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Question 1

This question first asks students to DEFINE terms then APPLY them correctly.

10 Points Total

A. 4 points

1. Nation — 1 point
   people with shared cultural identity (or “attributes,” characteristics, common ethnicity, cultural homogeneity acceptable); no credit for shared religion or language alone

2. State definition — 2 points maximum; 1 per argument below
   - politically organized territory (political unit)
   - (sovereign) government OR independent political unit
   - recognized by international community

3. Nation-state — 1 point
   recognized political unit wherein territorial state coincides with the area settled by a certain group of people (minimum: “country with a boundary that coincides with the boundary of state); idea of national spirit or emotional commitment to state acceptable as factor in nation-state, but in this case must mention coincidence to receive credit

B. 2 points — 1 point if all three examples are correct for A; 1 point if all three are correct for B

<table>
<thead>
<tr>
<th>Region A (NB Late 20th century examples only — Post 1970)</th>
<th>Region B (NB Late 20th century examples only — Post 1970)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nation</td>
<td>Nation</td>
</tr>
<tr>
<td>Basques, Flemish, Alsatians, Scots (plus any nation-state in Europe)</td>
<td>Palestinians, Kurds, Azerbaijanis in Iran, Armenians in Turkey, Arabs, Turks (plus any nation-state in Southwest Asia)</td>
</tr>
<tr>
<td>State</td>
<td>State</td>
</tr>
<tr>
<td>Any state in Europe from the late 20th century, e.g., Germany, Czech Republic, Serbia and Montenegro (Yugoslavia acceptable), United Kingdom (NOT England)</td>
<td>Any state in SW Asia from the late 20th century</td>
</tr>
<tr>
<td>Nation-state</td>
<td>Nation-state</td>
</tr>
<tr>
<td>Any nation-state in Europe from late 20th century, e.g., Albania, Belarus, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Lithuania, Moldova, Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, Ukraine (Bosnia and Switzerland do NOT receive credit)</td>
<td>Israel, Armenia, Iran, Turkey</td>
</tr>
</tbody>
</table>
C. 4 points — 1 point for each cell of the table (i.e., 2 for region A plus 2 for region B)

<table>
<thead>
<tr>
<th>ID of country/nation(s) involved in conflict</th>
<th>Region A</th>
<th>Region B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cyprus; Yugoslavia and subsets; Northern Ireland, Basques, Belgium, Balkan States</td>
<td>Creation/expansion of Israel; Turkish nationalism; Lebanon, Iraq, Iran</td>
</tr>
<tr>
<td>Explanation of the concept that precipitated the conflict</td>
<td>land, ideology, desire for independence, autonomy; Post WWII only</td>
<td>land, ideology, desire for independence, autonomy; Post WWII only</td>
</tr>
</tbody>
</table>
Question 2

This question is worth 8 points. For each of the four cases, students score 1 point for a clear explanation of how the case shows religion affecting the cultural landscape, and a second point for giving an appropriate example.

A. Sacred sites — 2 points
To receive a point for the explanation, students must demonstrate knowledge of the definition of a sacred site (i.e., the notion of a geographic intersection between the divine and the mortal) and how a sacred site shows the impact of religion on the cultural landscape through arguments such as the following:

- the ongoing preservation of space
- the visitation of holy sites/pilgrimages by adherents
- the visitation of holy sites/pilgrimages by non-adherents (e.g., tourism)
- the development of local norms of behavior
- tension/conflict over use of sacred site

Students received a point for an appropriate example such as: Mecca, Medina (Islam), Jerusalem, Bethlehem (Christianity), Jerusalem, Wailing Wall (Judaism), Benares (Hinduism), eight holy sites associated with important events in Buddha’s life (Buddhism), Native American sites, Mayan and Egyptian pyramids, Ganges River, etc. However, in the rubric, churches do not necessarily qualify as sacred sites; the Nile River is not a sacred site; Vatican City itself is not a sacred site.

B. Burial sites/practices — 2 points
To receive a point for explanation, students must demonstrate knowledge of burial sites or practices (i.e., the development of places or activities to treat or preserve the dead) and how burial sites/practices show the impact of religion on the cultural landscape through arguments such as the following:

- impose conformity on the landscape
- affects local land use
- make the landscape distinctive

Students received a point for an appropriate example such as: cremation (practice) (Hinduism, Buddhism), park-like cemeteries (Christianity, Judaism, Islam), catacombs, burial mounds, exposure of dead, burial at sea.

