
General Certificate of Education Leisure Studies

Specimen Question Papers and Mark Schemes

From 2010 onwards

LS09 Question Paper
LS09 Mark Scheme

LS12 Question Paper
LS12 Mark Scheme

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	



General Certificate of Education
Specimen Question Paper based on January 2008
Advanced Level Examination

Leisure Studies

LS09

Unit 9 Working in the People Business

You will need no other materials.
You may use a calculator.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 90.
- The marks for questions are shown in brackets.
- In Question 4 you will be marked on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate. The legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered in this question.

.....

.....

.....

.....

.....

.....

.....

(10 marks)

10

Turn over for the next question

Turn over for the next question

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►

- 3 (a) Leisure organisations make use of references as part of their recruitment and selection procedure.

How can references be used in the recruitment and selection procedure?

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

.....

.....

.....

(12 marks)

<hr/> 12

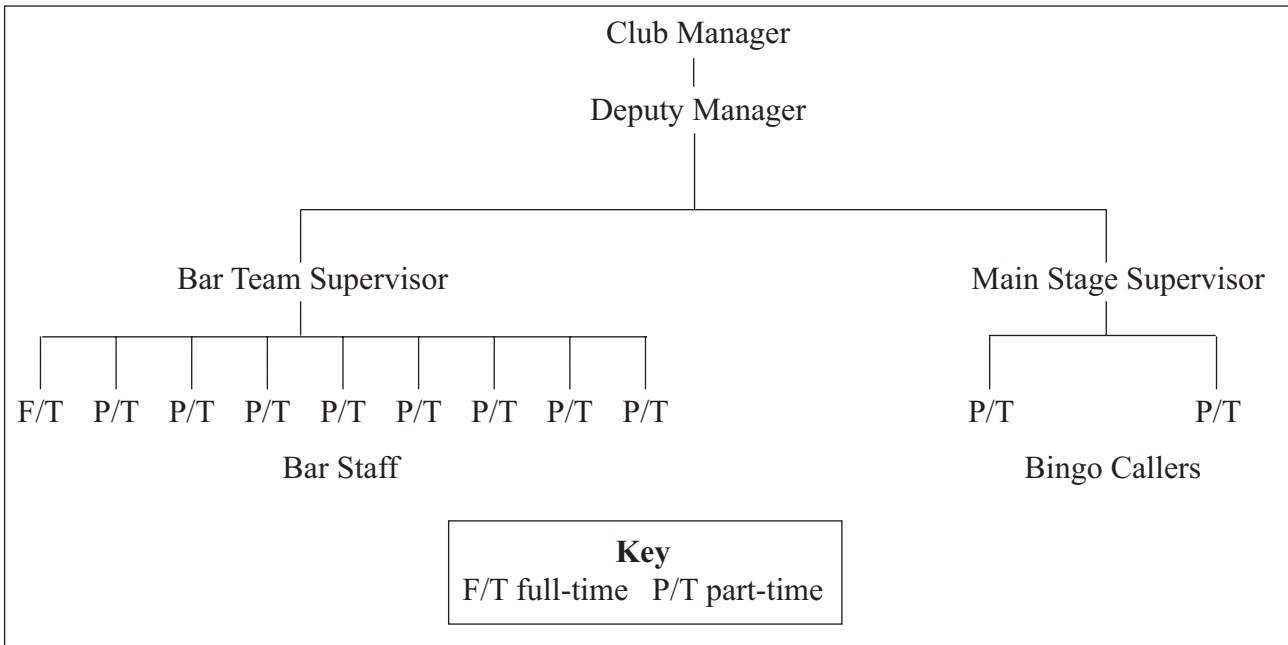
Turn over for the next question

Turn over ►

5 Gala Coral is a successful leisure company, with over 150 Bingo Clubs offering afternoon and evening entertainment across the UK. Gala Coral employs some 18 000 people.

Figure 2 shows a simplified organisational structure at a Gala Bingo Club.

Figure 2



(a) Suggest what is meant by the following terms:

(i) Chain of command

.....

.....

.....

.....

(2 marks)

(ii) Span of control.

.....

.....

.....

.....

(2 marks)

(b) Suggest the implications for a large leisure organisation such as Gala Coral of employing a high number of part-time staff.

