AQA

General Certification of Education

English Language 6706
Specification B

ENB6 Language Development

Mark Scheme
2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

ENB6: Language Development

General Principles

The aim of this module is to engage candidates in a detailed examination of the concepts and theories of language acquisition and language change using the knowledge, understanding and skills they have developed over all the AS and A2 modules (synopticity).

In common with ENB2, ENB6 asks candidates to relate the language choices made in texts to the social factors which motivate them. The students are required to identify and describe features and patterns of texts in relation to the question set, and to analyse these by relating them to contextual explanations. In ENB6, there is an additional demand that the texts come from the more technically complex domains of child language acquisition and language change.

As a synoptic paper, ENB6 tests knowledge, understanding and practices learned in the course of the whole A Level, including the skills in working methodically with diverse text types and data sets. It rewards careful method, awareness of the limitations of the data set, due tentativeness and awareness of different possibilities of interpretation.

It should be noted that the main credit for ideas from language study (AO4), and research, is for the ways in which these theoretical perspectives help illuminate the analysis of the data, rather than for demonstrating knowledge for its own sake. Credit can be given for students' use of their own research (fieldwork and theory), as well as for named studies from published academic sources.

See Appendix A, at the back of this mark scheme for a more detailed explanation of 'synopticity' in ENB6 and generic features of stronger and weaker answers.

Assessment Objectives

This module requires candidates to:

AO1   communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent expression (2.5% A2)

AO3ii   apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of approaches taken (5% A2)

AO4   understand, discuss and explore concepts and issues relating to language in use (5% A2)

AO5ii   analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context (7.5% A2).

Weighting of Assessment Objectives

In simple terms, the assessment objective weightings for this paper are as follows:

AO1   12.5%
AO3ii   25%
AO4   25%
AO5ii   37.5%

The paper is weighted heavily towards the demonstration of contextual awareness (AO5), although AO5 always needs to be related to AO3: without which it is likely to remain at the level of general social comment.

As a rough guide, half the credit for AO5 should be allocated for showing understanding of situational variation factors (audience, purpose, context, genre), and half for awareness of contextual factors deriving from the language acquisition or language change context.

Assessment Method

The generic *Numerical Mark Scheme* and *Indicative Content* pages that follow specify the criteria and indicators that will guide examiners in judging how satisfactorily candidates have answered the questions.

Examiners should mark scripts holistically, but with an awareness of the band they would place the response in for each assessment objective. The final mark should reflect the assessment objective weightings, especially for AO5ii relative to AO1.

General Numerical Mark Scheme: All Questions

Marks		Skills Descriptors
0-5	AO1	Rudimentary observations about relationships between language and development with particular reference to prescribed topic area; frequent lapses in control of written expression and scarcely any use of terminology.
	AO3ii	Very limited attempt at application of frameworks; generally not reliable and systematic; observations on data confined to one or two references.
	AO4	Comments on a factor governing language use in data, though not fully understood; attempts discussion of concept of language in use in relation to data but with very limited success.
	AO5ii	May refer to one or two factors influencing form, meaning and diversity in data; may refer to one or two contextual factors of data.
6-11	AO1	Some general observations about relationships between language and development with particular reference to prescribed topic area; lapses in control of written expression and little appropriate use of terminology.
	AO3ii	Limited attempt at application of frameworks; generally unreliable and rarely systematic; observations on data confined to isolated references.
	AO4	Elementary comment on one or two factors governing language use in data, though not always fully understood; attempts discussion of concept of language in use in relation to data but with limited success.
	AO5ii	Recognises one or two factors influencing form, meaning and diversity in data; identifies one or two contextual factors of data.
12-17	AO1	Makes observations, not always accurately, and with limited detail on relationships between language and development with particular reference to prescribed topic area; generally accurate written expression and some appropriate use of terminology.
	AO3ii	Attempts some application of frameworks but not always successfully, reliably or systematically; some valid observations on data.
	AO4	some awareness of a limited number of factors governing language use in data; discusses concept of language in use in relation to data.
	AO5ii	Recognises some features influencing form, meaning and diversity in data; identifies some contextual factors of data.

