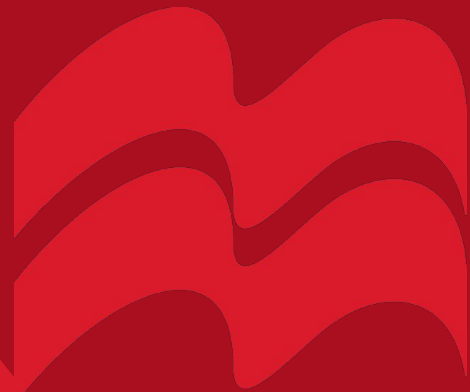




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Last-Minute APHG[®] Exam Prep Tips

Barbara Hildebrant, Kenneth Keller, Max Lu



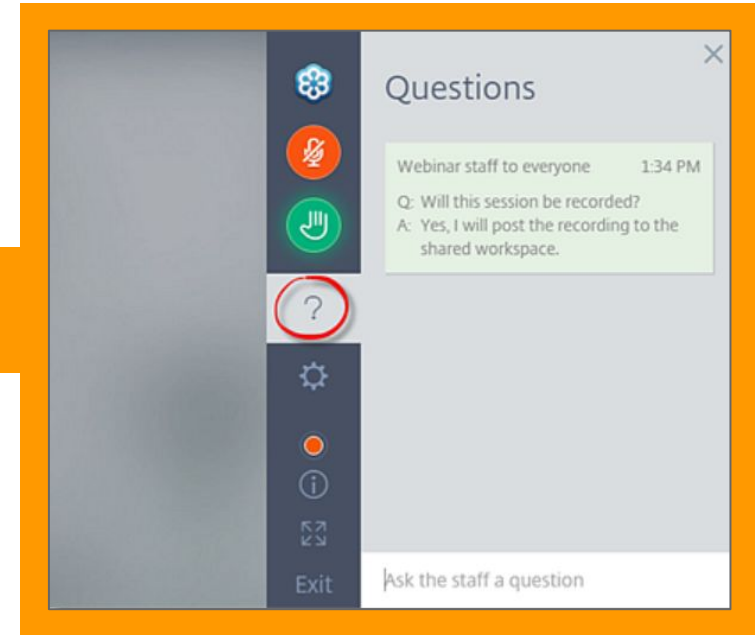


Agenda

- Before we begin
- Introductions
- Webinar Presentation
- Q & A

Before We Begin

1. You are muted.
2. Ask questions via your dashboard.
3. We will send this recording, slide deck, and “Tips” document.





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If we don't get to your question.

- We will follow up via email.
- Send additional questions to hsmarketing@bfwpub.com.
- Sales questions can go to your sales rep.



Meet our Presenters



Barbara Hildebrant



Max Lu



Kenneth Keller

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Tip #1

Pay
Attention to
Verbs

APHG Verbs: **Identify**

How students should answer *Identify* questions:

- Identify it is asking “What is it?”
- Very basic responses are required
- Response requires one complete sentence.

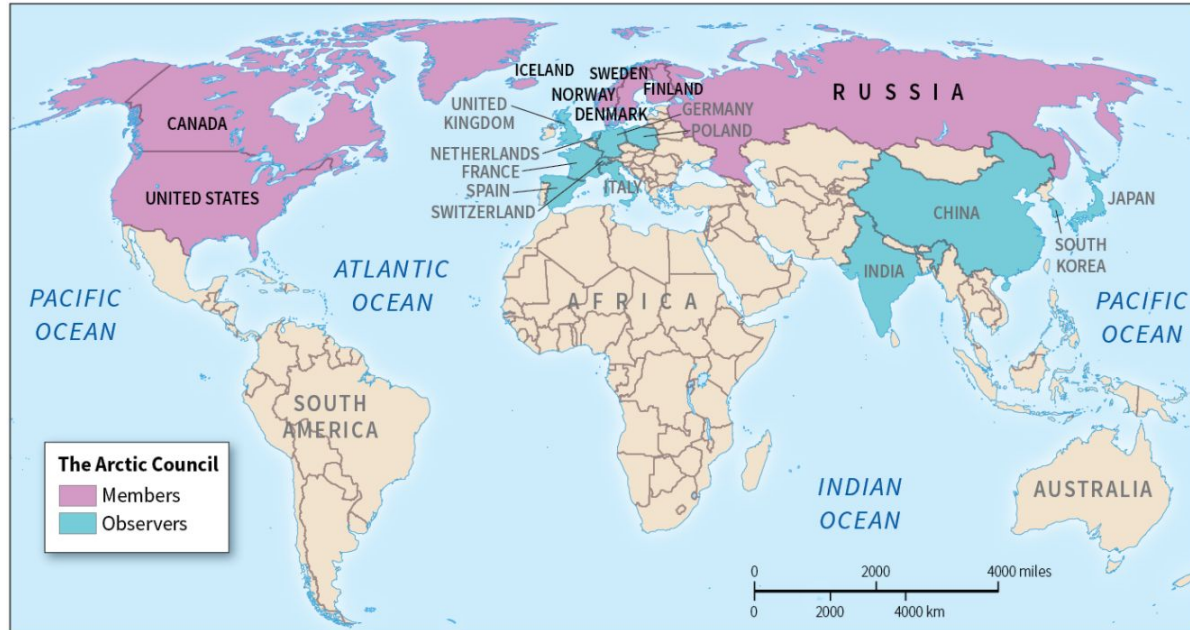
How you can help students practice before exam day:

