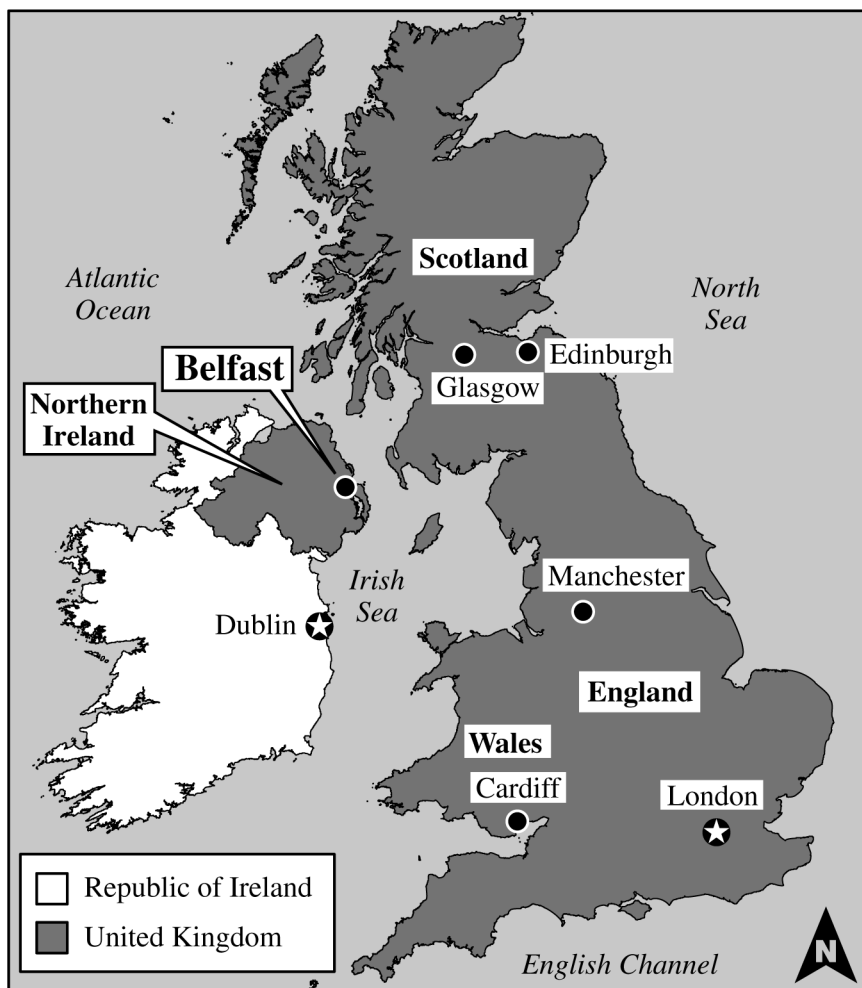
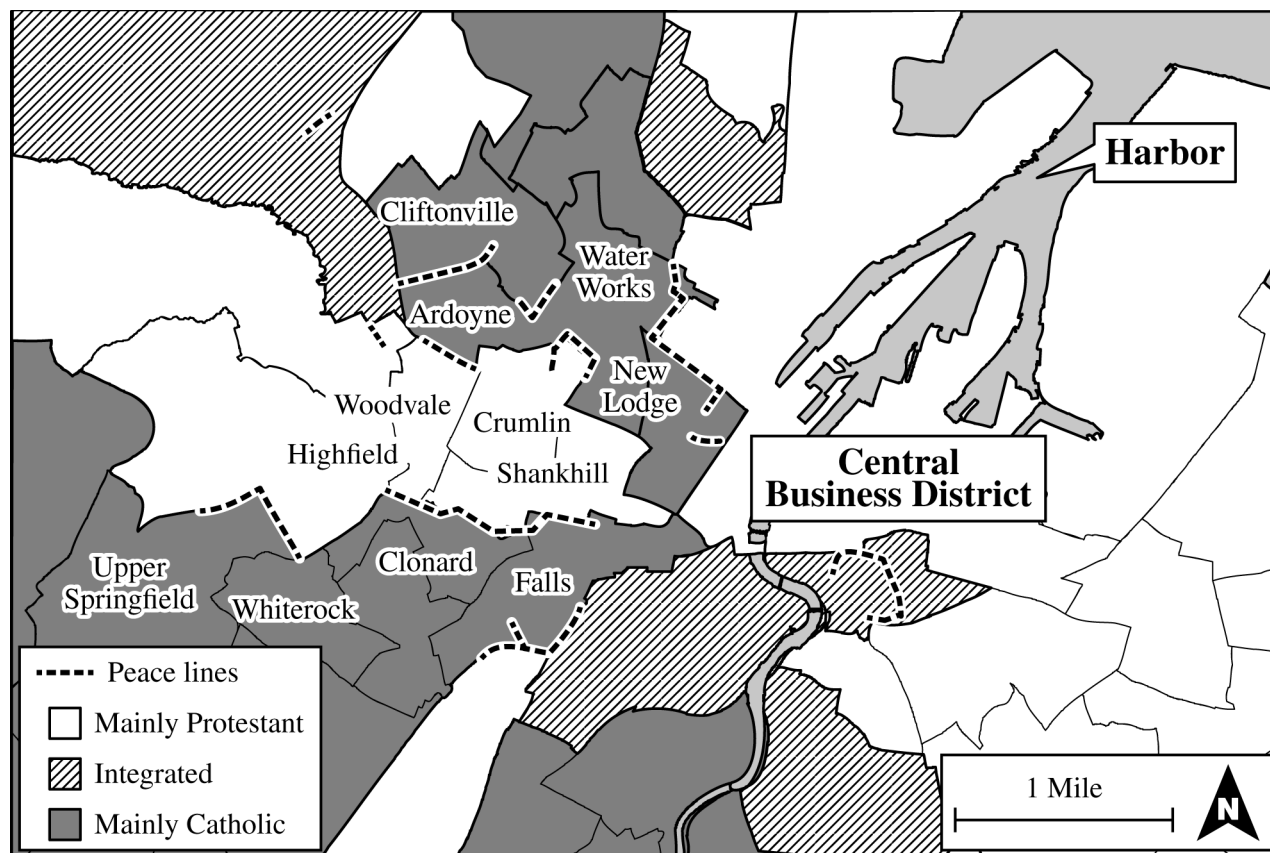