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

Question 5 continues on the next page

(c) Study **Figure 3**.

Figure 3

A woman chose to apply for a position at Gala Bingo because of the prospects for progression and the opportunity to train with the company. After initial training, she transferred to several different clubs in succession and has now been promoted to Deputy Manager.

Explain how and why working in different clubs might have helped this woman to make progress in her career.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(6 marks)

Turn over for the next question

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Turn over ►

- 6 In addition to Bingo Clubs, there are also over 25 Gala Casinos where members can take part in games such as poker and roulette.

Study **Figure 4**, which summarises some aspects of the job of card dealer at a casino.

Figure 4

Job Title: Card Dealer	
Job requirements	Conditions of working
<ul style="list-style-type: none"> • Able to make fast mental calculations. • Must be 18 years of age or older. • Must pass vetting system, where background is carefully checked. 	<ul style="list-style-type: none"> • Night work is the norm as gaming is permitted only between the hours of 2 pm and 6 am. • Smart dress code. • Constant interaction with the customers.

- (a) Suggest why applicants for this job must be aged over 18 and are subject to a vetting system.

.....

.....

.....

.....

(2 marks)

- (b) What are the key requirements of the Working Time Regulations for night workers?

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

7 Outline the key requirements of The Sex Discrimination Act for employers.

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

4

Turn over for the next question

.....

.....

.....

.....

.....

(10 marks)

10

END OF QUESTIONS

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

ACKNOWLEDGEMENTS OF COPYRIGHT-HOLDERS AND PUBLISHERS

Figure 2, 3 & 4 Gala Coral Group Ltd
Figure 5 Severn Valley Railway



General Certificate of Education

Leisure Studies
8641/8643/8646/8649

LS09 Working in the People Business

Specimen Mark Scheme from 2010

Based on January 2008

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2009 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

