

HUMAN GEOGRAPHY

FRQ Writing Commands and their Protocols

Low-Order Commands-1 Point

Protocol for **IDENTIFY** writing prompt:

Simply put, provide a brief reason. 2-6 words will suffice though encourage a complete sentence that also incorporates the question.

Protocol for **IDENTIFY USING A MAP** writing prompt:

In the past, rubrics accept answers for proper names of locations and vernacular regions. This is the same for the prompt NAME USING A MAP.

Protocol for **DEFINE** writing prompt:

Define is the easiest type of low-order question. Students will get a point for properly writing a clear definition of what is asked.

Protocol for **NAME** writing prompt:

Provide proper names of a phenomenon. One-word answers are acceptable, though encourage a complete sentence that incorporates the question in the answer.

Protocol for **NAME USING A MAP** writing prompt: Simply put, students must name the location or phenomenon on a provided map. Proper names are required. Examples come from the 2002 question about naming states, nations, and nation-states; and the 2009 question that asked students to name the religious groups in the United States.

Protocol for **LIST** writing prompt:

A simple bullet point list is all that AP requires of the kids. A 2-4 word answer will suffice, though encourage a complex sentence that addresses the question and uses commas to separate the listed answers. A general rule of thumb is to list at least three different phenomenon unless the question states otherwise.

High-Order Commands-2 or more points

Protocol for **DESCRIBE** writing prompt:

Have students write the characteristics of what is being asked. Usually when prompted this question, the AP questions are asking for them to describe a place or region. However, students might also be required to describe a person or situation depending on the course. A general rule of thumb is to describe a phenomenon in three different ways unless the question states otherwise.

Protocol for **DISCUSS** writing prompt:

Give factual information about a topic. Write a factual splat on what the prompt asks, then an in depth explanation.

Protocol:

1. Factual argument or brief reason
2. Then should answer the question, "What is the reason for this?" – Students should write- "The reason for ____ (the fact) ____ being the way that it is..."



Protocol for **IDENTIFY AND DISCUSS** writing prompt:

Use the protocol for DISCUSS. AP has virtually graded these (DISCUSS and IDENTIFY AND DISCUSS) the same way. Students will get a point for identification and then for discussing the identification.

Protocol for **IDENTIFY AND COMPARE/CONTRAST** writing prompt:

Students receive points only when comparing two or more phenomenon and mentioning what is happening on each side respectively. Students will NOT receive points when only stating one phenomenon that occurs under one topic alone.

Have students follow a pattern such as, "Apples are similar/different to oranges in that Apples _____, while Oranges_____."

Protocol for **EXPLAIN** or **IDENTIFY AND EXPLAIN** writing prompt:

1. Provide a brief reason of who/what/where/when/why/how people/places/situations are/is/were/will be affected. OR Provide a brief reason for how the phenomenon was caused...
2. Then write, "To explain where/when/why/how/what is/has happened/happening/will happen is because..."

Students will get a point for identifying the cause/effect and another for the explanation.

Protocol for **PROVIDE AN EXAMPLE** writing prompt:

Depending on the rubric, some responses might require a real-world example while others a general example (Example: Gansu Province-Beijing vs. Core-Periphery). If students are unsure which is most appropriate to use at the time and or the question does not specify, use the EXPLAIN USING EXAMPLE protocol.

Protocol for **EXPLAIN USING EXAMPLES** writing prompt:

Use the writing protocol for EXPLAIN and then use a real world example to strengthen the explanation.

Protocol for **APPLY AND EXPLAIN** writing prompt:

This prompt may require a student to apply a principle, theory, or concept to a given map, chart, graph, or image. Students should be able to first IDENTIFY the correct principle, theory, or concept and then EXPLAIN how the given map, chart, graph, or image exemplifies it.

Protocol for **APPLY AND PREDICT** writing prompt:

This prompt may require a student to apply a principle, theory, or concept to predict where the phenomenon will occur and or what the effects will be. Students should be able to first IDENTIFY the correct principle, theory, or concept and then to EXPLAIN how their principle/theory/concept will make an impact.

