



# Design

## General Course Year 12

### Selected Unit 3 syllabus content for the

### Externally set task 2026

This document is an extract from the *Design General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2026 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2026 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

# Unit 3 – Product design

## Unit description

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

## Defined contexts

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

- Photography: magazine design; fashion label design; fashion photography; design of a billboard; product advert; still life photography; advertising photography; product advertisements; product catalogue; landscape photography; food photography/styling
- Graphic Design: product packaging, for example, drink, food processed/fresh, cosmetics, tote/paper bags; T-shirt and swing tag/packaging; corporate identity, for example, logo, business card, letterhead, business report; CD cover; fabric design; poster and flyer for school events, for example, musical, concerts
- Dimensional Design: ergonomic furniture; T-shirt design; ceramics; set design; public art; furniture design; architecture; 3D graphics; audience specific product, for example, use textile processes to develop a soft toy for a child; design of a pop-up picture book, a range of jewellery, costume or uniform design; a 'green' product; a product to solve a future problem or for an educational need
- Technical Graphics: promotional products, for example, lunch boxes, drink bottles; ergonomic design, for example, hair dryers, shavers; kitchen appliances, for example, toasters, could be re-designed to appeal to a broader demographic; motor vehicle styling, component parts, architecture, mechanical, geometric figures

## Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

## Design

### Design elements and principles

- characteristics of elements of design and their application in design:
  - line
  - shape
  - value
  - 3D form
  - space

- colour
- type
- texture
- characteristics of design principles and composition, including Gestalt design principles, such as similarity, proximity, continuation, closure, figure/field, layout principles, alignment, modular/grids, correspondence, visual hierarchy, proportion and unity to create designs
- application of colour theory

### **Design process and methods**

- interpretation of a design brief
- development and documentation of a design process, including research and/or investigation, analysis, idea development and critical reflection
- creation and/or interpretation of diagrams, layouts, plans and drawings
- application of design process, such as visual research, idea generation techniques, synectics, mind maps, brainstorming
- control and manipulation of design skills and techniques in design development
- reflection and evaluation of solutions to design problems

### **Communication**

#### **Communication theories**

- introduction to basic communication models relevant to design: Shannon and Weaver – sender (encoding), signal (transmission), noise, receiver (decoding)
- application of simple semiotics relevant to the design process
- consideration of communication environment relevant to the design:
  - physical
  - economic
  - social
  - cultural
  - geographic
  - interpersonal
- application of codes and conventions to reinforce product identification

#### **Stakeholders**

- identification of specific audiences in terms of lifestyle behaviour, values and beliefs
- use of representation to create product design
- awareness of copyright, intellectual property issues and personal responsibilities in product design

## **Production**

### **Production processes and methods**

- application of production processes, methods, skills and techniques relevant to the defined context, with an acknowledgement of sustainability and contemporary trends in production processes
- development of suitable formats of presentation for design solutions

### **Materials and technologies**

- selection of safe handling of materials and/or technologies appropriate to the design brief
- occupational safety and health (OSH) concepts relevant to applied production process