2018 AP Human Geography Exam Results

Seth Dixon, Houston, TX, July 20, 2018
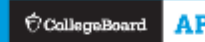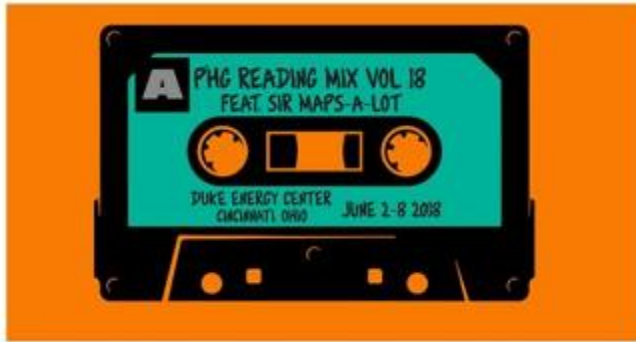
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AP Human Geography Reading June 2-8, 2018

Chief Reader: Seth Dixon (RI)
Assistant Chief Reader: Julie Wakefield (NV)
Exam Leader: Paul Gray (AR)

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Evening Activities

❖ Professional Development Lecture:
   Dr. Marie Price, Pres. of AGS
   George Washington University
   "Migration as a Cross-cutting theme"

❖ Meet the Development Committee

❖ Night of the Round Tables

❖ Human Geography Bowl/Trivia Night

❖ T-SHIRTS!!!

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APHG Reading Tables

800 Readers organized into "tables"
with 1 Table Leader and 8 or 9 readers
Each table is assigned to a single Free
Response Question.
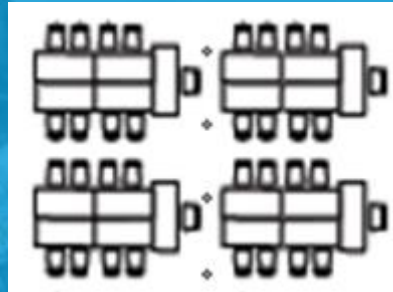
Year	No. of Tables
2014	53
2015	61
2016	75
2017	81
2018	89

"Top 10" AP Exams

By Volume

Exam	Number of Exams (in thousands)
1. English Language	586
2. U.S. History	513
3. English Literature	408
4. Calculus AB	312
5. U.S. Government	328
6. Psychology	314
7. World History	308
8. Biology	261
9. Statistics	225
10. Human Geography	219
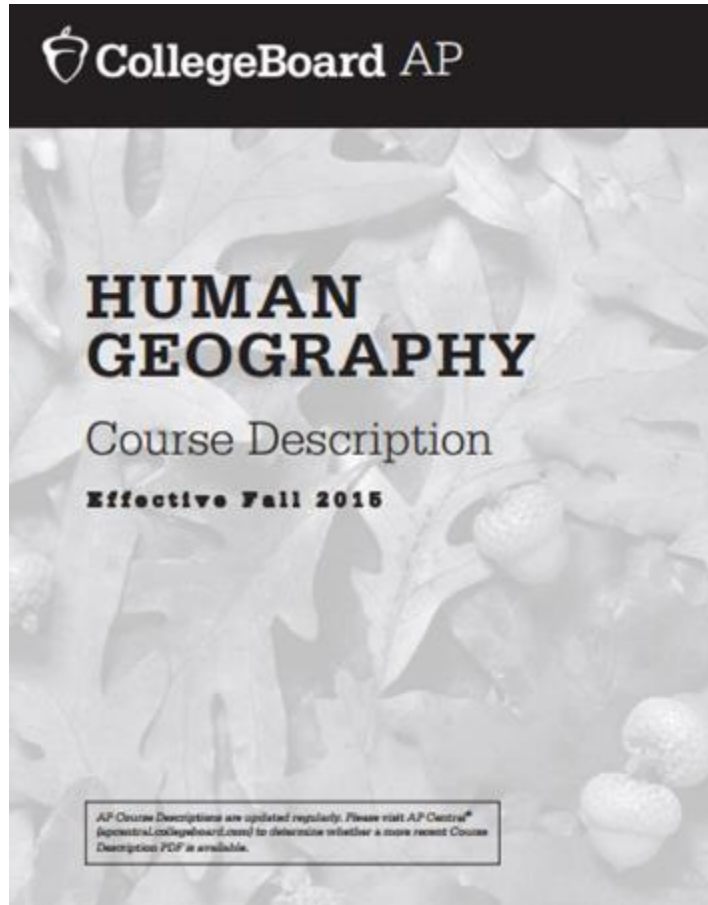
Multiple Choice Section of the Exam

- 75 questions; 60 minutes
  - 10 to 12 questions from each section
  - 5 to 7 questions from introductory section
- Contribution to Exam Score: 50%
- Where questions originate:
  - Development Committee members
  - Former Development Committee members
  - Geography College Professors
  - Experienced APHG Teachers
- Characteristics:
  - Linked to AP Human Geography Course Outline
  - Always 5 choices (A-E)
  - Graphic stimulus (e.g., map) for some
  - Never "all" or "none" of the above
  - Never "cute-sy" or nonsense choices

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HUMAN GEOGRAPHY

Course Description

Effective Fall 2015

AP Course Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.com) to determine whether a more recent Course Description PDF is available.

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AP Human Geography Units

I.   Geography: Its Nature & Perspectives   7

II.   Population & Migration   11

III. Cultural Patterns & Processes   9

IV.   Political Organization of Space   12

V.   Agriculture, Food Production & Rural Land Use   11

VI.   Industrialization & Economic Development   12

VII. Cities & Urban Land Use   12

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FREE RESPONSE SECTION OF THE EXAM

- 3 questions; 75 minutes
  - From 3 of the 7 units
  - Often cutting across sections
- Contribution to Exam Score: 50%
- Where questions originate
  - Development Committee members
  - Former Development Committee members
- Characteristics:
  - Linked to AP Human Geography Course Outline
  - Require explanations, not thesis-based argumentation
  - Graphic stimulus (e.g., map) for some
  - Usually broken down into two, three, or four parts

