

Prelim 2023 Answer Scheme

Qn no.	Marks	HA	MA	LA
1	1		1	
2	1	1		
3	1			1
4	2		1	1
5	1			1
6	2	1	1	
7i	1	1		
7ii	1		1	
8	1			1
9	3	2	1	
10	1	1		
11	2			2
12	1		1	
13	3	3	0	
14	4	1	2	1
15	1	1		
16	1			1
17	1		1	
18a	2			2
18b	1	1		
19	1		1	
20a	1		1	
20b	1	1		
21	1		1	
22	15	3	6	6
Total	50	16	18	16
	100%	32%	36%	32%

Section A [5 marks]

Refer to the online advertisement (**Text 1**) and the social media post (**Text 2**) on pages 2 and 3 of the Insert for Questions 1 – 4.

- 1 Look at Text 1. Tick (☐) the most effective title for this advertisement. [1] (MA)

<input type="checkbox"/>	United we stand against dengue
<input type="checkbox"/>	/ How we can keep dengue at bay
<input type="checkbox"/>	Dengue hurts the ones we love

- 2 Describe the main image in Text 1. What impression of dengue do you think the image aims to present? [1] (HA)

The image shows people in a fighting stance / in martial arts/ self-defence poses. This conveys the impression that dengue is dangerous / a threat / dengue is something/ an enemy people need to fight / they need to defend themselves against dengue.

X: The image shows a group of people standing together. This suggests that dengue is something people need to resolve, together as a community / group.

X: The image presents dengue as something that can be battled/ is easy to fight against (meaning changed)/ dengue is tough to overcome (too vague)/ life-threatening (excess).

- 3 Identify a sentence in Text 2 which conveys the same meaning as 'do not let your guard down' in Text 1. [1] (LA)

'Let's remember to stay alert!'

X: 'stay alert'

Students must include the exclamation mark at the end of the sentence.

Quotation marks should be included, though this was not penalised.

- 4 Look at Texts 1 and 2 and statements (a) and (b) below.
Decide whether the statements refer to Text 1, Text 2, both texts, or neither text.
Circle the answer you have chosen for each statement. (MA/LA) [2]

- (a) The tone suggests that writer and the reader are of the same status.

Text 1 / Text 2 / Both / Neither

Use of imperatives convey a more formal / authoritative tone

- (b) The text gives readers information on how to stop dengue transmission.

Text 1 / Text 2 / Both / Neither


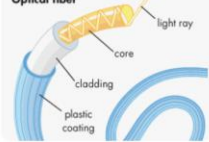




Both texts specified action steps that can be taken (Text 1 – Spray, Apply, Wear and BLOCK. Text 2 – check all corners at home regularly)

Section B [20 marks]
ANSWER SCHEME

Refer to **Text 3** on pages 4 and 5 of the Insert for Questions 5 –14.

5	In Paragraph 1, how do you know Nepal is a popular destination? Give one detail from the paragraph to support your answer.
Literal LA [1]	<p><u>People from all points on the globe</u> visit it. [1] (Allow lifting of first sentence.)</p> <p>Marker's comments: most able to identify global community (though not all specify action to 'visit'; no penalty for this since lifting allowed)</p>
6	Referring to Paragraph 1, explain in your own words what the writer and Dominique hope to do in Nepal.
Own Words HA [1] MA [1]	<p>They hope to feel / (have hands-on) experience or encounter with / have a taste of / explore / interact with / observe in person (x: observe) / come into contact with (x: contact) / connect with (RECAST OF 'TOUCH') [1]</p> <p>Not accepted:</p> <ul style="list-style-type: none"> - know / learn (unpack to link to 'touch?'); relive (they are not the natives) the past - visit (lacks precision); - want to live / stay in Nepal (wrong understanding of passage meaning)
	<p>the history of Nepal / long lost era / life in the past (x: passed) / olden times (x: old environment - contextually vague) / times untainted by modernisation / the simple uncomplicated life <u>that no longer exists</u> (RECAST OF 'BYGONE AGE') [1]</p> <p>Not accepted:</p> <ul style="list-style-type: none"> - lost / forgotten era (link to time is unclear / not only reason for the outcome) - when they were younger / before they are too old to do so (wrong context; meaning changed despite time reference); - nature (wrong context) (*) - to trek through the mountains ('travel to the Himalayas' not primary focus of RP for UYOW) (*) - from what they experience in their own countries / US and Paris / from their regular jobs (irrelevant to 'bygone age') (*) <p>Marker's comments:</p> <p>(1) replacements using senses can be accepted <u>to a certain extent</u> depending on the context that is conveyed (x: smell / hear + see example of 'observe in person')</p> <p>(2) <u>precision</u> and <u>contextual fit</u> remains bugbears with candidates losing marks when their paraphrasing sometimes change meanings (e.g. they want to experience the time when they were younger)</p> <p>(3) some students attempted to unpack 'a <u>hunger</u> (to touch a bygone age)', which focuses on HOW the travellers feel about WHAT they hope to do; secondary focus that does not lose or earn credit</p> <p>(4) those earning ZERO marks are often those who wrongly / do not identify the RP (*)</p>

7	In Paragraph 2, the writer and Dominique were 'Ready to renounce pavement and fibre optics ...' (line 6). What do the words in <i>italics</i> suggest about the world that they came from?
Inference HA [1] MA [1]	<p>(i) Their world is modern (x: morden / morder) / (well-)developed / urban / city-like (for 'pavement') [1]</p> <p>Not accepted:</p> <ul style="list-style-type: none"> - civilised - wrong connotation, i.e. versus barbaric <p>(ii) Their world <u>is</u> technologically advanced (for 'fibre optics') (x: the world <u>has</u> / <u>with</u> advanced technology → needs to be CHARACTERISTIC of the society, not what can be found in it); <u>more</u> developed / technologically advanced (than Nepal)</p> <p>Not accepted:</p> <ul style="list-style-type: none"> - high technology (vague in coherence); futuristic (this exists even NOW, not just future); digitalised world (world exists in the <u>physical</u> realm!) - <u>technically</u> advanced [different meaning] - no need for spectacles (nothing to do with 'optic(al)' function of <u>eyes</u>); comfortable clothing (nothing to do with (cloth) 'fibres') - advanced [in terms of? can refer to intangibles, e.g. in thought / human aspirations] - modern, unnatural / artificial; first-world [lacks specificity that is tied to technology] - industrialised [fibre optics are not necessarily used for industrialisation purposes; overly narrow context]; - <u>reliant</u> on technology; technologically <u>driven</u> [unnecessary implication that is not inherent in the word's meaning] - occupations of writer and Dominique [failure to use the correct RP (which was given!)] <p>Marker's comments: students who lost the mark(s) tended to misunderstanding requirements:</p> <p>(i) need to infer the TYPE of world: students (wrongly) tended to infer the FUNCTION / CONDITION of the world or its features (has [proper] roads / electricity / Internet; provided good infrastructure; modernised / urbanised / well-maintained; well-built; has established resources)</p> <p>(ii) wrongly inferred 'they' in question words to be the pavement / optics, instead of the writer and Dominic (small handful of students)</p> <p>(iii) provided NEGATIVE interpretation of writer's / Dominique's world: NOT / less well-developed / technologically advanced</p> <p>From the range of answers provided, it is clear that a significant minority of (30% estimation) students have no idea what 'fibre optics' are / refer to. A small group left the space as a blank (even smaller group left 'pavements' unattempted as well)</p>

	   <p>HP Fiber Optic Internet Connections ...</p> <p>Britannica Fiber optics Definition, Inventors ...</p> <p>Cosmos Magazine How do fibre optic cables work?</p>   
8	Identify one word in Paragraph 2 that carries a similar meaning to 'dreamland' in Paragraph 1.
Quotation LA [1]	<p>'utopia' [1]</p> <p>Marker's comments: Only a very small handful did not score this mark. Candidates need to be reminded to include quotation marks (especially for answers that are phrase / sentence / expression) to clearly demarcate where their answer starts and ends.</p>
9	The writer claimed that 'the Nepalese are extremely religious people' (line 16). Explain how this claim is supported with reference to three pieces of evidence from Paragraph 3.
MA [1] HA [2]	'We saw so <u>many shrines</u> that the city seemed like <u>one large temple</u> ' suggests that the city was filled with many temples or figurines of deities. [1]
Support An Opinion	<p>'Nepalese <u>slogged through the compost and cellophane</u>, speaking the words of devotion' suggests the Nepalese uttered prayers <u>wherever they went</u>, even when they were walking through trash. [1]</p> <p>'the foul trickle of sewage that is Kathmandu's sacred river, the Baghmati, where people <u>sprinkled themselves with it nonetheless</u>' suggests that the people even wet themselves with water from a river they considered holy despite it being greatly polluted. [1]</p>

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Commented [1]: Explanation needs to correlate to language detail of 'slogged through the compost and cellophane'.

	<p>'Flowers, worshippers and garbage were everywhere' suggests that <u>no matter where they looked</u>, they saw devotees.</p> <p>Marker's comments:</p> <ul style="list-style-type: none"> Fairly well done. Some presented partial evidence in 'speaking the words of devotion' which does not illustrate that the Nepalese are 'extremely' religious. To demonstrate this, students need to present the evidence from 'Nepalese slogged through the compost and cellophane . . .' <p>Not Accepted</p> <ul style="list-style-type: none"> 'the foul trickle of sewage that is Kathmandu's sacred river, the Baghmati, where people sprinkled themselves with it nonetheless' suggests that the Nepalese would sacrifice their personal health and hygiene for their religion (stretched inference)
10	<p>'The city's <i>voltage</i> exhausted us.' (line 17) What is effective about describing the city using the word in <i>italics</i>?</p>
HA [1] LFI	<p>The word emphasises the <u>high</u> level of activity in the city (with its hustle and bustle in the streets). [1] / the city is abuzz with activity / the city was bustling</p> <p>X: emphasises the level of activity in the city / the people in the city were very busy</p> <p>Acceptable</p> <ul style="list-style-type: none"> The hustle and bustle of the city. It emphasises the vibrancy of the city. <p>Not Accepted</p> <ul style="list-style-type: none"> Excess (eg. energetic and electrifying) The city is very active (Wrong Word to describe 'city') The city is busy. The city is so lively that it made the writer and his friend tired ('exhausted' is not in italics)
11	<p>Give two pieces of evidence from Paragraph 4 which suggest that the people in the city tried very hard to do business.</p>
LA [2] Literal	<p>(i) The rickshaw riders stopped their rickshaws <u>right in front of</u> tourists to offer their services. [1]</p> <p>(ii) The vendors were trying to win the writer's favour so that hopefully he would buy some of their products or services later. [1]</p> <p>Lifted answers (lines 18-20)</p> <p>(iii) Rickshaws cut us off by stopping squarely in our path to offer their services</p> <p>(iv) Men fell into pace with us, asking about our visit and our families, chatting for a while before launching into a hard sell for a hotel or trekking outfit</p>



	<p>*Allow lifting of line 18, line 20.</p> <p>Not Acceptable</p> <ul style="list-style-type: none"> chatting for a while before launching into a hard sell for a hotel or trekking outfit. (with or without quote marks) : Incomplete meaning <p>Marker's comments:</p> <ul style="list-style-type: none"> Do NOT present answers with quotation marks as this is NOT a Quotation Question. Answers in open and close inverted commas kind of demonstrate you have not understood the question and line quoted.
12	Why do you think the writer and his companion felt uneasy when they moved away from the shoeshine waif?
MA [1] Inference	<p>They felt sorry for the waif's hardship. / They were guilty about not giving the waif some business despite knowing that he was poor.</p> <p>*Either one of the above : [1]</p> <p>Accepted</p> <ul style="list-style-type: none"> They felt bad/sorry for the waif. The waif was already struggling to make a living, yet they were not giving him any business (Question asks for a reason. Hence, this answer is acceptable.) <p>Marker's comments:</p> <ul style="list-style-type: none"> There are some students who have given answers that show they did not understand the context nor derive their inference from clues in the text (X They were afraid that the shoe waif would rob them. / X They did not want the show waif to damage their shoes.)
13	In Paragraph 5, Dominique was concerned about the rubbish. Explain how the language used in this paragraph shows that religion is very much integrated into the everyday life of the Nepalese. Support your answer with three details from Paragraph 5.
HA [3] LFI (D&E)	<p>'The Nepalese did not share our discomfort about the sight of garbage conflicting with the symbolism of the monasteries' suggests all the rubbish clashes with the holiness of the monasteries but the locals had become so used to/unaffected by the sight, it did not bother them. [1]</p> <p>'need neither vindication nor protection from the reality of garbage' suggests their faith had always been a part of their living, hence this faith was no less strong because of the garbage around. [1]</p> <p>'Our separation of sacred and profane does not seem to apply here' suggests that the locals did not see any conflict between what is divine and what is mere rubbish which the city-dwellers deemed should never appear side by side. [1]</p> <p>Accepted</p> <ul style="list-style-type: none"> 'Our separation of sacred and profane does not seem to apply here' suggests that to the Nepalese, it is not necessary to keep a place clean just because it is sacred.

	<p>Not Accepted</p> <ul style="list-style-type: none"> 'The monasteries seemed as old as the land' is not accepted as a detail for this question as the idea of integration is not suggested in this detail. 'Our separation of sacred and profane does not seem to apply here' suggests that the rubbish is part of the religion / the rubbish has merged with the religion. <p>Marker's comments:</p> <ul style="list-style-type: none"> A considerable number of students did not understand the meaning of the detail(s), possibly stumped by words like 'profane', 'vindication', 'symbolism', hence the explanation was not correct.
14	<p>The structure of the text reflects the writer's and his companion's experiences at different stages upon arriving in Nepal. Complete the flow chart by choosing one phrase from the box to summarise their experience at each stage in Nepal. There are some extra phrases in the box you do not need to use.</p> <p>The writer's and his companion's experiences</p>
Global HA [1] MA [2] LA [1]	<div> <div> Feeling a sense of uneasiness Observing religious ceremonies Anticipating a better life Observing sights and people Facing challenging physical conditions Looking forward to what Nepal has to offer Rejecting an opposing view about the place </div> </div>
	<div> <div> <p>Paragraphs 1-2 : (i) Looking forward to what Nepal has to offer</p> <ul style="list-style-type: none"> the dreamland that is Nepal We had travelled to the Himalayas with a hunger to touch a bygone age. Ready to renounce pavement and fibre optics, we wanted to be among people who would show us how to live more gently with our land. Nepal has been a utopia where life may be decisively changed. <p>DISTRACTOR : Anticipating a better life</p> </div> <div>↓</div> </div>
	<div> <div> <p>Paragraph 3 : (ii) Observing sights and people</p> <ul style="list-style-type: none"> We saw so many shrines that the city seemed like one large temple. Flowers, worshippers and garbage were everywhere. Nepalese slogged through the compost and cellophane, speaking the words of devotion Plastic bags floated . . . People sprinkled themselves with it nonetheless. </div> </div>

	<p>DISTRACTOR : Observing religious ceremonies</p> <p>↓</p>
	<p>Paragraphs 4 : Getting away from desperate vendors</p> <p>↓</p>
	<p>Paragraph 5 : (iii) Feeling a sense of uneasiness</p> <ul style="list-style-type: none"> - For us, the sight of the garbage conflicted with the symbolism of the monasteries. - We had tried to leave traces of civilization behind but the Nepalese did not share our sentiment or discomfort. - Our separation of sacred and profane does not seem to apply here. <p>DISTRACTOR : Rejecting an opposing view about the place</p> <p>↓</p>
	<p>Paragraph 6 : (iv) Facing challenging physical conditions</p> <ul style="list-style-type: none"> - As we gained altitude and distance, we had a hard time sleeping. This was partly because . . . which is nearly eight thousand feet high. - Time and water were the only things that helped the acclimatization process. - The lack of sleep and oxygen exhausted us. - The altitude was catching up on me, diluting my connection to reality. <p>Marker's comments: Most score the mark for part (ii) and (iv). Part (iii) was the most difficult for most students where they fall into the trap of the distractor.</p>
	[4]

Section C [25 marks]

15	According to Paragraph 1, explain fully how going green benefits businesses.	
	<p>RP: Consumers are often willing to pay more for eco-friendly products than other comparable products on the market</p> <p>When consumers <u>pay more for eco-friendly products</u>, companies <u>earn more money / generate more revenue</u>. [1]</p> <p>X benefits economically (needs precision); ED for conflicting answers</p> <p>Marker's comments: Students need to explain the implications of <u>When consumers pay more for eco-friendly products</u> instead of merely lifting.</p>	HA Inf
16	With reference to Paragraph 1, explain why greenwashing is 'a form of lying' (line 6).	
	<p>This is as companies <u>promise</u> to be sustainable / biodegradable / environmentally conscious but <u>fail to meet the promises</u> they make to consumers. [1]</p> <p>Both key ideas (promise VS failure to meet promise) to be present to award 1m. Possible to lift.</p> <p>Marker's comments: Students need to be specific in addressing the question and contextualise the answer in terms of ecology; extraneous detail including definition of 'greenwashing' is unnecessary (lines 3-4)</p>	MA Lit
17	'Greenwashing can be as explicit as an outright falsehood or as murky as a stretched truth.' (line 8). With reference to the sentence above, identify two pairs of words which have contrasting meaning.	
	<p>'outright' / 'explicit' and 'murky', 'falsehood' and 'truth'</p> <p>X 'stretched' not precise as antonym to 'outright' / 'explicit'</p> <p>Marker's comments: Most students were able to identify the pairs; those who didn't gain the mark included phrases or did not understand the 2 words have to be antonyms to each other</p>	VIC MA
18	Here is part of a conversation between two students, Jim and Annie, who have read the article.	

	 <p>The government has become increasingly effective in regulating green advertising.</p>  <p>However, such efforts may not always be successful.</p> <p>Jim</p> <p>Annie</p>	
	(a) Give two examples from Paragraph 2 to support Jim's view.	
	<ul style="list-style-type: none"> - <u>the agency has filed lawsuits against Walmart / Kohl's for marketing rayon textiles as environmentally friendly bamboo</u> - <u>the agency has filed lawsuits against Volkswagen for lying about their cars' fuel efficiency</u> <p>2 for 2m</p> <p>Reject: the Federal Trade Commission (FTC) regulates green advertising at the federal level, and has been filing suits companies who violate their environmental marketing guidelines since 1992. (Not an example; 'clue' since 1992 shows that it wasn't a move made in recent years)</p> <p>Marker's comments: Students need to clearly indicate 1 example per line, penalty for ED. Context for the prosecution has to be evident.</p>	<p>LA</p> <p>PoE</p>
	(b) How would Annie explain her position, with reference to lines 14 – 18?	
	<p>RP: To negate their own emissions, some companies send money to programmes like tree planting projects that <u>theoretically</u> offset carbon pumped into the atmosphere by planting more trees to suck it up. But drought and wildfires have destroyed some of these forests, and critics say offsets <u>give companies permission to continue polluting</u>.</p> <ul style="list-style-type: none"> • Some of these forests in tree planting projects are destroyed by droughts and wildfires OR • Companies' monetary contributions to tree planting projects give them an excuse to continue polluting <p>Do not accept if students lift lines 14-16.</p> <p>Marker's comments: Students who were not credited either connected disparate ideas, lifted copious chunks without addressing the question or included conflicting ideas e.g. But drought and wildfires have destroyed some of these forests, <u>giving companies permission to continue polluting</u>.</p>	<p>HA</p> <p>PoE</p>
19	Identify a phrase in Paragraph 3 which has the same meaning as 'particularly common' (line 19).	
	<u>'extremely prevalent' [1]</u>	Voc

	<p>Reject: 'the latest trend'</p> <p>Marker's comments: Almost all students were able to identify. Misspelling is penalised.</p>	MA
20	<p>In Paragraph 3, Bédât mentions that consumer demand for sustainability is good but also bad because 'they can't always tell what the right thing is' (lines 23 – 24). (a) In your own words, suggest a reason why Bédât thinks this is a problem.</p>	
	<p>RP: ... help consumers avoid <u>giving their money</u> to companies <u>making false claims</u>. (line 26)</p> <p>It's a problem as</p> <ul style="list-style-type: none"> - consumers might pay for unsustainable products instead OR - consumers might <u>spend a lot of money / more money</u> on unsustainable products [1] <p>X:</p> <ul style="list-style-type: none"> - Consumers will not know whether a product is truly sustainable or not (not explaining why it's a problem) - supporting a brand - untrue statements: need to contextualise explanation <p>Marker's comments: Students need to avoid using root words of key ideas (see underlined in the RP)</p>	MA Inf
	<p>(b) "Being a more informed consumer is certainly possible" (lines 25 – 26). What is Bédât's tone when she makes this comment?</p>	
	<p>Clue: 'certainly'</p> <p>Optimistic / Emphatic / Confident / Assertive (needs degree of intensity)</p> <p>X: Positive (too vague) / certain (in stem) / assuring / encouraging / hopeful / persuasive (too weak) / convinced / convincing / determined / sure / unwavering / firm / resolute / reassuring / adamant (different nuance)</p> <p>Marker's comments: Students are hampered by a limited vocabulary</p>	HA Inf
21	<p>With reference to Paragraph 4, what is the end outcome for companies when they adopt sustainable marketing?</p>	Inf
	<p>RP: '... cash in' (line 27) The end outcome is that companies will make (more) money/make a profit. X: to cash in on sustainable marketing (process)</p> <p>Marker's comments: Students were confused over 'end outcome' which is about motivation; they misunderstood it as consequence</p>	MA

- 22 **Using your own words as far as possible**, summarise the ways in which the United States (U.S.) government protects consumers from greenwashing, and how consumers can avoid being greenwashed.

Use only information from Paragraphs 4 to 6 of Text 4.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not including the words given to help you begin).

The U.S. government has protected consumers from being greenwashed by

SN	PARA	CONTENT POINTS	LANGUAGE	COMMENTS
The ways in which different governments protect consumers from being greenwashed				
1	4	taken action against (21 companies in the U.S.) for using <u>misleading</u> environmental <u>marketing</u>	... taking action against companies for <u>greenwashing / deceptive / false advertising</u>	X: punish X: inaccurate (not misleading)/ misguiding/ untrue/ confusing
2		recently <u>proposed</u> two new <u>regulations</u> to <u>regulate</u> greenwashing in <u>banking</u> .	<u>suggesting</u> new laws/policies to <u>control/manage</u> greenwashing in banking	X: minimise / reduce / monitor/ prevent/ moderate
3		(in New York,) a bill called The Fashion Act would <u>require</u> <u>fashion companies</u> operating in the state to <u>abide</u> by marketing guidelines.	The Fashion Act <u>mandates</u> that fashion companies <u>follow</u> marketing guidelines	X: force
How consumers can avoid being greenwashed.				
4	5	look for descriptions that <u>specifically</u> <u>outline</u> how <u>a product</u> is green (instead of choosing products with words like "sustainable" and "natural" on their packaging)	Identify labels which <u>clearly/explicitly</u> <u>explains/shows/</u> <u>describes</u> how a product is green	No marks awarded if context (product/ item/good) is missing
5		certifications granted by <u>credible</u> third parties can give consumers confidence in <u>a product's</u> green claims.	<u>authentic</u> certifications for a product's green claims	Not needed to state third parties No marks awarded if context (product/ item/good) is missing X: awards/ justifications
6		look out for what he calls the "green halo effect" of companies <u>donating</u> to environmental causes <u>without changing</u> how they do business.	<u>Be wary/be aware of</u> companies <u>supporting</u> environmental causes without <u>modifying</u> how they work	
X		watch out for philanthropy ...when companies are just focusing on donations, they're just trying to distract from what they're doing	X - elaboration	

SN	PARA	CONTENT POINTS	LANGUAGE	COMMENTS
7	6	Purchase items with <u>minimal</u> or <u>recyclable packaging</u>	Buy items which use <u>less/very little packaging</u>	x biodegradeable
8		<u>cut down</u> on shopping for items you <u>already</u> have	<u>Reduce</u> unnecessary shopping / buy necessities	
9		(shop from) local	Buy from local and	X support local
10		(shop from) independent stores	Independent stores / non-franchise stores	Note spelling for independent

The U.S. government has protected consumers from being greenwashed by
 taking action against companies for deceptive advertising, suggesting new laws to control greenwashing in banking and mandating The Fashion Act for fashion companies to follow marketing guidelines. To avoid being greenwashed, consumers can identify labels which describe how a product is green, look for authentic certifications for a product's green claims and be wary of companies supporting environmental causes without modifying how they work. They should buy items with less packaging, only necessities, and buy from local and independent stores.

(80 words, 10 points)

Summary	2 HA, 4 MA, 4 LA
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