

Represent

Years 7–10 cognitive verb toolkit

What is representing?

To represent is to show, illustrate or provide an interpretation of information that is being examined. Representing involves both receptive language skills and expressive language skills. *Receptive language* involves the taking in of information either through reading, sensing or listening and includes the understanding of the symbols and signs that are embedded in texts. *Expressive language* includes the use of words, sentences, gestures and writing to convey meaning and messages to others.

For example, when representing in mathematics, showing how a mathematics operation can be illustrated in different forms may help to clarify and demonstrate understanding.

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

Term	Description
represent	use words, images, symbols or signs to convey meaning

Cognitive verb use in the Australian Curriculum

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

Represent 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			AS CD	AS	AS CD			AS CD	AS CD	AS CD						CD
Year 8					AS CD			CD	CD	AS CD						CD
Year 9					AS CD									AS		AS CD
Year 10					AS CD				AS					AS		AS CD

Cognitive process

The cognitive verb **represent** is part of the comprehension category of cognitive process.

Cognitive skills to help represent are: <ul style="list-style-type: none">• select• identify• organise.	Cognitive skills that follow represent are: <ul style="list-style-type: none">• explain• interpret• develop.
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Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Year 7	Mathematics	Students represent transformations in the Cartesian plane.	Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152)
Year 8	Science		Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (AC SIS144)
Year 9	Geography	Students record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions.	Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066)
Year 9 and 10	Visual Arts	Students analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas.	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)

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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