

Preparing for Free Response Questions

Success with FRQs comes with PRACTICE!

- ✚ Practice reading and interpreting MAPS, charts, graphs, and photos
- ✚ Practice at developing a SPATIAL perspective in viewing the world around us
- ✚ Practice at interpreting and APPLYING geographic MODELS
- ✚ Practice using the specific geographic VOCABULARY
- ✚ Practice in MAKING CONNECTIONS between geographic themes and real world situations
- ✚ Practice counting the points

Tackling the FRQ

- Read the whole question before beginning to answer
- Count the points
- What does the question ask you to do?
 - Identify
 - Define
 - Explain
 - Compare/Contrast
 - Analyze
 - Evaluate
 - Give examples
- FRQs have more than one part, so it may ask you to do different things in each part
- Use self scoring and peer scoring using the rubric to familiarize yourself with how you earn points



Approach for maximizing FRQ Scores:

- ✚ Count the points
- ✚ Brainstorm, plan, and at the very least bullet information to include in the answer
- ✚ Answer in the format of the question – A, B, C, etc., and always in paragraph form
- ✚ Questions may be answered in any order, but label each question at the top of each page
- ✚ No introduction, thesis, or conclusion needed – geographic principles and examples are needed
- ✚ Consider content from throughout the course to answer the questions
- ✚ Use geographic terminology when possible (knowing the vocabulary is essential)
- ✚ Use examples when required or when it will strength your answer
- ✚ Write LEGIBLY!!!!

Common Mistakes

- Students fail to read and follow the instructions on the exam booklet when instructed to do so.
- Do NOT skip lines
- Write in INK
- NO bullets or outlines – write in paragraph form
- Write on the lined pages provided in the booklet. Do NOT write the answer on the prompt page.
- Strikethrough incorrect ~~information~~ information. Any content with a strikethrough will not be considered in scoring the answer.
- Write LEGIBLY!!!!

Decoding Verbs



Below are a list of the most often used verbs for AP essays and descriptions / definitions to help clarify the intent of the question

Identify: name (who or what)

Define: state, describe, give the meaning of

Describe: give an account of; tell about; give a word picture of.

Discuss: talk over, write about; consider or examine by argument or from various points of view; debate; present the different sides of.

Explain: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of.

Discuss: talk over, write about; consider or examine by argument or from various points of view; debate; present the different sides of.

Compare: examine for the purpose of noting similarities and differences.

Contrast: examine in order to show dissimilarities or points of difference.

Analyze: determine the component parts; examine their nature and relationship.

Assess/Evaluate: judge the value or character of something; appraise' evaluate the positive points and the negative ones: give an opinion regarding the value of; discuss the advantages and disadvantages of.

Be alert for cues that will direct you answer:

Choose one (or two, or three, etc)

Using one of the examples above, explain.....

Basic types of free-response questions in AP Human Geography

Although there is no official model or method for writing a free-response question for the exam, most of the questions that have been asked fall in to one, or a combination, of the following categories. This list is not meant to be in any way comprehensive or exhaustive of possibilities.

1. Definition and illustration/example

Specific terms/vocabulary are defined and appropriately illustrated.

2. Geographic model

One of the major models is presented and students are asked to deal with it in some way...

- explanation
- analysis
- critique
- application

3. Topic in depth

A specific topic is introduced and students are asked to demonstrate understanding by dealing with a variety of aspects of, or related directly to, it.

4. Synthesis

Content material from several different major topics in Human Geography must be pulled together by the student to demonstrate something.

5. Case study

Students are asked to provide a specific geographic illustration from a short list of regions/countries/topics. A greater degree of knowledge, demonstrated through a more thorough discussion and more details is expected than from a simple “example” as in number 1 above.

Re-read Strategies – FRQ

Once you are finished writing the exam, complete the following. Reviewing your response is critical to raise your score and avoid costly omissions in your response. Don't leave points on the table – get all you can!

