

Chief Reader Report on Student Responses: 2022 AP[®] Human Geography Set 1 Free-Response Questions

• Number of Students Scored	221,815		
• Number of Readers	796		
• Score Distribution	Exam Score	N	%At
	5	32,971	14.9
	4	41,463	18.7
	3	43,513	19.6
	2	33,260	15.0
	1	70,608	31.8
• Global Mean	2.70		

The following comments on the 2022 free-response questions for AP[®] Human Geography were written by the Chief Reader, Lisa Benton-Short, Professor of Geography at George Washington University. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question 1

Task: Free-response Question without Stimulus

Topic: Changes in Agricultural Production and Food Processing in More Developed Countries

Max Score: 7

Mean Score: 2.40

What were the responses to this question expected to demonstrate?

Students were expected to know about the processes influencing large-scale commercial agriculture and how it relates to economic factors (such as agglomeration and commodity chains) and political factors (such as migration or border policies).

In part A students were expected to describe one way that labor costs influence the location of food processing facilities in more developed countries. While this part of the question seemed simple, many students were not able to make the connection between labor costs and where food processing facilities may be located.

In part B students were expected to demonstrate an understanding of how large-scale commercial agriculture has affected the use of agricultural technology in the United States and Canada. At its highest level, this question measured students' understanding of the types of agricultural technologies currently used by large-scale commercial agriculture.

In part C students were expected to 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. In this part the student is expected to know the concept of agglomeration and apply it at the small town or rural scale. In part D students needed to explain a strength of using the concept of complex commodity chains by examining either orange juice or hamburger. A large majority of students did not seem to understand the concept of a commodity chain, and that it can be used to analyze the production, processing, distribution, marketing, and consumption of an agricultural product.

In part E students needed to explain one way that government policies banning genetically modified organisms may favor small family farms over large-scale commercial agriculture. In part F students were to explain why farms such as Italy, France, Spain, or Portugal would require seasonal agricultural workers from other countries. Part F focuses on the demographic or economic situations in these countries that would necessitate seasonal agricultural workers.

Finally, in part G students needed to explain the degree to which migration or border policies in the European Union would affect the movement of agricultural laborers among its member countries. To earn this point, students needed to state a degree to which this was true or not, using terms such as “highly likely,” “to a great degree,” “very little,” or “not at all” then support that with an explanation.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Generally, somewhat qualified students scored primarily in parts A and B, and sometimes E, while very qualified students scored in parts A, B, D, E, and F. Parts C and G were less accessible to all students. Part G, the “explain the degree to which,” was the least accessible to students.

Although parts A and B have an easier task verb (describe), students did not perform as well as expected. In part A, many students wrote about agricultural technology without giving any examples or descriptions of

these technologies. For example, students needed to describe the technologies being used, such as machinery, biotech, software, drones, etc. It was not sufficient to say that agricultural technologies improved.

Part C showed that many students did not seem to understand the concept of agglomeration, and in part D, students had only a rudimentary understanding of complex commodity chains. Students knew the steps of production but did not display knowledge of the benefits for producers, distributors, or marketers. Very few students understood commodity chains provide a way for examining the environmental and social costs of production.

Finally, in part G many students failed to indicate a degree when they responded to the question. To earn a point in this question, students needed to state a degree using terms, such as “high degree,” “to a great degree,” or “to a low degree,” and then support that with an explanation. Students could readily identify that there were migration or border policies in the European Union, but they did not explain the degree to which these affected the movement of agricultural laborers.

