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AP<sup>®</sup>

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# AP<sup>®</sup> Human Geography

## Scoring Guidelines

### Set 2

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**Question 1: No Stimuli****7 points**

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**(A)** Define the concept of the informal economy.**1 point**

Accept one of the following:

- A1. Untaxed, unregulated, and/or illegal economic activity usually not included in a country's gross national income (GNI).
- A2. Economic activity that governments neither regulate nor protect.
- A3. Economic activity that includes self-employed workers who operate unregistered or untaxed enterprises.
- A4. Economic activity that is non-monetized, intrafamilial, and/or is based on some form of interpersonal exchange (e.g., bartering, volunteering, domestic work, activities based on patronage).

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**(B)** Describe ONE way that cultural attitudes or social norms may act as a barrier to women obtaining employment in the formal economy.**1 point**

Accept one of the following:

- B1. Because cultural attitudes or social norms may relegate or restrict women's activities to the home, formal employment for women outside of the home may be discouraged (e.g., caring for children, the elderly, and/or ill family members; gathering fuel, fodder, and/or water for household consumption; being expected to conform to family, marriage including child marriage and forced marriages; and fertility norms).
  - B2. Some cultures conform to traditional gender roles that discourage women from seeking paid and/or formal employment in certain employment fields or jobs above a certain station in society (e.g., allowed to be a teacher but not an administrator, allowed to be a nurse but not a physician).
  - B3. In some locations, harassment (e.g., verbal and/or physical harassment) or discrimination (e.g., misogynistic attitudes) in public spaces or in the workplace may discourage women from commuting to work, or restrictions on mobility and transportation may impede women's ability to get to the workplace.
  - B4. Cultural attitudes or social norms may disfavor or prohibit women from some employment in the formal economy because the work (e.g., "men's work") is viewed as too dangerous, difficult, or as for "men only" (e.g., military, policing, construction, skilled trades, transport).
  - B5. Cultural attitudes or social norms may lead patriarchal societies to seek to restrict women (e.g., mothers, sisters, daughters) to the home to protect them from potential harm or to control them.
  - B6. Informal work practiced by women that are illegal activities may be stigmatized by cultures and societies, creating barriers to legalization and incorporation of the work into the formal economy.
  - B7. Social expectations that limit women's access to education can leave them less qualified to obtain employment in many parts of the formal economy.
  - B8. Lack of empowerment of women due to exclusion from household and community decision-making, which in turn may limit women's participation in the formal economy.
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- (C)** Describe ONE limitation of using the gross national income (GNI) per capita to analyze women’s contributions to economic productivity in less developed countries. **1 point**

Accept one of the following:

- C1. GNI per capita calculations do not include economic activity in the informal economy, much of which is performed by women.
- C2. GNI per capita calculations do not account for the differences between male and female contributions to economic productivity, thus failing to account for women’s contributions.
- C3. GNI per capita calculations do not include unpaid domestic or agricultural labor, much of which is performed by women.
- C4. GNI per capita calculations do not account for volunteer work, which contributes to the economy, much of which is performed by women.
- C5. GNI per capita calculations do not include income distribution, so GNI does not account for income inequality between men and women (gender wage gap), with men typically earning more than women in many or most fields.
- C6. GNI per capita calculations fail to capture the fact that women can be highly productive economically, but overall, a country’s economy measured by GNI per capita may not look productive or strong.

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- (D)** Explain ONE relationship between women’s economic empowerment and a decrease in the rate of natural increase in a more developed country. **1 point**

Accept one of the following:

- D1. Declines in RNI may result from women’s involvement in work outside the home taking precedence over domestic work such as raising children.
  - D2. Declines in RNI may reflect improved access to contraception and family planning, which allows women to choose to pursue paid employment if desired.
  - D3. Women who earn money may be empowered within the family structure to make decisions about their preferred family size, which could result in declining RNI.
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- (E)** Explain the likely outcome on rural-to-urban migration as women gain greater access to education. **1 point**

Accept one of the following:

- E1. Women are likely to move from rural to urban areas to seek job opportunities, contributing to an increase in rural-to-urban migration.
- E2. Women are likely to move from rural to urban areas to attend school, contributing to an increase in rural-to-urban migration.
- E3. Women may move to urban areas for education because traditional, rural cultures have social or economic barriers that discourage or prohibit women’s education.
- E4. Women may migrate to cities in larger numbers, increasing the proportion of females in the migration stream.

