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3rd November 2026

Dear Parent/Carer,

Year 9 Winter Assessment Week

I am writing to inform you that the Year 9 Winter Assessment Week will take place from Monday 30 November to Friday 4 December 2026.

Year 9 pupils will also 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

9

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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SUBJECT REVISION

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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?

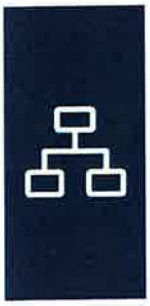
Use them to test yourself on: facts and processes.



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 9 | 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	**RE** Checklist: page 36		**English** Checklist: page 12		**Maths** Checklist pages: 9A p.19 · 9B p.22 9D p.24
Session 2 11am – 12.30pm	**Languages** Checklist pages: French p.29 Spanish p.30	**At home study** No school today. Use the time to revise.	**ICT** Checklist: page 33	**At home study** No school today. Use the time to revise.	**Geography** Checklist: page 31
Lunch 12.30pm – 1.30pm	Lunch		Lunch		Lunch
Session 3 1.30pm – 3pm	**Science** Checklist: page 26		**History** Checklist: page 32		**Art** Checklist: page 28

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 9

REVISION BOOKLET

Reading assessment

NOVEMBER 2026

Wednesday 2 December, 9am – 10.45am

***Complete the practice questions, using PEE structure and your own classwork notes.**



EXTRACT 1

YEAR 9 'Private Peaceful'

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

Charlie stood tall, even though the mud clung to his boots and the rain soaked through his uniform. The trench was cold and narrow, the walls crumbling with every step, but Charlie moved with purpose. He didn't flinch when the shells exploded in the distance. He didn't complain when the rations were late or when the lice bit at his skin.

Tommo watched him from the corner, trying to copy his calm. Charlie had always been like that—steady, brave, and full of quiet strength. Even when they were boys, Charlie had taken the blame for things Tommo had done, just to keep him out of trouble. He'd stood up to bullies, to teachers, even to Father when he was cruel.

Now, in the middle of war, Charlie was still the same. He joked with the others to keep spirits up. He shared his food without being asked. And when orders came that made no sense, he questioned them—not out of defiance, but because he cared. He cared about the men, about Tommo, about doing what was right.

Tommo knew that Charlie wasn't just his brother. He was his hero.

Question:

What does this passage show us about Charlie's character?

Write about:

- What Charlie does in the trench
- How Tommo sees Charlie
- What kind of person Charlie seems to be

Answer using PEE structure.

EXTRACT 2

YEAR 9 'Private Peaceful'

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

Tommo sat on the edge of his bunk, staring at the flickering candlelight. The night was quiet, but his thoughts were loud. He remembered the fields back home, the laughter of his brothers, the warmth of Mother's voice. It all felt so far away now.

He clutched the small photo in his hand, the edges worn from being held too often. It was the only thing that made him feel close to home. Around him, the other soldiers slept, their breathing steady, their faces calm. But Tommo couldn't sleep. Not with the weight of everything pressing down on him.

He thought about Charlie, about the choices they'd made, about the fear that never really went away. And yet, even in the darkest moments, Tommo held onto hope. He wasn't the strongest, or the bravest, but he was loyal. He was determined. He was still standing.

He remembered the time Charlie had stood up for him at school, and how Molly had smiled at him when he was too shy to speak. Those memories were like tiny lights in the dark. They reminded him of who he was before the war, before the trenches, before everything changed.

Tommo didn't know what tomorrow would bring. But tonight, he promised himself he would keep going. For Charlie. For Molly. For all the things that mattered.

Question:

What does this passage show us about Tommo's character?

Write about:

- What Tommo is thinking and feeling
- What the photo and memories mean to him
- What kind of person Tommo seems to be

Answer using PEE structure.

EXTRACT 3

YEAR 9 'Private Peaceful'

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

I remember Charlie standing up to the Colonel like it was yesterday. We were just boys, but Charlie didn't flinch. The Colonel had shouted at us for playing in the woods—his woods, he said—but Charlie stood his ground. "They're not your trees," he said calmly. "They belong to everyone."

I was terrified. My legs were shaking, and I wanted to run. But Charlie didn't move. He looked the Colonel straight in the eye. I couldn't believe it. No one ever talked back to the Colonel.

Later, when we were walking home, I asked him why he did it. He just shrugged and said, "Someone has to." That was Charlie. Brave, stubborn, and always ready to protect the people he cared about—even if it meant getting into trouble.

