
NCGE Webinar for APHG Teachers
Presented by iScore5

Preparing for the 2020 Human Geography Exam

JENNIFER GARNER, PAUL GRAY, KEN KELLER, AND
GREG SHERWIN | WEDNESDAY, APRIL 15, 2020

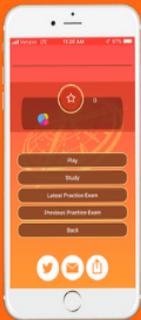


Quick Note

- A recording of this webinar and PPT will be available through NCGE as soon as possible.



ISCORE5

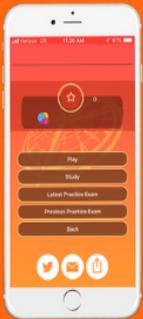


We are all in this together!

- We are all explorers going through uncharted territory:
 - Exciting and Scary
- Today's presentation is a road map:
 - Maps give us a sense of direction
 - However maps simplify and generalize the world (we don't have all the answers)



IScore5



Goals for this webinar

1. Review College Board exam updates for 2020
2. Discuss FRQ prep strategies

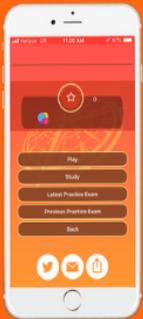


ISCORE5





ISORE5



The 2020 AP Human Geography Online Festival (Formally known as the AP Human Geography Exam)

iScore5 Advice –

Embrace the change

Explorers in Uncharted Waters

When does the show start?

Tuesday May 12, 2020

Show times depend on Time Zones

4 PM Eastern

3 PM Central

2 PM Mountain

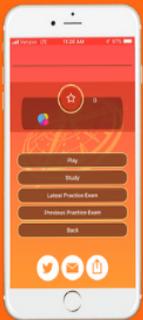
1 PM Pacific

Noon in Alaska

10 AM Hawaiian



ISCORE5

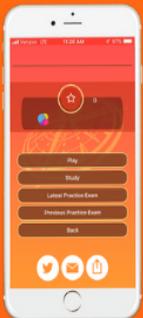


Get to the show early to get a good seat!

College Board will send link 30 Minutes before the start of the exam. (TBD)



ISCORE5

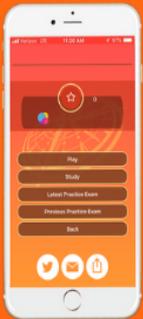


What's the ticket you need to get into the show?

- ✓ Internet/Wi-fi connection
- ✓ Phone, Tablet, Laptop
- ✓ Quiet place to work
- ✓ College Board email to students



ISCORE5





ISCORE5



What's on the Playlist for the show? (Part 1)



