**Critical thinking ­­– Core 2 assessment task: combined rubric**

**CT5-4** undertakes research and engages in evident self-reflection throughout the critical thinking process.

**CT5-1** distinguishes different modes of thinking and identifies the characteristics and perspectives that are central to critical thinking

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| Holistic marking | Grade | Identifies writer and purpose  (component of CT5-4) | Identifies language choices  (component of CT5-4) | Identifies possible bias  (component of CT5-4) | Recognises counter arguments  (component of CT5-1) | Compares the models (component of CT5-1) |
| Makes a judgement about the extent to which bias is present in the articles and links several pieces of evidence to this inference including identification of author and purpose and language choices.  Makes a supported judgement from further research about the effect of the arguments, counter arguments and potential arguments on the articles’ credibility.  Analyses the similarities and differences in questions from the credibility test and the features of Toulmin’s model of argumentation and makes a statement on which process is preferable in relation to the processes of critical thinking. | **A** | Identifies the author and publisher and infers possible reasons why the article was written using the credibility questions. Identifies who the intended audience is for the article and what the writer wants them to do. Uses this thinking to make a judgement about the credibility of the article. | Identifies emotive language in the text and describes the effect this has on the reader and links the reason for the author choosing this language with the author’s purpose for writing. Makes a judgement about how this affects the credibility of the article. | Makes a judgement about the extent to which bias is present in the articles and links several pieces of evidence to this inference. | Recognises the absence of a counter argument and suggests possible credible counter argument using further research. Makes a judgement about the effect on the articles’ credibility. | Explains reasons for the processes in each model comparing their similarities and differences. Draws conclusions between the relevance of the model and the quality of the critical thinking it supports. |
| Makes a judgement about bias in the articles and links several pieces of evidence to this inference including identification of author and purpose and language choices.  Recognises the absence of a counter arguments in articles and suggests possible counter argument.  Explains the similarities and differences in questions from the credibility test and the features of Toulmin’s model of argumentation and makes a statement on which process is preferable. | **B** | Identifies the author and publisher and infers possible reasons why the article was written using the credibility questions. Identifies who the intended audience is for the article and what the writer wants them to do. Uses this thinking to analyse the credibility of the article. | Identifies emotive language in the text and describes the effect this has on the reader and links the reason for the author choosing this language with the author’s purpose for writing. | Makes a judgement about bias in the articles and links several pieces of evidence to this inference. | Recognises the absence of a counter argument and suggests possible counter argument. | Explains some reasons for the processes in each model comparing their similarities and differences with an evidenced reason for which process is preferable. |
| Makes a judgement about bias in each article and gives a reason which may be a recognition of the author's purpose or the language choices.  Recognises the absence of a counter argument.  Describes the questions from the credibility test and the features of Toulmin’s model of argumentation and gives a reason for which process is preferable. | **C** | Identifies the author and publisher and infers one possible reason why the article was written using the credibility questions. Identifies who the intended audience is for the article and what the writer wants them to do. | Identifies emotive language in the text and describes the effect this has on the reader and why the author has chosen this language. | Makes a judgement about bias in each article and gives a reason. | Recognises the absence of a counter argument. | Describes the questions from the credibility test and the features of Toulmin’s model of argumentation and gives an evidenced reason for which process is preferable. |
| Makes an unsupported statement about bias in the articles. Recognises a counter argument in one of the articles. Recognises emotive language and suggests a reason for this language choice.  Describes the questions from the credibility test and the features of Toulmin’s model of argumentation and makes a statement on which process is preferable. | **D** | Identifies the author and publisher. Identifies a reason directly stated from the articles about why it was written. | Identifies a piece of emotive or unemotive language and suggests one impact this may have on the reader. | Makes an unsupported statement about bias in the articles. | Recognises a counter argument in one of the articles. | Describes the questions from the credibility test and the features of Toulmin’s model of argumentation and makes a statement on which process is preferable. |
| Responds to the questions in the table. Names the authors and publishers. Identifies a piece of emotive or lack of emotive language.  Describes the questions from the credibility test and the features of Toulmin’s model of argumentation. | **E** | Names the authors and publishers. | Identifies a piece of emotive or a lack of language. | Responds to some questions in the table. | Responds to some questions in the table. | Describes the questions from the credibility test or the features of Toulmin’s model of argumentation. |

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