

Example Items

World Geography

Pre-AP

World Geography Pre-AP Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of the Assessment website (assessment.dallasisd.org).

OR

(2) To submit directly: Login to the [Assessment website](#). Under “News” in the left-hand column, click on “Sem 2 Example Items Download.” Above the subjects, click on “Example Feedback Form.”

Second Semester
2017–2018
Code #: 4191

EXAMPLE ITEMS World Geography Pre-AP, Sem 2

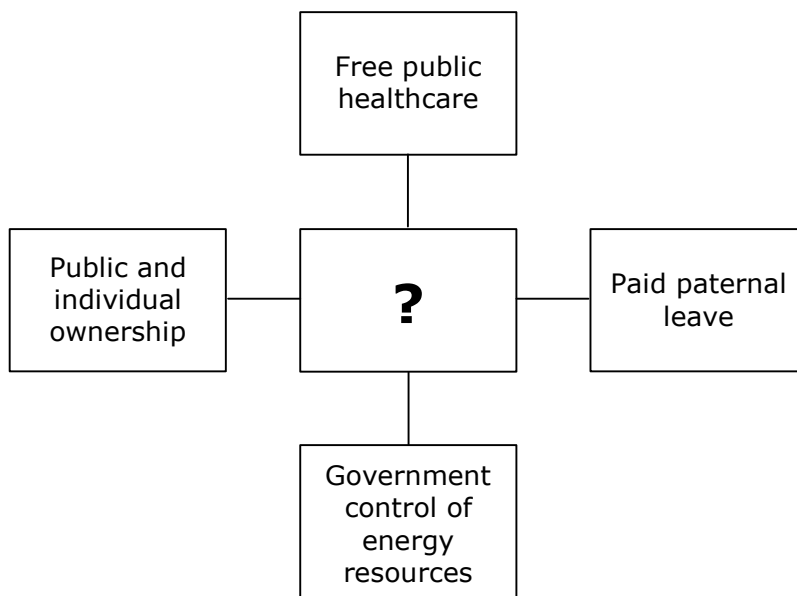
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The images shown are examples of —

- A commercial industry and commercial agriculture
- B commercial industry and subsistence agriculture
- C cottage industry and commercial agriculture
- D mass production and subsistence agriculture

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Which economic system best represents the characteristics in the diagram?

- A Communist
- B Free enterprise
- C Socialist
- D Traditional

EXAMPLE ITEMS World Geography Pre-AP, Sem 2

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According to the government's National Water Development Report of 2006, Kenya's water resources were mismanaged through unsustainable water and land use policies and laws. Weak water allocation practices and growing pollution also contributed to the problem. There was also the increasing decline of rivers, lakes, wetlands, and aquifers. Half the rural population had access to clean water, and in urban areas only two-thirds of the population had access to clean water.

Source: american.edu

Based on the passage, which statement represents Kenya's management of its water resources prior to 2006?

- A The government did everything possible to ensure that people had access to clean water.
- B The government's efforts to clean rivers and lakes discouraged people from seeking clean water.
- C The government increased funding based on the needs of the people.
- D The government's actions limited the access to clean water for rural people.

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Why did Canada pass the Canadian Multiculturalism Act?

- A To create new immigration laws
- B To support native Canadian viewpoints
- C To promote the country's ethnic diversity
- D To reflect the French culture of the country

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Yu Darvish is a Japanese starting pitcher for the Los Angeles Dodgers. Darvish pitched in the 2008 Beijing Olympics as well as the 2009 World Baseball Classic as a member of the Japanese national team.

Baseball is the most popular team sport in Japan, with high school, university, and professional games stirring the public and dominating the media during the spring and summer months.

Source: niseibaseball.com

The cultural convergence example in the passage emphasizes the —

- A popularity of baseball worldwide
- B importance of baseball in education
- C recruitment of baseball players
- D superiority of American-born baseball players

EXAMPLE ITEMS World Geography Pre-AP, Sem 2

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What characteristic connects the majority of countries in Latin America?

