

Compare

Years 7–10 cognitive verb toolkit

What is comparing?

To compare is to recognise how things are similar and dissimilar. Our senses are often used to determine these similarities and differences and as our ability to compare increases, our minds start grouping things according to features and characteristics. For example, students are asked to sort two-dimensional shapes according to determined characteristics. Creating representations when comparing can help when moving into more abstract comparisons. This helps to move away from the literal similarities and differences and begin to recognise those that are subtler. An abstract comparison example may be using a Venn diagram to show the similarities and differences between genes and chromosomes, rather than a direct comparison of images.

This term is described in the notes section of the standard elaborations:

Term	Description
compare	estimate, measure or note how things are similar or dissimilar

Cognitive verb use in the Australian Curriculum

The cognitive verb compare appears in various learning area achievement standards and content descriptions in the Australian Curriculum. The table below shows the use of compare across the whole Australian Curriculum.

Compare in the Australian Curriculum achievement standards (AS) and content descriptions (CD)																
Year level	English	Health and Physical Education	HASS	History	Geography	Civics and Citizenship	Economics and Business	Mathematics	Science	Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Year 7	CD		AS CD	AS CD				AS CD								
Year 8				CD	AS				AS							
Year 9	AS CD			AS		AS		AS CD								
Year 10	CD					AS		AS CD								

Cognitive process

The cognitive verb **compare** is part of the analysis category of cognitive process.

Cognitive skills to help compare are: <ul style="list-style-type: none">• identify• record• summarise.	Cognitive skills that follow compare are: <ul style="list-style-type: none">• infer• evaluate• discuss.
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Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Year 7	History	Students identify and select a range of sources and locate, compare and use information to answer inquiry questions.	Locate, compare , select and use information from a range of sources as evidence (ACHHS210)
Year 8	Science	Students compare processes of rock formation, including the timescales involved.	
Year 9	English	Students make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)
Year 9 and 10	Maths	Students compare data sets by referring to the shapes of the various data displays.	Compare shapes of box plots to corresponding histograms and dot plots (ACMSP250)

More information

This factsheet is part of a suite of resources to support teachers in the explicit teaching and assessment of students' thinking. The suite of resources includes cognitive verb overviews, cognitive verb year-level overviews and categories of common cognitive verbs. The cognitive verbs are categorised using Marzano and Kendall's (2007) four levels of cognitive process: retrieval, comprehension, analysis and knowledge utilisation.

The suite of resources can be found here: www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/cognitive-verbs/years-7-10-cognitive-verb-toolkit.

Reference: Marzano, R & Kendall, J 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.



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