- Provide images that show different types of maps/projections.
- Students should identify the type of map and analyze the spatial patterns shown.
- **Advanced** option: Discuss the specific characteristics, levels of distortion and possible uses for the maps

APHG Verbs: **Identify**

Practice:

- What type of map is shown here?
- Identify the spatial patterns shown.
- What characteristics and levels of distortion are present? What are the possible uses for this map?



APHG Verbs: **Define**

How students should answer *define* questions:

- Response requires one or two complete sentences

How you can help students practice before exam day:

-

APHG Verbs: **Define**

Practice

- Define an agricultural hearth.

An agricultural hearth is a place where new practices, such as agriculture, developed. From these centers or hearths, new practices spread, or diffused. There are agricultural hearths in several different regions where specific crops and agricultural practices originated.

APHG Verbs: **Describe**

How students should answer *describe* questions:

- The response requires more information in greater detail than in “define”

How you can help students practice before exam day:

-

APHG Verbs: **Describe**

Practice

- Describe two agricultural crops that originated in the Americas.

Two agricultural crops that originated in the Americas are potatoes and corn. Potatoes were domesticated in the highlands of South America about the same time as wheat in Mesopotamia. Another product domesticated in the Americas is maize (corn). It was cultivated in the lowlands of Mesoamerica many thousands of years ago and diffused into North and South America long before European explorations. Both potatoes and corn were staples in the diets of early Americans.

APHG Verbs: **Explain**

How students should answer *explain* questions:

- This response requires a “**because**” clause.

How you can help students practice before exam day:

-

APHG Verbs: **Explain**

Practice

- Explain the location of Mediterranean agriculture.

*Mediterranean agriculture is located only along the coast of the Mediterranean Sea and some other small regions **because** of the warm dry summers and mild, wet winters that are typical of the Mediterranean climate.*

*Agricultural crops grown in this type of climate include tree crops such as nuts, grapes, and olives, and some grains **because** they can survive the dry summer with their deep roots.*

*Areas of Mediterranean agriculture outside of the Mediterranean Sea, such as Southern California, are limited by topography **because** mountains block the moderating effect of the oceans.*

APHG Verbs: **Compare**

How students should answer *compare* questions:

- Students will be asked to compare the similarities and differences between two concepts.

How you can help students practice before exam day:

-

APHG Verbs: **Compare (Similarities)**

Practice

- Compare the similarities and differences between plantation agriculture and grain farming.

Comparing the similarities: *Plantations are large landholdings devoted to capital-intensive specialized production of a single tropical or subtropical crop for the global marketplace, such as sugarcane, pineapples, or tea. **Similarly**, grain farming requires large expanses of land devoted to the production of cereal grains such as wheat. **Both types** of agriculture are produced for the global marketplace. **Both plantation farming and grain agriculture** use monocropping wherein the same crop is planted on the same land each year.*

APHG Verbs: **Compare (Differences)**

Practice

- Compare the similarities and differences between plantation agriculture and grain farming.

Comparing the differences: A *difference* **between the two types** of farming is *location*. While plantations are in tropical or subtropical climates like those found in Hawaii, Central and South America, India, or Africa, grain farming is in areas with continental climates, such as the midwestern United States, across Europe and into Russia and Ukraine. Another **difference** is in labor. On large plantations, workers generally live on the plantation and there is a strict division between the wealthy owner/operator and the poor workers. On grain farms, labor is seasonal and highly mechanized.

The Hidden Task Verb: **Skills 2.E and 5.D**

- 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.

AND

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

How do we explain the degree?

Practice

- Explain the degree to which the von Thünen model from 1826 is still viable in modern agriculture.

*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 show that the von Thünen model remains relevant in some contexts.*

- The first part of the answer explains the von Thünen model has been antiquated by advances in technology for modern agriculture.
- The second part, the “However”, stretches the **explain** verb by stating that the von Thünen model remains relevant today through innovations in modern agriculture. Thus, while the model is not particularly useful for agriculture in general, the response explains **the degree** to which it remains viable in modern agriculture.

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Tip #2

Note the same
verbs in MC
questions

Task Verbs in MCQs

In the 1760's, the Industrial Revolution began in England. Identify the factors that led to the Industrial Revolution?

- A. Excellent access to minerals and geologic deposits
- B. Excellent access to external markets and large amounts of raw steel
- C. Excellent access to cheap raw materials, capital and large amounts of coal**
- D. Excellent access to cheap labor and a command economy
- E. Excellent access to other industrial powers to create an agglomeration effect

Task Verbs in MCQs

Economies of agglomeration are defined as

A. the economic development of country that is achieved by creating a forward capital.

B. related industries that cluster together for benefits, such as cheaper supplies and larger markets.

C. businesses that require multiple suppliers for their parts so that their production will remain constant.

D. large companies or corporations that consist of diverse divisions.

E. industries that produce “sticky” or “tacky” items, such as glue, honey or chewing gum.

Task Verbs in MCQs

Which of the following best **describes** a scenario where Von Thunen's model would be *most applicable* today at the same scale he originally intended?

