



Year 7 Curriculum Overview

INTERDISCIPLINARY UNITS

In Year Seven, our interdisciplinary unit will be exploring the global context Identities and Relationships inquiring into Wealth and Poverty impacts how water is managed and accessed. This will be taught through the subjects English, and Geography. Using the key concepts of development, connections and systems students will explore water in the world and how it is distributed and managed.

ENGLISH

In English, students will be re-sitting NAPLAN tests in order to set and achieve personal learning goals for the remainder of the year. Students will be taking initiative with their learning in order to practise particular skills and writing according to their personal needs.

Students will continue to craft information texts through their interdisciplinary unit, to extend their figurative language writing and continue to develop their own personal writers' voice. Students will be writing national geographic inspired factual texts to demonstrate their understanding of water in the world in an engaging and factual manner. In accordance to practising their independently learning goals, students will write a range of texts for the remainder of the term including imaginative, informative, and persuasive texts.



Students are continuing to explore the structure and features of a text response essay this term in response to their John Marsden book and another book encompassing the theme of identity from the choice of *The Fall* by Tristan Bancks, *See you in the Cosmos* by Jack Cheng and *Wonder* by R. J. Palacio.

In reading, students are independently reading a book of their choice every morning in homeroom and practising their personal learning goals. They are continuing to use mentor texts to answer a range of questions using SOLO Taxonomy - uni-structural, multi-structural, relational and extended abstract responses. Students are continuing to explore the structure and features of a text response essay this term in response to a John Marsden book and book encompassing the theme of identity of their choice from a selection of texts

HUMANITIES

Humanities this term is again intertwined with English throughout our interdisciplinary unit, looking into Geography. Students are applying their prior knowledge from Term Two, using geographical concepts to inquire into Water in the world, and how wealth and poverty impacts water distribution, accessibility and management. Students are inquiring into this unit using a variety of visible thinking routines and real world articles to deepen and support the understanding of new knowledge, and to respond to debatable and conceptual wonderings. Students will also participate in a unit in the second half of the term inquiring into consumer and financial literacy through the domain of Economics. Students will

The Senior School Staff members:

Assistant Principal	Jeanette Finegan
Ryan Ma	Leading Teacher – High Achievers Year 7 & 8 Mathematics, Y8 Humanities
Kirsten Sullivan	Leading Teacher – MYP & Curriculum Year 7 & 8 English & Humanities
Michael Germano	Leading Teacher – Science Year 7 Science, F1 Science
Maryanne Molino	Leading Teacher – Science Year 7, 8 & 9 STEM & Design Technologies
Michael Hick	Acting Leading Teacher – Specialist Year 7, 8 & 9 Wood Tech, Community
Felicity Mayes	Head of Year 7 Year 7 English & Humanities
Stephanie Ficarra	Head of Year 8 & Student Welfare Year 8 English & Humanities
Sarah O'Connor	Head of Year 9 Year 9 English, Humanities, Health & PE
Jeff Dent	Head of Food Tech Year 8 & 9 Food Tech, Health & PE
Kate Tjia	Head of Sport Year 7 & 8 Food Tech, Health & PE, Recreational Sports
Donna McCarthy	Year 7 English & Humanities
James Blay	Year 7 English, Humanities, Health & PE
Lauren Steel	Year 7 English
Zac Doherty	Year 7 Mathematics
Katherine Sadler	Year 8 Science & Mathematics
Lucinda Burney	Year 8 & 9 English & Drama
Adam Al Salihi	Year 9 Mathematics, English & Humanities
Tracey Hubert	Year 7, 8 & 9 Photography, Coding and Digital Technologies
Julian Schaffer	Year 7, 8 & 9 Music
Catherine Crossley	Year 8 & 9 Science
Nisha Rani	Year 7 Science
Sam Nikolsky	Year 7, 8 & 9 VCD & Visual Arts
Alice Osborne	Year 7, 8 & 9 Textiles
Blake Jobson	Year 7, 8 & 9 Wood Tech, Psychology
Iris Ai	Year 7, 8 & 9 LOTE
Jaike Ludewig	Café Dare, Year 7 Food Tech, Year 9 Maths
Tony Pace	Advanced Robotics
Chantelle Nedelkovski	Year 8 English & Humanities, Psychology
Natalie Bryson	Year 8 English, Humanities, Psychology
Nicole Lilly	Sweet Treats

be examining the way consumers and producers respond to and influence each other in the market. Students will investigate this domain through the concept of logic

HOMEWORK

Year 7 students are required to undertake 45 minutes of homework each day. Homework in English and Humanities is continuing to consist of finishing off tasks, revision and practise. Students are all asked to read every day for a minimum of thirty minutes, with an expectation that they will be reading a novel every fortnight, however they may choose to use their reading time to read non-fiction texts such as their textbooks and newspaper articles. Students are also required to complete a project at the end of each interdisciplinary unit to synthesise their learning. All homework tasks can be accessed through Compass.

MATHEMATICS

During Term 4, in the Domain of Data representation and interpretation under the Global context of Fairness and Development students will gain a greater understanding of representation as they calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data, identify and investigate issues involving numerical data collected from primary and secondary sources, construct and compare a range of data displays including stem and leaf plots and dot plots. Students will be extended into distinguishing between a population and a sample and investigate techniques for collecting data, construct back to back stem and leaf plots and histograms and describe data. Following on from this in the Domain of Money and Financial Mathematics under the Global context of Personal and Cultural expression students will gain a greater understanding of logic as they investigate and calculate 'best buys', with and without digital technologies, students will be extended into calculating simple interest and compound interest. Following on from this in the Domain Measurements and Geometry under

HEALTH AND PHYSICAL EDUCATION

In Health education, students will participate in an inquiry unit based around the statement of inquiry Risk-taking behaviours can have a range of impacts on an adolescent's health and wellbeing. On completion of this unit, students will be expected to know about the risk-taking behaviours that are common during adolescence, understand the different impacts of these behaviours and be able to take action to prevent harm caused by such behaviours.

In physical education, students will continue developing their ability to compose and perform movement sequences, concepts and strategies while also adapting and modifying what they have previously learned in physical education to different sports and activities. Throughout term 4, students will develop their physical abilities and understanding by participating in ruby and cricket units. In the final stages of term 4, students will showcase their skills and movement strategies through a series of competitive games and activities.

DIGITAL TECHNOLOGY

In Year 7 Digital Technologies students continue developing fundamental skills in computational and design thinking and inquire into how digital technologies and innovation play a key role in shaping the global interactions of the 21st century.

