paying federally imposed tariffs. • United States represents one of the world's largest markets for automobile consumption.
3. Deindustrialization (North only)	<ul style="list-style-type: none"> • Shifting or relocation of automobile plants because of high labor costs (unions) in the North. • Obsolete infrastructure in the North (or Rust Belt). • Outsourcing — domestic companies shifting from states in the North to Mexico.

**AP[®] HUMAN GEOGRAPHY
2011 SCORING GUIDELINES**

Question 3 (continued)

4. Government policies	<ul style="list-style-type: none">• Economic and development incentives — pro-industrial policies.• Connection to preexisting infrastructure systems — e.g., access to interstate highways, rail spurs, water/sewage/electricity.• State and local taxes — lower in the South, higher in the North.• Variances on zoning and environmental regulations.
5. Cheap land	<ul style="list-style-type: none">• Accessible and available sites in the South cost less than accessible and available sites in the North.
6. Available infrastructure	<ul style="list-style-type: none">• Cost-efficient interstate highway systems in the South (or Southeast or Sun Belt).• Cost-efficient rail system in the South (or Southeast or Sun Belt).• Allows quick and inexpensive assembly of supplies for the manufacture of automobiles and efficient distribution of automobiles to car dealerships.• Facilitates just-in-time production.
7. Cheap energy	<ul style="list-style-type: none">• Abundant, inexpensive supplies of energy in the South.• South (or Southeast) is below the national average for \$/kWh.

Note: No identification or explanation points should be awarded for the mention of raw materials.

2010 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

HUMAN GEOGRAPHY

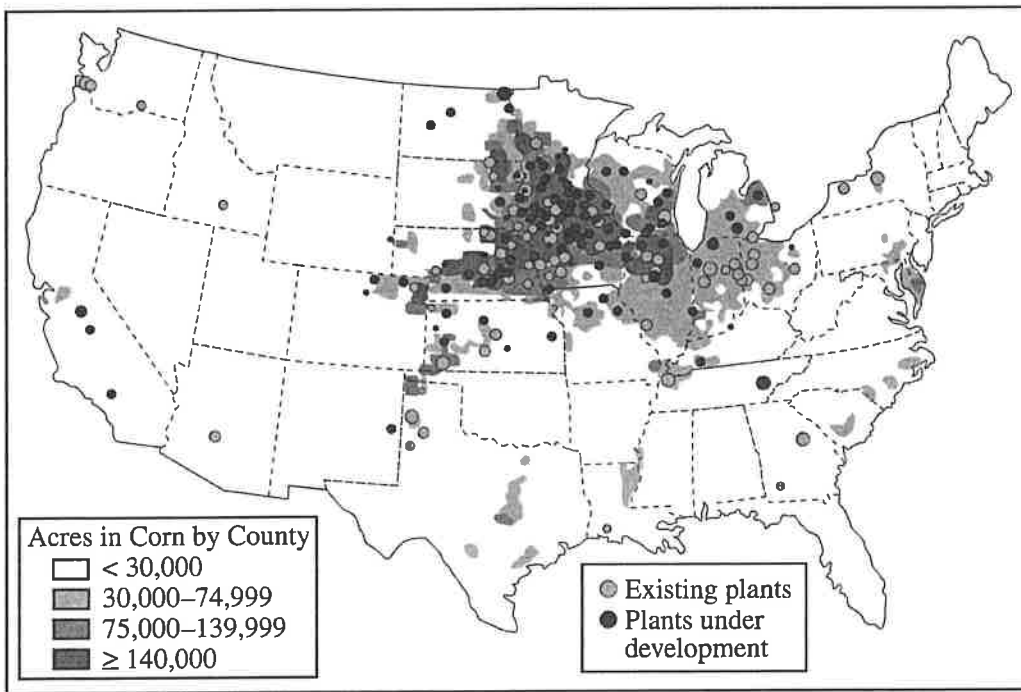
SECTION II

Time—75 minutes

Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate. Be sure that you number each of your answers, including individual parts, in the answer booklet as the questions are numbered below.

ETHANOL MANUFACTURING PLANTS, 2007



1. According to Alfred Weber's theory of industrial location, three factors determine the location of a manufacturing plant: the location of raw materials, the location of the market, and transportation costs.
 - A. Using an example of a specific industry other than the one portrayed on the map above, explain under what conditions an industry would locate near the market.
 - B. Using an example of a specific industry other than the one portrayed on the map above, explain under what conditions an industry would locate near raw materials.
 - C. Using the map above and Weberian theory, explain the geography of ethanol plants in the United States.

AP[®] HUMAN GEOGRAPHY 2010 SCORING GUIDELINES

Question 1

According to Alfred Weber's theory of industrial location, three factors determine the location of a manufacturing plant: the location of raw materials, the location of the market, and transportation costs.

Part A (2 points)

Using an example of a specific industry other than the one portrayed on the map above, explain under what conditions an industry would locate near the market.

Examples of appropriate industries (1 point)	Explanation (1 point)
Soft-drink bottling Bread products	Weight/bulk are gained in processing/manufacturing; therefore the industry locates close to the market in order to minimize transportation costs.

Note: The industry identified must match the explanation.

Part B (2 points)

Using an example of a specific industry other than the one portrayed on the map above, explain under what conditions an industry would locate near raw materials.

Examples of appropriate industries (1 point)	Explanation (1 point)
Copper smelting Lumber products used for paper or furniture	Weight/bulk are lost in processing/manufacturing; therefore the industry locates close to the source of raw materials in order to minimize transportation costs.

Note: The industry identified must match the explanation.

Part C (2 points)

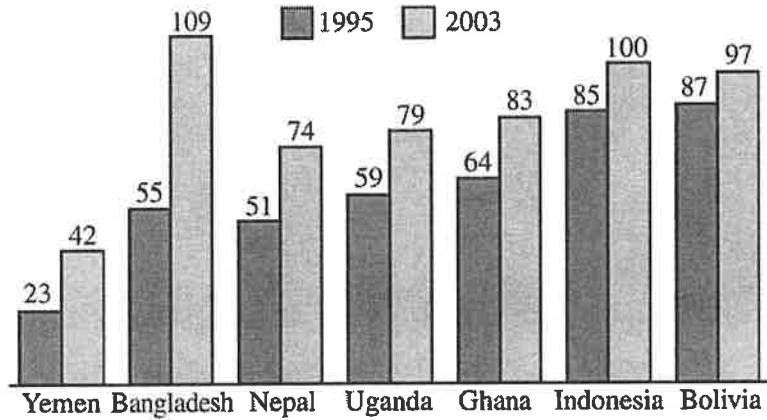
Using the map above and Weberian theory, explain the geography of ethanol plants in the United States.

