

Compare

Primary 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 the Red Kangaroo and the Grey Kangaroo, 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
Prep			AS CD	AS CD	AS CD			AS CD								
Year 1	CD		CD	CD	CD			CD	CD							
Year 2	AS CD		AS CD	AS CD				CD	CD							
Year 3								AS CD	CD						CD	CD
Year 4	CD		AS		AS			AS CD	AS CD				CD	CD	CD	CD
Year 5	CD		CD	CD	CD	CD	CD	CD	AS CD			CD	CD	CD	CD	CD
Year 6	AS CD		AS CD	AS CD	AS CD	CD	CD	AS CD	AS CD			CD	CD	CD	CD	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
Prep	HASS	Students relate stories about their past and share and compare observations about familiar places.	
Year 1	Science		Compare observations with those of others (ACSIS213)
Year 2	Mathematics		Compare masses of objects using balance scales (ACMMG038)
Year 3 and 4	Music		Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons , starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)
Year 5	English		Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewer's interpretations (ACELA1511)
Year 6	Mathematics	Students interpret and compare a variety of data displays including those displays for two categorical variables.	

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.

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