

What is identifying?

To identify is to locate or recognise the various components and distinguishing features of something. For example, the company logo on a product makes it easily identifiable before seeing the name or other features of the product. Many worldwide sporting brands are easily identified by their distinguishing logo alone.

A process of identifying may include:

- determining what needs to be identified
- locating, recognising and/or naming the various components
- providing an answer using or including relevant detail or evidence
- checking that identification has included relevant distinguishing factors and features.

Identify 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 identify is part of the retrieval element of cognitive process. This element involves the 'activation and transfer of knowledge from permanent memory to working memory' (p. 37).

Identify in the Australian Curriculum Version 9.0

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

Identify 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	AS CD	AS CD	AS CD	AS CD	AS CD	AS		AS CD					
Year 8	CD		AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS		AS CD					
Year 9	CD		AS CD	AS	AS	CD	CD	AS CD			CD					
Year 10			AS CD			CD	AS CD	AS CD			CD					

Identify 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														
Year 8														
Year 9						AS							AS	
Year 10						AS							AS	

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

Year/s	Learning area/subject	AS	CD
Year 7	English	They (students) identify how ideas are portrayed and how texts are influenced by contexts.	identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E7LE01
Year 8	Humanities and Social Sciences: History	They (students) locate and identify a range of primary and secondary sources as evidence in historical inquiry.	locate and identify primary and secondary sources to use in historical inquiry AC9HH8S02
Years 9–10	Languages: Japanese P-10 sequence	They (students) identify multiple readings of familiar kanji in different compounds.	
Year 10	Science	They (students) analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies.	analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies AC9S10I05

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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