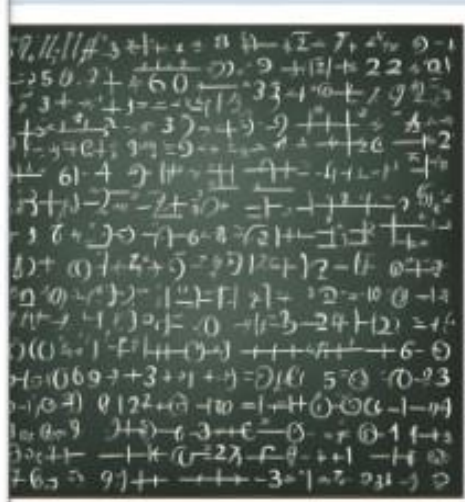




Marian College  
Ararat



Subject Selection  
Handbook  
2025

Junior School

# ***Our College Vision***

*Marian College is a dynamic and nurturing Kildare Education Ministries Catholic College in the Brigidine tradition.*

*We are committed to ensuring a vibrant and challenging educational environment of learning and personal growth.*

*Our safe supportive environment will empower our young people to become part of a generation responsible for bringing positive change to our world.*



## Our Vision

A community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are our hallmarks.



## Kildare MINISTRIES

*Kildare Ministries is inspired by the transformative vision of the Christian story and our rich traditions.*

## Our Mission

Responding to the changing needs of our world, we strive to build inclusive communities through the provision of education and community works.

### Wonder

Celebrating all that is good with joy and gratitude

### Justice

Making the needs of the vulnerable paramount

### Courage

Speaking and acting with integrity

## Our Values

### Compassion

Walking with and having empathy for all

### Hospitality

Welcoming all

### Hope

Bringing a sense of purpose

Kildare Ministries 54 Beaconsfield Parade Albert Park VIC 3206 Phone 03 9682 2973

[www.kildareministries.org.au](http://www.kildareministries.org.au)



# College Overview

## Strength and Gentleness

Established by the Brigidine sisters on its current site in 1889, Marian College prides itself on its very long commitment to providing high quality learning and teaching for young men and women of the Grampians-Ararat-Stawell region.

Marian College is a Kildare Education Ministries school in the Brigidine tradition that continues to offer high quality educational opportunities and experiences, which will shape our students in positive ways throughout their lives.

At Marian College we seek to provide an education that empowers students to become life-long learners, who are encouraged to think creatively, to analyse critically, to respond intelligently, and with thought and compassion for others.

As a Catholic learning community we endeavour to keep the Gospel values at the heart of our school, and actively promote high expectations, respectful communications, perseverance, tolerance, compassion, justice and service.

Our Learning and Teaching programs are designed:

- to be challenging and responsive to emerging needs in education that are tailored to support personalised learning pathways,
- to promote innovation and creative thinking,
- to embrace contemporary technologies and real-world experiences,
- and to excite the imagination and passion in the pursuit of excellence.

Students are encouraged to excel and to work towards continual improvement to achieve their best. We are very proud of our strong Brigidine identity and ethos, where staff actively promote and nurture the spiritual, intellectual, emotional, physical and social growth of all students.

Teaching staff work collaboratively and reflectively in Professional Learning Teams to continue to remain at the forefront of advancing teaching and learning practices. They endeavour to model learning and a passion for learning, providing ongoing effective feedback for continual improvement.

Our Teacher Advisor (T.A.) program represents an integral element of our mission. Each Teacher Advisor is the advocate and role model in the lives of the students in their care. They support these students academically and socially throughout their secondary journey. In partnership with parents, they help guide students to flourish and grow into thoughtful young people who can contribute positively to the world.

At Marian College we challenge our students to be people of courage and action, and to find their voice and place in the world.



# The Culture of Learning at Marian College



Our Commitment to learning:

We encourage excellence and perseverance in learning

We strive for continuous improvement

FORTITER ET SUAVITER

## Student Learning – Action Statement

### I WILL:

- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow

MARIAN COLLEGE



# Focus of each Year Level

## Year 7 - A Year of transition

At Marian College, we understand that the transition from primary to secondary education is an important step for all students. The curriculum at Year 7 helps in this transition process by providing a wide range of subjects for the students to experience. Students who have specific learning needs (especially in literacy and numeracy) receive special assistance.

The camp at Year 7 is designed to help students to get to know their new classmates and is held early in Term 1.

