

First names

LUI

School code

Attach your barcode ID label here

Family name

School name

Response book

Graphics

Year 11 — Supervised design folio

Time allowed

Perusal and planning time: 30 minutes before starting the assessment

Working time: 7 hours 15 minutes completed between 22 August and 9 September 2016

Materials provided

One A3 response book that includes:

- Stimulus 1: Client questionnaire
- Stimulus 2: Site plan
- Stimulus 3: Mid-century modern style factsheet
- Stimulus 4: Examples of mid-century modern architectural style and graphical representations

Equipment

| Equipment | Comments |
|---|--|
| Black ink pen and/or black felt-tip pen | Only black pens to be used |
| 2B pencil/s and sharpener/s | No other grades to be used |
| Eraser | Standard eraser |
| Coloured pencils | 1 pack |
| Ruler | Standard clear ruler — no scale rulers allowed |

Guidelines

- This assessment focuses on the design area of Built environment design: architecture.
- There are five components to this assessment. You will complete all five components under supervised conditions during class between 22 August and 9 September 2016 in a space nominated by your teacher.
- All work is to be completed individually. Your teacher will supervise the assessment, but will not provide any guidance or assistance in completing the task.
- Complete the assessment in this response book, which your teacher will distribute at the beginning of each lesson. Your teacher will retain the response book between lessons.
- Answers written outside the space provided will not be marked.
- This response book contains additional pages for corrections. To correct your work:
 - strike through the response or drawing you do not want marked
 - make the correction on page 22 or 23, marked *Additional page for student responses*
 - circle the component of the task to which your correction applies.
- Write your name, Learner Unique Identifier (LUI) and school code in the relevant fields on all pages. Attach one of your barcode ID labels to the relevant field on each page.
- You are not permitted to use computers or electronic devices while completing this assessment.
- Perusal and planning time is 30 minutes.
 - 10 minutes perusal — reading only; do not write on the response book
 - 20 minutes planning — use the space provided on page 3 in the response book.

Context

You have been learning about architectural design practices and typical graphical representations produced in the concept design phase of a residential project. You have an understanding of the mid-century modern architectural style and the key features of this style.

For this assessment, you will be undertaking and graphically documenting a design process in response to a design problem for a particular audience.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Design problem

Your architectural firm has been approached by James and Jackie Worth, who would like a new dwelling designed to suit the needs of their growing family. The clients have requested that the design be mid-century modern in style and the concept be presented through a series of graphical representations. To inform the process, the following materials have been provided:

| Stimulus material | Name | Page |
|-------------------|--|------|
| 1 | Client questionnaire | 4 |
| 2 | Site plan | 5 |
| 3 | Mid-century modern style factsheet | 6 |
| 4 | Examples of mid-century modern architectural style and graphical representations | 7–8 |

The relevant design factors are:

- user-centred design
- elements and principles of design
- materials.

Task

Produce a design folio that presents a solution for a mid-century modern style dwelling.

| Component | Design process | Responses | Word length | Suggested working time | Write your answers in space provided on page/s |
|-----------|------------------------------|--|---------------|------------------------|--|
| 1 | Planning | <ul style="list-style-type: none"> • Written or graphical information that will assist in the planning of your response. | | 20 minutes | 3 |
| 2 | Exploring the design problem | <ul style="list-style-type: none"> • Annotations on stimulus materials that demonstrate analysis of design and graphical information <ul style="list-style-type: none"> – annotations on Stimulus 4 (pp. 7–8). • Written design criteria on which the solution and graphical products will be judged <ul style="list-style-type: none"> – design criteria and graphical criteria (p. 9). | 300–600 words | 2 hours | 7–9 |
| 3 | Developing ideas | <ul style="list-style-type: none"> • 2D and 3D concept sketches with annotations responsive to the design problem demonstrating development and refinement of design ideas and graphical representations. | | 2 hours 30 minutes | 10–14 |
| 4 | Producing graphical products | <ul style="list-style-type: none"> • 2D and 3D graphical representations for the client. | | 2 hours | 15–18 |
| 5 | Appraisal | <ul style="list-style-type: none"> • Written appraisal of the success of the design decisions and graphical products against the criteria, including recommendations for improvement. This may require sketches to support the recommendations. | 300 words | 45 minutes | 19–20 |

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

1. Planning

Use this space to plan your response. Planning could include written or graphical information.

