



Government of **Western Australia**  
School Curriculum and Standards Authority

# DESIGN

ATAR COURSE

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Year 11 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2015.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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## Rationale

‘Design is the human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose.’ (Richard Buchanan, Carnegie Mellon University)

Design involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

Design has its own set of theories and practices and incorporates a wide range of principles, methods and techniques drawn from a variety of different disciplines, such as psychology, communication studies, digital design, technical graphics, art, engineering, architecture, sociology, cultural studies, marketing and economics. The disciplined application of these elements forms a design process that guides the development of creative and functionally effective solutions to identified possibilities or problems.

We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. Sometimes the intention of design is to inform, express, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works can enhance an individual’s ability to interact with their environment, to learn from it and to grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to, manipulation and influence via design.

The goals of the Design ATAR course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

## Course outcomes

The Design ATAR course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Design understandings

Students understand that design theory, audience response, and design principles are reflected in design.

In achieving this outcome, students:

- understand that communication theories are demonstrated in design
- understand that design and audience behaviours are related.

### Outcome 2 – Design process

Students apply the design process to develop design solutions.

In achieving this outcome, students:

- generate ideas to develop design solutions
- refine the development of design solutions.

### Outcome 3 – Application of design

Students use skills, techniques and methods to plan, construct and produce design creations.

In achieving this outcome, students:

- use interpretative skills when constructing design creations
- use design skills, techniques and methods to construct creations
- use planning and production methodologies to construct design creations.

### Outcome 4 – Design in society

Students understand the relationship between design, society and culture.

In achieving this outcome, students:

- understand how values, beliefs and attitudes are communicated and learned through design
- understand responsibilities and issues in developing design
- understand relationships between social practices and design.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Product design

Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

#### Unit 2 – Cultural design

Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs; and that different forms of visual communication transmit these values and beliefs.

Each unit includes:

- a unit description – a short description of the focus of the unit
- contexts – a context in which the unit content could be taught
- unit content – the content to be taught and learned.

### Organisation of content

#### Contexts

Four different contexts have been identified in this course: Photography, Graphic Design, Dimensional Design and Technical Graphics. Course content may be covered in one or more contexts.

#### Photography context

In this context, design may use analogue, and/or digital photographic systems and/or digital media.

#### Graphic Design context

This context may include elements of digital media, interactive media, graphics technology, and visual communication. Whilst these fields share a common link through digital technology, graphics also includes traditional two dimensional (2D) media.

#### Dimensional Design context

Dimensional Design may include elements of fashion, textiles, architecture, furniture design and three dimensional (3D) graphics, including computer-aided design. This context enables the design and production of objects having 3D content, including models, glass, jewellery, ceramics, sculpture or a series of design drawings in which any of the 3D examples are represented.

## Technical Graphics context

Technical Graphics uses conventions of technical drawing and computer-aided design to create designs that deal with mainly 3D subjects, usually of an industrial nature.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Design ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Literacy is of fundamental importance in the study of design. Students will access design content through a variety of print, oral, visual, spatial and electronic forms, including data books, texts, computer software, images, and written technical materials. They learn to investigate, interpret and apply design elements and principles from a variety of sources to design solutions for tasks. They analyse and evaluate information for reliability, relevance and accuracy. They learn to monitor their own language use for accuracy in the use of design terms for clarity of ideas, processes and explanations of design activities and development and evaluation of functioning products.

### Numeracy

Numeracy is fundamental in calculating material quantities and evaluating design process costs. Students develop their understanding and skills of numeracy while undertaking tasks to produce, test and evaluate products. Common and context-specific theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how designed products function.

### Information and communication technology capability

Information and communication technology (ICT) capability is important in all stages of the design process. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and devise design ideas. Students access information from websites and software programs to develop design solutions. Students use computer-aided drawing software and computer control software to produce products.

### Critical and creative thinking

Critical and creative thinking is integral to the design process. The design thinking methodologies are fundamental to the Design ATAR course. Students develop understandings and skills in critical and creative thinking during periods of evaluation at numerous stages of the design process. They devise plausible solutions to problems, and then through interrogation, critically assess the performance of the most efficient solution. Students identify possible refinements in their design solutions and analyse, evaluate and modify the developing solution to create a prototype.