Factor for plant location (1 point)	Explanation (1 point)
Plants are located close to the key raw material of corn <u>in order to minimize transportation costs.</u>	Ethanol is a weight-/bulk-losing industry. Corn is bulky; thus plants are built close to the supply of raw material in order to minimize transportation costs and maximize profit.

Note: "Explain" in this case should mean "tell why." The explanation should be linked to Weber's theory and discuss the weight-loss situation, or the second point is not awarded.

2008 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

FEMALE ENROLLMENT IN SECONDARY SCHOOLS:
GIRLS PER 100 BOYS



Data from UNESCO Institute of Statistics

3. Countries in the graph above have been chosen to illustrate an important trend in educational patterns in the developing world.
- Identify the trend shown in the graph above.
 - Identify and explain an effect of this trend on population growth in the developing world.
 - Identify and explain an effect of this trend on economic development in the developing world.
 - Identify and explain an effect of this trend on gender roles in the developing world.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY 2008 SCORING GUIDELINES

Question 3

Countries in the graph above have been chosen to illustrate an important trend in education patterns in the developing world.

Part A (1 point)

Identify the trend shown in the graph above.

Acceptable answer

- There is a increase in girls attending secondary schools. Any plausible response that identifies this trend receives credit.

Part B (2 points: 1 point for the correct identification of an effect and 1 point for a correct explanation)

Identify and explain an effect of the trend on population growth in the developing world.

Identification of Effect	Explanation of Effect
<p>As more girls are educated . . .</p> <ul style="list-style-type: none"> • Fertility rates decrease • Population growth decreases • Crude birth rate drops • Natural increase rate slows • Developing countries may enter later stages of the demographic transition model • Total fertility rate (TFR) drops • Infant mortality rates decrease • Maternal mortality rate declines 	<ul style="list-style-type: none"> • Opportunity cost of having children increases as women are educated • Employment outside of the home increases • More opportunities less focused on the home and greater desire for/choice of a career outside • Women marry later in life, delay childbearing, and therefore have fewer children • More access to birth control, family planning • Impact on dependency ratio • Impact of the concept of demographic momentum, e.g., in India if childbearing-age females have fewer children, over time (couple of generations) population growth will slow and eventually stabilize • Women are better prepared to take better care of their children • Reduction in pregnancies and associated deaths

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Question 3 (continued)

Part C (2 points: 1 point for the correct identification of an effect and 1 point for a correct explanation)

Identify and explain an effect of this trend on economic development in the developing world.

Identification of Effect	Explanation of Effect
<p>As more girls are educated . . .</p> <ul style="list-style-type: none"> • Economic development rates increase • Economy improves • Economic growth increases • Country's wealth (GDP, GNP, PPP, GNI) increases • Literacy rates improve, leading to increases in economic development • More women go into business; more women enter the workforce 	<ul style="list-style-type: none"> • Expanded skilled/qualified labor force • Expanded workforce leads to lower wages • Better-paying jobs for women; more income to spend on family needs, including education • More productive workforce; more literate population is more economically productive • Women employed less in agriculture and more in industrial/service sectors • Targeted economic development programs from NGOs and GOs • Microindustries • Education enables women to use technology, financial skills, etc. needed to run a business • More jobs created in the secondary/tertiary sector allow women to have more disposable income • Educated women own small businesses in developing countries • Women work more in the formal, rather than informal, sector of the economy

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Question 3 (continued)

Part D (2 points: 1 point for the correct identification of an effect and 1 point for a correct explanation)

Identify and explain an effect of this trend on gender roles in the developing world.

Identification of Effect	Explanation of Effect
<p>As more girls are educated . . .</p> <ul style="list-style-type: none"> • Women have more freedom, choices, respect, opportunities • Women have enhanced social/legal/socioeconomic status • Overall wellness of a society is created by gender equity • Women have more social and political rights • Women assume more positions of power • Gender empowerment measure increases • Gender gap is reduced • Women challenge traditional social norms • Women take roles traditionally held by men • Migration patterns change (at range of scales) • Social disruption may occur 	<ul style="list-style-type: none"> • Examples of these specific measures, such as more participation/leadership in the economy, society, and government; enhanced political rights • Women are hired without sexism, discrimination • Integration of women into previously male-dominated workplaces/roles • Women forge careers outside of the home • Transformation of traditional male/female, husband/wife roles • Greater financial independence subverts patriarchy • Increased remittances • Higher rates of divorce; increased/decreased violence against women; fewer/more dowry deaths, honor killings, etc.

2007 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

III - Language

2. At the same time that English is solidifying its role as the world's premier lingua franca, lesser-used minority languages (such as Welsh, Basque, and Inuktitut) are undergoing revival.

Discuss three distinct factors promoting the revival of minority languages in the face of globalization.

VI - Industry

3. Economic restructuring is transforming the world economy.
- A. Define and discuss the key features of the new international division of labor (also known as global division of labor).
 - B. Explain an impact of the new international division of labor on the socioeconomic structure of the United States.
 - C. Explain an impact of the new international division of labor on the socioeconomic structure of developing countries such as Mexico, China, and India.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY 2007 SCORING GUIDELINES

Question 3

Economic restructuring is transforming the world economy.

Part A

Define and discuss the key features of the new international division of labor (also known as global division of labor). **(2 points)**

"... the reorganization/relocation of economic activities (e.g., jobs) from a national to a global scale."

Economic interdependence/globalization	Dependence of the core (MDC) on lower-cost production from the less-developed countries (LDCs) for mass-produced goods.
Transportation/communications	Time-space compression via communications and transportation efficiencies leads to separation of production and consumption.
Comparative advantage	Advantages to locations that combine lower operating costs (labor, taxes, relaxation of environmental regulations, specialization efficiencies) resulting in trade/sale opportunities.
Outsourcing/offshoring	Specialized jobs contracted to companies/locations in order to achieve comparative advantages.
Profit drive	Transnational/multinational corporations need to reduce costs.
Trade agreements	Formal agreements such as NAFTA and company/country pacts that reduce trade barriers (tariffs, borders).
Foreign management	Upper management is from MDCs and not the local economy.