Question 1

PERCENT OF WOMEN IN THE LABOR FORCE WORKING IN AGRICULTURE

76% to 98%
51% to 75%
26% to 50%
0% to 25%
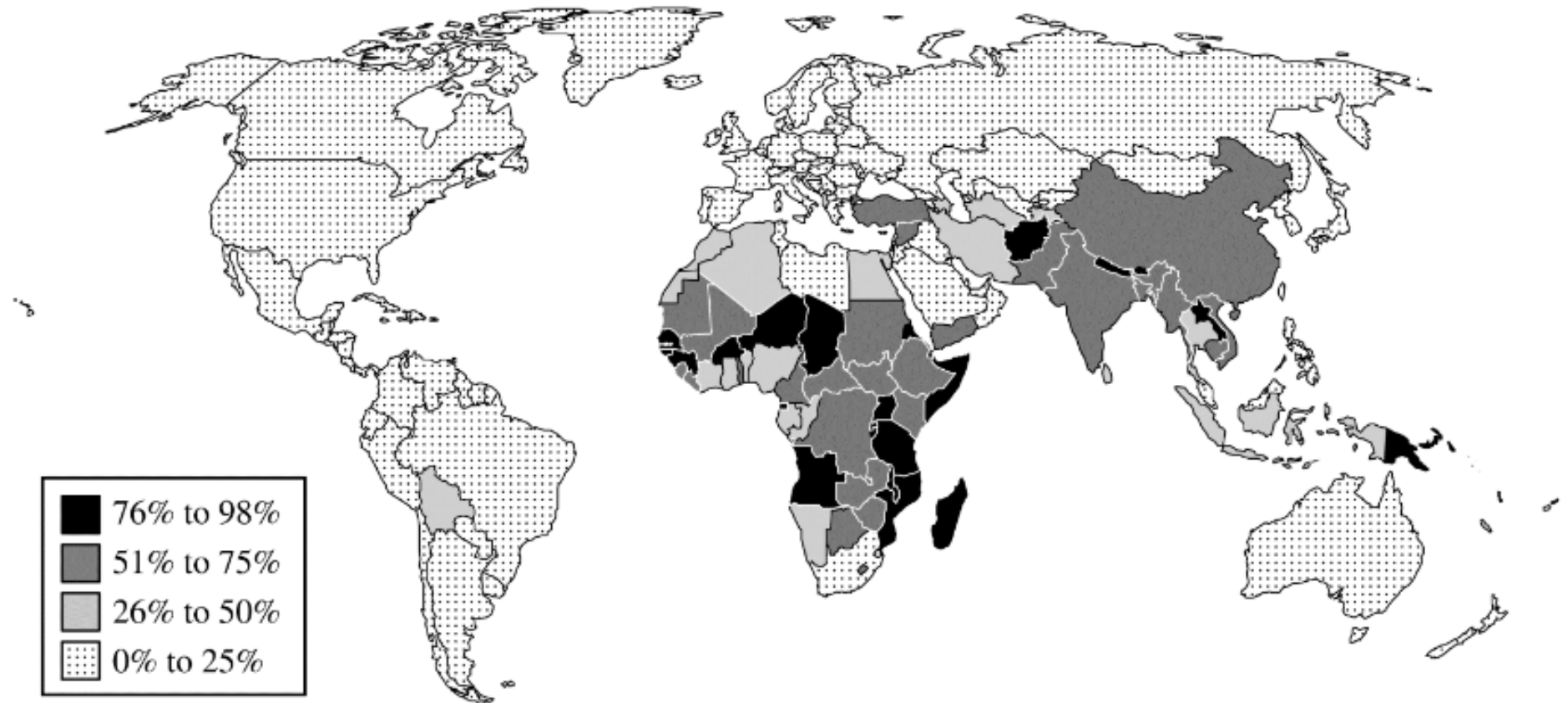
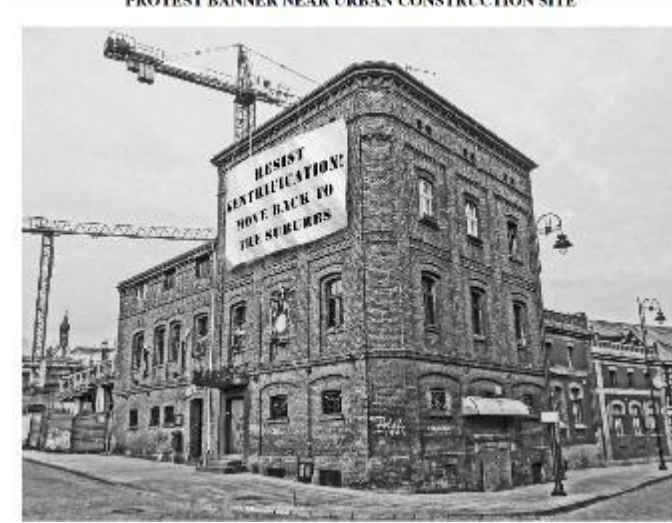Source: UN Food and Agriculture Organization

Question 1

1. Women compose between one-third and one-half of all agricultural laborers in developing countries, and yet empowerment and gender equality have been difficult to achieve.

    A. Identify a country where more than 75 percent of women in the labor force are active in agriculture.

    B. For each of the following THREE categories, describe ONE obstacle that may prevent women working in agriculture from achieving greater equality and empowerment.

        1. Economic

        2. Cultural

        3. Political

    C. Identify and explain ONE impact of empowering women within the rural agricultural regions of developing countries.

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Question 2

PROTEST BANNER NEAR URBAN CONSTRUCTION SITE

RESIST GENTRIFICATION! MOVE BACK TO THE SUBURBS

Question 2

2. The older neighborhood shown in the picture is undergoing changes in its demographic profile as the existing built landscape is renovated.

   A. Explain TWO ways that gentrification may positively impact neighborhoods.

   B. Explain TWO ways that gentrification may negatively impact neighborhoods.

   C. Identify and explain ONE way that city governments may reduce the negative impacts of gentrification.

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Question 3

TERMS IN POPULAR CULTURE

Decade	Term	Meaning
1940s	Cool	Excellent, clever
1960s	Groovy	Sounds good, nice
1980s	Rad	Radical, excellent
2000s	Newbie	Newcomer, inexperienced
2010s	Selfie	Photograph of yourself

3. A. Identify TWO specific means by which new expressions in popular culture are diffused globally.

   B. Popular culture often spreads through a combination of different types of diffusion. Describe how terms, such as those shown in the table, diffuse spatially through each of the following processes.

      1. Relocation diffusion

      2. Contagious diffusion

      3. Hierarchical diffusion

   C. When new words diffuse, they confront barriers. Identify and explain TWO barriers to diffusion that are often encountered even as new terms become more popular.