Do not draw or write outside this box.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

2. Exploring the design problem

Suggested working time: 2 hours

Word length: 300–600 words (not including annotations)

Audience: A family with children

- Establish an understanding of the needs of the family and the design problem by investigating and analysing the four stimulus materials in this response book.
- Annotate the example images (Stimulus 4) on pages 7–8 with reference to how the relevant design factors for the design problem have been applied.
- In the space provided on page 9, write the design criteria developed as a result of exploring the design problem. The design criteria should demonstrate an understanding of the design problem and design factors, to establish the criteria on which the solution and graphical products will be judged.

Stimulus 1: Client questionnaire

| Client questionnaire | |
|--|---|
| Client | James Worth (editor) and Jackie Worth (publicist) |
| Site address | Brisbane, Queensland |
| Family members | Two parents and two children: girl aged 12; boy aged 16 |
| Preferred architectural style | Mid-century modern |
| Siting features | <ul style="list-style-type: none"> • Trees: all trees to remain • Easements: strictly no building over easements • Council setbacks: <ul style="list-style-type: none"> – front boundary setback: minimum 4 metres (variation approved) – side boundary setback: minimum 2 metres |
| Number of bedrooms | 3 |
| Number of bathrooms (including master) | 1 with dual access to the master bedroom |

| | |
|---|---|
| Dining room | Clients enjoy entertaining so dining space should be large enough to accommodate 8 diners, perhaps adjacent to the garden for barbecues |
| Family room | Yes |
| Living room | Yes |
| Office | Clients run a business from home and require an office space. |
| Preferred exterior and interior materials | Typical mid-century modern |
| Garage/carport | Provide covered parking for two cars |
| Prevailing breeze | South-east |
| Other comments | <p>Clients are very interested in the idea of merging indoor and outdoor spaces, so this should be an important feature of the house.</p> <p>The road on the northern side of the block is a busy road with a constant flow of traffic.</p> |