Part B

Explain an impact of the new international division of labor on the socioeconomic structure of the United States. **(2 points)**

Unemployment	Job losses affect the middle class. The remaining management and service jobs increase the income gap.
Deindustrialization	Regional unemployment requires retooling/reeducation into tertiary/quaternary sector jobs.
Profit	Drive for profits via division to LDCs has combined with consumerism to swell retail jobs. However, these jobs are largely at the part time/nonbenefit level.
Internal migration	Migration from areas of unemployment to areas of employment (Rust Belt to Sun Belt)

**AP[®] HUMAN GEOGRAPHY
2007 SCORING GUIDELINES**

Question 3 (continued)

Labor relations	Decrease in membership in and influence of labor unions.
Consumption	Availability of less-expensive goods changes the standard of living.

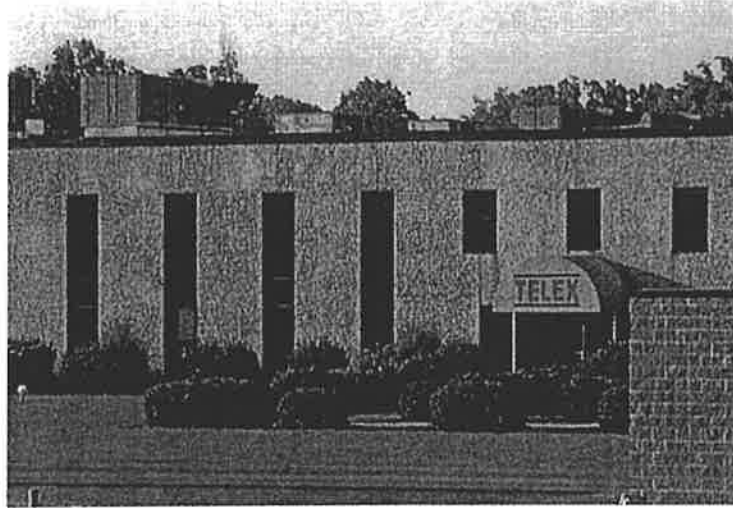
Part C

Explain an impact of the new international division of labor on the socioeconomic structure of developing countries such as Mexico, China, and India. **(2 points)**

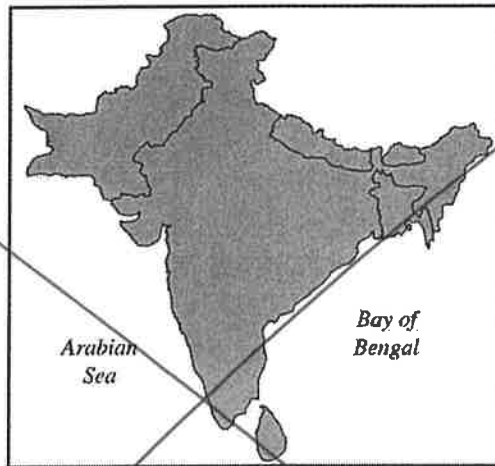
Added job opportunities	Positive addition to personal and national income that raises societal status, family income, etc.
Gender	Entry of women into work force means added income for household support, which improves the standard of living and lowers population growth rate.
Child labor	Use of child labor discourages further education.
Wage gap	Increased wage gap between the local "haves" and "have nots."
Migration	Migration of nationals to specialized manufacturing areas improves personal economic positions but weakens family and traditional cultural ties—coastal China, maquiladoras or Mexico.
Environmental	Relaxation/lax enforcement invites new health ailments/problems.
Regional growth	Location of new jobs fosters regional growth and concentration of wealth, pollution, etc. Uneven nature of growth creates a spatial gap between "have" and "have not" areas.
Cultures change	Westernization of production, management, etc., changes the social and cultural relationships (e.g., women in the workplace, language, cultural disruption).

2006 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

VI Industry



2. The photograph above, taken in a small town in Arkansas, shows a customer service call center in a building that until recently was an automotive parts manufacturing plant.
- A. Identify two reasons why businesses would choose to locate their call centers in small southern towns.
 - B. Discuss three disadvantages in the use of call centers as a local economic development strategy.



IV Pol. Geo

3. The viability of any state depends on a balance between centripetal and centrifugal forces.
- A. Define the concepts “centripetal force” and “centrifugal force.”
 - B. Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map above.
 - C. With reference to a different specific example, explain a centrifugal force that affects the viability of any of the states shown on the map above.

STOP

END OF EXAM

**AP[®] HUMAN GEOGRAPHY
2006 SCORING GUIDELINES**

Question 2

PART A (2 points: 1 point for each correct reason)

Identify two reasons why businesses would choose to locate their call centers in small southern towns.

- Low wage structure
- Low tax structure, tax incentives
- Low land (site costs) or rent
- Low building costs/buildings available
- Large labor pool (from deindustrialization) and small town/rural area
- Telecommunications in place or easily provided
- Business climate, e.g., right to work, zoning

PART B (6 points: For each of 3 examples—1 point for Core Idea; 1 point for Discussion)

Discuss three disadvantages in the use of call centers as a local economic developmental strategy.

Core Idea(s)	Discussion Points
Low wages	Adds little to local economy through disposable income
Footloose; short term; unstable employer	Corporate mobility facilitated by globalization of language, communications, technology, and minimal local investment Few local resources needs or demands Future technological advances Not a long-term contributor to local economic development
Low multiplier effect Low spin-off development	Not a provider of goods, so a minimal need for associated services, supplies, or local linkages
Amount of labor required is minimal	Small addition of capital to local economy—highly automated
Skill level requirements minimal	Jobs requiring basic in-house training Upward mobility/promotions restricted Limited improvements on education system
Part-time employment	Limited employment benefits
Global corporation	Separation from parent company headquarters does not encourage loyalty to locality Low investment requirements Longevity in the place depends on corporate success, succession of owners

