

SAQ PRACTICE – UNIT 9

Purpose

Through these practice activities, you’ve learned a variety of strategies for responding to SAQs. In this final activity in the SAQ practice series, you’ll revisit how to score SAQs from the perspective of an AP grader. This should be a helpful reminder of what you need to include in your SAQ responses as you get ready to take the AP® World History: Modern exam.

Process

In this activity, instead of responding to SAQs, you’re going to score answers to SAQ prompts to remind you of *exactly* what the AP graders are looking for when they’re scoring exams. It’s been a bit since you’ve graded SAQs. Remember, it can be helpful to use the ACE acronym to guide scoring. Each response needs to have all three elements of ACE to receive a point.

- **A** – Answer the prompt/make a claim
- **C** – Cite evidence
- **E** – Explain how the evidence supports the claim (often referred to as reasoning)

There are four SAQs for you to evaluate on the SAQ Practice—Unit 9 worksheet. Your teacher will give suggestions for how to work through them. Be prepared to discuss your scoring choices with your class. Also, keep a close eye on common mistakes that other students have made so you can avoid those when you take the exam!

SAQ PRACTICE – UNIT 9

Name:

Date:

Directions: Score the sample answers for each of the prompts using ACE as a guide. When you are finished scoring, find two SAQ responses for which you did not give the point. Write your feedback on the worksheet in the SAQ response column, providing the reason why it did not receive the point.

- **A** – Answer the prompt/make a claim
- **C** – Cite evidence
- **E** – Explain how the evidence supports the claim (often referred to as reasoning)

SAQ 1—Secondary source document

“India gained independence from the British Empire in 1947, but government-imposed tariffs (taxes) and restrictions on foreign investment continued to inhibit the country’s economic growth. Imports and exports were limited mostly to machinery and raw materials. All this changed in 1991, when new laws and policies ‘liberalized’ the Indian economy. Economic liberalization just means the removal of governmental regulations. These new free-trade policies have attracted more foreign investment in India as large multinational corporations continue to open offices and invest in the country.”

Source: Whitney Howarth, “Bangalore: City of High Tech” (2020)

SAQ Prompts	SAQ Response and Reason for Score	Score (✓ or ✗)	
Identify ONE economic change Howarth includes in her description of globalization in the late 1900’s.	Businesses flourished around the world due to better communication and efficiency. Having more successful businesses helped the economy. Reason for score:	A - _____ C - _____ E - _____	____ / 1
Identify ANOTHER economic change Howard includes in her description of globalization in the late 1900s.	Population increased, and more cities formed more densely packed regions and areas, making the demand for goods greater, resulting in the economy growing to meet those needs. Reason for score:	A - _____ C - _____ E - _____	____ / 1
Identify ONE downside to the new era of globalization in the second half of the twentieth century.	The government’s encouragement of free trade led to more business investment, which in turn boosted the economy. However, loosening government regulation also meant that businesses used more unhealthy ways to produce goods including increasing their reliance on fossil fuels. This has led to environmental damage and pollution, which continues to adversely affect our planet. Reason for score:	A - _____ C - _____ E - _____	____ / 1

SAQ PRACTICE – UNIT 9

Name: Date: **SAQ 2—Secondary source document**

“After the Soviet Union collapsed in 1991, the United States seemed on top of the world as the lone superpower. In 1991, the U.S. military led a large coalition, including many Islamic states, in a highly successful Gulf War campaign against Iraqi President Saddam Hussein. But from bin Laden’s perspective, the fall of the Soviet Union and the Gulf War provided very different lessons: Superpowers can fall. Bin Laden wanted the remaining superpower to fall as well. During the Gulf War, half a million international troops were stationed in Saudi Arabia. Saudi Arabia is the home of the holy city of Mecca, however. For a religious extremist like bin Laden, the presence of foreign troops in the land of Mecca was an insult to Islam. He began to hate both the United States and the Muslim leaders who were its allies in the Gulf War.”

