

**AP Human Geography**  
**Unit IV. Political Organization of Space**

**Free Response Questions**

**FRQ 1** Using specific examples since the end of World War II, define the type of dispute and describe the origin, evolution, and conflict from a geographical perspective for **two** of the following types of border disputes.

- A) positional/locational dispute
- B) territorial dispute/irredentism
- C) resource/allocational dispute
- D) definitional dispute
- E) operational dispute

**FRQ 1 Scoring guideline/rubric - 16 points.**

8 points for each dispute - 1 point for correct definition, 2 points for an accurate description of the origin to the dispute, 3 points for explaining how the dispute unfolded geographically, 2 points for describing the geographical elements of the present day situation

*This question will determine if students know the five different types of border disputes, and if they can elaborate on the origin, geographical components, and present day situation for two border disputes.*

**FRQ 2** Boundaries have evolved over time in numerous ways around the world.

- A) Define and give an example for the following types of boundaries: subsequent, antecedent, and relict.
- B) Using **one** specific example for both Africa and Southwest Asia (total of two), describe in detail how superimposed boundaries have contributed to political unrest and confrontation.

**FRQ 2 Scoring guideline/rubric - 16 points.**

- A) 6 points - 1 point for a correct definition, 1 point for a correct example

B) 10 points - 5 points for a thorough examination and discussion for each example of how superimposed boundaries have contributed to political unrest and confrontation.

*For Africa, part B requires students to explain the motivation for and impact of the Berlin Conference grounded in a specific example such as Algeria, Nigeria, Sudan, Ethiopia, or Somalia, to name a few. For Southwest Asia, students could discuss the role of the Ottoman Empire and the English and French mandates after World War I and how this has led to conflict in Israel, Lebanon, or Iraq. It is critical that students demonstrate basic political geographic concepts and how the arrangement of boundaries with respect to the distribution of ethnicities has led to conflict.*

**FRQ 3** Boundaries fall into two basic categories – geometric/cultural and physical.

- A) Describe what a geometric/cultural boundary is and give three different examples for the U.S./Mexican border.
- B) What is one advantage and disadvantage for each type of geometric/cultural boundary?
- C) Discuss two reasons why using a river as a political boundary can be a cause of future disputes between two states.

**FRQ 3 Scoring guideline/rubric - 16 points.**

- A) Total 4 points - 1 point for the definition of a geometric/cultural boundary. 1 point each for identifying an example for geometric, linguistic, and religious boundaries.
- B) Total 6 points – 1 point for each advantage and 1 point for each disadvantage.
- C) Total 6 points – 3 points for discussing in detail how a river is a source of international disputes with regard to resource allocation, and 3 points for discussing in detail how a river as an international boundary can cause issues with respect to water pollution.

*This is a basic question that asks students to relate the two basic categories of boundaries and relate them to the positives and negatives of a real-life situation.*

**FRQ 4** Answer the following questions as they are used in Political Geography.

- A) Name the **five** basic shapes of states and give an example for each one.
- B) For each basic shape give **one** advantage and **one** disadvantage.

C) Using an example after 1950, explain in detail how the shape of a state has contributed to internal conflict.

**FRQ 4 Scoring guideline/rubric - 20 points.**

A) 5 points - 1 point for identification and an example for each shape of state

B) 10 points - 2 points for accurately recognizing an advantage and a disadvantage for each shape of state.

C) 5 points - In order to earn five points the student must demonstrate a thorough understanding of how the shape of a state coupled with the geographic distribution of an ethnic group or cultural characteristics (centrifugal forces) make it difficult to maintain political cohesion.

*This question is straightforward for parts A and B. Part C requires students to incorporate a fair amount of background information in conjunction with basic political geography and an understanding of centrifugal forces vs. centripetal forces.*

**FRQ 5** In an era of globalization the viability of the state concept is threatened in a variety of ways.

A) What **four** aspects need to be in place for a state to exist?

B) Describe in detail **one** economic and **one** cultural reason why globalization threatens the authority of a state. Give specific examples since the year 2000.

C) Grounded in specific examples, discuss **two** reasons why states have given some sovereignty to multi-state organizations, such as the EU.

**FRQ 5 Scoring guideline/rubric - 12 points.**

A) 4 points - 1 point for identifying each aspect that makes up a state.

B) 4 points - 1 point for identifying an economic reason, and 1 point for explaining why it threatens the authority of a state. 1 point for identifying a cultural reason, and 1 point for explaining why it threatens the authority of a state.

C) 4 points - 2 points for one reason why a state gives away some sovereignty to a multi-state organization, such as the EU.

*This question asks students if they know the components that make up a state, and how globalization potentially threatens the viability of a country from a political and cultural perspective. Finally, the question asks students to demonstrate that they understand why states join multi-state organizations, especially in an era of globalization.*

**FRQ 6** Using examples after the end of World War II, answer the following questions for **one** region listed below.

- sub-Saharan Africa
- Southwest Asia
- South Asia

- A) Explain how a major ethnicity evolved into a nationality.
- B) Discuss how this evolution contributed to political conflict.
- C) Describe in detail the geographic components to the conflict.

**FRQ 6 Scoring guideline/rubric - 12 points.**

- A) 4 points for identifying the differences between an ethnicity and a nationality and explaining how specific forces contribute to the evolution of an ethnicity into a nationality.
- B) 4 points for describing a specific example, and how the process in part A led to conflict.
- C) 4 points for describing the geographic components to the conflict, which means to articulate who is involved and what territory they control, and how the conflict altered the initial geographic arrangement.

*This question requires students to have a solid understanding of the difference between an ethnicity and a nation. Additionally, students need to demonstrate how an ethnicity eventually evolves into a nation. Lastly, students need to have a sound understanding for one conflict in the world today that has its roots in this evolutionary process.*