**Command Verbs**

The aim of this document is to give an explanation of the common command verbs used in our qualification guides to both learners and centres. Examples are given at each level. Some words can be used at various levels but as you move up the depth of answer required increases.

For example, ‘identify’ at Entry Level could be no more than a sentence required for any given question, but at Level 3, you might expect a complex description running over a page in length.

We hope that you find this a useful reference tool.

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# Explanation of Verbs Used in the Assessment Criteria at Entry Levels 2 and 3

**The learner’s achievement is based on their ability to meet all the assessment criteria for the unit.**

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| **LEVEL** | **Knowledge descriptor (the holder……)** | **Skills descriptor (the holder can…..)** |
| **ENTRY 2** | Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and  Knows the steps needed to complete simple activities. | Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities. |
| **ENTRY 3** | Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; and  Knows and understands the steps needed to complete structured tasks and activities in familiar contexts. | Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others. |

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| VERBS | EXPLANATION | EXAMPLES |
| Carry out | Complete a simple or familiar task. | * **Carry out** activities to insert plant materials (M/502/0618) * **Carry out** watering activities methodically (M/502/0621) * **Carry out** activities to lay slabs (M/502/1011) |
| Collect | Gather together. | * **Collect** tools and equipment (T/502/0619) * **Collect** and check feeding equipment is safe to use (D/502/0730) |
| Demonstrate | To show through action. | * **Demonstrate** safe working practices when removing and replacing motor vehicle road wheels (A/504/1388) * **Demonstrate** the correct sequence and procedure when carrying out vehicle checks (M/502/4670) |
| Identify | Be able to name or know on sight objects, tools or steps to complete familiar tasks and activities. | * **Identify** parts of a flowering plant (Y/600/0115) * **Identify** plants (Y/600/0289) * **Identify** annuals and herbaceous perennials (L/502/5194) |
| Participate in… | Take part in simple dialogue or task. | * **Participate** in a dialogue with a minimum of 12 simple phrases (L/615/9956). * **Participate** in activities within a local community group (F/502/0459) |
| Recognise | Demonstrating an understanding through general identification. | * **Recognise** species of small animals (R/502/0496) * **Recognise** parts of the body of small animals (K/502/0505) * **Recognise** feeding equipment for small animals (A/502/0508) |
| State | Give brief information about the topic. Could be in form of a short sentence, list or bullet points etc. | * **State** how one animal species moves (L/502/0612) * **State** why visitors should not touch animals (H/502/0616) * **State** why it is important to identify an animal (R/502/0496) |
| Use | Apply knowledge to show understanding of structured tasks and activities and the steps needed to carry them out. | * **Use**, clean and store PPE, tools and equipment safely (D/502/0615) * **Use** hand tools to carry out basic floristry tasks (R/502/0515) |

# Explanation of Verbs Used in the Assessment Criteria at Level 1

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| **LEVEL** | **Knowledge descriptor (the holder……)** | **Skills descriptor (the holder can…..)** |
| **LEVEL 1** | Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and  Is aware of aspects of information relevant to the area of study or work. | Use basic cognitive and practical skills to complete well-defined routine tasks and procedures.  Select and use relevant information. Identify whether actions have been effective. |