- Have you answered all parts of the question? (**This is the most common mistake students make**) **COUNT THE POINTS!** Reread the question– all parts and then read your response and preplan. Place a check mark next to each part of the question to verify that you answered it. Different parts of the question are usually separated by a “comma” or an “and”.
- Be sure to check your preplan and make sure you included your key points in the essay. Place a check mark next to items in your preplan you have discussed in the essay. (Don't cross off items on your preplan)
- Next underline key terms (vocab-gradesavers) that you used to answer the question. You should have used good geographic vocabulary in your response. If gradesaver vocabulary is not there, add it if you can.
- Circle your explanations and discussions. Be sure that you have defined key terms and used them correctly. When using a vocabulary term don't use the same term in the definition.
- Hi-lite or double underline your examples. If you haven't given an example or used the “And 1” principle write another example and use arrows to direct the reader to the new example if you don't have room in the essay. Remember when do we give examples? Always!! Even if it doesn't ask for an example.

How Many Points?

Directions:

Underline/highlight each verb.

Count the points possible for each question.

Write +1 when you find each point.

Write the total points at the bottom of each question.

You do not need to fully understand the question to count the points.

#1

The map and table above show the geographic location, population growth, and projected growth of Mexico's most populous cities.

- A. Define the following terms and describe how each relates to Mexico's urban geography.
- Primate city
 - Rank-size rule
- B. Explain TWO positive effects of primate cities on a country's economic development and TWO different negative effects of primate cities on a country's economic development.

Total Points _____

#2

In 1798 Thomas Robert Malthus published *An Essay on the Principle of Population* in which he argued that population growth will inevitably outpace food production, resulting in widespread famine.

- A. Identify and explain TWO reasons why some geographers today believe Malthus' theory can be used to predict future population issues.
- B. Identify and explain TWO reasons why some geographers today believe Malthus' theory cannot be used to predict future population issues.

Total Points _____

#3

Industrial location models are used to explain geographic patterns of economic activity. The maps above show automobile factories built before and after 1986 in the United States.

- A. Identify TWO changes in the geography of automobile factory construction shown by the maps.
- B. Identify and explain TWO factors related to industrial location that may have contributed to the changes.

Total Points _____

[Type text]

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Question 1

The map and table above show the geographic location, population growth, and projected growth of Mexico's most populous cities.

Part A (3 points)

Define the following terms and describe how each relates to Mexico's urban geography.

Primate city (1 point)
Magnitude (it is more than two times the size of the next-largest city) AND significance (it exerts social, political, economic dominance).
Rank-size rule (1 point)
N th largest city is $1/n$ smaller than the largest city; more small cities, fewer larger cities.

Note: Do not grant credit if student misrepresents the proportion by saying $\frac{1}{2}$ for all relationships.

Describe how each relates to Mexican urban geography (1 point)
Mexico does not comply with the rank-size rule (there is a poorly developed urban hierarchy because Mexico City is a primate city).
OR
Mexico City is an example of a primate city because it is disproportionately larger than other Mexican cities and dominates the country.

Note: Either argument will earn the point, but students cannot contradict themselves.

Part B (4 points)

Explain TWO positive effects of primate cities on a country's economic development ...

Positive effects (1 point each; total of 2 points)
• Advantages of agglomeration of economic activity. • Large market for goods and services. • Ability to offer high-end goods and services (including education) because of larger threshold population. • Advantages of enhanced flow of information and ideas in large population. • Advantages of centralized transportation and communication network. • Global trade opportunities; primate cities can compete on a global scale and attract foreign investment.

Note: The response must focus on and explain the positive impact on economic development; for example, tourism in primate cities must be linked to economic benefits to the nation's economy.

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Question 1 (continued)

... and TWO different negative effects of primate cities on a country's economic development.

Negative effects (1 point each; total of 2 points)
• Unequal distribution of investments deters national economic development. • Unequal economic and/or resource development. • Unequal distribution of wealth and/or power. • Transportation network (hub and spoke) prevents equal accessibility to all regions. • Impact of centrifugal forces and difficulties of political cohesion on economic development. • Brain drain — migration and unequal distribution of education, entrepreneurship, opportunities. • Disproportionate effect of disaster in the primate city on entire country. • Negative externalities, e.g., unsustainable urban growth/slums/environmental impacts if these are related to economic development, e.g., burden on national economy to cope with problems.

