

What is developing?

To develop is to identify the capabilities or possibilities of ideas or to improve or extend on an idea and bring it to a more advanced or effective state. For example, students consider the development of an outdoor shelter for their new pet. By using information gathered on the pet's surroundings and requirements, students develop their design of a suitable shelter.

A process of developing may include:

- collecting information individually or collaboratively
- identifying the collected information to investigate, expand or elaborate an idea
- discussing how the information adds to the original idea.

Develop as a cognition

Cognitive verbs are categorised using Marzano & Kendall's four elements of the cognitive system: retrieval, comprehension, analysis and knowledge utilisation (2007).

The cognitive verb develop is part of the knowledge utilisation element of cognitive process. This element involves the 'use of knowledge processes to accomplish a specific task' (p. 51).

Develop in the Australian Curriculum Version 9.0

The cognitive verb develop appears in various achievement standards (AS) and/or content descriptions (CD) in the Australian Curriculum. The following table shows the use of develop across the Australian Curriculum in Prep–Year 6.

Develop in the Prep–Year 6 Australian Curriculum AS and CD								
	English	Health and Physical Education	P–6 HASS	Mathematics	Science	Technologies		
						Technologies	Design and Technologies	Digital Technologies
Prep	CD					AS		
Year 1			AS CD					
Year 2			AS CD	CD				
Year 3			AS CD	CD				
Year 4	AS CD		AS CD	CD				
Year 5	AS CD		AS CD	CD		AS	AS CD	AS
Year 6	AS CD		AS CD			AS	AS CD	AS

Develop in the Prep–Year 6 Australian Curriculum AS and CD													
	Languages							The Arts					
	Chinese	French	German	Indonesian	Italian	Japanese	Spanish	The Arts	Dance	Drama	Media Arts	Music	Visual Arts
Prep								CD	CD	CD	CD	CD	CD
Years 1–2								CD				CD	
Years 3–4	CD	CD	CD	CD	CD	CD	CD	CD		CD	CD	CD	
Years 5–6								CD	CD	CD	CD	CD	AS

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

Year/s	Learning area/subject	AS	CD
Prep	The Arts: Dance		use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADAFD01
Years 1–2	Health and Physical Education	Students develop and apply rules while collaborating with others in a range of movement contexts.	
Year 3	HASS	Students develop questions, and collect, sort and record related information and data from observations and provided sources.	develop questions to guide investigations about people, events, places and issues AC9HS3S01
Years 3–4	Languages: Japanese		develop strategies to comprehend and adjust Japanese language in familiar contexts to convey cultural meaning AC9LJ4C04
Year 4	Mathematics		develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder AC9M4N06
Years 5–6	Technologies: Design and Technologies	Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.	develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05

References

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

More information

This information sheet is part of a suite of resources to support teachers in the explicit teaching and assessment of students' thinking. The suite of resources includes categories of common cognitive verbs, cognitive verb overviews and a cognitive verb toolkit with information sheets, posters and graphic organisers.

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'cognitive verbs'. Alternatively, the suite of resources can be found here: www.qcaa.qld.edu.au/p-10/aciq/version-9/cognitive-verbs-in-version-9.0.



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