



A-level
MODERN HEBREW
7672/1

Paper 1 Reading and writing

Mark scheme

June 2024

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Section A

Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Reject
01.1	(הוא הזמין אותם) למסיבה (חנוכת) הבית החדש / לראות את הבית החדש / את החדרים היפים / הרהיטים היפים בבית החדש. / היה גאה בבית החדש.	1	לקנות רהיטים (יקרים).

Qu	Accept	Mark	Reject
01.2	את החדרים היפים / הרהיטים היפים / היקרים / מאכלים / אוכל	1	את הבית המפואר.

Qu	Accept	Mark	Reject
01.3	מבולבל / התבלבל / לא ידע מה לומר / מופתע / המום.	1	רע / טוב / כועס.

Qu	Accept	Mark	Reject
01.4	כי / מפני שהיא לבשה שמלה מפוארת / בגדים יקרים. (1) ענדה תכשיטים מזהב / יקרים. (1) היא נראתה כמו גברת מכובדת. (1) (Any 2 points)	2	כי היא אשתו של אריה. / כי היא לא שמעה את דבריהן.

Qu	Accept	Mark	Reject
01.5	כי האורחים (החשובים) עזבו ויצאו מהבית במהירות. / כי הפשטידה שהיא בישלה הייתה יבשה וקשה / לא טעימה.	1	כי אריה צחק.

Qu	Accept	Mark	Reject
01.6	<p>הם חמדנים / מתנפלים על האוכל כמו מכת ארבה. (1)</p> <p>הם לא אומרים תודה. / הוא מעדיף את חברתם של נהגי העגלות הפשוטים. (1)</p> <p>הם צבועים / הם אוכלים ושותים ואחר כך הם לועגים וצוחקים (עלינו). (1)</p> <p>(Any 2 points)</p>	2	הם נהגי עגלות / פשוטים.

Qu 02	Accept	Mark	Notes
Bullet 1	<p>הסיבות להקמת עיירות הפיתוח בשנות החמישים:</p> <p>מדינת ישראל הייתה צריכה לדאוג למגורים למאות אלפי עולים חדשים. (1)</p> <p>ממשלת ישראל הבינה שריכוז האוכלוסייה בערים הגדולות יגדל. (1)</p> <p>כדי לפזר את האוכלוסייה בארץ. (1)</p> <p>היה מחסור במקומות עבודה ומגורים. (1)</p>	2 (out of 4)	<p>הסיבות להקמת עיירות הפיתוח בשנות החמישים:</p> <p>לאחר קום המדינה עלו ארצה מאות אלפי עולים חדשים.</p> <p>(התוכנית של הממשלה הייתה) להפוך את עיירות הפיתוח למרכזים עירוניים באזורי הפריפריה, שיספקו שירותים כמו בנקים, מסחר, חינוך בריאות ותרבות.</p> <p>(Accept)</p>
Bullet 2	<p>הקשיים והבעיות של תושבי עיירות הפיתוח:</p> <p>רמת אבטלה גבוהה. (1)</p> <p>עיירות הפיתוח לא נהפכו למרכזים עירוניים. (1)</p> <p>בעיות חברתיות (1).</p> <p>מחסור במורים במערכת החינוך בעיירות הפיתוח. (1)</p> <p>אחוז התלמידים מעיירות הפיתוח שלמדו באוניברסיטה, היה נמוך בהרבה לעומת אחוז התלמידים ממרכז הארץ. (1)</p>	3 (out of 5)	<p>הקשיים והבעיות של תושבי עיירות הפיתוח:</p> <p>תושבי העיירות עבדו כשכירים ביישובים החקלאיים הקרובים.</p> <p>הממשלה עשתה מאמצים לשפר את המצב והקימה בעיירות מפעלי תעשייה, מרכזי קניות ובתי קולנוע.</p> <p>(Reject)</p>
Bullet 3	<p>הגורמים להצלחת ערי הפיתוח בשנים האחרונות:</p> <p>הוקמו מסילות רכבת המחברות עיירות פיתוח למרכז הארץ. (1)</p> <p>אנשים רבים עוברים לעיירות הפיתוח, שם מחירי הבתים זולים בהרבה מאשר במרכז הארץ. (1)</p> <p>הרכבת מאפשרת לאנשים לגור בעיירות הפיתוח ולנסוע לעבודה במרכז הארץ. (1)</p>	2 (out of 3)	<p>הגורמים להצלחת ערי הפיתוח בשנים האחרונות:</p> <p>העלייה הגדולה ממזרח אירופה בתחילת שנות התשעים.</p> <p>(Accept)</p>

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words or are partly or wholly lifted from the text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings.

