

World Regions in Global Context, 6e (Marston)
Chapter 1 World Regions in Global Context

1) The average number of children each woman will have over the course of her lifetime is called the:

- A) Maternal Mortality Rate
- B) Birth Rate
- C) Fertility Rate
- D) Infant Mortality Rate
- E) None of the above

Answer: C

Diff: 3

Section: Culture and Populations

Geog. Standard: N9 The characteristics, distribution, and migration of human populations on Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.33 Describe the global distribution of human population, including megacities.

2) The U.N. Human Development Index (HDI) is based on:

- A) life expectancy, education, fertility rate
- B) life expectancy, education, income
- C) education, income, death rate
- D) education, income, fertility rate
- E) education, gender, death rate

Answer: B

Diff: 3

Section: History, Economy, and Territory

Geog. Standard: N9 The characteristics, distribution, and migration of human populations on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.21 Describe the main indicators of social and economic advancement, including GDP, GNP, PPP, and HDI.

3) In 2013, the world's annual average GNI per capita Purchasing Power Parity (PPP) was:

- A) \$950
- B) \$5,950
- C) \$10,700
- D) \$54,040
- E) \$102,610

Answer: C

Diff: 4

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.21 Describe the main indicators of social and economic advancement, including GDP, GNP, PPP, and HDI.

4) What is an "emerging world region"?

- A) system of political-economic, sociocultural and environmental elements
- B) connected locations with shared and distinct characteristics
- C) areas with similar climate and physical conditions
- D) political and economic system dominant by another society
- E) none of the above

Answer: B

Diff: 2

Section: Thinking Like a Geographer

Geog. Standard: N5 That people create regions to interpret Earth's complexity

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.2 Discuss the role of place, landscape, and the geographical imagination in creating feelings of regionalism.

5) The global movement of air that transports heat and moisture and explains the climates of different regions is called:

- A) atmospheric circulation
- B) wind belts
- C) air pressure
- D) air masses
- E) none of the above

Answer: A

Diff: 1

Section: Environment, Society, and Sustainability

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

6) The Tropic of Capricorn is:

- A) 23.5 degrees South latitude

- B) 23.5 degrees North latitude
- C) 0 degrees West longitude
- D) 180 degrees East latitude
- E) 75 degrees West latitude

Answer: A

Diff: 1

Section: Environment, Society, and Sustainability

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.1 Explain how world regional geography relates to physical, human, and environmental geography.

7) What is the Tabula Rogeriana?

- A) the "map of the known world" in 1154
- B) made by Islamic cartographer Muhammed al-Idrisi
- C) orients the south on the top of the map
- D) all of the above
- E) none of the above

Answer: D

Diff: 4

Section: Environment, Society, and Sustainability

Geog. Standard: N1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.3 Explain how maps and mapping are used in the study of world regional geography.

8) Trade Winds blow from which direction?

- A) East
- B) South
- C) North
- D) West
- E) both East and West

Answer: A

Diff: 3

Section: Environment, Society, and Sustainability

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

9) What region is most responsible for climate change based on per capita emissions in 2011?

- A) North America
- B) South America

- C) Oceania
- D) East Asia
- E) Russian Federation

Answer: C

Diff: 2

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.9 Describe the Anthropocene's global impacts on earth systems, including climate change.

10) When was the beginning of the Anthropocene epoch?

- A) 1550
- B) 1750
- C) 1650
- D) 1850
- E) none of the above

Answer: B

Diff: 2

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.6 Define the Anthropocene.

11) This is believed to be one of the causes of global warming and climate change associated with it.

- A) the burning of fossil fuels
- B) the use of radioactive elements for energy and as weapons
- C) overuse of limited fresh water resources
- D) the result of mass extinctions as human civilization spreads
- E) changes in the Sun's energy

Answer: A

Diff: 2

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G5 Demonstrate an understanding of the impact of science on society.

Learning Obj: 1.9 Describe the Anthropocene's global impacts on earth systems, including climate change.

12) The study of how the Earth's physical features are formed:

- A) biogeography
- B) cartography
- C) geomorphology
- D) zoogeography
- E) geology

Answer: C

Diff: 2

Section: Environment, Society, and Sustainability

Geog. Standard: N7 The physical process that shape the patterns of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.1 Explain how world regional geography relates to physical, human, and environmental geography.

