Chief Reader Report on Student Responses:

2025 AP® Human Geography Set 2
Free-Response Questions

• Number of Students Scored	283,512		
• Number of Readers	1,351		
• Score Distribution	Exam Score	N	%At
	5	48,095	17.0
	4	71,492	25.2
	3	63,815	22.5
	2	72,068	25.4
	1	28,042	9.9
• Global Mean	3.14		

The following comments on the 2025 free-response questions for AP® Human Geography were written by the Chief Reader, Dr. Lisa Benton-Short, Professor of Geography at The 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
Topic: Urban Migration
Max Points: 7
Mean Score: 3.37

	Max Points:	Mean Score:
Part A (Point 1)	1	0.82
Part B (Point 2)	1	0.61
Part C (Point 3)	1	0.18
Part D (Point 4)	1	0.40
Part E (Point 5)	1	0.51
Part F (Point 6)	1	0.45
Part G (Point 7)	1	0.40

What were the responses to this question expected to demonstrate?

This no-stimulus free-response question focused on migration, population change, and changes in urban landscapes.

Students were expected to draw from two main units for this question including Unit 2 (Population and Migration Patterns and Processes) and Unit 6 (Cities and Urban Land-Use Patterns and Processes). The main skills for this question are found in Skill Category 1 (Concepts and Processes) and Skill Category 2 (Spatial Relationships).

The responses to this question were expected to demonstrate student knowledge on the multifaceted impacts of urbanization and migration. By exploring various aspects such as economic effects, housing discrimination, infrastructure, sustainability challenges, and urban design initiatives, students were expected to demonstrate a comprehensive understanding of how cities evolve and function. The question encourages critical thinking about the interconnectedness of social, economic, and environmental factors in urban settings.

Part A asked students to describe one type of voluntary migration.

Part B asked students to explain how migration may affect a city's economy.

Part C asked students to describe one type of housing discrimination that may occur in urban areas.

Part D asked students to explain how a city's infrastructure affects society.

Part E asked students to describe one challenge to sustainability in urban areas.

Part F asked students to explain how urban design initiatives are intended to affect cities.

Part G asked students to explain why urban design initiatives may be criticized.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most student responses earned 1 point in part A by correctly describing one type of voluntary migration as labor migration or chain migration. Student responses that did not correctly answer this question often described a type of forced migration. This question is based on information from IMP-2.D.2 in Topic 2.11 (Forced and Voluntary Migration), with students demonstrating Skill 2.A (Spatial Relationships) to answer the question correctly.

Most student responses earned 1 point for part B by correctly explaining how migration may affect a city's economy by stating that migration can expand the size, capabilities, or productivity of a city's labor force. Student responses that did not correctly answer this question did not use the appropriate scale (e.g., country) or were too general in discussing economic impacts. This question is based on information from IMP-2.E.1 in Topic 2.12 (Effects of Migration), with students demonstrating Skill 2.C (Spatial Relationships) to answer the question correctly.

Part C proved difficult for many students. Student responses that earned 1 point for part C accurately described one type of housing discrimination by describing the concepts of redlining or blockbusting. Students who did not answer this question correctly did not correctly describe one type of housing discrimination. This question is based on information from SPS-6.A.1 in Topic 6.10 (Challenges of Urban Changes), with students demonstrating Skill 1.D (Concepts and Processes) to answer the question correctly.

Some student responses earned 1 point for part D by correctly explaining how a city's infrastructure affects society. Student responses that earned 1 point for part D explained how a lack of infrastructure may hinder societal development by creating challenges for members of society. Student responses that did not correctly answer this question struggled to give examples of infrastructure or to explain potential societal impacts of the quality of infrastructure existing in a city. This question is based on information from IMP-6.B.1 in Topic 6.7 (Infrastructure), with students demonstrating Skill 2.C (Spatial Relationships) to answer the question correctly.

