

DHS WHAP SAQ Guide 17-18

Short Answer Questions

- 13 minutes per question
- Circle requirements and Underline key terms.
- Blue or black pen on exam
- Label each section a) b) c)
- Use complete sentences in your three part (3) answer.
- Write inside the box.
- Do NOT quote or rephrase the question to answer the question.

Answer Question Using **ACE**

- **A**nswer
- **C**ite
- **E**laborate

Visual based question (drawing, photo, map, chart, etc.): Relate your answer back to and refer to the image. “The drawing (or chart) portrays (shows, represents) . . .

Document or text based question: Your answer must reflect the information in the document or paragraph.

Be specific:

NO! - “Immigrants left to get jobs.”

YES! - “Irish immigrants escaping the potato famine came to the U.S. to find jobs.”

Tips and suggestions for helping students to improve on the SAQ:

1. Label your answers as parts A, B, C rather than writing one large paragraph. Make a reader happier, and see what happens!
2. Interpret visual sources, primary sources, and secondary sources.
3. It is important to discuss the verbs used in SAQ questions stems. Two such verbs that were discussed and defined at the open form were "identify" and "explain" as both of these were used heavily on the 2017 exam.

A. Identify – state an answer

B. Explain – address the how/why the identified concept aligns with the prompt, argument in the passage, the image, or historical thinking skill (non-stimulus question).

4. Regarding SAQs with passages, avoid quoting the passage. It's a waste of time and space.
5. Common Mistakes #1: Chronology is very important (not just for SAQ, but for all AP assessment questions/essays). Know how/when trends happen. Understand trends in each period—especially when they roughly start and end—is important. Lots of mistakes due to a lack of chronological understanding.
6. Common Mistake #2: Addressing ALL aspects of the question. Many students do an incredible job of detailing what content knowledge they know, but they don't do well in relating that information back to the stimulus provided.

C. Make Connections:

The readers allow for implied relevance, but it is a good idea to make explicit connections.

A. SAQ #1 – image of Chinese ruler and a kowtowing nomad – students must describe their understandings of change and continuity and relate them back to the image.

B. SAQ #2 – secondary passage on human land usage (negative POV) – students must describe their understandings of human land usage as defined by the prompts chronology, but what they describe they must link back to the stimulus argument.

C. SAQ #3 – turning points and the Industrial Revolution – students must describe their understandings of historical trends before and after the IR (economic, social, political), but then they must come back to it's a turning point.

SAQ Grading Rubric

Category	Scoring Criteria	Student	Teacher
ANSWER Claim	Answer the question with a historically defensible claim that establishes a line of reasoning.	/20	/20
Cite EVIDENCE	Provides specific examples of evidence relevant to the topic of the prompt.	/20	/20
EXPLAIN your evidence	Explain how the evidence supports your claim.	/20	/20
MCQ	Multiple Choice Questions	/20	/20
Notes	Notes are completed to expectations of rubric.	/20	/20
Total Score		/100	/100

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|---|---|--|
| <input type="checkbox"/> Nice claim | <input type="checkbox"/> Weak understanding of question | <input type="checkbox"/> Very insightful |
| <input type="checkbox"/> Claim is too simplistic | <input type="checkbox"/> Very vague | <input type="checkbox"/> Good subject knowledge |
| <input type="checkbox"/> Did not address all parts of ? | <input type="checkbox"/> Did not compare | <input type="checkbox"/> Some facts are inaccurate |
| <input type="checkbox"/> Nice writing skills | <input type="checkbox"/> Did not use Causation | <input type="checkbox"/> Evidence is unclear |
| <input type="checkbox"/> Evidence is getting there | <input type="checkbox"/> Evidence YES! | <input type="checkbox"/> Poor grammar |
| <input type="checkbox"/> Organization all over the place | <input type="checkbox"/> Did not finish SAQ | <input type="checkbox"/> Weak claim |
| <input type="checkbox"/> Unsupported pronouns | <input type="checkbox"/> Rambling/Incoherent | <input type="checkbox"/> Used contractions |
| <input type="checkbox"/> Quotes used – paraphrase instead | <input type="checkbox"/> You're getting there! | |