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| LEVEL 2 Verbs  EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA | |
| Level 2 Verbs | Explanation |
| Active listen | Concentrate on what is said or on sound |
| Apply | Link existing knowledge to new or different situations |
| Assess | Consider information in order to make decisions |
| Agree | Arrive at a mutual understanding with people |
| Be responsive | * Show sensitivity to people or events * Take actions to support people or events |
| Carry out | Complete a task or activity |
| Contribute to | * Give ideas or opinions about the subject * Take part in activities or work roles |
| Classify | Organise according to a specific criteria |
| Compare | Examine the subjects in detail looking at similarities and differences |
| Define | State the meaning of a word or phrase or process |
| Demonstrate | * Apply skills in a practical situation * Show an understanding of the topic |
| Describe | Write or speak about the topic or activity giving detailed information |
| Develop | To identify and build on a topic |
| Differentiate | Identify the differences between two or more things |
| Distinguish | Show or recognise the difference between items, ideas or information |
| Enable | * Empower, aid, support or help people to make decisions * Take part in processes or undertake tasks |
| Encourage | Support people to achieve |
| Establish | * Secure acceptance for * Come to an understanding of |
| Estimate | Give an approximate decision or opinion using previous knowledge or experience |
| Explain | * Make clear * Give reasons for |
| Evaluate | * Examine strengths and weaknesses * Make points for and against |
| Give (positive and negative points…..) | Provide information showing the advantages and disadvantages of the subject |
| Give an example of… | Provide a sample or model relevant to the topic |
| Give reasons | Provide information to show why |
| Give ways | Provide information to show how |
| Identify | Provide brief information about a subject, specific process or activity |
| Illustrate | Give clear information or description with examples (eg: spoken, written, pictures, diagrams) |
| Indicate | * Point out or point to * Direct attention to |
| Interact | * Work together with * Make a working relationship with |
| Intervene | Be involved with people to have an effect on their actions |
| Locate | To find, select or show where |
| Maintain | Keep up or continue in current condition |
| Make | Construct, compose, produce |
| Manage | Be able to deal with |
| Observe | Watch |
| Order | Place information in a logical sequence |
| Outline | Identify or briefly describe the main points |
| Plan | Think about and organise information in a logical way |
| Perform | * Carry out or do * Take an action * Follow an instruction |
| Produce | Make, create, bring or find through learning or creative ability |
| Protect | Safeguard, keep safe |
| Provide | Supply relevant information, products or resource |
| Record | Keep information in writing or by other methods |
| Reflect | Learners should look at their actions, experiences or learning and think about how this could inform their future action, learning or practice |
| Report | * Make an official or formal statement * Put information together for others |
| Respect | * Value * Hold in high regard |
| Respond to | * Take action * Reply or answer |
| Review and Revise | Look back over the topic or activity and make or identify adjustments, changes or additions that would improve the topic or activity |
| Select | Choose for a specific purpose |
| Share | * Give information to others * Let others have information or resources |
| Show | Give or demonstrate information or knowledge |
| State | Give the main points in brief, clear sentences |
| Suggest | Propose an idea or ways of doing |
| Support | * Uphold or back up people’s decisions * Give help or advice |
| Use | Take or apply an item, resource or piece of information as required |
| Use (a range of....) | Provide information relevant to the task or topic |
| Work | * Engage with people or in tasks * Operate |