



St Illtyds Catholic High School  
Ysgol Uwchradd Gatholig Illtud Sant

# Blwyddyn 7 Gwaith Catref

## Year 7 Homework

### Term 1

#### **English:**

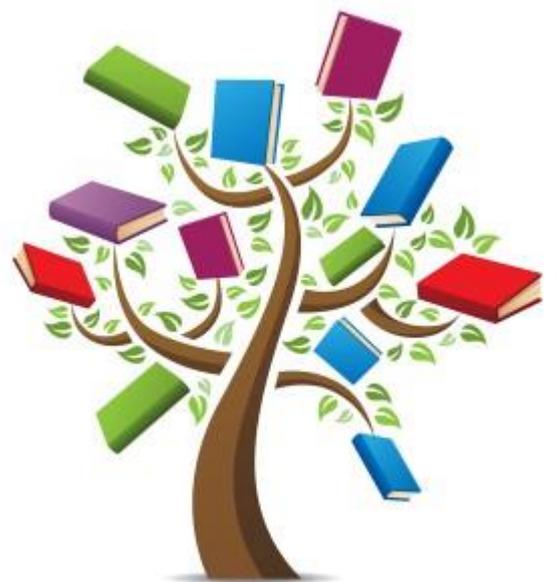
##### Punctuation

Capital letters and full stops  
Apostrophes (for possession and for contraction)  
Connectives  
Common homophones  
Pairs of commas for parenthesis  
Semi-colons  
Colons for lists

##### Grammar

Word classes: what are the following?

Noun  
Verb  
Adjective  
Adverb  
Determiner  
Pronoun  
Prefixes and suffixes  
Verbal Reasoning



## Persuasive Techniques

|                                |  |
|--------------------------------|--|
| <b>Rule of three</b>           | The technique of grouping three ideas or words together to create an image in the reader's head.                 |
| <b>Rhetorical questioning</b>  | a question where an answer is not expected; often used to involve the reader and create interest.                |
| <b>Personal address</b>        | Using pronouns such as, 'you', 'your', 'our' to help the reader to identify personally with what you are saying. |
| <b>Use of emotive language</b> | The use of powerful language to effect the readers' emotions.  |
| <b>Use of repetition</b>       | When a writer repeats something several times to emphasise a point.  |
| <b>Imperative verbs</b>        | Making the reader/audience feel as if they have to do something.<br><br>'Come now!' 'Don't wait'                 |
| <b>Inclusive vocabulary</b>    | Using pronouns such as 'we' or 'us' to make the audience feel included   |
| <b>Similes</b>                 | Comparing two things using the words 'like' or 'as'  |

## Literary techniques

|                 |   |
|-----------------|---|
| Simile          | Describing something by comparing it with something else, <b>e.g. as fast as a cheetah, or fast like a cheetah</b>    |
| Metaphor        | Describing something by saying it IS something else, <b>e.g. I ate a mountain of chocolate</b>                        |
| Personification | Describing a thing/ object by giving it human-like qualities, <b>e.g. The wind whispered.</b>                         |
| Onomatopoeia    | A word that sounds like the thing it is describing<br><b>e.g. The door banged shut.</b>                               |
| Alliteration    | Using two or more words/sounds in a sentence that start with the same letter,<br><b>e.g. Police puzzled in Paris!</b> |
| Sibilance       | Using two or more words/sounds in a sentence that have an 's' sound,<br><b>e.g. The snake slithered slowly.</b>       |

## **Spellings**

achieved

aggressive

because

beginning

dictionary

environment

equipment

excellent

familiar

language

neighbour

new

persuade

play

queue

restaurant

share

soldiers

suggest

vegetables

argument

appearance

beginning

convenient

deceive

disease

develop

embarrass

February

finally

gorgeous

search

business

beautiful

happen

quietly



## Maths:

### BIDMAS

- Add, subtract, multiply, divide and use brackets and powers using the correct order of operations

### AREA AND PERIMETER

- Calculate the area and perimeter of 2d shapes.

### NUMBER PROPERTIES

- Identify factors, multiples and primes, square numbers and cube numbers.
- Find the highest common factor and lowest common multiple of two numbers.

### FRACTIONS, DECIMALS, PERCENTAGES

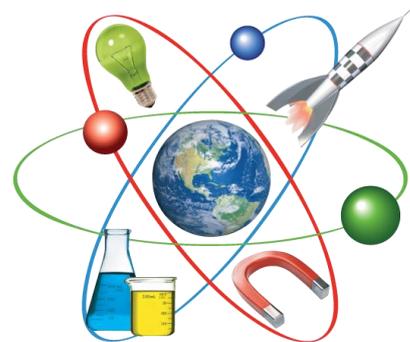
- Add, subtract, multiply and divide fractions
- Find a fraction of an amount
- Convert between improper fractions and mixed numbers
- Find percentages of amounts
- Convert between fractions, decimals and percentages

