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 CollegeBoard

AP[®]

Preparing your students for Task Verbs in MCQs and FRQ

Professor Lisa Benton-Short
Chief Reader APHG

AP Human Geography Task Verbs

1. IDENTIFY
2. DEFINE
3. DESCRIBE
4. **COMPARE**
5. **EXPLAIN**

Explain

- Higher level thinking
- May be seen in seven ways:
 1. Explain why
 2. Explain how
 3. Explain ONE way in which
 4. Explain the strength of a theory or process
 5. Explain the limitation (or weakness) of a theory or process
 6. Explain a limitation of the stimulus
 7. Explain the degree to which



Note that in this seven-part FRQ, there are five explain task verbs

Explain in APHG Set 2 FRQ 3

3. Northern Ireland and the Republic of Ireland differ politically and culturally. Starting in 1969, a series of walls, fences, and barriers known as “peace lines” were constructed to separate neighborhoods in Belfast, Northern Ireland. In 1999, The United Kingdom’s government transferred a wide range of powers to the Northern Ireland Assembly, a regional parliament.
- A. **Identify** ONE type of cultural difference shown in Map 2.
 - B. **Describe** ONE way that the United Kingdom illustrates the concept of a multinational state.
 - C. **Explain** ONE possible benefit of devolution for Northern Ireland.
 - D. **Explain** ONE way that the cultural pattern shown in Map 2 may act as a centrifugal force within Belfast.
 - E. **Explain** how the cultural pattern shown in Map 2 reflects Hoyt’s sector model of urban form.
 - F. **Explain** ONE reason why the construction of barriers such as peace lines in urban areas may cause populations to migrate within a city.
 - G. **Explain** a possible limitation of using Map 1 to describe the political conflict on the island of Ireland.

APHG 2022 Q1: *Changes in Agricultural Production and Food Processing in More Developed Countries*

Question 1

1. Changes in agricultural production and food processing have greatly influenced the contemporary geography of the world's more developed countries.
 - A. Describe ONE way that labor costs influence the location of food processing facilities in more developed countries.
 - B. Describe ONE way that the development of large-scale commercial agriculture has affected the use of agricultural technology in the United States and Canada.
 - C. Explain how the development of large-scale commercial agriculture has led to the agglomeration of food processing facilities in towns and rural areas of the United States and Canada.
 - D. Explain a strength of using the concept of complex commodity chains to understand the production and consumption of ONE of the following:
 - orange juice
 - hamburger
 - E. Explain ONE way that government policies banning genetically modified organisms may favor small family farms over large-scale commercial agriculture.
 - F. Explain why farms in countries such as Italy, France, Spain, or Portugal often require seasonal agricultural workers from other countries.
 - G. Explain the degree to which migration or border policies in the European Union affect the movement of agricultural laborers among its member countries.

APHG 2022 Q1: *Changes in Agricultural Production and Food Processing in More Developed Countries*

Students were expected to know about the processes influencing large-scale commercial agriculture, and how it relates to economic factors (such as agglomeration, and commodity chains) and political factors (such as migration or border policies).

General observations on student performance:

Students did well with:

- Part A: describing one way that labor costs influence the location of food processing facilities in more developed countries
- Part E explaining one way that government policies banning genetically modified organisms may favor small family farms over large-scale commercial agriculture.

Students struggled with:

- Part C: explaining how the development of large-scale commercial agriculture has led to the agglomeration of food processing facilities in towns and rural areas of the United States and Canada
 - many students did not seem to understand the concept of **agglomeration**
- Part G: explaining the degree to which migration or border policies in the European Union would affect the movement of agricultural laborers among its member countries.

Improving student performance

- **Emphasize vocabulary.** Students' entry point into each part of the question was based in vocabulary from the CED. An understanding of [agricultural technology](#), [agglomeration](#), and [commodity chains](#) were all necessary for success on this question.
- **Encourage students to label the sections of the questions (A, B, C, D, E, F, and G)** as it makes it much easier for the reader to see the earned points. They may also skip a line in between each part (but do not skip a line in between each sentence as student will run out of paper!)
- **Teach the difference between “describe” and “explain.”** Reinforce that “describe” must include a rich description and “explain” must encompass how and/or why. Restating the prompt does not count towards earning a point.

