



HUMAN GEOGRAPHY

Course Description

Effective Fall 2011

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The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid and enrollment. Among its widely recognized programs are the SAT[®], the PSAT/NMSQT[®], the Advanced Placement Program[®] (AP[®]), SpringBoard[®] and ACCUPLACER[®]. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

For further information, visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course and Exam Descriptions

AP Course and Exam Descriptions are updated regularly. Please visit AP Central[®] (apcentral.collegeboard.com) to determine whether a more recent Course and Exam Description PDF is available.

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Welcome to the AP[®] Program

AP[®] is a rigorous academic program built on the commitment, passion and hard work of students and educators from both secondary schools and higher education. With more than 30 courses in a wide variety of subject areas, AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level.

Through AP courses, talented and dedicated AP teachers help students develop and apply the skills, abilities and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. For example, through the AP Course Audit, AP teachers submit their syllabi for review and approval by college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized to carry the “AP” label.

AP courses culminate in a suite of college-level assessments developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Strong performance on AP Exams is rewarded by colleges and universities worldwide. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. But performing well on an AP Exam means more than just the successful completion of a course; it is the gateway to success in college. Research consistently shows that students who score a 3 or higher typically experience greater academic success in college and improved graduation rates than their non-AP student peers.

AP Course Audit

The intent of the AP Course Audit is to provide secondary and higher education constituents with the assurance that an “AP” designation on a student’s transcript is credible, meaning the AP Program has authorized a course that has met or exceeded the curricular requirements and classroom resources that demonstrate the academic rigor of a comparable college course. To receive authorization from the College Board to label a course “AP,” teachers must participate in the AP Course Audit. Courses authorized to use the “AP” designation are listed in the AP Course Ledger made available to colleges and universities each fall. It is the school’s responsibility to ensure that its AP Course Ledger entry accurately reflects the AP courses offered within each academic year.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at www.collegeboard.com/apcourseaudit.

AP Development Committees

An AP Development Committee is a group of nationally renowned subject-matter experts in a particular discipline that includes professionals in secondary and postsecondary education as well as from professional organizations. These experts ensure that AP courses and exams reflect the most up-to-date information available, as befitting a college-level course, and that student proficiency is assessed properly. To find a list of current AP Development Committee members, please visit apcentral.collegeboard.com/developmentcommittees.

AP Reading

AP Exams — with the exception of AP Studio Art, which is a portfolio assessment — consist of dozens of multiple-choice questions scored by machine, and free-response questions scored at the annual AP Reading by thousands of college faculty and expert AP teachers. AP Readers use scoring standards developed by college and university faculty who teach the corresponding college course. The AP Reading offers educators both significant professional development and the opportunity to network with colleagues. For more information about the AP Reading, or to apply to serve as a Reader, visit apcentral.collegeboard.com/readers.

AP Exam Scores

The Readers' scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a score on AP's 5-point scale. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

AP SCORE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

AP Exam scores of 5 are equivalent to A grades in the corresponding college course. AP Exam scores of 4 are equivalent to grades of A–, B+ and B in college. AP Exam scores of 3 are equivalent to grades of B–, C+ and C in college.

Credit and Placement for AP Scores

Thousands of two- and four-year colleges and universities grant credit, placement or both for qualifying AP Exam scores because these scores represent a level of

achievement equivalent to that of students who have taken the comparable college course. This college-level equivalency is ensured through several AP Program processes:

- College faculty are involved in course and exam development and other AP activities. Currently, college faculty:
 - Serve as chairs and members of the committees that develop the Course Descriptions and exams for each AP course.
 - Are responsible for standard setting and are involved in the evaluation of student responses at the annual AP Reading. The Chief Reader for each AP exam is a college faculty member.
 - Lead professional development seminars for new and experienced AP teachers.
 - Serve as the senior reviewers in the annual AP Course Audit, ensuring AP teachers' syllabi meet the curriculum guidelines for college-level courses.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.
- Periodic college comparability studies are undertaken in which the performance of college students on a selection of AP Exam questions is compared with that of AP students to ensure that grades earned by college students are aligned with scores AP students earn on the exam.

For more information about the role of colleges and universities in the AP Program, visit the Value of AP to Colleges and Universities section of the College Board website at <http://professionals.collegeboard.com/higher-ed/placement/ap>.

