



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS04 Leisure Facilities

Mark Scheme

2007 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

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.

Assignment Task 1: How a facility is designed in relation to its use		
Question	Expected Response – Task 1 Assessment Evidence Criteria – AO1, AO2, AO3, AO4	Mark Allocation
1(a)	<p>Name a leisure facility that you have studied.</p> <p>For that facility, outline the aims and policies of the organisation that manages the facility.</p> <p>The aims are the long term strategies of the organisation. Consider profit making and payment of dividends to shareholders as aims of a commercial company. Consider voter satisfaction as an aim of a local authority run organisation. Enhanced life, fitness, culture, enjoyment of the customers is an aim of both types of organisation.</p> <p>Policies are ways of achieving the aims. They might include:</p> <ul style="list-style-type: none"> • increased membership/increased ticket sales/etc. • providing a wide range of courses/classes/entertainments/etc. • modernisation of facilities • involvement with the local community through education and development/etc. • fun and fitness for all • safety. <p>Point mark</p> <p>Allow one mark for a basic answer which provides an outline of what the organisation tries to do.</p> <p>Allow 2 marks if the answer is clearly structured showing an understanding of the organisation which goes beyond just listing policies.</p>	2

Question	Expected Response	Mark Allocation
1(b)	<p>Describe the overall size and layout of the facility. Refer to the building and land around the building.</p> <p>Consider the overall size (which may refer to measurements or use comparative adjectives) and shape of the facility; whether freestanding or part of a bigger building; number of floors; etc. For layout consider the internal arrangement of rooms, corridors, public and staff areas. Marks should be given for sketch maps when they add something to the text. Some candidates could answer the question with an annotated sketch alone. Give credit for actual measurements, when relevant.</p> <p>Level 1 – Basic Relevant points are made about size and/or layout, but the answer does not provide a clear overall picture of the facility.</p> <p>Level 2 – Clear The answer is clear and provides a coherent picture of the whole facility. Links are made between different parts of the facility.</p>	<p>1–3</p> <p>4-6</p>

Question	Expected Response	Mark Allocation
1(c)	<p>Discuss how well the facility's building (or buildings) suits its intended function.</p> <p>The answer may well refer back to the aims and policies of the organisation. The best answers will probably describe the needs clearly and then go on to discuss how well they are met. References to size and function will be important. References to present activities at the place and the possibilities for development and expansion will also be relevant. Individual parts of the building might be discussed, and/or the building as a whole, and/or the spaces around the building. Customer needs and staff needs could be discussed. Simple answers will give a list of ways in which the building does meet its needs. Better answers will examine the building much more critically.</p> <p>Level 1 – Basic A basic answer in which the candidate describes some functions of the building and gives a brief summary of how they do their job, but which does not analyse or evaluate the suitability of the building for the specified function.</p> <p>Level 2 – Clear A clear answer, in which at least one of the building's functions, and its suitability for meeting that function are discussed and evaluated – even if only simply.</p> <p>At the top of the level the answer is thorough. Different aspects of the building's function are analysed and evaluated in detail. The answer reaches some overall conclusions about the suitability of the building for its functions.</p>	<p>1–3</p> <p>4-6</p>

Question	Expected Response	Mark Allocation
1(d)	<p>Suggest one change to the design or layout of the building that might make it even more suitable for its intended function.</p> <p>Justify your suggested change.</p> <p>Candidates should be able to think around what they have seen on the ground. Once again, the better answers will make clear references back to the earlier parts of the Assignment, particularly to part (a).</p> <p>Level 1 – Basic A change is suggested. If there are basic links to the needs of the organisation the answer can move up through the level.</p> <p>Level 2 – Clear The change is explained and justified clearly. The change is more than just a fantasy or a whim, and it is shown to meet the needs of the organisation and to come within a realistic cost range. (Note that cost assessments are not needed to reach Level 2, though).</p>	<p>1-3</p> <p>4-6</p>

Assignment Task 2: Differences between purpose-built buildings and buildings that have been refurbished		
Question	Expected Response – Task 2 Assessment Evidence Criteria – AO1, AO2, AO3, AO4	Mark Allocation
2(a)	<p>Choose two leisure facilities that you have studied.</p> <p>Name each facility. Describe how each facility has been designed to allow access by customers.</p> <p>Answers should consider access into the car park, if applicable , then from the car park, or bus stop, or pavement, into the building itself. Consideration should be given to distance, slopes, steps, etc. for able bodied and disabled users. Safety of access routes should be taken in to account, including separation of different types of traffic. Signage might be considered. The numbers of users entering at any one time might need to be taken into account, as this will affect adequacy of paths, car park control, doors, and so on.</p> <p>Level 1 – Basic The answer gives a list of relevant points, but these are basic statements with little or no development. There is little pattern or structure to the answer.</p> <p>Location allows access to L1 but unless design of links is added, does not go beyond L1.</p> <p>Level 2 – Clear The answer is clear, with some of the points of observation being used and explained. The answer is structured reasonably clearly, so that the candidate shows a reasonable understanding of the needs that must be met by different parts of the building. Max level 2 – 7 marks – if a bullet point is missed out. Max level 2 – 7 marks – if only one facility is described.</p> <p>Level 3 – Detailed The answer is detailed, with most of the points being developed. Particular design features are described fully. The answer is well structured and planned, and it gives a coherent account of the design features of the building as a whole.</p> <p>Answers should consider all the main movements inside the building – into, around and out of reception areas – into changing rooms or cloakrooms or toilets – within the main activity areas – and so on. Movement in normal times and in emergencies could be considered. Width of corridors, doors, etc compared with typical flows of people should be considered. Sight lines along corridors, signage in normal times and emergencies, might be taken into account. Efficiency of evacuation arrangements might be considered.</p>	<p>1–4</p> <p>5–8</p> <p>9-10</p>

