

AP[®] HUMAN GEOGRAPHY

2012 SCORING GUIDELINES

Question 1

Walls and other barriers built by countries to establish their borders are some of the oldest and most controversial elements in the cultural landscape.

Part a (3 points)

Identify three examples of walls or other barriers built by countries in the twentieth and twenty-first centuries.

Examples of walls or other barriers that have been controversial and were constructed during the designated time frame (1 point each)
<ul style="list-style-type: none">• U.S.–Mexico wall• Berlin Wall (East Berlin–West Berlin)• North Korea–South Korea Demilitarized Zone• Israel–Palestine (or Israel–West Bank or Israel–Gaza) wall (Green Wall)

Part b (1 point)

Explain the purpose of one of the examples you identified in part a.

Purposes of the examples identified in part a
<ul style="list-style-type: none">• U.S.–Mexico wall: to slow/control the flow of illegal immigrants/goods from Mexico• Berlin Wall (East Berlin–West Berlin): to prevent East Germans from fleeing to the West• North Korea–South Korea Demilitarized Zone: to act as a buffer zone in order to reduce the likelihood of violence• Israel–Palestine (or Israel–West Bank or Israel–Gaza) wall (Green Wall): to reduce the threat of terrorist activity

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Question 1 (continued)

Part c (3 points)

For each of the categories listed below, discuss a consequence faced by countries as a result of walls or other barriers established along their borders.

- i. social or political
- ii. economic
- iii. environmental

Social or political consequences (1 point)
<ul style="list-style-type: none">• Increased tension between neighboring countries or among citizens within a “walled” country (e.g., East Berlin)• Increased isolation (reduction in the diffusion of culture)• Stigmatizing of excluded population (either internally or externally)• Promotes nationalism, reduces foreign influences, increases xenophobia• Illegal crossing of the border becomes more dangerous• Separation of families, friends, relatives, cultural groups• International censure• Increased protection/security from either real or perceived threats• Reduced face-to-face interaction between people of neighboring countries• Increased virtual communication between people of neighboring countries• Generates increased creativity in terms of how to get past the barriers• Reduced seasonal migration
Economic consequences (1 point)
<ul style="list-style-type: none">• Cost of construction, maintenance, staffing• Creates jobs: construction, maintenance, staffing• Reduction in flow of illegal goods• Reduction in flow of illegal labor and potential savings in social costs• Loss of job opportunities for those excluded, less money earned/sent home, reverse remittances• Loss of cheap labor• Increased cost of smuggling (humans, drugs, other goods)• Reduced seasonal migration
Environmental consequences (1 point)
<ul style="list-style-type: none">• Interrupts the migration of various species (plants or animals or both)• Impact on natural habitats as a result of barrier construction or new smuggling routes through pristine areas, or both• Visual scarring on the landscape (aesthetics, urban blight)

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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A. One example of a wall built in the twentieth century was the Berlin Wall, built by the Soviet Union in 1961 to keep East Berliners from escaping to West Berlin. Another example of a barrier are the fences that ~~were~~ were built by the United States to go across the U.S.-Mexico border to keep illegal immigrants from moving freely to the United States. Another example of a barrier is the 38th parallel that separates ~~the~~ communist North Korea and democratic South Korea.

B. The purpose of the Berlin Wall was to keep people in East Berlin from moving freely to West Berlin. After World War II Germany was divided up into occupation zones that were controlled by many different countries. Berlin was also divided up into communist East Berlin and democratic West Berlin. Since West Berlin was controlled by the Allies the city had more freedoms and rights than people in East Berlin. This in turn caused many East Berliners to want to travel to West Berlin to gain those freedoms and rights, but the Soviet Union built the Berlin Wall to stop the flow of emigration out of East Berlin.

C. A political consequence of walls or barriers that are established along borders is that some citizens might be trapped in a country with an oppressive government and have no way out because of walls or barriers. These barriers trap citizens in a place that ~~place~~ probably is not the best place for them or their family. For example even though in

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the Berlin wall was torn down in 1989, North and South Korea are still divided. And many North Koreans suffer from an unfair and oppressive government. This shows that a major political consequence of walls or barriers is trapping citizens in a government that the people have no say in. One economic factor faced by countries as a result of walls or barriers that are built along borders is the inequality of economic opportunity. Not all countries are as developed as, for example, the United States or China, so not all countries have the same economic opportunities as those two world powers, such as getting a good education and being able to find a job. This is why many immigrants try to move to more developed countries, to seize these opportunities, but when walls and barriers are built this chance is taken away. For example, many Mexicans try to immigrate to the United States simply for an increased economic opportunity, but the fences that have been put up along the U.S.-Mexico border ~~have~~ have taken away this economic opportunity. One environmental factor faced by countries as a result of walls or barriers that are built along borders is the fact that the construction of many walls damage that particular environment and displace ~~the natural~~ those animals from their natural habitat.

