



APHG FRQs



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#APHG



Skill Category 1

Concepts and Processes **1**

Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

Skill Category 2

Spatial Relationships **2**

Analyze geographic patterns, relationships, and outcomes in applied contexts.

Skill Category 3

Data Analysis **3**

Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

Skill Category 4

Source Analysis **4**

Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Skill Category 5

Scale Analysis **5**

Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

Skills and Content

- Each MCQ and each FRQ point will be linked to a specific **Learning Objective**
- Each MCQ and each FRQ point will be linked to a specific **skill**

5 task verbs (let's not discuss discuss...)

These are the verbs in EVERY SKILL

- Identify
- Define
- Describe
- Explain
- Compare



The hidden “6th task verb”

2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.

5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

Stimuli—more in the future

- FRQs
 - 2 stimuli: one question per set of 3
 - 1 stimulus: one question per set of 3
 - No stimulus: one question per set of 3
 - If given data about a country, be prepared to explain the data for that example using course concepts.
- MCQs
 - More than the past; more sets, more time
 - Expect 40-60% of MCQs to have a stimulus attached

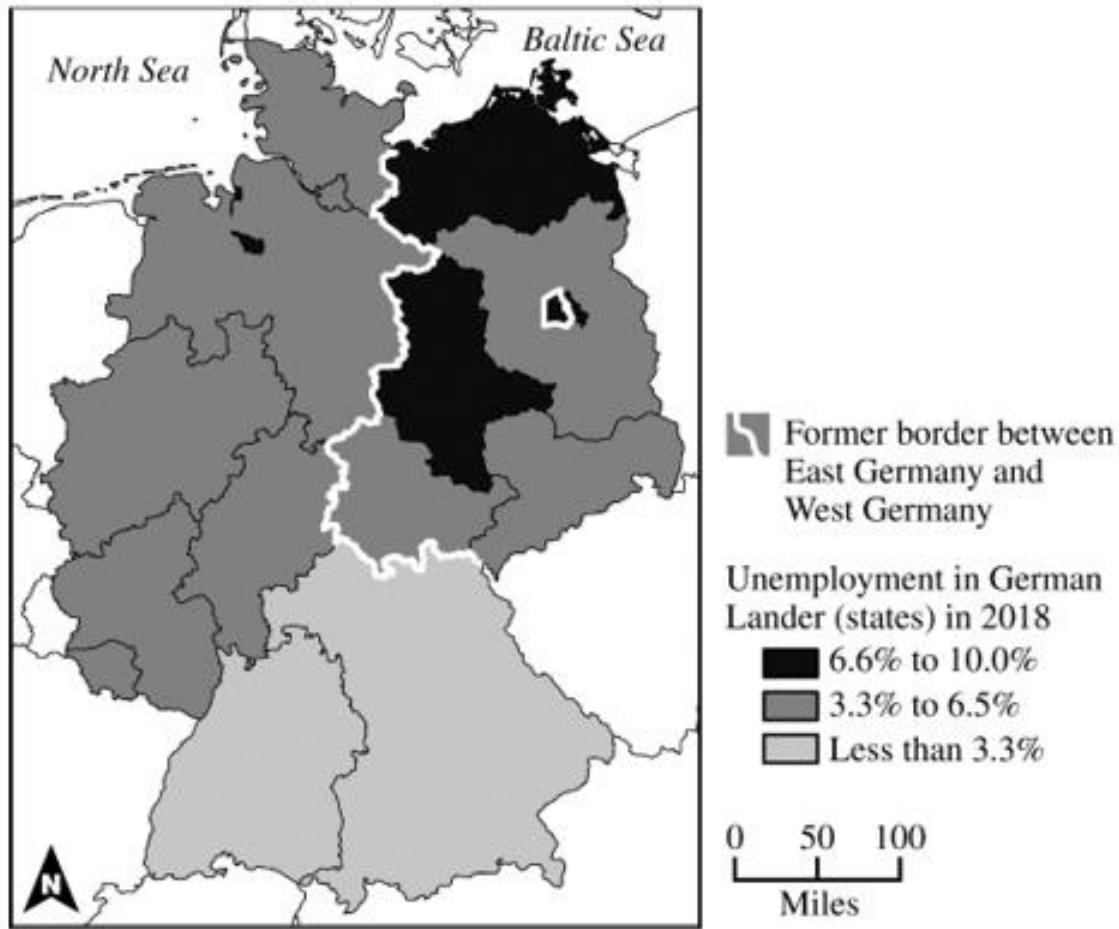
Common FRQ errors in 2019

- Poor map reading skills (or they just didn't take the time)
- Answer the question at the wrong scale...
- Didn't read/analyze the stimulus/stimuli
- Just repeated the stem OR ignored the info given in the stem
- Models show change...student answers rarely reflect that
- Don't know the examples in the CED
- Too many regional stereotypes, not enough regional analysis
 - Inequality only is an issue in developing countries