### **Personal and social capability**

Personal and social capability skills are developed and practised in the Design ATAR course by students enhancing their communication skills and participating in teamwork. Students have opportunities to work collaboratively during stages of investigation and production of products. Students develop increasing social awareness through the study of the impact of the use of materials and manufacturing technology in society and on the environment.

### **Ethical understanding**

Students have opportunities to explore and understand the diverse perspectives and circumstances that shape design processes, the actions and possible motivations of people in the past compared with those of today. Students have opportunities, both independently and collaboratively, to explore the values, beliefs and principles that have influenced past design achievements, and the ethical decisions required by global design processes of today.

### **Intercultural understanding**

Students have opportunities to explore the different beliefs and values of a range of cultural groups and develop an appreciation of cultural diversity. Students have opportunities to develop an understanding of different contemporary perspectives with regard to design inspiration, product styles, building materials, energy supply and use, and design influences on different groups within society, and how they contribute to individual and group actions in the contemporary world.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Design ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

Students may have opportunities to explore Aboriginal and Torres Strait Islander development and use of design and the interconnectedness between design, purpose and innovation, and how these relate to identity, people, culture and country/place.

### **Asia and Australia's engagement with Asia**

Students may have opportunities to explore traditional, contemporary and emerging design achievements in the countries of the Asia region. Students explore Australia's rich and ongoing engagement with the peoples and countries of Asia to create appropriate products and services to meet personal, community, national, regional and global needs.

### **Sustainability**

Students take action to create more sustainable patterns of living. Students can develop knowledge, understanding and skills necessary to design for effective sustainability.

Students focus on the knowledge, understanding and skills necessary to choose design solutions with regard to costs and benefits. They evaluate the extent to which the process and designed solutions embrace sustainability. Students reflect on past and current practices and assess new and emerging designs from a sustainability perspective.

# Unit 1 – Product design

## Unit description

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. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

## Contexts

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

- Photography: magazine design, fashion label design, fashion photography, billboards, still life photography, product advertisements, product catalogue, landscape photography, food photography/styling
- Graphic Design: corporate gift package, product labelling and package design for drink/food company, t-shirt design and swing tag/packaging, stationery set, gift card and envelope set, wrapping paper, calendars, festival event programme, surfboard surface graphics and/or advertisement, tote bag and/or postcard design. Ideas can be applied to logos, branding, web page, posters, surf/skate board illustration layout, product concepts, and book/magazine covers such as comic books and graphic novels, illustrations for a book/CD/game cover, 3D carton design
- 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, a popup picture book, a range of jewellery, costume or uniform design, a 'green' product, recycle and reuse a variety of materials to create a new product
- Technical Graphics: small to medium sized 3D objects such as toys, lunch boxes, drink bottles, hair dryers, shavers, toasters and other kitchen appliances re-designed to appeal to a broader demographic, motor vehicle styling, component parts, architecture, mechanical, geometric figures

## Unit content

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, 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

### **Design process and methods**

- interpretation of the design brief
- application of a design process relevant to the design context, including the development of thorough connected documentation (visual and other information) for each of the stages of the design process
- interpretation and/or creation of diagrams, layouts, plans and drawings
- development of a wide range of design skills relevant to the design
- reflective analysis to devise and evaluate solutions to design problems

### **Communication**

#### **Communication theories**

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

#### **Stakeholders**

- identification of specific audiences in terms of lifestyle behaviour, values and beliefs
- introduction to concepts of intellectual property

### **Production**

#### **Production processes and methods**

- application of production processes relevant to the design; acknowledgement of sustainability
- contemporary trends in production processes
- planning and time management
- evaluation and refinement of production processes

#### **Materials and technologies**

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

## Unit 2 – Cultural design

### Unit description

Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies.

