

Housing and Design (HDS315118)

External Assessment Specifications

External Assessment Specifications inform the development of external assessments. The primary audience for this document is the course Setting Examiner and Exam Critics. It may also be of use to teachers and students.

These specifications must be read in conjunction with the current Course Document, available on the [TASC Courses](#) webpage.

The external assessment for this course consists of two components:

- Written exam
- Design folio.

Exam questions will only relate directly to buildings for human use on a small scale.

WRITTEN EXAM STRUCTURE

The written exam is TWO hours.

Students will have an additional 15-minute preparation time during which students can take notes on the note paper provided and highlight any key words in the exam booklet during the allocated time. Students will not be permitted to start their exam until advised by the Exam Supervisor.

The written exam includes TWO sections.

CRITERIA TO BE ASSESSED

The criteria to be externally assessed are:

Criterion 3: analyse and apply features and principles which contribute to environmental sustainability within design decisions

Criterion 4: apply architectural design principles relating to functional use of space

SPECIFIC MATERIALS AND EQUIPMENT APPROVED FOR USE BY STUDENTS

- External Exam Information Sheet for HDS315118 provided in exam
- Scale ruler, set squares, parallel ruler, pencils, protractor, drawing compass, eraser

ASSESSMENT

All criteria are assessed using extended ratings of A+, A, A-, B+, B, B-, C+, C, C-, t+, t, t- or z. Note that a C- is a low C, in that it just meets the standards for a C but is not a t.

A set of solutions or a marking tool will be developed by the Setting Examiner, provided to markers at the marking meeting that follows the external written exam; and will be available from TASC in the following year.

The external assessment must include questions that, separately or together, give opportunities to demonstrate the standards from rating C to rating A.

Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.

SECTION A

Structure

- This section will take approximately 60 minutes to respond to.
- Students will respond to ONE of TWO questions relating solely to passive solar design.
- This section addresses course content covered in Unit 4: Passive Solar Design and Sustainability.

Assessed Criteria

- Criterion 3: analyse and apply features and principles which contribute to environmental sustainability within design decisions.

Nature of Questions

- There will be one (1) question on Cool Temperate Climate and one (1) question on Hot Humid Climate (Tropical).

Nature of Responses

- Responses will be assessed using extended alpha ratings.
- A3 sketch to scale and annotate.

SECTION B

Structure

- This section will take approximately 60 minutes to respond to.
- Students will respond to ONE of TWO questions relating to functional use of space.
- This section addresses course content covered in Unit 3: Form and Function.

Assessed Criteria

- Criterion 4: apply architectural design principles relating to functional use of space.

Nature of Questions

- These questions may address layout of these spaces:
 - Kitchens, bathrooms, studies.
 - Small apartment/units and adjoining outdoor spaces.
 - Small work space layout including offices.
 - Consideration of the needs of wheelchair users.
 - Children, aged, single or shared occupancies within a range of ages may be included. ergonomics, circulation, spatial relationships and zoning.

Nature of Responses

- Responses will be assessed using extended alpha ratings.
- A3 sketch to scale and annotate.

HOUSING AND DESIGN FOLIO GUIDELINES

These guidelines provide students, teachers and markers with details about what students have to do for the folio that forms part of the external assessment for this subject.

This document does not repeat essential information found in other documents and must be read in the context of current course document, available on the [TASC Courses](#) webpage.

The *TASC Frequently Asked Questions – Externally assessed folios* document on the [TASC Folio Assessment](#) webpage, provides general information for all students and teachers about externally assessed folios.

Information about academic integrity requirements is available on the [TASC Academic Integrity](#) webpage.

The course Assessment Reports from previous years can be viewed on the course page. These reports address issues, strengths and weaknesses about the assessment of the previous years' folios.

The final folio will be externally assessed and must be submitted in electronic format by the student to their teacher by the due date, set internally by the teacher.

The teacher **must** submit the folio to TASC via TRACS by the published *due to TASC* date, available on the [TASC Folio Assessment](#) webpage.

CRITERIA TO BE ASSESSED

The criteria to be externally assessed are:

Criterion 6: Locate and analyse information about user needs and influences in design projects

Criterion 7: Use and document the design process

Criterion 8: Generate design solutions which respond to the brief and identified aims

Design Folio

Students are required to complete an individual Design Folio. They will develop their own project brief and prepare a folio that includes contextual information, a site analysis or an interior spatial analysis (if it involves refurbishing an existing interior space), information about precedents, details of the design development and a final design. The structure of the folio must follow the format provided in these guidelines.

The Design folio will form the basis of the evidence that will be assessed externally by TASC in determining student ratings on assessment criteria 6, 7 and 8. If you do not submit a Design Folio the best you can achieve is a Preliminary Achievement (PA) in this course.