Year 7 students will study:

<p><b>Core Subjects</b></p> <ul style="list-style-type: none"><li>• Religious Education</li><li>• English</li><li>• Language - Chinese</li><li>• Health &amp; Physical Education</li><li>• Humanities</li><li>• Mathematics</li><li>• Science</li><li>• Wellbeing</li></ul>	<p><b>Design and Digital Technology</b></p> <ul style="list-style-type: none"><li>• Digital Technology</li><li>• Home Economics</li><li>• Textiles</li><li>• Wood, Metal &amp; Plastics</li></ul> <p><b>The Arts</b></p> <ul style="list-style-type: none"><li>• Art</li><li>• Performing Arts: Music and Drama</li></ul> <p><b>Enhancement</b></p> <ul style="list-style-type: none"><li>• Literacy Program</li></ul>
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## Year 8 - A Year of Consolidation

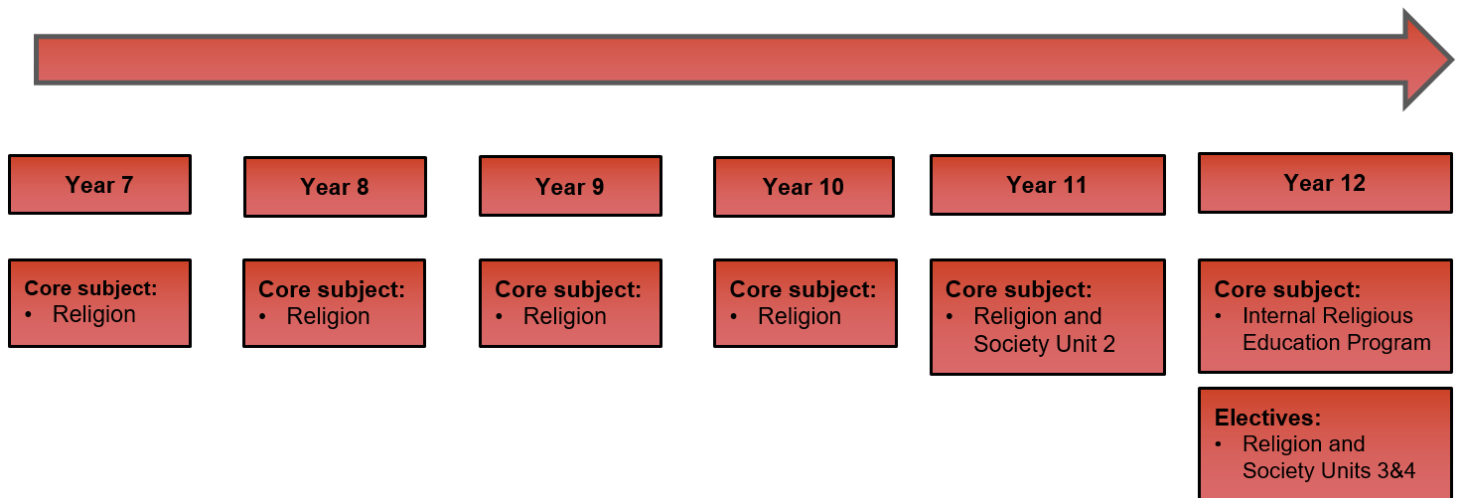
We focus on enhancing and building the skills and understanding in the subjects introduced in Year 7. For students identified as needing additional support, a specialised literacy program is available. The curriculum for the other subjects remains consistent with what was offered in Year 7.

Year 8 students will complete the following subjects:

<p><b>Core Subjects</b></p> <ul style="list-style-type: none"><li>• Religious Education</li><li>• English</li><li>• Language - Chinese</li><li>• Health &amp; Physical Education</li><li>• Humanities</li><li>• Mathematics</li><li>• Science</li><li>• Wellbeing</li></ul>	<p><b>Design and Digital Technology</b></p> <ul style="list-style-type: none"><li>• Digital Technology</li><li>• Home Economics</li><li>• Textiles</li><li>• Wood, Metal &amp; Plastics</li></ul> <p><b>The Arts</b></p> <ul style="list-style-type: none"><li>• Art</li><li>• Performing Arts: Music and Drama</li></ul> <p><b>Enhancement</b></p> <ul style="list-style-type: none"><li>• Literacy Program</li></ul>
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# Religious Education



Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith, Kildare Ministries values, and our Brigidine Tradition.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community. It aims to develop religiously literate young people who understand and appreciate religious values, are positive about life, have a sense of their own worth and of their contribution to the world, and are able to apply the Gospel values they have acquired in the context in which they live and work.

At a curriculum level, our Religious Education Program from Year 7-10, follows the Awakenings Guidelines mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Ethics – Personal and Social, Church & Tradition, God, Religion and Society, Prayer, Liturgy and Sacraments, Scripture, Israel and Jesus.

In the Senior Years, the Year 11 students study a single unit of Religion that counts towards their VCE.

Our Year 12 students participate in an internal Religious Education Program. Students studying VCE Vocational Major (VM) are also involved in Religious Education Personal Development Units aligned with their VM Program.





# Religious Education

## Year 7

Year 7 students study units of work designed to introduce them to the unique charism of our Brigidine school to help them understand their membership within our Christian community. These units of work are:

- How Do We Belong?
- Communities at Prayer
- How Do We Experience Community?
- How Can We Make a Difference?
- How Do We Celebrate?

The Awakenings units are also complemented by Marian College areas of study in Kildare Ministries values, Lent, Easter and the Stations of the Cross and Christmas around the world.

## Year 8

Year 8 students study the following units of work for Religious Education:

- The Covenant Unfolds
- Jesus, The Human face of God
- Why are there Differences in The World?
- A Just World?

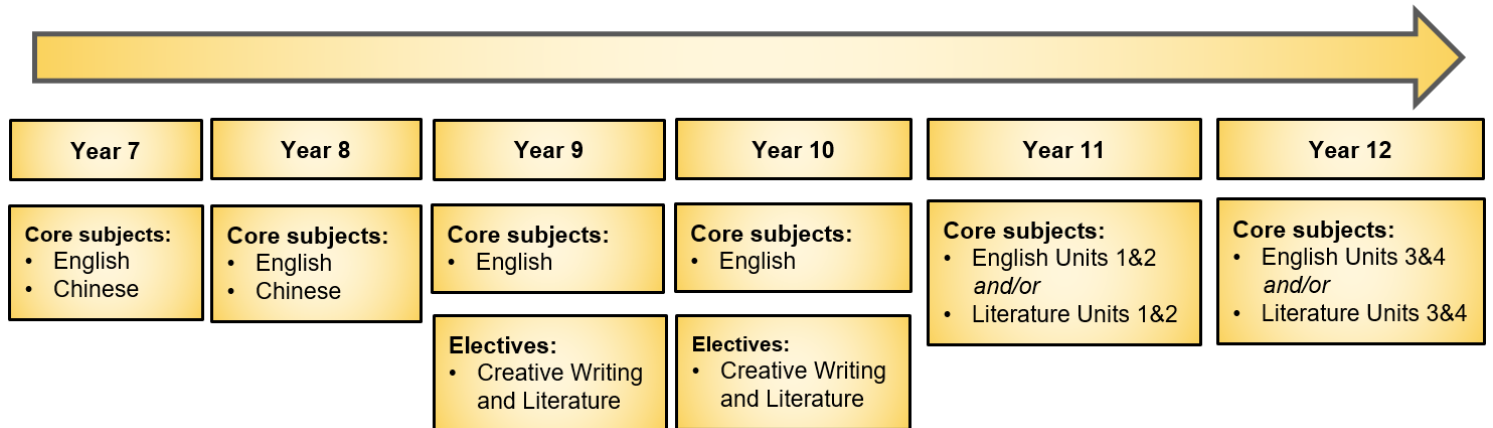
The Awakenings units are also complemented by Marian College areas of study in Kildare Ministries values, Lent, Easter and the Stations of the Cross and Christmas around the world.



# CAL Hub

## (Culture and Languages)

### English, Literature & Languages



#### Year 7

#### English

The three key areas for learning and assessment in English from Years 7 to 10 are 'Writing', 'Reading and Viewing' and 'Speaking and Listening'.

In Years 7 and 8, students study both visual literacy (through film analysis and analysis of images, such as posters, illustration and photographs) and the more traditional literacy of the printed word (which is taught through the reading of novels, key extracts, short stories, newspaper articles, poems and multimedia texts such as blogs, websites, etc.). Increasing students' ability to interpret and infer meaning is a key focus, as well as increasing their passive vocabulary, for example, understanding the words they read. Developing a greater understanding of the mechanics and grammar of the English language is also a focus. A variety of strategies are used to support student learning in this area.

Writing skills are practiced by responding to the texts studied in a range of forms, for example, students may write analytical paragraphs, a creative piece, a persuasive piece or a personal/reflective piece all dealing with the concerns in the text, or inspired by the text. By connecting their writing to the texts studied, students are introduced to new vocabulary, hence broadening their active vocabulary. Through a broad range of texts, on a broad range of socially relevant topics, we also aim to introduce students to new ideas and expand their understanding of the world around them.



# English, Literature & Languages

## Year 7 (*continued*)

### English (*continued*)

Listening skills are practiced every day in the English classroom. Students are encouraged to listen respectfully to each other's ideas and learn from each other. Classroom and small group discussion is a staple of the English class. Speaking skills and the ability to articulate ideas verbally are practiced through a variety of informal oral activities and formal presentations.

### Chinese

Students develop their ability to share ideas about language and culture systems and develop their skills in moving between languages and cultures. There is a learning and use focus on active exploration of the Chinese language system, which students draw upon to communicate their own ideas and engage with others.

In Year 7, as a second language learner, students will focus on Chinese character writing, festivals and classroom expressions.



# English, Literature & Languages

## Year 8

### English

The Year 8 English course is constructed around one overarching idea which is the focus for each semester, and stems from the semester's core text. The ideas and issues examined in the core text form the basis for learning activities and assessment tasks. Students also examine a variety of additional texts (such as key extracts, short stories, media texts, poems, multi-modal and visual texts). Students build critical thinking and inferencing skills as well as developing their vocabulary. The focus on current social media issues relevant to the core text, provides opportunity for students to further their understanding of media text features and language and argument development techniques.

Listening skills are practiced every day in the English classroom. Students are encouraged to listen respectfully to each other's ideas and learn from each other. Classroom and small group discussion is a staple of the English class. Speaking skills and the ability to articulate ideas verbally are practiced through a variety of informal oral activities and formal presentations.

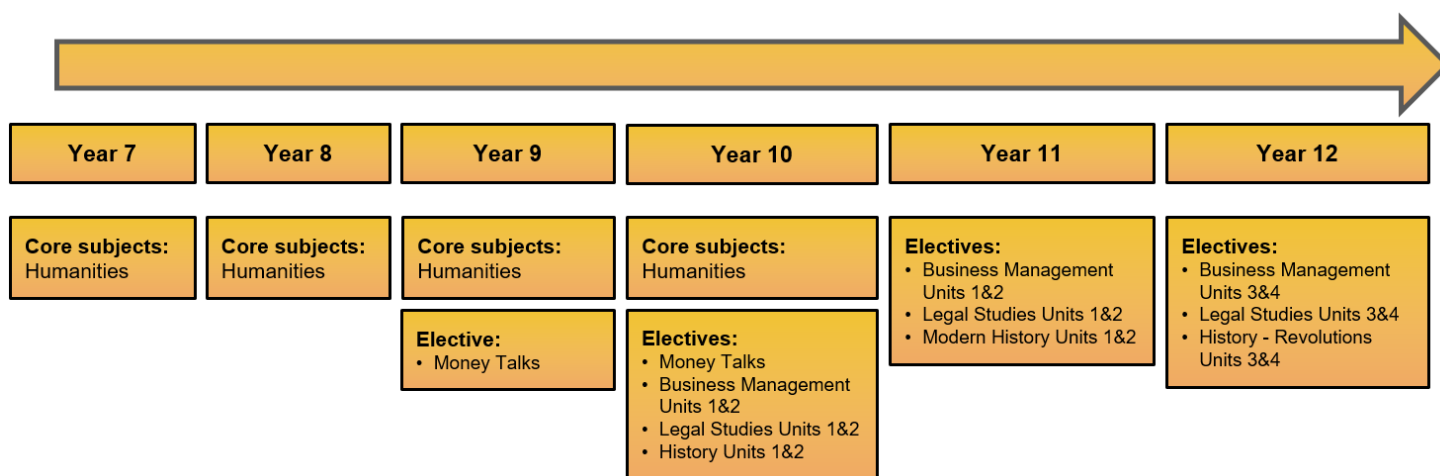
### Chinese

In Year 8, students develop their ability to share ideas about language and culture. They actively explore the Chinese language system and draw upon it to communicate their own ideas and engage with others. Students develop oral language through active listening, observing interactions between native speakers, and using the spoken language for a range of purposes. They use Pinyin as a resource to support learning and learn new oral vocabulary.

Both language and cultural topics are explored and students learn how to use the language in a cultural context.



# Humanities



The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges, including people's interconnections with the environment.

## Years 7 and 8

In Year 7 and 8 Humanities, students cover a range of topics as prescribed by the Victorian curriculum. The Victorian curriculum F-10 for Humanities includes:

- Civics and Citizenship
- Economics and Business
- Geography
- History

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

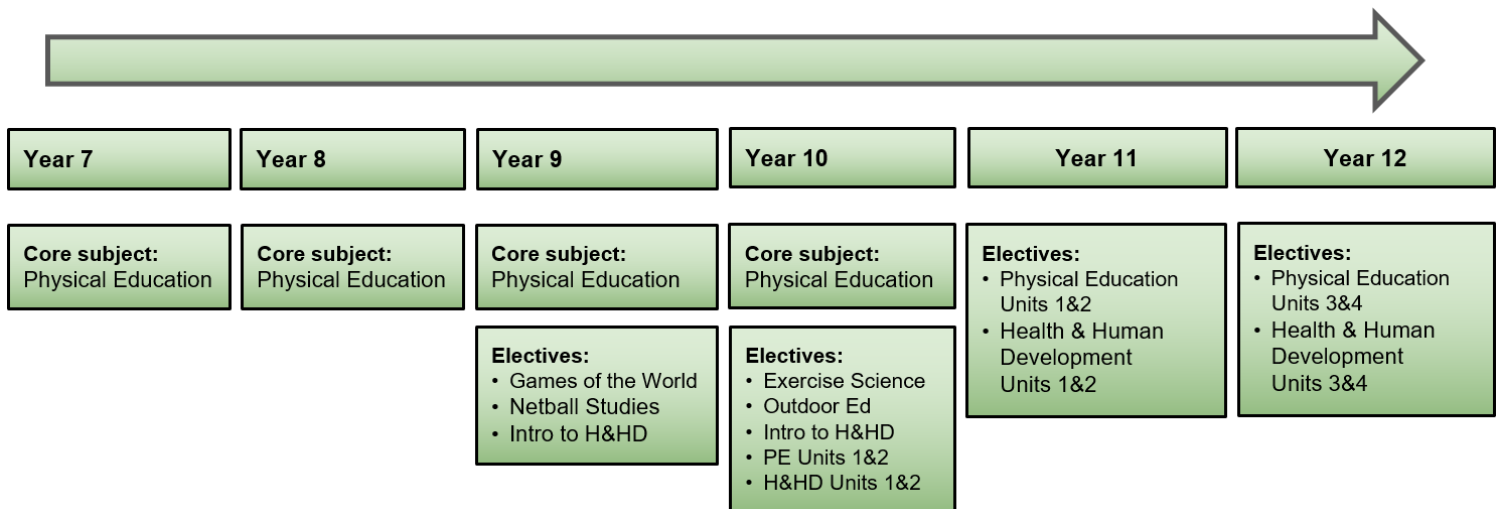
In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.



# PEAT Hub

(Physical Education, The Arts, Technology)

## Health / Physical Education



### Year 7

In Year 7 Physical Education students have a practical physical activity component as well as a Health Education component. Students learn a variety of aspects of movement & physical activity through participation in a range of activities including:

Swimming, Athletics, Netball, Basketball, Pateka, Cricket, Tee-ball and minor games.

In Year 7 students also study various aspects of personal, social & community health. This includes areas such as adolescence and change, relationships and diversity.

### Year 8

In Year 8 Physical Education students have a practical physical activity component as well as a Health Education component. Students learn a variety of aspects of movement & physical activity through participation in a range of activities including:

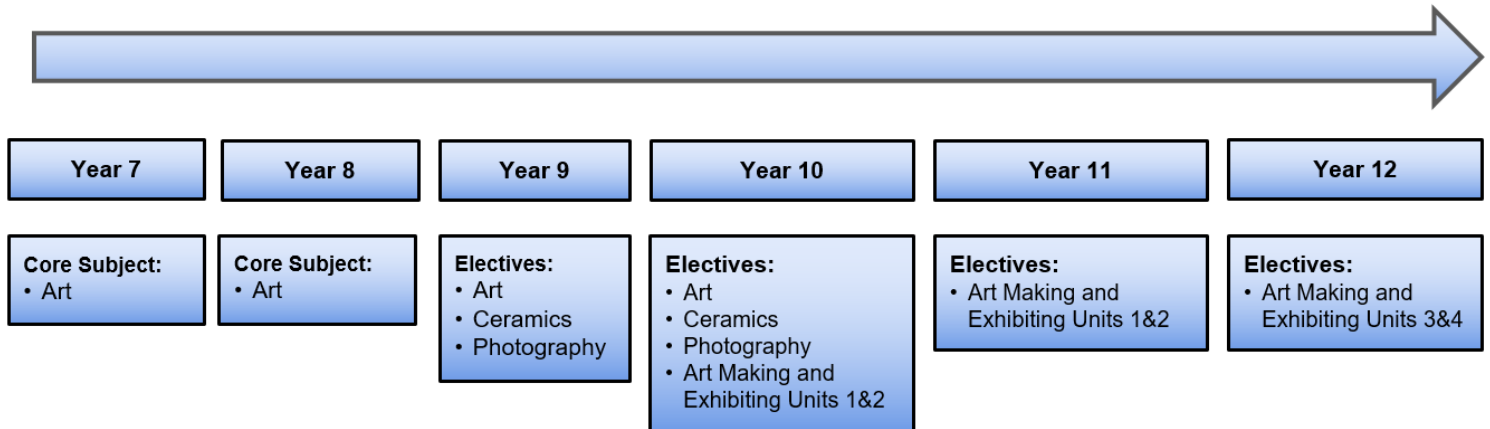
Swimming, Athletics, Hockey, Football, Softball, Tennis, Badminton and minor games.

In Year 8 students also study various aspects of personal, social & community health. This includes areas such as positive relationships, healthy communities, and the changes & challenges of adolescence.





