

Develop

Primary 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
Prep										CD					CD	
Year 1										CD					CD	
Year 2			AS	AS						CD					CD	
Year 3	AS CD			AS						AS CD						
Year 4	CD			AS	AS	AS		CD		AS CD					CD	
Year 5	AS CD		AS CD	AS CD	AS CD	AS CD	AS CD		CD	CD	AS	CD	CD	CD	CD	CD
Year 6	CD		AS CD	AS CD	AS CD	AS CD	AS CD		AS	CD	AS	CD	CD	CD	CD	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.
--	---

Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Prep	Design and Technologies		Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006)
Year 1	Music		Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)
Year 2	HASS	Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.	
Year 3	History	Students develop texts, including narrative accounts, using terms denoting time.	
Year 4	Mathematics		Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)
Year 5	English	Students develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.	
Year 6	Science	Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships.	

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.

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