







Thinking Skills

Task Verb	Related Task Verbs			Thinking Tools	Level	
↑ higher-order thinking skills	CREATE	Compose Improve Predict	Develop Invent Synthesise	Generate Modify	MAS 1:4:P:C:R Image Associated Ideas Word Association Split Y-Chart Y-Chart	 Design
	ARGUE	Debate	Defend	Persuade	PCQ/PCQ Extension Judge Jury	 Judge
	EVALUATE	Appreciate Debate Persuade	Conclude Decide Rank	Criticise Defend Validate	Decision-Making Matrix Elimination Draw Extent Barometer	
	JUSTIFY	Defend	Justify	Prove	Justification Flow Chart Judge Jury	
	RECOMMEND	Decide	Determine	Select	Decision-Making Matrix Extent Barometer	 Investigate
	ANALYSE	Break Down	Deconstruct	Differentiate	SWOT Analysis Icon Prompt	
	COMPARE	Contrast	Differentiate	Distinguish	Double Bubble Map T-Chart	
DISCUSS	Investigate	Summarise (complex)		PCQ PCQ extension		
↓ foundation thinking skills	CLASSIFY	Arrange Complete	Categorise Demonstrate	Compile Sort	Fishbone Diagram Flow Chart Silent Card Shuffle	 Apply
	CALCULATE	Find	Prove	Solve	Solution Path	
	EXPLAIN	Comprehend	Interpret	Translate	Metaphor Cause-Effect Map POE	 Understand
	DESCRIBE	Identify State	List Summarise (basic)	Outline	Attribute Listing Organiser Concept Map Silent Card Shuffle Y-Chart Split Y-Chart	
	REMEMBER	Define List Quote	Find Match Recall	Label Name Recite	Alpha Ladder KWHL Mnemonics and Acronyms Pairs and RAS Alert Rhymes, Music and Flash Cards Silent Card Shuffle Transfer Booklet	 Remember

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Note:
Co-operative learning tools
such as the Silent Card Shuffle,
1:4:P:C:R, Round Robin,
Hot Potato, Jigsaw and
Judge-Jury can be used in
most levels.

For a full explanation of all task verbs:

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4 Steps to Success

Where to start and how to succeed!

1 Identify the Task Verb

On your assessment sheet, look at the task and carefully **scan for a task verb**. It should be something like, 'compare', 'discuss' or 'justify'. If you are unsure what this is, check with your teacher.

As an example, we will focus on the task verb

COMPARE

ASSESSMENT TASK

In this assessment task, you are to compare two mediums of communication, namely radio and television. You are required to write about your ideas in detail ensuring you discuss:

- The advantages and disadvantages for each medium
- Level of popularity and engagement
- Types of information delivered by each
- Their contribution to society

2 Understand the Task Verb

Once you have located the task verb in your assessment sheet, ensure you **know the exact definition** so you know how to tackle your assessment.

COMPARE

means that you look at the way two things are both similar and different.



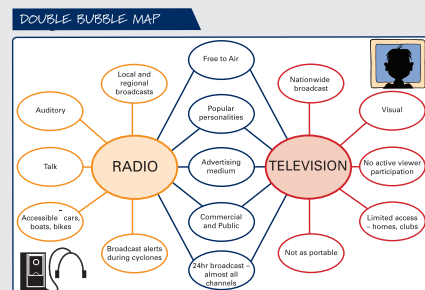
3 Use an appropriate Thinking Tool

from the Thinking Tools column. This will assist you to organise your research and thoughts and to stay on track.

Topic: Radio and Television

Task: **COMPARE** Radio and Television

Tool: **Double Bubble Map**



4 Use the appropriate Language

For the verb **COMPARE** use the following:

Sentence Starters

- There are many ways in which...and...are similar
- There are many ways in which...and...are different and these include...
- A very obvious difference between...and...is...
- Whilst there are a few similarities between.... and..., there are more differences.

Connectives

- alike, like, just like
- in contrast to
- in spite of this
- differs from
- both
- all cases
- even though
- whilst

Compare Radio and Television

By Sam Jones

There are many ways in which radio and television are similar. Both mediums broadcast to the world at large and therefore have the potential to reach a wide audience. Both require a source of power in order for it to work and in all cases they use radiowaves to broadcast their programs.

A very obvious difference between radio and television is that television presents visual images as well as sound, whilst radio does not have any pictures requiring the listener to formulate their own images.

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