13) The Arctic Circle is located at:

A) 66 1/2 degrees S. latitude

B) 66 1/2 degrees W. longitude

C) 66 1/2 degrees E. longitude

D) 66 1/2 degrees N. latitude

E) 0 degrees latitude

Answer: D

Diff: 2

Section: Environment, Society, and Sustainability

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.1 Explain how world regional geography relates to physical, human, and environmental geography.

14) Which one of the tectonic plates is among those that comprise of the "Ring of Fire"?

A) African

B) Eurasian

C) South American

D) Pacific

E) none of the above

Answer: D

Diff: 3

Section: Environment, Society, and Sustainability

Geog. Standard: N7 The physical process that shape the patterns of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.11 Summarize the role of plate tectonics in producing hazards such as earthquakes and volcanoes.

15) The Köppen Climate Classification is based on:

A) latitude, temperature, precipitation

B) latitude, temperature, vegetation

C) temperature, precipitation, vegetation

D) temperature, precipitation, elevation

E) none of the above

Answer: A

Diff: 3

Section: Environment, Society, and Sustainability

Geog. Standard: N7 The physical process that shape the patterns of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

16) According to the U.N.'s Intergovernmental Panel on Climate Change 2014 report, the effects of the climate change will include:

- A) food security
- B) insect-borne diseases
- C) forest fire intensity
- D) food security and forest fire intensity
- E) all of the above

Answer: E

Diff: 3

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.9 Describe the Anthropocene's global impacts on earth systems, including climate change.

17) What country promised to be net zero emissions by 2020 in the 2015 Paris Agreement?

- A) U.S.
- B) Denmark
- C) Costa Rica
- D) India
- E) China

Answer: C

Diff: 4

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.14 List the goals of sustainability and give examples of sustainable approaches to living and the economy.

18) Even in a low emissions scenario on climate change, water stress will increase by:

- A) 38%
- B) 24%
- C) 56%
- D) 17%
- E) 5%

Answer: B

Diff: 4

Section: Environment, Society, and Sustainability

Geog. Standard: N16 The changes that occur in the meaning, use, distribution, and importance of resources

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.12 Describe the Anthropocene's global impacts on Earth's water resources, including environmental issues such as freshwater supply and flood hazards.

19) What is the concept of reintroducing a key species or its equivalent to an ecosystem?

A) anthropocene

B) biome

C) biodiversity

D) rewilding

E) invasive species

Answer: D

Diff: 3

Section: Environment, Society, and Sustainability

Geog. Standard: N8 The characteristics and spatial distribution of ecosystems and biomes of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.13 Describe the Anthropocene's global impacts on Earth's biodiversity, including human-influenced ecologies.

20) Which region hosts more than half of the world's biodiversity?

- A) Africa
- B) North America
- C) Latin America and Caribbean
- D) South Asia
- E) Oceania

Answer: C

Diff: 4

Section: Environment, Society, and Sustainability

Geog. Standard: N8 The characteristics and spatial distribution of ecosystems and biomes of Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

21) How do commodity chains begin?

- A) the extraction and production of raw materials
- B) the manufacture and export of commodities
- C) high wage, semi-skilled assembly of consumer products
- D) the delivery and consumption of finished commodities
- E) none of these

Answer: A

Diff: 5

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.20 Explain contemporary economic development trends, including global interconnections between places through commodity chains.

22) This is the region where air flows together and rises vertically as a result of intense solar heating at the equator, often with heavy rainfall.

- A) Hadley Cell
- B) easterlies
- C) westerlies
- D) trade winds
- E) the intertropical convergence zone (ITCZ)

Answer: E

Diff: 5

Section: Environment, Society, and Sustainability

Geog. Standard: N7 The physical process that shape the patterns of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

23) What is atmospheric circulation on Earth?

- A) released by the heat from Earth's interior
- B) follow tidal effects of the Sun and the Moon
- C) transport heat and moisture over Earth's surface
- D) produced by Earth's rotational tilt
- E) differences in elevation over Earth's surface

Answer: C

Diff: 5

Section: Environment, Society, and Sustainability

Geog. Standard: N7 The physical process that shape the patterns of Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

24) All of the following is true about climate vulnerability, *except*:

- A) social and physical factors are equally important
- B) women and children are the most vulnerable
- C) droughts affect all societies equally
- D) income determines recovery from hazards
- E) all of the above are true

Answer: C

Diff: 4

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.12 Describe the Anthropocene's global impacts on Earth's water resources, including environmental issues such as freshwater supply and flood hazards.

25) Which of the following is an example of a supranational organization?