Another observation is that parts A, B, C, F, and G asked about more developed countries or gave specific countries or regions that are more developed. Students incorrectly (and routinely) switched from writing about more developed countries to writing about less developed countries throughout their responses to these prompts. These are deficits in Skill Category 5. It is also a matter of test-taking skills to stay focused on what the question is asking.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Part A: many students did not correctly read or did not understand that the geographic context of the question was about more developed countries. Many incorrect responses were about less developed countries (e.g., underdeveloped, non-developed, poor, etc.). • Part B: a common mistake in part B was that students stated agriculture technology has increased, which is simply restating the question. • Part C: students did not seem to understand the concept of agglomeration (Skills 1.B, 2.B) and the economic and infrastructure benefits that companies glean from agglomeration. Many students described what agglomeration was but did not explain how it occurred in rural areas of the United States and Canada. • Part D: students generally could not apply or use the commodity chain concept that the question required. Additionally, and perhaps most 	<ul style="list-style-type: none"> • Part A: responses that earned a point described that lower labor costs were a reason food-processing facilities would locate in rural areas or smaller towns or that facilities would locate where they could pay lower wages. • Part B: responses that earned a point in part B would describe the increased use of machinery in large-scale agriculture or an increase in biotechnology in commercial agriculture in the United States and Canada. • Part C: responses that earned a point in part C explained that transportation costs are reduced by agglomerative advantages or that food processing facilities seek a lower-paid labor pool, which is generally located in more rural areas. • Part D: quality response in part D were able to explain a commodity chains and detailed the steps in the process nearly. More advanced students explained how profits were maximized

<p>importantly, many students seemed to focus on the products of ground beef and orange juice, instead of how commodity chains work.</p> <ul style="list-style-type: none"> • Part E: some students did not connect small family farms to regional production of food appellations. • Part G: a majority of students failed to indicate the degree to which (low, moderate, or high) migration or border policies in the European Union would affect the movement of agricultural laborers. This is a lack of understanding of how to use Skills 1.E, 3.F, and 4.F. 	<p>by detailing costs in each step of the commodity chain.</p> <ul style="list-style-type: none"> • Part E: many students correctly explained that small family farms could compete with large-scale commercial agriculture operations if GMOs were banned. Many other responses that earned a point correctly explained that small, family farms that practiced organic, specialty, and/or high-value forms of agriculture had a benefit over large farms because if GMOs were banned, the large-scale farms would have to reorient themselves completely to compete. • Part F: responses that earned a point in part F were able to explain the impact of the demographic transition resulting in a shortage of seasonal workers. Many students were able to connect much of the agriculture in Italy, France, Spain, or Portugal as Mediterranean agriculture, and that these crops, including olives and grapes, require a great deal of human labor to grow and harvest. • Quality responses in part G explained that migration or border policies had a moderate or high degree on the movement of agricultural laborers.
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Emphasize vocabulary. Students' entry point into each part of the question was based in vocabulary from the CED. An understanding of agricultural technology, agglomeration, and commodity chains were all necessary for success on this question.
- Encourage students to label the sections of the questions (A, B, C, D, E, F, and G) as it makes it much easier for the reader to see the earned points.
- Teach the difference between "describe" and "explain." Reinforce that "describe" must include a rich description, and "explain" must encompass how and/or why. Restating the prompt does not count towards earning a point.
- Teach students how to effectively "explain the degree to which." To earn a point on such a prompt students must indicate whether it is a high or low degree and then support the degree with an explanation. Like other aspects of the course, when students see a skill demonstrated on a continual basis, they will gain fluency with that skill. Back up the demonstrations with free-response questions that are scored by you and/or by students, which include "explain the degree to which." Search AP Classroom for questions that are based on Skills 2.E and 5.D in order to show and use examples that match these skills as they appear on the APHG exam.
- Teach students to respond to the question that is posed.