Students begin to develop their understanding of digital systems through collaborative experimentation with simple electronics—beginning with paper circuits and progressing towards coding BBC MicroBit microcontrollers. Students explore how electronic sensors gather data and respond to environmental conditions. Students apply a variety of problem-solving techniques as they design and invent solutions to problems that are situated in a variety of contexts. Students will relate their learning to the key concepts of global interactions



the Global Context of Globalization and Sustainability students will gain a greater understanding of measurement as they establish the formula of basic shapes, calculate the volume of rectangular prisms students will be extended into calculating area of circles, prisms, trapeziums and composite shapes.

Students in the Everest class will also be completing an extra unit on linear equations in order to prepare them towards the application of linear equations towards solving real-world problems. Students will explore the costs of goods around the world through the global context of Fairness and Development while drawing reasoned conclusions and generalisations regarding their findings.

Students will also resit the 2017 Numeracy NAPLAN in order to identify individualised learning goals heading into 2018.

SCIENCE

In term 4, Year 7 Science students will be inquiring how Forces and Energy transformation bring about motion under the Global concept of Scientific and Technical innovation while underpinning the key concept of Change. For this inquiry, students will take the challenge of being engineers, as they continue to explore physical Sciences by working on their STEM (Science Technology Engineering Mathematics) project challenge. This challenge requires them to create an innovative machine that does a job to simplify human life. They will

be problem solvers who will have to think creatively and critically. Students will be working both collaboratively as well as independently to practice engineering design skills. They will be open minded to critically assess their machines and welcome peer and teacher's feedback to refine their designs for better functionality of the machine, just like engineers do. During and for the above STEM challenge students will learn and explore the science concepts of Forces, Energy transformations and the laws of motion. They will practice key terms, conceptual understanding and scientific language on Quizlet and Education Perfect websites at their own pace.

Towards the second half of the term students will explore the Biological Sciences under the global concept of Orientation in Time and Space along with the key concept of Community. They will be thinkers when exploring specific animal and plant species, discover the differences between groups of organisms, use classification to help organise the diversity of organisms, interpret food chains and food webs and how they both can be affected by human activity in our world. They will briefly explore the implications of human activities on the Great Barrier Reef and investigate the credibility/ authenticity/ truthfulness of the current environmental campaign STOP ADANI.

In the last couple of weeks' students will be given an opportunity to brush up their Science Experiment skills to better prepare them for coming years of higher Science.

and communication in the global context of scientific and technical innovation.

ART

The focus of year 7 Art in Term 4 is Product Design and Innovation, as they investigate how Design Thinking Tools allow us to create solutions to real-world problems through the creation of objects, services and systems. Student learning will be through around the global context Fairness and Development, using Critical and Creative Thinking Skills to analyse and create within the world of design.

Students will focus on creating real-world solutions. This will be accomplished with students creating detailed design drawings, 3D Computer-aided Design Models, and physical prototype models, created using Computer-aided Manufacturing technology (3D printing and Laser cutting). Students will test, evaluate and improve their designs in order to produce a successful product.

Students continue to develop and use their design vocabulary when discussing existing products, as well as in reflecting on their process and progress. Students continue to practice their design drawing and visual thinking skills, digital technologies skills and desktop prototyping skills.

LOTE-Chinese

The Year 7 LOTE Chinese program gives the students the opportunity, under the Global Context of Personal and Cultural Expression, to integrate and explore their identity in the context of Local and Global environments.

During Term 4, the students develop their comparing and evaluating skills in listening, speaking, reading and writing while building their confidence to enlarge their vocabulary and extend their knowledge in simple and more complex sentence structures such as: what, when, why and where etc. They will develop the skills to confidently and independently follow instructions to use Chinese software learning programs to create digital work pieces, which leads the students to using pinyin to type Chinese characters, and do a project on AFL to integrate with Physics.

They will inquire into time, days and dates, locations and nationalities, drawing on Key Concepts of Communications, Connections and Culture. Practising the writings of Chinese characters, and comparing the similarities and differences between strokes, radicals and characters is essential in Chinese language study. Students will further develop their skills to improve the tones and accent in pronunciation. During the course, students will concentrate on organisation and self-management

skills throughout their approaches to learning.

ELECTIVES PHOTOGRAPHY

In Year 7, students are introduced to photography as a powerful storytelling medium. Through an inquiry into the significant role of images in communicating key moments in space and time, students develop their visual literacy by critically analysing images and identifying the choices photographers make when composing a photograph. Students will also consider how images can be manipulated to alter our perception of reality.

Students will develop their technical skills by learning how to manually control a dSLR camera and will practice these skills to produce a considered portfolio of works. The students will undertake a process of collaboration and experimentation in order to create aesthetic and meaningful artworks. Throughout the process, the students will develop their visual arts vocabulary to annotate and reflect on their own work, as well as the work of others. Students will relate their learning to the key concepts of perspective and creativity through the global context of orientation in space and time.

WOOD TECHNOLOGY

The Year 7 Wood Technology program introduces students to the field of materials design and technology, as they explore the inquiry question of What is the nature and purpose of creative expression? Viewed through the global context of Personal and Cultural expression.

The year 7s will begin with safety within the Wood Technology room. Students will be building their knowledge, safe use and skills with basic hand and power tools. The Design Brief students will be working on will be in two parts, firstly students will produce a chopping board which will demonstrate their understanding of safety within the workshop, the safe handling of materials, tools and basic power tools.



The second part of the brief students will be designing a small timber toy/ project. Students will work through the production stage where they begin to understand and logically sequence major stages of production, and calculate and list materials and quantities needed for production.

Students will develop evaluation criteria from the design brief to inform their judgments during the production process. Students will manage materials, components and processes to produce products, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting requirements of the design briefs.

Students will be able to select appropriate equipment and techniques to safely construct and evaluate the performance of their products, and be able to evaluate and make improvements to the performance, function and appearance of others' products through peer reviews. Students will be able to make modifications to improve their products in light of evaluation of their performance, function and appearance. Students will have a final report to describe and analyse the social and environmental impacts of their own and others' designs.

FOOD TECHNOLOGY

As a Design subject, Food Technology in year 7 is concentrated around developing students' food repertoire and understanding of processes and methods. Through the inquiry process, students investigate how communities develop different perspectives on the choice of foods and the importance of breakfast depending on available resources. Students learning will be focused around the global context of personal and cultural expression, using the material available as resources to aid in their product development and ongoing evaluations to continually improve their ideas. Students will be given the opportunity to begin to generate, develop and test design ideas, plans and processes using appropriate technical terms and equipment. Being reflective,



students will demonstrate their own understanding of how the design could be improved.

