



**General Certificate of Education (A-level) Applied  
June 2012**

**Leisure Studies**

**LS04**

**(Specification  
8641/8643/8646/8647/8649)**

**Unit 4: Leisure Facilities**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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**

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>Notes for answers</b> Any area can be chosen. Some are more suitable for consideration from a customer point of view than others. Aspects of design can include layout, lighting, decoration, signage, etc. Suitability for customers can include references to those with special needs, children, parents, etc, but can equally well concentrate on the needs of all, including able bodied adults.</p> <p><b>Level 1 – Basic</b> At least one aspect of design is considered in a basic way to reach the bottom of the level. As more aspects are considered the answer moves up through the level. To reach the top of the level there must be some basic links made between the design and the needs of customers.</p> <p><b>Level 2 – Clear</b> At the bottom of the level there is at least one clear link developed between a feature of the design and customer needs and expectations. Considering more links moves the mark up through the level but to reach the top of the level the links must show clarity, detail and thorough understanding.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>
02	<p><b>Notes for answers</b> Any area can be chosen. Some are more suitable for consideration from a staff point of view than others. Aspects of design can include layout, lighting, decoration, signage, etc. Suitability for staff can refer to their comfort and ease but the better answers are expected to concentrate on the suitability and efficiency of the working environment. Evaluation should be as precise as possible and ought to be made against clearly stated criteria. The criteria must be linked to staff, including the management of the facility.</p> <p>Restrict to L1 if the chosen area is the same as that in 01.</p>		<p>AO1 AO2 AO3 AO4</p>

	<p><b>Level 1 – Basic</b> At least one aspect of design is considered in a basic way to reach the bottom of the level. As more aspects are considered the answer moves up through the level. To reach the top of the level there must be some basic links made between the design and the needs of the staff. At this level evaluation is non-existent or is vague and subjective.</p> <p><b>Level 2 – Clear</b> At the bottom of the level there is at least one clear link developed between a feature of the design and the staff needs, which might include their need to meet customers' needs and expectations. As more links are made the answer moves up through the level but to reach the top of the level there must be some clear attempt to evaluate at least one aspect of design.</p> <p><b>Level 3 – Detailed</b> Evaluation of design, from a staff point of view, is detailed. The design is considered against clearly established criteria. The evaluation is precise and objective, using evidence to support any views and opinions.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 12</b></p>	
	<b>Total for Task A</b>	<b>20</b>	

Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
03	<p>It is close to Birmingham.... 1 mark</p> <p>.... approximately 60km from Birmingham. 1 mark</p> <p>It is linked by motorways (M6/M54).... 1 mark</p> <p>.....or A roads (A4169 or A42) 1 mark</p> <p>Allow 2<sup>nd</sup> mark for development of any of the above points.</p> <p>Allow any other valid point.</p>	4	AO2
04	<p><b>Notes for answers</b></p> <p>It lies close to the Welsh border and so could be a suitable venue but the motorways are not convenient for links to the more populated parts of Wales. However, there are A roads, but they will be slower. Most Welsh visitors would need to come and stay overnight if they were to visit, because a full visit that took in several or all of the Ironbridge attractions would need most of the day.</p> <p>From England, Ironbridge would be quite accessible from the northwest, Manchester and Liverpool included. It is well linked to the area by motorways.</p> <p>The most of the rest of England is probably too far away for day visits, but there are good motorway connections to almost all of the densely populated parts of the country such as M5/M6/M54 from Bristol and the southwest, M40/M6/M54 from London and the home counties and M1/M42/M54 from Yorkshire/Leeds/ Sheffield .</p> <p><b>Level 1 – Basic</b> Basic, descriptive points are made about locations but these lack detail or understanding. Names are lifted from the map but there are no overall generalisations about, or comparisons between, different parts of the country. The scale is not well used. Directions are not given.</p> <p><b>Level 2 – Clear</b> The answer is clear. Names of cities and roads are taken from the map and then used to write coherent and reasoned explanations as to how and under what circumstances people from particular regions can visit. Scale, generalisations about regions, comparisons between places and directions are used clearly and accurately.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2 AO4

