



General Certificate of Education

Leisure Studies

8641/8643/8646/8647/8649

LS04 – Leisure Facilities

Mark Scheme

2010 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 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>For your chosen category describe the <u>range</u> of different leisure facilities available in an area that you have studied.</p> <p><u>Notes for answers</u> The range should consider aspects such public/ private/ voluntary; large/ small; aimed at whole market or at specific sectors; new/ old; purpose built/ renovated; etc. “The area” – accept the candidates judgement on this.</p> <p><u>Mark scheme</u> As soon as a range – more than three different facilities – is covered award one mark. When there is a fuller range is considered – more than five different facilities – award a second mark. As the range is explained in terms of at least one of the classification headings listed above award a third mark. When at least two of the headings are used well, to show the range, award full marks.</p> | 4 | AO1 AO3 |
| 1 (a) (ii) | <p>Outline how leisure facilities in your chosen category have been and/or are being adapted to meet the changing demands of modern society.</p> <p><u>Notes for answers</u> Candidates might consider aspects of adaptation such as the changes in cinemas, theatres, museum, art galleries, fitness and sports facilities listed on P48 of the specification. They might also consider:</p> <ul style="list-style-type: none"> ▪ changes to meet growth or decline in population of the area ▪ changing fashions ▪ reaction to changes in government policy ▪ changes in society’s leisure habits and expenditure on leisure ▪ competition from other sectors of the industry etc. ▪ changing ethnic composition <p><u>Mark scheme</u> Point mark. Award marks for a clear description of an adaptation <u>linked to</u> a need of changing society. For very well developed adaptations linked to a need allow a second mark.</p> | 4 | AO1 AO2 |

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| <p>1 (b)</p> | <p>Name <u>one</u> leisure facility that you have studied which has purpose built. Discuss how well the layout of the building meets the needs of its customers.</p> <p><u>Notes for answers</u> The layout should include the internal and external layout of the facility. The answer might include reference to:</p> <ul style="list-style-type: none"> ▪ reception ▪ changing rooms etc. ▪ staff areas <p>etc. as well as the main customer areas.</p> <p>Also allow reference to:</p> <ul style="list-style-type: none"> ▪ car parks ▪ pedestrian access ▪ disabled access <p>(In so far as they are linked to the building design and flow movement in and around the building.)</p> <p>Design of the layout might refer to the adequacy of the space, the flow around the building, the crowding, or not, of any areas discussed, security and safety concerns, etc.</p> <p><u>Mark scheme</u></p> <p>Level 1 - Basic The answer provides some basic description of one or more parts of the building. Comments on the layout are very basic – of the ‘it is quite good’ type - with no real evidence to support the assertions. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The answer is clear. At least one aspect of the layout is described clearly, with some discussion, at the bottom of the level. As more aspects are considered the answer moves up through the level. Comments on the layout show some understanding and ability to assess, based on clear reference of the needs of customers and how these are, or are not met. QWC is sufficient to make meaning clear.</p> <p>Level 3 - Detailed The answer is detailed and thorough. The layout of the facility as a whole is described with some parts, at least, described in detail. Discussion is detailed and balanced and reaches conclusions that are supported by sensible evidence. Assessment is based on clear criteria, which may only be implicit but which are there in some form. QWC is of a high standard with ambitious use of language to convey subtleties of meaning.</p> | <p>AO1 AO2 AO3 AO4</p> <p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p> | |
| | <p>Total of question 1</p> | <p>20</p> | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|--------------------|------------------------------|
| 2 (a) | <p>Outline the <u>main</u> functions of <u>one</u> leisure facility that you have studied.</p> <p><u>Mark scheme</u> Point Mark If the answer gives a general view of the products and services provided allow one mark. A clear and detailed view offering some elaboration about the main type of product and service gains the second mark. Note that this is not awarded for a list of every last tiny thing that is sold – but for a precise overview of the main product or service.</p> | 2 | AO1 |
| 2 (b) | <p>Describe how the facility in 2a has been designed to meet the needs of customers.</p> <p><u>Notes for answers</u> The answer can refer to the whole facility or to a part of it. Aspects considered can be those in the list at the head of the question or can be other relevant aspects of design that affect customers. The answer needs to describe the needs of the customers and link those needs closely to aspects of design. No credit should be awarded for references to layout.</p> <p><u>Mark scheme</u> Level 1 - Basic A basic description of an aspect of design. If there is any reference to meeting the needs of customers this is superficial and not supported with clear evidence. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The description is clear, with relevant reference to how it meets the needs of customers. The answer makes clear reference to evidence about specific aspects of design. QWC is sufficient to make meaning clear. QWC is of a high standard with ambitious use of language to convey subtleties of meaning.</p> | 1 – 4 5 – 8 | AO1 AO2 AO3 |
| 2 (c) | <p>Evaluate how successfully the design in 2a meets the needs of the staff of the leisure organisation.</p> <p><u>Notes for answers</u> An evaluation answer really ought to establish the needs that have to be met and the criteria by which the design should be evaluated.</p> | | AO1 AO2 AO3 AO4 |

