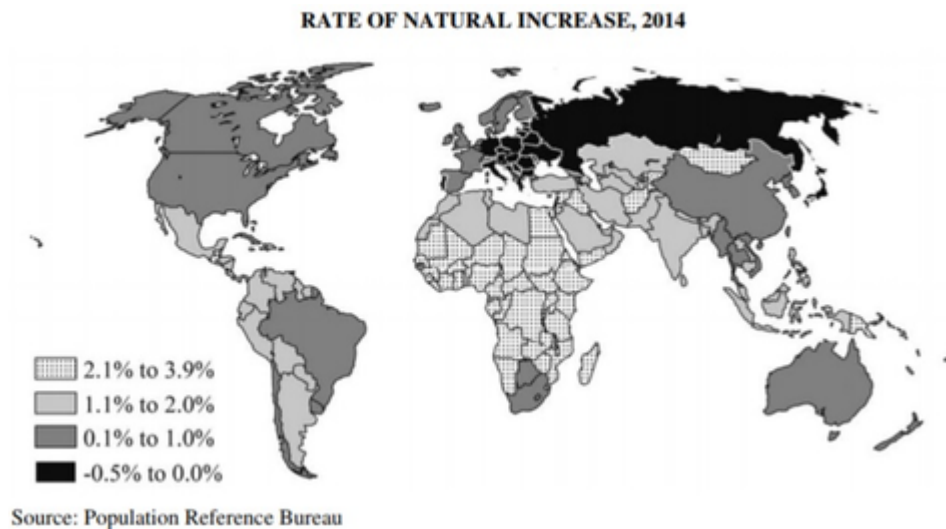


Unit 2 FRQ Practice (Digital Learning)

1. **Directions:** You have 25 minutes to answer the following question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer.



The map shows rates of natural increase in human population.

- A. Identify the world region on the map with the highest rates of natural increase.
- B. Using the region identified in part A, explain THREE factors that contribute to high population growth rates.
- C. Describe ONE economic incentive that a country with a high population growth rate could use to decrease population growth, and identify ONE potential impact of this strategy.
- D. Describe ONE social program or policy that a country with a high population growth rate could use to decrease population growth, and identify ONE potential impact of this strategy.



Please respond on separate paper, following directions from your teacher.

Part A

Unit 2 FRQ Practice (Digital Learning)

A. Region Identification

(1 point total)

Africa, sub-Saharan Africa, Africa south of the Sahara, West Africa, Southern Africa, Central Africa, East Africa, or the Sahel, Sahelian

Do not accept: North Africa, South Africa



0	1
---	---

The student response earns one of the following points:

A. Region Identification

(1 point total)

Africa, sub-Saharan Africa, Africa south of the Sahara, West Africa, Southern Africa, Central Africa, East Africa, or the Sahel, Sahelian

Do not accept: North Africa, South Africa

Part B

B. Explain three factors that contribute to high population growth rates

(1 point for each factor, 3 points total (1+1+1). Each category may be used only once.)

1. Lack of access to medical care or contraceptives, or lack of information about family planning	7. Low level of human development, low HDI, or low level of economic development, high rates of poverty
2. High infant or child mortality rates, high incidence of disease or epidemics	8. Primarily agrarian, rural or mainly small village communities
3. Lack of educational access or opportunities for girls and women (Note: It is not about family planning)	9. Early marriages; lack of laws (or lack of enforcement) that set a minimum age for marriage
4. Traditional social practices that discourage women from working outside home	10. Pronatalist government policies, government incentives for families with children, policies that restrict or prohibit family planning programs
5. Children seen as laborers	11. Results of wars, disasters, environmental crises
6. Cultural or religious preference for male children or large families	12. Decreasing death rates



Unit 2 FRQ Practice (Digital Learning)



0	1	2	3
---	---	---	---

The student response earns three of the following points:

B. Explain three factors that contribute to high population growth rates

(1 point for each factor, 3 points total (1+1+1). Each category may be used only once.)

1. Lack of access to medical care or contraceptives, or lack of information about family planning	7. Low level of human development, low HDI, or low level of economic development, high rates of poverty
2. High infant or child mortality rates, high incidence of disease or epidemics	8. Primarily agrarian, rural or mainly small village communities
3. Lack of educational access or opportunities for girls and women (Note: It is not about family planning)	9. Early marriages; lack of laws (or lack of enforcement) that set a minimum age for marriage
4. Traditional social practices that discourage women from working outside home	10. Pronatalist government policies, government incentives for families with children, policies that restrict or prohibit family planning programs
5. Children seen as laborers	11. Results of wars, disasters, environmental crises
6. Cultural or religious preference for male children or large families	12. Decreasing death rates

Part C

C. One economic incentive to decrease population growth

(1 description + 1 impact = 2 points total)

Economic Incentives (1 pt.)