Unit 1-Thinking Geographically



Unit 2- Population/Migration



Unit 3- Culture



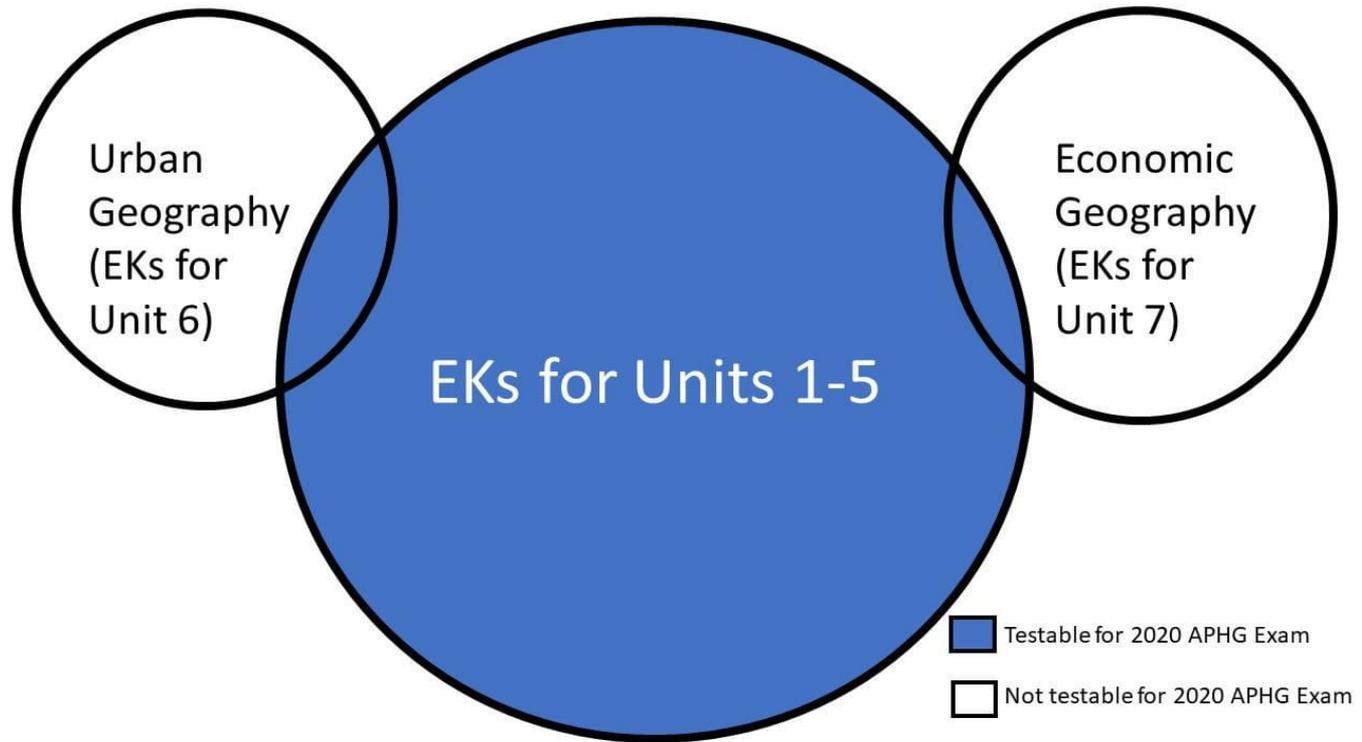
Unit 4- Political



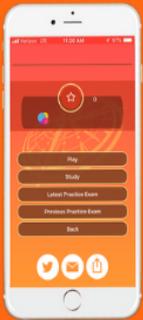
Unit 5-Agriculture

Thanks to Allison Cecil for graphic!

What's on the Playlist for the show? (Part 1)



ISCORE5



Thanks to Seth Dixon for graphic!

What's on the Playlist for the show? (Part 2)

Two FRQs for you to do:

1. Question 1: Two Stimuli in 25 minutes
2. Question 2: One Stimulus in 15 minutes

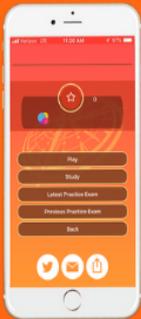
Scoring:

1. Question 1: 55%
2. Question 2: 45%

5 Minute upload time after each FRQ completion



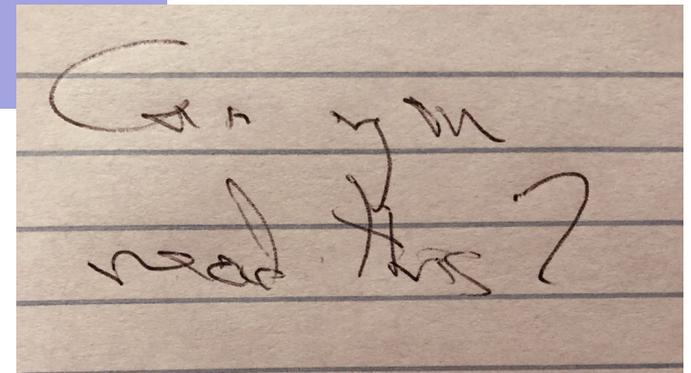
ISCORE5



Should I write or should I type?

If you type there could be trouble, but if you write it might be double.

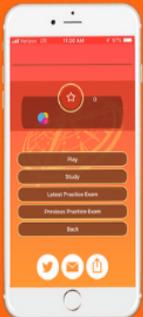
iScore5 Recommendation:
Type the exam, but practice timed typing before the exam.



Your writing might
CLASH with the reader.

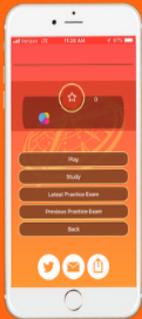


ISCORE5



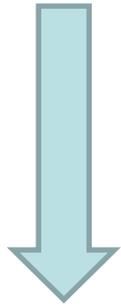


ISCORE5



Words that will be music to my ears

Higher level verbs:



- Describe
- Explain
- Compare

NO: Identify or Define



Latest Update From the
College Board as of April 16

**Both FRQs will take an authentic
geographic situation or scenario and
assesses students' ability to:**

- Describe
- Explain
- Compare

Applying geographic concepts, processes, or models, as they analyze geographic patterns, relationships, and outcomes in applied contexts.