2004 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

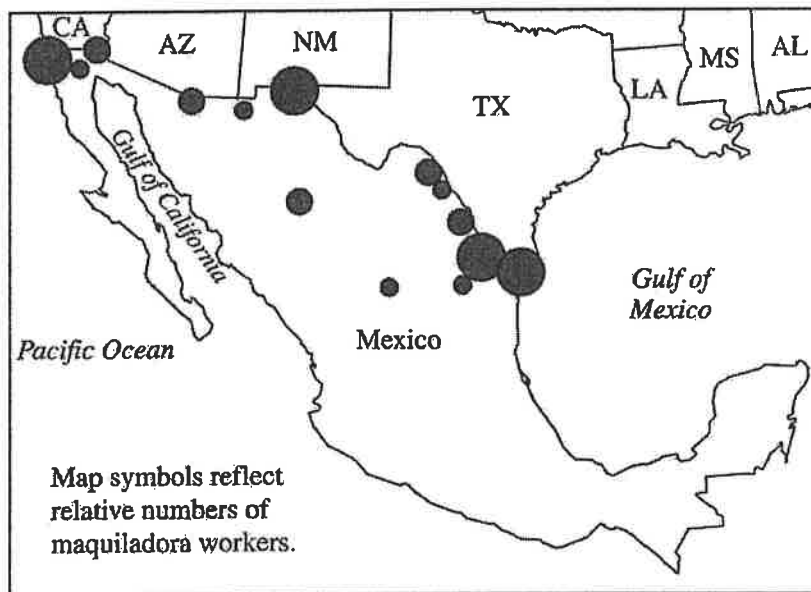
HUMAN GEOGRAPHY

SECTION II

Time—60 minutes

Percent of total grade—50

Directions: You have 60 minutes to answer all three of the following questions. It is suggested that you take a few minutes to plan and outline each answer. Spend approximately one-third of your time (20 minutes) on each question. Illustrate your essay with substantive examples where appropriate. It is not enough to answer a question by merely listing facts. You should present a cogent argument based on your critical analysis of the questions posed and your understanding of geography. Make certain to number each of your answers in the pink booklet as the question is numbered below.



VI - Industry

1. The map above shows the main maquiladora centers in Mexico in the year 2000.
 - A. Define a maquiladora.
 - B. Refer to the map above to explain the spatial distribution of maquiladoras within Mexico.
 - C. Discuss FOUR factors that explain why Mexico has emerged as an important location in the current global system of industrial organization.

2. The restructuring of agriculture in the late twentieth century has had important implications for rural land use and the distribution of poultry (chicken and turkey) production in the United States.
 - A. List TWO factors that have increased the demand for poultry.
 - B. Briefly describe TWO characteristics of the present economic organization of poultry production in the United States.
 - C. Describe TWO features of the present geographic distribution of poultry production in the United States.

IV - Ag

**AP® HUMAN GEOGRAPHY
2004 SCORING GUIDELINES**

Question 1

This question is concerned with the manifestation of changing global economies on the landscape.

A. Define a Maquiladora: (2 points) 1 point for any 2 bulleted items, 2 points for 3-4 bulleted items

- Foreign owned plants located in Mexico (outsourcing)
- Advantage of cheap labor (sweatshops can serve as a synonym for cheap labor)
- Export of assembled products to the US (export processing zones)
- Import of product components (*not* acceptable: manufacturing without assembly and use of raw materials)

B. Refer to the map to explain the spatial distribution of maquiladoras within Mexico: (2 points) 1 point for location on the border of the US (e.g., Ariz., Calif., New Mexico, Texas) & Mexico, 1 point for explanation why maquiladoras are located on the border

Acceptable:

- Close to major cities/ points of entry to the US
- Ease of transportation into the US
- Mexican government originally insisted that maquiladoras be within 35 miles of the US border

Not acceptable:

- Low cost labor
- Ocean ports
- Physical environmental factors

C. Discuss FOUR factors that explain why Mexico has emerged as an important location in the global system of industrial organization: (4 points) 1 point for each factor

Labor:

- Inexpensive labor costs in Mexico: New/global international division of labor

Political/Economic:

- NAFTA
- Weak environmental regulations in Mexico
- Tax incentives/ No Mexican tariffs on imported parts or for exported products
- Mexico's stable government
- Mexico's stable economy
- Mexico's proximity to US market
- Mexico's expanding middle class/ urbanization/skilled labor
- Exploitation of less developed countries/ core-periphery model
- Rise of transnational corporations
- Use of oil as leverage in international market (equity for international loans)
- US shift to a tertiary economy
- Tourism as a source of foreign currency

**AP® HUMAN GEOGRAPHY
2004 SCORING GUIDELINES**

Question 1 (cont'd.)

Location/Infrastructure - Mexico/US:

- Transportation connections between US and Mexico
- US transportation structure

Not Acceptable:

- Landlocked countries/land bridge to South America
- Abundant labor source
- Climate
- Maintaining a global inequality of income (dependency theory argument)

HUMAN GEOGRAPHY

SECTION II

Time—75 minutes

Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. You may use the unlined space below each question for notes. Be sure to write your answers on the lined pages immediately following each question.

1. In the last half of the twentieth century some United States cities experienced decline due to deindustrialization and loss of population due to suburbanization. To counteract the inner city decline, urban planners have embraced New Urbanism and mixed-use development to attract residents back to the city.
 - A. Identify TWO goals of the New Urbanism movement.
 - B. Explain the difference between mixed-use development and traditional zoning practices.
 - C. Explain TWO benefits of mixed-use development in promoting urban growth.
 - D. Explain TWO criticisms of New Urbanism.

AP[®] Human Geography 2017 SCORING GUIDELINES

Question 1

7 points (2 + 1 + 2 + 2)

Note: Smart growth may be used in place of, or in conjunction with, New Urbanism.

A. Identify TWO goals of the New Urbanism movement. 2 points (1+1)

1. Reduce the amount or area of suburban or urban sprawl	8. Enable healthier lifestyles: outdoor activities, improve access to food or eliminate food deserts
2. Increase walkability or pedestrian-friendly areas	9. Produce architecture and design to reflect local history or culture
3. Increase bikeable areas	10. Construct denser or more compact built space; support denser population
4. Increase transit-oriented development, more energy efficient transport, or more public transportation	11. Develop more open public space
5. Expand the variety of housing types in the same area	12. Increase amount of outdoor dining, performance, market, or festival space
6. Increase diversity: ages, income levels, cultures, ethnicities	13. Decrease commuting time or live close to work
7. Construct green buildings or energy efficient structures	14. Promote sustainability: minimal environmental impact, eco-friendly technology, less use of fuels

Note: "Sustainability" and "better life," alone, are not acceptable unless terms relate to a goal listed above.