Some student responses earned 1 point for part E by correctly describing one challenge to sustainability in urban areas. Student responses that earned 1 point for part E did so by discussing suburban sprawl or air pollution. Student responses that did not correctly answer this question did not discuss a challenge to sustainability or addressed sustainability in economic terms (e.g., maintaining jobs, growing the economy). This question is based on information from SPS-6.B.1 in Topic 6.11 (Challenges of Urban Sustainability), with students demonstrating Skill 1.D (Concepts and Processes) to answer the question correctly.

Many student responses earned 1 point for part F by correctly explaining how urban design initiatives are intended to affect cities. The most common correct responses explained how initiatives improved walkability, accessibility, or transportation. Student responses that did not correctly answer this question did not demonstrate an understanding of what is meant by urban design initiatives. This question is based on information from IMP-6.D.1 in Topic 6.8 (Urban Sustainability), with students demonstrating Skill 2.C (Spatial Relationships) to answer the question correctly.

Most student responses earned 1 point for part G by correctly explaining why urban design initiatives may be criticized. The most common correct responses explained various criticisms, including the high cost of implementing such initiatives, increases in housing costs that often occur as a result, or the loss of historical or place character. Student responses that did not correctly answer this question struggled with the concept of urban design initiatives. This question is based on information from IMP-6.B.1 in Topic 6.8

(Urban Sustainability), with students demonstrating Skill 1.E (Concepts and Processes) to answer the question correctly.

Overall, the most accessible parts of the question were parts A and B. Students found parts E and F more challenging. The most difficult parts of the question were parts C, D, and G.

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

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
• In part C some student responses did not earn a point because they inaccurately described concepts such as redlining or blockbusting or they failed to fully explain their geographic dimensions and consequences. Many responses also misunderstood redlining by focusing solely on race, income, or general housing conditions, rather than recognizing it as a discriminatory practice in which providers deny services or impose unfair terms based on neighborhood location.	• In part C student responses that earned 1 point effectively described a type of housing discrimination in urban areas, such as the lack of affordable housing or accurately described the concepts of redlining or blockbusting.
• In part D student responses struggled to explain how a city's infrastructure affects society. Student responses that did not earn a point failed to explain how the quality or location of a city's infrastructure directly influences societal outcomes such as quality of life or social development. Instead, they focused on unrelated factors like migration, housing placement, or employment in factories.	• In part D student responses that earned 1 point correctly explained how a lack of infrastructure may hinder societal development by creating challenges for members of society. The responses that earned 1 point explained how aspects of a city's infrastructure (e.g., transportation, sanitation, housing, economic organization) impact societal outcomes like standard of living, economic productivity, and urban livability.
• In part E student responses did not describe a challenge to sustainability in urban areas or they addressed sustainability in economic terms (e.g., maintaining jobs, growing the economy). Other responses incorrectly described gerrymandering, which demonstrates a misunderstanding of the concept being assessed.	• In part E student responses that earned 1 point correctly described suburban sprawl, the loss of agricultural land, resource scarcity due to population growth, and air pollution from transportation as challenges to sustainability.
• In part F student responses that did not earn a point demonstrated a lack of understanding of urban design initiatives. These responses failed to explain how such initiatives aim to improve cities and instead offered vague, inaccurate, or incomplete statements that did not address key goals of the urban design initiatives (e.g.,	• In part F student responses that earned 1 point correctly explained how urban design initiatives aim to improve cities by promoting more efficient land use, reducing urban sprawl, and improving walkability and transportation. Some responses support their explanations with relevant examples such as infill development and

| reducing urban sprawl, improving walkability, enhancing accessibility, or supporting sustainable transportation). | mixed-use zoning that enhance connectivity, livability, and sustainability. |

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

- Teach students to read the questions carefully and thoroughly to understand the scale of analysis asked for in the question.
- Teach students to include examples of key concepts, as these can help develop a comprehensive explanation. Teach students to connect these examples to relevant course concepts.
- Teach students to articulate specific consequences or outcomes of general processes.

