



General Certificate of Education

## **Leisure Studies**

**8641/8643/8646/8649**

LS04 Leisure Facilities

## **Mark Scheme**

*2009 examination – January 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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## 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

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**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)	<p><b>For an area that you have studied, briefly outline the range of different leisure facilities where food is served.</b></p> <p>A basic list with a limited range = 1 mark                      A clear and structured list with a full range = 2 marks</p>	2	AO1
1(b)	<p><b>Explain why the number of internet cafés has changed during the last ten years or so.</b></p> <p>An internet café is an ordinary café which also provides customers with access to a computer. This can be used to access the internet. A price is charged for access to the computer and to the internet, as well as charging for drinks and food.</p> <p>Such cafés have developed during the last ten years or so as the internet has grown in importance.</p> <p>They have become particularly important in areas where:</p> <ul style="list-style-type: none"> <li>• there is a large itinerant population – usually students or travellers – who do not have access to their own computers at home</li> <li>• the population is too poor to be able to afford their own computers and internet access, often in inner city areas or isolated rural areas</li> <li>• there are a lot of people who only need occasional access to computers, or who are not yet ready to commit to purchase of their own, such as old people</li> </ul> <p>Internet cafés compete with libraries, which are the alternative providers of general access to computers and the internet, but libraries tend to appeal to a different section of the population. The cafés particularly appeal to the young, itinerant population, for whom they also serve as an important meeting point.</p> <p>As ownership of PCs with internet connections has increased the number of internet cafés in residential areas may well have decreased in the latter part of the period.</p> <p><b>Level 1 - Basic</b>                      A basic answer. The cafés are described but there is little detail in the explanation as to why they have developed or why their numbers have changed. No context for the development is given.</p> <p><b>Level 2 - Clear</b>                      A clear answer. The growth or decline of internet cafés in this period is explained. There is a clear historical and sociological context for the development. Reasons why Internet cafés have both increased at some times in some places and decreased at other times and other places should be given to reach the top of the level.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2 AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)(i)	<p><b>Describe the variety of entertainments in the pubs and bars of one area with which you are familiar.</b></p> <p>Traditional pub games like darts, shove ha’penny, skittles.                      Television, especially sport, often with large screens rather than the old TV set in the corner.                      Quiz nights.                      Music, either live or recorded. Sometimes this is designed to appeal to a general market and sometimes to very specific market segments.                      Karaoke is a specialised form of music entertainment.                      Electronic games, varying from fruit machines and quiz machines to modern, high tech games of skill.                      Dancing, either for participation or watching.                      And so on.</p> <p><b>Point mark</b>                      Allow one mark for a simple point.                      Allow 2 marks for a clearly developed point.                      Full marks cannot be gained without a clear, broad range; although accept that some rural areas may have a more limited range than large urban areas</p>	<p><b>4 x 1 marks</b></p>	<p><b>AO1                      AO2                      AO3</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>1(c)(ii)</p>	<p><b>Explain why the owners and managers of some pubs and bars have developed a greater variety of entertainments during recent years.</b></p> <p>The main aim is to attract more customers and to make them stay longer and buy more. Main reasons for this include:</p> <ul style="list-style-type: none"> <li>• the availability of new forms of entertainment, such as satellite TV, large screen TV, electronic games, etc.</li> <li>• the need to compete with in-home entertainment to attract customers</li> <li>• changes in licensing and ownership regulations for pubs and bars, which have encouraged greater competition between them in many areas</li> <li>• the changing nature of the market, particularly the increase in the young adult market</li> <li>• The changes in habit brought on by the smoking ban</li> </ul> <p>Some owners appeal to a general market and so present ‘middle of the road’ entertainment. Others try to appeal to a particular niche market.</p> <p>Some provide the entertainment all through the week whilst others try to attract an increase in customers on traditionally ‘quiet’ nights.</p> <p><b>Level 1 - Basic</b> The answer is basic. Isolated relevant points are made but these are not developed and there is little structure to the answer.</p> <p><b>Level 2 - Clear</b> The answer is clear. At the bottom of the level there may be several simple reasons given, or one reason may be developed in some detail, or the answer may be clearly structured. At the top of the level two or more reasons are explained in detail and the answer reads clearly and fluently.</p>	<p style="text-align: center;"><b>1 – 4</b></p> <p style="text-align: center;"><b>5 – 8</b></p>	<p style="text-align: center;"><b>AO1 AO2 AO3</b></p>