Question 2

URBANIZATION INDICATORS FOR SELECTED COUNTRIES

Country	Percent Urban Population	Annual Urban Population Growth Rate	Percent of Urban Population with Safe Drinking Water	Percent of Urban Population with Access to Electricity	Percent of Rural Population with Access to Electricity	Percent of Urban Population Living in Squatter Settlements
Afghanistan	25%	3%	78%	98%	79%	63%
Australia	86%	2%	99%	100%	100%	0%
Bangladesh	36%	3%	45%	94%	69%	55%
Germany	77%	< 1%	100%	100%	100%	0%
Vietnam	35%	3%	99%	100%	100%	27%

Source: World Bank, United Nations Development Programme

2. Urbanization is associated with economic development. On average, living standards are higher in urban areas than in rural areas. However, there are many differences among the world's cities.
- A. Using numerical data to support your answer, identify the least urbanized country in the table shown.
 - B. Using the data shown in the table, explain ONE difference in urbanization patterns between Australia and Bangladesh.
 - C. Describe ONE common characteristic of the built environment of squatter settlements in developing countries.
 - D. Explain ONE positive health effect likely to result from improved access to electricity in urban areas.
 - E. Explain ONE reason why individuals in less developed countries are likely to move to cities, contributing to the global trend of rural to urban migration.
 - F. Explain ONE likely effect of rural to urban migration on the economy of a developing country.
 - G. Explain a limitation of the data shown in the table in illustrating challenges to urban sustainability.

APHG 2022 Q2: *Urbanization Indicators for Selected Countries*

This question expected students to demonstrate a comprehensive understanding of various indicators of urbanization in both selected developed and developing countries using a variety of urban, social and economic concepts.

General observations on student performance:

Students did well with:

- Part B: Explain one difference in urbanization patterns between Australia (a more developed country) and Bangladesh (a less developed country).
 - *COMPARISON*
- Part E Explain one reason why individuals in less developed countries are likely to migrate to cities...

Students struggled with:

Part F: Explain a likely effect of rural to urban migration on the economy of a developing country

- Many students did not recognize the change in scale from urban economy to national economy

Part G: Explain the limitation of the data shown in the table in illustrating challenges to urban sustainability

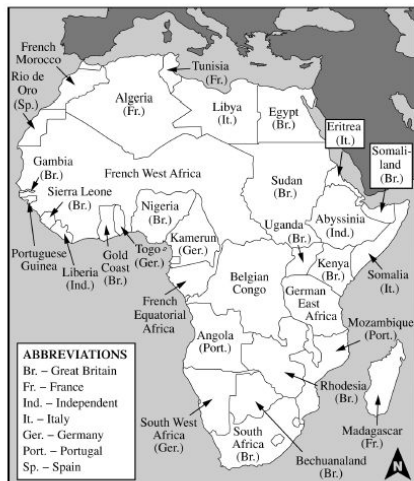
Improving student performance

- Teach students to **read the parts of the question carefully** and to note when a part of a question changes **scale or location**
- Teach students to **understand the limitations of quantitative data** (Explain the limitations of....) See Developing the Skills on page 145 (1.E), page 148 (3.F) and page 150 (4.F) in the Course and Exam Description.
- Teach students to **use the stimulus when directed**
- **Create lessons on sustainability throughout the course.** **Sustainability** is a topic that appears throughout multiple units of the course, including population, urban, and economic development. This question demonstrates the necessity of students engaging with geographic content regarding sustainability at multiple times throughout the course.