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 Skills" on pages 143–151. This section provides examples of questions and instructional strategies for incorporating the course Skills on page 14 into classroom instruction.
- Sign in to AP Classroom to access AP Daily videos and questions on the topics and skills addressed in this question. AP teachers can assign students short AP Daily videos as homework, warm-ups, lectures, reviews, and more. AP teachers can also use the AP Question Bank in AP Classroom to enable students to practice and get feedback on formative topic questions and past AP Exam questions.
- Resources related specifically to this prompt include:
  - 6.7: Daily Video 1 examines how the location and quality of a city's infrastructure affects its patterns of economic and social development.
  - 6.7 Topic Questions: Importance of Stock Exchange (MCQ), Infrastructure (MCQ), and Urban Land Use (MCQ).
  - 6.8: Daily Video 1 examines the positives of sustainable design initiatives, including mixed land use, walkability, transportation-oriented development, and smart-growth policies.
  - 6.8: Daily Video 2 examines the criticisms of urban design initiatives, including increased housing costs, possible de facto segregation, and potential loss of historical character.
  - 6.8 Topic Questions: New Urbanism (MCQ), Urban Sustainability (MCQ), and Urban Sustainability (MCQ).
  - 6.10: Daily Video 1 examines economic and social challenges in cities related to housing and housing discrimination such as redlining, blockbusting, and affordability. Note: The term "ghetto" was removed from this video because it is not in the AP course framework.
  - 6.10: Daily Video 2 examines how urban renewal, and gentrification can have both positive and negative consequences in communities.
  - 6.10: Daily Video 3 examines squatter settlements and how conflicts over land tenure within large cities have increased.
  - 6.10 Topic Questions: Gentrification (MCQ), Squatter Settlements (MCQ), and Squatter Settlements (MCQ).
  - 6.11: Daily Video 1 examines the challenges and responses to urban sustainability.
  - 6.11 Topic Questions: Light rail and sustainability (MCQ), Light rail projects (MCQ), and Transit oriented development (MCQ).
  - 2.11: Daily Video 1 examines forced migrations including slavery, and events that produce refugees, internally displaced persons, and asylum seekers.

- o 2.11: Daily Video 2 examines the types of voluntary migrations.
    - o 2.11 Topic Questions: Asylum seekers from Syria in Europe (MCQ), European Union and asylum seekers (MCQ), and South Asian migrants to Persian Gulf (MCQ).
    - o 2.12: Daily Video 1 examines how migration has political, economic, and cultural effects.
    - o 2.12 Topic Questions: Impacts of Chinese immigration (MCQ), Imported labor from South Asia (MCQ), and religious change in United States (MCQ).
- Additional resources may be found on the AP Human Geography Course Page on AP Central at: https://apcentral.collegeboard.org/courses/ap-human-geography
- The AP Human Geography Online Teaching Community (OTC) is another great resource, which includes materials and resources posted not only by the College Board but also by other teachers. The OTC Discussion Board is the place to ask questions, share resources, and exchange teaching ideas at: https://apcommunity.collegeboard.org/group/aphumangeo/

Task: Free-Response Question
Topic: Food Exports
Max Points: 7
Mean Score: 3.42

	Max Points:	Mean Score:
Part A (Point 1)	1	0.94
Part B (Point 2)	1	0.81
Part C (Point 3)	1	0.06
Part D (Point 4)	1	0.44
Part E (Point 5)	1	0.14
Part F (Point 6)	1	0.48
Part G (Point 7)	1	0.54

What were the responses to this question expected to demonstrate?

This one-stimulus question focuses on trade, agricultural technology, and development. It examines two hypothetical countries that trade agricultural goods and their processes of agricultural change and development. The stimulus includes two pie charts; each depicting the categories and amounts of agricultural exports between the two countries.

