



MAYVILLE
HIGH SCHOOL

Founded in 1897

UIV



UIV Independent Homework Projects

Autumn 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.

| <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> |
|-------------------|----------------------|-------------------------|---------------------------|----------------------|-------------------------|---------------------------|--------------------|--|---------------------------|
| U1V | PE | 20-9-21 | 4-10-21 | MFL | 3-1-22 | 24-1-22 | | EoY Exam revision No IHP's this half term | |
| | ICT | 11-10-21 | 1-11-21 | Creative Arts | 31-1-22 | 21-2-22 | | | |
| | Creative Arts | 1-11-21 | 22-11-21 | History | 21-2-22 | 7-3-22 | Science | 6-6-22 | 20-6-22 |
| | RE | 29-11-21 | 3-1-22 | Geography | 14-3-22 | 25-4-22 | English | 20-6-22 | 11-7-22 |

UIV Independent Homework Project - PE

| | |
|---|--|
| Start Date: W/B 20 September 2021 | Completion Date: W/B 4 October 2021 |
| Topic: Performance enhancing drugs | |
| WALT: <ul style="list-style-type: none">● Researching about performance enhancing drugs (PEDs) and sport● Using this information to present a piece of work about what you have learnt | |
| WILF: <ul style="list-style-type: none">● Using the internet to find out about the 7 different types of PEDs● Find out how different sports performers use PEDs to improve their performance● Interesting facts about the advantages and disadvantages of using PEDs● Include your own opinions about performers using PEDs | |
| What you have to do? <ul style="list-style-type: none">● Describe the following PEDS: stimulants,narcotic analgesics, anabolic agents, diuretics, peptide hormones, blood doping, beta blockers. (Good) 4● Explain which sports performers may decide to use PEDs and justify your answers (Very good) 5● Evaluate the advantages and disadvantages of PEDs to both the performer and the sport. (include your own opinion on PEDs) (Excellent and outstanding) 6 and 7 | |
| How can you do your work? Google slides presentation A powerpoint presentation VideoVLog | |
| Further help & suggestions: https://www.youtube.com/watch?v=sBquYmxOz9M https://www.youtube.com/watch?v=4rUpX3QSPmw https://www.youtube.com/watch?v=wZ0uU3NZtpo The internet A textbook Try to make your work attractive and interesting to read. Check your work carefully. | |

Assessment Criteria:

Mark scheme:

| Mark | What I need to do: |
|------|--|
| 7 | Outstanding. Extremely well presented work. Sophisticated and sustained explanation, with extra detail. The work includes a variety of opinions which are well justified. A variety of sporting examples are included. Use of keywords and terminology are included, which are specific to PE. |
| 6 | Excellent. Well presented work with detailed description and explanations of how performers use PEDs. Own opinion is well written and justification of how PEDs can help improve performance is included, with relevant examples. |
| 5 | Very good, well presented work. Some own opinions about the use of PEDs to improve performance are included and some are justified. Mostly relevant sporting examples are included. |
| 4 | Good, mostly well presented work overall. Good use of keywords and terminology. Some opinions included, but not always justified. Some sporting examples are included, but not always relevant. |
| 3 | Satisfactory. A fairly clear description of how performers use PED to enhance their performance. Keywords and correct terminology sometimes used. Few, if any sporting examples included. |
| 2 | Limited. Some attempt made to describe and explain PEDs. Some use of keywords and terminology. No opinions and no justification. No sporting examples. |
| 1 | Very Poor. Cause for concern. Very little effort made with the project. Very limited (if any) description or explanation of PEDs. |



UIV IHP - ICT

| | |
|--|--------------------------------------|
| Start Date: W/B 11.10.21 | Completion Date: W/B 1 November 2021 |
| This project should take between 2 - 3 hours | |

