

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

3.2 An essay that only amplifies sounds [1]

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