- A) World Trade Organization
- B) North American Free Trade Agreement
- C) European Union
- D) all of these
- E) none of these

Answer: D

Diff: 1

Section: History, Economy, and Territory

Geog. Standard: N13 How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.24 Discuss the role of supranational organizations, including the United Nations, social movements, and nongovernmental organizations (NGOs) in political globalization.

26) The provision of services constitutes this form of employment.

- A) primary
- B) secondary
- C) tertiary
- D) quaternary
- E) none of the above

Answer: C

Diff: 1

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

27) Extractive activities are considered to be what sector of the economy?

- A) quaternary
- B) secondary
- C) tertiary
- D) primary
- E) none of the above

Answer: D

Diff: 1

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

28) Which of the following is the estimate of the total value of everything produced by a country in a particular year?

- A) gross domestic product
- B) gross national income
- C) purchasing power parity
- D) trade deficit
- E) human development index

Answer: A

Diff: 2

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.21 Describe the main indicators of social and economic advancement, including GDP, GNP, PPP, and HDI.

29) According to the human development index devised by the United Nations, a country with a perfect score would have an index of:

- A) .001
- B) 10
- C) 100
- D) 0.0
- E) 1.0

Answer: E

Diff: 2

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.21 Describe the main indicators of social and economic advancement, including GDP, GNP, PPP, and HDI.

30) This is a form of social and economic organization characterized by the common ownership of the means of production, distribution, and exchange.

- A) capitalism

- B) communism
- C) imperialism
- D) feudalism
- E) irredentism

Answer: B

Diff: 2

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.16 Differentiate between capitalism and communism.

31) Which of the following is true about multinational corporations (MNCs)?

- A) outsource jobs to places with cheaper labor
- B) offshore key assets to host banking countries
- C) move jobs from places with regulated labor laws
- D) all of the above
- E) none of the above

Answer: D

Diff: 2

Section: History, Economy, and Territory

Geog. Standard: N13 How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.19 Explain contemporary economic development trends, including the rise of multinational corporations, outsourcing and offshoring.

32) Which two countries dominated the "Cold War?"

- A) China and USSR
- B) USSR and Cuba
- C) USSR and United States
- D) United States and Cambodia
- E) China and United States

Answer: C

Diff: 2

Section: History, Economy, and Territory

Geog. Standard: N13 How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.17 Analyze the Cold War and its significance as a factor explaining why economic systems vary around the globe.

33) Plantation economies characterized what economic era?

- A) first wave of colonialism
- B) second wave of colonialism
- C) decolonization
- D) Cold War

E) globalization

Answer: A

Diff: 3

Section: History, Economy, and Territory

Geog. Standard: N17 How to apply geography to interpret the past

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.15 Discuss the roles of colonialism, capitalism, and the Industrial Revolution in creating the modern world.

34) This economic policy emphasizes universal faith in markets, reduction in government programs, and development as an economic process?

A) neoliberalism

B) dependency theory

C) modernization theory

D) neocolonialism

E) Marxism

Answer: A

Diff: 3

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.22 Compare and contrast the neoliberal and alternative models of development.

35) What is a large informal group focused on political or social issues?

A) failed state

B) supranational organizations

C) social movement

D) nation-state

E) none of the above

Answer: C

Diff: 2

Section: History, Economy, and Territory

Geog. Standard: N12 The processes, patterns, and functions of human settlement

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.24 Discuss the role of supranational organizations, including the United Nations, social movements, and nongovernmental organizations (NGOs) in political globalization.

36) What is a key component to women's development around the world?

A) public health

B) food security

C) inheritance rights

D) land ownership

E) none of the above

Answer: D

Diff: 4

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.30 Explain the implications of globalization and regionalization for cultural identity, including gender.

37) Which of these statistics gives the most accurate measurement of buying power and the cost of living in a country?

A) GDP

B) GNI

C) PPP

D) HDI

E) IMF

Answer: C

Diff: 4

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.21 Describe the main indicators of social and economic advancement, including GDP, GNP, PPP, and HDI.

38) Which country focused on secondary activities for the global market and now is also a significant player in tertiary activities like banking?

A) Philippines

B) India

C) South Africa

D) China

E) Russia

Answer: D

Diff: 3

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

39) What view of the development process supports grassroots movements and local knowledge?

A) modernization theory

B) neoliberalism

C) dependency theory

D) alternative development

E) nationalism

Answer: D

Diff: 5

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.22 Compare and contrast the neoliberal and alternative models of development.

40) What is the spatial dispersion of a previously homogenous group?