1b

Write in the box the number of the question you are answering on this page as it is designated in the exam.

The purpose of the border between the United States and Mexico is to keep illegal immigrants out. Another purpose for the border is to keep people from smuggling illegal narcotics or weapons into the U.S. from Mexico.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

1C

i: A Social or Political Consequence of a wall or barrier is that they keep traditions and heritage from spreading and becoming more wide known around the world.

ii: An Economic Consequence of a wall or barrier is that it keeps business from spreading which would bring more money into your country.

iii: An environmental Consequence of a wall or barrier is that you have to use land could be used for farming or you would have to clear out trees or other natural vegetation to build it.

1

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A) Three walls or barriers that have been built by countries in the 20th; 21st centuries are the Berlin Wall between East; West Germany built by the Soviet Union, a wall between the ~~the~~ United States; Mexico border built by the US, and walls surrounding ghettos in Europe built by the Nazi-dominated governments.

B) The purpose of the Berlin Wall was to separate the East, Communist Berlin from the West, capitalist Berlin. However, it was also a symbolic gesture by the Soviet Union to separate all of the Communist countries in the East from ~~the~~ all of the capitalist countries in the West.

C) When a country erects a wall along its border, it tends to lead to political problems. Oftentimes, this gesture is indication that the country does not want others entering it, which leads to tensions with other countries, especially if there are immigrants who wish to enter that country. Economic problems also stem from the building of walls, as

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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oftentimes this means their trade is more or less closed off, and if a country's trade decreases, oftentimes their economy will decrease, too. Sometimes, the building of walls can lead to a positive impact on the environment. Because other countries are not allowed in, other countries cannot come in and exploit the resources located in that country.

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2012 SCORING COMMENTARY

Question 1

Overview

This question was designed to allow students to demonstrate their understanding of the impact on the cultural landscape of walls and barriers constructed along countries' borders. The question first asked students to identify three walls or other barriers that were constructed by countries from 1900 to the present day. The question then asked students to explain the purpose behind one of the examples they provided in part a. In part c students were instructed to discuss the effect of walls or barriers built on countries' borders in each of three categories: social or political consequences, economic consequences, and environmental consequences.

Sample: 1A

Score: 7

This response earned full credit and demonstrates a comprehensive understanding of walls and other barriers built by countries to establish their borders, as well as the consequences of these barriers. The essay received 3 points in part a for correctly identifying the Berlin Wall, the fences built along the United States–Mexico border, and the barrier that separates “communist North Korea and democratic South Korea.” The response received 1 point in part b for explaining that “[t]he purpose of the Berlin Wall was to keep people in East Berlin from moving freely” to enjoy the rights and freedom of West Berlin. Three points were earned in part c for a thorough discussion of the consequences of walls and other barriers. The response earned 1 social or political consequences point for discussing how tensions might be increased when citizens are “trapped in a country with an oppressive government” and feel that they “have no way out.” It earned 1 economic consequences point for explaining that “many immigrants try to move to more developed countries, to seize . . . opportunities, but when walls and barriers are built this chance is taken away.” The response earned 1 environmental consequences point for stating that the construction of walls damages the environment and “displace[s] animals from their natural habitat.”

Sample: 1B

Score: 5

This response received partial credit (2 points) in part a, full credit (1 point) in part b, and partial credit (2 points) in part c. It received 2 points in part a for correctly identifying the border between the United States and Mexico and the border between North and South Korea as places where barriers have been built. No point was awarded for naming the United States–Canada border. One point was earned in part b for explaining that the purpose of the United States–Mexico barrier “is to keep illegal immigrants out” of the United States. In part c the response earned 1 social or political consequences point for explaining that a wall or barrier can keep cultural traditions from diffusing and becoming more known throughout the world. No economic consequences point was awarded, because the discussion of how a wall or barrier limits the spread of business is not an acceptable answer. The response earned 1 environmental consequences point for explaining that the land used to build a wall or barrier could be used instead for farming and that to build the wall, trees and other natural vegetation would have to be cleared.

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Question 1 (continued)

Sample: 1C

Score: 3

This response received partial credit (2 points) in part a, no credit in part b, and partial credit (1 point) in part c. It received 2 points in part a for correctly identifying the Berlin Wall and the wall built along the border between the United States and Mexico. No point was awarded in part a for identification of the “walls surrounding ghettos in Europe,” because they are not walls or barriers between countries. The response earned no credit for part b, because it does not clearly explain that the primary purpose of the Berlin Wall was to prevent East Germans from having easy access to West Berlin. In part c the response earned 1 social or political consequences point for discussing how a wall can create political problems, “which leads to tensions with other countries, especially if there are immigrants who wish to enter that country.” No economic consequences point was awarded for an incorrect discussion about how trade is closed off by the building of a wall. No environmental consequences point was received for an incorrect discussion of how walls have “a positive impact on the environment [b]ecause other countries cannot come in and exploit the resources.”