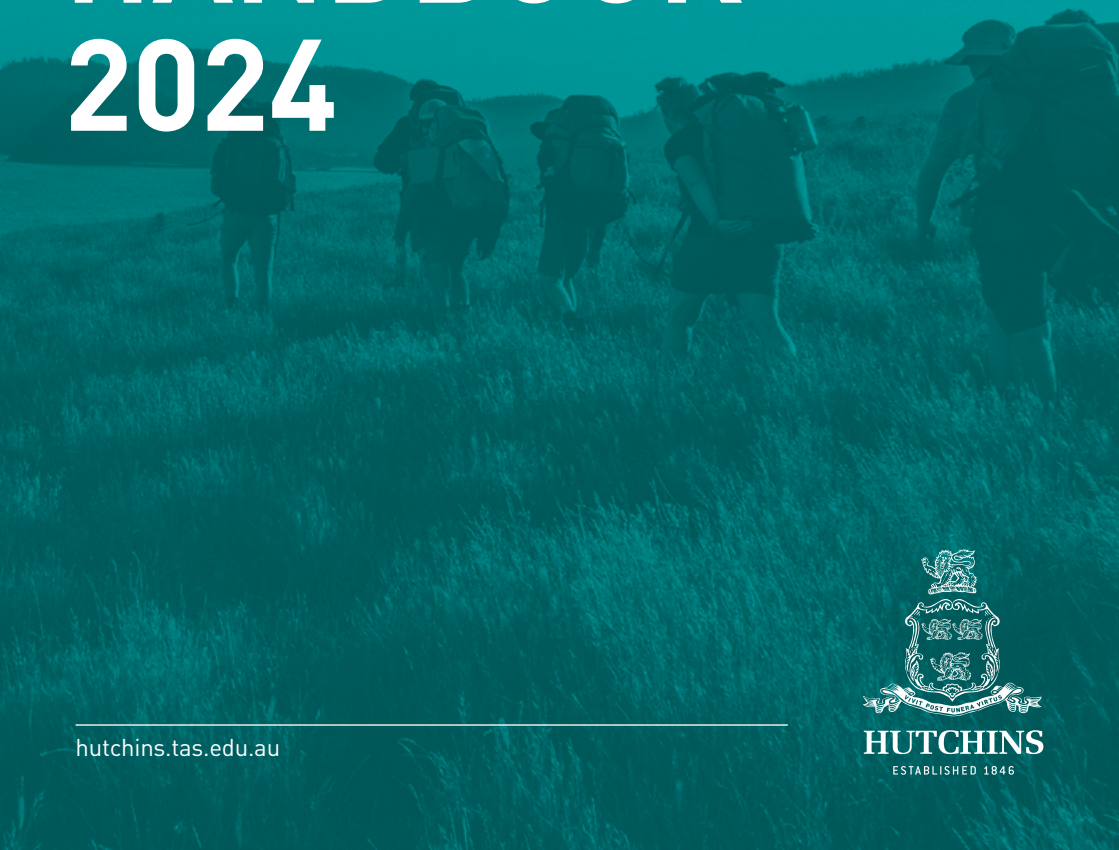




# THE POWER OF 9 COURSE HANDBOOK 2024



Welcome to Year 9 at Hutchins	4	French	39
Our Guiding Statements	7	Game Making	39
Expectations	8	Health and Wellbeing	40
Service Learning	9	History and Religious Studies	40
Leadership	10	Mathematics	41
Power of 9 Personal Report	10	Film Making	41
Challenge Report	12	Financial Literacy	42
Academic awards in Year 9	14	Music	43
The Nettlefold Library – Senior School	16	Philosophy	43
Your Power of 9 course	20	Science	44
Your Challenge	21	Visual Arts and Media	44
Challenge descriptions	25	Year 9 Academic Support	45
Global Challenge	26	Year 9 Packages of Learning	45
Port Davey Challenge	26	Assessment of your course	46
Central Australia Aboriginal Cultural Challenge	29	<b>GETTING ADVICE</b>	49
Island Challenge	29	Choosing your course	51
Tasmanian Aboriginal Culture Challenge	30	Advice to parents/carers	52
Your subjects	33	Information for international students	53
Subject descriptions	34	Contacts	54
Athlete Performance	34	The Pre-Kindergarten to Year 12 Learning Pathway	57
Building Connections	34		
Chinese	35		
Designer Maker	36		
Drama Technique	36		
English	37		
English as an Additional Language or Dialect Support	38		

**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/carers, the Co-ordinator of Power of 9, the Head of Teaching and Learning, Course Counsellors, mentors and subject teachers. Final responsibility rests with parents as to the suitability of their son's choices.



# THE POWER OF 9 COURSE HANDBOOK 2024

## THE HUTCHINS SCHOOL

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

ABN 91 133 279 291 CRICOS 00478F



**HUTCHINS**  
ESTABLISHED 1846

# 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!

Mrs Caitlyn Tulk

**Co-ordinator of Power of 9**



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



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/carers.





# 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

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 to commence your pathway plan
- Have a conversation with your mentor and Chaplain, Reverend Lee Weissel, who oversees 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

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: 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.

If you wish to be involved in a leadership position you could talk to either your Head of House or the Head of Senior School directly. There are many events throughout the school year that rely on leadership from students throughout the Senior School.

# 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 or 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 or Assistant Head of Senior School.

## THE OUTCOMES

These outcomes 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
- Suggested course of action in the remainder of your journey through the Senior School

# Challenge Report

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. Develop a sense of self-awareness
2. Demonstrate self-management skills
3. Develop a sense of social awareness
4. Demonstrate social management 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.





# Academic awards in Year 9

## 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 their 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 their 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.



## Groom Family 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 their Challenge.



# The Nettlefold Library – Senior School

The Nettlefold Library is located on the first floor of 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 Friday** 8.10am–4.00pm

## Library staff

Mrs Kate Reid, Teacher Librarian –  
Middle and Senior School  
Ms Bonnie Jones, Library Technician

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 academic integrity and digital literacy.

## Services and facilities

- The library maintains a small collection of fiction and non-fiction books at the Marieville Esplanade Campus for student use during their Challenge term
- 24/7 access to the library via the catalogue and library intranet pages
- Access to two digital e-platforms: [Sora](#) 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
- Laptops
- Extensive video-on-demand with [Clickview](#) at home and school



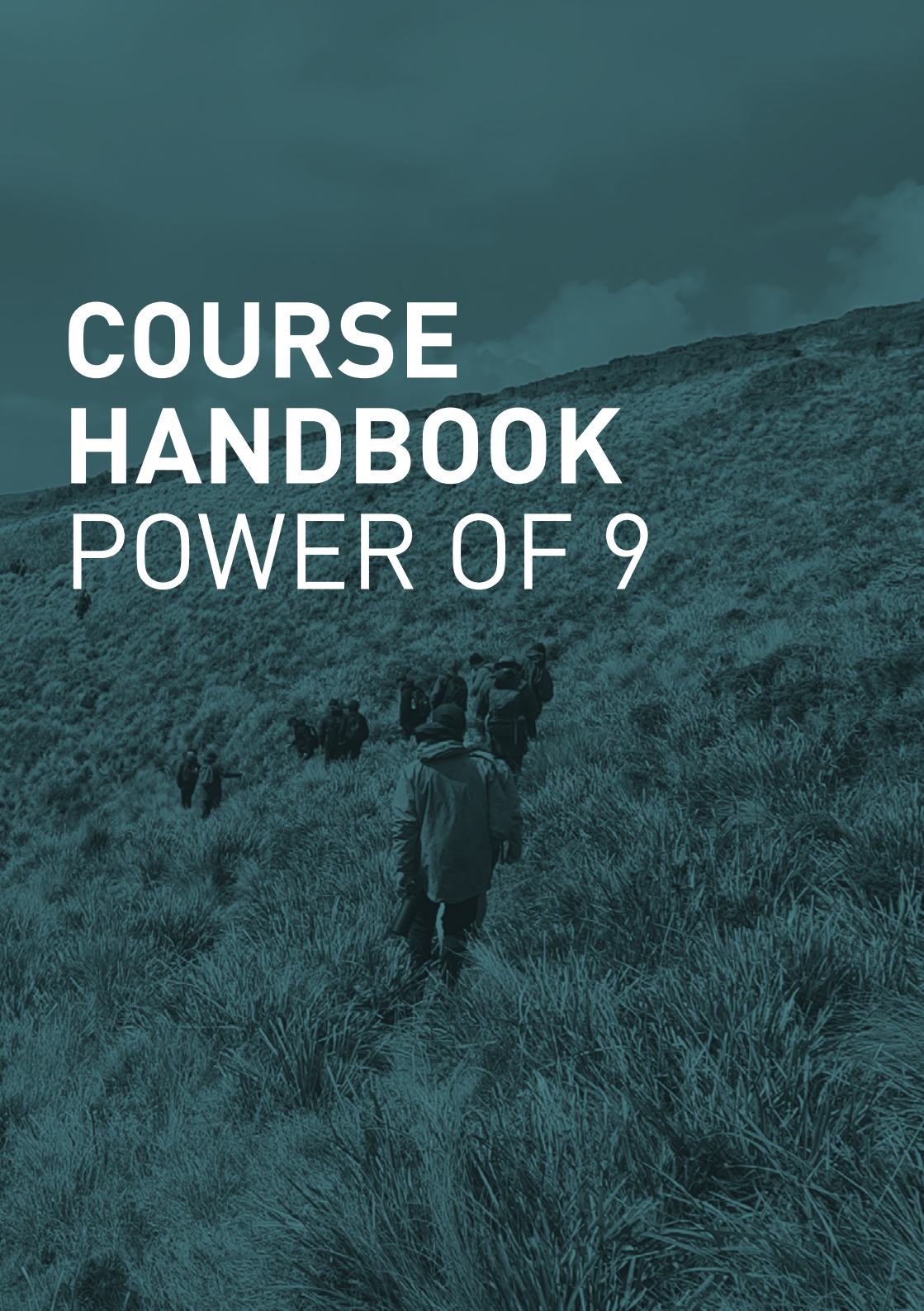


- Borrowing for books, magazines, DVDs, ebooks and audiobooks
- Two-week borrowing periods on loan items
- Book displays and author focus displays to promote reading for pleasure
- Training in the use of the online library catalogue from school or home
- Individual subject pathfinders on LibGuides to support the use of academic information
- 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 and teaching of the Harvard, APA and MLA referencing systems and bibliography creation for all forms of information – 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
- Extensive word processing support with photocopying, colour printing, ring binding and laminating





# COURSE HANDBOOK POWER OF 9

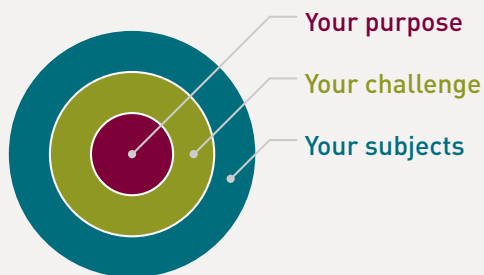


# Your Power of 9 course

In her letter of welcome at the beginning of this handbook Mrs Tulk 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.





# Your Challenge

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 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.



# Challenge descriptions

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 six different Challenges from which to choose:

1. Global Challenge
2. Port Davey Challenge
3. Central Australia Aboriginal Cultural Challenge
4. Island Challenge
5. Tasmanian Aboriginal Cultural Challenge



## GLOBAL CHALLENGE

Global Challenge is an amazing cultural immersion experience for students to take part in.

This Challenge is developed around key ideas of teaching young people about global citizenship, responsible travelling, self-awareness and social justice.

Due to the overseas travel component, parents/carers are advised that there is a levy of between \$4,000 and \$5,000 for the Challenge. This levy does not include the additional costs of required passports and vaccinations that may be recommended.

This Challenge is dependent upon no travel restrictions being in place at the scheduled time of the trip.

## PORT DAVEY CHALLENGE

The ultimate wilderness challenge! Walk one of the world's premier wilderness treks in the pristine Port Davey area of Southern Tasmania and explore the Bathurst Harbour using Sea Kayaks.

Options include boating into Port Davey via the wild South Coast, or see the Southwest from above with a short flight with Par Avion in a light aircraft.

You will see and feel the power of the Southern Ocean, explore the waterways of Bathurst Harbour and Port Davey, traverse the mighty Ironbound Range and be inspired by the beauty of the South Coast.

If you are up for this sort of extreme adventure, then this Challenge is for you.

Parents/carers are advised that there is a \$500 levy to charter boats and Par Avion flights.







## CENTRAL AUSTRALIA ABORIGINAL CULTURAL CHALLENGE

The Central Australia Aboriginal Cultural 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 be immersed in the culture and experience of Indigenous communities. You will also travel to a remote Aboriginal community to experience places of cultural significance. During visits to these magnificent sites you will experience sunrise and sunset views, campfire dinners and stories under the stars.

Because of the travel component parents are advised that there is a levy of between \$1,500 to \$2,500 for this Challenge.

This Challenge will be dependent upon no travel restrictions being in place at the scheduled time of the trip and sufficient student interest.

Should travel to Central Australia be restricted, students will undertake the Tasmanian Aboriginal Cultural Challenge.

## ISLAND CHALLENGE

The Island Challenge will present you with a real-life adventure through a problem-solving, multi-sport team challenge. It will involve an extended stay in Tasmania's isolated wilderness. You will experience the realities of remoteness and have to be self-sufficient, self-reliant and also work as part of a team.

You will begin the Challenge with very little information and your journey will be 'discovered' as you go. It will involve being outdoors for the majority of your time away and you will be making camp, preparing meals and 'living' in a variety of the spectacular environments our island state has to offer. You will have to use your mind just as much as your physical skills to get through this Challenge. Your comfort, success and enjoyment 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.

## TASMANIAN ABORIGINAL CULTURE CHALLENGE

The Tasmanian Aboriginal Culture Challenge will allow you to discover the depth of traditional cultural knowledge present here within our home State. By traveling to significant places throughout Tasmania with members of the local Aboriginal community, we will learn the stories of the past, understand the present and look to the future. Experiencing our beautiful and wild places through an Aboriginal cultural lens will transform and enrich our connection to the place we call home. This journey of discovery will broaden our knowledge and respect for one of the world's oldest living cultures and provide an opportunity to contribute to our society through community service with local organisations and charities.

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:**

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

## 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
- Film Making
- French
- Game Making
- Music
- Philosophy
- Financial Literacy
- Visual Arts and Media

There are 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 Support
- Year 9 Academic Support
- Year 9 Packages of Learning

# 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

- Fitness and its components (health and skill based)
- Body systems
- Injuries in sport

#### Faculty

Health and Physical Education

## BUILDING CONNECTIONS

### (COMPULSORY)

Building Connections explores the modern concept of 'career' which encapsulate everything we do in life. Students are encouraged to explore and develop self-knowledge, investigate and research pathway options, learn about and identify employability and transferable skills, all within the context of the rapidly changing world of work and individual life goals.

#### Areas of study

- Self-knowledge and development
- Career investigation and exploration
- Skills identification and concept of skill transferability
- Labour market statistics and trends
- External drivers of workforce

#### Faculty

Career Education and Vocational Learning



## 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 undertake further study, training and leisure, or future employment.

Performance in conversations, vocabulary, aural and written comprehension tests, reading and writing tasks and research assignments are the basis of your assessment.

Background speakers of a Chinese dialect are not eligible to study Year 9 Chinese.

### 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 and the arts

### Future pathways

Students who are studying Chinese in Senior School can take the HSK Chinese Proficiency Test in Terms 3 and 4 at Hutchins. This is an internationally recognised certification which will enable students to benchmark their language level globally and apply for scholarship at Chinese universities.

### Faculty

English and Modern Languages

## DESIGNER MAKER (ELECTIVE)

In this subject you will be working as a designer to produce working products. Imagination and problem solving will be the key skills you will develop along the way. You will explore a variety of industrial processes, work with high quality materials and learn how to visualise your ideas and bring them to life. At the end of the course you will be provided with opportunities to test and trial your amazing creations.

### Areas of study

- Drawing, sketching and CAD techniques as a means of visualizing and communicating ideas
- Learning the characteristics and applications of materials
- How to solve problems using the design process
- Using and caring for hand tools, power tools and workshop machinery
- Develop safe work habits both individually and in groups in a workshop setting

### Future pathways

This course would be a valuable pathway to 10 Workshop Techniques and TASC 2 Design Production Courses.

### 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

## 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, 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, ideas 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 SUPPORT (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 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 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 novel and film
- Develop vocabulary through composing a range of text types including imaginative, analytical, reflective, persuasive and research report
- Practise planning, drafting, editing and proofreading skills

- Develop study skills: independent learning, researching 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 that are 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 having 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 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 gaming

### Faculty

Design, Production and Digital Technologies

## HEALTH AND 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
- Relationships and sexuality

#### **Faculty**

Health and Physical Education

## 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
- Comparative religion
- World War I
- Making a nation
- Australian Civics and Citizenship

#### **Faculty**

Humanities and Social Sciences

## 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 in order to measure your progress and to help identify priorities for improvement.

### Areas of study

- Algebra
- Geometry
- Trigonometry
- Perimeter, area and volume
- Probability and statistics

### Faculty

Mathematics

## FILM MAKING (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 Visual and Performing Arts subjects.

### Areas of study

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

### Faculty

Visual and Performing Arts

# FINANCIAL LITERACY

## (ELECTIVE)

Financial Literacy provides students with the information, knowledge and disposition necessary to make sound financial decisions to improve financial wellbeing. The development of financial literacy means students will be able to understand and navigate the financial landscape and make better decisions about their money.

### Areas of study

- Budgeting/goal setting
- Banking and the role of credit
- An introduction to Superannuation
- Current issues – crypto currencies, buy now pay later and financial scams
- Playing the ASX Schools Sharemarket Game (when available)
- Philanthropy

### Faculty

Humanities and Social Sciences





## MUSIC (ELECTIVE)

In Year 9 Music, students explore music through the works of various composers and ensembles, seen as the rebels and revolutionaries in sound. Students gain an appreciation for the innovators of music as they pushed the boundaries of music through the ages. These are the experimenters in new sounds, new instruments, new genres, new concepts, and new ways in making music. Using these revolutionaries as guides, students continue to explore and experiment with their own music-making through composing and performing, developing a personal voice as composer, performer and audience. They make, manipulate and respond to music independently and in small groups, building on their own interests, skills and innovation as performers and content providers.

### Areas of study

Students continue to develop their aural and theory skills as they build on their understanding and use of the elements of music. They are encouraged to extend their understanding and use of more complex rhythms, vocal and instrumental techniques, compositional devices and performance expression in different forms. Students will explore meaning and interpretation, forms and elements, as well as the social, cultural and historical contexts of music to gain a greater appreciation as to how this informs the music they make and respond to in performance work, compositional tasks and music technology.

### Faculty

Music

## PHILOSOPHY (ELECTIVE)

Year 9 Philosophy introduces us to and explores the notion of 'How are we situated in this world?' The overarching themes for the semester include environmental philosophy, ethics, mind and body, freedom and nature. We ask questions such as 'What do we mean when we talk about nature?', 'What is the value of the natural, that is, non-human environment, to us, or in itself?' and 'What is our place in the natural world?'

### Areas of study

- An introductory look at the main philosophical areas of epistemology, metaphysics, ethics, the existence of God and free will
- Important Eastern and Western thinkers – Plato, Aristotle, Socrates, Descartes, Kant, Leibniz, Locke, Hume, Berkeley, Aquinas, Confucius, Lao Tzu, Gautama, Nagarjuna (Mahayana), Bodhidharma (Chan), Dojen Zenji (Soto), Kitaro Nishida, DT Suzuki

### Faculty

Humanities and Social Sciences

## 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 body 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. You will learn how the theory of plate tectonics explains global features and events in terms of geological activity, continental movement and geological timescales.

### Faculty

Science

## 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

## YEAR 9 ACADEMIC SUPPORT

### (ELECTIVE)

Academic Support is available for boys outside of their challenge term. It is offered to guide and assist students through their curriculum requirements. Consultation and collaboration with subject teachers to differentiate curriculum, expectations and delivery will allow increased access to content and facilitate greater success.

This subject will also focus on developing improved time management and organisational skills to ensure more effective communication with subject teachers and meeting of deadlines. The goal being to develop proactive and resilient students who can effectively and responsibly manage multiple tasks and deadlines.

As with all Centre subjects, enrolment is dependent on student needs and therefore negotiated with the Centre staff.

### **Faculty**

Centre for Excellence

## YEAR 9 PACKAGES OF

### LEARNING (ELECTIVE)

This is an initiative of the Tasmanian Government 9 to 12 Curriculum project.

The *Agriculture, Food and Natural Resources program* enables students to complete subjects while learning about Agriculture, Food and Natural Resources.

This is an integrated class that occurs in the timetabled spaces of English, Maths, Science. Instead, it will be combined into topics and big questions such as:

- What is sustainable farming?
- How can the risks in farming be reduced?
- What is precision agriculture in farming for the future?

Whilst the skills and content are approached through the subject matter of agriculture and food the curriculum expectations of English, Maths and Science are achieved.

Some children who confront the traditional curriculum in these middle years have their personal and academic self-concept eroded. In most cases, when they mature further, they realise that they are capable learners. This pathway serves to foster the development of their academic skills and maintain their positive engagement with learning.

This course established the foundation for pursuing TASC level 1, 2 and 3 subjects, and VET courses.

### **Faculty**

Centre for Excellence

# Assessment of your course

## Challenge and Learning outcomes

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

<b>A</b>	You have an extensive knowledge of content and an excellent capacity to apply knowledge, understanding and skills in new contexts. You are achieving well above the level expected.
<b>B</b>	You have a thorough knowledge of content and a strong capacity to apply knowledge, understanding and skills in new contexts. You are achieving above the standard expected.
<b>C</b>	You have sufficient knowledge of content and a sound capacity to apply knowledge, understanding and skills in familiar contexts and some unfamiliar contexts. You are achieving at the standard expected.
<b>D</b>	You have basic knowledge of content. You have a minimal capacity to apply knowledge, understanding and skills in a familiar context. Your achievement is approaching the standard expected.
<b>E</b>	Work submitted does not meet the minimum standard.



## Work practice and attitude

Your teacher will also assess your work practice and attitude. The assessment is against four criteria:

- Engagement with learning
- Effort
- Task completion
- Conduct

The ratings used are:

**VG** Very Good

**G** Good

**S** Satisfactory

**IR** Improvement Required

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.





# 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, carers 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, 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
7. **Submit your Course Choice form by the due date, Sunday 20 August 2023**
8. Receive notification of your course
9. Changes to your course once it is confirmed must be discussed and approved by the Dean of Studies and Learning Analytics, Career Education and Vocational Learning Officer and your parents/carers

# Advice to parents/carers

Year 9 is a key transition year and in keeping with your child's growing sense of independence and developing maturity more will be demanded of them especially in accepting responsibility, being accountable, responding to challenging learning opportunities, pursuing academic excellence in their 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 child develops more extended working and friendship groups within the School and their local community and the world at large. Importantly it is an opportunity to develop the personal and academic skills and knowledge to help them successfully progress into the Senior School Years 10–12.

You can assist your child in this important process by:

- Discussing the course choice process with them and negotiating your role
- Allowing them to be more independent and responsible for their actions and decisions
- Helping them write down life and career goals and how to reach them
- Recognising what learning they have completed, e.g. school results, achievements in competitions, qualifications they have earned (such as a First Aid Certificate or AMEB award), sporting awards, workplace learning (through paid or unpaid work)
- Recognising what interests they have in arts, clubs, hobbies and sports
- Recognising their personal strengths and attributes
- Helping them learn about selected occupations and career pathways and the education and training requirements
- Identifying areas where they need more information and what that information may be

# Information for international students

- Working with us and supporting their learning to ensure their plans are on track by contacting their 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 Dean of Studies and Learning Analytics 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](http://www.oso.gov.au) or phone 1300 362 072 for more information.

# Contacts

## Academic

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### Head of Faculty – English and Modern Languages

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## Co-curricular

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**Director of Sport**

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**Co-ordinator of Duke of Edinburgh's  
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## Course Counselling

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## Pastoral

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# **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  
Library  
Literacy  
Numeracy  
Physical Education

### Kindergarten

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

### Prep

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

### Year 1

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

### Year 2

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

### Year 5

Adventure Camp  
Art  
Digital Technologies  
Chinese  
English  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Library  
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

CAD-CAM Design and Digital Fabrication  
Challenge Plus  
Computer Graphics and Design  
Housing and Design  
Computer Science  
Design in Wood  
Drama Making  
Drama Production  
Ethical Dilemmas  
Film and Animation  
Food Studies  
Literacy Support  
Metal Engineering  
Music Performance  
Music Technology  
Robotics and Automation Systems  
Science Extension  
Studio in 2-Dimensional Art  
Studio in 3-Dimensional Art

# The Pre-Kindergarten to Year 12 Learning Pathway

## SENIOR SCHOOL

### Year 9

#### Challenges

Global Challenge  
Port Davey Challenge  
Central Australia Aboriginal  
Cultural 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 Support  
Film Making  
Financial Literacy  
French  
Game Making  
Music  
Philosophy  
Visual Arts and Media  
Year 9 Academic Support

### Year 10

#### Compulsory subjects

English  
Health and Physical Education  
History and Religious Studies  
Mathematics  
Science

#### Elective subjects

Academic Support  
Australian Business and Enterprise  
in a Global Context  
CAD/CAM and Digital Fabrication  
Chinese  
Coaching Development  
Criminal Minds  
Digital Technologies  
Drama  
English as an Additional Language  
or Dialect Support  
French  
Marine Studies  
Mathematics Extension 10A  
Media Production Foundations  
Music Pathways Projects  
On Being Human (Psychology,  
Sociology, Philosophy)  
Outdoor Education  
Sport Science  
STEM10  
Studio Art  
The Geography of Now  
Workshop Techniques

# The Pre-Kindergarten to Year 12 Learning Pathway

## SENIOR SCHOOL

### Years 11 and 12

Academic Support

Accounting <sup>PT</sup>

Agricultural Enterprise

Art Studio Practice <sup>PT</sup>

Australia in Asia and the Pacific <sup>PT</sup>

Biology <sup>PT</sup>

Business Studies<sup>PT</sup>

Certificate III Aviation (Remote Pilot)

Certificate III in Fitness

Certificate I in Maritime Operations

Certificate II in Workplace Skills

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>

Construction Industry Skill Set

Contemporary Music and Songwriting

Dance

Dance Choreography and Performance <sup>PT</sup>

Data Science and Digital Technologies <sup>PT</sup>

Design and Production (Metal)

Design and Production (Wood)

Digital Technologies

Drama Foundation

Drama <sup>PT</sup>

Duke of Edinburgh's International Award

Economics <sup>PT</sup>

Engineering Design

English as an Additional Language  
or Dialect

English as an Additional Language  
or Dialect <sup>PT</sup>

English <sup>PT</sup>

English Foundations

English Inquiry

English Literature <sup>PT</sup>

English Studio <sup>PT</sup>

Environmental Science <sup>PT</sup>

Espresso Essentials

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>

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>

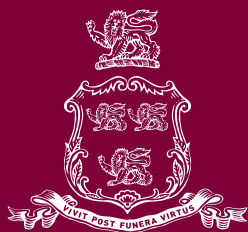
Music <sup>PT</sup>



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>  
 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>  
 Visual Art <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

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

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