

SAQ HOW TO REVIEW

2017-2018

The SAQ (Short Answer Question)

- ALL questions/essays on the exam are *stimulus-based* (responding to a primary/secondary source, including texts, images, charts, graphs, maps, etc.).
- There are 3 SAQs on the APWH Exam – You have 40 minutes to complete all three questions – 20% of the exam score. (*Spend no more than 12 minutes on each SAQ*)
- Each SAQ has 3 parts, A, B, C. Each part is worth 1 point. – So, each SAQ is worth 3 points.
- For the SAQ there is NO thesis – **JUST ANSWER THE QUESTION.**

Short-Answer Questions	Primary Practice or Skill Assessed	Source Type	Periods Assessed
Students are required to answer short-answer question 1 AND short-answer question 2			
1	Analyzing Secondary Sources	Secondary source	Periods 3–6
2	Comparison or Continuity and Change over Time	Primary source text or visual source	Periods 3–6
Students select short-answer 3 OR short-answer question 4			
3	Comparison or Continuity and Change over Time (Different skill from short-answer question 2)	No stimulus	Periods 1–3
4			Periods 4–6



From the College Board...

Short-Answer Questions

Section I, Part B of the AP World History Exam consists of four short-answer questions. Students are required to answer the first and second questions, and choose to answer either the third or the fourth question.

- The first question primarily assesses the skill of **analyzing secondary sources**, asking students to respond in writing to a historian's argument. This question addresses content from periods 3–6 of the course.
- The second question primarily assesses either the skill of **comparison** or **continuity and change over time**, and asks students to respond in writing to a primary source written text or to visual sources such as images, charts, or maps. This question also addresses content from periods 3–6 of the course.
- Students choose to answer either the third **or** the fourth short-answer question, which deal with periods 1–3 **or** 4–6 respectively. These questions ask students to respond in writing to general propositions about world history, and they primarily assess the same skill, either **comparison** or **continuity and change over time**; neither of them will primarily assess the same skill as the second short-answer question.

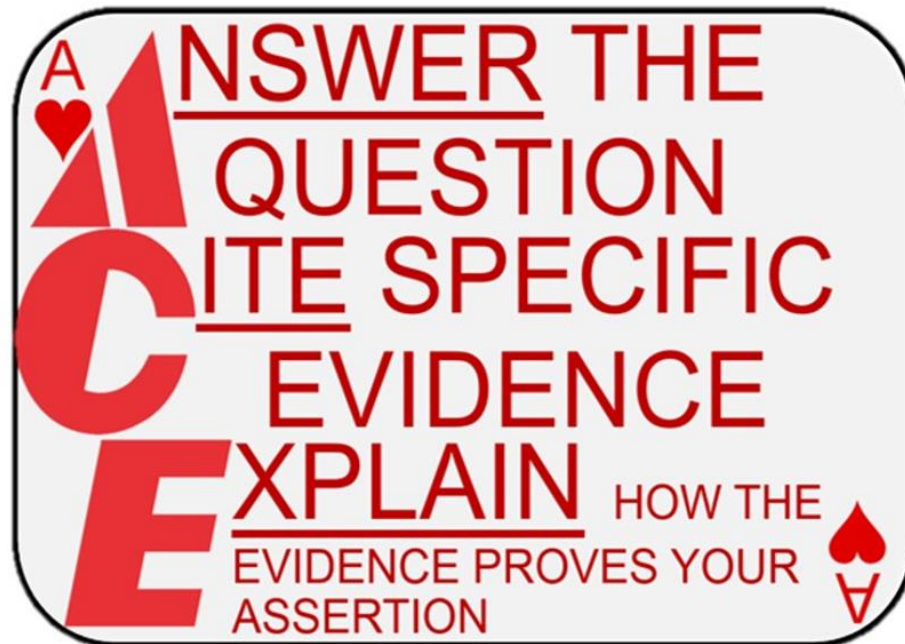
Each short-answer question asks students to describe examples of historical evidence relevant to the question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

The SAQ (Short Answer Question)

