



Understanding command verbs

VTCT Level 1/2 Technical Award in the Study of Hair and Beauty (CO2A5)



VTCT



ITEC



SKILLSFIRST

Learning objectives

- **Describe** the purpose of a command verb
- **Outline** the command verbs used within the CO2A5 Non-exam Assessment (NEA) and Assessment by Examination
- **Explain** the consequences of not meeting the requirements of a command verb within an assessment



Command verbs

- A command verb is the **action** a writer (or speaker) wants someone else to do, for example, close the door
- The command verb and action in this instruction is **'close'**
- The purpose of a command verb in assignments and exams is to provide clarity on the detail that should be given within a response

For example:

- If asked to **'state'** a hobby, that you are interested in, you would simply reply with the name of a hobby
- Whereas, if asked to **'describe'** your hobby, you would provide more information, for example, the features and characteristics of your hobby



List

A **'list'** is a set of connected items, which are commonly recorded one below the other.

For example:

- Shopping lists
- Registers in a class

Activity

Looking around the room, **list ten** items you can see.



Label

To **'label'** something requires you to give the correct name to identify an item.

For example:

- A component or structure within the skin

Activity

label a diagram of the skin structure.

State

To 'state', requires you to express something clearly and concisely.

For example:

- Your name
- Your age
- Your address

Activity

Ask the person sat next to you to **state** what haircare/cosmetics they use daily.

Identify

To **'identify'**, you need to pinpoint specific qualities, differences, activities or features about something. It can also mean establish who or what something or someone is.

Activity

Identify one treatment or service that is performed by each of the following practitioners:

- Barber
- Beauty Therapist
- Hairdresser
- Nail Technician



Analyse

To ‘**analyse**’ a subject, you should examine and explore each specific part. Your response should provide in-depth details of each part of the subject **and** include reasoned judgements for your findings.

The link below is an **analysis** conducted by the author using data from the National Hair and Beauty Federation’s survey in 2020 on how the UK beauty and aesthetic market is performing.

[How the UK beauty and aesthetics market is performing \(professionalbeauty.co.uk\)](https://professionalbeauty.co.uk)

As you can see the author has used data to provide an in-depth and detailed **analysis** of the information they have researched.

Assess

We 'assess' daily, sometimes without even knowing we are doing it.

For example, you may **assess** a variety of training pathways before deciding the route that is most beneficial for you.

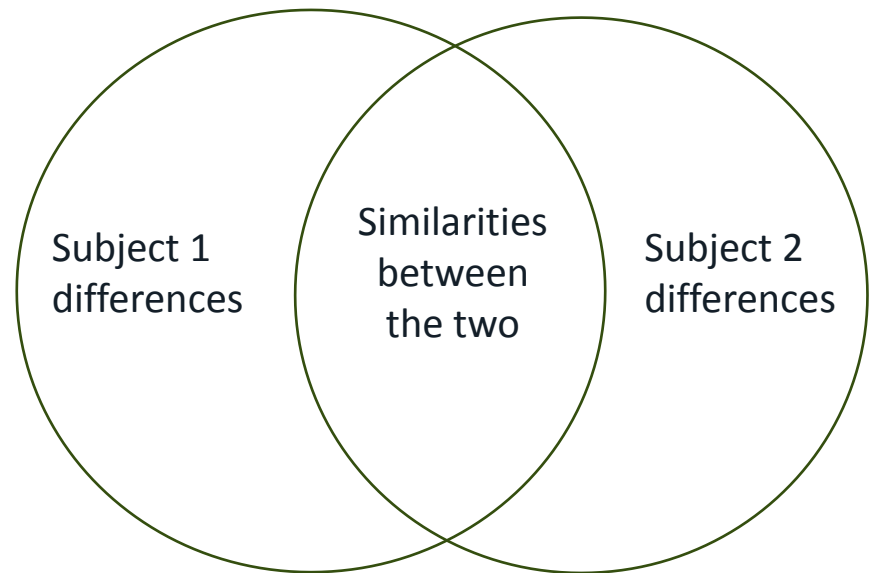
To assess something, you need to:

- Break down the subject and
- Decide the quality, value or importance of the information and facts provided

Compare

To 'compare' you are required to look at the **similarities** and **differences** between two or more subjects.

