

What is applying?

To apply is to use knowledge and understanding in a familiar or unfamiliar situation. When applying knowledge and understanding, it often helps to recall previous experiences in which a method, theory or formula was useful. For example, a student who has learnt how to find the perimeter of a shape in theory could apply this knowledge to calculate the materials needed to install a fence.

A process of applying may include:

- determining the situation where application of knowledge and understanding is required
- identifying knowledge and/or procedures that can be used
- using knowledge and adapting procedures for a given situation
- checking that the application meets the required situation.

Apply 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 apply 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).

Apply in the Australian Curriculum Version 9.0

The cognitive verb apply appears in various achievement standards (AS) and/or content descriptions (CD) in the Australian Curriculum. The following table shows the use of apply across the Australian Curriculum in Years 7–10.

Apply in the Years 7–10 Australian Curriculum AS and CD

	English	Health and Physical Education	Humanities and Social Sciences				Mathematics	Science	Technologies			The Arts				
			Civics and Citizenship	Economics and Business	Geography	History			Technologies	Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Year 7		AS CD					AS CD	CD			CD	CD	CD	CD		
Year 8	CD	AS CD					AS CD	AS			CD	CD	CD	CD		
Year 9		AS CD					AS CD	AS CD		AS CD	AS CD	CD		CD	AS	
Year 10		AS CD					AS CD	AS		AS CD	AS CD	CD		CD	AS	

Apply in the Years 7–10 Australian Curriculum AS and CD

	Languages P–10 sequence							Languages 7–10 sequence						
	Chinese	French	German	Indonesian	Italian	Japanese	Spanish	Chinese	French	German	Indonesian	Italian	Japanese	Spanish
Year 7	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD	CD	CD	CD	CD	CD	CD
Year 8	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD	CD	CD	CD	CD	CD	CD
Year 9	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	AS CD
Year 10	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	AS CD

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

Year/s	Learning area/subject	AS	CD
Years 7–8	Health and Physical Education	Students apply and transfer movement skills and movement concepts across a range of situations.	explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent AC9HP8P07
Year 8	Mathematics	They (students) apply the exponent laws to calculations with numbers involving positive integer exponents.	establish and apply the exponent laws with positive integer exponents and the zero-exponent, using exponent notation with numbers AC9M8N02
Years 9–10	Languages: French, 7–10 sequence	Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges.	apply features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LF10EU01
Years 9–10	Technologies: Digital Technologies	Students apply privacy principles to manage digital footprints.	apply the Australian Privacy Principles to critique and manage the digital footprint that existing systems and student solutions collect AC9TDI10P14

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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