

# 4.13 Selecting relevant and sufficient evidence

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ **Total: 13 marks**

**KEY WORDS** purposefully 有目的地

## Objective

Build the skills to use evidence **purposefully** 有目的地.

**You must be able to:**

- name the six purposes evidence can serve
- distinguish two of them precisely
- state the conditions for effectiveness and sufficiency
- choose evidence for a purpose rather than for availability

## 1 Worked examples

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

### ■ Six purposes

**Illustrate, clarify, exemplify, associate, amplify, or qualify.** Choosing which purpose a piece of evidence serves is a decision, not a formality.

### ■ Two of them

**Amplify** strengthens a point already made; **qualify** limits it. An essay that only amplifies sounds one-sided; one that qualifies where the text resists a claim sounds careful.

### ■ Conditions

**Effective:** commentary explains a logical relationship between evidence and claim.

**Sufficient:** quantity and quality provide apt support for the line of reasoning.

### ■ Purpose over availability

The commonest fault is quoting the passage that is easiest to find. Decide what job the paragraph needs done, then find evidence that does it.

## 2 Practice

**2.1** Name the six purposes evidence can serve. [3]

---

---

**2.2** Distinguish amplifying from qualifying. [2]

---

---

**2.3** Evidence should be chosen for a purpose.

(a) State the commonest fault. [1]

(b) State the two conditions for effectiveness and sufficiency. [2]

---

---

---

---

## 3 Exam-style questions

**3.1** To qualify a point is to [1]

- **A** strengthen it
- **B** limit it
- **C** repeat it
- **D** ignore it

---

**3.2** An essay that only amplifies sounds [1]

- **A** careful
- **B** one-sided
- **C** brief
- **D** ungrammatical

---

**3.3** A passage seems to contradict your claim.

(a) State which purpose it can serve.

[1]

(b) Explain why using it strengthens the essay.

[2]

---

---

---

## Solutions

**2.1** illustrate; clarify; exemplify; associate; amplify; qualify.

**2.2** amplifying strengthens a point already made; qualifying limits it.

**2.3** (a) quoting the passage that is easiest to find. (b) effective when commentary explains the logical relationship to the claim; sufficient when quantity and quality aptly support the line of reasoning.

**3.1 B.** to limit.

**3.2 B.** one-sided.

**3.3** (a) qualify. (b) it shows the writer has read against their own claim, and a claim stated with its limits is harder to refute than one stated absolutely.