



General Certificate of Education

Leisure Studies **8641/8643/8646/8649**

LS12 Lifestyle Management

Mark Scheme

2007 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 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.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)(i)	<p>Two marks for simple points, eg:</p> <ul style="list-style-type: none"> • Personal cleanliness – ‘Grooming routines’ examples from different parts of the body (hair, skin, teeth, hands, nails, feet, menstrual hygiene). • Avoidance of disease – Prevention of personal diseases such as head lice, bad breath, body odour, athlete’s foot, verruca. <p>Two marks are available for detailed points developing ideas from the list.</p>	4	AO1
1(a)(ii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • showering facilities • wash basins • mirrors • hair driers • foot baths • employing cleaners • changing rooms to change out of sports clothes etc. 	2	AO2
1(b)	<p>Answers include:</p> <ul style="list-style-type: none"> • role models for young people • glamorises the use of drugs • ignores serious dangers of misusing substances • could be illegal • personal dangers • causes problems for families and the community. <p>Level 1 One or more reasons are identified, but any explanation is basic and lacks clear detail.</p> <p>Level 2 A clear explanation of one or more reasons is given.</p>	1-3 4-6	AO1

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)(i)	<p>Explanation:</p> <ul style="list-style-type: none"> • To ensure there is a basic healthy balance of a variety of foods on offer. • To provide foods which are suitable for sports people and those taking regular exercise. • To make sure the LC provides the correct image to its customers. • To provide a range of alternative low calorie food and drink, for those intending to lose weight. <p>etc.</p> <p>The question does not ask about practical presentation and whilst it may be implied, candidates may not comment on this.</p> <p>Level 1 Shows a basic understanding about the nutritional values of food and why they would be important to a LC.</p> <p>Level 2 A clear explanation about why a LC should be aware of the importance of healthy food and the provision of food for active people.</p>	<p>1-3</p> <p>4-6</p>	<p>AO1</p> <p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c) (ii)	<p>Two marks for two of:</p> <ul style="list-style-type: none"> • keeping raw and cooked meat apart • wash fruit and vegetables thoroughly • use of clean utensils – including knives and chopping boards • cooling food • personal hygiene e.g. always washing hands • defrosting / cooking / heating food correctly. etc. 	2	AO2
1(c)(iii)	<p>Answers include:</p> <ul style="list-style-type: none"> • Germs that cause food poisoning are at greater risk of multiplying and spreading when handling and preparing food. • Extra care needs to be taken to control food temperatures and avoid cross contamination. • Large numbers of people intensify these problems (customers and staff). • The consequences to organisations can mean loss of business or losing the business completely. • Consequences can also mean criminal prosecutions if there are outbreaks of food poisoning. • Legislation/legal requirements. <p>Level 1 Shows a basic understanding about the importance of food preparation and handling but limits answer to the practical consequences.</p> <p>Level 2 A clear explanation about the importance of food preparation and handling in a practical way and also the consequences to the organisation and the individuals who are responsible.</p>	<p>1-3</p> <p>4-6</p>	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Answers include:</p> <ul style="list-style-type: none"> • Explanation of factors affecting self-image e.g. acne/body hair/breaking voice. • ‘Self Image’ is linked closely to social and cultural expectations (media / peer group). • The achievement of an acceptable self image can be difficult for some. • Can lead to negative thoughts about self esteem and self worth. • Can lead to more extreme measures to correct perceived problems; such as plastic surgery. • Mental health problems can be caused such as eating disorders. <p>Level 1 Shows a basic link between ideas about self image and a healthy lifestyle.</p> <p>Level 2 Clearly discusses ideas about ‘self image’ and the external social and cultural pressures placed on young people which can affect the achievement of a healthy lifestyle.</p> <p>Level 3 A detailed discussion which covers a wide range of issues linking social and cultural pressures to psychological factors. At this level the discussion should draw out historical factors or references to other cultures.</p>	<p>1-3</p> <p>4-7</p> <p>8-10</p>	<p>AO1</p> <p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	<p>Main methods of gathering information include but are not restricted to:</p> <ul style="list-style-type: none"> • interviews • questionnaires • observation. <p>Whichever method or methods the candidate has chosen, there must be a clear analysis of the advantages and disadvantages linked to its use e.g.</p> <p>An interview is a staged situation and if the interview is too structured the interviewer could miss vital information. If the interview is too open, it may become tangential making data analysis difficult. Advantages are the direct contact with the interviewee, and being able to influence / plan the interview in advance.</p> <p>Level 1 A suitable method is chosen but there is only a limited attempt to relate specific advantages and disadvantages.</p> <p>Level 2 An appropriate method is chosen, with a clear attempt to produce specific advantages and disadvantages beyond Level 1. One method in detail can reach full marks.</p>	<p>1–3</p> <p>4–6</p>	<p>AO3</p>
3(b)	<p>Sensible and healthy exercise focused on the aims and purposes of the individual:</p> <ul style="list-style-type: none"> • health related exercise activity • sports related activity • age related. <p>Following a well balanced diet, including more detailed information about recommended percentages of nutritional groups i.e. carbohydrates / fat / protein/ vitamins, minerals. Limiting alcohol – Government recommendations. Stopping Smoking. Recommended sleep patterns.</p> <p>Two marks are available for detailed points. Must make reference to source material.</p>	<p>4</p>	<p>AO2</p>
Total		<p>10</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Makes judgements about the extent that these factors could take place.</p> <p>Personal, eg:</p> <ul style="list-style-type: none"> • Could help to establish regular sleep patterns. • Helps to reduce the chance of illness and disease. • Helps to relieve stress and tension. • Help to improve fitness • Goals and targets. <p>Social, eg:</p> <ul style="list-style-type: none"> • A means of meeting other people and creating friendships. • Helps towards understanding other people and improve relationships. • Exercise needs to take place in an organised situation. <p>Level 1 Discusses the personal and/or social benefits, but only attempts a basic evaluation, without reference to the type of 'club' or organisation where these benefits could take place</p> <p>Level 2 Evaluates a range of personal and social benefits including the extent that it is possible for beneficial effects to take place. Specifically mentions the type of 'club' or organisation where it is possible for these benefits to take place</p> <p>Level 3 Evaluates a full range of personal and social benefits in detail. Provides details about the advantages and disadvantages of certain types of exercise e.g. sports do not always provide a healthy option. May mention some of the difficulties of joining clubs in some parts of the country. Must include personal and social benefits.</p>	<p style="text-align: center;">1-3</p> <p style="text-align: center;">4-7</p> <p style="text-align: center;">8-10</p>	AO4

