



Option choices 2025

Aspire TODAY *Inspire* TOMORROW

This booklet is designed to help you make the best choices for Key Stage 4

Our aim is to provide you with a wide range of appropriate courses, so you can select subjects and qualifications that interest you and you are able to succeed in. Take your time, consider different options carefully and use all the help and advice available to you. Discuss possible options with your parents, Tutor and subject teachers.

We will do our best to give you your first choices, but that is not always possible. Some courses have maximum numbers because of limited space in specialist rooms or number of teachers available. If very few pupils opt for a subject, it may not be viable to run it. If we are not going to be able to offer you a first-choice subject, we will speak with you to work out the best alternative.

Make sure you:

- Talk to the people who know you well: family, friends, tutor and your subject teachers.
- Read all the course information contained within your folder and online in the E-Booklet.
- Pay attention to all the subject presentations/Screencasts that are available to you.
- Consider taking the subjects that interest you most.
- Think carefully about which subjects you are good at. This may lead to your best results.
- Think ahead to your future; if you have a career path in mind, be proactive – research the qualifications you need. You have already completed this in your Life studies lessons.
- Use the Year 8 Options sharepoint page which can be found on the 'Student Home' page.

Don't:

- Leave your decisions until the last minute. Make choices based upon what your friends are doing. You may not be in the same class as your friend. Make a choice because you like the teacher you currently have – you may not have the same teacher next year.
- Choose a subject because you think it looks "EASY" – there is no such thing as an easy subject; all courses will stretch and challenge you.

Advice to students



“

We teach a subject not to produce little libraries on that subject, but rather to get a student to think... for himself, to consider matters as a historian does, to take part in the process of knowledge-getting. Knowing is a process, not a product.”

Bruner (1966)

Curriculum Design

Principals behind design

The Perins curriculum can best be described as a model that has its basis in the research of Bruner (1966) in that instruction is:

1. Concerned with experiences and contexts that makes the student willing and able to learn (readiness)
2. Structured for optimal understanding (Spiral organisation)
3. Designed to facilitate extrapolation and to fill in the gaps (going beyond the information given)

Bruner's (1960) work on the "Process of Education" form the basis of the Perins curriculum approach with four key themes emerging:

- **The role of structure in learning** - At Perins we take a practical approach to learning where we focus on the teaching and learning of structure rather than that of mastery and techniques. We firmly believe that this approach is central to the classic problem of transfer. Through high quality teaching and learning experiences we aim to provide a general picture where the relationships between earlier encounters and later are made as clear as possible.
- **Readiness for learning**- At Perins, we begin with the hypothesis that any subject can be taught effectively in some form at any stage of development. This underpins our 'spiral curriculum' model where 'A curriculum as it develops should revisit this basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them' (Bruner, 1960).
- **Intuitive and Analytical thinking** -Intuition is an essential feature of productive thinking. Bruner (1960) describes intuition as 'the intellectual technique of arriving and plausible but tentative formulations without going through the analytical steps by which such formulations would be found to be valid or invalid conclusions'. As such, the curriculum within each subject area allows for students to gain the skills

necessary to obtain their own information through process driven outcomes rather than by experts in the field providing solutions.

- **Motives for learning** - The curriculum choices made through exam boards, choices of text, teaching elements and opportunities classroom approach are designed to stimulate learning as the key motivating factor rather than the end results of exam grades.

In our design of curriculum we allow for additional experiences and contexts through actively encouraging additional aspects of curriculum explored through trips, visits, internal experiences, extra-curricular opportunities and whole school involvement. The spiral structure ensures that key information is revisited throughout the students experiences in a subject area over the 5 years at Perins as well as taking into account work previously covered at Primary school. In addition, material is mapped across subject areas for cross-curricular engagement and thus provides a fuller picture of learning for the student. Our three year GCSE model allows for subjects at GCSE to be explored in greater depth in order to underpin these approaches and as such, students are able to go beyond the general information given in their learning, filling in the gaps for current and future learning.

Making choices

Please note that the current subjects we are offering are not certain to go ahead at this stage. This will depend on several factors for example, the number of students opting to take it, staffing pressures etc. We will keep you updated on this throughout the process.

At the end of Year 9, students will discontinue one of their five options subjects, taking the other four into Years 10 and 11. Student and parent preferences are taken to account at this time, but the school reserves the right to take the final decision on which subjects each student will continue to study. Further details of this process will be shared in the Spring Term of Year 9.

All students will be examined in:

English - Language and Literature (2 GCSEs)

Maths - Calculator and Non-calculator papers (1 GCSE)

Science - Combined Science (2 GCSEs) *or* Separate Sciences (3 GCSEs)

In Year 9 all students study the same material based on the Combined Science specification. At the end of this year, mock exams will determine which students will follow the separate science courses and those that will remain on the combined science course.

All students will continue to study the foreign language they have been learning in Years 7 and 8; either French or Spanish

Subject	Type	Qualifications
English (Language and Literature)	Examined Subjects	2
Maths		1
Science*		2 or 3
Core PE	Non-Examined Subjects	
Society and Beliefs (Core RE)		
Life Studies		
Modern Language	French or Spanish studied in Years 7 & 8	1
Humanities	Geography <i>or</i> History	1
3 further subjects of choice	* <u>or</u> 2 subjects plus Structured Support	2**



YEAR 8 GCSE OPTIONS TIMELINE 2025

Date	Activity
Friday 17th January	Options Information will be signposted on the Perins website and intranet Options site for students. Key subject information, presentation material and links to submit will be available as well as how to access advice and guidance.
From Monday 20th January	Taster/Information Sessions Some subjects you haven't had a chance to study yet will run sessions during other lessons to give you a flavour of what they are like
Thursday 23rd January 5.00-6.30pm	Year 8 Options Fair 5pm to 6.30pm in Eliot. Students and parents can meet subject teams and ask questions.
Friday 24th January	Options indication collection. This is a straw poll where we ask students to indicate the subjects they might choose. There is no commitment at this stage. We're gathering the information we need to put together the options choices offer.
Ongoing	Opportunities for students to ask questions during their normal lessons
Friday 31st January	Straw poll submission deadline
Monday 17th – Friday 21st February	Half term Break



Date	Activity
Friday 21st March	Options submission process opens. Login information will have been sent in advance.
Friday 28th March	Year 8 Options deadline
Monday 31st March	We will begin to process choices and have individual conversations where necessary.
Monday 7th April to Friday 18th April	Easter Break
April/May 2024	Timetabling takes place. Email confirmation of choices prior to May half term

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Perins School
Pound Hill
Alresford
SO24 9BS



Tel: 01962 734361



Email: school@perins.hants.sch.uk

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