

# Exam Preparation



# Exam Preparation

Headings	Notes																		
<b>IMPORTANT NOTE</b>	<ul style="list-style-type: none"> <li>The sample paper produced by the State Examinations Commission in November 2020 contained <b>ten</b> questions.</li> <li>The Junior Cycle History Final Examination that students sat in 2022, 2023 and 2024 contained only <b>eight</b> questions. All questions did not carry equal weighting.</li> </ul>																		
<b>EXAMINATION PREPARATION</b>	<ul style="list-style-type: none"> <li>Your Junior Cycle <b>Final Examination</b> for History will last <b>2 hours</b> and is worth <b>360 marks</b> – in 2022, 2023 and 2024, this will be worth the full 100% of your results. We have yet to be informed of when it will revert to the initial plan of being <b>90%</b> of the total marks available for your Junior Cycle History grade. The other <b>10% (40 marks)</b> is for your <b>Assessment Task</b>.</li> </ul>																		
<b>STRUCTURE, TIMING AND MARKS</b>	<ul style="list-style-type: none"> <li>Timing breakdown:               <ul style="list-style-type: none"> <li>If there are <b>eight questions</b> on the paper, you have <b>15 mins</b> per question (<b>8 Qs = 15 mins</b>).</li> <li>If there are <b>ten questions</b> on the paper, you have <b>12 mins</b> per question (<b>10 Qs = 12 mins</b>).</li> </ul> </li> </ul>																		
<b>HOW TO COMPLETE YOUR PAPER</b>	<ul style="list-style-type: none"> <li>You must answer all questions on your paper.</li> <li>Answers must be entered into the answer spaces provided. If they are not – for example, if you write outside the lines – your work may not be seen by the examiner.</li> <li>Blue or black pen should be used. Do not use a pencil or red pen as they will not be scanned.</li> <li>If you need space to plan an answer or do rough work, optional planning/rough work space is provided at the beginning and end of the exam paper.</li> <li>If you make a mistake, you may cross it out or use correction tape (rather than fluid) and add the correction information.</li> <li>You will notice that many source documents appear on the History examination paper. Each question has a number of parts, some of which are based on the source, and others on your course knowledge. It is a good idea to read the question carefully and be sure you know whether you should answer based on the source or on your studied course material.</li> <li>Based on the 2022 Exam Paper, the total marks were divided into two sections:               <table border="1" data-bbox="422 1470 1575 1627"> <thead> <tr> <th>Questions Based on Sources</th> <th>Questions Based on Wider Study of Topic</th> </tr> </thead> <tbody> <tr> <td>162 marks out of 360 marks</td> <td>198 marks out of 360 marks</td> </tr> <tr> <td><b>45%</b></td> <td><b>55%</b></td> </tr> </tbody> </table> </li> <li>Based on the 2023 Exam Paper, the total marks were divided into two sections:               <table border="1" data-bbox="422 1659 1575 1816"> <thead> <tr> <th>Questions Based on Sources</th> <th>Questions Based on Wider Study of Topic</th> </tr> </thead> <tbody> <tr> <td>155 marks out of 360 marks</td> <td>205 marks out of 360 marks</td> </tr> <tr> <td><b>43%</b></td> <td><b>57%</b></td> </tr> </tbody> </table> </li> <li>Based on the 2024 Exam Paper, the total marks were divided into two sections:               <table border="1" data-bbox="422 1848 1575 2005"> <thead> <tr> <th>Questions Based on Sources</th> <th>Questions Based on Wider Study of Topic</th> </tr> </thead> <tbody> <tr> <td>166 marks out of 360 marks</td> <td>194 marks out of 360 marks</td> </tr> <tr> <td><b>46%</b></td> <td><b>54%</b></td> </tr> </tbody> </table> </li> </ul>	Questions Based on Sources	Questions Based on Wider Study of Topic	162 marks out of 360 marks	198 marks out of 360 marks	<b>45%</b>	<b>55%</b>	Questions Based on Sources	Questions Based on Wider Study of Topic	155 marks out of 360 marks	205 marks out of 360 marks	<b>43%</b>	<b>57%</b>	Questions Based on Sources	Questions Based on Wider Study of Topic	166 marks out of 360 marks	194 marks out of 360 marks	<b>46%</b>	<b>54%</b>
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# Exam Preparation

Headings	Notes
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## ON THE DAY OF YOUR EXAM

- Bring your blue or black pens with you.
- Ensure your answers are the appropriate length. For example, a question with a small answer space might only require a sentence or two, but a question with a larger answer space may require a much longer response.
- Do not spend too much time on any one question – manage your time so that you can give equal effort to all parts of your examination paper.
- Do not panic if something unfamiliar is asked in a question. Attempt it as best you can – you may get some marks for your attempt.
- Work neatly so that the examiner can easily understand your answers (write in print if needed).
- Write your answers in the spaces provided in the exam paper.
- If possible, allow time at the end to look over your work. Check that you have not skipped any parts of a question and/or add any relevant points or details that didn't come to mind earlier to an answer.