PERCENT OF WOMEN IN THE LABOR FORCE WORKING IN AGRICULTURE

76% to
51% to 7
26% to 50%
0% to 25%

Agriculture & Rural Land Use

Scale: National/Regional

1. Women comp___ __ between one-third and one-half of all agricultural laborers in developing countries, and yet empowerment and gender equality have been difficult to achieve.

A. Identify a country where more than 75 percent of women in the labor force are active in agriculture.

B. For each of the following THREE categories, describe ONE obstacle that may prevent women working in agriculture from achieving greater equality and empowerment.

   1. Economic
   2. Cultural
   3. Political

C. Identify and explain ONE impact of empowering women within the rural agricultural regions of developing countries.

PROTEST BANNER NEAR URBAN CONSTRUCTION SITE

RESIST GENTRIFICATION! MOVE BACK TO THE SUBURBS

Cities & Urban Land Use

Scale: Local

2. The older neighborhood shown in the picture is undergoing changes in its demographic profile as the existing built landscape is renovated.

A. Explain TWO ways that gentrification may positively impact neighborhoods.

B. Explain TWO ways that gentrification may negatively impact neighborhoods.

C. Id___ ___ and explain ONE way that city governments may reduce the negative impacts of gentrification.

TERMS IN POPULAR CULTURE

Decade	Term	
1940s		
		good, nice
		Radical, excellent
Newbie	Newcom___	
Selfie		

Cultural Patterns and Processes

Scale: Global/Regional

3. A. Identify TWO specifi___ ___ ___ ___ ___ular culture are diffused globally.

B. Popu___ ___ ___ ___ation of different types of diffusion. Describe how terms, such ___ ___ ___ ___ffuse spatially through each of the following processes.

   1. ___on diffusion
   2. Contagious diffusion
   3. Hierarchical diffusion

C. When new words diffuse, they confront barriers. Identify and explain TWO barriers to diffusion that are often encountered even as new terms become more popular.

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APHG Reading FRQ Results

2018	Q1 Women in Ag	Q2 Gentrification	Q3 Terms in Pop Culture
Mean Score	2.54 out of 6	1.75 out of 6	4.38 out of 8
Standard Deviation	1.40	1.50	2.24

2017	Q1 New Urbanism	Q2 Population	Q3 Unitary State
Mean Score	1.24 out of 7	4.26 out of 8	1.86 out of 6
Standard Deviation	1.42	1.81	1.65

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AP Human Geography

Score Distribution

2018

Grade	% At	% Blw
5	12.9	87.1
4	19.8	67.3
3	21.6	45.7
2	17	28.7
1	28.7	0

2017

Grade	% At	% Blw
5	11	79
4	17	72
3	21	51
2	17	34
1	34	0

2016

Grade	% At	% Blw
5	12	88
4	20	68
3	20	48
2	19	29
1	28	0

2015

Grade	% At	% Blw
5	12	88
4	20	68
3	21	47
2	16	29
1	31	0
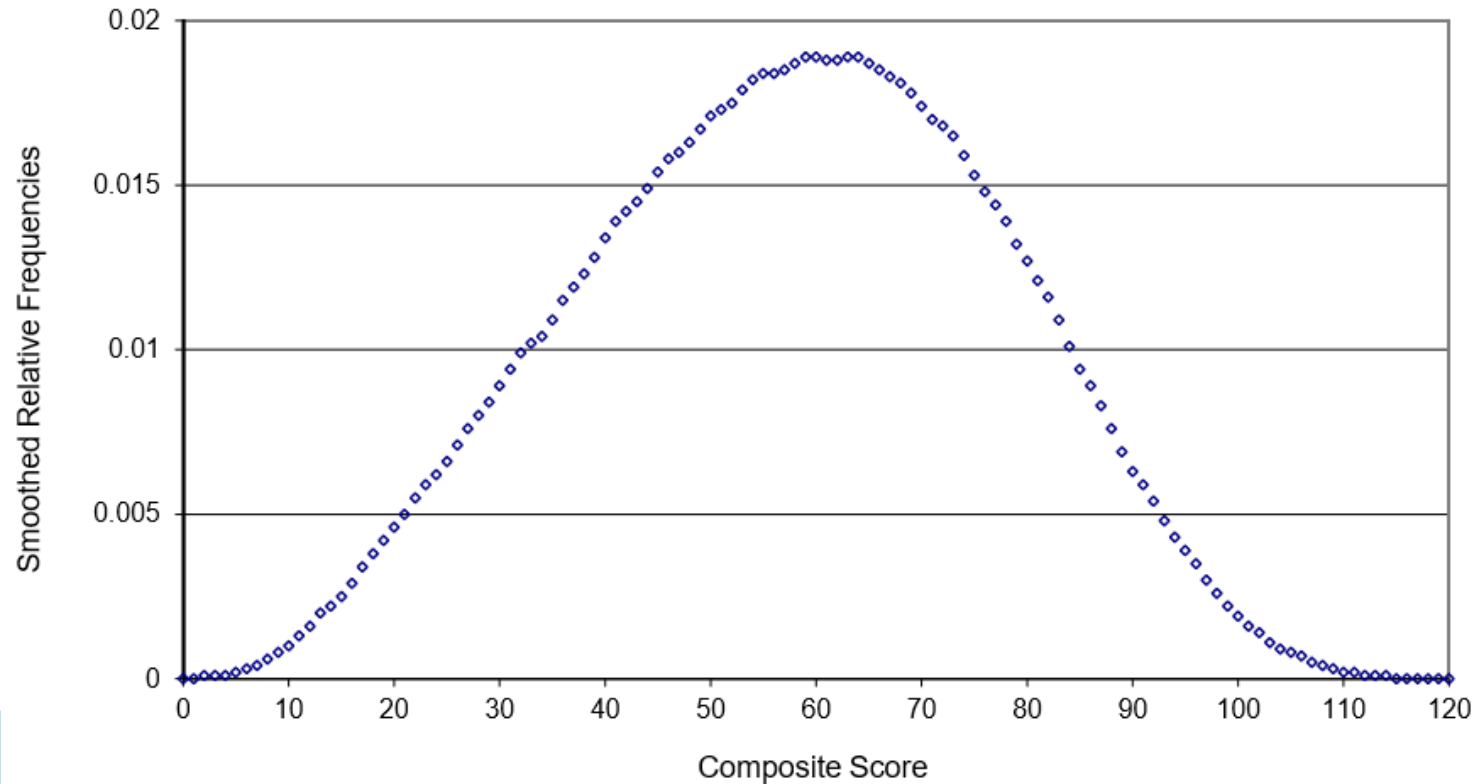
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Score Distribution

