Agenda

• AP Human Geography Exam Overview
• The AP Human Geography Reading Processes
• The Scoring Guidelines and Notes for the AP Human Geography Free Response Questions
• 2019 AP Human Geography Overall Score Distribution
• Student Performance by Question/Task
• General Advice to AP Human Geography Teachers
• How to Become an AP Reader
AP Human Geography Exam Overview
AP Human Geography and Exam Development Committee

- **Co-Chairs**
  - Fernando Bosco, San Diego State University (San Diego, CA)
  - Jody Smothers-Marcello, Sitka High School (Sitka, AK)

- **College Board Advisor**
  - Kristi Neuroth, Ravenwood High School (Brentwood, TN)

- **Members**
  - Jeffrey Foltz, Covenant Day School (Mathews, NC)
  - Jonathan Leib, Old Dominion University (Norfolk, VA)
  - Darren Purcell, University of Oklahoma (Norman, OK)
  - Megan Webster, J.J. Pearce High School (Richardson, TX)

- **Chief Reader**
  - Seth Dixon, Rhode Island College (Providence, RI)

- **ETS Test Developer**
  - Jon Moore, ETS (Princeton, NJ)
  - Alexandra Walrath, ETS (Princeton, NJ)
### Structure of AP Human Geography Exam

The exam will always follow specific criteria regarding the number of items in certain categories.

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Number and Type of Questions</th>
<th>Weight</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60 Multiple-choice questions (5 possible responses A, B, C, D, E)</td>
<td>50%</td>
<td>60 minutes</td>
</tr>
<tr>
<td>2</td>
<td>FRQ 1: Each question assesses at least two different units of instruction.</td>
<td>50%</td>
<td>Total: 75 minutes</td>
</tr>
<tr>
<td></td>
<td>FRQ 2: All five AP Human Geography skill categories are assessed in the FRQ section</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FRQ 3:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 75 minutes
Question Development and Exam Assembly

Multiple forms developed every year

1. Initial Draft of Questions
   - AP community teachers and faculty; Test Development Committee

2. Question Review and Revision
   - Test Development Committee; Content experts

3. Pre-Testing and Statistical Analysis – Clarity, difficulty, etc.
   - Psychometricians

4. Higher Ed Exam Review
   - Chief Reader; Higher Ed Co-Chair of Test Development Committee

5. “Fresh Eyes” Review
   - Additional Higher Ed experts
AP Human Geography:

The Reading
What the AP Human Geography Readers See
About the AP Human Geography Reading

• Takes place in Cincinnati, OH

• Readers and leaders score student responses onsite
AP Human Geography Reading Facts and Figures

Readers & Leaders

- **863 total: 753 readers + 110 leaders**
- Scoring training to be certified to use rubric reliably & consistently

Exams

- **226,444** number of exams submitted for scoring
- Total of **679,332** student responses scored
  
  \( \text{(number of exams} \times \text{number of FRQs)} \)
Evening Activities

❖ Professional Development Lecture: Dr. Alexander Murphy, Geography: Why It Matters

❖ Meet the Development Committee

❖ Night of the Round Tables

❖ Trivia Night

❖ T-SHIRTS!!!
AP Human Geography Volume

AP Human Geography Volume, 2015-2019

9.1% annual growth rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>159,609</td>
</tr>
<tr>
<td>2016</td>
<td>184,663</td>
</tr>
<tr>
<td>2017</td>
<td>199,756</td>
</tr>
<tr>
<td>2018</td>
<td>216,783</td>
</tr>
<tr>
<td>2019 (in progress)</td>
<td>226,444</td>
</tr>
</tbody>
</table>
Scoring the AP Human Geography Exam
Each student response is scored with these principles in mind:

- accuracy
- fairness
- consistency

To ensure these, readers are trained to score responses based exclusively on the rubrics and scoring guidelines.
2019 AP® HUMAN GEOGRAPHY FREE-RESPONSE QUESTIONS

HUMAN GEOGRAPHY
SECTION II
Time—1 hour and 15 minutes
Percent of total score—50

Directions: You have 1 hour and 15 minutes to answer all three of the following questions. It is recommended that you spend approximately one-third of your time (25 minutes) on each question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. You may use the unlined space below each question for notes. Be sure to write your answers on the lined pages immediately following each question.

1. In the early twenty-first century, food security is an increasingly important issue in developed countries. Some neighborhoods in United States cities have been characterized as food deserts. Food deserts are areas with little or no access to healthy and affordable food or limited or no access to fresh fruits and vegetables.

