



AP[®] Human Geography 2002 Scoring Guidelines

The materials included in these files are intended for use by AP teachers for course and exam preparation in the classroom; permission for any other use must be sought from the Advanced Placement Program[®]. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.

These materials were produced by Educational Testing Service[®] (ETS[®]), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 4,200 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2002 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. APIEL is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service.

AP[®] HUMAN GEOGRAPHY 2002 SCORING GUIDELINES

Question 1

This question first asks students to DEFINE terms then APPLY them correctly.

10 Points Total

A. 4 points

1. Nation — 1 point

people with shared cultural identity (or “attributes,” characteristics, common ethnicity, cultural homogeneity acceptable); no credit for shared religion or language alone

2. State definition — 2 points maximum; 1 per argument below

- politically organized territory (political unit)
- (sovereign) government OR independent political unit
- recognized by international community

3. Nation-state — 1 point

recognized political unit wherein territorial state coincides with the area settled by a certain group of people (minimum: “country with a boundary that coincides with the boundary of state); idea of national spirit or emotional commitment to state acceptable as factor in nation-state, but in this case **must** mention coincidence to receive credit

B. 2 points — 1 point if all three examples are correct for A; 1 point if all three are correct for B

	Region A (NB Late 20th century examples only — Post 1970)	Region B (NB Late 20th century examples only — Post 1970)
Nation	Basques, Flemish, Alsatians, Scots (plus any nation-state in Europe)	Palestinians, Kurds, Azerbaijanis in Iran, Armenians in Turkey, Arabs, Turks (plus any nation-state in Southwest Asia)
State	Any state in Europe from the late 20th century, e.g., Germany, Czech Republic, Serbia and Montenegro (Yugoslavia acceptable), United Kingdom (NOT England)	Any state in SW Asia from the late 20th century
Nation-state	Any nation-state in Europe from late 20th century, e.g., Albania, Belarus, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Lithuania, Moldova, Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, Ukraine (Bosnia and Switzerland do NOT receive credit)	Israel, Armenia, Iran, Turkey

**AP[®] HUMAN GEOGRAPHY
2002 SCORING GUIDELINES**

Question 1 (cont'd.)

C. **4 points** — 1 point for each cell of the table (i.e., 2 for region A plus 2 for region B)

	Region A	Region B
ID of country/ nation(s) involved in conflict	Cyprus; Yugoslavia and subsets; Northern Ireland, Basques, Belgium, Balkan States	Creation/expansion of Israel; Turkish nationalism; Lebanon, Iraq, Iran
Explanation of the concept that precipitated the conflict	land, ideology, desire for independence, autonomy; Post WWII only	land, ideology, desire for independence, autonomy; Post WWII only

AP[®] HUMAN GEOGRAPHY 2002 SCORING GUIDELINES

Question 2

This question is worth 8 points. For each of the four cases, students score 1 point for a clear explanation of how the case shows religion affecting the cultural landscape, and a second point for giving an appropriate example.

A. Sacred sites — 2 points

To receive a point for the explanation, students must demonstrate knowledge of the definition of a sacred site (i.e., the notion of a geographic intersection between the divine and the mortal) and how a sacred site shows the impact of religion on the cultural landscape through arguments such as the following:

- the ongoing preservation of space
- the visitation of holy sites/pilgrimages by adherents
- the visitation of holy sites/pilgrimages by non-adherents (e.g., tourism)
- the development of local norms of behavior
- tension/conflict over use of sacred site

Students received a point for an appropriate example such as: Mecca, Medina (Islam), Jerusalem, Bethlehem (Christianity), Jerusalem, Wailing Wall (Judaism), Benares (Hinduism), eight holy sites associated with important events in Buddha's life (Buddhism), Native American sites, Mayan and Egyptian pyramids, Ganges River, etc. However, in the rubric, churches do **not** necessarily qualify as sacred sites; the Nile River is not a sacred site; Vatican City itself is not a sacred site.

B. Burial sites/practices — 2 points

To receive a point for explanation, students must demonstrate knowledge of burial sites or practices (i.e., the development of places or activities to treat or preserve the dead) and how burial sites/practices show the impact of religion on the cultural landscape through arguments such as the following:

- impose conformity on the landscape
- affects local land use
- make the landscape distinctive

Students received a point for an appropriate example such as: cremation (practice) (Hinduism, Buddhism), park-like cemeteries (Christianity, Judaism, Islam), catacombs, burial mounds, exposure of dead, burial at sea.

C. Architecture — 2 points

To receive a point for explanation, students must demonstrate knowledge of how architecture in religion (i.e., the design of special buildings used for worship/mediation/spiritual functions) show(s) the impact of religion on the cultural landscape through arguments such as the following:

- making the landscape distinctive (e.g., representing a religious history)
- restricting/encouraging the use of land and the surrounding area
- attracting tourists

Students received a point for an appropriate example such as: any place of worship/adoration. Any structure from A and B above.