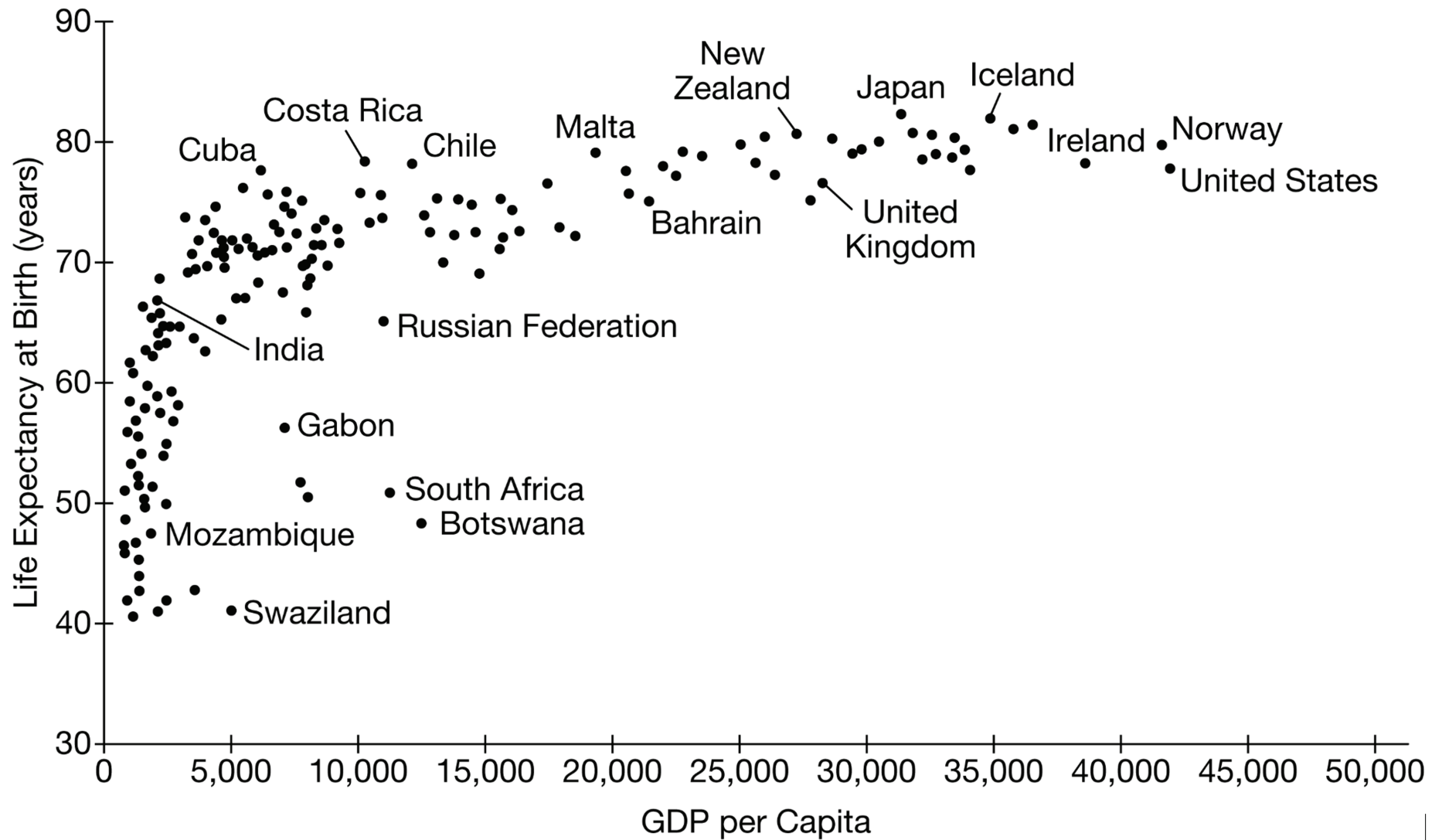
Source: Bennett Sherry, “September 11, 2001” (2020)

