

1.2 Identifying claims and evidence

Name: _____ Class: _____ Date: _____ **Total: 11 marks**

KEY WORDS evidence 证据 • claim 主张 • audience 受众

Objective

Build the skills to answer exam questions on identifying a **claim** 主张 and its **evidence** 证据.

You must be able to:

- tell a claim from a fact and from an opinion without support
- identify the evidence attached to a given claim
- state what kind of evidence a passage uses
- explain why unattached evidence weakens an argument

1 Worked examples

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

■ What makes a claim

A **claim** is a statement that could be disputed and that the writer is undertaking to support. “The river is 40 km long” is a fact; “the river has been mismanaged” is a claim.

■ Finding the evidence

Evidence is whatever the writer offers so that a reader who doubts the claim might accept it: data, examples, testimony, precedent, anecdote. The test is the question *why should I believe that?* — the answer is the evidence.

■ Naming the kind

Say **what kind** of evidence it is, not just that there is some: statistical, anecdotal, expert testimony, historical precedent, direct observation. The kind is what makes it fit or unfit for the audience.

2 Practice

2.1 State the difference between a claim and a fact. [2]

2.2 State two kinds of evidence a writer might use. [2]

2.3 A writer states: “Our libraries are failing. Visits fell 30% in five years.”

(a) Identify the claim. [1]

(b) Identify the kind of evidence. [1]

3 Exam-style questions

3.1 Which of these is a claim rather than a fact? [1]

A	B
C	D

- A** The bridge was built in 1932.
B The bridge carries 12,000 vehicles daily.
C The bridge should be replaced.
D The bridge is 400 metres long.

3.2 A paragraph gives three vivid personal stories and no figures. Its evidence is best described as [1]

A	B
C	D

- A** statistical
B anecdotal
C expert testimony
D historical precedent

3.3 A passage presents striking data and then moves to a new topic without comment.

(a) State what is missing. [1]

(b) Explain why the argument is weaker for it. [2]
