1. Formatting - students may either respond in an "A, B, C" labeled response, or in one paragraph where they respond to all three parts.  I personally like the long paragraph better, but other readers preferred the A, B, C method.  It's really up to you and however you want to teach it.  I started mine off writing A, B, C and am going to transition them into the paragraph.  There is a myth that if students label their responses for each part and they answer part A in their response to part C they will not earn the point, but this is false.

2. Thesis Statements - students are NOT writing a thesis statement.  Each response cannot be longer than one page, so their writing needs to be concise.

3. Analysis - the biggest struggle I saw at the reading is that students provide information but do not provide analysis.  Analysis is a critical component of the SAQ.  If part A of a question asks the student to describe a factor behind the French Revolution, they need to write that factor, describe the factor, and then analyze how it contributed to the French Revolution.  Despite what the wording in the questions are - always analyze.

Some teachers are promoting the use of ACE: Answer, Cite, Explain to teach the SAQ.  If students follow the model they should be able to answer each SAQ well.

General things - the readers may not deduct for incorrect information.  Readers on all essays are looking for correct information and arguments that can be defended.  Readers understand that students have very limited time to respond to these questions and do take that into account.