
AP[®] Human Geography

Sample Student Responses and Scoring Commentary

Set 2

Inside:

Free Response Question 2

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

Question 2: One Stimulus**7 points**

(A) Describe ONE historical reason for India’s current number of English speakers. **1 point**

Accept one of the following:

- A1. India has many English speakers because of its colonial history as a part of the British Empire.
- A2. After India gained its independence from British rule in 1947, English remained one of India’s official languages.

(B) Explain ONE contemporary reason why people in China and India are learning English. **1 point**

Accept one of the following:

- B1. Growth of business, job and trade opportunities with companies or consumers in English language countries.
- B2. Educational opportunities at schools or universities within English-speaking countries.
- B3. Interest by companies from English-speaking countries to trade, expand operations to, or employ people within India or China.
- B4. Growth of English-language online content, entertainment, or media.
- B5. Growth of English-speaking tourism to India and China.
- B6. Increasing participation in international businesses and other organizations (e.g., governmental, non-governmental) that use English as a global lingua franca.
- B7. Growth of tourism from India and China to countries where English is widely used.

(C) Describe ONE barrier to the diffusion of English throughout China. **1 point**

Accept one of the following:

- C1. Requires learning an unfamiliar alphabet.
 - C2. Resistance by those speaking indigenous languages.
 - C3. Limitations on internet content and social media platforms within China.
 - C4. Strength of Mandarin as a more useful language within the country, strength of Mandarin as the second language of the Internet, and/or lack of publications in English; rural regions of China may have little necessity to learn English.
 - C5. Poorer regions may not have access to English instruction within schools or institutions.
 - C6. If English is not offered at schools, people may be unable to afford private instruction in English.
 - C7. Not enough resident teachers of English as a second language, and/or not enough native speakers of English in China to serve as teachers and mentors.
-

-
- (D)** Using the table, explain ONE reason for the difference in the percentage of English speakers in the Netherlands compared with the percentage in China. **1 point**

Accept one of the following:

- D1. As a Germanic language, English has close linguistic ties with Dutch. English is not related to Chinese languages such as Mandarin, Yue (Cantonese), and Wu (Shanghainese).
- D2. Dutch schools require foreign language learning from primary school onward, and English language competency is required to graduate from high school. This requirement does not currently exist at the national level in China.
- D3. Education levels in the Netherlands trend higher than they do overall throughout China as being bilingual is a priority. By having a large % of English speakers, the level of development in the Netherlands tends to be higher than that of China.
- D4. There is more exposure to the English language in the Netherlands than in China due to its membership in the European Union.
- D5. Since the end of the Second World War, Dutch education policymakers have emphasized English over German. In China, English language education began to gain popularity in the late twentieth century.
- D6. Because the Netherlands has a comparatively small population, the Dutch view English as an important tool to build cultural and business relationships. In China, with its large population, Mandarin is the dominant language.
- D7. English, closely related to Dutch and with the same alphabet, is comparatively much easier for Dutch to learn than it is for Chinese speakers to learn.

-
- (E)** Explain ONE economic reason why a corporation based in an English-speaking country would locate a call center in a country where English is not the dominant language. **1 point**

Accept one of the following:

- E1. A corporation may find that it is more cost-effective to locate call centers in areas with a lower cost of labor, more relaxed regulations, and fewer worker protections.
 - E2. A corporation may find it advantageous to hire call center staff on an as-needed basis, rather than as full-time employees.
 - E3. If a corporation is expanding into international markets, it may be advantageous to establish local call centers in these markets and hire staff who are native speakers of the local language.
-

-
- (F)** Explain ONE limitation of using the data in the table to understand a country's level of economic development. **1 point**

Accept one of the following:

- F1. A country's percentage of English speakers is not directly tied to that country's level of economic development.
- F2. Although English is spoken by a large percentage of the population in many more developed countries, English is also widely spoken in some less developed countries (e.g., Philippines) colonized by English-speaking countries.
- F3. Economic development is better measured by indicators such as gross national product per capita and literacy rate, as opposed to the percentage of the population who speak a particular language.
- F4. Non-English speakers may also play a significant role in a country's economic development.