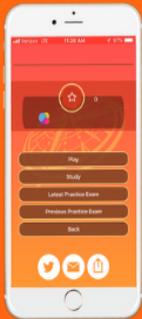


AP SCORE 5





ISCORE5



Final Advice

Open Notes – Yes, but not advised by iScore5

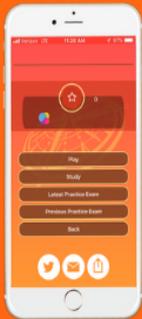
- Distracting with a time limit
- Questions designed to not be searched quickly



Test Format Questions

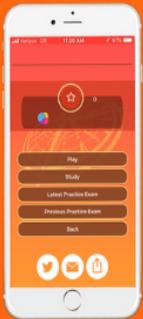


ISCORE5





ISCORE5



FRQ Prep Strategies: Content Matters!

1. MCQing

- Good preparation especially with Stimulus.

2. AP Classroom and AP Central

- MCQ and FRQs

3. iScore5

- MCQs
- FRQs for 1 stimulus or 2 stimuli.



ISCORE5



Why
MCQs
still
matter



Apply
and
Stimuli

What stage of the Demographic Transition Model would be characterized by more economic opportunities for women, a declining Rate of Natural Increase and the DTM stage at which most Central and South American countries are categorized?

[View Image](#)

Stage III

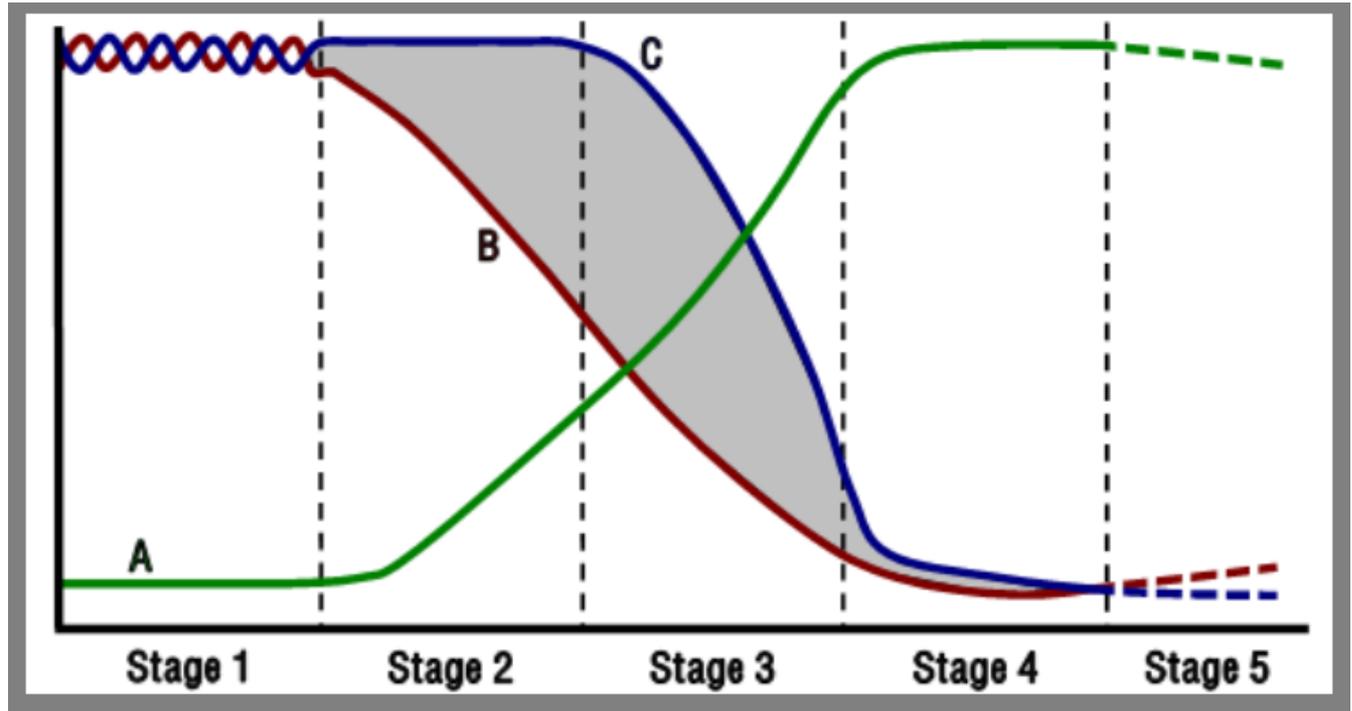
Stage I

Stage II

Stage IV

Stage V

Why MCQ's still matter

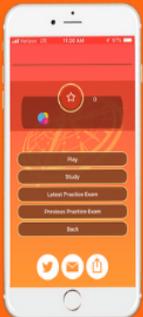


Demographic Transition Model

- Describe
- Explain
- Apply



ISCORE5



AP Classroom and AP Central

AP Central

[My AP](#)

[Coronavirus Updates](#)

[About AP](#)

[AP Courses & Exams](#)

[AP Scores](#)

[More](#)



AP Classroom



AP Teacher Community



AP Course Audit

Question Bank

Create

Assign

Progress

Results

Search questions and keywords. Use quotes for more exact matches.

