

You Choose

Year Ten English
Course Selection Booklet





Welcome

The London Nautical School Department of English 2013-14

Dear students, families and interested parties,

Welcome to a new year of English at the London Nautical School. This year is one of renewal 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 at the address:

› <http://edutronic.net/key-stage-4-information/year-10-programme/>

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 *finding your voice*, exploring *morality*, investigating *idols and visions*, *learning from life* 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:

Find Your Voice

"No man really knows about other human beings. The best he can do is to suppose that they are like himself."

— John Steinbeck

Line of Inquiry

Choosing **Find Your Voice** as your English programme for Year 10 means that, while you may not have achieved the best in English in Key Stage 3, you are ready to accept the challenge of the GCSE programme and **step up**. This programme will explore the uniqueness of your own voice, and we will look at necessity of dreams and ambition for human happiness and 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 writers**, such as John Steinbeck's **Of Mice and Men**. We'll explore **modern text communication** and **online language** and compare this with **your own speech** to learn why, in spite of **social attitudes to the contrary**, these modern idiolects **thrive**. We'll look at the **grammar and style** of a range of fiction and write our own. 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 thematic inquiry** by investigating links between self-selected books, films and art.

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: **Moderate**
- Complexity of Source Texts: **Low**
- Expectation of independent work: **Guided**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Low**
- Minimum entry level: **4A**



Option 2:

Betrayal and Morality

"Youth is easily deceived
because it is quick to
hope."

— Aristotle

Line of Inquiry

By choosing this programme, you will be **challenging yourself** to complete **all five controlled assessments** for English and English Literature GCSEs. By the end of this year, we will have read Shakespeare's **Othello**, encountering greed, power, betrayal and tragedy. We will then read **Lord of the Flies**, where you will discover that, despite the tumult of screaming children in a world without adults, the most important noise is your own. We will use **creative writing workshops** to help develop your voice, ensuring you **speak with clarity, emphasis and conviction**.

Style of Learning

I am a **visual learner**, and I try to make sure that I use visual prompts in my lessons to help make my meanings clear. 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: **Fast**
- Complexity of Source Texts: **Advanced**
- Expectation of independent work: **High**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Moderate**
- Minimum entry level: **6C**



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 change and evolve because of differing circumstances**. 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 **hero** or **villain**. All speaking and listening activities will be linked to the various areas of study over this two year GCSE course. Class texts include **Macbeth** and **Romeo and Juliet** and **Of Mice and Men** and **The Sonnets**.

By looking closely at **spoken language**, we will analyse how words can be used to **voice strong opinions** on a variety of hot topics, leading us into exploring the **differing attitudes to how young people use language** to express their identity. There is a **strong focus on tightening the use of punctuation and grammar**, and the use of interesting and ambitious vocabulary for an effect. By using **film**, we will look at **transforming moving images into written words**. After becoming confident with our choices in **language and structure**, we will **create characters, settings and atmospheres** built in imaginative ways.

Style of Learning

Miss Correia Pinto teaches uses moving images, art and music to develop your **creativity and imagination**. You are encouraged to be creative and imaginative with your work and to use **unique** forms to presentation. There is a strong focus on **building vocabulary, strengthening grammar** and developing your **verbal communication skills**. This program involves looking at a variety of **different text styles** and where researching at home will be required. Miss Correia Pinto aims to improve **creative thinking** by using the **skill of problem solving and critical thinking in lessons**.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Advanced**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Moderate**
- Minimum entry level: **5B**



Option 4:

Idols and Visions

“And your sons and your daughters shall prophesy, and your young men shall see visions, and your old men shall dream dreams...”

— The Book of Acts 2:17

Line of Inquiry

What is the line where vision ends and madness begins? By choosing Idols and Visions you are choosing to explore vision and prophesy, delusion and madness in the last 500 years of English letters and thought. From violent fears of **madness and the devil** which haunted our forefathers to the modern cults of Celebrity, this will be a **visual** course which often connects the written world with the moving and still image.

We will study the work of Arthur Miller and his allegorical tale of **The Crucible**, where an entire town lost its mind and ultimately its soul. We will also look at talented modern mythmakers like **Alfred Hitchcock** and the **Presentation of Evil**. We will also be exploring the backstory to **Shakespeare’s** most famous characters and asking if they are really who they claim to be. Throughout we will be constantly guided by the question of what we can trust and what the writer has to gain by manipulating our own, unique point of view.

Style of Learning

Mr Price asks that you be prepared to offer your opinion fearlessly in a variety of forms. There will be a mix of **Direct Instruction** with an environment of **Debate**. You are expected to **formulate challenging questions**. We will move quickly onto the Controlled Assessment tasks which you will need to prepare both in and out of class. **Independent thinking** will be encouraged, and you will receive support in how to plan **academic writing** of good quality.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **High**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Low**
- Minimum entry level: **5B**



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

Choosing **The Great English Literary Tradition** as your English programme for Year 10 means that you are an **aspiring scholar**. You have **touched the sublime** in your English learning and are yearning for more. This programme will **challenge you as much as it inspires** - it is a course that unashamedly states that in paying respect to centuries of artists, writers and scholars - our heritage - you can't go far wrong.

You will be reading the work of some of the **20th Century's greatest writers**, such as Harper Lee's **To Kill a Mockingbird**. You will explore **modern text communication** and **online language** and compare this with **your own speech** to learn why, in spite of **social attitudes to the contrary**, these modern idiolects **thrive**. You'll engage with a broad range of poetry, concentrating on its capacity to transmit **character and voice**. You will be practising the **key skills** required to succeed at the highest levels in the GCSE examinations. In addition to this you will be expected to read extensively and independently in your own time.

Style of Learning

Mr Curran teaches with a genuine quiet 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: **5A**



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 2013-14 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

When will you know?

We will be making the course allocation on Friday 6 September and you will start in your new classes on Monday 9 September.

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