B. Explain the difference between mixed-use development and traditional zoning practices. 1 point (Must address both parts)

- Mixed-use zoning permits multiple land-uses in the same space or building, **AND**
- Traditional zoning requires separate zones based upon land-use type or economic function (e.g., residential, commercial, industrial)

C. Explain TWO benefits of mixed use development in promoting urban growth. 2 points (1+1)

1. Ease of accessibility to services, recreation, jobs
2. Less travel time or cost (e.g., reduced need for car ownership), increased personal time and discretionary income
3. Increased social interaction, or increased sense of community; improved sense of place or neighborhood character
4. Decreased energy or fuel use, decreased carbon-footprint, decreased air pollution
5. Reduced traffic, lower vehicle speeds, increased pedestrian safety
6. Increased retail sales or higher business profitability
7. Increased real estate values, increased property taxes, decreased infrastructure (e.g., shorter or fewer water and sewer lines) or construction costs (e.g., attached buildings; shared walls)
8. Revitalization of urban landscapes and redevelopment of brownfield or grayfield areas

AP[®] Human Geography
2017 SCORING GUIDELINES

Question 1 (continued)

9. Preservation or conservation of land: parks, greenbelts, buffer zones, farmland preservation
10. Less crime due to more occupied housing, which increases the number of people on the street day and night; more eyes on the street
11. Curbing suburban or urban sprawl through more efficient use of space

D. Explain TWO criticisms of New Urbanism. 2 points (1+1)

1. High housing costs still price out lower income residents or favor middle to upper income residents
2. De facto segregation or decreased diversity are perpetuated
3. Increased popularity may place stress on infrastructure or community; draw away residents or revenue from surrounding areas
4. Potential residents still favor yard space and detached single-family homes, quiet and private (e.g., as found in suburbs)
5. New mixed-used developments in suburbs can still perpetuate sprawl in surrounding areas (e.g., greenfields)
6. Many residents will not relinquish their cars, requiring parking spaces
7. Cost of new mixed-use or converted buildings can be very expensive
8. Similar designs may produce placelessness or loss of historical character

Note: The word gentrification alone does not receive a point. Students may discuss gentrification in context of the criticisms above.

II - Pop.

2013 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

POPULATION AGE 65 OR OLDER IN 2000 AND 2050 (in percent)

Country	Population Age 65 or Older, 2000 (percent)	Population Age 65 or Older, 2050 (percent)	Change in Proportion 65 Years or Older (percent)
Belgium	17	28	65
Denmark	15	24	59
Japan	17	32	86
Russian Federation	13	25	100
Ukraine	14	27	91
United Kingdom	16	25	56

2. The average age of the population in selected developed countries listed in the table above has been increasing.
- Identify and explain two reasons that the average population age is increasing in developed countries.
 - Identify and explain one social consequence and one economic consequence that countries face as their populations age.

VII - Urban Growth

3. Over the past 150 years, railroad and highway systems influenced patterns of urban growth in the United States.
- Identify and explain one way that railroads affected the size and one way that railroads affected the form of cities in the United States between 1870 and 1920.
 - Identify and explain two ways that the Interstate Highway System affected cities in the United States between 1950 and today.

STOP

END OF EXAM

AP[®] HUMAN GEOGRAPHY

2013 SCORING GUIDELINES

Question 3

Over the past 150 years, railroad and highway systems influenced patterns of urban growth in the United States.

Part A (4 points)

Identify and explain one way that railroads affected the size and one way that railroads affected the form of cities in the United States between 1870 and 1920.

Size of cities: identify and explain one of the bulleted points below for a total of 2 points.

Cities grew:

- Stimulate economic growth: railroads connectivity/accessibility accelerated economic activity in cities
- Migration/labor force: population increased due to increased connectivity
- Corridors: cities increased in size along rail corridors due to increased connectivity
- Range: range of services and employment increased in distance from city center
- Commercial zone: industrial land use area increased to accommodate rail yards, stations, warehouses, engine shops

Cities declined:

- Bypassed cities: some cities declined that were not connected to the RR network

Form of cities: identify and explain one of the bulleted points below for a total of 2 points.

- CBD growth: central business district emerged and expanded
- Corridors: industrial corridors/districts along railways, depots, rivers, ports
- Urban pattern: star patterns or hub-and-spoke patterns, streetcar suburbs, wider roads
- Land values: real estate around passenger stations became more valuable and popular; railroads created socio-economic divisions

Part B (4 points)

Identify and explain two ways that the Interstate Highway System affected cities in the United States between 1950 and today.

Identify and explain two effects from below (only use each bulleted effect once for a maximum of 2 points).

- Relocation of economic activities: services, offices, retailing centers, transportation hubs, light industry and warehousing to highway interchange areas
- Suburbanization: larger suburban labor force could independently access downtowns by car without living there; contributed to decline or depopulation of city centers.
- Land use change: sprawl, suburban area expands as highways radiated out of city; more land area to automotive uses (e.g., parking lots, more lanes, eminent domain); divides city and creates socioeconomic divisions
- Increased economic connectivity: increased accessibility between cities reducing travel time/costs leads to economic growth; increased trucking with reduced shipping costs leads to economic growth
- Conurbations: highway corridors are spaces where conurbations form (I-95 in the northeast and South Florida; I-10 and 5 in Southern California)
- Edge cities: highways promoted the growth of Edge Cities near interchanges
- Environment: increased air, water, noise, and light pollution in cities, urban heat island
- Bypassed cities: some cities declined that were not connected to the highway network

2011 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

POPULATION OF MEXICAN CITIES, 2007



MEXICO'S MOST POPULOUS CITIES

City	1975	2007	2015
Ciudad Juárez	474,000	1,343,000	1,478,000
Guadalajara	1,850,000	4,198,000	4,673,000
León	589,000	1,488,000	1,682,000
Mexico City	10,690,000	19,028,000	20,189,000
Monterrey	1,589,000	3,712,000	4,140,000
Puebla	858,000	2,195,000	2,474,000
Tijuana	355,000	1,553,000	1,799,000
Toluca	309,000	1,531,000	1,671,000
Torreón	556,000	1,144,000	1,280,000

Source: Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, *World Population Prospects: The 2006 Revision and The 2007 Revision*, <http://esa.un.org/unup>.

