2023 ASSESSMENT REPORT

HDS315118 HOUSING AND DESIGN

The 2023 exam did present challenges to candidates, but in a fair manner on most questions. Throughout the assessment process, Markers were looking for evidence of understanding on how each of the key criterion elements were applied in the context of each question and how well the aims and brief of the question were satisfied.

Section A

Question 1: Hot humid design

There was a total of 53 responses but only 29 respondents passed the question. It was challenging for most students because there were a lot of room requirements to fit into such a narrow potential building area, only 14m wide. Most students struggled to effectively orient the house across the breeze which was coming from the south and east. Students needed to calculate each room size to fit all rooms within the 140m2 limit.

Lower-level responses tended to draw a square building area, typically 10m x 14m (equal to 140m^2). Some students incorrectly responded using criterion 4 annotations (functional use of space). Many students applied cool temperate passive heating principles instead of designing for a hot humid climate. Some students used the entire potential build area of 364m2 instead of the 140m2 limit, misinterpreting the plan and the instructions.

Quite a few students showed a solid knowledge of passive cooling with their annotations, but the students' drawn responses did not apply their knowledge effectively.

Higher level responses prioritised ventilation and shading and were able to successfully address the competing factors of orientation (face long axis north) versus access to SE breezes. They worked out the ideal orientation across the breezes, typically making it a single room depth. Internal and external covered decks were also utilised to create opportunities for ventilation and indoor/outdoor living spaces.

These candidates also included additional sketches such as elevations and sections. These sketches typically showed airflow underneath the building and convection cooling through the top of raked ceilings. They also showed various shading techniques – both vertical screens and eaves. The use of keys to indicate features like louvres and shading devices were also utilised.

Question 2: Cool climate design

The focus of this question was to design a small one-bedroom dwelling within a given design envelop on a 700 square metre site.

The site was described as flat, with unobstructed seaside views from which breezes flow. Students were asked to design the dwelling enabling thermal comfort and energy efficiency but also including:

- a room for working from home
- a separate bedroom to fit a Queen-sized bed
- wet area for a toilet, shower and laundry
- a space for preparing and storing food
- a lounge / entertainment area that opens to an external deck.

The maximum floor area allowed was 80 square metres within the potential build area. The ability to collect rainwater and harness solar energy was also to be considered.

Strong responses zoned their layouts allowing good solar access into the kitchen, dining and lounge areas, while also taking advantage of the views and sea breezes for ventilation. The best responses experimented with either offset, "L" Shape or longer axis floor plans. Stronger responses also included detailed section or elevation drawings illustrating correct sun angles and solar access into the home with appropriate eaves lengths.

These responses also had highly informative annotations and discussion rationalising their design decisions and ensuring key information such as solar access, use of thermal mass, appropriate insulation levels and use of double-glazed windows at recommended percentiles were included. Solar voltaic cells orientated towards the north and water tanks located on the lower slope of the roof for rainwater collection were also evident.

A good number of candidates in the "C" range did include fragments of above, displaying a sound level of understanding, but did not always fulfill all expectations.

Lower-level responses placed a priority on capturing the views rather than accessing solar gain, this not meeting the standards of this criterion, or the key needs of the client as described.

Section B

Question 3: Accessible / universal design

Candidates were required to design an extension linked to the rear of an existing home that could house a student independently, but then provide accommodation for an older relative with mobility issues. This question was a little ambiguous as it did not provide any size constraints or site limitations for this response.

Strong responses understood and illustrated [1400mm] wheelchair turning circles within appropriate areas such as the bathroom, bedroom, kitchen and living space. Floor plans were drawn to conventions with all walls, windows and furnishings to scale. Efficient circulation was also illustrated.

Extra details and additional small diagrams illustrated room elevations and sections and how they functioned. Small sketches were really good at doing this and showing under bench clearances and light switch heights.

Weaker responses used scale poorly and did not allow for appropriate clearances for a wheelchair-bound person. Many students did not use the Information Sheets successfully. There was much information available that was not accessed. Rooms and areas were too small to allow access in a wheelchair. Only one entry/exit. No doorway to access the backyard for recreation, secondary access, or fire exit.