Throughout the term the students will use a variety of materials and equipment (resources) to develop an understanding of different skills, methods and techniques in the kitchen to ensure they are able to cook a range of different foods in a safe manner. Students will use their skills to plan, develop, create and evaluate their own healthy breakfast. Through this task they will demonstrate their practical skills as well as responding to a variety of factual, conceptual and debatable questions including what makes a healthy breakfast, how eating breakfast impacts on an individual's health and how the availability of food impacts our choice of breakfast.

TEXTILES

During Term 3, students will understand that new skills are needed for the creation of different products through an inquiry into the safe use of relevant tools, equipment and methods for the production of designed solutions. Under the Global Context of Scientific and Technical Innovation, students are introduced to the fundamentals of textiles and design and learn about various pieces of textiles equipment and how to use them safely in

practice. Students become inquirers by investigating different techniques on how to create and design textile products. Focusing on the Key Concept of Systems, students will explore several inquiry questions, such as 'what skills do we need to learn in order to create this product?' This will enable students to develop the skills they require to confidently follow instructions on how to create their own textile pieces, and will create a pincushion as the final aspect of gaining their sewing licence.

Students will go on to understand that new products can be influenced by existing designs through an inquiry into creative ways in which we can discover and integrate our personality into unique aesthetics in design. Students will develop the skills to confidently and independently follow instructions on how to create their own textile pieces, which leads to investigating, designing, producing and evaluating their own bag for their iPad or laptop. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

ROBOTICS

Robotics is a hands-on unit that introduces students to possible futures in STEM (Science, Technology,

Engineering and Mathematics) careers. Students become inquirers and problem solvers as they investigate and apply their knowledge of structural and mechanical principles to create innovative design solutions to identified challenges.

Students work towards the achievement of computer-controlled systems in robotics using the Lego robotic systems 'WE DO'. The program focusses on the scientific principles of simple machines and programming concepts. Once the machine is constructed, students trace the transmission of motion and transfer of energy through the machine. They identify the simple machine mechanisms that are operating in the working models, including levers, gears, and pulley systems. Students become familiar with complex motion using a cam, worm gear, and a crown gear. Throughout the unit, students learn that friction can affect the movement of the robotic model in various ways.

Students program and create a working model. To do this they interpret 2D and 3D illustrations and models, and compare natural systems with mechanical systems. The use of software media to acquire information is an ongoing process within the Robotics program, which is demonstrated through their knowledge and operation of digital tools and technological systems.

MUSIC

In term 4, there will be a focus on student-led music activities, nurturing life-long learning and engaging skills, through a program that integrates listening, performing, analysis and problem-solving. A central focus in year 7 will be the global context of Identities and relationships, giving students the opportunity to build confidence as they develop their voices and percussion techniques, as these instruments ground the music student in the fundamentals of their music practice.

The curriculum will focus on 'real world practices' and students will address



the notion that 'music can convey our deepest creative abilities and this can develop our identity as people'. The curriculum will provide opportunities for deep thinking through music theory and music practice problem solving. Students will also discuss identity through a reflection on audience: concert etiquette for performers and audiences; play: formal and non-formal engagement with music; and narrative: a musician's story, background and approach to music.

F1 SCIENCE

F1 in Schools elective program is a STEM (Science, Technology, Engineering and Mathematics) program that introduces students to a "hands on, minds on approach" in which students, in teams, design, test and evaluate their car models. Under the Global Context of Scientific and Technical Innovation, students undertake the engineering process and are introduced to the basics of aerodynamics. Students become inquirers as they investigate and apply their knowledge of scientific principles, including friction, Bernoulli effect, Newton's Laws, force and motion to create a model car.

Students understand the relationship between design and speed. Within the program, students learn about the engineering process: design, testing, manufacturing and racing. Of course, they learn quickly to refine their model. Their major assessment is to produce a research portfolio/poster outlining their understanding of the science and engineering behind their cardboard car, construct a cardboard car which must include specific components and finally, race their completed cardboard F1 model car. As part of the program, students have the opportunity to attend an excursion to the Point Cook RAAF museum to learn about the science of flight and aerodynamics.

The F1 program focuses on developing the creativity and innovation of students through a structured engineering design project based on the development of a model Formula One™ racing car. The program is linked with the international F1 in Schools™ challenge which now runs in 34 countries. The Year 7 F1 in Schools™ Elective program forms one step in the development of a pathway of sustainable interest, not only inspiring students but also developing in them the key employability skills which will assist in their transition into the workforce.

Year 8 Curriculum Overview

ENGLISH

In preparation for year 9, the focus for term 4 is to ensure that the year 8 students are equipped with the confidence, knowledge and skills necessary for next year. Students will sit the 2017 Year 9 literacy Naplan tests, which will generate the data needed to understand each student's zone of proximal development. Once this data is analysed, students can access the appropriate focus groups to improve their knowledge and skills in spelling, grammar and punctuation, reading and writing, specific to their needs. A range of mentor texts will also be explored as examples of good writing, which will, in turn, inform their own writing. Students will also continue to practice writing for different audiences and purposes, ensuring that they have a strong writers voice in both persuasive and narrative writing.

Students will also begin the term by viewing the film adaptation of the novel that they read last term. They will then be expected to complete a text response essay comparing and contrasting the two representations, focusing on characters, setting, plot, and most importantly, the theme or message. Students will use appropriate essay structures to discuss their perspective on whether the novel or film more successful, utilising evidence to support their opinions.

Independent silent reading is an excellent way for students to increase their vocabulary, comprehension and to enhance reading for enjoyment. As such, student will continue this practice regularly throughout the term. They will also continue to set reading and writing goals on their continuums, ensuring that they always have targets to work towards, and expect to achieve by the end of the year.

HUMANITIES

Students will continue to explore the notion of a democratic society and whether the aim of equality, inclusivity and freedoms is actually achieved

through our legal system, human rights and Government. Following on from this, students will then further discuss whether our Government supports or destroys a country's culture through the Global Context of Identities and Relationships. Students will explore their own cultural identity and the beliefs and values of being an Australian, along with the values of our Government. Through the lenses of culture and perspective, students will be able to discuss and evaluate whether our values in Australia are being upheld. Students will inquire into contemporary issues relating to democracy and citizenship and they will continue to forge their own opinions relating to debatable topics and questions.

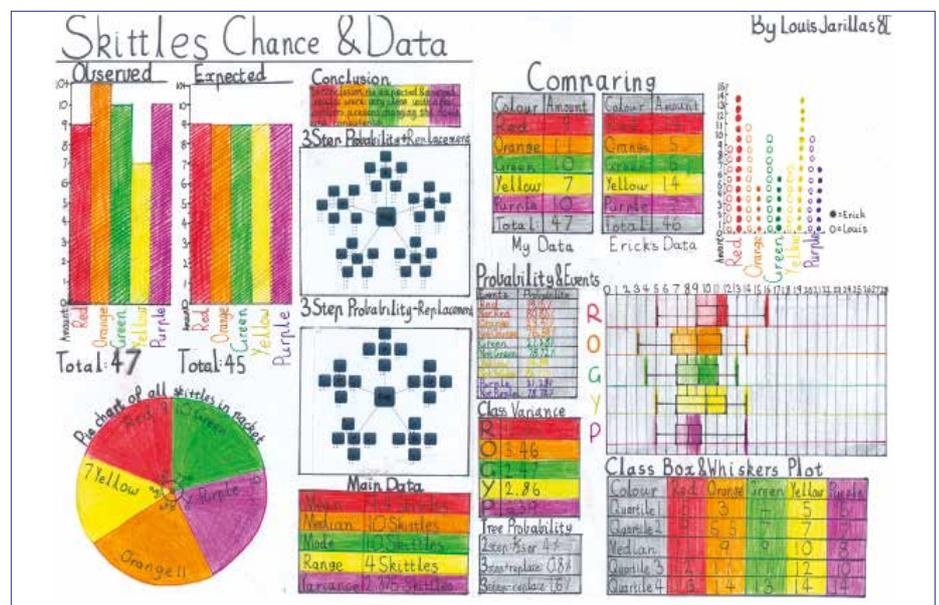
Linking to their community project, students will understand the core values and skills relating to business and economics, through the Global Context of Fairness and Development. Students will explore the ways that successful businesses operate and how they all have a social responsibility, as well as legal rights and responsibilities, to uphold. Furthermore, students will also gain an understanding into fair trade, sweatshops and child labour, and the ethical implications that these have. Students will also explore how outsourcing can affect our economy negatively, and, from this, understand the need for a minimum wage standard and unions.

MATHS

This term, students will study data in the domain of Statistics and Probability, financial math and linear equations in the domain of Number and Algebra and measurement in the domain of Measurement and Geometry.

Through the Global Context of Orientation in Time and Space, students will study methods to logically collect, interpret and communicate population and global data using a range of formats and platforms through their "World data collection project". During the data unit, students will investigate techniques to collect data, including census, sampling and observation and the effect of individual data values, including outliers on the range, mean and median.

Students will consider the key concepts of perspective and relationships by analysing personal budgeting and spending using global currencies. They will focus on the Global Context of Personal and Cultural Expression through the study of financial mathematics and its representations using linear equations. Students will solve problems involving profit and loss during the financial math unit and plot linear relationships on the Cartesian plane and solve linear equations using algebraic and graphical techniques during the linear equation unit.





Lastly, Globalisation and Sustainability will be investigated through the students' product by design using measurements to identify solutions and make informed decisions to efficiently use resources. Students will choose appropriate units of measurement for area and volume and convert from one unit to another, find and solve problems involving the perimeters, areas and volumes of various shapes and investigate the relationship between features of circles such as circumference, area, radius and diameter.

Similar to previous terms, students will be provided with a differentiated curriculum with the main focus on setting personalised goals from the standards of the Victorian Curriculum. Students who are operating above the expected level of achievement will be provided with modified tasks which are set to extend and challenge their creative and critical thinking skills. Electronic resources such as Alamandamaths will continue to be used to help guide and support student learning. Students will sit the 2017 Year 9 NAPLAN to gather some formative data to prepare them for next year.

SCIENCE

In term 4, students will be studying two units in the Earth Sciences. Student learning will be led by the Global

Context of Fairness and Development and key concepts of Form, Global Interactions and Perspective as they build their understanding of science content, science inquiry skills and science as a human endeavor.

During the first unit, students will study the minerals and processes which create rocks over long timescales through the statement of inquiry: "How do we place value on our geological resources?". Students will consider the economic and social value of resources and the contribution made to society and the development of technologies through different perspectives.

The second unit will focus on global geological activity and continental movement through the theory of plate tectonics. Through the statement of inquiry: "Scientists develop systems to save lives from large scale natural phenomena", students will consider the importance and effectiveness of predictions and warning systems developed to protect populations from events such as earthquakes, tsunamis and volcanoes.

Students who are operating above the expected level of achievement will be extended by connecting the above concepts to the atmosphere, hydrosphere and biosphere to consider interactions and consequences.

Assessment tasks for this term include scientific practical reports and

research inquiry tasks. As in previous terms, students will be required to complete regular homework tasks and revise learning content outside of class.

CREST

Crest (Creativity in Science and technology) is a CSIRO is a nationally accredited award and reflect on results through a formally written report.

In Term 4, all year 8 Crest students will use their acquired skills to compete in school based competitions to problem solve a range of science based activities. They will work collaboratively to help further develop their social skills and learn to listen to each other, respect all ideas without criticism and have healthy discussion for the best possible solutions. The problem- solving exercises cover a wide range of activities such as:

- Discussing, researching and proposing solutions to a problem
- Planning and carrying out an investigation to solve the problem set
- Designing, building and testing a device to meet the criteria given in the problem.

The importance of this unit is:

- To make demands on a pupil's ability to solve problems.
- To allow pupils to be creative.
- To develop skills of investigation in pupils.
- To involve pupils in the construction of devices and models.
- To present pupils with science in an everyday context.
- To show pupils that there is often more than one correct answer to any given problem.
- To act as an incentive to further reading and research.
- To allow pupils the opportunity to test and modify original ideas.
- To develop pupils' skills and attitudes for working within cooperative groups.
- To reflect the multi-ethnic nature of our society.

These problem-solving activities are rich in opportunities for students to develop the skills and processes which make science such an interesting subject.

PHYSICAL EDUCATION

Through the Global Context of Personal and Cultural Expression, students will be enhancing their knowledge on fine motor skills through a striking and fielding unit. They will develop a greater understanding in to what it feels like to perform movement in an aesthetically pleasing manner.

The conceptual lens of change supports their learning into developing the looks and feel of the correct technique, as students develop biomechanically correct catching and throwing techniques, and ball striking for power and precision. Tactical elements will be introduced, along with an understanding of rules and game structure.

In Health, the students will be complementing a unit on drugs and alcohol. Here, students will be given scenarios to work through, which in turn breeds class discussion and enhances the student's collaboration and communication skills. It allows students to practically understand what a standard drink looks like, whilst facts relating to the short and long term affects caused by smoking, drugs and alcohol will be explored.

ELECTIVES PSYCHOLOGY

In Term 4, Psychology will be split into two different but linked focus areas. First, students will complete their inquiry into society, leaders and social groups influencing individuals' behaviour, under the Global Context of Identities and Relationships, through the lens of the Key Concept of Identities. Students will also continue to focus on developing their understandings and skills in research methods, as they finalise their social experiments on the Bystander Effect and write their psychological research reports. The investigation and research will then shift into an inquiry into balancing effective psychological research with the changing ethical responsibilities of the past and future. Students will select an area of interest in psychological

research and explore the experiments that have been conducted to develop, support or prove theories. They will then work to evaluate the experimental design and ethical considerations of these research projects. Students will study how and why ethics in psychological research has changed over time, and how this impacts on research today, as well as in the future.

The additional focus is on Criminology, which investigates ways in which social, biological and environmental behaviours impact upon criminal behaviour in contemporary Australia. Criminology aims to explore criminal activity through the interpretation of criminological theories and current crime statistics. Students will develop a basic understanding and rational behind why criminal activity exists in modern society. Students will investigate criminological theories and delve into current crime research, statistics and data. Students will explore the correlation between current crime statistics and criminology theories within their local community. Students will also briefly explore the notion of 'born criminals' and the correlation between 'broken window theory' and criminal activity in urban environments.

During the course, students continue to focus on Thinking, Self Management and Social skills as their Approaches to Learning. The focus will be on building and developing students' knowledge and skills to identify, collect and process information from a range of sources

and engage in its interpretation and analysis. As well as develop skills for independent inquiry, critical thinking and social reasoning. Students will be working in collaborative groups to solve problems and discuss social and ethical issues in our society.

PHOTOGRAPHY

In Year 8, students continue to examine photography as a powerful means of communication and self-expression. Through an inquiry into the significant role of images in expressing ideas, and feelings, students begin to develop their own style through experimentation with composition and light. Students continue to develop their visual literacy by critically analysing images and identifying the choices artists make when composing a photograph.

Students continue to develop their technical skills by investigating the key exposure components of aperture, shutter speed and ISO. Through experimentation with a range of light sources including natural and studio light, they will begin to compose images with a clear artistic intent.

Students will undertake a process of collaboration and experimentation in order to create aesthetic and meaningful artworks. Throughout the process, they will continue to develop their visual arts vocabulary to annotate and reflect on their own work, as well as the work of others. Students will relate their learning to the key



concepts of identity and aesthetics in the Global Context of Personal and Cultural Expression.

DIGITAL TECHNOLOGY

During Term 4, students take on the role of Web Developer as they deepen their knowledge of programming concepts, algorithms, and problem-solving. The students will design and create their own web sites where they will learn how to write web pages in HTML and CSS. Students will begin to understand how usability, accessibility, and design play an integral role in the development of successful websites. Learning to code by making real products, students inquire into how technology and innovation can make a significant impact on communities and relationships and improve the lives of others.

Students apply a variety of collaborative problem-solving techniques as they invent solutions to problems that are situated in a variety of contexts. Students will relate their learning to the key concepts of connections and systems in the global context of scientific and technical innovation.

VISUAL COMMUNICATION & DESIGN

The focus of year 8 Visual Communication Design is on Product Design and Innovation, as they investigate how 'People identify problems in order to find opportunities for innovation to improve quality of life.' Student learning will be centered around the Global Context of Globalisation and Sustainability, using critical and creative thinking skills to analyse and create within the world of design.

Students will focus on creating real-world solutions. This will be accomplished with students creating detailed design drawings, 3D Computer-aided Design Models, and physical prototype models, created

using Computer-aided Manufacturing technology (3D printing and Laser cutting). Students will test, evaluate and improve their designs in order to produce a successful product.

Students continue to develop and use their design vocabulary when discussing existing products, as well as in reflecting on their process and progress. Students continue to practice their design drawing and visual thinking skills, digital technologies skills and desktop prototyping skills.

ARTS

The year 8 Art program continues to develop the creative skills of the student artists through collaboration with peers, exploring and responding to contemporary and traditional artworks and creating artworks in response to a central idea. Students gain awareness

of different influences to an artist's style and investigate how innovations in technology allow individuals to express their ideas and experiences in a wide range of ways.

Students will experiment with traditional and emerging technologies to create 2D and 3D artworks, beginning with clay modeling and moving on

to digital 3D modelling and rapid fabrication techniques.

Students are continuing to experiment with different mediums and technologies to create a unique, interesting artwork in their own personal style. Students are also continuing to develop their art vocabulary, and will use this to create written responses to artworks in a variety of contexts.

WOOD TECHNOLOGY

The focus of Year 8 Wood Technology is on Product Design and Innovation, as students investigate how an 'Awareness of Consumption, conservation and the human impact on the environment can influence design decisions'. Students will use their critical and creative thinking skills, aligning their ideas within the Global Context of Globalisation and Sustainability.

In Term 4 students will be moving into the production and evaluation stage of the Kindergarten picnic bench project. Students will be manufacturing components, creating timber jigs and assembling. They will be able to select appropriate equipment and techniques to safely construct and evaluate the performance of their products. Students will peer review each other's work and recommend improvements



to the performance, function and appearance of the product, suggest modifications to improve their products in light of evaluation of their performance, function and appearance. Students will complete their design brief with a report of their evaluations and reflections, describe and analyse the social and environmental impacts of their designs.

FOOD TECHNOLOGY

The Design subject Food Technology in year 8 enables students to further develop their understanding of different skills, methods and techniques required in the kitchen. Through the inquiry process, students will investigate how food businesses produce food that can be sold for a profit. Students learning will be focused around the Global Context of Personal and Cultural Identity as they begin to develop an understanding of how food is designed, produced and sold in a café. Throughout the semester students have had the opportunity to refine their technical skills as they learn how to make a variety of different café based products including pastry, breads and cakes. In this unit, students will come to an understanding of batch production, food hygiene and safety and quality control and understand its importance in the food industry. Students will use their knowledge, as well as their research and inquiry skills to plan, develop, create and evaluate a range of café products before choosing their best product to be presented for the opportunity to be sold in Café Dare. Through this task, students will demonstrate their technical skills well as their ability to work collaboratively in a safe manner.

