
AP Human Geography

Sample Student Responses and Scoring Commentary

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AP[®] HUMAN GEOGRAPHY

2018 SCORING GUIDELINES

Question 1

6 points: (1 + 3 + 2)

A. Identify one country from the following. 1 point

Afghanistan, Angola, Bhutan, Burkina Faso, Burundi, Chad, Djibouti, Equatorial Guinea, Eritrea, The Gambia, Guinea, Guinea-Bissau, Laos, Madagascar, Malawi, Mozambique, Nepal, Niger, Papua New Guinea, Rwanda, Senegal, Solomon Islands, Somalia, Tanzania, Uganda.

B. Describe one obstacle to equality and empowerment for each of the following. 3 points (1 + 1 + 1)

Economic (1 point)

- E1. Small-scale farming requires all family members to participate.
- E2. Men have been taking jobs in cities, on commercial farms, as labor migrants, in the military, at sea, or in mines leaving the women to grow food for home consumption and for sale.
- E3. Women are frequently denied loans or financial support, cannot afford tuition or fees; or rural communities lack funding to provide schools.
- E4. Women may be unable to obtain or access inputs to improve productivity (e.g., land, animals, equipment, seeds, fertilizer, or infrastructure).
- E5. Women without formal education may lack economic information.
- E6. Women provide labor for childcare and household work as well as farming.
- E7. The distance to healthcare facilities from rural areas limits women's access to specialized care, i.e. OB-GYN.
- E8. Women practicing subsistence agriculture may not be able to generate a surplus.
- E9. Impacts of exposure to environmental hazards (agricultural pollution, chemicals, groundwater pollution) that cause health problems for women and children which have an economic impact (household, local, or national scale).

Cultural (1 point)

- C1. In many agricultural societies women have traditional gender roles.
- C2. Men may occupy a privileged position in society, leaving women to do the physical labor.
- C3. In many societies women hold agricultural knowledge and skills passed down to daughters.
- C4. In many societies women represent a spiritual ideal of fertility that is tied to beliefs regarding agricultural productivity.
- C5. High fertility rates and raising more children hinders women's ability to achieve equality.
- C6. Social norms preventing women from acquiring land tenure, owning, or inheriting land.
- C7. Impacts of exposure to environmental hazards (agricultural pollution, chemicals, groundwater pollution) that disproportionately affect women and children in rural, traditional, or indigenous communities.

Political (1 point)

- P1. Laws and government policies preventing women from acquiring land tenure, owning, or inheriting land.
- P2. Armed conflict or unstable governments in rural areas increases hardship and prevents women from making social network connections.
- P3. Women may lack access to political processes (voting), and institutions (representative government); or females lack political power to improve law and policy affecting women's issues.
- P4. Women may lack access to government programs intended to alleviate poverty.

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Question 1 (continued)

P5. Impacts of exposure to environmental hazards (agricultural pollution, chemicals, groundwater pollution) that cause health problems which hinder women’s participation in government or society (at any scale).

C. Identify and explain one impact of empowering women. 2 points (1 + 1) Any identification may be matched with any positive or negative explanation.

Identification (positive)

Explanations

Impact Categories

1. Gain land ownership or land tenure	a. As men move away for job opportunities, women assume a greater responsibility for managing the family farm and the household.
2. Improvement in personal wealth or income	b. Possibility of earning more money from increased farm productivity.
3. Improvement in political or social status	c. Access to loans to expand production, or obtaining microloans to expand farm businesses.
4. Improvement in food security or food stability	d. Form cooperative groups with other women to efficiently sow and/or harvest agricultural land, manage resources, manage animal stock, or sell farm goods.
5. Improvement in quality of life or standard of living	e. Creating social networks that raise awareness to the issues affecting the lives of rural women, (e.g., environmental degradation, access to healthcare) and/or lobby for government or nongovernmental Organizations (NGO) support.
6. Demographic changes	f. Successful management of household and farm may encourage women to participate in tribal, village, and even regional councils.
	g. Serve as village leader, innovator, or educator in training others in productive or sustainable agricultural methods.
	h. Educating women about land title rights and having women participate in land title councils to ensure women’s rights are acknowledged.
	i. Possibility of sending children to school; more spending in general on children for food, health, and clothing.
	j. Changing social values leads to demographic changes, such as decreased total fertility rate (TFR), lower birth rates, lower rates of natural increase (RNI), longer life expectancy, decreased mortality rates, or increased migration.
	k. Political, social, or religious organizations form movements or propose laws to increase women’s roles in society.

