PRODUCT & SPATIAL DESIGN (PSD) – NCEA L2
Course Outline 2025

Head of Subject: Emma Beech	
Entry criteria: Up to 15 Credits gained in Level 1 Product and Spatial Design or by negotiation with the HOS.	

Programme Description	*You will learn:* Students can achieve up to 22 Credits towards NCEA Level 2 and can gain an endorsement of Merit or Excellence in the subject. This is a challenging, design-focused course, with creative elements. It has a clear pathway through to Scholarship in Y13 and would suit any student interested in a Design focused career, such as Product design, Architecture or Design Engineering. Product & Spatial design requires students to solve real life problems and communicate these solutions, visually. The course is structured around several major projects which usually span a term each. Project management skills are critical to the course, as students are required to present substantial completed projects, to a deadline. Students submit a portfolio of evidence at the end of the course. This represents a selection of their exemplar project work and is sent for external assessment. ***Level 2 Product & Spatial Design is divided into 3 focus areas of study:*** ***Part 1*** – requires students to communicate visually, solving a product design brief. They will develop a range of visual communication techniques and use this to demonstrate innovation and creativity in their own conceptual ideas and in the development of a design outcome. ***Part 2*** – requires students to communicate visually, solving an architectural/spatial design brief. They will develop a range of visual communication techniques and use this to demonstrate innovation and creativity in their own conceptual ideas and in the development of a design outcome. ***Part 3*** – The students will select their strongest portfolio of work and plan and produce a visual presentation. This will be a single project lasting one term. Use of ***ICT*** related skills will be an integral aspect of the course, aiding the development and the presentation of final design solutions.

Assessment

NCEA Level Two PSD programme is to be assessed through portfolios of project work. 86% of the students work will be internally assessed through a variety of achievement standards. 14% of the students work will be assembled and sent away at the end of the year for external assessment.
A total of 22 credits will be offered.

Students will need to be familiar with all Rangi Ruru Girls' School's and NZQA assessment documentation to ensure they are aware of their rights and responsibilities. Assessment in Product & Spatial Design will adhere to the following procedures,

- If any assignment duration is longer than 2 weeks, work must be handed-in on time.
- If not, it is deemed to be 'wilfully' late, therefore a possible penalty of Not Achieved.

and school policies.

- Further Assessment Opportunity
- Resubmission
- Lateness
- Extensions
- Authenticity
- Appeals procedures

Topic framework	Learning outcomes	Evidence of learning	Resources
4 Internal assessments & 1 External assessment. To include: Spatial Design – 'Shelter' Product Design – 'Portable Lighting' The course consist of four hours per week for practical and theory tasks.	<u>**Understand**</u> • Understand that the purpose of design is to enhance people's lives and their environments using aspects of kaitiakitanga, hauora, alofa, and empathy. • Understand how Design and Visual Communication impacts end users by considering the following mātauranga Māori principles: kotahitanga, whanaungatanga, manaakitanga, wairuatanga, and tikanga. • Understand the whakapapa of a design heritage. • Understand that all ideas have value through critique to make decisions. • Understand how to use appropriate visual communication techniques to generate and explore ideas beyond first thoughts. • Understand the design principles of aesthetics and function and how to apply those in their own design thinking. <u>**Know**</u> • Students will know how to generate ideas and design innovative outcomes. • Students will know how to use visual communication techniques to generate conceptual design ideas. • Students will know about and use appropriate visual communication techniques for the communication of design ideas and outcomes. <u>**Do**</u> • Students will explore and consider design influences, design tikanga, practices, principles, and techniques from te ao Māori and indigenous cultures within Design and Visual Communication. • Students will engage with decision-making that is connected to people, places, cultures, and design knowledge in developing design outcomes. • Students will develop good practice in the attribution and acknowledgement of sources when using third-party content. • Students will develop the practice of generating design ideas that explore possibilities beyond first thoughts. • Students will use both divergent and convergent thinking to achieve successful outcomes. • Students will develop visual skills and techniques to communicate details of design ideas and outcomes. • Students will identify and use design principles, aesthetics, and functional qualities to inform their design ideas and outcomes. • Students will develop visual skills and instrumental techniques to communicate details of design ideas and outcomes. • Students will develop skills in visual techniques to generate design ideas, such as quick sketches, sketch models, fast computer models. • Students will use both divergent and convergent thinking in developing design outcomes. • Students will explore design possibilities that lead to the generation of interesting ideas. • Students will show an understanding of aspects of function and use. • Students will use visual communication skills and presentation techniques to communicate a design idea or outcome.	Ongoing teacher feedback & feedforward. Ākonga involvement in discussions, class critiques and activities. Practical performance Ākonga reflections	OneNote Physical exemplars provided as/when necessary Drawing exercises & resources available as/when needed

	Students will develop visual communication skills to explore design ideas and thinking in a context. • Students will develop visual skills and techniques for generating and exploring design ideas. • Students will use visual communication and visual presentation techniques to represent the qualities of design ideas and outcomes.		

