

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

2 · Period 2: 1607–1754 第二时期: 1607—1754

✗ Treating the thirteen colonies as one society with one economy.

✓ **Distinguish them: New England towns and shipping, the mid-Atlantic’s mixed farming and diversity, the Chesapeake and Southern plantation economies.**

A generalisation about the colonies cannot be historically defensible evidence, which the rubric requires.

各殖民地差异很大

CED 2.3

✗ Describing the Atlantic slave trade only as forced migration.

✓ **Connect it to the plantation economy it supplied and the racial slave codes that followed.**

Evidence with no reasoning connecting it to an argument is the commonest way a correct fact earns nothing.

要连到种植园经济与法律

CED 2.6

3 · Period 3: 1754–1800 第三时期: 1754—1800

✗ Explaining the Revolution as a reaction to taxes alone.

✓ **Add the constitutional argument about representation and consent, and the ideas colonists took from the Enlightenment.**

A single-cause explanation cannot demonstrate the complex understanding the top point requires.

革命不只是因为税收

CED 3.4

✗ Writing about the Constitution without the Articles of Confederation.

✓ **Say what the Articles could not do – tax, regulate trade, put down Shays’s Rebellion – and how the Constitution answered it.**

The causal mechanism is what turns the fact into evidence for an argument.

要对比《邦联条例》

CED 3.9

5 · Period 5: 1844–1877 第五时期: 1844—1877

✗ Saying the Civil War was caused by states’ rights, without saying rights to do what.

✓ **Name it: the expansion of slavery into the territories was the issue every compromise failed to settle.**

An unqualified label is the kind of assertion the rubric declines to credit as reasoning.

要指明是关于奴隶制的权利

CED 5.4

✗ Ending Reconstruction at 1877 with no account of what changed.

✓ **Weigh the Thirteenth, Fourteenth and Fifteenth Amendments against sharecropping, Black Codes and disenfranchisement.**

Considering both the change and its limits is exactly the qualification the complexity point rewards.

既写成就也写局限

CED 5.10

7 · Period 7: 1890–1945 第七时期: 1890—1945

✗ Describing the New Deal as ending the Depression.

✓ **Distinguish relief, recovery and reform, and note that full recovery came with wartime production.**

An overstated claim is not historically defensible, and the qualification is where the complexity point sits.

新政的作用要区分三方面

CED 7.10

✗ Treating the two world wars as the same kind of American involvement.

✓ **Contrast them: late entry and rejection of the League after 1918, against total mobilisation and postwar leadership after 1945.**

A comparison that names the difference is the reasoning process the rubric asks for.

两次大战的参与方式不同

CED 7.12

8 · Period 8: 1945–1980 第八时期：1945—1980

- ✗ Describing the civil rights movement as one campaign with one leader.
- ✓ **Distinguish the legal strategy, mass nonviolent protest, federal legislation, and later Black Power critiques.**

Diverse perspectives within a movement are what the complexity point is looking for.

民权运动有多条路线

CED 8.9

- ✗ Explaining the Cold War only through Soviet actions.
- ✓ **Give both sides’ aims and fears, and how containment shaped domestic policy too.**

Considering alternative views is one of the named routes to the complexity point.

冷战要写双方

CED 8.2

9 · Period 9: 1980–Present 第九时期：1980 年至今

- ✗ Writing about recent decades in general terms because the period feels close.
- ✓ **Use specific evidence – a named act, election, court case or economic shift.**

The evidence point requires specifics whatever the period, and this is the period where responses most often generalise.

近现代也要写具体史实

CED 9.2
- Period 1 and Period 9 each carry few questions but appear as context. Knowing one specific development in each is cheap insurance for the contextualisation point.
- 首尾两个时期也要各记一个史实

CED 1.1