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- (F)** Explain ONE likely obstacle for highly educated women who are employed in the formal economy. **1 point**

Accept one of the following:

- F1. Highly educated women employed in the formal economy may face a gender wage gap.
  - F2. Highly educated women employed in the formal economy may not be provided with fair access to employment after taking time off to raise children (e.g., motherhood wage penalty).
  - F3. Highly educated women employed in the formal economy may face discrimination, hostility, sexism, or harassment at work (e.g., corporate culture) or when commuting.
  - F4. Highly educated women employed in the formal economy may be less likely to get a new job or be promoted than their male counterparts (e.g., glass ceiling).
  - F5. Highly educated women employed in the formal economy may not be provided sufficient benefits or support for families (e.g., paid maternity, family, and/or sick leave; access to childcare; facilities for breastfeeding or pumping; flexible work schedules).
  - F6. Highly educated women may lack access to decision-making and leadership in the workplace and/or political representation to address workplace gender issues.
  - F7. Highly educated women may lack the ability to maintain a work/life balance, may work longer hours than men when combining paid and domestic work (e.g., double shift), and/or be expected to care for children and ill or elderly family members).
  - F8. Highly educated women may find some segments of the workplace are closed to them or present more challenges (e.g., lack of women represented in leadership about technology use, occupational segregation in technical and STEM fields, and artificial intelligence may have gender bias).
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- (G)** Explain the degree to which granting microloans to individual women in less developed countries may be an effective strategy for economic development. **1 point**

Accept one of the following:

Statement or indication of a high or substantial degree

AND

Supported by one of the following:

- G1. Microloans to women in LDCs are intended to help women develop small businesses. As these small businesses grow, regional economic development is expected to occur.
- G2. Microloans to women may allow them to receive adequate education and training that will contribute to overall economic development.
- G3. Microloans to women may help improve women’s health and nutrition, contributing to improved economic development.
- G4. Traditional banks may be unwilling to lend to women, so microloans may be the only available source of business capital.

OR

Statement or indication of a low to non-existent degree

AND

Supported by one of the following:

- G5. Microloans may be ineffective in boosting economic development because the loans are often used to purchase necessities or to start small businesses that may not be successful.
- G6. Microloans may be ineffective in boosting economic development because predatory loan schemes and/or debt traps (e.g., variable interest rates, high interest rates) may end up further impoverishing women.
- G7. Microloans to women may end up going to male household members or relatives, with no positive effect on economic development.
- G8. Microloans have been criticized for having loan conditions (e.g., requiring women to form cooperatives or collectives or follow environmental guidelines), which may not be effective economically for the loan recipients.

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**Total for question 1: 7 points**

**Question 2: One Stimulus****7 points****(A)** Describe ONE reason a country's percentage of forest cover may change. **1 point**

Accept one of the following reasons for forest loss:

- A1. Forests may be cleared for buildings (e.g., houses, businesses), or urban development, or recreational sites (e.g., golf courses), or industrial land use, or infrastructure projects (e.g., roads, powerlines, hydropower projects).
- A2. Forests may be cleared for agriculture (e.g., farms, pastures) or mining.
- A3. Environmental impacts (e.g., fires, floods, salinization, desertification, climate change, pests, disease, coastal erosion, drought, extreme heat, landslides, rising sea levels) may result in forest loss.
- A4. Practices that are not sustainable allow forest loss due to logging for lumber, paper products, and/or energy use.
- A5. Geological forces (e.g., tsunamis, earthquakes, volcanoes) may destroy forests.
- A6. Forest loss may occur in less developed countries as they industrialize, urbanize, and their economies grow.