**The learner’s achievement is based on their ability to meet all the assessment criteria for the unit.**

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| VERBS | **EXPLANATION** | **EXAMPLES** |
| Apply | Use relevant skills, knowledge and understanding appropriate to context. | * **Apply** fertiliser by hand to bare ground (A/504/0144) * **Apply** organic mulch to soil using correct techniques and specifications without damaging crop/ border plants (R/504/0005) * **Apply** research techniques into contemporary, historical and cultural contexts (A/602/6142) |
| Carry out | Complete a well-defined or routine task/activity using basic practical skills and factual knowledge. | * **Carry** **out** pre-start checks and adjustments and make a tractor ready for use (K/502/5140) * **Carry out** stock rotation procedures in a way which complies with health and safety legislation, including PPE (T/502/5092) * **Carry out** activities to collect and prepare produce or plant material for transport (H/504/0171) |
| Communicate | Share thoughts, feelings or ideas by speaking, writing, actions etc. | * **Communicate** with colleagues and person in charge to achieve the group’s objectives (M/501/1483) |
| Contribute to | To take part in a task or to give ideas or opinions about a topic. | * **Contribute**, as part of a group activity, **to** the identification and reporting of any plant species already present (F/501/4886) * **Contribute to** identifying the course of the path (D/501/4894) * **Contribute** to carrying out a site survey recording the condition of paths and any safety issues on the site (K/501/4896) |
| Demonstrate | Complete a task or activity to show a basic factual understanding of the topic. | * **Demonstrate** personal responsibilities of current health, safety and hygiene legislation (L/602/0748) * **Demonstrate** safe lifting and handling techniques and use of handling equipment if appropriate (R/600/0291) * **Demonstrate** how to work as an effective group member (R/502/0465) |
| Describe | Select and use relevant information to explain how to complete well defined, routine tasks or to solve simple problems. | * **Describe** the suitability of icings for different techniques (L/602/0748) * **Describe** how to maintain the health and safety of self and others (L/502/4016) * **Describe** the differences between the features and benefits of products (T/502/5805) |
| Give examples of… | Provide relevant examples for the topic. Can be in the form of a list, short sentences, pictures or actions. | * **Give** examples of specialist engine tools used with compression ignition engines (M/501/7010) * **Give** examples of body damage to vehicle panels (H/501/7019) * **Give** examples that show why regular attendance and good timekeeping are important in the workplace (J/504/5251) |
| Identify | Be able to name or know on sight objects/procedures relevant to course of study using basic knowledge. Be able to name/explain how to carry out, routine tasks using basic practical skills. | * **Identify** why some lambs are more susceptible to hypothermia (T/502/4427) * **Identify** the colour coding system applied to fire extinguishers (K/616/1262) * **Identify** the dangers of MMA and MAG welding (M/616/1263) |
| Indicate | Point out or show using words, illustrations or actions. | * **Indicate** how positive and negative customer experience could affect a business (D/501/7021) |
| Know | To have an understanding or awareness of a subject through experience or study. | * **Know** the principles of safe manual handling (H/501/7005) |
| List | State of make a list of basic items in words, as a statement or a comment. | * **List** ways in which sustainability can help our environment (L/504/5204) * **List** ways in which energy consumption in the home can be reduced (J/504/5203) * **List** the relevant legislation which applies to loading and unloading animals (Y/502/4100) |
| Locate | Find, identify or show where to find a defined item. | * **Locate** the components of a vehicle external lighting system… (L/501/7015) |
| Organise | To arrange or prepare something, usually requiring time, thought and elements of order. | * **Organise** tools and materials before use (H/600/0294) |
| Outline | Give brief details that cover the main points in summary. | * **Outline** what measures could be taken in own work situation to eliminate hazards or reduce the chance of them causing harm (R/600/0291) * **Outline** the key stages of a product’s journey through the supply chain (A/502/5756) |
| Participate in | Take part in. | * **Participate** in a dialogue in the target language about familiar events of at least 12 exchanges (Y/616/0687) |
| Prepare/ Produce | To make, create, bring or ﬁnd. | * **Produce** records to show the successes and failures of (the) enterprise activity (F/501/5939) * **Produce** a spot weld lap joint (H/501/7019) |
| Report | To prepare a basic account or statement about an event or topic. | * **Report** unexpected findings to the person in charge of the activity (M/501/1483) * **Report** any changes in the behaviour or condition of livestock to the appropriate person (J/502/4108) |
| Review | Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not. | * **Review** the progress the group has made in working together (R/502/0465) |
| State | Give the main points in brief, clear sentences. | * **State** key environmental impacts of vehicle emissions (D/507/5226) * **State** the tasks involved in pruning deciduous spring-flowering shrubs (Y/504/0152) * **State** the major features of a range of different styles of garden (M/504/5342) |
| Test | A means of determining the presence, quality, or truth of something. | * **Test** percentage of antifreeze solution (A/501/7012) |
| Use | Apply knowledge to demonstrate understanding. | * **Use** safe working practices when working on engine fuel systems (F/501/7013) * **Use** chemicals according to instructions and correct health and safety precautions (D/502/4051) |

