

Question 2**NUMBER OF ENGLISH SPEAKERS IN SELECTED COUNTRIES, 2018**
(in population above age five)

Country	Number of English Speakers	Percent of Population Who Speak English
China	10 million	less than 1%
India	125 million	12%
Netherlands	15 million	90%
Nigeria	79 million	53%
Philippines	92 million	95%
Sweden	8 million	86%
United Kingdom	60 million	98%
United States	296 million	96%

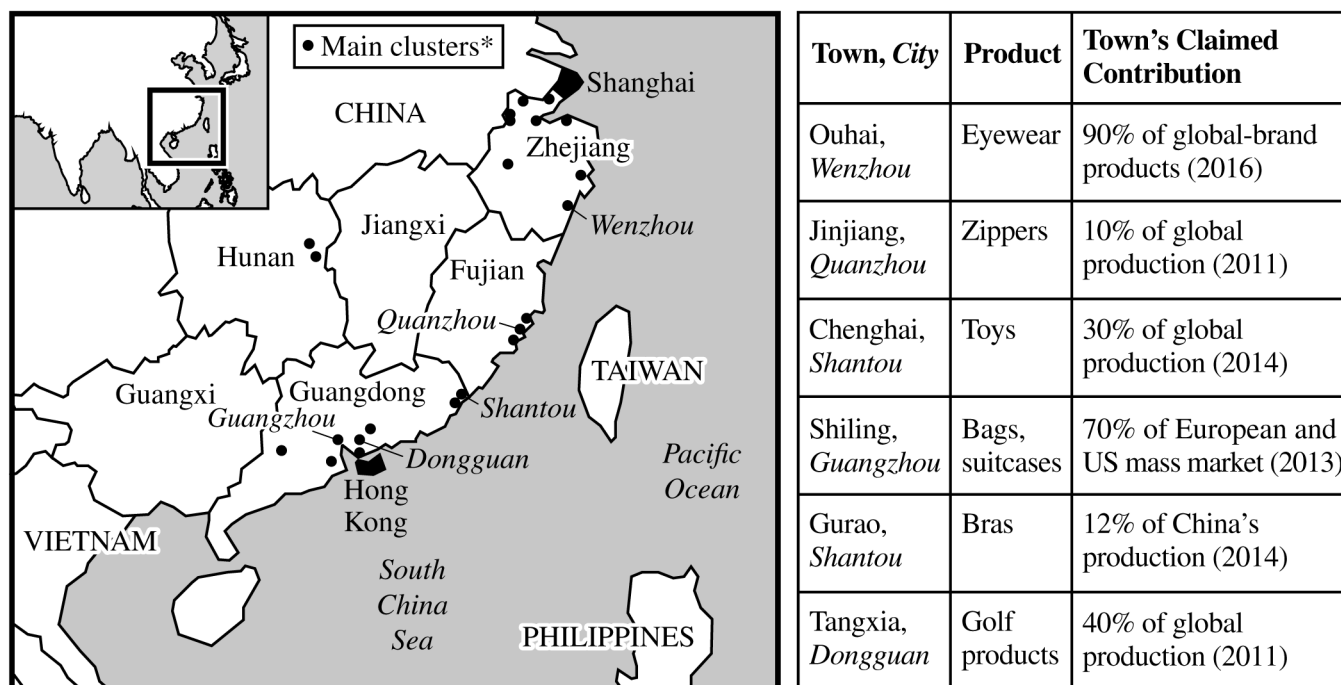
Source: Ethnologue

2. The English language is spoken in many countries but at variable rates. For instance, India and China have similar total populations, each with more than 1.3 billion people. Although India has more English speakers than China, the number of English speakers is growing in both countries.
- A. Describe ONE historical reason for India's current number of English speakers.
 - B. Explain ONE contemporary reason why people in China and India are learning English.
 - C. Describe ONE barrier to the diffusion of English throughout China.
 - D. Using the table, explain ONE reason for the difference in the percentage of English speakers in the Netherlands compared with the percentage in China.
 - E. Explain ONE economic reason why a corporation based in an English-speaking country would locate a call center in a country where English is not the dominant language.
 - F. Explain ONE limitation of using the data in the table to understand a country's level of economic development.
 - G. Explain ONE negative local impact of a global lingua franca on places where a different language is spoken.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 3

SELECTED SPECIALIZED CLUSTERS IN SOUTHERN CHINA



*Places indicated may include multiple clusters. In the table, the larger city names are italicized.

