MARKING GUIDE

Develop critical thinking in others

Assessment 1 of 2

Short Answer Questions

Assessment Instructions

Task overview

This assessment includes eight short answer questions. Read each question carefully before typing your response in the space provided.
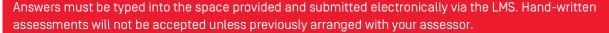
Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Review each of the following critical and creative thinking models. Research and catpure the following information:

- The author/s or creator/s of the model and their role where known, plus the affiliated testing process where indicated.
- Identify if it is a critical and/or creative thinking model.
- Provide a short description of the model.
- Identify and summarise the key elements, features and steps.
- Provide two sources of information used to conduct your research.
  - You must include at least one external information source used when researching.

Capture this information in the tables provided below.

Assessor instructions: Students must conduct research on each of the four critical and creative thinking models listed below.

Sample answers for each model are provided below.

The following must be included for each model.

- Include the author/creator of the model and their role where known, plus the affiliated testing process where indicated.
- Identify if it is a critical and/or creative thinking model: Students answers must reflect the answers below.
- Provide a short description of the model: This should be short and identify the key distinguishing elements of each.
- Identify and summarise the key elements, features and steps: Students need to identify and describe the models key steps as identified in the answers below. Word counts should be considered to determine if the correct level of detail is captured.
- Provide two sources of information used to conduct your research: Students may reference the LMS (their learning content) as one source, however they must include at least one external source of information also.

MODEL	BLOOMS TAXONOMY
Creator of the model Their related role/ position	*Benjamin Bloom* *An educational psychologist at the University of Chicago*
Is this a critical and/or creative thinking model? [Word count range: 2-4 words]	*Critical thinking*
Description [Word count range: 50-60 words]	*Benjamin Bloom's Taxonomy of Educational Objectives [1956]—a cross-disciplinary model for developing higher-order thinking in students—learning how to think critically involves the mastery of six increasingly complex cognitive skills.* *Bloom's Taxonomy conceives critical thinking mastery as a sequential process, that is, one cannot move to the next cognitive tier without successfully negotiating the previous level.*
Key elements/ features/ steps of the approach [List and describe, including at least 5	*The Bloom's taxonomy model involves six steps.* 1. *Knowledge: the remembering [recalling] of appropriate, previously learned terminology/specific facts/ways and means of dealing with specifics [conventions, trends and sequences, classifications and categories, criteria, methodology]/universals and abstractions in a field [principles and generalisations, theories and structures].*

planning verbs for each step] [Word count range: 170-200 words]	*PLANNING VERBS* [only 5 required in students answer]*: defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views.* 2. *Comprehension:* *Grasping [understanding] the meaning of informational materials.* *PLANNING VERBS: classifies; cites; converts; describes; discusses; estimates; explains; generalises; gives examples; makes sense out of; paraphrases; restates [in own words]; summarises; traces; understands.* 3. *Application:* *The use of previously learned information in new and concrete situations to solve problems that have single or best answers.* *PLANNING VERBS* [only 5 required in students answer]*: acts; administers; articulates; assesses; charts; collects; computes; constructs; contributes; controls; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalises; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilises.* 4. *Analysis:* *The breaking down of informational materials into their component parts, examining [and trying to understand the organisational structure of] such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalisations.* *PLANNING VERBS* [only 5 required in students answer]*: breaks down; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritises; recognises; separates; subdivides.* 5. *Synthesis:* *Creatively or divergently applying prior knowledge and skills to produce a new or original whole.* *PLANNING VERBS* [only 5 required in students answer]*: adapts; anticipates; categorises; collaborates; combines; communicates; compares; compiles; composes; contrasts; creates; designs; devises; expresses; facilitates; formulates; generates; incorporates; individualises; initiates; integrates; intervenes; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganises; revises; structures; substitutes; validates.* 6. *Evaluation:* *Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.* *PLANNING VERBS* [only 5 required in students answer]*: appraises; compares & contrasts; concludes; criticises; critiques; decides; defends; interprets; judges; justifies; reframes; supports.*

Source/s of information [Provide two information sources used in this research]	1.	*The LMS – learning content.*
	2.	*https://blogs.oregonstate.edu/wicnews/2017/11/29/critical-thinking-multiple-models-teaching-learning/*

MODEL	OSBORN-PARNES PROBLEM SOLVING PROCESS
Creators of the model Their related role/ position	*Alex Osborne* *Founded the Creative Education Foundation*
	Sidney Parnes *Led the Creative Education Foundation*
Is this a critical and/or creative thinking model? [Word count range: 2-4 words]	*Creative thinking*

Description [Word count range: 15-25 words]	*The Osborn Parnes creative problem-solving process is a structured way to generate creative and innovative ways to address problems.*

Key elements/ features/ steps of the approach
 	
[List and describe each]
 	
[Word count range: 320-360 words]
	The Osborn Parnes problem solving model includes six steps.
	
