

AP Human Geography
Unit VI. Industrialization and Economic Development

Free Response Questions

FRQ 1 As a country economically develops, the employment mix for various sectors of the economy changes.

- A) Discuss in detail the general employment mix between primary, secondary, and tertiary sectors of the economy for a least developed country (LDC), newly industrialized country (NIC), and a more developed country (MDC)
- B) Describe the geographic global distribution of LDCs, NICs, and MDCs.
- C) Identify and describe one negative environmental impact and one positive economic impact when a country rapidly industrializes.

FRQ 1 Scoring guideline/rubric - 16 points.

- A) 6 points total – 2 points each for describing the employment mix for LDCs, NICs, and MDCs.
- B) 6 points total – 2 points each for accurately describing the global geographic distribution for LDCs, NICs, and MDCs.
- C) 4 points – 2 points for thoroughly describing one environmental negative impact for rapid industrialization, and 2 points for describing one positive economic impact.

For part A, students should generalize that LDCs have a majority of people working in primary economic activities, NICs have an increasing percentage of workers engaged in the secondary sector while the primary sector declines, and MDCs have an overwhelming percentage of workers in the service sector. For part B students need to demonstrate that they understand the basic division between LDCs and MDCs from a geographic perspective and to give examples of a number of NIC countries and where they are located. Part C asks students to demonstrate they understand that there is a trade off between rapid economic growth and the environment.

FRQ 2 The United Nations created the Human Development Index (HDI) in order to statistically evaluate a country's level of development. The HDI includes Gross Domestic Product (GDP)/per capita, average years of education, literacy rate, and life expectancy.

- A) Define development and describe one positive and one negative aspect of the HDI.

B) Using the HDI, describe the geographic distribution of wealth in the world today.

D) How would the spatial arrangement change if one looked at the world using a north polar projection?

FRQ 2 Scoring guideline/rubric - 11 points.

A) 1 point for an adequate definition of development, and 1 point each for describing one positive and one negative aspect of the HDI.

B) 4 points for a thorough description of the geographic distribution of wealth focusing on the north/south divide. In order to earn all four points the student must mention that the dividing line is approximately 30 degrees north latitude, and they also must mention some of the exceptions.

C) 4 points – if students describe in detail a core/periphery geographic distribution.

This question determines how familiar students are with the HDI, and whether they can evaluate the effectiveness of a measurement tool. Part B asks students to describe the distribution of wealth (North/South divide), and part C determines if students can analyze the distribution of wealth from the core/periphery perspective.

FRQ 3 Globalization of the world's economy continues to have positive and negative consequences depending upon one's perspective.

A) Define globalization.

B) Discuss in detail an example of one significant economic impact of globalization in a specific country and examine how this impact may be viewed positively and negatively.

C) Discuss in detail an example of one cultural impact of globalization in a specific country and examine how this impact may be viewed positively and negatively.

FRQ 3 Scoring guideline/rubric - 13 points.

A) 1 point for an adequate definition of globalization.

B) 6 points – 3 points for discussing in detail an economic positive to globalization (1 point for the identification and 2 points for the discussion), and 3 points for discussing in detail a negative economic impact (1 point for the identification and 2 points for the discussion).

- C) 6 points – 3 points for discussing in detail a positive cultural aspect to globalization (1 point for identification and 2 points for the discussion), and 3 points for discussing in detail a negative cultural aspect to globalization (1 point for the identification and 2 points for the discussion).

This question is meant to see how well students understand the concept of globalization as it relates to various perspectives dealing with economic development and cultural impacts for a specific country.

FRQ 4 Tourism is now the largest economy in the world, and the largest economy in many countries. Many state, regional, and local governments use tourism as an economic development strategy.

- A) Analyze how tourism is used as an economic development strategy for a specific Least Developed Country (LDC).
- B) Analyze the effectiveness of using tourism as a development strategy for a specific region or place in a more developed country.
- C) Describe a positive and negative impact to tourism for a Least Developed Country (LDC).

FRQ 4 Scoring guideline/rubric - 12 points.

- A) 4 points – 2 points for identifying how tourism can be used as an economic development strategy in a Least Developed Country (LDC)– 2 points for a thorough analysis of the strategy.
- B) 4 points – 2 points for identifying how tourism is used in a More Developed Country (MDC), and 2 points for a thorough analysis of the strategy.
- C) 4 points – 2 points for describing a positive cultural impact and 2 points for describing a negative cultural impact.

Students need to demonstrate that they understand the positive and negative aspects to using tourism in an LDC and MDC as an economic development strategy. Most books do not cover this topic, so it is imperative that teachers find readings and articles dealing with the ever-changing nature of the tourist industry.

FRQ 5 In a highly globalized and technologically advanced world, industries often shift their locations of production to remain competitive. Using site and situational factors, discuss in detail the changing geographic location of production for one of the following industries.

- A) textile manufacturing moving from the United States to Asia.

- B) automobile manufacturing in the United States moving from the upper Midwest to the south central states.
- C) meat packing industry moving from Chicago, Omaha, and Kansas City to small towns in the Great Plains region.

FRQ 5 Scoring guideline/rubric - 12 points.

8 points for thoroughly discussing site factors such as cost of land and labor. Also, a possible discussion of less government regulations with respect to the environment and worker safety.

4 points for discussing situational factors such as weight gaining vs. weight reducing industries and how that impacts locational decisions.

This question requires students to demonstrate that they understand all of the site and situational factors involved in determining where various types of industries locate. Also, none of the textbooks approved for this class deal with all three of the industries mentioned above.

FRQ 6 Japan's industrial base was devastated due to World War II.

- A) Discuss three strategies Japan used to re-industrialize after World War II.
- B) What is just-in-time production, and how did Japan's physical geography play a role in developing this unique mass production strategy?
- C) Describe in detail one other Asian country and how it used Japan as a role model for economic and industrial development.

FRQ 6 Scoring guideline/rubric - 14 points.

- A) 6 points – 1 point for identifying and 1 point for describing each strategy.
- B) 4 points – 2 points for explaining what just-in-time (JIT) production is, and 2 points for describing how the physical geography of Japan influenced this unique production method.
- C) 4 points – 1 point for correctly identifying one of the four Asian tigers, and 3 points for explaining how the country used Japan as a role model to industrialize.

Part A requires students to have a solid understanding of how Japan re-industrialized after WWII. The Rubenstein text does a good job of detailing this phenomenon. Next students must explain how limited space led to JIT manufacturing. Finally, students need

to elaborate on only one Asian tiger and how they used Japan as a model in order to rapidly industrialize and raise their standard of living.

FRQ 7 Regardless of a particular development strategy a country used, a variety of factors inhibit or enhance economic development.

A) Name one country from sub-Saharan Africa, Latin America, or Asia and use three items from the list below to describe in detail how each factor inhibits economic development.

- Physical environment, debt, over dependence on primary products, legacy of colonialism, or political instability/corruption

B) Name one country from sub-Saharan Africa, Latin America, or Asia and use three items from the list below to describe in detail how each factor enhanced its economic development efforts.

- Geographic comparative advantage, international division of labor, large population, economic reforms/policies (Export Processing Zones (EPZs)), or direct foreign investment.

FRQ 7 Scoring guideline/rubric - 18 points.

A) 9 points – 3 points each for a thorough discussion for each item that limits economic development.

B) 9 points – 3 points each for a thorough discussion of the factors that enhanced economic development.

In order for students to adequately answer this question they must have a solid understanding of multiple aspects of development with respect to one or more countries. This could make an excellent take-home test question, or if a teacher uses the case study method students would be prepared to take this in class as a timed FRQ.