You Choose

Year Ten English
Course Selection Booklet
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 Hiphopricy

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

LONDON NAUTICAL SCHOOL DEPARTMENT OF ENGLISH
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.