

# **2021 APHG Assessment Review**



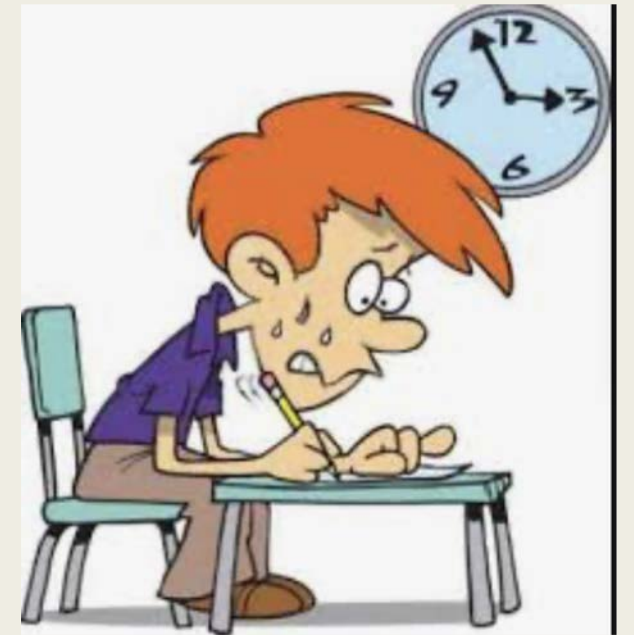
**Dr. Kelly Swanson  
University of Minnesota/Metropolitan State  
University  
Johnson Senior High School  
July 2021**

# Dr. Kelly Swanson – Who Am I?

- Authored three human geography textbooks (*Kaplan AP Human Geography*, *Human Geography: A World of Interactions* and *Human Geography for the AP Course Teacher's Edition*) and a book about geography assessment.
- Scored the AP Human Geography Exam since 2003. On a Committee to establish the curriculum for the course in 1997. Taught first APHG course in the country. Current Exam Leader at 2021 AP Reading.
- PhD in Learning Technologies focusing on geography assessment
- College Board AP Training Consultant
- Co-Coordinator of the Minnesota Alliance for Geographic Education (MAGE)
- National Geographic Society Steward for the state of Minnesota
- Teaches Graduate Courses at the University of Minnesota
- Teaches Undergraduate courses at Metropolitan State University
- Teaches AP Human Geography course at Johnson Senior High School in the St. Paul Public School District
- Worked with teams of teachers around the world on geography projects (Denmark, India, Japan, South Korea, and more)

# What to Do on Test Day?

- **Log on 30 minutes early. You will receive your link 30 minutes prior to the exam. Log on at 2:30 PM. Don't wait!**
- **Have your ticket from College Board Ready to go. It has your ID number on it.**
- **Open a Google Doc prior to the exam. Don't wait until the exam has started. You'll waste your time opening up the document. Use this to type.**
- **Once you upload you will NOT be able to edit. Do your editing on the Google Doc.**
- **Recommended to type exam not write it.**



# Course Outline

## College Board Recommended Sequence

- 1. Thinking Geographically
- 2. Population and Migration Patterns and Process
- 3. Cultural Patterns and Processes
- 4. Political Patterns and Processes
- 5. Agriculture and Rural Land-Use Patterns and Processes
- 6. Cities and Urban Land-Use Patterns and Processes
- 7. Industrial and Economic Development Patterns and Processes.

## Kelly Swanson Recommended Sequence

- \* 1. Thinking Geographically
- \* 2. Population and Migration Patterns and Processes
- \* 3. Agricultural Geography
- \* 4. Land Use Patterns and Processes and Natural Resources
- \* 5. Industry and Economic Development Patterns and Processes
- \* 6. Political Geography Patterns and Processes
- \* 7. Cultural Patterns and Processes
- \* 8. Urbanization

# What NOT to Do!

- **Avoid “always” or “never” statements.**
- **Avoid stereotypes in your answers: “All people in India have no money.”**
- **Avoid vague answers: ”sort of, stuff, kind of, etc.”**
- **“Say What you Need to Say” -**



