



Utopia BTEC Student Handbook 2025-2026

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| Adopted by Utopia - for review by the Board of Directors |
| Updated July 2025 |
| For review - Annually |

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SECTION 1

What is a BTEC?

BTEC qualifications have been developed to provide specialist workplace inspired qualifications in a wide range of different areas. If you enjoy 'hands-on' practical work with plenty of real-life situations or scenarios, you will probably find these courses stimulating and engaging.

Many of the courses require you to produce a portfolio of coursework, which is assessed in various ways at set points throughout the course. These assessments will determine what level of qualification you will gain from the course.

Course Structure

Each BTEC is composed of several units. This will usually be between 2 and 8 units, depending on which course you are doing.

To achieve success in each unit, your projects must demonstrate achievement against a set of outcomes or criteria. These will be listed in the 'Assignment brief' you receive. Much of the work you do will be as part of a group and/or a practical task that provides evidence that you have understood the work you have been taught.

At Utopia, we currently run three types of BTEC qualifications

1. Level 1 Introductory - coursework-based units linked to a specific subject or vocational area
2. BTEC Short Courses - these are yearlong coursework-based courses in Home Cooking
3. Level 1/2 technical - internal assessment-based course that has one exam and is equivalent to one GCSE

The assignments that you do form the basis of your results. Your teachers and external verifiers assess them, and based on this assessment, you will be given an overall result. You receive either Pass, Merit or Distinction. Your learning will be spread over one or two years, depending on the course you are doing, allowing you enough time to build the skills you will need to be successful.

SECTION 2

BTEC courses Available at Utopia

BTEC Level 1 Introductory Qualifications

- Sport
- Land-based Studies
- Art and Design
- Vocational Studies
- IT
- Caring for Children
- Hair and Beauty

BTEC Short Courses

- Level 1 Home Cooking
- Level 2 Home Cooking

BTEC Level 1/2 Technical Qualifications

- Sport
- Animal Care
- Creative Media Production
- Art and Design

BTEC Level 1 Introductory Qualifications

[BTEC Level 1 Introductory Qualification in Sport \(Award, Certificate, Diploma\)](#)

| | | |
|----------------|--------------------|---|
| Level 1 | Award | The Award offers you the opportunity to study a sector unit (often practical based) and plan for your next steps by completing the mandatory unit. You will take part in 1 core unit and 1 sector unit . Core Units - A2 Developing and Personal Progression Plan Sector Units - SP6 Training for Fitness |
| Level 1 | Certificate | The Certificate offers you the opportunity to progress quickly to further study. You will take part in 2 core units 3 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised Sector Units - SP6 Training for Fitness, SP7 Playing Sport, SP12 Keeping Active and Healthy |
| Level 1 | Diploma | The Diploma can be studied over the course of two years and is designed to develop a range of skills. You will study 4 core units and 6 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised, A3 Working with Others, A4 Researching a Topic Sector Units - SP6 Training for Fitness, SP7 Playing Sport, SP12 Keeping Active and Healthy, SP5 How exercise affects the body, SP11 Keeping People Active, SP8 Coaching Skills in Sport |

BTEC Level 1 Introductory Qualification in Land-based Studies (Award, Certificate, Diploma)

| | | |
|----------------|--------------------|---|
| Level 1 | Award | The Award offers you the opportunity to study a sector unit (often practical based) and plan for your next steps by completing the mandatory unit. You will take part in 1 core unit and 1 sector unit . Core Units - A2 Developing and Personal Progression Plan Sector Units - LBS6 Caring for and Feeding Animals |
| Level 1 | Certificate | The Certificate offers you the opportunity to progress quickly to further study. You will take part in 2 core units 3 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised Sector Units - LBS6 Caring for and Feeding Animals, LBS7 Moving and Accommodating Animals, LBS16 Maintaining the Health of Animals |
| Level 1 | Diploma | The Diploma can be studied over the course of two years and is designed to develop a range of skills. You will study 4 core units and 6 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised, A3 Working with Others, A4 Researching a Topic Sector Units - LBS6 Caring for and Feeding Animals, LBS7 Moving and Accommodating Animals, LBS16 Maintaining the Health of Animals, LBS8 Growing Plants, LBS12 Preparing Soil for Planting, LBS18 Aquatic Environments |

