Lisneal College
70 Crescent Link Road
Londonderry BT47 5FQ

Tel No: 028 7134 8888

3rd November 2026

Dear Parent/Carer,

Year 10 Winter Assessment Week

I am writing to inform you that the Year 10 Winter Assessment Week will take place from Monday 30 November to Friday 4 December 2026.

Year 10 pupils will have at-home study days on:

- Monday 16 November 2026
- Tuesday 1 December 2026
- Thursday 3 December 2026

Pupils should not attend school on these dates. This time should be used purposefully to revise, organise their materials and prepare for their upcoming assessments. **Pupils have been provided with the following information today:**

- **Subject revision lists**
- **A copy of the assessment timetable** ***(Page 8 of Booklet)***
- **Guidance on effective study and revision strategies**

Copies of these materials have been attached below for your information. Assessments will take place in an assigned classroom with their form class on Monday 30 November, Wednesday 2 December and Friday 4 December. We would appreciate your support in encouraging your child to use the study days effectively and to establish a manageable revision routine.

If you require any further information or are unsure about any aspect of these arrangements, please do not hesitate to contact the school.

Kind regards,

R Mullan

Mrs R Mullan
Principal

HAPPY RESPECTFUL LEARNING

YEAR

10

LISNEAL COLLEGE

Revision Checklist

WINTER ASSESSMENTS



Revise smart. Stay calm. Believe in yourself.

Use your subject checklists to tick off each topic as you revise it.

Contents

Everything you need to prepare for your Winter Assessments is in this booklet.

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1 Choose how to revise

Pick techniques from the Revision Techniques and What Works Best pages.

2 Plan it

Fill in your Revision Planner for the five weeks before your assessments.

3 Track it

Use your subject checklists to tick red, amber or green for each topic.

Revision Techniques

Different techniques work for different topics and different people. Try a few of these and find the ones that work best for you.



Flashcards

Key information and facts on cards you can carry with you, so you can test yourself anywhere.

Use them to remind and test yourself on: spelling lists and sequences of simple events.



Online quizzes or revision guide questions

Answer the questions and note down your score. Revise the topic some more, then have another go later. Did you improve?

Use them to test yourself on: facts and processes.



Key word cards

Put the key word on the front and the definition on the back. Test yourself on the definitions, sort the cards into categories or put them into a sequence.

Use them to learn: the key vocabulary for each topic.



Graphic organisers

Decide if you are describing, analysing parts, comparing, analysing cause and effect, predicting or evaluating, then lay out your ideas in a graphic organiser.

Use them to: look at topics in more detail.



Past exam questions and analysis

Complete some past exam questions, mark your answers and fill in any you missed. Go through the paper and colour code each topic (see the traffic-light key).

Use it to test your ability to: recall what you have revised and answer the question asked – not just write down everything you know. Follow the command words in the exam.



Read – Cover – Recall – Check

Read the information you want to remember. Cover it up and write out what you can remember. Check to see how much you forgot.

Use it to test yourself on: spelling lists and sequences of simple events.



Make a card sort

Make a set of cards that you can cut out, mix up and match.

Use them when: you need to remember pieces of information that go together.



Explain it to someone

Describe or explain a process or scenario to someone who does not know it, or to a classmate. They can ask questions to fill in any gaps you missed, and if they are also revising it may help them understand the work better.

Use it when: you are explaining a series of events or a process with lots of detail.



Mind maps

Start with a central theme and organise the information from it, grouped into subtopics. Label the branches with the relationships. Only put in the key words – everything else should come to mind when you read them.

Use them to: summarise a whole topic after revising it in detail.

Traffic-light your checklist

Tick off each topic as you revise it, then colour code it:

RED I need to revise this.

AMBER I need to go over a few bits again.

GREEN I've got it!

What Works Best

Some revision methods are far more effective than others. Choose methods that make your brain work hard. If it feels easy, it is probably not helping much.

DO MORE OF THIS

Test yourself

Close the book and try to recall what you know. Pulling information out of your memory makes it stronger than reading it again. Flashcards, Read – Cover – Recall – Check, quizzes and past papers all do this.

Space it out

Several short sessions spread over days and weeks beat one long cram. Come back to each topic after a day, a week and a fortnight.

Mix it up

Switch between topics or question types in one session instead of doing one topic for hours. It feels harder, but it helps you pick the right method in an assessment.

Explain and ask why

Ask "why?" and "how?" as you revise, link new facts to things you already know, and explain ideas out loud in your own words.

DO LESS OF THIS

Re-reading your notes

It feels familiar, so it feels like learning. But recognising something is not the same as being able to recall it.

Highlighting and underlining

It looks like hard work but asks very little of your memory. Use it to pick out key words, then test yourself.

Copying out notes

Copying word for word keeps your brain on autopilot. Reshape the information instead: mind maps, card sorts, your own questions.

Cramming the night before

Information crammed in at the last minute fades fast. Little and often is far more effective.

Try this: a spacing plan

Day 1 Revise the topic using one of your techniques. → **The next day** Quick test: what can you recall without looking? → **A week later** Test yourself again. Fix any gaps. → **Two weeks later** Final check before the assessment.

Quick tips

Red topics first. Start with the topics you have traffic-lighted red on your checklist.

Phone away. Keep it out of sight and out of reach while you revise.

Short bursts. Work for around 25–30 minutes, then take a 5-minute break.

Sleep well. Your brain stores what you have learned while you rest.

Command Words

Command words tell you what to do in a question. Answering a different question to the one asked is an easy way to lose marks.