Students were expected to draw from two main units for this question including Unit 5 (Agriculture and Rural Land-Use Patterns and Processes) and Unit 7 (Industrial and Economic Development Patterns and Processes). The main skills for this question are found in Skill Category 2 (Spatial Relationships) and Skill Category 3 (Data Analysis). Additional skills for this question are found in Skill Category 1 (Concepts and Processes) and Skill Category 5 (Scale Analysis).

The responses to this question were expected to demonstrate student knowledge on the analysis and interpretation of data to understand global agricultural trends and economic interdependencies. By examining food export categories, differences in specific economic sectors, and concepts like comparative advantage and the Green Revolution, students were expected to demonstrate the complexities of agricultural economics and technological impacts. Additionally, this question encouraged critical thinking about the limitations of data in fully capturing economic development.

Part A asked students to use the data in the charts to identify the largest food export category between the two countries.

Part B asked students to use the data in the charts provided to describe the difference between the two countries in the meat, dairy, and seafood category.

Part C asked students to define the concept of comparative advantage.

Part D asked students to describe one effect of Green Revolution technologies on food supplies in developing countries.

Part E asked students to explain how advances in agricultural technology may increase the carrying capacity of land.

Part F asked students to explain the degree to which (low, moderate, or high) the economies of Country X and Country Y are interdependent.

Part G asked students to explain how the charts provide limited information about economic development.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most student responses earned 1 point for part A by correctly identifying the largest food export category between the two countries shown in the stimulus. Almost all student responses answered this question correctly; however, incorrect student responses either misread the charts or identified the wrong food export category. This question is based on information from PSO-5.E.2 found in Topic 5.9 (The Global System of Agriculture), with students demonstrating Skill 3.A (Data Analysis) to answer the question correctly.

Most student responses earned a point for part B by correctly describing the difference between the two countries in the meat, dairy, and seafood category using the data from the charts. Incorrect student responses typically confused exports with imports or conflated exports with profits. This question is based on information from PSO-5.E.3 found in Topic 5.9 (The Global System of Agriculture), with students demonstrating Skill 3.B (Data Analysis) to answer the question correctly.

Part C was challenging for most students. Student responses that earned 1 point correctly defined comparative advantage. Student responses that did not earn the point either confused the concept of comparative advantage with absolute advantage or completely misunderstood the concept of comparative advantage, discussing other types of comparisons instead. This question is based on information from PSO-7.A.1 found in Topic 7.6 (Trade and the World Economy), with students demonstrating Skill 1.A (Concepts and Processes) to answer the question correctly.

Part D was challenging for most students, with about half of the students answering the question correctly. Student responses that earned 1 point correctly described an effect of Green Revolution technologies on food supplies in developing countries. Responses that did not earn the point either confused the Green Revolution with the "Green New Deal" or another environmental initiative, or discussed technologies not part of the Green Revolution, such as GMOs. This question is based on information from SPS-5.D.1 found in Topic 5.5 (The Green Revolution), with students demonstrating Skill 2.A (Spatial Relationships) to answer the question correctly.

Part E was challenging for many students. The student responses that earned 1 point correctly explained how agricultural technology would augment the productivity of the land, thereby improving the carrying capacity and the number of people the area could support. Student responses that did not earn the point did not explain how advances in agricultural technology would allow an area of land to produce more resources and support a larger population. This question is based on information from PSO-5.C.5 found in Topic 5.7 (Spatial Organization of Agriculture), with students demonstrating Skill 2.C (Spatial Relationships) to answer the question correctly.

Part F was challenging for most students, with about half of the students answering the question correctly. The student responses that earned 1 point indicated the degree to which the two countries in the charts are interdependent and then explained this interdependence by discussing levels of trade, their dependency on one another, or the lack of additional economic data, such as total value of all trade. The student responses that did not earn a point did not demonstrate an understanding of the concept of interdependence or explained only one side of the two-way relationship. This question is based on information from PSO-7.A.2 found in Topic 7.6 (Trade and the World Economy), with students demonstrating Skill 5.D (Scale Analysis) to answer the question correctly.