## STUDY TIPS

### PLAN

- Your written paper can include questions from any part of your course, so make sure to revise material from each of your three years of studying History.
- To begin your History revision, it is recommended that you make a list of the topics you need to revise.
- You have each been given a Revision Timetable (also available on Class Notebook and Teams) which contains a chapter by chapter list of your topics.
- The layout of this Revision Timetable is to divide two topics over the space of two weeks so you can set aside adequate time to revise each topic, up until the Easter Break.

## LIST OF TOPICS

FIRST YEAR	SECOND YEAR	THIRD YEAR
Ch. 1 - The Historian	Ch. 11 - The Irish Plantations	Ch. 21 - World War I
Ch. 2 - The Anthropology	Ch. 12 - The American Revolution	Ch. 22 - Life in Communist Russia
Ch. 3 - Ancient Egypt	Ch. 13 - The French Revolution	Ch. 23 - Life in Fascist Italy
Ch. 4 - Ancient Rome	Ch. 14 - The 1788 United Irishmen Rebellion	Ch. 24 - Life in Nazi Germany
Ch. 5 - Early Christian Ireland	Ch. 15 - Ireland in the 1800s	Ch. 25 - World War II
Ch. 6 - The Middle Ages in Norman Ireland	Ch. 16 - The Industrial Revolution	Ch. 26 - The Holocaust
Ch. 7 - The Middle Ages in Monaghan Ireland	Ch. 17 - The Great Irish Famine	Ch. 27 - The Cold War
Ch. 8 - The Renaissance	Ch. 18 - Sporting, Cultural and Social Movements in 20th Century Ireland	Ch. 28 - Life in North America in the 1900s
Ch. 9 - The Age of Exploration and Colonialism	Ch. 19 - The Rise of Nationalism and Unionism in Ireland	Ch. 29 - The US in the 1900s
Ch. 10 - The Reformation	Ch. 20 - The Struggle for Irish Independence	Ch. 30 - Women in 20th Century Ireland
		Ch. 31 - The Franchise in Northern Ireland
		Ch. 32 - European Integration
		Ch. 33 - Patterns of Change in Technology
		Ch. 34 - Patterns of Change in Medicine
		Ch. 35 - The United Nations

## SMART GOAL PLANNING

When planning how much you need to revise, it is a good idea to use the method of **SMART goal planning**. This method can help you achieve more and be more realistic with your revision.

S	M	A	R	T
<b>SPECIFIC</b>	<b>MEASURABLE</b>	<b>ATTAINABLE</b>	<b>RELEVANT</b>	<b>TIME</b>
What/What where?	How/How?	How?	Why?	When?
Use details while keeping the goal clear and succinct. What will you do?	Identify evidence for when you reach the goal. How will you know?	Make sure you can put the goal into action. Can you achieve it?	The goal should meet personal interests, skills and resources. Is it realistic?	Create a time frame for accomplishing the goal. What is the deadline?

