

## EXAM COMMAND WORDS

<b>Analyse</b>	6/7	Explained main points why are they important and how they link?
<b>Discuss</b>		Explore the point with the advantages and disadvantages
<b>Evaluate</b>		Give an opinion with good and bad points
<b>Give a reason for</b>		Use because in your answers
<b>Justify</b>		Reasons for the opinion or conclusion
<b>Describe</b>		Give a detailed account
<b>Explain</b>	4/5	Describe, Giving reasons and causes
<b>Outline</b>		Given the main points
<b>Examine</b>		Look at more closely
<b>Interpret</b>		Explain the meaning with examples
<b>Define</b>		Gives the meaning of
<b>State</b>	3	Give a short meaning
<b>Identify</b>		Recognise, prove something

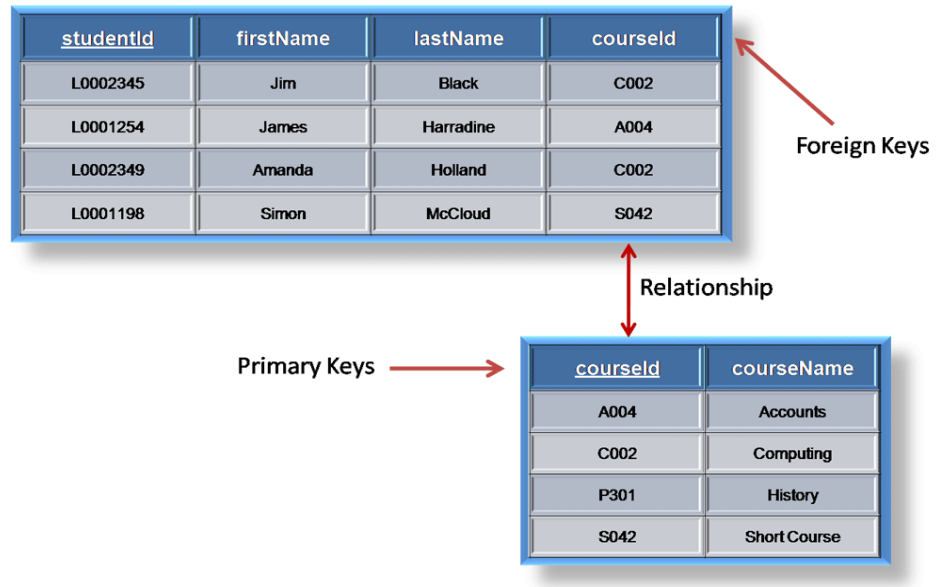
# KS3 ICT

### Logical Operators

- ⬇ AND
- ⬇ OR
- ⬇ BETWEEN AND
- ⬇ LIKE \*\*

### Mathematical Operators (used with number values)

- ⬇ Equal To (=)
- ⬇ Less Than (<)
- ⬇ More Than (>)
- ⬇ Less Than OR Equal To (<=)
- ⬇ More Than OR Equal To (>=)



## SCRATCH VS PYTHON

## E-Safety and DATA SECURITY



### ZIP IT

Keep your personal stuff private and think about what you say and do online.



### BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



### FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.



**Key**

<b>A</b> Corrupted	<b>D</b> Deleted
<b>B</b> Lost	<b>E</b> Hacked
<b>C</b> Destroyed	<b>F</b> Damaged

## SCRATCH

Snap together blocks to create stories, games and animations and share your creations on the web

<http://scratch.mit.edu>

forever imagine program share

# LITERACY MAT

**when to start a new paragraph**

- New Topic
- New Theme
- New Place
- New Person

speaking for dramatic effect

**Common Errors**

**I** is always a capital letter when writing in the first person - **I** am reading the book that **I** bought

**A lot** - is two words **I** did a **lot** of homework last night

**Making words ending in 'Y' plural**

If there is a vowel before the 'Y' just add 'S' boy = boys

If there is a consonant before the 'Y' it becomes 'ies' fly = flies



## CONNECTIVES

ADDING	QUALIFYING
also/and	however
moreover	although
furthermore	unless
in addition	yet
as well as...	despite
	if

## CAUSE & EFFECT EMPHASISING

so	in particular
as a result of	significantly
because	notably
consequently	most of all
therefore	especially
thus	indeed
	usually

## COMPARING CONTRASTING

compared with	however
equally similarly	on the other hand
likewise	although
in the same way	on the contrary
as with	instead
..are similar in that..	alternatively
	while
	whereas

## ILLUSTRATING SUMMING UP

for example	in conclusion
for instance	in summary
such as	overall
as revealed	on the whole
take the case	to conclude
as can be seen by..	to sum up

**Comma**  
used to indicate a pause or separate items

**Full Stop**  
Used to indicate that a sentence has finished

**Semicolon**  
Used to join two strongly related sentences or to separate items in a series that had com

**Exclamation Mark**  
Used at th end of a sentence to show surprise or shock

**Quotation or Speech Marks**  
used before and after a quotation or direct speech

**Colon**  
used to introduce an explanation, further details or a list

**Apostrophe**  
used to show possession or to show that we left out a letter or group of letters

**Brackets**  
used for less important details such as an afterthought or personal comment

**Question Mark**  
used at the end of s question

**Slash**  
used to indicate line breaks when quoting poetry or plays

## COMMON HOMOPHONES

<b>There/their/they're</b>
<b>There</b> - shows position - your seat is over <b>there</b> <b>Their</b> - shows that 'they' own something - <b>their</b> blazer are blue <b>They're</b> - is short for 'they are' - <b>they're</b> revising every day
<b>Your/you're</b>
<b>Your</b> - shows that 'you' own something - this is <b>your</b> pen <b>You're</b> - is short for 'you are' - <b>you're</b> coming to my house
<b>Know/no</b>
<b>Know</b> - to have knowledge about something - I <b>know</b> my spellings <b>No</b> - the opposite of yes or not any - <b>no</b> biscuits are left