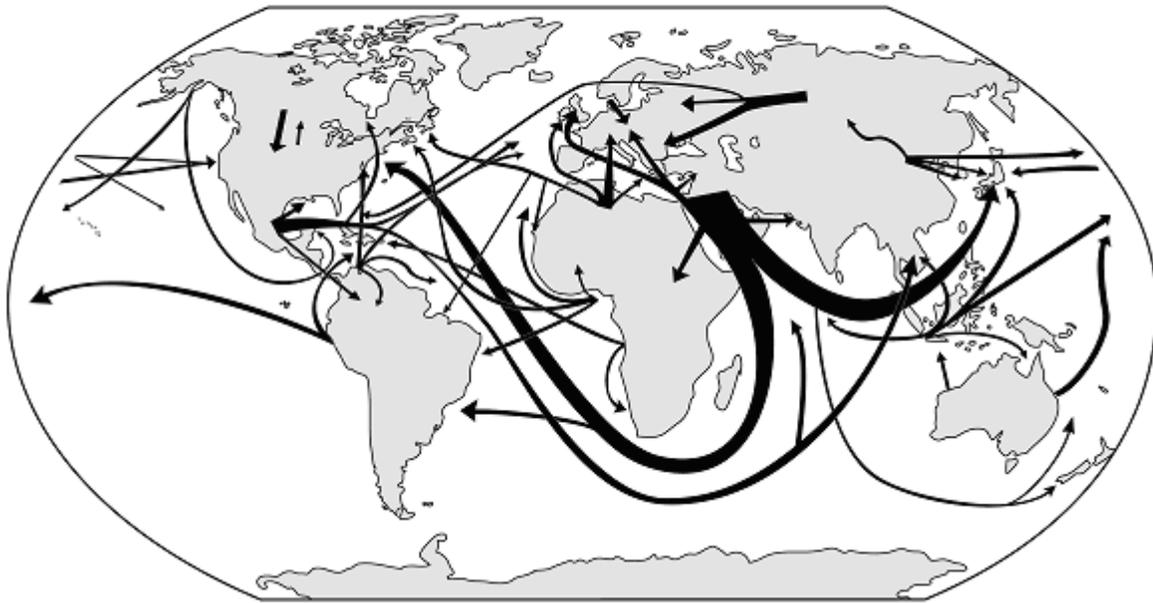


The following question is based on the following map.

### MOVEMENT OF AN IMPORTANT INTERNATIONAL PRODUCT



6. The movement of what international product is shown on the map? Give two reasons why the product is shipped to the places indicated on the map.

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## Scoring Guide

### Score & Description

#### Complete

The response indicates that the product is oil (or petroleum, crude fuels, crude, fossil fuels). The response gives two reasons why oil is shipped to the places indicated on the map.

#### Partial

The response correctly identifies the product as oil, and may or may not give one reason for why it is shipped.

#### Inappropriate

The response does not correctly identify the product as oil or give two reasons for why it is shipped.

Student demonstrates knowledge of the general pattern of petroleum import/export and the reasons for the trade.

#### Notes:

Credited responses could include

Countries that import oil

- are industrialized—need fuel as an energy source or for something—factories, cars, etc.;
- are insufficient or have no reserves;
- can't produce because of expense of extracting from own country; and/or
- are conserving of own resources — cheaper abroad.

"Industrialized" by itself is okay. Countries that export

- have excess reserves/must have excess of oil;
- can profit from sale; and/or
- earn foreign currency for economic development.

Also accepted

- Oil—some places don't have much; Middle East has plenty. Score is 3

Not Accepted

- gasoline, fuel, natural gas;
- oil without reason for trade is 2;
- oil with one correct reason is 2;
- oil with two correct reasons is 3;
- two correct reasons but no oil is 1.

### Complete - Student Response

The movement of what international product is shown on the map? Give two reasons why the product is shipped to the places indicated on the map.

I think that the map shows the movement of oil. It is mainly shipped from the Middle East to other parts of the world. These other places have very little oil, but use much of it. Oil is used for heating and transportation, and large cities would need a lot of it.

The movement of what international product is shown on the map? Give two reasons why the product is shipped to the places indicated on the map.

Oil. It is shipped to the various places on the map because everyone needs crude oil to make oil products and most of these places that import oil don't make enough for their own uses. Also the countries who have surplus oil can sell it for a profit.