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"> Understand how safe working practices are applied in a business environment Researching using online sources Cross-checking factual information. Presentation techniques Presenting information to an adult audience. Producing business-quality documents. | <ul style="list-style-type: none"> Students will explain, with examples, some safe working practices when using ICT in a business environment Their explanations will include the potential danger that each measure is designed to address Explanations will include: <ul style="list-style-type: none"> At least one measure to protect health At least one measure to protect physical safety At least one measure to protect files from loss At least one measure to | <ul style="list-style-type: none"> Students will explain, with examples, a range of safe working practices when using ICT in a business environment Their explanations will include the potential danger that each measure is designed to address Explanations will include: <ul style="list-style-type: none"> Measures to protect health Measures to protect physical safety Different measures to protect files from loss At least one measure to protect files from | <ul style="list-style-type: none"> Students will explain fully, with examples, a wide range of safe working practices when using ICT in a business environment Their explanations will include the potential danger that each measure is designed to address Explanations will include: <ul style="list-style-type: none"> Measures to protect health Measures to protect physical safety Measures to protect files from loss At least one measure to protect files from |

| | | | |
|--|---|---|---|
| | <p>protect files from unauthorised access</p> | <p>unauthorised access</p> <ul style="list-style-type: none"> o At least one measure to protect files from modification. | <p>unauthorised access</p> <ul style="list-style-type: none"> o Measures to protect files from modification guidance on choosing a strong password o Relevant legislation |
|--|---|---|---|

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"> · Ergonomic designs of equipment and furniture · Positioning of equipment · Posture · Taking regular breaks/ change of activity · Eyesight checks · Health and safety training · Ozone irritation from printers <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"> · Trip hazards e.g. trailing cables · Electrical safety, electrical checks (PAT) · No water by machines · Not overloading sockets · Safely positioning equipment to avoid falls · Observing health and safety rules · Health and safety training <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"> · Organizing files: folder structure, meaningful file and folder names · Backup strategies: files to backup, frequency destination/medium, storage <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"> · Setting a password to open · Setting a password to modify · Password protecting the contents of documents · Choosing a strong password · What official legislation needs to be observed in the workplace? <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"> · GDPR · Data Protection Act · Copyright Designs and Patents Act · Computer Misuse Act |

UIV Independent Homework Project - Creative Arts

(Only one of the Creative Arts projects to be completed)

Art

Creative Arts - Dance

| | |
|---|--|
| Start Date: W/B 1 November 2021 | Completion Date: W/B 22 November 2021 |
| WALT: Pupils will produce a project based on a choreographer of their choice from a given list, they will research and present the project in detail in their chosen format. | |
| WILF: Pupils will present a project in their chosen format, for example PowerPoint presentation, scrapbook, wall display, etc. They will research in detail a choreographer from the list below: George Balanchine Alvin Ailey Isadora Duncan Marius Petipa Ruth St. Denis Jose Limon Katherine Dunham Doris Humphrey The project must begin with a clear introduction highlighting the genre/ style of dance of this choreographer. | |
| What you have to do? <ol style="list-style-type: none">1. Choose a choreographer from the above list2. Research the choreographer of your choice and their style of dance3. Present your findings in your chosen project format4. Ensure that you have covered the following in your project:<ol style="list-style-type: none">a. Definition of and introduction about their style of danceb. A brief history of the choreographer relevant to their dance careerc. Professional works which they have choreographed or performed ind. Features of their own choreographic style and their choreographic processe. Your interpretation and evaluation of the choreographer you have chosenf. Pictures/ diagrams | |
| How can you do your work? You can present you work in your chosen format for example PowerPoint presentation, scrapbook, wall display, booklet, etc. There are books in the school library which may be able to help you, the internet will be a great source of information; however please do not copy and paste large chunks of information. Personal experience is also helpful if you have seen work choreographed by your chosen choreographer, or YouTube is a resource to enable you to watch some of their work. | |

Further help & suggestions:

I am looking to see how creatively you can present your work alongside you demonstrating that you have an understanding of the unique style of your chosen choreographer. I am looking for your interpretation and evaluation alongside factual information.

Assessment Criteria:

This project will be marked according to the school assessment policy graded 1-7 with an effort mark A-D.

1 - No use of or understanding of terminology and vocabulary. Poor presentation with little or no research reflected.

2 - Limited use of or understanding of terminology and vocabulary. Limited evidence of effort in presentation with limited research reflected.

3 - Little use of or understanding of terminology and vocabulary. Some effort in presentation but not sustained, some relevant information.

4 - Basic understanding and use of terminology and vocabulary. Clearly presented with an effort to make aspects interesting, with relevant research.

5 - Clear understanding and use of terminology and vocabulary. Very good presentation with some creativity and clear use of a range of research.

6 - Wide and correct use of subject language, vocab and terminology. Excellent presentation with imagination and creativity reflecting an high level of research.

