

5.10 Selecting relevant and sufficient evidence

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to select **poetic evidence** 诗歌证据.

You must be able to:

- name the six purposes evidence serves
- state the conditions for effectiveness and sufficiency
- explain what counts as one piece of evidence in a poem
- state what 'recursive' permits

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.

■ Conditions

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

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

■ One piece in a poem

A single word can be one piece of evidence, and a whole stanza can be one piece. What makes it one piece is that it supports one claim. Quoting four lines to use one word wastes the reader's attention.

■ Recursive

An interpretation can emerge from analysing evidence and then forming a line of reasoning, or from forming a line of reasoning and then identifying evidence. With a poem in front of you, the first order is usually the practical one.

2 Practice

2.1 State the conditions for effectiveness and sufficiency. [2]

2.2 Explain what counts as one piece of evidence in a poem. [2]

2.3 The process is recursive.

(a) State the two orders permitted. [2]

(b) State the fault in quoting four lines to use one word. [1]

3 Exam-style questions

3.1 Sufficiency requires quantity and [1]

- **A** quality
- **B** rhyme
- **C** length
- **D** repetition

3.2 What makes a quotation one piece of evidence is that it [1]

- **A** supports one claim
- **B** is one line
- **C** is short
- **D** rhymes

3.3 An essay quotes a whole stanza and comments on one adjective.

(a) State the problem. [1]

(b) Explain the fix.

[2]

4 Go further

- work through the **5.10 Selecting relevant and sufficient evidence** lesson on the **Learn** page;
- read the **Poetry II** section of the AP English Literature handout on the **Know** page.

Solutions

2.1 effective when commentary explains a logical relationship between evidence and claim; sufficient when quantity and quality aptly support the line of reasoning.

2.2 whatever supports one claim, which may be a single word or a whole stanza.

2.3 (a) analysing evidence then forming a line of reasoning; forming a line of reasoning then identifying evidence. (b) it spends the reader's attention on words the essay does not use.

3.1 A. quality.

3.2 A. it supports one claim.

3.3 (a) most of the quotation does no work. (b) quote only the phrase containing the adjective, or expand the commentary so the rest of the stanza earns its place.