- Train students to focus on one prompt at a time, and to carefully review that prompt before answering. If the prompt asks about developed countries, then provide a response about developed countries. Do not stray into something the prompt did not ask.
- Common mistake in Question 1 occurred in prompts A, B, C, F, and G as students were asked about developed countries, specific developed countries (United States, Canada, Italy, France, Spain, Portugal), and developed regions (European Union). Many students' responses were about developing countries even though this was not in the question. Developed vs developing countries are basic AP Human Geography vocabulary terms, which is Skill Category 1. Students must know the difference between the two categories of places.
- Another example of not responding to the question that is posed: part B asked about the United States and Canada. Responses should have described the large-scale commercial agriculture and technology of those countries, yet some students referenced developing countries and their agricultural practices.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The Course and Exam Description provides a section on “Developing the Course Skills” on pages 143-151. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for a free-response question on the topic of “Changes in Agricultural Production and Food Processing in More Developed Countries”:
 - Unit 5 addresses topics relating to “Agriculture and Rural Land-Use Patterns and Processes” and includes resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There are 18 AP Daily videos that cover every Topic within Unit 5.
 - There is also a Unit 5 University Faculty Lecture that explores research in Burkina Faso regarding food security
 - AP Classroom contains review videos for both 2022 and 2021 that have helpful information for students and that review key concepts, theories, and skills.
 - Specifically, AP Live Review Session 7 “Common Mistakes and Misunderstandings,” AP Live Review Session 3 “Spatial Relationships with Emphasis on Geographic Patterns,” and AP Live Review Session 6 “Honing Scale Analysis Skills” could be useful videos as they show students examples of common mistakes made on the AP exam and how to succeed with spatial relationships and scale analysis type questions. These videos may be accessed in AP Classroom under the “Review” tab.
 - AP Classroom has Progress Checks for each unit that includes free-response questions and scoring guidelines that will allow students to practice the required skills needed to successfully answer an AP Human Geography free-response question.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both multiple-choice questions and free-response questions, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple-choice questions and free-response questions specific to Skills 2.E and 5.D in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
- Additional classroom resources with links to articles relating to AP Human Geography and pedagogy can be found on AP Central here: <https://apcentral.collegeboard.org/courses/ap-human-geography/classroom-resources?course=ap-human-geography>

- The Online Teaching Community (OTC) for AP Human Geography Community is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers. The link is here: <https://apcommunity.collegeboard.org/web/aphumangeo>

Question 2

Task: Free-Response Question with One Stimulus

Topic: Urbanization Indicators for Selected Countries

Max Score: 7

Mean Score: 3.13

What were the responses to this question expected to demonstrate?

This question expected students to demonstrate a comprehensive understanding of various indicators of urbanization in both selected developed and developing countries using a variety of urban, social, and economic concepts. Several skills were required of the students to be able to answer the question: (1) the ability to interpret geographic data shown in a table (and to explain the limitations of that data); (2) the ability to explain the reasons behind the spatial patterns observed; (3) the ability to integrate knowledge from different units of the course (e.g., demographic, migration, economic impacts of migration); (4) to apply their understanding of urban sustainability.

In part A students were expected to identify the least urbanized country in the table, Afghanistan. This was one of the easier tasks (identify). While many students correctly identified Afghanistan as the least urbanized country, a significant number of students did not identify the correct country. Rather than basing their response on the data for “percent urban population”—a seemingly straightforward task—it appears many students “overthought” this question, tried to assess all indicators combined, and selected Bangladesh.

In part B students were expected to explain one difference in urbanization patterns between Australia (a more developed country) and Bangladesh (a less developed country). Many students were able to compare a difference between these two countries; however, some students only mentioned one of the two countries and failed to earn a point.

In part C students needed to describe one common characteristic of the built environment of squatter settlements in developing countries. In part D students were expected to explain a positive health effect likely to result from improved access to electricity.

In part E students were expected to demonstrate they understood a reason why individuals in less developed countries are likely to move to cities (e.g., rural-to-urban migration). Many students were able to provide explanations of push and pull factors of rural-to-urban migration.

In part F students needed to explain a likely effect of rural-to-urban migration on the economy of a developing country. In this part the scale shifted from the urban economy to the national economy. Finally, in part G students needed to explain a limitation of the data shown in the table as it illustrates challenges to urban sustainability.

The seven parts of this question challenged students to interpret numerous indicators of urbanization for selected countries in the developed and developing world. Parts A, B, and G specifically required use of the data in the table, while parts C, D, E, and F did not.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Among the free-response questions, this question had the highest mean score. Students were able to demonstrate their knowledge of urban trends and processes and connect these to other units of the course, such as economic, demographic, and social contexts. Somewhat qualified students scored only in B and E,

while very qualified students scored in B and E, but were also able to score points in A, C, and D. F and G were less accessible to all students. Part G was the least accessible point as students struggled to “explain a limitation in the data.”

