

WHAT YOU NEED TO KNOW

Before you begin to prepare for the multiple-choice questions, let's review the critical information about the section that we covered in the introduction:

SECTION I: MULTIPLE CHOICE QUESTIONS

Number of Questions:	75
Time Allowed:	60 minutes
Writing Instrument:	No. 2 pencil
Needed for a 4 or 5:	Minimum 50 correct answers & no answers left blank

Now that you have that in mind, to do well on this part of the AP Human Geography Exam you need to know your human geography and how to answer multiple-choice AP questions. You may know the material from class and your textbook very well, but if you don't know *how to take the test* then you won't get the credit you deserve.

Let's consider two possible scenarios:

Josh is a student getting good grades in high school AP Human Geography all year and then gets a low score on the AP Exam because he's not ready for these types of questions. On the other end of the spectrum, Jessica is a student who is not very comfortable with all the various topics in the AP Human Geography course. However, because she knows how to effectively answer the multiple-choice questions, she winds up getting a 4 on the exam—much to the chagrin of Josh.

You may be wondering, How can I do well on the exam and not end up like Josh? *You need a strategy.* The key is to get inside the head of the people testing you. In this section we will show you how the Educational Testing Service (ETS) and their test authors put you under pressure and how they write the questions to trick you into choosing the wrong answer. Along the way, I will give you several strategies and practice opportunities to crack the multiple-choice section.

MULTIPLE-CHOICE STRATEGY

In this section we'll go over the rules of effective multiple choice test-taking, explain the "guessing reward," discuss time management, and teach you how to use the Process of Elimination. Combined, these strategies will improve your AP multiple-choice test-taking skills and score.

RULES OF EFFECTIVE AP TEST-TAKING

To score your best on the multiple-choice section of this test, you will first need to remember the following rules:

- There is no such thing as a "guessing penalty"; rather, there is a guessing reward.
- Finishing is not the real goal; accuracy is.
- Keep in mind you have limited time.
- Four out of every five answer choices are wrong.

GUESSING REWARD

Like the SAT, the AP Human Geography exam contains what is commonly called a "guessing penalty." On all multiple-choice questions, you lose one quarter of a point for each wrong answer. The penalty is meant to deter you from randomly guessing on questions that you have no clue about. However, this does not mean you should never guess. In fact, taking guesses can substantially increase your raw score on the multiple-choice section of the exam.

Here's how to think about it. There are five answer choices for each multiple-choice question. If you select (A) as your answer to every question, how many questions might you expect to get right? One-fifth, or about 15 questions. That gives you 15 points. You would lose a quarter point for each of the remaining 60 questions. One fourth of 60 is 15. So, you would lose 15 points. In other words, if you were to randomly guess throughout the entire test, using statistical probability, you would end up at zero points—14 points earned, 14 points lost.

By comparison, let's say that instead of randomly guessing, you were able to eliminate one wrong answer for each question in the entire multiple-choice section. Since you'd be choosing from four answer choices each time, random odds say that you would get one fourth of the questions correct. That's about $22\frac{1}{2}$ questions; we'll round up to 23 points. If you got the remaining 52 questions wrong and lost a quarter point for each, you would lose 13 points, leaving you with a gain of 10 points—23 points gained, 13 points lost.

The point is that there is really no guessing penalty on the AP Human Geography Exam. If you guess randomly on the entire test, you lose nothing. Even if you get rid of just one wrong answer from each question throughout the test, you begin to gain significant points.

But you won't be randomly guessing on the entire test. With the proper strategy and tools, you can eliminate the obviously wrong answers and have three, two, or just one answer to choose from.

Now, what would happen if you left those questions blank instead of guessing? Well, you lose points! That itself should cancel out the guessing penalty in your mind. Wouldn't you rather take a shot at getting a point than leave a blank and definitely get penalized? Guess away, even if you can't eliminate any choices (just fill in your favorite "letter of the day"). When you factor in the cost of leaving questions blank, the guessing penalty becomes a guessing reward.

PACING

Guessing also raises your score because it saves you time. Wasted time is your enemy. 75 questions in 60 minutes is a lot. In practical terms, it's about 45 seconds per question. How can you possibly answer all the questions in such a short time period? Two ways: Guess and Go, or Don't.

GUESS AND GO

Consider the following thought process of two AP Human Geography test takers:

The question:

The international treaty that laid the interior political boundaries of Sub-Saharan Africa was:

- (A) Treaty of Ghent
- (B) Potsdam Agreement
- (C) Camp David Accords
- (D) Treaty of Versailles
- (E) Berlin Conference

Mario

The political boundaries of Africa—I know this was decided by European colonial powers, and not Africans. It was in the late 1800s or early 1900s, so that eliminates (A). Potsdam was at the end of World War II, and Camp David was much more recent. So that gets rid of (B) and (C). Now, what were the other two? Versailles was the home of the French kings. But, they were gone at the end of the French Revolution, in the late 1700s. Berlin is near Potsdam. Here it's a "conference" and not a "treaty" like in (D)...Hmmm...Both sound possible. Was it in France? The French had a lot of colonies in Africa. I think the Germans had colonies in Africa too, but I'm not sure how many or where. Which country would be most likely to host such an international treaty? The Germans were really powerful in the early twentieth century and defeated France a few times. But the French were the larger colonial power around the world. Hmmm...Which one is more likely to be the location of this treaty? Well, (D) sounds great but so does (E). I put (D) for the last answer so maybe this one should be (E), or maybe that last one was wrong. Maybe I should read and rephrase the question again...

Marc

The political boundaries of Africa—these were divided by European colonial powers around the late 1800s. Africa was the last part of the world to become colonized by Europeans. And the last part of the world to gain independence. Ghent was part of American history, so cross off (A). Potsdam and Camp David were about World War II and Israel, respectively, so cross off (B) and (C). Versailles is in France and Berlin is in Germany. So it's either (D) or (E). Versailles was the home of Louis XV, who lived in the 1700s. And it's a museum today. Thus, (D) doesn't sound right. I'll guess (E).

Next question.

The central business district within that concentric zone model is found...

In the scenario above, Maria continues to deliberate between (D) and (E) while Marc goes on to the next question. What's the difference? Marc did all the work he could considering the remaining options, then took a smart guess and moved on. Maria did all the work she could, and got stuck trying to make a decision between the two remaining options. As the test goes on, Maria will lag further and further behind Marc, not because she knows less human geography, but because she is less willing to take that guess and move onward, and *save time*. To do well on the AP Human Geography Exam, you'll need to do what you can, then be willing to *take your best guess and move on* to the next question.