FRQs : Improving Student Performance

- Read the prompt carefully and to answer all parts of the question (Label the parts).
 - Scale of the question?
 - Command verb
- Integrate units with S.P.E.E.D. and E.S.P.N. activities.
- Cover all key words/concepts in CED. Have students master vocabulary and be able to apply the terms to various contexts.
- Do not rely on a single textbook. Use multiple textbooks.
- Penmanship: if it can't be read, it can't be scored.

UNEMPLOYMENT RATE IN GERMANY, 2018



Source: German Federal Statistical Office

Despite a long period of economic and social integration following reunification, significant social differences still exist across Germany's Lander. Lander are the individual states within the German federal republic. Three lander are large cities: Berlin, Hamburg, and Bremen.

- A. Identify the type of boundary that delineates the former East Germany and West Germany.
- B. Describe the pattern of unemployment across Germany.
- C. Explain how economic restructuring following the end of communism has resulted in higher unemployment in some lander.
- D. Explain the degree to which the legacy of communism and unemployment has affected the pattern of internal migration within Germany.
- E. Describe ONE demographic factor regarding education attainment in Germany that affects international migration into the country.
- F. Describe ONE demographic factor regarding population age in Germany that affects international migration into the country.
- G. Describe ONE reason for the occurrence of negative attitudes toward foreign guest workers in Germany.

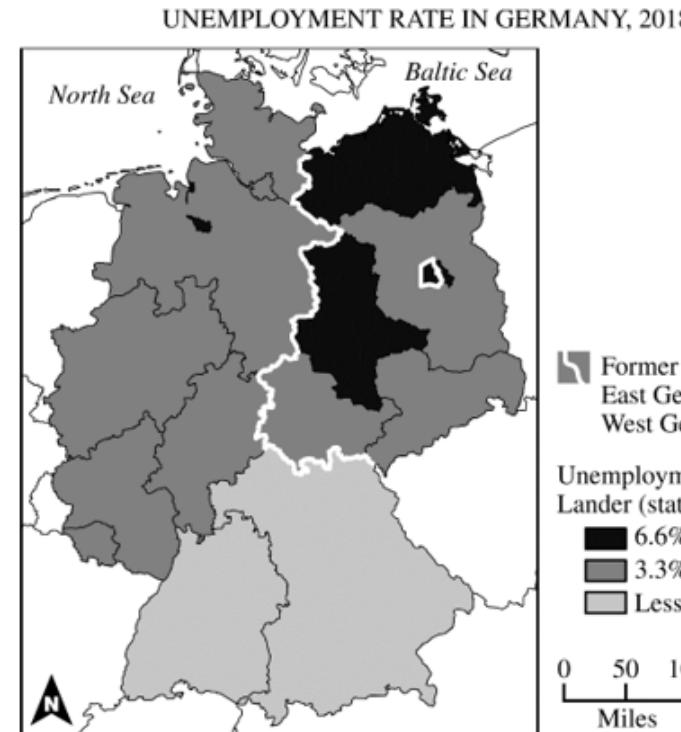
A. Identify the type of boundary that delineates the former East Germany and West Germany.

-- This is a **Relic** boundary.

