**12 Days of FRQs**

**Population & Migration**

On the first day of the big APHuG review my teacher gave to me a question about places having lots of babies. :)

Total Fertility Rates by Region, 1970 and 2004

|  |  |  |
| --- | --- | --- |
| **Region** | **1970** | **2004** |
| East Asia & Pacific | 5.4 | 2.1 |
| Europe & Central Asia | 2.5 | 1.6 |
| Latin America & Caribbean | 5.3 | 2.4 |
| Sub-Saharan Africa | 6.8 | 5.4 |
| High-Income Countries | 2.5 | 1.7 |
| World | 4.8 | 2.6 |

1. Use the data in the table above to answer the question below:
2. Define total fertility rate.
3. According to the chart above, identify the two regions experiencing the most rapid decline in fertility rates.
4. Choose one of these regions you identify in Part B and discuss why the fertility rate is declining in the region and explain the potential impact of this decline on the region socially and economically.
5. Identify and explain when countries may choose to intervene with pro natalist and anti natalist policies.

**Scoring Guidelines (Adapted from 5 Steps To a 5)**

Part A. (1 Point)

* The total fertility rate is the average number of children a woman in her childbearing years would be expected to have if she bore them at the current year’s rate.

Part B. (2 Points)

* East Asia and the Pacific’s total fertility rate declined 3.3%
* Latin America's declined 2.9%
* Only regions to see a drop over 50% In TFR between 1970 - 2004

Part C. (4 Points)

Social and Economic Influences (must have one identify (2 pt) and explain two (1pt each))

* Changing cultural values
* Education of women
* Novela soap operas popularity and women wanting to mimic the small family like style L.A.)
* Family planning and contraceptives
* Economic development
* Urbanization
* Increased expense of raising children
* Women joining workforce and putting off marriage and children
* Economic recessions in developing countries

Social Impact (must have one identified and explain one (1pt))

* Smaller families
* Breakdown of the traditional family (mom in workforce)
* Opening borders to immigration
* Sex preference abortion
* Lack of women to marry
* Increased crime against women

Economic Impact (must have one identified and explain one (1pt))

* Labor Shortages
* Retirement age rises
* Increased taxes
* Benefits for retirees reduced
* Increased wages

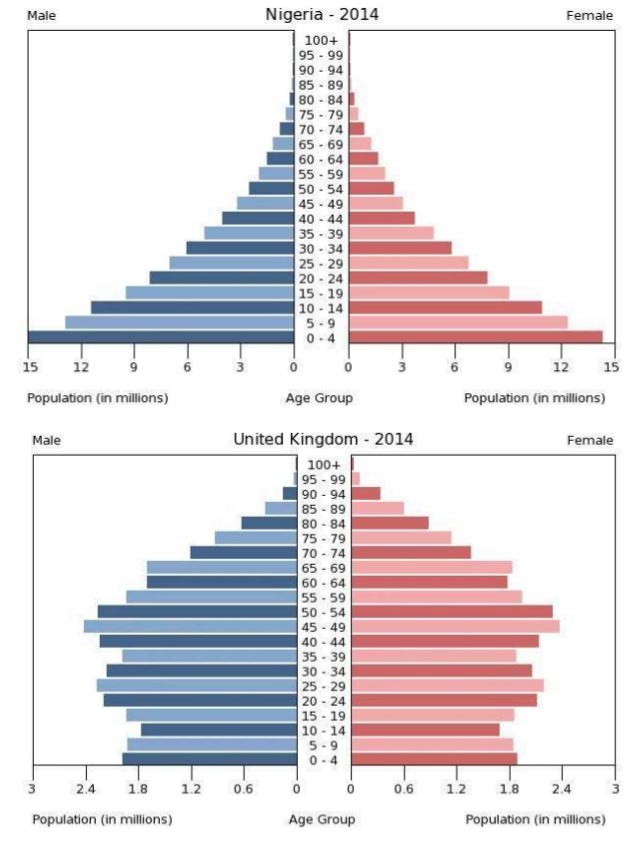
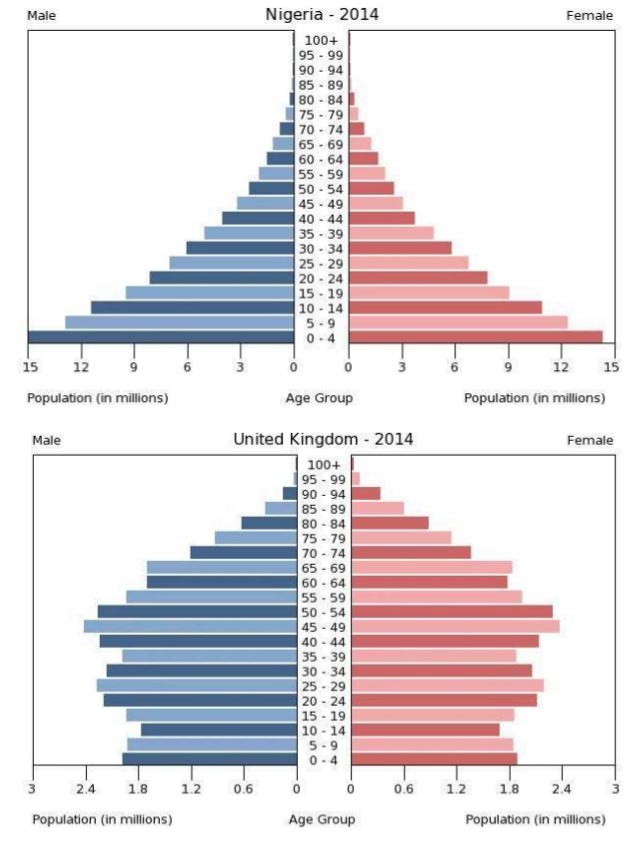
Part D. (4 Points)

