

2016 AP[®] HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS



2. Many countries around the world, including Canada, have more than one official language.
- A. Identify the primary language spoken by most inhabitants in the shaded area on the map.
 - B. Explain how bilingualism can have a positive impact on a country.
 - C. Explain how bilingualism can have a negative impact on a country.
 - D. Discuss TWO reasons, other than language, why Canada does not fit the nation-state concept.

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Photo Y



Photo Z

Photo Y, © Richard van Kesteren / age fotostock; Photo Z, © Sisse Brimberg / Cotton Coulson / Keenpress / Exactostock

3. The pictures show two types of agriculture in the world.
- A. Identify the grain crop shown in each photo.
 - B. Discuss TWO economic differences between subsistence agriculture and commercial agriculture.
 - C. Identify ONE environmental impact resulting from the type of agriculture shown in photo Y.
 - D. Identify ONE environmental impact resulting from the type of agriculture shown in photo Z.

STOP

END OF EXAM

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Question 2

A. Using the map, identify the primary language spoken in the shaded area. (1 point total)

French, Québécois French, Canadian French, French Canadian. the Francophone world

B. Explain how bilingualism can have a positive impact on a country (2 points total)

(1 point. for basic explanation; 2 points for full explanation)

1. **Cultural diversity/multiculturalism:** Bilingualism fosters an openness to immigrants, minority empowerment, minority rights, and the expression of unique cultural products (e.g. music, literature, film, television).
2. **Political identity:** Bilingualism attempts to establish local, regional, or provincial government, which allows some level of self-government and prevents potential political conflict.
3. **Sense of place:** Bilingualism gives minority language speakers a feeling of belonging or value and produces a unique cultural landscape (e.g., architecture, farming, signage).
4. **Syncretic culture:** The use of two languages leads to mixed figures of speech or synthetic vocabulary, or the use of two languages in a single conversation (code-switching), which leads to diverse social interaction.
5. **Education:** Bilingual students, as opposed to monolingual students, can have more improved knowledge, perspectives, and skill sets.
6. **Political linkages:** Bilingualism improves political relationships and creates additional allies.
7. **Economic advantages:** A multiple-language population can develop global business opportunities and promote tourism.

C. Explain how bilingualism can have a negative impact on a country. (2 points total)

(1 point for basic explanation; 2 points for full explanation)

1. **Cultural tension:** Discrimination, segregation, barriers to social or political interactions, ethnocentrism.
2. **Centrifugal political forces:** Regionalized language areas within the country may seek independence or become areas of political or armed conflict; separatism may affect economy or weaken the political state (devolution).
3. **Challenges to unity:** Loss of understanding and translation problems with the creation of country-wide policies and/or the delivery of services.
4. **Education:** Higher public or private costs incurred to educate language groups separately or to include both languages in a single education system.
5. **Economic disadvantages:** Increased costs to print or broadcast public information, documents, signage, or provide public services, perform elections, or enforce laws and public safety; imposition on businesses, practically or legally, to advertise and provide products and services in more than one language.
6. **External threat:** Irredentism, any country using the excuse of linguistic connections to interfere with internal affairs of the other country.

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Question 2 (continued)

D. Discuss TWO reasons, other than language, why Canada does not fit the nation-state concept. (Two points total)

2 points (1 point for reason with detailed examples + 1 point for reason with detailed examples)

1. **Multiple nations:** Presence of First Nations, indigenous people; Québécois, Anglo Canadians
2. **Multiple ethnicities:** East, South, or Southeast Asians; Eastern Europeans; French Caribbean; Latin Americans; or African immigrants.
3. **Cultural diversity:** Multiple religious groups (e.g. Catholics, Protestants, Hutterites, Muslim, Jews, Buddhist, Eastern Orthodox, Hindu, Sikh, Animist, secularism) or cultural traditions (e.g. food, customs).
4. **Ethnoregionalism:** Federal state is a way to address regionalism; devolution (more power given to Québec and Nunavut in recent years); rise in devolution reduces power in Ottawa; indigenous land rights; Nunavik in Québec.
5. **Regional party politics:** Regionalism that challenges unity; rise of nationalist, separatist or political movements (e.g. FLO, Parti Québécois, Coalition Avenir Québec, Québec Solidaire) or east-west split in conservative Canadian national politics.
6. **Government policies:** Policies that emphasize multiculturalism over melting pot.
7. **Heterogeneity vs. homogeneity:** Heterogeneity contrasted with the nation-state ideal of homogeneity or discussion that contrasts Canada with another country (e.g. Japan, Iceland, Denmark, Poland).