



General Certificate of Education

Leisure Studies

8641/8643/8646/8647/8649

LS04 Leisure Facilities

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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.

Task A	Expected Answers	Mark Allocation	Assessment Evidence Criteria
Q1 <div>01</div>	<p>Name a leisure facility that you have studied which was purpose-built, or where a purpose-built extension has been added.</p> <p>Describe the design of <u>one</u> purpose-built part of the facility.</p> <p>Design could include structure, layout, colour schemes, lighting, furniture, equipment, and so on. Choice of aspect will depend on the part of the facility chosen.</p> <p>Level 1 - Basic The design is described in basic terms. The answer probably concentrates mainly on layout in a fairly superficial way. If the answer does not make it clear that the area was purpose built it cannot reach the top of the level – Max = 2.</p> <p>Level 2 - Clear The answer is clear. It makes clear reference to the area being purpose built. Several aspects of the design are described, or at least one aspect is described in detail.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1 AO3</p>
<div>02</div>	<p>Evaluate how successfully the purpose-built part of the facility that you described in (i) fulfils its main function(s).</p> <p>Good answers will describe the main functions first and set clear criteria by which they should be evaluated. Then they will go on to make the evaluation against those criteria. They will reach a clear conclusion, supported by evidence.</p> <p>Level 1 – Basic The answer makes relevant points but these are simple and not developed. No clear criteria are set. Value judgements are not clear but use vague phrases, such as ‘quite good’, ‘fairly satisfactory’, etc.</p> <p>Level 2 – Clear The answer is clear. Evaluation is made against well understood criteria. Evidence is described and evaluation is made against this evidence.</p>	<p>1 - 4</p> <p>5 - 8</p>	<p>AO2 AO3 AO4</p>

Task A	Expected Answers	Mark Allocation	Assessment Evidence Criteria
Q2 <div>03</div>	<p>With reference to <u>one or more</u> leisure facilities that you have studied, discuss the advantages and disadvantages of using an old building that has been refurbished.</p> <p>Refurbishment should be taken to include renovation of an old building either through decoration or through redesign and alteration of use. Answers can refer to the refurbishment of the whole of the building or just of one part of the building. There should be an attempt to deal with both advantages and disadvantages, but the emphasis in the answer can be on either or it can be balanced between the two.</p> <p>Level 1 – Basic The answer is basic. Some relevant points are made but these are not developed. Planning of the answer is limited, with little clarity of development. The answer may show misunderstanding of the term ‘refurbishment’ but do not allow credit for any ‘new-build’ development. Describes the features of refurbishment but does not go on to describe the advantages and disadvantages or describes advantages and disadvantages of refurbishment in general but doesn’t apply these to the chosen building.</p> <p>Level 2 – Clear The answer is clear. Points are made and developed. The answer is planned with some logical development of ideas. A clear attempt is made to deal with both advantages and disadvantages applied to this building.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1 AO2 AO3</p>
	Total for Task A	20	

Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
Q1 <div data-bbox="201 427 300 479" style="border: 1px solid black; padding: 2px; display: inline-block;">0 4</div>	<p>Study the information in the insert. It is taken from a leaflet about the Sellafield Visitors Centre.</p> <p>Discuss the advantages and disadvantages of the Sellafield Visitor Centre's location for attracting customers.</p> <p>The centre is in West Cumbria, to the west of the Lake District. It lies close to the A595 which links to the M6 motorway.</p> <p>This means that it has reasonably good road access, but it is isolated from main population centres and is actually 50 miles from the M6 junctions which are, in turn, about 50 miles from the conurbations of northeast and northwest England. These distances may well mean that the centre is too far away from major conurbations to become an important 'day trip' venue.</p> <p>The Lake District is a major tourist area and so Sellafield can form a part of that tourism package – although many of the tourists visiting the Lakes are there for outdoor pursuits and may not be attracted to an indoor facility. On the other hand, some tourists may welcome a change, especially as the Lakes do not always enjoy dry, sunny weather.</p> <p>Level 1 - Basic The answer consists of basic points but no real development of ideas takes place. Much of the answer involves lifting material from the resource, without much attempt to use or develop it.</p> <p>Level 2 - Clear Clear discussion of ideas takes place. Advantages and disadvantages are both discussed. Material from the resource is used and not just lifted.</p>	<p style="text-align: center;">1 - 3</p> <p style="text-align: center;">4 - 6</p>	AO1 AO2
<div data-bbox="201 1554 300 1606" style="border: 1px solid black; padding: 2px; display: inline-block;">0 5</div>	<p>Refer to the plan of the visitors centre shown in the insert.</p> <p>Suggest how the design of the facility tries to appeal to families with children and to school groups.</p> <p>The leaflet tries to make the centre look as though it combines fun with good science. To do this it uses images and photos that show modern facilities, spacious layout, cheerful people etc.</p> <p>The layout is meant to represent a space station or a modern scientific facility and gets away from any idea of 'classroom' or traditional 'museum'.</p> <p>Passages and tunnels from one part of the facility to another</p>		