Pronatalist Policies (must have one identified (1pt) and explain (1pt))

* Government encourages and offers incentives to encourage additional procreation
* Tax or education incentives
* Public accolades or awards
* Additional housing or other social services
* Country is nationalist and wants to build power
* Want to encourage economic growth
* Religious beliefs

Economic Impact (must have one identified (1pt) and explain (1pt))

* Government seeks to discourage population growth because of concerns of resource depletion, can be coercive or
* Tax penalties
* Contraceptive and family planning clinics (free)
* Encourage abortions and sterilization
* Public services cut or not provided for additional children
* One child policy

Country A Country B 

On the Second day of FRQs my teacher gave to me two pyramids to get me thinking about demography.

1. The population pyramids above represent two different countries at different stages of the demographic transition and economic development.
2. Explain the demographic characteristics of each county above with respect to the demographic transition model.
3. Discuss ONE positive impact on EACH country’s population structure on its economic development.
4. Discuss ONE negative impact on EACH country’s population structure on its economic development.
5. Identify and explain what region of the world EACH of these countries demographic patterns would fit.

**Scoring Guidelines (Released 2010)**

Part A. (2 Points)

Country A

* Must mention stage 4 (fourth and final, or low stationary stage) AND elaborate briefly about its characteristics such as low birth rates, low death rate, aging population, developed country.
* It is acceptable to mention a possible stage five (fifth stage for Country A)

Country B

* Must mention Stage 2 (second of early expanding state) AND elaborate briefly about its characteristics, such as high birth rate, falling death rate, youthful population, developing country.

Part B. (2 Points)

Country A

* Educated (skilled, experienced, etc)
* Low youth dependency ratio
* More women in the compensation workforce
* Tendency to spend discretionary income on needs other than education
* Might need immigrant labor, which would allow citizens to take higher-paid jobs

Country B

* Expanding of large workforce
* Youthful Population, which can spark creativity, receptivity to change, ect.
* Less need for immigrant labor
* Less need for elder social safety net (e.g., Social Security)

Part C. (2 Points)

Country A

* Higher development dependency ratio
* Possibilism future labor shortage
* Greater need to fund elder social safety net (e.g. Social Security)

Country B

* Higher youth dependency ratio
* Strain on resources, the environment or society owing to rapid population growth
* Low literacy rate for women
* Fewer women in the compensated workforce

Part D. (2 Points)

Country A

* Western Europe, North America, Oceania
* Stage 4, tertiary sector dominates economy, Stage 5 of Rostow's High Consumption, predominantly urban

Country B

* Sub Saharan Africa, Middle East, South Asia
* Stage 2, Primary Sector dominates economy, Industrialization just taking root, Basic medical care but not advances, Stage 2-3 of Rostow specialization, early infrastructure and industrialization are emerging, predominantly rural

On the third day of FRQs my teacher gave me three nightmares that were filled with how we are all going to be wiped out by disease.