- Consider the relevance of the similarities and differences
- A visual way of conducting this is to draw two circles which overlap
- You can use this quick way of recording to inform your comparison



Define

To **'define'**, you are asked to give a meaning of either a word or a phrase.

For example:

Define the purpose of a shampoo:

'A shampoo is a cosmetic product that is used to clean the hair and scalp.'

Describe

To '**describe**', you are required to write about the subject giving detailed information, and including relevant characteristics, qualities or events.

For example:

Describe a facial exfoliator:

'A facial exfoliator is a cosmetic product that is used to remove dead cells from the surface of the skin. Facial exfoliators can be in the form of a scrub which contains granules to lift off dead cells or a peel that contains enzymes to dissolve dead cells. These products help to smooth and brighten the skin.'



Evaluate

An evaluation comprises:

- A positive point
- A negative point
- A conclusion

OR

- An advantage
- A disadvantage
- A justification

This would be the **minimum expectation** for an **evaluation** question.

Evaluate

Evaluate a waxing hair removal service.

- **Positive** – Waxing as a form of hair removal can have several different benefits. For example, by removing the hair directly from the root, as opposed to shaving where the hair is cut at skin level, the hair will grow back finer. As the hair is removed from the root, the hair will also take longer to grow back
- **Negative** – This procedure can on occasions be slightly uncomfortable depending on the sensitivity of the client and the area on the body where the waxing is taking place. This procedure will also require the hair to regrow to a certain length before a waxing treatment can take place. Waxing can be a more costly service compared to other hair removal methods
- **Conclusion** – Whilst waxing may be a more costly hair removal method, it only needs to be performed every 4-6 weeks depending on a person's hair growth. As the hair is removed directly from the root, there will be no visible stubble and the skin will feel soft. If a client does not mind the regrowth between treatments, this would be the perfect form of hair removal for them



Explain

To **'explain'**, you are required to use words to provide detail about a subject, so that it can be understood.

When asked to **'explain'** something, imagine that the person reading the response knows nothing about the subject. Include the **'what'** and the **'why'** in your response.

Explain one reason why practitioners complete a skin/allergy alert test before a colouring service:

- **What** – For salons/barbershops to comply with insurance requirements, a skin test must be performed 24-48 hours before a colouring service can take place
- **Why** – This allows the salon/barbershop to assess whether the client may have an allergic reaction to the ingredients found in colouring products. This is one reason why visiting a professional for a hair colouring service is a safer option



Justify

To '**justify**', you are required to provide **reasoned explanations** for the actions or decisions made. They provide evidence or give reasons which prove that something you believe is right or true.

Activity

A make-up artist working in a television studio is applying a mattifying foundation that provides high coverage to the presenter in the image on this slide.

The presenter has:

- Oily skin
- Visible blemishes

Justify the make-up artist's choice of foundation for this presenter. Discuss as a group.



Make recommendations

Recommendations are suggestions or proposals that something is good or suitable for a particular purpose.

A **recommendation** is based upon your knowledge and understanding of a particular area or subject.

Examples of recommendations:

- Recommending someone for a job
- Recommending a particular product or service to a client
- Recommending how a service or treatment could be adapted to suit the needs or expectations of the client

Outline

To **'outline'**, learners are required to give an overview or general description of the main characteristics or key points of something but not the detail.

Activity

Outline the following nail shapes:

- Square nails
- Round nails

Plan

To **'plan'**, you are required to provide a detailed proposal of how you will do or achieve an end goal/project/task.

Planning ensures that you:

- Have enough time to complete a project or task
- Can access all the resources that you may need
- Select the appropriate research methods to gain the required information
- Establish if your main aim is achievable or if adjustments need to be made

Present

To **'present'**, requires you to communicate the information you have researched to an audience.

A **presentation** is usually performed at the end of a project to demonstrate your theories or an understanding of a topic. Barbers, Beauty Therapists, Hairdressers and Nail Technicians are often asked to **present** information to an audience, large or small, as part of their job role.

