

Review Links

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[My Weebly With Games](#)

[My Portaportal](#)

[My Quizlet](#)

Action Verbs

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| <p>Define: A definition requires a student to provide a meaning for a word or concept. Examples may help to demonstrate understanding of the definition. Students may be instructed to note the term's significance as part of the definition. <i>Define:</i> write out the definition of the term given (bread and butter point here, generally lead off section of FRQ's- 1pt) <i>Example:</i> write about real world places, patterns or processes about which the question is asking (generally 1pt per example)</p> | <p>Analyze: This task usually requires separating a phenomenon into its component parts or characteristics as a way of understanding the whole. An analysis should yield explicit conclusions that are explained or supported by specific evidence and/or well-reasoned arguments. <i>Analyze:</i> determine component parts and examine their nature and relationship (generally more complex answer required 1-2 pts)</p> |
| <p>List/Identify: Listing or identifying is a task that requires no more than a simple enumeration of some factors or characteristics. A list does not require any causal explanations. For example, a student might be asked to list or identify three characteristics Presidents consider when making appointments. Such a list, which could be bulleted or numbered, and might include party, race, gender, etc. <i>Identify:</i> establish or indicate who or what (someone or something) is, often a list (generally 1pt for the list)</p> | <p>Evaluate/Assess: An evaluation or assessment involves considering how well something meets a certain standard, and as such generally requires a thesis. It is important to identify the criteria used in the evaluation. If no criteria are explicitly given in the question, students should take care to clearly identify the ones that they choose to employ. Specific examples may be applied to the criteria to support the student's thesis. Evaluation or assessment requires explicit connections between the thesis or argument and the supporting evidence. <i>Assess/Evaluate:</i> judge the value or character of something; evaluate the positive points and the negative ones; discuss the advantages and disadvantages of (generally more complex answer required 1-2 pts)</p> |
| <p>Compare/Contrast: This task requires students to make specific links between two or more concepts or phenomena. They should understand that it is important to note similarities AND differences between the concepts or phenomena under consideration. <i>Compare:</i> examine in order to show similarities (1pt) <i>Contrast:</i> examine in order to show differences (1pt)</p> | <p>Describe: A description involves providing a depiction or portrayal of a phenomenon or its most significant characteristics. Descriptions most often address "what" questions. For example, if students are asked to describe reasons for the decline in voter turnout, in the description they must do more than simply list facts - they must actually describe the reasons. For example, students may explain that the expansion of suffrage led to decline in overall voter turnout because once voting was made available to more individuals, the overall percentage of those voting declined. <i>Describe:</i> give an account of; tell about; give a word picture of (again bread and butter point here, generally lead off section of FRQ's- 1pt) <i>Example:</i> write about real world places, patterns or processes about which the question is asking (generally 1pt per example)</p> |
| <p>Explain: An explanation involves the exploration of possible causal relationships. When providing explanations, students should identify and discuss logical connections or causal patterns that exist between or among various political phenomena. <i>Explain:</i> make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of (more detail than a describe, 2 pts)</p> | <p>Discuss: Discussions generally require that students explore relationships between different concepts or phenomena. Identifying, describing, and explaining could be required tasks involved in writing a satisfactory discussion. <i>Discuss:</i> consider or examine from various points of view; debate; present the different sides of (more depth, generally 2 pts)</p> |

Previous FRQ

Friday, May 5, 2017 11:13 AM

Past AP Human Geography FRQs

| <u>Topic</u> |
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| Population & Migration |
| 2003, #3: Demographic Transition |
| 2005, #2: US immigration |
| 2006, #1: Migration (also Unit 7 core periphery) |
| 2008, #2: Regional Migration (net-in/net-out in US) |
| 2010, #3: Population Pyramids (also Unit 6 develop.) |
| 2011, #2: Malthus Theory |
| 2012, #3: Muslim immigration to Europe |
| 2013, #2: Increasing Average Age |
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| Culture |
| 2002, #2: Religion & Cultural Landscape |
| 2003, #2: Tourism's Effect on Regional Landscape |
| 2007, #2: Language |
| 2009, #1: US Religion |
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| Political Organization |
| 2002, #1: Nation-States |
| 2005, #1: Supranationalism/Devolution |
| 2006, #3: Centripetal and Centrifugal Forces |
| 2010, #2: National Identity |
| 2012, #1: Barriers and Walls |
| 2014, #2: Superimposed boundaries |
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| Agriculture and Rural Land Use |
| 2001, #1: Green Revolution |
| 2004, #2: Agriculture (poultry) |
| 2007, #1: Von Thunen |
| 2009, #3: Dairy and Organic Farming |
| 2012, #2: Shifting Cultivation and Subsistence Ag |
| 2014, #3: Coffee Production and Globalization |
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| Industrialization and Economic Development |
| 2001, #3: Rostow Model |
| 2004, #1: Maquiladoras |
| 2006, #2: Economic Development |
| 2007, #3: Economic Restructuring |
| 2008, #3: Education in LDCs |
| 2010, #1: Weber's Theory of Industrial Location |
| 2011, #3: Industrial Location |

