

## Routes and Pathways at Key Stage 4

Here we compare some approaches to personalised learning by examining different routes through key stage 4. Could you offer these in your centre? And are there any other routes we could include?

**Core and Compulsory**  
 Maths, English, Science  
 RE, PE, PHSE, Work Related Learning  
 etc.

Route 1

<b>Language</b> E.g. French, Modern Greek, Spanish, Urdu	<b>GCSE: one from</b> Music History Geography Art Spanish Statistics	<b>Design and Technology</b> Electronic Products Food Technology Graphic Products Resistant Materials Textiles	<b>GCSE: one from</b> Music History Geography Art French Drama Child Development
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Route 2

<b>GCSE Double Award</b> Applied GCSE		<b>Design and Technology</b> Electronic Products Food Technology Graphic Products Resistant Materials Textiles	<b>GCSE: one from</b> History Geography Art Spanish PE Drama Child Development
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Route 3

<b>Language</b> E.g. French, Modern Greek, Spanish, Urdu	<b>GCSE: one from</b> Music History Geography Art Spanish Statistics	<b>BTEC First Certificate</b> Art & Design Business Engineering Countryside and Environment Sport Public Services
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Route 4

<b>GCSE Double Award</b> Applied GCSE		<b>BTEC First Certificate</b> Art & Design Business Engineering Countryside and Environment Sport Public Services
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Route 5

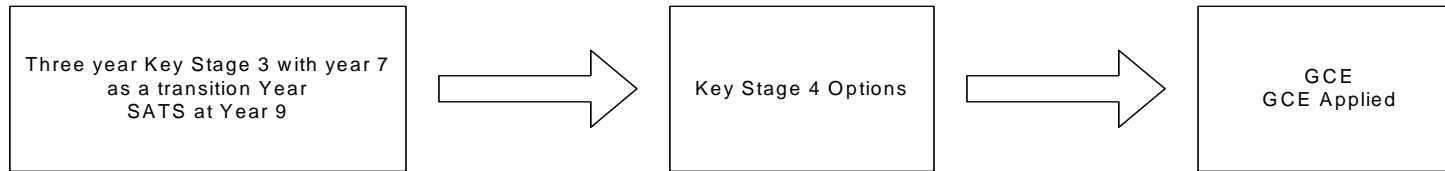
<b>BTEC First Diploma</b> Art & Design Business Engineering Sport Travel and Tourism Media Performing Arts Public Services		
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Reduced Core

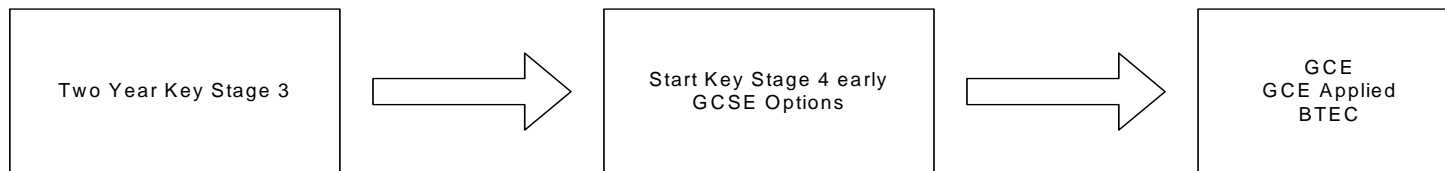
Reduced Core

Extended Work-Related Learning

### “Academic” Model



### “Combined” Model



### “Vocational” Model



### **A Flexible Key Stage 3?**

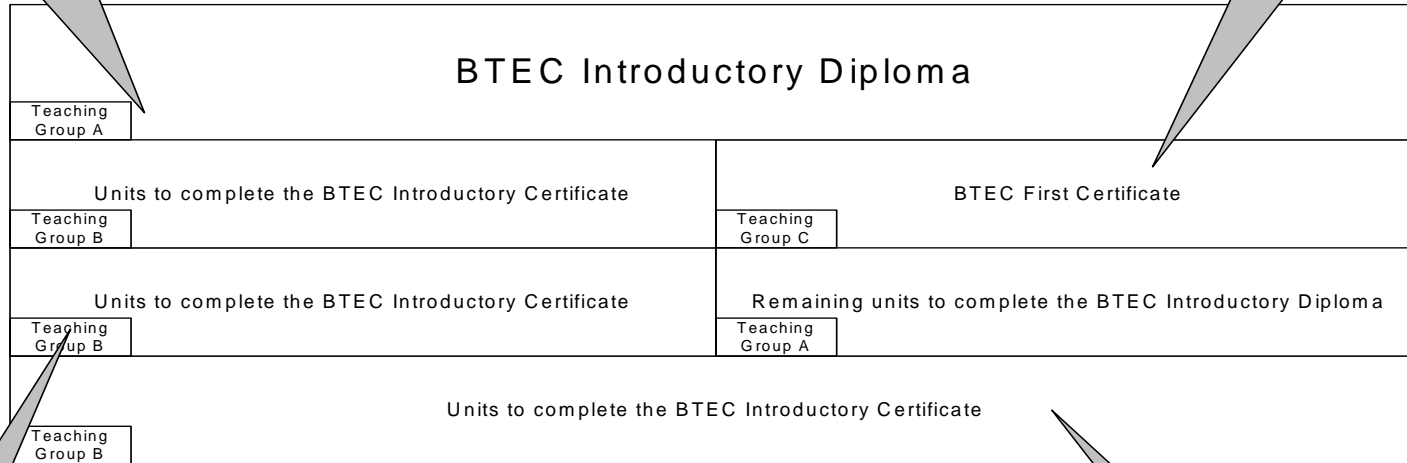
In this example we look at how a flexible approach to key stage 3 can help prepare candidates for their key stage 4 commitments. Starting GCSEs early could be a viable solution. Could you offer such a scheme in your centre and what would the knock-on effects be with the key stage 4 provision?

## A Broader Curriculum?

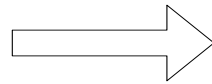
In this example we look at the various ways of using a BTEC Introductory Certificate or Diploma to address learning pace and to offer a broader curriculum for those entering level 1. m because a diploma can be split delivered flexibly there are a number of ways that it can be used. Could a similar offer work in your centre?

**Student 1**  
Identified at the start of Y10 as Level 1 - starts the Introductory Diploma. This is a 360 glh course [6 hours a week for 2 years] with an equivalence of 4 GCSE at D-G.

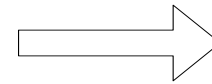
**Student 2**  
Pace is too slow:  
Completes the Introductory Certificate in Y10 and moves onto the First Certificate - Level 2 programme in Y11. They will gain 4 GCSE - 2 at D-G and 2 at A\*-C.



**Year 10**



**Year 11**



**Year 12 and 13?**  
BTEC Firsts at level 2 and Nationals at level 3 are just as flexible and can provide multiple possibilities

**Student 3**  
Starts the Certificate and responds to the course well although not enough to progress to level 2 after 1 year. Continues with the remaining units to complete the Diploma in year 2.

The order of the units should be sequenced so that students are following the Introductory Certificate in Y10 and completing the rest of the Introductory Diploma Units in Y11.

**Student 4**  
Pace is too fast:  
Continues with the Introductory Certificate during Y11. Completing the course over 2 years and gaining 2 GCSE D-G

