B S S S
AUSTRALIAN CAPITAL TERRITORY

Design & Graphics

A/T/M

For Accreditation Panel

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student course scores across subjects and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of representatives from colleges, universities, industry, parent organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

Table of Contents

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.
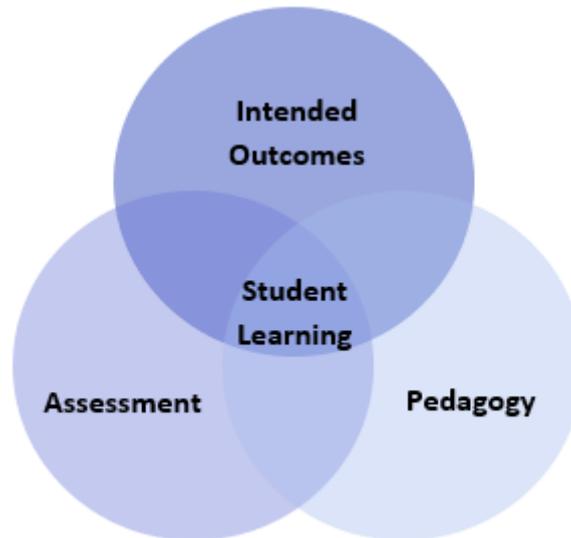
Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical behaviour
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

In Technologies, students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as software user manuals, design briefs, patterns and recipes; prepare accurate, annotated engineering drawings, software instructions and coding; write project outlines, briefs, concept and project management proposals, evaluations, engineering, life cycle and project analysis reports; and prepare detailed specifications for production.

By learning the literacy of technologies, students understand that language varies according to context and they increase their ability to use language flexibly. Technologies vocabulary is often technical and includes specific terms for concepts, processes and production. Students learn to understand that much technological information using a range of sketches, graphical, digital, or computer-generated images to communicate product or systems design ideas to suit contexts and audiences.

Numeracy

Technologies gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students use number to calculate, measure and estimate; interpret and draw conclusions from statistics; measure and record throughout the process of generating ideas; develop, refine and test concepts; and cost and sequence when making products and managing projects. In using software, materials, tools and equipment, students work with the concepts of number, geometry, scale, proportion, measurement and volume. They use three-

dimensional models, create accurate technical drawings, work with digital models and use computational thinking in decision-making processes when designing and creating best-fit solutions.

Information and Communication Technology (ICT) Capability

In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions. Students learn to formulate problems, logically organise and analyse data and represent them in abstract forms. They automate solutions through algorithmic logic. Students decide the best combinations of data, procedures and human and physical resources to generate efficient and effective digital solutions. They create digital solutions that consider economic, environmental and social factors

In learning about and applying the design process, students gain skills using a range of software applications and digital hardware that enable them to realise their design ideas. Students use ICT when they investigate and analyse information and evaluate design ideas and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their designs and produce solutions using digital technologies, for example, creating simulations, drawings and models and manufacturing solutions (from basic drawing programs to computer-aided design/manufacture and rapid prototyping).

Critical and Creative Thinking

Students develop capability in critical and creative thinking as they imagine, generate, develop and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions. Students analyse problems, refine concepts and reflect on the decision-making process by engaging in systems, design and computational thinking. They identify, explore and clarify technologies information and use that knowledge in a range of situations.

Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, systems, materials, tools and equipment (past and present) impact on our lives, and how these elements might be better designed and managed. Experimenting, drawing, modelling, designing and working with digital tools, equipment and software helps students to build their visual and spatial thinking and to create solutions, products, services and environments.

Personal and Social Capability

Students develop personal and social capability as they engage in project management and development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership. Designing and innovation involve a degree of risk-taking and as students work with the uncertainty of sharing new ideas they develop resilience.

Ethical Understanding

Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, sharing and using technologies – materials, data, processes, tools and equipment. Using an ethical lens, they investigate past, current and future local, national, regional and global technological priorities. When engaged in systems thinking, students evaluate their findings against the criteria of legality, environmental sustainability, economic viability, health, social and emotional responsibility and social awareness. They explore complex issues associated with technologies and consider possibilities. They are encouraged to develop informed values and attitudes.

Students learn about safe and ethical procedures for investigating and working with people, animals, data and materials. They consider the rights of others and their responsibilities in using sustainable practices that protect the planet and its life forms. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

Students consider their own roles and responsibilities as discerning citizens and learn to detect bias and inaccuracies. Understanding the protection of data, intellectual property and individual privacy in the school environment helps students to be ethical digital citizens.

Intercultural Understanding

Students consider how technologies are used in diverse communities at local, national, regional and global levels, including their impact and potential to transform people's lives. They explore ways in which past and present practices enable people to use technologies to interact with one another across cultural boundaries. Students investigate how cultural identities and traditions influence the function and form of solutions, products, services and environments designed to meet the needs of daily life now and in the future.

In their interactions with others in online communities, students consider the dynamic and complex nature of cultures, including values, beliefs, practices and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols. Students learn about the interactions between technologies and society and take responsibility for securing positive outcomes for members of all cultural groups including those faced with prejudice and misunderstanding.

