



**General Certificate of Education  
June 2010**

**Leisure Studies**

**LS12**

**8641/8643/8646/8647/8649**

**Unit 12 Lifestyle Management**

***Mark Scheme***

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.

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## **General Guidance for Assistant Examiners of A2 Level Leisure Studies**

### **Quality of Written Communication**

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of 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
2 (a)	<p>For this question there is no need to consider medically recognised conditions, but the examples do need to be psychological not physiological and could include:            Eating disorder such as Anorexia Nervosa            Depression where someone may become very unhappy or anxious.            Being stressed leading to other problems            A lack of self-confidence or self-esteem            1 mark for identifying a problem and the second for the outline</p>	2	AO3
2(b)	<p>The answer to this question focuses on psychological aspects of health education and expects candidates to be aware of the many serious mental health problems which prevent people from achieving a healthy lifestyle. The answer should discuss how different mental health problems affect different people. Groups may be interpreted as ones with the actual mental health problems.            The answer could focus on different races, genders, social or age groups. Examples could also include how eating disorders affect young females, and how the pressures of modern ideal images can have profound effects on the chances of a healthy lifestyle. Or, how depression can affect anyone who has experienced difficult life events, such as bereavement, losing their job or getting divorced.</p> <p><b>Level 1</b>            This level is limited to briefly discussing different mental health problems and mainly focuses on one particular group</p> <p><b>Level 2</b>            This level clearly discusses how different groups experience a mental health problem which clearly affects their chances of achieving a healthy lifestyle. At least two examples should be included, although one in more detail can still achieve L2. The discussion clearly shows an awareness of the seriousness of the problem.</p> <p><b>Level 3</b>            This is a detailed answer and discusses how a range of different groups experience mental health problem which clearly affects their chances of achieving a healthy lifestyle. At this level the serious nature of the problem is backed up with well known evidence such as 1 in 4 people will experience mental health problems in their lifetime.</p>	<p>1- 4</p> <p>5 – 8</p> <p>9 - 10</p>	<p>AO1            AO2            AO4</p>
	<b>Total of question 2</b>	<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	<p>One mark each for stating the difference, and a further 2 marks for making the link to the evidence provided in Fig 3. Also allow up to 3 marks for a well outlined single difference.</p>	4	AO3
3 (b)	<p>There is considerable debate about the reasons and causes of certain European locations achieving far greater healthy longevity than other European locations. Although there is conflicting evidence in and between lifestyle factors which may cause the differences between any European country, candidates should engage in a wide ranging description and analysis of the major influencing lifestyle factors which they have studied. Major lifestyle factors should be explored and analysed; including diet and nutrition, exercise, employment.</p> <p>A full answer could also include differences between different types of medical care, age groups, gender, social classes, geographical or regional variations etc and how these factors may impact on the number of centenarians in each country. The quality of the description and analysis will determine the level that each candidate achieves not the range or number of factors included. It will be possible to achieve level 3 by exploring a limited range of factors but in more depth, e.g. a full answer could focus on social factors and present a convincing analysis showing that social circumstances are at the root of the explanation leading to a poor diet, lack of exercise etc</p> <p><b>Level 1</b></p> <p>This is a basic level answer. There is little attempt to analyse the evidence and mentions a narrow range of factors and includes some simplistic statements such as having a better diet. There is poor understanding of the question and little evidence of any study of comparisons between the UK and other European Countries. The answer may be limited to the evidence provided in Fig 3.</p> <p><b>Level 2</b></p> <p>This is a clear answer and engages in a logical analysis of the reasons for the differences in longevity between the two countries. There is evidence that the candidate has studied the differences in the health status of different European countries and is able to consider a variety of factors which may be implicated. To achieve top of mark range some awareness of more detailed evidence such as regional variations within different European countries.</p>	<p>1 – 4</p> <p>5 - 8</p>	<p>AO1 AO3 AO4</p>

	<p><b>Level 3</b>                  This level is a detailed description and analysis of major lifestyle factors which may be implicated in the number of centenarians in each country. This is a well constructed answer and analyses at least two factors in some detail. There is solid evidence that this section of the specification has been well considered by the candidate and may draw a realistic conclusion about the need for further research. To achieve top of level 3 realistic and accurate statistics are included which supports some of the analysis</p>	<p><b>9 - 12</b></p>	
	<p><b>Total of question 3</b></p>	<p><b>16</b></p>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)	A simple list with no attempt to outline will be awarded <b>1 mark</b> . Full sentences are needed to achieve the <b>2 marks</b> which will be awarded for including a least two main influences e.g. Parents smoking / Peer pressure / Media influences (e.g. films, TV) Advertising	2	AO2
4 (b)	<p>This answer will demonstrate knowledge of a major lifestyle problem. Candidates will need to show they understand the extent of smoking amongst different sections of the population. This can also include different regions in the UK and social class factors. There is a wide range of statistics and research evidence available to support candidate's answers. Candidates will use the information provided as their starting point and compare different sections of the population and the prevalence of smoking amongst these groups. E.G. older adults smoking over the past 30years has declined, yet 20 - 24 year olds have the highest % of prevalence at 38%. Young females are more likely to be smoking than males</p> <p><b>Level 1 - Basic</b> This is a basic answer which shows that the candidate has limited knowledge of smoking amongst different sections of the population. Some basic statements are presented which may be both accurate and inaccurate.</p> <p><b>Level 2 - Clear</b> This is a clear answer and demonstrates good knowledge of the available evidence and statistics. The candidate is able to make accurate comparisons and assessments of the prevalence, amongst the different groups.</p>	<p>1 – 3</p> <p>4 - 6</p>	AO2 AO4
4 (c)	<p>The answer considers the positive and negative effects of the ban from a variety of perspectives. There may well be different approaches to the answer and the focus could be on a wide range of people or organisations that have been affected.</p> <p><b>Level 1 - Basic</b> This is a basic level which is limited to brief statements about the ban. There is little attempt to engage in the discussion and consider the extent of how the ban has affected different lifestyles. The answer may also be limited to either positive or negative effects.</p>	1 - 4	AO1 AO4

