

SAQ PRACTICE: UNIT 9

Purpose

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 (see below) to guide scoring. Each response needs to have all three elements of ACE to receive a point.

- **A**nswer the prompt/make a claim.
- **C**ite evidence.
- **E**xplain 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. As you compare your scores with your classmates, focus on the evidence each of you used to justify awarding or withholding the point. 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 WORKSHEET

Directions: Score each sample answer by determining whether it earns the point for that part of the SAQ. Use the ACE framework (see below) to evaluate whether the response fully addresses the prompt. When you're 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.

- Answer the prompt/make a claim.
- Cite evidence.
- 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 prompt	SAQ response and reason for score	Score (✓ or ✗)	
Identify ONE economic change Howarth includes in her description of globalization in the late 1900s.	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 Howarth 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. This resulted 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

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SAQ 2—Primary source document

“Although initially the ... Movement’s tree planting activities did not address issues of democracy and peace, it soon became clear that responsible governance of the environment was impossible without democratic space. Therefore, the tree became a symbol for the democratic struggle in Kenya. Citizens were mobilised to challenge widespread abuses of power, corruption and environmental mismanagement. In Nairobi’s Uhuru Park, at Freedom Corner, and in many parts of the country, trees of peace were planted to demand the release of prisoners of conscience and a peaceful transition to democracy. ...

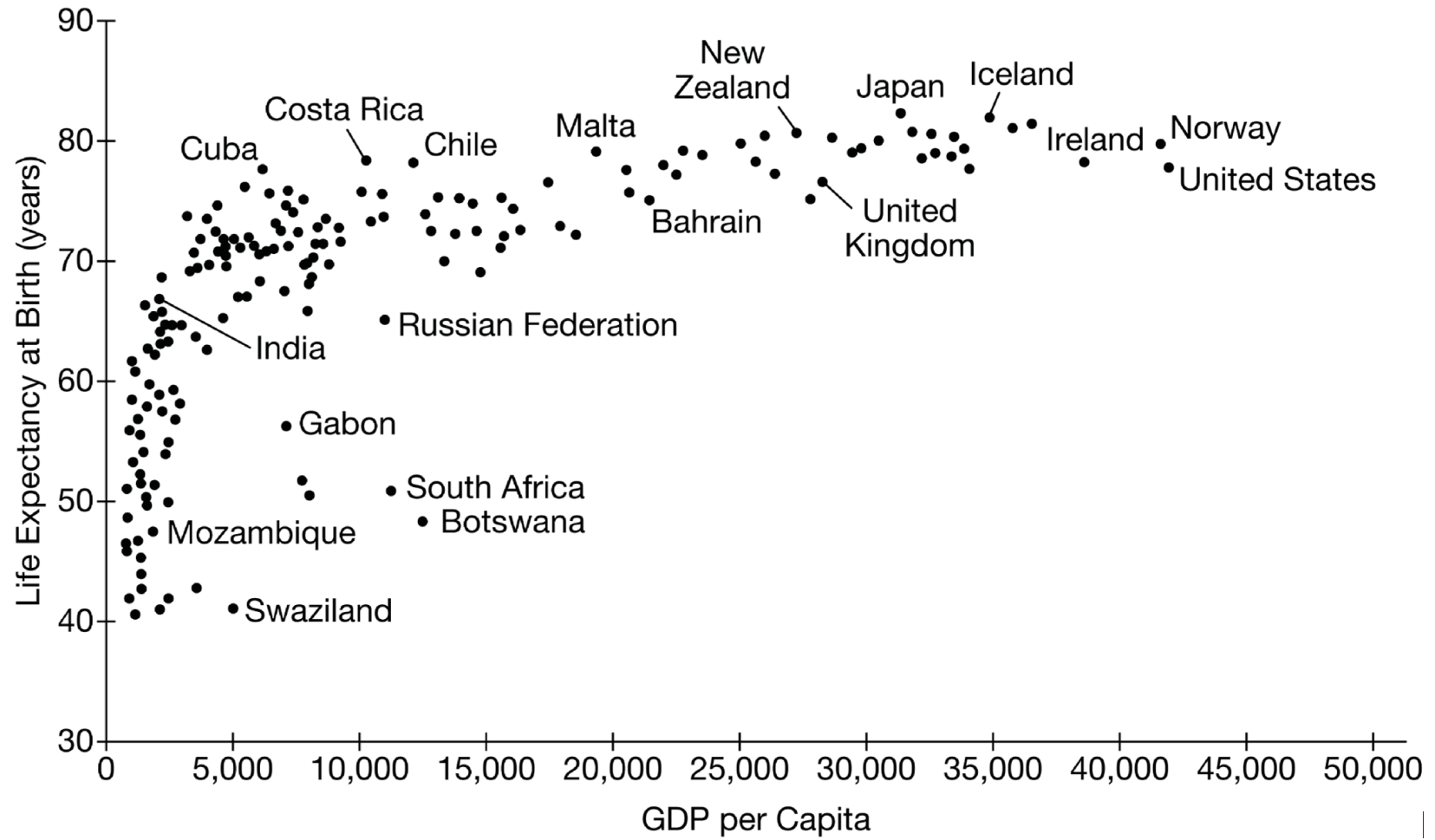
As we progressively understood the causes of environmental degradation, we saw the need for good governance. Indeed, the state of any country’s environment is a reflection of the kind of governance in place, and without good governance there can be no peace.”

Source: Wangari Maathai, Nobel Prize lecture, The Nobel Foundation, 2004.

