



MAYVILLE  
HIGH SCHOOL

*Founded in 1897*

LIV



LIV Independent Homework Projects

Spring Term

2022

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

# LIV Independent Homework Project - Creative Arts

(Only one creative arts project to be completed)

## Art

<b>Start Date:</b> W/B 3 January 2022	<b>Completion Date:</b> W/B 24 January 2022
<b>This project should take between 3 hours</b>	
<b>WALT:</b> Pupils develop a piece of artwork, influenced by the <b>Three worlds by M C Escher</b> .	
<b>WILF:</b> Pupils will produce a piece of artwork that shows their understanding of how materials work selecting and using different techniques in their work. Demonstrate that visual recording can be non conventional.	
<b>What you have to do?</b> For this homework you are to produce your own striking art which has been inspired by making some studies of fish. Try to show how they move in shoals by drawing several in the same picture. Make sketches to show three different types of small fish. Next use pen and black biro or fibre tips to draw by a “dot” method from looking at a collection of leaves from 4 different trees. You may need to google images to help you.	
<b>How can you do your work?</b> Use:-collected leaves and fish images to help you. Instead of making lines to show the shapes and patterns made by the leaf veins use tiny, gentle dots. You can then gradually build the picture of the leaf.  Cut and layer the leaves over the fish images to give the effect of fish swimming under the surface of a pond/water.	
<b>Further help &amp; suggestions:</b> Images of stippling <a href="https://www.google.co.uk/search?q=stippling+pencil+sketches&amp;safe=off&amp;rlz=1C5CHFA_enGB505GB505&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=2ahUKEwiL4rTc1tbcAhUF1RoKHxjCDMUQsAR6BAgAEAE&amp;biw=2341&amp;bih=1073#imgsrc=egrDhYa7Fsw-M">https://www.google.co.uk/search?q=stippling+pencil+sketches&amp;safe=off&amp;rlz=1C5CHFA_enGB505GB505&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=2ahUKEwiL4rTc1tbcAhUF1RoKHxjCDMUQsAR6BAgAEAE&amp;biw=2341&amp;bih=1073#imgsrc=egrDhYa7Fsw-M</a> : Google search- <a href="http://leafsnap.com/species/">http://leafsnap.com/species/</a> <a href="https://en.wikipedia.org/wiki/Three_Worlds_(Escher)">https://en.wikipedia.org/wiki/Three_Worlds_(Escher)</a>	
<b>Assessment Criteria:</b> 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. As in KS 4 this is marked as a whole body of work.  <b>1 - No rewardable evidence</b> <b>2- Limited-</b> Little understanding of visual language and insufficient use of formal elements. <b>3- Basic</b> - Awareness of aesthetic considerations showing lack of technical competence and ability to put into practice. Poorly presented with little sense of order. <b>4-adequate</b> - established skill level of visual language but may be some inconsistency. Research and use of materials adequate. <b>5-competent-</b> 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 <b>6-confident</b> - 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. <b>7-fluent</b> - 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.	

## Creative Arts - Dance

<b>Start Date:</b> W/B 3 January 2022	<b>Completion Date:</b> W/B 24 January 2022
<b>WALT:</b> Pupils will produce a project based on a style of dance of their choice from a given list, they will research and present the project in detail in their chosen format.	
<b>WILF:</b> Pupils will present a project in their chosen format, for example PowerPoint presentation, scrapbook, wall display, etc. They will research in detail a style of dance from the list below: Capoeira Samba Charleston Tango Kathakali Popping and Locking, Krumping and Waving Disco English Country Dance  The project must begin with a clear introduction.	
<b>What you have to do?</b>  <ol style="list-style-type: none"><li>1. Choose a style from the above list</li><li>2. Research the style of your choice</li><li>3. Present your findings in your chosen project format</li><li>4. Ensure that you have covered the following in your project:<ol style="list-style-type: none"><li>a. Definition of and introduction about the style of dance</li><li>b. History of the dance style</li><li>c. Professional works in which the style has been used</li><li>d. Choreographers who use the style</li><li>e. Your interpretation and evaluation of the style you have chosen</li><li>f. Pictures/ diagrams</li></ol></li></ol>	
<b>How can you do your work?</b>  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 in your chosen style, or YouTube is a resource to enable you to watch clips in your chosen style.	
<b>Further help &amp; suggestions:</b>  I am looking to see how creatively you can present your work alongside you demonstrating that you have an understanding of your chosen style. 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.**

# Creative Arts - Design & Technology

**Start Date:** W/B 3 January 2022

**Completion Date:** W/B 24 January 2022

**This project should take two weeks.**

**Your task is to design and make a paper collage inspired by the spinnaker tower.**

**WALT:** You are going design and make a collage inspired by a famous landmark. You may need to use the internet for your research if you are able to get to Gunwharf please take your own photos for inspiration.

