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# AP<sup>®</sup> Human Geography

## Sample Student Responses and Scoring Commentary

### Set 1

#### **Inside:**

#### **Free-Response Question 3**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**Question 3: Two Stimuli****7 points**

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**(A)** Describe the type of political boundaries shown in Map 1. **1 point**

Accept one of the following:

- A1. Boundaries that are superimposed by an outside power.
- A2. Geometric boundaries that are generally straight lines.
- A3. Physical boundaries that follow landforms and/or waterways.

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**(B)** Describe ONE way that the European colonial boundaries shown in Map 1 differ from the African cultural boundaries shown in Map 2. **1 point**

Accept one of the following:

- B1. Map 2 portrays consequent and/or subsequent boundaries; Map 1 portrays superimposed, geometric, or physical boundaries.
  - B2. Map 2 boundaries separate distinct culture groups; Map 1 boundaries largely disregard cultural boundaries.
  - B3. Map 2 boundaries enclose areas containing distinct culture groups; Map 1 boundaries often cut across culture group areas.
  - B4. Map 2 boundaries represent or reflect the cultural geography of the region; Map 1 boundaries are political and imposed by outsiders (e.g., Berlin Conference), disregarding cultural geography.
  - B5. Map 2 boundaries represent the cultural geography of the region; Map 1 boundaries may be influenced by physical geography (e.g., rivers, lakes) or precolonial trade routes.
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- (C)** Explain ONE political outcome for present-day Africans as a result of the European colonial boundaries. **1 point**

Accept one of the following:

- C1. Some colonial boundaries that were retained after independence contributed to long-term political fragmentation and instability in some countries.
- C2. Some colonial boundaries split culture group areas, weakening the cultures' long-term cohesiveness and impact on the countries in which they are located.
- C3. Some colonial boundaries enclosed historically adversarial culture groups within the same countries, leading to conflict or heightened tension and/or creating centrifugal forces.
- C4. Some colonial boundaries that were retained after independence led to conflict over access to natural resources (e.g., rivers, lakes, forests) when populations that traditionally had access to these resources were cut off from them.
- C5. Some colonial boundaries split up culture groups (e.g., Somali, Ewe, Tuareg) between different countries, resulting in the contesting of current state boundaries as these cultures attempted to reunify.
- C6. Some superimposed boundaries were rarely surveyed on the ground, and many boundaries have still not been demarcated, leading to unresolved border conflicts.
- C7. Some colonial boundaries resulted in multinational states, multistate nations, and/or stateless nations, leading to unresolved border conflicts or internal instability.

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- (D)** Describe ONE way that European colonization of Africa reflected the concept of ethnocentrism. **1 point**

Accept one of the following:

- D1. European colonizers' biased disregard for African culture groups reflected European ethnocentric attitudes (e.g., racism, prejudice, and/or superiority).
  - D2. European colonizers tended to claim dominion over African peoples, lands, and resources based upon expansionist European ideologies or through environmental determinism.
  - D3. Africans educated in European institutions during colonialism were wrongly taught that their "ancestors" were European (e.g., "Our ancestors the Gauls" in French colonies) in attempts to absorb Africans into the ethnocentric worldview of Europe.
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- (E)** Explain ONE way that the political boundaries shown in Map 1 illustrate a European colonial emphasis on resource extraction. **1 point**

Accept one of the following:

- E1. The boundaries of some coastal colonies are drawn to provide access to ports or the ocean (e.g., Belgian Congo) while extending boundaries into the continent's interior or to the location of exportable resources.
- E2. The boundaries of some countries (e.g., the Caprivi Strip) were extended to water bodies in the interior of the continent to provide access to lines of transportation or to facilitate transportation of people and/or exportable resources.
- E3. The boundaries of some countries were extended to access resources in interior regions where specific resources (e.g., rubber, timber, gold) or agricultural growing conditions were available (e.g., coffee, cacao).

