

# Command Verbs

NCFE has provided this document to give providers additional guidance on the language used in the T Level Technical Qualification specification and assessment materials. Not all of the verbs/phrases detailed below will appear in T Level documentation; however, they provide guidance on the terms NCFE most frequently uses as part of T Level qualification developments.

## 1. Assessment Command Verbs

T Level Technical Qualifications, delivered by NCFE, use command verbs to support the level of detail to be covered in assessment.

The following guidance has been produced based on the most common command verbs used by NCFE in the formation of the T Levels.

Command Word	Use
Assess	Evaluate or estimate the quality of a given topic to make an informed judgement, may include advantages and disadvantages.
Analyse	Separate information into component parts. Make logical, evidence-based connections between the components.
Calculate	Work out the value of something, showing relevant working
Choose	Select from a range of alternatives (MCQ)
Compare	Identify similarities and/or differences
Complete	Finish a task by adding to given information
Consider	Review and respond to given information
Define	Give a definition or specify meaning of an idea or concept.
Describe	Give an account of or set out characteristics or features
Discuss	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.
Evaluate	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Explain how	Give a detailed account of a process or way of doing something.
Give examples	Answers should include relevant examples in the context of the question.
Identify	Name or otherwise characterise.
Justify	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.
Label	Add names, indicating their correct position to an image or diagram
List	Give a selection of answers, as many as the question indicates.
Name	Identify using a recognised technical term.
Outline	Set out main the characteristics or features.
Show	Provide structured evidence to reach a conclusion.
State	Express in clear, brief terms.
Summarise	Brief statement of the main points.
Suggest (what/why/how)	Present a possible cause or solution. Apply knowledge to a new situation to provide a reasoned explanation.
Use or Using (Figure 1, Table 2, the information above/in the scenario, your own knowledge and understanding)	Answer must be based on information given in the question. In some cases, students may be asked to use their own knowledge and understanding.
Work out	Perform one or a set of steps or calculation to arrive at an answer.

## 2. Amplification of Knowledge statements

The following amplification phrases provide more detail about the breadth and depth required in students' understanding of the knowledge elements in the qualification specification.

<b>Causes and effects:</b>	<b>Definitions:</b>
Effects of...	Changes which are the result or consequence of an action
Consequences/impact of...	The effect or influence of one factor acting on another
How X affects Y...	The direct impact of one factor on another
Potential barriers to...	Factors which would stop or inhibit progression of...
Influences of...	The capacity to directly or indirectly affect...
Benefits/value of...	The positive impact of one factor on another/others...
How...	The specifics of how one factor can impact/influence/affect others
(Potential) implications of...	The possible future effects of a chosen course of action
Risks of...	The possible negative outcomes of a chosen course of action
<b>Characteristics and comparisons:</b>	<b>Definitions:</b>
Functions of...	The action or role performed by...
Principles of...	Underlying theory, rule or practice of...
Properties of...	The constituent parts or make-up of...
Purpose of...	The underpinning reason for the existence of...
Importance of ...	The significance or value of...
Characteristics/features of...	Distinguishing features or qualities of...
Origin of...	The source or event from which something develops
The evolution of...	The changing nature or development of something over time
Definition of...	The meaning of...
A range of...	A set of related things
The diversity of...	The differences between a set of related things
Links/connections between...	Relationship between two or more things
Strengths of...	The advantages of...
Limitations of...	The restricting factors...
Criticisms of...	The identified faults of...
Differences between...	The opposing characteristics existing between two or more things
<b>Functions and processes:</b>	<b>Definitions:</b>
Stages of...	Point or period in a sequential process
Steps to take when...	Specific actions carried out within a sequential process
Order/sequence of...	The order of steps or stages within a wider process
Key interdependencies	The interlinking dependent tasks
Strategy/strategies	Plan of action to achieve a desired outcome...
Methods of...	Ways of doing...
The application of...	The use of...
When to apply...	The selection criteria for the use of...
How to...	The steps or actions required to...
Structure of...	The organisation/form of...
Function of...	The role/purpose of...
Best practice for...	Optimal approach for...
Considerations when making decisions...	Factors to be taken into account...
Applications of principles	Acting on fundamental/underpinning theory
Different ways of...	A variety of approaches to...
<b>Regulations and responsibilities:</b>	<b>Definitions:</b>
Regulations (decide on level of required detail - overview of legislation vs full understanding)...	Rules set by an external authority/regulator
Roles of [employees/employers]...	The position or purpose of someone or something
Responsibilities of [employees/employers]...	Required actions and considerations
Scope of practice...	The limits of an individual's competence or responsibilities
Legal requirements in relation to...	Underlying legal obligations in relation to...

Minimum requirements...	The lowest threshold...
Potential impacts of not adhering to regulations/legislation/codes of practice...	The consequences of not meeting minimum requirements
Controls that should be in place...	Processes and procedures designed to ensure compliance
Acceptable tolerances...	The prescribed margin of error or acceptable risk

# Document information

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2021.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

Owner: Qualifications Development Manager

## Change History Record

This section summarises the changes to this document since the last version.

Version	Description of change	Approval	Date of Issue
V1.0	First publication		October 2021