



## SAMPLE COURSE OUTLINE

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DESIGN

ATAR YEAR 12

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## Sample course outline

### Design – ATAR Year 12

#### Unit 3 and Unit 4

#### Semester 1 – Unit 3

| Week | Key teaching points  | Syllabus content  |
|------|--|---|
| 1    | <p><b>Overview of the course outline and assessment requirements of Units 3</b></p> <p>Establish best practice for collation and storage of design process work (e.g. sketchbook or A3 folder for loose pages; date back of each page; only work on single side of paper; if digitally sketching, upload and back up regularly; annotate and keep everything).</p> <p>Review the syllabus content dot points and sub-dot points. Note: sub-dot points following the phrase ‘for example’ support understanding of the dot point but are not specific examinable content. Sub-dot points following the word ‘including’ are specific examinable content.</p> <p>Introduction to ‘Responsible Design’. Discussion of service design and real-world problem solving with a focus on sustainability, inclusivity and ethical decision-making.</p> <p>Review a range of responsible design examples that are useful, sustainable and/or ethical. Include a range of design forms/fields. Analyse the use of design elements and principles. Discuss the application of Gestalt principles of perception. Use typographic terminology to examine and classify the use of typographic styles evident in the design examples.</p> <p>Explore the use of semiotic concepts to create meaning. Share examples of how semiotics has been used in responsible design to visually communicate information in a clear, engaging and efficient way.</p> <p>Students annotate and make notes during group discussions and when working independently to document their understanding.</p> <p>Consider the following examples:</p> <ul style="list-style-type: none"> <li>• Lacoste: the iconic crocodile logo was replaced with endangered animal species in support of the International Union for Conservation of Nature (IUCN)</li> <li>• Lego in partnership with Vision Australia: Braille Bricks, an educational tool for children who are blind or have low vision</li> </ul> | <p><b>Design knowledge</b></p> <ul style="list-style-type: none"> <li>• analysis and synthesis of the elements of design</li> <li>• analysis of design principles within design solutions</li> <li>• selection and application of appropriate of typographic styles</li> <li>• analysis of Gestalt principles within design solutions</li> </ul> <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• identify and interpret semiotic concepts evident in design</li> </ul> |

| Week | Key teaching points   | Syllabus content   |
|------|---|--|
|      | <ul style="list-style-type: none"> <li>• Crayola Colours of the World Crayons: a range of crayons that provide a more realistic representation of diverse skin tones</li> <li>• Unocup: a spill-resistant, foldable takeaway coffee cup made entirely of paper</li> <li>• Michigan State University: transparent solar technology, a thin plastic-like film that when placed on a window creates solar energy without disrupting the view</li> <li>• Bright Sign Glove: a smart glove that can translate sign language into audio to enable dialogue between individuals who are vision impaired and the non-hearing</li> <li>• Check out Yanko Design, Design Burger, Dezeen and other online design communities for further examples of responsible design.</li> </ul>  |  |
| 2–3  | <p>Commence <b>Task 1: Sustainability Study</b></p> <p>Introduce the task, emphasising the importance of using sustainable strategies, materials and/or technologies and their impact on the design life cycle. Discuss the requirements of the task.</p> <p><b>What students need to do:</b></p> <ul style="list-style-type: none"> <li>• Select five designs from Appendix 1 of the Year 12 Sample Assessment Tasks (or find your own examples*).</li> <li>• For each design: <ul style="list-style-type: none"> <li>▪ Identify the chosen design and designer.</li> <li>▪ Explain how the design utilises sustainable strategies, materials and/or technologies.</li> <li>▪ Investigate how these strategies, materials and/or technologies reduce the environmental impact during the design life cycle.</li> <li>▪ Acknowledge all sources of information and images in a reference list.</li> </ul> </li> </ul> <p>* Students may wish to include a design that will inform the Production task: <b>Design for a Difference</b> (Task 2).</p> <p>Focusing on the selected designs, students research the sustainable strategies, materials and/or technologies used and investigate how they may reduce the environmental impact during the design life cycle.</p> <p>Students work independently to complete Task 1.</p> | <p><b>Design knowledge</b></p> <ul style="list-style-type: none"> <li>• investigation of relevant historical and/or contemporary designs</li> </ul> <p><b>Design responsibilities</b></p> <ul style="list-style-type: none"> <li>• interpret the categories of intellectual property (IP) law relevant to design</li> <li>• recommend sustainability strategies to reduce environmental impact during the design life cycle</li> </ul> |

