



AP[®] Human Geography 2005 Scoring Commentary

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 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 excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2005 by College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Admitted Class Evaluation Service, CollegeEd, Connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

Visit the College Board on the Web: www.collegeboard.com.
AP Central is the official online home for the AP Program and Pre-AP: apcentral.collegeboard.com.

AP® HUMAN GEOGRAPHY
2005 SCORING COMMENTARY

Question 1

Overview

This question concerned fundamental concepts related to political organization. Specifically, the question focused on political forces working above the level of the modern state, related to supranationalism, and on forces working below the state level, related to devolution. In part A students were asked to define the concepts of supranationalism and devolution and to cite a relevant geographic example of each. In parts B and C they were then asked to discuss three outcomes within the European context related to each concept. This question tested knowledge of material from the “Political Organization of Space” section of the AP Human Geography topic outline, specifically the concepts of “political units above, below, and beyond the state” (as discussed on page 8 of the *AP Human Geography Course Description*) and “Challenges to inherited political–territorial arrangements” in the topic outline. In addition, material from the other sections of the course (notably those on economic and cultural geography) could be integrated into discussions of the outcomes of supranationalism and devolution.

Sample: 1A

Score: 10

This response correctly defines and provides examples for the terms “supranationalism” (e.g., United Nations) and “devolution” (e.g., the move for Serbian autonomy in the former Yugoslavia), for a total of 4 points. With reference to the European Union (EU), the response identifies three changes in Europe associated with supranationalism: introduction of a “common currency” (the euro), free movement of labor among member countries, and “free trade,” for a total of 3 points. In part C, three changes in Europe associated with devolution are identified: economic decline and loss of jobs, open conflict and “boundary changes,” and widespread displacement of refugees, for a total of 3 points.

Sample: 1B

Score: 8

Part A earned 4 points. The response correctly defines “supranationalism” and provides the European Union (EU) as an example. It also correctly defines “devolution” and identifies the breakup of the former Soviet Union as an example. The student earned 1 point for correctly identifying a new common monetary unit (the euro) as a change in Europe associated with supranationalism. One point was awarded for noting the “increased political power” of the EU, despite the incorrect reference to EU involvement in the selection of the new president of the World Bank. A third change is not identified. Two points were awarded for changes in Europe associated with devolution: 1 point for formation of new governments after the fall of the Soviet Union, and 1 point for conflict in the Balkans associated with the breakup of Yugoslavia. A third change is not identified.

Sample: 1C

Score: 5

This response received 1 point for defining “supranationalism,” and 1 point for identifying the European Union (EU) as an example of a supranational organization. No points were earned for the term “devolution.” Three points were earned for identifying changes in Europe associated with

**AP[®] HUMAN GEOGRAPHY
2005 SCORING COMMENTARY**

Question 1 (continued)

supranationalism: 1 point for introduction of a common monetary unit (the euro), 1 point for the opening of borders for ease of movement, and 1 point for elimination of tariffs on goods and services moving among member countries. The response does not correctly identify changes in Europe associated with devolution.

AP® HUMAN GEOGRAPHY
2005 SCORING COMMENTARY

Question 2

Overview

This question concerned immigration to the United States during the twentieth century. Although it dealt with historical trends, the question fundamentally related to processes of spatial interaction, the importance of migrants' decision-making frameworks in specific geographic contexts, and the influence of broader economic forces. The question tested depth of knowledge and analytical ability related to the "Population" section of the course (especially the items under "Population movement" in the topic outline). In addition, material from the "Industrialization and Economic Development" section of the outline (e.g., on industrialization and deindustrialization) could be integrated into discussions of the effect of economic structure on global immigration patterns. The question included a graph depicting immigration flows to the United States for the years 1900–1998. Parts A and B focused on the peaks of immigration flow in the early twentieth century. Part A required students to provide the main source areas associated with this movement, along with two key push factors, i.e., negative characteristics of the appropriate source areas promoting outmigration. Part B asked students to link this movement to fundamental changes in the structure of the U.S. economy. Parts C and D required similar information, but for the immigration peak in the late twentieth century; that is, part C asked for source areas and push factors, while part D required students to link more recent flows with changes in the structure of the U.S. economy.