Setting Credit and Placement Policies for AP Scores

The College Board website for education professionals has a section specifically for colleges and universities that provides guidance in setting AP credit and placement policies. Visit <http://professionals.collegeboard.com/higher-ed/placement/ap/policy>.

Additional resources, including links to AP research studies, released exam questions and sample student responses at varying levels of achievement for each AP Exam are also available. To view student samples and scoring guidelines, visit http://apcentral.collegeboard.com/apc/public/exam/exam_questions/index.html.

To review recent validity research studies, visit <http://professionals.collegeboard.com/data-reports-research/cb/ap>.

The "AP Credit Policy Info" online search tool provides links to credit and placement policies at more than 1,000 colleges and universities. This tool helps students find the credit hours and/or advanced placement they may receive for qualifying exam scores within each AP subject at a specified institution. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy. If the information for your institution is not listed or is incorrect, please contact aphighered@collegeboard.org.

AP Human Geography

INTRODUCTION

The Advanced Placement Program offers a course and exam in Human Geography to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in human geography. The exam presumes at least one semester of college-level preparation, as is described in this book.

The inclusion of material in this Course Description and in the exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by geographers who serve as members of the AP Human Geography Development Committee. In their judgment, the material printed here reflects the content of a typical introductory college course in human geography. The exam is representative of such a course and therefore is considered appropriate for the measurement of skills and knowledge in the field of introductory human geography.

THE COURSE

An introductory college course in human geography is generally one semester in length, with some variation among colleges. An AP Human Geography course need not follow any specific college course curriculum. Rather, the aim of an AP course is to provide the student with a learning experience equivalent to that obtained in most college-level introductory human geography courses.

Purpose

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Goals

The particular topics studied in an AP Human Geography course should be judged in light of the following five college-level goals that build on the National Geography Standards developed in 1994. On successful completion of the course, students should have developed skills that enable them to:

- *Use and think about maps and spatial data.* Geography is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes. As such, maps and spatial data are fundamental to the discipline, and learning to use and think about them is critical to geographical literacy. The goal is achieved when students learn to use maps and spatial data to pose and solve problems, and when they learn to think critically about what is revealed and what is hidden in different maps and spatial arrays.

- *Understand and interpret the implications of associations among phenomena in places.* Geography looks at the world from a spatial perspective, seeking to understand the changing spatial organization and material character of Earth's surface. One of the critical advantages of a spatial perspective is the attention it focuses on how phenomena are related to one another in particular places. Students should thus learn not just to recognize and interpret patterns but to assess the nature and significance of the relationships among phenomena that occur in the same place, and to understand how tastes and values, political regulations, and economic constraints work together to create particular types of cultural landscapes.
- *Recognize and interpret at different scales the relationships among patterns and processes.* Geographical analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another. Thus, students should understand that the phenomena they are studying at one scale (e.g., local) may well be influenced by developments at other scales (e.g., regional, national, or global). They should then look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.
- *Define regions and evaluate the regionalization process.* Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean. Students should see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live.
- *Characterize and analyze changing interconnections among places.* At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Thus, students should view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns. Moreover, they should strive to be aware that those relationships are constantly changing, and they should understand how and why change occurs.

Teaching the Course

AP classes require extra time on the part of the teacher for preparation, individual consultation with students, and the reading of a much larger number of assignments than would normally be given to students in regular classes. Accordingly, the AP Human Geography Development Committee strongly urges that any teacher offering such a class be assigned reduced teaching hours. To facilitate the teaching and learning of human geography, the committee also suggests that schools enrich the map collection and other resource materials available to teachers and students in classrooms and libraries.

Examples of the content and organization of AP Human Geography courses or equivalent college courses, as well as suggestions for appropriate resource materials, are in the *AP Human Geography Teacher's Guide*. For information about ordering this publication and others, see page 21. The electronic discussion groups (EDGs) accessible through AP Central also provide a moderated forum for exchanging ideas, insights, and practices among members of the AP professional community.

Topics

I. Geography: Its Nature and Perspectives

The AP Human Geography course emphasizes the importance of geography as a field of inquiry and briefly discusses the emergence of academic geography in nineteenth-century Europe.

The course introduces students to the importance of spatial organization — the location of places, people, and events, and the connections among places and landscapes — in the understanding of human life on Earth.

