



MAYVILLE  
HIGH SCHOOL

*Founded in 1897*

LIV



LIV Independent Homework Projects

Autumn Term

2021-22

# 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.**

<i>Year Group</i>	<i>Autumn Term</i>	<i>Start Date (W/B)</i>	<i>Hand in Date (W/B)</i>	<i>Spring Term</i>	<i>Start Date (W/B)</i>	<i>Hand in Date (W/B)</i>	<i>Summer Term</i>	<i>Start Date (W/B)</i>	<i>Hand in Date (W/B)</i>
<b>LIV</b>	<b>Maths</b>	20-9-21	4-10-21	<b>Creative Arts</b>	3-1-22	24-1-22		<b>EoY Exam revision No IHP's this half term</b>	
	<b>Geography</b>	11-10-21	1-11-21	<b>PE</b>	31-1-22	21-2-22			
	<b>MFL</b>	1-11-21	22-11-21	<b>English</b>	21-2-22	7-3-22	<b>History</b>	6-6-22	20-6-22
	<b>Science</b>	29-11-21	3-1-22	<b>RE</b>	14-3-22	25-4-22	<b>ICT</b>	20-6-22	11-7-22

## LIV Independent Homework Project - Maths

<b>Start Date:</b> W/B 20.9.21	<b>Completion Date:</b> W/B 4.10.21
<b>This project should take 2 to 3 hours</b>	
<b>WALT:</b> You are going to investigate a project based on transport. Your teacher will provide you with a task. You will need to collect data. You will need to investigate different methods of representing this data using graphs, diagrams and calculations. You will need to interpret (explain what they show) all graphs, diagrams and calculations and link them back to the hypothesis you are investigating.	
<b>WILF:</b> You will need to collect data. You will need to investigate different methods of representing this data, graphs, diagrams and calculations.	
<b>What you have to do?</b> Using your knowledge from class to produce graphs, diagrams and calculations to show whether your hypothesis is true or false.	
<b>How can you do your work?</b> You can use spreadsheets to do the graphs, diagrams and calculations. You can do this as a booklet or report.	
<b>Further help &amp; suggestions:</b>  There is a link on the Maths school hub which will provide you with all the support you need to complete the best project possible.	
<b>Assessment Criteria:</b>  <b>Grade 7</b> Collects data and produces a variety of graphs, diagrams and calculations. Makes correct statements for each of the graphs, diagrams and calculations. Includes how the investigation could have been improved. <b>Grade 6</b> Collects data and produces a variety of graphs, diagrams and calculations. Makes correct statements for each of the graphs, diagrams and calculations. <b>Grade 5</b> Collects data and produces a variety of graphs, diagrams and calculations. <b>Grade 4</b> Collects data and produces a combination of graphs, diagrams and calculations. <b>Grade 3</b> Collects data and produces a graph, diagram or calculation. <b>Grade 2</b> Collects data and makes an attempt to produce a graph, diagram or calculation. <b>Grade 1</b> Collects data but no attempt to produce a graph, diagram or calculation.	

# LIV Independent Homework Project - Geography

**Start Date:** W/B 11<sup>th</sup> October 2021

**Completion Date:** W/B 1st November 2021

This project should take about three weeks of Geography homework time. The model making task could take a little longer for pupils who want to spend more time on this section (perhaps in the half term holiday)

## WALT

- Describe and explain how animals are adapted to the environment they live in.
- Compare animal adaptations in two different environments (tropical rainforest with one other).
- Design and make an animal that could survive in the tropical rainforest.

## WILF:

- All pupils must describe how animals are adapted to at least one environment and produce a model of a new animal
- Most pupils should describe and explain how animals are adapted to their environments and produce an original model.
- Some pupils could compare and explain how animal adaptations differ in different environments and produce a well researched and original model.

## What you have to do?

Pupils should work through the three questions on the attached sheet.

1. Identify the animals and describe how they are adapted to the tropical rainforest environment.
2. Research either the tundra (cold) or desert (hot) environment. Identify animals that live here and describe how their adaptations differ from those in the rainforest.
3. Design a new rainforest animal and make it. This will be peer marked in school at the end of the project.

## How can you do your work?

Ideally this work should be done individually. You can however do some research with a partner if it helps. Each pupil **must produce their own model**.

