

# CHAPTER 2: STRATEGIES FOR SUCCESS: IT'S NOT ALWAYS HOW MUCH YOU KNOW

## HOW TO APPROACH THE MULTIPLE-CHOICE TEST

The AP World History multiple-choice test consists of 70 questions to be completed in 55 minutes. As noted before, there is no penalty for incorrect answers so guessing is encouraged. There are four answer choices for each question. Questions come from all six periods and can deal with specific countries and regions, global situations, or a single topic, such as the basic knowledge of a religion. Questions are often comparative both within and across time frames. There are examples of art or architecture to analyze as well as graphs, charts, and maps. Some questions deal with **periodization**—why a particular time period started or ended.

Although there is no hard rule for how the test is organized, it generally cycles through each of the six periods at least twice. The questions are ranked as easy, medium, and difficult with no distinct pattern to their appearance. A basic strategy for scoring well on this test is to NOT do it linearly, that is, taking each question one at a time and answering each one in order. The best strategy is to do the following:

- Answer all the questions that you know and are sure about first.
- If you can eliminate at least two answer choices and the topic is familiar, mark the question by circling the question number and move on.
- If you look at the question and do not remember the topic, mark the question with an X and move on.
- Go back through the test and answer the questions you marked by circling the question number. Try to eliminate at least two choices, then take your best educated guess as to the answer.
- Go back a third time to answer the questions you marked with an X. Again, try to eliminate at least two choices, and take an educated guess.

## HERE ARE SOME TIPS FOR DOING WELL ON THE MULTIPLE-CHOICE TEST

- The easiest question may be the last one! Go through all the test questions!
- Move quickly but thoroughly through the test. Don't linger on any one question for more than 30 seconds or so.
- If you skip a question, make sure that you skip that line on the answer grid sheet as well.
- If you finish with time left, go back and check your answers and check to make sure you have gridded in all responses correctly.
- DO NOT change an answer you have made unless you are absolutely sure that your initial attempt is incorrect. Research shows that your first answer is usually the correct one.
- When eliminating distracters (wrong choices) look for choices that are out of time period, out of region, or not related to specific categories (the question asked for economic factors, the distracter mentions law codes).

## EXAMPLES OF MULTIPLE-CHOICE QUESTIONS

1. A key development in the advancement of civilization during the Neolithic Era was the
  - (A) use of fire.
  - (B) development of porcelain.
  - (C) development of settled agriculture.
  - (D) invention of iron tools.

The correct answer is (C), the development of agriculture. Man's use of fire (A) long predates the Neolithic Era, and porcelain (B) and iron tools (D) were developed long after the Neolithic Era. This question is an example of general information required of a specific time period.

2. All of the following cities relied on monsoon seasonal winds for trade EXCEPT
  - (A) Kilwa.
  - (B) Alexandria.
  - (C) Sofala.
  - (D) Calicut.

The correct answer is (B), Alexandria, which is located in the Mediterranean. The monsoon seasonal winds influenced trade in the Indian Ocean. Kilwa (A) and Sofala (C) are Swahili city-states on the east coast of Africa, and Calicut (D) is a port city in India, all of which were impacted by monsoon winds. This question is an example of specific information required about a general trade region. Note that geographic knowledge of where important trade cities is required.

3. Which of the following empires was based on a different economic and military foundation than the others?
- (A) Napoleonic
  - (B) British
  - (C) Portuguese
  - (D) Dutch

The correct answer is (A), the Napoleonic Empire. The French Empire of Napoleon relied on continental agriculture and trade and the strength of its armies. The other empires represented by choices (B), (C), and (D) were all maritime based.

## HOW TO APPROACH THE ESSAY SECTION

The essay section inspires the most dread in the minds of students taking the AP World History exam. Knowing the structure, and especially, how the essays will be scored can give you a substantial advantage.

The three essays are written together during the second part of the exam. All of the essays go into the same pink booklet. Your proctor will *not* tell you to move from one essay to the next—you must do this on your own. A total of 130 minutes is the time allotted for reading, organizing, and writing all three questions.

The three essays can be done in any order. Almost everyone chooses to write the document-based question (DBQ) first. The second question is an essay that asks a continuity and change-over-time question (CCOT); the third is a comparison question (COMP). Depending on your comfort level with the specific questions, you may want to do the last two essays in a different order than they are listed on the exam.

Pace yourself during this section, so you do not rush through the essays too quickly or, even worse, run out of time. Plenty of students write full and detailed responses to the first essay but are able only to put down a few sentences for the last essay. Partial essays, not surprisingly, do not receive high scores.

Try to write as neatly and as legibly as you can. It is understood that your essays are drafts. Scratch-outs, inserted lines with arrows, and other working thoughts are perfectly acceptable. Try not to use unusual abbreviations, shorthand symbols such as & or @, or texting spelling. If the reader cannot understand the symbol or texting spelling, it will be ignored and you might not gain a point. You must write an *essay* for each question. Bullet notes, diagrams, or simple lists of information are not considered essay formats and will be ignored by the reader.

## HOW TO APPROACH THE DOCUMENT-BASED QUESTION

The first of the three essays is the document-based question (DBQ). This essay **asks you to be a historian**; it will ask a specific question, provide a bit of historical background, and then present 4 to 10 related documents. Essentially, you are the historian who will take these sources and draw conclusions based on your skills of historical analysis. The DBQ evaluates historical understanding at its purest: the task is not to remember facts but to organize information in an analytical manner.

Many students panic once they see the DBQ because they do not know much about the topic—the question and the documents often cover something well outside of the mainstream of their high school class. The test writers do this on purpose. Outside knowledge is not needed for the DBQ. You may bring in outside information if you wish, but there is no need to mention facts other than those found in the documents provided. (This approach is different than the DBQ task on the AP U.S. History exam.)

The other two essays on the exam will evaluate your knowledge of history, but the DBQ evaluates your ability to work with historical material. Consequently, writing the DBQ is a skill that can be learned much like any other skill.

### ORGANIZING YOUR ESSAY IN 10 MINUTES

The entire 130-minute essay time is divided into two parts: the first 10 minutes is reading and organizing time, during which you may not write in the pink essay booklet, and the last 120 minutes is the essay writing period. Spend that first 10 minutes working solidly on the DBQ, since that is the essay which requires the most reading and preparation time.

First, read the question. Underline the words that are most related to your task. Let's look at a sample question:

Using the following documents, analyze how the Ottoman government viewed ethnic and religious groups within its empire for the period 1876–1908. Identify an additional document and explain how it would help you analyze the views of the Ottoman government.

All of the documents that follow will relate to the time period and the place, so you do not need to underline 1876–1908 or Ottoman government. You are being asked how the Ottoman government **viewed ethnic and religious groups** within its empire. An essay that dealt with how the groups viewed the Ottoman Empire would miss the point.

#### AP EXPERT TIP

Take a couple of seconds to read the instructions for the DBQ and each of the other essays. These list the tasks that you must accomplish to score high. Use these instructions as a checklist.

In the DBQ, you will always be asked to provide and explain examples of another type of document. This task is important.

Second, read the historical background that often follows the question. Since the College Board does not expect you to bring in outside information, the background paragraph sets the historical scene so that you understand the most basic aspects of the topic before you begin. Perhaps you know a great deal about late Ottoman imperial history. More likely, you will need a few sentences to bring you up to speed before you start looking at the documents themselves.

Be careful, though. Quoting from the historical background paragraph in your essay is not recommended. Essays that have material from the historical background repeated in the first paragraph tend to do poorly. The task of the DBQ is to answer the question by using the documents—not by using the historical background.

In the middle of the 19th century, the Ottoman Empire started liberal reforms that granted civil rights to subjects of their empire. The Ottoman government, which was also known as the Sublime State, ruled over a diverse set of ethnic and religious groups. In 1908, nationalist reformers known as the Young Turks created a new style of government.

Third, read the documents. Most of the first 10 minutes of the writing period will be used looking at the documents and organizing them into groups for analysis. Each of the 4 to 10 documents will have a number above a box. Inside the box will be information on the source of the document, which is very important as you will see later, and the document itself.

Documents can be of many different sorts. Written documents are usually excerpts of much longer pieces that have been edited specifically for the exam. They could be from personal letters, hidden journals, official decrees, public speeches, or propaganda posters. Obviously, the nature of the source should guide you in how you analyze the document. Documents can also be pictures, photographs, maps, charts, and graphs.

Often, students have a harder time analyzing visual and graphic sources than the written sources. Even so, use all of the documents in your essay, treating the nonwritten sources with the same attention as the written ones.

All of the essay questions will be presented in a green booklet. Feel free to write notes in the green booklet as you read the documents. Nothing in the green booklet is read as part of the essay scoring. Feel free to underline important words in both the source line and the document itself. Use the generous margins for notes that will help you group the documents with other documents and discuss their points of view.

**AP EXPERT TIP**

You will have to use black or blue ink to write your essays. If you are used to writing in pencil or typing, practice writing in ballpoint pen. Use a comfortable pen—one with a finger cushion and a wide diameter.

