



---

# **AP<sup>®</sup> Human Geography 2015 Scoring Guidelines**

---

© 2015 The College Board. College Board, Advanced Placement Program, AP, AP Central, and the acorn logo are registered trademarks of the College Board.

Visit the College Board on the Web: [www.collegeboard.org](http://www.collegeboard.org).

AP Central is the official online home for the AP Program: [apcentral.collegeboard.org](http://apcentral.collegeboard.org).

# AP<sup>®</sup> HUMAN GEOGRAPHY 2015 SCORING GUIDELINES

## Question 1

In the redistricting that occurred in 2012, voters in Maryland approved a redrawn Third Congressional District as shown in the map above. A geospatial analysis firm named it the least compact district in the nation.

- Identify the political phenomena represented on this map.
- Explain the relationship between redistricting and the United States Census.
- Identify and discuss **TWO** political consequences that could result from redistricting.

### Part A: (1 point total)

#### 1. **Gerrymandering**

Also acceptable: packing, cracking, wasted-vote, excess-vote, stacked-vote.

### Part B: (2 points total)

#### **Redistricting and the census**

(1 point for basic or partial explanation; 2 points for full explanation)

- Proportional Representation:** U.S. Constitution requires a census every 10 years to reset proportional representation in the House of Representatives.
- Allocating the number of seats:** Census results are used to reapportion the number of seats allocated to each state in the House of Representatives.
- Redraw boundaries:** Census results are used to examine demographic changes to redraw district boundaries.
- Geographic Information Systems (GIS):** Census data is analyzed by state political parties and political consultants using GIS programmed to determine the most advantageous house district boundary alignments.

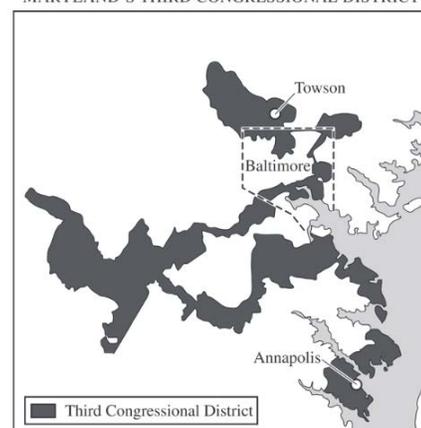
### Part C: (4 points total)

#### **Two consequences**

(1 point for identification + 1 point for discussion) + (1 point for identification + 1 point for discussion)

- Partisan Power:** Redistricting by state governments often results in elections that strengthen/weaken the power of a particular party. This creates party-safe districts and may create/break congressional gridlock.
- Lack of Social Cohesion/Sense of Community:** Gerrymandered districts can be represented by a congressperson who lives far from other district residents or is not of the same ethnic or socioeconomic background as most district residents, resulting in greater tension or disillusionment.

MARYLAND'S THIRD CONGRESSIONAL DISTRICT



# AP<sup>®</sup> HUMAN GEOGRAPHY

## 2015 SCORING GUIDELINES

### Question 1 (continued)

3. **Advantage/Disadvantage to individual candidates:** Redistricting plans designed to protect or weaken the seats of incumbent candidates; weaken or improve the election possibility for challengers. Candidates can become more politically extreme.
4. **Advantage/Disadvantage for a voting bloc:** Gerrymandered districts can strengthen the political power of certain voting blocs. It can disenfranchise at-risk communities and citizens from the political process. It links or divides areas of voters with similar characteristics (race/ethnicity, socioeconomic, labor, religious, urban/suburban/rural, etc.).
5. **Create or preserve minority-majority district:** To create a district favoring an ethnic group, or to accommodate surrounding minority-majority districts.
6. **Lower voter participation:** Confusion over the changing spatial patterns of districts, or the elimination of candidates who were redistricted out; can discourage some voters from participating in the political process.
7. **Judicial challenges:** States can be sued over the shape and contiguity of redistricting plans once they are signed into state law. Courts can order district boundaries to be redrawn under judicial supervision.
8. **Preclearance:** Prior to 2013, redistricting plans in some states had to be “precleared” by the U.S. Department of Justice (DOJ) or a three-judge panel in DC, due to past federal discrimination cases regarding violation of the Voting Rights Act. The U.S. Supreme Court ended this practice in specific jurisdictions on June 25, 2013. DOJ and judges still have the power to preclear or intervene in redistricting plans but rules are unclear (as of 9/25/2013).

