BLOOMS TAXONOMY FOR COMPUTER APPLICATIONS TECHNOLOGY

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Overview

The purpose of this document is to explore the application of Bloom's Revised Taxonomy in the context of Computer Applications Technology (CAT). Bloom's Taxonomy is a widely accepted framework used to classify educational objectives according to cognitive complexity. This approach can be adapted to CAT's practical components, which involve mastering essential computer applications like Word, Excel, Access, and HTML (4).

This document aims to help educators better understand how Bloom's levels – ranging from basic recall of concepts to higher-order critical thinking and problem-solving – can be effectively integrated into CAT instruction. By categorising tasks and skills across the six cognitive domains (Remembering, Understanding, Applying, Analysing, Evaluating, and Creating), this guide provides a platform for designing lessons and assessments that develop a broad range of learner competencies.

The practical focus of CAT instruction requires students to not only know the theory behind computer tools but also demonstrate proficiency through hands-on tasks. This document provides guidance on how Bloom's Taxonomy can be applied to these practical tasks, enhancing both learning outcomes and teaching strategies.

The content in this document is by no means exhaustive and could well benefit from the input of experienced CAT teachers. If you would like to add to the growth of this content, please do not hesitate to contact Matthew Hains on matt@littlebytes.co.za

Blooms Revised Taxonomy

Cognitive Domains in Revised Bloom's Taxonomy

- **Remembering**: Focuses on recalling information.
- **Understanding**: Emphasises comprehension of material.
- **Applying**: Involves the use of knowledge in practical situations.
- **Analysing**: Entails examining and breaking down information.
- **Evaluating**: Requires making judgments or forming opinions.
- **Creating**: The highest order, involves generating new ideas or products.

Cognitive Domains and Thinking Levels

- **Lower-order thinking**: Remembering, Understanding
- **Middle-order thinking**: Applying
- **Higher-order thinking**: Analysing, Evaluating, Creating

Bloom's Taxonomy: Key Verbs and Thinking Levels

1. Remembering (Lower-order thinking)

- **Definition**: Recalling facts, concepts, or basic information.
- **Key Verbs**: Define, list, describe, recall, recognise, identify, retrieve, name, locate, find, memorise, recite, state, label, match, outline, repeat.

2. Understanding (Lower to middle-order thinking)

- **Definition**: Explaining ideas or concepts in one's own words, demonstrating comprehension.
- **Key Verbs**: Summarise, classify, explain, describe, interpret, compare, paraphrase, differentiate, discuss, predict, translate, illustrate, infer, conclude, demonstrate, exemplify, review, express.

3. Applying (Middle-order thinking)

- **Definition**: Using knowledge in new situations to solve problems or complete tasks.

- **Key Verbs**: Apply, use, demonstrate, implement, carry out, execute, perform, calculate, solve, show, illustrate, operate, employ, practise, utilise, sketch, simulate, interpret.

4. Analysing (Higher-order thinking)

- **Definition**: Breaking down information into parts to understand its structure and identify patterns, relationships, or components.
- **Key Verbs**: Analyse, differentiate, examine, compare, contrast, question, experiment, organise, deconstruct, categorise, dissect, outline, correlate, investigate, distinguish, attribute, test, inspect, scrutinise.

5. Evaluating (Higher-order thinking)

- **Definition**: Making judgments based on criteria, evidence, or standards. Involves assessing, critiquing, or making decisions.
- **Key Verbs**: Evaluate, judge, defend, critique, recommend, argue, justify, appraise, assess, prioritise, support, validate, decide, rate, select, choose, estimate, measure, verify, weigh, debate.

6. Creating (Higher-order thinking)

- **Definition**: Combining parts to form a new whole, generating new ideas, or constructing original products.
- **Key Verbs**: Create, design, develop, construct, formulate, invent, produce, compose, devise, generate, plan, propose, assemble, hypothesise, synthesise, compile, modify, originate, adapt, imagine, author, construct.

Bloom's Taxonomy for Computer Applications Technology

This version of the Revised Bloom's Taxonomy integrates practical components covered in Computer Applications Technology (CAT), such as Microsoft Windows, MS Word, MS Excel, MS Access, and HTML (version 4). The taxonomy is aligned with the different cognitive domains, providing a structured way to assess learners' skills, from basic knowledge to more advanced problem-solving and creation.