Jot down notes about the background of the authors in the margins. Information about the authors' social class, education, occupation, and gender may be important in the essay. On the bottom of the document, write a short phrase that summarizes the basic meaning of the document, its purpose (why it was written), and possibly, a missing piece of evidence that could relate to the document. If the document is a speech, the missing evidence could be the perception of those listening to the speech. If the document is a government declaration, the missing evidence could be information about how effectively the declaration was carried out. It is also helpful to pause after reading all of the documents to consider evidence that would provide a more complete understanding of the issue. Then you can suggest an additional document.

Once you have finished reading and have made short notes of all of the documents, **reread the question**. Note again what the question asks. If you have not done so already, mark which documents address the different issues that the question asks. Group the documents by their similarities. Can you draw enough conclusions at this point to organize an analytical thesis?

At the end of the 10-minute reading period, the proctor will announce that students may open their pink booklets and begin writing the essays. If you have not yet finished reading and organizing the essay, take a few more minutes to finish up. A few students might be ready to write before the end of the 10-minute reading period, but most find that 10 minutes is just about right.

**CORE POINT SCORING**

For fairness and ease of scoring, the essays for AP World History are evaluated using what is called a “core scoring method” that comes from scoring rubrics. Each essay is scored on a 10-point system from 0 to 9, with 9 being the best.

With the DBQ, the first 7 points are awarded for doing specific tasks. These are called the “basic core” points. Up to an extra 2 points (“expanded core” points) may be awarded after all of the essential core points are met.

For the DBQ, the basic core points are as follows:

**Points**   **Task**

- |          |  |
|----------|--|
| 1        | Has an acceptable thesis   |
| 1        | Addresses all of the documents and demonstrates understanding of all or all but one        |
| 2        | Supports thesis with appropriate evidence from all or all but one of the documents         |
| (1)      | (Supports thesis with appropriate evidence from all but two documents)                     |
| 1        | Analyzes point of view in at least two documents   |
| 1        | Analyzes documents by grouping them in two or three ways depending on the question         |
| <u>1</u> | Identifies and explains the need for one type of appropriate additional document or source |
| 7        | Subtotal for all basic core points   |
| <u>2</u> | Possible expanded core points  |
| 9        | Total possible points for the DBQ  |

Your goal for the DBQ is to get all 7 basic core points. If you make all of your core points, you will have a much better chance of doing well on the whole exam.

Expanded core points reward excellence in those essays that have met all of their basic core points. More on the expanded core later. First, let's look at an example of a DBQ before learning how to earn your basic core points.

Using the following documents, analyze how the Ottoman government viewed ethnic and religious groups within its empire for the period 1876–1908. Identify an additional document and explain how it would help analyze the views of the Ottoman Empire.

Historical Background: In the middle of the 19th century, the Ottoman Empire started liberal reforms that granted civil rights to subjects of their empire. The Ottoman government, which was also known as the Sublime State, ruled over a diverse set of ethnic and religious groups. In 1908, nationalist reformers known as the Young Turks created a new style of government.

## DOCUMENT 1

Source: Adapted from Abdolonyme Ubicini and Pavet de Courteille, *The Present State of the Ottoman Empire*, a guide concerning the Ottoman Empire published in Western Europe, 1876.

## FIGURES ON NATIONALITIES WITHIN THE OTTOMAN EMPIRE

Ethnic Group (Total population) Percentage of Empire	Subgroup	Subgroup Population
Turkish group (14,020,000) 49.1%	Ottoman Turks	13,500,000
	Turkomans	300,000
	Tatars	220,000
Greco-Latin group (3,520,000) 12.3%	Greeks	2,100,000
	Kutzo-Vlachs	220,000
	Albanians	1,200,000
Slavic group (4,550,000) 15.9%	Serbo-Croatians	1,500,000
	Bulgarians	3,000,000
	Cossacks	32,000
	Lipovans	18,000
Persian group (3,620,000) 12.7%	Armenians	2,500,000
	Kurds	1,000,000
	Other Persians	120,000
Semites (1,611,000) 5.6%	Jews	158,000
	Arabs	1,000,000
	Other Semites	453,000
Other groups (1,232,000) 4.3%		

Total Population of the Ottoman Empire: 28,553,000



### DOCUMENT 2

Source: The Ottoman Constitution, 23 December 1876.

Art. 1. The Ottoman Empire comprises present territory and possessions, and semi-dependent provinces. It forms an indivisible whole, from which no portion can be detached under any pretext whatever.

Art. 4. His Majesty the Sultan, under the title of "Supreme Caliph," is the protector of the Muslim religion. He is the sovereign and emperor of all the Ottomans.

Art. 8. All subjects of the empire are called Ottomans, without distinction whatever faith they profess; the status of an Ottoman is acquired and lost according to conditions specified by law.

Art. 9. Every Ottoman enjoys personal liberty on condition of noninterfering with the liberty of others.

Art. 11. Islam is the state religion. But, while maintaining this principle, the state will protect the free exercise of faiths professed in the Empire, and uphold the religious privileges granted to various bodies, on condition of public order and morality not being interfered with.

### DOCUMENT 3

Source: Mr. Owen Davis, from a lecture at a British Congregational Church "Those Dear Turks," 1st November 1876.

Unfortunately for the peace of mankind, it has happened that the Turk is placed in a position where it is impossible to ignore him, and almost equally impossible to endure him; while by his origin, habits, and religion, he is an Asiatic of Asiatics, he is by irony of fate established in a position where his presence is a ceaseless cause of misery to millions of Christian people.

### DOCUMENT 4

Source: Hagop Mintzuri, an Armenian baker's apprentice, from his book *Istanbul Memoirs 1897-1940*, commenting about the military guards accompanying the sultan's arrival at a mosque for ceremonial prayers at the end of the fast of Ramadan.

First the Albanian guards, dressed in violet knee-breeches, who were not soldiers or police and did not speak Turkish, would fill the upper part of our market square. Then would come the Arab guards of the sultan, dressed in red salvar and adorned with green turbans. These too, did not speak Turkish and they would fill the road. Finally the Palace Guard of the sultan, chosen exclusively from Turks who were tall, sporting their decorations on their chests, would take up their positions as an inner ring in front of the Albanians and Arabs.

**DOCUMENT 5**

Source: Suleyman Husnu Pasha (Pasha is a title of distinction within the Ottoman Empire), former high adviser to the sultan, commenting on the ethnic and religious diversity in Iraq, 7 April 1892.

The elements belonging to the official faith and language of the state are in a clear minority whereas the majority falls to the hordes of the opposition.

**DOCUMENT 6**

Source: Ahmed Cevdet Pasha, respected Ottoman statesman and historian, undated official memorandum.

the Sublime State rests on four principles. That is to say, the ruler is Ottoman, the government is Turkish, the religion is Islam, and the capital is Istanbul. If any of these four principles were to be weakened, this would mean a weakening of one of the four pillars of the state structure . . . The Sublime State is a great structure made up of various peoples and strata; all of these constituent elements are held together by the sacred power of the Caliphate. Because the only thing uniting Arab, Kurd, Albanian, and Bosnian is the unity of Islam. Yet, the real strength of the Sublime State lies with the Turks. It is an obligation of their national character and religion to sacrifice their lives for the House of Osman until the last one is destroyed. Therefore it is natural that they be accorded more worth than other peoples of the Sublime State.

**DOCUMENT 7**

Source: Proclamation by the Young Turks, 1908.

3. It will be demanded that all Ottoman subjects having completed their twentieth year, regardless of whether they possess property or fortune, shall have the right to vote.
9. Every citizen will enjoy complete liberty and equality, regardless of nationality or religion, and be submitted to the same obligations. All Ottomans, being equal before the law as regards rights and duties relative to the State, are eligible for government posts, according to their individual capacity and their education. Non-Muslims will be equally liable to the military law.

**DO YOU HAVE A THESIS?**

You have one chance to make a good first impression. Usually, an AP reader can tell within the first few sentences whether or not an essay is going to be strong. A few essays strongly recover after a poor start, but first impressions matter. Consequently, nothing is more important in the first paragraph than the clear statement of an analytical thesis.

Different kinds of writings demand different types of opening paragraphs. In English class, you may learn a style of essay writing that asks for general background information in a first paragraph. On a DBQ, however, you do not have much time. The reader is most interested in seeing a strong thesis as soon as possible.

Your thesis can be more than just one sentence. With the compound questions often asked by the DBQ, two sentences might be needed to complete the idea. To count for the basic core point, the thesis needs to include specific information that responds to the question. Many students think they have written a thesis but actually have not; their opening paragraphs are just too general and unspecific.

The thesis is that part of your essay that 1) specifically addresses the terms of the question and 2) sets up the structure for the rest of your essay. Let's use the specific question.

"For the period 1876–1908, analyze how the Ottoman government viewed ethnic and religious groups within its empire."

### THESIS STATEMENTS THAT DON'T WORK

The statement below is not an acceptable thesis; it is far too vague. It says very little about how the essay is structured.

*There were many ways in which the Ottoman government viewed ethnic and religious groups.*

The next statement paraphrases the historical background and does not address the question. It would not receive credit for being a thesis.

