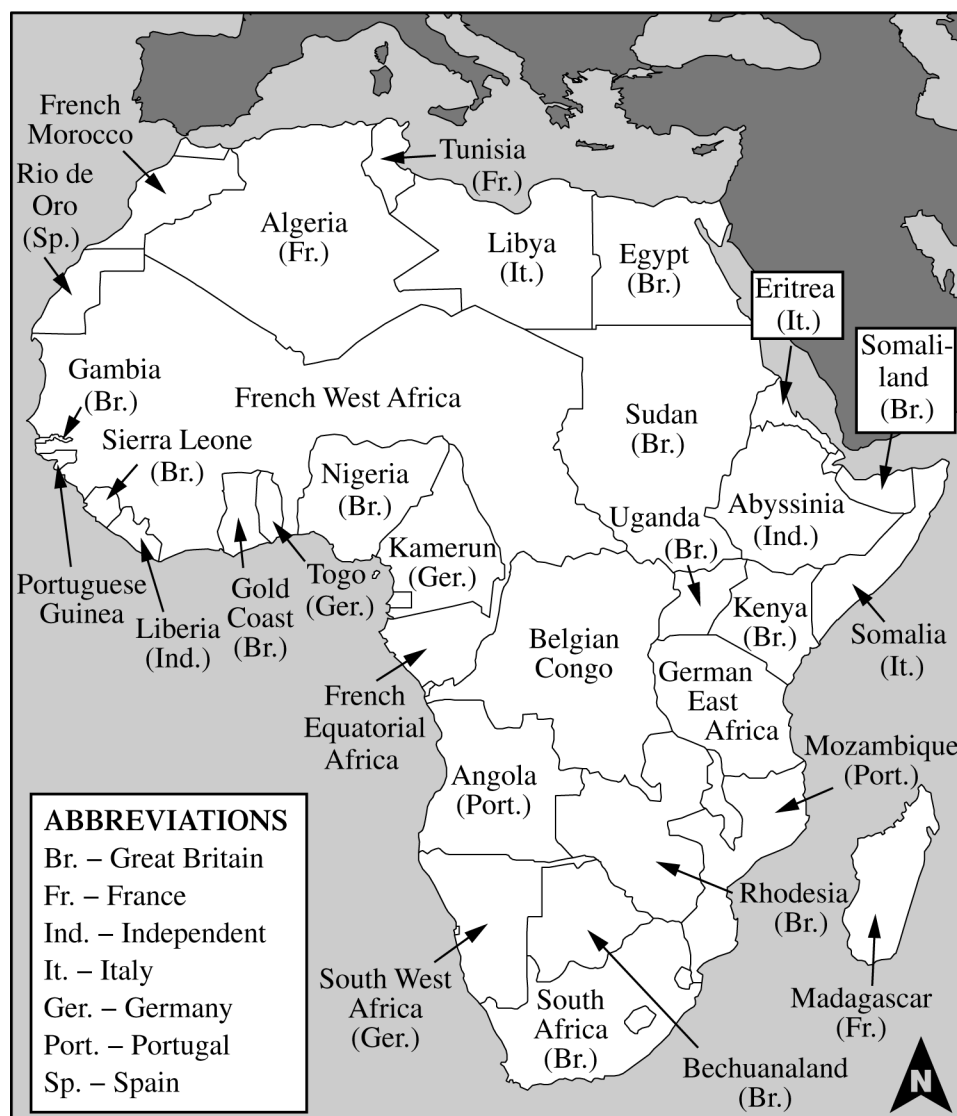
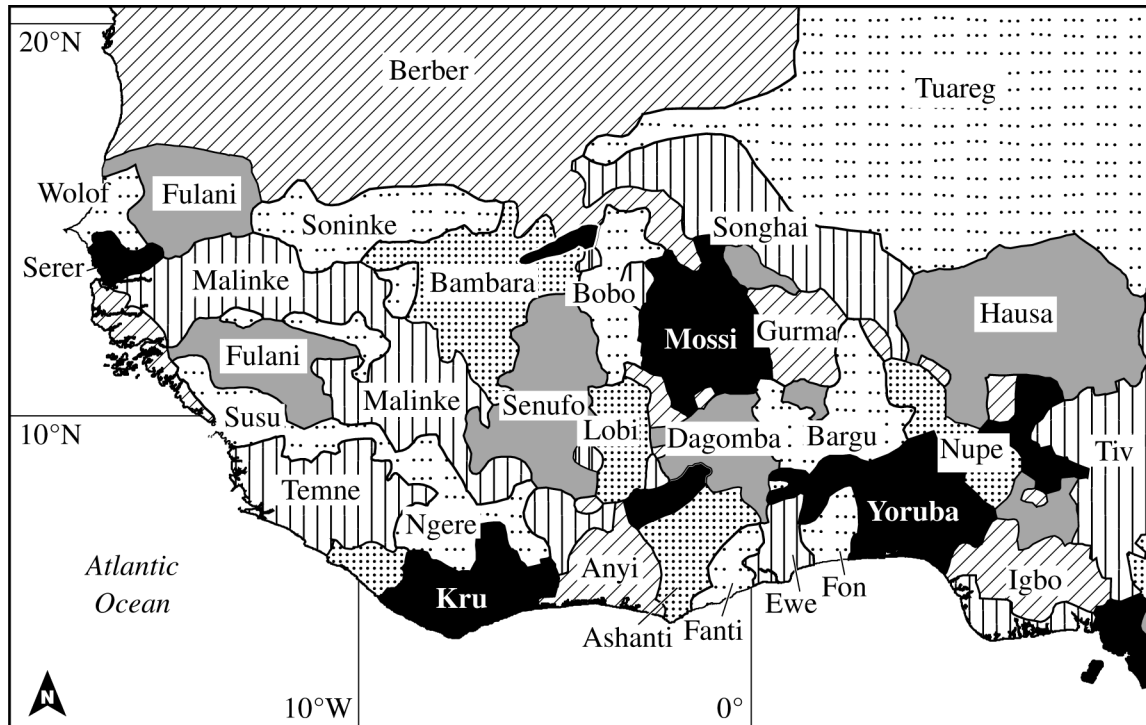


