NCGE Webinar for APHG Teachers
Presented by iScore5

Preparing for the 2020 Human Geography Exam

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Quick Note

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

1. Review College Board exam updates for 2020
2. Discuss FRQ prep strategies
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
Get to the show early to get a good seat!

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

Urban Geography (EKs for Unit 6)

Economic Geography (EKs for Unit 7)

EKs for Units 1-5

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
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.
Words that will be music to my ears

Higher level verbs:
• Describe
• Explain
• Compare

NO: Identify or Define
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.
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
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.
Why MCQs still matter

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?

Stage III
Stage I
Stage II
Stage IV
Stage V
Why MCQ’s still matter

Demographic Transition Model

- Describe
- Explain
- Apply
AP Classroom and AP Central

Question Bank

Create Assign Progress Results

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

- Unit and Topic
- Skill Category and Skill
- Assessment Purpose and Source
- Big Idea and Learning Objective
- Stimulus Type
- Question Type
### AP Classroom and AP Central

<table>
<thead>
<tr>
<th>Unit 1 Progress Check: MCQ</th>
<th>MCQ</th>
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<tr>
<td>Unit 1 Progress Check: FRQ</td>
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<td>Unit 2 Progress Check: MCQ</td>
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Timed and Typed
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!
iScore5 FRQs: 1 and 2 stimuli
iScore5 FRQs: 1 and 2 stimuli

Rubrics are found after completing FRQ
Let’s discuss what teachers can do to prep with students.
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
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...
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.
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.
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.
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
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.
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.
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

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.
Changing Scale(s) of Analysis in FRQs

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!
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
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.
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
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
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?
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