Cross Curriculum Perspectives

Aboriginal and Torres Strait Islander Histories and Cultures

The curriculum may provide an opportunity for students to engage with Aboriginal and Torres Strait Islander histories and cultures. It acknowledges that Aboriginal and Torres Strait Islander people have longstanding use of technology and design knowledge and traditions. Teachers may reference these as appropriate to course content. This will inform understanding of the Australian environment and use of technology and the ways in which it has changed over time.

Asia and Australia's Engagement with Asia

Students investigate a range of contexts that draw on Asia and Australia's engagement with Asia. Students could explore the technological environment within the Asia region and develop an appreciation that technology developed in one area has significant impacts across the world. Students could appreciate that the Asia region plays an important role in technology and design research and development.

Sustainability

Students appreciate the importance of looking at potential use of materials and design to predict possible effects on human and other activity, and the environment, to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Rationale

The study of Design and Graphics focusses on exploring the purposeful use of technologies and creative processes to produce design solutions. Students acquire knowledge and develop skills using technologies and other processes appropriately, to design and create graphic solutions.

Students engage with emerging technologies, make connections with industry, and apply industry standards and practices through the development of their projects.

Design and Graphics provides pathways in a range of related fields such as architecture, digital 3D modelling, industrial design, engineering, interior design, graphic design, furniture design, fashion, jewellery, ceramics, textiles, and trade-based careers.

Goals

All courses based on this Framework should enable students to:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment

Student Group

This course is targeted at students who wish to engage in a course of study that encourages, critical and creative responses to challenges, communication and reflection as well as personal organisation, project management and problem-solving processes. It is a course, which aims to prepare students for careers in the technology and design fields.

Course Title - Design & Graphics

Unit titles

- Design Application
- Design for Clients
- Graphic Communication
- Design for Screen & Media
- Negotiated Study

Organisation of Content

Design Applications

In this unit, students learn graphic design principles which focus on solving design problems, presenting ideas and solutions as graphical products. They explore a range of mediums to create practical solutions to design problems. The purpose of this unit is to build skills such as sketching and modelling. Students create a finished product for a specified purpose. They create solutions using a range of processes, applying industry conventions and standards where applicable.

Design for Clients

In this unit, students learn how to interpret a design brief based on needs analysis and task identification. They research the client's needs considering ethical considerations, financial constraints and affordances, meeting deadlines and deliver a product that is fit for purpose. This unit develops the knowledge and skills to generate concepts and solutions in response to design briefs in a range of real-world contexts.

Graphic Communication

In this unit, students learn to use graphics to inspire, inform or persuade an audience using a range of graphical techniques. Drawing on current issues in society, students create a visual campaign in response to a design brief.

They learn to create graphic images using colours, textures, contours and shapes to communicate emotions, attitudes and experiences.

Design for Screen & Media

In this unit, students learn to develop designs for a range of platforms including social media, video sharing, digital newspapers and mobile platforms. They use research to understand how the relevant technology can be used to meet the requirements of the given brief. Students develop skills to solve problems in converting products across multiple platforms. Students build knowledge of data conversion, data storage and data manipulation. They create media files, drawing on the technical aspects of design within a digital framework.

Negotiated Study

In this unit, students study an area of special interest to be decided upon by a class, group(s), or an individual student in consultation with the teacher and with the Principal's approval. The program of learning for a Negotiated Study unit must meet all the content descriptions as appear in the unit.

Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix B). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types – Design & Graphics

	Design Process	Design Solution(s)
	Suggested tasks: • design development • design documentation • essay • extended response • oral presentation • podcast • portfolio (design process) • project management • report • research task • return brief • review • seminar • short response • storyboard • web portfolio • workshop	**Suggested tasks:** • digital artefact • digital asset • major project • network • portfolio • product • prototyping • software application • storyboard • website
Weightings in A/V 1.0 and 0.5 Units	30 - 70%	30 - 70%
Weightings in T/V 1.0 and 0.5 Units	40 - 60%	40 - 60%
Weighting in M/V 1.0 and 0.5 Units	30 - 70%	30 - 70%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Technologies A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses the design process and explains decision making • analyses technology concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge • analyses technologies, explains ethical and sustainable application • thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology	• explains the design process and describes decision making • explains technology concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge • explains technologies, describes ethical and sustainable application • thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology	• describes the design process with reference to decision making • describes technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • describes technologies with some reference to ethical and sustainable application • draws on data and information to solve problems and describes opportunities for application of technology	• identifies major features of the design process with little reference to decision making • identifies major technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • identifies major features of technologies with little reference to ethical and sustainable application • identifies some opportunities for application of technology with limited use of information and data	• identifies some features of the design process • identifies few technology concepts and principles with minimal reference to properties of materials or data or systems to address a need, problem or challenge • identifies some features of technologies with no reference to ethical and sustainable application • identifies some opportunities for application of technology with little evidence of use of information and data
Skills	• applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact • creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently • critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and accurate referencing • reflects with insight on their own thinking and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact • creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently • analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing • reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact • creates design solutions/products using techniques and approaches and explains ideas • explains potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing • reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact • creates design solutions/products using some techniques and approaches and describes ideas • describes analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use metalanguage and referencing • reflects on their own thinking with some reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding its impact • creates design solutions/products using some techniques and approaches and description of ideas • identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in few mediums and describes ideas with little or no use of appropriate evidence and referencing • reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively

Achievement Standards Technologies T Course Year 11

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	• critically analyses the design process and evaluates constraints and implications for decision making • synthesises technology theories, concepts and principles and evaluates the properties of materials or data or systems to address a need, problem or challenge • critically analyses technologies and evaluates ethical and sustainable application of technology • thinks critically and creatively, drawing on data and information to solve complex problems	• analyses the design process and explains constraints and implications for decision making • analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge • analyses technologies and explains ethical and sustainable application of technology • thinks critically, drawing on data and information to solve complex problems	• explains the design process and describes constraints and implications for decision making • explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge • explains technologies and describes ethical and sustainable application of technology • thinks critically, drawing on data and information to solve problems	• describes the design process with some reference to constraints and implications for decision making • describes technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • describes technologies with some reference to ethical and sustainable application of technology • draws on data and information to solve problems and describes opportunities	• identifies features of the design process with little or no reference to decision making • identifies technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • identifies some features of technologies with little or no reference to ethical and sustainable application of technology • applying limited use of information and data
Skills	• applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact • creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently • critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact • creates innovative and quality design solutions/products using techniques and approaches and justifies ideas coherently • analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact • creates quality design solutions/ products using techniques and approaches and justifies ideas coherently • explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact • creates design solutions/products using some techniques and approaches and explains ideas • describes analyses potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums to a variety of audiences using some evidence, metalanguage and referencing • reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding its impact • plans design solutions/products using some techniques and approaches and describes ideas • identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage and some referencing • reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively

Achievement Standards Technologies A Course Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	• analyses the design process and explains opportunities, constraints and implications for decision making • analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge • analyses technologies in a range of contexts and explains ethical and sustainable application • thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology	• explains the design process and describes opportunities, constraints and implications for decision making • explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge • explains technologies in a range of contexts and describes ethical and sustainable application • thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology	• describes the design process with reference to opportunities, constraints and implications for decision making • describes technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • describes technologies in a range of contexts with some reference to ethical and sustainable application • draws on data and information to solve problems and describes opportunities for application of technology	• identifies major features of the design process with little reference to opportunities, constraints and implications for decision making • identifies major technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • identifies major features of technologies with little reference to ethical and sustainable application • identifies some opportunities for application of technology with limited use of information and data	• identifies some features of the design process with minimal understanding of opportunities, constraints and implications • identifies few technology theories, concepts and principles with minimal reference to properties of materials or data or systems to address a need, problem or challenge • identifies some features of technologies with no reference to ethical and sustainable application • identifies some opportunities for application of technology with little evidence of use of information and data
Skills	• applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact • creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently • critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and accurate referencing • reflects with insight on their own thinking and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact • creates quality design solutions/products using techniques and approaches and explains ideas coherently • analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing • reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact • creates design solutions/products using some techniques and approaches and explains ideas • explains potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing • reflects on their own thinking explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact • creates design solutions/products using some techniques and approaches and describes ideas • describes analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use metalanguage and referencing • reflects on their own thinking with some reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding its impact • creates design solutions/products using some techniques and approaches and description of ideas • identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in few mediums and describes ideas with little or no use of appropriate evidence and referencing • reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively

Achievement Standards Technologies T Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• critically analyses the design process and evaluates opportunities, constraints and implications for decision making • critically analyses strategies, methodologies and procedures and evaluates their validity and reliability • synthesises technology theories, concepts and principles and evaluates the properties of material or data or systems to address a need, problem or challenge • critically analyses technologies in a range of contexts and evaluates ethical and sustainable application of technology • thinks critically and creatively, drawing on data and information to solve complex problems and evaluates opportunities for application of technology	• analyses the design process and explains opportunities, constraints and implications for decision making • analyses strategies, methodologies and procedures and explains their validity and reliability • analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem or challenge • analyses technologies in a range of contexts and explains ethical and sustainable application of technology • thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology	• explains the design process and describes opportunities, constraints and implications for decision making • explains strategies, methodologies and procedures and describes their validity and reliability • explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem or challenge • explains technologies in a range of contexts and describes ethical and sustainable application of technology • thinks critically, drawing on data and information at times to solve problems and explains opportunities for application of technology	• describes the design process with some reference to opportunities, constraints and implications for decision making • describes strategies, methodologies and procedures with some reference to validity and reliability • describes technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • describes technologies in a range of contexts with some reference to ethical and sustainable application of technology • draws on data and information at times to solve problems and describes opportunities for application of technology	• identifies features of the design process with little or no reference to decision making • identifies some strategies, methodologies and procedures with little reference to validity and reliability • identifies technology theories, concepts and principles with some reference to properties of materials or data or systems to address a need, problem or challenge • identifies some features of technologies in a range of contexts with little or no reference to ethical and sustainable application of technology • identifies some opportunities for application of technology with limited use of information and data
Skills	• applies technology concepts, strategies and methodologies demonstrating an understanding of the historical and cultural context and impact on individuals, groups, communities and society • creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently • critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques & strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and impact on individuals, groups, communities and society • creates innovative and quality design solutions/products using techniques and justifies ideas coherently • analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects on their own thinking and that of others and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and the impact on individuals, groups, communities and society • creates quality design solutions/ products using techniques and justifies ideas coherently • explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage and accurate referencing • reflects on their own thinking and that of others and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of the impact on individuals, groups, communities and society • creates design solutions/products using some techniques and explains ideas • describes analyses potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums to a variety of audiences using some evidence, metalanguage and referencing • reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding of the impact on individuals, groups, communities and society • plans design solutions/products using some techniques and describes ideas • identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage and some referencing • reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively

Achievement Standards Technologies M Course Years 11 & 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• describes and uses the design process and procedures with independence • describes practical techniques and materials required to address a need or solve a problem with independence	• describes and uses the design process and procedures with some assistance • describes practical techniques and materials required to address a need or solve a problem with some assistance	• recounts design procedures used with assistance • recounts practical techniques and materials used to solve a problem with assistance	• identifies design procedures with continuous guidance • uses practical techniques and materials required with continuous guidance	• identifies design procedures with direct instruction • identifies practical techniques and materials with direct instruction
Skills	• communicates ideas using appropriate terminology • makes discerning choice of strategies and procedures to use technology with independence • demonstrates interpersonal and intrapersonal skills in a range of technology contexts always • plans and undertakes independent inquiries with independence • create design solutions/products with independence	• communicates ideas using appropriate terminology with some assistance • selects strategies and procedures to use technology with some assistance • demonstrates interpersonal and intrapersonal skills in a range of technology contexts frequently • plans and undertakes independent inquiries with some assistance • create design solutions/products with some assistance	• communicates ideas using appropriate, terminology with assistance • selects strategies and procedures to use technology with assistance • demonstrates interpersonal and intrapersonal skills in technology contexts, usually • undertakes guided inquiries with assistance • create design solutions/products with assistance	• communicates ideas using appropriate, terminology with continuous guidance • selects strategies and procedures to use technology with continuous guidance • demonstrates interpersonal and intrapersonal skills in technology contexts sometimes • undertakes guided inquiries with continuous guidance • create design solutions/products with continuous guidance	• communicates ideas using appropriate terminology with direct instruction • selects strategies and procedures to use technology with direct instruction • demonstrates interpersonal and intrapersonal skills in technology contexts seldom • undertakes simple research on a topic with direct instruction • create design solutions/products with direct instruction

Design Applications   Value: 1.0

Design Application a   **Value: 0.5**
Design Application b   **Value: 0.5**

Unit Description

In this unit, students learn graphic design principles which focus on solving design problems, presenting ideas and solutions as graphical products. They explore a range of mediums to create practical solutions to design problems. The purpose of this unit is to build skills such as sketching and modelling. Students create a finished product for a specified purpose. They create solutions using a range of processes, applying industry conventions and standards where applicable.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
- apply the design process to solve design problems - analyse methods used to create innovative solutions	- apply the design process to solve design problems - evaluate methods used to create innovative solutions	- apply the design process to solve design problems - describe tools and methods

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design process		
- analyse and apply a design process to create finished products that meet specific purposes - apply elements and principles of design and apply to products for a specific purpose - use the design process and explain opportunities, constraints and implications for decision making	- critically analyse and apply a design process to create finished products that meet specific purposes - understand elements and principles of design and apply to products for a specific purpose - use the design process and evaluate opportunities, constraints and implications for decision making	apply a design process to create finished products that meet specific purposes

A Course	T Course	M Course
Strategies, methodologies and procedures		
• apply strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers and explain their significance	• evaluate strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers and explain their significance	• evaluate strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers and explain their significance
• research solutions to design problems and justify decisions in the design process	• research and investigate solutions to design problems and justify decisions in the design process	
• understand the selection and use of specific production materials, equipment and/or digital applications appropriate to the design brief	• understand the selection and use of specific production materials, equipment and/or digital applications appropriate to the design brief	
• create a finished product using freehand, print or digital formats, informed by industry conventions and standards	• create a finished product using freehand, print or digital formats, informed by industry conventions and standards	• create a finished product using freehand, print or digital formats
• design solutions to problems, using design strategies, for example, brainstorming, mind mapping, prototyping	• design solutions to problems, using design strategies, including, brainstorming, mind mapping, prototyping	• design solutions to problems, using design strategies, including, brainstorming, mind mapping, prototyping
• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively
Theories, concepts and materials		
• analyse the factors affecting design and choice of the appropriate medium	• critically analyse the factors affecting design and choice of the appropriate medium	
• analyse legal responsibilities and implications of producing designs for publication, for example, copyright, intellectual property, trade marks	• critically analyse legal responsibilities and implications of producing designs for publication, including, copyright, intellectual property, trade marks	