Geographic concepts emphasized throughout the course are location, space, place, scale, pattern, regionalization, and globalization. These concepts are basic to students' understanding of spatial interaction and spatial behavior, the dynamics of human population growth and movement, patterns of culture, economic activities, political organization of space, and human settlement patterns, particularly urbanization. Students learn how to use and interpret maps. They also learn to apply mathematical formulas, models, and qualitative data to geographical concepts. The course also makes use of the concept of the region, encourages students to consider the regional organization of various phenomena, and enables students to create regions in order to illustrate process.

A significant outcome of the course is students' awareness of the relevance of academic geography to everyday life and decision making. This combination of the academic and the applied gives students a sophisticated view of the world and an understanding of the manifold applications of what they have learned in the course.

II. Population

An understanding of the ways in which the human population is organized geographically provides AP students with the tools they need to make sense of cultural, political, economic and urban systems. Thus, many of the concepts and theories encountered in this part of the course crosscut with other course modules. In addition, the course themes of scale, pattern, place, and interdependence can all be illustrated with population topics. For example, students may analyze the distribution of the human population at different scales: global, continental, national, state or province, and local community.

Explanations of why population is growing or declining in some places and not others center on understanding the processes of fertility, mortality, and migration. In stressing the relevance of place context, for example, students may assess why fertility rates have dropped in some parts of the developing world but not in others,

and how age–sex structures vary from one country to another. Analysis of refugee flows, immigration, internal migration, and residential mobility helps students appreciate the interconnections between population phenomena and other topics. Environmental degradation may prompt rapid out-migration and urbanization, in turn creating new pressures on the environment. Refugee flows may be magnified when groups have no access to political power because of the way boundaries have been drawn. Rapid immigration to certain parts of the world fosters regional differences in industrial employment and political sentiment toward foreigners. This part of the course also aids in our critical understanding of contemporary population trends by considering how models of population growth and decline, including Malthusian theory, the demographic and the epidemiological (mortality) transitions, change. Given these kinds of understandings, students are in a position to evaluate the role, strengths, and weaknesses of major population policies. For example, how might increasing the education levels of females lead to lower fertility?

III. Cultural Patterns and Processes

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. In this section of the course, students begin with the concept of culture. They learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past.

A central concern is to comprehend how cultural patterns are represented at a variety of geographic scales from local to global. Diffusion is a key concept in understanding how cultural traits (for example, agricultural practices and language) move through time and space to new locations, adapting to local cultural preferences through glocalization. Students learn that the concept of region is central to the spatial distribution of cultural attributes.

The course also explores cultural differences at various scales according to language, religion, ethnicity, and gender. The geographies of language and religion are studied to illustrate processes of cultural diffusion and cultural differences. For example, students learn to distinguish between languages and dialects; ethnic and universalizing religions; and popular and folk cultures, and to understand why each has a different geographic pattern.

An important emphasis of the course is the way culture shapes human–environment relationships. For example, religion can influence environmental perception and modification.

Students also come to understand how culture is expressed in landscapes, and how landscapes in turn represent cultural identity. Built environments enable the geographer to interpret cultural values, tastes, and sets of beliefs. For example, both folk and contemporary architecture are rich and readily available means of comprehending cultures and changes in landscapes.

IV. Political Organization of Space

This section of the course introduces students to the nature and significance of the political organization of territory at different scales. Students learn that political patterns reflect ideas about how Earth’s surface should be organized and affect a wide range of activities and understandings.

The course gives primary attention to the political geography of the modern state or country. Students are introduced to the different forces that shaped the evolution of the contemporary world political map, including the rise of nation-states in Europe, the influence of colonialism and the contemporary rise of neoliberalism. Students also learn about the basic structure of the political map and the inconsistencies between maps of political boundaries and maps of ethnic, economic, and environmental patterns. In addition, students consider some of the forces that are changing the role of individual countries in the modern world, including ethnic separatism, devolution, supranationalism, economic globalization, the emergence of regional economic blocs, and the need to confront environmental problems that cross national boundaries.

This part of the course also focuses on political units above, below, and beyond the state. For example, at the scale above the state, attention is directed to regional integration schemes and alliances, such as NATO, the European Union, and NAFTA. At the scale below the state, students are introduced to the ways in which electoral districts, municipal boundaries, and ethnic territories affect political, social, and economic processes. In addition, students study how particular policies affect the spatial organization of cultural and social life, as in the case of racial segregation. Through study of these matters, students understand the importance of the political organization of territory in the contemporary world.