Command word	What it means	How to answer
REMEMBER IT Short, accurate answers		
Name / State / Identify / List	Give a short answer from memory.	A word or short phrase is enough. No explanation needed.
Define	Give the exact meaning of a word or term.	Write one clear sentence using the key words from your key word cards.
SHOW YOU UNDERSTAND Say what it is, and why		
Describe	Say what something is like, or what happens.	Include detail and key words. Do not give reasons unless you are asked to.
Outline	Give the main points briefly.	Keep it short and clear: the key steps or ideas without lots of detail.
Explain	Give reasons: say how or why something happens.	Use "because", "this means that" and "therefore". Make a point, then develop it.
Suggest	Use what you know to put forward a sensible idea.	Apply your knowledge to the new situation and give a reason for your idea.
APPLY AND ANALYSE Look closely and make links		
Compare	Say how things are similar and how they are different.	Write about both throughout. Use "whereas", "similarly" and "on the other hand".
Contrast	Say how things are different.	Write only about the differences between them.
Analyse	Break something into parts and examine each one.	Look at each part in turn, and how the parts link to or affect each other.
Calculate	Work out an answer using numbers.	Show your working, write down any formula you use and include the units.
JUDGE IT Weigh it up and reach a conclusion		
Discuss	Look at different sides of an issue.	Give arguments for and against, then finish with a conclusion.
Assess	Decide how important, effective or significant something is.	Weigh up the evidence, then make a judgement about how much it matters.
Justify	Give reasons or evidence to support a decision or opinion.	Say what you think, then back it up with evidence. Think "because...".
Evaluate	Weigh up strengths and weaknesses to reach a judgement.	Give positives and negatives, then a final judgement. This also covers "To what extent...?" questions.

Top tip: underline the command word in every question, then check that your answer does exactly what it asks. Some subjects use these words in slightly different ways, so ask your teacher if you are not sure.

Looking After Yourself

You will revise better when you feel well. Looking after your body and mind is part of your revision, not time off from it.

Sleep well

Most young people need around 8 to 10 hours of sleep. Sleep is when your brain stores what you have learned, so late-night cramming works against you. Put screens away before bed.

Move your body

Even a short walk, a kickabout or a dance in your bedroom helps you feel calmer and think more clearly. Try to get some fresh air every day.

Talk to someone

Everyone feels worried sometimes. Talking to a parent or carer, a friend or a teacher you trust can make a big difference. You do not have to cope on your own.

Eat and drink well

Eat regular meals, especially breakfast, and drink plenty of water. Your brain needs fuel to concentrate. Energy drinks and sugary snacks might give a quick boost, but it wears off fast.

Take breaks and switch off

Build breaks into your revision and make time for things you enjoy: friends, music, hobbies, sport. Rest is not wasted time. It helps you stay focused when you revise.

Be kind to yourself

Feeling nervous before assessments is normal. Do your best and be proud of the effort you put in. One assessment does not define you. Talk to yourself the way you would talk to a friend.

Feeling nervous?
Try this.

Breathe in slowly through your nose for a count of 4, then breathe out slowly through your mouth for a count of 6. Repeat five times. Slow, steady breathing helps your body to settle and calm down.

Need to talk? Help is always available

People I can talk to

In school:

_____

At home:

_____

Free helplines

Childline 0800 1111
Free, 24 hours, for any worry

Lifeline 0808 808 8000
Free, 24/7 crisis support in Northern Ireland

Samaritans 116 123
Free, 24 hours, someone to listen



Assessment Timetable

Year 10 | Monday 30 November to Friday 4 December 2026. Find your subject for each session, and see which page of this booklet has its checklist.

	Monday 30 November	Tuesday 1 December	Wednesday 2 December	Thursday 3 December	Friday 4 December
Session 1 9am – 10.45am	**Geography** Checklist: page 46		**RE** Checklist: page 52		**History** Checklist: page 47
Session 2 11am – 12.30pm	**Art** Checklist: page 43	**At home study** No school today. Use the time to revise.	**Science** Checklist: page 40	**At home study** No school today. Use the time to revise.	**ICT** Checklist: page 49
Lunch 12.30pm – 1.30pm	Lunch		Lunch		Lunch
Session 3 1.30pm – 3pm	**Maths** Checklist pages: 10A p.32 10B p.34 10C p.36 10D p.38		**Languages** Checklist pages: French p.44 Spanish p.45		**English** Checklist: page 12

Where to go

Your assessments take place in your form classroom.

Study days

Tuesday and Thursday are at home study days. Put them in your Revision Planner and make the most of them.

Be ready

Check the equipment box on each subject checklist so you know what to bring.

Revision Planner

Plan your revision for the five weeks beginning Monday 2 November. Use short, focused sessions with breaks, and try a different technique each time.

WEEK 1 Beginning Monday 2 November

Day	Subject	Topic(s) to revise	Technique I will use	Mins	✓
Mon 2 Nov					
Tue 3 Nov					
Wed 4 Nov					
Thu 5 Nov					
Fri 6 Nov					
Sat 7 Nov					
Sun 8 Nov					

My goal for this week:

WEEK 2 Beginning Monday 9 November

Day	Subject	Topic(s) to revise	Technique I will use	Mins	✓
Mon 9 Nov					
Tue 10 Nov					
Wed 11 Nov					
Thu 12 Nov					
Fri 13 Nov					
Sat 14 Nov					
Sun 15 Nov					

My goal for this week:

Revision Planner

Weeks 3 and 4 – keep going! Tick off each session as you complete it.

WEEK 3 Beginning Monday 16 November

Day	Subject	Topic(s) to revise	Technique I will use	Mins	✓
Mon 16 Nov					
Tue 17 Nov					
Wed 18 Nov					
Thu 19 Nov					
Fri 20 Nov					
Sat 21 Nov					
Sun 22 Nov					

My goal for this week:

WEEK 4 Beginning Monday 23 November

Day	Subject	Topic(s) to revise	Technique I will use	Mins	✓
Mon 23 Nov					
Tue 24 Nov					
Wed 25 Nov					
Thu 26 Nov					
Fri 27 Nov					
Sat 28 Nov					
Sun 29 Nov					

My goal for this week:

Revision Planner

Week 5 – the final week. You have done the hard work, so keep going and tick off each session as you complete it.

WEEK 5 Beginning Monday 30 November					
Day	**Subject**	**Topic(s) to revise**	**Technique I will use**	**Mins**	**✓**
Mon 30 Nov					
Tue 1 Dec					
Wed 2 Dec					
Thu 3 Dec					
Fri 4 Dec					
Sat 5 Dec					
Sun 6 Dec					
My goal for this week:					

YEAR 10

REVISION BOOKLET

Reading assessment

NOVEMBER 2026

Friday 4 December, 1.30pm – 3pm

***Find the novel you study and complete the practice questions, using PEE structure – use your classwork to support.**



EXTRACT 1

YEAR 10 'Unstoppable'

Read the extract below. Then answer the question that follows.

