

2018 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

HUMAN GEOGRAPHY

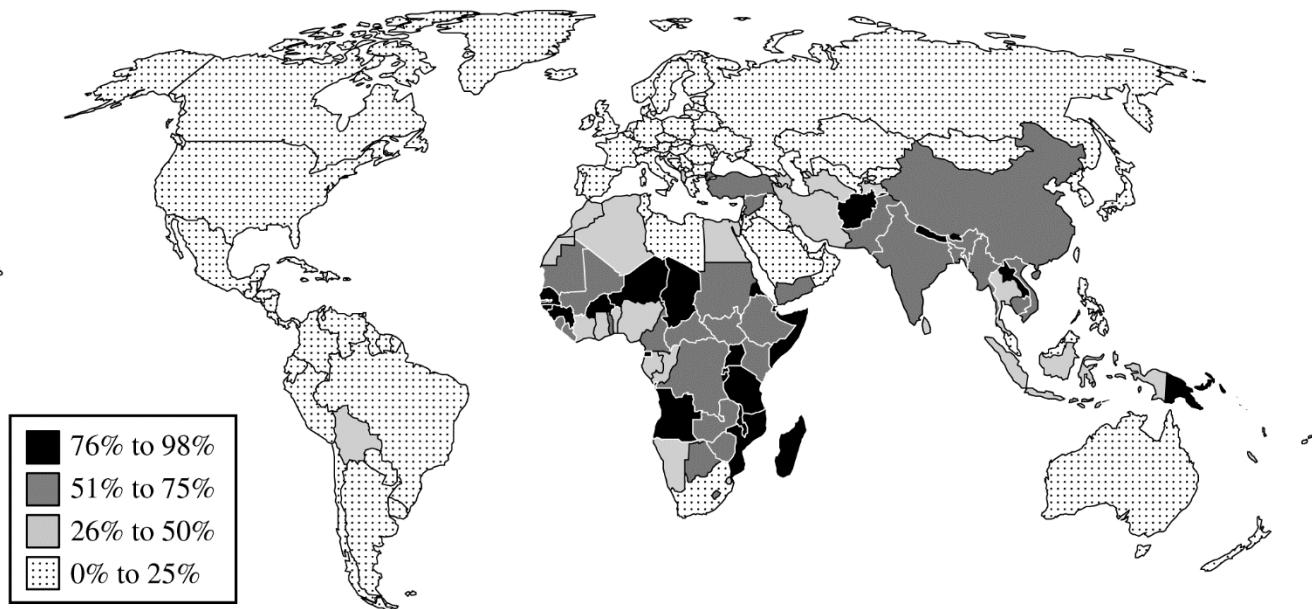
SECTION II

Time—1 hour and 15 minutes

Percent of total score—50

Directions: You have 1 hour and 15 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.

PERCENT OF WOMEN IN THE LABOR FORCE WORKING IN AGRICULTURE



Source: UN Food and Agriculture Organization

1. Women compose between one-third and one-half of all agricultural laborers in developing countries, and yet empowerment and gender equality have been difficult to achieve.
 - A. Identify a country where more than 75 percent of women in the labor force are active in agriculture.
 - B. For each of the following THREE categories, describe ONE obstacle that may prevent women working in agriculture from achieving greater equality and empowerment.
 1. Economic
 2. Cultural
 3. Political
 - C. Identify and explain ONE impact of empowering women within the rural agricultural regions of developing countries.

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PROTEST BANNER NEAR URBAN CONSTRUCTION SITE



2. The older neighborhood shown in the picture is undergoing changes in its demographic profile as the existing built landscape is renovated.
- Explain TWO ways that gentrification may positively impact neighborhoods.
 - Explain TWO ways that gentrification may negatively impact neighborhoods.
 - Identify and explain ONE way that city governments may reduce the negative impacts of gentrification.

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Question 1

6 points: (1 + 3 + 2)

A. Identify one country from the following. 1 point

Afghanistan, Angola, Bhutan, Burkina Faso, Burundi, Chad, Djibouti, Equatorial Guinea, Eritrea, The Gambia, Guinea, Guinea-Bissau, Laos, Madagascar, Malawi, Mozambique, Nepal, Niger, Papua New Guinea, Rwanda, Senegal, Solomon Islands, Somalia, Tanzania, Uganda.

