



AP Bell-Ringers

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EXAM REVIEW IDEAS AND TIPS

(1) One of the more problematic issues for students when taking the APHG exam is their lack of knowledge when it comes to their understanding of models, theories and associated geographers. Have students take a look at the associated Prezi related to this topic. Then have them compare and contrast these models and theories and then have them discuss similarities and differences by connecting these concepts to ALL seven of the units and associated concepts in our course. For example, how are the precepts of the von Thunen model similar, yet different than those of the Burgess, concentric zone model?

<http://prezi.com/quigwfyvfnoy/ap-human-geography-models-and-theories/>

(2) Have your students make connections across the different units of our course by having them take vocabulary terms from each unit and then have them create sets of terms where one or more terms connect to each other and other terms do not. Have students work with a partner or in small groups and figure out why the terms connect and why they do not? An excellent extension to this activity is to have students create lists of terms across multiple units of study. Note that this activity is also known as Odd One Out.

(3) Have students predict which concepts may be covered on the FRQ portion of the exam by having them plot out which major concepts have been covered over the past 12 years of the exam. Therefore, which concepts have not yet been covered? For example, Central Place Theory has yet to be covered as part of an FRQ. Depending on how much class time you have available you can have students evaluate all the past FRQs by going to the AP central web site where all of the past FRQs are easily accessible.

(4) In conjunction with above question #3, have students become familiar with all the action verbs used in prior APHG FRQs so they may get a sense of how the FRQs will be formatted for this year's exam. Also, how many examples are asked for in questions, etc?

(5) Go over FRQ test taking strategies with your students. For example, if you have not already throughout the school year, highly recommend to students that they should be outlining their answers to ALL three of the questions on the question booklet before they begin answering the questions. They should also be answering what they feel is the easiest question first therefore, allowing them more of the 75 minutes available to answer what they feel is/are the more difficult questions. Students should not answer in bullets and use as much elaboration as possible with appropriate examples to have the best opportunity to earn a 4 or 5 score on the exam. Use the scoring rubrics and associated summaries on the AP Central page as a teaching tool.



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(6) Break your students into small groups and assign them different portions of different units and have them then present to the class what they feel are the most important concepts along with pertinent examples that they think they should all know for the exam. This can be done in Power point or Prezi format. You can act as moderator and prompt students through this process as to which types of MCQ and FRQ questions might be asked on the exam in relation to what is being presented.

(7) Make sure at some point in the review process you have your students take some form of practice exam. There is a practice exam which can be found on the AP central web site and can be accessed by you clicking on the AP Audit link and putting in your appropriate login information. This exam can be considered a bit more difficult than what students will experience on the “live” exam on May 17 but will be a good measure of how much they know and how much more they need to know. Try to have students take the practice exam, with enough advance time before the real exam so you can get a sense of what you might need to concentrate on in your review during the final couple of weeks.

(8) Thanks to Jim Nelson who teaches APHG in the Milwaukee, WI area, APHG teachers have been provided with what Jim calls his Grand Review. Here (click on link below) you will find 200+ multiple choice, open ended and other styles of questions that you and your students can go through as review for the APHG exam. If you and your students are not sure of the answers for some of these, have them research them. I have my students go through these in small groups (2-3), have them discuss in class, share their answers with other groups and then have them debrief as an entire class. Please be advised that only multiple choice style questions and FRQs are asked on the APHG exam ☺

<https://pantherfile.uwm.edu/jnelsen/www/apgeog/grandreview.pdf>

(9) For every term in our course students should be able to come up with an example. Evaluate which terms and concepts your students struggled with throughout the year and have them work collaboratively to come up with associated examples.

(10) Make sure your students are comfortable with knowing where EVERY country in the world is located. Also, can they identify the capital cities of these countries? I know this seems like a lot of information for our students to remember. That being said, think NETHERLANDS from last year’s FRQ portion of the exam. Not knowing the location of that one country may have cost many of our students a passing score on the exam. I give my students a comprehensive Place Geography exam before they sit for the APHG exam ☺



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(11) Have students make the connection between the Demographic Transition Model, Epidemiologic Transition Model and Zelinsky's Migration Transition Model. What are these and how can they be applied using real life examples.

(12) In relation to #1 above, have your students make as many connections to the Demographic Transition Model as they can think of from other content in the course. The Demographic Transition Model is a concept that always seems to appear on the APHG exam in many different contexts.

(13) Make sure your students are very comfortable with what different shapes of population pyramids in relation to population growth and associated reasons for that growth. For a helpful website to have students look at different population pyramids at country and regional scale go to:

<http://www.census.gov/population/international/data/idb/informationGateway.php>

Select Report and Population Pyramid to look at and analyze the pyramids of different countries and associated population growth over time.

(14) Give students a copy of the course outline and have them work in small groups to evaluate which terms and concepts noted in the outline that have yet to show up as a FRQ topic on the APHG exam so therefore, may show up on this year's exam as a potential FRQ. As well, which topics that have already shown up as part of a FRQ that may show up as part of a question in a different context?

(15) Some FRQs may have terms from Unit I that are included as parts of their questions. Please DO NOT forget to have your students become very comfortable with the definitions and applications of terms such as distance decay, scale, map projections/types of maps, space-time compression and latitude and longitude to name just a few of the terms from the Nature and Perspectives unit that might show up as part of an exam question.

(16) Have students come up with a list of services that might be found in an urban settlement based on the principles of Christaller's Central Place Theory. Students should also be able to tell you whether the assumptions of this Model can be looked at as either valid or invalid based on our modern day urban and economic landscape.



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(17) Review with your students as to the importance of outlining the APHG FRQs before they begin to write their responses in the answer booklet. Spend some time going through the APHG Free response question Bookmap whose web link was sent to us in early March 2013. Go to the following web site to access this book map which gives the students a detailed look as to what the answer booklet for the FRQs will look like.

<http://professionals.collegeboard.com/profdownload/ap-2013-humangeography-bookmap.pdf>

Remind students that they should only be outlining on the question page and NOT on a page that will be scored

me that it has really helped them. Likewise, if your students do a brief outline of ALL three questions before they start to write they will have a bit of a head start on the other two when they go to write those.

(18) Review with students the fact that they should be answering ALL 75 Multiple Choice Questions. The guessing penalty related to answering MCQs was removed a few years back so there no longer is a ¼ point off for each incorrect answer for MCQs. A couple of hints related to answering MCQs:

- a. Narrow your answer choice down to 2 of the 5 options
- b. If you cannot answer in 45 seconds, move on to another question and come back to the one you are struggling with.
- c. Look for key phrases in the “stem” (prompt of the question which can clue you in to the correct response.
- d. Be wary of the terms NOT or EXCEPT in the question. So make sure you read the question carefully and pay attention/stay focused
- e. Some questions might truly be “that easy.” Do not feel like you are being purposely tricked or fooled. The TDC would never do that.

(19) When writing their FRQ responses, students should be instructed to answer what they perceive to be the easiest question first, therefore, leaving more time for them to answer the questions they might perceive as being more difficult. Likewise, FRQs do not have to be written in the order they are listed in the question booklet. However, students should make sure that they follow the format of the question when writing their response. For example, noting part A, B or C when beginning their answer. This will make life much easier for the person scoring their exam, whether that happens during the first afternoon of the reading or at 4:00 PM on the last day before the reader is travelling home



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(20) Have your students get a good night's rest before the exam. Make sure you remind them to eat a good breakfast the morning of May 17. I always remind my students that when they are taking the exam to try and slow the process down. Meaning, like a good athlete, that the process of taking the test is very focused in their mind and therefore their stress level will be reduced.