

6.12 Selecting relevant and sufficient evidence

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS across a long text 全书取证

Objective

Build the skills to gather evidence **across a long text** 全书取证.

You must be able to:

- state the conditions for effectiveness and sufficiency
- explain what sufficiency means across a long text
- name the six purposes evidence serves
- explain the risk of drawing all evidence from one section

1 Worked examples

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

■ Conditions

Effective: commentary explains a logical relationship between evidence and claim.**Sufficient:** quantity and quality provide apt support for the line of reasoning.

■ Across a long text

A claim about a whole novel supported only from chapter one is not sufficient, however well explained. Sufficiency here includes range.

■ Six purposes

Illustrate, clarify, exemplify, associate, amplify, or qualify.

■ The one-section risk

Evidence clustered in one part of a text usually means the claim was formed there and never tested elsewhere. Deliberately looking for a counter-instance later in the book either strengthens the claim or corrects it.

2 Practice

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

2.2 Explain what sufficiency includes in a long text. [2]

2.3 Evidence from one section is a risk.

(a) State what it usually indicates. [2]

(b) State the remedy. [1]

3 Exam-style questions

3.1 Sufficiency in a long-text essay also includes [1]

- A range across the text
- B length of quotation
- C number of pages read
- D the edition used

3.2 Looking for a counter-instance later in the book [1]

- A either strengthens or corrects the claim
- B always weakens the essay
- C is forbidden
- D replaces commentary

3.3 An essay on a 400-page novel quotes only from the first fifty pages.

(a) State which criterion is at risk.

[1]

(b) Explain the fix.

[2]

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 range as well as quantity, since a claim about the whole text needs evidence from across it.

2.3 (a) that the claim was formed in that section and never tested against the rest. (b) look deliberately for a counter-instance later in the text.

3.1 A. range.

3.2 A. either outcome improves the essay.

3.3 (a) sufficiency. (b) test the claim against later chapters and replace or supplement the evidence so it spans the text.