# 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.

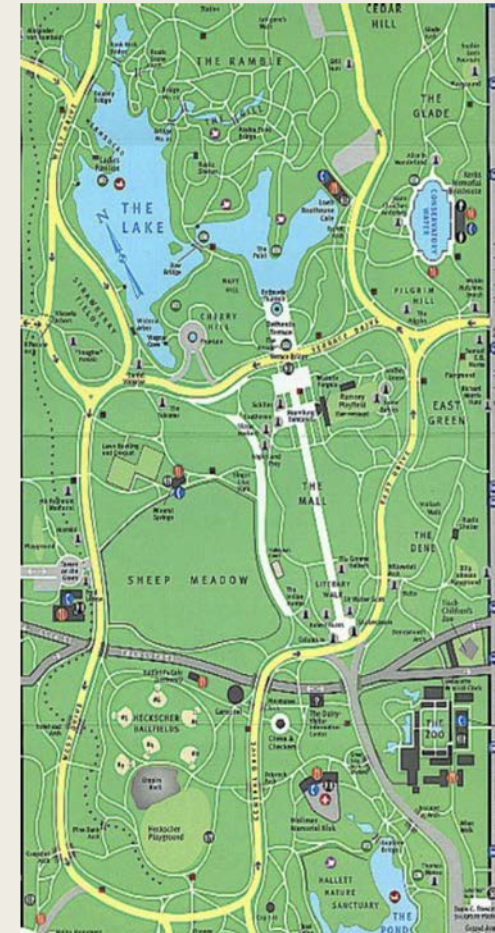
## Skill Category 5

### *Scale Analysis* **5**

Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

# What You Will See – Percentages - 2021

- **Concepts and Processes – 23-29%**
- **Spatial Relationships – 33-43%**
- **Data Analysis – 10-19%**
- **Visual Analysis – 10-19%**
- **Scale Analysis – 10-14%**



# Course Skills



AP HUMAN GEOGRAPHY

## 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.



# Enduring Understanding, Learning Objectives and Essential Knowledge

## TOPIC 2.3

# Population Composition

### ENDURING UNDERSTANDING

#### PSO-2

Understanding where and how people live is essential to understanding global cultural, political, and economic patterns.

### LEARNING OBJECTIVE

#### PSO-2.E

Describe elements of population composition used by geographers.

#### PSO-2.F

Explain ways that geographers depict and analyze population composition.

### ESSENTIAL KNOWLEDGE

#### PSO-2.E.1

Patterns of age structure and sex ratio vary across different regions and may be mapped and analyzed at different scales.

#### PSO-2.F.1

Population pyramids are used to assess population growth and decline and to predict markets for goods and services.

# Skills and Questions



All MC Questions and each point on all 3 FRQ's will be attached to a skill.



All MC Questions and each point on all 3 FRQ's will be attached to a learning objective.

# New Exam 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*



# 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.**

# 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.**

# 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

# 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**
- **Explain the degree to which.....(more to come😊)**

# 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.**



# Verbs – Explain the Degree

- **Explain the Degree – The sixth verb!**
- **Asking students to show the limitations and possibilities of models and or theories.**
- **Explain the degree to which von Thunen’s agricultural land use model holds up in the United States using New York as a market.**

## The hidden “6<sup>th</sup> task verb”

**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.

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

# Common Errors in the 2019 Exam

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.

# E.S.P.N.

- Economic Impact
- Social Impact – Cultural
- Political Impact
- Environmental Impact