A Course	T Course	M Course
• describe factors that make good design	• critically analyse factors that make good design and evaluate the quality of the final product	• identify factors that make good design
Context		
• analyse how design is influenced by context including social, historical and cultural, and how design may impact on individuals or groups • analyse ethical and sustainable considerations in the application of design	• critically analyse how design is influenced by context including social, historical and cultural, and how design may impact on individuals or groups • critically analyse ethical and sustainable considerations in the application of design	• describe how design addresses the needs of individuals and groups in different contexts
Communication		
• communicate accurately with others in an appropriate format both orally and in writing • communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics • explain the process of solving design problems and justify the choices made in response to the design brief • justify ideas using appropriate evidence and accurate referencing	• communicate accurately with others in an appropriate format both orally and in writing • communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics • explain the process of solving design problems and justify the choices made in response to the design brief • justify ideas using appropriate evidence and accurate referencing	• communicate with others in an appropriate format • communicate ideas and justify ideas using the language of design and graphics • describe the process of solving design problems
Reflection		
• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning

A guide to reading and implementing content descriptions

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Assessment

Refer to page 11.

Design for Clients — Value: 1.0

Design for Clients a — **Value: 0.5**
Design for Clients b — **Value: 0.5**

Unit Description

In this unit, students learn how to interpret a design brief based on needs analysis and task identification. They research the client's needs considering ethical considerations, financial constraints and affordances, meeting deadlines and deliver a product that is fit for purpose. This unit develops the knowledge and skills to generate concepts and solutions in response to design briefs in a range of real-world contexts.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse a design brief and create a design solution that suits the client's needs • design solutions that suits the client's needs	• evaluate a design brief from clients. • design solutions that suits the client's needs	• create a design solution • describe design solutions

Content

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design process		
• analyse design briefs, for example: objectives and goals of the new design, budgets and schedules, target audience, scope of the project, required materials and styles and apply to finished products • understand elements and principles of design and apply to products created to meet the client's needs • use the design process and analyse opportunities, constraints and implications for decision making	• critically analyse design briefs, including: objectives and goals of the new design, budgets and schedules, target audience, scope of the project, required materials and styles and apply to finished products • understand elements and principles of design and apply to products created to meet the client's needs • use the design process and evaluate opportunities, constraints and implications for decision making	• describe design briefs, for example: objectives and goals of the new design, budgets and schedules, target audience, scope of the project, required materials and styles and apply to finished products

A Course	T Course	M Course
Strategies, methodologies and procedures		
- apply strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers and explain their significance - research solutions to design problems and justify decisions in the design process - understand the specific needs of the client in relation to the design brief balancing key criteria with constraints, for example, management plan, data collection, interviews, timeline, environmental scan on appropriate platforms and applications, preproduction - create prototypes to meet the design brief, for example, storyboard, mock ups, websites, PowerPoint and prepare for the presentation to the client - design solutions to problems, using design strategies, including, brainstorming, mind mapping, prototyping - apply strategies to work both independently and collaboratively	- evaluate strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers and explain their significance - research and investigate solutions to design problems and justify decisions in the design process - understand the specific needs of the client in relation to the design brief balancing key criteria with constraints, for example, management plan, data collection, interviews, timeline, environmental scan on appropriate platforms and applications, preproduction - create prototypes to meet the design brief, for example, storyboard, mock ups, websites, PowerPoint and prepare for the presentation to the client - design solutions to problems, using design strategies, including, brainstorming, mind mapping, prototyping - apply strategies to work both independently and collaboratively	- apply strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers and explain their significance - create prototypes to meet the design brief, for example, storyboard, mock ups, websites, PowerPoint and prepare for the presentation to the client - design solutions to problems, using design strategies, including, brainstorming, mind mapping, prototyping - apply strategies to work both independently and collaboratively

A Course	T Course	M Course
Theories, concepts and materials		
• analyse design theory and the fundamentals and principles of creating visual communication and all types of art • analyse the social and ethical aspects of the design brief as well as intellectual property • explain factors that make good design	• critically analyse design theory and the fundamentals and principles of creating visual communication and all types of art • critically analyse the social and ethical aspects of the design brief as well as intellectual property • critically analyse factors that make good design and evaluate product success against the requirements of design briefs	• identify factors that make good design
Contexts		
• analyse how design is influenced by context including social, historical and cultural, and how design may impact on individuals or groups • analyse ethical and sustainable considerations in the application of design	• critically analyse how design is influenced by context including social, historical and cultural, and how design may impact on individuals or groups • critically analyse ethical and sustainable considerations in the application of design	• describe how design addresses the needs of individuals and groups in different contexts
Communication		
• communicate accurately with others in an appropriate format both orally and in writing • communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics • explain the process of solving design problems and justify the choices made in response to the design brief	• communicate accurately with others in an appropriate format both orally and in writing • communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics • explain the process of interpreting a brief for a client and select appropriate presentation techniques for client submission and folio record	• communicate with others in an appropriate format • communicate ideas and justify ideas using the language of design and graphics • describe the process of solving design problems

A Course	T Course	M Course
• justify ideas using appropriate evidence and accurate referencing	• justify ideas using appropriate evidence and accurate referencing	
Reflection		
• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to page 11.