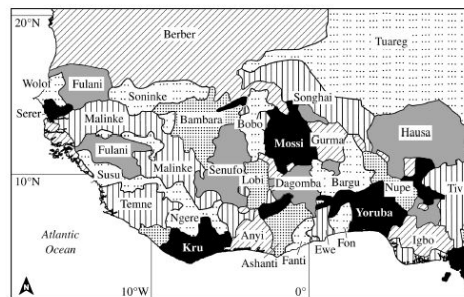
APHG 2022 Q3: *Africa's Political Boundaries and Diverse Culture Groups*

Question 3

MAP 1: AFRICA, POLITICAL BOUNDARIES IN 1890



MAP 2: LARGER CULTURE GROUPS IN WEST AFRICA



3. In the 1880s, European powers began invading and occupying the interior areas of Africa, which were inhabited by a variety of diverse culture groups. By 1900, European countries had claimed nearly 90 percent of African territory and redrawn the political boundaries of Africa, many of which remain today.
- Describe the type of political boundaries shown in Map 1.
 - Describe ONE way that the European colonial boundaries shown in Map 1 differ from the African cultural boundaries shown in Map 2.
 - Explain ONE political outcome for present-day Africans as a result of the European colonial boundaries.
 - Describe ONE way that European colonization of Africa reflected the concept of ethnocentrism.
 - Explain ONE way that the political boundaries shown in Map 1 illustrate a European colonial emphasis on resource extraction.
 - Explain the degree to which colonization affected the languages spoken in present-day Africa.
 - Explain a possible limitation of using Map 2 to understand the geography of religion in present-day Africa.

APHG 2022 Q3: *Africa's Political Boundaries and Diverse Culture Groups*

This seven part question tasked students to demonstrate knowledge about the difference between Africa's political boundaries (many imposed by outside political powers) and the geography of the regions' many and diverse cultural groups.

General observations on student performance:

Students did well with:

- Part A: describing the type of political boundaries shown
- Part B: describing that European colonials disregarded African cultural boundaries

Students struggled with:

- Part D: describing one way that European colonialization of Africa reflected the concept of **ethnocentrism**
- Part E: explaining a way that the political boundaries shown in Map 1 illustrated a European colonial emphasis on resource extraction.
- Part F: explaining the degree to which colonialization affected the languages spoken in present-day Africa.

How to help students improve

- **Emphasize vocabulary.** Students' entry point into each section of the question was based in vocabulary from the CED. An understanding of **boundary types**, **ethnocentrism**, and **colonialism** were all necessary for success on this question.
- **Teach Students how to effectively Explain the Degree to Which.** **Responses must make an assertion as to the level (e.g. high, moderate, or low), followed by a statement that supports that assertion.**
 - Like other aspects of the course, when students see a skill demonstrated on a continual basis, they will gain fluency with that skill. Back up the demonstrations with free response questions that are scored by you and/or by students which include "explain the degree to which." Search AP Classroom for questions that are based on Skills 2.E and 5.D in order to show and use examples that match these skills as they appear on the APHG exam.

Explain the degree to which colonization affected the languages spoken in present day Africa.

Colonization affected the languages spoken **to a high degree** because European languages often became the *linguae francae* or official languages and are still widely spoken as second languages.

APHG *Improving Student Performance*

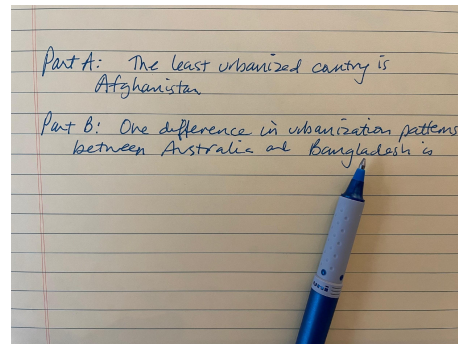
1. Have students practice interpreting maps, tables and charts