	1. *MESS FINDING/OBJECTIVE FINDING: Determine what the goal of your problem-solving process will be.*
	   • *What's the intent of carrying out your problem-solving process? Why are you doing it? This helps ensure you focus your efforts in the right area.*
	   • *Know your goals and objectives to focus your efforts where they have the most value.*
	2. *FACT-FINDING: Gather enough data to fully understand the problem.*
	   • *Gather as much information as you can on your problem to get a full picture of the situation.*
	   • *Collect data, gather information, make observations, and employ other methods of learning more about the situation.*
	   • *Identify success criteria for the situation.*
	3. *PROBLEM-FINDING: Dig deeper into the problem and find the root or real problem you want to focus on. Reframe the problem in order to generate creative and valuable solutions.*
	   • *Look at the problem and information you've gathered to clarify the problem you'll be solving.*
	   • *Make sure you're focusing on the right problem before moving forward to develop a solution.*
	4. *IDEA-FINDING: Generate multiple options for addressing the problem.*
	   • *Come up with many potential ideas to address the problem.*
	   • *Don't judge the suggestions - welcome all ideas. Unexpected or odd ideas may help others generate great ideas.*
	   • *Use brainstorming techniques, affinity mapping and grouping, and other tools to organise the input.*
	   • *Use "yes, and..." statements rather than "No, but..." statements to keep ideas flowing and avoid discouraging contributions.*
	5. *SOLUTION-FINDING: Choose the best options from the ideas generated.*
	   • *Set selection criteria for evaluating the ideas in order to select the best option. Weight your criteria to place more emphasis on the most important considerations.*
	   • *Create a prioritisation matix with your criteria to help you choose what to focus on.*
	6. *ACTION-FINDING: Develop a plan of action to implement the solution you've selected.*
	   • *Create a work breakdown structure of activities – this may be complex or simple.*
	   • *Identify who's responsible for each of the activities, dependencies, and due dates.*
	   • *Do an impact analysis, create a communication plan, and get buy-in or participation from more groups.*

Source/s of information [Provide two information sources used in this research]	1.	*The LMS – learning content.*
	2.	*https://projectbliss.net/osborn-parnes-creative-problem-solving-process/*

MODEL	RED MODEL
Creators of the model Their related role/ position	*No one is credited with this model*
The models most commonly affiliated test	*Watson Glaser Critical Thinking Appraisal*
Is this a critical and/or creative thinking model? [Word count range: 2-4 words]	*Critical thinking*
Description [Word count range: 20-30 words]	*Everyone inherently experiences some degree of subconscious bias in their thinking. Critical thinking skills can help an individual overcome these and separate out facts from opinions.*
Key elements/ features/ steps of the approach [List and describe each] [Word count range: 180-210 words]	*The RED model consists of three steps.* 1. *Recognise assumptions. This is all about comprehension. Actually understanding what is being stated and considering whether the information presented is true, and whether any evidence has been provided to back it up. Correctly identifying when assumptions have been made is an essential part of this, and being able to critically consider the validity of these assumptions - ideally from a number of different perspectives - can help identify missing information or logical inconsistencies.* 2. *Evaluate arguments. This skill is about the systematic analysis of the evidence and arguments provided. Being able to remain objective, while logically working through arguments and information. Critical evaluation of arguments requires an individual to suspend their judgement, which can be challenging when an argument has an emotional impact. It is all too easy to unconsciously seekinformation which confirms a preferred perspective, rather than critically analyse all of the information.* 3. *Draw conclusions. This is the ability to pull together a range of information and arrive at a logical conclusion based on the evidence. An individual with strong critical thinking skills will be able to adjust their conclusion should further evidence emerge which leads to a different conclusion.*
Source/s of information [Provide two information sources used in this research]	1. *The LMS – learning content.*
	2. *https://www.airuniversity.af.edu/LinkClick.aspx?fileticket=y4oFCKRrMKI%3D&portalid=10*