05	<p><b>Notes for answers</b></p> <p>Expect candidates to name the city, town or area that the facility is located in, and then to describe which part of the city or town or area it is in. That area can be described in terms of population density and social class in so far as that affects the customer base.</p> <p>Connections to the area should be described in terms of walking, cycling, cars, bus and train services (and air service links in the few cases where that might be relevant).</p> <p>Connections to the local area and to the wider region could be discussed separately depending on the nature of the facility and the type of visitor that it caters for.</p> <p>Competition might be discussed, especially if this has an effect on limiting the market area. Maps can be drawn where relevant....and will be welcomed.</p> <p>Discussion of the suitability of the location can concentrate on distance, cost, variety of possible modes of transport and so on. Suitability for different groups (young/old, better off/worse off, car owners or not, impaired mobility, etc.) might be discussed.</p> <p>Visibility to passing trade might also be considered.</p> <p><b>Level 1 – Basic</b></p> <p>The answer is basic. Description of the location is not clear and is short of detail. It may assume a detailed knowledge of the area in the reader.</p> <p>There is little detail on the limits of the area from which the customers are drawn.</p> <p>Much of the answer may consist of little more than a list of roads and public transport routes.</p> <p>Discussion is limited and lacks precision.</p> <p>Links between function and market area are made.</p> <p><b>Level 2 – Clear</b></p> <p>The answer is clear. The location is well defined within the settlement or region being considered. The area is defined with some degree of accuracy.</p> <p>There is a clear explanation of how people from different parts of the area can access the facility, with explanation of different modes that could be used.</p> <p>Discussion of the suitability of the location is structured and supported with some evidence that should be clear to the reader who does not know the area well.</p> <p>Some links are made between function and market area.</p> <p><b>Level 3 – Detailed</b></p> <p>The answer includes a detailed discussion of the pros and cons of the facility's location in relation to its catchment area, and the points in the discussion are well supported with detailed evidence.</p> <p>Clear links are made between function and market area.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO2 AO3</p>
	<b>Total for Task B</b>	<b>20</b>	



Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
06	<p><b>Notes for answers</b> Full answers will probably include references to:</p> <ul style="list-style-type: none"> <li>• The nature of the fire regulations</li> <li>• Fire escapes, their nature and location</li> <li>• Emergency signs and lighting</li> <li>• Fire alarms and fire warnings</li> <li>• Evacuation procedures</li> <li>• Assembly areas and their management</li> <li>• Fire safety notices</li> <li>• Location and nature of fire extinguishers, etc.</li> <li>• Training and fire drill procedures</li> <li>• Minimisation of risk, through safe storage, proper use of building materials etc.</li> <li>• Inspection.</li> </ul> <p><b>Level 1 – Basic</b> The answer is basic. Fire safety points are listed but there is little or no relationship to the regulations. The answer is disjointed and lacks any clear development. There are serious omissions in the coverage.</p> <p><b>Level 2 – Clear</b> The answer is clear and detailed. The answer relates the provision within the facility to the demands of the fire safety regulations. Detailed knowledge of the regulations is not essential but the spirit of the regulations must be understood. Most, or all, of the key aspects are covered at the top of the level.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>

