



The *PRAXIS*® Study Companion

Geography (5921)



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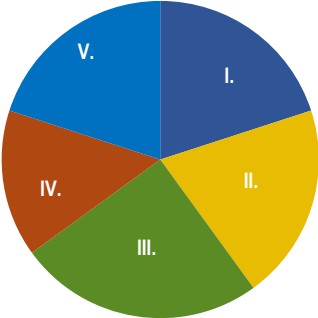
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Geography (5921)

Test at a Glance

The *Praxis*® Geography test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a geography specialist.

Test Name	Geography		
Test Code	5921		
Time	2 hours		
Number of Questions	120 selected-response questions		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Geography Literacy and Tools	24	20%
	II. Physical Geography	24	20%
	III. Human Geography	30	25%
	IV. Regional Geography	18	15%
	V. Environment and Society	24	20%
	<i>All questions assess content from the preceding content categories.</i>		

About The Test

The Praxis Geography test is designed to assess the content knowledge that prospective secondary education geography teachers must have to support student's learning in the content areas.

The test covers the breadth of material a new teacher needs to know to begin practice and is aligned with the National Geography Standards, as developed by the Geography Education National Implementation Project and its member organizations: the American Geographical Society, the American Association of Geographers, the National Council for Geographic Education, and the National Geographic Society.

The test consists of 120 selected-response questions, each of which assesses one or more of the following five content areas: geography literacy and tools, physical geography, human geography, regional geography, and environment and society. The questions help determine whether the test taker knows the major concepts, has the skills and tools of inquiry in the content areas, knows how to present the content within the classroom setting, and knows how the content is interrelated.

The use of a calculator is not permitted.

The test may contain some questions that will not count towards your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of “e.g.,” to start a list of examples implies that only a few examples are offered, and the list is not exhaustive.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test’s subject matter. You may want to discuss these questions with a teacher or mentor.

I. Geography Literacy and Tools

The beginning secondary education geography teacher:

- A. Knows map types and their uses
 1. Knows the uses of reference or location maps
(e.g., road maps, topographic maps, maps in an atlas)
 2. Knows the uses of the main types of thematic maps that show distribution of data
 - a) graduated symbol
 - b) dot
 - c) choropleth
 - d) isometric
 - e) cartograms
- B. Understands distance, direction, and scale
 1. Can differentiate between absolute distance and relative distance
 2. Has knowledge of cardinal and intermediate directions
 3. Has knowledge of relative directions that are culturally based
(e.g., out west, down east, up north)
 4. Understands the various uses of scale in geography
 - a) local, regional, and global scales
 - b) map scales

- C. Understands the use of mental maps as a means of organizing information in a spatial context
 - 1. Knows that mental maps are developed by individuals to organize activities
 - 2. Understands that sense of place is often influenced by age, gender, location, and socio-economic status
- D. Understands the difference between absolute location and relative location
- E. Understands the geographic concepts of spatial distribution and density
- F. Understands the differences between formal, functional, and perceptual or vernacular regions
- G. Understands that geographic models are used for organizing spatial information
 - 1. Recognizes the uses of urban, agricultural, demographic, and industrial models
- H. Can apply geographic concepts to current events (e.g., devolution, environmental stress, globalization)
 - 1. Understands the impact of devolution and/or supranationalism (e.g., former Soviet Union, former Yugoslavia, European Union)
 - 2. Comprehends the magnitude and rate of global environmental change
- 3. Has knowledge of the increased economic, social, and cultural interactions as related to the process of globalization
- I. Recognizes how geographic tools can be used for interpreting the past, understanding the present, and planning for the future
 - 1. Can use various maps to interpret changes in space and place over time
 - 2. Recognizes the uses of geospatial technologies, such as
 - a. Geographic Information System (GIS)
 - b. Global Positioning System (GPS)
 - 3. Can interpret demographic trends by using census data and population pyramids
- J. Can use statistical information to answer geographic questions and infer geographic relationships

Discussion Questions: Geography Literacy and Tools

- How are maps used to communicate different types of information, such as location or statistical data?
- What are the differences between the absolute and relative concepts of location, distance, direction, and geographic scale?
- How are mental maps a useful tool in organizing spatial information?
- How are regions perceived? What are the differences between the several types of regions? What are examples of each type of region?

