

Develop

Years 7–10 cognitive verb toolkit

What is developing?

To develop is to identify the capabilities or possibilities of ideas or to improve an idea and bring it to a more advanced or effective state. Developing an idea is different to simply having an idea and is a real-world skill of how to demonstrate understanding to express a deeper meaning. When developing an idea, collaboration is a strategy that can be used to receive feedback and draws upon the collective skills within the group. For example, following the design process facilitates the development of ideas and provides opportunity for collaboration.

This term is described in the notes section of the standard elaborations:

Term	Description
develop	demonstrates understanding of knowledge using varying levels of skills

Cognitive verb use in the Australian Curriculum

The cognitive verb develop appears in various learning area achievement standards and content descriptions in the Australian Curriculum. The table below shows the use of develop across the whole Australian Curriculum.

Develop in the Australian Curriculum achievement standards (AS) and content descriptions (CD)																
Year level	English	Health and Physical Education	HASS	History	Geography	Civics and Citizenship	Economics and Business	Mathematics	Science	Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Year 7	AS	CD	AS CD	AS CD	CD	AS CD	AS CD			AS CD		CD	CD	CD	CD	CD
Year 8		CD		AS CD	CD	AS CD	AS CD	CD		AS CD		CD	CD	CD	CD	CD
Year 9		CD		AS CD	CD	AS CD	AS CD	CD		CD	CD	CD	AS CD	CD		AS CD
Year 10	AS	CD		AS CD	AS CD	AS CD	AS CD		AS	CD	CD	CD	AS CD	CD		AS CD

Cognitive process

The cognitive verb **develop** is part of the knowledge utilisation category of cognitive process.

Cognitive skills to help develop are: <ul style="list-style-type: none"> • collect • investigate • discuss. 	Cognitive skills that follow develop are: <ul style="list-style-type: none"> • elaborate • justify • create.
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Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Year 7 and 8	Design and Technologies	Students develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.	Generate, develop , test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)
Year 8	Economics and Business	Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts.	Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES032)
Year 9 and 10	Visual Arts	Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.	
Year 9 and 10	Health and Physical Education		Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)

More information

This factsheet is part of a suite of resources to support teachers in the explicit teaching and assessment of students' thinking. The suite of resources includes cognitive verb overviews, cognitive verb year-level overviews and categories of common cognitive verbs. The cognitive verbs are categorised using Marzano and Kendall's (2007) four levels of cognitive process: retrieval, comprehension, analysis and knowledge utilisation.

The suite of resources can be found here: www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/cognitive-verbs/years-7-10-cognitive-verb-toolkit.

Reference: Marzano, R & Kendall, J 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.

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