V. Agriculture and Rural Land Use

This section of the course explores four themes: the origin and spread of agriculture; the characteristics of the world's agricultural regions; reasons why these regions function the way they do; and the impact of agricultural change on the quality of life and the environment. Students first examine centers where domestication originated and study the processes by which domesticates spread. This diffusion process makes clear why distinct regional patterns of diet, energy use, and agrarian technology emerged.

The course next examines Earth's major agricultural production regions. Extensive activity (fishing, forestry, nomadic herding, ranching, shifting cultivation) and intensive activity (plantation agriculture, mixed crop/livestock systems, market gardening, horticulture, factory farms) are examined, as are settlement patterns and landscapes typical of each major agriculture type. In addition, students learn about land survey systems, environmental conditions, and cultural values that created and sustain the patterns.

Explanations for the location of agricultural activities are another major concern. Von Thünen's land use model, agricultural change (e.g., the impact of factory farming on food supplies), and the distribution of crops and animals are also emphasized. The need for increased food supplies and the capacity to increase food production concludes this section.

VI. Industrialization and Economic Development

Economic activity has a spatial character influenced by the interaction of several factors, including natural resources, culture, politics, and history in specific places. By dividing economic activities into key sectors, students can appreciate why natural resources have different values for different societies, and how places and regions acquire comparative advantages for development.

In this section of the course, students learn about the geographic elements of industrialization and development, including the Industrial Revolution. Students need to understand how models of economic development, such as Rostow's stages of economic growth, Wallerstein's World Systems Theory, and Millennium Development Goals help to explain why the world is described as being divided into a more well-developed core and a less-developed periphery. The course also includes a comparison of location theories, such as those by Weber and von Thünen (which stress resource and market dependence) with accounts of economic globalization (which accent time-space compression and the new international division of labor). As an example, students study the reasons why some Asian economies achieved rapid rates of growth in the 1980s while most sub-Saharan African economies experienced decline. In addition, students need to understand patterns of economic growth and decline in North America.

This part of the course also addresses contemporary issues surrounding economic activity. For example, countries, regions, and communities must confront new patterns of economic inequity that are linked to geographies of interdependence in the global economy. Communities also face difficult questions regarding use and conservation of resources and the impact of pollution on the environment and quality of life. Students study the impact of deindustrialization, the disaggregation of production, the development of commodity chains, and the rise of consumption and leisure activities.

VII. Cities and Urban Land Use

The course divides urban geography into two subfields. The first is the study of systems of cities, focusing on where cities are located and why they are there. This involves an examination of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reasons for differential growth among cities; and types of transportation and communication linkages among cities. Theories of settlement geography, such as Christaller's central place theory, the rank size rule, and the gravity model are also introduced. Quantitative information on such topics as population growth, migration fields, zones of influence, and job creation are used to analyze changes in the urban hierarchy.

The second subfield focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places in which to live and work. Students are introduced to such topics as the analysis of patterns of urban land use, racial and ethnic segregation, types of intracity transportation, architectural traditions, and cycles of uneven construction and development. Students' understanding of cities as places is enhanced by both quantitative data from the census and qualitative information from narrative accounts and field studies. Students also study models of internal city structure: for example, the Burgess concentric zone model, the Hoyt sector model, and the Harris-Ullman multiple nuclei model. Topics such as economic systems, culture, architectural history, and the evolution of various transportation technologies in different parts of the world can be useful in the analysis of spatial patterns and landscapes evident in cities.

While much of the literature in urban geography focuses on the cities of North America, comparative urbanization is an increasingly important topic. The study of

European, Islamic, East and South Asian, Latin American, and sub-Saharan African cities serves to illustrate how differing economic systems and cultural values can lead to variations in the spatial structures and landscapes of urban places.

Students also examine current trends in urban development that are affecting urban places, such as the emergence of edge cities, new urbanism, and the gentrification of neighborhoods. In addition, students evaluate urban planning design initiatives and community actions, such as those that reduce energy use and protect the environment, that will shape cities in the future.

TOPIC OUTLINE

Following is an outline of the major content areas covered by the AP Human Geography Exam, as well as the approximate percentages of the multiple-choice section that are devoted to each area. This outline is a guide and is not intended as an exclusive list of topics.