- 1A) A primate city is a city in a state that is more than twice as big as another city in terms of population in that state. Since Mexico City has a population more than twice the other populated cities in Mexico, Mexico City is therefore a primate city. It was in 1975, in 2007, and is projected to be one in 2015. (10,000,000+ vs 1,000,000+ people)
- * The rank-size ruler states that the n -th most populous city in a rank-sized economy/urban distribution will be $\frac{1}{n}$ th of the most populous city in terms of population. The 2nd most populous city in Mexico is Guadalajara with a 2007 population of 4,198,000 compared to Mexico City's 19,028,000. Since it is not half of Mexico City's population, Mexico therefore doesn't have a rank urban distribution that allows for even urban growth throughout the country. (This holds for 1975 and 2015 as well)
- 1B) Primate cities are booming economic centers. Mexico City provides Mexico with a way into the global economy and allows Mexico to attract the support of international companies. Primate cities offer many jobs for locals. Many people will migrate to Mexico City because of the jobs available there. ^{They} It help to build up economic opportunities. Primate cities, however, make it difficult for other cities to develop. Because of the gap in population, Guadalajara can't compete with Mexico City and grow. Primate cities lead to the development of squatter settlements and areas of poverty. These areas cause major economic concern for governments to resolve.

1B) [Continued from 1st page] The large population in primate cities includes many poor people. These underclass cannot afford proper lodging, so they build squatter settlements. These developments drain resources from the government because it must address the social consequences / environmental consequences of such slums.

Since Mexico City is such a big city, it has great significance in the global economy (by the gravity model). Thus, primate cities give countries economic power in the global economy.

The large number of people implies a large number of services which leads to the positive effects of agglomeration. Businesses benefit from being located next to each other and by having such a wide pool of consumers.

A. A primate city is a city that is a center of economic business and trade, it is an exception to the Rank-size rule. The Rank-size rule states that the relation to the most populous city and 2nd most populous is $1/n^{\text{th}}$, "n" being the rank of the city in terms of population. An example would be, if a country's largest city had a population of 1 million, the second largest would be 500,000, 3rd largest approximately 333,333 and so on. Mexico City appears to be both a primate city, the capital and most populous. Since Mexico City is the primate city, its population is well above the other cities so the Rank-size rule does not effectively apply.

B. A positive effect of primate cities is that it creates one large center of economic business in a country and with that a larger percentage of the population. This allows more employees to have jobs and increase income and the country's economy. Another benefit of primate cities is that they allow the population to be in different economic centers. This means that not everyone will only have one large centralized area of business and retailer services. It allows the population concentration to spread out over more cities rather than just the capital.

A negative effect of primate cities is they develop more rapidly than other cities causing income inequality between regions in a country. Income inequality causes conflict in the country and slows down economic development because it will cause political conflict in which the government might have to take action on. Another ~~negative~~ negative effect is that it takes away attention from the nation's capital thus lowering national pride. If people are only attracted to the business

1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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it lowers the chances of some migrants to move there.

An example of Mexico City being a primate city is the fact that it had a population of 14,028,000 in 2007 but the 2nd largest was only 4,148,000, not what the Zunk-size rule states.

A) A primate city is a city that is the largest city in a country and is at least double the size of the second largest city. Mexico City is a primate city in Mexico, it has a projected population in 2015 to be about 20,189,000 which is a little less than 5 times larger than the ~~second~~ second largest city Guadalajara whose population is 4,673,000. The fact that Mexico City is that much larger than Guadalajara makes Mexico City a primate city.

~~The~~ The Rank-size Rule goes along with a primate city meaning that as you go down the list the cities must be that many times smaller than the largest city. Meaning that the second largest city should be $\frac{1}{2}$ that of the largest city, and the third largest city should be $\frac{1}{3}$ of the largest city's population and so on. Mexico however does not follow the Rank-size Rule, Mexico City is too large for it to be even close to working. In any of the years shown half of Mexico City's population is nowhere

1

1C 2 of 2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Near the population of Guadalajara, which makes the rule invalid for Mexico right there.

