



MAYVILLE
HIGH SCHOOL

Founded in 1897

LIV



LIV Independent Homework Projects

Summer Term

2021

KS3 Independent Homework Projects

Homework is an essential way of encouraging independence in learning. For homework to be effective there must be consistency in school practice combined with parental support. This booklet is designed so that pupils, teachers and parents are all able to work together to ensure best outcomes for learning.

At Mayville the aim of the Independent Homework projects are to:

- Consolidate, support or extend what pupils are learning in the classroom.
- Assist teachers in assessing pupil's strengths and learning needs.
- Develop pupils' skills.
- Stretch and challenge pupils.
- Develop a greater sense of responsibility and independence.
- Celebrate hard work and success of pupils.

What are Independent Homework Projects?

Independent Homework Projects (IHP) are specific pieces of work which are set as a project. Whilst they have a clear focus pupils are able to work independently developing their own direction of learning and unique outcomes.

All subjects will set an IHP during the year. The tasks will be published in advance and each one will have a fixed start and completion date. Pupils are responsible for completing IHPs and will be given support and advice by their teachers. Start & completion dates will be also published on the school website.

How will the IHPs be marked?

Each pupil will receive feedback from their teacher giving a subject level (based on the schools KS3 7 - 1 level descriptors) an effort grade, a comment on the progress made in the project (WWW) and a target for future improvement (EBI).

The generic KS3 level descriptors for attainment are:-

7	Consistently outstanding understanding of the subject. Shows insight, flair and exhibits a scholarly attitude to work. Uses initiative to work independently.
6	Excellent understanding of all material. Produces work of a consistently excellent standard. Will occasionally use initiative to learn independently.
5	Very good grasp of the subject. Whilst some work will be excellent, consistent excellence has yet to be achieved.
4	Consistent, secure grasp of material with rare instances of weakness but has yet to develop initiative and excellence.
3	Generally sound grasp of the subject with minor weaknesses and some unreliability in key areas.
2	Work can reach the level expected but there are areas of weakness. Needs a high level of guidance to achieve a modest outcome.
1	Work rarely reaches the level expected and there are areas of significant concern. Lacks purpose and needs constant direction.

Subjects have their own specific attainment descriptors.

KS3 Effort grades:

A	Positive and strives to produce improvements in standard or to maintain excellence.
B	Displays the approach expected of a typical student at Mayville High School. Attentive and aims to produce work reflecting level of ability.
C	Needing a more consistent approach or working steadily at a level that doesn't reflect true ability or attitude. Room for improvement.
D	Failing to apply him / herself to tasks on a regular basis. Clear signs of under-achievement and / or disruptive behaviour.

What will happen if the IHP is not completed?

If the pupil does not complete the IHP they will be set an after school detention by the department concerned to finish the work. Parents will also be informed. If there is a genuine reason why a pupil cannot complete an IHP it is essential that parents inform the school before the deadline date.

Support in completing IHPs

Subject teachers will provide advice and support for pupils and the school library is open before school, at break and lunch and after school each day where computers, books and other resources are available to support pupils.

Normal Homework Timetable

No other homework will be set by the subject from the start date until the hand in date for the IHP.

Year Group	Autumn Term	Start Date (W/B)	Hand in Date (W/B)	Spring Term	Start Date (W/B)	Hand in Date (W/B)	Summer Term	Start Date (W/B)	Hand in Date (W/B)
LIV	Maths	21-9-20	5-10-20	Creative Arts	4-1-21	25-1-21		EoY Exam revision No IHP's this half term	
	Geography	12-10-20	2-11-20	PE	1-2-21	22-2-21			
	MFL	2-11-20	23-11-20	English	22-2-21	8-3-21	History	7-6-21	21-6-21
	Science	30-11-20	4-1-21	RE	15-3-21	19-4-21	ICT	21-6-21	5-7-21

Lower IV IHP - History

Start Date: W/B 7 June 2021	Completion Date: W/B 21 June 2021
This project should take should take between 2 and 3 hours.	
WALT: Investigate who you think Jack the Ripper was.	
WILF: <ul style="list-style-type: none">● Identify 6 different suspects that you have considered.● Describe in detail 4 of the suspects.● Explain why you have chosen the 3 suspects you have.● Analyse the situation in the West End of London to assist with your conclusion.● Justify who you believe is the most significant and explain why giving as much evidence as you can to back up your opinion.	
What you have to do? Your project is to decide who you think Jack the Ripper was. You will need to consider the following questions: <ul style="list-style-type: none">● What was it like in London in 1888?● What happened?● Who was murdered?● How were they murdered?● When were they murdered?● What similarities were there?● At end stage, what type of person do you think we are looking for?● What effect did the media (e.g. Newspapers) have upon the case?● Who are your main suspects?● Could there have been any cover-ups?● As the detective who do you believe was Jack the Ripper?● Why do you think it was this person?● Explain why you were able to rule out your other suspects?● think we are looking for?● Why they were not caught at that time? <p>It is vitally important that you use historical evidence to back up your opinions as this is essential to move into Level 6!</p>	
How can you do your work? <ul style="list-style-type: none">● You could produce a presentation with software e.g. Keynote, PowerPoint.● You could create a documentary video. You could explain and justify your choice with a valid conclusion. You may choose to include your own filming and clips and images from the Internet.● You could create a large display of your chosen suspects. It could symbolise the key suspects and their level of suspicion. You may wish to consider some of the national and international events that these people contributed to.● You may choose an entirely original idea to present your project.	

