## Identifying the intellectual challenge of a task

Tick the statements and circle the verbs that best describe the intellectual challenge of your task.

<table>
<thead>
<tr>
<th>Task</th>
<th>The task…</th>
<th>Student thinking</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Low intellectual challenge | - Is highly predictable – no uncertainty  
- Asks closed questions  
- Focuses on only one right answer or way of approaching  
- Has a step by step process with explicit instructions  
- Focuses on recall, memorisation of facts or procedures | Name  
Draw  
Find  
Label  
Define  
Match  
Memorise  
Recall  
Measure  
Retrieve  
State | | |
| High intellectual challenge | - Is not predictable  
- Asks open questions  
- Allows for multiple ways of approaching the task and may have unpredictable solutions  
- Allows for decisions to be made on how task can be approached  
- Provides opportunities to apply knowledge to new situations or unfamiliar contexts  
- Requires metacognition – thinking about their own thinking | Compare  
Contrast  
Analyse  
Apply  
Evaluate  
Sequence  
Distinguish  
Criticise  
Classify  
Organise  
Question  
Research (how)  
Research (look up)  
Argue  
Generalise  
Reflect  
Create  
Compose  
Construct  
Infer  
Conclude  
Reason  
Synthesize  
Manipulate  
Relate | | |

Leading Learning – Making the Australian Curriculum work for us | Transforming tasks