- A) diaspora
- B) demographics
- C) culture
- D) ethnicity
- E) race

Answer: A

Diff: 2

Section: Culture and Populations

Geog. Standard: N9 The characteristics, distribution, and migration of human populations on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.33 Describe the global distribution of human population, including megacities.

41) The current global population is approximately:

- A) 7 billion
- B) 7 million
- C) 700 billion
- D) 700 million
- E) 70 billion

Answer: A

Diff: 1

Section: Culture and Populations

Geog. Standard: N9 The characteristics, distribution, and migration of human populations on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.33 Describe the global distribution of human population, including megacities.

42) Almost all of the world's inhabitants are living on this percentage of the total land surface.

- A) 85%
- B) 50%
- C) 25%
- D) 10%
- E) 4%

Answer: D

Diff: 2

Section: Culture and Populations

Geog. Standard: N9 The characteristics, distribution, and migration of human populations on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.33 Describe the global distribution of human population, including megacities.

43) What is a lingua franca?

- A) a common, regional language
- B) place-based difference in pronunciation
- C) shared language for a region
- D) local, indigenous languages
- E) none of the above

Answer: A

Diff: 2

Section: Culture and Populations

Geog. Standard: N10 The characteristics, distribution, and complexity of Earth's cultural mosaics

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.26 Explain the implications of globalization and regionalization for world languages, including lingua francas and dialects.

44) What is the social category that developed during the 19th century of European imperialism?

- A) gender
- B) ethnicity
- C) race
- D) class
- E) sexuality

Answer: C

Diff: 2

Section: Culture and Populations

Geog. Standard: N12 The processes, patterns, and functions of human settlement

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.29 Explain the implications of globalization and regionalization for cultural identity, including ethnicity and race.

45) All of the following countries will contribute to half of the world's population increase, *except*:

- A) Bangladesh
- B) Nigeria
- C) Japan
- D) Indonesia
- E) Pakistan

Answer: C

Diff: 2

Section: Culture and Populations

Geog. Standard: N12 The processes, patterns, and functions of human settlement

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G5 Demonstrate an understanding of the impact of science on society.

Learning Obj: 1.33 Describe the global distribution of human population, including megacities.

46) A megacity is an urban area with a population greater than:

- A) 5 million
- B) 10 million
- C) 3 million
- D) 1 million
- E) none of the above

Answer: B

Diff: 2

Section: Culture and Populations

Geog. Standard: N12 The processes, patterns, and functions of human settlement

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.33 Describe the global distribution of human population, including megacities.

47) What societies have birthrates of 40 births per thousand people?

- A) agrarian
- B) industrial
- C) post-industrial
- D) technological
- E) none of the above

Answer: A

Diff: 3

Section: Culture and Populations

Geog. Standard: N12 The processes, patterns, and functions of human settlement

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.34 Apply the demographic transition model to explain how and why regional population growth rates rise and fall.

48) What does a "top-heavy" population pyramid reveal about a country?

- A) young population
- B) middle aged population
- C) elderly population
- D) female population
- E) male population

Answer: C

Diff: 2

Section: Culture and Populations

Geog. Standard: N12 The processes, patterns, and functions of human settlement

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.35 Interpret population pyramids to track and predict changes in the age structure of populations.

49) What phase of the Demographic Transition Model (DTM) has the highest death rates and high birth rates?

- A) Phase 1
- B) Phase 2
- C) Phase 3
- D) Phase 4
- E) Phase 5

Answer: A

Diff: 4

Section: Culture and Populations

Geog. Standard: N12 The processes, patterns, and functions of human settlement

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.34 Apply the demographic transition model to explain how and why regional population growth rates rise and fall.

50) Which of the following is an example of geoengineering to combat climate change?

- A) massive scale carbon storing
- B) chemicals to block incoming sunlight
- C) iron fertilization of sea
- D) all of the above
- E) none of the above

Answer: D

Diff: 3

Section: Future Geographies

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.9 Describe the Anthropocene's global impacts on earth systems, including climate change.

51) Which of the following elements are *not* part of the global transnational organized crime?

- A) timber
- B) wildlife
- C) counterfeit medicine
- D) trafficking victims
- E) none of the above

Answer: E

Diff: 2

Section: Future Geographies

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.20 Explain contemporary economic development trends, including global interconnections between places through commodity chains.

52) What countries produce tantalum, a mineral used in cell phones?