1. The UN designated Millennium Development Goal #6 to address the growing problem with HIV/ AIDS and other infectious diseases including Malaria and Tuberculosis.
2. Discuss why the effect and spread of these diseases are a global concern.
3. Identify a region(s) where these new and resurgent disease are having a significant effect and describe what characteristics of this region would contribute to the advancement of the diseases.
4. Discuss the link between the epidemiological and demographic transition models and how the resurgence of these diseases affect the two models

**Scoring Guidelines**

Part A (2 points)- Need two of three

* Evolution of drug-resistant diseases
* Poverty and cost of medication
* Improved travel means fast, global diffusion

Part B (2 points)

* Sub-Saharan Africa
* Increasing CDR, decreasing life expectancy & population
* Poverty
* Low status of women
* Lack of contraception use

Part C (2 points)

* Epidemiological transition generally corresponds with demographic transition
* Stage 5 of ETM may result in higher CDRs

**Cultural Patterns & Processes**

On the fourth day of FRQs my teacher got me thinking about the major world religions and how they spread so differently.



1. The chart above shows the major religions of the world as a percentage of world population.
2. Define universalizing religion and identify one religion that would be considered a universalizing religion.
3. Define ethnic religion and identify one religion that would be considered an ethnic religion.
4. Identify how a universalizing religion typically diffuses and describe how this is reflected in the chart above.
5. Identify how an ethnic religion typically diffuses and describe how this is reflected in the chart above.

**Scoring Guidelines (Adapted from Wood)**

Part A: (2 points)

* Universalizing religion- attempts to appeal to all people globally regardless of location
* Choose one: Christianity, Islam, Buddhism, Sikh, Baha’i

Part B: (2 points)

* Ethnic religion- appeals primarily to one group of people living in one place
* Choose one: Judaism, Hinduism, Shinto, Taoism, Ethnic African Religions

Part C: (2 Points)

* Diffuse from hearths based on events from lives of founders
* First diffusion by missionaries (relocation), then contagion due to adoption as state religions
* Contagion diffusion leads to 58% of world practicing a universalizing religion

Part D: (2 points)

* Little to no diffusion- no missionaries
* Diffusion is relocation of adherents (Jewish diaspora)
* 28% of world’s population practice an ethnic religion

**Political Organization & Space**

On the fifth day or FRQs my teacher made me reflect on the centrifugal forces that lead to countries breaking.

1. Ethnicity plays a key role in the unity or break‑up of any state.
2. Define Nation, State and nation‑state.
3. Explain how the concepts of Nation, State and nation‑state contributed to the breakup of Yugoslavia.
4. Define and evaluate the role of ethnic cleansing in the Balkans as it specifically relates to Bosnia‑Herzegovina and/or Kosovo
5. Contrast with forces of devolution in one of the following: Scotland, Catalonia, Syria, and Iraq.

**Scoring Guidelines**

Part A: (1 point each)

* **Nation:** Culturally defined group of people with a shared past and common future who relate to a territory and government
* **State:** An area organized into a political unit and ruled by an established government with control of foreign and internal affairs
* **Nation-state:** A state that corresponds with a particular ethnicity (nation)

Part B: (2 points)

* Created after WWI- united several ethnicities with similar languages
* Different from other Communist nations- allowed some autonomy
* State boundaries did not match ethnic boundaries
* 6 republics, 5 nationalities, 4 languages, 3 religions

Part C: (2 points)

* Bosnia-Herzegovina: Serbs and Croats wanted to break away and unite with Serbia and Croatia respectively. Ethnic cleansing of Bosnian Muslims to ensure homogeneity/ majority.
* Kosovo: Serbia had a historic claim to Kosovo and took direct control after break-up of Yugoslavia. Ethnic cleansing of 90% majority of ethnic Albanians in Kosovo.

Part D: (2 points)

* Scotland: Part of Great Britain/ United Kingdom since 1600/ 1700s. Devolution of parliament 1997. Referendum on independence 2014 fails.
* Catalonia: United with Spain 1700s. Distinct language. Oppressed fascist Franco. Protests and movement for independence 2010-present
* Syria: Minority Alawite (Shi’a) ruling and majority Sunni rebel forces.
* Iraq: Majority Shi’a, minority Sunni( but ruled from 1968-2003) and minority Kurds. Kurdish uprising and subsequent genocide 1991

1. The Law of the Sea was developed as part of an international agreement that resulted from the third United Nations Conference on the Law of the Sea, which took place between 1973 and 1982.
2. Define the Law of the Sea
3. Describe two way that the Law of the Sea contributes to a state's sense of sovereignty.
4. Identify and discuss a current conflict between states over claims of sovereignty in the sea.

