

The Short Answer Questions - SAQ

New to AP World History is the Short Answer Question, simply the **SAQ**.

I was fortunate in June 2016 to have graded on line the AP U.S. History FRQ Question 2 which was a question that can also be used for AP World. In addition, at the 2017 grading, I spoke to several teachers and professors who graded these questions. Below are the rules and regulations for achieving the best score possible for these questions.

The new review books also give instructions but they are taken from released information from the CollegeBoard and not hands-on experience so follow my guidelines.

The instructions on the examination and limited but concise.

Directions: Read each question carefully and write your response in Section I, Part B: Short Answer booklet on the lined pages provided for that question.

Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet. Only your responses on the designated pages of the Section I, Part B: Short Answer booklet will be scored.

[It then goes right into the question. (It had a page to itself for this question)]

2. Answer (a), (b), and (c).

- a) Briefly explain ONE important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
- b) Briefly explain ONE important difference between the goals of the Spanish and English in establishing colonies in the Americas prior to 1700.
- c) Briefly explain ONE way to which the difference you indicated in (b) contributed to a difference in the development of Spanish and English colonial societies.

Answering Problem: You only have one page, no more, to answer all three parts of the question. You cannot go over the limit, there is nowhere to write anything else. The answer is scanned and graded on line. This is very important, especially if you have large handwriting! Beware!

Grading Problem: This is a three part question, scoring is per section a), b), and c). My biggest problem was not being able to identify which response was for which section. **MAKE SURE YOU IDENTIFY CLEARLY WHICH SECTION YOU ARE ANSWERING. IF POSSIBLE LEAVE A SPACE BETWEEN EACH ANSWER. YOU HAVE TO BE BRIEF, CLEAR, AND CONCISE.**

Short Answer Question – Scoring Scale and Guide – 0-3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

[If the grader cannot identify which answer covers which section, it is impossible to score a 3!]

Each Grader received a set of Scoring Notes that were created by AP Table Leaders and Supervisors so that every grader can be fair and consistent with their grading. They are a guideline and not absolute. A student does NOT have to identify all of these points but the more points listed achieves the highest score.

[The Scoring Notes are on the next page]

<p>Geography Problem: The question read “The Americas” not North America. Many students did not read the question carefully so they only answered using North America and could not give a valid answer to the question. The average score using North America only was only a 1! The Americas includes Spanish North America (Mexico), plus Central and South America. The Caribbean Islands could also be used as long as they were specifically mentioned.</p>
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SCORING NOTES

The skill being assessed is comparison. Answers must compare English and Spanish colonialism before 1700.

- a) Briefly explain ONE important similarity between the **goals** of the Spanish and the English in establishing colonies prior to 1700. Similarities could include but are not limited to the following
- To acquire wealth
 - To increase power, pride, prestige of the English or Spanish crowns
 - To promote religion
 - To find access to Asia
- b) Briefly explain ONE important difference between the **goals** of the Spanish and the English in establishing colonies. Differences could include but are not limited to the following
- Spanish:
 - More intent on religious proselytizing (spread Catholicism)
 - More interested in glory (power of Spanish Crown)
 - More openly interested in achieving individual fame and glory of conquistadores
 - More interested in establishing and protecting trade networks and routes
 - Colonization more directed by central government
 - English:
 - Pursued a wider range of goals, including religious settlement and economic gain (e.g. extractive industries and farming/fishing/forests/fur)
 - More willing to allow bases for privateers
 - More motivated by imperial competition with Spain and other nations
 - More likely to be fleeing from political and religious conflicts

Question Problem: Many answers did not address the key word in questions a) and b) which is the word GOALS.

The easiest way to solve this problem was to start each clearly marked section was to simply repeat the question and then ADD another sentence or two to validate your response.

However, be careful, space is limited and you will need more space to answer part c)

Please go to next page for the Scoring Notes on part c).