...OR DON'T

This is not to suggest that speeding through the test is your goal. In fact, focusing on finishing the section is the wrong goal altogether. You should work accurately and efficiently on the questions you *can* answer correctly so that you earn a solid raw score. To do so, you might not even attempt some of the questions. Do the best you can and be thorough, then just fill in bubbles for the questions you don't get to. Make sure to keep checking the time and save a couple of minutes to fill in bubbles for the questions you have not attempted to answer.

Rushing to finish the test only to make a bunch of careless mistakes won't get you a good score. Instead, as you practice for the exam, you need to find the pace at which you can work efficiently and effectively without sacrificing accuracy. Don't waste extra time with a question once you've done all that you can to solve it, and don't rush and misread and rephrase the question or the answer choices.

YOU SET THE PACE

After you study your geography notes, textbook, and review chapters of this book, practice your multiple-choice strategy by using the full-length practice tests in this book to determine your optimal pace. Can you answer 75 questions in 60 minutes and get most of them right? If so, you can very well receive 60 or more raw score points, and likely score a 4 or above depending on your essays. Are you able to answer only about 60 questions and maintain accuracy? If so, you can still get nearly 60 raw score points by being accurate. In the end, being accurate can be far more important than finishing.

PROCESS OF ELIMINATION

Every time you read a multiple-choice question, remember that four of the five answer choices are wrong. Use the Process of Elimination (POE) method to get rid of what you know is wrong as you go through the answer choices (use a diagonal slash through the letter—~~(E)~~—in the question booklet, *not on the bubble-sheet!*). Then deal with any answer choices that remain.

For most questions, you'll be able to eliminate two or three answer choices relatively quickly. That leaves you with two choices to consider. Don't forget about the guessing reward. We'll talk more about POE throughout the rest of this chapter. Just remember that all the answer choices are "wrong until proven right," and you'll be on your way to showing what you know on the multiple-choice part of the test.

WHAT IF I CAN'T ELIMINATE ANYTHING?

If you can't eliminate any answers, it's best to skip the question altogether. Mark these skipped questions in some distinctive way (circle it in the question booklet, *not on the bubble-sheet!*) and come back to them later, when you have time at the end of the test. Always keep in mind that the multiple-choice section is difficult if not impossible for most students to finish on time. Your goal is to end up with a minimum of 50 correct answers. If you did that on a regular test at school that had 75 questions, you'd see a score of 66 percent and most likely have a "D" next to your name. But that's not how the AP exam works, fortunately. And if you do reasonably well on the essay section, you'll earn that 4 or 5 that you are working to achieve.

THE QUESTIONS ARE MEANT TO TRICK YOU

Put yourself in the shoes of an AP Human Geography Exam question writer. As he begins to write a question, he first formulates the question and the correct answer. But his work doesn't end there. He has to come up with good wrong answers to distract you. The exam writers may be tricky, but we're willing to share our secrets with you here.

Once the writer creates the correct answer and randomly assigns it (A), (B), (C), (D), or (E), he then has to come up with four or more incorrect answers. Each of these wrong answers has to sound plausible; they have to look like possible answers to the average student, and not look out of place. A couple of these answers look correct, but are completely wrong. The other remaining wrong answers are what we call "distractor" answers. These distract the test taker, because they are either similar to the correct answer or fall within a similar category. These would be likely options for the test taker

who doesn't know the material well, doesn't know how to wade through the multiple-choice answers, or is rushing.

For example, let's say the writer creates a question about the commonality between international borders where there has been past armed conflict:

The land borders between the countries of North and South Korea as well as Greek and Turkish Cyprus are similar in that they both feature

- (A)
- (B) demilitarized zones known as "DMZs"
- (C)
- (D)
- (E)

Now that we have both the question and the correct answer, what wrong answers can we insert that might distract a test taker who is unsure of the correct response? We could insert something that sounds similar to other material in the AP Human Geography course. For example, look at the choices (A) and (E):

The land borders between the countries of North and South Korea as well as Greek and Turkish Cyprus are similar in that they both feature

- (A) special economic zones known as "SEZs"
- (B) demilitarized zones known as "DMZs"
- (C)
- (D)
- (E) exclusive economic zones known as "EEZs"

(A) is wrong because SEZs are found solely in mainland China. (E) is extra special because not only does it sound similar to the correct answer, but it is also derived from the course material on international borders. If you know that EEZs are maritime resource boundaries (economic borders on the high seas), then you will avoid this answer since the term "land borders" is specific in the question. If you don't pay attention to this specificity, you may be drawn in by the fact that both example borders end at water and then extend to some distance out in the sea.

Now, what else can we add that is not a related or soundlike answer, but appears plausible? Suppose we add other material from human geography about borders in general. Check out (C) and (D):

The land borders between the countries of North and South Korea as well as Greek and Turkish Cyprus are similar in that they both feature

- (A) special economic zones known as "SEZs"
- (B) demilitarized zones known as "DMZs"
- (C) "fuzzy" borders between two different culture regions
- (D) boundary lines set under agreements involving the United Nations
- (E) exclusive economic zones known as "EEZs"

Notice how (C) can really get you thinking about cultural geography, as many wars are based on cultural differences. The Levant, the region of the eastern Mediterranean, contains a whole mix of different culture groups and religions. However, the differences between North and South Korea are political, and they share the same original culture. You can easily get lost and waste time thinking about the fuzziness of the border between Greeks and Turks and get stuck trying to consider the differences between North and South Korea, and whether Communism constitutes a separate culture—which it is not, and the Korean War was a political conflict. (D) is true for Korea, as the United Nations was the coalition fighting against North Korea and mainland China during the Korean War. Likewise, the United Kingdom has peacekeepers who observe the border between the Greek and Turkish sides of Cyprus to prevent fighting between the two culture groups.

Even if you are very familiar with the DMZs in both cases, you can see how one or two of the other choices might catch your eye and suck you in. When you know the answer and see it in the list of choices, be confident and fill in the bubble. Don't second-guess yourself. *Second-guessing* will slow you down, and you don't have time to burn. Cross them out and move on.