- How are theoretical models used to organize and display geographic information?
- In what ways can geographic concepts be applied to current or historical events
- How are spatial patterns and density used to describe and measure landscapes?
- What technological tools are used to perform spatial analysis and apply principles of geography? How are these geographic tools used and in what ways are they useful to society?

II. Physical Geography

The beginning secondary education geography teacher:

- A. Recognizes the natural factors that influence weather
 1. Temperature
 2. Humidity
 3. Pressure
 4. Wind
- B. Recognizes the natural factors that influence climate
 1. Distribution of landmasses and bodies of water
 2. Latitude
 3. Altitude and elevation
 4. Ocean and atmospheric currents
 5. Earth-Sun relationships
 6. Orographic effect (rain shadow)
- C. Can identify the key terms used for describing weather and climate
 1. Temperature
 2. Precipitation
 3. Absolute and relative humidity
 4. Atmospheric lifting
 5. Weather fronts, air masses, and pressure systems
 6. Major climate types
- D. Can interpret climographs
 1. Interprets temperature and precipitation of locations using climographs
- E. Can identify and locate Earth's biomes or ecosystems
 1. Forest biomes
 - a. tropical
 - b. midlatitude
 - c. coniferous
 2. Grassland biomes
 - a. tropical savanna
 - b. midlatitude
 3. Desert biomes
 4. Tundra biomes
 - a. arctic
 - b. alpine
 5. Marine ecosystems
- F. Can identify Earth's primary spheres
 1. Biosphere
 2. Lithosphere
 3. Atmosphere
 4. Hydrosphere
- G. Is familiar with geomorphic processes
 1. Internal geomorphic processes:
 - a. plate tectonics
 - b. extrusive and intrusive volcanism
 - c. folding and faulting

2. External geomorphic processes:
 - a. physical or chemical weathering
 - b. erosion
 - c. glaciation
- H. Is familiar with the ways tectonic processes affect the physical environment
 1. Volcanoes
 2. Earthquakes
 3. Tsunamis
- I. Understands the differences between various landforms
 1. Can identify and locate major types of landforms on a map
 - a. plains
 - b. tablelands
 - c. hills
 - d. mountains
 - e. valleys
 2. Can identify the ecoregions of the United States
 - a. midlatitude forests
 - b. midlatitude grasslands
 - c. Mediterranean forests and scrubs
 - d. deserts
 - e. mountains
 - f. plains
 - g. lakes and water systems
 - h. tundra

- J. Is familiar with the processes involved in the hydrologic cycle
 1. Evaporation
 2. Condensation
 3. Precipitation
 4. Runoff

Discussion Questions: Physical Geography

- What are the Earth's primary spheres?
- What are the factors that influence and characterize weather events? Consider how these factors contribute to weather events such as blizzards and hurricanes.
- What are the natural factors that influence regional climate differences?
- What are the main types of climate zones and where are they located? How are these related to the major ecosystems or bioregions? Where are these regions located and what are the differences between biomes? Use an atlas to locate the climate zones and bioregions listed above.
- How are climographs used to detail or compare climates between places?
- What are the major types of landforms? What are the natural processes which change the topography of landmasses? Consider examples of the topics from the United States.
- What are the different types of ecoregions in the United States? How does the availability of water determine these classifications?

III. Human Geography

The beginning secondary education geography teacher:

- A. Understands spatial patterns and variations in characteristics of human populations
 - 1. Can identify source regions for major language families and has knowledge of patterns of language on a global scale
 - 2. Can identify source regions for major world religions and has knowledge of patterns and landscapes of religion on a global scale
 - 3. Can identify cultural landscape patterns in the United States
 - 4. Understands changing ethnic patterns on varying scales
 - 5. Can identify changing patterns of economic development on various scales
- B. Knows the basic demographic indicators (e.g., age, gender, mortality rates)
 - 1. Recognizes and can apply data and measurements used by demographers
 - 2. Recognizes the stages of the demographic transition model
 - 3. Recognizes patterns of global population distribution
- C. Knows how to interpret population pyramids on four scales
 - 1. Global
 - 2. National
 - 3. Regional
 - 4. Local
- D. Understands patterns of internal and international migration
 - 1. Can identify major migration patterns within the United States
 - 2. Has knowledge of historical and current international migration streams, particularly as they apply to the United States
 - 3. Understands the push-and-pull factors that influence migration
- E. Can identify the characteristics of urban and rural settlements
 - 1. Can distinguish among urban, suburban, and rural settlement patterns
 - 2. Can recognize interactions among urban, suburban, and rural settlements
- F. Understands the development and diffusion of agriculture
 - 1. Recognizes the different forms of agriculture
 - a. subsistence
 - b. commercial
 - c. intensive
 - d. extensive
 - 2. Can identify hearths of plant and animal domestication
 - 3. Recognizes historical patterns and current patterns of agricultural diffusion
- G. Recognizes how technology affects agricultural production in diverse environments
 - 1. Terracing
 - 2. Irrigation systems
 - 3. Mechanization