Composite
=
Multiple Choice
+
Free Response

Grade	% At	% Blw
5	12.9	87.1
4	19.8	67.3
3	21.6	45.7
2	17	28.7
1	28.7	0

Score Distribution
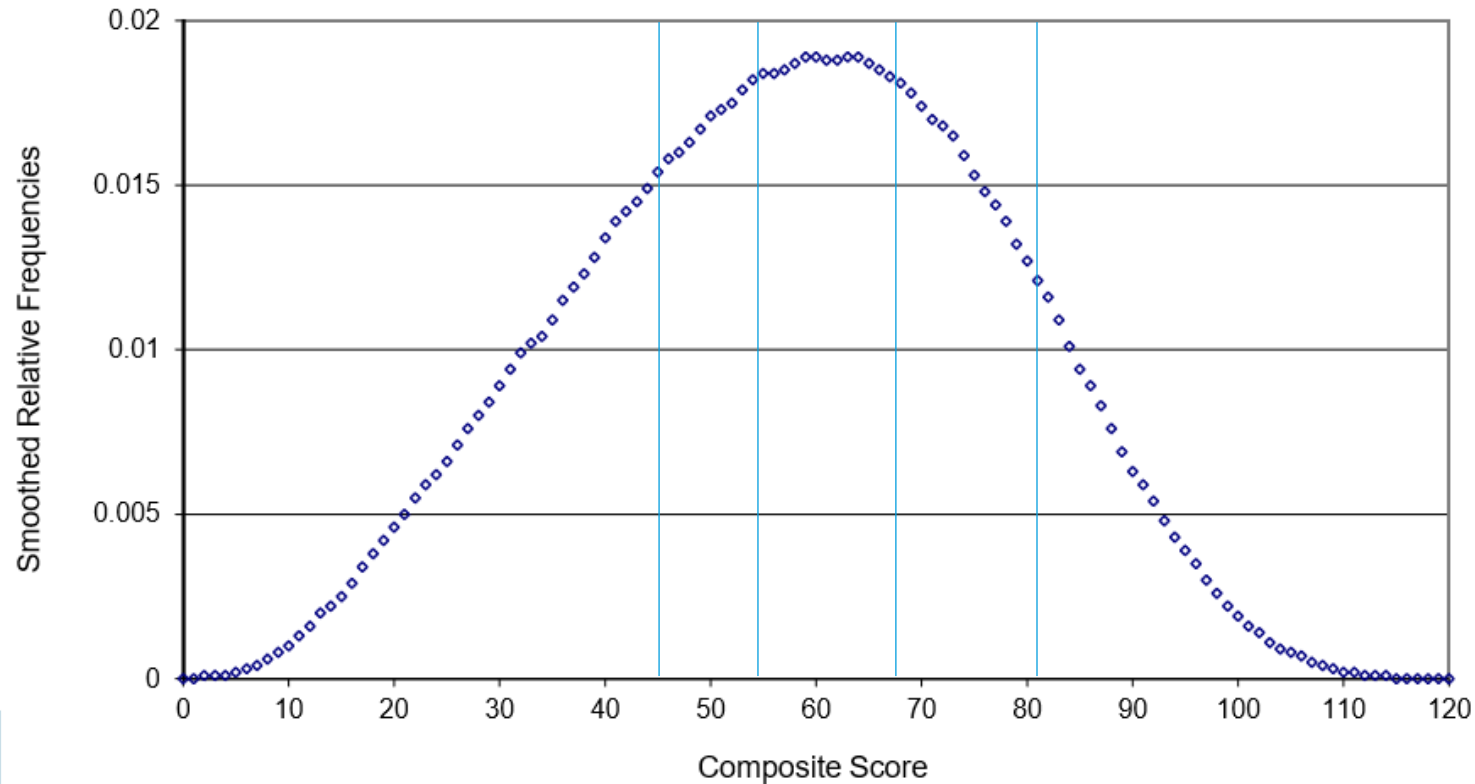
Composite
=
Multiple Choice
+
Free Response

Grade	% At	% Blw
5	12.9	87.1
4	19.8	67.3
3	21.6	45.7
2	17	28.7
1	28.7	0

Women in Agriculture

Women compose between one-third and one-half of all agricultural laborers in developing countries, and yet empowerment and gender have been difficult to achieve.

A. Identify a country where more than 75 percent of women in the labor force are active in agriculture. **1 pt.**

B. For each of the following THREE categories, describe ONE obstacle that may prevent women working in agriculture from achieving greater equality and empowerment. **3 pts.**
   1. Economic   2. Cultural   3. Political

C. Identify and explain ONE impact of empowering women within the rural agricultural regions of developing countries. **2 pts**

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Advice to Teachers
Question 1: Women in Agriculture

- **Answer the question:** Some mistakenly saw this as a female empowerment question. The **"in agriculture"** wasn't a small detail, it was the core of the question.

- **Regional Geography:** Have students master the map of world regions in the Course Description.

- **Map-reading experience:** Provide students with experience reading choropleth maps.

- **Scale*:** Teach them how to identify the scale of the question and how to answer at the appropriate scale.

- **Cultural Sensitivity*:** When writing about sub-Saharan Africa, imagine that the person reading their script was born in Nigeria and has a Ph.D. in geography.

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Question 1: Women in Agriculture in the Course Description

Enduring Understandings: Changes in food production and consumption present challenges and opportunities.

Learning Objectives: Explain the changing role of women in food production and consumption."

Essential Knowledge: The role of women in food production has changed (e.g.-food gathering, farming, managing of agribusiness).
The role of women has changed type types of food a family consumes and the way food is prepared.

