

Question 3: Two Stimuli**7 points**

A (Point 1)	Identify an example of a culture trait. Acceptable identification: A1. Culture traits include such things as food preferences, art, architecture, language, religion, music, clothing, media, technology, and/or land use.	1 point
B (Point 2)	Describe the spatial pattern of cow's milk production in Africa, shown in Map 1. Examples of acceptable responses may include the following: - B1. Medium and/or high amounts of cow's milk production are concentrated or clustered in the north, east, and/or south. - B2. Low amounts of cow's milk production are concentrated or clustered in west, central, and/or southwest Africa.	1 point
C (Point 3)	Based on Map 1 and Map 2, compare the spatial patterns of cow's milk production and pork production in Asia. (Response must include both maps in the comparison.) Examples of acceptable responses may include the following: - C1. Map 1 shows that cow's milk is produced in most Asian countries at high or medium volumes, whereas Map 2 shows that pork is produced at high or medium volumes in East Asia and/or parts of Southeast Asia, or in low volumes in South and/or Southwest Asia. - C2. Cow's milk is produced in most Asian countries, whereas pork is not produced in regions with large Islamic populations, such as the Middle East (Southwest Asia), Central Asia, South Asia, and/or parts of Southeast Asia. - C3. Cow's milk production and pork production are low in insular Southeast Asia (e.g., Indonesia, Malaysia, East Timor, Papua New Guinea).	1 point

D (Point 4)	Describe one environmental effect of agricultural land use such as commercial animal farms. Examples of acceptable responses may include the following: - D1. Environmental effects of agriculture land use include pollution (e.g., air, water, waste), land cover change (e.g., soil erosion), nutrient depletion, desertification, and/or soil salinization. - D2. The reduction of water supplies for agricultural purposes, such as depleting reservoirs, lowering the local water table, and/or draining aquifers. - D3. The reduction of biodiversity from changes in land cover (e.g., deforestation, grassification, feed-crop monoculture). - D4. The spread of disease between domestic and wild animal populations or between animal populations and humans. - D5. Climate change and/or global warming because such farms produce greenhouse gases (e.g., carbon dioxide, methane, water vapor). - D6. Agricultural land use can promote the survival or the growth of environmentally beneficial species (e.g., pollinators, working animals, heirloom varieties).	1 point
E (Point 5)	Explain how the globalization of agriculture may affect local culture traits. Examples of acceptable responses may include the following: - E1. Globalization of agriculture and/or the global system of agriculture may lead to changes in food preferences. - E2. Globalization may lead to people preferring to eat foods imported from other countries that were not previously available to them (e.g., tropical fruits in temperate climates). - E3. Globalization may lead to the availability of less expensive imported foods that are substituted for more expensive local foods (e.g., imported wheat replacing locally grown corn). - E4. Consumers may resist the globalization of the food supply and in response buy domestically produced food, local food, and/or purchase food from community-supported agriculture. - E5. Globalization of agriculture may lead to a reduction in the number of small family farms, which can affect local cultural traits (e.g., settlement patterns by prompting rural-to-urban migration, social roles by having fewer people working in agriculture). - E6. Globalization may lead to changes in agricultural land use or agricultural production methods through the implementation of new technologies, architecture, and/or equipment (e.g., data analytics, drones, vertical farming, autonomous tractors), affecting local culture traits (e.g., crops, farming practices).	1 point

F (Point 6)	Explain why regions of agricultural production may become interdependent. Examples of acceptable responses may include the following: - F1. Some regions and/or countries have become highly dependent on one or more export commodities, which causes different regions to depend on one another for specific agricultural commodities. - F2. Regions of agricultural production are connected through global food distribution networks that are affected by political relationships, infrastructure, and/or patterns of world trade. - F3. Global patterns of food-processing facilities and markets, economies of scale, distribution systems, and government policies all contribute to greater interdependence among agricultural production regions. - F4. Countries may develop comparative advantages, complementarity, specialty crops, and/or consumer markets that establish trade relationships and increase interdependence between two or more countries. - F5. Countries in a region may form trade relationships that result in increased trade in farm products (e.g., EU, ASEAN, MERCOSUR).	1 point
G (Point 7)	Explain how domesticated animals such as pigs spatially diffused to create the spatial pattern shown on Map 2. Examples of acceptable responses may include the following: - G1. Domesticated animals such as pigs diffused from their hearths of domestication through relocation diffusion (e.g., settlers bringing animals to new areas). - G2. Domesticated animals such as pigs diffused from their hearths of domestication through the Columbian Exchange. - G3. International trade, imperialism, and/or colonization introduced domesticated animals such as pigs that were transported to other regions of the world. - G4. Domesticated animals such as pigs spread through migration or expansion diffusion, altering food preferences and/or increasing demand for diverse animal products domestically and/or internationally. - G5. Domesticated animals such as pigs spread to areas where consumption of these animals was culturally acceptable and/or did not spread to areas where consumption of such animals was culturally unacceptable.	1 point

Question 2: One Stimulus**7 points**

- (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
- (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.
- (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.

(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).

(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.

(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.

(C) Describe how the globalization of foods has influenced cultural patterns of food consumption.**1 point**

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**

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.