MODEL	HURSON'S PRODUCTIVE THINKING MODEL
Creator of the model Their related role/ position	*Tim Hurson* *Founding partner of ThinkX Intellectual Capital*
Is this a critical and/or creative thinking model? [Word count range: 2-4 words]	*Critical AND creative thinking*
Description [Word count range: 40-55 words]	*The model presents a structured framework for solving problems creatively.* *The advantage of the model is that it encourages you to use creative and critical thinking skills at each step of the problem-solving process meaning you take a well-rounded look at a problem, and come up with better solutions.*
Key elements/ features/ steps of the approach	*The Hurson's productive thinking model consists of six steps.*

SWIN
BUR
•NE•
OPEN
ED

[List and describe each, identifying the appropriate tools to support each step]
 	
[Word count range: 300-330 words]
	1. *Ask "What is going on?": What is the problem you want to deal with. This might be just one problem or a number of different problems. Use brainstorming to identify a list of problems should you need to. Ask questions such as:*
	   • *What are the/my major bug bears?*
	   • *What impact is it having?*
	   • *What's the detail of the problem?*
	   • *Who's involved or causing the problem?*
	   • *What does good look like?*
	2. *Ask "What is success?": Clearly define what success would look like should the problem be solved. Use the DRIVE process:*
	   • *Do – What do you want the solution to the problem to do?*
	   • *Restrictions – What should the solution not do*
	   • *Investment – What's available to help you, how much can you invest (time and money)*
	   • *Values – What values should the solution stand by/respect*
	   • *Essential Outcomes – How will you measure the success of the solution*
	3. *Ask "What is the question?": Look at a whole range of questions that if answered can solve the problem. This frames the challenge by turning it into a question. Look at the information you have gathered then think about the questions that will need to be answered to achieve the target. Use open questions such as "How?".*
	4. *Generate answers: Search for answers to your questions. Use brainstorming here to generate lots of answers to each of the questions posed.*
	5. *Forge the solution: Use something like a decision making grid to help identify the best answers. Once you have your best answer drill down into the detail and start to think about how it could be achieved. Begin to list the steps required to get to success.*
	6. *Align resources: Build a plan to achieve the outcome. Think about the resources you need to achieve the outcome. Use a tool such as an action plan or a project plan to put your plan together.*

Source/s of information [Provide two information sources used in this research]	1. *The LMS – learning content.*
	2. *https://www.revolutionlearning.co.uk/article/hursons-productive-thinking-model/*

Question 2

Conduct your own research to identify two additional models of critical and/or creative thinking. For each one identify the creator/s, provide a summary of the model and include a link to information on this model from the internet.

Capture this information in the tables provided below.

Assessor instructions: Students must conduct their own research to identify two additional models of critical and/or creative thinking. They must NOT reflect any of the following:

• Blooms taxonomy
• Osborne-Parnes creative problem solving process
• The RED model
• Hursons productive thinking model.

Sample answers for two alternate model are provided below.

Students may identify any other model, but it must be based on published information reflecting a critical and/or creative thinking process.

Students must include the following information for each model identified:

- The name of the model
- The creator/s of the model
- A summary of the model
- A link to information on the model

MODEL 1	Beyer's evaluative thinking model
Creator/s of the model	Barry Beyer
Summary of the model [Word count range: 80-120 words]	The word critical in critical thinking comes from the Greek word for criterion, kriterion, which means a benchmark for judging. Thus, critical or evaluative thinking provides the means to judge the accuracy, authenticity, plausibility, or sufficiency of claims. This involves 10 cognitive operations in any sequence or combination as needed. 1. Distinguishing between verifiable facts and value claims 2. Distinguishing relevant from irrelevant information, claims, or reasons 3. Determining the factual accuracy of a statement 4. Determining the credibility of a source 5. Identifying ambiguous claims or arguments 6. Identifying unstated assumptions 7. Detecting bias 8. Recognising logical fallacies 9. Recognising logical inconsistencies in a line of reasoning 10. Determining the strength of an argument or claim
Link to source of information from the internet [1 link]	https://blogs.oregonstate.edu/wicnews/2017/11/29/critical-thinking-multiple-models-teaching-learning/

MODEL 2	Calvin Taylor's Model/ Talents Unlimited
Creator/s of the model	Calvin Taylor
Short summary of the model [Word count range: 80-120 words]	The Taylor model incorporates both the critical and creative elements of thinking. This model describes the talent areas as follow: • Productive thinking suggests thinking of many, varied and unusual ideas and adding to them. • Communication involves using a range of techniques to describe something, describe feelings, compare things, making a network of ideas, showing empathy and sharing feelings and needs without words. • Planning involves identifying materials needed, steps to follow and problems that may occur. • Decision making requires identification of the many options, considering each, choosing one "best" alternative and providing justification for the choice. • Forecasting involves making predictions about a situation and examining cause and effect relationships.