BTEC Level 1 Introductory Qualification in Art and Design (Award, Certificate, Diploma)

| | | |
|----------------|--------------------|---|
| Level 1 | Award | The Award offers you the opportunity to study a sector unit (often practical based) and plan for your next steps by completing the mandatory unit. You will take part in 1 core unit and 1 sector unit . Core Units - A2 Developing and Personal Progression Plan Sector Units - AD10 Creating a Mood Board |
| Level 1 | Certificate | The Certificate offers you the opportunity to progress quickly to further study. You will take part in 2 core units 3 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised Sector Units - AD10 Creating a Mood Board, AD11 Creating and Artefact out of Clay, AD12 Creating Prints |
| Level 1 | Diploma | The Diploma can be studied over the course of two years and is designed to develop a range of skills. You will study 4 core units and 6 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised, A3 Working with Others, A4 Researching a Topic Sector Units - AD10 Creating a Mood Board, AD11 Creating and Artefact out of Clay, AD12 Creating Prints, AD5 Creating an Art Image, AD6 Creating and 3D Art Object, AD7 Presenting an Image using a Camera |

BTEC Level 1 Introductory Qualification in Vocational Studies (Award, Certificate, Diploma)

| | | |
|---------|-------------|--|
| Level 1 | Award | The Award offers you the opportunity to study a sector unit (often practical based) and plan for your next steps by completing the mandatory unit. You will take part in 1 core unit and 1 sector unit . Core Units - A2 Developing and Personal Progression Plan Sector Units - HT5 Preparing and Cooking Food |
| Level 1 | Certificate | The Certificate offers you the opportunity to progress quickly to further study. You will take part in 2 core units 3 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised Sector Units - HT5 Preparing and Cooking Food, HT7 Exploring Local Attractions, DM9 Designing an Animation |
| Level 1 | Diploma | The Diploma can be studied over the course of two years and is designed to develop a range of skills. You will study 4 core units and 6 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised, A3 Working with Others, A4 Researching a Topic Sector Units - HT5 Preparing and Cooking Food, HT7 Exploring Local Attractions, DM9 Designing an Animation, AS12 Investigating Crime Scene Evidence, B7 Branding a Product, PS8 Responding to an Incident |

BTEC Level 1 Introductory Qualification in IT (Award, Certificate, Diploma)

| | | |
|---------|-------------|---|
| Level 1 | Award | The Award offers you the opportunity to study a sector unit (often practical based) and plan for your next steps by completing the mandatory unit. You will take part in 1 core unit and 1 sector unit . Core Units - A2 Developing and Personal Progression Plan Sector Units - IT5 Developing Digital Information using IT |
| Level 1 | Certificate | We don't currently run the IT Certificate |
| Level 1 | Diploma | We don't currently run the IT Diploma |

BTEC Level 1 Introductory Qualification in Caring for Children (Award, Certificate, Diploma)

| | | |
|---------|-------------|---|
| Level 1 | Award | The Award offers you the opportunity to study a sector unit (often practical based) and plan for your next steps by completing the mandatory unit. You will take part in 1 core unit and 1 sector unit . Core Units - A2 Developing and Personal Progression Plan Sector Units - CfC10 Providing and Children's Creative Activity |
| Level 1 | Certificate | The Certificate offers you the opportunity to progress quickly to further study. You will take part in 2 core units 3 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised Sector Units - CfC5 Providing and activity to support children's social and emotional needs, CfC10 Providing and Children's Creative Activity, CfC12 Supporting Children's Learning through Everyday Experiences |
| Level 1 | Diploma | The Diploma can be studied over the course of two years and is designed to develop a range of skills. You will study 4 core units and 6 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised, A3 Working with Others, A4 Researching a Topic Sector Units - CfC5 Providing and activity to support children's social and emotional needs, CfC10 Providing and Children's Creative Activity, CfC12 Supporting Children's Learning through Everyday Experiences, CfC8 Providing and Pre-school Children's Reading Activity, CfC9 Providing an Activity to Support Children's Numeracy, CfC11 Providing and Children's Physical Activity |

