



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS12 Lifestyle Management

Mark Scheme

2007 examination - June 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>Notes for answer: This answer requires knowledge of basic safety precautions which is studied as part of 21.3. Students need to be able to apply this knowledge to a popular leisure activity.</p> <p>No mark will be awarded for an incomplete answer such as a 'friend standing by the side' or an answer which is incomplete.</p> <p>One mark for any of the following:</p> <ul style="list-style-type: none"> • Correct supervision (alert sufficient spotters) • One person at a time • Not trying moves above skill level (no somersaulting) • Sufficient space around trampoline • Clear underneath • Never jump off • Good padding around sides • Use of cages • Knowledge of correct technical bouncing • Not using whilst under the influence of alcohol • Wearing suitable clothing and footwear. 	4	AO2
1(a)(ii)	<p>This answer discusses the dangerous nature of 'home' Trampolining and discusses the inherent dangers of the activity balanced with the benefits of healthy exercise.</p> <p>Level 1 – Basic A basic and unbalanced answer which is mainly limited to one side of the argument and does not recognise the dangerous nature of the activity.</p> <p>Level 2 – Clear A more detailed answer which clearly discusses the benefits of Trampolining as healthy exercise balanced with the obvious dangers. Shows awareness of Trampolining as a high risk activity, and the implementation of strict safety rules and guidelines which could be enforced by legislation. Top end marks will discuss the relative responsibilities of the manufacturers and individuals.</p>	1 – 3 4 – 6	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>1(b)</p>	<p>Notes for answer: The answer suggests and evaluates a variety of safety measures such as ensuring knowledge of the highway code and the introduction of compulsory proficiency training. Any suggestion such as the one above includes an evaluation such as how difficult proficiency training would be to enforce. The same would apply to any other suggestions such as reflective clothing.</p> <p>Level 1 – Basic Discusses at a basic level some of the more obvious measures that could be used. Answers at the lower end do not attempt to evaluate the merits of various measures. At the top end of level 1 the answer will include a wider variety of measures and begins to attempt an evaluation.</p> <p>Level 2 – Clear At this level a wide variety of measures are introduced and the advantages and disadvantages of some of the measures are clearly evaluated. At the lower end the answer focuses on and will be limited to the measures. For the highest marks the answer will also include wider considerations such financial considerations.</p>	<p>1 – 4</p> <p>5 - 8</p>	<p>AO4</p>
		<p>Total: 18</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Examples include:</p> <ul style="list-style-type: none"> • relieves stress and tension • establish regular sleep patterns • reduces chances of illness and disease • social benefits • gives individuals goals and aims in their life 	2	AO1
2(b)	<p>Notes for answer:</p> <p>There should be an obvious contrast between the two groups which are chosen. Where generic healthy activities are chosen each should be justified clearly for the specified group, such as swimming would be suitable for elderly people because it allows exercise to take place at the same time as providing good support for ageing joints. For a teenager swimming would provide an opportunity for more strenuous exercise by e.g. using a wider variety of strokes or completing time trials.</p> <p>Level 1 – Basic A basic and general answer which matches correct activities to the two chosen groups (the activities chosen may be correct but not particularly healthy). One mark may be given for one suitably chosen activity matched correctly to the chosen group. Marks at the top end will show awareness of the meaning of 'healthy exercise'.</p> <p>Level 2 – Clear A clear answer which matches well chosen activities to the selected groups. Justification will show awareness of healthy exercise and include accurate benefits of the chosen activities. Marks at the top end will include reference to basic scientific research or statistics, which begins to justify why certain activities are suitable for the particular groups chosen.</p> <p>Level 3 – Detailed A detailed answer which shows a good awareness of matching the correct activities to the chosen groups. This answer also provides some basic scientific physiological and psychological evidence from research or statistics e.g. teenagers - sports activities - good for self esteem – exercising the heart at an appropriate level. Marks at the top end will need to clearly argue why certain activities have advantages and are considered to be healthy exercise.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	AO2
		Total: 12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Notes: This answer will consider both long and short term consequences.</p> <p>Level 1 – Basic A basic answer which mainly considers only long <u>or</u> short term consequences of not following a healthy lifestyle.</p> <p>Level 2 – Clear A clear answer which discusses a range of the long and short term consequences of not following a healthy lifestyle to the individual. This level of answer expands the discussion to include wider consequences to others and to wider society. To achieve 6 marks, the answer may consider evidence from statistics which shows that unhealthy lifestyles have both personal and social consequences.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3</p>
3(b)	<p>Notes for answer: Possible themes for answers will include: Improvement of aerobic fitness levels (focus should be on appropriate exercise activities e.g. following basic principals of exercise such as ‘overload’ and ‘progression’). Leisure activity choices showing awareness of Someone with medical conditions e.g. strategies which could include more healthy alternatives whilst looking after grandchildren. Reduction in alcohol consumption Weight Reduction (or body fat levels) – improvement in diet.</p> <p>Level 1 – Basic Explanations are limited at this level. The answer refers to some of the strategies at a basic level. This may also be a general answer which does not refer to the lifestyle profile in any detail. At the top end of the answer gives realistic suggestions for improvements in fitness levels without clear reference to the lifestyle profile.</p> <p>Level 2 – Clear This is a clear answer which refers closely to the profile in Figure 1. The answer makes reference to the whole person in the profile, and suggests realistic strategies for improving fitness levels whilst considering all aspects of their lifestyle e.g. making ‘going to the pub’ an occasional treat rather than a regular leisure activity. This answer is fully aware of the links between lifestyle factors and the strategies for improving them. Top end answers show a detailed awareness of how lifestyle choices affect fitness levels and therefore health.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO3</p>