1. The map and table above show the geographic location, population growth, and projected growth of Mexico's most populous cities.
 - A. Define the following terms and describe how each relates to Mexico's urban geography.
 - Primate city
 - Rank-size rule
 - B. Explain TWO positive effects of primate cities on a country's economic development and TWO different negative effects of primate cities on a country's economic development.

AP[®] HUMAN GEOGRAPHY 2011 SCORING GUIDELINES

Question 1

The map and table above show the geographic location, population growth, and projected growth of Mexico's most populous cities.

Part A (3 points)

Define the following terms and describe how each relates to Mexico's urban geography.

Primate city (1 point)

Magnitude (it is more than two times the size of the next-largest city) AND significance (it exerts social, political, economic dominance).

Rank-size rule (1 point)

N th largest city is $1/n$ smaller than the largest city; more small cities, fewer larger cities.

Note: Do not grant credit if student misrepresents the proportion by saying $\frac{1}{2}$ for all relationships.

Describe how each relates to Mexican urban geography (1 point)

Mexico does not comply with the rank-size rule (there is a poorly developed urban hierarchy because Mexico City is a primate city).

OR

Mexico City is an example of a primate city because it is disproportionately larger than other Mexican cities and dominates the country.

Note: Either argument will earn the point, but students cannot contradict themselves.

Part B (4 points)

Explain TWO positive effects of primate cities on a country's economic development ...

Positive effects (1 point each; total of 2 points)

- Advantages of agglomeration of economic activity.
- Large market for goods and services.
- Ability to offer high-end goods and services (including education) because of larger threshold population.
- Advantages of enhanced flow of information and ideas in large population.
- Advantages of centralized transportation and communication network.
- Global trade opportunities; primate cities can compete on a global scale and attract foreign investment.

Note: The response must focus on and explain the positive impact on economic development; for example, tourism in primate cities must be linked to economic benefits to the nation's economy.

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2011 SCORING GUIDELINES**

Question 1 (continued)

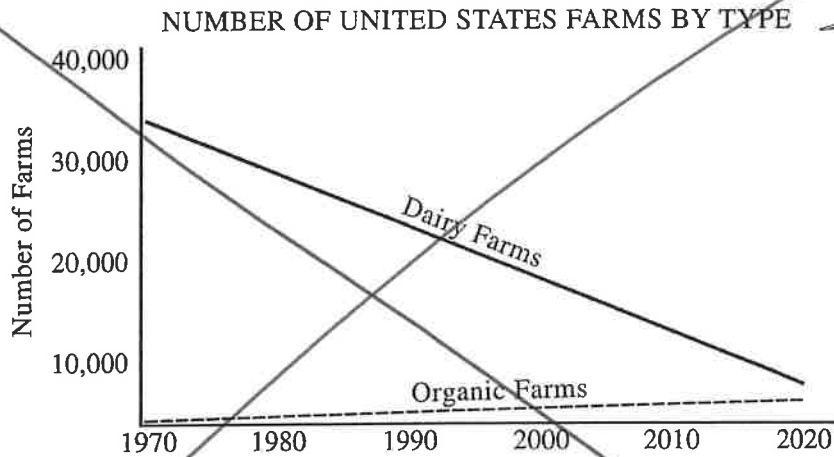
... and TWO different negative effects of primate cities on a country's economic development.

Negative effects (1 point each; total of 2 points)

- Unequal distribution of investments deters national economic development.
- Unequal economic and/or resource development.
- Unequal distribution of wealth and/or power.
- Transportation network (hub and spoke) prevents equal accessibility to all regions.
- Impact of centrifugal forces and difficulties of political cohesion on economic development.
- Brain drain — migration and unequal distribution of education, entrepreneurship, opportunities.
- Disproportionate effect of disaster in the primate city on entire country.
- Negative externalities, e.g., unsustainable urban growth/slums/environmental impacts **if** these are related to economic development, e.g., burden on national economy to cope with problems.

2009 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

- 2. A large proportion of urban residents in the megacities of the periphery of the world system live in squatter settlements.
 - A. Describe a typical location of squatter settlements within urban areas of megacities on the global periphery.
 - B. Describe two factors that contribute to the formation of squatter settlements.
 - C. Give a detailed account of THREE consequences of the rapid growth of squatter settlements. The three consequences you discuss may be social, economic, political or environmental.



- 3. Agriculture in the United States has changed significantly in the past few decades. With respect to the past, present, and projected trends in agriculture shown in the diagram above, answer the following:
 - A. First identify and then explain TWO factors contributing to the steady decline in the number of dairy farms since 1970.
 - B. First identify and then explain TWO factors contributing to the increase in the number of organic farms since 1970.

STOP
END OF EXAM

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Question 2

A large proportion of urban residents in the megacities of the periphery of the world system live in squatter settlements.

Part A (1 point)

Describe a typical location of squatter settlements within urban areas of megacities on the global periphery.

- Edge of city
- Elsewhere in the built area other than the edge (with explanation)
- Vacant or undesirable land, such as steep hillsides, floodplains, dumps/landfills, cemeteries, close to industries
- Land with unclear title

Part B (2 points)

Describe two factors that contribute to the formation of squatter settlements.

- Large-scale rural-to-urban migration
- Poverty (with elaboration)
- Lack of enough affordable housing (public/private)
- Lack of, or failure to enforce, land use policy (government or private)

- NOT immigration, unless clearly talking about rural-to-urban migration
- NOT refugees

Part C (3 points)

Give a detailed account of THREE consequences of the rapid growth of squatter settlements. The three consequences you discuss may be social, economic, political, or environmental.

- Unhealthy living conditions leading to high morbidity and/or mortality rates in squatter settlements
- Increase in crime
- Development of gangs or other nonlegal authority systems that use force to impose their rules
- Development of political action and/or political unrest
- Increased water pollution resulting from lack of sanitation facilities and refuse collection
- Increased soil erosion on hillsides as existing vegetation is removed
- Decreased air quality resulting from fires used for cooking and heating in settlements
- Deforestation
- Visual pollution
- Increase in the availability of cheap labor
- Increased risk of disasters, such as fires, industrial accidents, mudslides, flooding
- Strain on the already inadequate infrastructure—such as water, electricity, education, sewer, and fire protection—resulting in an increased burden on existing taxpayers

HUMAN GEOGRAPHY

SECTION II

Time—75 minutes

Percent of total grade—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate. Be sure that you number each of your answers, including individual parts, in the answer booklet as the questions are numbered below.

