



**General Certificate of Education
June 2010**

Leisure Studies

LS04

8641/8643/8646/8647/8649

Unit 4 Leisure Facilities

Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

General Guidance for Assistant Examiners of AS Level Leisure Studies

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

Levels Marking – General Criteria

The following criteria relate to the assessment objectives for GCE Leisure Studies. They are intended to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1 Basic:

- Brief statements/partial definitions
- Limited reference to case studies
- Simple description
- Limited knowledge
- Generalised approach
- Non-specialist use of language
- Basic or implicit evaluation
- Written expression adequate to convey meaning

Level 2 Clear:

- Clear statements/full definitions
- Clear description
- Beginning to show understanding
- Clear use of one or more case studies
- Some application of knowledge and understanding
- Attempt at analysis
- Some specialist vocabulary
- Some clear evaluation of theme
- Coherent expression, so that meaning is clear

Level 3 Detailed:

- Detailed description
- Detailed application of knowledge and understanding
- Links to theory present
- Detailed use of one or more case studies
- Detail in organisation of response
- Suitable specialist vocabulary
- Greater explicit and reasoned evaluation – strengths and reliability recognised
- Suitable expression to organise and interpret information

NB: A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be 'just' (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. 'NAQ' – not answering question).
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.
- Examiners **must** make it clear that they have looked at all pages in an answer booklet. Every page that has been written on by a candidate should have some mark on it: if there are no other annotations on the page the examiner should put his/her initials in the bottom outside corner. There are a number of acceptable ways of marking the blank pages: crossing through each blank page in red is the most thorough.

General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Task A	Expected Answers	Mark Allocation	Assessment Evidence Criteria
0 1	<p>Name one leisure facility that you have studied.</p> <p>Describe the design of your chosen area</p> <p><u>Notes for answers</u> The answer may well concentrate on layout – size, distribution off furniture and doors etc. and accessibility. Also look for references to colour, lighting, signage, design of equipment and furniture, use of carpets or other floor coverings, safety considerations, sight lines (in spectator seating) etc.</p> <p>Level 1 - Basic The answer provides some basic description of one or more aspects of the design of the area. The answer may well be limited to a simple description of the size and layout. Descriptive terms used are vague and lack precision. There are no real links made between design and function. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The answer is clear. At least one aspect of the design is described clearly, with some precision, at the bottom of the level. As more aspects are considered the answer moves up through the level. Although evaluation is not necessary an answer at this level might well see some connection between design and function. (although full marks can be achieved without such commentaries) QWC is sufficient to make meaning clear.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO3</p>
0 2	<p>Evaluate the design of that area, considering how practical it is to use.</p> <p><u>Notes for answers</u> In the best answers candidates will suggest criteria against which the design can be evaluated and then work out how well those criteria are met. They might evaluate the area from the point of view of staff or of customers – or even of particular groups of customers. Poor answers will evaluate in purely descriptive terms using vague words of comparison. The better ones will try to reach some precision in their evaluation.</p> <p>Level 1 - Basic The answer makes some basic comments on how well the area works, although this lacks precision. Phrases like “quite good” and “not really suitable” are used but there is little or no evidence provided to support such statements. Sometimes it may be unclear from what point of view the facility is being assessed. QWC is basic and may not make the meaning clear.</p>	<p>1 – 3</p>	<p>AO2 AO4</p>

Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
04	<p>Name one leisure facility that you have studied.</p> <p>Outline the main aims of the facility</p> <p>Point Mark If the answer gives a general view of the aims of the organisation and/or the products and services provided allow one mark. A clear and detailed view offering some elaboration about the organisation and/or the main type of product and service gains the second mark. Note that this is not awarded for a list of every last tiny thing that is sold – but for a precise overview of the main aims of the organisation.</p>	2	AO1
05	<p>Describe the overall layout of your chosen facility, with particular reference to the area where its main leisure activities take place.</p> <p><u>Notes for answers</u> The facility can be small or large. The description of layout can be internal and/or external, depending on the nature of the organisation chosen. Marks can be awarded for text or for diagrams or for both, but do not double mark.</p> <p>Level 1 - Basic A basic description of the layout. There is little or no precision of size or scale. The interconnections between different parts of the facility are not made clearly. The answer does not give a clear sense of the facility to the reader. The answer may concentrate on peripheral features at the expense of the “area or areas where the main leisure activities take place.” QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The description is clear, with relevant reference to size and scale. The answer suggests that the reader would be able to find his/her way round the facility using the description/ map as a guide. The answer concentrates on “area or areas where the main leisure activities take place.” QWC is sufficient to make meaning clear.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2 AO3

