

# Specifics for the 2021 AP® Human Geography Exam

FRQ: STEPS TO A 5!

Adapted from Kelly Swanson

# Specifics for 2021

- Test Dates – May 4<sup>th</sup>
  - 12:00-3:00
- Essential Knowledge Testable Units – 1-7
  - Thinking geographically, Population and Migration, Cultural Patterns and Processes, Political Patterns and Processes, Agriculture and Rural Land-use, Urban, and Political
- Test will consist of 3 FRQs (1 without stimuli, 2 with)
- Test is 1hr 15 min
  - Plan on roughly 25 min each
- You can outline and write on the test

# Skills

Skill Category 1	Skill Category 2	Skill Category 3
<i>Concepts and Processes</i> <b>1</b> Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.	<i>Spatial Relationships</i> <b>2</b> Analyze geographic patterns, relationships, and outcomes in applied contexts.	<i>Data Analysis</i> <b>3</b> Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.
Skill Category 4	Skill Category 5	
<i>Source Analysis</i> <b>4</b> Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.	<i>Scale Analysis</i> <b>5</b> Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.	



# Course Skills

## 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

**1.A** Describe geographic concepts, processes, models, and theories.

**1.B** Explain geographic concepts, processes, models, and theories.

**1.C** Compare geographic concepts, processes, models, and theories.

**1.D** Describe a relevant geographic concept, process, model, or theory in a specified context.

**1.E** Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

**2.A** Describe spatial patterns, networks, and relationships.

**2.B** Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

**2.C** Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

**2.D** Explain the significance of geographic similarities and differences among different locations and/or at different times.

**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.

**3.A** Identify the different types of data presented in maps and in quantitative and geospatial data.

**3.B** Describe spatial patterns presented in maps and in quantitative and geospatial data.

**3.C** Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

**3.D** Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

**3.E** Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

**3.F** Explain possible limitations of the data provided.

**4.A** Identify the different types of information presented in visual sources.

**4.B** Describe the spatial patterns presented in visual sources.

**4.C** Explain patterns and trends in visual sources to draw conclusions.

**4.D** Compare patterns and trends in sources to draw conclusions.

**4.E** Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

**4.F** Explain possible limitations of visual sources provided.

**5.A** Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.

**5.B** Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

**5.C** Compare geographic characteristics and processes at various scales.

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

# FRQ Structure

- FRQ's will usually have one verb associated with each prompt. (A-G now)
- Example: Prompt with a stimulus:
  - A. *Usually going from Easy*
  - B.
  - C.
  - D.
  - E.
  - F.
  - G. *More Difficult in Structure and Thought*

# Action Verbs: Define

- Define – to state the exact meaning of a word or a concept
  - *Examples – define agglomeration, ranching, subsistence agriculture, etc.*
  - *Write in sentences to define but state and move on.*
  - Do NOT write in bullet points or outline form.

# Action Verbs: Identify

- Identify - prove or indicate and/or establish what something is.
  - Usually going to be associated with a stimulus. Reading the map, chart, graph will indicate what the answer will be.
- Identify the highest rates of phenomenon on the map.



# Action Verbs: Describe

- Describe – to give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.
  - Describe the New International Division of Labor
  - Replaces the discuss verb



# Action Verbs: Explain

- Explain – to make (an idea, situation, or problem) clear to someone by describing it in more detail or revealing relevant facts or ideas.
  - Explain the border conflict in Kashmir.
  - Similar to describe

# Action Verbs: Compare

- Compare - to estimate, measure, or note the similarity or dissimilarity between.
  - Link between two ideas.
  - Compare the differences between commercial and subsistence agriculture.

# Action Verbs - Explain the degree to.. (the mysterious 6<sup>th</sup> verb)

- Explain the degree to – essentially evaluate. Looking at things such as applicability, validity, importance
  - Lumped in with explain, but higher order thinking
  - Asking specifically for the limitation and possibilities of models and theories
  - Ex. Explain the degree to which the United States conforms to the Demographic Transition Model.

# Common Errors

- Poor Map Reading Skills
- Answered the question at the wrong scale
- Did not read/analyze the stimulus/stimuli
- Simply repeated the stem or ignored the stem info.
- Models show change over time. Students answers did not reflect that.
- Too many regional stereotypes, not enough regional analysis. Ex. Inequality is only an issue in developing countries.

The background is a dark blue-grey color with a faint, light-colored map overlay. The map shows various geographical features like coastlines and rivers. In the bottom-left corner, there is a compass rose with the letters 'N', 'E', 'S', and 'W' indicating North, East, South, and West respectively.

# Practice FRQ