



## AP<sup>®</sup> Human Geography 2002 Free-Response Questions

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# 2002 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

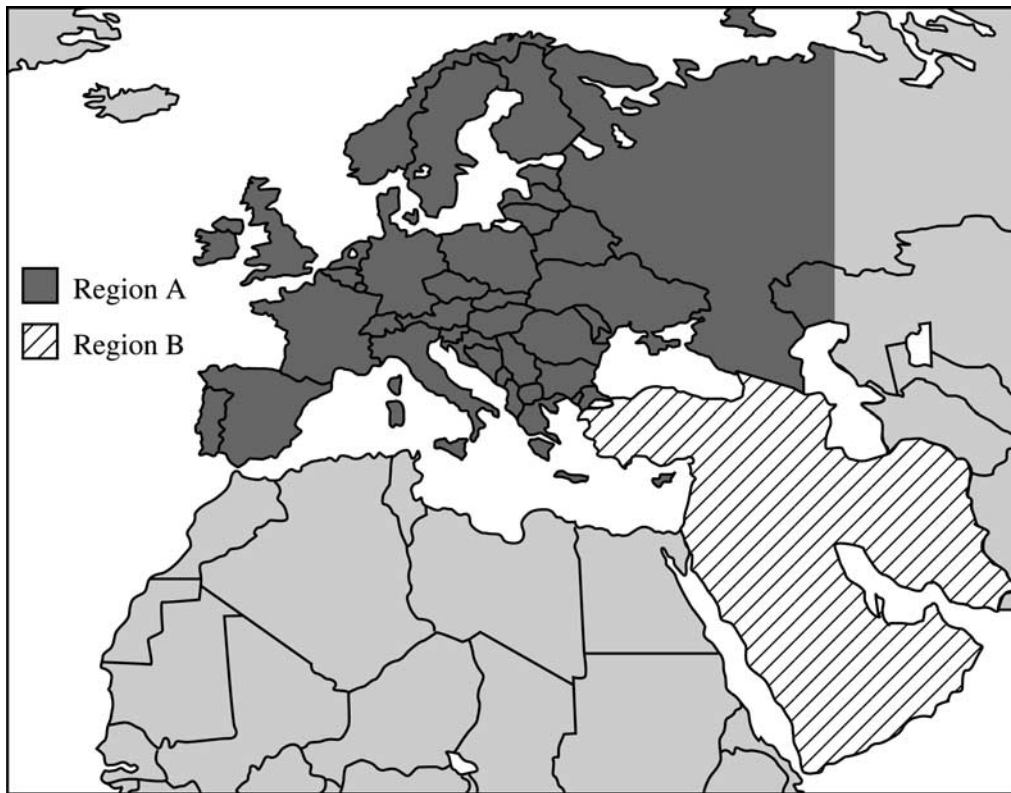
## HUMAN GEOGRAPHY

### 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.

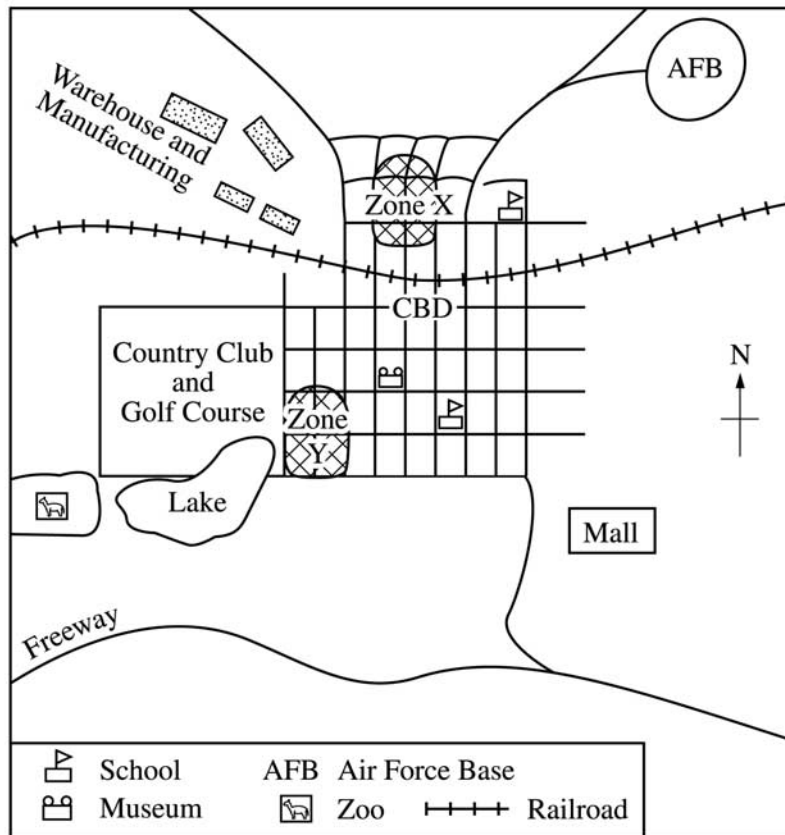


1. A. Define the following concepts as they are used in political geography.
  1. Nation
  2. State
  3. Nation-state
- B. For each of these concepts, name a specific late-twentieth-century example from Region A and a specific late-twentieth-century example from Region B on the map above.
- C. Explain how the pursuit of the nation-state ideal during recent decades has led to conflict in each of the two Regions A and B on the map above.

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2. With reference to each of the following, explain how religion has shaped the cultural landscape. Support each explanation with one specific example.
- A. Sacred sites
  - B. Burial practices/sites
  - C. Architecture
  - D. Place names

CLUSTERS OF HOUSEHOLDS HEADED BY FEMALES  
IN A HYPOTHETICAL NORTH AMERICAN CITY



3. Zone X and Zone Y are two different types of neighborhoods with high concentrations of households headed by females. Use the map above to answer the following questions.
- A. Briefly describe TWO socioeconomic factors that have led to the concentration of households headed by females in Zone X and TWO socioeconomic factors that have led to the concentration of households headed by females in Zone Y.
  - B. Discuss one advantage OR one disadvantage of the Hoyt sector model for understanding the location and characteristics of Zones X and Y.

**END OF EXAMINATION**



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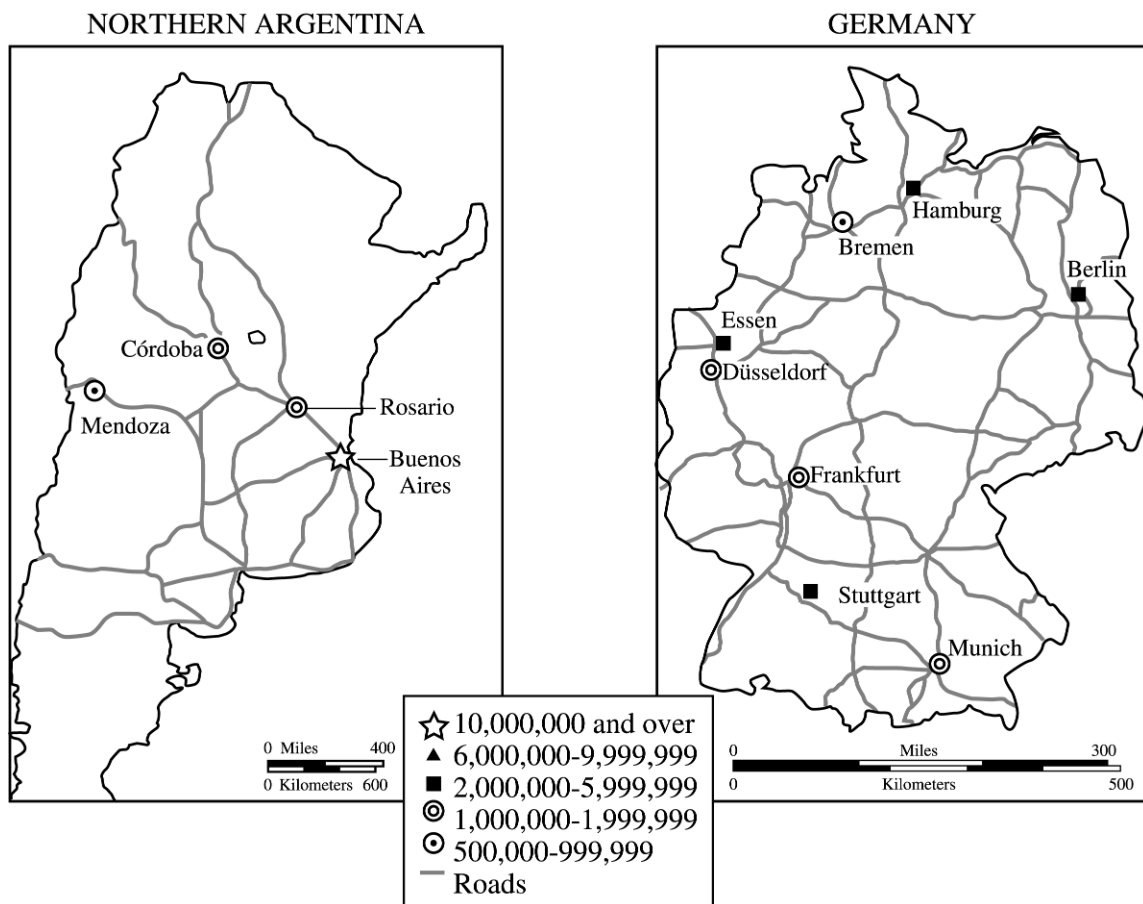
## HUMAN GEOGRAPHY

### SECTION II

Time—60 minutes

Percent of total grade—50

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1. Discuss THREE ways in which the concept of core-periphery relations helps explain the development of the urban systems shown above. Be sure to use evidence from both maps to support each of your conclusions.