-
- (G)** Explain ONE negative local impact of a global lingua franca on places where a different language is spoken. **1 point**

Accept one of the following:

- G1. Use of a lingua franca may threaten the ability to use or the survival of indigenous languages.
- G2. Use of a lingua franca creates a hierarchy or divide within the community where those who do not speak the lingua franca may be left behind or are not able to enjoy the benefits of globalization.
- G3. Use of a lingua franca may lead to the loss of uniqueness of local culture.
- G4. Use of a lingua franca may lead to cultural change with reduced demand for native language in media and culture.
- G5. Use of a lingua franca may result in increased demand for and proliferation of non-native culture, ideas, products, and styles as these are diffused by foreign media in the lingua franca.
- G6. Use of a lingua franca may create generational tension, as younger speakers are more likely to learn the new language and take advantage of career opportunities, sometimes in places far from home.

Total for question 2 7 points

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

A. One historical reason for India's ~~current~~ current number of English speakers is that it was colonized by the British. When the British first arrived in India for its resources, they placed ~~impt~~ diffused the English language in Indian ~~societies~~ societies. When they left, they still were ~~at~~ indirectly ~~control~~ controlling India through neocolonialism. India depends on Great Britain for markets, which is why a majority of its population speaks English as a second language.

B. One contemporary reason why people in China and India are learning English is because both are ~~part of the so~~ semi-periphery countries, and are largely industrial-based economies. They produce goods in large numbers and export it cheaply to countries such as the United States. Because of this importance and dependence on trade for a thriving economy, many people in China and India are learning English.

C. One barrier to the diffusion of English throughout China is that ~~enim~~ majority of the Chinese speak Mandarin, which is another lingua franca apart from English. Mandarin allows people in China to ~~ca~~ communicate with each other. It is not multi-lingual such as India where there a lot of languages in one country. Instead, people

Question 1 Question 2 Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

C. communicate ~~with~~ ~~Mandarin~~ through Mandarin, eliminating the need to develop English as a ~~language~~ lingua franca.

D. One reason for the difference in the percentage of English Speakers in the Netherlands compared with the percentage of China is that ~~the~~ China was never ~~colonized and remains as an economically~~ ~~de~~ colonized by the British and didn't have any influence of ~~a~~ the Roman Empire. China has always ~~remained~~ remained as a world economic hub, and countries such as Spain, France, and Britain never colonized China because they would lose access ~~to~~ ~~trade~~ with trade. Thus, China has always remained isolated with its culture and languages and it never was impacted by colonizing power. Since the Netherlands is part of the European Union and is close to Britain, English diffused widely through contagious ~~and~~ diffusion, resulting in the larger number of English speakers ~~compared~~ compared to China.

E. One economic reason why a corporation based in an English-speaking country would locate a call center in a country where English is not the dominant language is because labor is cheaper there. Countries that don't have an English-speaking majority denotes that the country tends to preserve its culture and has a large indigenous population. This ~~is~~ signifies the cheaper cost of labor present in the country as its population has

Question 1 Question 2 Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

E. not been affected by globalization yet.

F. One limitation of using the data in the table to understand a country's level of economic development is that countries with a large number of English speakers may not denote that that country is part of the core and is highly advanced in society. For example, India is ~~part of the sem~~ a semi-periphery country, which has ~~12%~~^{12%} of its population who speak English. However, India ~~does not have~~ is not as economically developed as China, who has less than 1% of its population who speak English. A large number of English speakers does not necessarily mean that a country is more developed than the others.

G. one negative local impact of a global lingua franca on places where ~~another~~ different language is spoken is that it can lead to the extinction of folk languages. As more people start to learn English, the ~~more~~ less likely they are likely to use their indigenous language. This causes language extinction and eliminates cultural diversity of a place.

Question 1 Question 2 Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

A. One historical reason for India's number of English speakers is that they used to be a British colony, so some Indians picked up English as a result.