Source: The Economist

3. The map and table show several specialized manufacturing clusters of cities and smaller nearby towns that are located in special economic zones (SEZs) in China.
 - A. Describe the spatial pattern of the clusters located on the map.
 - B. Explain ONE reason for the spatial patterns identified from the map and data table.
 - C. Define special economic zones (SEZs).
 - D. Explain how ONE economic policy attracts foreign investments in China's SEZs.
 - E. Explain why internal migration patterns increase the profits of corporations located in SEZs within China.
 - F. Explain ONE strength of Wallerstein's world system theory in explaining where these products are made and where these products are sold.
 - G. Using the data in the table, explain ONE way in which the products listed relate to these clusters' comparative advantage in global trade.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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- (D)** Explain how access to education for women in less developed countries is likely to affect the total fertility rate. **1 point**

Accept one of the following:

- D1. The total fertility rate is likely to decrease with increased access to education for women because additional economic and career options mean they may choose not to have children.
- D2. The total fertility rate is likely to decrease with increased access to education for women because of increased age of first pregnancy.
- D3. The total fertility rate is likely to decrease with increased access to education for women because of increased marriage age.
- D4. The total fertility rate is likely to decrease with increased access to education for women because of decreased teen pregnancy.
- D5. The total fertility rate is likely to decrease with increased access to education for women because of increased access to information on reproduction and family planning options.
- D6. The total fertility rate is likely to decrease with increased access to education for women because of increased gender equity.

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- (E)** Explain the degree to which access to specialized women’s health care (i.e., gynecologic or obstetric care) in more developed countries is likely to affect a country’s total fertility rate. **1 point**

Statement or indication of a moderate to high degree

AND

Accept one of the following:

- E1. TFR is likely to decrease because women have increasing access to information on personal reproductive health.
- E2. TFR is likely to decrease because women have increasing access to birth control.
- E3. TFR is likely to decrease because women have increasing access to surgical sterilization.
- E4. TFR is likely to decrease because women have ability to terminate pregnancies for personal or medical reasons.

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- (F)** Explain ONE economic reason why governments enact pronatalist policies. **1 point**

Accept one of the following:

- F1. Economic needs for a long-term labor force.
 - F2. A need to replace an aging workforce to maintain or increase economic productivity.
 - F3. A desire to increase the tax base over the long term.
 - F4. A need for workers to care for an increasingly elderly population.
 - F5. Economic need for a young labor force.
 - F6. Economic need to fund pensions.
 - F7. A need to replace an aging workforce to keep economy competitive with countries that have younger populations.
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Question 2: One Stimulus**7 points**

(A) Describe ONE historical reason for India’s current number of English speakers. **1 point**

Accept one of the following:

- A1. India has many English speakers because of its colonial history as a part of the British Empire.
- A2. After India gained its independence from British rule in 1947, English remained one of India’s official languages.

(B) Explain ONE contemporary reason why people in China and India are learning English. **1 point**

Accept one of the following:

- B1. Growth of business, job and trade opportunities with companies or consumers in English language countries.
- B2. Educational opportunities at schools or universities within English-speaking countries.
- B3. Interest by companies from English-speaking countries to trade, expand operations to, or employ people within India or China.
- B4. Growth of English-language online content, entertainment, or media.
- B5. Growth of English-speaking tourism to India and China.
- B6. Increasing participation in international businesses and other organizations (e.g., governmental, non-governmental) that use English as a global lingua franca.
- B7. Growth of tourism from India and China to countries where English is widely used.

