

# PHYSICAL EDUCATION

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Paper 0413/11

Paper 1

## **Key Points**

Candidates should attempt to develop answers more fully; this is particularly true in the longer answer part (e) and (f) questions in all sections. Answers that are bullet pointed or have single word answers have a limited ability to provide enough information or depth to be given high levels of credit. Candidates should take great care when reading questions and be able to provide specific answers rather than general comments on a particular topic. Section A and most short questions in other sections were generally well answered where little detail is required. Answers need to avoid repetition of points made by giving a number of examples of the same point.

## **General comments**

Candidates generally performed well and were able to answer questions in all areas of the paper. It appeared that there was sufficient time to allow candidates to answer the paper in full. The papers were generally well presented and very few caused any difficulty to the marking. As in previous years those candidates who were answering the paper in their second language demonstrated good use of English in their responses.

## **Section A**

1. Most candidates gained a mark. Candidates needed to be able to recognise the difference between the function of a ligament with that of a tendon.
2. Generally well answered; responses needed to identify the role of protein as the key nutrient to help build muscle.
3. Credit was given for responses that gave some notion of movement and distance. Answers that gave responses that were related to the completion of tasks required a great deal of detail to be given credit.
4. A well answered question. Most candidates gave swelling as a correct response, but needed to recognise the difference between the signs and symptoms of the injury.
5. A significant number of candidates gained a mark for giving the response of cooling the body. There were common misunderstandings relating to the increase in blood flow to muscles.
6. Well answered; most candidates gave improving health and fitness and developing body shape as their response.
7. A well answered question. Most candidates gained both marks; a small number gave the reverse role of the named muscles.
8. Candidates gave a wide range of responses that included giving components of different types of fitness. Most candidates that gave correct responses did so by identifying being free from injury and illness in their answer.
9. Responses needed to recognise the difference between an analgesic and other banned substances and as a result candidates either gained full marks or did not score at all.

10. A great many candidates gave responses that were safety considerations that could be applied to a named activity with many relating to the wearing of safety equipment rather than rules. Responses that gained marks frequently used rugby as their named sport with examples such as not allowing tackles above the shoulder and not tackling players when they were in the air catching the ball.
11. Many candidates gave responses that described the characteristic of body types but needed to apply this to the benefits on performance. Good responses that gained credit included that height / ectomorph would be a benefit when rebounding a ball in basketball.
12. A very well answered question in which a significant number of candidates gained full marks. Good responses included age, a range of social factors and the availability of facilities.

### **Section B1 Factors Affecting Performance**

- (a) Most candidates gained a mark with a typical definition of motivation as being a driving force; answers needed to be developed further to achieve a second mark.
- (b) A very well answered question; most candidates gained full marks but some described the function of plasma rather than platelets.
- (c) Most candidates gained full marks giving a wide variety of responses. Typical answers included the type of diet, getting regular exercise and avoiding using drugs.
- (d) Most candidates gained marks usually for comments such as the drug could be addictive, cause heart problems, causes high blood pressure, and being banned from competition. However, there were some who confused the effects of a stimulant with those of an anabolic steroid.
- (e) (i) Generally a well answered question. Most candidates interpreted the relationship between arousal and performance at point A and B-C correctly. A small number described C-D as a decline in arousal causing the decline in performance.  
(ii) Although most candidates gained marks for responses such as the effects of the crowd, importance of the game and a 'pep' talk from a coach / friends. A significant number of candidates gave responses that included a range of answers that would cause deterioration in performance as a result of over arousal.
- (f) A very well answered question; most candidates gained marks with many scoring full or almost full marks. Many candidates were able to give different types of guidance and a range of ways in which practice can support the learning of a skill. Some candidates gave numerous examples of a type of guidance, such as visual guidance given as an example but then also gave watching videos, demonstrations, seeing role model play and watching television in their answers rather than give alternative types of guidance.