That's all they need for an identification...they do not have to include a definition

LO/EK: IMP 4.A.1. (Topic 4.4:
Defining Spatial Boundaries)

Skill: 4A (Identify)



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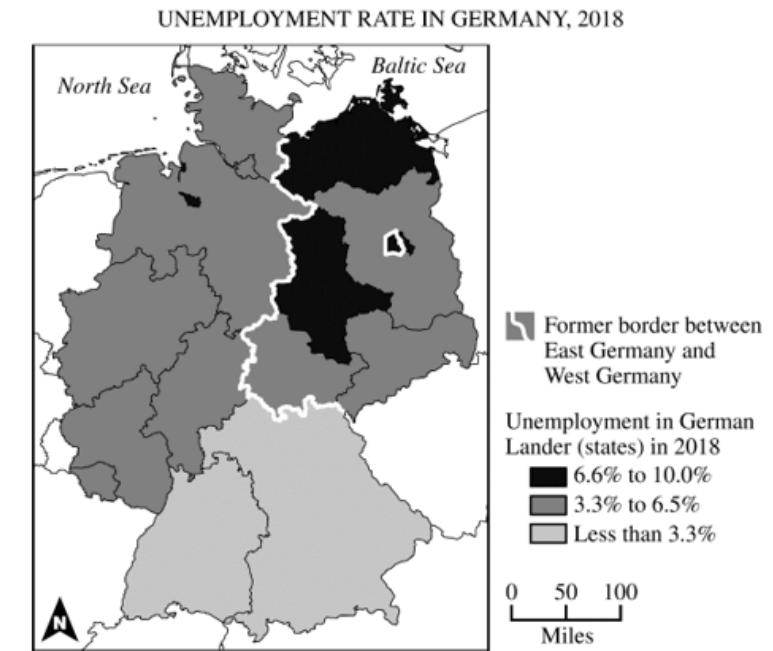
B. Describe the pattern of unemployment across Germany.

-- Based on the map, unemployment rates are higher within the former East Germany overall than in the former West Germany.

Alternatively, unemployment is higher in the northern part of today's Germany than in the southern part of today's Germany.

LO/EK: PSO 1.A.1 (Topic 1.4: Spatial Concepts [Patterns])

Skill: 4B (Describe the spatial patterns)



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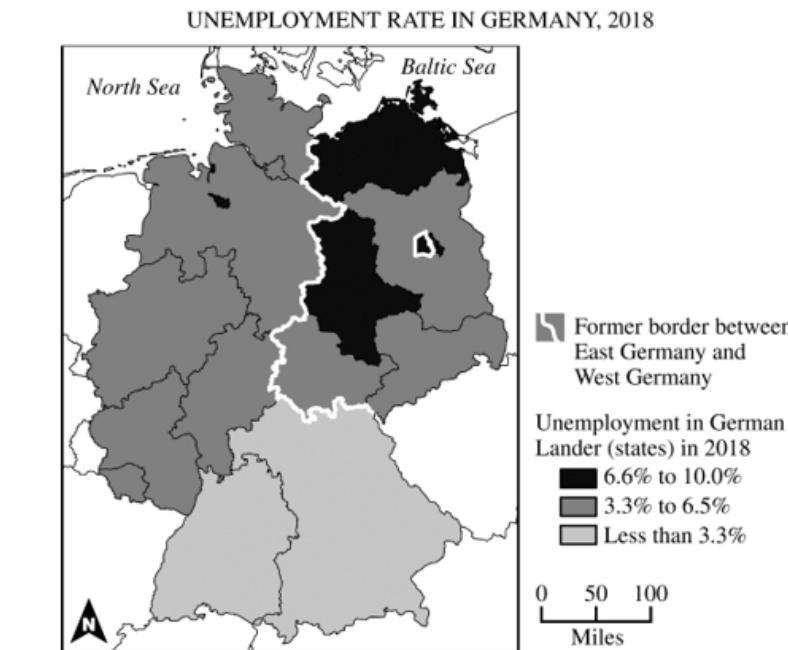
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C. Explain how economic restructuring following the end of communism has resulted in higher unemployment in some lander.

-- Following the end of Communism, economic restructuring has resulted in higher unemployment in some landers in the former East Germany. The economy of West Germany was more advanced than that of East Germany. Following the end of the Cold War, Germany reunification, and the shift from communist to capitalist economies in the east, more poorly developed industries in the east could not compete with more advanced industries in the west, leading to higher levels of unemployment in that part of the country.