Advice to Students

You are encouraged to select a folio topic that links with an area of genuine interest to you. Your topic must focus on the built environment incorporating spaces designed for human use.

You need to strongly consider the time constraints when you are developing your design brief. Experience has shown that many students are able to handle smaller sections of design more convincingly than they are able to produce large resolved designs. It is therefore strongly

recommended that you do not choose to focus your topic on a brief that is too large to complete to a high standard in the time available. Limiting the scope of your folio project should not limit the work that goes into it.

A list of possible folio topics is provided for you in Appendix 1.

Your teacher will allow about 30 hours of dedicated class time for this folio work. You must consult with your teacher regularly during the development of the Design folio.

Your teacher may require you to maintain a Visual Journal for internal assessment purposes however you are not required to submit your Visual Journal for external assessment.

Presentation of your Folio

Your folio must:

1. be word processed and desktop published and may include scanned items
2. be submitted in digital format as a single PDF file
3. be a maximum of 20 pages in length, standard A3 pages

Not included in this maximum limit:

- a cover page (containing no assessable information)
- contents page
- references

Should a folio be submitted that exceeds this limit, only the first 20 pages will be assessed.

The graphics heavy nature of housing and design folios must be considered in the submission of the final document. You must consider the final purpose of the document, in the real world this would be the client, in this case it is for external assessment through the TASC eMarking process.

To this end, we ask that teachers and students work together to ensure that files submitted **MUST** be no larger than 500 megabytes.

This means:

- considered use of graphical elements
- appropriately optimised images (including cover pages and the backgrounds of pages).

You are advised to check the document carefully prior to submission. If the file cannot be read it cannot be marked.

Your work **must** be identified by your TASC ID only.

Do not include any identifying information, including your name, your teacher's name, or the name of your school anywhere in your submission. This includes the document content, file name, headers, footers, or cover pages.

The folio is to be structured using the following sections.

Section	Explanation	Criterion elements	Recommended page length
Client Needs Analysis	An analysis of the client's functional and psychological/emotional needs relating to building design.	Criterion 6 Elements 1,2	1
Project Brief and Aims	<p>Brief – succinct statement of the project's purpose.</p> <ul style="list-style-type: none"> • Informed by Client needs. Aims: • should be informed by the clients' needs analysis. • identifies key design considerations, including problems and opportunities. <p>It is intended that all aims be addressed within the final design.</p>	Criterion 6 Elements 1,2,4	The Client Needs Analysis, Brief and Aims should be condensed onto one page.
Project Context	<p>This is a discussion linking into the genre of the project. For example, if designing an Airbnb:</p> <ul style="list-style-type: none"> • what are the local attractions to make people stay here? • Why are Airbnb's so popular? • What are people looking for in an Airbnb stay? <p>If designing accommodation for a family, what are their key needs within the community, why live there?</p> <p>If designing a Tiny Home, what is the history behind this movement?</p> <p>Is there an interesting local history? Is it a unique environment?</p> <p>Is there a certain architectural genre occurring within the location, e.g. heritage listed buildings or colonial buildings?</p> <p>Utilise images to visualise locations and relevant services/attractions.</p>	Criterion 6 Elements 1,2,4	1

Site Analysis or	<p>Analysis of the site and all aspects that could impact on or influence the design. Depending on the project chosen this could include existing building spaces, neighboring buildings, site plan, floor plan, vegetation and the impact of sun, wind and other natural elements on the site itself.</p>	Criterion 6 Elements 1,2,4	1-2
Internal Spatial Analysis	<p>As part of this analysis, students should also clearly show aerial view of desired build area or a hand drawn site map.</p> <p>Students must:</p> <ul style="list-style-type: none"> • identify what the main issues are that significantly affect the design and positioning of the building form or layout within. • identify spatial relationships including existing purpose of rooms, issues analysed, intended repurposing development, relationship to other adjacent zones and circulation. Also consider entrance points of light and breezes. An existing floor plan should be utilised including images. <p>This information provides a stimulus to design ideas and may include the consideration of the following factors. Students need to focus only on those relevant to their design, for example wind direction or land contours may be irrelevant if the folio is an interior decoration of an internal room.</p> <ul style="list-style-type: none"> • The relationship of adjacent buildings/rooms. • The structure of existing buildings/rooms. • Views. • Traffic flow/circulation patterns. • Solar orientation and dominant wind patterns. • Slope of the land. • Appraisal of existing vegetation (e.g. shading, deciduous, provides privacy, in bad conditions, needs to be removed). • How the site can be accessed; are there privileged routes (e.g. are some more private for owners/public for visitors). 		