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- (F)** Explain the degree to which colonization affected the languages spoken in present-day Africa. **1 point**

Accept one of the following:

Statement or indication of a high or substantial degree

AND

Supported by one of the following:

- F1. European languages often became *linguae francae* or official languages (e.g., for government, business, religion, education) and continue to be spoken widely as second languages.
- F2. European colonial languages have retained their status as first languages among settler colonists in some areas (e.g., English and Afrikaans in South Africa).
- F3. African languages and European languages merged to form creoles that are widely spoken in parts of Africa (e.g., Cabo Verde, Liberia, Sierra Leone).
- F4. Many European loan-words entered African vocabularies as a result of colonization and the widespread usage of European languages (e.g., from Portuguese, English, French, German, Dutch, Spanish).
- F5. Arabic was introduced by Arab colonizers and spread across Africa, where it is widely spoken as a first language.

OR

Statement or indication of a low or minimal degree

AND

Supported by one of the following:

- F6. Most African languages were barely affected by European colonization (despite sometimes being suppressed) and continue to be widely spoken.
- F7. African social and political movements and/or post-independence governments may teach, revive, and/or expand the use of indigenous languages as a part of reclaiming independence or national identity.

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- (G)** Explain a possible limitation of using Map 2 to understand the geography of religion in present-day Africa. **1 point**

Accept one of the following:

- G1. The map shows culture groups, which are not necessarily synonymous with religions.
- G2. The map only shows West Africa, not Africa as a whole, making it difficult to understand religion at that scale.
- G3. Many culture groups in Africa have populations practicing more than one religion, making it impossible to know which religion is practiced in any given area.
- G4. The map shows only areas where culture groups are dominant, or the map fails to indicate the diversity of religions that may be practiced in those areas.
- G5. The absence of a map legend or key limits interpretation or analysis of the information provided.

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**Total for question 3: 7 points**

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

A. The boundaries in Map 1 are superimposed, meaning that they were drawn with no recognition of cultural or ethnic borders. They are also either natural, following rivers mostly, or geometric, following lines of longitude or latitude.

B. The boundaries in Map 1 are superimposed, meaning they were drawn out of preference, in this case from European leaders during the Berlin Conference of 1864. The borders in Map 2, on the other hand, are cultural boundaries, and do take into account the cultural and ethnic distributions of the area.

C. Colonization led to superimposed boundaries, which ignored ethnic and cultural separations. Fast forward a century later, and these countries are becoming decolonized and thus become independent. At that point, they have a leader that rules over the entire area of sovereignty the Europeans kid out. In most cases, the power comes from only one of many ethnic groups, which unfairly represents the country's diversity. This can lead to armed conflict, war, coups, and even the breakup of countries, such as what happened when Sudan and South Sudan split because of, in that case, religious, but also cultural reasons.

D. European colonialism of Africa was a direct and clear example of ethnocentrism. Ethnocentrism is the idea that one's own culture is far superior than others with ignorance and even sometimes hatred towards opposing cultures. When European nations drew their borders, they completely ignored cultural boundaries and ethnic divisions. Once they arrived, they exercised their culture into the people of Africa including their language, heritage, clothing, forms and types of government, food, and most significantly religion, abolishing their previous ways of life.

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**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

E. One of the main goals behind imperialism was the motive to extract and develop natural resources in the colonies. This can be seen on the map, as most of the borders follow rivers and coastlines, which were debated over their importance to their colonial power.

F. The diffusion of language is the most prevalent effect of European colonization in not only Africa, but the world. Once the Europeans arrived in Africa, they began teaching the natives to acculturate to their culture, through their language. This is why most of West Africa speaks French, because the French ruled over that region for centuries.

G. While Map 2 does an excellent job at outlining the geography of large culture groups, it does not display data about what religion is practiced in this region. They may have one religion that they practice, and each individual country has their own denomination or sect of it.

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**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Begin your response to each question at the top of a new page. Do not skip lines.

(A) The type of political boundaries in Map 1 are superimposed. They were drawn by an outside power with no regard to residents' ethnicity or physical features.

