

You Choose

Year Ten English
Course Selection Booklet



Welcome

The London Nautical School Department of English 2014-15

Dear students, families and interested parties,

Welcome to a new year of English at the London Nautical School. This year is one of fast development for us in the department with a number of new teachers and the introduction of some radical new approaches to the curriculum.

We have some very exciting plans, many of which involve you and about which we are very eager to receive your feedback.

This choices booklet is an introduction to a key aspect of our plan. Each teacher has devised a programme of learning for the year that combines the core learning described in the national curriculum with a “line of inquiry” which provides the year’s learning with a singular focus and a thread of coherence.

Each programme of learning can be evaluated according to 3 dimensions; the line of inquiry, the style of learning and the level of academic challenge.

Your part in this is to choose the programme you want to join for the year and, if you’re a student, to make a commitment to giving it your best.

Please take time to consider each of the programmes in this booklet, and also feel free to contact the teachers directly to have any of your questions answered (their email addresses are included in this booklet and every programme of learning has its own online centre linked from www.edutronic.net).

We look forward to a great year of learning and success.

Kind regards,

Christopher Waugh
Head of Department for English

How to Choose

Course selection in Year 10 can be broken down into 3 key factors

Curriculum Framework

Every Year 10 class follows the English department's **GCSE curriculum framework**, which has been devised in accordance with the English National Curriculum to build on the students' learning from Key Stage 3 and to prepare them to take on the GCSE programme with confidence. This framework is published online on our dedicated GCSE site: gcse.edutronic.net

With confidence that **all** programmes embrace the requirements of English at Year 10, you are empowered to apply the following factors to your decision of "which class is right for me?"

1. Line of Inquiry

Each teacher has developed their programmes this year around a unifying idea. Each programme follows a **line of inquiry** that provides coherence to the year's learning - the students develop their skills as readers, writers, speakers, listeners and - most of all - thinkers to build their insight into the programme's unifying idea. Whether it's *Rebellion, Activism and the Anti-Hero*, exploring *morality*, investigating *idols and visions*, *Shooting Elephants and Monkeys with Typewriters* or exploring the great literary tradition, you should choose the programme that interests you most.

2. Style of Learning

The English Department prides itself in the diversity of its teachers. We all teach with passion and conviction, but each of us has a different style. This booklet contains an outline of the methods each teacher favours in their classroom

3. Level of Academic Challenge

Every class will challenge the students, each in different ways. While 'academic challenge' is not something that can be reduced to a simple statement, each programme allows for a different challenge which by selecting the course, you embrace for Year 10.

Option 1:

Rebellion, Activism and the voice of the Anti-Hero

"One nation
under God
has turned into
one nation under the
influence
of one drug

Television, the drug of the
Nation
Breeding ignorance and
feeding radiation."

— Disposable Heroes of Hipocrisy

Line of Inquiry

Choosing **Rebellion, Activism and the Voice of the Anti-Hero** as your English programme for Year 10 means that, you probably found the **darker**, more dystopian aspects of your Key Stage 3 programme attractive; you're somehow **inexorably drawn** to the **unusual** and deep down you sense that *something is rotten in the state of...* This programme will take a media-savvy **journalistic approach**. You'll need to think fast, question everything and be willing to speak up. You will be asked to challenge yourself, take risks and show ambition.

We'll be reading the work of some of the **20th Century's greatest satirists, poets and activists**. We'll explore **modern text communication, political and online language** and compare this with **your own speech** to learn how the wool can be so easily pulled over our eyes. We'll look at the **grammar and style** of a range of journalistic writing and publish our own. We'll read ***Hamlet*** and explore modern anti-heroes such as ***Donnie Darko*** and ***A Clockwork Orange's*** Alex De Large. Throughout, you will be practising the **key skills** required to succeed in the GCSE examinations. In parallel to this everyone will be completing for homework their own **longitudinal journalistic inquiry** by investigating links between self-selected books, films and art and presenting these in documentary form.

