

Every essay is scored on three rows – thesis, evidence and commentary, sophistication – and most lost points are a device named without its effect. Everything below is a rule the readers apply. 每篇作文按三行评分，失分多因只点名修辞而不写效果。

The three rows of the rubric

- ✗ Opening with a thesis that restates the prompt.
- ✓ Take a defensible position that the passage gives you evidence for.

The guidelines list restating the prompt, and a position that is vague or must be inferred, among the responses that earn no thesis point.

论点不能复述题目

SG 3 years
- ✗ Hiding the thesis in the middle of a paragraph.
- ✓ Put it where a reader will find it – the thesis may be anywhere, but it must be identifiable.

The guidelines allow it anywhere in the response, provided the intended thesis is not merely implied.

论点要明确可辨

SG 3 years
- ✗ Summarising the passage as your evidence.
- ✓ Quote or refer to specific moments, then explain what each shows.

Evidence with no commentary earns the lower band of Row B, however much of it there is.

证据要加分析

SG 3 years
- ✗ Explaining the same idea about each piece of evidence.
- ✓ Let the commentary develop – each paragraph should add to the line of reasoning.

Row B distinguishes evidence with commentary from evidence supporting a consistent line of reasoning.

论证要层层推进

SG 3 years
- ✗ Adding a final sentence about the wider world as your sophistication.
- ✓ Build it in: qualify the argument, weigh a tension, or explain the significance as you go.

The guidelines award the point only if the sophistication is part of the argument, not merely a phrase.

复杂性要融入论证

SG 3 years
- ✗ Writing quickly and leaving sentences unfinished.
- ✓ Leave two minutes to reread. Errors that interfere with communication cost a point.

The guidelines state that writing which suffers from grammatical or mechanical errors that interfere with communication cannot earn the fourth point in Row B.

语法错误影响理解会扣分

SG 3 years
- The three rows are scored independently: a response can earn evidence points without the thesis point. Never abandon the essay because the opening went badly.

三行分数互相独立

SG 3 years

1 · Claims, Evidence, and the Rhetorical Situation 主张、证据与修辞情境

- ✗ Naming a rhetorical device and moving on – ‘the writer uses anaphora’.
- ✓ Say what the choice DOES: the repetition builds urgency, so the audience feels the delay is unacceptable.

The guidelines reject responses that fail to address the rhetorical choices’ effect.

修辞手法要写出效果

SG 3 years
- ✗ Describing the audience as ‘the readers’.
- ✓ Name who they are and what they already believe, because that is what the choices respond to.

The rhetorical situation is the unit’s content, and the audience is half of it.

要具体说明受众

CED 1.1

2 · Audience, Thesis, and Supporting Evidence 受众、论点与支撑证据

- ✗ Writing a thesis that lists three devices.
- ✓ State what the writer is doing and to what end; the devices belong in the body.

A list of devices is not a defensible position about the argument.

论点不是修辞手法清单

CED 2.2

3 · Line of Reasoning and Methods of Development 论证线索与展开方法

- ✗ Organising the essay device by device.
- ✓ Organise it by the stages of the argument, and bring in devices where they do work.

Row B rewards a consistent line of reasoning, which a catalogue cannot show.

按论证阶段组织，不按手法

CED 3.2

6 · Evidence, Thesis, and Stylistic Choices 证据、论点与风格选择

- ✗ Using all the provided sources equally and shallowly.
- ✓ Use the minimum the prompt requires, well, and let one or two carry real weight.

The synthesis rubric scores how the sources support YOUR argument, not how many appear.

引用要少而深

CED 6.2
- ✗ Dropping a source citation in and letting it speak.
- ✓ Introduce it, quote it, then explain what it contributes.

An uncommented citation is evidence without commentary, which caps Row B.