Rangi Values	Graduate Dispositions
Respect • Respect shown to design tikanga, and practices from te ao Maori and indigenous cultures. • Respectfully develop an understanding of the people and places students design for. • Show respect and consideration of the ideas of other students when discussing ideas during class critiques. • Give fair acknowledgement to the designers whose work students draw from, reimagine, and are inspired by. **Arhoa** • Build from each other's strengths and talents with respect and empathy. • Engage in critical inquiry to understand and empathize with the user to better meet their needs. • Ākonga can examine, critique, and be influenced by the perspectives and inputs of others in a supportive, and collaborative learning environment. **Endeavour & Enthusiasm** • Develop skills and confidence in presenting ideas and opinions to peers, community, whānau, and the potential users of design outcomes. • Students will develop resilience and confidence through feedback and critique of design decisions, reframing 'mistakes' as valuable learning opportunities. Over time, students will be able to convey their personal aspirations with a clearer vision of the pathways available to them as designers. **Generosity of Spirit** • Practice collaboration and critique peers constructively within the learning environment. • Consider the ideas of other students. • Build from each other's strengths and talents with respect and empathy. **Integrity** • Connect with place and the whakapapa of the people they are designing for. • Develop the confidence to reflect on and commit to their ideas. • Know when to take risks and when to follow established procedure to achieve the best results.	**Be You!** Product & Spatial design encourages students to explore how designers bring their own unique voice that draws from their personal experiences, cultures, values, and perspectives as well as those of other people, with particular attention given to personal perspectives. Students are encouraged to share their personal perspectives, background stories and creative heritage they bring to their work. **Be the change** Product & Spatial design encourages students to develop connections with their audiences and users to resolve issues in ways that translate into valuable industry skills. Students of Product & Spatial design are encouraged to design for their communities and to see the potential lying in everyday situations and environments. Ākonga will ask questions, propose scenarios, and reframe perceptions to generate ideas while using design tools and technologies. Students will engage with hands-on, practical exercises which will allow them to think about the function and purpose of design outcomes. They will learn about 'how stuff works' and how old design ideas can be built upon to inspire and create innovative new solutions. **Belong** Understand that the purpose of design is to enhance people's lives and their environments using aspects of kaitiakitanga, hauora, alofa, and empathy. Product & Spatial design students will engage with decision-making that is connected to people, places, cultures, and design knowledge in developing design outcomes. Students will understand that collaboration and teamwork can inspire new ideas.

• Take ownership of their own processes and ways of working, including the curation of their design portfolios.				

Literacy

A full subject specific vocab list is provided to students.
Ongoing discussion and explanation of subject specific literacy throughout the project as and when needed.

Connections

Design and Visual Communication integrates with the other Technology subjects of Digital Technologies, Computer Science, and Materials and Processing Technology. Students who take more than one Technology subject will have the opportunity to further refine their design thinking and to apply it in diverse contexts.

Knowledge from the Learning Areas of Science and Mathematics and Statistics will support students in their development of ideas and provide a good understanding of materials and physical principles when designing for fit for purpose outcomes.

The subjects of History, Pacific Studies, Geography, and Social Studies will support students to meaningfully incorporate their learning of place into their design ideas.

Design and Visual Communication connects well with the Social Sciences Learning Area, with a focus on finding solutions that work for people and the environment, while at the same time, incorporating historical or culturally-based knowledges.

Health Studies will support the development of design ideas that seek to improve others' wellbeing and that keep considerations of people at the centre of their design thinking.

The creative skills developed in Visual Arts will complement those learnt in Design and Visual Communication and will support students to develop their ability to communicate ideas visually in different contexts.

Assessment

Ongoing formative assessment throughout design projects.
Summative assessment on completion of all internal assessments.
1 External assessment sent to NZQA marker in October.
End of Term 1 Progress report.
Written report to parents end of Term 2.

PSD – Level 2 Assessment Matrix

	Achievement Standard	Credit Value	Internal/ External	Assessment due date	Assessment conditions	Completion and authenticity requirement	Assessment opportunities
AS91337 V3	Use visual communication techniques to generate design ideas	3	External	29th October	Produced in conjunction with Spatial design and/or Product design briefs. Presented in a visual diary	See NCEA school information booklet.	Spatial design and/or Product design briefs.
AS91340 V4	Characteristics of a Design movement or era	3	Internal	26th May	Produced in conjunction with Spatial Design brief. Presented in a visual diary	As above	Spatial design brief
AS91341 V4	Develop a Spatial Design through Graphics Practice	6	Internal	26th May	Spatial Design. Presented in a visual diary	As above	Spatial design brief
AS91343 V4	Use visual communication techniques to compose a presentation of a design	4	Internal	6th October	Spatial Design. Project curated as a presentation. Presented in a digital or visual format	As above	Spatial design brief
AS91342 V4	Develop a Product Design through Graphics Practice	6	Internal	4th August	Product Design. Presented in a visual diary	As above	Product design brief
	Maximum credits	**22**					