



MAYVILLE HIGH SCHOOL

Founded in 1897

UIV



UIV Independent Homework Projects

Spring Term

2024

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>UIV</i>	<i>Creative Arts</i>	<i>11-9-23</i>	<i>9-10-23</i>	<i>Science</i>	<i>8-1-24</i>	<i>5-2-24</i>	<i>EoY Exam revision No IHP's this half term</i>		
	<i>History</i>	<i>30-10-23</i>	<i>27-11-23</i>	<i>English</i>	<i>19-2-24</i>	<i>18-3-24</i>	<i>PSHEE</i>	<i>3-6-24</i>	<i>24-6-24</i>

UIV IHP - Science 2024

Start Date: W/B 8 January 2024	Completion Date: W/B 5 February 2024
This project should take 2-3 hours in total to set up and then write up but it will take about a week for the cress or mustard seeds to grow. Therefore you will need to start the project at least a week before the hand in date.	
WALT: Apply prior learning from Practical Science.	
WILF: Complete an investigation, including the write up of a scientific report.	
What you have to do? Design and carry out an investigation into the effect of acid rain on plant growth.	
How can you do your work? Present your work as a report (either hand written or word processed) including the following headings: <ul style="list-style-type: none">● Introduction & background information● Hypothesis● Prediction● Method (including variables, step-step instructions, diagram/photos, and risk assessment)● Results Table● Graph● Conclusion● Evaluation	
Further help & suggestions: <ul style="list-style-type: none">● It is recommended that you use cress or mustard seeds as these grow relatively quickly and will give you results to work with within the 2 week IHP period.● Decide how you are going to simulate acid rain - this is your Independent variable<ul style="list-style-type: none">- How are you going to make different concentrations of acid rain?● Consider your Dependent Variable - How are you going to measure plant growth? eg. number of seeds that germinate or average height of plants after 5 days or height of plants each day for 7 days?● What will your Control variables be?<ul style="list-style-type: none">- what will you need to keep the same to make it a fair test?How will you keep these the same?● When writing a risk assessment remember you need to state: the <u>Hazard</u>, <u>Who is at risk</u> and <u>How to minimize the risk</u>.● Use the resources available on Kerboodle - textbook and student resources	

- 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 a very high standard. Sophisticated and sustained explanations, with extra detail/ research around the topic. Can easily be understood, and method replicated by anybody to produce valid results.</p> <p>Include</p> <ul style="list-style-type: none"> ● Clear Hypothesis and Prediction. ● A comprehensive method, detailing the collection of continuous data ● Detailed risk assessment ● Clearly identified variables (including at least 3 control variables) ● Clear results table and accurate graph (gaining 7/7 marks) ● Conclusion details the findings of the investigation, giving scientific explanation as to the results obtained ● Evaluation shows a good understanding of the drawbacks of the investigation and gives detail as to how improvements could be made.
6	<p>Excellent Well presented with a detailed method, risk assessment and conclusion/ evaluation. SPaG is almost faultless. Method would produce valid results.</p>
5	<p>Very good Well-presented. SPaG and scientific terminology are largely correct. Easily understood by anybody. Method would produce valid results.</p> <p>Include</p> <ul style="list-style-type: none"> ● A clear method, detailing the collection of continuous or categoric data (if categoric data is chosen a reason should be given as to why) ● A risk assessment detailing 2 possible risks and preventative measures ● Clearly identified variables (including at least 2 control variables) ● Clear results table and accurate graph (gaining 5/7 marks) ● Conclusion details the findings of the investigation, giving some scientific explanation as to the results obtained ● Evaluation shows an understanding of where the method could be improved and gives suggestions and reasons for possible improvements.
4	<p>Good Clear and quite an accurate description of method and explanation of results.</p>
3	<p>Satisfactory A fairly clear report with some SPaG attempted. Some explanation of results included but may be limited with some inaccuracies. Some parts are somewhat confusing in description/ explanation.</p> <p>Include</p> <ul style="list-style-type: none"> ● A method that can be followed (but contains some inaccuracies), detailing the collection of categoric data ● An understanding of a risk that is involved with the investigation and how this will be avoided ● Clearly identified variables (including at least 1 control variable) ● Clear results table and graph (gaining at least 3/7 marks) ● Conclusion details the findings of the investigation, with an attempt at explaining the reason for these results. ● Evaluation details at least one improvement that could be made to the method.

2	Limited Some attempt made to produce a report. Some content may be incorrect or limited in extent. Presentation/ completion is poor quality and limited.
1	Very Poor Very little effort made with project. Very limited (if any) description or explanation of the investigation.

UIV IHP - English 2024

Start Date: W/B 19 February 2024	Completion Date: W/B 18 March 2024
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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	Rhetorical questions	Exaggeration / Hyperb	Criticise the opposit

es	“you/your”)	ns	ole	e 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:

KS3 English Reading and Writing Assessment Criteria

	Reading	Writing
7 - Outstanding	Reads a range of texts with sophisticated appreciation. Analysis shows independent response and depth. Impressive interpretation of context, employing a	Writing demonstrates flair and originality. High level of technical accuracy in sentence structure and punctuation. Paragraphing is cohesive.

	range of quotations and/or apt references.	
6 - Excellent	Reads a wide range of texts with insight. Analysis of context is perceptive and detailed with an assured use of apt quotation and/or apt references.	Writing is confidently crafted. Uses a variety of sentence structures and punctuation with few technical errors. Paragraphing is sound, with a range of discourse markers used to structure whole text.
5 - Very Good	Reads a wide range of more challenging texts with confidence. Begins to analyse context with use of relevant quotations and/or relevant references.	Writes convincingly. Uses a range of sentence structures correctly with occasional lapses in complex sentences. Increasing range of discourse markers evident in paragraphing.
4 - Good	Reads a wide range of texts with consistent understanding of meaning. Clearly explains some aspects of context, using effective references.	Writing demonstrates understanding. Begins to use range of sentence structures accurately. Writing organised into paragraphs.
3 - Satisfactory	Begins to read a wider range of age appropriate texts with understanding. Shows some understanding of context.	Writing displays occasional errors. Sentence structure is usually secure, but with some issues (e.g. comma splicing). Some paragraphing in place.
2 - Limited	Reads simple texts with understanding of key ideas. Begins to show awareness of context.	Little adaptation of writing. Attempts to punctuate work but not always secure. Paragraphing is limited or added as afterthought.
1 - Serious Cause for concern	Struggles with research. There is a lack of understanding. Often misreads meaning of text and shows little awareness of context.	Some evidence of sentence demarcation but not always correct. Content is minimal. No sign of deliberate paragraphing.