Question 1: Women in Agriculture in the Course Description

Learning Objectives: Identify the different economic sectors.
Essential Knowledge: The economy consists of primary, secondary tertiary, quaternary, and quinary sectors.
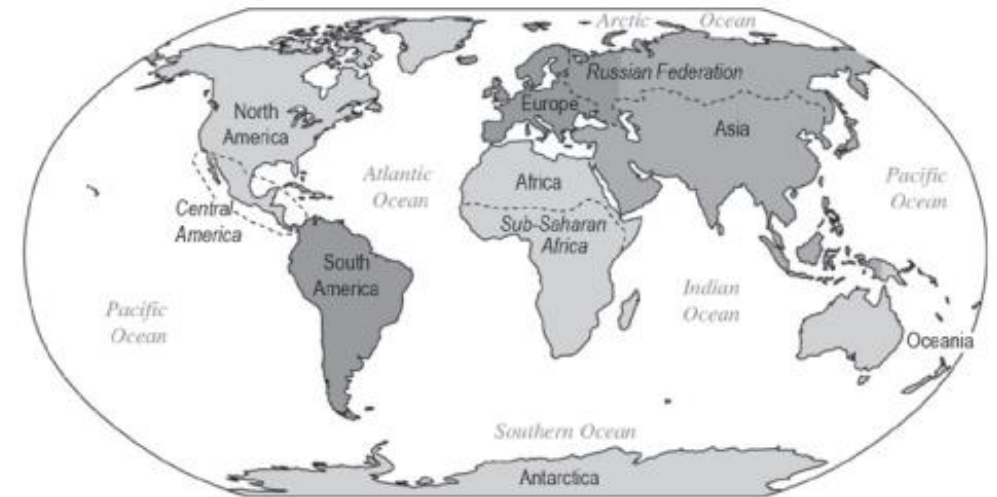
Question 1: Women in Agriculture

A. Identify a country where more than 75 percent of women in the labor force are active in agriculture.

PERCENT OF WOMEN IN THE LABOR FORCE WORKING IN AGRICULTURE

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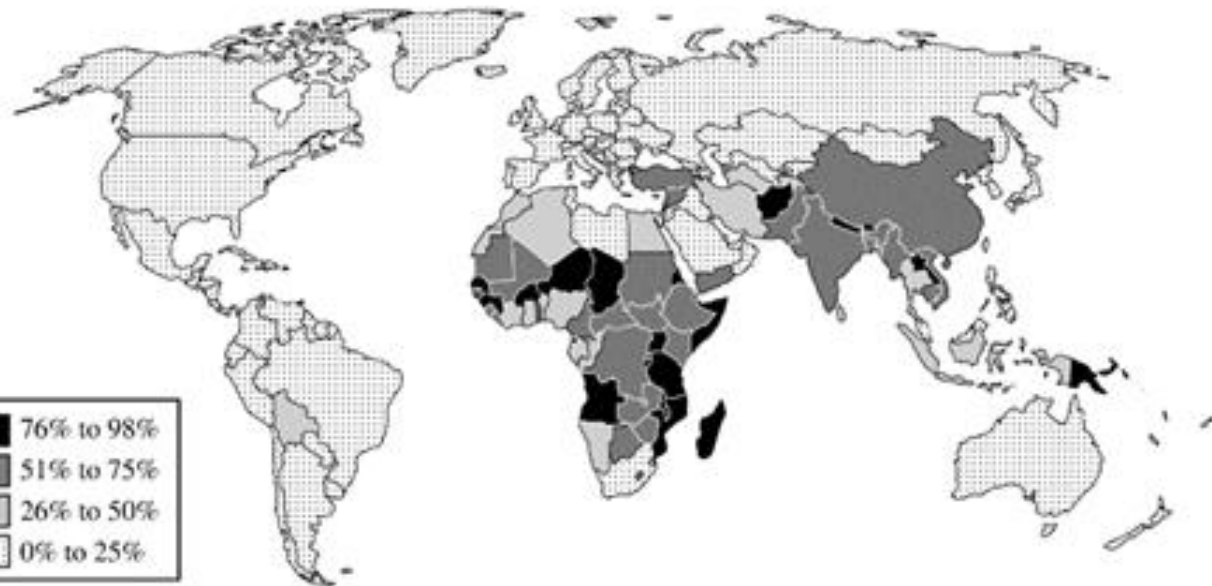
Source: UN Food and Agriculture Organization

AP Human Geography: World Regions — A Big Picture View

AP Human Geography: World Regions — A Closer Look

Question 2: Gentrification

The older neighborhood shown in the picture is undergoing changes in its demographic profile as the existing built landscape is renovated.

6 points

A. Explain TWO ways that gentrification may positively impact neighborhoods.

2 pts.

B. Explain TWO ways that gentrification may negatively impact neighborhoods.

2 pts.

C. Identify and explain ONE way that city governments may reduce the negative impacts of gentrification.

2 pts.

PROTEST BANNER NEAR URBAN CONSTRUCTION SITE

RESIST GENTRIFICATION: MOVE BACK TO THE SUBURBS

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Advice to Teachers
Question 2: Gentrification

- **Beyond flash cards:** Students that could only identify gentrification as a vocabulary term for a MCQ were not prepared for an FRQ to explain it.

- **Identify/Describe/Explain:** Explain has a higher threshold. Include a **"because"** clause to explain.

- **Analyze, not Judge*:** Teach both the positives and negatives of the issues. Teach the students to analyze and assess, not personal positions.

- **Forces behind the processes:** Too many thought that the government causes everything within the city. Teach the role of private investors and market forces on the city.

- **Last but not least*:** Last unit in the course outline does not mean it should be covered in any less time than other units in the course.

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Question 2: Gentrification

Enduring Understanding: Urban Areas face economic, social, political cultural, and environmental challenges.

Learning Objectives: Evaluate problems and solutions associated with growth and decline within urban areas.

Essential Knowledge: Economic and social problems associated with the growth and decline of urban communities includ[ing]…housing affordability, public services, zones of abandonment, and gentrification.

Question 2: Gentrification

Learning Objectives: Evaluate the infrastructure of cities.
Essential Knowledge: Economic development within the metropolitan area are dependent on the quality of infrastructure.

TERMS IN POPULAR CULTURE

Decade	Term	Meaning
1940s	Cool	Excellent, clever
1960s	Groovy	Sounds good, nice
1980s	Rad	Radical, excellent
2000s	Newbie	Newcomer, inexperienced
2010s	Selfie	Photograph of yourself

Question 3: Terms in Popular Culture
8 points

A. Identify TWO specific means by which new expressions in popular culture are globally diffused.
1 pt.

B. Popular culture often spreads through a combination of different types of diffusion. Describe how terms, such as those shown in the table, diffuse spatially through each of the following processes.
3 pts.

   A. Relocation diffusion

   B. Contagious diffusion

   C. Hierarchical diffusion

C. When new words diffuse, they confront barriers. Identify and explain TWO barriers to diffusion that are often encountered even as new terms become more popular.
4 pts.