- A. Describing the integration of ConAgra to include products from all over the world
- B. Describing the location of grain farming around Atlanta
- C. Determining the location of truck farming in the United States
- D. Determining the location of a dairy farm outside a city in Honduras**
- E. Determining the best location for livestock ranching around Boston, Massachusetts

MCQs stems have info that helps answer the question

- The stem of a MCQ *may* provide info that will help you answer the question.
- *Sugarcane is a global commodity that is demanded for several industries and products. Brazil produces over 725,000 TMT (thousand metric tons) of sugarcane each year.* Now comes the A, B, C, D, and E choices
- Brazil is a major producer of sugarcane. **You did not need to know that – did you?**
- So – what IS the question testing?
- Maybe sugarcane is grown in **subtropical** and **equatorial** climates, OR
- Sugarcane is grown mainly by **plantation agriculture**, OR
- That you know that sugarcane is a **luxury crop** with **colonial** roots, OR
- All of these potential answers are geographic knowledge that could be the correct answer.
- Just USE what's in the question stem to answer the MCQ

The MCQs

Section I: 60 MCQs (60 minutes)

Each MCQ has...

- a **stem**, which is the question itself.
- four **distractors**, which are answer choices that are *not* correct. Some distractors can be marginally or somewhat correct but are NOT the best answer.
- a **key**, or the **BEST** answer.

Expect 6-8 MCQ **sets**. A set is a group of 2-3 MCQs that are linked together by a common topic, theme, or stimuli.

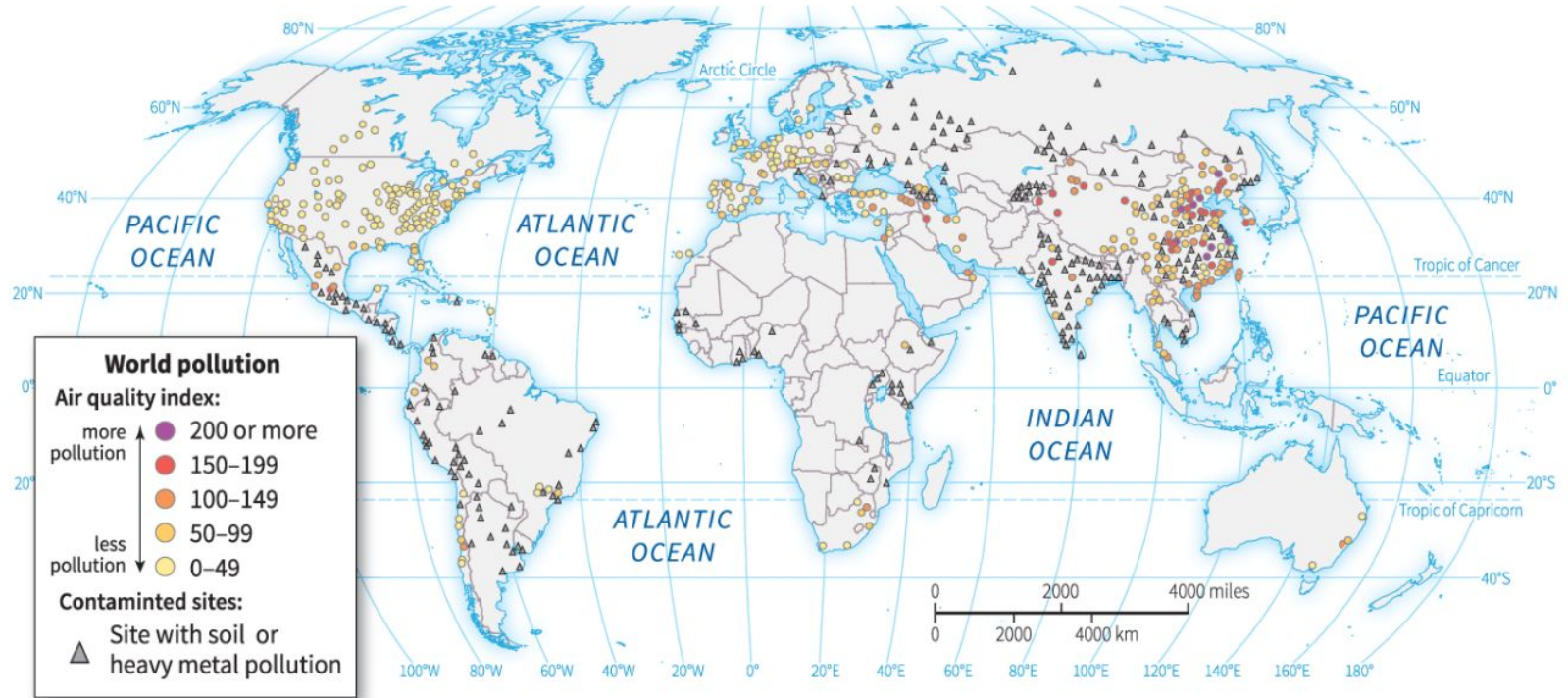
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Tip #3

