AP Chemistry Review

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AACT Webinar

Tuesday, April 24th, 2018
7.00 PM Eastern
The purpose of review?

To maximize the AP exam score

If you don’t agree, fine, but much of what follows won’t be relevant!
How is the student’s knowledge ultimately assessed?

ONLY via their answers to the MCQ’s and FRQ’s

NOT via their ability to titrate,
or their ability to write a lab report,
or their participation in class
So, what should students be doing during review?

Everything should be geared toward answering the MCQ’s and the FRQ’s. Sometimes that means teaching chemistry, sometimes it doesn’t.
So, what should students NOT be doing during review?

They should NOT be reviewing material that they are comfortable with

This means accurate self-evaluation and HONESTY!

The should NOT be doing a bunch of lab work

They should NOT be working on non-AP problems (textbook etc.)
Strategies for MCQ’s

Time management

Goes way beyond simply making sure they finish, but let’s start there
Why is getting to #60 crucial?

#58, 59 and 60 might be the easiest questions on the exam!
How many minutes per Q?

1.5

So, CHECK that after
15 mins, 10 Q’s are completed
30 mins, 20 Q’s are completed
45 mins, 30 Q’s are completed
Etc.
What about fatigue/boredom?

Some (all!) kids are prone to:

Fatigue (problems at the end of the test answered poorly)

Boredom! MUST insist of them sitting down, multiple times, for the FULL 90 mins and doing a MCQ exam
Hold on. Isn’t this ‘exam technique’ and not review?

Well, yes, BUT remember the purpose of review is to maximize the AP score, and that is only achieved via successfully negotiating the exam!
How do you teach exam technique?

First, familiarity with the test

Notes on how the test is formatted in terms of the physical layout of the questions, and the spaces to write in etc.
How do you teach exam technique?

Strategies for guessing (via elimination of answers)

Analyzing and anticipating the question
(dangerous, but in a push it can help)

MATH tips
(VITAL in MCQ, helpful in FRQ)
How much time for review?

As much as possible, BUT obviously that is dictated by circumstances, e.g.,

When you get to finish the material the first time around
How YOU like to work
Time restraints
How much time for review?

I always leave 4 weeks, but there is the potential for going stale, so be careful

Again, circumstances will dictate

How quickly did you deliver the material originally?
What does my review schedule look like?

Here it is

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| Period 3 (TGD) | 70 Labo Blog Post 2016.5 2015.5 2014.5 | 70 MOQ 2015.6 2014.5 2013 Practice Exam 2 | 70 Timed Thermochemistry (17.5 mins) |

| Periodicity | p05-41 2005.8a(c) |
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- **What about the detail?**
- [www.adriandingleschemistrypages.com](http://www.adriandingleschemistrypages.com)
- @adchempages

![Chemistry Pages Logo](image)
What are the topics for FRQ quizzes?

- REDOX/Electrochemistry
- Bonding
- Thermochemistry
- Kinetics
- Acid Base Equilibrium
- Electrons/PES/Mass Spec
- Equilibrium
Other things?

Write Good Answers to AP Chemistry Problems

Blog post series
Other things?

Exam from Hell

A selection of tricky, off the wall contexts for questions that they should be able to answer

For example
Other things?

Odd Topics/Emphasis

NOTHING falls through the cracks!
Other things?

Odd Topics

Biological applications
Capillary action and surface tension
Work
PES
Other things?

Odd Topics

Mass Spec
Semi-conductors
Alloys
Other things?

Emphasis

Particulate diagrams
Coulomb’s law
Data Driven MCQ’s
Lab based questions
How does this culminate?

Mock Exam
What are my preferences for the mock exam?

Likely to be unachievable!
What are my preferences for the mock exam?

I’d prefer;

A duplicated 3+ hour time slot
To be taken in the same room as the real exam
At the same time of day on the same day
Booklets faithfully re-produced

How much of that is achievable??
What are my preferences for the mock exam?

Graded as the real AP with the following (fictitious!) scale

75% = 90 in the grade book (a ‘5’)
65% = 80 (a ‘4’)
55% = 70 (a ‘3’)

Then sliding scale from there up to max of 100
So at this point what do we have?

Prepared students
A score prediction for the exam
To allow for reflection and planning for next year
Survey, Certificate, and Downloads

To complete a brief survey about this webinar, and to generate your certificate of attendance, visit:


To Download Resources: