

What is analysing?

To analyse is to find meaning within and between information provided through text, numerical data, images and other auditory or visual stimulus. It involves pulling ideas and objects apart, looking closely at the elements or features and then reorganising the ideas by similarities and differences, patterns and relationships. For example, identify features or elements in an image, to find connections and use this to information to explain what this communicates or means.

A process of analysing can include:

- identifying elements or features
- finding relationships, patterns, similarities and differences
- explaining what you have found out.

Analyse as a cognition

Cognitive verbs are categorised using Marzano & Kendall's four elements of the cognitive system: retrieval, comprehension, analysis and knowledge utilisation (2007).

The cognitive verb analyse is part of the analysis element of cognitive process. This element involves the 'generation of new information not already possessed by the individual' (p. 44).

Analyse in the Australian Curriculum Version 9.0

The cognitive verb analyse appears in various achievement standards (AS) and/or content descriptions (CD) in the Australian Curriculum. The following table shows the use of analyse across the Australian Curriculum in Prep–Year 6.

Analyse in the Prep–Year 6 Australian Curriculum AS and CD

	English	Health and Physical Education	P–6 HASS	Mathematics	Science	Technologies		
						Technologies	Design and Technologies	Digital Technologies
Prep								
Year 1								
Year 2								
Year 3			AS CD					
Year 4			AS CD	CD				
Year 5		AS CD						
Year 6	CD	AS CD		CD	CD			

Learning area/subject examples include, but are not limited to:

Year/s	Learning area/subject	AS	CD
Year 3	HASS	They (students) analyse information and data to identify perspectives and they draw conclusions.	analyse information and data, and identify perspectives AC9HS3S04
Years 4	Mathematics		analyse the effectiveness of different displays or visualisations in illustrating and comparing data distributions, then discuss the shape of distributions and the variation in the data AC9M4ST02
Years 5–6	Health and Physical Education	They (students) analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.	apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06
Year 6	English		analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03

References

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

More information

This information sheet is part of a suite of resources to support teachers in the explicit teaching and assessment of students' thinking. The suite of resources includes categories of common cognitive verbs, cognitive verb overviews and a cognitive verb toolkit with information sheets, posters and graphic organisers.

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'cognitive verbs'. Alternatively, the suite of resources can be found here: www.qcaa.qld.edu.au/p-10/aciq/version-9/cognitive-verbs-in-version-9.0.

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