

Question 3: Two Stimuli**7 points**

A (Point 1)	Identify the scale of analysis used for Finland’s political divisions in Map 2. Acceptable identification: • A1. Local scale (e.g., city, town, rural municipality) or subnational scale.	1 point
B (Point 2)	Define geometric boundaries as shown in Map 1. Examples of acceptable responses may include the following: • B1. Border lines on a map (two-dimensional plane) that are straight, angled, and/or curved to form a geometric shape (e.g., straight line, square, rectangle, circle, other polygons). • B2. A boundary or border drawn based on lines of latitude and longitude, a grid system, and/or a township and range system (baselines and meridians). • B3. Boundary lines drawn without regard to the physical or cultural landscape.	1 point
C (Point 3)	Describe one function of internal boundaries. Examples of acceptable responses may include the following: • C1. Internal boundaries define the limits of sovereignty or government control between one subnational region and another. • C2. Internal boundaries delimit or unify different types of subnational regions (e.g., voting districts, states, provinces, territories, special administrative regions, autonomous zones). • C3. Internal boundaries can unify or separate distinct ethnic, cultural, or national groups. • C4. Internal boundaries can delineate, divide, or fragment zones of public infrastructure and/or local government (e.g., water districts, school districts, voting districts). • C5. Internal boundaries can reflect, preserve, or reduce cultural, linguistic, or historical identities. • C6. Internal boundaries can prevent, resolve, or exacerbate conflicts. • C7. Internal boundaries can facilitate or hinder the collection or analysis of data. • C8. Internal boundaries can facilitate or hinder the management, protection, or distribution of natural resources or ecosystems.	1 point

D (Point 4)	Explain how the spatial organization of a country such as Canada is affected by a federal system of governance. Examples of acceptable responses may include the following: • D1. Federal systems of governance affect the spatial organization of a country by creating locally based, dispersed power centers (e.g., subnational state or provincial capitals). • D2. Countries with a federal system of governance are typically organized into subnational units (e.g., autonomous regions, semiautonomous regions) and/or have regional capitals that may help reduce centrifugal forces and/or limit ethnic separatism. • D3. Federal systems tend to divide large amounts of land area into subnational divisions that may be difficult to govern from a centralized or single capital. • D4. Federal systems tend to divide multicultural countries into subnational divisions based on cultural differences (e.g., ethnic, religious, and/or linguistic diversity) that may be difficult to govern from a centralized or single capital.	1 point
E (Point 5)	Explain how the supranational organization shown in Map 2 may limit the actions of Finland as a member state. Examples of acceptable responses may include the following: • E1. The EU may enact international laws or policies that limit the economic actions of Finland or other member states (e.g., reducing or eliminating trade barriers, introducing a common currency, regulating industry). • E2. The EU may implement international laws or policies that limit the political actions of Finland or other member states (e.g., requiring common border policies, observing elections, sharing a common foreign policy). • E3. By joining the EU, Finland has agreed to allow the EU government to make laws and regulations on behalf of Finland and the other member states.	1 point
F (Point 6)	Describe one characteristic of a cultural landscape that may reflect cultural beliefs and identities. Examples of acceptable responses may include the following: • F1. Art, music, toponyms, clothing, architecture, and/or evidence of sequent occupancy may indicate elements of a culture or cultures. • F2. Religion, language, social institutions, and/or systems of governance may be based on a culture or cultures. • F3. Land use, land survey patterns, agriculture, resource use (e.g., hunting, fishing, crafts), and/or trade may indicate the practices of a culture or cultures. • F4. Foods, social interactions, holidays, and/or festivals are based on or have elements of a culture or cultures. • F5. Attitudes towards ethnicity or gender (e.g., the role of women in the workforce) may help shape the use of space in a given society.	1 point

G (Point 7)	Explain how communication technologies may affect the cultural patterns of indigenous languages.	1 point
	Examples of acceptable responses may include the following: • G1. Communication technologies (e.g., the Internet) may encourage members of indigenous communities to adopt more commonly used languages (e.g., English), resulting in indigenous language loss. • G2. Language loss may occur due to cultural convergence, which is accelerated by the use of communication technologies. • G3. Communication technologies may increase the availability of indigenous language resources (e.g., via websites, apps, social media), resulting in language preservation. • G4. Communication technologies may be used to increase awareness of indigenous identity issues, which may result in language preservation. • G5. Limited access or cultural resistance (e.g., reliance on oral tradition) to communication technologies can restrict or prevent significant changes in the cultural patterns of indigenous languages.	