-- **LO/EK:** PSO 7.A.5 (Topic 7.7: Changes as a Result of the World Economy [Economic Restructuring])

-- **Skill:** 2B (Explain spatial relationships)



Source: German Federal Statistical Office

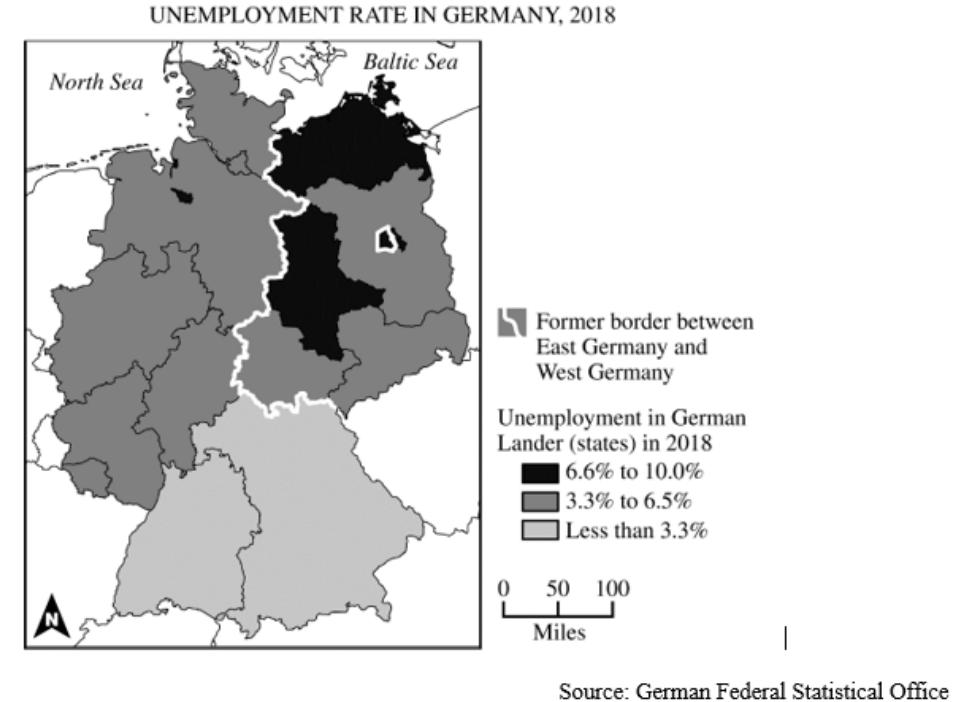
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As we move to Parts D and E, please make sure to note ***the scale of analysis*** which is asked for in the question. As the CED notes (page 77), “students often struggle to interpret the scale at which a question is asked.”

Part D asks about internal migration (migration within a country)

Part E asks about international migration (migration from one country to another...crossing an international boundary)



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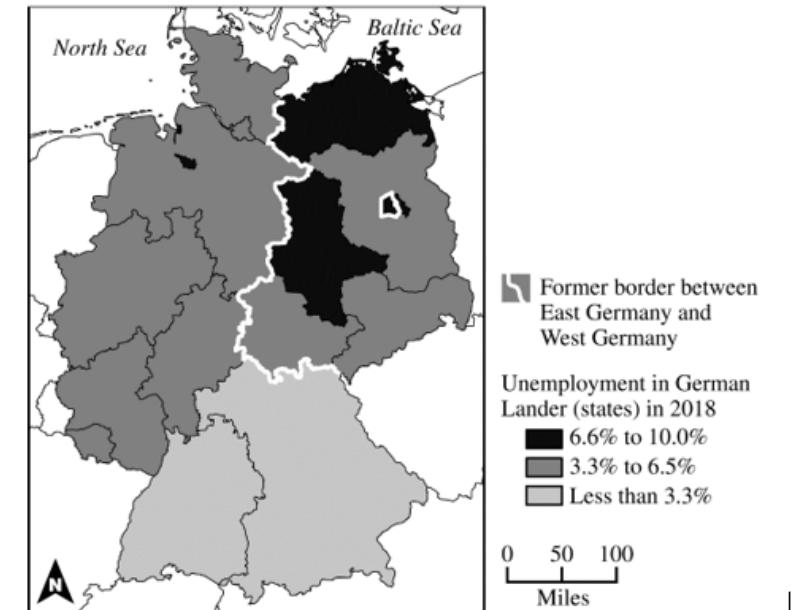
D. Explain the degree to which the legacy of communism and unemployment has affected the pattern of internal migration within Germany.

