



AP[®] Human Geography 2012 Scoring Guidelines

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Question 1

Walls and other barriers built by countries to establish their borders are some of the oldest and most controversial elements in the cultural landscape.

Part a (3 points)

Identify three examples of walls or other barriers built by countries in the twentieth and twenty-first centuries.

Examples of walls or other barriers that have been controversial and were constructed during the designated time frame (1 point each)

- U.S.–Mexico wall
- Berlin Wall (East Berlin–West Berlin)
- North Korea–South Korea Demilitarized Zone
- Israel–Palestine (or Israel–West Bank or Israel–Gaza) wall (Green Wall)

Part b (1 point)

Explain the purpose of one of the examples you identified in part a.

Purposes of the examples identified in part a

- U.S.–Mexico wall: to slow/control the flow of illegal immigrants/goods from Mexico
- Berlin Wall (East Berlin–West Berlin): to prevent East Germans from fleeing to the West
- North Korea–South Korea Demilitarized Zone: to act as a buffer zone in order to reduce the likelihood of violence
- Israel–Palestine (or Israel–West Bank or Israel–Gaza) wall (Green Wall): to reduce the threat of terrorist activity

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Question 1 (continued)

Part c (3 points)

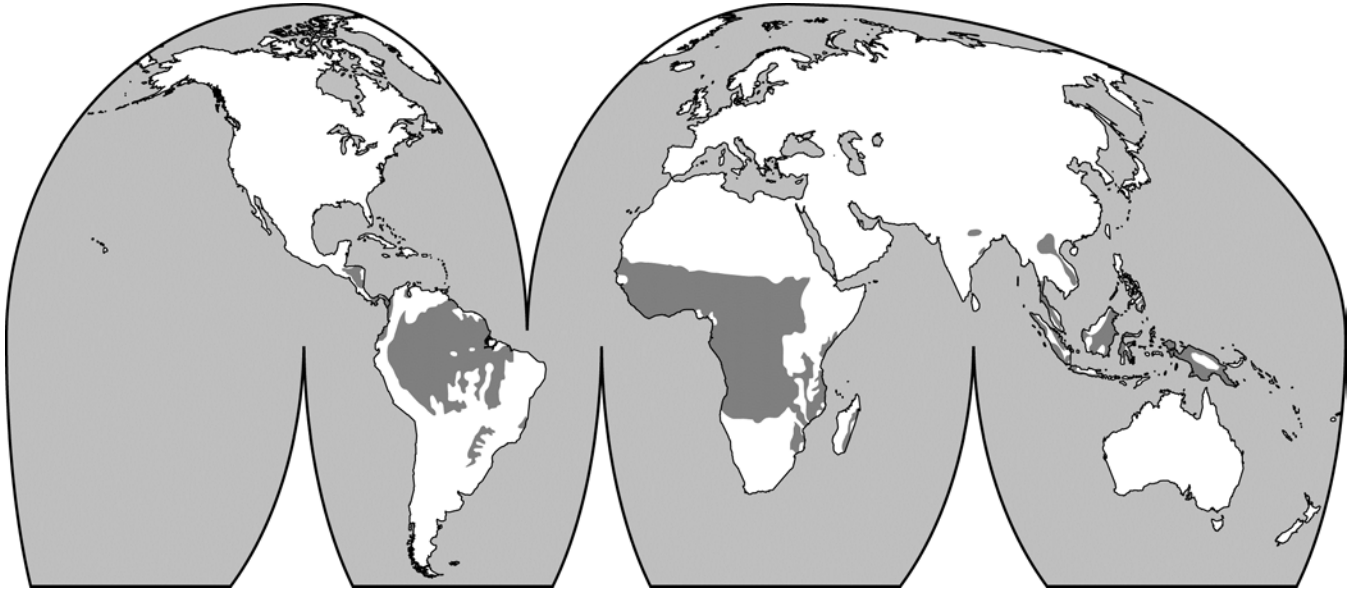
For each of the categories listed below, discuss a consequence faced by countries as a result of walls or other barriers established along their borders.