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Question 1 (continued)

Identification (negative)

Impact Categories

7. Social tension, blowback, or pushback on changing roles of women in rural society
8. Negative impacts on family, household or women themselves

Explanations

l. People who believe in traditional social roles for women (marriage, dowry, domestic or household roles of women) reject female farmers and women as businesspeople.
m. Political, social, or religious organizations form movements or propose laws to restrict women's increased roles in rural society.
n. Increased time working on agriculture results in less time to care for children and domestic (household) needs.
o. Increased exposure to workplace hazards, machinery, chemicals.

ANSWER PAGE FOR QUESTION 1

A. Burkina Faso

B. 1. Economic

Lack of access to finances

Women are not granted loans from banks and other financial organizations. Although women are actively involved in agriculture, they are denied their privilege. Banks and financial organizations prefer to give loans to men.

2. Cultural

Women are seen as ineligible to own lands.

Some cultures prevent women from owning property such as lands. Especially in African countries, where it is deemed an abomination or improper for a woman to own a land. Due to this, the women cannot help but depend on the man.

3. Political

Dearth of women in political positions:

Because the women do not have representatives in the courts and other policy-making areas, they are not able to fight for their rights and improve their living conditions.

C. Increase in productivity and economic growth.

If women in the rural agricultural regions are empowered,

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ADDITIONAL ANSWER PAGE FOR QUESTION 1

productivity is going to increase. This is because they can have access to finances and can also own lands. With more lands, produce will be increased greatly. Also, women will receive more education and will be able to seek jobs and industries and other executive jobs. All this contribute to the economic growth of the continent.

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ANSWER PAGE FOR QUESTION 1

1. ~~1.~~ A country where more than 75% of women in the labor force are active in agriculture is ~~Angola~~, ~~xxx~~ Angola, located in Sub-Saharan Africa.

(B1) An economic obstacle that may prevent women in agriculture from achieving empowerment and greater equality, is the amount of money that ~~agriculture~~ ~~working in the agriculture industry~~ makes. The industry of agriculture makes ~~the least money out~~ ~~of~~ very little money compared to what working in the service sector, or even manufacturing makes. This ~~does not~~ doesn't give them ~~much of an option~~ ~~to~~ ~~leave~~ much of an ~~escape~~ option to leave the agriculture industry, as they don't have enough money stored to do anything else.

(B2) A cultural obstacle that may prevent women working in agriculture from achieving greater equality and empowerment, is the cultural and traditional roles that women have in a society. In many societies, women ~~are~~ stereotypically work in agriculture and/or stay at home and care for children. This puts them at a disadvantage for obtaining more power, because in some cultures, that means breaking a tradition which can be a big deal.

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ADDITIONAL ANSWER PAGE FOR QUESTION 1

B3) ~~the~~ A political obstacle that women working in agriculture face is having low education levels. ~~the~~ If a family ~~is~~ works in agriculture, ~~that~~ ~~typically means~~ especially in less developed countries, or LCDs, that means they didn't receive much of an education in the past. This means that ~~even~~ it is hard to leave the agriculture industry and obtain equality and empowerment, because ~~they don't~~ they don't have enough education to pursue ~~careers~~ careers in other industries.

C) Empowering women ~~in~~ within the rural agriculture regions of developing countries will lead to lower birth rates, and a lower Total Fertility Rate (TFR). This is because ~~as women~~ the more power women have, the more they will work, ~~and~~ and the less time they will have to care for children. In ~~these~~ developing countries, a typical woman will take care of the children, but if she is working that leads to her ~~choosing~~ to choosing to have less children, lowering the birth rate and Total fertility rate in that country.

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1A) One country is Madagascar.

1B1) One economic obstacle could be the need to do other work. If the women in the society are required to work alternate jobs the women cannot be working in agriculture.

1B2) One cultural obstacle is that some cultures require the women to be at home watching the children. While the women are doing this the women cannot be getting a better education, doing agricultural work, or fighting for more equal rights.

