How to SAQ

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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.
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<td>Analyzing Secondary Sources</td>
<td>Secondary source</td>
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<td>Comparison or Continuity and Change over Time</td>
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<td>3</td>
<td>Comparison or Continuity and Change over Time (Different skill from short-answer question 2)</td>
<td>No stimulus</td>
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• What types of questions are asked?
  • SAQ will come from the Key Concepts and Thematic Learning Objectives
  • Each SAQ will deal with at least one Historical Thinking Skill

• How are they scored?
  • 1 point per part, 3 points per question

• How do I get an A?
  • 0/3=4, 1/3= 6, 2/3= 8, 3/3=10

• On the AP test, you probably need to earn 7 of 9 points on the 3 SAQs to be on track to earn a 5
SAQ Formatting

• Must write within the square space, no exceptions
• Do each part of the question (typically A, B, C) separately, not as one paragraph with all 3 responses
• Each response can be a good sentence or two. **Try to be brief and accurate**
• Must be complete sentences. No bullet points.
Types of Questions

- **Question 1: secondary source**
  - your task is to read the secondary source and analyze it using the prompts given. **Be sure to refer back to the secondary source as well as the prompt in your answer. Direct quotes from the source aren’t necessary.**

- **Question 2: primary source**
  - your task is to analyze either comparison or continuity and change over time with a primary source. **Again: be sure to use specific content from the source and link that evidence back to your answer.**

- **Questions 3 or 4**
  - will NOT have a stimulus and will be more straightforward – e.g. identify, explain, or describe.
  - Will use the skill (either comparison or CCOT) not used in question 2.
  - You will only choose one to answer – just like before, make sure to refer back to the prompt in your answer.

  WHEN IN DOUBT, A.P.
ANSWER THE PROMPT
SAQ Advice

• Pay really close attention to the verbs: describe, identify, explain, analyze, provide historical evidence
• We will practice multiple versions throughout the year – they are on all unit tests as well
• Must address question – make sure your response is appropriate to theme/learning objective/historical thinking skill
• AP means ANSWER THE PROMPT

Image courtesy of Mr. Freeman at Freeman-pedia.com
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.
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.