- The data in the table in Question 2 provided students with information needed to successfully respond to the prompts. It was apparent that many students continued to use the table in subsequent prompts (the table was intended for parts A and B). However, using the table in parts C through G may have led to more incorrect assumptions for students and subsequent incorrect answers.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Part A: a significant number of students were not able to identify Afghanistan as the least urbanized country in the table (Skill 3.A). The most common incorrect answer given by students was Bangladesh. • Part B: the students who did not score the point in part B did not explain the difference between the two required countries, Australia and Bangladesh. This is a deficit in utilizing Skill 3.C effectively. • Part C: if a student response did not earn a point in part C, it was because the response mistakenly referred to the table, when the prompt did not specify this. Additionally, some responses were at the identify verb level and not describe. For example, students would refer to squatter settlements as “dirty” or “made from tents” without describing any contextual details about the built environment. • Part D: student responses often stopped short of explaining the connection between the impact of electricity on human health. • Part F: some responses did not correctly use the scale required. Incorrect answers continued to refer to individuals, instead of changing to the effects on the overall developing country’s economy. • Part G: this was the most difficult point to get on Question 2, and very few students received the point. This is likely due to misunderstanding the 	<ul style="list-style-type: none"> • Part A: students that earned a point read the table correctly and were able to identify Afghanistan as the least urbanized country. • Part B: students demonstrated a good understanding of what was asked in part B and used accurate data and statistics from the table and accessed all of the scoring guide in their responses. • Part C: most students had a good understanding of what was asked in part C. For example, students correctly described the built environment by stating there is not running water or the built environment is constructed haphazardly with man-made materials. • Part D: students demonstrated a good understanding of how access to electricity positively improved health. Examples include students stating that with reliable electricity, people could refrigerate food, which would reduce foodborne illnesses, or that refrigerating medicines more effectively preserved them. Another common response by students explained that reliable electricity allowed healthcare facilities to use modern equipment to help save lives. • Part E: students generally had the most correct responses on part E than any other part of the question. Most students explained that individuals in less developed countries migrated to work in urban areas/cities. Many other students utilized E4 to state that access to clean

verb phrase, explain the limitation of the data shown in the table. Students generally did not provide a limitation or give a thorough correlation to sustainability (Skill 3.F). There may be due to a lack of knowledge on urban sustainability and the numerous factors integrated within this concept.

water and electricity was more available in cities. Interestingly, some students made references to the table to help them answer E4, even though using the table was not necessary to correctly answer the question.

- Part F: many students demonstrated an extensive understanding of the changing job sectors in urban areas compared to rural areas. Students correctly explained the expansion of secondary and tertiary sector jobs. Students also correctly explained that wages in urban jobs are higher, and this possibly creates more disposable income, which in turn creates more jobs.
- Part G: those students who answered correctly primarily explained that increased use of automobiles caused lower air quality and that urban sprawl created environmental problems.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Create lessons on sustainability throughout the course. Sustainability is a topic that appears throughout multiple units of the course, including population, agriculture, urban, and economic development. This question demonstrates the necessity of students engaging with geographic content regarding sustainability at multiple times throughout the course. Discussing sustainability in the urban unit can allow students
- Emphasize vocabulary. Students' entry point into each section of the question was based in vocabulary from the CED. An understanding of terms, such as urbanization and percent urbanized, was necessary for success on this question.
- Teach the difference between "describe" and "explain." Reinforce that "describe" must include a rich description and "explain" must encompass how and/or why. Restating the question prompt does not count towards earning a point.
- Teach limitations of geographic data: Students who understood that urban sustainability consists of numerous economic, social and environmental factors were better able to identify and explain a limitation of the data in the table in illustrating challenges to urban sustainability.
- Teach students to carefully read the parts of the question when there is a stimulus, as some parts will require the stimulus, but other parts may not relate specifically to the stimulus. For example, in this question, part B directly instructed students to use the stimulus ("Using the data shown in the table.") However, parts C through G give no instructions for or references to the table. Thus, no direct reference to the data is needed to correctly answer these prompts.
- Improve how students use tables, charts, and other data in a free-response question
 - Teach students to read each free-response question prompt carefully, especially when there is stimulus material
 - Look for clues in the prompt as to how the stimulus material should be used.
 - For example, in Question 2, parts A and B:

- Part A—“Using numerical data to support your answer”—this part of the prompt indicates that the student is expected to use the data in the table in their response to part A.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The Course and Exam Description provides a section on “Developing the Course Skills” on pages 143-151. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for a free-response question on the topic of “Urbanization Indicators for Selected Countries”:
 - Unit 6 addresses topics relating to “Urbanization” and includes resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There are 18 AP Daily videos that cover every Topic within Unit 6.
 - There is also a Unit 6 University Faculty Lecture that explains the use of public space and the urban cultural landscape of Washington D.C.
 - AP Classroom contains review videos for both 2022 and 2021 that have helpful information for students and that review key concepts, theories, and skills.
 - Specifically, AP Live Review Session 7 “Common Mistakes and Misunderstandings” and AP Live Review Session 4 “Everything You Need to Know About Data Analysis” could be useful videos as they show students examples of common mistakes made on the AP exam and how to succeed with data analysis type questions. These videos may be accessed in AP Classroom under the “Review” tab.
 - AP Classroom has Progress Checks for each unit that includes free-response questions and scoring guidelines that will allow students to practice the required skills needed to successfully answer an AP Human Geography free-response question.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both multiple-choice questions and free-response questions, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple-choice questions and free-response questions specific to Skills 1.E, 3.F, and 4.F in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
- Additional classroom resources with links to articles relating to AP Human Geography and pedagogy can be found on AP Central here: <https://apcentral.collegeboard.org/courses/ap-human-geography/classroom-resources?course=ap-human-geography>
- The Online Teaching Community (OTC) for AP Human Geography Community is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers. The link is here: <https://apcommunity.collegeboard.org/web/aphumangeo>

Question 3

Task: Free-Response Question with Two Stimuli

Topic: Africa’s Political Boundaries and Diverse Culture Groups

Max Score: 7

Mean Score: 1.91

What were the responses to this question expected to demonstrate?

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 19th 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.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Part A had one of the easier skills (describe) and many responses were able to meet the standard. In addition, somewhat qualified students earn points also in part E and part G. Very qualified students scored in parts A, E, and G but also scored points frequently in parts B, C, and D.

In part C, many students did not explain the consequences that colonialism has in many parts of Africa today, and in part D many responses did not understand the term ethnocentrism to be able to apply it in this context.

Part F was among the weakest for many students, who were challenged to “explain the degree to which”; however, many students did earn points in part G for explaining the limitations of the map.

As with several other free-response questions on the exam, the command verb “explain” is used in several different skills, including “explain the strength (or weakness)” (Skill 1.E), “explain the degree to which” (Skills 2.E and 5.D), and “explain a (possible) limitation” (Skills 1.E, 3.F, and 4.F). All of these higher “explain” tasks are advanced skills.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Part A: many students wrote answers that fit the identify verb (Skill 4.A) more than the describe verb (Skill 1.D) in the question. Additionally, students did not know the vocabulary of boundary types—superimposed, geometric, consequent, subsequent (Skill 1.B). • Part B: some students failed to describe how the boundaries on the two maps are different. Students tended to write about land areas instead of boundaries. An example of an incorrect response was one map was “bigger” and the other map was “smaller.” • Part C: students struggled to explain the outcomes that colonialism has in many parts of Africa today. Many responses stated there is “conflict” in Africa” or “boundaries were unfair.” Students did not use Skills 1.B or 2.B effectively in this prompt. • Part D: many students did not understand the term ethnocentrism (PSO-3.A.3). • Part E: many students did not connect the idea of boundaries and resource extraction to its geographical context. • Part F: a majority of students did not correctly use the explain the degree to which task. Very few student responses included a statement that indicated a high/substantial or a low/minimal degree when answering the question. It is apparent that students generally do not understand that explain the degree to 	<ul style="list-style-type: none"> • Part A: a majority of students who scored this point described the boundaries in Map 1 as a superimposed boundary. • Part B: responses that earned the point described that European colonials disregarded African cultural boundaries. • Part C: responses that earned the point explained that a political outcome for present-day African’s as a result of the European colonial boundaries was either conflict over natural resources OR fragmentation and instability. • Part D: students who understood the concept of ethnocentrism were almost always able to earn the point in part D by describing ethnocentrism, as in one example, “European attitudes of superiority or prejudice against people in parts of Africa.” • Part E: responses that earned a point provided explanations that coastal colonies were developed to provide access to the sea for export of resources desired by colonials. • Part F: high-quality responses that earned a point explained the degree to which clearly indicated a high/substantial degree and used F1 and the “lingua franca” example. • Part G: quality responses showed an understanding of the limitations of using Map 2 to provide understanding of religion in modern-day Africa. Many responses correctly explained that the lack of a map key or legend limited what