The sky was bruised with the colours of late afternoon – deep purples and fading orange streaks – as Marcus stepped onto the pitch. The stadium loomed around him like a giant, its steel bones creaking under the weight of expectation. Floodlights flickered to life, casting harsh white beams across the grass, turning every blade into a spotlight.

The crowd was restless. A low murmur rippled through the stands, rising and falling like waves. Somewhere in the distance, a whistle blew, sharp and urgent, slicing through the noise. Marcus could feel the pressure pressing against his chest, heavier than the kit he wore. His boots sank slightly into the damp turf, each step reminding him of how real this moment was.

Behind him, the changing rooms were silent now – no more shouting, no more last-minute tactics. Just echoes. Echoes of his coach's voice, of his brother's warnings, of his own doubts. The smell of sweat and grass clung to him, familiar and grounding. But nothing felt normal anymore.

Question:

How does the writer use the setting to show how Marcus is feeling?

Write about:

- What the stadium and pitch are like
- How the sounds and light add to the mood
- What the setting tells us about Marcus's emotions

EXTRACT 2

YEAR 10 'Unstoppable'

Read the extract below. Then answer the question that follows.

The sports ground was soaked from the morning rain, the grass slick and shining under the floodlights. The sky hung low, heavy with grey clouds, and the air smelled of damp earth and tension. Marcus stood near the edge of the pitch, his boots sinking slightly into the mud with each step.

The crowd was quieter than usual, their voices muffled by the weather and the weight of expectation. Banners flapped in the wind, and the referee's whistle echoed sharply across the field. Marcus could feel the pressure building in his chest, like a storm waiting to break.

He looked around—the stadium, the players, the scoreboard. Everything felt bigger than him. The pitch stretched out in front of him like a battlefield, marked with puddles and footprints. The cold wind tugged at his shirt, and the floodlights made the raindrops sparkle like tiny stars.

Behind him, the changing rooms were silent now. No more shouting, no more last-minute advice. Just the memory of his coach's voice and the look in his brother's eyes before the match began. Marcus clenched his fists. He wasn't just playing for the team. He was playing for something more.

The setting wasn't just a place. It was a test. A challenge. A moment that could change everything.

Question:

How does the writer use the setting to show the mood and Marcus's feelings in this moment?

Write about:

- What the sports ground looks and feels like
- How the weather and sounds affect the atmosphere
- What the setting tells us about Marcus's emotions

EXTRACT 3

YEAR 10 'Unstoppable'

Read the extract below. Then answer the question that follows.

The changing room was silent, apart from the soft hum of the overhead lights and the distant thud of footballs being kicked outside. The walls were lined with benches and hooks, some empty, some cluttered with kit bags and damp towels. The air smelled of sweat, grass, and nerves.

Marcus sat alone at the far end, his head bowed, his fingers tracing the edge of his shin pad. The match was minutes away, but time felt frozen. Around him, the room felt heavy, like it was holding its breath. The echo of past games, past mistakes, seemed to hang in the air.

He could hear the muffled voices of his teammates in the corridor, laughing, shouting, getting ready. But Marcus stayed still. The setting wrapped around him like a cocoon—safe, but also suffocating. This was the place where pressure built, where confidence cracked, where choices were made.

He looked up at the mirror above the sink. His reflection stared back, uncertain. The changing room wasn't just a space. It was a moment. A pause before everything changed.

Question:

How does the writer use the setting to show Marcus's mood and the tension before the match?

Write about:

- What the changing room looks and feels like
- How the sounds and atmosphere affect the mood
- What the setting tells us about Marcus's thoughts and emotions

EXTRACT 4

YEAR 10 'Unstoppable'

Read the extract below. Then answer the question that follows.

Roxy sat by the window in their flat on the Compton Estate, watching the rain streak down the glass. Outside, the football pitch was soaked, the goalposts leaning slightly, the grass patchy and worn. A group of boys kicked a ball around anyway, shouting and laughing, their voices echoing off the concrete walls of the surrounding tower blocks.

Inside, the flat was quiet except for the hum of the fridge and the occasional creak of the floorboards. The wallpaper was peeling in the corners, and the heating hadn't worked properly in weeks. Roxy pulled her hoodie tighter around her and glanced at the clock. Kaine should have been home by now.

She looked back out the window and saw him—her brother, full of swagger, showing off his footwork like he was already a Premier League star. She sighed. He was always out there, always trying to prove something. Meanwhile, she was stuck inside, training alone, her tennis racket leaning against the wall like a forgotten promise.

The estate felt like a cage sometimes. The same grey buildings, the same broken lifts, the same tired faces. But it was home. And for Roxy, it was the place where everything started—and where everything could fall apart.

How does the writer use the setting to show that Roxy feels trapped or frustrated?
Use the PEE structure to help you answer:

- **Point**: What feeling does the setting create for Roxy?
- **Evidence**: Find a word or phrase from the passage that shows this.
- **Explanation**: Explain how this word or phrase helps us understand how Roxy feels about her life and surroundings.

EXTRACT 1

YEAR 10 'Noughts & Crosses'

Read the extract below. Then answer the question that follows.

The gates of the school stood tall and cold, their iron bars casting long shadows across the pavement. The morning air was sharp, and the sky hung low with grey clouds, threatening rain. Callum hesitated before stepping through, his bag heavy on his shoulder, not just with books but with the weight of everything he wasn't allowed to say.

Inside, the corridors were silent except for the echo of footsteps and the distant hum of voices behind closed doors. The walls were lined with polished trophies and photographs – none of them showed anyone who looked like him. The smell of disinfectant and old paper filled the air, clean but unfriendly.

He kept his head down, walking quickly, trying not to meet anyone's eyes. Every corner felt like a test, every glance a challenge. This place wasn't built for him – he could feel it in the way the teachers paused when he spoke, in the way the other students looked through him.

Question:

How does the writer use the setting to show how Callum feels at school?

Write about:

- What the school looks and feels like
- How the setting creates a mood
- What the setting tells us about Callum's experience

EXTRACT 2

YEAR 10 'Nought & Crosses'

Read the extract below. Then answer the question that follows.

The train station was crowded, but Callum felt completely alone. The tiled floor was spotless, the walls gleamed with polished metal, and the announcements echoed crisply through the air. Everything was clean, ordered, and cold. The Crosses moved through the space with ease—confident, comfortable, belonging.