Question 2: One Stimulus**7 points**

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- (A) Identify ONE neighborhood labeled on the map where two or more Asian ethnic groups reside. 1 point**

Accept one of the following:

- A1. Walnut, Cerritos, Chinatown, or Koreatown

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- (B) Describe the spatial pattern of Chinese ethnic neighborhoods labeled on the map. 1 point**

Accept one of the following:

- B1. The neighborhoods are clustered inland and/or away from the coast.
- B2. The neighborhoods are clustered in the eastern or northeastern portion.
- B3. The neighborhoods are in areas east of the Los Angeles central business district (CBD).
- B4. The neighborhoods are aligned along an east-west axis.

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- (C) Explain ONE way immigrants may choose to assimilate into their new place of residence. 1 point**

Accept one of the following:

- C1. Immigrants may adopt culture traits (e.g., language, food, clothing, religion, music, sport) of the majority population group.
 - C2. Immigrants may change, hide, and/or abandon aspects of their own culture (e.g., language, food, clothing, religion, music, sport).
 - C3. Immigrants may achieve entry into social and economic networks (e.g., schools, workplaces, business associations, attaining citizenship).
 - C4. Immigrants may settle in non-ethnic neighborhoods rather than in ethnic neighborhoods and/or ethnic enclaves.
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- (D) Explain ONE way immigrants may preserve their ethnic traditions in their new place of residence. 1 point**

Accept one of the following:

- D1. By engaging in placemaking using aspects of their traditional culture (e.g., architecture, toponyms, signage) to establish a sense of place.
- D2. By continuing to celebrate and/or practice their ethnic traditions (e.g., traditional holidays, ethnic or traditional food, native languages, traditional clothing).
- D3. By creating or engaging with local institutions that promote their culture (e.g., schools, arts centers, religious groups, language learning centers, business associations, markets, organizations).
- D4. By seeking legal or other formal recognition and/or adoption of their traditions by the majority population (e.g., language taught in schools, bilingual social services, recognition of holidays).
- D5. By encouraging social relationships and/or connecting with those who share the same ethnic traditions in different places (e.g., ethnic neighborhoods, enclaves, on social media, country of origin).

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- (E) Describe ONE way that ethnic neighborhoods may contribute to a sense of place in large metropolitan areas such as Los Angeles. 1 point**

Accept one of the following:

- E1. Ethnic neighborhoods exhibit names (e.g., toponyms), signs, sounds (e.g., language, music), symbols (e.g., religious, cultural, political), art, architecture, and/or foods typical of that ethnicity.
 - E2. Ethnic neighborhoods create a distinct cultural landscape that is different from surrounding areas.
 - E3. Ethnic neighborhoods often contain distinctive cultural institutions (e.g., places of worship), traditions, celebrations, retail shopping, and/or restaurants.
 - E4. People may form perceptions, mental maps, or emotional attachments to ethnic neighborhoods based on the distinct culture traits or cultural events in that area.
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(F) Explain how the process of redistricting may be used to decrease an ethnic community's political power. 1 point

Accept one of the following:

- F1. Redistricting or gerrymandering may negatively affect ethnic groups if the districts are redrawn to minimize the number of ethnic group voters in that area.
- F2. Redistricting or gerrymandering may be used to reduce the representation and/or the political power of that community by dividing (e.g., cracking) an ethnic area into two or more voting districts.
- F3. Redistricting or gerrymandering may be used to limit the representation and/or political power of those ethnic groups and/or allow a greater number of surrounding districts the chance to be won by the party in power by combining (e.g., packing, stacking) two or more ethnic areas into one voting district.
- F4. Redistricting or gerrymandering could result in a candidate from the ethnic community being geographically eliminated from running in that district, reducing the community's representation.
- F5. Redistricting or gerrymandering may intentionally decrease voting access or participation because of the changing boundaries of the districts.

