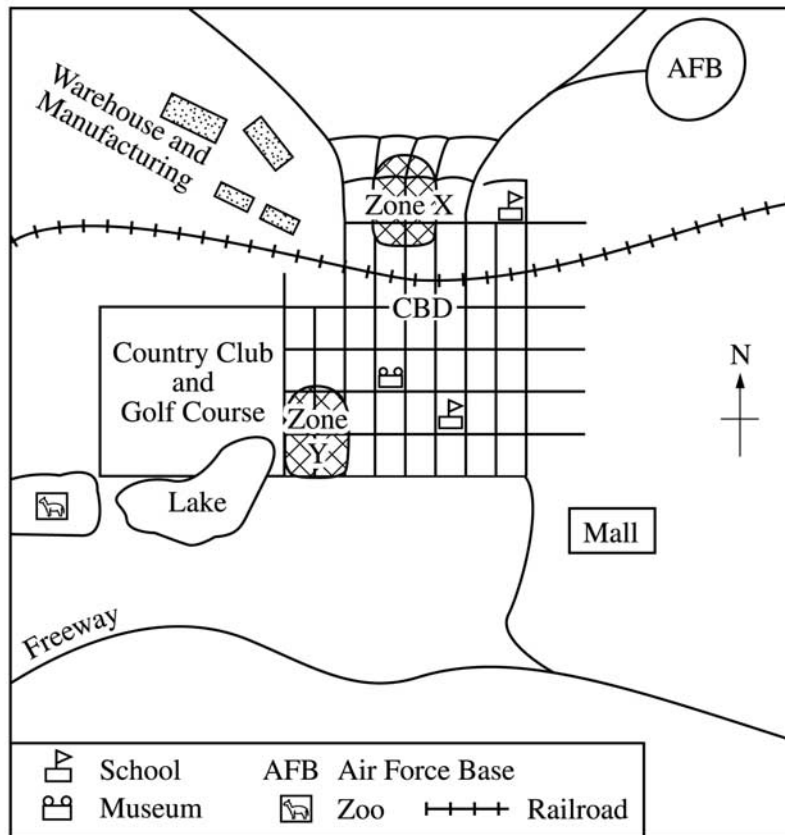


## 2002 AP<sup>®</sup> HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

2. With reference to each of the following, explain how religion has shaped the cultural landscape. Support each explanation with one specific example.
- A. Sacred sites
  - B. Burial practices/sites
  - C. Architecture
  - D. Place names

CLUSTERS OF HOUSEHOLDS HEADED BY FEMALES  
IN A HYPOTHETICAL NORTH AMERICAN CITY



3. Zone X and Zone Y are two different types of neighborhoods with high concentrations of households headed by females. Use the map above to answer the following questions.
- A. Briefly describe TWO socioeconomic factors that have led to the concentration of households headed by females in Zone X and TWO socioeconomic factors that have led to the concentration of households headed by females in Zone Y.
  - B. Discuss one advantage OR one disadvantage of the Hoyt sector model for understanding the location and characteristics of Zones X and Y.

**END OF EXAMINATION**

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## Question 2

This question is worth 8 points. For each of the four cases, students score 1 point for a clear explanation of how the case shows religion affecting the cultural landscape, and a second point for giving an appropriate example.

### A. Sacred sites — 2 points

To receive a point for the explanation, students must demonstrate knowledge of the definition of a sacred site (i.e., the notion of a geographic intersection between the divine and the mortal) and how a sacred site shows the impact of religion on the cultural landscape through arguments such as the following:

- the ongoing preservation of space
- the visitation of holy sites/pilgrimages by adherents
- the visitation of holy sites/pilgrimages by non-adherents (e.g., tourism)
- the development of local norms of behavior
- tension/conflict over use of sacred site

Students received a point for an appropriate example such as: Mecca, Medina (Islam), Jerusalem, Bethlehem (Christianity), Jerusalem, Wailing Wall (Judaism), Benares (Hinduism), eight holy sites associated with important events in Buddha's life (Buddhism), Native American sites, Mayan and Egyptian pyramids, Ganges River, etc. However, in the rubric, churches do **not** necessarily qualify as sacred sites; the Nile River is not a sacred site; Vatican City itself is not a sacred site.

### B. Burial sites/practices — 2 points

To receive a point for explanation, students must demonstrate knowledge of burial sites or practices (i.e., the development of places or activities to treat or preserve the dead) and how burial sites/practices show the impact of religion on the cultural landscape through arguments such as the following:

- impose conformity on the landscape
- affects local land use
- make the landscape distinctive

Students received a point for an appropriate example such as: cremation (practice) (Hinduism, Buddhism), park-like cemeteries (Christianity, Judaism, Islam), catacombs, burial mounds, exposure of dead, burial at sea.

### C. Architecture — 2 points

To receive a point for explanation, students must demonstrate knowledge of how architecture in religion (i.e., the design of special buildings used for worship/mediation/spiritual functions) show(s) the impact of religion on the cultural landscape through arguments such as the following:

- making the landscape distinctive (e.g., representing a religious history)
- restricting/encouraging the use of land and the surrounding area
- attracting tourists

Students received a point for an appropriate example such as: any place of worship/adoration. Any structure from A and B above.

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**Question 2 (cont'd.)**

**D. Place Names — 2 points**

To receive a point for explanation, students must demonstrate knowledge of how the naming of locations shows the impact of religion on the cultural landscape through arguments such as the following:

- promoting regional distinctiveness
- confirming the importance of religion in everyday life

As with parts A through C above, just saying “named after religious leaders, saints, etc.” (i.e., defining the case prompt) received no credit as it does not qualify as an explanation.

Students received a point for an appropriate example such as: the use of names of Saints for towns demarcating the French Canadian religious landscape, the U.S. Southwest, areas settled by Christian Orthodox groups and Roman Catholics all over the world, Islamabad in Pakistan (Istanbul not credited).