

Every point on this exam is won or lost on the same rubric, and almost every lost point is evidence that was never connected to an argument. The × line is what students write; the ✓ line is what earns the point.
本科每一分都按同一评分标准给出，失分多因证据没有连到论证。

The rubric – thesis, context, evidence, reasoning

✗ Writing a thesis that rephrases the prompt.

✓ **Take a defensible position that someone could argue against, and establish a line of reasoning.**

The guidelines list restating the prompt among the responses that do not earn the thesis point.

论点不能重复题目

SG 5 years

✗ Splitting the thesis between the introduction and the conclusion.

✓ **Put it in one place – one or more sentences together, in the introduction or the conclusion.**

The rubric requires the thesis to consist of one or more sentences located in ONE place.

论点要写在同一处

SG 3 years

✗ Opening with a sentence of background and calling it contextualisation.

✓ **Describe a broader development before, during or after the prompt's timeframe, in several sentences.**

The guidelines state the context must be more than a phrase or a reference, and reject overgeneralised statements about the period.

背景要展开，不能一句话

SG 5 years

✗ Naming an event and moving on – 'Ottoman armies used cannons'.

✓ **Say what it shows: name the evidence, then explain how it supports your argument.**

The guidelines give exactly this kind of sentence as an example that does NOT earn the point, because there is no reasoning.

证据必须连到论点

SG 4 years

✗ Offering one piece of evidence and developing it.

✓ **Use at least two specific pieces, and more for the higher points.**

Identifying a single piece of evidence is listed among the responses that do not earn points.

证据至少要两条

SG 4 years

✗ Using evidence from outside the prompt's date range.

✓ **Stay inside the years the prompt names; use earlier or later material only as context.**

The guidelines reject evidence outside the timeframe as irrelevant to an argument about the prompt.

证据要在题目时间范围内

SG 4 years

✗ Adding a final sentence that mentions another perspective.

✓ **Build the complexity into the argument – qualify it, corroborate it, or weigh a counter-view as you go.**

The guidelines state repeatedly that complex understanding must be part of the argument and more than a phrase or reference.

复杂性要融入论证

SG 5 years

■ The rubric points are independent: a response can earn evidence without earning the thesis. Never abandon a section because an earlier one went badly.

各项得分互相独立

SG 5 years

The document-based question

✗ Walking through the documents one at a time, in order.

✓ **Group them by the argument they support, and cite them inside your own paragraphs.**

A document-by-document answer offers no reasoning connecting the evidence to an argument, which is what the rubric awards.

按论点分组, 不按顺序逐个讲

SG 4 years

✗ Using two or three documents thoroughly.

✓ **Use at least three for the first point, and attempt all seven for the top one.**

The guidelines state that using fewer than three earns nothing, and that the complexity point requires an attempt to use all seven in support of an argument.

至少用三份材料

SG 4 years

✗ Quoting a document at length instead of explaining it.

✓ **Say what it shows and why that supports your claim.**

Quoting the content without interpretation is listed among the responses that do not earn the point.

引用要加解释

SG 4 years

✗ Naming the author and the date and calling it sourcing.

✓ **Explain how the point of view, purpose, situation or audience affects the document's argument.**

The guidelines reject identification alone: sourcing must explain the relevance of that attribute.

出处分析要说明影响

SG 5 years

✗ Sourcing one document well.

✓ **Source at least two, and preferably three.**

Explaining sourcing for fewer than two documents is listed among the responses that do not earn the point.

至少分析两份材料的出处

SG 5 years

✗ Restating what a document says as your outside evidence.

✓ **Bring in something specific and relevant that no document mentions.**

Evidence a document already provides cannot serve as the additional evidence the rubric asks for.

外部证据要材料之外的

SG 4 years

Reading the prompt

✗ Answering only the change half of a continuity-and-change prompt.

✓ **Address both, explicitly, and say which mattered more.**

A thesis that does not address all parts of the question does not earn the point.

变化与延续都要写

SG 3 years

✗ Describing where the verb was EXPLAIN.

✓ **Give the causal connection: not what happened, but why it followed.**

The task verbs are defined in the rubric, and answering a different one earns nothing.

“解释”要写因果

SG 5 years

✗ Treating a label – feudalism, absolutism, modernisation – as an explanation.

✓ **Say what people or institutions actually did, then name the pattern if it helps.**

A model asserted as a fact provides no reasoning connecting evidence to an argument.

标签不等于解释

SG 3 years

✗ Reusing the same example in two parts of a short-answer question.