	<p><b>Total of question 1</b></p>	<p><b>20</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)(i)	<p><b>Name a leisure facility that you have studied.</b></p> <p><b>Describe the design of the facility's reception area.</b></p> <p>Layout will probably be described by most candidates. Better candidates will probably go on to describe colour schemes, signage, comfort, quality of display.</p> <p><b>Point mark</b></p> <p>1 mark for a basic descriptive point. 2 marks for elaborated or developed descriptions.</p> <p>For a list of points limited to the size and layout of the reception area allow up to two marks.</p> <p>If the answer goes beyond a description of the layout allow further marks.</p>	4	<p><b>AO1</b> <b>AO3</b></p>
2(a)(ii)	<p><b>Discuss the extent to which the design of the reception area helps to create a good image of the facility.</b></p> <p>Image includes points about such intangibles as 'atmosphere', 'relaxation', 'high class facility' etc. It also includes 'efficiency', 'value for money', 'fitness for purpose' and so on.</p> <p>Good answers will make reference to both design and function.</p> <p><b>Level 1 - Basic</b> A basic answer in which simple points are made with little structure and only limited development. Any attempts to discuss or evaluate are little more than unsupported statements or vague value judgements with little evidence.</p> <p><b>Level 2 - Clear</b> The answer is clear and recognises links between design and function.</p> <p>The image is discussed in detail and the strength of the assessed against evidence. At the top of the level clear criteria are stated and justified, and the facility is judged against these criteria.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>2(b)</p>	<p><b>Name a leisure facility that you have studied. (It can be the same as the one in (a) or you can choose a different one.) Evaluate the suitability of the design of one area of the facility where customers take part in their main leisure activity.</b></p> <p>The detail that is included will vary from example to example. However, look for details about such areas as:</p> <ul style="list-style-type: none"> <li>• the auditorium in a theatre</li> <li>• the pool at a swimming bath</li> <li>• the galleries at an art gallery</li> <li>• the gym and studio at a leisure centre</li> </ul> <p>Ideally, for an evaluation, the answer should consist of:</p> <ul style="list-style-type: none"> <li>• a description of the intended function</li> <li>• setting of criteria by which it can be assessed</li> <li>• an analysis of how well the design of the facility meets those criteria</li> <li>• a conclusion</li> </ul> <p><b>Level 1 - Basic</b> A basic answer in which some relevant comments are made but where these are little more than descriptive statements with no analysis. Adjectival phrases such as ‘very good’ or ‘rather poor’ are used with very little evidence to support them. Many unjustified statements.</p> <p><b>Level 2 - Clear</b> The evaluation is clear with at least one criterion discussed and used to measure the suitability of the design of the facility. (Note that criteria might be implied rather than stated definitively.) As more criteria are discussed, or as the number of design features considered increases, the answer moves up through the level.</p> <p><b>Level 3 - Detailed</b> The answer is detailed and thorough. It is planned clearly and written logically. There is clear reference to a variety of design features and a clear evaluation of their suitability.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 10</b></p>	<p><b>AO2</b> <b>AO3</b> <b>AO4</b></p>
	<p><b>Total of question 2</b></p>	<p><b>20</b></p>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(b)(ii)	<p><b>Evaluate how efficiently one of the areas you have chosen operates in each of your named facilities.</b></p> <p>Best answers will set some clear criteria for evaluation, then they will go on to test each facility against the criteria. These criteria need not be the same in both facilities, if the facilities are quite different in aspects such as price, age group appealed to etc.</p> <p><b>Level 1 - Basic</b> There is some comment on the suitability for purpose of an area in at least one of the facilities. However, this comment is not clearly structured. There is no clear comparison of the two facilities.</p> <p><b>Level 2 - Clear</b> The answer starts to develop some clarity in its evaluation of the two areas. At the bottom of the level one of the two is done clearly and at the top of the level there is a clear structure that allows the two to be evaluated and compared in a fairly efficient way.</p> <p><b>Level 3 - Detailed</b> The evaluation is detailed. The evaluation is well structured, assessing each facility against relevant criteria and reaching an evidence-based conclusion.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 10</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p>