1. Remembering (Lower-order thinking)

- **Definition**: Recalling facts, terminology, and basic procedures related to computer applications.
- **Key Verbs**: Define, list, describe, recall, recognise, identify, retrieve, name, locate, find, memorise, recite, state, label, match, outline, repeat.
- **Examples in CAT**:
  - Identify components of the Windows interface (e.g., Start menu, Taskbar).
  - Recall common file types (e.g., .docx, .xlsx, .html).
  - Define basic HTML tags (e.g., <h1>, <p>, <a>).
  - Recognise the functions of different MS Word formatting options (e.g., bold, italic, underline).

2. Understanding (Lower to middle-order thinking)

- **Definition**: Explaining concepts, demonstrating comprehension, and interpreting procedures in computer applications.
- **Key Verbs**: Summarise, classify, explain, describe, interpret, compare, paraphrase, differentiate, discuss, predict, translate, illustrate, infer, conclude, demonstrate, exemplify, review, express.
- **Examples in CAT**:
  - Explain the difference between absolute and relative cell references in MS Excel.
  - Describe how to create a simple table in MS Access.
  - Classify different data types in MS Access (e.g., text, number, date/time).
  - Interpret the function of basic HTML tags within a webpage layout.
  - Illustrate how to use templates in MS Word.

3. Applying (Middle-order thinking)

- **Definition**: Using procedures and knowledge in practical tasks, solving problems, or performing specific actions in computer applications.
- **Key Verbs**: Apply, use, demonstrate, implement, carry out, execute, perform, calculate, solve, show, illustrate, operate, employ, practise, utilise, sketch, simulate, interpret.
- **Examples in CAT**:
    - Use formulas and functions like SUM, AVERAGE, and IF in MS Excel to perform calculations.
    - Demonstrate how to create a report in MS Access using queries.
    - Apply formatting to a document in MS Word (e.g., headers, footers, page numbers).
    - Execute file management tasks in Windows (e.g., creating, renaming, and organising folders).
    - Use HTML to structure a basic webpage with headings, paragraphs, and hyperlinks.

4. Analysing (Higher-order thinking)

- **Definition**: Breaking down information, examining data, or identifying relationships within the context of computer applications.
- **Key Verbs**: Analyse, differentiate, examine, compare, contrast, question, experiment, organise, deconstruct, categorise, dissect, outline, correlate, investigate, distinguish, attribute, test, inspect, scrutinise.
- **Examples in CAT**:
    - Analyse spreadsheet data in MS Excel to identify trends using charts and graphs.
    - Differentiate between various types of queries (e.g., select, update) in MS Access.
    - Compare the effectiveness of different document layouts in MS Word for formal versus informal reports.
    - Organise a website's structure using HTML by categorising content into headings, sections, and links.
    - Investigate data validation methods in MS Excel to prevent incorrect data entry.

5. Evaluating (Higher-order thinking)

- **Definition**: Making judgments based on criteria, assessing the quality or effectiveness of work within computer applications.

- **Key Verbs**: Evaluate, judge, defend, critique, recommend, argue, justify, appraise, assess, prioritise, support, validate, decide, rate, select, choose, estimate, measure, verify, weigh, debate.
- **Examples in CAT**:
    - Evaluate the efficiency of a spreadsheet formula versus a manual calculation in MS Excel.
    - Justify the use of specific data types in an MS Access table for a given dataset.
    - Critique a document's design in MS Word based on formatting consistency and readability.
    - Assess the accessibility and user experience of a webpage created using HTML.
    - Validate the accuracy and functionality of a database query in MS Access.

6. Creating (Higher-order thinking)

- **Definition**: Designing new solutions, generating ideas, or constructing original products using computer applications.
- **Key Verbs**: Create, design, develop, construct, formulate, invent, produce, compose, devise, generate, plan, propose, assemble, hypothesise, synthesise, compile, modify, originate, adapt, imagine, author, construct.
- **Examples in CAT**:
    - Create a fully functional MS Excel workbook with multiple linked sheets, pivot tables, and charts to track sales data.
    - Design a relational database in MS Access with tables, forms, queries, and reports to manage school attendance records.
    - Develop a custom MS Word template for a business report, including styles, headers, and automated table of contents.
    - Produce a complete, multi-page website using HTML 4, incorporating media, hyperlinks, and form elements.
    - Formulate a file organisation system in Windows for managing large volumes of project data.