- i. social or political
- ii. economic
- iii. environmental

| |
|--|
| Social or political consequences (1 point) |
| <ul style="list-style-type: none">• Increased tension between neighboring countries or among citizens within a “walled” country (e.g., East Berlin)• Increased isolation (reduction in the diffusion of culture)• Stigmatizing of excluded population (either internally or externally)• Promotes nationalism, reduces foreign influences, increases xenophobia• Illegal crossing of the border becomes more dangerous• Separation of families, friends, relatives, cultural groups• International censure• Increased protection/security from either real or perceived threats• Reduced face-to-face interaction between people of neighboring countries• Increased virtual communication between people of neighboring countries• Generates increased creativity in terms of how to get past the barriers• Reduced seasonal migration |
| Economic consequences (1 point) |
| <ul style="list-style-type: none">• Cost of construction, maintenance, staffing• Creates jobs: construction, maintenance, staffing• Reduction in flow of illegal goods• Reduction in flow of illegal labor and potential savings in social costs• Loss of job opportunities for those excluded, less money earned/sent home, reverse remittances• Loss of cheap labor• Increased cost of smuggling (humans, drugs, other goods)• Reduced seasonal migration |
| Environmental consequences (1 point) |
| <ul style="list-style-type: none">• Interrupts the migration of various species (plants or animals or both)• Impact on natural habitats as a result of barrier construction or new smuggling routes through pristine areas, or both• Visual scarring on the landscape (aesthetics, urban blight) |

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Question 2



The map above shows areas of shifting cultivation, a form of subsistence agriculture.

Part A (1 point)

Define subsistence agriculture.

Any of the following is a correct response:

- Food grown for the farmer or farmer's family/kin
- Food grown for *local consumption* for village/community market
- Food NOT grown for commercial purposes/sold for revenue

Note: Students cannot earn this point by explaining the market alone.

Part B (1 point)

Describe the practice of shifting cultivation.

Students must describe all three of the following processes to earn this point:

Clearing

(e.g., slash-and-burn
swidden, milpa,
patch, chitemene,
ladang)

→

Farming

(until land is no
longer fertile because of
nutrient depletion)

→

Moving (shifting) to another plot of land

Note: Referencing "crop rotation" is incorrect.

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Question 2 (continued)

Part C (1 point)

Explain one reason why shifting cultivation was sustainable in the past.

Either of the following is a correct response:

- Must link *lower/smaller/less* population AND *more* available land/cultural adaptation/environmental adaptation. *Note:* References to global land are incorrect.
- Lower *physiologic/nutritional/agricultural* density. *Note:* References to lower population density are incorrect.

Part D (4 points)

Explain two reasons why shifting cultivation is expected to diminish during the twenty-first century.