Some candidates misinterpreted the question that the son was living there and then Gran moved in when he moved out. These students wrongly supplied 2-3 bedrooms.

Common issues and suggestions:

- Students tried to include passive solar aspects to the solution when there was no requirement.
- The buildings were not 'connected'.
- The queen sized bed was against the wall – difficult for a wheelchair bound person to use and impossible for them to change the sheets on. Other students did not allow sufficient space around the bed.
- Confusion with the previous question as to the use of thin lines instead of using proper wall thicknesses for the internal and external walls. This made some areas more difficult to define.
- There were insufficient extra details and additional small diagrams around the plan.

As there was no size limitation, there was the ability to make spaces/areas as large as practically required though there was the hazard that some designs were then too large.

Question 4: Functional use of space

This question asked students to provide design solutions for the conversion of a disused Hydro-electric substation into a tiny house or small dwelling suitable for one person or a couple. An unscaled perspective drawing and a plan view with major dimensions were provided. The question also suggested that the client was considering a design 'with different levels'. Orientation of the brick building envelope was not given.

Specifically, students were asked to design for:

- a separate bedroom to fit a Queen-sized bed
- a space for preparing and storing food
- a wet area for a toilet, shower and laundry
- a lounge / entertainment area.

The response required students to draw a plan view at 1:50 showing the details of the proposed dwelling including additional sketch drawings and explanatory comments showing how the layout supports functional design.

The most successful responses identified that a mezzanine floor for the sleeping area above provided the most appropriate solution, with all other aspects of the design satisfactorily resolved in terms of functional use of space, including how the roller door opening would be dealt with an alternative entry provided. Some candidates correctly noted that the void created would add to the sense of space. At this level of achievement, stairs, landings, adequate kitchen space and flow, particularly regarding access to the

bathroom, were all well resolved and clearly annotated. Excellent innovation was demonstrated in some responses, mostly around the detail of storage solutions and admission of natural light. Successful candidates provided detail of how the roof would interact with their designs, whilst other strong responses also included examples of spatial planning using bubble diagrams. Clear concise annotations were used and the use of additional supporting thumbnail sketches assisted in explaining the student's design thinking.

Responses in the C- to C+ range provided varying degrees of the above but were often missing adequate annotation and/or supplied impractical solutions, such as the bathroom only on the top floor. Scaling was also something of an issue in some responses, in that too many unnecessary features had been included and the resulting spaces were either somewhat cramped or in some cases oversized. The resolution of stairs and landings was often also not complete or incorrect at this level.

Unsuccessful responses often failed to note that two floors were necessary for adequate space and included extra features that were not required. Unnecessary inclusion of Passive Solar details also hindered some responses, as did the incorrect use of scaling. Explanatory notes and/or off plan drawings were also often absent in these responses. From some of these responses it seemed that reading and understanding the requirements of the question was limited.

Folio assessment report

Introduction

It is important that new candidates to this course and teachers read through the following information as it provides valuable insight on what needs to be done and what to avoid, to achieve successful outcomes for their major folio. Folios submitted in 2023 were varied in quality. Referencing protocols were still inconsistent with many candidates not meeting Harvard referencing protocols and a rather large cohort not referencing images or diagrams within the body of the folio. This is particularly frustrating as it would indicate that previous reports posted on the TASC website have not been viewed by all students and they have not adhered to the folio guidelines closely.

Advice and suggestions included in the 2021 and 2022 report should have assisted students to complete a successful folio and would hopefully reduce the number of poor outcomes that were still evident in the 2023 offerings.

Summary statements have been made, regarding content sections observed by the Marking Team below.

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

Client's needs analysis

Higher achieving candidates would carry out an in-depth discussion of the client's (user's) needs, providing a strong rationale and analysis. From these statements stronger candidates would draw their aims from it and the Brief statement, as the Brief should really reflect the context of the user's needs. An exemplar was provided within the 2019 report, providing an example of how this important phase could be structured.