B. Describe one obstacle to equality and empowerment for each of the following. 3 points (1 + 1 + 1)

Economic (1 point)

- E1. Small-scale farming requires all family members to participate.
- E2. Men have been taking jobs in cities, on commercial farms, as labor migrants, in the military, at sea, or in mines leaving the women to grow food for home consumption and for sale.
- E3. Women are frequently denied loans or financial support, cannot afford tuition or fees; or rural communities lack funding to provide schools.
- E4. Women may be unable to obtain or access inputs to improve productivity (e.g., land, animals, equipment, seeds, fertilizer, or infrastructure).
- E5. Women without formal education may lack economic information.
- E6. Women provide labor for childcare and household work as well as farming.
- E7. The distance to healthcare facilities from rural areas limits women's access to specialized care, i.e. OB-GYN.
- E8. Women practicing subsistence agriculture may not be able to generate a surplus.
- E9. Impacts of exposure to environmental hazards (agricultural pollution, chemicals, groundwater pollution) that cause health problems for women and children which have an economic impact (household, local, or national scale).

Cultural (1 point)

- C1. In many agricultural societies women have traditional gender roles.
- C2. Men may occupy a privileged position in society, leaving women to do the physical labor.
- C3. In many societies women hold agricultural knowledge and skills passed down to daughters.
- C4. In many societies women represent a spiritual ideal of fertility that is tied to beliefs regarding agricultural productivity.
- C5. High fertility rates and raising more children hinders women's ability to achieve equality.
- C6. Social norms preventing women from acquiring land tenure, owning, or inheriting land.
- C7. Impacts of exposure to environmental hazards (agricultural pollution, chemicals, groundwater pollution) that disproportionately affect women and children in rural, traditional, or indigenous communities.

Political (1 point)

- P1. Laws and government policies preventing women from acquiring land tenure, owning, or inheriting land.
- P2. Armed conflict or unstable governments in rural areas increases hardship and prevents women from making social network connections.
- P3. Women may lack access to political processes (voting), and institutions (representative government); or females lack political power to improve law and policy affecting women's issues.
- P4. Women may lack access to government programs intended to alleviate poverty.

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Question 1 (continued)

P5. Impacts of exposure to environmental hazards (agricultural pollution, chemicals, groundwater pollution) that cause health problems which hinder women's participation in government or society (at any scale).

C. Identify and explain one impact of empowering women. 2 points (1 + 1) Any identification may be matched with any positive or negative explanation.

Identification (positive)

Explanations

Impact Categories

1. Gain land ownership or land tenure	a. As men move away for job opportunities, women assume a greater responsibility for managing the family farm and the household.
2. Improvement in personal wealth or income	b. Possibility of earning more money from increased farm productivity.
3. Improvement in political or social status	c. Access to loans to expand production, or obtaining microloans to expand farm businesses.
4. Improvement in food security or food stability	d. Form cooperative groups with other women to efficiently sow and/or harvest agricultural land, manage resources, manage animal stock, or sell farm goods.
5. Improvement in quality of life or standard of living	e. Creating social networks that raise awareness to the issues affecting the lives of rural women, (e.g., environmental degradation, access to healthcare) and/or lobby for government or nongovernmental Organizations (NGO) support.
6. Demographic changes	f. Successful management of household and farm may encourage women to participate in tribal, village, and even regional councils. g. Serve as village leader, innovator, or educator in training others in productive or sustainable agricultural methods. h. Educating women about land title rights and having women participate in land title councils to ensure women's rights are acknowledged. i. Possibility of sending children to school; more spending in general on children for food, health, and clothing. j. Changing social values leads to demographic changes, such as decreased total fertility rate (TFR), lower birth rates, lower rates of natural increase (RNI), longer life expectancy, decreased mortality rates, or increased migration. k. Political, social, or religious organizations form movements or propose laws to increase women's roles in society.

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Question 1 (continued)

Identification (negative)

Impact Categories

7. Social tension, blowback, or pushback on changing roles of women in rural society
8. Negative impacts on family, household or women themselves

Explanations

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|---|
| <p>l. People who believe in traditional social roles for women (marriage, dowry, domestic or household roles of women) reject female farmers and women as businesspeople.</p> |
| <p>m. Political, social, or religious organizations form movements or propose laws to restrict women's increased roles in rural society.</p> |
| <p>n. Increased time working on agriculture results in less time to care for children and domestic (household) needs.</p> |
| <p>o. Increased exposure to workplace hazards, machinery, chemicals.</p> |