(G) Explain how the process of redistricting may be used to increase an ethnic community's political power. 1 point

Accept one of the following:

- G1. Redistricting or gerrymandering may be used to empower ethnic groups if the districts are redrawn to maximize the number of ethnic group voters in that area.
- G2. Redistricting or gerrymandering may be used to increase the ethnic group's representation and/or political power by dividing (e.g., cracking) a non-ethnic group majority area into two or more voting districts.
- G3. Redistricting or gerrymandering may be used to limit representation and/or political power of the non-ethnic majority by combining (e.g., packing, stacking) two or more majority group areas into one district.
- G4. Redistricting or gerrymandering may be used to increase ethnic communities' political power by creating and/or recognizing majority-minority districts.
- G5. Redistricting or gerrymandering may be used to better represent ethnic communities' interests and/or increase voter participation by aligning district boundaries with ethnic areas.

Total for question 2: 7 points

Question 1: No Stimulus**7 points**

(A) Describe ONE type of diffusion by which culture traits spread.**1 point**

Accept one of the following:

- A1. Expansion diffusion, as ideas or practices spread through a population into different areas.
- A2. Relocation diffusion, as ideas or practices spread from one location to a new or distant location, or to a location across a geographic barrier.
- A3. Hierarchical diffusion, as ideas or practices spread from one important or significant city, community, and/or person to another.
- A4. Contagious diffusion, as ideas or practices spread from person to person or along a transportation line.
- A5. Stimulus diffusion, as ideas or practices are borrowed from one culture and altered by another culture.

(B) Describe the process of creolization of language.**1 point**

Accept one of the following:

- B1. Interactions between or among culture traits and/or larger global forces lead to new forms of cultural expression and/or new languages.
 - B2. Two or more languages converge or mix to create a new language or new form of communication.
 - B3. People speaking two or more languages experience syncretism and/or combine their languages to form a new language.
 - B4. The development of a new language or dialect occurs due to the contact between groups that speak different and/or mutually unintelligible languages.
 - B5. The blending of two or more languages in which the new language includes selected features of either original language.
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(C)	Describe how the globalization of foods has influenced cultural patterns of food consumption.	1 point
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Accept one of the following:

- C1. Globalization has resulted in the global spread of various plants and/or animals.
- C2. Globalization has resulted in the spread of ingredients, cuisines, foods, and/or food cultures to people around the world.
- C3. Globalization has resulted in policies (e.g., safety regulations, labeling requirements) that may affect consumer preferences (e.g., organic, Kosher, Halal).
- C4. Globalization has popularized foods from different regions (e.g., sushi, tacos, kebabs).
- C5. Globalization alters the quantity, type, and/or cost of foods.
- C6. Globalization has expanded food options, changed diets, and/or changed levels of nutrition.
- C7. Globalization has reduced the consumption of local foods as people opt for globally distributed foods (e.g., fast food, processed, frozen).
- C8. Globalization provides access to crops that were formerly only available in certain climates and/or year-long access to foods that were formerly only seasonally available.

(D)	Explain ONE way that agricultural land use practices may have negative environmental effects.	1 point
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Accept one of the following:

- D1. Agricultural practices may result in increased pollution (e.g., soil, air, water) through chemical inputs (e.g., fertilizers, pesticides), resource use, and/or mechanized farming.
 - D2. Agricultural practices may contribute to water runoff that can pollute or degrade the quality of local or downstream water supplies (e.g., streams, rivers, lakes, oceans, groundwater, aquifers, wetlands).
 - D3. Agricultural pollution may contribute to global environmental problems (e.g., the greenhouse effect, climate change, ozone layer damage).
 - D4. Agricultural practices (e.g., plowing, terracing, deforestation, draining wetlands, grazing animals) may degrade and/or eliminate plant or animal habitats, change ecosystems, and/or reduce biodiversity.
 - D5. Agricultural practices (e.g., irrigation, dryland farming) may contribute to soil salinization, desertification, and/or soil erosion.
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- (E) Explain how a new style of music may be created as a result of cultural diffusion from different regions. 1 point**

Accept one of the following:

- E1. A new style of music may be created through a process of cultural interaction (e.g., syncretism, creolization, communication technologies).
- E2. When two or more musical styles come into contact, their elements may be combined to create a new musical style, tradition, instrument, dance, and/or genre.