# AP<sup>®</sup> HUMAN GEOGRAPHY 2015 SCORING GUIDELINES

## Question 2

English is the most widely used language in the world, thus becoming the world's lingua franca.

- Define the term “lingua franca.”
- Identify and describe ONE historical factor that contributed to the worldwide use of English.
- Identify and explain TWO examples that show how globalization is contributing to English becoming the world's lingua franca.

### Part A: 1 point total

- Common definition:** A language that facilitates communication or trade between people who speak different native languages. (Clear inference of communication barriers being overcome.) **OR**
- Original definition:** A common language that consisted of several languages (Italian, French, Spanish, Greek, Arabic), which was formerly spoken in the ports of the Mediterranean. **OR**
- Systematic definition:** A system of communication using signage or social symbols that functions like a common language in making individuals comprehensible to one another.

Note: Do not accept definitions that are limited to: “A language that facilitates trade,” “A language spoken around the world or across a region,” or “A common language.” “Sign language” is not acceptable.

### Part B: 2 points total

#### Historical factors

2 points (1 point for identification and description) + (1 point for processes or agents)

- British colonialism or imperialism:** British Empire extended to all continents and many former colonies still use English as an official language. Naval, military, and economic dominance spread language.
- Role of U. S. Military:** overseas base locations or theaters of operation results in English usage in local communities or businesses (Philippines, Central America, Caribbean, Pacific Islands, Europe, Korean Peninsula, Japan).
- Rise of American diplomatic and/or economic power:** founding of supranational organizations such as UN, GATT, WTO or emergence of U.S. as core region (multinational corporations).
- Migration of English-speakers:** movement of native English speakers to non-English parts of the world as colonists (Argentina, Israel). Returning migrants bring English back to their native countries.
- Early global popularity of English-language arts:** film, theatre, literature (Shakespeare, Mark Twain, Jane Austen).
- Religion:** missionaries and mission schools, scriptural translations into English and liturgy from the Reformation onward (King James Bible, Book of Common Prayer), spatial diffusion of British Protestantism.
- English seen as a social status symbol among global elite (post 1800):** English boarding schools, university education (Oxford, Cambridge), private English tutors.

# AP<sup>®</sup> HUMAN GEOGRAPHY 2015 SCORING GUIDELINES

## Question 2 (continued)

### Part C: 4 points total

#### Globalization

4 points (1 point for identification and 1 point for explanation) + (1 point for identification and 1 point for explanation)

1. **Music, radio:** high consumption of English language music, wide transmission of radio media in English (BBC World Service, U.S. Armed Forces Radio, Voice of America), music videos, advertisements, and jingles.
2. **Film, television, sports:** wide distribution and popularity of American and British visual media: Hollywood films, Disney animations, American shows, BBC/ITV television, American TV commercials, CNN.
3. **Internet and English:** Internet development in the U.S. prompted widespread use of English in electronic communications (email, web, text, social media). Many users, regardless of spoken language, type online in English.
4. **Aviation and English:** use of English in all international aviation operations, for safety, navigation, mandated.
5. **Emigration from English-speaking countries:** contemporary return migration to non-English speaking countries.
6. **Industrial design and technology writing:** product directions and manuals for equipment written in English.
7. **Print Publishing:** popularity of English language newspapers, magazines, journals, books, and e-book sales.
8. **Educational opportunities:** schools in non-English speaking countries offer courses in English, exchange programs.
9. **Cool factor or status symbol:** marketing of products with English language logos, symbols, or text seen as a marketing advantage, or consumer preference.
10. **Business/trade/packaging:** language of business, finance, resource development, food, MNCs, or contracts.
11. **Supranational organizations & NGOs:** expansion of international institutions such as UN, WTO, Peace Corps, NGOs, military treaty organizations, reinforces English as a global lingua franca.
12. **Language of academia, science, or medicine:** conferences and journals use English as the operational language.
13. **Tourism and travel:** English is becoming the language of the international tourism industry (hotel employees, taxi drivers, tour guides, travel agents, menus, airline personnel, signage, medical tourism).

# AP<sup>®</sup> HUMAN GEOGRAPHY 2015 SCORING GUIDELINES

## Question 3

In recent years, the number of refugees has been increasing. However, most refugees come from just a few countries.