GETTING IT RIGHT, GETTING IT FAST

Regardless of how the question writers are trying to fool you, the key to this process is to be analytical when reading the possible answers. Now you understand how these questions are constructed. There may be a bit of truth in most of the wrong answers. The more plausible answers there are, the more time you'll have to spend weeding out the incorrect or inaccurate ones. This strategy penalizes those who do not know the material well enough to automatically choose the answer by making them waste extra time.

MAKE SURE YOUR CHOICE IS CORRECT

If you automatically knew that both borders contain the DMZs, you would first prepare yourself to fill in the bubble for (B) on the answer sheet. Then you would quickly review the other answers, just to make sure that there isn't a better answer in the list. Noticing the flaws in the other answers will also make you confident that you answered correctly, and you can move on knowing that you are performing well on the exam. However, don't spend more than a couple of seconds reading the other choices.

WHEN TO BAIL

Never forget that you are on a fairly tight time schedule. The AP Human Geography Exam is as much a test of your pacing skills as it is of your course knowledge. You need to make sure that you spend your time on questions that will pay off. You may read a question and *have absolutely no idea* what is being asked, or know as soon as you read and rephrase the question that you do not know the subject matter. Mark it in a way to designate that you should probably not attempt this question at the end of the test (in the question booklet, put a slash through the question). However, on the bubble sheet, go ahead and guess. Remember, leaving a question blank costs you more points than guessing incorrectly. And failing to bubble in an answer might make you mis-bubble the rest of your sheet! Don't lose your place and don't waste time and points on questions you're not going to get. But read the answers nonetheless, just in case an answer suddenly jogs your memory.

"EXCEPT" QUESTIONS

Occasionally, the multiple-choice question is inverted. When you see a question with the word "EXCEPT" or "NOT" in it, then you know four out of five answers are correct. Your job is to uncover the wrong one. Often these are comparison questions where the two things being compared have a lot in common. In the question booklet, put a check mark next to each answer that is true, or not an exception. Then use Process of Elimination (POE) to work through the other possibilities and find the one that doesn't fit.

THE STEPS TO CRACKING A QUESTION

Now that we've shown you how question writers attempt to trick you into choosing the wrong answer or wasting time contemplating answers, we'll show you a step-by-step method to solving multiple-choice questions. The best way to learn this process is to practice on an AP Human Geography Exam question.

5. The purpose of the European Coal and Steel Community and the European Economic Community (Common Market), which later lead to the European Union, was to form supranational organizations based upon the concept of
- (A) open border policies
 - (B) a single European currency, or Euro
 - (C) nuclear disarmament
 - (D) military cooperation with the United States and Canada
 - (E) free-trade policies

STEP 1: READ AND REPHRASE THE QUESTION

First you must make sure that you understand what the question is asking. Rephrase the question so that it is clear to you. Read the sample question again; what is it really asking?

What was the purpose of the organizations that preceded the European Union?

STEP 2: WHEN? WHO AND WHERE? WHAT?

Before you read the answer choices, you must get an idea of the historical period or the political or economic context you are in (the when), who is involved and where, and what the question is asking you. Answer these questions in your mind or even in the question booklet before you read the answer choices. For example, in the above question about European supranationalism, you can answer in the following way:

When? Post-World War II Europe

Who and Where? The original members of the European Union, Western Europe

What? Supranational organizations

Once you've answered these questions, take a moment to call up the relevant economic geography that you know. If it's a topic you know, it should be easy to find the correct answer. If not, you can still use what you know to get rid of the wrong answer choices using Process of Elimination.

STEP 3: PROCESS OF ELIMINATION

Even if you don't exactly know the history of the formation of the European Union, you can still use strategy to eliminate wrong answer choices. Remember to read each answer choice with a critical eye, looking for what makes it wrong. Cross off the choices that you know are wrong; leave ones that you are uncertain about or those you think may be correct.

Let's review what we know so far about the question:

When? After World War II

Who and Where? Western European countries

What? Supranational organizations

Ask yourself what you know about the European Union and its predecessors. You probably know that it's mainly an organization based upon economic policy, unlike NATO, which has a military-strategic purpose. Armed with this information, let's take a look at the answer choices.

Learn more about the EU in Chapter 7

60. The purpose of the European Coal and Steel Community and the European Economic Community (Common Market), which later lead to the European Union, was to form supranational organizations based upon the concept of
- (A) open border policies
 - (B) a single European currency, or Euro
 - (C) nuclear disarmament
 - (D) military cooperation with the United States and Canada
 - (E) free-trade policies

Take a look at answer choice (C). Does coal in steel have anything to do with nuclear arms? No. Cross off (C). How about (D)? Again, none of the names of these groups imply anything to do with the military. However, many of the countries that we're talking about, but not all, were members of the North Atlantic Treaty Organization (NATO). NATO and the EU are two different types of the same thing. So scratch off (D). You may not be sure about (A), (B) or (E). All of these are major functions of the European Union today. Thus, you have to ask which of these was the *purpose* of these precursor organizations. You may know that the Euro was only recently introduced, in the year 2000. Therefore, you should feel confident and scratching off (B).

If you're stuck between (A) and (E), what should you do? Take a guess.

STEP 4: GUESS AND GO

Once you've narrowed down the choices as much as you can, take a guess. As you learned, the *guessing reward* benefits students who are willing to take smart guesses throughout the test. If you use Process of Elimination (POE) to get rid of choices that you know are wrong, and then take a smart guess from among the remaining choices, you will score your personal best on this test.

The European Coal and Steel Community and the Common Market were established as free-trade zones that removed tariffs on goods moving across international borders between member states. This reduced production costs and made European steel and other products cheaper on international markets. This was an attempt to create a comparative advantage for European Steel companies.

After using POE, you have a fifty-fifty shot of guessing the right answer on our sample question, so just pick one if you can't get any further.

Let's look at answer choice (A). Open-border policies are something that Europeans enjoy, because they no longer have to stop at the border for customs or immigration officers. This does not seem directly linked to coal and steel or larger markets. And coal and steel are commodities that are directly *traded* between countries. Thus, (A) is not likely the answer, and (E) is the correct answer.

Can you see how taking a moment to frame the question can help you find the right answer quickly and easily? Knowing just some of the information can be enough to make a smart guess. This does not mean that you should not learn as much of the material on supranational organizations as possible. The more you know, the easier it will be to eliminate wrong answer choices and zero in on the correct answer. However, using the steps and POE will help you get the right answer quickly by making the most of the information you know.

STEP BY STEP BY STEP BY STEP

Let's go through the four steps again by working on another AP Human Geography multiple-choice question.