**Scoring Guidelines**

**Part A (1 Point)**

* International agreement/treaty negotiated by the UN establishing states rights and responsibilities concerning the sovereignty and use of the earth's seas and oceans and their resources.

**Part B (2 Points)**

Must identify two of the following

* Control over territorial waters 12 nautical miles from the shore is the sovereign territory of a country
* State has the power to enforce their laws and control over water and airspace 24 nautical miles from the shore
* Within 200 nautical miles from shore state has control of resources (fishing/drilling rights) area called Exclusive Economic Zone, but not over passage through the territory
* Provides a buffer zone for protection

Note: Response does not need to discuss the passage through rights to receive the point

**Part C (2 Points)**

Identify and discuss a current conflict between states over claims of sovereignty in the sea.

|  |  |
| --- | --- |
| **Identified Conflict** | **Discussion of Conflict** |
| South China Sea | * China building islands close to philippines region * China claiming sovereignty and shiping rights over all of the sea * China has refused to answer to the UN citing a historical claim |
| Arctic Nations (Canada, Russia, United States, Denmark, and Norway) over territorial claims and sea rights | * The mineral wealth of the Arctic, which global warming may make more accessible. * A “race” or “scramble” to secure resources in the Arctic Ocean as polar ice recedes. * Under UNCLOS, most of the known energy and mineral reserves are within countries’ 200-nautical mile economic zones * Denmark recently claimed the rights to North Pole and Sea radiating out from it |

Note: Only need one of the examples above and the discussion must match the example.

<http://www.bbc.com/news/world-asia-pacific-13748349>

On the sixth day of FRQs my teacher had me go back to the textbook and contemplate how terrorist want to scare me.

1. The 21st century has seen a change from open warfare to global acts of terror.
2. Define terrorism
3. Identify two designated terrorist organizations from different regions in the world.
4. Explain two historic or cultural events in the 20th and 21st century have influenced the rise of terrorist groups in the Middle East and Central Asia.
5. Define and give two examples of state-sponsored terrorism.

**Scoring Guidelines**

**Part A (1 Point)**

* the calculated use of violence (or threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature

**Part B (2 Points)**

* Hamas (Israel/ Palestine, Gaza Strip)
* Hezbollah (Lebanon)
* ISIS (Syria & Iraq)
* Boko Haram (Nigeria)
* ETA (Spain/ Basque Country)
* Al Qaeda (Afghanistan/ International)
* Al Shabaab (Somalia/ Kenya)
* Aum Shinrikyo/ Aleph (Japan)
* IRA (Ierland,Northern Ireland /UK)

**Part C (2 Points)**

* Establishment of the state of Israel
* Soviet invasion of Afghanistan and US support of Mujahideen
* Saudi Arabia used by US forces as a base for 1st Gulf War
* Installing the Shah/ Iranian revolution
* Lebanese Civil War/ Israeli involvement
* Franco’s oppression of Basque people and culture- Basque independence movement
* Dominance/ diffusion of Western culture & ideals- Cold War, Colonization/ de-colonization
* Arab Spring/ Syrian Civil War
* 2nd Gulf War/ Empowerment of Shi’a in Iraq
* US Occupation of Afghanistan - Displacement of Taliban

**Part D (3 Points)**

* Support for terrorist groups through sanctuary, supplies or planning attacks
* Libya- Pan Am 103
* Afghanistan- Al Qaeda
* Iran- Hezbollah
* PLO/ Palestinian Authority- Hamas

**Agriculture, Food Production, & Rural Land Use**

On the seventh day of FRQs my teacher gave to me an FRQ about how women are trying to sustainably provided food to me.

1. From its beginning agriculture has transformed the landscape. However, the industrialization and commercialization of agriculture has strengthened its impact on the environment.
2. Identify and explain two problems that modern agriculture has caused for the environment.
3. Define organic agriculture, and explain one way that it lessons agriculture's impact on the environment.
4. Define sustainable agriculture, and explain one way that it lessons agriculture’s impact on the environment.
5. Identify and discuss the current role of women in sustainable market agriculture.