C. Architecture — 2 points
To receive a point for explanation, students must demonstrate knowledge of how architecture in religion (i.e., the design of special buildings used for worship/mediation/spiritual functions) show(s) the impact of religion on the cultural landscape through arguments such as the following:

- making the landscape distinctive (e.g., representing a religious history)
- restricting/encouraging the use of land and the surrounding area
- attracting tourists

Students received a point for an appropriate example such as: any place of worship/adoration. Any structure from A and B above.
D. **Place Names — 2 points**

To receive a point for explanation, students must demonstrate knowledge of how the naming of locations shows the impact of religion on the cultural landscape through arguments such as the following:

- promoting regional distinctiveness
- confirming the importance of religion in everyday life

As with parts A through C above, just saying “named after religious leaders, saints, etc.” (i.e., defining the case prompt) received no credit as it does not qualify as an explanation.

Students received a point for an appropriate example such as: the use of names of Saints for towns demarcating the French Canadian religious landscape, the U.S. Southwest, areas settled by Christian Orthodox groups and Roman Catholics all over the world, Islamabad in Pakistan (Istanbul not credited).
This question is about applying the Hoyt Model to understand the location of households headed by females. Students’ answers should at least imply recognition of the fact that Zone X is likely a poor neighborhood and Zone Y is likely a rich neighborhood. They do not receive any value (points) for this. We do not want students trying to support the idea that Zone X is poor and Zone Y is rich with evidence from the map. We do want students explaining why there is a concentration of households headed by females in Zone X (a poorer zone) and Zone Y (a richer zone).

11 points total

A. 8 points

Four points are available for the discussion of Zone X and 4 points are available for the discussion of Zone Y. These 4 points are divided equally between the first two socioeconomic factors identified in the response, with 1 point for identifying an appropriate factor, and a second point for a discussion of this factor. The answer should at least imply recognition of the fact that Zone X is likely a poor neighborhood and Zone Y is likely a rich neighborhood (although the rubric does not award any points for this assumption.

Zone X

<table>
<thead>
<tr>
<th>Identification of factor</th>
<th>Discussion (what about this factor has led to concentration of households headed by females in Zone X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty (individual) in place (feminization of poverty)</td>
<td>Individuals in poverty seek a supply of cheap housing, which is likely to be available in Zone X</td>
</tr>
<tr>
<td>Family breakdown in place</td>
<td>Women/mothers become trapped in a cycle of poverty/deprivation</td>
</tr>
<tr>
<td>Segregation (institutional)</td>
<td>Redlining and other forms of discrimination have restricted the housing opportunities for some groups that have above average rates of households headed by females (e.g., some racial minorities)</td>
</tr>
<tr>
<td>Affinity and social networks</td>
<td>Groups choosing to reside in close proximity (immigrants, single mothers, etc.) leading to perpetuation of concentration</td>
</tr>
<tr>
<td>Lifestyle factors</td>
<td>Gentrification by same-sex couples</td>
</tr>
<tr>
<td>Time budgets</td>
<td>Transportation/proximity: single mothers must be able to minimize travel time (juggling child rearing activities, jobs, shopping, etc.)</td>
</tr>
</tbody>
</table>
Question 3 (cont’d.)

Zone Y

<table>
<thead>
<tr>
<th>Identification of factor</th>
<th>Discussion (what about this factor has led to concentration of households headed by females in Zone Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divorce</td>
<td>Middle-aged women have remained in their former homes or neighborhoods after/during separation or divorce: age structure and middle-income profile make this more likely in Zone Y</td>
</tr>
<tr>
<td>Widowhood</td>
<td>Older women have remained in their former homes after their husbands died</td>
</tr>
<tr>
<td>Changing Labor Force Participation of Women</td>
<td>Women with or without children have better education and access to labor market opportunities, and increasingly demand upscale neighborhoods: for example, condos and high-priced rentals for career women</td>
</tr>
<tr>
<td>Safety/security/fear of crime</td>
<td>Households headed by women value neighborhoods considered safe, and some can afford this</td>
</tr>
</tbody>
</table>

References to the role of husbands in affecting the decisions of households headed by women usually received zero credit.

B. 3 points

One point is given for linking Hoyt’s anticipated “pattern” of urban land use (location/characteristics) to the map (advantage) or for arguing that the map pattern is not anticipated by Hoyt (disadvantage). Two points are available for developing a process-based argument about the advantage or disadvantage of the model: a limited discussion scores 1 point.

**Advantages:** Answers should suggest how and why Hoyt’s model does aid an understanding of the location/characteristics of Zones X and Y (but not just describe Hoyt’s model “in theory”).

- Urban area has one central core (CBD) so the urban area may be organized along the principles articulated by Hoyt
- Urban area is organized into sectors and model tells that the city is divided into sectors
- Sectors based upon income/industry — non-industry
- Sectors can act as buffers between significantly different land uses
- High income drawn to amenities (physical — lakes, hills, etc.)

**Disadvantages:** Answers should suggest why the Hoyt model does not aid an understanding of the location/characteristics of Zones X and Y:

- Hoyt’s model is based upon bid rent (does not discuss gender, discrimination, cultural factors like social networks, land-use organized by government (AFB)
- The urban area exhibits a multi-nuclei organization (mall/freeway association)