Sample: 2A
Score: 10

This response correctly identifies Southern and Eastern Europe as the main source areas for immigration to the United States in the early twentieth century (1 point). Two additional points were earned for identification of two contributing push factors: the conflict of World War I and the "economic downturn" in Europe during this time period (1900–1920). Two points were earned for the identification and explanation of changes in the economic structure of the United States that contributed to early twentieth-century immigration: growth of industry and manufacturing that led to an increased demand for labor. Asia and Latin America are correctly identified as main source areas for late twentieth-century immigration to the United States (1 point). The response further identifies "lack of job opportunities" and "corrupt governments" as push factors contributing to this immigration (2 points). Part D earned 2 points for correctly identifying and explaining trends in the late twentieth century toward a "service based [*sic*] and high technology" economy in the United States, creating a demand for skilled workers in such fields as computers and science.

Sample: 2B
Score: 6

This response correctly identifies Europe as the main source area for immigration to the United States in the early twentieth century (1 point). The response fails to distinguish between push and pull factors, citing the attraction of "religious freedoms" and job opportunities rather than the factors that caused people to leave Europe. Two points were earned for recognition of rising industrialization and demand for labor as changes in the economic structure of the United States that contributed to early twentieth-century immigration. In part C only one source area is identified and the point was not awarded; however, 2 points were given for correct identification of political instability and lack of jobs as reasons for people to

AP[®] HUMAN GEOGRAPHY
2005 SCORING COMMENTARY

Question 2 (continued)

leave Asia in the late twentieth century. Part D earned 1 point for the identification of the shift toward a technology-based economy in the United States in the late twentieth century. Additional discussion of economic structure is not present.

Sample: 2C

Score: 4

This response correctly identifies Europe as the early twentieth-century source area for immigration to the United States (1 point) but cites push factors either before or after the focus time period (1900–1920). There is no discussion of changes in the economic structure of the United States in the early twentieth century; thus no points were earned. In part C, 1 point was earned for correctly identifying Asia and Latin America as main sources areas of late twentieth-century immigration to the United States. Two points were earned for correctly identifying after effects of the war in Vietnam and political oppression in Cuba as push factors contributing to this immigration. No credit was given for changes in the economic structure of the United States since the focus of discussion in part D is political rather than economic.

AP® HUMAN GEOGRAPHY
2005 SCORING COMMENTARY

Question 3

Overview

This question required students to synthesize material from a variety of topics to discuss factors contributing to urban revitalization. Specifically, the question asked for factors related to economics, demographics, urban policy, and sense of place (parts A, B, C, and D, respectively). A complete answer required the integration of material from several parts of the topic outline. Several topics within the “Cities and Urban Land Use” section of the outline were relevant (e.g., “Changing demographic and social structures,” “Urban planning and design,” “Gentrification”), as was material from the sections on “Industrialization and Economic Development,” “Population,” and “Cultural Patterns and Processes.” The question thus required sophisticated levels of analysis and integration across the discipline of human geography.

Sample: 3A

Score: 8

This response earned 2 points for identification and discussion of a shift toward professional and technological businesses as an economic factor in urban revitalization. Such businesses are recognized as a catalyst for further economic growth. Two points were awarded in part B for identification and discussion of changing population composition (e.g., Baby Boomers downsizing and single young adults) and the resulting shift in housing preferences in the urban center. In part C the identification and discussion of urban policies relating to slum clearance and development of parks and recreational areas as factors contributing to urban revitalization earned 2 points. The identification and discussion of sense of place emanating from a shared community and common interests earned 2 points.

Sample: 3B

Score: 6

This response earned 2 points for identifying two economic factors that contribute to urban revitalization: tourism and business growth, both of which attract people to the urban center. An additional 2 points were earned in part B for the identification and discussion of changing population composition due to the attraction of amenities in or near the urban center. The response also identifies gentrification in areas of older housing. No additional points can be given for extra information in this section. The response to part C does not include reference to urban policy. Part D earned 2 points for the identification and discussion of community pride as an important part of sense of place.

Sample: 3C

Score: 3

This response earned 1 point for noting the importance of tourism as an economic factor that contributes to the revitalization of the urban center. There is no identification or discussion of a second factor. The response does not address demographic factors that contribute to urban revitalization. In part C the role of zoning laws is cited for 1 point. Part D earned 1 point for the identification of the attraction of historic places as a factor contributing to sense of place.