Link to source of information from the internet [1 link]	*https://www.thoughtco.com/critical-and-creative-thinking-skills-1991449*

Question 3

Identify the six levels of cognitive learning according to Bloom's Taxonomy and provide one example of a work task or action that represents demonstration of that level.

Assessor instructions: Students must identify the six levels of cognitive learning according to Blooms Taxonomy and a work task or activity that reflects this level.

A sample answer is provided below.

The six levels of Bloom's Taxonomy must reflect the levels listed below.

A work task or action must be identified to reflect each level. These may include those captured below or be different, however they must reflect an activity in the workplace that relates to the level.

	Bloom's Taxonomy level [Word count: 1 word each]	Work task or action [Approximate word count: Up to 30 words each]
1.	*Knowledge*	*Knowing where to find a process or policy.*
2.	*Comprehension*	*Being able to describe an issue in the workplace or writing minutes of a meeting.*
3.	*Application*	*Knowing which procedure to apply when faced with a particular situation or being able to write a manual or guide that another person can use.*
4.	*Analysis*	*Looking at a problem and being able to break it down into contributing factors or understanding the perspective of a key stakeholder or another department.*
5.	*Synthesis*	*Taking complex information and summarising it in simple language or identifying the key differences between two problems or situations.*
6.	*Evaluation*	*Taking complex information and making a decision on the best way forward; or analysing a process or procedure make recommendations on how to change it to improve productivity.*

Question 4

Develop three questions that can be used to identify a gap in an individuals ability to apply critical and creative thinking skills and three questions that can be used to identif a gap in a teams ability to apply critical and creative thinking skills.

Assessor instructions: Students must capture three questions that identify gaps in critical and creative thinking skills of individuals and teams.

A sample answer is provided below.

Students must capture three questions for an individual and three questions for a team. These may reflect those included below or be different, however they must address a key skill or component of the critical and creative thinking process at the individual and team levels.

	Individual knowledge gap question [Word range: 5-15 words each]	Team knowledge gap question [Word range: 5-15 words each]
1.	*Can the staff member follow complaint procedures according to organisational processes and timelines?*	*Can the team work together to implement processes or procedures impacting multiple individuals?*

SWiN BUR NE
OPEN ED

2.	*Can the staff member identify issues or inefficiencies in their work processes?*	*Can the team identify issues in their work processes and come together to identify and discuss suggestions on how to improve them?*
3.	*Can the staff member makes suggestions on how to improve their work?* *Alternative answers may include:* • *Can the staff member communicate important information clearly and succinctly.* • *Can the staff member provide a summary of important insights and implications for future work on the spot without preparation.* • *Can the staff member work autonomously and work out how to answer questions.*	*Can the team identify when to solve issues within the team and when to escalate them to management for support?* *Alternative answers may include:* • *Can the team work together to collect and present important information clearly and succinctly?* • *Can the team consider multiple options to address an issue and fairly and logically determine the best way forward?* • *Can the team share information in order to better understand the overall process and their impact on it?*

Question 5

Describe each of the following stages of critical thinking and identify three processes you can implement as a leader to help develop the skills in others.

Assessor instructions: Students must describe each of the stages of critical thinking and provide three development processes/opportunities for each.

A sample answer is provided below.

Students must capture the key elements of the descriptions for each of the stages as identified below.

Students must also identify three processes they could implement to support the development of others relating to the skills involved in each stage. These may reflect those included below or be different, however they must relate to a process (task or activity) that will help build a skill needed in that stage of critical thinking.