Some folios provided evidence the students or their teachers had read the report and utilised this structure to good measure. This exemplar is also available with this report.

Lesser folios would often just have dot points of recognised needs, but with no justification or analysis provided.

As recommended in previous years, the textbook, *Nelson Visual Communication Design* from Cengage Learning by Kristen Guthrie, gives excellent guidelines for writing brief and aims, context etc. and could be a helpful class reference book.

The brief

In 'A' responses the brief was a concise statement. Some candidates tended to draw their brief statements out – often a paragraph in length, and this should be avoided.

This year, it seemed it seemed evident that many candidates did not always access the location/site that their brief was based upon and this in turn often lead to incorrect information or lack of contextual understanding being presented. Accessing the site is highly beneficial in achieving a quality site or spatial analysis.

The aims

Higher level folios listed aims that were tangible, practical, and had a good degree of sophistication, for example:

- a minimal and contemporary building design which remains aesthetically cohesive with the natural environment
- creation of a building envelop that incorporates passive design elements to retain a comfortable interior climate year-round.

Many candidates still struggled to identify or correctly communicate aims, particularly with a design emphasis, often listing needs as aims. Lesser folios would list such items as a bed or bathroom for a dwelling, pretty much stating the obvious and not doing some higher-level thinking to attain good aims to work for. Some aims were rather vague, i.e. such as 'design for upward of 4 people', this is not specific enough to determine whether final design fulfilled the aim. Again, please refer to *Nelson Visual Communication Design*.

Basic aims examples:

- two vehicle garage with space for a ride on lawn mower
- have a jacuzzi or bath that has access to the views.

Project context

It appears that some teachers and candidates are reading guidelines; the expectations of the Project Context were followed more closely. However, the older "Site Context" formula still featured heavily. This had been addressed in the 2022 Folio guideline, but still is being utilised and is particularly evident when candidates use multiple map images of the site of different resolution/scale.

Stronger candidates did produce a project context statement that discussed the significance of the project, i.e., the need for support housing for people in need or the advantage of short-term accommodation such as AirBnB. Those still working to the old formula made their context relevant to the client, the stage of life or demographic state, their needs, or interests and why the development was sited there, and what things within the area were of relevance. Lesser folios still used swathes of maps of different resolutions and scale to explain an area with little else or may have explained something about the site but did not include any on-ground visuals.

Site analysis

Strong site analysis included a high degree of detail, complimented with a hand drawn scaled site map (highly recommended by markers) as part of this section. Some candidates also included section drawings or topographic details. Other inclusions were shadow analysis and impacts, vegetation types & their significance, access, seasonal prevailing winds, sun arcs and orientation details, rainfall data and impacts, potential impacts on neighbours or from existing neighbours, existing architectural influences, soil analysis and views. Candidates that had visited the site and taken photos showed greater understanding and were able to communicate and showcase the features of the site in their folios (see earlier comments). Relevant information such as seasonal wind, solstice sun angles and arcs and rainfall was also referenced clearly.

Good quality interior spatial analysis included a scaled plan of the existing dwelling or area being redeveloped and adjoining areas being impacted along with photos taken by the candidate explaining the current use or issue and where the proposed change will be undertaken.

Poorer quality folios did not include much of the above and often relied on cut and paste diagrams form Google Maps, Sun Calc. and Willy Weather, with little explanation of their relevance. Some students completing an interior spatial analysis failed to show the relationship of the room(s) being renovated or extended to the rest of the house.

Precedent research

This work was again varied. Higher performing candidates researched and included precedents that had a high level of relevance to their brief. High level folios often contained one or several case studies analysing key design features that could be utilised within their design response. Candidates who carried out an in-depth discussion, stating the relevance, how the idea could be utilised including what changes may need to be made generally scored well. Also, candidates who went with multiple possibilities that could be used to fulfil an aim may also have scored well. Some stronger candidates also categorised their precedents, relating to key aims, i.e. architectural styles, interior solutions and so on. The strongest folios used case studies precedents, analysing and evaluating features that were relevant to their aims and brief and evaluation what adjustments may need to be made. The candidates displayed a high degree of understanding of the relevance of the precedent to the aim and brief.