Many students were successful on part G. Responses that earned 1 point explained that the charts only provided information on agricultural trade and lacked details on other aspects of development, such as various development measures or indices, non-food-related trade, or temporal and spatial data on development. Student responses that did not earn the point did not explain the limitations of the data provided or focused on aspects that do not contribute to understanding development in the country. This question is based on information from SPS-7.C.1 found in Topic 7.3 (Measures of Development), with students demonstrating Skill 3.F (Data Analysis) to answer the question correctly.

Overall, the most accessible parts of the question were parts A and B, in which students correctly read, extracted, and interpreted the data in the charts. Students found part G and part D to be more challenging. The most difficult parts of the question were part C (comparative advantage), part E (carrying capacity), and part F (explaining the degree to which economies are interdependent).

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

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• In part C most student responses did not correctly define the concept of comparative advantage, confusing it with concepts like natural advantage or absolute advantage.	• Student responses that earned 1 point for part C accurately defined comparative advantage as the ability to produce certain goods or services more efficiently and at a lower opportunity cost. The student responses that earned 1 point also explained how this efficiency supports trade and economic productivity, demonstrating a clear understanding of the concept.
• In part D some student responses incorrectly described GMOs as an aspect of the Green Revolution that improved agricultural production. This is historically inaccurate because GMOs did not become available until after the Green Revolution. Other student responses completely misunderstood the Green Revolution, describing it as an environmental initiative. Other responses incorrectly stated that dietary variety increased as an effect of the Green Revolution, rather than explaining how the introduction of technologies led to increased food supplies in developing countries.	• Student responses that earned 1 point for part D accurately described one effect of Green Revolution technologies on food supplies in developing countries, by highlighting how innovations such as fertilizers, pesticides, high-yield seeds, and mechanization led to increased crop yields and greater food production. Some student responses also noted negative effects, such as reduced crop diversity, demonstrating a broader understanding of the impact of these technologies.
• In part E student responses that did not earn a point failed to explain how advances in agricultural technology increased the carrying capacity of land, often providing vague or inaccurate reasoning, and did not connect technological improvements (e.g., fertilizers,	• Student responses that earned 1 point for part E accurately explained how advances in agricultural technology can increase the carrying capacity of the land by linking technological improvements (e.g., mechanization during the Second Agricultural and Green Revolution) to

high-yield seeds, irrigation) to increased resource production and the ability to support a larger population.	increased food production and the ability to support a larger population.

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

- Have students practice the task verb "explain" within the context of "the degree to which." Reinforce that students must first indicate a degree (e.g., low, moderate, or high) and then support it with an explanation.
- The concept of comparative advantage is difficult to understand, and it is often confused with the concepts of absolute advantage and competitive advantage. A teaching suggestion for comparative advantage is to use David Ricado's classic theoretical example of trade between two countries for two goods, in which each country has one good that it produces more efficiently or at a lower opportunity cost than the other country.

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 Skills" on pages 143–151. This section provides examples of questions and instructional strategies for incorporating the course Skills on page 14 into classroom instruction.
- Sign in to AP Classroom to access AP Daily videos and questions on the topics and skills addressed in this question. AP teachers can assign students short AP Daily videos as homework, warm-ups, lectures, reviews, and more. AP teachers can also use the AP Question Bank in AP Classroom to enable students to practice and get feedback on formative topic questions and past AP Exam questions.
- Resources related specifically to this prompt include:
  - 5.5: Daily Video 1 examines how the Green Revolution was characterized in agriculture by the use of high-yield seeds, increased use of chemicals, and mechanized farming.
  - 5.5 Topic Questions: Green Revolution (MCQ), Green Revolution (MCQ), and Green Revolution (MCQ).
  - 5.7: Daily Video 1 examines how large-scale commercial agricultural operations are replacing small family farms.
  - 5.7 Topic Questions: Increase in Agribusiness (MCQ), Spatial Organization of Agriculture (MCQ), and Spatial Organization of agriculture (MCQ).
  - 5.9: Daily Video 1 examines how food and other agricultural products are part of a global supply chain.
  - 5.9 Topic Questions: Consequences of agricultural practices (MCQ), Global system of agriculture (MCQ), and Regional Interdependence of Agriculture (MCQ).
  - 7.3: Daily Video 1 examines the social and economic measures of development.
  - 7.3 Topic Questions: Measures of Development (MCQ), Measures of Development (MCQ), and Measures of Development GII (MCQ).
  - 7.6: Daily Video 1 examines how complementarity and comparative advantage establish the basis for trade, and how economies have become more closely connected or even interdependent.
  - 7.6: Daily Video 2: examines how neoliberal policies, including free trade agreements, foster greater globalization.

