**Process verbs for essays**

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| **Verb** | **Meaning** |
| Account for | Give reasons why |
| Analyse | Break something down into parts then consider the relationship between them, question how they fit together |
| Argue | Give all sides of the discussion from different view points to the put a case for or against something |
| Balance | Consider the information equally looking at both good and bad points and weigh them up against each other |
| Clarify | Simplify something to make it easier to understand |
| Comment on | Give your opinion on the topic |
| Compare | Identify the similarities and differences between things, possibly concluding which is better |
| Consider | Think carefully about a range of aspects with contrasting views |
| Conclude | Make a decision about the data |
| Contrast | Look for the differences between things the bigger the better |
| Criticise/ critically evaluate | Give a judgment about the good and bad points of the subject. Question the legitimacy and find limitations and things that could be changed.  |
| Deduce | Draw a conclusion based on the facts  |
| Define | Give a precise meaning for a topic. State exactly what something is and exclude other possibilities  |
| Demonstrate | Give proof of why you think your statement is correct |
| Describe | Write about the details of the topic but doesn’t usually involve coming to a conclusion |
| Determine | Find the answer |
| Discuss | Give several opinions on the same topic from different points of view giving reasons for and against  |
| Evaluate | Examine the evidence both positive and negative and come to a conclusion  |
| Examine | Give details about the topic and describe it in a clear way. Give causes for what has been observed |
| Explain | Give reasons for |
| Evidence (give) | Give references to back up your points |
| Identify | Separate and describe parts of a topic |
| Illustrate | Give several examples, diagrams or statistics to support your argument |
| Interpret | Evaluate in information with examples and bring it to a conclusion |
| Justify | Give reasons why something is as you claim |

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| Opinion develop or give your | Decide what you think about the topic |
| Outline | Similar to summarise – briefly give the main points  |
| Prove | Make a series of logical arguments leading to an end point  |
| Refer / reference | Quote a source for the information |
| Relate | Emphasise connections between things |
| Review | Make a summary from a range of sources not just one |
| Show | Prove the point using balanced arguments |
| State | Either give in a clear understandable form or could be to quote something without rewording it eg state Newton’s 2nd law |
| Summarise/ summary | Give an overview of a topic – stating the main findings |
| Synthesise | Pull the facts together to create something new, integrate ideas into an overview |
| To what extent | In depth assessment of the evidence to present and argue about the nature of something |
| Trend - indentify | Look for directional changes eg getting bigger, older etc |
| Trace | Follow the change in something over time or space |
| Write | Not very helpful you’ll have to look at any other information in the question to narrow down what they are looking for |