   A. Describe what kinds of information geographers use to map food deserts.
   B. Identify and explain TWO reasons that food deserts exist in urban areas within developed countries.
   C. Identify and explain ONE impact of living in a food desert.
Rubric/Scoring Guidelines

AP® HUMAN GEOGRAPHY
2019 SCORING GUIDELINES — Version 1.0

Question 1

7 points: 1 + 4 + 2

A. Information used to map food deserts. (1 point)
Description must include two types of spatial data; select from the following:

1. Geographers can map access to a resource (grocery stores, supermarkets, super:centers) and where people live (distance from a store)
2. Geographers can map where stores are located versus socioeconomic and demographic information (income, race, and age)
3. Geographers can map the location of local residents and access to public transportation or a private vehicle
Ensuring Accuracy, Fairness, and Consistency

Scoring Guidelines Establish the Scoring Criteria
- Developed by the Development Committee alongside the exam question
- Strong draft finalized in advance of pre-reading by Chief Reader, College Board course lead, and ETS test development staff
- Locked-down at end of pre-reading, incorporating examples from actual student work
- Include “Scoring Notes” to ensure consistency in application of Scoring Guidelines

Consistent Application of the Scoring Guidelines Implemented in Reader Training and Monitoring
- Question Leaders select training samples (actual student work) representing different ways of earning each score point
- Leader training → Reader training
- Paired reading and retraining as needed
- Table Leader back-reading
- Reader statistics monitor any potential drift of individual readers from the established criteria
AP Human Geography Exam Score Distribution

48.5% of students scored 3 or higher

<table>
<thead>
<tr>
<th>AP Exam Score</th>
<th>Approximate % Students EARNING this AP Score</th>
<th>Approximate % Students BELOW this AP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10.4%</td>
<td>89.6%</td>
</tr>
<tr>
<td>4</td>
<td>18.2%</td>
<td>71.4%</td>
</tr>
<tr>
<td>3</td>
<td>19.9%</td>
<td>51.5%</td>
</tr>
<tr>
<td>2</td>
<td>16.8%</td>
<td>34.7%</td>
</tr>
<tr>
<td>1</td>
<td>34.7%</td>
<td>NA</td>
</tr>
</tbody>
</table>
AP Human Geography Exam Score Distributions (2017-2019)

Approximate % of students earning each AP Exam Score

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Scoring 3 or higher</td>
<td>10.6%</td>
<td>12.9%</td>
<td>10.4%</td>
</tr>
<tr>
<td>% Scoring 3 or higher</td>
<td>17.1%</td>
<td>21.4%</td>
<td>19.9%</td>
</tr>
<tr>
<td>% Scoring 3 or higher</td>
<td>34.0%</td>
<td>28.9%</td>
<td>34.7%</td>
</tr>
</tbody>
</table>

5% Scoring 3 or higher in 2017
4% Scoring 3 or higher in 2018
3% Scoring 3 or higher in 2019
2% Scoring 3 or higher in 2019
1% Scoring 3 or higher in 2019

Approximate % of students earning each AP Exam Score
In 2019, for the first time, two different sets of Free Response questions were used in AP Human Geography.

<table>
<thead>
<tr>
<th></th>
<th>Mean Score (% of Total Possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice (MCQ)</strong></td>
<td>59.59%</td>
</tr>
<tr>
<td><em>(All students)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Free-Response (FRQ) Set 1</strong></td>
<td>38.21%</td>
</tr>
<tr>
<td><strong>Free-Response (FRQ) Set 2</strong></td>
<td>28.75%</td>
</tr>
</tbody>
</table>

Note: The cut scores (number of points corresponding with AP Exam scores of 1, 2, 3, 4, 5) differ for FRQ Set 1 and Set 2, and are set by relative performance on the multiple-choice questions.
## Summary of student performance on FRQs

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Mean Score (% of Total Possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRQ 1 Food Deserts: Urban Areas</strong></td>
<td>34.86%</td>
</tr>
<tr>
<td><strong>FRQ 2 Infant Mortality Rate</strong></td>
<td>51.43%</td>
</tr>
<tr>
<td><strong>FRQ 3 Devolution</strong></td>
<td>28.32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set 2</th>
<th>Mean Score (% of Total Possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRQ 1 Industrial/Postindustrial Economies</strong></td>
<td>34.49%</td>
</tr>
<tr>
<td><strong>FRQ 2 Galactic City Model/Edge Cities</strong></td>
<td>25.35%</td>
</tr>
<tr>
<td><strong>FRQ 3 Nationalism/Supranationalism</strong></td>
<td>26.25%</td>
</tr>
</tbody>
</table>
AP Human Geography:

Student Performance on FRQs
1. In the early twenty-first century, food security is an increasingly important issue in developed countries. Some neighborhoods in United States cities have been characterized as food deserts. Food deserts are areas with little or no access to healthy and affordable food or limited or no access to fresh fruits and vegetables.

