# Critical thinking – Option 1 assessment task – combined rubric



**CT5-3** constructs and builds stronger arguments with evidence-based decision making by discerning fact from fiction

**CT5-7** evaluates the impact of critical thinking on society and explains the importance of transferable skills across disciplines

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| Holistic marking | Grade | Identifying core issue  (component of CT5-3) | Argument  (component of CT5-3) | Communication  (component of CT5-3) | Evidence-base  (component of CT5-3) | Transfer critical thinking between war and business.  (component of CT5-7) |
| Defines and analyses the core issue and makes connections to wider and deeper issues.  Considers other significant points of view.  Makes an argument for the consortium considering options and using several pieces of information analysed for their credibility.  Analyses the similarities between a strategy from business and a strategy from war.  Communicates in a clear, logical, well-sequenced format. | **A** | Defines and analyses the core issue and makes connections to wider and deeper issues.  Considers several points of view including opposing points of view. | Makes an argument for the consortium considering options and using credible research. | Communicates in a clear, logical, well-sequenced format. | Builds a network of relationships between several pieces of information by understanding the relationship between a variety of ideas and analyses their credibility. | Analyses the similarities between a strategy from business and a strategy from war. |
| Defines and explains the core issues of the task and connects some wider issues.  Considers several points of view.  Makes an argument for the consortium using research and explains why this research is credible.  Explains the similarities between a strategy from business and a strategy from war.  Communicates in a logically sequenced format. | **B** | Defines and explains the core issues of the task and connects some wider issues.  Considers several points of view. | Makes an argument for the consortium using credible research. | Communicates in a logically sequenced format. | Finds several pieces of information and forms connections between them. Makes an argument for the consortium using credible research. | Explains the similarities between a strategy from business and a strategy from war |
| Explains the core issue presented and develops an argument.  Considers more than one point of view.  Makes an argument for the consortium and gives reasons.  Finds several pieces of information and makes a statement about their credibility.  Identifies the similarities between a strategy from business and a strategy from war.  Communicates using an appropriate format. | **C** | Explains the core issue presented and develops an argument.  Considers more than one point of view. | Makes an argument for the consortium and gives reasons. | Communicates using an appropriate format. | Finds several pieces of information and makes a statement about their credibility | Identifies the similarities between a strategy from business and a strategy from war. |
| Answers the questions from the task from one point of view.  States an opinion for the consortium and gives a reason.  Finds several pieces of information.  Names a strategy from business and a strategy from war.  Communicates using a basic format. | **D** | Answers the questions from the task from one point of view. | States an opinion for the consortium and gives a reason. | Communicates using a basic format. | Finds several pieces of information. | Names a strategy from business and a strategy from war. |
| Answers a question from the task.  States an opinion for the consortium.  Finds one piece of information.  Names a strategy from war.  Uses limited communication or formatting. | **E** | Answers a question from the task. | States an opinion for the consortium. | Uses limited communication or formatting. | Finds one piece of information. | Names a strategy from war. |

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