Serious errors include:

incorrect verb forms especially irregular forms and incorrect use of pronouns.

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

Mark	AO3 quality of language marks in reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Reading: Question 03

Qu	Accept	Mark
03.1	ג	1

Qu	Accept	Mark
03.2	ב	1

Qu	Accept	Mark
03.3	ב	1

Qu	Accept	Mark
03.4	א	1

Qu	Accept	Mark
03.5	ב	1

Qu	Accept	Mark
03.6	ג	1

Qu	Accept	Mark
03.7	ב	1

Qu	Accept	Mark
03.8	א	1

Question 4

Qu	Accept	Mark	Notes
04.1	מפעל "אינטל" מספק תעסוקה לעובדים רבים מהעיר ומהאזור. (1) "אינטל" מושך מהנדסים ואקדמאים רבים לגור בעיר. (1)	2 (out of 2)	40 אחוזים מההנהלה הבכירה של מפעל "אינטל" בקריית גת הן נשים. (Reject)
Qu	Accept	Mark	Notes
04.2	40 אחוזים מההנהלה הבכירה של מפעל "אינטל" בקריית גת הן נשים. (1) עובדים, מהנדסים ומנהלים רבים בחברה הם בני המגזר הערבי (1) והחרדי. (1)	2 (out of 3)	(Also accept) "אינטל" מעסיקה אוכלוסיות שונות, כגון נשים, חרדים וערבים.
Qu	Accept	Mark	Notes
04.3	הטענות הן, שחברת "אינטל" משלמת למדינה מיסים נמוכים. (1) "אינטל" החליטה להקים את מפעל המיקרו-מעבדים החדש שלה באירלנד ולא בישראל. (1)	2 (out of 2)	"אינטל" נחשבת לאחת מהחברות הרווחיות בישראל. (Reject)
Qu	Accept	Mark	Notes
04.4	כמעט כל עובד שני ב"אינטל" מתנדב בפעילויות חברתיות ובעזרה לקהילה.	1	(Also accept) "אינטל" עומדת בראש העסקים בעלי אחריות חברתית גבוהה, בשל תרומותיה לחברה הישראלית.

Question 05

Translation into English

Acceptable quality of English in translations into English.

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted.

Alternative answers

Examiners will be provided with a range of alternative answers in mark schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Question			
05	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
			[10 marks]
Box		Accept	Reject
1	חיים וייצמן, הנשיא הראשון של מדינת ישראל,	Chayim Weitzman, the first president of (the state of) Israel	...the one Prime Minister...
2	נולד בעיר קטנה ברוסיה.	was born in a small town / city in Russia.	Wrong tense. ... the city of Ketana
3	בילדותו הוא למד בבית ספר יהודי.	In his childhood / when he was a child / young boy he studied / learned in a Jewish school.	
4	בבית הספר התיכון הוא היה תלמיד מצטיין	In high school / middle school / secondary school he was an excellent student / excelled	In Tichon school...
5	בלימודי הכימיה.	in the studies / studying / study / the subject / topic of Chemistry.	
6	ויצמן עזב את רוסיה	Weitzman left / moved out of Russia	...the Russian
7	כדי ללמוד באוניברסיטאות בגרמניה ובשווייץ.	(in order) to study / learn in university / universities in Germany and in Switzerland.	Wrong Country names

Box		Accept	Reject
8	בשוויץ הוא הכיר סטודנטית לרפואה בשם וֶרָה	In Switzerland he met / got to know / became familiar with a medical student / of medicine called / by the name of Vera	... to a doctor called Vera.
9	והתחתן איתה.	and married / wed her.	
10	מגיל צעיר ויצמן היה פעיל בתנועה הציונית.	From a young / early age / since he was young Weitzman was active / an activist in the Zionist movement.	...had activities...
11	הוא תמך ברעיון של מדינה יהודית בארץ ישראל.	He was a supporter of the idea of / supported the idea / concept / notion of a Jewish state / country in the land of Israel.	He had an idea...
12	באנגליה הוא נפגש עם הלורד בַּלְפֹּר	In England / the UK he met (with) Lord Balfour	...the lord in Lefor
13	ושכנע אותו כי רק ארץ ישראל	and convinced / persuaded him that only (the land of) Israel	...because only...
14	תוכל להיות בית לעם היהודי.	could / can be a home to / for the Jews / the Jewish people / nation.	...to be a house with...
15	ויצמן היה מדען חשוב שעזר לצבא הבריטי	Weitzman was an important scientist who / that helped / assisted the British army	
16	בזמן מלחמת העולם הראשונה.	during / in the time of the first world war / WW1.	
17	אחרי המלחמה הוא עמד בראש התנועה הציונית	After the war he led / was (the) leader of / headed / stood at the head of the Zionist movement	...stood on the head of...
18	ועבר לגור בארץ ישראל.	And immigrated / moved to live / dwell in Israel / the land of Israel.	And passed to live...
19	הוא הקים מכון אקדמי חשוב למחקר מדעי	He established / built / created an important academic institute / institution / centre of scientific research	...a gym / calculation institute

20	שנקרא על שמו.	(that / which) is / called / named after him.	...read on his name.
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Section B Research project Questions 6–9**Assessment Objectives 2, 3 and 4****Level of response marking instructions**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

Assessment Objective 2

Mark	AO2
9–10	<p>Very good evaluation of the research topic</p> <p>The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.</p>
7–8	<p>Good evaluation of the research topic</p> <p>Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.</p>
5–6	<p>Reasonable evaluation of the research topic</p> <p>Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.</p>
3–4	<p>Limited evaluation of the research topic</p> <p>A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.</p>
1–2	<p>Very limited evaluation of the research topic</p> <p>A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions.</p>
0	The student produces nothing worthy of credit.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for AO4.

AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

Assessment Objective 3

Mark	AO3
9–10	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
7–8	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
5–6	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
3–4	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–2	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings.

Serious errors include:

incorrect verb forms especially irregular forms and incorrect use of pronouns.

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

Assessment Objective 4

Research project essay		AO4
Mark	Descriptors	
17–20	<p>Excellent critical and analytical response</p> <p>Excellent knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of the research topic.</p>	
13–16	<p>Good critical and analytical response</p> <p>Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.</p>	
9–12	<p>Reasonable critical and analytical response</p> <p>Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.</p>	
5–8	<p>Limited critical and analytical response</p> <p>Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.</p>	
1–4	<p>Very limited critical and analytical response</p> <p>A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.</p>	
0	<p>The student produces nothing worthy of credit in response to the question.</p>	

0	6
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Research topic: Equality in Israeli Society

השוו את הקשיים להשתלבות בשוק העבודה בישראל, בין קבוצות מיעוט שאינן יהודיות לבין עדות שונות בחברה היהודית (לפחות עדה אחת).

באיזו מידה, לדעתכם, הצליחה מדינת ישראל לשלב קבוצות מיעוט בחברה הישראלית?

[40 marks]

Indicative content

- The State of Israel has made great efforts to increase the number of ethnic minorities people working in the public service. (AO2)
- The greatest success is the integration of minority members into the health service. (AO2)
- The shortage of health workers causes the health service to accept many minority members to work. (AO2)
- The number of minority nurses and doctors in hospitals is rising, and there are already two Arab managers of government hospitals. (AO2)
- The health service sometimes discriminates against minorities. Sometimes hospitals separate Jewish and non-Jewish patients, claiming that it is more convenient for everyone. (AO2)
- The socio-economic difference between non-Jewish minorities and other ethnic groups in Israel.
- The treatment of ethnic groups and minorities by the Israeli establishment and society.
- The ways the state of Israel is using to integrate ethnic groups / minorities into the Israeli public sector.
- Other social gaps that affect Israeli society (Religious – Secular / Arabs – Jews etc).

0 7

Research topic: War and conflict in Israel

ערכו השוואה בין מלחמת ההתשה למלחמות אחרות (לפחות מלחמה אחת) בהיסטוריה של מדינת ישראל.

באיזו מידה, לדעתכם, משפיע המצב הבטחוני על החברה בישראל? הסבירו ונמקו.

[40 marks]

Indicative content

- The War of Attrition lasted for more than three years along the borders with Egypt, Jordan, and Syria. (AO2)
- Egypt tried to force Israel to withdraw from the Sinai Peninsula. (AO2)
- Israel established, along the Suez Canal, a line of defence designed to prevent the Egyptian army from crossing the Canal and entering Sinai. (AO2)
- The War of Attrition did not have much of an impact on routine life in Israel. (AO2)
- In April 1970, a group of 56 high school students sent a letter to Prime Minister Golda Meir, demanding an explanation why the government was not making enough effort to end the war. (AO2)
- The War of Attrition ended without a victory by either side. (AO2)
- The military and political differences between The War of Attrition and other wars in the history of Israel.
- The various roles of the army in Israel.
- The impact of the security situation on Israeli society.

0	8
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Research topic: Israeli music

ערכו השוואה בין ההשפעה של מוזיקת הרוק לבין ההשפעה של סגנונות מוזיקה אחרים (לפחות סגנון אחד) על המוזיקה הישראלית.

באיזו מידה לדעתכם, אפשר לקרוא למוזיקת רוק בעברית: "מוזיקה ישראלית"?
[40 marks]

Indicative content

- Israeli society in the early 1960s was not open to western music styles such as rock music. (AO2)
- The first rock bands in Israel were the 'rhythm bands', which began performing in nightclubs and discos, but were not played on the radio. (AO2)
- The most significant step towards accepting rock music as a central part of Israeli music was taken by the singer Arik Einstein, who was a well-known singer with great influence. (AO2)
- In the 1970s and 1980s, Israeli rock bands enjoyed great success. Many songs by the bands such as 'Kaveret' and 'Mashina' became hits and Israeli rock became mainstream in Israeli music. (AO2)
- In the 1990s, many artists began to combine rock music with eastern music, a combination that was very successful also outside of Israel. (AO2)
- By the end of the Millennium popularity of rock music in Israel declined and it was replaced by pop and eastern music.
- The impact of international trends such as rock and pop music on Israeli culture and music.
- The reflection of social and political events on Israeli music.
- Popular songs and music as a reflection of Israeli society.
- The evolving definition of Israeli music.

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Research topic: Peace movements in Israel

ערכו השוואה בין הדרך בה היישוב נְוֵה שְׁלוֹם מנסה לקדם דו-קיום לבין הדרך בה פועלות תנועות שלום אחרות בישראל (לפחות תנועה אחת).

באיזו מידה, לדעתכם, פעילות של ארגונים משותפים ליהודים ולערבים תורמת לקידום תהליך השלום?

[40 marks]**Indicative content**

- Neve Shalom was founded jointly by Jews and Palestinian-Israeli Arabs. It serves as an example of peaceful coexistence between Jews and Arabs. (AO2)
- The residents established an egalitarian community where each side would be able to express its own identity. (AO2)
- Special emphasis is placed on educational activities, in order to promote understanding and peace between nations. (AO2)
- The school in Neve Shalom includes an equal number of Arab and Jewish students. The studies are in both languages, Hebrew and Arabic and the curriculum includes the Jewish, Muslim and Christian holidays. (AO2)
- The school organises binational meetings between Jews and Palestinians in Israel. (AO2)
- The only house of worship in Neve Shalom is a round building called "Universal House of Prayer" where anyone can pray according to his faith. (AO2)
- The significance of joint Arab-Jewish communities as an example of achieving peace between nations.
- The importance of the idea of 'peace with our neighbours' for different groups in Israeli society.
- Various pursuits of peace in the history of the state of Israel.
- The effect of joint Arab-Jewish peace initiatives on the peace process.