TEXTILES

During term 4, students will understand that new products can be influenced by existing designs through an inquiry into creative ways in which we can discover and integrate our personality into unique aesthetics in design. Whilst new textiles students are introduced to the basics of textiles and design, those who took studied textiles and



design in year 7 are increasing their understanding and skills in the area. Students continue their learning about various pieces of textiles equipment and how to use them in practice, expanding on the equipment used in year 7.

Under the Global Context of Personal and Cultural Expression, students will explore how they can represent their personal expression through the clothing they wear. Students will further develop their skills to confidently and independently follow instructions on how to create their own textile pieces. Students are expanding their knowledge about textiles design, and they have begun to design and produce their own screen printed t-shirt. Students will also focus on organisation and self-management skills throughout the semester. They will demonstrate being open-minded as their appreciation for design processes evolve and expand in many directions while learning new techniques and expressing contemporary ideas.

SWEET TREATS

During Term 4, students will continue to develop their understanding of different skills, methods and techniques required in the kitchen. Through the inquiry process, students will explore a range of different sweet treats suitable for sale in Café Dare.

Throughout the term the students will use a variety of materials and equipment to develop an understanding

of different skills, methods and techniques in the kitchen to ensure they are able to cook a range of different foods in a safe and hygienic manner. Students will use their knowledge, as well as their research and inquiry skills, to plan, develop, create, cost and evaluate sweet treat recipes. Each week they will have the opportunity to test and explore recipes that will be sold in Café Dare.

LOTE

The Year 8 LOTE Chinese program gives the students the opportunity, under the Global Context of Globalisation and Sustainability, to continue to explore how language places a significant role on connecting people and cultures throughout the world.

During Term 4, the students will be consolidating their evaluating and application skills in listening, speaking, reading and writing on the topics of recreation activities during holidays and shopping. They will increase their confidence in building vocabulary and constructing complex sentence structures by using prepositions and conjunctions such as: in, on, at, because, however, and therefore etc. They will develop the skills to confidently and independently follow instructions to use Chinese software programs to create own digital work pieces, which leads to researching, investigating, recording, comparing and creating shopping list, posters on leisure activities and party needs.

They will also learn to write diaries, letters and dialogue, drawing on the key concepts of Communications, Connections and Comparison. Other aspects of learning include practicing the writings of Chinese characters, and comparing the similarities and differences between Chinese and Australian products and leisure activities. Students will make posters on the relevant topics.

Cultural aspects include Ancient Chinese inventions, Chinese food culture and Chinese civics and citizenship. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

DRAMA

In Term 4, students will continue to build their understanding of the Dramatic Elements through student-led play-building. Inquiring into the following statement, 'When creating new art, artists will often change old rituals and tales to become compositions for a new audience', students will explore play-making as a tool to make strong social statements as they explore the Global Context of Personal and Cultural Expression. Through experiencing the planning, rehearsal and performing process, students will challenge the morals and lessons in traditional fairy-tales to create contemporary interpretations that appeal to a modern, youthful audience.

Focusing on the different Dramatic Elements in their play-making, students will undertake mini-workshops in which they develop the skills that will assist them in crafting their own dramatic work. Students will begin to develop an understanding of the power of effective stagecraft, applying costume, sound and lighting to enhance audience engagement and meaning.

At the end of the unit, students will perform their piece to primary school Drama classes. They will then undertake a short reflection task to assess their strengths and weaknesses

in preparation and performance, and how they may improve on their work in the future.

Over the term, students will develop skills in critical thinking, reflecting upon the work they create in their journal and delivering constructive feedback for their peers. They will gain greater independence in creating their own drama, drawing upon the skills and knowledge developed in year 7 Drama.

MUSIC

In Term Four, students will continue to focus on student-led music activities and an interdisciplinary approach to music education (music from the perspective of art, language and culture/socio-political contexts). A dominant theme will be the Global Context of Personal and Cultural Expression and the nature and purpose of creative expression. These concepts will be investigated through developing a vocabulary to critique the music we hear. The curriculum will focus on student-led project work where the class has the opportunity to explore cultural expression in music through creating recordings of popular songs and composing their own film music to further build a relationship with their music.

JEWELLERY MAKING & ADVANCED ROBOTICS

Jewellery Making and Advanced Robotics have been incorporated as part of the elective program to give the students access to a greater variety of choices to enhance their learning experiences. These courses will follow the MYP design cycle (inquiring and analysing, developing ideas, creating the solution and evaluating) towards developing new and innovative solutions to some real-world problems. This is the first year that these courses have been offers, so the curriculum will be adaptive in order to meet students' needs and interests.

In Jewellery Making the students will design, create and complete an individual piece of customised jewellery. Mr. Will Francis is an experienced jeweller and we are excited to have him join our team.

Robotics challenges the students to use their problem solving skills and coding skills to design and construct an operational assembly line. There will be regular updates about robotics in the new Robotics newsletter from.



Year 9 Curriculum Overview

HUMANITIES

In Term 4, the Humanities focus will be centred around the studies of History, Geography and Economics. Our first Interdisciplinary Unit of will be draw links to the study of Personal and Cultural expression, with our central statement of inquiry exploring "Individual's endure and grow through experiences that shape their personal and cultural beliefs and values". To help the students embark on their journey of learning, they will participate in an excursion to the Immigration Museum in Melbourne city, looking at the concept "What does it mean to be an Australian?". Linking this unit of study with English, students will inquire into their own family history and personal journeys. The final emphasis will be placed on Identities and Relationships, where we will focus our studies on Economics and Business principals, exploring financial concepts such as strategies to increase financial reward and how individuals can safeguard themselves against financial risk. This unit of work will link closely with our Financial Mathematics study. The class' final assessment task will ask students to create their own financial life plan, looking at various elements of financial management as a young adult.

ENGLISH

Throughout Term 4, we will be exploring the Global Contexts of Personal and Cultural Expression, and Identities and Relationships, both of which will be linked back to students' personal experiences in education from Year 7 to 9. The overall intention of the learning through the unit is to explore personal journeys that have shaped and enabled our students to be who they are today. We will investigate the various ways in which individuals share their experiences, delving deeper into written, video media and artistic formats of life stories. Students will reflect on the many varied stories presented in Melbourne's Immigration Museum and the various modes in

which the tales of immigration and personal growth are presented, taking inspiration from their excursion experience in creating their own work. Through the course of the unit, students will be able to recognise the difference between autobiographical and biographical stories and the demands in language required for each dependent on the content. As the students unpack the Statement of Inquiry, 'Individual's endure and grow through experiences that shape their personal and cultural beliefs and values', they will develop an understanding of the reasons why people choose to read and write life stories, and how they have the ability to connect with others or provide guidance. They will read a range of biographical works, including a central mentor text, to better inform their understanding of the text type. In reflecting on these works, students will be able to understand that life stories can focus on a single significant event, or multiple events, that change a person's perspective. In culminating their learning over the unit, students will be presenting their own form of life story, reflecting on significant events they have endured whilst participating in the Middle Years Program at Alamanda College.

MATHS

The initial focus in Maths in Year 9 will be centred around geometric reasoning and trigonometry. The class will investigate Pythagoras' Theorem and its application to solve simple problems such as using Pythagoras' Theorem to find the length of the hypotenuse and the length of a shorter side of a right angled triangles. This will help build the appropriate knowledge to begin to explore trigonometry, looking at relationships between angles and side lengths of a triangle. The class will use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles.

The next class emphasis will be placed on the global context of Identities and

Relationships, where we will focus our studies on Financial Mathematics, exploring financial concepts which will be applied in the real world such as the calculation of simple and compound interest and creating a budget planner. This unit of work will link closely with our Humanities study, which is exploring financial risk and reward. The class' final assessment task will require students to create their own financial life plan, looking at various different elements of financial management as a young adult.

The final weeks will uncover the study of Probability, essentially looking at the main question "how do you explain and calculate the probability of an event?" To answer this, we will unpack the outcomes for two-step and three-step chance experiments. Assigning probabilities to outcomes, we will use tree diagrams and two-way tables to show and determine probability for events. We will also look to calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'. The students will be using fun games and activities to help demonstrate their learning.

Students will continue to be offered a differentiated learning journey through personalised goal-setting strategies from the Victorian Curriculum while incorporating the usage of ICT to help augment their learning.

SCIENCE

In term 4, students will be undertaking four units. The students will be led by the global context of Orientation in Space and Time, and the Key concepts of Systems and Change as they continue to develop their knowledge and understanding of science content, science inquiry skills, and science as a human endeavour.

During the first unit, students will practically study how houses can be designed to improve the energy efficiency through the statement

of inquiry: "Developing sustainable designs will be a challenge for scientists of our time." Students will consider how different materials can be incorporated into a design.

In the second unit, students will undertake a space unit which will focus on the Universe and the Big Bang theory. Through the statement of inquiry: "Our understanding of our orientation in space and time continually evolves.", students will consider how science develops as new discoveries are made.

Our third and fourth units will occur in the second half of term. In this phase of term, we will begin further preparations for Year ten by doing short units on Genetics and Psychology.

Assessment tasks for this term include their group challenge, scientific reports and student led inquiry tasks. As in previous terms, students will be required to complete regular study and homework tasks.

PHYSICAL EDUCATION

Through the global context of personal and cultural expression students will be exploring how transferable skills are evident across a range of invasion games. Through the conceptual lens of creativity, they will identify key concepts that are prevalent across a range of different sports, such as creating space, attacking movement, defensive positioning and tackling and positive ball movement and see how these overarching concepts positively and negatively transfer across the different domains.

In Health, the students will be completing a unit on drugs and alcohol. Here, students will be given scenarios to work through, which in turn breeds class discussion and enhances the student's collaboration and communication skills. It allows students to practically understand what a standard drink looks like, whilst facts relating to the short and long term affects caused by smoking, drugs and alcohol will be explored. In conclusion to this, the students will be inquiring into the physical, social



and emotional changes they could be experiencing at this stage in their lives. We will be discussing the impacts and implications of sexual intercourse, alongside the education behind contraception and STI prevention.

PHOTOGRAPHY

In Year 9, students extend their knowledge of photography as a powerful means of communication and self-expression. Through an inquiry into the impact of technical and scientific innovation on how we record the world around us, students continue to develop their own style through experimentation with composition and light and through practice in a variety of situations both in and outside of the school. Students continue to develop their visual literacy by critically analysing images by significant artists from a range of photographic genres.

Students continue to develop their technical skills by consolidating their knowledge of the key exposure components of aperture, shutter speed and ISO. Through experimentation with traditional techniques such as cyanotypes and black and white pinhole photography, they will deepen their understanding of the process of 'photo-graphy' or drawing with light.

Students will undertake a process of collaboration and experimentation in order to create, edit, and display aesthetic and meaningful artworks. Throughout the process, they will continue to develop their visual arts

vocabulary to annotate and reflect on their own work, as well as the work of others. Students will relate their learning to the key concepts of identity and aesthetics in the global context of personal and cultural expression.

STEM

Students will create a range of robots with the ability to respond to colour, light, motion and sound. Using a challenge brief, building guide and programming guide, they will create a Friendbot, Spacebot, Amazebot, and a Singing Waiterbot.

Students will modify a model's behaviour by changing the mechanical system or by adding sensors to provide feedback. They brainstorm to find creative alternative solutions to various challenges and throughout they learn to share ideas and work co-operatively.

Their mathematic skills are further developed as they understand the difference between time measured in seconds compared to tenths of a second. They understand the concept of randomness through their projects, such as the power settings of motors or light intensity variations. Students compare the diameter and rotational speed of gears to gain maximum performance of their robot.

As they program their models, they gain an understanding in determining the distance between an object and the activation point of their motion

sensor, understand how the position of the model is measured by the tilt sensor and use numbers to measure and score qualitative characteristics of their robots.

In Term 4, students will now work on modules 21 through to 40 for the NXT Mindstorms robotic systems. These modules concentrate on using sensors and programming. Following from this they will have the opportunity to work on the construction extension pack where they will build and program an Intelligent car, Belt driven colour sorter, Grand four belt rover, Humanoid, Robotic arm, Scorpion, Tribot and a Classic clock. They will also continue to work with local kindergartens to implement science through cross age.

WOOD TECHNOLOGY

The focus of Year 9 Wood Technology for Term 4 is on production development and construction, as students investigate "how individuals have rights and responsibilities in society" through the Global lens of Fairness and Development. Students will apply their critical and creative thinking skills in analysing the relationships between communities, sharing finite resources with other people and with other living things.

In term 4 students will be working independently on the production and evaluation parts of their design brief. Using their design brief, students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions and products. Students will be using a mixture of new and recycled materials.

Year 9 students use design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional

and global communities. Students undertake problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. They are introduced to a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics, legal issues, social values, economic, environmental and social sustainability factors, and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence.

FOOD TECHNOLOGY

Through the global context of scientific and technical innovation, the students will start term 4 with an array of small challenges. The conceptual lens of creativity provides students with two mystery box challenges to complete, which will test prior knowledge under pressure. Research tools will be allowed into the classroom to support their knowledge. A cake decorating unit, brought to them by Miss Migliorisi (student teacher) will be the large project this term, before 'cooking in the real world' where cost, seasonality and time restraints are key factors.

DRAMA

In Term 4, Year 9 Drama students will consolidate on their learning throughout the year, undertaking the planning, rehearsal and performance process for dramatic piece of their own choosing in a unit entitled 'Bringing It All Together'. In what will be the culmination of the learning, students will apply their skills in scene selection, script writing, character development, creative expression, stagecraft design, directing and critical reflection and feedback in creating a performance showcase in collaboration with Year 9 Music. Over the process, they will gain greater independence in creating their own drama, drawing upon the skills and knowledge developed throughout the year.

Inquiring into the Global Context of Personal and Cultural Expression, students will explore the following statement of inquiry: 'Performing artists creatively express their beliefs and values through interpreting, creating and presenting art'. Working collaboratively as an arts-collective, students will have to decide on an overall theme for their work and represent this through various stagecraft elements in their work. Students will perform their work to the Alamanda Community as a celebration of their development as performing artists over the year.

Students will be expected to keep a process journal over the course of the planning, rehearsal and performance of their showcase, which may be represented through written entries, vlogs, diagrams or photographs. Students will continue to develop skills in critical thinking, reflecting upon the work they create in their journal and delivering constructive feedback for their peers.

LOTE Chinese

The Year 9 LOTE Chinese program gives the students the opportunity, under the Global Context of Identities and Relationships, to explore how language expresses personal and collective ideas through the Statement of Inquiry.

During Term 4, the students will be consolidating their evaluating and application skills in listening, speaking, reading and writing on the topics of schools and tourism. They increase their confidence in building relevant vocabulary and creating a story through the original text by prepositions, conjunctions, phrases and appropriate more complex sentence structure. They develop the skills to confidently and independently follow instructions to read and understand the meaning of relevant vocabulary and sentence structure. This will require the students to use pinyin to create own digital work pieces on the relevant topics.

The students will also have the opportunity to integrate their LOTE study with Mathematics and Science.

They will use Chinese language to describe simple equations, shapes, cells and internal body structure, drawing on Key Concepts of Communications, Connections and Comparison. Practising the writings of Chinese characters, and comparing the similarities and differences between Chinese and Australian school systems. Students will further develop their skills to improve reading and writing skills.

Cultural aspects include Chinese education systems, famous Chinese scholars and tourist sites such as public school vs private school in China. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

TEXTILES

During term 4, Year 9 students will be continuing on with their self-managed project based on the VCE Product Design and Technology framework. The purpose of this project is for students to reflect on their skills and understanding of Textiles and Design, and use their prior knowledge and experience and apply these in a more sophisticated manner to design and create their own textiles product for a client (the client may be themselves). Students will analyse their previous work as well as the work of other designers to extend their higher order thinking skills. They will continuously evaluate their work in progress in order to ensure they are achieving their desired results, pushing their limits and comfort zone in order to create at VCE standard.

During this project, students will finalise their product design, checking in with their client during the process to ensure it meets their client's needs. They will be working towards their final exhibition of their work, and completing a folio of the process from the identifying the needs of their client, through to presentation of their final piece. Students will present their work to their peers, family and friends through the exhibition and will develop a presentation to highlight the importance of their work.

Students will apply the knowledge and practical skills gained in previous units to address their design brief and will investigate a variety of fabrics made from natural, synthetic and regenerated fibres. During the course, students will concentrate on organisation and self management skills throughout their approaches to learning. They will be reflective in the evaluation of their learning process and the ideas they communicate through their work. Students will work collaboratively offering encouragement, and formative feedback to their peers, whilst graciously receiving feedback on their work.

DIGITAL TECHNOLOGY

During Term 4, students will continue to work on their self-directed personal projects inquiring into the statement, "to design and develop a product, effective designers follow a design cycle to guide their work and to refine a solution". Students will continue to utilise the MYP Design Cycle to design and create a product with an end-user in mind.

Students will develop a design brief which outlines the client profile, the context, and any constraints or considerations. They will also develop a portfolio illustrating their design process including working drawings, a production plan, and a production journal. This process involves the use of creative and critical thinking techniques to develop, articulate, analyse and reflect on the product design process. This project will culminate in a digital product involving electronics, web development, game development or 3D modelling to be displayed in the Year 9 Design exhibition to be held during graduation.

VISUAL ARTS

The year 9 Art program will allow students, through the global context of Personal and Cultural Expression, to continue to develop their understanding of the role of visual art in society through applying their knowledge and skills in the

artmaking process. Students engage with artworks from different cultural, historical and social contexts in order to compile inspiration in the development of their own style.

The focus in art in term 4 is on producing artworks, evaluating the work self and others and working as a curator to present this year's work. Students will continue to develop their ideas and themes for their artworks, focusing particularly on how artworks can have meaning to different audiences. In order to create finished artworks, students will carefully manipulate materials and implement their planning and evaluation from throughout the year. All students have been documenting their artmaking process in the form of a portfolio that describes their thinking processes and decisions made to arrive at the finished product.

VISUAL COMMUNICATION DESIGN

In year 9 Visual Communication Design student learning is focused on Product Design and Innovation, as they investigate how 'People identify problems in order to find opportunities for innovation to improve quality of life.' Student learning will be centred around the global context of globalisation and sustainability, using critical and creative thinking skills to analyse and create within the world of design.

Students have been researching, developing ideas, ideating, planning and prototyping to create innovative solutions to real-world problems. In order to produce these ideas students have practised design thinking tools including thumbnail sketching, mindmapping, and design drawing. Students have also used a range of 2D and 3D computer-aided design software to refine and present their ideas, and have created prototypes using lasercutting, 3D printing and CNC routing. The creation of prototypes allows an iterative design process, where students work with a mindset of continuous improvement in their work.