Lesser folios often had examples that may have had relevance to the brief or aims, but very little justification or analysis was carried out. Weaker candidates still tended to create a “product catalogue”, or “technical manual” these precedents having little impact on design decisions. The Marking Panel strongly recommend that future candidates look to research and gather multiple design precedents that lends themselves to at least one case study being carried out as part of their precedent work. Markers also

observed some candidates not submitting 3 pages of precedent work as recommended by the folio guidelines, this often impacting on their final assessment of this criterion.

Referencing

Consistency in referencing protocols remains an issue. Several candidates did not reference their images, either with a numeral figure or footnote under the image but did list them in their bibliography – this would have drawn a marking penalty. This does make it difficult for Markers to link an image to the source listed within the bibliography. Generally, bibliographies were well constructed this year, closely conforming to the Harvard referencing system. This may reflect candidates using citation software, that is now readily available online.

No academic integrity issues were reported this year; however, the Marking Panel strongly recommends that teachers read through final drafts prior to submission to TRACS and consider submitting versions to Turnitin or AI checker prior to uploading too, to avoid academic integrity issues occurring or marking penalties being applied.

There is an increase in the number of candidates using software to produce final drawings and some concept work. Improvements were observed, as many candidates did reference this software and the "assets" they used. But there were a large minority who did not reference the assets as other's work.

It is also highly recommended that candidates utilise plagiarising check software such as Turnitin themselves to help address any plagiarism issues that they may have missed. All candidates should make themselves very familiar with the TASC Academic Integrity Guide For Students document to mitigate poor referencing and adhere to appropriate protocols.

Criterion 7: Use and document the design process

Design development

A and B students showed clear design development using accurate drawings that comply with architectural conventions, including appropriate scale bars or dimensions. In-depth discussion outlying and justifying the changes being made and considerations for the next iteration were also evident. Their plan drawings were often supplemented with elevation and section drawings or 3D artistic impressions with relevant annotation.

A good number of candidates included "visual brainstorming" sketches that were annotated clearly and supported by dialogue explaining their design thinking – these were well regarded by the Markers. Some candidates did provide bubble diagrams but did not support them with any written communication explaining their design thinking. It is important that candidates do not rely on this genre of visual work alone but use it to help inform their scaled concept drawings.

Stronger candidates also regularly reflected back to their aims or listed the aims that were being addressed in their annotations.

Lower scoring folios did not always include key furnishings in their concept work, thus not providing strong evidence that they had checked that room proportions were workable, and that circulation and flow had been considered.

Design development drawings need to be clearly presented and be large enough to be legible. Scale, scale bars, dimensioning and an indication of the north location are also a critical part of the design process. These elements were absent in some folios this year, drawing a significant marking penalty. There needs to be consistent use of scale throughout the formal concept stage and into the final drawings.

Some design concepts were basically the same from concept 1 through 3 with very little design progression and minimal discussion. Design analysis for a number of candidates was very superficial providing an explanation of what was included but no justification and clarification of the design evolution.

Some designs had negative aspects highlighted in concept 1 but continued to include these in other concepts and in many cases also featured in the final design even though the feature had been identified as a negative. This was often closely linked to some candidates creating concepts with intentional "faults" in their design work that are "set to fail", such as "there are no windows in the design, this will have to be addressed in the next design".... or "a toilet could only be accessed externally". This would often suggest that the candidate had undertaken "Reverse Design" – where they came up with one concept and then tried to de-construct it to form lesser iterations of it. This is not an appropriate design practice.

Overall presentation still needs consideration. Weaker projects had quite small drawings with minimal detail that were difficult to interpret clearly. The Marking Panel recommends one A3 page per concept/iteration. Stronger projects included hand drawn images that were accurately presented and contained appropriate supporting annotations. Some candidates did choose to use CAD in this phase too, and these were generally easy to visualise and assess. It is important that hand drawings are done with appropriate weighted pencils so that scanned copies are clearly legible. Digital annotations do allow for easier reading and more ordered discussion of design details. Even in stronger folios, candidates often had drawings scaled too small, making the text the main content on the page rather than the visual design work.

