

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