# Exam Preparation

Headings	Notes
<b>REVISING</b>	<ul style="list-style-type: none"><li>• You should reread any notes you have already on the topic and test yourself to see what you can recall.</li><li>• Say the information aloud, highlighting important points and work through each section until you are confident you can remember it well.</li><li>• Flashcards can be of great help to break down topics into summary points.<ul style="list-style-type: none"><li>• For many topics, you can take 5 causes, 5 courses (events), 5 consequences (results) and 5 effects on the people.</li><li>• Make use of your keyword booklets whenever you are stuck on some of the harder words you may come across.</li></ul></li></ul>
<b>PRACTISE</b>	<ul style="list-style-type: none"><li>• After you have refreshed your memory on a topic, it is best practice to then use your exam papers and the related questions to that topic.</li><li>• Try to complete the exam questions without your notes first. Keep an eye on timing; it is very important to work quickly and carefully in an exam setting.</li><li>• The more you practise, the more comfortable you will be by the time you sit your exam in June.</li></ul>
<b>REVIEW</b>	<ul style="list-style-type: none"><li>• Look over the questions you have just completed and check it against the information in your notes or the marking scheme provided by your teacher.<ul style="list-style-type: none"><li>• Was your answer correct?</li><li>• Did you include examples if needed?</li><li>• Did you use the source to answer your question, when asked to?</li><li>• Did you leave anything out?</li></ul></li><li>• This is your chance to go over any information you are not yet clear on once more.</li></ul>
<b>RECORD</b>	<ul style="list-style-type: none"><li>• Keep note of which topics and questions you have covered, in line with your Revision Timetable.</li></ul>
<b>STUDY AND WELLBEING</b> <b>TAKING CARE OF</b> <b>YOURSELF...</b>	<ul style="list-style-type: none"><li>• The weeks or months coming up to an exam can be very busy and it is normal to feel school work-related or exam related anxieties and stresses.</li><li>• <b>Your wellbeing is very important;</b> you should make time to look after your mind and body, especially when you are busy with study or exams. Having lots to do in work and daily life is a big feature of adulthood too, so learning to balance things is a skill that will serve you well in the future.</li></ul>
<b>SLEEP</b>	<p>Always aim to get a good night's sleep. This is not as simple as planning to go to bed early or deciding to sleep in. Routine (going to bed and getting up at similar times each day) and the quality of your sleep are more important than the amount of time you spend lying in bed.</p>

# Exam Preparation

<i>Term</i>	<i>Definition</i>
<b>Adapt</b>	<ul style="list-style-type: none"> <li>• Make something suitable for new condition, use or purpose</li> </ul>
<b>Analyse</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Select and use information and/or knowledge and understanding to 1explain a given situation or real circumstances</li> </ul>
<b>Appraise</b>	<ul style="list-style-type: none"> <li>• Evaluate, judge or consider a piece of work</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>• Acknowledge and reflect upon the value or merit of something</li> </ul>
<b>Argue</b>	<ul style="list-style-type: none"> <li>• Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action</li> </ul>
<b>Artefact</b>	<ul style="list-style-type: none"> <li>• A human-made article of historical interest, including as a source of evidence.</li> </ul>
<b>Associate</b>	<ul style="list-style-type: none"> <li>• To connect or bring into relation; to fit together and cause to correspond</li> </ul>
<b>Authority</b>	<ul style="list-style-type: none"> <li>• Relates to power or rule, e.g. Government.</li> </ul>
<b>Based on your study/From your knowledge</b>	<ul style="list-style-type: none"> <li>• The answer for this must be from your own knowledge and not from the sources in the exam paper.</li> </ul>
<b>Chronological Order</b>	<ul style="list-style-type: none"> <li>• In the order in which they happened in time.</li> </ul>
<b>Civilisation</b>	<ul style="list-style-type: none"> <li>• A people or nation in the past that was socially and politically organised.</li> </ul>
<b>Classify</b>	<ul style="list-style-type: none"> <li>• Group things based on common characteristics</li> </ul>
<b>Colonisation</b>	<ul style="list-style-type: none"> <li>• Process where a country takes over another country, establishes its authority and settles its people there.</li> </ul>
<b>Commemoration</b>	<ul style="list-style-type: none"> <li>• Public act of remembrance of historically significant event or person.</li> </ul>
<b>Comment</b>	<ul style="list-style-type: none"> <li>• Give an opinion based on a given statement or the result of a calculation</li> </ul>
<b>Compare</b>	<ul style="list-style-type: none"> <li>• Give an account of the similarities or differences between two (or more) items or situations, referring to both (all) of them throughout</li> </ul>
<b>Conquest</b>	<ul style="list-style-type: none"> <li>• Where a people or country takes control of another people or country by military force.</li> </ul>
<b>Consider</b>	<ul style="list-style-type: none"> <li>• Reflect upon the significance of something</li> </ul>
<b>Contentious</b>	<ul style="list-style-type: none"> <li>• An issue that is disputed or not agreed on by different parties.</li> </ul>
<b>Contribution</b>	<ul style="list-style-type: none"> <li>• What a person or thing did to help make something happen or to help progress towards a goal.</li> </ul>
<b>Create</b>	<ul style="list-style-type: none"> <li>• To bring something into existence; to cause something to happen as a result of one's actions</li> </ul>
<b>Critique</b>	<ul style="list-style-type: none"> <li>• State, giving reasons, the positive and negative aspects of, for example, an idea, artefact or artistic process</li> </ul>
<b>Debate</b>	<ul style="list-style-type: none"> <li>• Argue viewpoint or opinion, supporting stance with evidence</li> </ul>
<b>Define</b>	<ul style="list-style-type: none"> <li>• Give the precise meaning of a word, phrase, concept</li> </ul>
<b>Demonstrate</b>	<ul style="list-style-type: none"> <li>• Prove or make clear by reasoning or evidence, illustrating with examples or practical application</li> </ul>
<b>Describe</b>	<ul style="list-style-type: none"> <li>• Tell or depict in written or spoken words; to represent or delineate by a picture or other figure</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>• Do or plan something with a specific purpose in mind</li> </ul>
<b>Develop</b>	<ul style="list-style-type: none"> <li>• Bring to a later or more advanced stage; to elaborate or work out in detail</li> </ul>
<b>Devise</b>	<ul style="list-style-type: none"> <li>• Plan, elaborate or invent something from existing principles or ideas</li> </ul>
<b>Diaspora</b>	<ul style="list-style-type: none"> <li>• Where people of an ethnic group are dispersed around the world through emigration.</li> </ul>
<b>Discuss</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Distinguish</b>	<ul style="list-style-type: none"> <li>• Make the differences between two or more concepts or items clear</li> </ul>
<b>Empathy</b>	<ul style="list-style-type: none"> <li>• Understanding the motivations, actions, values and beliefs of human beings in the context of the time in which they lived.</li> </ul>

