

2019

AP[®]

 CollegeBoard

AP[®] Human Geography

Scoring Guidelines

Set 1

AP[®] HUMAN GEOGRAPHY 2019 SCORING GUIDELINES

Question 1

7 points: 1 + 4 + 2

A. Describe information used to map food deserts. (1 point)

Description must include two types of *spatial data*; select from the following:

1. Geographers can map access to a resource (grocery stores, supermarkets, supercenters) and where people live (distance from a store)
2. Geographers can map where stores are located versus socioeconomic and demographic information (income, race, and age)
3. Geographers can map the location of local residents and access to public transportation or a private vehicle

B. Identify and explain TWO reasons food deserts exist in urban areas within developed countries.

(4 points maximum: [1 + 1] + [1 + 1]) Identify and explain a *reason* for food deserts from TWO of the following:

Identification (1 point)

Explanation (1 point)

Economic reasons, poverty, low income	<p>B1. People in poverty may not be able to afford or have access to healthful foods even if available and may turn to cheaper fast food</p> <p>B2. Less incentive for large grocery stores to open in poor neighborhoods, as those residents are seen to have less money to spend on food</p> <p>B3. Declining investment in low-income neighborhoods or inner suburbs may result in a closing of grocery stores</p>
Social or cultural reasons	<p>B4. Immigrant residents may find it difficult to locate foods that are culturally appropriate for them.</p>
Transportation access	<p>B5. Lack of automobiles can result in lack of access to grocery stores because most large grocery stores are in the suburbs.</p> <p>B6. Lack of public transportation to areas with supermarkets can limit access.</p>
Demographic reasons	<p>B7. In areas such as retirement communities, elderly residents on fixed incomes may not be able to afford the healthful food they need.</p> <p>B8. Elderly residents may not have cars to access supermarkets.</p> <p>B9. Some stores may avoid neighborhoods with low income, minority, or immigrant populations.</p>
Political or historic reasons	<p>B10. Land-use policies (such as zoning) alter distribution of food stores, resulting in fewer stores in cities and more in the suburbs</p> <p>B11. Institutional bias that prevents or leads to lack of investment in areas over time (e.g., banks, insurance, planning, and construction)</p>

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Question 1 (continued)

C. Identify and explain ONE impact of living in a food desert.

(2 points [1 + 1]) Identify and explain from ONE of the following:

Identification (1 point)	Explanation (1 point)
Health impacts	<p>C1. Likely to have unbalanced diets and may suffer from malnutrition or undernutrition, which may affect long-term health issues and childhood development</p> <p>C2. Diet-related health problems, such as obesity, diabetes, cardiovascular disease, hypertension and/or cancer</p> <p>C3. Food deserts in minority communities may exacerbate other socioeconomic problems (e.g., lack of social mobility)</p>
Social or cultural impacts	<p>C4. Desire for unhealthful foods can be difficult to overcome if they are more readily accessible.</p> <p>C5. Available foods may not be culturally appropriate for the local population.</p> <p>C6. Food insecurity may impact educational attainment</p> <p>C7. Residents work together for community gardens, community supported agriculture, and other alternative food access options</p>
Economic impacts	<p>C8. People in food deserts pay more for food especially healthier foods, whereas unhealthful foods (e.g., fast food) are cheaper and more plentiful</p> <p>C9. People in poverty spend more on food as a percentage of their income and may not get sufficient healthful food</p> <p>C10. Cost of food for people living in poverty or on low wages may result in food insecurity</p> <p>C11. Smaller, convenience, or dollar stores have a higher availability of cheap, processed foods and a lower availability of healthful foods often at higher prices</p> <p>C12. May positively lead to increase in food delivery services (new food businesses), urban policies (tax incentives, grants and subsidies that encourage access to healthful food)</p> <p>C13. Lack of time to shop (e.g., family or caregiver constraints or nontraditional households with time constraints)</p>

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Question 2

7 Points: 1 + 2 + (2 + 2)

A. Identify the predominant ranges of the infant mortality rate found in South Asia and western Europe.

Must identify both for 1 point.