**WILF:**

- Collect a variety of Spinnaker tower images and answer the questions below.
- When collecting your research try to take your own photos think of the light and shade on the building and the different angles you could take the photos from. The Tower lights up of an evening and changes colour. Try up close or far away on the skyline. Maybe you might want to try going inside and taking pictures of the view or close ups of the structure.
- Or use the internet to collect the images.
- A finished neatly presented final piece no glue showing or dirty hand prints.
- A clear connection between your research and final piece.
- An abstract piece is also fine.

**What you have to do?**

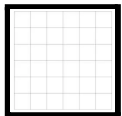
- Research the Spinnaker tower collecting images to inspire you. You can make a mood board on power point or on paper.
- Make your collage using recycled paper when possible.
- Bring in your final piece there will be a prize for the winner decided by class vote.

**Can you find out the answers to these Questions?**

1. Why did a lot of Portsmouth residents object to the tower being painted red?
2. Who got stuck in the lift on the opening day?
3. When was it built?
4. What is its full name?

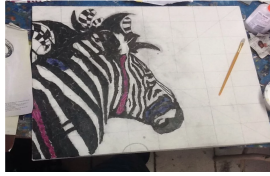
**How can you do your work?**

1. Take your photos or use the internet for research collect a variety of images of the spinnaker tower.
2. First, to create your paper collage, you need a place or something to put it on. Simply get a canvas board or even simpler, a sheet of wood.
3. You can't create a paper collage without having something to make. Pick the image that you like and base it off of that.
4. To properly transfer your image to your canvas/board, the best method is the grid method. You draw a grid on both your image and your canvas using your ruler and pen/pencil/marker.
5. Now that your grid is on both your image and canvas, it's time for you to transfer that image onto your canvas.



6. Using your pencil, copy whatever is in a certain box on the grid of your image into the same box on the grid on your canvas. This gives the picture on the canvas/board an almost identical transfer from the original picture.
7. Now that your picture is now on your canvas, use paint, coloring pencils, or simply write the name of the colors in their desired areas. This makes it easier to arrange the colors with the paper later on.
8. You now need to get some paper (preferably magazine paper). Find pages out of magazines that match the colors you are using and tear them up into small pieces. (This is where the scissors are optional depending on how you want your collage to come out. The scissors may make a cleaner cut but you may prefer the rough look tearing the paper by hand provides.)
9. Using a paint brush, lightly spread layers of glue on your canvas. This is the only way your pieces of paper will stick to your canvas.

10. When your canvas is still wet with glue place the pieces of paper in there desired places (by size and by colour.



**Further help & suggestions:**

1. A board/canvas or card
2. Paint and/or coloring pencils (optional)
3. Pencils/markers/pens
4. Glue
5. Paintbrush
6. Magazine Paper
7. Ruler
8. Scissors (optional)

Some good instructions to help guide you.

<http://www.instructables.com/id/How-to-Make-a-Paper-Collage/?scriybrkr=f32fafa3>

**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.



## Drama IHP - LIV

<b>Start Date:</b> W/B 3 January 2022	<b>Completion Date:</b> W/B 24 January 2022
<b>This project should take about 2-3 hours</b>	
<b>WALT:</b>  Research reviews in newspapers and on chat shows; if possible talk to other people about their perception on the performance in order to gain a wider opinion.	
<b>WILF:</b>  Here are some example questions you might like to consider when approaching your critique, this is not a final list - please do explore further: <ul style="list-style-type: none"><li>• What type of show is it a comedy, tragedy, farce? Musical with a live band?</li><li>• Where was it held and what sort of performance space was it? An Open Air Theatre? Theatre in the round?</li><li>• You will need to point out key moments of interest and effective mood changes and how these were achieved.</li><li>• What impressed you the most.</li><li>• Your favourite or least favourite part.</li><li>• How the actors interacted as their characters.</li><li>• How did the rest of the audience react?</li><li>• Would you go and see it again?</li></ul>	
<b>What you have to do?</b>  Watch a live or recorded performance of a play or musical and present an appreciation of the overall performance as a review, sharing your observation of its drama elements such as sound/ lighting/ set design and use of staging. Costume and make-up, its impact visually or practically.	
<b>How can you do your work?</b>  You can present you work in your chosen format either as a written newspaper review, a recorded presentation or share live to the class.	
<b>Further help &amp; suggestions:</b>  Remember that you are observing the performance as a piece of theatre and the impact the show has on its audience, bringing to notice its strengths and weaknesses, perhaps the audiences reaction. It would be helpful if you researched show reviews in the local newspaper or The Stage newspaper, there have been many articles about our local pantomimes during the christmas period which would give you some ideas.	