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**GO ON TO THE NEXT PAGE.**

## 2003 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

2.
  - A. Identify and explain ONE way that tourism has diminished regional landscape distinctiveness.
  - B. Identify and explain ONE way that tourism has enhanced regional landscape distinctiveness.
  
3. Over the last 150 years, Europe has changed from a source to a destination region for international migration.
  - A. Use the demographic transition model to explain briefly Europe's development as a source of international migrants between 1800 and 1920.
  - B. Identify and briefly explain ONE factor other than demographic transition that was responsible for Europe's development as a source of migrants to the United States between 1800 and 1920.
  - C. Briefly explain how THREE aspects of the demographic transition model account for Europe's transformation into a destination region for migrants from North Africa between 1960 and 2000.

**END OF EXAMINATION**



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# 2004 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

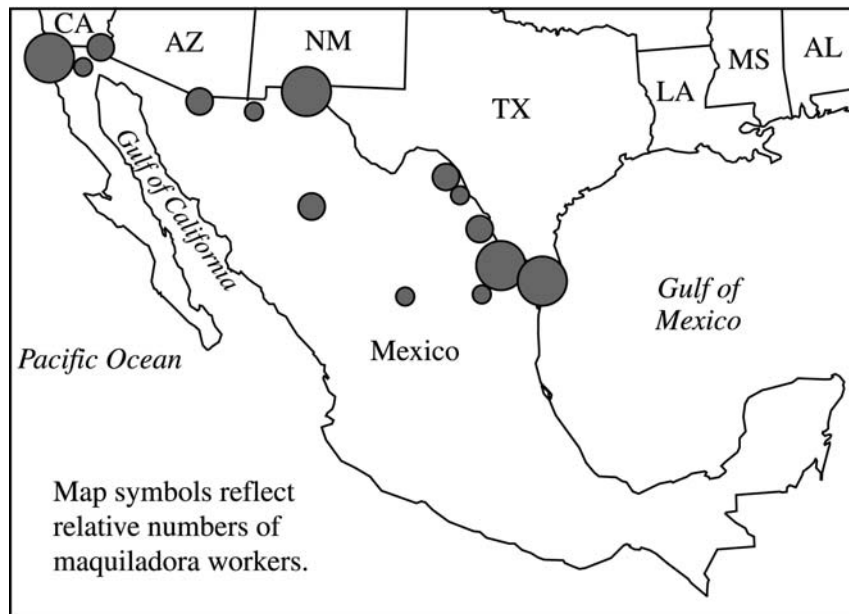
## HUMAN GEOGRAPHY

### 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.



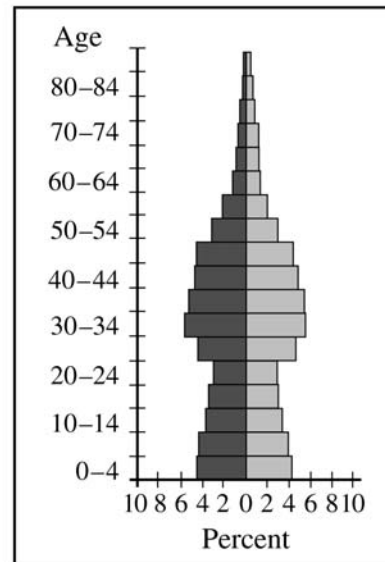
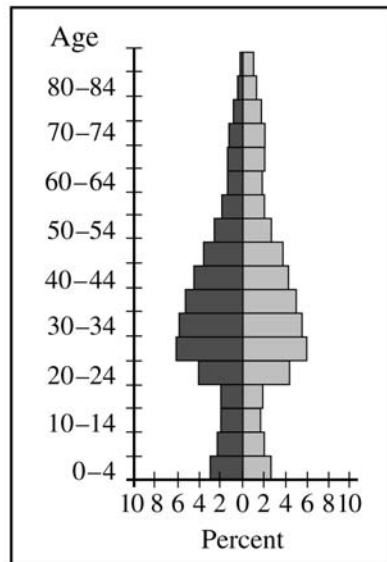
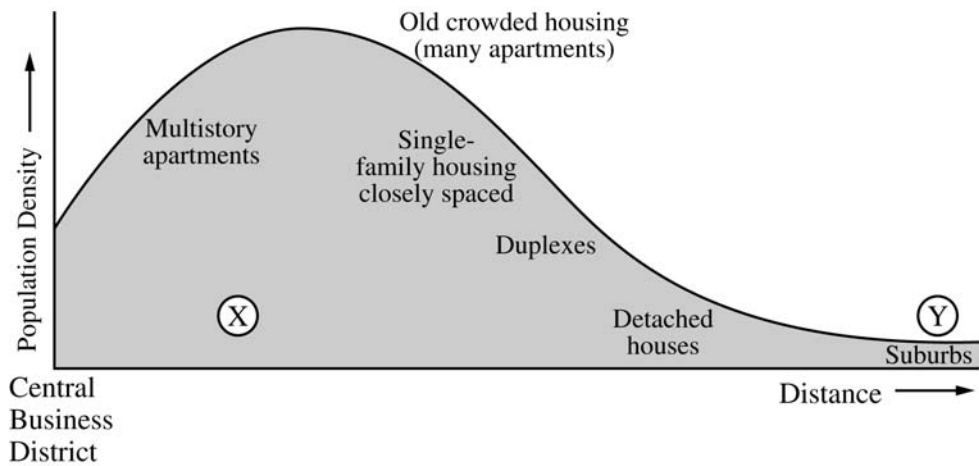
1. The map above shows the main maquiladora centers in Mexico in the year 2000.
  - A. Define a maquiladora.
  - B. Refer to the map above to explain the spatial distribution of maquiladoras within Mexico.
  - C. Discuss FOUR factors that explain why Mexico has emerged as an important location in the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

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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.



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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**



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**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

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**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)



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**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

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



## **AP<sup>®</sup> Human Geography 2005 Free-Response Questions**

### **The College Board: Connecting Students to College Success**

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# 2005 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

## HUMAN GEOGRAPHY

### SECTION II

Time—75 minutes

Percent of total grade—50

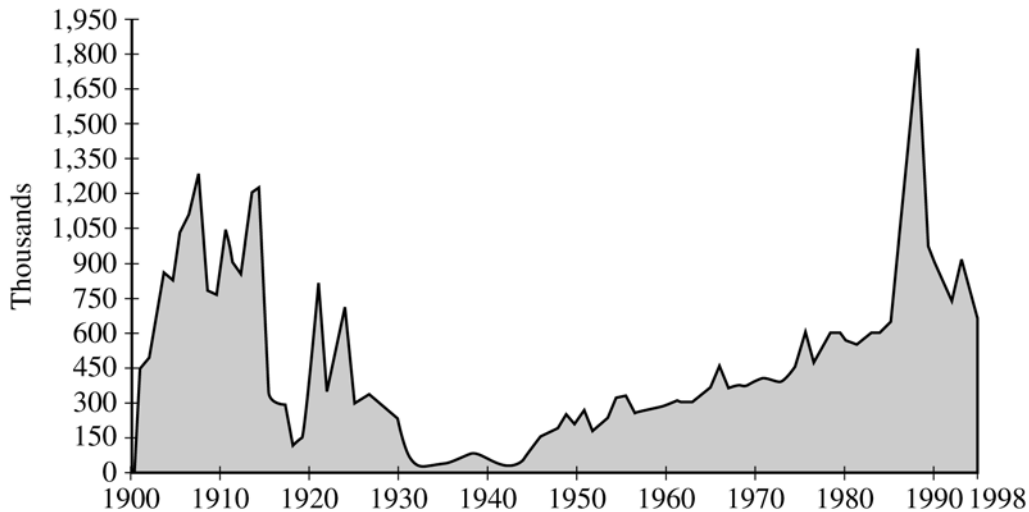
**Directions:** You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is 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.



## 2005 AP<sup>®</sup> 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.
- Identify the main source areas and explain two key push factors associated with the early twentieth-century peaks.
  - Discuss how change in the economic structure of the United States promoted immigration in the early twentieth century.
  - Identify the main source areas and explain two key push factors associated with the late twentieth-century peak.
  - 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.
- Economic factors
  - Demographic composition
  - Urban policy
  - Sense of place

**END OF EXAM**



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**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)

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**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)

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**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

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**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.