7 - Sophisticated use of language and high level of accurate terminology. Outstanding presentation with originality exploring an exceptional level of research.

UIV Independent Homework Project - Creative Arts

(Only one of the Creative Arts projects to be completed)

Art

| | |
|--|--|
| Start Date: W/B 1 November 2021 | Completion Date: W/B 22 November 2021 |
| This project should take between 2 & 3 hours | |
| WALT: Pupils develop a piece of artwork, influenced by the “Nature / The natural world”. | |
| WILF: Pupils will produce a piece of artwork that shows their understanding of how materials work selecting and using mixed media in their work. Demonstrate that visual recording can be non conventional. | |
| What you have to do? For this homework you are to produce your own striking art which has been inspired by the natural world. You could use any medium e.g collage, mosaic, block print, photography, paints etc. Add five written facts about your own work. Your technique, timeframe, influences, development, materials. | |
| How can you do your work? Use:-Microscopes,pressed plants, animals or plant decorations on buildings, minibeasts, objects in museums, patterns on bark, fossils, shells, feathers.Local resources- fishing boats-lobster pots, harbour life, the seashore, rock pools. Look through cracks, under rocks, in plants. Dinosaur bones, butterfly houses. | |
| Further help & suggestions: Gallery websites such http://www.nhm.ac.uk/ Google search- minibeasts. Microscopic life. Temples with animals. https://www.woodlandtrust.org.uk/ | |
| Assessment Criteria: Work will be marked using the school assessment system 1-7. An effort grade of A-D will also be awarded. Visual and written/verbal content, use of materials, artists links, development, composition and overall personal outcome informed by knowledge and research. In the ethos of KS 4 this is marked as a whole body of work. 1 - No rewardable evidence 2- Limited- Little understanding of visual language and insufficient use of formal elements. 3- Basic - Awareness of aesthetic considerations showing lack of technical competence and ability to put into practice. Poorly presented with little sense of order. 4-adequate - established skill level of visual language but may be some inconsistency. Research and use of materials adequate. 5-competent- Evidence of effort, technical ability and presentation competent and organised but limited by the level of skill. Awareness of aesthetic considerations at a competent level but occasional reliance on a clumsy technique 6-confident - wide and correct use of subject specific visual language. Confident, well presented and organised understanding of layout. Appreciation of the characteristics of media and functional constraints of materials. 7-fluent - In depth subject knowledge, language and a high command of techniques. Ability to take risks and relate to artists influences. Work is intuitive, exciting and original. Full appreciation of materials. | |

| Drama Independent Homework Project UIV

| | |
|--|--|
| Start Date: W/B 1 November 2021 | Completion Date: W/B 22 November 2021 |
| This project should take between 2 - 3 hours | |
| WALT: Create a box set for a play. | |
| WILF: Well thought out and creative ideas that work well for the play you have chosen. | |
| What you have to do? <ul style="list-style-type: none">● Scale models of stage sets are something set designers use in theatres everywhere when they are presenting their ideas to the director. For this task, you will need to think like a set designer.● Using a shoe box or a small cardboard box, create a small scale model of the stage set for a play you know.● This can be a play you have seen in the theatre, or a play you have studied either in English or Drama, or a play you have performed in either in or out of school.● Your box sets should show me where the key scenes in the play would take place, and who is in them.● It is up to you how you present your box set, but it must be a 3D, scale model of the stage set - so remember to be creative and imaginative!● You don't have to be 'traditional' with your set - if you can think of somewhere original to set the play, give it a try!● Once you have completed your stage set, you will give a short presentation back to the rest of the group, explaining your set and the choices you have made. | |
| How can you do your work? <ul style="list-style-type: none">● To make your stage set, you will need to take a shoe box or a small cardboard box and turn it on its side.● You should then design the inside of the box to show the main stage set for the play you have chosen.● Using cardboard, or any other household objects, you should then make the props needed for the performance.● You will need to think through your ideas, and be ready to explain them to the rest of the group in your shot presentation. | |
| Further help & suggestions: <p>Below are some images of the kind of thing you should aim for:</p> | |



Assessment Criteria:

You will be assessed on three different things:

- The choices you have made, and how well they link to the play you have chosen.
- The overall quality of your finished box set.
- Your presentation back to the rest of the class, explaining your choices.

Your work will then be given a level, based on the levels below:

7 - Experiments confidently and explores a wide range of drama strategies, skills and terminology to create an outstanding project. Works independently to an outstanding level. Develops ideas and explores them thoroughly.

