Represent

Years 7–10 cognitive verb toolkit

What is representing?

To represent is to show, illustrate or provide an interpretation of information that is being examined. For example, when representing in Visual Arts, students use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning.

A process of representing may include:

- determining what is to be represented

- selecting ideas to represent

- identifying the key elements of the idea

- organising elements logically to convey meaning

- reviewing the representation to ensure the meaning is clear.

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 Years 7–10.

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

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

Note: The cognitive verb represent 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
Years 7–8	The Arts: Visual Arts	They (students) select and manipulate visual conventions, visual arts processes and/or materials to create artworks that **represent** ideas, perspectives and/or meaning.	select and manipulate visual conventions, visual arts processes and/or materials to create artworks that **represent** ideas, perspectives and/or meaning AC9AVA8C02
Year 8	Humanities and Social Sciences: Geography	They (students) collect, organise and **represent** relevant and reliable data and information using primary research methods and secondary research materials.	collect, organise and **represent** data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate AC9HG8S02

Year/s	Learning area/subject	AS	CD
Year 9	Mathematics	They (students) determine sets of outcomes for compound events and **represent** these in various ways. Students assign probabilities to the outcomes of compound events.	**represent** the distribution of multiple data sets for numerical variables using comparative representations; compare data distributions with consideration of centre, spread and shape, and the effect of outliers on these measures AC9M9ST03
Years 9–10	Technologies: Digital Technologies	Students acquire, interpret and model complex data with databases and **represent** documents as content, structure and presentation.	design algorithms involving logical operators and **represent** them as flowcharts and pseudocode AC9TDI10P05

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.