



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**General Certificate of Education**

**Leisure Studies**  
**8641/8643/8646/8649**

**LS04      Leisure Facilities**

**Mark Scheme**

*2008 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>Candidates should name and define their area. They ought to provide a full range of fitness and sports facilities, of different sizes, functions, types of ownership or management, and so on. Their discussion should show awareness of different ways of classifying their facilities, and the more detailed and varied their classification is, the better the answer will be.</p> <p><b>Level 1</b> The answer is little more than a list. It does gain some credit for evidence of research. As the answer develops it shows some use of basic headings, and this will move the answer towards the top of the level.</p> <p><b>Level 2</b> The answer has a clear description of the types of facility and shows a clear use of classification. There is some development of the classification. As the classification develops and becomes more detailed, with more categories and more subtle distinctions, the answer moves up the level. Detailed classification takes the answer to the top of the level.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1,AO2 AO3</p>
(b) (i)	<p>The answer could refer to a sports facility which is used by different organisations at different times of the day, or by a theatre or concert venue where different companies play. It could be a school which lets parts of its facilities to different leisure organisations in the evening, or could be a venue which was built with dual usage in mind.</p> <p>In addition to the suggestions in the question the answer may refer to rules, responsibilities, contracts, insurance, etc.</p> <p><b>Level 1 – Basic</b> The answer is basic with some simple, disconnected points which do not give a clear picture of the management of the facility's use.</p> <p><b>Level 2 – Clear</b> The answer is clear, with a description that provides a good picture of the arrangements for the facility's uses. As different aspects of the facility are considered or greater detail is added the answer moves up through the level. Do not award credit here for material that should be used in (b)(ii).</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1,AO2 AO3</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>(b) (ii)</b>	<p>The advantages of dual use should be a sharing of the costs of the ground, capital and equipment, staff and maintenance costs.</p> <p>Disadvantages will be less access for any individual group and greater wear and tear on the facilities. However, these disadvantages should be reduced, or overcome, by careful planning. Anyway, dual use might be the only way that the community, owners or whoever can afford to run the facility.</p> <p><b>Level 1 – Basic</b> The answer makes at least one general point about either advantages or disadvantages about the sharing of facilities. As more points are made the answer moves towards the top of the level. The top cannot be reached without relevant points being made on both sides.</p> <p><b>Level 2 – Clear</b> The answer evaluates the situation for the chosen facility. Advantages and disadvantages are weighed up and some sort of conclusion is reached. To reach the top of the level, the needs of both managers and users must be considered.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1 AO3,AO4</b></p>
<b>Total</b>		<b>20</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a)(i)	<p>There is a ramp that goes up to the landing. This leads either into the lobby and then into reception, or into a separate area with a disabled lift up to reception or stairs to the first floor. The reception area has a reception desk to the left and drinks machines and display areas beyond it. Opposite is the entrance to the changing rooms with men's to the left and ladies' to the right.</p> <p>Both changing areas are mainly open with some more private areas to the sides. There are lockers round most of the walls and a central feature, probably benches.</p> <p>Each changing room then leads into the shower areas, with washrooms and toilets off.</p> <p>The shower areas lead into the poolside area.</p> <p>There is space in both the ladies and gents' areas for baby changing, so the facility is family-friendly.</p> <p><b>Level 1 – Basic</b> The answer makes at least one relevant point but lists features without seeing how the layout is inter-connected. Further basic points can raise the answer towards the top of the level.</p> <p><b>Level 2 – Clear</b> The answer is clear, with links and connections between the features being seen and described.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2,AO3
2 (a)(ii)	<p>The entrance is suitable for all users, able bodied and disabled.</p> <p>The lobby is small, although probably adequate at all but the busiest times. It probably reduces draughts.</p> <p>Reception area has easy access to the desk, and then people can move beyond that to use the machines and see the notices. This area is out of the way of the direct access to the pool area.</p> <p>Changing rooms are equipped with basic necessities, lockers, benches, private areas, baby changing areas, mirrors, driers. Therefore it fulfils the main needs, although it is not possible to assess how luxurious they are.</p> <p>The layout with the showers and toilets between the changing area is sensible. It means that people are encouraged to shower before using the pool, and to use the toilets if they are needed during their swimming session.</p> <p>The answer might refer to able bodied or disabled users, to men and women or to families, especially those with babies. Assessment would suggest that the layout meets all the basic needs and goes some way beyond basic, but it is difficult to assess how far beyond.</p>		AO1 AO3,AO4