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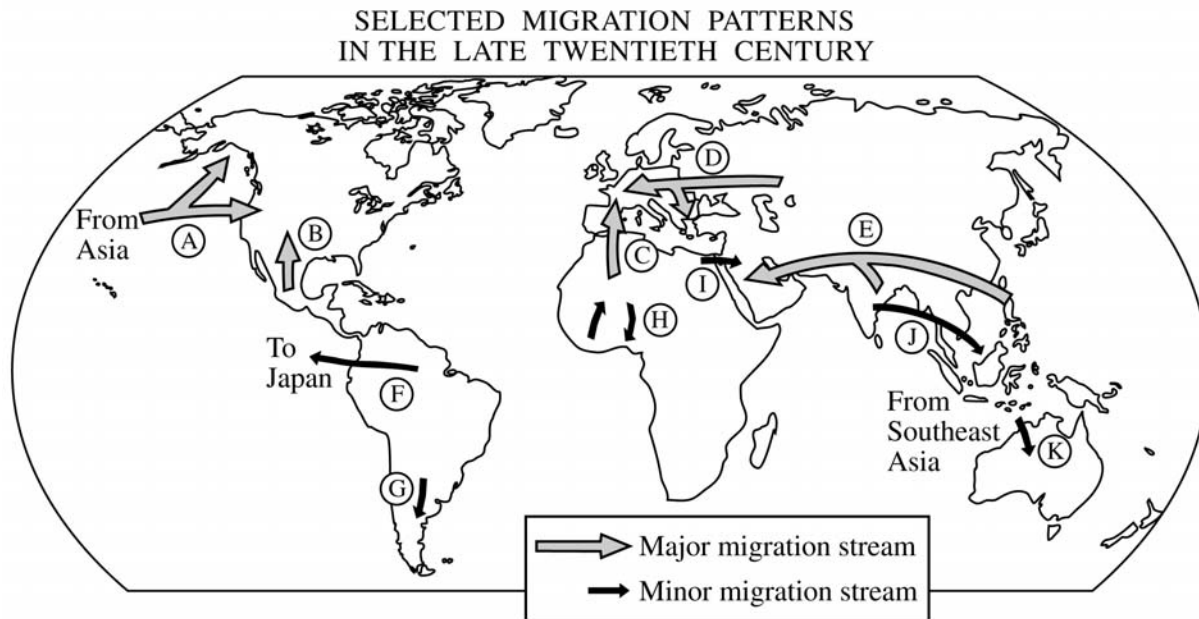
## HUMAN GEOGRAPHY

### 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. 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.

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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.
- Identify two reasons why businesses would choose to locate their call centers in small southern towns.
  - Discuss three disadvantages in the use of call centers as a local economic development strategy.



3. The viability of any state depends on a balance between centripetal and centrifugal forces.
- Define the concepts “centripetal force” and “centrifugal force.”
  - Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map above.
  - 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 1**

**PART A (3 Points)**

Define each of the following principles.

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

**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.

<b>Core-Periphery</b>	<ul style="list-style-type: none"><li>• A discussion that shows an understanding of the characteristics of the migration stream relative to the core-periphery principle.</li></ul>
<b>Distance Decay</b>	<ul style="list-style-type: none"><li>• Greater number of migrants settled at the edge of the country closer to the country of origin, <b>compared</b> to the number settled on the opposite edge of the country.</li><li>• 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.</li><li>• Explanatory factor behind distance decay relationship (e.g., travel cost, information availability).</li></ul>
<b>Chain Migration</b>	<ul style="list-style-type: none"><li>• Examples must clearly establish a link/transfer of knowledge between the first group of migrants and subsequent groups <b>OR</b> 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.</li></ul>

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**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.

<b>Core Idea(s)</b>	<b>Discussion Points</b>
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

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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.

<b>Centripetal force examples</b>	<b>Specific details</b>
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.

<b>Centrifugal force examples</b>	<b>Specific details</b>
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)



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**HUMAN GEOGRAPHY**

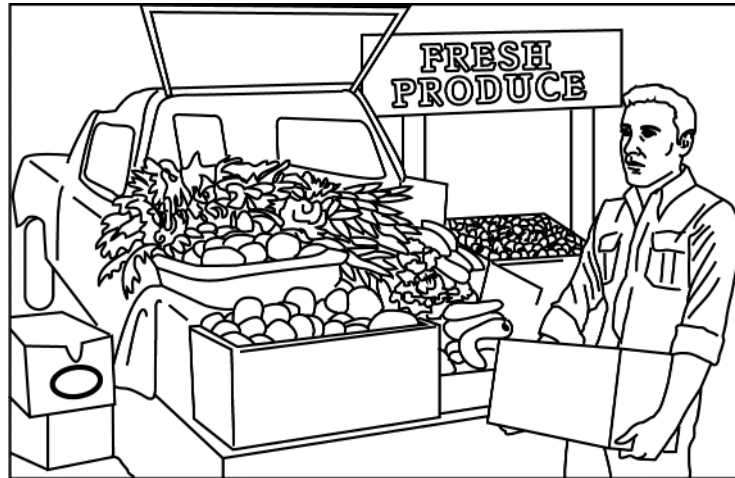
**SECTION II**

**Time—75 minutes**

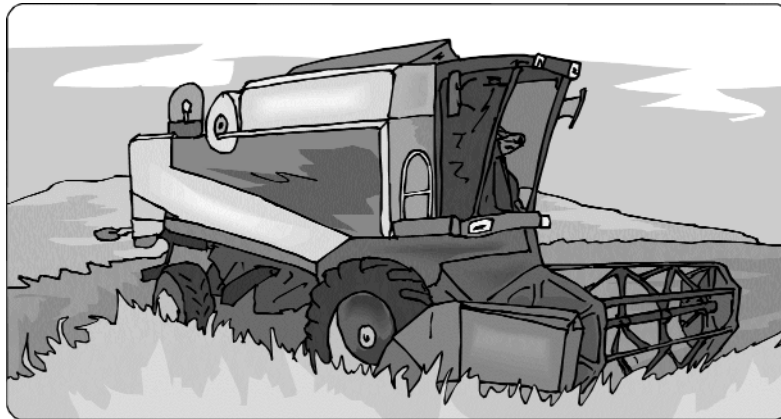
**Percent of total grade—50**

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**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.

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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.
- 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**



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## 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).

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## 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 <b>maintain their distinctive culture</b> by resisting English (folk culture)	Elders teaching young people, etc. Native Americans, minority languages in China, Cornish in England.
<b>Devolution</b> (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; <b>OR</b> nationalists/separatists promote the local language as a way to resist the central or national political culture—e.g., Basque.
Government policies to promote <b>unity in multicultural state</b> (centripetal force)	The central or national government of a state adopts two or more official languages to reduce the threat of secession; <b>OR</b> examples: Belgium, Canada, South Africa, Singapore, India, Nigeria.
<b>Nationalism</b> —government policies to increase nationalism in country	Some newly independent states reestablish the indigenous language as a statement of political and cultural independence; <b>OR</b> examples such as Ireland/Gaelic, Israel/Hebrew.
<b>Modern electronic communications</b> 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.



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**Question 2 (continued)**

<b>Factor</b>	<b>Process/Example</b>
<b>Tourism</b>	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 <b>nonpolitical reasons</b>	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.

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## 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.”

<b>Economic interdependence/globalization</b>	Dependence of the core (MDC) on lower-cost production from the less-developed countries (LDCs) for mass-produced goods.
<b>Transportation/communications</b>	Time-space compression via communications and transportation efficiencies leads to separation of production and consumption.
<b>Comparative advantage</b>	Advantages to locations that combine lower operating costs (labor, taxes, relaxation of environmental regulations, specialization efficiencies) resulting in trade/sale opportunities.
<b>Outsourcing/offshoring</b>	Specialized jobs contracted to companies/locations in order to achieve comparative advantages.
<b>Profit drive</b>	Transnational/multinational corporations need to reduce costs.
<b>Trade agreements</b>	Formal agreements such as NAFTA and company/country pacts that reduce trade barriers (tariffs, borders).
<b>Foreign management</b>	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)**

<b>Unemployment</b>	Job losses affect the middle class. The remaining management and service jobs increase the income gap.
<b>Deindustrialization</b>	Regional unemployment requires retooling/reeducation into tertiary/quaternary sector jobs.
<b>Profit</b>	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.
<b>Internal migration</b>	Migration from areas of unemployment to areas of employment (Rust Belt to Sun Belt)

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2007 SCORING GUIDELINES**

**Question 3 (continued)**

<b>Labor relations</b>	Decrease in membership in and influence of labor unions.
<b>Consumption</b>	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)**

<b>Added job opportunities</b>	Positive addition to personal and national income that raises societal status, family income, etc.
<b>Gender</b>	Entry of women into work force means added income for household support, which improves the standard of living and lowers population growth rate.
<b>Child labor</b>	Use of child labor discourages further education.
<b>Wage gap</b>	Increased wage gap between the local “haves” and “have nots.”
<b>Migration</b>	Migration of nationals to specialized manufacturing areas improves personal economic positions but weakens family and traditional cultural ties—coastal China, maquiladoras or Mexico.
<b>Environmental</b>	Relaxation/lax enforcement invites new health ailments/problems.
<b>Regional growth</b>	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.
<b>Cultures change</b>	Westernization of production, management, etc., changes the social and cultural relationships (e.g., women in the workplace, language, cultural disruption).