Question	Expected Answers	Mark Allocation
2(b)(i)	<p>Identify one problem, other than access, that the original building B presented before refurbishment.</p> <p>Describe how this problem was tackled in the refurbishment.</p> <p>Examiners need to consider the scale of the problem that is addressed by the candidates. Some might tackle major renovations (e.g. conversion of an old cinema into a multiplex) and others might tackle fairly minor changes (e.g. a clothes shop redesigned as a video hire shop). More precise detail would be expected from the latter, whilst general principles might be accepted for the former.</p> <p>Point mark. 1 mark for clear identification of a problem and up to 3 marks for description of the solution – within the 4 mark total.</p>	4
2(b)(ii)	<p>Evaluate how well this problem has been addressed.</p> <p>If the problem in 2b(i) was not linked to refurbishment still allow marks in b(ii) for addressing a problem of building or design.</p> <p>Assessment is a higher order skill. Some candidates may well describe the solution and present only the very briefest analysis of the level of success. Better candidates should have a clear set of criteria against which to judge the level of success. These criteria may include:</p> <ul style="list-style-type: none"> • level of customer satisfaction • profitability of the change, or increase in use • efficiency of the renovated building • aesthetic considerations • ability of the conversion to pass planning regulations. <p>Allow assessment of negative aspects too.</p> <p>Level 1 – Basic A basic answer which assesses the outcome on a purely subjective basis. Clear criteria for the assessment are not established. The answer may be vague or anecdotal.</p> <p>Level 2 – Clear The answer is clear, with well supported statements. Criteria may not be stated as such, but there must be some yardstick against which the success, or otherwise, of the conversion is judged. The answer is well structured and developed.</p>	1-3 4-6

Assignment Task 3: 'Behind the Scenes' areas		
Question	Expected Response – Task 3 Assessment Evidence Criteria – AO1, AO2, AO3, AO4	Mark Allocation
3(a)	<p>With reference to any one leisure facility that you have studied describe the facilities that have been designed for staff access only and evaluate how adequate these facilities are for staff.</p> <p>These might include staff rest rooms, but also storage areas, offices, cleaning facilities, heating and air conditioning controls, and so on. Candidates might consider the size, comfort, cleanliness, etc. of rest and dining facilities. They might also look at the equipment provided – chairs, lockers, cookers, fridges, and so on. These should be considered in relation to the size of the staff and the number and timing of breaks when the facilities are used.</p> <p>The staff-only work areas need to be considered from a point of view of efficiency and safety. Are these areas well-lit, well-ventilated, easy to move around in, and generally functional.</p> <p>Level 1 – Basic Some facilities are described in a basic way. Basic points are made, but there is little plan or structure to the answer. No real criteria are used against which to judge the adequacy of the facilities. The answer is subjective and anecdotal. Answers might deal with only one of the working and relaxation areas.</p> <p>Level 2 – Clear The answer is clearly structured and evaluates the adequacy of the facilities in an objective way. To reach the top of the level the answer must deal clearly with both the working areas and the staff relaxation areas.</p> <p>At bottom of level the description is clear and contains some detail but evaluation is limited.</p> <p>At top of level both are clear with some detail.</p> <p>Level 3 – Detailed The answer is detailed and thorough. It evaluates the facilities against clear, objective criteria.</p>	<p>1–4</p> <p>5–8</p> <p>9-10</p>

Question	Expected Response	Mark Allocation
3(b)(i)	<p>Describe the arrangements for cleaning and maintenance of one area within the facility.</p> <p>Describe the staff tasks. Refer to normal cleaning, tidying and maintenance during opening hours and to cleaning and maintenance when the facility is closed to the public. Consider what equipment is provided, where it is stored, etc. Consider waste storage and disposal.</p> <p>Point mark. Full marks can only be gained when the answer deals clearly with both the cleaning and maintenance facilities.</p>	4
3(b)(ii)	<p>Discuss how the design of the area contributes to the effectiveness of the cleaning and maintenance.</p> <p>Once again, answers will range from the poorly structured, anecdotal answers, to the well structured answers which assess against clear criteria. These should include:</p> <ul style="list-style-type: none"> • health and safety • customer satisfaction • aesthetic impression • speed of repairs • the facility's own standards, which might be stated in a staff handbook or code of practice, etc. <p>Level 1 – Basic Basic points are made, but there is little plan or structure to the answer. No real criteria are used against which to judge the adequacy of the design of the facilities. The answer is subjective and anecdotal. Answers might deal with only one of the cleaning and maintenance functions.</p> <p>Level 2 – Clear The answer is well structured and assesses the adequacy of the design of the facilities against some clear, objective criteria. To reach the top of the level the answer must deal clearly with both the cleaning and maintenance functions, and how the area is designed to suit those functions.</p>	<p>1-3</p> <p>4-6</p>

Assignment Task 4: Financial resources		
Question	Expected Response – Task 4 Assessment Evidence Criteria – AO1, AO2, AO3	Mark Allocation
4(a)	<p>Describe the various types of finance for the building and running of leisure facilities in the proposed Leigh Sports Village.</p> <p>Land assets owned by the Council, Leigh Harriers, BARLA and British Waterways. Some of these assets will be sold to raise capital. Some of the land will be leased to commercial users, - health and fitness clubs, bars, catering, music venues, ten-pin bowling, cinema, conference facilities, and these will bring in cash through rents. Sports Lottery grant already obtained. Other Lottery grants may be available for individual bodies. Football Foundation grant, with further possible funding from Lancs FA. College has gained funding from the Skills Council. Applications to the NW Development Agency. Possible applications for EU funding. Sites within the village will be leased to users, to provide cash flow, which will, in turn, fund new activities. Profits from different activities will pay for maintenance, promotion and management of the facilities on a day to day basis.</p> <p>Level 1 – Basic A list of sources of funding, with little comment. Large parts of most Level 1 answers will consist mainly of material lifted from the resource material with little attempt to classify the different types of funding or to structure the answer.</p> <p>Level 2 – Clear The sources and range of funding are described clearly. An attempt has been made to sort and classify the different moneys, either by source or by use.</p>	<p>1-3</p> <p>4-6</p>

Question	Expected Answers	Mark Allocation
4(b)	<p>Explain the benefits for the Sports Village of having this variety of different sources of finance. You should refer to the provision of:</p> <ul style="list-style-type: none"> • the range of facilities • courses and educational use • other activities. <p>A variety of different finance sources means that there will be a variety of different facilities available. These will suit different interests, needs, lifestyles and levels of disposable income. The Village will provide facilities for active leisure and sports, and also for more passive leisure pursuits – e.g. cinemas and restaurants – and walking, bird watching etc. The college will provide an educational element – including vocational education in Leisure Studies and Sports Studies, and also education as a leisure time activity – lifelong learning. Subsidies and grants from the lottery and other sources will make the facilities more readily available to those of a limited income. A variety of funding sources makes the venture as a whole more stable than if it relied on a single source of capital and cash flow.</p> <p>Level 1 – Basic The answer is basic with a simple list of possible advantages. This may concentrate mainly on the cost implications of substantial lottery funding. If there is any mention of the breadth and variety of different activities, or of the security provided by the different sources, this is superficial.</p> <p>Level 2 – Clear The answer is clear. There is some explanation of the benefits of the different sources of funding. The answer goes beyond the idea that subsidies bring benefits to discuss some wider implications.</p> <p>Level 3 – Detailed The answer is developed in detail. A variety of benefits is discussed and the benefits and drawbacks of private and public funding are considered in detail. The security and counter-balances of different sources of funding is considered. The difference between commercial and public funding are considered and the benefits and drawbacks of each are considered to some extent.</p>	<p>1-4</p> <p>5-8</p> <p>9-10</p>

Question	Expected Response	Mark Allocation
4(c)	<p>The article refers to how the income from LSVCo is to be utilised, with the first call upon income including any necessary funds for renewals/major repairs.”</p> <p>With reference to any one leisure facility that you have studied, outline how it makes provision for any renewals/major repairs.</p> <p>This answer will need details of the way different streams of cash are dealt with in the organisation. Some smaller organisations may just deal with renewal/repairs on an ad hoc basis out of general funds. Larger organisations, and well-organised small ones, will have a separate account and a planned programme of renewal. There might even be a separate emergency or contingency fund.</p> <p>Minor or major renewals or repairs to be credited.</p> <p>Point mark Allow one mark for each simple point. Allow two marks for each developed point.</p>	4

Assessment Grid

Task	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)	1		1	
(b)	4		2	
(c)		2	2	2
(d)		4		2
2(a)	5		5	
(b)(i)		2	2	
(b)(ii)		1	1	4
3(a)		4		6
(b)(i)	2		2	
(b)(ii)		3		3
4(a)	4		2	
(b)	2	4	4	
(c)	1	1	2	

Weightings of Assessment Objectives

AO1	19
AO2	21
AO3	23
AO4	17
Total	80