| Week | Key teaching points  | Syllabus content  |
|------|--|---|
| 4    | <p><b>Task 1: Sustainability Study due Week 3</b></p> <p>Review the <i>Revised Design Glossary Year 11 and 12 ATAR (for teaching from 2023)</i>. Discuss the differences between a Linear and an Iterative Design Process as outlined in the table on page 7 of the Glossary.</p> <p>Commence <b>Task 2: Design for a Difference</b></p> <p>Introduce the task, emphasising that students will explore an issue, theme or a real-world problem and apply Design Thinking techniques to develop ideas and test concepts. Students will continually iterate and refine their ideas to present a useful, sustainable and/or ethical design solution/outcome that will benefit society. Discuss the requirements of the task.</p> <p><b>What students need to do:</b></p> <ol style="list-style-type: none"> <li>1. Identify a design problem to explore. This may be an issue, theme or real-world problem. Refer to Design Brief Ideas table (see Appendix 2) for some ideas or come up with your own.</li> <li>2. Conduct research on your design problem and apply Design Thinking strategies as part of the <b>Discover</b> phase of the design process.</li> <li>3. Consider your aim in addressing the design problem. Do you want to inform, persuade, educate, influence opinions and attitudes, or encourage a change in thinking and actions?</li> <li>4. Use the Target Audience Descriptors table (see Appendix 3 of the Design ATAR Year 12 Sample Assessment Tasks document) to establish a thorough understanding of who your design is for. Investigate demographic characteristics and psychographic segmentation to create a target audience/end user profile.</li> <li>5. Conduct preliminary research with your target audience to establish their current understanding of the design problem. Are there gaps in their knowledge? Have you had any insights into the deeper cause of the problem?</li> <li>6. Who are your stakeholders and what role do they play? Identify, classify and consider stakeholders using a power vs interest grid.</li> <li>7. Explore sources of inspiration. Are there new materials or technologies available that could make the production or promotion of potential design outcomes more ethical or sustainable?</li> <li>8. Reflect on the discovery phase. How will you consider aspects of environmental, social and cultural needs?</li> </ol> | <p><b>Design frameworks</b></p> <ul style="list-style-type: none"> <li>• understand the limitations of a linear design process</li> <li>• application and documentation of an iterative design process</li> </ul> |

| Week | Key teaching points  | Syllabus content  |
|------|--|---|
|      | <ol style="list-style-type: none"> <li>9. Complete the <b>Define</b> phase of the design process by developing a comprehensive design brief.</li> <li>10. Apply creative and divergent Design Thinking strategies to develop many ideas inspired by the design brief as part of the <b>Develop</b> phase of the design process.</li> <li>11. Work with low-fidelity methods to ensure you can quickly and easily make iterations as you refine your ideas. Make succinct annotations to support your decision-making.</li> <li>12. Apply critical and convergent Design Thinking while developing low-fidelity prototypes of your ideas.</li> <li>13. Engage with your target audience/end users to test and further refine your ideas as part of the <b>Deliver</b> phase of the design process.</li> <li>14. If design outcomes are found to be unsuccessful then return to an earlier phase of the design process.</li> <li>15. Prepare high-fidelity images of your refined outcome.</li> </ol>  |   |
| 5–6  | <p>Begin the <b>Discover</b> phase of the Double Diamond design process, where the focus is on divergent thinking.</p> <p>Students explore an issue, theme or a real-world problem. They collaborate with others to collectively brainstorm local, national and international issues that they are concerned or passionate about. Students should discuss their issue with friends and family and include these ideas in the group brainstorm. Photograph, share and acknowledge all group work.</p> <p>Students narrow down their focus to a specific design problem and develop their own concept maps and visual brainstorms. They conduct research on their chosen design problem using Design Thinking strategies (design mindsets, empathy mapping and/or needfinding).</p> <p>Create a series of ‘How might we ...’ questions based on insights or concerns, for example:</p> <ul style="list-style-type: none"> <li>• How might we address this issue?</li> <li>• How might we change behaviour, inform or educate the target audience?</li> <li>• How might we incorporate responsible or ethical strategies into this project?</li> <li>• How might we use sustainable materials to create a meaningful design?</li> </ul> <p>Identify and develop a target audience/end-user profile by investigating demographic characteristics and psychographic segmentation.</p> | <p><b>Discover</b></p> <ul style="list-style-type: none"> <li>• identify and explore a design need, problem or opportunity using Design Thinking strategies</li> <li>• identify and develop a target audience/end-user profile</li> <li>• identify, classify and consider stakeholders</li> <li>• explore sources of inspiration</li> <li>• reflect on and summarise the discovery phase</li> </ul> <p><b>Define</b></p> <ul style="list-style-type: none"> <li>• construction of a design brief</li> </ul> |