H. Understands the industrialization of agriculture

1. Understands the linkages between production, processing, marketing, and consumption of agricultural commodities
2. Understands how recent technologies and practices can affect agricultural production in a variety of ways (e.g., Green Revolution, genetically modified organisms [GMOs], agribusiness)

I. Understands concepts of nation, state, nation-state, stateless nations, multistate nations, and multinational states

J. Can identify and locate examples of nation, state, nation-state, stateless nations, multistate nations, and multinational states as recognized by political geographers

K. Recognizes recent conflict and cooperation throughout the world

1. Recognizes issues that influence conflict and cooperation at various scales throughout the world
2. Can identify areas of cooperation and conflict
 - a. European Union
 - b. Arab-Israeli conflict
 - c. oil and water rights
3. Recognizes patterns and effects of industrialization, development, and deindustrialization

4. Recognizes the relationships between various indicators and the level of a country's development (e.g., social, economic, demographic)

5. Understands economic interdependence and can interpret patterns of acquisition and distribution of commodities

6. Understands spatial examples of globalization

7. Understands patterns of globalization of human activities

- a. cultural diffusion
- b. global transportation networks
- c. universalizing religions

8. Recognizes changing global economic patterns (e.g., export processing zones, international division of labor, and outsourcing)

9. Recognizes the economic and cultural roles of the World Cities in globalization (e.g., New York City, London, and Tokyo)

Discussion Questions: Human Geography

- What are the major factors that define human geographic patterns? Consider how these many human dimensions interact to create geographic patterns.
- How do demographers track population growth and predict changes in population over time? How are population growth rates related to a country's level of economic development?

- Where are the major centers of population and population growth around the world?
- How does migration affect population and the cultural landscape? What causes people to migrate?
- How have technological inputs changed the practice of agriculture over time? How did the Green Revolution improve food production in the developing world?
- What factors affect the patterns of agricultural land use?
- What are the different ways in which countries are classified by their cultural and political status?
- What are the forms of cooperation and conflict throughout the world? what are the root causes of recent transnational and internal civil conflicts?
- How are countries compared based upon their level of economic development? How are economies measured to rate development levels?
- How is globalization both a cultural and economic process? What impact does globalization have on smaller cultures and economies?
- In what ways can we compare and contrast cities? How have cities changed in form and function over time?

IV. Regional Geography

The beginning secondary education geography teacher:

- A. Understands that regions can be classified according to human or physical characteristics
 1. Economic activity
 2. Linguistic divisions
 3. Religious predominance
 4. Climate
 5. Topography
 6. Biomes
- B. Can identify major regions of the world when indicated on a map or described by physical and/or human characteristics
(e.g., Southeast Asia, Eastern Europe, Latin America)
- C. Knows and can associate the important human and physical characteristics that define the major world regions
(e.g., Polynesia, tropical rain forest biomes in South America, the Sahel in Africa)
- D. Can identify major regions of the United States
(e.g., Midwest, New England, Southwest)

- E. Is aware that people's perceptions of regions differ based on their own culture and experience
1. Can recognize differing perceptual frameworks for dividing the United States or other areas of the world into regions based on a variety of factors, such as history, religion, and perceived cultural or ethnic traits

Discussion Questions: Regional Geography

- How are regions classified according to human or physical characteristics? Consider the ways a place can simultaneously be in many regions at once.
- What are the different ways in which the world is divided regionally? Use an atlas to locate on a map the different major and minor world regions. What are the physical and human geographies that define these areas?
- What are the different ways in which the United States is divided regionally? Use an atlas to identify on a map the different major and minor regions within the United States. What are the physical and human geographies that define these areas?
- How do people's perceptions of regions differ based on their own culture and social interactions? What are the locations and many characteristics which define the regions listed above?