Question 3

MAP 1: REPUBLIC OF IRELAND AND THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND



MAP 2: WEST BELFAST — PEACE LINES AND NEIGHBORHOODS

Sources: Natural Earth GIS, Northern Ireland Statistics and Research Agency

3. Northern Ireland and the Republic of Ireland differ politically and culturally. Starting in 1969, a series of walls, fences, and barriers known as “peace lines” were constructed to separate neighborhoods in Belfast, Northern Ireland. In 1999, The United Kingdom’s government transferred a wide range of powers to the Northern Ireland Assembly, a regional parliament.
- Identify ONE type of cultural difference shown in Map 2.
 - Describe ONE way that the United Kingdom illustrates the concept of a multinational state.
 - Explain ONE possible benefit of devolution for Northern Ireland.
 - Explain ONE way that the cultural pattern shown in Map 2 may act as a centrifugal force within Belfast.
 - Explain how the cultural pattern shown in Map 2 reflects Hoyt’s sector model of urban form.
 - Explain ONE reason why the construction of barriers such as peace lines in urban areas may cause populations to migrate within a city.
 - Explain a possible limitation of using Map 1 to describe the political conflict on the island of Ireland.

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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- (E)** Explain the likely outcome on rural-to-urban migration as women gain greater access to education. **1 point**

Accept one of the following:

- E1. Women are likely to move from rural to urban areas to seek job opportunities, contributing to an increase in rural-to-urban migration.
- E2. Women are likely to move from rural to urban areas to attend school, contributing to an increase in rural-to-urban migration.
- E3. Women may move to urban areas for education because traditional, rural cultures have social or economic barriers that discourage or prohibit women's education.
- E4. Women may migrate to cities in larger numbers, increasing the proportion of females in the migration stream.