Name _____

LUI

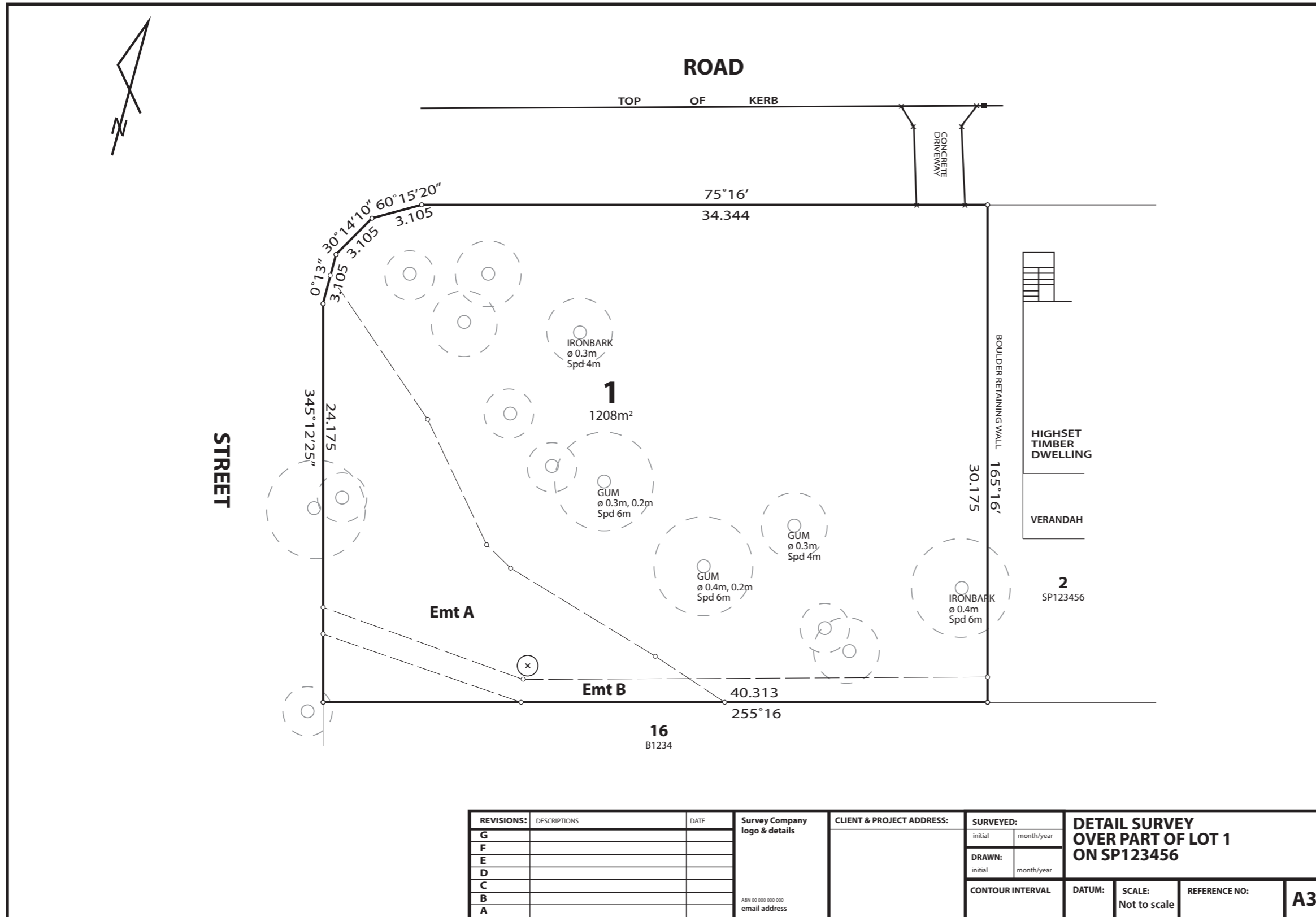
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Stimulus 2: Site plan



| REVISIONS: | DESCRIPTIONS | DATE | Survey Company logo & details | CLIENT & PROJECT ADDRESS: | SURVEYED: | DETAIL SURVEY OVER PART OF LOT 1 ON SP123456 | | | | | |
|------------|--------------|------|---|---------------------------|-----------|---|--|--|------------|------------------|--------|
| G | | | <small>ABN 00 000 000 000 email address</small> | | initial | | | | month/year | CONTOUR INTERVAL | DATUM: |
| F | | | | | initial | month/year | | | | | |
| E | | | | | | | | | | | |
| D | | | | | | | | | | | |
| C | | | | | | | | | | | |
| B | | | | | | | | | | | |
| A | | | | | | | | | | | |

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Stimulus 3: Mid-century modern style factsheet

Characteristics of mid-century modern style

Elements and principles of design

Space

Mid-century modern style dwellings are commonly open-plan in design, combining living, dining and kitchen areas to form a large gathering area for a family to share time together.

The distinction between indoor and outdoor areas can be blurred by the deliberate continuation of materials and surfaces from one area into another, blending the lines between spaces. The use of traditionally external materials, such as concrete, extending from the external structure through to a foyer is an example of this.

Split levels and sunken areas are common, offering intimate social areas for conversation or relaxation often around a central feature such as a fireplace (also a feature of this style).

Vehicle storage is commonly carport-style, which can be attached or unattached to the main structure.

Bedroom spaces tend to be small with careful window placement taking full advantage of the outdoor features and views of both the site and wider surrounds.

Spaces are uncluttered, with simple trims and embellishment. Interiors are clean and colours used sparingly, with only one or two featured throughout.

