Key Stage 4 – Pathways Explained

**Phase 1 – Standard Level – KS4**

There are four pathways/Aims:

Pathway 1 – Process Design

*This is the most important pathway of the course, focusing upon the design process which is the core to the whole experience. It is evident within the assignments, either partially or as a complete undertaking.*

* Pathway 1 – Process Design
	+ Stand 1.1 – Investigation
	+ Stand 1.2 – Design – Create
	+ Stand 1.3 – Design – Realise
	+ Stand 1.4 – Evaluation
	+ Stand 1.5 – Communication

Pathway 2 – Contextual Design

*The idea of this pathway is to develop a broader understanding of the subject, and how it fits into the world, showing what it has to offer to us and society. It shows us how the past, present and future can inform, support, and enhance our work.*

* Pathway 2 – Contextual Design
	+ Strand 2.1 – Historical & Contemporary
	+ Strand 2.2 – Response
	+ Strand 2.3 – Organisations
	+ Strand 2.4 – Jobs
	+ Strand 2.5 – Communication

Pathway 3 – Three-dimensional Design

*This is the first of two subject specific pathways, which could be replaced by any other subject areas. They focus upon specific skills, materials and knowledge base for that subject and details are in the Pathway documents.*

* Pathway 3 – Three-dimensional Design
	+ Strand 3.1 – Design
	+ Strand 3.2 – Materials
	+ Strand 3.3 – Techniques & Processes

Pathway 4 – Graphic Design

*Again, this pathway focuses upon subject specific content, this time graphics, firstly looking at the basics and leading into both studio and digital work which can be undertaken within a project or as a separate assignment.*

* Pathway 4 - Graphic Design
	+ Strand 4.1 – Design
	+ Strand 4.2 – Studio Techniques
	+ Strand 4.3 – Digital Techniques

Key Stage 4 - Relationship of the Pathways

All these pathways are cross-referenced on the assignment sheet, however, below shows their relationship to each other.

**Pathway 1 – Process Design** This pathway is the heart of everything put forward on this site. It is the design process, which all work should be based upon, as expressed within both the subject’s definition and the examination board’s requirements. All the assignments here have it present in some form or other, whether complete or partial, visual or modelling, experimental or controlled. It will be the skill of the teacher to construct the work accordingly and offer the variety that is possible, to give the diverse skills and methods needed to enable students to develop true design capability

**Pathway 2 - Contextual Design** should be laced into all the assignments, as well as covered separately. This pathway gives the subject its broader context and enables students to see how the things they do connects them to the world outside school, both in terms of the present, as well as the past and obviously the future. Again, this pathway can be occupied with other subject information if the teacher chooses to create their own alternative specialist pathways. However, it is essential that it exists, as it enables students to look beyond their experience. If this is successfully covered and integrated, it should enrich whatever work is undertaken in Pathway 1 – Process Design

**Pathway 3 & 4 – Specialist Media** These are the specialist materials units and can be replaced by any other material you desire. The 3D design pathway is about producing a 3D solid outcome, whilst the graphic design pathway is about producing, not only a 2D outcome, but also visual outcomes, such as logos and branding, which are necessary to create image, association and purpose. Whatever pathway you select it should be to empower students with the necessary skills and methods to deliver the required results required for Pathway 1 – Process Design

Pathway 3 – 3D Design

Pathway 4 – Graphic Design

Pathway 2 – Contextual Design

Pathway 1 – Process Design