Cognitive verbs in the P–10 Australian Curriculum: Prep (Foundation)

Overview

Key			
AS	Achievement standard	**CD**	Content description

This overview shows how the most common cognitive verbs across the Australian Curriculum are used in Prep (Foundation). The overview includes two tables, representing the common cognitive verbs across learning areas and subjects. The first table covers English, Health and Physical Education, Humanities and Social Sciences, Mathematics, Science, Technologies and The Arts. The second table covers a selection of Languages subjects: Chinese, French, German, Indonesian, Italian, Japanese and Spanish. 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.

Prep (Foundation): English, Health and Physical Education, Humanities and Social Sciences, Mathematics, Science, Technologies and The Arts

Cognitive process[1]	Cognitive verb	English	Health and Physical Education	Humanities and Social Sciences (HASS)			Mathematics	Science	Technologies		The Arts				
				HASS	History	Geography			Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Knowledge utilisation	Create	CD					CD		AS, CD	AS			CD	CD	CD
	Decide						CD		AS						
	Develop								CD		CD			CD	
	Discuss	CD													
	Evaluate								AS, CD	AS					
	Propose			CD	CD	CD									
	Solve		AS							CD					
Analysis	Classify						CD								
	Compare			AS, CD	AS, CD	AS, CD	AS, CD								
	Connect						AS, CD								
	Consider			CD	CD	CD			CD		AS, CD	AS, CD	AS, CD	CD	AS, CD
	Infer						AS, CD								
	Interpret			CD	CD	CD									
	Reflect on			AS, CD	CD	AS, CD		AS							

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| Cognitive process[1] | Cognitive verb | English | Health and Physical Education | Humanities and Social Sciences (HASS) | | | Mathematics | Science | Technologies | | The Arts | | | | |
				HASS	History	Geography			Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Comprehension	Clarify	AS													
	Communicate	AS							AS		CD	CD	AS, CD	AS, CD	CD
	Describe	AS	AS, CD	AS, CD	CD	AS, CD	AS, CD	AS	AS, CD	CD	AS	AS	AS	AS	AS
	Explain						AS, CD								
	Model						CD								
	Represent	CD		AS	AS	AS	CD	CD			AS	AS	AS	AS	AS
	Understand	AS, CD													
Retrieval	Demonstrate		AS, CD						AS		AS			AS	
	Identify	AS, CD	AS, CD	AS, CD	AS, CD	CD			AS, CD	AS		AS			
	Name	CD	CD				CD								
	Recall	AS													
	Recognise	AS, CD	AS	AS	AS	AS			AS	CD					
	Select								CD						
	Use	AS, CD	CD		AS, CD	AS, CD	AS, CD	CD	AS, CD	AS, CD	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.

Prep (Foundation): Languages — Chinese, French, German, Indonesian, Italian, Japanese and Spanish

Cognitive process[1]	Cognitive verb	Languages						
		Chinese	French	German	Indonesian	Italian	Japanese	Spanish
Knowledge utilisation	Create	AS, CD	CD	AS, CD	AS, CD	CD	CD	AS, CD
	Develop				CD			
	Predict	CD						
Analysis	Apply						AS	CD
	Compare	AS, CD				AS	AS	
	Connect			AS				
	Differentiate	AS				AS		
	Interpret						AS	
	Reflect on	CD				CD		
Comprehension	Communicate	AS, CD	CD			AS		
	Comprehend					AS		
	Describe	AS, CD	CD	AS, CD	CD	CD	AS, CD	AS, CD
	Explain	CD		AS		CD		
	Represent						AS, CD	
	Understand	AS, CD	CD	CD	CD	AS, CD	AS, CD	CD
Retrieval	Demonstrate					AS	AS	
	Identify	AS, CD	AS, CD	AS, CD	AS	AS, CD	AS	AS
	Name					CD		
	Recognise	AS, CD	CD	AS, CD	CD	CD	AS, CD	CD
	Select	AS				AS	AS	
	Use	AS, CD	AS, CD	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.