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- (F) Explain how toponyms may result from the diffusion of religion across the cultural landscape. 1 point**

Accept one of the following:

- F1. The diffusion of religion may result in places (e.g., neighborhoods, cities, sub-national units, regions, countries) or natural features (e.g., rivers, mountains) being named after important religious figures, sacred sites, places of worship, events (e.g., holidays), and/or symbols.
 - F2. The process of colonization and/or sequent occupance leaves evidence of past religions through placenames or the names of natural features.
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- (G) Explain the degree to which the use of indigenous languages has been influenced by colonialism. (Response must indicate the degree [low, moderate, high] and provide an explanation.) 1 point**

Statement of a moderate or high degree

AND

Supported by one of the following:

- G1. Colonizers reduced or restricted indigenous language use by imposing their own languages to govern (e.g., by law), assimilate (e.g., religion), and/or communicate (e.g., as a lingua franca, taught in schools).
- G2. Colonization reduced the number of indigenous language speakers through disease and/or conflict.
- G3. Colonialism reduced or replaced indigenous languages with colonizers' languages in toponyms, maps, charts, and/or in other representations.
- G4. In some areas, colonialism encouraged indigenous language use (e.g., Nahuatl in Central America) through the employment of indigenous people (e.g., for administrative or religious purposes).

OR

Statement of a moderate or low degree

AND

Supported by one of the following:

- G5. In some areas (e.g., parts of Africa, parts of Oceania), indigenous languages remain widely used because of local resistance or indifference to colonial cultural influences and/or flourishing cultural centers.
- G6. In some areas (e.g., Paraguay, Oaxaca, Guatemala), colonizers' languages were not widely adopted, leaving indigenous languages largely unaffected.

Total for question 1: 7 points

Question 3: Two Stimuli**7 points****(A) Describe ONE reason for the migration patterns shown on the map.****1 point**

Accept one of the following:

- A1. Seasonal migration (transhumance) to move herds to grazing lands and/or water sources.
- A2. Migration to areas with more rainfall during the dry season.
- A3. Migration because the region's climate (arid or semi-arid) is too dry to support grazing year-round and/or to reduce stress on land that has been grazed.
- A4. Movement southward during the dry season and/or northward during the wet season.
- A5. Migration patterns based on cultural or agricultural practices.

(B) Describe ONE cause of desertification in the Sahel region.**1 point**

Accept one of the following:

- B1. Overgrazing has removed the grass cover and/or damaged the soil.
- B2. Human population growth and the use of arid land for growing food and/or demand for water have placed the land under added stress.
- B3. Runoff, wind, and/or erosion has removed fertile topsoil.
- B4. Soil erosion caused by climate change, natural drought, increasingly dry climate and/or human activities.
- B5. The use of wood for fuel and building materials has removed natural scrub or shrub landscapes.

(C) Explain how pastoral nomadism may affect the cultural landscape of the Sahel region.**1 point**

Accept one of the following:

- C1. Pastoral nomadism affects land use patterns in the region, with much land used for grazing, leaving an imprint of agricultural patterns (e.g., migration routes, traditional sites for seasonal settlements, watering sites, market locations, corrals, animal pens) on the cultural landscape.
- C2. Pastoral nomadism contributes to specific cultural identities and/or shared practices in groups with migrant lifestyles, leaving an imprint on the landscape (e.g., types of temporary settlements, meeting places, market locations) and/or infrastructure that supports communication (e.g., signs, cell phone towers).
- C3. Pastoral nomadism affects the built environment, with many nomadic herders constructing portable and/or seasonal (temporary) dwellings.
- C4. Pastoral nomads follow long-established seasonal migration routes or seasonal temporary settlements, thus maintaining local traditions and/or agricultural practices (e.g., animal husbandry, dairying, celebrations) that leave an imprint on the cultural landscape.