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Advice to Teachers
Question 3:
Terms in Popular Culture

- **Spatial*:** Focus student attention on how a concept is expressed spatially and is conditioned by geographical realities.

- **Be Precise:** When a prompt asks you describe how terms spread, don't describe how fashion spreads.

- **Barriers:** Students understood diffusion better than they understood the barriers to diffusion. Teach barriers.

Question 3: Terms in Popular Culture in the Course Description

Learning Objectives: Explain the diffusion of culture and cultural traits through time and space.

Essential Knowledge: Types of diffusion include expansion (contagious, hierarchical, stimulus) and relocation.

Learning Objectives: Compare and contrast popular and folk culture and the geographic patterns associated with each.

**Essential Knowledge:** Popular culture origins are often urban, changeable, and influenced by media.

Question 3: Terms in Popular Culture in the Course Description

Learning Objectives: Explain how globalization is influencing cultural interactions and change.

Essential Knowledge: Communication technologies (e.g.-the Internet) are reshaping and accelerating interactions among people and places and changing cultural practices.

Q1 - Q3 Conditioned on Composite
2018 Human Geography
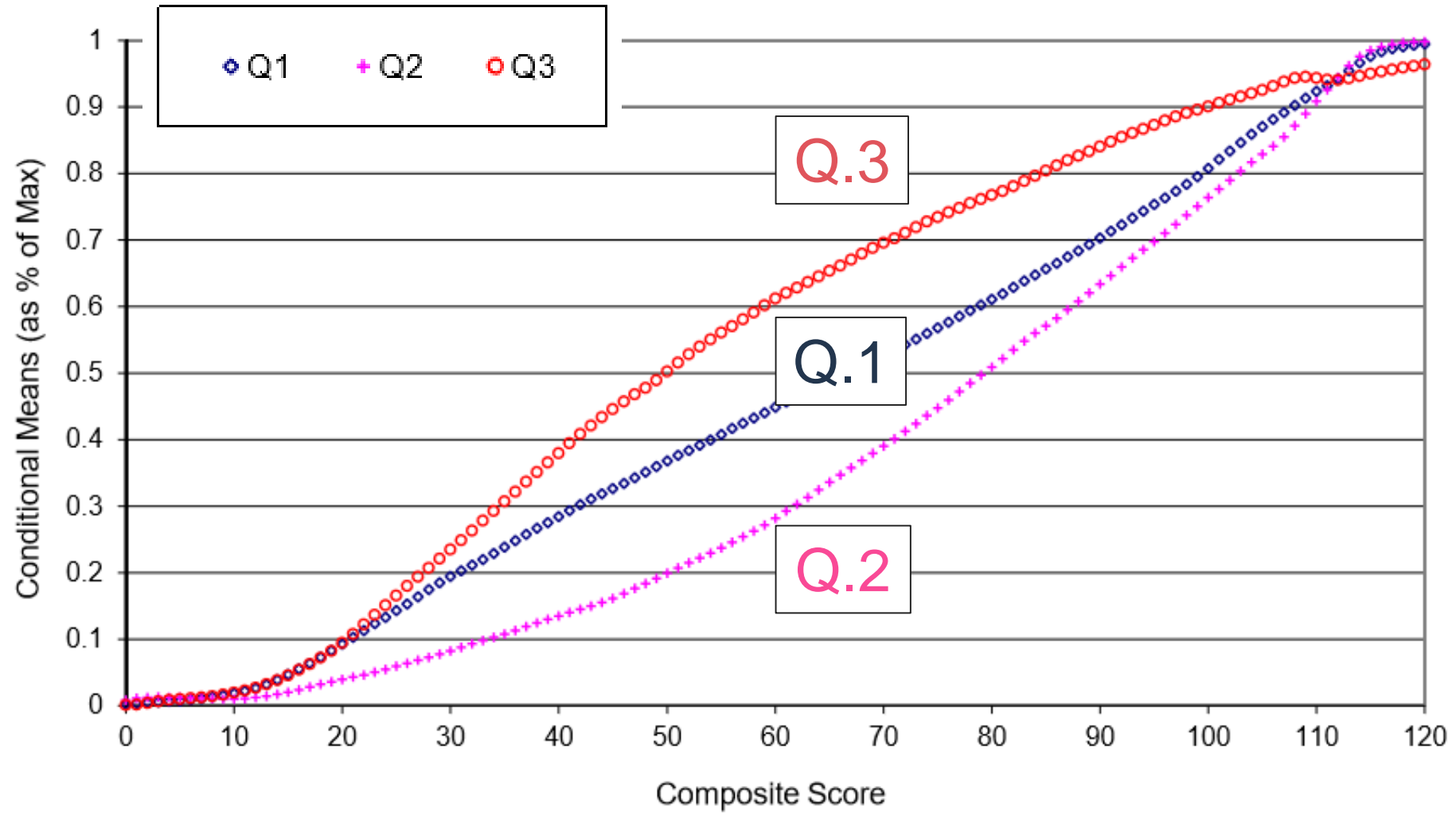
Advice to Teachers

General Advice

- Rely on the Course Description for curriculum development.

- Cover thoroughly all key words and concepts in the Course Description.

- Do not rely on a single textbook. Use multiple textbooks.

- Make students master vocabulary and be able to apply it.

- Give students practice in writing responses to free-response questions throughout the course.

- Teach students to read questions thoroughly and break them down into their component parts.

- Teach students that terms such as "explain" and "describe" require longer answers than "identify."

- Penmanship: if it can't be read, it can't be scored.

How many Readers are needed each year to score all AP Exams?

~16,000

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Thank You.

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Geographic Thinking in the Classroom

Geography Education
Curated by Seth Dixon, Ph.D.
on
Scoop.it!

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geographyeducation.org

Geography education is not...