Graphic Communication   Value: 1.0

Graphic Communication a   **Value: 0.5**
Graphic Communication b   **Value: 0.5**

Unit Description

In this unit, students learn to use graphics to inspire, inform or persuade an audience using a range of graphical techniques. Drawing on current issues in society, students create a visual campaign in response to a design brief.

They learn to create graphic images using colours, textures, contours and shapes to communicate emotions, attitudes and experiences.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse graphic communicate techniques • apply a range of techniques and technologies to create visual design solutions	• evaluate a range of graphic communicate techniques • apply a range of techniques and technologies to create visual design solutions	• identify graphic communicate techniques • apply techniques and technologies to create visual design solutions

Content

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design process		
• analyse and apply techniques to create products that influence an audience • understand elements and principles of design and apply to products to influence an audience • use the design process and analyse opportunities, constraints and implications for decision making	• critically analyse and apply techniques to create products that influence an audience • understand elements and principles of design and apply to products to influence an audience • use the design process and evaluate opportunities, constraints and implications for decision making	• apply a design process technique to create products that influence an audience

A Course	T Course	M Course
Strategies, methodologies and procedures		
• apply strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers, digital billboards and explain their significance	• evaluate strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers, digital billboards and explain their significance	• apply strategies, tools and processes required to produce design solutions, including; graphics software, fee hand sketching, mechanical drawing tools, 2D and 3D printers, digital billboards and explain their significance
• analyse appropriate strategies for communication to engage an audience, for example, shock tactics, humour, metaphor, genre	• analyse and evaluate appropriate strategies for communication to engage an audience, including shock tactics, humour, metaphor, genre	• apply strategies for communication to engage an audience, for example, shock tactics, humour, metaphor, genre
• understand graphic design as a visual communication tool and its practical applications in society, for example, signage and infographics, marketing and branding, schematics and technical diagrams and education and entertainment	• understand graphic design as a visual communication tool and its practical applications in society, including, signage and infographics, marketing and branding, schematics and technical diagrams and education and entertainment	
• create graphic images using colours, textures, contours, composition, font, setting and shapes to create impact and influence audiences	• create graphic images using colours, textures, contours, composition, font, setting and shapes to create impact and influence audiences	• create graphic images using colours, textures, contours, composition, font, setting and shapes to create impact and influence audiences
• design solutions to problems, using design strategies, including, brainstorming, mind mapping, prototyping	• design solutions to problems, using design strategies, including, brainstorming, mind mapping, prototyping	• design solutions to problems, using design strategies, including, brainstorming, mind mapping, prototyping
• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively

A Course	T Course	M Course
Theories, concepts and materials		
• analyse visual communication theories, including, Gestalt theory, human perception, psychology of colour, and principles of design • analyse the social and ethical aspects of the design brief as well as intellectual property • explain factors that make good design	• critically analyse visual communication theories, including, Gestalt theory, human perception, psychology of colour, and principles of design • critically analyse the social and ethical aspects of the design brief as well as intellectual property • critically analyse the factors that make good design and evaluate the impact of the others' products and their own	• identify factors that make good design
Contexts		
• analyse how design is influenced by context including social, historical and cultural, and how design may impact on individuals or groups • analyse ethical and sustainable considerations in the application of design	• critically analyse how design is influenced by context including social, historical and cultural, and how design may impact on individuals or groups • critically analyse ethical and sustainable considerations in the application of design	• describe how design addresses the needs of individuals and groups in different contexts
Communication		
• communicate accurately with others in an appropriate format both orally and in writing • communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics • explain how to use design and graphics to engage an audience and justify the selection of techniques employed	• communicate accurately with others in an appropriate format both orally and in writing • communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics • explain how to use design and graphics to engage an audience and justify the selection of techniques employed	• communicate with others in an appropriate format • communicate ideas and justify ideas using the language of design and graphics • describe the process of solving design problems

A Course	T Course	M Course
• justify ideas using appropriate evidence and accurate referencing	• justify ideas using appropriate evidence and accurate referencing	
Reflection		
• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning

A guide to reading and implementing content descriptions

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Assessment

Refer to page 11.

