

3.2 Developing a paragraph with claim and evidence

Name: _____ Class: _____ Date: _____ **Total: 12 marks**

Objective

Build the skills to develop a paragraph that makes its **assumption** explicit.

You must be able to:

- state the assumption connecting your evidence to your claim
- defend that assumption briefly where a reader might doubt it
- keep the paragraph to what the evidence earns
- avoid overclaiming in the final sentence

1 Worked examples

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

■ Making the assumption explicit

“Attendance rose after the change” supports “the change worked” only if other factors held steady. Saying so — “no other alteration was made that year” — turns an implicit leap into an argued step.

■ Defending briefly

You do not need a paragraph on the assumption; a clause is often enough. The point is that the reader can see the step rather than being carried over it.

■ Not overclaiming

A paragraph that has earned “this suggests” should not end on “this proves”. The last sentence is where overclaiming usually happens, because it is where a writer wants to sound decisive.

2 Practice

2.1 State what making an assumption explicit achieves. [2]

2.2 State where in a paragraph overclaiming most often occurs and why. [2]

2.3 Evidence: library visits rose 20% in the year a café opened inside.

(a) State a claim this evidence earns. [1]

(b) State a claim it does not. [1]

3 Exam-style questions

3.1 A paragraph whose evidence supports “suggests” but which concludes “proves” has[1]

- | | |
|---|---|
| A | B |
| C | D |
- A overclaimed
B underclaimed
C lost unity
D used the wrong transition

3.2 Defending an assumption in a single clause is usually [1]

- | | |
|---|---|
| A | B |
| C | D |
- A insufficient in every case
B enough to make the step visible to the reader
C a digression
D a concession

3.3 Write a paragraph of four sentences that states a claim, gives evidence, names the assumption, and stops at what the evidence earns. [4]