**Assessment Criteria:**

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


<b>7</b>	Sophisticated use of language and high level of accurate terminology. Outstanding presentation with originality exploring an exceptional level of research and theatrical understanding.
<b>6</b>	Wide and correct use of subject language, vocab and terminology. Excellent presentation with imagination and creativity reflecting high level of research and appreciation theatrical elements.
<b>5</b>	Clear understanding and use of terminology and vocabulary. Very good presentation with some creativity and clear use of research. A good depth achieved and an appreciation of theatrical elements.
<b>4</b>	Basic understanding and use of terminology and vocabulary. Clearly presented with an effort to make aspects interesting, with relevant research. Some depth achieved.
<b>3</b>	Little use of or understanding of terminology and vocabulary. Some effort in presentation but little depth achieved, some relevant information.
<b>2</b>	Limited use of or understanding of terminology and vocabulary. Limited evidence of effort in presentation with limited research reflected.
<b>1</b>	No use of or understanding of terminology and vocabulary. Poor presentation with little or no research reflected.

## LIV Music - IHP

<b>Start Date:</b> W/B 3 January 2022	<b>Completion Date:</b> W/B 24 January 2022
<b>Choose a piece of music which you think is really good in some way and which affects your mood. You will be asked to present this piece to the class and describe what the piece is, where it comes from and what, in the music, makes it effective.</b>	
<b>WALT:</b>  Appreciate the effect music has on us. Learn how to 'pick apart' the music so we can see how these effects are created. Research information relevant to the piece. Present this information in an interesting and informative way. Gain an understanding of the musical content. Build up our use of musical vocabulary.	
<b>WILF:</b>  Evidence that the music has been listened to in depth. A reasonable attempt at the use of musical vocabulary, including reference to the use of Musical Elements. Written description which comes from careful research and putting this into your own words (no copy and paste) Well thought out and interesting presentation.	
<b>What you have to do?</b>  Choose your piece, or extract of a piece of music. This can be a popular or classical piece and it can be in any form, such as from a film or game, or just a piece or song which you have heard which affects you in some way. The effect could be one of excitement, peacefulness, happiness, sadness or generally 'dramatic' in some way.  Decide whether to present the written part of the project as a piece of hand written work, or carried out on the computer, or as a powerpoint presentation.  Include the title, composer/artist and where the music comes from.  Research the background to the music and describe its genre and when it was composed.  Be able to play the music in class via youtube or a recording you have made in some way.	
<b>How can you do your work?</b>  You may present the written part of the project as a piece of hand written work, or carried out on the computer, or as a powerpoint presentation.  You will need to be able to play the music to the class via Youtube or a recording you have made in some way.	
<b>Further help &amp; suggestions:</b>  Research what the elements of music are.	

Mark	Assessment criteria		
	Listening and Appraising	Research and Summary	Organisation and presentation
7	Makes outstanding critical judgements 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 how they are applied in music	Very limited ability at sourcing information and virtually no attempt at putting this into own words. Writing suggests limited skills of organisation.	Very limited skills of organisation and presentation.

## Lower IV IHP - Physical Education

<b>Start Date:</b> W/B 31 January 2022	<b>Completion Date:</b> W/B 21 February 2022
<b>This project should take between 2 - 3 hours</b>	
<p><b>WALT:</b> <u>Components of Fitness</u></p> <p>To research the 10 components of fitness in sport To identify specific and relevant sporting examples of some of the components of fitness Present this in an interesting and informative way</p>	
<p><b>WILF:</b></p> <p>Well presented and detailed work Good use of key PE terms and specialist vocabulary Accurate and relevant sporting examples</p>	
<p><b>What you have to do?</b></p> <p><u>Identify</u> the 10 components of fitness (Good) 4</p> <p><u>Define</u> the 10 components of fitness (Very good) 5</p> <p><u>Explain</u> how the 10 different components of fitness are used in sport (Excellent) 6</p> <p>Choose a sport and then select the two most important components of fitness and <u>justify</u> why. (Outstanding) 7</p>	
<p><b>How can you do your work?</b></p> <p>Google slides presentation Video VLog</p>	
<p><b>Further help &amp; suggestions:</b></p> <p><a href="https://www.youtube.com/watch?v=XzG81eguBcM">https://www.youtube.com/watch?v=XzG81eguBcM</a></p>	