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

Design resolution

Strong folios clearly showed a resolution to their design problem. High scoring candidates created well refined drawings, to scale (with scale evidence included i.e. a scale bar), dimensions and the direction of North. They provided in-depth narratives discussing the design features presented within each drawing whether it be the floor plans, elevations, section drawings and 3D drawings. These narratives also linked the design features with the brief and aims of the project.

Strong folios provided an evaluation that discussed and rationalised how each aim was achieved. All aims originally listed should have been addressed in a comprehensive manner.

Like previous years, many candidates claimed that a "particular" aim was addressed within the evaluation, but there was no evidence of this occurring throughout their concept work or within their final section of realisation drawings and annotation. Students need to justify throughout their folio how they are addressing their aims as well as justifying them in their final evaluation.

Some lower scoring candidates did supply a set of drawings as prescribed in the folio guideline, but not always well detailed and with little discussion or no narrative at all explaining the design features.

As indicated earlier, some candidates that listed simple, unsophisticated aims restricted their opportunity to attain high outcomes in their folio assessment.

Drawing quality and annotations of the final floor plan still need to improvement in Criterion 8 as conventions were not always met, such as wall thickness and furniture inclusions, all drawn to Australian Standards, whether drawn by hand or produced by CAD.

The inclusion of mood boards and colour schemes are not relevant, unless one of the aims is associated with the element of design "colour" and a mood or design genre they are trying to achieve. Some of this information can be provided within precedent research, but best to avoid catalogue style precedent work. There were still folios showing lighting and power-point location plans which are not relevant to Housing and Design folios with the exception of universal or accessible design folios, with a particular reference to switch heights.

General advice for future students

Pencil, scans and spell check

Please ensure hand-drawn drawings are drawn with a sharp HB or HB pacer and scanned to 300 DPI and is clearly legible. Undertake a spell check too. When scanning, please ensure scale bar is also present in image.

Folio publishing

Students should seek guidance and instruction from their teacher in using design elements and principles in the publishing of the folio. PowerPoint is a reasonable Publishing Software, but pages using design templates take up too much available space. It is advised to use blank pages. Adobe in Design is another recommended publishing software. It is also important for candidates to adhere to the folio guidelines and stay within the 20 Page limit. A content page is not necessary. The use of white or light-coloured text on black backgrounds should be avoided. The Marking Panel strongly recommends keeping publishing simple – use black text on white background. Also – many students used up valuable page space by only having one paragraph or one image/ drawing on one page. It is important that candidates use page space effectively, and avoid over-crowding and replication of written dialogue just to fill the space.

The use of CAD in folios

The inclusion of CAD has the potential to positively impact student's time management and development of architectural discourse and skills, as well as benefits such as greater efficiency, more precise drawings, and the ability to easily edit designs. Additionally, the use of CAD can resolve difficulties that often occur in the design of complex forms. However, the current course syllabus does not prescribe CAD as a teaching and learning component of this course, and the already rich content of the course would certainly inhibit time required for teachers to provide instruction to students how to use an architectural design software competently. However, some teachers may be very comfortable in providing some exposure to this software. Students who have studied CAD can use this skill set to their advantage and would not be

penalised. Obviously, on the flip side, those who are visually strong, artistic or are a natural draftsman are certainly advantaged, too.

Essentially, the quality of student work, whether it be created using CAD or by hand should be marked on its merits, not necessarily effort. As to whether students choose to use CAD or to draw by hand, (these are just the tools) the crucial factors are scale, proportion, appropriate conventions along with appropriate annotations and narrations of the design. These should all be used to a good standard.

