



**General Certificate of Education (A-level) Applied  
June 2011**

**Leisure Studies**

**LS04**

**(Specification  
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.

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## **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 assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of 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
01	<p><b>Name one leisure facility that you have studied.</b></p> <p><b>Describe the location of the leisure facility in relation to the area that it serves</b></p> <p><b>Notes for answers</b> Points can be awarded for references to:</p> <ul style="list-style-type: none"> <li>• position at centre/periphery etc within town</li> <li>• precise references to transport links – roads/bus routes/station etc.</li> <li>• distances from the facility to particular parts of the community served</li> <li>• access with relation to schools, etc that are served</li> <li>• etc.</li> </ul> <p><i>Point mark</i></p>	<p><b>1 x 4 or 2 x 2</b></p>	<p><b>AO2 AO3</b></p>
02	<p><b>Assess the accessibility of your chosen leisure facility to local people.</b></p> <p><b>Notes for answers</b> Basic points can be made with regard to how easy it is or how far it is to reach the facility by:</p> <ul style="list-style-type: none"> <li>• walking</li> <li>• cycling</li> <li>• car, including references to road names and numbers and to presence or absence of car parking</li> <li>• public transport, including reference to stops and stations</li> <li>• etc.</li> </ul> <p>More elaborated points can be made about:</p> <ul style="list-style-type: none"> <li>• safety, including lights, etc</li> <li>• disabled access</li> <li>• adequacy of car parking</li> <li>• frequency and timing of public transport</li> <li>• etc.</li> </ul> <p>The best answers should refer to the extent of the community that the facility is designed to serve and the adequacy of accessibility to <b>the whole</b> of the community.</p>		<p><b>AO1 AO2 AO3</b></p>

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

	<p><b>Level 1 – Basic</b> A basic answer in which access to the facility is described. As more aspects of the facility's accessibility are described the answer moves up through the level. Evaluation is dealt with, if at all, in a basic way with simple value judgements no backed up with evidence.</p> <p><b>Level 2 – Clear</b> A clear answer in which evaluation is made and clear evidence is provided to support evaluative statements. Better answers at this level will set clear criteria against which adequacy of accessibility can be evaluated. The best answers will include clear evaluation of accessibility to the whole community.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	
<b>03</b>	<p><b>Location factors have a bearing on the design and use of leisure facilities.</b></p> <p><b>Compare the advantages and disadvantages of town centre locations with locations in the suburbs or in more rural areas. Illustrate your answer with reference to leisure facilities that you have studied.</b></p> <p><b>Notes for answers</b> Town centre locations are often more accessible to more people because of their location near to transport hubs – road, rail, bus, underground etc. They are also close to other leisure attractions, so main gain agglomeration benefits. They are close to many workplaces and so may gain customers during lunch hours or after work.</p> <p>However, sites are often more restricted and so less room for expansion. Cost of land in town centres is also generally higher than in suburban or edge of town locations.</p> <p>Out-of-town locations are often more accessible to specific communities and some leisure facilities are designed to serve those local communities. They may also be close to motorway or trunk road access points and these are good for people with their own transport, but not necessarily so good for people who rely on public transport. They may be in a more attractive environment, less threatening than city centres, especially after dark.....although some leisure facilities might thrive on the more 'edgy' atmosphere of the town centre whilst others thrive on the peaceful environment outside town.</p> <p>Out-of-town locations are particularly suitable for facilities that require large areas of land, such as</p>		<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p>

	<p>outdoor sporting venues or those needing a lot of car parking space.</p> <p>Restricted locations, often found in town centre location – limit the size and scope of facilities that can be provided. Maybe they force buildings to go upwards rather than outwards.</p> <p><b>Level 1 – Basic</b> The answer makes isolated points about either town centre sites or out-of-town sites or both. As it expresses these in terms of advantages or disadvantages the answer progresses through the level. However, it does not go on to make comparisons between the two types of site, except in so far as two points might be juxtaposed. Where references are made to the candidate's case studies these references are basic and do not provide the basis for generalisations showing clear understanding of the wider situation.</p> <p><b>Level 2 – Clear</b> The answer draws clear comparisons between the advantages and disadvantages of the two types of site. Clear examples are drawn from the candidate's own case studies and used to illustrate and elaborate general points that are being made.</p> <p><b>Level 3 – Detailed</b> A range of ideas is developed in detail. The answer deals with advantages and disadvantages of case study examples and compares them sensibly in detail. <b>OR</b> Detailed developments of general ideas with precise reference to the examples.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 10</b></p>	
	<b>Total for Task A</b>	<b>20</b>	

Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
04	<p><b>Name one leisure facility that you have studied. Describe the range of resources that is needed to maintain your chosen leisure facility for its day-to-day use.</b></p> <p><b>Notes for answers</b> The answer might include details such as:</p> <ul style="list-style-type: none"> <li>• cleaning equipment</li> <li>• cleaning liquids etc</li> <li>• maintenance equipment</li> <li>• the number of staff who need to be on duty at any one time to ensure basic safety and good order</li> <li>• cleaning rotas and responsibilities</li> <li>• responsibility structures</li> <li>• maintenance arrangements and rotas</li> <li>• rules for the conduct of users, and the way these are communicated and enforced</li> <li>• emergency procedures</li> <li>• etc.</li> </ul> <p>Of course the emphasis on these will depend on the nature of the facility chosen. The balance will depend on the individual's choice of facility and emphasis on aspects of that facility's management.</p> <p><b>Level 1 – Basic</b> The answer describes one or more relevant aspect of the running and/or maintenance of the facility. However, the answer is not clearly developed and points are isolated. There is little development of ideas. The answer is descriptive with little explanation.</p> <p><b>Level 2 – Clear</b> The answer is clear. There is a sensible, logical structure to the answer. The answer goes beyond merely describing the materials rotas, etc into giving explanations and justifications for the materials used, the rotas and patterns of staffing and management.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p>



05	<p><b>Funding for leisure facilities can be provided by the private sector or the public sector.</b></p> <p><b>Discuss the advantages and disadvantages of private and public sector funding for one or more named facilities.</b></p> <p><b>Notes for answers</b> Private funding comes from shareholders, private individuals, partnerships, bank loans, etc.</p> <p>In the public sector money can come directly from the government, but more often from local government or from government financed quangos like Sport England.</p> <p>Money can also be made available from lottery grants, etc. This is more usually the case with public bodies but privately owned bodies can obtain such funding in certain circumstances.</p> <p>The problem with privately funded bodies is that they are usually profit making organisations and so investors will take money out of the organisation. However, some people suggest that this is likely to make such bodies run more efficiently and meet the needs of customers more precisely.....or at least meet the needs of the wealthier paying customers.</p> <p>Public funding reduces the profit motive and means that these bodies are committed to providing "Sport for All" or some other kind of leisure activity for all. In some circumstances this means that facilities can be of a lower standard than in the private sector.</p> <p>Lottery funding is subject to the applicant for funding meeting very strict criteria, particularly over public access and range of provision. This sometimes appears as an imposition on the management and the previous users, but organisations have to expect to provide for a wide range of users if they wish to obtain public funding.</p> <p><b>Level 1 – Basic</b> At least one basic point about the nature of funding is made. However, all points are isolated and not developed. The answer does not develop a clear, coherent argument. There may be a lack of clarity about the differences between private and public funding. If any attempt is made to discuss the comparative advantages of different types of funding this is basic and does not show any depth of understanding.</p>	1 – 4	<b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b>
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	<p><b>Level 2 – Clear</b> The answer is clear. The differences between public and private funding are understood and explained (even if the two words are not always used clearly and correctly.) Some examples are used well. Some attempts are made to discuss the comparative advantages of the different sources of funding, although the discussion is basic at the bottom of the level.</p>	5 – 8	
	<p><b>Level 3 – Detailed</b> The answer is detailed, with example(s) used to illustrate a range of aspects of the answer. Advantages and disadvantages of various funding sources are discussed clearly and in some detail. The discussion shows good understanding of the two types of source.</p>	9 – 12	
	<b>Total for Task B</b>	<b>20</b>	

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
06	<p><b>Name one leisure facility that you have studied.</b></p> <p><b>Describe and explain how the design of your chosen leisure facility meets the needs of the staff who work there.</b></p> <p><b>Notes for answers</b> This section of the Spec refers to “customer and staff facilities” and the next section refers to “staff facilities, office space, storage space” etc. Candidates should be given credit for interpreting the question as being about the staff’s working environment <b>or</b> about their facilities for breaks, meals, etc. <b>or</b>, ideally about both of these.</p> <p>If writing about working environment candidates could refer to health and safety, efficiency and convenience, pleasantness and ease of working, etc. They might refer to layout, ambience, lighting, ease of movement, suitability for cleaning and maintenance, etc.</p> <p>If writing about staff facilities they could write about parking, places to store coats, etc. eating and resting facilities etc.</p> <p>The question does not ask about customer facilities but if, and only if, the answer manages to show that providing customer satisfaction can increase staff satisfaction, and then link this to design features of the facility, this can be given credit.</p> <p><b>Level 1 – Basic</b> A basic answer in which one or more relevant points are made about the staff facilities but in which there is little link between design and the comfort or efficiency of the facilities. The points that are made are isolated and stand alone and do not develop into a coherent and well-developed argument.</p> <p><b>Level 2 – Clear</b> A clear answer, in which design features of the leisure facility are described and then clearly linked to their efficiency and/or comfort of the staff. The answer develops a coherent and logical discussion of the facility and its use by staff.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p>

