

2018

AP<sup>®</sup>

CollegeBoard

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# AP Human Geography

## Scoring Guidelines

# AP<sup>®</sup> 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.

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## Question 2

**6 points: (2 + 2 + 2)**

**A. Explain TWO ways gentrification may positively impact neighborhoods. 2 points**

- A1. Increasing property values or as properties are renovated they rise in value.
- A2. Increasing tax base; as properties are renovated they are reappraised for higher property tax values.
- A3. Stimulating new businesses and/or investment. New businesses are attracted to the area due to increased incomes of new residents and/or increased tourism.
- A4. New employment either in construction (short term) or in the new businesses that open (longer term).
- A5. Changing cultural landscape as a result of restoration efforts, aesthetic improvement of older or decaying structures, neighborhood rehabilitation, or historical preservation of structures or neighborhoods.
- A6. Improvement in business services and consumer, resident, or visitor amenities (e.g. young, diverse, “cool city” factor).
- A7. Improvement in public infrastructure, e.g., new sidewalks, repaved roads, community centers, parks, upgrading of utilities.

**B. Explain TWO ways gentrification may negatively impact neighborhoods. 2 points**

- B1. Displacement due to rising property values and rents; impacting less affluent, elderly, or marginalized groups.
- B2. Changing cultural landscape as modern or contemporary buildings take the place of traditional or historic architecture.
- B3. Increased social tension due to changes in neighborhood characteristics, diversity, and opportunities.
- B4. Displacement may lead to increased homelessness.
- B5. Decrease in the number of homes available for rent that could impact low-income residents.
- B6. Changing businesses as small, locally-owned businesses are replaced with national or global chains, franchises or companies with prohibitively expensive goods and services.
- B7. Shift in dwelling use from residential to commercial, or change in the type of available housing units, going from multifamily structures to single-family structures; or single-family structures to condominiums.

**C. Identify and explain one way city governments may reduce the negative impacts of gentrification. 2 points (1 identification + 1 explanation)**

Identification	Explanation
C1. Affordable housing programs	a. Policies to ensure affordable housing (e.g., rent control, public housing developments) or require developers to add affordable housing units
	b. Rent subsidies, tax credits, or reduced property taxes for longtime residents that allow them to stay in the neighborhood
	c. Establishing low-cost or charitable group home renovation programs
C2. Historical preservation laws	a. Purchase of development rights for buildings or homes from low-income residents, or enlist non-profit organizations to purchase, manage, or preserve buildings or homes of low-income residents
	b. Enforcing historical preservation laws to maintain the architectural character of the neighborhood
C3. Urban planning or zoning	a. Ensuring planning involves participation of entire community, transparency in the planning process, planners work with elderly and low-income residents
	b. Development of community services or retailing for lower-income residents such as food stores, medical services, housing, training, and jobs programs

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### Question 3

**8 points (1 + 3 + 4)**

**A. Identify TWO specific means of global diffusion from the following. 1 point**

Internet, email, social media (Twitter, Snapchat, Facebook, Instagram, etc.), celebrities, television, radio, movies, computers, phones, newspapers, streaming services (YouTube, Netflix, Hulu, etc.), music, plays, books, comic books, manga, anime, magazines, podcasts, language learning programs, graphic t-shirts with terms.

**Note:** “Media” or “technology” are not acceptable.

**B. Explain how terms diffuse spatially through EACH of the following processes. 3 points (1 + 1 + 1)**

**Note:** Definitions alone are not acceptable; response must explain spread of the term(s):

**1. Relocation:** a person who uses a term moves to a new location and continues to use the term in the new location, OR a form of media, in which a term is used, is relocated to a new place and the term is used in the new location.

**2. Contagious:** an individual uses, or individuals use, the new word and then acquaintances (or those in close proximity to them) begin to use the word as well.

**3. Hierarchical:** celebrities start to use the new word and then it spreads to others down the social hierarchy OR people in large cities start to use the word and then the word eventually gets to smaller places or media markets, OR **Reverse Hierarchical:** minority use of the term spreads up the social ladder to majority group(s).

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## Question 3 (continued)

**C. Identify and explain TWO barriers to diffusion from the following. 4 points (2 identifications + 2 explanations)** Answers must be from the following, and explanations must match identifications.

Identification	Explanation
<b>C1. Distance or physical barriers</b>	Geographical separation or isolation may limit diffusion between innovators and receivers of new words or terms.
<b>C2. Age barriers</b>	Generation gap; older people may be more resistant to adopt new words or terms.
<b>C3. Linguistic barriers</b>	Popular words or terms don't translate readily to other languages; people act to preserve or protect their language from external influence.
<b>C4. Religious barriers</b>	Religious rules or laws may prevent the use of foreign language or popular culture words or terms; rules or law that restrict behaviors described by the words or terms.
<b>C5. Political barriers</b>	Internet or media censorship in some countries, language protection laws to ban foreign-language media that use new words or terms.
<b>C6. Folk or local culture</b>	Desire to cling to traditions, or reject new forms of language, media, or technology that include new words or terms.
<b>C7. Ethnic culture</b>	The desire to maintain distinctiveness, or identities may insulate groups from certain media that include new words or terms.
<b>C8. Social class barriers</b>	Those with limited access to a form of media or technology will be less likely to have exposure to certain new words; a rejection of another group's words or terms.
<b>C9. Economic barriers</b>	May limit access to media, celebrities, movies, and expensive media, which use new words or terms.
<b>C10. Regulatory barriers</b>	Import laws (customs), trade agreements, media contracts, or media providers delay the diffusion of popular culture, which includes new words or terms.