A. Describe what kinds of information geographers use to map food deserts.

B. Identify and explain TWO reasons that food deserts exist in urban areas within developed countries.

C. Identify and explain ONE impact of living in a food desert.
Set 1, FRQ 1: Score Distributions

Student strengths
1. Transportation access changes place
2. Health risks stem from where you live
3. Spatial question needs spatial responses

Common errors/misconceptions:
1. Answered at the Metro or national scale
2. Inequality occurs in developed countries
3. Definition in the stem…use it.

FRQ 1: Mean Score = 2.44
2. Infant mortality varies widely around the world and is affected by complex real-world characteristics. The infant mortality rate is a key demographic indicator that can be used to assess social, economic, and other conditions at multiple geographic scales.

A. Identify the predominant ranges of the infant mortality rate found in South Asia and in western Europe.

B. Describe TWO economic reasons for the level of infant mortality rates in western Europe.

C. Identify and explain a specific way in which each of the following TWO United Nations Sustainable Development Goals are intended to affect infant mortality rates in a rural community in South Asia.
   1. Quality education
   2. Clean water and sanitation
Set 1, FRQ 2: Score Distributions

Student strengths:
1. SDGs cut across the units
2. Understood that many metrics are correlated, and described WHY.
3. Responses with examples score well

Common errors/misconceptions:
1. Too many regional stereotypes, not enough regional analysis
2. Read the map more carefully with less assumptions

FRQ 2: Mean Score = 3.60
3. The number of states in the world has grown to approximately 200. The creation of new countries has been possible as a result of devolutionary forces. Countries such as Spain and Nigeria face devolutionary pressures.

A. Define devolution.

B. Describe how each of the following forces contributes to devolutionary pressures within a country.
   
   1. Cultural diversity
   2. Regional economic differences
   3. Physical geography and territorial size

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.
Set 1, FRQ 3: Score Distributions

Student strengths
1. SDGs cut across the units
2. Understood that many metrics are correlated, and described WHY.
3. Flashcard level vocab is a good start, but not the end.

Common errors/misconceptions:
1. Too few knew the examples from the CED
2. Use the information on the map to answer the question

FRQ 3: Mean Score = 1.70

0 or no response | 1 | 2 | 3 | 4 | 5 | 6
---|---|---|---|---|---|---
32.4% | 20.7% | 17.1% | 13.4% | 9.0% | 5.2% | 2.2%
1. Many developed countries have deindustrialized and are transitioning to a postindustrial economy.

A. Identify and describe the economic sector that becomes dominant when a country deindustrializes and restructures from an industrial to a postindustrial economy.

B. Describe TWO ways countries transitioning to a postindustrial economy utilize the international division of labor.

C. Describe ONE way in which the roles of women in the paid labor force of developed countries change as a result of the transition to a postindustrial economy.

D. Describe TWO ways in which brownfields can be redeveloped in postindustrial cities.
Set 2, FRQ 1: Score Distributions

Student strengths
1. Postindustrial economies
2. Gendered differences
3. How countries use internat’l division of labor

Common errors/misconceptions:
1. Scale and perspective
2. Brownfields, knowledge sector, and tertiary (proper use=4 points)

FRQ 1: Mean Score = 2.41
2. The model shown is known as the galactic city model, sometimes described as the contemporary urban model of the North American metropolitan area. Among the features within this model are edge cities. Edge cities are large centers of development on the urban periphery.

A. Describe TWO factors that led to the development of the galactic city as an urban landscape in North America.

B. Describe TWO ways that the spatial organization of commercial land use is different between the original central business district (CBD) and an edge city.

C. Describe ONE negative impact of edge city development on the environment.

D. Explain TWO ways sustainable design initiatives or smart growth policies could address negative impacts of edge city development on the environment.
Set 2, FRQ 2: Score Distributions

FRQ 2: Mean Score = 1.77

Student strengths
1. Commercial land use patterns
2. Edge cities linked to sprawl
3. Sustainable design initiatives

Common errors/misconceptions:
1. Models show process, not static
2. Too many gentrification responses
3. Environmental problem = pollution, sea-level rise
3. As shown in the maps, international boundaries in Europe changed considerably from 1980 to 2013. Nationalism and supranationalism were two geographical processes that changed the number and function of those boundaries.

A. Identify ONE geopolitical event that initiated change in the number of international boundaries in Europe between 1980 and 2013.

