

7.3 How claims are qualified

Name: _____ Class: _____ Date: _____

Total: 18 marks

KEY WORDS qualification 限定

Objective

Build the skills to analyse **how a claim is qualified** in a text.

You must be able to:

- identify the qualifying word, clause or structure
- state what the qualification excludes
- distinguish a qualification from a hedge and from a concession
- explain the effect of qualification on credibility

1 Worked examples

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

■ Where qualification lives

In a **word** (often, typically, largely), a **clause** (where transport allows), a **modal** (may, can, might), or a **structure** (a subordinate clause carrying the exception). Point to the actual language.

■ What it excludes

A qualification is informative in proportion to what it rules out. “In cities over one million” excludes a great deal; “in some circumstances” excludes nothing.

■ Three different moves

A **qualification** limits the claim’s scope. A **hedge** weakens the writer’s commitment without limiting scope. A **concession** grants a separate point to the other side. They look similar and do different work.

2 Practice

2.1 Name three places qualification can appear in a sentence.

[3]

2.2 State the difference between a qualification and a hedge. [2]

2.3 “This holds in cities over one million; elsewhere the effect reverses.”

(a) State what the qualification excludes. [1]

(b) State its effect on credibility. [1]

3 Exam-style questions

3.1 “In some circumstances” is best described as [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** an informative qualification
B a hedge
C a concession
D a thesis

3.2 A qualification is informative in proportion to [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** its length
B what it rules out
C where it appears
D the writer’s tone

3.3 A passage qualifies its central claim three times in one paragraph.

(a) State one possible reason. [1]

(b) Explain the risk. [2]

3.4 Full free-response task. In a 2009 lecture, an economist argues that a proposed policy “will probably work, in the countries that can afford to wait”. She repeatedly uses “*tends to*”, “*in most cases*” and “*on the evidence we have*”, and devotes an entire paragraph to a country where the policy failed.

Marked on the AP 6-point rubric: **Row A — Thesis (1), Row B — Evidence and Commentary (4), Row C — Sophistication (1).**