



# MIDDLE SCHOOL (YEARS 6–8) COURSE HANDBOOK 2022



Welcome to Middle School at Hutchins	<b>4</b>	<b>YEAR 8</b>	<b>31</b>
Our Guiding Statements	<b>7</b>	The academic program in Year 8	<b>32</b>
Expectations for students in the Middle School	<b>8</b>	Choosing your course for Year 8	<b>34</b>
Academic focus	<b>11</b>	List of subjects for Year 8	<b>36</b>
Advice to parents/carers	<b>13</b>	Centre for Excellence	<b>39</b>
Character Development and Rites of Passage	<b>14</b>	Design, Production & Digital Technologies	<b>40</b>
The Stephens Library – Middle School	<b>17</b>	English & Modern Languages	<b>46</b>
<b>YEARS 6 and 7</b>	<b>19</b>	Health & Physical Education	<b>47</b>
The academic program in Years 6 and 7	<b>20</b>	Humanities and Social Sciences	<b>48</b>
List of subjects in Years 6 and 7	<b>22</b>	Mathematics	<b>49</b>
		Music	<b>51</b>
		Outdoor Education	<b>52</b>
		Religious and Values Education	<b>53</b>
		Science	<b>54</b>
		Visual & Performing Arts	<b>57</b>
		<b>GETTING ADVICE</b>	<b>59</b>
		Subject information for international students	<b>61</b>
		Contacts	<b>62</b>
		Subject index	<b>65</b>
		The Pre-Kindergarten to Year 12 Learning Pathway	<b>67</b>

**DISCLAIMER** The information and advice in this handbook have been prepared in good faith and information is correct at the time of publishing. It is emphasised, however, that decisions related to career choice should be informed by consultation with parents/carers, the Career Education & Vocational Learning Officer, mentors and subject teachers. Final responsibility rests with parents/carers as to the suitability of subject choices.



# MIDDLE SCHOOL (YEARS 6–8) COURSE HANDBOOK 2022

## **THE HUTCHINS SCHOOL**

71 Nelson Road, Sandy Bay, Tasmania 7005 Australia

PO Box 254, Sandy Bay, Australia 7006

T (03) 6221 4200

[info@hutchins.tas.edu.au](mailto:info@hutchins.tas.edu.au)

[www.hutchins.tas.edu.au](http://www.hutchins.tas.edu.au)

The Hutchins School Board as established by The Christ College Act 1926

ABN 91 133 279 291 CRICOS 00478F



**HUTCHINS**  
ESTABLISHED 1846

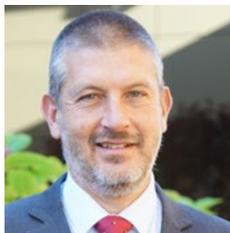
# Welcome to Middle School at Hutchins

Welcome to The Hutchins Middle School. This handbook seeks to provide an insight into the programs and courses on offer across the two years of Middle school.

Middle School is a unique and important part of your son's journey. It encompasses the academic rigour of the Australian Curriculum as well as providing a supportive environment for development of self, key relationships as well as a chance to embrace challenge and foster interests. It is different from a primary school model with a broader range of subjects yet retaining the strong pastoral care.

We aim to provide a challenging, stimulating, relevant, engaging and flexible curriculum to cater for all levels of ability. Our focus is on developing lifelong learning behaviours and habits that will help your son with his journey ahead.

Culturally, we wish to include families and community in our learning. There will be opportunities for your family and community members to be part of the education process. We hope that our varied curriculum takes your son outside the classroom both physically and figuratively to be connected to the wider world, natural environment and people.



We also embrace character development as core to your son's journey at Hutchins. We have some significant

events including camps, our sport and co-curricular program as well as our structured Rites of Passage program. Many of these activities will include families.

We hope that your son will embrace the challenges and opportunities to grow over the two years he will be in the Middle School. Working together with you, we hope this is an exciting time of transition and growth from boy to young man.

Mr Ken Kingston  
**Head of Middle School**



swagat Willkommen Benvenuto 歡迎  
欢迎 Bienvenue ยินดีต้อนรับ  
Yin-dee-ton-rup 歡迎 Boa Vinda 환영



Our aim is to help you make a comfortable transition from the one classroom-teacher experience of the primary years into the more subject-focused experience of secondary school.



# Our Guiding Statements

## Our Vision

Hutchins provides an inspirational education where each student strives to achieve their personal best and is willing to serve their community as an informed and active citizen.

## Our Mission

Hutchins is an Anglican school whose supportive learning community works together to nurture character of boys.

## Our Values

As a community, we aspire to be people of integrity who act with humility, kindness, courage and respect.

## Our Faith

A Christian life, as a response to Jesus Christ, is commended and encouraged at Hutchins. We express our Christian values by welcoming and respecting members of all faiths, beliefs and traditions.

## Our Motto

**Vivit Post Funera Virtus** – *Character Lives on After Death* – What you do matters.

# Expectations for students in the Middle School

A Hutchins education is about many things. It is about learning to be a responsible citizen, being accountable for what you do, and striving to do your best. During your time in the Middle School you will be expected to:

- Participate fully in your academic program
- Participate fully in our sport and co-curricular program
- Participate fully in your House program
- Participate in your academic review and complete a learning plan that addresses any gaps
- Be organised and manage your time wisely
- Come to school on time every day
- Maintain an appropriate standard of dress and appearance
- Take responsibility for your learning
- Follow the guidelines for academic integrity and the use of the School's computer network
- Be responsible for your actions
- Show respect for self and others
- Take advantage of opportunities
- Complete home study – this may include revision or appropriate further reading at times when there is little set homework
- Have a positive impact on the community through service learning
- Actively participate in your Adventure Education Camp
- Consider involvement in the leadership program
- Achieve a Certificate for Commitment and Participation
- Achieve a Certificate of Merit
- Complete a personal project in Year 8
- Strive to achieve the highest rating you can for your Middle School Graduation Certificate







# Academic focus

Our pedagogy provides for students who learn at different rates and adapt differently to information, as we all do. We aspire to provide our boys with the requisite skills for deeper understanding, of themselves and the wider world. We work closely with all our students, encouraging independence and the development of organisational skills and building in them connection with others. We ask our students to be risk-takers with their learning, work to their ability and take responsibility for their learning.

Our curriculum, specific to middle years schooling, is designed to encourage students to reach their potential academically, socially, physically, spiritually and creatively, while maintaining and developing a sense of self and others, within the wider community.

A very important focus in Middle School is on academic studies and achieving your best.

To help you maintain your focus on academic achievement:

- Academic extension events are held, including Australian Mathematics Foundation University of New South Wales competitions; Westpac Mathematics Competition; Alliance Francaise; Year 7 Pastoral Week; enrichment activities; Mathematics Challenge and the Science/Engineering Challenge and the da Vinci Decathlon
- Academic effort and engagement acknowledged on the Major Reports count towards the Middle School Academic Shield.



# Advice to parents/carers

You can assist your son in this important process by:

1. Discussing the subject choice process with him and negotiating your role
2. Helping him:
  - Write down life and career goals and how to reach them.
  - Recognise what learning he has completed, e.g. school results, achievements in competitions, qualifications he has earned (such as a First Aid Certificate or AMEB award), sporting awards, workplace learning (through paid or unpaid work).
  - Recognise what interests he has in arts, clubs, hobbies and sports.
  - Recognise personal strengths and attributes.
  - Help him learn about selected occupations and career pathways and his education and training requirements.
  - Identify areas where he needs more information and what that information may be.
3. Working with us and supporting his learning to ensure his plans are on track by contacting his mentor, the Career Education & Vocational Learning Officer and attending to Family/Teacher Conferences.