Accept one of the following reasons for an increase in forest cover:

- A7. Climate change (e.g., climatic shifts) may result in increasing forest cover (e.g., from increasing rainfall).
- A8. Depopulation (e.g., of rural and/or urban areas) may allow a return of residential, industrial, or agricultural land to forest.
- A9. Increasing quantity and/or size of parks or recreation areas may restore forests.
- A10. Tree plantations (e.g., Christmas trees, rubber, eucalyptus) may be counted as forest cover.
- A11. Governments, non-governmental groups, women's groups, indigenous tribal organizations, and/or private citizens may implement forest restoration policies or practices that result in net afforestation.
- A12. Forest may return as less land is needed for agriculture due to better crop yields.

Accept one of the following reasons for either an increase or decrease in forest cover:

- A13. Inconsistencies in remote sensing data (e.g., gaps, misinterpretation) may lead to incorrect estimates of forest cover. Better data and/or improved interpretation may result in revised estimates that increase or decrease forest cover.
- A14. A country's land area may increase or decrease (e.g., Sudan losing area of South Sudan, land reclamation), resulting in loss or gain of forest cover.
- A15. Political conflicts (e.g., wars) may result in gain (e.g., in no-go zones such as DMZs and areas with land mines) or loss (e.g., defoliation) of forest cover.
- A16. Cultural practices that protect forests (e.g., protection of sacred groves in West Africa, protection of Indigenous sacred sites in Australia) may increase in scope, resulting in net gain of forest cover. The opposite can also happen, resulting in net loss of forest cover.

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- (B)** Using the data shown in the graph, compare the trends in forest cover change between more developed countries and less developed countries from 1990 through 2015. **1 point**

Accept one of the following:

- B1. Developing countries lost forest cover while developed countries remained stable or slightly increased forest cover, described in relative terms between example countries from the graph.
- B2. Developing countries lost forest cover while developed countries remained stable or slightly increased forest cover, described using numbers from the graph between example countries.

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- (C)** Using the data shown in the graph, explain ONE reason for the global trend in forest cover over time. **1 point**

Accept one of the following:

- C1. Global forest cover has remained steady or has declined only very slightly because forest cover losses in some regions or countries have been offset (e.g., mitigated) by forest cover gains in other regions or countries.
  - C2. Global forest cover has remained steady or has declined only very slightly because destruction of forests (e.g., of rain forests) has been mitigated by regrowth of forests due to farm abandonment or increasing urban afforestation.
  - C3. Global forest cover has remained steady or has declined only very slightly because forest cover losses have been offset by large-scale tree planting (e.g., reforestation) in certain areas (e.g., in China, in parts of Africa) and/or because of improved practices in forest management (e.g., using sustainability principles).
  - C4. Global forest cover has remained steady or has declined only very slightly because global warming (e.g., climate change) is allowing the tree line to change (e.g., forest can now grow at higher elevations and at higher latitudes, so alpine and Arctic tundra is shrinking), offsetting forest cover losses elsewhere.
  - C5. Global forest cover has remained steady or has declined only very slightly because less developed countries are still experiencing high rates of natural increase requiring increased resource and/or land use, while developed countries have low or negative rates of natural increase enabling them to maintain current levels of forest cover.
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- (D)** Explain the degree to which Wallerstein’s world system theory explains changes in the pattern of forest cover since 1990. **1 point**

Accept one of the following:

Statement indicating a high or significant degree

AND

Supported by the following:

- D1. Wallerstein’s theory (world system theory) states that production and extraction (e.g., of resources such as timber) in peripheral and semi-peripheral countries support the core, which explains why countries such as Honduras, Brazil, and Indonesia are decreasing in forest cover and countries such as Germany, the US, and Japan are not.

OR

Statement indicating a moderate degree

AND

Supported by the following:

- D2. Wallerstein’s theory may be correct in suggesting that the production and extraction of forests may be more prominent in the peripheral and semi-peripheral countries, but that does not necessarily impact the production and extraction of forest resources in core countries in the twenty-first century.