<p>which (Skill 2.E and/or 5.D) requires stating or providing the required geographic content and/or causation. A very common misconception in part F was that European languages eliminated indigenous African languages. This is factually incorrect.</p> <ul style="list-style-type: none"> • Part G: many students demonstrated a strong understanding of the geography of religion of present-day Africa. However, they failed to explain a possible limitation in the maps. This is a deficit in using Skills 1.E, 3.F, and 4.F. 	<p>information on religion could be extrapolated from the map.</p>
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Emphasize vocabulary. Students’ entry point into each section of the question was based in vocabulary from the CED. An understanding of boundary types, ethnocentrism, and colonialism were all necessary for success on this question.
- Encourage students to label the sections of the questions (A, B, C, D, E, F, and G) as it makes it much easier for the reader to see the earned points.
- Reinforce that “describe” must include a rich description and “explain” must encompass how and/or why. Restating the prompt does not count towards earning a point.
- Teach students to properly use the “explain the degree to which” task. A student must make a statement or claim that the prompt elicits and support this statement or claim with because, therefore, cause and effect, or some other similar linking words
 - It is best to begin a response with one of the degrees above, for example, “A European language might have *little to no effect* on an area in Africa...” OR “Some European languages are *more widely* spoken today in Africa as a result of colonialism. In fact, many European languages are the lingua franca of a country they once ruled over. For example, Portuguese is a lingua franca in Angola and Mozambique due to past colonial influences by Portugal.”
- Teach limitations of geographic data. In many cases, there will likely be stimulus material with which the student must engage. While maps, graphs, tables, charts and photographs are key tools of geographic analysis, they are all limited in what they can provide in terms of analysis. Teach students to look for these limitations.
 - For example, a map—map(s) may not have a key/legend, which makes it difficult to provide the information in the question prompt.; perhaps a limitation is that the map(s) shows general data, but the prompt asks for specific data (e.g., religion practiced, language spoken, literacy rates) that cannot be ascertained with what is available. After showing a map of Africa’s cultural groups, ask students a question like, “What does this map NOT tell us about other cultural factors, such as language or religion?”

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The Course and Exam Description provides a section on “Developing the Course Skills” on pages 143-151. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.

- The following resources are available in AP Classroom to provide instructional support for a free-response question on the topic of “Africa’s Political Boundaries and Diverse Culture Groups”:
 - Unit 3 addresses topics relating to “Cultural Patterns,” and Unit 4 addresses topics related to “Political Patterns and Processes” and both include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There are 17 AP Daily videos that cover every Topic within Unit 3.
 - There are 16 AP Daily videos that cover every Topic within Unit 4.
 - There is also a Unit 3 University Faculty Lecture that analyzes cultural landscapes using monuments in Mexico City as a case study and a Unit 4 University Faculty Lecture that explores the use of humor as it relates to geopolitics.
 - AP Classroom contains review videos for both 2022 and 2021 that have helpful information for students and that review key concepts, theories, and skills.
 - Specifically, AP Live Review Session 7 “Common Mistakes and Misunderstandings” and AP Live Review Session 5 “Source Analysis with Special Focus on Landscapes” could be useful videos as they show students examples of common mistakes made on the AP exam and how to analyze and interpret geographic information represented in maps and other visual sources. These videos may be accessed in AP Classroom under the “Review” tab.
 - AP Classroom has Progress Checks for each unit that includes free-response questions and scoring guidelines that will allow students to practice the required skills needed to successfully answer an AP Human Geography free-response question.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both multiple-choice questions and free-response questions, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple-choice questions and free-response questions specific to Skills 2.C, 2.E, 4.A, 4.B, 4.E, and 4.F in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
- Additional classroom resources with links to articles relating to AP Human Geography and pedagogy can be found on AP Central here: <https://apcentral.collegeboard.org/courses/ap-human-geography/classroom-resources?course=ap-human-geography>
- The Online Teaching Community (OTC) for AP Human Geography Community is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers. The link is here: <https://apcommunity.collegeboard.org/web/aphumangeo>