B. One reason why people in China and India are learning English is because they both specialize in technology. China is a large part of manufacturing, with many goods from America being made there, including technology. A large number of Indians are engaged in technology services for America, usually on the phone ones, so picking up English is a large part of these jobs, as America is an English speaking country.

C. One barrier to the diffusion of English throughout China is the physical barrier of the ocean.

D. One reason for the larger number of English speakers in the Netherlands compared to China is the distance from English speaking countries. The U.K. is the hearth of the English language, which has diffused to various places, however, the Netherlands is both closer to the U.K., making it more common to interact with English speakers from other places, and was under heavier control by Great Britain due to the shorter distance.

E. One economic reason why an English-speaking corporation would locate a call center in a non-English dominant country is because of lower wages. Locating in a country that has lower wages than English speaking ones would be cheaper than locating in one and therefore more appealing. There's also an incentive for locals to learn English to work there as long

Question 1 Question 2 Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

as the pay is somewhat better than normal jobs there, but cheaper than ones in English-speaking countries.

F. One limitation of using the data in the table to determine a country's level of economic development is that a high number of English speakers does not automatically make a country economically developed and vice versa. For example France and other French speaking countries that may have a low number of English speakers are not all in bad economic places, as France and some others are developed, they just not speak as much English as other countries.

G. One negative local impact of a global lingua franca on places where a different language is spoken is the loss of local culture. Global lingua francas are a form of globalization, as it's making different regions of the world similar. Having that lingua franca interact with a local culture may in turn cause some of the locals to drop their own language and learn this one, which can also cause them to lose their culture as they interact with the native speakers of the lingua franca.



Begin your response to each question at the top of a new page. Do not skip lines.

2a. One historical reason for English in India is migration and trading relationships. When people that ~~have~~ speak English migrate to India they live in groups and eventually it diffuses or spreads.

2b. One reason both countries are learning to speak English is so that they can communicate with other countries that speak English. An example is The United States. When China is ~~when~~ wanting to trade goods with the US, they would have to be able to communicate to see what they are exporting and importing. The same is for India. When ~~the~~ India is wanting to trade, they would have to be able to say what they are trading and where the ports are for both countries.

2c. One barrier to the diffusion of English is the physical barrier of mountains and other ~~physical~~ landmarks. This can be a barrier for someone to travel just to help other people living on the other side learn English.

2d. One reason for the difference is that the Netherlands are located closer to other countries that speak English, so ~~the~~ a lot of the country speaks it, whereas China is not located close to countries that speak English, so that makes it have a much lower percentage.

2e. One economic reason would be that the labor would be cheaper to have the call center in a different country. Also those companies who own the call center would earn more money because they are able to have corporations around the world, instead of just in their country.

Question 1 Question 2 Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

2f. One limitation of using the table for looking at economic development is that the table only provides language information and nothing about economics. So this is difficult because the person looking at the table is having to decide if a country has a good economic development by the percent of people that speak English. When looking at the table, someone could say that China doesn't have good economic development because ~~or~~ less than 1% speak English, but this is not true ~~it~~ because China really has a great economic development.

2g. One negative local impact is a person living there wouldn't be able to get a great education because they don't speak the same language. This would set the person back from being able to get a job and earn a living now and later in life.

Question 2

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This question was expected to demonstrate students' abilities across several aspects of the course and exam description. In part A, students were expected to understand that there are historical reasons as to why language diffuses. At its highest level, the question measures the student's knowledge of historical and geographic connections. While this part of the question seemed quite simple, many students were not able to make this connection.

In part B, students were expected to demonstrate knowledge related to the contemporary reasons as to why people in China and India are learning English. At its highest level, the question measures student understanding related to the growth of business, jobs, and trade opportunities in relation to the English language acting as a lingua franca or global language of business and trade, as well as the impact of western culture in China through the spread of English through online content, entertainment and media.