Stage of critical thinking	Definition (Word range: 20-30 words each)	Development process (Word range: 10-20 words each)	
Analysis	*The breaking down of informational materials into their component parts, examining such information to develop divergent conclusions – To analyse, appraise, break down, calculate, categorise, compare, contrast, differentiate.*	1.	*Articulate the task before they begin to check for understanding.*
		2.	*Encourage them to break a task into sub-tasks and review each sub-task as they go.*
		3.	*Show them examples of quality work and how their work may differ.* *An additional answer may include:* - *Asking them to consider what could be done better and what can be done next.*
Synthesis	*Creatively or divergently applying prior knowledge and skills to produce a new or original whole: – To arrange, assemble, categorise, combine, compile, compose, construct.*	1.	*Provide opportunities to do low-risk work in this space.*
		2.	*Ask them questions like 'if you could only share one insight, what would it be?'*
		3.	*When they share updates, ask them to share in a succinct way first.* *An additional answer may include:*

SWIN BUR NE

OPEN ED

			- Have a team member wrap-up an internal, low stake team meeting with the key points.
Evaluation	*Judging the value of material based on personal values/opinions – To appraise, argue, assemble, assess, attach, choose, compare, conclude, construct, design, determine, develop*	1.	*Before answering their questions, ask them what they think?*
		2.	*When making recommendations, ask them to propose two to three, in priority order as they would recommend them.*
		3.	*Ask them to convey the logic behind their recommendations visually (for example, in a flowchart).*

Question 6

Identify and describe the five characteristics of a learning organisation and the relevant learning systems applied to each.

Assessor instructions: Students must identify the five characteristics of a learning organisation as listed below.

A sample answer is provided below.

For each characteristic they must provide a short description that captures they key elements included below, and an example of how this can be supported in the workplace/ the learning system applied. These examples and applications may vary but must reflect workplace application of the characteristic.

	Characteristics [Word range: 2-3 words each]	Description [Word range: 30-70 words each]	Learning system/ process applied [Word range: 15-30 words each]
1.	*Collaborative learning culture* ***OR*** *Systems thinking*	*A collaborative learning culture requires us to understand the system as a whole, but also each component (or business unit) that's involved so that each individual can better play their part.* *In doing so collaboration is required to capture the range of viewpoints, encouraging people to consider the needs and ideas of the overall community/organisation.*	*This is where social learning tools (such as teams channels/chats) can be implemented to foster and facilitate conversation and knowledge sharing across the organisation.*
2.	*Lifelong learning mindset* ***OR*** *Personal mastery*	*A lifelong learning mindset involves learners embracing, valuing and understanding the importance of continual growth (i.e. constant improvements to practical skills and knowledge, and applying them in real-life environments).*	*Formal and information ongoing professional development/ training can support the regular update of new/relevant skills and knowledge.* ***OR*** *Attendance at industry conferences and forums can support continuous development of knowledge on an individual level.*

SWIN BUR NE

OPEN ED

3.	Room for innovation **OR** Mental models	Self-reflection allows learners to evaluate and assess existing ideas in order to identify and challenge any beliefs that are standing in the way of progress. Learners must also be encouraged to test new theories and approaches. This type of experimentation involves risk but it also affords people the opportunity to learn from their mistakes. Mental models should be acknowledged and challenged in order to move beyond unfavourable behaviours and assumptions.	Formalise a process of self-reflection/ self-evaluation as a regular activity at the completion of a significant piece of work. Capture the results and review these regularly. **OR** Create a register of innovation/ experimentation to identify, capture and learn from these experiences. This should be shared widely so all may benefit from the process and outcomes.
4.	Forward thinking leadership **OR** Shared vision	Empower forward-thinking leaders that are committed to the process, have a shared vision, challenge assumptions, encourage self-reflection, and set an example for team members.	Leaders to host live webinars to give them the opportunity to share knowledge, nteract with their teams, address their teams questions and concerns, and raise awareness of the organisation's core objectives.
5.	Knowledge sharing **OR** Team learning	Each member of each team must be aware of the company's learning objectives and desired outcomes, so that they can work collectively to best achieve their common goals. In most cases, this calls for a knowledge-sharing infrastructure.	Centralised file management where user-generated content can be shared and consumed by various team members.

Question 7

For each of the legislative requirements listed, identify the name of the legislations, provide a brief description and an example of how they are applied in the workplace.

Assessor instructions: Students must identify a relevant piece of legislation, provide a short description and an example of how this is applied in the workplace.

A sample answer is provided below.

Where there is a range of legislation options available, the alternatives have been identified.

The description should reflect the information captured below.

The examples may vary but need to reflect an example of the practical application of the legislation identified.