Further help & suggestions:

- The school library.
- The local library will have resources you can photocopy or loan.
- The Internet has a vast amount of information, although be careful about the sites you choose.

Always show your sources - for example, give the web page of where you got the information, or the title and author of the book you used.

Assessment Criteria:

Level 3: Begin to select, organise and communicate items of information about the past. Identify some of the different ways in which the past is represented. e.g. Show that you know what was happening at the time and acknowledge there were many different suspects.

Level 4: Select, organise and communicate historical information in a variety of ways. Show how some aspects of the past have been represented and interpreted in different ways. e.g. Describe the situation and different suspects without giving explanations about what was happening and the affects the situation had upon catching Jack.

Level 5: Begin to produce structured work, making appropriate use of dates and terms. Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. e.g. Your casebook has a clear structure and you are using dates and terms correctly. You are aware of some of the events, reasons and explanations upon different suspects.

Level 6: Select and organise information to produce structured work making appropriate use of dates and terms. Describe, and are beginning to explain, different historical interpretations of events, people and changes. e.g. You are linking your ideas throughout to the times and dates. You are linking events to justify your ideas and suggestions. You effectively use factual information to draw conclusions; although, you also begin to use the information to rule out different suspects.

Level 7: Select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms. Explain how and why different historical interpretations have been produced. e.g. You are linking your ideas throughout to times, dates and other interpretations offered by other historians. You are able to explain your opinion using the relevant information. Your conclusions are well structured and provide a convincing justification for and against your various suspects.

LIV IHP - ICT

Start Date: W/B 21 June 2021		Completion Date: W/B 5 July 2021	
This project should take between 2-3 hours			
WALT: Stay safe whilst online			
WILF: <ul style="list-style-type: none"> ● Know how to stay safe online ● What makes personal information and how to protect it. ● Protect yourself and your identity online. ● Find relevant information online and evaluate its usefulness. 			
What you have to do? You are required to complete all tasks. Next to each task is an estimated completion time.			
How can you do your work? Google Classroom			
Further help & suggestions: NSPCC Think You Know BBC			
Assessment Criteria			
Level 2-3	Level 4-5	Level 6-7	
Can you come up with a list of precautions and measures you could take to stay safe online	Can you come up with a list of precautions and measures you could take to stay safe online and advice people on how to stay safe?	You are clear on the rules to remain safe online and know how to report it effectively.	
Able to identify what is personal information online.	Can explain what is personal information, able to explain the importance of keeping it safe.	Can explain what is personal information and know the consequences and implications of sharing this with others online.	
Know what grooming is and Grooming able to explain that it happens both online and in person	Able to know what is considered to be potential dangers of grooming. Know how to report it.	Able to know what good advice to share with others If they find themselves in a difficult situation online.	



Task 1 – 10 minutes

How much time do we spend online?

- Most children and young adults have had access to the Internet for their entire lives.
- They spend considerable portions of their days (and nights) viewing the Web, talking on messaging apps, and playing online games.
- We still don't know whether this may turn out to cause have psychological or health problems in later life

We're going to start with a small survey, to find out how much time you spend online in comparison to your peers.

1. Hours spent on YouTube per Day?
2. Hours spent on SnapChat or other Messenger per Day?
3. Hours spent on Online Games per Day?
4. Hours spent doing Homework per Day?



Task 2 – 30 minutes

Watch the following: <https://www.youtube.com/watch?v=hK5OeGeudBM>

1. Can you come up with a list of precautions and measures you could take to stay safe online.
2. Try and come up with 5, clear and concise points.
3. Share your list with those sitting round you. If they have some points you haven't considered, discuss the points with them and try to come to a consensus of the five you are going to use.

Review:

How would you improve this work? Give 2 ways.



Think Task 3 – 20 minutes

What is personal information?