| Week | Key teaching points  | Syllabus content |
|------|--|------------------|
|      | <p>Establish the target audience understanding of the problem or issue. This may involve a broad audience survey where a misunderstanding around the issue is identified. The target audience may be narrowed after analysis of the survey results. Reminder: if you wish to change a behaviour, don't target an audience who already demonstrate the desired behaviour.</p> <p>Students discover who the key stakeholders are and what role they play. Identify, classify and consider stakeholders using a power vs interest grid.</p> <p>Students continue in the Discover phase exploring sources of inspiration. This may include similar or competitive designs, mood boards, colour or material swatches and historical or contemporary designs.</p> <p>Investigate new materials or technologies that could make the production or promotion of potential design outcomes more ethical or sustainable.</p> <p>Reflect on the discovery phase. Consider relevant environmental, social and cultural needs.</p> <p>Towards the end of week 6, students begin the <b>Define</b> phase of the Double Diamond design process, where the focus is on convergent thinking. They begin creating a comprehensive design brief which includes:</p> <ul style="list-style-type: none"> <li>• <b>Core design problem</b> (what) – clearly define the design problem, opportunity or need.</li> <li>• <b>Stakeholders</b> (who) – identify the different groups of people who may be affected by the design outcome.</li> <li>• <b>Target audience/end-user characteristics</b> (who) – clearly identify and define who the design will be for.</li> <li>• <b>Aim or purpose of the design</b> (why) – outline your client's needs and/or why it is required.</li> <li>• <b>Constraints</b> (when/how) – specify the time frame, budget, materials/technologies and any special considerations or requirements.</li> <li>• <b>Context of the design</b> (where) – understand where the design outcome will be used, seen or applied.</li> <li>• <b>Deliverables</b> (what) – outline clear expectations for the design proposal and the submission requirements.</li> </ul> |                  |

| Week | Key teaching points   | Syllabus content  |
|------|---|---|
| 7–8  | <p>Begin the <b>Develop</b> phase of the Double Diamond design process with a focus on divergent thinking.</p> <p>Students apply a range of creative Design Thinking strategies to generate multiple ideas.</p> <p>Create concept maps and/or visual brainstorms to unpack the design brief. Try to make connections between concepts to develop more complex ideas, including communicating through semiotic concepts, design elements and principles.</p> <p>Encourage students to use low-fidelity techniques, be visual and include illustrations.</p> <p>Try not to edit at this stage. Stay open to all possibilities, creating freeform and loose sketches quickly. Add succinct annotations to help communicate ideas.</p> <p>Students consider sustainable strategies that relate to their concepts.</p> <p>Consider the categories of intellectual property (IP) that protect the designers you are being inspired by to ensure you are not directly copying their work.</p> <p>Students review relevant national and/or international standards to ensure the safety, reliability, consistency and quality of their designs. They must apply occupational safety and health (OSH) concepts and consider applying sustainable strategies to reduce the environmental impact of their designs.</p> <p>Students continually reflect on the design brief to refine their ideas. They assess their ideas and select the strongest concepts. They may begin to seek feedback from stakeholder, target audience and/or end-user groups.</p> | <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• application of creative Design Thinking strategies to generate multiple ideas inspired by the design brief</li> </ul> <p><b>Design responsibilities</b></p> <ul style="list-style-type: none"> <li>• identify relevant national and/or international standards appropriate to the design brief</li> <li>• understand occupational safety and health (OSH) concepts and their impact in design</li> <li>• appropriate attribution of others intellectual property (IP)</li> </ul> |
| 9–10 | <p>Students continue with the <b>Develop</b> phase, constantly assessing the effectiveness of their concepts.</p> <p>Iterations become increasingly detailed or more complex as the preferred concepts are developed in response to stakeholder feedback. Some ideas may get rejected but should not be completely discarded.</p> <p>Encourage students to keep all low-fidelity sketches and development iterations in a sketchbook, file or digital folder. This is evidence of Design Thinking that demonstrates their application of the design process.</p>  | <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• use of drawing and low-fidelity methods to visualise information and ideas</li> <li>• reflect on and refine ideas through annotated iterations</li> <li>• reflect on and summarise the develop phase</li> </ul>  |