V. Environment and Society

The beginning secondary education geography teacher:

- A. Understands how human decisions and activities modify the physical environment
 1. Agriculture
 2. Dam construction
 3. Industrialization
- B. Understands the interaction between human and physical systems
 1. Understands the effects of physical systems on human activities, such as how climate and weather affect agriculture
 2. Understands the effects of human activities on physical systems, such as how deforestation affects biodiversity
- C. Recognizes that physical systems can have a limiting but not a determining effect on human activities
 1. Recognizes the effects of climate, seismic processes, and topography on human activities
 2. Recognizes ways in which humans have sought to mitigate the limiting effects of physical systems and environmental features
 3. Can differentiate between environmental determinism and possibilism

- D. Is familiar with ways humans overcome the limitations of the physical environment
 - 1. Air-conditioning
 - 2. Greenhouses
 - 3. Irrigation
- E. Recognizes how the positive and negative features of the physical environment affect patterns of human settlement
- F. Knows the natural hazards related to settlements near oceans and rivers and recognizes why humans continue to settle in those locations
- G. Understands the effects of tectonic processes on human settlements
 - 1. Earthquakes
 - 2. Volcanic eruptions
 - 3. Tsunamis
 - 4. Nutrient-rich volcanic soil
- H. Recognizes the long-term environmental impacts of patterns of industrial concentration
 - 1. Air pollution
 - 2. Water contamination
 - 3. Traffic congestion
- I. Understands the effects of chemicals on the environment
 - 1. Industrial
 - 2. Agricultural
 - 3. Household
- J. Understands the long-term effects of groundwater pollution and depletion
- K. Is familiar with the debates concerning global warming and climate change
- L. Recognizes how climate change affects human settlements and ecosystems
 - 1. Prolonged drought
 - 2. Excessive precipitation
- M. Understands the differences between renewable and nonrenewable resources
- N. Knows the factors influencing the search for alternative sources of energy
 - 1. Production and transport costs
 - 2. Desire to reduce pollution
 - 3. Fluctuating prices for fossil fuels
- O. Recognizes the effects of population and changes of living standards on Earth's resources

Discussion Questions: Environment and Society

- How do human activities modify the physical environment? In what ways do humans attempt to overcome the limitations of the physical environment?
- How do physical and human systems interact? In what ways do physical systems limit or enable culture and economy but are not determining effects on human activities?
- What is the source of debate concerning global warming and climate change? How are governments responding to the warnings of the science community?
- What are the different types of natural hazards? What factors determine the amount of damage caused by an earthquake or other hazard event?

- How do humans increase the damage potential of natural disasters? What are types of human-caused hazards?
- What additional effects do population and economic growth have on the global environment?

Geography (5921) Sample Test Questions

Sample Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. An isobar map shows lines connecting all points of equal
 - (A) atmospheric pressure
 - (B) surface temperature
 - (C) elevation
 - (D) precipitation

2. On which of the following can one most accurately depict true geographical distance, true direction, true size, and true shape?
 - (A) A Mercator projection
 - (B) A globe
 - (C) A conic projection
 - (D) A gnomonic projection

3. The climate of Great Britain is milder than most other places along the same latitude for which of the following reasons?
 - (A) The Gulf Stream brings warm waters to Great Britain, raising the temperature of winds that blow onto the island.
 - (B) Hot springs throughout the country raise the temperature of the surrounding land and air.
 - (C) Mountain ranges in the north of Great Britain act as a barrier to cold winds blowing from the Arctic.
 - (D) Small landmasses generate their own local climate and are largely unaffected by latitude.

4. Which of the following landscape features is the result of erosion and deposition of sediment?
 - (A) Lava field
 - (B) Strike-slip fault
 - (C) Arctic tundra
 - (D) Alluvial fan

5. One of the effects of the east-west orientation of the Alpine Mountain system and the northern plains of western and central Europe is that it
 - (A) limits the marine climate of Europe to coastal areas
 - (B) provides a corridor for communication between southern and northern Europe
 - (C) enables marine-like climatic conditions to extend eastward into Germany and Poland
 - (D) effectively prevents population movement between parts of the Mediterranean region

6. The irregularity of the wet monsoon in South Asia in recent years may have a significant negative effect on which of the following?
 - (A) Food production
 - (B) Population patterns
 - (C) Wildlife conservation efforts
 - (D) Tourism

