



AP[®] Human Geography 2003 Scoring Commentary

The materials included in these files are intended for use by AP teachers for course and exam preparation; 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 noncommercial, face-to-face teaching purposes. This permission does not apply to any third-party copyrights contained herein. This material may not be mass distributed, 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.

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 whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,300 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 admissions, 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.

For further information, visit www.collegeboard.com

Copyright © 2003 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Vertical Teams, APCD, Pacesetter, Pre-AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Entrance Examination Board.

AP Central 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. Other products and services may be trademarks of their respective owners.

For the College Board's online home for AP professionals, visit AP Central at apcentral.collegeboard.com.

**AP[®] HUMAN GEOGRAPHY
2003 SCORING COMMENTARY**

Question 1

Essay	Score	Commentary
A	3	This response earns two points by identifying Buenos Aires as a primate city to which all roads are directed. It does not, however, use core-periphery relations to explain the significance of these characteristics. The identification of the effect of distance decay on city size farther from Buenos Aires earns one point. The essay has no relevant reference to the case of Germany.
B	5	This response identifies the port function of Buenos Aires, and the fact that all roads lead to this major coastal city for two points. One point is earned for the explanation provided for the role of exporting in the regional economy. The response shifts in scale to note Argentina's place in the global periphery and its reliance on countries of the core as markets for two points. This essay lacks a clear explanation of Germany's urban system.
C	6	This response earns two points by explaining that most roads in Northern Argentina lead to Buenos Aires in support of the city's export function. The response earns two points by showing that Germany's complex urban system and integrated road network result in a more complex economic system within the global core. The role of Buenos Aires as a processing and exporting center for primary products is discussed for two points.

Question 2

A	3	This response describes several characteristics of place uniformity for two points, but does not identify the process that is at work. The limited description of place restoration associated with enhancing landscape distinctiveness included in the essay earns one point.
B	5	This response earns three points by explaining how places have become nearly identical as a result of the widespread use of common recreational landscape elements. The essay also includes a description of unique features of particular places (Disney World, San Francisco) for two points. The process behind this pattern is not identified in this response.
C	6	This response earns three points by explaining and including examples of the uniformity and loss of unique cultures that result from tourism. The essay also identifies ecotourism, regional architecture, and historical sites as forms of tourism that promote place distinctiveness, earning three points.

**AP[®] HUMAN GEOGRAPHY
2003 SCORING COMMENTARY**

Question 3

Essay	Score	Commentary
A	3	This response earns one point by identifying crowding as a result of a rising rate of natural increase (RNI) as the reason for out-migration from Europe. Two points are earned for the discussion of Europe's weak economy and unemployment coupled with hopes for a better life in the United States as a factor for Europe's development as a source of migrants to the United States between 1800 and 1920.
B	4	This response identifies population growth in Stage 2 of the demographic transition as a cause of out-migration from Europe for one point. The non-demographic factors addressed in Part B include economic advantages and less expensive land in the United States for two points. One additional point is given for reference to rapid population growth and overpopulation in North Africa as a cause of migration to Europe for Part C.
C	6	This response earns one point for linking falling death rates and rising population to explain out-migration from Europe between 1800 and 1920. Two points are earned for the identification of famine in Ireland and new opportunities in the United States as non-demographic factors that account for out-migration from Europe. Three points are awarded for the discussion in Part C. The response explains that low birth and death rates in Europe account for near-zero population growth and a declining work force in Europe (1960-2000), while rapid population growth (stage 2 in the demographic transition) in North Africa accounts for emigration from this region to take advantage of increased job availability in Europe.