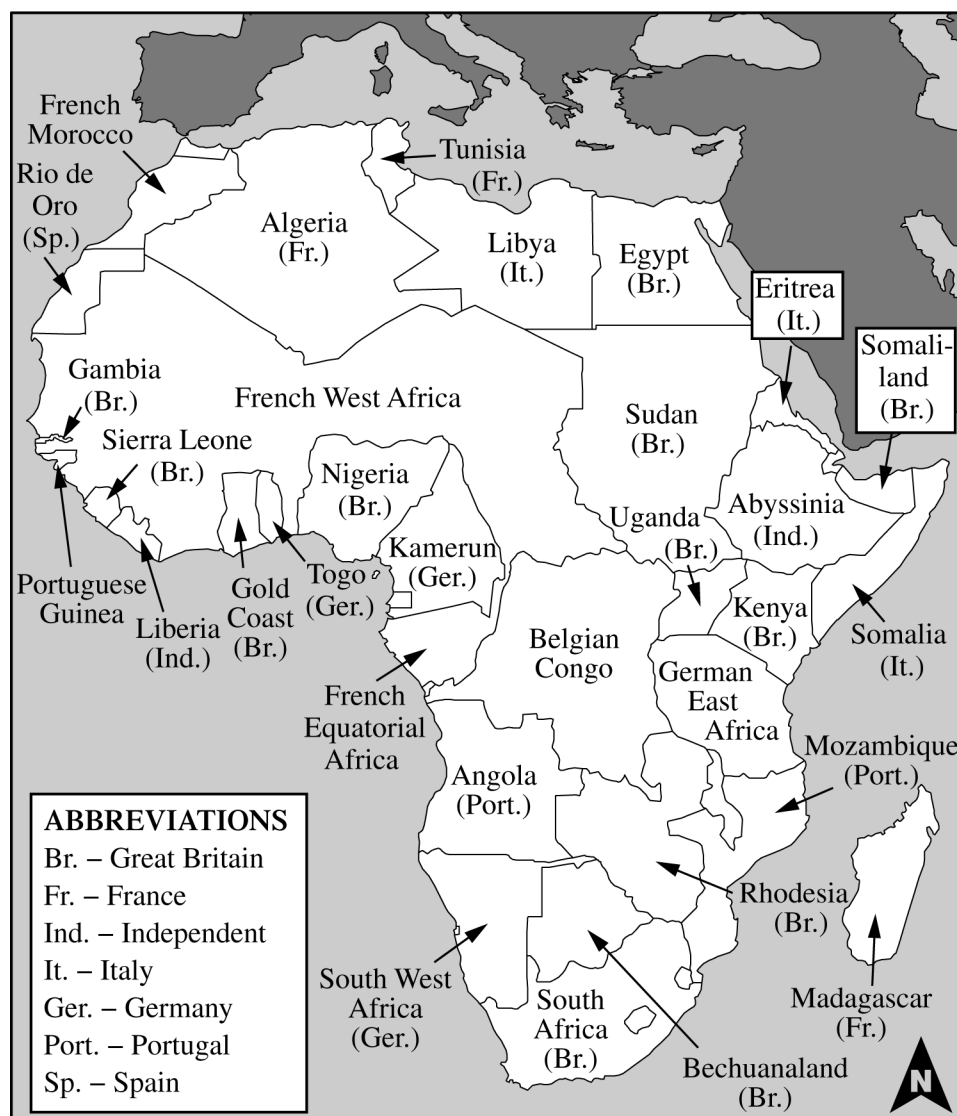
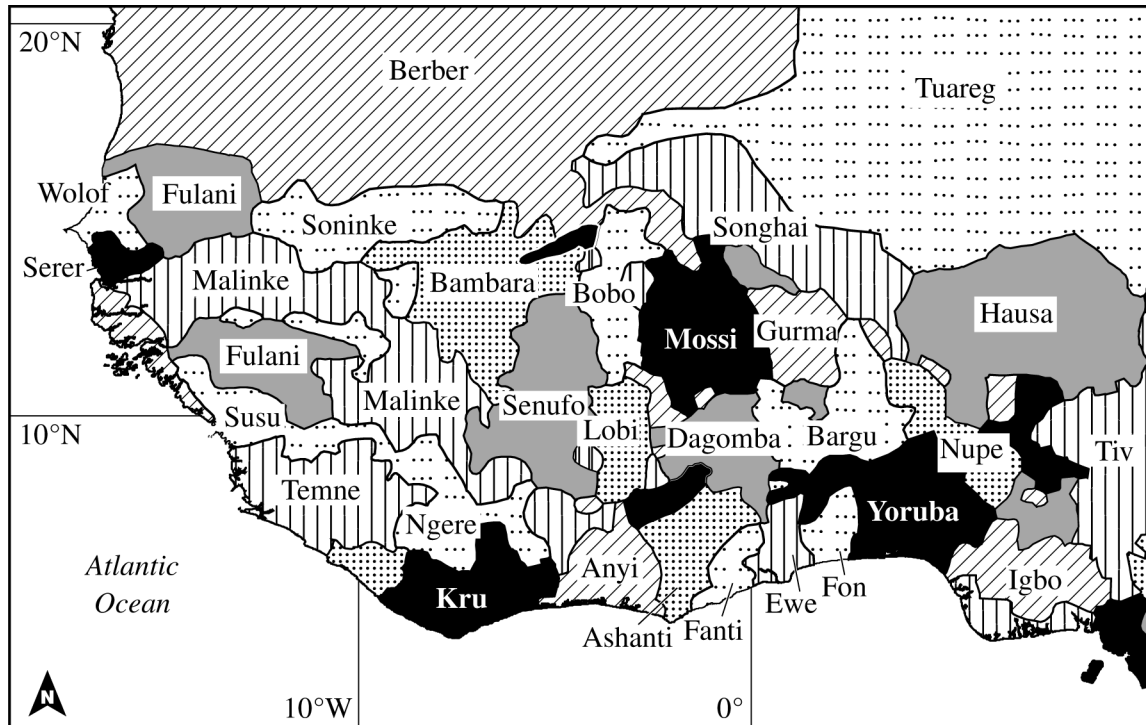


Question 3

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.

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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.

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- (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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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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- (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