Style of Learning

Mr Waugh teaches in a **collaborative** environment where you can expect to engage in **extended discussion** into the underlying **language devices** present in texts and your own work. As this class is designed for students with less confidence in English, we will establish **strong routines** and **personal accountability** will be strongly enforced. The writing programmes will have a strong **grammar** focus and the expectation is that you will be **publishing** and **performing** a great deal of what you create.

Level of Academic Challenge

- Pace of learning: **Fast**
- Complexity of Source Texts: **Mixed**
- Expectation of independent work: **Extreme**
- Willingness to participate in class discussion: **High**
- Required prior knowledge: **Low**
- Minimum entry level: **Open Entry**

Option 2:

Shooting Elephants and Monkeys with Typewriters

“The atom bombs are piling up in the factories, the police are prowling through the cities, the lies are streaming from the loudspeakers, but the earth is still going round the sun, and neither the dictators nor the bureaucrats, deeply as they disapprove of the process, are able to prevent it.”

— George Orwell

Line of Inquiry

Year 10 is an important time and one where you will have to develop your **written voice**. My line of enquiry has been designed around exploring the notion of **developing creative writing** through workshops and various different stimuli ranging from George Orwell’s non-fiction work to **Scott Pilgrim Vs the World**. You will be encouraged to find your own lines of investigation and enquiry, reporting on **social issues** that interest you and developing them into non-fiction articles to publish on your **blogs**. You will have to learn the benefits of **developing your planning, re-drafting and polishing** your work until it is ready to be **published online** for your audience. We will also be developing our skills of public speaking, learning rhetoric from Shakespeare’s **Julius Caesar**.

Style of Learning

The **key** thing about my lessons is **choice**. I will always provide a **variety** of tasks for you to do, but it is up to you to choose which tasks suit you and how it will help you progress on your own **personal learning journey**.

I have a **passion for films and comics** and will try to include these in my lessons where I can to help start debates and inspire our own creative writing work.

Finally, I love reading and **finding new words**. I try to include activities in my lessons that will help you evaluate your own vocabulary choices and **develop your own voice**.

Mr North.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Moderate**
- Expectation of independent work: **Supported**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Low**
- Minimum entry level: **Open Entry**

Option 3:

You Learn by Living

"I am convinced that every effort must be made in childhood to teach the young to use their own minds. For one thing is sure: If they don't make up their minds, someone will do it for them."

— Eleanor Roosevelt, *You Learn by Living*

Line of Inquiry

Many of the texts studied in this program will focus on how characters can **react, change and evolve** because of differing circumstances faced. We will explore how characters make their **decisions** and to what **consequences**, as well as look how **language and structure** is used to present a character either as a tragic **hero, villain, victim** or **perpetrator**. All speaking and listening activities will be linked to the various areas of study over this two year GCSE course. Class texts include the ***Character and Voice anthology***, a range of ***Sylvia Plath*** poetry, ***Shakespeare's Richard III*** and the play script ***Woman in Black***.

Style of Learning

Miss Correia Pinto teaches using moving images, art and music to develop your **creativity and imagination**. Her students are encouraged to be creative and imaginative with their work and to use unique forms of presentation. In Ms Correia-Pinto's classes there is a strong focus on **building vocabulary, strengthening grammar** and developing her students' **verbal communication** skills. Her programmes involve looking at a variety of different text styles and where **independent research** at home is often required. Miss Correia-Pinto aims to improve her students' **creative thinking** by using skills of problem solving and critical thinking in lessons as well as becoming aware of local, national and international news as a stimuli for your own work. Lessons are planned in a **structured and sequenced** fashion which builds upon previous learning. **Editing and re-drafting** is an important part of every lesson which means that you will have a lot of one on one time in class to discuss your strengths and areas for improvement with your written and verbal work.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Advanced**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **High**
- Required prior knowledge: **Moderate**
- Minimum entry level: **Open Entry**

Option 4:

Love, Hate and Revenge

“...Love’s hate behind a white veil; a red balloon bursting in my face. Bang...”