# Art



## Year 7

The focus for Art in Year 7 is to develop an enquiring attitude to the visual arts, to foster creativity and an understanding of the art and design elements, and to experience the enjoyment of creative expression. Students will begin to develop a visual diary. This is an artist's collection of ideas and stimuli that will be used in all Art classes at Marian. Students will commence skill building in the areas of printing, drawing, painting and the creation of 3D art work. In Year 7 Art is a compulsory subject.

## Year 8

Year 8 Art is an extension of Year 7 Art and students are expected to maintain their visual diary of ideas, experimentation and practice work. They are expected to work from their visual diaries to create many of their finished works. Students are required to make notes in their diaries commenting on how things may or may not have worked and collecting reference material from magazines and newspapers etc. Part of the diary of work will include notes on any exhibitions or shows that they have been able to see.

In Year 8 students build on the skills acquired in Year 7 and undertake projects in Portraiture, Perspective Drawing and Lino Printing. Ceramics skills in hand building techniques and throwing are also introduced in Year 8.



# Music



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Core subject:</b> <ul style="list-style-type: none"> <li>• Music</li> </ul>	<b>Core subject:</b> <ul style="list-style-type: none"> <li>• Music</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Popular Music</li> <li>• Music Technology</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Music Performance and Composition</li> <li>• Music Performance Units 1&amp;2</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Music Performance Units 1&amp;2</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Music Performance Units 3&amp;4</li> </ul>

## Year 7

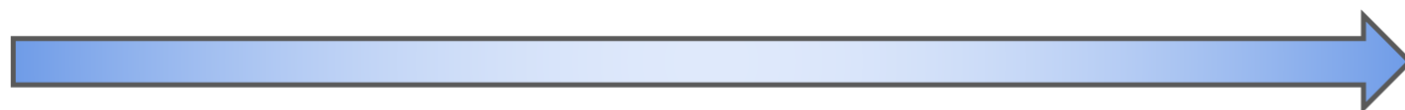
Explore and express ideas, experiment with elements of music, in isolation and in combination, using listening skills, voice, and technologies to find ways to create music. Students develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music practices and structuring compositions. Students explore and analyse the use of instruments in popular songs, informing their compositional practices. Compositions are done in solo or group settings.

## Year 8

Different elements of Music are further explored in Year 8 through listening and performance, such as melody, dynamics, tempo, rhythm, pitch, duration, tone, colour, texture/timbre, instrumentation, tonality and articulation. Students explore world music to broaden their scope of instruments and music styles and genres. Through music analysis, students dissect popular songs, identifying the instruments used and how that affects the character and mood of the songs. Students also experiment with instruments and technologies, in solo or group settings, to create and perform music.



# Drama



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Core Subject:</b> • Drama	<b>Core Subject:</b> • Drama	<b>Electives:</b> • Drama	<b>Electives:</b> • Drama	<b>Electives:</b> • Drama Units 1&2 • Theatre Studies Units 1&2	<b>Electives:</b> • Drama Units 3&4 • Theatre Studies Units 3&4

## Year 7

Year 7 Drama focuses on group work, improvisation, role-plays, voice, movement and characterisation. Activities take the form of improvisation games, storytelling and process drama and involve group work and play building.

In performance, students develop movement, voice, focusing skills and techniques, play and audience awareness. Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products.

## Year 8

Year 8 Drama is an extension of the skills and knowledge developed in Year 7 with an emphasis being given to devised work. Students explore specialty areas such as Mime, Mask and Comedy (including movie making) and explore the dramatic elements of focus, timing, tension, movement, mood and sound.



# Design and Digital Technology



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Core subjects:</b> <ul style="list-style-type: none"> <li>• Digital Technology</li> <li>• Home Economics</li> <li>• Textiles</li> <li>• Wood, Metal &amp; Plastics</li> </ul>	<b>Core subjects:</b> <ul style="list-style-type: none"> <li>• Digital Technology</li> <li>• Home Economics</li> <li>• Textiles</li> <li>• Wood, Metal &amp; Plastics</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Computer Aided Design</li> <li>• Digital Media</li> <li>• Systems-Mechatronics</li> <li>• Metal</li> <li>• Wood</li> <li>• Textiles</li> <li>• Cooking for Celebrations</li> <li>• Multicultural Cooking</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Computer Aided Design</li> <li>• Asian Foods</li> <li>• Survival Foods</li> <li>• Food for Fitness</li> <li>• My Kitchen Hamper</li> <li>• Textiles</li> <li>• Furniture Making</li> <li>• Systems-Mechatronics Advanced</li> <li>• Digital Media</li> <li>• Product Design &amp; Technology Units 1&amp;2 (Textiles OR Wood, Metal &amp; Plastics)</li> <li>• Systems Engineering Units 1&amp;2</li> <li>• Food Studies Units 1&amp;2</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Product Design &amp; Technology Units 1&amp;2 (Textiles OR Wood, Metal &amp; Plastics)</li> <li>• Systems Engineering Units 1&amp;2</li> <li>• Food Studies Units 1&amp;2</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Product Design &amp; Technology Units 3&amp;4 (Textiles OR Wood, Metal &amp; Plastics)</li> <li>• Systems Technology Units 3&amp;4</li> <li>• Food Studies Units 3&amp;4</li> </ul>



# Design and Digital Technology

## Year 7

### Digital Technology

Students will develop knowledge in technology including how a computer works and develop basic web design and coding skills. Students will work in teams to analyse problems, design and develop solutions, and evaluate their work.

### Home Economics

During this unit students learn about the safe and hygienic handling and storage of food and the appropriate use of tools and equipment. They develop food preparation skills and prepare a range of products both savoury and sweet.

These recipes cover traditional cooking methods but are also updated to reflect contemporary eating trends. Students use a food model such as the Healthy Diet Pyramid to make judgements about food selection. Students also produce productions that help them meet the Australian Dietary Guidelines.

### Textiles

Students develop their fibre and fabric knowledge and skills, to design and produce a range of small products. They develop hand sewing skills and sewing machine construction techniques to create their products. An understanding of the design process and the design elements is fostered.

### Product Design (Wood / Metal / Plastics)

Students learn the basic skills and concepts of working with various materials and processes. The subject includes encouraging students to be competent with all hand tools, the elements of basic design, problem solving and constructing products to meet student needs. In this subject students will also be offered a range of technical and artistic problems to solve. They will investigate and research aspects relevant to each problem, for example - different methods of box jointing and uses of different woods and metals. All work will be evaluated by students to encourage them to reflect on the relevance of their research; their use of tools and any modifications, and their ideas for improvements to projects.



# Design and Digital Technology

## Year 8

### **Digital Technology**

In Digital Technologies, students are actively engaged in the processes of analysing problems, designing, developing and evaluating digital solutions, and creating and sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

### **Home Economics**

The focus for this subject is to extend the students from the basic principles of food preparation and production taught in Year 7. The emphasis is on practical application. Students study the importance of breakfast and use the Design Process to select a 2 course healthy breakfast for 4 people. Students also study rice and the various methods used to cook it in both sweet and savoury dishes.

### **Textiles**

Students continue to develop their fibre and fabric knowledge and skills, to design and produce a range of products. They develop their sewing machine skills and knowledge, and basic construction processes to create useful products. Their understanding of the design brief, the design process and the design elements continue to develop.

### **Product Design (Wood / Metal / Plastics)**

This unit covers two areas of study – Materials and Systems. Students focus on the social and environmental implications of using various materials. They use prior knowledge and a range of tools and equipment including some power tools to construct their products.





# STEM Hub

## (Science and Mathematics)

### Mathematics



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Core subjects:</b> <ul style="list-style-type: none"> <li>• Maths</li> </ul>	<b>Core subjects:</b> <ul style="list-style-type: none"> <li>• General Maths</li> </ul>	<b>Core subjects:</b> <ul style="list-style-type: none"> <li>• Maths Methods</li> <li>• General Maths</li> </ul>	<b>Core subjects:</b> <ul style="list-style-type: none"> <li>• Maths Methods</li> <li>• General Maths</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Specialist Maths Units 1&amp;2</li> <li>• Maths Methods Units 1&amp;2</li> <li>• General Maths Units 1&amp;2</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Specialist Maths Units 3&amp;4</li> <li>• Maths Methods Units 3&amp;4</li> <li>• General Maths Units 3&amp;4</li> </ul>

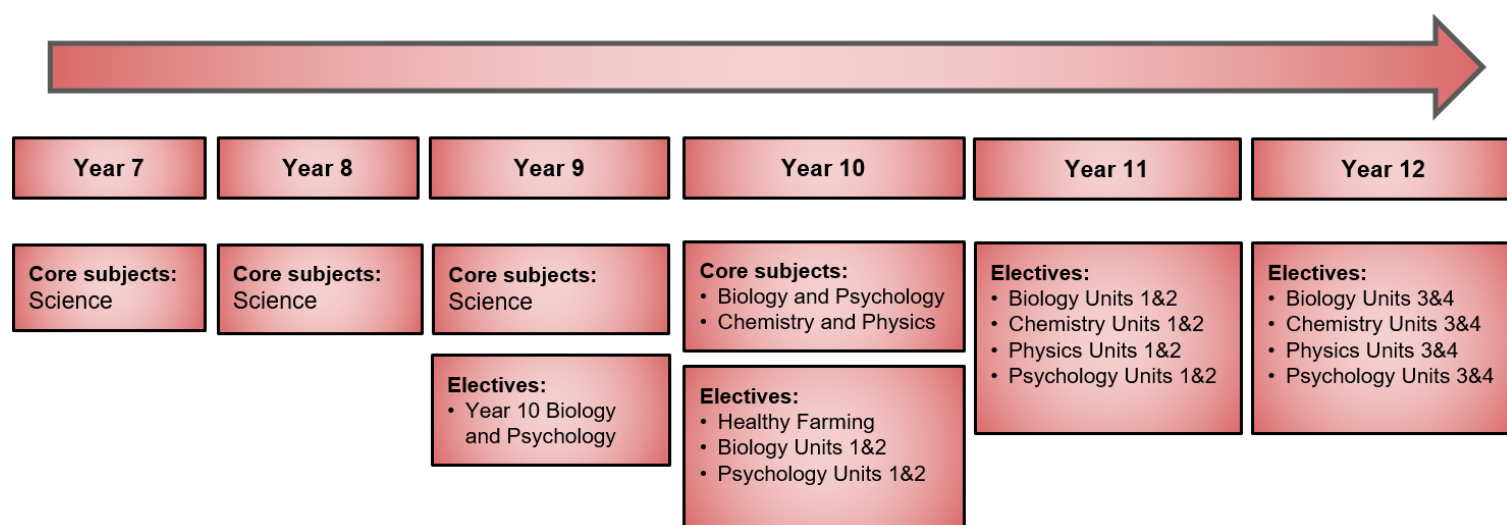
#### Years 7 and 8

In Years 7 and 8 students study Mathematics for 4 hours per week. Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people’s mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, mathematical structure and working mathematically play in people’s understanding of the natural and human worlds, and the interaction between them.



# Science



## Years 7 and 8

The focus of Science is to develop scientifically rich student minds in the areas of Lab Safety, Classification, Ecosystems, Precious Resources, Separating Mixtures, Forces and Space to allow students to see the connections between science and life. Science education aims to develop curiosity and a spirit of inquiry that helps students become open-minded.

Science and its applications are part of everyday life. Science education develops students' ability to ask questions and find answers about the natural and physical world. It provides students with insights into the way Science is applied and how scientists work in the community, and it helps them to make informed decisions about scientific issues, careers and further study.

This course will help students to become scientifically and technologically literate citizens who will be able to make decision about their lifestyle, their environment and the kind of society in which they wish to live. Students will see the connections between science and people, and be aware of the impact of science and technology on society, the individual and the environment. Curiosity and a spirit of inquiry that helps students to be open-minded and value objectivity will be encouraged.



# Wellbeing

The Oak program is designed to specifically target the wellbeing needs of students at each Year level. A variety of concepts are explored, as at Marian college, we view the wellbeing of students being interconnected with their academic achievement. In addition to this, the OAK program enables students to develop an understanding of the importance of respectful relationships, a positive approach to education and finding the right balance in their lives.

At Marian College, our wellbeing vision statement is:

“We value and respect the dignity of our students. We believe that positive student wellbeing is central to student learning. We believe that positive relationships between students and their teachers is of the utmost importance. We commit to restorative practices, wherein the voices of students and teachers are both heard and conflict is resolved calmly and fairly. We acknowledge the immense value of building strong connections with parents and families and believe this in turn aides in our students’ growth. We believe that the education we offer at Marian College shapes well-rounded, empathetic and inspired citizens.”

## Year 7

In Year 7 Wellbeing, students focus on developing a strong sense of connection and belonging within their school community. A key component of this is the PEER Support program, which pairs Year 7 students with older student mentors who provide guidance and support. Through this program, students build friendships, learn valuable social skills, and gain confidence in navigating the challenges of secondary school. Further to this, teachers use the ABC paradigm, a foundational concept of Cognitive Behavioural Therapy, to tackle the real issues facing young people today in a way that is empowering to students, and which promotes empathy and critical thinking.

## Year 8

In Year 8 Wellbeing, we emphasize Positive Education, focusing on developing essential life skills and character strengths. Our curriculum includes the explicit teaching of self-regulation and accountable talk, empowering students to manage their emotions and engage in meaningful, respectful discussions. Through the lens of Positive Education, students explore character strengths in action, such as empathy, compassion, kindness, and connections, fostering a positive and supportive community. We also emphasize the importance of positivity, self-control, resilience, and self-knowledge, equipping students with the tools to navigate challenges and build a strong foundation for their personal and academic lives. Further to this, teachers use the ABC paradigm, a foundational concept of Cognitive Behavioural Therapy, to tackle the real issues facing young people today in a way that is empowering to students, and which promotes empathy and critical thinking.

