
AP Human Geography

Scoring Materials for Digital Exam Practice

Please note: the digital exam practice resource was developed for students to complete technology checks, experience the digital platform, and practice answering exam questions, including each type of multiple-choice and free-response question they will encounter on exam day.

This digital exam practice is not a full-length exam, and it does not represent the complete scope of content and skills that students will see on the actual AP exam. This digital exam practice includes only content that would typically be taught in the first half of the school year, following the unit sequence in the AP Human Geography Course and Exam Description. For more information on the 2021 Exam format, please visit: apcentral.collegeboard.org/pdf/ap-2021-exam-formats.pdf

AP Exams are scored differently than traditional high school or college exams. When an AP Exam is administered, psychometric analysis determines the score ranges corresponding with each AP Exam score (5, 4, 3, 2, and 1) based on a composite score scale that combines and weights the different exam parts. Earning 40-50% of the available points can result in a score of 3 or better on many AP Exams. However, because the number of points corresponding with each AP Exam score can vary on different exams, students and teachers should not use the results of the digital exam practice to predict performance on the 2021 AP Exam.

Multiple-Choice Answer Key

Multiple-Choice Question	Answer
1	A
2	B
3	A
4	C
5	D
6	B
7	E
8	C
9	E
10	C
11	C
12	B

Question 1: No Stimuli**7 points**

(A) Describe how a high youth dependency ratio would support Malthus' theory today. **1 point**

Accept one of the following:

- A high youth dependency ratio would put a strain on food supplies.
- A high youth dependency ratio would put a strain on healthcare.

(B) Explain how the Green Revolution has affected population growth over the last fifty years. **1 point**

Accept one of the following:

- The Green Revolution has caused significant population growth by creating hybrid seeds to increase crop yields in the developing countries of the world.
- The Green Revolution has caused significant population growth by encouraging farmers in the developing world to adopt new methods of farming such as increased mechanization and irrigation to increase crop yields.
- The Green Revolution has caused significant population growth by encouraging farmers in the developing world to use fertilizers and pesticides to increase crop yields.

(C) Explain how the Second Agricultural Revolution affected population growth. **1 point**

Accept one of the following:

- The Second Agricultural revolution increased population growth through the use of new farming technology
- The Second Agricultural revolution increased population growth through better diets which led to lower infant/child mortality rates and longer life expectancies

(D) Explain how stages 2 and 3 of the Demographic Transition Model would support Malthusian theory. **1 point**

Accept one of the following:

- Stages 2-3 of the Demographic Transition model have high birth rates and sharply declining death rates which supports Malthusian theory of significant population growth.
 - Stages 2-3 of the Demographic Transition model have a high rate of natural increase which supports Malthusian theory of significant population growth.
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- (E)** Explain the relationship between low scores on the Gender Inequality Index and the Total Fertility rate in western Europe. **1 point**

Accept one of the following:

- A low score on the Gender Inequality Index indicates that women have more equality with men; women with more equality have fewer children thus a lower Total Fertility Rate.
- Low Total Fertility Rates indicate women are having fewer children as a result of greater social, political, and economic power thus resulting in a lower Gender Inequality Index score.

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- (F)** Explain the degree to which Malthusian theory may be applied to Niger, which has a natural increase rate of 3.8. **1 point**

Accept one of the following:

- Niger's high rate of natural increase would support Malthusian theory of rapid population growth.
- Niger's high rate of natural increase would support Malthusian theory of a growing population straining resources such as food, water, use of land, and natural resources.

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- (G)** Explain how increased availability to health care for women affects population growth. **1 point**

Accept one of the following:

- Women who have increased availability to health care extends the life expectancy of women thus increasing population growth.
- Women who have increased availability to reproductive health care such as contraceptives, may slow population growth as women will have fewer children.
- Women who have increased availability to prenatal care will reduce the infant mortality rate thus slowing population growth.

Total for question 1: 7 points

Question 2: One Stimulus**7 points**

(A) Identify the scale of analysis in the map shown above. **1 point**

Accept one of the following:

- The scale of analysis is displayed at the lander (state) level
- The scale of analysis is displayed at the sub-national level

(B) Describe the pattern of unemployment across Germany. **1 point**

Accept one of the following:

- Higher unemployment is concentrated in the northern part of the country.
- Highest unemployment is concentrated in the eastern part of the country.
- Highest unemployment is concentrated in the former East Germany.

(C) Describe how a map at this scale is an incomplete representation of unemployment data. **1 point**

Accept one of the following:

- Unemployment data is not shown at the sub-lander level
- Unemployment data is not shown at the municipal level
- Unemployment is not shown at the national level

(D) Explain the degree to which the legacy of communism and unemployment has affected the pattern of internal migration within Germany. **1 point**

Accept one of the following:

- East Germans were well educated in academic and/or technical fields during the communist era, and many found lucrative employment opportunities in the former West Germany or Berlin.
- Low levels of local amenities and/or services in East German towns and cities motivated many to seek living and/or work opportunities in the former West Germany or Berlin where the quality of life was much higher.
- Many Germans especially along the East-West border or in Berlin were separated from their families and, following reunification, moved to be reunited.
- Some industrial areas of East Germany were dangerously polluted, as a result of limited environmental regulation during the communist era, and residents moved due to health and safety concerns.