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(b)	<p>Examples of initiatives include:</p> <ul style="list-style-type: none"> • Encouraging walking or bike riding • Paid time during working day to exercise • Provide resources for exercise (i.e. space / facilities) • Allowing time off work to participate in organised exercise (e.g. marathons) • Encourage bike riding to work • Sponsorship of events e.g. 10k run for “Help a London Child”. <p>Examples of benefits include:</p> <ul style="list-style-type: none"> • Greater productivity • Less sick leave • Improves morale • More alert and relaxed at work • Could help to promote public image • Employees more healthy and energetic • Charity benefits. <p>Level 1 Basic list of initiatives with little development. Any discussion of benefits is basic with little or no practical application.</p> <p>Level 2 At least one clearly developed and practical initiative. Clear discussion of the potential benefits to the employer.</p>	<p style="text-align: center;">1-3</p> <p style="text-align: center;">4-6</p>	<p style="text-align: center;">AO2</p> <p style="text-align: center;">AO3</p>
Total		16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Answers include:</p> <ul style="list-style-type: none"> • Any reduction in smoking has a positive and negative effect on the economy. • Positive – less work days lost because of illness / disease / improves image to voters / increases health profile of the population. • Negative – loss of jobs in the tobacco industry / criticism from business. • People who smoke cause pollution and harm other people so should not be free to continue the habit. <p>Level 1 A basic discussion about the dangers of smoking with no attempt to present both sides of the argument.</p> <p>Level 2 A clear evaluation of the arguments in favour of a ban. If no reference to positive and negative implications to the individual and society, maximum mark = 5.</p> <p>Level 3 A detailed evaluation of the arguments which demonstrates the ability to assess the relative importance to the individual and society.</p>	<p style="text-align: center;">1-3</p> <p style="text-align: center;">4-7</p> <p style="text-align: center;">8-10</p>	A04

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(b)	<p>Answers include:</p> <ul style="list-style-type: none"> • Comparison of the UK and at least one other European country linked to the opportunity to engage in a healthy lifestyle. • Comparison includes reference to statistics which considers a range of factors linked to the opportunity to engage in a healthy lifestyle. • Comparisons also include economic factors such as education and employment / social class / discrimination /demographics. • Government policies and political systems. • Cultural and historical factors. <p>Level 1 Basic comparison of evidence that might be press reports, anecdotal or hearsay with no clear references. Analysis lacking depth of understanding.</p> <p>Level 2 Detailed comparison of the two countries with an attempt to present and compare the evidence.</p>	<p>1-3</p> <p>4-6</p>	A03
Total		16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>LIFESTYLE FACTORS</p> <ul style="list-style-type: none"> • Socio-economic group affects all aspects of health and lifestyle choices including: • Diet and nutrition • Exercise and Fitness • Sexual Health • Lifestyle management • Alcohol consumption • Nicotine dependency • Cholesterol levels • Mental health. <p>SOCIO-ECONOMIC FACTORS</p> <ul style="list-style-type: none"> • Lower / Higher income families • Social Class • Single parent families • Inadequate housing • Unemployment • Geographical location. <p>Level 1 A basic description which outlines some of the contrasting lifestyle factors, but shows little awareness of how the socio-economic factors impact on lifestyle choices.</p> <p>Level 2 A clear explanation which outlines some of the contrasting lifestyle and socio-economic factors, and attempts to analyse how these factors can impact on lifestyle choices.</p> <p>Level 3 A detailed explanation which comprehensively covers most of the lifestyle and socio-economic factors and clearly analyses how these factors can impact on lifestyle.</p>	<p>1-4</p> <p>5-8</p> <p>9-12</p>	<p>AO4</p>
Total		12	

Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a) (i)	4			
1(a) (ii)		2		
1(b)	6			
1(c) (i)	3	3		
1(c) (ii)		2		
1(c) (iii)		6		
2	7	3		
3(a)			6	
3(b)		4		
4(a)				10
4(b)		3	3	
5(a)				10
5(b)			6	
6			6	6

Weightings of Assessment Objectives

AO1	20
AO2	23
AO3	21
AO4	26
Total	90