

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 | B |
| C | D |
- 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 | B |
| C | D |
- 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]