General Guidance for Assistant Examiners of A 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 communication, 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
1	<p>Level 1 Side points or insignificant points made - maybe only one significant point. List without structure or elaboration.</p> <p>Level 2 More factors: significant points even if may be a list without elaboration. Some understanding of the needs of the organisation. Some discussion.</p> <p>Level 3 Important factors that should have precedence meeting the organisation's needs, rather than employee's needs. Makes a detailed discussion in a well-organised answer.</p> <p><i>Possible factors:</i> <i>To meet the organisation's needs</i></p> <ul style="list-style-type: none"> • Need to cover with sufficient staffing level • Reliability: rota the right people e.g. an experienced staff member on each shift • Cope with demand at busy times • Any targets that must be met • Contracted weekly working hours for each member of staff • Can overtime be allocated? <p><i>To meet the employee's needs</i></p> <ul style="list-style-type: none"> • European legislation - The Working Time Regulations • Frequency of weekends off <ul style="list-style-type: none"> number of rest days following nights number of consecutive rest days (e.g. no single rest days) maximum number of consecutive nights • "Social" requirements - for example, those relating to: <ul style="list-style-type: none"> frequency of weekends off or travelling home late • Holiday entitlements • Requests for leave on public holidays. • Absence such as sickness or compassionate leave • Fair allocation of unsocial hours • Vary the area in which working. 	<p>1 - 3</p> <p>4 - 7</p> <p>8 - 10</p>	<p>AO2</p> <p>AO3</p> <p>AO4</p>
Total		10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Level 1 Strengths or weaknesses given are less realistic or important. No evaluation. Errors e.g. may think that internet replaces interview.</p> <p>Level 2 Some relevant and realistic strengths and weaknesses. Attempt at evaluation. Credit any conclusions.</p> <p>Level 3 Explains well a broader range of relevant advantages for the job applicant and organisation. Also includes disadvantages - how the internet creates difficulties or is inferior to alternative media. Weighs up the pros and cons: and comes to conclusions about <i>how</i> helpful the internet is. At top of level may evaluate from point of view of both organisation and applicant.</p> <p><i>Possible answer</i> Millions of pages on the internet so will the advert be found? Can find enormous amounts of information about the company, the job, etc Worldwide search for jobs possible but the job is in one place so relevant to few internet users Speed with which applicants can obtain information about job or the organisation. Search engines to focus on the applicant. Pages can be constantly updated - but out-of-date pages are also left online. Candidates enter their job requirements so pages focus on exactly what you're looking for and irrelevant jobs are not shown: but this rules out other possible jobs Links from one page to another increases the breadth of search Page is always available to look for jobs at any time of day, and arrange an alert when a job comes up Application documents can be downloaded instantly, not posted Application can be sent as an e-mail Enables the candidates to demonstrates IT skills</p>	<p>1 - 3</p> <p>4 - 7</p> <p>8 - 10</p>	<p>AO3</p> <p>AO4</p>
Total		10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	<p>Point mark 1 for simple points or +1 if well-developed, up to 4.</p> <p>Acceptable definition of reference (1) Example of referee (1) What reference contains of attributes of candidate (1) Relates to the performance in last job (1) Only one input into the decision (1) Helps in shortlisting or in final decision (1) etc.</p> <p><i>Possible answer</i> <i>References are written recommendations (though a telephone conversation may be used) (1) written by people who have a good knowledge (at least 2 years) of the candidate's work, such as the previous employer or supervisor, or a headteacher or tutor (1)</i> <i>The organisation takes up references for the shortlisted candidates, setting out the key points on which it wants to receive comments which are in the form of a questionnaire (1) The reference informs the prospective employer whether the applicant is honest, reliable, hardworking, adaptable, etc and how they would be well suited to the job (1).</i></p>	4	AO1
3 (b)	<p>Level 1 Limited criteria suggested such as legal requirements only or basic knowledge of procedures e.g. only one point about conducting the interview. Simple explanation of one way it is made fair.</p> <p>Level 2 Produces a wider range of criteria which will make the process fair. Includes how candidates all have the same process and adjustment to meet special needs. Makes clear how the requirements for fairness are met.</p> <p><i>Possible answer</i> <i>Actions that cover the requirements for fairness which are built in to the procedure</i> <i>e.g. Requirement: Applicants have adequate time</i> <i>Actions to achieve fairness : notification of closing date; reasonable period before closing date; notice before interview, length of interview lets candidate show what can do</i></p> <p>Other requirements may include : necessary information providing a job description and person specification, same process for every applicant, impartial, objective methods; special needs provided for; legal obligations met, etc.</p>	1 - 4 5 - 8	AO2 AO3 AO4
Total		12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Level 1 Only basic overall knowledge of appraisal - significant omissions or misconceptions in the steps procedure. Limited understanding demonstrated of reasons for the steps. 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>Level 2 Gives a broadly correct coverage of the procedure but lacks specific knowledge of some steps and may not explain thoroughly. Clear explanation of some steps. 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>Level 3 Thorough knowledge of most of the key steps in an appraisal cycle Detailed and convincing explanation of reasons for the steps. 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><i>Possible answer</i> Appraisal meetings held annually with progress reviews conducted mid way through and at end of the appraisal cycle Line Manager issues Employee with appraisal preparation form and sets date for appraisal meeting (mutually convenient time) and agenda Employee completes appraisal preparation form and gives Line Manager copy Both parties have copies of employee's records Appraisal meeting conducted (no interruptions) Appraisal interview enables employee to discuss their current activities and contributions to organisation and discuss their future intentions with someone who is in a position to assist in the achievement of future objectives.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>