18-23	AO1	Generally accurate observations about relationships between language and development with particular reference to prescribed topic area; accurate and clear written expression and appropriate use of terminology.
	AO3ii	Application of frameworks to data evident, but some lapses in reliability and lacking in systematic treatment; some valid and sensible observations on data and touching on subtler awareness (including grammatical points or other technical aspects).
	AO4	Some understanding of a number of factors governing language use in data; discusses concept of language in use in relation to data with some effectiveness.
	AO5ii	Some awareness of contextual factors influencing form, meaning and diversity in data; identifies and interprets a number of contextual factors of data.
24-29	AO1	Clear observations about relationships between language and development with particular reference to prescribed topic area; very controlled written expression and sound use of terminology.
	AO3ii	Generally reliable and systematic application of frameworks to the data; makes generally secure linguistic observations on data. Engages with more technical aspects such as grammar, discourse or cohesion.
	AO4	Sound understanding of factors governing language use in data; often effective discussion of concept of language in use in relation to data.
		AO5ii Shows awareness of factors influencing form, meaning and diversity in data; generally clear description and interpretation of distinctive contextual factors of data.
30-35	AO1	Clear and detailed observations about relationships between language and development with particular reference to prescribed topic area; exemplary written expression and accurate use of terminology.
	AO3ii	Reliable and systematic application of frameworks to the data; makes informed linguistic observations on data. Engages with more technical aspects such as grammar, discourse or cohesion.
	AO4	Perceptive insight into many factors governing language use in data; effective discussion of concept of language in use in relation to data.
	AO5ii	Shows understanding of factors influencing form, meaning and diversity in data; clear description and interpretation of distinctive contextual factors of data.

Indicative Content

The following indicative content gives some of the relevant coverage in relation to assessment objectives 1, 3ii, 4 and 5ii. Examiners should seek to credit the identification of language features of all types in relation to contextual factors. The following lists are neither prescriptive nor exhaustive. Given the constraints of this exam, very few candidates will have time to note most of the points made. Credit should also be given for insightful observations other than those made explicit below.

Section A: Question 1

Texts A and B are transcripts of conversations between a mother and her daughter, Olivia. The child is aged four years and one month and has just started at Primary School. The conversations took place at home one evening.

*By detailed reference to **both** texts and to relevant ideas from language study, describe and comment on the language used by Olivia and her mother. You should take account of context in your answer.*

*You may wish to comment on **some** of the following:*

- *the initiation and development of topics;*
- *the lexical and grammatical choices and their effects;*
- *features of Olivia's speech which typify children's language development;*
- *features of caregiver speech.*

Key words in the question: two transcripts of a four year olds conversations with her mother and what these show about how **adult/child interaction** is affected by **situational factors** and those stemming from transitional **language development.**

This is a straightforward question inviting candidates to show what they know, understand and can do when faced with a transcript featuring adult/child conversation. The best answers will give copious coverage of the transcripts, identifying features and relating these to knowledge of child language practices, and to the particular domestic context here.

Relevant coverage would include:

- The ways in which the mother uses language to scaffold the interaction including use of questions to initiate topics, to elicit clarification, to regulate and monitor action. Her encouragement of Olivia, and her challenges in response to expression deemed unclear.

- The ways in which the child uses narrative devices for showing what is happening at school: her impersonation of the headteacher's instructions, and her mimicking of Jessica sitting incorrectly (and the social knowledge implied).

- Olivia's misunderstandings and evasions of her mother's line of questioning. The possible confusion about sitting at the back (of her class or of the whole school?) her interest in the soap when her mother is asking her questions.

- The child's use of a new lexical field from school life and its associated practices: headteacher; PE, assembly, 'do boys and girls on the carpet' etc.

- Moments where Olivia initiates topics and how she manages linguistically.

- There are some examples of expression not fully developed, such as the discourse management of topics which have not been introduced publicly, although they may be in the child's mind. Similarly, it is not clear what 'like to be long' means, and this could represent a lexical overextension.