*The Ottoman government brought reforms in the constitution of 1876. The empire had a number of different groups of people living in it, including Christians and Muslims who did not practice the official form of Islam. By 1908 a new government was created by the Young Turks and the sultan was soon out of his job.*

This next sentence gets the question backward: You are being asked for the government's view of religious and ethnic groups, not the groups' view of the government. Though the issue of point-of-view is very important, this statement would not receive a basic core point.

*People of different nationalities reacted differently to the Ottoman government depending on their religion.*

The following paragraph says a great deal about history but it does not address the substance of the question. It would not receive a basic core point based on irrelevancy.

### AP EXPERT TIP

Your thesis can be in the first or last paragraph of your essay, but it cannot be split between the two. Many times your original thesis is too simple to gain the point. A good idea is to write a concluding paragraph that might extend your original thesis. Think of a way to restate your thesis, adding information from your analysis of the documents.

**AP EXPERT TIP**

Remember, if you ADD another paragraph or statement after writing a conclusion—that becomes your conclusion. Draw a line from any information added after the conclusion with an arrow to just before your conclusion. This keeps your conclusion valid.

Throughout history, people around the world have struggled with the issue of political power and freedom. From the harbor of Boston during the first stages of the American Revolution to the plantations of Haiti during the struggle to end slavery, people have battled for power. Even in places like China with the Boxer Rebellion, people were responding against the issue of westernization. Imperialism made the demand for change even more important, as European powers circled the globe and stretched their influences to the far reaches of the known world. In the Ottoman Empire too, people demanded change.

**THESIS STATEMENTS THAT DO WORK**

Now we turn to thesis statements that do work. The two sentences below address both the religious and ethnic aspects of the question. They describe *how* these groups were viewed.

*The Ottoman government took the same position on religious diversity as it did on ethnic diversity. Minorities were servants of the Ottoman Turks, and religious diversity was allowed as long as Islam remained supreme.*

This statement answers the question in a different way, but is equally successful.

*Government officials in the Ottoman Empire were able to send out the message that all people in the empire were equal regardless of religion or ethnicity, yet the reality was that the Turks and their version of Islam were superior.*

**DO YOU UNDERSTAND THE DOCUMENTS PROPERLY?**

With the core point system of scoring, the readers award points based on what the essays accomplish. They do not remove points if an essay is off-task, written poorly, or wrong. There is one exception, however. In the DBQ, you must demonstrate that you understand the documents being used. If your essay makes more than one major misinterpretation, the basic core point cannot be earned.

A major misinterpretation is one that misses the basic intent of the document. If you wrote that the Proclamation of the Young Turks (document 7) was a movement away from ethnic and religious equality, then that misinterpretation would be a major error.

If, instead, you wrote that the Ottoman Empire survived for decades after the Proclamation of the Young Turks in 1908, the statement would be wrong (the Ottoman Empire collapsed after World War I) but would not be a misinterpretation of the document. All of the documents could still count as being understood properly.

Be careful, especially, with visual and graphic documents. Students tend to misinterpret these nonwritten documents more than traditional written documents.

## DO YOU USE EVIDENCE TO SUPPORT YOUR THESIS?

These core points strike at the basic idea of the DBQ. The documents present a case for answering the question. Your ability to use those documents to answer the question is the focus of the essay. Use the documents to analyze, and you will earn this basic core point.

If the essay supports the thesis with appropriate evidence from all or all but one of the documents, then the essay earns 2 basic core points. If it uses evidence from all but two of the documents, then 1 basic core point is earned.

As you are writing your essay, check off the document in your green booklet when you use each document. Writing under time pressure, you may forget to mention one or two. Also remember to include the documents that are in graphic or visual formats. Students often forget to analyze these to the same degree that they do written sources.

To receive this core point, the documents need to be used as part of the analysis. In other words, do you mention something about a document that helps to answer the question? If a document is only mentioned in a list, it will not count for this point. For example, “The Ottoman Empire looked down on ethnic and religious minorities, as seen in documents 3, 4, and 5.” If documents 3, 4, and 5 were not analyzed further, this essay would not receive the basic core points for supporting the thesis with appropriate evidence.

How should essays refer to the documents? Any of the following ways could count for the evidence core points. Your essay could:

1. Refer to the document number directly in the sentence: “As shown by document 7, the Young Turks believed that all ethnic and religious groups should be treated equally.”
2. Refer to the document within parentheses at the end of the sentence: “The Young Turks believed that all ethnic and religious groups should be treated equally (doc. 7).”
3. Refer to information presented in the line of source attribution: “As shown by The Proclamation of the Young Turks in 1908, the Young Turks believed that all ethnic and religious groups should be treated equally.”
4. Combine the last two techniques: “As shown by The Proclamation of the Young Turks in 1908, the Young Turks believed that all ethnic and religious groups should be treated equally (doc. 7).” **(best option)**
5. Give no attribution: “The Young Turks believed that all ethnic and religious groups should be treated equally.” **(worst option)**

### AP EXPERT TIP

For charts and graphs, pay particular attention to the title and to the factors delineating the information in the visual. This will help you interpret the document. For pictures, remember that all pictures are taken for a reason and reflect the point of view of the photographer and/or the subject. Notice details in the background or foreground that can help you interpret the document.

Merely summarizing the documents is the easiest way to miss these basic core points. You must link the document to the question, not just repeat what the document says. For example, the following paragraph might not count as evidence in support of the thesis:

Document 1 is a chart with numbers for the different nationalities within the Ottoman Empire. Turks are 49.1% of the population. There are a lot of other groups listed too. The total population is about 28 million people. In document 2 the constitution says that the Sultan is the religious authority and the sovereign. It also says that Islam is the state religion and that 'the state will protect the free exercise of faiths professed in the Empire, and uphold the religious privileges granted to various bodies.'

This summary does not provide any analysis. It states simply *what* the documents say; it does not describe *how* the documents show government views toward ethnic and religious groups. The task of the essay is to answer the question by analyzing.

The following paragraph would help earn the basic core point for evidence in support of the thesis:

Document 1 is a chart that clearly demonstrates the ethnic diversity of the Ottoman Empire at the time of the new constitution. The Turks were a minority at 49.1% of the population, even though they controlled the government of the Ottoman Empire. The Constitution of 1876 (doc. 2) also reinforces the idea that the empire was formed of various ethnicities and religions. It formally states that all people are granted equality, and that all religions answer to the same law. However, this document reflects the law from the point of view of high government officials. It therefore demonstrates only the legal rules, rather than the day-to-day reality in the empire.

Another easy way to miss core points is by not having a strong thesis. How can you use document evidence to support the thesis if the thesis itself is weak? Your essay should be organized enough so that the reader can see how each document fits into the analysis presented in the thesis. Using the same terms that are mentioned in the thesis is a good way to make the links between the evidence and the thesis more apparent.

## **DO YOU DISCUSS THE POINT OF VIEW OF THE DOCUMENTS?**

Generally, more essays do not get point of view (POV) than any other basic core point. So be warned: POV is an important and difficult task. It will separate the mediocre essays from those that do very well. As with any of the other basic core qualities, if an essay does not contain point of view, the highest score it can earn is 6. Your goal is to earn a 7 or above.

Your essay will need to mention aspects of POV for at least two documents in order to receive the basic core point for POV.

So what is point of view? Essentially, POV is the analysis of why a certain person composed the material for the document. What is the author's (or the document's) "angle"? Comments in your essay that explore the motivations for the documents often count as POV. In addition, comments relating to the reliability of a source relate to that source's POV.

You cannot just say that an author is biased or prejudiced to receive the point of view. You must state why or indicate an impact or desired effect of the document.

Ask these questions in order to earn the core point for POV:

1. Does the occupation of the author give the document more or less reliability? For example, government officials may overstate or exaggerate information for political, state, or personal reasons.
2. Does the social class, religion, national background, or gender of the author influence what is mentioned in the document?
3. Does the type of document influence the content of what is said? A journal entry or private letter might be more candid about a topic than a public address that is meant to be persuasive. A political cartoon by definition is exaggerated and meant to convey a certain message, whereas a photograph may accurately represent what was in front of the camera for a shot, but could be staged and framed to only capture a certain perspective.
4. Does the timing of the document influence the message? Recollections and memoirs written long after an event may not have the same reliability as first-hand materials done immediately afterward.
5. Does the intended audience skew the message of a source? If a document is meant to be read by the sultan, it has a different POV than one written for a European audience.
6. Describing the tone of the document can also count for POV—if the document is sarcastic, triumphant, haughty, etc. Using tone for POV can be more subtle and is best used with other descriptions of POV.

Merely attributing the document's source by repeating the source material from the document is not enough to earn the POV point. The source material, however, gives you clues as to what you could say relating to POV.

