



General Certificate of Education

Leisure Studies

8641/8643/8646/8647/8649

LS04 Leisure Facilities

Report on the Examination

This Report on the Examination uses the [new numbering system](#)

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Dr Michael Cresswell Director General.

General Comments

The examination paper appeared to be accessible to all candidates. There were very few examples of questions being missed out, left incompletely answered or badly misinterpreted. In fact there was a pleasing proportion of very well answered papers and even most of the candidates who appeared to be of limited ability had obviously been able to show what they did know and understand on most of the questions.

What was particularly good

1. Most candidates from most centres seemed to have prepared well for the exam. Most of the folders of material from the candidates' case studies were at least fairly detailed and at least fairly well organised and usable.
2. There were very few glaring gaps in candidates' knowledge.
3. Most candidates were well-prepared to write about the location of their own case studies.
4. As usual, the vast majority of candidates had prepared very detailed material on their leisure facilities' preparation to meet the needs of people with special needs and on the provision of fire exits.

What was not so good

1. Some candidates' folders that were asked for by AQA were still very disappointing. They lacked detail, showed little evidence of first hand study and were very disorganised.
2. Some candidates were unable to see the map of Sellafield Visitors Centre in context of the rest of the country. Their answers to

0	4
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 lifted simple points from the map but did not see the location in its wider context.
3. Although most candidates answered the question on fire exits well their answers on evacuation procedures were often less good.
4. Answers to

1	2
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 were often rather muddled. Candidates need to be clearer about different sources of income. They need to be able to differentiate more clearly between capital costs and running costs. Many candidates appeared to be thinking this answer through in the examination, without having considered sources of funding clearly beforehand.

Assignment Task A

0	1
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 was generally answered well. Most candidates had obviously prepared well for this question.

0	2
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 proved more demanding and differentiated well between the strong and the moderate candidates. The former were able to evaluate clearly, stating what the design was intended to achieve and the extent to which it achieved that. The moderate candidates often mentioned some criteria against which to evaluate success but then failed to discuss how well these criteria had been met, so their answers ended up drawing very vague conclusions.

In answering **03** only a minority of candidates were able to generalise from their own case study and draw general conclusions. Most described an aspect of their case study building but did not discuss the advantages and disadvantages of refurbishments in any broader way.

Assignment Task B

04 allowed most candidates to gain at least a good Level 1 mark but only those who had understood the location in relation to the country as a whole were able to go on to gain top marks. This question differentiated well. **05** generally produced good marks. However, some candidates dealt only with the Centre's appeal to families and some only with its appeal to school groups.

06 differentiated very well. Lower ability candidates were usually able to describe their chosen facility's location well but only the better ones really dealt successfully with the second part of the task – linking location and accessibility to the nature of the customer catchment area. These good answers usually referred to the size of the catchment area and to aspects of the socio-economic makeup of the area; then the best answers went on to discuss the nature of competition in the area. These were particularly successful when they were able to compare the catchment area of their chosen facility with that of a neighbouring facility that was either aiming at a more up-market, or a more down-market clientele.

Assignment Task C

This was generally the best answered question on the paper, although some answers to part **08** lacked enough real detail. In **09** a majority of candidates wrote about the requirements of the Disability Discrimination Act, and most wrote with enthusiasm and in detail. This aspect of the subject is obviously taught well and received with enthusiasm.

Assignment Task D

This was, overall, the lowest scoring AT on the paper.

Most candidates managed to gain reasonable marks on **10** although many got these marks at the end of quite a rambling answer. The best answers though, were concise and produced clearly learned definitions that were well understood.

11 was generally disappointing with few candidates being able to make any points about the amount of 'political' control that might be exerted on people running an organisation which obviously had to present a certain view to clients. Instead there were a lot of rather vague answers about the lack of opportunity to increase the number of visitors and the amount of income when entry was free and therefore there were few opportunities for staff to increase their wages by gaining bonuses.

12 produced a very wide range of answers. Some candidates had obviously studied funding in detail and could write about the sources of the capital for building and expanding the facility. References to lottery funding, Sport England funding, Arts Council funding etc were very relevant in this context. Unfortunately quite a large number of candidates seemed only to be able to write about income from users of the facility. However, some of these candidates were able to write about these sources in quite a lot of detail and were able to salvage reasonable Level 2 marks.

Suggestions for teachers to prepare future candidates

1. Attention needs to be given to preparatory folder that candidates take into the exam. All centres can learn from the work of the best centres whose visits to their facilities have been planned clearly, often with a lot of co-operation from the management at the facility. Candidates from these centres can then produce folders that contain clear notes, written by the students or provided by the facility management, covering all the main headings from the LS04 section of the specification.
2. Once the exam paper is issued teachers can discuss the questions with their classes. However, they are advised to avoid the temptation to plan candidates' answers for them. Overall centre results are usually better when some general guidelines are given but when answers are not over-planned. Over-planning by teachers often seems to lead to a lack of individuality and flair in candidates' answers and can lead to confusion in the answers of the weaker candidates.
3. All candidates need to consider how best to tackle questions which involve the command words 'evaluate' or 'assess'. The best candidates are responding well to these commands but moderate and lower ability candidates still struggle and maybe need reliable ways of planning their answers to such questions.
4. More knowledge and understanding is needed by many candidates about the aspects of finance that are included in the specification. This is still a weak area for a majority of candidates at all levels of ability.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.