# Character Development and Rites of Passage

Middle School marks an important time of transition for a boy as he grows into a young man. As well as a relevant and age appropriate curriculum, we also offer a structured 'Rite of Passage' program throughout the Middle School. The content is centred on growing up, relationships and identity development. It includes some intentional activities with mentor groups, parent/carer sessions and some combined activities.

In Year 7, the program begins within our Adventure Education Camp program, followed by our 'Time and Space' evening session with mums/mentors and concludes in Term 3 with our 'Character Development Camp' with dads/mentors.

In Year 8, the focus becomes more about 'stepping up' and preparation for the Power of 9 program. Boys will take on their first significant self-managed project exploring their interests and passions. They will also have opportunities to discuss their hopes for the future with significant others during the fathers/mentors 'Firepit Feast' and parenting session in Term 3. The year concludes with Character Development sessions within the Year 8 Enrichment program.

These purposeful activities and sessions have been carefully designed to create meaningful conversations and experiences that allow our young men to grow and be nurtured in a supportive community. It is our hope that Middle School will be a time of self-discovery, character development and personal growth. Together with families and community, we strive to develop fine young men who know themselves and transition into successful, happy and engaged adults.







# The Stephens Library – Middle School

The Stephens Library is located in the Junior School and caters to the students and staff of the Middle School.

## Opening hours

**Monday to Friday** 8.10am–4.00pm

(Open at lunchtime from 12.30–1.00pm, closed 1.00–1.30pm)

## Library staff

Mrs Kate Reid, Head of Library

Mrs Pauline Hillhouse, Library Technician

Mrs Gaye McEwan, Library Technician

The physical and digital non-fiction collections of the library are tailored to support the Middle School curriculum across all subject areas, and the teacher librarian works closely with classroom teachers to determine the current and future information needs of the School community. The teacher librarian also delivers resources and activities to support the development of information literacy skills, working with staff to ensure that valuable information and ICT skills are integrated with research activities at point-of-need.

The library's second focus is on providing materials for the recreational reading needs of Middle School students. The Stephens Library has a dynamic and constantly evolving fiction collection and a variety of non-fiction resources catering to students' interest areas. A wide reading program in English class challenges students to explore a wide variety of genres and forms of literature and visits by popular authors and illustrators help to reinforce our vibrant reading culture.

## Library services and facilities

- 24/7 access to the library via the catalogue and library intranet pages
- Access to two digital e-platforms: [Overdrive](#) and [Wheelers](#) for ebooks and audiobooks
- Two-week borrowing periods on loan items
- Book displays, genre lists, author focus displays to promote reading for pleasure
- Training in the use of the online library catalogue
- Training in the use of databases such as Britannica Online
- Support and training in the use of school computers and personal devices and associated peripheral e.g. USB memory sticks and digital cameras.
- Encouragement of the students' sense of ownership of the library through displays of their work and a noticeboard for newspaper items relating to the School, the students and their interests
- Availability of a chess table and some smaller chess boards for use at break times
- A suggestion book for students to record book purchase suggestions, helping to maintain a relevant and contemporary range of reading materials aligned with student interests
- Training in skills needed for the Harvard standard of referencing and bibliography creation for all forms of information, print, digital or otherwise
- Skills development sessions targeting the search for and use of digital information, through advanced search techniques, discussion of alternative search engines and methods for effective note-taking
- Chromebooks



# COURSE HANDBOOK YEARS 6 & 7



# The academic program in Years 6 and 7

## Subjects

The Years 6 and 7 curriculum is based on the content and standards of the Australian Curriculum.

All students in Year 7 study the following compulsory subjects:

- Art
- Design and Technology
- Digital Technologies
- Drama
- English
- French or Chinese or English as an Additional Language or Dialect
- Health and Physical Education
- Mathematics or Mathematics for Living A (Alternative Pathway)
- Music
- Outdoor Education
- Religious and Values Education
- Science
- Humanities and Social Sciences (HaSS)

## Subject learning outcomes

Subjects have specific learning outcomes against which your performance is assessed. The ratings used are:

- A** At this point in time you have an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, you have achieved a very high level of competence in the processes and skills and can apply these to new situations.
- B** At this point in time you have a thorough knowledge and understanding of the content and a high level of competence in the processes and skills and can apply these to most situations.
- C** At this point in time you have sound knowledge and understanding of the content and have achieved the expected level of competence in the processes and skills.
- D** At this point in time you have basic knowledge and understanding of the content and have achieved a basic level of competence in the processes and skills.

**E** At this point in time you have elementary knowledge and understanding of the content and have achieved a very limited level of competence in the processes and skills.

**NA** At this point in time you have had little or no opportunity to demonstrate knowledge, understanding or competence in the processes and skills.

The standards for these ratings are available from your subject teacher.

## Work practice and attitude

Work practice and attitude are assessed in each subject against four criteria:

- Engagement with learning
- Effort
- Task completion
- Conduct

The ratings used are:

**VG** Very Good

**G** Good

**NI** Needs Improvement

**AR** At Risk

The standards for these ratings are available from your subject teacher.

# List of subjects in Years 6 and 7

## ART

Art makes an essential contribution to the students' overall education. Through Art boys learn to make their thinking visible. Students learn to generate artistic ideas through a variety of media and techniques. They respond to their own and others' visual art and design works. They learn that works of art, artists and designers have a place in the community and that works of art can tell cultural narratives about their own and other cultures. They learn to take risks in their making of art and design work and to work in safe and sustainable ways.

## DESIGN AND TECHNOLOGY

You are provided with opportunities to develop a range of skills and processes using a variety of materials, exploring their properties and uses. An emphasis will be learning the design, make and appraise process, and the correct and safe use of tools and equipment.

## DIGITAL TECHNOLOGIES

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. They broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

## DRAMA

You are involved in a wide variety of drama making activities and develop skills including acting, performance, voice, movement, scriptwriting and theatre making.







## ENGLISH

You explore the world represented in literature, media and film, with a strong emphasis on developing the skills necessary to communicate effectively and confidently through listening, speaking, reading, writing, viewing, reflecting and discussing.

## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

You study EALD instead of French and Chinese if you are from a non-English speaking background and need to develop and consolidate your English skills. You explore the Australian culture while developing skills in reading, listening to, speaking and writing in the English language.

## FRENCH AND CHINESE

Unless you are undertaking EALD, you will study French and Chinese. In French, you will primarily develop your ability by focusing on the spoken language, which will be supported by using and understanding French vocabulary and grammar. In Chinese, you will learn new vocabulary, grammar and practise script. Both subjects integrate language learning with appreciation of the target culture.

## HEALTH AND PHYSICAL EDUCATION

You participate actively in a wide variety of sports in order to develop a healthy mind and body with the primary focus being skill development.

You explore a range of topics and concepts to enable you to gain a greater understanding of your health and wellbeing and develop practical skills to become healthy and resilient young men. Topics covered include: understanding health and wellbeing, self-identity, relationships, growing and changing, making smart choices, understanding mental health, and the benefits of physical activity.

## MATHEMATICS

You study Australian Curriculum Mathematics which is across the three content strands: number and algebra, measurement and geometry, and statistics and probability. You will strengthen your understanding, fluency, problem-solving and reasoning in these three content strands.

In Year 7 you will be able to describe patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

You will also be able to calculate accurately with integers, representing fractions and decimals in various ways, investigate best buys, find measures of central tendency and calculate areas of shapes and volumes of prisms.

In solving problems you will formulate and solve authentic problems using numbers and measurements, work with transformations and identify symmetry, calculate angles and interpret sets of data collected through chance experiments. You will apply the number laws to calculations, and also apply known geometric facts to draw conclusions about shapes, as well as understand ratio and data displays.

You will have regular common tests throughout the year to measure your progress and to help identify priorities for improvement.