**\*Please refer to exercise books for examples.**



## Science

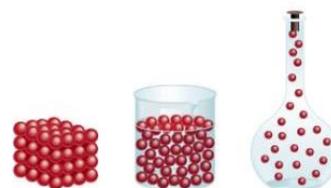
### Super Scientist



1. The SI unit for length is the metre (m).
2. The SI unit for time is seconds (s).
3. The SI unit for mass is the kilogram (kg).
4. The SI unit for temperature is degrees Celsius ( $^{\circ}\text{C}$ ).
5. The unit for volume is  $\text{cm}^3$ .
6. To light a Bunsen burner the air hole must be closed.
7. To measure the volume of a liquid, you must use a measuring cylinder.
8. Flammable means it will catch fire easily.
9. Corrosive means a substance could damage living tissue.
10. Tie hair back when using a Bunsen burner to avoid catching hair on fire.
11. Always read the volume of a liquid at the bottom of the meniscus.
12. Water will boil at  $100^{\circ}\text{C}$ .
13. Body temperature is  $37^{\circ}\text{C}$ .
14. Water will freeze at  $0^{\circ}\text{C}$ .
15. A conical flask is used for holding and mixing liquids.

### Kitchen Chemistry

1. Particles in a solid are arranged in regular rows.
2. Particles in a liquid can touch each other but are not arranged in rows.
3. Particles in a gas are spaced far apart and are moving quickly.
4. Melting is when a solid turns into a liquid due to heating.
5. Evaporation is when a liquid turns into a gas.
6. Condensing is when a gas turns into a liquid due to cooling.
7. Freezing is when a liquid turns into a solid due to cooling.
8. A chemical reaction is not reversible.
9. A physical reaction is reversible.
10. A solute is a solid that can dissolve in a liquid.
11. A solvent is a liquid that a solid can dissolve in.
12. A solution is a mixture of a soluble solid and a solvent.
13. Insoluble means a solid that cannot dissolve.
14. Diffusion is when particles go from an area of high concentration to a low concentration.
15. The first concentration is made up of fuel, heat and oxygen.



## Cymraeg



### Yr amser presennol – The present tense

The present tense (**Yr amser presennol**) is the most commonly used tense for everyday language. The most useful forms are I, He, She, and anyone or anything that is named, e.g John.

Dwi'n - **I/I am**

Mae e'n - **He/he is**

Mae hi'n - **She/She is**

Mae John yn - **John is**

- **Mae'n – It/It is**

Dwi ddim yn - **I don't / I am not**

Dydy e ddim yn - **He doesn't/ he is not**

Dydy hi ddim yn - **She doesn't /She is not**

Dydy John ddim yn - **John doesn't / John is not**

- **Dydy e/hi ddim yn - It isn't/ it's not**

### Y ffurf berthynnol – The possessive form

Mae ... gyda fi - **I have ...**

Mae ... gyda fe - **He has ...**

Mae ... gyda hi - **She has ...**

Mae ... gyda John - **John has ...**

Does dim ... gyda fi - **I don't have ...**

Does dim ... gyda fe - **He doesn't have ...**

Does dim ... gyda hi - **She doesn't have ...**

Does dim ... gyda John - **John doesn't have...**



Ansoddeiriau – adjectives – A word used to describe a noun.



Happy - **Hapus**  
Kind - **Garedig**  
Considerate - **ystyriol**  
Loyal - **ffyddlon**  
Friendly - **Gyfeillgar**  
Funny - **ddoniol**

Unhappy - **Anhapus**  
Strict - **Llym**  
Lazy - **Ddiog**  
Naughty - **Ddrwg**  
Pain - **Boen**

Cytuno neu Anghytuno = Agreeing or disagreeing.

Dwi'n cytuno - **I agree**  
Mae e'n cytuno - **he agrees**  
Mae hi'n cytuno - **She agrees**  
Mae John yn cytuno - **John agrees**

Dwi'n anghytuno - **I disagree**  
Mae e'n anghytuno - **He disagrees**  
Mae hi'n anghytuno - **She disagrees**  
Mae John yn anghytuno - **John disagrees**

Mynegi barn – Expressing an opinion

Hoffi,mwynhau,caru,casau / like, enjoy, love, hate

Wyt ti'n hoffi, mwynhau,  
caru, casau ....?  
- Do you like, enjoy, love,  
hate ....?.  
Ydy e'n hoffi .....? - Does he  
like .....?  
Ydy hi'n hoffi .....? - Does  
she like .....?



Ydw/Nagydw - **yes I do/No I dont**  
Ydy/nagydy - **yes he/she does/no he/she doesnt**  
\* followed by **dwi'n/dydw**  
**i ddim yn. mae e'n /dydy**  
**e ddim yn. mae hi'n/ dydy**  
**hi ddim yn**

## Religious Education



1) The place of worship for a Catholic is the church.

The community who worship together here are the Church.



