



AP[®] Human Geography 2008 Scoring Guidelines

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Question 1

Von Thünen’s model of land use and Burgess’ model of land use are similar in appearance but different in their geographic setting. Analyze and discuss the two models in terms of each of the following:

Part A (1 point)

For each of these models, identify the type of land use the model addresses.

Acceptable answers (both are required)

- Von Thünen: agricultural, farming, or rural
- Burgess: urban, city, or a minimum of two descriptors

Note: Students may receive credit for this answer if reference is made elsewhere in part B or part C to Burgess, along with words descriptive of urban land use (e.g., “residential” or “housing” and “manufacturing” or “warehousing”). *But, students cannot use the same point twice.*

Part B (2 points)

Identify two assumptions that are shared by both models.

Any two of the following

- Isotropic flat plain or uniform surface; featureless
- Importance of centrality (e.g., accessibility to market; CBD)
- Individuals maximize profit/minimize costs/maximize use—“highest and best use”
- Transportation costs are proportional to distance in all directions
- Single market or CBD (e.g., isolated state)

Part C (4 points: 1 point for the identification of each of the models’ effects, and 1 point for each of the two explanations)

For each of these models, explain how relative location affects land-use patterns.

VON THÜNEN

Effect	Explanation
Intensive land-use near market	High profit(s) needed to pay rent
Wood and perishable/fragile products near market	High (frequent) transportation to nearby market
Extensive agriculture (grain crops/grazing) at the periphery	Low land rent or low transportation costs

BURGESS

Effect	Explanation
Intensive land use near CBD	High costs of land/accessibility
Intensity/density of residential land use decreases with distance away from CBD	Households and other land uses locate away from the CBD, as they can afford transportation
High socioeconomic class at edge of city	Households in this range can afford larger homes and acreage, as well as transportation

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Question 2

Regional migration patterns within the contiguous United States are the result of several factors. The map above shows net migration at the county level, but these data support generalizations about migration patterns at the regional scale.

Part A (1 point: Two correct responses are required.)

Identify two specific regions that have experienced net in-migration.

Acceptable

- Any specific region that is correctly identified based on the map: for example, Pacific Northwest, Southwest, Northeast, Southeast, Sun Belt, Megalopolis, Mountain West, East Coast, Ozarks, Appalachia, Upper Great Lakes
- The following individual state names are acceptable:

Arizona	Maryland
California	New Hampshire
Delaware	Tennessee
Florida	Vermont
Maine	Virginia

- Other states may be named if accompanied by an appropriate descriptor: for example, western Oregon

Unacceptable

- South, North, East, West, West Coast, Great Lakes, Coastal Plain, urban, or rural (not specific enough)

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Question 2 (continued)

Part B (1 point: Two correct responses are required.)

Identify two specific regions that have experienced net out-migration.

Acceptable

- Any specific region that is correctly identified based on the map: for example, Great Plains, Midwest, the Rust Belt, metropolitan areas such as New York and Los Angeles, Mississippi Delta, Deep/Old South, Great Lakes, Corn Belt, Texas Panhandle, Lower Mississippi
- The following individual state names are acceptable:

Alabama	Massachusetts	North Dakota
Illinois	Mississippi	Ohio
Indiana	Montana	South Dakota
Iowa	Nebraska	Utah
Kansas	New Mexico	
Louisiana	New York	

- Other states may be named if accompanied by an appropriate descriptor: for example, northern Maine

Unacceptable

- South, North, East, West, urban, or rural (not specific enough)

Part C (6 points)

Note: This question deals with *domestic* migration within the United States. If a student's answer refers to immigrants or emigrants, it must discuss their migration *within* the United States in order to receive credit.

Explain the processes that contribute to the general patterns of migration within the United States shown on the map in terms of each of the following:

1. Economic structure (2 points)

(Remember that the question asks about economic *structure*, not the concept of push-and-pull factors.)

- Changing techniques and/or practices in primary-sector activities (mechanization, corporate farms): Loss of primary-sector jobs leads to out-migration from rural areas.
- Deindustrialization: Loss of secondary-sector jobs leads to out-migration from these areas.
- Shift to tertiary- and quaternary-sector jobs (high tech, recreation/resort, health care): Location of these jobs is often based on amenities and/or new technologies, which leads to in-migration to these regions.
- Suburbanization: Growth of jobs in suburban areas at the expense of the city leads to in-migration to the suburbs.