BTEC Level 1 Introductory Qualification in Hair and Beauty (Award, Certificate, Diploma)

| | | |
|---------|-------------|--|
| Level 1 | Award | The Award offers you the opportunity to study a sector unit (often practical based) and plan for your next steps by completing the mandatory unit. You will take part in 1 core unit and 1 sector unit . Core Units - A2 Developing and Personal Progression Plan Sector Units - HB10 Demonstrating Nail Art |
| Level 1 | Certificate | The Certificate offers you the opportunity to progress quickly to further study. You will take part in 2 core units 3 sector units . Core Units - A2 Developing and Personal Progression Plan, A1 Being Organised Sector Units - HB10 Demonstrating Nail Art, HB11 Demonstrating Make-Up, HB12 Demonstrating Hair Styling |
| Level 1 | Diploma | We don't currently run the Hair and Beauty Diploma |

BTEC Level 1 & 2 Short Course Qualifications

- [Level 1 Home Cooking Skills](#)
- [Level 2 Home Cooking Skills](#)

This qualification aims to equip you with the fundamental skills and knowledge to cook healthily and cost-effectively for the rest of your life, as well as gain the confidence to share these skills with friends and family.

Qualification profile

- Consists of two single-unit BTEC qualifications at Level 1 and Level 2

| | | |
|---------|-----------|--|
| Level 1 | 4 credits | Focuses on giving all you the skills to prepare delicious and nutritious home-cooked food using fresh ingredients, as well as an understanding of the value of passing on cooking knowledge. |
| Level 2 | 6 credits | Develops your ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and understand how to cook economically. |

The course consists of over 80 recipes, all divided into manageable sections and covering key topics from eggs and baking to vegetables and quick-cook meats. This is all supported by a range of fact sheets dealing with other basics and essentials such as:

- **kitchen basics:** what equipment you need and the best way to stock your store cupboard, fridge and freezer
- **food safety and hygiene:** knife safety, fridge management and rotation
- **how to shop cleverly:** shopping lists, seasonal food, planning ahead preparing ingredients and how to understand confusing food labels.

BTEC Level 1/2 Technical Qualifications

These qualifications are equivalent to 1 GCSE.

Level 1/2 Technical in Sport

You will have the opportunity to develop sport sector-specific knowledge and skills in the following areas:

- Investigating provisions for sport, including equipment and facilities to enhance sport
- Planning and delivery of sports drills and sessions
- Fitness for sport, including fitness testing and methodology

Level 1/2 Technical in Animal Care

You will have the opportunity to develop animal care sector-specific knowledge and skills in the following areas:

- Animal health and welfare, including signs of good and ill health, causes, transmission and treatment of common diseases in animals, the different health and monitoring checks, and the use of animals in society.
- Factors affecting animal behaviour, the impact on handling and restraint, and when it is safe and unsafe to handle and restrain animals, and the practical application of safe handling and restraint techniques and equipment.
- Features that need to be considered when selecting accommodation for animals to ensure it is appropriate and meets their needs, and the practical activities of preparing, checking and cleaning out animal accommodation using the appropriate equipment.

Level 1/2 Technical in Creative Media Production

You will have the opportunity to develop creative media sector-specific knowledge and skills in the following areas:

- Development of key skills that prove their aptitude in creative media production, such as investigating and developing ideas through pre-production, production and post-production of media products
- Processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- Attitudes that are considered most important in creative media production, including personal management and communication
- Knowledge that underpins an effective use of skills, processes and attitudes in the sector, such as production processes and techniques

Level 1/2 Technical in Art and Design

You will have the opportunity to develop art sector-specific knowledge and skills in the following areas:

- Knowledge that underpins effective use of skills, process and attitudes in the sector, such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes
- Development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs
- Process that underpins effective ways of working in the creative industries, such as generating ideas, prototyping, development, review and refinement
- Attitudes that are considered most important in art and design practice, including planning, organisation and communication

SECTION 3

How will I learn?