- Credit the awareness of evidence of literacies situated in the routines of home and school life. The social contexts of family practices: talking through school, bathtime, questions and answers; the evidence of the other lexical and discoursal practices the child is encountering in her new world at school (playtime, assembly, jostling for position with peers).

- There are opportunities to bring in research relating to child directed speech, and the 'scaffolding' of children's language (LASS) by adults.

This texts/question set is not an appropriate site for general purpose Child Language Acquisition responses such as those outlining a chronological survey of one word and two word development, comparisons of the theories of Chomsky and Skinner, or for the discussion of child language features such as telegraphic speech.

Examiners should still give some AO4 credit for such coverage, but such answers are unlikely to break out of 12-17.

Section A: Question 2

Texts C and D are examples of children's writing. The children had been asked to "write a newspaper".
Text C was written by a child aged seven years and ten months. Text D was written by a child just ten years old.

What do these two texts show about children's knowledge of written language conventions? In your answer you should refer to ideas from language study.

You may wish to comment on some of the following:

- *narrative structure and the representation of events;*
- *genre features of newspapers including layout;*
- *details of spelling, letter formation and handwriting;*
- *developmental features of children's early writing.*

Key words in the question: the front pages of two children's newspaper compositions and what these show about how children learn the conventions of writing in relation to context.

This is a straightforward question on the development of childrens' writing with a strong subsidiary focus on children learning the conventions of genre. There is the opportunity to look at the writing of children of different ages, and stages of written maturation.

Assessment Objective 3ii

Reward precision of observation and relevant application of terms and concepts about the language levels. Stronger responses will include some comment on grammatical and/or pragmatic choices. Credit groupings of examples across the data.

Credit references to, and comparisons with, details of children's writing from the students' own fieldwork.

Lexis and Semantics

Words associated with starting and sequencing narrative (stylistic conventions);
Patterns in vocabulary, semantics and word classes;
Elaboration of detail (pre- and post modification).

Grammar

Mixed registers and viewpoints including grammatical aspects of that (pronouns, tense).

Discourse structure

Relationship of the texts to others likely to have been encountered (newspapers, written story genre/film/anecdotes);
Structures for sequencing and developing narrative;
Devices to enhance narrative interest;
Patterns of narrative structure and the conventions of storytelling;
Devices for cohesion, coherence and narrative such as connectives and direct speech.

Graphology

Devices to frame the texts along with comments on handwriting formation, lineation, spacing, (issues of practice, repetition and control);
Punctuation and other markers of sentence boundaries and discourse (e.g. paragraphing);
Devices which show knowledge of newspaper genre including titles, banners, captions, use of pictures and newspaper layout.

Orthography

Patterns in children's spellings and their underlying principles; norms and variations;
Orthographic principles motivating non-standard realisations (phoneme, grapheme correspondences and their development over time).

Assessment Objective 4

Assessment Objective 4 tests knowledge of ideas, methods and evidence from studies of language in use. In Child Language Acquisition answers this will be evidenced by the theoretical and research frameworks the candidate is able to bring to bear on the analysis. Examiners should seek to credit relevant knowledge as it applies to the particular data set and question focus and not knowledge for its own sake.

Such relevant knowledge pre-supposes a rich text interpretation. Deficit prescriptive evaluations will allow little relevant purchase on the data. Good candidates should be familiar with the kind of child language metalanguage indicated in the AO3 descriptors.

Stronger answers in the 24-35 range will be informed by secure knowledge of ideas from language study research. Responses will tend to be more explicit and wide ranging in their coverage, more probing and explicit in their analysis and more cautious in the way in which they draw conclusions on the basis of this evidence (due tentativeness). There may be some preparedness to consider the data and research background critically.

Answers in the 12-24 range will show some of the qualities in the range above but coverage will be less secure and consistent. For example answers may be uneven, oversimplified or over-assertive in their coverage of some important material. Some answers in this range may show an informed but undiscerning and/or inflexible use of secondary research.

Answers in the 0-11 band will include relevant answers which demonstrate no more than weak subject knowledge and understanding, and answers that are more fundamentally flawed.

Deficit accounts of children's language as inferior would suggest little understanding of the descriptive rich text interpretation that informs approaches based on language study principles and which is necessary to make sense of such transcripts.

Irrelevant answers may include those which give general chronological surveys of child development and can only be credited where coverage is appropriate to the question set.

Research coverage

Textbook coverage of early writing is sparse by comparison with coverage of spoken acquisition research and there is minimal accessible coverage of the way children learn to write in particular styles and genres. However the learning that candidates do about acquisition should transfer to this context and previous written texts have worked well across the range of attainment. Examiners should credit the analytical

skills the candidates bring to bear on the question and data set even where there are only limited references to secondary sources of research.

AO4 credit should be given for informed, systematic and engaged coverage. The candidates will show awareness that literacy is acquired in a social context with deliberate strategies of support from more literate members of the community (at home or in school). Candidates will show awareness of the complexity of the process at the language levels of sounds and spellings, vocabulary and meaning, grammar, discourse (narrative) and genre (in this case newspapers); They will show an appreciation of the kinds of meanings children are reaching for (albeit with a limited control of language and the written mode): rich text interpretation rather than prescriptive evaluation should form the basis of observations made. At the highest level, candidates will settle into the uncertainty of some details showing due tentativeness about what can be known. As in other units, comments on more sophisticated and technical aspects of structure (grammar, cohesion and discourse) are likely to score more highly than comments about surface levels. Use of the texts as the basis for observations about how children learn control of writing narratives including references to research and fieldwork and to candidates own examples;
Some awareness of complex detail in younger child's writing;
Some awareness of the relationship between the texts children hear, read and see and the conventions they use in their written production.

Assessment Objective 5ii

Contextual awareness is likely to be mixed in with coverage of AO3 and AO4 rather than in separate paragraphs. Contextual awareness will relate to:

- situational variation. The (unknown) context for the writing. The support which was given to the children once they had the instruction;
- specific contextual factors relating to written language development.

Unpacking the bullet points indicating some possible choices for coverage.

Section B: Question 3

Texts E, F, G and *H* all relate to the word "spam".

Text E is from the start of the dictionary definition of the word "spam" taken from the Oxford English Dictionary Online.
Text F lists the uses of the word "spam" in one year of a UK newspaper in 1995.
Text G consists of the first results generated by an internet search for the word "spam" on the worldwide web.
Text H is an excerpt from the scripts for the BBC TV series Monty Python's Flying Circus. This sketch is cited by The Oxford Dictionary of New Words as the origin of the word "spam" in the sense of electronic junk mail.

*By reference to **at least two** of the texts and to ideas from language study, describe and comment on how new words come into the language.*

*You may wish to comment on **some** of the following:*

- *principles of word formation;*
- *principles of semantic change;*
- *the relationship between language change and social factors.*

Key ideas in the question: collection of texts which relate to the word 'spam' and what these show about how words and meanings change.

AO3
Stronger A03 coverage will include selection and discussion of salient details in relation to context.

Understanding of structural aspects of language such as grammar and discourse is a marker of higher level discernment in AO3. In this question such opportunities are in the technical aspects of word formation (morphology) and the principles of semantic innovation (metaphorical extension). Strong answers may include implicit and explicit understanding of such terms and concepts as coinage, blends, compounding, affixation, collocation, semantic widening/narrowing, lexical diffusion.

Identifying patterns and clustering examples can be a marker of more conceptualised AO3.

Weaker AO3 will include a narrow and unreflective conception of language as just words and meanings.

Assessment Objective 4

Stronger answers will deal with the principles of morphology and etymology (word formation and derivation) in words based on spam. This may include coverage of its origin as a designed 'blend', its widening into figurative use, the principles of metaphorical extension that led to its adoption in its computer-related contexts. There may be some tentative exploration of the lexical diffusion processes by which the word went from restricted into general use.

Such answers will critique the data identifying the anomalies between the different texts. For example, noticing that all the 1995 contexts are food-related whereas the web search material is also concerned with unsolicited electronic 'junk mail'.

Weaker coverage will depend on claims about technology 'creating' new words. It may include general catch-all coverage of principles of semantic change (amelioration, pejoration) but not related to these data and the associated contexts.