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<i>Term</i>	<i>Definition</i>
<b>Evaluate (ethical judgement)</b>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Evaluate (information)</b>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Examine</b>	<ul style="list-style-type: none"> <li>Consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction</li> </ul>
<b>Experiment</b>	<ul style="list-style-type: none"> <li>To try and test, in order to discover something new or to prove something</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>Give a detailed account including reasons or causes</li> </ul>
<b>Explore</b>	<ul style="list-style-type: none"> <li>Systematically look into something closely; to scrutinise or probe</li> </ul>
<b>Extract</b>	<ul style="list-style-type: none"> <li>A short piece taken from a larger text.</li> </ul>
<b>Find</b>	<ul style="list-style-type: none"> <li>A general term that may variously be interpreted as calculate, measure, determine, etc.</li> </ul>
<b>Group</b>	<ul style="list-style-type: none"> <li>Identify objects according to characteristics</li> </ul>
<b>Historical consciousness</b>	<ul style="list-style-type: none"> <li>Seeing the world historically, informed by an awareness of historical concepts, showing awareness of 'big picture' and of time and place.</li> </ul>
<b>Historical judgement</b>	<ul style="list-style-type: none"> <li>An opinion about something from the past, supported by historical evidence.</li> </ul>
<b>Historical perspective</b>	<ul style="list-style-type: none"> <li>Related to historical consciousness, being aware of the impact of passing of time on people, issues and events.</li> </ul>
<b>Identify</b>	<ul style="list-style-type: none"> <li>Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature</li> </ul>
<b>Identity</b>	<ul style="list-style-type: none"> <li>How a group of people are bound together by nationality, ethnicity, religion or other social or cultural connections.</li> </ul>
<b>Illustrate</b>	<ul style="list-style-type: none"> <li>Use drawings or examples to describe something</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>What were the changes something/someone brought about?</li> </ul>
<b>Including</b>	<ul style="list-style-type: none"> <li>As used in learning outcomes, indicates material that must be a focus of learning.</li> </ul>
<b>Indicate</b>	<ul style="list-style-type: none"> <li>To point out or point to; to direct attention to</li> </ul>
<b>Infer</b>	<ul style="list-style-type: none"> <li>Use the results of an investigation based on a premise; read beyond what has been literally expressed</li> </ul>
<b>Interpret</b>	<ul style="list-style-type: none"> <li>Use knowledge and understanding to recognise trends and draw conclusions from given information</li> </ul>
<b>Investigate</b>	<ul style="list-style-type: none"> <li>Analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions</li> </ul>
<b>Justify</b>	<ul style="list-style-type: none"> <li>Give valid reasons or evidence to support an answer or conclusion</li> </ul>
<b>List</b>	<ul style="list-style-type: none"> <li>Provide a number of points, with no elaboration</li> </ul>
<b>Local</b>	<ul style="list-style-type: none"> <li>Referring to the history of the place in which they live, to include their personal/family history.</li> </ul>
<b>Make connections</b>	<ul style="list-style-type: none"> <li>Identify links or points of similarity between people, issues, themes or events</li> </ul>
<b>Migration</b>	<ul style="list-style-type: none"> <li>Movement of people from one place to another, especially in a different country.</li> </ul>
<b>Orient</b>	<ul style="list-style-type: none"> <li>Determining how a person sees himself or herself from a historical perspective, showing awareness of the nature of change in time and space.</li> </ul>
<b>Outline</b>	<ul style="list-style-type: none"> <li>Give the main points of something, just the essential information.</li> </ul>
<b>Present</b>	<ul style="list-style-type: none"> <li>To bring, offer or give in a formal way; to bring before or introduce to a public forum</li> </ul>
<b>Propose</b>	<ul style="list-style-type: none"> <li>Offer or suggest for consideration, acceptance or action</li> </ul>
<b>Provide</b>	<ul style="list-style-type: none"> <li>Evidence provide data, work and documentation that support inferences or conclusions</li> </ul>

