**Little Heath Sixth Form**

*CRITICAL THINKING*

Personal Learning Checklist

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

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| **Unit Name:****Unit 2: Assessing and Developing Argument** | **Unit Code:****F502** |
| *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.
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| 1. Communicating your own ideas in clear English – from English, History, RE, 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, analogies and principles
 |  |  |  |  |
| 1. **Finding and evaluating assumptions** in an argument. Are they plausible?
 |  |  |  |  |
| 1. **Identifying and evaluating hypothetical reasoning**. Is it plausible?
 |  |  |  |  |
| 1. **Identifying and using argument indicator words**, such as ‘therefore’, ‘because’, ‘for example’, etc.
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| 1. **Evaluating analogies** – are they weak or strong?
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| 1. **Evaluating principles**.
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| 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. Perhaps by identifying flaws or appeals in the argument.
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| 1. **Writing reasons that would give support to a conclusion**.
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| 1. **Writing rationally persuasive arguments**, including reasons, intermediate conclusions, evidence, examples, counter-assertions, counter-arguments and main conclusions.

(and perhaps analogies, principles and hypothetical reasoning) |  |  |  |  |
| **Knowledge/Specification**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **KEY WORDS** |  |  |  |  |
| 1. What is a **belief**?
 |  |  |  |  |
| 1. What is an **opinion**?
 |  |  |  |  |
| 1. What is **knowledge**?
 |  |  |  |  |
| 1. What is **reasoning**?
 |  |  |  |  |
| 1. What is a **refutation**?
 |  |  |  |  |
| 1. What is a **repudiation**?
 |  |  |  |  |
| 1. What is it to **infer** or to make an **inference**? (Also known as **drawing a conclusion**)
 |  |  |  |  |
| 1. What is a **contradiction**?
 |  |  |  |  |
| 1. When are arguments **coherent**?
 |  |  |  |  |
| 1. What do we mean by the **structure** of an argument?
 |  |  |  |  |
| 1. When are claims **consistent** and when are they **inconsistent**?
 |  |  |  |  |
| 1. What does it mean to **imply** something?
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| 1. What is **ambiguity**?
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| 1. What does **converse** mean?
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| **Knowledge/Specification (continued)** | **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. UNIT 1: What is a **reason**, **conclusion**, **intermediate conclusion**, **evidence**, **example**, **counter-assertion**, **counter-argument**, **hypothetical reasoning** and **assumption**?
 |  |  |  |  |
| 1. What is an **analogy**?
 |  |  |  |  |
| 1. What is a **principle**?
 |  |  |  |  |
| 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**?
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| **Knowledge/Specification (continued)**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **EVALUATION (continued)** |  |  |  |  |
| 1. What is a **flaw**?
 |  |  |  |  |
| 1. What is the **Ad Hominem** (‘**to the person’**) flaw?
 |  |  |  |  |
| 1. What is the **straw person** flaw?
 |  |  |  |  |
| 1. What is the **restricting the options** flaw?
 |  |  |  |  |
| 1. What is the **false dichotomy** flaw?
 |  |  |  |  |
| 1. What is the **two wrongs don’t make a right** flaw?
 |  |  |  |  |
| 1. What is the **tu quoque** (‘**you too’**) flaw?
 |  |  |  |  |
| 1. What is the **confusing necessary and sufficient conditions** flaw?
 |  |  |  |  |
| 1. What is the **hasty generalisation** flaw?
 |  |  |  |  |
| 1. What is the **sweeping generalisation** flaw?
 |  |  |  |  |
| 1. What is the **confusing cause and effect** flaw?
 |  |  |  |  |
| 1. What is the **false cause** flaw?
 |  |  |  |  |
| 1. What is the **post hoc** (‘**after this’**) flaw?
 |  |  |  |  |
| 1. What is the **oversimplifying causal relationships** flaw?
 |  |  |  |  |
| 1. What is the **circular reasoning** flaw?
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| 1. What is the **begging the question** flaw?
 |  |  |  |  |
| 1. What is the **conflation** flaw?
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| 1. What is the **arguing from one thing to another** flaw?
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| **Knowledge/Specification (continued)**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **EVALUATION (continued)** |  |  |  |  |
| 1. What is an **appeal**?
 |  |  |  |  |
| 1. What is the appeal to **tradition**?
 |  |  |  |  |
| 1. What is the appeal to **history**?
 |  |  |  |  |
| 1. What is the appeal to **authority**?
 |  |  |  |  |
| 1. What is the appeal to **emotion**?
 |  |  |  |  |
| 1. What is the appeal to **popularity**?
 |  |  |  |  |
| **QUESTION TYPES** |  |  |  |  |
| SECTION B |  |  |  |  |
| 1. When asked to pick out an argument element or part from text, include only that argument part or element and nothing else.
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| 1. When asked to explain an argument element or part, you should give a definition and full explanation referring to the particular argument it is in.
 |  |  |  |  |
| 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. Identify flaws and appeals and fully explain them where relevant. Where relevant, explain the strengths and weaknesses of analogies, principles, hypothetical reasoning and assumptions.
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| **Knowledge/Specification (continued)**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| SECTION C |  |  |  |  |
| 1. When writing reasons, only write reasons – do not include examples, evidence or turn the reasons into arguments by including a conclusion.
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| 1. When writing full arguments, include all the elements that have been requested. Use argument indicators and paragraphs to make the structure of your argument clear.
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| **REVISION****Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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