

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 · The Global Tapestry 全球织锦

- ✗ Describing a state as ‘advanced’ or ‘backward’.
- ✓ **Say what it actually did – how it taxed, recruited officials, or legitimised its rule.**

Value judgements are not historically defensible evidence; the rubric requires specific developments.

描述制度, 不作价值判断

CED 1.1
- ✗ Treating one region’s pattern as the whole world’s.
- ✓ **Name the society and the place; a prompt about Afro-Eurasia is not answered from Europe alone.**

An overgeneralised statement about a period or region is listed among the responses that earn no point.

不要以偏概全

CED 1.4

2 · Networks of Exchange 交流网络

- ✗ Describing the Silk Roads only as trade in goods.
- ✓ **Include what travelled with the goods: religions, technologies, and disease.**

The exchange networks unit is about transfers of all kinds, and the fuller answer supports more arguments.

交流网络不只是货物

CED 2.1
- ✗ Saying the Mongols only destroyed.
- ✓ **Weigh the destruction against the trade, communication and transfers their empire enabled.**

Corroborating and qualifying an argument is one of the named routes to the complexity point.

蒙古帝国的影响要两面看

CED 2.2

3 · Land-Based Empires 陆基帝国

- ✗ Treating the land-based empires as interchangeable.
- ✓ **Compare how each legitimised rule and raised revenue – Ottoman devshirme, Safavid Shi’ism, Mughal zamindars, Qing examinations.**

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

各陆上帝国的统治方式不同

CED 3.2

4 · Transoceanic Interconnections 跨洋联系

- ✗ Saying European ships ‘took over’ Indian Ocean trade.
- ✓ **Europeans taxed and inserted themselves into an existing network they did not displace.**

The overstated claim fails the accuracy requirement, and the qualified version is the stronger argument.

欧洲人未取代原有贸易网

CED 4.5
- ✗ Describing the Columbian Exchange as crops moving west.
- ✓ **It went both ways, and its largest effect was demographic – disease, and then forced migration.**

The one-directional account leaves out the evidence most prompts about this period need.

哥伦布交换是双向的

CED 4.3

5 · Revolutions 革命

✗ Treating unfree labour systems as one thing.

✓ **Distinguish chattel slavery, serfdom, indentured servitude and the encomienda – they differ in who was bound and how.**

The distinction is exactly where a general statement stops being historically defensible.

不同的强制劳动制度要分清 CED 5.4

✗ Explaining a revolution by Enlightenment ideas alone.

✓ **Add the material causes – taxation, war debt, food prices, colonial status.**

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

革命要写思想与物质双重原因 CED 5.2

6 · Consequences of Industrialization 工业化的后果

✗ Writing ‘factories used machines to make cloth’ as evidence.

✓ **Explain the consequence: rural workers moved to cities, hours were set by the clock, and household production collapsed.**

The guidelines print this exact sentence as an example that earns no point, because it carries no reasoning.

要写出工业化的后果 SG2025

8 · Cold War and Decolonization 冷战与非殖民化

✗ Describing decolonisation as empires simply withdrawing.

✓ **Name the pressures: wartime weakness, nationalist movements, and the Cold War competition for allegiance.**

Naming the mechanism is what turns a fact into evidence for an argument.

非殖民化有多重原因 CED 8.5

■ For Units 8 and 9, one specific named example per unit – a leader, a treaty, an organisation – is usually enough to satisfy the evidence point.

每单元记一个具体例子 CED 9.1