- A Location on a single continent
- B Similar culture and language
- C Available natural resources
- D Governments and cost of living

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Which level of economic activity is represented by the growing of cotton?

- A Primary
- B Secondary
- C Tertiary
- D Quaternary

EXAMPLE ITEMS World Geography Pre-AP, Sem 2

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The human rights situation in the Democratic People's Republic of Korea (DPRK or North Korea) has remained dire under the control of Kim Jong-Un. The government is controlled by a one-party monopoly and dynastic leadership that...systematically denies basic freedoms...All media and publications are state-controlled, and unauthorized access to non-state radio or TV broadcasts is punished. Internet and phone calls are limited within the country and are heavily censored.

Based on the reading, what type of government does North Korea have?

- A Republic
- B Theocratic
- C Totalitarian
- D Democratic

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_____ ? _____
<ul style="list-style-type: none">• Small plots of land• Food grown for consumption• Access to fresh water• Limited technology

What is the best title for the chart?

- A Commercial Agriculture
- B Subsistence Farming
- C Developing Economy
- D Cottage Industry

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Basically, American Indians viewed land as something that was to be used communally by all the members of a tribe. There was no idea among the American Indians that land was something to be divided up, sold, and owned by individuals.

Source: enotes.com

How is the American Indian concept of land ownership different than that of Europeans?

- A Europeans believed that all people shared land equally.
- B Europeans believed that land should not be separated or sold.
- C American Indians wanted exclusive rights to use the land for their benefit.
- D American Indians believed that all people shared the bounty of the land.

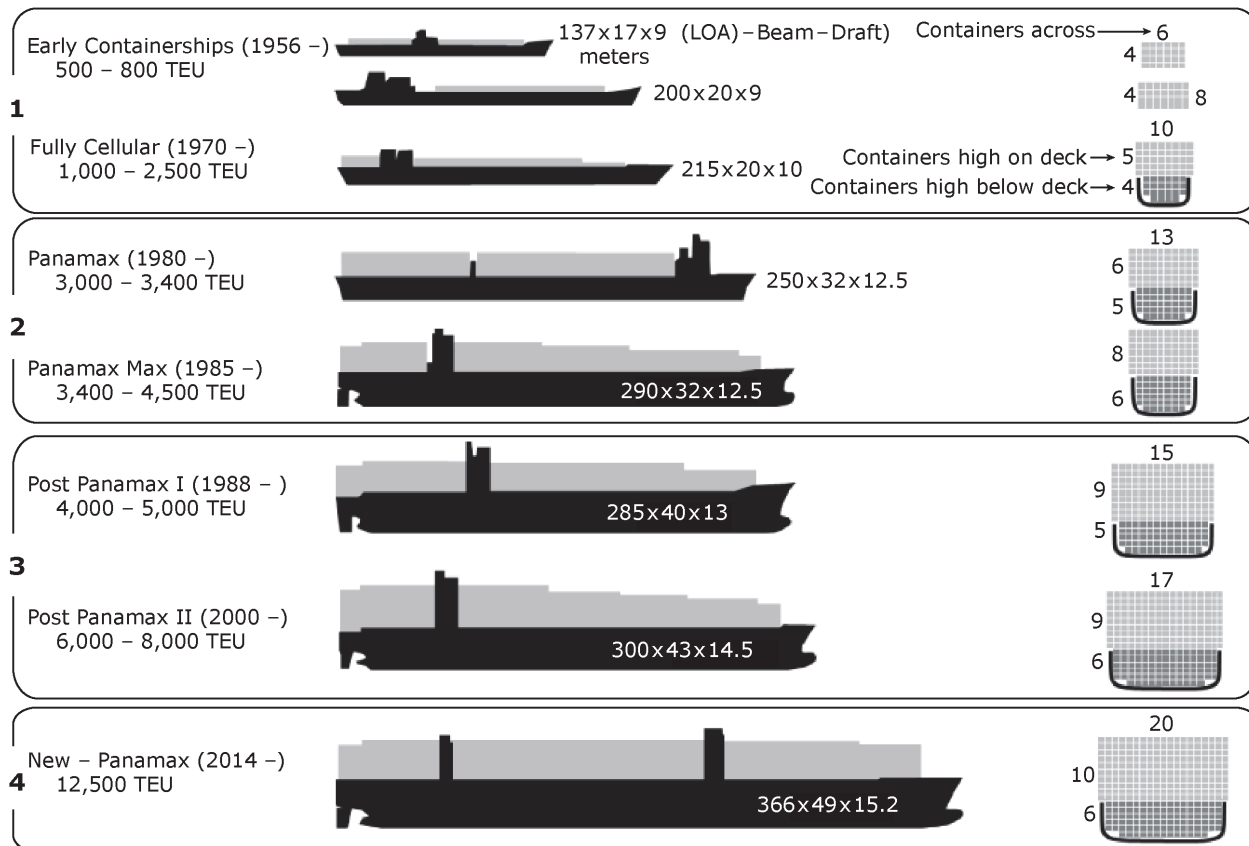
EXAMPLE ITEMS World Geography Pre-AP, Sem 2