-
- (F)** Explain ONE likely obstacle for highly educated women who are employed in the formal economy. **1 point**

Accept one of the following:

- F1. Highly educated women employed in the formal economy may face a gender wage gap.
 - F2. Highly educated women employed in the formal economy may not be provided with fair access to employment after taking time off to raise children (e.g., motherhood wage penalty).
 - F3. Highly educated women employed in the formal economy may face discrimination, hostility, sexism, or harassment at work (e.g., corporate culture) or when commuting.
 - F4. Highly educated women employed in the formal economy may be less likely to get a new job or be promoted than their male counterparts (e.g., glass ceiling).
 - F5. Highly educated women employed in the formal economy may not be provided sufficient benefits or support for families (e.g., paid maternity, family, and/or sick leave; access to childcare; facilities for breastfeeding or pumping; flexible work schedules).
 - F6. Highly educated women may lack access to decision-making and leadership in the workplace and/or political representation to address workplace gender issues.
 - F7. Highly educated women may lack the ability to maintain a work/life balance, may work longer hours than men when combining paid and domestic work (e.g., double shift), and/or be expected to care for children and ill or elderly family members).
 - F8. Highly educated women may find some segments of the workplace are closed to them or present more challenges (e.g., lack of women represented in leadership about technology use, occupational segregation in technical and STEM fields, and artificial intelligence may have gender bias).
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- (D)** Explain the degree to which Wallerstein’s world system theory explains changes in the pattern of forest cover since 1990. **1 point**

Accept one of the following:

Statement indicating a high or significant degree

AND

Supported by the following:

- D1. Wallerstein’s theory (world system theory) states that production and extraction (e.g., of resources such as timber) in peripheral and semi-peripheral countries support the core, which explains why countries such as Honduras, Brazil, and Indonesia are decreasing in forest cover and countries such as Germany, the US, and Japan are not.

OR

Statement indicating a moderate degree

AND

Supported by the following:

- D2. Wallerstein’s theory may be correct in suggesting that the production and extraction of forests may be more prominent in the peripheral and semi-peripheral countries, but that does not necessarily impact the production and extraction of forest resources in core countries in the twenty-first century.

OR

Statement indicating a slight degree or no degree

AND

Supported by one of the following:

- D3. Wallerstein’s theory does not account for overall world forest cover staying essentially the same due to non-economic factors (e.g., environmental factors such as climate change leading to forest advances in tundra regions).
 - D4. Wallerstein’s theory does not account for international agreements (such as REDD+, Payment for Ecosystems, Cash for Conservation) and efforts to protect forest cover in developing countries.
 - D5. Wallerstein’s theory does not account for forest cover conservation goals, policies, or strategies a semiperipheral or peripheral country may have in place, but which are undermined by land-use decisions made by private landowners.
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- (E)** Explain what the data shown on the graph imply about sources of energy in less developed countries. **1 point**

Accept one of the following:

- E1. Many people in less developed countries rely on firewood for energy (e.g., for heating and/or cooking) to an unsustainable extent (e.g., they have used trees for firewood and/or charcoal faster than forests can regrow).
- E2. Many people in less developed countries lack access to or cannot afford non-wood sources of energy for their households (e.g., for heating and/or cooking), so they have degraded their forest resources for this purpose.
- E3. More sustainable energy sources are not widely available due to a lack of available capital, a lack of infrastructure, and/or technicians to support these, and therefore people turn or continue to use wood as a source of energy.

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- (F)** Explain how the global demand for ONE of the following commodities may be driving local changes in forest cover. **1 point**

1. Palm oil
2. Soybeans
3. Beef

Accept one of the following:

- F1. Palm oil: Because there is high or growing global demand for palm oil used in foods and for other purposes (e.g., for cosmetics, soap, detergents, biofuel), forests in some countries (e.g., Indonesia, Honduras) are being destroyed and replaced with oil palm plantations.
 - F2. Soybeans: Because there is high or growing global demand for soy (e.g., from China) used in foods and for other purposes (e.g., oils, animal feed, industrial products), forests in some countries (e.g., in Brazil, Argentina, Paraguay) are being destroyed and replaced with soybean fields.
 - F3. Beef: Because there is high or growing global demand for beef used for food, forests in some regions (e.g., in the Amazon basin) are being destroyed and replaced with cattle pastures.
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Question 3: Two Stimuli**7 points**

(A) Identify ONE type of cultural difference shown in Map 2.**1 point**

Accept one of the following:

- A1. The map shows religious or sectarian differences (e.g., shows two different branches of the Christian religion).
- A2. The map shows neighborhoods that are mainly Catholic, mainly Protestant, and integrated.

(B) Describe ONE way that the United Kingdom illustrates the concept of a multinational state.**1 point**

Accept the following:

- B1. The United Kingdom is comprised of multiple national groups, including the English, Scottish, Welsh, and/or Irish.
- B2. The United Kingdom is an ethnically, culturally, religiously, and/or linguistically diverse state with a population comprised of members of multiple nations.