Look at this facebook page:

friendbook

Chloe Summer Lewis
Home ▾

Chloe Summer Lewis

Update info
Activity log
⚙️ ▾

Studies at: King Henry Secondary School
 Lives in: London
 Looking for: whatever
 Relationship status: Single
 Email: sexkitten_chloe@email.com
 Birthday: 5th November

Friends 1,186

Photos 2,468

Map 794

Status
 Photo
 Place
 Life Event

What 's on your mind?

Chloe Summer Lewis

Bored of doing homework already!!!
1 hour ago

Like
Comment

Lindsey Dickinson -> Chloe Summer Lewis

So your mum and dad are away for the weekend?
Home alone!!
4 hours ago

Like
Comment

Aatish Dasari

Party at Chloe's then? Where do you live?
3 hours ago

Like

Chloe Summer Lewis

Um, Do I know you?
3 hours ago

Like

Chloe Summer Lewis

Finally time to snnooooozzeeeee! - at My Lovely Warm Comfy Bed <3Xx
Yesterday at 03:19

My Lovely Warm Comfy Bed <3Xx

Local business

Like
Comment

👍 6 people like this.

Billy G -> Chloe Summer Lewis

Started your English homework yet?
30 minutes ago

Like
Comment

Chloe Summer Lewis

working on it now— I HATE GCSE's!! Grrrr! Thinking i might just use an essay i wrote last year...
20 minutes ago

Like

Mary Pope -> Chloe Summer Lewis

Thanks heaps for reporting those comments about my photos. You're such a good friend xx
5 hours ago

Like
Comment

👍 Evie Russel, Billy G and 3 others like this

Chloe Summer Lewis

PAAAAARRRTTYYYYYYY!
58 new photos

Like
Comment

Yesterday at 02:17

Chat (Offline)

Sponsored See all

19? FREE SLUGG boots!

Free boots online along with hundreds of your other favourite brands.

👍 Like

2 stone in 2 weeks!

Guaranteed weight loss of up to 2 stone in just 2 weeks. Clinically proven effectiveness.

👍 Like

Hot singles online!

Meet sexy singles in your area today. Find your soul mate!

👍 Like

Now

- April
- 2012
- 2011
- 2010
- 2009
- 2008
- 2007
- Born



Practical Task 4 – 20 minutes

1. List, on the Answer Document, some of the things that she has on her profile and separate them into:
 - Safe and responsible networking
 - Potentially unsafe or risky behaviour.
2. Here's one to get you started
 - E.g. Use of a cartoon for a profile picture



Question Being a good digital citizen

Look at this presentation:

<https://prezi.com/8hf8atoc6opx/what-does-being-a-good-digital-citizen-mean/>



Practical Task 5 – 20 minutes

What advice would you give to the following:

1. Forwarding on nasty texts about other pupils
2. Forwarding on chain emails
3. Letting your mates know about a site that helps with history coursework
4. Uploading photos of your mates on to a social network
5. Always accepting anyone who asks to be your buddy on instant messenger or a social network e.g. Instagram/Facebook
6. Ignoring messages from your anti virus software saying that updates are available or out of date
7. Having online discussions, with someone you don't know about private things



Practical Task 5- Select one of these stories and answer the questions.

Clare's story:

<https://www.youtube.com/watch?v=Z5WEnqnq1Hk>

1. Why did Clare meet with the man?
2. Why did Clare talk to the man?
3. How did he really see her?
4. Why did she not tell someone in the first half?
5. Who did she tell?

Matt's story:

<https://www.youtube.com/watch?v=9JpyO5XlfCo>

1. Why did Matt meet with Amber?
2. Where did he meet Amber?
3. Could you suggest a more appropriate place they could have met?
4. Who was Amber?
5. What do we call it when someone pretends to be someone else online?
6. Why do you think he felt he had to go?
7. What should / could Matt have done to prevent the problems which he encountered?
8. Compare Clare's and Matt's stories - what are the similarities? What are the differences?

Tom's story:

Before watching the next film take each of the following statements and think; what is good about this? what could go wrong?

Tom is 12. He has internet access in his bedroom. He often goes online and talks to his school friends.

He also enjoys going onto sites where he can chat with people he doesn't know in the real world.

He makes friends with a boy called Jack. He likes chatting to Jack online and they both support the same football team. He even lives nearby!

One day when they are chatting online, Jack asks Tom if he wants to go football training with him.

<https://www.youtube.com/watch?v=dkwkkwOntmc>

1. Now answer the questions below:
2. How did Jack make Tom feel he was special?
3. What were his reasons for doing this?
4. What other ways might someone try to make another person feel special?
5. What were the things that Tom did which made him vulnerable?
6. What should he have said / done?
7. Why did Tom feel that he couldn't tell anyone about what was happening?
8. What would you do to prevent yourself from getting into a similar situation?