2. Remind students to read parts of the question carefully and to answer the question

3. Teach students use stimulus for those parts of the question that specify it

4. Work with students to find the limitations, strengths/weaknesses of theories, model, data and images

5. Have students practice label the parts of the question



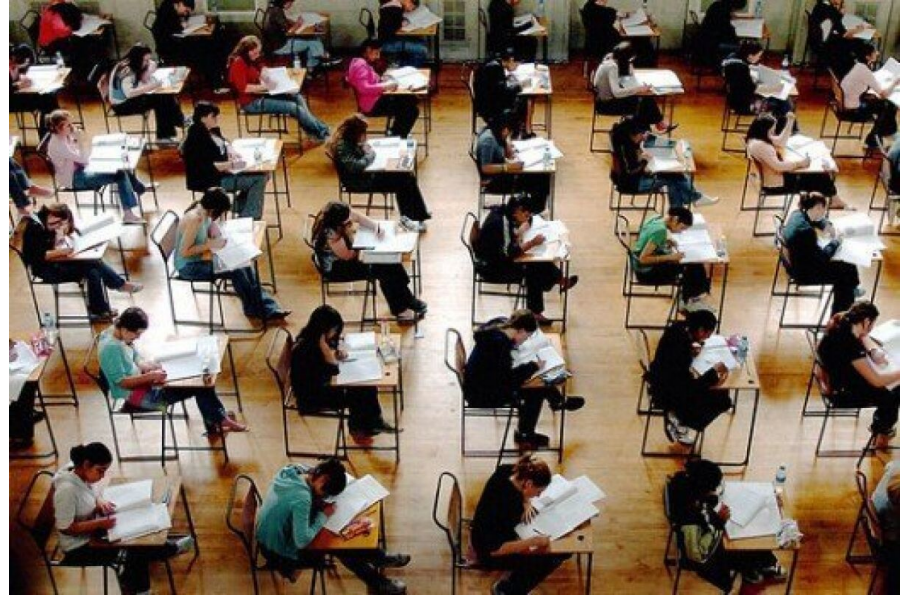
Understanding Multiple Choice Questions

David Valdez, AP Human Geography Teacher, Cherry Creek High School
All-Around AP Human Geography Person

Multiple Choice Section

The Multiple Choice section of the exam is structured as follows:

- There are 60 MCQs that must be completed in 60 minutes.
- MCQs all have FIVE answer options (A-E).
- Some MCQs will be part of three question sets.



Multiple Choice Section

Some Multiple Choice Questions will be stand-alone questions, while others will have stimuli that need to be used to answer the question.

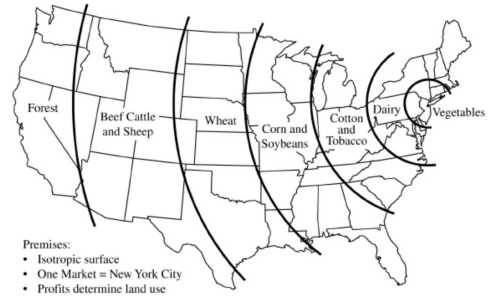
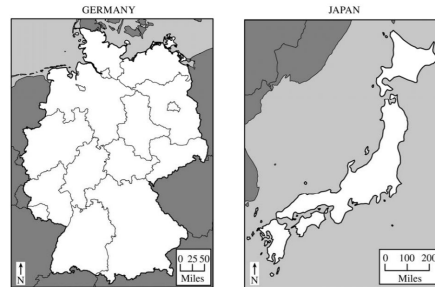
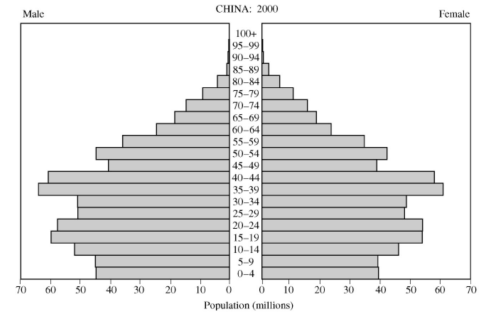
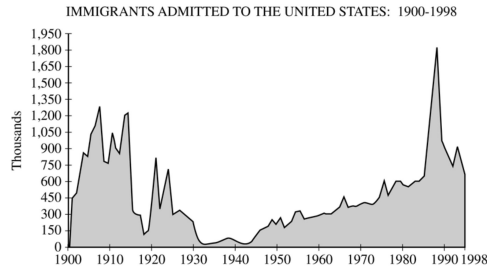
- MCQs with stimuli will have one or two stimuli.
- Many stimuli will be used as part of three question sets.