Geography Bee Quiz
1. Augusta is the capital of _____.
2. The capital of Australia is _____.
3. The world's tallest mountain is _____.
4. A _____ is a large area of a sea or ocean partially enclosed by land (hint: it's larger than a bay).
5. What type of climate consists of mild, moist winters and hot, dry summers?
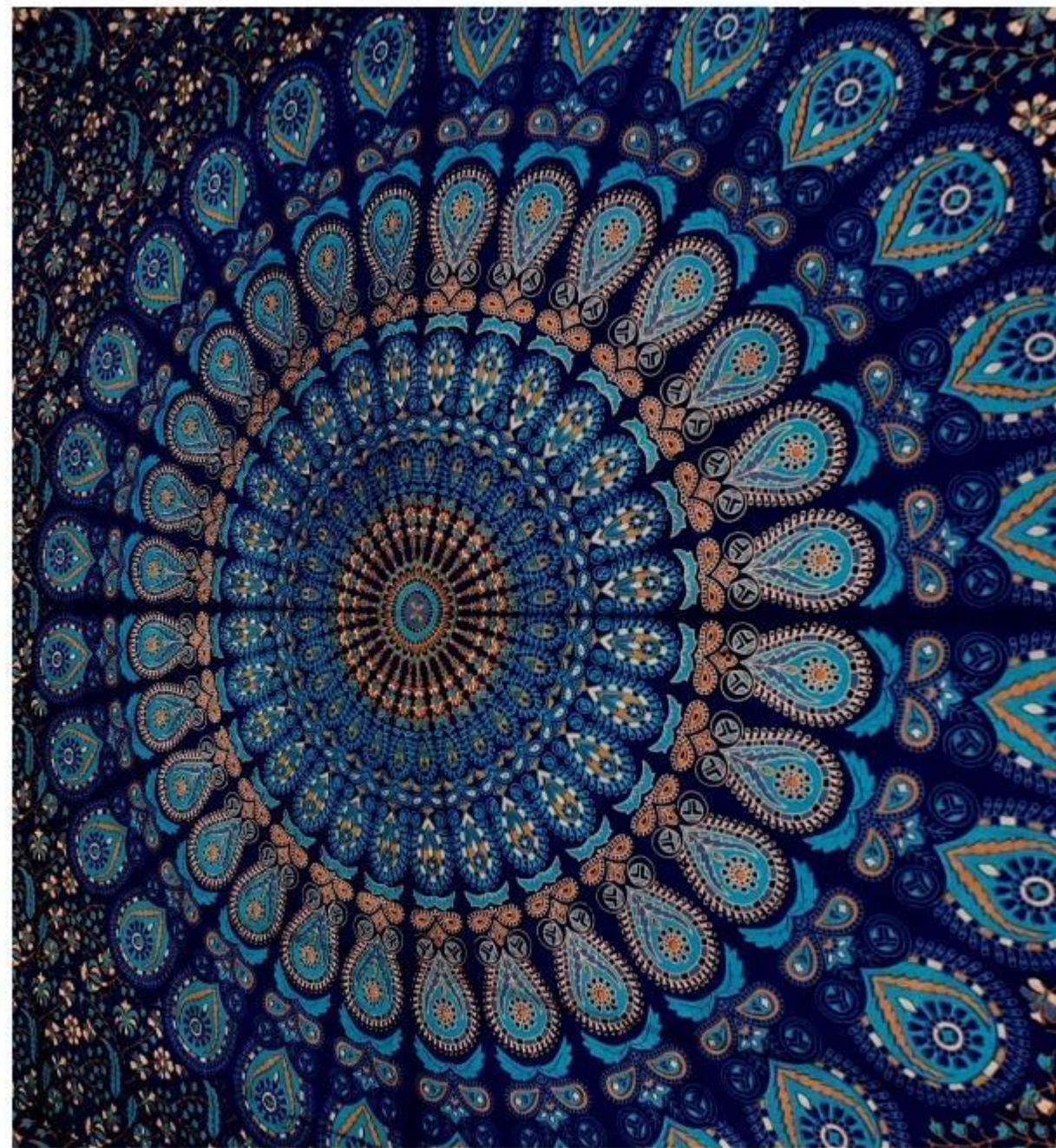
We need to focus of geographic skills

- 1. Concepts and Processes
- 2. Spatial Relationships
- 3. Scale Analysis
- 4. Data Analysis
- 5. Visual Analysis

1. Concepts and Processes

- Identify
- Describe
- Explain
- Compare

- Geographic concepts, models, processes, and theories

2. Spatial Relationships

- Identify
- Describe
- Explain

- Geographic patterns, networks and relationships
- Outcomes in different locations

