



General Certificate of Education

Leisure Studies 8643

LS04 Leisure Facilities

Mark Scheme

2006 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

1(b)(i)	<p>Choose one leisure facility you have studied.</p> <p>Explain how the location affects the facility’s ability to attract customers from the surrounding area.</p> <p>Reference should be made to the location of the facility with reference to the town or city, e.g. central, peripheral, in a suburb, on an estate, business park. Credit visibility.</p> <p>Reference should also be made to its accessibility by main roads, bus services, metro/tram/tube or other fixed link. Then that should be translated into the way it influences the market area of the facility. Are most users local or do they travel distances? What form of transport do they use to get there? Does transport availability affect size and shape of the market area? Does it affect the type of people who might visit? Does transport availability rule out the young, the poor, the old, or does it make the facility available to them? And so on.</p> <p>Answers might refer to the nature of surrounding area – population or businesses. Symbiotic relationships.</p> <p>Level 1 – Basic A basic description of the location and links. An attempt to explain how this affects accessibility. Answers do not refer to shape and size of the market area nor to the nature of its population.</p> <p>Answer is phrased in general terms without specific names of roads, areas, bus routes etc and without specific distances or timings.</p> <p>Level 2 – Clear A clear description of the location that goes on to clearly explain how location affects accessibility. As with precise details, distances, names, times etc greater detail is provided of the way the location affects specific groups of people, possibly including those with different levels of mobility and from different areas within the catchment, the answer moves towards the top of the level.</p>	<p>1-3</p> <p>4-6</p>
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<p>1(b)(ii)</p>	<p>Choose one leisure facility you have studied.</p> <p>Explain how the design of the facility affects its accessibility for customers with disabilities.</p> <p>Design features should be described, with reference to the particular level of ability that is being catered for...or not catered for. Different disabilities under discussion might include people with hearing, seeing or movement problems, or those with mental disabilities of a variety of different sorts.</p> <p>Discussion can be of access into the facility, movement around the facility once access has been gained, and then use of the facilities – whether that be for active or passive participation in activities or events.</p> <p>Credit any aspect of design but not pure staffing without reference to design.</p> <p>Level 1 – Basic The answer shows some evidence of research into and knowledge of relevant design features of the facility. There is a basic explanation of the use to which these design features are put but, at this level, the answer contains more description than explanation.</p> <p>Level 2 – Clear Clear explanation is made of how the nature of people’s special needs links with the design features that are provided to meet those needs; or conversely, the absence of the necessary design features is discussed. Evidence of clear research is shown. Both interior and exterior design features are likely to be discussed to reach the top of this level.</p> <p>More than one type of special need must be discussed to reach the top of the level.</p>	<p>1–4</p> <p>5–8</p>
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Assignment Task 2: Areas necessary for a facility's daily operation	
Expected Response – Task 2	
Assessment Evidence Criteria – AO1, AO2, AO3, AO4	
	Mark Allocation
2(a)	<p>Name two contrasting leisure facilities that you have studied.</p> <p>Choose two of the following areas, which both your facilities provide:</p> <ul style="list-style-type: none"> • reception area • changing rooms • toilet facilities • catering or retail outlets • booking facilities or box office • spectator facilities <p>Compare the design of the two areas in each of your named leisure facilities.</p> <p>“Design” could refer to decoration, furnishings, lighting, layout, signage, uniform etc</p> <p>Some answers will start by describing the chosen areas, without making particular reference to design as such. These answers will describe and list features, and then might go on to juxtapose lists from the two chosen facilities, leaving the act of comparing up to the reader. Credit should be given for answers that deliberately juxtapose descriptions of similar features in the two facilities.</p> <p>Better answers will look at features and compare how they have been designed. This will involve some mention of purpose and function, and go on to show how particular features have been designed to meet specific needs.</p> <p>Level 1 – Basic</p> <p>The answer gives a basic description of the areas but may not compare explicitly. Answers that just list descriptive points without mentioning design will stay at the lower end of this level. Fullness of description moves the answer up through the level. Some explicit comparison could reach the top of the level, even when design is not clearly explained. References to size of an area, without discussion of the design of the space, cannot move beyond low level 1.</p> <p>If only one facility chosen, maximum mark 4 (top level 1).</p>
	1-4

	<p>Level 2 – Clear Two facilities but only one type of area chosen, maximum mark 5.</p> <p>As soon as there is some specific comparison of designs – fitness of particular features for their purpose – the answer will move into this level. Unless two areas in each of the facilities are explicitly compared the answer cannot reach beyond the base of level 2.</p> <p>A clear, explicit comparison of design in each of the areas in each of the facilities moves the answer towards the top of the level.</p>	<p>5–8</p>
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2(b)	<p>Name two contrasting leisure facilities that you have studied.</p> <p>Choose two of the following areas, which both your facilities provide:</p> <ul style="list-style-type: none"> • reception area • changing rooms • toilet facilities • catering or retail outlets • booking facilities or box office • spectator facilities <p>Evaluate how well the two areas meet the needs of customers using each facility.</p> <p>Answers should evaluate the success of the features in meeting the specific needs, to suggest other needs that might not have been met, and even to suggest how the features might be better designed to meet those needs.</p> <p>The best answers will look at the two facilities and then evaluate how well each fulfils its purpose. The needs of the two sets of customers will not be identical; indeed they may be very different. However, candidates should evaluate how well their needs have been met.</p> <p>Level 1 – Basic</p> <p>There is some basic evaluation of the quality of the design in one of the areas. The evaluation is basic when it asserts that a feature is suitable without any justification. Consideration of design in more than one of the areas moves the answer up through the level.</p> <p>If only one facility, maximum 4 marks (top level 1).</p> <p>Level 2 – Clear</p> <p>If facility changed, maximum 5 marks (bottom level 2). If only one area evaluated, maximum 5 marks (bottom level 2).</p> <p>There is a clear evaluation based on evidence of the quality of the design and of its fitness for purpose in at least one area. Clear consideration of two of the areas in the chosen facilities raises the answer up through the level. Specific strengths and weaknesses might both be discussed.</p>	<p>1–4</p> <p>5–8</p>
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	<p>Level 3 – Detailed</p> <p>A detailed evaluation of two areas in both facilities will raise the answer to level 3. If two areas are evaluated critically and in detail the answer should move to the top of the level. The answer provides a real evaluation of the features of the two facilities.</p> <p>The answer is balanced and shows good insight into the strengths and weaknesses of the two facilities.</p> <p>Sensible suggestions for improvements might be made. Detail may be given to explain how one facility could learn from the other – or the answer may show clear awareness of why the tow cannot learn from each other</p>	<p>9–12</p>
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Assignment Task 3: Financial resources	
Expected Response – Task 3	Mark Allocation
Assessment Evidence Criteria – AO1, AO2, AO3, AO4	
3(a)	<p>Explain how financial resources may be provided from a variety of sources to fund leisure facilities.</p> <p>You should refer to funding for:</p> <ul style="list-style-type: none"> • the original development of the facility • the development of new courses or equipment • the day-to-day running costs of the facility <p>Sources of funding for the original development of the facility could include private finance, money invested by a large company, bank loans, money from a club or association, public funding, including local authority funding, lottery funding, etc. Many facilities are built using funding from a mixture of sources.</p> <p>New developments could be financed in the same ways, or they could be funded from surpluses made from the running of the facility. Sponsorship – commercial or fund raising events.</p> <p>Day to day running costs could be met by member subscription, entry fees, subsidies from a variety of different funding bodies, sales in the facility, etc. Often funding will come from a variety of different sources.</p> <p>The answers will probably refer to case study examples but this is not essential.</p> <p>Level 1 – Basic The answer includes basic explanations of the sources of capital or sources of revenue, but may lack clear distinction between the different flows of funding.</p> <p>Level 2 – Clear There is a clear explanation of at least one of the different sources of funding. Capital and revenue are reasonably well distinguished. As the explanation develops depth, and as more of the flows are explained clearly, the answer moves up through the level. Two well done could reach the top of this level.</p> <p>Level 3 – Detailed The explanation is detailed and full. All three flows of funding are understood and explained well.</p>
	1–4
	5–8
	9–10

<p>3(b)</p>	<p>Refer to two contrasting leisure facilities that you have studied.</p> <p>Evaluate the advantages and disadvantages of funding from:</p> <ul style="list-style-type: none"> • the private sector • the public sector <p>Private funding is dependent on market forces. It must make a profit, or meet other needs of the individuals or companies that are providing the funds.</p> <p>Public funding is less prone to the needs of the market, or to market fluctuations, but it may lead to interference from political appointees who may try to exert influences on the day to day running of the facility.</p> <p>The customer may feel that private sector funding means that he or she has to pay more for the facility so that the owner or shareholder can earn a profit. On the other hand the need to make a profit may mean that the facility is forced to consider, and respond to, the needs of the customer.</p> <p>With public sector funding the need to make a profit is less central to the running of the facility. Providing a service is more important, so the customer may benefit. However, in some cases this may also mean that the facility becomes less responsive to customer needs because the feedback provided by the profitability figures is less obvious and direct. Political control can be exercised through the ballot box on some publicly funded facilities...but this is a very remote and cumbersome form of control.</p> <p>Restrict to level 1 if no reference to actual facilities.</p> <p>Level 1 – Basic Basic points are made that recognise at least one strength and weakness of private and/or public funding, and the constraints and opportunities that each source brings with it.</p> <p>Level 2 – Clear There is some clear evaluation, with some relevant comparison between the two types of funding. Knowledge of the funding of chosen facilities is shown clearly. Reference could be made to advantages and disadvantages for both customers and employees of the facility. There should be a reasonable balance between the two sides of the argument if the answer is to reach the top of the level...although that does not mean that the candidate cannot come down on one side of the argument or the other.</p>	<p></p> <p style="text-align: right;">1–4</p> <p style="text-align: right;">5–8</p>
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	<p>Level 3 – Detailed</p> <p>There is a detailed evaluation of the benefits and constraints provided by each method of funding, or ownership or control. Both sides of the argument should be discussed and there should be some conclusion to the discussion. There is detailed understanding of the funding of the chosen facilities.</p>	<p>9–10</p>
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4(b)	<p>For one or more leisure facilities that you have studied:</p> <p>explain how legislation has affected the planning and design of the facility or facilities.</p> <p>(In your answer you could refer to legislation such as preservation orders, local by-laws and/or planning regulations.)</p> <p>The relevant laws and regulations will vary widely from place to place and with the type of facility being described.</p> <p>Expect references to TCPA and appeals procedures. Preservation orders, planning regs, listed buildings, land use zoning, etc. May also gain credit for reference to fire safety and DDA as long as this is specifically referring to the planning and design of the building. Tree preservation orders. Consideration of traffic flow. Green belt legislation.</p> <p>Level 1 – Basic</p> <p>The answer may make reference to the legislation, but this is basic at best. Often answers at this level will rely on a ‘common sense’ approach to the problems, without reference to any detail of the legislation that must be met.</p> <p>The answer may well concentrate on describing design features, with only basic, passing reference to either reasons for their design and the way these meet the needs of particular legislation.</p> <p>Level 2 – Clear</p> <p>The answer shows some clear knowledge and understanding of the legislation, with some specific detail about how the design of the building has been influenced by the demands of that legislation. There is some clear understanding of why particular design features are necessary.</p> <p>Level 3 – Detailed</p> <p>The answer is detailed and thorough, showing good understanding of the requirements of the legislation and the way those requirements are met in practice. Links are developed so that the direct influence on planning and design is explained.</p>	<p>1–4</p> <p>5–8</p> <p>9–12</p>
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Assessment Grid

Task	Assessment Objective			
	AO1	AO2	AO3	AO4
1	7	5	8	
2	3	3	4	10
3	2	4	7	7
4	8	8	4	

Weightings of Assessment Objectives

AO1	20
AO2	20
AO3	23
AO4	17
Total	80