**AP[®] HUMAN GEOGRAPHY
2002 SCORING GUIDELINES**

Question 2 (cont'd.)

D. Place Names — 2 points

To receive a point for explanation, students must demonstrate knowledge of how the naming of locations shows the impact of religion on the cultural landscape through arguments such as the following:

- promoting regional distinctiveness
- confirming the importance of religion in everyday life

As with parts A through C above, just saying “named after religious leaders, saints, etc.” (i.e., defining the case prompt) received no credit as it does not qualify as an explanation.

Students received a point for an appropriate example such as: the use of names of Saints for towns demarcating the French Canadian religious landscape, the U.S. Southwest, areas settled by Christian Orthodox groups and Roman Catholics all over the world, Islamabad in Pakistan (Istanbul not credited).

**AP[®] HUMAN GEOGRAPHY
2002 SCORING GUIDELINES**

Question 3

This question is about applying the Hoyt Model to understand the location of households headed by females. Students' answers should at least imply recognition of the fact that Zone X is likely a poor neighborhood and Zone Y is likely a rich neighborhood. They do not receive any value (points) for this. We **do not** want students trying to support the idea that Zone X is poor and Zone Y is rich with evidence from the map. We **do** want students explaining why there is a concentration of households headed by females in Zone X (a poorer zone) and Zone Y (a richer zone).

11 points total

A. 8 points

Four points are available for the discussion of Zone X and 4 points are available for the discussion of Zone Y. These 4 points are divided equally between the first two socioeconomic factors identified in the response, with 1 point for identifying an appropriate factor, and a second point for a discussion of this factor. The answer should at least imply recognition of the fact that Zone X is likely a poor neighborhood and Zone Y is likely a rich neighborhood (although the rubric does not award any points for this assumption).

Zone X

Identification of factor	Discussion (what about this factor has led to concentration of households headed by females in Zone X)
Poverty (individual) in place (feminization of poverty)	Individuals in poverty seek a supply of cheap housing, which is likely to be available in Zone X
Family breakdown in place	Women/mothers become trapped in a cycle of poverty/deprivation
Segregation (institutional)	Redlining and other forms of discrimination have restricted the housing opportunities for some groups that have above average rates of households headed by females (e.g., some racial minorities)
Affinity and social networks	Groups choosing to reside in close proximity (immigrants, single mothers, etc.) leading to perpetuation of concentration
Lifestyle factors	Gentrification by same-sex couples
Time budgets	Transportation/proximity: single mothers must be able to minimize travel time (juggling child rearing activities, jobs, shopping, etc.)

**AP[®] HUMAN GEOGRAPHY
2002 SCORING GUIDELINES**

Question 3 (cont'd.)

Zone Y

Identification of factor	Discussion (what about this factor has led to concentration of households headed by females in Zone Y)
Divorce	Middle-aged women have remained in their former homes or neighborhoods after/during separation or divorce: age structure and middle-income profile make this more likely in Zone Y
Widowhood	Older women have remained in their former homes after their husbands died
Changing Labor Force Participation of Women	Women with or without children have better education and access to labor market opportunities, and increasingly demand upscale neighborhoods: for example, condos and high-priced rentals for career women
Safety/security/fear of crime	Households headed by women value neighborhoods considered safe, and some can afford this

References to the role of husbands in affecting the decisions of households headed by women usually received zero credit.

B. 3 points

One point is given for linking Hoyt’s anticipated “pattern” of urban land use (location/characteristics) to the map (advantage) or for arguing that the map pattern is not anticipated by Hoyt (disadvantage). Two points are available for developing a process-based argument about the advantage or disadvantage of the model: a limited discussion scores 1 point.

Advantages: Answers should suggest how and why Hoyt’s model does aid an understanding of the location/characteristics of Zones X and Y (but not just **describe** Hoyt’s model “in theory”).

- Urban area has one central core (CBD) so the urban area may be organized along the principles articulated by Hoyt
- Urban area is organized into sectors and model tells that the city is divided into sectors
- Sectors based upon income/industry — non-industry
- Sectors can act as buffers between significantly different land uses
- High income drawn to amenities (physical — lakes, hills, etc.)

Disadvantages: Answers should suggest why the Hoyt model does not aid an understanding of the location/characteristics of Zones X and Y:

- Hoyt’s model is based upon bid rent (does not discuss gender, discrimination, cultural factors like social networks, land-use organized by government (AFB))
- The urban area exhibits a multi-nuclei organization (mall/freeway association)