

# Cognitive verbs in the P–10 Australian Curriculum: Japanese

## Overview

Key	
<b>AS</b>	Achievement standard
<b>CD</b>	Content description

This overview shows how the most common cognitive verbs across the Australian Curriculum are used in Japanese, along with other cognitive verbs (italicised) that are particularly important to student thinking in this subject. The overview includes two tables — one for the Prep (Foundation) to Year 10 sequence and another for the Years 7–10 (Year 7 entry) sequence. 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](http://www.qcaa.qld.edu.au).

## Japanese: Prep (Foundation) to Year 10 sequence

Cognitive process <sup>1</sup>	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		CD		AS, CD		AS, CD		CD		CD	
	Develop						CD				CD	
	Discuss						CD				AS, CD	
	Elaborate								AS		AS	
	Evaluate										AS	
	Investigate										CD	
	Predict										AS, CD	
	<i>Respond</i>		AS, CD			AS, CD		AS		AS, CD		AS
	<i>Translate</i>		AS, CD			AS		AS		AS, CD		AS
Analysis	Analyse								AS, CD		AS, CD	
	Apply		AS		AS		AS, CD		AS			
	Classify						CD					
	Compare		AS		CD		CD		AS, CD		AS, CD	
	Connect						CD				AS	
	Consider						CD		CD		CD	
	Discriminate										AS	
	Distinguish										AS	
	Interpret		AS		CD				AS		AS, CD	
	<i>Organise</i>							CD				
	Reflect on							CD			AS, CD	

Cognitive process <sup>1</sup>	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	Communicate				AS						AS	
	Comprehend				AS							
	Convey		CD				AS, CD		CD			
	Describe		AS, CD		AS		AS, CD		AS		AS	
	Explain				CD		CD		AS, CD		AS	
	Express		CD		CD		AS, CD		AS, CD		AS, CD	
	Represent		AS, CD		CD							
	Summarise								AS, CD			
	Understand		AS, CD		AS, CD		AS, CD		AS, CD		AS, CD	
Retrieval	Demonstrate		AS		AS							
	Identify		AS		AS, CD		AS, CD		AS, CD		AS, CD	
	Locate		CD		CD		AS		AS			
	Recognise		AS, CD		AS, CD		AS, CD		AS, CD		CD	
	Select		AS									
	Use		AS, CD		AS, CD		AS, CD		AS, CD		AS, CD	

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

## Japanese: Years 7–10 (Year 7 entry) sequence

Cognitive process <sup>1</sup>	Cognitive verb	Year 7	Year 8	Year 9	Year 10
Knowledge utilisation	Create		CD		AS, CD
	Develop		AS, CD		CD
	Discuss				CD
	<i>Explore</i>		CD		CD
	Predict				AS, CD
	<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		CD
	Consider				CD
	Distinguish				AS
	Interpret		AS, CD		AS
	Reflect on		CD		AS, CD
Comprehension	Comprehend		AS		
	<i>Convey</i>		AS		CD
	Describe		CD		AS, CD
	Explain		AS, CD		AS, CD
	<i>Express</i>		AS, CD		CD
	Represent		AS		
	Understand		AS, CD		AS, CD
Retrieval	Identify		AS, CD		AS, CD
	<i>Locate</i>		CD		
	Recognise		AS, CD		AS, CD
	State				CD
	Use		AS, CD		AS, CD

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