2) There are many ways you can belong to a parish. Some examples are:

- Participate in the Mass (sing, listen, receive Holy Communion)
- Work with charity groups e.g. SVP
- Receive the sacraments
- Help in parish groups e.g. children's liturgy
- Get involved in help groups such as Marriage Care



3) The parish priest:

- Performs transubstantiation
- Performs the other sacraments
- Visits the sick in his parish
- Visits schools in his parish
- Visits hospitals
- Holds / organises parish meetings such as SVP, parish council
- Is responsible for parish admin such as the newsletter and church maintenance
- Is an active (serves) presence in the parish community
- Encourages his parishioners to 'Go in peace to love and serve the Lord.'



| FOR   | AGAINST  |
|---|--|
| <ul style="list-style-type: none"> <li>➤ In the presence of God – the Last Supper</li> <li>➤ Transubstantiation takes place – Jesus is present</li> <li>➤ Together as a community</li> <li>➤ Fulfilling Catholic obligation – 'Keep the Sabbath day holy'</li> <li>➤ The challenge to serve God at the end of Mass</li> </ul> | <ul style="list-style-type: none"> <li>➤ The way you treat others is more important</li> <li>➤ Actions are a living faith</li> <li>➤ 'Love your neighbour' – not sit in Mass</li> <li>➤ Hypocrites – go to Mass for one hour then lead non-Christian lives</li> <li>➤ Mass can be boring and people lose interest</li> </ul> |

## Spanish



## Español

### Greetings

Hola - Hello

Buenos días – Good morning

Buenas tardes – Good afternoon

¿Cómo estás? – How are you?

¿Qué tal? – How are you?

¿Qué pasa? – What's up?

¿Qué hay? – What's up?

Adios – Goodbye

Hasta luego – See you later

Hasta mañana – See you tomorrow

Hasta la vista – See you soon

### Greetings

Fenomenal – Great

Muy bien – Very good

Bien – Good

No mal – Not bad

Regular – Ok

Mal – Bad

Muy mal – Very bad

Fatal – Awful

Tengo doce años – I am  
12

### Numbers

1= uno 2= dos 3= tres 4= cuatro 5= cinco 6= seis 7= siete 8= ocho

9= nueve 10= diez 11= once 12= doce 13= trece 14= catorce 15= quince

16= dieciséis 17= diecisiete 18= dieciocho 19= diecinueve 20= veinte

### Stationery

Un bolígrafo = A pen Un lápiz = A pencil Un sacapuntas = A sharpener

Un estuche = A pencil case Un rotulador = A felt pen

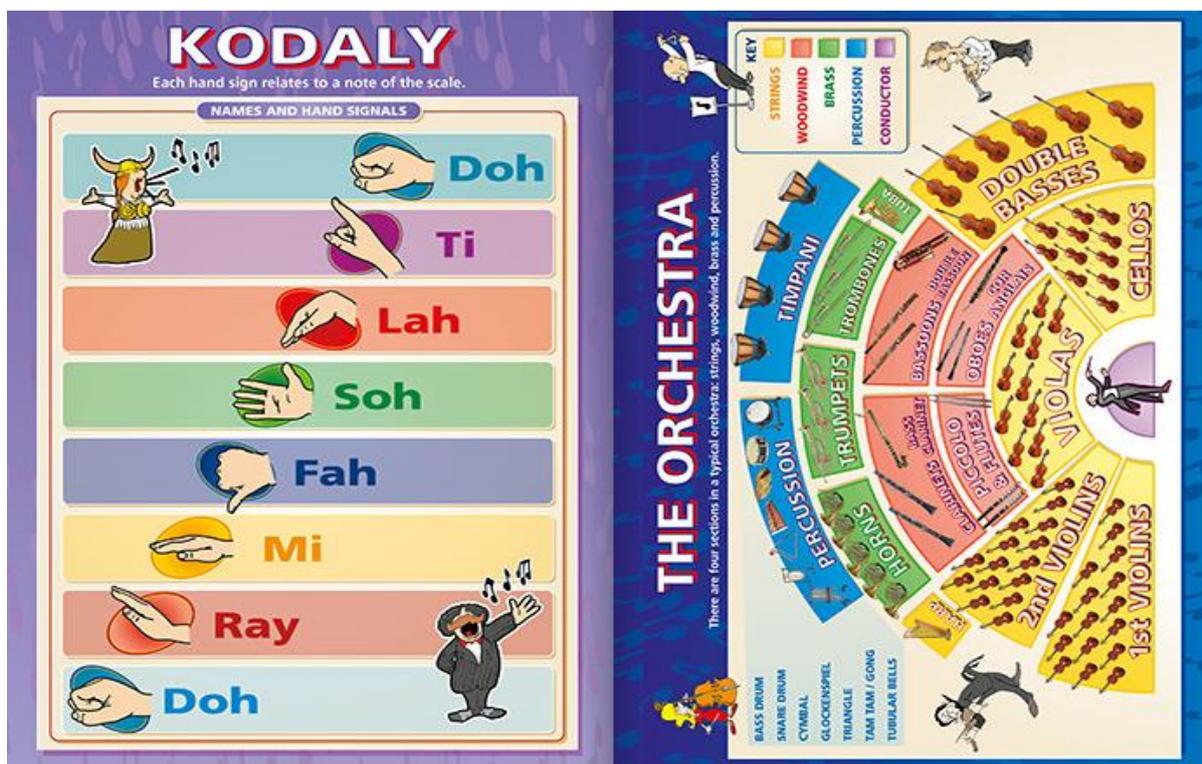
Un cuaderno = A book Una goma = A rubber Una regla = A ruler