19. The population statistic that uses the difference between crude birth rates and crude death rates, and estimates the annual percentage growth rate of a country's population, is known as the
- (A) total fertility rate (TFR)
 - (B) replacement rate
 - (C) rate of natural increase (RNI)
 - (D) doubling time
 - (E) total life expectancy

STEP 1: READ AND REPHRASE THE QUESTION

What statistic is used to measure a country's population growth?

STEP 2: WHEN? WHO AND WHERE? WHAT?

When? This is not a question that requires a historical, political, or economic context. However, there is an important context clue in the word "annual." The question is asking about a statistic that is calculated each and every year.

Who and Where? The whole country's population. Nothing in the question tells us that we're dealing with a specific group or place.

What? A population statistic that measures "annual" growth.

STEP 3: PROCESS OF ELIMINATION

You know that doubling time (D) and total life expectancy (E) are both statistics that are measured over a long period time. So cross them off. You know that the replacement rate is a TFR of 2.1. So cross off (B). However, you are not sure how the TFR is calculated so leave (A).

STEP 4: GUESS AND GO

Now you have (A) and (C) left. Guess and go or reason it out a little more. You think fertility has something to do with births, but not deaths. So cross off (A). And (C) is your answer. Move on to the next question....

PRACTICE THE STEPS

Now it's your turn. Use the four steps to solve the following multiple-choice question by filling in the blanks below.

14. Which of the following countries is the best example of a current theocracy?
- (A) China
 - (B) Greece
 - (C) Great Britain
 - (D) Iran
 - (E) Turkey

Step 1: Read and rephrase the question.

Step 2: When? Who and Where? What?

When? _____

Who and Where? _____

What? _____

Step 3: Process of Elimination

Step 4: Guess and Go

HERE'S HOW TO CRACK IT

First, you have to ask yourself: What is a theocracy and what is a current example of one? So there's your what and your when. But, who, as a whole country, can be labeled a theocracy? Let's go through the possible answers.

First, *theocracy* has something to do with religious leaders running a country. You know that Saudi Arabia was the example of a strong theocracy used in class or your textbook. However, it's not on the list of choices.

(A) China we will scratch off the list immediately, as a formal religion rarely exists under Communism.

(B) Greece, we are not sure about. Theocracy is a Greek word, but the Greeks have a long tradition of democracy. So we will scratch that off, too.

(C) Great Britain is a possibility. We know that the monarch of Great Britain is also the head of the Church of England. However, let's take a look at the other answers to see if there is a better one—remember the word “best” in the question.

(D) Iran is also a possibility. You know that the country has been ruled by ayatollahs, Muslim clerics who have ruled the country since the fall of the Shah.

(E) Turkey we are also not sure about. We know that Turkey is mostly Muslim and is applying to become part of the European Union. You don't think that a theocracy like the one in Saudi Arabia would be what Europeans had in mind for the EU. Thus, Turkey must not be a theocracy.

Now you have to guess between Great Britain and Iran. The monarch in Great Britain (currently Queen Elizabeth II) is the head of the Church of England. But, in Britain people seem to have a lot of religious freedom. However, in Iran there is not much religious freedom at all. Therefore, Iran (D) is the best answer (and is correct).

SO FAR, SO GOOD, EXCEPT...

Not all questions are going to be factual (where are there DMZs?), historical (such as the history of European free-trade), definition (such as fertility rates), or definition-example (such as theocracy in Iran). Some questions are going to require you to *interpret* theories that you have learned in the course. When theory questions come up, you have to make sure that you understand the question. This step becomes even more critical, as we will see in the next example.

33. The relationship between Thomas Malthus's theory of population and the Green Revolution is best historically characterized by the following.

- (A) Green Revolution agricultural technologies have increased food production, thus extending global carrying capacity and decreasing the overpopulation predicted by Malthus.
- (B) Green Revolution theorists ideologically rejected Malthus's theory, and his ideas were not accepted until the late twentieth century by Neo-Malthusian scholars.
- (C) As part of the Green Revolution, Malthus predicted many of the environmental problems that emerged in the twentieth century, such as famine and global warming.
- (D) Malthus predicted the coming of the Green Revolution, where new agricultural technologies, such as pesticides, hybrids, fertilizers, and mechanization would play an important role increasing agricultural production.
- (E) Malthus invented several Green Revolution technologies such as chemical fertilizers and pesticides. He predicted that his inventions would allow for larger global population.

STEP 1: READ AND REPHRASE THE QUESTION

Your first inclination is to ask, what's the link between Malthus and the Green Revolution? However, you should step back and ask yourself what you know about these two bodies of theory. Malthus makes a warning against overpopulation, and the Green Revolution feeds more people. The two theories are, in a way, contradictory. Therefore, you should ask, how might the Green Revolution contradict Malthus, or vice versa?

Malthusian theory is presented in the population section of the course, and the Green Revolution is presented in the agriculture section of this book.

STEP 2: WHEN? WHO AND WHERE? WHAT?

This step is still important for the theory question. Divide up these questions and ask yourself what you know about each theory.

When? Malthus was in the early 1800s. The Green Revolution was in the twentieth century.

Who and Where? Malthus was concerned that the world would become overpopulated and not be able to feed itself. The Green Revolution benefitted farmers in the Third World.

What? Malthus used mathematics to model population growth and food production. The Green Revolution was a collection of agricultural technologies that made for large increases in global farm production.

STEP 3: PROCESS OF ELIMINATION

From your answers in Step 2 you can automatically eliminate some of the multiple-choice answers. (B), (C), and (E) should be obvious eliminations based on what you know about the two theories. They are factually wrong. This leaves you with (A) and (D). Both list the Green Revolution and Malthus's theory in the correct chronological order.

STEP 4: GUESS AND GO

What was Malthus's prediction? Did he just worry about too many people and not enough food, or did he also predict the solution? Go back to your reformulation of the question. Malthus (and later Neo-Malthusians) *warned* about the dangers of overpopulation. He predicted gloom and doom, not the bounty of new farming technologies. Thus (A) is the best answer.

In addition to being a theory question, this example was also a comparison question. Comparison questions ask you to examine the relationships between two concepts or phenomena. Let's look at another comparison question where there may be two answers to each of the when, who, where, and what's in Step 2.

