



MAYVILLE
HIGH SCHOOL

Founded in 1897

Remove



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>Remove</i>	<i>N/A</i>			<i>English</i>	<i>3-1-22</i>	<i>24-1-22</i>		<i>EoY Exam revision No IHP's this half term</i>	
	<i>N/A</i>			<i>History</i>	<i>31-1-22</i>	<i>21-2-22</i>			
	<i>N/A</i>			<i>Science</i>	<i>21-2-22</i>	<i>7-3-22</i>	<i>Geography</i>	<i>6-6-22</i>	<i>27-6-22</i>
	<i>N/A</i>			<i>MFL</i>	<i>14-3-22</i>	<i>25-4-22</i>			

Remove Independent Homework Project - English

Start Date: W/B 3 January 2022

Completion Date: W/B 24 January 2022

This project should take 3 hours over the course of 2 weeks

WALT: To develop understanding of the way settings are created in fiction and their purpose

AG&T: To analyse the language used to present the island in Lord of the Flies

WILF: A creative and thoughtful response to the use of magical settings in William Shakespeare's plays which the pupils will be exploring this term.

What you have to do?

- You have to create a magical island. You can present this as a description, a map, a 3D model, a podcast with soundscapes, a short film, a poem - it is up to you.
- You will be presenting back to the class on this, describing your island and from where you got your ideas.
- Extension task: Read and annotate the description of the island from the opening of the novel The Lord of the Flies and write a paragraph about how the island is presented to the reader.

How can you do your work?

- It doesn't matter whether you choose to draw or make a model of the island. Whichever option you choose, however, make sure your presentation is as appealing as possible.
- Again, we're happy for you to choose to write either a description or a poem, but you must aim to make your writing engaging to a reader.
- Annotating texts in English is a key skill. Make sure the notes (**annotations**) you make around your extract are clear and show what you've learnt from the extract.
- If you want to challenge yourself, some of your notes could discuss the **connotations** of individual words (another key concept for the study of English).
- Connotations are ideas that words suggest or imply (rather than their literal meaning). For example, the colour red literally describes a bright, primary colour. However, red can suggest lots of ideas such as: anger, blood, love, fire, passion.

Further help & suggestions:

- If you write a description, make particular use of adjectives (such as desolate, remote, steep) to add detail. Also, include the senses (sight, sound, touch, taste, smell) to bring your island to life. Organise your writing into clear paragraphs.
- If you write a poem, try to include poetic techniques such as alliteration, simile/metaphor and repetition. Organise your poem into stanzas.
- If you do a map or a model, include labels of the key features.



Read the following extract and annotate all the descriptions of the island. Write a paragraph about what you think this island is like, using evidence from the text to back up and explain your views.

The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All round him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.

“Hi!” it said. “Wait a minute!” The undergrowth at the side of the scar was shaken and a multitude of raindrops fell pattering.

“Wait a minute,” the voice said. “I got caught up.”

The fair boy stopped and jerked his stockings with an automatic gesture that made the jungle seem for a moment like the Home Counties.

The voice spoke again.

“I can’t hardly move with all these creeper things.”

The owner of the voice came backing out of the undergrowth so that

twigs scratched on a greasy wind-breaker. The naked crooks of his knees were plump, caught and scratched by thorns. He bent down, removed the thorns carefully, and turned around. He was shorter than the fair boy and very fat. He came forward, searching out safe lodgments for his feet, and then looked up through thick spectacles.

“Where’s the man with the megaphone?”

The fair boy shook his head.

“This is an island. At least I think it’s an island. That’s a reef out in the sea. Perhaps there aren’t any grownups anywhere.”

The fat boy looked startled.

“There was that pilot. But he wasn’t in the passenger cabin, he was up in front.”

The fair boy was peering at the reef through screwed-up eyes.

“All them other kids,” the fat boy went on. “Some of them must have got out. They must have, mustn’t they?”

The fair boy began to pick his way as casually as possible toward the water. He tried to be offhand and not too obviously uninterested, but the fat boy hurried after him.