Una pluma = A fountain pen Unas tijeras = some scissors

# Music

The assessment will be completed over a number of weeks and you will need to show an understanding and mastery of each section listed below.

|     |  |  |  |
|-----|--|--|--|
| 1.  | Knowledge - know the Kodaly hand signs for Doh – Soh.    |  |  |
| 2.  | Performing - can sing Doh, Me, Soh, Doh’.                |  |  |
| 3.  | Performing - can sing a melody using Doh to top Doh.     |  |  |
| 4.  | Performing - Ability to generate an internal pulse.      |  |  |
| 5.  | Performing/appraising - can repeat simple rhythms.       |  |  |
| 6.  | Performing - can strum the strings on the violin         |  |  |
| 7.  | Knowledge - can name the strings on the violin           |  |  |
| 8.  | Performing & Knowledge - can pluck the strings correctly |  |  |
| 9.  | Performing - can observe rests within a piece of music.  |  |  |
| 10. | Performing - can play flying around on the violin.       |  |  |



# Drama

## Drama revision 1

Working in groups means:

- Communicating
- Co-operating
- Contributing
- Listening to others



Creating your own ideas means having:

- Independence
- Imagination
- Knowledge
- Confidence

Presenting your ideas back involves:

- Speaking clearly, using full sentences
- Using the key terminology from the lesson

A successful still image involves:

- Being frozen
- Clear facial expressions
- Body language
- Levels
- Telling a story
- Challenge yourself – use the term ‘tableau’ instead.

When performing and trying to portray your emotions consider:

- Voice
- Movement
- Facial expressions



## Drama revision 2

Pupils will need to know how to portray emotions during their performance. The following elements are essential in order to do this:

### Voice

Tone – the emotion in your voice.

Pace – how slow or quickly you speak.

Pitch – how high or low you speak.

Dynamics - how loudly or quietly you speak.

Accent – this helps to tell the audience where you are from.

Clarity – how clearly you speak.

### Movement

Hand gestures – the message you want to give the other characters on stage using your hands.

Facing your audience – don't have your back to your audience as they need to see what you're doing.

Body language - consider what your body is doing to show how you are feeling.

Eye contact – consider who are you looking at and therefore, who you are focusing on.

Facial expressions – your face clearly tells the audience how you feel.

### Structure

Beginning, middle and end

Flash back – going back in time and showing something that's happened in the past.

Point of tension – your performance should build up in tension to reach the highest point of emotion where the audience are on the edge of their seats.



# Physical Education

## Netball

1. We warm up to, prepare the body for exercise and prevent injury.
2. We complete a warm up by doing a pulse raiser (jogging) and stretching (dynamic/ static).
3. The main passes we use are: chest, shoulder and bounce passes.
4. The positions are GS, GA, WA, C, WD, GD, GK.
5. When marking the person with the ball, you must be 3 feet away from their feet before raising your arms to mark the ball.
6. The footwork rule is: you can only move your stepping foot (second foot when landing), your landing foot must stay still. If you land on two feet you can choose which one is your stepping foot.
7. The feint dodge is a step one way and run in to space in front of the defender.
8. The GA, GS, GD, GK are the only players allowed in the goal circle.
9. Only the GA, GS can shoot and the technique is: raise the ball above your head in your dominant hand and support the side of the ball with the other, bend your arms and legs for extra power and straighten them with a push and flick from your hand towards the back of the ring when shooting.
10. When you line up at the start of a game (on side) you are allowed to the black line behind you and the red line in front of you.



## Rugby

1. We warm up to, prepare the body for exercise and prevent injury.
2. We complete a warm up by doing a pulse raiser (jogging) and stretching (dynamic/ static).
3. You need to pass the ball backwards.
4. Passing off right hand – 1. Left foot forward. 2. Ball on your right hip. 3. Point at your target/ partner as you release the ball (chest).
5. Passing off left hand – 1. Right foot forward. 2. Ball on left hip. 3. Point at your target/ partner as you release the ball (chest).
6. Tackling 1. Head to the side (cheek to cheek). 2. Shoulder contact with thigh. 3. Ring of steel.
7. Know that a ruck is when a player is tackled on the floor and a supporting player seals the ball.
8. A maul is when the ball is off the floor and players are trying to secure possession.
9. Know that there are two ways of presenting the ball on the floor, (short and long).
10. A try is worth 5 points, a conversion 2 points, penalty 3 points, drop-goal 3 points



## Football

1. We warm up to, prepare the body for exercise and prevent injury.
2. We complete a warm up by doing a pulse raiser (jogging) and stretching (dynamic/ static).
3. You need to pass the ball backwards.
4. Passing off right hand – 1. Left foot forward. 2. Ball on your right hip. 3. Point at your target/ partner as you release the ball (chest).
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## Gymnastics



1. Warming up/preparing the body for exercise - pulse raising activity, dynamic and static stretching
2. Safety and procedures for gym lessons – safe carrying and use of equipment.
3. Basic gymnastics shapes
4. Higher level gymnastics shapes
5. Holding balances for 3-5 seconds.
6. Individual sequence building on floor level
7. Individual sequence building on apparatus
8. Sequences should include: start and finish position, a variety of linking movements, a variety of shapes, rolls and balances.
9. Understanding and demonstrating quality of movement
10. Evaluate own and others performances – WWW (what went well)/EBI (even better if).