Examples include:

- **Present** a mood board you have created for a client attending an event
- **Present** your findings on a new product to a product manufacturer
- **Present** your findings of a new product range to your employer or colleagues
- **Present** services/treatments during promotional events in the workplace



Review

To '**review**', you are required to summarise key points, discuss each one and provide your opinion.

A **review** is a critical appraisal of something. You may be familiar with film reviews or books reviews. They are usually conducted by an industry expert or a consumer.

Review

On the following slide is a **review** of a book (taken from an online retailer).

You will see that the author of the **review** has covered key points from the book and given their own opinion on it.

Activity

Highlight which parts of the book review are a summary of key points and which are the author's opinion.

Select

To '**select**', you are being asked to carefully choose the most relevant answer. This word is used within Multiple Choice Questions.

For example:

Select from the following the most suitable hairbrush for curling the hair whilst blow-drying:

A: paddle brush

B: round brush – **correct answer**

C: vent brush



Summarise

To 'summarise', requires you to pick out the key points or main features.

Summarise – Sum up and put things into your own words; create a precis of the information discussed.

Activity

In pairs, **summarise** the key points of GDP.

Use appropriate research methods

Consider whether to use primary or secondary, qualitative or quantitative evidence – or maybe a combination. Think about which type of research will best-suit the brief.

What are the methods used by researchers to gain information?

- **Primary** – This method involves information being collected for the first time by the researcher themselves
- **Secondary** – This method involves gathering existing data or research and using it to prove their own points or observations
- **Qualitative** – This method looks into a person's thoughts or feelings regarding a subject and the researcher uses this information to draw conclusions
- **Quantitative** – This method involves the use of numerical data to prove a statistic or research aim



Use a range of appropriate sources

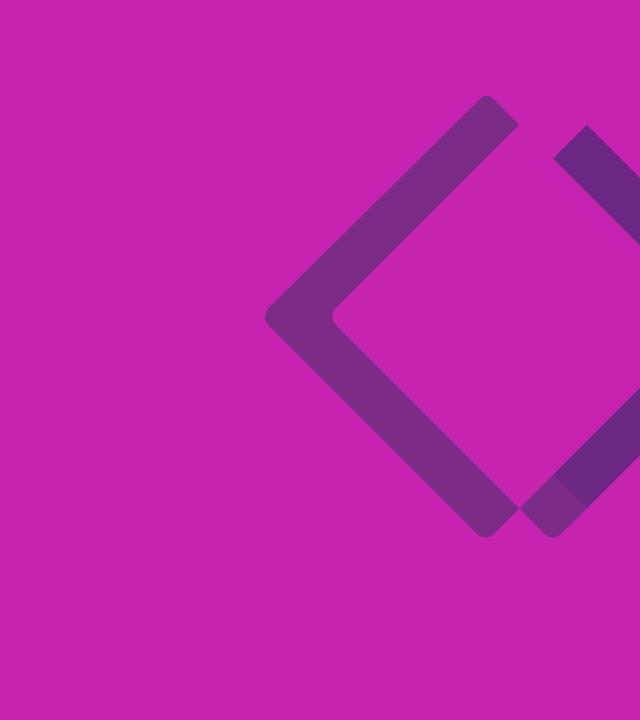
Using a range of **sources** allows the researcher to be able to verify that what they are researching is accurate.

If you were planning on changing your favourite skincare product you would not just accept the information from the first source, you find. Choosing a range of sources allows you to make an informed decision and look at the facts, positive and negative points and people's opinions.

To ensure sources are appropriate, consider the following three points:

- **Relevance** – does the information address the brief, helping to respond to the task set?
- **Quality** – is the information communicated in a way that meets the needs of the user? Is the information accurate and easy to understand?
- **Reliability** – is your information from a trusted and recommended source? For example, Wikipedia can be edited by anyone at any time. Is the source one-sided or biased in any way? This will not make it of no use but this factor should be considered





Consequences of not meeting the command verb requirements

- Insufficient depth or detail being provided in your response
- Not being able to access the full range of marks available for a question
- This may lead to you not achieving your full potential in terms of grading for the qualification