**Scoring Guidelines (Adapted from Wood 2015)**

**Part A (2 Points)**

|  |  |
| --- | --- |
| **Identify** | **Explain** |
| Commercial Agriculture | * Uses more chemicals to maintain or produce mass quantities of food * Quality of food decreases * Overgrazing * River and Aquifer Depletion |
| Environmental Damage | * Erosion * Desertification and deforestation * Air and water pollution * Soil Degradation |
| Loss of Biodiversity | * Native animals lose their habitat |
| Factory Farming of Livestock | * Mistreatment of animals, * Breeding practices that lead to deformities, * Increase in foodborne diseases, * Increase in animal diseases in humans, * Environmental issues associated with disposal of animal waste |

**Part B (2 Points)**

|  |  |
| --- | --- |
| **Define** | **Explain** |
| Farming practices do not include chemical pesticides chemical fertilizers or use of GMO seeds. | * Do not release additional chemicals into the air or water * Toxins not in food that humans consume * Better tasting and fresher food |

**Part C (2 Points)**

|  |  |
| --- | --- |
| **Identify** | **Discuss** |
| Farming methods that preserve long term productivity of land and minimize pollution. typically by rotating soil-restoring crops with cash crops and reducing inputs of fertilizer and pesticides | * rotating soil-restoring crops with cash crops * reducing inputs of fertilizers and pesticides * More humane treatment of livestock |

**Part D (2 Points)**

|  |  |
| --- | --- |
| **Identify** | **Discuss** |
| Most rapidly growing demographic of agriculture | * Women own over ½ of small farms * Women's participation in agriculture has doubled * Interested in providing healthy food as part of local food movement |

<http://grist.org/food/breaking-the-grass-ceiling-on-u-s-farms-women-are-taking-the-reins/>

<http://www.nytimes.com/2013/11/15/us/women-taking-over-farms-learning-the-lay-of-the-land.html?ref=todayspaper&_r=0>

On the eighth day of FRQs my teacher made me chase around in circles as I try and relate agriculture and cities.

1. Von Thunen’s model of land use and Burgess’ model of land use are similar in appearance but different in their geographic setting. Analyze and discuss the two models in terms of each of the following:
2. For each of these models, identify the type of land use the model addresses.
3. Identify two assumptions that are shared by both models.
4. For each of these models, explain how relative location affects land-use patterns.

**Scoring Guidelines (Released 2008)**

**Part A (1 point)**

For each of these models, identify the type of land use the model addresses.

Acceptable answers (both are required)

• Von Thünen: agricultural, farming, or rural

• Burgess: urban, city, or a minimum of two descriptors

Note: Students may receive credit for this answer if reference is made elsewhere in part B or part C to Burgess, along with words descriptive of urban land use (e.g., “residential” or “housing” and “manufacturing” or “warehousing”). But, students cannot use the same point twice.

**Part B (2 points)**

Identify two assumptions that are shared by both models.

Any two of the following

• Isotropic flat plain or uniform surface; featureless

• Importance of centrality (e.g., accessibility to market; CBD)

• Individuals maximize profit/minimize costs/maximize use—“highest and best use”

• Transportation costs are proportional to distance in all directions

• Single market or CBD (e.g., isolated state)

**Part C (4 points: 1 point for the identification of each of the models’ effects, and 1 point for each of the two explanations)**

For each of these models, explain how relative location affects land-use patterns.

**VON THÜNEN**

|  |  |
| --- | --- |
| **Effect** | **Explanation** |
| Intensive land-use near market | High profit(s) needed to pay rent |
| Wood and perishable/fragile products near market | High (frequent) transportation to nearby market |
| Extensive agriculture (grain crops/grazing) at the periphery | Low land rent or low transportation costs |

**BURGESS**

|  |  |
| --- | --- |
| **Effect** | **Explanation** |
| Intensive land use near CBD | High costs of land/accessibility |
| Intensity/density of residential land use decreases with distance away from CBD | Households and other land uses locate away from the CBD, as they can afford transportation |
| High socioeconomic class at edge of city | Households in this range can afford larger homes and acreage, as well as transportation |

**Industrialization & Economic Development**

On the ninth day of FRQs my teacher made my brain melt as I attempted to compare Rostow’s stages to Wallerstein’s theory of the core compared to periphery.