	<p>Interview should be honest, friendly and constructive.</p> <p>Setting of new objectives / targets.</p> <p>Appraisal meeting record is signed and dated by both parties.</p> <p>A Senior Manager monitors that objectives agreed in action plan are fair and achievable.</p> <p>Objectives meet Development Plan.</p> <p>Training activities are within budget.</p> <p>Promotion and pay adjustments are approved.</p> <p>Supervisor sets date for progress review against agreed objectives.</p> <p>Recommend the appraisal cycle.</p>		
Total		12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a)	<p>Point mark</p> <p>(i) <i>Chain of command</i> is the vertical line linking supervisors/managers and employees (1) along which communications/orders/instructions/reports/accountability are passed (1). (Note: 1st mark for position 2nd mark for nature of interaction).</p> <p>(ii) <i>Span of control</i> : the number (1) of subordinate staff each manager has reporting directly to them (1) (Note: 1st mark for number 2nd mark for person in control).</p>	<p>2</p> <p>2</p>	<p>AO1</p> <p>AO2</p>
5 (b)	<p>Point mark 1 for each key point or +1 for development up to 4.</p> <p><i>Possible answer:</i> Easier to recruit Copes with uneven busy times Cost in £ and time of greater number of employees to train/supervise Risk of duplication or not maintaining consistent standards Impossible / difficult getting all staff to attend meetings – etc Higher turnover of staff likely with P/T.</p>	<p>4</p>	<p>AO2</p> <p>AO4</p>
5 (c)	<p>Level 1 Some ideas on how different clubs would help her. Simple explanations. May fit to several reasons</p> <p>Level 2 Number of reasons how and why transferring to different clubs helps, especially towards being Manager. Clear explanation.</p> <p><i>Possible answer</i> She moves on when she has learned all about the job in a club; learns different work tasks and acquires skills ; she gains experience of different management styles, customers, situations, so she is ready to manage ; as vacancies occur in different clubs, she progresses up the hierarchy.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2</p> <p>AO3</p>
Total		14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>6 (a)</p>	<p>Point mark 1 for a relevant reason given for each item:</p> <p>Against the law for anyone under age of 18 to gamble so he cannot supervise it either (1) OR under 18's cannot work after 10 pm (1) A lot of money involved, so he is checked to screen out dishonest applicants (1).</p>	<p>2</p>	<p>AO2</p>
<p>6 (b)</p>	<p>Point mark 1 for relevant points or +1 if well-developed, up to 4.</p> <p><i>Possible requirements could include</i></p> <ol style="list-style-type: none"> 1. Night work should not exceed 8 hours in each 24 hour day, 2. Night work is 10.00 pm - 6.00 am 3. Like weekly working time, it is averaged over 17 weeks. 4. Night work not averaged if special hazards or physical or mental strain 5. Individuals can volunteer to opt out or opt back in again 6. Employers must keep records of working time 7. Rest periods must be 11 hours consecutively in each 24 hour day and 24 hours in each 7 days, averaged over 2 weeks; breaks must be provided 8. Young people (under 18) may not work at night (may credit from question 6a). 	<p>4</p>	<p>AO1</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (c) (i)	<p>Level 1 List of requirements of chosen job, some not significant. May provide simple explanation of people not meeting requirements.</p> <p>Level 2 Outline of relevant strengths/qualities required for the job- what does the person have to be good at? ; e.g. working with others/team. Clear reasoning to show why some people and not everyone meet requirements. If not both, max 4 Irrelevant job e.g. retail limit to level 1 when requirements would be transferable to leisure.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO3 AO4</p>
6 (c) (ii)	<p>Level 1 List or simple description of some conditions of working: Makes one simple link to the employee's liking.</p> <p>Level 2 Explain's <u>more than one condition</u> of working to the employee Describes sufficiently both those <u>liked</u> and <u>those disliked</u>. If not both, max 4. Irrelevant job e.g. retail limited to L1 where conditions would be transferable to leisure.</p> <p><i>Possible conditions</i> Physical environment - indoor /outdoor lighting, ventilation, temp Space to work in; Facilities for the staff Hours worked weekend and evening work; shift work; early starts and late finishes; length of shift; flexible hours; rotas Required to wear a uniform Pressures of the job: peak periods; big responsibility for the safety and enjoyment of visitors; need to meet targets for the company's profit objectives; flexibility to change according to circumstances not pay.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO3 AO4</p>
Total		18	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Point mark 1 for each key point or +1 if well-developed or illustrated, up to 4.</p> <p><i>Possible answer</i> Unlawful to discriminate against employees, whether full-time or part-time, temporary or permanent, employees or applicants responding to advertisements on grounds of their gender; or working; or promotion.</p> <p><i>Discrimination</i> means less favourable or unfair treatment, and it may be:</p> <ol style="list-style-type: none"> 1. Direct - e.g. "this post would not be suitable for a woman" or married women with children not given promotion. 2. Indirect - e.g. providing better facilities for men or insisting that people work on a day which is a religious festival or making women wear a uniform which is against their culture. Indirect discrimination includes harassment, jokes, banter or shunning on grounds of gender. 3. Victimisation - being singled out for unfair treatment after exercising your rights. <p>Allow equality of duties.</p>	4	AO1
Total		4	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Level 1 Limited list of benefits /drawbacks, or covers only one benefit or drawback. May refer to the benefits for the volunteer rather than the company. At top of level 1, produces simple comments on nature of some benefits and disbenefits to company. Lacks explanation.</p> <p>Level 2 Explains from point of view of Company. Covers range of both benefit and drawbacks to the Company with basic explanation.</p> <p>Level 3 Good quality of explanation. May give relevance to operating a complex, technological and hazardous activity. Comprehensive: good range of benefits and drawbacks. May give some idea of the <i>strength</i> of those benefits and drawbacks.</p> <p><i>Possible Benefits and Drawbacks</i> Volunteers are unpaid so keep down costs If replaced with paid ones, then ticket prices would have to increase. Volunteers possess the wide range of skills and experience needed Perform key functions Volunteers are well-motivated - they enjoy themselves and gain satisfaction from their involvement.</p> <p>Give up their own free time to work on the railway so can be rota'd only when available Few, if any, sanctions can be applied if functions are not carried out as operational managers would like, e.g. no discipline if late for work Must make volunteers feel that they have an important role in the organisation that they are wanted; yet volunteers' needs have to be subservient to those of customers Must be persuaded rather than instructed : Managers must recognise problems, and negotiate skillfully in order to retain volunteers May have to be paid travel and subsistence expenses.</p>	<p>1 - 3</p> <p>4 - 7</p> <p>8 - 10</p>	<p>AO2</p> <p>AO4</p>
Total		10	