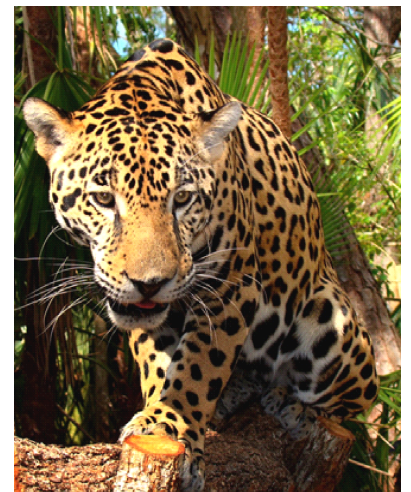
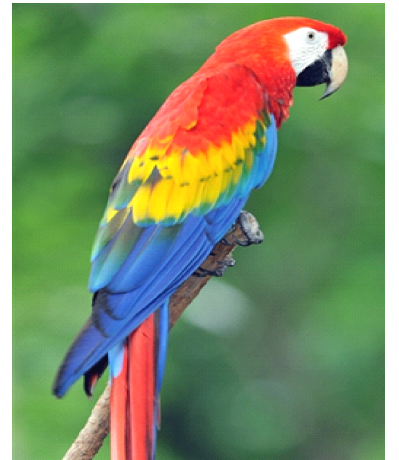
## Further help & suggestions:

Use your class notes to help gain an understanding of what the tropical rainforest is and its different layers. Remember different animals are adapted to different layers.

These websites might be useful:

- <http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/whlayers.html>
- <https://tropical-rainforest-facts.com/Tropical-Rainforest-Layer-Facts/Tropical-Rainforest-Layer-Facts.shtml>
- <https://www.youtube.com/watch?v=beTLla5EVe4>
- <https://www.bbc.com/education/clips/zswvcdm>
- [http://www.bbc.co.uk/bitesize/ks3/geography/places/extreme\\_environments/revision/8/?scrlybrkr=6f412879](http://www.bbc.co.uk/bitesize/ks3/geography/places/extreme_environments/revision/8/?scrlybrkr=6f412879)

Assessment Criteria	
Mark	What I need to do:
7	Outstanding. Extremely well presented work, SpaG to very high standard. Sophisticated and sustained explanation, with extra detail. Animal shows clear adaptations to TRF location
6	Excellent. Well presented with detailed description and explanations. Well produced model showing clear adaptations to TRF.
5	Very good. Detailed coverage of animal adaptations and comparison. Largely correct. Well produced animal with some clear adaptation evident.
4	Good. Clear and quite an accurate description and explanation of adaptations to TRF. Model produced with some correct adaptations.
3	Satisfactory. A fairly clear description of how animals are adapted to the TRF. Some explanation included but may be limited and incorrect.
2	Limited. Some attempt made to describe and explain animal adaptations. Some may be incorrect or limited in extent. Model produced but of poor quality and showing limited adaptations.
1	Very Poor. Very little effort made with project. Very limited (if any) description or explanation of adaptations.





# LIV Independent Homework Project - MFL

(Only one Language project to be completed)

## LIV IHP - French

<b>Start Date: W/B 1-11-2021</b>	<b>Completion Date: W/B 22-11-2021</b>
<b>Topic: French Speaking Countries - 'La Francophonie'</b>	
<b>This project should take: 2 to 3 hours</b>	
<b>WALT:</b>  Your project is to research and present facts about a French speaking country. You can choose any French speaking country in the world.	
<b>WILF:</b> <ul style="list-style-type: none"><li>• Well-presented work with photos/pictures/maps.</li><li>• Detailed information about the country such as facts on location in the world, populations, traditions, celebrations, diet, a famous person from this country, typical food.</li></ul>	
<b>What you have to do?</b> <ul style="list-style-type: none"><li>➤ Look at a map and decide which French speaking country you would like to research.</li><li>➤ Use the internet or the school library to research and find facts.</li><li>➤ Present your work well. Find photos, maps to illustrate.</li></ul>	
<b>How can you do your work?</b>  You could present your work on A4 or A3, as a leaflet, photo album or PowerPoint.	
<b>Further help &amp; suggestions:</b>  To research for and prepare your presentation, you could use the internet.  Try to be creative and make your presentation attractive. (You could use colours, glitter, stickers and photos.)	

**Assessment Criteria:**

Level	What I need to do:
7	Outstanding. Very well-presented work. Your work includes an outstanding amount of facts and details.
6	Excellent. Very well-presented work. Your work includes an excellent amount of facts and details.
5	Very good. Well-presented work. Your work includes a very good amount of facts and details.
4	Good. Well-presented work overall. Your work includes a good amount of facts and details.
3	Satisfactory. Your work includes a satisfactory amount of facts and details.
2	Limited. A limited amount of information is communicated.
1	Cause for concern. Very little effort made with project. Very limited range of information.



