

AP U.S. History

Exam Tips

Course and Exam Description

- ★ [Review APUSH Web Links](#)
- ★ [Fundamental US History](#)
- ★ [Review Text in American History](#)

- ★ [Heimler's History Review](#)
- ★ [Crash Course - Jocz Productions](#)
- ★ [Adam Norris Unit 1-7 Videos](#)

[Comprehensive APUSH Timeline](#)

[The Comprehensive APUSH Quizlet Stack](#) (600+ terms)

The AP U.S. History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document based question, and 1 long essay question. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

Read the question 3 times slowly

- Underline the directive (verb)
- Box any key terms
- Circle the parameters (limits eg... date range or specific period)

The following task verbs are commonly used in the free-response questions:

Compare: Provide a description or explanation of similarities and/or differences.

Describe: Provide the relevant characteristics of a specified topic.

Evaluate: Judge or determine the significance or importance of information, or the quality or accuracy of a claim.

Explain: Provide information about how or why a relationship, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. "Explain how" typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas "explain why" typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify: Indicate or provide information about a specified topic, without elaboration or explanation.

Support an argument: Provide specific examples and explain how they support a claim.

A	Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.
B	Briefly explain ONE historical continuity in industrial work in the period from 1865 to 1898.
C	Briefly describe one difference between the economy of British North American colonies in the Chesapeake region (such as Virginia and Maryland) and the economy of the middle colonies (such as Pennsylvania and New York)
D	Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 - 2000
E	Briefly describe ONE major difference between Crane's and Zagarri's historical interpretations of the immediate impact of the American Revolution on women.
F	Briefly explain ONE reason for a difference between New Deal and Great Society programs

AP Exam Test Nightmare *(Based on a true story)*

- **Always Remember:**
 - Breathe (CPR on test day is not to anyone's advantage.)
 - Focus
 - Be deliberate
 - The exam is taken online. (Have your device fully charged)
 - If there is a question you don't have a clue on, do not panic, go to the next one and come back later.
 - You have prepared
- **Test Day Eve:**
 - Absolutely no all nighters
 - 7-8 hours of sleep
 - Plan to eat breakfast
- **Test Day Checklist:**
 - Time Piece
 - Scratch paper and pencil
 - Snack