## History

Britain before 1066- Which invaders had the biggest impact?

### Websites for research

<http://www.great-britain.co.uk/history/romans.htm>

<http://www.great-britain.co.uk/history/ang-sax.htm>



### Romans

In August 55 B.C. (55 years before Jesus was born) the Roman general, **Emperor Julius Caesar** invaded Britain. He took with him two **Roman legions**. After winning several battles against the Celtic tribes (Britons) in south-east England he returned to France.

Nearly one hundred years later, in 43 A.D. (43 years after Jesus was born), Emperor Claudius organised the final and successful Roman invasion of Britain. General Aulus Plautius led four legions with 25,000 men, plus an equal number of auxiliary soldiers.

Many tribes tried to resist the Romans. It took about four years for the invaders to finally gain control over southern England, and another 30 years for them to conquer all of the West Country and the mountains and valleys of Wales. The Romans remained in Britain from 43 AD to 410 AD. That is almost four hundred years (four centuries). The Romans left Britain because their homes in Italy were being attacked by fierce tribes and every soldier was needed.

### Angles and Saxons

The knowledge the Romans had brought was lost. Their settlements with their sophisticated sewerage and heating systems fell into disrepair. It was as if England had gone back in time. In the 5<sup>th</sup> Century, the Saxons, Angles, Jutes and other Germanic tribes invaded Britain, forcing the native Celtic Britons out of lowland England. In the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> centuries, Vikings from Norway and Denmark also settled large areas of Britain. Vikings from Denmark and Sweden invaded around 800AD.

Vikings lived mainly in the North of England while the Anglo-Saxons lived in the West and South.

The two sides fought each other for many years but had started to live well alongside each other by 1065

# Geography



# Europe

Barents Sea



Norwegian Sea

White Sea

SWEDEN

FINLAND

NORWAY

Gulf of Bothnia

ESTONIA

RUSSIA

UNITED KINGDOM

North Sea

BALTIC SEA

LATVIA

RUSSIA

LITHUANIA

IRELAND

DENMARK

POLAND

BELARUS

Celtic Sea

English Channel

GERMANY

LUX.

CZECH REP.

SLOVAKIA

UKRAINE

KAZAK.

Bay of Biscay

FRANCE

LIECH.

AUSTRIA

HUNGARY

ROMANIA

MOLDOVA

Caspian Sea

PORTUGAL

SPAIN

ITALY

SLOVENIA

CROATIA

BOS. & HER.

SERBIA

BULGARIA

Black Sea

Sea of Azov

Mediterranean Sea

MONACO

ANDORRA

VATICAN CITY

SAN MARINO

MACEDONIA

GREECE

TURKEY

GEORGIA

ARMENIA

AZERBAIJAN

IONIAN SEA

IRAQ

IRAN

Map not to scale  
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MOROCCO

ALGERIA

TUNISIA

LIBYA

CYPRUS

SYRIA

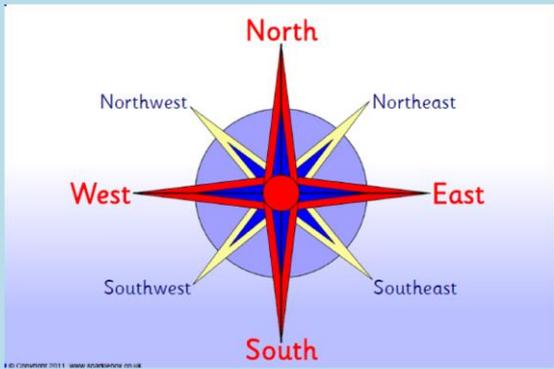
List of European countries and their capitals:

Name of country/name of capital

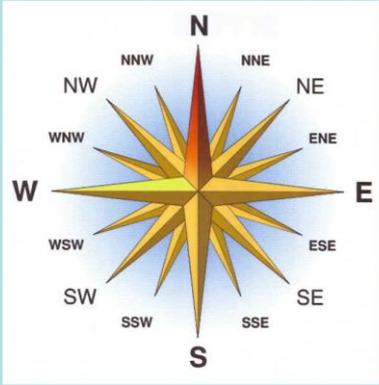
- |   |   |
|---|---|
| 1. Albania/Tirana   | 39. Romania/Bucharest                   |
| 2. Andorra/Andorra  | 40. Russia/Moscow                       |
| 3. *Armenia/*Yerevan                                      | 41. San Marino/City of San Marino       |
| 4. Austria/Vienna   | 42. Serbia/Belgrade                     |
| 5. *Azerbaijan/*Baku                                      | 43. Slovakia/Bratislava                 |
| 6. Belarus/Minsk  | 44. Slovenia/Ljubljana                  |
| 7. Belgium/Brussels                                       | 45. Spain/Madrid                        |
| 8. Bosnia and Herzegovina/Sarajevo                        | 46. Sweden/Stockholm                    |
| 9. Bulgaria/Sofia   | 47. Switzerland/Bern                    |
| 10. Croatia/Zagreb  | 46. Turkey/*Ankara                      |
| 11. *Cyprus/*Nicosia                                      | 47. Ukraine/Kiev                        |
| 12. Czech Republic/Prague                                 | 48. United Kingdom/London               |
| 13. Denmark/Copenhagen                                    | 49. Vatican City/Vatican City           |
| 14. Estonia/Tallinn                                       | (50. Northern East Prussia/Kaliningrad) |
| 15. Finland/Helsinki                                      | (* symbol means: not on our handout)    |
| 16. France/Paris  |   |
| 17. *Georgia/*Tbilisi                                     |   |
| 18. Germany/Berlin  |   |
| 19. Greece/Athens   |   |
| 20. Hungary/Budapest                                      |   |
| 21. *Iceland/*Reykjavik                                   |   |
| 22. Ireland/Dublin  |   |
| 23. Italy/Rome  |   |
| 24. Kazakhstan/*Astana                                    |   |
| 25. Kosovo/Pristina                                       |   |
| 26. Latvia/Riga   |   |
| 27. Liechtenstein/Vaduz                                   |   |
| 28. Lithuania/Vilnius                                     |   |
| 29. Luxembourg/Luxembourg City                            |   |
| 30. Macedonia//Skopje                                     |   |
| 31. Malta/La Valletta                                     |   |
| 32. Moldova/Chisinau                                      |   |
| 33. Monaco/Monaco   |   |
| 34. Montenegro/Podgorica                                  |   |
| 35. Netherlands/Amsterdam (seat of government: The Hague) |   |
| 36. Norway/Oslo   |   |
| 37. Poland/Warsaw   |   |
| 38. Portugal/Lisbon                                       |   |



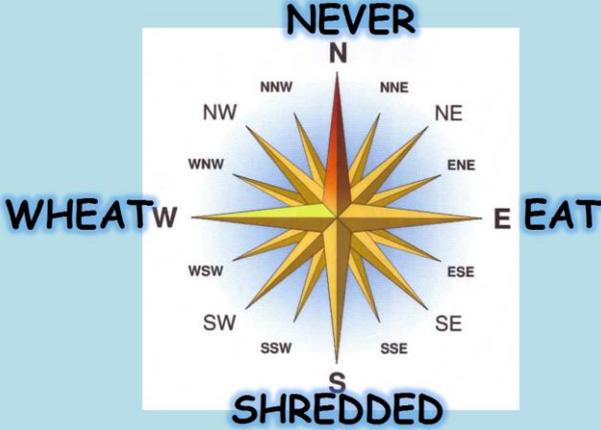
### Compass points...



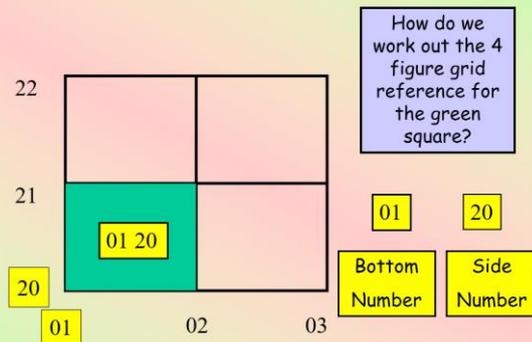
### Compass points...



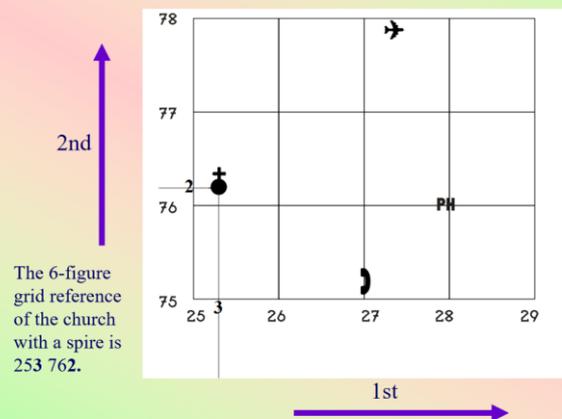
### A way to remember...