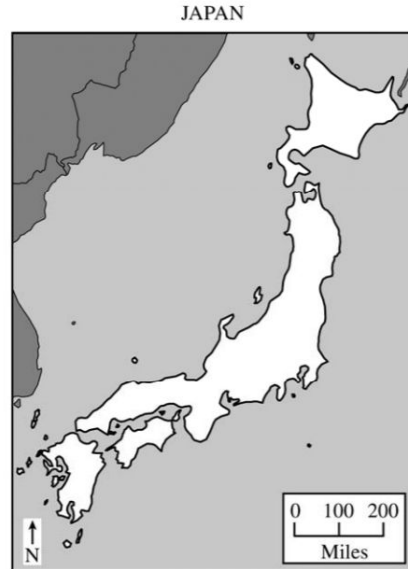
Types of Stimuli

Stimuli for Multiple Choice Questions can include:

- Various types of maps
- Photographs and drawings
- Depictions of models
- Charts and graphs



Strategies: Evaluate stimuli carefully



Using the data from the maps shown, it is apparent that Japan has what type of government?

- A) Federal
- B) Unitary
- C) Democratic Union
- D) Constitutional Monarchy
- E) Republican Monarchy

The maps above show the internal political subdivisions of Germany and Japan.

Strategies: Look for clues in photos and charts

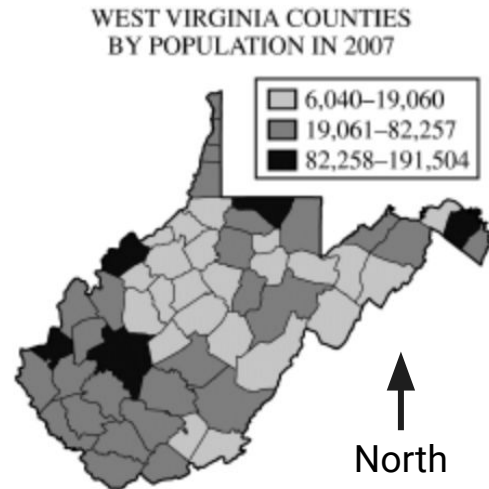


The photograph above shows the linguistic landscape in a major city.

The linguistic landscape in the photograph is mostly likely located in a region where which language is spoken?

- A) Chinese
- B) Arabic
- C) Russian
- D) Korean
- E) Vietnamese

Strategies: Read the question and all answers carefully to eliminate wrong answers



Using the data from the map, which of the following statements best describes the population of West Virginia?

- A) West Virginia's most populous counties are clustered near its northern border.
- B) West Virginia's least populous counties are scattered around the state near its borders.
- C) West Virginia's most populous counties form a linear pattern from west to east.
- D) Most of West Virginia's population lives in the northeastern part of the state.
- E) Most of West Virginia's population lives in the southern half of the state.

The map above shows the population of West Virginia by county.

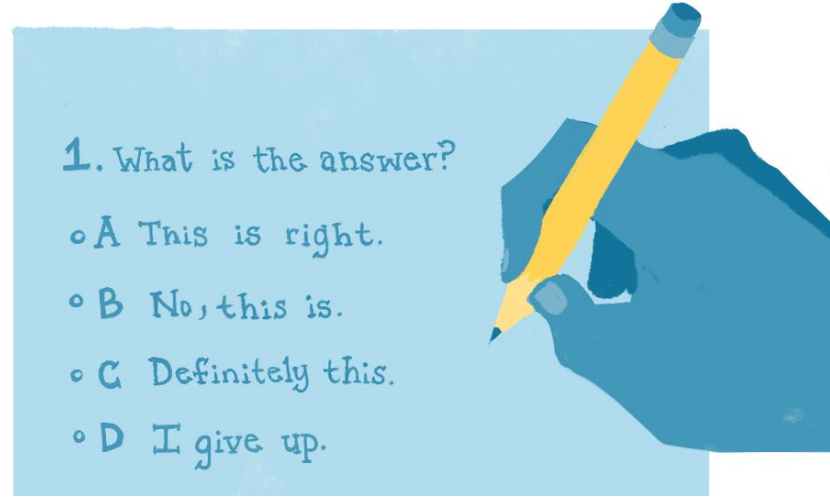
Multiple Choice Strategies

Use the stimulus.

Read the question and all answers carefully.

Eliminate wrong answers.

Take a guess if needed.