(C) Describe ONE barrier to the diffusion of English throughout China. **1 point**

Accept one of the following:

- C1. Requires learning an unfamiliar alphabet.
 - C2. Resistance by those speaking indigenous languages.
 - C3. Limitations on internet content and social media platforms within China.
 - C4. Strength of Mandarin as a more useful language within the country, strength of Mandarin as the second language of the Internet, and/or lack of publications in English; rural regions of China may have little necessity to learn English.
 - C5. Poorer regions may not have access to English instruction within schools or institutions.
 - C6. If English is not offered at schools, people may be unable to afford private instruction in English.
 - C7. Not enough resident teachers of English as a second language, and/or not enough native speakers of English in China to serve as teachers and mentors.
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| (D) | Using the table, explain ONE reason for the difference in the percentage of English speakers in the Netherlands compared with the percentage in China. | 1 point |
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Accept one of the following:

- D1. As a Germanic language, English has close linguistic ties with Dutch. English is not related to Chinese languages such as Mandarin, Yue (Cantonese), and Wu (Shanghainese).
- D2. Dutch schools require foreign language learning from primary school onward, and English language competency is required to graduate from high school. This requirement does not currently exist at the national level in China.
- D3. Education levels in the Netherlands trend higher than they do overall throughout China as being bilingual is a priority. By having a large % of English speakers, the level of development in the Netherlands tends to be higher than that of China.
- D4. There is more exposure to the English language in the Netherlands than in China due to its membership in the European Union.
- D5. Since the end of the Second World War, Dutch education policymakers have emphasized English over German. In China, English language education began to gain popularity in the late twentieth century.
- D6. Because the Netherlands has a comparatively small population, the Dutch view English as an important tool to build cultural and business relationships. In China, with its large population, Mandarin is the dominant language.
- D7. English, closely related to Dutch and with the same alphabet, is comparatively much easier for Dutch to learn than it is for Chinese speakers to learn.

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| (E) | Explain ONE economic reason why a corporation based in an English-speaking country would locate a call center in a country where English is not the dominant language. | 1 point |
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Accept one of the following:

- E1. A corporation may find that it is more cost-effective to locate call centers in areas with a lower cost of labor, more relaxed regulations, and fewer worker protections.
 - E2. A corporation may find it advantageous to hire call center staff on an as-needed basis, rather than as full-time employees.
 - E3. If a corporation is expanding into international markets, it may be advantageous to establish local call centers in these markets and hire staff who are native speakers of the local language.
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| (F) | Explain ONE limitation of using the data in the table to understand a country's level of economic development. | 1 point |
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Accept one of the following:

- F1. A country's percentage of English speakers is not directly tied to that country's level of economic development.
- F2. Although English is spoken by a large percentage of the population in many more developed countries, English is also widely spoken in some less developed countries (e.g., Philippines) colonized by English-speaking countries.
- F3. Economic development is better measured by indicators such as gross national product per capita and literacy rate, as opposed to the percentage of the population who speak a particular language.
- F4. Non-English speakers may also play a significant role in a country's economic development.

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| (G) | Explain ONE negative local impact of a global lingua franca on places where a different language is spoken. | 1 point |
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Accept one of the following:

- G1. Use of a lingua franca may threaten the ability to use or the survival of indigenous languages.
- G2. Use of a lingua franca creates a hierarchy or divide within the community where those who do not speak the lingua franca may be left behind or are not able to enjoy the benefits of globalization.
- G3. Use of a lingua franca may lead to the loss of uniqueness of local culture.
- G4. Use of a lingua franca may lead to cultural change with reduced demand for native language in media and culture.
- G5. Use of a lingua franca may result in increased demand for and proliferation of non-native culture, ideas, products, and styles as these are diffused by foreign media in the lingua franca.
- G6. Use of a lingua franca may create generational tension, as younger speakers are more likely to learn the new language and take advantage of career opportunities, sometimes in places far from home.

Total for question 2 7 points