<i>Content Area</i>	<i>Percentage Goals for Exam (multiple-choice section)</i>
I. Geography: Its Nature and Perspectives	5–10%
A. Geography as a field of inquiry	
B. Evolution of key geographical concepts and models associated with notable geographers	
C. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization	
D. Key geographical skills	
1. How to use and think about maps and spatial data	
2. How to understand and interpret the implications of associations among phenomena in places	
3. How to recognize and interpret at different scales the relationships among patterns and processes	
4. How to define regions and evaluate the regionalization process	
5. How to characterize and analyze changing interconnections among places	
E. Geographic technologies, such as GIS, remote sensing, and GPS	
F. Sources of geographical ideas and data: the field, census data, and satellite imagery	
II. Population	13–17%
A. Geographical analysis of population	
1. Density, distribution, and scale	
2. Implications of various densities and distributions	
3. Patterns of composition: age, sex, race, and ethnicity	
4. Population and natural hazards: past, present, and future	

Content Area

- B. Population growth and decline over time and space
 - 1. Historical trends and projections for the future
 - 2. Theories of population growth, including the Demographic Transition Model
 - 3. Patterns of fertility, mortality, and health
 - 4. Regional variations of demographic transitions
 - 5. Effects of population policies
 - C. Population movement
 - 1. Migration selectivity
 - 2. Major voluntary and involuntary migrations at different scales
 - 3. Theories of migration, including push and pull factors, human capital, and life course
 - 4. International migration and refugees
 - 5. Socioeconomic consequences of migration
- III. Cultural Patterns and Processes 13–17%
- A. Concepts of culture
 - 1. Traits
 - 2. Diffusion
 - 3. Acculturation, assimilation, and globalization
 - 4. Cultural regions
 - B. Cultural differences
 - 1. Language
 - 2. Religion
 - 3. Ethnicity
 - 4. Gender
 - 5. Popular and folk culture
 - C. Cultural landscapes and cultural identity
 - 1. Values and preferences
 - 2. Symbolic landscapes and sense of place
 - 3. Environmental impact of cultural attitudes and practices
- IV. Political Organization of Space 13–17%
- A. Territorial dimensions of politics
 - 1. The concept of territoriality
 - 2. The nature and meaning of boundaries
 - 3. Influences of boundaries on identity, interaction, and exchange
 - 4. Federal and unitary states
 - 5. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
 - B. Evolution of the contemporary political pattern
 - 1. The nation-state concept
 - 2. Colonialism and imperialism
 - 3. Democratization

Content Area

- C. Changes and challenges to political–territorial arrangements
 - 1. Changing nature of sovereignty
 - 2. Fragmentation, unification, alliance
 - 3. Supranationalism and devolution
 - 4. Electoral geography, including gerrymandering
 - 5. Terrorism

- V. Agriculture and Rural Land Use13–17%
 - A. Development and diffusion of agriculture
 - 1. Neolithic Agricultural Revolution
 - 2. Second Agricultural Revolution
 - 3. Green Revolution
 - 4. Modern Commercial Agriculture
 - B. Major agricultural production regions
 - 1. Agricultural systems associated with major bioclimatic zones
 - 2. Variations within major zones and effects of markets
 - 3. Linkages and flows among regions of food production and consumption
 - C. Rural land use and settlement patterns
 - 1. Models of agricultural land use, including von Thünen’s model
 - 2. Settlement patterns associated with major agriculture types
 - 3. Land use/land cover change, irrigation, conservation (desertification, deforestation)
 - D. Modern commercial agriculture
 - 1. Biotechnology, including genetically modified plants and animals
 - 2. Spatial organization and diffusion of industrial agriculture
 - 3. Organic farming and local food production
 - 4. Environmental impacts of agriculture

- VI. Industrialization and Economic Development13–17%
 - A. Growth and diffusion of industrialization
 - 1. The changing roles of energy and technology
 - 2. Industrial Revolution
 - 3. Evolution of economic cores and peripheries
 - 4. Geographic critiques of models of economic localization (i.e., bid rent, comparative costs of transportation), industrial location, economic development, and world systems

Content Area

- B. Contemporary patterns and impacts of industrialization and development
 - 1. Spatial organization of the world economy
 - 2. Variations in levels of development
 - 3. Deindustrialization and economic restructuring
 - 4. Globalization and international division of labor
 - 5. Natural resources and environmental concerns
 - 6. Sustainable development
 - 7. Local development initiatives: government policies
 - 8. Women in development