SAQ Prompts	SAQ Response and Reason for Score	Score (✓ or ✗)	
Identify one historical act of violence that was committed by a terrorist organization in the 21st century that would support Sherry’s argument in the passage.	<p>The attacks on the Twin Towers in NYC and the Pentagon building in Virginia were carried out by members of Al Qaeda, a Muslim terrorist organization devoted to causing harm to Americans, so this example supports Sherry’s argument.</p> <p>Reason for score:</p>	<p>A - _____</p> <p>C - _____</p> <p>E - _____</p>	_____ / 1
Identify one historical development in the 20th century that shaped and led to the terrorist attack identified.	<p>One historical development in the 20th century that shaped and led to the terrorist attack of 9/11 would be American support for the Israeli government’s building of settlements in the West Bank territory.</p> <p>Reason for score:</p>	<p>A - _____</p> <p>C - _____</p> <p>E - _____</p>	_____ / 1
Identify one major difference in the responses to the 9/11 attacks by a Muslim and a non-Muslim majority country in the year following 2001.	<p>One difference in how a Muslim and a non-Muslim country reacted to the 9/11 attacks was that Muslim countries supported it and non-Muslim countries showed sympathy to Americans.</p> <p>Reason for score:</p>	<p>A - _____</p> <p>C - _____</p> <p>E - _____</p>	_____ / 1

SAQ PRACTICE – UNIT 9

Name: Date:

SAQ 3—Chart



SAQ PRACTICE – UNIT 9

Name:

Date:

SAQ Prompts	SAQ Response and Reason for Score	Score (✓ or ✗)	
Explain ONE way in which the data presented in the graph represents the relationship between GDP and Life Expectancy in Africa.	The data shows that as GDP went up, so did life expectancy in Africa. Reason for score:	A - _____ C - _____ E - _____	____ / 1
Explain ONE way in which the data presented in the graph represents the relationship between GDP and Life Expectancy in the Americas.	The data shows that the high GDPs in Chile, Cuba, and Costa Rica relate to a longer life. Reason for score:	A - _____ C - _____ E - _____	____ / 1
Explain ONE way in which the data presented in the graph represents the relationship between GDP and Life Expectancy in the world.	The countries with higher GDP such as Malta, Iceland, and New Zealand have longer life expectancies—close to 80 years—while countries such as Swaziland and Mozambique with GDPs about \$5K have much lower life expectancies—around 45 years. Reason for score:	A - _____ C - _____ E - _____	____ / 1

SAQ PRACTICE – UNIT 9

Name: Date:

SAQ 4 – Free Response

SAQ Prompts	SAQ Response and Reason for Score	Score (✓ or ✗)	
Explain how ONE environmental factor affected human populations in the period 1900 to the present.	<p>One environmental factor that affected human populations in the period 1900 to the present is desertification. As populations all around the world increased from the effects of new medical technologies, it brought more competition over arable land, making it insufficient to support the growing population. This led to soil exhaustion and therefore, decrease in crop yields, leaving many people in those arid countries to starve and die from hunger.</p> <p>Reason for score:</p>	<p>A - _____</p> <p>C - _____</p> <p>E - _____</p>	_____ / 1
Explain how the outbreak of an epidemic disease affected human populations in the period after 1900.	<p>In the period 1900 to the present, the outbreak of influenza at the end of World War I was greatly responsible for the death of millions of people. More soldiers were killed by the outbreak during the last year of the war than died on the battlefields during the last two years of the war. In addition, following the end of the war, returning soldiers spread the flu to their families and to their local communities, which worsened the epidemic even further.</p> <p>Reason for score:</p>	<p>A - _____</p> <p>C - _____</p> <p>E - _____</p>	_____ / 1
Explain how developments of new technologies affected the world in the period after 1900.	<p>After 1900, the development of genetically modified crops and the use of chemical products such as pesticide and herbicide in agriculture had great effects all over the world. This is because genetically modified crops and pesticide/herbicide enabled these crops to be grown more efficiently, since they were modified to have great resistance against diseases, and therefore required less care and attention. As a result, fewer farmers were needed to farm these crops, which freed up more of the population to work in factories and other important sectors of the economy.</p> <p>Reason for score:</p>	<p>A - _____</p> <p>C - _____</p> <p>E - _____</p>	_____ / 1