引用后要解释

CED 6.3

7 · Qualifying Arguments, Syntax, and Conventions 限定论证、句法与规范

- ✗ Arguing one side and ignoring the obvious objection.
- ✓ **Name the strongest counter-argument and answer it.**
Qualifying an argument is one of the named routes to the sophistication point.
要回应反方观点 CED 7.1

9 · Refining Qualified Arguments 完善有限定的论证

- ✗ Writing ‘in conclusion’ and restating the introduction.
- ✓ **End where the argument arrived, not where it started.**
A repeating conclusion adds nothing the readers can credit.
结论不是重复开头 CED 4.2
- ✗ Treating the argument essay as a personal opinion piece.
- ✓ **Support the position with specific evidence – history, reading, observation.**
Row B requires specific evidence whatever the prompt’s subject.
观点也要有具体证据 CED 9.1

4 · Introductions, Conclusions, and Development 引言、结论与展开

- ✗ Spending a paragraph on an introduction before the argument starts.
- ✓ **Two or three sentences: the situation, then the thesis.**
The introduction earns no row of its own, and the time belongs to the evidence.
开头要简短 CED 4.1
- ✗ Writing a body paragraph with no topic sentence.
- ✓ **Open each paragraph with the claim it will support.**
Row B rewards a line of reasoning the reader can follow, and the topic sentences are the line.
每段先写分论点 CED 4.3
- ✗ Leaving the essay unfinished because time ran out.
- ✓ **Plan for three body paragraphs, and write a one-sentence conclusion if the clock beats you.**
An abandoned argument cannot show a line of reasoning, which is where the second Row B point sits.
宁可少写也要写完 CED 4.2

5 · Organization, Coherence, and Style 组织、连贯与风格

- ✗ Writing every sentence at the same length and rhythm.
- ✓ **Vary the syntax – the readers score style as part of the sophistication row.**
Sentence craft is explicit course content and contributes to the fourth Row B point.
句式要有变化 CED 5.4

- ✗ Using informal wording in an analytical essay.
- ✓ **Keep the register consistent and the vocabulary precise.**
The rubric’s fourth point rewards a style that does not distract from the argument.
保持正式语体 CED 5.5

- ✗ Switching between present and past tense when discussing a text.
- ✓ **Use the present tense for what a writer does, consistently.**
Inconsistent tense is exactly the mechanical fault the guidelines say can cost the fourth point.
时态要统一 CED 5.3

8 · Audience, Tone, and Sentence Craft 受众、语气与句子技巧

- ✗ Describing tone with one word and no evidence.
- ✓ **Name the tone and quote the words that create it.**
The evidence row requires the textual anchor for every claim about the writing.
语气判断要有原文依据 CED 8.1
- ✗ Assuming a writer’s tone stays the same throughout.
- ✓ **Track where it shifts – the shift is usually where the argument turns.**
Noticing the shift is a standard route to a sophisticated reading.
注意语气的转折 CED 8.2

2 · Audience, Thesis, and Supporting Evidence 受众、论点与支撑证据

- ✗ Quoting a long passage and letting it stand.
- ✓ **Quote the shortest phrase that makes the point, then comment on it.**
Long quotations displace commentary, which is the half that is scored.
引用要短, 分析要多 CED 2.4
- ✗ Writing ‘this quote shows’ before every piece of evidence.
- ✓ **Vary the framing and go straight to what it demonstrates.**
The formula consumes words the commentary needs.
不要套用固定句式 CED 5.4
- ✗ Choosing evidence because it is memorable rather than relevant.
- ✓ **Choose what the claim needs, and drop what it does not.**
Irrelevant evidence cannot support the line of reasoning it interrupts.
证据要与论点相关 CED 2.3

3 · Line of Reasoning and Methods of Development 论证线索与展开方法

✗ Arranging paragraphs in the order the passage happens to be written.

✓ **Arrange them by the argument you are making.**

A chronological walk through the text is a summary structure, not an analytical one.

按论证顺序, 不按原文顺序 CED 3.3

■ Read the prompt twice and underline the task. The commonest whole-essay failure is a well-written response to a slightly different question.

先读懂题目要求 SG 3 years

✗ Treating the multiple-choice passages as a reading-speed test.

✓ **Read the question stem first, then find the lines it points to.**

The questions are about specific moments, and locating them is faster than reading for gist.

先看题目再定位原文 CED 1.4