- A) Rwanda
- B) South Africa
- C) Democratic Republic of the Congo
- D) Rwanda and Democratic Republic of the Congo
- E) all of the above

Answer: D

Diff: 3

Section: Future Geographies

Geog. Standard: N16 The changes that occur in the meaning, use, distribution, and importance of resources

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.20 Explain contemporary economic development trends, including global interconnections between places through commodity chains.

53) Who initiated The Yo Soy 132 campaign in Mexico?

- A) middle age day laborers
- B) college age youth
- C) high school artists
- D) female factory workers
- E) elderly Marxists

Answer: B

Diff: 2

Section: Faces of the Region

Geog. Standard: N13 How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.33 Describe the global distribution of human population, including megacities.

54) Genocide Watch in the U.S. and the Green Belt Movement in Kenya are examples of:

- A) social movements

- B) nongovernmental organizations
- C) supranational organizations
- D) alternative development
- E) neoliberal development

Answer: B

Diff: 2

Section: History, Economy, and Territory

Geog. Standard: N13 How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.24 Discuss the role of supranational organizations, including the United Nations, social movements, and nongovernmental organizations (NGOs) in political globalization.

55) What political institution exercises power over territory and people, and is recognized by other states?

- A) nation-state
- B) nation
- C) sovereign state
- D) failed state
- E) none of the above

Answer: C

Diff: 3

Section: History, Economy, and Territory

Geog. Standard: N10 The characteristics, distribution, and complexity of Earth's cultural mosaics

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.23 Distinguish among sovereign states, nations, nation states, and failed states.

56) What time of year experiences solar energy equally in both hemispheres?

- A) Winter Solstice
- B) Spring Equinox
- C) Summer Solstice
- D) Autumnal Equinox
- E) Both Equinoxes

Answer: E

Diff: 3

Section: Environment, Society, and Sustainability

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

57) What international organization argues that government subsidies cause poverty and provides emergency loans to countries?

- A) United Nations
- B) International Monetary Fund
- C) World Trade Organization
- D) North American Free Trade Agreement
- E) European Union

Answer: B

Diff: 3

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.22 Compare and contrast the neoliberal and alternative models of development.

58) Where did Buddhism originate?

- A) India
- B) Japan
- C) China
- D) Vietnam
- E) Sri Lanka

Answer: A

Diff: 3

Section: Culture and Populations

Geog. Standard: N10 The characteristics, distribution, and complexity of Earth's cultural mosaics

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.28 Provide examples of how the global distribution of religions is changing.

59) Which of the following is *not* part of the U.N.'s Millennium Development Goals to reduce poverty?

- A) eradicate hunger
- B) provide universal college education
- C) promote gender equality
- D) combat HIV/AIDS
- E) improve maternal health

Answer: B

Diff: 4

Section: History, Economy, and Territory

Geog. Standard: N10 The characteristics, distribution, and complexity of Earth's cultural mosaics

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.22 Compare and contrast the neoliberal and alternative models of development.

60) Why do small farmers do better in an equal exchange coffee chain?

- A) consumers purchase more coffee
- B) coffee companies pay higher prices
- C) less intermediaries in chain
- D) processor buy at higher prices
- E) all of the above

Answer: C

Diff: 2

Section: History, Economy, and Territory

Geog. Standard: N10 The characteristics, distribution, and complexity of Earth's cultural mosaics

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.20 Explain contemporary economic development trends, including global interconnections between places through commodity chains.

61) How did the BRICS challenge the International Monetary Fund?

- A) established a development bank
- B) accelerated secondary sector production
- C) encouraged offshoring businesses
- D) all of the above
- E) none of the above

Answer: A

Diff: 4

Section: History, Economy, and Territory

Geog. Standard: N10 The characteristics, distribution, and complexity of Earth's cultural mosaics

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G3 Read and interpret graphs and data.

Learning Obj: 1.20 Explain contemporary economic development trends, including global interconnections between places through commodity chains.

62) What is a result of European colonialism?

- A) political and regional boundaries around the world
- B) forced movement of millions of Africans
- C) wealth derived from resource exploitation in Asia and Africa
- D) all of the above
- E) none of the above

Answer: D

Diff: 4

Section: History, Economy, and Territory

Geog. Standard: N17 How to apply geography to interpret the past

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.15 Discuss the roles of colonialism, capitalism, and the Industrial Revolution in creating the modern world.

63) What are examples of policies in sustainable cities?

- A) water harvesting
- B) local food varieties
- C) biodiversity protection
- D) A, B
- E) all of the above

Answer: E

Diff: 2

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.14 List the goals of sustainability and give examples of sustainable approaches to living and the economy.

