

# AP World History Exam: Final Words of Wisdom

## *Tonight*

1. Make sure your Ziploc bag is ready to go:
  - ID
  - Wooden pencils
  - Blue and/or black pens (non-gel)
2. Do not try to pull an “all-nighter.” By this point, you’re either going to know it or you won’t. If you want to or think of it, make “The Blitz” be the last thing you read.
3. Turn off the phone and computer—reduce your distractions.

## *Tomorrow Morning*

1. Have a good breakfast.
2. Dress comfortably and in layers (no hoodies), because you don’t know how warm or cold the room will be. Avoid as much metal in clothing and jewelry as possible.
3. Avoid “energy drinks” like Red Bull, Monster, etc. Having one or two of these just prior to your exam, mixing with your natural adrenaline will make you either ill or unfocused.
4. All classes may come by 7:10 to leave your things here during the test.
  - Zero period: You can report here and we will walk over.
  - 3<sup>rd</sup> and 4<sup>th</sup> periods: You may come here and walk over with us. Otherwise, head to the gyms by 7:30.
  - Being late will not help your anxiety.

## *The Exam*

1. Multiple choice
  - 55 questions in 55 minutes—Constantly check your time.
  - Answer all of the questions—If you run out of time, choose a letter and fill that in for all blank answers.
  - Read each question carefully—Pay attention to words like “except” or “least.”
  - Use process of elimination (you can write in the test booklet to cross off answers).
  - For document-based questions, read the questions first and then read the document.
  - For map/chart questions, make sure the answer you choose relates directly to the map/chart presented.
  - The stimulus may not always be necessary to answer the question.
2. Free response
  - General
    - Write in pen, blue or black.
    - Read the questions carefully (circle key words).
    - Answer the question being asked.
    - Keep track of your time.
  - SAQ
    - 3 questions in 40 minutes, 2 of which will be stimulus-based from units 3-6 and 1 that will be non-stimulus-based from units 1-3 or 4-6.
    - Make sure you write the answers on the proper labeled page.
    - Make sure that you label each of the three parts (A, B, C).
    - Each part should be answered using the TEA (thesis, evidence, analysis) method, unless you are only asked to do one thing. You should fill up most of the 1 page provided to you for each question.

- DBQ
  - Recommended 55 minutes, including 15 minutes planning time.
  - You must start with contextualization—Setting the stage for the essay by providing background information.
  - Your groups (minimum 2) are your thesis and must answer the question.
  - Use all your documents in a grouping at least once (try for a minimum of 2 for a group).
  - Minimum 1 sentence per document (be sure to parenthetically cite)—What evidence does it provide to support your group, which supports the thesis?
  - Minimum 3 sourcing—What was the historical context OR what was the intended audience OR what was the purpose OR what was the point of view of the author? Why does the HIPP matter?
  - Minimum 1 piece of outside evidence—What is something you know about the topic that cannot be found in the documents?
  - You must end with synthesis—Making a connection to another time or place with specific evidence why.
- LEQ
  - Recommended 40 minutes.
  - The essay will address a specific skill (comparison, continuity and change over time, or causation) and have 3 prompts to choose from.
  - Make sure if you focus on a country, it is in the correct region and it represents that region.
  - Make sure that you are writing about the time period asked for in the prompt.
  - Make sure you know what defines any SPICE areas asked for in the prompt.
  - You must start with contextualization.
  - Thesis must address 3 aspects of the essay (compare/contrast, change/continuity, cause and/or effect)—those 3 aspects become your body paragraphs.
  - Support your thesis with at least 6 pieces of specific historical evidence.
  - For each of the 3 aspects, why did they happen?—If it’s similar, why is it similar? If it’s different, why is it different? If it changed, why did it change? If it didn’t change, why didn’t it change? Etc.
  - You must end with synthesis—Your connection cannot come from the other essay choices.

### 3. The Goal

- “When nothing seems to help, I go look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it will split in two, and I know it was not that blow that did it, but all that had gone before.” — Jacob Riis—