All



Unit and Topic

Skill Category and Skill

Assessment Purpose and Source

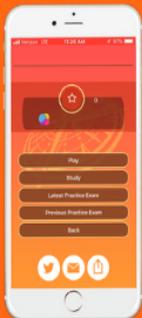
Big Idea and Learning Objective

Stimulus Type

Question Type



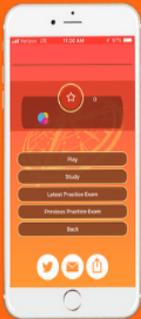
ISCORE5



AP Classroom and AP Central



ISCORE5



Unit 1 Progress Check: MCQ MCQ

Unit 1 Progress Check: FRQ FRQ

Unit 2 Progress Check: MCQ MCQ

Unit 2 Progress Check: FRQ FRQ

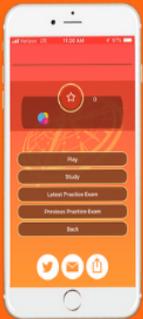
Unit 3 Progress Check: MCQ MCQ

Unit 3 Progress Check: FRQ FRQ

Timed and Typed



ISCORE5



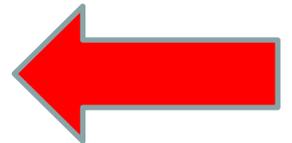
FRQ Prep Strategies: Content Matters!

We have seven FRQs. All of which reflect the new style of FRQ as per the new CED. There are two questions with no stimulus, two questions with one stimulus and three questions with two stimuli. Click on one of the three buttons and you will be given a choice to answer an FRQ with 25 minutes to complete. Please write your answer on paper! Once the timer is up (or whenever you click complete), you will see the rubric and score the FRQ yourself. Good Luck!

No Stimulus

One Stimulus

Two Stimulus



iScore5 FRQs: 1 and 2 stimuli



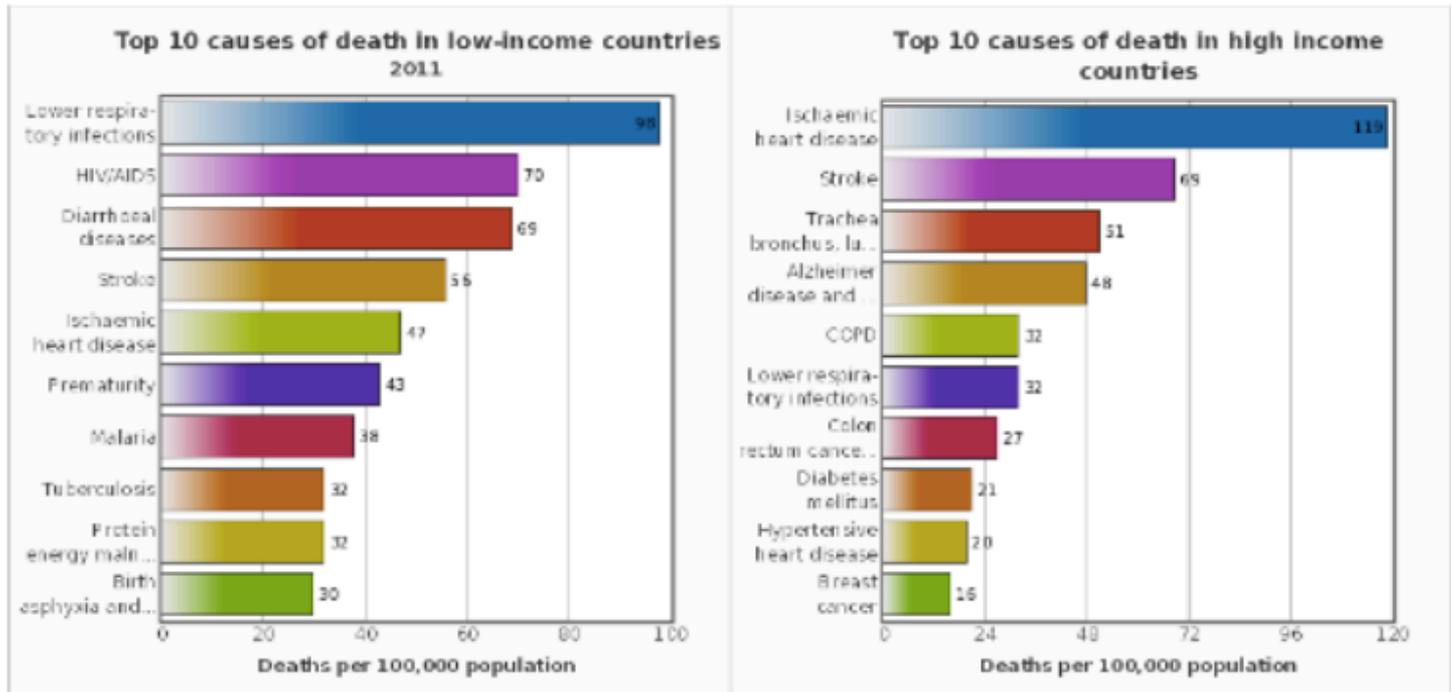
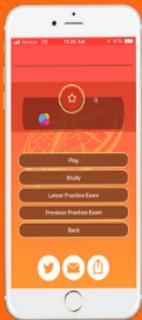
ISCORE5