## **AP<sup>®</sup> Human Geography 2008 Free-Response Questions**

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**2008 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS**

**HUMAN GEOGRAPHY**

**SECTION II**

**Time—75 minutes**

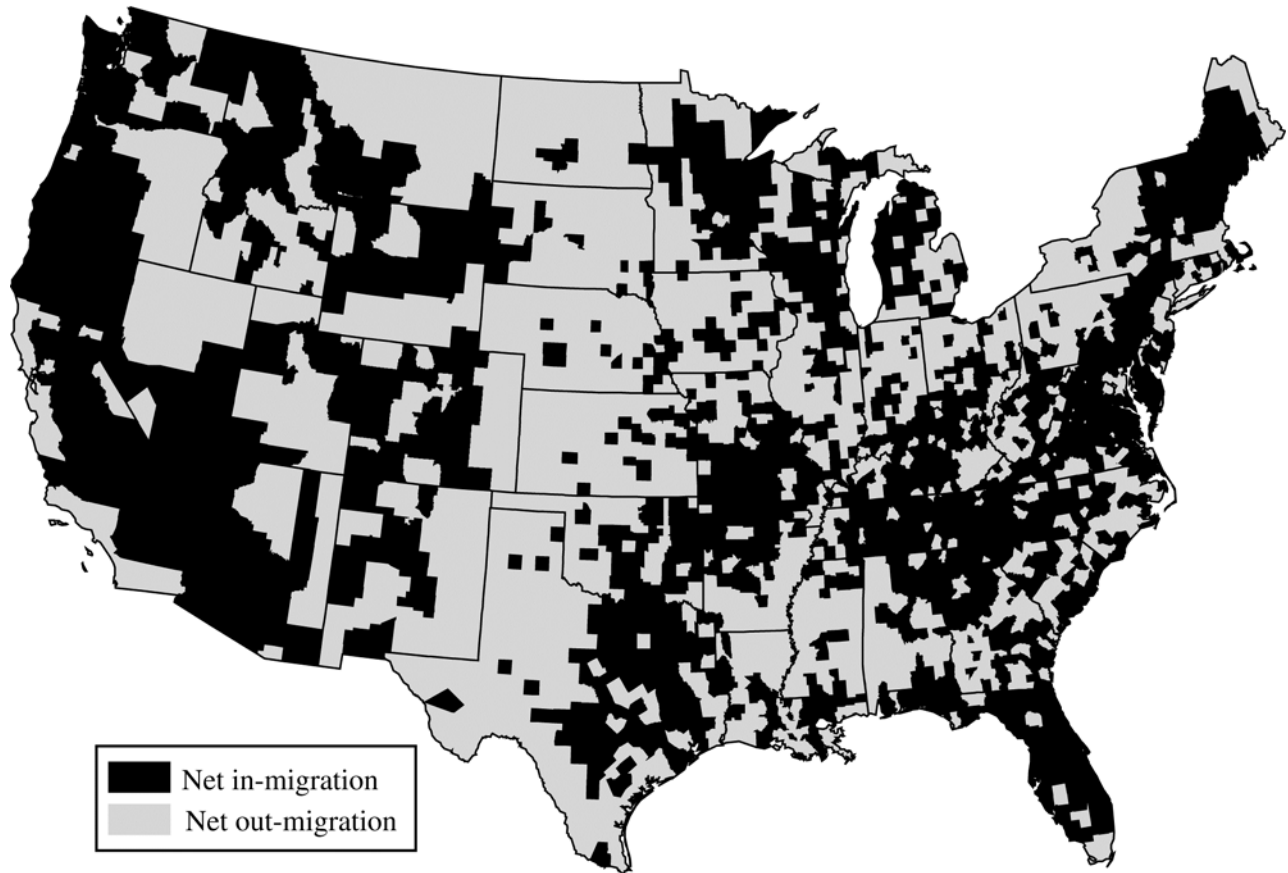
**Percent of total grade—50**

**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. 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.

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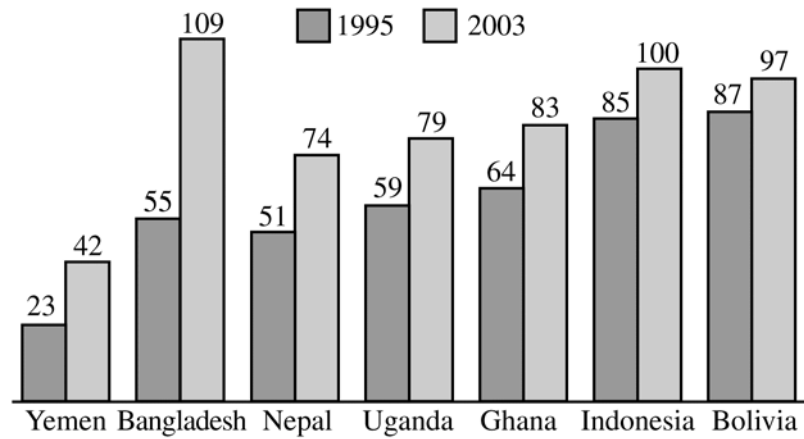
COUNTY-LEVEL NET DOMESTIC MIGRATION  
2000–2006



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

## 2008 AP<sup>®</sup> 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<sup>®</sup> Human Geography 2008 Scoring Guidelines**

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## 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

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## 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.

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## 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.

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## 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 an 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"> <li>• Fertility rates decrease</li> <li>• Population growth decreases</li> <li>• Crude birth rate drops</li> <li>• Natural increase rate slows</li> <li>• Developing countries may enter later stages of the demographic transition model</li> <li>• Total fertility rate (TFR) drops</li> <li>• Infant mortality rates decrease</li> <li>• Maternal mortality rate declines</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity cost of having children increases as women are educated</li> <li>• Employment outside of the home increases</li> <li>• More opportunities less focused on the home and greater desire for/choice of a career outside</li> <li>• Women marry later in life, delay childbearing, and therefore have fewer children</li> <li>• More access to birth control, family planning</li> <li>• Impact on dependency ratio</li> <li>• 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</li> <li>• Women are better prepared to take better care of their children</li> <li>• Reduction in pregnancies and associated deaths</li> </ul>

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

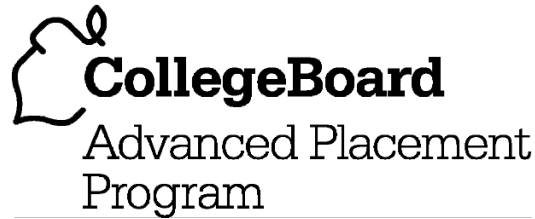
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## Question 3 (continued)

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



## **AP<sup>®</sup> Human Geography 2009 Free-Response Questions**

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**2009 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS**