OR

Statement indicating a slight degree or no degree

AND

Supported by one of the following:

- D3. Wallerstein’s theory does not account for overall world forest cover staying essentially the same due to non-economic factors (e.g., environmental factors such as climate change leading to forest advances in tundra regions).
  - D4. Wallerstein’s theory does not account for international agreements (such as REDD+, Payment for Ecosystems, Cash for Conservation) and efforts to protect forest cover in developing countries.
  - D5. Wallerstein’s theory does not account for forest cover conservation goals, policies, or strategies a semiperipheral or peripheral country may have in place, but which are undermined by land-use decisions made by private landowners.
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- (E)** Explain what the data shown on the graph imply about sources of energy in less developed countries. **1 point**

Accept one of the following:

- E1. Many people in less developed countries rely on firewood for energy (e.g., for heating and/or cooking) to an unsustainable extent (e.g., they have used trees for firewood and/or charcoal faster than forests can regrow).
- E2. Many people in less developed countries lack access to or cannot afford non-wood sources of energy for their households (e.g., for heating and/or cooking), so they have degraded their forest resources for this purpose.
- E3. More sustainable energy sources are not widely available due to a lack of available capital, a lack of infrastructure, and/or technicians to support these, and therefore people turn or continue to use wood as a source of energy.

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- (F)** Explain how the global demand for ONE of the following commodities may be driving local changes in forest cover. **1 point**

1. Palm oil
2. Soybeans
3. Beef

Accept one of the following:

- F1. Palm oil: Because there is high or growing global demand for palm oil used in foods and for other purposes (e.g., for cosmetics, soap, detergents, biofuel), forests in some countries (e.g., Indonesia, Honduras) are being destroyed and replaced with oil palm plantations.
  - F2. Soybeans: Because there is high or growing global demand for soy (e.g., from China) used in foods and for other purposes (e.g., oils, animal feed, industrial products), forests in some countries (e.g., in Brazil, Argentina, Paraguay) are being destroyed and replaced with soybean fields.
  - F3. Beef: Because there is high or growing global demand for beef used for food, forests in some regions (e.g., in the Amazon basin) are being destroyed and replaced with cattle pastures.
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- (G)** Explain ONE consequence of forest cover change for environmental sustainability in more developed countries. **1 point**

Accept one of the following:

- G1. Environmental sustainability is affected as biodiversity and ecosystem services are reduced due to deforestation or increased due to afforestation and/or reforestation (e.g., habitat improvement).
- G2. Environmental sustainability is diminished due to the climate change impacts of forest cover loss (e.g., less carbon storage and/or more carbon release (CO<sub>2</sub>), increased greenhouse gas emissions, conversion to industrial land uses) or may be increased (e.g., mitigate climate change, shift to alternative energy sources) due to the role of forests in carbon storage.
- G3. Forest cover loss diminishes environmental sustainability by creating environmental justice concerns because, in some cases, marginalized groups are disproportionately affected by forest loss (e.g., by resultant climate change, by loss of access to forest resources), or in some cases, marginalized groups may support forest use as a method of economic development.
- G4. Environmental sustainability is affected because loss of forest cover results in higher prices, increased demand, and/or reduced supply for housing and consumer products in more developed countries.
- G5. Environmental sustainability is diminished because loss of forest cover may result in loss of soil and/or water quantity and quality (e.g., due to erosion, water pollution, runoff).
- G6. Environmental sustainability is diminished when wildfires in more developed countries create airborne dust particles that pollute the atmosphere.
- G7. Environmental sustainability is diminished when deforestation creates airborne dust particles due to fires set by humans or from soil erosion.

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**Total for question 2: 7 points**

**Question 3: Two Stimuli****7 points**

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**(A)** Identify ONE type of cultural difference shown in Map 2. **1 point**

Accept one of the following:

- A1. The map shows religious or sectarian differences (e.g., shows two different branches of the Christian religion).
- A2. The map shows neighborhoods that are mainly Catholic, mainly Protestant, and integrated.

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**(B)** Describe ONE way that the United Kingdom illustrates the concept of a multinational state. **1 point**

Accept the following:

- B1. The United Kingdom is comprised of multiple national groups, including the English, Scottish, Welsh, and/or Irish.
- B2. The United Kingdom is an ethnically, culturally, religiously, and/or linguistically diverse state with a population comprised of members of multiple nations.