Most BTEC courses involve completing coursework assignments that will be used to assess the unit or component you are studying. Your teacher will mark this coursework as it is completed.

Your teachers will make the learning as practical and engaging as possible, and the assignments you complete will always have a link to the world of work (vocational) for that subject. For example, in the 'Sport' course, references will be made to different roles within the sports industry. These will be called 'Scenarios', which means the task you have been given has been set in a 'made-up' setting.

How will my learning be assessed?

Once your teacher has marked your coursework, some of your learning will be sent to a verifier from BTEC for verification. This way we know that teachers at Utopia are marking in line with other centres that deliver the same courses.

Your learning will include a variety of work you produce, such as photographs, diaries, questionnaires, and work placement reports. It shows you and your tutor what you have done and the level you are working at.

After completion of each assignment, your work will be assessed or marked, and you will then be given feedback, including the level (Pass, Merit, Distinction) you are working at and what you need to do to improve the work.

If you are studying a BTEC Level 1/2 Technical qualification, the assessment is completed as a Pearson Set Assignment (PSA), which is an internal assessment conducted within your lessons. In Creative Media Production, Sport and Animal Care, you will also have one exam at the end of the programme, which is marked externally.

You will receive one of the following grades for your work: -

REFERRAL - this means your work is below the necessary standard to achieve a pass, you will be given feedback on how to improve to help you progress

OR

Level 1 Introductory Award, Certificate, Diploma

PASS - You have met the required standards

MERIT - You have achieved above the required standards

DISTINCTION - You have excelled the required standards

Level 1 or 2 Short Course in Home Cooking

PASS - You have met the required standards

If you progress to the Level 1/2 Technical

Level 1 PASS - equivalent to 1 at GCSE

Level 1 MERIT - equivalent to 2 at GCSE

Level 1 DISTINCTION - equivalent to 3 at GCSE

Level 2 PASS - equivalent to 4 at GCSE

Level 2 MERIT - equivalent to 5 or 6 at GCSE

Level 2 DISTINCTION - equivalent to 7 at GCSE

Internal Verification

Internal verification is an important part of BTEC delivery and assessment. It makes sure that the internally assessed units that you complete:

- have appropriate assessment opportunities
- are assessed accurately against national standards.

Internal verification is a process undertaken to check that:

- Assessment and grading are consistent across the programme
- Assignments are fit for purpose - i.e. they enable you to produce evidence which meets the targeted assessment criteria
- Assessment decisions are accurate

Internal Verification Process

Assignment briefs that you receive should be internally verified before you receive them to ensure that they:

- have accurate unit details
- have accurate programme details
- have clear deadlines for assessment
- show all relevant assessment criteria for the unit
- indicate relevant assessment criteria targeted against each task
- clearly state what evidence you need to provide

Timing

Internal verification will be carried out at the end of each unit of work that you complete. Internal verification is important as it helps support your Assessors, ensuring that they mark your work correctly and provide you with constructive feedback.