## LIV Independent Homework Project - German

<b>Start Date:</b> W/B 1-11-2021	<b>Completion Date:</b> W/B 22-11-2021
<b>This project should take 2-3 hours</b>	
<b>WALT:</b>  Use the vocabulary you have learned to produce a passage of written or spoken German of your own about yourself and your family. You can be as creative as you wish. What you say or write doesn't have to be true.	
<b>WILF:</b> For the piece of written or spoken German: <ul style="list-style-type: none"><li>• A good range of vocabulary/language: connectives, opinions, interesting adjectives, time phrases, using different pronouns e.g. 3rd person</li><li>• Good level of accuracy and/or pronunciation (Word order, adjective endings, tense formation, spellings).</li><li>• Well-presented work (illustrations/photos...).</li></ul>	
<b>What you have to do?</b>  Tell me about yourself and your family in German  You will need to include: <ul style="list-style-type: none"><li>• Basic details about yourself: name, birthday, age</li><li>• Personality and appearance</li><li>• Brief description of your family and your relationship with family members</li><li>• Pets</li><li>• A more detailed description of a family member or pet</li></ul>	
<b>How can you do your work?</b>  You can complete the task as a spoken or written piece of work. This includes: <ul style="list-style-type: none"><li>• Produce a video of yourself and download it to Google classroom</li><li>• PowerPoint presentation</li><li>• Poster</li><li>• Word document</li></ul>	
<b>Further help &amp; suggestions:</b> <ul style="list-style-type: none"><li>• Use the worksheets you have been given in your folder and exercise book</li><li>• Zoom books</li><li>• <a href="http://www.linguascope.com">www.linguascope.com</a></li><li>• The Hub</li><li>• Google classroom</li><li>• <a href="http://www.leo.org">www.leo.org</a></li></ul> Try to be creative and make your presentation attractive. If making a video, try to take care with pronunciation and intonation. Use all vocabulary sheets you have been given and check your work carefully.	

## Assessment Criteria

Level	What I need to do:
7	Outstanding. Very well-presented work. Excellent range of vocabulary. Your work includes a variety of opinions which are justified, connectives and the use of different pronouns. The level of accuracy is excellent and verbs are correct in speaking/writing. Consistently good pronunciation and intonation.
6	Excellent. Well-presented work. Very good range of vocabulary. Your work includes opinions which are justified, connectives and the use of two different pronouns. The level of accuracy is excellent. Most verbs are correct and there may be a few minor errors in speaking/writing. Good pronunciation and there is some intonation.
5	Very good. Well-presented work. Very good range of vocabulary. Your work includes opinions which are justified and connectives. Accuracy is generally very good. Most verbs are correct and there may be some minor errors. Generally good pronunciation.
4	Good. Well-presented work overall. Good range of vocabulary. Your work includes opinions and one connective. The level of accuracy is good. There may be some major errors (eg: verbs) and minor ones, but a good amount of information is communicated. Generally good pronunciation but some inconsistency at times.
3	Satisfactory. You are using some opinions and are attempting longer sentences. The level of accuracy is satisfactory. There are a number of major and minor errors, but overall a satisfactory amount of information is communicated. Generally satisfactory pronunciation but inconsistency at times.
2	Limited. A limited amount of information is communicated and a limited range of vocabulary is used. There are many major and minor errors. Pronunciation regularly prevents the message being communicated clearly.
1	Cause for concern. Very little effort made with project. Very limited range of vocabulary and amount of information. Accuracy is a concern.

## LIV Independent Homework Project - Spanish

<b>Start Date: W/B 1-11-2021</b>	<b>Completion Date: W/B 22-11-2021</b>
<b>Topic: Spanish Speaking Countries - 'Los hispanohablantes'</b> <b>This project should take: 2 to 3 hours</b>	
<b>WALT:</b>  Your project is to research and present facts about a Spanish speaking country. You can choose any Spanish speaking country in the world.	
<b>WILF:</b> <ul style="list-style-type: none"><li>• Well-presented work with photos/pictures/maps.</li><li>• Detailed information about the country such as facts on location in the world, populations, traditions, celebrations, diet, a famous person from this country, typical food.</li></ul>	
<b>What you have to do?</b> <ul style="list-style-type: none"><li>➤ Look at a map and decide which Spanish speaking country you would like to research.</li><li>➤ Use the internet or the school library to research and find facts.</li><li>➤ Present your work well. Find photos, maps to illustrate.</li></ul>	
<b>How can you do your work?</b>  You could present your work on A4 or A3, as a leaflet, photo album or PowerPoint.	
<b>Further help &amp; suggestions:</b>  To research for and prepare your presentation, you could use the internet.  Try to be creative and make your presentation attractive. (You could use colours, glitter, stickers and photos.)	