### **Enrichment opportunities**

If you have an aptitude for this discipline and enjoy applying yourself to the rich world of mathematics, you will have an opportunity to participate in several programs and competitions throughout the year to help you grow your understanding and passion in this area. As an example you may work with the Australian Mathematics Trust Challenge and Enrichment program, or perhaps the Computational and Algorithmic Thinking (CAT) competition, among many others.

## **MUSIC**

Music in the Middle School provides opportunities for students to engage in performing, creating and listening activities to further their skills, knowledge and understanding of music.

### **Classroom Music**

In Year 6, students continue to develop their skills and understandings to engage knowledgeably in music as both music makers and audience members. They compose, arrange and improvise musical works for a variety of purposes. Students sing and play instruments to bring to life their own and others' musical ideas, responding critically using various musical concepts.

In Year 7 all students will participate in one Classroom Music lesson per week. Areas of study will include music theory, development of listening and aural skills as well as performance and composition projects.

### **Middle School Music options**

In addition all Year 7 students will choose an additional music module for one lesson per week. Options include:

- **Middle School Strings** – for players in Year 7 and 8 with at least two years' experience on violin, viola, cello or double bass. Rehearsal and ensemble skills will be developed to build towards regular performances. This group performs at concerts and other school events throughout the year.



- **Middle School Band** – for players of woodwind, brass and percussion instruments in Year 7 and 8 with at least two years' experience on their instruments. Rehearsal and ensemble skills will be developed to build towards regular performances. This group performs at concerts and other school events throughout the year.
- **Middle School Foundation Ensemble** – will offer students a chance to learn a woodwind, brass, percussion or string instrument. No prior experience is needed however an ability to read music is recommended.
- **Contemporary Music** – for students with ideally with some experience on guitar, bass guitar, drumkit, vocals or piano to provide the opportunity to build collaborative rehearsal and performance skills, play in small groups in a at least one public performance per semester.
- **Music Technology** – for students interested in computer based music production. Activities will include learning to use music software (Protools and/or Logic) to create music as well as developing live recording skills to create a final piece to be broadcast via the [Hutchins Podcast](#).

Please note that boys who are interested in singing are invited to join the **Middle School Vocal Group** which runs during lunchtime in order to give boys who are interested in both instrument and vocal music the chance to be involved in both types of performance.





## **OUTDOOR EDUCATION – ADVENTURE CAMP**

Outdoor Education camps provide students with the opportunity to develop their individual strengths and challenge their 'comfort zone' through engagement in physically, mentally and socially challenging and adventurous activities.

As part of the School's Outdoor Education program, Middle School students are required to attend an Adventure Camp in Years 6–8. These are a more demanding series of Adventure Camps in preparation for the Power of 9 program and Senior School courses. A major objective for these Middle School camps is to develop a sense of adventure, understand safety and manage risk, to develop independence and foster personal growth.

Outdoor Education experiences in Middle School start in Year 6 with an Island Discovery Camp that focuses on the natural and cultural history of the area. The program complements and enhances the learning experiences that take place in the classroom and is an integral part of the School curriculum.

The Year 7 Adventure Camp occurs in the early part of Term 1 and is an introduction to the basic skills in a number of outdoor pursuits. These include sea kayaking, extended day bushwalking, navigation, bike riding, camping and cooking. Undertaking the multi-day Adventure Camp at our Southport Outdoor Education facility also allows students an opportunity to celebrate Character Development and build new relationships with fellow class members and their mentor as they begin Middle School life. A second overnight experience occurs in Term 3 and revisits Character Development. More information on these camps is provided during the Year 7 parent/carer evening early in Term 1. Prior to this, please contact the Director of Outdoor Education.

## **RELIGIOUS AND VALUES EDUCATION**

You look at the beginnings of Christianity, the life of Jesus and the way Christianity spread through the ancient world. This will give you a fuller appreciation of significant Christian beliefs.

You will be challenged and encouraged to think about the meaning of life, studying the stories of the bible, reflecting on the blessings we receive.

## SCIENCE

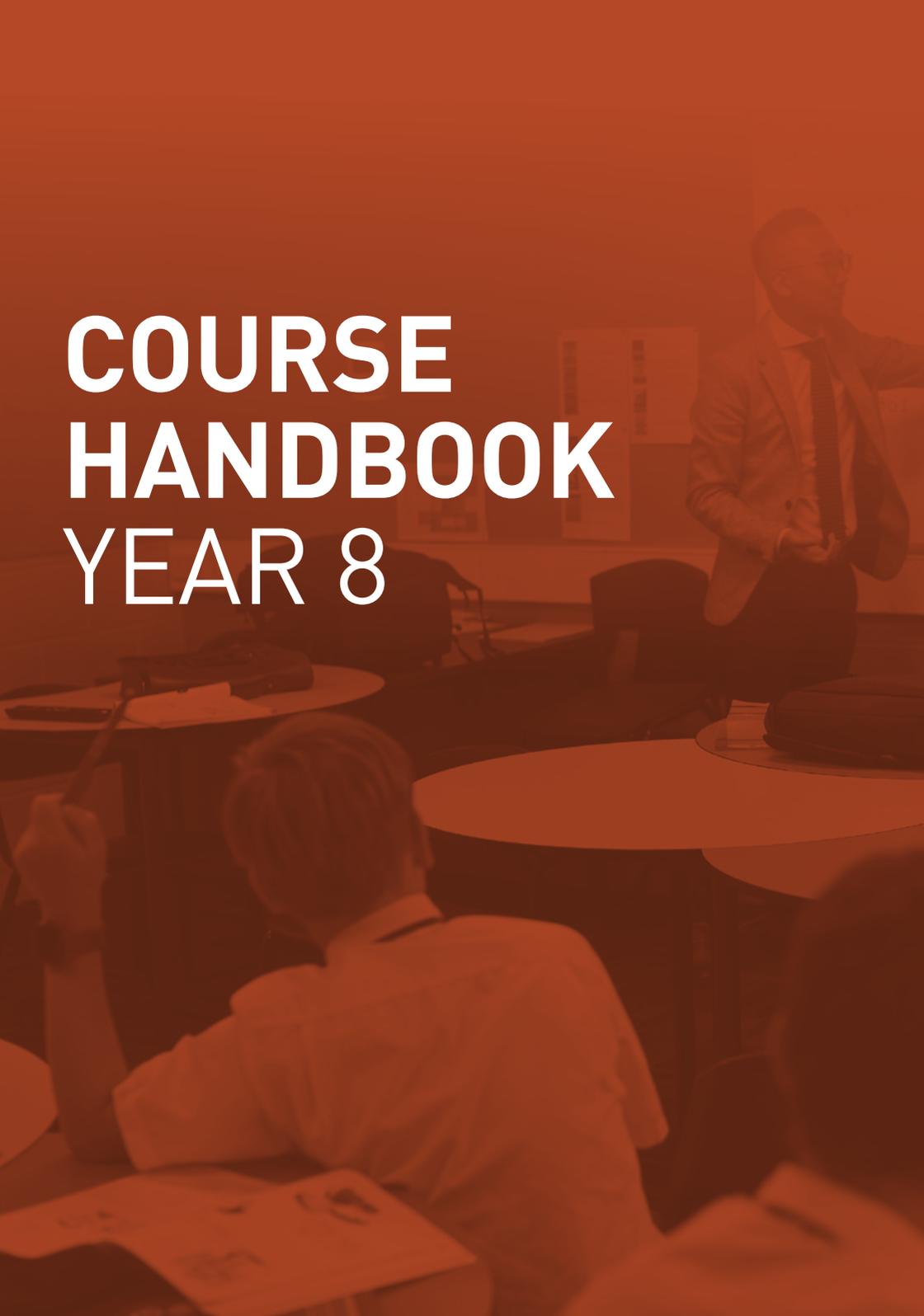
You explore the diversity of life on Earth; develop models such as food chains, food webs; analyse the flow of energy and matter through an ecosystem; consider the interaction of forces when explaining motion of objects; investigate relationships in the sun, Earth moon system; recognise the difference between pure substances and mixtures and investigate physical separation techniques. You will also make accurate measurements and control variables in experimental investigations.