SECTION 4

What we expect from you

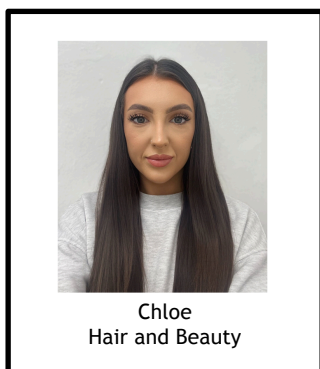
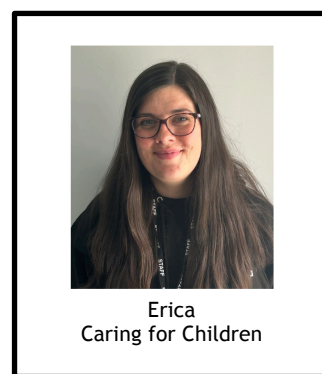
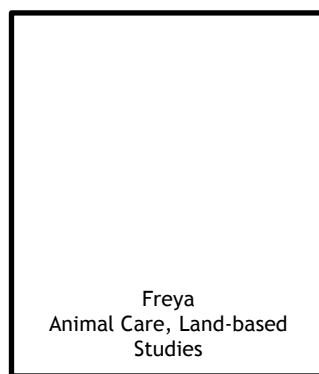
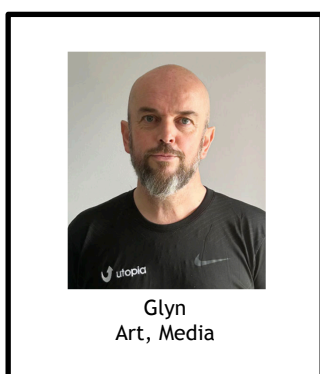
- To attend regularly and on time, equipped with the necessary equipment for that lesson or task.
- Always behave responsibly and safely.
- Contribute to creating a pleasant learning environment by respecting the diverse backgrounds of staff and other students.
- Ask for help if you are having difficulties with any aspect of the course.
- Share any suggestions you have to help us improve the various courses we offer.

What you can expect from us

- Equal opportunities.
- High-quality teaching/tutoring.
- An individual approach to your learning.
- Regular feedback on your progress.
- Opportunities to provide feedback on the course you are doing.
- Support and guidance throughout the course, informing you of your current achievement and how you can improve to the next level.

At the start of your studies, your teachers will work with you to set a target grade for your overall achievement. This will be monitored throughout your course, and targets will be set to help you achieve your goal; use this to focus the effort and time you invest in your assessments.

BTEC Teaching Team



SECTION 5

Setting up references and quotations

Referencing sources online

Referencing work from electronic sources is important within BTEC courses as you are often researching information online. If you take information in the form of online source for example a picture or diagram or piece of writing you must include the type of resource plus the URL and when it was accessed.

For example:

British Sports - Disability Sports Online Reference.

<http://britishsports.com/disabilitysports.htm> (downloaded 7.02.11)

General quotations

Using quotations reproduces in your work the actual words a writer uses. You should, therefore, take care to copy accurately. When you do this you use quotation marks, “like this” and give a reference.

In this example:

Jack Frost wrote, “Summer is not coming in”

(Frost, A 2001 p1) would appear next in the text.

Note “Summer is not coming in” is the quotation. (Frost, A 2001 p1) is the reference.

SECTION 6

Malpractice within BTEC Courses

It is important that your learning is your own and that you follow our malpractice policy. The school will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform students of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show students the appropriate formats for recording cited texts, other materials, and information sources.
- Ask students to declare that their work is their own.
- Ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Investigate a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher and all personnel involved in the allegation.

It will proceed through the following stages:

Stage 1 - Interview relevant individuals and collect evidence

Stage 2 - Present a report to the Headteacher

Stage 3 - Headteacher decides on subsequent action

- Make the individual fully aware of the nature of the alleged malpractice and the possible consequences should the malpractice be proven as soon as possible.
- Give the individual the opportunity to respond to the allegations made against them.
- Inform the individual of the avenues for appealing against any judgement made.
- Document all stages of any investigation.
- Where malpractice is proven, the centre will apply carefully considered penalties or sanctions.

Definition of Malpractice by Students

This list is not exhaustive, and Utopia may consider other instances of malpractice at its discretion:

- Plagiarism of any nature.
- Collusion by working collaboratively with other students to produce work that is submitted as individual student work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.
- Inappropriate use of AI

Plagiarism

Plagiarism is copying and passing off work that is not yours as your own. This can be a complete work or a part, including artwork, images, words, computer-generated work (including internet content), thoughts, inventions, and so on. This is taken very seriously, and work handed in that is a form of plagiarism will not be accepted.

To ensure you do not plagiarise, write using your own words. If you use the work of others, such as books or the Internet, you must reference it using the procedures above.

Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Utopia recognises that AI has many uses to help Students learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.

