



**PENINSULA**  
**COLLEGE**  
GEORGETOWN DK266-03(P)

## FINAL EXAMINATION

Semester	:	<b>SEPTEMBER 2024 SEMESTER</b>
Programme Name	:	<b>FOUNDATION IN ARTS</b>
Course Code & Name	:	<b>FA1103 THINKING SKILLS</b>
Duration	:	<b>3 HOURS</b>

### INSTRUCTIONS TO CANDIDATES:

1. Please read the instructions given in the question paper **CAREFULLY**.
2. The question paper consists of **FOUR (4)** questions.
3. Answer **ALL** questions in the question paper.
4. Answers to the questions are to be written into the examination booklet.
5. Electronic dictionaries, lecture notes, files, or any unauthorised materials except writing equipment are strictly prohibited.

This question paper must be submitted along with all used and/or unused rough papers and/ or graph papers (if any). Candidates are **NOT ALLOWED** to take any examination paper(s) used or unused out of the examination hall.

### WARNING:

The Examination Board of Peninsula College Georgetown regards cheating as a very serious offence and will not hesitate to mete out the appropriate punitive actions according to the severity of the offence committed, and in accordance with the clauses stipulated in the Students' Handbook, up to and including expulsion from Peninsula College Georgetown.

*(This booklet contains 3 printed pages including this page)*

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE ALLOWED TO DO SO**

Answer **ALL** the questions on the separate sheet provided.

**[100 marks]**

1. a) Define "Critical Thinking". (4 marks)
  
  - b) Explain **FIVE (5)** standards of critical thinking. (10 marks)
  
  - c) Discuss **FOUR (4)** comparisons for the characteristics of critical thinkers and uncritical thinkers. (8 marks)
  
  - d) Express your opinion on how you, as a student, would apply critical thinking in your academic activities. (3 marks)
- Total: [25 marks]
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2. a) Describe the difference between critical and creative. (2 marks)
  
  - b) Explain the **FIVE (5)** stages of Graham Wallas's creative process model. (10 marks)
  
  - c) Define and discuss **SIX (6)** Thinking Hat Models with an example. (13 marks)
- Total: [25 marks]
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3. a) Explain **ONE (1)** difference between fallacy and logical fallacy. (4 marks)
  
  - b) Identify which fallacy of relevance best describes the following passage. (6 marks)
    - i. Do not listen to his advice. His business went bankrupt, and he's been unemployed for over a year.
    - ii. I have been cheated by my dishonest boss of my severance package and the last five weeks of pay. I have tried to find a new job, but the infection in my leg has kept me bedridden. So, you have got to lend me RM 2,000. I swear I will pay you back.
    - iii. Mr. Langford claims that wearing helmets to ride bicycles is an important safety precaution. I remember taking long bike rides with my family when I was younger. We would ride for hours at a time along country roads. Those were such great memories.
    - iv. It is good to use fuel-efficient and hybrid cars. So, of course, people should drive fuel-efficient and hybrid cars.
    - v. My neighbor believes that vaccines are dangerous, so we shouldn't trust the scientific community on this issue

vi. We should reduce our use of fossil fuels to help combat climate change. Oh, so you're saying we should just shut down all factories and live without electricity? That's ridiculous!

c) Discuss **FIVE (5)** fallacies of insufficient evidence. Provide an example for each of them. (15 marks)

Total: [25 marks]

4. a) Define the meaning of reasoning. (3 marks)

b) Explain the **TWO (2)** differences between inductive and deductive reasoning in an argument. Provide examples for each reasoning to illustrate your explanation. (10 marks)

c) A city government is debating whether to implement a congestion charge for vehicles entering the downtown area during peak hours. The goal is to reduce traffic congestion, lower pollution levels, and encourage the use of public transportation. Proponents argue that this measure will lead to a cleaner, more efficient city, with less traffic and improved public health. They point to successful examples in cities like London and Stockholm, where similar measures have reduced congestion and air pollution. Opponents, however, argue that the charge will disproportionately affect low-income individuals who rely on their cars for commuting. They also claim that the revenue generated from the charge might not be used effectively to improve public transportation and could instead lead to increased costs for consumers.

Based on the question, answer the following:

i. Identify the main premise and conclusion of the argument. (4 marks)

ii. Evaluate the **TWO (2)** strengths and **TWO (2)** weaknesses of the argument. (8 marks)

Total: [25 marks]

**- END OF QUESTIONS -**