## HUMANITIES AND SOCIAL SCIENCES

You will complete a semester of geography and a semester of history. In the geography stream you look at water in the world and place and liveability. You will also learn other geographical skills such as mapping and field work.

In the history stream you examine the ancient past and ancient civilisations. You will also learn how to conduct historical research and draw conclusions from evidence.



The background image shows a classroom setting. A male teacher in a suit is standing at the front, gesturing towards a screen. Several students are seated at round tables, some looking towards the teacher. The entire scene is overlaid with a semi-transparent orange filter.

# COURSE HANDBOOK YEAR 8

# The academic program in Year 8

## Core/compulsory subjects

The Year 8 curriculum is based on the content and standards of the Australian Curriculum.

All students in Year 8 study the following compulsory subjects:

- Digital Technologies
- English
- Geography
- Health and Physical Education
- History
- Information Technology
- Modern Languages (French or Chinese, or English as an Additional Language or Dialect)
- Mathematics or Mathematics for Living B (Alternative Pathway)
- Outdoor Education
- Religious Studies
- Science

You also study a number of elective subjects.

Year 8 students also study an integrated project unit for one lesson per week, looking at integrated solutions to real world problems. Alongside this unit students also have a single study line for project work in any subject. This study line also allows for boys to be involved in our music ensemble program for band or strings.

## Subject learning outcomes

Subjects have specific learning outcomes against which your performance is assessed. The ratings used are:

- A** At this point in time you have extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, you have achieved a very high level of competence in the processes and skills and can apply these to new situations.
- B** At this point in time you have a thorough knowledge and understanding of the content and a high level of competence in the processes and skills and can apply these to most situations.



- C** At this point in time you have sound knowledge and understanding of the content and have achieved the expected level of competence in the processes and skills.
- D** At this point in time you have basic knowledge and understanding of the content and have achieved a basic level of competence in the processes and skills.
- E** At this point in time you have elementary knowledge and understanding of the content and have achieved a very limited level of competence in the processes and skills.
- NA** At this point in time you have had little or no opportunity to demonstrate knowledge, understanding or competence in the processes and skills.

The standards for these ratings are available from your subject teacher.

## Australian Curriculum achievement standard

All subjects that are currently part of the Australian Curriculum are assessed against the relevant standard. The ratings used are the same as for the subject criteria.

## Work practice and attitude

Work practice and attitude are assessed in each subject against four criteria:

- Engagement with learning
- Effort
- Task completion
- Conduct

The ratings used are:

- VG** Very Good  
**G** Good  
**NI** Needs Improvement  
**AR** At Risk

The standards for these ratings are available from your subject teacher.

# Choosing your course for Year 8

1. Ask yourself these questions:
  - Which subjects am I good at or do I find interesting?
  - Which combination of subjects will provide a good background for further study?
  - What are my interests and hobbies?
  - What have I never experienced before?
  - Do I have a well-balanced course?
2. Read the Year 8 subject descriptions carefully.
3. Talk with your current teachers about your strengths and interests.
4. Talk with your parents, carers and friends.
5. Attend the Year 7 into 8 Course Choice Evening and obtain more information.
6. Here are a few things to keep in mind:
  - Your choices should be made for the whole year but there may be some opportunity to change your second semester choices later in the year if some classes are not full.
  - The Dean of Studies and Learning Analytics is the person to see if you are wondering about a change, or having difficulty of any kind, once you have discussed the matter with your parents/carers, mentor and relevant subject teacher.
  - There are limits on class sizes and you will need to have in mind other choices in each semester, in case a class is full. Your final choice becomes an important consideration in this situation.
7. **While every effort will be made to offer the electives presented in this handbook, there is no guarantee that all electives will run. Subject viability is determined by student interest and teacher availability.**
8. Make your subject choices:
  - Choose your Design, Production and Digital Technologies elective
  - Choose your Music or Visual and Performing Arts elective
  - Choose another four electives in order of preference
9. **Submit your Course Choice form by the due date, Sunday 15 August 2021.**
10. Notification of your course will be given to you during November 2021.





# List of subjects for Year 8

## Centre for Excellence

- Challenge Plus  
(Elective – Semester One only)
- Literacy Support  
(Elective – Semesters One and Two)

## Design, Production & Digital Technologies

- CAD-CAM Design and Digital Fabrication (Elective)
- Computer Graphics and Architectural Housing and Design (Elective)
- Computer Science (Elective)
- Design in Wood (Elective)
- Digital Technologies (Compulsory)
- Food Studies (Elective)
- Metal Engineering (Elective)
- Robotics and Automation Systems (Elective)

## English & Modern Languages

- English (Compulsory)
- English as an Additional Language or Dialect (Compulsory)
- French or Chinese (Compulsory)

## Health & Physical Education

- Health and Physical Education (Compulsory)

## Humanities and Social Sciences

- Geography (Compulsory)
- History (Compulsory)
- Philosophy and Critical Thinking (Elective)

## Mathematics

- Mathematics (Compulsory)

## Music

- Music Performance (Elective)
- Music Technology (Elective)

## Outdoor Education

- Adventurous Expedition (Compulsory)

## Religious and Values Education

- Religious Studies (Compulsory)

## Science

- Science (Compulsory)
- Science Extension (Elective)

## Visual & Performing Arts

- Art (Elective)
- Art Advanced (Elective – Semester Two only)
- Drama Making (Elective)
- Drama Production (Elective)
- Film and Animation (Elective)



# Centre for Excellence

## CHALLENGE PLUS (ELECTIVE)

This semester-long subject will enrich and challenge you academically and will extend gifted and talented students. It will offer a range of learning experiences to explore advanced level content, and complex and abstract thinking tasks. A high standard of academic scholarship is expected.

You will need to demonstrate excellent literacy, problem-solving and research skills. You will need to be self-motivated and capable of independent learning as well as being able to work in a team.

A meeting with Centre for Excellence staff is required to determine the suitability of this subject for you.

## LITERACY SUPPORT (ELECTIVE)

Literacy Support is a year-long subject that focuses primarily on giving students the skills to enable them to fully engage and participate in other core subjects. Additionally, time is allocated for students to gain assistance with and complete class homework and assignments.

This year students will also be taking part in the Macquarie Literacy Program (MacqLit). MacqLit is an explicit and systematic reading intervention program. It provides a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Inclusion into this program is via a placement test.

As with all Centre for Excellence electives, enrolment is dependent on consultation with Centre staff.

# Design, Production & Digital Technologies

This learning area comprises three strands:

1. **Design and Production Technologies**
2. **Digital Technologies**
3. **Food Technologies**

## DESIGN AND PRODUCTION TECHNOLOGIES

This learning strand provides you with the opportunity to further develop your design and practical skills, exploring different materials and using a variety of tools, equipment and processes to create and develop your designs through to finished products. There will be an emphasis on skill development, technique and safety in a creative and problem-solving environment.

### DESIGN IN WOOD (ELECTIVE)

Design in Wood provides you with an opportunity to further develop your woodworking skills during the design and construction of a selected project using native Tasmanian timbers.

As part of this elective you will:

- Learn to apply the design, make and appraise process
- Develop and further extend your knowledge of construction techniques in wood
- Experiment with textures and tones
- Further develop your competency in the maintenance and use of hand tools
- Learn the safe operation of a diverse range of woodworking power tools
- Develop an understanding of timber properties and use materials in a sustainable manner
- Appreciate the sustainable use of natural materials through the application of timber veneers

## METAL ENGINEERING (ELECTIVE)

Learn orthographic drawing and how to read plans, use machinery to shape and join metal in order to build amazing devices with moving parts. You may also design components for assembly or work as a member of a team to produce high quality items. Projects could include slot cars, small Sterling engines and small hand tools. This is a foundation subject for students wanting to pursue metal engineering at higher levels. Areas of learning in this elective are:

- Understand scale, accuracy and precision
- Use machines to make components
- Assemble devices with moving parts
- Create journals and records of learning
- Work with a variety of metals
- Improve your hand skills
- Appreciate industrial design



## DIGITAL TECHNOLOGIES

This learning strand provides you with the opportunity to further develop your design and digital technology skills, exploring a range of visual communication techniques and conventions in conjunction with Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM).

Computer programming and software development, including 'Apps' for mobile technology is available with small board computing (Raspberry Pi and Arduino) for those students wanting to pursue a computer science based pathway.

## DIGITAL TECHNOLOGIES (COMPULSORY)

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. They broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

## CAD-CAM DESIGN AND DIGITAL FABRICATION (ELECTIVE)

CAD-CAM introduces you to the dynamic world of digital design and fabrication. Both 2D and 3D computer graphics are learnt and will be used to develop a range of student designed objects. These objects will then be manufactured using our CAD-CAM clean technologies.

You will learn about the design process and use current industry compliant software to model solutions to a range of different design tasks/briefs. You have access to a 4-axis Mill, 3D printers, vinyl cutter, plasma cutter and Laser cutting/engraving machine.

Learning areas experienced in this elective include:

- The design make and appraise process
- Innovative manufacturing processes
- 2D and 3D Computer graphics
- 3D product modelling
- Emerging technologies

## COMPUTER GRAPHICS AND ARCHITECTURAL HOUSING AND DESIGN (ELECTIVE)

Learn the principles of architectural design and put them into practice to complete an individual housing project using a range of drawing and computer graphics skills, processes and research techniques.

You will learn about intelligent housing design to make the most of the sun's energy, site location and other local factors. This elective is excellent preparation for further studies in Computer Graphics and Design and Housing and Design in later years.

This subject uses digital technology and Computer Graphics to develop and Communicate your ideas. You will learn basic 2D Computer graphics skills relevant to producing architectural design projects.

As part of this elective you will:

- Learn the principles of architectural design
- Investigate modern, innovative housing design
- Learn sustainable building practices
- Develop architectural drawing and computer graphics skills relevant to industry conventions

## COMPUTER SCIENCE (ELECTIVE)

In this subject you gain an active understanding of how computers work from both a hardware (your own single board computer) and software perspective. You learn about the software development lifecycle and apply that to your own project work. A variety of high level programming languages are studied using published applications suitable for a variety of platforms. You also explore communications and networking in a practical setting.

## ROBOTICS AND AUTOMATION SYSTEMS (ELECTIVE)

In this elective you will learn about robotics and the information technology that equips robots with the ability to perform a range of jobs. Through the development of the robot you will learn and develop programming and engineering concepts. Areas of learning in this elective will be:

- The design, make and appraise process
- Programming behaviour control of your robot
- Constructing a range of robot technology and associated materials
- The principles of mechanical engineering necessary to develop working robots
- Basic programming routines with software controls



## FOOD TECHNOLOGIES

### FOOD STUDIES (ELECTIVE)

Food studies in Year 8 introduces students to food and nutrition. Students will complete a range of activities including: practical cookery, kitchen safety and hygiene, food preparation and service. The study of nutrition is an important aspect of the course and covers the healthy eating pyramid, analysing dietary intake and appropriate food and menu selection. Food Studies is a preparatory course leading toward further studies in Senior School such as Certificate I in Hospitality.

Students will have opportunities to explore the richness, pleasure and variety that food adds to life. This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

#### Structure

- 3 x 50 minute lessons per semester (to include one single lesson – 50 minute lesson and one double lesson – 100 minutes + approximately 18–20 weeks)
- Single lessons: theory
- Double lesson: practical cooking lesson

#### Assessment

Weekly practical cooking and evaluation; practical exam; application of theory with various assignments.

Maximum of 16 students.

# English & Modern Languages

## ENGLISH (COMPULSORY)

You continue to explore literature, media and film by analysing how texts convey meaning, developing your skills in interpreting ideas and perspectives. You will develop your skills in effective communication through a range of written, spoken and multimodal texts, including essays.

## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD) (COMPULSORY)

If you studied EALD in Year 7 or you are a new student from a non-English speaking background and need to develop and consolidate your English skills, you study EALD instead of French or Chinese.

You develop a range of strategies to communicate confidently and effectively and to participate in all aspects of life in Australia.

## FRENCH OR CHINESE (COMPULSORY)

Unless you are required to undertake EALD, you choose to study either French or Chinese. Studying French will build on your ability to communicate in French and further develop your cultural awareness of French-speaking communities through appreciation of the people, places and customs that make France such a remarkable country. Trips within Hobart help to capture the historical and contemporary links between France and Australia. Studying Chinese will further develop your understanding and use of vocabulary, grammar and script, as well as your appreciation of traditional and current cultural topics, such as music, food and sport.

# Health & Physical Education

## HEALTH AND PHYSICAL EDUCATION (COMPULSORY)

You further your experiences in personal health and development through opportunities to refine your manipulative skills as well as being introduced to the basic principles of sport and skill analysis.

You explore issues relevant to your life; look at ways to enhance self-esteem and to build a collection of skills to help you solve problems and become resilient young adults. Areas of study include friendship and belonging, dealing with differences, drugs, positive self-talk, beliefs and behaviour, Rock and Water program, and sexuality.



# Humanities and Social Sciences

You study two semester length subjects – Geography and History

## GEOGRAPHY (COMPULSORY)

This subject has two units of work:

- **Unit 1 – Landforms and landscapes**

This unit focuses on the nature of landforms and landscapes and the forces, processes and factors which shape them physically, as well as people's values, meanings and the use of them.

- **Unit 2 – Changing nations**

This unit investigates the changing human geography of countries. It explores the process of urbanisation and its effect on economies and societies in different regions around the world.

## HISTORY (COMPULSORY)

In this subject you study the history and society of the medieval world with a particular emphasis on European and Polynesian regions and the increased contact that these civilisations began to have with each other.

## PHILOSOPHY AND CRITICAL THINKING (ELECTIVE)

The ancient Greek philosopher, Socrates, once said that 'the unexamined life is not worth living'. Philosophy will give you the tools you need to critically examine your life as well as the world as it is today.

Philosophy helps us understand that things are not always what they seem. Philosophy makes us more critical. It develops our ability to reason clearly, to distinguish between good and bad arguments, to think and write clearly, to see the big picture and to look at different views and opinions.

This course will explore some of the most debated philosophical issues. Topics will include: Who am I? Is there a God? and What does it mean to be human? You will also gain skills in critical thinking and will be required to work at an advanced level.



# Mathematics

## MATHEMATICS (COMPULSORY)

You study Year 8 Australian Curriculum Mathematics which is across the three content strands: number and algebra, measurement and geometry, and statistics and probability. You will strengthen your understanding, fluency, problem-solving and reasoning in these three content strands.

In Year 8 you will be able to describe patterns involving indices and recurring decimals, identify commonalities between operations with algebra and arithmetic, connect rules for linear relations with their graphs, explain the purpose of statistical measures and explain measurements of perimeter and area.

You will also be able to calculate accurately with simple decimals, indices and integers; recognise equivalence of common decimals and fractions including recurring decimals; factorise and simplify basic algebraic expressions and evaluate perimeters and areas of common shapes and volumes of three-dimensional objects.

In solving problems you will justify the result of a calculation or estimation as reasonable, derive probability from its complement, use congruence to deduce properties of triangles, find estimates of means and proportions of populations.

You will have regular common tests throughout the year to measure your progress and to help identify priorities for improvement.

