



AP[®] Human Geography 2016 Scoring Guidelines

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Question 1

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

(1 point for identifying all three)

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

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

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

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

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

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

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

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

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

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

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Question 1 (continued)

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

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

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

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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).

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Question 3

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

(1 point for identification of both)

Photo Y

Rice (wet or paddy rice is OK)

Photo Z

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

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

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

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

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

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

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Question 3 (continued)

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

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

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