Question 3

MAP 1: AFRICA, POLITICAL BOUNDARIES IN 1890



MAP 2: LARGER CULTURE GROUPS IN WEST AFRICA



Source: Library of Congress

3. In the 1880s, European powers began invading and occupying the interior areas of Africa, which were inhabited by a variety of diverse culture groups. By 1900, European countries had claimed nearly 90 percent of African territory and redrawn the political boundaries of Africa, many of which remain today.
- Describe the type of political boundaries shown in Map 1.
 - Describe ONE way that the European colonial boundaries shown in Map 1 differ from the African cultural boundaries shown in Map 2.
 - Explain ONE political outcome for present-day Africans as a result of the European colonial boundaries.
 - Describe ONE way that European colonization of Africa reflected the concept of ethnocentrism.
 - Explain ONE way that the political boundaries shown in Map 1 illustrate a European colonial emphasis on resource extraction.
 - Explain the degree to which colonization affected the languages spoken in present-day Africa.
 - Explain a possible limitation of using Map 2 to understand the geography of religion in present-day Africa.

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.

STOP

END OF EXAM

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- | | | |
|------------|--|----------------|
| (C) | Explain how the development of large-scale commercial agriculture has led to the agglomeration of food processing facilities in towns and rural areas of the United States and Canada. | 1 point |
|------------|--|----------------|

Accept one of the following:

- C1. Food processing facilities that process grains, vegetables, and/or meat into food and/or fuel agglomerate in rural areas or towns in grain-growing areas to reduce costs associated with transportation, to take advantage of shared infrastructure, and/or to draw from a lower-paid labor pool than in urban areas.
- C2. Food-processing facilities that process perishable products (e.g., dairy, fruit) tend to locate in rural areas or towns in close proximity to urban areas to be close to consumers and/or limit food spoilage.