Over the last few years, the Marking Panel has seen an increase in candidates utilising "off the rack" software such as Floor planner, Roomsketcher, Coohom or similar software. These require very little calculation of scale and proportion by the user and does not allow the candidate to develop a solid understanding of spatial design. Furthermore, candidates using this software did not reference any assets used within these presentations. The Marking Panel strongly recommends that future candidates do not use such software as its use detracts from the content of their folio and does not provide a true indication of the work undertaken. Many folios using this software would not have scored that well in Criterion 7 and Criterion 8.

It is important that traditional drawing techniques be developed by the student.

There is a connection between a student's ability to draw by hand and their ability to design. A sketch demonstrates a process of thinking, analysing and evaluating, that often gets lost in CAD work. This calls for the need to develop foundational skills, and practice the design process, so complacency does not creep into the design development of creative thinkers. By including traditional methods in the design process, students can express their ideas creatively and authentically. This is a critical skill for all students to possess for their end of year exams if they are to succeed to a high standard. The Marking Panel strongly recommends considered use of hand drawing in the design iteration phase and final presentation drawings if the candidate is not a competent user of recognised drafting software.

Teacher recommendations

Teachers have an obligation to give their students the best possible chance to be successful in any subject that they teach. Since the TASC Housing and Design web page is a public document, Students are allowed to access (and indeed, should be encouraged to access) this material. They should be made aware of the last tab on the Housing and Design page: **Supporting documents including external assessment material**. This will give students clear information in what they need to include and how to avoid mistakes with their folio, as well as giving them an insight as to what exactly it is that the external markers are looking for.

APPENDIX 1
2023 EXEMPLAR

Client Needs Analysis

Functional analysis

Anthony and Toni are a couple in their early 50's. They live in a relatively small home on Bellerive Bluff with two children, Fynn aged 16 and Emily aged 13.

The house was originally built in 1922, but Toni and Anthony have carried out extensive modifications on the home since purchasing it in 2000. However, the footprint of the home has never changed apart from a covered deck added at the rear of the house.

As the children have grown older, Toni and Anthony now realise that the current house is being outgrown and Emily's bedroom is very small. They have considered several options over the last few years such as building a second storey, but this option would require extensive structural engineering work and would be very costly. They do have green space beside the existing rear deck/veranda, so using the space and remaining on the one level is a definite possibility.

After a deal of thought, Toni and Anthony have decided to build a parent retreat that will be attached to the existing deck as a transition area to the main-house. In doing so, their daughter can then move into their larger bedroom and her room can become a small study/spare guest room.

Psychological/emotional

Toni and Anthony wish the parent retreat to be warm, have good access to natural light and be thermally efficient. They wish to retain privacy from their neighbour's double storey home and they also want to be able to take advantage of existing views over the River Derwent. They would still like to retain some garden and have direct access and views to this. Although relatively small, they do not wish this to be a pokey space and if possible, it should have an alternative access point off the deck so that it can be used as self-contained accommodation.

Space Analysis

The parent retreat should have a sleeping space for two people with storage, bathroom, kitchenette, and a small living area. If possible, they would also like a small study area too. The extension should not exceed 50m2, but essentially, it must fit on the allocated site. A separate toilet would be ideal, and even though an ensuite is useful, the bathroom and toilet do not have to be directly linked to the sleeping space. Apart from the sleeping space and bathroom, Toni and Anthony would be like the remainder of the space to be open plan. There should be a degree of privacy provided for the sleeping space.

Brief:

Design a small parent retreat to accommodate a couple and enable it to be used as self- contained accommodation.

Aims:

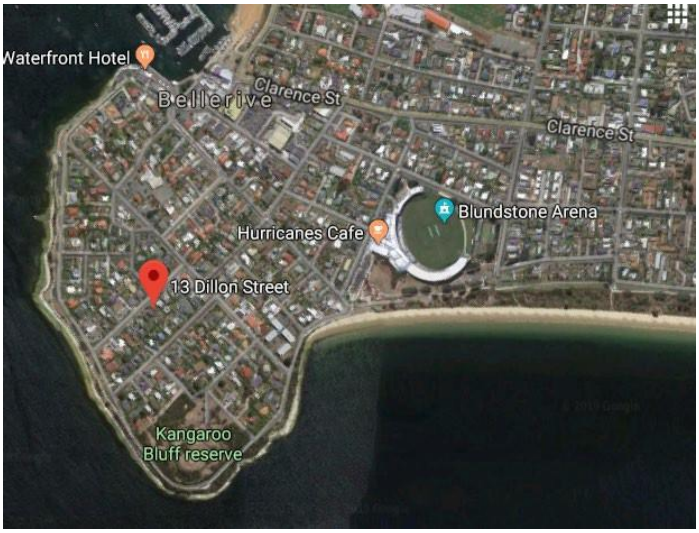
1. Provide a private sleeping space with storage for two people.
2. Bathroom should be easily accessible for residents and visitors, but toilet should be private from bathroom.
3. Include a kitchenette suitable for self-contained accommodation.
4. Include a small living space and a study area too.
5. Create a building envelop that incorporates passive design elements to retain a comfortable interior climate year-round.
6. Maximise natural daylight where possible.
7. Incorporate biophilic design principles.
8. Retain privacy from neighbouring building and access existing views.
9. Have two access points with one having access to the existing house.

Project Context

Hobart has been involved in real-estate boom for a number of years now that has seen house prices increase beyond 100% in some locations in less that 3 years. Historically, it has been a popular trend for families to purchase a larger home to move into with growth of a family. However, the cost of rising house prices has made seen this trend slow somewhat. Instead, many families are now looking to maximise the opportunity that may be apparent within their existing home and look to extend, modify, sub-divide or build ancillary dwellings if possible.

This is advantageous for several reasons:

1. Potentially a good deal of money can be saved by extending an existing home or building an ancillary dwelling if land space permits.
2. Existing lifestyle choices would be retained – children may still remain close to neighbourhood friends and schools.
3. Home-owners may be very happy in the suburb or location they are living in and moving to another home may see lifestyle changes occurring which are not to their favour.
4. Often, new renovations extend the life of an existing dwelling and will also add value to the home and if done tastefully, improve the streetscape.



Location of Property in Bellerive Bluff Precinct. Google maps, 2019.

Holme Lodge, realestate.com 2019

DWA architects, 2019

The location of the dwelling is in Bellerive Bluff. The bluff is a historic precinct of Hobart, an eclectic mix of period architectural styles giving it a great degree of character and warmth within the urban landscape. Most properties on the bluff also have lovely accessible views across the River Derwent to Hobart city and Mount Wellington/ Kunanyi.

Bellerive Foreshore walk Greater Hobart Trails, 2019.

It is a safe community and has close proximity to Bellerive village, that has been revitalised in recent years with many quality innovative eatery's being opened.

The esplanade provides a picturesque walk around the bluff from Bellerive Village onto Bellerive Beach - a popular safe swimming beach for families in the Summer and dog walkers all year round.

The bluff is only a short 10-minute drive into the city centre and is also only a 2-minute drive to Eastlands Trip Advisor 2019shopping centre, medical centres and other services.

Bellerive Fort – think Tasmania.com, 2019.

It is also only a 5-minute walk to Blundstone Arena that regularly hosts national and International Sports fixtures. The bluff is also home to historic Bellerive Fort.

These are the key reasons why Toni and Anthony prefer to remain living in this area and why holiday accommodation such as Air BnBs are booked out on a regular basis.

Gastown East. Tripadvisor 2019

Blundstone Arena.

Real estate.com.au 2019

Retaining their lifestyle is essential for the family's overall well-being.

Historically multi-generational homes were common. However, with an increase in wages cheaper building processes and materials saw people attaining their own homes. Due to rising real-estate prices it is now becoming more prevalent for children to remain at home well into their adult years, this somewhat putting some stress on relationships within the family. Parent retreats or ancillary dwellings have gained popularity throughout Australia as they allow parents to have a suitable space that they can "retreat" into to relax and rest or study, without having to share other congested areas of the home. At this same time, this provides more privacy for the children as they get older and more space to relax, entertain friends and not have to feel pressure of moving out from their family home.