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| | <p>Staff criteria might well include the efficiency with which they are allowed to do their job and the satisfaction that they gain from working in the facility. Reference may also be made to the extent to which they can meet customer needs – but this aspect does not lie at the heart of this question. Management criteria may well overlap with the staff criteria, but they are more likely to consider the profitability of the facility and to take a longer term view of success.</p> <p>The answer should then go on to provide clear evidence of the extent to which those criteria are being met.</p> <p><u>Mark scheme</u></p> <p>Level 1 - Basic The answer is basic. It is little more than a series of assertions with no clear development of criteria or laying out of evidence on which the success of the design can be judged. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The answer is clear. At least one aspect of the design is evaluated clearly, with presentation of evidence upon which a judgement can be made. As more aspects of design are considered or clearer, more detailed assessments of a single aspect are made, the answer moves up through the level. QWC is sufficient to make meaning clear.</p> <p>Level 3 - Detailed The answer is detailed and thorough. The needs of both staff and management are considered. Criteria are established against which the evidence can be judged and assessed. Conclusions are reached. QWC is of a high standard with ambitious use of language to convey subtleties of meaning.</p> | <p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p> | |
| | Total of question 2 | 20 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
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| 3 (a) | <p>Describe the location of <u>one</u> leisure facility that you have studied and explain how accessible it is for its customers. You may draw one or more maps to help illustrate your answer.</p> <p><u>Notes for answers</u></p> <p>The answer could refer to:</p> <ul style="list-style-type: none"> ●the position of the facility in relation to the settlement as a whole ●the position in relation to the particular market served ●roads, railways, bus routes and stops, etc. ●the accessibility of the building within the site etc. <p>Accept any points shown on a map, or on labels and annotations, or in text, but beware of double marking for points covered in both text and maps.</p> <p><u>Mark scheme</u></p> <p>Level 1 - Basic The answer is basic. Some points are made about location but these are not linked together to give an overall view of the position that can be clearly understood by a person not familiar with the facility. References to accessibility are generalised and not developed clearly to give an overall view of the facility. Maps, if used, are difficult to understand. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The answer is clear. It gives a full view of the location of the facility and its links to the local area so that the outsider can gain a realistic view of the facility within its context. A clear understanding of the accessibility of the facility is given. Maps, if used are well drawn and easy to understand. QWC is sufficient to make meaning clear.</p> | <p style="text-align: center;">1 – 4</p> <p style="text-align: center;">5 – 8</p> | <p style="text-align: center;">AO1 AO2 AO3</p> |
| 3 (b) | <p>Some leisure facilities are located in town centres but others are located on the outskirts of built-up areas or in rural areas. Discuss the advantages and disadvantages of town centre locations for different types of leisure facility.</p> | | <p style="text-align: center;">AO1 AO2 AO3 AO4</p> |

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| | <p><u>Notes for answers</u></p> <p>Advantages for town centre locations might include:</p> <ul style="list-style-type: none"> ●accessibility by public and private transport networks at route node ●therefore can attract population from the whole urban region ●attractive because close to other facilities for shopping, leisure and work ●easily seen to attract attention and passing trade etc. <p>Disadvantages might include:</p> <ul style="list-style-type: none"> ●higher cost of land – therefore high cost initially and difficult to expand further ●problems of parking – cost and availability ●no local resident population to provide a core market ●security etc. <p>Any of the points listed above can be discussed in general terms and then linked to specific examples.</p> <p>Different advantages and disadvantages take prominence according to the type of facility being discussed. For instance museums, theatres, leisure shopping facilities are often found in the town centre because centrality to a large market is very important. Multiplex cinemas and bowling alleys are often in out-of-town business parks because of their need for large areas and good parking. Sports stadia are moving from town centre sites towards peripheral locations for similar reasons. Then there are small-scale facilities like local libraries, sports clubs, cafes, pubs and restaurants that just serve a local market and are treated much more as convenience leisure facilities.</p> <p><u>Mark scheme</u></p> <p>Level 1 - Basic</p> <p>A basic answer which is mainly descriptive of town centres without any development of advantages or disadvantages. Generalisations may be made but these are not applied to specific places or to specific types of facility. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear</p> <p>The answer is clear. At least one advantage or disadvantage is discussed with reference to a particular place, or to a type of facility. As the depth and range of the discussion increases the answer moves up through the level. QWC is sufficient to make meaning clear.</p> | <p>1 – 4</p> <p>5 – 8</p> | |
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| | <p>Level 3 - Detailed The answer is detailed. A range of different types of leisure facility is discussed and the strengths and weaknesses of different locations are discussed. The answer shows a good understanding of the background theory and applies it to specific examples. QWC is of a high standard with ambitious use of language to convey subtleties of meaning.</p> | <p>9 – 12</p> | |
| | <p>Total of question 3</p> | <p>20</p> | |

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| 4 (b) | <p>Discuss the advantages and disadvantages of different types of public sector funding. Refer to one or more examples that you have studied.</p> <p><u>Notes for answers</u> Public sector funding means that the facility does not have to be profit making. However, that does not mean that it does not have to be accountable. Public sector funding has to provide a service for the public at a reasonable cost – or at no cost. The management of the facility are therefore accountable to both the public that they serve and the funding body. Elected bodies that provide funding are subject to re-election so this can put political pressure on the facility. Bodies like the National Lottery provide funding but the application process is complex and specific criteria have to be met in many cases. Bodies like the Arts Council similarly demand strict criteria must be met but the recent furore over alterations in funding criteria suggest that such sources are not always reliable/ predictable/ comfortable. The funding criteria might stop management developing the facility in directions that they might think best. For instance there might be inclusivity clauses in funding that mean the facility has to appeal to particular market segments – ethnic minorities, old, infirm, working class – who may not appear to be the natural customers for the facility.</p> <p><u>Mark scheme</u> Level 1 - Basic The answer is basic. At least one correct, relevant point is made but no point is developed in any detail. The answer shows only the most basic understanding of the nature of funding. QWC is basic and may not make the meaning clear.</p> <p>Level 2 - Clear The answer is clear. At least one advantage or disadvantage is explained clearly and shows understanding of the nature of the funding. To reach the top of the level at least one advantage and one disadvantage must be explained clearly. QWC is sufficient to make meaning clear.</p> <p>Level 3 - Detailed The answer is detailed. The advantages and disadvantages are discussed in a balanced way. Different points of view are taken into account. A conclusion is reached which takes account of a variety of aspects of the situation. QWC is of a high standard with ambitious use of language to convey subtleties of meaning.</p> | | <p>AO1 AO2 AO3 AO4</p> <p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p> |
| | Total of question 4 | 20 | |