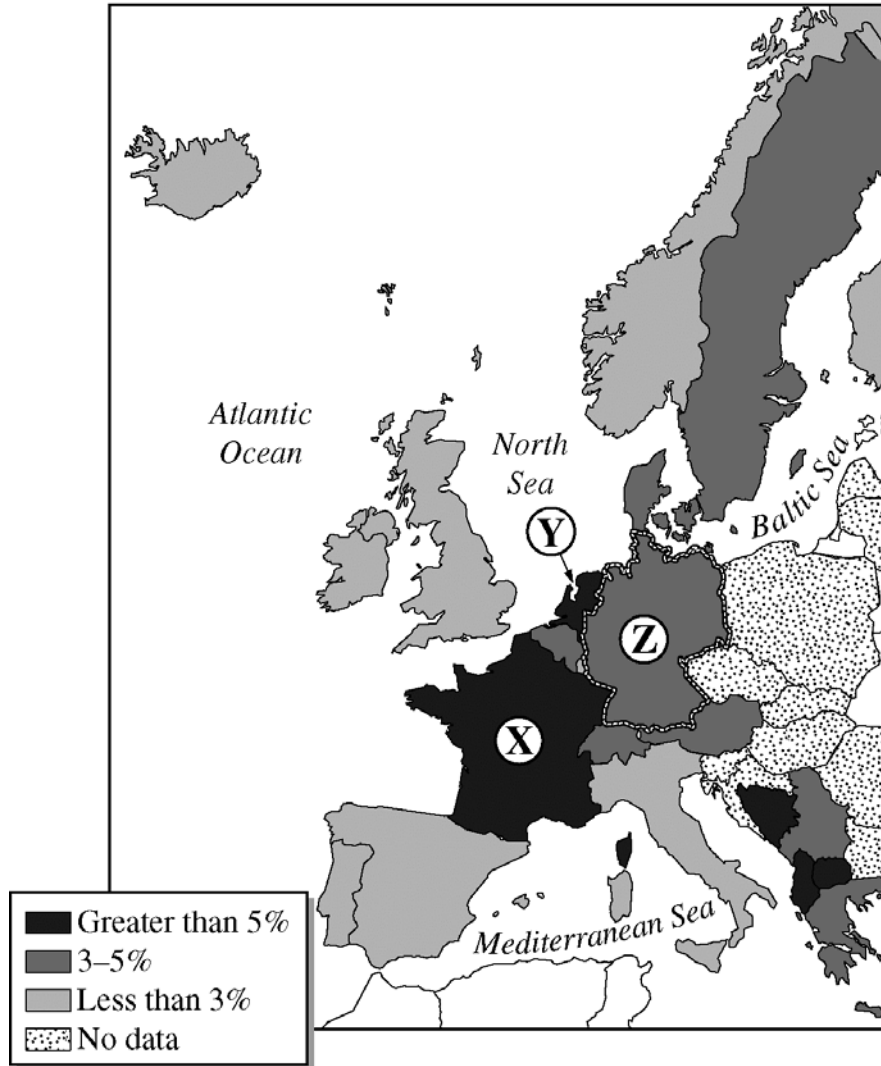
| Reasons (2 points) | Explanation (2 points) |
|---|---|
| Technological advancements (e.g., fertilizers, hybrid seeds, pesticides) | <ul style="list-style-type: none"> • Leads to increased yields/food quantity • Leads to sedentary farming • NOT just “Green Revolution” |
| Expanding/growing population (NOT just “world population”) | <ul style="list-style-type: none"> • Less available land • Higher physiologic/nutritional/agricultural density • Reduced soil fertility owing to shortened fallow period |
| Commercial agriculture | <ul style="list-style-type: none"> • Profitable • Efficient • Plantation/agribusiness/cash cropping/ranching |
| Competing land-use activities (e.g., logging, corporate investment, other employment opportunities) | <ul style="list-style-type: none"> • Students must state that these occur at the expense of shifting cultivation (e.g., that they lead to environmental degradation) |
| Government/environmental policy | <ul style="list-style-type: none"> • Controls on deforestation • Restrictions on land rights or usage • Limiting carbon dioxide emissions |

Note: Two reasons and two explanations must come from two different boxes but need NOT be connected only in the manner shown above.

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Question 3

**MUSLIMS AS PERCENT OF
POPULATION IN EUROPE CIRCA 2006**



European countries have experienced an increase in Muslim population in recent decades. The map above shows the distribution and proportion of Muslims by country.

Part a (1 point)

Identify Countries X, Y, and Z on the map above.

Students must identify all three correctly in order to earn this point:

X = France; Y = Netherlands (Holland); Z = Germany

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Question 3 (continued)

Part b (2 points)

Explain two reasons for the increase in Muslim immigration to one of these countries since 1950.

Reasons for increase in Muslim immigration (students must identify a destination country) (1 point for each reason explained):

Sources of immigrants:

- France: immigration from former colonies in North and West Africa and Lebanon/Syria
- Netherlands: immigration from former colonies in Indonesia and Surinam
- Germany: immigration from Turkey and the former Yugoslavia

Push factors in specifically identified regions/countries of origin:

- Political instability/conflict/sectarian violence
- Low standards of living, oppression, gender inequality
- High unemployment and underemployment

Pull factors in destination countries:

- Availability of jobs/economic opportunities, opportunity to send remittances home
- Chance for a better life, educational opportunities, higher standard of living
- Chain migration (must be explained)
- Guest worker programs

Part c (3 points)

For the country you selected in part b, discuss the impacts of the Muslim population increase on the country's

i. urban spatial organization (1 point)

- Ethnic neighborhoods, ethnic enclaves, areas of cheap/high density housing
- Businesses, markets, signs, mosques in specific areas catering to Muslims
- Clustering, segregation

ii. population structure (1 point)

- Higher fertility rates/birth rates among Muslim immigrants
- Younger Muslim immigrants (changes age structure)
- Higher proportion of male immigrants (changes sex ratio)
- Ethnically homogeneous population becoming more diverse with the arrival of immigrants

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Question 3 (continued)

iii. social relations (1 point)

- Increased social tension (employment, cultural, political, etc.)
- Perceived threat to national unity
- Anti-immigrant policies/political parties/demonstrations/riots
- Germany: changes in citizenship rules for immigrants
- Attempts at assimilation/acculturation
- Cultural contributions to national culture