When a student uses an AI tool, they should keep a copy of the question(s) asked and the AI-generated responses. Students must submit this along with the assessment.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content.
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments.

For more information on AI misuse, see [guidance from JCQ on AI use in assessments](#). Any misuse of AI tools may be treated as malpractice.

Student and Parental Declaration

This Student Handbook should be stored in a safe place for future reference. Please leave a copy in Utopia within your folder for easy access.

Please review this document and sign it as acknowledgement that you have read the contents of the Handbook and agree to follow the guidelines explained.

Student Name: _____

School: _____

Course/courses: _____

I agree to follow the course and meet set deadlines in each of the units of my programme.

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

I have read the content of the Student Handbook and understand the commitment my child/ward has made to complete their BTEC course. I will encourage them to fulfil the demands and meet all deadlines.

Signature: _____ Date: _____

SECTION 7

What learners can do if they are unhappy about an assessment decision?

At Utopia, we respect students' right to appeal and will endeavour to support students through the appeals process. Awarding bodies will not intervene until we have carried out an extensive internal enquiry, which involves these five stages:

Stage 1

Learner is unhappy with the grade/outcome of assessed work.

Stage 2

Learner should discuss the outcome with the tutor that marked that work. If they are still unhappy with the outcome then go to stage three.

Stage 3

Learner work will be re-assessed by the Internal Verifier. If learner is still unhappy with the outcome move to stage four.

Stage 4

The Quality Nominee will review learner work and make a judgement in favour of the learner or the assessor. If learner is still unhappy with the outcome of the appeal then they move to stage five.

Stage 5

We will refer the appeal to the Awarding body. The appropriate documentation will be completed by the exams officer.

SECTION 8

GLOSSARY of Command Verbs (used for SMART aims/objective setting and also for setting projects/assignments)

| Pass | Example | Merit | Example | Distinction | Example |
|-------------------|--|--------------------------|---|---|--|
| <i>Describe</i> | Give a clear description that includes all the relevant features. Think of it as 'painting a picture with words.' | <i>Analyse</i> | Identify separate factors, say how they are related and how each one contributes to the topic. | <i>Appraise</i> | Consider the plus and minus points and give a reasoned judgement. |
| <i>Define</i> | Clearly explain what a particular term means and give an example, if appropriate, to show what you mean | <i>Assess</i> | Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. | <i>Assess</i> | Make a judgement on the importance of something (similar to evaluate) |
| <i>Design</i> | Create a plan, proposal or outline to illustrate a straightforward concept or idea. | <i>Compare/contrast</i> | Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages. | <i>Comment critically</i> | Give your view after you have considered all the evidence. In particular decide the importance of all the relevant positive and negative aspects. |
| <i>Explain</i> | Set out in detail the meaning of something, with reasons. More difficult than describing or listing so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' and 'why'. | <i>Demonstrate</i> | Provide several relevant examples or related evidence which clearly supports the arguments you are making. This may include showing practical skills. | <i>Criticise</i> | Review a topic or issue objectively and weigh up both plus and minus points. |
| <i>Identify</i> | Point out (i.e. choose the right one) or give a list of the main features. | <i>Design</i> | Create a plan, proposal or outline to illustrate a relatively complex concept or idea. | <i>Draw conclusions</i> | Use the evidence you have provided to reach a reasoned judgement. |
| <i>Illustrate</i> | Include examples or a diagram to show what you mean. | <i>Explain in detail</i> | Provide details and give reasons and/or evidence to clearly support the argument you are making. | <i>Evaluate</i> | Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements. |
| <i>Interpret</i> | Define or explain the meaning of something | <i>How/why/justify</i> | Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions | <i>Evaluate critically/critically analyse</i> | Decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead. |
| <i>List</i> | Provide the information in a list, rather than in continuous writing | | | | |
| <i>Outline</i> | Write a clear description but not a detailed one | | | | |
| <i>Plan</i> | Work out and plan how you would carry out a task or activity | | | | |
| <i>State</i> | Write a clear and full account | | | | |
| <i>Summarise</i> | Write down the main points or essential features. | | | | |