South Asia: 30–59 and western Europe: 2–14

B. Describe TWO economic reasons for the level of the infant mortality rates in western Europe.

(2 points: 1 point for each description, which must move beyond a simple word or phrase to receive the point.)

B1. Universal health care or affordable health care provides access to health care for the mother and infant in prenatal stages and/or in the first year of life B1A. Mothers and infants have access to health care workers B1B. Sufficient health facilities for mothers and infants
B2. Higher standard of living B2A. Provide greater access to consistent and sufficient healthy foods B2B. Provide for better sanitation and hygiene (sanitation infrastructure)
B3. Post-industrial economies allow for increased care for infants B3A. Parental leave B3B. Access to childcare providers
B4. Developed economies allow for more investment in health care B4A. Higher incomes mean people can afford to pay for other services that improve health and well-being B4B. Strong social welfare programs mean that parents get more information or training about taking care of the new baby B4C. Strong social welfare programs mean that infants receive sufficient food
B5. Education improves lives B5A. Reduces adolescent fertility B5B. More knowledge of child care and nutrition B5C. Women have fewer children, leading to better infant and child health

C. Identify and explain a specific way in which each of the following TWO United Nations Sustainable Development Goals are intended to affect infant mortality rates in a rural community in South Asia.

(4 points: [1 identification + 1 explanation] + [1 identification + 1 explanation]). See table on the next page.

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Question 2 (continued)

UN SDG	Identification	Explanation of Intended Positive Impact on IMR
Quality education (2 points)	C1. Improves lives C2. Increases access to health care services	A. Knowledge of nutrition, family planning, prenatal and infant care, vaccination leading to healthier babies B. Knowledge of diseases (e.g., HIV/AIDS, malaria) and prevention lessens likelihood of infant deaths
	C3. Creates more well-trained medical workers (e.g., midwives, home health care providers, nurses, doctors)	A. Support for mothers and new babies before, during, and after childbirth B. A lower incidence of infant mortality will result in lower fertility rates, as parents realize that their successful, healthy children will not require them to have more babies to replace children who might have previously died in infancy or childhood.
	C4. Increases skills for employment	A. Decent jobs reduce poverty and hunger by providing economic opportunities (e.g., infant care, better housing, improved diet) and reduced IMRs B. Women who work tend to have fewer children, leading to better infant and child health C. More access to skills and opportunities, which creates wealth and leads to lower IMR
	C5. Improves standard of living	A. Afford better health care, which decreases IMR B. Afford better facilities, infrastructure, and/or institutions, which decreases IMR
	C6. Removes barriers to girls' education	A. Not having to work to pay or support brothers' education B. Remove cultural practices favoring education for boys over girls C. Decrease the number of activities for girls that take them away from education (e.g., water gathering)
	C7. Promotes peace and nonviolence	A. Efforts to end domestic violence (safety of mother and infant) B. Less war decreases chances for high IMRs
	Clean water and sanitation (2 points)	C8. Improves access to safe and affordable drinking water
C9. Creates better sanitation and hygiene		B. Reduction in disease (e.g., diarrhea, infections) leading to lower IMRs C. Improved health of mother leading to lower IMR
C10. Reduces water scarcity		D. Drought afflicts some of the world's poorest countries worsening hunger and malnutrition among infants
C11. Improves sustainable water management		E. Appropriate management of water resources can increase the availability of food for women and infants, thus lowering the IMR F. Application of technology, such as irrigation, can increase agricultural productivity and may increase food availability for that community