“Aren’t there any grownups at all?”

“I don’t think so.”

The fair boy said this solemnly; but then the delight of a realized ambition overcame him. In the middle of the scar he stood on his head and grinned at the reversed fat boy.

Assessment Criteria: KS3 English Reading and Writing Assessment Criteria 1-7

	Reading	Writing
7 - Outstanding	Analyses and explores how writers develop ideas through a text, with a range of methods. Speculates on writer's intentions through evaluation of methods used. Can compare and bring together ideas and evidence across and between texts to support views.	Writing demonstrates flair and originality in vocabulary and expression. The structure of the writing is carefully crafted to meet intentions and create effects, at both sentence and whole text level. Content is lively and engaging and wholly appropriate to context.
6 - Excellent	Understands that writers can draw on genre conventions to create effects and are not bound by them. Understands how writers craft their stories, showing insight into character, theme and structure. Analyses language and structural features.	Content is engaging and appropriate to context. Uses an extensive and deliberate range of vocabulary and linguistic devices for effect. Use a variety of devices to structure writing and guide the reader, both at sentence and whole text level.
5 - Very Good	Reads a wide range of more challenging texts with confidence. Begins to analyse writer's craft with use of relevant quotations and appropriate terminology. Can produce extended responses to texts read, demonstrating a personal response.	Content is matched to purpose and audience. Vocabulary and linguistic devices are varied and used to enhance meaning. Topic sentences and connectives are often used to guide reader. Sentence structures are varied and deliberate.
4 - Good	Reads a wide range of texts with consistent understanding of meaning. Begins to explore layers of meaning within a text. Clearly explains some aspects of writer's craft with reference to a text.	Content is well developed for purpose/audience. Chooses a range of vocabulary and linguistic devices, used appropriately. Begins to use a range of sentence structures for effect. Paragraphs used to guide the reader through the content.
3 - On Track	Can read age-appropriate texts independently and has a range of strategies in place. Can select relevant references to support views. Begins to explore word connotations and associations. Sound understanding of different genres and conventions of these.	Content and style interesting and appropriate for purpose/audience/genre. Vocabulary choices are used appropriately. Paragraphing is used when needed.
2 - Developing	Can read independently to develop reading confidence. Can infer meaning and have a personal response to a text, using evidence. Identifies and links ideas from more than one place in a text.	Content and style beginning to suit purpose/audience/genre. Attempts to vary vocabulary. Sequences relevant ideas clearly
1 - Emerging	Can read simple texts with support. Support needed with acquiring reading strategies and developing positive reading habits.	Simple and brief content. Simple vocabulary used. No sign of paragraphing.

KS3 English Speaking and Listening and Creativity Assessment Criteria

KS3	Speaking and Listening Assessment Criteria	Creativity
7 Outstanding	<p>Can speak fluently, appropriately and confidently in a wide range of contexts, using Standard English.</p> <p>Listens with sensitivity, responding to questions in a deft way; frequently leads discussions, involving others.</p> <p>Can speak for extended presentations, using a range of rhetorical techniques to engage and sustain audience interest.</p> <p>Can construct and maintain character in a range of roles, using a range of delivery methods to engage the audience.</p>	Innovative and creative. Evidence of extensive thought, planning and polished final piece.
6 Excellent	<p>Standard English is used effectively in a range of contexts.</p> <p>Makes significant contributions to discussions and listens respectfully to others, responding to their views.</p> <p>Beginning to speak for extended periods, using some rhetorical techniques to engage listeners.</p> <p>Can construct character and use delivery methods to maintain interest of the audience.</p>	Much evidence of planning, thought and effort. Impressive final piece.
5 Very Good	<p>Can adapt speech according to context and audience and uses Standard English competently with rare lapses in accuracy and fluency.</p> <p>Contributes well to discussion and responds positively to others.</p> <p>Can present in role but not always sustain throughout. Uses some methods of delivery.</p>	Clear evidence of planning, time and effort. Very good final piece.
4 Good	<p>Is aware of the need for Standard English in certain situations and uses it successfully with occasional lapses in accuracy and fluency.</p> <p>Makes good comments in discussion and is able to listen and understand others' points of view.</p> <p>Will contribute to dramatic performances.</p>	Evidence of planning, thought and effort. Good final piece.
3 On Track	<p>Begins to use Standard English and adapts it according to context, although not always able to sustain.</p> <p>Can clearly present own view and listen with understanding.</p> <p>Can answer questions in hot seating activities to show empathy.</p>	Some evidence of planning, thought and effort. Complete final piece.
2 Developing	<p>Lacks confidence in speaking tasks but will take part with support.</p> <p>Listens to others but not always understanding fully.</p> <p>Attempts to take part in drama activities.</p> <p>Does not always use Standard English.</p>	Little evidence of planning, thought or effort. Incomplete final piece.
1 Emerging	<p>Does not volunteer comment in class or group discussion.</p> <p>Responds to teacher questioning with limited contribution.</p>	No evidence of planning, thought or effort. Incomplete and unsatisfactory final piece.