### **Section B2 Health, Safety and Training**

- (a) A well answered question; most candidates gained both marks with typical responses that included prepares the body / muscles for exercise, raises body temperature and reduces the risk of injury.
- (b) Candidates needed to take care not to just repeat the question in their answer. To gain marks candidates needed to show the different aspect of health and fitness such as diet, avoiding the use of drugs and treating and preventing injuries.
- (c) A well answered question; most candidates gained full marks giving a wide range of soft tissue injuries. Candidates needed to give more information than RICE as a form of treatment. When more detail was given marks were awarded.
- (d) Most candidates gained full marks. Typical responses included using a warm up, wearing correct equipment and using appropriate safety equipment.
- (e) Those candidates who had an understanding of Fartlek Training were able to score well in this question as they not only described the type of training but many also gave the advantages of using this method. Those candidates who used the term speed play but interpreted that as a

method of training to improve sprinting speed were not given credit as the principle of this training is to use the changes of speed to improve fitness.

- (f) A significant number of candidates described the energy systems of the body rather than the sources of energy. Good answers gave responses that included the use of carbohydrate in a diet for energy. A few candidates gave the need for protein to help muscle repair prior to the event. The need to hydrate in the build up to the event was given credit; however, a second mark could be gained for the same response if reference was given to the need for this to occur during the actual long distance run.

### **Section B3 Reasons and opportunities for participation in physical activity**

- (a) A well answered question. Most candidates gained a mark for responses such as keeping fit and maintaining health.
- (b) Many candidates saw the difference resulting from the level of affluence of people living in an urban area as opposed to those who live in a suburban area. Other responses included responses that indicated a higher quality of facilities that would be found in an urban area. Those candidates who did gain marks gave responses that included the higher level of demand due to the greater population and easier access in urban areas whilst suburban areas provide opportunity for activities that require considerable space such as golf or make use of the natural environment.
- (c) A few candidates gave a clear understanding of the benefits of scholarships or trust funds to maintaining a performer's amateur status. A significant number of responses related to playing at a lower level so there would not be a need to be a professional and the impact of the media in making performers become professional.
- (d) Good responses included showing live matches, highlight programmes and documentaries. A number of candidates wrote responses that were about the impact of the media giving answers that included changing rules, times of events being held etc rather than focus on how television promotes sport.
- (e) A well answered question; most candidates gained marks with responses such as providing facilities, coaches and training and the opportunity to play matches.
- (f) Most candidates gained marks with the most frequent responses included improving access; increasing the amount of sport that is available; improving the public perception was often described by using media coverage

### **Summary**

The paper was well answered in the majority of cases with only three **Questions A10, B3(b) and B3(c)** causing consistent challenges in the way that candidates interpreted the question. In **Questions B1(f), B2(f) and B3(f)** candidates did not gain marks by repeating the point rather than give additional examples. Candidates should ensure they read the question fully; there was an example in **Question B3(d)** where candidates wrote about the relationship between media and sport but did not apply their knowledge to the question. Candidates should also be aware when answering questions that ask for a description and giving single word answers. Whilst some single word answers can still gain some marks in certain circumstances, candidates often do not gain the full credit available.

# PHYSICAL EDUCATION

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Paper 0413/12

Paper 1

## Key Points

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Candidates generally performed well and were able to answer questions in all areas of the paper. It appeared that there was sufficient time to allow candidates to answer the paper in full. The papers were generally well presented and very few caused any difficulty to the marking. As in previous years those candidates who were answering the paper in their second language demonstrated good use of English in their responses.

