

# How to SAQ (Like the Mongols)






# What is an SAQ? (From the College Board)



**BAR BAR BAR BAR**



Short-answer questions will directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, nontextual sources such as data or maps, or general propositions about world history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.



- **Question 1** is required, includes 1 *secondary source*, and focuses on historical developments or processes between the years 1200(?) and 2001.
- **Question 2** is required, includes 1 *primary source*, and focuses on historical developments or processes between the years 1200(?) and 2001.
- Chose between **Question 3** (which focuses on historical developments or between the years 1200(?) and 1750) and **Question 4** (which focuses on historical developments or processes between the years 1750 and 2001) for the last question. ***No sources are included for either Question 3 or Question 4.***



# TIMING:

3 QUESTIONS  
x3 PARTS (ABC)

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9 THINGS TO DO

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9 ) 40 MINUTES

**4:44 PER PART**

# FORMAT:

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to SECTION I: PART B, QUESTION 1 on this page only.

- A.** Blah blah blah  
blah blah blah  
blah blah blah.
- B.** Blah blah blah  
blah blah blah  
blah blah blah.
- C.** Blah blah blah  
blah blah blah  
blah blah blah.

End of response area for Q1

**WRITE INSIDE  
THE BOX**

**DO EACH PART  
SEPERATELY**

**USE COMPLETE  
SENTENCES**



# FORMAT:

EVERY EXAMPLE I'VE SEEN SO  
FAR HAS THE FOLLOWING  
FORMAT:

**IDENTIFY,  
IDENTIFY AND EXPLAIN,  
OR DESCRIBE.**

Write your answer to SECTION I: PART B, QUESTION 1 on this page only.

# SAQ Formatting

- Must write within the BOX, no exceptions
- Do each part of the question (typically A, B, C) separately, not as one paragraph with all 3 responses
- Each response can be a good sentence or two. Try to be brief and accurate
- Must be complete sentences. No bullet points.

Remember to  
separate your a, b,  
and c responses, OR  
I WILL SMASH YOU!



End of response area for Q1

# SAQ Sample

LOCATIONS OF RUINS OF *CARAVANSERAI* (LODGING STATIONS FOR MERCHANTS)  
IN EURASIA



- a) Identify and explain **TWO factors** before 1450 C.E. that account for the pattern of the caravanserai shown on the map.
- b) Identify and explain **ONE reason** that the caravanserai shown on the map declined in significance in the period 1450-1750 C.E.



# What good responses will include (from the College Board)

A good response will provide and explain two factors that account for the spatial patterns of the spread of the *caravanserai* before 1450 C.E. Such factors might include the improved transportation technologies and commercial practices that led to an increased volume and geographic expansion of trade, as well as the expansion of empires, such as the caliphates and the Mongols, that facilitated Eurasian trade and drew new peoples and places into trade networks. A good response must also briefly explain the decline of these overland trade routes after 1450 C.E. due to, for example, the growing volume of maritime trade facilitated by European traders and joint-stock companies that used American silver to purchase Asian goods.

Question Requirement

TWO FACTORS

Explanation of Factors

# SAQ Sample



Image Courtesy of the British Library

Mizuno Toshikata, Japanese painter, *Picture of a Discussion by [Japanese] Naval Officers about the Battle Strategy against China*, three-panel woodblock print created during the 1894–1895 war between Japan and China.

- Identify and explain **ONE factor** that enabled Japan to develop military Capacity alluded to in the Printing.
- Identify and explain **ONE way** in which the Painting reflects the Development of new Cultural identities in the Nineteenth century.
- Identify and explain **ONE way** in which Japanese Militarism affected International policy in the period Circa 1900-1945.



## What Good Responses Will Include

A good response must briefly relate the Meiji Restoration and industrialization to Japan's expanding military and imperial capacities in the late 19th century. In addition, students must contextualize Toshikata's painting and provide specific evidence from it (e.g., Western-style military uniforms) that demonstrates the impact of modernity upon changes and continuities in Japanese national identity during this period. Finally, students must also briefly identify and explain a consequence of Japanese militarism upon international politics in the first half of the 20th century. For example, students might analyze the impact of the Russo-Japanese War (1904-1905) upon the Russian Revolution, or the expansion of Japanese imperialism and militarism in the 1930s as contributing to the origins of World War II.

Question Requirement

FACTORS

Explanation of Factors