



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



## JCCA ASSESSMENT OUTLINE (draft)

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**DESIGN ATAR YEAR 11**

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### Acknowledgement of Country

Kaya. JCCA acknowledges that our college is on Whadjuk Noongar boodjar and that we are on Whadjuk Noongar Booja. The college acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

### Assessment & Feedback dates Timeline dates

TASK NO.	TERM	DATE*	DESCRIPTION	WEIGHTING
1 (A)	T1 W5	TUES MAR 4	Art & Design movements -Modern/ Postmodern investigation	5
2	T1 W6	WEDS MAR 12	PORTFOLIO formative feedback	-
1 (B)	T1 W9	WEDS APR 2	Presentation Format Investigation	5
2	T2 W1	THURS APR 29	PORTFOLIO formative feedback	-
3	T2 W3	TUES MAY 13	IN CLASS RESPONSE TEST	5
2	T2 W4	WEDS MAY 21	PERSONAL BRAND REPRESENTATION TASK AND Folio check	25
4	T2 W5		SEM 1 EXAM	10
6(A)	T2 W10	WEDS JULY 2	END USER PROFILING	10
5	T3 W1	WEDS JULY 23	PORTFOLIO formative feedback	-
7	T3 W3	TUES 5 AUG	IN CLASS RESPONSE TEST	5
6(B)	T3 W5	TUES 19 AUG	REVERSE ENGINEERING	-
5	T3 W7	WEDS 3 SEPT	PORTFOLIO formative feedback	-
5	T3 W10	MON 22 SEPT	END USER DESIGN TASK AND final folio check	25
8	T4 W5		SEM 2 EXAM	10

NB: Dates are provisional and may be subject to change.

## JCCA 2025 Draft assessment outline Design – ATAR Year 11

### Unit 1 and Unit 2

Assessment type and weighting	Assessment task weighting	Due date	Assessment task	Syllabus content
Production 50%	25%	Semester 1 TERM 2 WEEK 4 WEDS 21 MAY	<p><b>Task 2: PRESENT A REPRESENTATION. For example, Personal Brand Exploration.</b></p> <p>Students work through the Double Diamond design process to present a design proposal that meets the requirements of a design brief. Students use themselves as their design problem and learn to use a range of ideation techniques and skills processes. Students will investigate design movements and designers they investigated in Task 1 to inform their design decisions.</p> <p>Students submit a portfolio with a refined design outcome/design proposal along with all evidence of their Design Thinking.</p>	<p><b>Design frameworks</b></p> <ul style="list-style-type: none"> <li>application and documentation of an iterative design process</li> </ul> <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>compose suitable presentation formats to communicate a design outcome</li> </ul>
	25%	Semester 2 TERM 4 WEEK 3 MON 22 SEPT	<p><b>Task 5: USER-CENTRED DESIGN. For example, Urban Space Activation</b></p> <p>Students apply the Double Diamond design process model to design products or services for an end-user to address an issue such as one that relates to their own built environment, Students will have opportunity to develop design skills whilst they use the stakeholder grid and target audience/end-user profile they developed in Task 6 to make informed and purposeful design decisions.</p> <p>Students submit a refined design outcome/design proposal along with all evidence of their Design Thinking.</p>	<p><b>Design frameworks</b></p> <ul style="list-style-type: none"> <li>application and documentation of an iterative design process</li> </ul> <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>compose suitable presentation formats to communicate a design outcome</li> </ul>

Assessment type and weighting	Assessment task weighting	Due date	Assessment task	Syllabus content
Response 30%	10%	Semester 1 T1/Week 5 TUES MAR 4 Analysis  T1/Week 9 WEDS 2 APR Presentation Format	<b>Task 1: DESIGN INSPIRATION</b>  <b>Part A: INVESTIGATION OF HISTORICAL OR CONTEMPORARY DESIGNS (Modernism/ Post-Modernism)</b> Students select a design period (modernism/post-modernism) and designer referring to the 'Design Inspirations' table. They will conduct research to investigate and analyse historical or contemporary designs  <b>Part B: PRESENTATION FORMAT FOR VISUAL COMMUNICATION</b> Students create a presentation format in the style of their selected designer/ design period. The presentation format should summarise the key aspects of the design period or designer's work they investigated in Part A. Students must demonstrate an understanding of the design elements and principles, gestalt principles of perception and typography when creating their presentation format.	<b>Design Knowledge</b> <ul style="list-style-type: none"> <li>investigation of historical and/or contemporary designs appropriate to a design brief</li> </ul> <b>Design Responsibilities</b> <ul style="list-style-type: none"> <li>consider the categories of intellectual property (IP) that legally protect original ideas from being copied or imitated</li> </ul>
	10%	Part A T2/Week 10 WEDS 2 JULY  Part B Semester 2 T3/Week 5 TUES 19 AUG	<b>Task 6: UNDERSTANDING THE USER</b>  <b>Part A: END-USER PROFILING</b> In groups students examine a design product. They learn how to apply demographic characteristics and psychographic segmentation to develop a picture of target audience/end-user. Working as a team, students then create a power vs. interest grid to categorise all relevant stakeholders. <b>Part B: REVERSE ENGINEERING (FORMATIVE)</b> Students are tasked with individually creating a design solution for a new product that targets the same audience identified in Part A. This short task is meant to introduce them to design skills while focusing on user considerations they have recently learned.	<b>Discover</b> <ul style="list-style-type: none"> <li>identify and develop a target audience/ end-user profile</li> <li>identify and classify stakeholders</li> </ul>
	5%	Semester 1 T2/Week 2 TUES 19 MAY	<b>Task 3: IN-CLASS RESPONSE</b> Written task based on sample ATAR exam questions	A representative sample of Unit 1 content
	5%	Semester 2 T4/Week 4 TUES 5 AUG	<b>Task 7: IN-CLASS RESPONSE</b> Written task based on sample ATAR exam questions	A representative sample of Unit 2 content
Written Examination 20%	10%	Exam T2/Week 5	<b>Task 4: SEMESTER 1 WRITTEN EXAMINATION</b>	A representative sample of Unit 1 content
	10%	Exam T4/Week 5	<b>Task 8: SEMESTER 2 WRITTEN EXAMINATION</b> Based on the examination design brief from the ATAR Year 12 syllabus	A representative sample of Units 1 and 2 syllabus content
<b>Total</b>	<b>100%</b>			