Using our sample DBQ on the Ottoman government's view of ethnic and religious groups, let's examine different examples of POV. You may want to go back to review the documents in the sample DBQ shown previously. The following statements may all count for point of view:

For Document 1:

- "The census of national groups within the Ottoman Empire was compiled for Western European readers, which may make it more reliable in counting ethnic minorities than one published for a Turkish distribution." (intended audience and reliability)

- “The figures on nationalities provide a detailed picture of the population at the beginning of the sultan’s reign but do not show how the population groups changed over time.” (timing of the document)
- “The numbers in these census figures might be inexact because of the difficulty of counting widely dispersed people over a hundred years ago. The numbers seem rounded and may be educated guesses.” (reliability)

For Document 2:

- “The Constitution of 1876 reflects the official governmental laws and may not accurately represent the reality within the empire.” (type of document)
- “The Constitution was most likely written by high government officials, who may have wanted the Ottoman Empire to seem more enlightened than it actually was.” (background of the authorship)
- “The Constitution’s protection of rights may have been an attempt to calm the masses during a sensitive time of transition.” (timing)

For Document 3:

- “Mr. Davis’s speech may demonstrate anti-Muslim feelings that Europeans held at that time.” (background of author and tone)
- “This speech given to a Christian group far away from the Ottoman Empire may be biased against the Ottoman government since the Ottomans were not in the mainstream of Western European society.” (audience and reliability)
- “As a speech given in a British church, this document may have exaggerated the problems of the Ottoman government’s treatment of Christians for dramatic effect.” (type of document)

For Document 4:

- “As an Armenian, Mintzuri was very aware of the different ethnic groups representing the sultan’s guard.” (background of the author)
- “Since this recollection was published in Mintzuri’s memoirs years after the event, the details may be inexact.” (type of document)
- “As a lower-class baker’s apprentice, Mintzuri may have had strong feelings about his low position in society and consequently recorded the arrangement of guards as a ranking based on status.” (occupation of author)



For Document 5:

- “Suleyman Husnu Pasha, who had a title of distinction, was a former advisor to the sultan. Husnu’s occupation had an effect on his opinion since he probably knew more about the conditions of the empire.” (occupation of the author)
- “Since Suleyman Husnu Pasha was in political exile at the time of this document, he may have been more open about the situation in Iraq since he was not officially a part of the government.” (background of the author)
- “Suleyman Husnu Pasha seems to hold a bias against the ethnic and religious minorities in Iraq, calling them ‘hordes of the opposition.’ This bias may have come from Husnu’s loyalty to the official version of Islam and the Turkish language.” (tone and background of author)

For Document 6:

- “As a respected Ottoman statesman, Ahmed Cevdet Pasha was representing the official government views toward the different ethnic groups in the empire.” (occupation of the author)
- “Since Cevdet’s comments were in the form of an official memo, this document reveals the view of someone close to the power center of the Ottoman Empire.” (type of document)
- “Most likely Ahmed Cevdet Pasha was a Turk and a Muslim and therefore would look more favorably on the role of Muslims and Turks within the Ottoman Empire.” (background of author)

For Document 7:

- “The Young Turks, as a revolutionary group of reformers, wanted the support of ethnic minorities. Consequently, they demanded complete liberty and equality in this proclamation to the people.” (type of document, intended audience, and authorship)
- “The Young Turks wanted a new style of government. As a result they called on values different from those that had been practiced by the Ottoman officials.” (background of authors)
- “Since this proclamation came in 1908 at the end of the sultan’s rule, the message is more democratic and progressive than seen previously.” (timing of document)

Some of the statements seem more sophisticated than others. Some of the statements may actually contradict each other. Even so, describing point of view is a skill that must be demonstrated for at least two documents.

Essays that use POV in a sophisticated manner and use it consistently are rewarded with expanded core points, if every other basic core point has been earned.

## DO YOU GROUP THE DOCUMENTS TOGETHER IN YOUR ANALYSIS?

Historians analyze material by pulling together similar pieces of evidence, and in writing your DBQ, so should you. The documents naturally come together into groups for analysis. Within each of your body paragraphs, group the documents. Essays that successfully have two or three groupings, depending on the question, earn this core point.

Do not work with documents in isolation, since a group cannot have just one document. A common mistake is for students to describe each document in order, by paraphrasing what it says. This “listing” format is deadly to good performance on the DBQ.

Earlier you may have read two paragraphs that served as examples of how to use and how not to use evidence to support your thesis. Let’s look at these paragraphs again to see how effectively they group documents.

- “Document 1 is a chart with numbers for the different nationalities within the Ottoman Empire. Turks are 49.1% of the population. There are a lot of other groups listed too. The total population is about 28 million people. In document 2 the constitution says that the Sultan is the religious authority and the sovereign. It also says that Islam is the state religion and that ‘the state will protect the free exercise of faiths professed in the Empire, and uphold the religious privileges granted to various bodies.’”
- “Document 1 is a chart that clearly demonstrates the ethnic diversity of the Ottoman Empire at the time of the new constitution. The Turks were a minority at 49.1% of the population, even though they controlled the government of the Ottoman Empire. The Constitution of 1876 (doc. 2) *also reinforces* the idea that the empire was formed of various ethnicities and religions. It formally states that all people are granted equality, and that all religions answer to the same law. However, this document reflects the law from the point of view of high government officials. It therefore demonstrates only the legal rules, rather than the day-to-day reality in the empire.”

In example 1, the documents are discussed independently. In example 2, they are discussed together.

How you group documents is a matter of personal opinion. Typical groupings include:

- Chronological timing of the documents (grouped by time periods of the documents)
- Class, gender, occupation, and ethnicity of the documents’ authors
- Purpose or intended audience of the documents (grouped by who was supposed to read the document)
- Attitude and tone of the documents (favorable or unfavorable to a certain issue or group)
- Aspects covered by the documents (economic, political, social, or religious)

- Geographic areas represented by the documents
- Type of documents (pictures, charts, written documents, transcripts of speeches)

For our sample essay, you could group the documents in the following ways:

By document type and intended audience:

- Official proclamations/constitutions (documents 2 and 7)
- Ottoman internal correspondence (documents 4 and 5)
- Documents intended for non-Ottoman audiences (documents 1 and 3)

By attitudes toward ethnic and religious minorities:

- Documents that show inclusion (documents 2, 4, and 7)
- Documents that show division (documents 3, 4, 5, and 6)

By focus on types of groups:

- Documents that focus on religious groups (documents 2, 3, 5, 6, and 7)
- Documents that focus on ethnic groups (documents 1, 4, 6, and 7)

Students can group documents in a variety of ways. A single document can even be used in more than one group within an essay. Students are encouraged to group documents in as many appropriate ways as possible.

### AP EXPERT TIP

Notice that a comparison is used to indicate that the documents are related and thus a grouping. Using comparisons tells the reader that you are analyzing documents, not just listing them.

## ORGANIZING YOUR DOCUMENTS

A simple way to organize your grouping is to indicate why you are grouping documents together in your topic sentence. For example: "The Ottoman Constitution of 1876 (doc. 2) and the Proclamation of the Young Turks (doc. 6) both indicate that the Ottoman rulers wanted to ensure that all of their subjects understood that they were equal before the law. In the Ottoman Constitution, subjects are \_\_\_\_\_, while in the Proclamation of the Young Turks, subjects are \_\_\_\_\_." Make sure that when you list two or more documents in a grouping sentence you actually address each document. If you forget to actually use the document, it will cost you the core point for not using all of the documents.

## DO YOU SUGGEST AND EXPLAIN THE NEED FOR AN ADDITIONAL DOCUMENT?

When doing research, historians continuously ask the question, Where else could valuable information be found on this topic? Historians are in constant search of new areas of inquiry and new sources to explain the past. Since the DBQ is the essay that asks you to be a historian, your essay needs to provide suggestions for additional documents that could be useful in answering the question. These suggestions should not be types of documents that are *already* present in the DBQ, but rather the “missing voice” not already included in the list of documents.

For this task, you do not need to be very specific; you do not even need to mention a specific document. All you need to do is mention a type of document that could be useful in answering the question asked. The readers of the AP essay do not expect that high school students would have knowledge of hidden documents in some archive that might shed light on this topic. General statements involving hypothetical types of documents would be fine, *even if* they do not really exist.

Just as important as mentioning a potentially useful additional type of document is describing *why* it would be useful. To earn this basic core point, therefore, you need to include mention of an additional document and an explanation about why it would be useful in analyzing the question. Unfortunately, students frequently mention a type of additional document without describing why.

For our sample DBQ, examples of additional documents could be:

- A document from the sultan himself since he represents the central power of the Ottoman Empire
- Official orders from the Ottoman government on how to treat different ethnic and religious subjects, since such a document could show how the government implemented its policies
- A chart showing statistics of religious diversity within the empire that would help describe the position of the official faith within the empire
- A speech or article from a Young Turk on his attitude toward the Ottoman government that would help show the differences in thought between reformers and officials
- A document from a religious leader within the Ottoman Empire that would provide a sense of how official religious policies were perceived by the religious communities themselves
- A map showing the distribution of different ethnic groups within the Ottoman Empire, which would help illustrate the divisions faced by this multi-ethnic country

Any of these responses or any combination of these would receive a basic core point for the additional document(s). Other potential responses would also be counted if their importance could be explained.

