

Cognitive verbs in the P–10 Australian Curriculum: Chinese

Overview

Key	
AS	Achievement standard
CD	Content description

This overview shows how the most common cognitive verbs across the Australian Curriculum are used in Chinese, along with other cognitive verbs (italicised) that are particularly important to student thinking in this subject. The overview includes five tables:

- Prep (Foundation) to Year 10 sequence — Second language learner pathway
- Years 7–10 (Year 7 entry) sequence — Second language learner pathway
- Prep (Foundation) to Year 10 sequence — Background language learner pathway
- Years 7–10 (Year 7 entry) sequence — Background language learner pathway
- Years 7–10 (Year 7 entry) sequence — First language learner pathway.

The cognitive verbs are categorised using Marzano and Kendall's (2007) four levels of cognitive process: retrieval, comprehension, analysis and knowledge utilisation. For the full list of common cognitive verbs, refer to the *Categories of common cognitive verbs* at www.qcaa.qld.edu.au.

Chinese: Prep (Foundation) to Year 10 sequence — Second language learner pathway

Cognitive process ¹	Cognitive verb	Prep (Foundation)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Knowledge utilisation	Create		AS, CD			AS, CD		CD		AS, CD		AS, CD
	Develop					AS						AS
	Discuss											CD
	Elaborate											CD
	<i>Explore</i>							CD				
	Investigate								CD			
	Predict		CD									
	<i>Respond</i>		AS, CD			AS, CD			AS			AS, CD
	<i>Transcribe</i>							AS				AS
	<i>Translate</i>					CD		AS, CD		CD		AS, CD
Analysis	Analyse								CD			CD
	Apply					AS		AS	CD			AS, CD
	Classify								CD			
	Compare					CD			AS, CD			AS, CD

Cognitive process ¹	Cognitive verb	Prep (Foundation)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	Connect						AS		AS			
	Consider										CD	
	Differentiate		AS									
	Discriminate						CD					
	Examine						CD		CD		CD	
	Infer								CD		CD	
	Interpret						AS, CD		CD			
	<i>Organise</i>							AS, CD	CD			
	Reflect on				CD		CD		AS, CD		AS, CD	
	<i>Sequence</i>							CD	AS, CD			
Comprehension	Clarify						CD					
	Communicate		AS, CD		AS							
	<i>Convey</i>		CD		CD				AS, CD			
	Describe		AS, CD				AS, CD		AS, CD		AS	
	Explain				AS		AS		AS, CD		AS, CD	
	<i>Express</i>		AS, CD		CD		AS, CD		CD		AS, CD	
	Represent								CD			
	Summarise						AS, CD		AS, CD			
	Understand		CD		AS		CD		AS			
Retrieval	Define										CD	
	Demonstrate								AS			
	Identify		AS, CD		AS, CD		AS, CD		AS, CD		AS, CD	
	<i>Locate</i>		CD		CD		CD		CD			
	Name								CD			
	Recognise		AS, CD		AS, CD		AS				AS	
	Select		AS		AS		CD					
	Use		AS, CD		AS, CD		AS, CD		AS, CD		AS, CD	

¹ Kendall, J & Marzano, R 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.

Chinese: Years 7–10 (Year 7 entry) sequence — Second language learner pathway

Cognitive process ¹	Cognitive verb	Year 7	Year 8	Year 9	Year 10
Knowledge utilisation	Create		AS, CD		AS, CD
	Develop				CD
	Discuss		CD		
	<i>Explore</i>				CD
	Justify				AS
	<i>Respond</i>		AS, CD		AS, CD
	<i>Translate</i>		AS, CD		AS, CD
Analysis	Analyse				AS, CD
	Apply		AS		AS
	Compare		AS		AS, CD
	Connect		AS		
	Consider		AS, CD		
	Discriminate		CD		
	Infer				CD
	Interpret		AS, CD		CD
	<i>Organise</i>		AS		AS, CD
	Reflect on		AS, CD		AS, CD
	<i>Sequence</i>				AS
Comprehension	Clarify		CD		
	Communicate				CD
	<i>Convey</i>		CD		CD
	Describe		AS		AS
	Explain		AS, CD		AS
	<i>Express</i>		AS, CD		AS, CD
	Summarise				AS
	Understand				AS

Cognitive process ¹	Cognitive verb	Year 7	Year 8	Year 9	Year 10
Retrieval	Identify		CD		AS, CD
	Locate		CD		CD
	Recognise		AS, CD		AS
	Use		AS, CD		AS, CD

¹ Kendall, J & Marzano, R 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.