3. Scale Analysis

- Identify
- Explain
- Compare

- Various places and times
- Across scales

4. Data Analysis

- Identify
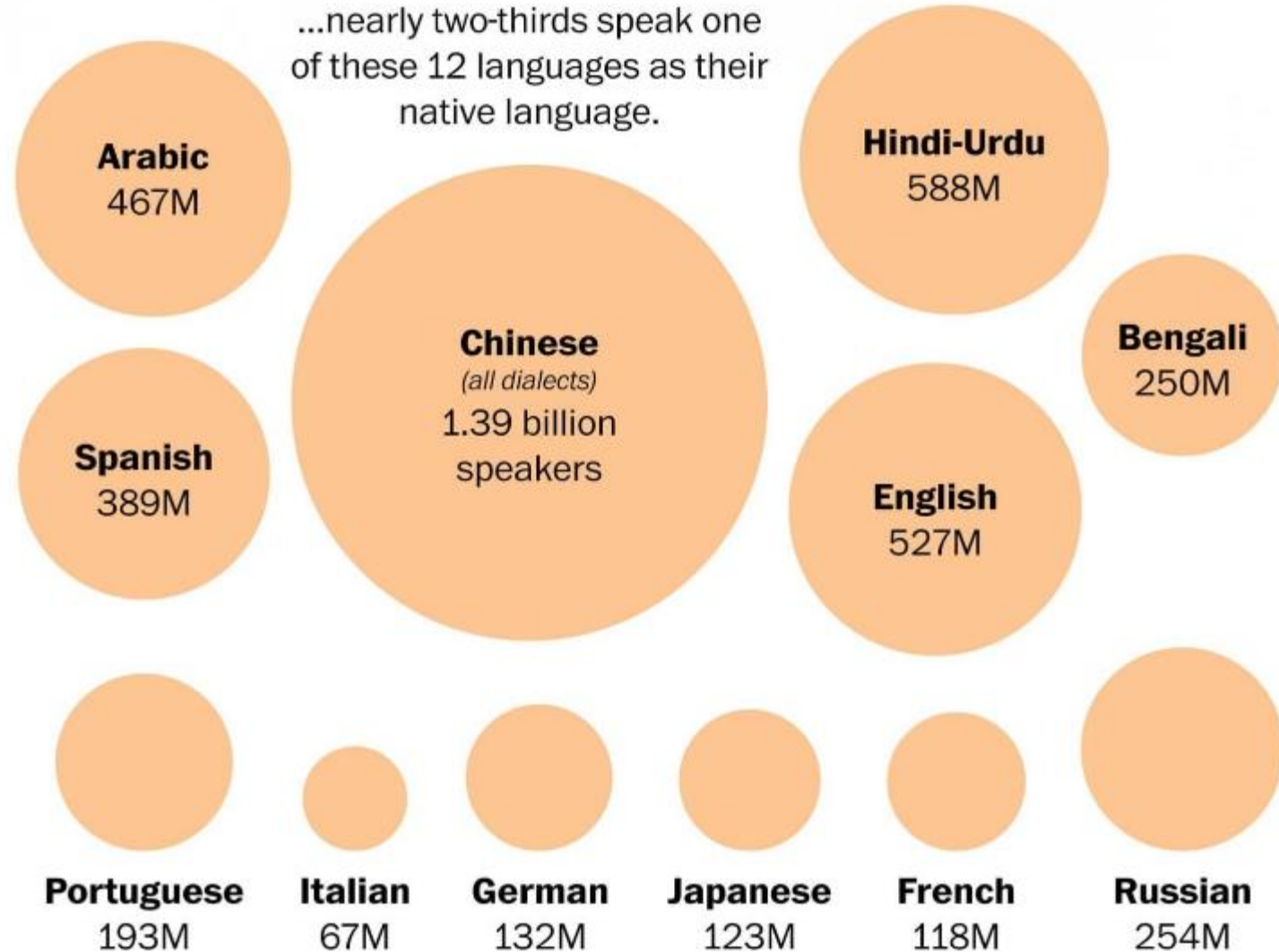- Describe
- Explain

- Maps, charts, tables, graphs, texts, infographics

5. Visual Analysis

- Identify
- Describe
- Explain

- Pictures, landscapes, maps, satellite imagery

Of the **7.2 billion people** on Earth...

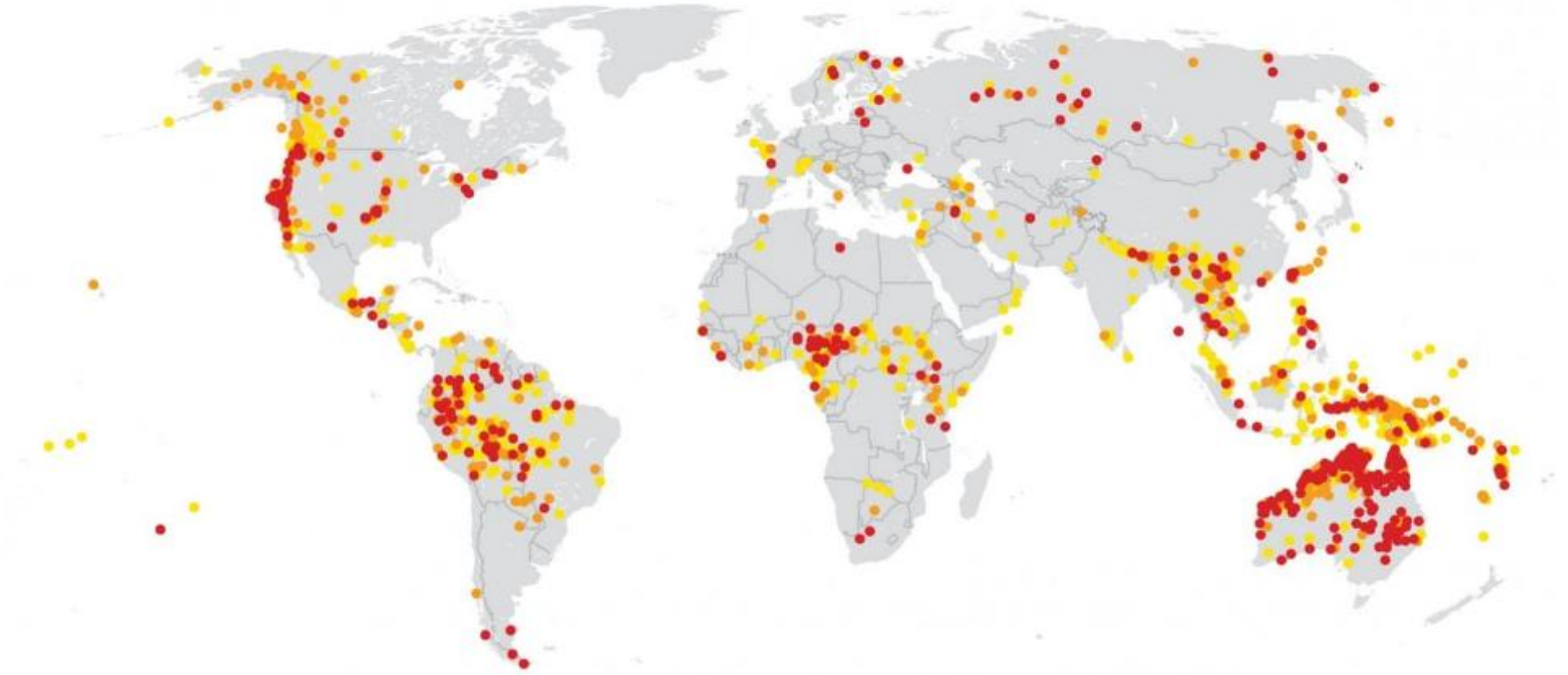...nearly two-thirds speak one of these 12 languages as their native language.

Arabic 467M

Hindi-Urdu 588M

Chinese *(all dialects)* 1.39 billion speakers

Bengali 250M

Spanish 389M

English 527M

Portuguese 193M

Italian 67M

German 132M

Japanese 123M

French 118M

Russian 254M

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At-risk languages

● Critically endangered   ● Seriously endangered   ● Endangered

Sources: Alliance for Linguistic Diversity, UNESCO
GENE THORP AND KEVIN SCHAUL/THE WASHINGTON POST

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- "Being a fluent speaker of English and Saulteaux, I have to say that I view the world in two different ways. I have two different attitudes and even two different personalities, depending on which language I use...English offers me one way to order information and cope with reality, one set of attitudes and behavioral styles, and Saulteaux offers me a different way. When I switch languages, I also move from one constellation of attitudes and thought patterns to another."

–Margaret Cote

Diamond Mine,
Mirny, Russia

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Residential District, Hong Kong

How can competent teachers help students understand a complex interconnected world?

Provide geographic **information**
Teach geographic **concepts**
Use data, maps, and geospatial technology
Ask questions which encourage **spatial thinking**.

Geographic Literacy