



AP[®] Human Geography 2007 Scoring Guidelines

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 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven 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.

© 2007 The College Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Central, SAT, and the acorn logo are registered trademarks of the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation.

Permission to use copyrighted College Board materials may be requested online at:
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: apcentral.collegeboard.com.

**AP[®] HUMAN GEOGRAPHY
2007 SCORING GUIDELINES**

Question 1

PART A (1 Point)

Apply the underlying principles of von Thünen’s agricultural land-use model to predict the locations of the activities shown in X and Y relative to a large urban area.

Must identify the location of **BOTH** agricultural activities relative to the city.

- **X** is located closer to the city, or in the city, and **Y** is located farther from the city.

PART B (2 Points: 1 point for identifying a concept, and 1 point for explanation)

Choose either activity X or activity Y and apply the underlying principles of von Thünen’s agricultural land-use model to explain the location of the activity.

1 point: Must identify a concept that relates to the location of the agricultural activity at either X or Y.

- X—intensive agriculture, higher-value land, perishable goods, accessibility to market, where the farmer can maximize profit
- Y—extensive agriculture, lower-value land, fewer perishable goods, less accessibility to market, where the farmer can maximize profit

1 point: Explanation of why the concept caused this type of farming to locate at X or Y.

PART C (4 Points: 1 point for the identification of each of two factors, and 1 point for each of two discussions)

Discuss two factors that explain why agricultural land-use patterns today differ from those developed by von Thünen’s model in 1826.

1 point: Must identify and briefly explain a factor that results in agricultural land-use patterns different than those proposed in von Thünen’s model:

- refrigeration and food preservation
- improved transportation
- regional, global markets; corporate decision making
- government policy
- agricultural products used for purposes other than food (multiple use)
- forests no longer occupy a zone close to the market

1 point: The discussion must relate to today’s spatial pattern of agricultural land use compared to the pattern suggested by von Thünen’s model of 1826 (pattern-based discussion).

AP[®] HUMAN GEOGRAPHY 2007 SCORING GUIDELINES

Question 2

At the same time that English is solidifying its role as the world’s premier lingua franca, lesser-used minority languages (such as Welsh, Basque, and Inuktitut) are undergoing revival.

Discuss three distinct factors promoting the revival of minority languages in the face of globalization.
(6 points)

Only the first three factors receive credit, **BUT look at ALL supporting evidence for processes. Examples get credit.**

One point for Factor column and 1 point for Process/Example column.

Factor	Process/Example
Groups other than governments try to maintain their distinctive culture by resisting English (folk culture)	Elders teaching young people, etc. Native Americans, minority languages in China, Cornish in England.
Devolution (a transfer of power from a higher to a lower level of government) Separatist—regional autonomy (centrifugal force)	Central government allows a minority language found in a region, within a state, that wishes a separate identity to be used—e.g., Breton, Welsh, Maori, Inuktitut; OR nationalists/separatists promote the local language as a way to resist the central or national political culture—e.g., Basque.
Government policies to promote unity in multicultural state (centripetal force)	The central or national government of a state adopts two or more official languages to reduce the threat of secession; OR examples: Belgium, Canada, South Africa, Singapore, India, Nigeria.
Nationalism —government policies to increase nationalism in country	Some newly independent states reestablish the indigenous language as a statement of political and cultural independence; OR examples such as Ireland/Gaelic, Israel/Hebrew.
Modern electronic communications or improved communications (but not mass media) can enable small groups of people to stay in touch and reinforce the use of a minority language	The rise of mass personal communications tools such as the telephone, Internet, photocopier, and narrowcasting via cable TV, radio and TV stations, and specialized newspapers and magazines can enable minority groups to resist the power of mass media and maintain their language.

**AP[®] HUMAN GEOGRAPHY
2007 SCORING GUIDELINES**

Question 2 (continued)

Factor	Process/Example
Tourism	Some minority languages have become part of the tourist landscape because tourists want to see something authentic; examples: Welsh, Irish.
Government policy to support minority language for nonpolitical reasons	European Union's Bureau for Little Used Languages or the end of forced assimilation of Native Americans in the United States. French policy of supporting regional variations of premodern French.

AP[®] HUMAN GEOGRAPHY 2007 SCORING GUIDELINES

Question 3

Economic restructuring is transforming the world economy.

Part A

Define and discuss the key features of the new international division of labor (also known as global division of labor). **(2 points)**

“... the reorganization/relocation of economic activities (e.g., jobs) from a national to a global scale.”

Economic interdependence/globalization	Dependence of the core (MDC) on lower-cost production from the less-developed countries (LDCs) for mass-produced goods.
Transportation/communications	Time-space compression via communications and transportation efficiencies leads to separation of production and consumption.
Comparative advantage	Advantages to locations that combine lower operating costs (labor, taxes, relaxation of environmental regulations, specialization efficiencies) resulting in trade/sale opportunities.
Outsourcing/offshoring	Specialized jobs contracted to companies/locations in order to achieve comparative advantages.
Profit drive	Transnational/multinational corporations need to reduce costs.
Trade agreements	Formal agreements such as NAFTA and company/country pacts that reduce trade barriers (tariffs, borders).
Foreign management	Upper management is from MDCs and not the local economy.

Part B

Explain an impact of the new international division of labor on the socioeconomic structure of the United States. **(2 points)**

Unemployment	Job losses affect the middle class. The remaining management and service jobs increase the income gap.
Deindustrialization	Regional unemployment requires retooling/reeducation into tertiary/quaternary sector jobs.
Profit	Drive for profits via division to LDCs has combined with consumerism to swell retail jobs. However, these jobs are largely at the part time/nonbenefit level.
Internal migration	Migration from areas of unemployment to areas of employment (Rust Belt to Sun Belt)

**AP[®] HUMAN GEOGRAPHY
2007 SCORING GUIDELINES**

Question 3 (continued)

Labor relations	Decrease in membership in and influence of labor unions.
Consumption	Availability of less-expensive goods changes the standard of living.

Part C

Explain an impact of the new international division of labor on the socioeconomic structure of developing countries such as Mexico, China, and India. **(2 points)**

Added job opportunities	Positive addition to personal and national income that raises societal status, family income, etc.
Gender	Entry of women into work force means added income for household support, which improves the standard of living and lowers population growth rate.
Child labor	Use of child labor discourages further education.
Wage gap	Increased wage gap between the local “haves” and “have nots.”
Migration	Migration of nationals to specialized manufacturing areas improves personal economic positions but weakens family and traditional cultural ties—coastal China, maquiladoras or Mexico.
Environmental	Relaxation/lax enforcement invites new health ailments/problems.
Regional growth	Location of new jobs fosters regional growth and concentration of wealth, pollution, etc. Uneven nature of growth creates a spatial gap between “have” and “have not” areas.
Cultures change	Westernization of production, management, etc., changes the social and cultural relationships (e.g., women in the workplace, language, cultural disruption).