

You Choose

Year Ten English
Course Selection Booklet



Welcome

The London Nautical School Department of English 2016-18

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 three 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 ***Dire Ambition - Class War in British Society; Gods & Monsters; Change and Transition; Falling Short and Self Discovery*** or ***Hate***, 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:

Dire Ambition - Class War in British Society

"You Can't Polish a Turd"

Line of Inquiry

Choosing **Dire Ambition** as your English programme for Year 10 means that you probably found the **political**, more socially-conscious aspects of your Key Stage 3 programme attractive; you're probably irritated by injustice and your **ironic humour** has probably got you into trouble on more than one occasion... This programme will take a **satirical approach**. You'll need to think fast, question everything and be willing to speak up. You will be asked to challenge yourself as well as others, take risks and show ambition.

We'll be reading the work of some of the **19th and 20th Century's greatest satirists, poets and authors**. We'll explore **political language** and investigate the gulf between what the powerful say and what you experience. We'll look at the **grammar and style** of a range of satirical writing and publish our own. We'll read **Macbeth** and explore the impact of unfettered ambition in Dickens' **Great Expectations** as well as the moral compromises presented in Alan Bennet's play **The History Boys**. 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 social inquiry** by investigating links between self-selected books, films and art and presenting these in verbal 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 a wide range of 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: **Complex**
Expectation of independent work: **Moderate**
Willingness to participate in class discussion: **High**
Required prior knowledge: **Low**
Minimum entry level: **Open Entry**

Option 2:

Freedom

“When a man is denied the right to live the life he believes in, he has no choice but to become an outlaw.”

— Nelson Mandela

Line of Inquiry

The literary texts on this GCSE course all pose profound questions about **freedom** – what it means to be free, how freedom exists in various forms, and the tantalising quest for freedom within the confines of human experience.

We will begin by exploring the themes of freedom and imprisonment within Shakespeare’s final play **The Tempest**, examining how the language of the various characters reflects the duality of conflict and forgiveness at the heart of the text. The play is set on a desert island, and begins with a shipwreck...

Thereafter, we will get acquainted with Mary Shelley’s monster in her seminal novel **Frankenstein**. Written in response to a challenge to create the most terrifying ghost story, Shelley succeeded over her fellow writers with her chilling portrayal of the tragic consequences of ambition and rejection, linking the advancement of technology with loss of freedom.

As part of our continued study of mortality and personal freedom, we will read Kazuo Ishiguro’s **Never Let Me Go**, a dystopian science fiction novel centred around the lives of three young people, the fluctuating relationships between them and their gradual understanding of the horrific nature of their shared destiny.

This course will also encompass a selection of poems that illustrate notions of **power and conflict**, with themes including war, violence, fear and corruption. It will be an adventure from start to finish – so come prepared for the journey.

Style of Learning

Ms Dearden places great emphasis on the value of students expressing and **developing their own opinions** in her English lessons and creating a space whereby everyone feels comfortable doing so. Her classes usually contain plenty of class **discussions and drama activities**, with **reading** at the heart of every lesson. You will be encouraged to **read aloud** as much as possible, and listen to how language sounds, in preparation for exploring your own **individual writing voice**.

Option 3:

The Have Nots

"What a weary time those years were - to have the desire and the need to live but not the ability"

— Charles Bukowski

Line of Inquiry

The quotes words are from a piece of fiction, **Ham on Rye**. Unfortunately, however, the sentiment behind them is anything but. Over 2.1 billion people live on less than \$3.10 a day. Our news is saturated by headlines telling us about the growing **wealth gap**, lack of resources, the increase in **child poverty**. In our own neighbourhoods, closer to home, it is hard to ignore how resources are not distributed as equally as they should be. All of this means that we are always, in one form or another, thinking about one thing: **poverty**.

Writers, of course, are not immune from this either. By choosing this course, you will study those who have taken it upon themselves to question why it is that some people have and others don't. At the start of the year, we'll look outwards - to Mumbai, India. In **Behind the Beautiful Forevers** we'll look at a group of characters who grow up in a Mumbai slum. Afterwards, we'll narrow our focus to our very own London with Charles Dicken's **A Christmas Carol**. Coming to the end of the year, we'll look at a range of poetry under the theme of **Power and Conflict**.

If you are interested in social issues and enjoy discussing them, then this may be the course for you.

Style of Learning

Mr O'Brien thinks **young people have a lot to say** and his classes reflect this. There will be plenty of room for you to **voice your opinion** in group discussion, debate and **class exploration of texts**. What you say is just as important as what you write, however, and you will be expected to do so often. We will spend time **reflecting on the choices you make** with words and how this can help us understand more about the subject of English.

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:

The Unknowable

"It is better to fail aiming high than to succeed aiming low."

— Bill Nicholson

Line of Inquiry

If you enjoy reading, or feel that you would like to read more, then this is the class for you. Through reading we can explore places we have never visited and see the world through other people's eyes. We will have time for a lot of debate and discussion which will feed into writing in a range of different styles. With commitment and determination you will become a more advanced speaker, reader and writer over the next year.

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: **Advanced**

Expectation of independent work: **Moderate**

Willingness to participate in class discussion: **Moderate**

Required prior knowledge: **Moderate**

Minimum entry level: **No minimum level**

Option 5:

Evolving Perspectives on Conflict

"The dread of something
after death,
The undiscovered
country from whose
bourn
No traveller returns,
puzzles the will,
And makes us rather
bear those ills we have
Than fly to others that we
know not of?
Thus conscience doth
make cowards of us all;
And thus the native hue
of resolution
Is sicklied o'er with the
pale cast of
thought"

— William Shakespeare

Level of Academic Challenge

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

Line of Inquiry

If you enjoy looking at the world around you and the conflicts within it from an unfamiliar point of view, then this is the programme of study for you.

During this course we will help students develop the thinking skills needed for success; not just in English, but across the school. You will systematically develop skills of inference and analysis while increasing your confidence, resilience and ability to express ideas.

Moreover, as part of the rich diversity of this course, it will be split between three teachers over the course of the year. Each one will bring their own unique style and perspective to the programme in order to stimulate your creativity and learning.

In order to build these skills, we will explore a variety of texts from a range of genres and eras. In order to alter our perspectives of conflict we need to look beyond our comfort zone and try to understand grievances from other viewpoints. The texts studied will range from short stories by famed authors such as **Ernest Hemingway** and **Saki** to the play **Journey's End** by R.C Sherriff.

Style of Learning

Mr Murray strongly believes that his teaching needs to prepare students with **real world skills** that will enrich and enable their lives both inside and outside of the classroom. Using this outlook as a foundation, he uses a **diverse and flexible** approach to learning in his classroom.

Mr Murray uses **choice based lesson activities** where students will have a range of options about how they wish to express their work. **Exploration, empathy and excellence** are the key beliefs of his classroom and approach to learning.

Mr Vinnicombe has always taught Drama and Media Studies alongside English and likes to bring **performance and interaction** into the classroom. What better way to truly understand a character or theme than to **explore it practically?** Then we can truly begin to feel what it is like to walk in someone else's shoes or see something from an altered perspective.

Each practical session will be followed up with a demonstration of your development by using **creative writing techniques** to explore why people make the decisions they do. Mr Vinnicombe takes an holistic approach honing in on **key analytical skills** to decipher the meaning behind a variety of texts, fables and short stories.

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 2016-18 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 11 September**

When will you know?

We will be making the course allocation on Sunday 11 September and you will start in your new classes on Monday 12 September.

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