### Contexts

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

- Photography: festival posters, band promotions, portrait, formal portrait, photography social/cultural documentary, community/social photographic studies, fashion campaign poster, self-image, family portrait album, band poster design, stereotype, montage photography
- Graphic Design: new band/ music promotional material, logo and promotional material for a non-for-profit organisation, hobby/ sports/ interest based, T-shirt illustration, book front cover redesign or illustration design for educational children's story, skateboard designs and advertisement for a particular sub-culture, horoscope symbols for a specific magazine, theme or issue inspired book/magazine/comic book covers, illustrated cover pages-teen novel/genre, game cover, T-shirt, seasonal calendars, greetings cards with cultural context, for example, birthday, sympathy, Shakespeare-in-the-Park promotional poster, musical theatre poster
- Dimensional Design: costume design, design a costume for a cultural event, a Mardi Gras or festival, community projects such as public art or interior design for a cultural space, icons and fashion for cultural identity, universal design and design for need, jewellery with a cultural reference, paraphernalia for a cause, for example, T shirts, badges, hats, mascots
- Technical Graphics: architectural design such as a gallery or public building, dimensional designs such as a tourist souvenir or graphic such as a tattoo, architecture for communities, product design of cultural articles such as T shirt prints, designing with materials appropriate to place and culture

## Unit content

This unit builds on the content covered in Unit 1.

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, 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

#### Design process and methods

- interpretation of the design brief
- development and documentation of a design process: research, investigation, analysis, idea development and critical reflection
- application of design process: visual research, idea generation techniques, synectics, mind maps, brainstorming
- interpretation and/or creation of diagrams, layouts, plans and drawings
- control and manipulation of a range of design skills and techniques in design development
- reflective analysis to devise and evaluate solutions to design problems

### Communication

#### Communication theories

- application of simple semiotics and codes and conventions relevant to design
- exploration of communication strategies such as shock tactics, humour, metaphor and emotion
- application of design elements including type and colour to reinforce cultural design

#### Stakeholders

- design for specific audiences with a cultural focus
- identification of specific audiences in terms of lifestyle behaviour, cultural values and beliefs
- relationships between cultures and design forms

## Production

### Production processes and methods

- introduction to production planning, costing, benefits and constraints of particular processes, methods and technologies, considering sustainability and life cycle costing
- establishment of appropriate production processes in context
- development exploration and experimentation of production processes, methods and techniques relevant to the design context
- evaluation and refinement of production processes

### Materials and technologies

- establishment of appropriate production materials relevant to the design brief
- use of alternative materials, recognising and understanding advanced materials
- occupational safety and health (OSH) concepts relevant to applied production process

## School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Design ATAR Year 11 syllabus and the weighting for each assessment type.

**Assessment table – Year 11**

Type of assessment	Weighting
<p><b>Production</b></p> <p>Production of a portfolio in which students investigate, explore ideas and follow a design process in response to a design brief. Students are required to evaluate the final solution's effectiveness for specific purposes and audiences.</p>	50%
<p><b>Response</b></p> <p>Students apply their knowledge and skills in analysing and responding to a series of stimuli or prompts related to the unit content. Responses can include: short answers, oral presentations, multimodal presentations, flow charts and diagrams.</p>	30%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	20%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, the teacher is able to cite clear evidence of the development of a response or portfolio.



## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Design ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 11

<b>A</b>	Presents a well-developed and clear relationship between the purpose of the design brief and the intended audience.
	Explores and experiments with a range of creative and effective design solutions throughout the design process.
	Selects and applies design elements and principles successfully and with discernment.
	Provides thorough, critical, reflective analysis of design thinking.
	Executes control and manipulation of a range skills and techniques relevant to the design brief.
<b>B</b>	Interprets the design brief and communicates effectively to an intended audience.
	Explores and experiments with possible design solutions effectively throughout the design process.
	Selects and applies design elements and principles effectively and with purpose.
	Provides clear reflective analysis of design thinking.
	Executes control of appropriate skills and techniques relevant to the design brief.
<b>C</b>	Satisfies the design brief and communicates clearly to an intended audience.
	Explores and experiments with possible design solutions throughout the design process.
	Selects and applies design elements and principles in a competent manner.
	Provides some reflective analysis of design thinking.
	Executes control of most skills and techniques relevant to the design brief.
<b>D</b>	Interprets the design brief ineffectually and communicates tenuously with the intended audience.
	Explores in a limited way possible design solutions throughout the design process.
	Uses design elements and principles with limited effect and purpose.
	Provides minimal and/or superficial analysis of design thinking.
	Executes limited control of most skills and techniques relevant to the design brief.
<b>E</b>	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.