Precedents	<p>Precedents should include:</p> <ul style="list-style-type: none"> • a minimum of three presentations of annotated examples of existing designs by architects and/or designers (exemplars) that relate to the project. These examples need to be design focused, not product focused. • acknowledgement of what is already impacting on the site. This could include; style of nearby buildings, problems and opportunities presented by the space. 	Criterion 6 Elements 1,2,3,4	3
Design Development	<p>Concept designs – a concept that has been progressed and critically analysed three times which should include:</p> <ul style="list-style-type: none"> • design ideas drawn as sketches with annotations (Ideation). • ideation addresses the aims of the project, articulated through annotations. • analysis of each option (listed as advantages and disadvantages or problems and opportunities). • annotations and sketches reveal decision making process. • design development must show use of scale through • annotations of pivotal measurements or the inclusion of scale bars. <p>Students can include preliminary visual brainstorming to help provide context to the 3 design iterations.</p>	Criteria 7 Elements 1,2,3,4	3
Final Design	<p>Final drawing format</p> <p>Drawings must be originally drawn to a scale of 1:100, 1:50 or 1:20 using architectural conventions. As they will be viewed electronically for assessment, they must also show the use of a scale bar or be fully dimensioned.</p> <p>They may include an image of a scale model constructed from suitable materials or a computer generated representation.</p> <p>Design decisions</p>	Criteria 7 Element 3 Criteria 8 Elements 1,2,3,4	9

	<p>There needs to be evidence of critical and analytical decision making which justify final design decisions.</p> <p>Justification of decisions, relating to the brief and aims should include succinct annotations. This could refer to aspects such as surfaces, materials, finishes, appliances, furniture, fixtures and fittings, or aesthetic choices. This must justify not only what has been chosen, but why it has and how it meets the brief, aims and needs.</p> <p>Justification of choices should be integrated with final drawings. Final Designs should include, in the following order:</p> <ul style="list-style-type: none"> • Site Plan (where appropriate, if the student has not made any changes to the original site plan this is not relevant) Placement of final design on the site (reduced scale acceptable in this instance). • Floor Plan. • Elevations. Minimum of two elevations. Where elevations are not appropriate (e.g. if folio has an Interior Design focus) two 3D views may be used instead. • Sections (where appropriate to show design features e.g. solar penetration or heights and layout of fittings). 		
Evaluation/ Reflection	<p>Evaluation of how well you meet each of your stated aims.</p> <p>Discuss and justify any aims that have not been fully resolved.</p>	Criterion 8 Elements 1,4	1
References	<p>Learners must use a recognised referencing system.</p> <p>Any use of AI must be accurately referenced to avoid incurring penalties.</p>	Criterion 6 Elements 5,6 Criterion 8 Element 5,6	1

INFORMATION FOR TEACHERS

You should encourage students to select a Design Folio topic that links with an area of genuine interest to them.

You are advised to rein in the scope of the folio projects rather than to encourage the choice of expansive topics. Many students are likely to handle the design of rooms (e.g. kitchen, bathroom, bedroom,) or linked rooms (e.g. kitchen/dining/living) more convincingly than they are able to produce resolved designs for whole houses. It is therefore recommended that students do not choose to focus their topic on an entire house design. Limiting the scope of a folio project should not limit the work that goes into it.

It is strongly recommended that students choose a location that is accessible, whether it be a green field site or the interior of a building for their folio. This gives the student an opportunity to practice what they have learnt about designing dwellings suitable for our different climatic conditions. Students who chose overseas locations for their brief will most likely not be familiar with the site, the climatic conditions or the context that is appropriate for designing in other parts of the world.

You are to allow 30 hours of dedicated class time for folio work.

You must approve the folio topic. You must consult with your students regularly during the development of their folio.

INFORMATION FOR MARKERS

The Design Folio will be assessed externally by TASC to determine ratings on:

- Criterion 6: locate and analyse information about user needs and influences in design projects
- Criterion 7: use and document the design process
- Criterion 8: generate design solutions which respond to the brief and identified aims

APPENDIX 1 – POSSIBLE FOLIO TOPICS

HOUSING AND DESIGN (HDS315118)

Design Briefs could relate to:

Housing relating to users current and projected needs:

- existing home modifications to suit changing family needs
- sole occupant
- historical housing redevelopment
- public housing solutions
- housing for particular needs e.g. low-income earners, elderly etc.
- emergency housing
- small space design.

Use of space for specific functions:

- Universal or accessible design
- teenage or parent retreat
- bathroom
- kitchen
- renovations or refurbishments of spaces into more useable contemporary spaces

Environmental sustainability:

- building in bush-fire prone areas
- pole housing
- mud brick
- straw-bale
- shacks
- shed conversions
- passive solar design
- retrofitting an existing house.

Topics should focus on the built environment incorporating spaces designed for human use.