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
TOTAL	



General Certificate of Education
Specimen Question Paper based on January 2008
Advanced Level Examination

Leisure Studies

LS12

Unit 12

Lifestyle Management

You will need no other materials.
You may use a calculator.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 90.
- The marks for questions are shown in brackets.
- In Question 6 you will be marked on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate. The legibility of your handwriting and the accuracy of your spelling, punctuation and grammar will also be considered in this question.

Answer **all** questions in the spaces provided.

- 1 (a) Give **two** physiological changes to the heart that result from regular sustained aerobic exercise over a long period of time.

.....
.....
.....
.....

(2 marks)

- (b) Describe **one** of the psychological and **one** of the physiological benefits, **other than** changes to the heart, of taking part in healthy exercise.

.....
.....
.....
.....
.....
.....
.....
.....
.....

(4 marks)

2 People who are trying to eat a healthy diet need clear nutritional information from the food industry.

When nutritional information is given on a label, it must show the amount of each of the following per 100g or 100ml of the food:

- protein
- carbohydrate
- fat.

(a) (i) Outline the main function of each of **two** of the above nutrients.

.....

.....

.....

.....

(2 marks)

(ii) Study **Figure 1**.

Figure 1

DIETARY ADVICE	
Total Fat	High is more than 20g fat per 100g Low is 3g fat or less per 100g
Saturated fat	High is more than 5g saturates per 100g Low is 1.5g saturates or less per 100g

Explain why the information in **Figure 1** might be a useful guide to people who are attempting to reduce the amount of fat in their diet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

Question 2 continues on the next page

Turn over ►

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(12 marks)

18

Turn over for the next question

Turn over ►

.....

.....

.....

.....

.....

(8 marks)

10

Turn over for the next question

.....

.....

(8 marks)

8

Turn over for the next question

Turn over ▶

.....

.....

.....

.....

.....

.....

.....

.....

.....

(12 marks)

END OF QUESTIONS

12

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS

Question 2 Figure 1 Food Standards Agency. Crown copyright. Reproduced under the terms of the Click-Use Licence.
Question 2 Photograph:- K.Anstice
Question 5 Figure 3 Speech on Healthy Living, 26 July 2006. Crown copyright. Reproduced under the terms of the Click-Use Licence.



