



Subject Selection **HANDBOOK**

Woodleigh School
Year 9 2025



Table of contents

Learning area and subject contact information	3	Individuals and Societies	9
Year 9 Outline	4	Physical Education and Health	9
Schedule for selection of subjects	4	Learning Enhancement	9
Key dates for 2025	4	Mathematics	10
The International Baccalaureate (IB) Middle Years Programme (MYP)	5	Standard Maths pathways	10
The IB Learner Profile	5	Enhancement Maths pathway	10
MYP Global Contexts	6	Electives	11
Inquiry Learning	6	Arts	12
Key Year 9 experiences	7	Visual Art	12
Outward Bound	7	Music	12
Community Project	7	Drama	12
CityBound	7	Textiles	12
Year 9 Course Overview	8	Photo and Video Media	12
Core Program	8	Design	13
Elective Program	8	Food Studies	13
Core Studies	9	Digital Technologies	13
Language and Literature	9	Product Design	13
Mathematics	9	Visual Communication	13
Language Acquisition (French or Indonesian)	9	Individuals and Societies	14
Science	9	History	14
		Commerce	14
		Legal Studies	14

LEARNING AREA AND SUBJECT CONTACT INFORMATION

Michell Pitcher

Head of Middle Years Learning

Craig Radley

Head of Senior Years Learning

Shannon Maher

Head of Careers

Derek Kirk

VET Coordinator

Emma Cleine

Learning Area - Arts

Andrea De Jong

Learning Area - Design

Zachary Shinkfield

Learning Area - Language and Literature

Craig Radley

Learning Area - Health & Physical Education

Tom Ryan

Learning Area – Individuals and Societies (Humanities)

Prue Patterson

Learning Area - Language Acquisition

Alasdair Ross

Learning Area - Mathematics

David Benton

Learning Area - Science

Emma Hall

Director of Learning Enhancement

Amy White

Head of Regenerative Futures: Teaching and Learning



Welcome to Year 9

This booklet outlines the subjects and key educational experiences that will be offered to students undertaking Year 9 at Woodleigh School in 2025. Students will study a combination of core subjects and electives that draw from the Victorian Curriculum and are scaffolded by the International Baccalaureate Middles Years Programme curriculum framework.



SCHEDULE FOR SELECTION OF SUBJECTS

STEP 1.
Subject handbooks are digitally distributed to students and parents during Term 2

STEP 2.
Year 9 Subject Information Presentation for current Year 8 students

Wednesday 29 May

Students will attend this presentation during a Homestead session and can discuss information about the Year 9 program with their Tutor.

STEP 3.
Online subject selection

Subject Selection forms due Tuesday 6 August, 2024

Students will be required to complete their subject selection online, ensuring elective subjects are listed in preference order and carefully consider reserves as they may be used. Students need to print their final selections and return this signed form by Tuesday 6 August to Reception.

In early Term 4, a subject confirmation email will be sent.

KEY DATES FOR 2025

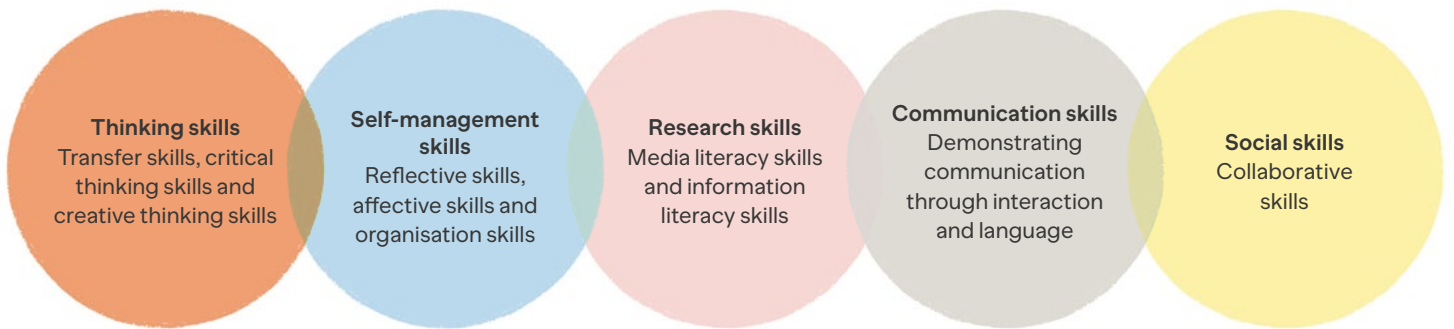
29 May, 2024
Student Information Session

Week 9, Term 2 2024
Online subject selection opens

6 August, 2024
Submission of subject selections and acceleration forms due by 9am. This includes selections entered online and a printed and signed receipt handed in at school.