1. Rostow's five-stage model of economic growth and the core-periphery concept of Wallerstein’s three-part world system theory are two of the more common economic development models.
2. Identify and compare three differences between the stages of economic growth and the core-periphery model.
3. Use one of the two models to explain the level of economics development in either Mexico or Brazil.
4. Give two examples of how the core-periphery concept can be applied below the national scale.

**Scoring Guidelines (Released 2014)**

**Part A (3 Points)**

Identify and compare three differences between the stages of economic growth and the core-periphery model.

|  |  |
| --- | --- |
| **Stages of Economic Growth (Rostow)** | **Core-Periphery Model (Wallerstein)** |
| Accurately names/describes all five stages | Name all three parts of system |
| National economies developing forward over time (not moving backward) | Countries are static or can move backward in development |
| National-level of analysis | International-level analysis |
| Economic changes that focus on a singular country | Economic change that focuses on spatial relationships between countries (e.g., trade, interdependence, interaction) |
| Uneven global development can be lessened | Uneven global development is a basic characteristic |
| Countries fund investment for economic growth internationally | International trade strengthens development in core countries (e.g., exporting manufactured goods) and constrains development in peripheral countries (e.g., exporting resources) |
| Does not emphasize the role of colonialism/imperialism or neocolonialism | Emphasizes the role of colonialism/imperialism or neocolonialism |
| Western/capitalist, of liberal viewpoint | Marxist/structuralist viewpoint |

Note: One point is earned for each difference compared. To earn one point for a difference, the response must make a corresponding comparison of both models.

**Part B (2 Points)**

Used one of the two models to explain the level of economic development in either Mexico or Brazil.

|  |  |
| --- | --- |
| **Rostow** | **Wallerstein** |
| **Take-off (or Stage 3)**  Agriculture is mechanized and commercialized  **OR**  Manufacturing investment is export-based economy  **OR**  Shift from primary to secondary economic sector | **Semi-Periphery (or between core and periphery)**  (Newly) industrializing countries (NICs)  **OR**  Countries able to exploit peripheral countries (LDCs), but are themselves exploited by core countries (MDCs) |
| **Transition from preconditions for take-off to take-off (or Stage 2 to Stage 3)**  At least one characteristic listed under take-off |
| **Drive to Maturity (or Stage 4)**  Economic output exceeds population rate  **OR**  Increase manufacturing specialization and integration into the global economy  **OR**  Increased incorporation of advanced technology |
| **Transition from take-off to drive to maturity (or Stage 3 to Stage 4)**  At least one characteristic listed under drive to maturity |

Notes: One point is earned for identifying a “stage” of “part”. One point is earned for an explanation of the “stage” or “part.”

Both Identification and explanation must be from the same model.

One point may be earned for an explanation without identifying the correctly identifying a “stage” or “Part.”

**Part C (2 Points)**

Give two examples of how the core-periphery concept can be applied below the national scale.

|  |  |
| --- | --- |
| **Core** | **Periphery** |
| Central Business District (CBD) | Zone of transition/residential zone/suburb |
| City | Suburb/edge city of rural/hinterland |
| Small town | Remote areas of rural/hinterland |
| Political center | Less powerful center/area/region |
| Large/primate city of metropolitan area | Small/medium city of nonmetropolitain area/region |
| Populated area/region | Less developed/impoverished area/region |
| Core state of province | Peripheral state of province |

Notes: One point is earned for each type of core-periphery example identified from the list in the table below. Spatial of geographically-bound terminology MUST be evident for both core and periphery examples.

Global-scale and country-scale examples earn no credit.

On the tenth day of FRQs my teacher allowed me to reflect on the how countries around the world are doing developmentally.

1. The Human Development Index (HDI) is a measure of well being that compares how countries are doing with respect to average years of education, literacy rate, life expectancy, and per capita gross domestic (GDP)
2. Explain the significance for each term from an economic development perspective.
3. Average years of school
4. Literacy rate
5. Life expectancy
6. Per capita GDP
7. Describe one advantage and one disadvantage of using HDI as a measurement of development
8. Describe the geographic distribution of HDI from the Global North to the Global South.
9. Identify and describe two ways that the inequitable distribution of wealth is being addressed in the UN Millennium Goals.

**Scoring Guidelines (Adapted from Kaplan 2015)**

**Part A (4 points)**

One point for explaining the economic development significance for each term.