21. In an examination of the Burgess Concentric Zone model of the Anglo-American city and the Ford Griffin Model of the Latin American city, what differences are found in the location of poor residential areas?
- (A) In the Concentric Zone model the poor are in the CBD and in the Latin American city model the poor are in the Zone of Maturity.
 - (B) In the Concentric Zone model the poor are in the periphery and in the Latin American city model the poor are in the inner city.
 - (C) In the Concentric Zone model the poor are in the periphery and in the Latin American city model the poor are in Zones of Disamenity.
 - (D) In the Concentric Zone model the poor are in the inner city and in the Latin American city model the poor are in the Zone of *in situ* Accretion.
 - (E) In the Concentric Zone model the poor are in the inner city and in the Latin American city model the poor are in the periphery.

STEP 1: READ AND REPHRASE THE QUESTION

Again, we have two theories being compared. You might first be inclined to ask, how are the two urban models different in structure and where are poor residential areas found in each? However, a more basic question can be asked: Where do poor people live in U.S. cities versus those in Latin American cities? Remember that urban models try to generalize the average city in a region. In relative terms, locations should be roughly the same in most cities.

STEP 2: WHEN? WHO AND WHERE? WHAT?

Divide up these questions to ask yourself what you know, basically, about each region and theory.

When? In the models, Concentric Zones are from the 1920s; the Latin American city model is contemporary and updated.

Who and Where? Poor in cities. In Anglo-America (the United States and Canada), they have been there for a while. In Latin America, many are immigrants from the rural areas.

What? Residential space (homes) of the poor in cities

STEP 3: PROCESS OF ELIMINATION

The Concentric Zone model doesn't necessarily say where the poor live. Yet, you do know that many poor people in the United States and Canada live in the inner city. The Latin American city model says that there are peripheral squatter settlements. Squatters are typically poor and cannot afford to buy land. Having said this, we can eliminate (A), (B), and (C). (A) is wrong since in the Latin American city model, they aren't in the zone of maturity. (B) is wrong because of the first part of the answer, and (C) is wrong because of both parts of the answer. You're left with (D) and (E).

STEP 4: GUESS AND GO

Looking at (D), the poor in the United States and Canada could be in the CBD (downtown), and you may not be sure what *in situ* accretion means. (E) seems to fit better with "inner city" and the poor being located in peripheral squatter settlements. We'll go with (E), even though (D) appears to be a parallel answer (E is correct).

This question required you to visualize two graphical models. Knowing the models is very important in the AP Human Geography Exam, as sometimes the questions will show you the models, and sometimes they won't—you need to be able to visualize them in your head. Therefore, we have included a chapter on the models you'll need to know in Part II of this book.

MAPS

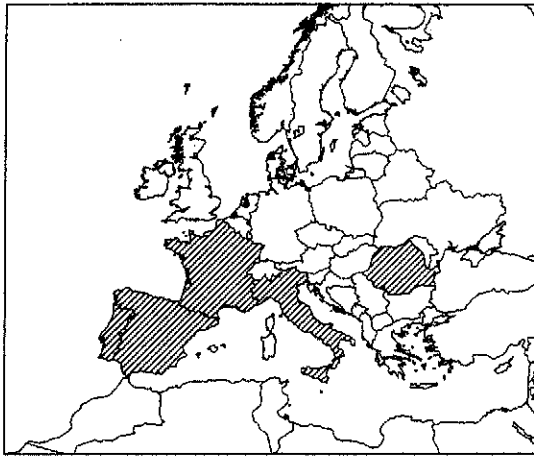
There are going to be a number of questions on the multiple-choice section that require you to identify a region, read the pattern on a map, or analyze a graph or table of data.

For the map questions, you'll need to be able to identify the places and examples that you have learned in class. One way to test yourself is to get blank maps and fill in the locations of regions, migration patterns, and example countries and cities as you study your class notes.

You might be saying to yourself, "my teacher said there isn't a map quiz on the exam!" On the AP Human Geography Exam there aren't any map questions that ask you to simply identify a point or a country. Nor would you be asked to name the capital of a country. These questions are too simple. It is assumed that you have learned where most places are on the map as part of the course. However, you are expected to answer map questions that involve geographic principles and theories. Often these questions ask you to identify examples of the concepts you have learned, and for that you'll need the background knowledge and map practice.

Many map questions are like simple definition questions. Either you know where something is or you don't. However, as we just learned with the definition and definition-example questions, there are ways to eliminate some of the possible answers and increase your chances of guessing correctly even when you don't have the concrete knowledge.

Let's go through a map question together and see.



32. The shaded area on the map depicts areas in Europe where
- (A) Roman Catholicism is the most popular religion
 - (B) Romance languages are the dominant linguistic group
 - (C) the Euro is the only accepted currency
 - (D) agriculture represents more than 50 percent of the economy
 - (E) constitutional monarchy is the form of government

STEP 1: READ AND REPHRASE THE QUESTION

Read the map to rephrase the question:

What do southwestern Europe and Romania have in common?

STEP 2: WHEN? WHO AND WHERE? WHAT?

When? Recognize that the map is contemporary Europe.

Who and Where? The two areas, which include Portugal, Spain, France, Italy, and Romania, but also southern Belgium and parts of Switzerland. Also notice the parts of Europe not included in the two areas.

What? A common regional characteristic or trait common to both areas?

STEP 3: PROCESS OF ELIMINATION

With little to go on from the printed question, let's go through the answers one by one. (A) All of the areas in the western area appear to be Catholic-dominated. Is Romania? No. But if you weren't sure, ask yourself if there are other Catholic-dominated areas in Europe. One in particular should stick out, Ireland—it's not shaded. Therefore, (A) is probably not the answer.

(B) Romance languages include Portuguese, Spanish, French, Italian, and (as you might guess from the name) Romanian. But what about Belgium and Switzerland? (B) looks like a good answer, but we should go through the rest to make sure it's the *best* answer. (C) The Euro is not accepted in Great Britain, true. But it is the only currency in Germany, Denmark, Austria, Sweden, and Finland. So (C) is not likely. (D) This is very unlikely, because even in the peripheral regions of Europe (e.g., Portugal and Romania), services and manufacturing dominate economic productivity. (E) is like (D) and (A). There are constitutional monarchies outside of the shaded area (e.g., Great Britain, the Netherlands, Denmark, and Sweden). Also, consider that in France and Italy, monarchy has long since vanished. Cross that one off too.

STEP 4: GUESS AND GO

No need to guess here. (B) is the only answer that fits. Here are the details. The southern half of Belgium, referred to as Wallonia, is French-speaking. Likewise, French and Italian are two of the four regional languages within Switzerland (along with German and Romansch).