Line

A key feature of mid-century modern design is the use of clean, geometric lines, with an emphasis on vertical and horizontal features. Fireplaces, windows, beams, staircases and posts create linear internal spaces, and strong, angular rooflines assist the architect in creating a dramatic exterior silhouette. Curved lines and surfaces tend to be used sparingly.

Rooflines are non-traditional, steering away from the usual triangular shapes and opting more for a flat or a single-angled roofline. Rooflines can be complex, with multiple levels creating bold shapes recognisable of the style.

Shape and form

Mid-century modern style is highly responsive to its surrounds and aims to create a structure that is in harmony with, and complements, the site on which it is placed.

Strong geometric shapes are characteristic. Glass is used extensively and often dramatically in large floor to ceiling expanses. This brings lots of natural light into the dwelling, and continues key horizontal and vertical lines. The simple and uncluttered feel needs no extra adornments or decoration.

Balance: symmetry, asymmetry

Asymmetry is a common feature of this style. External structures balance proportion and scale to convey the form and function of interior spaces.

Materials (texture, colour, tone)

Natural materials feature heavily. A variety of woods with decorative grains such as cedar, stone, concrete and other materials with character and texture create a subtle warmth and ambience that enhances the otherwise minimal spaces.

Flooring is kept bare, in keeping with the overall theme of simplicity.

Materials used are rarely concealed or masked, as is sometimes the case with contemporary building methods. Inherent characteristics of different materials are used to enhance the feel of the dwelling and form the centrepiece of the design.

User-centred design

Function is central to mid-century modern style. The needs of the intended users are a driving consideration in the design. Structures may be modest upon entry, but considerably more open in the living areas and towards the rear of the dwelling. The style is mindful of any features of the surrounding site, using them to create a relationship between indoor and outdoor spaces.

Site placement is well considered, and may ignore traditional conventions (such as what aspect of the building faces the road) to take advantage of other features.

Smaller bedrooms are common, with the focus on creating inviting, functional living spaces that are conducive to promoting family togetherness.

Name _____

LUI

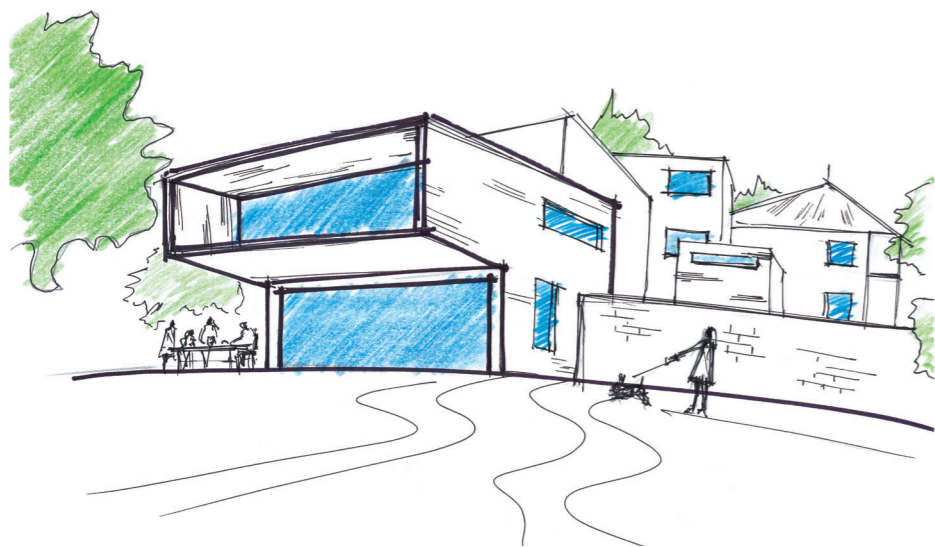
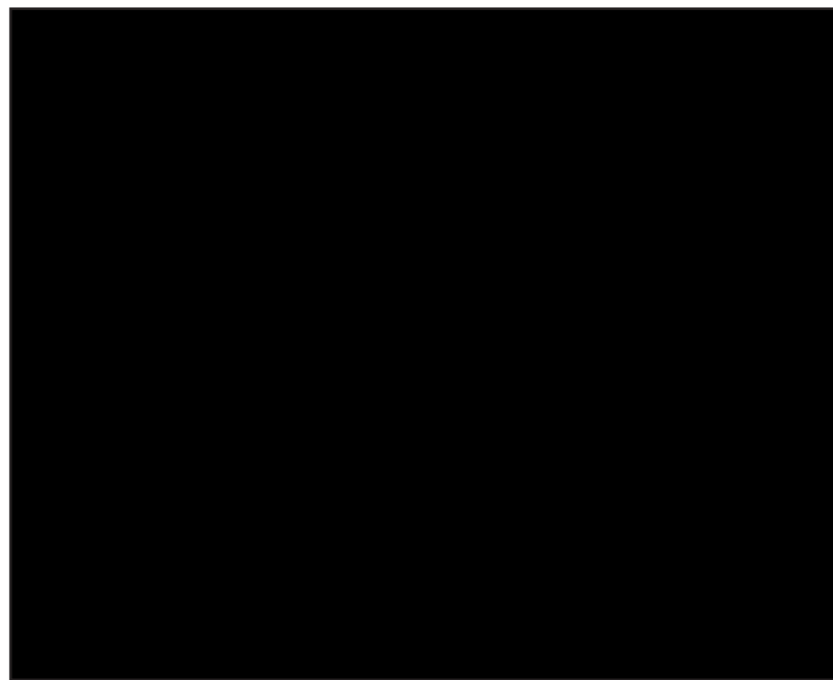
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Stimulus 4: Examples of mid-century modern architectural style and graphical representations