In part C, students were expected to demonstrate an understanding of how successful English has been to diffuse throughout China by describing a barrier to this diffusion. Students needed to understand the scale of analysis at which this question was posed, i.e., barriers within a country versus barriers to and from a country.

In part D, students were expected to understand why there is a higher percentage of English speakers in the Netherlands than in China. At its highest level, students would be able to clearly state a social, political, and economic understanding instead of using a simple mathematical rationale. Responses using differences in language families between the two countries and business and cultural connections of English within the Netherlands were not often found.

In part E, students were expected to understand why a corporation based in an English language speaking country would want to place a call center in a country where English is not the dominant language. At its highest level, students were asked to explain how and why cost-effective means of locating in a developing or less developed country would be most advantageous for these companies.

In part F, students were expected to demonstrate knowledge related to the limitations of using data to explain a certain scenario. In this case, why population data for specific countries is not an appropriate way to measure economic development. At its highest level, this question measures the students' ability to effectively analyze data appropriately and determine the relationship of data to multiple geographic characteristics.

In part G, students were expected to understand that a global lingua franca such as English can have a negative local impact on areas where indigenous or native languages are spoken. At its highest level, this question measures a student's understanding of how the scale of analysis can affect reality.

Question 2 (continued)

Sample: 2A

Score: 7

The response to part A earned 1 point because it correctly describes a historical reason for India's current number of English speakers as British colonization.

The response to part B earned 1 point because it correctly explains interest by companies from English-speaking countries as a contemporary reason why people in China and India are learning English.

The response to part C earned 1 point because it correctly describes the strength of the Chinese language within China as a barrier to the diffusion of English throughout China.

The response to part D earned 1 point because it correctly explains that the percentage of English speakers in the Netherlands is directly connected with the Netherlands' membership in the European Union, while China has had much less exposure to English-speaking countries due to its historical isolation from Europe.

The response to part E earned 1 point because it correctly explains how a corporation may find it more cost-effective to locate call centers in areas with a lower cost of labor.

The response to part F earned 1 point because it correctly explains a limitation of the data table is that a high number of English speakers does not automatically make a country economically developed.

The response to part G earned 1 point because it correctly explains how a local impact of a global lingua franca on areas where a different language is spoken could be the extinction of that local language.

Sample: 2B

Score: 5

The response to part A earned 1 point because it correctly describes a historical reason for India's current number of English speakers as British colonization.

The response to part B earned 1 point because it correctly explains interest by companies from English-speaking countries as a contemporary reason why people in China and India are learning English.

The response to part C did not earn a point because it does not correctly describe a barrier to the diffusion of English throughout China.

The response to part D did not earn a point because it does not correctly explain a reason for the difference in the percentage of English speakers in the Netherlands compared with the percentage in China.

The response to part E earned 1 point because it correctly explains how a corporation may find it more cost-effective to locate call centers in areas with a lower cost of labor.

Question 2 (continued)

The response to part F earned 1 point because it correctly explains that one limitation of the data table is that a high number of English speakers does not automatically make a country economically developed. France, as an economically developed country, is used as an example.

The response to part G earned 1 point because it correctly explains how a local impact of a global lingua franca on areas where a different language is spoken could be the loss of local culture.

Sample: 2C

Score: 3

The response to part A did not earn a point because it does not correctly describe a historical reason related to British colonization in relation to India's current number of English speakers.

The response to part B earned 1 point because it correctly explains interest by companies from English-speaking countries as a contemporary reason why people in China and India are learning English.

The response to part C did not earn a point because it does not correctly describe a barrier to the diffusion of English throughout China.

The response to part D did not earn a point because it does not correctly explain a reason for the difference in the percentage of English speakers in the Netherlands compared with the percentage in China.

The response to part E earned 1 point because it correctly explains how a corporation may find it more cost-effective to locate call centers in areas with a lower cost of labor.

The response to part F earned 1 point because it correctly explains that one limitation of the data table is that a high number of English speakers does not automatically make a country economically developed.

The response to part G did not earn a point because it did not correctly explain a negative local impact of a global lingua franca on places where a different language is spoken.