GRAPHS AND TABLES

Another common type of question involves reading graphs or tables. In the AP Human Geography course, you are expected to be able to read and analyze numerical data—what geographers refer to as “quantitative” data. Why? A lot of geographical analysis work involves number crunching. Being able to read the numerical results of analysis is a necessary skill.

WHAT DO THEY ASK?

Most of the numerical data in the exam is drawn from the *population* and *economic geography* sections of the course. As will be discussed in Part II of this book, knowing what is a **high**, **low**, and **normal** or a **stable rate** (like RNI), **indicator** (like GNP), or **index** (like HDI) score is important to your ability to answer such questions correctly. A graph will often show you two types of data and ask about the relationship between them. For example, a population pyramid shows the total population by gender and age cohort—the bottom bar shows the number of males age 0 to 4 on the left and females age 0 to 4 on the right, then moves up in age from there—5 to 9, 10 to 14, etc.). A table shows you groupings of data often in rows and columns. The categories of data will be across the top and the place names will be the first column on the left, like in the example on the following page:

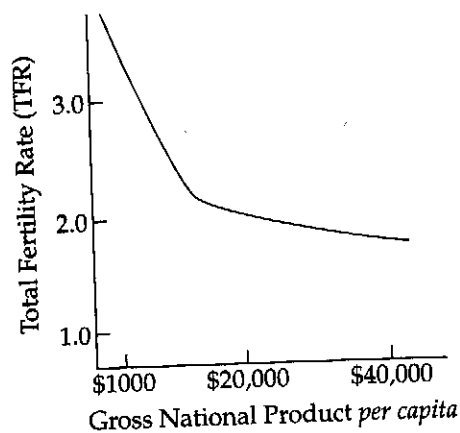
Name	Population	RNI	Total Life Expectancy
Country X	10,000,000	1.2%	64
Country Y	40,000,000	-0.2%	78
Country Z	50,000,000	2.3%	53

You are then going to be asked one or more questions about what you see in the data. Sometimes not all of the data is relevant, but it's likely that you are going to have to read the entire table to get the gist of the question.

Furthermore, if you know the theory or principle behind the question, the actual numbers may be irrelevant. You will need to be able to identify one example as being in a specific category, versus another example being in a separate category. For example, in the table above, Country Z is likely a Third World agricultural-based economy, versus Country Y, which is a First World nation in Europe. How do you know? The numbers are indicative of these categories and places. A negative RNI (shrinking population) with a high life expectancy is a combination only found in highly developed nations with service-based economies and good social services. A high RNI (strong population growth) and low life expectancy is expected only in agriculturally-based Third World regions.

Mastering the basic skills of numerical analysis is not only possible for every student, but is a necessity for the AP Human Geography Exam. These tables are essentially puzzles with basic rules required to solve them. The rules are determined by the theories and principles behind the data. *Know the theories and principles, and you will know the rules.*

Let's look at a graph question to apply the principles we know to answer the puzzle.



18. Using the graph above, what would be the expected total fertility rate (TFR) of a Third World, agriculture-based country?
- (A) 1.8
 - (B) 2.0
 - (C) 2.4
 - (D) 3.2
 - (E) 6.0

Now let's practice those steps again.

STEP 1: READ AND REPHRASE THE QUESTION

What is a TFR that would be found in your average Third World agricultural country?

STEP 2: WHEN? WHO AND WHERE? WHAT?

When? This is not a question that requires a historical or political context.

Who and Where? However, the economic context of "Third World" and "agricultural" are critical here. The question is not asking you about newly industrialized countries (NICs). Instead, think about poor Third World countries where agriculture is the primary source of economic production.

What? Fertility in poor countries, which we expect to be high, just as fertility in wealthier countries tends to be low.

STEP 3: PROCESS OF ELIMINATION

Reading the curved trend line on the graph, (A) and (B) show TFRs that are too low, as they represent GNP *per capita* at very high levels of production—per capita dollar amounts only found in manufacturing- and service-based economies. Cross out (B). (C) is unlikely because on the trend line, a TFR of 2.4 would be around \$6000 to \$8000 per year, which is what you would find in many NICs. To help you visualize it, use the straight edge on the side of your pencil to measure what GNP *per capita* would be for a particular TFR. Cross out (C). Now you're left with (D) and (E).

STEP 4: GUESS AND GO

Note that the question says "Using the graph above"; 6.0 does not appear on the graph, even though the trend line could, in theory, reach that level. (D) is your best choice since a TFR of 3.2 is around \$1000 in GNP *per capita*, which is representative of the economic productivity of agriculture-based economies.

OK! That was a lot of practice. Now you'll do some problems on your own, score yourself, review, then move on to the next chapter and learn about essays.

PRACTICE QUESTIONS

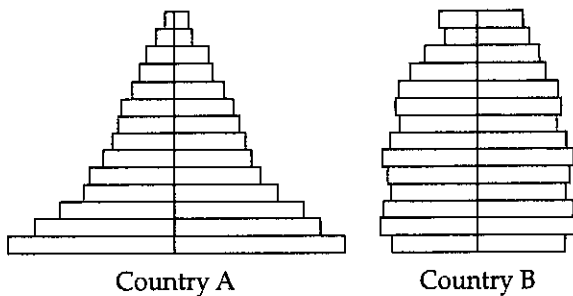
Now that you have the basic tools to crack the multiple-choice section, use what you have learned on the following set of 10 questions. Use a watch to time how long it takes you to answer the questions accurately. The answers follow the quiz.

At the end of the answer key, we will show you what your time and score means and how you should adjust your pacing and strategy.

