



## AP<sup>®</sup> Human Geography 2003 Scoring Guidelines

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**Question 1**

<b>Evidence from maps (3)</b> (1 point each)		<b>Ways (3) that “Core-Periphery Relations” explains:</b> (1 point each)
Primacy	BA	<ul style="list-style-type: none"> <li>• Primate cities are economically dominant.</li> </ul>
	BA	<ul style="list-style-type: none"> <li>• Primate cities were colonial economic hubs.</li> </ul>
Rank-Size	Germany	<ul style="list-style-type: none"> <li>• Rank-Size Rule reflects a mature, integrated (global core) economy.</li> </ul>
Road systems	Argentina	<ul style="list-style-type: none"> <li>• In the global periphery, road systems built for an export-oriented economy.</li> </ul>
	Germany	<ul style="list-style-type: none"> <li>• In global core, an integrated road system supports advanced/complex economy.</li> </ul>
Ports/entrepôts	BA, Hamburg, border cities of Germany	<ul style="list-style-type: none"> <li>• Ports/entrepôts are nodes of economic activity, control, and coordination.</li> </ul>
City size	Argentina	<ul style="list-style-type: none"> <li>• Core power diminishes with distance from core (distance decay).</li> </ul>

**Note:**

- 6-point answers MUST have referred to both Argentina and Germany. (If only one country, 5 pts.)
- Acceptable synonyms for primate include: “two times the next largest city”, “majority of the population”, “dominant city”. Unacceptable: “mega city”, “large city”, “largest city”.

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## Question 2

Translation: What is this question asking?

The focus is on ...

- Place/Placelessness
- Landscape and distinctiveness
- How tourism affects this distinctiveness
- What you see in a landscape

	Identify ( <b>Process at work</b> )		Explain ( <b>Evidence in the landscape</b> )	
A. Diminished	Any ONE of the following: <ul style="list-style-type: none"> <li>• Standardization</li> <li>• Homogenization</li> <li>• Uniformity</li> <li>• Sameness</li> </ul> [or any defensible synonym]	1 point	<ul style="list-style-type: none"> <li>• Hotel/fast food chains</li> <li>• Infrastructure (airports, roads)</li> <li>• Resorts/theme parks (trails, ski runs, etc.)</li> <li>• Environmental degradation (litter, pollution, impacts on wildlife)</li> </ul>	1 point for a limited explanation  2 points for an extended explanation with appropriate examples
B. Enhanced	Any ONE of the following: <ul style="list-style-type: none"> <li>• Place preservation</li> <li>• Place uniqueness</li> <li>• Place marketing</li> </ul>	1 point	<ul style="list-style-type: none"> <li>• Promotion of exotic scenery, wildlife, beaches, ecotourism</li> <li>• Conservation of natural resources</li> <li>• Maintaining cultural landscapes:               <ul style="list-style-type: none"> <li>-Preservation of historic buildings, sites</li> <li>- Sustaining indigenous lifestyles (cultures, arts, crafts)</li> </ul> </li> </ul>	1 point for a limited explanation  2 points for an extended explanation with appropriate examples

**Note:** Common errors to watch for:

- Students may perceive “diminishing” as a synonym for “bad” and “enhancing” as a synonym for “good.” This question does not call for a value judgment. Expressing an opinion should not be counted against the student, but neither does it earn any credit.
- Students may treat tourism as solely an economic consideration. No credit is lost for such a statement, but this question is about tangible manifestations of distinctiveness in the landscape, not economic development.

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**Question 3**

Part A (1 point)	<ul style="list-style-type: none"> <li>• A decreasing death rate in Europe led to increased population.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Europe's position in stage 2-3 led to increased population (implies the above).</li> </ul>	
Part B (2 points)	<b>Identify (1 point)</b>	<b>Explain (1 point)</b>
	<ul style="list-style-type: none"> <li>• Collapse of agriculture</li> </ul>	Potato famine; Irish migration (push)
	<ul style="list-style-type: none"> <li>• Economic</li> </ul>	<ul style="list-style-type: none"> <li>• Downturns, e.g., Norway, Sweden (push)</li> <li>• Job opportunities in United States (pull)</li> <li>• Recruiting, e.g., RRs in United States (pull)</li> </ul>
	<ul style="list-style-type: none"> <li>• Cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Religious persecution, e.g., Germans, Russian Jews (push)</li> <li>• Network connections/chain migrations (pull)</li> </ul>
	<ul style="list-style-type: none"> <li>• Political</li> </ul>	Instability, repression, lack of freedom (push)
Part C (3 points)	<b>Aspects</b>	<b>Explain</b>
	<ul style="list-style-type: none"> <li>• Europe's low BR/DR (stages 4-5)</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Europe with aging population</li> </ul>	<ul style="list-style-type: none"> <li>• General labor shortage</li> <li>• Specific labor shortages (e.g., skilled, etc.)</li> <li>• Avoid population decline</li> <li>• Immigrants as scapegoats</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• General labor shortage</li> <li>• Specific labor shortages (e.g., skilled, etc.)</li> </ul>
	<ul style="list-style-type: none"> <li>• North Africa's high BR (stage 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Overpopulation</li> <li>• Labor surplus</li> </ul>

**Note:** In Part C, points are awarded for explanations derived from appropriate aspects of the demographic transition model.