| Week             | Key teaching points   | Syllabus content   |
|------------------|---|--|
| 11–12            | <p>Begin the <b>Deliver</b> phase of the Double Diamond design process with a focus on convergent thinking.</p> <p>Students apply critical Design Thinking strategies to further iterate and refine ideas.</p> <p>They investigate and experiment with various materials and/or techniques while making low-fidelity physical and/or digital prototypes. These prototypes are used to test the effectiveness of design ideas.</p> <p>Target audience/end-user feedback is sought through direct questioning, qualitative surveys and/or user testing. Students assess and implement modifications where required. Designs must be continually checked against the design brief to ensure they meet specified requirements.</p> <p>Students begin to use high-fidelity skills and/or techniques to produce refined prototypes. They experiment with appropriate presentation formats to best communicate their preferred design outcome.</p> | <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>• synthesis of critical Design Thinking to support decision making,</li> <li>• experimentation with physical or digital low-fidelity prototyping to test the effectiveness of design ideas</li> <li>• explore a variety of materials and/or techniques appropriate to the design brief</li> <li>• investigate design conventions relevant to the design outcome</li> <li>• explore target audience/end-user feedback methods</li> </ul> |
| 13–14            | <p>Revision of topics in preparation for the Task 3 in-class response.</p> <p><b>Task 3: In-class Response due Week 13</b></p> <p>Continue with the <b>Deliver</b> phase.</p> <p>Ensure the final design proposal delivers all aspects of the design brief.</p> <p>Students collate evidence of their Design Thinking for submission. This is essential to demonstrate their application of the design process.</p> <p><b>Task 2: Design for a Difference due Week 14</b></p>   | <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>• refinement of prototype/s to meet the design brief</li> <li>• compose suitable presentation formats to communicate a design outcome</li> <li>• application of skills to communicate a design outcome</li> </ul>   |
| 15               | Revision of syllabus content from Unit 3 in preparation for Task 4: Semester 1 Written Examination  |  |
| Examination Week | <b>Task 4: Semester 1 Written Examination</b>   |  |

## Semester 2 –Unit 3 and Unit 4

| Week | Key teaching points  | Syllabus content   |
|------|--|--|
| 1–2  | <p><b>Overview of the course outline and assessment requirements of Unit 4</b><br/>Introduction to forms of influential design and how they are designed to influence and inspire. Students then begin exploring communication strategies and revising semiotic concepts.</p> <p>Commence <b>Task 5: Strategic Communication</b></p> <p>Students explore communication strategies including emotion, humour, metaphor and shock tactics. Students annotate existing design examples as they discuss the communication strategies used and analyse the impact on the audience.</p> <p><b>What students need to do:</b></p> <ol style="list-style-type: none"> <li>1. Collect a variety of design examples that employ the communication strategies.</li> <li>2. Annotate the examples, identifying semiotic concepts, elements of design, design principles, relevant typographic terminology and Gestalt principles.</li> <li>3. Specify the most appropriate target audience for each of your selected design samples.</li> <li>4. Describe how the communication strategy is evident and its impact on the audience.</li> <li>5. Acknowledge all sources of information and images in a reference list.</li> </ol> <p>Students are encouraged to apply their knowledge of communication strategies in their Production tasks.</p> <p><b>Task 5: Strategic Communication due Week 2</b></p> | <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• exploration of communication strategies</li> </ul> <p><b>Design knowledge</b></p> <ul style="list-style-type: none"> <li>• analysis and synthesis of the elements of design</li> <li>• synthesis of relevant design principles within design outcomes</li> <li>• use of relevant typographic terminology to justify design decisions</li> <li>• synthesis of Gestalt principles within design outcomes</li> <li>• interpretation of historical and/or contemporary designs appropriate to a design brief</li> </ul> |