**HUMAN GEOGRAPHY**

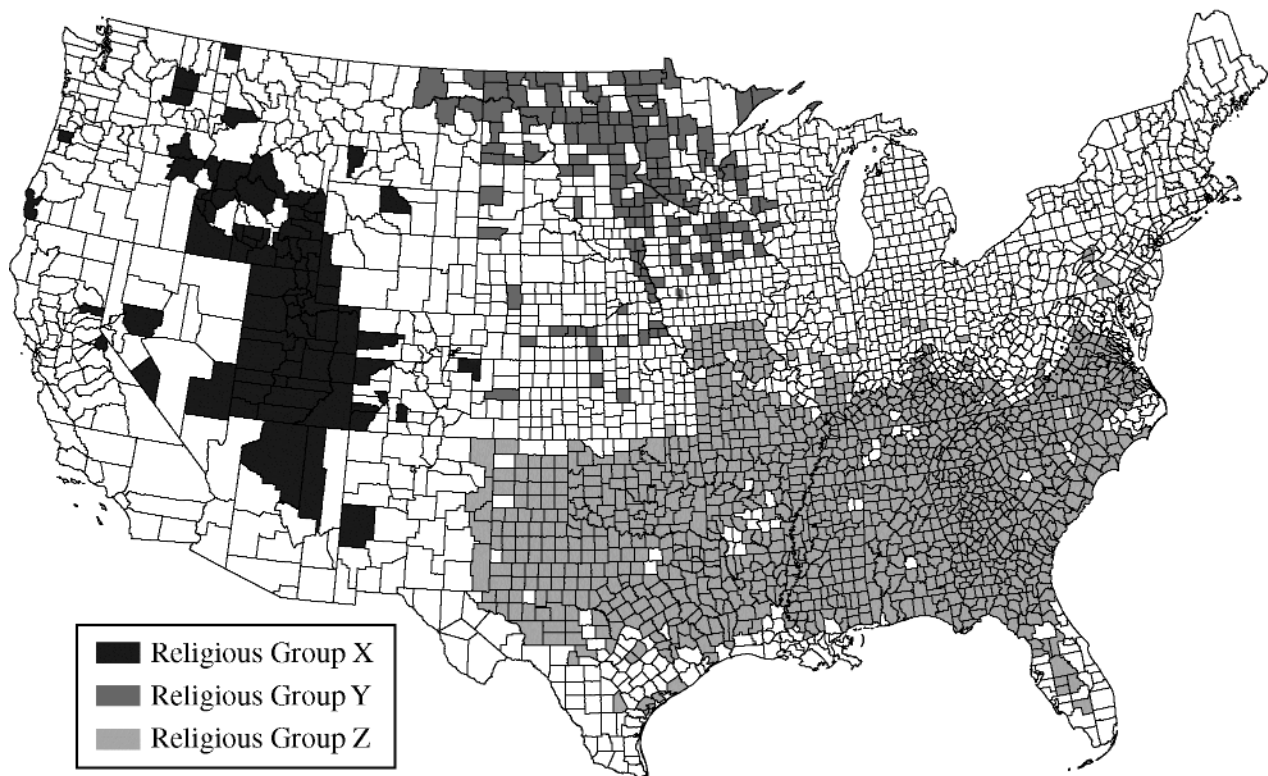
**SECTION II**

**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.

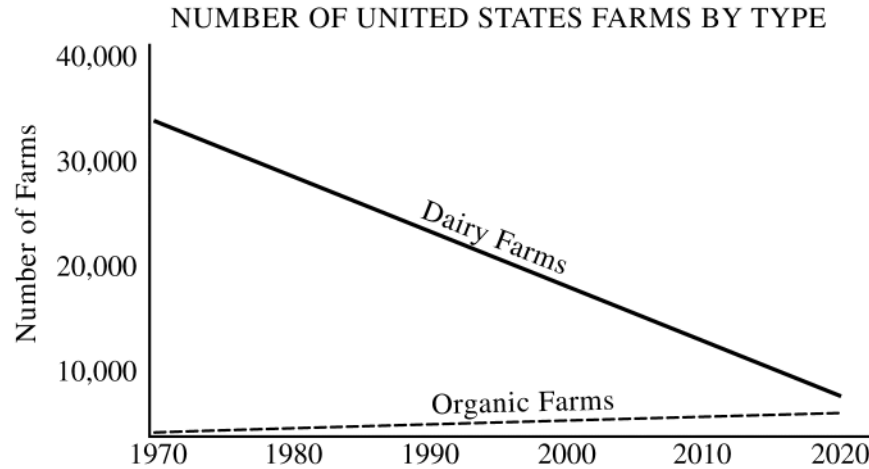
PREDOMINANT CHURCH AFFILIATION BY COUNTY, 2000



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.

## 2009 AP<sup>®</sup> 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.
- Describe a typical location of squatter settlements within urban areas of megacities on the global periphery.
  - Describe two factors that contribute to the formation of squatter settlements.
  - 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:
- First identify and then explain TWO factors contributing to the steady decline in the number of dairy farms since 1970.
  - First identify and then explain TWO factors contributing to the increase in the number of organic farms since 1970.

**STOP**

**END OF EXAM**



## **AP<sup>®</sup> Human Geography 2009 Scoring Guidelines**

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# AP<sup>®</sup> 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
-----------------------------------------------	---------------------	----------------------------------------

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

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## 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.”

# AP<sup>®</sup> HUMAN GEOGRAPHY

## 2009 SCORING GUIDELINES

### 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

# AP<sup>®</sup> 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 <b>higher yields, meaning fewer cows</b> 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 <b>increase the size of their dairy herds</b> . 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 [ <b>elaboration required</b> ].
Displacement by urbanization	Dairy farmers <b>close to cities where dairy farms traditionally have been located</b> (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.

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## Question 3 (continued)

### Part B (4 points)

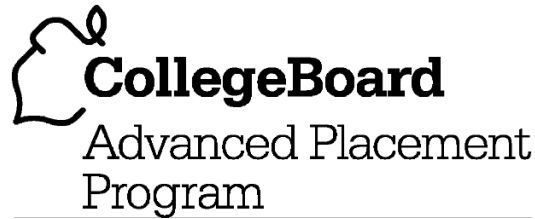
First identify and then explain TWO factors contributing to the increase in the number of organic farms since 1970.

Factors (1 point each; max 2 points)	Explanations (1 point each; max 2 points)
<p><b>Increasing demand</b> 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"> <li>• Consumers in the U.S. seek alternatives to the industrial products of modern agriculture because of (media-driven) <b>concerns about the nutrition and healthiness</b> of commercial agricultural products.</li> <li>• Consumers have become <b>wary of the insecticides, herbicides, fertilizers, and genetically modified organisms (GMOs)</b> used in agriculture and to produce foodstuffs and have become concerned about related long-term health issues.</li> <li>• Population of the U.S. is increasing in wealth and is <b>better able to afford</b> (and willing to pay) higher prices for organic products.</li> <li>• Buying organic food is an example of <b>conspicuous consumption</b> to display cultural preferences (a green lifestyle).</li> <li>• Some consumers switch to organic products because they are concerned about the <b>humane treatment of animals</b>.</li> <li>• Households have declined in size and have <b>more disposable income to spend on higher-quality (organic) food</b> rather than lower-quality (nonorganic) food.</li> <li>• Better advertising and marketing systems have made <b>organic products more appealing</b> to consumers, thereby increasing the demand for goods and profitability.</li> <li>• The demand has increased, aided by the growth of <b>chains of supermarkets dedicated to organic products</b>, which has <b>increased profitability</b> and led to the growth of suppliers for these chains.</li> </ul>
<p>Shifts in organic agriculture have led to <b>better care for the land</b> (land stewardship, sustainability, environmental concerns).</p>	<ul style="list-style-type: none"> <li>• As stewards of the land, farmers/consumers wish to <b>sustain</b> it in the same state they found it rather than exhaust it or otherwise degrade it by the application of agricultural chemicals.</li> <li>• Some consumers switch to organic products because they wish to eat foods that have a <b>less negative impact on the environment</b> (wish to live in greater harmony with nature).</li> </ul>
<p>Small farms <b>competing with large-scale farms (agribusiness) are forced to shift to more profitable agriculture</b>.</p>	<ul style="list-style-type: none"> <li>• 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 <b>shift to more intensive forms of agriculture or supply specialty food</b> for niche markets that bring higher prices and greater profitability, e.g., producing higher-priced, higher-quality organic products.</li> </ul>

#### 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.





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**2010 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS**

