

2.3 Identifying claims and evidence

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

KEY WORDS thesis 论点

Objective

Build the skills to identify claims and evidence in a text with **more than one claim**.

You must be able to:

- separate a main claim from supporting sub-claims
- attach each piece of evidence to the claim it serves
- notice evidence that supports nothing
- state the relationship between two claims in a passage

1 Worked examples

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

■ Main claim and sub-claims

A passage usually argues one thing overall and several things along the way. The **main claim** is what the passage would fail without; a **sub-claim** supports it. Ask which depends on which.

■ Attaching evidence

Each piece of evidence belongs to a particular claim. Mark them: this statistic supports sub-claim 2, this anecdote supports sub-claim 1. Evidence that attaches to nothing is a signal — either a gap in the reasoning or a bid for the reader’s sympathy.

■ Relationships between claims

Two claims may be **cumulative** (each adds weight), **conditional** (the second holds only if the first does), or in **tension** (the writer is qualifying). Naming the relationship is the analysis.

2 Practice

2.1 State how to tell a main claim from a sub-claim. [2]

2.2 State one thing unattached evidence may indicate. [2]

2.3 A passage argues that a policy is unaffordable and separately that it is unfair.

(a) State the relationship between the two claims. [1]

(b) State what the writer gains by making both. [1]

3 Exam-style questions

3.1 A claim that holds only if an earlier one does is [1]

A	B
C	D

- A cumulative
- B conditional
- C in tension
- D unattached

3.2 A vivid story that supports no stated claim most likely functions to [1]

A	B
C	D

- A prove the thesis
- B engage the reader’s sympathy
- C qualify a claim
- D define a term

3.3 A passage offers four statistics; three support the main claim and one supports a sub-claim.

(a) State why marking which is which matters. [1]

(b) Explain how this affects an analysis of the line of reasoning. [2]
