

## What is examining?

To examine is to investigate to find out more information. Examining requires recognising where further investigation is needed, then formulating questions that will assist in uncovering more information. For example, when making a decision regarding health services in the community, you would examine the information on each of the services.

A process of examining may include:

- determining the reason to examine
- reviewing the concept and recognising where further investigation is required
- developing questions that will test assumptions and interrelationships of the concept
- applying questions and scrutinising the answers
- checking the validity of the information uncovered by the examination.

## Examine 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 examine is part of the knowledge utilisation element of cognitive process. This element involves the 'use of knowledge processes to accomplish a specific task' (p. 51).

## Examine in the Australian Curriculum Version 9.0

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

## Examine 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		CD					CD										
Year 8	CD	CD					CD										
Year 9	CD	CD					CD										
Year 10		CD					CD										

**Note:** The cognitive verb examine is not used in the Years 7–10 Australian Curriculum achievement standards (AS) and content descriptions (CD) for the Languages P–10 Sequence or the Languages 7–10 Sequence.

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

Year/s	Learning area/subject	AS	CD
Year 7	Science		<b>examine</b> how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations AC9S7H03
Year 8	English		<b>examine</b> how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LA03
Year 9	Science		<b>examine</b> how the values and needs of society influence the focus of scientific research AC9S9H04

Year/s	Learning area/subject	AS	CD
Years 9–10	Health and Physical Education		<b>examine</b> how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships AC9HP10P07

## 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](http://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](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/cognitive-verbs-in-version-9.0).



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