**HUMAN GEOGRAPHY**

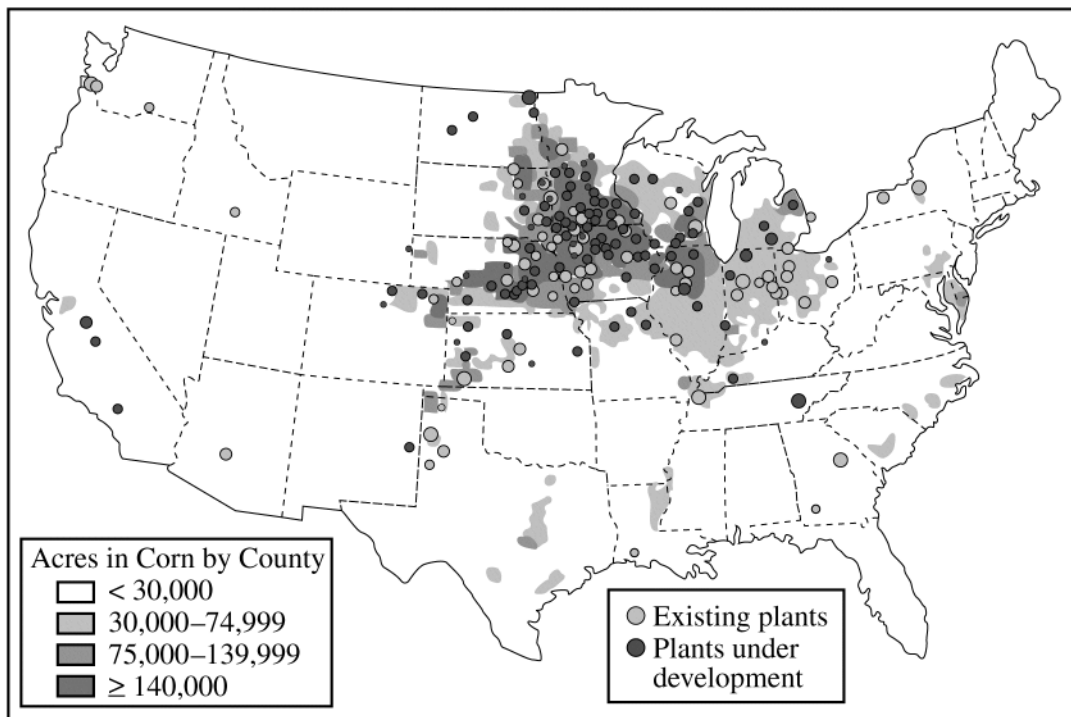
**SECTION II**

**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.

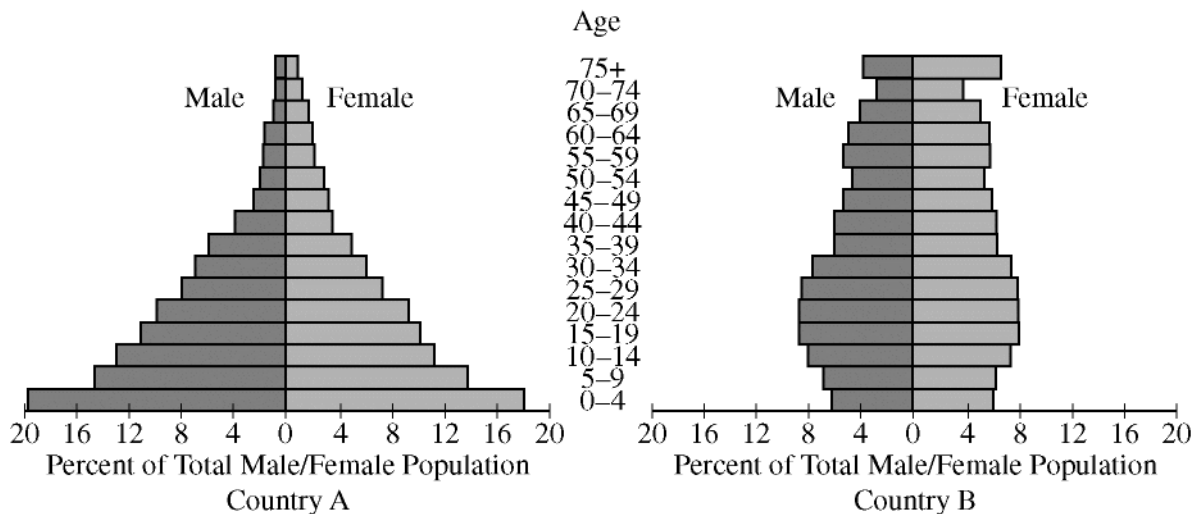
**ETHANOL MANUFACTURING PLANTS, 2007**



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.

## 2010 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

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**



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## 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.

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## 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)

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

### 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

	<b>Examples of states (1 point)</b>	<b>Explanation of factor (1 point)</b>
B1. <b>Ethnicity</b> (to weaken national identity and the state)	Belgium, Canada, Russia/USSR, Yugoslavia	<ul style="list-style-type: none"> <li>• Ethnic tension erodes loyalty to the state.</li> <li>• Tension between ethnic groups can lead to balkanization, separatism, devolution, regionalism, sectionalism, ethnonationalism.</li> <li>• 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.</li> <li>• Immigration causes cultural change.</li> </ul>
B2. <b>Transportation infrastructure</b> (to weaken national identity and the state)	Chile, Democratic Republic of the Congo, India, Russia	<ul style="list-style-type: none"> <li>• Poor transportation infrastructure contributes to isolation and a sense of separation.</li> <li>• Friction of distance, e.g., topography/other barriers.</li> <li>• Size or shape of a state may hinder development of transportation infrastructure.</li> <li>• Colonial legacy affects transportation networks.</li> </ul>

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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.

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## 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)



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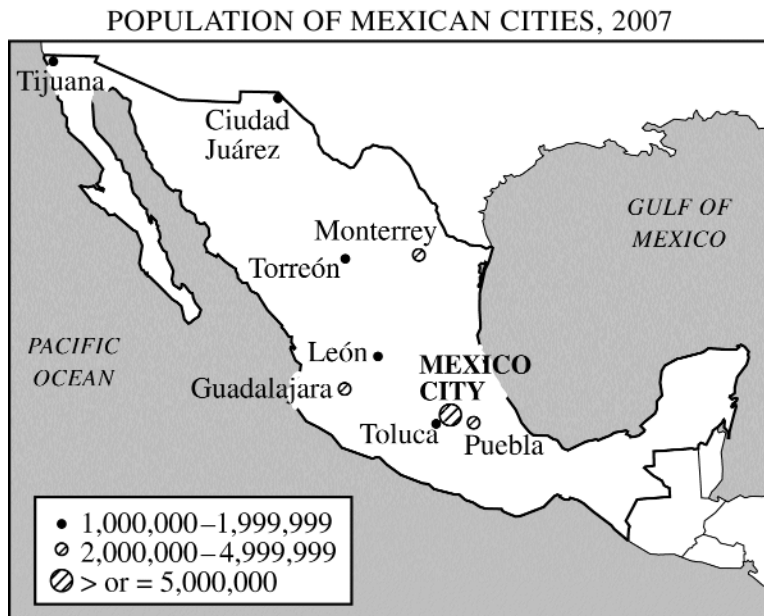
**SECTION II**

**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.

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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.

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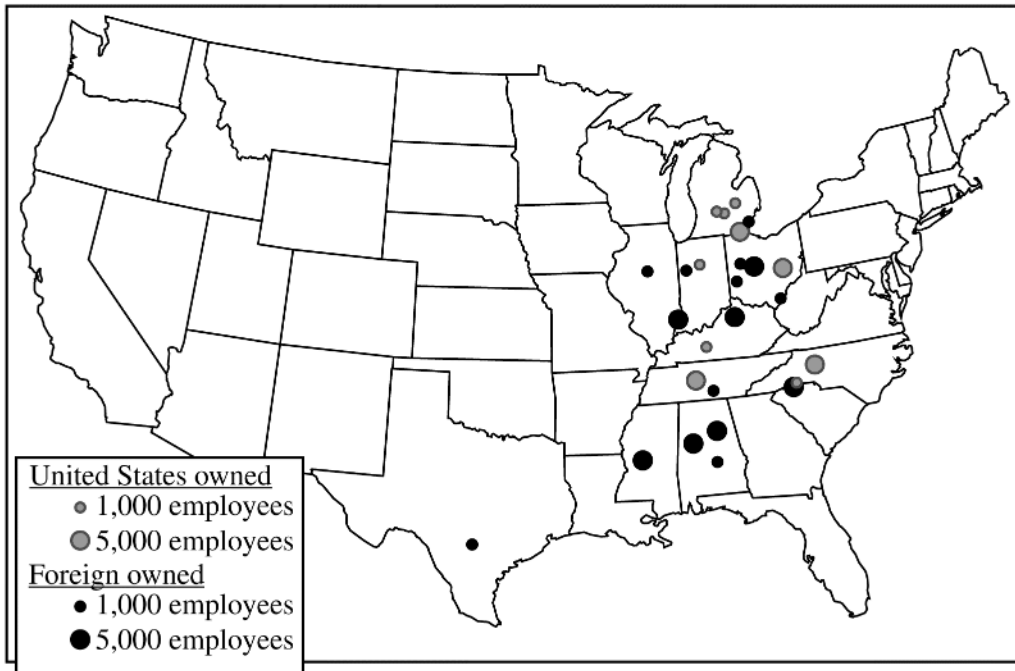
2. In 1798 Thomas Robert Malthus published *An Essay on the Principle of Population* in which he argued that population growth will inevitably outpace food production, resulting in widespread famine.
  - A. Identify and explain TWO reasons why some geographers today believe Malthus' theory can be used 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.

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**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.
- A. Identify TWO changes in the geography of automobile factory construction shown by the maps.
- B. Identify and explain TWO factors related to industrial location that may have contributed to the changes.

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**STOP**  
**END OF EXAM**



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### 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.

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## 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).

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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).