Assessment Objective 5

Situational variation: The influence of popular culture and trade on word formation. The representation of spam in its different contexts because of the different audiences, purposes and contexts of those texts.

Discussion of the social factors which motivate semantic change.

At the higher levels this will be focused on patterns of textual detail.

Weaker responses may include those which give a catch-all account of religion, trade and technology as motivators of language change.

Texts

Oxford English Dictionary Excerpt (2nd Edition 1976)
Etymology, word formation principles (blend/coinage/registered trade-name), evidence of lexical diffusion in its original sense, economy (spiced ham-spam). Evidence of widened figurative use in last citation.

Collocations List
The most significant feature of this is the absence of any reference to spam in its computer related sense. NB 'More Spam your Majesty?' The brief hint of derisory popular attitudes towards spam, something which underpins the humour of Python text, in turn reflected in the attitudes to spam mail and those who send them.

Google Search Excerpt
Principles of word formation in new words rooted in spam: functional shift (changes in word class), affixation, metaphorical extension, the competing interests represented by the websearch including the importance of markets. Computer contexts dominate, unlike the collocations list in Text F.

Monty Python Sketch Excerpt
The verbal patternings including effect of collocating so many words with spam in such a short text. The construction of a process which is energetic but unreflective, repetitive and without aesthetic sense or regard for the consumer. The implied attitudes towards English catering and spam.

Grammatical principles underlying listing: embedding, recursion, sentence complexity, modification.

Assessment Objective 4: Research

There is not any requirement to mention studies and doing so may interrupt relevant coverage. Some understanding of the principles of word formation and lexical diffusion is important if the student is going to make connections across the data set.

Section B: Question 4

Texts I and *J* are recipes for curry taken from two cookery books.

- **Text I** is from The Art of Cookery made Plain and Easy by Hannah Glass. It was published in 1747 and gives the first known English recipes for Indian food.

- **Text J** is from Meals in Minutes by Ainsley Harriott and was published in 1998.

By reference to **both t***exts and to ideas from language study, describe and comment on what these texts show about the development of language and style over time. You should take account of context in your answer.*

You may wish to consider **some** *of the following:*

- *linguistic features and patterns, and their significance;*
- *situational factors relating to the audiences and purposes of these texts;*
- *genre conventions of recipes including layout;*
- *the wider contexts of language change.*

Keywords: two recipes for 'curry' from different times and what they show about changes to language and style in relation to context(s).

Most ENB6 questions offer an opportunity to examine changes in language and style over time through a close examination of two or more similar texts from different times. The invitation to consider context is a cue to consider situational variation (including the evolution of genre and style) as well as temporal variation when considering context.

Stronger answers will develop informed, discussed close comparison of language features in relation to context. They may articulate a sense of the history of a particular specialised genre. Knowledge and understanding of ideas about language change and the history of language will inform the analysis.

Weaker answers will pick on accessible surface features without relating them to context. There may be a dependence on over-simplified received ideas about the history of language and this will not be integrated well with the analysis of the text.

Assessment Objective 3

Stronger A03 coverage will include selection and discussion of salient details in relation to context. Without relation to A05, AO3 becomes a feature spotting exercise which will be of only indirect relevance to answering the question. Without specific focus on linguistic details answers are likely to offer generalised social coverage.

Technical understanding of language is a marker of higher level discernment in AO3. In this question such opportunities are in the close comparison of technical features of language including syntax, orthography, discourse markers.

Weaker features of AO3 coverage will include formulaic received ideas about recipes as a text type consisting of imperatives, bullet points, etc, but without paying attention to audience address and the interpersonal dimensions of the text which mediate it.

Identifying patterns and clustering examples can be a marker of more conceptualised AO3.

Weaker AO3 will include a narrow and unreflective conception of language as just words and meanings. Weaker coverage will tend to be built on a model of language which based on surface features of spelling, layout, words and meanings.

There may be answers which lack balance in their linking of AO3 and AO4 to context. For example answers may list features without drawing inferences or offering interpretation.