-- The legacy of communism and unemployment has meant that many in the poorer east, where unemployment levels have been higher, have moved to the former West Germany in search of more plentiful jobs.

LO/EK: IMP 2.C.2 (Topic 2.10: Causes of migration)

Skill: 2D (Explain the significance of geographic similarities and differences)

UNEMPLOYMENT RATE IN GERMANY, 2018



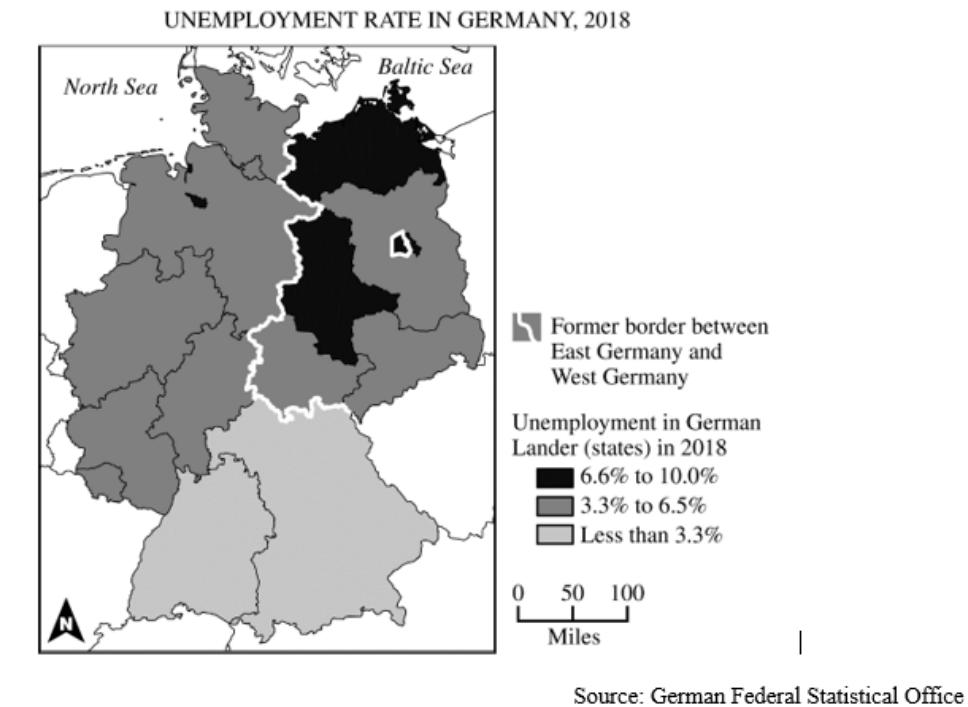
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E. Describe ONE demographic factor regarding education attainment in Germany that affects international migration into the country.

-- Educational attainment is high in Germany. The result is that many more-educated Germans do not want to take on low-status, low-wage jobs which are needed for a society to survive. This has led to an increase of the number of international migrants to Germany seeking employment opportunities. While wages for these positions may be lower than many Germans would accept, they are still likely higher than what these migrants were making before.



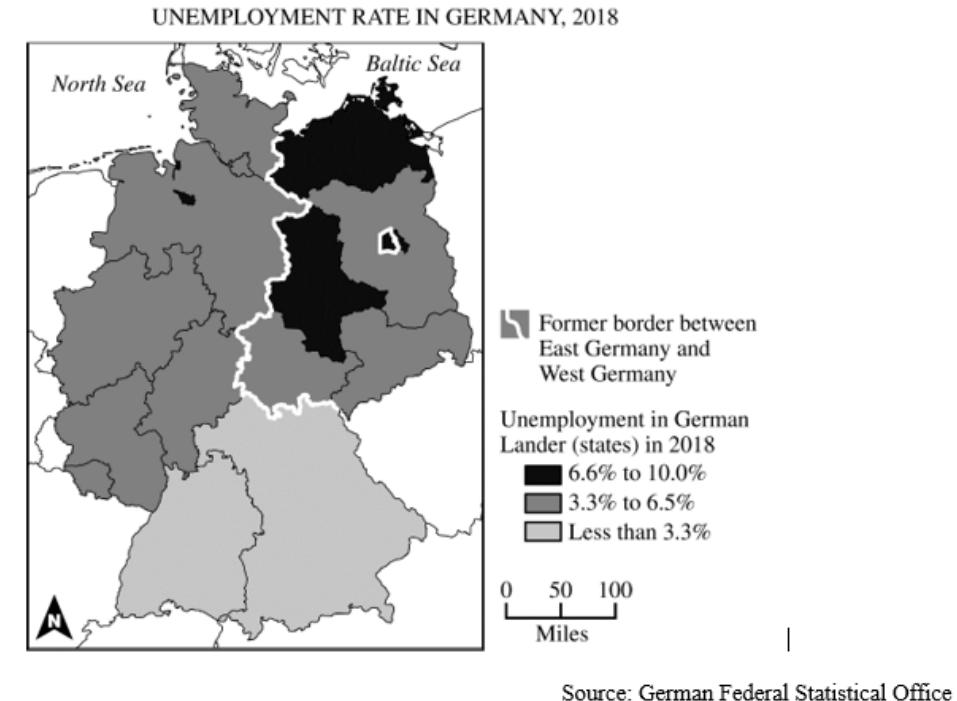
LO/EK: IMP 2.C.2 (Topic 2.10: Causes of Migration)