- - 7.6 Topic Questions: Benefit of EU membership (MCQ), Comparative Advantage (MCQ), and Trade and the World Economy (MCQ).
- Additional resources may be found on the AP Human Geography Course Page on AP Central at: https://apcentral.collegeboard.org/courses/ap-human-geography
- The AP Human Geography Online Teaching Community (OTC) is another great resource, which includes materials and resources posted not only by the College Board but also by other teachers. The OTC Discussion Board is the place to ask questions, share resources, and exchange teaching ideas at: https://apcommunity.collegeboard.org/group/aphumangeo/

Question 3

Task: Free-Response Question
Topic: Political Boundaries
Max Points: 7
Mean Score: 3.62

	Max Points:	Mean Score:
Part A (Point 1)	1	0.38
Part B (Point 2)	1	0.58
Part C (Point 3)	1	0.62
Part D (Point 4)	1	0.39
Part E (Point 5)	1	0.41
Part F (Point 6)	1	0.74
Part G (Point 7)	1	0.50

What were the responses to this question expected to demonstrate?

This two-stimuli question focused on the political geography concept of boundaries, with an emphasis on how internal and external boundaries impact populations and forms of government. Map 1 shows the internal political divisions in the Canadian province of Saskatchewan and a locator map of Saskatchewan within Canada. Map 2 shows the internal political divisions of the country of Finland and a locator map of Finland within northern Europe. The locator map also shows which countries in northern Europe are part of the European Union.

Students were expected to draw from two main units for this question: Unit 4 (Political Practices and Processes) and Unit 3 (Cultural Patterns and Processes). The main skills for this question are found in Skill Category 2 (Spatial Relationships), Skill Category 4 (Source Analysis), and Skill Category 5 (Scale Analysis). An additional skill for this question is found in Skill Category 1 (Concepts and Processes).

The responses to this question were expected to demonstrate student knowledge of various geographic and political concepts through maps and geographic concepts. By identifying scales of analysis, defining boundaries, and explaining the effects of governance systems and supranational organizations, students were expected to demonstrate the complexities of spatial organization and political geography. Additionally, the prompts encourage students to explore the impact of cultural landscapes and communication technologies on cultural patterns and identities.

Part A asked students to identify the scale of analysis of Finland's political divisions as shown in Map 2 (the map of Finland).

Part B asked students to define geometric boundaries as shown in Map 1 (the map of Saskatchewan).

Part C asked students to describe one function of internal boundaries.

Part D asked students to explain how the spatial organization of a country, such as Canada, is affected by a federal system of government.

Part E asked students to explain how the supranational organization shown in Map 2 (Finland and its neighbors) may limit the actions of Finland as a member state.

Part F asked students to describe one characteristic of a cultural landscape that may reflect cultural beliefs and identities.

Part G asked students to explain how communication technologies may affect the cultural patterns of indigenous languages.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Part A proved difficult for many students. Student responses that earned 1 point for part A correctly identified the scale of analysis as local or subnational. Students who did not correctly answer this question did not accurately identify the scale of analysis of the map in question. It is important to remember that scale of analysis is based on the scale of data presented on the map. This question is based on information from IMP-4.A.1 in Topic 4.4 (Defining Political Boundaries), with students demonstrating Skill 5.A (Scale Analysis) to answer the question correctly.