✓ **Use a different one for each part.**

The rubric expects distinct evidence for each part, and a repeated example earns only once.

各小问要用不同例子

SG 3 years

✗ Inferring cause from sequence – ‘this happened, then that, so it caused it’.

✓ **Name the mechanism by which one development produced the other.**

Asserting the use of a reasoning process without demonstrating it is listed among the responses that do not earn points.

先后不等于因果

SG 3 years

■ Historical accuracy is required throughout. The rubrics state that the components require students to demonstrate historically defensible content.

史实必须准确

SG 5 years

1 · Renaissance and Exploration 文艺复兴与探索时代

✗ Describing the Renaissance as the rediscovery of learning after an ignorant age.

✓ **Say what changed: patronage, humanist education, vernacular writing, and new visual techniques.**

The narrative of a dark age is not historically defensible, and the rubric requires accuracy.

文艺复兴不是“重新开始学习”

CED 1.2

2 · Age of Reformation 宗教改革时代

✗ Explaining the Reformation as one theological dispute.

✓ **Add the political and economic stakes: princely power, church wealth, and printing.**

A single-cause account cannot support the complex understanding the top point requires.

宗教改革有政治经济原因

CED 2.3

3 · Absolutism and Constitutionalism 专制主义与宪政主义

✗ Describing absolutism as monarchs having total power.

✓ **Note the gap between theory and practice – nobles, provincial estates, and finance all constrained them.**

Qualifying an argument in this way is one of the named routes to the complexity point.

绝对主义与实际权力有差距

CED 3.2

✗ Treating England and France as the same story.

✓ **Contrast them: parliamentary constraint and civil war in England, centralised monarchy in France.**

The comparison is the reasoning process this unit is examined on.

英法路径不同

CED 3.5

4 · Scientific, Philosophical, and Political Developments 科学、哲学与政治的发展

✗ Listing Enlightenment thinkers with their one famous idea.

✓ **Show what the ideas did – where they were applied, resisted, or used to justify existing power.**

Names with no reasoning connecting them to an argument earn nothing, however accurate.

思想要联系实际影响

CED 4.4

5 · Conflict, Crisis, and Reaction in the Late 18th Century 18 世纪后期的冲突、危机与反应

✗ Explaining the French Revolution by Enlightenment ideas alone.

✓ **Add the fiscal crisis, the harvest failures, and the structure of the Estates.**

The evidence point rewards the specific material causes, and the complexity point rewards weighing them.

法国大革命有多重原因

CED 5.2

6 · Industrialization and Its Effects, c. 1815 to c. 1914 工业化及其影响, 约 1815 年至约 1914 年

✗ Describing industrialisation as machines replacing people.

✓ **Trace what changed for households: waged work, urban growth, new class structures, and the responses to them.**

The guidelines reject evidence that carries no reasoning connecting it to an argument.

工业化改变了社会结构

CED 6.4

7 · 19th-Century Perspectives and Political Developments, c. 1815 to c. 1914 19 世纪的思想观念与政治发展, 约 1815 年至约 1914 年

✗ Treating nationalism as one force with one effect.

✓ **It unified Italy and Germany and it pulled Austria-Hungary and the Ottoman Empire apart.**

Holding both effects together is the qualification the complexity point looks for.

民族主义既统一也瓦解

CED 7.4

✗ Writing ‘conservative monarchies suppressed the revolutions of 1848’ as evidence.

✓ **Explain what that shows about the balance between liberal demands and state power.**

The guidelines print this exact sentence as an example that earns no point for lack of reasoning.

要解释这句话说明了什么

SG2025

8 · 20th-Century Global Conflicts, c. 1914 to present 20 世纪的全球冲突, 约 1914 年至今

✗ Explaining the First World War by the assassination at Sarajevo.

✓ **Give the structural causes – alliances, militarism, imperial rivalry – and treat the assassination as the trigger.**

Inferring cause from sequence is named in the rubric as reasoning that is asserted rather than demonstrated.

导火索不等于根本原因

CED 8.2

✗ Describing the interwar dictatorships as interchangeable.

✓ **Distinguish their bases of support, their treatment of the economy, and their stated aims.**

The distinction is what makes the evidence specific enough to earn the point.

两战之间的独裁政权各不相同

CED 8.6

9 · Cold War and Contemporary Europe 冷战与当代欧洲

✗ Ending the course at 1945.

✓ **Know at least one specific development from the Cold War division, European integration, and the post-1989 period.**

The final unit supplies the contextualisation point on many prompts, and is where responses most often generalise.

1945 年后也要记具体史实

CED 9.4