Remove - History IHP

Start Date: W/B 31 January 2021	Completion Date: W/B 21 February 2022
This Project should take a minimum of between 2 and 3 hours.	
A time-travelling device has been invented allowing tourists to travel back to the year 1200.	
WALT: Produce a Medieval Guidebook to advise tourists on what to expect from Medieval England.	
WILF: <ul style="list-style-type: none">• Research different sections to include e.g.: travelling around, food, accommodation, entertainment, customs/manners, sport, fashion, getting sick etc.• Explain how some of these sections may be connected.• Show that some things would be different depending on which part of the country you lived in or whether you were rich or poor.	
What you have to do? <p>Your project is to consider what life was like in early Medieval England, so you will need to research some of the above sections. You don't have to include them all but you need to give a good overview otherwise people may not want to visit! Include at least 4 different aspects of Medieval England at that time.</p>	
How can you do your work? <p>What will your guidebook look like? Some thinking points to get you started:</p> <ul style="list-style-type: none">• How much information will you include for each section?• Will your guidebook have a front cover?• Will it be A4 or A5? Folded or stapled?• Will you include pictures? If so will you draw them yourself?• Will your guidebook be handwritten or typed? <p>You should present your guidebook as a booklet and it should be colourful and interesting to people using the time machine. Above all it must have good information, as well as pictures to illustrate it.</p>	
Further help & suggestions: <ul style="list-style-type: none">• The school library has a reasonable Medieval Section.• The local library will have resources you can photocopy or loan.• The internet has a vast amount of information; however, you cannot just ask the question. You will need to search "Life in Medieval Times" or Health in Medieval Times; Entertainment in Medieval times etc.• The History teachers will be able to help you find information if you get stuck, so please ask.	
Assessment Criteria: <p>Level 3: Considers one or two aspects of Medieval England that may be interesting to tourists but does not really explain why people from another time may want to visit.</p> <p>Level 4: Describes at least four aspects of Medieval England and begins to explain why people from another time may want to visit.</p> <p>Level 5: Explains a variety of aspects of Medieval England and explains what people might expect when they visit them.</p> <p>Level 6: As with Level 5 but justifies why you included these aspects in your guidebook.</p>	