B. Explain how nationalism can eliminate an international boundary. Describe an example from the maps shown.

C. Explain how nationalism can create new international boundaries. Describe an example from the maps shown.

D. Describe TWO ways supranationalism has affected the functions of international boundaries in Europe.
Set 2, FRQ 3: Score Distributions

Student strengths
1. Knowing geopolitical events
2. Understanding the E.U.’s role in reshaping the function of borders
3. Comparing maps (differences)

Common errors/misconceptions:
1. Map reading (country labeling)
2. What/who impacts border function
3. Eliminate/create confusion
4. Too many devolution responses

FRQ 3: Mean Score = 1.84
AP Human Geography:

General Advice to Teachers
Questions are usually at different scales

<table>
<thead>
<tr>
<th>Set 1</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRQ 1 Food Deserts: Urban Areas</td>
<td>Neighborhood</td>
</tr>
<tr>
<td>FRQ 2 Infant Mortality Rate</td>
<td>Regional</td>
</tr>
<tr>
<td>FRQ 3 Devolution</td>
<td>National</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set 2</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRQ 1 Industrial/Postindustrial Economies</td>
<td>National/Global</td>
</tr>
<tr>
<td>FRQ 2 Galactic City Model/Edge Cities</td>
<td>Metropolitan</td>
</tr>
<tr>
<td>FRQ 3 Nationalism/Supranationalism</td>
<td>National/Regional</td>
</tr>
</tbody>
</table>
Form structure identical, but content is not.

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Main Unit/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRQ 1 Food Deserts: Urban Areas</td>
<td>Urban</td>
</tr>
<tr>
<td>FRQ 2 Infant Mortality Rate</td>
<td>Population</td>
</tr>
<tr>
<td>FRQ 3 Devolution</td>
<td>Political</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set 2</th>
<th>Main Unit/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRQ 1 Industrial/Postindustrial Economies</td>
<td>Economic</td>
</tr>
<tr>
<td>FRQ 2 Galactic City Model/Edge Cities</td>
<td>Urban</td>
</tr>
<tr>
<td>FRQ 3 Nationalism/Supranationalism</td>
<td>Political</td>
</tr>
</tbody>
</table>
FRQs: Improving Student Performance

- Read the prompt carefully and to answer all parts of the question (Label the parts).
  -- Scale of the question?
  -- Command verb
- Integrate units with S.P.E.E.D. and E.S.P.N. activities.
- Cover all key words/concepts in CED. Have students master vocabulary and be able to apply the terms to various contexts.
- Do not rely on a single textbook. Use multiple textbooks.
- Penmanship: if it can’t be read, it can’t be scored.
AP Human Geography:

*Becoming a Reader*
AP Reading 2019 Stats

- What does it take to score 5.1 million exams?

- 38 subjects scored
- 2.8 million students
- 5.1 million exams scored
- 26 million constructed responses
- 18,000+ readers
- 1,800+ Reading assistants
- 200 visitors
- 2.5 weeks – June 2nd – June 18th
- 7 sessions
- 5 locations
- 3 million square feet of convention center space
- 32 hotels
- 550,000+ meals

Note: student and exam volumes not final
Why should I consider becoming an AP reader?

AP readers often refer to the AP Reading as one of the best professional experiences they have ever had.

Some reasons to consider becoming an AP reader

- **AP readers enjoy the experience**—98% of educators responding to our AP reader survey in 2018 say they had a positive experience. AP teachers and college faculty enjoy coming together to exchange ideas and experiences.

- **Experiencing the AP Reading leads to positive changes in the classroom**—97% of high school AP teachers and 72% of college faculty who have attended more than one Reading and responded to our 2018 survey indicated that they have actually made changes to the way they teach based upon their participation at the Reading.

- **AP readers learn to apply rubrics with fidelity**—All AP readers are mentored by teams of experienced Reading leaders to effectively and consistently apply scores to responses using a rubric. This includes the usage of benchmark samples and scoring guidelines selected and agreed upon by the Reading leaders for a particular subject.

- **AP readers gain exposure to the full universe of student responses**—AP readers gain valuable insight into the quality and depth of student responses from the entire pool of AP Exam takers, instead of only being exposed to student work from a single class or single school.

- **AP readers are compensated for their effort**—All AP readers are compensated for the work they do, including time spent training. AP readers traveling to a Reading site have their travel expenses covered, including lodging. Meals, snacks, and drinks are also provided to readers scoring at a Reading site.

- **AP readers can earn Continuing Education Units (CEUs) and Professional Development Hours (PDHs)**—These may be applied to professional development requirements required by states, districts, and schools.
Who can score AP exams?

- Current AP teachers with at least two years of experience teaching AP Human Geography
- Active college faculty that have taught one semester of a comparable AP course in the past three years

When to apply to be an AP reader

- There is no official cutoff to submit an application. Applying earlier in the school year is recommended.
- If your application is accepted, you are hired into the reader pool and eligible to be invited to future AP Readings (no need to reapply each year)
- Consider applying as soon as possible because it can take several weeks to get through the application and onboarding process
- Invitations to the 2020 Reading will start going out in January 2020
- We do our best to expose as many educators as possible to the Reading, but some subjects have deep reader pools so it may take time to receive an invitation
Questions?

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