B) Primate cities can positively affect the country's economic development by having a high labor force which means ~~there~~ more manufacturing, which then turns into money. Also, primate cities are mainly where foreigners want to trade or invest in, no matter where you are, the bigger the better. There are also negative effects of primate cities such as cultural conflicts due to the amount of people there and also an increase in slums or ghettos.

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Question 1

Overview

This question was intended to determine students' understanding of the model of urban hierarchy and its application to an actual system of cities. Rank-size rule and primacy are fundamental to the cities and urban lands use section of the course. The question asked students to provide definitions for rank-size rule and primate city and to determine which one best described Mexico's system of cities. They were then asked to provide a discussion of both the positive and the negative impacts of primate cities on a nation's economy.

Sample: 1A

Score: 7

The essay demonstrates a comprehensive understanding of primate cities, rank-size rule, and the effects that primate cities have on a country's economic development. It earned full credit in part A (3 points) and part B (4 points). In part A the response received 1 point for correctly stating that primate cities are more than twice the size of the next-largest city and for noting (at the beginning of part B) that they "are booming economic centers." The response was awarded another point for its definition of the rank-size rule: "the n -th most populous city in a rank-sized economy/urban distribution will be $1/n$ th of the most populous city in terms of population." One more point was earned for stating that Mexico "doesn't have a rank urban distribution." In part B the essay received 1 point for describing a positive effect of a primate city on economic development — that "Mexico City provides Mexico with a way into the global economy," which can attract international companies. It gained an additional point (at the end of the response) for explaining that "a large number of services ... leads to the positive effects of agglomeration" and "a wide pool of consumers." The essay merited 2 more points for correctly identifying two negative effects: that "[p]rimate cities [*sic*] ... make it difficult for other cities to develop" and that a primate city's squatter settlements "drain resources from the government because it must address the social consequences/environmental consequences of such slums."

Sample: 1B

Score: 5

The essay received full credit in part A (3 points) and partial credit in part B (2 points). In part A the response earned 1 point for correctly identifying a primate city as "a center of economic business and trade" and for stating that "its population is well above the other cities." It received an additional point for defining the rank-size rule thus: "the relation to the most populous city and 2nd most populous is $1/n$ th, ' n ' being the rank of the city in terms of population." The response gained another point for categorizing Mexico City as a primate city. In part B the essay received 1 point for observing that one positive effect of a primate city is to create "one large center of economic business in a country." No additional point was granted, as the response focuses more on the definition rather than on the positive effects of a primate city. The essay was awarded 1 point for explaining a negative effect of primate cities: "they develop more rapidly than other cities causing income inequality between regions in a country." No additional point was earned for naming a negative effect, because the response incorrectly focuses on issues such as loss of national pride.

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Question 1 (continued)

Sample: 1C

Score: 3

The essay received partial credit in part A (2 points) and partial credit in part B (1 point). In part A the definition provided for a primate city did not receive credit, as it discusses only the size and not the magnitude, significance, or dominance of the city within the country. The response earned 1 point for defining the rank-size rule by indicating that the lesser cities must be many times smaller than the largest city ("Meaning that the second largest city should be $\frac{1}{2}$ that of the largest city, and the third largest city should be $\frac{1}{3}$ of the largest cities [*sic*] population and so on"). The response was awarded another point for understanding that Mexico "does not follow the Rank-Size Rule." In part B the essay gained 1 point for noting, as a positive effect on a country's economic development, that "primate cities are mainly where foreigners want to trade or Invest [*sic*] in." No additional point was received for a positive effect, as the response incorrectly states that primate cities have "a high labor force, which means more manufacturing." No points were awarded for the explanations of negative effects, because the response incorrectly focuses on issues such as "cultural conflicts" that result from increased population.

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give the people to do it and say it.
My thinking of the future is
is really the need and greater extent
of what it means to be truly
projected. I have always wanted
to be very careful of my
singlest idea in life. With each
month at hand, it is no wonder that
everyone is in most definite relation
to all the in and the unity
of dignity in each of the
circumstances in life.