A majority of student responses earned 1 point for part B by correctly defining geometric boundaries as straight lines or squares. Student responses that did not correctly answer this question did not correctly define geometric boundaries. This question is based on information from IMP-4.A.1 in Topic 4.4 (Defining Political Boundaries), with students demonstrating Skill 4.B (Source Analysis) to answer the question correctly.

Many student responses earned 1 point for part C by correctly describing one function of internal boundaries, specifically discussing the delimitation of subnational regions. Student responses that did not answer this question correctly did not describe a function of internal boundaries. This question is based on information from IMP-4.B.2 in Topic 4.5 (The Function of Political Boundaries), with students demonstrating Skill 1.A (Concepts and Processes) to answer the question correctly.

Some student responses earned 1 point for part D by correctly explaining that a federal system of governance disperses power to subnational units. Student responses that did not answer this question correctly did not explain how a federal system impacts the spatial organization of a country. This question is based on information from IMP-4.D.1 in Topic 4.7 (Forms of Governance), with students demonstrating Skill 5.B (Scale Analysis) to answer the question correctly.

Some student responses earned 1 point for part E by correctly explaining how the supranational organization shown in Map 2, the European Union, may limit the actions of Finland as an EU member state. The most common correct responses explained how Finland's economic actions, such as trade policy, were limited by the EU. Student responses that did not answer this question correctly focused on Finland's size, suggesting it could be overpowered by the larger population of the EU, thereby misunderstanding the nature of EU membership. This question is based on information from SPS-4.B.4 in Topic 4.9 (Challenges to Sovereignty), with students demonstrating Skill 4.E (Source Analysis) to answer the question correctly.

Most student responses earned 1 point for part F by correctly describing one characteristic of a cultural landscape that may reflect cultural beliefs and identities. The most common correct responses described the role of architecture or religion on the cultural landscape. Student responses that did not answer this question correctly did not describe an aspect of culture. This question is based on information from PSO-3.B.1 in Topic 3.2 (Cultural Landscapes), with students demonstrating Skill 2.B (Spatial Relationships) to answer the question correctly.

A majority of student responses earned 1 point for part G by correctly explaining how communication technologies may affect the cultural patterns of indigenous languages. The most common correct responses

explained how communications technologies, such as the Internet, encouraged the adoption of more commonly used languages, such as English. Student responses that did not correctly answer this question did not explain how the use of indigenous languages changed due to communications technologies. This question is based on information from SPS-3.A.4 in Topic 3.5 (Historical Causes of Diffusion), with students demonstrating Skill 2.C (Spatial Relationships) to answer the question correctly.

Overall, the most accessible parts of the question were parts C, F, and G on cultural geography. Students found parts B and E to be more challenging. The most difficult parts of the question were part A (scale of analysis) and part D (how the spatial organization of a country is affected by a federal system of governance).

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

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
• In part A student responses misidentified the scale of analysis used for Finland's political divisions. The most common incorrect response was national scale.	• In part A student responses that earned 1 point correctly identified the scale of analysis as local.
• In part D some student responses incorrectly explained how the spatial organization of a country like Canada is affected by a federal system of governance. The most common errors included vague, unrelated, or inaccurate statements that failed to address the key concept of power being dispersed to subnational units (e.g., provinces) and did not clearly explain the impact of this structure on spatial organization.	• In part D student responses that earned 1 point correctly explained how a federal system of governance affects the spatial organization of a country like Canada, by noting that power is dispersed from the national government to subnational units such as provinces. These responses clearly explained how this division of power shapes the country's internal political and administrative structure.
• In part E student responses that did not earn a point misinterpreted how supranational organizations like the EU may limit member states, focusing incorrectly on voting power or representation rather than explaining how shared policies and international laws can restrict a country's independent economic actions, such as trade. Some responses also incorrectly argued that Finland's small size made it vulnerable to being overpowered by the EU, reflecting a misunderstanding of the nature of EU membership and decision-making.	• In part E student responses that earned 1 point correctly explained how Finland's economic actions, such as trade policy, were limited by its membership in the European Union. Correct responses accurately described how supranational organizations constrain member states by requiring shared decision-making, enforcing common rules, and reducing individual sovereignty in areas like trade and governance.