Be careful: Mentioning a type of document that already exists disqualifies the statement. For our sample DBQ, mentioning a document from a person outside of the Ottoman Empire would not

count since document 3 is written from a British perspective. Nor would mentioning a document from an ethnic or religious minority within the Ottoman Empire count, since document 4 is written by an Armenian in Istanbul. To make sure that you get this basic core point, you may want to mention two or three different types of additional documents and why each would be useful.

Often students mention an additional document at the end of the essay. Discussion of the additional document can take place anywhere in the essay. Often, the most sophisticated essays will have the discussion of the additional documents as part of the body of the essay.

## DO YOU GO BEYOND THE BASIC REQUIREMENTS?

Your goal for the DBQ is to earn all 7 basic core points. Students who earn scores of 7 are well on track for success. But what about the additional 2 points—the expanded core points—which would elevate your essays even further above the norm? For those, you must first have earned all 7 of the basic core points.

Earning expanded core points is not as straightforward as earning basic core points. For the basic core, either your essay has a thesis or it does not. Either your essay analyzes documents through grouping or it does not. And so on.

For the expanded core, several indicators of excellence may come into play. For instance, an essay that earns expanded core points might:

- Have a highly sophisticated thesis
- Show deep analysis of the documents
- Use documents persuasively in broad conceptual ways
- Analyze point of view thoughtfully and consistently
- Identify multiple additional documents with sophisticated explanations of their usefulness
- Bring in relevant outside information beyond the historical background provided

Expanded core points are awarded to essays that do the tasks of the basic core really well. Instead of just having an acceptable thesis or just two references to point of view, an essay would have an outstanding thesis and refer to point of view with almost every document.

Knowledge of outside information is not required for the DBQ. If you have some basic knowledge of the period, however, incorporate that information into your essay. For our sample DBQ, you may know that one of the leaders of the Young Turks was Mustafa Kemal Attaturk, who later became the leader of the Republic of Turkey. Or you may know that officials of the Ottoman Empire committed mass murder against the Armenians during World War I. Neither of these ideas needs to be mentioned in order to do well on the DBQ, yet if they were included, your essay would be set apart from the rest and would likely earn extra expanded core points (as long as your essay met the other basic core point criteria).

Readers have the option of awarding 2, 1, or 0 expanded core points. Even essays that earn the highest score of 9 might not be perfect, but they have done the tasks of the DBQ very well.

### **FINAL NOTES ON HOW TO WRITE THE DBQ**

The following list of items applies specifically to the DBQ. More general essay-writing hints appear later in this chapter.

#### **Do:**

- Take notes in the margins during the reading period relating to the background of the speaker and his or her possible point of view
- Assume that each document provides only a snapshot of the topic—just one perspective
- Look for connections between documents for grouping
- Mark off documents that you use in the green booklet so that you do not forget to mention them
- Refer to the authorship of the documents as you are writing, not just the document numbers
- Mention additional documents and the reasons why they would help further analyze the question
- Mark off each part of the instructions for the essay as you accomplish them

#### **Don't:**

- Repeat information from the historical background in your essay
- Assume that the documents are universally valid rather than a single perspective
- Avoid visual and graphic information in those kinds of documents
- Spend too much time on the DBQ rather than moving on to the other two essays
- Write the first paragraph before you have a clear idea of what your thesis will be
- Ignore part of the question
- Structure the essay with just one paragraph
- Underline or highlight the thesis (this may be done as an exercise for class, but on the test it looks juvenile)

## HOW TO APPROACH THE CONTINUITY AND CHANGE-OVER-TIME QUESTION

The continuity and change-over-time (CCOT) question **asks what has changed and what has not**. Here, you must be as detailed as possible with your knowledge of the material. Being good at historical interpretation is not enough; you also need to know history.

### ORGANIZING YOUR ESSAY IN 5 MINUTES

CCOT questions include a definite time span for analysis. The time span may have the same division dates as the main structural periods for the course: 600 BCE, 600 CE, 1450 CE, 1750 CE, 1900 CE, and the present. In your green question booklet, you will want to sketch a quick time line and fill in some notes about what happened. Think about breaks in this stretch of time that represented departures from what happened before. Also think about what has *not* changed.

Start by reading the question. Underline the parts that are most important for your essay.

Let's look at an example:

Analyze the continuities and changes in social structure in ONE of the following regions between 1900 and the present.

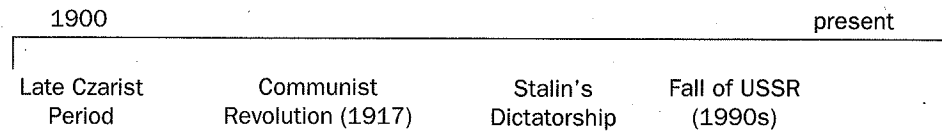
- Russia
- China

For this example, you may want to underline the term *social structure* and the dates *between 1900 and the present*. To adequately answer this question, you need to have a good handle on what “social structure” actually means. Vocabulary is not tested on the AP exam, but knowing how to define terms can make a big difference in interpreting the questions. You would be in trouble with this question if you did not know what social structure meant.

For world history, **social structure** refers to the ways in which a society might organize relations between people. Such structures might include different gender roles for women and men, different ways that social classes interact, different racial and ethnic groups, and different patterns for family and work. One of the themes of the AP course is “development and transformation of social structure.” As these themes form the building blocks for the course, fluency with these ideas and their applications will help you decode what the questions are asking.

**Continuity** refers to those aspects that remained the same during the entire stretch of the time period. In this way, it is the *opposite* of the word **change**.

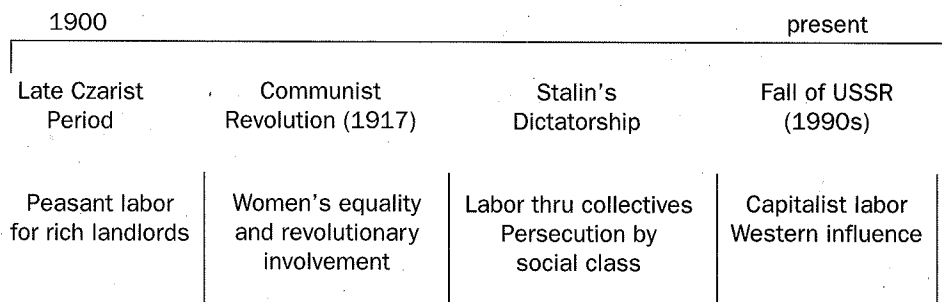
The best way to organize your thoughts for the CCOT question is to construct a crude time line in the green question booklet. Remember that the readers do not look at the green booklet when scoring—they look only at the pink answer booklet. Putting together a time line might take a minute or two, but it is helpful. Let's look at a sample time line for the Russian response.



As is, this time line is inadequate. Though it mentions some of the great division points in 20th-century political history, it does not address social structure. A discussion of social structure is the main point of the essay, so if your essay response included only political issues, you would be responding to a question that had not been asked. In that case, your score would drop dramatically.

In your time line notes, you will want to write about social changes that happened. How did gender, family, work, and class structures change? You may remember that communism brought about huge changes in women's legal status and equality or that many people were persecuted because of their social class, especially during Stalin's dictatorship. Collective farming and the changes in work patterns resulting from the forced industrialization under Stalin would also be good information to note, especially since they represented a sharp change from the peasant labor system from before the revolution. Recent changes after the collapse of the USSR involved capitalist work patterns and a social structure modeled on Western ideas.

Your time line and notes might start out as follows, but you would add information as you think of them.



So far, the notes have provided several examples of changes, but nothing yet for continuity.

**Do not forget to mention what has stayed the same.** Jot down at least two ideas for continuities throughout this time period—perhaps that Russian and Soviet society did not allow women to rise to the highest positions of power and that common working-class people suffered low standards of living throughout the time period.

## CORE POINT SCORING

The CCOT essay uses a 7-point basic core point system, with an additional expanded core of 2. The 7 points of the basic core are divided among five tasks: two of the tasks count for 2 core points, with a partial credit of 1 point awarded in some instances.



**Points Task**

1	Has acceptable thesis
2	Addresses all parts of the question
(1)	(Addresses most parts of the question)
2	Substantiates thesis with appropriate historical evidence
(1)	(Partially substantiates thesis with appropriate historical evidence)
1	Uses relevant world historical context effectively to explain continuity and change over time
1	Analyzes the process of continuity and change over time
7	Subtotal for all basic core points
2	Possible number of points earned for the expanded core
9	TOTAL possible points for the CCOT

As was the case for the DBQ, the goal for your performance on the CCOT should be to meet all of the core points. Excellent essays may earn points beyond the basic core, but those that earn 7 points are very good indeed.

**DO YOU HAVE A THESIS?**

Your initial task is to present a clear thesis statement. Do not simply restate the question. Instead, mention specifics about continuity and change. A strong thesis will deal with both what changed and what stayed the same. Since this essay is based on chronological reasoning, the thesis also must reference the time span of the question. Let's continue with our sample question.

Analyze the continuities and changes in social structure in ONE of the following regions between 1900 and the present.

- Russia
- China

**THESIS STATEMENTS THAT DON'T WORK**

As common as it may be, the statement below is worthless as a thesis. It lacks the specificity required to set up the analysis in the essay.

