

## 9.8 Selecting relevant and sufficient evidence

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 13 marks

**KEY WORDS** from memory 凭记忆取证

### Objective

Build the skills to marshal evidence **from memory** 凭记忆取证.

**You must be able to:**

- state the conditions for effectiveness and sufficiency
- explain the difficulty of writing without the text
- state what the recursive process permits
- prepare a text so its evidence is available

### 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.

#### ■ Without the text

In a literary argument essay the book is not in front of you. Evidence must be recalled accurately, which means preparing a small number of passages you know precisely rather than a general impression of the whole.

#### ■ Recursive

**An interpretation can emerge from analysing evidence or from forming a line of reasoning and then identifying evidence.** With a remembered text, the second order is usually forced — and it is legitimate.

#### ■ Preparation

For each text, know a handful of specific moments — a decision, an image, an exchange — well enough to describe them precisely. Precise description of a remembered scene is admissible evidence; a vague gesture at the novel is not.

## 2 Practice

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

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**2.2** Explain the difficulty of writing without the text. [2]

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**2.3** Preparation makes evidence available.

(a) State what to prepare. [2]

(b) State which order of the recursive process is usually forced. [1]

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## 3 Exam-style questions

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**3.1** Precise description of a remembered scene is [1]

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

**A** admissible evidence

**B** never acceptable

**C** a substitute for a thesis

**D** commentary

**3.2** With a remembered text the usual order is [1]

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

**A** line of reasoning first, then evidence

**B** evidence first, then reasoning

**C** neither

**D** both simultaneously

**3.3** Write a claim about a text you know well and name two specific moments that would defend it. [4]

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