- VII. Cities and Urban Land Use 13–17%
 - A. Development and character of cities
 - 1. Origin of cities
 - 2. Rural–urban migration and urban growth
 - 3. Global cities and megacities
 - 4. Suburbanization and edge cities
 - B. Models of urban systems
 - 1. Rank-size rule
 - 2. Central place theory
 - 3. Gravity model
 - C. Models of internal city structure
 - 1. Concentric zone model
 - 2. Sector model
 - 3. Multiple-nuclei model
 - 4. Changing employment mix
 - 5. Changing demographic and social structures
 - 6. Uneven development, ghettoization, and gentrification
 - D. Built environment and social space
 - 1. Housing
 - 2. Transportation and infrastructure
 - 3. Political organization of urban areas
 - 4. Urban planning and design
 - 5. Patterns of race, ethnicity, gender, and socioeconomic status

T H E E X A M

The AP Human Geography Exam is approximately 2 hours and 15 minutes in length and includes both a 60-minute multiple-choice section and a 75-minute free-response section. Each section accounts for half of the student's AP Exam score.

Sample Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions that appear on the AP Human Geography Exam. Additional sample questions can be found at AP Central (apcentral.collegeboard.com). The distribution of topics and the levels of difficulty are illustrative of the composition of the exam.

Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, students are encouraged to answer all multiple-choice questions. On any questions students do not know the answer to, students should eliminate as many choices as they can, and then select the best answer among the remaining choices. An answer key to the multiple-choice questions can be found on page 18.

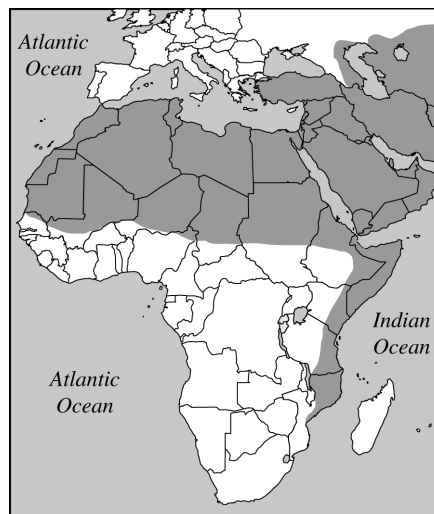
Directions: Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that best answers the question or completes the statement.

1. As an academic discipline, geography is principally concerned with the
 - (A) nature and meaning of place names
 - (B) impact of the environment on human understandings and activities
 - (C) evolving character and spatial organization of Earth's surface
 - (D) absolute location of places, peoples, and processes on Earth's surface
 - (E) construction of maps that depict places, peoples, and processes as accurately as possible
2. Thomas Malthus based his work on population on which of the following premises?
 - (A) Both food production and population increase arithmetically.
 - (B) Food production increases arithmetically and population increases exponentially.
 - (C) Both food production and population increase exponentially.
 - (D) Food production increases exponentially and population increases arithmetically.
 - (E) Food production increases arithmetically and population remains stable.

3. Of the following, which region contains the smallest percentage of the world's population?
 - (A) The Southern Hemisphere
 - (B) The Northern Hemisphere
 - (C) The Eastern Hemisphere
 - (D) Coastal areas of the world within 160 kilometers (100 miles) of ocean
 - (E) Areas of the world lying lower than 150 meters (500 feet) above sea level

4. In 2005 the United States and Canada had a higher crude death rate than Mexico because they
 - (A) are larger countries
 - (B) received more immigrants
 - (C) had more elderly people
 - (D) had a higher standard of living
 - (E) spent more on health care

5. Place names that refer to saints are most common in which of the following North American regions?
 - (A) Louisiana and New England
 - (B) California and British Columbia
 - (C) Ontario and Utah
 - (D) Nova Scotia and the United States Midwest
 - (E) Quebec and the United States Southwest