	<p><b>Level 2 - Clear</b> This is a clear answer and the discussion shows an awareness of both positive and negative effects of the ban. The answer is well constructed and logical.</p> <p><b>Level 3 - Detailed</b> This answer is a detailed discussion of how the ban has affected a range of different people and organisations which affects lifestyles.</p>	<p><b>5 - 8</b></p> <p><b>9 - 10</b></p>	
	<b>Total of question 4</b>	<b>18</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)(i)	<p><u>Notes for answers</u>  This answer will draw on candidate’s ability to link dietary changes to the real problems individuals have to face when making changes to their lifestyle. Simply making changes to a person’s diet can be very difficult when making fundamental changes. The social circumstances that people find themselves can be extremely difficult to overcome. Liam, for example, who has been used to eating fast food meals regularly, will need to show considerable willpower to change (even with a lot of support) and Angie may face an even greater struggle if her self image is more important than playing Hockey. Knowledge of the type of nutritional factors involved with Liam and Angie changing their diet will also gain credit, but is not the main thrust of this question.</p> <p><b>Level 1 - Basic</b>  At this level the answer will make simple statements about gaining or losing weight. There may also be some generalised statements about the kinds of problems 14 and 16 year olds’ may face when attempting to change their diet. For 3 marks basic reference is made to both young people.</p> <p><b>Level 2 - Clear</b>  This is a clear answer and outlines how lifestyle changes are difficult for any individual but especially young people who may be trying to achieve sporting success. There is a clear understanding about the social pressures that would have to be overcome if Liam and Angie are to be successful. To achieve the top of the mark band specific aspects of nutrition specific to each individual will be included, such as Angie needing</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2 AO3</p>
5(a)(ii)	<p><u>Notes for answers</u>  This answer will show understanding of how these young people will need to make difficult decisions if they are to become elite sports performers. The decisions are specific to each individual but similar in that they will need to overcome certain social pressures. This answer will also show that there are contradictions which may affect their decisions, such as the personal satisfaction they gain from being members of sports clubs, but having to change other aspects of their lives they might enjoy</p>		<p>AO1 AO3</p>

	<p><b>Level 1 - Basic</b> This is a basic answer which offers general statements about training for sport and socialising with friends. There is a limited attempt to compare the two individuals. Repetition of dietary factors may also be included.</p> <p><b>Level 2 - Clear</b> This is a clear and detailed answer which shows sensitivity to the problems these individuals will face if they make decisions to become elite sports performers. There is a good comparison between the two, and the gender references are relevant and accurate. This answer also includes clear reference to how they will need to make decisions about the social pressures they face balanced with the intense personal sense of satisfaction they gain from being elite sports performers.</p>	<p>1 - 3</p> <p>4 - 6</p>	
5 (b)	<p><u>Notes for answers</u> This question focuses on the candidates own research into lifestyle analysis. Recommendations for future improvement are very difficult for people to implement in reality. Any adult for example, who has a well established lifestyle would more than likely find any changes very difficult. The reasons for this are not simply a lack of motivation and determination but are based on many other social and environmental factors such as work and family commitments.</p> <p><b>Level 1 - Basic</b> This is a basic answer which shows little evidence of research or analysis of lifestyles. There is limited awareness of the difficulties that people may face when attempting to respond to recommendations for improving their lifestyle. To achieve top of level 1 the candidate makes general references to difficulties that people may face with at least two examples.</p> <p><b>Level 2 - Clear</b> This is a clear and detailed answer which uses the candidates own research into lifestyle analysis. There is an awareness of the difficulties that may be faced and shows an understanding that it is not simply a matter of a lack of individual motivation or determination.</p>	<p>1 - 4</p> <p>5 - 8</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>
	<b>Total of question 5</b>	<b>20</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p><u>Notes for answers</u></p> <p>This is a synoptic style question which allows the candidates opportunity to demonstrate knowledge of the specification and apply it to a realistic situation. The evaluation should include being able to suggest a range of initiatives but be realistic about the possibility of their success. There should be economic considerations such as benefits to the few or many. Educational classes such as cooking or nutrition, exercise classes such as yoga or martial arts etc could be included as realistic examples. Trips or visits could be very expensive and only benefit a few people but be extremely useful for some people.</p> <p><b>Level 1 - Basic</b> This is a basic answer and outlines or lists some initiatives that could be introduced. There is no valid to evaluate at this level although some of the initiatives could be realistic. Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p><b>Level 2 - Clear</b> This is a clear answer which provides a range of realistic initiatives. There is some valid evaluation but the answer concentrates on the actual activities that could be introduced to improve people's lifestyles. Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p><b>Level 3 - Detailed</b> This is a detailed answer which provides realistic initiatives. There is a clear evaluation of suggestion and considers the social and economic value. Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 – 12</p>	<p>AO1 AO2 AO4</p>
	<b>Total of question 6</b>	<b>12</b>	