Do not draw or write outside this box.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Stimulus 4 (continued)

The stimulus contains several architectural drawings and a photograph:

- Site Plan:** A detailed site plan showing a house layout with rooms labeled: BED, ENSUITE, LIVING, DINING, KITCHEN, PTY, LDY, BED, BATH, BED, WC, and STUDY. It also shows a GARAGE, COURTYARD, and various trees (GREVILLEA, BANKSIA, EUCALYPTUS). Slopes are indicated with arrows, and a north arrow is present. A note says "PREVAILING SOUTH WESTERLY".
- Front Elevation:** A hand-drawn sketch of the front facade of a modern, multi-level house with large windows and a flat roof.
- South Elevation:** A hand-drawn sketch of the south facade, showing a long, low profile with a covered porch area.
- North Elevation:** A hand-drawn sketch of the north facade, similar to the south elevation but with different window placements.
- Concept #1 Main House:** A bubble diagram showing the spatial relationships between rooms: GARAGE, OUTDOOR FRONT, BED #2, DINING, LIVING, KITCHEN, 1/2 BATH, MASTER BED, MASTER BATH, UTILITY, SHOWER, DOG, and OUTDOOR REAR.
- Photograph:** A photograph of a modern interior living space with a dark leather sofa, large windows, and a wooden floor.

Do not draw or write outside this box.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Exploring the design problem (continued) — design and graphical criteria

Word length: 300–600 words

Establish criteria by which the design solution and graphical products can be judged. Within the criteria, identify and describe the:

- specific elements and principles you will apply to achieve a mid-century modern style dwelling with the given client needs and lot consideration
- specific types of graphical representations and graphical elements that will most effectively communicate the external and internal features of the design solution for the specified target audience.

Design criteria

Graphical criteria

Do not draw or write outside this box.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

3. Developing ideas

Suggested working time: 2 hours 30 minutes

Generate 2D and 3D concept sketches responsive to the design problem. In your sketches, demonstrate development and refinement of design ideas and graphical representations suitable for communicating the design solution to the client. This will involve:

- applying the design factors to develop ideas
- synthesising ideas to develop solutions
- annotating preliminary sketches and drawings to demonstrate development of the design idea
- evaluating ideas to justify design decisions using the criteria
- using annotations to justify design decisions.

Do not draw or write outside this box.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

4. Producing graphical products

Suggested working time: 2 hours

Produce a range of 2D and 3D presentation sketches/drawings responsive to the design problem and communicate these to the clients.