iScore5 FRQs: 1 and 2 stimuli



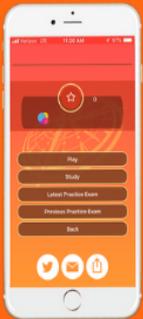
ISCORE5



Rubrics are found after completing FRQ



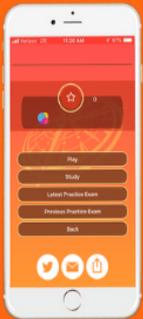
ISCORE5



**Let's discuss what teachers
can do to prep with students.**



ISCORE5



2020 FRQs will be skills-based

Percentages Of Exam Content In Parentheses

1. **Concepts and Processes (23-29%)**
2. **Spatial Relationships (33-43%)**
3. **Data Analysis (10-19%)**
4. **Visual Analysis (10-19%)**
5. **Scale Analysis (10-14%)**

Words that will be music to my ears

Higher level verbs:

- Describe
- Explain
- Compare



ISCORE5

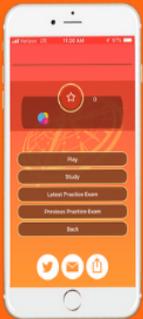


Apply: Knowledge and skills

- While apply is NOT a task verb, everything students will be doing when they **describe, explain and compare** is applying their geography knowledge and skills.
- Let's look at those task verbs more closely...



ISCORE5





IScore5

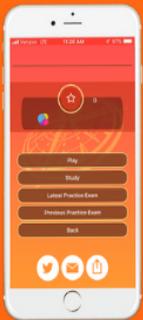


FRQ Verb Mechanics

- **Describe**: Describe questions ask students to provide the relevant characteristics of a specified topic.
- **iScore5 advice**: Several detailed sentences are necessary. **Describe** tends to be more specific as it requires details.



ISCORE5

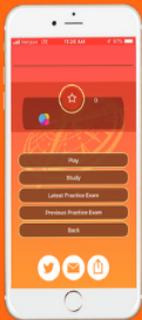


FRQ Verb Mechanics

- **Explain:** Explain questions ask students to provide information about how or why a relationship, process, pattern, position, or outcome occurs, using evidence and/or reasoning
- **iScore5 advice:**
 - *Explain* means to provide an answer and then use **because** to give support
 - *Explain* also means to show **cause and effect**
 - *Explain* is to write the answer to the prompt, followed by **demonstrating the results** of your initial answer. This means you would identify a term, concept, fact, situation, etc. followed by giving the results.



ISCORE5

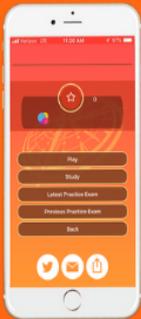


FRQ Verb Mechanics

- **Compare** – a *description* or *explanation* of *similarities and/or differences*.
- **Compare** means you will have two separate items to write about. It means there will be two or more items to be compared within the prompt.
- Did you notice the two APHG task verbs (*describe* and *explain*) in the definition?
- This means you must *describe* or *explain* the differences and/or similarities in the question.



ISCORE5



FRQ Verb Mechanics

- iScore5 Advice for Compare:
 - Be prepared to compare ***both*** the differences *and* similarities of a particular term, concept, data set, scenario, etc.
 - The bottom line is that both *explain* and *compare* **must have two parts** to get the one point that is available for that part of the question.
 - **Compare** must have **TWO** separate items to compare – NOT 2 options – but 2 things to COMPARE



ISCORE5

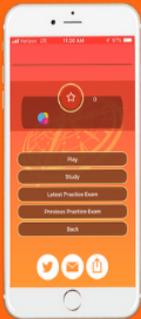


Taking the Explain verb a step further

- Look at Skills 2E and 6D listed below (p. 14 of the CED):
- 2E: *Explain the degree* to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.
- AND
- 6D: *Explain the degree* to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.