1. Von Thünen's model of land use and Burgess' model of land use are similar in appearance but different in their geographic setting. Analyze and discuss the two models in terms of each of the following:
 - A. For each of these models, identify the type of land use the model addresses.
 - B. Identify two assumptions that are shared by both models.
 - C. For each of these models, explain how relative location affects land-use patterns.

AP[®] HUMAN GEOGRAPHY 2008 SCORING GUIDELINES

Question 1

Von Thünen's model of land use and Burgess' model of land use are similar in appearance but different in their geographic setting. Analyze and discuss the two models in terms of each of the following:

Part A (1 point)

For each of these models, identify the type of land use the model addresses.

Acceptable answers (both are required)

- Von Thünen: agricultural, farming, or rural
- Burgess: urban, city, or a minimum of two descriptors

Note: Students may receive credit for this answer if reference is made elsewhere in part B or part C to Burgess, along with words descriptive of urban land use (e.g., "residential" or "housing" and "manufacturing" or "warehousing"). *But, students cannot use the same point twice.*

Part B (2 points)

Identify two assumptions that are shared by both models.

Any two of the following

- Isotropic flat plain or uniform surface; featureless
- Importance of centrality (e.g., accessibility to market; CBD)
- Individuals maximize profit/minimize costs/maximize use—"highest and best use"
- Transportation costs are proportional to distance in all directions
- Single market or CBD (e.g., isolated state)

Part C (4 points: 1 point for the identification of each of the models' effects, and 1 point for each of the two explanations)

For each of these models, explain how relative location affects land-use patterns.

VON THÜNEN

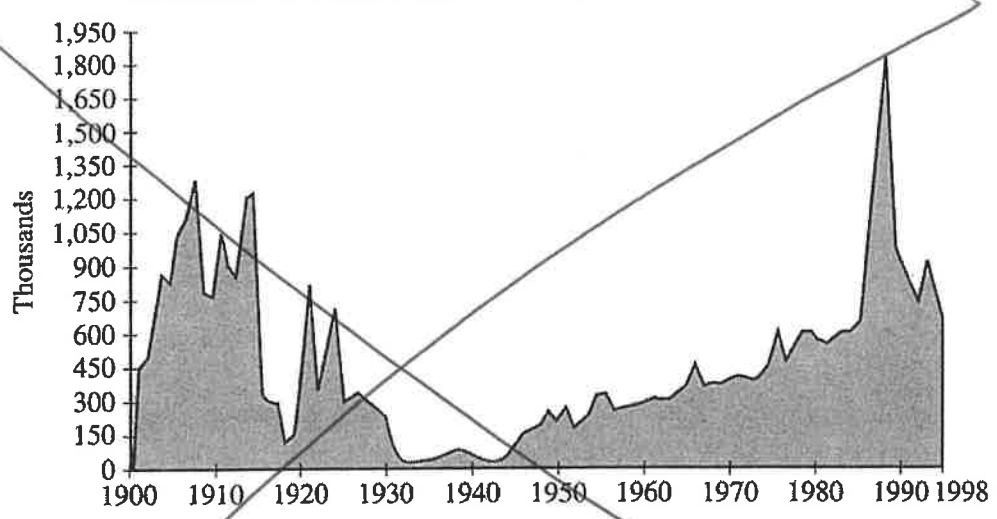
Effect	Explanation
Intensive land-use near market	High profit(s) needed to pay rent
Wood and perishable/fragile products near market	High (frequent) transportation to nearby market
Extensive agriculture (grain crops/grazing) at the periphery	Low land rent or low transportation costs

BURGESS

Effect	Explanation
Intensive land use near CBD	High costs of land/accessibility
Intensity/density of residential land use decreases with distance away from CBD	Households and other land uses locate away from the CBD, as they can afford transportation
High socioeconomic class at edge of city	Households in this range can afford larger homes and acreage, as well as transportation

2005 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

IMMIGRANTS ADMITTED TO THE UNITED STATES: 1900-1998



2. Peaks in immigration to the United States reflect changing circumstances at the global scale. Refer to the graph above to answer the following.
- A. Identify the main source areas and explain two key push factors associated with the early twentieth-century peaks.
 - B. Discuss how change in the economic structure of the United States promoted immigration in the early twentieth century.
 - C. Identify the main source areas and explain two key push factors associated with the late twentieth-century peak.
 - D. Discuss how change in the economic structure of the United States promoted immigration in the late twentieth century.

3. In the 1990's the central business and residential districts of cities in the United States became the focus of a revitalization process. Discuss how each of the following has contributed to this revitalization process.
- A. Economic factors
 - B. Demographic composition
 - C. Urban policy
 - D. Sense of place

END OF EXAM

**AP[®] HUMAN GEOGRAPHY
2005 SCORING GUIDELINES**

Question 3

This question is concerned with factors that contribute to revitalization of business and residential areas of the urban center of U.S. cities in the late twentieth century.

Total: 8 points

A. Discuss economic factors (2 points: 1 point each for identification and discussion, OR 1 point each for two identifications)

Actions and decision-making process of businesses/entrepreneurs; also broader forces of economic restructuring

Acceptable:

- Expansion of service sector, quaternary sector; information/knowledge processing, research facilities
- Agglomeration economies/centrality (identified in context)
- Rent gap, investment opportunities, places of profit
- Importance of face-to-face interaction
- Entrepreneurship; growth in small businesses (may be in residential districts surrounding city core)
- Tourism
- Demand for housing in downtowns and inner-city neighborhoods due to economic growth

Not acceptable:

- Historic causes of urbanization (e.g., break-of-bulk point, development of transportation systems); gentrification unless linked to one of the above

B. Discuss demographic factors (2 points: 1 point each for identification and discussion, OR 1 point each for two identifications)

Changing patterns of household composition, age composition, and residential location, including migration/immigration

- New household forms; single-person households, households without children (DINKs, yuppies), and nontraditional households
- Aging of Baby Boomers; empty-nesters
- Recent international immigrants

C. Discuss urban policy (2 points: 1 point each for identification and discussion, OR 1 point each for two identifications)