Remove - Science IHP

Start Date: w/b 21/02/22	Completion Date: w/b 7/03/22
This project should take 2-3 hours	
WALT: Apply prior learning in a creative way.	
WILF: Design a new ecosystem, detailing the environment, organisms and feeding relationships within your ecosystem.	
What you have to do? Produce a presentation (on any kind of media/ medium - see below) or model with a written explanation of a brand new ecosystem that you have designed. You can base it on an existing ecosystem, but you need to show you have made some changes and how this would affect the living organisms there. You need to include: <ul style="list-style-type: none">● Details about the environment e.g. climate (temperature, rainfall, seasons, hours of sunlight etc), surface conditions (type of soil, amount of water, atmosphere)● Organisms that live there (micro-organisms, plants and animals) - you can use real organisms but extra credit will be given if you can make up your own organisms● Examples of feeding relationships (eg. food chains and webs)	
How can you do your work? 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">● Produce a leaflet or poster on paper and include hand drawn, labelled diagrams of your ecosystem and the organisms that live there.● Make a model of your ecosystem and/ or one of your organisms with accompanying details of its features● Make a small book● Create a video/ vlog/ animation● Produce a scrapbook leaflet with various information about the key features of your ecosystem and organisms, with written annotations explaining the details of each.● Using ICT produce a leaflet/poster using Word or Publisher.	
Further help & suggestions: <ul style="list-style-type: none">● Use the resources available on Kerboodle - textbook and student resources● Use available resources in the Library, and online such a BBC Bitesize● 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.● Look at similar resources to get inspiration and ideas for your design and layout● Use the levelled criteria below to help you structure your work ensuring you have met each criteria before moving onto the next.	

Mark	What I need to do:
7	<p>Outstanding Extremely well presented work, SPAG to very high standard. Sophisticated and sustained explanations, with extra detail. Include</p> <ul style="list-style-type: none"> ● Information about the environment (climate, soil type etc.) ● 3 or more different types of animals ● 3 or more different types of plants. ● Microorganisms ● Descriptions of the feeding relationships <p>Can easily be understood by anybody. Good use of space (if poster/ model). Very attractive.</p>
6	<p>Excellent Well presented with detailed descriptions and explanations. Description is almost faultless in content and description.</p>
5	<p>Very good Largely correct. Include</p> <ul style="list-style-type: none"> ● Basic information about the environment ● 2 types of animals ● 2 or more different types of plants. <p>Somewhat realistic looking and easily understood by anybody. Attractive.</p>
4	<p>Good Clear and quite an accurate description and explanation of features of the ecosystem.</p>
3	<p>Satisfactory A fairly clear description of the ecosystem. Some explanation included but may be limited with some inaccuracies. Include</p> <ul style="list-style-type: none"> ● Basic information about the environment or ● 1 type of animal ● 1 type of plant <p>Description includes information about the environment, but not information about the plants and animals included (or vice versa). Not very realistic. Somewhat confusing in design.</p>
2	<p>Limited Some attempt made to describe and explain the ecosystem. Some content may be incorrect or limited in extent. Medium used for presentation is poor quality and limited.</p>
1	<p>Very Poor Very little effort made with project. Very limited (if any) description or explanation of the ecosystem.</p>

Remove Independent Homework Project - MFL

(Only one Language project to be completed French or Spanish)

Remove - French IHP

Start Date: W/B 14.3.2022	Completion Date: W/B 25.04.2022
Topic: Introducing myself – Je me présente	
This project should take: 2 to 3 hours	
WALT: Your project is to use the vocabulary you have learned to produce a passage of written French about yourself. You can be as creative as you wish. What you write doesn't have to be true.	
WILF: For the piece of written or spoken French: <ul style="list-style-type: none">• A good range of vocabulary/language (negative, different tenses, conjunctions such as 'mais' and 'qui'.)• A good level of accuracy (Word order, adjective endings, tense formation, spellings).• Well-presented work (illustrations/photos...).	
What you have to do? <ul style="list-style-type: none">➤ Get photos of yourself, your siblings or cousins, pets you have or pets you would like to have.➤ Use your class work, vocabulary folder, www.linguascope.com, a dictionary to write a presentation about yourself. You could for example write or speak about:<ul style="list-style-type: none">• Your name, age, birthday, favourite colour, hair/eye colour, your personality• Pets you have (their colour and name), pets you don't have or would like to have• Which school subjects you like or dislike and why and your timetable. <p>To extend your work, you should aim to write or speak using different tenses (ex: Pets you have and would like to have), a negative (I don't have), and conjunctions such as 'mais' ('but') and 'qui' (who). Try to use connectives, such as 'because' to give reasons for your opinions and intensifiers, such as 'assez' (quite) in front of adjectives. You could also describe someone else, using il/elle (he/she).</p>	
How can you do your work? You could present your work on A4 or A3 or produce a mini photo album.	
Further help & suggestions: To research for and prepare your presentation, you could use: <ul style="list-style-type: none">• your classwork• your vocabulary folder• www.linguascope.com• a dictionary	

Try to be creative and make your presentation attractive. You can use colours, glitter, stickers and photos. Use all vocabulary sheets you have been given and check your work carefully.