Callum stood near the edge of the platform, his school bag heavy on his shoulder, his uniform stiff and unfamiliar. He could feel the stares, the quiet disapproval, the invisible line that separated him from the others. Even the benches seemed to turn away from him, their smooth surfaces untouched by anyone like him.

He watched a group of Cross students laughing together, their voices loud and carefree. No one looked twice at them. No one questioned their presence. But Callum's every movement felt like a mistake. The setting wasn't hostile in words—but in silence, in structure, in everything it didn't say.

The train pulled in, sleek and silver, and Callum stepped back as the crowd surged forward. He waited, letting them pass, knowing his place. The station was more than a location—it was a symbol. Of power. Of division. Of everything he was trying to fight against.

Question:

How does the writer use the setting to reflect Callum's experience and the theme of social division?

In your answer, consider:

- How the station is described
- How Callum interacts with the space
- How the setting reflects wider ideas in the novel

EXTRACT 3

YEAR 10 'Noughts & Crosses'

Read the extract below. Then answer the question that follows.

Sephy sat alone in the school garden, her back against the stone wall that separated the Cross students from the rest of the grounds. The sun was warm on her skin, but the air felt heavy. Around her, the flowers were perfectly arranged—bright, symmetrical, controlled. Even nature here seemed to follow rules.

She could hear laughter from the other side of the wall, where the Nought students were allowed to sit. It was distant, but clear. Sephy closed her eyes and tried to block it out, but the sound only grew louder. She felt the divide more sharply than ever—not just in the wall, but in the way people looked at her, spoke to her, judged her.

The garden was supposed to be peaceful, but it wasn't. It was a reminder. Of her privilege. Of her isolation. Of the fact that being a Cross didn't mean she felt powerful—it meant she felt trapped.

She opened her eyes and stared at the wall. It was tall, grey, and unbroken. Just like the world she lived in.

Question:

How does the writer use the setting to reflect Sephy's feelings and her place in society?

In your answer, consider:

- How the garden and wall are described
- What Sephy hears and sees
- How the setting links to Sephy's emotions and the theme of division

EXTRACT 4

YEAR 10 'Nought & Crosses'

Read the extract below. Then answer the question that follows.

Sephy walked through the shopping centre, her footsteps echoing on the polished marble floor. The ceiling was high and glass-panelled, letting in pale sunlight that made everything look clean and perfect. Designer stores lined the walls, their windows filled with mannequins dressed in clothes she'd never wear. Everything was expensive. Everything was Cross-owned.

She passed a group of Noughts standing near the fountain. They weren't doing anything wrong, just talking quietly, but the security guard watched them closely. Sephy noticed it. She always did now. The way people moved. The way people were watched. The way silence could say so much.

She sat down on a bench near the entrance, her shopping bag resting beside her. She felt out of place, even though this was supposed to be her world. The setting was familiar, but it felt different now—colder, sharper. She thought of Callum, of the way he had looked at her the last time they spoke. Like she was part of the problem.

The shopping centre was spotless, but Sephy felt surrounded by cracks. Cracks in the system. Cracks in her family. Cracks in herself.

Question:

How does the writer use the setting to reflect Sephy's emotional state and her growing awareness of inequality?

In your answer, consider:

- How the shopping centre is described
- How Sephy reacts to what she sees
- How the setting reflects wider themes in the novel

EXTRACT 1

YEAR 10 'The Giver'

Read the extract below. Then answer the question that follows.

Jonas walked slowly through the community square, his footsteps soft against the smooth, grey pavement. The buildings around him were identical—flat-roofed, pale, and windowless. Each one stood in perfect alignment, as if placed by a ruler. The air was cool and still, and the sky above was a dull shade of grey, without sun, cloud, or colour.

He passed the Hall of Justice, its doors closed and its walls blank. There were no signs, no decoration, no noise. Everything was quiet. Everything was controlled. Even the trees lining the path were trimmed to the same height, their branches reaching out in identical patterns.

Jonas glanced at the speaker mounted on the wall. It was silent now, but he knew it could come to life at any moment, issuing instructions or reminders. It was always watching. The sameness of the setting made him feel safe—but also trapped. There was no room for surprise, no space for difference.

He remembered the apple. The flash of colour. The moment that didn't fit. It had been small, but it had changed something inside him. Now, walking through the square, Jonas felt the weight of the rules pressing down on him. The setting was calm, but it was missing something—something real.

Question:

How does the writer use the setting to show Jonas's feelings and the mood of the community?

Write about:

- What the community looks and feels like
- How the setting creates a mood of control or isolation
- What the setting tells us about Jonas's thoughts and emotions

EXTRACT 2

YEAR 10 'The Giver'

Read the passage below:

Jonas felt such love for Asher and for his parents. But he knew now that they could not feel it back, and he understood that. That was what made it so sad. The memories The Giver had given him—of family, of warmth, of true connection—had changed him. He remembered the soft voice of a mother comforting her child, the laughter around a fire, the feeling of arms wrapped around him in a hug that meant safety and belonging. These were things he had never truly known before. In his own home, there was order and routine, but no real emotion. His parents had said they were proud of him, but they had never said they loved him. Jonas realized that without memories, people could not truly feel. And without feeling, they could not truly live. He looked at Asher, his best friend, and felt a deep ache. Asher would never understand what Jonas now knew. Jonas was alone in his knowledge, but he was no longer the same. He could not go back to the way things were. He had changed—and with that change came both pain and clarity.

Task: Write a PEE paragraph exploring how Jonas is changing as a character in this passage.

Use the PEE structure:
- Point: Make a clear point about Jonas's development.
- Evidence: Use a quote from the passage to support your point.
- Explanation: Explain how the quote shows Jonas's change and what it reveals about his character.

PEE Scaffold (Sentence Starters):

Point: In this passage, Jonas begins to...

Evidence: This is shown when the text says, "..."

Explanation: This shows that Jonas is... It reveals that he is starting to understand...

Your PEE Paragraph:

EXTRACT 3

YEAR 10 'The Giver'

Read the extract below. Then answer the question that follows.

Jonas stepped into the Annex, the place where The Giver lived and worked. It was unlike any other room in the community. The walls were lined with books—hundreds of them, maybe thousands. Their spines were worn, their pages thick and yellowed. The air smelled of paper and something older, something deeper.