### Assessment Criteria

**Mark scheme:**

<b>Mark</b>	<b>What I need to do:</b>
<b>7</b>	Outstanding. Extremely well presented work. Sophisticated and sustained explanation of each of the 10 components of fitness, with extra detail. Excellent use of keywords and terminology which is specific to PE. The two most important components of fitness have been accurately chosen for the sport chosen and correctly justified.
<b>6</b>	Excellent. Well presented with detailed description and explanation of each of the 10 components of fitness. Excellent use of keywords and terminology which is specific to PE. The two most important components of fitness have been accurately identified for the sport chosen and mostly justified correctly.
<b>5</b>	Very good. Well presented work. Detailed description and explanation of each of the 10 components of fitness. Very good use of keywords and terminology which is mostly specific to PE. The two most important components of fitness have been mostly identified for the sport chosen accurately and some justification included.
<b>4</b>	Good. Mostly well presented work overall. Good description and explanation of most, but not all, the 10 components of fitness. Good use of keywords and terminology. Some sporting examples are included, but the components of fitness identified are not always relevant. Some justification included.
<b>3</b>	Satisfactory. A fairly clear description of some of the 10 components of fitness but not always explained. Keywords and correct terminology sometimes used. Few, if any sporting examples included, the components of fitness identified are mostly not accurate.
<b>2</b>	Limited. Some attempt made to identify, describe and explain each component of fitness. Some use of keywords and terminology. No opinions and no justification. No sporting examples.
<b>1</b>	Very Poor. Very little effort made with project. Very limited (if any) description or explanation of the 10 components of fitness.

## Lower IV IHP - English

**Start Date:** W/B 21 February 2022

**Completion Date:** W/B 7 March 2022

**This project should take 3 hours**

### **WALT:**

You will write a persuasive speech on a topic that you are personally interested in. You must research your topic and then write the speech to be presented to your English class after the Easter holiday. Your speech should last approximately 3-5 minutes.

### **WILF:**

- Evidence that your speech is on a topic which is important to you
- Evidence of clear research into your topic (facts and statistics used to support your points)
- Persuasive language techniques used
- Clear and engaging expression
- Eye contact with your audience (you can use cue/prompt cards but don't just have your head down reading your speech from a script)

### **What you have to do**

- Research your chosen topic well, finding concrete evidence to back up your points. This could be in the form of facts and statistics, as well as expert opinions (quotations from relevant people eg: organisations/charities/government agencies/MPs/celebrities).
- Write your speech with the intention of persuading your audience to agree with your point of view.
- You should also aim to include enough information in your speech so that a layperson (someone who knows nothing about your topic) can understand what you are discussing.
- Include some persuasive language techniques. These might be:

Emotive language - language that arouses emotion	Repetition - especially patterns of three	Shock tactics - to make the audience surprised/horrified	Anecdote - little stories to prove a point	Imagery - create thought-provoking images
Short, punchy sentences	Direct address - (using "you/your")	Rhetorical questions	Exaggeration / Hyperbole	Criticise the opposite opinion
Facts and statistics	Humour	Expert opinion	Similes/metaphors	Inclusive pronouns "we/us/our"

- Practise your speech and be ready to present it to your class after the holidays.
- Create cue cards to help you deliver your speech. Include enough information on the cards so that you won't forget what comes next. However, avoid writing your whole speech down on them, as this will mean that you are just reading from the cards and not looking at the audience.

### **How can you do your work?**

- Write your speech out in full to hand in to your teacher
- Also create cue cards to deliver your speech in class
- You will be assessed on the content of your speech and also how you present it, so remember you'll need to deliver your speech with expression and maintain as much eye contact with the audience as possible.

- **Optional:** you can create any resources that help you deliver your speech (for example, a PowerPoint presentation or handouts for the class/audience). You would need to email a copy of these resources to your teacher by 22nd April.

#### Further help & suggestions:

**Try to find a topic that you feel either fascinated by or passionate about. Possible topics might include:**

- Animal rights
- The environment & how we can look after it
- Equal rights to an education for all
- Computer games are / are not damaging for children
- The benefits of a healthy lifestyle (could include your favourite sport)
- Teenage mental health
- Celebrities do / do not provide good role models for young people