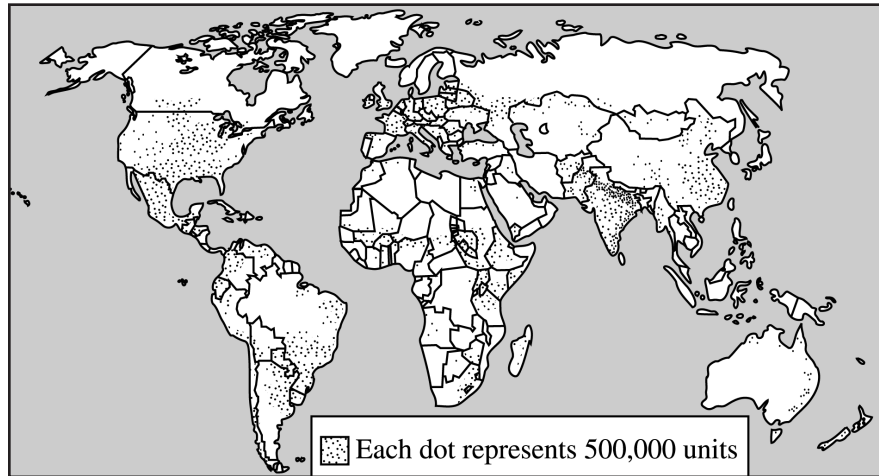
6. All or nearly all of the population of the shaded land region on the map above avoid which of the following foods?
 - (A) Beef
 - (B) Poultry
 - (C) Pork
 - (D) Corn
 - (E) Rice

7. Which of the following refers to the study of the relationship between the physical environment and culture?
 - (A) Central place theory
 - (B) Ecosystem analysis
 - (C) Culture history
 - (D) Cultural ecology
 - (E) Polytheism

8. Which of the following peoples can be described as a stateless nation?
 - (A) Kurds
 - (B) Thais
 - (C) Jews
 - (D) Samoans
 - (E) Albanians

9. Gerrymandering adjusts voting district boundaries in order to
 - (A) ensure that all districts are of similar size and shape
 - (B) benefit the interest of one political party or group
 - (C) create districts that coincide with municipal service-district boundaries
 - (D) allow those living in one state to vote on issues raised in another state
 - (E) equalize the burden of paying poll taxes across different ethnic groups

10. Which of the following pieces of national territory could NOT have been classified as an exclave?
 - (A) East Pakistan in 1947
 - (B) West Berlin in 1970
 - (C) Singapore in 1985
 - (D) Alaska in 1992
 - (E) Kaliningrad in 1996



11. The dots in the map above illustrate the distribution of
 - (A) cattle
 - (B) cotton
 - (C) rice
 - (D) tobacco
 - (E) sheep

12. Within the framework of central place theory, which of the following provides the lowest-order good or service?
 - (A) A furniture store
 - (B) An orthodontist
 - (C) A gas station
 - (D) A jewelry store
 - (E) A professional football stadium

13. The Green Revolution refers to
 - (A) the environmental politics of Greenpeace
 - (B) hybrid crops introduced to promote agricultural development
 - (C) a fundamentalist Islamic political movement
 - (D) efforts to provide parks and open space around industrial cities
 - (E) the development of garden cities

14. As a country's economy develops, a smaller percentage of the workforce tends to be employed in
 - (A) agriculture, because industrialization decreases the value of rural land
 - (B) agriculture, because investment in technology increases yields and decreases labor demand
 - (C) industry, because the profit from extracting natural resources increases
 - (D) industry, because productivity increases as labor costs rise
 - (E) services, because technology increases efficiency in the provision of services

15. The world's major manufacturing regions include all of the following EXCEPT
- (A) the Rhine-Ruhr Corridor
 - (B) Northern Italy
 - (C) the Tokyo Plain
 - (D) the Volga River Valley
 - (E) the Connecticut Valley
16. Edge cities have been described as the “tenements of the information age” because these cities have
- (A) poorly constructed and inexpensive housing
 - (B) many high-density townhouse developments designed for people working in nearby office buildings
 - (C) sprung up in old abandoned industrial zones
 - (D) populations made up mostly of recent immigrants
 - (E) inadequate parking
17. Which of the following are basic and nonbasic functions, respectively?
- (A) A barber shop and a grocery store
 - (B) A car manufacturing plant and a tire manufacturing plant
 - (C) A steel mill and a grocery store
 - (D) A pizza parlor and a tire manufacturing plant
 - (E) A university and a military base
18. The sector model of city structure assumes that typical spatial behavior involves people commuting primarily
- (A) around the outer belt
 - (B) in and out of downtown
 - (C) within downtown
 - (D) within neighborhoods
 - (E) between adjacent cities