* Role and cost of education (role average years and literacy rate play in helping a country economically develop)
* Life expectancy is a function of a country’s health care system, which is determined mainly by level of wealth
* Per capita GDP is the average wealth per person based on a country’s productivity

**Part B (2 points)**

* One point for describing one advantage of the HDI.
  + HDI statistics are relatively easy for the UN to gather and use as a basis for analysis
  + Create standard of uniformity
  + Uses multiple data points as part of measurement
* One point for describing one disadvantage of the HDI
  + Simplistic nature of four statistics cannot possibly summarize the economic welfare of a society or the country’s rich cultural heritage
  + Does not account for income inequality

**Part C (4 points)**

* Two points for describing the distribution of wealth in the world from north/south divide perspective.
  + North/South divide is at 30 degrees north latitude and that there are a few exceptions in the south such as Australia, New Zealand, Israel, and South Africa
* Two points for describing the distribution from the north polar perspective (core-periphery)
  + North polar perspective creates a Core-Periphery geographic distribution with Europe, North America, and Japan in the core and Africa, Latin America, and Southeast Asia as the Periphery.

**Part D. (4 points, Need 2 Identify and 2 Describe)**

|  |  |
| --- | --- |
| **Identify** | **Describe** |
| Achieve universal primary education. | Key predictor of economic development in HDI is literacy |
| Promote gender equality/empowerment of women | Key predictor of economic development in the percentage of women in the workforce and a lower GII or higher GEM |
| Create a global partnership for development | * Develop fair trade and debt programs that address the needs of LDC. * Share technology and Information * Provide affordable access to health care |
| Sustainable Development Goals | End Poverty, Good Health, Quality Education, Good Jobs and Economic Growth, Reduce Inequalities |

Note: The described must match the identify to be awarded the additional point. Students may identify and describe how the the goals were expanded in the Sustainable Development goals and receive points.

**Cities & Urban Land Use**

On the eleventh day of FRQs my teacher keeps be busy as a bee writing about Christaller's hexagonal urban patterns theory.

1. Central place theory was formulated by Walter Christaller in 1933. The theory was an attempt to explain the size, nature and spacing of cities as central places supplying goods to the surrounding population.
2. Describe the pattern identified in central place theory and why Christaller chose to use this pattern.
3. Discuss how rank size rule is closely associated to this pattern.
4. Describe the process of selecting a retail site based on theories.

**Scoring Guidelines**

**Part A (2 Points)**

|  |  |
| --- | --- |
| **Describe Pattern** | **Identify Pattern Selection** |
| * The spatial distribution of urban settings is related to a pattern of distribution created by the goods and services needed and the distance that residents or consumers are willing to travel. * Hierarchy is Metropolis > City > Town > Village > Hamlet * Higher order goods and services are in larger settlements, lower order are in smaller settlements. | Pattern is represented as a Hexagon to provide approximate equal distance from the center city, this is a compromise between a square and a square. |

Note: A pattern descriptions should cover two of elements listed above.

**Part B (2 Points)**

* The cities are incrementally smaller 1/n than the largest city.
* Rank size rule tends to mean a more equal distribution of goods and services.

**Part C (2 Points)**

* The retailer must define the **market area**.
* A retailer would need to determine the **range** consumers were willing to drive for the goods that are being sold.
* A retailer would need to identify the **threshold** of consumers needed to support their business so it was profitable.
* Predict **market share** by identifying competitors in the area.
* This area where these consumers live is the **market area** or **hinterland**, a retailer must identify the market share.

Note: Responses should have use range and threshold to receive a point.

On the twelfth day of FRQs my teacher informs me that "now is not the time to take a break" because I need to spend the night filling my head full of vocabulary.

1. As the urban population continues to grow and the world becomes more globalized new urban patterns and rankings have emerged.
2. Define the term “World City” and identify an example of a city that would fit this definition.
3. Define the term “Primate City” and identify an example of a city that would fit this definition.
4. Identify one cultural or economic characteristics they share and identify one cultural or economic way they differ.
5. Choose one of these types of cities and discuss one cultural and one economic challenge that confronts this urban realm.