(D) Explain ONE way mixed-crop farming could be affected by climatic conditions. 1 point

Accept one of the following:

- D1. The availability of annual or seasonal rainfall (e.g., drought) results in crop or animal losses.
- D2. Variables and/or extremes in annual and/or seasonal temperatures may prevent or enable the cultivation of certain plant crops or animals.
- D3. Farming is affected by floods in areas where there are seasonal monsoons, hurricanes, and/or intense storms.
- D4. Farming is affected by changes in temperature or rainfall which may cause farmers to substitute one crop for another, and/or change farming techniques.
- D5. Changes in temperature, precipitation, frequency, and/or the intensity of storms may limit plant crops or impact the overall health of animals.

(E) Using the map and table, explain why expanding protected natural areas may affect the migration routes of nomadic herders in the Sahel region. 1 point

Accept one of the following:

- E1. Nomadic herders may have to make detours to avoid crossing protected natural areas, or use corridors established by governments, thus altering their traditional migration routes.
 - E2. Newly expanded protected natural areas may disrupt established migration routes traditionally used by nomadic herders.
 - E3. Protected natural areas may bring nomadic herders into conflict with conservation organizations or forestry services as they may differ on the use of protected areas for grazing, and/or concern about the impact of herding on natural habitats.
 - E4. Nomadic herders who travel through or graze animals in protected areas may risk legal consequences (e.g., fines) and begin to avoid those routes.
 - E5. Protected areas may preserve grassland habitat and/or prevent the loss of potential grazing lands, allowing nomadic herders to continue their traditional migration routes.
 - E6. Protected areas may conserve traditional migration routes for herders under agreements with governments or conservation organizations.
 - E7. Nomadic herders who cross international borders may encounter tensions with government officials who enforce migration policies and/or inspect for contraband items.
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(F) Using the information in the table, explain why farmers' increased use of irrigation may increase conflicts with nomadic herders. 1 point

Accept one of the following:

- F1. Increased use of irrigation may increase the amount of land that can be cultivated for crops, cutting off migration routes and/or limiting the use of such lands for transporting or grazing herds during seasonal migrations.
 - F2. Increased use of irrigation may increase the amount of land that can be cultivated for crops and eliminate areas where nomadic herders could set up temporary settlements and/or corrals or pens.
 - F3. Increased use of irrigation may deplete water supplies used by nomadic herders and/or cause competition between herders and farmers to water livestock and/or crops during pasturing or seasonal migrations.
 - F4. Overuse of irrigation in dryland (arid) environments may lead to soil salinization that could reduce the amount of food for animals (forage) or land for grazing that is available for migrating herds.
 - F5. Irrigation may lead to runoff carrying chemical fertilizer or pesticides into bodies of water where herders drink and/or water their livestock, increasing tensions between nomadic herders and farmers.
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(G) Explain the degree to which increased access to communication technologies may create cultural convergence among nomadic herders. 1 point

Statement of a moderate to high degree

AND

Accept one of the following:

- G1. Increased use of mobile phones, television, and/or the internet may expose herders to cultural influences from outside of their community and make herder culture less unique and/or expose nomadic herders to the cultural or social norms of external communities.
- G2. Increased use of global communication systems may cause herders to use more widely spoken languages and make indigenous language use less common.
- G3. Increased consumption of external music, literature, art, and/or holidays may diminish the cultural interest of herders to practice or maintain indigenous traditions within herder communities.

OR

Statement of a moderate to low degree

AND

Accept one of the following:

- G4. Increased exposure to outside cultural influences (e.g., music, languages, information) may mobilize nomadic herders to unite to protect their culture, resulting in a stronger cultural identity among nomadic herders.
- G5. Limited access to communication technologies due to cost or connectivity may hinder cultural convergence.
- G6. Nomadic herder communities may reject increased access to communication technologies to resist the forces of globalization and/or maintain traditional lifestyles.

Total for question 3: 7 points