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## 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"> <li>• More nonunionized labor in the South (or Southeast or Sun Belt).</li> <li>• Right-to-work states in the South (or Southeast or Sun Belt).</li> </ul>
2. Market	<ul style="list-style-type: none"> <li>• More foreign-owned companies to minimize shipping costs (cheaper transportation costs).</li> <li>• More foreign-owned companies to avoid paying federally imposed tariffs.</li> <li>• United States represents one of the world's largest markets for automobile consumption.</li> </ul>
3. Deindustrialization (North only)	<ul style="list-style-type: none"> <li>• Shifting or relocation of automobile plants because of high labor costs (unions) in the North.</li> <li>• Obsolete infrastructure in the North (or Rust Belt).</li> <li>• Outsourcing □ domestic companies shifting from states in the North to Mexico.</li> </ul>

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## Question 3 (continued)

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

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



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**HUMAN GEOGRAPHY**

**SECTION II**

**Time—75 minutes**

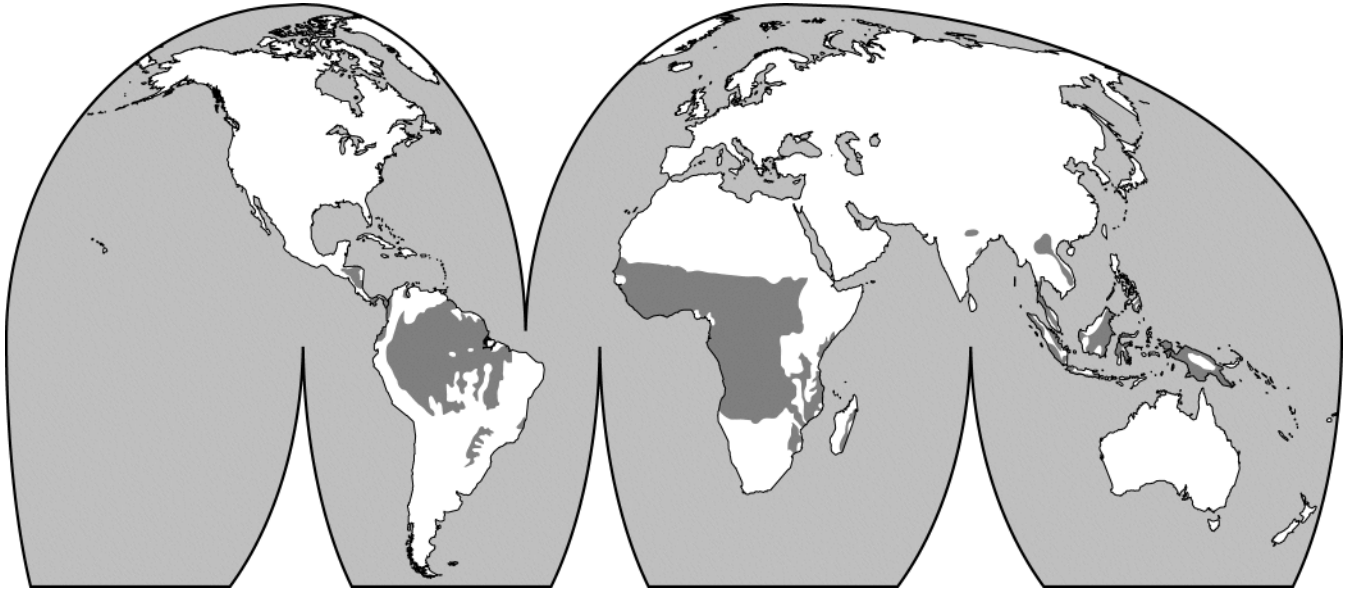
**Percent of total score—50**

**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



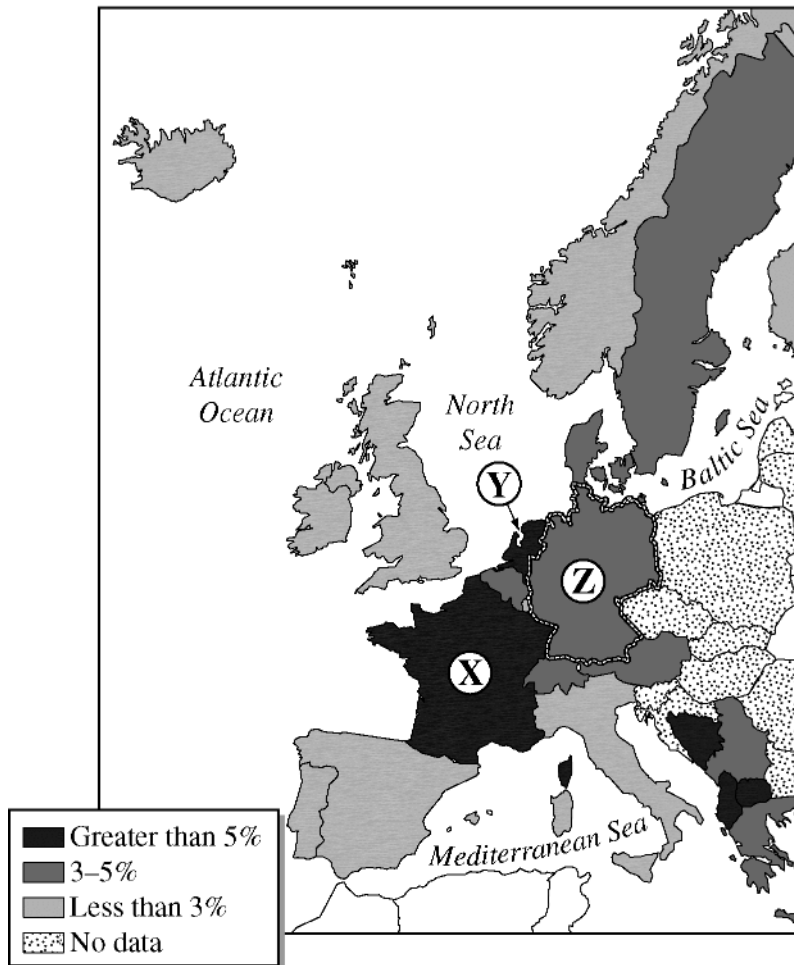
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2. The map above shows areas of shifting cultivation, a form of subsistence agriculture.
- A. Define subsistence agriculture.
  - B. Describe the practice of shifting cultivation.
  - C. Explain one reason why shifting cultivation was sustainable in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

2012 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

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.
- Identify Countries X, Y, and Z on the map above.
  - Explain two reasons for the increase in Muslim immigration to one of these countries since 1950.
  - For the country you selected in part b, discuss the impacts of the Muslim population increase on the country's
    - urban spatial organization
    - population structure
    - social relations

**STOP**

**END OF EXAM**



## **AP<sup>®</sup> Human Geography 2012 Scoring Guidelines**

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## 2012 SCORING GUIDELINES

### 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)
<ul style="list-style-type: none"><li>• U.S.–Mexico wall</li><li>• Berlin Wall (East Berlin–West Berlin)</li><li>• North Korea–South Korea Demilitarized Zone</li><li>• Israel–Palestine (or Israel–West Bank or Israel–Gaza) wall (Green Wall)</li></ul>



#### 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
<ul style="list-style-type: none"><li>• U.S.–Mexico wall: to slow/control the flow of illegal immigrants/goods from Mexico</li><li>• Berlin Wall (East Berlin–West Berlin): to prevent East Germans from fleeing to the West</li><li>• North Korea–South Korea Demilitarized Zone: to act as a buffer zone in order to reduce the likelihood of violence</li><li>• Israel–Palestine (or Israel–West Bank or Israel–Gaza) wall (Green Wall): to reduce the threat of terrorist activity</li></ul>

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## Question 1 (continued)

### Part c (3 points)

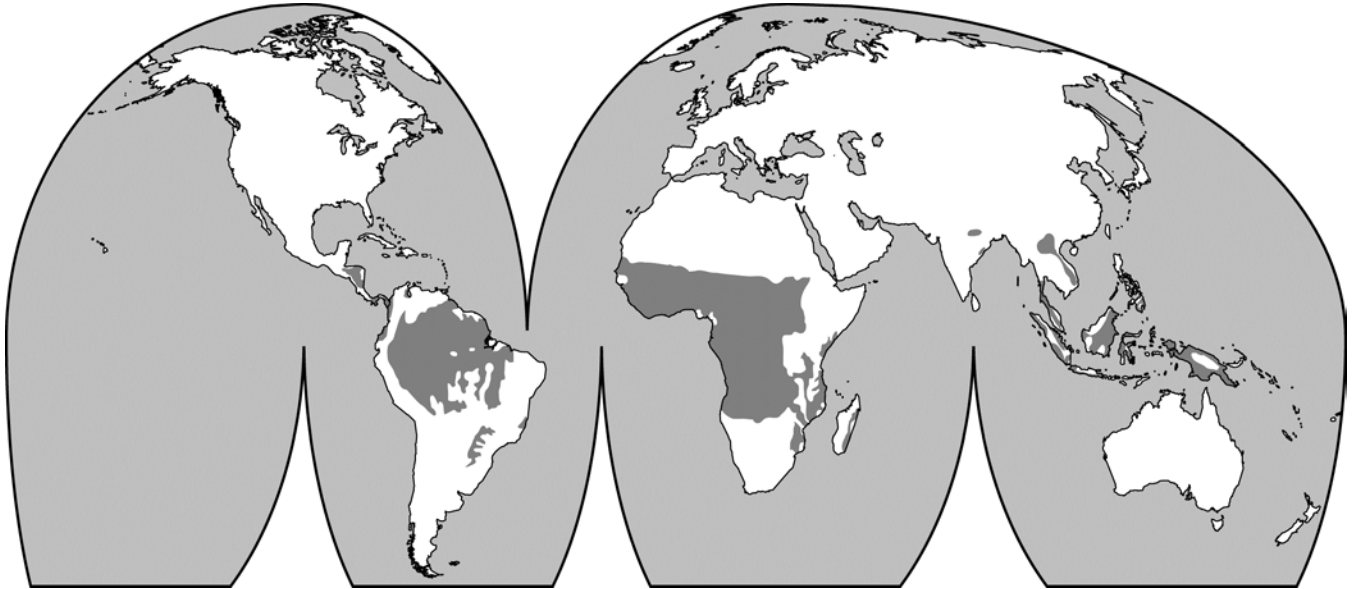
For each of the categories listed below, discuss a consequence faced by countries as a result of walls or other barriers established along their borders.