1B3) A political obstacle is that some countries' governments do not allow women to be in offices of power. If the women cannot gain more powerful offices then they cannot fight effectively for better equality.

1C) One impact is that the ~~GEE~~ amount of starving and hungry people would decrease. When this happens the citizens are less focused on surviving and can be more focused on technological advancements.

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2018 SCORING COMMENTARY

Question 1

Overview

In Unit V., Agriculture, Food Production, and Rural Land Use, students are expected to “explain the changing role of women in food production and consumption,” specifically in “food gathering, farming, and managing agribusiness.” In part A students were asked to identify a country in which more than 75 percent of the women in the labor workforce are working in agriculture. In part B students were expected to demonstrate a grasp of the economic, cultural, and political contexts of agricultural production. For each of those contexts, students were asked to identify an obstacle preventing women who work in agriculture from achieving greater equality and empowerment. Finally, in part C, students were asked to explain one impact of empowering women working in rural agricultural regions of developing countries.

Skills required of the students were (1) the ability to read the map, map legend, map title, and data layer, then identify a country that fits the pattern specified; (2) the ability to apply their knowledge of economic, cultural, and political geography to the rural–agricultural context of a developing country; and (3) the ability to evaluate the impact that empowering women would have on the rural–agricultural regions of developing countries.

Sample: 1A

Score: 6

In part A the response earned 1 point for correctly identifying Burkina Faso as a developing country where over 75 percent of women in the labor force practice agriculture.

In part B the response earned 1 point for describing an economic obstacle as women not having access to loans by stating, “[w]omen are not granted loans from banks and other financial organizations” and further explaining that “[b]anks ... prefer to give loans to men.” The response earned 1 point for the understanding that in some cultures women cannot own land by stating that “women are seen as ineligible to own lands,” and in some countries it is “improper for a woman to own a land.” An additional 1 point was earned by describing a political obstacle as a general lack of rights by stating “women do not have representatives in the courts and other policy-making areas.” The response continues with the explanation that “they are not able to fight for their rights and improve their living conditions.”

In part C the response earned 2 points for correctly identifying an impact of improvement in women’s political or social status would be an “[i]ncrease in productivity and economic growth” and explaining that allowing women access to loans and land ownership would empower women and increase agricultural production, providing further economic opportunities for women and “contribute to the economic growth of the countries.”

Sample: 1B

Score: 5

In part A the response earned 1 point for correctly identifying Angola as a developing country where over 75 percent of women in the labor force practice agriculture.

In part B the response earned 1 point by describing an economic obstacle as women are paid less for their work in agriculture and have fewer options to leave agricultural work for other jobs. The response earned 1 point by describing a cultural obstacle as “traditional roles that women have in a society. In many societies, women stereotypically work in agriculture and/or stay at home and care for children.” The response did not earn the third point in part B because the response does not describe a political obstacle to equality and empowerment.

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Question 1 (continued)

The response given is an extension of economic issues, in that women were not able to get enough education to “pursue careers in other industries.”

In part C the response earned 2 points for correctly identifying an impact of improvement in political or social status by stating “[e]mpowering women within the rural agriculture regions ... will lead to lower birth rates, and a lower total fertility rate (TFR)” because “the more power women have the more they will work, and the less time they will have to care for children.” If women chose to have fewer children, the result will be “lowering the birth rate and total fertility rate in that country.”

Sample: 1C

Score: 3

In part A the response earned 1 point for correctly identifying Madagascar as a developing country where over 75 percent of women in the labor force practice agriculture.

In part B the response earned 1 point for describing a political obstacle as women in some countries may not be allowed to be in government positions of power. The response earned no additional points in part B. The description for an economic obstacle does not provide sufficient information or clarity regarding other job opportunities. The response for a cultural obstacle did not earn a point, as the description is about women being unable to do agricultural work because “some cultures require the women to be at home watching the children.” This premise is not correct because in these societies women are expected to take the children into fields, and in most cases the children work alongside their mothers.

In part C the response earned 1 point for understanding that empowering women would be an improvement in food security or food stability explaining that “the amount of starving and hungry people would decrease.” The response did not earn an additional point in part C as the explanation provided is only a general reference to technology.