07	<p><b>Name two leisure facilities that you have studied. One of them can be the same facility that you discussed in 0 6 above.</b></p> <p><b>Compare the design of the main leisure areas in the two facilities with regard to their suitability for use by their customers.</b></p> <p><b>Notes for answers</b> “Design” can include layout but also lighting, colour schemes, health and safety features, adaptability, suitability for function and so on. The point of view of the customers really needs to be defined, and the better answers may well show awareness of a range of different customer needs and expectations. Comparisons can, at a basic level, be simple juxtapositions of descriptions. However, as they move up through the levels the comparisons need to become more sophisticated. When two fairly similar facilities have been chosen (two gym and fitness centres, one up-market and one mid-market) it should be comparatively straight forward to write comparisons. With two facilities of very different functions (a hotel and restaurant compared with a museum) it is more difficult to write comparisons. Examiners need to give credit when candidates take on a more difficult task and do it well.</p> <p><b>Level 1 – Basic</b> The answer contains one or more relevant points but these do not link together to form a coherent and well argued answer. Comparisons are basic. They may just be juxtaposition of points without any use of comparative adjectives or conjunctions, or they may use such comparisons in a very basic and unsophisticated way.</p> <p><b>Level 2 – Clear</b> The answer is clear. At the bottom of the level the two parts of the answer may show serious imbalance but at the top of the level both facilities are described well with some clear comparisons between them. The answer is written to make points clearly. Judgements are generally supported by evidence.</p> <p><b>Level 3 – Detailed</b> The facilities are both described in detail and comparisons between them are drawn clearly. The customer’s point of view is expressed clearly and used as the basis of sound judgements. The answer is written clearly and logically and a coherent argument is developed. Most judgements are well-supported by evidence.</p>		<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p> <p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 12</b></p>
	<b>Total for Task C</b>	<b>20</b>	

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria
08	<p><b>Explain why all organisations in the leisure industry should make their facilities accessible to people with disabilities.</b></p> <p><b>Notes for answers</b> There is a responsibility towards justice and equality for all. It is the law. DDA (1995) requires that, since October 2004, anyone providing services and facilities to the general public must make any reasonable changes to access arrangements to allow access for disabled people. It allows a whole market sector to access the premises and so increases potential income for the facility. The leaflet quotes a figure of 'in excess of £80 billion. It is only fair. Council owned and operated facilities, in particular, may well feel a particular duty to provide equal access for all. Some medical practices now prescribe exercise for people, and so access to exercise facilities might be particularly important for some people in some places.</p> <p><b>Level 1 – Basic</b> The answer makes at least one relevant point about an aspect of access for disabled but no point is developed in any detail. The mark rises through the level as more basic, simple points are made.</p> <p><b>Level 2 – Clear</b> The answer makes clear points, with some elaboration, about at least one aspect of access for disabled people. The mark rises through the level as more clear and elaborated points are made about different reasons for the limit in 'notes for answers'. At the top of the level the answer will probably show an understanding of the issue from more than one point of view.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO4</b></p>

<p><b>09</b></p>	<p><b>Name one leisure facility that you have studied.</b></p> <p><b>Evaluate how well that facility provides for people with a range of special needs.</b></p> <p><b>Notes for answers</b> The descriptive content of the answer will largely depend on the facility chosen.</p> <p>Answers will probably deal with access and movement around the facility, but they may also go on to discuss factors such as communications, signing, safety and so on.</p> <p>The answer could consider the needs of:</p> <ul style="list-style-type: none"> <li>• physically disabled, including wheelchair users</li> <li>• the blind and partially sighted</li> <li>• the deaf and hard of hearing</li> <li>• people with educational special needs</li> <li>• people who do not have English as a first language</li> <li>• etc.</li> </ul> <p>In order to evaluate provision the better candidates will set clear criteria against which to evaluate and then they will go on to consider how well these criteria are met by the facility under consideration.</p> <p>Other candidates might well evaluate in a more strictly legalistic way, describing the main features of the law and then discussing how well the law has been met.</p> <p><b>Level 1 – Basic</b> The answer is basic. It is mainly descriptive of features that are designed for people with special needs. If there is any evaluation it is of a very basic nature, such as ‘good’ or ‘bad’ with no real evidence-based judgement.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p><b>Level 2 – Clear</b> The answer is clear. The description is fuller and there is a clear attempt to evaluate. As more features are considered and evaluated at a simple, clear level <b>or</b> as the evaluation is more precise and evidence-based the answer moves up through the level.</p> <p>Limited use of a form and style of writing appropriate to</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p>
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Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

	<p>purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p><b>Level 3 – Detailed</b> The answer is detailed and the evaluation is well-structured. Evaluation sets clear criteria and then carefully assesses how well those criteria are met. The answer cannot reach the top of the level unless a range of adaptations for special needs is considered, but the precision of the evaluation is more important than the quantity of different points in determining the final mark.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p>	<b>9 – 12</b>	
	<b>Total for Task D</b>	<b>20</b>	