

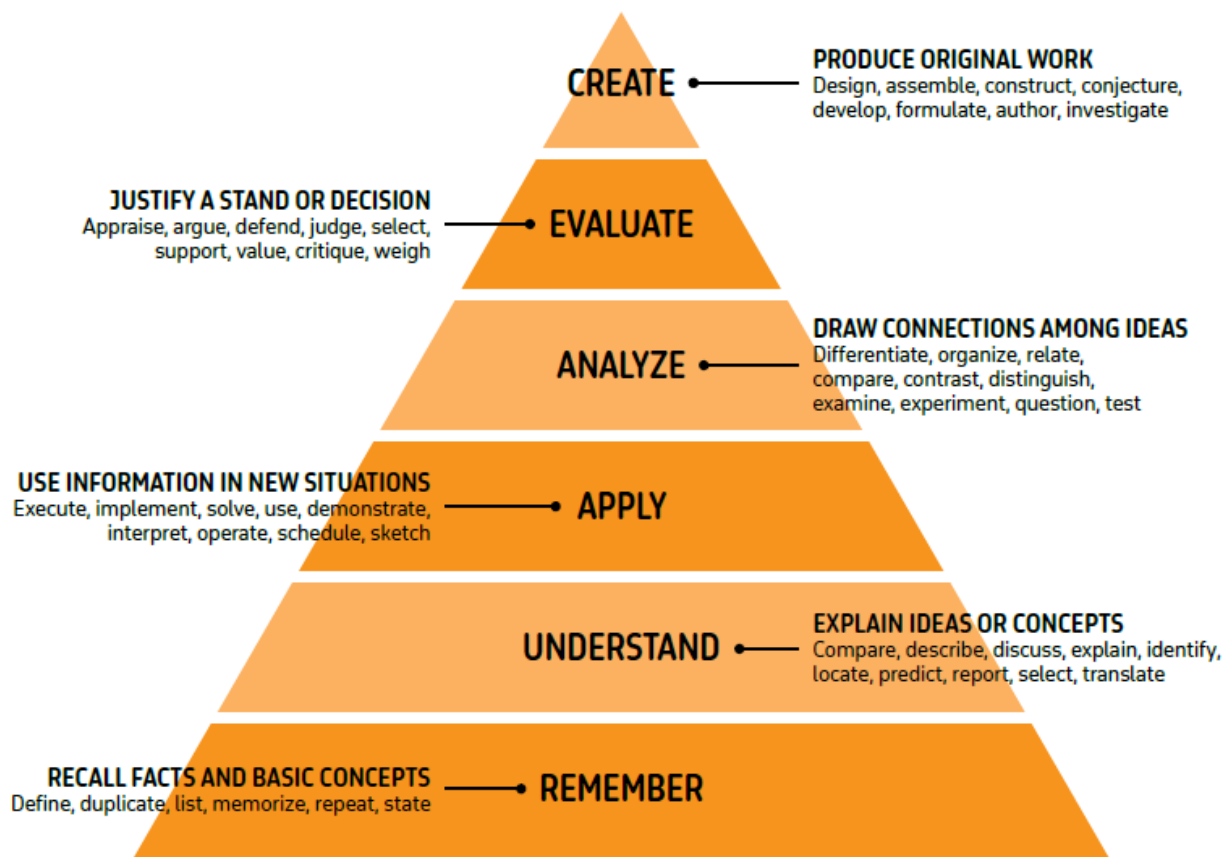


## Action Verbs

Updated: May 2019

A structured approach to understanding action verbs used in Examination and Assignment Questions

Based on Bloom's Taxonomy



Source: Preville, (n.d.)

The framework below provides broad guidelines for the construction of the questions in examinations and assignments. You should carefully consider the action verbs in questions as they provide you with guidance about how you should respond with regards to the content being tested.

NQF level	Level label	Student action	Action Verbs	Achievement Demonstration	Activity examples
5	Knowledge	To define, memorise, and remember previously learnt materials.	List, describe, identify, show, label and quote	A student can define and recall terms, dates, events, and places and describe subject matter	Define the GDP, list the four Ps of Marketing, identify the purpose of a balance sheet and label its completion, What is ...? Who...? What happened after...?
5 & 6	Comprehension	The ability to grasp conceptual meaning	Understand, discuss, estimate, compare, contrast, rank, recognise, and report or explain facts and principles	A student can correctly explain the history of an event, report on the status of an organisation or differentiate phenomena.	Summarise the most important social factors that led to the formation of the securities and exchange commission, rank in order of risk the various investment vehicles such as mutual funds, treasury bonds and individual stocks, compare and contrast qualitative research methods versus quantitative research methods. Can you write in your own words? How would you explain? What could happen next?

NQF level	Level label	Student action	Action Verbs	Achievement Demonstration	Activity examples
5, 6 & 7	Application	The ability to use learned material in new and concrete situations or to demonstrate the accurate use of a concept or theory in a different context.	Apply, relate, demonstrate, illustrate, interpret, solve.	A student can: Apply theory in a practical context Recognise and then use the correct methods for solving a problem.	Calculate a break-even point for manufacturing a new product, Utilise Porter's Five Forces as a framework for understanding the challenges of starting a new business. From the information given, can you develop a set of instructions of...? Which factors would you ask of...? Can you group...?

NQF level	Level label	Student action	Action Verbs	Achievement Demonstration	Activity examples
6, 7 & 8	Analysis	The ability to break down a complex problem into different parts and to determine the relationship between these parts.	Analyse, appraise, criticise, differentiate, discriminate, distinguish, examine, experiment.	A student can explain why a particular solution process works to resolve a problem. A student is able to see patterns of underlying content or deconstruct the critical components of a framework.	Discuss what customer lifetime value is and why it is a potent measure of profitability. Design a segmentation strategy for the S.A. farming market. Write a paper on how the current S.A. tax structure impacts on taxpayers at various income levels. Analyse the implications of corporate authorship when used as a secondary source. Which events could not have happened? How is ... similar to ...? Do you think .... Is a good or bad thing? Why?

NQF level	Level label	Student action	Action Verbs	Achievement Demonstration	Activity examples
6, 7 & 8	Synthesis	The ability to put different parts together to form a new whole.	Arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organise.	A student can rearrange, reconstruct, or combine parts of a process to form and utilise a new whole.	<p>Write a five-year plan for an IT Department at a University whose budget is limited by the government subsidy.</p> <p>Design a new prototype of a new consumer product and conduct a beta test.</p> <p>Formulate a problem statement that reflects a variety of industry data from different secondary sources.</p> <p>Can you design a ... to ...?</p> <p>Can you see a possible solution to...?</p> <p>How would you devise your own way to ...?</p> <p>Can you create new and unusual used for...?</p> <p>What would happen if...?</p>

NQF level	Level label	Student action	Action Verbs	Achievement Demonstration	Activity examples
7 & 8	Evaluation	The ability to judge the value of material for a given purpose based on a definite set of criteria.	Persuade, appraise, judge recommend, conclude.	A student can create a variety of ways to solve the problem and then, based on established criteria, select the solution method best suited for the problem. A student is able to judge an argument's value or appraise another person's work.	Assess the market value and profitability of a technological innovation. Write a case where ethical violations have occurred between two businesses and persuade the stakeholders to maintain the relationship with the organisation in spite of the breach having occurred.

Reference list:

Preville, P., (n.d.) The Professor's Guide to using Blooms Taxonomy, TopHat.com