Chinese: Prep (Foundation) to Year 10 sequence — Background language learner pathway

Cognitive process ¹	Cognitive verb	Prep (Foundation)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Knowledge utilisation	Create		AS, CD		AS, CD		AS, CD		AS, CD		AS, CD	
	Determine											
	Develop				CD		AS		AS, CD		CD	
	Discuss				CD							
	Elaborate				CD		AS		AS			
	Explore				CD		CD		CD		CD	
	Investigate										CD	
	Justify								CD		AS	
	Respond		CD		AS, CD		AS, CD		AS, CD		AS	
	Transcribe						AS					
	Translate				CD		CD		AS, CD			
Analysis	Analyse								AS, CD		AS, CD	
	Apply						AS, CD				AS, CD	
	Categorise						AS					
	Compare		AS, CD		AS		AS, CD		AS		AS	
	Connect						AS		AS, CD		CD	
	Consider								CD			
	Contrast								CD			
	Differentiate						CD					
	Distinguish				AS							
	Examine								CD			
	Infer								CD		CD	
	Interpret				CD				AS, CD		CD	
	Organise				AS, CD		CD		CD			
	Reflect on		CD		CD		CD		CD		CD	
Sequence		CD		AS				AS				

Cognitive process ¹	Cognitive verb	Prep (Foundation)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Comprehension	Clarify						AS					
	Convey		AS, CD		AS, CD		AS		CD			
	Describe		AS		AS		AS		AS			
	Explain		CD				AS, CD		AS, CD		AS, CD	
	Express		AS		AS		AS, CD		CD			
	Represent				CD							
	Understand		AS, CD		CD		CD		CD		CD	
Retrieval	Identify		AS, CD		AS, CD		AS, CD		AS, CD		CD	
	Locate		CD				CD					
	Recognise		CD		CD		CD		CD		CD	
	Select				AS		AS		AS			
	Use		AS, CD		AS, CD		AS, CD		AS, CD		AS, CD	

¹ Kendall, J & Marzano, R 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.

Chinese: Years 7–10 (Year 7 entry) sequence — Background language learner pathway

Cognitive process ¹	Cognitive verb	Year 7	Year 8	Year 9	Year 10
Knowledge utilisation	Create		AS, CD		AS, CD
	Determine		CD		
	Develop				AS, CD
	Discuss		CD		
	Evaluate				AS
	<i>Explore</i>		CD		CD
	Justify				AS
	Predict				AS, CD
	<i>Translate</i>		CD		CD
Analysis	Analyse		AS		CD
	Apply		CD		AS, CD
	Compare		AS, CD		AS, CD
	Connect				AS
	Consider		CD		
	Differentiate		CD		
	Examine				CD
	Interpret		AS		AS
	<i>Organise</i>		CD		CD
	Reflect on		CD		AS, CD
	<i>Sequence</i>		AS		
Comprehension	Communicate				AS
	Describe		AS		CD
	Explain		AS, CD		AS, CD
	<i>Express</i>		AS, CD		CD
	Represent		CD		
	Summarise				CD

Cognitive process ¹	Cognitive verb	Year 7	Year 8	Year 9	Year 10
Retrieval	Identify		AS, CD		AS, CD
	Locate		CD		
	Recognise				CD
	Use		AS, CD		AS, CD

¹ Kendall, J & Marzano, R 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.

Chinese: Years 7–10 (Year 7 entry) sequence — First language learner pathway

Cognitive process ¹	Cognitive verb	Year 7	Year 8	Year 9	Year 10
Knowledge utilisation	Create		AS, CD		AS, CD
	Discuss		CD		CD
	Evaluate				AS, CD
	<i>Explore</i>		CD		CD
	Justify				AS
	<i>Respond</i>		AS		AS
	<i>Translate</i>		AS, CD		
Analysis	Analyse		AS, CD		AS, CD
	Apply		AS, CD		AS, CD
	Compare		AS, CD		CD
	Connect		CD		CD
	Examine				CD
	Infer		CD		
	Interpret		AS, CD		CD
	<i>Organise</i>		CD		AS
	Reflect on		AS, CD		AS, CD
Comprehension	Communicate		AS		
	<i>Convey</i>		CD		AS, CD
	Explain		CD		AS, CD
	<i>Express</i>				CD
Retrieval	Demonstrate				AS
	Identify		AS, CD		AS, CD
	<i>Locate</i>		AS		
	Recognise		CD		CD
	Select				AS, CD
	Use		AS, CD		CD

¹ Kendall, J & Marzano, R 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.