Effects of government/nonprofit organizations to revitalize central cities through public policies and incentives

- City investment policies; subsidies/tax incentives, e.g., sports facilities, other attractions
- Public-private partnerships
- Zoning; urban enterprise zones; building codes
- Historic preservation (must refer to government policy/action)

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Question 3 (continued)

- Public safety
- Replacement of older public housing with mixed-income housing
- Creation of new greenspaces/open areas

D. Discuss sense of place (2 points: 1 point each for identification and discussion, OR 1 point each for two identifications)

Emotional attachment to central-city locations based on cultural amenities, landscape features, lifestyle factors

Acceptable:

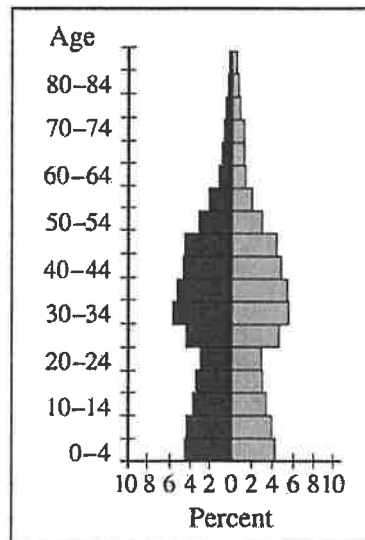
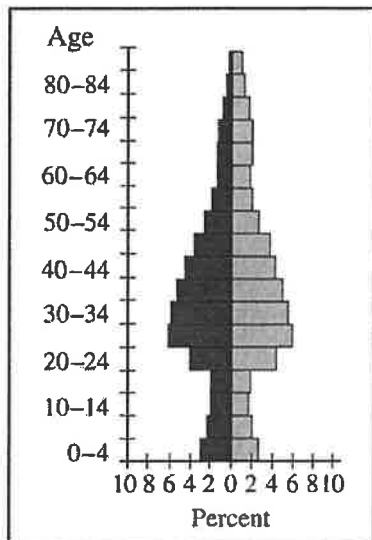
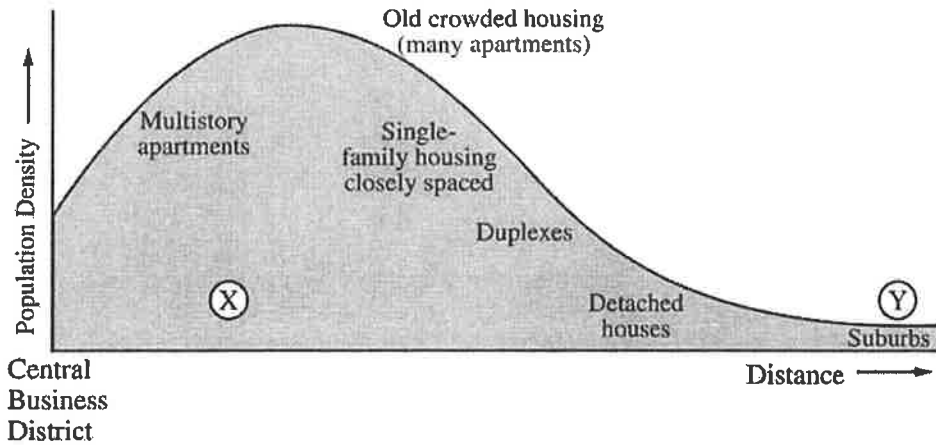
- Distinctiveness of inner cities; consumption of nostalgia/historic character
- Cultural amenities (theater, museums, sports venues, restaurants); leisure society
- Lifestyles; concentrations of populations with similar interests; acceptance of diversity
- Community pride; neighborhood associations

Not acceptable:

- "Sense of place" if discussed as an effect of revitalization gentrification without specific reference to character of neighborhood, OR if credit given for gentrification in part A, above.

2004 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

VII - Cities



3. The graph shown above describes the residential density profile of a major North American city. The population pyramids labeled X and Y describe the demographic composition of places located at points X and Y on the graph of population density.
- Use the concept of land rent (sometimes called bid-rent) to explain the profile of residential population density shown on the graph.
 - Using the population pyramids labeled X and Y, identify and explain TWO differences in the demographic composition between the pyramids.
 - Explain the relationship between the demographic differences identified in part B, above, and residential land use patterns at point X and point Y, respectively, in the graph of population density.

END OF EXAMINATION

**AP® HUMAN GEOGRAPHY
2004 SCORING GUIDELINES**

Question 3

- A.** (2 points) 1 point for population density and/or land rent decline with increasing distance from the CBD because there is less competition for less accessible land, 1 point for the profile dips at the CBD because commercial/industrial land users are willing/able to pay higher rent for a central location than residential land users are willing/able to pay
- B.** (2 points) 1 point for each difference identified (see age cohorts and description in table below), 2 points maximum (not acceptable: country-scale analysis of these local-scale populations)

% of 0-20	% of 35-50	% of 20-30	%>60	%>55 Female
-lower at X -higher at Y	-lower at X -higher at Y	-higher at X -lower at Y	-higher at X -lower at Y	-higher at X -lower at Y

- C.** (4 points) 1 point each for explanation of two bullets related to X, 1 point each for explanation of two bullets related to Y

Explanation for population living at Y:	Explanation for population living at X:	
2 pts.	2 pts.	
<ul style="list-style-type: none"> Families with children at Y Lack of affordable single family housing and outdoor space at X Negative perception of neighborhood at X (e.g., crime) <p>OR</p> <ul style="list-style-type: none"> Availability of affordable single family housing and outdoor space at Y Cars enable low density development at Y Positive perception of neighborhood at Y (e.g., safety, good schools) 	<ul style="list-style-type: none"> College, young workers, people without children at X Distance from city amenities at Y Cost of transportation to jobs in CBD at Y <p>OR</p> <ul style="list-style-type: none"> Affordable high density housing at X City amenities (museums, night life, music) at X Peer-group attraction at X 	<ul style="list-style-type: none"> Retirees, older persons without dependents (not acceptable: just "elderly") at X Down-sizing from larger housing at Y after retirement Distance from city amenities at Y <p>OR</p> <ul style="list-style-type: none"> Aging in place at X Affordable high density housing at X Group and social housing (retirement and nursing homes) at X In-migration due to retirement, downsizing, amenities, affordability at X Female longevity