Assessment Criteria:

Level	What I need to do:
7	Outstanding. Well-presented work. Your work includes an outstanding range of vocabulary. The level of accuracy is outstanding.
6	Excellent. Well-presented work. Your work includes an excellent range of vocabulary. The level of accuracy is excellent.
5	Very good. Well-presented work. Your work includes a very good range of vocabulary. The level of accuracy is very good. Verbs are mostly correct.
4	Good. Well-presented work overall. Your work includes a good range of vocabulary. The level of accuracy is good. Verbs may be incorrect at times and there are some minor errors.
3	Satisfactory. Your work includes a satisfactory range of vocabulary and the level of accuracy is satisfactory. There are a number of major errors and minor ones.
2	Limited. A limited amount of information is communicated and a limited range of vocabulary is used. There are many major (verbs, words order) and minor errors.
1	Cause for concern. Very little effort made with project. Very limited range of vocabulary and amount of information. Accuracy is a concern.

Remove IHP - Spanish

Start Date: W/B 14.3.2022	Completion Date: W/B 25.04.2022
Topic: Introducing myself - Me presento	
This project should take: 2 to 3 hours	
WALT: Your project is to use the vocabulary you have learned to produce a passage of written Spanish about yourself. You can be as creative as you wish. What you write doesn't have to be true.	
WILF: For the piece of written or spoken Spanish: <ul style="list-style-type: none">• A good range of vocabulary/language (negative sentence, conjunctions such as 'pero' and 'tambien'.• A good level of accuracy (Word order, adjective endings, tense formation, spellings).• Well-presented work (illustrations/photos...).	
What you have to do? <ul style="list-style-type: none">➤ Get photos of yourself, your siblings or cousins, your pets or pets you would like to have.➤ Use your class work, vocabulary folder, www.linguascope.com, a dictionary to write a presentation about yourself. You could for example write or speak about:<ul style="list-style-type: none">• Your name, age, birthday, favourite colour, hair/eye colour, your personality• Pets you have (their colour and name), pets you don't have or would like to have• If you have siblings or cousins (and what their name is) and a description of one of them.	
How can you do your work? You could present your work on A4 or A3 or produce a mini photo album.	
Further help & suggestions: To research for and prepare your presentation, you could use: <ul style="list-style-type: none">• your classwork• your vocabulary folder• www.linguascope.com• a dictionary Try to be creative and make your presentation attractive. You can use colours, glitter, stickers and photos. Use all vocabulary sheets you have been given and check your work carefully.	

Assessment Criteria:

Level	What I need to do:
7	Outstanding. Well-presented work. Your work includes an outstanding range of vocabulary. The level of accuracy is outstanding.
6	Excellent. Well-presented work. Your work includes an excellent range of vocabulary. The level of accuracy is excellent.
5	Very good. Well-presented work. Your work includes a very good range of vocabulary. The level of accuracy is very good. Verbs are mostly correct.
4	Good. Well-presented work overall. Your work includes a good range of vocabulary. The level of accuracy is good. Verbs may be incorrect at times and there are some minor errors.
3	Satisfactory. Your work includes a satisfactory range of vocabulary and the level of accuracy is satisfactory. There are a number of major errors and minor ones.
2	Limited. A limited amount of information is communicated and a limited range of vocabulary is used. There are many major (verbs, words order) and minor errors.
1	Cause for concern. Very little effort made with project. Very limited range of vocabulary and amount of information. Accuracy is a concern.