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- | | | |
|------------|---|----------------|
| (D) | Explain a strength of using the concept of complex commodity chains to understand the production and consumption of ONE of the following: | 1 point |
|------------|---|----------------|

- orange juice
- hamburger

Accept one of the following:

- D1. Complex commodity chain analysis helps to understand the entire process of orange farming, harvesting, processing, packaging, shipping, and/or distribution of orange juice, or the husbandry, raising, feed production, transportation, slaughter, processing, packaging, and/or distribution of hamburger and/or beef.
 - D2. Complex commodity chain analysis helps producers maximize their profits by understanding costs and profits associated with processing, distribution, marketing, and/or retailing leading to the consumption of orange juice or hamburger.
 - D3. Complex commodity chain analysis helps distributors maximize profits by understanding costs and benefits associated with the entire commodity chain of orange juice or hamburger from production to consumption.
 - D4. Complex commodity chain analysis helps marketers better promote orange juice or hamburgers to national or regional consumers based on understanding the entire production to consumption process, from grower to consumer.
 - D5. Complex commodity chain analysis helps elucidate the entire process of production and consumption of orange juice or hamburger and all the related social and environmental costs and/or effects; this, in turn, may help effect change in the commodity chain to promote sustainability.
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- (E)** Explain ONE way that government policies banning genetically modified organisms may favor small family farms over large-scale commercial agriculture. **1 point**

Accept one of the following:

- E1. If large-scale commercial agriculture firms cannot use GMO technology to reduce costs, the products of small family farms may become more competitive in price with the products of large-scale commercial agriculture.
- E2. Small family farms may be favored over large-scale commercial agriculture in the production of non-genetically modified agriculture (e.g., organic agriculture), high value-added agriculture (e.g., specialty products), regional foods (e.g., foods with appellations like Parmigiano-Reggiano cheese, Jamon Ibérico), and/or heirloom varieties as many small family farms may already be engaged in this form of production.
- E3. These policies may reduce large-scale commercial agricultural firms' control over seed stock, allowing small family farms to diversify their products and better compete with large-scale commercial agriculture.
- E4. Ensuring non-GMO crops are healthy can be a more time-consuming process, which would not accommodate the economies of scale in large commercial farms and would favor the smaller family farms.

-
- (F)** Explain why farms in countries such as Italy, France, Spain, or Portugal often require seasonal agricultural workers from other countries. **1 point**

Accept one of the following:

- F1. When these populations went through the demographic transition, their dependency ratio changed and the relative size of the workforce decreased, resulting in a shortage of workers willing to do seasonal agricultural labor that is both strenuous and low paying.
 - F2. These countries have small family farm operations dependent upon a large temporary workforce at certain times in the agricultural calendar (e.g., harvests, planting, pruning) to fulfill the need for additional labor.
 - F3. Many crops grown in Mediterranean areas (e.g., olives, grapes, vegetables) are tended and picked by hand and thus require a large labor force; growers keep costs down by importing low-paid workers; the cultivation of many Mediterranean crops requires more labor.
 - F4. The majority of the workforce in these countries is employed in the secondary and tertiary sectors of the economy, resulting in a shortage of workers willing to do seasonal agricultural labor.
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- (C)** Describe ONE common characteristic of the built environment of squatter settlements in developing countries. **1 point**

Accept one of the following:

- C1. Squatter settlements are often self-constructed using whatever materials are available to residents at low or no cost (e.g., scrap metal, lumber, cardboard, woven straw mats, tarps, bricks, cinderblocks, tents).
 - C2. Squatter settlements typically lack zoning regulations, so may be constructed haphazardly in an unplanned way.
 - C3. Squatter settlements typically have high density compared to housing in rural areas or single-family homes in the urban areas of developing countries.
 - C4. Squatter settlements are often constructed in (marginal) locations with unfavorable or precarious physical geographical or environmental characteristics (e.g., hillsides, riverbanks, polluted areas, swampy areas).
 - C5. Squatter settlements may lack access to basic infrastructure (e.g., sewers, piped water, electricity lines) and/or may have to pay for the delivery of water or the installation of utilities.
 - C6. Squatter settlements often rely on self-constructed infrastructure (e.g., rainwater catchment systems, trash disposal, pit latrines, solar panels on roofs) that is not connected to public infrastructure.
 - C7. Squatter settlements typically lack sidewalks and have unpaved streets.
 - C8. Squatter settlements typically have informal businesses (e.g., small stores, taxi service, day care, street vendors, private communication, and transportation systems).
 - C9. Squatter settlements typically contain private homes, small businesses in the informal sector, and buildings that house social services (e.g., community health clinics, community stores, community schools).
 - C10. Squatter settlements typically contain both self-constructed or fully constructed homes with more permanent materials (e.g., brick, cement block) inhabited by longer-term residents.
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Question 3: Two Stimuli**7 points**

(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.

(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.

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

Total for question 3: 7 points