(B) European colonial boundaries in Map 1 do not align with the cultural boundaries on Map 2. ~~one~~ They are drawn based on colonial territories claimed by European superpowers.

(C) As a result of European colonial boundaries, there is much ~~for~~ conflict between members of government & many ~~of~~ political uprisings. European boundaries did not take cultural groups' preferences into account, grouping conflicting members into the same state & thus leading to many violent conflicts in the government.

(D) The European colonization of Africa only reflected the Europeans' desire for certain lands without taking the native residents' culture into account. Ethnocentrism is often characterized by this lack of consideration. ~~As a result~~ Therefore, Europeans exemplified this concept.

(E) ~~The political~~ Many of the political boundaries in Map 1 delineate a regions with access to water. This would allow for Europeans to extract resources & export them through ports in this area. This would stimulate trade.

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Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

(F) Colonization led to the extinction of many languages in Africa. Many colonists superimposed/forced their own language onto native Africans, prompting them to abandon/forget their own native language.

(G) ~~Map 2 does not show religion~~ Map 2 doesn't take into account that many people are multi-lingual. People of many religions may speak one language, & people of one religion may speak multiple languages, therefore blurring the lines between religious regions.

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Question 1

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Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

A. The political boundaries shown in map 1 are superimposed boundaries. This is because the great European powers held a meeting to split Africa so each country would get a fair amount of economic gain. This indicates superimposed boundaries.

B. The boundaries in map 1 differ from boundaries in map 2 because the boundaries in map 2 are based off cultural data, whereas in map 1, they're based on which colonial power has control over which area. European powers divided cultures for economic and political gain over certain areas, and because of this, different cultures were forced to live with each other causing a lot of violence and disagreements.

C. Some countries in present-day Africa may split as a result of different culture. These different cultures lead to different political views and because of this, an area can become a shatterbelt. For example, recently, Sudan split into Sudan and South Sudan ~~the~~ because of political views.

D.

B. The boundaries in map 1 were created as a result of European colonial powers dividing the ~~central~~ continent for resource extraction. This indicates the extreme measures the colonial powers would go to for resource gain and political gain.

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**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

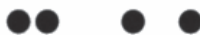
F. Colonization affected the languages spoken in present-day Africa to a large degree. This is because colonization of the territories lead to the diffusion of languages, and many cultures assimilated to the now dominant cultures.

G. Map 2 is not the best way to understand the geography of religion within Africa because it doesn't allow the reader to see how they split regardless of culture. This can lead to cultural processes like assimilation, acculturation, or syncretism, which would change the different religions in their entirety.

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### Question 3

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

#### Overview

This seven-part question tasked students to demonstrate knowledge about the difference between Africa’s political boundaries (many imposed by outside political powers) and the geography of the region’s many and diverse cultural groups. Several skills were required of the students to be able to answer this question: (1) the ability to interpret and compare the geographic information shown on two maps; (2) the ability to explain the reasons behind the spatial patterns observed in these maps; (3) the ability to integrate their knowledge from different units of the course (e.g., cultural and political).

In part A students were asked to describe the type of political boundaries shown in Map 1. In part B students were expected to describe one way that European colonial boundaries shown in Map 1 differed from African cultural boundaries shown in Map 2. Parts A and B are entry-level, and many students earned points in part A, but there were many students who did not know the types of boundaries or could not describe how the boundaries were different.

In part C students were to explain one political outcome for present-day Africans as a result of European colonial boundaries. In part D students were asked to describe one way that European colonialization of Africa reflected the concept of ethnocentrism. Parts C and D focused on how historical geographic processes (such as colonialism and imposing political boundaries) can have enduring consequences. For example, in part C some students were not able to connect the geographic significance of creating boundaries in the 19<sup>th</sup> century with contemporary impacts on Africa today.

In part E students needed to explain a way that the political boundaries shown in Map 1 illustrated a European colonial emphasis on resource extraction. The focus here was to connect the drawing of boundaries to resource extraction. While many students understood that Europeans extracted resources, some were not able to make the direct connection to why some boundaries were drawn in a way that facilitated resource extraction. For example, the boundaries of some coastal colonies were drawn to provide access to ports or the ocean, while extending boundaries into the continent’s interior to extract resources.

