Represent

Prep–Year 6 cognitive verb toolkit

What is representing?

To represent is to show, illustrate or provide an interpretation of information that is being examined. For example, in Media Arts, students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences.

A process of representing may include:

- selecting the idea to be represented

- identifying the key elements

- organising the elements to convey meaning.

Representing involves both receptive language skills and expressive language skills. Receptive language involves the taking in of information either through reading, sensing or listening and includes the understanding of the symbols and signs that are embedded in texts. Expressive language includes the use of words, sentences, gestures and writing to convey meaning and messages to others.

Represent 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 represent is part of the comprehension element of cognitive process. This element involves the storage of 'the critical features of information in permanent memory' (p. 40).

Represent in the Australian Curriculum Version 9.0

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

ACiQ|v9.0

| | **Represent in the Prep–Year 6 Australian Curriculum AS and CD** | | | | | | | |
| | | | | | | Technologies | | |
	English	Health and Physical Education	P–6 HASS	Mathematics	Science	Technologies	Design and Technologies	Digital Technologies
Prep	CD			AS CD	AS CD	CD		AS CD
Year 1				CD	AS CD	AS CD		AS CD
Year 2				AS CD	AS CD	AS CD		AS CD
Year 3				AS CD		AS		AS
Year 4				AS CD		AS		AS
Year 5				AS CD		AS		
Year 6				AS CD		AS		

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

Year/s	Learning area/subject	AS	CD
Prep	Science	With guidance, they (students) **represent** observations and identify patterns.	**represent** observations in provided templates and identify patterns with guidance AC9SFI03
Years 1–2	Technologies: Digital Technologies	Students **represent** and process data in different ways.	**represent** data as pictures, symbols, numbers and words AC9TDI2K02
Year 3	Mathematics	They (students) **represent** money values in different ways.	recognise the relationships between dollars and cents and **represent** money values in different ways AC9M3M06
Years 3–4	Technologies: Digital Technologies	Students process and **represent** data for different purposes.	
Year 5	Mathematics	Students order and **represent**, add and subtract fractions with the same or related denominators.	compare and order fractions with the same and related denominators including mixed numerals, applying knowledge of factors and multiples; **represent** these fractions on a number line AC9M5N03

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.