64) What is the area required to provide renewable resources and absorb waste?

- A) biodiversity
- B) anthropocene
- C) sustainable city
- D) global footprint
- E) ecosystem

Answer: D

Diff: 3

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.13 Describe the Anthropocene's global impacts on Earth's biodiversity, including human-influenced ecologies.

65) How much do invasive species losses cost the U.S. annually?

- A) \$138 million
- B) \$1.38 billion
- C) \$13.8 billion
- D) \$138 billion
- E) \$1.38 trillion

Answer: D

Diff: 2

Section: Environment, Society, and Sustainability

Geog. Standard: N8 The characteristics and spatial distribution of ecosystems and biomes of Earth's surface

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.13 Describe the Anthropocene's global impacts on Earth's biodiversity, including human-influenced ecologies.

Match the climate with its description.

- A) Cold temperatures due to elevation
- B) All months above 18°C with annual precipitation exceeding evaporation
- C) Very cold winters and summers, with no real summer season

66) Tropical climates

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

67) Polar climates

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

68) Highland climates

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G7 Demonstrate the ability to make connections between concepts across Geography.

Learning Obj: 1.8 Summarize how Earth systems interact to produce climate systems and regional climates.

Answers: 66) B 67) C 68) A

Match the example with its economic activity.

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

69) Warehousing

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

70) Retail sales

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

71) Fishing

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

72) Textile Manufacturing

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

73) Education

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

74) Mining

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

75) Food Processing

Diff: 1

Section: Chapter 1

Geog. Standard: N4 The physical and human characteristics of places

Bloom's Taxonomy: Remembering/Understanding

Global Sci Out: G2 Demonstrate the ability to think critically and employ critical thinking skills.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

Answers: 69) C 70) C 71) D 72) B 73) A 74) D 75) B

76) What is a nation-state? Give an example of a nation-state today. Why are there so few nation-states in the world today?

Section: History, Economy, and Territory

Geog. Standard: N12 The processes, patterns, and functions of human settlement

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.23 Distinguish among sovereign states, nations, nation states, and failed states.

77) What is the Anthropocene? Evaluate how human impacts have changed the physical environment since 1750.

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.6 Define the Anthropocene.

78) What is global climate change? What evidence exists that supports this theory? What are the possible impacts of global climate change on human population?

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.9 Describe the Anthropocene's global impacts on earth systems, including climate change.

79) Analyze the two waves of colonialism and the process of de-colonialism around the world. What are some of the political, social and economic effects from these eras?

Section: History, Economy, and Territory

Geog. Standard: N17 How to apply geography to interpret the past

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.15 Discuss the roles of colonialism, capitalism, and the Industrial Revolution in creating the modern world.

80) What is globalization? Discuss at least three key factors of globalization.

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.20 Explain contemporary economic development trends, including global interconnections between places through commodity chains.

81) What was the "Cold War"? What were the causes of this "war" and which countries were primarily involved in this ideological struggle?

Section: History, Economy, and Territory

Geog. Standard: N17 How to apply geography to interpret the past

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.17 Analyze the Cold War and its significance as a factor explaining why economic systems vary around the globe.

82) Discuss the concept of sustainability. How has the commoditization of nature influenced human-environment relationships in the last two centuries? What does this suggest for the possibility of future sustainable development?

Section: Environment, Society, and Sustainability

Geog. Standard: N14 How human actions modify the physical environment

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.7 Explain how the concept of environmental sustainability emerged from recognition that we live in the Anthropocene.

83) How are levels of economic development measured around the world? What is the HDI? What variables are including when calculating the HDI index?

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.21 Describe the main indicators of social and economic advancement, including GDP, GNP, PPP, and HDI.

84) Describe the four economic sectors. What is the international division of labor and why do different places host different economic activities? What is the role of offshoring, outsourcing and the commodity chain in these economic relationships?

Section: History, Economy, and Territory

Geog. Standard: N11 The patterns and networks of economic interdependence on Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.18 Explain contemporary economic development trends, such as the shift in relative importance of economic sectors.

85) What is the difference between ethnicity and race? Why is it so hard to define each?

Section: Culture and Populations

Geog. Standard: N9 The characteristics, distribution, and migration of human populations on Earth's surface

Bloom's Taxonomy: Applying/Analyzing

Global Sci Out: G8 Communicate effectively in writing.

Learning Obj: 1.29 Explain the implications of globalization and regionalization for cultural identity, including ethnicity and race.