

Cognitive verbs in the P–10 Australian Curriculum: Year 9

Overview

Key	
AS	Achievement standard
CD	Content description

This overview shows how the most common cognitive verbs across the Australian Curriculum are used in Year 9. 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.

Year 9: 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				Mathematics	Science	Technologies		The Arts					
				History	Geography	Civics and Citizenship	Economics and Business			Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts	
Knowledge utilisation	Conduct						CD										
	Create	AS, CD	CD							AS, CD	CD			CD			
	Determine							CD									
	Develop		CD	AS, CD	CD	AS, CD	AS, CD	CD		CD	CD	CD	AS, CD	CD		AS, CD	
	Discuss	CD															
	Evaluate	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS		AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD
	Investigate	CD	CD			AS, CD		CD		CD	CD						
	Justify		AS				CD			AS, CD							
	Predict				AS, CD		CD		AS		AS						
	Propose		AS, CD		AS, CD		AS										
	Solve							AS, CD	CD								
Synthesise		AS	CD	AS, CD													

Cognitive process ¹	Cognitive verb	English	Health and Physical Education	Humanities and Social Sciences				Mathematics	Science	Technologies		The Arts				
				History	Geography	Civics and Citizenship	Economics and Business			Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Analysis	Analyse	AS, CD	AS, CD	AS, CD	AS, CD	AS	AS, CD		AS, CD	CD	CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD
	Apply	CD	AS, CD		CD		AS, CD	AS, CD	AS	AS, CD	CD			AS	CD	
	Compare	AS, CD		AS		AS		AS, CD								
	Connect									AS						
	Consider					CD				AS	CD	CD	CD	CD	CD	CD
	Contrast	CD														
	Critique		CD							CD						
	Examine		AS, CD	AS										CD		
	Generalise				CD											
	Infer				CD											
	Interpret	AS, CD		AS	AS, CD			AS					AS		AS, CD	
	Judge		AS	AS						CD						
	Reflect on	CD	CD		CD	AS, CD	CD									
Comprehension	Communicate							AS, CD	AS, CD			AS, CD	CD	AS		AS
	Describe						AS	AS, CD	AS							
	Explain	AS, CD		AS	AS, CD	AS	AS, CD	AS, CD	AS	AS, CD	AS					
	Illustrate						CD									
	Represent				AS, CD									AS		AS, CD
	Understand	AS, CD													AS, CD	
Retrieval	Calculate							AS, CD								
	Demonstrate	AS	AS, CD	CD							AS					
	Identify	AS, CD		CD	AS, CD	AS, CD	AS			AS	CD			CD		AS
	Recognise					CD		AS		CD					AS	
	Select	AS, CD		CD	AS, CD	CD			CD	AS, CD	AS		AS			
	Use	AS, CD		AS, CD	AS, CD		AS, CD	AS, CD	AS, 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.

Year 9: 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	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD
	Decide			CD	AS, CD			AS
	Develop	AS, CD	CD	CD	CD	AS, CD	CD	
	Discuss	CD	AS, CD	CD	AS, CD	AS, CD	AS, CD	AS, CD
	Elaborate	CD	AS			AS	AS	AS
	Evaluate	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS	AS, CD
	Investigate	CD		CD	CD		CD	CD
	Justify	AS		CD	CD	CD		AS, CD
	Predict	AS, CD			AS		AS, CD	
	Solve			AS, CD	CD			AS
	Synthesise			AS, CD	AS, CD			AS, CD
Analysis	Analyse	AS, CD	AS, CD	AS, CD	CD	AS, CD	AS, CD	AS, CD
	Apply	AS, CD		AS, CD	AS, CD	CD	AS, CD	AS, CD
	Compare	AS, CD	AS, CD	AS	AS, CD	AS, CD	AS, CD	AS, CD
	Connect	AS, CD	CD		AS	AS, CD	AS, CD	
	Consider	CD	CD	CD	CD	AS, CD	CD	AS, CD
	Contrast					AS, CD		
	Discriminate						AS	
	Distinguish						AS	
	Examine	CD	CD					CD
	Infer	CD			CD			
	Interpret	AS, CD	AS, CD	AS, CD	CD	AS, CD	AS, CD	CD
	Reflect on	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD

Cognitive process ¹	Cognitive verb	Languages						
		Chinese	French	German	Indonesian	Italian	Japanese	Spanish
Comprehension	Clarify				CD	AS		
	Communicate	AS, CD	AS, CD	AS	AS	AS	AS	AS
	Comprehend			CD	AS			
	Describe	AS, CD	AS	AS, CD	AS	AS	AS, CD	AS, CD
	Explain	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD	AS, CD
	Represent					CD		
	Summarise	AS, CD		CD				AS
	Understand	AS, CD	CD	CD	CD	CD	AS, CD	CD
Retrieval	Define	CD						
	Demonstrate	AS	AS			AS		CD
	Identify	AS, CD	AS, CD	AS, CD	AS	AS	AS, CD	AS, CD
	Name			AS				
	Recognise	AS, CD	CD	CD	CD	AS, CD	AS, CD	CD
	Select	AS, CD	CD					AS
	State				AS, CD		CD	
	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.