7. Japan imports large amounts of natural gas, iron ore, and copper ore because of the country's island location and its
 - (A) high level of computer software development
 - (B) lack of sufficient resources for manufacturing
 - (C) farmers' need for agricultural mechanization
 - (D) low level of economic development

8. Early settlements and high population density along coastlines and rivers are best attributed to which of the following?
 - (A) Mediterranean climate
 - (B) Limited forest cover
 - (C) Growth of manufacturing
 - (D) Access to trade routes

9. In which of the following regions is subsistence agriculture being replaced by large-scale commercial development?
- (E) The Swiss Alps
 - (F) The Amazon Basin
 - (G) North Africa
 - (H) The Alaskan tundra
10. The cities of Varanasi (Benares) in India and Mecca in Saudi Arabia are alike because both are
- (A) capitals of countries formerly colonized by the English
 - (B) destinations for vast numbers of pilgrims
 - (C) financial centers for a large fraction of the world's economy
 - (D) examples of modern urban planning
11. Walter Christaller developed central place theory as a tool to describe the spatial relationships between
- (A) central business districts and suburbs
 - (B) a market and its sources for raw materials
 - (C) cities of different sizes and functions
 - (D) the hubs of airline transportation systems
12. When a new fashion design is introduced globally, the information initially travels through a process known as
- (A) contagious diffusion
 - (B) relocation diffusion
 - (C) innovative diffusion
 - (D) hierarchical diffusion
13. Spanish colonial architecture, uneven economic development, and rural-to-urban migration flows are most commonly found in which of the following?
- (A) Southeast Asia
 - (B) Sub-Saharan Africa
 - (C) North America
 - (D) Latin America

14. The migration streams into the United States between 1980 and the present have been primarily composed of emigrants from which of the following regions?
- (A) Europe and North Africa
 - (B) Asia and Latin America
 - (C) Sub-Saharan Africa and Oceania
 - (D) Central Europe and Australia
15. Due to a decrease in population, the city of Detroit, Michigan, has proposed to shrink its physical size by bulldozing abandoned neighborhoods and selling the vacant land to farmers. The cause of Detroit's shrinking population can be attributed to
- (A) gentrification
 - (B) agglomeration
 - (C) deindustrialization
 - (D) conurbation
16. Which of the following countries is situated in the region of tectonic activity known as the Pacific Ring of Fire?
- (A) Brazil
 - (B) Australia
 - (C) Chile
 - (D) India
17. Which of the following sets of countries are contained within the same geographic region?
- (A) Pakistan, India, Nepal, and Afghanistan
 - (B) Uruguay, Ecuador, Guinea, and Chile
 - (C) Thailand, Laos, Falkland Islands, and Philippines
 - (D) Namibia, Gabon, New Guinea, and Tanzania
18. The effects of the Great Mississippi Flood of 1927 and Hurricane Katrina in 2005 are similar because
- (A) the deep-sea fishing industry never fully recovered
 - (B) a breach in levees increased the severity of the flooding
 - (C) they were caused by tsunamis
 - (D) they created a shortage in agricultural exports

19. Which of the following best illustrates the definition of a functional region?
- (A) A map showing Atlanta as a hub for Delta Airlines
 - (B) An article describing the region referred to as the South
 - (C) A map showing North Carolina's one hundred counties
 - (D) An essay explaining the region known as the Bible Belt
20. The official languages of Guyana, Suriname, and French Guiana are English, Dutch, and French, respectively. On what continent are those countries located?
- (A) North America
 - (B) South America
 - (C) Africa
 - (D) Asia
21. Why are perceptual or vernacular regions so difficult to identify?
- (A) Boundaries are constantly being redrawn.
 - (B) Physical features, such as rivers, are constantly shifting.
 - (C) Defining criteria are subjective and differ among researchers.
 - (D) Antecedent boundaries were drawn before humans were located in the regions.
22. Which of the following energy resources has the smallest remaining amount of proven reserves?
- (A) Petroleum
 - (B) Natural Gas
 - (C) Coal
 - (D) Wood
23. Which of the following regions is the culture hearth for three of the world's main religions?
- (A) Horn of Africa
 - (B) Indus River valley
 - (C) Huang He valley
 - (D) Eastern Mediterranean

24. Which of the following experiences the greatest temperature extremes due to continentality?
- (A) Maritime provinces of Canada
 - (B) Siberia in Russia
 - (C) La Mancha in Spain
 - (D) Patagonia in Argentina