Design for Screen & Media   Value: 1.0

Design for Screen & Media a   **Value: 0.5**
Design for Screen & Media b   **Value: 0.5**

Unit Description

In this unit, students learn to develop designs for a range of platforms including social media, video sharing, digital newspapers and mobile platforms. They use research to understand how the relevant technology can be used to meet the requirements of the given brief. Students develop skills to solve problems in converting products across multiple platforms. Students build knowledge of data conversion, data storage and data manipulation. They create media files, drawing on the technical aspects of design within a digital framework.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
- analyse screen and media design in the film, television and digital industries - apply screen and media techniques	- evaluate screen and media design in the film, television and digital industries - apply a variety of visual storytelling techniques to create a screen and media product	- describe screen and media design in the film, television and digital industries - apply screen and media techniques

Content

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design process		
- analyse a range of platforms and apply the relevant technology to meet the requirements of the given brief - understand elements and principles of design and apply to products for a range of platforms - use the design process to evaluate opportunities, constraints and implications for decision making	- critically analyse a range of platforms and apply the relevant technology to meet the requirements of the given brief - understand elements and principles of design and apply to products for a range of platforms - use the design process to evaluate opportunities, constraints and implications for decision making	describe a range of platforms and apply the relevant technology to meet the requirements of the given brief

A Course	T Course	M Course
Strategies, methodologies and procedures		
• apply strategies, tools and processes required to produce design solutions, including; graphics software and computer hardware and explain their significance	• evaluate strategies, tools and processes required to produce design solutions, including; graphics software and computer hardware and explain their significance	• apply strategies, tools and processes required to produce design solutions, including; graphics software and computer hardware and explain their significance
• research solutions to design problems and justify decisions in the design process	• research and investigate solutions to design problems and justify decisions in the design process	
• apply strategies and procedures for data conversion, data storage and data manipulation	• evaluate strategies and procedures for data conversion, data storage and data manipulation	
• create media files using bit rate, bit depth, colour spaces, frame rates, and sampling frequency to predict file sizes of audio and video assets, capture and record digital media according to specific industry standard requirements for resolution, file formats, storage and file management protocols for digital media types	• create media files using bit rate, bit depth, colour spaces, frame rates, and sampling frequency to predict file sizes of audio and video assets, capture and record digital media according to specific industry standard requirements for resolution, file formats, storage and file management protocols for digital media types	• create media files
• design solutions to problems, using strategies, including, brainstorming, mind mapping, prototyping	• design solutions to problems, using strategies, including, brainstorming, mind mapping, prototyping	• design solutions to problems, using strategies, including, brainstorming, mind mapping, prototyping
• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively	• apply strategies to work both independently and collaboratively

	A Course	T Course	M Course
Theories, concepts and materials			
	- evaluate the effectiveness of a variety of platforms to deliver, manage and store content - analyse the social and ethical aspects of the design brief as well as intellectual property - describe factors that make good design for platforms	- evaluate the effectiveness of a variety of platforms to deliver, manage and store content - critically analyse the social and ethical aspects of the design brief as well as intellectual property - critically analyse factors that make good design and evaluate similar content across different platforms	identify factors that make good design
Contexts			
	- analyse how design is influenced by context including social, historical and cultural, and how design may impact on individuals or groups - analyse ethical and sustainable considerations in the application of design	- critically analyse how design is influenced by context including social, historical and cultural, and how design may impact on individuals or groups - critically analyse ethical and sustainable considerations in the application of design	describe how design addresses the needs of individuals and groups in different contexts
Communication			
	- communicate with others in an appropriate format both orally and in writing - communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics - explain the capabilities of a range of platforms available and discuss the issues faced in converting products into different platforms - justify ideas using appropriate evidence and accurate referencing	- communicate accurately with others in an appropriate format both orally and in writing - communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics - explain the capabilities of a range of platforms available and discuss the issues faced in converting products into different platforms - justify ideas using appropriate evidence and accurate referencing	communicate with others in an appropriate format

A Course	T Course	M Course
Reflection		
• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning

A guide to reading and implementing content descriptions

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Assessment

Refer to page 11.

Negotiated Study   Value: 1.0

Negotiated Study a   **Value: 0.5**
Negotiated Study b   **Value: 0.5**

Prerequisites

Students must have studied <u>two</u> standard 1.0 units.

Duplication of content

Students must not duplicate topics, case studies or issues studied in this course.

Unit Description

A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse design theories, strategies, processes and methodologies • create a design product	• evaluate design theories, strategies, processes and methodologies • create a design product	• describe design theories, strategies, processes and methodologies • create a design product

Content

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Design process		
• apply design methodology to create and produce a product	• apply design methodology to create and produce a product	• apply the design process to create a product
Strategies, methodologies and procedures		
• explore the features of the area of study in design and graphics • use appropriate production techniques	• analyse the features of the area of study in design and graphics • use appropriate production techniques	• use appropriate techniques to manufacture a product