Cognitive Domains and Practical Application in CAT

- **Lower-order thinking**:
    - *Remembering* and *Understanding* computer terminology, functions, and basic operations.
- **Middle-order thinking**:
    - *Applying* practical skills like formatting, calculating, and managing data in specific applications.
- **Higher-order thinking**:

- *Analysing*, *Evaluating*, and *Creating* more complex solutions, problem-solving, and product development using applications like MS Excel, MS Access, MS Word, and HTML.

Key Verbs for Practical Use of MS Word

When using MS Word practically, students engage directly with the software, performing tasks and executing commands rather than explaining how something is done. Here's a revised list of key verbs aligned with Bloom's Taxonomy, specifically geared toward the **practical application** of MS Word:

1. Remembering (Lower-order thinking)

- **Key Verbs**: Recall, recognise, locate, identify, retrieve, label.
- **Practical Application**:
  - **Recall** formatting tools (e.g., font styles, font sizes) and apply them to text.
  - **Locate** and **identify** features like "Track Changes" or "Insert Table" in the toolbar.
  - **Retrieve** a saved document and open it to continue editing.
  - **Label** different parts of a document, such as headers and footers.

2. Understanding (Lower to middle-order thinking)

- **Key Verbs**: Classify, interpret, compare, distinguish, differentiate.
- **Practical Application**:
  - **Classify** text into headings and body sections using built-in styles.
  - **Compare** the appearance of text formatted using various styles (e.g., Normal vs. Heading 1).
  - **Distinguish** between different page layout options (e.g., portrait vs. landscape).
  - **Interpret** the effects of line spacing and paragraph alignment on document readability.

3. Applying (Middle-order thinking)

- **Key Verbs**: Format, modify, insert, apply, execute, adjust, edit.
- **Practical Application**:
  - **Apply** a predefined style to text (e.g., Heading 1, Normal).
  - **Insert** a table into a document and **adjust** column and row sizes.
  - **Execute** a "Find and Replace" command to update terms throughout the document.
  - **Modify** document margins, page orientation, and line spacing to meet specific requirements.
  - **Format** a document with bullet points, numbered lists, and multi-level lists.

4. Analysing (Higher-order thinking)

- **Key Verbs**: Analyse, compare, examine, investigate, organise.
- **Practical Application**:
  - **Analyse** a document's structure to ensure consistent use of headings, subheadings, and styles.
  - **Compare** multiple versions of a document to identify changes or inconsistencies.
  - **Examine** formatting choices (e.g., font sizes, colours) for visual consistency throughout the document.
  - **Organise** sections of a document using headers, footers, and section breaks.
  - **Investigate** page layout issues when tables or images affect the flow of text.

5. Evaluating (Higher-order thinking)

- **Key Verbs**: Evaluate, critique, judge, review, assess, prioritise.
- **Practical Application**:
  - **Evaluate** the overall layout of a document for professionalism and readability.
  - **Critique** a document's formatting and suggest improvements (e.g., font choice, margin size).
  - **Judge** whether the use of bullet points or numbered lists enhances clarity.
  - **Review** a collaborative document for consistent formatting and grammar using the "Track Changes" feature.
  - **Assess** the appropriateness of table sizes and image placement within a formal document.

6. Creating (Higher-order thinking)

- **Key Verbs**: Create, design, produce, customise, compile, construct.
- **Practical Application**:
  - **Create** a custom template for professional documents, including company branding, headers, and footers.
  - **Design** a multi-page report with headers, footers, page numbers, and a table of contents.
  - **Produce** a polished newsletter, complete with images, tables, and multiple columns.
  - **Customise** a document layout for a specific audience, adjusting margins, fonts, and spacing.

- **Compile** information from various sources and **construct** a well-organised, professional document.

Key Verbs and Practical Levels for MS Word

- **Lower-order thinking**:
  - *Remembering*: Simple recall of tools and features (e.g., recalling where the "Bold" button is).
  - *Understanding*: Recognising and selecting appropriate formatting tools and features (e.g., interpreting which heading style to use).
- **Middle-order thinking**:
  - *Applying*: Direct practical use of MS Word features (e.g., inserting tables, formatting text, applying styles).
- **Higher-order thinking**:
  - *Analysing*: Critically examining document layouts, identifying errors or improvements (e.g., checking page breaks or inconsistent formatting).
  - *Evaluating*: Judging the overall quality of the document (e.g., reviewing a report for professionalism).
  - *Creating*: Building complex documents from scratch or customising templates (e.g., producing a business report with a table of contents and headers).

