



MAYVILLE  
HIGH SCHOOL

*Founded in 1897*

UIV



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

# UIV Independent Homework Project - MFL

(Only one Language project to be completed)

## Languages – UIV IHP

<b>Start Date: W/B</b> 3 January 2022	<b>Completion Date: W/B</b> 24 January 2022
<b>Topic: French/German/Spanish Culture</b>	<b>This project should take: 2 to 3 hours</b>
<b>WALT:</b> <b>You complete an IHP for <u>one</u> language of your choice.</b> Your project is to research and present facts about one or more aspects of French/German/Spanish culture. You can choose for example to describe a festival (how people celebrate Christmas), films, music, food, a sporting event e.g. Tour de France, El Clasico and Oktoberfest	
<b>WILF:</b> <ul style="list-style-type: none"><li>• Well-presented work with photos/pictures and colours.</li><li>• Detailed information about the topic(s) you have chosen</li></ul>	
<b>What you have to do?</b> Decide which part(s) of French/German/Spanish culture you would like to research and write about. Use the internet or the school library to research and find facts. Present your work well. Find photos to illustrate.	
<b>How can you do your work?</b> You could present your work on A4 or A3, as a leaflet, photo album or PowerPoint.	
<b>Further help &amp; suggestions:</b> To research and prepare your presentation, you could use the internet or the school library.  Try to be creative and make your presentation attractive. (You could use colours, glitter, stickers and photos.)	

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

# **UIV Independent Homework Project - Creative Arts**

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

## **Art**

### **Creative Arts - Dance**

<b>Start Date:</b> W/B 31 January 2022	<b>Completion Date:</b> W/B 21 February 2022
<b>WALT:</b> 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.	
<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 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.	
<b>What you have to do?</b>  <ol style="list-style-type: none"><li>1. Choose a choreographer from the above list</li><li>2. Research the choreographer of your choice and their style of dance</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 their style of dance</li><li>b. A brief history of the choreographer relevant to their dance career</li><li>c. Professional works which they have choreographed or performed in</li><li>d. Features of their own choreographic style and their choreographic process</li><li>e. Your interpretation and evaluation of the choreographer 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 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.**

## **| Drama Independent Homework Project UIV**

<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>	
<b>WALT:</b> Create a box set for a play.	
<b>WILF:</b> Well thought out and creative ideas that work well for the play you have chosen.	
<b>What you have to do?</b> <ul style="list-style-type: none"><li>● <b>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.</b></li><li>● Using a shoe box or a small cardboard box, create a small scale model of the stage set for a play you know.</li><li>● 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.</li><li>● Your box sets should show me where the key scenes in the play would take place, and who is in them.</li><li>● 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!</li><li>● 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!</li><li>● 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.</li></ul>	
<b>How can you do your work?</b> <ul style="list-style-type: none"><li>● To make your stage set, you will need to take a shoe box or a small cardboard box and turn it on its side.</li><li>● You should then design the inside of the box to show the main stage set for the play you have chosen.</li><li>● Using cardboard, or any other household objects, you should then make the props needed for the performance.</li><li>● You will need to think through your ideas, and be ready to explain them to the rest of the group in your shot presentation.</li></ul>	
<b>Further help &amp; suggestions:</b> <p><b>Below are some images of the kind of thing you should aim for:</b></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.



# Design & Technology UIV IHP Project

**Start Date:** W/B 31 January 2022

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

**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

<b>Start Date:</b> W/B 31 January 2022	<b>Completion Date:</b> W/B 21 February 2022
<b>This project is expected to take between 1 and 2 hours</b>	
<b>WALT:</b>  Using skills of research and summary, listening skills, use of music vocabulary and presentation	
<b>WILF:</b>  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.	
<b>What you have to do?</b>  <b>Choose</b> 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.  <b>Name</b> the piece and who composed it or the group or artist performing it.  <b>Describe</b> the mood of the piece.  <b>Give detailed information</b> 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.	
<b>How can you do your work?</b>  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.	
<b>Further help &amp; suggestions:</b>  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 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.

# UIV Independent Homework Project - History

<b>Start Date:</b> W/B 21 February 2022	<b>Completion Date:</b> W/B 7 March 2022
<b>This project should take a minimum of 3 hours.</b>	
<b>KEY QUESTIONS:</b> <ul style="list-style-type: none"><li>• Who should be commemorated on Holocaust Memorial Day?</li><li>• Should it be renamed Genocide Memorial Day?</li></ul> <b>WALT:</b> <ul style="list-style-type: none"><li>• Decide who should be commemorated on Holocaust Memorial Day.</li></ul>	
<b>WILF:</b> <ul style="list-style-type: none"><li>• Choose who or what should be commemorated on Holocaust Memorial Day.</li><li>• Research the people, events you have chosen.</li><li>• Decide the reasons why these people should be specifically remembered.</li><li>• Explain what happened, who the perpetrators were, the victims, what happened and how it was resolved.</li></ul>	
<b>What you have to do?</b> <ul style="list-style-type: none"><li>• Choose who you think should be remembered – it can be an individual or a group.</li><li>• Research the background/events of the person/group you have chosen.</li><li>• Be able to explain what happened to them and why you think they should be remembered.</li></ul>	
<b>How can you do your work?</b> <ul style="list-style-type: none"><li>• Create an information booklet of the person or group.</li><li>• Create a detailed PowerPoint that shows each stage of the task (with at least 10 slides of information). You might even embed videos.</li><li>• Display work e.g. sugar paper poster or you may have your own idea of how to present it.</li></ul>	
<b>Further help &amp; suggestions:</b> <ul style="list-style-type: none"><li>• Begin to use information about historical events to form an opinion.</li><li>• Begin to recognise why some events, people and changes may be judged as historically insignificant and explain your reasons.</li><li>• Explore criteria for making judgements about the historical significance of events, people and changes. Judging your opinions with substantial information.</li><li>• Begin to explain how the significance of events, people and changes has varied according to different perspectives.</li><li>• Use researched information to backup your initial hypothesis.</li><li>• Analyse and explain a range of historical interpretations and different judgements about historical significance.</li><li>• Complete Level 7 and try to use researched information in support of your opinions.</li></ul>	

