

2014 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

HUMAN GEOGRAPHY

SECTION II

Time—75 minutes

Percent of total score—50

Directions: You have 75 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. You may use the unlined space below each question for notes. Be sure to write your answers on the lined pages immediately following each question.

1. Rostow's five-stage model of economic growth and the core-periphery concept of Wallerstein's three-part world system theory are two of the more common economic development models.
 - A. Identify and compare three differences between the stages of economic growth and the core-periphery model.
 - B. Use one of the two models to explain the level of economic development in either Mexico or Brazil.
 - C. Give two examples of how the core-periphery concept can be applied below the national scale.

2. The international borders of African countries are a legacy of colonialism.
 - A. Describe the concept of a superimposed boundary.
 - B. Describe three political or cultural consequences of superimposed boundaries in Africa.
 - C. Identify and explain one challenge landlocked African countries face in developing viable economies.

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Question 1

Part A (3 points total)

Identify and compare three differences between the stages of economic growth and the core-periphery model.

Stages of economic growth (Rostow)		Core-periphery model (Wallerstein)
A1	Accurately names/describes all five stages (traditional society, preconditions for take-off, take-off, drive to maturity, mass consumption)	Accurately names all three parts of the system (core, periphery, semi-periphery)
A2	National economies developing forward over time (not moving backward)	Countries are static or can move backward in development
A3	National-level analysis	International-level analysis
A4	Economic change that focuses on a single country	Economic change that focuses on spatial relationships between countries (e.g., trade, interdependence, interaction)
A5	Uneven global development can be lessened	Uneven global development is a basic characteristic
A6	Countries fund investment for economic growth internally	Peripheral countries are dependent on core countries to finance investment for economic growth
A7	International trade may help countries to grow economically	International trade strengthens development in core countries (e.g., exporting manufactured goods) and constrains development in peripheral countries (e.g., exporting resources)
A8	Does not emphasize the role of colonialism/imperialism or neocolonialism	Emphasizes the role of colonialism/imperialism or neocolonialism
A9	Western/capitalist or liberal viewpoint	Marxist/structuralist viewpoint

Notes:

One point is earned for each difference compared.

To earn one point for a difference, the response must make a corresponding comparison of both models.

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Question 1 (continued)

Part B (2 points total)

Use one of the two models to explain the level of economic development in either Mexico or Brazil.

Country	Rostow	Wallerstein
Mexico or Brazil	<p>Take-off (or Stage 3) Agriculture is mechanized and commercialized OR Manufacturing investment in export-based economy OR Shift from primary to secondary economic sector</p> <p>Transition from preconditions for take-off to take-off (or Stage 2 to Stage 3) At least one characteristic listed under take-off</p> <p>Drive to maturity (or Stage 4) Economic output exceeds population growth rate OR Increased manufacturing specialization and integration into the global economy OR Increased incorporation of advanced technology</p> <p>Transition from take-off to drive to maturity (or Stage 3 to Stage 4) At least one characteristic listed under drive to maturity</p>	<p>Semi-periphery (or between core and periphery) [Newly] industrializing countries (NICs) OR Countries able to exploit peripheral countries (LDCs), but are themselves exploited by the core countries (MDCs)</p>

Notes:

One point is earned for identifying a “stage” or “part.” One point is earned for an explanation of the “stage” or “part.”

Both identification and explanation must be from the same model.

One point may be earned for an explanation without identifying or correctly identifying a “stage” or “part.”

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Question 1 (continued)

Part C (2 points total)

Give two examples of how the core-periphery concept can be applied below the national scale.

Type	Core	Periphery
C1	Central Business District (CBD)	Zone of transition/residential zone/suburb
C2	City	Suburb/edge city or rural/hinterland
C3	Small town	Remote areas or rural/hinterland
C4	Political center	Less powerful center/area/region
C5	Large/primate city or metropolitan area	Small/medium city or nonmetropolitan area/region
C6	Populated area/region	Less populated area/region
C7	Productive area/region	Less developed/impoverished area/region
C8	Core state or province	Peripheral state or province

Notes:

One point is earned for each type of core-periphery example identified from the list in the table below.

Spatial or geographically-bounded terminology **must** be evident for both core and periphery examples.

Global-scale and country-scale examples earn no credit.