ISCORE5

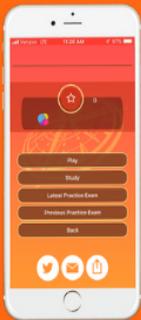


Let's practice *explain the degree*

- A GUIDE TO HELP STUDENTS...
- How about this---you are angry. Now explain what made you angry and then describe the level of anger that you have.
- OR
- Let's use a real human geography situation. An FRQ prompt might ask the following:
 - Explain the degree to which the von Thünen model from 1826 is still viable in modern agriculture.



ISCORE5



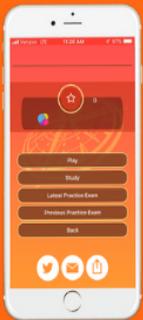
Let's practice *explain the degree*

- *The classic von Thünen model has been antiquated in many ways due to agribusiness practices such as canning, refrigeration, freezing, containerized shipping, and other methods to keep food fresh.*
- ***However***, *the von Thünen model continues to be very relevant through many locavore and community-supported agriculture movements. There are significant numbers of people who want fresh food from local and relatively nearby areas. The large increase in the sales of organic, specialty, local, and low carbon-footprint foods are examples. These movements have made the von Thünen model continue to be relevant.*

Stimulus Material in the FRQs



ISCORE5



Here is the formula for FRQ stimulus material:

- **FRQ #1:** Two stimuli (data, images, and/or maps)
- **FRQ #2:** One stimulus (data, map, or image)

ADVICE:

- Only analyze what is in front of you. Do not try to infer meanings that may not be there.
- Basically, do not try to “see” something in a stimulus that is not there.
- **DO NOT** simply restate those data presented in the FRQ. This is a common mistake.

Changing Scale(s) of Analysis in FRQs

- What this means is that you must be able to recognize and respond to a change of scale *within* a question.
- It is important to understand that it is likely you will *not* be prompted to change scales in the question(s).
- Therefore, you must be ready to recognize the shift in scale and answer accordingly.



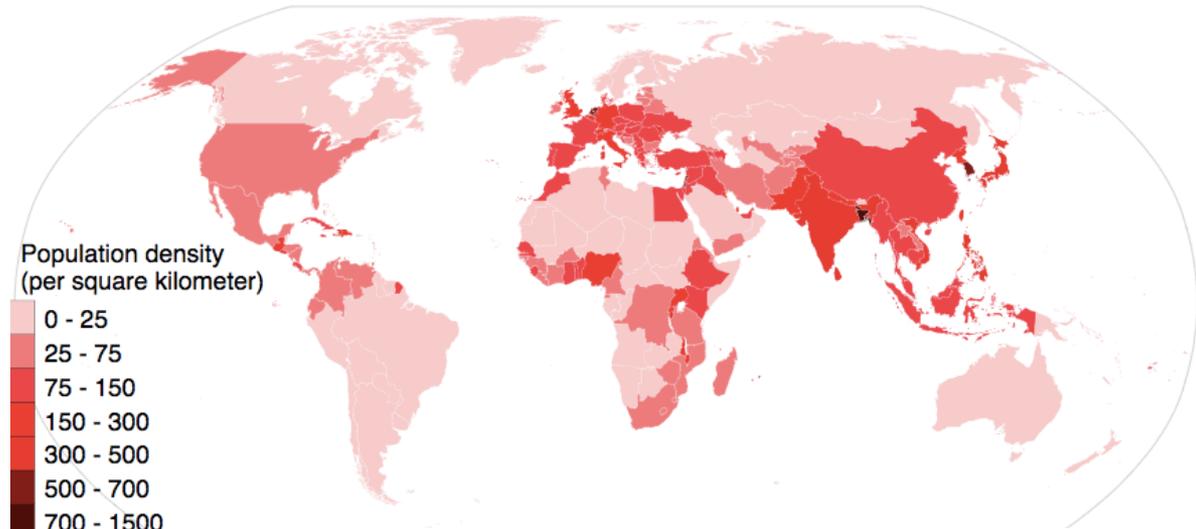
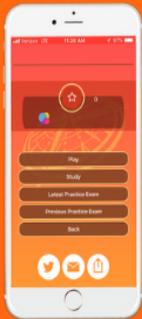
ISCORE5