The furniture was soft and mismatched, not like the clean, identical chairs and tables in the rest of the community. A thick rug covered the floor, and the lighting was warm, not bright and clinical. Jonas felt as if he had entered another world—one that was full of history, emotion, and truth.

The Giver sat in a large chair near the window, his face calm but tired. Outside, the world looked the same—grey, ordered, silent. But inside this room, everything felt different. It was a place of memory. A place of pain. A place of understanding.

Jonas realised that the setting reflected The Giver himself: full of knowledge, burdened by experience, and separate from the rest of the community.

Question:

How does the writer use the setting of the Annex to reflect The Giver's character and his role in the community?

Write about:

- How the room is described
- How the setting is different from the rest of the community
- What the setting tells us about The Giver's personality and responsibilities

EXTRACT 4

YEAR 10 'The Giver'

Read the extract below. Then answer the question that follows.

Fiona stood by the edge of the recreation area, her red hair catching the light as the sun dipped behind the identical houses. The grass was perfectly trimmed, the paths swept clean, and the air smelled faintly of disinfectant. Children played in silence, their laughter controlled, their games structured.

She watched them with a soft smile, her hands folded neatly in front of her. Everything around her was calm, organised, and predictable. The trees were evenly spaced, the benches identical, and the sky a pale, cloudless blue. Fiona liked the order. It made her feel safe.

But Jonas, standing nearby, noticed something else. The setting was too perfect. Too quiet. And Fiona, though kind and gentle, seemed unaware of the emptiness beneath the surface. She belonged here, in this world of rules and routines. She didn't question it. She didn't see what was missing.

The recreation area was peaceful—but it was also a symbol. Of control. Of sameness. Of everything Jonas was beginning to doubt.

Question:

How does the writer use the setting to reflect Fiona's character and the mood of the community?

Write about:

- What the recreation area looks and feels like
- How Fiona responds to the setting
- What the setting tells us about the society and Fiona's place in it

EXTRACT 1

YEAR 10 'Tribes'

Reading Passage:

The city was grey and cold. Rain dripped from the rooftops and made the pavements shine like glass. People hurried past each other, heads down, not looking up. Cars splashed through puddles, sending dirty water onto the pavement. The sky was heavy with clouds, and the air smelled of petrol and damp clothes.

Kevin stood near the alleyway, his hood up, watching. The alley was dark and narrow, hidden between two tall buildings with cracked bricks and broken windows. It smelled of rubbish, damp, and something worse—like something had been left there too long. Broken glass crunched under his feet, and old newspapers blew around like ghosts.

This was where the Tribes met. It wasn't safe, but it was their place. No one else came here. People avoided it. Even the police didn't bother with it. That made it perfect.

Graffiti covered the walls—names, symbols, warnings. It was like a secret code. Kevin knew what it meant. He had learned the signs, the colours, the messages. Some were threats. Some were marks of respect. All of them meant something to the Tribes.

Kevin felt the cold in his fingers, but he didn't move. He belonged here. This was his world now. The city didn't care about him, but the Tribes did. In this alley, he wasn't invisible.

How does the writer describe the setting to make it feel unwelcoming or dangerous?

Use the bullet points below to help you answer:

- Find one or two words or phrases that describe the weather or the city.
- What does the alleyway look and smell like?
- Why might people avoid this place?
- How do these details make the setting feel unsafe or unpleasant?

Structure your answer using PEE paragraphs

EXTRACT 2

YEAR 10 'Tribes'

Reading Passage:

The playground was empty, the swings creaking in the wind. Paint peeled from the climbing frame, and the grass had grown long and wild. A broken football lay forgotten in the corner, half-buried in mud. The sky above was dull and grey, with thick clouds hanging low like a heavy blanket.

Lena stood at the edge of the playground, her hands deep in her pockets. She used to come here every day after school, back when it was full of noise and laughter. Now, it was silent. Even the birds seemed to have flown away.

She walked slowly across the cracked tarmac, her footsteps echoing. The cold air stung her cheeks, and she pulled her coat tighter around her. Everything felt different now—quieter, lonelier. The place hadn't changed much, but she had.

How does the writer use the setting to show that Lena feels lonely or sad?
Use the PEE structure to help you answer:

- **Point**: What feeling does the setting create?
- **Evidence**: Find a word or phrase from the passage that shows this.
- **Explanation**: Explain how this word or phrase helps show Lena's feelings.

EXTRACT 3

YEAR 10 'Tribes'

Reading Passage:

The street was silent except for the soft hum of a streetlamp flickering above. The houses stood in rows, dark and still, their windows like blank eyes staring out into the night. A cold wind blew through the narrow road, carrying with it the smell of smoke and damp leaves. The pavement was cracked, and weeds pushed up through the gaps, as if nature was trying to take the place back.

Jay walked slowly, his footsteps echoing. He passed the old corner shop, boarded up and forgotten, its sign faded and broken. Once, this street had been full of life—kids playing football, neighbours chatting on doorsteps. Now, it felt like a place that had been left behind.

He stopped outside a rusted gate and looked at the house beyond it. The garden was overgrown, the grass tall and wild. A swing hung from a tree branch, swaying gently even though there was no one there. Jay remembered when he used to play there, when things were different.

He didn't know why he had come back. Maybe to remember. Maybe to forget.

How does the writer use the setting to create a feeling of sadness or loss?
Use the PEE structure to help you answer:

- **Point**: What feeling or mood does the setting create?
- **Evidence**: Find a word or phrase from the passage that shows this mood.
- **Explanation**: Explain how this word or phrase helps the reader understand the feeling of sadness or loss.

EXTRACT 4

YEAR 10 'Tribes'

Reading Passage:

The library was almost empty. Only the sound of pages turning and the soft hum of the heating filled the air. Dust floated in the sunlight that streamed through the tall windows, making the room feel still and frozen in time. The shelves were packed with old books, their spines faded and titles worn away.

Amira sat at the back, hidden behind a tall stack of encyclopedias. She liked it here. It was quiet, and no one asked questions. Outside, the world felt loud and fast. In here, everything slowed down. She could breathe.