1. Increasing distribution, availability, or affordability of contraceptives to men and women
2. Promoting economic development, poverty reduction, sustainable development
3. Promoting female labor force participation or business ownership (e.g., microcredit, access to capital)
4. Offering incentives for smaller families or disincentives for having larger families
5. Implementing a government economic safety net to support the elderly



Unit 2 FRQ Practice (Digital Learning)

Potential Impacts (1 pt.)

- a. Reduced birth rates or fertility rates (lower population is not acceptable)
- b. Move from stage two to stage three of the demographic transition
- c. Fewer children lead to more resources for better education or health care
- d. Improved gender equality or female empowerment
- e. Conflicts between traditional social norms and new population programs
- f. Increased social tension between men and women
- g. Skewed gender ratio
- h. Increased elderly dependency ratio; population aging; reduced youth dependency ratio

		
0	1	2

The student response earns two of the following points:

C. One economic incentive to decrease population growth

(1 description + 1 impact = 2 points total)

Economic Incentives (1 pt.)

- 1. Increasing distribution, availability, or affordability of contraceptives to men and women
- 2. Promoting economic development, poverty reduction, sustainable development



Unit 2 FRQ Practice (Digital Learning)

3. Promoting female labor force participation or business ownership (e.g., microcredit, access to capital)
4. Offering incentives for smaller families or disincentives for having larger families
5. Implementing a government economic safety net to support the elderly

Potential Impacts (1 pt.)

- a. Reduced birth rates or fertility rates (lower population is not acceptable)
- b. Move from stage two to stage three of the demographic transition
- c. Fewer children lead to more resources for better education or health care
- d. Improved gender equality or female empowerment
- e. Conflicts between traditional social norms and new population programs
- f. Increased social tension between men and women
- g. Skewed gender ratio
- h. Increased elderly dependency ratio; population aging; reduced youth dependency ratio

Part D**D. One social program to decrease population growth**

(1 description + 1 impact = 2 points total)

Social Program or Policy (1 pt.)

Unit 2 FRQ Practice (Digital Learning)

1. Promoting family planning, or reproductive health education
2. Increasing education of girls, promoting higher education for women
3. Implementing antinatalist policies that limit the number of children
4. Improving healthcare for women, infants, and children
5. Producing media or ad campaigns showing benefits of family planning practices
6. Promoting urbanization
7. Changing, implementing, or enforcing laws about increasing the minimum age at marriage

Potential Impacts (1 pt.)

- a. Reduced birth rates or fertility rates (lower population is not acceptable)
- b. Move from stage two to stage three of the demographic transition
- c. Fewer children lead to more resources for better education or health care
- d. Improved gender equality or female empowerment
- e. Conflicts between traditional social norms and new population programs
- f. Increased social tension between men and women
- g. Skewed gender ratio
- h. Increased elderly dependency ratio; population aging; reduced youth dependency ratio



Unit 2 FRQ Practice (Digital Learning)



0	1	2
---	---	---

The student response earns two of the following points:

D. One social program to decrease population growth

(1 description + 1 impact = 2 points total)

Social Program or Policy (1 pt.)

1. Promoting family planning, or reproductive health education
2. Increasing education of girls, promoting higher education for women
3. Implementing antinatalist policies that limit the number of children
4. Improving healthcare for women, infants, and children
5. Producing media or ad campaigns showing benefits of family planning practices
6. Promoting urbanization
7. Changing, implementing, or enforcing laws about increasing the minimum age at marriage

Potential Impacts (1 pt.)

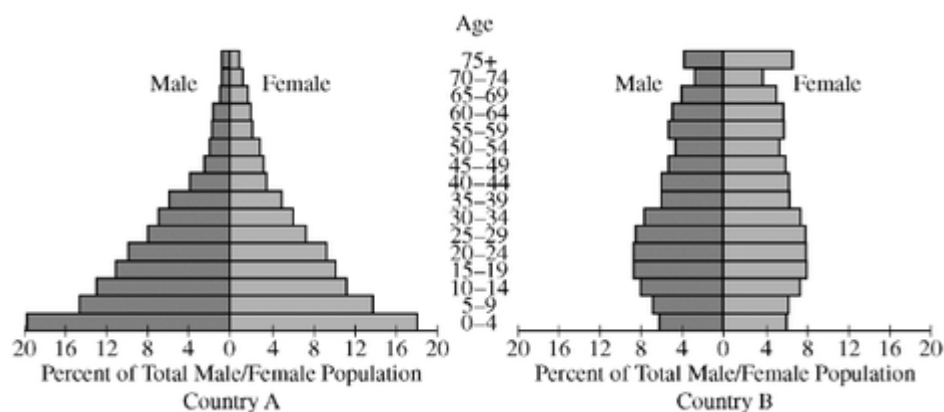
- a. Reduced birth rates or fertility rates (lower population is not acceptable)
- b. Move from stage two to stage three of the demographic transition
- c. Fewer children lead to more resources for better education or health care