	Legislative requirement	Legislation [1 legislation each]	Description [Word range: 15-40 words each]	Example as applied in the workplace [Word range: 10-20 words each]
1.	The right to fair and equitable treatment	Students may identify any of the anti-discrimination acts below: • Age Discrimination Act 2004,	Anti-discrimination legislation states that no person should discriminate against another based on age, race, gender, sex, and disability.	All employees must be given equal access to opportunities for development and/or promotion.

			<Students must identify their own state>		
			• *Disability Discrimination Act 1992,* • *Racial Discrimination Act 1975,* • *Sex Discrimination Act 1984*		
2.	The use of personal information		*Privacy and Protection of Act 1998*	*This act sets out the rules relating to the use and sharing of personal information.*	*Employee's personal information cannot be shared without the individual's consent.*
3.	Personal health and safety in the workplace – identify your state or territory and the related act.	State:	*<Students must identify their own state>*	*Employee health and safety must be prioritised in order to minimise risk of accident, injury or illness to all workers.* *WHS legislation also sets out the process for communication around workplace risk, hazard identification and incidents across the organisation.*	*Hazard identification review and reporting is completed regularly to ensure that employees have access to a safe and secure work environment.*
		Legislation:	*<The legislation must relate to the state identified above.* *The WHS legislation by state is captured in the table below.>*		

STATE	WHS LEGISLATION
Australian Capital Territory	*Work Health and Safety Act 2011 [ACT]*
New South Wales	*Work Health and Safety Act 2011 [NSW]*
Northern Territory	*Work Health and Safety [National Uniform Legislation] 2011 [NT]*
Queensland	*Work Health and Safety Act 2011 [QLD]*
South Australia	*Work Health and Safety Act 2012 [SA]*
Tasmania	*Work Health and Safety Act 2012 [TAS]*
Victoria	*Occupational Health and Safety Act 2004 [VIC]*
Western Australia	*Occupational Safety and Health Act 1984 [WA]*

Question 8

For each of the following topics, identify a reliable source of information and evaluate it against the CARS method.

Assessor instructions: Students must provide one source of information for each of the topics identified and conduct an evaluation of the credibility, accuracy, reasonableness and support for each.

A sample answer is provided below.

The sources provided below are the most reliabel source for each topic type, however students may provided alternative source options as long as they can confirm well weighted and thought out evaluations against each of the CARS elements.

The CARS elements requires them to consider the following:

- Credibility: Who wrote it [the authors qualifications and experience] and how the information is presented [well structured, well organised, correct spelling and grammar].

- Accuracy: How correct, up to date and detailed it is.

- <u>Reasonableness</u>: How fair, objective and consistent it is.

- <u>Support</u>: How the information is collated (sourced) and whether it can be backed up/supported.

Topic	Source of information (1 source each)	CARS evaluation (Word range: 10-25 words each)	
Information on the legal application of the Fair Work Act 2009.	*https://www.fairwork.gov.au/*	<u>C</u>redibility	*The author is a government department/representative and the information is well presented.*
		<u>A</u>ccuracy	*The information is current, reliable and detailed.*
		<u>R</u>easonableness	*The tone is fact based with no inconsistencies or personal bias.*
		<u>S</u>upport	*Data is well supported by other resources including other government websites, legal, financial and human resource agencies.*
Information on Australian statistics – everything from jobs, wages, housing, location demographics, births, deaths etc.	*https://www.abs.gov.au/*	<u>C</u>redibility	*The author is a government department/representative and the information is well presented.*
		<u>A</u>ccuracy	*The information is current, reliable and detailed.*
		<u>R</u>easonableness	*The tone is fact based with no inconsistencies or personal bias.*
		<u>S</u>upport	*Data is well supported by external sources and backed up by strict internal compliance/governance.*
Information about news or commentary on current events.	*https://www.abc.net.au/news/*	<u>C</u>redibility	*The ABC is principally funded by direct grants from the government and administered by a government appointed board. It has wide coverage and is well presented.*
		<u>A</u>ccuracy	*The ABC have a statutory duty to ensure accuracy of information and a detailed quality assurance policy to maintain this accuracy on a practical level.*
		<u>R</u>easonableness	*It has a wide range of authors with their own beliefs and perspectives, however perceptions of bias are regularly documented.*
		<u>S</u>upport	*Information is clearly sourced for the most part, however the sources reliability and validity may come into question.*

Assessment checklist:

Students must have completed all six questions within this assessment before submitting. This includes:

Eight short answer questions to be completed in the spaces provided.	☐

✓ Congratulations you have reached the end of Assessment 1!

SWIN BUR NE

OPEN ED