Preparing for THE Exam

What to Expect the Day Of...and suggestions for getting there

Julie Wakefield - AP Consultant, AP Reader, NCGE Professional Development Coordinator

Exam Instructions are available for teachers

AP Human Geography Exam

Regularly Scheduled Exam Date: Thursday morning, May 4, 2023

Late-Testing Exam Date: Thursday morning, May 18, 2023

<https://apcentral.collegeboard.org/media/pdf/ap-human-geography-exam-instructions.pdf>

ALL instructions, general and subject specific, can be found here

<https://apcentral.collegeboard.org/exam-administration-ordering-scores/administering-exams/on-exam-day/subject-specific-ap-exam-instructions>

The Structure of the Exam

Two Parts - 50% each

Multiple Choice questions - Pencil required, 60 minutes for 60 questions

Free Response questions - BALLPOINT PEN Blue or Black, required, 3 different FRQs (each with 7 parts) in 75 minutes

There is a break in-between the two sections. Students can only work on the section during that specific time. They cannot go back to the MCQ once that section is complete.

The set-up of the area where the exam is taking place

Go over with your students where the exam is taking place and what the set-up is (to the best of your knowledge).

I know many schools test off-site. (be sure students know how they are getting there)

Desk arrangement (ex. all 120 in one room, smaller rooms with smaller groups, etc)

You may not see your students the morning of the exam (you CANNOT proctor nor be in the room of the exam)

You may not see your students immediately after the exam

What Students Can Have With Them

Current Photo ID - driver's license, school ID, passport, etc.

Analog watch (just in case there is no clock but there should be)

Layers of clothes (but not so much it is distracting)

BALLPOINT Pens and pencils (#2 pencils) - I send my students with TWO of each

Water, small snack (check with your test administrators about the specifics for this)

What Students Cannot Have With Them

Phone and other types of electronics (including earbuds, headphones, etc)

Smart Watch (anything that receives and/or sends messages)

Clothing with Geography(ish) stuff - no maps, funnies of concepts, etc.

Timer

Highlighters, rulers, calculators, scratch paper, white out, *mechanical pencils*

Written/printed materials (they cannot read a book if they finish early)

Earplugs

The Day BEFORE the TEST

- Eat DINNER - a well-balanced, healthy dinner
- GO TO BED - no cramming, staying up all night - no one is impressed
- NO CRAMMING - it causes stress and anxiety
- set an ALARM for the morning of the test
 - EAT breakfast - healthy, not a lot of liquids, do not overdue the caffeine
 - NO CRAMMING - it causes stress and anxiety
 - Don't let others' lack of planning/preparation throw you off your game

The Weeks before the Test

I put a lot of the review responsibility on the students. I provide lots of materials and options but I don't stand in front of the class and reteach the course.

Use any designated class review time to help students individually as much as possible.

- some may want more MCQ practice (review books)
- some may want more FRQ practice (review books, rewrite their own FRQs)
- help students manage time (study smarter, not harder == more now, less later)
- have some fun a couple days before - use the games and help them be confident
- encourage study groups

Other things I do....

Practice writing timed FRQs in PEN so they are comfortable (use the paper from the 2020 exam - it is close to what they will use)

Communicate with parents ALL the review activities you are suggesting; getting the parents involved outside of the class has been very successful!

Communicate with parents (a few weeks in advance) about the actual test day instructions and expectations for students

My BIG ONE - teach the students '**FOCUS ON WHAT YOU KNOW**'

2020 Practice Exam

You can get this in your audit site. You have to be logged in.

Remember, each year's calculator is different.

I, personally, don't like using this. (students who score low get bummed out and have a hard time recovering; students who score well get complacent and don't study)

Scoring Worksheet for 2020 AP Human Geography Practice Exam



Section I: Multiple Choice

NUMBER CORRECT	<input type="text"/>	x 1.0000 =	<input type="text"/>
	(out of 60)		WEIGHTED SECTION I SCORE (do not round)

Section II: Free Response

QUESTION 1	<input type="text"/>	x 2.8571 =	<input type="text"/>
	(out of 7)		(do not round)

QUESTION 2	<input type="text"/>	x 2.8571 =	<input type="text"/>
	(out of 7)		(do not round)