SAQ prompt	SAQ response and reason for score	Score (✓ or ✗)	
Identify the movement Dr. Maathai references in her speech, and its purpose.	Dr. Maathai references the Green Belt Movement, which focused on organizing communities to plant trees. Dr. Maathai began the movement as a way to address the environmental problems that Kenya faced. Reason for score:	A - _____ C - _____ E - _____	_____/1
Identify one historical development in the twentieth century that shaped Dr. Maathai’s views on the struggle for democracy in Kenya.	One historical development in the twentieth century that shaped Dr. Maathai’s views on the struggle for democracy in Kenya was its struggle for independence during the decolonization movements that took place during the Cold War and the government corruption that occurred once independence was achieved. Reason for score:	A - _____ C - _____ E - _____	_____/1
Explain how another environmental movement challenged the negative impacts of an increasingly globalized world in the twentieth century.	Another twentieth-century environmental movement that challenged the negative impacts of globalization is Greenpeace. The mission of Greenpeace is to use nonviolent confrontation to protest environmental destruction. Globalization has increased negative environmental impacts due to the production of plastics and increased shipping for global markets, which has led to the pollution of oceans and the worsening climate crisis. Reason for score:	A - _____ C - _____ E - _____	_____/1

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SAQ 3—Chart

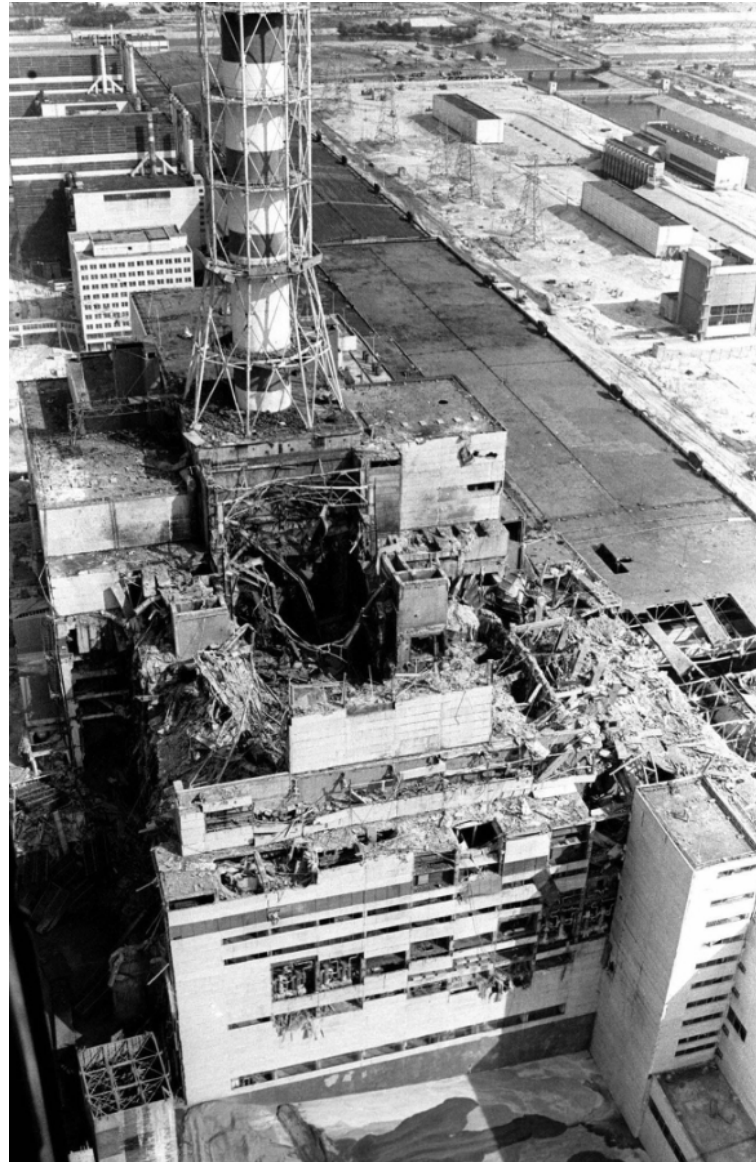


SAQ PRACTICE: UNIT 9 WORKSHEET

SAQ prompt	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 WORKSHEET

SAQ 4—Primary source image



Source: Aerial photograph of the [Chernobyl reactor](#), Ukraine, April 26, 1986. By IAEA Imagbank, CC BY-SA 2.0.

SAQ PRACTICE: UNIT 9 WORKSHEET

SAQ prompt	SAQ response and reason for score	Score (✓ or ✗)	
Identify ONE reason this photograph represents advances in technology since 1900.	This photograph of the Chernobyl nuclear reactor represents technological advancements since 1900 because this type of technology was developed in the twentieth century to harness the power of nuclear fission to supply electric power that did not rely on fossil fuels. Reason for score:	A - _____ C - _____ E - _____	_____/1
Identify ONE reason this photograph represents the limitations of technological advances since 1900.	The destruction of the Chernobyl nuclear reactor represents the limitations of technological advances since 1900 because it is the worst nuclear disaster in history. Reason for score:	A - _____ C - _____ E - _____	_____/1
Using a specific example from the twenty-first century, explain how this type of advancement continues to represent the advantages and limitations of technological advancement.	The Fukushima nuclear disaster is a twenty-first century example of this type of advancement and represents the ongoing advantages and limitations of technological advancement. Reason for score:	A - _____ C - _____ E - _____	_____/1