Watch for
scale of
analysis

Global Scale of Analysis

Example: Projection of the world



Regional Scale of Analysis

Example: Map of Europe



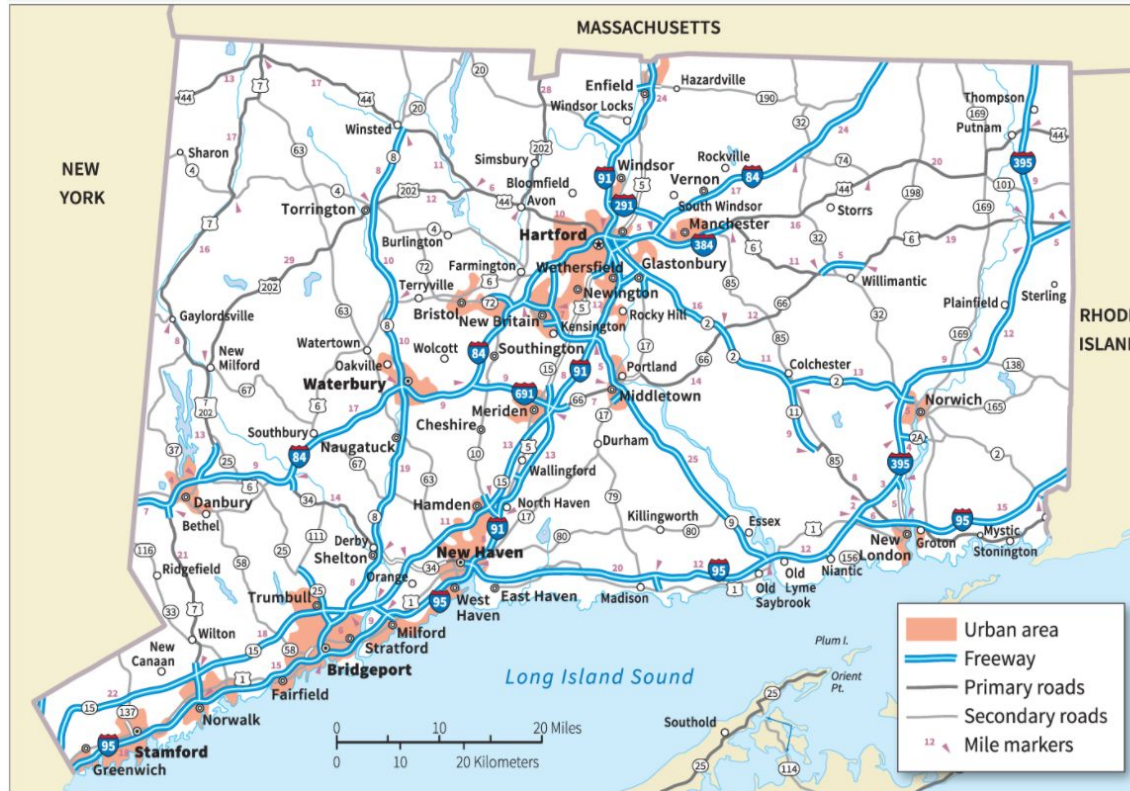
National Scale of Analysis

Example: Map of China



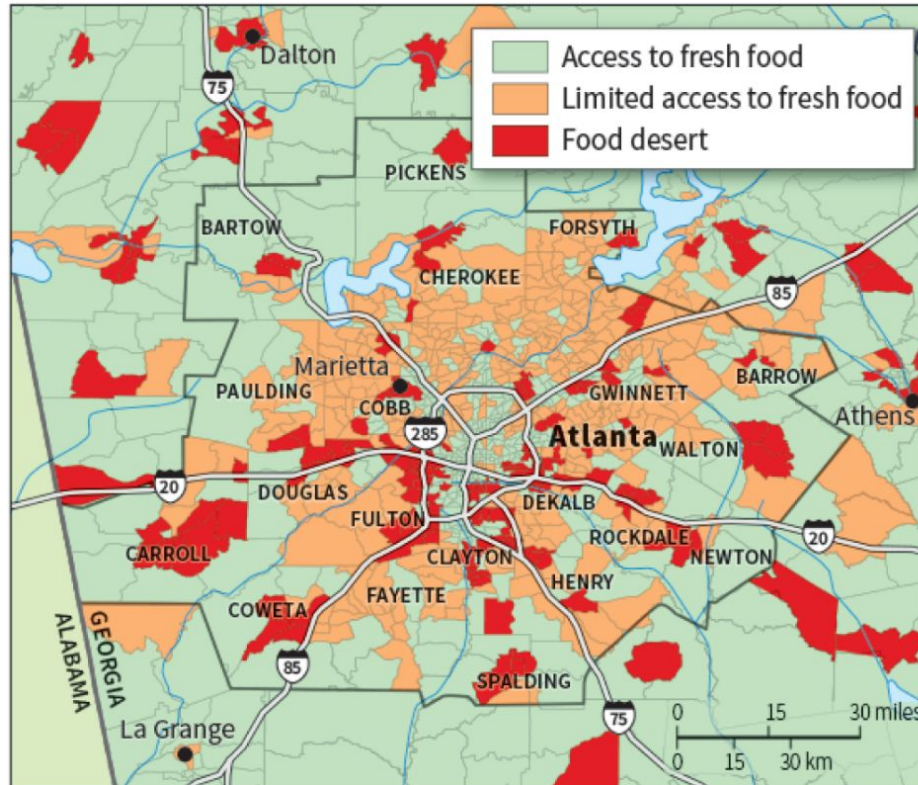
Sub-National Scale of Analysis

Example: Map of Connecticut



Local Scale of Analysis

Example: Map of Atlanta, Georgia



Things to Remember about Scale of Analysis

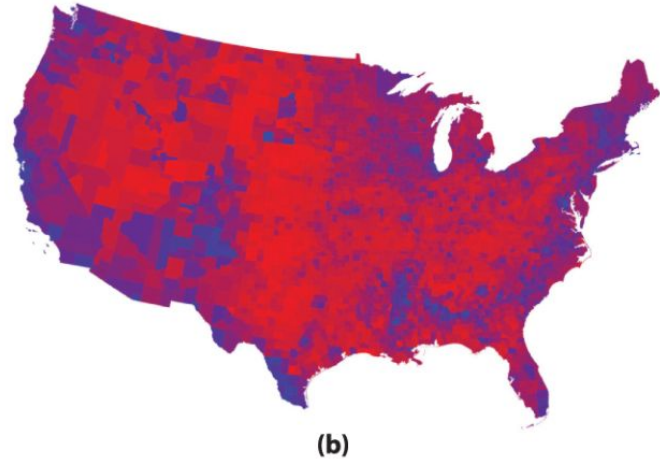
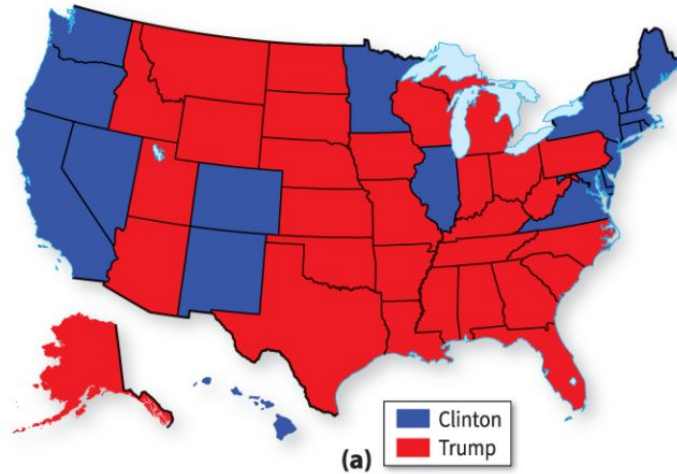
- “scale of analysis” = “scale of aggregation” = “level of aggregation”
- Consider how the data/map/image/table been summarized for you to interpret
- Because of the level of aggregation, what answers can you determine? (think of the “limitation” and “the degree to which...” skills)
- Because of the level of aggregation, what information is missing? What can I NOT determine without more information?
- Always identify the scale of analysis and make sure your response is written in that context

A Word About **Changing Scale(s)** in FRQs

- Students must be able to recognize and respond to a change of scale *within* a question.
- It is likely students *will not* be prompted to change scales in the question(s).
- Prepare your students to recognize a shift in scale and answer accordingly.
- Let's Practice

A Word About **Changing Scale(s)** in FRQs

The two maps below compare the results of the 2016 U.S. presidential election at two different scales. Compare the effectiveness of using each map to understand electoral patterns within the United States.



