

Health and Social Care

General Certificate of Secondary Education

Unit **A912/01**: Understanding Personal Development and Relationships

Mark Scheme for June 2011

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Question		Expected Answer	Mark	Total	Rationale										
1	(a)	<p>One mark for each correct answer, FOUR required</p> <table border="1"> <thead> <tr> <th>Definition</th> <th>Type of development</th> </tr> </thead> <tbody> <tr> <td>The ability to think and understand</td> <td>intellectual</td> </tr> <tr> <td>The ability to recognise and express feelings appropriately</td> <td>emotional</td> </tr> <tr> <td>The ability to relate to others and form relationships</td> <td>social</td> </tr> <tr> <td>The functioning of the body</td> <td>physical</td> </tr> </tbody> </table>	Definition	Type of development	The ability to think and understand	intellectual	The ability to recognise and express feelings appropriately	emotional	The ability to relate to others and form relationships	social	The functioning of the body	physical	[4 x 1]	[4]	<p>No other examples are acceptable.</p> <p>NOTE: where more than one answer is given for a one mark question, credit can only be given if ALL answers are correct. One correct answer amid incorrect answers must be marked as wrong.</p>
Definition	Type of development														
The ability to think and understand	intellectual														
The ability to recognise and express feelings appropriately	emotional														
The ability to relate to others and form relationships	social														
The functioning of the body	physical														
1	(b)	<p>One mark for each correct characteristic, THREE required</p> <p>Physical characteristics – male and female/adolescence</p> <ul style="list-style-type: none"> • breasts develop • hips widen • menstruation begins / periods • sperm production begins • voice breaks / deeper • shoulders widen • pubic hair grows • body hair grows • facial hair • testicles drop / grow / change • penis enlarges • growth spurt • ejaculation / erection can happen • acne / spots 	[3 x 1]	[3]	<p>Answers given can be accepted for both genders</p> <p>Acceptable one word answers:</p> <ul style="list-style-type: none"> • breasts • periods / menstruation <p>Unacceptable one word answers:</p> <ul style="list-style-type: none"> • penis • testicles • hips • growth • shoulders – <i>not specific to adolescence</i> <p>Do not accept:</p> <ul style="list-style-type: none"> • increase in height • increase in weight • hair growth (unless qualified – pubic / body) • puberty • voice changes • boggy shape changes <p>Do not accept any response that is not linked to physical development or inappropriate languages.</p>										

Question		Expected Answer	Mark	Total	Rationale						
1	(c)	<p>One mark for each life stage, TWO required</p> <table border="1"> <thead> <tr> <th>Life stage</th> <th>Age span</th> </tr> </thead> <tbody> <tr> <td>Later adulthood, elderly, older adult</td> <td>65+</td> </tr> <tr> <td>Adolescence (or equivalent)</td> <td>11-18</td> </tr> </tbody> </table>	Life stage	Age span	Later adulthood, elderly, older adult	65+	Adolescence (or equivalent)	11-18	[2 x 1]	[2]	<p>Do not accept OAP for later adulthood. Do not accept teenager.</p> <p>NOTE: where more than one answer is given for a one mark question, credit can only be given if ALL answers are correct. One correct answer amid incorrect answers must be marked as wrong.</p>
Life stage	Age span										
Later adulthood, elderly, older adult	65+										
Adolescence (or equivalent)	11-18										
1	(d)	<p>Level 3: 5-6 marks Candidates will fully explain two effects on Samira's social development. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 3-4 marks Candidates will identify and briefly explain two effects on Samira's social development. Answers will be factually correct but still need some developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 3 for one effect explained well.</i></p> <p>Level 1: 0-2 marks Candidates can identify/attempt to explain at least one effect on Samira's social development. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[6]	<p>Levels checklist</p> <p>Level 3 full explanation 2 effects – social development only fluent and coherent high level QWC</p> <p>Level 2 basic explanation 2 effects – social development only lacks depth some errors – QWC</p> <p>Level 1 list-like, more descriptive 1 effect – social development only lacks understanding low level QWC</p> <ul style="list-style-type: none"> Do not accept vague responses such as 'will socialise more'. Responses given on social development can be both positive and negative. Do not award marks for effects given as both positive and negative, e.g. extending social contacts / decreasing other social contacts. Do not accept responses that are not linked to social development. 						

Question	Expected Answer	Mark	Total	Rationale
	<p>Social effects – this list is not exhaustive</p> <ul style="list-style-type: none"> • develop new friendships / relationships / loss of friends • have more people to converse with • have more people to interact with • able to go out to different social events • enhanced confidence • development of a social network / support group • support network • sharing • team work • ability to hold conversations • ability to adapt to differing situations • ability to listen • social norms • acceptable behaviour • humility • ability to respond to peoples' feelings and emotions • the ability to be quiet when needed • being assertive • isolation from other friends 			

Question	Expected Answer	Mark	Total	Rationale
2 (a)	<p>One mark for identification of a factor, THREE required Two marks for explanation, THREE required</p> <p>Factors:</p> <ul style="list-style-type: none"> • asthma • parents are unemployed • lives in a poor neighbourhood • rubbish / pollution in the street • noisy • house is damp and cold • do not get on with the neighbours / neighbours <p>Development – could refer to physical / intellectual / emotional or social. The explanation on development must relate to the factor.</p> <p>Examples:</p> <ul style="list-style-type: none"> • having asthma will cause Maria to have <i>problems with her breathing</i>, this may prevent her from going out and she could become <i>isolated</i> • her parents, being unemployed, will be unable to pay for additional books for Maria to work at home ; this may have a <i>negative effect on her school work</i> and she may lose <i>confidence</i> • living in a poor neighbourhood could cause Maria to be <i>stressed</i>. She may not want to invite friends to her house and this could cause her to become <i>isolated</i> • having rubbish on the street could <i>upset</i> Maria. She will be <i>saddened</i> at the sight of this and could become <i>resentful</i> towards her parents as this is where they chose to live • living somewhere noisy could affect her sleep. Having little sleep will make her <i>tired</i> and could affect <i>her ability to concentrate at college</i> 	<p>[3 x 1]</p> <p>[3 x 2]</p>	<p>[9]</p>	<p>Do not accept</p> <ul style="list-style-type: none"> • will ‘help physical development’/ ‘intellectual development’, etc - the aspect on development given must be specific • economic / financial / money as a factor • being ill – too vague (TV) <p>It is acceptable for candidates to only explain one aspect of development – it is the quality of the response that is important.</p> <p>If the factor is incorrect, but the explanation accurately links to the scenario, please credit.</p> <p>If the factor is identified within the explanation then award marks.</p> <p>Both positive and negative responses can be accepted.</p> <p>The explanation can comprise of either:</p> <ul style="list-style-type: none"> • two effects on development • cause and effect on development <p>Do not accept response that give the opposite, eg Factor – <i>parents are unemployed</i> Explanation – <i>if the parents were to get jobs, they would earn more money. They could afford to buy, etc.</i></p>

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none"> • living in a damp and cold house will affect Maria's asthma; her <i>breathing could become worse</i>. She will find it <i>difficult to concentrate on her studies</i> when she is cold • not getting on with your neighbours will cause <i>stress</i> and <i>anxiety</i> 			
2	(b)		[6]	<p>Levels checklist</p> <p>Level 3 full explanation 3 life circumstances relates explicitly to the effect on employment prospects fluent and coherent high level QWC</p> <p>Level 2 mostly explained 2 life circumstances attempts to relate to effect on employment prospects accurate but lacks depth some errors – QWC</p> <p>Level 1 list-like, more descriptive 1 life circumstance lacks understanding low level QWC</p> <ul style="list-style-type: none"> • Do not award any marks to candidates for just re-stating the life circumstances. • The number of ticks may not necessarily correspond to the marks awarded. • Look carefully at the descriptors and decide where the answer 'best fits'. • Do not accept responses that make reference to her parents financially supporting her so that there is no need to seek employment.

Question	Expected Answer	Mark	Total	Rationale
2 (b)	<p>Examples – this list is not exhaustive</p> <p>Both of her parents have well paid jobs:</p> <ul style="list-style-type: none"> • sufficient money to purchase additional educational books – qualifications gained • high expectations of their daughter so will be supportive/strong work ethic • able to afford to contribute to university fees • good role models - higher aspirations <p>Her house is warm, well- maintained and in a quiet neighbourhood:</p> <ul style="list-style-type: none"> • able to concentrate on her studies • comfortable in her working environment so able to focus on her studies • peace, enabling her to read • less likely to be ill so will have better attendance at college • good working environment – less stress – more focus on studies <p>She has a very close relationship with her parents:</p> <ul style="list-style-type: none"> • able to discuss her studies with her parents • her parents can give emotional support when the 'going gets tough' • she can talk about any problems that she may have to her parents; alleviate any anxiety enabling her to concentrate on her studies • support from parents • enhanced confidence • motivation / encouragement from her parents 			

Question	Expected Answer	Mark	Total	Rationale				
<p>3 (a)</p>	<p>Level 3: 5-6 marks Candidates will fully explain at least two informal support mechanisms and how this support will help them to cope. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 3-4 marks Candidates will briefly explain at least two informal support mechanisms and how this support will help them to cope. Answers will be factually correct but still need developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of three for support mechanisms explained well, but no reference to how it will help them to cope.</i></p> <p>Level 1: 0-2 marks Candidates can identify/attempt to explain at least one example of informal support. Likely to be little reference to coping mechanisms. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <table border="1" data-bbox="383 1018 1178 1380"> <thead> <tr> <th data-bbox="383 1018 763 1054">support*</th> <th data-bbox="763 1018 1178 1054">cope*</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 1054 763 1380"> <ul style="list-style-type: none"> • listen • talk • give advice • pray • comfort • prepare meals • encourage to eat / dress / wash • take out to... </td> <td data-bbox="763 1054 1178 1380"> <ul style="list-style-type: none"> • reassurance • enhanced confidence • 'feels listened to' • to alleviate pain • to be able to grieve • prevent loneliness • to express feelings • feeling loved • relieve stress </td> </tr> </tbody> </table>	support*	cope*	<ul style="list-style-type: none"> • listen • talk • give advice • pray • comfort • prepare meals • encourage to eat / dress / wash • take out to... 	<ul style="list-style-type: none"> • reassurance • enhanced confidence • 'feels listened to' • to alleviate pain • to be able to grieve • prevent loneliness • to express feelings • feeling loved • relieve stress 		<p>[6]</p>	<p>Levels checklist</p> <p>Level 3 full explanation 2 informal support mechanisms relates explicitly to how it helps them to cope fluent and coherent high level QWC</p> <p>Level 2 mostly explained 2 informal support mechanisms attempts to relate to how it helps them to cope accurate but lacks depth some errors – QWC</p> <p>Level 1 list-like, more descriptive 1 informal support mechanism lacks understanding low level QWC</p> <ul style="list-style-type: none"> • The number of ticks may not necessarily correspond to the marks awarded. • Look carefully at the descriptors and decide where the answer 'best fits'. • It is acceptable for candidates to talk collectively about Helen and her parents – no requirement to consider them separately. <p>Do not accept:</p> <ul style="list-style-type: none"> • financial advisors/loan companies • answers which refer to professional support <p>List of examples opposite is not exhaustive.</p>
support*	cope*							
<ul style="list-style-type: none"> • listen • talk • give advice • pray • comfort • prepare meals • encourage to eat / dress / wash • take out to... 	<ul style="list-style-type: none"> • reassurance • enhanced confidence • 'feels listened to' • to alleviate pain • to be able to grieve • prevent loneliness • to express feelings • feeling loved • relieve stress 							

Question	Expected Answer	Mark	Total	Rationale
3 (b)	<p>Level 3: 7- 9 marks A balanced evaluation of at least two positive and two negatives effects on development. Both emotional and social will be considered. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. Reference must be made to both Helen and her parents.</p> <p>Level 2: 4-6 marks They will attempt to evaluate (likely to be more descriptive in nature - low end) or (near evaluative - upper end) two positive and two negative effects on development. Both emotional and social will be considered. Some correct terminology will be used. There may be noticeable errors of grammar, punctuation and spelling. Reference must be made to both Helen and her parents. <i>Sub-max of 4 can be awarded if only one personnel is discussed / only negatives or positives / only one aspect of development covered, ie emotional or social.</i></p> <p>Level 1: 0-3 marks Positives or negatives identified but not clearly described/explained. The candidate may only refer to one aspect of development. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[9]	<p>Levels checklist</p> <p>Level 3 comprehensive evaluation 2 positives 2 negatives emotional development social development Helen and her parents high level QWC</p> <p>Level 2 attempts evaluation 2 positives 2 negatives social development emotional development Helen and her parents some errors – QWC</p> <p>Level 1 lacks depth/understanding identifies positives and/or negatives one aspect of development list like low level QWC</p> <ul style="list-style-type: none"> • The number of ticks may not necessarily correspond to the marks awarded. • Look carefully at the descriptors and decide where the answer ‘best fits’. • No repeats accepted for aspects of development, eg Helen will feel lonely. Her parents will also feel lonely.

Question	Expected Answer	Mark	Total	Rationale																		
	<p>Examples – this list is not exhaustive</p> <table border="1" data-bbox="389 277 1171 1066"> <thead> <tr> <th data-bbox="389 277 557 309">Helen</th> <th data-bbox="568 277 893 309">Social</th> <th data-bbox="904 277 1171 309">Emotional</th> </tr> </thead> <tbody> <tr> <td data-bbox="389 314 557 485">Positive</td> <td data-bbox="568 314 893 485"> <ul style="list-style-type: none"> • greater independence • more social contacts • enhanced interactions </td> <td data-bbox="904 314 1171 485"> <ul style="list-style-type: none"> • happy • excited </td> </tr> <tr> <td data-bbox="389 489 557 735">Negative</td> <td data-bbox="568 489 893 735"> <ul style="list-style-type: none"> • isolated • no one to communicate with </td> <td data-bbox="904 489 1171 735"> <ul style="list-style-type: none"> • sad / upset • lonely • nervous • frightened • stress • fear • guilty </td> </tr> <tr> <th data-bbox="389 740 557 772">Parents</th> <th data-bbox="568 740 893 772">Social</th> <th data-bbox="904 740 1171 772">Emotional</th> </tr> <tr> <td data-bbox="389 777 557 916">Positive</td> <td data-bbox="568 777 893 916"> <ul style="list-style-type: none"> • freedom to entertain/go out </td> <td data-bbox="904 777 1171 916"> <ul style="list-style-type: none"> • sense of achievement • elation • proud </td> </tr> <tr> <td data-bbox="389 920 557 1059">Negative</td> <td data-bbox="568 920 893 1059"> <ul style="list-style-type: none"> • loss of someone to talk to </td> <td data-bbox="904 920 1171 1059"> <ul style="list-style-type: none"> • sense of loss • sadness • worry • anxiety </td> </tr> </tbody> </table>	Helen	Social	Emotional	Positive	<ul style="list-style-type: none"> • greater independence • more social contacts • enhanced interactions 	<ul style="list-style-type: none"> • happy • excited 	Negative	<ul style="list-style-type: none"> • isolated • no one to communicate with 	<ul style="list-style-type: none"> • sad / upset • lonely • nervous • frightened • stress • fear • guilty 	Parents	Social	Emotional	Positive	<ul style="list-style-type: none"> • freedom to entertain/go out 	<ul style="list-style-type: none"> • sense of achievement • elation • proud 	Negative	<ul style="list-style-type: none"> • loss of someone to talk to 	<ul style="list-style-type: none"> • sense of loss • sadness • worry • anxiety 			<p>Do not accept</p> <ul style="list-style-type: none"> • missing each other • homesick <p>Unless further clarified</p>
Helen	Social	Emotional																				
Positive	<ul style="list-style-type: none"> • greater independence • more social contacts • enhanced interactions 	<ul style="list-style-type: none"> • happy • excited 																				
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4	(a)	<p>One mark for each correct response, THREE required</p> <table border="1"> <thead> <tr> <th>Relationships examples</th> <th>Type of relationship</th> </tr> </thead> <tbody> <tr> <td>Samantha and Julie have just celebrated their civil partnership (marriage)</td> <td>sexual/intimate</td> </tr> <tr> <td>Jordan and Indea are brother and sister</td> <td>family</td> </tr> <tr> <td>Sarah and Gurvinder met at primary school and play together</td> <td>friends / friendships</td> </tr> </tbody> </table>	Relationships examples	Type of relationship	Samantha and Julie have just celebrated their civil partnership (marriage)	sexual/intimate	Jordan and Indea are brother and sister	family	Sarah and Gurvinder met at primary school and play together	friends / friendships	[3 x 1]	[3]	<p>The emphasis here is on the different types of relationship.</p> <p>Do not accept features of relationships, e.g. love, sharing, protection.</p> <p>Do not accept sibling for Jordan and Indea (second example).</p> <p>NOTE: where more than one answer is given for a one mark question, credit can only be given if ALL answers are correct. One correct answer amid incorrect answers must be marked as wrong.</p>
Relationships examples	Type of relationship												
Samantha and Julie have just celebrated their civil partnership (marriage)	sexual/intimate												
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Question		Expected Answer	Mark	Total	Rationale
4	(b)	<p>One mark for each subject, TWO required One mark for each effect, TWO required</p> <p>Subject – this list is not exhaustive</p> <ul style="list-style-type: none"> • someone to love • someone to share things with • someone to socialise with • someone to confide to • having a sexual relationship • someone to trust • to be part of an extended family • to have children • argue • stress • being committed to one another <p>Effect – this list is not exhaustive</p> <ul style="list-style-type: none"> • higher self-esteem / lowered self-esteem • enhanced / lowered / loss of confidence • feeling wanted / valued / respected • high self-worth • emotionally fulfilled • feeling proud • sense of security • sense of belonging • feeling loved 	[2 x 2]	[4]	<p>The verb is to explain – for each full answer there will be two parts:</p> <ul style="list-style-type: none"> • a subject • an effect <p>Answers could be positive OR negative.</p> <p>Some candidates will give just a ‘subject’ or ‘an effect’. Such an answer can be awarded a mark each time a part correct answer is given.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • ‘high self-concept’ / ‘low self-concept’ – these answers need to be qualified to gain credit • stress – as the effect of self-concept, but do accept as subject • happy – as the effect on self-concept <p><i>Do not award marks for reversing the same answer from positive in first response to negative in the second. Annotate with ‘Rep’ for the second response.</i></p>

Question	Expected Answer	Mark	Total	Rationale
4 (c)	<p>Level 3: 7-8 marks Candidates will fully analyse how divorce can impact upon a person's development. They will refer to three aspects of development. More able candidates may link aspects of development to show understanding of the effects of divorce. Answers will be fluent and coherent, using correct terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks Candidates will give a basic (low end) / sound analysis (upper end) of how divorce can impact upon a person's development. They will refer to two aspects of development. Answers will be factually correct but still need some developing. Some correct terminology will be used. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 0-3 marks Candidates can identify (low end) / attempt to analyse (upper end - likely to be more descriptive) how divorce can impact upon a person's development. The candidate will only look at one aspect of development. Answers are likely to be muddled and lack specific detail. List like answers should be placed in this band. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[8]	<p>Levels checklist</p> <p>Level 3 comprehensive analysis 3 aspects of development link factors (upper end) clear understanding high level QWC</p> <p>Level 2 sound analysis (upper end) basic analysis (low end) 2 aspects of development some errors – QWC</p> <p>Level 1 1 aspect of development list like low level QWC</p> <ul style="list-style-type: none"> • The number of ticks may not necessarily correspond to the marks awarded. • Look carefully at the descriptors and decide where the answer 'best fits' • Do not accept - will 'help physical development'/'intellectual development' etc. • The aspect of development given must be specific • Answers given can be both positive and negative – candidates will not be penalised for focussing solely on one. • Financial issues need to be linked to development e.g. finances might be tight, this could cause stress. • NOTE: 'person' specified in question, so could be the effect of divorce on any affected individual. • Do not award marks for reversing the same answer from positive in first response to negative in the second. Annotate with 'Rep' for the second response.

Question		Expected Answer		Mark	Total	Rationale
		<p>Physical</p> <p>weight loss weight gain self-harm physical effects of mental health issues, eg stress-headaches, panic attacks loss of sleep</p>	<p>Emotional</p> <p>depressed stress sad / upset angry frustrated relieved confidence low self-esteem relief loneliness loss of security trust issues feelings of guilt / shame / embarrassment</p>			The lists opposite are not exhaustive.
		<p>Intellectual</p> <p>lack of concentration disrupt education – impact on quals less money = less resources distraction / losing focus</p>	<p>Social</p> <p>greater / less independence improved / loss of relationships with friends / family loss of social contacts</p>			

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