Unit 2 FRQ Practice (Digital Learning)

- d. Improved gender equality or female empowerment
- e. Conflicts between traditional social norms and new population programs
- f. Increased social tension between men and women
- g. Skewed gender ratio
- h. Increased elderly dependency ratio; population aging; reduced youth dependency ratio

2. • **Directions:** You have 25 minutes to answer the following question. It is suggested that you take up to 5 minutes of this time to plan and outline your answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate.



The population pyramids above represent two countries at different stages of the demographic transition and economic development.

- A. Explain the demographic characteristics of each country above with respect to the demographic transition model.

Unit 2 FRQ Practice (Digital Learning)

- B. Discuss ONE positive impact of EACH country's population structure on its economic development.
- C. Discuss ONE negative impact of EACH country's population structure on its economic development.



Please respond on separate paper, following directions from your teacher.

Part A**(2 points)**

Explain the demographic characteristics of each country above with respect to the demographic transition model.

• Country A

- Must mention Stage 2 (second or early expanding stage) AND elaborate briefly about its characteristics, such as high birth rate, falling death rate, youthful population, developing country.
- It is not acceptable to suggest Stages 1 or 3 for Country A.

• Country B

- Must mention Stage 4 (fourth, final, or low stationary stage) AND elaborate briefly about its characteristics, such as low birth rate, low death rate, aging population, developed country.
- It is acceptable to mention a possible Stage 5 (fifth stage) for Country B.



0	1	2
---	---	---



Unit 2 FRQ Practice (Digital Learning)

Meets the criteria for 2 points of the following:

(2 points)

Explain the demographic characteristics of each country above with respect to the demographic transition model.

- **Country A**

- Must mention Stage 2 (second or early expanding stage) AND elaborate briefly about its characteristics, such as high birth rate, falling death rate, youthful population, developing country.
- It is not acceptable to suggest Stages 1 or 3 for Country A.

- **Country B**

- Must mention Stage 4 (fourth, final, or low stationary stage) AND elaborate briefly about its characteristics, such as low birth rate, low death rate, aging population, developed country.
- It is acceptable to mention a possible Stage 5 (fifth stage) for Country B.

Part B

(2 points)

Discuss ONE positive impact of EACH country's population structure on its economic development.

- **Country A (1 point)**

- Expanding or large workforce
- Youthful population, which can spark creativity, receptivity to change, etc.



Unit 2 FRQ Practice (Digital Learning)

- Less need for immigrant labor
- Less need for elder social safety net (e.g., Social Security)

• Country B (1 point)

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

0	1	2
---	---	---



Meets the criteria for 2 points of the following:

(2 points)

Discuss ONE positive impact of EACH country's population structure on its economic development.

• Country A (1 point)

- Expanding or large workforce
- Youthful population, which can spark creativity, receptivity to change, etc.



Unit 2 FRQ Practice (Digital Learning)

- Less need for immigrant labor
- Less need for elder social safety net (e.g., Social Security)

- **Country B (1 point)**

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

Part C**(2 points)**

Discuss ONE negative impact of EACH country's population structure on its economic development.

- **Country A (1 point)**

- High 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



Unit 2 FRQ Practice (Digital Learning)

• Country B (1 point)

- High elder dependency ratio
- Possible future labor shortage
- Greater need to fund elder social safety net (e.g., Social Security)



0	1	2
---	---	---

Meets the criteria for 2 points of the following:

(2 points)

Discuss ONE negative impact of EACH country's population structure on its economic development.