**Assessment Criteria:**

Level	What I need to do:
7	Outstanding. Very well-presented work. Your work includes an outstanding amount of facts and details.
6	Excellent. Very well-presented work. Your work includes an excellent amount of facts and details.
5	Very good. Well-presented work. Your work includes a very good amount of facts and details.
4	Good. Well-presented work overall. Your work includes a good amount of facts and details.
3	Satisfactory. Your work includes a satisfactory amount of facts and details.
2	Limited. A limited amount of information is communicated.
1	Cause for concern. Very little effort made with project. Very limited range of information.

## LIV Independent Homework Project - Science

<b>Start Date:</b> W/B 29 November 2021	<b>Completion Date:</b> W/B 3 January 2022
<b>This project should take 2-3 hours</b>	
<b>WALT:</b> Present scientific information in an informative and engaging way	
<b>WILF:</b> Information about the Periodic Table, presented in a suitable way for Junior school pupils.	
<b>What you have to do?</b>  Produce a presentation (on any kind of media/ medium - see below) about the periodic table which could be read/ viewed by Junior school pupils. You need to include: <ul style="list-style-type: none"><li>● Information about how the Periodic Table is arranged</li><li>● What information the Periodic Table gives us</li><li>● Groups 1,7 and 0</li><li>● Structure of an atom</li></ul>	
<b>How can you do your work?</b>  You can present your work in any way you want - work to your strengths and be creative!  Below are a few ideas of ways you can present your work, but you can also think of your own way: <ul style="list-style-type: none"><li>● Produce a leaflet or poster on paper and include hand drawn diagrams of atoms.</li><li>● Make a small book</li><li>● Create a video/ vlog/ animation</li><li>● Produce a scrapbook leaflet with various information about the arrangement of the Periodic Table, groups, trends etc with written annotations explaining each.</li><li>● Using ICT produce a leaflet/poster using Word or Publisher.</li></ul>	
<b>Further help &amp; suggestions:</b> <ul style="list-style-type: none"><li>● Use the resources available on Kerboodle - textbook and student resources</li><li>● Use available resources in the Library, and online such a BBC Bitesize</li><li>● Think outside the box - what would make you look at/ read/ watch what you are making? Have an interesting hook to make people want to know more.</li><li>● Look at similar resources to get inspiration and ideas for your design and layout e.g. Mrs Ramsey's Periodic Table book in L4.</li><li>● Use the levelled criteria below to help you structure your work ensuring you have met each criteria before moving onto the next.</li><li>● Remember your audience! This is supposed to be suitable for Junior school pupils so you need to get the information in your project but present it in a suitable way that will allow younger pupils to understand it.</li></ul>	

## Assessment Criteria

Mark	What I need to do:
7	Outstanding. Extremely well presented work, SpaG to very high standard. Sophisticated and sustained explanation, with extra detail.
6	Excellent. Well presented with detailed descriptions and explanations.
5	Very good. Largely correct.
4	Good. Clear and quite an accurate description and explanation of features of the Periodic Table.
3	Satisfactory. A fairly clear description of the Periodic Table. Some explanation included but may be limited and incorrect.
2	Limited. Some attempt made to describe and explain the Periodic Table. Some content may be incorrect or limited in extent. Medium used for presentation is poor quality and limited.
1	Very Poor. Very little effort made with project. Very limited (if any) description or explanation of the Periodic Table.

# ICT

## Safety Patrol – Computing Health & Safety Independent Learning Project (IHP)

Safety Patrol UK is a fictitious organisation that travels to businesses to give presentations and advice on using ICT safely in the workplace. As one of their patrol 'officers' you have been asked to research, design, create and present an electronic guide to the many dangers in the workplace and the guidelines that all businesses should try and follow.