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**(C)** Explain ONE possible benefit of devolution for Northern Ireland. **1 point**

Accept one of the following:

- C1. Devolution provides Northern Ireland with a degree of autonomy from the UK, giving Northern Ireland, more power to govern itself (e.g., regarding policy issues involving health, education, culture, the environment, and transport).
  - C2. Self-determination or full sovereignty in governance are strong ideals among some in Northern Ireland leading to an enhanced sense of national identity.
  - C3. Devolution may lead to more equitable power-sharing agreements, or power-sharing between unionists and nationalists.
  - C4. Devolution may lead to more diverse government representation in terms of ethnicity, religious, and/or gender balance.
  - C5. Devolution may promote more civic engagement if citizens feel closer ties to the governing body.
  - C6. In Northern Ireland, sectarian violence declined after powers were devolved to the Northern Ireland Assembly.
  - C7. Catholics are a larger portion of the population in Northern Ireland than in the other parts of the UK, so Catholic residents may be better represented in a devolved Northern Ireland assembly.
  - C8. Devolution may result in more local control of natural resources and/or economic interests.
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- (D)** Explain ONE way that the cultural pattern shown in Map 2 may act as a centrifugal force within Belfast. **1 point**

Accept one of the following:

- D1. Unequal distribution of Catholics and Protestant residential areas in the Central Business District and the Harbor area may lead to unequal economic or social opportunities, which in turn may spur sectarian and or class-based divisions and/or conflict.
- D2. The segregation of Catholics and Protestants in different neighborhoods may limit a sense of common identity (sense of community), which may lead to or perpetuate sectarian divisions and/or conflict.
- D3. Peace lines may emphasize or reinforce sectarian and/or class-based divisions and/or conflicts.
- D4. Already existing spatial patterns of religious, ethnic, or class segregation may reinforce divisions and/or conflicts.

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- (E)** Explain how the cultural pattern shown in Map 2 reflects Hoyt’s sector model of urban form. **1 point**

Accept one of the following:

- E1. The Catholic and Protestant neighborhoods form separate V-shaped sectors (e.g., wedge shaped, cone shaped) that extend or radiate from the Central Business District and/or harbor.
  - E2. Neighborhood sectors extending or radiating from the Central Business District or harbor are differentiated by religion, nationality, and/or class.
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- (F)** Explain ONE reason why the construction of barriers such as peace lines in urban areas may cause populations to migrate within a city. **1 point**

Accept one of the following:

- F1. People may move to live with others who share their religious or political beliefs.
- F2. People may move to live in areas that they consider to be safer.
- F3. People may move to be closer to families or friends who would otherwise be separated by barriers and walls.
- F4. People may move to integrated neighborhoods because they prefer to live in areas with a mix of religions, or they wish to encourage future integration.
- F5. People may move to be closer to employment or education sites because barriers cut off former routes (e.g., walls made the routes longer) used for the journey to work, school, or restrict activity spaces.
- F6. People may move to areas they believe have better overall amenities (e.g., schools, community centers, parks), particularly if the construction of barriers or peace lines impedes access to these.
- F7. People may want to move away from the barriers (e.g., did not want to live near the wall for aesthetic reasons, the wall signifies an area of conflict).
- F8. People may want to move from areas of poverty near the barriers to higher-income areas.

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- (G)** Explain a possible limitation of using Map 1 to describe the political conflict on the island of Ireland. **1 point**

Accept one of the following:

- G1. The map does not provide detailed data on cultural or religious differences at a local or regional scale on the island of Ireland.
- G2. The scale of analysis of Map 1 does not allow the viewer to see the political conflict on the island of Ireland.
- G3. Map 1 does not provide any information related to the location of contested areas within the island of Ireland.
- G4. The superimposed border of Northern Ireland is contested by different culture groups (e.g., sectarian, religious, republican, unionist) or economic class groups, but the map does not show this.
- G5. The map shading may falsely imply that the population of Northern Ireland uniformly identifies strongly with the rest of the United Kingdom instead of with the Republic of Ireland.
- G6. Map 1 does not show political conflict resulting from Brexit (e.g., including changing from a “soft border” to a “hard border”).

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**Total for question 3: 7 points**