— Havisham, by Carol Anne Duffy

Line of Inquiry

This is a **challenging** course for those with **high aspirations**, focusing on the presentation of love, hate and revenge in a number of texts, including Shakespeare’s *Richard III*, and poems such as Robert Browning’s *My Last Duchess* and Carol Ann Duffy’s *Havisham* (a version of Miss Havisham from Charles Dickens’s *Great Expectations*). These timeless themes, ever-relevant to the **human condition**, will be explored and analysed in depth during this programme, and links between them will be forged and extracted. You will be assessed in various ways, including inter-class **debate**, **comparing and contrasting** texts, in depth **textual analysis**, **script writing**, modern **adaptation**, and drama **performance**. High achievement is expected and we are looking for learners with independent minds and original and incisive thoughts.

Class texts include the *Character and Voice Anthology*, a selection of *Sylvia Plath* poetry, Shakespeare’s *Richard III* and Arthur Miller’s play *The Crucible*.

Style of Learning

Coming from a **theatrical background**, Miss White will include a lot of **drama** in her lessons, and will work **actively** as much as possible. She injects her lessons with enthusiasm and **passion** for her subject, and first and foremost, with **fun**.

“I want my classes to be a place where high achieving and learning are evident, but also a love of learning.”

Level of Academic Challenge

- Pace of learning: **High**
- Complexity of Source Texts: **High**
- Expectation of independent work: **High**
- Willingness to participate in class discussion: **High**
- Required prior knowledge: **Moderate**
- Minimum entry level: **Good Progress or better at Year 9**

Option 5:

The Great English Literary Tradition

"You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it."

— Harper Lee, *To Kill a Mockingbird*

Line of Inquiry

The importance of reading a range of challenging texts to develop students' **stamina, involvement** and **interest** in reading.

'*The Merchant of Venice*' will be used to develop **close study** of **language and imagery** as well as the study of **character**.

A selection of poetry on the themes of **family, love, and revenge** by **Seamus Heaney, Simon Armitage, Caroline Duffy, William Blake**.

'*Lord of the Flies*' will be used to look closely at how an author uses **characterisation and setting** to support his themes.

A range of **non-fiction writing** will be studied to explore the ways writers convey meaning.

A range of **writing skills** will be developed, both **formal** and **informal** to enable students to craft and shape sentences and paragraphs and to develop **controlled extended writing**.

Style of Learning

Mr Curran teaches with a quiet, genuine passion, using traditional practices, where you can expect to engage in **steady routines**. In his classes the literature sets the tone and **individual scholarship** is highly valued. He sets high expectations of his students and demands a commitment to learning that extends beyond the classroom. The writing programmes will have a strong emphasis on developing in you **a unique writer's 'voice'**.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **High**
- Expectation of independent work: **High**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Moderate**
- Minimum entry level: **Good Progress or better at Year 9**

Make your Choice:

The London Nautical
School Department of
English

Course Selection Process

Read more:

Many of your teachers have produced more detailed information about the courses they're offering this year. All this information is available on The Edutronic:

<http://www.edutronic.net/>

You're encouraged to speak to your families and the teachers to find out more about the course options before you make your final selection.

Select your course

This is an online process; once you've decided what your preferences are for your English course for 2014-15 you must then go to The Edutronic and complete the course selection form.

You will be asked to:

1. Rank your course preferences from 1-5
2. Explain why you believe you are a suitable choice for your first preference
3. (Optionally) enter your and your parents' contact information to be added to the English department mailing list
4. The deadline for completing this selection process is midday on Sunday 7 September

When will you know?

We will be making the course allocation on Sunday 7 September and you will start in your new classes on Monday 8 September.

Once this allocation is made, there will be no subsequent course alterations for the two year duration of the GCSE programme.