**Little Heath Sixth Form**

*CRITICAL THINKING*

Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  **Unit 1: Introduction to Critical Thinking** | **Unit Code:**  **F501** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| 1. Reading and understanding text - from English, History, etc. |  |  |  |
| 1. Analysing (breaking down) text into its parts - from English. |  |  |  |
| 1. Evaluating numerical evidence. This means deciding if evidence using numbers and data gives good support to the argument - from Science, Maths, etc. |  |  |  |
| 1. Evaluating arguments. This means deciding if an argument is well supported with reasons and evidence – from English, History, etc. |  |  |  |
| 1. Credibility of sources. This means deciding how much you can trust what a document or person is saying – from History, English, Science, etc. |  |  |  |

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| 1. **Deciding if a piece of text is an argument** (rather than, say, a description or explanation) |  |  |  |  |
| 1. **Analysing an argument into its parts** – especially reasons and conclusion, but also evidence, examples, intermediate conclusions, counter-assertions and counter-arguments |  |  |  |  |
| 1. **Finding assumptions in an argument**. |  |  |  |  |
| 1. **Identifying hypothetical reasoning**. |  |  |  |  |
| 1. **Identifying and using argument indicator words**, such as ‘therefore’, ‘because’, ‘for example’, etc. |  |  |  |  |
| 1. **Evaluating the use of evidence in arguments**, to decide how strongly it supports the argument. |  |  |  |  |
| 1. **Evaluating how strongly reasons support the conclusion** of the argument |  |  |  |  |
| 1. **Deciding how credible (believable) a particular source of information is by using the 5 RAVEN criteria** – reputation, ability to sense, vested interest, expertise/experience and neutrality/bias. |  |  |  |  |
| 1. **Deciding**, given the credibility of information and the strength of arguments put forward, what is most likely to happen or **which side of a debate is stronger**. |  |  |  |  |

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| **Knowledge/Specification** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **ANALYSIS** |  |  |  |  |
| 1. What is an **argument**? |  |  |  |  |
| 1. What is a **claim** or **statement**? |  |  |  |  |
| 1. What **parts**, **elements** or **constituents** can an argument be broken down into? |  |  |  |  |
| 1. What is a **reason**? |  |  |  |  |
| 1. What is a **conclusion**? |  |  |  |  |
| 1. What is an **intermediate** **conclusion**? |  |  |  |  |
| 1. What is **evidence**? |  |  |  |  |
| 1. What is an **example**? |  |  |  |  |
| 1. What is a **counter-assertion** or **counter-argument**? |  |  |  |  |
| 1. What is **hypothetical reasoning**? |  |  |  |  |
| 1. What is an **assumption**? |  |  |  |  |
| 1. What are the main **argument indicators** for the different parts of an argument? |  |  |  |  |
| **EVALUATION** |  |  |  |  |
| 1. What makes **evidence** **strong or weak**? |  |  |  |  |
| 1. When is evidence **representative** or not? |  |  |  |  |
| 1. When is the **sample size** large enough? |  |  |  |  |
| 1. When is evidence **ambiguous** or **unclear**? |  |  |  |  |
| 1. Why does it matter **how** **and** **when** **evidence** **was** **collected**? |  |  |  |  |
| 1. What does it mean for evidence to have **alternative interpretations**? |  |  |  |  |
| 1. What makes an **argument strong or weak**? |  |  |  |  |
| 1. What makes a reason **plausible**, **relevant** or **strong**? |  |  |  |  |
| **Knowledge/Specification (continued)** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **CREDIBILITY** |  |  |  |  |
| 1. What is **credibility**? |  |  |  |  |
| 1. What is **plausibility**? |  |  |  |  |
| 1. What is a **source**? What different types of source are there? |  |  |  |  |
| 1. What are the five **RAVEN** credibility criteria? |  |  |  |  |
| 1. What is **reputation**? |  |  |  |  |
| 1. What is the **ability to sense or perceive**? |  |  |  |  |
| 1. What is a **vested interest**? |  |  |  |  |
| 1. What is **expertise**?What is **experience**? |  |  |  |  |
| 1. What is **neutrality**? What is **bias**? |  |  |  |  |
| 1. What is a **reasoned judgement**? |  |  |  |  |
| **QUESTION TYPES** |  |  |  |  |
| SECTION A |  |  |  |  |
| 1. When asked to pick out an argument element or part from text, include only that argument part or element and nothing else. |  |  |  |  |
| 1. When asked to explain an argument element or part, you should give a definition. |  |  |  |  |
| 1. When explaining the strength or weakness in evidence, include what the evidence is supporting and whether it supports it well – using the criteria for strong/weak evidence and fully explaining them in the context of the evidence you are evaluating. |  |  |  |  |
| 1. When explaining the strength or weakness in arguments, paraphrase the reason you are discussing and the conclusion and comment on how strong the link is between them. Explain each point fully in the context of the particular argument you are evaluating. |  |  |  |  |
| **Knowledge/Specification (continued)** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| SECTION B |  |  |  |  |
| 1. When assessing the credibility of a source, assess the same source as asked in the question (if it’s about the person, assess the person; if it’s about the document, assess the document, etc.) |  |  |  |  |
| 1. When assessing the credibility of a source, include one of the RAVEN credibility criteria, whether your point strengthens or weakens the credibility of the source, and explain why. If the question asks for reference to the source, make sure you quote, relevantly, from the source in your answer. |  |  |  |  |
| 1. When coming to a reasoned judgement, taking into account the credibility and plausibility of two sides of a debate, make sure you assess the credibility of a number of sources on each side, and come to an overall conclusion about which side seems to have the higher credibility. Refer to the text. Then, using arguments from the text and your own, state arguments from each side and say which of the sides seems to have the most plausible (strongest) argument. Then, referring to your judgements about credibility and plausibility, come to an overall judgement about which side’s case is stronger. |  |  |  |  |

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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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*Note: You should discuss this checklist regularly with your subject teacher/mentor*