<p>0 6</p>	<p>Comment on the extent to which the facility's layout allows flexibility for programming different activities.</p> <p><u>Notes for answers</u> The answer needs to describe what flexibility might involve, how the building might cater for such flexibility and the extent to which flexibility is achieved. The content will vary enormously from facilities that are designed for multiple uses to those that are designed for single functions where flexibility is not an important consideration. The latter should be able to gain reasonable marks if a reasonable attempt is made to discuss the topic and to apply it to the facility.</p> <p>Point mark. Allow 1 mark for a simple point and 2 marks for an elaborated and developed point.</p>	<p>4</p>	<p>AO1 AO2 AO3</p>
<p>0 7</p>	<p>Study Figure 1 in the insert which is about Touchwood, a shopping and entertainment facility in Solihull, West Midlands.</p> <p>Explain how the design of Touchwood attracts customers to the shopping and other leisure facilities.</p> <p><u>Notes for answers</u> The extract makes reference to:</p> <ul style="list-style-type: none"> • innovative design...integrated into Solihull's town centre • naturally lit arcades, leafy courtyards and open spaces • reflecting the heritage of Solihull in a contemporary style • echoes of the detail of the town's architectural features.... • Special finishing touches.... • three arcades each have (sic) a different look and feel...graceful display...ornamental ceilings...elegant shop fronts and controlled lighting... • ...modern retailer's requirements for large stores of up to 40 metres in depth • comfortable seating for resting and relaxing • relaxed and refined shopping experience within a sophisticated and pleasant environment • from sumptuous leather seating to the uniformed hosts • Welcome Halls • information desks • carefully designed Way Finding Systems <p>Level 1 - Basic The answer is basic. It is little more than a series of points lifted from the extract. The candidate makes only basic references to how or why these features might attract shoppers. QWC is basic and may not make the meaning clear.</p>	<p>1 – 4</p>	<p>AO2 AO4</p>

	Level 2 - Clear The answer is clear. At least one aspect of the design is clearly linked to the way that it intends to attract shoppers and others to the facility. As more aspects of design are linked to the attraction of shoppers or as a more detailed consideration of a single aspect are made, the answer moves up through the level. QWC is sufficient to make meaning clear.	5 – 8	
	Total of Task B	20	

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
0 8	<p>Study Figures 2 and 3 in the insert, which give information about the location of Touchwood.</p> <p>Discuss the evidence that Touchwood is accessible by different forms of transport and to a wide customer catchment area.</p> <p><u>Notes for answers</u> With reference to transport the answer could refer to:</p> <ul style="list-style-type: none"> • the bus station just across the High Street • the train station • the road system, including motorway links • car parks • pedestrianised streets • taxi rank • shopmobility etc. <p>With reference to area the answer could refer to:</p> <ul style="list-style-type: none"> • the position of the facility in Solihull town centre • the position in relation to the West Midlands as a whole, particularly with regard to access to the motorway network. • the position in relation to the whole country • the accessibility to passing trade, there to use the town centre as a whole. • the accessibility of the building to disabled people etc. <p>Level 1 - Basic The answer is basic. Some points are made about location but these are not linked together to give an overall view of the position that can be clearly understood by a person not familiar with the facility. References to accessibility are generalised and not developed clearly to give an overall view of the facility. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The answer is clear. It gives a full view of the location of the facility and its links to the local area so that the outsider can gain a realistic view of the facility within its context. A clear understanding of the accessibility of the facility is given. QWC is sufficient to make meaning clear.</p> <p>Level 3 - Detailed The answer is detailed. A wide range of points is considered for each bullet point. A realistic insight is shown into the centres accessibility. QWC is about faultless and shows a maturity of style.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 - 10</p>	<p>AO1 AO2 AO3</p>

<p>0 9</p>	<p>Discuss how an out-of-town location might influence the design and potential use of leisure facilities.</p> <p>Out of town sites usually have:</p> <ul style="list-style-type: none"> • cheaper land • more easily available land • easy access to ring roads/motorway etc with less likelihood of traffic congestion than town centre site. • fewer planning restriction (unless limited by green belt etc) <p>This can influence design because:</p> <ul style="list-style-type: none"> • more space can lead to larger single-storey buildings and space to extend them • more cheaper land for car parking etc • possibility to be free with design. • not limited by need to fit in to existing use • less need to refurbish. • need to advertise clearly and boldly to attract passing trade etc. <p>Any of the points listed above can be discussed in general terms and then linked to specific examples.</p> <p>References can be made to features of Touchwood or to the candidate's own local facilities. Comparisons can be drawn between town centre and peripheral locations to illustrate the strengths and weaknesses of each.</p> <p>Level 1 - Basic A basic answer which is mainly descriptive of town centres without any development of advantages or disadvantages. Generalisations may be made but these are not applied to specific places or to specific types of facility. Design features are described but not clearly linked to location. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The answer is clear. At the bottom of the level at least one link is clearly made between location and design. References are made to examples. As the depth and range of the discussion increases the answer moves up through the level. QWC is sufficient to make meaning clear.</p> <p>Level 3 - Detailed The answer is detailed. A range of links between location and design is made. The points are illustrated with reference to examples. QWC is almost faultless and shows maturity of style.</p>	<p>AO1 AO3 AO4</p> <p>1 – 4</p> <p>5 – 8</p> <p>9 - 10</p>	<p>AO1 AO3 AO4</p>
	<p>Total of Task C</p>	<p>20</p>	

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1 0	<p>Name one leisure facility that you have studied which was purpose-built.</p> <p>Name one piece of legislation that affected the design of your chosen facility and explain how it affected the design.</p> <p><u>Notes for answers</u> The answer <u>must</u> apply to a purpose built facility. If it deals with a refurbished facility = 0 marks</p> <p>The legislation could be:</p> <ul style="list-style-type: none"> • fire regulations • preservation orders • Health and Safety at Work • DDA etc. <p>Point mark. Do not allow a mark for naming the legislation, but allow up to two marks for describing it in some relevant detail. Allow up to 4 marks for describing applications of the legislation. Allow one mark for simple points and a second mark for elaborations.</p>	4	AO1 AO3
1 1	<p>Evaluate how well the design of this facility meets the needs of its users.</p> <p><u>Notes for answers</u> The design should be described clearly. Then the evaluation should:</p> <ul style="list-style-type: none"> • set criteria for evaluation and/or • consider the point of view(s) from which the design is to be evaluated • assess the development against the criteria • reach a conclusion based on clearly stated evidence <p>Level 1 - Basic The answer is basic. There is mention of good and/or bad points about the design of the building but these are not developed in any detail. Neither customer nor staff point of view is explained clearly. Any attempt at evaluation is in the form of assertion with little or no supporting evidence. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The answer is clear. At least some of the stages in the process described are carried out. At the bottom of the level they are maybe implied rather than</p>	<p>1 – 4</p> <p>5 – 8</p>	AO1 AO2 AO3 AO4

	<p>stated. As the process becomes clearer the answer moves up through the level. However, the evaluation is not thorough. Only limited aspects of the building are considered in detail, or the whole building is considered superficially. QWC is sufficient to make meaning clear.</p> <p>Level 3 - Detailed The answer is detailed. It follows a clear structure and assesses the whole building. A conclusion, supported by evidence, is stated clearly. QWC is almost faultless and shows a maturity of style.</p>	9 – 12	
1 2	<p>Name one leisure facility that you have studied which has undergone a major refurbishment.</p> <p>Name one piece of legislation that affected the refurbishment of this facility and explain how it affected the design.</p> <p><u>Notes for answers</u> The answer must apply to a refurbished facility. If it deals with a purpose built facility = 0 marks</p> <p>The legislation could be:</p> <ul style="list-style-type: none"> • fire regulations • preservation orders • Health and Safety at Work • DDA etc. <p>Point mark. Do not allow a mark for naming the legislation, but allow up to two marks for describing it in some relevant detail. Allow up to 4 marks for describing applications of the legislation. Allow one mark for simple points and a second mark for elaborations.</p>	4	AO1 AO3
	Total of Task D	20	