- A. Define the term “refugee.”
- B. Discuss ONE political, ONE social, and ONE environmental reason why refugees flee their country of origin.
- C. Using the chart shown, select a country of origin; then identify and explain ONE reason why refugees have left the country.
- D. Explain TWO economic impacts that refugees can have on a receiving country.

### Part A: 1 point total

- 1. A person who flees, is displaced, or is forced to leave his or her home country.

### Part B: 3 points total

<b>Political:</b>	1. fear for life during conflict or war
	2. political persecution or political imprisonment (e.g., opposition to government; ideology opposes state)
	3. forcibly evicted by government or military
<b>Social:</b>	1. religious persecution
	2. ethnic/racial persecution (e.g., genocide)
	3. rights or opportunities denied based on gender or sexuality
<b>Environmental: (at country scale)</b>	1. natural disaster (e.g., extended drought or flood, tsunami)
	2. pollution or human-caused disasters
	3. epidemic/disease (e.g., Ebola)
	4. food insecurity/famine

**AP<sup>®</sup> HUMAN GEOGRAPHY  
2015 SCORING GUIDELINES**

**Question 3 (continued)**

**Part C: 2 points total**

<b>Country</b>	<b>ID (1 point)</b>	<b>Explanation (1 point)</b>
<b>Afghanistan</b>	1. Conflict/War	Taliban vs. NATO (e.g., U.S.) or Taliban vs. Afghanis ( <b>no points for USSR</b> )
	2. Religious/Ethnic/ Gender Persecution	Taliban Wahhabis (e.g., Salafist) persecuting other Sunnis or Shiites/Pashtun dominance over other ethnic groups (e.g., Hazara, Uzbeks, Tajiks); rights or opportunities denied based on gender or sexuality
	3. Poverty	Food insecurity, lack of water, little infrastructure, education, or medical care
<b>Somalia</b>	1. Conflict/War	Between warlords; warlords or militants (e.g., Al-Shabaab) vs. UN-backed government
	2. Religious/Ethnic/ Gender Persecution	Militant Wahhabis (e.g., Salafist) persecuting other Sunnis, Animists or Christians; conflicts based on tribal differences; rights or opportunities denied based on gender or sexuality
	3. Poverty, Famine	Food insecurity, lack of water, little infrastructure, education, or medical care
<b>Iraq</b>	1. Conflict/War	U.S. invasion, flight or exclusion of Baathists, fearful U.S. collaborators
	2. Religious/Ethnic/ Gender Persecution	Sunni or ISIS vs. Shia, Muslim vs. non-Muslim (e.g., Christian, Jewish, Chaldean); Arabs vs. Kurds; rights or opportunities denied based on gender or sexuality
	3. Poverty	Food insecurity, failing infrastructure, education, or medical care
<b>Syria</b>	1. Conflict/War	Internal civil war between Baathist (e.g., Assad) and opposition Free Syrian Army, or ISIS
	2. Religious/Ethnic/ Gender Persecution	Sunni vs. Alawite or other Shia; Muslim vs. non-Muslim (e.g., Christian, Druze); Arabs vs. Kurds or other non-Arabs; rights or opportunities denied based on gender or sexuality
	3. Poverty, Drought	Food insecurity, lack of water, failing infrastructure, education, or medical care
<b>Sudan</b>	1. Conflict/War	Government forces or militias (e.g., Janjaweed) vs. minorities
	2. Religious/Ethnic/ Gender Persecution	Muslim vs. non-Muslim (e.g., Christian, Animist); Arabic African versus sub-Saharan African; tribal differences; rights or opportunities denied based on gender or sexuality
	3. Poverty, Famine	Food insecurity, lack of water, little infrastructure, education, or medical care

**AP<sup>®</sup> HUMAN GEOGRAPHY  
2015 SCORING GUIDELINES**

**Question 3 (continued)**

**Part D: 2 points total**

1.	adds to available low-wage labor pool
2.	competition with locals for limited jobs
3.	additional cost on receiving country to provide services (e.g., housing, food, education, health care)
4.	may result in higher taxes
5.	increased demand for goods and services (e.g., housing, food) that may result in price increases
6.	increased strain on natural resources (e.g., water, energy, forests)
7.	refugee camps financially depend on receiving country
8.	may pose costly security risks for receiving country
9.	refugees may provide skills and knowledge (e.g., some Iraqi doctors now work in Pakistan)