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What change will create the most new economic opportunities for a location?

- A Opening a new coastal port
- B Laying telephone cable lines
- C Building an electrical power plant
- D Expanding traditional activities

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The improvements in containerships have resulted in —

- A increased international trade
- B increased costs for shipping goods
- C reduced skilled labor required to transport goods
- D reduced demand for consumer products

EXAMPLE ITEMS World Geography Pre-AP, Sem 2

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State policies to encourage economic development, such as road and railway expansion projects, have caused significant, unintentional deforestation in the Amazon and Central America...Global economic factors such as a country's foreign debt, expanding global markets for rainforest timber and pulpwood, or low domestic costs of land, labor, and fuel can encourage deforestation over more sustainable land use.

Source: earthobservatory.nasa.gov

Based on the reading, what has contributed the most to deforestation?

- A** Development of new technology
- B** Globalization and government policies
- C** Urbanization and an increase in the standard of living
- D** Migration to the Amazon from other Central American nations

EXAMPLE ITEMS World Geography Pre-AP Key, Sem 2

Item#	Key	SE	Process Skills	SE Justification
1	B	WG.2A	21C, 22C	Describe the...physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions.
2	C	WG.5A	--	Analyze how the character of a place is related to its political, economic, social, and cultural elements.
3	A	WG.1A	13A, 21B, 21C	Analyze the effects of physical...geographic patterns...on the past and describe their impact on the present.
4	D	WG.5B	22C	Interpret...economic...and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index.
5	B	WG.18A	--	Analyze cultural changes in specific regions caused by...innovations.
6	D	WG.17B	21B, 21C	Describe major world religions, including...Buddhism...and their spatial distribution.
7	A	WG.10C	--	Compare the ways people satisfy their basic needs through the production of goods and services.
8	C	WG.10A	22C	Describe the forces that determine the distribution of goods and services in...socialist...economic systems.
9	D	WG.8C	--	Evaluate the...political relationships between settlements and the environment, including...non-renewable resources.
10	C	WG.15B	--	Explain how...public policies...may be influenced by cultural beliefs.
11	A	WG.18D	--	Evaluate the spread of cultural traits to find examples of cultural convergence...such as...global sports.
12	B	WG.17A	13A, 21B, 21C	Describe and compare patterns of culture such as language...and customs that make specific regions of the world distinctive.
13	A	WG.11A	22C	Understand the...levels of...economic activities (primary, secondary, tertiary, and quaternary).
14	C	WG.14B	22C	How...totalitarian systems operate in specific countries.
15	B	WG.11B	22C	Identify the factors affecting the location of different types of economic activities, including subsistence...agriculture.
16	D	WG.16C	--	Explain ways various groups of people perceive the characteristics of their own and other cultures differently.
17	C	WG.11C	--	Assess how changes in...infrastructure...affect the location and patterns of economic activities.
18	A	WG.20B	--	Examine the economic...effects of technology.
19	B	WG.12B	--	Evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources.