THE POWER OF 9 COURSE HANDBOOK 2017
<table>
<thead>
<tr>
<th>Welcome</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Guiding Statements</td>
<td>7</td>
</tr>
<tr>
<td>Expectations</td>
<td>8</td>
</tr>
<tr>
<td>Service Learning</td>
<td>9</td>
</tr>
<tr>
<td>Leadership</td>
<td>10</td>
</tr>
<tr>
<td>Power of 9 Personal Report</td>
<td>10</td>
</tr>
<tr>
<td>Challenge Report</td>
<td>12</td>
</tr>
<tr>
<td>myHealth helpdesk</td>
<td>14</td>
</tr>
<tr>
<td>Academic awards in Year 9</td>
<td>15</td>
</tr>
<tr>
<td>The Nettlefold Library – Senior School</td>
<td>18</td>
</tr>
<tr>
<td>Your Power of 9 course</td>
<td>22</td>
</tr>
<tr>
<td>Your Challenge</td>
<td>23</td>
</tr>
<tr>
<td>Challenge descriptions</td>
<td>27</td>
</tr>
<tr>
<td>Global Challenge</td>
<td>28</td>
</tr>
<tr>
<td>Port Davey Challenge</td>
<td>28</td>
</tr>
<tr>
<td>Central Australia Challenge</td>
<td>31</td>
</tr>
<tr>
<td>Island Challenge</td>
<td>31</td>
</tr>
<tr>
<td>Your subjects</td>
<td>33</td>
</tr>
<tr>
<td>Subject descriptions</td>
<td>34</td>
</tr>
<tr>
<td>Athlete Performance</td>
<td>34</td>
</tr>
<tr>
<td>Chinese</td>
<td>34</td>
</tr>
<tr>
<td>Designer Maker</td>
<td>35</td>
</tr>
<tr>
<td>Drama Technique</td>
<td>36</td>
</tr>
<tr>
<td>English</td>
<td>36</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>37</td>
</tr>
<tr>
<td>French</td>
<td>38</td>
</tr>
<tr>
<td>Game Making</td>
<td>39</td>
</tr>
<tr>
<td>History and Religious Studies</td>
<td>39</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
</tr>
<tr>
<td>Media Arts</td>
<td>40</td>
</tr>
<tr>
<td>Music</td>
<td>41</td>
</tr>
<tr>
<td>Personal Investing</td>
<td>41</td>
</tr>
<tr>
<td>Power Up</td>
<td>43</td>
</tr>
<tr>
<td>Science</td>
<td>43</td>
</tr>
<tr>
<td>The Project</td>
<td>44</td>
</tr>
<tr>
<td>Visual Arts and Media</td>
<td>44</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>44</td>
</tr>
<tr>
<td>Assessment of your course</td>
<td>46</td>
</tr>
</tbody>
</table>

**GETTING ADVICE**

| Choosing your course | 49 |
| Advice to parents | 51 |
| Information for international students | 52 |
| Contacts | 53 |
| The Pre-Kindergarten to Year 12 Learning Pathway | 54 |

**DISCLAIMER** The information and advice in this handbook have been prepared in good faith and information is correct at the time of printing. It is emphasised however, that decisions related to career choice and the selection of the Challenge and subjects should be informed by consultation with parents, the Co-ordinator of Power of 9, the Director of Teaching and Learning, Course Counsellors, mentors and subject teachers. Final responsibility rests with parents as to the suitability of their son’s choices.
Welcome to Year 9 at Hutchins

Welcome to Year 9 at Hutchins. What an exciting year you have ahead of you! The development of purpose is the most important part of a young person’s life journey. We are passionate about your personal and social development, equipping you with skills for life and helping you explore your purpose in life.

As you move through this year our aim, through the Power of 9, is to encourage and assist you in developing the skills, the passion, the positive attitudes and values and forms of knowledge necessary for planning your pathway and being successful through Years, 10, 11, 12 and beyond.

The School recognises differences in each of you and with it your needs and ways of learning. Hence we offer a variety of learning experiences and challenges. Year 9 is a great opportunity for you to explore a range of new and exciting possibilities. We encourage you to get involved and take advantage of many of these opportunities. What you do matters and our plans and expectations for you are clearly outlined on the following pages.

It is our view that you should be challenged and extended, offered success in worthwhile learning activities, and be given the opportunity to take responsibility for your journey. There is also an expectation for you to be involved in and make a difference to your community.

This handbook is designed to help you make informed choices about your learning pathway through the first year of Senior School. In order to make the most of this opportunity you need to start planning. You can count on our support and that of your parents or carers to help you develop and implement your plan. For it to be most effective there is work for you to do as well.

I wish you well as you explore the new possibilities and responsibilities that this exciting year brings. Pack your spirit of adventure and seize the opportunities that await!

Mr Ken Kingston
Co-ordinator of Power of 9
Please read this handbook carefully, listen to advice and have conversations with the people who can help – your mentor, your teachers and, importantly, your parents.
Our Guiding Statements

Our Vision
Hutchins provides an inspirational education where each boy strives to achieve his personal best and is willing to serve his community as an informed and active citizen; locally, nationally and globally.

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

Our Goal
The Hutchins School aims to build good men who act with kindness, integrity, compassion, humility and courage.

Our Faith
A Christian life, as a response to Jesus Christ, is commended and encouraged at Hutchins. We express our Christian values in welcoming and respecting members of all faith.

Our Global Intent
The Hutchins School community is committed to being internationally-minded by understanding and embracing diversity in all its forms, and by respecting and celebrating this diversity in order to foster a peaceful, just and sustainable world.

Our Commitment
The Hutchins School community is committed to providing an age and stage holistic education with a focus on the wellbeing of boys. We aim to inspire students to be creative and adaptable by providing them with the skills to lead and succeed in their global future.

Our Motto
Vivit Post Funera Virtus – Character Lives on After Death – What you do matters.
Expectations

A Hutchins education is more than just qualifying for entry to university. It is about continuing to learn and acquiring the knowledge and skills for learning, knowing how to create and nurture successful relationships, being a responsible citizen, being accountable for what you do and being the best person you can be.

To successfully approach and complete Year 9:

- Participate fully in your Power of 9 course (Challenge and subjects)
- Participate fully in your compulsory co-curricular program
- Participate fully in your House program
- Participate in your academic review that addresses any gaps in your knowledge and skills
- 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 yourself and others
- Take advantage of opportunities
- Complete an hour of study at home each night
- Create your personal portfolio (such as certificates, awards and best work)
- Work with the Careers Counsellor during your Challenge and commence your pathway plan
- Talk with the Director of Service Learning about how you may have a positive impact on the community through Service Learning
- Talk with your mentor, Head of House, Head of Senior School and senior students about how you may play a leadership role in the School
Service Learning sees you taking what you have learnt in the classroom and applying it in quality community service activities. It involves engaging with community partners, making tangible differences and reflecting on the experience.

Service Learning is a part of every Challenge but you can also volunteer to undertake Service Learning in other ways as well. We encourage you to talk with Reverend Dr Lee Weissel, who co-ordinates Service Learning in the Senior School, and take part in serving others.

Service Learning in Year 9 contributes to the achievement of the Senior School Service Award. You can volunteer in several ways:

**HOUSE AND SCHOOL SERVICE**

Here you can be involved in such areas as taking part in games and working with younger boys at lunchtime in the Early Learning Centre (ELC) and Junior School, helping on camps and in the library, taking part in Open Day, performing outside school hours in orchestra, band and choir, umpiring and coaching.

**COMMUNITY SERVICE**

Here you can be involved with aid organisations to help with their programs: giving blood, the Relay for Life, the 40 Hour Famine, door knocking for the Salvation Army, assisting the aged, belonging to a St John’s group, leading in youth groups, Scouts and Venturers, participating in the Duke of Edinburgh’s International Award and completing the Challenge.

**SELF-INITIATED SERVICE**

Here you are encouraged to look for needs in the community that you can address, e.g. being a home carer, helping with elderly neighbours, training with St John’s, tree planting and cleaning up a littered area.
Leadership

All Year 9 students have the opportunity to work together and demonstrate leadership skills through their Challenge.

Other opportunities also exist for you to apply for established roles or to use your initiative in creating and developing new ones.

Demonstrating outstanding leadership skills within the ethical framework of the School is recognised. This might be an appointment to the SRC at Years 9–11 or being involved in lunchtime activities in the ELC and Junior School.

If you wish to be considered for a leadership position you should approach the Head of Senior School directly.

Power of 9

Personal Report

In keeping with the School’s values, expectations and aims the Senior School strives to have you:

- develop a realistic knowledge of self
- be of sound spiritual and moral values
- show tolerance and respect for others
- be caring of our local and global environments
- build and maintain lifelong friendships
- display qualities such as integrity, flexibility, reliability and empathy
- develop skills in independence, self-motivation, leadership and co-operation
- participate in a range of physical and appropriate risk-taking activities
- be responsible for your own health and safety.

The House system, at the heart of Senior School pastoral care, reinforces these principles and the relationships you develop with your mentor and Head of House can have a profound effect on your progress: academically, personally, culturally and spiritually.
As part of helping you develop in these areas you will receive a Personal Report completed by your mentor and Head of House at both the mid-year reporting period and at the end of the year. Both of these reports will:

• benchmark you against various criteria, and
• provide comments written by your mentor and Head of House.

THE CRITERIA

These criteria represent the major attributes that you are expected to develop as you journey through the Senior School. You will be assessed against how you:

1. Demonstrate initiative, leadership and co-operation
2. Participate enthusiastically in your House program
3. Show care in your personal appearance
4. Build positive social relationships with others
5. Are punctual to school and House activities
6. Seek and take the opportunities available to you
7. Respond positively to reviewing your academic progress. Assessment will be on a scale from ‘Yet to Emerge’ to ‘Well Developed’ with your development monitored from one reporting period to the next

THE COMMENT

The written comment by your mentor and Head of House is a personal comment to you and is a reflection on you as a person, on your personal growth and development.
It may include comments about:

• How positive and motivated you are and whether you demonstrate a sense of purpose
• Your kindness, courtesy and tolerance and how respectful you are of others
• The extent to which you display integrity, reliability and empathy
• Your honesty and whether you act with moral and ethical integrity
• Your ability to make wise and informed decisions
• Whether you accept responsibility for the decisions you make
At the conclusion of their Challenge term all Year 9 students will receive a written report providing feedback on their performance throughout term.

Students will be assessed against the following criteria:

1. Communicate ideas and information
2. Participate as a ‘good citizen’ to improve community wellbeing
3. Demonstrate expedition skills
4. Develop personal and social skills to act responsibly and with purpose
5. Initiate ideas, design solutions and work with others to achieve an outcome
6. Understand the principles and issues involved in working toward sustainable futures
7. Demonstrate leadership skills

The report will also provide assessment on the student’s behavior and attitude and provide a personal comment written by Power of 9 staff reflecting upon personal growth and development throughout the term.
myHealth helpdesk

The School is particularly aware of the importance of supporting men’s health and wellbeing. myHealth is about helping you to connect and communicate 24/7, especially in those moments when you are or feel alone, when you become concerned about how you feel, about relationships, about yourself and your identity. It is about starting or continuing a conversation with someone about a difficult issue. Many young people try to manage emotional problems alone, stating concerns relating to confidentiality, not knowing about services to help or how to contact and the feeling that the problem is just too personal. Through myHealth you can access help and support immediately and anonymously.

When on Hutchins Central, you will see this button:

![myHealth helpdesk](image)

The myHealth button will take you to the personalised and interactive webpage for your year group.

Here you can:
1. Identify who to talk to at school
2. Link directly to the National Youth Mental Health Foundation, Headspace
3. Send an email to one of the School Counsellors who will determine who is best to contact you as soon as possible.
Certificates of Academic Effort
These awards are presented at the end of each semester to students who have shown outstanding commitment to their academic studies through their ratings against the behaviour and attitude criteria.

Certificates of Academic Achievement
These awards are presented at the end of each semester to students who have shown outstanding achievement in their academic studies through their ratings against the subject criteria at any level of difficulty.

Certificates of Academic Excellence
These awards are presented at the end of each semester to students who have shown outstanding achievement in their academic studies through their ratings against the subject criteria at the highest level of difficulty.

Speech Night Awards for Academic Commitment
These awards are presented to students for exceptional commitment to their academic studies. The prizes are based on a student’s final ratings against the behaviour and attitude criteria from his final reports at the end of each term.

Speech Night Awards for Academic Achievement
These are awarded for exceptional academic performance. These include awards for:
- Dux
- SRC Prize for Academic Excellence
- Academic Merit

The prizes are based on a student’s final ratings against the subject and challenge criteria from his reports at the end of each semester. Students achieving these awards are also granted ‘Academic Letters’ which allows for recognition of the achievements on their blazer.
Matthew Groom Prize for the most outstanding Power of 9 student in the Challenge

This prize is awarded at Speech Night to the student in Power of 9 who shows significant performance and commitment to and personal growth through his Challenge.
The Nettlefold Library – Senior School

The Nettlefold Library is located on the first floor of the Library Learning Centre in the H D Baldwin Wing. It caters for the information needs of all students and staff and provides a Senior School study centre.

Opening hours

Monday to Thursday 8.10am–5.00pm
Friday 8.10am–4.00pm
(Except for recess on Mondays)

Library staff

Ms Ellie Panarettos, Librarian
Ms Leanne Weeks, Library Technician
Mrs Rose Seddon, Library Assistant

The physical and digital collections of the library are tailored to support the Years 9–12 school curriculum across all subject areas. The staff work closely with classroom teachers to determine the current and future information needs of the whole school community. Library services and activities support the teaching and learning of ICT competencies and information literacy skills. A particular focus is on e-safety, digital literacy and academic integrity.

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
- Training in federated searching and the use of subscription databases such as Britannica Online, EBSCO or Trove through the library’s intranet pages
- Desktops and laptops
- Extensive video-on-demand with Clickview at home and school
- Borrowing for books, magazines, DVDs, ebooks and audiobooks
- Two-week borrowing periods on loan items
• Book displays, genre lists and author focus displays to promote reading for pleasure
• Training in the use of the online library catalogue from school or home
• Individual subject pathfinders to support the use of academic information
• Availability of chess tables and some smaller chess boards for use at break times
• A process for students to request book purchases, helping to maintain a relevant and contemporary range of reading materials aligned with students’ interests
• Support for the Harvard standard of referencing and bibliography creation for all forms of information – digital or otherwise, including the self-directed use of anti-plagiarism software

• 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
• Enrolment with the post Year 10 Step Up program at the University of Tasmania
• Extensive word processing support with photocopying, colour printing, thermal and ring binding and laminating
In his letter of welcome at the beginning of this handbook Mr Kingston wrote of the importance of helping you develop and begin to explore your purpose in life.

Your Power of 9 course is designed with this in mind and consists of two parts:

1. your Challenge which you study for one term, and
2. your subjects which you study for three terms.
This year you undertake one term of study at the Marieville Esplanade Campus that will challenge you in a number of ways – academically, physically, socially and cognitively. You are given the opportunity to engage in controlled risk-taking and to learn more about working effectively as part of a team as you look at yourself and at the world at large.

The skills you will develop will include:
- Flexibility
- Tolerance
- Problem-solving
- Resourcefulness
- Self-reliance and independence
- Teamwork

Each Challenge occurs at a different time during the year. The Challenge consists of two phases:

1. The Experience
2. The Expedition
Your Experience

Your Experience is a series of experiential learning activities built around a number of themes:

**LIFE SKILLS** – developing the resilience, planning, and teamwork skills necessary to make decisions and take responsibility for your actions.

**SPIRITUALITY** – exploring the spiritual dimension, about belief and faith, the power of stillness and silence and approaching the ‘big questions’ of life.

**LEADERSHIP** – developing the skills to make the world a better place, being prepared to lead and be led.

**PERSONAL MANAGEMENT** – developing the skills in personal organisation, domestic life, physical and mental health and careers to act with confidence as you face major transitions in your life.

**VALUES LEARNING** – examining core values and the importance of relationships that underpin a life of purpose.

**ENVIRONMENTAL AWARENESS** – critically evaluating our behaviour so we can develop and manage a more sustainable world.
Your Expedition

In this phase you will experience the exhilaration of personal achievement through involvement in a journey of exploration and discovery unique to your Challenge.

You will experience the sights, sounds, smells and sensations of activities and environments very different from what you are used to. Your Expedition has four phases:

Preparing  Participating  Evaluating  Celebrating

Preparing for your Expedition involves developing the skills required to complete the Challenge, completing expedition skill activities at a training camp and participating in the fundraising for the community service project unique to your Challenge. This culminates in a two-week expedition, purposely designed and unique to each Challenge. Upon your return you will reflect on your participation and evaluate it from a personal and group perspective. You will be asked to think about what you have learnt and its value to you. The final stage is to celebrate the learning of yourself and your team and create a story space to share this with your parents, carers and friends.
Each Challenge is subsidised by the School but in individual cases there will be a levy to cover the significant and unique travel components.

**Your choices**

There are four different Challenges from which to choose:

1. Global Challenge
2. Port Davey Challenge
3. Central Australia Challenge
4. Island Challenge
GLOBAL CHALLENGE

Fiji is an outstanding cultural immersion experience. We partner with Destination Dreaming to live with two isolated highland villages for 12 days. Destination Dreaming is a non-profit organisation that works with schools to create sustainable community partnerships that teach young people about global citizenship, self-awareness and social justice. This is a side of Fiji very few foreigners ever get to experience.

During this time the students learn about the language, history and richness of traditional Fijian village life. Both villages are largely vehicle-free and without electricity, hot water or modern conveniences. Perhaps the most striking difference is the generosity of the locals and the community spirit.

The boys participate in traditional ceremonies, dances, feasts, farming, hunting and other aspects of traditional life. We also enjoy an opportunity to work with primary school aged students at Nasivikoso Village School and participate in educational, cultural and sporting exchanges with secondary school students at Navosa Central College.

The group will come back inspired to be more connected to each other, the environment they live in, their family, and community.

Because of the overseas component, parents are advised that there is a levy of between $2,600 and $3,100 for this Challenge.

PORT DAVEY CHALLENGE

The ultimate wilderness challenge! Walk one of the world’s premier wilderness treks to the pristine Port Davey area, then return aboard the sail training brigantine Windeward Bound. You will see and feel the power of the Southern Ocean, traverse the mighty Ironbound Range and be inspired by the beauty of the South Coast. The beaches, forests and waterways of this remote area will change you. You will undertake community service on behalf of the National Parks and Wildlife Service and then bushwalk along the South Coast Track to Cockle Creek.

If you are up for this sort of extreme adventure then this Challenge is for you. A commitment to fundraising for the community service project is fundamental to this Challenge.

There is no levy for this Challenge.
CENTRAL AUSTRALIA CHALLENGE

This Challenge is based at Yipirinya, an independent Indigenous school in Alice Springs. The children attend school from the camps that surround Alice Springs. The model of learning is two ways – they learn English and their own Indigenous language.

You will assist the children with reading, working, writing and maths. You will cook and provide them with meals each day, as well as assist with coaching and playing playing sport. You will also experience bush cooking, bush art and hunting. You will travel home on the bus to experience where the students live. You will be immersed in the culture and experience of Indigenous communities and live by camping on Indigenous land or at the school.

You will also travel to Uluru, Watarrka and the Kata Tjuta with Indigenous elders. During visits to these magnificent sites you will experience sunrise and sunset views of Uluru, campfire dinners and stories under the stars.

Are you sick of saying ‘if only’? If you feel you can live in a remote desert community making a difference in the lives of others then this Challenge is for you. A commitment to fundraising for the community service project is fundamental to this Challenge.

Because of the travel component parents are advised that there is a levy of between $900 to $1,100 for this Challenge.

ISLAND CHALLENGE

This will be a remote problem-solving, multi-sport team Challenge. It will involve an extended stay on Tasmania’s isolated wilderness coastline. You will experience remoteness and have to be self-sufficient, self-reliant and also work as part of a team.

This Challenge will be loosely based on a ‘Survivor’ style experience except you won’t vote each other out! You will begin the Challenge with very little information and your journey will be ‘discovered’ as you go. It will involve being outdoors and you will be camping for some of the time. You will have to use your mind just as much as your physical skills to get through this Challenge. Your comfort, success and enjoyment of this Challenge will be a product of your team’s combined skills and co-operation.

Like the other Challenges there will be a community service component however, unlike the others your itinerary will be a closely guarded secret. If you are prepared to deal with life’s ‘unknowns’ you will thrive in this Challenge.

There is no levy for this Challenge.
Your subjects

The Hutchins Curriculum is based on the content and standards for the Australian Curriculum.

Compulsory subjects

You study the following compulsory subjects:

- History and Religious Studies
- English
- Mathematics
- Science
- The Project
- Wellbeing

Elective subjects

You also study four elective subjects – a mix of creativity, language and performance subjects. Your choices are:

- Athlete Performance
- Chinese
- Designer Maker
- Drama Technique
- French
- Game Making
- Media Arts
- Music
- Personal Investing
- Visual Arts and Media

There are two further electives specifically designed for those students who require specific academic support. Some students may be required or be recommended to choose one of these electives:

- English as an Additional Language or Dialect (Elective)
- Power Up (Elective)
Subject descriptions

ATHLETE PERFORMANCE (ELECTIVE)

This subject provides an insight into the relationship between diet, fitness, wellbeing and sporting performance. It increases your understanding of what it means to be physically healthy and how sporting performance can be enhanced. It also develops your understanding of human movement, the human body in action and the biomechanical principles involved. Your aim will be to develop a personal fitness, nutrition and sports analysis plan.

Areas of study
- Nutrition and sport performance
- Fitness and its components (health and skill based)
- Body systems
- Biomechanics
  - basic analysis of human movement in sporting activities
  - biomechanical principles and their application to sport
  - experiments that highlight biomechanical principles

Faculty
Health and Physical Education

CHINESE (ELECTIVE)

Chinese provides you with the opportunity to use and understand Chinese vocabulary, grammar and script to communicate information and attitudes about yourself, your relationships with others, schooling and daily life. Through a range of cultural topics you learn and practise conversational Chinese relating to social interactions and real life situations. Through your study of traditional and contemporary Chinese culture you reflect on your own habits and beliefs and make informed comparisons. You develop an understanding of the potential to apply your skills in Chinese to work, further study, training and leisure.

Performance in conversations, vocabulary, aural and written comprehension tests, reading and writing tasks and research assignments are the basis of your assessment.
**Areas of study**
- Communicate with others in spoken and written Chinese
- Increase vocabulary
- Practise pronunciation
- Practise comprehension of written and spoken Chinese
- Study and compare the grammatical structures of Chinese and English
- Converse in Chinese including contact with native speakers and role plays
- Study Chinese people, the environments in which they live around the world, their culture, philosophy and history, food, school routines of students your age, transport, shopping habits of teenagers, media, music, sport, art, calligraphy and computer games

**Faculty**
English and Modern Languages

**DESIGNER MAKER (ELECTIVE)**

In this subject you design and make physical objects of use and beauty using a variety of materials and processes. You are encouraged to be imaginative and apply yourself to many technical graphic challenges in functional design. Areas of study will be guided by the level of student interest.

**Areas of study**
- Drawing, sketching and CAD techniques as a means of communicating ideas
- Learning the characteristics of various materials, circuits or systems
- Learning the basic ideas and rules of design
- Developing an idea or brief from concept to finished product
- Using and caring for basic hand tools, power tools, machines and circuits
- Developing healthy and safe work habits
- Learning the skills of robotics

**Faculty**
Design, Production and Digital Technologies
**DRAMA TECHNIQUE (ELECTIVE)**

Drama deals with communication. All activities challenge you to experiment with varying forms of communication. Through the study of the elements of drama you develop and present a variety of works to assist in the improvement of confidence, group work, voice and character development.

**Areas of study**
- Experiment with the elements of drama: story sequence, conventions, climax and introduction to character development
- Create characters for performance and develop performance skills
- Present drama works drawing from varying stimulus materials
- Develop strategies to explore dramatic technique and form

**Faculty**
Visual and Performing Arts

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**ENGLISH (COMPULSORY)**

Year 9 English will give you the opportunity to practise literacy and information literacy skills to help you communicate effectively and confidently. Through a variety of activities you will create and craft imaginative analytical and persuasive texts and respond to issues relevant to you. You will study some contemporary texts and some ‘classics’, including Shakespeare, ‘recognising how events, situations and people can be represented from different perspectives’ and ‘draw conclusions about characters, events and key ideas’.

**Areas of study**

**Language skills, using the system, speaking and writing effectively**
- Language skills: spelling system, punctuation, meaning and grammar, referencing
- Vocabulary and text organisation
- Express and develop ideas in speaking and writing

**Literature, novel, Shakespeare, poetry**
- Representation, historical context and values
- Text structures and language features
- Create literary texts which develop a personal style and make thematic connections with other texts
Literacy, media, film
• Representation, audiences and perspectives
• Language, structure, sound and visual choices
• Create engaging representations of people, places, events and ideas

Faculty
English and Modern Languages

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (ELECTIVE)

English as an Additional Language or Dialect (EALD) is recommended if you are from a non-English speaking background and need to develop and consolidate your English skills. You increase the range of strategies you use to communicate confidently and effectively and to participate fully in all aspects of life in Australia including further education. You develop an understanding of the cultural diversity of Australia and make informed comparisons with other cultures. There is also scope to support your learning in other subjects.

A preliminary assessment determines the appropriate subject stage (Beginning, Intermediate or Advanced) and level for you to study.

Areas of study
• Research and discuss issues: the environment, culture and history of Australia, problems in today’s society and issues in the media
• Respond reflectively and creatively to the themes explored in poetry, short stories, class novels and film
• Develop vocabulary through composing a range of text types including summaries, narrative, reflection and research report
• Practise planning, drafting, editing and proofreading skills
• Develop study skills: independent learning, researching, processing and using information from a variety of sources including ICT
• Practise communicating information effectively in spoken and written form

Faculty
English and Modern Languages

FRENCH (ELECTIVE)

Developing your French as part of the Power of 9 program provides you with essential skills in a language that is invaluable for travel within the wide-ranging Francophone world. Through a range of cultural topics, you practise conversational French, producing filmed sketches in the process, as well as regular contact with a native speaker. Excursions within the Greater Hobart area help students to connect with the historical and contemporary links between France and Australia. This course aims to help you develop an understanding of how you can apply your skills in French to leisure pursuits, further study or future employment.

Areas of study
• Study the Francophone world, its culture and history
• Learn about Francophone students your age, their school routines, leisure pursuits and interests
• Develop your spoken French, including regular contact with a native speaker
• Improve your knowledge of French grammar, appreciating just how beneficial it is to understand the mechanics of an additional language
• Develop skills and disciplines that will help you with any language you may decide to learn in the future, especially those belonging to the ‘Romance’ family

Faculty
English and Modern Languages
GAME MAKING (ELECTIVE)

Using software programs this subject enables you to design computer games with backgrounds, animated graphics and use music and sound effects without learning programming code. These games can include simple platform, puzzle, maze, action, or complex 3D games.

You develop skills and understanding of game design from concept to completion including what a games is and how games work; the different game genres, gameplay modes and game features; create a design brief and gameplay (like a screenplay) when planning the game; the key media in producing a game; and how to evaluate a game design, the product and its marketing. Learn to be a creator and not just a consumer.

Areas of study
- Design, make and critique your own game using Game Maker software
- Produce a game manual incorporating screen shots on how to play the game
- Solve multimedia design and programming challenges
- Choose and evaluate an existing game from the Game Maker site
- Research and write a report about social issues raised about computer gameplaying

Faculty
Design, Production and Digital Technologies

HISTORY AND RELIGIOUS STUDIES (COMPULSORY)

History and Religious Studies integrates the study of history, religion and society with an emphasis on the development of Australia within the context of an advancing modern world.

Areas of study
- The emergence of economic, political and social ideas and the movement of peoples in the 18th and 19th centuries
- The Industrial Revolution
- Rituals and coming of age
- World War I
- Buddhism and Hinduism
- Making a nation

Faculty
Humanities
MATHEMATICS (COMPULSORY)

Students study Year 9 Australian Curriculum Mathematics. This subject gives you an appreciation of the role of mathematics in society. You acquire skills that will enable you to solve problems in everyday, real life situations and to pursue further studies in Mathematics.

All classes undergo common tests held at regular intervals.

Areas of study
- Algebra
- Trigonometry
- Perimeter, area and volume
- Probability and statistics
- Basic finance

Faculty
Mathematics

MEDIA ARTS (ELECTIVE)

This subject provides hands-on experience of how to tell a story using camera movement and different lighting techniques. It is project-oriented and focuses on you creating short films and other projects to inform, entertain and persuade. Varying aspects of basic filmmaking will be covered and is an excellent introduction to Year 10 Media Production Foundations TQA 2.

Areas of study
- Create media works that reflect understanding of camera techniques
- Collaborate to create a group film project
- Manipulate film for a specific purpose
- Create and edit own works for an audience

Faculty
Visual and Performing Arts
**MUSIC (ELECTIVE)**

Music is a study of performance, composition/arranging, listening and analysis, aural and vocal training, history, and theory. There is an emphasis on technology in music particularly in aid to composing/arranging and recording. Membership of a co-curricular school ensemble is desirable.

**Areas of study**
- Playing in ensembles and as a soloist
- Developing listening and singing skills
- Learning skills in reading and writing music
- Learning music theory and language
- Using technology to generate sounds, compose, arrange, make scores and print music
- Learning to compose/arrange, record and mix songs using a computer
- Producing a CD of original songs

**Faculty**
Music

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**PERSONAL INVESTING (ELECTIVE)**

Personal Investing provides you with information and experiences about the process of creating wealth, ways to invest and their risks, and the principles of good investment decision-making.

**Areas of study**
- The principles of creating wealth
- Developing a financial strategy or plan
- Investing in different assets and their risks
- Getting started in shares
- Playing the ASX Schools Sharemarket Game (when available)

**Faculty**
Humanities
POWER UP (ELECTIVE)

This subject provides small group and individual help with learning and aims to develop literacy skills needed in meeting the requirements of your other subjects. You will have the opportunity to work independently and in small groups to improve your reading and written work. You will explore a range of interactive ICT to assist your literacy and learning. A meeting with Centre for Excellence staff is required to assist you to determine the suitability of this subject for you.

Faculty
Student Support Services
(Centre for Excellence)

SCIENCE (COMPULSORY)

This subject challenges you to understand the complexity of the changing nature of the Earth through the study of physics, chemistry, biology and geology. You learn how science affects us in our daily lives, how it enables us to make evidence-based decisions on social issues and the environment and how it helps us to understand technology.

Areas of study
You will explore ways in which the human as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. You will learn about the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. You will investigate how matter can be rearranged through chemical change and be introduced to the concept of the conservation of matter. You will develop your ideas on energy and how it is transferred.

Faculty
Science
THE PROJECT (COMPULSORY)

The Project is an opportunity for you to make the decision about what you are going to learn and how you will go about learning it. Much of your learning will take place in the community and will be self-directed and at times unsupervised. Although you will have increased independence, we will be supporting you as you work through your contract of learning with your teacher.

Areas of study
You will negotiate your project and how you will go about it with your teacher. Activities may include:

• Some aspect of your Challenge
• An extension study in one of your subjects
• Doing a community service project
• Undertaking an environmental campaign
• Writing an anthology of poems
• Working with children in the ELC and Junior School

Faculty
Student Support Services
(Centre for Excellence)

VISUAL ARTS AND MEDIA (ELECTIVE)

In this subject you acquire design skills and undertake creative projects using a variety of media. Ideas may be drawn from a range of sources.

Areas of study
These may include:

• Creative design
• Drawing, painting and printmaking
• Digital photography
• Sculpture

Faculty
Visual and Performing Arts

WELLBEING (COMPULSORY)

Each day you will experience a high intensity activity to build fitness and improve your physical and mental health. You also explore a range of health issues.

Areas of study
These may include:

• Dance
• Games for fitness
• Running and aerobic fitness
• Weight training
• Food and nutrition
• Health benefits of physical activity
• Mental health and wellbeing

Faculty
Health and Physical Education
## Challenge and subject criteria

Each Challenge and subject has specific criteria against which your performance is assessed. The ratings used are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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. You are achieving well above the standard expected at this year level.</td>
</tr>
<tr>
<td>B</td>
<td>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. You are achieving above the standard expected at this year level.</td>
</tr>
<tr>
<td>C</td>
<td>At this point in time you have a sound knowledge and understanding of the content and have achieved the expected level of competence in the processes and skills. You are achieving at the standard expected at this year level.</td>
</tr>
<tr>
<td>D</td>
<td>At this point in time you have a basic knowledge and understanding of the content and have achieved a basic level of competence in the processes and skills. Your achievement is approaching the standard expected at this year level.</td>
</tr>
<tr>
<td>E</td>
<td>At this point in time you have an elementary knowledge and understanding of the content and have achieved very limited competence in the processes and skills. You are achieving below the standard expected at this year level.</td>
</tr>
<tr>
<td>NA</td>
<td>At this point in time you have had little or no opportunity to demonstrate knowledge, understanding or competence in the processes and skills.</td>
</tr>
</tbody>
</table>

Full details of these standards can be obtained from your teacher.
Behaviour and attitude

Your teacher will also assess your behaviour and attitude. The assessment is against five criteria:

- Fulfil academic expectations
- Manage my learning
- Make the appropriate effort
- Collaborate with others
- Contribute to the conduct of the class

The ratings used are:

O Outstanding
G Good
S Satisfactory
U Unsatisfactory

The standards for these ratings can be obtained from your teacher.

Australian Curriculum achievement standard

All subjects that are currently part of the Australian Curriculum will be assessed against the relevant standard. The ratings used are the same as for the subject criteria.
GETTING ADVICE
Choosing your course

Think about your choices with the following points in mind:

1. Ask yourself these questions:
   - Which Challenge really captures my imagination?
   - What are my interests and hobbies?
   - What have I never experienced before?
   - What am I good at or do I find interesting?
   - Which subjects will provide a good background for further study in Year 10 and beyond?

2. Read the descriptions carefully

3. Talk with your current teachers about your strengths and interests

4. Talk with your parents and friends

5. Participate actively in the Power of 9 Course Choice Evening and obtain more information from the Co-ordinator of Power of 9, co-ordinators of the four Challenges, Heads of Faculty and other teachers

6. Make your choices:
   - List two Challenges in order of preference
   - Choose six electives
   - You will only study four of these electives throughout the year. We will aim to give you your preferences, however, the running of each elective will depend on the number of students choosing the particular subject and your choice of Challenge

7. **Submit your Course Choice form by the due date**

8. Receive notification of your course

9. Changes to your course once it is confirmed must be discussed and approved by the Academic Administrator, Careers Counsellor and your parents
Advice to parents

Year 9 is a key transition year and in keeping with your son’s growing sense of independence and developing maturity more will be demanded of him especially in accepting responsibility, being accountable, responding to challenging learning opportunities, pursuing academic excellence in his Power of 9 course and achieving in a diverse range of learning situations.

Year 9 should be seen as an opportunity to learn and apply skills, explore new curriculum areas and make new connections as your son develops more extended working and friendship groups within the School and his local community and the world at large. Importantly it is an opportunity to develop the personal and academic skills and knowledge to help him successfully progress into the Senior School Years 10–12.

You can assist your son in this important process by:

• Discussing the course choice process with him and negotiating your role
• Allowing him to be more independent and responsible for his actions and decisions
• Helping him write down life and career goals and how to reach them
• Recognising 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)
• Recognising what interests he has in arts, clubs, hobbies and sports
• Recognising his personal strengths and attributes
• Helping him learn about selected occupations and career pathways and the education and training requirements
• Identifying areas where he needs more information and what that information may be
• Working with us and supporting his learning to ensure his plans are on track by contacting his mentor, the Careers Counsellor and coming to Family/Teacher Conferences
All Challenges and subjects are offered to international students. Every attempt is made to provide the choices a student selects. A Challenge or subject will not run if there are insufficient numbers. At other times the Challenge or subject may have been completed or may be full. In the event that a Challenge or subject is not available the Careers Counsellor or Academic Administrator will provide advice to international students of 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. Visit the Overseas Students Ombudsman website www.oso.gov.au or phone 1300 362 072 for more information.
Contacts

Academic

Director of Teaching and Learning
Mrs Louise Bender
T 6221 4307
louise.bender@hutchins.tas.edu.au

Head of Faculty – Design, Production and Digital Technologies
Mr Kent Moore
T 6221 4233
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

Head of Faculty – Health and Physical Education
Mr Anthony Prior
T 6221 4289
anthony.prior@hutchins.tas.edu.au

Head of Faculty – Humanities
Ms Jodie Schafferius
T 6221 4242
jodie.schafferius@hutchins.tas.edu.au

Acting Head of Faculty – Mathematics
Mr Tim Grabovszky
T 6221 4244
tim.grabovszky@hutchins.tas.edu.au

Head of Faculty – Music
Mrs Jo-Anne Kemp
T 6221 4294
jo-anne.kemp@hutchins.tas.edu.au

Head of Faculty – Science
Mr Peter Crofts
T 6221 4282
peter.crofts@hutchins.tas.edu.au

Head of Faculty – Student Support Services (Centre for Excellence)
TBA
T 6221 4251

Head of Faculty – Visual and Performing Arts
Mrs Michelle Weeding
T 6221 4203
michelle.weeding@hutchins.tas.edu.au

Director of e-Learning Design
Mr Roger Hawkins
T 6221 4262
roger.hawkins@hutchins.tas.edu.au
Director of Marine School
Mr Peter Starkey
T 6221 4207
peter.starkey@hutchins.tas.edu.au

Director of Outdoor Education
Mr Todd Blackhall
T 6221 4279
todd.blackhall@hutchins.tas.edu.au

Co-curricular

Director of Service Learning
Reverend Dr Lee Weissel
T 6221 4256
lee.weissel@hutchins.tas.edu.au

Head of Sport
Mr Adrian Finch
T 6221 4241
adrian.finchi@hutchins.tas.edu.au

Co-ordinator of Duke of Edinburgh’s International Award
Mr Mark Oates
T 6221 4279
mark.oates@hutchins.tas.edu.au

Course Counselling

Academic Administrator
Mr James Seddon
T 6221 4319
james.seddon@hutchins.tas.edu.au

Careers Counsellor
Mrs Linda Bonnitcha
T 6221 4271
linda.bonnitcha@hutchins.tas.edu.au

Pastoral

Buckland
Mr Roy Servant
T 6221 4280
roy.servant@hutchins.tas.edu.au

School
Mr Martin Chambers
T 6221 4278
martin.chambers@hutchins.tas.edu.au

Stephens
Mr Mike Conacher
T 6221 4243
michael.conacher@hutchins.tas.edu.au

Thorold
Mr James McLeod
T 6221 4240
james.mcleod@hutchins.tas.edu.au

Co-ordinator of Power of 9
Mr Ken Kingston
T 6223 6450
ken.kingston@hutchins.tas.edu.au

Head of Senior School
Mr Roger McNamara
T 6221 4255
roger.mcnamara@hutchins.tas.edu.au

Chaplain
Reverend Dr Lee Weissel
T 6221 4256
lee.weissel@hutchins.tas.edu.au

Assistant Chaplain
Reverend Mark Holland
T 6221 4293
mark.holland@hutchins.tas.edu.au
School Counsellor
Mr Matthew Magnus
T 6221 4336
matthew.magnus@hutchins.tas.edu.au

School Counsellor
Mr Dean Docking
T 6221 4261
dean.docking@hutchins.tas.edu.au
THE PRE-KINDERGARTEN TO YEAR 12 LEARNING PATHWAY
The Pre-Kindergarten to Year 12 Learning Pathway

EARLY LEARNING CENTRE (ELC)

Pre-Kindergarten
Bounce Back
Cognitive development
Fine motor skills
Integrated Studies
Music
Physical Education
Social and emotional development

Kindergarten
Bounce Back
Cognitive Development
English
Fine motor skills
French
Integrated Studies
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)
Social and emotional development

Prep
Bounce Back
English
French
Integrated Studies
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)

Year 1
Bounce Back
English
French
Integrated Studies
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)

Year 2
Adventure Experience
Bounce Back
English
French
Integrated Studies
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)
Year 3
Adventure Camp
Art
Bounce Back
English
French
Mathematics
Music
Physical Education/Health
Religious and Values Education (RAVE)
Science
Studies of Society and the Environment (SOSE)

Year 4
Adventure Camp
Art
Bounce Back
English
French
Mathematics
Music
Physical Education/Health
Religious and Values Education (RAVE)
Science
Studies of Society and the Environment (SOSE)

Year 5
Adventure Camp
Art
Bounce Back
Chinese
English
French
Mathematics
Music
Physical Education/Health
Religious and Values Education (RAVE)
Science
Studies of Society and the Environment (SOSE)

Year 6
Adventure Challenge
Art
Bounce Back
Canberra Trip
Chinese
Design and Technology
Drama
English
French
Mathematics
Music
Physical Education/Health
Religious and Values Education (RAVE)
Science
Studies of Society and the Environment (SOSE)
Year 7
Art
Chinese
Design and Technology
Drama
English
English as an Additional Language or Dialect
French
Health and Physical Education
Mathematics or Mathematics for Living A
Music
Outdoor Education – Adventure Camp
Religious and Values Education (RAVE)
Science
Step Up
Studies of Society and the Environment (SOSE)

Elective subjects
2 Dimensional Art
3 Dimensional Art
Architectural Housing Design
CAD-CAM
Challenge Plus
Challenge Up
Computer Graphics and Design
Computer Science
Design Graphics and Modelling
Design in Wood
Drama Production
Ensemble Music 1
Ensemble Music 2
Film and Animation
Flight – Modelling Aviation Theory and Practice
Food Studies
Making Drama
Metal Engineering
Music
Music Advanced
Philosophy and Critical Thinking
Robotics
Science Extension

Year 8
Compulsory subjects
Adventurous Expedition
English
Geography
Health and Physical Education
History
Information Technology
Mathematics
Modern Languages (Chinese or French or English as an Additional Language or Dialect)
Science
Religious Studies
Year 9

Challenges
Central Australia Challenge
Global Challenge
Island Challenge
Port Davey Challenge

Compulsory subjects
English
History and Religious Studies
Mathematics or Everyday Maths
Science
The Project
Wellbeing

Elective subjects
Athlete Performance
Chinese (Mandarin)
Designer Maker
Drama Technique
English as an Additional Language or Dialect
French
Game Making
Media Arts
Music
Personal Investing
Power Up
Visual Arts and Media

Year 10

Compulsory subjects
English
Health and Physical Education
History and Religious Studies
Mathematics or Essential Skills Maths
Science

Elective subjects
Art Production Foundation
Business Studies – Foundation
Certificate II/III in Music
Chinese
Computing
Dance
Design and Production (Metal)
Design and Production (Wood)
Design Graphics
Drama Foundation
English as an Additional Language or Dialect
Foundation Sociology and Psychology
French
History and the Environment
Making Moral Decisions
Marine Studies
Mathematics Extension 10A
Media Production Foundation
Music Studies
Outdoor Education
Personal Pathway Planning
Sport Science Foundation
STEM10
Years 11 and 12

Accounting PT
Adventurous Expeditions
Ancient Civilisations PT
Art Production Foundation
Art Production PT
Art Studio Practice PT
Athlete Development
Australia in Asia and the Pacific PT
Biology PT
Business Studies – Foundation
Business Studies PT
Certificate II in Engineering Pathways
Certificate III in Fitness
Certificate I in Hospitality (Cookery)
Certificate I in Hospitality (Operations)
Certificate I and II in Maritime (Coxswain 2)
Certificate II and III in Music
Certificate III in Technical Production
Certificate II in Tourism
Chemistry PT
Chinese
Chinese PT
Chinese (Background Speakers) PT
Community Service Learning
Computer Graphics and Design Foundation
Computer Graphics and Design PT
Computer Science PT
Computing
Dance
Dance Choreography and Performance PT

Design and Production (Metal)
Design and Production (Wood)
Drama Foundation
Drama Technical Production
Drama PT
Duke of Edinburgh’s International Award
Economics PT
English Applied
English as an Additional Language or Dialect
English as an Additional Language or Dialect PT
English PT
English Literature PT
English Writing PT
Ensemble Experience
Environmental Science and Society PT
Food and Nutrition PT
Foundation Science
French
French PT
General English
General Mathematics Foundation
General Mathematics PT
Geography PT
German PT
Health Studies PT
History and the Environment
Housing and Design PT
Hutchins Service Course
Information Systems and Digital Technologies \textsuperscript{PT}
Japanese \textsuperscript{PT}
Korean (Background Speakers) \textsuperscript{PT}
Latin \textsuperscript{PT*}
Legal Studies \textsuperscript{PT}
Making Moral Decisions
Mathematics Methods Foundation \textsuperscript{PT}
Mathematics Methods \textsuperscript{PT}
Mathematics Specialised \textsuperscript{PT}
Media Production Foundation
Media Production \textsuperscript{PT}
Modern History \textsuperscript{PT}
Music \textsuperscript{PT}
Music Studies
Outdoor Education
Outdoor Leadership \textsuperscript{PT}
Personal Pathway Planning
Philosophy \textsuperscript{PT}
Physical Sciences \textsuperscript{PT}
Physics \textsuperscript{PT}
Psychology \textsuperscript{PT}
Responsible Service of Alcohol
Senior First Aid
Sociology \textsuperscript{PT}
Sport Science Foundation
Sport Science \textsuperscript{PT}
Student Directed Inquiry \textsuperscript{PT}
Studies of Religion \textsuperscript{PT}
Study Support
Technical Graphics Foundation
Technical Graphics \textsuperscript{PT}
Theatre Performance \textsuperscript{PT}
UTAS Asian Studies \textsuperscript{PT}
UTAS Extended Practice
UTAS Foundation Practical Study \textsuperscript{PT}
UTAS High Achiever Program (HAP)
UTAS Music Technology Projects \textsuperscript{PT}
UTAS Object Design
Vietnamese \textsuperscript{PT*}
White Card
Working With Children
Workplace Mathematics
Work Readiness

\textsuperscript{*} Students wishing to study these languages need to speak to the Director of Teaching and Learning
\textsuperscript{PT} Pre-tertiary subjects are accredited for university entrance