### Enrichment opportunities

If you have an aptitude for this discipline and enjoy applying yourself to the rich world of mathematics, you will have an opportunity to participate in several programs and competitions throughout the year to help you grow your understanding and passion in this area. As an example you may work with the Australian Mathematics Trust Challenge and Enrichment program, or perhaps the Computational and Algorithmic Thinking (CAT) competition, among many others.



# Music

## MUSIC PERFORMANCE (ELECTIVE)

This course is a continuation of the material covered in Year 7 Music. All students will work on developing a greater understanding of music theory, listening and analysis, and composition skills to prepare them for further music studies in the Senior School. Students will focus on improving their skills as a performer. Options will cater to student interest and choice of instruments and genres, and will include solo and/or group opportunities.

## MUSIC TECHNOLOGY (ELECTIVE)

This course is a continuation of the material covered in Year 7 Music. All students will work on developing a greater understanding of music theory, listening and analysis, and composition skills to prepare them for further music studies in the Senior School. This elective is for students interested in computer based music production. Activities will include learning to use music software (Protocols and/or Logic) to create music as well as developing live recording skills to create a folio piece.

Students who are interested in taking Senior School music subjects are strongly encouraged to also take the Music Performance elective.

### Enrichment opportunities

- **Middle School Strings** – for players in Year 7 and 8 with at least two years' experience on violin, viola, cello or double bass. Rehearsal and ensemble skills will be developed to build towards regular performances. This group performs at concerts and other school events throughout the year.
- **Middle School Band** – for players of woodwind, brass and percussion instruments in Year 7 and 8 with at least two years' experience on their instruments. Rehearsal and ensemble skills will be developed to build towards regular performances. This group performs at concerts and other school events throughout the year.

Please note that Year 7 and 8 boys who are interested in singing are invited to join the **Middle School Vocal Group** which runs during lunchtime in order to give boys who are interested in both instrument and vocal music the chance to be involved in both types of performance.

# Outdoor Education

## ADVENTUROUS EXPEDITION (COMPULSORY)

Outdoor Education camps provide students with the opportunity to develop their individual strengths and challenge their 'comfort zone' through engagement in physically, mentally and socially challenging activities, and adventurous activities.

As part of the School's Outdoor Education program, Middle School students are required to attend an Adventure Camp in both Years 6–8. These are a more demanding series of Adventure Camps in preparation for the Power of 9 program and Senior School courses. A major objective for these Middle School camps is to develop a sense of adventure, understand safety and manage risk, to develop independence and foster personal growth.

The Year 8 Adventurous Expedition occurs in Term 2. During the five day, four night Adventurous Expedition at Freycinet National Park students walk around four separate camp sites as self-sufficient, competent campers with all they need in their back pack. Students are challenged to work in teams to navigate, set up camp, cook as well as undertaking instruction in abseiling and rock climbing. The Expedition is set to challenge students' personal growth through encouraging their independence, team work and resilience in preparation for the Power of 9 program.



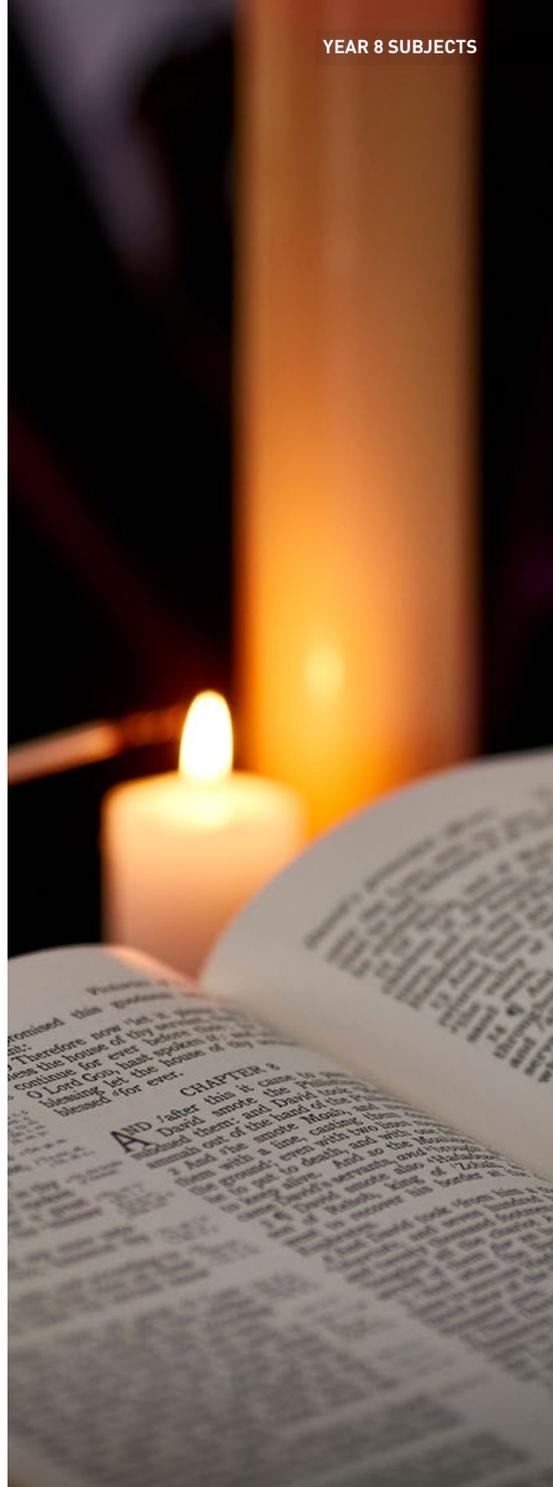
# Religious and Values Education

## RELIGIOUS STUDIES

### (COMPULSORY)

What can we learn today from the Hebrew stories in the scriptures, such as the Creation and Passover? What do Christians believe? What vision for life can be gained from Jesus' teachings given in the Sermon on the Mount?

You will explore these and other questions in this subject. You will meet with some inspiring people in story and film and be challenged to think about the beliefs and values you hold.



# Science

## SCIENCE (COMPULSORY)

In Year 8 Science you will be introduced to cells as the basic units of living things that have specialised structures and functions. You will explore multicellular organisms and the function of different organs within that body. You will explore changes in matter at a particle level, and distinguish between chemical and physical change. You will begin to classify different forms of energy, and describe the role of heat and kinetic energy in the rock cycle. You will have further practice in handling equipment, communicating in science, drawing scientific conclusions, planning experiments and the impact of science on society.

## SCIENCE EXTENSION (ELECTIVE)

This subject, through a variety of hands-on activities, field trips and excursions, will extend your understanding of the scientific investigation process. You will learn to set up fair tests, design and carry out mythbuster experiments, and collect information to answer scientific questions. You will also work in teams to choose, plan and carry out a research investigation of your choice, or test an invention, with the best projects being entered in the UTAS Science Investigations Awards or the Tasmanian Science Talent Search.







# Visual & Performing Arts

## ART

### ART (ELECTIVE)

This course provides a foundation on which students identify and analyse how artists use visual language to communicate ideas and apply this knowledge in their art making. Students will explore a broad range of ideas, materials and techniques.

Students will participate in activities which place emphasis on making art, reflecting upon art forms and responding to art.

Students will complete projects in areas of printmaking, drawing, painting, photography and sculpture.

### ART ADVANCED (ELECTIVE)

This course is available to students who have studied Art in Semester One and wish to expand their understanding and appreciation of art and further enhance their skills and techniques in making and responding to art.