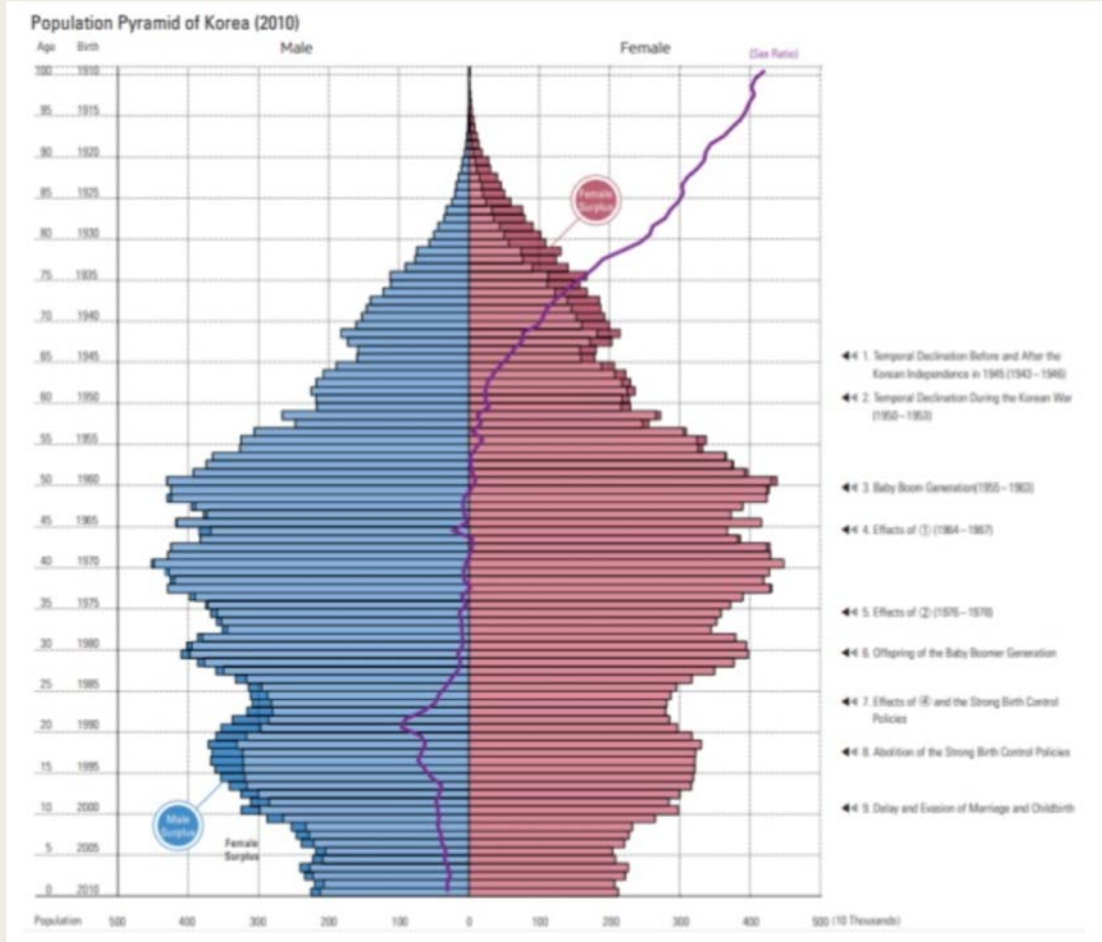


# S.P.E.E.D.

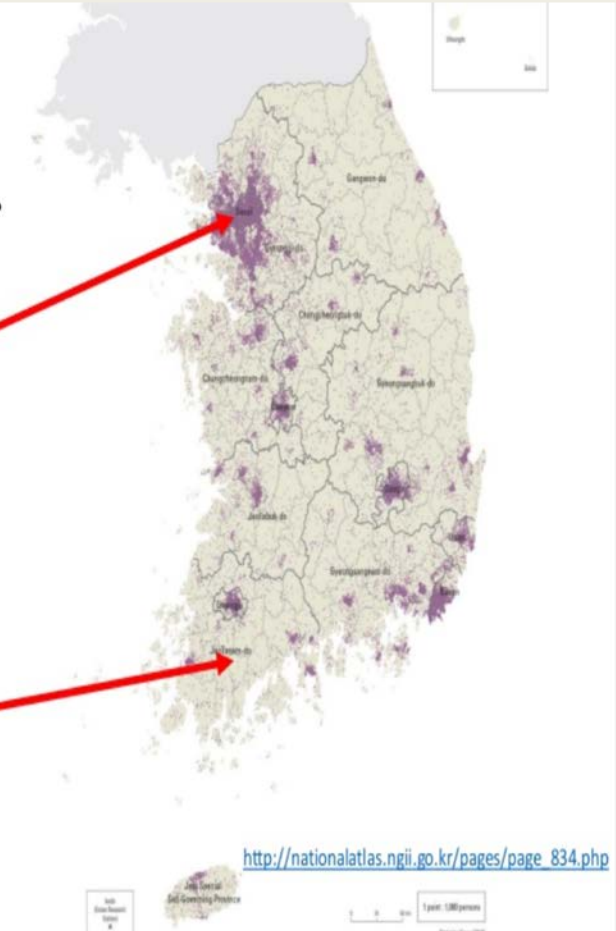
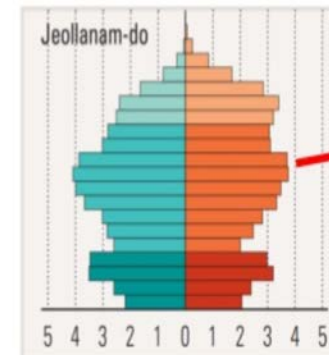
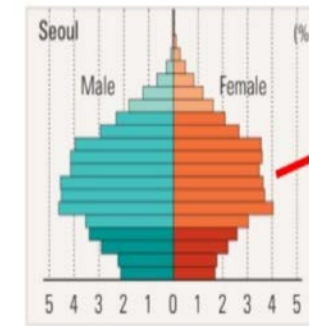
- **Social/Cultural**
- **Political**
- **Environmental**
- **Economic Development**



# Practice FRQ



Describe 1 difference between the population pyramids of Seoul and Jeolla.



# Practice Questions

- **A. Identify one region of South Korea with a high population density.**
- **B. Identify a stage of the demographic transition model associated with either population pyramid.**
- **C. Describe the population pyramid in Seoul, South Korea related to a stage in the Demographic Transition Model.**
- **D. Describe the population pyramid for South Korea in terms of a dependency ratio.**
- **E. Explain ONE demographic factor why the sex ratio of South Korea looks the way it does.**
- **F. Explain ONE economic effect of the population pyramid in Jeolla, South Korea.**
- **G. Compare the two population pyramids focusing on the sex ratios and urbanization.**

# Practice Questions

## TOPIC 2.9

# Aging Populations

### LEARNING OBJECTIVE

#### SPS-2.C

Explain the causes and consequences of an aging population.

### ESSENTIAL KNOWLEDGE

#### SPS-2.C.1

Population aging is determined by birth and death rates and life expectancy.

#### SPS-2.C.2

An aging population has political, social, and economic consequences, including the dependency ratio.

### ENDURING UNDERSTANDING

#### SPS-2

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

# Questions, Comments, Concerns, Complaints, Compliments



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#geokswanson