		Total: 14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Level 1 – Basic A straightforward answer which compares the methods at a basic level and mentions that interviews are face to face and can be very open ended, and questionnaires are often more structured. An answer at this level does not provide any specific examples to back up the comparison. For 4 marks the answer needs to attempt to compare the effectiveness of the methods but lacks details.</p> <p>Level 2 – Clear An answer which clearly compares the two methods that open ended interviews can elicit more detailed and accurate information if the interviewer is experienced. This answer also explains that questionnaires which are more structured do not always reveal the detailed information which is needed from an individual. For 8 marks the answer needs to mention that the two methods are often used to complement each other in order to be fully effective when assessing clients.</p> <p>Level 3 – Detailed An answer at this level includes all what is required for level 2 and then further develops the comparison to include how each method is often only used as a starting point in finding out relevant and sensitive personal information about individual clients.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>4(b)</p>	<p>Notes for answer: The obvious information is provided in Q3, although other factors may be considered not exclusively linked to Fig 1. A range of lifestyle factors would need to be considered in order to devise a lifestyle programme.</p> <p>Level 1 – Basic This is a basic answer which outlines the information provided in question 3. There is no attempt to justify why the information is needed. For 4 marks the full list which is in question 3 is included and described, e.g. would need to know gender, age, height, weight, social class, occupation and about social circumstances and activity levels, medical conditions. At the top end some basic justification is included.</p> <p>Level 2 – Clear At this level the full list includes a detailed justification of each section, e.g. physiological condition and background plus information on social circumstances, sleeping patterns, stress levels and diet. This answer would stress the importance of finding out details of actual exercise levels and any other factors which may impact on a lifestyle programme. The answer at the top end would include and fully justify finding out sensitive information which would be needed to devise a lifestyle programme.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1</p>
		<p>Total: 18</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>5(a)</p>	<p>Any 2 of the following demographic factors:</p> <ul style="list-style-type: none"> • Social Class • Work status • Household income • Educational qualifications • Urban / Rurality • Age • Gender • Marital status • Children in household • Ethnic origin <p>Further 2 marks for outlining how the demographic factors have affected the health of the Nation.</p>	<p>2</p> <p>2</p>	<p>A03</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(b)	<p>Notes for answer: Activities chosen are evaluated as to the extent that they provide benefits for the individual attempting to relieve stress and tension experienced in the workplace. The answer balances out the arguments about e.g. how going to restaurants or pubs can certainly have beneficial psychological effects at the same time as having risks attached. Increased calorie intake or alcohol consumption. Other activities such as just sitting in front of the TV also have beneficial effects but mean that it can become the easiest option and lead to a sedentary lifestyle.</p> <p>Level 1 – Basic A basic answer which outlines a variety of leisure activities which are both passive and active. This answer does not attempt to explore the advantages or disadvantages of the different types of activity.</p> <p>Level 2 – Clear A clear answer begins to explore the meaning of ‘well chosen activities’. It outlines a wide range of activities showing a good awareness of the different types of activities and how they may impact on other aspects of health (e.g. competitive and dangerous activities can relieve stress but may cause damage to an individual’s health).</p> <p>Level 3 – Detailed A detailed answer which shows a clear understanding of ‘well chosen activities’ and the advantages and disadvantages of lifestyle choice and constraints when choosing leisure activities. Evaluation is clear and thoughtful, and explores some of the wider issues such as powerful fashion messages from business which impact upon leisure and lifestyle.</p> <p>Top level answers also begin to explore the social and cultural causes of stress, which could determine choice of leisure activity (e.g. the profit motive drives business towards maximising human productivity).</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO4</p>
		Total: 16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>Notes for answer: More and more people consuming alcohol above the recommended daily guidelines will have many implications for the individual and society at large. There will be increasing strain on the health service as more people's health is affected by increased alcohol consumption. All emergency services will be under increased pressure to act on incidents caused by large numbers engaging in 'binge drinking' or domestic violence. There is an awareness of the main topical arguments and some of the problems that might face anyone attempting political solutions. Answers begin to explore the social pressures on all people to consume alcohol.</p> <p>Level 1 – Basic A basic answer which discusses the increased dangers to the individual and society of drinking above recommended guidelines. The answer is descriptive rather than analytical.</p> <p>Level 2 – Clear A clear answer which discusses the specific dangers to individuals like increased health risks, time off work and loss of employment. This answer shows an awareness of the current social situation in many parts of the UK and analyses a range of implications for the individual as it affects society.</p> <p>Level 3 – Detailed A detailed answer which fully analyses and discusses a wide range of individual and social effects of the over consumption of alcohol. An answer at this level clearly shows an awareness of the main topical arguments and some of the problems that might face anyone attempting political solutions.</p> <p>An answer at the top end of this level will also show an awareness of the traditions of U.K. society and how the 'pub' is often a focal point for local communities and how sensible alcohol consumption can have certain beneficial effects on the individual.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO3</p>
		Total: 12	