	<b>Total of question 3</b>	<b>20</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p><b>In the report on D..... Sports Centre in Figure 2, the following comment was made:</b></p> <p><i>“It is far better to install automatic equipment than to rely upon personnel to be energy aware.”</i></p> <p><b>Suggest why this comment was made in the report.</b></p> <p>Automatic equipment always works and keeps on cutting costs. Staff may do the job efficiently, but may forget and may have other priorities. In the long term there may well be a cost saving as a result of investing in equipment.</p> <p>Basic answer = 1 mark. Clear, elaborated answer = 2 marks.</p>	2	AO1 AO2
4(b)	<p><b>Write a draft letter to the manager of a leisure facility suggesting what the advantages might be, for that facility, of investing in energy-saving technology.</b></p> <p>The letter could cover:</p> <ul style="list-style-type: none"> <li>• cost savings for the organisation</li> <li>• saving the environment, which should concern all people and organisations</li> <li>• improved image for the organisation, and the publicity that might be gained from this</li> <li>• improved comfort for users that might arise from things such as draught reduction</li> <li>• a wide variety of possible steps that might be taken – specific details to depend on the example chosen. Some of these points are suggested in the D..... example.</li> <li>• The chosen leisure centre could be real or imaginary</li> </ul> <p><b>Level 1 - Basic</b> The answer makes some basic points. These, though, are isolated with little development and no clear progression of ideas in the letter. Theories are not clearly applied to the chosen example.</p> <p><b>Level 2 - Clear</b> The answer is clear. Points are developed and elaborated. The explanation is logical and fitting for the kind of reader who is the addressee of the letter. Points are clearly linked to the chosen sample.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO1 AO2 AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(c)	<p><b>Name a leisure facility that you have studied.</b></p> <p><b>Evaluate what is being done at the facility to control day-to-day running costs.</b></p> <p><b>Suggest and justify further action that could be taken to control running costs.</b></p> <p>The answer should start with a description of anything that is being done to control running costs....or of anything that is not being done.</p> <p>Then it should go on to set criteria for cost efficiency – in any aspect of the facility’s running - and assess the centre against these criteria. Conclusions should then be drawn to complete the evaluation.</p> <p>Suggestions for further improvement could be based on ideas in the data for D....., or it could come straight from the candidate’s own understanding of the chosen facility.</p> <p>Suggestions for encouraging the staff to control running costs are valid but better candidates will also refer to hardware and technology in their answers.</p> <p><i>(question 4(c) is continued on the next page)</i></p>		<p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO3</b></p> <p><b>AO4</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(c)	<p><b>Level 1 - Basic</b>            There may be an attempt to evaluate what is already being done in terms of cost control but this is basic and lacks clear structure.            Suggestions are made for further improvements but these are basic. They may be very simple and not thought through or they may be impractical.            Answers that concentrate on things such as sticking up posters to encourage staff to turn off lights, without detailed development, will stay at this level.</p> <p><b>Level 2- Clear</b>            There is a clearly structured evaluation of the facility's running costs and of the management's efforts to control them.            The answer includes some clear suggestions for further cost saving. They are based on a clear understanding of the nature and needs of the leisure centre chosen. They may not be fully practical, but they do show some base in reality.            Technological solutions to problems will probably be considered, but an answer which deals purely with human responses can reach this level if it is thorough and well developed.            As more than one clear suggestion is made the answer moves up through the level.            Suggestions are justified clearly.</p> <p><b>Level 3 - Detailed</b>            The answer is detailed.            The evaluation of present management and efforts to control costs is detailed and practical.            Several suggestions are made for further measures, developing from the evaluation, and discussed in detail. The suggestions are practical and the answer is well structured.            "Human based" and "technology based" suggestions are both considered.            Suggestions are justified in detail.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 10</b></p>	
	<b>Total of question 4</b>	<b>20</b>	