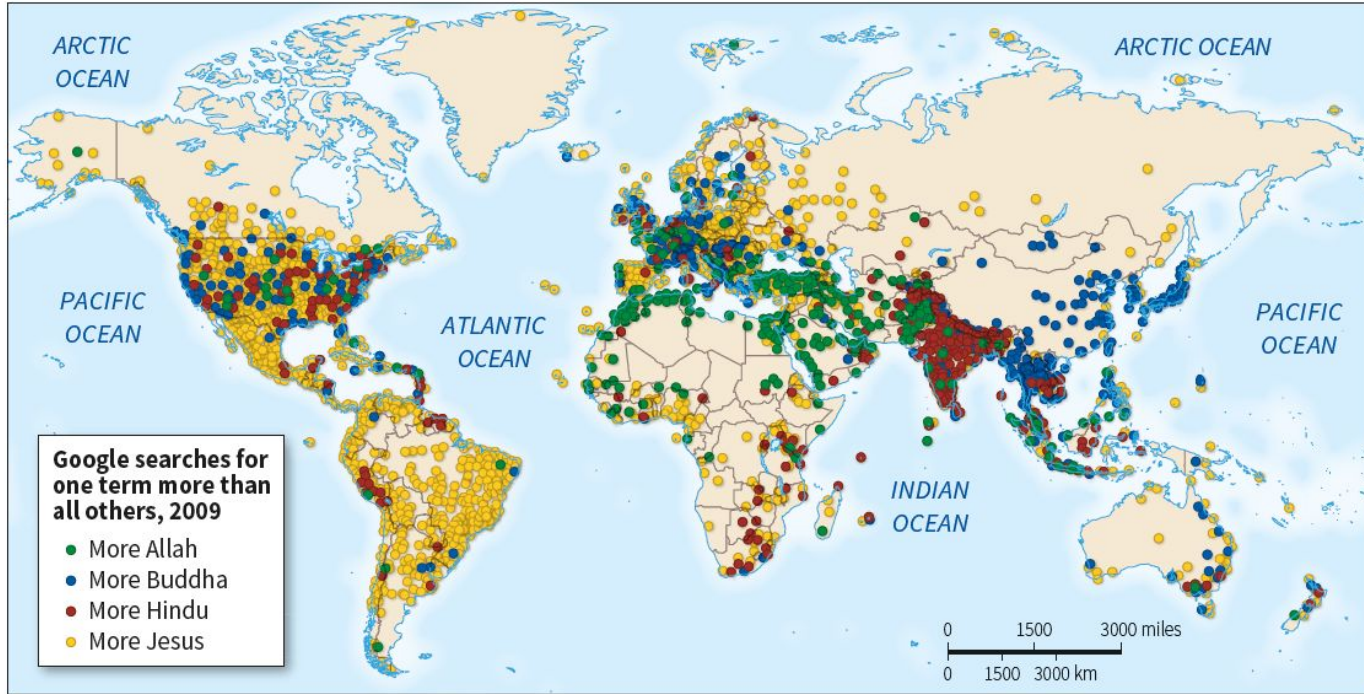
The **(New)** FRQ Types

- 3 specific types of questions:
 - Question 1 has no stimulus.
 - Question 2 has one stimulus.
 - Question 3 has two stimuli.
- 7 parts = 1 point each. ***Alert: there may be a part that requires two responses for 1 point.***
- Answer all three questions.
- Questions can be answered in any order but must keep to the designated pages for each question.

Time to Practice!

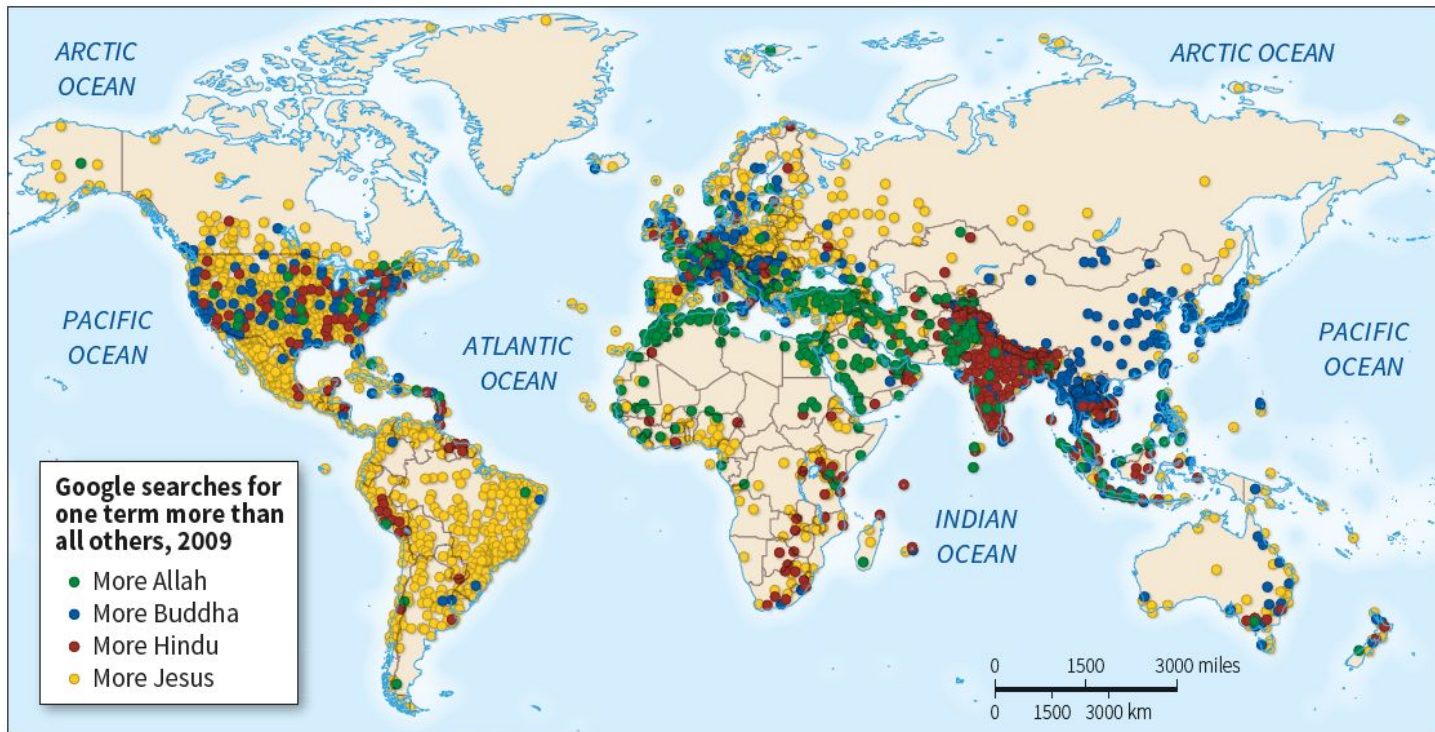
- Pencils Ready!
- Thinking caps on!
- Let's pull together what we have learned to answer a sample FRQ.
- AND **REMEMBER THE VERBS!**