# Explanation of Verbs Used in the Assessment Criteria at Level 2

**The learner’s achievement is based on their ability to meet all the assessment criteria for the unit.**

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| **LEVEL** | **Knowledge descriptor (the holder……)** | **Skills descriptor (the holder can…..)** |
| **LEVEL 2** | Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.  Can interpret relevant information and ideas.  Is aware of a range of information that is relevant to the area of study or work. | Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.  Identify, gather and use relevant information to inform actions.  Identify how effective actions have been. |

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| VERBS | EXPLANATION | EXAMPLES |
| Adapt | Change to make suitable for a well-defined routine use or purpose. | * **Adapt**, manipulate and reposition suppression for darts, gathers, tucks, seams (M/501/7959) * **Adapt** basic blocks to produce full size patterns for a blouse or shirt, a skirt, a pair of trousers (K/501/7961) |
| Analyse | Break the topic down into well-defined separate parts and examine each part. | * **Analyse** key considerations relating to choice of fabric, haberdashery and pattern (D/501/7956) |
| Assess | Offer a reasoned judgement of  standard/quality of a well-defined situation/skills informed by relevant information. | * **Assess** own strengths and areas for improvement when communicating with others (F/506/9239) * **Assess** how to maintain groups (J/506/9212) |
| Calculate | Generate a numerical answer, with workings shown for a well-defined task or straightforward problem. | * **Calculate** the calorie requirement for two animal inpatients to include basal energy requirements (J/502/7624) * **Calculate** expected changes in demand and the corresponding changes that need to be made to stock levels (L/503/5661) |
| Carry out | Complete a well-defined, generally routine task or activity. | * **Carry out** work in a manner which minimises environmental damage (M/502/3275) |
| Collect | Collect, organise and present results and investigations for a well-defined, generally routine task or activity. | * **Collect** primary and secondary data that meets the requirements of the survey specification (M/502/3275) * **Collect**, organise and present results and investigations (A/602/6142) |
| Communicate | Exchange thoughts, feelings or ideas by speech, writing, gestures etc. for a well-defined, generally routine task or activity. | * **Communicate** through drawing the application of surface pattern to fabrics (K/502/0374) * **Communicate** with colleagues and/or others regarding the exercise requirements and opportunities for the animal (K/502/1556) |
| Compare | Identify similarities and differences for a well-defined, generally routine task or activity. | * **Compare** the urinary anatomy of a range of species (D/502/7628) |
| Create | To originate, e.g. to produce a solution to a problem for a well-defined, generally routine task or activity | * **Create** a variety of pattern formations (K/502/0374) * **Create** two tailored samples such as a pocket, a collar or a fly with waistband (T/502/0376) |
| Define | State or describe the nature, scope or meaning of a well-defined, generally routine task or activity. | * **Define** what is meant by challenging behaviour (T/506/9240) * **Define** reflective practice within the context of youth work (Y/506/9232) |
| Demonstrate | Complete a well-defined, generally routine task or activity, showing an understanding of facts, procedures and ideas of a topic. | * **Demonstrate** the use of a range of listening and responding skills appropriate for establishing a helping relationship (F/601/7300) * **Demonstrate** economical utilisation of fabric (H/501/7960) |
| Describe | Give a detailed account that sets out the main points of an argument, account or opinion. | * **Describe** the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these (M/502/3261) * **Describe** how counselling is different from other helping relationships (Y/601/7299) * **Describe** the key legal responsibilities of a retail business and its employees when offering credit facilities to customers (D/502/5801) |
| Determine | Find out/decide the relevant information of a well-defined, generally routine task or activity or a straightforward problem. | * **Determine** the location, purpose and importance of the left and right atria within companion animal species (Y/502/7627) |
| Develop | Build on a topic of a well-defined, generally routine task or activity. | * **Develop** and communicate designs using a variety of drawing methods and media (D/502/0372) * **Develop** design variations for a tailored jacket (T/502/0376) * **Develop** skills and individual ways of working, relating to specific formal elements (M/602/6252) |
| Explain | To give account of the purposes or reasons in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Explain** suitable restrain methods and equipment to be used when administering first aid to animals (M/502/7617) * **Explain** why some animals should not be exercised (K/502/1556) * **Explain** the storage requirements of medicinal products which are included in schedule 1, 2, 3, 4 & 5 categories (A/502/7619) |