Answers to Multiple-Choice Questions

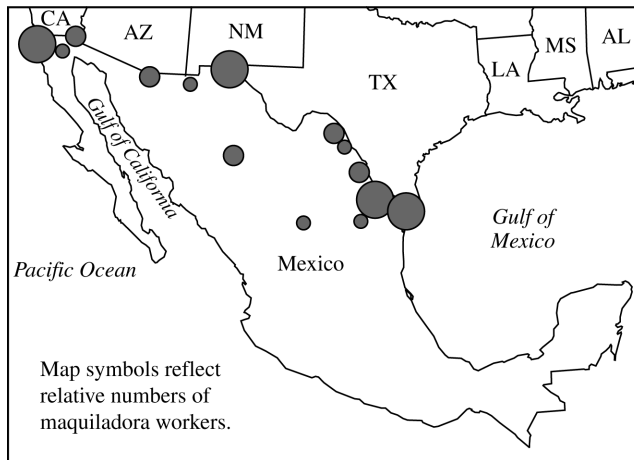
1 – C	4 – C	7 – D	10 – C	13 – B	16 – B
2 – B	5 – E	8 – A	11 – A	14 – B	17 – C
3 – A	6 – C	9 – B	12 – C	15 – E	18 – B

Sample Free-Response Questions

In the free-response section of the AP Human Geography Exam, students have 75 minutes to answer three constructed-response questions. The score on each response will account for one-third of the student's total constructed-response score, so students should spend approximately one-third of their time (25 minutes) on each question. The questions may require students to synthesize different topical areas and to analyze and evaluate geographical concepts. Questions may also require students to supply appropriately selected and well-explained real-world examples to illustrate geographic concepts. Questions may be based on stimulus material such as verbal descriptions, maps, graphs, photographs, and diagrams. Students are expected to use their analytical and organizational skills to formulate responses in narrative form; bulleted lists are not acceptable as a response. The following are sample questions; additional sample questions can be found at AP Central.

Directions: You have 75 minutes to answer ALL THREE of the following questions. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Your answer should be based upon your critical analysis of the question posed.

1.



The map above shows the main maquiladora centers in Mexico in the year 2000.

- Define a maquiladora.
- Refer to the map above to explain the spatial distribution of maquiladoras within Mexico.
- Discuss FOUR factors that explain why Mexico has emerged as an important location in the current global system of industrial organization.

2. In the 1990s the central business and residential districts of cities in the United States became the focus of a revitalization process. Discuss how each of the following has contributed to this revitalization process.
 - (a) Economic factors
 - (b) Demographic composition
 - (c) Urban policy
 - (d) Sense of place

3. Over the last 150 years, Europe has changed from a source to a destination region for international migration.
 - (a) Use the demographic transition model to explain briefly Europe's development as a source of international migrants between 1800 and 1920.
 - (b) Identify and briefly explain ONE factor other than demographic transition that was responsible for Europe's development as a source of migrants to the United States between 1800 and 1920.
 - (c) Briefly explain how THREE aspects of the demographic transition model account for Europe's transformation into a destination region for migrants from North Africa between 1960 and 2000.

Teacher Support

AP Central® (apcentral.collegeboard.com)

You can find the following Web resources at AP Central:

- AP Course Descriptions, information about the AP Course Audit, AP Exam questions and scoring guidelines, sample syllabi and feature articles.
- A searchable Institutes and Workshops database, providing information about professional development events.
- The Course Home Pages (apcentral.collegeboard.com/coursehomepages), which contain articles, teaching tips, activities, lab ideas and other course-specific content contributed by colleagues in the AP community.
- Moderated electronic discussion groups (EDGs) for each AP course, provided to facilitate the exchange of ideas and practices.

Additional Resources

Teacher's Guides and **Course Descriptions** may be downloaded free of charge from AP Central; printed copies may be purchased through the College Board Store (store.collegeboard.com).

Course Audit Resources. For those looking for information on developing syllabi, the AP Course Audit website offers a host of valuable resources. Each subject has a syllabus development guide that includes the guidelines reviewers use to evaluate syllabi as well as multiple samples of evidence for each requirement. Four sample syllabi written by AP teachers and college faculty who teach the equivalent course at colleges and universities are also available. Along with a syllabus self-evaluation checklist and an example textbook list, a set of curricular/resource requirements is provided for each course that outlines the expectations that college faculty nationwide have established for college-level courses. Visit www.collegeboard.com/apcourseaudit for more information and to download these free resources.

Released Exams. Periodically the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring standards, and commentaries that explain why the responses received the scores they did. Released Exams are available at the College Board Store (store.collegeboard.com).

Additional, **free AP resources** are available to help students, parents, AP Coordinators and high school and college faculty learn more about the AP Program and its courses and exams. Visit www.collegeboard.com/apfreepubs for details.

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