| Week | Key teaching points   | Syllabus content  |
|------|---|---|
| 3    | <p>Commence <b>Task 6: Inspire and Influence</b></p> <p>Introduce the task, emphasising the importance of the end-user as a key stakeholder. Revise the differences between a linear and an iterative design process.</p> <p>Building on Task 2, students will build on the work they have completed as part of Task 2, <b>Design for a Difference</b>. By repeating parts of the Double Diamond design process, they will develop concepts that influence opinions, attitudes or actions and inspire a change in thinking. Students propose a second refined outcome that supports the same issue, theme or a real-world problem and is complementary to your first design. They will submit two refined outcomes (from Task 2 and 5) in a design proposal along with their evidence of Design Thinking (low-fidelity sketches and development iterations). Discuss the requirements of the task.</p> <p><b>What students need to do:</b></p> <ol style="list-style-type: none"> <li>1. Reconsider your design problem and review the exploratory work you completed in the Task 2 <b>Discover</b> phase.</li> <li>2. Propose a secondary design form to complement, promote or support the message of your first design outcome. As your design outcome must be influential, you could consider a form of promotion for the design outcome for Task 2.</li> <li>3. Reflect on who your design is for by refining your target audience/end user profile.</li> <li>4. Identify any new stakeholders and update your power vs interest grid.</li> <li>5. Revise the <b>Define</b> phase of the design process by updating the design brief deliverables to include the second design outcome.</li> <li>6. Apply creative and divergent Design Thinking strategies to develop many ideas inspired by the design brief as part of the <b>Develop</b> phase of the design process.</li> <li>7. Work with low-fidelity methods to ensure you can quickly and easily make iterations as you refine your ideas. Make succinct annotations to support your decision making.</li> <li>8. Apply critical and convergent Design Thinking while developing low-fidelity prototypes of your ideas.</li> <li>9. Engage with your target audience/end users to test and further refine your ideas as part of the <b>Deliver</b> phase of the design process.</li> <li>10. If design outcomes are found to be unsuccessful then return to an earlier phase of the design process.</li> <li>11. Prepare high-fidelity images of your second refined outcome as part of a design proposal.</li> </ol> | <p><b>Design frameworks</b></p> <ul style="list-style-type: none"> <li>• consolidation and documentation of an iterative design process</li> <li>• compare the differences between linear and iterative design processes</li> </ul> |

| Week | Key teaching points  | Syllabus content  |
|------|--|---|
| 4    | <p>When revisiting or expanding the <b>Discover</b> phase, students examine their previous exploration and select a secondary design form/concept to explore. Their potential design outcome should explore the same issue, theme or real-world problem in different ways, mediums or forms.</p> <p>Students must ensure their secondary concept either informs, persuades, educates, encourages a change in thinking or action or influences opinions and attitudes.</p> <p>Reflect on the discovery phase. Students establish if their second potential design outcome engages the same audience. They consider addressing aspects of sustainability, ethical design and environmental, social and cultural needs.</p> <p>Students update the <b>Define</b> phase – revising their design brief to include a secondary concept, adjusting the deliverables. They begin progressing their secondary concept through the <b>Develop</b> and <b>Deliver</b> phases.</p>   | <p><b>Discover</b></p> <ul style="list-style-type: none"> <li>clarify a design need, problem or opportunity</li> <li>classify and annotate sources of inspiration</li> <li>interpret and apply a target audience/end-user profile</li> <li>interpret and establish stakeholder requirements</li> <li>reflect and summarise the discovery phase</li> </ul> <p><b>Define</b></p> <ul style="list-style-type: none"> <li>elaboration of a comprehensive design brief</li> </ul>  |
| 5–6  | <p>Revisit the <b>Develop</b> phase of the Double Diamond design process with a renewed focus on divergent thinking.</p> <p>Students apply a range of creative Design Thinking strategies to generate multiple ideas.</p> <p>Create concept maps and/or visual brainstorms to unpack the revised design brief. Try to make connections between concepts to develop more complex ideas.</p> <p>Encourage students to use low-fidelity techniques, be visual and include illustrations.</p> <p>Try not to edit at this stage. Stay open to all possibilities, creating freeform and loose sketches that are created quickly. Add succinct annotations to help communicate ideas.</p> <p>Using synectic triggers, students begin to incorporate the communication strategies identified in Task 6.</p> <p>Students review relevant national and/or international standards to ensure the safety, reliability, consistency and quality of their designs. They must apply occupational safety and health (OSH) concepts and consider applying sustainable strategies to reduce the environmental impact of their designs.</p> | <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>experimentation with creative Design Thinking strategies to generate multiple ideas inspired by the design brief</li> <li>use of drawing and low-fidelity methods to visualise information and ideas</li> <li>reflect on and refine ideas through annotated iterations</li> <li>reflect on and summarise the develop phase</li> </ul> <p><b>Design responsibilities</b></p> <ul style="list-style-type: none"> <li>consult relevant national and/or international standards appropriate to the design brief</li> <li>apply relevant occupational safety and health (OSH) concepts appropriate to the design brief</li> </ul> |

