

Student Sheet Task 4: MAJOR PRODUCTION 'COMMUNITY SAFE BUS SHELTER'

Overview:

In this task, you (the student) will use your spatial skills to create a design for a public transportation bus shelter with the following attributes:

- Encourage feeling of safety and discourage crime
- Hard wearing materials resistant to damage and graffiti and easy to clean
- A pleasing aesthetic
- Maintaining good sight lines from inside and outside
- Providing good weather and shade shelter for occupants (6)
- Providing timetable details to the public

Your design will address all of the above criteria and use elements of CPTED and Design Out Crime and other design theories. Your final model of your design will be constructed either as a maquette, a hand drawn technical drawing or in suitable software.

How long will you need?

7 weeks, including work out of school and teacher instruction time.

What you need to do:

1. Identify bus stop locations in your town that experience high levels of crime or anti-social behaviour. Look at their design and environment around them and create two mood boards.
2. Using theories of CPTED and Designing Out Crime along with other design theories create a series of brainstorm/ thumbnails showing alternate ideas for improved designs of public bus shelters. Use annotations to describe details and your reasoning.
3. Show alterations and refinements of your designs identifying crime prevention aspects and other design decisions such as those relating to materials, lifespan, environmental aspects, incorporation of information and branding.
4. Create your final design as a scale model in a maquette, a technical drawing or digitally.
5. Make a **pdf file** (maximum 10Mb) containing your outputs and reasoning

What needs to be in your folio for assessment?

Due dates:

- Two mood boards showing the detail of your design process with annotations.
- Evidence of refinements based on CPTED theories and other relevant design theories shown through annotations
- Your final public bus shelter design using photographs of your final model (from different angles), or your technical drawings, or 3D software images.
- Pdf file (max 10Mb) containing your designed outcomes and reasoning

Marking Key Task 4: Major Production

NAME:

Assessment item	Available marks
Brainstorming, thumbnails, annotations and local research	6
<ul style="list-style-type: none"> • Thorough exploration, broad range of ideas, well resolved. • Good exploration of concepts, easily understood, 3 or 4 solid ideas, well drawn. • Well produced, but limited range of thumbnails, 2 or 3 ideas, showing promise. • Single concept; poorly drawn ideation with no attempt to push ideas. 	<p>5-6 3-4 1-2 0</p>
Application of CPTED theories	5
<ul style="list-style-type: none"> • Annotation used for the project demonstrates high level of application of key CPTED strategies with the potential for incorporation of multiple strategies. • Annotation involves the clear application of a CPTED theory. • Some good annotation though with limited application of CPTED theory. • Annotation is weak and largely ignores or misinterprets CPTED theory. • No annotation or discussion of CPTED theory integration. 	<p>5 3-4 2 1 0</p>
Design process and refinements	12
<ul style="list-style-type: none"> • Refinements clearly detailed, showing multiple iterations of different ideas in a well presented form based on solid research. • Development refinements shown based on good local research, but some stages jump or skip steps. • Basic refinement development process, not clearly demonstrating relationship between steps or with refinements based purely on one factor. • Little evidence of refinement or process often with basic association to the brief. • No evidence of design process/ refinements. 	<p>10-12 7-9 4-6 1-3 0</p>
Evidence of media testing	5
<ul style="list-style-type: none"> • Media testing evident in each stage of the project including drawn and digital efforts well represented. • Good media testing generally, though some gaps are demonstrated. • Basic media testing process, with testing being fairly arbitrary rather than focused on achieving a specific goal in the brief. • No evidence of media testing 	<p>5 3-4 1-2 0</p>
Final product	7
<ul style="list-style-type: none"> • Final product looks of professional quality and clearly answers the original brief. • Final design is of a good standard though shows some inconsistencies. • The final design does not incorporate a major aspect of the brief or does so in a poor way. • No evidence of a final product. 	<p>6-7 4-5 1-3 0</p>
Total	/35

Teacher comment