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- (E)** Describe ONE demographic factor regarding education attainment in Germany that affects international migration into the country. **1 point**

Accept one of the following:

- Few Germans desire to work in low-skill, low-pay, or low-benefit employment, and this leads to a large number of available jobs.
- Education opportunities attracts immigrants who desire to gain an education for themselves or their children.
- There is a significant amount of business innovation (or research and development), and many new business start-ups attract workers and investors from other countries.
- The education level combined with the reduced number of young Germans means the numbers of students leaving school or university is shrinking at a pace where openings in the current workforce cannot be replenished. Some of these openings are then filled by migrants.

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- (F)** Describe ONE demographic factor regarding population age in Germany that affects international migration into the country. **1 point**

Accept one of the following:

- There is a general need across the economy for workers and international migrants to fill these positions.
- Entry-level jobs or jobs for younger workers are readily available and filled by international migrants.
- Jobs in travel and tourism, hospitality, health care, or eldercare are often filled by international migrants due to the large number of older Germans consuming these services.

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- (G)** Describe ONE reason for the occurrence of negative attitudes toward foreign guest workers in Germany. **1 point**

Accept one of the following:

- Social difference including ethnicity, religion, social interaction, gender roles, and language may cause xenophobia based on cultural dissimilarity.
- Guest workers (*gastarbeiter*) who were once temporary labor have in many cases become permanent residents or citizens who receive benefits from the government. Government cuts to benefits tend to boost xenophobic rhetoric or violence.
- Competition for workers can suppress wage rates, as some migrants may be willing to work at a lower hourly rate or smaller salary.
- During times of high unemployment, some temporary guest workers might be paid a repatriation grant to move back to their home countries with money that was not available to unemployed Germans. These guest workers may eventually return to Germany when the economy recovers or some might not be able to return to their home country and request permanent resident or asylum status.

Total for question 2: 7 points

Question 3: Two Stimuli

7 points

(A) Define the term “indigenous language.” **1 point**

Accept one of the following:

- An indigenous language is a language that is spoken by the original, aboriginal, first, first nation, native, ethnic, or island inhabitants of a place, area, or region
- An indigenous language is a language of inhabitants whose territory has been colonized by another culture group.

(B) Describe the types of physical regions where indigenous languages are most likely to survive. **1 point**

Accept one of the following:

- forest
- polar
- mountain
- valley
- island
- jungle
- plateau
- savanna

(C) Explain how internal migration contributes to the decline of indigenous languages. **1 point**

Accept one of the following:

- People moving from rural areas to urban areas will lose cultural ties to the local community (distance decay)
- Forced migration as the result of conflict or natural disasters forces people from their cultural hearth.

(D) Explain how ethnocentrism affects the loss of indigenous languages. **1 point**

Accept one of the following:

- A majority ethnic group may adopt its language as the country’s official language
 - The majority ethnic group may abolish the use of indigenous languages in schools
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- (E)** Explain the degree to which globalization can explain the loss of indigenous languages in Africa since the 1970s. **1 point**

Accept one of the following:

- There is less use or less need for indigenous languages due to one of the following processes:
- Media, Internet, consumer goods, trade, and higher education encourage indigenous peoples to learn, accept, or adapt to the global economy or globalized culture.
- Foreign investment in infrastructure (e.g., cellular phone networks, railways, highways, and ports) places indigenous peoples in contact with the global economy or globalized culture.
- Nongovernmental organizations (NGOs) and aid agencies create local institutions where non-native languages are used.

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- (F)** Compare the data in the two graphs and explain why indigenous languages are less threatened in Africa than in the Americas. **1 point**

Accept one of the following:

- In Africa, there is better support from local government, community and cultural groups, whereas in the Americas, fewer public and private institutions support indigenous language use.
- In Africa, education, trade, employment, and shopping can be transacted in indigenous languages or in a lingua franca. In the Americas, basic and daily activities most commonly take place in the language of the dominant culture.
- In Africa, there are more rural, agricultural societies in which indigenous languages may flourish. In the Americas, a larger percent of the population lives in urban regions where indigenous languages might not be accepted.
- In the Americas many indigenous populations have been negatively affected by disease and resettlement, which has interrupted the resilience and longevity of indigenous languages. In Africa, immunity to Old World diseases and the ability to maintain local indigenous social networks has resulted in the endurance of local languages and cultural traditions.

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- (G)** Citing data in the graphs, explain how media and communications technology can be used to preserve indigenous languages in the Americas. **1 point**

Accept one of the following:

- Translation of religious, musical, historical, or other cultural traditions into script are created for written languages that were formerly oral or from spoken-word societies.
 - The development of written, printed, or typed indigenous languages, using native terms to describe flora, fauna, foods, medicines, traditions, and toponyms have proliferated in scientific, print, radio, television, and digital media, expanding the use of indigenous languages to even non-speakers.
 - Culturally specific ways of observing or interacting with the environment (agricultural practices, animal husbandry, land use, systems of property, animist religious traditions, rites of passage, resource use, trade in natural resources, engineering, navigation, and
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astronomy) have been brought to the attention of scientific, educational, governmental, and non-governmental organizations, who develop media, documents, courses, and textbooks that help to preserve indigenous language and culture.

- Social media platforms integrate indigenous languages into their software to allow for interaction across electronic media and devices.
- Installation of rural cellular telephone, cellular data networks, and/or satellite communication systems allow for indigenous peoples to improve communication between communities in different locations.

Total for question 3: 7 points