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Question 2 (continued)

2. Friction of distance (2 points)
 - Gravity model (people migrate to larger places, closer places, etc.): Areas of in-migration may be related to the amount of interaction between places (friction of distance concerns are relevant to migration decisions).
 - Telecommuting: It is no longer necessary to live close to work; people can locate outside of main employment centers—i.e., suburbs or beyond (friction of distance is less important than it was previously).
 - Suburbanization/sprawl/interregional migration: People are willing to commute or move greater distances because of improved transportation and/or communication (friction of distance is less important than it was previously).
 - Change in locational decision making: Footloose industries are more flexible about where they locate, including areas that were not previously part of the economic heartland; this leads to the in-migration of people for these new jobs.

3. Age structure of the population (2 points)
 - Retirees move to retirement areas such as the Sun Belt or Florida to take advantage of weather, amenities, etc.
 - Young people move to areas for more employment choices or for greater social or cultural opportunities (not for educational purposes).
 - Young couples with children move toward suburban locations to provide amenity-rich environments for their families.

Note: In each case, students may earn 1 point for identifying the process and an additional point for explaining the connection between the process and migration. The second point must come from the explanation; it cannot be awarded for a second identification.

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Question 3

Countries in the graph above have been chosen to illustrate an important trend in education patterns in the developing world.

Part A (1 point)

Identify the trend shown in the graph above.

Acceptable answer

- There is an increase in girls attending secondary schools. Any plausible response that identifies this trend receives credit.

Part B (2 points: 1 point for the correct identification of an effect and 1 point for a correct explanation)

Identify and explain an effect of the trend on population growth in the developing world.

Identification of Effect	Explanation of Effect
<p>As more girls are educated . . .</p> <ul style="list-style-type: none"> • Fertility rates decrease • Population growth decreases • Crude birth rate drops • Natural increase rate slows • Developing countries may enter later stages of the demographic transition model • Total fertility rate (TFR) drops • Infant mortality rates decrease • Maternal mortality rate declines 	<ul style="list-style-type: none"> • Opportunity cost of having children increases as women are educated • Employment outside of the home increases • More opportunities less focused on the home and greater desire for/choice of a career outside • Women marry later in life, delay childbearing, and therefore have fewer children • More access to birth control, family planning • Impact on dependency ratio • Impact of the concept of demographic momentum, e.g., in India if childbearing-age females have fewer children, over time (couple of generations) population growth will slow and eventually stabilize • Women are better prepared to take better care of their children • Reduction in pregnancies and associated deaths

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Question 3 (continued)

Part C **(2 points: 1 point for the correct identification of an effect and 1 point for a correct explanation)**

Identify and explain an effect of this trend on economic development in the developing world.

Identification of Effect	Explanation of Effect
<p>As more girls are educated . . .</p> <ul style="list-style-type: none"> • Economic development rates increase • Economy improves • Economic growth increases • Country's wealth (GDP, GNP, PPP, GNI) increases • Literacy rates improve, leading to increases in economic development • More women go into business; more women enter the workforce 	<ul style="list-style-type: none"> • Expanded skilled/qualified labor force • Expanded workforce leads to lower wages • Better-paying jobs for women; more income to spend on family needs, including education • More productive workforce; more literate population is more economically productive • Women employed less in agriculture and more in industrial/service sectors • Targeted economic development programs from NGOs and GOs • Microindustries • Education enables women to use technology, financial skills, etc. needed to run a business • More jobs created in the secondary/tertiary sector allow women to have more disposable income • Educated women own small businesses in developing countries • Women work more in the formal, rather than informal, sector of the economy

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Question 3 (continued)

Part D **(2 points: 1 point for the correct identification of an effect and 1 point for a correct explanation)**

Identify and explain an effect of this trend on gender roles in the developing world.

Identification of Effect	Explanation of Effect
<p>As more girls are educated . . .</p> <ul style="list-style-type: none"> • Women have more freedom, choices, respect, opportunities • Women have enhanced social/legal/socioeconomic status • Overall wellness of a society is created by gender equity • Women have more social and political rights • Women assume more positions of power • Gender empowerment measure increases • Gender gap is reduced • Women challenge traditional social norms • Women take roles traditionally held by men • Migration patterns change (at range of scales) • Social disruption may occur 	<ul style="list-style-type: none"> • Examples of these specific measures, such as more participation/leadership in the economy, society, and government; enhanced political rights • Women are hired without sexism, discrimination • Integration of women into previously male-dominated workplaces/roles • Women forge careers outside of the home • Transformation of traditional male/female, husband/wife roles • Greater financial independence subverts patriarchy • Increased remittances • Higher rates of divorce; increased/decreased violence against women; fewer/more dowry deaths, honor killings, etc.