Changing Scale(s) of Analysis in FRQs

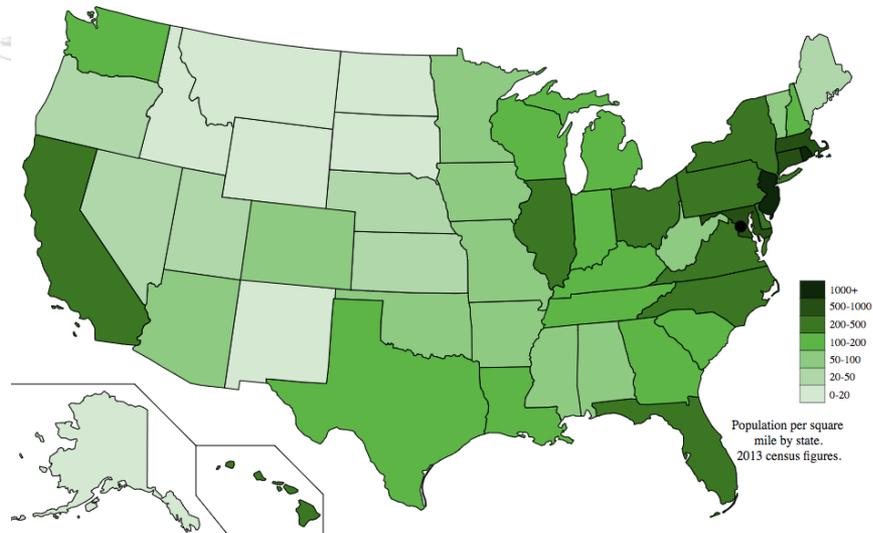


ISCORE5



Population density
(per square kilometer)

- 0 - 25
- 25 - 75
- 75 - 150
- 150 - 300
- 300 - 500
- 500 - 700
- 700 - 1500
- 1500 - 9000
- No data

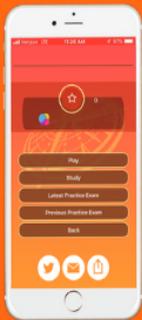


Population per square
mile by state.
2013 census figures.

Source: Wikipedia



ISCORE5



Answer the question in front of you - not what you want to answer

TERMS IN POPULAR CULTURE

<u>Decade</u>	<u>Term</u>	<u>Meaning</u>
1940s	Cool	Excellent, clever
1960s	Groovy	Sounds good, nice
1980s	Rad	Radical, excellent
2000s	Newbie	Newcomer, inexperienced
2010s	Selfie	Photograph of yourself

Popular culture often spreads through a combination of different types of diffusion. **Describe** how terms, such as those in the table, diffuse spatially through each of the following processes.

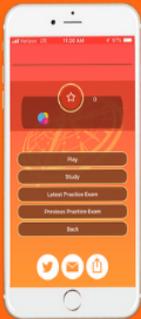
1. Relocation diffusion
2. Contagious diffusion
3. Hierarchical diffusion



Many students defined these 3 terms (and correctly) – But this is NOT what the question was asking!



ISCORE5



Stereotypes in FRQs

- Using stereotypes is a common mistake made by many APHG students
- **Do not use stereotypes in your FRQ answers**
- Here is an example of using stereotypes:
 - “Africa is super poor. All Africans are poor and no one even goes to school”
 - “All poor women don’t go to school and they all have lots of babies.”
- These answers are **WRONG** and they are **CRUEL**
- These answers demonstrate no geographic thought or understanding.
- ***Provide real geographic answers – not stereotypes***



ISCORE5

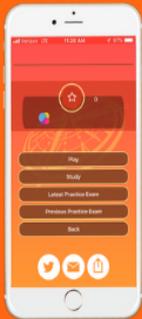


Careful not to do these either...

- ***Always* and *lots***—Avoid using words like *always*, *lots*, *never*, *bunches*, and so forth when answering FRQs.
 - Superlatives like ***never*** and ***always*** are just not found much in the real world. It stands to reason that they do not make good FRQ answers.
 - Words like *lots* and *a bunch* do not provide specificity or quantity sufficient to adequately answer an FRQ prompt.
- Avoid “things” and “stuff”
- Have you ever said or heard someone say, “**You know what I meant!**”?
- Sometimes, teachers read FRQs and know that the student knows something. But the student never really addressed what the FRQ prompt actually asked.



