



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS04 Leisure Facilities

Mark Scheme

2008 examination - June 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.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)(i)	<p>It is in the Brindley Place redevelopment area. Close to the centre of Birmingham, surrounded by office, shopping and leisure developments. In a building that stands alone. Opposite Oozells Square – tree lined with a water feature. Next to Broad St – the main shopping street.</p> <p>Brief description, making one or two key points = 1 mark Full description = 2 marks. Allow 1 mark – relevant lift. Second needs some development.</p>	2	AO1 AO2
1(a)(ii)	<p>A city centre location means that it will be accessible by train, bus etc from the whole of the conurbation, and from the rest of the country/ world by train and air. The centre is also a focus of the road network and there will be plenty of car parking nearby, although this might be expensive. As Brindley Place has lots of other leisure and shopping facilities it might draw in people who will visit the Ikon. There are also a lot of offices in the area and people might visit the gallery during lunch times and after work. Local hotels and the Symphony Hall might attract the kind of people who visit art galleries on culture based holidays.</p> <p>Level 1 – Basic At least one relevant point is made but the answer is basic. No point is developed in sufficient detail. Ideas are not linked and developed.</p> <p>Level 2 – Clear The answer is clear and detailed. Links are seen between different aspects of the location and these are explained.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2
1(a)(iii)	<p>The land in the city centre might be very expensive (although the next stimulus states that it is not.) The gallery has a stated educational function and this is not likely to be near the main population of young people who are in the suburbs. City centre site might be noisy and not conducive to artists working or to gallery visitors. Competition from other leisure facilities.</p> <p>Basic, unexplained point = 1 mark Clearly developed point = 2 marks</p>	2	AO1 AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(b)	<p>The answer depends on the example chosen. However, when assessing the suitability of the location it is important, for a higher level answer to show clear links between the services that it provides for particular customers and its accessibility for those customers. Good evaluation of any aspect of the specification should follow on from establishing clear criteria by which to judge success.</p> <p>Level 1 – Basic The answer contains relevant points but these are basic and do not show any clarity in their development. The main services are described. The location is described, but there is no development of the idea of accessibility. Any attempt to evaluate the location is purely descriptive.</p> <p>Level 2 – Clear The answer is clear with some development. Services are described clearly, with some sense of structure to the description. The location is described in detail and the idea of accessibility is clearly understood and used in the answer. Evaluation of the location is clear, with some attempt (even if only implied) to establish the criteria by which it is to be assessed and to assess the location against these criteria.</p> <p>Level 3 – Detailed The answer is detailed with all parts done well. The evaluation is thorough and is based on clear criteria.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO3 AO4</p>
	Total of question 1	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(b)	<p>Answers depend on the chosen example.</p> <p>Level 1 – Basic The answer describes the refurbishment. Any explanation of the reasons why the refurbishment was needed are basic and do not show any depth of knowledge or understanding. Any evaluation is purely descriptive without setting criteria for evaluation and without clear supporting evidence.</p> <p>Level 2 – Clear The refurbishment is described clearly and in detail. The explanation shows clear understanding of the original nature of the building and the needs that the refurbishment sought to meet. The evaluation is clear, using sensible criteria against which to judge the success (even if the criteria are implied.) Supporting evidence is linked clearly to the evaluation.</p> <p>Level 3 – Detailed The three parts of the answer are all clear and detailed. The answer shows good understanding of the whole process of refurbishment.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO2 AO3 AO4</p>
	Total of question 2	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>The question is very open-ended. It allows candidates to choose any facility and then to write about almost any aspect of the facility.</p> <p>‘Design’ is an important key word in the question, so that aspect must be dealt with clearly.</p> <p>Look for specific links between policies and design.</p> <p>Level 1 – Basic The answer consists of basic points without clear links between the different elements.</p> <p>Level 2 – Clear The answer outlines the aims clearly, and then makes clear links between the aims and the layout of the facility.</p> <p>Level 3 – Detailed The answer is thorough and detailed, showing good understanding of the way the aims are translated into features of the building.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO2 AO3</p>
3(b)	<p>The answer depends on the aspect chosen.</p> <p>Level 1 – Basic One of the aspects is described and there is some descriptive evaluation of its suitability. If both aspects are so described the answer will move up through the level.</p> <p>Level 2 – Clear The two aspects are both described but the evaluation of at least one of them is clear. Criteria are set, even implicitly, and the evaluation uses these criteria. If both aspects are evaluated clearly the answer moves towards the top of the level.</p> <p>Level 3 – Detailed The answer is thorough, with the evaluation of both aspects showing good understanding of the facility and its use.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO2 AO3 AO4</p>
	Total of question 3	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>The content will depend on the example chosen.</p> <p>Level 1 – Basic The answer contains some valid points of description but these are basic. At the bottom of the level there may just be a list of materials and equipment with very basic comments on storage. At the top of the level the description allows some links to storage needs.</p> <p>Level 2 – Clear The answer is clear and well structured. Knowledge of the facilities is well developed and the answer is well planned. Clear links are made between the nature of materials and equipment and the types of storage that must be provided to ensure safety.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>
4(b)	<p>The content depends on the examples chosen. Note the importance of comparing the two facilities. Evaluation should be set against clear criteria, and the best answers will compare the two facilities against the same criteria... unless there is a clear explanation of why different sets of criteria are used in the varying circumstances.</p> <p>Level 1 The answer is descriptive with any evaluation being purely descriptive without criteria set up to judge against. Comparison of the two facilities is basic and simplistic.</p> <p>Level 2 The answer is clear. Clear comparisons are drawn between the two facilities. The facilities are assessed against clear criteria, even if these are just implied in the answer.</p> <p>Level 3 The answer is detailed. The comparison is thorough. Evaluation of both facilities is detailed and lessons are drawn from the comparisons.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 - 12</p>	<p>AO1 AO2 AO3 AO4</p>
	Total of question 4	20	