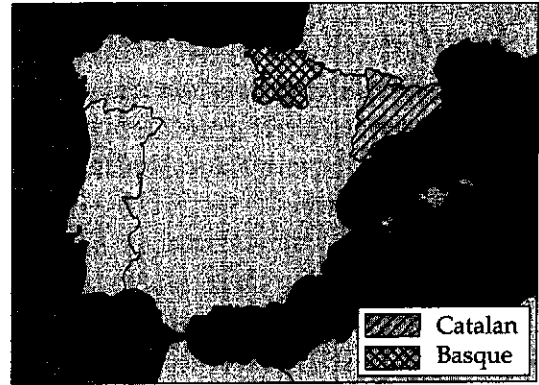
1. A port where goods are imported from other parts of the world, then re-exported for profit to foreign locations is known as a(n)
 - (A) exclusive economic zone
 - (B) break-in-bulk point
 - (C) resource node
 - (D) entrepôt
 - (E) commodity chain
2. What type of economic production contributes to the majority of the GDP in the United States and Great Britain?
 - (A) Agriculture
 - (B) Real estate
 - (C) Manufacturing
 - (D) Services
 - (E) Construction
3. The concept where all things in geographic space are related, but closer things are more related than others, is the basis of
 - (A) environmental determinism
 - (B) spatial analysis
 - (C) spatial statistics
 - (D) contagious diffusion
 - (E) Tobler's Law
4. Which of following would be a negative social effect of gentrification in cities?
 - (A) Old homes would be converted with updated materials and fixtures.
 - (B) Older residents would receive new homes in suburban areas.
 - (C) Increased real estate prices and rents would force out poor residents.
 - (D) Construction companies would have projects in areas of existing housing.
 - (E) Older architecture would be preserved instead of building new structures.
5. In von Thünen's model of the Isolated State, the main factor in the cost-to-distance relationship of agricultural patterns and land rent is
 - (A) the degree to which land use is labor-intensive
 - (B) cost of energy, particularly fuel wood
 - (C) cost of livestock and feed
 - (D) volume of sales in the market center
 - (E) the distance from transport lines, mainly rivers and roads
6. Communities of Russians who today live in Eastern Ukraine would be an example of
 - (A) colonies
 - (B) exclaves
 - (C) enclaves
 - (D) culture hearths
 - (E) special economic zones

7. What is the major limitation of solar panel electricity production, in comparison to other "renewables"?
- (A) They can only be used during the summer.
 - (B) The process requires large amounts of water.
 - (C) Solar panels have to be imported from foreign manufacturers.
 - (D) On average, electricity can only be produced for half of the day.
 - (E) The panel reflectance contributes to the greenhouse effect.

8. The origin of San Francisco, California, as a human settlement is based upon the site characteristic of its
- (A) relative position halfway between New York and Hawaii
 - (B) location as a transport node at the intersection of the Pacific Ocean and the inland waterways of San Francisco Bay
 - (C) relative position halfway between Europe and Asia
 - (D) relative position halfway up the coast of California
 - (E) location as a resource node within the California gold mining region



9. From the two population pyramids above, what can we deduce about these countries?
- (A) Country A is slow-growing and Country B is growing quickly.
 - (B) Country A is likely in the Third World and Country B is in the First World.
 - (C) Country A has a low percentage dependent population and Country B has almost no dependants.
 - (D) Country A is a First World country and Country B is likely in the Third World.
 - (E) Country A is a shrinking population and Country B has stable population growth.



10. These two areas within Spain have the following in common EXCEPT
- (A) both nations have primary languages other than Spanish
 - (B) both areas have status as autonomous regions with limited self-government
 - (C) both nations have a strong French cultural influence
 - (D) both are areas of irredentism
 - (E) both are distinct culture regions separate from the main Spanish culture

ANSWERS TO PRACTICE QUESTIONS

1. **D.** This is a definition question from the economic geography section of the course. An example of an entrepôt would be Singapore, a major port where manufactured goods are shipped in from the rest of Asia and then redistributed in global retail networks to consumers around the world.

The other answers are all concepts from the economic geography section of the course. Exclusive economic zones (A) known as EEZs are political boundaries which lie 200 nautical miles off the coast of a country. Within that boundary, countries control the economic resources of that sea or ocean territory. Break-in-bulk points (B) are locations where goods are off-loaded from one form of transportation onto another form of transportation, thus breaking up goods into smaller units to be distributed. (C) Resource nodes are where natural resources connect to lines of transportation. Commodity chains (E) are the production linkages from resources to suppliers and then assemblage networks.

2. **D.** The United States and Great Britain are First World economies where the majority of the GDP is derived from services. Although both the United States and United Kingdom are often referred to as "industrialized" countries, the percent of GDP gained from manufacturing has been in decline since the 1960s. Services such as finance, insurance, and real estate along with health care and entertainment create much of the wealth and employment for these countries. Remember that GDP is the total volume of economic production.

Use POE to eliminate agriculture (A) right away on this question. Real estate (B) and construction (E) as economic sectors are each too narrow of a category to be a "majority" of the GDP. This leaves manufacturing (C) and services (D) as your two choices. Knowing that manufacturing is in decline in the United States and Britain would give you the perfect guess-and-go answer. If you didn't know this, another thing to think about is the dollar value of services compared to manufacturing. Think of buying a new car. The sticker price may be \$15,000. However, when you use a financial service to get a loan to pay for it, with interest you will wind up paying much more. Likewise, imagine that you just paid \$100,000 for a dump truck. However, the insurance policy (a service) for all of a company's dump trucks combined with the value of the construction contracts (services) where these trucks will be used will be in the millions of dollars.

3. **E.** Waldo Tobler was a geographer who specialized in spatial analysis. His idea about relationships in geographic space is one of the few "laws" in geographic science. This is a definition question from the principles section of the course.

Environmental determinism (A) is the scientific ideology that the physical world shapes culture and society. As major subfields in geography, (B) and (C) are too broad of concepts to be the answer for what is a specific definition question. Contagious diffusion (D) is a process where an idea or technology moves across physical space, from location to location, in a contagious pattern, where the idea or technology moves between locations that touch each other on the map.