THE INTERNATIONAL BACCALAUREATE® (IB) MIDDLE YEARS PROGRAMME (MYP)

The Middle Years Programme (MYP) is an internationally accredited framework that cultivates a rigorous and engaging syllabus based on big thinking and authentic learning experiences. The MYP promotes a shift from content-driven curriculum to conceptual learning informed by the explicit teaching of proficiencies; the Approaches to Learning (ATLs) and the IB Learner Profile attributes, to develop internationally minded lifelong learners. The philosophy of the International Baccalaureate (IB) aligns strongly with that of Woodleigh and encourages a balanced development of the whole young person.



The IB Learner Profile

At Woodleigh School, we are committed to developing learners who, by recognising their shared humanity and stewardship of the planet, help to create a better and more peaceful world. We aim to work together as a community to nurture the development of the attributes of the IB Learner Profile. We aim to develop the capacity and ability of our community of learners to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

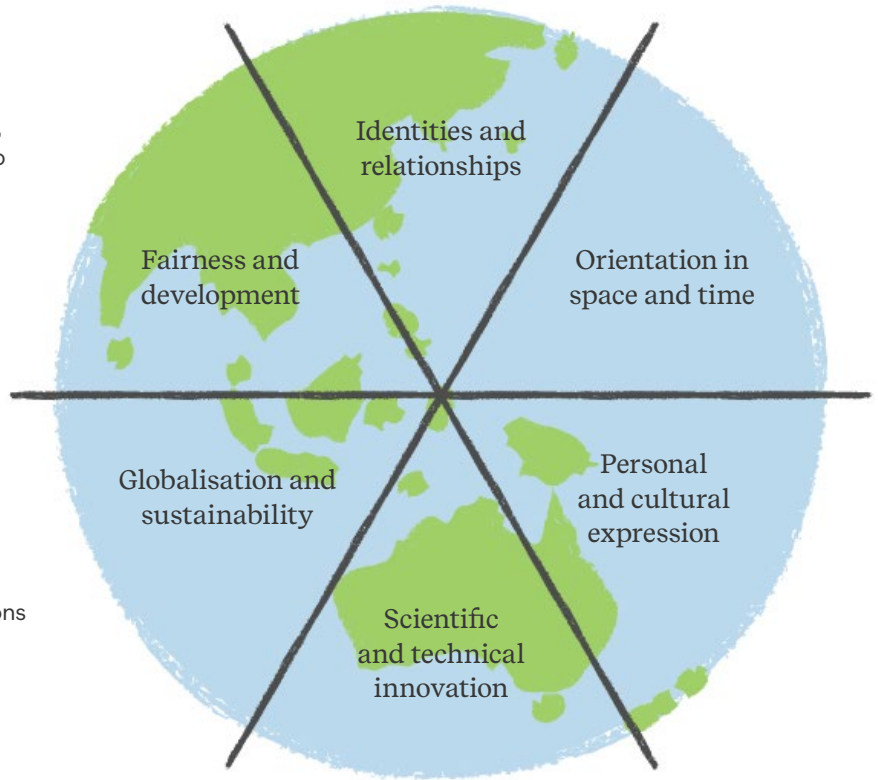
Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

MYP Global Contexts

Woodleigh is committed to delivering an education that equips young people with the knowledge, skills, capabilities, confidence, and purpose they require to shape their future and the future of others. Through the MYP young people are encouraged to be more than just globally aware, rather; the IB embodies the notion of being internationally minded, where our students develop an innate sense of responsibility and take positive action to create a better world.

The MYP provides a design structure that supports the teaching and learning of the Victorian Curriculum content, while emphasising an inquiry-based approach, and offers an inclusive educational experience for all students. The use of Global Contexts in the MYP framework further enhances learning by situating inquiries within relevant global themes, promoting critical thinking and helping students to make meaningful connections between their studies and real-world issues.



Inquiry Learning

Inquiry learning encourages students to explore concepts deeply through questions and investigations, fostering critical thinking and problem-solving skills. Inquiry learning involves guidance, support and structure, but is student-driven, allowing learners to pursue their interests and make connections between subjects, and apply their learning to real-world contexts. This approach nurtures curiosity, independence, and a lifelong love of learning.

TYPES OF STUDENT INQUIRY



Structured Inquiry

Students follow the lead of the teacher as the entire class engages in one inquiry together.



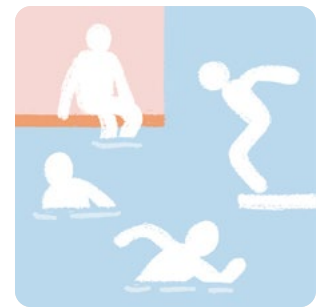
Controlled Inquiry

Teacher chooses topics and identifies the resources students will use to answer questions.



Guided Inquiry

Teacher chooses topics and questions, and students design product or solution.



Free Inquiry

Students choose their topics without reference to any prescribed outcome.

Based on *Types of Student Inquiry* by Trent MacKenzie (n.d.)

Key Year 9 Experiences



Outward Bound

Outward Bound is a keystone 7-day Woodleigh experience for Year 9 students. Located in the outdoors of the Buchan and Snowy River region, students are immersed in journey-based learning in the natural environment. Students engage in a range of activities such as hiking, rafting, abseiling, climbing, and camping. Each day, students work toward goals framed around self-determination, resilience, communication, problem-solving, and expanding comfort zones. The program also includes solo time for self-reflection in nature, allowing students to fully appreciate and connect with their surroundings, and take time out from everyday routines, pressures, and technology. The program aims to foster growth, leadership and self-directed decision making, and uses adventure activities as metaphors for real-life learning. Through outdoor, adventure-based experiences, students strengthen life skills and unlock their potential.

Community Project

The Middle Years Programme (MYP) Community Project at Woodleigh is a significant student-led initiative aimed at fostering community awareness and engagement. It offers Year 9 students the chance to apply their learning over an extended period (Terms 2 and 3), where they identify a need in their local community, then plan and execute a project that addresses this need, and reflect on their learning experiences throughout the process. Students will have a Project Supervisor to guide and support their learning, and students may work with their peers in small groups to action their project. The Community Project emphasises the development of key skills in students such as research, communication, collaboration, and self-management, while also instilling a sense of responsibility, civic engagement, and a commitment to making a positive impact in their communities.

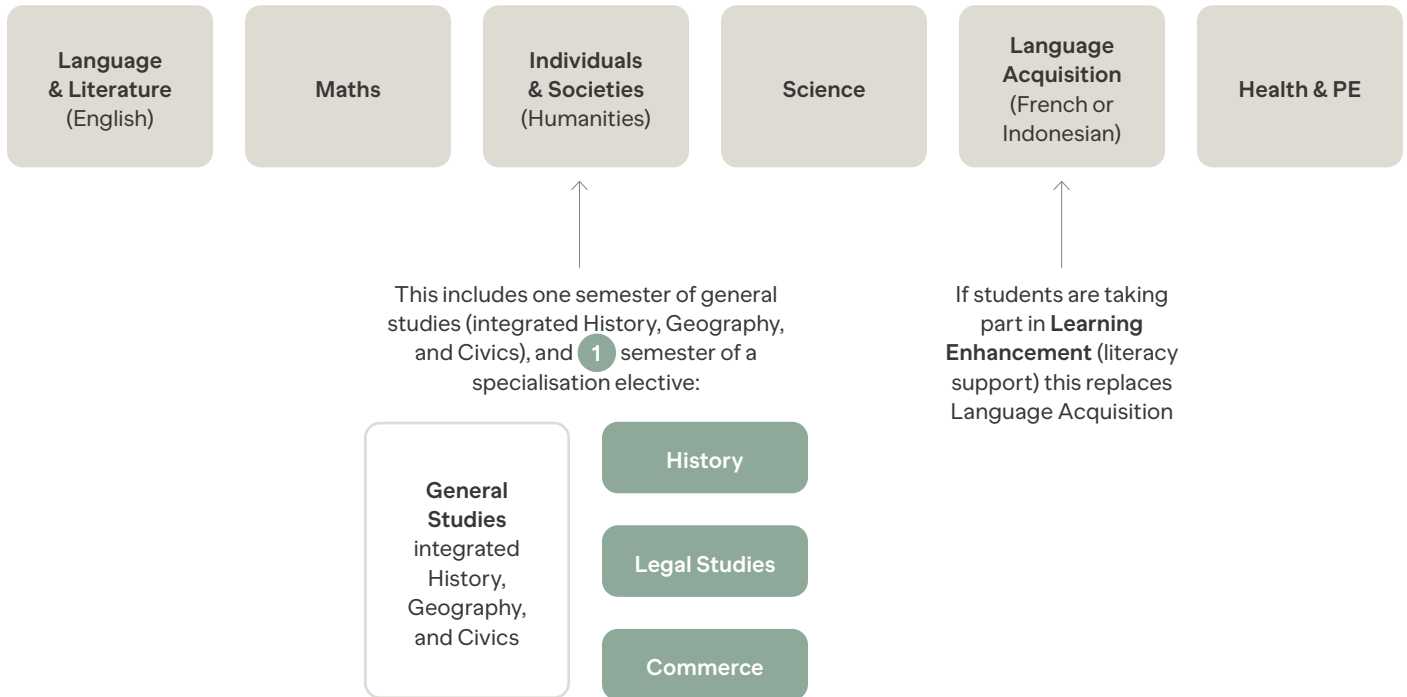
CityBound

The CityBound Program serves as a launching pad for the MYP Community Project, immersing students in diverse urban experiences over seven days, typically at the start of Term 2. Students spend time at the City Cite location in Melbourne's CBD, an office-style environment that provides a home base for students while they explore the city and develop a deeper understanding of societal issues and constructs. Students visit key sites across Melbourne, as well as various community organisations, and hear from inspiring individuals with diverse backgrounds, such as people experiencing homelessness, refugees, people who have battled addiction, as well as social entrepreneurs and community leaders. This program broadens students' understanding of Melbourne's diverse communities and their needs, helping our young people practice empathy, open-mindedness, and respect. CityBound also enhances students' independence, self-management and communication skills, preparing them for their Community Project and developing their skills as a lifelong learner.

Year 9 Course Overview

CORE PROGRAM

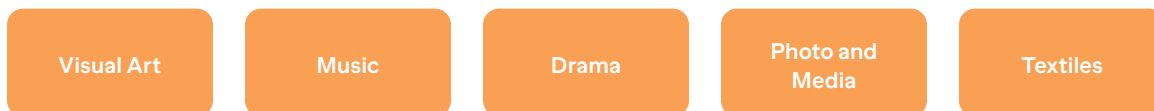
Students will study **6** year-long subjects:



ELECTIVE PROGRAM

Students can select **2** semester-long electives from the **Arts and Design** subject areas:

Art



Design



CORE STUDIES

Language and Literature

In Language and Literature (English Language), students develop the core skills of reading, writing, speaking and listening. Being able to communicate with confidence and insight is a foundation skill for both school and life. The Language and Literature curriculum is designed to develop a student's understanding of the issues that shape our society.

Mathematics

In Year 9 Mathematics, students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs. They continue to build on a range of skills and concepts in number and algebra, measurement and geometry, and statistics and probability. Based on their background, students will be able to elect from 'standard' and accelerated pathways.

See page 10 for more information

Language Acquisition (French or Indonesian)

Students develop proficiency in either French or Indonesian through comprehensive skills in reading, writing, listening, and speaking. They engage in various units that explore personal experiences, social issues, and current events. Additionally, they make cultural comparisons between life in Australia and the target country, enhancing their understanding and appreciation of different cultures and further developing international mindedness. In 2025, there will be the opportunity to engage in language and culture tours to Indonesia and France.



Individuals and Societies (Humanities)

The Individuals and Societies course for Year 9 is an interdisciplinary subject that integrates the study of History, Geography, and Civics to explore the dynamic relationship between people and their social environment, emphasising personal identity development within various cultural contexts. The course aims to develop students' research skills and understanding of human societies, their history, and their impact on the world.

Physical Education and Health

This course provides the foundation for students to become active and informed individuals, capable of managing lifelong physical activity. Students learn about the physical, emotional, and social benefits of exercise. They explore personal wellbeing, fitness, and the connections between physical activity and health. Students also assess their own wellbeing and engage in activities to enhance their active lifestyle.

Learning Enhancement

This subject is a continuation of Year 8 Learning Enhancement and is available to students who participated in Year 8 or through consultation with the Learning Enhancement team, following strict selection criteria overseen by the Director of Learning Enhancement. The subject supports student's literacy and numeracy skills, provides general academic and curriculum support, and allocates time for homework completion with teacher assistance. Additionally, Learning Enhancement classes focus on developing the MYP Approaches to Learning (ATL), helping students "learn how to learn" within the IB Middle Years Programme.



Science

In Year 9 Science, students enhance their understanding of systems, relationships, and change through four main themes: The Origins of the Universe, focusing on space and atomic theory; The Origins of Life, examining evolution and inheritance; Sustainable Transport, covering fundamental Chemistry and Physics concepts; and Climate Change and Regenerative Thinking, exploring the interconnections of natural and human-made systems, including energy flow, ecosystems, and food security.

MATHEMATICS

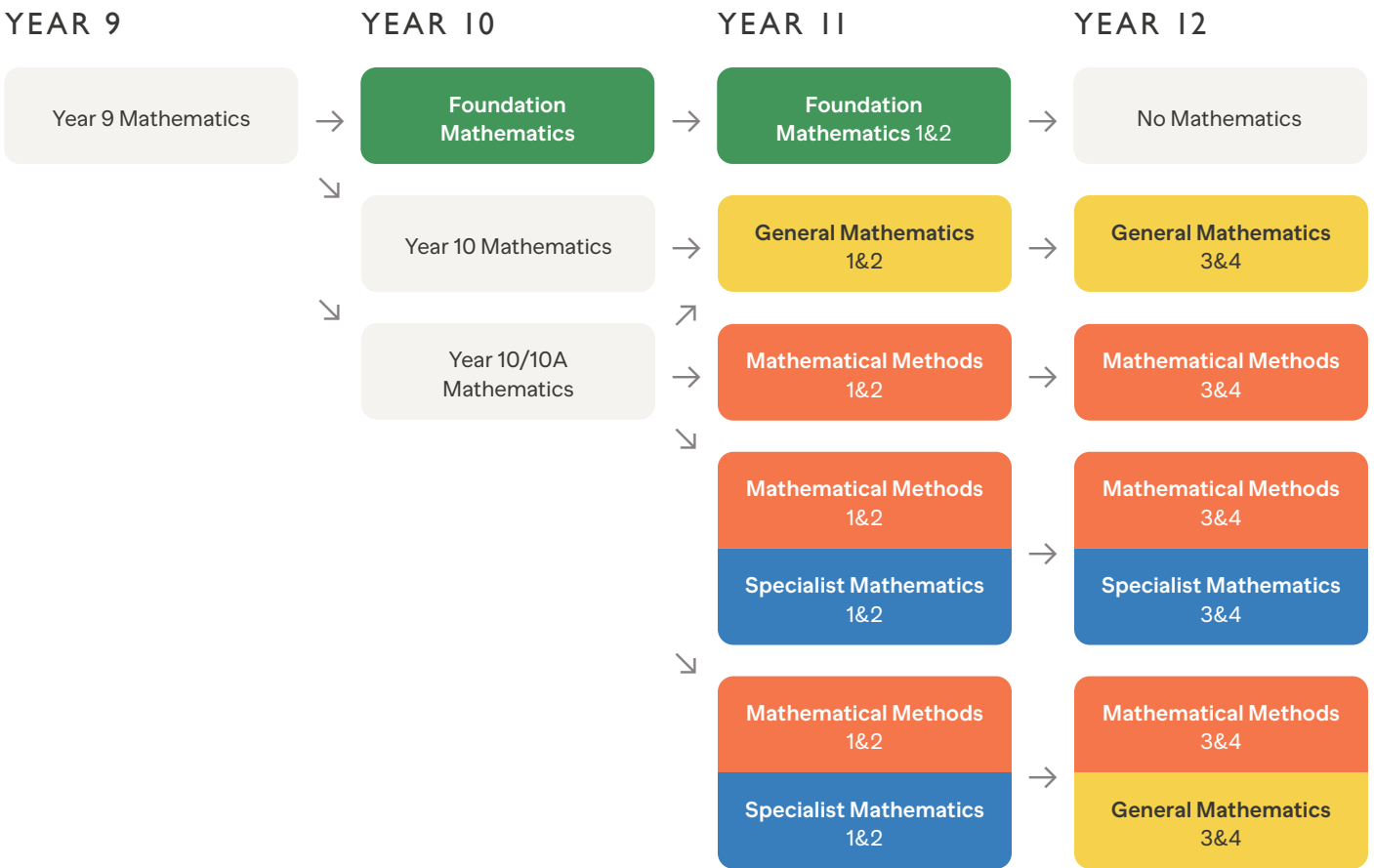
In Year 9 Mathematics, students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs.

Learning continues to build on a range of skills and concepts in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Based on their prior studies in Mathematics during Year 7 and 8, students will be able to select from two possible pathways: the 'standard' mainstream Year 9 Mathematics course, and acceleration into Year 10 or 10A Mathematics.

The study comprises the following units:

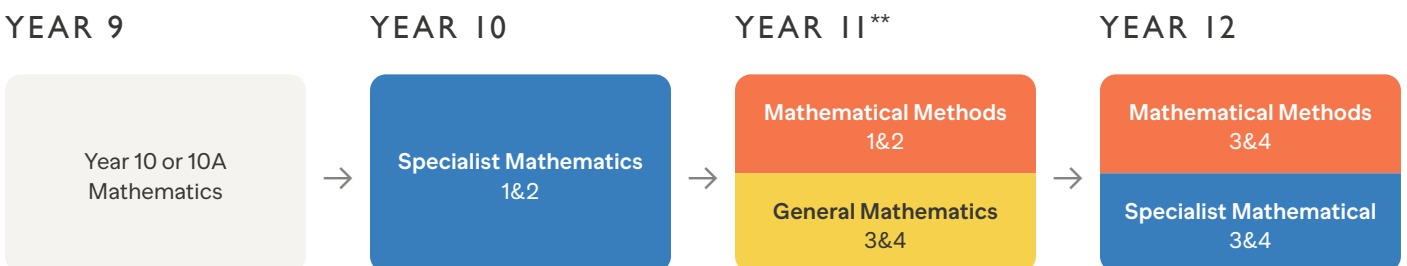
- **Foundation Mathematics** Units 1 and 2
- **General Mathematics** Units 1 to 4
- **Mathematical Methods** Units 1 to 4
- **Specialist Mathematics** Units 1 to 4

Standard Maths pathways



Enhancement Maths pathway

This program is only accessible to students who have taken part in the Mathematics Enhancement program at Years 7-8, or new students with demonstrated ability. A separate selection process for Enhancement Maths will take place at the end of the current year. You will be contacted by the Maths Learning Area Leader.



Electives



ARTS

Visual Art

Visual Art teaches students how to develop individual investigations of an art movement or genre related to the statement of inquiry. Students complete a folio of artworks using a selection of artists as a starting point, to practically explore ideas with a clear artistic intention. The acquisition of skills is formatively assessed periodically, allowing progression of acquiring skills for summative assessment. Students practically explore ideas using two and three dimensional artforms to inform development of final artworks. Visual Arts increases in sophistication of skills, determined by the skill set developed through each unit over Year 7 and 8.

Music

This course aims to provide students with a broad and thorough understanding of music, with a focus on preparing for an ensemble performance. Through an inquiry lens, students research and make connections between the elements of music and the creation of mood and emotion. Students actively apply this knowledge in their own group performance. The class will perform the group item at an end-of-semester Musicale. Developing music language skills, both written and aural, are important elements of the course and will be formatively assessed periodically. Later in the semester, the students apply their acquired musicianship skills to complete a summative composition task. It is recommended that students continue/commence private lessons on their main instrument to support their skill development as a performer.

Drama

Drama provides students with the opportunity to extend the skills established in the introductory stages common to all students in Year 7 and 8 Drama. The first half of the course comprises of a series of workshops, intended to develop the technical skills of the actor, including expressive skills, dramatic elements, status, staging, subtext, improvisation, and comedy. The second half of the elective comprises a study of dramatic



Textiles

acting. The students will study drama as performers, writers and as audience. The course progresses to an extended study of script interpretation and culminates in the staging and performance of a duologue. Student work to extend their skills beyond the classroom, developing a richer understanding of governing principles and ideas in theatrical performances, while providing opportunities for performance and viewing professional performances.

Textiles

Textiles teaches students how to develop individual investigations of a fashion genre related to the statement of inquiry. Students complete a folio of textile trials using a selection of innovative fashion and textile designers as a starting point to practically explore ideas with a clear artistic intention. The acquisition of skills is formatively assessed periodically,

allowing progression of acquiring skills for their final Textile folio. To complete the course, students practically explore construction and learn how to follow a basic pattern to produce a garment.

Photo and Video Media

Photography and Video Media teaches students how to develop skills through exploration of the production process. Students develop technical skills in sound, lighting, shooting, directing, art direction and editing. Students will analyse media with a focus on subject matter and communicating meaning in still and moving images in existing productions and their own projects. Students will go through the process from pre-production, production and post-production to create a photo series and a short film exploring video and audio using the Adobe Suite.



Product Design

DESIGN

Food Studies

Food Studies at Year 9 aims to develop competence in the performance of basic food preparation tasks which contribute to the health and wellbeing of individuals. In addition to the preparation of simple food products, the course includes food hygiene and safety, nutrition and an understanding of the sensory and functional properties of different foods. In creating food products for a purpose, students focus on the design process which involves working with a design brief, developing ideas, creating a range of solutions and evaluating their success.



Food Studies

Digital Technologies

'BIG DATA and how to use it'

Students will explore the role of AI in our society, the impact of 'Big Data', and how the design of applications and physical objects can change the lives of individuals. Students will learn how to engineer AI prompts, create data visualisations with graphic design programs, design 3D objects in CAD software, and develop apps in a variety of software platforms. Students will be exposed to the basics of Python coding as well as a variety of digital visualisation strategies that will be invaluable for their future employment. They will develop interdisciplinary skills by following the MYP Design Process, including independently managing a long-term project, planning solutions from idea to evaluation, and documenting their process in a digital folio.

Product Design

Product Design involves the design and production of innovative products that solve a problem and/or meet a

need. Combining skills in woodwork, technology and creative problem-solving, students will create working models and prototypes. Coursework includes the design and manufacture of products as well as the drawing of ideas and written analysis work. Assessment also includes an annotated workbook.

This subject is ideal for students interested in future studies in VCE Product Design and Technology.

Visual communication

'Architectural Drawing & Interior Design'

In this subject, students learn to accurately draw a built environment and develop knowledge of the technical drawing methods used in architecture and interior design. Using the design process, students develop their own sustainable design solutions that meet the needs and constraints of a brief. Students use technical drawing skills, rendering and a range of industry recognised computer software to accurately represent their architectural constructions.



INDIVIDUALS AND SOCIETIES

Students will complete one semester of general humanities studies, and will choose one specialisation elective for the alternate semester:

History

Students explore how international conflicts such as WWI and WWII acted as historical turning points, and significantly impacted people and societies. Across their studies, students will analyse and evaluate Australians' responses to the Wars and how these conflicts are commemorated today. Students will gain an understanding of the impact of war on ordinary people, and acquire insight into the human experience of war.

Commerce

Students will explore Consumer Financial Literacy and Economics, including a cost-benefit analysis of buying their first car. They will also investigate what it takes to become a successful small business owner, developing a unique business idea and constructing a professional business plan. The unit culminates in each student preparing and delivering a verbal pitch to the class alongside their detailed written plan.

Legal Studies

Students gain a comprehensive understanding of Victoria's legal and legislative systems, including how laws are created, reformed, and amended. They analyse case studies like the Bourke Street tragedy and Veronica Nelson inquest to understand legal reforms, particularly in bail laws. The curriculum covers the criminal justice system, Victoria's court hierarchy, and key legal personnel. Learning is immersive, using activities, role-plays, mock trials, and investigations to bring the concepts to life.

Woodleigh School, Senior Campus, is a Candidate School* for the International Baccalaureate Middle Years Program. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Woodleigh School believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org

References

International Baccalaureate. (2022). *MYP: From principles into practice*. International Baccalaureate.

International Baccalaureate Organisation. (2023). *Our Mission*. <https://www.ibo.org/about-the-ib/mission/>

Woodleigh School. (2022). *Learning to Thrive*. [Brochure] Woodleigh School.

MacKenzie, T. (n.d.) *Types of Student Inquiry*. <https://www.trevormackenzie.com/sketchnotes>