	<p>add to this image.</p> <p>Names of the different areas suggest fun – ‘immersion cinema’, ‘interactive experiments’, live labs’ all suggest participation and excitement.</p> <p>However, there is also a serious, adult side which probably appeals to many children – ‘Thinking lounge’ and ‘Weighing the risks’ are examples of this.</p> <p>The Coffee Shop, picnic area and gift shop are also big attractions for children on the typical day out or school trip. All gives the impression of fun learning without stuffiness. etc.</p> <p>Level 1 – Basic The answer lifts points from the leaflet and starts to use them but does not develop a coherent answer. The candidate brings few of his/her own ideas to the answer, relying mainly on lifted information.</p> <p>Level 2 – Clear The answer is clear. Lifts from the leaflet are used to write a clear and coherent account of the centre, and the candidate develops his/her own ideas to explain how and why particular features of the centre might appeal to children.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2 AO4</p>
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Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria		
<div>Q2</div> <div><table><tr><td>0</td><td>6</td></tr></table></div>	0	6	<p>Name a leisure facility <u>other than</u> the Sellafield Visitors Centre that you have studied.</p> <p>Describe its location, making particular reference to its accessibility by public and private transport. Explain how its location has influenced the size and nature of its customer catchment area.</p> <p>Level 1 – Basic The answer makes basic, unconnected points but does not link or develop these. It may seem as though the answer is a list. Connections between the different parts of the answer are basic and not developed.</p> <p>Level 2 – Clear The answer is clear. Links are developed between location, access routes, public and private transport and the nature of the customer catchment area. References are made to both the size of its catchment and to the nature of the customers who use the facility. This can include income group, age group, able and disabled groups, and so on.</p> <p>At the top of the level all the different parts of the answer are linked in a logical way to make a complete and persuasive argument.</p>	<div>1 - 4</div> <div>5 - 8</div>	<div>AO1</div> <div>AO2</div> <div>AO3</div> <div>AO4</div>
0	6				
	Total for Task B	20			

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
Q1 <div>07</div>	<p>Leisure facilities have to comply with fire safety regulations.</p> <p>Name <u>one</u> leisure facility that you have studied.</p> <p>Explain how the locations of the emergency exits meet fire regulations.</p> <p>The answer really needs to outline the requirements of the legislation as well as explaining why the exits are placed where they are, and how this placement meets the needs of the regulations.</p> <p>Level 1 – Basic Some basic but relevant points are made, but the answer lacks overall coherence. At this level the answer will probably lack discussion of the regulations. It is mainly or entirely descriptive.</p> <p>Level 2 – Clear The answer is clear. There is some explanation of the demands of the regulations, with a clear explanation of how the provision in the chosen facility meets those needs.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1 AO3</p>
<div>08</div>	<p>Describe the arrangements designed for the evacuation of the building in the event of a fire.</p> <p>Reference can be made to fire alarms, fire doors, marked evacuation routes, individual responsibilities for supervising evacuation, assembly areas, checking procedures, etc.</p>	<p>4 x 1</p>	<p>AO1 AO2 AO3</p>
Q2 <div>09</div>	<p>With reference to <u>one</u> leisure facility that you have studied (which can be the same as the one in (a) or you may choose a different one):</p> <p>Explain how the requirements of one named item of legislation <u>other than</u> fire regulations have affected the facility's design.</p> <p>Many candidates will choose the Disability Discrimination Act. Others might choose local planning laws or Building Regulations. Examiners should be accepting of the candidate's chosen legislation wherever it is possible. In marking look particularly carefully for the links between the legislation and its affects.</p>		<p>AO1 AO2 AO3 AO4</p>

	<p>Level 1 – Basic There is some reference to legislation but this is basic and not developed to show understanding. There is some basic reference to the design of the facility, but links between design and legislation are tenuous and not developed in any detail or with any clarity of understanding. Allow credit for non-design aspects (only at Level 1).</p> <p>Level 2 – Clear The answer is clear, with some understanding of the legislation and some good understanding of how it has affected particular details of the planning and construction of the facility.</p> <p>Level 3 – Detailed The answer shows a detailed understanding of both the legislation and its affect on the construction of the facility. It deals clearly with a range of disabilities and adaptations for them.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	
	Total for Task C	20	

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<div data-bbox="204 432 300 477">1 0</div>	<p>Funding for leisure facilities can come from a variety of different sources.</p> <p>What is the difference between public sector funding and private funding?</p> <p>Public sector funding comes from the national or local government, or from a Quango, like the lottery distribution organisations.</p> <p>Private funding comes from private individuals or from commercial companies or other organisations – often with a view to making profit from the investment.</p> <p>The two sectors are not always completely distinct. There are many examples of shared operation and shared use of facilities</p> <p>Allow 2 x 1 mark for basic definitions.</p> <p>Allow 2 further marks for development of the differences or for suggestions of the links between the different types of funding.</p>	4 x 1	AO1 AO3
<div data-bbox="204 1245 300 1290">1 1</div>	<p>The Sellafield Visitors Centre, illustrated in the insert, is free to visitors. Funding for the centre comes from the Nuclear Decommissioning Authority (NDA), a body funded by the government.</p> <p>Suggest how this form of funding might present both advantages and disadvantages for staff at, and visitors to, the centre.</p> <p>The funding means that the facility is free for entry.</p> <p>However, there is an implication at least that the centre will not present an independent line with regard to the science behind the nuclear industry. Visitors may have to develop a sceptical mind if they are not to be misled by the exhibitions.</p> <p>Staff do not have to rely on visitor income. They know where their wages are coming from and they know where money for running costs, repairs and development will come from. However, with only one main source of funding they may find that this is suddenly withdrawn, by forces over which they have little influence, e.g. change in policy or government and reference to economic downturn.</p> <p>Staff too may feel constrained by the ‘political’ nature of the centre’s function.</p> <p>Level 1 - Basic</p> <p>Some relevant points are made but these are basic and not developed.</p> <p>There is no clear development of ideas. Rather points are isolated with no clear theme or logical train of thought.</p>	1 - 3	AO2 AO4

	Level 2 - Clear The answer is clear. It is balanced with references to both customers and staff. Advantages and disadvantages are both discussed, with some clear development of ideas. At the top of the level the answer shows good balance and draws clear conclusions.	4 – 6	
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<div>12</div>	<p>Name a leisure facility that you have studied.</p> <p>Explain how income is generated for that leisure facility to fund:</p> <ul style="list-style-type: none"> • The day-to day running costs, such as staff wages • Medium-term costs, such as the replacement of worn-out equipment, and repairs and maintenance of the building • The long-term development of the facility <p>The content of the answer will depend on the example chosen. However, examiners should look out for candidates developing clear ideas about different streams of funding within the organisation. Look for specific references to the chosen organisation, which go beyond general references of a ‘text book’ nature. In particular look for clear understanding of private/public differences.</p> <p>Level 1 - Basic Some basic, relevant points are made. However, these do not show clear understanding of either the nature of the different income streams or the nature of the chosen facility.</p> <p>Level 2 - Clear At least one of the cash flows is explained clearly. As more detail is provided clearly the answer moves up through the level. At the top of the level two of the flows are explained clearly. However, the answer does not have to be thorough to meet reach the top of the level.</p> <p>Level 3 - Detailed The answer is thorough. It is written clearly and logically. It shows detailed knowledge applied to the particular facility that has been chosen for study.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO2 AO3</p>
	Total for Task D	20	