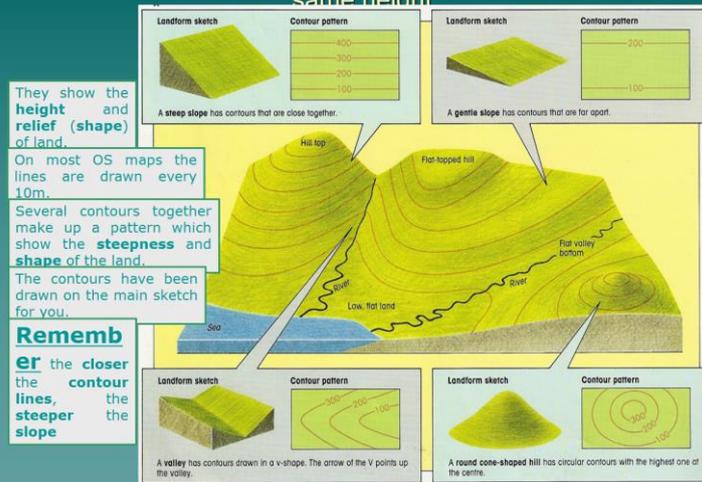
## Working out a grid reference



## 6-figure grid references



## Contour Lines – Lines on a map that join places of the same height



# Design Technology- Product Design

## ACCESS FM

### **AESTHETICS**

Does the product look attractive? *THINK* shape, form, materials, size, beauty, ugliness

Where did the designer get his or her inspiration for the design?

### **COST**

What is the estimated cost of production?

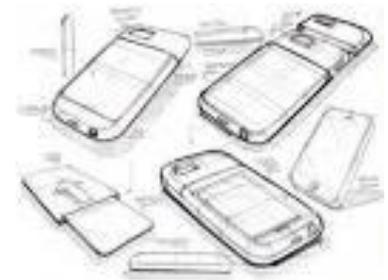
Is the product affordable?

### **CUSTOMER**

Who is the product designed for?

How and where would they use it?

How is the product promoted to attract its customer?



### **ENVIRONMENT**

What is the product's impact on the environment? *THINK* batteries, rethink, refuse, reduce, reuse, recycle, life cycle.

*THINK* about its manufacture, general use, distribution and final disposal when it is no longer needed.

### **SAFETY**

How has the designer considered safety issues when designing the product?

*THINK* about the way the product is used and how different parts have been joined together.

### **SIZE**

What size is it? *THINK* in millimetres and anything else that can be measured e.g. volts, weight, area, volume, density etc.

Is the product comfortable to use? *THINK* anthropometrics or ergonomics.

### **FUNCTION**

How well does the product work?

How could it be improved?

### **MATERIALS**

What is the product made from?

Would another type of material work better?

## Sustainability

Designers need to take responsibility for their designs and be more than just aware of the need to protect our environment and raw materials from being used up.

The Six Rs of sustainability help designers think about designs and designing in the following way:

**RETHINK** - our current lifestyles and the way we design and make.

**REFUSE** - to buy materials and products that are unsustainable.

**REDUCE** - the amount of energy and materials used to manufacture a product.

**REUSE** - the product for something else so you don't need to throw it away.

**REPAIR** - the product so you don't need to throw it away.

**RECYCLE** - finally take the product apart and categorise the parts ready for being converted into another product. This uses a lot of energy.



# Design Technology- Food

## Year 7 DT Food - Homework 1

When we describe food it should be descriptive and not opinion based. The table below gives a few examples for each area of sensory analysis. Please learn the following key terms for your next assessment:

| Appearance  | Aroma   | Texture   | Taste   |
|---|---|---|---|
|  |  | <br>How food feels to touch or in the mouth |  |
| How food looks  | How food smells   |   | How food tastes   |
| undercooked   | smoky   | fizzy   | sharp   |
| burnt   | fresh   | dry   | tangy   |
| golden  | herby   | moist   | fruity  |
| vibrant   | fragrant  | mushy   | salty   |
| bland   | sweet   | crumbly   | bitter  |

