

Represent

Primary 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.

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
Prep	CD		AS	AS	AS			CD	CD			AS	AS	AS	AS	AS
Year 1			AS	AS	AS			CD	CD			AS	AS	AS	AS	AS
Year 2								AS CD	AS CD			AS	AS	AS	AS	AS
Year 3			AS CD	AS CD	AS CD	CD		AS CD	CD			AS				CD
Year 4			AS CD	AS CD	AS CD	CD		CD	CD	AS						AS CD
Year 5			AS CD	CD	AS CD	CD	AS CD	CD	CD	AS						AS CD
Year 6			AS CD	AS CD	AS CD	CD	AS	CD	CD	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
Prep	English		Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)
Year 1	Dance	Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas.	
Year 2	Science	Students record and represent observations and communicate ideas in a variety of ways.	
Year 3	HASS	Students record and represent data in different formats, including labelled maps using basic cartographic conventions.	
Year 4	Visual Arts		Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
Year 5	Mathematics		List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116)
Year 6	Design and Technologies	Students combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.	

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.