(C) Explain ONE possible benefit of devolution for Northern Ireland.**1 point**

Accept one of the following:

- C1. Devolution provides Northern Ireland with a degree of autonomy from the UK, giving Northern Ireland, more power to govern itself (e.g., regarding policy issues involving health, education, culture, the environment, and transport).
 - C2. Self-determination or full sovereignty in governance are strong ideals among some in Northern Ireland leading to an enhanced sense of national identity.
 - C3. Devolution may lead to more equitable power-sharing agreements, or power-sharing between unionists and nationalists.
 - C4. Devolution may lead to more diverse government representation in terms of ethnicity, religious, and/or gender balance.
 - C5. Devolution may promote more civic engagement if citizens feel closer ties to the governing body.
 - C6. In Northern Ireland, sectarian violence declined after powers were devolved to the Northern Ireland Assembly.
 - C7. Catholics are a larger portion of the population in Northern Ireland than in the other parts of the UK, so Catholic residents may be better represented in a devolved Northern Ireland assembly.
 - C8. Devolution may result in more local control of natural resources and/or economic interests.
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- (D)** Explain ONE way that the cultural pattern shown in Map 2 may act as a centrifugal force within Belfast. **1 point**

Accept one of the following:

- D1. Unequal distribution of Catholics and Protestant residential areas in the Central Business District and the Harbor area may lead to unequal economic or social opportunities, which in turn may spur sectarian and/or class-based divisions and/or conflict.
- D2. The segregation of Catholics and Protestants in different neighborhoods may limit a sense of common identity (sense of community), which may lead to or perpetuate sectarian divisions and/or conflict.
- D3. Peace lines may emphasize or reinforce sectarian and/or class-based divisions and/or conflicts.
- D4. Already existing spatial patterns of religious, ethnic, or class segregation may reinforce divisions and/or conflicts.

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- (E)** Explain how the cultural pattern shown in Map 2 reflects Hoyt's sector model of urban form. **1 point**

Accept one of the following:

- E1. The Catholic and Protestant neighborhoods form separate V-shaped sectors (e.g., wedge shaped, cone shaped) that extend or radiate from the Central Business District and/or harbor.
 - E2. Neighborhood sectors extending or radiating from the Central Business District or harbor are differentiated by religion, nationality, and/or class.
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- (F)** Explain ONE reason why the construction of barriers such as peace lines in urban areas may cause populations to migrate within a city. **1 point**

Accept one of the following:

- F1. People may move to live with others who share their religious or political beliefs.
- F2. People may move to live in areas that they consider to be safer.
- F3. People may move to be closer to families or friends who would otherwise be separated by barriers and walls.
- F4. People may move to integrated neighborhoods because they prefer to live in areas with a mix of religions, or they wish to encourage future integration.
- F5. People may move to be closer to employment or education sites because barriers cut off former routes (e.g., walls made the routes longer) used for the journey to work, school, or restrict activity spaces.
- F6. People may move to areas they believe have better overall amenities (e.g., schools, community centers, parks), particularly if the construction of barriers or peace lines impedes access to these.
- F7. People may want to move away from the barriers (e.g., did not want to live near the wall for aesthetic reasons, the wall signifies an area of conflict).
- F8. People may want to move from areas of poverty near the barriers to higher-income areas.

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- (G)** Explain a possible limitation of using Map 1 to describe the political conflict on the island of Ireland. **1 point**

Accept one of the following:

- G1. The map does not provide detailed data on cultural or religious differences at a local or regional scale on the island of Ireland.
- G2. The scale of analysis of Map 1 does not allow the viewer to see the political conflict on the island of Ireland.
- G3. Map 1 does not provide any information related to the location of contested areas within the island of Ireland.
- G4. The superimposed border of Northern Ireland is contested by different culture groups (e.g., sectarian, religious, republican, unionist) or economic class groups, but the map does not show this.
- G5. The map shading may falsely imply that the population of Northern Ireland uniformly identifies strongly with the rest of the United Kingdom instead of with the Republic of Ireland.
- G6. Map 1 does not show political conflict resulting from Brexit (e.g., including changing from a “soft border” to a “hard border”).

Total for question 3: 7 points