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Question 3

6 points: 1 + 3 + 2

A. Define devolution. (1 point)

- A1. The breakup of a state
- A2. The movement of power from a central government to regional governments (or subnational governments) within the state
- A3. The transfer of some central powers or ceding of authority to regional or local governments
- A4. Transfer of some power from a state to a self-identified community within it to accommodate separatist pressures
- A5. The process whereby regions within a state demand and gain political strength and growing autonomy at the expense of the central government
- A6. Recognition or creation of regional governments with varying degrees of autonomy and local administrative control (multilevel government) while the state retains authority over countrywide concerns, such as monetary policy, defense, and foreign relations

B. Describe how EACH of the following forces contributes to devolutionary pressures within a country.

(3 points: 1 point for each) Response must specifically describe how each factor contributes to devolutionary pressures (e.g., a desire for autonomy/separation/statehood, areas or peoples who are isolated or less connected, increasing centrifugal forces within the country).

Forces	Description
Cultural diversity	B1. Differences in language, religion, history, or ethnicity
Regional economic differences	B2. Inequality, uneven economic development or differences in predominant economic activities
Physical geography and territorial size	B3. Physical features or barriers, such as mountains or bodies of water B4. Distance between capital or core areas and the periphery B5. Barriers to infrastructure, communication, or connectivity, e.g., lack of roads, railroads B6. Regional differences in the location or availability of natural resources B7. In large countries, smaller areas may want autonomy or separation B8. Comparatively smaller territories or regions within a country

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria. (2 points: 1 identification + 1 explanation)

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Question 3 (continued)

Country	Identification	Explanation
Spain	1. Factors of secession or division <ul style="list-style-type: none"> • secessionist movements or attempted secession • vote for independence or self-determination • irredentism • terrorism or violent conflict 	1a. Full separation from Spain resulting in regional population’s ability to communicate in their own language (Catalan, Galician, or Basque) in schools, business, or government 1b. Region’s peoples would have their own identity, political system, national heritage (e.g., cultural history, holidays, festivals, traditions) 1c. To reunify a culture currently divided between Spain and a neighboring country 1d. Armed conflict as a means for political change
	2. Factors of autonomy <ul style="list-style-type: none"> • limited autonomy • limited self-determination 	2a. Autonomous regions were created to increase local control of regional languages and reduce tensions with the majority (Castilian-speaking) Spanish country or population and decrease the appeal of a separatist movement 2b. Allowance for a dual culture or dual society that embraces separate cultural identities or separate nations
	3. Factors of unification <ul style="list-style-type: none"> • unification or reunification • Spanish nationalism • zero autonomy • preservation of Spanish constitutional monarchy • increasing authoritarianism 	3a. Spanish state (or EU) currently functions as a multicultural society (despite economic woes) 3b. Spanish military or police forces used in response to regional votes and associated protests 3c. Spanish nationalism being promoted by the central government 3d. Spain faces challenges to political unity due to internal cultural factions
Nigeria	4. Factors of secession or division <ul style="list-style-type: none"> • secessionist movements or attempted secession • vote for independence or self-determination • irredentism • terrorism or violent conflict 	4a. Religious differences have led to regional social movements 4b. Ethnic (tribal) differences have led to regional social movements 4c. Ethnic conflict, Ogoni movement, Biafra, Nigerian civil war, Islamist movements (e.g., Boko Haram, sharia law)
	5. Factors of autonomy <ul style="list-style-type: none"> • allowance for multiple legal systems • limited autonomy • limited self-determination 	5a. Acceptance of many cultures or multicultural society that embraces separate cultural identities or separate nations 5b. Government allowing for multiple legal systems within the federal state (e.g., [English] common law, tribal or customary legal systems, sharia) 5c. Linguistic differences have led to regional social movements
	6. Factors of unification <ul style="list-style-type: none"> • maintaining federal state or confederation • unification or reunification • zero autonomy • federal popular elections 	6a. Movement of the capital to help bridge the cultural divide and shed the colonial past 6b. Nigerian federal state allows for more ethnonational political representation 6c. Nigerian nationalism being promoted by the central government 6d. Nigeria faces challenges to political unity due to internal cultural factions