



AP[®] Human Geography 2002 Scoring Commentary

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**AP[®] HUMAN GEOGRAPHY
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Question 1

Sample 1A-W (Score 8)

This student received 3 out of 4 possible points in Part A. One point for a definition of nation, 1 for a definition of state (the answer lacks a statement on sovereignty), and 1 for a definition of nation-state.

In Part B, the student received 1 of 2 possible points. No credit was given for European examples (Scotland was not credited as a nation-state.) One point was earned for examples in Southwest Asia.

Part C earned 4 out of 4 possible points. Two points were earned for an example and explanation of conflict in Europe and 2 for an example and explanation of conflict in Southwest Asia.

Sample 1B-W (Score 10)

This student earned all 4 possible points in Part A. One point for a definition of nation, 2 for a definition of state (the answer has a statement on sovereignty), and 1 for a definition of nation-state.

In Part B, the student received 2 of 2 possible points. One point was earned for European examples and 1 for examples from Southwest Asia.

Part C earned 4 out of 4 possible points. Two points for an example and explanation of conflict in Europe and 2 for an example and explanation of conflict in Southwest Asia.

Sample 1C-W (Score 6)

This student earned 4 out of 4 possible points in Part A. One point for a definition of nation, 2 for a definition of state (the answer has a statement on sovereignty), and 1 for a definition of nation-state.

This student earned no credit in Part B.

Part C earned 2 out of 4 points. No points were earned for an example and explanation of conflict in Europe; 2 points were earned for an example and explanation of conflict in Southwest Asia.

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Question 2

Sample 2A-W (Score 4)

Credit was awarded for explanations in all four parts of this question. No points were given for specific examples.

In Part A, 1 point was given for the explanation of how sacred sites in Jerusalem effect landscape.

Part B earned 1 point for how burial practices can create different cultural landscapes.

In Part C, 1 point was awarded for how architecture can create different cultural landscapes.

Part D earned 1 point for how place names can create different cultural landscapes.

Sample 2B-W (Score 5)

In Part A, 1 point was given for the identification of Ganges as a sacred site.

Part B earned 1 point for the effect of ancient Egyptian burial practices on present landscape.

In Part C, 2 points were awarded for an example of European church architecture and its impact on landscape.

Part D earned 1 point for how religious place names might create a perceptual region.

Sample 2C-W (Score 8)

In Part A, 2 points were given for an example of the Kaba'a and its impact on the cultural landscape via the movement of people (pilgrims).

Part B earned 2 points for the example of the practice of cremation in Hindu religion and its impact on the cultural landscape at the shore of the Ganges and absence of cemeteries.

In Part C, 2 points were awarded for an example of the distinctive design of mosques and their role as focal points in the development of surrounding residential districts.

Part D earned 2 points for an example of Christian place names in North America and their role in the creation of an understanding of the people who once lived in the area.

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Question 3

Sample 3A-W (Score 7)

In Part A, 6 points were earned overall. Two points were given for low-income single women with children in Zone X needing to be near schools because of the restrictions on their ability to move (time-geography). Two points were earned for low-income women to be in Zone X to have access to employment opportunities in warehouse/manufacturing district and downtown. Two were awarded for wealthy widows living in Zone Y for amenities. No credit was given for points for a second factor in Zone Y.

Part B earned a total of 1 point for a discussion of Hoyt's concept of a high-income sector.

Sample 3B-W (Score 10)

In Part A, 8 points were earned overall. Two points were given for never-married women with children selecting this area (Zone X) to live so they can be close to semi-skilled or unskilled employment opportunities in nearby manufacturing/warehouse district. Two points were earned for an example of family breakdown causing female with children to seek low-cost housing (in Zone X) because of minimum child-support payments from ex-spouse. Two were awarded for professional women with children seeking out amenities of high-income neighborhood (Zone Y), and 2 points were earned for divorced women with children and an adequate settlement (income) living in high-income neighborhoods (Zone Y).

Part B earned a total of 2 points for a discussion of Hoyt that points out the model's use of transportation corridors as a structure feature that creates the sectors and the model's explanation for low-income sectors close to industrial areas.

Sample 3C-W (Score 11)

In Part A, 8 points were earned overall. Two points were given for never-married women with children selecting Zone X to live in so they can be close to semi-skilled or unskilled employment opportunities in nearby manufacturing/warehouse district. Two points were earned for an example of family breakdown causing female with children to seek low-cost housing (Zone X) because of minimum child-support payments from ex-spouse. The low-income area is most likely to contain public housing that would be available for women of limited means with children. Two were awarded for professional women with children seeking amenities of high-income neighborhood (Zone Y), and 2 points were earned for divorced women with children and an adequate settlement (income) living in high-income neighborhoods (Zone Y).

Part B earned a total of 3 points for a discussion of Hoyt that points out the model's use of transportation corridors as a structure feature that creates the sectors and the model's explanation that low-income areas are located near transportation corridors and manufacturing centers. It also states that the high-income sector extends from the edge of the CBD outward toward landscape amenities such as water features or recreation facilities, such as golf courses.