



Flowery & Vague Phrases to avoid on the AP Environmental Exam



There are several strategies you can use to help boost your score on the Free Response section of the AP Environmental Science exam. One of those strategies is to avoid the use of vague and "flowery" terms and phrases. These terms and phrases may sound descriptive, but they frequently say little and provide none of the detail needed to earn credit. To avoid them you should try to explain yourself as best as possible using more detail. The following is a listing of these terms and phrases to try to avoid:

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| 1. "bad for the environment / planet" | 21. "make it illegal" or "the water law" or "the air law"
(Without identifying relevant laws.) |
| 2. "cause environmental degradation" | 22. "make it more / less expensive"
(When referring to incentives.) |
| 3. "cause global warming and pollution" | 23. "mother nature " |
| 4. "change" (Instead of specifying increase or decrease.) | 24. "overconsumption of natural resources" |
| 5. "destroy the environment" | 25. "pollute the environment" |
| 6. "disrupt the environment" | 26. "pollute the water / air / soil" (Without specifying.) |
| 7. "disturb the environment" | 27. "restore the environment" |
| 8. "ecofriendly" | 28. "repair the damage" |
| 9. "good for the environment" | 29. "save the Earth" |
| 10. "greener" | 30. "save the planet" |
| 11. "global solution" | 31. "stop global warming" |
| 12. "global catastrophe" | 32. "sustainable" (Without elaboration.) |
| 13. "global cooperation" | 33. "toxins", "pollution", "chemicals" & "health effects"
(Without specifying.) |
| 14. "harm the environment" | 34. "_____ the habitat" (impact, change, alter) |
| 15. "harmful / dangerous chemicals" (Without specifying.) | 35. "_____ the ecology" (destroy, restore, maintain, support,
harm, compromise, reinvent...) |
| 16. "help keep the habitat cleaner" | |
| 17. "human footprint" | |
| 18. "human impact" | |
| 19. "incentivize the system" | |
| 20. "kill all the plants/animals/wildlife" | |

Ideas to consider as you apply this list in your writing:

- If a fourth grader could say it, it is too vague.
- Be careful with absolutes, will it really kill all the animals? Will the entire ecosystem be harmed?
- If it asks anything besides identify, you should write at least two sentences. One stating your clear, specific answer and another providing supporting evidence, examples or a detailed description.
- If you find yourself writing something vague, follow it up with a specific example.
(Name a specific chemical that will cause the pollution and explain its impacts, name a specific specie or type of specie that would be impacted and explain how, name a specific law or specific possible law that will illustrate whatever you are talking about, etc.)
- Often wrong but never in doubt: even if you are making it up, make it sound good and confident.
(Be specific. You might be right, but you will not get any credit if you are not specific enough. No "maybe" or "might" unless there is actual scientific uncertainty.)

BE SPECIFIC!