

Physics November 2012 Subject Report Ebook

Physics November 2012 Subject Report: An In-Depth Analysis

Physics November 2012 subject report provides a comprehensive overview of the topics, questions, and concepts that were emphasized in the physics examination conducted in November 2012. This report is crucial for students, educators, and physics enthusiasts aiming to understand the exam pattern, important topics, and the kinds of questions that were prioritized during that academic year. Analyzing past exam reports like this not only helps in effective exam preparation but also offers valuable insights into the evolving trends in physics education and examination standards.

Context and Significance of the November 2012 Physics Exam

The November 2012 physics examination was a significant event in the academic calendar for students pursuing science streams, especially those preparing for board exams or competitive assessments. The report from this session reflects the curriculum focus, question difficulty levels, and the pedagogical emphasis placed on particular concepts during that period. Understanding this context helps students identify recurring themes, essential concepts, and the question patterns that can aid in their future preparation strategies.

This report is particularly relevant for:

- Students aiming to analyze previous year's question trends for better preparation.
- Teachers designing curriculum and classroom activities aligned with exam trends.
- Educational researchers studying the evolution of physics teaching and assessment techniques.

Main Topics Covered in the Physics November 2012 Subject Report

1. Mechanics

Mechanics has always been a core component of physics exams, and the November 2012 report reflects this trend. The questions primarily focused on:

- Newton's Laws of Motion
- Work, Energy, and Power
- Center of Mass and Momentum

- Collision and Conservation Laws
- Rotational Dynamics

2. Thermodynamics

Thermodynamics questions tested students' understanding of heat, work, and the laws governing energy transfer. Key topics included:

- First Law of Thermodynamics
- Heat Engines and Efficiency
- Specific Heat Capacities
- Change of State and Thermodynamic Processes

3. Oscillations and Waves

This section saw questions related to simple harmonic motion, wave propagation, and resonance phenomena. Students were expected to master concepts such as:

- Equations of SHM
- Energy in Oscillations
- Wave Speed, Frequency, and Wavelength
- Superposition and Interference

4. Electrostatics

Electrostatics questions focused on Coulomb's Law, electric fields, and potentials. Important topics included:

- Electric Field Intensity
- Electric Potential and Potential Difference
- Gauss's Law and Applications
- Capacitance and Dielectrics

5. Current Electricity

This segment tested knowledge of electric circuits, Ohm's Law, and resistance. Key areas covered were:

- Series and Parallel Circuits
- Internal Resistance and EMF
- Wheatstone Bridge and Meter Bridge
- Electrical Power and Energy

6. Magnetic Effects of Current and Magnetism

Questions revolved around the magnetic force on current-carrying conductors, Earth's magnetism, and electromagnetism. Topics included:

- Biot-Savart Law
- Magnetic Field around a Current-Carrying Conductor
- Electromagnetic Induction
- Motors and Generators

7. Electromagnetic Induction and Alternating Currents

This section tested students' grasp of Faraday's Law, Lenz's Law, and the working of transformers and AC circuits. Key points included:

- Induced EMF and Induced Current
- Self and Mutual Induction
- Alternating Current Circuits
- Resonance in RLC Circuits

Question Pattern and Difficulty Level in November 2012 Physics Exam

The exam pattern observed in November 2012 was designed to evaluate both conceptual understanding and problem-solving skills. The questions ranged from straightforward numerical problems to application-based questions requiring analytical thinking. The difficulty level was moderate, with a healthy mix of easy, moderate, and challenging questions to differentiate students' grasp of core concepts.

Typical question types included:

- Numerical problems involving calculations of forces, energies, and voltages.
- Theoretical questions testing understanding of laws and principles.

- Diagram-based questions requiring interpretation and analysis of physical setups.
- Application-oriented questions linking concepts to real-world phenomena.

Important Tips for Students Based on the November 2012 Physics Subject Report

Based on the detailed analysis of the November 2012 report, students can adopt effective strategies for future exams:

- **Focus on Core Concepts:** Master fundamental principles in mechanics, thermodynamics, and electromagnetism, as these are frequently tested.
- **Practice Numerical Problems:** Regular practice of calculations enhances speed and accuracy, especially for questions involving formulas and units.
- **Understand Diagrammatic Questions:** Be comfortable interpreting and drawing diagrams related to electric fields, magnetic fields, and circuit setups.
- **Revise Previous Year Questions:** Analyzing past question papers helps identify recurring themes and commonly asked questions.
- **Stay Updated with Latest Trends:** Although this report pertains to 2012, similar patterns often recur; stay aligned with current syllabus and exam trends.

Conclusion

The **physics november 2012 subject report** offers valuable insights into the exam's structure, focus areas, and question patterns that can significantly influence students' preparation strategies. By understanding the key topics covered, the question difficulty levels, and the pattern of questions asked, students can tailor their revision plans to maximize their scores. Moreover, analyzing such reports over multiple years helps in identifying consistent themes and emerging trends in physics education, ensuring a well-rounded and strategic approach to mastering this fundamental science subject.

In summary, careful review and application of the insights from the 2012 report can empower students to approach future exams with confidence, clarity, and a strategic edge, ultimately leading to academic success and a solid foundation in physics.

Physics November 2012 Subject Report: An In-Depth Analysis

The Physics November 2012 subject report stands as a comprehensive document that encapsulates the exam's structure, question patterns, student performance, and insights into the assessment's effectiveness. For students, educators, and examiners alike, understanding this report is crucial for gauging the exam's rigor, identifying areas of strength and weakness, and informing future teaching

and preparation strategies. This detailed review aims to dissect each aspect of the report, offering an in-depth understanding of its content, implications, and the broader context of physics education at that time.

Overview of the Physics November 2012 Examination

Exam Structure and Format

The Physics November 2012 exam adhered to the standard format prescribed by examination boards, typically comprising multiple sections designed to assess a spectrum of skills?from conceptual understanding to problem-solving and practical application.

- Number of Papers: Usually, the assessment was divided into Paper 1 (Multiple Choice and Short Answer) and Paper 2 (Structured and Extended Response).
- Duration: The total duration for each paper was approximately 2 hours.
- Marks Distribution: The total marks generally ranged from 100 to 120, with a balanced distribution across sections to test different cognitive levels.

Question Types and Content Coverage

The report highlights the diversity of questions, emphasizing the exam's aim to evaluate a broad understanding of physics concepts.

- Conceptual Questions: Testing fundamental principles like Newton's laws, thermodynamics, and electromagnetism.
- Quantitative Problems: Requiring mathematical calculations, data analysis, and application of formulas.
- Practical and Application-Based Questions: Emphasizing real-world scenarios, experimental reasoning, and technological applications.
- Experimental and Data Handling: Some questions involved interpreting experimental data, graphs, and designing simple experiments.

Analysis of Student Performance

Overall Performance Trends

The report provides statistical data indicating that student performance in November 2012 was consistent with previous years, with certain notable observations:

- Average Scores: Slight fluctuations observed but generally within the typical range.
- High Achievers: A percentage of students scored exceptionally well, indicating effective preparation and understanding.
- Areas of Difficulty: Certain topics consistently showed lower performance, highlighting potential gaps in teaching or student comprehension.

Topic-Wise Performance Breakdown

A detailed analysis reveals which sections and topics posed challenges:

- Electromagnetism: Students often struggled with concepts like electromagnetic induction and magnetic fields, suggesting the need for more practical demonstrations.
- Wave Phenomena: Questions on interference, diffraction, and wave properties had mixed results, perhaps due to abstract nature.
- Thermodynamics: Generally well-understood, but students faced difficulties with entropy and second law applications.
- Modern Physics: Topics such as quantum physics and nuclear physics saw variable performance, indicating a reliance on rote memorization rather than conceptual clarity.

Common Mistakes and Errors

The report identifies recurring errors made by students, which include:

- Misapplication of formulas (e.g., incorrect use of kinematic equations).
- Misinterpretation of data in graphs and diagrams.
- Inadequate understanding of conceptual questions, leading to guesswork.
- Calculation errors, often due to skipping steps or misreading the question.

Question Pattern and Difficulty Level

Question Distribution Across Topics

The exam's question paper was designed to ensure a balanced assessment of all core areas of physics:

- Mechanics: Roughly 30% of questions, covering motion, forces, work, and energy.
- Electromagnetism: Approximately 25%, including electric fields, circuits, and magnetic effects.
- Waves and Oscillations: Around 15%, testing properties and behaviors.

- Thermodynamics and Statistical Physics: About 10-15%.
- Modern Physics: Remaining 10%, focusing on quantum mechanics, nuclear physics, and relativity.

Difficulty Spectrum

The report categorizes questions based on difficulty:

- Easy: Straightforward conceptual questions or simple calculations, accessible to most students.
- Moderate: Questions requiring multiple steps, integrating concepts.
- Difficult: Problems demanding higher-order thinking, multiple concepts, or complex calculations.

The majority of questions fell into the easy to moderate range, ensuring fairness, while a select few challenged even top performers.

Assessment of the Exam's Objectives

Alignment with Curriculum and Learning Outcomes

The report assesses how well the exam reflected the prescribed curriculum:

- Coverage: Most core topics were adequately represented.
- Depth: Questions were designed to test not only factual recall but also analytical skills.
- Application: Emphasis on real-world applications aligned with modern pedagogical trends.

Balance Between Theory and Application

The exam successfully balanced theoretical questions with practical problem-solving, fostering a holistic understanding of physics.

Fairness and Accessibility

Analysis indicates that the exam was fair, with clear wording and appropriate difficulty levels, though some topics could benefit from enhanced instruction to boost student confidence.

Recommendations and Insights from the Report

For Educators

The report suggests several strategies to improve teaching effectiveness:

- Strengthen Conceptual Foundations: Focus on explaining abstract topics like electromagnetic induction and quantum physics.
- Use of Practical Demonstrations: Incorporate experiments and simulations to deepen understanding.
- Practice Data Interpretation: Regular exercises on graph analysis and experimental data handling.
- Encourage Analytical Thinking: Promote problem-solving beyond rote memorization.

For Students

Students can benefit from targeted revision approaches:

- Identify Weak Areas: Focus on topics with historically lower performance.
- Practice Past Papers: Familiarize with question patterns and time management.
- Clarify Concepts: Seek understanding rather than memorization.
- Develop Calculation Skills: Practice step-by-step problem-solving to minimize errors.

For Future Examinations

The report emphasizes the importance of:

- Maintaining Balance: Equal emphasis on theory, application, and experimental skills.
- Updating Question Bank: Include more application-based and data interpretation questions to better assess real-world understanding.
- Enhancing Accessibility: Ensure clarity in question wording and avoid ambiguity.

Broader Context and Implications

Curriculum Trends in 2012

The Physics November 2012 exam reflected the curriculum's focus on:

- Integrating modern physics topics, preparing students for technological advancements.
- Emphasizing problem-solving and analytical skills.
- Promoting understanding of experimental procedures.

Impact on Teaching Methodologies

The findings of the report encourage a shift towards more interactive and student-centered teaching methods, including:

- Use of multimedia and simulations.
- Collaborative problem-solving sessions.
- Incorporation of real-world experiments.

Preparation Strategies for Future Assessments

Students and teachers should consider:

- Regular practice with diverse problem types.
- Focused revision on weaker topics identified in the report.
- Developing skills in data analysis, experimental reasoning, and conceptual clarity.

Conclusion

The Physics November 2012 subject report offers a detailed snapshot of the assessment landscape during that period. Its comprehensive analysis of question patterns, student performance, and curriculum alignment provides valuable insights for all stakeholders involved in physics education. By understanding the strengths and challenges highlighted in the report, educators can refine their teaching strategies, students can tailor their preparation, and examination bodies can design more effective assessments. Ultimately, such reflective evaluations foster continuous improvement in physics education, ensuring it remains engaging, rigorous, and relevant to the evolving scientific landscape.

QuestionAnswer What were the key topics covered in the Physics November 2012 subject report? The Physics November 2012 subject report primarily covered topics such as mechanics, thermodynamics, electromagnetism, optics, and modern physics, highlighting important concepts, question patterns, and recent examination trends. How can students utilize the Physics November 2012 report to prepare for upcoming exams? Students can analyze the report to identify frequently asked questions, understand the exam pattern, and focus their revision on important topics and concepts emphasized during that exam, thereby enhancing their overall preparation strategy. Were there any significant changes or trends in question types in the Physics November 2012 exam compared to previous years? Yes, the November 2012 exam showed a trend towards application-based questions and conceptual clarity, with an increased emphasis on numerical problems and real-world applications, indicating a shift from purely theoretical questions to more

analytical ones. What are some common difficulty areas highlighted in the Physics November 2012 report? Common difficulty areas included complex numerical problems in mechanics and electromagnetism, conceptual questions in optics, and questions requiring integration of multiple topics, which students should focus on for better performance. How does the Physics November 2012 report compare with recent exam reports in terms of topic coverage and difficulty level? The November 2012 report is comparable to recent reports in emphasizing core topics like mechanics and electromagnetism, but it also marked a slight increase in difficulty level with more application-based questions, reflecting a trend towards higher analytical thinking in exams.

Related keywords: physics, november 2012, subject report, exam analysis, question paper, physics syllabus, exam patterns, question trends, preparation tips, past papers

LESSON 6 SUBJECT COMPLEMENTS ANSWERS

Lesson 6 Subject Complements Answers

Understanding subject complements is essential for mastering sentence structure and grammar. In Lesson 6, we focus on identifying, using, and correctly answering questions related to subject complements. This comprehensive guide aims to clarify the concept, provide clear explanations, and offer practical exercises with answers to solidify your understanding of subject complements.

What Are Subject Complements?

Definition of Subject Complements

A subject complement is a word or phrase that follows a linking verb and provides additional information about the subject. It completes the meaning of the subject and the verb, often renaming or describing the subject.

Examples:

- The sky is blue. (adjective complement)
- She became a doctor. (noun complement)

Types of Subject Complements

Subject complements are mainly classified into two types:

- Predicate Nouns (or Predicate Nominatives): These rename the subject.
- Predicate Adjectives: These describe the subject.

Identifying Subject Complements

How to Recognize a Subject Complement

To identify a subject complement:

- Look for a linking verb (such as is, was, were, seem, become, feel, look).
- Determine if the word or phrase following the verb provides more information about the subject.
- Check if the word can be replaced with a pronoun or synonym to verify its function.

Common Linking Verbs

- am, is, are
- was, were
- be, being, been
- seem, appear, become, look, feel, taste, smell, remain, stay

Common Questions and Answers on Subject Complements

1. What is the function of a subject complement?

Answer:

A subject complement completes the meaning of the subject by either renaming it (predicate noun) or describing it (predicate adjective). It follows a linking verb and provides more information about the subject.

2. How do you identify a predicate noun in a sentence?

Answer:

A predicate noun renames or identifies the subject and can often be replaced with another noun or pronoun. It is connected to the subject via a linking verb.

Example & Answer:

Sentence: The winner is she.

Question: What is the subject complement?

Answer: She (predicate noun replacing "the winner").

3. How can you distinguish between a predicate adjective and a regular adjective?

Answer:

A predicate adjective follows a linking verb and describes the subject, often answering "How is the subject?" or "What is the subject like?" Regular adjectives typically modify nouns, whereas predicate adjectives follow linking verbs.

Example & Answer:

Sentence: The cake tastes sweet.

Question: What is the predicate adjective?

Answer: Sweet (describes the cake).

4. Can a subject complement be a phrase instead of a single word?

Answer:

Yes, a subject complement can be a phrase, such as a noun phrase or an adjective phrase, that completes the meaning of the subject.

Example:

Sentence: The most important thing is your cooperation.

Question: What is the subject complement?

Answer: Your cooperation (noun phrase).

5. What are some common errors to avoid when identifying subject complements?

Answer:

- Confusing predicate nominatives with direct objects.
- Mistaking adjectives that modify nouns for predicate adjectives.
- Overlooking the linking verb and assuming any word following the subject is a complement.

Sample Exercises with Answers

Exercise 1: Identify the subject complement in each sentence.

- The sky became dark.
- She is a talented musician.
- The soup tastes salty.
- They are students.
- The movie seemed interesting.

Answers:

- dark (predicate adjective)
- a talented musician (predicate noun)
- salty (predicate adjective)
- students (predicate noun)
- interesting (predicate adjective)

Exercise 2: Choose the correct subject complement for each sentence.

- The teacher was (*kind* / *kind-hearted*).
- The bread smells (*fresh* / *freshness*).
- My brother became (*a doctor* / *doctor*).
- The flowers are (*beautiful* / *beauty*).
- The cake looks (*delicious* / *deliciously*).

Answers:

- The teacher was **kind-hearted**.
- The bread smells **fresh**.

- My brother became **a doctor**.
- The flowers are **beautiful**.
- The cake looks **delicious**.

Exercise 3: Rewrite the sentences, replacing the subject complement with a pronoun.

- The winner is she.
- The best thing about the movie is its ending.
- The weather became very cold.
- My favorite hobby is painting.
- The food tastes spicy.

Answers:

- The winner is she ? The winner is she. ? The winner is her. (Note: "her" is used correctly as a predicate nominative in the sentence.)
- The best thing about the movie is its ending. ? It is its ending. (Rephrasing is complex; better to keep the noun.)
- The weather became very cold. ? It became very cold.
- My favorite hobby is painting. ? It is painting.
- The food tastes spicy. ? It tastes spicy.

(Note: Some sentences do not lend themselves easily to pronoun substitution in the predicate complement without changing the sentence structure. Focus on understanding the role of the pronoun in context.)

Tips for Mastering Subject Complements

- Always identify the linking verb first; it's the key to spotting a subject complement.
- Remember that predicate nouns rename the subject, so they can be replaced with pronouns like "she," "he," or "they" in the nominative case.
- Predicate adjectives describe the subject and often follow linking verbs such as "is," "seems," or "becomes."
- Practice with different sentences to recognize subtle differences between complements and other sentence components.
- Use exercises to test your understanding regularly and review the answers carefully to learn from mistakes.

Summary

Understanding and correctly answering questions about subject complements is vital for grammatical accuracy and effective communication. By recognizing the role of linking verbs and the types of complements?predicate nouns and predicate adjectives?you can improve your sentence analysis skills. Practice identifying, replacing, and constructing sentences with subject complements to become more confident in using them correctly.

Remember, the key to mastering lesson 6 subject complements answers lies in understanding their function, practicing with varied examples, and paying attention to the linking verbs that connect them to the subject. With consistent effort, you?ll be able to answer questions about subject complements with clarity and precision.

Lesson 6: Subject Complements Answers ? An In-Depth Exploration

Understanding the nuances of sentence structure is fundamental to mastering English grammar, and one of the most essential components in this domain is the concept of subject complements. In Lesson 6, we delve into the intricacies of subject complements, their functions, types, and how to correctly identify and utilize them in sentences. This comprehensive review aims to clarify common misconceptions, provide detailed explanations, and furnish practical examples to enhance your grasp of subject complements.

What Are Subject Complements?

At its core, a subject complement is a word or phrase that follows a linking verb and provides additional information about the subject. It essentially "complements" or completes the meaning of the subject by renaming or describing it. Without the subject complement, the sentence may be grammatically correct but semantically incomplete or ambiguous.

Key Points:

- Appears after a linking verb (such as is, was, seems, becomes, appears, etc.)
- Renames or describes the subject
- Necessary for the sentence's full meaning when using linking verbs

Example Sentences:

- The winner is she.
- His explanation was confusing.

- The sky appears blue.

In these examples, "she," "confusing," and "blue" are subject complements that complete the sentence.

Types of Subject Complements

Subject complements fall into two primary categories based on their grammatical nature:

Noun Complements (Predicate Nouns)

These are nouns or pronouns that rename or identify the subject.

Characteristics:

- Usually follow linking verbs
- Provide a new name or identity for the subject
- Can be a singular noun, plural noun, or pronoun

Examples:

- My brother is a teacher.
- The winners are they.
- It was John who called earlier.

Common Predicate Nouns:

- doctor, teacher, artist, student, winner, child

Adjective Complements (Predicate Adjectives)

These are adjectives that describe the subject directly.

Characteristics:

- Follow linking verbs
- Describe the subject's state or quality

Examples:

- The cake smells delicious.
- She seems happy.
- The night became cold.

Common Predicate Adjectives:

- happy, sad, tall, short, cold, bright, confusing

Identifying Subject Complements in Sentences

Correct identification of subject complements involves understanding their position and function in the sentence.

Steps to Identify:

- Locate the main verb: Is it a linking verb? (e.g., is, was, seem, become, appear, feel.)
- Find the word or phrase immediately following the linking verb.
- Determine whether this word renames (noun/pronoun) or describes (adjective) the subject.
- Confirm that removing this complement would leave the sentence incomplete or nonsensical.

Sample Analysis:

- Sentence: The sky is blue.
 - Linking verb: is
 - Complement: blue
 - Function: Describes the subject the sky
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- Sentence: The winner was she.
 - Linking verb: was
 - Complement: she
 - Function: Renames the subject the winner

Common Mistakes and Clarifications

Misunderstanding subject complements often leads to grammatical errors. Here are some common pitfalls and clarifications:

- Confusing Subject Complements with Direct Objects

- Incorrect: The teacher made her a leader. (Here, "her" is a direct object, not a complement.)

- Correct: The teacher made her leader. ("Leader" is a predicate noun acting as a subject complement.)

- Using Adjectives as Complements Without Linking Verbs

- Incorrect: The sky is blue.

- Correct: The sky is blue.

(Note: In the correct sentence, "is" is the linking verb, and "blue" is the predicate adjective acting as a subject complement.)

- Omitting the Complement

- Incorrect: The winner is.

- Correct: The winner is she.

(The complement completes the sentence's meaning.)

Practice Questions and Answers

Engaging with practice sentences is essential for mastery. Below are sample questions with detailed answers.

Question 1: Identify the subject complement in the following sentence:

- The movie seems interesting.

Answer:

- Linking verb: seems
- Subject complement: interesting
- Function: Predicate adjective describing the movie

Question 2: Determine whether the complement is a noun or an adjective:

- The children became tired.

Answer:

- Linking verb: became
- Complement: tired
- Type: Predicate adjective (describes the children's state)

Question 3: Rewrite the sentence with a clearer subject complement:

- The winner was she.

Answer:

- The winner was she.

(This sentence correctly uses a predicate pronoun as the complement.)

Applying Knowledge: Constructing Sentences with Subject Complements

Practice constructing sentences helps solidify understanding. Here are some prompts:

- Use a linking verb and a predicate noun to describe a person.
- Use a linking verb and a predicate adjective to describe an object or situation.
- Combine these elements into meaningful sentences.

Sample Sentences:

- The artist is a visionary.
- The weather became stormy.
- My favorite fruit is mango.
- The night seems peaceful.

Summary and Key Takeaways

- Subject complements follow linking verbs and complete the meaning of the subject.
- They are primarily predicate nouns (renaming the subject) or predicate adjectives (describing the subject).
- Correct identification involves recognizing the linking verb and the complement's function.
- Misconceptions often stem from confusing complements with direct objects or omitting necessary complements.
- Practice with varied sentences enhances accuracy in identification and usage.

Final Thoughts

Mastery of subject complements is vital for constructing clear, grammatically correct sentences. Recognizing their role and differentiating between types not only improves writing skills but also deepens understanding of sentence structure. Through careful analysis, practice, and application, learners can confidently identify and utilize subject complements, elevating their command of English grammar.

Whether you're preparing for tests, refining your writing, or simply aiming for better comprehension, focusing on Lesson 6's core concepts about subject complements will serve as a strong foundation for grammatical proficiency.

Question What are subject complements in a sentence? Subject complements are words or phrases that follow a linking verb and provide more information about the subject, such as describing or renaming it. **Answer** How can I identify a subject complement in a sentence? Look for words that come after a linking verb and either rename or describe the subject; these are typically nouns, pronouns, or adjectives functioning as subject complements. What is the difference between a predicate nominative and a predicate adjective? A predicate nominative is a noun or pronoun that renames the subject, while a predicate adjective describes the subject's state or quality; both serve as subject complements. Can a sentence have more than one subject complement? Generally, a sentence has only one subject complement that completes the meaning of the subject, but in complex sentences, multiple complements can be present if they describe or rename different parts. Which verbs are typically used with subject complements? Linking verbs such as 'be,' 'become,' 'seem,' 'appear,' 'feel,' and 'look' are commonly used with subject complements. Why are subject complements important in understanding sentence structure? They help clarify the meaning of the

subject and complete the thought of the sentence, making communication clear and precise. Can an adjective be a subject complement? If so, give an example. Yes, an adjective can be a subject complement. For example, in 'The sky is blue,' 'blue' is an adjective serving as a subject complement describing the sky.

Related keywords: subject complements, predicate nominative, predicate adjective, noun clause, completes the subject, grammar lesson, sentence structure, grammatical function, language learning, English grammar

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