

# Action Verbs

## Junior cycle History

<b>Adapt</b>	make something suitable for new condition, use or purpose
<b>Analyse</b>	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appraise</b>	evaluate, judge or consider a piece of work
<b>Appreciate</b>	acknowledge and reflect upon the value or merit of something
<b>Argue</b>	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
<b>Artefact</b>	A human-made article of historical interest, including as a source of evidence
<b>Associate</b>	to connect or bring into relation; to fit together and cause to correspond
<b>Authority</b>	Relates to power or rule, e.g. government.
<b>Based on your study/From your knowledge</b>	The answer for this must be from your own knowledge and not from the sources in the exam paper
<b>Chronological Order</b>	In the order in which they happened in time.
<b>Civilisation</b>	A people or nation in the past that was socially and politically organised.
<b>Classify</b>	group things based on common characteristics
<b>Colonisation</b>	Process where a country takes over another country, establishes its authority and settles its people there
<b>Commemoration</b>	Public act of remembrance of historically significant event or person
<b>Comment</b>	give an opinion based on a given statement or the result of a calculation
<b>Compare</b>	give an account of the similarities or differences between two (or more) items or situations, referring to both (all) of them throughout
<b>Conquest</b>	Where a people or country takes control of another people or country by military force.
<b>Consider</b>	Reflect upon the significance of something
<b>Contentious</b>	An issue that is disputed or not agreed on by different parties.
<b>Contribution</b>	What a person or thing did to help make something happen or to help progress towards a goal.
<b>Create</b>	to bring something into existence; to cause something to happen as a result of one's actions
<b>Critique</b>	state, giving reasons, the positive and negative aspects of, for example, an idea, artefact or artistic process
<b>Debate</b>	Argue viewpoint or opinion, supporting stance with evidence
<b>Define</b>	give the precise meaning of a word, phrase, concept
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Describe</b>	tell or depict in written or spoken words; to represent or delineate by a picture or other figure
<b>Design</b>	do or plan something with a specific purpose in mind

# Action Verbs

## Junior cycle History

<b>Develop</b>	bring to a later or more advanced stage; to elaborate or work out in detail
<b>Devise</b>	plan, elaborate or invent something from existing principles or ideas
<b>Diaspora</b>	Where people of an ethnic group are dispersed around the world through emigration.
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
<b>Distinguish</b>	make the differences between two or more concepts or items clear
<b>Empathy</b>	Understanding the motivations, actions, values and beliefs of human beings in the context of the time in which they lived.
<b>Evaluate (ethical judgement)</b>	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods
<b>Evaluate (information)</b>	collect and examine information to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of information in conclusions; make judgments about ideas, solutions or methods
<b>Evidence</b>	Facts that support opinions are useful information about a topic. They can come from the sources in the exam paper or your own knowledge, depending on the question.
<b>Examine</b>	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction
<b>Experiment</b>	to try and test, in order to discover something new or to prove something
<b>Explain</b>	give a detailed account including reasons or causes
<b>Explore</b>	systematically look into something closely; to scrutinise or probe
<b>Extract</b>	A short piece taken from a larger text.
<b>Find</b>	a general term that may variously be interpreted as calculate, measure, determine, etc.
<b>Group</b>	identify objects according to characteristics
<b>Historical consciousness</b>	Seeing the world historically, informed by an awareness of historical concepts, showing awareness of 'big picture' and of time and place.
<b>Historical perspective</b>	Related to historical consciousness, being aware of the impact of passing of time on people, issues and events.
<b>Historical judgement</b>	An opinion about something from the past, supported by historical evidence.
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Identity</b>	How a group of people are bound together by nationality, ethnicity, religion or other social or cultural connections.
<b>Illustrate</b>	use drawings or examples to describe something
<b>Impact</b>	What were the changes something/someone brought about?
<b>Including</b>	As used in learning outcomes, indicates material that must be a focus of learning.
<b>Indicate</b>	to point out or point to; to direct attention to

# Action Verbs

## Junior cycle History

<b>Infer</b>	use the results of an investigation based on a premise; read beyond what has been literally expressed
<b>Interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information
<b>Investigate</b>	analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions
<b>Justify</b>	give valid reasons or evidence to support an answer or conclusion
<b>List</b>	provide a number of points, with no elaboration
<b>Local</b>	Referring to the history of the place in which they live, to include their personal/family history.
<b>Make connections</b>	identify links or points of similarity between people, issues, themes or events
<b>Migration</b>	Movement of people from one place to another, especially in a different country.
<b>Orient</b>	Determining how a person sees himself or herself from a historical perspective, showing awareness of the nature of change in time and space.
<b>Outline</b>	Give the main points of something, just the essential information.
<b>Present</b>	to bring, offer or give in a formal way; to bring before or introduce to a public forum
<b>Propose</b>	offer or suggest for consideration, acceptance or action
<b>Provide</b>	evidence provide data, work and documentation that support inferences or conclusions
<b>Recognise</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Reliable</b>	How trustworthy is the information in the source?
<b>Significant</b>	Person, issue or event in history that is considered important in effecting historical change.
<b>Strength of a source</b>	How is this source useful to a historian?
<b>Study</b>	Look at closely.
<b>Such as</b>	As used in learning outcomes, indicates material that might be focus of learning.
<b>Suggest</b>	propose a solution, hypothesis or other possible answer
<b>Synthesise</b>	combine different ideas in order to create new understanding
<b>Type of source</b>	This does not mean primary/secondary, it's looking for something like: written, tactile, aural, oral, or visual such as census, diary, government records, memoir, newspaper, photograph, etc.
<b>Use</b>	apply knowledge, skills or rules to put them into practice
<b>Verify</b>	give evidence to support the truth of a statement
<b>Weakness of a source</b>	Why might a historian have to be careful with how much they trust this source?
<b>Why do you think</b>	Based on your knowledge and skills as a historian, come to your own historical judgement.
<b>Write an account</b>	Write a short essay of what you know about the topic the question is based on.