

# DESIGN

## WHAT TYPE OF SUBJECT IS DESIGN?

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

## PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

## OBJECTIVES

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts, and design information using drawing and low-fidelity prototyping
- analyse needs, wants, and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language, and conventions for particular purposes and contexts

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice	Commercial Design	Human-Centred Design	Sustainable Design
Experiencing Design Design Process Design Styles	Explore – Client Needs & Wants  Develop – Collaborative Design	Designing with Empathy	Explore – Sustainable Design Opportunities  Develop – Redesign

## ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Design Challenge	15%	Summative Internal Assessment 3 (IA3): Project	25%
Summative Internal Assessment 2 (IA2): Project	35%	Summative External Assessment (EA): Examination – Design Challenge	25%