

AP[®] HUMAN GEOGRAPHY 2016 SCORING GUIDELINES

Question 2

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

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

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

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

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

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

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

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

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Question 2 (continued)

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

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

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

A) The shaded region on the map of Canada is Quebec, a province where many inhabitants speak French as a primary language.

B) Bilingualism can positively affect a country by enhancing economic opportunities for international trade. Because many Canadians speak French, for instance, communicating with individuals in ~~many~~ countries such as France, Senegal, or Morocco is easier, and exports and imports can be efficiently handled with these trade partners. At the same time, the fluent English speakers can coordinate trade with the United States, Great Britain, and Australia, maximizing the number of trade relationships Canada can have. ~~many~~

C) Bilingualism also serves as a centrifugal force, one that prevents national unity, among Canadian citizens. Because French speakers are a minority in Canada, they can feel discriminated against. In the past this has led to calls for Quebec to secede from Canada and form an independent nation. This lack of Canadian unity is damaging because it encourages a negative attitude towards the central government which can disrupt progress toward political or social goals.

D) In addition to having multiple languages, the citizens of Canada come from many ethnic backgrounds, making it ill matched to the nation-state concept. Canada has indigenous dwellers as well as a diverse immigrant population. The differences in these ~~peoples~~ people's cultures prevents a homogenous identity from forming. A similar reason that Canada is not a nation state is its religious diversity. With Catholics, Protestants, Jews, Hindus, Muslims, Buddhists, and adherents to many other world religions, Canada lacks a single religious guiding force like that of pre-WWII Japan. Diversity of religion has led to a secular government which does not prevent

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a nation state from ~~forming~~^{forming}, but it has impeded^{the} total cultural unity expected of a nation-state.

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A. Large portions of the population of Canada speak French, as the land was once inhabited by French colonizers.

B. Bilingualism can have many positive impacts on a country. For example, it expands their opportunity to participate in international ^{trade with} countries who share the same language. It also allows for diversity in the population, and can attract settlers from all over the world. Countries who only have one official language often lack opportunity to expand economically and participate in world affairs.

C. Bilingualism can also have many negative impacts on a country. Conflict can arise between two groups who are unable to speak the same language and therefore cannot understand each other. Segregation also commonly occurs, with citizens only wanting to live near people who speak the same language as them.

D. Canada is not classified as a nation-state. It is broken up into separate provinces with different systems, rather than maintaining one large political entity. It is also made of many different variations of population, who do not all share similar culture or beliefs. The people in Canada are not all unified, and are rather divided due to political and social differences.

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- A. The primary language spoken is French.
- B. Bilingualism can give the country more diversity. Other languages bring in people from different areas, they bring their culture along with them.
- C. Conflict could arise due to the country not being unified by language. Communication between different areas in the country could become difficult.
- D. Canada does not have a definite population due to migrants from France.
Canada does not have political sovereignty

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AP[®] HUMAN GEOGRAPHY 2016 SCORING COMMENTARY

Question 2

Overview

This question required students to synthesize information from two different parts of the course outline and explain and discuss the impact of multiple languages on a country's cultural and political geography. Part A required students to identify the language that was displayed on the map. Parts B and C required an explanation of how bilingualism, in general, can have a positive or a negative impact on a country. Part D required the application of a concept, the nation-state, to the case of Canada.

This question was drawn from Part III (Cultural Patterns and Processes) of the AP Human Geography course outline, which requires students to “assess the spatial and place dimensions of cultural groups as defined by language” in part A. The course outline notes that “language patterns and distributions can be represented on maps,” so a map of Canada (showing the distribution of French) was included as a stimulus for the question. For students to score well on parts B, C, and D, a firm grasp of Part IV (Political Organization of Space) of the course outline was necessary. In parts B and C students needed to apply “the concepts of centrifugal and centripetal forces at the national scale.” In part D a deep understanding of “the concept of the modern nation-state” was required.

Sample: 2A

Score: 7

This response earned full credit and demonstrates a comprehensive understanding of bilingualism and the nation-state concept. The essay earned 1 definition point in part A for identifying French as the primary language spoken in the shaded area of the map. The essay earned 1 point in part B for explaining that bilingualism can provide economic advantages by enhancing a country's opportunities for international trade (B7). The essay earned an additional 1 point in part B for fully explaining that French-speaking countries such as France, Senegal, and Morocco, as well as English-speaking countries such as the United States, Great Britain, and Australia, could all be trading partners with Canada due to linguistic diversity and similarities (B7). The essay earned 1 point in part C for explaining that bilingualism can negatively affect a country if minority-language speakers feel that they are being discriminated against, using French-speaking Canadians as an example (C2). The response earned an additional 1 point in part C for fully explaining that, in the past, French Canadians led calls to secede and form an independent country (C2). The essay earned 1 point in part D for discussing the presence of Canada's indigenous and immigrant populations as evidence that Canada does not have a homogeneous population (D1). The response earned an additional 1 point in part D for discussing that Canada's religious diversity indicates that Canada is not a nation-state (D3).

Sample: 2B

Score: 5

The essay earned full credit in part A, full credit in part B, and full credit in part C. The essay earned 1 point in part A for identifying French as the primary language spoken in the shaded area of the map. The essay earned 1 point in part B for explaining that bilingualism can expand a country's economic opportunities to participate in international trade with other countries where the same language is spoken (B7). The essay earned an additional 1 point for fully explaining that countries with more than one official language can attract migrants, which can help the country expand economically (B7). The essay earned 1 point in part C for explaining that bilingualism can negatively affect a country due to conflicts between groups that do not speak the same language (C1). The essay earned an additional 1 point in part C for explaining the negative effects of segregation among groups that speak different languages (C1).

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Question 2 (continued)

Sample: 2C

Score: 3

The essay earned full credit in part A, partial credit in part B, and partial credit in part C. The essay earned 1 point in part A for identifying French as the primary language spoken in the shaded area of the map. The essay earned 1 point in part B for explaining that bilingualism increases a country's diversity (B1). The essay earned 1 point in part C for explaining that bilingualism can negatively affect a country as conflict could arise over linguistic differences and communication difficulties (C1).