## Section A

1. Most candidates gained a mark. Candidates needed to be able to recognise the difference between the function of a ligament with that of a tendon.
2. Generally well answered; responses needed to identify the role of protein as the key nutrient to help build muscle.
3. Credit was given for responses that gave some notion of movement and distance. Answers that gave responses that were related to the completion of tasks required a great deal of detail to be given credit.
4. A well answered question. Most candidates gave swelling as a correct response, but needed to recognise the difference between the signs and symptoms of the injury.
5. A significant number of candidates gained a mark for giving the response of cooling the body. There were common misunderstandings relating to the increase in blood flow to muscles.
6. Well answered; most candidates gave improving health and fitness and developing body shape as their response.
7. A well answered question. Most candidates gained both marks; a small number gave the reverse role of the named muscles.
8. Candidates gave a wide range of responses that included giving components of different types of fitness. Most candidates that gave correct responses did so by identifying being free from injury and illness in their answer.
9. Responses needed to recognise the difference between an analgesic and other banned substances and as a result candidates either gained full marks or did not score at all.

10. A great many candidates gave responses that were safety considerations that could be applied to a named activity with many relating to the wearing of safety equipment rather than rules. Responses that gained marks frequently used rugby as their named sport with examples such as not allowing tackles above the shoulder and not tackling players when they were in the air catching the ball.
11. Many candidates gave responses that described the characteristic of body types but needed to apply this to the benefits on performance. Good responses that gained credit included that height / ectomorph would be a benefit when rebounding a ball in basketball.
12. A very well answered question in which a significant number of candidates gained full marks. Good responses included age, a range of social factors and the availability of facilities.

### **Section B1 Factors Affecting Performance**

- (a) Most candidates gained a mark with a typical definition of motivation as being a driving force; answers needed to be developed further to achieve a second mark.
- (b) A very well answered question; most candidates gained full marks but some described the function of plasma rather than platelets.
- (c) Most candidates gained full marks giving a wide variety of responses. Typical answers included the type of diet, getting regular exercise and avoiding using drugs.
- (d) Most candidates gained marks usually for comments such as the drug could be addictive, cause heart problems, causes high blood pressure, and being banned from competition. However, there were some who confused the effects of a stimulant with those of an anabolic steroid.
- (e) (i) Generally a well answered question. Most candidates interpreted the relationship between arousal and performance at point A and B-C correctly. A small number described C-D as a decline in arousal causing the decline in performance.
- (ii) Although most candidates gained marks for responses such as the effects of the crowd, importance of the game and a 'pep' talk from a coach / friends. A significant number of candidates gave responses that included a range of answers that would cause deterioration in performance as a result of over arousal.
- (f) A very well answered question; most candidates gained marks with many scoring full or almost full marks. Many candidates were able to give different types of guidance and a range of ways in which practice can support the learning of a skill. Some candidates gave numerous examples of a type of guidance, such as visual guidance given as an example but then also gave watching videos, demonstrations, seeing role model play and watching television in their answers rather than give alternative types of guidance.

### **Section B2 Health, Safety and Training**

- (a) A well answered question; most candidates gained both marks with typical responses that included prepares the body / muscles for exercise, raises body temperature and reduces the risk of injury.
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- (f) A significant number of candidates described the energy systems of the body rather than the sources of energy. Good answers gave responses that included the use of carbohydrate in a diet for energy. A few candidates gave the need for protein to help muscle repair prior to the event. The need to hydrate in the build up to the event was given credit; however, a second mark could be gained for the same response if reference was given to the need for this to occur during the actual long distance run.

### **Section B3 Reasons and opportunities for participation in physical activity**

- (a) A well answered question. Most candidates gained a mark for responses such as keeping fit and maintaining health.
- (b) Many candidates saw the difference resulting from the level of affluence of people living in an urban area as opposed to those who live in a suburban area. Other responses included responses that indicated a higher quality of facilities that would be found in an urban area. Those candidates who did gain marks gave responses that included the higher level of demand due to the greater population and easier access in urban areas whilst suburban areas provide opportunity for activities that require considerable space such as golf or make use of the natural environment.
- (c) A few candidates gave a clear understanding of the benefits of scholarships or trust funds to maintaining a performer's amateur status. A significant number of responses related to playing at a lower level so there would not be a need to be a professional and the impact of the media in making performers become professional.
- (d) Good responses included showing live matches, highlight programmes and documentaries. A number of candidates wrote responses that were about the impact of the media giving answers that included changing rules, times of events being held etc rather than focus on how television promotes sport.
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### **Summary**

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# PHYSICAL EDUCATION

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Paper 0413/13

Paper 1

## Key Points

Candidates should be aware that to gain full marks, answers need to be fully developed in the longer part (e) and (f) questions rather than using single word or short bullet points. Reading questions fully allows more detailed responses and avoids repetition and duplication of responses. There also needs to be an awareness that responses should reflect the emphasis of the question rather than generate general comments.

## General Comments

Candidates generally performed well and they were able to answer questions in all areas of the paper. It appeared that there was sufficient time to allow candidates to answer the paper in full. The papers were generally well presented and very few caused any difficulty in the marking. As in previous years those candidates who were answering the paper in their second language demonstrated good use of English in their responses.

## **Section A**

1. A well answered question most candidates gained a mark, there needed to be a clear understanding of the difference between a tendon with a ligament.
2. A well answered question most candidates gave the response of drinking water.
3. Most candidates gained a mark. Candidates needed to be able to distinguish between health related and skill related components of fitness.
4. The majority of candidates gained a mark. To be able to gain credit there needed to be an understanding of a symptom rather than a sign of an injury.
5. Quite a well answered question; responses that related to the increase in blood flow to the muscles often required more detail to gain a mark.
6. Most candidates gave making friends and meeting people as their answer. Candidates needed to be able distinguish between the social and physical reasons why someone would take part in physical activity.
7. The vast majority of candidates gained both marks.
8. Generally well answered; the majority of candidates gave responses such as coping with stress and controlling emotions. However, as the question asked for a definition it was important that an accurate description was given.
9. There were a number of candidates who confused a diuretic with a steroid and as a result did not gain a mark. Those candidates that gained marks identified that the main reason for taking a diuretic was to lose weight.
10. Most candidates gained both marks, a very well answered question.
11. Most candidates gained marks for this question. Typical responses included men having longer levers, longer stride length and a greater muscle mass.

12. Generally a well answered question. Typical responses included interests change with age, older people less likely to take part in high energy / impact sports, reduction in levels of fitness. There were a few responses relating to younger performers such as age restricted activities or activities being physically too demanding.

### **Section B1 Factors affecting performance**

- (a) Most candidates used extrinsic motivation in describing the type of motivation and as a result did not give an accurate description in part (ii).
- (b) Generally well answered; most candidates gave responses such as the removal of waste products, the transportation of oxygen to muscles quicker and the transportation of blood around the body to gain marks.
- (c) A number of candidates repeated the question in their answer; however, most gained marks with responses such as giving direction to training, allows progress to be measured and allows performers to have more control. Some candidates used the SMARTER principles and gained marks if an appropriate description was included in the answer.
- (d) There were a number of candidates who confused analgesics with the effects of a steroid and, therefore did not gain full marks. As there are some effects that are similar, some candidates still gained one or two marks. To gain further marks candidates needed to recognise that the question required them to give negative effects rather than described how taking an analgesic would benefit the performer.
- (e) A well answered question. Many gained full marks giving visual, verbal or manual guidance as their answer; credit was also given if candidates gave examples of each type of guidance.
- (f) Most candidates were able to gain marks, with a number gaining full marks. Candidates needed to relate their answer to the influence of the named component of health related fitness to performance and gave a description of the component instead.

### **Section B2 Health, safety and training**

- (a) Where a response was repeated a second mark could not be awarded. A frequent misinterpretation of the question resulted in responses related to preventing injury.
- (b) Most candidates gained full marks by identifying a strain as either a muscle or tendon injury and the most frequent cause given was the lack of preparation.
- (c) A well answered question; most candidates gained at least two marks. Typical responses included eating a balanced diet, taking regular exercise and avoiding drugs and alcohol.
- (d) Candidates achieved marks with correct responses such as age, size and weight and ability rather than focus on safety equipment, clothing and following rules.
- (e) (i) To gain marks candidates needed to give responses that explained the benefits of Plyometric Training as being speed and flexibility.
- (ii) Candidates gave a range of activities and were given credit if they could identify activities when power was a key component. Most candidates gained at least one mark with many achieving both marks.
- (iii) There were some excellent descriptions of power based exercises such as jumping onto boxes, jumping on and off gym benches and skipping activities. Candidates needed to describe with clarity power based activities to gain marks.
- (f) A very well answered question with many candidates gaining full marks. Candidates were required to identify three nutrients that are components of a diet and relate these to the benefits to a performer. Most candidates names carbohydrates, protein and fats with the appropriate benefit.



### **Section B3 Reasons and opportunities for participation in physical activity**

- (a) A well answered question; most candidates gained a mark for responses that included making friends or meeting people.
- (b) Most candidates gained marks for responses such as a club raising money through membership fees and fund raising activities.
- (c) Most candidates gained some marks for responses such as improved advertising and raising the profile of the company. Candidates needed to give responses that were a benefit to the performer rather than those for a sponsor.
- (d) Generally well answered; responses included how sports could be more easily accessed, increased awareness of minority sports and greater financial support for a sport through increased awareness / sponsorship.
- (e) Typical answers included greater interest / understanding of the need to maintain a healthy lifestyle and the general increase in demand for facilities. Candidates needed to give greater depth to their answers to gain marks.
- (f) Generally well answered; most candidates gave responses that included social and cultural influences, lack of media coverage and role models providing limited levels of interest and lack of financial support. There were very few responses that suggested any misinterpretation of the question.

### **Summary**

The quality of candidates' responses was generally good. Candidates should be aware of answering questions that ask for a description with single word answers. In most cases these responses do not contain enough information to gain marks. This was particularly evident in **Question B1(d), B2(f) and B3(f)**.

There were a number of examples of points being repeated rather than making new points in **Questions A12, B1(c), B1(e), B3(d) and B3(f)**.

There were some examples of candidates not reading the question fully and then seemed to write everything they knew about the general topic of the question. In **Question B3(d)** the question asked for the benefits for sport from television, however there were some responses that gave benefits to sport other than from television.

# PHYSICAL EDUCATION

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**Paper 0413/02**

**Coursework**

## **Key Points**

1. New forms should be used for Swimming, Track and Field and Cross Country for June 2013 and beyond (available on the website)
2. Presentation of DVD evidence and written Analysing and Improving work has continued to improve.
3. Analysing and Improving work from many Centres still needs to follow the criteria and task instructions more closely.
4. Centres still need to improve their internal standardisation process to ensure all activities are comparatively marked

## **Report on the Coursework component of the Examination**

In general the moderation of the November 2012 coursework component for IGCSE Physical Education has run smoothly. The majority of Centres have submitted coursework on time with the required forms and DVD evidence completed satisfactorily.

### **Teaching of Practical Activities.**

There are excellent examples of teaching which are of a high standard and Centres have clearly read the syllabus, individual activity required content and the activity assessment criteria. This has guided Centres in teaching relevant and precise skills which have enabled many candidates to achieve a high standard.

It was reported last year that some Centres seem not to have referred to the Coursework Guidance Booklet. This has improved this year and whilst it is still an issue for some Centres, these are relatively few. The information in the syllabus and Coursework Guidance Booklet is essential reading before activities are taught and then assessed.

### **Assessment of Practical Activities**

Overall, most Centres have marked the practical activities in line with the criteria. It is pleasing to see that Centres who have taken the examination for several years now mark quite accurately. New Centres to the examination vary more in the standard of marking. Those who have read the documentation are able to mark accurately. Other Centres, however, have submitted marks that have had to be adjusted significantly.

### **Teaching and assessment of the Analysis of Performance**

This aspect of the coursework component is interpreted much more widely than the practical marks. However, this has shown an improvement this year. This reflects the greater attention Centres are giving to this work and they are thanked and commended for this progress. Where Centres follow the guidelines and complete all the sections then the standard of work is high and assessment is accurate. Some Centres still either apply their own interpretation of what is required or do not read the syllabus and guidance notes in sufficient detail. It is obvious where Centres have read the notes and then prepared and taught their candidates as the marks are high and accurately assessed.

Many Centres still focus on the skills required and do not provide enough emphasis on ways to improve and how this will be implemented through a six week action plan. Some Centres still think that what is required is a piece of work about the activity, covering rules, history, role models, etc. This is not the case. Some candidates also submitted work that was only fitness based even though the activity required skill development to enhance performance. The work should be related to Analysing and Improving and is not a PEP. Only one piece of work on one activity should be completed, marked and submitted for moderation. (Three Centres still followed the 2008 requirement for four pieces of work)

### **Filming of practical activities.**

Centres clearly spend a lot of time and care over the compilation of the filmed evidence. Identification of candidates was, in most cases, good, although numbers need to be shown on the back and well as the fronts of candidates. In many cases Centres provide background commentary which is always helpful. Despite requests in previous reports some Centres still do not write the identifiers (candidates' identification numbers e.g. Red 6 etc.) on to the assessment sheets. This is important.

The following points are made to try and improve DVDs further:

1. The DVD should be one continuous film. When footage has been split into numerous short clips it is difficult to view. When 'chapters' have been inserted it makes navigation of the DVD very easy.
2. Candidate DVD identification should be written on to the Rank Order sheets. If they are identified in writing on the DVD this is very useful. Candidates speaking their own name is less helpful.
3. Long coverage of warm ups is not required.
4. Evidence for an activity should include isolated skills, small game drills and full game situations (where necessary this can be inter school games, but please ensure identification of candidates is clear, especially if it changes from the practices).
5. Where candidates are given high marks then the DVD should show complex skills and may have very minimal coverage of basic skills.
6. The angle of the DVD should enable the skill and outcome (e.g. shot into the goal or the action and pitch of the ball when bowled in Cricket) to be viewed. This has been a problem this year in Badminton and Tennis where the player is filmed but not the outcome of each shot.

All Centres should be congratulated on the excellent filmed DVD evidence provided of candidates' performances in a range of practical activities. Clearly a great deal of time and effort has gone into providing such quality DVD evidence. All filmed evidence was on standard sized DVDs.

### **The submission of other coursework material.**

Almost all Centres submitted the correct paperwork. There were fewer problems and clearly more thorough checks had been made before dispatch this year. A few Centres still do not round up/down the final mark and this (plus the use of old forms) results in problems.

### **Range of Practical Activities**

Candidate offered a wide range of activities. Games, Track and Field Athletics and Swimming continue to be the most popular. In games, Football, Basketball, Badminton and Rugby are the most popular followed closely by Tennis, Hockey and Netball. There has been an increase in candidates offering Weight Training for Fitness.

Outdoor activities were less popular this year. Hill Walking and Campcraft was offered but to a lesser extent. Other outdoor activities were very few. Dance and Gymnastic activities were only offered by a very limited number of candidates.

### **Achievement in the Practical Activities**

All Centres, without exception were able to place all candidates in the correct ranked order in all activities. This confirms that teachers are sufficiently knowledgeable in distinguishing between participants of different abilities. Also, in most cases teachers were able to place candidates in their correct Performance Level. The difficulty that several teachers experienced was to finally place candidates at the correct mark point. Here, the apparent problem was that the teachers were either slightly harsh or slightly too lenient in their marking of all candidates and not just certain candidates at certain points on the mark range.

### **Summary**

Physical Education teachers clearly want to teach to a high standard and have high expectations of their candidates. Centres should be congratulated on their efforts in DVD production, assessment and teaching. Some are experienced IGCSE teachers and others are new to the syllabus. Some are fortunate to have excellent facilities, others struggle a little with very limited opportunities. Overall everyone has obviously worked hard and their students have benefited from the IGCSE Physical Education course and the efforts of the Centres.