• Country A (1 point)

- High 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

• Country B (1 point)

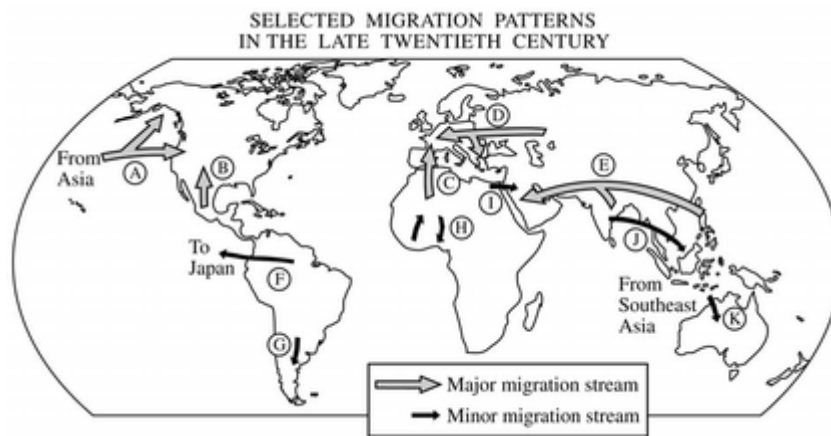
- High elder dependency ratio
- Possible future labor shortage



Unit 2 FRQ Practice (Digital Learning)

- Greater need to fund elder social safety net (e.g., Social Security)

3. **Directions:** You have 25 minutes to answer the following question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate.



International migration in the late twentieth century illustrates many important geographic principles.

A. Define each of the following principles.

1. core-periphery
2. distance decay
3. chain migration

B. For each principle in part A, select a migration stream identified by letter on the map above, and discuss how the stream you choose illustrates the principle. Note: Each lettered migration stream may be used only once.

Unit 2 FRQ Practice (Digital Learning)

Please respond on separate paper, following directions from your teacher.

Part A

(3 points)

Define each of the following principles.

Core- Periphery:

- Uneven spatial distribution of economic, political, or cultural power.
- Must show basic understanding of the relationship between more-developed and less-developed regions of the world.

Distance Decay:

- Decreased spatial interaction linked to increased distance.
- Decreased influence or intensity of cultural traits and processes with increased distance.

Chain Migration:

- Once migration starts subsequent migrants will follow earlier migrants.



0	1	2	3
---	---	---	---

Student response earns 3 of the following points:

(3 points)

Define each of the following principles.

Core- Periphery:

- Uneven spatial distribution of economic, political, or cultural power.
- Must show basic understanding of the relationship between more-developed and less-developed regions of the world.



Unit 2 FRQ Practice (Digital Learning)

Distance Decay:

- Decreased spatial interaction linked to increased distance.
- Decreased influence or intensity of cultural traits and processes with increased distance.

Chain Migration:

- Once migration starts subsequent migrants will follow earlier migrants.

Part B

(6 points)

For each principle in part (A) select a migration stream identified by letter on the map and discuss how the stream you

choose illustrates the principle. Note: Each lettered migration stream may be used only once.

Discussion

1 point: Must specifically identify regions or the groups of people involved in the migration, correctly linked to the principle defined in part (A).

2 points: Discuss specific reason for the migration pattern.

Core- Periphery:

- A discussion that shows an understanding of the characteristics of the migration stream relative to the core-periphery principle.

Distance Decay:

- Greater number of migrants settled at the edge of the country closer to the country of origin, compared to the number settled on the opposite edge of the country.
- The diminishing evidence of cultural traits by a group of people, if the explanation clearly shows a link to the fact that due to migration there is less contact between the migrants and their home country.
- Explanatory factor behind distance decay relationship (e.g., travel cost, information availability).

Chain Migration:



Unit 2 FRQ Practice (Digital Learning)

- Examples must clearly establish a link/transfer of knowledge between the first group of migrants and subsequent groups OR it should be clear that subsequent migrants are from areas of close proximity to the source area of the early migrants, and that they are migrating to the same destination area.



0	1	2	3	4	5	6
---	---	---	---	---	---	---

Student response earns 6 of the following points:

(6 points)

For each principle in part (A) select a migration stream identified by letter on the map and discuss how the stream you

choose illustrates the principle. Note: Each lettered migration stream may be used only once.

Discussion

1 point: Must specifically identify regions or the groups of people involved in the migration, correctly linked to the principle defined in part (A).

2 points: Discuss specific reason for the migration pattern.

Core- Periphery:

- A discussion that shows an understanding of the characteristics of the migration stream relative to the core-periphery principle.

Distance Decay:

- Greater number of migrants settled at the edge of the country closer to the country of origin, compared to the number settled on the opposite edge of the country.
- The diminishing evidence of cultural traits by a group of people, if the explanation clearly shows a link to the fact that due to migration there is less contact between the migrants and their home country.
- Explanatory factor behind distance decay relationship (e.g., travel cost, information availability).

Chain Migration:

- Examples must clearly establish a link/transfer of knowledge between the first group of migrants and



Unit 2 FRQ Practice (Digital Learning)

subsequent groups OR it should be clear that subsequent migrants are from areas of close proximity to the source area of the early migrants, and that they are migrating to the same destination area.