Do not draw or write outside this box.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

5. Appraisal

Suggested working time: 45 minutes

Word length: 300 words total

Appraise the design solution and graphical representations by evaluating the success of the decisions against the design criteria. Justify your decisions and make recommendations for improvement. You may include sketches on page 20 to support the recommendations if you wish.

Design aspects

Graphical aspects

Recommendations

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Space for sketches accompanying appraisal (optional).

Do not draw or write outside this box.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Instrument-specific standards matrix

| | Standard A | Standard B | Standard C | Standard D | Standard E |
|---|---|--|---|--|---|
| The student work has the following characteristics: | | | | | |
| Knowledge and understanding | <ul style="list-style-type: none"> identification and comprehensive description of relevant design criteria thorough comprehension of a range of graphical principles, procedures and conventions | <ul style="list-style-type: none"> identification and description of relevant design criteria effective comprehension of graphical principles, procedures and conventions | <ul style="list-style-type: none"> identification and description of design criteria comprehension of graphical principles, procedures and conventions | <ul style="list-style-type: none"> identification and unclear description of aspects of design criteria comprehension of aspects of graphical principles, procedures and conventions | <ul style="list-style-type: none"> identification of some design criteria recollection of some graphical principles, procedures or conventions |
| Analysis and application | <ul style="list-style-type: none"> discerning application of user-centred design, elements and principles of design, and materials to develop a range of feasible ideas thorough analysis and insightful interpretation of graphical and design information sophisticated use of a range of graphical skills to produce graphical products responsive to the needs of a young family | <ul style="list-style-type: none"> effective application of user-centred design, elements and principles of design, and materials to develop a range of ideas effective analysis and interpretation of graphical and design information proficient use of a range of graphical skills to produce graphical products effective for the needs of a young family | <ul style="list-style-type: none"> application of user-centred design, elements and principles of design, and materials to develop ideas analysis and interpretation of graphical and design information use of graphical skills to produce graphical products for the needs of a young family | <ul style="list-style-type: none"> application of aspects of design factors to develop simplistic ideas explanation of graphical and design information use of basic graphical skills to produce graphical products | <ul style="list-style-type: none"> minimal application of aspects of design factors to develop simplistic ideas reference to graphical or design information use of limited graphical skills to produce simplistic graphical responses |
| Synthesis and evaluation | <ul style="list-style-type: none"> thorough synthesis of mid-century modern style design and client needs to develop insightful solutions insightful evaluation of design and graphical representations of a mid-century modern style home discerning recommendations and valid justification of decisions | <ul style="list-style-type: none"> effective synthesis of mid-century modern style design and client needs to develop effective solutions effective evaluation of design and graphical representations of a mid-century modern style home considered recommendations and plausible justification of decisions | <ul style="list-style-type: none"> synthesis of mid-century modern-style design and client needs to develop solutions evaluation of design and graphical representations of a mid-century modern style home recommendations proposed and justification of decisions | <ul style="list-style-type: none"> selection of ideas to develop partial solutions comparison of design and graphical representations some recommendations justified by opinion | <ul style="list-style-type: none"> selection of ideas statements about graphical representations some superficial recommendations |

Sources

Page 7 Centre: Ricereto, M 9 September 2011, 'Concept rendering of SieMatic kitchen display', Mick Ricereto Interior + Product Design, <https://mickricereto.wordpress.com>.

All other images copyright QCAA.

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Additional page for student responses

(circle the appropriate component)

1. Planning

2. Exploring

3. Developing

4. Producing

5. Appraisal

Do not draw or write outside this box.

[FUJI barcode space]

Name _____

LUI

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

School code

| | | |
|--|--|--|
| | | |
|--|--|--|

Attach your barcode ID label here

Additional page for student responses

(circle the appropriate component)

1. Planning

2. Exploring

3. Developing

4. Producing

5. Appraisal

Do not draw or write outside this box.

[FUJI barcode space]