The clock ticked slowly on the wall. Somewhere nearby, a chair creaked as someone shifted. But no one spoke. The silence wasn't awkward—it was safe. Amira opened her notebook and began to write, her pen scratching softly on the page.

How does the writer use the setting of the library to show how Amira feels safe or calm?
Use the PEE structure to help you answer:

- **Point**: What feeling does the setting create for Amira?
- **Evidence**: Find a word or phrase from the passage that shows this.
- **Explanation**: Explain how this word or phrase helps us understand how the setting affects her.

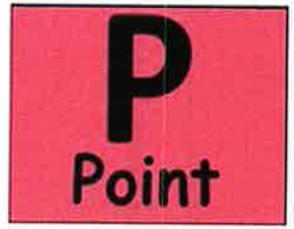
English revision

What are PEE paragraphs?

P - Point, make a point relevant to the question e.g We learn that...
E - Evidence from the text (Use " " around your quote)
E- Explain in detail what the quote suggests and explain how it would make the reader feel and why.

Top tips:

- **Read** the question and **underline the question focus** - is it character, setting, atmosphere etc?
- Read the extract **carefully**.
- **Underline 3 quotations** that you could explain to help answer the question.
- Begin to write your PEE paragraphs (aim for 3 in total)
- Remember your **explanation should be the most detailed part of your answer**.
- **Challenge yourself to zoom in** and explore key words in your quotes.
- Make sure to **always stay focused on the question**.



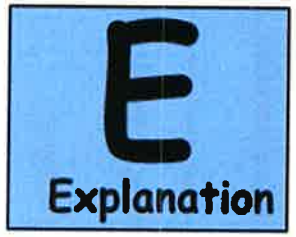
Sum up the main idea in your paragraph.

- In my opinion...
- Arguably...
- The writer uses...
- Similarly
- Firstly...
- Secondly...
- Both...
- In contrast...
- One of the language features used is...



Provide Evidence for the point you are making.

- For example...
- An example of this is...
- This is shown...
- This can be seen...
- This is demonstrated when...
- We know this because...
- The evidence for this is...



Why is the quotation significant?
What effect does the quotation have on the reader?
Why has the writer used this technique?

- This shows
- This suggests...
- This implies...
- This is effective because...
- The writer has chosen this technique because...
- This would make the reader feel...
- This has been used because...

Verbs to help you develop your explanations:
Suggests
Illustrates
Shows
Demonstrates

Sentence starters to help:
In this extract, we learn that.....
The writer uses a verb/adjective/simile to suggest.....
This suggests
This makes the reader feel.....because....

Language device	Definition	Example
Simile	Comparing one thing to another using the words 'as' or 'like'	Eating ice cream is like being in heaven
Metaphor	A comparison where something is said to actually be another	When I eat ice cream I am in heaven
Personification	When you assign human qualities to something not human or not alive	He did not realise that his last chance was walking out of the door
Alliteration	The repetition of the same letter at the beginning of words to create an effect	Great golden goal
Sibilance	The repetition of an 's' sound at the beginning of words to create an effect	Slithering slimy snakes
Onomatopoeia	A word that imitates a sound	Bang!
List of Three	Listing three things to create an effect	Stop, look and listen
Hyperbole / Exaggeration	Exaggerating something for effect	I was so completely and utterly outraged.
Emotive language	Words or phrases to create an emotional reaction from the reader	The poor defenceless kittens were crammed into a box
Rhetorical Question	A question that is asked for an effect rather than for an answer – e.g. to make the reader think.	Who wants to look at something like that?
Adjective	A describing word	A popular film
Adverb	A word that describes the verb (they often end in 'ly')	He stopped suddenly
Verb	An action word- (doing or being)	I swam across the lake
Noun	A person, place or thing	I wish for world peace

LISNEAL COLLEGE

Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Mathematics 10A – Mr Quinn & Mrs Gray	**Year group**	Year 10	**Assessment date(s)**	Monday 30 November Session 3: 1.30pm – 3pm
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler, calculator, protractor		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. RED I need help AMBER Getting there GREEN I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Pythagoras' Theorem	• Calculate using Pythagoras Theorem • Finding the length and midpoint of a line (between coordinates)	• Pythagoras' Theorem booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
2	Trigonometry	• Find the length missing sides & size of missing angles using Trigonometry • Calculate angles of elevation & depression	• Trigonometry booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
3	Indices	• Use index notation and index laws for whole number powers	• Indices booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
4	Data Handling	• Calculate quartiles and interquartile range from a list • Construct & interpret cumulative frequency tables and curves. • Estimate the median & quartiles from a cumulative frequency curve • Calculate the interquartile range • Draw boxplots from a list & from a cumulative frequency curve • Compare two boxplots	• Cumulative Frequency and Boxplots booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
5	Inequalities	• Recognise and use inequalities • Represent inequalities on a number line • Solve linear inequalities in one variable and represent the solution set on a number line	• Inequalities booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
6	Percentages	• Calculate basic percentages • Calculate using repeated proportional change • Find Simple & Compound Interest and Depreciation • Reverse Percentages	• Percentages booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
7	Trial & Improvement	• Use trial and improvement to solve equations	• Trial & Improvement booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Mathematics – 10B Teachers – Mr Quinn/ Miss O'Doherty/ Mr Dolan	**Year group**	Year 10	**Assessment date(s)**	Monday 30 November Session 3: 1.30pm – 3pm
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. RED I need help AMBER Getting there GREEN I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Indices	• Use index notation and index laws for whole number powers	• Indices booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
2	Trail & Improvement	• Use trial & improvement to solve equations	• Trial & Improvement booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
3	Binary	• Convert between binary and decimal numbers	• Binary booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
4	Probability	• Basic probability • Expected frequency • Relative frequency • Understanding that increasing sample size increases reliability	• Fractions booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
5	Percentages	• Calculate basic percentages • Expressing quantities as percentages • Percentage change • Calculate simple interest, compound interest and depreciation	• Percentages booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
6	Shape	• Perimeter and area of rectangles, triangles and circles • Volume and surface area of cubes/cuboids/composite shapes • Calculate the area of a parallelogram, kite, rhombus & trapezium • Calculate the volume & surface area of prisms (including cylinders)	• Area/ Perimeter/ Volume booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Mathematics - 10C Teachers – Miss Patterson & Mr Mackey	**Year group**	Year 10	**Assessment date(s)**	Monday 30 November Session 3: 1.30pm – 3pm
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler, calculator, protractor		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Indices	• Use index notation and index laws for whole number powers	• Indices booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
2	Decimals	• Order decimals • Decimal calculations (+ / - / x / ÷) • Use recurring decimal notation	• Decimals booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
3	Binary	• Convert between binary and decimal numbers	• Binary booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
4	Shape	• Calculate the perimeter & area of rectangles, triangles & composite shapes • Calculate the area of a parallelogram, kite, rhombus & trapezium • Calculate the volume and surface area of cubes, cuboids	• Shape booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
5	Fractions	• Fraction calculations with proper & mixed numbers (+ / - / x / ÷) • Calculate fractions of quantities • Convert between mixed & improper fractions • Express one number as a fraction of another	• Fractions booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
6	Percentages	• Simple interest, compound interest and proportional change. • Calculate basic percentages • Calculate simple interest, compound interest and depreciation	• Perecntages booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Mathematics – 10D Teachers – Miss Smallwoods	**Year group**	Year 10	**Assessment date(s)**	Monday 30 November Session 3: 1.30pm – 3pm
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler, calculator		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised

1	Number	• Revise Multiplication & division of whole numbers
		• Multiplication & division of decimals by
		  ○ whole numbers
		  ○ decimals
			• Number booklet
			• Corbett Maths
			• Maths Geni
			• Google classroom
				☐	☐	☐	

2	Data Handling	• Design data collection sheets, collect data, compile tally charts, and frequency tables
		• Complete grouped frequency tables
		• Construct and interpret
		  ○ Frequency Diagrams
		  ○ Line graph
		  ○ Bar charts
		  ○ Pictograms
			• Data Handling booklet
			• Corbett Maths
			• Maths Geni
			• Google classroom
				☐	☐	☐	

3	Probability	• Revise basic probability • Use probabilities to calculate expectation • Understand that increasing sample size leads to better estimates of probability	• Probability booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
4	Number and Algebra	• Calculate with money eg profit/loss, wages, discounts, bank accounts • Use correct decimal notation when working with money	• Number booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
5.	Scattergraphs	• Plot and Interpret Scatter graphs • Recognise correlation • Draw line of best and use to estimate • Interpolate & extrapolate from data and know the dangers of doing so • Identify outliers	• Scattergraph booklet • Corbett Maths • Maths Geni • Google classroom				

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Science	**Year group**	10	**Assessment date(s)**	Wednesday 2 December Session 2: 11am – 12.30pm
Length / format	45 mins	**Bring / equipment**	Pen, Pencil, ruler & calculator		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Cells & Microscopy	• explain how to use a microscope • name the different parts of the microscope • describe the functions of each of the different parts of the microscope • explain that living organisms are made up of cells • identify an animal cell • draw and label an animal cell • identify a plant cell • draw and label an onion & elodea leaf cell • identify the structures within cells • explain the functions of the structures within cells • describe & explain the differences between plant & animal cells • identify specialised cells • describe the functions of specialised cells • explain how specialised cells are adapted to their function • explain how cells form organisms • describe the uses of stem cells • explain the benefits & risks of using stem cells • evaluate the ethical issues surrounding the use of stem cells	*Workbook &* *Google classroom-wgd7fdu*	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
2	Chemical reactions	• identify chemical reactions • explain the difference between physical & chemical changes • sort changes into chemical or physical groups • define chemical changes • define physical changes • state the characteristics of a chemical change • write word equations to represent chemical reactions • identify reactants & products in chemical reactions • explain that rusting is caused by oxygen reacting with iron • state that rust is iron oxide • explain the conditions which cause rusting • identify & explain methods to prevent rusting • explain that more reactive metals will displace less reactive metals from their compounds • determine the outcomes of chemical reactions between metals & metal compounds		☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Art and Design	**Year group**	Year 10	**Assessment date(s)**	Monday 30 November Session 2: 11am – 12.30pm
Length / format	1hour 30 minutes practical assessment.	**Bring / equipment**	Drawing pencil, colour pencils, rubber and sharpener.		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Composition and scale.	Using a grid draw a Christmas bow with scale and proportion.	Revision sheet given out in class - practical tasks on scale.	☐	☐	☐	
2	Colour.	Using colour pencils colour mix and blend colours together to a realistic study of a Christmas bow.	Colour blending practice sheet given out in class.	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	FRENCH	**Year group**	YEAR 10	**Assessment date(s)**	Wednesday 2 December Session 3: 1.30pm – 3pm
Length / format		**Bring / equipment**	Colouring pencils		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Family	Understand words for family members in French	Vocabulary book	☐	☐	☐	
2	Description	Understand how to describe people's hair and eyes in French	Vocabulary book	☐	☐	☐	
3	Numbers in French up to 100	Count up to 100 in French	Vocabulary book	☐	☐	☐	
4	Family	Understand words for family members in French	Vocabulary book	☐	☐	☐	
5	Personality	Understand words to describe someone's personality in French	Vocabulary book	☐	☐	☐	
6	Hobbies	Recognise and write words for hobbies in French	Vocabulary book	☐	☐	☐	
7	Shopping	Understand words for food and drinks in French	Vocabulary book	☐	☐	☐	
8	Quantities	Understand words for different quantities in French	Vocabulary book	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	SPANISH	**Year group**	YEAR 10	**Assessment date(s)**	Wednesday 2 December Session 3: 1.30pm – 3pm
Length / format		**Bring / equipment**	Colouring pencils		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. I need help **AMBER** Getting there I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Family	Understand words for family members in Spanish	Vocabulary book	☐	☐	☐	
2	Description	Understand how to describe people's hair and eyes in Spanish	Vocabulary book	☐	☐	☐	
3	Numbers in French up to 100	Count up to 100 in Spanish	Vocabulary book	☐	☐	☐	
4	Family	Understand words for family members in Spanish	Vocabulary book	☐	☐	☐	
5	Personality	Understand words to describe someone's personality in Spanish	Vocabulary book	☐	☐	☐	
6	Hobbies	Recognise and write words for hobbies in Spanish	Vocabulary book	☐	☐	☐	
7	Shopping	Understand words for food and drinks in Spanish	Vocabulary book	☐	☐	☐	
8	Quantities	Understand words for different quantities in Spanish	Vocabulary book	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Geography	**Year group**	10	**Assessment date(s)**	Monday 30 November Session 1: 9am – 10.45am
Length / format	1 hour	**Bring / equipment**	Colouring pencils, pen, pencil, rubber, ruler		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. RED I need help AMBER Getting there GREEN I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Globalisation	Know the definition Examples of how we connect with others	*Classwork book and student workbook*	☐	☐	☐	
2	TNCs	Know the definition, examples, links to MEDCs and LEDCs	*Classwork book and student workbook*	☐	☐	☐	
3	Sweatshops	Understand the location, conditions and exploitation involved (General problems)	*Classwork book and student workbook*	☐	☐	☐	
4	Sport and globalisation	History of the Olympics Pros & Cons of hosting Explain how the Olympics is global?	*Classwork book and student workbook*	☐	☐	☐	
5	Football and globalisation	Be able to explain how football is an excellent example of globalisation	*Classwork book and student workbook*	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	History	**Year group**	10	**Assessment date(s)**	Friday 4 December Session 1: 9am – 10.45am
Length / format		**Bring / equipment**			