Level 2/3 Requirements	Level 3/4 Requirements	Level 4/5 Requirements	Level 6 Requirements
<ul style="list-style-type: none"><li>· Understand how safe working practices are applied in a business environment</li><li>· Researching using online sources</li><li>· Cross-checking factual information.</li><li>· Presentation techniques</li><li>· Presenting information to an adult audience.</li><li>· Producing business-quality documents.</li></ul>	<ul style="list-style-type: none"><li>· Students will explain, with examples, some safe working practices when using ICT in a business environment</li><li>· Their explanations will include the potential danger that each measure is designed to address</li><li>· Explanations will include:<ul style="list-style-type: none"><li>○ At least one measure to protect health</li><li>○ At least one measure to protect physical safety</li><li>○ At least one measure to protect files from loss</li><li>○ At least one measure to protect files from unauthorised access</li></ul></li></ul>	<ul style="list-style-type: none"><li>· Students will explain, with examples, a range of safe working practices when using ICT in a business environment</li><li>· Their explanations will include the potential danger that each measure is designed to address</li><li>· Explanations will include:<ul style="list-style-type: none"><li>○ Measures to protect health</li><li>○ Measures to protect physical safety</li><li>○ Different measures to protect files from loss</li><li>○ At least one measure to protect files from unauthorised access</li><li>○ At least one measure to protect files from modification.</li></ul></li></ul>	<ul style="list-style-type: none"><li>· Students will explain fully, with examples, a wide range of safe working practices when using ICT in a business environment</li><li>· Their explanations will include the potential danger that each measure is designed to address</li><li>· Explanations will include:<ul style="list-style-type: none"><li>○ Measures to protect health</li><li>○ Measures to protect physical safety</li><li>○ Measures to protect files from loss</li><li>○ At least one measure to protect files from unauthorised access</li><li>○ Measures to protect files from modification guidance on choosing a strong password</li><li>○ Relevant legislation</li></ul></li></ul>



The form the information takes is up to you; maybe a report, multimedia slideshow presentation, video or animation.

TASK 1: Protecting employee health	TASK 2: Employee physical safety	TASK 2: Protecting electronic data	TASK 3: Unauthorised access
<p>You need to cover:</p> <ul style="list-style-type: none"> <li>· Ergonomic designs of equipment and furniture</li> <li>· Positioning of equipment</li> <li>· Posture</li> <li>· Taking regular breaks/ change of activity</li> <li>· Eyesight checks</li> <li>· Health and safety training</li> <li>· Ozone irritation from printers</li> </ul> <p>What does this mean?</p> <p>Making sure people at work are comfortable, safe and have regular breaks away from their desk or workstation. It's also important that seats, desks and any equipment are comfortable; in sensible positions and that employees are trained properly in their use. Those using ICT equipment must have breaks away from their screens and have their vision checked regularly.</p>	<p>You need to cover:</p> <ul style="list-style-type: none"> <li>· Trip hazards e.g. trailing cables</li> <li>· Electrical safety, electrical checks (PAT)</li> <li>· No water by machines</li> <li>· Not overloading sockets</li> <li>· Safely positioning equipment to avoid falls</li> <li>· Observing health and safety rules</li> <li>· Health and safety training</li> </ul> <p>What does this mean?</p> <p>Making sure members of the organisation are kept from physical risks in the workplace. Cables and equipment can be tripped over, drinks spilled over computers and power sockets can be overloaded or fail if not annually tested. Employees must be trained to avoid these risks and then agree to follow the rules; otherwise accidents will be their responsibility.</p>	<p>You need to cover:</p> <ul style="list-style-type: none"> <li>· Organizing files: folder structure, meaningful file and folder names</li> <li>· Backup strategies: files to backup, frequency destination/medium, storage</li> </ul> <p>What does this mean?</p> <p>File need to be organised in folders with sensible file names so that multiple people can understand and find what they are looking for. Important files must also be regularly backed up and the number of files will decide on the method, from portable hard drives to DVD discs.</p>	<p>You need to cover:</p> <ul style="list-style-type: none"> <li>· Setting a password to open</li> <li>· Setting a password to modify</li> <li>· Password protecting the contents of documents</li> <li>· Choosing a strong password</li> <li>· What official legislation needs to be observed in the workplace?</li> </ul> <p>What does this mean?</p> <p>Setting passwords prevent unauthorised access to important files, staff wages for example, but there are different methods to try and the strength of the password depends on the characters used. The UK currently observes the following laws:</p> <ul style="list-style-type: none"> <li>· GDPR</li> <li>· Data Protection Act</li> <li>· Copyright Designs and Patents Act</li> <li>· Computer Misuse Act</li> </ul>