07	<p><b>Notes for answers</b></p> <p>The chosen facilities might be of similar function and have more points of similarity and fewer of difference...or they might be very different and have few points of similarity.</p> <p>Disabilities might refer to:</p> <ul style="list-style-type: none"> <li>• Mobility</li> <li>• Sight</li> <li>• Hearing</li> <li>• Learning problems</li> <li>• and so on, either on their own or in combination.</li> </ul> <p><b>Level 1 – Basic</b></p> <p>The answer is basic. The provisions are listed with little development. Any attempt to compare does little more than place two lists together and leaves the reader to do the work of comparing. Development of ideas with constructive or critical comment is very limited.</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></p> <p>The answer is clear. Some distinct comparisons are made, although this may be at a fairly limited and obvious level. There is some attempt to understand the special needs of the customer and to appreciate how well these have been met by the facility.</p> <p>Limited use of a form and style of writing appropriate to 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></p> <p>The answer is detailed. Comparisons are clear and thorough with good detail provided on both facilities under consideration. Either a variety of different special needs will be considered or one type of need will be considered in a lot of detail. There is a clear understanding of the needs of the customer and a realistic appreciation of what has or has not been done to meet these needs.</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>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</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>Generally 2 x 2 marks but allow up to 3 marks for either of the changes described.</p> <p>For each change:</p> <ul style="list-style-type: none"> <li>allow 1 mark if the before and after situations are described simply but clearly</li> <li>allow a second mark for a full description of an aspect of the change</li> <li>allow a third mark if the description shows real insight and depth of knowledge.</li> </ul>	4	AO1 AO3
09	<p><b>Notes for answers</b></p> <p>Both changes should be evaluated. Do not allow credit for repetition of material that was requested in part 0 1.</p> <p>There may be some description of the problems that needed to be solved by the refurbishment and some consideration of the extent to which the problems had been solved or ameliorated. Alternatively, there may be description of how the customer experience has changed in any case.</p> <p>The answer should quote evidence to support evaluation if possible.</p> <p><b>Level 1 – Basic</b></p> <p>The answer is basic. It may well describe what was built and state whether it is good but there is no firm basis for the evaluation. The answer does not assess the degree to which the refurbishment was successful nor make any attempt to explain why a particular evaluation was given.</p> <p><b>Level 2 – Clear</b></p> <p>The answer is clear. At least one aspect of the refurbishment is evaluated with clear success criteria and clear evidence of the extent to which those criteria have been met.</p> <p>The answer reaches the top of the level if both changes are evaluated clearly as described above.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO1 AO3 AO4
10	<p><b>Notes for answers</b></p> <p>Ironbridge is now a museum which tries to describe and explain the history of the industrial revolution period. If this can be done in buildings that were originally built at that time, with machinery and artefacts displayed <i>in situ</i> it may well be easier to understand the history. This will improve the leisure experience for visitors.</p>		AO1 AO2 AO3 AO4

	<p>In addition the factors of local geography that helped the industry to grow in this location can be better appreciated when they can be seen and felt. However, there might have been many problems with the conversion. Planning regulations might have caused problems because of:</p> <ul style="list-style-type: none"> <li>• listed building status</li> <li>• health and safety regulations</li> <li>• the need to provide facilities for people with disabilities</li> <li>• the need to fit new buildings into traditional styles</li> <li>• and so on.</li> </ul> <p>These constraints might have added cost and time to the process of refurbishment. They might also have meant that compromises had to be made and the most attractive option for the visitors or the most profitable option for the developers might not have been possible.</p> <p>The Ironbridge site, in and alongside a gorge, might have presented many difficulties for modern construction and for the access needs of modern people. In particular access by car and coach might have been a problem. So might the problem of parking.</p> <p>References to any other refurbishment of a similar industrial area e.g. Beamish is acceptable.</p> <p><b>Level 1 – Basic</b> A basic answer. Points are lifted from the leaflet without much input of the candidate's own knowledge or understanding. The answer is disjointed and is not planned clearly. The answer may not show a balance between benefits and disadvantages.</p> <p><b>Level 2 – Clear</b> A clear answer. Points are taken from the leaflet or from the candidate's own knowledge of another area and these are developed in a way that shows understanding of the needs of the leisure industry and its customers. There is evidence of some planning. There is also a reasonable balance between advantages and disadvantages. At the top of the level the answer shows a thorough understanding of the issues involved as they relate to the development of the leisure industry.</p>	<p>1 – 4</p> <p>5 – 8</p>	
	<b>Total for Task D</b>	<b>20</b>	