# Exam Preparation

<i>Term</i>	<i>Definition</i>
<b>Recognise</b>	<ul style="list-style-type: none"><li>• Identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon</li></ul>
<b>Reliable</b>	<ul style="list-style-type: none"><li>• How trustworthy is the information in the source?</li></ul>
<b>Significant</b>	<ul style="list-style-type: none"><li>• Person, issue or event in history that is considered important in effecting historical change.</li></ul>
<b>Strength of a source</b>	<ul style="list-style-type: none"><li>• How is this source useful to a historian?</li></ul>
<b>Study</b>	<ul style="list-style-type: none"><li>• Look at closely.</li></ul>
<b>Such as</b>	<ul style="list-style-type: none"><li>• As used in learning outcomes, indicates material that might be focus of learning.</li></ul>
<b>Suggest</b>	<ul style="list-style-type: none"><li>• Propose a solution, hypothesis or other possible answer</li></ul>
<b>Synthesise</b>	<ul style="list-style-type: none"><li>• Combine different ideas in order to create new understanding</li></ul>
<b>Type of source</b>	<ul style="list-style-type: none"><li>• 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</li></ul>
<b>Use</b>	<ul style="list-style-type: none"><li>• Apply knowledge, skills or rules to put them into practice</li></ul>
<b>Verify</b>	<ul style="list-style-type: none"><li>• Give evidence to support the truth of a statement</li></ul>
<b>Weakness of a source</b>	<ul style="list-style-type: none"><li>• Why might a historian have to be careful with how much they trust this source?</li></ul>
<b>Why do you think</b>	<ul style="list-style-type: none"><li>• Based on your knowledge and skills as a historian, come to your own historical judgement.</li></ul>
<b>Write an account</b>	<ul style="list-style-type: none"><li>• Write a short essay of what you know about the topic the question is based on.</li></ul>



# JUNIOR CYCLE HISTORY

## REVISION TIMETABLE

Week	Starting Date	Submission Date	Chapter	Completed
1	11-10-2024	25-10-2024	The Historian/ The Archaeologist Ancient Ireland	
2	25-10-2024	08-11-2024	Early Christian Ireland Ancient Rome	
3	08-11-2024	22-11-2024	The Middle Ages The Renaissance	
4	6-12-2024	20-12-2024	The Age of Exploration The Reformation	
5	10-01-2025	24-01-2025	The Irish Plantations The American/French Revolution	
6	24-01-2025	07-02-2025	The 1798 Rebellion Catholic Emancipation	
7	07-02-2025	21-02-2025	The Great Famine Sporting, Cultural, and Social Movements	
8	21-02-2025	07-03-2025	The Rise of Nationalism and Unionism The Struggle for Irish Independence	
9	07-03-2025	21-03-2025	World War I Life in Communist Russia	
10	21-03-2025	04-04-2025	Life in Fascist Italy/Nazi Germany World War II	
11	04-04-2025	18-04-2025	The Holocaust The Cold War	
12	18-04-2025	02-05-2025	The 1960s Women in 20th Century Ireland	
13	02-05-2025	16-05-2025	The Troubles in Northern Ireland European Integration/The United Nations	
14	16-05-2025	29-05-2025	Patterns of Change	



# History

## ANSWER STRUCTURE

### JUNIOR CYCLE HISTORY

## HOW TO STRUCTURE YOUR ANSWER

**N**

### Name

State your point/heading to answer the question.

**E**

### Explain

Give a detailed account, backed up with evidence.

**E**

### Evidence

Facts, quotes and/or stats from a source/studied content that backs up your point.

# 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
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<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
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<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
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<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.