

The rubric is the same for every essay, so it can be practised directly. Below: a short-answer set, a long-essay opening scored line by line, and the DBQ components. The italic commentary names the point each sentence earns. 评分标准每年相同, 可以直接针对性练习; 斜体说明每句拿的是哪一分。

The short-answer question

Three lettered parts, each scored separately, one point each. Label them (a), (b), (c). One or two sentences per part with ONE specific piece of evidence. No thesis, no introduction.

I (a) Briefly describe ONE specific development that contributed to the growth of maritime empires in the period 1450–1750.

(a) Portuguese development of the caravel and adoption of the lateen sail and magnetic compass in the fifteenth century allowed ships to sail against the wind and navigate the open Atlantic, making voyages down the African coast and across to the Indian Ocean practicable.

Named technology, named region, named period. ‘Better ships’ describes nothing and earns nothing.

One development. Listing three costs time and cannot earn more than the single point.

I (b) Briefly explain ONE way that development affected states in Afro-Eurasia.

(b) These voyages allowed Portugal to seize control of Indian Ocean chokepoints such as Malacca and Hormuz and impose the cartaz licensing system, which diverted a share of existing Asian trade revenue to a European power and weakened the Gujarati and Swahili merchant networks that had run it.

‘Which diverted ...’ is the causal link. An EXPLAIN part with no because-or-which clause rarely scores.

Named specifics (Malacca, cartaz) do the work that ‘trade changed’ cannot.

I (c) Briefly explain ONE way that development affected societies in the Americas.

(c) The same maritime capacity carried the Columbian Exchange, whose Old World pathogens – smallpox above all – killed perhaps 80–90 per cent of the indigenous population within a century, collapsing the Mexica and Inca states and creating the labour shortage that drove the transatlantic slave trade.

A different region from (b), as the prompt required. Reusing the same continent loses the point even when the history is correct.

The long essay – opening paragraph

I Evaluate the extent to which industrialisation changed the global economy in the period 1750–1900.

Between 1750 and 1900 industrialisation transformed the global economy from a network of roughly comparable regional producers into a single system divided between industrial cores and raw-material peripheries; although older commercial patterns such as the Indian Ocean trade persisted, the mechanisation of textile production and the coal-powered steamship decisively reorganised who produced manufactured goods and who supplied their inputs.

THESIS POINT: a defensible claim with a line of reasoning, not a restatement of the prompt. The clause after the semicolon is the reasoning.

The concession (‘although older commercial patterns persisted’) is what makes it an EVALUATION rather than an assertion, and sets up complexity later.

Contextualisation is a separate point and belongs in its own sentences before this – describe the pre-industrial global economy briefly, then narrow.

The document-based question

Seven points: thesis (1), contextualisation (1), evidence from at least three documents (1) rising to six documents (2), evidence beyond the documents (1), sourcing three documents (1), complexity (1).

I How to source a document for the point.

Document 3 is a petition from British textile manufacturers to Parliament. Because the petitioners' livelihoods depended on securing cheap raw cotton, they had reason to present Indian tariffs as an artificial obstacle rather than as the ordinary policy of a rival producer – so the document is better evidence of British commercial anxiety than of Indian intent.

SOURCING needs purpose, audience, point of view or situation AND an explanation of how it affects the evidence. Naming the author alone earns nothing.

The final clause – what the document IS good evidence for – is the part most candidates omit.

I How to earn evidence beyond the documents.

Beyond the documents, the 1813 Charter Act ended the East India Company's monopoly and opened India to British manufactured imports, which accelerated the decline of Bengali handloom weaving that Document 5 describes only in its final years.

It must be SPECIFIC, relevant to the argument, and not mentioned in any document. A vague gesture at 'colonialism' does not qualify.

Tie it to a document to show it is doing argumentative work, not decorating the essay.