2. World religions.



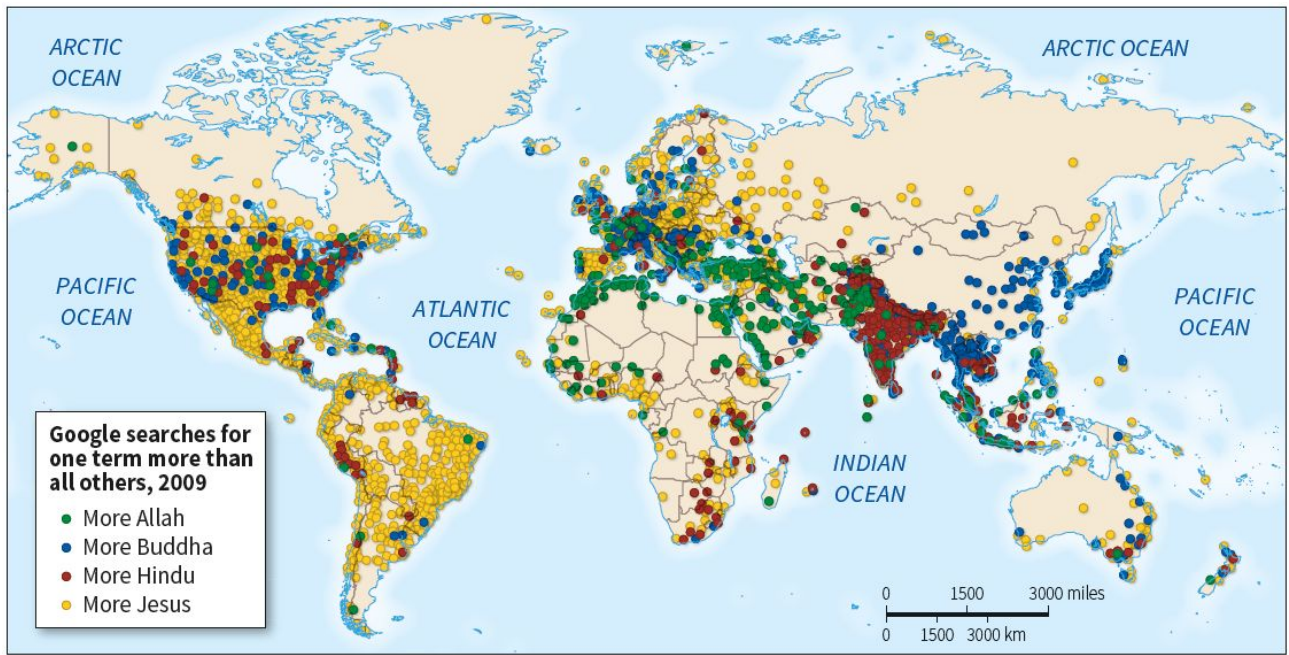
- Identify one region where Christianity is dominant based on the map.
- Define an ethnic religion.
- Identify one ethnic religion on the map.
- Describe how a proselytizing religion would use a Google search.

- Explain one advantage of using the global scale for this map.
- Explain one disadvantage of using the global scale for this map.
- Compare the approaches to adding followers used by universalizing religions and ethnic religions.



d. Describe how a proselytizing religion would use a Google search.

Rubric: Google Search/Internet would be a means to expand exposure of the religion, making it grow. (Skill 2.B)