## Year 7 DT Food - Homework 2

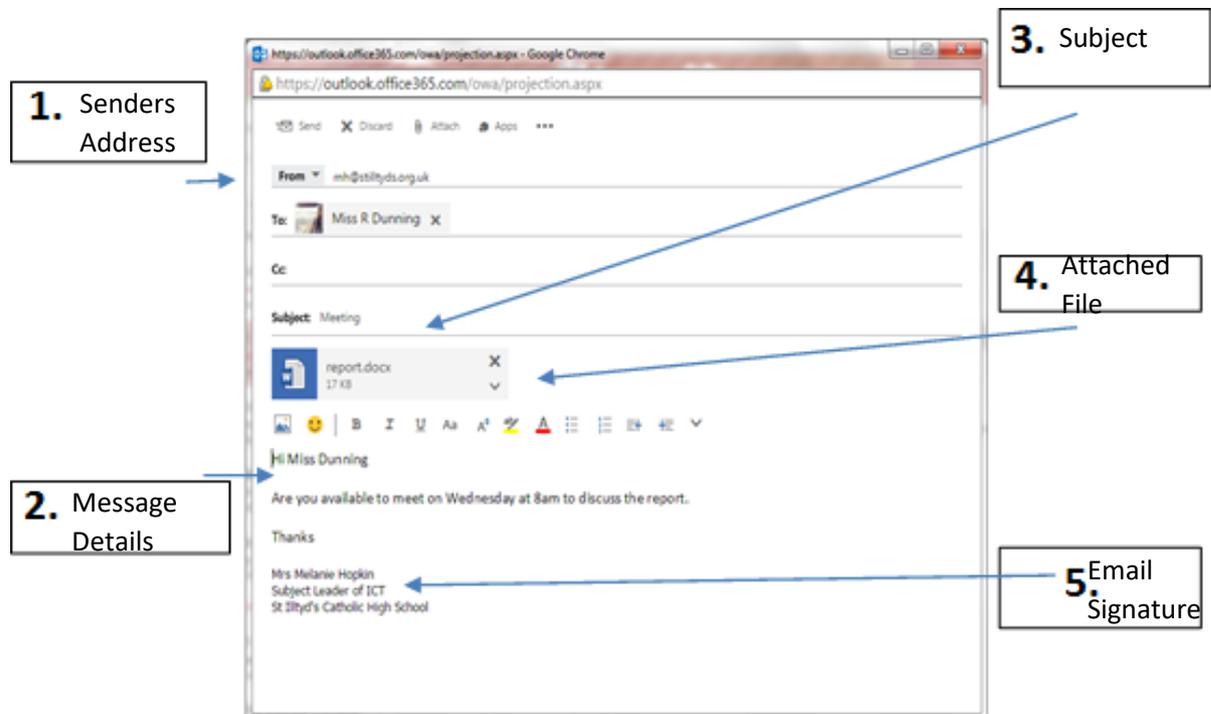
When we prepare food, we use specific techniques to make sure we work safely and achieve consistent standards of preparation. These are our practical skills, and the terms below have been used to describe how we have prepared food so far. Please learn the following vocabulary for your next assessment:

|  |  |   |  |
|--|--|---|--|
| bridge hold<br> | claw hold<br> | slice<br> | dice<br>  |
| blend<br>       | stir<br>      | grate<br>  | weigh<br> |
| Colander   | Tablespoon   | Teaspoon  | Knife  |
| Peeler   | Bowl   | Chopping board  | Tea towel  |

## Digital skills

Read through the following to revise for your assessment.

### 1. Email

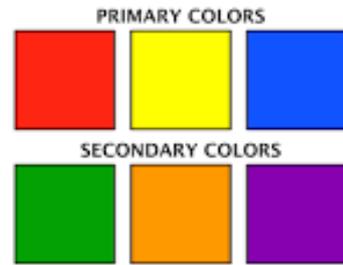


2. Reply is used when responding to a message you have received.
3. Forwarding is sending the email to someone who may have deleted or need a copy of the email.
4. In the **To:** section of the email you should include the email address or addresses of the people who you want to receive and act on the email.
5. **CC:** means carbon copy this is used to send a copy of the email to someone for their records, not for them to action.
6. **Wired Devices** – Wired devices **can** connect to the internet using a cabled connection – Computers, Laptops and Games Consoles
7. **Wireless Devices** – Use a Wi-Fi or 3/4G signal to connect to the internet – Tablets, Laptops, Game Consoles & Smart Phones.
8. **Some devices are both wired and wireless** – Laptops & Games Consoles
9. **Advantages of using a laptop** – its portable and can be used anywhere, it can connect wirelessly to the internet.
10. **Disadvantages of using a smart phone** – Loss of signal, you might get cut off, battery life, easy to damage.
11. **Health & Safety in the ICT room** – Sit up straight on your seat correctly, tuck all chairs and bags under the desk, no eating & drinking in the ICT room.
12. **Password Rules** – Passwords should contain a minimum of 8 characters, a range of symbols, text and numbers and should never be shared with anyone.

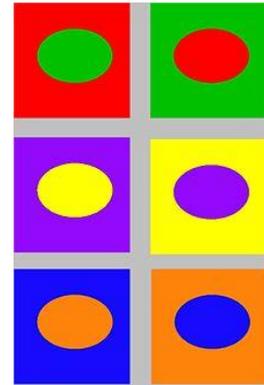
## Art

The primary colours – RED, YELLOW, BLUE

Secondary colours – ORANGE, GREEN, PURPLE



The complementary colours – RED & GREEN, YELLOW & PURPLE and BLUE & ORANGE



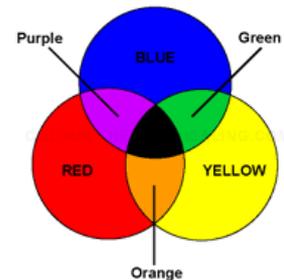
A tint - are made by adding white to a colour.

A shade - are made by adding a very small amount of black to a colour.

Two colours that make orange – RED & YELLOW

Two colours that make purple – RED & BLUE

Two colours that make green – BLUE & YELLOW



Difference with a wash and opaque – Wash you add more water to a colour, opaque add more paint to a colour not allowing light colour to shine through

Border technique – Outline first inside your pencil line, then fill in ONE direction with paint. Hold your paint brush on the metal and keep wrist up. Only use the tip of the paint brush.