*There are many ways that Russia changed between 1900 and the present and many things that stayed the same.*

The phrase “There are many” is a terrible way to start an essay; it indicates weak writing and weak analysis. Avoid this kind of sentence construction.

The three-way divided thesis presented next is typically a good way to structure the analysis of an AP essay, yet here, it fails on two counts: It mentions neither social structure nor continuities. It would likely not receive credit as a thesis.

*Russia changed most dramatically as a result of the Communist Revolution, the dictatorship of Stalin, and the collapse of the Soviet Union.*

This next thesis is simply incorrect. To count as a thesis, the statement must be correct. You should find at least one major social issue that stayed the same. The claim that “no continuities exist” is a cop-out.

*Russian society changed from a country of horrible poverty during the Czarist time to one of perfect equality and general prosperity under the rule of Stalin. Nothing remained the same, so no continuities existed during this time period.*

The next thesis deals with changes and continuities outside of the time period from 1900 to the present. Serf emancipation occurred in Russia in 1861, and Czarist rule ended in 1917. Also notice that this statement and the two statements above do not make reference to the dates or the time span of the question.

*With the emancipation of the serfs, Russian society shifted from one based on forced labor to one based on modern wage labor. Strict Czarist rule remained the same.*

Although this next statement would receive credit as a thesis, the essay would likely be headed for problems. Stick to material on either Russia or China—not both.

*Social structure in both China and Russia changed most dramatically from 1900 to the present because of the role of communism. The condition of lower-class workers, however, remained the same in both China and Russia.*

### **THESIS STATEMENTS THAT DO WORK**

A successful thesis statement has specific information on both changes and continuities:

*Three aspects of society changed dramatically in Russia between 1900 and the present: gender roles, work patterns, and class structure. An important continuity would be the condition of the working class.*

### **DO YOU ADDRESS ALL PARTS OF THE QUESTION?**

The CCOT often requires the analysis of change and continuity. If an essay neglects one of these two aspects—almost always, *continuity* is the one left out—then it may not receive the full 2 points. Neglecting to mention **what stays the same** may be a tragic pitfall.

To correctly analyze continuity, you must consider the entire time span of the question. In our example, that would be from 1900 to the present. The continuities mentioned in the essay must apply for the whole period. The thesis statement below, for instance, does not address continuity for the periods 1900 to 1917 and 1991 to the present.

*During the time of the Soviet Union, a continuity would be that the government officially proclaimed social equality. The reality, however, was social inequality.*

Our sample question asks only for the analysis of social structure. If it had asked instead, “analyze the changes and continuities in social and *political* structure,” then you would need to address both items to receive the full 2 points. CCOT questions can ask for two, even three, areas of analysis. Remember to cover them all.

Also important is the issue of setting chronological boundaries. Each CCOT essay has a starting date and an ending date. A description of the background situation for a given area at the time of the starting date is helpful for understanding how things later change. For our sample question, a paragraph on Russian social structure in 1900 would frame the discussion that followed.

*Russian society in 1900 existed much as it had for centuries. The largest social class was the enormous peasant class, who toiled on land owned mostly by landlords. The Czar was at the top of the social structure, followed by the nobles. The Russian Orthodox Church provided the social glue that held all of the classes together. On the eve of World War I, factories were beginning to change the social dynamics of urban areas, where the working class was heavily exploited. Within Russian society women had few rights and almost no ability to demonstrate political leadership.*

This discussion would work best as a second paragraph, directly following the thesis/introductory paragraph. It sets up the analysis that is to come later about the changes and continuities of Russian society. Similarly, a paragraph near the end of the essay about the situation at *present* would serve as a sophisticated balance to the whole essay.

## **DO YOU USE ENOUGH FACTS TO SUPPORT YOUR THESIS?**

For the DBQ, no outside knowledge is required. For the CCOT, however, this is not the case. A strong essay must have facts. If it has many facts, it will earn 2 basic core points. If it has a few facts, it will earn 1 point.

How many facts are needed and what counts as a fact completely depends on the question. For our sample question, material must relate to social structure. Facts on politics, the revolutions, or the economy would not count unless they were linked to a discussion of social structure. In addition, the facts must be correct and within the chronological boundaries of the question.

**AP EXPERT TIP**

A good rule of thumb is to have at least three or more facts related to changes and three or more facts related to continuities. Aim for eight total facts and you will most likely score both points.

Many people think of *historical facts* as names, dates, and events of history—“Columbus sailed the ocean blue in 1492.” Though these things indeed count as facts, specific statements that relate to the question count as well. For example:

*Women participated in many aspects of the Communist Revolution.*

*Workers received little to no material benefits from Stalin’s drive to industrialize the Soviet Union.*

*The Orthodox Church lost its position of prominence in Russian society when the communists took control.*

*In recent years, Russian society has been structured with more capitalist values.*

All of these statements are correct and relevant to the question; they all deal with social structure. As such, they would count as facts.

Statements that are incorrect certainly do not help your score, but neither do they count against you in terms of core points. As with information outside of the time boundaries or statements that don’t address the precise question, errors don’t necessarily count against your score. Even essays that earn the top score of 9 may have small factual errors. Avoid errors, to be sure, but understand that a factual misstatement won’t sink your chances at a good score.

**DO YOU DISCUSS THE GLOBAL CONTEXT OF THE CHANGES AND CONTINUITIES?**

On the CCOT, you must explain how events in one area relate to the big picture; that is, you need to discuss the global context of the changes and continuities.

The global context point can be earned by effectively showing:

- Connections to global processes
- Interactions among regions

A simple statement is all that is required to earn this basic core point. Any of the following statements would be considered accurate:

*After World War II, the Soviet Union forced Eastern European countries to adopt communist social structure.*

(Interaction among regions)

Social roles in the former Soviet Union changed dramatically during the early 1990s as part of a worldwide movement away from communism.

(Connection to global process)

At some point during your essay, you must **think big**. The CCOT is designed to focus on large global issues such as trade, technology, culture, social systems, and migrations. Making connections to global processes should come as a natural part of writing about the topic.

## DO YOU ANALYZE THE CHANGES OVER TIME AND THE CONTINUITIES?

Analysis is a critical skill when writing college-level essays. Analysis means asking *why* the changes and continuities occurred. The skill it requires involves a deeper kind of thinking than simply remembering facts to support a thesis.

Analysis works best when it is integrated into the body paragraphs. Readers do not typically look to the thesis statement for the analysis core point, though a strong thesis should indeed have some analysis.

For our question on the changes and continuities of Russian or Chinese social structures, think about *why* some conditions changed and why others stayed the same. Since analysis asks *why*, your essay should include the word *because*: “This is significant because...” “This changed over time because...”

Following are some examples of analysis:

Social structure changed the most in Russia after the Russian Revolution because the new Soviet leaders adopted many of the ideas of sexual equality and class equality found in Karl Marx's writings. The social structures changed again at the end of the 20th century when the Soviet Union collapsed, and Russian society rapidly rushed towards free-market capitalism.

The working class in Russia and the Soviet Union had low standards of living throughout the 20th century because any economic gains were focused elsewhere, such as on the military and the ruling elite. Even after the collapse of the Soviet Union, the working class was still poor because of the underdeveloped Russian economy.

Rapid industrialization was the major cause of why Soviet society changed so much in the middle decades of the 20th century.

(This sentence does not include *because*, but it does explain the cause of industrialism.)

### AP EXPERT TIP

The scoring rubric for both the CCOT and comparative essays tells readers that information in the thesis cannot be used for other points on the essay.

## DO YOU GO BEYOND THE BASIC REQUIREMENTS?

Once a CCOT essay has met all 7 basic core points, it is eligible for up to 2 additional points. These points are awarded for excellence above the basic core point standards. Indicators of excellence might include the following:

- A clear and analytical thesis
- An abundance of evidence
- Particularly sophisticated connections to global processes
- Clear chronology with the use of dates associated with events
- Links to a rich variety of events, ideas, and trends
- Deep and even coverage of all parts of the question
- A thorough discussion of continuity in addition to change

## FINAL NOTES ON HOW TO WRITE THE CCOT

### Do:

- Read the question several times so that you understand the tasks required
- Draw a quick time line in order to organize your thoughts
- Write a thesis statement that uses the terms of the question while providing analysis
- Describe in a paragraph the situation at the starting point of the time span
- Focus on continuities, not just changes
- Make sure the continuities cover the entire time span of the question
- Bring in a discussion of the big-picture context of these changes through global processes
- Mention facts—remember, content is king

### Don't:

- Discuss events that are not related to the question
- Include long sections of material outside the time span of the question
- Focus only on changes and not on continuities
- Include continuities that apply only to one part of the time span

## HOW TO APPROACH THE COMPARATIVE QUESTION

By the last essay of this exam, most students are exhausted. At best, their hands are tired. At worst, they have not managed their time well and have only a few minutes to complete a task that counts for one-sixth of their entire grade.