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|---|
| 2013, #1: Agglomeration |
| 2014, #1: Rostow/Core-Periphery |
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| Cities and Urban Land Use |
| 2001, #2: Suburban Growth |
| 2002, #3: Hoyt Model |
| 2003, #1: Core-Periphery |
| 2004, #3: Residential Population & Pop Pyramids |
| 2005, #3: Revitalization |
| 2008, #1: Von Thunen and Burgess |
| 2009, #2: Squatter Settlements |
| 2011, #1: Cities |
| 2013, #3: Railroad and Highways |

FRQ Tips

Friday, May 5, 2017 11:15 AM

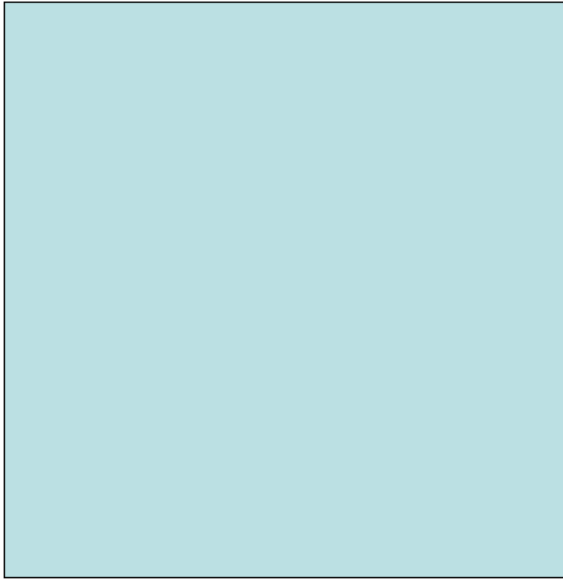
Each AP course has its own style of essay. In AP Human Geography, the essay is a Free Response Question (FRQ). The point of a FRQ is to provide an opportunity for you to show that you can THINK and WRITE like a geographer. Because the FRQ is a timed writing, it is not expected to be a polished essay. Focus on content. Write neatly enough that your handwriting is legible. Points are not deducted for crossing things out or for spelling and grammatical mistakes that do not detract from the overall meaning of the writing. DO NOT WRITE A DBQ!!! Skip the flowery language, intro and conclusion paragraphs.

FREE RESPONSE:

1. Read all three questions then answer the shortest/easiest one first.
2. Look at all diagrams, charts, etc. carefully. They will offer you information to help you answer the questions.
3. Underline as you read the question-it will help you identify what is being asked.
4. Plan all of your answers before you start writing! This will avoid unnecessary erasures-time wasters.
5. Always remember to "THINK GEOGRAPHICALLY". This is a geography test not a history test. Location, Scale, and Time are important. DON'T FORGET E-S-P-N!
6. Practice--Go to the College Board Web Site and look at the previous questions. Notice how they can be approached from different subject areas (they usually cover more than one topic).
7. Assume the reader is tired....it is the end of the day...they have been grading since 8:00....Help the reader find the answer. Label the different sections or at least start a new paragraph for each part of the question. Underline appropriate terms. For example if the question asks for the definition of a nation.....then underline the word nation so the reader can see..."Oh yes here is the definition."
8. If you finish before time is up then proofread your answers and see if there is anything that you might have missed. Then, draw me a picture or write me a note on your planning sheet
9. One last hint---and this comes up at every reading---ANSWER THE QUESTION--don't ramble....yes it is better to try to answer the question instead of leaving it blank....but don't show off....if you have answered the question don't keep writing in order to tell the reader everything you have learned in APHG this year. Which goes back to # 1-

Break the FRQ down. Answer each part from the geographic perspective and help the reader know that this is your answer.

- #1 **Don't Panic** – This is the first rule of the universe!



- Read the question....break it down...figure out what **can** you answer and answer it.....
- There may be context clues in the FRQ
- Go answer another question and come back to this one, etc...

- #2 Always remember to "**THINK GEOGRAPHICALLY**". This is a geography test not a history test. **Location, Scale, and Time are important.**

- Don't get overwhelmed.... 😊

- *Separate the material >>*

Concepts
vs
Examples

- **Concepts**
 - (big ideas)
- "zoom out" to establish a concept (global scale)

- **Examples**
 - (places on the ground)
- "zoom in" towards an example and use facts, facts, facts (regional, local scale)

ANSWER THE QUESTION--don't ramble....yes it is better to try to answer the question instead of leaving it blank....but don't show off....if you have answered the question don't keep writing in order to tell the reader everything you have learned in APHG this year.

Multiple Choice Strategies

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MOST IMPORTANT!!!

Don't Panic--when you see the question your first response will probably be "She did not teach us this....I wasted my time in her class." Okay you have one minute to think this and get over it. Now, take a big breath. This may be true but she did teach you some of the elements...read the question....break it down...what can you answer.....!

MULTIPLE CHOICE:

1. Read each question carefully AND all answer choices.
2. WATCH THE TIME!!!! Do not spend too much time on any one question- especially the first few questions.
3. Do not guess wildly! Eliminate as much as possible before guessing.
4. Beware of negative questions! (Except, not, doesn't)
5. Go with your gut! You have a ton of knowledge in your head-your first instinct is mostly right.