Design ATAR – Summary of syllabus changes

The main differences between the current Year 11 and 12 Design ATAR syllabuses and the proposed Years 11 and 12 Design ATAR syllabuses are summarised below.

Content changes

Overall

- The course Rationale has been updated.
- The course Aims replace the course Outcomes.
- Unit themes and descriptions have been updated to reflect contemporary practice
- The content organisers have been updated to improve the structure of syllabus:
    - 'Design features' which includes:
        - Design frameworks
        - Design knowledge
    - 'Design phases' which includes:
        - Discover
        - Define
        - Develop
        - Deliver.

Year 11 specific

- Unit 1 has been modified in the following ways:
    - the unit has been renamed 'Representational design' instead of 'Product design'
    - refinements have been made to improve clarity and make explicit the depth and breadth of key content, while modernising some content in alignment with the changing nature of design
    - content has been reorganised under the new content organisers described above.

- Unit 2 has been modified in the following ways:
    - the unit has been renamed 'Industrial design' instead of 'Cultural design'
    - refinements have been made to improve clarity and make explicit the depth and breadth of key content, while modernising some content in alignment with the changing nature of design
    - content has been reorganised under the new content organisers described above.

Year 12 specific

- Unit 3 has been modified in the following ways:
    - the unit has been renamed 'Responsible design' instead of 'Commercial design'
    - refinements have been made to improve clarity and make explicit the depth and breadth of key content, while modernising some content in alignment with the changing nature of design
    - content has been reorganised under the new content organisers described above.

- Unit 4 has been modified in the following ways:
  - refinements have been made to improve clarity and make explicit the depth and breadth of key content, while modernising some content in alignment with the changing nature of design
  - content has been reorganised under the new content organisers described above.

School-based assessment changes

Overall

- A generic section titled Assessment has been added.

Assessment table – Year 11

- The School-based assessment section has been revised and now includes the following statement:

  'Summative assessments in this course must:
  - be limited in number to no more than eight tasks
  - allow for the assessment of each assessment type at least once for each unit in the unit pair
  - have a minimum value of 5 per cent of the total school assessment mark
  - provide a representative sampling of the syllabus content.'

Assessment table – Year 12

- The School-based assessment section has been revised and now includes the following statement:

  'Summative assessments in this course must:
  - be limited in number to no more than eight tasks
  - allow for the assessment of each assessment type at least once for each unit in the unit pair
  - have a minimum value of 5 per cent of the total school assessment mark
  - provide a representative sampling of the syllabus content.'

Reporting section changes

Overall

- This section title has been revised and is now called Reporting (it was previously Grading).
- Some text has been removed as this information can be located in the *WACE Manual.*

Practical (portfolio) examination design brief changes

- Portfolio submission requirements modified to: 'up to 30 A3 pages (including a maximum of 4 A3 pages of a design proposal)', instead of '15 A3 single sided sheets'.
- Portfolio submission requirements updated to a digital file saved as PDF, submitted on USB instead of printed pages.
- Supporting information updated to reflect changes in course content and contemporary design practice and to make assessment criteria more explicit.
- Practical (portfolio) marking key modified using the supporting information as the Criterion against which candidates work is assessed.

Written examination design brief changes

- Section 1, Short response, has been modified:
  - number of questions altered from five to between four and six, to provide more flexibility and less predictability
  - supporting information updated to specify content from the 'Design knowledge' and 'Design frameworks' organisers.

- Section 2, Extended response, has been modified:
  - question specifications removed to provide more flexibility and less predictability
  - removal of any reference to 'context specific questions'. This has not been relevant since the 2014 Board approved change from 'defined' to 'identified' contexts and no longer reflects the way the syllabus is delivered
  - supporting information updated to clarify that candidates must apply design language and terminology in extended written form.