General Certificate of Education

Leisure Studies
8641/8643/8646/8649

LS12 Lifestyle Management

Specimen Mark Scheme from 2010

Based on January 2008

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2009 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

General Guidance for Assistant Examiners of A 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 communication, 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
1(a)	Any two of <ul style="list-style-type: none"> • Grows stronger • Increases stroke volume • Increases cardiac output • Grows larger / bradycardia ‘athletes heart’. • Reduced resting HR. 	2	AO1
1(b)	Any one for psychological <ul style="list-style-type: none"> • Emotional well being • Mental health • Stress • Self image • Attitude PLUS Any one for physiological e.g. respiratory / muscular / skeletal systems / red blood cells / losing weight. No mark for ‘general fitness answers’	4	AO1
1(c)	Level 1 A basic answer with limited and general examples of unsuitable exercise activities. May only refer to specific groups in a general way. May also offer stereotypical or unsuitable examples about e.g. older people not being able to participate in contact sports. Level 2 This answer clearly describes the implications for people who engage in unsuitable sporting or exercise activities. The answer also refers to at least two specific age groups e.g. children who engage in strenuous sports activities at too young an age (when joints are still developing) or middle aged people who take part in running events without suitable training.	1 – 3 4 – 6	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(d)	<p>Level 1 A basic answer which refers in general terms to some of the social problems that affect individuals exercise activity choices such as family influences, peer group pressures, economic status and circumstances.</p> <p>To achieve 4 marks there is a limited attempt to explain the extent that individual social circumstances affect participation in healthy exercise.</p> <p>Level 2 A clear answer which refers to social factors which can affect individuals' choices. This answer explains clearly how social circumstances and conditions can be the main reason that people choose to engage in healthy exercise or not, and uses clear examples to back up their explanation.</p> <p>To achieve 7 marks the candidate clearly explains the extent that individual circumstances affect participation and evaluates how powerful these effects can be.</p> <p>Level 3 This answer refers in detail to the socio-economic circumstances which affect individuals' choices. This answer also includes examples which include either historical or cultural references such as social class and ethnic background. At this level there is also reference to current social problems in the UK The explanation and evaluation are detailed and balanced.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	AO4
Total		22	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)(i)	<p>Two of:</p> <ul style="list-style-type: none"> • Protein The body needs protein to grow and repair itself. • Carbohydrate Carbohydrates provide the body with energy • Fat Fats provide energy and help the body absorb vitamins. 	2	AO1
2(a)(ii)	<p><i>The answer should include:</i></p> <p>This may be a useful guide because it shows that any individual food that has more than 20g fat per 100g is high in fat (therefore between 3g and 20g total fat is a moderate amount). The information also indicates that any individual food above 5g of saturated fat is also high, (and saturated fat between 1g and 5g per 100g is a moderate amount). Many people have diets which contain a high level of percentage fat and this basic information is useful to make a simple calculation for reducing total fat intake. Many people also have high levels of saturated fat in their diets, so would also need to consider the percentage of saturated fat in any total fat calculation.</p> <p>One mark for any of the following:</p> <ul style="list-style-type: none"> • Above 20g of total fat per 100g in any individual food is high • Between 3g and 20g total fat is a moderate amount • Above 5g of saturated fat per 100g in any individual food is also high • Between 1g and 5g of saturated fat is a moderate amount • Because many people have diets which have high levels of total fat the information would be useful to make a simple calculation towards reducing total fat intake. • Because many people also have diets high in saturated fats this would need to also be considered in any total fat reduction calculation 	4	AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(b)	<p>Level 1 A basic answer which discusses in general terms some of the influences and pressures. This answer is likely to focus on one or two factors only and does not include any group of people in particular.</p> <p>Level 2 This answer is a clear discussion about the influences and pressures and includes a range of factors. This level discussion mentions how there are different pressures for different groups such as children being more influenced by their parents or family, whereas adults are more influenced by marketing.</p> <p>Level 3 This is a detailed discussion and candidates also debate the arguments about individual choice and the powerful marketing influences of food manufacturers and perhaps pricing policies which encourage unhealthy choices.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	AO2
Total		18	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)(i)	<p>Level 1 A basic explanation of how the research was carried out using questionnaires or interviews (or combinations of). To obtain 3 marks there should be reference to the actual methodology and shows an understanding of the main purposes of each of the methods.</p> <p>Level 2 A clear explanation of the actual procedures which were followed and an explanation about how the questions were constructed. This answer also shows understanding of the main purposes of each of the methods and their strengths and weaknesses. To obtain full marks there must also be a reference to the sensitive nature of the information which was being sought.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1
