



## **General Certificate of Education**

### **Leisure Studies**

**8641/8643/8646/8649**

**LS04      Leisure Facilities**

### **Mark Scheme**

*2007 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.

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Set and published by the Assessment and Qualifications Alliance.

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## General Guidance for Assistant Examiners of AS and A 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.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)(i)	<p>The range can include small to large, privately owned through grant aided or subsidised to publicly owned, general to specialist, new to old.</p> <p>Cinemas can include multiplexes, independents, art cinemas, film clubs, temporary cinemas in church halls, school halls, etc.</p> <p>Theatres can range from opera houses to small comedy venues above pubs, from nationally subsidised companies to touring theatre venues.</p> <p>Ballet, dance, music hall, amateur dramatic venues and so on can all be included.</p> <p>Museums can include large national museums like the Science Museum, local general museums, specialist regional museums like the York Railway Museum or the Durham Light Infantry regimental museum, or small local collections, like the fossil museums at Lyme Regis.</p> <p>Allow one mark for a simple list which includes several different types of facility.</p> <p>Allow two marks for a list with some development, which starts to categorise the facilities and shows a genuine range of different types within the category.</p> <p>If the answer only deals with the attractions in a single facility and cannot be seen to deal with a range across the category = 0 marks</p>	2 marks	AO1
1(a)(ii)	<p>Growth of multiplexes and increasing dominance of chains has continued during this period. Greater flexibility of screening times and interchange between screens in a complex has occurred. Smaller cinemas have closed or changed functions. Links between cinemas and food outlets have become closer, etc.</p> <p>Theatres have moved away from being purpose-built venues. Concerts and plays are now often performed in multi-purpose buildings. There is a continuing split between the commercial and subsidised theatre. Development of mega-venues for concerts has occurred in some major cities.</p> <p>Museums and art galleries are becoming more interactive. Education and entertainment are often being emphasised. Talks, events, planned tours for groups of different ages, etc. are all becoming more common.</p>		

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)(ii) continued	<p>Developments in future should be based on projections of present trends, although there is also some scope for imaginative speculation as long as there is justification for this and it is not mere guesswork.</p> <p>Good answers will refer to changing demographic, social and economic conditions and link these to possible developments in the chosen sector.</p> <p>Changing technology, ethnicity and responses to change in home entertainment. Examples given to illustrate the points made could be local or national.</p> <p><b>Level 1</b> A basic answer in which simple points about present trends are listed. These are not developed in any depth or detail. Examples may be given but these are not discussed in detail but merely described. If the answer is limited to one facility – stays in Level 1.</p> <p><b>Level 2</b> A clear answer in which at least one point is well developed. Trends are seen and justified or explained. Evidence is given. Reference is made to real examples. Points from both sections of the answer need to be well developed if the mark is to reach the top of Level 2. If candidates only use museums or art galleries they limit themselves – but if they write in depth they can still gain full marks.</p>	<p><b>1 – 4 marks</b></p> <p><b>5 – 8 marks</b></p>	<p><b>AO1/ AO2/AO3</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(b)	<p>In 2005 the licensing laws were changed to allow 24 hour drinking. This has had some affect but has not led to widespread 24 hour opening. Rather pubs have stayed open later and have closed in the early hours of the morning in town and city centres, and have closed between 11 and midnight in other areas, and on some evenings of the week. This extended opening has been accompanied by stricter rules governing the licensing of premises, which has given the police greater powers to close – temporarily or permanently – unruly premises.</p> <p>The no smoking rule. Will it apply to all pubs or only those serving food? If so, how has this change affected pubs?</p> <p>Over the longer term there has been an increase in pubs serving food and showing sport on TV. This means different pubs are appealing to different sectors of the market and becoming more specialised. Others are appealing to a younger market, often by using music and lights and becoming more like night clubs. There have been several changes in ownership of pubs, with more chains of pubs and links between these chains and brewing companies. This has been coupled with the increasing serving of ‘guest ales’ rather than just serving a limited choice in tied houses. Closure of pubs in some areas. Redevelopment out of the sector.</p>		<p><b>AO1/AO2 AO3</b></p>
	<p><b>Level 1</b> A basic answer in which at least one change is described, but the description lacks detail. Any attempt at explanation lacks clarity. The answer may contain inaccuracies.</p> <p><b>Level 2</b> A clear answer, in which at least one of the changes is described well. Some explanation of at least one of the changes is provided, and this explanation is generally sound. If both changes are described and explained simply but clearly the answer can reach the top of the level.</p> <p><b>Level 3</b> At least one of the changes is described and explained accurately and in detail. If both changes are described and explained like this, the answer will reach the top of the level.</p>	<p><b>1 – 4 marks</b></p> <p><b>5 – 8 marks</b></p> <p><b>9 – 10 marks</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>The aims can range from aiming to make a profit in the case of commercial organisations to aiming to provide a service for ratepayers in the case of a local authority run organisation.</p> <p>The policies of the organisation are the means by which the aims are achieved.</p> <p>For instance a policy of a local authority run centre can be to provide free entrance at off-peak times for unemployed people, so as to maximise their use of the facility.</p> <p>The policy of a commercial organisation can be to offer free taster sessions to try to attract new members to join the club at full price.</p> <p>Allow one mark for a clear statement of either the aims or the policies. Allow further marks for either, if the answer is developed clearly.</p>	4 marks	AO1





Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(b)(ii)	<p>The answer should be considered from a functional point of view but allow credit for consideration of an aesthetic aspects too. The answer can be written from the management, the staff or the customer point of view, or from any combination of these.</p> <p>Good answers will refer back to the aims and policies of the organisation. They will set clear criteria by which to evaluate the facility and they will give a critical assessment of its working.</p> <p><b>Level 1</b> There are some basic comments about whether the area is good or bad, but the context of these comments is not clearly defined and criteria are not set out. The answer is mainly subjective assertion. As more aspects of the design are covered the answer moves up through the level.</p> <p><b>Level 2</b> At least one aspect of design is considered clearly against some objective standard. Judgement is made in a balanced and logical way and evidence is quoted in support of the judgements. As more aspects of design are covered the answer moves up through the level.</p> <p><b>Level 3</b> The answer is detailed and thorough with a balanced assessment of design. Assessment is made against clearly established and sensible criteria. To reach the top of the level candidates should evaluate design from the point of view of both employee and customer.</p>	<p><b>1 – 4 marks</b></p> <p><b>5 – 8 marks</b></p> <p><b>9 – 10 marks</b></p>	<p><b>AO3/AO4</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)(i)	<p>The answer could locate the facility by referring to roads, housing areas, distances etc. It could also describe the degree to which the community that the facility serves is concentrated or dispersed.</p> <p>Allow up to 3 marks for each chosen facility.</p> <p>In each answer award 1 mark for a basic description.</p> <p>Allow further marks for elaborated descriptions.</p>	<b>4 marks</b>	<b>AO1/AO2</b>
3(a)(ii)	<p>Each market needs to be described. Answers should refer to the age, class and residential areas that the facility aims at and actually draws from. The market area can be described in descriptive terms, or more objectively in terms of average distances of travel by members, core market areas and peripheral areas, areas in which marketing is directed, and so on.</p> <p>Then the answer should go on to compare the two areas in terms of numbers and distances travelled. Accessibility should be seen as a crucial factor in deciding who visits each attraction. Answers should mention accessibility in terms of distance and ease of travel/journey time. Expect reference to walking, private and public transport.</p> <p>Better answers will go on to look at congestion in the area, ease of car parking, convenience of public transport drop-off and pick-up points, lighting and general safety of the area around the facility, and so on. Better answers may also refer to the way that socio-economic factors, such as levels of car ownership, affect accessibility.</p>	<b>4 marks</b>	<b>AO1/AO2</b>

3(a)(i)(ii) continued	<p><b>Level 1</b> The answer makes general, basic references to the locations, in relation to the market, but these lack detail. Any attempt to compare the two facilities consists of little more than a juxtaposition of two descriptions with the reader left to draw the comparisons. As more of the bullet points are considered at a basic level the answer moves up through the level.</p> <p><b>Level 2</b> The answer describes the two locations clearly, in relation to their market areas. Some aspects of the description are stronger than others and the answer may well lack balance. Comparisons between the two facilities are made clearly, if simply.</p> <p><b>Level 3</b> The descriptions of the locations are detailed and related well to descriptions of the market for each facility. The answer is well balanced with all, or most aspects of both facilities covered clearly. Comparisons between the two facilities are written well, and compare their suitability in detail. As the comparisons cover more points sensibly the answer moves towards the top of the level.</p>	<p><b>1 – 4 marks</b></p> <p><b>5 – 8 marks</b></p> <p><b>9 – 10 marks</b></p>	<p><b>AO1/AO2</b></p>
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Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(b))	<p>The space available and the cost of the land have an influence on the design and use of the buildings. Out of town areas usually have more easily available, and cheaper land. However, green field sites sometimes have planning restrictions and certain types of brown field site can gain planning permission more easily. More restricted sites may have to develop upwards over several floors, whereas more open sites can spread out on one level.</p> <p>Similar considerations apply to car parking space and outside storage space.</p> <p>The nature of the location could refer to its slope and height, presence of water features, presence of other leisure facilities nearby, and so on. All of these can affect the design and potential use.</p> <p>Developments in built up areas may have to fit in with established codes of design, especially if they are in any kind of conservation area.</p> <p>All of these considerations affect the use of the facility. Restricted and expensive sites may well have a smaller range of attractions, or they may have to be far more carefully designed to fit the space. This may have a cost implication for the management and consequently for the customers.</p> <p><b>Level 1</b> The answer makes some basic references to the nature of the location and has then gone on to link this to the design and use in a basic way. As more basic links are made the answer moves up through the level.</p> <p><b>Level 2</b> At least one clear point is made, linking some aspect of the nature of the location with the way that the facility has been designed and/or used. The possible areas for consideration are huge and varied. Maximum marks can be gained by a candidate who deals with a single aspect of the location and its effect on design very well, or they can be gained by an answer that makes a number of different points clearly but in less detail.</p>	<p><b>1 – 3 marks</b></p> <p><b>4 – 6 marks</b></p>	<p><b>AO1/AO2 AO3</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)(i)	<p>Equipment includes two banks of lockers, with a hanger rail and a shelf. These are arranged around the sides of the room with some blocks of lockers forming divides. There are a number of benches in between blocks of lockers. In addition there is a TV screen, hair dryers, mirrors, an ironing board and an iron. Showers are located off the changing room, with a mat at the exit from the showers.</p> <p>Also it can be seen that there is a display cabinet for food supplements.</p> <p>Signage is clear, including hazard signs and fire escape signs.</p> <p>Award one mark for a list of features. Award a second mark if the answer goes beyond a list and shows some detail. Award full marks if the answer is full and shows some clear structure.</p>	3 marks	AO1/AO2
4(a)(ii)	<p>Members might want the changing rooms to be clean, hygienic, secure, discrete, friendly, cheerful, comfortable, well lit, spacious, warm and so on. Staff want them to be easy to maintain and clean, secure and safe, easy to inspect and so on. This means that the area should be easy to wash, dust and sweep with well sealed surfaces and few places to trap dirt. Surfaces should be tough and robust so as not to be easily damaged or worn. Wet and dry areas should be separated easily.</p> <p><b>Level 1</b> Basic points are made which recognise some aspects of the layout or the equipment and mention how they meet, or fail to meet, some need of either members or staff. The answer may refer to other changing rooms and not draw on the evidence in the photos to a very great degree. The answer may be unbalanced in favour of either members or staff.</p> <p><b>Level 2</b> The answer is clear. It is well structured, describing the needs of the group concerned and going on to explain how well, or badly specific features that can be seen in the photos meet those needs. Evidence is linked to the perceived needs of the group. If one group's needs are discussed clearly the answer can gain middle marks in this level. If both groups' needs are discussed well the answer can reach the top of the level.</p>	<p>1 – 4 marks</p> <p>5 – 8 marks</p>	AO2/AO4

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(b)(i)	<p>The content of the answer will depend on the facility chosen and the aspect selected for discussion. However, the notes for answers for part a(i) might give some idea of the type of detail that could be given.</p> <p>Award one mark for a list of features. Award a second mark if the answer goes beyond a list and shows some detail. Award full marks if the answer is full and shows some clear structure.</p>	3 marks	AO1
4(b)(ii)	<p><b>Level 1</b> Basic points are made which describe some aspects of the equipment and mention how they meet, or fail to meet, some need of either members or staff.</p> <p><b>Level 2</b> The answer is clear. It is well structured, describing the needs of the facility and going on to explain how well, or badly specific features of the equipment meet those needs. Evidence is linked to the needs of the management and/or the customers.</p>	<p>1 – 3 marks</p> <p>4 – 6 marks</p>	AO3/AO4