Key Verbs for Practical Use of MS Excel

In MS Excel, practical use involves performing tasks such as data entry, calculations, formatting, and analysis. The following list categorises key verbs by Bloom's Taxonomy, focusing on **practical application** within MS Excel.

1. Remembering (Lower-order thinking)

- **Key Verbs**: Recall, recognise, locate, identify, retrieve, label.
- **Practical Application**:
  - **Recall** basic formulas like =SUM, =AVERAGE, and =IF.
  - **Locate** features such as the "Sort & Filter" button in the toolbar.
  - **Identify** cell references (e.g., A1, B2) within a spreadsheet.
  - **Retrieve** a saved Excel workbook and open it for further data entry.
  - **Label** different worksheets in a workbook according to their content.

2. Understanding (Lower to middle-order thinking)

- **Key Verbs**: Classify, interpret, compare, distinguish, differentiate.
- **Practical Application**:
  - **Classify** data into appropriate columns (e.g., numbers, text, dates).
  - **Interpret** the meaning of a formula's output (e.g., understanding a VLOOKUP result).
  - **Compare** the use of absolute (A1) and relative (A1) references in formulas.
  - **Distinguish** between different chart types (e.g., bar charts, pie charts) for visualising data.
  - **Differentiate** between formatting options such as "Number" and "Currency."

3. Applying (Middle-order thinking)

- **Key Verbs**: Format, modify, insert, apply, execute, adjust, edit.
- **Practical Application**:
  - **Apply** a formula across multiple cells using autofill (e.g., copying a SUM formula down a column).
  - **Insert** a chart to visually represent data from a range of cells.
  - **Modify** the layout of a worksheet by adjusting column widths and row heights.
  - **Execute** conditional formatting to highlight cells that meet specific criteria (e.g., values greater than a threshold).

- **Edit** a formula to correct errors or add functionality (e.g., adding an additional condition in an IF statement).

4. Analysing (Higher-order thinking)

- **Key Verbs**: Analyse, compare, examine, investigate, organise.
- **Practical Application**:
  - **Analyse** a dataset using a PivotTable to summarise sales figures by product category.
  - **Compare** the effects of different formulas (e.g., SUMIF vs. COUNTIF) for calculating results based on criteria.
  - **Examine** a complex formula to ensure correct use of parentheses and operators.
  - **Investigate** errors in a worksheet by using the "Trace Precedents" and "Trace Dependents" features.
  - **Organise** data using sorting and filtering options to make it easier to analyse.

5. Evaluating (Higher-order thinking)

- **Key Verbs**: Evaluate, critique, judge, review, assess, prioritise.
- **Practical Application**:
  - **Evaluate** the accuracy of a dataset by comparing it to a source document.
  - **Judge** the effectiveness of a chart in representing data trends.
  - **Review** a spreadsheet for consistency in formatting, ensuring all numerical values are appropriately formatted as currency, percentages, etc.
  - **Assess** the efficiency of a formula (e.g., whether using VLOOKUP or INDEX/MATCH is more appropriate for the task).
  - **Prioritise** certain data columns when creating a summary report in Excel.

6. Creating (Higher-order thinking)

- **Key Verbs**: Create, design, produce, customise, compile, construct.
- **Practical Application**:
  - **Create** a new workbook that tracks sales performance across multiple regions with data visualisations like charts.
  - **Design** a complex formula combining multiple functions (e.g., IF, AND, VLOOKUP) to automate calculations.
  - **Produce** a fully formatted report, using features like headers, footers, and page layout for printing.

- **Customise** conditional formatting rules to highlight data trends or outliers in a financial statement.
- **Compile** data from multiple worksheets into a consolidated summary sheet using formulas like CONSOLIDATE or links between cells.

Summary of Key Verbs and Practical Levels for MS Excel

- **Lower-order thinking**:
  - *Remembering*: Simple recall of features, formulas, and functions (e.g., recalling how to insert a chart).
  - *Understanding*: Recognising and selecting appropriate tools and features (e.g., interpreting results from formulas like SUM or AVERAGE).
- **Middle-order thinking**:
  - *Applying*: Direct practical use of Excel features (e.g., formatting data, applying formulas, creating charts).
- **Higher-order thinking**:
  - *Analysing*: Breaking down datasets, identifying errors, and using PivotTables for analysis (e.g., analysing a financial report).
  - *Evaluating*: Reviewing and judging the effectiveness of charts, formulas, or data arrangements (e.g., evaluating data visualisations).
  - *Creating*: Building complex workbooks, automating processes with advanced formulas, and generating summaries (e.g., designing a financial forecast workbook).

