

Examine

Primary cognitive verb toolkit

What is examining?

To examine is to investigate to find out more information. Examining requires recognising where further investigation is needed, then formulating questions that will assist in uncovering more information. For example, when making a decision regarding health services in the community, you would examine the information on each of the services.

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

Term	Description
examine	determine the nature or conditions of

Cognitive verb use in the Australian Curriculum

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

Examine 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																
Year 1		AS CD														
Year 2		AS CD	CD	CD												
Year 3	CD	CD	AS CD	CD	CD	AS CD										
Year 4		CD	CD	CD	CD	AS CD	CD									
Year 5		AS CD	AS CD	CD	CD	AS CD	AS CD			CD	CD					
Year 6		AS CD	AS CD	CD	CD	AS CD	AS CD			CD	CD					

Cognitive process

The cognitive verb examine is part of the analysis category of cognitive process.

Cognitive skills to help examine are: <ul style="list-style-type: none">• determine• develop• discuss.	Cognitive skills that follow examine are: <ul style="list-style-type: none">• apply• argue• justify.
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Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Year 1 and 2	Health and Physical Education	Students examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.	
Year 3	English		Examine how evaluative language can be varied to be more or less forceful (ACELA1477)
Year 4	History		Examine information to identify different points of view and distinguish facts from opinions (ACHASS077)
Year 5 and 6	Design and Technologies		Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)

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.