| Follow (instructions) | To go in the direction of or to be guided by instructions in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Follow** the correct procedures for the animal concerned to maintain health, safety and welfare of the animal (K/502/1556) * **Follow** procedures for departing visitors, as required (Y/601/2457) |
| Give examples of… | Provide relevant examples for the topic in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Give examples of** the impact of positive acknowledgement of changed behaviour in a youth work setting (T/506/9240) * **Give examples of** different equipment that would be used for different exercise opportunities (K/502/1556) |
| Identify | List or name the main points in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Identify** different forms of helping relationships (Y/601/7299) * **Identify** fabrics which create difficulties when lay planning (H/501/7960) * **Identify** situations when additional support is required to manage conflict and challenging behaviour (T/506/9240) |
| Locate | Find, identify or show where in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Locate** a suitable site for an intramuscular injection on a lagomorph (T/502/7621) * **Locate** the main vessels used in venepuncture and pulse taking on a feline and canine (A/502/7622) * **Locate** and retrieve the required information (R/601/2490) |
| Maintain | Keep up or continue in current condition in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. . | * **Maintain** the boundaries of a helping role throughout the (counselling) session (F/601/7300) * **Maintain** a dialogue in the target language with a minimum of 16 exchanges (J/616/0698) * **Maintain** the safety and security of animals during cleaning operations (Y/502/1522) |
| Modify | Amend or update in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Modify** methods of restraint in response to the reactions of the animal as necessary (Y/502/1536) |
| Monitor | Watch the progress of anything within an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Monitor** and maintain environmental condition to promote the health and welfare of animals (Y/502/1522) |
| Name | To provide appropriate word(s) or term(s) in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Name** the eight main endocrine glans (A/502/7622) |
| Outline | Provide details that summarise the main points | * **Outline** the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work (M/502/3261) * **Outline** how your work fits into local biodiversity action plans (M/502/3261) |
| Plan | Consider, set out and communicate what is to be done in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Plan** how to develop these (personal) skills and qualities in the future (J/601/7301) |
| Recognise | Acknowledge validity of or to know relevant information and ideas from before in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Recognise** and apply visual language with skill and understanding (M/602/6252) * **Recognise** and report abnormal droppings (D/502/7628) |
| Record | Keep relevant information in writing or by other methods in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Record** the measurements of two different figures types in the form of two size charts (K/501/7958) * **Record** the handling and restraint of the animal using the correct system (R/502/1468) |
| Reflect | Give thoughtful, balanced consideration to an issue or action in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Reflect** on personal practice in relation to managing conflict and challenging behaviour in youth work (T/506/9240) * **Reflect** on own contribution and effectiveness in planning and delivering activities (M/506/9172) * **Reflect** on all aspects of own strength and areas where practice could improve (Y/506/9215) |
| Review | Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Review** developments and plan how to take the work forward (M/602/6252) |
| State | Give the main points in brief, clear sentences in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **State** the implications of the legislation which affects your work including any permissions or licences which are required (H/600/2692) |
| Summarise | Give the main ideas or facts in a concise way with sentences in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Summarise** key requirements of legislation relevant to counselling practice (Y/601/7299) * **Summarise** current health and safety, animal health and welfare legislation, codes of practice and any additional requirements (R/502/1468) |
| Use | Apply relevant knowledge and ideas to demonstrate understanding in an area of study or field of work to complete well-defined, generally routine tasks and address straightforward problems. | * **Use** a reflective practice model in relation to own youth work (Y/506/9232) |