| Week | Key teaching points   | Syllabus content  |
|------|---|---|
|      | <p>Students continually reflect on the design brief to refine their ideas. They assess their ideas and select the strongest concepts. They may begin to seek feedback from stakeholder, target audience and/or end-user groups.</p> <p>Iterations become increasingly detailed or more complex as the preferred concepts are developed in response to stakeholder feedback. Some ideas may get rejected but should not be completely discarded.</p> <p>Encourage students to keep all low-fidelity sketches and development iterations in a sketch book, file or digital folder. This is evidence of Design Thinking that demonstrates their application of the design process.</p>   | <ul style="list-style-type: none"> <li>justify sustainability strategies to reduce environmental impact during the design life cycle</li> </ul>   |
| 7–9  | <p>Revisit the <b>Deliver</b> phase of the Double Diamond design process with a renewed focus on convergent thinking.</p> <p>Students apply critical Design Thinking strategies to further iterate and refine ideas.</p> <p>They investigate and experiment with various materials and/or techniques while making low-fidelity physical and/or digital prototypes. These prototypes are used to test the effectiveness of design ideas.</p> <p>Target audience/end-user feedback is sought through direct questioning, qualitative surveys and/or user testing. Students assess and implement modifications where required. Designs must be continually checked against the revised design brief to ensure they meet specified requirements.</p> <p>Students begin to use high-fidelity skills and/or techniques to produce refined prototypes. They experiment with appropriate presentation formats to best communicate their preferred design outcome.</p> <p>Students understand the common design conventions for communicating their designs accurately and effectively. These are applied to the design outcome and/or design proposal where required.</p> | <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>analysis of critical Design Thinking to justify decision making</li> <li>evaluation of physical and/or digital low-fidelity prototyping to improve design ideas</li> <li>refine and justify the selection of materials and/or techniques</li> <li>employ design conventions relevant to the design outcome</li> <li>collate and incorporate target audience/end-user feedback</li> <li>refinement of prototype/s to meet the design brief</li> </ul> |

| Week             | Key teaching points  | Syllabus content  |
|------------------|--|---|
| 10–13            | <p>Continue with the Deliver phase.</p> <p>Present your two refined design outcomes (from Tasks 2 and 6) in a design proposal of up to four A3 pages</p> <p>Ensure the final design proposal delivers all aspects of the revised design brief.</p> <p>Students collate evidence of their Design Thinking of up to 26 A3 pages for submission alongside the design proposal. This is essential to demonstrate their application of the design process.</p> <p>Complete the references/acknowledgements form accurately, ready for submission.</p> <p>Ensure all the practical (portfolio) examination requirements are met and work is saved as a PDF.</p> <p><b>Task 6: Influence and Inspire due Week 12</b></p> <p>Revision of topics in preparation for the Task 7 in-class response.</p> <p><b>Task 7: In-class Response Week 13</b></p> | <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>• synthesise presentation formats to communicate a design outcome</li> <li>• refinement of skills to communicate a design outcome</li> </ul> |
| 14               | Revision of syllabus content from Units 3 and 4 for the Task 8 written examination.  |   |
| Examination week | <b>Task 8: Semester 2 Written Examination</b>  |   |