6 - Experiments and explores a range of drama strategies and skills to create an excellent project. Works independently to an excellent level. Can initiate ideas for group work and will accept and adapt the ideas of others.

5 - Understands the use of drama strategies, skills and terminology and uses them most of the time to create well thought-out projects and work.

4 - Is beginning to use knowledge of drama strategies and skills in explorative work, which are clear in the presentation of work.

3 - Can create a short performance using some explorative strategies. Can collaborate with others towards a common goal and remain focused.

2 - Work shows some creativity and early ideas, but lacks development.

1 - Little to no ideas expressed. Very limited understanding of the play text shown.

`Creative Arts - Design & Technology

Start Date: W/B 1 November 2021

Completion Date: W/B 22 November 2021

This project should take two weeks.

WALT: You are going create a fact file on the graphic design artist Harry beck. You will use your research skills and learn how to investigate, analyse and evaluate the work of others.

WILF:

Gather high quality primary and secondary research from multiple resources.

Presentation of their ideas in a powerpoint/ slide presentation.

Research should be concise and relate to the designer and presented in an organise fashion.

Students are also advised to use a range of research techniques (primary/secondary) in order to draw accurate conclusions.

What you have to do?

- Create a fact file on Harry Beck. Discuss how Harry Beck transformed the way people navigate around the London Underground.
- If you have ever used the Underground include details about your trip, did you find it easy to navigate and get to your destination?
- You could also ask someone who has used the system and make a note of their response and evaluate how successful their trip was, did they get there on time, did people look lost, did everyone go in the same direction, was it a little steep and maybe a little scary etc
- Explain how the use of colour and only 45 and 90 degree angles led to a cleaner understanding of the London Underground system.
- Two pages are to be completed to include at least 6 images and the written research.
- Findings will be presented to the class.

How can you do your work?

- Powerpoint/slides are a lot easier to use than word when trying to copy and paste images from the internet.
- Use the internet including the designers website, news sites, biography sites, education and design establishments sites, user feedback sites. Books newspapers magazine articles possibly use the underground and evaluate your thoughts. Ask family and friends.

Further help & suggestions:

Website

<https://tfl.gov.uk/corporate/about-tfl/culture-and-heritage/art-and-design/harry-becks-tube-map>

Video

<http://www.openculture.com/2018/04/the-genius-of-harry-becks-1933-london-tube-map.html>

Assessment Criteria:

Grade 7 An original outstanding design. Evidence of a wide range of research skills, well presented with outstanding confident analysis. The pupil will display a high level of knowledge and understanding throughout the project.

Grade 6 An excellent creative design. The work is fully organised and the pupil has had very little help. Demonstrates the ability to manufacture to a high degree of accuracy.

Grade 5 Confident use of information and demonstrates some imagination when designing. A very good piece of work that demonstrates a high degree of accuracy and presentation.

Grade 4 Shows some imagination and originality when designing. A good piece of work that will demonstrate the ability to manufacture with some degree of accuracy.

Grade 3 A sound piece of work that many display untidiness and poor attention to detail. A sound piece of work that demonstrates the ability to manufacture to a basic level.

Grade 2 A weak design that may be incomplete. A weak product that demonstrates some ability to manufacture the product.

Grade 1 No connection has been made with the task a weak design that is incomplete. Very weak piece of practical work that shows a limited level of skill in a practical situation.

Music IHP - UIV

| | |
|---|--|
| Start Date: W/B 1 November 2021 | Completion Date: W/B 22 November 2021 |
| This project is expected to take between 1 and 2 hours | |
| WALT: Using skills of research and summary, listening skills, use of music vocabulary and presentation | |
| WILF: A well thought out homework which shows good research, detailed listening skills with reference to the elements of music and clear, interesting presentation of ideas. | |
| What you have to do? Choose a piece of CLASSICAL or INSTRUMENTAL music which has been used in any context, such as in a film, as an accompaniment to video footage, as supporting music for a computer game or as a stand alone piece of music. Name the piece and who composed it or the group or artist performing it. Describe the mood of the piece. Give detailed information about what the music is like. Name instruments, tempo, dynamics, rhythmic features and any other detail about the music which you think helps to make it effective. | |
| How can you do your work? Your work will need a reference to how to listen to the actual music you have chosen, such as on YouTube or some other way. You can present your written work in any way which makes it interesting and clear. | |
| Further help & suggestions: Choose a piece which you like and find effective.... It will make this description much more enjoyable to carry out! | |