QUESTION 3	<input type="text"/>	x 2.8571 =	<input type="text"/>
	(out of 7)		(do not round)

Sum =	<input type="text"/>
	WEIGHTED SECTION II SCORE (do not round)

Composite Score

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
WEIGHTED SECTION I SCORE (do not round)		WEIGHTED SECTION II SCORE (do not round)		COMPOSITE SCORE (round to nearest whole number)

When an AP exam is administered, psychometric analysis determines the score ranges corresponding with each AP Exam score (5, 4, 3, 2, and 1) based on a composite score scale that combines and weights the exam parts. Due to minor variations in exam difficulty, the number of points corresponding with each AP Exam score can vary on different exams. Because this practice exam was never administered, AP has developed these estimated score ranges that teachers can use to approximate AP Exam scores. We caution that these ranges, and the resulting AP Exam scores, are only estimates, and student performance on this Practice Exam does not necessarily predict performance on a different exam. **Please note that the composite score scale for this Human Geography exam has been updated to match the 2020 AP Exam.**

AP Score Conversion Chart Human Geography

COMPOSITE SCORE RANGE	AP EXAM SCORE
84–120	5
70–83	4
58–69	3
47–57	2
0–46	1

Unit Item Assessment

The number in the learning objective is the unit.
Have the students assess their practice exam.

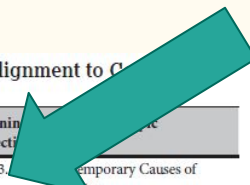
They can use this as a **GUIDE** to prioritize their studying.

Students have become comfortable with the uncomfortable - studying content that show deficit is uncomfortable. Studying what they KNOW is comfortable.

(flash cards - two piles -

I KNOW/I DON'T KNOW IT)

Answer Key and Question Alignment to C Framework



Multiple-Choice Question	Answer	Skill	Learning Objective	Topic
1	A	2.A	SPS-3.A	Temporary Causes of Diffusion
2	C	1.A	PSO-1.B	Human Environmental Interaction
3	A	1.D	IMP-6.A	Density and Land Use
4	E	2.B	IMP-3.B	Effects of Diffusion
5	B	2.D	IMP-7.A	Sustainable Development
6	D	1.D	SPS-7.E	Theories of Development
7	B	3.A	IMP-2.B	The Demographic Transition Model
8	E	3.C	IMP-2.B	The Demographic Transition Model
9	B	3.E	IMP-2.B	The Demographic Transition Model
10	A	3.F	IMP-1.A	Introduction to Maps
11	B	1.D	IMP-5.C	Women in Agriculture
12	A	1.E	IMP-2.B	Malthusian Theory
13	B	4.E	PSO-5.D	Von Thünen Model
14	A	2.C	IMP-7.A	Sustainable Development
15	D	2.A	PSO-5.A	Introduction to Agriculture
16	E	3.D	PSO-2.F	Population Composition
17	C	3.F	PSO-2.F	Population Composition
18	B	5.B	SPS-2.A	Population Policies
19	A	2.B	SPS-3.B	Diffusion of Religion and Language
20	C	1.A	IMP-4.D	Forms of Governance
21	B	4.A	IMP-5.B	Challenges of Contemporary Agriculture
22	E	3.B	PSO-6.C	The Size and Distribution of Cities
23	A	5.B	IMP-2.A	Population Dynamics
24	B	5.D	PSO-7.A	Changes as a Result of the World Economy
25	B	4.A	IMP-4.B	The Function of Political Boundaries
26	A	4.C	IMP-4.B	The Function of Political

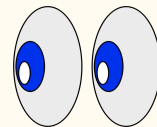
AFTER the EXAM

You may NOT talk about the exam with the students for **48 hours** (until the FRQs are released).

You/Students may NEVER talk about the MC questions. NEVER

You CAN talk about the FRQs once they are released (just be careful of speculating about whether or not a specific answer would be accepted for a point)

Students CAN NEVER share anything related to the exam on social media - no memes, exacerbations, exclamations, celebrations, ANSWERS, hints, etc - **THEY LOOK**



Scores will be released in July, so take a deep breathe and continue on!

Thank you for all you do to help your students be successful