Key Verbs for Practical Use of MS Access

MS Access is a database management system used to store, manage, and retrieve data efficiently. In practical terms, using MS Access involves tasks like creating tables, building queries, forms, and generating reports. Below is a list of key verbs categorised by Bloom's Taxonomy, focusing on **practical application** in MS Access.

1. Remembering (Lower-order thinking)

- **Key Verbs**: Recall, recognise, locate, identify, retrieve, label.
- **Practical Application**:
  - **Recall** how to open an existing database in MS Access.
  - **Identify** primary key fields in a table.
  - **Locate** the "Create Table" option in the toolbar.
  - **Label** different data types in a table (e.g., text, number, date/time).
  - **Retrieve** a saved query and execute it to view results.

2. Understanding (Lower to middle-order thinking)

- **Key Verbs**: Classify, interpret, compare, distinguish, differentiate.
- **Practical Application**:
  - **Classify** fields as different data types (e.g., short text, number, date/time).
  - **Interpret** relationships between tables in a relational database.
  - **Compare** the use of different query types (e.g., Select Query vs. Update Query).
  - **Distinguish** between a form and a report and their purposes.
  - **Differentiate** between using a query and directly filtering a table to retrieve specific data.

3. Applying (Middle-order thinking)

- **Key Verbs**: Format, modify, insert, apply, execute, adjust, edit.
- **Practical Application**:
  - **Insert** a new record into an existing table.
  - **Modify** table structure by adding or deleting fields.
  - **Apply** validation rules to ensure accurate data entry (e.g., setting a field to require unique values).
  - **Execute** a query to find all records that match specific criteria.
  - **Edit** a form's design to improve usability by adding input controls such as dropdowns or text boxes.

4. Analysing (Higher-order thinking)

- **Key Verbs**: Analyse, compare, examine, investigate, organise.
- **Practical Application**:
  - **Analyse** relationships between tables to ensure they are correctly normalised.
  - **Compare** the output of two queries that retrieve similar but slightly different data sets.
  - **Examine** table structures to ensure all required fields have been included.
  - **Investigate** errors in query results by reviewing join types (e.g., inner join vs. outer join).
  - **Organise** data across multiple tables to reduce redundancy and improve efficiency through normalisation.

5. Evaluating (Higher-order thinking)

- **Key Verbs**: Evaluate, critique, judge, review, assess, prioritise.
- **Practical Application**:
  - **Evaluate** the efficiency of a query by reviewing the time it takes to execute.
  - **Judge** the appropriateness of relationships between tables, including the use of primary and foreign keys.
  - **Review** a form's layout to ensure it is user-friendly and logically organised.
  - **Assess** the accuracy of a report's output by comparing it to source data.
  - **Prioritise** which queries should be run based on the importance of the data they retrieve.

6. Creating (Higher-order thinking)

- **Key Verbs**: Create, design, produce, customise, compile, construct.
- **Practical Application**:
  - **Create** a new database and set up tables with appropriate fields and data types.
  - **Design** a query to extract data from multiple tables using joins.
  - **Produce** a custom report that summarises data, including totals and formatting for easy readability.
  - **Customise** forms to enhance data entry, adding features like dropdown lists, combo boxes, and buttons.
  - **Construct** relationships between tables to enforce referential integrity and prevent orphaned records.

Key Verbs and Practical Levels for MS Access

- **Lower-order thinking**:
  - *Remembering*: Recalling basic functions like table creation and identifying primary keys (e.g., remembering how to define a field as a primary key).
  - *Understanding*: Interpreting relationships between database objects (e.g., distinguishing between different types of queries).
- **Middle-order thinking**:
  - *Applying*: Using MS Access features for data management and form/query creation (e.g., inserting records, applying validation rules).
- **Higher-order thinking**:
  - *Analysing*: Examining database structures and relationships to ensure data integrity (e.g., analysing relationships between tables).
  - *Evaluating*: Reviewing and assessing the performance of queries, forms, and reports (e.g., evaluating a report for accuracy).
  - *Creating*: Designing databases, queries, forms, and reports from scratch (e.g., creating a fully functional database with relational tables and forms).

Key Verbs for Practical Use of HTML 4

When working with HTML 4 in a basic, practical setting, tasks include creating and formatting simple web pages using HTML tags. There's no use of CSS or JavaScript, so the focus is on structuring content and basic formatting using HTML 4 elements. Below is a list of key verbs categorised by Bloom's Taxonomy, focused on **practical application** in basic HTML 4.