#### Scorer Comments:

Both "Complete" responses correctly indicate that the product depicted on the map is oil and offer two acceptable reasons for the movement of oil. The first response gives two demand-side reasons: importing countries do not have enough domestic supply and need a lot of it for energy and transportation. The second response gives one demand-side and one supply-side reason: importing countries do not produce enough oil for their use and exporting countries sell oil for profit.

### Partial - Student Response

The movement of what international product is shown on the map? Give two reasons why the product is shipped to the places indicated on the map.

Oil is probably the product. Oil is shipped to the places that need it. Oil is not found in these areas it is shipped to.

The movement of what international product is shown on the map? Give two reasons why the product is shipped to the places indicated on the map.

oil is the product which is being imported and exported here. From the Persian Gulf oil is directed to the two most industrial countries, Japan and America. These places need the oil to manufacture items.

Scorer Comments:

Both responses correctly indicate that the product depicted on the map is oil and give one acceptable reason for its movement. The first response says that the receiving countries do not have their own oil, and the second response explains that importing countries need the oil for manufacturing.

### Inappropriate - Student Response

The movement of what international product is shown on the map? Give two reasons why the product is shipped to the places indicated on the map.

Some people in other countries make things and trade them for something they need to another country. The things that they make are new and unique to the people that they are trading for or with.

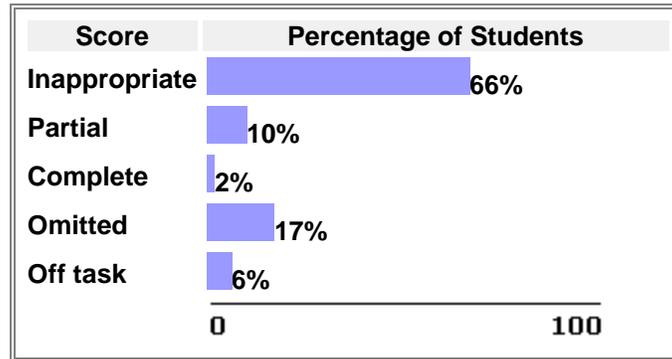
The movement of what international product is shown on the map? Give two reasons why the product is shipped to the places indicated on the map.

Cars, because alot of cars are imported and exported every day

Scorer Comments:

The first response gives a general explanation for international trade but fails to give any specific details from the map about the movement of oil. The second response incorrectly identifies the product as cars.

## 2001 National Performance Results



Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

## Content Area

### *Space and Place*

Example: Where is New York City? Why is it there? What are its most notable features? How has its physical location contributed to its population growth and density?

Spatial understanding is measured by questions such as these. It develops as students learn the context of place geography--where a specific place (or a particular thing) is located in the community, nation, and the world. Knowing the location of a place is practical information, and thinking about why it is there and what it is like helps students develop an understanding of a place and the issues that affect it. The spatial perspective helps students see the patterns and arrangements of places, things, and events that characterize Earth's space. Examples include the distributions of climates, crop regions, factories owned by multinational corporations, or sites where earthquakes occur. Studying patterns and the processes that shape them helps students understand and solve problems they will confront in their personal and civic lives.

In the early school years, the content of geography emphasizes space and place containing the fundamental concepts of geography. Teachers are familiar with these fundamentals and stress them in the "expanding horizons" social studies curriculum (home.school.neighborhood.sense of place in relationship to other places near and far) that is currently taught in most schools.

By grade 4, students should have a foundation of basic knowledge of the human and physical world. They can use map scales, grids, and map projections, and can measure relief. Students should be able to synthesize facts into generalizations.

By grade 8, the study of Space and Place has increased in sophistication (as have the other two content areas, Environment and Society and Spatial Dynamics and Connections). Students begin to understand the practical applications of geography to everyday life. Students should be able to use latitude and longitude and have a solid knowledge of facts and concepts embraced by this content area. As Space and Place is taught during the middle-school years, students should have a good sense of the location and general characteristics of places, of basic human and physical distribution

NAEP released item, Grade 8 (12)

patterns, and of the processes that create these patterns so that they have a working knowledge of the world.

By grade 12, basic understandings acquired in middle school and high school will be elaborated upon at increasing levels of sophistication. Performing simple statistical analyses and using remotely sensed images, for example, will prepare students to live in an increasingly complex, technologically innovative, and economically competitive world.

## **Cognitive Level**

### ***Understanding***

In this area, students are asked to attribute meaning to what has been observed and to explain events. Explaining events and placing them in context requires students to demonstrate the ability to comprehend, to see connections among diverse bits of geographic information, and to use that information to explain existing patterns and processes on Earth.