Assessment Criteria:

| Mark | Assessment criteria | | |
|------|--|--|---|
| | Listening and Appraising | Research and Summary | Organisation and presentation |
| 7 | Makes outstanding critical judgments about music using precise and extensive musical vocabulary. | Outstanding ability to source information and summarise it effectively using own words. Well balanced and informative writing. | Outstanding skills of organisation and presentation. |
| 6 | Makes critical judgements about music using accurate musical vocabulary. | Very good ability to source information and summarise it using own words. Well balanced and informative writing. | Very good skills of organisation and presentation. |
| 5 | Makes critical judgements about music using general musical vocabulary. | Good ability at sourcing information and summarising it using mainly own words. The writing is organised well. | Good skills of organisation and presentation. |
| 4 | Makes critical judgements about music using basic musical vocabulary. | Satisfactory ability at sourcing Information and some attempt at putting this into own words. Writing suggests only one source used and writing may be only partially organised. | Satisfactory skills of organisation and presentation. |
| 3 | Limited understanding of the elements of music and how they are applied In music. | Limited ability at sourcing Formation and very little attempt at putting this into own words. Writing suggests only one source used and writing is poorly organised. | Limited skills of organisation and presentation. |
| 2 | Shows very limited understanding of the elements of music and | Very limited ability at sourcing information and virtually no attempt at | Very limited skills of organisation and presentation. |

| | | | |
|--|-------------------------------|--|--|
| | how they are applied in music | putting this into own words. Writing suggests limited skills of organisation. | |
|--|-------------------------------|--|--|

UIV IHP - RE

| | |
|--|--|
| Start Date: W/B 29 November 2021 | Completion Date: W/B 3 January 2022 |
| <p>You are going to explore the ideas around issues of conflict in the modern world.</p> <p>You must describe and explain viewpoints, both religious and secular, on the question:</p> <p style="text-align: center;">IS IT EVER RIGHT TO FIGHT?</p> <p>This is a two week homework project with additional lesson material given .</p> | |
| <p>You will be using research skills and showing through your choice of content that you have identified important questions to shape your work. Your work should reflect your own personal, informed reflection on the importance of the arguments for and against fighting. You may wish to refer to your recent class study of genocide.</p> | |
| <p>You will need to use your own words in your work, show what resources have been used and proofread your work carefully. You should explore ideas such as:</p> <ul style="list-style-type: none"> - What is a just war? - Pacifism - Reconciliation - Forgiveness - Revenge - The power of the individual or community to work for peace. | |
| <p>What you have to do:</p> <p>Complete a detailed personal plan. You must establish 5 key questions you hope to answer before you begin your research. Create a list of useful words and areas for research. Share this with your teacher for additional guidance. Find the best format for delivering your content. Share your work with your peer group for constructive criticism before submission.</p> | |
| <p>How can you do your work:</p> <p>You may wish to present your work in any of the following ways:</p> <ul style="list-style-type: none"> - As a script for a TV Moral issues Programme - As an informative poster or leaflet - Through a questionnaire - Interview a navy chaplain - As a formal discursive essay. | |

Research on any organisation involved in conflict resolution may also be of interest. Use of art, music or movement are areas you may also want to explore.

Your work must show evidence of factual reference and ethical thinking.

FURTHER HELP AND SUGGESTIONS:

- BBC TWO Matters of life and death
- Believing and Experiencing text materials.
- The Beatitudes and other Bible references eg Matthew 5:39 ,Matthew 26:51-52
Ahimsa and excerpts from the Bhagavad Gita 18:43
Quaker beliefs
- Islamic beliefs ,Jihad: lesser and greater ,Surah 2;190, Surah 22:39-40

www.Corrymeela.org

www.peaceoneday.org

www.tkf.org

Assessment Criteria:

7 - Evidence of a wide range of research skills and confident language use. Work is well presented for best effect.

6 - Evidence of evaluative comments supported by very good research.

5 - Evidence of confident use of information with appropriate comments.

4 - Evidence of some explanation but not supported.

3 - Evidence of some understanding but mostly description.

2 - Evidence that work is largely copied.

1 - No evidence of connection with the task.