**Scoring Guidelines**

**Part A (2 Points)**

Define the term “World City” and identify an example of a city that would fit this definition.

|  |  |  |  |
| --- | --- | --- | --- |
| **Definition** | **Examples** | | |
| A city in which a disproportionate part of the world's most important business is conducted. Dominant city in terms of its role in the global political economy. Not the world's biggest city in terms of population or industrial output, but rather centers of strategic control of the world economy. | First Tier   * New York * London * Tokyo | Second Tier   * Brussels * Chicago * Frankfurt * Los angeles * Paris * Sao Paulo * Singapore * Washington DC * Zurich | Third Tier   * Amsterdam * Bangkok * Berlin * Buenos Aires * Hong Kong * Houston * Johannesburg * Madrid * Manila * Mexico City * Miami * Milan * Mumbai * Osaka * Rio de Janeiro * San Francisco * Seoul * Sydney * Taipei * Toronto * Vancouver |

**Part B (2 Points)**

Define the term “Primate City” and identify an example of a city that would fit this definition.

|  |  |  |
| --- | --- | --- |
| **Definition** | **Examples** | |
| A primate city is more than two times the size of the next-largest city AND exerts social, political, economic dominance. | Various, including but not limited to:   * London * Paris * Copenhagen * Helsinki * Oslo * Nairobi * Cairo | * Addis Ababa * Lagos * Baghdad * Bangkok * Dhaka * Mexico City * Havana * Buenos Aires * Lima |

**Part C (2 Points)**

Identify one cultural or economic characteristics they share and identify one cultural or economic way they differ.

|  |  |
| --- | --- |
| **Share** | **Differ** |
| **Cultural**   * Centers of culture * Transportation congestion | **Cultural**   * Rapid population growth means that housing and sanitation cannot keep up |
| **Economic**   * Advantages of agglomeration of economic activity. * Large market for goods and services. * Ability to offer high-end goods and services (including education) because of larger threshold population. * Advantages of enhanced flow of information and ideas in large population. * Advantages of centralized transportation and communication network. * Global trade opportunities; primate cities can compete on a global scale and attract foreign investment. | **Economic**  **World Cities:**   * Majority of residents engaged in tertiary and quaternary activities * World Headquarters of TNCs and NGOs * Extremely high land value in and surrounding CBD   **Primate cities**   * Cheap labor means many engaged in secondary activities * Vendor economy |

**Part D (2 Points)**

Choose one of these types of cities and discuss one cultural and one economic challenge that confronts this urban realm.

|  |  |
| --- | --- |
| **Cultural** | **Economic** |
| **World Cities**   * Loss of local culture   **Primate Cities**   * Ethnic tension due to various groups vying for small amounts of space | **World cities**   * High land value mean high cost of housing * Gentrification/ displacement * Lack of low skill jobs   **Primate cities**   * Unequal distribution of investments deters national economic development. * Unequal economic and/or resource development. * Unequal distribution of wealth and/or power. * Negative externalities, e.g., unsustainable urban growth/slums/environmental impacts if these are related to economic development, e.g., burden on national economy to cope with problems |

1. The number of megacities throughout the world continues to grow, much of this growth is occurring in the global periphery and semiperiphery.
2. Identify two causes for the rapid growth of a megacity in the periphery or semi-periphery.
3. Explain two challenges that megacities in the periphery or semi-periphery are experiencing.
4. Compare and contrast segregation in U.S. cities and the semi-periphery.

**Scoring Guidelines**

**Part A (2 Points)**

Must identify two of the following

* Building of the secondary or manufacturing sector (Industrialization)
* Changing climate patterns
* Increased Job opportunities
* Better pay and higher wages
* Greater access to services
* Mechanization of farming
* Globalization and foreign agricultural import make farming less profitable
* Growth of population due to high TFR in LDC cities

**Part B (2 Points)**

Must identify two of the following

* Growth of urban sums
* Lack of planned infrastructure
* Poor sanitation systems
* Rapidly spreading diseases
* High unemployment
* Inadequate schools

**Part C (2 Points)**

Compare and contrast segregation in U.S. cities and the semi-periphery.

|  |  |
| --- | --- |
| **Compare** | **Contrast** |
| * U.S., Latin American, and Asian cities have sectors that isolated by social class. * Latin American Model and Sector Model have a spine of upper class that extends out from CBD | * Africa model lack socioeconomic classes due to widespread poverty * African model primarily based on ethnic groups * Low-Income residence live on the outer ring of semi-periphery and more connected to the industrial sector in U.S. models, closer to CBD |

Note: Must identify one of each.