In part F students were tasked with explaining the degree to which colonialization affected the languages spoken in present-day Africa. To earn this point, students needed to state a degree to which this was true or not, using terms such as “to a high degree” or “more widely spoken” or to indicate a low degree, such as “African languages were barely affected.” In part G students were expected to explain a possible limitation of using Map 2 to understand the geography of religion in present-day Africa.

#### Sample: 3A

#### Score: 7

The response to part A earned 1 point because it describes the type of political boundaries shown in Map 1 as being superimposed, meaning that they were drawn with no recognition of cultural or ethnic borders.

### Question 3 (continued)

The response to part B earned 1 point because it describes one way that the European cultural boundaries shown in Map 1 are superimposed by European colonials via the Berlin Conference, while Map 2 indicates African cultural and ethnic boundaries.

The response to part C earned 1 point because it explains one political outcome for present-day Africans as a result of the European cultural boundaries indicating that political power may come from only one of many ethnic groups, which could lead to armed conflict and includes an example of the breakup of Sudan and South Sudan.

The response to part D earned 1 point because it describes one way that European colonization of Africa reflects the concept of ethnocentrism, as European colonials ignored the cultural and ethnic boundaries and divisions in Africa.

The response to part E earned 1 point because it explains one way that the political boundaries shown in Map 1 illustrate a European colonial emphasis on resource extraction in that most of the borders established by Europeans follow rivers and coastlines and, therefore, maximize the export of resources.

The response to part F earned 1 point because it explains the degree to which colonization affected the languages spoken in present-day Africa, as language being a major effect of European colonization results in, as one example, most of West Africa speaking French because the French ruled over that region for a long period.

The response to part G earned 1 point because it explains a possible limitation of using Map 2 by understanding that the map does not indicate particular religious groups or denominations.

#### **Sample: 3B**

#### **Score: 5**

The response to part A earned 1 point because it describes the type of political boundaries shown in Map 1 as superimposed and drawn by an outside power without consideration of the culture or ethnicity of the inhabitants.

The response to part B earned 1 point because it describes one way that the European colonial boundaries in Map 1 do not align with the African cultural boundaries shown in Map 2.

The response to part C earned 1 point because it explains one political outcome for present-day Africans, as a result of the European colonial boundaries in that African cultural groups and areas were not taken into consideration, which led to conflict.

The response to part D earned 1 point because it describes ethnocentrism in European colonization as taking land without consideration of the aspects of African cultures in those areas.

The response to part E earned 1 point because it explains one way that the political boundaries in Map 1 illustrate a European colonial emphasis on resource extraction using the example of access to water, which would allow for Europeans to extract resources and export them through ports.

### Question 3 (continued)

The response to part F did not earn a point because it does not explain the degree to which colonization affected the languages spoken in present-day Africa.

The response to part G did not earn a point because it does not explain a possible limitation of using Map 2 to understand the geography of religion in present-day Africa.

#### **Sample: 3C**

#### **Score: 3**

The response to part A earned 1 point because it describes that superimposed boundaries were created after European powers met in the Berlin Conference to divide up Africa.

The response to part B earned 1 point because it describes a difference between the maps in that Map 2 is based off of cultural data, whereas Map 1 is based on a colonial power's control over a particular area.

The response to part C earned 1 point because it explains one political outcome for present-day Africa as a result of European colonial boundaries having caused a split due to cultural differences and uses Sudan and South Sudan as an example.

The response to part D did not earn a point because it does not describe one way that European colonization of Africa reflected the concept of ethnocentrism.

The response to part E did not earn a point because it does not explain one way that the political boundaries shown in Map 1 illustrate a European colonial emphasis on resource extraction.

The response to part F did not earn a point because it does not accurately explain how colonization affected the languages spoken in present-day Africa.

The response to part G did not earn a point because it does not explain a possible limitation of using Map 2 to understand the geography of religion in present-day Africa.