As a result, the third essay is often the weakest of the group. It does not need to be this way. The comparative question (the COMP) **asks what is the same and what is different**. It requires a task familiar to historians and nonhistorians alike: analyzing similarities and differences. As a student, you should be used to making comparisons—whether it is comparing teachers or comparing Coke and Pepsi. Unlike the CCOT, which focuses on changes and continuities across time, the COMP focuses on similarities and differences between areas.

By the time you reach the COMP, take a deep breath, stretch out your arms, wiggle your fingers, and dive into it with the best that you have. Your handwriting may be messier than it was on the DBQ, but fortunately AP readers are accustomed to reading all sorts of handwriting. Consequently, don't take the time to rewrite an essay to make it look more presentable—an essay cannot earn points for neatness and cannot lose points for sloppiness.

Even so, try to make your essay as neat as possible: If you have sloppy handwriting, don't abbreviate words. If you are a poor speller, do not disguise the problem by writing difficult words with a few letters at the beginning and then a scribble. Moreover, don't include too many arrows that point to inserted sentences elsewhere in the essay—they just make the whole essay less readable.

## ORGANIZING YOUR ESSAY IN 5 MINUTES

Typically, the COMP asks you to analyze a broad historical issue or issues for two areas of the world. Often, several areas are listed, and you have a choice. If given a choice, pick those areas you know the most facts about that relate to the question.

As always, underlining and note-taking are important. Even a few notes jotted down in the green booklet can make your essay more focused. Let's look at an example:

Compare and contrast the dynamics of trade in TWO of the following regions for the periods mentioned:

- China during the Qin and Han dynasties (third century BCE to third century CE)
- The Mediterranean during the Roman Empire (first century BCE to fourth century CE)
- Mesoamerica during the Maya Empires (fourth century CE to 11th century CE)
- South America during the Inca Empire (13th century CE to 16th century CE)

### AP EXPERT TIP

Questions often ask you to provide information about specific regions like the Mediterranean or Mesoamerica. You should familiarize yourself with the regions and their empires, countries, etc., as outlined in the AP World History course description. Note that the question does not indicate specific political entities during the time frames. You are expected to know based on the time frames indicated that the first region would be the Qin and Han dynasties, the second region the Roman Empire, the third region the Maya Empires, and the fourth region the Inca Empire.

## CORE POINT SCORING

The COMP is scored in much the same way as the CCOT—up to 7 basic core points in five task areas. Though the essays are fundamentally different, several of the tasks are the same.

### Points Task

1	Has acceptable thesis
2	Addresses all parts of the question
(1)	(Addresses most parts of the question)
2	Substantiates thesis with appropriate historical evidence
(1)	(Partially substantiates thesis with appropriate historical evidence)
1	Makes at least one relevant, direct comparison between or among societies
1	Analyzes at least one reason for a similarity or difference
7	Subtotal for all basic core points
2	Possible number of points earned for the expanded core
9	TOTAL possible points for the COMP

## DO YOU HAVE A THESIS?

For our sample essay, a thesis must compare both the similarities and differences for trade for two areas. Our example again:

Compare and contrast the dynamics of trade in TWO of the following regions for the periods mentioned:

- China during the Qin and Han dynasties (third century BCE to third century CE)
- The Mediterranean during the Roman Empire (first century BCE to fourth century CE)
- Mesoamerica during the Maya Empires (fourth century CE to 11th century CE)
- South America during the Inca Empire (13th century CE to 16th century CE)

### THESIS STATEMENTS THAT DON'T WORK

The statement below discusses technology instead of trade. It most likely would not receive a basic core point for the thesis. Even so, the facts are good.

In Maya culture the elites used a form of hieroglyphic writing to keep records while elites in the Inca society used a complex method of knot tying called quipu to keep records.



The next statement uses all four areas instead of selecting two of the four. It demonstrates wasted effort.

*In both the Maya and Inca societies, trade occurred mostly within their empire by land. For the Chinese and Roman societies trade occurred by land with the Silk Road, but also by water.*

### THESIS STATEMENTS THAT DO WORK

The thesis statement does not need to be sophisticated. It just needs to cover differences and similarities for both areas in trade and technology.

*Trade dynamics in the Roman Empire centered around the Mediterranean Sea. In China, however, they used rivers for trade. Both societies used water routes to transport goods.*

You will notice that this statement is three sentences long. If a thesis is usually defined as one sentence, you may ask how can this count as the thesis? For the purposes of scoring COMP essays, the readers know that a question of this complexity might require a long thesis.

This next example answers the question with greater sophistication and discusses the reasons behind the similarities and differences.

*The greatest similarity between the Han and the Roman Empires involved trade since both were linked by the Silk Road and both used the structures of empire to support transportation projects. The greatest difference was in the types of items traded by each civilization.*

### DO YOU ADDRESS ALL PARTS OF THE QUESTION?

To earn the full 2 basic core points, an essay on our sample question should do all of the following. To earn 1 point, it should do two of the three items.

- Address the issue of the dynamics of trade for both areas
- Provide an accurate similarity between the two areas
- Provide an accurate difference between the two areas

The biggest challenge with earning the points for this task is **mentioning similarities**. Remember that for the purposes of the AP World History exam, the term *compare* means **both** similarities and differences.

You may want to make a checklist so that all of the tasks of the question are addressed. A list for our sample question might look like this:

- Trade for Maya
- Trade for China
- Similarities for trade
- Differences for trade

Making this kind of list will help guide you to answering the question thoroughly. The information you provide, however, needs to be accurate. Also, the material that you provide to support the thesis may not count again for this task.

### DO YOU USE ENOUGH FACTS TO SUPPORT YOUR THESIS?

Knowing facts about your topic is critical for scoring well on the COMP. Two points are awarded if an essay mentions several correct facts about both areas. One point may be earned if the facts are minimal or deal almost entirely with one area.

Information that is incorrect obviously does not receive credit as facts. And material not pertaining to the question does not receive credit. For our sample question, the essay's information would need to concern trade dynamics and/or technology in order to count as a fact.

The following would count as facts for the sake of the basic core scoring:

- The Inca road system facilitated trade from one region of the empire to another.
- Roman ships carried wheat, wine, and olive oil throughout the Mediterranean Sea area.
- Maya city-states traded among each other for mostly elite items such as feathers and slaves.
- Chinese trade expanded dramatically through the Silk Roads during the Han dynasty.

If you mentioned that gunpowder was transferred by Chinese trade, the statement would not receive credit as a fact—gunpowder was developed around the 10th century in China, significantly later than the time of the Han dynasty. Since the question is specific in its time frame, the facts need to fit.

Likewise, mention of political accomplishment—a unified China under one dynasty, let's say—would not count unless it was related to a larger discussion of trade dynamics.

### DO YOU MAKE A SOLID COMPARISON BETWEEN THE SOCIETIES?

This basic core point should be easy to earn. In writing a comparative essay, you should be making plenty of direct comparisons. Essays that make at least one relevant and substantial direct comparison between the two societies earn this basic core point. To earn the point, the comparison cannot be found in the thesis.

#### AP EXPERT TIP

Evidence does not have to be evenly distributed between the two regions. But you do have to have at least one piece of evidence for each region. A strong essay will have at least four comparisons: two differences and two similarities or any combination of three and one.

Many students, however, write essays in which the comparisons are indirect. Their flawed essays start with an introductory thesis paragraph and are followed by paragraphs about the first area, followed by entirely separate paragraphs about the second area. Perhaps these essays have plenty of facts and even address most parts of the question, but they never get around to making a substantial direct comparison.

Direct comparisons should go beyond just a statement of a simple similarity or difference. They should refer to both regions by name and mention a substantial comparison.

The way to avoid that kind of organizational problem is to **weave comparisons within each paragraph**. For our sample question, we have paragraphs on technology in which both regions are discussed—similarities and differences. The same could be done with trade dynamics. When both areas are addressed simultaneously, the essay is more likely to make direct comparisons.

You should also use plenty of comparative words as **logical connections** between the areas. Such words include:

- also
- as well as
- furthermore
- likewise
- on the other hand
- however
- to the contrary

Good essays have sentences and paragraphs that are connected together. Unsuccessful essays discuss areas in isolation.

## **DO YOU ANALYZE THE REASONS FOR THE SIMILARITIES AND DIFFERENCES?**

Analysis is crucial for building a sophisticated COMP essay. One basic core point is awarded to essays that state clear reasons why the similarities or differences existed. This analysis must go beyond simply listing the items in common or the differences.

The following statements may earn the basic core point for analysis on the COMP:

*The Romans and Incans had elaborate roads because both had empires that stretched across vast territories.*

*Rome was located on the Mediterranean Sea, consequently its trade was water-based to a great extent. The Aztec Empire differed since its location within Mesoamerica meant that its trade was not as focused on water travel.*

## DO YOU GO BEYOND THE BASIC REQUIREMENTS?

If your essay scores all 7 basic core points, it is eligible for up to 2 expanded core points. Essays that earn those expanded points may include some or all of the following indicators:

- A clear and analytical thesis
- An abundance of evidence
- Comparisons related to larger global processes
- Clear mention of similarities as well as differences
- Explanations for the reasons why the differences and similarities existed
- Frequent and consistent direct comparisons between areas
- Comparisons made within regions in addition to between areas

These indicators show a kind of sophistication that separates the truly great essays from the merely acceptable ones.