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Hitler's aims			☐	☐	☐	
2	Persecution of the Jews 1933-39			☐	☐	☐	
3	Khristallnacht			☐	☐	☐	
4	Ghettos	What ghettos were Living conditions Warsaw ghetto uprising		☐	☐	☐	
5	The Final Solution	Plan Methods of mass killing		☐	☐	☐	
6	Concentration and Death Camps	Transport Selection Living conditions Gas Chambers		☐	☐	☐	
7	Non-Jewish Victims			☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
8	Experiments	Military Improvements Medical treatment Genetic Manipulation		☐	☐	☐	
9	People who helped the Jews			☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	ICT	**Year group**	10	**Assessment date(s)**	Friday 4 December Session 2: 11am – 12.30pm
Length / format	Online Computer Exam (30 Minutes)	**Bring / equipment**			

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	*Database Fundamentals*	What is data	Chapter 1 Database Booklet Google Classroom	☐	☐	☐	
2	*Database Fundamentals*	What is Information	Chapter 1 Database Booklet Google Classroom	☐	☐	☐	
3	*Database Fundamentals*	Benefits of using a database	Chapter 1 Database Booklet Google Classroom	☐	☐	☐	
4	*Database Structure*	Tables, Fields and Records	Chapter 5 Database Booklet Google Classroom	☐	☐	☐	
5	*Data Types*	Different type of Data Types	Chapter 7 Database Booklet Google Classroom	☐	☐	☐	
6	*Querying and Searching Data*	Query definition	Chapter 9 Database Booklet Google Classroom	☐	☐	☐	
7	*Querying and Searching Data*	Uses of Queries	Chapter 9 Database Booklet Google Classroom	☐	☐	☐	
8	*Querying and Searching Data*	Basic Search Criteria (Conditions)	Chapter 9 Database Booklet Google Classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
9	*Forms in Databases*	Form definition	Chapter 11 Database Booklet Google Classroom	☐	☐	☐	
10	*Forms in Databases*	Uses of Forms	Chapter 11 Database Booklet Google Classroom	☐	☐	☐	
11	*Forms in Databases*	Good Form Designs	Chapter 11 Database Booklet Google Classroom	☐	☐	☐	
12	*Reports in Databases*	Report definition	Chapter 10 Database Booklet Google Classroom	☐	☐	☐	
13	*Reports in Databases*	Uses of Reports	Chapter 10 Database Booklet Google Classroom	☐	☐	☐	
14	*Reports in Databases*	Good Reports Designs	Chapter 10 Database Booklet Google Classroom	☐	☐	☐	
15	*Types of Databases*	Flat-File Databases	Chapter 2 Database Booklet Google Classroom	☐	☐	☐	
16	*Types of Databases*	Electronic Databases	Chapter 2 Database Booklet Google Classroom	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	PE	**Year group**	10	**Assessment date(s)**	w/c 23/11/26 (second sport)
Length / format	45 mins /1 hour	**Bring / equipment**	PE kit / suitable footwear		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Overall practical ability across 2 team sports covered Sept-December	*Boys – rugby and football* *Girls – football and netball*		☐	☐	☐	
2	Ability to work with others within 2 team sports			☐	☐	☐	
3	K&U of the key rules of 2 team sports			☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Religious Education	**Year group**	10	**Assessment date(s)**	Wednesday 2 December Session 1: 9am – 10.45am
Length / format		**Bring / equipment**			

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. RED I need help AMBER Getting there GREEN I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Work since September	Look over work you have covered with your teacher since September and any homeworks you have completed.		☐	☐	☐	
2	Ethics	Ethics – the choices we make and the difference between good and bad.		☐	☐	☐	
3	Criminal responsibility	The age of criminal responsibility.		☐	☐	☐	
4	Forgiveness	Forgiveness from a Christian's point of view.		☐	☐	☐	
5	Abortion	Abortion		☐	☐	☐	
6	Euthanasia	Euthanasia		☐	☐	☐	
7	Religious viewpoints	Religious viewpoints on both of the above.		☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
8	Scripture	Key passages of Scripture to know; Matthew 25: 31-46, Exodus 21: 23-25, Leviticus 24: 19-20, Deuteronomy 19:21, Leviticus 8:1-7 and Matthew 5: 38-39.		☐	☐	☐	
9	Crime and punishment	What is crime, why people commit crimes, types of punishment, aims of punishment, arguments for and against death penalty - and Christian views to capital punishment, cases in the media as well as Sr Helen Prejean and Amnesty International.		☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	T&D	**Year group**	10	**Assessment date(s)**	In class assessment
Length / format		**Bring / equipment**	Booklet & project		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. RED I need help AMBER Getting there GREEN I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Booklet - 50% Practical work – 50%	A. McCrudden- Graphics and CAD unit S. Millar - Teapot stand project T. Parkhill - Speaker project L. Conn - Graphics and CAD E. Mullan - Speaker project		☐	☐	☐	

HAPPY RESPECTFUL LEARNING

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Good luck!

Revise smart. Stay calm. Believe in yourself.

