

11 Glossary

This table should be used in conjunction with the marking grids in the units.

Adapt	Change to make suitable for a new use or purpose
Address	Deal with issues or problems
Analyse/ Analysis/ analysed	Examine methodically and in detail, in order to discover, or explain, or interpret it
Apply	Puts into operation or use
Appreciate	Understand the implications of an action(s)
Appropriate/ appropriately	Suitable/proper/relevant to the circumstances/purpose/task
Assess	Make an informed judgement of the standard/quality of situations/skills
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included
Brief/briefly	Short, correct and to the point but lacking detail/contextualisation/examples
Broad/ Broadly	General not necessarily detailed, quantitative rather than qualitative.
Clear	Easy to perceive, understand, or interpret Focussed and accurately expressed, without ambiguity
Comment	Explanatory note; expressing an opinion
Compare	identify similarities and differences
Competent/ competently	Having the necessary knowledge, understanding or skill to be able to carry out something successfully
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth Including or dealing with all or nearly all components or aspects of something; of large content, scope
Consider/ consideration	Review and respond to information before making a decision Look at information, thinking about it, before making a decision
Considered	Reached after or carried out with careful thought
Define	State or describe the nature, scope or meaning ; specify or give the meaning of something
Demonstrate	Show in an explicit way; clearly show

Describe	Give a detailed account in words (written or verbal) of a person, object or event; set out characteristics
Design	Visual presentation of ideas for a product or object in the form of plans or drawing to show the layout (look) and function or workings of a product or object before it is made Work out plans and drawings creatively/systematically Plan or drawing produced to show the layout (look) and function or workings of a product or object before it is made work out creatively/systematically
Detail/ Detailed	To describe something item by item, giving all the facts. Having many details or facts; showing attention to detail Point-by-point consideration of eg requirements, analysis, argument
Discuss	Present, explain and evaluate salient points eg for/against an argument with conclusion.
Effective / effectively	Applies skills appropriately to a task and achieves the desired outcome; successful in producing desired or required result
Efficient	Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill and effort
Estimate	Assign an approximate value
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience To judge or determine the significance, worth or quality of something
Explain	Set out the purposes or reasons; giving reasons for an action or event
Few	A small number or amount, not many but more than one
Functional	Will work or operate as intended
Good	Having the required qualities; of a suitable or high standard
Good quality	Of a standard that is fit for the product being produced eg images used in publication should not be enlarged to an extent that it is pixilated
Good use	Using the range of topic, area or subject matter to achieve end results
Identify	Name or otherwise characterise; indicate, who or what something is
Implement	Put into action/use
Improve	Make better; develop to make better than something else or previous version
Investigate	Examine, delve into (eg an issue or theory)
Justify	Present a reasoned case

Limited	<p>The work includes the minimum amount of work or information needed to meet the objective; is small in range or scope</p> <p>Product/application is small in range or scope; providing minimal access to features</p> <p>Minimum amount in terms of evidence, usage, demonstration of skills</p>
List	Document a series of outcomes or events or information; often as a series of points
Minimal	Of a minimum amount, quantity or degree
Model	A representation of something or a structure
Most/ mostly	Greatest in amount; the majority of; nearly all of the content which is expected has been included
Obtain	Acquire; get
Outline	<p>Set out main characteristics; give a summary</p> <p>General description of showing the essential features of something but not the detail</p>
Participate	Take part in
Plan	<p>Consider, set out and communicate what is to be done; proposal for doing or achieving something;</p> <p>A drawing, map or diagram</p>
Predictions	To say that an event or action may/is likely to happen in the future, as a result of knowledge or experience; forecast
Present/ presented	<p>Set out work clearly/logically for the use/benefit of others</p> <p>Information is produced in a format for the purpose of informing a third party</p> <p>Speech/talk in which a new product, idea or piece of work is shown and explained to an audience.</p> <p>To demonstrate what has been done to meet the Assessment Objective, using an appropriate format eg written, oral, digital</p>
Produce	<p>Create, construct, manufacture, make, present or form (something) for use</p> <p>Show or provide (something) for consideration, inspection or use</p>
Propose/ proposed	Put forward an idea, plan, suggestion for consideration by others
Provide	Equip or supply someone with something useful or necessary; present something to someone

Range	Range refers to the number of different areas/skills etc that are evidenced. When considering what constitutes a range, assessors should consider the extent of the topic, area or subject matter that topic deals with; this is exemplified in the Knowledge, Understanding and Skills. A range would normally be considered to be at least half of any exemplified Knowledge, Understanding and Skills. Whilst a wide range would normally be nearly all.
Recommend	Suggest with reasons
Record	To indicate/note something; keep information for the future, by writing it down, drawing it or storing it in some way
Reflect	Relate to (eg to stated aims, design work),
Relate	Demonstrate interconnections; make or show a connection between items, concepts, personal experience, things
Relevant	Closely connected or appropriate to the content/matter. Correctly focused on the activity
Research	Investigation into and study of materials and sources to establish facts and reach conclusions Look into and extract relevant information, issues etc (can be from external sources)
Review	A critical appraisal of something such as a book, magazine, image etc Assess/survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not
Select/ selecting	Carefully choose as being the most suitable for a task or purpose Choose, to choose things or to choose by making decisions
Set up	Prepare a system for operation
Several	More than two but not necessarily a large number
Significant	Sufficiently great or important to be worthy of attention; being worthy of attention
Simple	The work is plain, basic, or uncomplicated in form, nature or design - either in terms of its demands or in relation to how a more complex task has been interpreted by the candidate
Skilfully	Evidence that can do and can apply relevant skills to a high standard and with insight/flexibility in varying situations
Some	The work comprises the minimum required; the simplest and most important facts are included The work produced is small in range or scope and comprises the minimum required, skills or requirements will be applied but may not be consistently.
State	Specify the facts for consideration in speech or writing Express something definitely or clearly Express in precise terms, express in unequivocal terms

Suitable	Right or appropriate for a given purpose or situation
Suggest	Give possible alternatives, produce an idea, put forward (eg an idea, plan) for consideration
Summarise/ summarised	Concisely present principal points Give a brief statement of the main points
Test	Procedure intended to establish the quality, performance or reliability of something
Thorough	Extremely attentive to accuracy and detail including or dealing with all or nearly all components or aspects of something The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth
Understanding	Know the meaning of Become aware; conscious of; realise the meaning of words, concepts, etc The ability to understand something: comprehension
Undertaken	Carried out
Variety	A number or range of things of the same general class that are distinct in character or quality Incorporating a number or range of different types; being different or diverse
Wide range	Range refers to the number of different areas/skills etc that are evidenced. When considering what constitutes a range, assessors should consider the extent of the topic, area or subject matter that topic deals with; this is exemplified in the Knowledge, Understanding and Skills. A range would normally be considered to be at least half of any exemplified Knowledge, Understanding and Skills. Whilst a wide range would normally be nearly all.
Well-structured	Put together in a clear and logical way