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
	<p><b>Level 1 – Basic</b> General comments are made as to whether the facilities are well designed, but these comments are not put into any framework for appraisal. They are just isolated points.</p> <p><b>Level 2 – Clear</b> The evaluation takes place within clear criteria, either stated or implied. A detailed and well structured answer should reach the top of the level.</p>	<p>1 – 3</p> <p>4 – 6</p>	
(b)	<p>The answer will depend on the area chosen. Note that design could involve layout, decoration, lighting, design of furniture and equipment, design for movement around the area and so on. Evaluation should be in terms of staff needs. Comments on customer satisfaction must be seen through the needs of staff – happy customers + happy staff.</p> <p><b>Level 1 – Basic</b> The answer describes how the chosen area is designed. Any attempt at evaluation is purely basic with no clear criteria for evaluation. Evaluation is more like a statement of ‘good’, ‘bad’, etc.</p> <p><b>Level 2 – Clear</b> The description of the design is clear. The evaluation is well structured with any evaluative comments clearly based on an assessment of the staff needs.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1,AO2 AO3,AO4</p>
<b>Total</b>		<b>20</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)(i)	<p>Roof – made lower to save heating costs, reduce maintenance costs.</p> <p>Double glazing – save heating costs, keep pool warmer.</p> <p>New extension – to increase range of facilities and bring more users into the facility (and that was a condition of getting the lottery grant).</p> <p>Activity room – as above.</p> <p>New lobby – to make reception more efficient and spacious, to improve the appearance of the facility.</p> <p>Chimney sealed off – because no longer used, to reduce draughts and damp.</p> <p>Concealed refuse area – to keep the facility tidier and to make it a better neighbour ...and so on.</p> <p><b>Level 1 – Basic</b> Basic suggestions made about at least one of the features. If basic points are made about three features the answer should reach the top of the level.</p> <p><b>Level 2 – Clear</b> At least one of the features is developed clearly and with some detail. If all three features are developed the answer will reach the top of the level.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2,AO3
(ii)	<p>There is a ramp that allows disabled users easy access – thus matching the requirement of the DDA.</p> <p>The same bricks have been used to fit in with the original building and its neighbours – which is often a demand of local planners that the new building fits in with the old and with the style of the neighbourhood.</p> <p>Where extensions have been built the stone work has been continued round, matching up with the original building – which matches the needs described above.</p> <p>Nothing extends beyond the original ground floor of the pool – so that the building does not extend its footprint.</p> <p>The roofline of the new extension matches that of the old building – so that it does not alter the appearance of the area and does not overshadow any of the neighbours.</p> <p>A separate area has been produced to contain/hide the rubbish bins – which helps to meet local bye-laws with regard to waste disposal and the tidiness of the area.</p> <p>Trees along the side of the building have been left in place, even though this must have made building more difficult – as Tree Preservation Orders (TPOs) might have been placed on them.</p>		AO2,AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
(ii)	<p><b>Point Marks</b></p> <p>Allow one mark for describing an aspect that has been influenced by legislation.</p> <p>Allow one mark for explaining how the development meets the legislation.</p> <p>Allow additional marks for development of either point.</p>	4	
(b)	<p>The answer will depend on the example chosen, but may well cover similar points to those described above for Jesmond Pool.</p> <p><b>Level 1 – Basic</b> The answer includes relevant points of description of the renovations. Any attempt to explain how successful they have been is basic and is not based on an analysis of what was needed and what has been achieved.</p> <p><b>Level 2 – Clear</b> The answer makes a clear assessment of the success of the refurbishment, comparing what was there with what has now been provided and/or setting clear criteria by which to judge success, and then assessing against these criteria.</p> <p><b>Level 3 – Detailed</b> The answer is detailed, with the refurbishment assessed against relevant and well-developed criteria.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO3,AO4</p>
<b>Total</b>		<b>20</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)(i)	<p>Answer will depend on the example chosen.</p> <p>For instance, permanent structures could include the pool at Jesmond, stage or seating at a theatre, fixed display cabinets in a museum, etc. Moveable equipment could include exercise equipment at a gym, hurdles at a running track, tables and chairs in a restaurant, etc.</p> <p><b>Point Marks</b> With points awarded for describing points in sufficient clear detail to make it plain what is being described.</p>	4	AO1 AO3
(a)(ii)	<p>Answer will depend on the example chosen.</p> <p>See the suggestions above.</p> <p><b>Level 1 – Basic</b> A basic list of the major aspects of the maintenance programme is provided. The points are not developed or elaborated.</p> <p><b>Level 2 – Clear</b> The answer is clear and detailed. Good reference is made to the precise details of practices in the facility. Points are developed in some detail.</p>	1 – 3  4 – 6	AO1 AO2,AO3
(b)	<p><b>Level 1 – Basic</b> The answer contains some basic but relevant points about income flows, planned out-goings, contingency funds, cost reduction, income management, book-keeping systems, use of technology, etc.</p> <p><b>Level 2 – Clear</b> The answer is clear, with at least one aspect of income and out-goings described in some detail. As more aspects of the systems are described the answer moves up through the level</p> <p><b>Level 3 – Detailed</b> The answer is thorough with a good overall understanding of the day-to-day running of selected aspects of the finances of the facility.</p>	1 – 4  5 – 8  9 – 10	AO1 AO2,AO3
<b>Total</b>		<b>20</b>	