1. Remembering (Lower-order thinking)

- **Key Verbs**: Recall, recognise, locate, identify, label.
- **Practical Application**:
  - **Recall** basic HTML tags (e.g., <h1>, , <a>, <img>, <table>).
  - **Identify** the structure of an HTML document, including the <html>, <head>, and <body> sections.
  - **Locate** the correct position in an HTML file to insert a hyperlink or image tag.
  - **Label** different HTML tags based on their function (e.g., header tags, paragraph tags).
  - **Recognise** the difference between opening and closing tags (e.g., and).

2. Understanding (Lower to middle-order thinking)

- **Key Verbs**: Classify, explain, describe, interpret, differentiate.
- **Practical Application**:
  - **Explain** the use of basic HTML tags to structure a web page (e.g., using <h1> for the main heading, for paragraphs).
  - **Classify** tags as block-level elements (e.g., ,) versus inline elements (e.g., , <a>).
  - **Interpret** how browser displays HTML elements (e.g., what happens when you use <b> versus).
  - **Differentiate** between ordered (<ol>) and unordered lists (<ul>).
  - **Describe** the purpose of the <title> tag and how it affects the browser tab.

3. Applying (Middle-order thinking)

- **Key Verbs**: Apply, use, insert, format, modify, construct.
- **Practical Application**:
  - **Apply** header tags to organise content into sections (e.g., using <h1> for the title and <h2> for subtitles).

- **Insert** an image into a webpage using the <img> tag and provide the correct file path.
- **Format** text using basic tags like <b>, <i>, and <u> to make the content bold, italic, or underlined.
- **Modify** an existing webpage by adding a new hyperlink using the <a> tag.
- **Construct** a basic table with rows and columns using the <table>, <tr>, and <td> tags.

4. Analysing (Higher-order thinking)

- **Key Verbs**: Analyse, examine, compare, investigate, organise.
- **Practical Application**:
  - **Analyse** the structure of a webpage to ensure proper use of headings and paragraphs for readability.
  - **Examine** an HTML document to identify errors in tag usage, such as missing closing tags.
  - **Compare** the results of using different HTML attributes (e.g., <a href> vs. <a target="_blank">).
  - **Investigate** how nesting tags (e.g., using <ul> inside <li>) affects the layout of lists.
  - **Organise** content on a webpage by using proper HTML tags to maintain a logical structure.

5. Evaluating (Higher-order thinking)

- **Key Verbs**: Evaluate, review, critique, assess, judge.
- **Practical Application**:
  - **Evaluate** the structure of an HTML file for correct syntax and tag hierarchy.
  - **Review** a web page in a browser to check if all images and links are functioning as expected.
  - **Critique** a webpage's organisation, focusing on the use of HTML tags for headings and paragraphs.
  - **Assess** whether the HTML code is properly formatted and indented for readability and maintenance.
  - **Judge** the appropriateness of using certain HTML tags for structuring content, such as when to use a versus a <p> tag.

6. Creating (Higher-order thinking)

- **Key Verbs**: Create, design, construct, produce, compile.
- **Practical Application**:

- **Create** a simple webpage using basic HTML tags, including headings, paragraphs, lists, and links.
- **Design** the layout of a basic webpage using tables to position content (since CSS is not used).
- **Construct** a multi-page website by linking pages together with the <a> tag.
- **Produce** a basic form using HTML 4 form elements such as <input>, <select>, and <textarea>.
- **Compile** text and images to form a well-structured HTML document.

Key Verbs and Practical Levels for HTML 4

- **Lower-order thinking**:
  - *Remembering*: Recalling HTML tags and basic document structure (e.g., remembering to include opening and closing tags).
  - *Understanding*: Classifying and explaining the purpose of tags and document structure (e.g., differentiating between inline and block-level elements).
- **Middle-order thinking**:
  - *Applying*: Directly using and inserting HTML tags to build simple webpages (e.g., applying <img> or <a> tags to add images and links).
- **Higher-order thinking**:
  - *Analysing*: Examining HTML code to ensure proper structure, syntax, and formatting (e.g., checking for missing tags).
  - *Evaluating*: Reviewing and assessing the functionality of a webpage (e.g., ensuring links and images work).
  - *Creating*: Building complete HTML webpages, including forms, tables, and multi-page structures (e.g., designing a simple multi-page website).