# Explanation of Verbs Used in the Assessment Criteria at Level 3

**The learner’s achievement is based on their ability to meet all the assessment criteria for the unit.**

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| **LEVEL** | **Knowledge descriptor (the holder……)** | **Skills descriptor (the holder can…..)** |
| **LEVEL 3** | Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.  Can interpret and evaluate relevant information and ideas.  Is aware of the nature of the area of study or work.  Is aware of different perspectives or approaches within the area of study or work. | Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.  Use appropriate investigation to inform actions.  Review how effective methods and actions have been. |

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| VERBS | EXPLANATION | EXAMPLES |
| Analyse | Break the topic down into separate parts and examine each part. Show how the main ideas are related and why they are important. | * **Analyse** influence of recognised designers upon own creative choices and vision (F/601/6695) |
| Apply | Put into operation or use. Use relevant skills / knowledge / understanding appropriate to context. | * **Apply** calligraphic letterforms to two applications (A/601/6355) * **Apply** understanding when selecting and applying research methods and approaches to meet identified objectives (R/601/4207) |
| Assess | Use available information to make a judgement. | * **Assess** current level of own visual art skills (K/601/6953) * **Assess** the degree to which, prevailing influences, e.g. social, cultural, political, economic, personal and ideological have had an effect upon at least three visual artists’ work (L/601/5940) * **Assess** the significance of self-promotion to the creative practitioner (J/601/3619) |
| Carry out | Complete a well-defined, generally routine task or activity. | * (Plan and) **carry out** thorough and wide ranging research from a broad range of given contexts (M/601/4196) * **Carry out** wide ranging experimentation with traditional and more unusual material and processes (K/601/4200) |
| Demonstrate | Complete a task or activity. Show an understanding of the topic. | * **Demonstrate** the ability to use research in support of creative activity (M/601/4196) |
| Describe | Give an account, including all the relevant characteristics, qualities or events. | * **Describe** methods used to identify areas of high levels of compliance; non-compliance; and areas for improvement (R/506/8709) * **Describe** the expectations and standards for behaviour and attendance including the implications of misconduct or poor attendance and check the participant’s understanding (F/506/8740) |
| Develop | Build on a topic or activity. | * **Develop** and implement appropriate strategies to address any barriers to effective communication (M/506/8717) * **Develop** appropriate selling points of client that demonstrate their strengths for the position (M/506/8734) |
| Establish | Secure acceptance for/Come to an understanding of. | * **Establish** criteria for setting priorities (Y/602/5189) |
| Evaluate | Examine strengths and weaknesses and make points for and against. | * **Evaluate** their own strengths and weaknesses as a person who uses counselling skills (K/601/7582) * **Evaluate** opportunities for further development of their visual art skills and knowledge (F/601/6695) |
| Explain | To give account of the purposes or reasons. | * **Explain** the difference between someone who uses counselling skills and a qualified trained counsellor (T/601/7567) |
| Identify | List or name the main points. | * **Identify** skills gaps, development needs and opportunities (F/601/6695) |
| Illustrate | Make clear by using examples or provide diagrams. | * **Illustrate** the extent to which established and new technologies affect the work they (the artists) produce (L/601/5940) |
| Implement | To fulﬁl, perform or carry out a plan, action, task or procedure. | * **Implement** the plan assessing progress against proposed deadline and timescales (K/601/6953) |
| Interpret | Explain the meaning. | * **Interpret** a selected brief to identify professional context and creative intentions (L/601/5937) |
| Investigate | Research into and study of materials and sources to establish facts and reach conclusions. | * **Investigate** a range of approaches to problem solving for professional design visualisation (K/601/5945) |
| Record | Keep information in writing or by other methods. | * **Record** assessment results according to organisational guidelines (T/506/8735) * **Record** key information about each case (Y/602/5189) |
| Report | To prepare a detailed account or statement about an event or topic. | * **Report** and record an incident in accordance with relevant organisational policy and procedures (K/506/8733) |
| Review | Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not. | * **Review** success of presentation in terms of its intended purpose or reaction (F/601/6695) * **Review** their own experiences of working with digital illustration software and tools (L/601/5565) |
| Summarise | Give the main ideas or facts in a concise way. | * **Summarise** the relationship between own organisation and key stakeholders, including contractual obligations (T/506/8704) |