

## 2.4 Developing a paragraph with claim and evidence

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 12 marks

### Objective

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Build the skills to develop a paragraph whose **commentary** carries the weight.

**You must be able to:**

- write commentary that names what the evidence rules out
- use more than one piece of evidence in a single paragraph
- keep a paragraph unified around one claim
- avoid a paragraph that is all evidence or all assertion

### 1 Worked examples

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Study these first. Each one shows the method for a task used later.

#### ■ Commentary that rules something out

The strongest commentary does not only say what the evidence shows; it says what it makes **unlikely**. "Attendance rose in the year fees were introduced" rules out price as the barrier, and that exclusion is the argument.

#### ■ Two pieces, one claim

Where two pieces of evidence differ in kind —a figure and a case —the paragraph gains because they fail in different ways. Say why you have both.

#### ■ Unity

One claim per paragraph. If a second claim appears halfway through, the paragraph has become two and the reader loses the thread.

### 2 Practice

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**2.1** State what the strongest commentary does beyond restating evidence.

[2]

**2.2** State one advantage of using two kinds of evidence in one paragraph. [2]

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**2.3** A paragraph opens with a claim about cost and ends with a claim about fairness.

(a) State the problem. [1]

(b) State the fix. [1]

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### 3 Exam-style questions

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**3.1** Commentary that names what the evidence makes unlikely is stronger because it [1]

- **A** is longer
- **B** excludes a rival explanation
- **C** repeats the claim
- **D** adds a second claim

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**3.2** A paragraph consisting only of assertion fails because [1]

- **A** it is too short
- **B** the reader is given no reason to accept it
- **C** it lacks transitions
- **D** the diction is informal

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**3.3** Write a paragraph of four sentences supporting the claim: "Free museum entry changes who visits, not only how many." [4]

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## 4 Go further

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- work through the **2.4 Developing a paragraph with claim and evidence** lesson on the **Learn** page;
- read the **Audience, Thesis, and Supporting Evidence** section of the AP English Language handout on the **Know** page.

## Solutions

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**2.1** it says what the evidence makes unlikely, excluding a rival explanation rather than only restating.

**2.2** the two kinds fail in different ways, so a reader who distrusts one may accept the other.

**2.3** (a) the paragraph contains two claims, so it has lost unity. (b) split it into two paragraphs, one claim each.

**3.1 B.** excluding a rival explanation is what makes the evidence decisive.

**3.2 B.** assertion gives the reader nothing to accept it on.

**3.3** disputable claim stated; relevant evidence; commentary connecting evidence to claim; the paragraph stays on one claim.