# Visual & Performing Arts

## DRAMA

### DRAMA MAKING (ELECTIVE)

In this subject you gain experience in acting, improvisation, vocal technique and play development. Drama Making is a good preparation for Drama Production. As part of this elective you will study:

- Improvisation
- Vocal work
- Production elements
- Character development

### DRAMA PRODUCTION (ELECTIVE)

Drama Production, a Semester Two subject, is for those interested in acting. You participate in a scripted and rehearsed play that is performed for an audience at the end of the year. This includes all aspects of acting and production. Areas of learning in this elective will be:

- Acting technique
- Understanding dramatic text
- Performance skills
- Stagecraft – lighting, sound and set

This subject is designed for students who have completed Drama Making.

### FILM AND ANIMATION (ELECTIVE)

This subject is for those interested in the technical aspects of film production and acting for film. You participate in the storyboarding, scripting, filming, editing and post-production stages of a group production. You will study:

- Camera technique
- Film editing and recording
- Stop motions
- Adobe animate



# GETTING ADVICE



# Subject information for international students

All subjects are offered to international students. Every attempt is made to provide the choices a student selects. A subject will not run if there are insufficient numbers. At other times the subject may have been completed or may be full.

In the event that a subject is not available, the Career Education & Vocational Learning Officer or Dean of Studies and Learning Analytics will provide advice to international students on appropriate choices and alternative pathways.

The Overseas Students Ombudsman can investigate complaints about action taken by us for such things as refusing admission to a course, course progress or attendance and incorrect advice being given. If you wish to lodge an external appeal or complaint you can use this free and independent service. See the Overseas Students Ombudsman website [www.ombudsman.gov.au/How-we-can-help/overseas-students](http://www.ombudsman.gov.au/How-we-can-help/overseas-students) or phone 1300 362 072 for more information.

# Contacts

## Academic

### Head of Teaching and Learning (Years 7–12)/Acting Head of Learning Support

Mr Iain Belôt

T 6221 4307

[iain.belot@hutchins.tas.edu.au](mailto:iain.belot@hutchins.tas.edu.au)

### Head of Faculty – Design, Production and Digital Technologies

Mr Kent Moore

T 6221 4233

[kent.moore@hutchins.tas.edu.au](mailto:kent.moore@hutchins.tas.edu.au)

### Head of Faculty – English and Modern Languages

Mrs Alison Farmer

T 6221 4295

[alison.farmer@hutchins.tas.edu.au](mailto:alison.farmer@hutchins.tas.edu.au)

### Head of Faculty – Health and Physical Education

Mr Anthony Prior

T 6221 4289

[anthony.prior@hutchins.tas.edu.au](mailto:anthony.prior@hutchins.tas.edu.au)

### Head of Faculty – Humanities and Social Sciences

Dr Adam Grover

T 6221 4242

[adam.grover@hutchins.tas.edu.au](mailto:adam.grover@hutchins.tas.edu.au)

### Head of Faculty – Mathematics

Mr Anthony Peck

T 6221 4244

[anthony.peck@hutchins.tas.edu.au](mailto:anthony.peck@hutchins.tas.edu.au)

### Head of Faculty – Music

Mr Greg Stanton

T 6221 4294

[gregory.stanton@hutchins.edu.au](mailto:gregory.stanton@hutchins.edu.au)

### Head of Faculty – Science

Mr Brett Smith

T 6221 4282

[brett.smith@hutchins.tas.edu.au](mailto:brett.smith@hutchins.tas.edu.au)

### Head of Faculty – Visual and Performing Arts

Mrs Michelle Weeding

T 6221 4203

[michelle.weeding@hutchins.tas.edu.au](mailto:michelle.weeding@hutchins.tas.edu.au)

### Director of Outdoor Education

Mr Matthew Groves

T 6221 4279

[matthew.groves@hutchins.tas.edu.au](mailto:matthew.groves@hutchins.tas.edu.au)



## Pastoral

### Head of Middle School

Mr Ken Kingston

T 6221 4235

[ken.kingston@hutchins.tas.edu.au](mailto:ken.kingston@hutchins.tas.edu.au)

### Assistant Head of Middle School

(Transition, Years 6/7)

Mr Ivor Leonard

T 6221 4231

[ivor.leonard@hutchins.tas.edu.au](mailto:ivor.leonard@hutchins.tas.edu.au)

### Assistant Head of Middle School

(Wellbeing/Leadership/Service/Year 8)

Mrs Fiona Moroney

T 6221 4208

[fiona.moroney@hutchins.tas.edu.au](mailto:fiona.moroney@hutchins.tas.edu.au)

### Chaplain

Reverend Dr Lee Weissel

T 6221 4256

[lee.weissel@hutchins.tas.edu.au](mailto:lee.weissel@hutchins.tas.edu.au)

### Assistant Chaplain

Reverend Mark Holland

T 6221 4293

[mark.holland@hutchins.tas.edu.au](mailto:mark.holland@hutchins.tas.edu.au)

### School Counsellor

Mr Shane McAloon

T 6221 4261

[shane.mcaloon@hutchins.tas.edu.au](mailto:shane.mcaloon@hutchins.tas.edu.au)

### School Counsellor

Mr Matthew Magnus

T 6221 4336

[matthew.magnus@hutchins.tas.edu.au](mailto:matthew.magnus@hutchins.tas.edu.au)

## Course Counselling

### Dean of Studies and Learning Analytics

Mr James Seddon

T 6221 4319

[james.seddon@hutchins.tas.edu.au](mailto:james.seddon@hutchins.tas.edu.au)

### Career Education & Vocational

Learning Officer

Mr Paul Bonnitcha

T 6221 4271

[paul.bonnitcha@hutchins.tas.edu.au](mailto:paul.bonnitcha@hutchins.tas.edu.au)



# Subject index

## YEARS 6 & 7 SUBJECTS

Art .....	22
Chinese .....	25
Design and Technology .....	22
Digital Technologies .....	22
Drama .....	22
English .....	25
English as an Additional Language or Dialect (EALD) .....	25
French .....	25
Health and Physical Education .....	25
Humanities and Social Sciences .....	30
Mathematics .....	25
Music .....	26
Outdoor Education – Adventure Camp .....	29
Religious and Values Education .....	29
Science .....	30

## YEAR 8 SUBJECTS

Adventurous Expedition .....	52
Art Advanced .....	57
Art .....	57
CAD-CAM Design and Digital Fabrication .....	42
Challenge Plus .....	39
Computer Graphics and Architectural Housing and Design .....	43
Computer Science .....	43
Design in Wood .....	40
Digital Technologies .....	42
Drama Making .....	58
Drama Productio .....	58
English as an Additional Language or Dialect (EALD) .....	46
English .....	46
Film and Animation .....	58
Food Studies .....	45
French or Chinese .....	46
Geography .....	48
Health and Physical Education .....	47
History .....	48
Literacy Support .....	39
Mathematics .....	49
Metal Engineering .....	41
Music Performance .....	51
Music Technology .....	51
Philosophy and Critical Thinking .....	48
Religious Studies .....	53

Robotics and Automation Systems .....	43
Science.....	54
Science Extension .....	54



# THE PRE- KINDERGARTEN TO YEAR 12 LEARNING PATHWAY

# The Pre-Kindergarten to Year 12 Learning Pathway

## EARLY LEARNING CENTRE (ELC)

### Pre-Kindergarten

Fine motor control skills  
Health and Wellbeing  
Integrated Studies  
Literacy  
Numeracy  
Physical Education

### Kindergarten

Fine motor control skills  
French  
Health and Wellbeing  
Integrated Studies  
Literacy  
Numeracy  
Physical Education  
Religious and Values Education (RAVE)

### Prep

Art (integrated in HASS/Science)  
Digital Technologies  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Mathematics  
Music  
Physical Education  
Religious and Values Education (RAVE)  
Science  
Wellbeing

### Year 1

Art (integrated in HASS/Science)  
Digital Technologies  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Mathematics  
Music  
Physical Education  
Religious and Values Education (RAVE)  
Science  
Wellbeing