He was like that with Big Joe too. When the other boys teased him, Charlie would step in. "Leave him alone," he'd say, fists clenched. "He's my brother." And they listened. They always listened to Charlie.

What does this passage show us about Charlie's character?
Use the PEE structure to help you answer:

- **Point**: What kind of person is Charlie?
- **Evidence**: Find a word or phrase from the passage that shows this.
- **Explanation**: Explain how this word or phrase helps us understand Charlie's personality or his relationship with others.

EXTRACT 4

YEAR 9 'Private Peaceful'

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

Big Joe was sitting in the garden, his face turned up to the sky, humming his favourite tune. He always hummed when he was happy. He had a gentle smile on his face, and his hands were full of daisies he had picked from the grass. He loved flowers, animals, and anything that made him feel calm.

He wasn't like other people. He didn't speak much, and when he did, it was usually to say something kind or to sing "Oranges and Lemons." Some people in the village stared at him or whispered behind their hands, but Big Joe never seemed to notice. He just kept smiling, as if he saw something beautiful the rest of us couldn't.

Charlie always looked out for him. If anyone teased Big Joe, Charlie would step in straight away. "He's not stupid," Charlie once said. "He's just different. And he's better than any of you." I remember that moment clearly. It made me proud to be Charlie's brother—and Big Joe's too.

Big Joe had a way of making everything feel peaceful. When the world felt hard or unfair, just being near him made things better. He didn't need to say much. His kindness said it all.

Comprehension Question (Character Focus – Big Joe):

What does this passage show us about Big Joe's character?
Use the PEE structure to help you answer:

- **Point**: What kind of person is Big Joe?
- **Evidence**: Find a word or phrase from the passage that shows this.
- **Explanation**: Explain how this word or phrase helps us understand Big Joe's personality or how others feel about him.

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**.

P
Point

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…

E
Evidence

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…

E
Explanation

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 – 9A Teachers – Mr Dolan, Mrs Crawford, Mr Mackey and Miss Patterson	**Year group**	Year 9	**Assessment date(s)**	Friday 4 December Session 1: 9am – 10.45am
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler, rubber, 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	To be able to: • Add, subtract, multiply and divide whole numbers (including long multiplication and long division by factors).	• Number booklet • Corbett Maths • Maths Genie • Google classroom	☐	☐	☐	
2	Number	To be able to: • Write numbers in index notation. • Know what factors, multiples, square numbers, cube numbers and prime numbers are. • Express any number as a product of prime factors. • Calculate HCF and LCM.	• Indices and HCF/LCM booklet • Corbett Maths • Maths Genie • Google classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
3	Scatter Graphs	To be able to: • 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.	• Scatter graph booklet • Corbett Maths • Maths Genie • Google classroom	☐	☐	☐	

4 and 5	Algebra	To be able to:
		• Revise **negative numbers (+, -, x, ÷)**.
		• Revise basic algebra
		  ○ Simplify expressions
		  ○ Substitution
		  ○ Expanding brackets
		  ○ Solving simple linear equations
		• Multiply out brackets and simplify algebraic expressions.
		• Factorise.
		• Formulate and solve linear equations involving
		  ○ unknowns on two sides
		  ○ brackets
		  ○ fractions
		• Construct and use formula (substituting whole numbers, negative numbers, decimals & fractions).
			• Algebra booklet
			• Corbett Maths
			• Maths Genie
			• Google classroom
				☐	☐	☐	

6	Patterns and Sequences	To be able to: • Express the rule in words. • Find the next terms. • Generate a formula to find the n^{th} Term. • Explain how to find a particular term in a sequence.	• Sequences booklet • Corbett Maths • Maths Genie • Google classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
7	Probability	To be able to: • Revise basic probability (likelihood, probability of an event happening and not happening). • Calculate probabilities from sample spaces. • Calculate expected frequency. • Use relative frequency as a measure of probability. • Understand that increasing sample size leads to better estimates of probability.	• Probability booklet • Corbett Maths • Maths Genie • Google classroom	☐	☐	☐	