- *Get in, answer with evidence, get out* – NO thesis – **JUST ANSWER THE QUESTION.**
- Must be in **complete sentences**. (bullet points = zero points)
- **Don't quote!** If prompt asks you to explain a quote, use your own words
- Cite specific evidence to back up your claim.
- **Refer to the prompt & stimulus** (map, chart, image, passage) in your answer.
- For each part (A, B, C), respond in only 2-4 sentences, but be SPECIFIC with your evidence & **REFER the prompt AND to the stimulus** in your answer. [**“THE SOURCE {e.g. map} SHOWS...”** WHAT and WHY/BECAUSE]
- **You MUST address the stimulus** → If the question gives you a chart & asks: “Identify & explain one cause of curly hair” → Actually write: One cause of curly hair is genetics. **Chart #1 shows** this **BECAUSE...(Be SPECIFIC with evidence).**

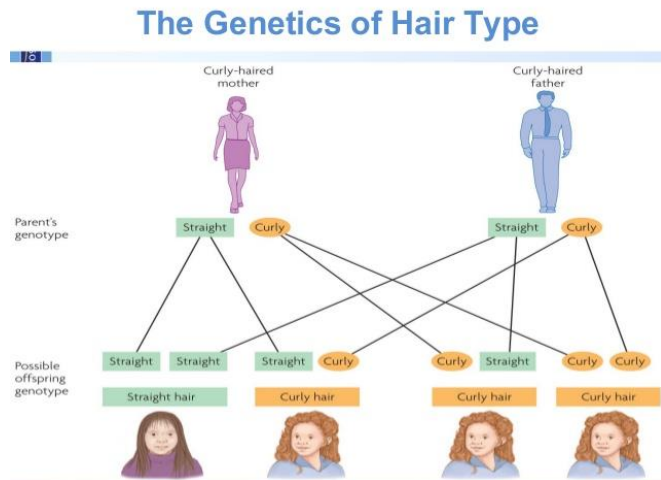
How to Answer... ACE IT!

- Follow this format for each section (A, B, C):
 - **A**: Answer the question (this is your *claim*)
 - **C**: Cite specific factual evidence (refer to stimulus & outside info.)
 - **E**: Explain how the evidence proves your claim



Example

- Use the charts below and your knowledge of biology to answer all parts of the question that follows.



Example: Hair

- CC = Curly SS = Straight CS = Wavy
- Punnett square problem: 2 Wavy haired people marry

	C	S	
C	CC	CS	
S	CS	SS	
			25% Curly 50% Wavy 25% Straight

Chart 2

- A. Identify and explain ONE cause of curly hair.
- ANSWER:** One cause of curly hair is genetics. **As chart 1 shows**, curly hair is inherited by parents through their genes. This is **because....**

Another Example...

1. Use the two passages below to answer all parts of the question that follows.

Source 1

“It seems, in hindsight, that the Cold War was inevitable. From the very beginning of the Russian-American relationship, the ideologies of the two nations were fundamentally incompatible. Founded in 1776, the young United States was republican and democratic. Russia, on the other hand, was an old autocracy, hostile to democracy, xenophobic, and known for ruthless suppression of its numerous subjects. There was another factor that seemed to make eventual conflict between the two nations inevitable: both were expansionist states whose respective spheres of interest would eventually expand to global dimensions.”

Ronald E. Powaski, *The Cold War: The United States and the Soviet Union, 1917–1991*, 1998

Source 2

“Most scholars (ourselves included) believe that it makes more sense to place the start of the Cold War in the mid-1940s when American and Soviet leaders had the military power, the economic resources, and the determination to engage in a far-flung and intense ideological, political, military, and cultural struggle for influence. Deeply affecting the domestic politics and foreign affairs of most of the world’s nations, this multifaceted competition between the United States and its allies and the U.S.S.R. and its allies was one of the major phenomena in modern history.”

Ralph Levering and Verena Botzenhart-Viehe, *Debating the Origins of the Cold War: American and Russian Perspectives*, 2001

A.) Provide ONE piece of historical evidence (not specifically mentioned in the passages) that would support Powaski’s interpretation about the origins of the Cold War.

B.) Provide ONE piece of historical evidence (not specifically mentioned in the passages) that would support Levering and Botzenhart-Viehe’s interpretation about the origins of the Cold War.

C.) Explain ONE way in which the views of the Russian-American relationship expressed in the two passages led the authors to propose different interpretations for the origins of the Cold War.

