

# Make decisions

## Primary cognitive verb toolkit

### What is decision-making?

To make a decision is to select from available options, considering relevant criteria to base the decision on, and then weigh each option according to the criteria.

For example, making a decision about a holiday destination might involve considering the weather, cost and travel time for each available option. These criteria might be given different weighting, e.g. for a beach holiday, the weather might be more important than the travel time.

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

Term	Description
make decisions	examine alternatives to choose an option

### Cognitive verb use in the Australian Curriculum

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

Make decisions/decide 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							CD		AS CD	AS			CD	CD	CD	
Year 1									AS							
Year 2									AS							
Year 3																
Year 4																
Year 5		CD	CD	CD	CD			CD		AS				CD		
Year 6		AS CD	CD	AS CD	CD			CD		AS				CD		

# Cognitive process

The cognitive verb make decisions is part of the knowledge utilisation category of cognitive process.

Cognitive skills to help make decisions are: <ul style="list-style-type: none"><li>• consider</li><li>• identify</li><li>• select.</li></ul>	Cognitive skills that follow make decisions are: <ul style="list-style-type: none"><li>• appraise</li><li>• justify</li><li>• propose.</li></ul>
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Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Prep	Mathematics		Use direct and indirect comparisons to <b>decide</b> which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)
Year 1 and 2	Design and Technologies	Students design solutions to simple problems using a sequence of steps and <b>decisions</b> .	
Year 5	Science		<b>Decide</b> variables to be changed and measured in fair tests, and observe, measure and record data with accuracy using digital technologies as appropriate (AC SIS087)
Year 6	HASS	Students collaboratively generate alternative responses to an issue, use criteria to <b>make decisions</b> and identify the advantages and disadvantages of preferring one decision over others.	

## 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](http://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.