Answers

1. Option (A) is correct. An isobar is a line drawn on a map to connect all points of equal atmospheric pressure.
2. Option (B) is correct. Only the globe can depict all the characteristics of size, shape, distance, and direction almost accurately.
3. Option (A) is correct. The Gulf Stream is a warm current that flows northeast past the west coast of Great Britain. It brings milder climates to this landmass than would be expected given its northerly location.
4. Option (D) is correct. An alluvial fan can form where a stream or river valley opens onto flatter land. With the decrease in the velocity of water, rocks and sediments eroded from areas upstream are deposited at the mouth of the valley. Over time, these deposits build up a fan-shaped landform made of eroded materials.
5. Option (C) is correct. The physiogeography of Europe creates a corridor from the western coast eastward into Germany and Poland, enabling those countries to experience marine-like climate conditions.
6. Option (A) is correct. Many crops, especially rice, are dependent on the regularity of wet and dry seasons.
7. Option (B) is correct. Japan must import large amounts of raw materials needed for the manufacturing portion of its highly developed economy. Japan lacks resources because of its small land area and its geology, which does not yield sufficient fuel supplies or metal ores.
8. Option (D) is correct. Trade was an important activity for the success of early settlements.
9. Option (B) is correct. The Amazon basin is the only region listed in which subsistence agriculture is widely practiced. This form of agriculture is under threat as the commercial development of the rain forest for cattle and rubber increases.
10. Option (B) is correct. Varanasi (Benares) is a holy city of the Hindus and the object of constant pilgrimages; Mecca is a holy city and the principal pilgrimage destination of Islam.
11. Option (C) is correct. Christaller's primary goal in developing the model was to explain how and where central places (cities or towns) in the urban hierarchy would be functionally and spatially distributed with respect to one another.

12. Option (D) is correct because hierarchical diffusion is a form of diffusion in which the adoption of an innovation or new idea occurs first in larger cities and then trickles down to smaller cities.
13. Option (D) is correct. Latin America is the only region in the answer choices listed in which all three of the characteristics are found.
14. Option (B) is correct. Currently, Asia and Latin America are the primary source regions for immigration to the United States.
15. Option (C) is correct. Deindustrialization is the process by which companies move manufacturing jobs to regions with cheaper labor. In the 1960s and 1970s, the industrial zone of the United States that includes Detroit, Michigan, lost many of its manufacturing jobs to areas of the world with lower wages. This led to abandoned factories and high unemployment in Detroit.
16. Option (C) is correct. About three-quarters of all active volcanoes in the world lie within the Pacific Rim. Plate boundaries are found all the way around the Pacific basin, and it is along these plate boundaries that the many volcanoes and earthquakes take place in what is commonly called the Pacific Ring of Fire. Chile lies along the Peru-Chile Trench along the eastern edge of the Pacific basin.
17. Option (A) is correct. Pakistan, India, Nepal, and Afghanistan are all located in south Asia.
18. Option (B) is correct. The failure of the levee system was the primary cause of the extensive flooding in both cases. Faulty design, inadequate construction, or some combination of the two was the likely cause of the breaching of the floodwalls.
19. Option (A) is correct. A functional region is defined by the particular set of activities or interactions that occur within it. A hub for an airline carrier is an example of the functional region.
20. Option (B) is correct. Guyana, Suriname, and French Guiana are located along the northeastern coast of South America.
21. Option (C) is correct. A perceptual region is not a physically demarcated entity. It exists as a conceptualization or an idea. In the United States, the South is a perceptual region.
22. Option (A) is correct. Petroleum has the smallest volume of proven reserves around the world, of any major fuel source. Given increasing consumption and decreasing reserves of petroleum, practical use may end before the year 2100.
23. Option (D) is correct. Judaism, Christianity, and Islam have their origins in the eastern Mediterranean. Thus, the eastern Mediterranean is the culture hearth for these religions.

24. Option (B) is correct. Continentality is the tendency of areas remote from the ocean to have large annual and daily temperature ranges. These areas experience little maritime influence because the general atmospheric circulation is westerly. Siberia is located in the subarctic climate zone where annual temperatures can range from over 90° F in the summer down to -50° F in the winter.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

- A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
 - *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

***Praxis*® Interactive Practice Test**

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a *Praxis* Test](#).

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

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