4. C. In this theory question, similar to the "EXCEPT" questions, four out of five answers are likely to be things that may sound like positive social effects of gentrification. Your job is to pick out the negative one. Increased real estate prices as a result of gentrification often create a real estate market in which poor residents cannot afford increased rents or the ability to buy a home in their neighborhood.
- (A) is the answer for a definition question on gentrification. (B) is not always true, but can be a possibility for those who still own older homes and use the proceeds to buy elsewhere. In (C), the term "construction" exists to distract you. Is construction bad? Many people complain about dust, equipment, or road construction. Or is it good? It doesn't matter. (E) is often seen as a positive to those people who are concerned about historical preservation.
5. A. This is a theoretical model question that does not tell you the model. It is asking you about the principles behind the geography of the model. Von Thünen was not designing an agricultural landscape. He was observing common patterns in the landscape and asking why these patterns existed. At the center of this model were the most labor-intensive activities: dairying, vegetable farming, woodcutting for lumber and energy. At the outer edge of the model were activities such as animal grazing and grain crops, which required little tending. Land rents that farmers would pay were scaled upon the type of agriculture and intensity of the labor performed. Know your models!
6. C. An enclave is where a minority ethnic group is concentrated within a country. Russia and the Ukraine share a long political border, which overlaps the cultural "fuzzy" border between the two nations. (A) can be eliminated, as the concept of the "colony" in political terms went out of use in the 1970s when the last European colonies in Africa gained independence. (B) is where part of the political state is separated by land from the main body of the state. Russia, Armenia, Azerbaijan, and Oman all have exclaves. Even Alaska can be considered an exclave of the United States. Culture hearths (D) can be eliminated, as they refer to ancient civilizations. Likewise, (E) can be eliminated as these refer to export processing zones in China.
7. D. Here is a difficult comparison question from the resources section of the course.
- Solar electricity has a number of technical development issues, as well as production costs. But there is one practical issue that may escape analytical comparison with other forms of renewable energy such as geothermal or hydropower; that is, the sun always shines for half a day, on average. In fact, none of the other answers are true. Here the distraction is caused by making you contemplate these wide-ranging possibilities.
8. B. San Francisco, although it is associated with the gold rush of 1849 (E), originated, even before Europeans arrived, as a transportation intersection between two major bodies of water. This is a definition-example question, where the term "transportation node" is buried in one of the answers. And you must extract the "San Francisco" example from the question. The trick here is not to be distracted by the concept of relative position. (A), (C), and (D) are all relatively true, but none are meaningful in determining the origins of human settlement in this place.

9. B. Here's your graph question. You need to be able to interpret the shape of the population pyramids. Notice the question does not give you age cohorts or population sizes. Country A with its broad base and narrow top shows the typical equilateral pyramid shape of Third World countries. Here there are many children being born (a large youth dependent population), but very few old people. This large number of children indicates high fertility rates, typical of the Third World. Country B has the columnar shape typical of First World countries, where the narrow bottom shows a limited number of children in the total population, and thus low fertility rates and high survival rates.

Use POE to eliminate (A), (D), and (E) as a result. The issue of dependent populations in (C) is indeterminate. In each country, if you added up the young people and the old people, the total of the urban population could turn out to be about the same. The thing to watch out for here is the second part of (C), where it says that country B has almost no dependents. This cannot be true for any country.

10. C. Here is an example of both a map question and an "EXCEPT" question. Despite both of these areas being on Spain's northern border with France, neither the Basques nor the Catalan derived much, if any, of their culture from the French. Remember that four out of the five answers are correct. Catalan and Basque are both minority groups in Spain, which (A) have their own language; in recent decades have (B) gained limited autonomy, yet some in their community (D) still yearn for political independence; and (E) have well-defined culture regions surrounding the centers of Barcelona and Bilbao.

HOW DID I DO? HOW CAN I DO BETTER?

Remember, our goal on Section I of the exam is to answer at least 50 of the 75 questions correctly. Therefore, we need to get two out of every three right. With just ten questions. It means that we need to get seven out of ten correct to support the score that we hope to receive after completing the essay section.

If you got six or fewer questions correct, see if you can identify what problems you are having and how you might use the rest of the book to solve them.

If you said,

I didn't know what the question was asking!

remember our strategy: If you were not familiar with the subject matter, then pick what sounds like the best answer and move on. This strategy saves you the critical time that you need to answer the other questions *correctly*.

If several of these questions were mysterious to you, then you need to review the material from those sections of the course. First, determine what kind of geography the question is drawn from (general foundations, population, agriculture and rural areas, land-use and natural resources, economic geography, political geography, cultural geography, or urbanization). Then determine what kind of question it was (definitions, definition-example, comparison, theory, models, maps, graphs, or tables). Once you have figured out that, for instance, you did not know the definition for an enclave or what examples existed, then you need to revisit that section on political geography and make sure that you know all the key terms and examples of them.

At the end of each of the subject chapters in this book, there will be a list of key terms. Make sure that you know these and other terms that your teacher or textbook has highlighted.

If you said,

There's so much different stuff to know; I can't keep a grip on this many different things!

don't despair. All of the material in the course is somehow interrelated. The key to knowing the material well is understanding the links between the subjects. Part II of this book will focus on linkages to help you remember the material better.

If you looked at your watch at the end and said,

That took forever!

then you need to think about the four-step process and what we said about time at the beginning of this chapter. Remember, once you've eliminated the incorrect answers, you'll need to quickly guess from your remaining choices and move on.

TIME AND THE 10 QUESTIONS

The optimal time for 10 questions is 7 minutes, 15 seconds. Arrive at this number by the ratio of 75 questions in 60 minutes. Then subtract a little additional time so that you have a few minutes at the end of the exam to go back and answer the questions you circled as “uncertain” and to make sure that you have also filled in any unfinished questions on the bubble sheet (to get your guessing bonus).

Using this 7:15 pace for 10 questions would leave you just over 5 minutes at the end of the 75-question exam period to handle any “unfinished” business, such as questions you wanted to revisit or any blank questions you wanted to guess on.

Of course, you probably didn’t meet that goal time for this practice set and that is fine! Go through the four-step process and learn your strategies well, and you’ll get quicker with more practice. And you’ll get plenty of practice in the chapters to come.

LET’S REVIEW

Here are your essential four steps to answer any multiple choice question:

1. Read and Rephrase the Question
2. When? Who and Where? What?
3. Process of Elimination
4. Guess and Go

If you can’t get down to two or three possibilities, or if you just don’t know the subject matter of the question, *don’t spend too much time contemplating*. Quickly take your best guess, fill in the bubble on the bubble sheet, and move on! Remember, if you get stuck between answers and you want to come back later, circle the question in the booklet and come back to it later. Bubble in a choice in the meantime so you don’t lose your place on the answer sheet. Make sure to leave a few minutes before the end of the 60-minute period to go back and re-check or just bubble the rest in. Keep an eye on your watch.

In addition to the four-step process, we have also learned that there are different types of questions in the multiple-choice section of the test. The question types are:

- Definition
- Definition-example
- Theory questions, including models
- Comparisons
- Map questions
- Graph and table questions

Be familiar with all of these types and be able to identify the type of question when you see it. Remember, some questions can be more than one type. Knowing the question type as you answer will help you reformulate the question when going through step 1 and will make you feel more comfortable and confident as you go through the exam.

Now let’s move on to essays!