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

- Ensure students understand the concept of scale of analysis and can differentiate between local and national scales.

- Teach the difference between internal and external boundaries and explain their importance in the study of geography.
- Teach the relationship between population density and internal boundaries. Some students incorrectly equated large geographic areas with large populations, whereas in regions like northern Finland and northern Saskatchewan, the opposite is true.
- Clarify the meaning and implications of a federal system of government.

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 Skills" on pages 143–151. This section provides examples of questions and instructional strategies for incorporating the course Skills on page 14 into classroom instruction.
- Sign in to AP Classroom to access AP Daily videos and questions on the topics and skills addressed in this question. AP teachers can assign students short AP Daily videos as homework, warm-ups, lectures, reviews, and more. AP teachers can also use the AP Question Bank in AP Classroom to enable students to practice and get feedback on formative topic questions and past AP Exam questions.
- Resources related specifically to this prompt include:
    - 4.4: Daily Video 1 examines the different types of political boundaries used by geographers.
    - 4.4 Topic Questions: Boundary between East and West Germany (MCQ), Example of consequent boundary (MCQ), and Superimposed Boundary (MCQ).
    - 4.5: Daily Video 1 examines how boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty and are also contested.
    - 4.5: Daily Video 2 examines how land and maritime boundaries and international agents can influence national or regional identity and encourage or discourage international or internal interactions over resources.
    - 4.5 Topic Questions: Berlin Conference boundaries (MCQ), Claims on Spratly Islands (MCQ), and Explanation for shaded areas (MCQ).
    - 4.7: Daily Video 1 examines how forms of governance include unitary states and federal states.
    - 4.7 Topic Questions: Characteristics of Federal States (MCQ), Description of Federal Governance (MCQ), and Description of unitary governance (MCQ).
    - 4.9: Daily Video 1 examines how advances in communication technology have facilitated devolution, supranationalism, and democratization.
    - 4.9: Daily Video 2 examines how global efforts to address transnational and environmental challenges and create economies of scale, trade agreements, and military alliances help further supranationalism.
    - 4.9 Topic Questions: Devolution in Spain and Canada (MCQ), Map of post-Soviet Russia (MCQ), and Threat to state sovereignty (MCQ).
    - 3.2: Daily Video 1 examines the characteristics of cultural landscapes including environmental, economic, and cultural features.
    - 3.2: Daily Video 2 examines the analysis of photos in order to describe characteristics of cultural landscapes, which helps us to analyze different regions of the world.
    - 3.2: Daily Video 3 examines how landscape features and land use reflect cultural beliefs and identities.
    - 3.2 Topic Questions: Cultural landscape features in an image (MCQ), Gaelic and English road sign (MCQ), and Swedish ethnicity in Minnesota (MCQ).

- o 3.5: Daily Video 1 examines how interactions between and among cultural traits and larger global forces (including colonialism and trade) can lead to new forms of cultural expression.
  - o 3.5 Topic Questions: Christianity and the Philippines (MCQ), English language in North America (MCQ), and Gaelic and English road sign (MCQ).
- Additional resources may be found on the AP Human Geography Course Page on AP Central at: https://apcentral.collegeboard.org/courses/ap-human-geography
- The AP Human Geography Online Teaching Community (OTC) is another great resource, which includes materials and resources posted not only by the College Board but also by other teachers. The OTC Discussion Board is the place to ask questions, share resources, and exchange teaching ideas at: https://apcommunity.collegeboard.org/group/aphumangeo/