## **Assessment Criteria:**

### **Level 3:**

Begin to select, organise and communicate items of information about the past.

Identify some of the different ways in which the past is represented. e.g. Show that you know what is commemorated on Holocaust Day and who the victims of the Holocaust are.

### **Level 4:**

Select, organise and communicate historical information in a variety of ways.

Show how some aspects of the Holocaust have been represented and how the responsibility for the genocide has been interpreted in different ways. e.g. Describe the situation and how different perpetrators have had varying levels of responsibility placed upon them.

### **Level 5:**

Begin to produce structured work, making appropriate use of dates and terms.

Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. e.g. Your casebook has a clear structure and you are using dates and terms correctly. You are aware of some of the events, reasons and explanations upon different aspects of the Holocaust.

### **Level 6:**

Select and organise information to produce structured work making appropriate use of dates and terms. Describe, and are beginning to explain, different historical interpretations of events, people and changes. e.g. You are linking your ideas throughout to the times and dates. You are linking events to justify your ideas and suggestions. You effectively use factual information to draw conclusions.

### **Level 7:**

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

# UIV IHP Geography

Start Date: W/B 14 March 2022

Completion Date: W/B 25 April 2022

## How can people prepare for a natural hazard?

This project should take you 2 - 3 hours to complete.

### WALT:

- Research ways that people can prepare for tectonic hazards e.g. earthquakes OR weather hazards e.g. tropical storms.
- Present our research in a way that suits our learning style.
- Present our work in a creative way.
- Use a range of geographical vocabulary.

### WILF:

- Evidence that you have carried out research into the ways that people can prepare for natural hazards.
- Well presented, creative work that clearly communicates how people can prepare for natural hazards.
- A good range of geographical vocabulary used throughout your work.

### What do you have to do?

- You need to research the different ways that people can prepare for a natural hazard, including what can be done to strengthen buildings and other infrastructure. Use the suggested websites as a starting point.
- Fill in the table that you have been given in class to show what you have found out.
- Present your research in your preferred way.

### How can you do your work?

You can choose from 3 different ways of presenting your research:

1. Design and build an earthquake proof structure. You need to ensure that you include an annotated, clear design that describes and explains how it will withstand an earthquake.
2. Produce a TV advert (video) to advise people what to do to prepare for a natural hazard. It should describe and explain clearly the different things that people can do to prepare.
3. Produce a leaflet to advise people of what they can do to prepare for a natural hazard. It needs to be clearly laid out and eye-catching. It must also describe and explain clearly the different things that people can do to prepare.

Only choose 1 of the above!

### Further help & suggestions:

- <https://www.ready.gov/earthquakes>
- <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/earthquake.html>
- <https://www.cdc.gov/disasters/earthquakes/prepared.html>
- <https://www.cdc.gov/disasters/hurricanes/before.html>
- <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/tornado.html>
- <https://www.weather.gov/safety/thunderstorm-prepare>

**Assessment Criteria**

<b>Level</b>	
<b>7</b>	Extremely well presented work. SPaG of a very high standard. Detailed geographical vocabulary is embedded and used throughout. Clear evidence of extensive research into a variety of ways that people can prepare for a natural hazard. Very detailed and accurate descriptions and explanations. Extra detail included. Excellent knowledge and understanding demonstrated.
<b>6</b>	Well presented work. SPaG of a good standard. Relevant geographical vocabulary is used correctly and appropriately. Evidence of research into the different ways that people can prepare for a natural hazard. Clear description and explanations. Detailed knowledge and understanding demonstrated.
<b>5</b>	Well presented work. SPaG of a reasonable standard. Geographical vocabulary is used accurately. Evidence of research into the different ways that people can prepare for a natural hazard. Detailed descriptions and some explanations that are mostly accurate. Good knowledge and understanding shown.
<b>4</b>	Clear presentation. SPaG of a reasonable standard. Some attempt to use geographical vocabulary correctly. Some evidence of research into the different ways that people can prepare for a natural hazard. Some accurate description and explanation included. Some knowledge and understanding shown.
<b>3</b>	Some attempt to use geographical vocabulary but not always used accurately. Some evidence of research into the different ways that people can prepare for natural hazards and a fairly clear description included. Little / no explanation included. Basic knowledge and understanding shown.
<b>2</b>	A limited range of key terms used. Some attempt to research the different ways that people can prepare for a natural hazard. General knowledge shown through description but limited understanding demonstrated. Some of the work may be incorrect or limited in extent.
<b>1</b>	Very little effort was made with the project. Very few key terms are used. Very limited (if any) evidence of research carried out. Limited description / explanation of the different ways that people can prepare for a natural hazard. Limited knowledge and understanding shown.