|  |  |
| --- | --- |
| LEVEL 4 VERBS  EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA | |
| Level 4 Verbs | Explanation |
| Analyse | Break the subject or complex situations into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important; reference to current research or theory may support the analysis |
| Critically analyse | This is a development of ‘analyse’ which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion |
| Compare | Explain the information in a clear, concise way showing depth of understanding |
| Classify | Organise accurately according to specific criteria |
| Collate | Collect and present information arranged in sequence or logical order which is suitable for purpose |
| Critically Compare | Examine in detail, consider and contrast similarities and differences and identify the positive aspects and limitations |
| Consider | Ponder, contemplate or study in order to make a decision |
| Demonstrate | Apply skills in a practical situation and/or show detailed understanding of the topic |
| Describe | Provide a broad range of detailed information about the topic or item in a logical way |
| Discuss | Give a detailed account including a range of views or opinions which includes contrasting perspectives |
| Draw conclusions (which….) | Make a final decision or judgment based on reasons which could lead to recommendations |
| Evaluate | Examine strengths and weaknesses, arguments for and against and / or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research  or theories to support the evaluation when applicable |
| Critically evaluate | This is a development of ‘evaluate’ where the candidate debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement |
| Explain | Apply reasoning to account for how something is or to show understanding of underpinning concepts; responses could include examples to support the reasons |
| Justify | Give a detailed explanation of the reasons for actions or decisions |
| 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 based on additional information or experience |
| Reflect | Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice |
| Summarise | Give the main ideas or facts in a concise way |