Skill: 1D (Describe a relevant geographic concept, process...in a specified context)

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- Describe ONE reason for the occurrence of negative attitudes toward foreign guest workers in Germany.

F. Describe ONE demographic factor regarding population age in Germany that affects international migration into the country.

-- Germany is currently in Time 4/5 of Demographic Transition. As a result, Germany's RNI is either at or below zero. The result is a rapidly aging population with fewer young people to take on the jobs necessary to support the country's aging population. As a result, there has been an opening for international migrants to come into the country for employment.



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LO/EK: SPS 2.C.2/IMP 2.C.2 (Topic 2.9: Aging populations, 2.10: Causes of Migration)

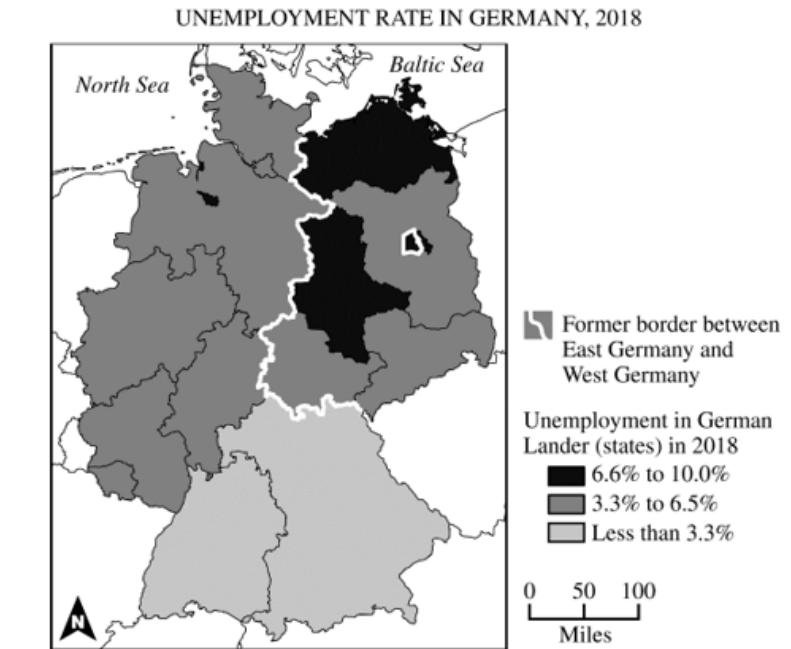
Skill: 1D (Describe a relevant geographic concept, process...in a specified context)

G. Describe ONE reason for the occurrence of negative attitudes toward foreign guest workers in Germany.

-- Some Germans hold negative attitudes towards Guest Workers and other migrants. One reason is that some of these migrants are culturally different in language, custom and/or religion, and therefore some Germans see them as somehow ‘threatening’ a sense of ‘German-ness’ and ‘German identity’ within Germany; that, somehow, because they aren’t seen as ‘German’, they do not ‘fit in’. (*Do note that this could be seen as a sensitive topic within the German context*)

LO/EK: IMP 2.E.1 (Topic 2.12: Effects of Migration)

Skill: 1D (Describe a relevant geographic concept, process...in a specified context)



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