Topic/Semantics

The text offers opportunities to develop comparisons of food genre features of recipes. The more recent text is rather more proceduralised and specific. It is more ambitious in its layout using graphological devices to chunk discourse and cue the social relationship with the reader (tenor). There are many comparisons to be made about levels of detailed explanation, indications of quantity, and so on.

There are many specific points to be made about how the interpersonal dimensions of the text such as the way it addresses the reader informally as if a friend (this may cue discussion in relation to such concepts as informalisation and conversationalisation AO4).

Weaker coverage may note impressions of an informal tone without locating it in details or noticing the elaborate technologised procedures of other parts of the text. Typically the matter of formality will be understood as being just a matter of lexis and layout.

Assessment Objective 4: Research

There is a scarcity of published study of changes in language and style in popular registers and text types. There is not any requirement to mention studies and doing so may interrupt relevant coverage. Some understanding of the principles of genre, and how it changes over time, is important if the student is going to make connections across the data set.

The candidate's ability to work methodically, even systematically, with the data will be the main discriminator. Methods in text stylistics will be rewarded, although for coverage above 18-20 these must be linked to an understanding of language change. Features of better coverage will include making an effective selection of comparable telling details at a range of language levels, including structural levels such as grammar and discourse. More confident approaches will select from the texts in order to develop a line of inquiry and interpretation. Less accomplished answers may be driven by the data, approaching it sequentially, descriptively and without judicious selection.

Assessment Objective 5

Situational variation: Discussion of the social expectatioins modelled by the text. The construction of an implied reader and his and her implied values, attitudes and way of life.

Social factors including contrasts in levels of literacy.

Knowledge of where these texts stand in relation to broader developments in the development of the English language including standardisation in the eighteenth century, informalisation and the influence of television in the twentieth century.

Appendix A: Explanation of 'Synopticity' in a Text and Data Focused Specification

Unit 6 is the synoptic unit test for a text and data focused specification which always starts with language from contexts of actual use and develops relevant description and analysis based on language study principles. As such, unit 6 tests in a more developed and integrated way, knowledge, understanding and skills which will have been learned in the course of modules 1 to 5, as well as in module 6. A key focus for this learning will be the methods for working with texts including knowledge of how to work open-mindedly, tentatively and methodically with varied primary sources, including how to apply the insights of language study and research to this analysis.

Data-focused questions make different demands to essay titles with no associated data. There is more credit for the application of knowledge shown in the detailed engagement with the particular material set. Such engagement includes research skills in reading diverse text types such as transcripts, phonemic symbols, dictionary entries, wordlists, tables, lists of words in their contexts of use (kwiclists) and others. It also includes skills in the selection of details which offer grounds for comparison, awareness of the limitations of the data, and awareness of possible contradictions and anomalies within it.

There will be less credit for the kind of general research surveys associated with essay question answers including the citing of named researchers and their key studies. Whilst such coverage should be credited for demonstrating AO4 knowledge, it may not be of primary importance in relation to AO3 and AO5 which are likely to be focused on the particular data set, its language features and the associated social context.

Generic Features of Strong and Weak Response

The June 2002 exam report reported a number of generic features found in stronger and weaker answers which showed this synoptic dimension of working with texts and data.

Stronger answers:

- addressed the question relevantly;
- engaged with the data in detail and with attention to its context;
- identified patterns and examples across the data set;
- expressed ideas clearly and accurately with appropriate terminology;
- identified language features accurately including grammatical and pragmatic aspects;
- showed informed insight into the data set whilst being cautious of its limitations;
- reflected an open-minded and tentative approach to the issues raised;
- showed assured conceptualised knowledge of language theories and studies;
- demonstrated strengths in quality of explanation and accuracy of expression.

Weaker answers:

- gave little or narrow relevant coverage of the question or the data;
- engaged with the data descriptively or by content summary;
- used language imprecisely with limited terminology;
- asserted ideas with underdeveloped explanations;
- showed limited knowledge and understanding of the issues;
- made no references to research ideas or few and simplistic references;
- treated the dataset as uncomplicatedly representative of the given situation;
- listed examples without observing underlying patterns;
- made sweeping statements on the basis of limited evidence;
- gave narrow or partial coverage of the issues.