- (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.

- (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.

- (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 2: One Stimulus**7 points****(A) Describe the concept of an early hearth of domestication.****1 point**

Accept one of the following:

- A1. A location where new practices develop and/or from which new practices spread.
- A2. A location where a particular type of plant or animal was first domesticated.
- A3. Locations where early civilizations domesticated plants or animals (e.g., Fertile Crescent, Indus River Valley, Southeast Asia, China, Andean Highlands, Amazonia, and/or Central America).
- A4. An ancient civilization whose farmers converted wild plants or animals into farmable and/or domesticated varieties over time.
- A5. A region (e.g., river valley) where a common wild plant or animal was cultivated into a farmable variant through selective breeding.

(B) Identify the crop listed in the table that has diffused the least from its hearth of domestication to the countries listed in the table.**1 point**

Accept the following:

- B1. Yams diffused the least.

(C) Explain how food preferences can be a culture trait.**1 point**

Accept one of the following:

- C1. Many foods have distinct characteristics (e.g., ingredients, preparations) that are indicative of a specific culture group.
- C2. Many culture groups identify with one or more national dishes that represent the typical food culture of a society.
- C3. Many foods contain an ingredient or crop that is local to the region inhabited by a culture group.
- C4. Many foods are part of a way of life, and/or are forbidden for a group of people, as represented in the belief systems, religion, tools, material goods (artifacts), calendars, and/or holidays of a culture.

(D) Explain how the Columbian Exchange contributed to a crop's diffusion beyond its hearth of domestication.**1 point**

Accept one of the following:

- D1. The Columbian Exchange led to the relocation or movement of crops from one part of the world to another part of the world through conquest, ecological imperialism, colonization processes, and/or along trade routes.
- D2. The Columbian Exchange was a process by which crops moved from one part of the world to another part of the world because of changing food preferences, cultural assimilation, and/or changing agricultural practices.
- D3. The Columbian Exchange may have accidentally or unintentionally introduced a new crop beyond its hearth of domestication (e.g., seeds or plants that may have been "stow-aways" in containers).

(E) Explain how the data in the table support the concept of a crop's consumption pattern being the result of globalization.**1 point**

Accept one of the following:

- E1. The high per capita production of corn, potatoes, rice, and/or cassava in locations far from the hearth (e.g., Brazil produces 1,056 pounds of corn per capita) supports the idea of this crop being a globalized crop.
- E2. The high consumption of corn, potatoes, rice, and/or cassava in locations far from the hearth (e.g., rice consumed outside of China) supports the idea of this crop being a globalized crop.
- E3. Globalized food culture, popularized food culture, global media coverage of food, and/or globalized consumer food preferences can be represented in the data where a crop is commonly produced away from its hearth of domestication.
- E4. Globalized populations, multicultural societies, global migration patterns, and/or cultural syncretism can be represented in the data where a crop is commonly produced away from its hearth of domestication.
- E5. Globalized trade and transportation facilitated by free-trade policies, neoliberal policies, complementarity, comparative advantage, competitive advantage, containerization, and/or bulk rail and ship transport can be represented in the data where a crop is commonly produced away from its hearth of domestication.
- E6. A globalized economy, increases in economic development, and/or the growth of a global middle class of consumers can be represented in the data where a crop is commonly produced away from its hearth of domestication.

- (F) Explain why a crop may be farmed intensively in a less developed country and be farmed extensively in a more developed country. 1 point

Accept one of the following:

- F1. Subsistence or intensive farming of a staple crop in less developed countries may be done on small farm plots used to feed a household, whereas extensive or commercial farming in more developed countries would be practiced on large farms for a company's consumers.
- F2. Some farming of staple crops in less developed countries is based on intensive manual labor (e.g., using hand tools, animal power), whereas most farming in more developed countries is mechanized and/or uses limited human or animal labor inputs and is extensive.
- F3. Farmers in less developed countries may not be able to afford or have access to the investment capital, labor-saving equipment, seed supplies, and/or agricultural chemicals needed for extensive farm production, and thus use intensive human labor, whereas farmers in more developed countries tend to have financial resources for investments in extensive farming inputs.
- F4. Many farms in less developed countries use available local resources to feed families or local communities, whereas farms in more developed countries take advantage of economies of scale to produce for large populations.

- (G) Explain ONE way the global supply chain links crops such as those listed in the table to consumers in other countries. 1 point

Accept one of the following:

- G1. Crops are transported internationally to consumers, with one of the following steps: storing, processing, packaging, wholesaling, and/or retailing.
- G2. Crop use in the global restaurant and fast-food industries, crops are cultivated and/or processed in one country and are then distributed through supply chains to local restaurants and/or chain restaurants for cooking in another country.
- G3. Due to the increased global consumption of frozen foods, dried foods, canned foods, and/or dehydrated foods, crops can be cultivated and processed into different preserved forms and then distributed to other countries for long-term storage by wholesalers, grocery stores, household consumers, and/or in restaurants until needed for cooking.
- G4. Crops are sent to facilities that process them into other forms (e.g., corn for ethanol, animal feed) which are shipped to wholesalers, retailers, and/or sold to consumers in other countries.

Total for question 2: 7 points