A Course	T Course	M Course
• apply project and risk management strategies • work independently and/or collaboratively	• analyse and apply project and risk management strategies • use opportunities to work independently and/or collaboratively	• work independently and/or collaboratively
Theories, concepts and materials		
• analyse design theories, concepts and materials related to the area of study	• evaluate design theories, concepts and materials related to the area of study	• describe design concepts related to the area of study
Contexts		
• investigate contexts relevant to the area of study • explain ethical, environmental and social responsibilities of designers	• investigate contexts relevant to the area of study • evaluate ethical, environmental and social responsibilities of designers	• explore styles and influences in products
Communication		
• communicate with others in an appropriate format both orally and in writing	• communicate accurately with others in an appropriate format both orally and in writing	• communicate with others in an appropriate format
• communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics	• communicate ideas and insights in a range of mediums and justify ideas using the language of design and graphics	
• justify ideas using appropriate evidence and accurate referencing	• justify ideas using appropriate evidence and accurate referencing	
Reflection		
• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning	• reflect on own learning style and performance including planning, time management to develop strategies to improve own learning

A guide to reading and implementing content descriptions

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Assessment

Refer to page 11.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course:

For the Negotiated Study Unit (if applicable), students must have studied a minimum of two standard 1.0 units.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through memoranda and Information Papers.

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

Course Developers

Name	College
	Canberra College
	Canberra Girls Grammar School

Appendix B – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix C – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix D – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix E – Course Adoption Forms

B S S S
AUSTRALIAN CAPITAL TERRITORY | **Course Adoption Form for Accredited A Course** |

College:

Course Title: Design & Graphics	**Classification:** **A**

Framework: Technologies Framework

Dates of Course Accreditation:	From	2020	to	20

Identify units to be adopted by ticking the check boxes

Adopt	Unit Title	Value (1.0/0.5)	Length
☐	**Design Applications**	**1.0**	**S**
☐	Design Applications a	0.5	Q
☐	Design Applications b	0.5	Q
☐	**Design for Clients**	**1.0**	**S**
☐	Design for Clients a	0.5	Q
☐	Design for Clients b	0.5	Q
☐	**Graphic Communication**	**1.0**	**S**
☐	Graphic Communication a	0.5	Q
☐	Graphic Communication b	0.5	Q
☐	**Design for Screen & Media**	**1.0**	**S**
☐	Design for Screen & Media a	0.5	Q
☐	Design for Screen & Media b	0.5	Q
☐	**Negotiated Study**	**1.0**	**S**
☐	Negotiated Study a	0.5	Q
☐	Negotiated Study b	0.5	Q

Condition of Adoption: The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Principal: / /20	College Board Chair: / /20

BSSS Office Use
Entered into database: / /20

B S S S AUSTRALIAN CAPITAL TERRITORY	**Course Adoption Form for Accredited T Course**	

College:

Course Title: Design & Graphics			**Classification:**		**T**

Framework: Technologies Framework

Dates of Course Accreditation:	**From**	**2020**	**to**	**20**

Identify units to be adopted by ticking the check boxes

Adopt	Unit Title	Value (1.0/0.5)	Length
☐	**Design Applications**	**1.0**	**S**
☐	Design Applications a	0.5	Q
☐	Design Applications b	0.5	Q
☐	**Design for Clients**	**1.0**	**S**
☐	Design for Clients a	0.5	Q
☐	Design for Clients b	0.5	Q
☐	**Graphic Communication**	**1.0**	**S**
☐	Graphic Communication a	0.5	Q
☐	Graphic Communication b	0.5	Q
☐	**Design for Screen & Media**	**1.0**	**S**
☐	Design for Screen & Media a	0.5	Q
☐	Design for Screen & Media b	0.5	Q
☐	**Negotiated Study**	**1.0**	**S**
☐	Negotiated Study a	0.5	Q
☐	Negotiated Study b	0.5	Q

Condition of Adoption: The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Principal:	/ /20	**College Board Chair:**	/ /20

BSSS Office Use
Entered into database: / /20

	Course Adoption Form for Accredited M Course

College:

Course Title: Design & Graphics	**Classification:** M					

Framework: Technologies Framework

Dates of Course Accreditation:		**From**	**2020**	**to**	**20**	

Identify units to be adopted by ticking the check boxes

Adopt	**Unit Title**	**Value (1.0/0.5)**	**Length**
☐	**Design Applications**	**1.0**	**S**
☐	Design Applications a	0.5	Q
☐	Design Applications b	0.5	Q
☐	**Design for Clients**	**1.0**	**S**
☐	Design for Clients a	0.5	Q
☐	Design for Clients b	0.5	Q
☐	**Graphic Communication**	**1.0**	**S**
☐	Graphic Communication a	0.5	Q
☐	Graphic Communication b	0.5	Q
☐	**Design for Screen & Media**	**1.0**	**S**
☐	Design for Screen & Media a	0.5	Q
☐	Design for Screen & Media b	0.5	Q
☐	**Negotiated Study**	**1.0**	**S**
☐	Negotiated Study a	0.5	Q
☐	Negotiated Study b	0.5	Q

Condition of Adoption: The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Principal: / /20	**College Board Chair:** / /20

BSSS Office Use
Entered into database: / /20