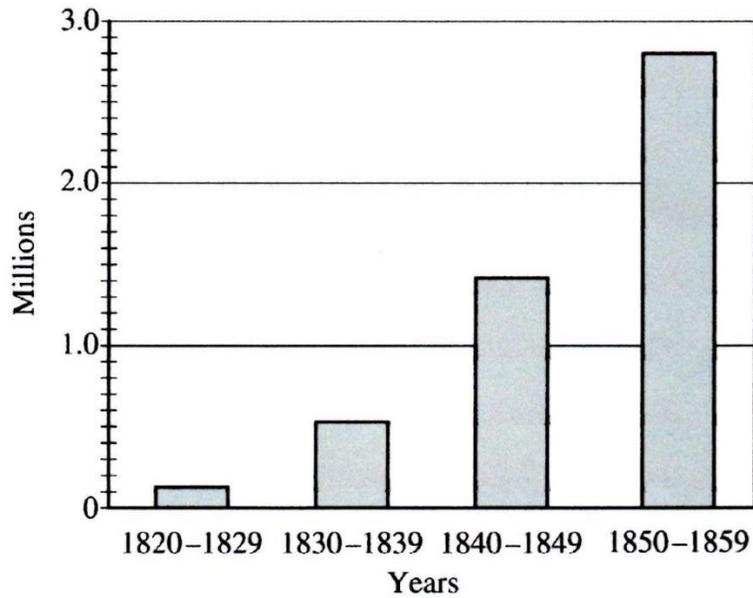
c) Briefly explain ONE way in which the **difference indicated in b)** contributed to a difference in the development of Spanish and English colonial societies. Explanations could include but are not limited to the following:

- England more likely to allow private individuals and joint stock companies to colonize in the name of England
- The Spanish developed extractive industries in precious metals, whereas English were more likely to establish economies based on trade.
- More royal control over Spanish colonies than English because English settled to escape political and religious persecution
- Many English colonists tended to establish more permanent settlements than did conquistadores. However, the Spanish eventually established permanent settlements.
- Because Spaniards were more concerned with conversion, they eventually integrated indigenous peoples into their culture albeit not equally
- English were more concerned with excluding indigenous peoples from colonial society so they were more likely to dislocate them from their lands
- English more willing to embrace diverse labor systems (indentured servants, enslaved African Americans)
- The encomienda system developed as Spanish labor system which also reinforced efforts to instill Catholic religious practices in Native Americans
- The English developed diverse labor systems (indentured servants, enslaved African Americans)

Explanation Problem: Grammar and Spelling do not count for the most part but many students did NOT proof read their answers. They wrote Spanish instead of English, even though they had the correct response. NO POINTS SCORED. They did not identify either Spanish or English, all they wrote was "THEY", again NO POINTS SCORED. Finally, maximum points were not achieved as the student did not expand on their answers and completely fill the page despite it being evident that the student knew the material. FILL THE ENTIRE PAGE and use facts and specific examples of each response to achieve full credit. That one point could be the difference between a 4 or a 5!

A Second Sample Question

IMMIGRATION TO THE UNITED STATES
BY DECADE, 1820–1859



1. Using the graph above, answer (a), (b), and (c).
 - a) Briefly explain how ONE major historical factor contributed to the change depicted on the graph
 - b) Briefly explain ONE specific historical effect that resulted from the change depicted on the graph
 - c) Briefly explain ANOTHER specific historical effect that resulted from the change depicted on the graph

Scoring Notes (not from the College Board)

Estimates from the graph

1820-1829	100,000
1830-1839	600,000
1840-1849	1,500,000
1850-1859	2,800,000

The answer could be either of these two groups of people:

1. The Irish

- The Irish potato famine started in 1845
- Biddies and Paddies
- Urbanization and the Five points/Gangs of New York
- Cheap Labor
- Opposition to Catholics from WASPS
- Rise of Nativism – Irish Need Not Apply!
- Canals and Railroads (transcontinental)
- Tammany Hall, political corruptions

2. The Germans

- The '48ers (1848 and the rise of Unification and Otto von Bismarck)
- Left Germany due to famine and political unrest
- Midwest settlers as farmers
- Conestoga wagons to Wisconsin
- Agricultural communities in Texas
- Religious communities in Pennsylvania
- Anabaptists (Amish and Mennonites)
- Beer and Hops (the Germans brewed it and the Irish drank it!)