IScore5

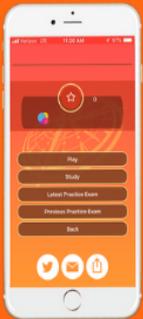


Exam Prep Tips

- Use good geography vocabulary
- Use good geography terminology (e.g., adjacent, node, nested, nucleated, agglomerated, dispersed, zones)
- Always write in sentence form – Never write in bullets
- More is usually more



ISCORE5

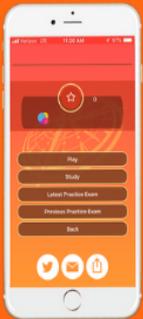


More FRQ Writing Tips

- Pay attention to verb
- Label parts to the question (A, B, C)
 - Double-spacing preferred (skip a line)
- Remember practice timed typing
- Countdown clock will be on screen



ISCORE5



FRQ Prep Strategies: Content Matters!

1. MCQing

- Good preparation especially with Stimulus.

2. AP Classroom and AP Central

- MCQ and FRQs

3. iScore5

- MCQs
- FRQs for 1 stimulus or 2 stimuli.

Questions?

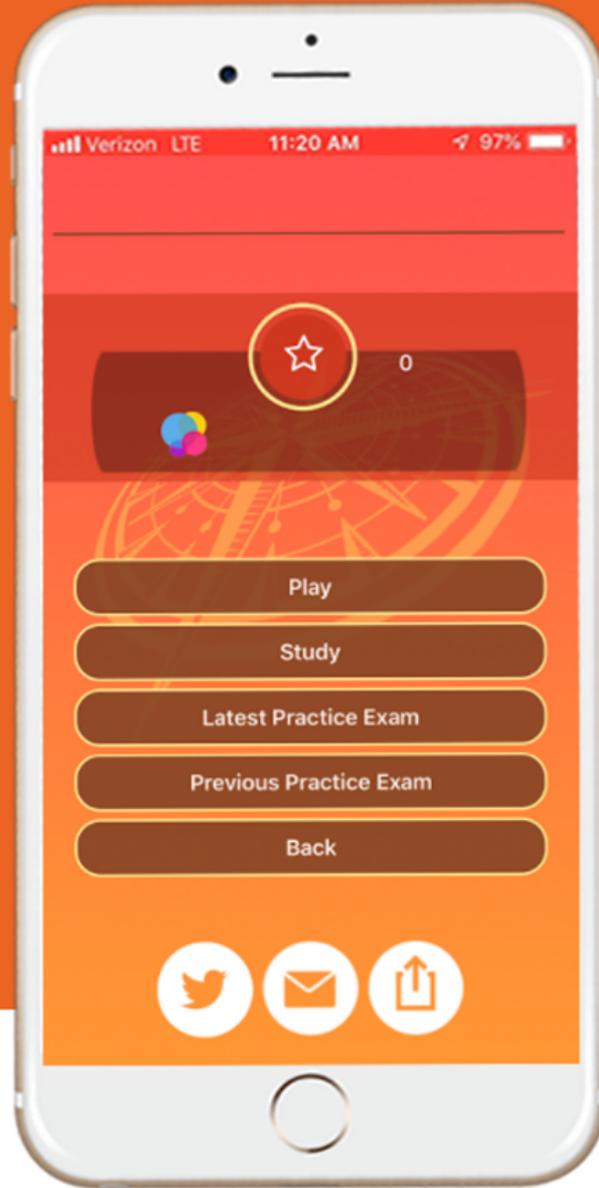
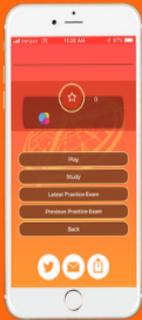


ISCORE5





ISCORE5



ISCORE5 PRICE REDUCTION!

WE'VE LOWERED OUR APP PRICES TO HOPEFULLY HELP MORE STUDENTS

\$2.99

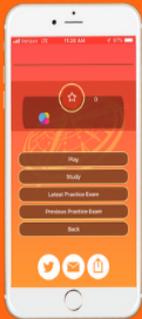
**STAY POSITIVE,
BETTER DAYS ARE
ON THEIR WAY.**



Proceeds to Feeding America



ISCORE5



A screenshot of a Facebook post from the official Feeding America page. The profile picture is the Feeding America logo, which consists of a green wheat stalk above the words "FEEDING AMERICA" in green and orange. The page name is "Feeding America" with a blue verification checkmark, and the handle is "@FeedingAmerica". The navigation menu includes "Home", "About", and "Fundraisers". The main content is a photograph of a young girl in a colorful patterned shirt holding a white plastic bag of food. A semi-transparent black banner with white text "HELP FOOD BANKS RESPOND TO COVID-19" is overlaid on the photo. Below the photo are interaction buttons: "Like", "Follow", "Create Fundraiser", and "Send Message". A blue "Donate" button is positioned to the right of the main interaction buttons.

Free Webinar for Students



becomes

iScoreLive

May 6, 2020
More info soon



ISCORE5