LISNEAL COLLEGE

Winter Assessment Revision Checklist

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



Subject	Mathematics 9B Teachers – Miss O'Doherty and Mr Mackey	**Year group**	Year Group 9	**Assessment date(s)**	Friday 4 December Session 1: 9am – 10.45am
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	• Add, subtract, multiply and dived whole numbers (including long multiplication and long division by factors)	• Number booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
2	Indices, HCF, LCM	• Index notation • Express any number as a product of prime factors • Calculate HCF and LCM	• Number booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
3	Scatter graphs	• 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	• Scatter graphs 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	Algebra	• Revise **negative numbers** (+, -, x, ÷)
		• Revise basic algebra
		  ○ Simplify expressions
		  ○ Substitution
		  ○ Expanding brackets
		  ○ Solving simple linear equations
			• Algebra booklet
			• Corbett Maths
			• Maths Geni
			• Google classroom
				☐	☐	☐	

5	Conversion Graphs	• Draw and Interpret conversion graphs and graphs from real life situations	• Conversion graphs booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

6	Sequences	• Patterns & Sequences
		  ○ Express the rule in words
		  ○ Find the next terms
		  ○ Generate a formula to find the n^{th} Term
		  ○ Explain how to find a particular term in a sequence
			• Sequences booklet
			• Corbett Maths
			• Maths Geni
			• Google classroom
				☐	☐	☐	

7	Fractions	• Revise calculations with proper fractions • Convert between mixed numbers and improper fractions • Calculations with mixed numbers • Express one number as a fraction of another • Calculate a fraction of a quantity	• Fractions booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

LISNEAL COLLEGE

Winter Assessment Revision Checklist

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



Subject	Mathematics 9D Teacher – Mrs Dixon	**Year group**	Year 9	**Assessment date(s)**	Friday 4 December Session 1: 9am – 10.45am
Length / format	1 hour	**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	• Add • Subtract • Multiply – including long multiplication • Divide – including long division by factors	• Number booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
2	Graphs	• Draw and interpret conversion graphs and graphs from real life situations.	• Conversion Graphs booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
3	Sequences	• Patterns and sequences • Express the rules in words • finding terms	• Sequences booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
4	Negative Numbers	• Calculations with negative numbers (+ / - / x / ÷)	• Negative Numbers 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	Algebra	• Simplifying • Solving simple linear equations	• Algebra 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**	9	**Assessment date(s)**	Monday 30 November Session 3: 1.30pm – 3pm
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	Plants	Explain the process of photosynthesis Recall the photosynthesis word equation State the function of leaves Describe the structure of leaves Explain how leaves are adapted to their function Describe how to test a leaf for starch State the function of flowers Describe the structure of flowers Recall the process of pollination Recall the process of fertilisation Describe how seeds are dispersed	*Workbook &* *Google classroom- snfmyzt*	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
2	Elements & Compounds	Recall that substances are solids liquids or gases & explain their composition State that substances are made up of atoms Explain that substances consisting of one type of atom are known as elements Explain that elements are listed in the periodic table State that elements are represented by symbols Use the periodic table to find the symbol for each element Recall the symbols for the first twenty elements Explain that elements react to form compounds List common compounds State that compounds consist of different atoms chemically joined Describe the reaction to form water Explain the composition of a water molecule Determine the elements present in compounds Determine the number & type of atoms in a compound from formula Draw diagrams of common compounds from formula Explain that compounds have different properties to the elements from which they consist Describe the reactions of group 1 metals with water Determine the order of reactivity of group 1 metals Identify the groups of the periodic table		☐	☐	☐	

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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 9	**Assessment date(s)**	Friday 4 December Session 3: 1.30pm – 3pm
Length / format	1hour 30 minutes practical assessment.	**Bring / equipment**	Drawing pencil, colour pencils, rubber and sharpener. You will be drawing a Twix so will need a range of brown, light and dark red pencils to enable you to blend colours accurately.		