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

Social or political consequences (1 point)
<ul style="list-style-type: none"><li>• Increased tension between neighboring countries or among citizens within a “walled” country (e.g., East Berlin)</li><li>• Increased isolation (reduction in the diffusion of culture)</li><li>• Stigmatizing of excluded population (either internally or externally)</li><li>• Promotes nationalism, reduces foreign influences, increases xenophobia</li><li>• Illegal crossing of the border becomes more dangerous</li><li>• Separation of families, friends, relatives, cultural groups</li><li>• International censure</li><li>• Increased protection/security from either real or perceived threats</li><li>• Reduced face-to-face interaction between people of neighboring countries</li><li>• Increased virtual communication between people of neighboring countries</li><li>• Generates increased creativity in terms of how to get past the barriers</li><li>• Reduced seasonal migration</li></ul>
Economic consequences (1 point)
<ul style="list-style-type: none"><li>• Cost of construction, maintenance, staffing</li><li>• Creates jobs: construction, maintenance, staffing</li><li>• Reduction in flow of illegal goods</li><li>• Reduction in flow of illegal labor and potential savings in social costs</li><li>• Loss of job opportunities for those excluded, less money earned/sent home, reverse remittances</li><li>• Loss of cheap labor</li><li>• Increased cost of smuggling (humans, drugs, other goods)</li><li>• Reduced seasonal migration</li></ul>
Environmental consequences (1 point)
<ul style="list-style-type: none"><li>• Interrupts the migration of various species (plants or animals or both)</li><li>• Impact on natural habitats as a result of barrier construction or new smuggling routes through pristine areas, or both</li><li>• Visual scarring on the landscape (aesthetics, urban blight)</li></ul>

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**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.

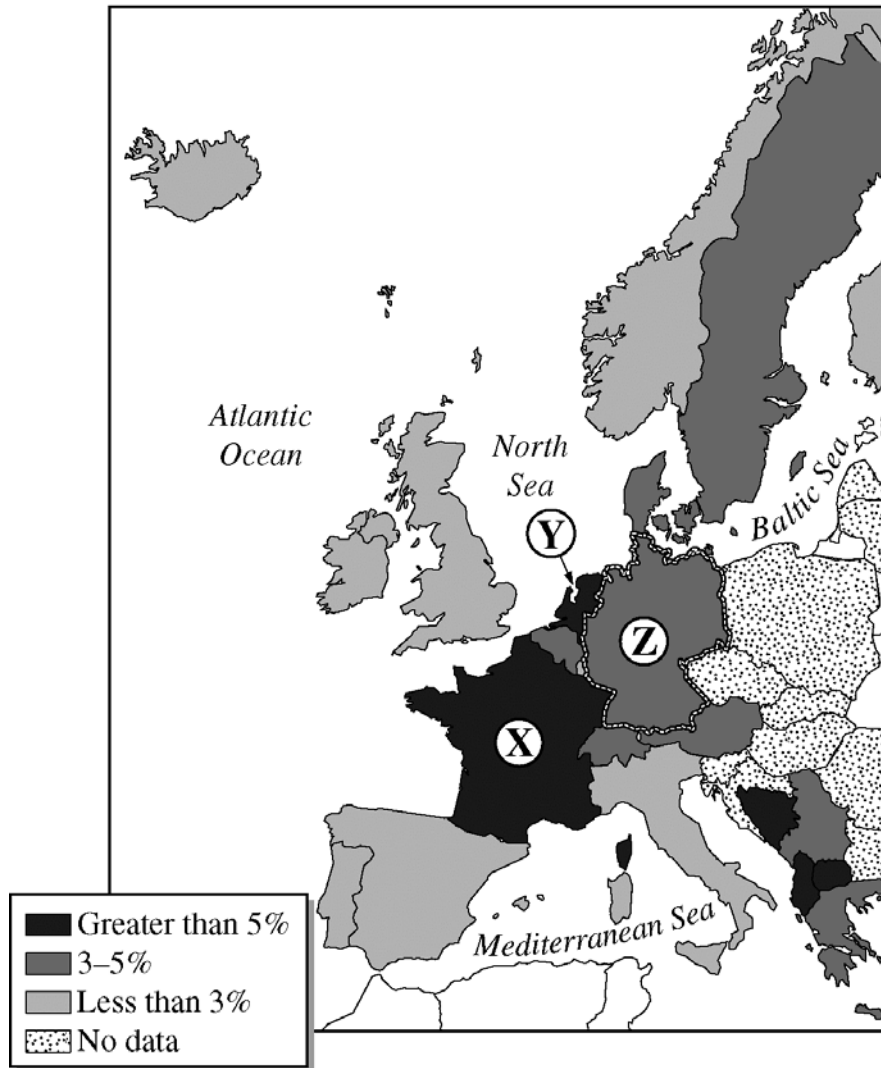
Reasons (2 points)	Explanation (2 points)
Technological advancements (e.g., fertilizers, hybrid seeds, pesticides)	<ul style="list-style-type: none"> <li>• Leads to increased yields/food quantity</li> <li>• Leads to sedentary farming</li> <li>• NOT just “Green Revolution”</li> </ul>
Expanding/growing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

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

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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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## 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



## **AP<sup>®</sup> Human Geography 2013 Free-Response Questions**

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**2013 AP<sup>®</sup> 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 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.

**2013 AP<sup>®</sup> 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.

**STOP**

**END OF EXAM**



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## 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.

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

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

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

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## Question 1 (continued)

### Part B (2 points total)

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

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



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## 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
Denmark	15	24	59
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.)

<b>Reduced Fertility</b>
<input type="checkbox"/> Improved education of women, more women working, delays in starting families
<input type="checkbox"/> Children are an economic liability in MDCs, too expensive to have several, societal norms (1-2 children)
<input type="checkbox"/> Birth control: cost, availability, accessibility, acceptance, quality
<input type="checkbox"/> More urban societies: less need for children to work on farms
<input type="checkbox"/> Government and private pensions reduce children as pension
<b>Increased Life Expectancy</b>
<input type="checkbox"/> Improved health care (e.g., medicine, facilities, research/knowledge, personnel, technologies, accessibility)
<input type="checkbox"/> Improved lifestyle (e.g., knowledge of health risks, improved diets, technology, nutrition and exercise)
<input type="checkbox"/> Improved food security/availability
<input type="checkbox"/> Less conflict (e.g., less crime, fewer wars)
<input type="checkbox"/> Improved work conditions (e.g., less physically demanding labor, better safety standards)
<input type="checkbox"/> Improved public health (e.g., sanitation, water supply, housing, standard of living)
<input type="checkbox"/> Improved financial security for elderly (e.g., pensions, care facilities)
<input type="checkbox"/> Improved safety standards (e.g., sports, transportation, building codes)
<b>Out-migration of Youth</b>
<input type="checkbox"/> Out-migration of youth for better lifestyle (e.g., jobs, security)

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## 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	<input type="checkbox"/> Adult children tending to the personal needs of elders
Increased grey power	<input type="checkbox"/> 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	<input type="checkbox"/> Increased immigration results in increased cultural diversity, perhaps social conflicts, growth of ethnic neighborhoods
Changing housing stock	<input type="checkbox"/> Homogeneous seniors' neighborhoods (e.g., smaller homes/condos, less maintenance), increased availability of homes for youth
Decline of services for youth	<input type="checkbox"/> Closure of schools, reduction in daycares
Need for/growth of services for elderly	<input type="checkbox"/> Geriatric medical/social services and facilities
Social conflict due to generational differences of opinions	<input type="checkbox"/> Elderly may resist societal changes desired by young, elders resented for requiring excessive human/capital resources
Accessibility	<input type="checkbox"/> Changes to building code, signage (e.g., larger font, audio messages)
Development of pro-natalist policies	<input type="checkbox"/> Created to sustain population
Economic Consequences	Explanations
Increased cost to society due to government programs/taxes	<input type="checkbox"/> Medical care, housing, accessibility, pensions
Increased economic pressure on the labor force (dependency ratio)	<input type="checkbox"/> Challenges sustaining the economy, fewer people working, fewer people paying taxes
Labor supply issues	<input type="checkbox"/> Shortage of labor, hiring of elderly, less competition among youth for jobs, need for increased immigration, automation
Changes in employment opportunities	<input type="checkbox"/> Growth of senior-based employment <input type="checkbox"/> Decline of youth-based employment
Economic pressure on adult children	<input type="checkbox"/> 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

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## 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