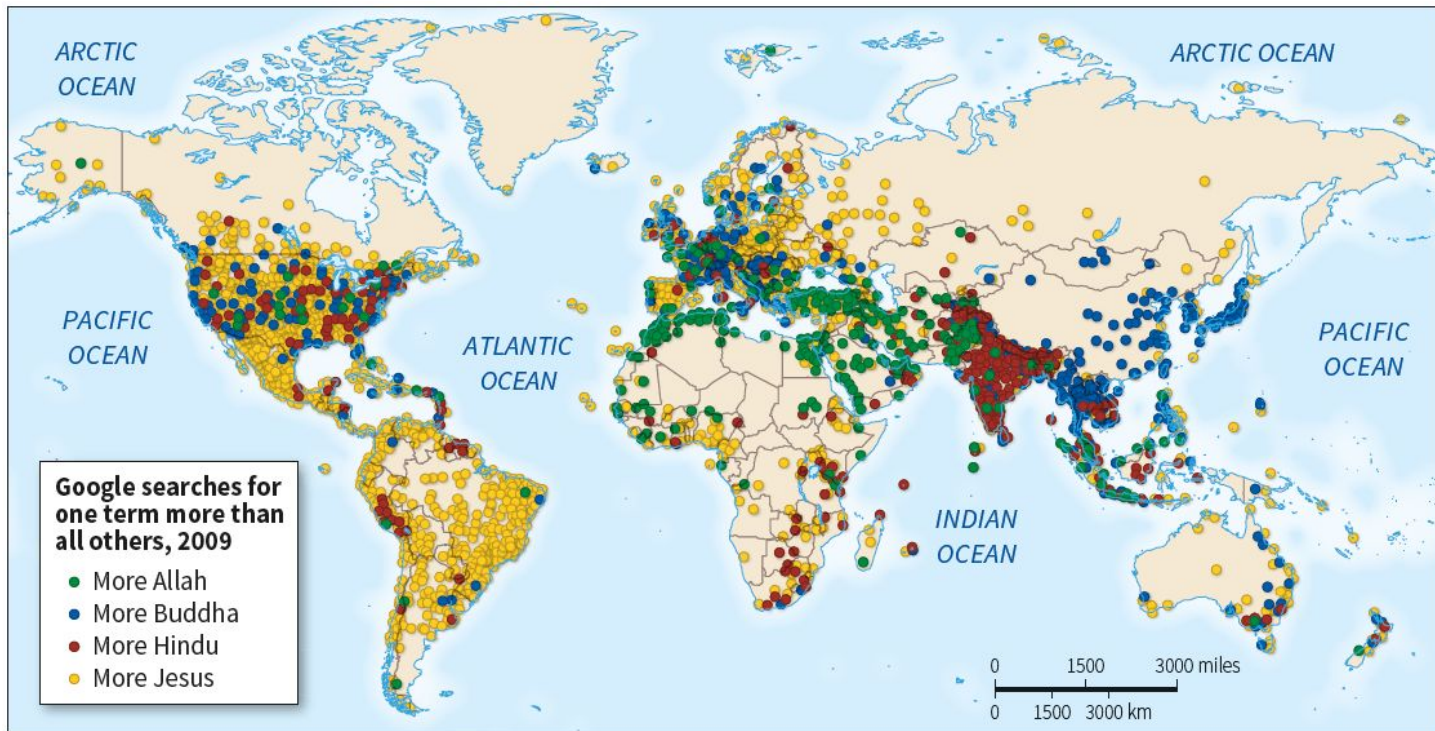


e. Explain one advantage of using the global scale for this map.

f. Explain one disadvantage of using the global scale for this map.

Rubric (e): The greater the presence of the religion in the regions/continents, the greater the likelihood of the search for that particular religion. (Skill 1.D)

Rubric (f): The global scale does not show minority religions within the countries that a local or national scale could show more readily. (Skill 5.D)



g. Compare the approaches to adding followers used by universalizing religions and ethnic religions.

Rubric: Universalizing religions proselytize to add followers of the religion, whereas ethnic religions add more by birth into the religion through parental influence. (Skill 4.D)



Tip #4

Avoid other
common
mistakes

Final **AP[®] Exam Tips** to Prepare Your Students

- **Read** the question *carefully* and **outline** your response *before you write!*
- **Remember the Verbs!** If asked to **describe** a process using an example, do not make the mistake of **defining** the process. The definition may be perfect, but no point will be given if the question asked you to describe.
- **Be specific!** Avoid using words like always, lots, bunches, and other non-specific words.
- **Avoid stereotypes!** E.g. “Girls in poor countries do not go to school, get married early, and have lots of babies.” **Provide actual geographic answers.**
- **Always write in sentence form!** Never use bullets or provide diagrams in place of written answers.

Final **AP[®] Exam Tips** to Prepare Your Students

Unit 1 Read and interpret maps.... Lots of them!

Unit 2 Compare ... address both sides ...
explain the degree
Population Pyramids and the DTM

Unit 3 Centripetal ... Concepts that apply to all
units, centripetal/centrifugal shows up
throughout our course.
Focus on the processes....

Unit 4 Be sure not to confuse colonialism and
neocolonialism.

Unit 5 Combining Units and concepts: ... it
is written as agriculture specific, but it is
also a broad topic. Concepts such as Food
Deserts...and applying various geographic
models to a variety of contexts.

Unit 6 Applying more models to earlier and
later units. VT to Burgess to Rostow and
Wallerstein....

Unit 7 Human geography is
interconnected....!

Final **AP[®] Exam Tips** to Prepare Your Students

Remember to think about the
WHY OF WHERE!



- Memory Box

Don't forget about Geographic
Models and Theories!



- Which term doesn't fit?

Answer the FRQs in the order
that works **BEST** for you!



- You don't have to be perfect...

OUTLINING is your friend!



- Organize thoughts



Q & A