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 chocolate bar 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 chocolate bar.	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 9	**Assessment date(s)**	Monday 30 November Session 2: 11am – 12.30pm
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	Greetings	Understand greetings in French	Vocabulary book	☐	☐	☐	
2	Numbers in French up to 100	Count up to 100 in French	Vocabulary book	☐	☐	☐	
3	Days and months	Write dates in French	Vocabulary book	☐	☐	☐	
4	Family	Understand words for family members in French	Vocabulary book	☐	☐	☐	
5	Pets	Write words for pets in French	Vocabulary book	☐	☐	☐	
6	Description	Understand words for family members in French	Vocabulary book	☐	☐	☐	
7	House	Understand words for rooms in the house 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 9	**Assessment date(s)**	Monday 30 November Session 2: 11am – 12.30pm
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	Greetings	Understand greetings in Spanish	Vocabulary book	☐	☐	☐	
2	Numbers in French up to 100	Count up to 100 in Spanish	Vocabulary book	☐	☐	☐	
3	Days and months	Write dates in Spanish	Vocabulary book	☐	☐	☐	
4	Pets	Write words for pets in Spanish	Vocabulary book	☐	☐	☐	
5	Family	Understand words for family members in Spanish	Vocabulary book	☐	☐	☐	
6	Description	Understand words to describe people's hair and eyes in Spanish	Vocabulary book	☐	☐	☐	
7	House	Understand words for rooms in the house 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**	9	**Assessment date(s)**	Friday 4 December Session 2: 11am – 12.30pm
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	Industry categories	Know the five types of industry, definitions and examples Be able to categorise jobs	*Classwork book and student workbook*	☐	☐	☐	
2	Secondary industry	Understand inputs, processes and outputs of secondary industry	*Classwork book and student workbook*	☐	☐	☐	
3	Impact of industries on the environment	Be able to describe how industry harms our environment	*Classwork book and student workbook*	☐	☐	☐	
4	European countries	Know the countries that make up Europe	*Classwork book and student workbook*	☐	☐	☐	
5	European Union	Understand how the EU formed Member countries Advantages/Disadvantages of EU Why did UK leave?	*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**	9	**Assessment date(s)**	Wednesday 2 December Session 3: 1.30pm – 3pm
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	Reformation	Criticisms of the Church How the Reformation spread Differences between Protestant and Catholic beliefs How the reformation changed Europe Catholic and Protestant countries in the 1600s		☐	☐	☐	
2	Plantation of Ulster	Nine Years War Flight of the Earls Ireland before the plantation Counties James I planted Groups that received land Woodkerne London Companies Plantation towns and settlements How Plantation changed Ulster		☐	☐	☐	

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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**	9	**Assessment date(s)**	Wednesday 2 December Session 2: 11am – 12.30pm (online exam)
Length / format	30 Minutes				

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	ICT in the Workplace	How have computers and the internet transformed the way people work today	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
2	ICT in the Workplace	Benefits and Limitations of employees having a computer for work	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
3	Working from Home	Why do people work from home	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
4	Working from Home	Advantages and Disadvantages of working from home for employers and employees	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
5	Shopping Online	How has technology changed the way we shop today	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
6	Shopping Online	Advantages and Disadvantages of shopping online	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
7	Collecting Information from Customers	Why do companies collect information about their customers	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
8	Collecting Information from Customers	Why do companies use loyalty cards	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
9	New ways to access entertainment	ICT has changed the way we access entertainment. You need to give examples of how people have changed	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
10	Piracy	What is piracy?	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
11	Employment and the Environment	Understand how technology has changed employment	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
12	The Environment	How can you recycle old technology	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
13	Health and Safety	Risks of spending too long on a computer	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
14	Health and Safety	Identify hazards you must avoid when using computers	The Impact of ICT on Society Booklet Available on Google Classroom	☐	☐	☐	
15	Health and Safety	H&S in the workplace. What must an employer provide to meet health and safety requirements	The Impact of ICT on Society Booklet Available on 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**	9	**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 – badminton and netball*		☐	☐	☐	
2	Ability to work with others within team sports			☐	☐	☐	
3	K&U of the key rules of 2 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**	9	**Assessment date(s)**	Monday 30 November 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	Familiarise yourself with work you have covered with your RE teacher since September and homework you have completed.		☐	☐	☐	
2	Scripture	Key passages of Scripture to know; Ephesians 4: 4-6, Ruth 1-4, Luke 12: 16-21 and Romans 12:3		☐	☐	☐	
3	Ten Commandments	Familiarise yourself with the TEN COMMANDMENTS		☐	☐	☐	
4	Core values in religion	Core values in religion		☐	☐	☐	
5	Ethics	Ethics – in particular capital punishment.		☐	☐	☐	
6	Buddhism	How and why Buddhism began		☐	☐	☐	
7	Eightfold path	Eightfold path		☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
8	Money, wealth and concern for others	Fairtrade, Charity's, teachings on money, wealth and how we show concern for each other		☐	☐	☐	
9	People who show concern for others	Famous people who have shown concern for others, local charities		☐	☐	☐	

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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**	9	**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 - Paper dispenser S. Millar - Paper dispenser T. Parkhill - Mobile phone holder L. Conn - Graphics and CAD unit E. Mullan - Paper dispenser		☐	☐	☐	

HAPPY RESPECTFUL LEARNING

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Good luck!

Revise smart. Stay calm. Believe in yourself.