### Year 2

Adventure Experience  
Art (integrated in HASS/Science)  
Digital Technologies  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Mathematics  
Music  
Physical Education  
Religious and Values Education (RAVE)  
Science  
Wellbeing



# The Pre-Kindergarten to Year 12 Learning Pathway

## JUNIOR SCHOOL

### Year 3

Adventure Camp  
Art  
Digital Technologies  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Mathematics  
Music  
Religious and Values Education (RAVE)  
Science  
Wellbeing

### Year 4

Adventure Camp  
Art  
Digital Technologies  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Mathematics  
Music  
Religious and Values Education (RAVE)  
Science  
Wellbeing

### Year 5

Adventure Camp  
Art  
Digital Technologies  
Chinese  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Mathematics  
Music  
Religious and Values Education (RAVE)  
Science  
Wellbeing

# The Pre-Kindergarten to Year 12 Learning Pathway

## MIDDLE SCHOOL

### Years 6 and 7

Art  
Chinese  
Design and Technology  
Digital Technologies  
Drama  
English  
English as an Additional Language or Dialect  
French  
Humanities and Social Sciences (HaSS)  
Health and Physical Education  
Literacy Support  
Mathematics  
Music  
Outdoor Education – Adventure Camp  
Religious and Values Education (RAVE)  
Science

### Year 8

#### Compulsory subjects

Adventurous Expedition  
Digital Technologies  
English  
Geography  
Health and Physical Education  
History  
Mathematics  
Modern Languages (Chinese or French or English as an Additional Language or Dialect)  
Science  
Religious Studies

#### Elective subjects

Art  
Art Advanced  
CAD-CAM Design and Digital Fabrication  
Challenge Plus  
Computer Graphics and Architectural  
Housing and Design  
Computer Science  
Design in Wood  
Drama Making  
Drama Production  
Film and Animation  
Food Studies  
Literacy Support  
Metal Engineering  
Music Performance  
Music Technology  
Philosophy and Critical Thinking  
Robotics and Automation Systems  
Science Extension



# The Pre-Kindergarten to Year 12 Learning Pathway

## SENIOR SCHOOL

### Year 9

#### Challenges

Global Challenge  
Port Davey Challenge  
Tiwi Island Challenge  
Central Australia Challenge  
Island Challenge  
Tasmanian Aboriginal Culture Challenge

#### Compulsory subjects

Building Connections  
English  
Health and Wellbeing  
History and Religious Studies  
Mathematics  
Science

#### Elective subjects

Athlete Performance  
Chinese  
Designer Maker  
Drama Technique  
English as an Additional Language or Dialect  
Film and Media  
French  
Game Making  
Music  
Personal Investing  
Philosophy  
Visual Arts and Media  
Year 9 Academic Support

### Year 10

#### Compulsory subjects

English  
Health and Physical Education  
History and Religious Studies  
Mathematics  
Mathematics Alternate Pathway  
Science

#### Elective subjects

Academic Support  
Chinese  
Digital Fabrication and Technical Design  
Digital Technologies  
Drama Foundation  
English as an Additional Language or Dialect  
Foundation Sociology and Psychology  
French  
Geography  
Introduction to Business and Enterprise  
Marine Studies  
Mathematics Extension 10A  
Media Production Foundations  
Music Pathways Projects  
Outdoor Education  
Philosophy  
Sport Science  
STEM10  
Studio Art  
Workshop Techniques (wood or metal)

# The Pre-Kindergarten to Year 12 Learning Pathway

## SENIOR SCHOOL

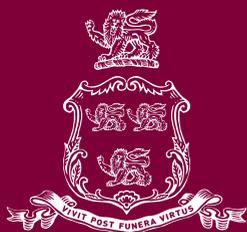
### Years 11 and 12

Academic Support  
Accounting <sup>PT</sup>  
Agricultural Enterprise  
Art Production <sup>PT</sup>  
Art Studio Practice <sup>PT</sup>  
Australia in Asia and the Pacific <sup>PT</sup>  
Barista Basics Course  
Biology <sup>PT</sup>  
Business Studies<sup>PT</sup>  
Certificate III Aviation (Remote Pilot)  
Certificate II in Business  
Certificate III in Fitness  
Certificate II in Hospitality or Tourism  
Certificate I in Maritime Operations  
Chemistry <sup>PT</sup>  
Chinese  
Chinese <sup>PT</sup>  
Chinese (Background Speakers) <sup>PT</sup>  
Community Service Learning  
Community Sport and Recreation  
Computer Graphics and Design  
Computer Graphics and Design <sup>PT</sup>  
Computer Science <sup>PT</sup>  
Computing  
Construction Industry Skill Set  
Contemporary Music  
Dance  
Dance Choreography and Performance <sup>PT</sup>  
Design and Production (Metal)  
Design and Production (Wood)  
Drama Foundation  
Drama <sup>PT</sup>  
Duke of Edinburgh's International Award  
Economics <sup>PT</sup>  
Engineering Design  
English Applied  
English as an Additional Language or Dialect  
English as an Additional Language or Dialect <sup>PT</sup>  
English <sup>PT</sup>  
English Foundations  
English Literature <sup>PT</sup>  
English Writing <sup>PT</sup>  
Environmental Science <sup>PT</sup>  
Food, Cooking and Nutrition  
Food and Nutrition <sup>PT</sup>  
First Nations Studies <sup>PT</sup>  
French  
French <sup>PT</sup>  
General Mathematics Foundation  
General Mathematics <sup>PT</sup>  
Geography <sup>PT</sup>  
Health Studies <sup>PT</sup>  
Housing and Design <sup>PT</sup>  
Information Systems and Digital Technologies <sup>PT</sup>  
Japanese <sup>PT</sup>  
Korean (Background Speakers) <sup>PT</sup>  
Latin <sup>PT\*</sup>  
Legal Studies <sup>PT</sup>  
Mathematics Methods Foundation <sup>PT</sup>  
Mathematics Methods <sup>PT</sup>



Mathematics Specialised <sup>PT</sup>  
Media Production Foundations  
Media Production <sup>PT</sup>  
Modern History <sup>PT</sup>  
Music <sup>PT</sup>  
Outdoor Leadership <sup>PT</sup>  
Pathways to Work  
Philosophy <sup>PT</sup>  
Physical Sciences Foundation  
Physical Sciences <sup>PT</sup>  
Physics <sup>PT</sup>  
Provide First Aid and  
Cardiopulmonary Resuscitation  
Provide Responsible Service of Alcohol  
Psychology <sup>PT</sup>  
School-Based Apprenticeship and Traineeship  
Senior School Outdoor Adventure Camps  
Sociology <sup>PT</sup>  
Sport Science <sup>PT</sup>  
Studies of Religion <sup>PT</sup>  
Study and Work Pathways Support Program  
Technical Theatre Production  
Theatre Performance <sup>PT</sup>  
UTAS Asian Studies <sup>PT</sup>  
UTAS Foundation Practical Study <sup>PT</sup>  
UTAS High Achiever Program (HAP)  
UTAS Music Technology Projects <sup>PT</sup>  
UTAS Object Design  
Vietnamese <sup>PT\*</sup>  
Working With Children  
Workplace Mathematics  
Work Safely in the Construction  
Industry (White Card)

\* Students wishing to study these languages need to speak to the Director of Teaching and Learning  
<sup>PT</sup> Pre-tertiary subjects are accredited for university entrance



**HUTCHINS**  
ESTABLISHED 1846

## THE HUTCHINS SCHOOL

71 Nelson Road, Sandy Bay

Tasmania 7005 Australia

T (03) 6221 4200

[info@hutchins.tas.edu.au](mailto:info@hutchins.tas.edu.au)

[www.hutchins.tas.edu.au](http://www.hutchins.tas.edu.au)

Follow us



The Hutchins School Board as established by The Christ College Act 1926

ABN 91 133 279 291 CRICOS 00478F