

3.9 Selecting relevant and sufficient evidence

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

KEY WORDS evidence 证据 • line of reasoning 推理线索

Objective

Build the skills to select **evidence** 证据.

You must be able to:

- name the six purposes evidence can serve
- state when evidence is effective
- state when evidence is sufficient
- explain what 'recursive' means for the writing process

1 Worked examples

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

■ Six purposes

Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. Six, and they are not the same job.

■ Effective

Evidence is effective when the writer uses commentary to explain a logical relationship between the evidence and the claim. Effectiveness is a property of the pairing, not of the quotation.

■ Sufficient

Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. Both quantity and quality — many weak quotations are not sufficient.

■ Recursive

Developing an interpretation is a recursive process: an interpretation can emerge from analysing evidence and then forming a line of reasoning, or from forming a line of reasoning and then identifying relevant evidence.

Either order is legitimate.

2 Practice

2.1 Name four of the six purposes evidence can serve. [2]

2.2 State when evidence is effective and when it is sufficient. [2]

2.3 The process is recursive.
(a) State the two orders the CED permits. [2]
(b) State why many weak quotations are not sufficient. [1]

3 Exam-style questions

3.1 Effectiveness is a property of [1]

- **A** the quotation alone
- **B** the pairing of evidence and commentary
- **C** the length of the essay
- **D** the number of quotations

3.2 Sufficiency depends on quantity and

[1]

- **A** quality
 - **B** font
 - **C** page count
 - **D** genre
-

3.3 An essay quotes eight times and explains none of them.

(a) State which criterion fails.

[1]

(b) Explain why quantity does not compensate.

[2]

Solutions

2.1 any four of: illustrate; clarify; exemplify; associate; amplify; qualify.

2.2 effective when commentary explains a logical relationship between evidence and claim; sufficient when quantity and quality provide apt support for the line of reasoning.

2.3 (a) analysing evidence then forming a line of reasoning; forming a line of reasoning then identifying evidence. (b) sufficiency requires quality as well as quantity.

3.1 B. the pairing.

3.2 A. quality.

3.3 (a) effectiveness. (b) unexplained evidence establishes no relationship to any claim, so adding more of it adds no support.