## FINAL NOTES ON HOW TO WRITE THE COMP

### Do:

- Treat the COMP question with the same degree of focus as the other two essays. All three essays are worth the same number of points.
- Use all of the 130 minutes for organizing and writing the essays.
- Select regions for which you have the most factual information.
- Write a thesis that addresses all aspects of the question.
- Make a checklist of tasks that must be completed.
- Include both similarities and differences between the two areas.
- Use comparative words and phrases to join ideas together.
- Write paragraphs in which both areas are discussed together.
- Mention plenty of facts for both areas.
- Analyze why the similarities and differences occur.

### Don't:

- Rewrite complete essays—rarely is the extra time investment worth it.
- Favor one area to the exclusion of the other.
- Mention facts that are not focused on the topic of the question.
- Discuss each area in isolation.

## STRESS MANAGEMENT

The high school AP program is intended to provide rigorous college-level course material. AP World History, in particular, deals with high-level analytical connections between different places and times. This is hard work.

But what if your AP class is not up to par? Maybe it is overenrolled with more students than the teacher can effectively teach. Maybe the textbook resources are not at the college level or do not reflect the topics covered on the exam. What if your teacher is not thoroughly trained for teaching AP World History?

Certainly, if you are in this situation, you are at a disadvantage. But this does not mean that you cannot succeed. Thousands of students succeed with the AP exams despite having subpar AP classes—or no AP class at all.

You, too, can succeed, but it will take extra work and diligence. Much of this work will need to be done through your own independent study.

You have already taken the first step. The review book in your hands provides detailed information about the exam and the course. Read over its chapters several times, especially those chapters that cover unfamiliar aspects of the course. Take the Diagnostic Test and full practice tests and analyze the results. This book should not be considered as a replacement for a rigorous AP course, but it can certainly help solidify content knowledge and skills.

Second, you will need a quality college-level textbook. A good one will have about 1,000 densely packed pages of writing, documents, and illustrations. For recommended textbooks and their support websites, see the list on page 10.

Third, you can use the resources of the Internet to help you connect to the class websites of top college professors of world history. Often, college professors will post their lecture notes and assignments online. Following these notes can help you supplement a less-than-perfect situation in your own classroom. You can also learn more about the AP World History exam by examining [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com). The official AP World History course description, which includes information about what students are expected to know for the exam, can be downloaded in pdf format on the AP central website.

Finally, you may want to create a study group with other students who are in the same situation as you. Divide the review tasks and help share review notes. Use the world history themes and chronological periods listed in chapter 1 to help organize responsibilities. Have a fixed agenda when the group meets so that the gatherings will be more productive.

### AP EXPERT TIP

Create a list of key terms like *nation-state* and even common words like *commerce*, and quiz each other on their meaning. This is not an exam you can cram for. There is literally too much information. As indicated, start reviewing early—at least six weeks out. A glossary appears in the back of this book.

## COUNTDOWN TO THE TEST

Preparation for the AP World History exam should be an on-going process from the beginning of your class to the day before the exam. **Six weeks before** the exam—which is about the time for Spring Break for most high school students—review should begin in earnest. Spend one week on each of the sections in chapter 3 that correspond to the chronological divisions of the course.

The **week or two before** the exam, fill the gaps in your preparation. Perhaps the material at the start of the course has faded from your memory. Perhaps you never had a solid grasp of gender structure among different societies. Perhaps you did not cover the history of Latin America thoroughly the first time. Find your weaknesses and make them your strong points. This review book, along with your textbook, will help provide the missing content.

Chart out a plan of attack. Be realistic, however, and don't overextend yourself. Your review will not be as effective if you are losing a great deal of sleep studying for the AP World History exam. Certainly, part of your strategy before test day should be to practice exam questions. Use the questions in this book to become more confident with the concept of pacing. You will also want to work ahead on projects for classes other than AP World History so that your schedule is as clear as possible right before the test.

**The day before** the exam, shift your studying strategy. Instead of reading content, you may want to look over the pictures, maps, and illustrations in your textbook. Or you may want to read over the guidelines for the essay questions listed earlier in this review book.

Retire early the night before the exam. Sleep well—but don't get more sleep than normal. Eat healthy food for dinner and for breakfast the next morning. Follow a normal routine. In the morning, read a few pages of a favorite piece of literature to get your mind moving in a thoughtful direction.

**On the day of the exam**, avoid unnecessary anxiety: arrive early. Most likely the exam will not be in the same place as your classroom. Know where the room is located and when the test is starting.

Keep your distance from other students who are freaked out; they will only make you more anxious.

Keep your cell phone far away from the exam room. The Educational Testing Service has strict policies prohibiting the use and even the possession of cellular telephones during the AP exam and during the break. New advances in text messaging and photo messaging have created problems with test security and cell phones. Nothing would be worse than having your exam score disqualified for a breach of the rules.

### AP EXPERT TIP

If your teacher or school offers extracurricular review sessions, try to attend them. If your school doesn't, there may be a school nearby that does. Ask if you can attend. Some schools or districts run a practice exam. Attending a full-session practice exam is one of the best ways to prepare, as it makes sure you understand the rigor of taking this 3+ hour exam and allows you to practice your time-management skills.

You will not be allowed to drink or eat during the exam. You will be given a short break between the multiple-choice and essay sections. This break would be a good time for a light snack.

Make sure to bring the following items:

- A watch or other timepiece (without an alarm)
- A number 2 pencil with a good eraser
- A dark pen (black is best)
- An extra pencil and pen
- Photo ID
- Your Social Security number (or other government-issued identification number)

Right before you step into the exam room, you may want to stretch your muscles. The increased blood flow will help you think better, and the more limber muscles will make sitting in a chair for three hours more comfortable.

## PACING DURING THE TEST

The AP World History exam is a timed test. Your strategy during the exam should be to use all available time without leaving anything out. During the exam, you should be very aware of the passage of time. On the multiple-choice section, do not linger over any questions. Either guess after using the process of elimination, or circle the question and leave it for later. Check frequently as you bubble in answers so that the numbers for the questions and the numbers for the answers match. Remember, you can write in and mark up all of the exam question booklets.

Also be sure during the multiple-choice section that you don't rush through the questions without reading or thinking about them thoroughly. Nobody can leave the exam room before the full 55-minute session, and no advantage is gained by being the first person done. Likewise, don't be distracted by people who seem to be finishing faster. You have 55 minutes; use the time to its best potential.

**If you finish a few minutes before the end of the multiple-choice section,** go back to review those questions that you left blank. But be careful: most students run into problems when they change answers from an earlier response. Your first intuition is more likely to be correct. Answer all of the questions on the multiple-choice section, since there is no penalty for incorrect responses.

Pacing is equally important on the essay section. The first 10 minutes is designated as a "reading period," in which you may not write in the answer booklet. Use this time for reading and organizing your DBQ.

## THINKING AHEAD

Glance at the CCOT and COMP questions. If you recognize one, quickly jot down evidence before writing the DBQ. Your brain will unconsciously process information while you are doing the DBQ, and when you get to the other two essays you will already have a head start.

The three essays can be done in any order. All three call for an equal amount of time and have equal weight in the final score. Shoot for 40 minutes on each. Spending much less than 40 minutes writing the DBQ is not advised; it is so complex that it requires the full amount of time. The CCOT and the COMP can also be very complex. Rushing through these often leads to incomplete essays and lower scores.

If you have time remaining, read over the essay questions again to make sure that you have answered every aspect of them. Only when you have written all that you can should you go back and read over your essays. Spelling errors and grammatical problems do not lower an essay's score. Even so, you should correct any problems that you encounter. A simple cross-out is fine; blotting out errors with lots of ink just looks messy.

The last piece of advice deals with conclusions. Both English and history teachers emphasize the importance of conclusions for strong essay writing. Strong, sophisticated conclusions certainly leave AP readers with good impressions of the essays just before they mark the score. A thoughtful conclusion can never hurt an essay. If you don't think that your thesis paragraph is strong enough, write another paragraph as a conclusion with more specificity and analysis than your first one.

On the other hand, many conclusions don't help AP World History essays nearly as much as one might expect. Your most important task when writing these essays is to have all of the indicators for the basic core scoring. If you have only a few minutes remaining, spend the time writing a solid body paragraph of factual analysis. The last paragraph should not rehash what has been said earlier in the essay. Such conclusions are not all that valuable since an idea can only receive credit once.

The most valuable conclusions are ones that contain an analytical thesis or that include analysis that was lacking in the rest of the essay; a DBQ conclusion that mentions two possible additional documents; the CCOT conclusion that makes a solid point about continuities across the time period; the COMP conclusion that has a direct relevant comparison between societies. You might be able to tie the whole essay together for the first time at the very end. These conclusions are extremely useful.

### AP EXPERT TIP

Review your DBQ to ensure that you have used all the documents, have at least two groupings, at least two POVs, and at least one additional document. Look at the CCOT for both change and continuity and the COMP for both similarities and differences.