#### Assessment Criteria:

	Writing	Speaking and Listening
<b>7 Outstanding</b>	Writing demonstrates flair and originality in a wide variety of contexts. High level of technical accuracy in sentence structure and punctuation. Paragraphing is cohesive.	Can speak fluently and confidently in a wide range of contexts, using Standard English. Listens with sensitivity and frequently leads discussion.
<b>6 Excellent</b>	Writing is confidently crafted in a range of contexts. Uses a variety of sentence structures and punctuation with few technical errors. Paragraphing is sound, with a range of discourse markers and used to structure whole text.	Standard English is used competently in a range of contexts. Makes significant contributions to discussion and listens respectfully to others.
<b>5 Very good</b>	Writes convincingly in a range of contexts. Uses a range of sentence structures correctly with occasional lapses in complex sentences. Increasing range of discourse markers evident in paragraphing.	Can adapt speech according to context and audience and uses Standard English effectively, with rare lapses in accuracy and fluency. Contributes well to discussion and responds positively to others.
<b>4 Good</b>	Can write in a range of contexts, demonstrating understanding of audience and purpose. Begins to use range of sentence structures accurately. Uses TiPToP rule for paragraphing.	Is aware of the need for Standard English in certain situations and uses it successfully, with occasional lapses in accuracy and fluency. Makes good comments in discussion and is able to listen carefully to others.
<b>3 Satisfactory</b>	Writes in a range of contexts with occasional errors in Genre, Audience, Purpose. Sentence structure is usually secure, but with some errors (e.g. comma splicing). Some paragraphing in place.	Begins to use Standard English and adapt it according to context. Not always able to sustain use of Standard English. Can clearly present own viewpoint and listens with understanding.
<b>2 Limited</b>	Little adaptation of writing style to suit different audience and purpose. Attempts to punctuate work but not always secure. Paragraphing is limited or added as afterthought.	Struggles to use Standard English and lacks confidence in speaking tasks. Listens to others but understanding not always clear. Will make comments in discussion when invited.
<b>1 Serious cause for concern</b>	Some evidence of sentence demarcation but not always correct. Content is minimal. No sign of deliberate paragraphing.	Lacks fluency and coherence. Does not volunteer comment in class or group discussion.



## LIV IHP - Religious Education

<b>Start Date:</b> W/B 14.3.22	<b>Completion Date:</b> W/B 25.4.22
<b>To complete an information booklet/leaflet to help prepare a young Muslim for the Hajj Pilgrimage. This is a two week homework.</b>	
<b>WALT:</b> You must use research skills to extract details of at least 5 places of significance on Hajj. You need to explain the symbolic actions and state of mind which will be required as part of your worship as a pilgrim on your visit.	
<b>WILF:</b> You must include in your work a good understanding of words like: worship, devotion, submission, equality, religious duty, purification, the devil, ihram, spiritual . You need to show that you understand WHERE the following places are and WHAT TAKES PLACE THERE: The great Mosque, The Kaba, Black Stone, Marwa and Safa, Arafat, The Three pillars of Mina.	
<b>What you have to do?</b> Check out your IT leaflet Skills. Can you design an information type text? Can you find a useful map to locate Makkah? This task may require you to dip into other subject areas in addition to giving explanation of religious activities. Read and view your resources. Plan your work around research questions such as where, when, who, why, what etc. Make a list of what you will include. The following tasks may be helpful for ideas: <ul style="list-style-type: none"> <li>● Explain the dress code</li> <li>● Provide your reader with a <u>Daily Plan showing the order you visit each place</u></li> <li>● How should the pilgrim prepare themselves for each stage?</li> <li>● What emotions might they experience?</li> <li>● At which event might they feel closest to Allah?</li> <li>● Why is this such an important experience for a Muslim? Explain the <u>spiritual benefits</u> of taking part in this experience for the Muslim believer.</li> </ul>	
<b>How can you do your work?</b> Additional marks will be given for work which shows a good use of IT. You could decide to write in first person a long letter sharing your experience and details of Hajj to a first time pilgrim or create an information pack.	
<b>Further help &amp; suggestions:</b> Could you interview a Muslim who has experienced Hajj? There are also many personal recounts on line to help. Useful visual resources can also be found on YOUTUBE: <a href="https://www.youtube.com/watch?v=jM81wroj_mq">Mecca/National Geographic-Youtube</a> <a href="https://www.youtube.com/watch?v=jM81wroj_mq">https://www.youtube.com/watch?v=jM81wroj_mq</a> Collect paper resource sheets from C2.	
<b>Mark</b>	<b>Assessment Criteria:</b>
<b>7</b>	Evidence of a wide range of research skills, confident language use. Work is well presented for best effect.
<b>6</b>	Evidence of an ability to offer evaluative comment on research.
<b>5</b>	Evidence of some confident use of information.
<b>4</b>	Evidence of some explanation but not fully supported.
<b>3</b>	Evidence of some understanding but mostly description.
<b>2</b>	Evidence that the work is largely copied.
<b>1</b>	No evidence of connection with the task.