The SAQ (Short Answer Question)

- You have a restricted box to write in your answer to each question. This is the one time you don't go outside the box.
- Skip a line between A, B, & C responses. (*Write A, B, & C*)

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to SECTION I: PART B, QUESTION 1 on this page only.

Q1

End of response area for Q1

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to SECTION I: PART B, QUESTION 2 on this page only.

Q2

End of response area for Q2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to SECTION I: PART B, QUESTION 3 on this page only.

Q3

End of response area for Q3

Short Answer Question (SAQ) – [Part A](#) & [Part B](#) (3 questions in 40 minutes! 20% of the AP Exam)

Writing time: 40 minutes (*Take **NO** more than 12 minutes on each question*).

Directions: Read each question carefully and write your responses in the corresponding boxes on the free-response answer sheets.

Some questions have multiple parts. Be sure to answer ALL parts of every question. Use complete sentences; an outline or bulleted list alone is NOT acceptable. You may plan your answers in this exam booklet, but **ONLY** your responses in the corresponding boxes on the free-response answer sheets will be scored. **ACE it! (no more than 2-4 sentences per question part A, B, & C) (get in, answer, get out – NO thesis) BE specific**

Sources have been edited for the purpose of this exercise.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.
Write your answer to SECTION I: PART B, QUESTION 1 on this page only.

Q1

End of response area for Q1

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.
Write your answer to SECTION I: PART B, QUESTION 2 on this page only.

Q2

End of response area for Q2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.
Write your answer to SECTION I: PART B, QUESTION 3 on this page only.

Q3

End of response area for Q3

Short Answer Question (SAQ) Example Prompts by tested HRS – *Analyzing Secondary Sources*

Reading Passages – such as 2 book excerpts by different *historians*.
(*Secondary Source*)

1. Using the passages and your knowledge of World History, answer parts A, B, & C.
 - A. Briefly explain ONE _____ policy that is reflected in passage #1.
 - B. Identify and explain ONE _____ policy that is reflected in passage #2.
 - C. Briefly explain ONE opposing viewpoint expressed in passage #1 and passage #2.

Short Answer Question (SAQ) Example Prompts by tested HRS – ***Comparison***

1. **Using the map** and your knowledge of World History, answer parts A, B, & C. (***secondary source***)
 - A. Identify and explain ONE important similarity between _____ and _____.
 - B. Briefly explain ANOTHER important similarity between _____ and _____.
 - C. Briefly explain ONE difference between _____ and _____.

1. Using your knowledge of World History, answer parts A, B, & C. (***NO stimulus***)
 - A. Identify and explain ONE important similarity between _____ and _____.
 - B. Briefly explain ANOTHER important similarity between _____ and _____.
 - C. Briefly explain ONE difference between _____ and _____.

Short Answer Question (SAQ) Example Prompts by tested HRS – ***Change & Continuity over Time (CCOT)***

3. Using the passage and your knowledge of World History, answer parts A, B, & C. (***primary source***)

- A. Briefly explain ONE example of how _____ brought changes to _____ in the period _____ to _____.

- B. Identify and explain a SECOND example of how _____ brought changes to _____ in the period _____ to _____.

- C. Briefly explain ONE example of how _____ resisted change (remained the same) to _____ in the period _____ to _____.

3. Using the image and your knowledge of World History, answer parts A, B, & C. (***primary source***)

- A. Briefly explain ONE example of how _____ brought changes to _____ in the period _____ to _____.

- B. Identify and explain a SECOND example of how _____ brought changes to _____ in the period _____ to _____.

- C. Briefly explain ONE example of how _____ resisted change (remained the same) to _____ in the period _____ to _____.

SAQ RUBRIC – How Points are earned

- 3 points possible on EACH of the 3 questions for a MAX of 12 points on the SAQ section of the exam.
- Example: Question 1
- FULLY answered A – 1 point (*You ACEd it*)
- FULLY answered B – 1 point (*You ACEd it*)
- FULLY answered C – 1 point (*You ACEd it*)
- You missed A, but ACEd B & C → 2 points
- You ACEd A, but missed B & C → 1 point

What good responses will include (from the College Board)

Scoring the Response

For a short-answer question, a good response should:

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

Depending on the question, a good response should:

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

AP = ANSWER THE PROMPT