3(a)(ii)	<p>Level 1 A basic and general answer only. There is some limited attempt to assess the success of the lifestyle analysis. There is no evidence that an actual lifestyle analysis took place or an evaluation of the methods.</p> <p>Level 2 A clear answer which makes a good attempt to evaluate the success of the candidate's lifestyle analysis. There is evidence that an analysis took place as there is reference to some of the difficulties in obtaining accurate information. There is also a clear link to part (b) and an evaluation of the strengths and weaknesses of the methods used.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO4
3(b)	<p>Level 1 There are basic recommendations of a general nature only and do not show evidence of realistic research into individual lifestyles. For four marks reference must be made to one specific individual and begin to justify.</p> <p>Level 2 There is clear evidence that research has taken place and there are realistic recommendations for future improvements.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO4
Total		20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Any two of</p> <ul style="list-style-type: none"> • Educational levels • Occupation • Social class • Income • Location 	2	AO1
4(b)	<p><i>An example of an answer to this question could include:</i></p> <p>People who are from lower socio-economic groups do not have access to the lifestyle conditions which increase life expectancy. For example it has been shown that they do not participate in healthy exercise activities.</p> <p>Smoking is a major cause of CHD. It is more popular amongst people from lower socio-economic groups which may result in shorter life expectancy. Environmental conditions which many people from lower groups find themselves in also contribute to poor health and illnesses. Poorer living conditions, lack of access to medical facilities or jobs which could involve greater health risks all contribute to shorter life expectancy amongst this social group. More dangerous occupations could also lead to greater risk of serious injury.</p> <p>Individual lifestyle choices such as lack of regular exercise, higher alcohol consumption and poor dietary choices have been shown to be more prevalent amongst this social group which makes a significant contribution to shorter life expectancy.</p> <p>Level 1 A basic answer which briefly mentions one or two of the lifestyle factors. To achieve the top end of the range there should be awareness that a range of factors are involved.</p> <p>Level 2 This is a detailed and clear answer which discusses the range of lifestyle factors which contribute to shorter life expectancy amongst lower socio-economic groups.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO3
Total		10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p>Level 1 This answer is a basic interpretation of the statement that views individuals as being mostly responsible for their 'bad' lifestyles. The basic comments suggest that people should make a much greater effort to improve their lifestyle because of the strain being put on the health service. For 4 marks there should be a short reference to government attempts to improve lifestyles.</p> <p>Level 2 This is a clear answer which interprets the statement as suggesting that individual choices about lifestyle are not entirely to blame for the diabetes crisis, and that government failures play some part in the present situation.</p> <p>An expected answer at this level balances the argument and recognises that there is responsibilities from both directions. The answer comments on the idea that government needs to make sure legislation and policies are supportive of attempts by the UK population to improve their lifestyle – which in the past has not always been the case.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO3
Total		8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>(Possible extract from a good answer)</p> <p>‘We could focus more on the social determinants of lifestyle, not simply treat health behaviours as something that can be turned on and off with the advice of a health educator or government pronouncement’.</p> <p>This question looks at government initiatives over the years and their varying success in the lifestyle stakes. The question is related to the health status of the UK and how it is affected by changing demographics, culture and society. Good answers will recognise that UK governments have had varying degrees of success in changing lifestyles and habits over the years. Good answers will provide examples of successful initiatives but also recognise how ineffective intervention can be, and provide examples such as attempts to change people’s diets. Level 3 answers will also include some of the social and cultural factors which have worked against attempts at intervention</p> <p>Level 1 A basic answer which outlines some of the initiatives in general terms. This answer will be unsure of actual initiatives or campaigns and will mention how there is official support for healthy lifestyles. There is no attempt to evaluate. 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>Level 2 This is a clear answer which looks at the improvements in longevity and medical care over the years and includes at least two examples, such as anti smoking campaigns and sports and exercise initiatives. This answer has some evaluation about the varying degrees of success of intervention. This answer however is unbalanced as it either mainly points out strengths or weaknesses of campaigns and initiatives. There is no attempt to include social or cultural factors in the evaluation 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>1 – 4</p> <p>5 – 8</p>	AO4

	<p>Level 3 This is a detailed answer which uses a range of examples as supporting evidence and makes a good attempt to evaluate the success of intervention. 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>9 – 12</p>	
<p>Total</p>		<p>12</p>	